



Magna United Communities that Care Community Profile Report Magna, UT

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I. Executive Summary

The Magna United Communities that Care (CTC) Community Profile is compiled of two portions the Community Assessment and the Resource Assessment. The Community Assessment lists the prioritized risk factors, protective factors, health and behavior problems, and community strengths that Magna United Community Assessment Workgroup choose as a result of completing the Magna Community Assessment. The Community Assessment is part of the Magna United CTC effort that is working to promote positive youth development in Magna, UT.

By identifying prevalent risk and protective factors and problem behaviors in the community, Magna United can implement targeted evidence based programs and policies that address Magna's specific community needs. The Community Assessment Workgroup primarily relied on the Student Health and Risk Prevention (SHARP) Survey but also collected data from other public agencies and gathered community member input.

The identified prioritized risk factors are:

- Low commitment to school
- Low neighborhood attachment
- Parental attitudes favorable to drug use

The identified prioritized protective factor is:

- Opportunities for prosocial involvement

These risk factors were chosen because of their increasing rates and the high rates of youth at risk for these factors in the Magna community when compared to the state. The protective factor "opportunities for prosocial involvement" was chosen because it was low for Magna SHARP survey participants across all four domains of protection: 1) community, 2) family, 3) school, and 4) peer/individual. The Community Assessment Workgroup also identified community strengths that the community and Magna United should continue to develop.

The identified community strengths are:

- Low rates of drinking and driving
- Low rates of texting and emailing while driving
- Increasing rates of perception of peer disapproval of substance use
- Low availability of tobacco for minors
- A strong sense of community pride among adults

This portion report recommends that the community and Magna United give attention to the prioritized risk factors and protective factors when writing the community action plan. Decreasing risk and improving protection will promote youth development and prevent youth health and behavior problems.

The Resource Assessment identifies the resources in the community and nearby communities that address the priority risk and protective factors outlined in the community assessment. The Resource Assessment only includes resources that meet two criteria: 1) if the program is proven to be tested and effective program and 2) if the program addresses one of the priority risk and protective factors identified by Magna United CTC. The identified resources include:

- Botvin LifeSkills Training
- After School Programming (provided by SLCO Youth Services & USU-Extension)
- Positive Action
- Communities that Care
- Guiding Good Choices
- Staying Connected with Your Teen
- Me Time (BLUES)

The portion of the report makes recommendations addressing the gaps and barriers identified around the programs listed above as well as gaps identified around addressing the priority risk and protective factors. These recommendations include funding, program expansion, and other opportunities for new policy and program implementation within the community.

Part 1: Magna United CTC Community Assessment

II. Introduction

Magna United Communities that Care (CTC) is a youth substance use prevention coalition in Magna, Utah. Magna United CTC started in December 2019. Communities that Care is a five phase evidence-based prevention planning process that focuses on preventing youth health and behavior problems and positive youth outcomes. Communities that Care relies on a body of research to identify youth health and behavior problems that CTC has a proven impact on. There are six youth health and behaviors that the research has identified that CTC has an impact on. The six youth health and behavior problems that CTC impacts are: 1) substance use, 2) violence, 3) teen pregnancy, 4) teen delinquency, 5) school dropout rates, and 6) depression and anxiety. These six youth and health behavior problems were chosen because CTC had a proven impact on them in two or more peer-reviewed research studies. As the body of research grows, CTC may add additional youth health and behavior problems to the list.

Key Accomplishments of Magna United CTC to date:

- In January 2020, community leaders attended the Key Leader Orientation and made formal commitments to joining the Key Leader Board of Magna United
- In May 2020, community members, educators, business-owners, and other community representatives came together to form the community board. Community Board members attended the Community Board Orientation E-Learning series to form a board structure and coalition workgroups.
- In June 2020, the Community Assessment Workgroup attended the Community Assessment Workshop. They developed a plan to complete the Community Assessment Workshop, collect public data, and write the Community Assessment report.
- In September 2020, the Community Assessment Workgroup presented the Community Assessment to the Community Board, the Key Leader Board, Magna Town Council to receive the approval for the Community Assessment. Approval was received and the Community Assessment was finalized September 23rd, 2020.
- In November 2020, the Resource Assessment Workgroup attend the Resource Assessment Workgroup. They developed a plan to complete the Resource Assessment Workshop, identify tested and effective resources, and write the Resource Assessment.

The Magna United Community Assessment Workgroup has gathered data to inform the following report and identify community needs. Using data from public agencies and the Student Health and Risk Prevention (SHARP) Statewide Survey. Using data from SHARP surveys the workgroup has identified priority risk factors and protective factors. Risk factors are

characteristics of a youth's environment that predict health and behavior problems. Protective factors protect young people from negative influence and risk.

The workgroup identified prioritized risk factors are:

- low commitment to school
- low neighborhood attachment
- parental attitudes favorable to drug use

The workgroup identified protective factor is:

- opportunities for prosocial involvement

The Community Assessment

The Community Assessment Workgroup, part of the Magna United Communities that Care Coalition, has reviewed relevant data to identify priority risk factors and protective factors and health and behavior problems for Magna United to address. Through addressing priority risk factors and protective factors, health and behaviors, and identifying community strengths, Magna United can help to promote positive youth outcomes.

Magna United is currently in phase three of five of CTC and is working to create a Community Profile. The Community Assessment is the first part of the Community Profile. The Community Assessment Workgroup prioritized risk and protective factors and health behaviors problems in Magna, UT based on an in-depth evaluation of relevant data to the community and community input. The Community Profile will also include a community Resource Assessment and an Action Plan to address priority risk factors and to strengthen priority protective factors identified in the Community Assessment

Data Collection Methods

The workgroup primarily relied on the Utah 2019 Prevention Needs Assessment (PNA) Survey that was conducted as part of the Student Health and Risk Prevention (SHARP) Statewide Survey. The survey is administered and data collected across the state of Utah every two years. The workgroup was able to get a community profile report that only showed Magna, UT SHARP data from years 2015-2019 in comparison to state data. The Magna 2019 SHARP Community profile includes the SHARP survey participant answers compiled from all seven Magna schools which includes one high school, one middle school, and five elementary schools. There also were national data points from Bach Harrison and the Monitoring the Future Survey to provide further comparison. The survey was administered to students in grades 6, 8, 10 and 12 across the Magna community. The workgroup also collected data from local and state agencies to supplement the SHARP survey.

Report Overview

The next sections of the assessment provide detailed information and analysis of the community strengths, health & behavior problems, risk factors, and protective factors in Magna, UT. The conclusion presents the final list of priorities and recommendations for future action.

