

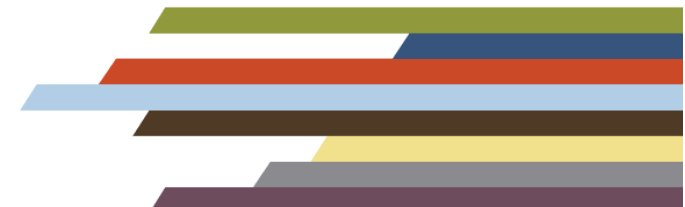
Disclaimer

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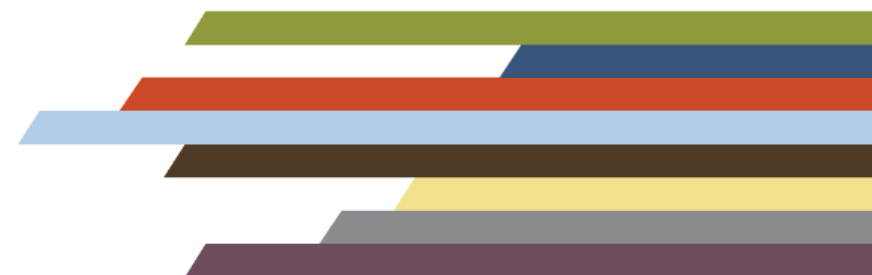
Welcome

THC & Teens: Turning Science into Smart Prevention Session 2: Local Policy

The Central East PTTC is housed at the Danya Institute in Silver Spring, MD

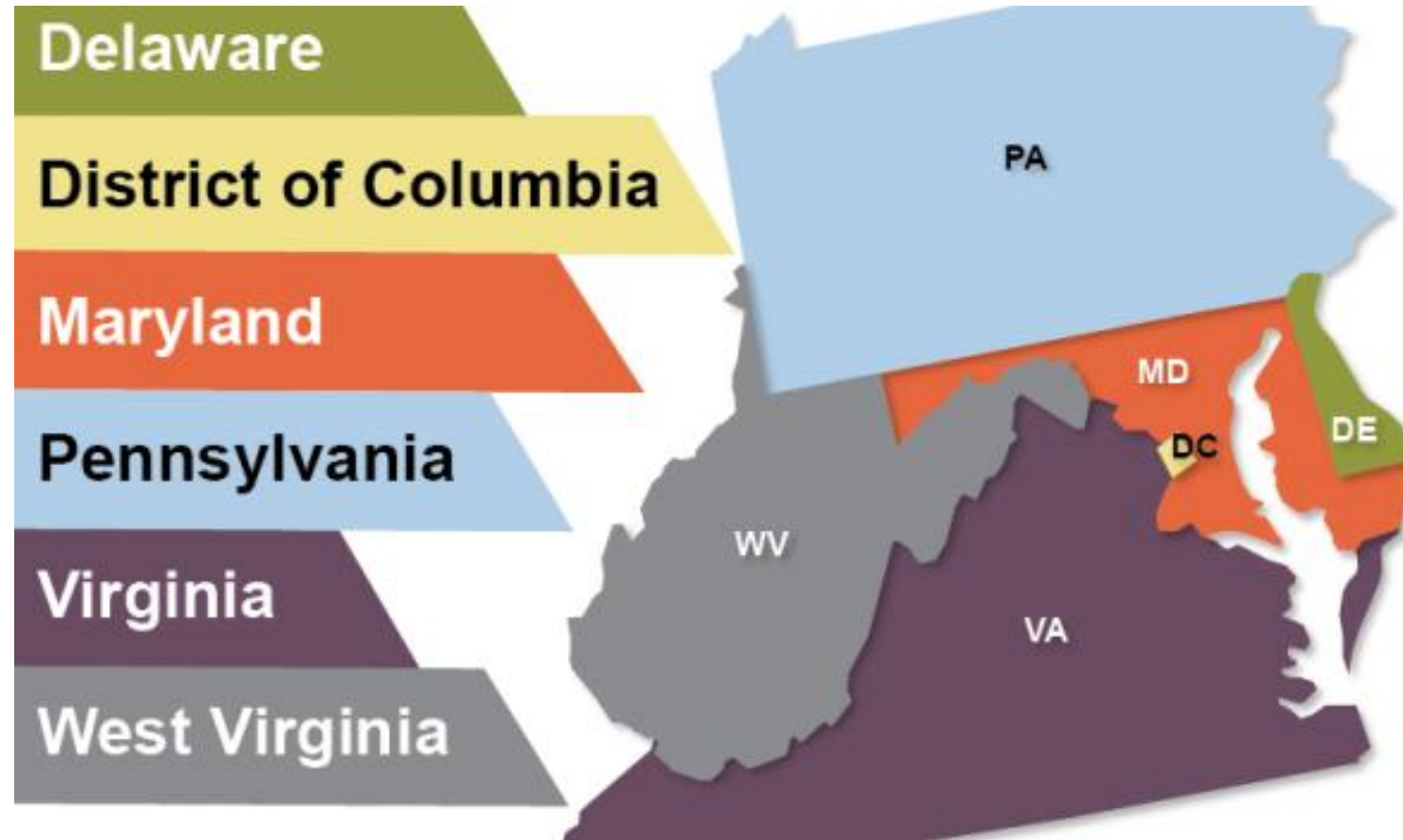
Oscar Morgan
Executive Director

Jeanne Tuono
Project Director

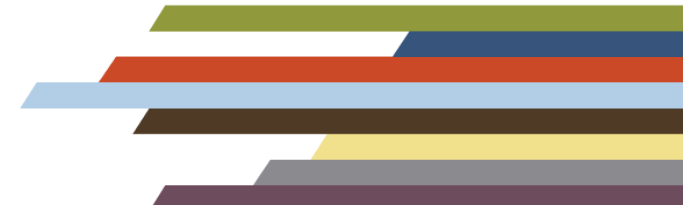


Central East Region

HHS REGION 3



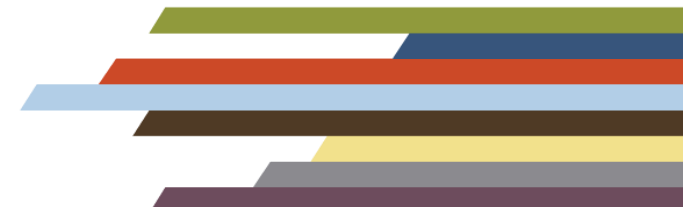
Services Available



Other Resources in Region 3



**Opioid
Response
Network**



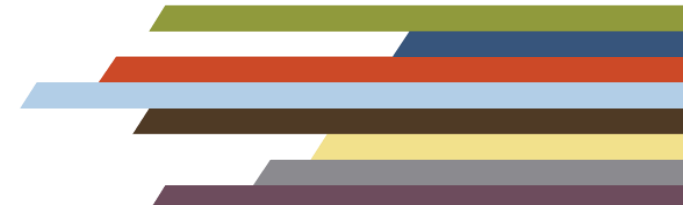
Training and Technical Assistance Needs?



