

Meriden

**Youth Voices Count
Survey Report, Spring 2021**

Grades 6-12



Reported June 2021

Survey Conducted by:

B. WEYLAND SMITH

C O N S U L T I N G

PROGRAM EVALUATION • GRANT PREPARATION • CAPACITY BUILDING

www.bwsmithconsulting.com

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Meriden 2021 Youth Voices Count Survey Report

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Introduction

The following report is a summary of data that was gathered during the spring semester of 2021 at Meriden Public Schools grades 6-12. Data collected from this year's student survey will be used in the planning and development of strategies, policies, and practices for the sponsoring organization Meriden Youth Healthy Youth Coalition (MHYC) as well as other educational and social service organizations.

This survey was administered to youth enrolled in Meriden Public Schools, grades 6-12, 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 community of Meriden.

It is important to note that these data were collected from students participating in both remote and in school learning environments due to the COVID-19 pandemic. COVID-19 greatly disrupted lives beginning in March 2020. As a result of the procedure for data collection and social distancing requirements over the past 13 months, data, as it compares to previous years should be interpreted with caution. The end of this report does include student report of COVID-19 impact on substance use, mental health, educational access, and family lives.

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 school environment, and other related behaviors among students in grades 6-12 in the year 2021.
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 CT 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, CT. B. Weyland Smith Consulting researchers have over 48 years combined experience of survey and statistical research regarding youth behaviors, perspectives and experience, specific to substance use, mental health and related risk and protective factors.

Youth Voices Count Survey was established with 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. In 2020 COVID impact questions were included as well.

Survey Methodology:

Survey Consent:

The Youth Voices Count Survey was administered in the spring semester of 2021 to students in Meriden Public Schools, grades 6-12, in March 2021. 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 an opportunity to review the survey document.

Survey Administration:

This survey was administered amid the COVID-19 pandemic, which caused the shut-down and modifications to school learning approaches starting March 2020. Students in the Meriden school system participated in the survey online from home as remote learners and in-person. All surveys were administered using SurveyMonkey.com website and software. Students received an email with the survey link and a link to a video including an overview of the survey, ensuring anonymity, resources if the survey brought up comfortable 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 84 surveys (2.8% of original sample of 2,959 surveys) were omitted from the sample pool. The rationale for the 84 removals is 7 respondents did not indicate a school or a grade, 6 who provided unreasonable responses to frequency of substance use, and 71 whose surveys were not complete enough to contribute to analysis. The final sample size after surveys were omitted was 2,875 surveys for grades 6-12. It is noted that of these 2,875 surveys, 23 respondents did not provide any racial demographics.

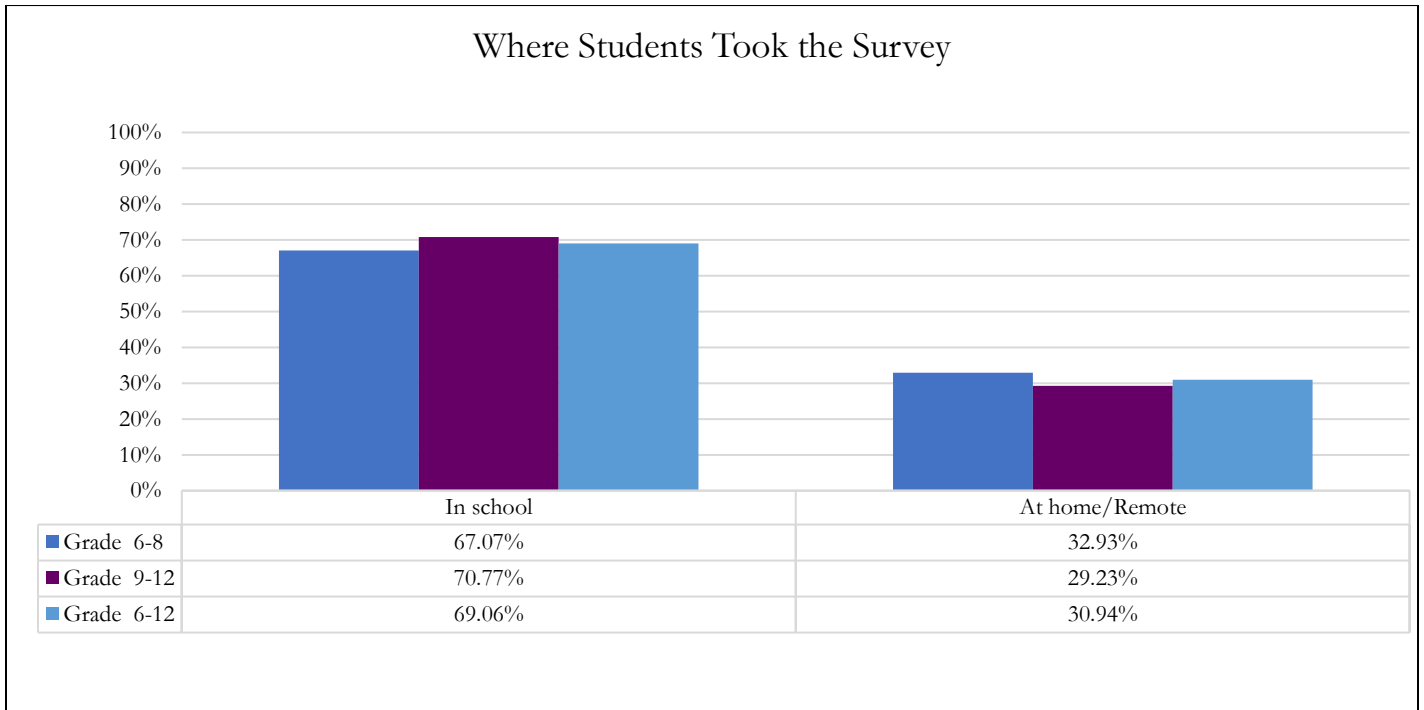
Sample Response Rates:

Response rates by grade level and school are listed in the table below. 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 2020- 2021 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 6	486	590	82.37%
Grade 7	475	603	78.77%
Grade 8	393	561	70.05%
Grade 9	450	605	74.38%
Grade 10	410	614	66.78%

Grade 11	414	613	67.54%
Grade 12	247	565	43.72%
Grades 6-8	1354	1754	77.19%
Grades 9-12	1521	2397	63.45%
Grades 6-12	2875	4151	69.26%

Note the response rate when administered under typical, non-pandemic conditions was 68.1% in 2017.



The next table below shows the confidence intervals calculated for grades 6-8, 9-12 and 6-12, 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 6-8	95.00%	1.27
Grades 9-12	95.00%	1.52
Grades 6-12	95.00%	1.01

Survey Sample Demographics:

The student survey sample consisted of a total of 2,875 students (1482 females, 1384 males; 9 students did not specify their biological sex). Refer to the Table below for more descriptions of the sample by grade level. One hundred sixty-seven (3.4%) identified as non-binary, transgender, “I am not sure right now” or chose not to identify their gender, data analysis did not occur by gender identify because of this representing a small subgroup of youth in the sample.