III. Community Assessment Data

A. Priority Risk Factors

Risk Factors: Low Commitment to School

This risk factor refers to factors such as liking school, spending time on homework, and perceiving the coursework as relevant, all of which are negatively related to drug use. Low commitment to school is a predictor of five of the six health and behavior problems that CTC addresses.¹ All grades show an increasing low commitment to school from 2015-2019 as well as averages above the state. The SHARP Survey showed prominent increases in low commitment to school among 8th and 12th graders. Eighth graders' low commitment to school increased 16.1% from 2015 to 2019, up to 57% in 2019.¹ In 2019, the state average for low commitment to school was 48.3% among 8th graders.¹ Twelfth graders' low commitment to school increased from 33.8% in 2015 to 49.2% in 2019.¹ Magna's average for low commitment to school for 12th graders was 4% higher than the state average in 2019.¹ Overall, Magna cumulative rates increased 10.4% over four years and in 2019 was 3.6% than the state average.¹

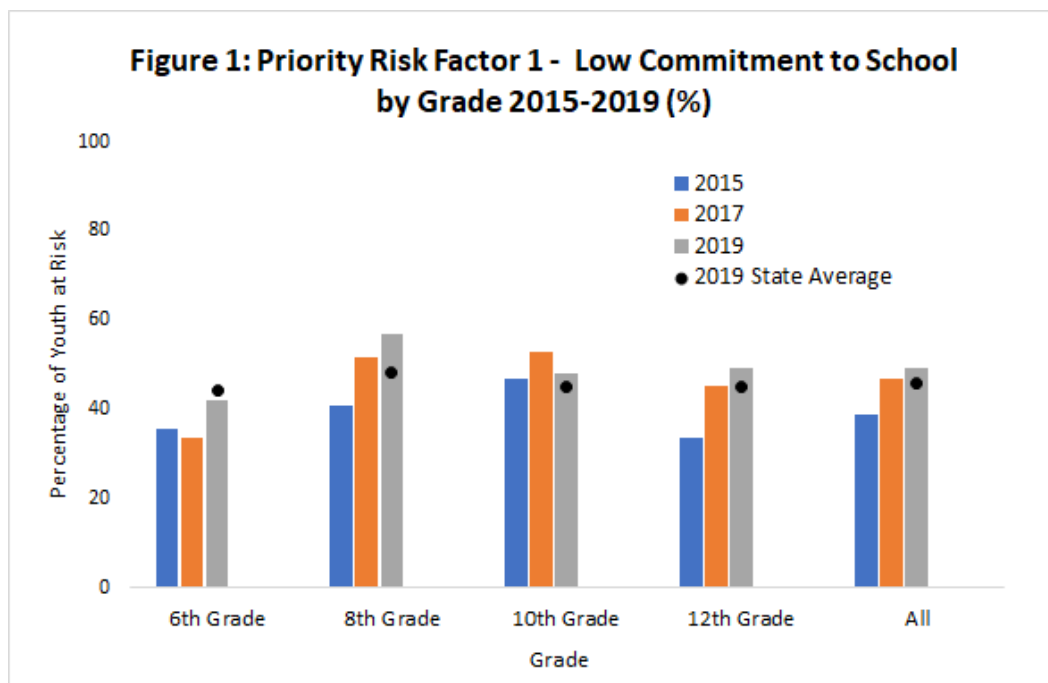


Figure 1: Figure 1 uses data from the 2019 Magna Community Profile SHARP Survey to compare the risk factor low commitment to school from 2015, 2017, and 2019 by grade and across all grades. The block dot represents the 2019 state average for low commitment to school.¹

Risk Factors: Low Neighborhood Attachment

This risk factor refers to liking one’s neighborhood and is related to higher levels of juvenile crime and drug selling. Low Neighborhood attachment is a predictor of three of six health and behavior problems that CTC addresses. While neighborhood attachment declines amongst 6th Graders in Magna from 2015 to 2019, the in 6th grade neighborhood attachment was still 15.4% higher than the state.¹ All of the older grades have had sharp increases sometime between 2015 and 2019 causing a rise for concern to prioritize this risk factor. From 2015 to 2017, 12th graders showed a sharp increase of 12%.¹ Overall, 6th - 12th saw a steady increase from 39.6% in 2015 to 43.3 % in 2019, higher than the state average of 30.9%.¹ Another reason the Community Assessment Workgroup chose to prioritize this risk factor is because of how the percentage of youth at risk for low neighborhood attachment is for each grade and for the community as a whole.

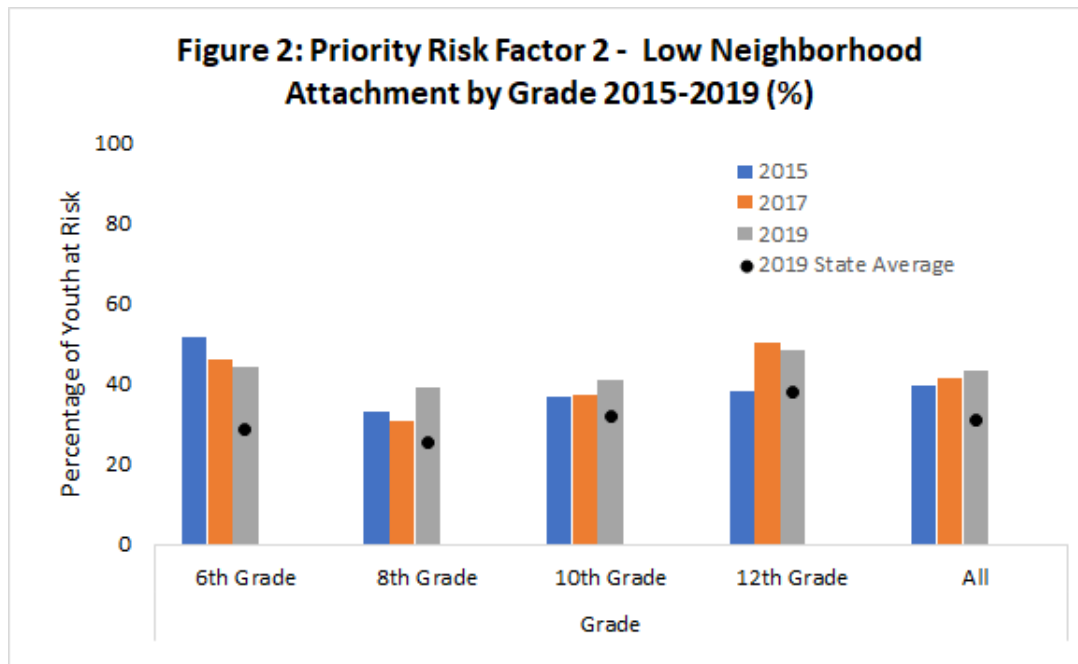


Figure 2: Figure 2 uses data from the 2019 Magna Community Profile SHARP Survey to compare the risk factor low neighborhood attachment from 2015, 2017, and 2019 by grade and across all grades. The block dot represents the 2019 state average for low neighborhood attachment.¹

