

# Region 1

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## Youth Voices Count Survey Report, 2023

Grades 7-12



Survey Conducted by:

**B. WEYLAND SMITH**

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## Introduction

The following report is a summary of data that was gathered during May and June of 2023 among youth grades 7 and 8 at each of their town's elementary schools, and among youth grades 9-12 at Housatonic Valley Regional High School. Data collected from this student survey will be used in the planning and development of strategies, policies, and practices for the sponsoring organization, Northwest Corner Prevention Network, as well as other educational and social service organizations.

This survey was administered to youth enrolled in Region 1 Public Schools to ensure a representative sample and reliable data. Please note that the findings presented in this report are not reflective of the school but are intended to reflect the greater communities of Region 1: Kent, Sharon, Salisbury, North Canaan, Falls Village, and Cornwall.

It is important to note that COVID-19 greatly disrupted lives beginning in March 2020, which may have ongoing impacts on youth substance use rates and mental health concerns.

### **The Youth Voices Count Survey fulfills the following objectives:**

1. Describes youth's perceptions and experiences regarding substance use, mental health, school environment, social media and online gaming, and other related behaviors among students in grades 7-12 in the year 2023.
2. Utilizes information provided by youth, allowing leaders to systematically **"hear" from youth**, in order to enhance and **plan initiatives and activities for youth** in the community.

### **Youth Voices Count Survey Background:**

The Youth Voices Count Survey (YVCS) is adapted from the "ERASE Student Survey" which originated out of the Governor's Prevention Initiative for Youth (GPIY) Student Survey, a school survey that was distributed throughout the State of Connecticut in 2000. Other survey influences include: The Connecticut School Health Survey, The Center for Prevention Evaluation and Statistics (CPES) Young Adults Statewide Survey and most importantly, emerging issues for youth today—including vaping, online gaming, and social media-related behaviors.

Youth Voices Count Survey is a product of B. Weyland Smith Consulting, LLC. Located in Wethersfield, Connecticut, B. Weyland Smith Consulting researchers have over 48 years combined experience of survey and statistical research regarding youth behaviors, perspectives, and experiences, specific to substance use, mental health and related risk and protective factors.

Youth Voices Count Survey was established with the support of many youth and professionals in the field of survey development, program evaluation, internet safety and school mental health staff. They provided feedback through document review and focus groups. The core elements of the YVCS are designed to understand youth's current substance use and mental health behaviors and perceptions. These data are aligned with Federal National Outcome Measures for the Substance Abuse and Mental Health Services Administration. This allows for competitive grant applications and ongoing evaluation requirements to be met.

Topics assessed in the YVCS include: substance use, anxiety, depression, e-sports/online gaming, social media perspectives, gambling and accessing resources and supports in the community. Optional add-on topics include bullying/school climate, sexual behavioral and electronic communications, extracurricular activities and toxic stress.



## Survey Methodology:

### Survey Consent:

The Youth Voices Count Survey was administered in May and June of 2023 to students in Region 1. Students' guardians received e-mail letters notifying them of the purpose and content of the survey and were able to return a signed "passive consent" form to the school if they did not want their children to participate in the school survey. Guardians were provided with an opportunity to review the survey document.

### Survey Administration:

All surveys were administered using SurveyMonkey.com website and software. Students were directed to access a link to the survey and an instructional video including an overview of the survey, ensuring anonymity, resources if the survey brought up uncomfortable feelings and informing of their option to decline participation. Any question could be skipped if a student was not comfortable answering a question. Students who chose to not participate in the survey were asked to sit quietly until all classmates finished the survey.

## Data Analysis:

### Data Processing:

The student survey data was exported from the SurveyMonkey.com website and imported into SPSS (Statistical Package for the Social Sciences) for data analysis. A total of 9 surveys (2.2% of original sample of 411 surveys) were omitted from the sample pool due to lack of any responses other than demographics and survey responses that were implausible. The final sample size after surveys were omitted was 402 surveys for grades 7-12.

### Sample Response Rates:

Response rates by grade level and school are listed in the table below. Note that there were 5 individuals who did not specify a grade. These cases were retained but will not be included in any grade level reporting. Response rates are calculated as a proportion of the number of surveys included in the sample to the number of total students enrolled in the 2022-2023 school year. Note that total sample counts only contain surveys that were used in the survey report; surveys that were omitted from the sample pool are not included in the following counts.

Sample Response Rates	Sample Count	Population Count	Response Rate (%)
Grade 7	90	114	78.95%
Grade 8	88	93	94.62%
Grade 9	64	80	80.00%
Grade 10	65	97	67.01%
Grade 11	45	63	71.43%
Grade 12	45	78	57.69%
<b>Grades 7-8</b>	<b>178</b>	<b>207</b>	<b>85.99%</b>
<b>Grades 9-12</b>	<b>219</b>	<b>318</b>	<b>68.87%</b>
<b>Grades 7-12</b>	<b>397</b>	<b>525</b>	<b>75.62%</b>

The next table below shows the confidence intervals calculated for grades 7-8, 9-12, and 7-12, using a 95% confidence level. A confidence interval means the percentage range you can expect the accurate rates to fall within. Smaller confidence intervals give you more accurate estimates of the actual use rates in the school population (and larger confidence intervals give you less accurate estimates of the actual use rates in the school population).

For example, if 25% of your sample reported using alcohol in the past month, a confidence interval of 2.0 means that if you randomly re-sampled your population 100 times, 95 of those times you would find past month alcohol use rates to fall somewhere between 23% (25-2) and 27% (25+2). In contrast, if your confidence interval is 5 (and 25% of your sample reported using alcohol in the past month), you would typically find past month use rates ranging between 20% (25-5) and 30% (25+5) if you repeatedly re-sampled students in this population.

	Confidence Level	Confidence Interval
Grades 7-8	95.00%	2.76
Grades 9-12	95.00%	3.70
Grades 7-12	95.00%	2.43

**Data Reporting:**

The survey tool utilized several skip patterns to reduce the time spent on the survey for students, in addition, no question was required to be answered by respondents. Unless otherwise stated, data presented represent the percent of students responding to each question. However, survey response and completion rates are high enough for those questions to make strong estimates of the total population’s behavior and perceptions.

**Survey Sample Demographics:**

The student survey sample consisted of a total of 402 youth (207 females, 195 males). Additionally, 5 that provided their biological sex did not specify their grade, thus are not shown below. Refer to the Table below for more descriptions of the sample by grade level.

	7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Total	90	88	64	65	45	45
Female	41	38	33	35	24	32
Male	49	50	31	30	21	13

**Statistical Analyses:**

Statistical comparisons by biological sex (male/female) were conducted separately for grades 7-8 and grades 9-12 using the Chi-Square ( $\chi^2$ ) technique for key substance use measures (core GPRA measures for alcohol, tobacco, e-cigarettes, marijuana, prescription drug use, and gambling).

No statistical analyses for grade level differences in substance use will be included in this report, but substance use percentages by grade level will be included for core GPRA measures for alcohol, tobacco, e-cigarettes, marijuana, prescription drugs, and gambling.

**Statistical Comparisons by Race:**

We must be careful not to unfairly identify or stereotype a handful of students as using or misusing drugs, given the smaller sample size within specific minority groups in these schools. As also done in the CDC’s YRBSS (Youth Risk Behavior Surveillance System) National Survey, we classified students exclusively as Hispanic or Latino even if they also selected being one or more of the races, such as African American, White, and/or another category. American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Multiracial (2 or more races) were combined into an aggregate category titled “All Other Races”, to simplify analyses and ensure that no individuals are inadvertently identified due to small sample sizes of specific racial groups. Thus, the core race/ethnicity groups included in the statistical analyses for race differences were: White, Hispanic or Latino, or All Other Races (organized in table below by color).

Race/Ethnicity Category	Grades 7-8	Grades 9-12	Grades 7-12
White	81.77%	77.83%	79.60%
Black or African American	2.21%	0.90%	1.49%
Hispanic or Latino	10.50%	12.22%	11.44%
Asian	1.10%	3.62%	2.49%
American Indian or Alaskan Native	0.00%	0.45%	0.25%
Native Hawaiian or Other Pacific Islander	0.00%	0.00%	0.00%
Other (2 or more races selected or race not Hispanic)	4.42%	4.98%	4.73%
Not Specified	0.00%	0.00%	0.00%

For information regarding race and ethnicity differences in substance use, refer to the national survey reports, such as the National Survey on Drug Use and Health (<http://oas.samhsa.gov/nsduh.htm>) or the Monitoring the Future Survey (<http://monitoringthefuture.org>).

### Statistical Comparisons by Gender Identity:

In the interest of assessing how gender identity may impact youth behavioral health, analysis was done to determine statistically significant differences among students identifying as the same gender as their biological sex (cisgender), and those that reported their gender as “non-binary,” “transgender,” or “I am not sure right now.” Because of the smaller sample size for these categories, they were grouped together for analyses. Statistically significant differences reported are significant at  $p < 0.05$ . It should be noted that gender identity is different than sexual orientation. Gender identity reflects who you are, while sexual orientation is about who you’re attracted to. 26 students (6.5%) identified as non-binary, transgender, or “I am not sure right now.”

Gender Identity	
Male	189
Female	186
Non-binary	9
Transgender	4
I am not sure right now	13
Did not Identify	1

Sexual Identity (Grades 9-12)	
Heterosexual (straight)	156
Gay or Lesbian	5
Bisexual or Pansexual	29
I describe myself some other way	6
I am not sure right now	20
I do not know what this question is asking	4
Did not Identify	0

### Statistical Comparisons by Sexual Identity (Grades 9-12 Only):

In the interest of assessing how sexual identity may impact youth behavioral health, analysis can be done to determine statistically significant differences among students describing themselves as heterosexual, and those that described themselves as gay or lesbian, bisexual or pansexual, “I describe myself some other way,” and “I am not sure right now.” 60 (27.3%) students described themselves as gay or lesbian, bisexual or pansexual, “I describe myself some other way,” or “I am not sure right now.”

### Equity, Disparities and Social Determinants of Health:

When evaluating statistically significant differences between population groups it is essential to consider historical, political and cultural context with the intent of preventing the reinforcement of stereotypes. In the United States, minority groups have experienced discrimination leading to unequal access to resources (i.e. quality education, employment and housing). Stigma is another driver of inequity, “because of its pervasiveness, its disruption of multiple life domains (e.g., resources, social relationships, and coping behaviors), and its corrosive impact on the health of populations, stigma should be considered alongside the other major organizing concepts for research on social determinants of population health.” (Hatzenbuehler ML et al. *Stigma as a fundamental cause of population health inequalities*. Am J Public Health. 2013 May)

## **Executive Summary:**

### ***Student Mental Wellbeing:***

**Anxiety:** For grades 7-12, 24.6% of youth reported feelings of anxiety in the past year as occurring almost always (14.7%) and always (9.9%). 29.8% of youth report their feelings of anxiety make things difficult for them in their lives always or almost always.

**Sources of Anxiety:** For grades 7-8, the most reported sources of stress or worry in their lives are academics, peers, and post-high school plans. For grades 9-12, it was academics, post-high school plans, and schedule. For all grades, social media and financial security ranked as the lowest source of anxiety among the provided choices.

**Self-Harm:** 15.1% of youth in grades 7-8 reported having thoughts of self-harm and 5.0% report having harmed themselves in the past year. For grades 9-12, 19.5% reported having thoughts of self-harm and 14.1% report having harmed themselves in the past year.

**Depression:** 15.6% of youth in grades 7-8 and 27.7% of youth in grades 9-12 reported having “felt sad or hopeless for two or more weeks in a row so much it stopped me from doing my usual activities” in the past year.

**Suicidal Ideation in the Past Year:** 12.7% of youth in grades 9-12 reported having considered attempting suicide within the past year.

**Comfort Seeking Help:** For grades 7-12, the sources youth felt most comfortable seeking help from were parents (63.8%) and friends (57.7%).

**Having a Trusted Adult:** 92.6% of youth in grades 7-12 agreed with the statement, “I have at least one adult in my life that I can share my thoughts and feelings with.”

**Community and School Safety:** For grades 7-12, 92.6% of youth agreed with the statement, “I feel safe in my community” and 88.1% agree with the statement, “I feel safe at school.”

### ***Bullying:***

**Bullying Frequency:** 59.4% of youth in grades 7-12 report having been bullied in their lifetime. 10.9% experienced this 1 to 5 days in the past month, 2.7% 6 to 20 days in the past month and 1.6% for 21 days or more in the past month.

**Bullying Types:** The types of bullying most frequently reported among youth grades 7-12 were mean names or comments, rumors, and exclusion.

**Bullying Locations:** Bullying most frequently occurs in the hallways, classroom, and online.

### ***Gaming and Social Media:***

**Gaming Assets and Consequences:** For grades 7-12, 40.8% of youth indicated that as a result of gaming they “felt more connected with others.” The most common negative consequence of gaming was “I did not get enough sleep” (22.1%), and “I heard or saw things my parents/guardians would think is inappropriate (22.2%). 8.6% of youth reported they have had people express concern about time spent gaming and 10.8% reported they have a hard time stopping.

**Social Media Assets and Consequences:** For grades 7-12, 56.6% of youth indicated that as a result of social media they “felt more connected with others.” 35.1% of youth reported they heard or saw something their

parents/guardians would think was inappropriate, and 33.0% report having a hard time stopping their social media use.

### ***Substance Use and Gambling Rates:***

**Youth in Grades 9-12:** Alcohol was the most used substance in youths' lifetimes (29.0%), followed by marijuana (19.5%), and vape products with nicotine (19.5%). For past month use, alcohol was the most used (13.6%), followed by marijuana (8.6%) and vape products with nicotine (8.1%). 2.7% of high school youth reported gambling in the past month.

### ***Substance Use Perceptions and Behaviors:***

**Perceived Risk:** For grades 9-12, non-medical use of prescription drugs had the highest perceived risk (85.6%), followed by gambling (73.4%) and smoking cigarettes (74.5%).

**Parental Disapproval:** For grades 9-12 parental disapproval was highest for non-medical use of prescription drugs (95.6%), followed by smoking cigarettes (92.6%), and vaping nicotine (92.2%).

**Peer Disapproval:** For grades 9-12, perceived peer disapproval was highest for non-medical use of prescription drugs (85.7%), followed by gambling (72.4%), and drinking alcohol (65.3%).

**Accessibility of Alcohol and Other Drugs-Perception of Ease of Access:** For youth in grades 9-12, vape products were perceived as the easiest to obtain, followed by alcohol.

**Accessibility of Alcohol and Other Drugs-Sources:** Youth in grades 9-12 most frequently access tobacco products, vape products with nicotine, alcohol, and marijuana from friends/peers. Youth who have used prescription drugs non-medically most frequently report getting it from home without parents' permission.

**Locations of Substance Use:** Vape products, alcohol, and marijuana are most used "with friends at my home or my friends' home." Prescription drugs are most used at home alone.

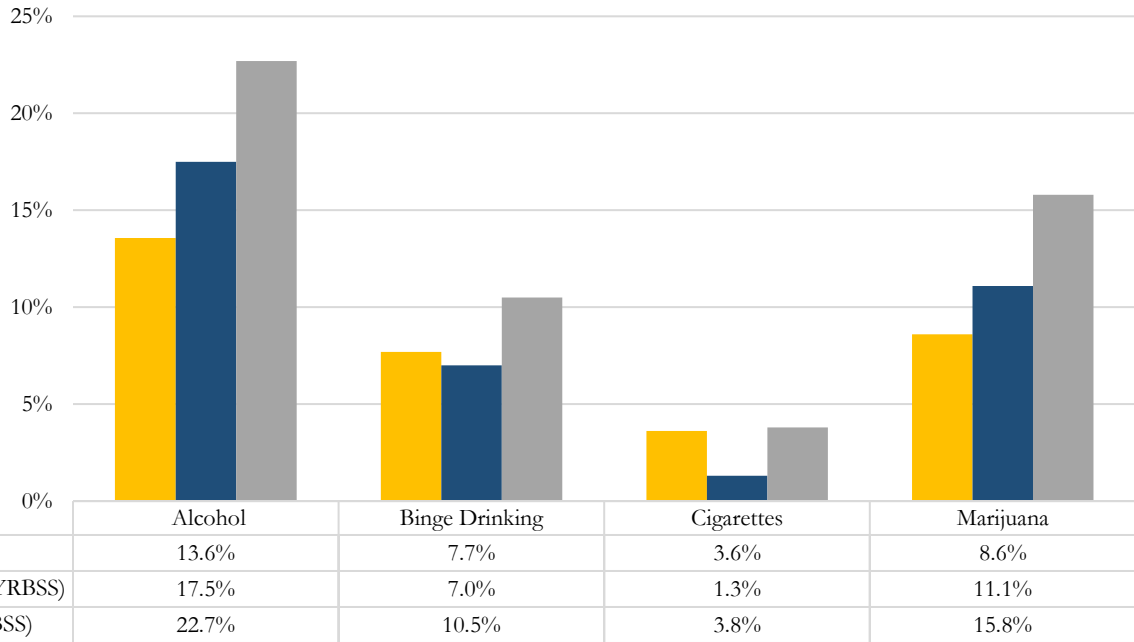
**Driving Under the Influence of Alcohol or Marijuana/THC:** Among youth in grades 11-12, more drove under the influence of marijuana/THC in the past month (1.1%) than alcohol (0.0%).

**Other Substance Use:** Of substances less commonly used, the highest lifetime use rates for grades 9-12 were CBD products (8.6%) followed by inhalants (4.1%). Heroin/fentanyl was 0.0%, noted here due to community concerns regarding the opioid epidemic in our state and nation.

**Toxic Stress:** In the past year, 22.5% of high school youth reported experiencing discrimination, 16.1% reported having experienced community violence, 3.3% experienced housing problems, and 5.6% experienced food insecurity.



## Past Month Rate Comparisons to State and National, Grades 9-12



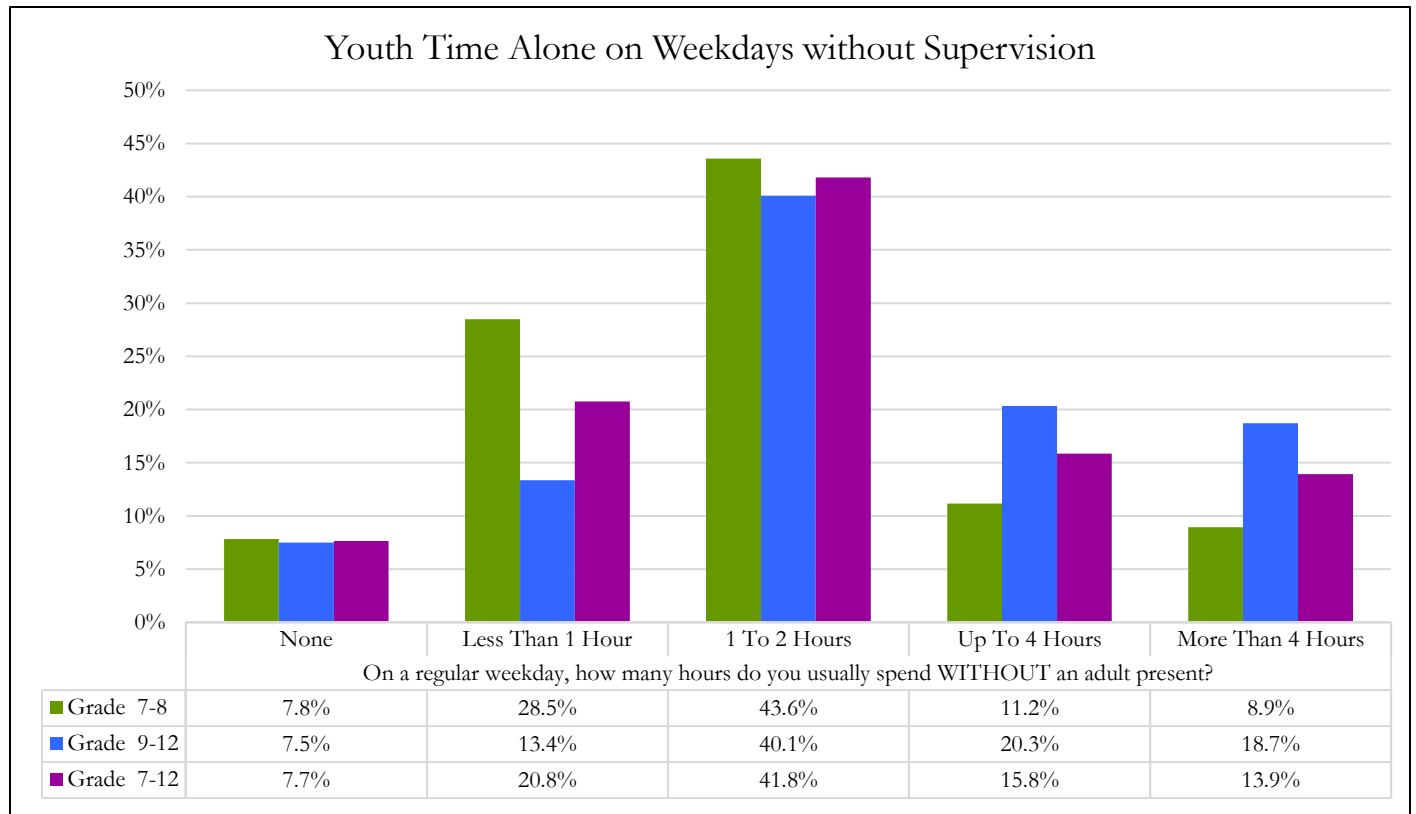
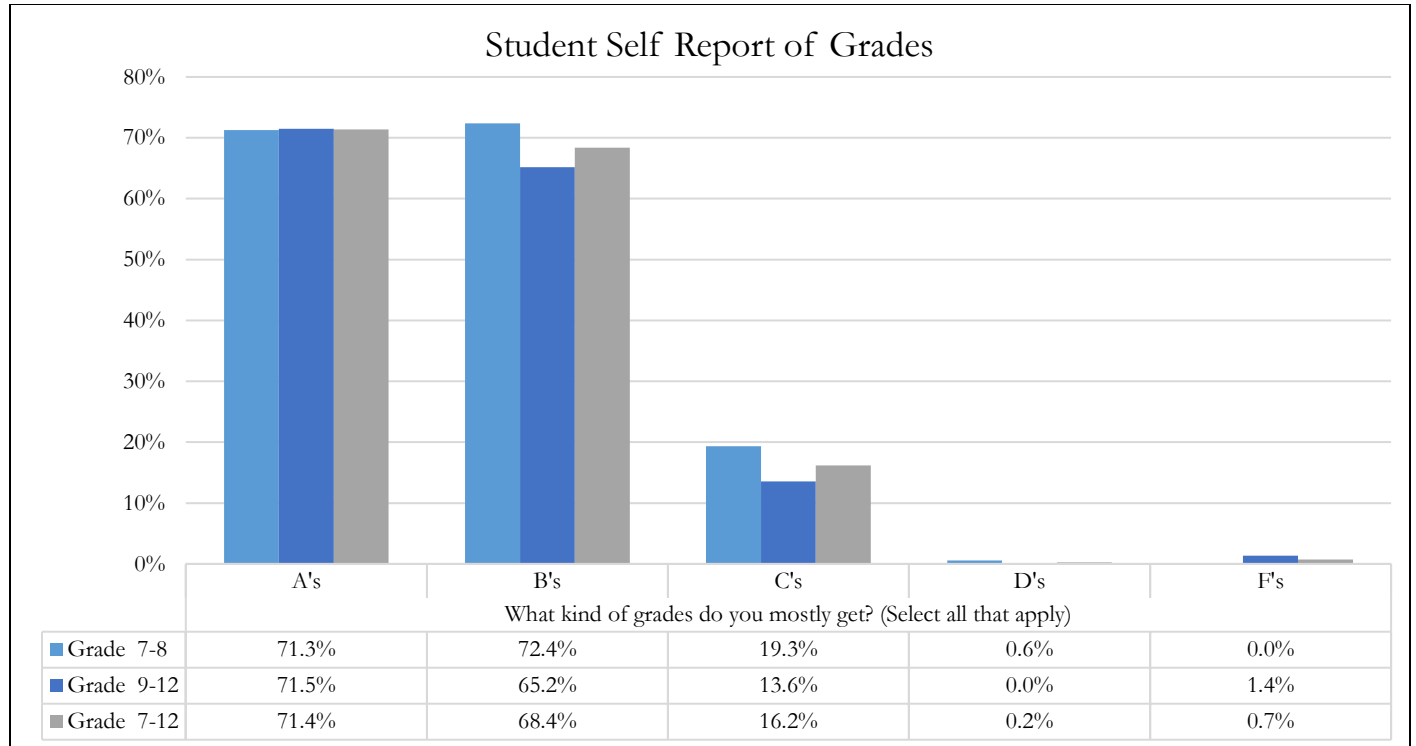
-YRBSS 2021\* It should be noted that YRBSS data presented here is from 2021, the most recent year available.

## Region 1 Youth Voices Count Survey Report

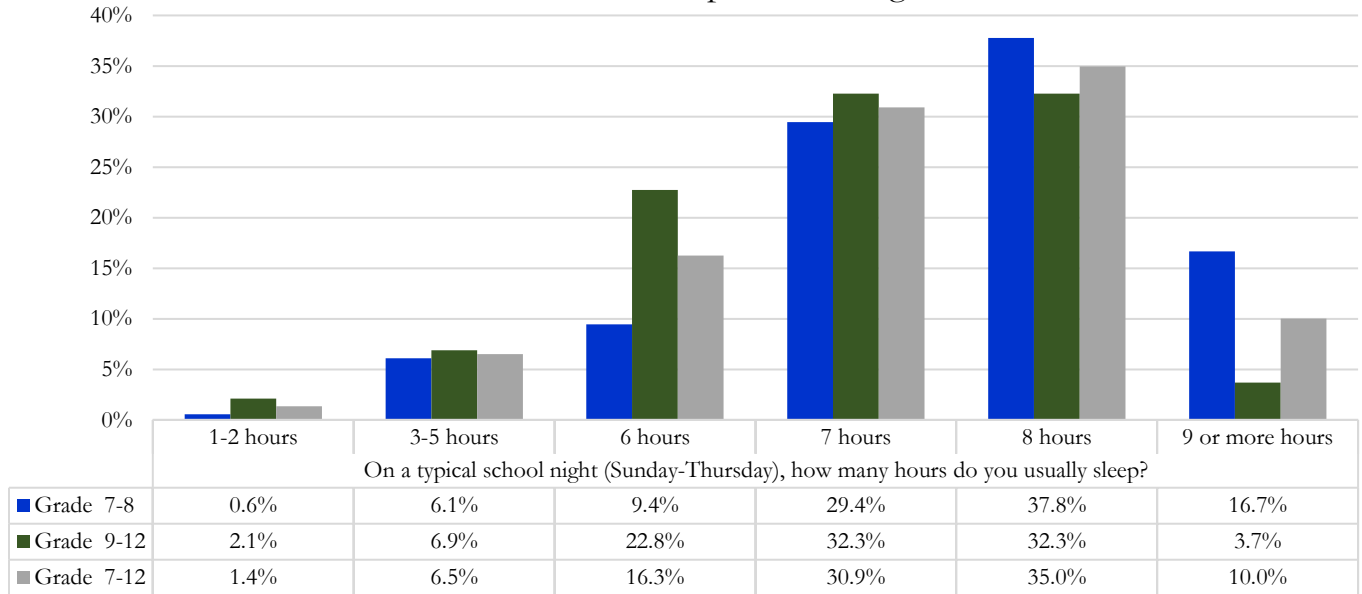
Middle school youth (grades 7-8) took an abbreviated Youth Voices Count Survey, and were not asked questions related to substance use, or other selected items such as sexual identity, certain emotional health indicators, sexual behaviors, and toxic stress items. Charts will not show data for youth grades 7-8 or 7-12 where items were not asked of those youth.

For the following sections, tests for statistically significance difference were performed by biological sex, race and ethnicity, and gender identity for grades 7-8 and 9-12. Race was grouped into categories to allow for accurate statistical analysis and to ensure that students in race categories that represent a small number of students are not inadvertently identified. The categories are white, Hispanic, and All Other Races. Any statistically significant difference in these groups is noted under the chart it applies to and on page 28 where a list of associations with substance use are provided. There are instances where significance testing indicates differences among categories, however they are less statistically reliable due to small numbers and thus are not reported here.

## Youth Lifestyles:

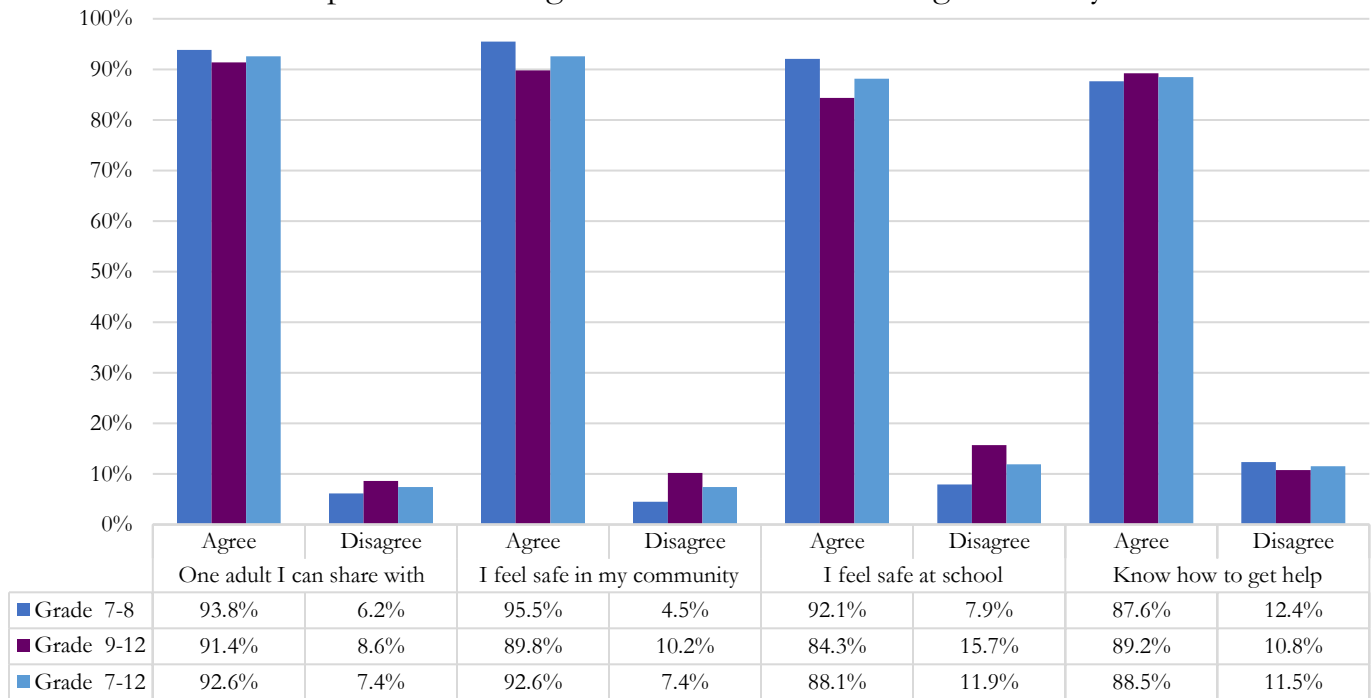


### Youth Hours of Sleep on Weeknights



\*Middle school youth who described themselves as transgender, non-binary, or unsure reported getting less sleep, compared to cisgender youth.

