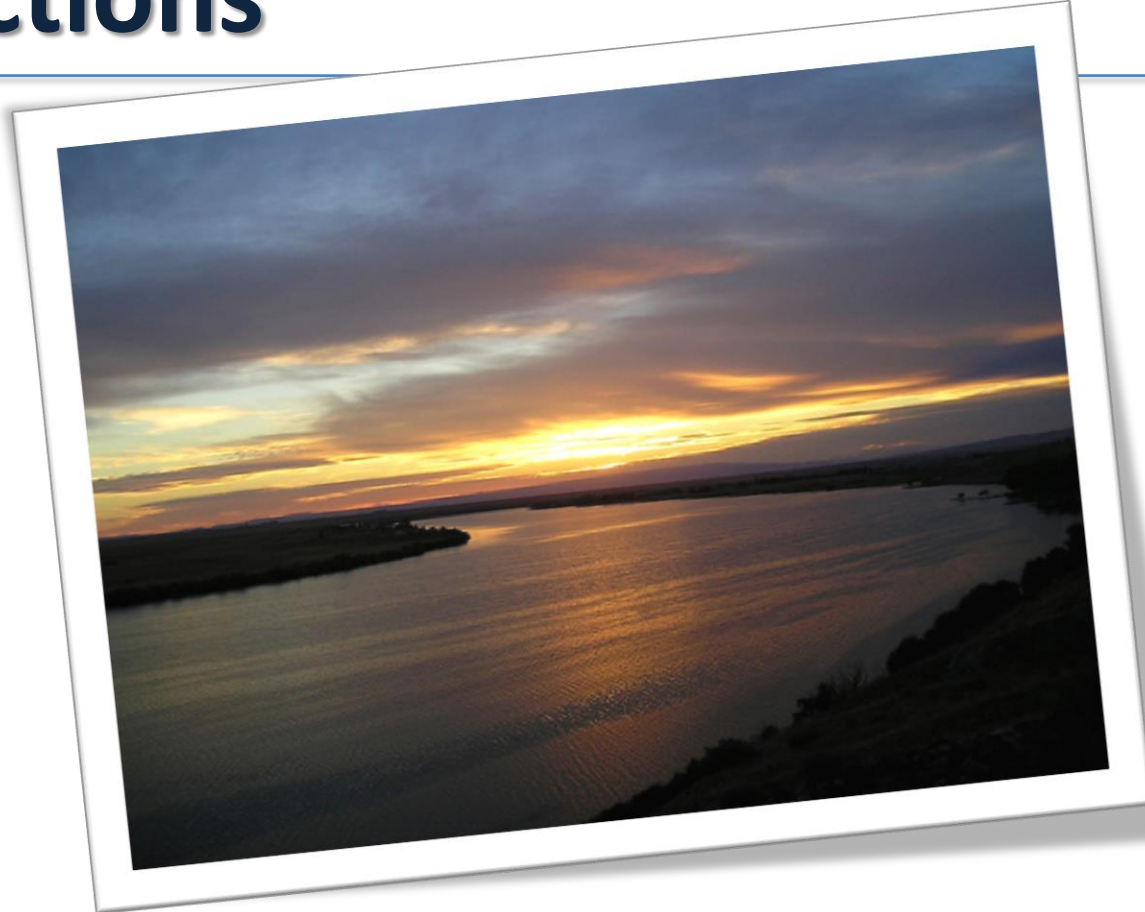


CPWI Cohort 4 Training

Why Are We Here?

April 13, 2016

Introductions





Agenda

- Introduce Participants
- Introduce Prevention Science
- Introduce Data Books
- Introduce and Practice Data-based Needs Assessment
- Introduce and Practice Strategy Selection
- Discuss Action Plan assignment
- Questions and Wrap-up



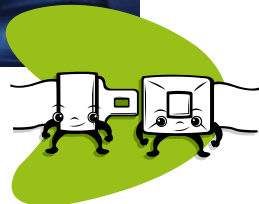
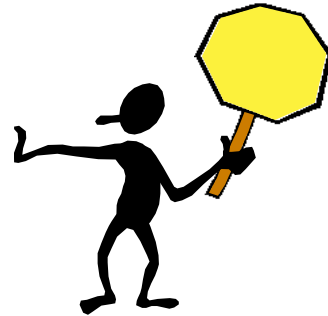
Introduction to Prevention Science



Why are we here today?



What is prevention?





In prevention, we go upstream to look for the cause and try to prevent that from occurring.

The coalition makes sure that happens.





If you look only at the people in the water...

Treatment and intervention providers work with individuals and then...



...they use those experiences to project need for services

Going Upstream is harder...



You look at the whole community and its groups and individuals...



Community as a whole
(environmental prevention)

Groups based on risk

Individuals based on risk

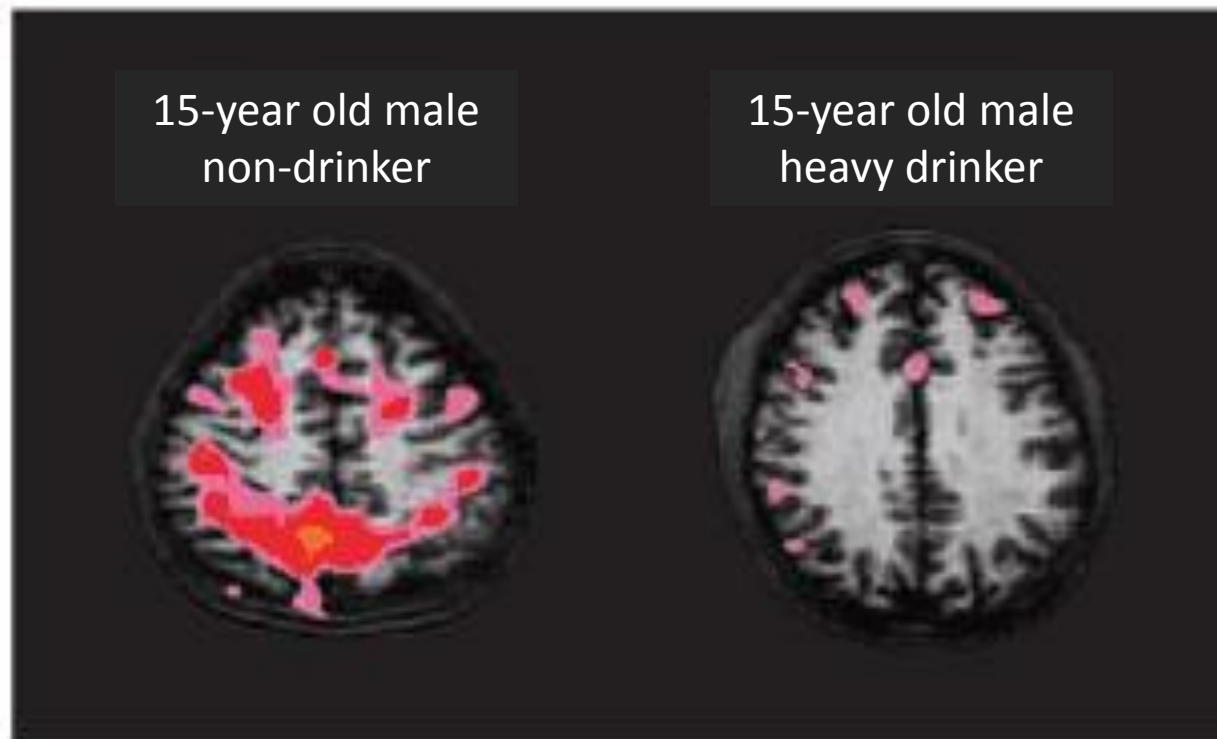


...and then prioritize which services best fit the identified needs

Why does this matter?



10% less memory in the alcohol dependent youth compared to the healthy youth. Source: Brown et al., 2000



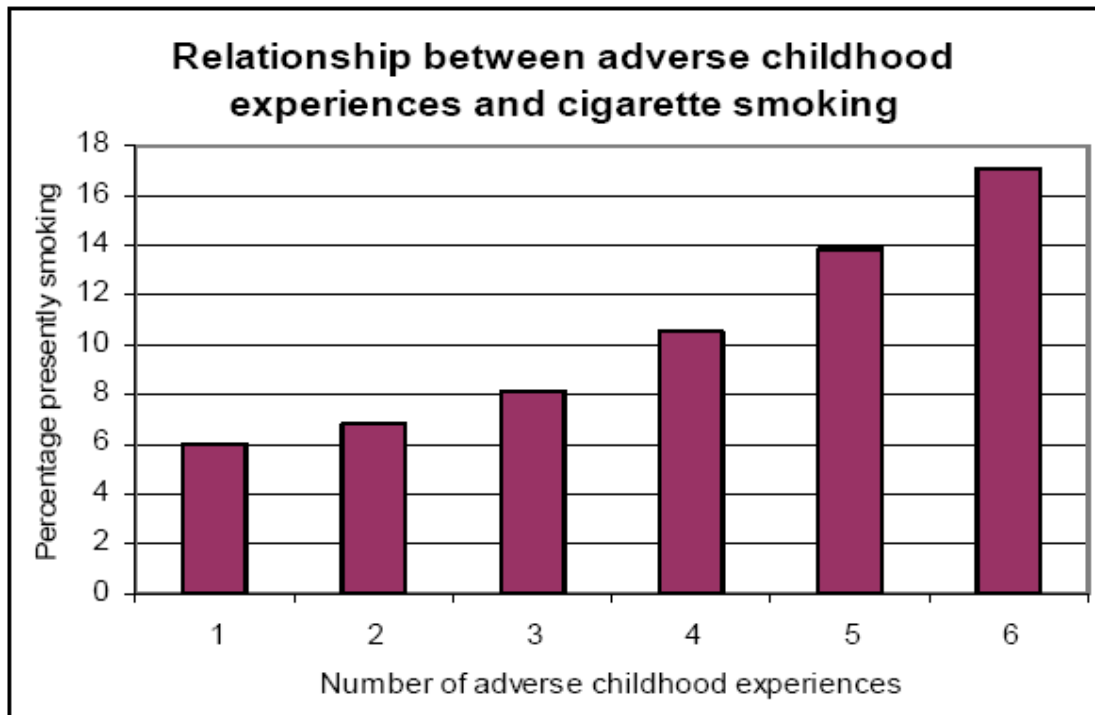
These brain images show the impact of alcohol on the brain and specifically illustrating memory function.

