

# E-Cigarette, Marijuana, & Other Drug Prevention Grant Application



<b>Applicant Information:</b>	
<b>Timeline</b>	<ul style="list-style-type: none"> <li>● <u>Application Due Date</u>: Monday, October 1, by 11:59</li> <li>● <u>Funding Status Notification</u>: On or after Monday, October 21, 2024</li> <li>● <u>Project period</u>: Through the remainder of the fiscal year (10/01/2024 to 06/30/2025)</li> </ul>
<b>Organization Name:</b>	Utah Navajo Health System- Hozho'go lina 365
<b>Organization Address:</b>	1478 East Hwy 162 Montezuma Creek 84534 <i>Address City Zip</i>
<b>Contact Information:</b>	tjackson@unhsinc.org or ssag@unhsinc.org (435)678-0352/0758 <i>Email Phone</i> Tazbah Jackson; Shaina Sagg Community Wellness Specialist <i>Organizational Representative Title</i>
<b>Organizational Type:</b>	<ul style="list-style-type: none"> <li>o <u>Coalition</u>: <i>a coalition of community organizations this is focused on substance abuse and prevention.</i></li> <li>o <u>Local Government Agency</u>: <i>a local government agency, including a law enforcement agency, for a program that is focused on substance abuse and prevention.</i></li> <li>o <u>Education</u>: <i>a local education agency as defined in Section 53J-1-301</i></li> <li>o <u>Other</u>: <i>other organizations focused or able to provide evidence-based program(s) that are focused on substance abuse prevention.</i></li> </ul>

<b>Organizational Description:</b>	<p><i>Provide a brief description of the agency applying for funding. Include any experience or expertise the agency has with the population they intend to serve.</i></p> <p><i>The initiative, Hozho’go lina 365 (HI 365), operates in collaboration with the Utah Navajo Health System (UNHS) within the Behavioral Health department, serving San Juan County, Utah communities. The HI 365 outreach extends to key educational institutions, including Whitehorse High School, Monument Valley High School, and Navajo Mountain High School.</i></p> <p><i>HI 365’s approach involves various activities to implement well-being and community engagement. Some of the activities we have done with the students are self-care practices, talking circles, discussions on emotions, journaling, beading, drawing, and recognizing positive traits, which are presented as choices for students to participate in, promoting autonomy and personal connection.</i></p> <p><i>Collaboration is a cornerstone of our efforts, and we actively engage with other programs within the behavioral health department. These include initiatives focused on Suicide Awareness Month, Domestic Violence Awareness Month, and Mental Health Awareness Month. Our goal is</i></p>
------------------------------------	---

	<p><i>to raise awareness, promote unity, and convey the message that we can collectively break the cycles of generational trauma in the community and homes in the Utah Navajo strip.</i></p> <p><i>The stark realities reflected in the higher rates of suicide, drug and alcohol abuse, and domestic violence on American Indian reservations, as highlighted by SAMHSA, underscore the pressing need for healing within our community. Living on the reservation intensifies our understanding of this need, motivating us to address it comprehensively.</i></p> <p><i>Our strategy revolves around education and visibility. By making a positive presence felt in our communities, we aim to remind community members that support is available through our Behavioral Health department. This proactive approach is our commitment to making a meaningful difference and contributing to the healing of current and future generations.</i></p>
<b>Amount Requested No more than \$80,000</b>	<b>\$15,000</b>

## Introduction

Thank you for considering the Electronic Cigarette, Marijuana, and Other Drug Prevention Grant Program. The San Juan County Public Health Department is accepting application for Fiscal Year 2024-2025. The purpose of this grant is to “address root causes and factors associated with the use of electronic cigarettes, marijuana, and other drugs.”

Please send your completed application to Zoe John at [zjohn.org](http://zjohn.org) call the front office 435-587-3838 for any questions. We will be accepting applications until October 1st at midnight.

Applicants are expected to complete all information requested in this application.