Write them in the chat



Send an email to pttc@danyainstitute.org





Central East (HHS Region 3)

PTTC

Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

THC & Teens: Turning Science into Smart Prevention

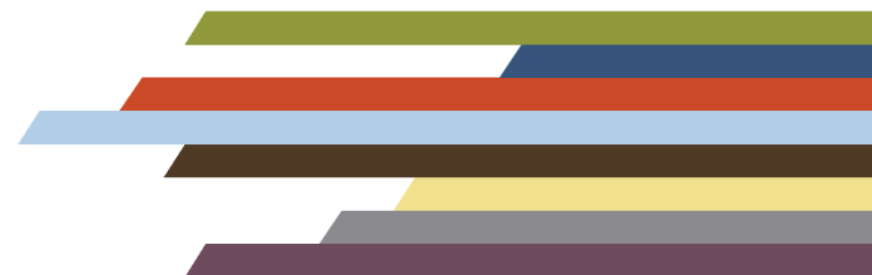
Session 2: Local Policy

Scott M. Gagnon, MPP, PS-C

Senior Facilitator

Presidential Consultants, LLC

December 4, 2025

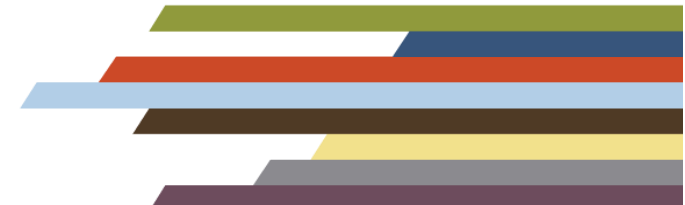


Co-Facilitator & Learning Experience Specialist

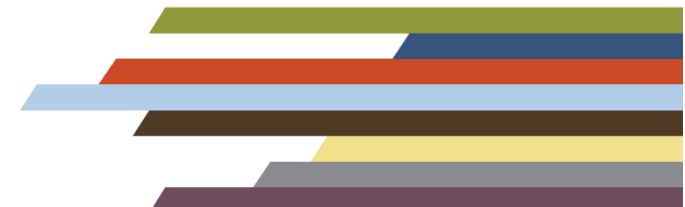


Tammy Washington de Sencion

- 10+ years designing engaging adult learning experiences
- Certified Master Facilitator in virtual and in-person training
- Led national leadership and professional development programs
- Expert in instructional design and learner engagement strategies
- Creates dynamic, engaging learning environments that drive real results



Introductions



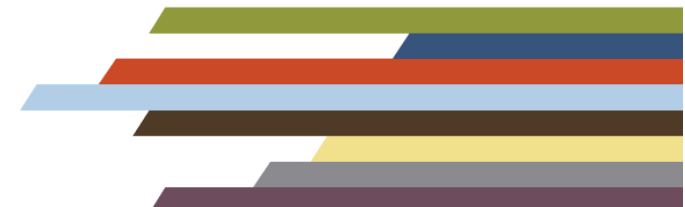


From Session 1, what's one thing you *remember*, one thing you *reconsidered*, and one thing you want to *learn more* about?



Central East (HHS Region 3)

PTTC



Course Objectives

Defining the problem and recognizing opportunities to support

Session 1 Objectives

01

Describe the impact of THC on brain development and youth health



02

Name at least four risk factors and four protective factors that impact youth use of cannabis



03

List at least three state, local, or organizational level policies that could prevent and reduce youth cannabis use



04

Describe a motivational interviewing framework for discussing cannabis with youth

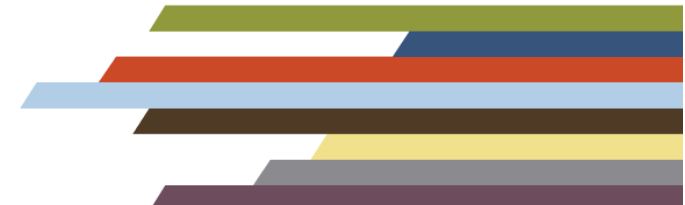


Lead Facilitator



Scott Gagnon

- Certified Prevention Specialist
- 20 Year Career in Prevention & Behavioral Health
- Former SAMHSA Regional Director
- Founding Director of the New England Prevention Technology Transfer Center
- 2024 IC & RC Prevention Specialist of the Year



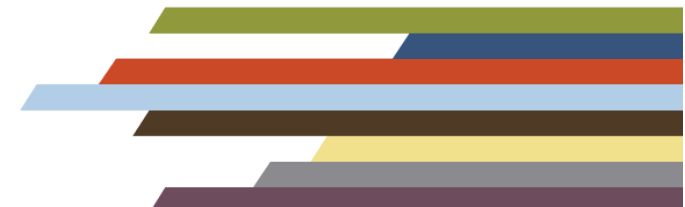


LOCAL POLICY



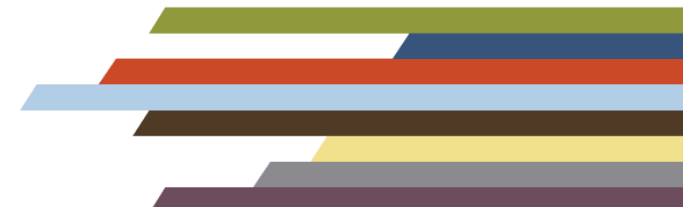
Central East (HHS Region 3)

PTTC



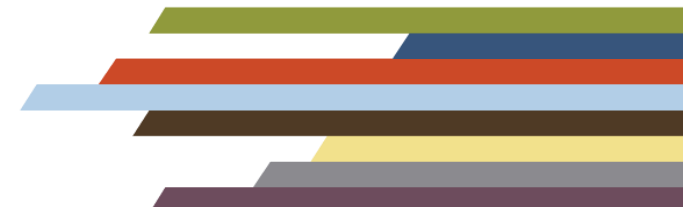


Opt - In vs Opt - Out

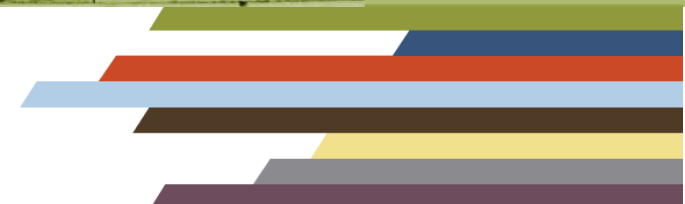


After legalization localities have many issues to consider:

- Whether or not to opt-in or opt-out
- Zoning
- Limits on number of dispensaries
- Density limits
- Local enforcement
- Buffer zones around schools
- Smell/nuisance ordinances
- Parcel limits for home grows
- Local licensing fees
- Local-level funding for cannabis prevention & education
- Additional local rules and guidelines



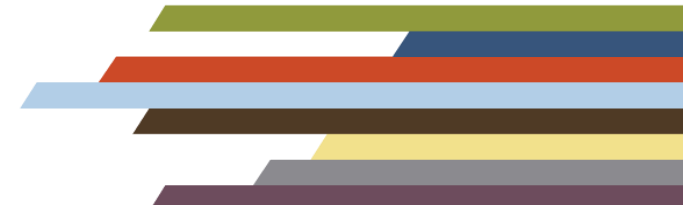
Local Policies In Action





Zoning Policies

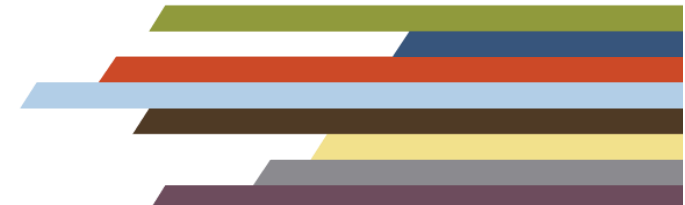
- **Hoboken, NJ** - Retail permitted only in named zoning districts, subject to CRB and spacing rules.
- **Boston, MA** - Adult-use rules forbid cannabis uses in residential districts and apply buffers.
- **South Portland, ME** - Two-step local approval (land-use zoning + business license) with uses confined to specified districts.
- **Grand Rapids, MI** - Adds extra siting rules like 250 ft from residential zones and 600 ft from another cannabis facility.





Examples of Local Policies Limiting Dispensaries

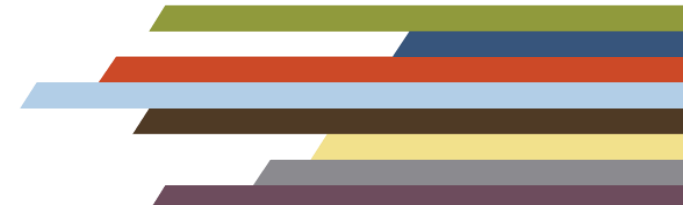
- **Montclair, NJ** - Ordinances allow **up to two** cannabis retailers in town (plus limits for other license types).
- **Somerville, MA** - Temporary cap of **no more than 12** retail establishments (originally for 24 months; later local actions included moratoriums on new HCAs).
- **Massachusetts statewide local cap rule** - Municipalities may cap retailers but **not below 20% of "off-premises" alcohol (package store) licenses**.