Image from Susan Tapert, PhD, University of California San Diego. *Courtesy of Parents Matter Presentation by Robin Erz,*



Why does this matter?

...Adverse Childhood Experience, includes...





Continuum of Care

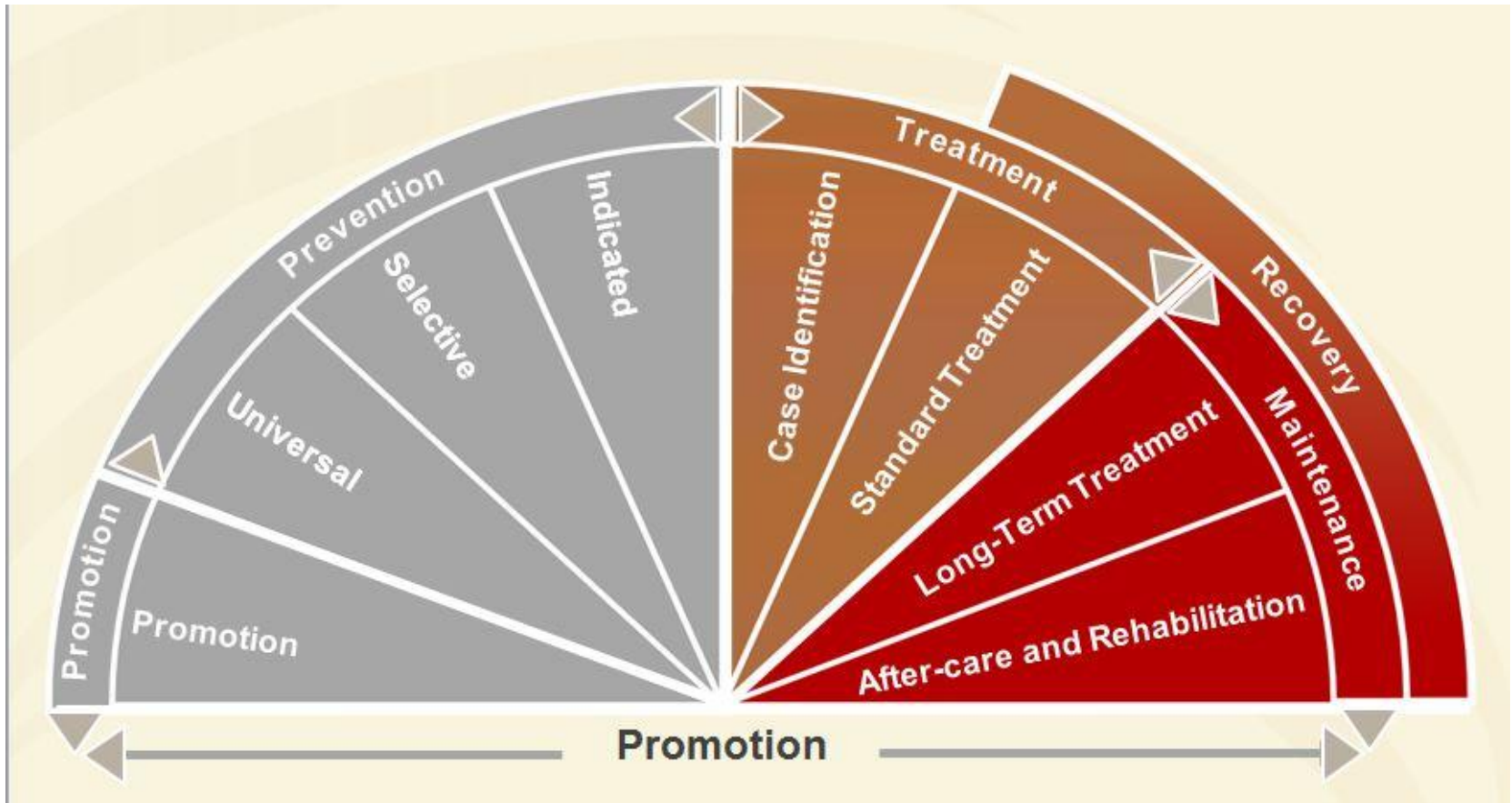




Prevention



Treatment and Maintenance



The Frog or the Pond?



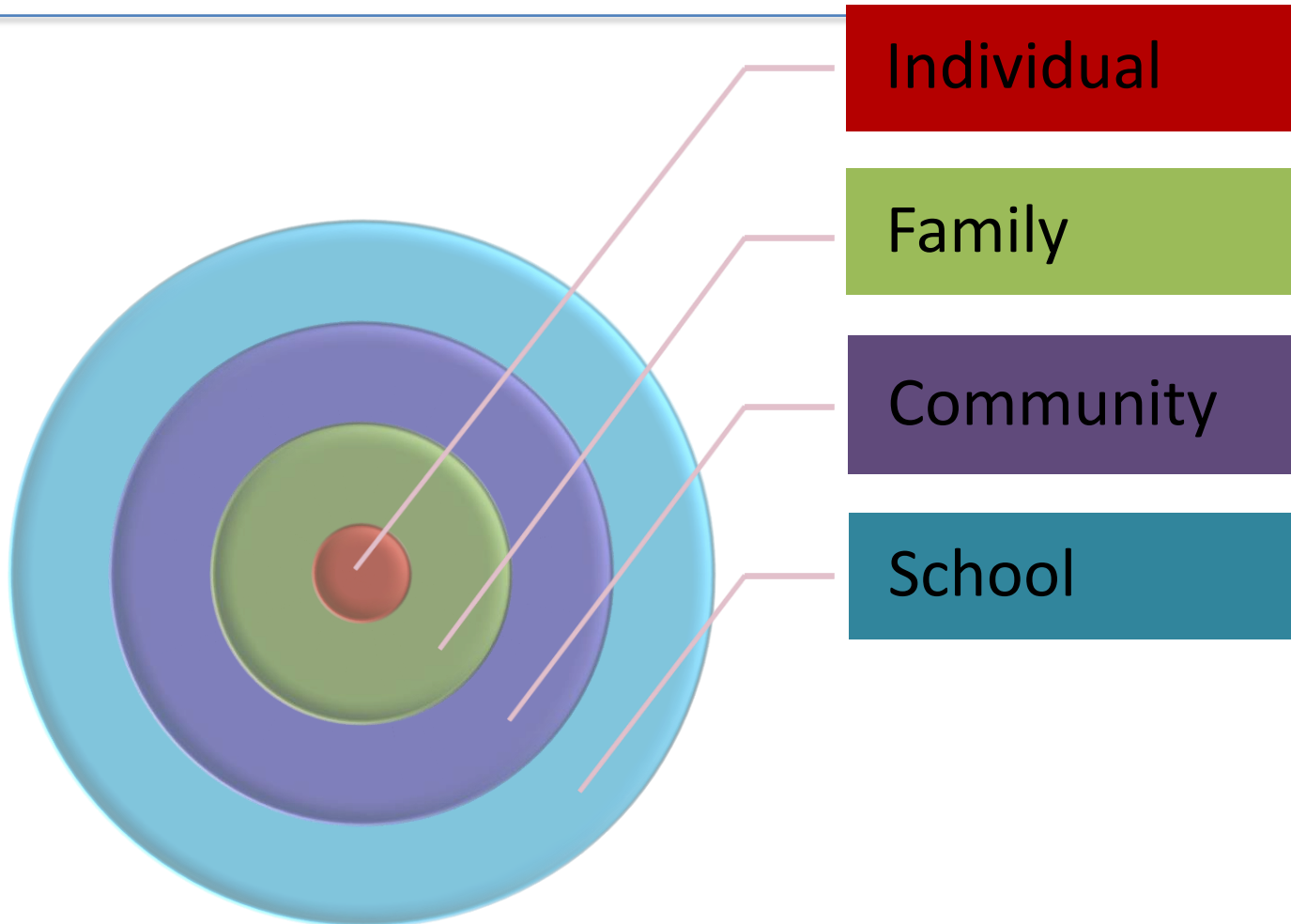


Risk Factor

A characteristic at the biological, psychological, family, community, or cultural level that *precedes* and is *associated with* a **higher** likelihood of problem outcomes



Multiple Contexts





Protective Factor

A characteristic at the individual, family or community level that is associated with a **lower** likelihood of problem outcomes