### Perception of Having Trusted Adult and Feelings of Safety

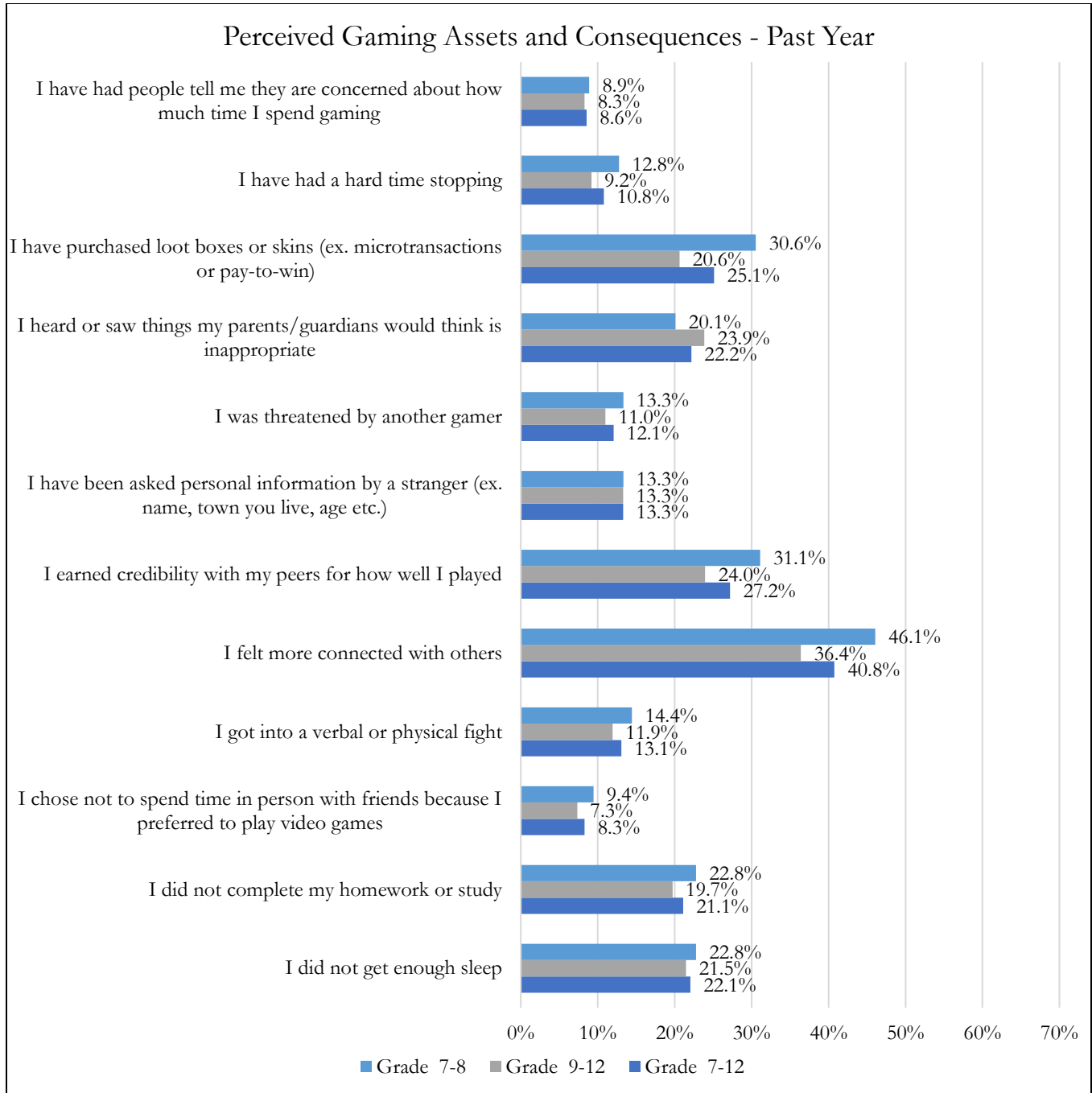


\*Middle school white youth were more likely than Hispanic youth to report having one adult they can share thoughts and feelings with.

\*High school white youth were more likely to report feeling safe at school and know how to get help for themselves or peers than youth in the “All Other Races” group.

\*Middle school youth who described themselves as transgender, non-binary, or unsure, were less likely than their cisgender peers to report feeling safe in the community, or at school, and less likely to know how to get help for themselves or peers.

## Gaming:



\*High school males were more likely than females to have gotten into a fight, have heard or seen something inappropriate, have a hard time stopping, and have someone express concern about time spent gaming.

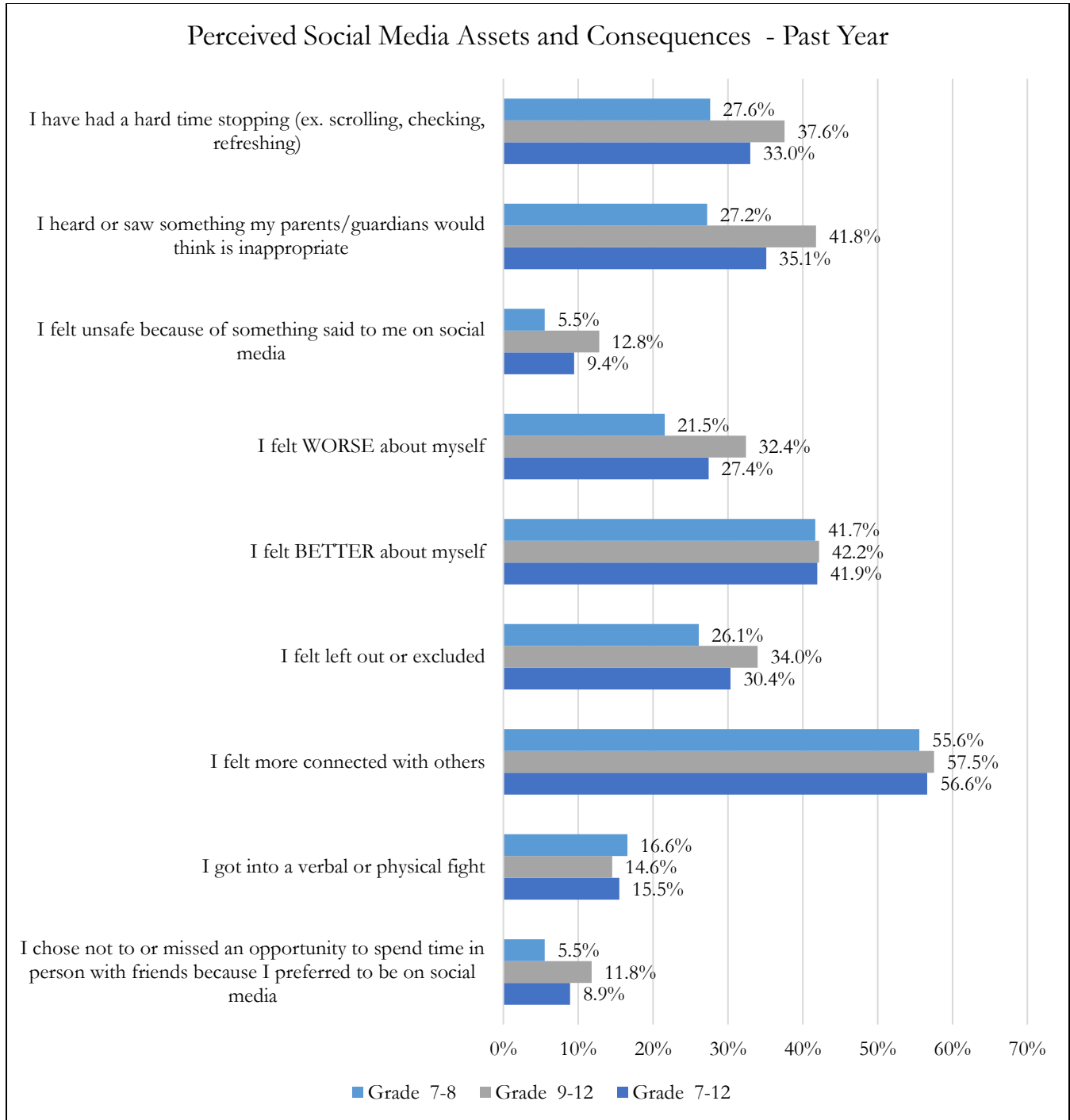
\*Middle and high school males were more likely than females to have felt more connected with others, have earned credibility for how they played, have been threatened by another gamer, and have purchased loot boxes or skins.

\*Middle school youth who described themselves as transgender, non-binary, or unsure were more likely to report not getting enough sleep, choosing not to spend time in person with friends due to gaming, and having a hard time stopping their gaming.

\*High school youth who described themselves as transgender, non-binary, or unsure were more likely to report not completing homework or studying, feeling more connected with others, and having been threatened by another gamer.

\*High school youth who described themselves as LGBS were more likely to report not getting enough sleep, and having been asked personal information by a stranger.

## Social Media:

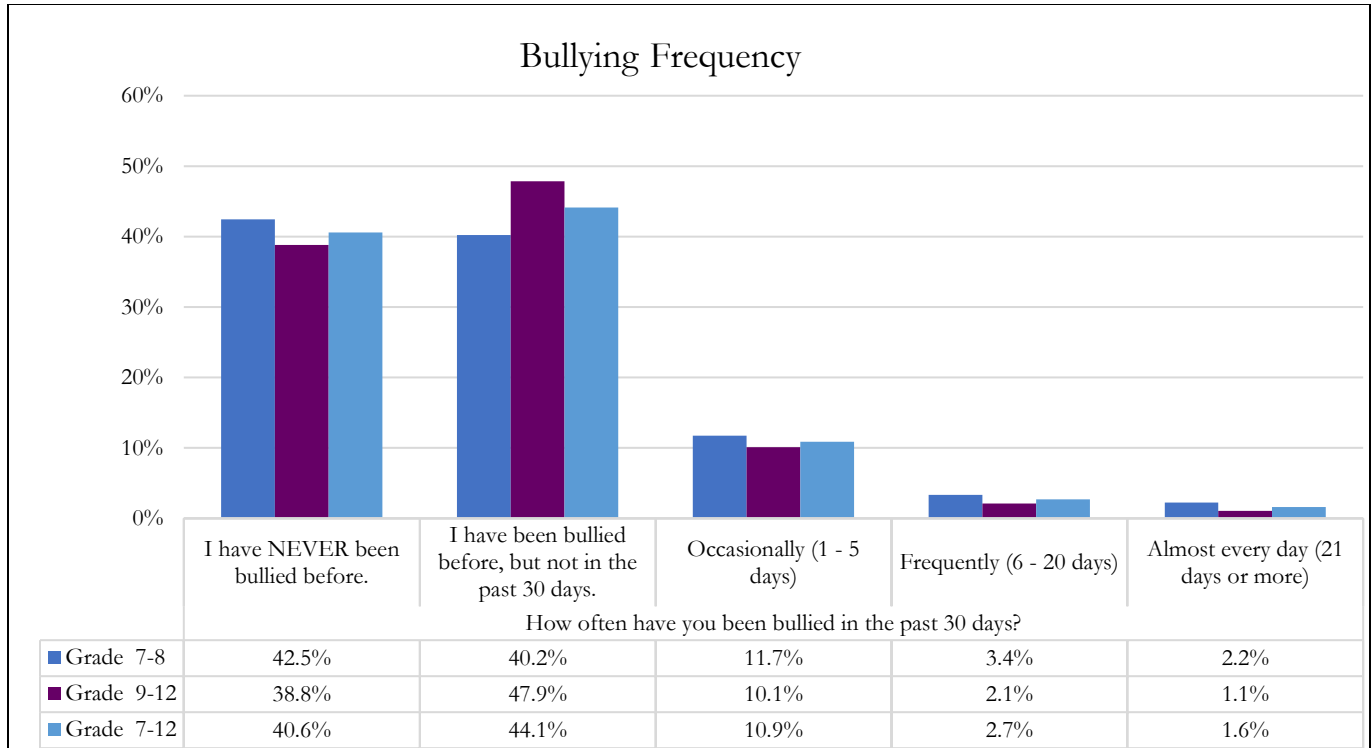


\*Middle and high school females were more likely than males to feel left out or excluded, feel worse about themselves, feel unsafe because of something said on social media, and have a hard time stopping their social media use.

\*Middle school youth who described themselves as transgender, non-binary, or unsure, were more likely to choose not to spend time in person with friends, feel worse about themselves, and have seen or heard something inappropriate.

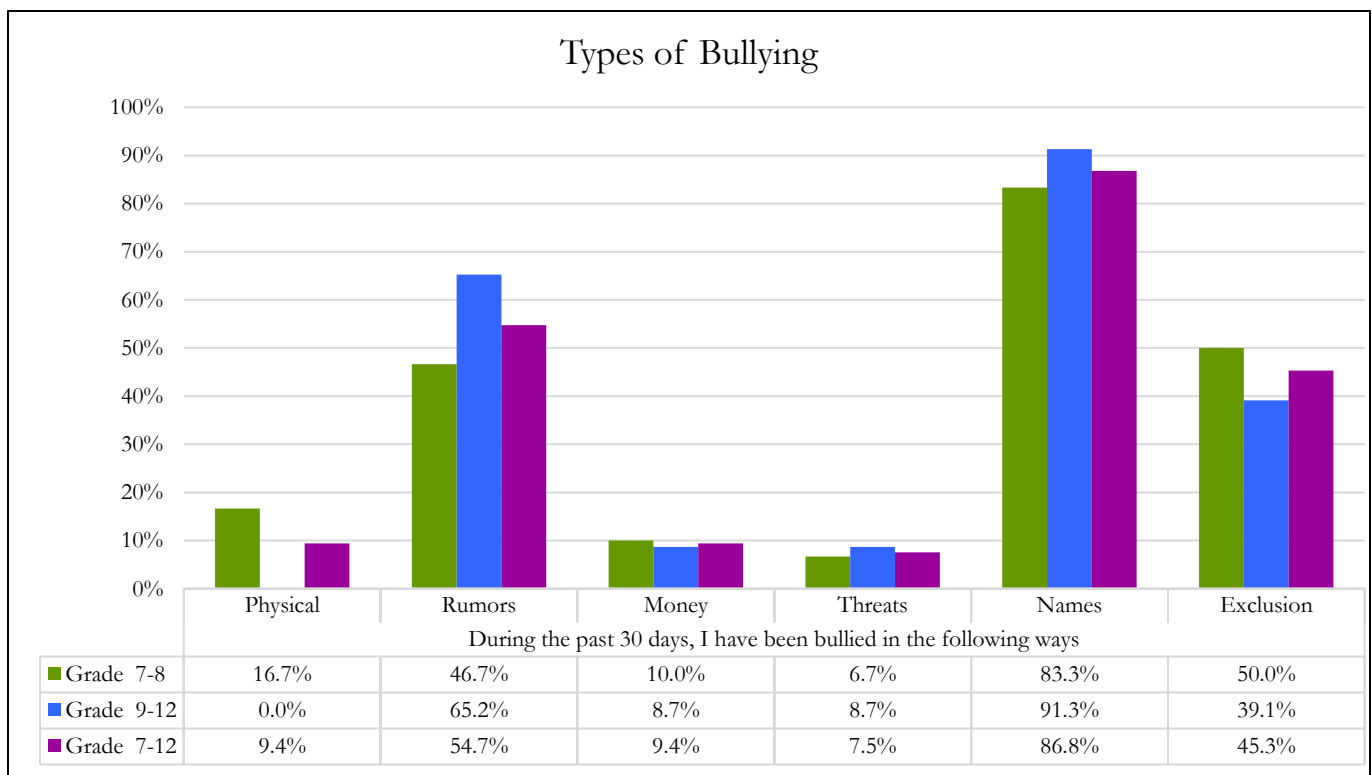
\*High school youth who described themselves as LGBS were more likely to feel left out of excluded, feel better about themselves, feel worse about themselves, feel unsafe because of something said to them on social media, have heard or seen something inappropriate, and have a hard time stopping.

## Bullying:

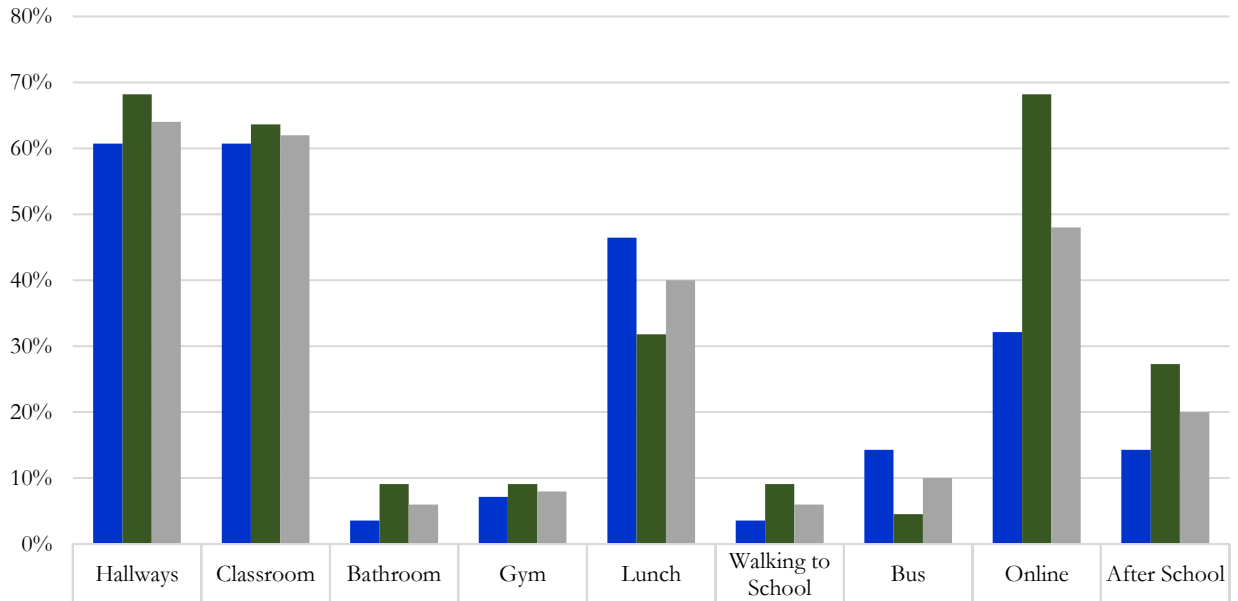


\*High school females were more likely than males to have ever been bullied.

\*High school youth who described themselves as LGBS were more likely than their heterosexual peers to have been bullied.



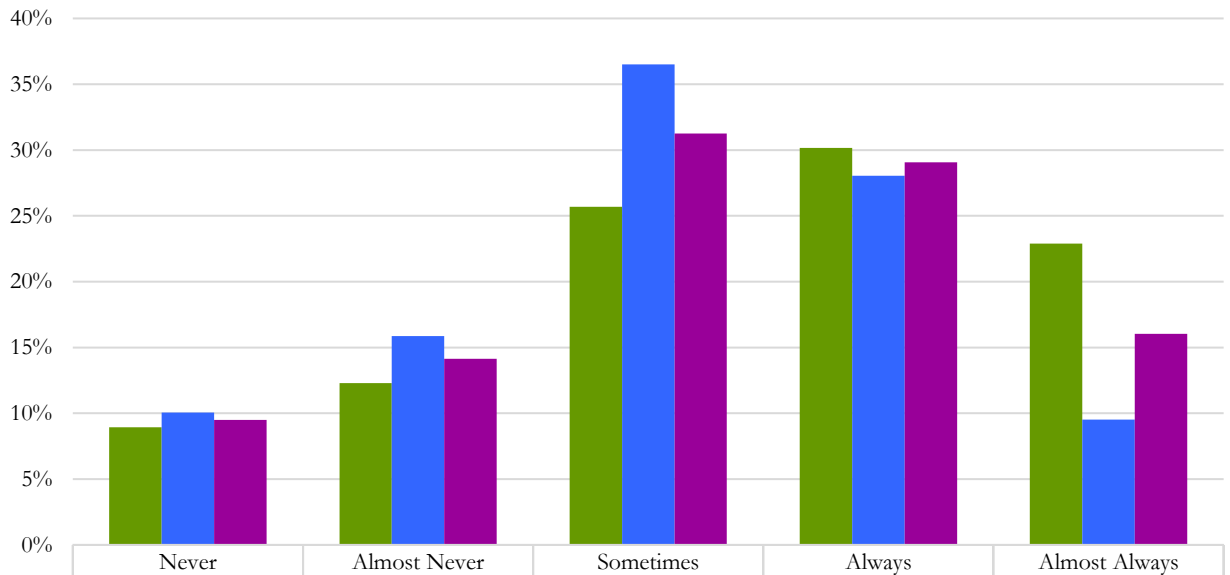
## Locations of Bullying



In the past 30 days, I have been bullied in the following places (Select all that apply):

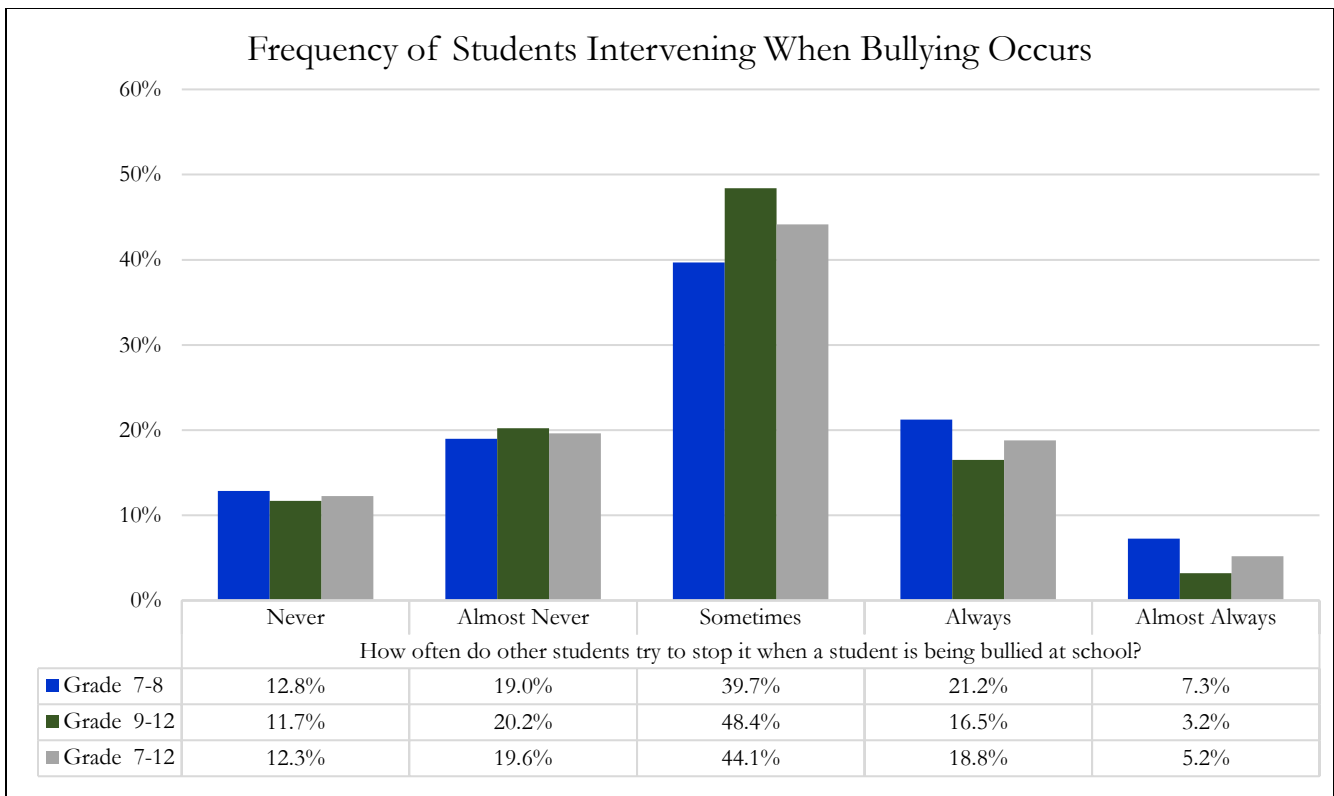
Grade	Hallways	Classroom	Bathroom	Gym	Lunch	Walking to School	Bus	Online	After School
Grade 7-8	60.7%	60.7%	3.6%	7.1%	46.4%	3.6%	14.3%	32.1%	14.3%
Grade 9-12	68.2%	63.6%	9.1%	9.1%	31.8%	9.1%	4.5%	68.2%	27.3%
Grade 7-12	64.0%	62.0%	6.0%	8.0%	40.0%	6.0%	10.0%	48.0%	20.0%

## Frequency of Teachers/Adults Intervening When Bullying Occurs

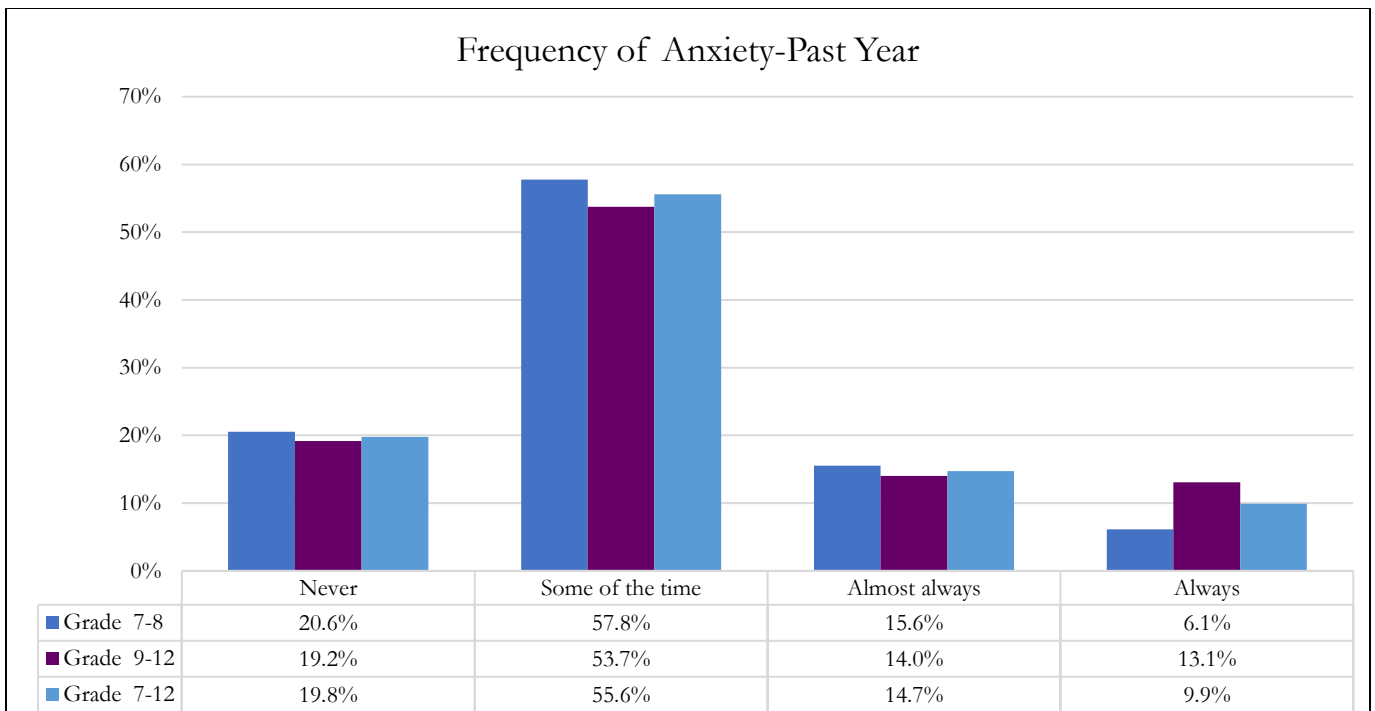


How often do the teachers or other adults at school try to stop it when a student is being bullied at school?