Risk Factors: Parental Attitudes Favorable to Drug Use

In families where parents use illegal drugs or overuse substances like alcohol, children are more likely to become drug abusers during adolescence. Parental attitudes favorable to drug use is a

predictor of three of the six health and behavior problems that CTC addresses. This risk factor is again told best by the overall numbers compared to the individual grade levels. Sixth and 10th

graders saw drops between 2015 to 2017, but increases between 2017 to 2019.¹ Eighth and 12th graders saw increases between 2015 to 2017, but between 2017 to 2019, 12th graders saw a small decrease. Overall, there is again a steady increase cumulatively, starting with 14.4% in 2015 to 20.7% in 2019, higher than the state average of 11.4%.¹

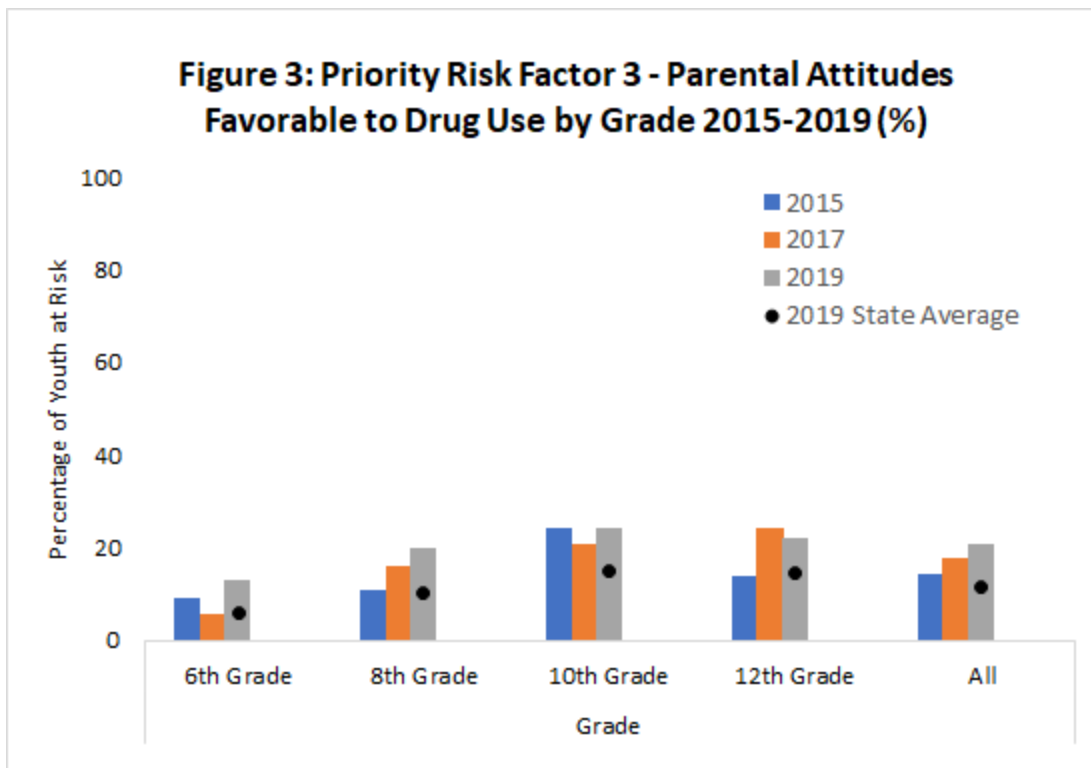


Figure 3: Figure 3 uses data from the 2019 Magna Community Profile SHARP Survey to compare the risk factor Parental Attitudes Favorable to Drug Use from 2015, 2017, and 2019 by grade and across all grades. The block dot represents the 2019 state average for Parental Attitudes Favorable to Drug Use.¹

B. Priority Protective Factor

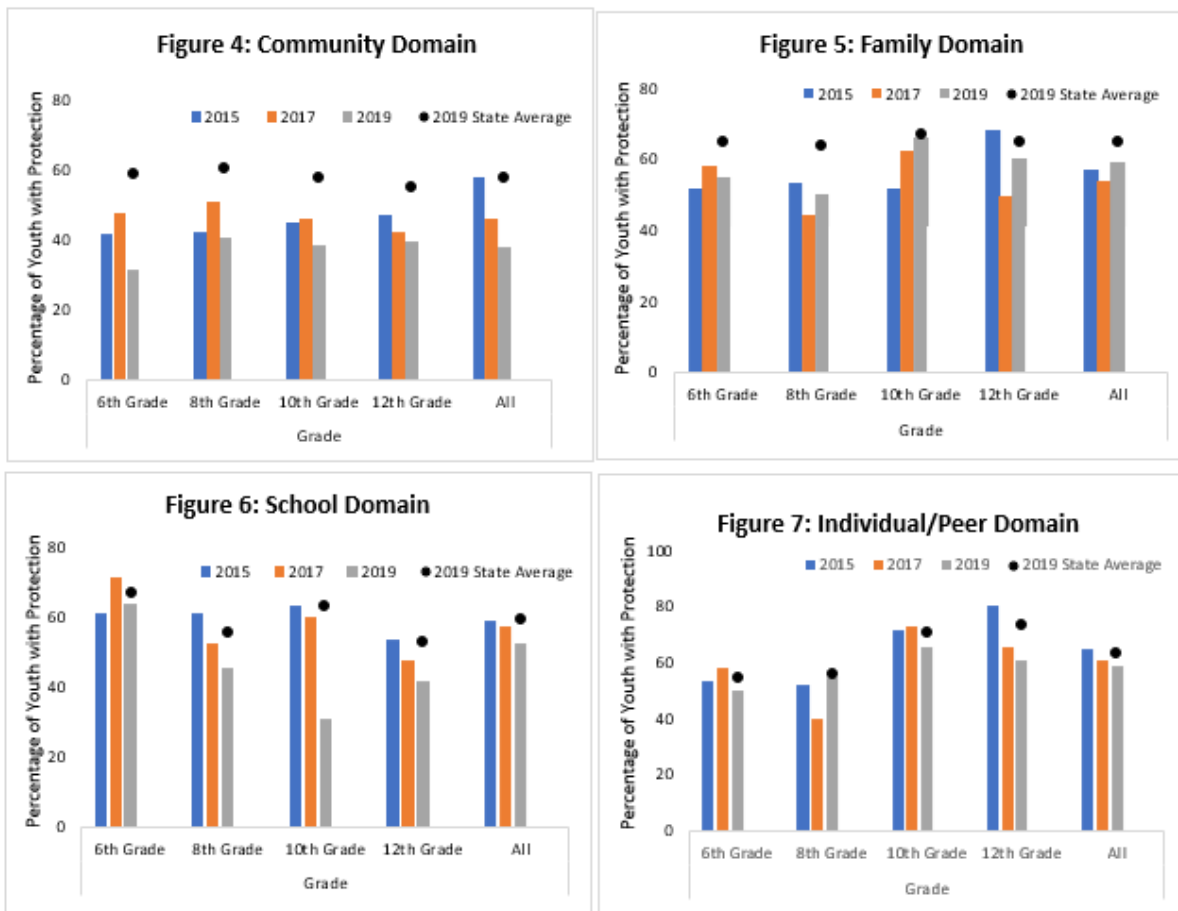
Protective Factor: Opportunities for Prosocial Involvement