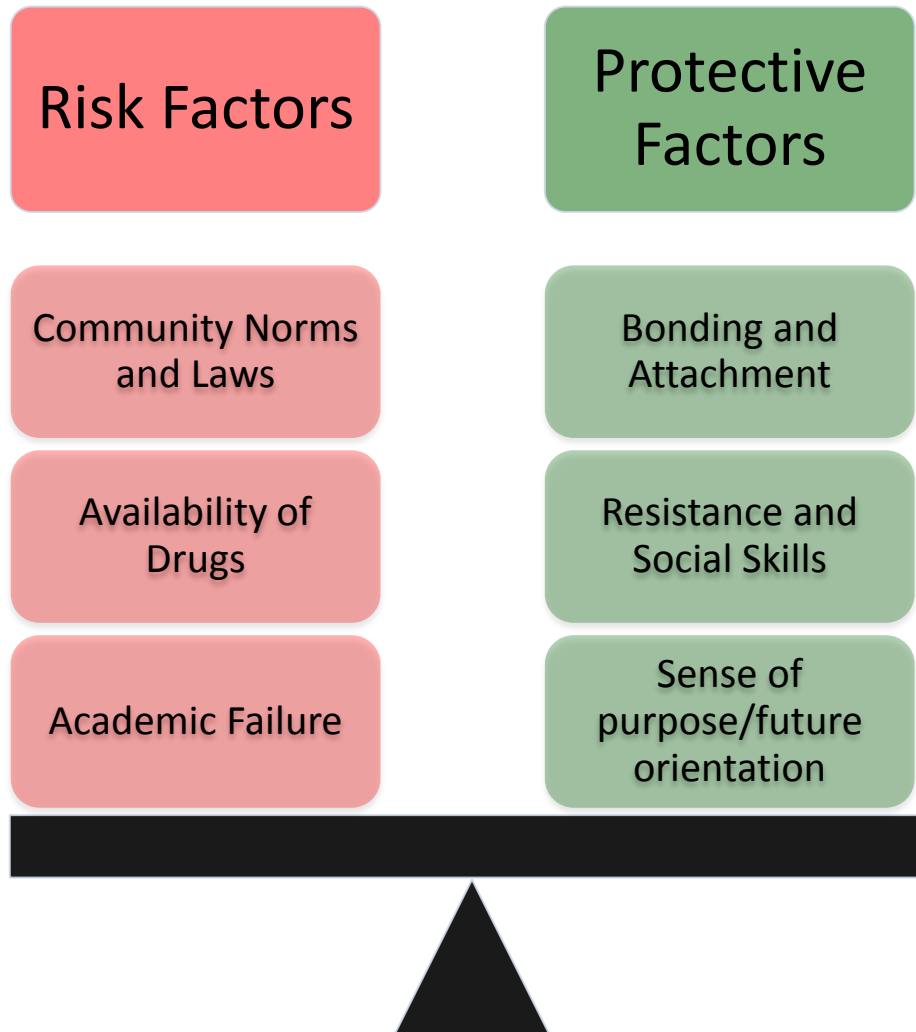


Appendix A: Risk Factors and Problem Behaviors

Each "X" is a research-based linkage to problem behavior. SA=substance abuse, D=delinquency, TP=teen pregnancy, SDO= school dropout, V=violence, D&A=depression and anxiety

Community Risk Factors	SA	D	TP	SDO	V	D&A
Availability of Drugs	x				x	
Availability of Firearms		x			x	
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	x	x			x	
Media Portrayals of Violence					x	
Transitions and Mobility	x	x		x	x	x
Low Neighborhood Attachment and Community Disorganization	x	x			x	
Extreme Economic Deprivation	x	x	x	x	x	
Family Risk Factors						
Family History of the Problem Behavior	x	x	x	x	x	x
Family Management Problems	x	x	x	x	x	x
Family Conflict	x	x	x	x	x	x
Favorable Parental Attitudes and Involvement in the Problem Behavior	x	x			x	
School Factors						
Academic Failure Beginning in Late Elementary School	x	x	x	x	x	x
Lack of Commitment to School	x	x	x	x	x	
Peer/Individual Factors						
Early and Persistent Antisocial Behavior	x	x	x	x	x	
Rebelliousness	x	x		x	x	
Friends Who Engage in the Problem Behavior	x	x	x	x	x	
Favorable Attitudes Toward the Problem Behavior	x	x	x	x	x	
Early Initiation of the Problem Behavior	x	x	x	x	x	
Constitutional Factors	x	x			x	x

Balance Between Risk and Protection





More Protection Than Risk

Risk Factors

Protective Factors

Community Norms and Laws

Availability of Drugs

Academic Failure

Positive Adult Role Models with Healthy Beliefs and Clear Standards

Bonding and Attachment

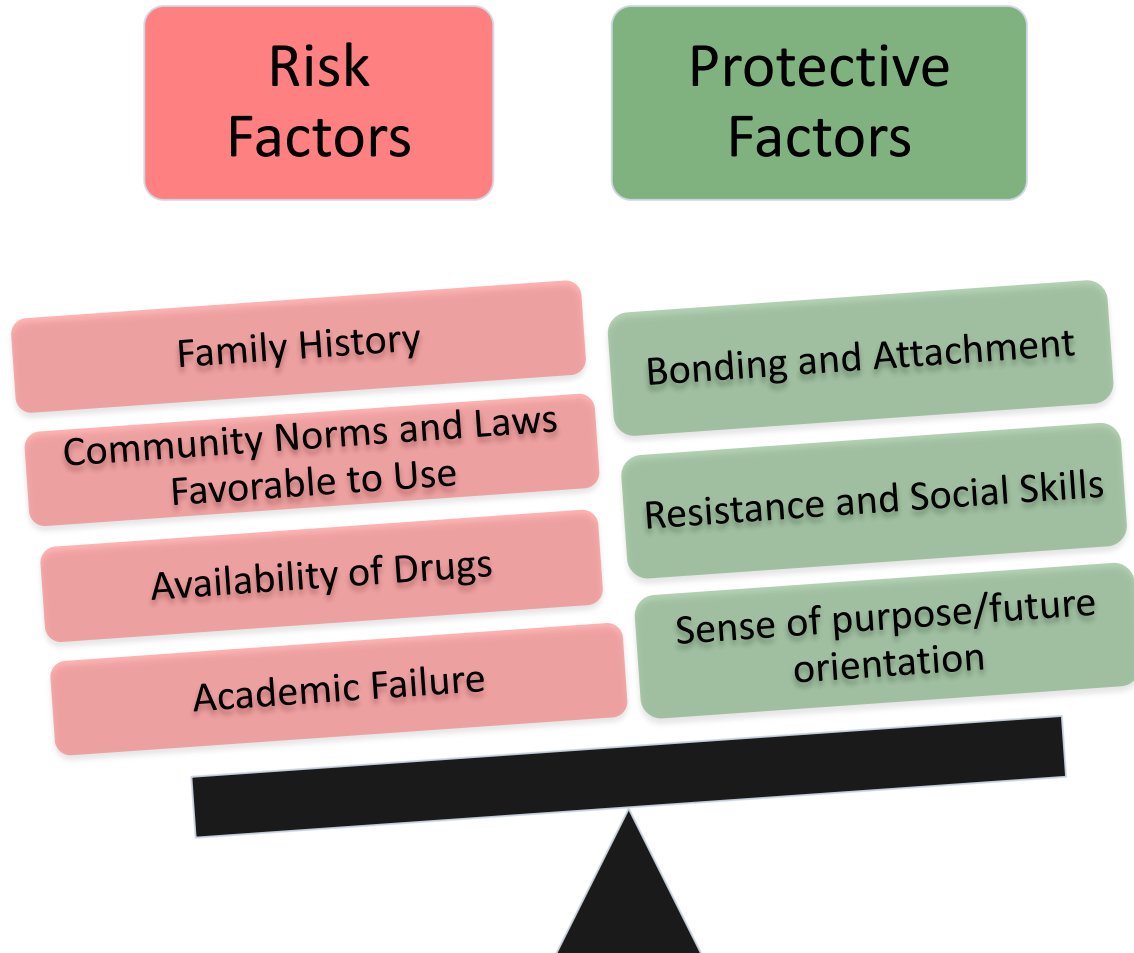
Resistance and Social Skills

Sense of purpose/future orientation



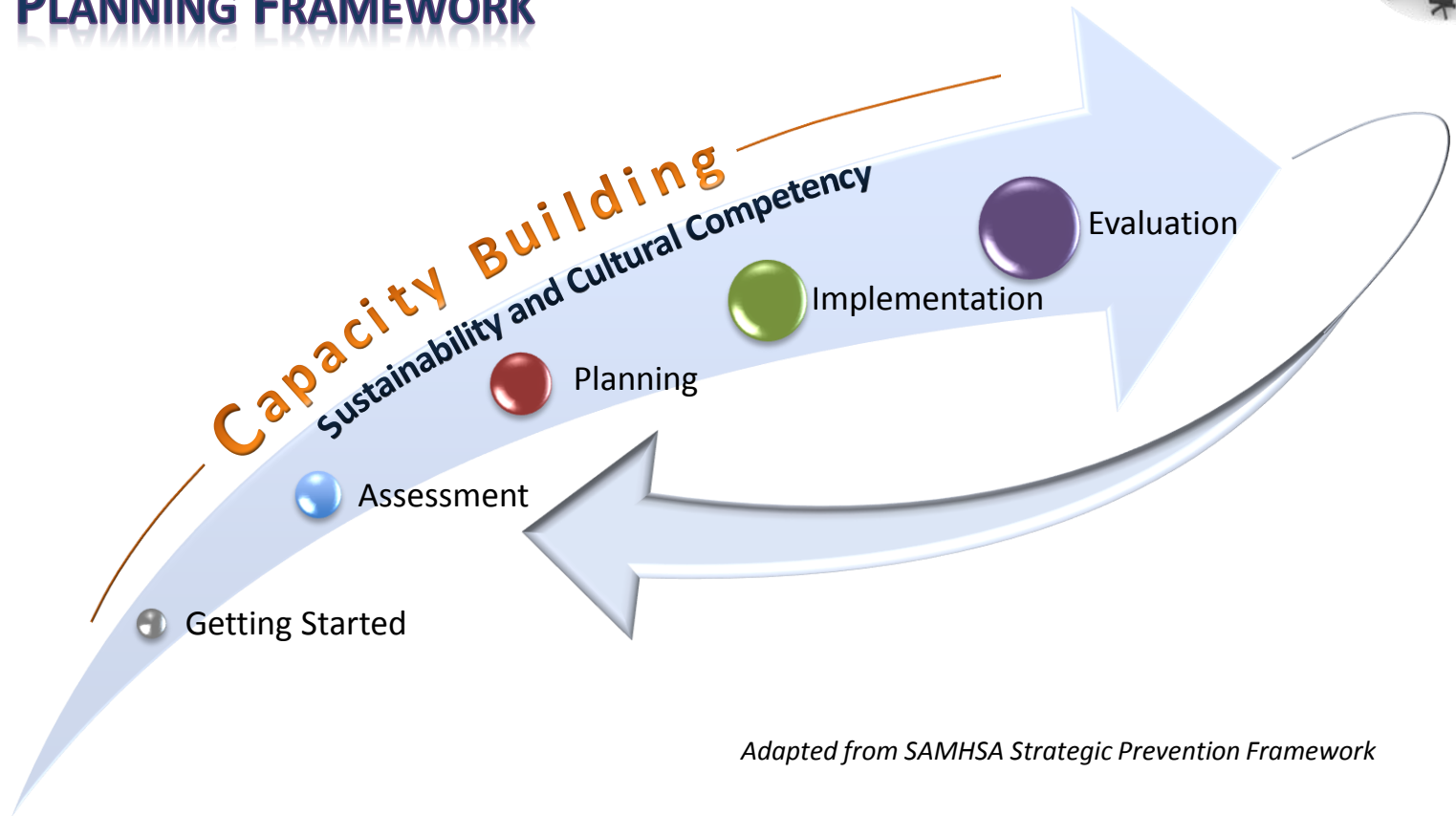


More Risk Than Protection





DBHR COMMUNITY PREVENTION AND WELLNESS INITIATIVE PLANNING FRAMEWORK



Adapted from SAMHSA Strategic Prevention Framework



Introduction Data Books

What does assessment do for us?