## INFORMATION TO INCLUDE IN APPLICATION

### Define the community you will serve:

*The program aims to serve high school students in Southern San Juan County, including those in the Northern portion of the Navajo Nation, extending from Northern Arizona to Southern Utah with a largely non-industrial financial base. The population is principally Navajo (77%), and the entire UNHS service area is a federally designated frontier area and medically underserved as defined by the Health Resources and Services Administration. In the target population, 51% of the population do not have running water, electricity, telephone, or a central source of heating; 53% to 59% of the target population are unemployed with an average per capita income of \$10,024.00, about half of the state and national per capita income. 78% of the population is below the 100% Federal Poverty Level (FPL), and 96% is below 200% of the FPL. The UNHS community health centers are in Montezuma Creek, Monument Valley, Blanding, and Navajo Mountain. The mean time to travel to work averages over 22 minutes; comparable travel times are necessary to access basic needs and services (U.S. Census Bureau, 2021). Due to the remote area and poor road conditions, people in this target population must travel anywhere from thirty minutes to an hour and a half to access primary healthcare. This travel time increases significantly during inclement weather as dirt roads become impassable.*

Please define the communities you propose to serve. Recipients may use various geographic boundaries including neighborhoods, census tracts, zip codes, and school districts, as well as townships and counties, to define their community. Applicants should be realistic about the size and population of the area in which you have the ability to create change. For example, choosing a community that is too large may be problematic due to the inclusion of neighborhoods that have significantly different problems to be addressed.

### Statement of the problem:

Please describe the following:

*In our interactions with students, the Hozho'go lina 365 staff observed and received feedback from several students, parents, and school staff about the prevalent issue of alcohol, electronic vaping, and recreational drug use, both within the school environment and their homes. The accessibility to these substances becomes a significant concern due to the presence of family members or close friends engaging in recreational drugs, electronic vaping use, or alcohol consumption. This ease of access poses a potential risk for students.*

*The Hozho'go lina 365 staff intend to address not only the dangers associated with alcohol, vaping, cigarettes, and recreational drugs but also to highlight the risks associated with the use of vapes. Distributing flyers and posters and speaking about e-cigarettes can lure teens into thinking they are harmless. These electronic vaping devices may contain recreational drugs or serve as an alternative form of tobacco use. It's crucial to address these issues comprehensively to ensure the well-being and safety of our students.*

- What are the current youth substance use problems in your community that you plan to address? Include local data from the [Student Health and Risk Prevention \(SHARP\)](#) survey to justify your choice.

*In our interactions with students, the Hozho'go lina 365 staff observed and received feedback from several students, parents, and school staff about the prevalent issue of alcohol, electronic vaping, and recreational drug use, both within the school environment, community, and their homes. The accessibility to these substances becomes a significant concern due to the presence of family members or close friends engaging in recreational drugs, electronic vaping use, or alcohol consumption. This ease of access poses a potential risk for students.*

*The Hozho'go lina 365 staff intend to address not only the dangers associated with alcohol, vaping, cigarettes, and*

recreational drugs but also to highlight the risks associated with the use of vapes. Distributing flyers and posters and speaking about e-cigarettes can lure teens into thinking they are harmless. These electronic vaping devices may contain recreational drugs or serve as an alternative form of tobacco use. It's crucial to address these issues comprehensively to ensure the well-being and safety of our students.

- What are the risk/protective factors you plan to address that contribute to this problem? Include local data from the [Student Health and Risk Prevention \(SHARP\)](#) survey on the risk/protective factors you plan to address.

*Empowering parents to participate in implementing a positive relationship with their children is essential to creating a supportive environment where students can freely express themselves and communicate their emotions. Build trusting relationships so students feel comfortable confiding in someone when facing pressure. Encouraging open and healthy communication between both parties is critical. Studies demonstrate that when parents are involved in their children's daily lives, it can help curb drug, vaping, and alcohol use. Additionally, equipping parents with the necessary skills to guide their loved ones when faced with comparable circumstances is vital.*

*It's essential to recognize that vaping, drug, and alcohol use share protective factors. These activities are often interrelated, and understanding the connections can help us better address the underlying factors that contribute to them.*

### Your plan

Recipients need to develop and implement a comprehensive 12-Month Action Plan. A comprehensive 12-Month Action Plan will include an appropriate mixture of all [Seven Strategies for Community Level Change](#) listed below. Provide a detailed 12-Month Action Plan using the table below. The Action Plan should foster community level change by including a combination of goals, objectives, strategies and activities. Include measurable goals and outline activities using this form. See Appendix A for more information on how to develop this action plan.