Young people who are given more opportunities to meaningfully participate in the responsibilities of the family, and positive school and community activities, are less likely to engage in drug use and other problem behaviors. This protective factor offered unfortunate numbers at the family, school, and peer-individual domains. The family domain saw a steady

decrease starting at 65% in 2015 to 62.4% in 2019, lower than the state average of 73.7%.¹ The school domain saw a decrease between 2017 and 2019, going from 71.6% to 67.4%, lower than

the state average of 73.9%. The peer-individual domain also saw a steady decrease starting at 61.9% in 2015 to 47.7% in 2019, lower than the state average of 56.6%.¹

Figure 4-7: Priority Protective Factor – Opportunities for Prosocial Involvement by Grade 2015-2019 (%)



Figures 4-7: Figures 4-7 shows percentage of youth with protection by the protective factor Opportunities for Prosocial Involvement. Each graph shows the percentages of youth with protection for this protective factor within a different domain since it is the only protective factor that is measured in all four domains (Community, Family, School, Peer/Individual). They use data from the 2019 Magna SHARP Community Profile. The block dot represents the 2019 State Average for Opportunities for Prosocial Involvement.¹

C. Priority Health and Behavior Problems

Health and Behavior Problems: Perceived Importance of School

The SHARP survey uses three questions to measure survey participants’ perceived importance of school 1) “How often do you feel that the school work you are assigned is meaningful and important?”, 2) “Now, thinking back over the past year in school, how often did you enjoy being in school?”, 3) “How important do you think the things you are learning in school are going to be for your later life?”.¹ The percentage of students in 6th and 8th grade answering positively to these questions decreased across all three years. In 12th grade and 10th grade, answers mostly decreased with a slight decrease to the second and third question amongst 10th graders in 2019 and amongst 12th graders in 2019. The question, “How often do you feel that the school work you are assigned is meaningful and important?” saw the largest decrease over the course of four years.¹ Participants responded “Often” or “Almost Always” 50.2% in 2015 compared to 36.4% in 2019, a 13.8% decrease and 3% lower than the state average.¹

Figure 8: Priority Health and Behavior Problem 1 – Perceived Importance of School by Grade 2015 – 2019 (%)

Grade	Students answering "Often" or "Almost Always"								Students answering "Quite important" or "Very important"			
	How often do you feel that the school work you are assigned is meaningful and important?				Now, thinking back over the past year in school, how often did you enjoy being in school?				How important do you think the things you are learning in school are going to be for your later life?			
	Comm. 2015	Comm. 2017	Comm. 2019	State 2019	Comm. 2015	Comm. 2017	Comm. 2019	State 2019	Comm. 2015	Comm. 2017	Comm. 2019	State 2019
6th	67.2	71.6	61.9	65.3	64.0	64.5	59.3	59.6	79.2	78.8	72.1	74.1
8th	50.6	42.4	39.1	40.2	47.9	38.7	38.8	44.1	60.1	54.8	52.4	58.1
10th	40.7	28.7	28.9	25.0	38.0	34.2	39.1	41.1	35.7	38.1	42.0	42.3
12th	45.1	30.5	26.8	24.8	55.4	45.0	41.8	43.3	43.7	30.7	34.1	40.4
All	50.2	40.6	36.4	39.4	51.4	44.1	43.4	47.2	53.5	47.7	47.4	54.3

Figure 8: Figure 8 shows the percentage of students that answered “often” or “almost always” to questions 1 and 2 that measures perceived importance of school, and “quite important” or “very important” to question 3 that measures perceived importance of school. This figure is taken from the Magna 2019 SHARP Community Profile.¹

Health and Behavior Problems: Alcohol Use - Binge Drinking and Lifetime Use

The SHARP survey measures alcohol use in three ways: 1) lifetime use, 2) 30-day use, and 3) risky behavior meaning binge drinking. From 2015-2019 all four grades showed a steady decline in 30-day alcohol use rate. Despite declining rates, all grades in Magna remained higher than the 2019 state average for their respective grades by at least 2%.¹ The largest difference was at 8th

grade, in Magna the 2019 8th 30-day use alcohol rates were 4.7% higher than the state. Lifetime alcohol use trends were similar to 30-day use, on the decline but still sharply higher than the state.¹ Cumulative rates for lifetime use alcohol rates in Magna were 12.3% higher than state rates in 2019 (See figure 9 below to compare by grade). Lifetime use rates being much higher than the state are concerning and a reason to prioritize alcohol use as a health and behavior problem.

As mentioned above, 30-day use rates and lifetime use rates are declining but remaining high above the state averages. Binge drinking, risky behavior associated with alcohol use, has steadily increased across all four grades for the last four years in Magna. Twelfth grade binge drinking rates in Magna more than tripled from 2015 to 2019. The overall binge drinking rates for 6-12th graders combined in 2019 was double the state average of 6th-12th graders combined.¹

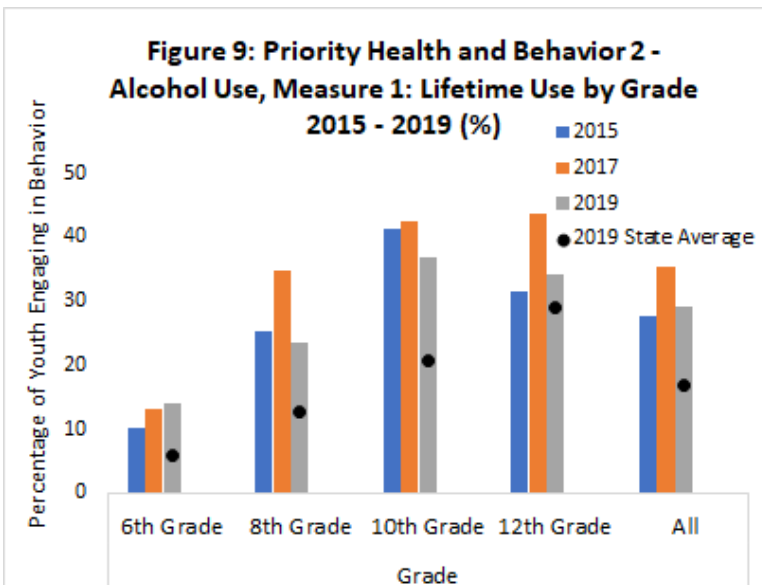
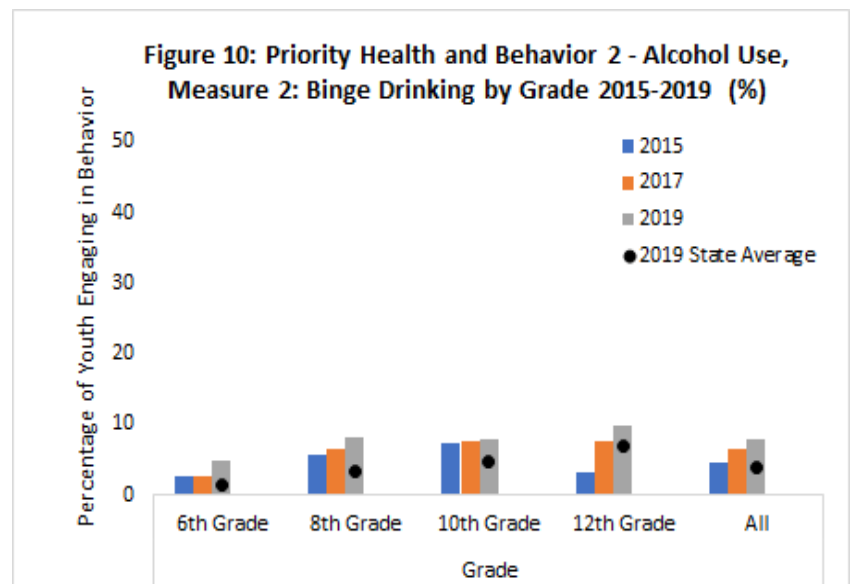