- A good assessment will help your community identify where it **needs** to focus its prevention efforts.
- Needs assessments are tools for generating change and they provide a foundation to effectively select community priorities for a strategic plan.



What's in the Data Books?

Grade 8 CONTENTS Overview: Needs Assessment Grade 8 Grade 10 1 Grade 10

HYS Measures of Youth Delinquency	GRADE	Cascadia		School Districts Like Us		State	
		2012	2014	2012	2014	2012	2014
Drinking and Driving: During the past 30 days, how many times did you drive a vehicle while drinking alcohol?							
Marijuana: During the past 30 days, how many times did you drive a vehicle while using marijuana?							

	Grade 8	Grade 10
Students Participating in the 2014 Survey	850	773
Survey Participation Rate	71%	66%

- The bar chart shows the survey participation rate for Grade 8 and Grade 10 students in the 2014 survey.
- The 2014 rate is significantly different from the 2012 rate.
- The state rate is significantly different from your school district area rate.
- The "school districts like us" rate is significantly different from your school district area rate.
- Fewer than 30 students answered this question.

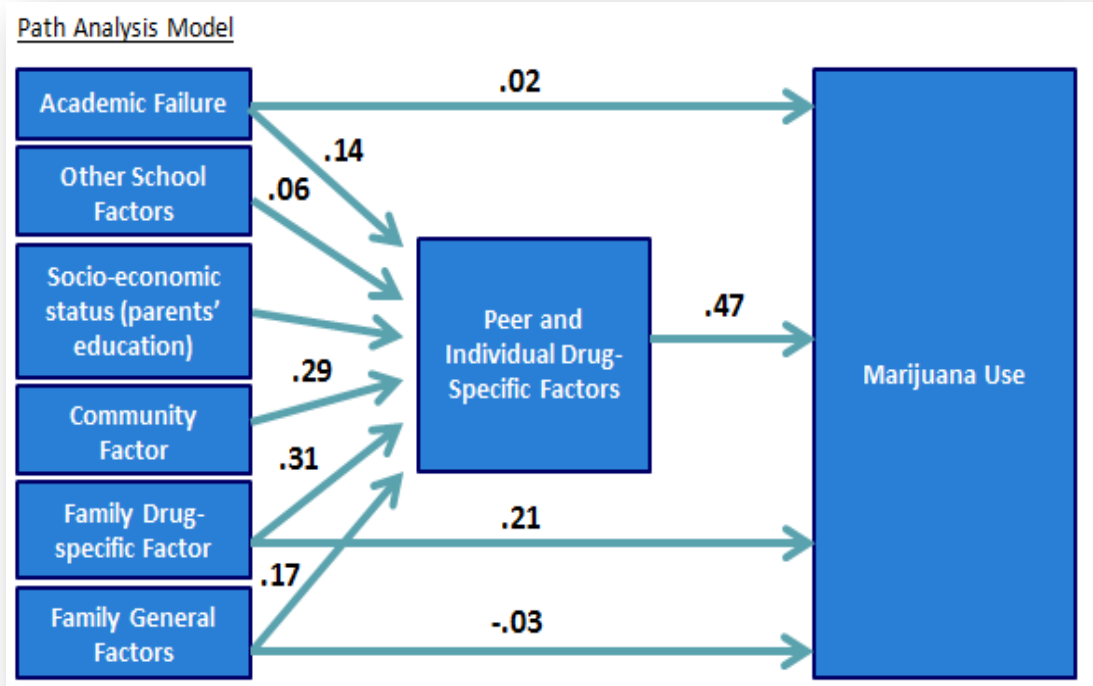
Intervening Variables	46
All Risk and Protective Factor Measures	51
Additional CORE Data	79
Consequence Measures	79
Intervening Variable Measures	88
Demographic Profile	91
Poverty map	92
Definitions	93
CPWI Logic Model	95



Risk Factor Path Analysis - MJ

Dr. Grace Hong, PhD and Lyz Speaker, MS conducted a literature review and thorough path analysis to identify the most salient risk factors that contribute to youth marijuana use.

- Individual/peer favorable attitudes toward drug use
- Individual/peer perceived risks for drug use
- Individual/peer intentions to use drugs
- Peer use of drugs
- Parental favorable attitudes toward drug use
- Family management





Data-based Needs Assessment



Data Books pgs. 25, 27, 61-65

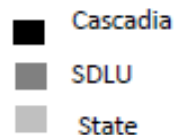
CASCADIA FAMILY RISK AND PROTECTIVE FACTORS

Family Risk and Protective Factors



GRADE 8

Percent Students at Risk



Poor Family Management



Parental Attitudes Tolerant of Substance Use



Percent Students Protected

Family Opportunities for Prosocial Involvement



Family Rewards for Prosocial Involvement



Family Risk and Protective Factors

GRADE 10

Percent Students at Risk

Poor Family Management

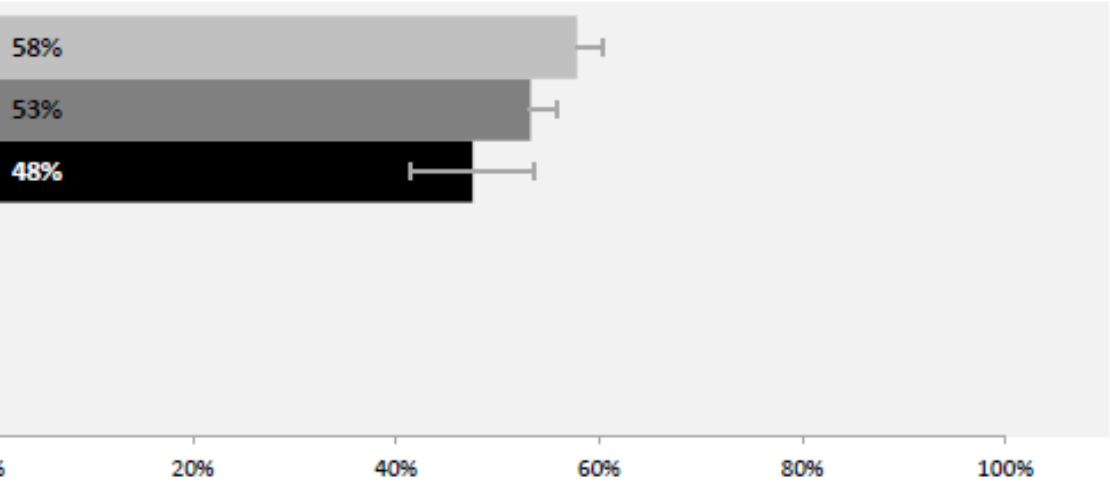


Parental Attitudes Tolerant of Substance Use



Percent Students Protected

Family Opportunities for Prosocial Involvement



Family Rewards for Prosocial Involvement

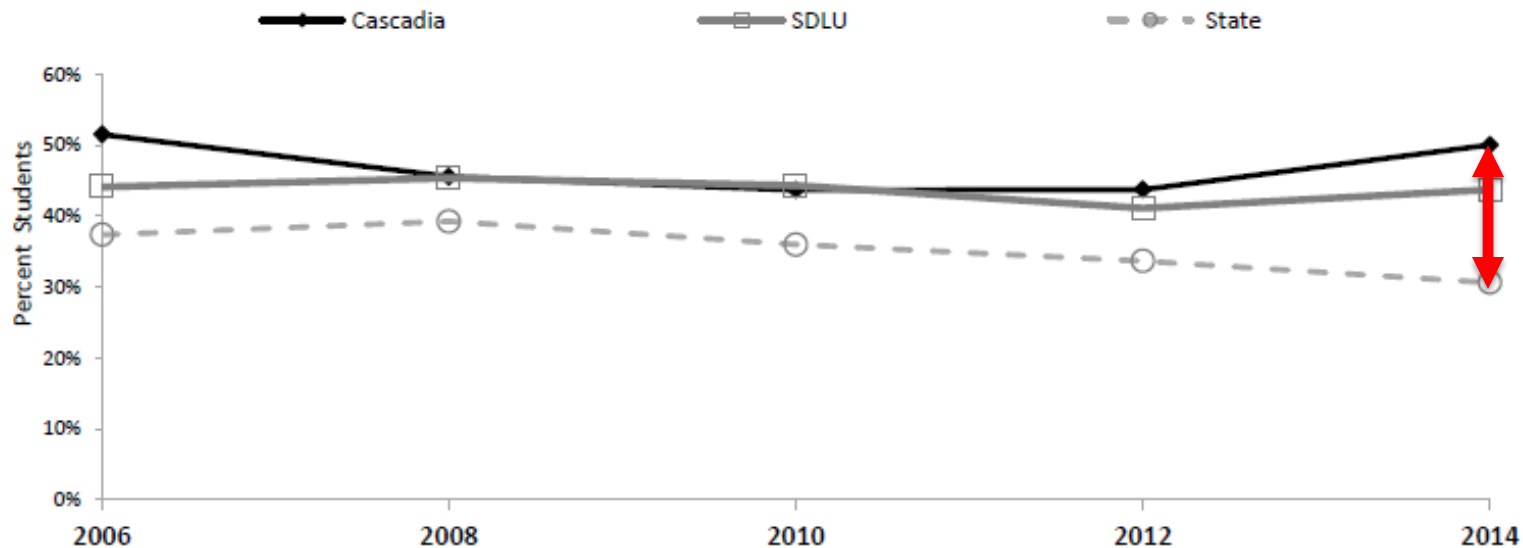
Family Risk Factors

Poor Family Management

SCALE QUESTIONS

- My parents ask if I've gotten my homework done.
- Would your parents know if you did not come home on time?
- When I am not at home, one of my parents knows where I am and who I am with.
- The rules in my family are clear.
- My family has clear rules about alcohol and drug use.
- If you drank some beer, wine, or liquor without your parent's permission, would you be caught by them?
- If you carried a handgun without your parent's permission, would you be caught by them?
- If you skipped school, would you be caught by your parents?