Grade	Never	Almost Never	Sometimes	Always	Almost Always
Grade 7-8	8.9%	12.3%	25.7%	30.2%	22.9%
Grade 9-12	10.1%	15.9%	36.5%	28.0%	9.5%
Grade 7-12	9.5%	14.1%	31.3%	29.1%	16.0%



## Emotional Health:

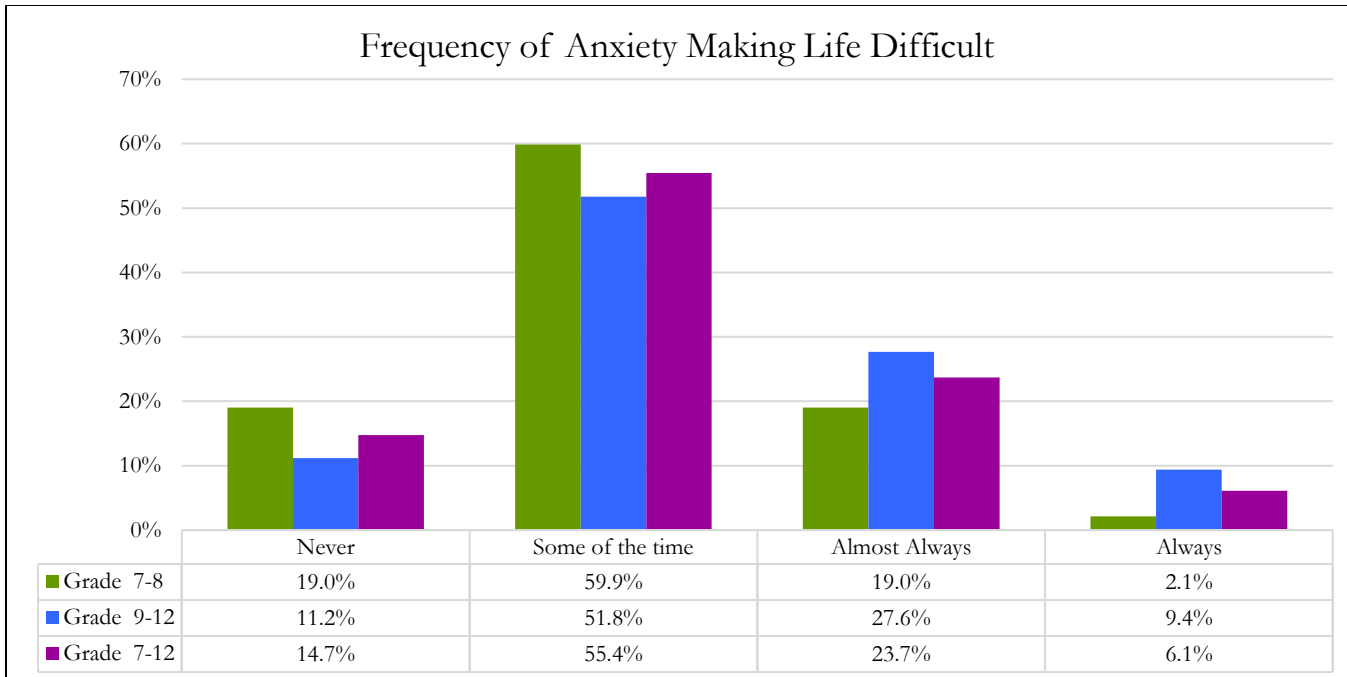


\*Middle and high school females were more likely to report feeling anxious always or almost always compared to males.

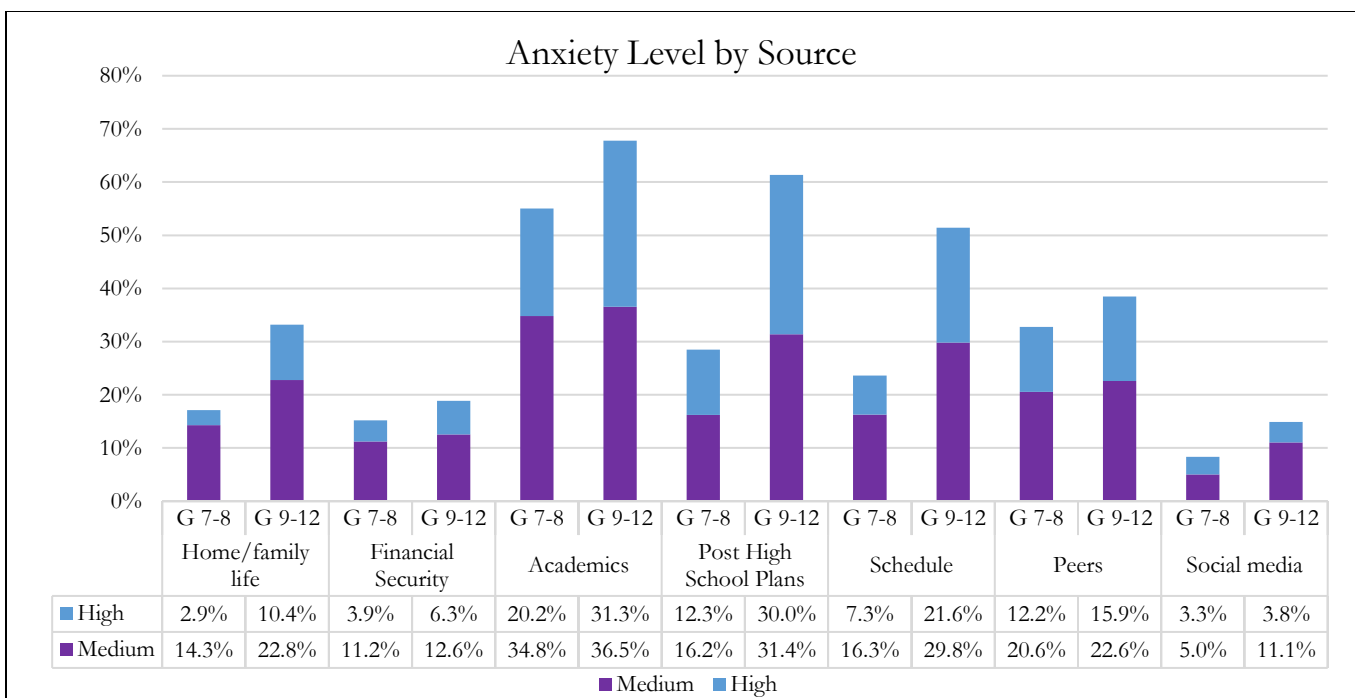
\*High school youth who described themselves as transgender, non-binary or unsure were more likely than their cisgender peers to report feeling anxious always.

\*High school youth who described themselves as LGBS were more likely to report anxiety always or almost always.



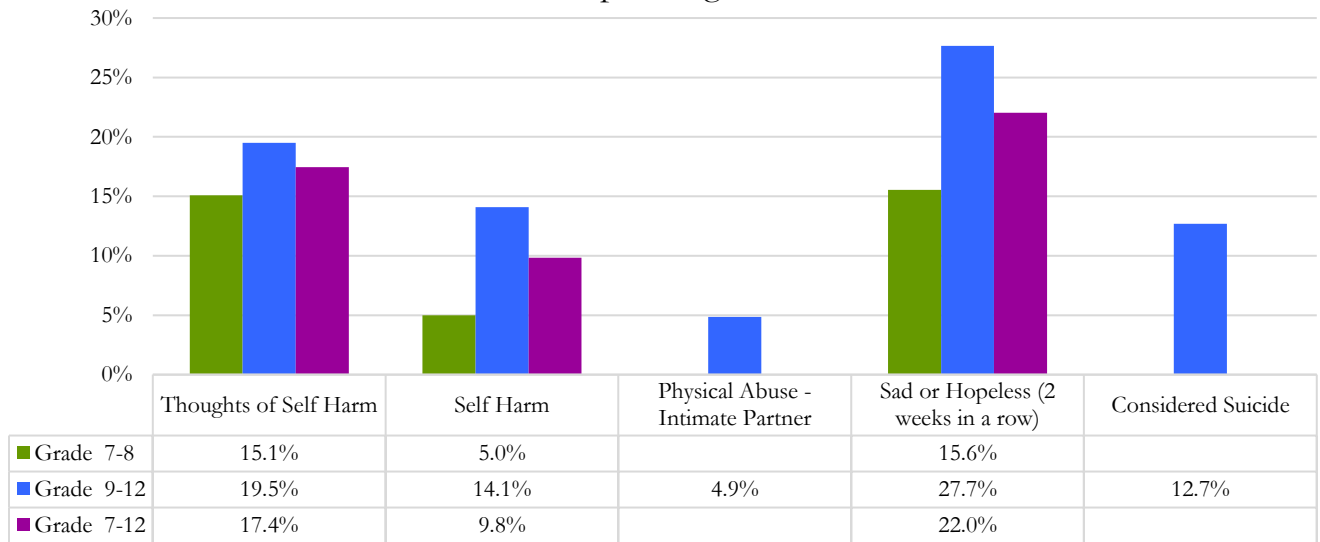


\*Middle and high school females were more likely to report anxiety almost always made things difficult in their life.  
 \*High school youth who described themselves as LGBS were more likely to report anxiety always making their life difficult.



\*Middle and high school females reported higher levels of stress compared to males for the following sources: home/family life, peers, and social media.  
 \*High school females reported higher levels of stress compared to males around family financial security, academics, post-high school planning, and schedule.  
 \*Middle and High school youth who described themselves as transgender, non-binary or unsure reported higher levels of stress or anxiety around family financial security, and social media.  
 \*Middle school youth who described themselves as transgender, non-binary or unsure reported higher levels of stress around post-high school planning.  
 \*High school youth who described themselves as LGBS were more likely to report higher levels of stress compared to their heterosexual peers for the following: home/family life, financial security, post-high school planning, peers, and social media.

## Other Emotional Health Indicators in the Past Year % Responding "Yes"



\*Youth grades 7-8 were not asked about physical abuse from an intimate partner or thoughts of suicide.

Note: State data for grades 9-12 (YRBSS 2021) indicate that 35.6% of students felt sad or hopeless for 2 or more weeks in a row, 14.1% considered suicide, and 18.0% harmed themselves in the past year.

\*High school females were more likely to have thoughts of self-harm and self-harm behaviors than males.

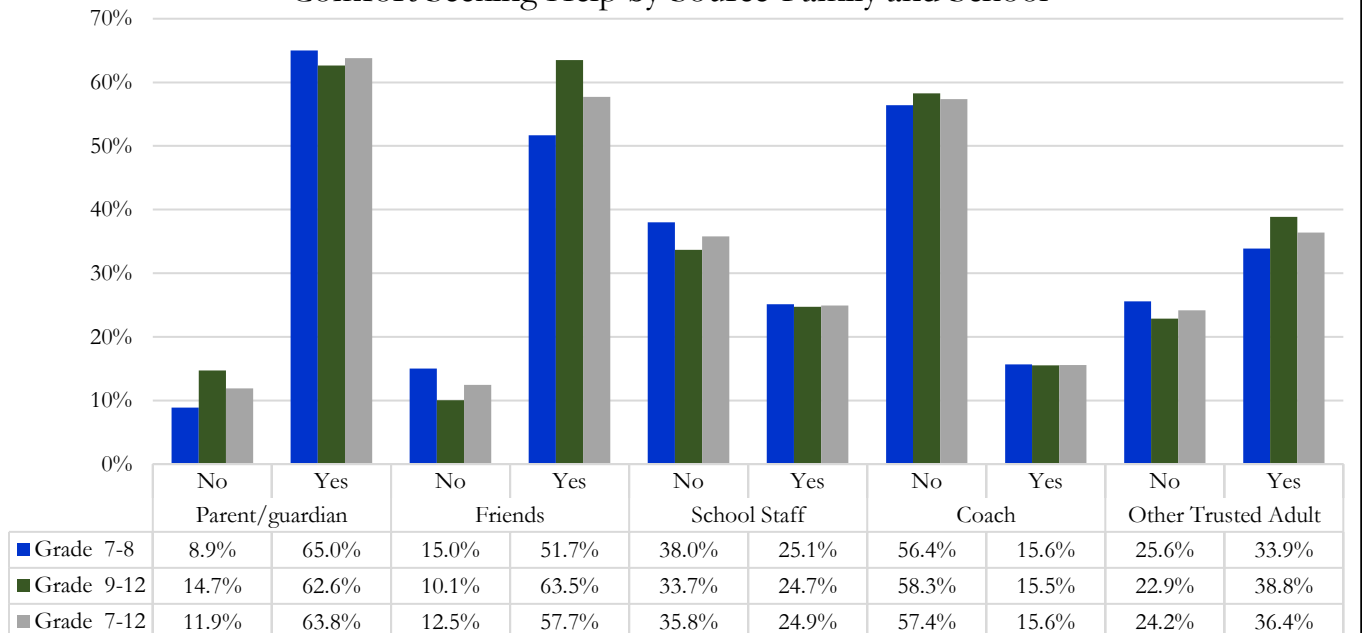
\*Middle and high school females were more likely to have felt sad or hopeless 2 or more weeks in a row than males.

\*Middle school and high school youth who described themselves as transgender, non-binary or unsure were more likely to have had thoughts about self-harm and self-harm behaviors, and to have felt sad or hopeless two or more weeks in a row.

\*High school youth who described themselves as transgender, non-binary or unsure were more likely to have considered attempting suicide in the past year.

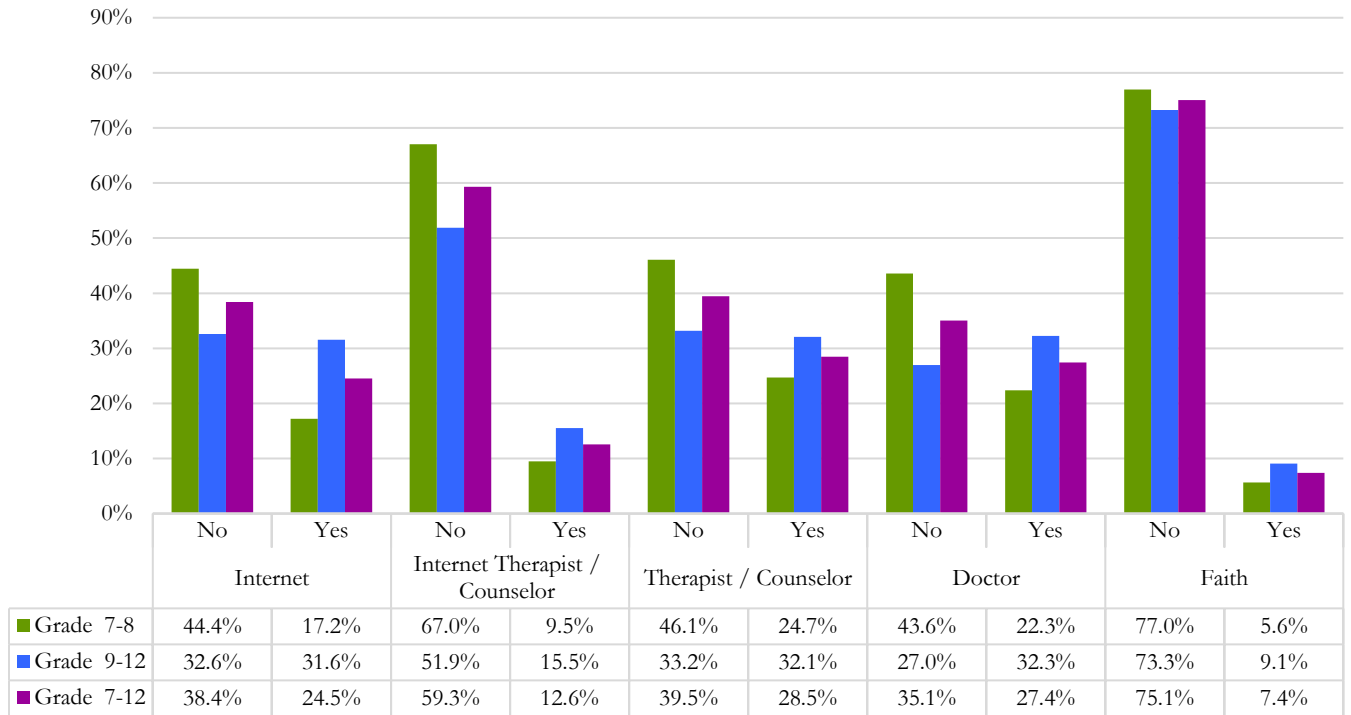
\*High school youth who described themselves as LGBS were more likely to have thoughts of self-harm and self-harm behaviors, have felt sad or hopeless two or more weeks in a row, and have considered attempting suicide.

## Comfort Seeking Help by Source-Family and School



\*High school females were more likely than males to feel comfortable seeking help from friends or school staff.

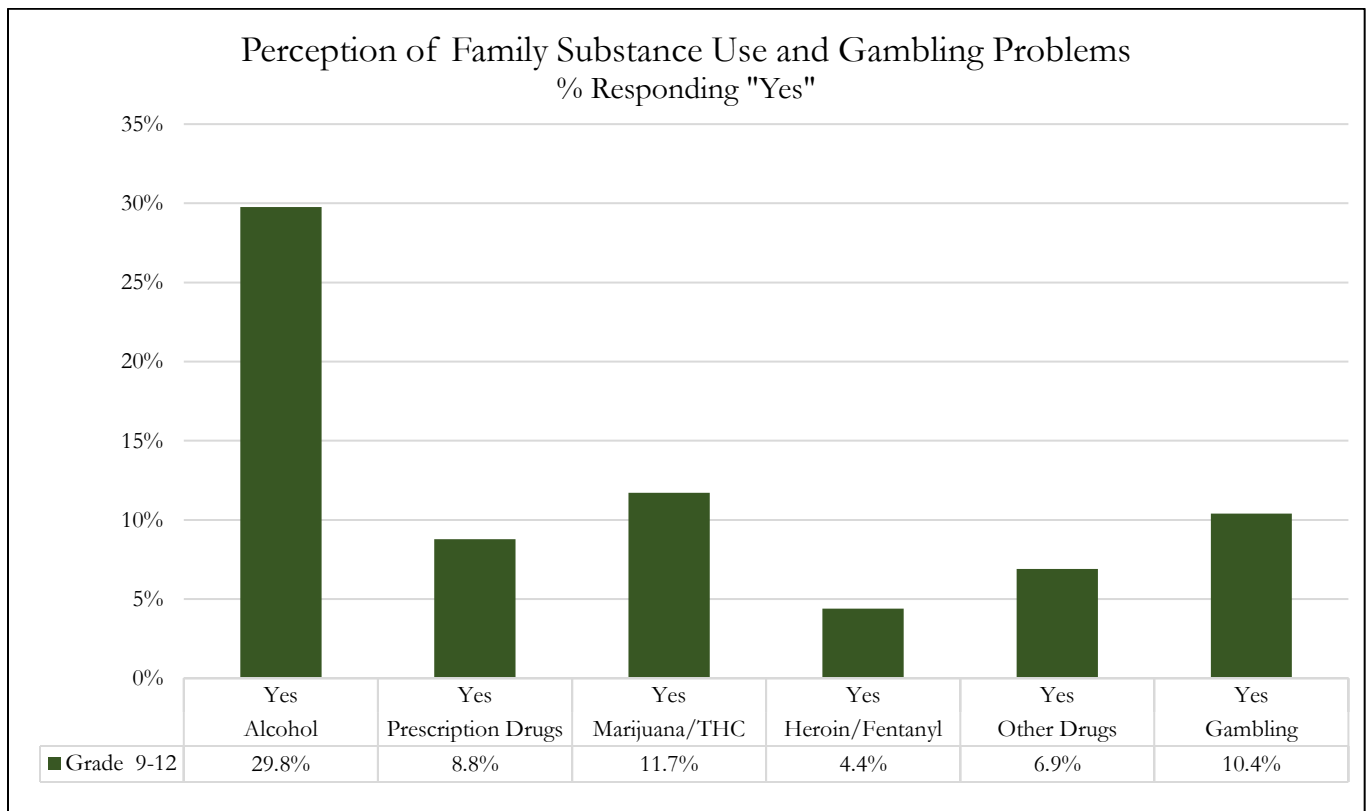
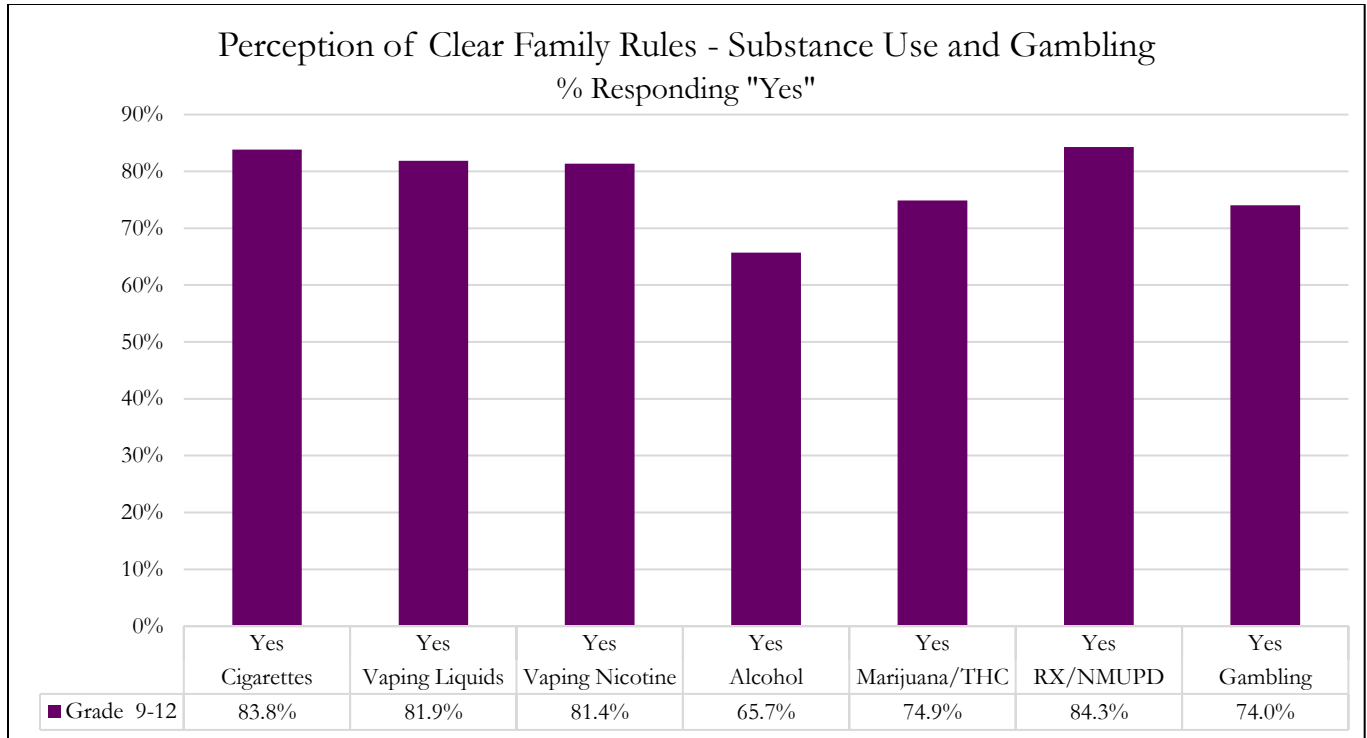
## Comfort Seeking Help by Source-Community and Internet



\*High school females were more likely than males to feel comfortable seeking help from a therapist in the community.

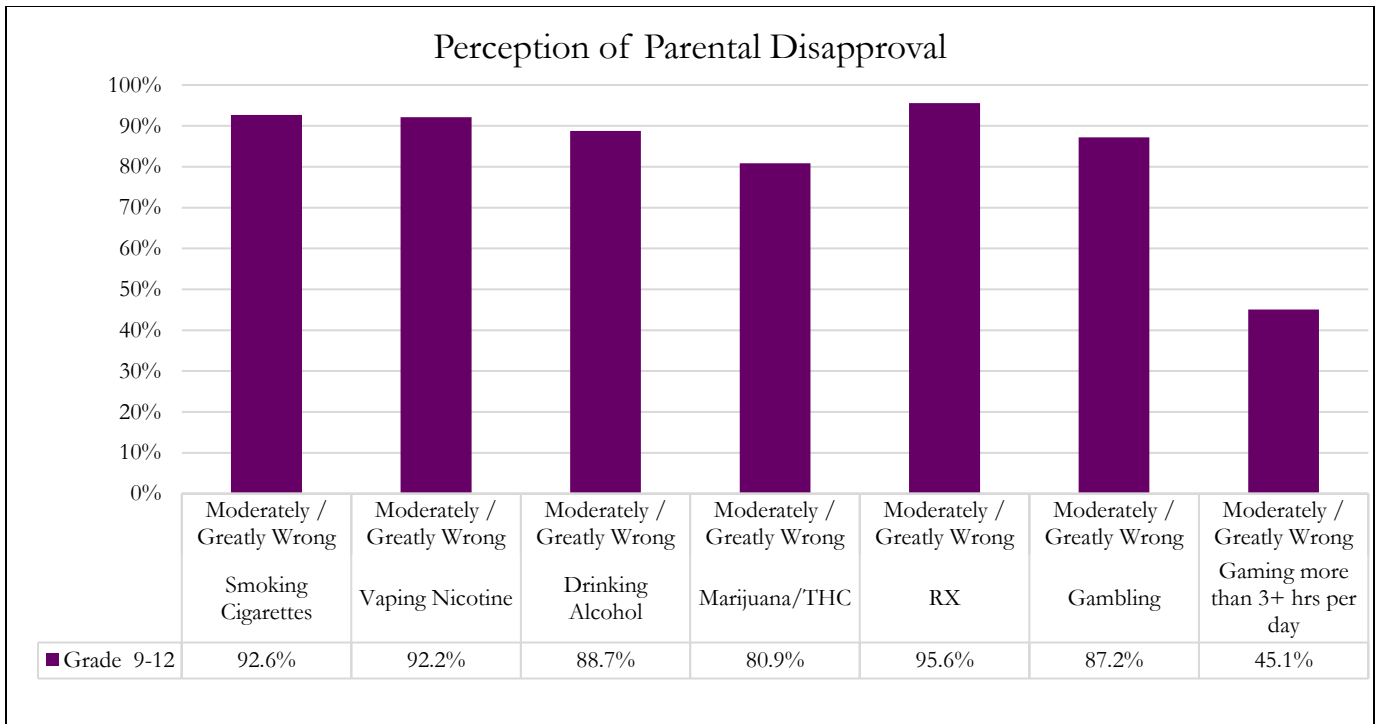
\*High school youth who described themselves as LGBS were more likely than their heterosexual peers to report feeling comfortable seeking help from the internet, or a counselor online.

## Perceptions of Substance Use, Family Rules, and Experiences:

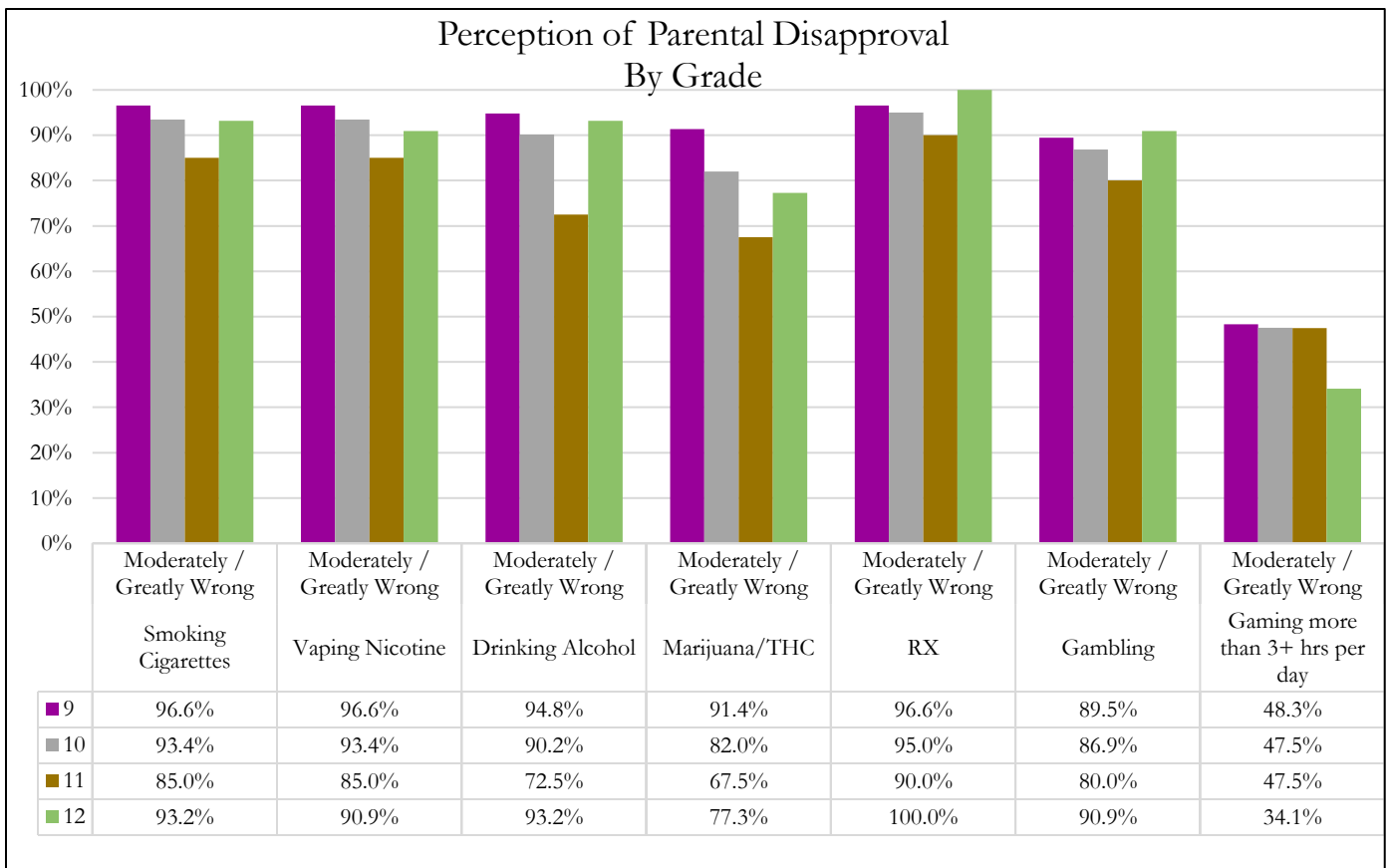


\*High school females reported having more family problems with alcohol than males.