Figure 9: Figure 9 shows the percentage of students that engage in lifetime alcohol use across all grades. The data in this figure is taken from the 2019 SHARP Magna Community Profile. The black dot represents the 2019 state average.¹

Figure 10: Figure 10 shows the percentage of students that engage in lifetime alcohol use across all grades. The data in this figure is taken from the 2019 SHARP Magna Community Profile. The black dot represents the 2019 state average.¹



Health and Behavior Problems: Mental Health

The SHARP Survey measures mental health needs in multiple ways from measuring mental health treatment needs that range from low, moderate, and high to asking questions about depression. The percent of Magna Community SHARP Survey participants categorized as having high treatment increased between 2015 and 2019, going from 18.9% to 23.5%, higher than the state average of 19.3%.¹ Those with moderate or low treatment needs saw decreases between 2017 and 2019, and are either equal to or lower than state averages.

The percent of Magna Community SHARP Survey participants experiencing high depressive symptoms increased steadily across all four grades from 2015-2019. For moderate depressive symptoms, all grades declined in percent of students experiencing moderate depressive symptoms but in 2019, grades 6th-10th still were higher than the state average. In 6th, 8th, and 10th grade the percent of students experiencing NO depressive symptoms is lower than the 2019 state average causing concern.¹

Figure 11: Priority Health and Behavior Problem 3 - Mental Health, Measure 1 - High Mental Health Treatment Needs by Grade 2015-2019 (%)

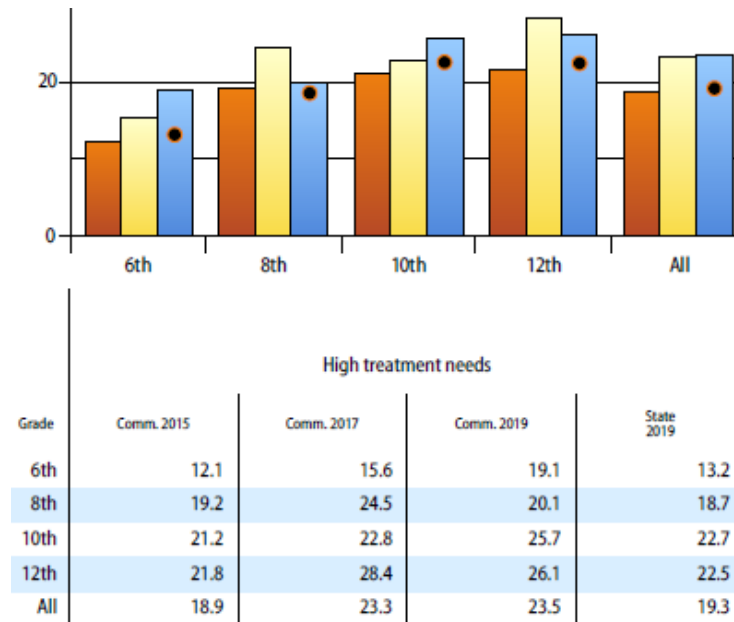


Figure 11: Figure 11 shows the percentage of students that expressed high mental health treatment needs in 2015, 2017, and 2019 across all four grades. This figure is taken directly from the Magna 2019 SHARP Community Profile. The black dot represents the 2019 state average. See exact percentages on table below graph.¹

Figure 12: Priority Health and Behavior Problem 3 - Mental Health, Measure 2, Depressive Symptoms by Grade 2015-2019 (%)

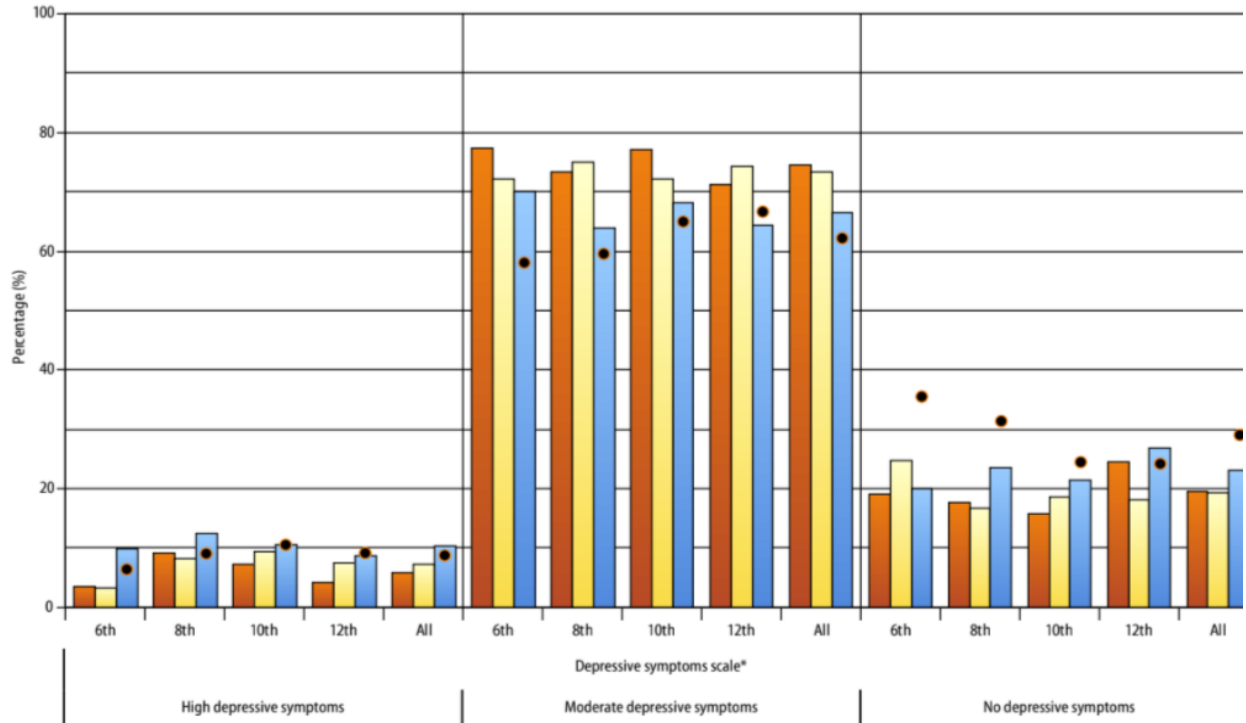


Figure 12: Figure 12 shows the percentage of students that expressed high, moderate, or no depressive symptoms in 2015, 2017, and 2019 across all four grades. This figure is taken directly from the Magna 2019 SHARP Community Profile. The black dot represents the 2019 state average.¹