Grade 8

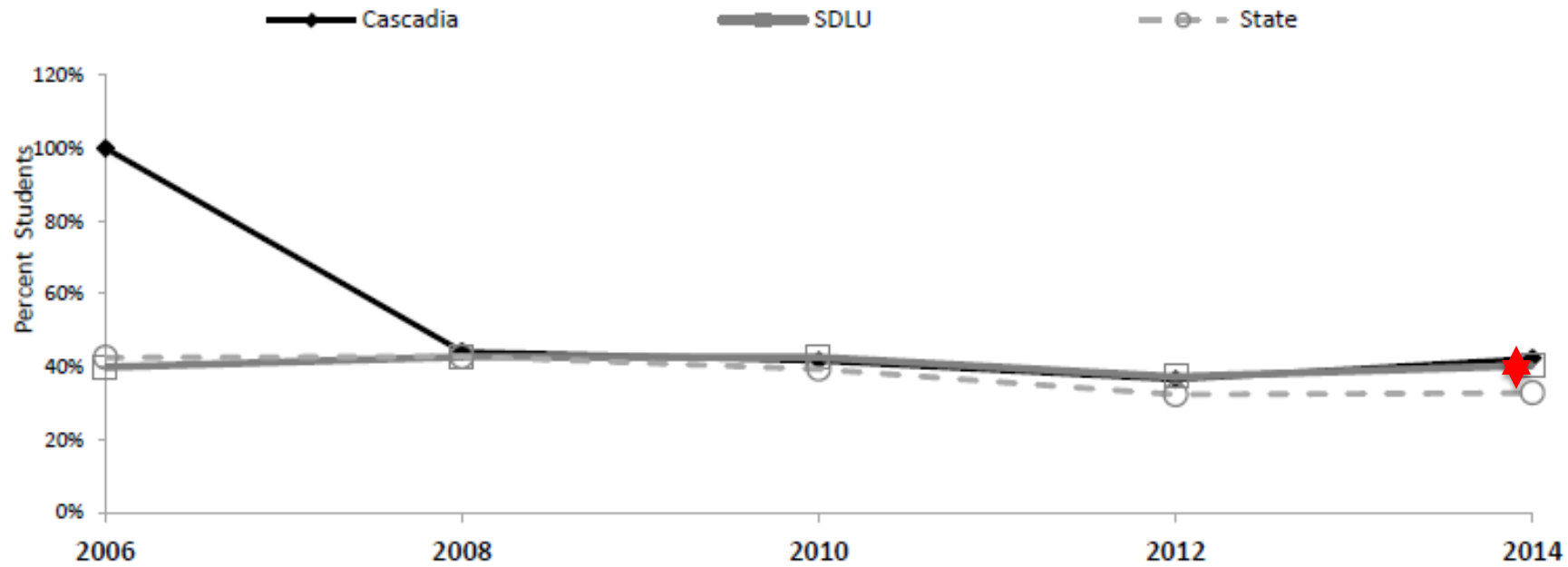


	2006	2008	2010	2012	2014
State	37%	39%	36%	34%	31%
SDLU	44%	45%	44%	41%	44%
Cascadia	51%	46%	44%	44%	50%

4/14/2016



Family Risk Factors
Poor Family Management
Grade 10



	2006	2008	2010	2012	2014
State	43%	43%	39%	32%	33%
SDLU	40%	43%	43%	37%	40%
Cascadia	100%	44%	42%	37%	42%

Parental Attitudes Tolerant of Substance Use

SCALE QUESTIONS

- How wrong do you parents feel it would be for you to drink beer, wine, or hard liquor regularly (at least once or twice a month)?
- How wrong do your parents feel it would be for you to smoke cigarettes?
- How wrong do your parents feel it would be for you to smoke marijuana?

ention
itive



Grade 8

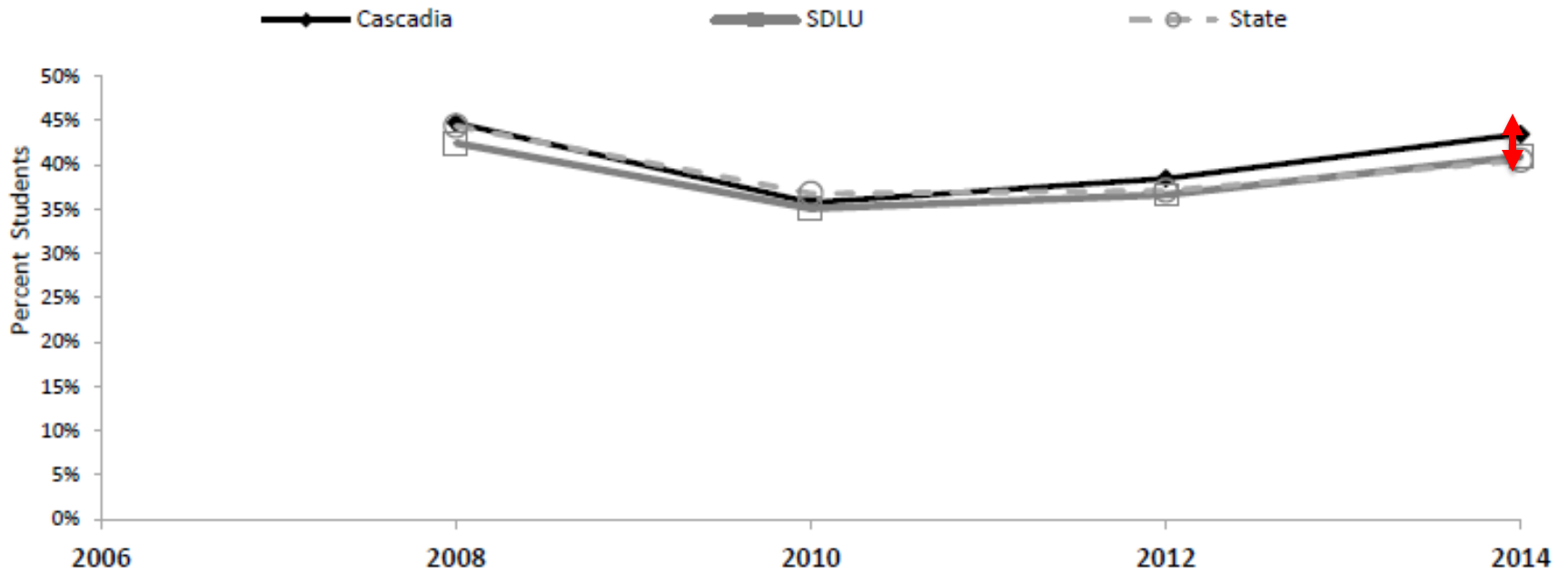


	2006	2008	2010	2012	2014
State		27%	21%	24%	22%
SDLU		32%	26%	29%	30%
Cascadia		32%	26%	29%	38%

Parental Attitudes Tolerant of Substance Use

Community Prevention & Wellness Initiative

Grade 10



	2006	2008	2010	2012	2014
State		44%	37%	37%	41%
SDLU		42%	35%	37%	41%
Cascadia		45%	36%	38%	43%

Family Protective Factors *(Percent Protected)*

Family Opportunities for Prosocial Involvement

SCALE QUESTIONS

- If I had a personal problem, I could ask my mom or dad for help.
- My parents give me lots of chances to do fun things with them.
- My parents ask me what I think before most family decisions affecting me are made.



Grade 8



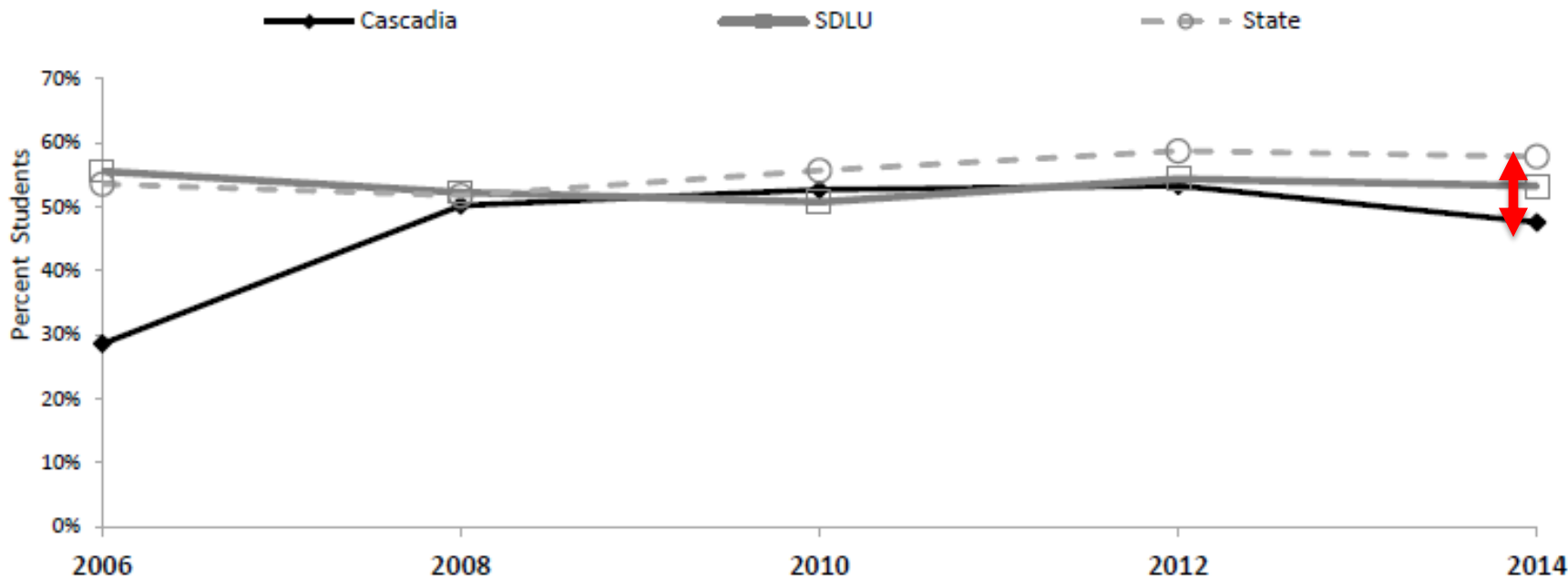
	2006	2008	2010	2012	2014
State	67%	61%	64%	66%	68%
SDLU	63%	62%	58%	63%	61%
Cascadia	63%	64%	56%	57%	56%