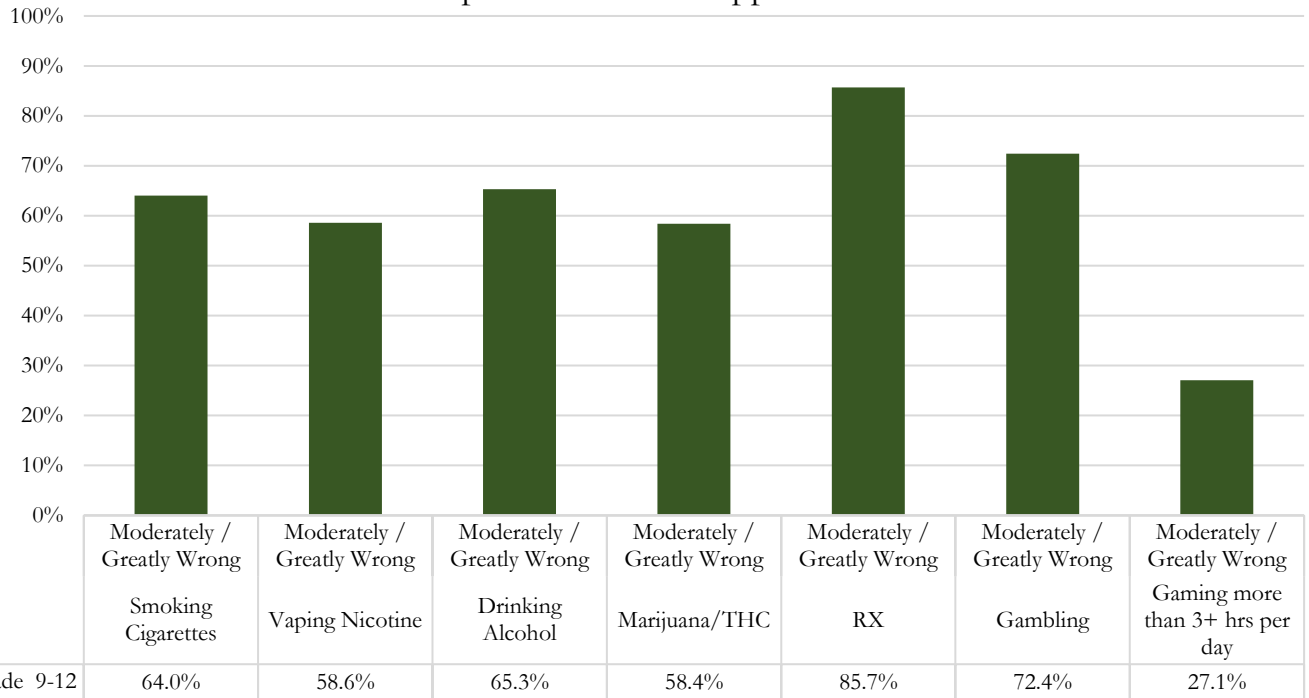
\*High school youth who described themselves as LGBS reported having more family problems with alcohol, marijuana, heroin/fentanyl, and other drugs than heterosexual youth.



\*High school youth who described themselves as LGBS reported less parental disapproval for marijuana than their heterosexual peers.



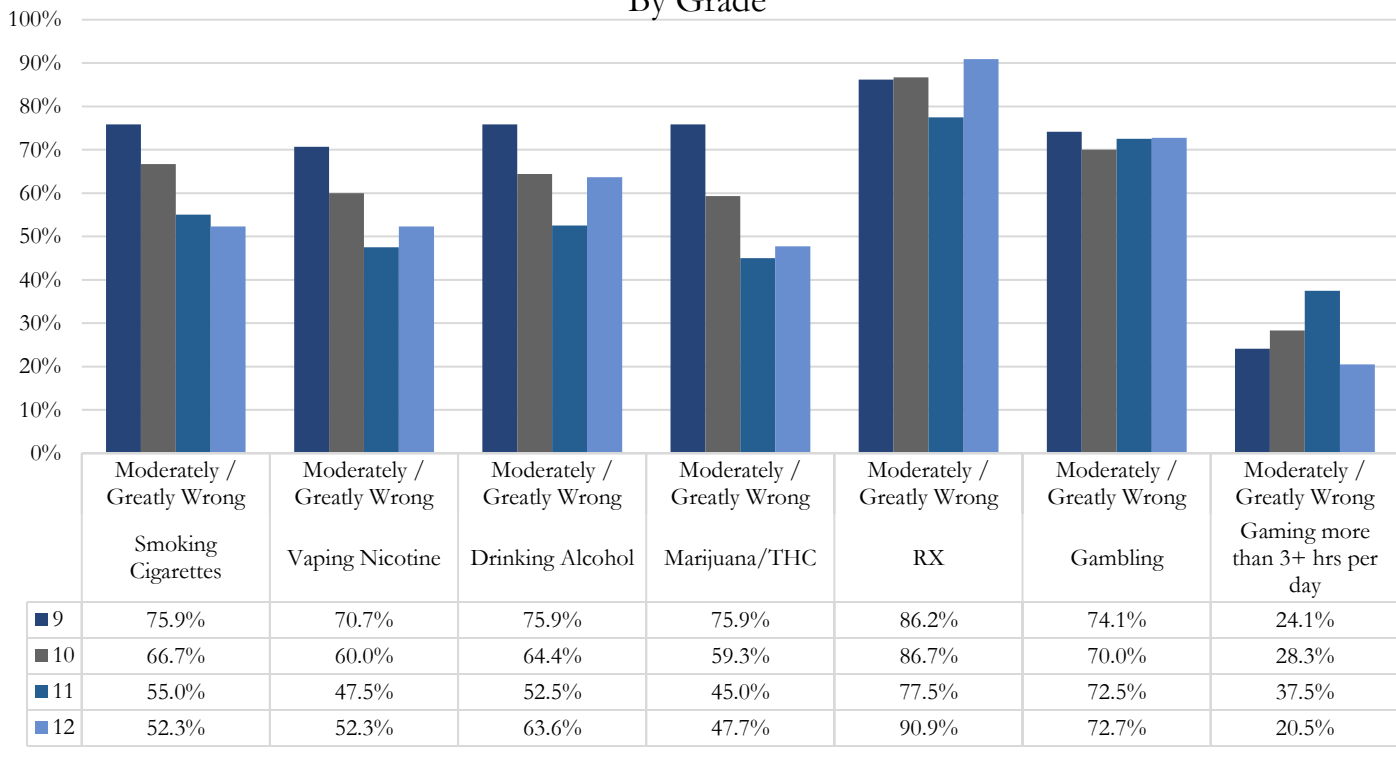
## Perception of Peer Disapproval

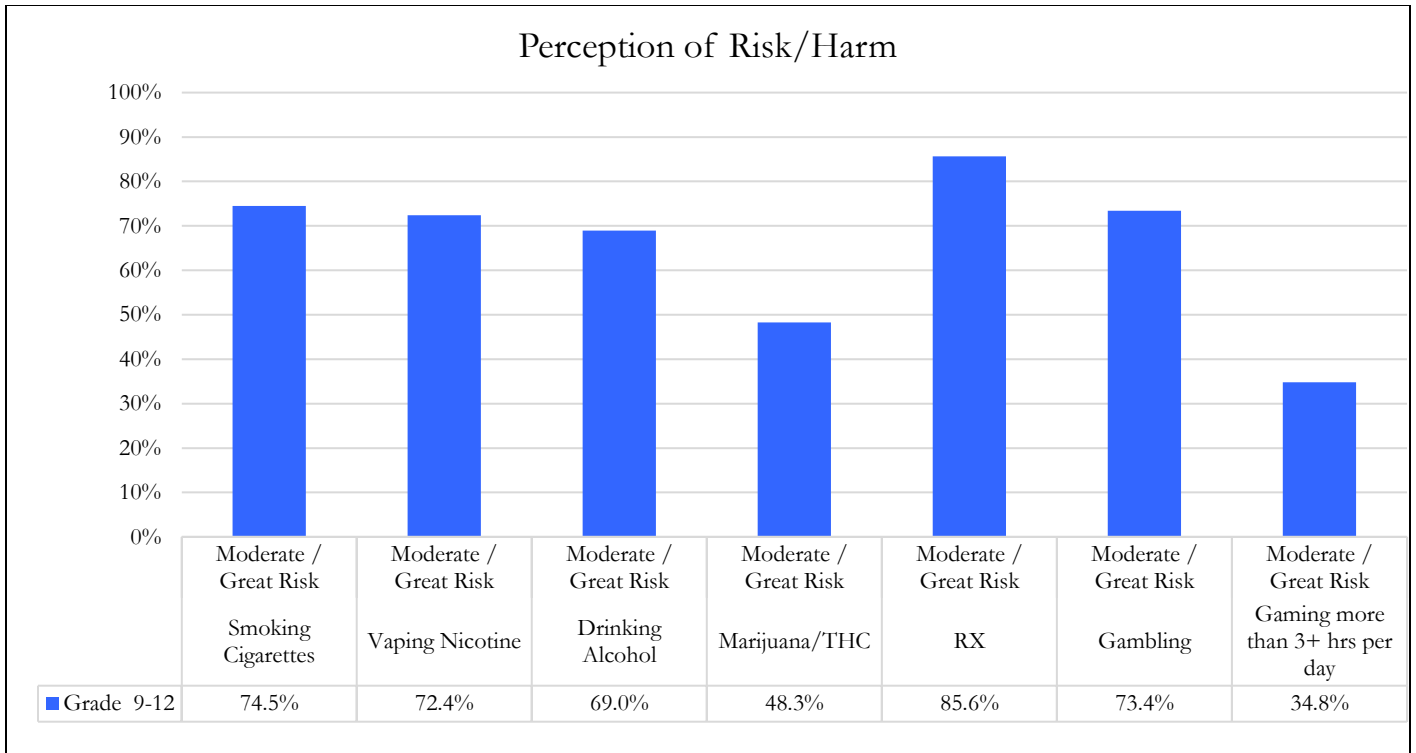


\*High school females reported more peer disapproval for gambling than males.

\*High school youth who described themselves as LGBS reported less peer disapproval for smoking cigarettes, vaping, and marijuana than their heterosexual peers.

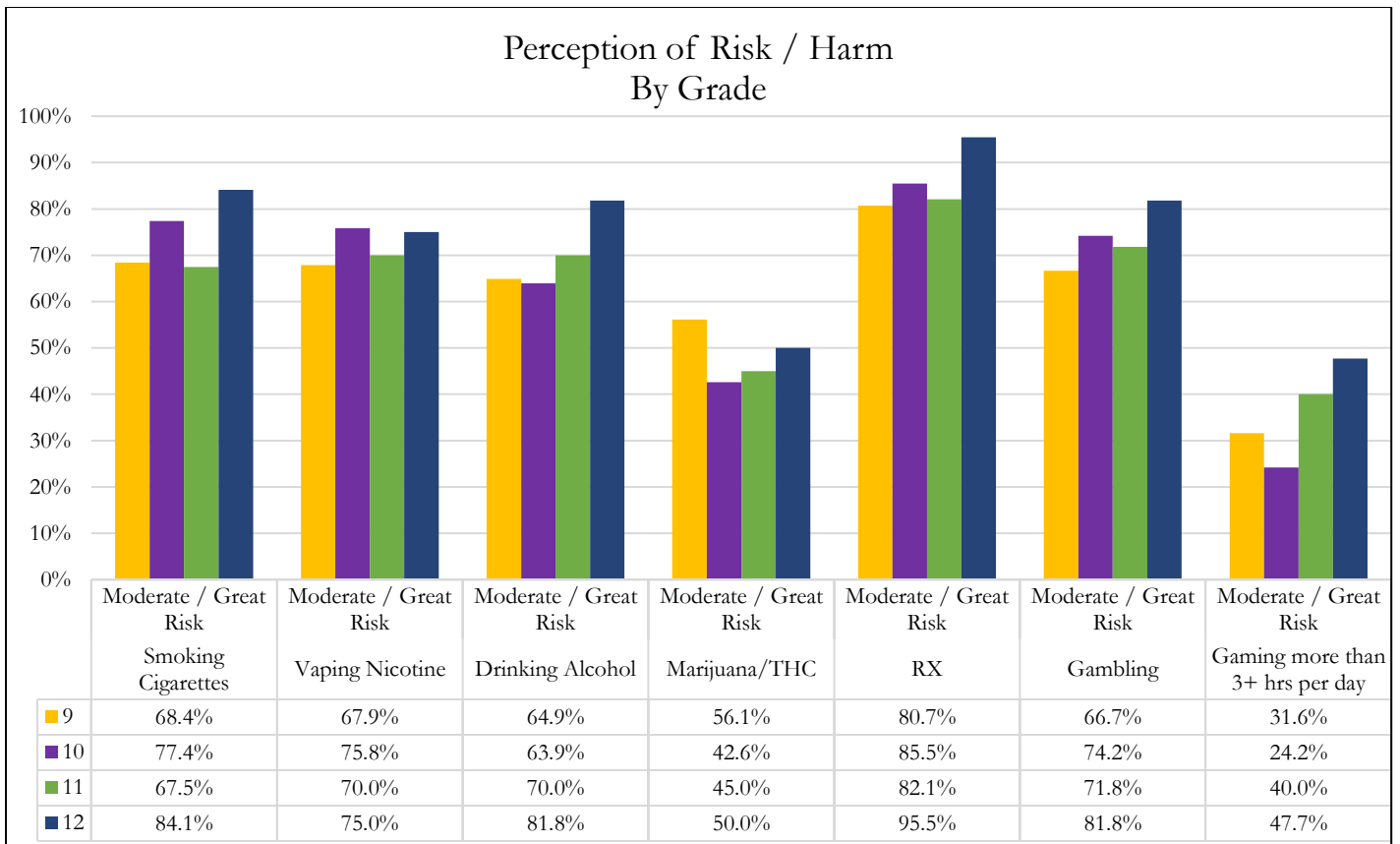
## Perception of Peer Disapproval By Grade





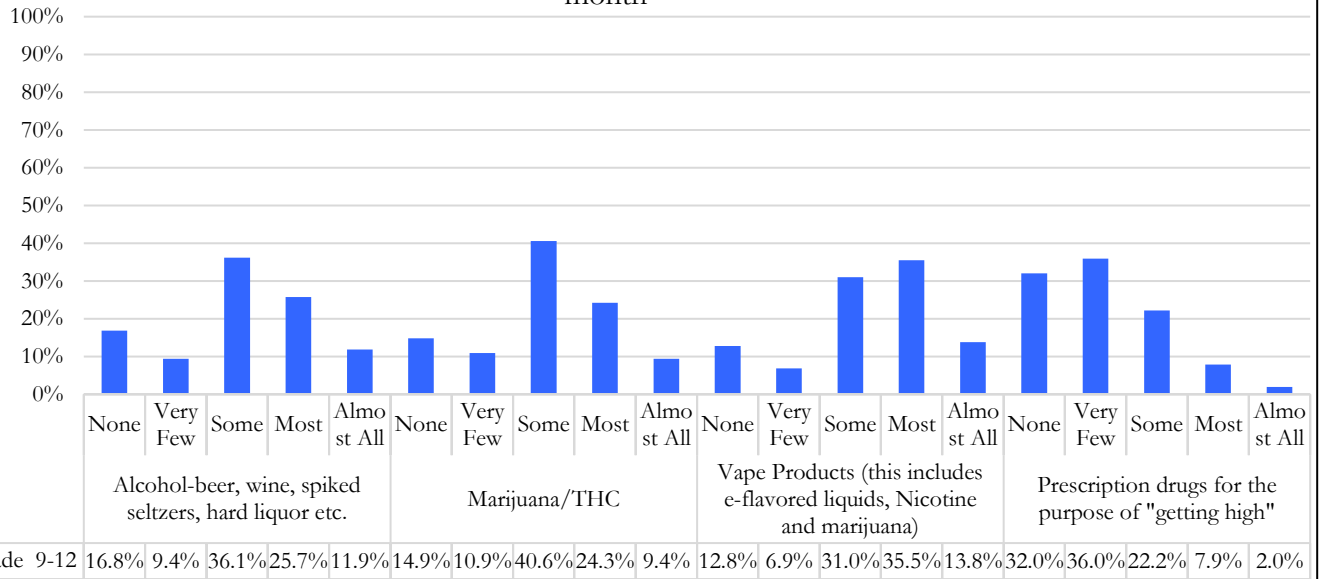
\*High school females reported greater perception of risk than males for alcohol, marijuana, non-medical use of prescription drugs, and gaming 3 or more hours per day.

\*High school youth who described themselves as LGBS reported greater perception of risk for cigarettes, vaping, and alcohol than their heterosexual peers.



### Perception of Peer Use in Past Month

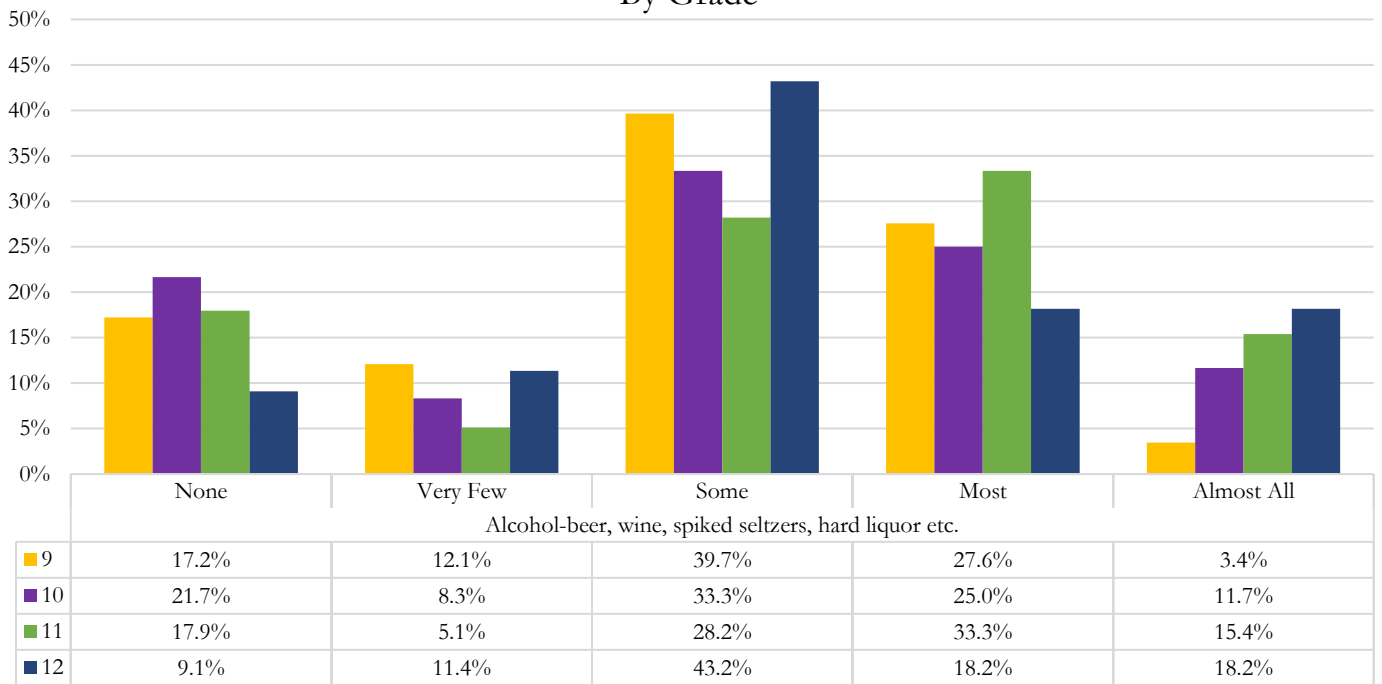
"Estimate the percentage of peers that have used the following substances in the past month"



\*High school females reported more peer use of vape products and prescription drugs than males.

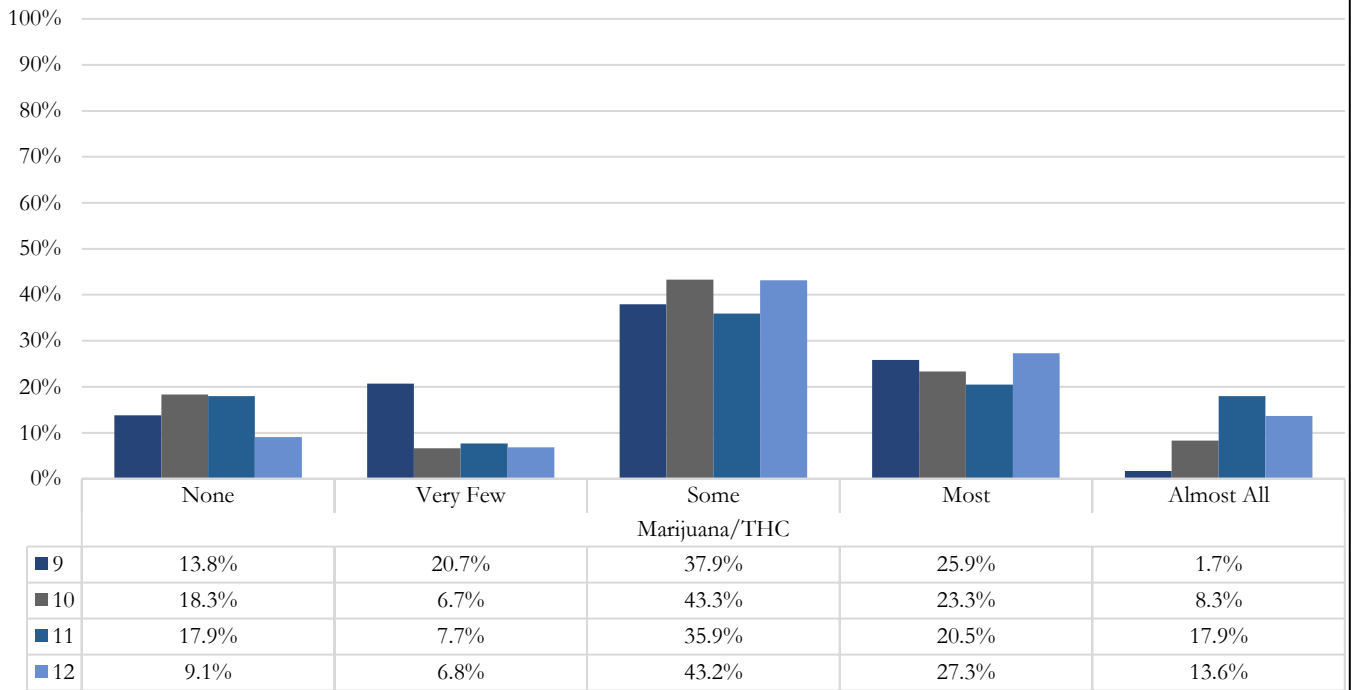
\*High school youth who described themselves as LGBS reported more peer use of marijuana than their heterosexual peers.