Density Limits

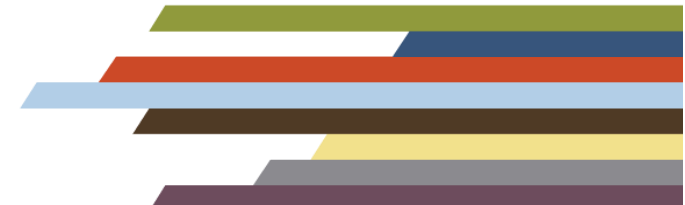
- **Bayonne, NJ. 1,000 ft** separation between cannabis retailers (door-to-door).
- **Portland, OR** - Retailers must be $\geq 1,000$ ft from another retailer (and schools).
- **Ann Arbor, MI** - Requires **600 ft separation** between provisioning/retail facilities (codified in UDC).





Examples of Buffer Zones in Local Policy

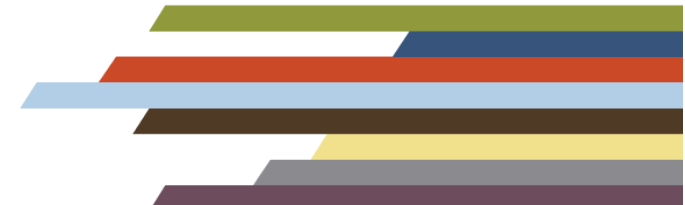
- **Jersey City.** Retail main entrance cannot be within **200 ft** of a school; City also uses additional spacing tools.
- **Los Angeles, CA** - LAMC §105.02 requires most cannabis uses to be **≥600 ft from schools** (and other sensitive uses).
- **Boston, MA** - **500 ft** school buffer for cannabis establishments in zoning text and updates.
- **Portland, OR** - **1,000 ft** from K-12 schools; city also maps the buffers.





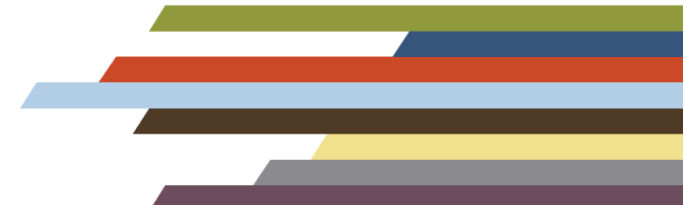
Local Policies Regarding Odors

- **West Orange, NJ.** 2024 update added a requirement for **working odor-mitigation systems** for cultivators/manufacturers.
- **Denver, CO** - City treats **odors as a nuisance** (DRMC ch.4) and requires **Odor Control Plans** for cannabis facilities when triggers are met; templates and FAQs are published.
- **Santa Rosa, CA** - Ordinance requires **engineer-certified odor mitigation plans**; applicants submit detailed controls as part of approvals.



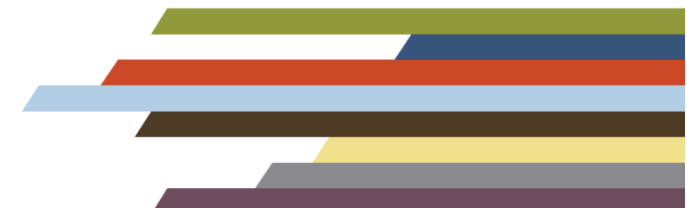
Share Time

What are examples of local cannabis policies from your communities?



Local Policy Collaborators

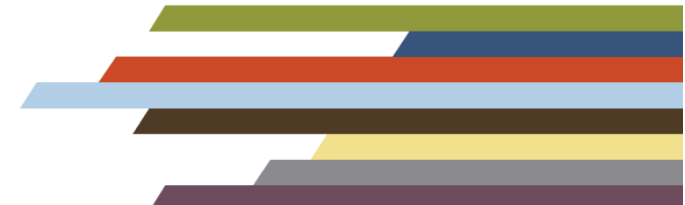
- Your state or jurisdiction's municipal association
- Leaders in key local sectors - strength in numbers, for example:
 - K-12 Education and higher education
 - Employers
 - Faith leaders
 - Public safety
 - Business community
- Parents, grandparents, and other concerned citizens





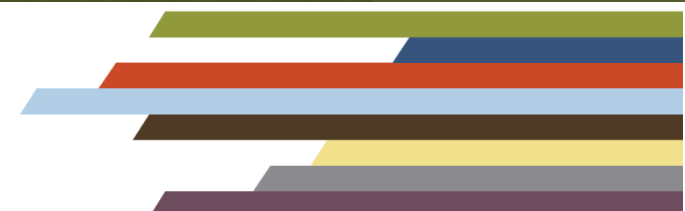
Position Statements:

Crafting a Tool to Align Cannabis Communication and Outreach Efforts



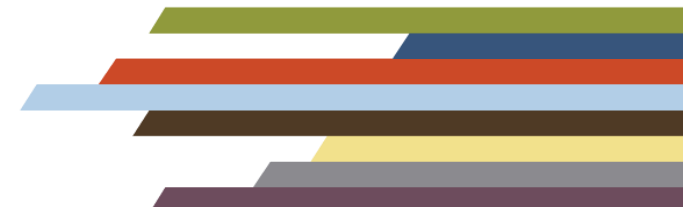
Key Components of a Position Statement

- Statement of the position
- Rationale for the position
- Recommendations
- Think of a position statement as an executive summary or distillation of our community needs assessment with respect to cannabis.
- Statement of the risk and protective factors we have prioritized with respect to cannabis based on our local data.

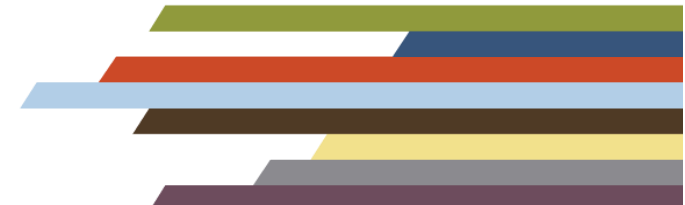


Benefits of a position statement

- Creates a common messaging theme across partners and collaborators
- Centralized and common data points
- Outreach tool for adding on more partners, community sectors, etc.
- Opportunity to generate news coverage by releasing the statement in a press release, along with a press conference or other public event



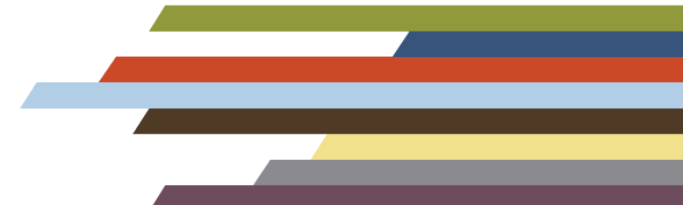
Let's Talk Through an Example...



Statement of the Position

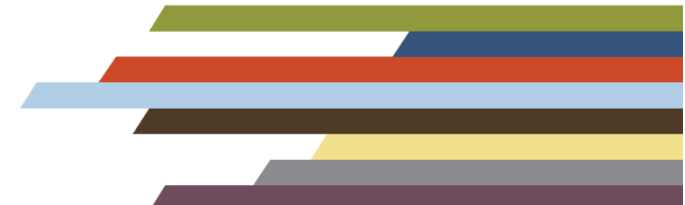


"ABC Prevention Coalition supports local cannabis policies that limit outlet density to protect the health of our youth and community."