Biological Sex	6 th grade	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Total	486	475	393	450	410	414	247
Male	226	242	196	203	200	210	107
Female	259	231	196	245	209	203	139
Did not Identify	1	2	1	2	1	1	1

Gender Identity	
Male	1362
Female	1346
Non-binary	59
Transgender	15
I am not sure right now	90
Did not Identify	3

Statistical Analyses:

Statistical comparisons by biological sex (male/female) were conducted separately for grades 6-8 and grades 9-12 using the Chi-Square (χ^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.

Data Reporting:

The survey tool utilized several skip patterns in order 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.

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 the Other category. Race/ethnic groups comprising less than 8% of the full sample (Native American or Alaskan Native, Asian, and Native Hawaiian or other Pacific Island) were combined into one already existing category referred to as "race/ethnicity aggregate" (which included other races not listed or multiple races that students could specify). This was done to ease statistical analyses of the core measures between race/ethnic groups, as close to equal sample sizes are needed to make analyses work. Thus, the core race/ethnicity groups included in the statistical analyses for race differences were: White, Black or African American, Hispanic or Latino, or Other (organized in table below by color).

Race / Ethnicity Category	Grades 6 thru 8	Grades 9 thru 12	Grades 6 thru 12
White	25.63%	25.38%	25.50%
Black or African American	11.08%	11.57%	11.34%
Hispanic or Latino	54.87%	54.37%	54.61%
Asian	1.77%	3.09%	2.47%
American Indian or Alaskan Native	0.44%	0.07%	0.24%
Native Hawaiian or Other Pacific Islander	0.30%	0.13%	0.21%
Other (2 or more races selected or race not Hispanic)	4.51%	5.13%	4.83%
Not Specified	1.40%	0.26%	0.80%

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>).

Executive Summary:

Student Mental Wellbeing:

Anxiety: For grades 6-12, 22.1% reported feelings of anxiety in the past year as occurring almost always (14.0%) and always (8.1%). Of these youth, 25.9% report these feelings of anxiety making things difficult for them in their lives.

Sources of Anxiety: For grades 6-8, the most reported cause of stress or worry in their lives are academics, post high school plans, and peers. For grades 9-12, this was academics, post high school plans, and schedule. For all grades, social media was the lowest source of anxiety among the provided choices.

Self-Harm: 24.9% of youth in grades 6-8 reported having thoughts of self-harm and 15.8% report having harmed themselves in their lifetime. For grades 9-12, 17.2% reported having thoughts of self-harm and 10.7% report having harmed themselves in their lifetime.

Depression: 20.0% of youth in grades 6-8 and 21.5% 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.”

Suicidal Ideation in Past Year: 12.6% of youth in grades 6-8 and 8.2% of youth in grades 9-12 reported having considered attempting suicide within the past year.

Comfort Seeking Help: For grades 6-12, the source of help youth felt most comfortable seeking was parents (62.9%) and friends (52.7%).

Having a Trusted Adult: 89.4% of youth in grades 6-12 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 6-12, 85.7% of youth agreed with the statement, “I feel safe in my community” and 86.9% agree with the statement, “I feel safe at school.”

Bullying:

Bullying Frequency: 48.4% of youth in grades 6-12 report having been bullied in their lifetime, of those youth, 2.8% experienced this 1 to 5 days in the past month, 1.2% for 6 to 20 days in the past month and 1.0% for 21 days or more in the past month.

Bullying Types: For grades 6-12, the most common type of bullying is being called names, being excluded and rumors.

Bullying Locations: The locations of bullying occur most frequently online, in the classroom, and at lunch.

Gaming and Social Media:

Time Spent Gaming: 65.2% of youth in grades 6-8 and 57.3% of youth in grades 9-12 spent one to 4 hours playing video games on most school nights.

Time Spent on Social Media: For youth in grades 6-12, nearly half (45.7%) report two to four hours on social media on school nights.

Gaming Assets and Consequences: For grades 6-12, 52.9% of youth indicated that as a result of gaming they “felt more connected with others.” The most common negative consequences of gaming were “I did not get enough sleep” (35.3%) and “I did not complete my homework or study” (34.3%).

Social Media Assets and Consequences: For grades 6-12, 57.3% of youth indicated that as a result of social media they “felt more connected with others.” The most common negative consequence of social media was “I heard or saw things my parents would think is inappropriate” (29.2%).

Substance Use and Gambling Rates:

Youth in Grades 6-8: Alcohol (7.3%) was most used in students’ lifetimes, followed by e-cigarettes with nicotine (5.1%) and with flavored liquids (5.1%). For past month use, e-cigarettes with nicotine were most frequently used (1.4%), followed closely by e-cigarettes with flavored liquids (1.3%) and alcohol (1.3%).

Youth in Grades 9-12: Alcohol (14.0%) was most used in students’ lifetimes, followed by marijuana/THC (11.8%), and e-cigarettes with flavored liquids (10.3%). For past month use, marijuana/THC was used most frequently (5.1%), followed by e-cigarettes with flavored liquids (3.6%) and e-cigarettes with nicotine (3.4%).

Substance Use Perceptions and Behaviors:

Perceived Risk: For grades 6-8 and 9-12, non-medical use of prescription drugs had the highest perceived risk rating and gaming 3 or more hours per day had the lowest rating for perceived risk, followed by marijuana/THC among grades 9-12, and gambling among grades 6-8.

Parent Disapproval: For grades 6-8 and 9-12 perception of parent disapproval was highest for prescription drug misuse, followed by marijuana/THC among grades 6-8 and smoking cigarettes among grades 9-12. The lowest rate for parental disapproval was for “gaming more than 3 hours per day.”

Friend Disapproval: For grades 6-8 and 9-12, friend disapproval was highest for prescription drug misuse. Friend disapproval was lowest for “gaming 3 or more hours per day,” followed by gambling among grades 6-8, and marijuana/THC among grades 9-12.

Accessibility of Alcohol and Other Drugs-Perception of Ease of Access: For grades 6-8 and 9-12 alcohol was perceived as the easiest drug to obtain. Prescription drugs not for non-medical use were perceived as the hardest drugs to obtain.

Accessibility of Alcohol and Other Drugs-Sources: Overall, students in grades 6-12 most often access tobacco, nicotine for e-cigarettes, and marijuana/THC from friends/peers. Alcohol is most frequently accessed at home with parents’ permission.

Locations of Substance Use- Marijuana/THC and vaping of nicotine and flavored liquids are most used “with friends, at my home or my friend’s home.” Alcohol is most frequently used at home with parents present. Prescription drugs not for medical use are the only substance most often 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 (0.9% past month/2.1% lifetime) than alcohol (0.2% past month/0.5% lifetime).

Other Substance Use-Of substances less commonly used, the highest lifetime use rates for grades 6-12 were CBD products (4.1%), inhalants (1.9%), and synthetic marijuana (1.1%). Heroin/fentanyl was 0.2%, noted here due to community concerns regarding the opioid epidemic in our state and nation.