### Perception of Peer Alcohol Use in Past Month By Grade

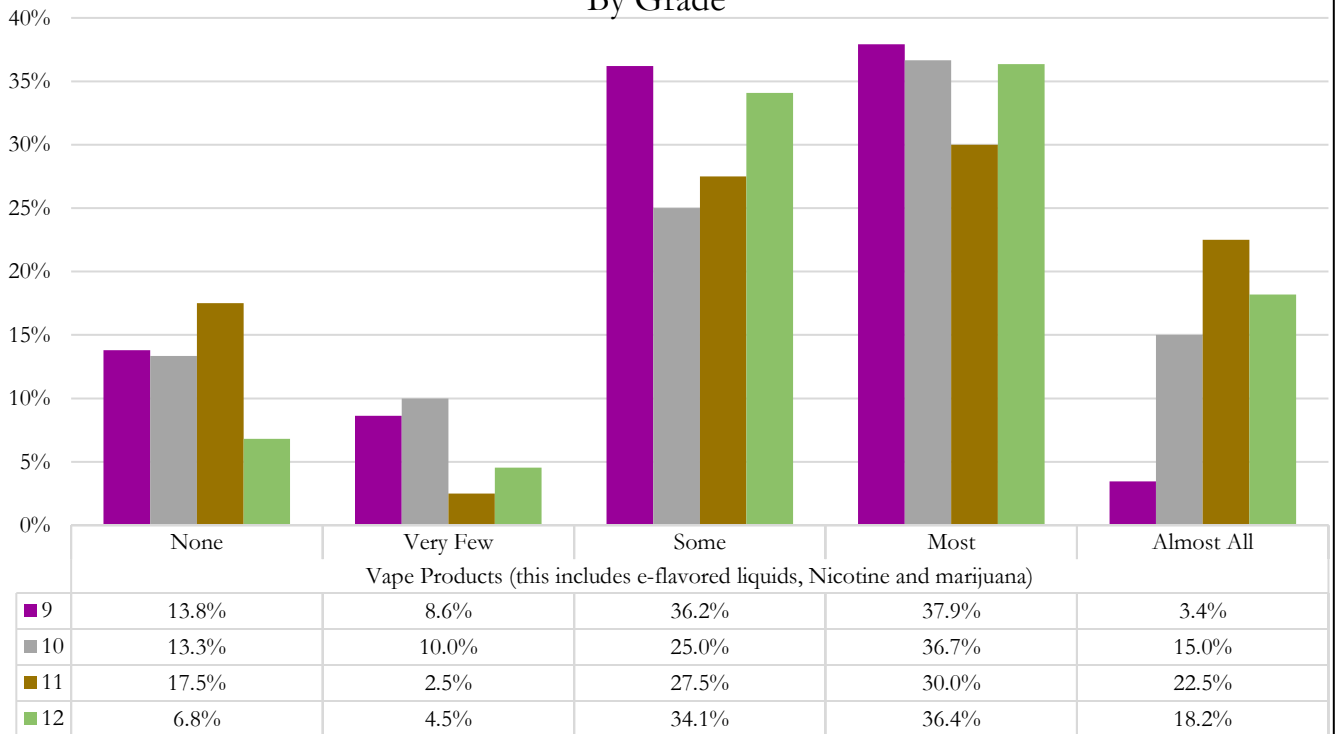


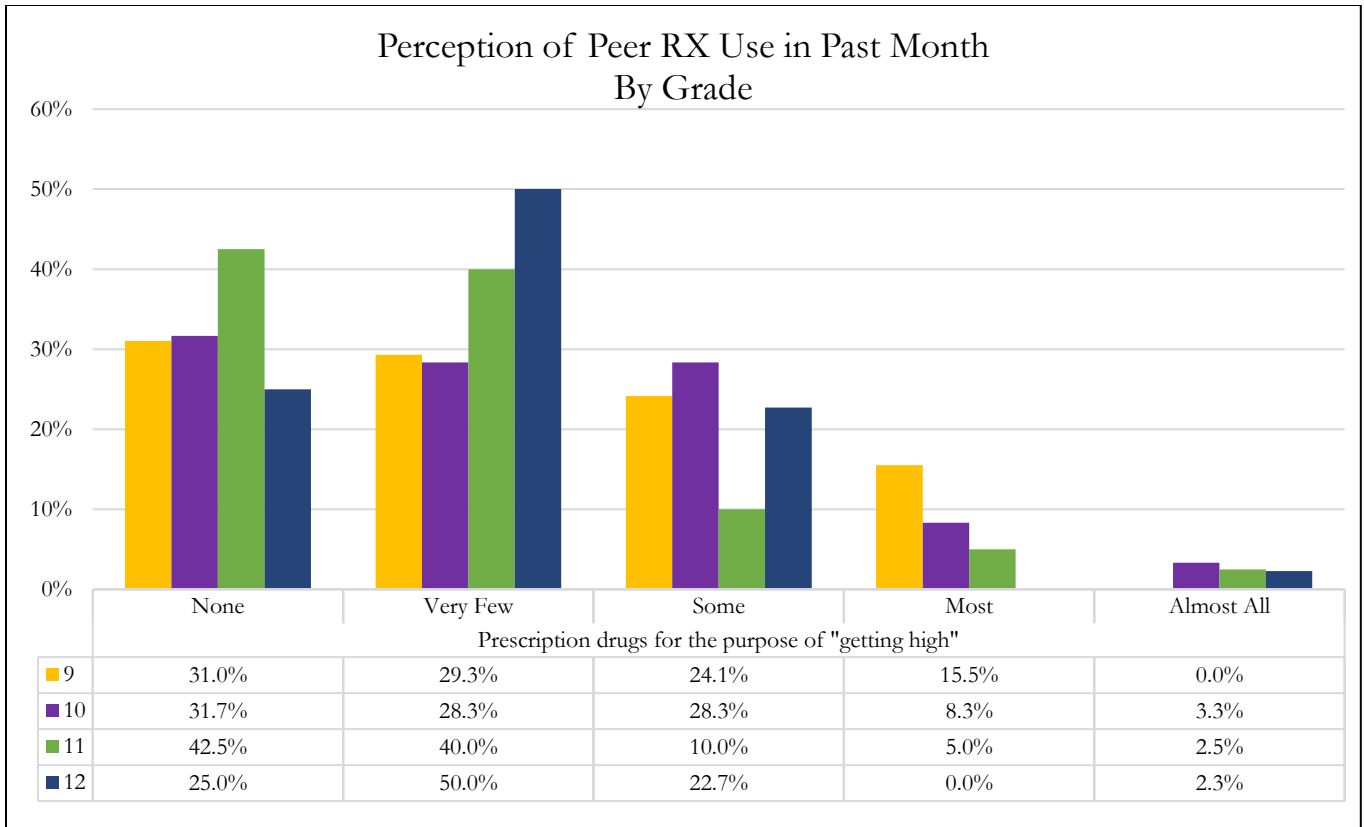


### Perception of Peer Marijuana Use in Past Month By Grade

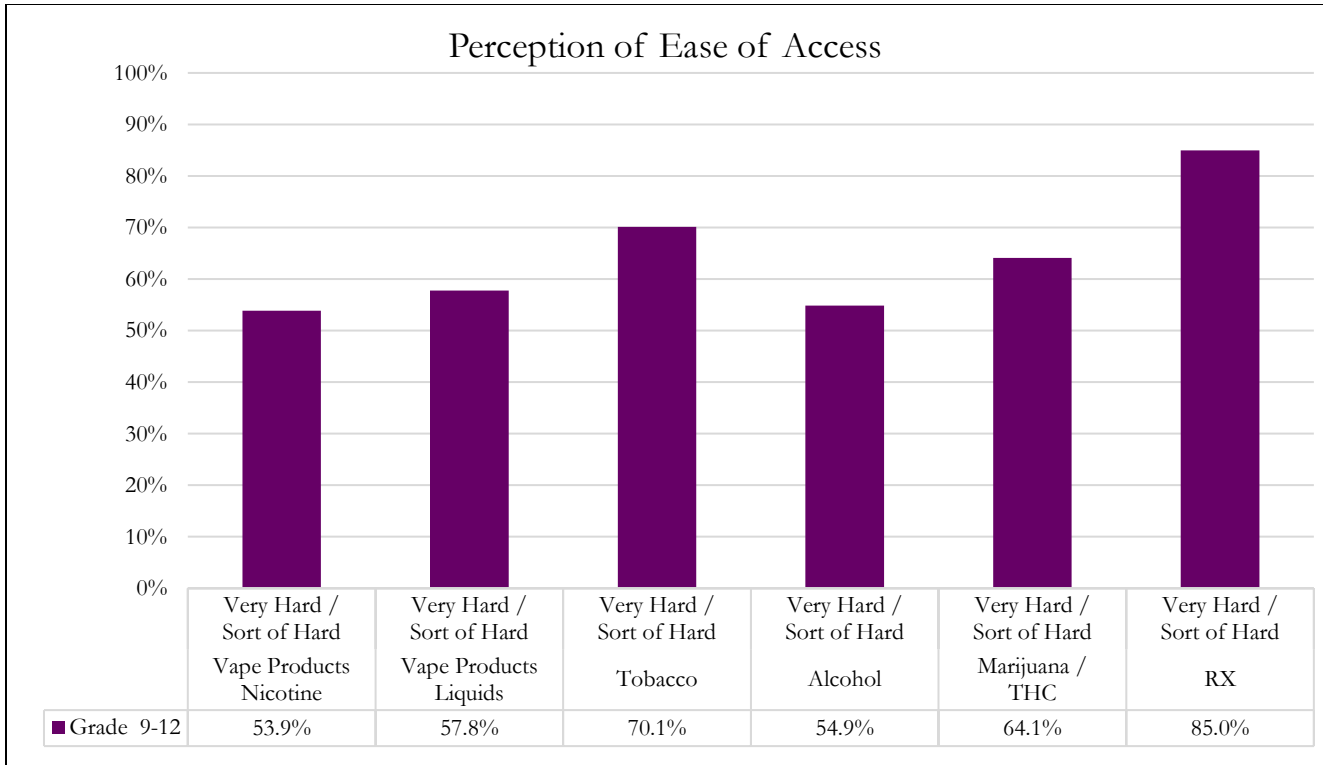


### Perception of Peer Vaping Use in Past Month By Grade



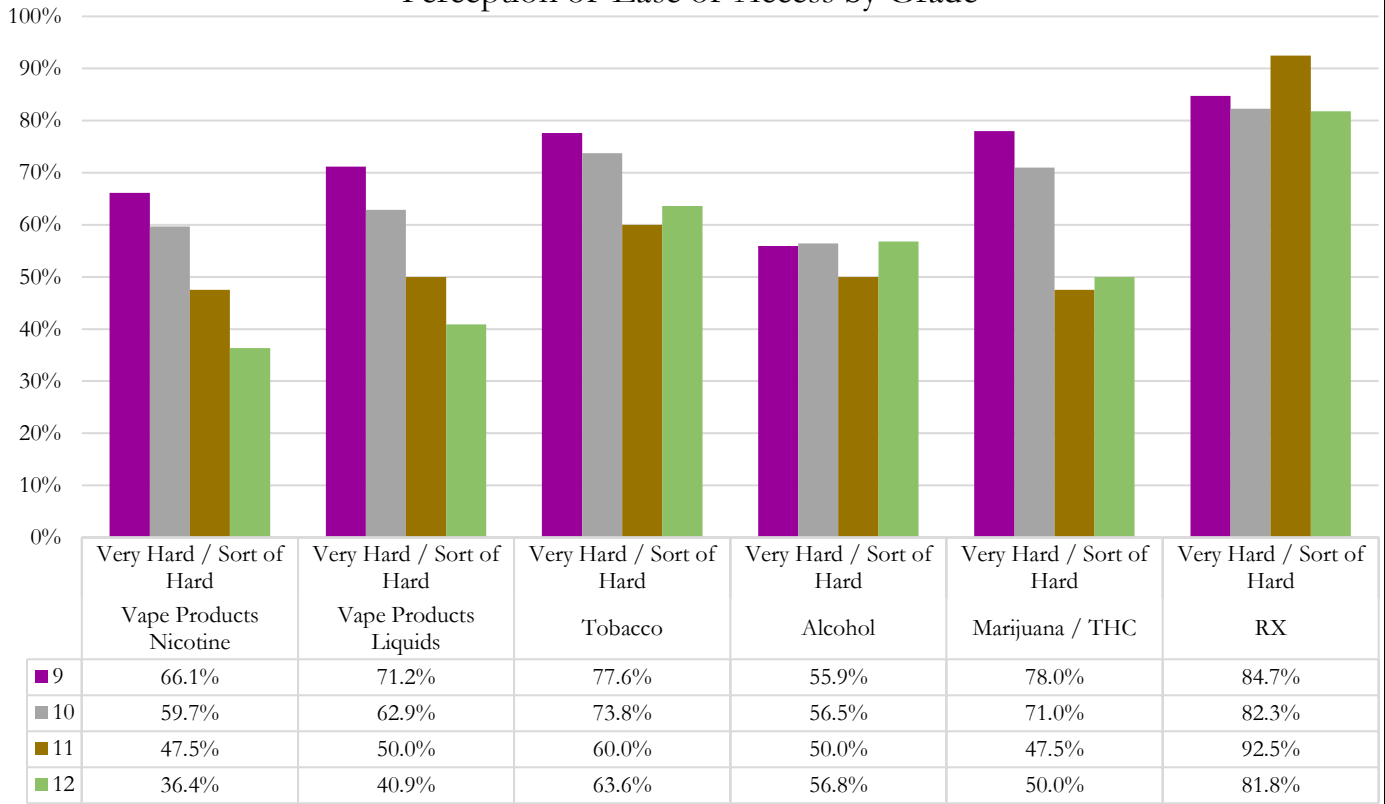


### Ease of Access:



\*High school youth who described themselves as LGBS reported greater ease of access for vape products with nicotine and flavored liquids, and other tobacco products, compared to their heterosexual peers.

## Perception of Ease of Access by Grade



## **Substance Use and Gambling:**

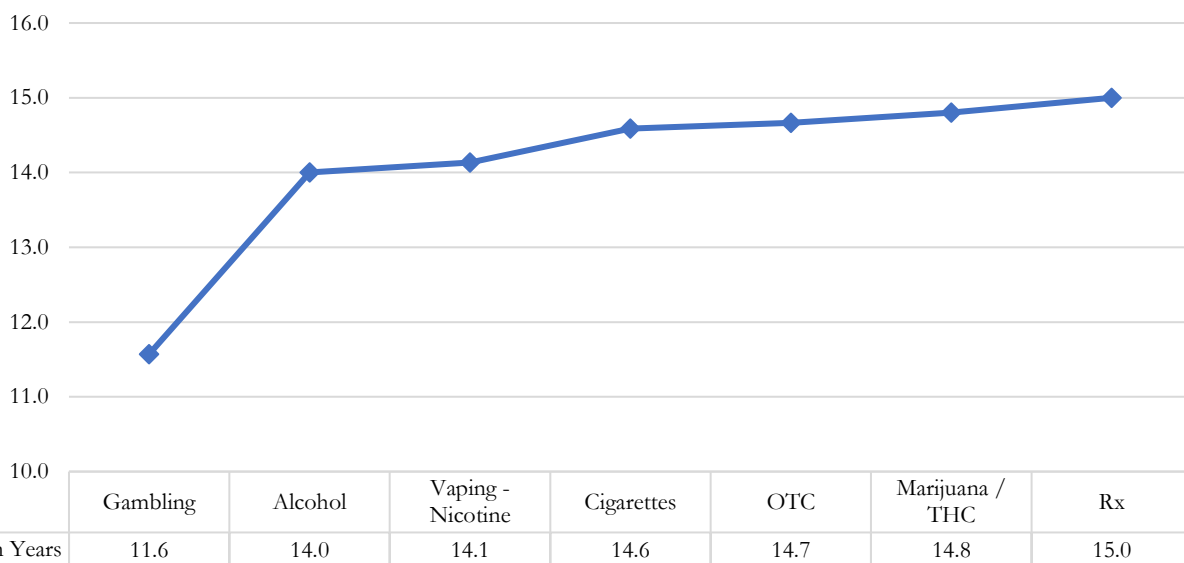
### **Risk Factors for Any Substance Use in Youth's Lifetime, Grades 9-12:**

The following list includes youth-reported experiences and perceptions that are statistically associated with lifetime use of any substance. It is important to note association should not be considered causation.

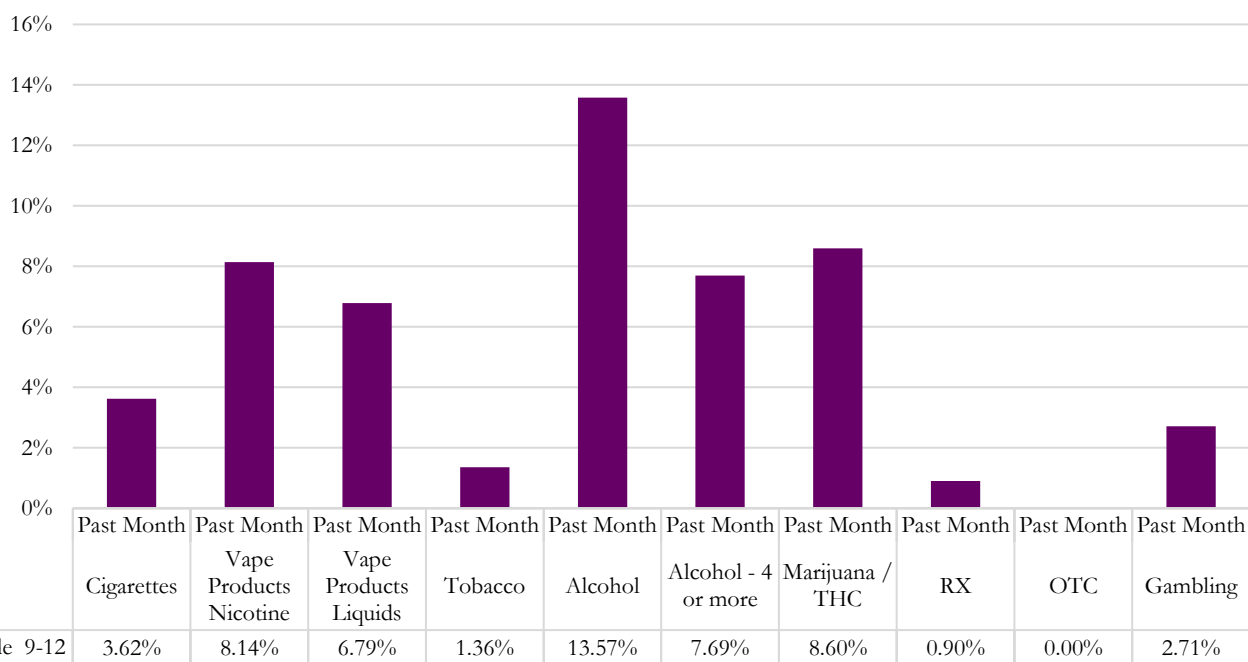
**Region 1 High School** youth who have used **any substance in their lifetime** are more likely to:

- Have the following experiences due to gaming: not complete homework or study, choose not to spend time with friends in person, feel more connected with others, have been asked personal information by a stranger, and have heard or seen inappropriate things
- Have the following experiences due to social media: feel left out or excluded, feel worse about themselves, have seen/heard something inappropriate, and have a hard time stopping their use
- Have ever been bullied
- Feel anxiety always in the past year
- Have thoughts of self-harm
- Have experienced physical abuse from an intimate partner
- Have felt sad or hopeless for two or more weeks in a row in the past year
- Have considered suicide in the past year
- Feel comfortable seeking help from the internet
- Report not having clear family rules around alcohol or marijuana use
- Have family problems with marijuana and gambling
- Report less parental disapproval for alcohol and marijuana
- Report less peer disapproval for smoking cigarettes, vaping, alcohol, and marijuana use
- Perceive less risk in alcohol use
- Perceive more peer use of alcohol, marijuana, and vape products
- Perceive greater ease of access for vape products with nicotine and flavored liquids, other tobacco products, alcohol, and marijuana
- Have had sexual intercourse or oral sex
- Have had sex under the influence of drugs or alcohol, have felt pressured to have sex, have sent a sext and felt pressured to sext, and have received a sext
- Have experienced problems with housing in their lifetimes
- Have experienced food insecurity in the past year
- Perceive less disapproval in using substances from teammates or peers in extracurricular activities
- Report having a lot more problems with friends or family during the COVID-19 pandemic and have more access to mental health supports during the pandemic
- Report having increased access to alcohol and other drugs during the COVID-19 pandemic

### Age of First Use



### Past Month Use of CORE Substances and Gambling



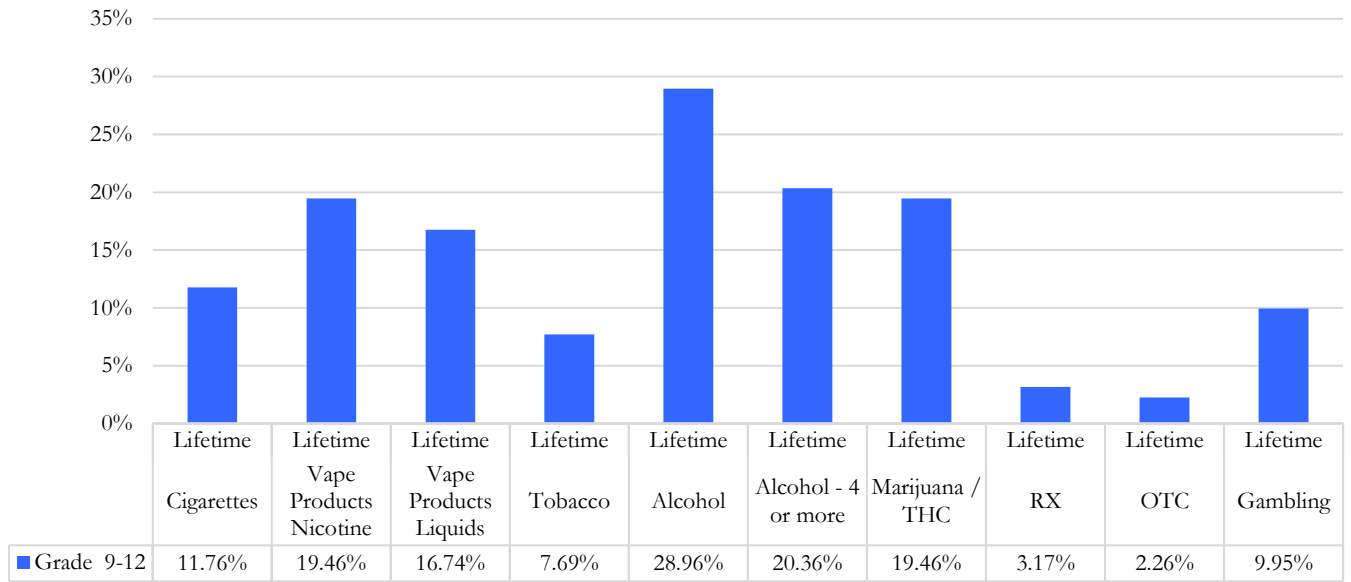
\*High school females were more likely to report past month use of alcohol than males.

\*High school youth in the “All Other Races” group were more likely than white youth to report past month use of other tobacco products.

\*High school Hispanic youth were more likely than white youth to report past month non-medical use of prescription drugs.

\*High school youth who described themselves as transgender, non-binary, or unsure were more likely to report past month use of cigarettes than their cisgender peers.

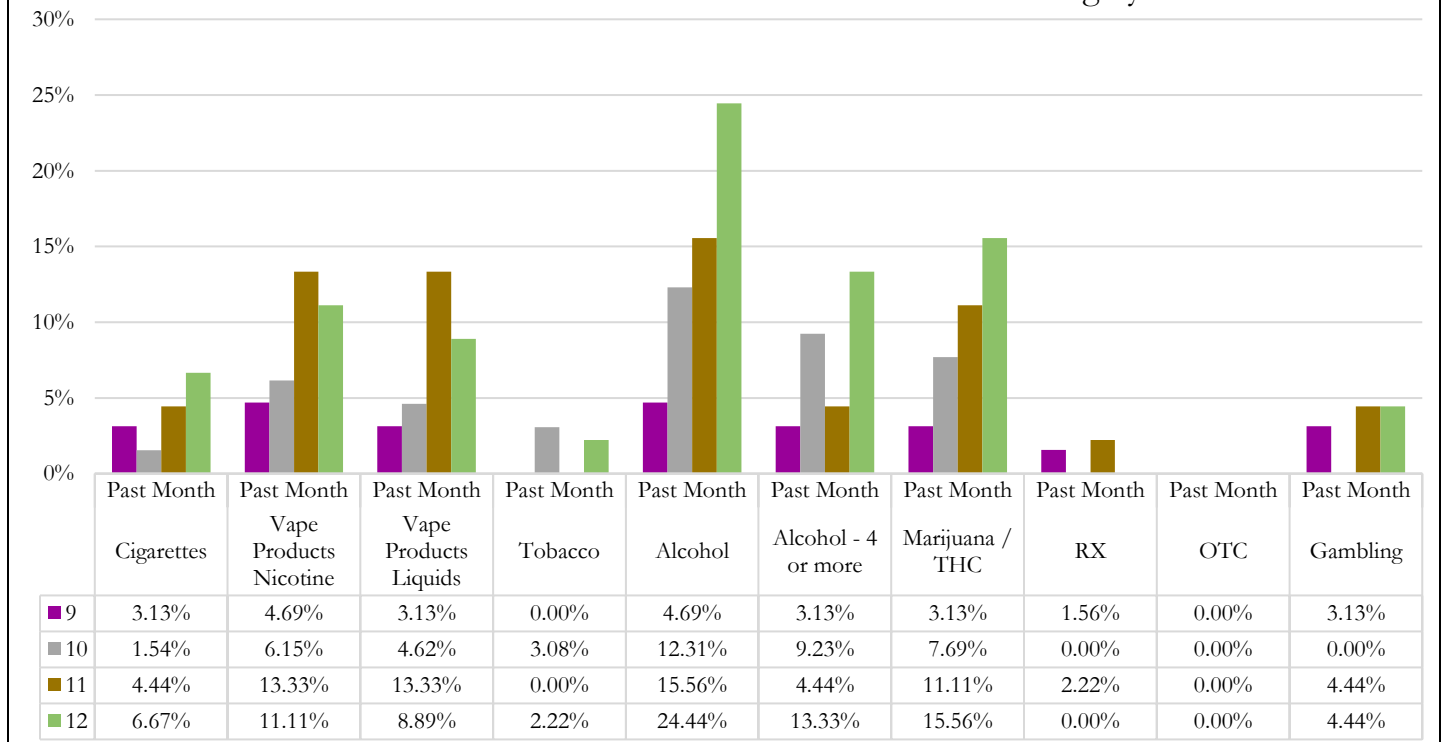
## Lifetime Use of CORE Substances and Gambling



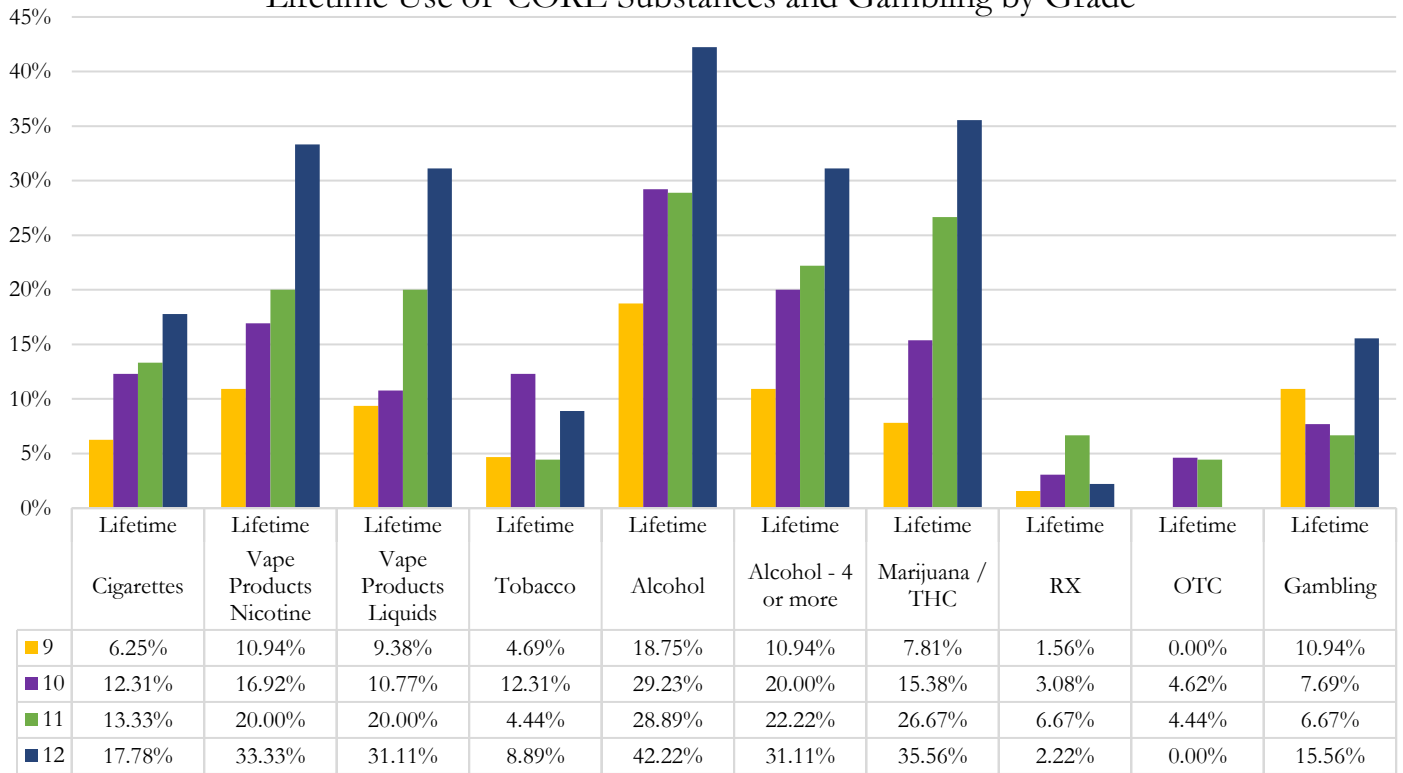
\*High school females were more likely than males to report ever using vape products with nicotine and vape products with flavored liquids.

\*High school youth who described themselves as transgender, non-binary or unsure were more likely than their cisgender peers to have ever gambled.

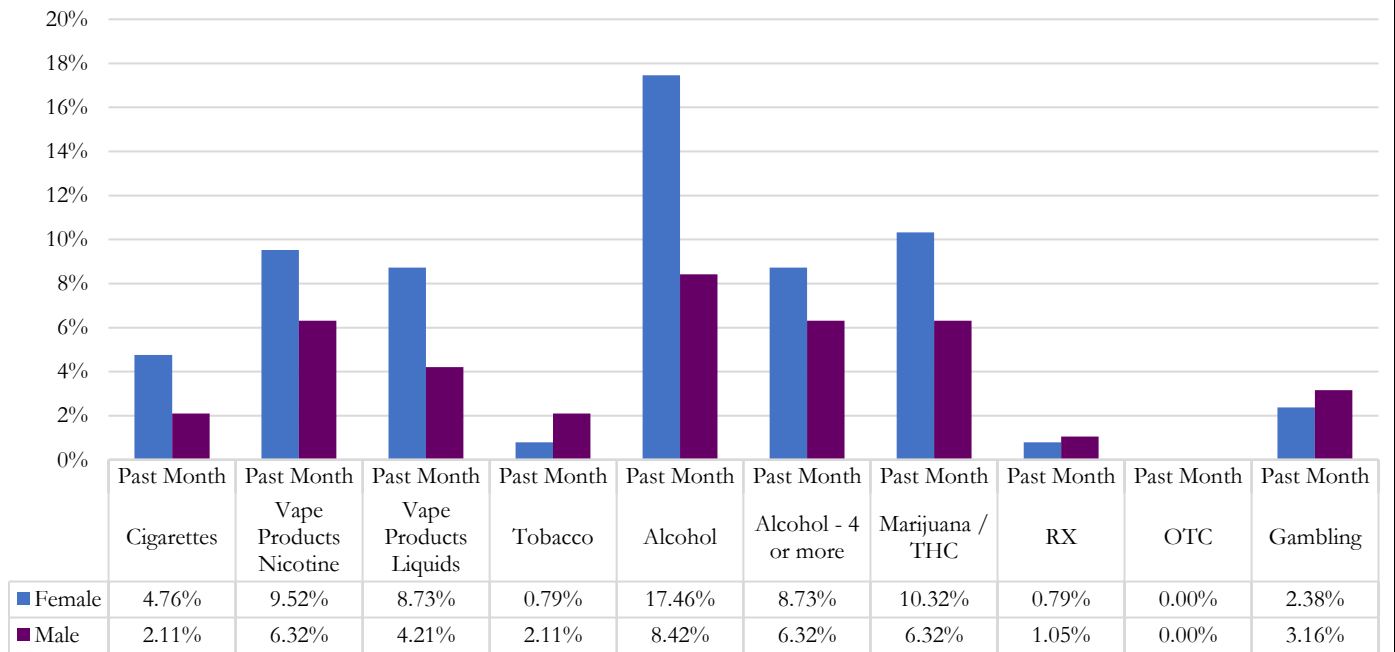
## Past Month Use of CORE Substances and Gambling by Grade



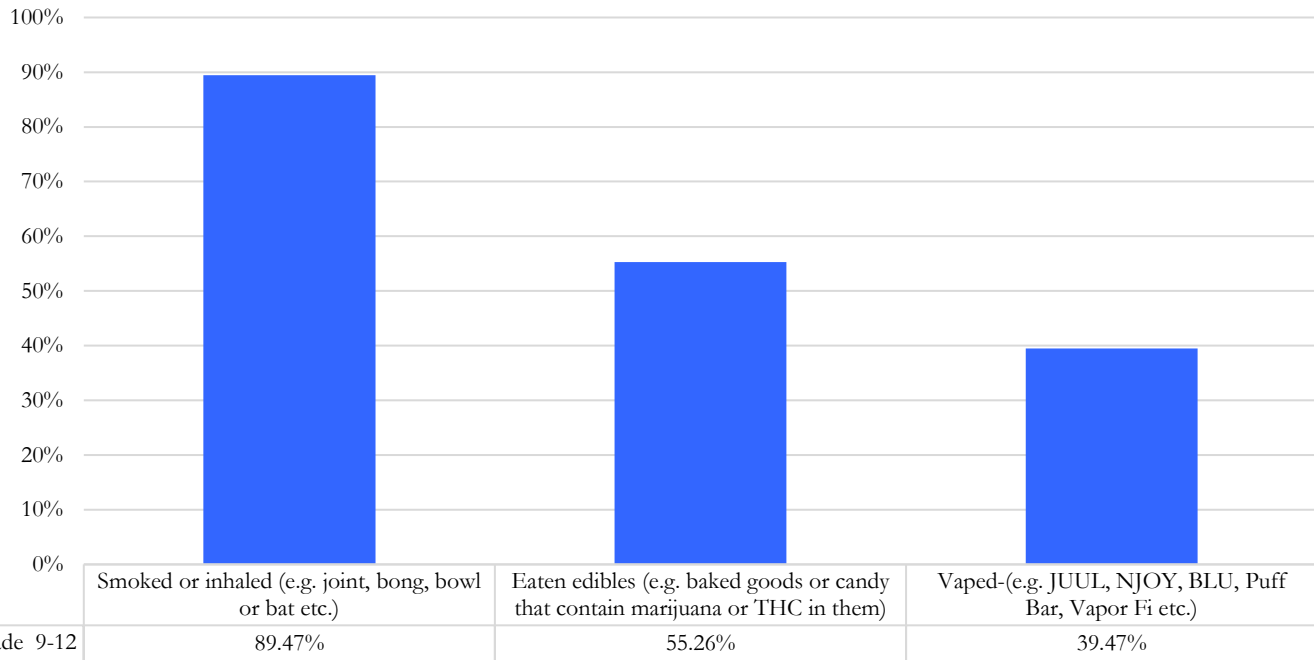
### Lifetime Use of CORE Substances and Gambling by Grade



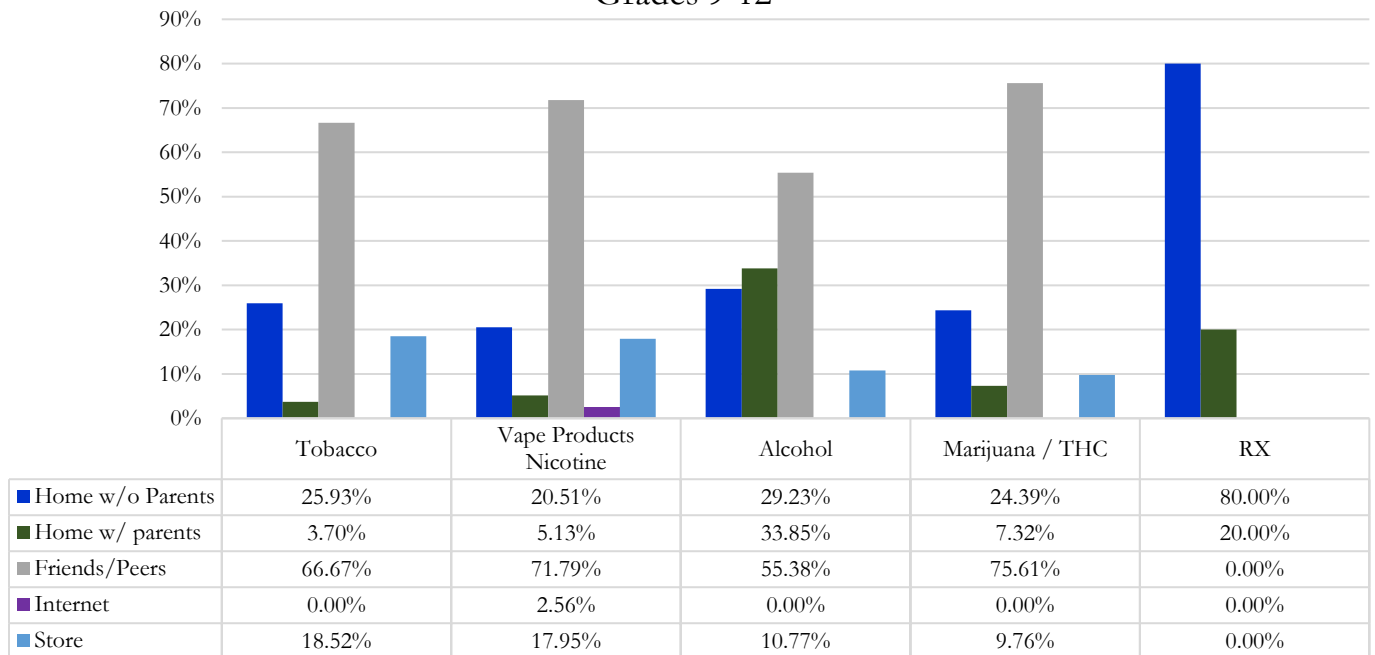
### Biological Sex Differences in CORE Substance Use and Gambling Grades 9-12