Family Protective Factors (Percent Protected)

Community Prevention & Wellness Initiative



Family Opportunities for Prosocial Involvement
Grade 10



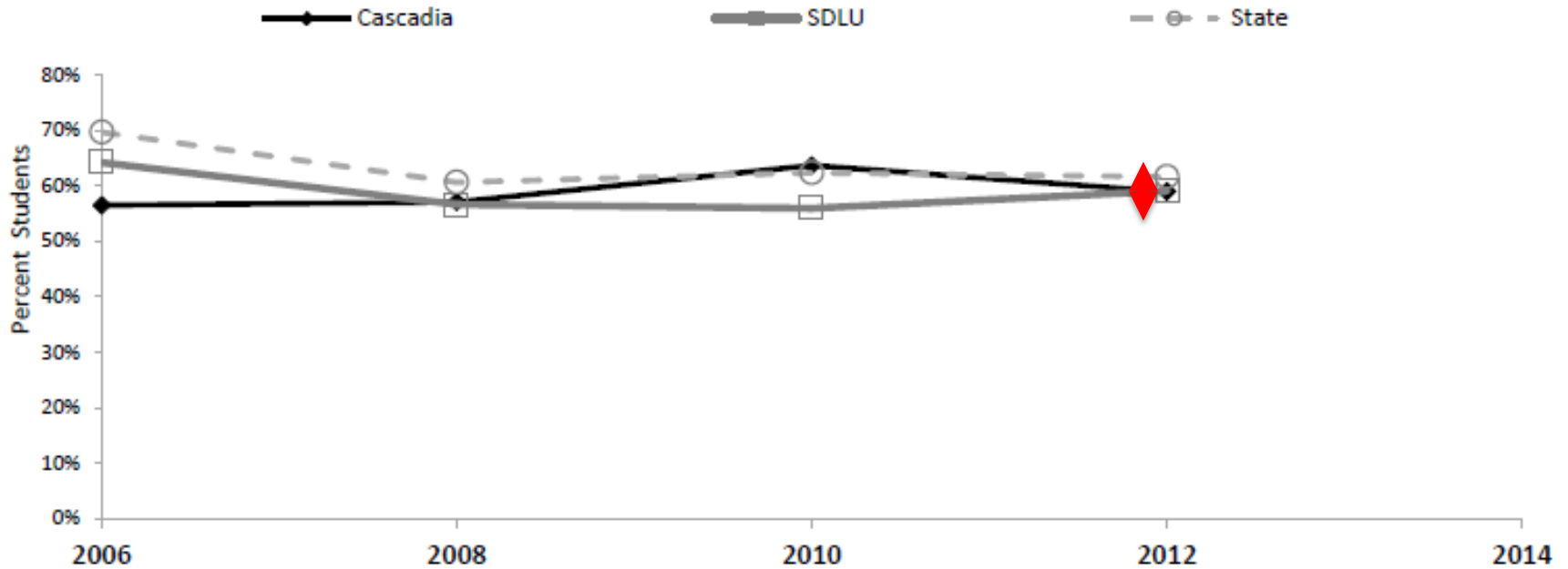
	2006	2008	2010	2012	2014
State	53%	52%	56%	59%	58%
SDLU	56%	52%	51%	54%	53%
Cascadia	29%	50%	53%	53%	48%

Family Rewards for Prosocial Involvement

SCALE QUESTIONS

- My parents notice when I am doing a good job and let me know about it.
- How often do your parents tell you they're proud of you for something you've done?
- Do you enjoy spending time with your mother?
- Do you enjoy spending time with your father?

Grade 8

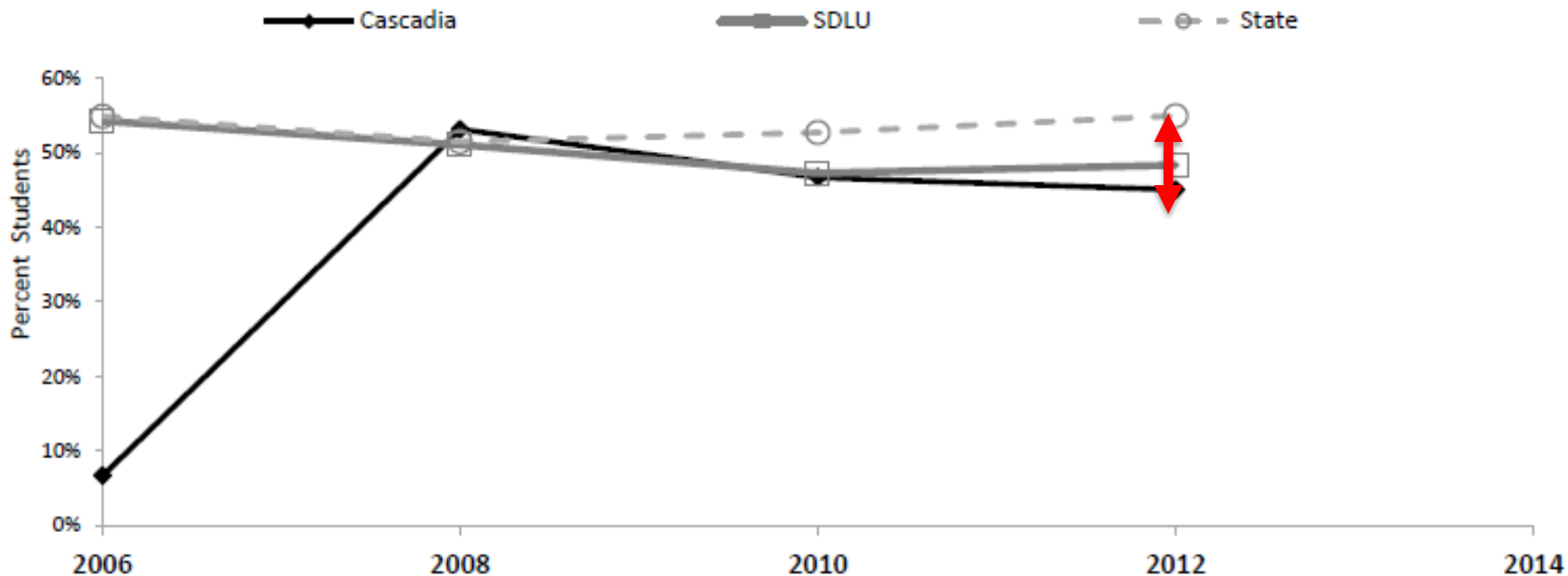


	2006	2008	2010	2012	2014
State	70%	61%	62%	62%	
SDLU	64%	57%	56%	59%	
Cascadia	56%	57%	64%	59%	



Family Rewards for Prosocial Involvement

Grade 10



	2006	2008	2010	2012	2014
State	55%	51%	53%	55%	
SDLU	54%	51%	47%	48%	
Cascadia	7%	53%	47%	45%	

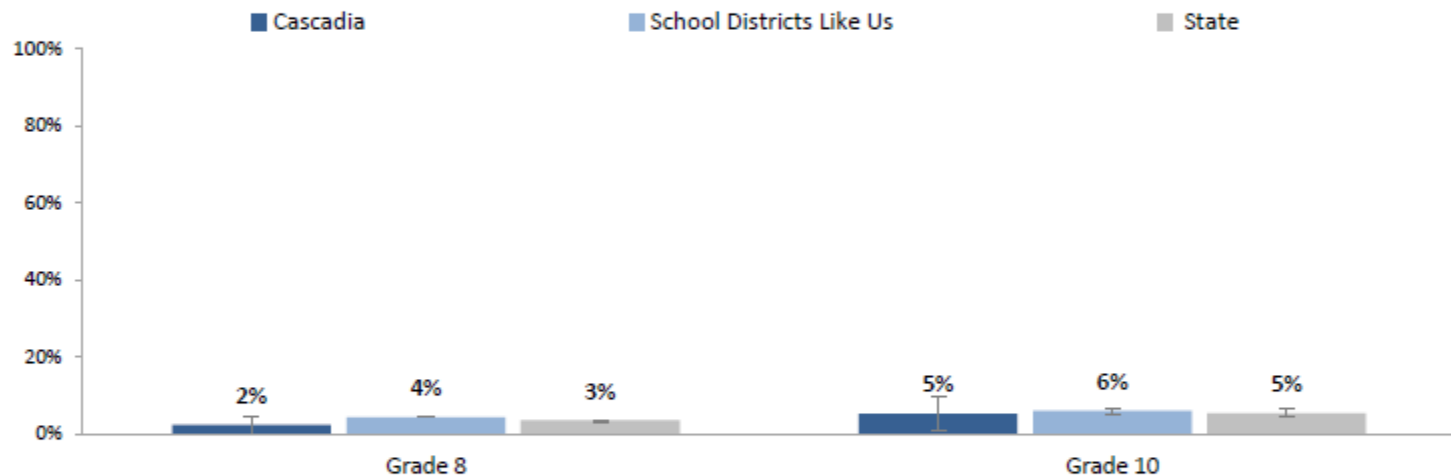
HYS Measures of Family Norms

Parental attitude tolerant of prescription drug use not prescribed to youth

Many families have prescription drugs for medical reasons, and for youth pain relievers are common for dental surgery or athletic injuries. Parents must make clear distinctions between use of these drugs when that use is necessary and helpful, and use that is unnecessary and is not allowed. However, if the youth in the family are not aware of the distinctions made by their parents, then they may be more likely to abuse those drugs when available.