Health & Behavior Problems: Vaping

Despite the previous-reported decrease in perception of risk, Magna youth have increased their past 30-day consumption of vaping products. In 2015, Magna youth reported at 9.6%, which increased to 14.3% in 2019, higher than the state average of 9.7%. Despite a small decrease between 2017 and 2019, going from 31.9% to 31.5%, lifetime use of vaping products is significantly higher than the state average of 18.9%.¹

Table 1: Priority Health and Behavior Problem 4 - Vaping by Grade 2015 - 2019 (%)

Vaping							
Lifetime use				Past 30-days*			
Comm. 2015	Comm. 2017	Comm. 2019	State 2019	Comm. 2015	Comm. 2017	Comm. 2019	State 2019
6.6	9.7	15.5	5.2	4.7	4.2	5.9	2.3
25.7	28.0	26.9	15.2	8.8	8.1	14.4	7.8
41.6	41.4	38.2	25.3	14.4	11.2	18.1	13.6
25.4	40.6	37.9	31.5	10.1	18.7	15.3	15.9
25.1	31.9	31.5	18.9	9.6	11.3	14.3	9.7

Table 1: Table 1 shows lifetime use rates (%) and 30-day use rates (%) for Magna SHARP Survey participants from 2015-2019. Table 1 is taken directly from the 2019 SHARP Magna Community Profile.¹

D. Community Strengths

Community Strengths: Low Rates of Drinking & Driving

The SHARP Survey revealed consecutive percentage decreases from all grade levels, and altogether decreasing from 2.5% in 2015 to 0.9% in 2019. This was also lower than the state average of 1.4% across all grade levels.¹

Figure 13: Community Strength 1 - Low Rates of Drinking & Driving by Grade 2015-2019 (%)

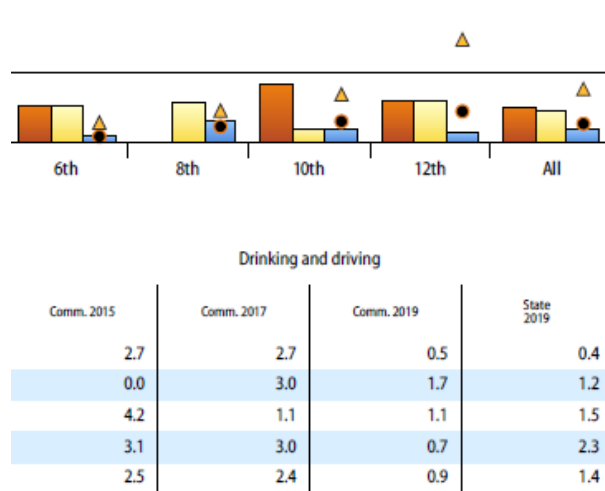


Figure 13: Figure 13 is taken from the 2019 Magna SHARP Community Profile. It shows the percentages of students who engaged in drinking and driving across all grades. The black dot represents the state average and the triangle represents a national percentage. The table underneath the figure shows exact percentages.¹

Community Strengths: Texted or emailed 1 or more times while driving a car or other vehicle in the past 30 days

The SHARP Survey showed consecutive percentage decreases among 6th and 10th graders. For 6th graders, rates dropped from 6.9% in 2015 to 2.1% in 2019.¹ For 10th graders, rates dropped from 16.3% in 2015 to 7.5% in 2019.¹ Overall, Magna’s 12.2% between all grade levels in 2019 is lower than the state’s average of 14.1%.¹

Figure 14: Community Strength 2 - Texted or Emailed 1 or More Times While Driving a Car or Other Vehicle in the Past 30 Days by Grade 2015-2019 (%)

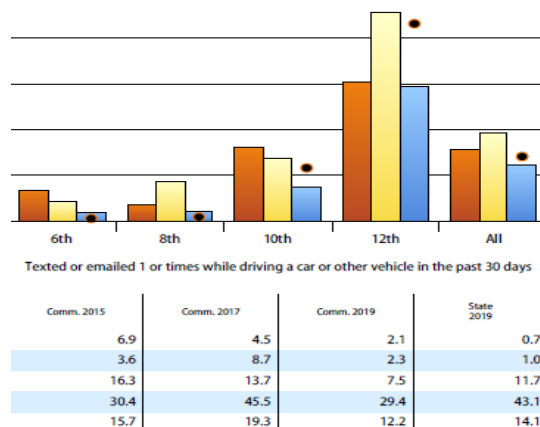


Figure 14: Figure 14 is taken from the 2019 Magna SHARP Community Profile. It shows the percentages of students who engaged in texting or emailing while driving across all grades. The black dot represents the state average. The table underneath the figure shows exact percentages.¹

Community Strengths: Perception of Peer Disapproval

The 2019 Magna SHARP Community Profile showed increase across all four substances between 2017 and 2019. Perception of Peer Disapproval is measured by asking SHARP survey participants if “friends feel it would be ‘wrong’ or ‘very wrong’ to...” engage in the four activities listed below.¹ From 2015-2019 there were a few slight decreases in certain decreases but overall the perception of peer disapproval increased across all four grades for all four substances in 2019. Magna compares fairly well to the state 2019 average.¹

Table 2: Community Strength 3 - Perception of Peer Disapproval by Substance Across all Four Grades 2015-2019 (%)

Grade	Friends feel it would be "Wrong" or "Very Wrong" to...															
	have one or two drinks of an alcoholic beverage nearly every day				smoke tobacco				smoke marijuana				use prescription drugs not prescribed to you			
	Comm. 2015	Comm. 2017	Comm. 2019	State 2019	Comm. 2015	Comm. 2017	Comm. 2019	State 2019	Comm. 2015	Comm. 2017	Comm. 2019	State 2019	Comm. 2015	Comm. 2017	Comm. 2019	State 2019
6th	95.9	96.0	98.3	98.1	97.8	97.9	98.5	98.7	96.9	96.4	95.7	97.9	99.0	99.0	98.9	98.5
8th	88.1	88.1	87.8	94.3	92.5	89.7	92.8	96.1	81.6	76.2	80.0	90.0	94.1	95.0	93.5	96.2
10th	83.1	80.9	87.1	91.0	90.1	89.6	91.2	93.9	67.2	59.1	66.0	80.9	86.1	87.6	94.2	94.5
12th	90.2	81.6	88.5	87.5	92.6	88.9	92.9	91.1	79.3	62.4	67.1	73.8	95.0	90.8	93.3	93.8
All	89.3	85.7	89.7	92.9	93.2	91.1	93.4	95.1	80.9	71.2	74.8	86.0	93.6	92.4	94.7	95.8

Table 2: Table 2 is taken directly from the 2019 SHARP Magna Community Profile. The table shows the percentage of students that answers “Friends feel it would be ‘wrong’ or ‘very wrong’ to...” the questions listed in the table. The table is broken down by grade, year, and state 2019 average.¹

Community Strengths: Low Availability of Tobacco

The Community Assessment Workgroup collected data from the Salt Lake County Health Department to measure the availability of tobacco in the minors. Underage tobacco sales rates are measured through compliance checks.² A different number of compliance checks, 2-4, are performed each year in each township or city in the county. Magna’s underage tobacco sales rates were low compared to nearby municipalities and the county overall from 2016-2020.