## Methods of Marijuana Use Youth Who Have Used in the Past 12 Months

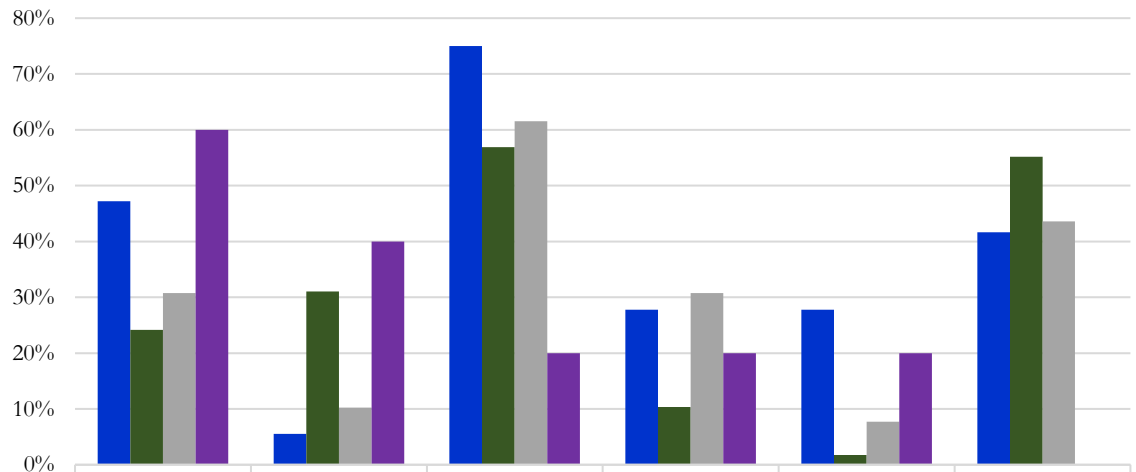


## Where Substances Are Acquired Most Often Amongst Lifetime Users Grades 9-12



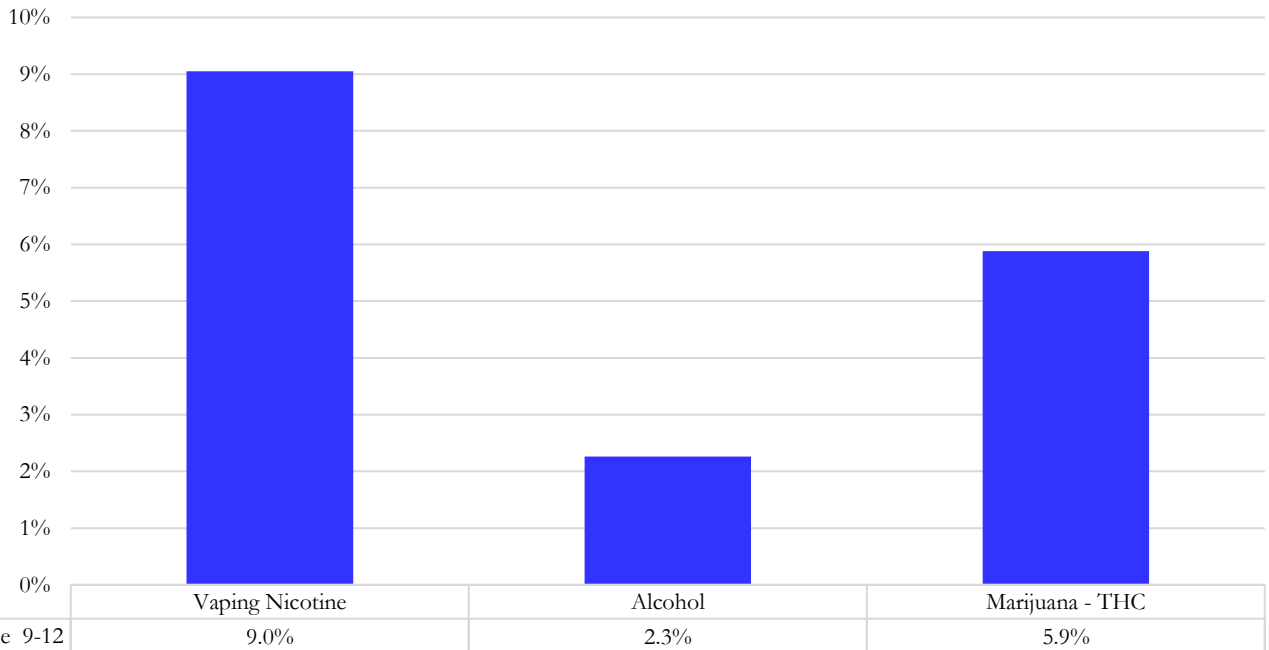


### Where Substances Are Used Most Often Amongst Lifetime Users Grades 9-12

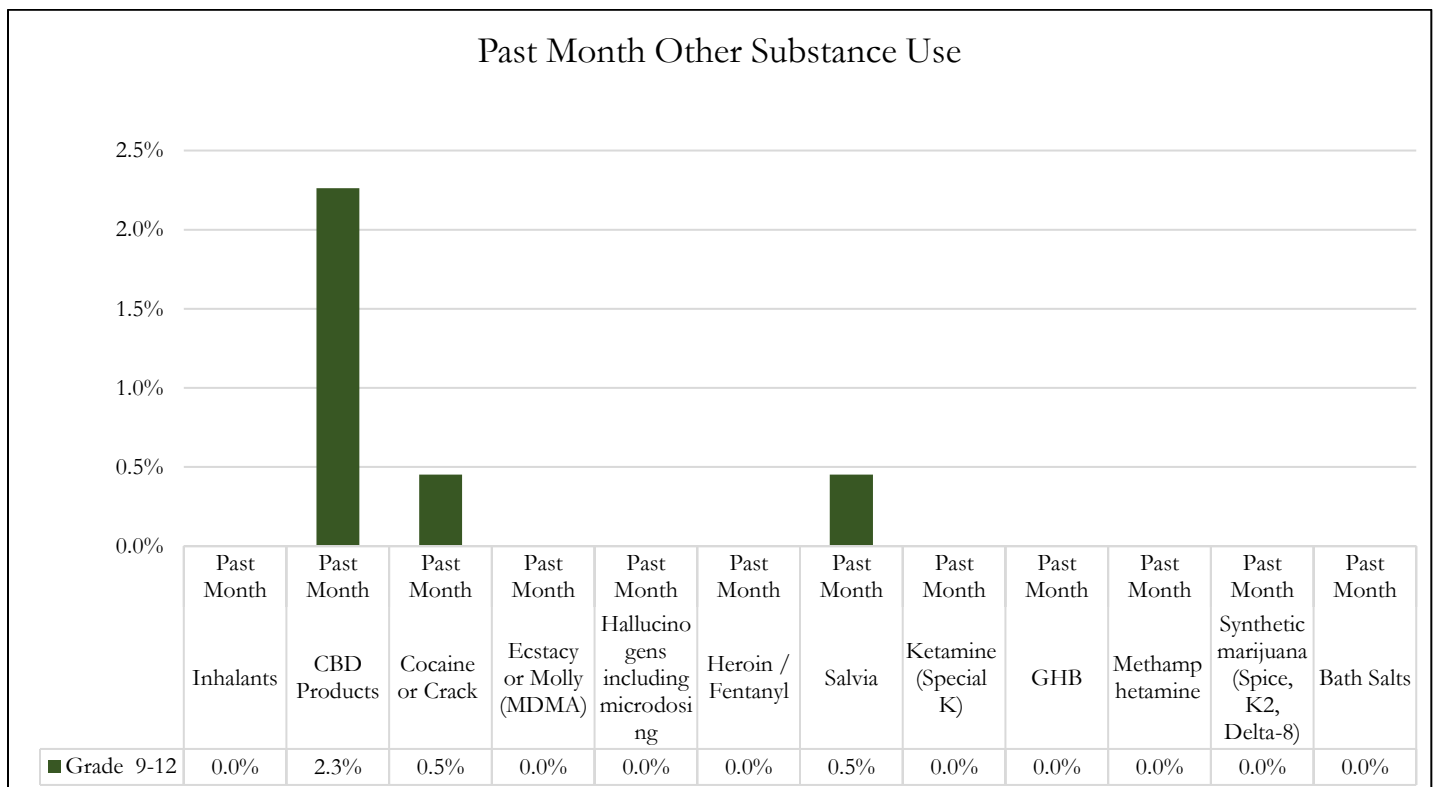
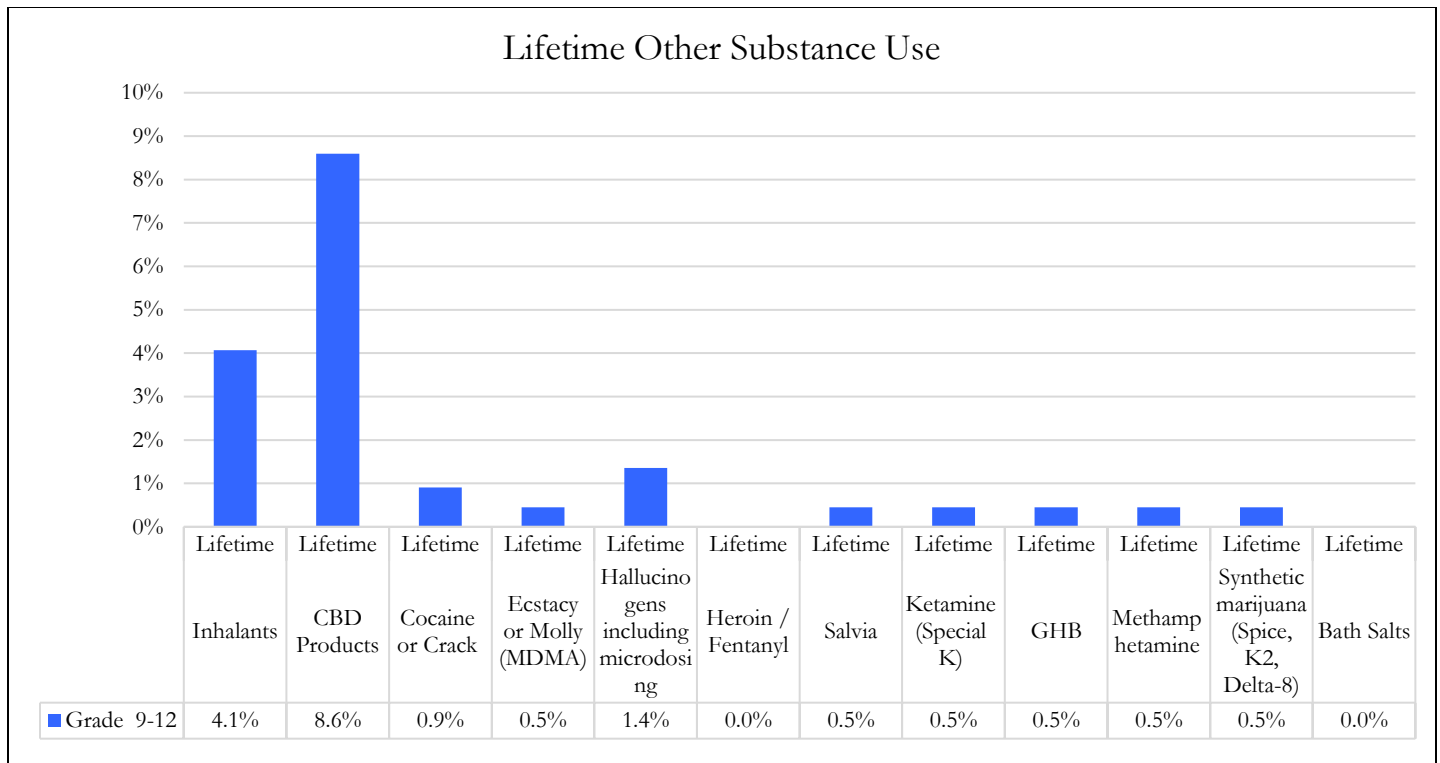


	At home, alone	At home with parent(s)/guardian present	With friends at my home or my friends' home	In the woods, at the park, beach, or on the street	In a car	At a party
Vaping Nicotine/ Liquids	47.2%	5.6%	75.0%	27.8%	27.8%	41.7%
Alcohol	24.1%	31.0%	56.9%	10.3%	1.7%	55.2%
Marijuana / THC	30.8%	10.3%	61.5%	30.8%	7.7%	43.6%
RX	60.0%	40.0%	20.0%	20.0%	20.0%	0.0%

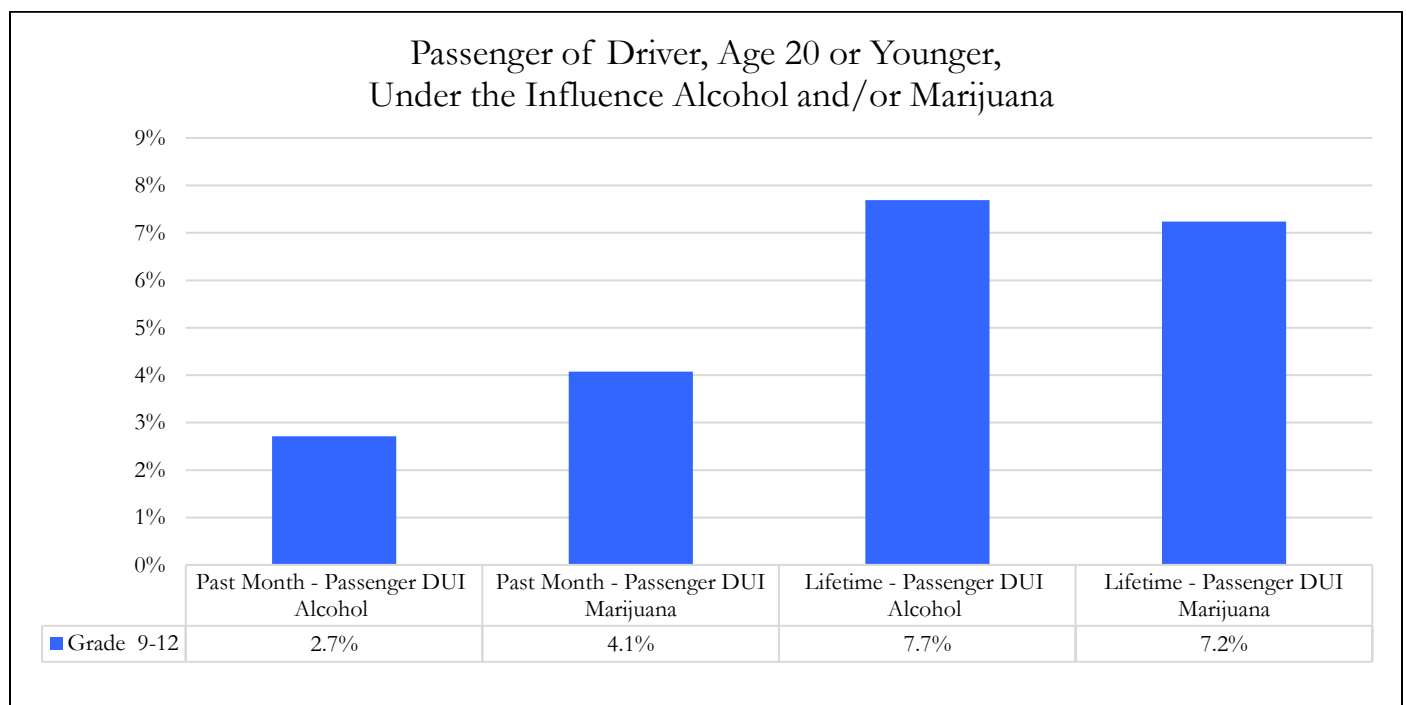
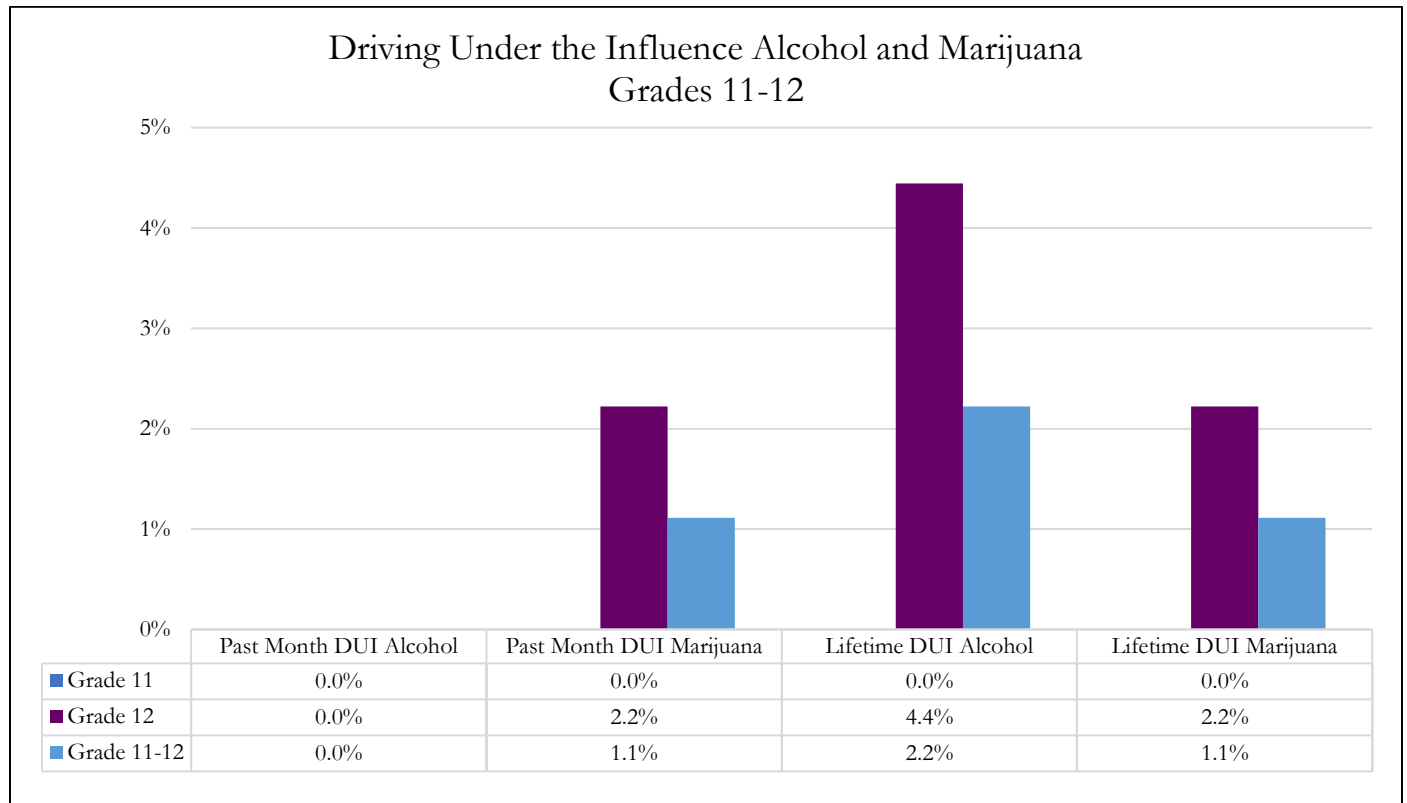
### Youth Use of Substances at School- including school events



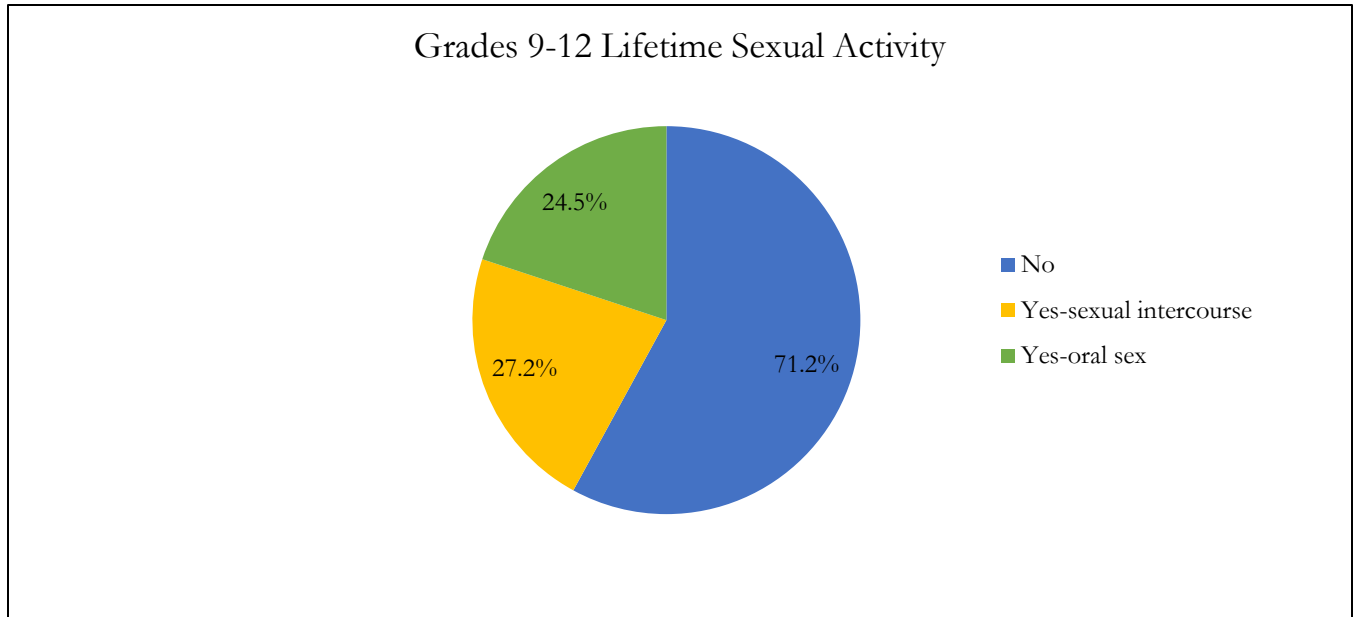
## Other Substance Use:



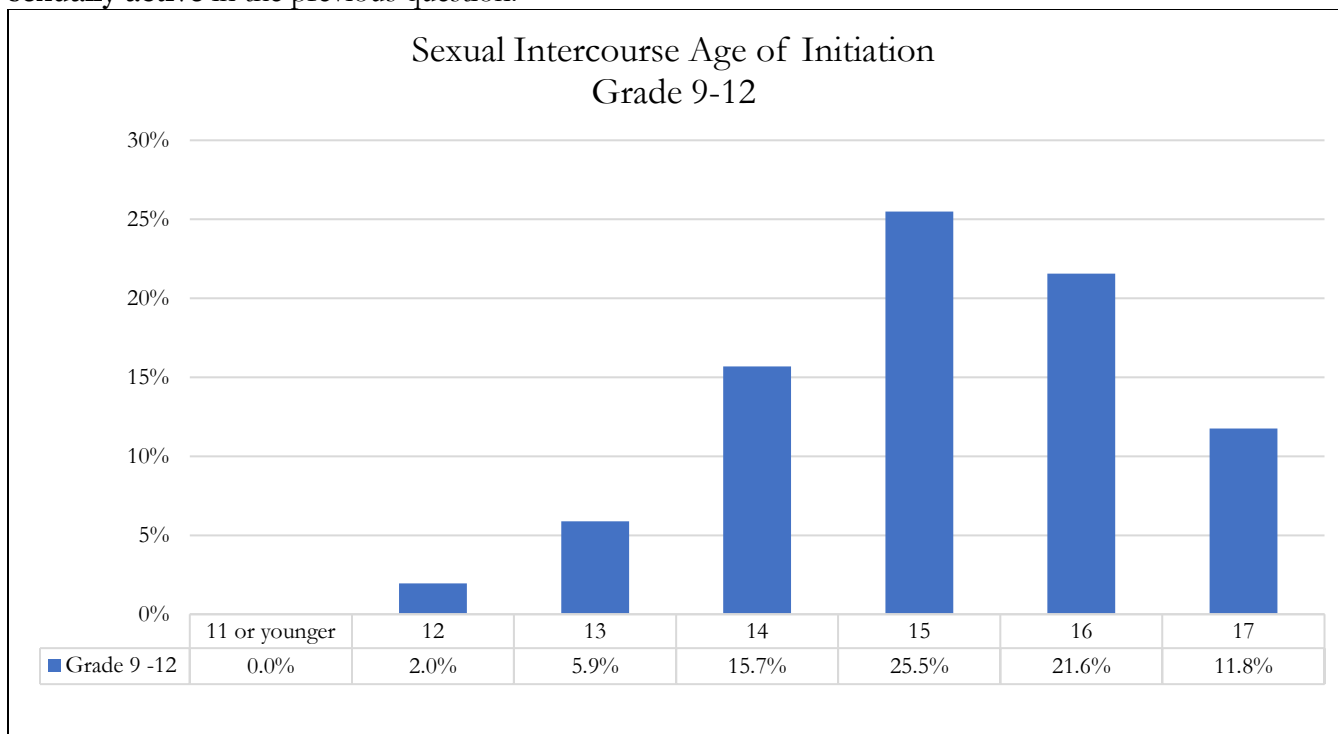
## Driving Under the Influence:



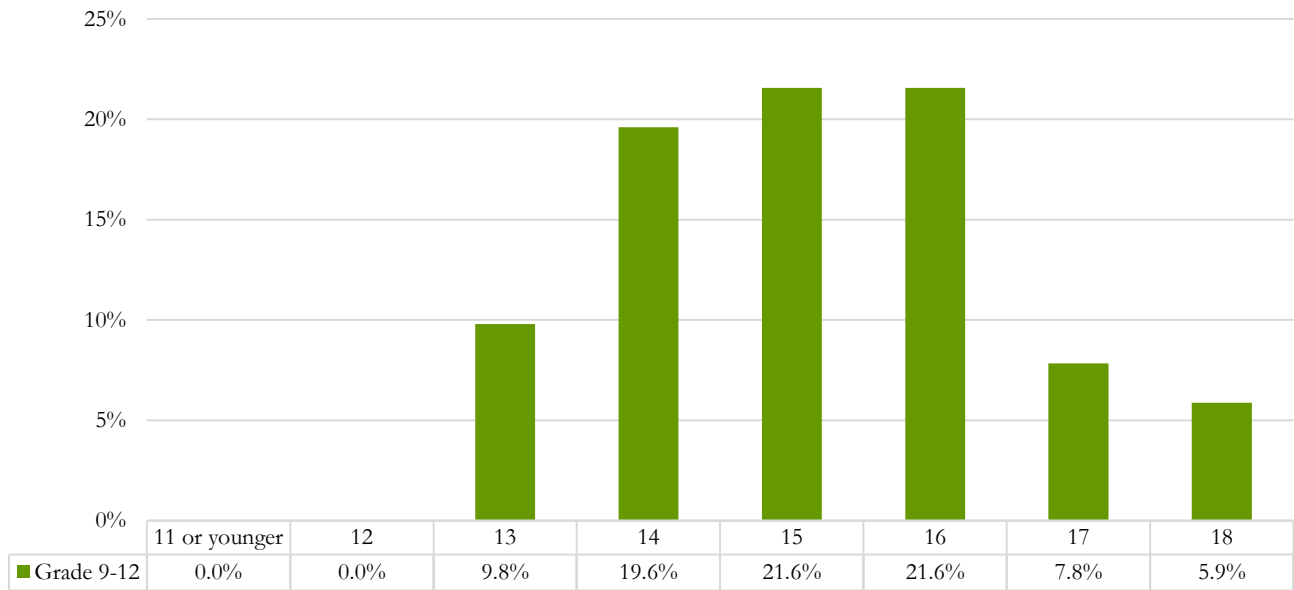
## Sexual Behaviors- High School Only:



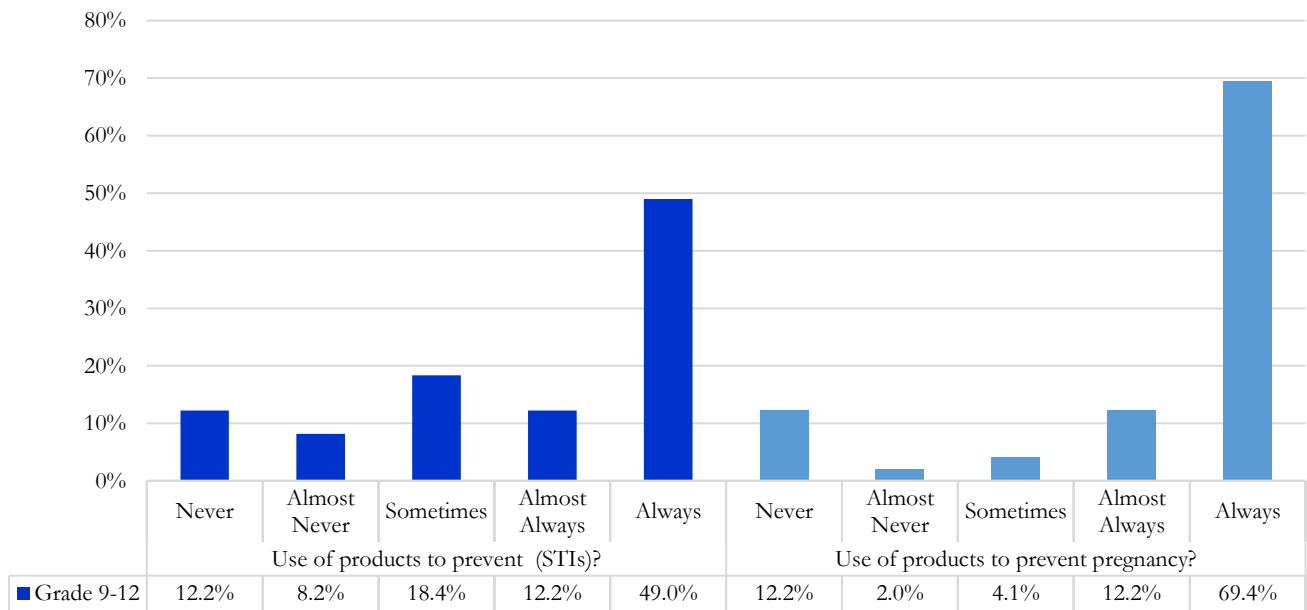
For the **following 4 figures**, data represent **only the population of students who reported being sexually active** in the previous question.