HYS Measures of Family Norms (2014, Percent)



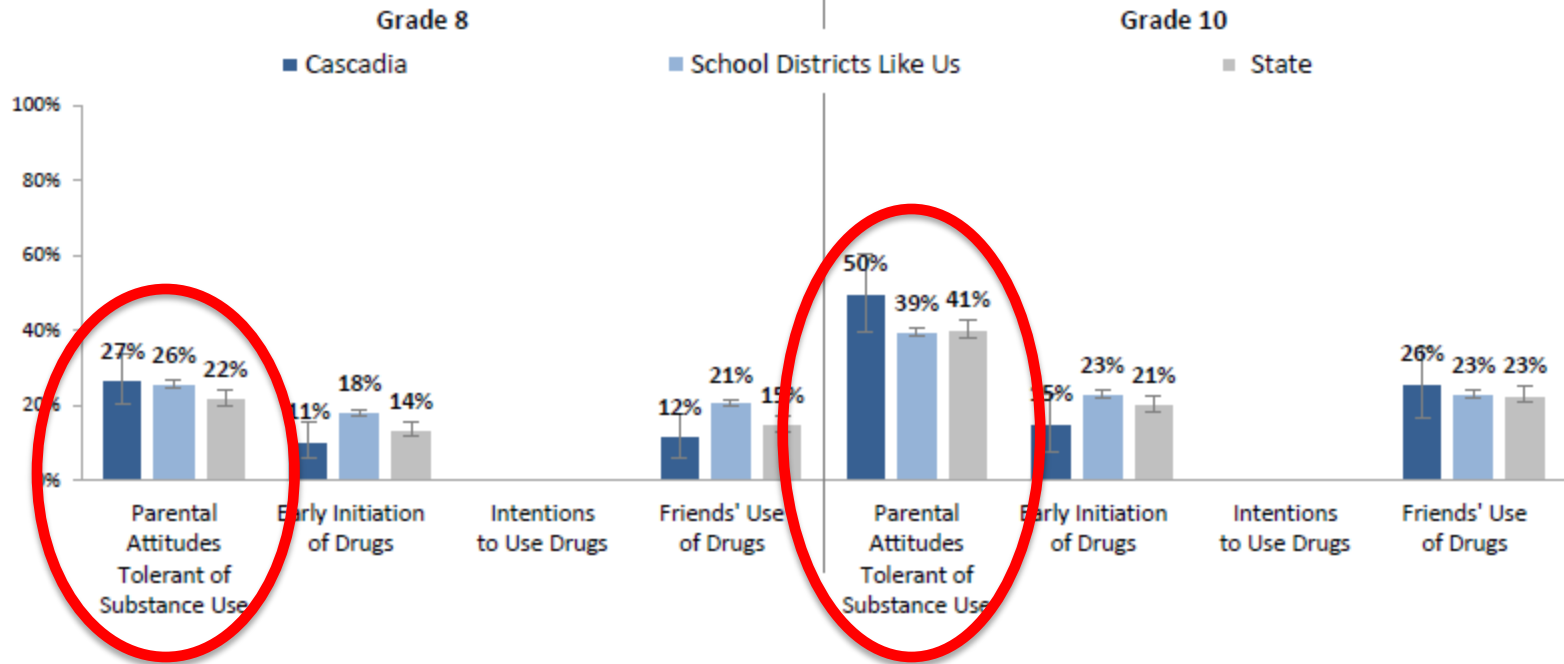
HYS Measures of Family Norms	GRADE	Cascadia		School Districts Like Us		State	
		2012	2014	2012	2014	2012	2014
Parents Don't Think Prescription Drug Use is Wrong. How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you? (Results: "A little bit wrong" and "Not at all wrong")	8		2%		4%		3%
	10		5%		6%		5%

* The bar chart includes 2014 HYS results for your school district area, "school districts like us" and the state.

b The "school districts like us" rate is significantly different from your school district area rate.

d Fewer than 30 students answered this question.

HYS Risk Factors (2014, Percent at Risk)



HYS Risk Factors	GRADE	Cascadia		School Districts Like Us		State	
		2012	2014	2012	2014	2012	2014
Parental Attitudes Tolerant of Substance Use	8	18%	27%	24%	26%	24%	22%
	10	35%	50% ^a	38%	39% ^b	37%	41%
Early Initiation of Drugs	8	13%	11%	19% ^b	18% ^b	18%	14%
	10	22%	15%	24%	23% ^b	22%	21%
Intentions to Use Drugs	8	28%		32%		31%	
	10	51%		43%		43%	
Friends' Use of Drugs	8	18%	12%	24%	21% ^b	23%	15%
	10	34%	26%	26%	23%	25%	23%

* The bar chart includes 2014 HYS results for your school district area, "school districts like us" and the state.

^a The 2014 rate is significantly different from the 2012 rate.

^c The state rate is significantly different from your district area rate.

^b The "school districts like us" rate is significantly different from your school district area rate.

^d Fewer than 30 students answered this question.



PRACTICAL EXERCISE #1



Strategy Selection



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Marijuana Abuse Prevention

I-502 Prevention Plan Implementation

Marijuana Prevention Toolkit

Marijuana Symposium

Mental Health Promotion

Prescription Drug Abuse Prevention

Prevention Efforts Related to Alcohol Privatization

Tobacco Abuse Prevention

Underage Drinking Prevention

[Home](#) » [Prevention Priorities](#) » [Marijuana Abuse Prevention](#)

Marijuana Abuse Prevention

In August 2012 the [Washington State Substance Abuse Prevention and Mental Health Promotion Five-Year Strategic Plan](#) was completed, and was updated in March 2013. Marijuana misuse and abuse is identified as one of the [state priorities](#) to address. Prevention the risk and harms associated with cannabis use and misuse is critical in the emerging commercial marijuana marketplace in Washington. The information below is to support and inform prevention professionals working on the individual or environmental level to improve effectiveness of marijuana prevention efforts.

[DSHS Division of Behavioral Health and Recovery Implementation Plan for I-502](#)

Initiative 502 (I-502) establishes a system, overseen by the Washington State Liquor Control Board, to license, regulate, and tax the production, processing, and wholesale retail sales of marijuana. It creates a dedicated marijuana fund, consisting of excise taxes, license fees, penalties, and forfeitures and specifies the disbursement of this money for a variety of health, education, and research purposes with the remainder distributed to the state general fund. DBHR is responsible to develop a plan for implementing provisions stated in Section 28 of I-502.

The [DBHR Implementation Plan for I-502](#) was completed in December 2013.

[I-502 DSHS DBHR Prevention Plan Implementation Page](#)

Announcements:

- [Just Published Research on the Adverse Effects of Marijuana Use on Academic Achievement](#) 01/06/16
- [Opportunity for Input: Marijuana Scheduling](#) 12/04/15
- [CESAR FAX: Marijuana Use Patterns in Adults](#) 12/04/15

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Marijuana Abuse Prevention

I-502 Prevention Plan Implementation

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Prescription Drug Abuse Prevention

Prevention Efforts Related to Alcohol Privatization

Tobacco Abuse Prevention

Underage Drinking Prevention

[Home](#) » [Prevention Priorities](#) » [Marijuana Abuse Prevention](#) » I-502 Prevention Plan Implementation

I-502 Dedicated Marijuana Account DSHS/DBHR Prevention Plan Implementation

Welcome to the I-502 Dedicated Marijuana Account DSHS/ Division of Behavioral Health and Recovery (DBHR) Prevention Implementation Page. We will utilize this page to post Requests for Applications, project packets, supporting documents, and information about the work that we are doing related to I-502 implementation in accordance with RCW 69.50.530.

Note: Originally called the Dedicated Marijuana Fund (DMF), these funds are now referred to as Dedicated Marijuana Account (DMA).

[Click here to download DBHRs I-502 Implementation Overview.](#)

[\(Last updated March 15, 2016.\)](#)

Check back often for updates to this page.

[Click here for the most recent version of the Questions and Answers document. \(Last updated on December 18, 2015.\)](#)

Programs and Practices for Youth Marijuana Use Prevention List

[Click here to download the Report.](#)

- [Click here to download the Nov 16th Program Overview Presentation Slides.](#)
- [Click here to download the slides from Nov 16, 2015 WA Prevention Meeting.](#)

[Click here to download the DMA CPWI Enhancement program list.](#)
(This list is for the existing 52 CPWI Communities that now receive DMA funds.)

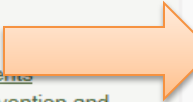
[Click here to download the DMA CPWI Expansion and Community-based Prevention Services program list.](#)

CPWI Training Project Funding Request

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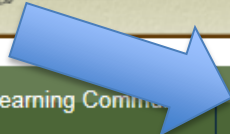


The site for substance abuse prevention professionals and volunteers who want to become better at what they do

Community Prevention & Wellness Initiative



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- Prevention Priorities



Welcome to the Athena Forum

The Athena website is created for prevention professionals to develop, update, and sustain their substance abuse prevention work.

You can find general information about substance abuse prevention on this site or get specific documents and tools like sample agendas and surveys. You can also access prevention discussions and online training opportunities.

Current Blog

[» Read all blog posts](#)

[Offers of funding and/or help from the marijuana industry???](#)

2 weeks 6 days ago

There have been recent discussions in the prevention community regarding how to respond to the marijuana industry's offers to provide us with funding and/or help. As an example of a funding offer, Neighborhood House, the fiscal agent for the Southeast Seattle PEACE Coalition, was approached by an ad firm representing the legal cannabis industry, who said: "I am the president of an advertising agency that specializes in promoting social programs, and I represent several..."

