

# Organization Report #611

## Instructions

This form is for grant recipients to enter their progress under the Electronic Cigarette, Marijuana, and Other Drug Prevention Grant Program. As defined by the Utah SB 37 Section 21, Section 26A-1-129

Please review this report form and have all the information in hand before you submit it. This form will **not** allow you to save and continue later. Once you have filled out and reviewed your answers, hit the green Save & close button to submit. If you think you made a mistake after submitting the report, you may submit a new form. Just let your health department know and they can use your most recent report submitted.

## Organization Information

Organization Utah Navajo Health System Health Department Funder San Juan Public Health

Full Name of Person Completing this Form Tazbah Jackson & Zoe John

Reporting Period FY24 Q4/Final report (July)

Please reference your application & action plan when answering these questions.

## Risk & Protective Factors

What risk and protective factors did all your interventions address?

- |   |   |  |   |
|---|---|--|---|
| <input checked="" type="checkbox"/> Low neighborhood attachment       | <input type="checkbox"/> Laws and norms favorable to drug use             | <input type="checkbox"/> Perceived availability of drugs                     | <input checked="" type="checkbox"/> Poor family management          |
| <input checked="" type="checkbox"/> Family conflict                   | <input checked="" type="checkbox"/> Family history of antisocial behavior | <input checked="" type="checkbox"/> Parental attitudes favorable to drug use | <input checked="" type="checkbox"/> Academic failure                |
| <input checked="" type="checkbox"/> Low commitment to school          | <input checked="" type="checkbox"/> Rebelliousness                        | <input checked="" type="checkbox"/> Early initiation of drug use             | <input type="checkbox"/> Attitudes favorable to drug use            |
| <input checked="" type="checkbox"/> Perceived risk of drug use        | <input type="checkbox"/> Early initiation of antisocial behavior          | <input type="checkbox"/> Friends' use of drugs                               | <input checked="" type="checkbox"/> Rewards for antisocial behavior |
| <input checked="" type="checkbox"/> Gang involvement                  |   |  |   |
| <input checked="" type="checkbox"/> Rewards for prosocial involvement | <input checked="" type="checkbox"/> Family attachment                     | <input checked="" type="checkbox"/> Opportunities for prosocial involvement  | <input checked="" type="checkbox"/> Belief in the moral order       |
| <input checked="" type="checkbox"/> Interaction with prosocial peers  | <input checked="" type="checkbox"/> Prosocial involvement                 |  |   |

## CADCA Strategies

What strategies did all your interventions address?

- |  |  |   |  |
|--|--|---|--|
| <input checked="" type="checkbox"/> Provide Information                              | <input checked="" type="checkbox"/> Enhancing Skills | <input checked="" type="checkbox"/> Providing Support | <input checked="" type="checkbox"/> Enhancing Access/Reducing Barriers |
| <input checked="" type="checkbox"/> Changing Consequences (Incentives/Disincentives) | <input type="checkbox"/> Physical Design             | <input type="checkbox"/> Modifying/Changing Policies  |  |

## Targeted Behaviors

What targeted behaviors did all your interventions address?

- |   |  |   |  |
|---|--|---|--|
| <input checked="" type="checkbox"/> Substance Abuse | <input checked="" type="checkbox"/> Delinquency          | <input type="checkbox"/> Teen Pregnancy | <input type="checkbox"/> School Dropout      |
| <input checked="" type="checkbox"/> Violence        | <input checked="" type="checkbox"/> Depression & Anxiety | <input type="checkbox"/> Other          | <input type="checkbox"/> Other - Please list |

For each intervention outlined in your action plan complete the following.

## Intervention 1 Details

### INTERVENTION DETAILS

What programs, policies, and/or strategies were used to address the problem-related behavior you identified in your initial action plan?

What intervention did you implement during this reporting period?

✓ Is the program an evidence based or promising practice?

What evidence-based or promising programs/practices were implemented during the grant period?