### Intervention, Evidence Based, or a Promising Practice

Statute requires your intervention to be evidence based or promising practice as defined by the CDC. Visit: [https://www.cdc.gov/tobacco/stateandcommunity/best\\_practices/index.htm](https://www.cdc.gov/tobacco/stateandcommunity/best_practices/index.htm) for guidance. Please describe how the activities listed in your action plan are evidenced based or a promising practice.

Risk and Protective Factors: List Risk and Protective Factor(s) that will be addressed.

Goal: Describe the strategy you plan to use that will impact the identified risk and protective

factor. Objective: Provide measurable objective to achieve the identified goal.

Strategies, Activities, or Aims: Indicate the specific strategies, activities, or aims you will use to accomplish the objective.

- Disseminate information/education.
- Enhance individual life skills.
- Provide activities that reduce risk factors or enhance protective factors.
- Enhance community/participant access or reduce barriers to programs and strategies.
- Changing consequences by addressing incentives or disincentives.
- Implement environmental strategies to reduce risk factors and increase protective factors.
- Support modification to policies or the implementation of new policies.

### Risk Factors:

- Favorable attitudes toward
  - the problem behavior
  - Family conflict
  - Low neighborhood attachment and community disorganization
  - Extreme Economic Deprivation
  - Family history of antisocial behavior
  - Low-income family

management

- Parents struggling with addiction to drugs, alcohol, or vaping
- Disconnection from tradition and culture
- Inadequate stress management or a lack of resources to handle stress in a healthy manner
- Trauma that has not been resolved or expressed feelings that are

**Protective Factors:**

- Cultivate positive relationships between parents, students, and their community.
- Provide support to parents to facilitate conversations with their children about the dangers of drinking, vaping, or using recreational drugs.

- Give parents the confidence and tools to talk with their children about the dangers of recreational drugs, vaping, or the use of recreational drugs.
- Educate parents on what vaping and e-cigarettes are and what the dangers are.
- Educate parents and students on how vaping and e-cigarettes grab the attention and promote their products as harmless.
- Acknowledging and praising students boosts their

**Goal:**

- To enhance student support by leveraging familial connections or other

relationships as a resource in the event of vaping, drug, or alcohol-related incidents.

- Explore the distinctions between traditional and recreational drugs.
- Gain a deeper understanding of the health risks associated with traditional tobacco and cigarettes by exploring their differences in use.
- Integrating traditional teachings and incorporating them into our discussions is of paramount importance.
- Establishing trust between parents and students is vital to nurturing a healthy relationship. One way to achieve this is through

acknowledged by those closest to us can have a lasting impact on our well-being, but use substance as a mask to the situation or the problem.

self-confidence and helps them overcome any obstacles they may face in the present or future.

- Opportunities and rewards for prosocial involvement to help students bond with the community

planned activities to encourage bonding and foster open communication.

- Utilize the family dynamics as the first line of defense when the student is confronted with peers who may be using drugs, vaping, or drinking.
- We are incorporating food dishes to create opportunities for engaging in meaningful conversations.
- We are encouraging artistic expression through projects and providing positive reinforcement.
- Provide parents and students with the necessary tools to participate in meaningful conversations.
- Acknowledging and praising students boosts their self-confidence and helps them overcome any obstacles they may face in the present or future.
- We are creating a sense of connection between parents and students.
- Utilize our behavioral health services if a student or parent requires additional support to enhance their well-being.