Rationale for the Position

- **More stores, more heavy use & harms.** A 2024 systematic review found that **greater physical availability** of cannabis retailers is associated with **more frequent use and health harms** (e.g., cannabis use disorder, cannabis-related healthcare visits). Limiting density is a practical way to reduce exposure and risk. **PubMed+2The Lancet+2**
- **Youth protection.** Studies in legalized states show that **closer proximity and higher density** of retailers around teens are linked to **higher past-month use and greater exposure to cannabis advertising**-both risk factors for initiation. **PMC+2ScienceDirect+2**
- **High-risk populations & pregnancy.** In California, **more retail availability** was associated with **higher cannabis use among pregnant patients**-a group for whom use carries known risks. **JAMA Network**



Recommendations

A. Caps (how many total)

- **Citywide cap:**
"Allow no more than **X** **retailers citywide** (e.g., 1 per **20,000** residents). Caps are reviewed **annually** with public-health metrics."
- **Per-district cap:**
"No more than **1** **retailer per ward/district** to prevent clustering."

B. Spacing (how close to each other)

- **Store-to-store separation:**
"Minimum **1,000 feet** between cannabis retailers (front door to front door)."
- **Sensitive co-location:**
"Retailers must be **1,000 feet** from alcohol, vape, or tobacco specialty shops to avoid **high-risk retail clusters**."

C. Buffers (sensitive places)

- "Minimum **1,000 feet** from **K-12 schools**; **600-1,000 feet** from **daycares, playgrounds, youth centers, libraries, and parks**."



Position Statement Template

This lesson includes a template you can download and use to create your own position statements.

Add your content
Add your logos and contact information

Create change in your community!



Dirigo Empowerment Institute Cannabis Policy Position Statement Template

Use this template to guide the development of your cannabis policy position statements. Each section includes a brief description of what to include.

1. Statement of the Position

Clearly and concisely state your organization's position on the cannabis policy issue. This should be a single, definitive statement that reflects your stance.

Example: "ABC Prevention Coalition supports local cannabis policies that limit outlet density to protect the health of our youth and community."

2. Rationale of the Position

Provide the reasoning and evidence that supports your position. This section should include relevant local data, research findings, community impacts, and alignment with prevention science principles.

Consider including:

- Public health and safety considerations
- Data on cannabis use trends, especially any local data you have.
- Research on health and social impacts
- Alignment with risk and protective factors

3. Policy Recommendations

Outline the specific policy actions you recommend. These should be actionable steps that policymakers, organizations, or communities can take to address the cannabis policy issue. Consider also including how your organization can support your recommendations.

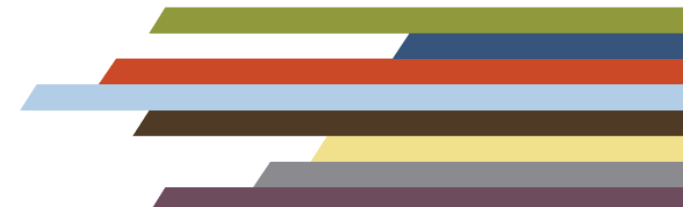
Consider including:

- Policy changes or amendments
- Regulatory measures
- Community-based prevention strategies
- Public education campaigns

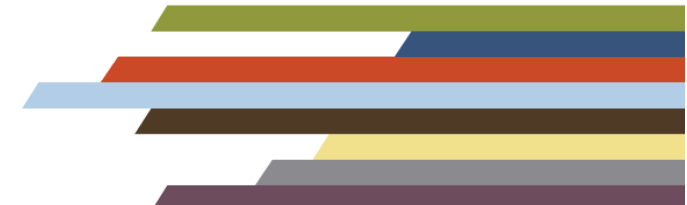
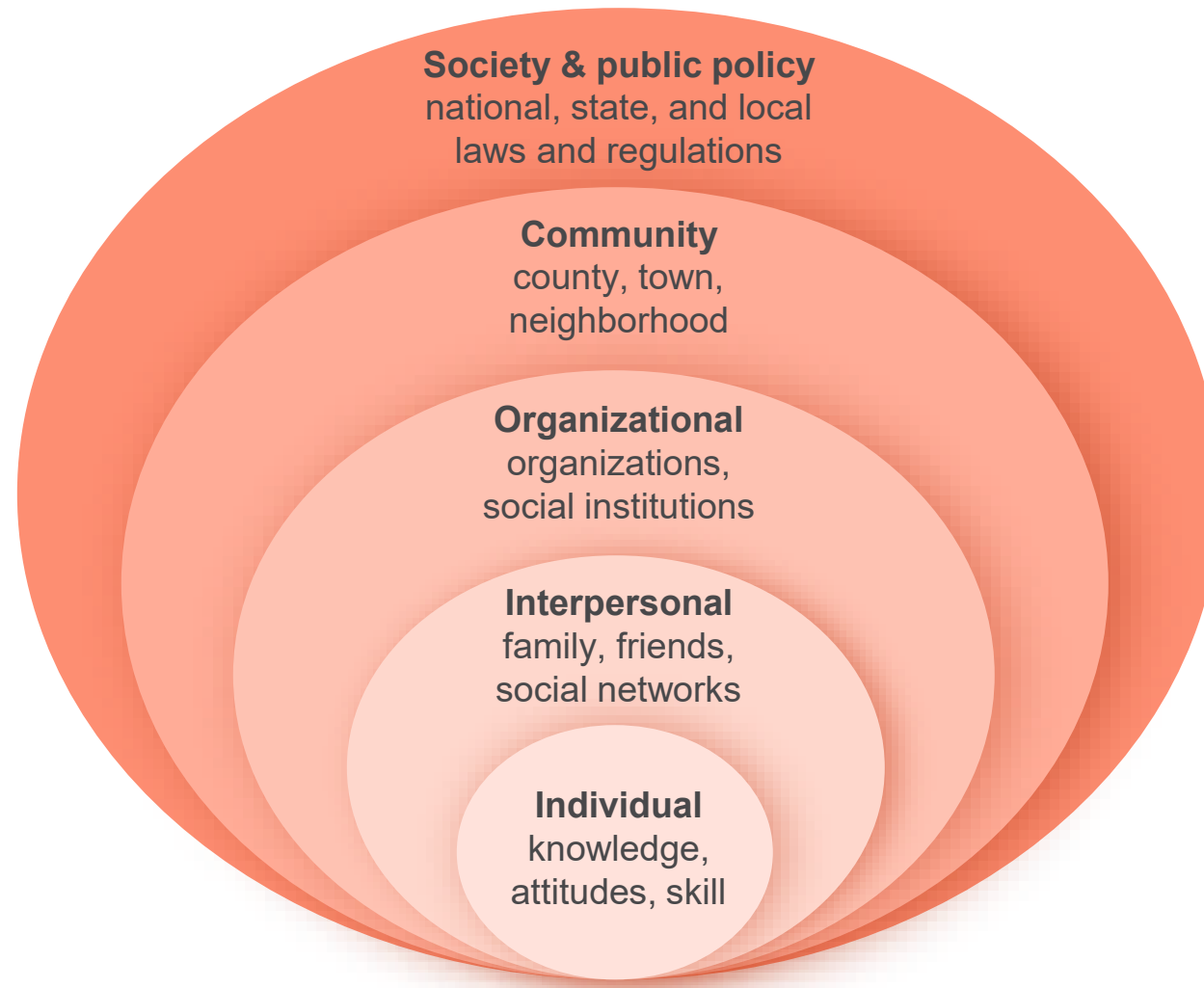


Dirigo Empowerment Institute | www.dirigoempowerment.com

Organizational Policy



A Socio-Ecological Model



Who Needs New and Revised Policies After a State Legalizes?