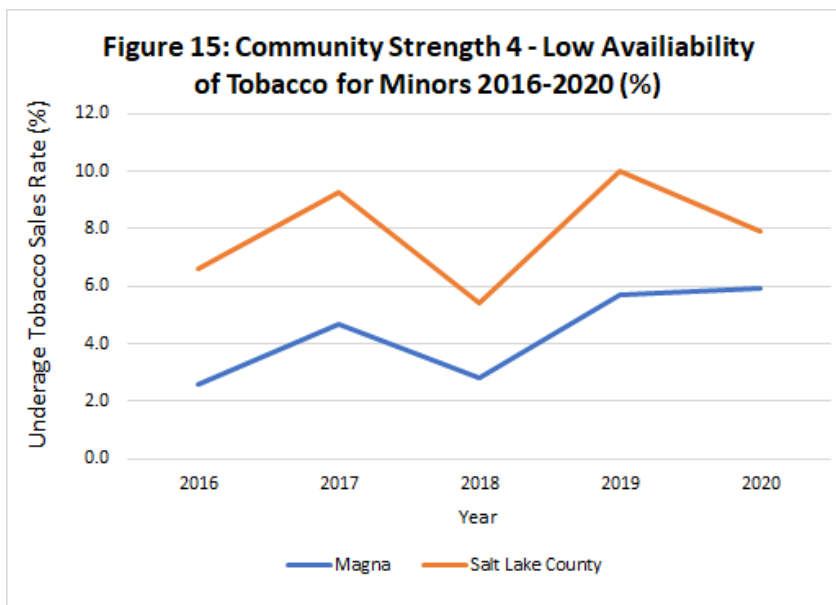


Figure 15: Figure 15 uses data from the Salt Lake County Health Department to assess underage tobacco sales rates in Salt Lake County as a whole and Magna Township.²

Community Strengths: Sense of Pride

As mentioned earlier, low neighborhood attachment ranks high in Magna as a risk factor. In contrast, adult community members talked to during the community assessment process often mentioned the sense of pride and community togetherness that exists in the Magna community. Multiple key informants stated the sense of community pride among adults in Magna is high and a reason for living in Magna. The Magna United Community Assessment Workgroup believes it is important to mention this sense of pride because it was brought up often by adult community members, educators, and other adults who work in the Magna community. This sense of pride can help facilitate the Social Development Strategy and hopefully be a way to decrease the risk factor low neighborhood attachment.

IV. Conclusion

A. Community Priorities

From the data evaluation and community input, the prioritized risk factors and protective factors for Magna United and the community to focus on over the coming years are as follows:

- Low neighborhood attachment (Community Domain - Risk Factor)
- Low commitment to school (School Domain - Risk Factor)
- Parental attitudes favorable to drug use (Family Domain - Risk Factor)
- Opportunities for prosocial involvement (Community/Family/School/Peer & Individual Domain - Protective Factor)

The Community Assessment Workgroup prioritized these risk and protective factors because the data showed that they are the most elevated in Magna, Utah. This workgroup recommends that throughout completing the Resource Assessment and when choosing policies and programs for implementation during the Action Plan, these risk and protective factors get priority attention.

B. Next Steps

The next step in phase three of the CTC process is to complete the Resource Assessment. The Resource Assessment Workgroup should keep in mind the risk and protective factor prioritized above and find community resources already addressing these prioritized risk and protective factors. The Resource Assessment Workgroup is attending the Resource Assessment Workshop in October 2020. The Resource Assessment and the Community Assessment will make up the Magna Community Profile. Once the Magna Community Profile is complete, it will be used to identify programs and policies to prevent youth health and behavior problems and promote positive youth outcomes. These strategies will be written in the Magna United Action Plan.

Part 2. Magna United CTC Resource Assessment

I. Introduction

The Magna United Resource Assessment was created through a tested and effective process as part of the Communities That Care system. A committee of committed individuals was formed in the fall of 2020 to gather information about resources within Magna and the Greater Salt Lake County area that target the selected risk and protective factors identified through the Community Assessment. The four identified risk and protective factors are as follows:

Risk factors:

1. low commitment to school
2. low neighborhood attachment
3. parental attitudes favorable toward drug use

Protective factor:

1. opportunities for prosocial involvement

The Resource Assessment was conducted in three phases. In the first phase, the Resource Assessment workgroup identified the programs and/or resources that were being offered within the community. Workgroup members went systematically through each risk and protective factor by domain (i.e., community, school, family, peer/individual) and developmental age group (i.e., prenatal/early childhood, elementary school, middle school, high school) to determine where each program or community resource best fit.

During the second phase, the workgroup determined which of the programs/community resources to collect more detailed information about through a standardized, structured interview with the program's coordinator. The interview was designed to collect additional information about the risk and protective factors that are addressed by the programming effort, if the program is evidence based (i.e., meets Blueprints or other similar criteria), the characteristics of the population served by the program or service, and to learn whether there were any barriers or opportunities to expand programming within Magna. Once the interviews were conducted, the workgroup reconvened to review the information.

The third phase of the Resource Assessment encompassed a Gap Analysis. The committee reviewed collated data from in-person surveys and identified any gaps. CTC has identified 6 gaps to look for:

- 1) Funding, if funds are unavailable to implement, monitor, or maintain the programs.

- 2) Domain, if programs are not available to address a risk factor in certain domains (community, school, family, peer/individual).
- 3) Developmental, if resources are not available for each developmental stage as identified by priority risk factors (pre-school, school age, teens, young adults and parents)
- 4) Demographic, if resources are not available to deliver programs to all races, cultures, genders, languages and economic status.
- 5) Geographic, the location of the program is limited to only some areas of the community.
- 6) Implementation, programs are not implemented with fidelity as designed.

The following section of the Resource Assessment is organized by risk and protective factor. Under each risk and protective factor, there is a list of identified resources in the community that met both criteria mentioned above as well as identified gaps, issues, and barriers in addressing that risk or protective factor in the community or in that program. Some programs address more than one risk and/or protective factor, they have been identified below. This Resource Assessment may not be a comprehensive list of all youth-serving resources in Magna but is a list of resources that met the criteria described above and were identified by the Resource Assessment Committee as they worked through the tested and effective Communities that Care Resource Assessment Workshops.