[Read more...](#)

Shared Documents



- [Example - CPWI Community Databook](#) 7 hours 10 min ago
- [Facebook for Public Outreach \(Derek Belt\) Slides](#) 4 days 21 hours ago
- [2016 Social Media Campaign Packet](#) 6 days 22 hours ago
- [Governor's Proclamation - Talk to Your Kids About NOT Using Marijuana Day](#) 6 days 23 hours ago



News and Announcements

- [4.20 Parent Call to Action](#) 1 day 3 hours ago
- [Teen Safe Videos for Parents](#) 2 weeks 1 hour ago
- [New Online Resource for Higher Education Alcohol and Drug Prevention and Recovery](#) 3 weeks 3 days ago
- [Study Uses Fake Convenience Store to Demonstrate Real Impact of Tobacco Placement on Youth Smoking](#) 3 weeks 3 days ago

Pause Previous Next

1 2 3 4

Community Prevention and Wellness Initiative (CPWI)

Get all of your information about the DBHR Community Prevention and Wellness Initiative (CPWI) here:

- [Download CPWI documents and quick links:](#)
 - [CPWI Brochure](#)
 - [CPWI Guides](#)
 - [CPWI Trainings](#)
 - [CPWI Community Coalitions](#)
 - [CPWI Current Meeting Information](#)



Excellence in Prevention Strategies List

[Intro to the Field of Prevention](#)

[Definitions and Foundations](#)

[Planning Frameworks](#)

[Community Prevention and Wellness Initiative \(CPWI\)](#)

[Statewide Projects](#)

[State Prevention Enhancement \(SPE\) Project](#)

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[Community Prevention and Wellness Initiative \(CPWI\)](#)

[State Projects](#)

[Home](#) » [Learning Library](#) » Excellence in Prevention Strategies List

Excellence in Prevention Strategy List

Welcome to the Excellence in Prevention strategies list and search page. This page provides detailed information about direct service and environmental prevention strategies. Programs and strategies in this list must be shown in at least two studies to produce intended results. All programs listed include substance abuse prevention as an area of interest.



The strategies described in this list come from three primary resources, the National Registry for Evidence-based Programs and Practices (NREPP), a separate list of programs identified as evidence-based by the State of Oregon, and "Scientific Evidence for Developing a Logic Model on Underage Drinking: A Reference Guide for Community Environmental Prevention."

Use the search box or the questions below to help you narrow your search.

Search Titles and Tags

- [In which types of geography do you plan to implement the program?](#) _____
- [Where will you implement the program?](#) _____
- [What problems do you wish to address?](#) _____
- [What is the age of your intended audience? \(Select all that apply\)](#) _____
- [What is the ethnicity of your intended audience? \(Select all that apply\)](#) _____

Incredible Years

Incredible Years is a set of comprehensive, multifaceted, and developmentally based curricula targeting 2- to 12-year-old children and their parents and teachers. The parent, child, and teacher training interventions that compose Incredible Years are guided by developmental theory on the role of multiple interacting risk and protective factors in the development of conduct problems. The three program components are designed to work jointly to promote emotional and social competence and to prevent, reduce, and treat behavioral and emotional problems in young children.

The parent training intervention focuses on strengthening parenting competencies and fostering parents' involvement in children's school experiences to promote children's academic and social skills and reduce delinquent behaviors. The



Guiding Good Choices

1. Overview and description

Guiding Good Choices (GGC) is a drug use prevention program that provides parents of children in grades 4 through 8 (9 to 14 years old) with the knowledge and skills needed to guide their children through early adolescence. It seeks to strengthen and clarify family expectations for behavior, enhance the conditions that promote bonding within the family, and teach skills that allow children to resist drug use successfully. GGC is based on research that shows that consistent, positive parental involvement is important to helping children resist substance use and other antisocial behaviors. Formerly known as Preparing for the Drug Free Years, this program was revised in 2003 with more family activities and exercises. The current intervention is a five-session curriculum that addresses preventing substance abuse in the family, setting clear family expectations regarding drugs and alcohol, avoiding trouble, managing family conflict, and strengthening family bonds. Sessions are interactive and skill based, with opportunities for parents to practice new skills and receive feedback, and use video-based vignettes to demonstrate parenting skills. Families also receive a Family Guide containing family activities, discussion topics, skill-building exercises, and information on positive parenting.



Strengthening Families Program: For Parents and Youth 10-14 (*Iowa Version*)

1. Overview and description

The Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14) is a family skills training intervention designed to enhance school success and reduce youth substance use and aggression among 10- to 14-year-olds. It is theoretically based on several etiological and intervention models including the bio-psychosocial vulnerability, resiliency, and family process models. The program includes seven 2- hour sessions and four optional booster sessions in which parents and youth meet separately for instruction during the first hour and together for family activities during the second hour. The sessions provide instruction for parents on understanding the risk factors for substance use, enhancing parent-child bonding, monitoring compliance with parental guidelines and imposing appropriate consequences, managing anger and family conflict, and fostering positive child involvement in family tasks. Children receive instruction on resisting peer influences to use substances. Sessions, which are typically held once a week, can be taught effectively by a wide variety of staff.



The Incredible Years

1. Overview and description

Incredible Years is a set of comprehensive, multifaceted, and developmentally based curricula targeting 2- to 12-year-old children and their parents and teachers. The parent, child, and teacher training interventions that compose Incredible Years are guided by developmental theory on the role of multiple interacting risk and protective factors in the development of conduct problems. The three program components are designed to work jointly to promote emotional and social competence and to prevent, reduce, and treat behavioral and emotional problems in young children.

The parent training intervention focuses on strengthening parenting competencies and fostering parents' involvement in children's school experiences to promote children's academic and social skills and reduce delinquent behaviors. The Dinosaur child training curriculum aims to strengthen children's social and emotional competencies, such as understanding and communicating feelings, using effective problem-solving strategies, managing anger, practicing friendship and conversational skills, and behaving appropriately in the classroom. The teacher training intervention focuses on strengthening teachers' classroom management strategies, promoting children's pro-social behavior and school readiness, and reducing children's classroom aggression and noncooperation with peers and teachers. The intervention also helps teachers work with parents to support their school involvement and promote consistency between home and school. In all three training interventions,

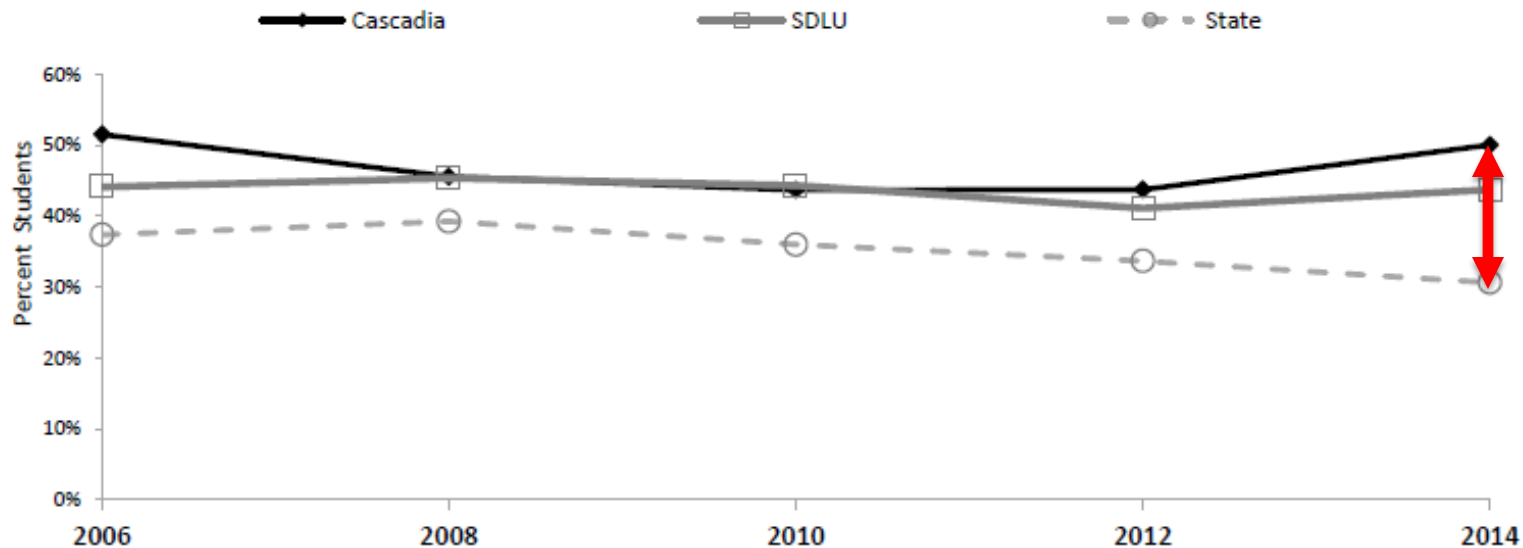
Family Risk Factors

Poor Family Management

SCALE QUESTIONS

- My parents ask if I've gotten my homework done.
- Would your parents know if you did not come home on time?
- When I am not at home, one of my parents knows where I am and who I am with.
- The rules in my family are clear.
- My family has clear rules about alcohol and drug use.
- If you drank some beer, wine, or liquor without your parent's permission, would you be caught by them?
- If you carried a handgun without your parent's permission, would you be caught by them?
- If you skipped school, would you be caught by your parents?

Grade 8



	2006	2008	2010	2012	2014
State	37%	39%	36%	34%	31%
SDLU	44%	45%	44%	41%	44%
Cascadia	51%	46%	44%	44%	50%

4/14/2016





What are you looking for?

- Strategies that address your prioritized risk and protective factors
- Strategies that will allow you to go “upstream” to make an impact, e.g., individuals with problems now need intervention and/or treatment. If you’re seeing a problem in your 8th grade data, you go forward two years to provide services to 6th graders. By the time they’re 8th graders hopefully their view of substance abuse is different.
- Strategies that are appropriate for your community, e.g., cultural and language considerations, literacy and education considerations



PRACTICAL EXERCISE #2



Action Plan

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Transforming lives

Thank You!