Housing



Education
K-12



Colleges &
Universities



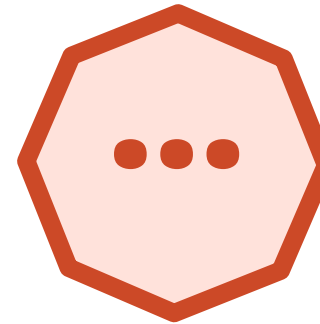
Employers



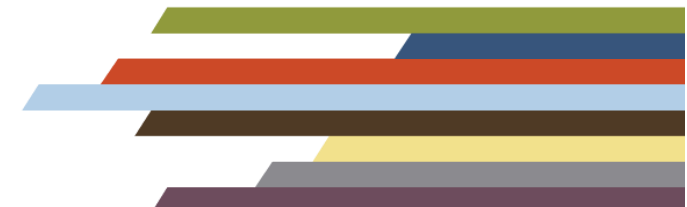
Healthcare



Transportation



Others?



Examples of Areas of Policy Organizations Need to Consider

Housing

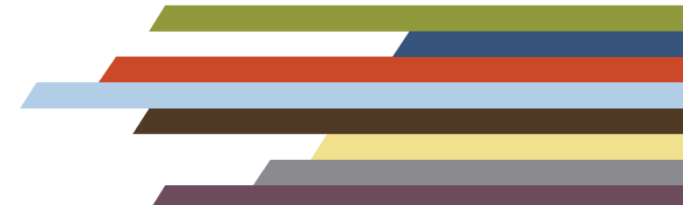
Education
K-12

Colleges &
Universities

Employers

Healthcare
settings

Public
Transportation



Examples of Areas of Policy Organizations Need to Consider



Examples of Areas of Policy Organizations Need to Consider

Housing

**Education
K-12**

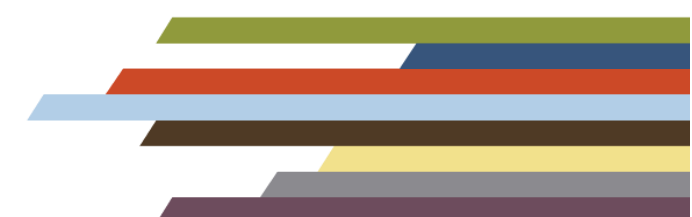
**Colleges &
Universities**

Employers

**Healthcare
settings**

**Public
Transportation**

- Restorative approach to school substance use policies vs zero-tolerance and out of school suspensions
- Codifying the use of evidence-based education programs for students violating school substance use policies
- Budgeting for prevention programs and initiatives
- Rules for possession and use by adults (e.g., adults attending school sports events)
- Policies regarding students and faculty with medical cannabis cards



Examples of Areas of Policy Organizations Need to Consider

Housing

Education
K-12

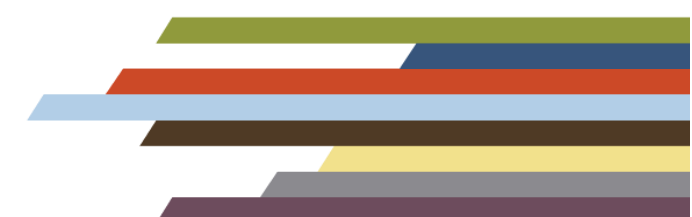
Colleges &
Universities

Employers

Healthcare
settings

Public
Transportation

- Possession rules on-campus for students 21+
- Updating campus smoke-free policies
- Advertising restrictions on campus
- Third-party delivery restrictions
- Policies for multi-unit housing (e.g., Greek housing)
- Policy to address consequences for impairment
- Budgeting and policy to implement evidence-based prevention programming



Examples of Areas of Policy Organizations Need to Consider

Housing

**Education
K-12**

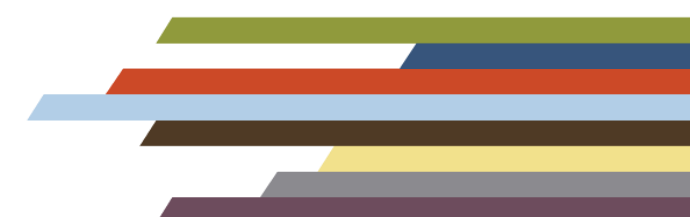
**Colleges &
Universities**

Employers

**Healthcare
settings**

**Public
Transportation**

- Developing testing standards and protocols for safety-sensitive positions
- Incentivized drug testing protocols
- Expungement policies
- No public smoking or consumption at job sites
- Policy to address workplace accidents
- Policy to address pre-employment drug screening
- Reasonable accommodation policies



Examples of Areas of Policy Organizations Need to Consider

Housing

Education
K-12

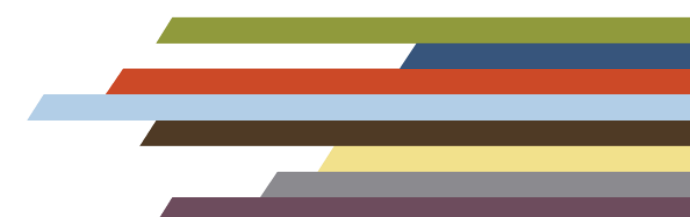
Colleges &
Universities

Employers

Healthcare
settings

Public
Transportation

- Possession by patients with medical cannabis cards
 - Hospital settings
 - Assisted living facilities
 - Hospice care and hospice facilities
- Training for medical professionals
- Guidance and standards on if/how recommendations can be given for medical cannabis
- Industry sponsorships of community events



Examples of Areas of Policy Organizations Need to Consider

Housing

Education
K-12

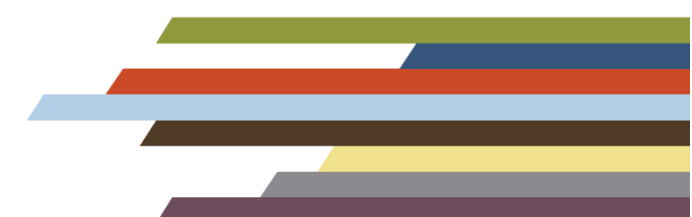
Colleges &
Universities

Employers

Healthcare
settings

Public
Transportation

- Prohibiting use of cannabis products on public transportation or at stations/bus-stops
- Rules requiring individuals possessing cannabis products on public transportation vehicles to have products in sealed containers
- Prohibiting cannabis ads on public transportation vehicles and stops
- Prohibiting use by drivers



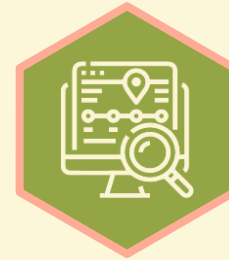
Important Elements If Policy Change Is To Be Successful And Have Desired Impacts



Training



**Communication
Strategies**

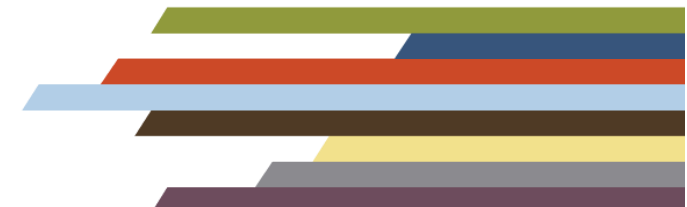


**Monitoring &
Evaluation**



**Strategy for
periodic
review/revision of
policies**

As an environmental approach, prevention professionals and prevention coalitions can support their local organizations and institutions in developing these.

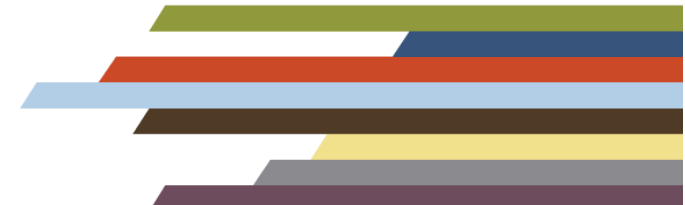


Let's Look at an Example



Scenario:

Cannabis possession is legal, but the local college has decided on a policy that possession will not be allowed by anyone on campus, even students 21 and older, due to concerns about federal funding and other federal issues.



How Can the College or University Make this Policy Effective?