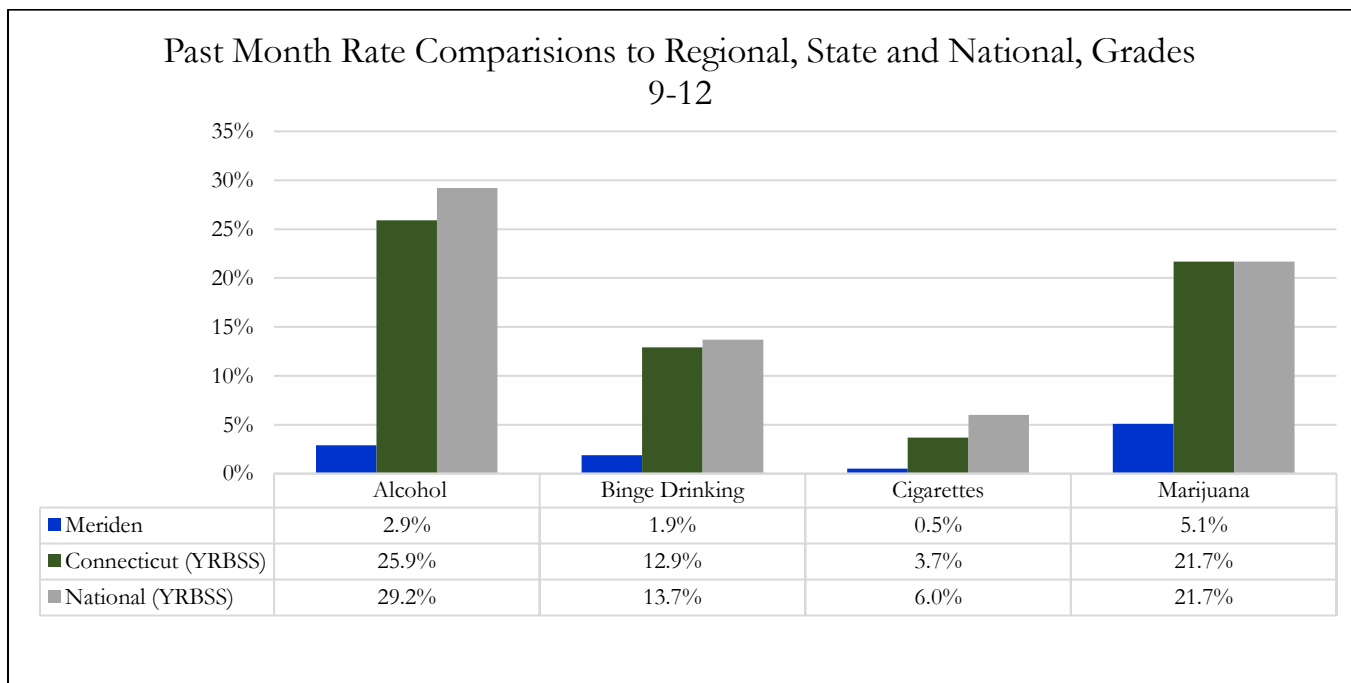
Trends in Use Rates and Perception Measures Grades 9-12, Since 2017:

Note use caution in interpretation of these outcomes as COVID-19 precaution requirements greatly altered youth and family’s lifestyles since March 2020.

Students in Grades 9-12: All past month core substance use has decreased since 2017 for grades 9-12. Past month alcohol use rates in 2021 (2.89%) have decreased by 79.21% since 2017 (13.9%). Prescription drug use has decreased by 82.90%, the most substantial decreased across all core substances.

- **Perceived risk** has increased for all core substances since 2017. The most substantial increases in perceived risk are seen for marijuana (34.16%) and alcohol (23.99%).
- **Perceived parent disapproval** increased for marijuana, by .46% from 2017. Perceived parent disapproval decreased for all other substances, however only slightly (ranging from a decrease of 1.45% to 2.78%).
- **Perceived friend disapproval** has increased for both alcohol and marijuana since 2017. Perception of friend disapproval for cigarettes decreased (3.35%), and it decreased for prescription drugs slightly (0.68%).

Meriden’s High Schools Use Rate Comparison to State and National Rates: Meriden’s High Schools youth substance use rates for grades 9-12 are substantially lower than state and national use rates for past month use. See graph below for details. Note the comparison data source is from 2019, the most recent year available, which is pre-pandemic.

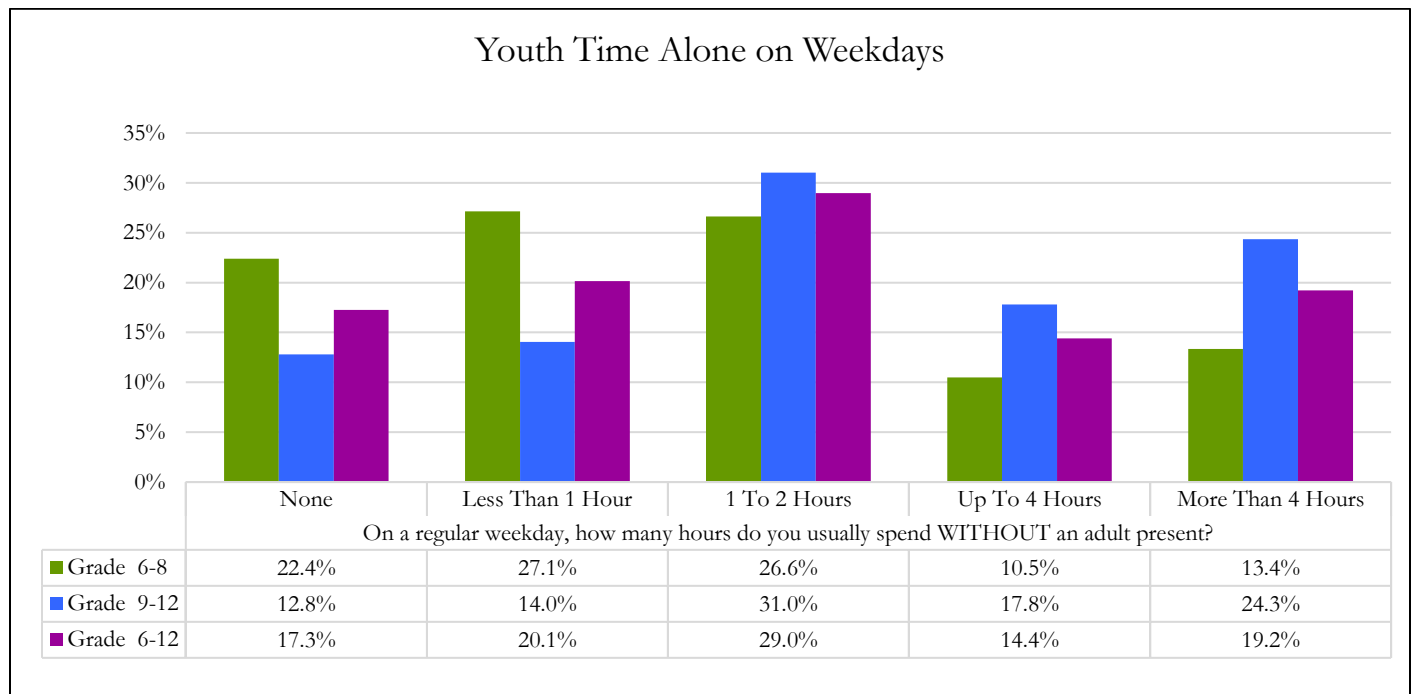
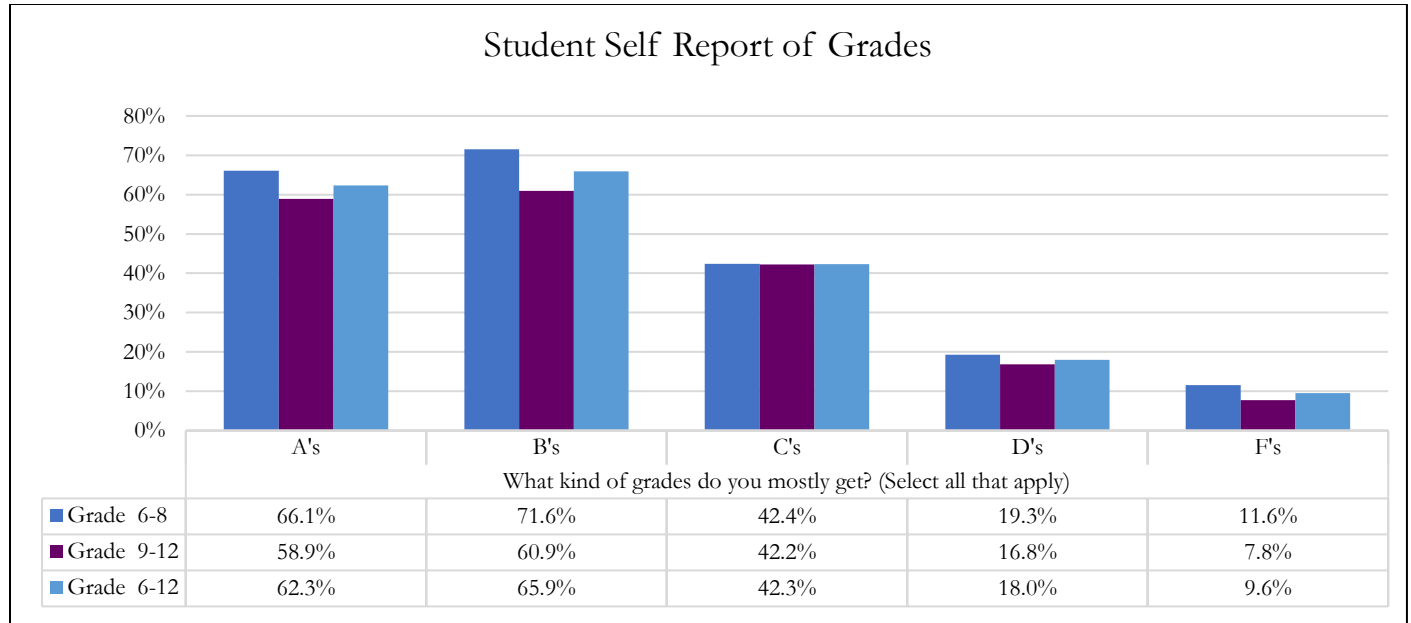