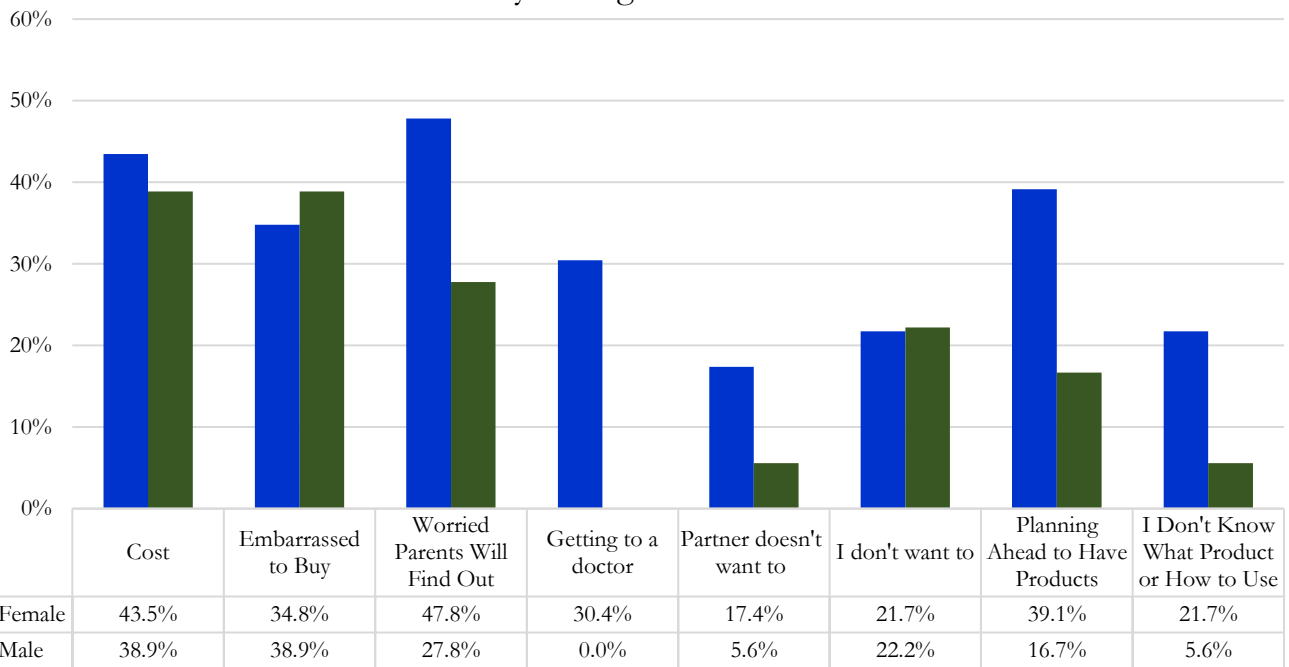
### Oral Sex Age of Initiation Grade 9-12



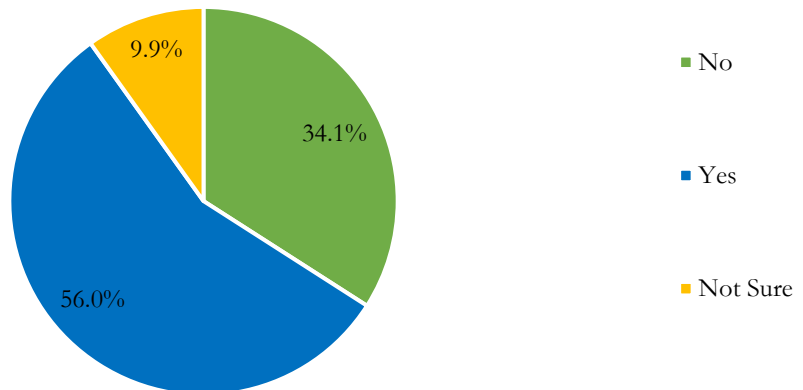
### Sexually Transmitted Infection and Pregnancy Prevention Grade 9-12



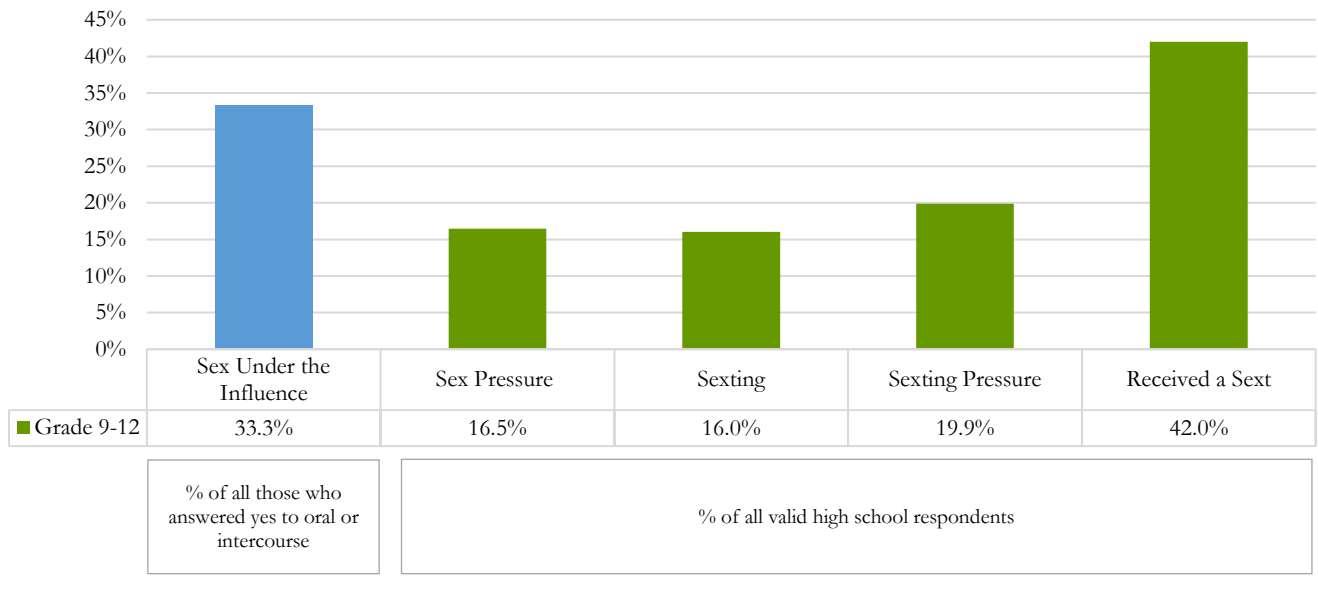
### Perceived Barriers to Prevention of STIs and Pregnancy Grade 9-12 by Biological Sex



### Sex Talk with Parents- Status of Having Talked with Parent/Guardian About Birth Control, Risks of STIs, Delaying Pregnancy - All Respondents



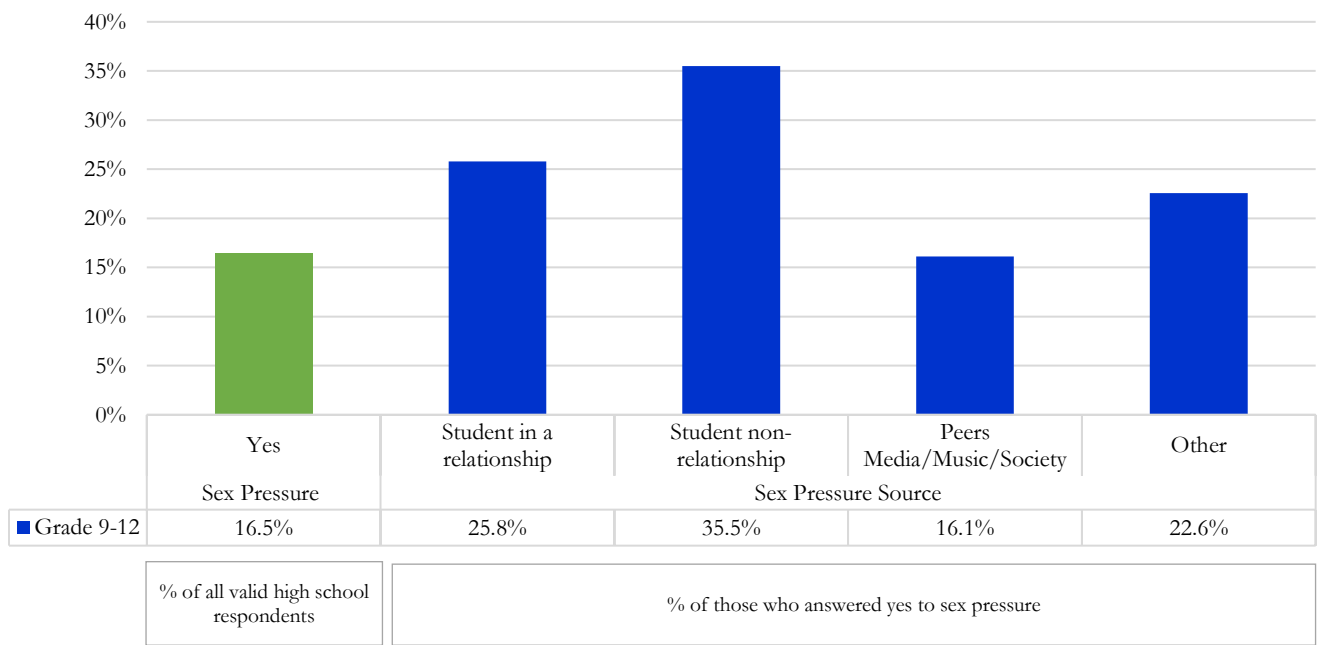
## Sexual Behavior Risk Factors Grade 9 -12



\*High school females were more likely than males to report having felt pressured to have sex.

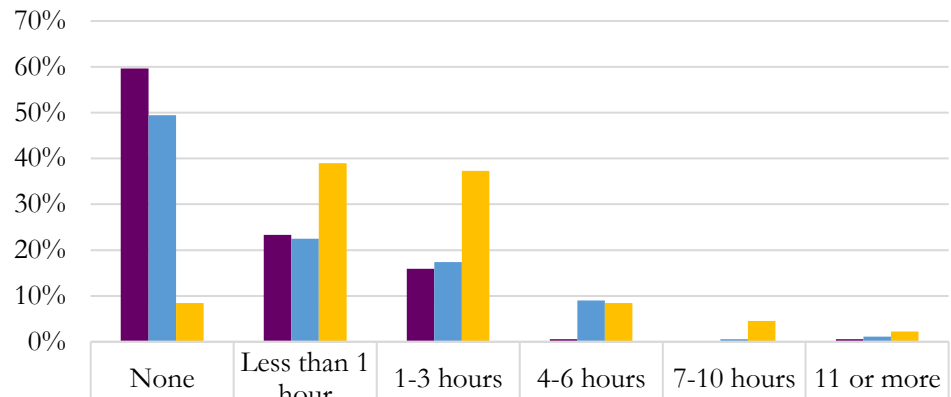
\*High school youth who described themselves as transgender, non-binary, or unsure were more likely to have felt pressured to have sex compared to their cisgender peers.

## Sources of Pressure for Sexual Behaviors Grade 9 -12



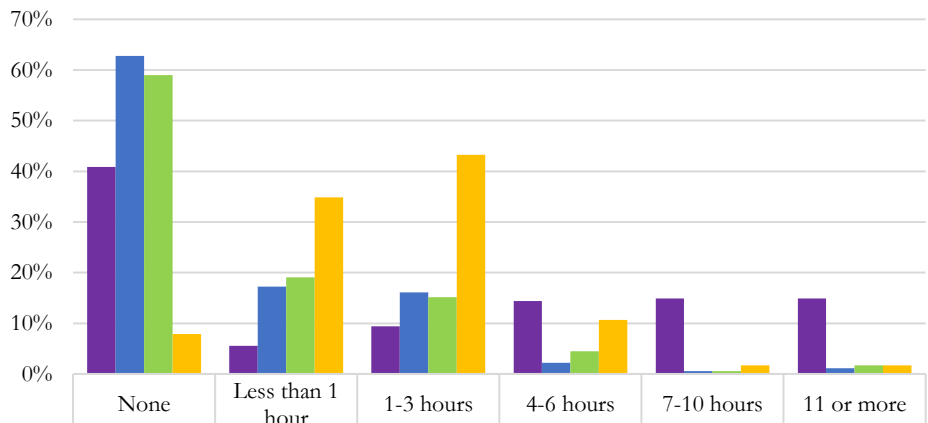
## Extracurricular Activities:

Time Spent on Jobs & Volunteering, Weekly  
Grades 7-8



■ Volunteering	59.7%	23.3%	15.9%	0.6%	0.0%	0.6%
■ Taking care of someone at home (sibling, older relative)	49.4%	22.5%	17.4%	9.0%	0.6%	1.1%
■ Doing chores	8.5%	39.0%	37.3%	8.5%	4.5%	2.3%

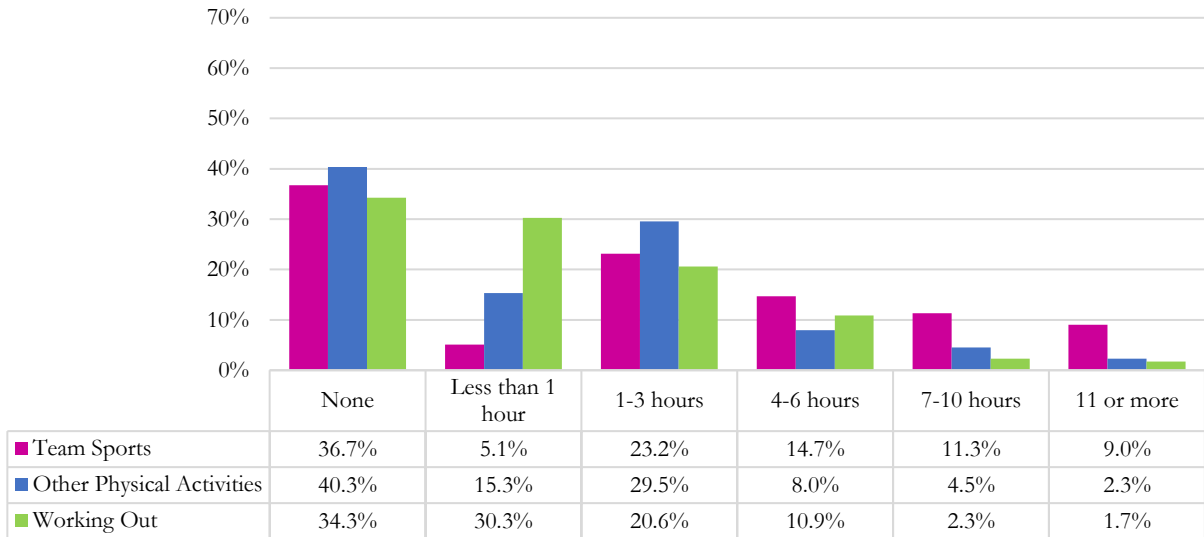
Time Spent on Jobs & Volunteering, Weekly  
Grades 9-12



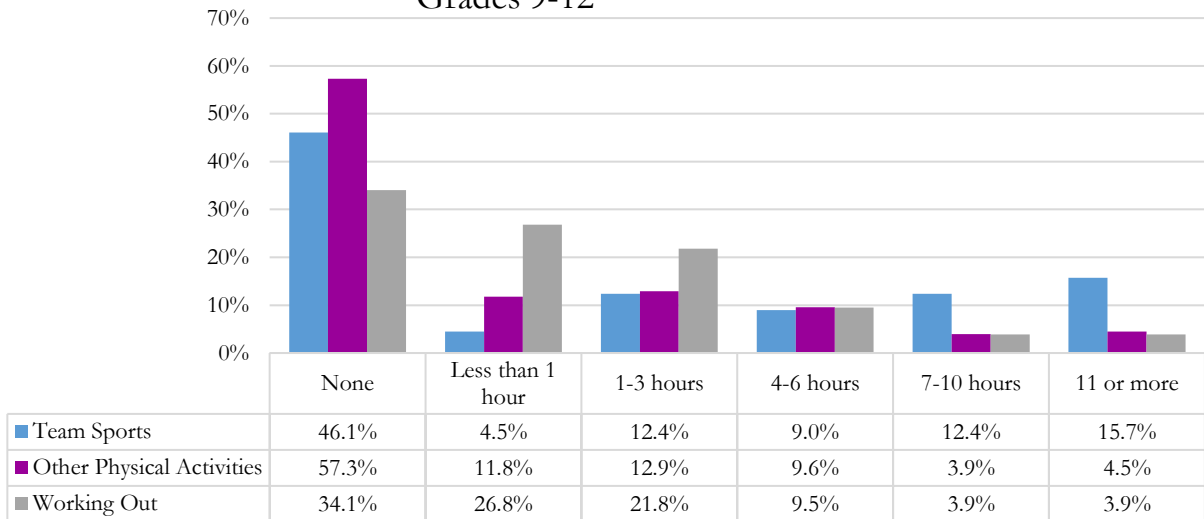
■ Working at a job	40.9%	5.5%	9.4%	14.4%	14.9%	14.9%
■ Volunteering	62.8%	17.2%	16.1%	2.2%	0.6%	1.1%
■ Taking care of someone at home (sibling, older relative)	59.0%	19.1%	15.2%	4.5%	0.6%	1.7%
■ Doing chores	7.9%	34.8%	43.3%	10.7%	1.7%	1.7%



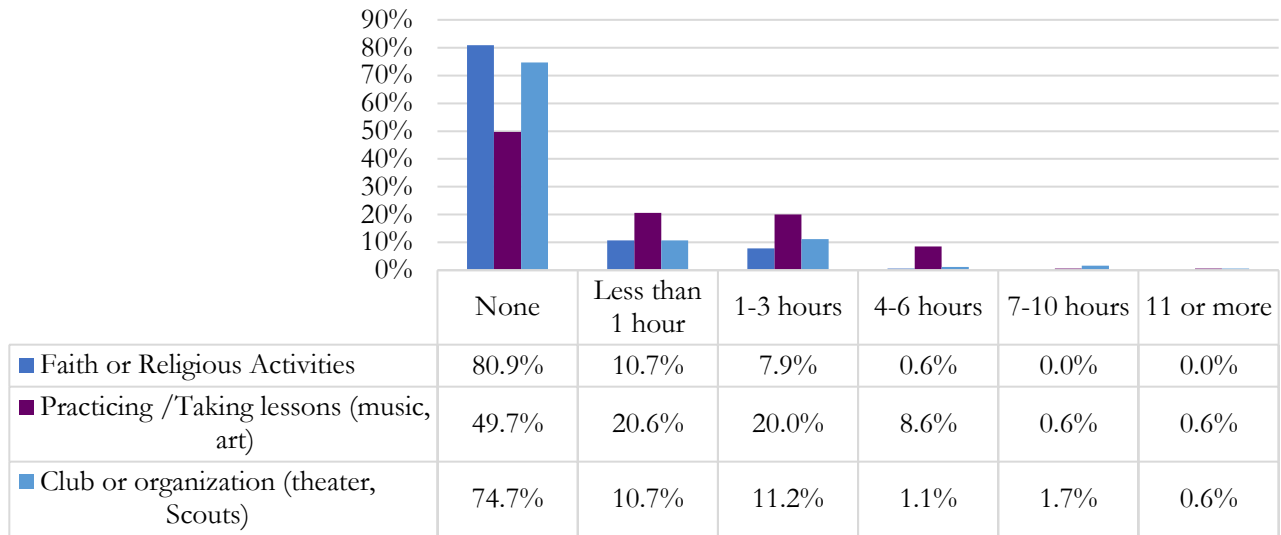
### Time Spent on Physical Activities, Weekly Grades 7-8



### Time Spent on Physical Activities, Weekly Grades 9-12

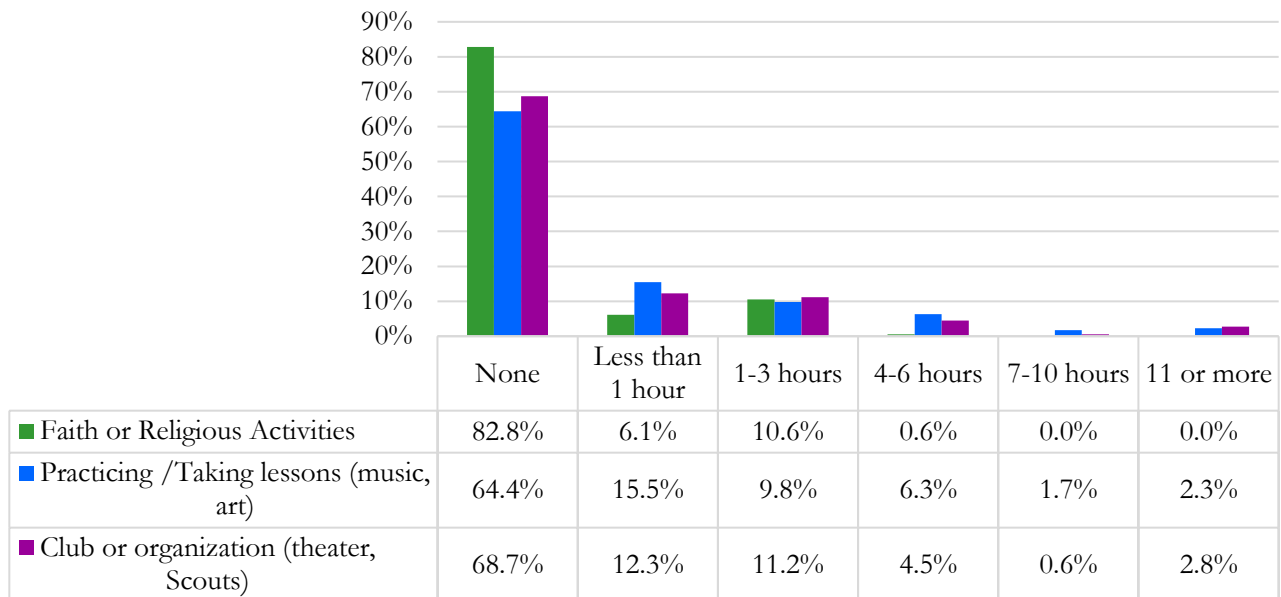


### Time Spent on Faith-based Activities, Taking Lessons, Clubs or Orgs, Weekly, Grades 7-8



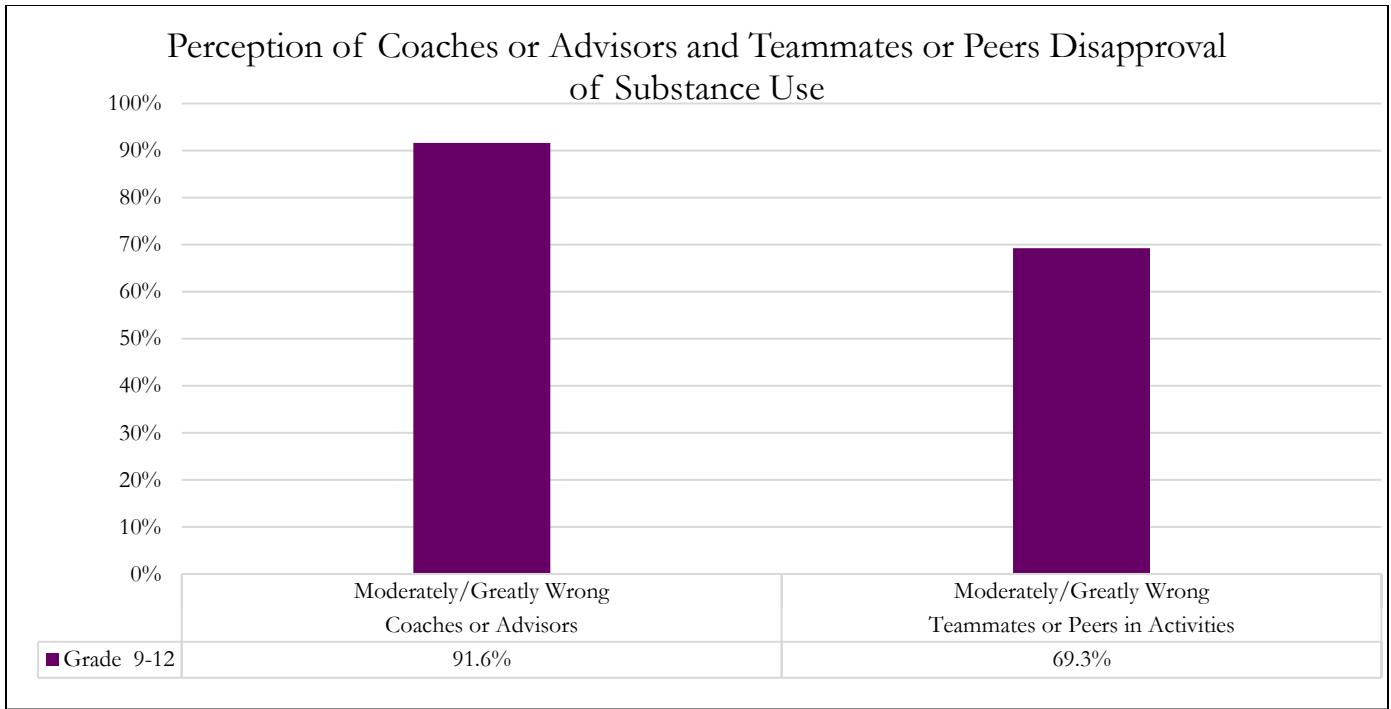
\*Middle school white youth were more likely than Hispanic youth to report spending no time participating in faith or religious activities.

### Time Spent on Faith-based Activities, Taking Lessons, Clubs or Orgs, Weekly, Grades 9-12

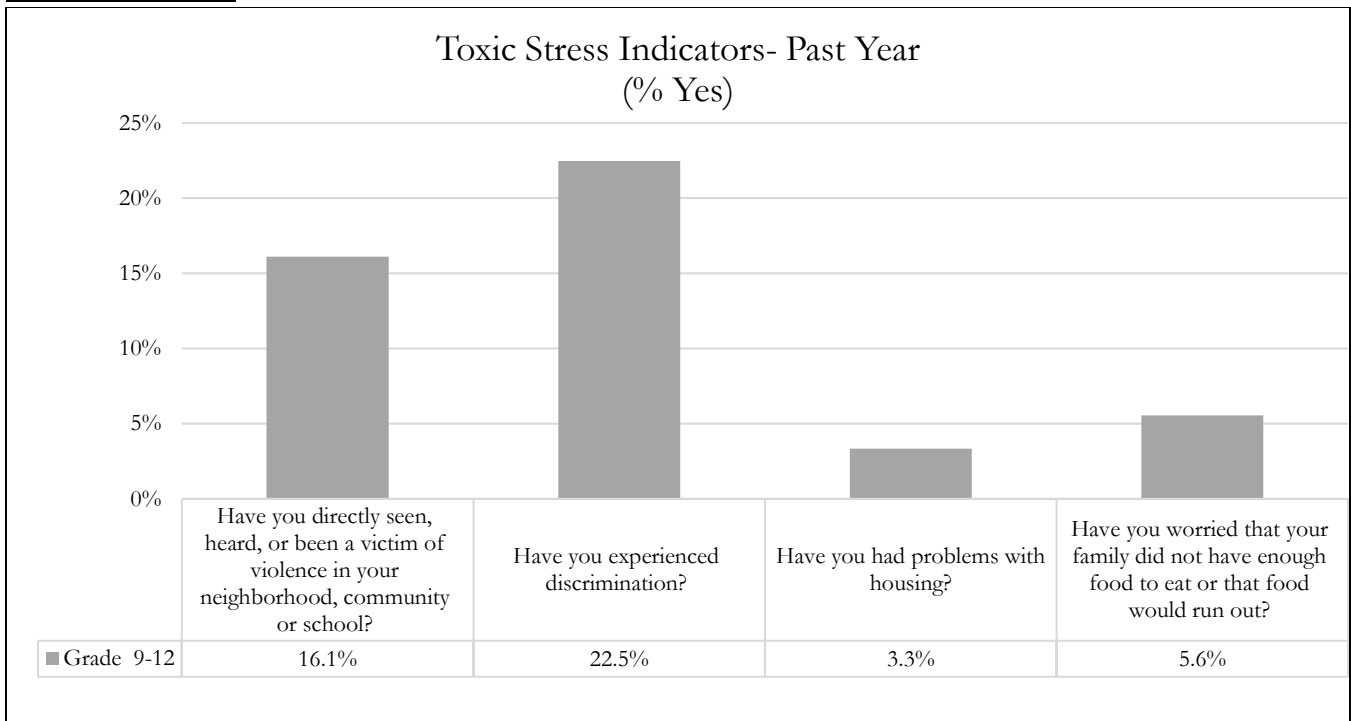


\*High school youth who described themselves as transgender, non-binary, or unsure were more likely than their cisgender peers to report spending time practicing or taking lessons in music or art.

\*High school youth who described themselves as LGBS were more likely than their heterosexual peers to report spending time practicing or taking lessons in music or art.



## Toxic Stress:



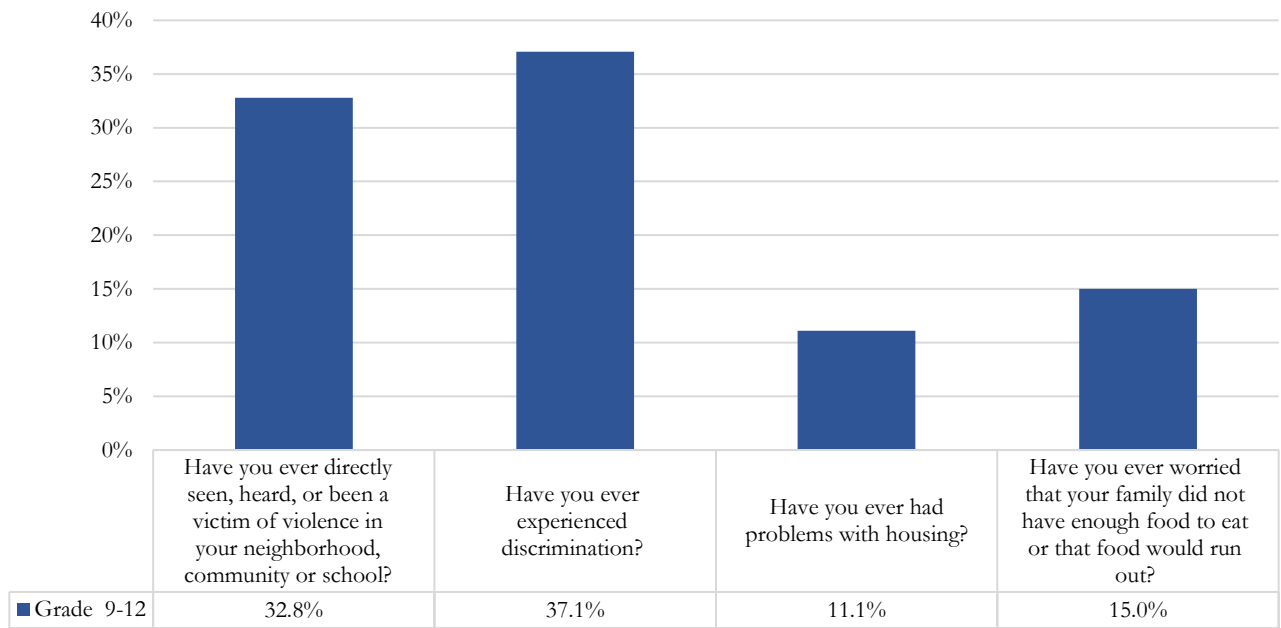
\*High school females were more likely than males to have experienced discrimination in the past year.