Training

- Develop and deliver a training outlining the new policy, including the rationale.
- **Training delivered to multiple audiences:** Dorm staff, administrative staff, faculty, campus police, coaches, etc.

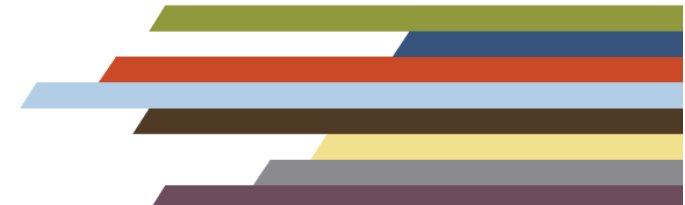


Communication

Develop a comprehensive communication strategy for new policy:

Letters to incoming & returning students (and their parents), info in orientation materials, signage.

What else?



How Can the College or University Make this Policy Effective?



Monitoring & Evaluation

How will we know if the new or revised policy is successful?

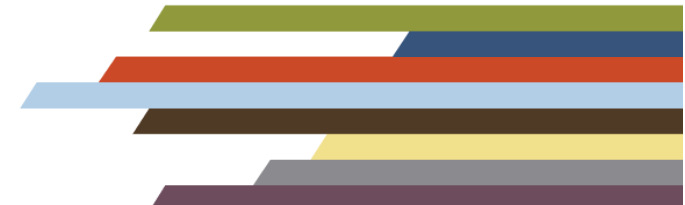
- Identify data points to monitor
Example: # of violations monthly
What other data points would you consider?
- Convene committee meetings to review and discuss the data.



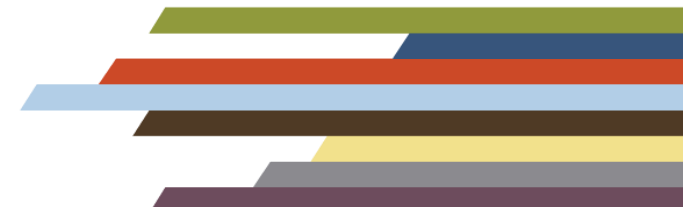
Periodic Review & Revision

Put in policy it will be reviewed annually and schedule those review meetings ahead of time.

Make sure all relevant stakeholders are involved.



Risk and Protective Factors & School Policy



School Policy: Not Just What Is Not Allowed...

Individual/Peer



PROTECTIVE FACTORS

- Self-efficacy to say no to substance use
- Future college aspirations
- Peer disapproval of marijuana use
- Involvement in sports and physical activity



RISK FACTORS

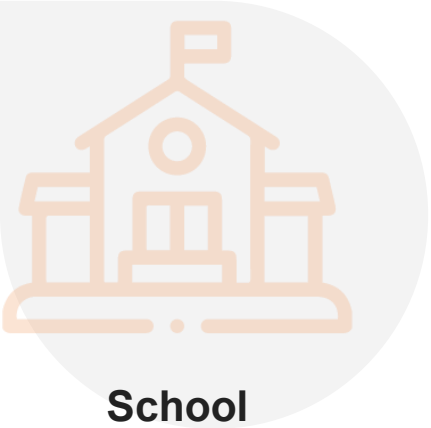
- Antisocial behavior
- High sensation seeking
- Aggression
- Use of marijuana may lead to using other substances
- Use of other substances is associated with higher risk of using marijuana
- Perceptions of peer marijuana use
- Low perceived harm of marijuana use
- Genetics

Source: Grisby et al., 2023, Substance Abuse: Research and Treatment

- **A punitive approach to cannabis infractions in schools will be counter-productive.**
- **If we anticipate increased infractions due to legalization now is the time to weave into policy evidenced-based approaches of accountability that educate and support in-school.**



Individual/Peer



School Policy: Not Just What Is Not Allowed...

School

PROTECTIVE FACTORS



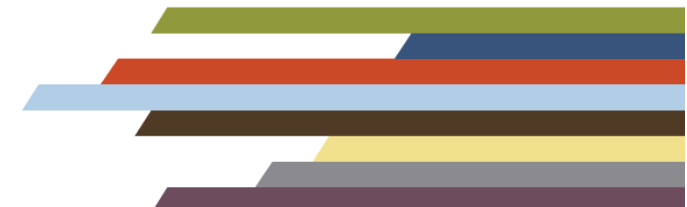
- School belonging
- School involvement
- Authoritative school environment
- School connectedness
- Remedial approach to marijuana policy violations

RISK FACTORS



- Low policy enforcement
- Out of school suspension
- High absenteeism

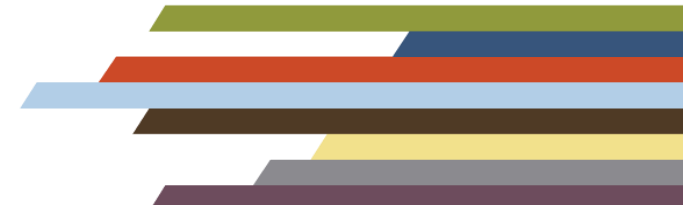
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- **If we anticipate increased infractions due to legalization now is the time to weave into policy evidenced-based approaches of accountability that educate and support in-school.**



Prevention Professionals & Local Organization Policy

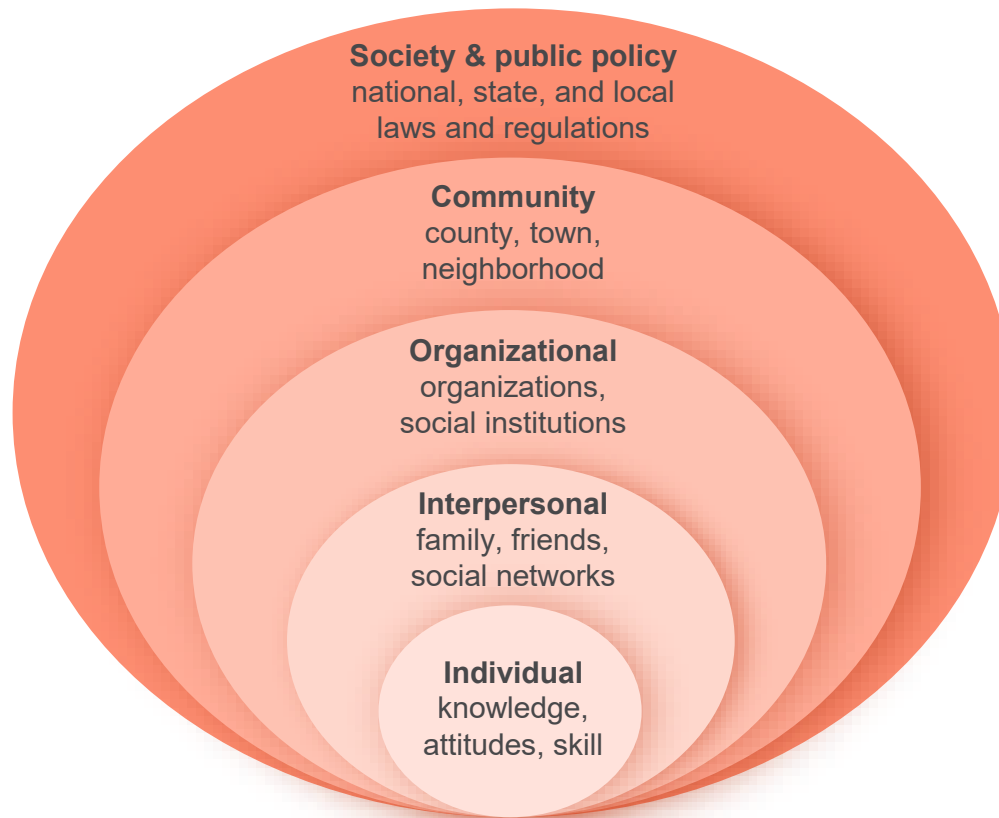


- We can do more than share our knowledge of THC and the brain
- We can guide planning and implementing policy change
- We can guide on not inadvertently working against protective factors
- We can build other strategies around policy change