Source: YRBSS 2019

Meriden Youth Voices Count Survey Report

For the following sections, tests for statistically significance difference were performed by biological sex, race and ethnicity for grades 6-8 and 9-12. Race was grouped into two 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 and race/ethnicity aggregate. Any statistically significant difference in these groups is noted under the chart it applies to and on page 33 where a list of associations with substance use are provided.

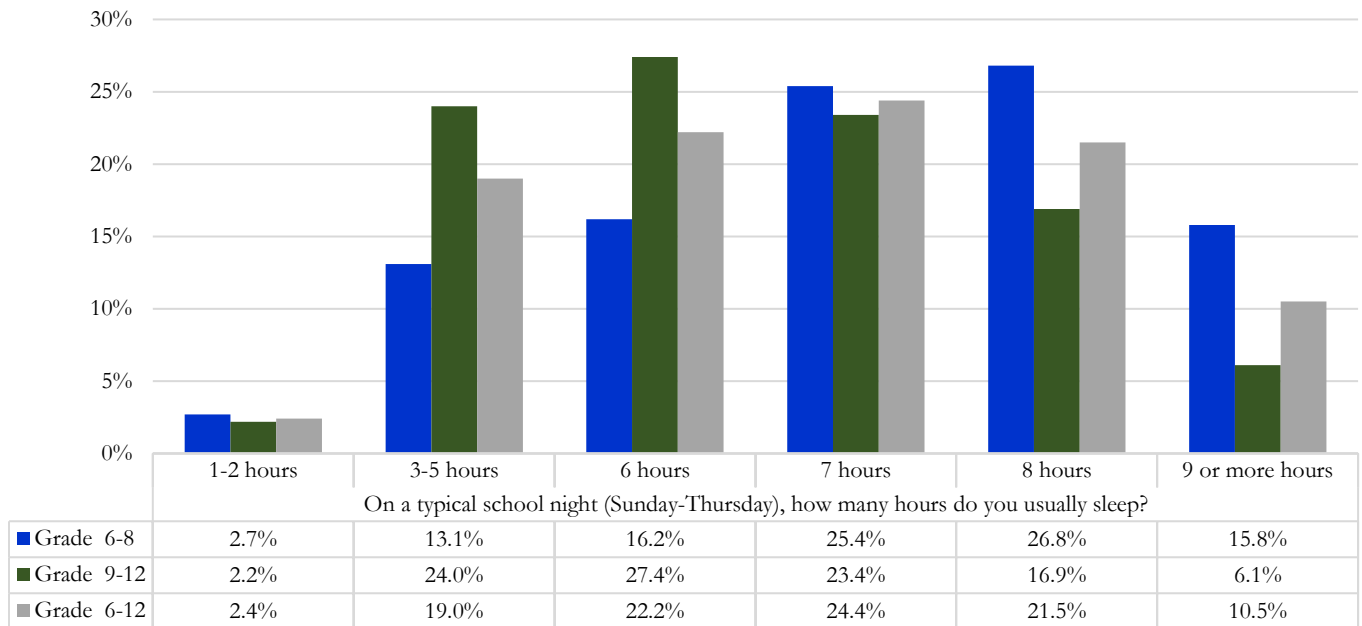
Youth Lifestyles:



*Middle and high school Hispanic youth more frequently spend no time alone than white (middle school white youth report up to 4 hours more than Hispanic)

*Middle school Black youth report spending more than 4 hours alone than white and Hispanic youth