Hozho'go lina 365 (HI 365) implemented a walking group and yoga sessions. Both programs were tailored for families and individuals who wish to engage. During the event, attendees were educated on the risks and dangers of smoking, drug use, and alcohol consumption. The activities promoted habits that may impede the active participation of the activity.

### EVALUATION

These should be the same as what was identified in your action plan.

What evaluation measures were used for this intervention?

What results were collected from these evaluation measures?

### PROCESS OUTCOMES

(Referring back to your action plan, what progress have you made towards your process objectives during this grant cycle? What steps did you take? If any, what barriers prevented you from implementing the process objectives from your action plan?)

Process Objective - Did you implement Intervention 1 (programs, policies, and/or strategies) as intended?

The James June event drew attention to the dangers of smoking tobacco. The story revolves around James' childhood and how he witnessed family members using tobacco. The presentation highlighted how our perception of what adults do can influence our behavior, including experimentation with smoking, chewing, or illicit drugs. The teachings also incorporated traditional approaches to help educate the audience about the risks associated with these behaviors. Native Americans often use humor to reach our youth then incorporate teachings on a more severe level.

The monthly community activities educate individuals on preventative measures while promoting positive outlets such as running and walking as alternatives to using harmful substances. These initiatives also emphasize the cultivation of healthy self-images and the provision of positive reinforcement. The active participation of families in these activities is crucial of facilitating conversations that family members or friends might otherwise miss due to time constraints. This involvement strengthens the bond between children and parents, leading to more open dialogues about peer pressure, friendship formation, and daily emotions. These enhanced relationships create an environment where children feel at ease sharing their feelings and experiences, utilizing their parents and families as their primary prevention line. Early education and developmental support for children can shape them into valuable community contributors. By investing in their education and holistic growth, we expect the youth to engage in positive endeavors and become assets rather than liabilities within our communities.

### SHORT TERM OUTCOMES

(Refer back to your action plan. What effects or changes have you seen as a result of your activities? How did you evaluate each of your activities? Include that data for each of the activities completed during this quarter. How are the activities connected to the risk or protective factors you are focusing on?)

**Short-Term Objective -  
Did Intervention 1  
(programs, policies,  
and/or strategies)  
address your selected  
risk/protective factors?  
What impact did your  
intervention have on the  
risk/protective factor  
you selected for this  
intervention?**

HI 365 helped facilitate the dissemination of valuable information to individuals of all age groups allowing for education on the adverse effects of drugs, alcohol, vaping, and commercial tobacco.

Through the utilization of interactive games and informative brochures, students have been equipped with an understanding of the hazards associated with smoking, vaping, or engaging in experimentation with marijuana or other illicit substances. By providing an outlet for the youth to be creative, it helps with the reduction of the risk or the enhancement of the protective factors. Favorable attitudes towards smoking, vaping, or drug use is shifted towards an activity with more positive dynamics.

HI 365 provided quality education to students by helping them gain the knowledge, skills, and confidence they need to overcome challenges and succeed in our service areas. The conducted activities with the community provided opportunities for prosocial involvement so that students may build a bond with the community.

Through support provided by the HI 365 team, parents can effectively initiate essential discussions with their children about the risks of smoking, vaping, or drug use. The team also emphasized their willingness to guide those who believe or are aware of their child's involvement in harmful behaviors to the Utah Navajo Health System Behavioral Health Department. Parent and student involvement will help build healthy relationships. Parents are equipped with the tools and resources necessary to start the conversation.

Do you have a 2nd intervention?

## ▼ Accounting of Expenditure Report

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Expenditure Report SB 37 Hozho'go lina 365 Expenditure Report Justification.docx

Remaining Funds \$20,126.15

## ▼ Submission

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Enter your email address if you would like to receive a copy of this report. zjohn@sanjuancounty.org

I understand that information submitted in this form may be shared with other organizations, including the Utah State Legislature. Yes