Avoiding this: Surrounded by risks

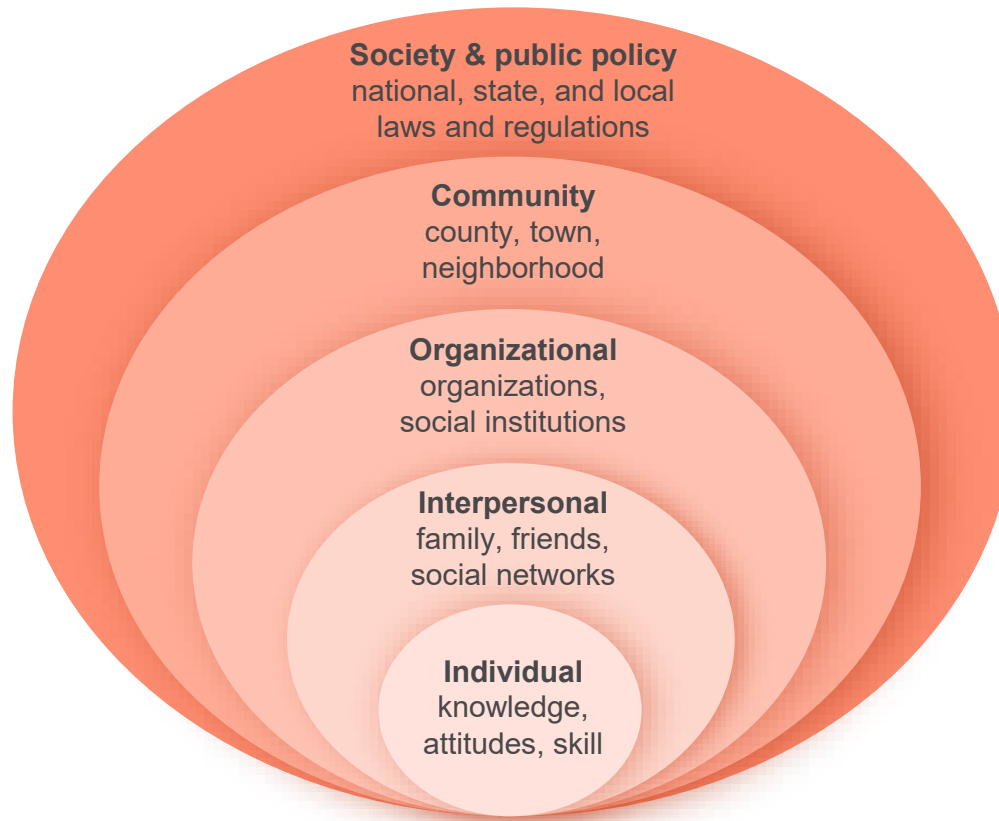
A Socio-Ecological Model



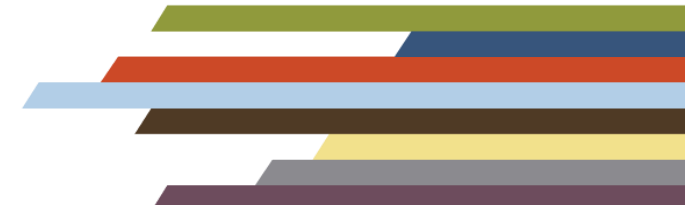
- Policies that allow for high cannabis outlet densities
- Cannabis sold or promoted at community events attended by families
- Punitive school policies
- Peer use of cannabis

The Goal: Building a Community of Protective Factors

A Socio-Ecological Model



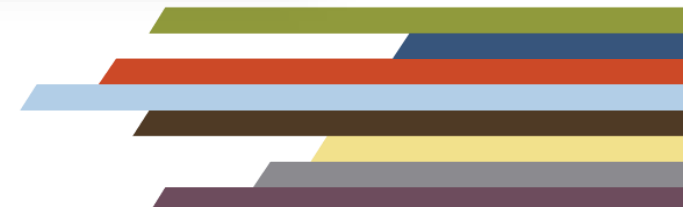
- Policies limiting outlet density and cannabis marketing
- Community events free of cannabis marketing or sales
- Restorative school policies: education vs out of school suspension
- Participation in sports and school activities



Motivational Interviewing



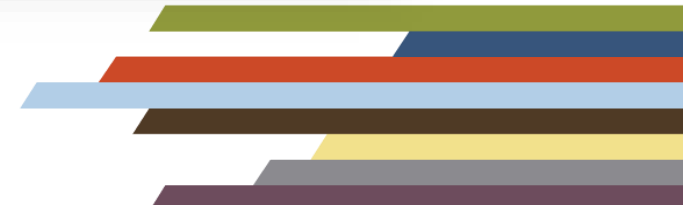
- Motivational Interviewing is a collaborative, person-centered conversational style designed to help people explore and resolve ambivalence about change, and to strengthen their own motivation and commitment to change.
- Rather than persuading or directing, the interviewer acts as a guide, helping the person to express their own reasons for change and recognizing their autonomy.
- Helps engage people, strengthen internal motivation, and lay groundwork before more directive interventions.



Motivational Interviewing Technique: Elicit-Provide-Elicit



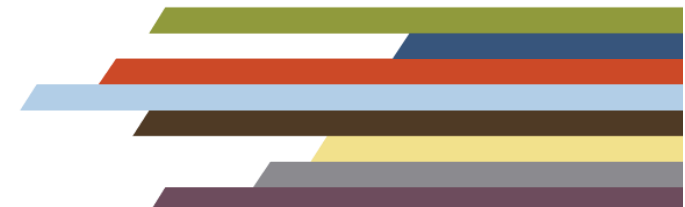
- As practitioners, we need a way to share information with our clients to assist them in changing harmful behaviors while respecting their autonomy to choose if, when, and how they will change. Giving advice or making suggestions is likely to elicit pushback from clients (Miller & Rollnick, 2013).



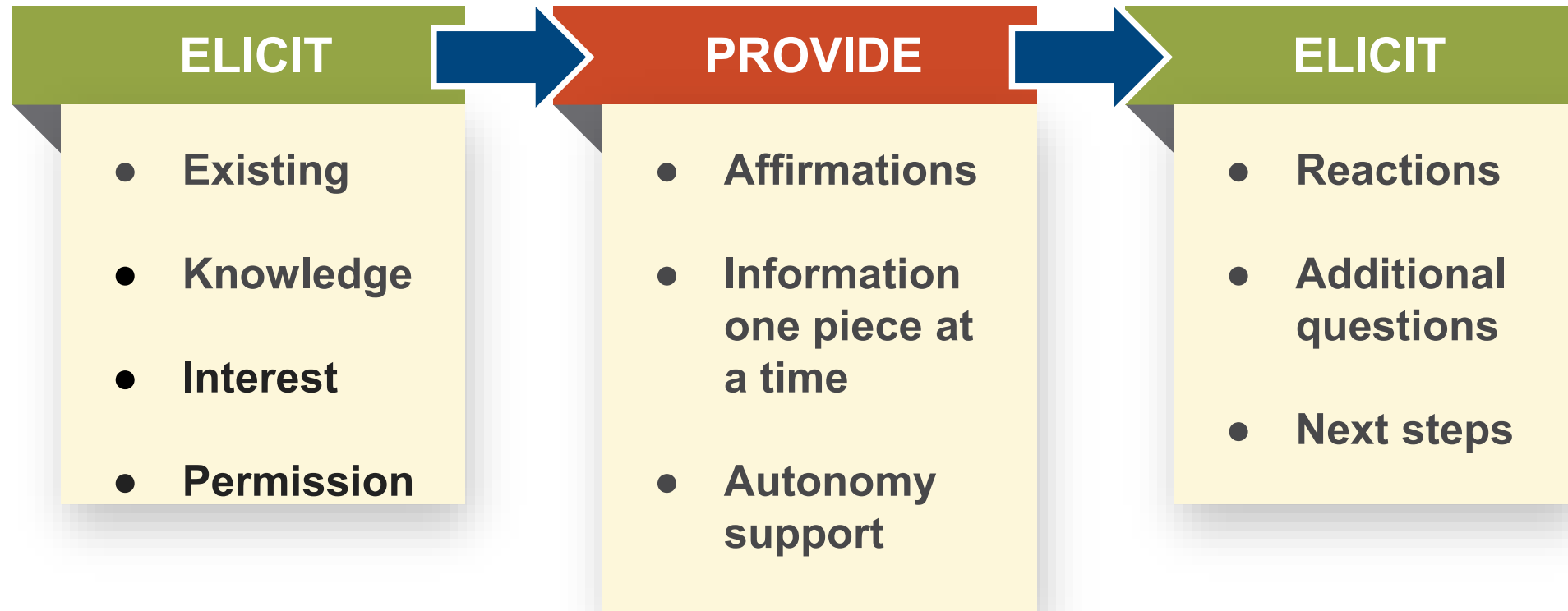
Motivational Interviewing Technique: Elicit-Provide-Elicit