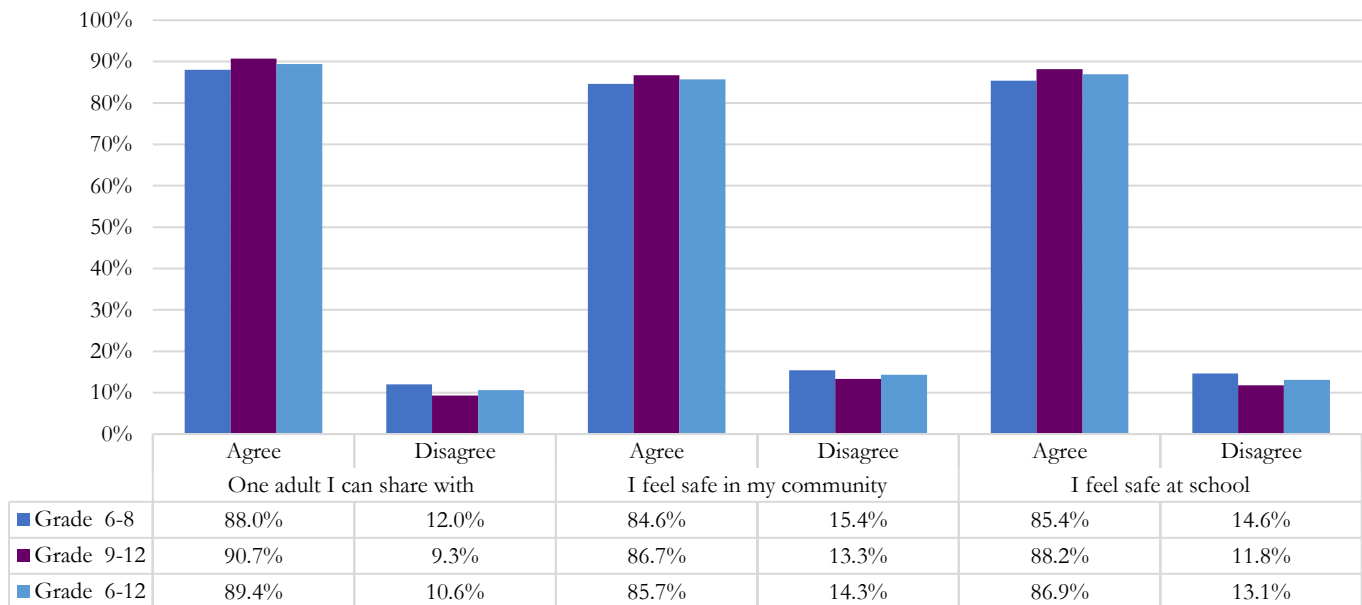
Youth Hours of Sleep on Weeknights



*Middle school males report more sleep than females

*High school Black youth report 3-5 hours of sleep more than all other students

Perception of Having Trusted Adult and Feelings of Safety



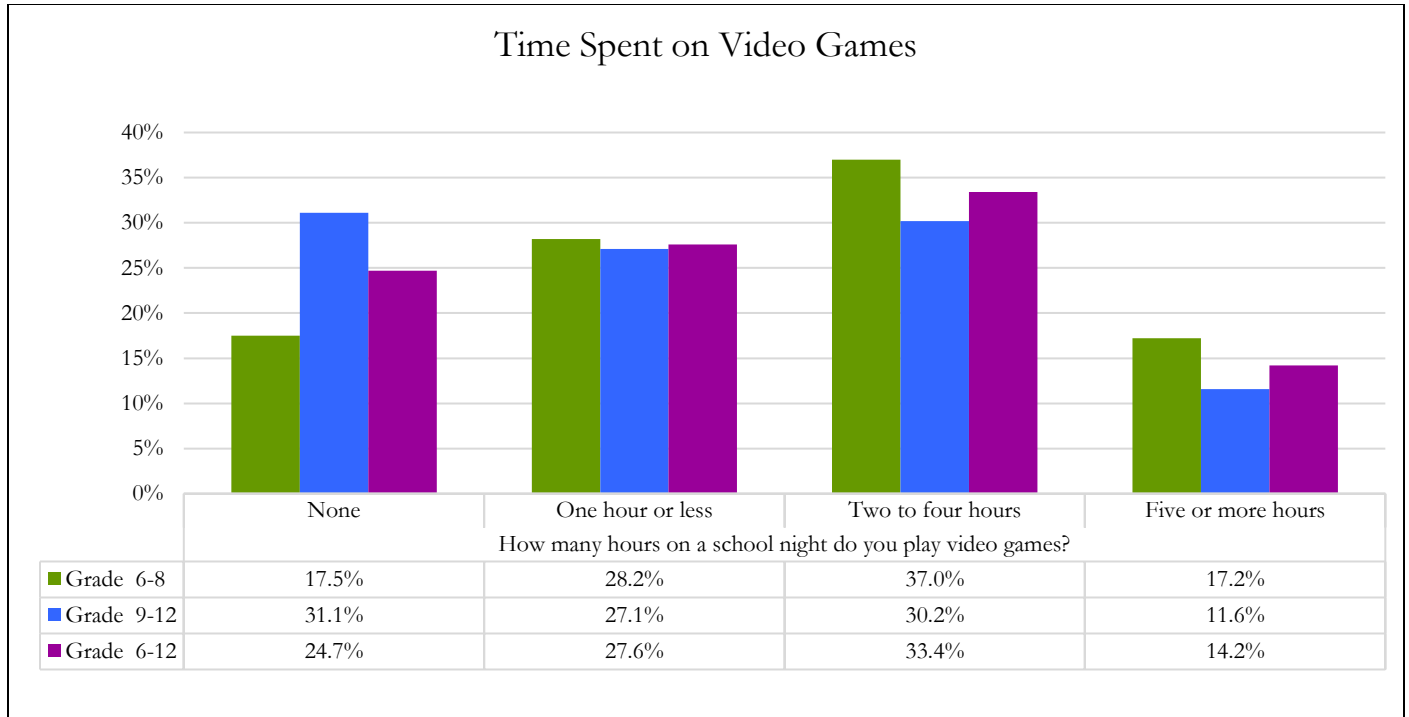
*Middle school females are less likely to have an adult they can share with

*Middle and high school females report feeling less safe in their community

*Middle school females report feeling less safe at school

*High school Black youth report not feeling safe at school more than white and Hispanic youth