Strategy/Activity	Who is responsible? By When? What outcome will result from your activity?
<p>Continuation of fostering trust and enhancing communication skills within families. A key strategy component involves educating parents and students about the positive Dine' teachings, emphasizing the rich cultural heritage. - <i>Focus on distinguishing conventional drugs and vapes from traditional medicines, promoting a healthier and culturally rooted lifestyle. This approach strengthens family bonds and contributes to the community's overall well-being.</i></p> <p>- <i>Engaging a Dine community member who can speak about the risks associated with alcohol,</i></p> <p>- <i>incorporate teachings with both the parents and students of the importance of knowing their self-identity as Dine', which is a protective factor in the way of life of the Dine' as it is said to Walk in beauty and harmony.</i></p>	<p>Hozho'go lina 365 2025</p> <p>To continue to provide education and Process awareness to our youth</p> <p>Objective:</p> <p>and parents regarding the risks associated with vaping, alcohol consumption, and drug use. Activities will include educating parents on the nature of vaping and the various forms in which vaping devices may appear, such as resembling a pen or a <u>highlighter</u>.</p> <p>Short-Term Objective:</p> <p>Continue to educate all students and parents =through activities that can help build healthy and trusting relationships. Prepare students to confidently say "No" when faced with drugs, alcohol, or <u>vaping</u>.</p> <p>Long-Term Objective:</p> <p>To decrease the favorable attitude and reduce the usage of vaping, smoking, or use of recreational drugs through education. Give our children healthy outlets rather than using <u>drugs, alcohol, or vaping</u>.</p>

<p>Continue to disseminate information/education by an educational presentation and web-based communication.</p>	<p>By 2025, Hozh'go lina 365 will disseminate 100 vaping and tobacco use pamphlets to students and parents.</p> <p>By 2025, the Hozho'go lina 365 will attend five tabling events to promote tobacco prevention.</p>
--	--



Continue to provide opportunities to support students in activities that reduce risk or enhance protection.

- *Develop a list of engaging topics suitable for family discussions during meal preparation. This activity will enable the integration of everyday activities with meaningful interactions.*
- *Utilize the family dynamics as the first line of defense when the student is confronted with peers who may be using drugs, vaping, or drinking.*
- *One helpful activity is the creation of a vision board that outlines goals and the potential outcomes of abstaining from drugs or alcohol versus continued usage. This project includes establishing objectives*

By 2025, students will report a decrease in favorable attitudes and reduce the usage of vaping, smoking, or use of recreational drugs. Parents will be educated on how to distinguish between vaping devices and the signs that indicate their child may be vaping. They should also learn how to effectively communicate and discuss the risks of vaping, drugs, and alcohol with their children.

<p><i>and identifying potential obstacles that may arise as a result of drug use, vaping, or alcohol consumption.</i></p> <p><i>- We will collaborate with others on team-building exercises for students and parents.</i></p>	
--	--

\*If additional space is needed, feel free to attach as many pages as needed to your application.

**Your Budget**

In this section, applicants must provide an 8-month Budget Narrative to include budget details and justification for grant expenditures.

The Budget Narrative is used to determine reasonableness and allowability of costs. All of the proposed costs listed must be reasonable, and necessary to accomplish project objectives, allowable in accordance with applicable Federal Cost Principals, auditable, and incurred during the project period.

Proposed budgets must not exceed \$80,000 in total costs in any year of the proposed project. Annual continuation awards will depend on the availability of funds, recipient progress in meeting project goals and objectives, timely submission of the required data and reports, and compliance with all grant awards Terms and Conditions. Failure to comply with the Terms and Conditions of the awards may result in suspension or termination of the award.

**Budget Form**

Please complete the following budget form.

Category of Funding	Justification	Funding Amount
<b>Personnel Salary</b>		\$0.00

<b>Fringe Benefits</b>  <b>Travel (in/out of state)</b>	1) Out-of-town travel, hotel rooms, etc.: This is for hotels that host program-related conferences, training, and travel to provide program events. 2) Transportation: This includes any travel related to conferences, training, and providing program events. Local travel is also needed to attend regional meetings, project activities, and training events. 3) Per Diem: For any per diem expenses related to conferences, training, and event travel.	\$0.00  \$2,800
<b>Conferences/Workshops</b>	1) Registration fees: For program-related conference registration fees to provide program events.	\$0.00