- The concept of EPE is to maintain the dialogue-driven approach of Motivational Interviewing in the context of education by evoking first the person's existing knowledge, and then their thoughts regarding any information you share. The initial step helps practitioners to avoid sharing information the client already knows, honors their expertise, and is a respectful way to ask permission to share material (Miller & Rollnick, 2013).



Motivational Interviewing Tool for Exchanging Information



What Are We Trying To Elicit? Change Talk



DESIRE

"I wish I could quit smoking."



ABILITY

"I want to feel better."
"I quit before; I can do it again."



REASON

"My PO would get off my back."



NEED

"I might do better in school."
"I've got to keep my driver's license."



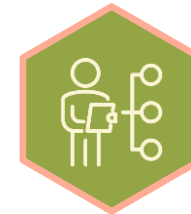
COMMITMENT

"I will stop smoking weed."



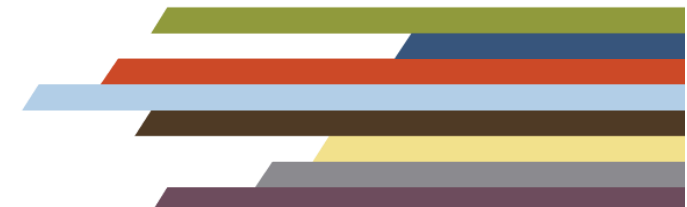
ACTIVATION

"I am ready to stop smoking weed."



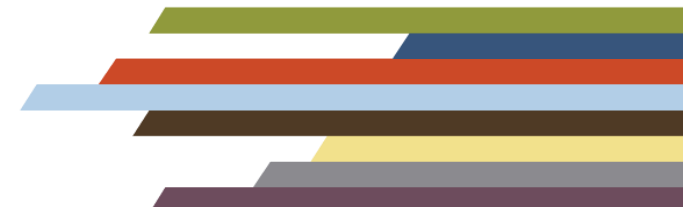
TAKING STEPS

"I took a different way home."



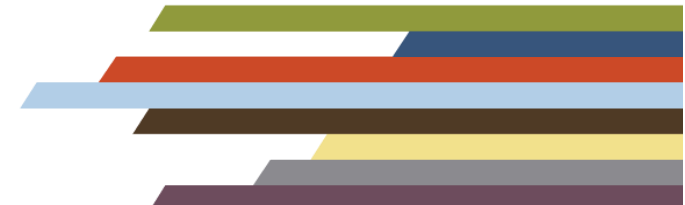
ELICIT: Ask Permission. Clarify Needs.

- "Would you like to know about ... "
- "What do you already know about ... "
- "What information can I help you with?"



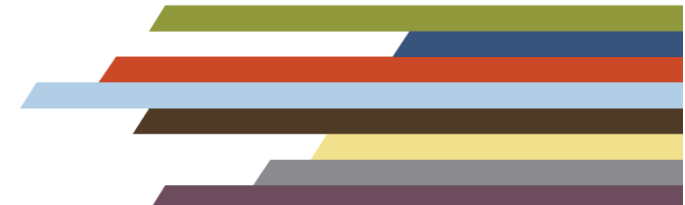
PROVIDE: Prioritize. Be Clear. Support Autonomy

- Focus on what the person wants to know.
- Avoid jargon; use plain language
- Offer small amounts, with time to reflect.
- Acknowledge freedom to disagree/ignore.



ELICIT: Ask for the person's understanding and response

- Reflect reactions that you see.
- Ask open-ended questions.
- Allow time to process and respond.

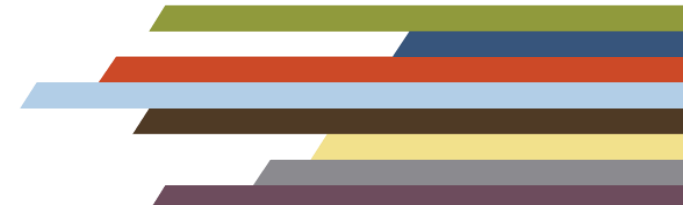


Break Out Room (BOR) Group Activity



Activity: 10 minutes

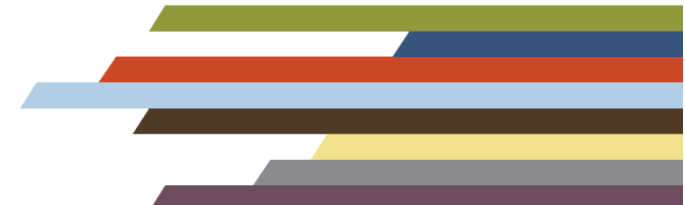
- Each group is assigned a scenario
- Amongst the group, identify the two pieces of information about cannabis that you would share in an ELE conversation for your scenario





B.O.R. Share Out!

Share key takeaways from your group discussion, including innovative ideas, new insights, and ideas you will take back to the job.



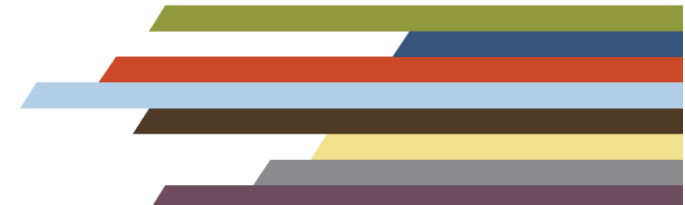
Personal Action Plans

Using the ideas discussed in these sessions, write a plan of action on how you will transfer the learning back at your desk. What will you;

- **Start**
- **Stop**
- **Continue**
- **Change**
- **Resume**

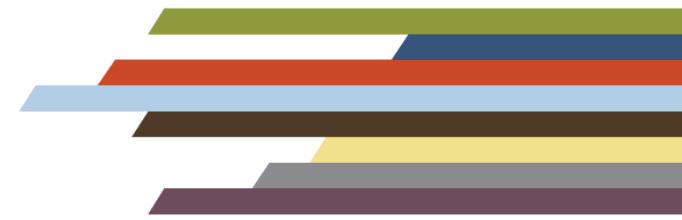


What will you commit to doing in the next 30 days?

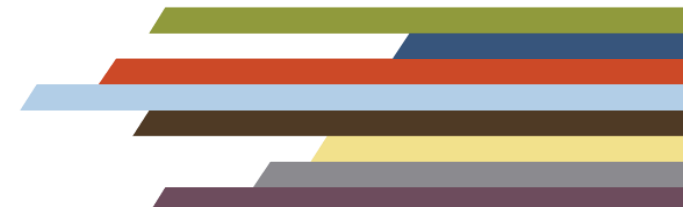


Q & A

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What Was The Value For You From Today's Session?



Contact Us



Central East (HHS Region 3)

PTTC

Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

a program managed by



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