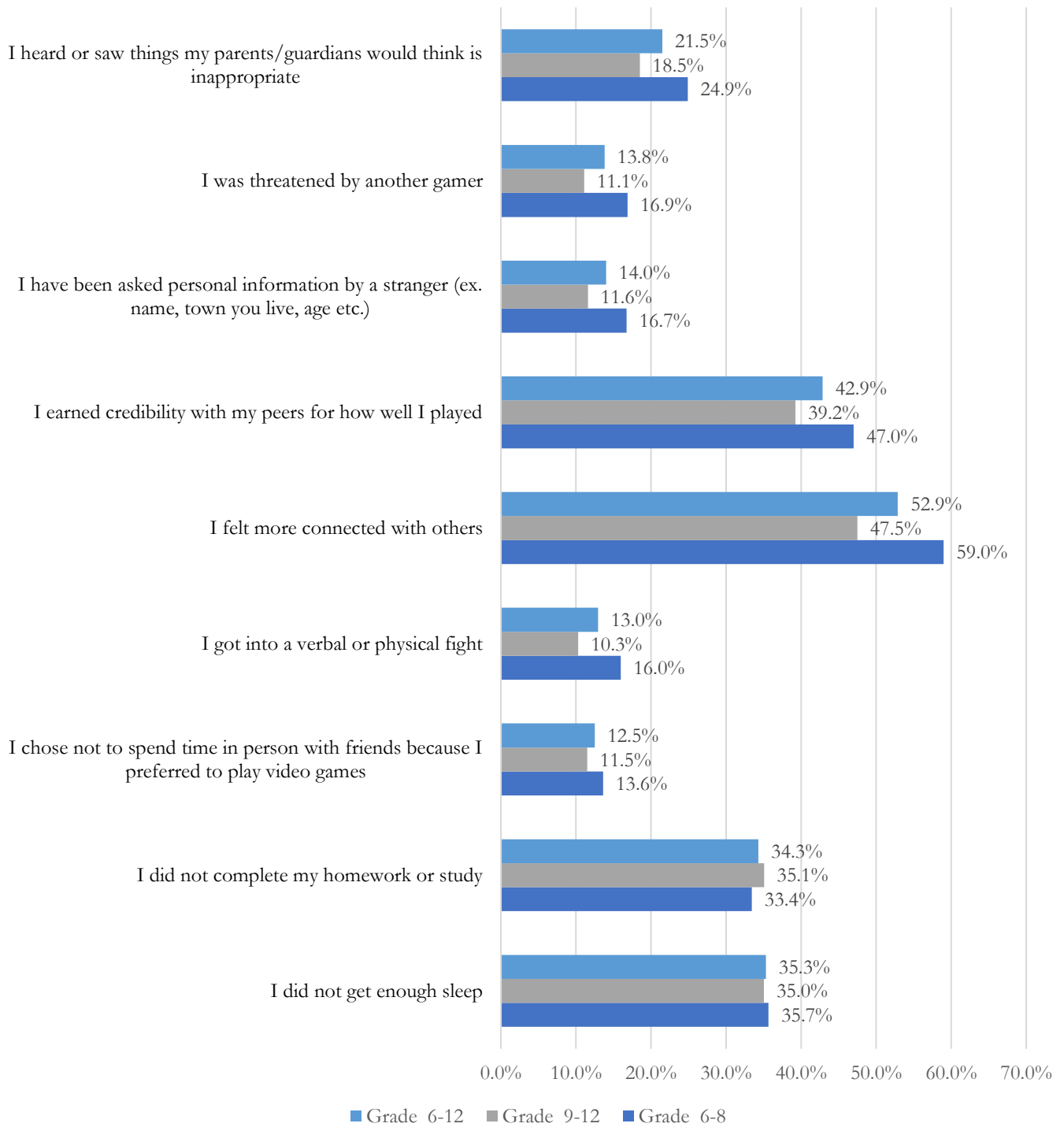
Gaming:



*Middle and high school males spend more time gaming than females

*High school Black youth more frequently report 3 hours of gaming than white youth

Perceived Gaming Assets and Consequences

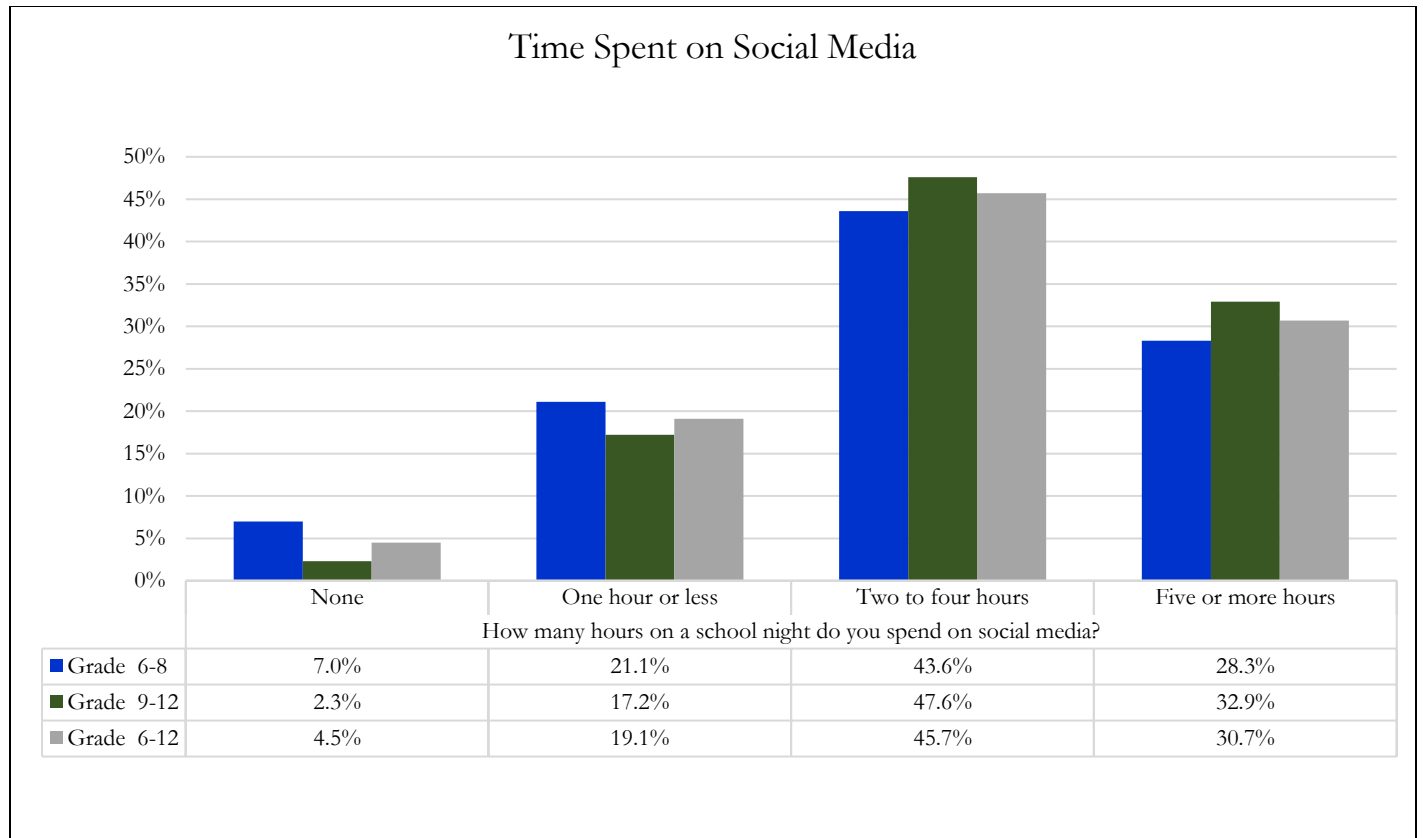


*Middle and high school males report less sleep, more connection, credibility, threats, inappropriate things, and fights as a consequence more than females

*Middle school females report more incomplete homework than males

*High school males report more incomplete homework and choosing to not spend in person time than females