\*High school youth in the “All Other Races” group were more likely than white or Hispanic youth to have experienced discrimination in the past year.

\*High school youth who described themselves as transgender, non-binary or unsure were more likely than their cisgender peers to have experienced discrimination in the past year.

\*High school youth who described themselves as LGBS were more likely than their heterosexual peers to have experienced discrimination in the past year.

## Toxic Stress Indicators- Lifetime (% Yes)



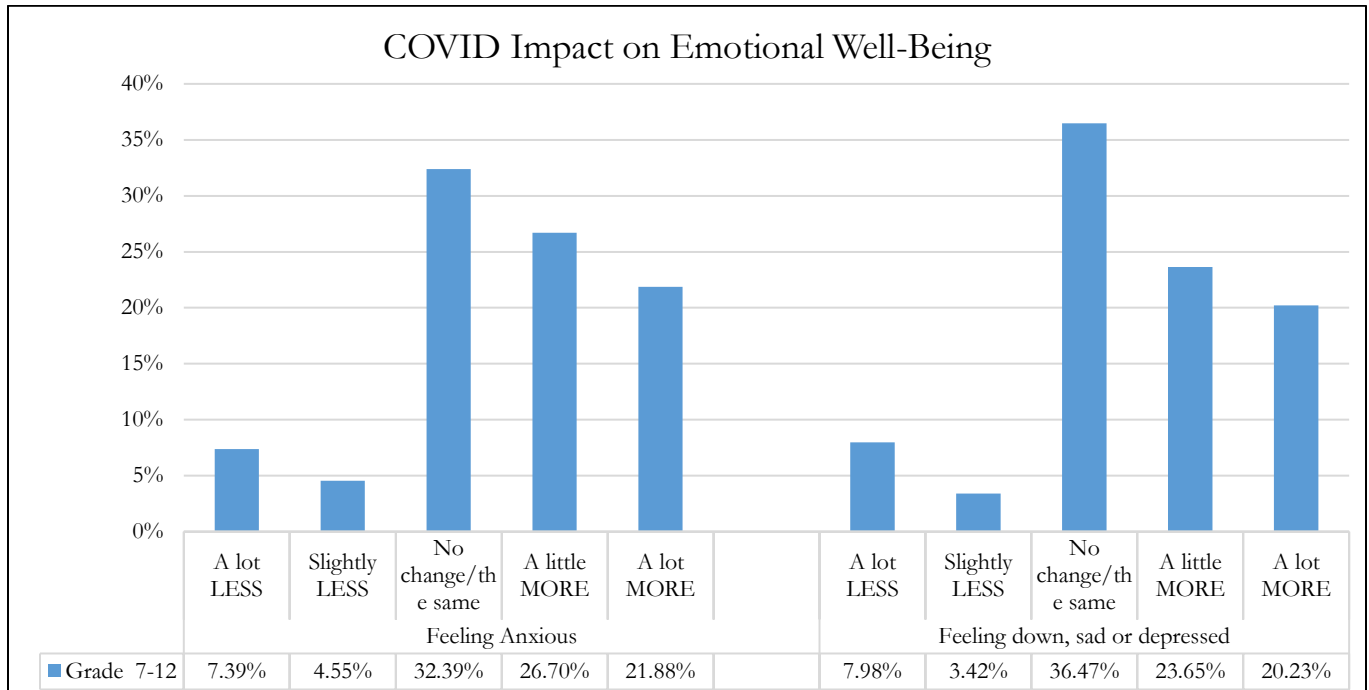
\*High school youth in the “All Other Races” group were more likely than white or Hispanic youth to have experienced discrimination in their lifetimes.

\*High school youth who described themselves as transgender, non-binary or unsure were more likely than their cisgender peers to have ever had problems with housing and have experienced food insecurity.

\*High school youth who described themselves as LGBS were more likely than their heterosexual peers to have experienced discrimination, problems with housing, and food insecurity in their lifetimes.

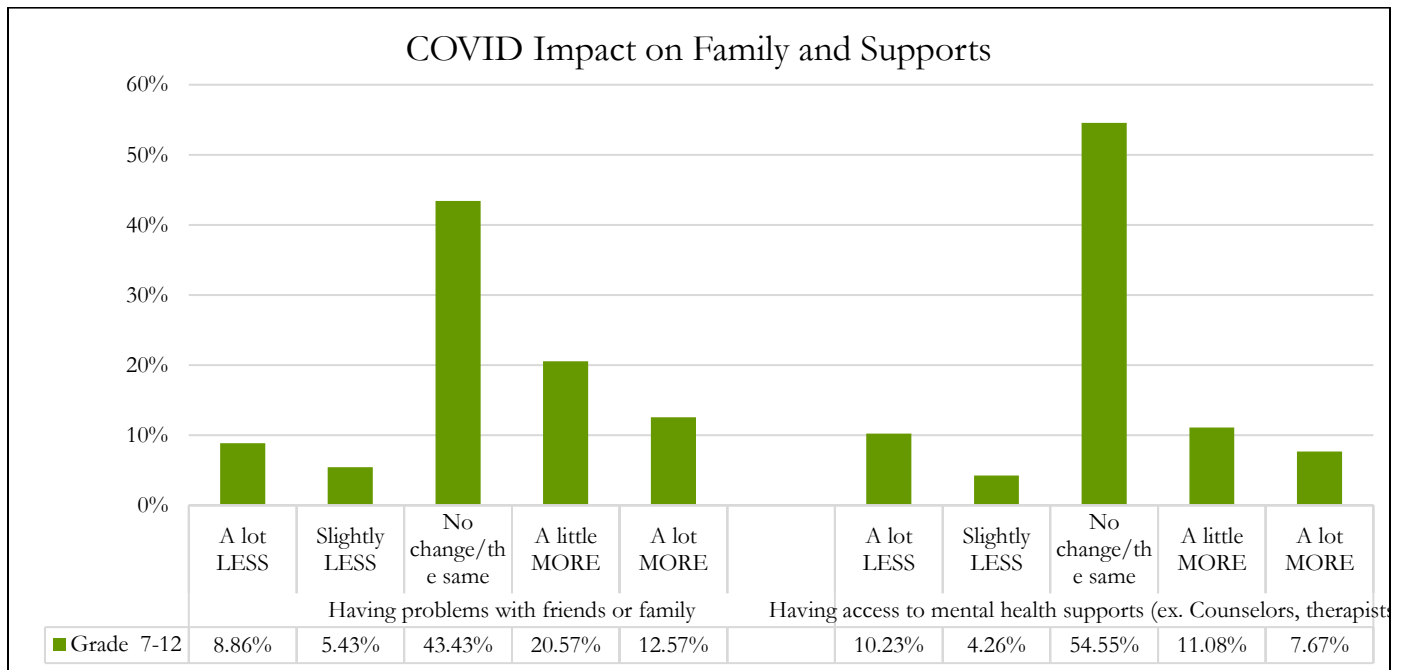
# COVID-19 Impacts

Youth were asked in what ways the COVID-19 pandemic affected their feelings, behaviors, and well-being.



\*Middle and high school females were more likely than males to report being a lot more anxious and a lot more down or depressed during the COVID-19 pandemic.

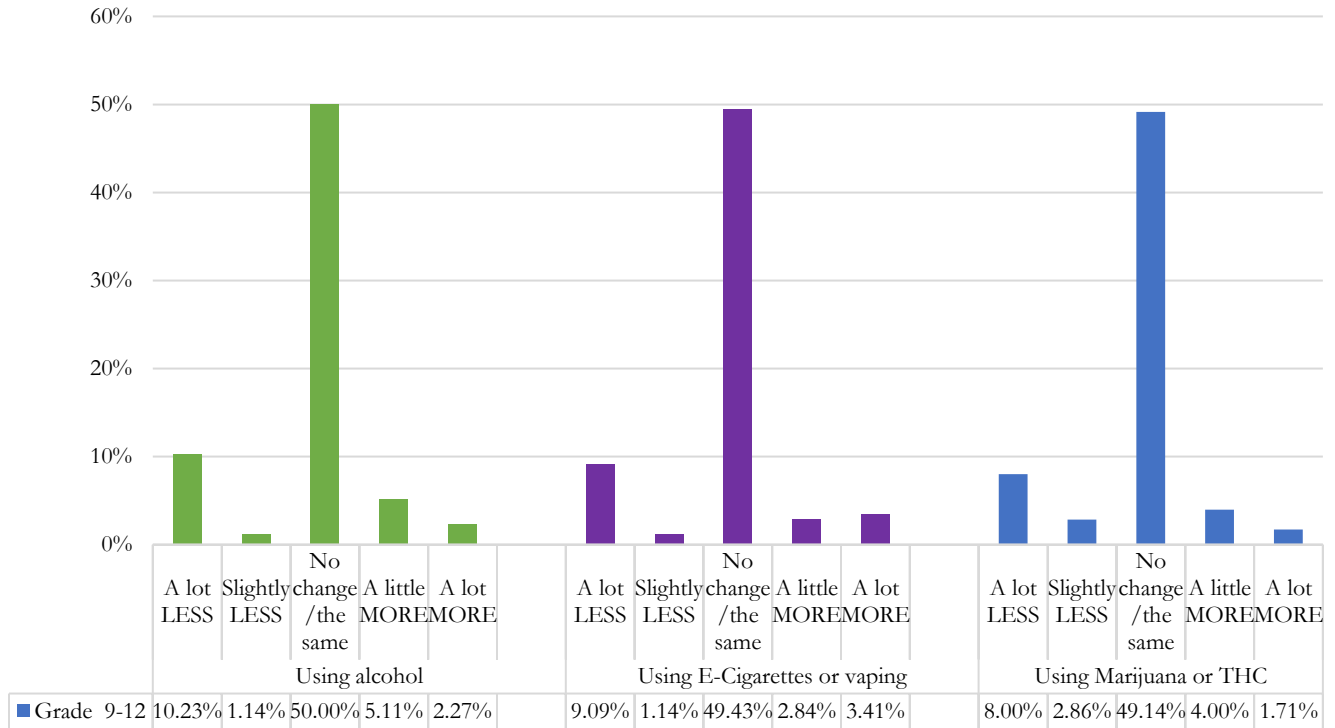
\*High school youth who described themselves as LGBS were more likely than their heterosexual peers to have felt more down or depressed.



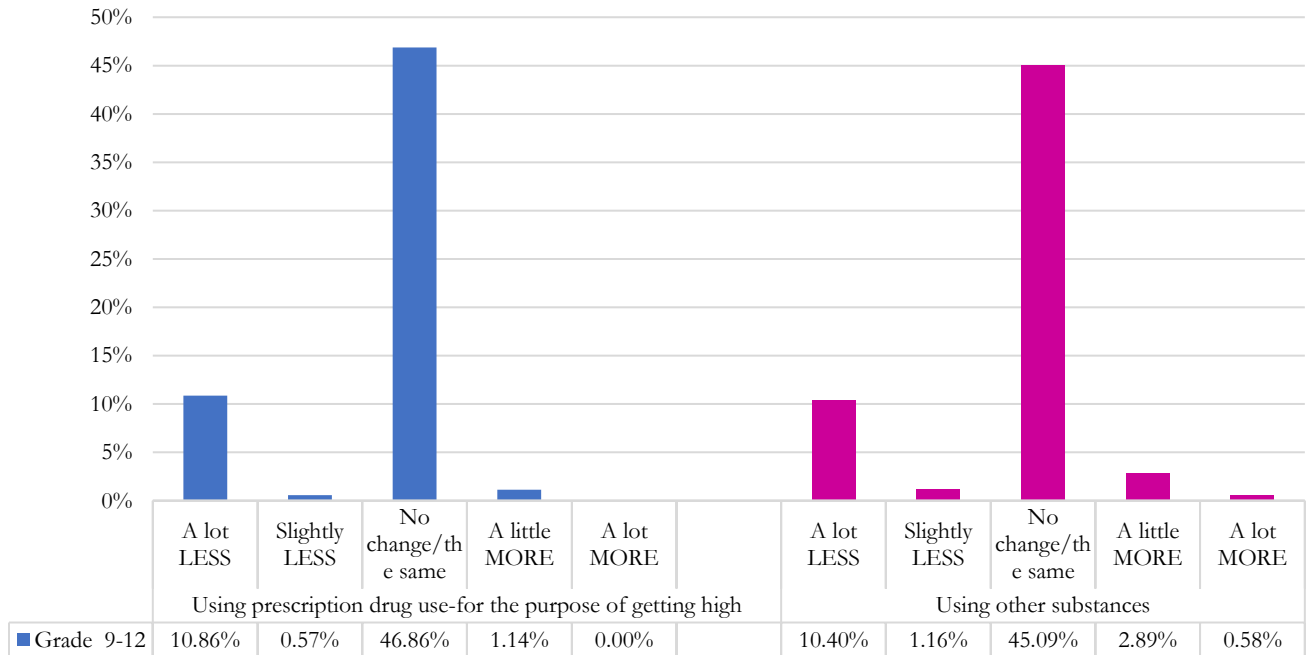
\*Middle and high school females were more likely than males to report having a lot more problems with friends and family, and a little more access to mental health supports.

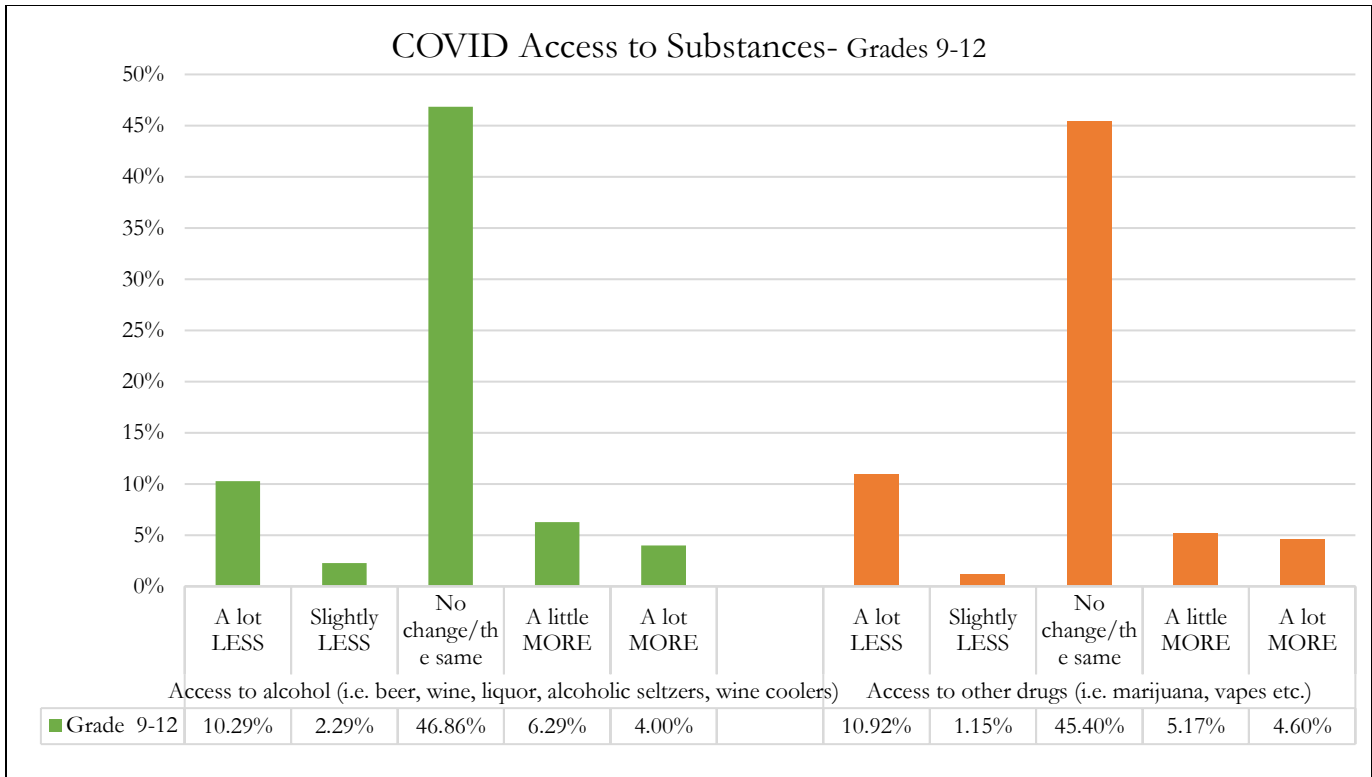
\*Middle school Hispanic youth were more likely than white youth to report having slightly less or a lot less access to mental health supports.

### COVID Impact on Substance Use- Grades 9-12

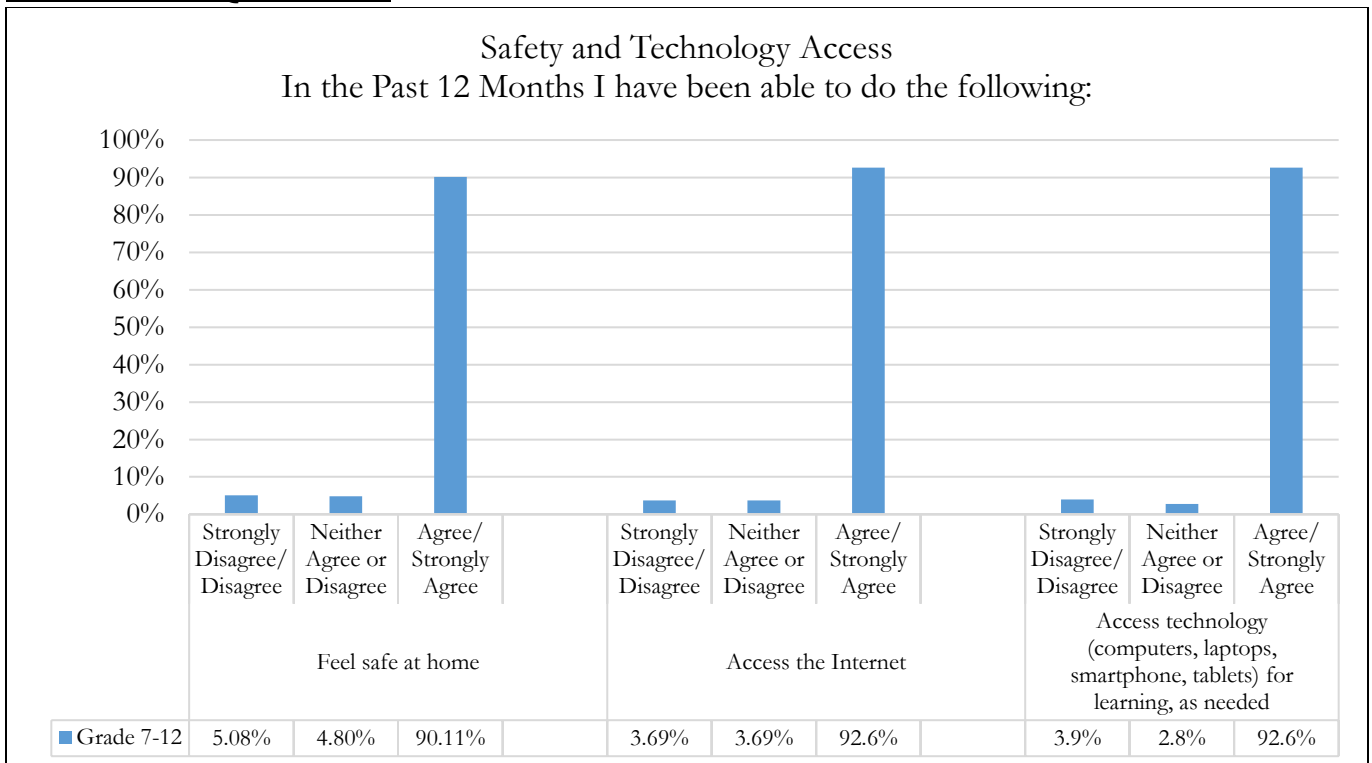


### COVID Impact on Substance Use- Grades 9-12



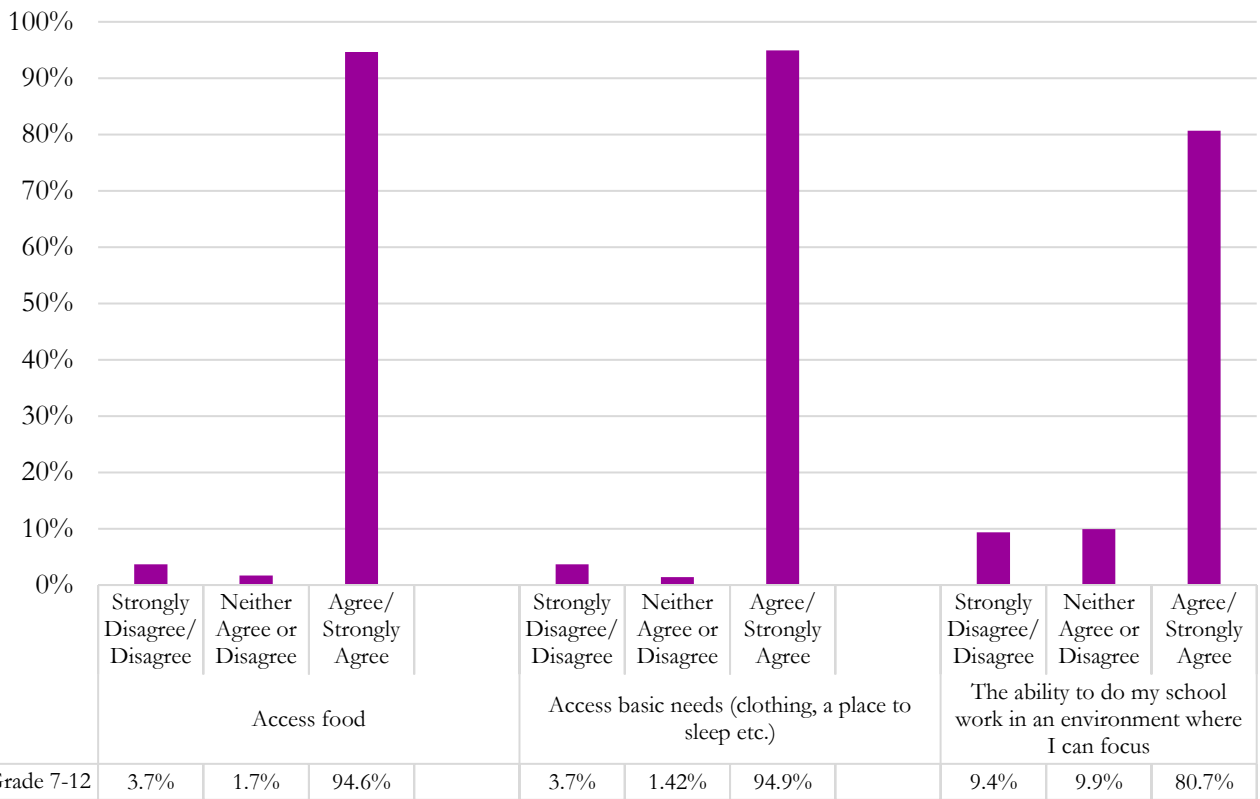


## Additional Questions



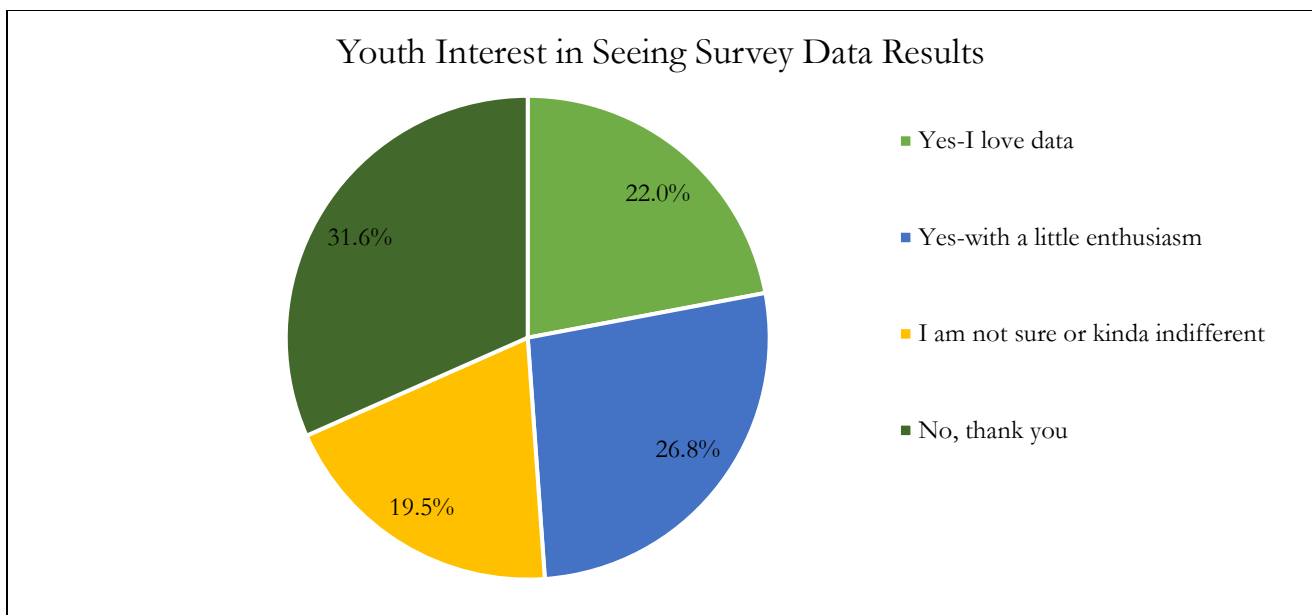
\*Middle and high school youth who described themselves as transgender, non-binary or unsure were less likely to “strongly agree” that they feel safe at home. Middle school youth who described themselves as transgender, non-binary or unsure were more likely to report they disagreed that they felt safe in the past 12 months.

## Food, Basic Needs, and Learning Environment In the Past 12 Months I have been able to do the following



\*High school youth who described themselves as transgender, non-binary or unsure were more likely to neither agree or disagree that they have the ability to do school work in an environment where they can focus while their cisgender peers were more likely to strongly agree.

## Youth Interest in Survey Results





**Addendum:**

**Substance Use and Other Emotional Health Indicators**

The analysis below reflects high school youth only, as middle school youth were not asked about substance use.

**Percentage of Responses**

		Non-User*	Lifetime Substance User*	Past Month Substance User*
Depression	No	79.7%	62.2%	60.5%
	Yes	20.3%	37.8%	39.5%
Anxiety	Never/Some	77.1%	66.7%	65.8%
	Almost/Always	22.9%	33.3%	34.2%
Considered Suicide	No	91.9%	75.6%	86.5%
	Yes	8.1%	24.4%	13.5%

**Number of Responses**

		Non-User*	Lifetime Substance User*	Past Month Substance User*
Depression	No	98	28	23
	Yes	25	17	15
Anxiety	Never/Some	101	30	25
	Almost/Always	30	15	13
Considered Suicide	No	113	34	32
	Yes	10	11	5

*\*Non-User: youth who had not reported any substance use in their lifetime*

*\*Lifetime Substance User: youth who reported use of one or more core substances in their lifetime but NOT in the past month*

*\*Past Month Substance User: youth who reported use of one or more core substances in the past month or 30-days.*

**The following are statistically significant differences between groups:**

Lifetime Substance Users were more likely than Non-Users to have considered attempting suicide within the past year.

## Depression and Other Emotional Health Indicators

All analysis in the tables below reflects youth grades 7-12, except **physical abuse from an intimate partner** and **thoughts of suicide** were **only asked of high school youth**. Emotional health indicators (depression, anxiety, thoughts of self-harm, considered suicide, etc.) reflect the past year.

### Past Year Depression and Other Emotional Health Indicators:

		Sad or hopeless for 2+ weeks in a row			
		No		Yes	
		Count	Col. %	Count	Col. %
Anxiety	Never/Some	254	84.4%	37	43.5%
	Almost/Always	47	15.6%	48	56.5%
Thoughts of Self-Harm	No	275	91.4%	42	50.6%
	Yes	26	8.6%	41	49.4%
Self-Harm	No	289	96.0%	59	69.4%
	Yes	12	4.0%	26	30.6%
Physical Abuse- Intimate Partner	No	145	97.3%	51	89.5%
	Yes	4	2.7%	6	10.5%
Considered Suicide	No	147	98.7%	32	57.1%
	Yes	2	1.3%	24	42.9%

**The following are statistically significant differences between groups:**

Youth who reported feeling sad or hopeless two or more weeks in a row in the past year were more likely to feel anxious always or almost always, have thoughts of self-harm and self-harm behaviors, have experienced intimate partner violence, and have considered suicide.

### Past Year Depression and School/Community Connectedness

		Sad or hopeless for 2+ weeks in a row			
		No		Yes	
		Count	Col. %	Count	Col. %
One adult I can share with	Agree	265	93.3%	72	91.1%
	Disagree	19	6.7%	7	8.9%
I feel safe in my community	Agree	275	96.5%	62	79.5%
	Disagree	10	3.5%	16	20.5%
I feel safe at school	Agree	259	91.5%	60	76.9%
	Disagree	24	8.5%	18	23.1%
I know how to get help for myself/my peers for mental health or substance use problems at my school	Agree	259	91.2%	63	79.7%
	Disagree	25	8.8%	16	20.3%

**The following are statistically significant differences between groups:**

Youth who reported feeling sad or hopeless 2+ weeks in a row were less likely to feel safe in their community or safe at school, and less likely to know how to get help for themselves or peers.