II. Resource Assessment Information

A. Low Commitment to School

The Resource Assessment Workgroup identified one tested and effective resource, one researched-based offering, and one referral-based offering in the Magna Community and Salt Lake County that address *low commitment to school*: Botvin LifeSkills, After School Programming, and voices.

- The *Botvin LifeSkills Training* curriculum is currently being implemented in two elementary schools in Magna. The middle school curriculum is a Blueprints model program that includes 15-18 lessons that address topics such as peer refusal skills; facts about alcohol, nicotine, and marijuana; stress management; and communication skills. This report recommends that the Community Board consider ensuring that the *Botvin LifeSkills Training* curriculum is taught to all 5th, 6th, and/or 7th grade students in Magna. The specific grade level(s) to target depend on state requirements, school structure, and community needs. It is recommended that the Board partner with schools serving the Magna community to support the delivery of this Blueprints model program to all students in the selected grade levels.
- Research-base offerings in Magna include after-school programming through Salt Lake County Youth Services in five schools (Cyprus, Matheson, Copper Hills, Magna and Pleasant Green Schools) focusing on academics, STEM, Healthy Living, Arts and Culture and College and Career Readiness. With the programs evidence-based

curriculum, Positive Action, is being delivered in three schools. Entheos Academy Charter School, has an afterschool program with a focus on STEM and Enrichment education. The after school program is in need of support to continue and/or expand its programming efforts and is open to integrating prevention-oriented lessons or activities. This could include the *Too Good for Drugs* curriculum, which uses a strengths-based approach and hands-on activities, or a one-on-one mentoring program for students needing additional support to supplement the existing after school programming.

- The 10-15 session *Voices* program, which focuses on topics such as decision-making skills, self acceptance, anger management, communication skills, substance use, and other topics relevant to teens, is being offered by Volunteers of America on a referral basis.

There are many gaps across domains and age groups that could be filled related to this risk factor. For example, there are currently no family- or community-focused programs being offered to any age group and there is opportunity to integrate individual/peer-focused programming in both the middle and high schools in Magna.

B. Low Neighborhood Attachment

The Resource Assessment Workgroup that are two identified two tested, effective programs in Magna that address the risk factor *low neighborhood attachment*: After School Programming (described above) and the Communities that Care process.

- The *Communities that Care* (CTC) process has almost completed phase three. One barrier to CTC success in Magna is that the Community Board does not represent the community it serves. This report recommends that the community continue to build the Magna United CTC coalition and strengthen the implementation of the Communities that Care process to be a strong foundation for tested, effective program implementation.

C. Parental Attitudes Favorable Towards Drug Use

The Resource Assessment two identified two tested, effective programs in Salt Lake County that address the risk factor *parental attitudes favorable towards drug use*: Guiding Good Choices and Staying Connected with Your Teen.

- *Guiding Good Choices* is a parenting program offered by Salt Lake County Youth Services. It is a strong tested, effective program on the BluePrints registry. This process found that there are not classes of Guiding Good Choices offered to the Magna community. The Magna community can access classes offered in nearby communities or classes offered to the county on zoom. This report recommends that a new facilitator be trained in the Guiding Good Choices curriculum so that the program can be implemented at a location in the Magna community for easier accessibility for Magna community members. It is in the opinion of this report that the facilitator should be bilingual should

classes can be offered in english and spanish or more than one facilitator should be trained.

- *Staying Connected with Your Teen* is a tested, effective parenting program offered through SLCO Youth Services that similar to Guiding Good Choices also does not have cycles easily accessible to Magna residents. This report recommends that Magna United CTC contract with SLCO Youth Services to bring a cycle out to the Magna area.

Given that this risk factor is specifically related to parental attitudes, the family domain is the most logical context for addressing it; however, there may be opportunities to offer programs or services within the community domain that could potentially influence this risk factor. There are also opportunities to offer programs or services to parents of elementary school students to address this risk factor.

D. Opportunities for prosocial involvement

There are several resources in Magna that address the protective factor, *opportunities for prosocial involvement* but not at all of them have been evaluated for effectiveness. The resources that have been evaluated and proven tested, effective are: 1) After School Programming (see above), 2) Me Time (also known as BLUES), and 3) Botvin LifeSkills (see above). As mentioned earlier, some of the tested and effective resource for opportunities for prosocial involvement are not accessible for students attending all schools.

- Me Time is a class for students showing mild depressive symptoms that teaches them new coping symptoms. Me Time is offered to neighboring communities to Magna and is available to Magna residents, but Magna does not have their own school or community Me Time class offering. There are location and transportation are barriers for Me Time. This report recommends that board members consider bringing a cycle of Me Time to Magna offered to Magna residents only rather than just Magna residents having access to County classes and neighboring township classes. The Community Board should also consider ways to supplement untested resources and programs that address the protective factor opportunities for prosocial involvement with tested, effective programs and policies in the community.

III. Conclusion

The identified tested and effective resources addressing the priority risk and protective factors selected by Magna United CTC include: Botvin LikeSkills, After School Programming (provided by SLCO Youth Services and USU-Extension), Communities that Care, Guiding Good Choices, and Staying Connected with Your Teen.

Many of these programs are offered in county-wide or to neighboring communities and while accessible to Magna residents, Magna residents face accessibility barriers such as limited class size, limited class offerings, transportation, and location. These programs face expansion barriers

such as limited funding, limited facilitators, and limited time to offer new class cycles. Magna United CTC can provide support by training facilitators, implementing the programs, strengthening partnerships with the organizations that provide the classes, and finding locations within the Magna community to offer programs at.

After School Programming is a strong partner for Magna United CTC and an excellent source for offering new prevention programming in the community. Magna United CTC should focus some efforts on strengthening their partnership with After School Programming through increasing funding for After School and looking for opportunities for program implementation with the organization.

Communities that Care is a recognized tested, effective process for addressing many of the identified risk and protective factors. As Magna United CTC continues its work, this report recommends continuing to reach all members of the community it serves and focusing on recruiting coalition members that represent all members of their community.

The next steps for Magna United CTC are to move forward with phase four of CTC: the community planning workshop and writing an action plan. In general this report recommends that Magna United CTC focus on strengthening partnerships, prioritizing county-wide programs be expanded into the Magna area specifically, that untested programs be supplemented with tested, effective programs, and that any underserved age groups be addressed in the action plan portion of phase 4.



References

1. 2019 Student Health and Risk Prevention: Prevention Needs Assessment Survey, Results for Magna Community Coalition. (2019). State of Utah, Department of Human Services, Division of Substance Abuse and Mental Health. *Received from Bach Harrison.*
2. Tobacco Retail Compliance Checks History. (2016-2020). Salt Lake County Department of Health. *Received from Salt Lake County Department of Health.*