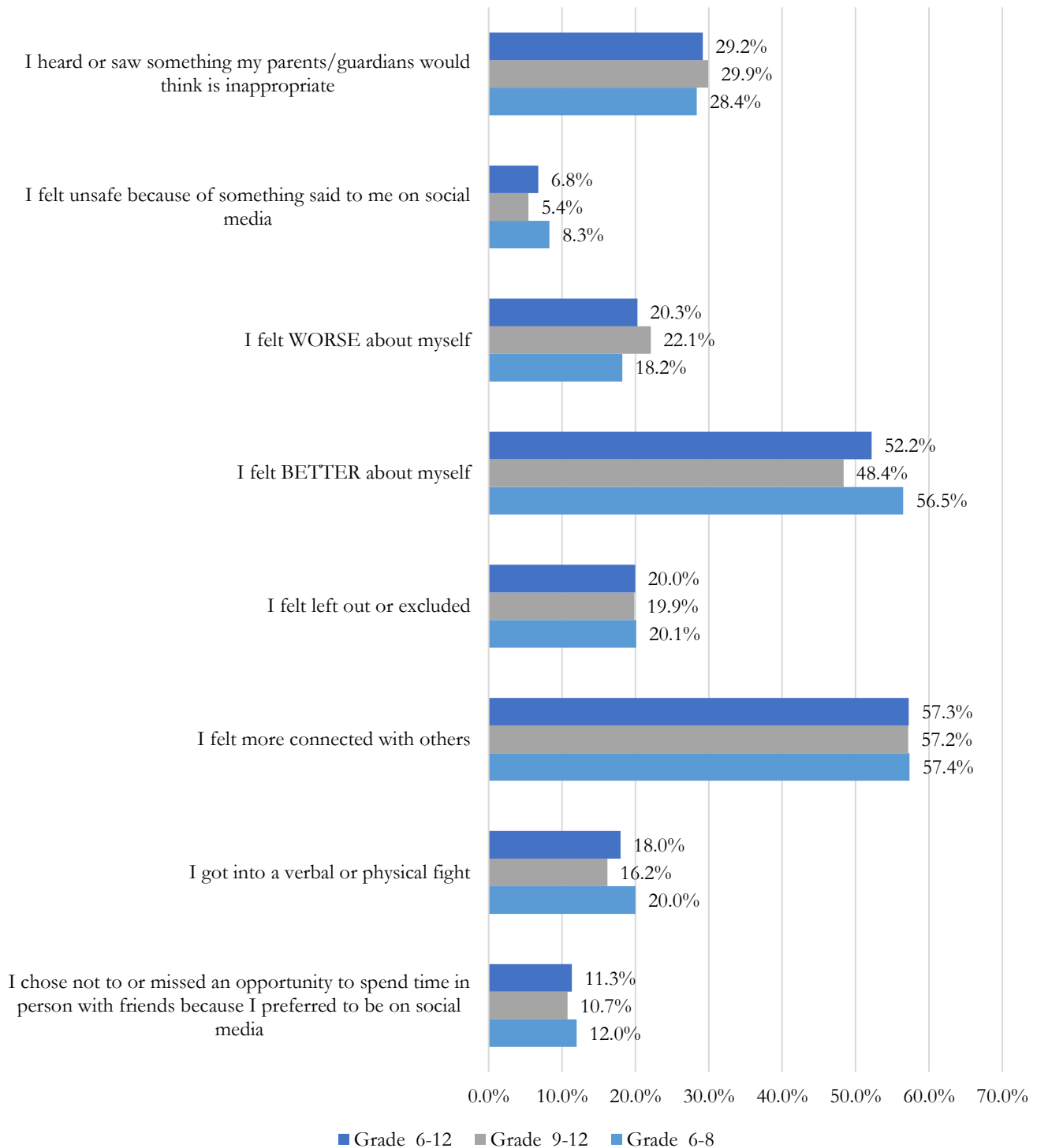
Social Media:



*Middle and high school females spend more time on social media than males

*High school Black and Hispanic youth spend more than 5 hours on social media more than white youth

Perceived Social Media Assets and Consequences



*Middle and high school females missed more opportunities for in person interaction

*Middle and high school females felt more connected to others than males due to social media

*Middle and high school females felt left out and excluded more than males

*Middle and high school females felt less safe than males

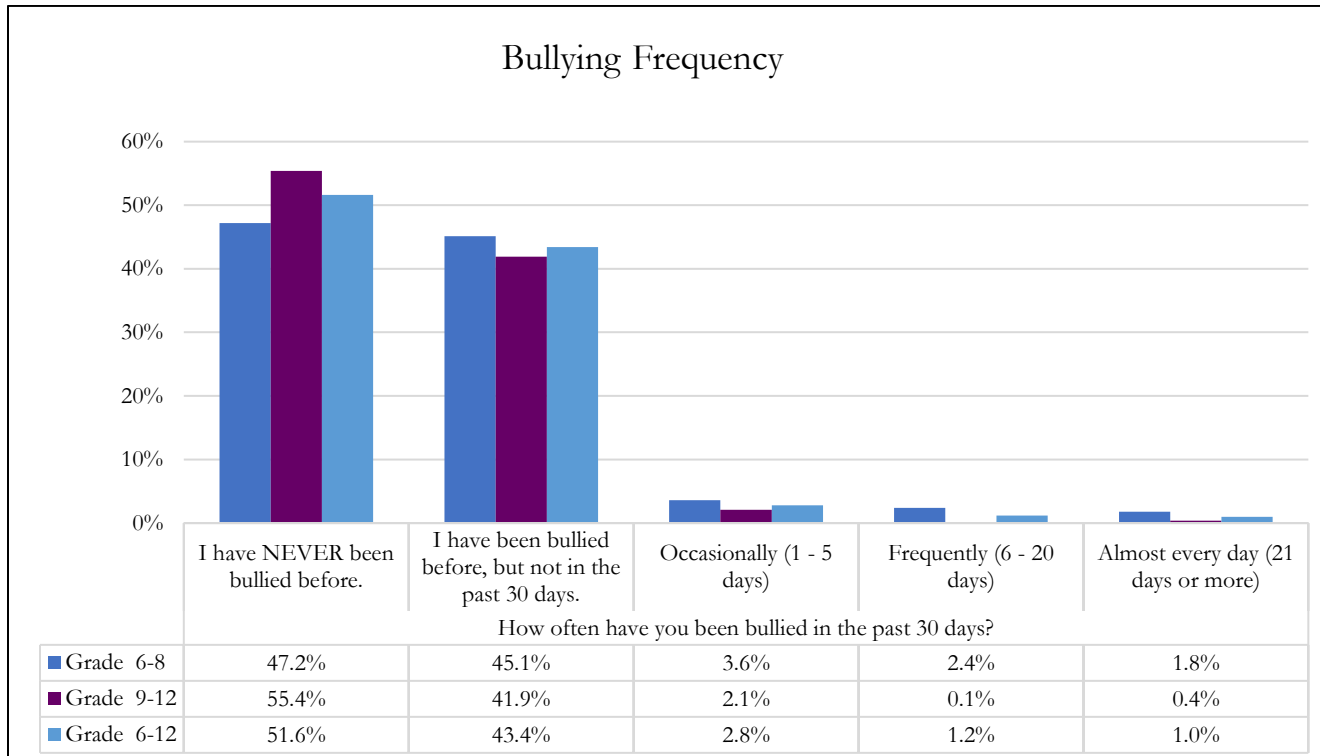
*Middle school females had more fights due to social media than males

*High school females felt better and worse about themselves due to social media than males

*High school Hispanic youth report missing in person time as a result of social media more than white youth