<b>Supplies</b>	1) Prevention education workshops held at the school and community prevention educational events. 2) Promotional Items: For Program Promotional Items such as t-shirts, pens, brochures, etc. to promote e-cigarettes, marijuana, and other drug prevention. 3) Incentives: For program incentives to retain student and family participation in the program, such as gift cards, self-care items (journals, yoga mats, etc), etc. 4) Cruicit vinyl for events or signage for events or projects	\$8,500
<b>Equipment</b>	1) Electronic Pen for tablet registration or surveys  2) Projector screen for educational events	\$200
<b>Subcontractors</b>	1) For any contract services, such as prevention education trainers and speakers for the conferences and events the staff will conduct. This line item will also be used for event space rental fees for the conference and <u>events</u>	\$3,500
<b>Media Outreach</b>		\$0
<b>Total Amount Requested</b>		<b>\$15,000</b>

\*If additional space is needed, feel free to attach as many pages as needed to your application

## Reporting Project Progress

Grant recipients will report to the local health department four times over the year of funding. Reports are due on the 15<sup>th</sup> of each month (October, January, April, July). The grant recipient shall report the following:

1. List quarterly activities accomplished.
2. Provide accounting for the expenditure of grant funds.
3. Describe measurable outcomes as a result of the expenditures.
4. Describe the impact and effectiveness of programs and activities funded through the grant.
5. Indicate the amount of grant funds remaining on the date that the report is submitted.

After a grant recipient expends all funds awarded to the recipient under the grant program, the grant recipient shall submit a final report to the local health department.

On or before September 1 of each year, each local health department shall submit the reports to the Associations of Local Health Departments, who in collaboration with the Department of health, submit a report to the Health and Utah State Legislature Human Services Interim Committee.

## Appendix A – Developing Measurable Objectives

To be able to effectively evaluate your project, it is critical that you develop measurable objectives. This appendix provides information on developing objectives. It also provides examples of well-written measurable objectives.

### OBJECTIVES

*Definition* – Objectives describe the result to be achieved and the manner in which they will be achieved. Multiple objectives are generally needed to address a single goal. Well-written objectives help set programs priorities and targets

for progress and accountability. It is recommended that you avoid verbs that may have vague meanings to describe the intended outcomes, like “understand” or “know” because it may prove difficult to measure them. Instead, use verbs that document action, such as: “By the end of 2025, 75 percent of program participants will be placed in permanent housing.” In order to be effective, objectives should be clear and leave no room for interpretation. SMART is a helpful acronym for developing objectives that are specific, measurable, achievable, realistic, and timebound.

*Specific* – Includes the “who” and “what” of program activities. Use only one action verb to avoid issues with measuring success. For example, “Outreach workers will administer the HIV risk assessment tool to at least 100 injection drug users in the population of focus.”

*Measurable* – How much change is expected. It must be possible to count or otherwise quantify or its results. It also means that the source of and mechanism for collecting measurements data can be identified and that collection of the data is feasible for your program. A baseline measurement is required to document change (e.g., to measure the percentage of increase or decrease.) If you plan to use a specific measurement instrument, it is recommended that you incorporate its use into the objective. Example: By 9/18 increase by 10 percent the number of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup>-grade students who disapprove of marijuana use as measured by the annual school youth survey.

*Achievable* – Objectives should be attainable within a given time frame and with available program resources. For example, “The new part-time nutritionist will meet with seven teenage mothers each week to design a complete dietary plan” is a more achievable objective than “Teenage mothers will learn about proper nutrition.”

*Realistic* – Objectives should be within the scope of the project and propose reasonable programmatic steps that can be implemented within a specific time frame. For example, “Two ex-gang members will make one school presentation each week for two months to raise community awareness about the presence of gangs” is a more realistic objective than “Gang-related violence in the community will be eliminated.”

*Time-bound* – Provide a time frame indicating when the objective will be measured or time by when the objective will be met. For example, “Five new peer educators will be recruited by the second quarter of the first funding year” is a better objective than “New peer educators will be hired.”

\*This form is not saved anywhere on this website. Please copy or print your completed application and then attach it to your email or mail submission to [zjohn@sanjuancounty.org](mailto:zjohn@sanjuancounty.org) 735 S. 200 W. STE 2, Blanding, Utah 84511.