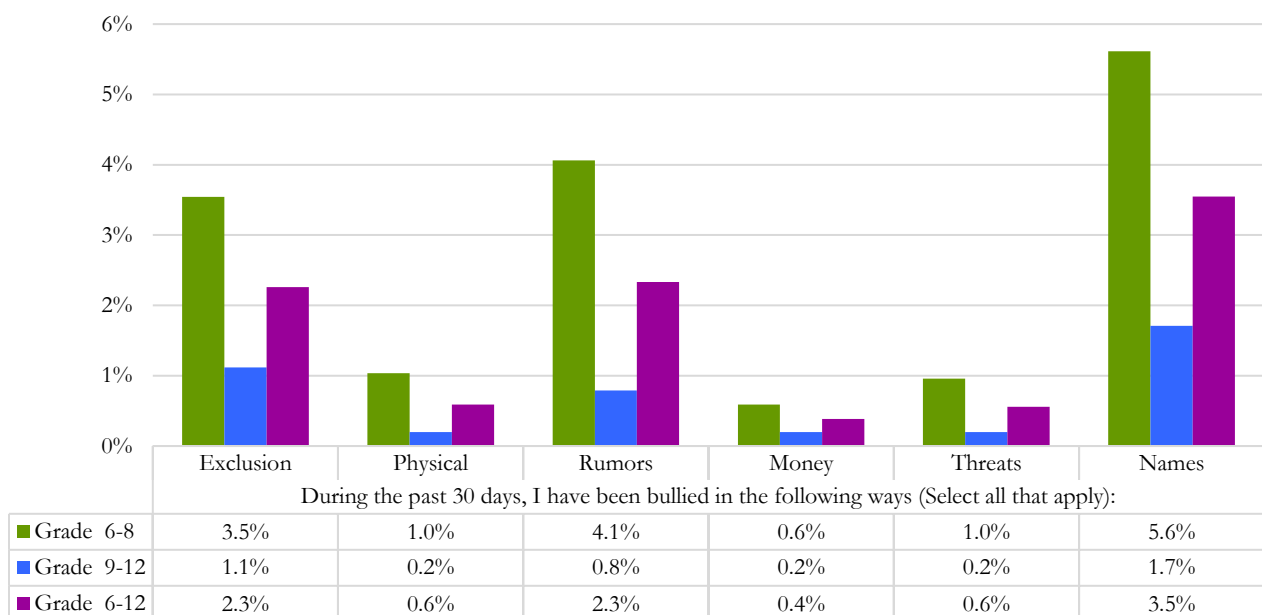
*High school Hispanic youth report less connection as a result of social media than white youth
 *High school white youth feel worse about themselves due to social media than Hispanic and Black youth

Bullying:

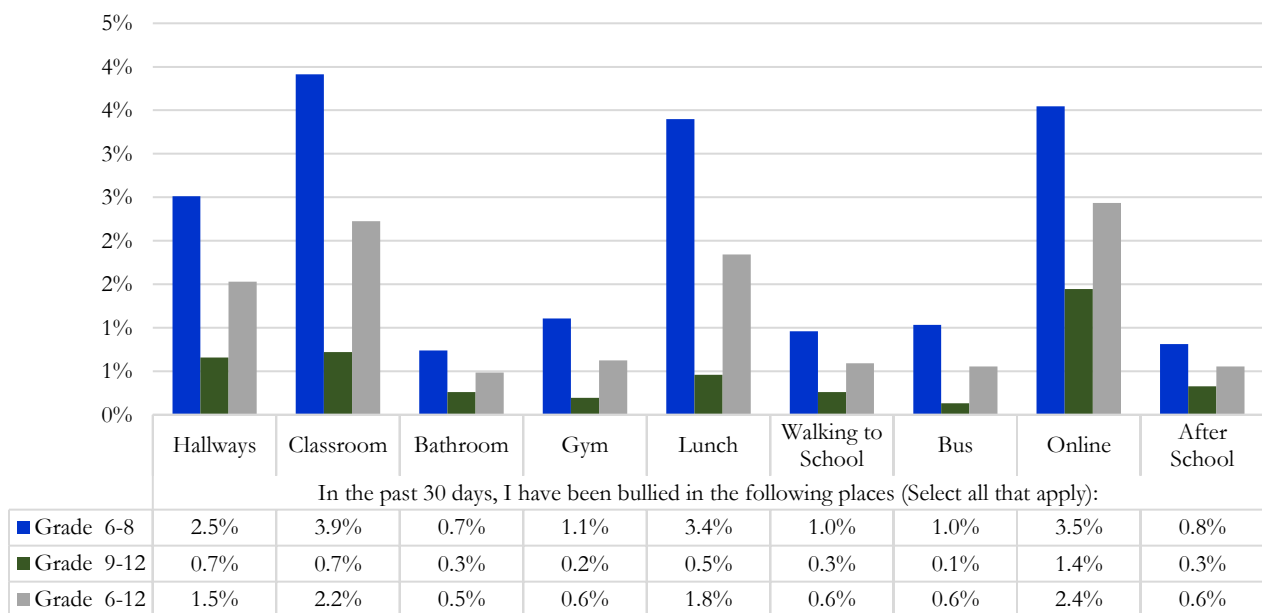


*Middle and high school females are more likely to report ever having been bullied than males
 *High school Black and Hispanic youth report never having been bullied more than white youth

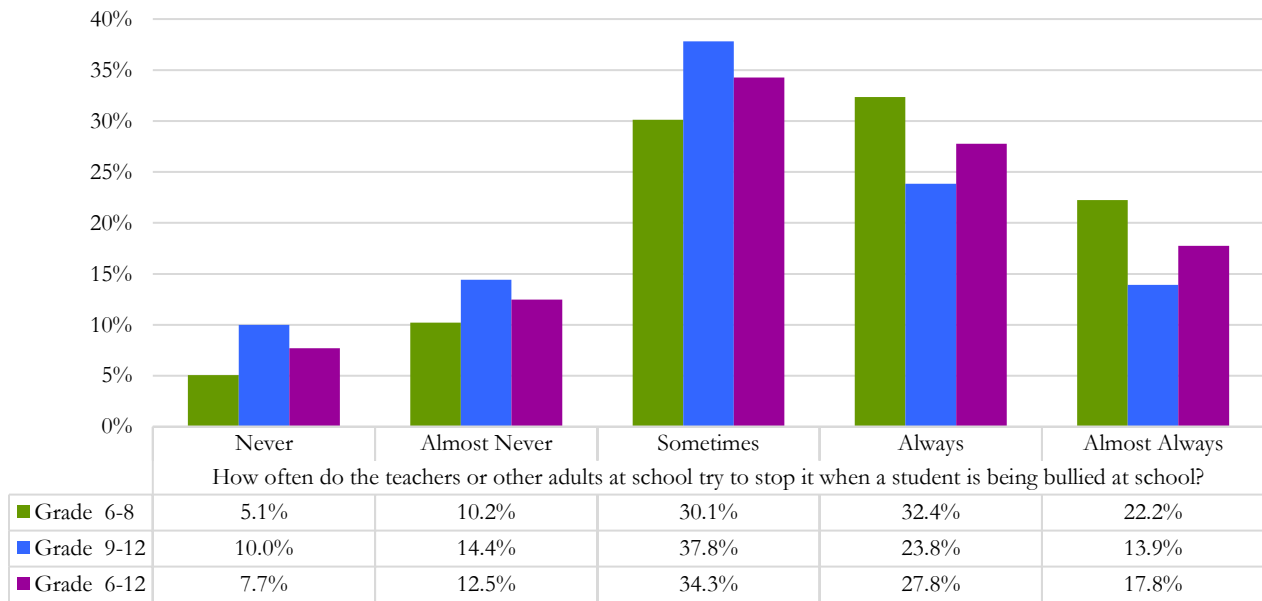
Types of Bullying



Locations of Bullying



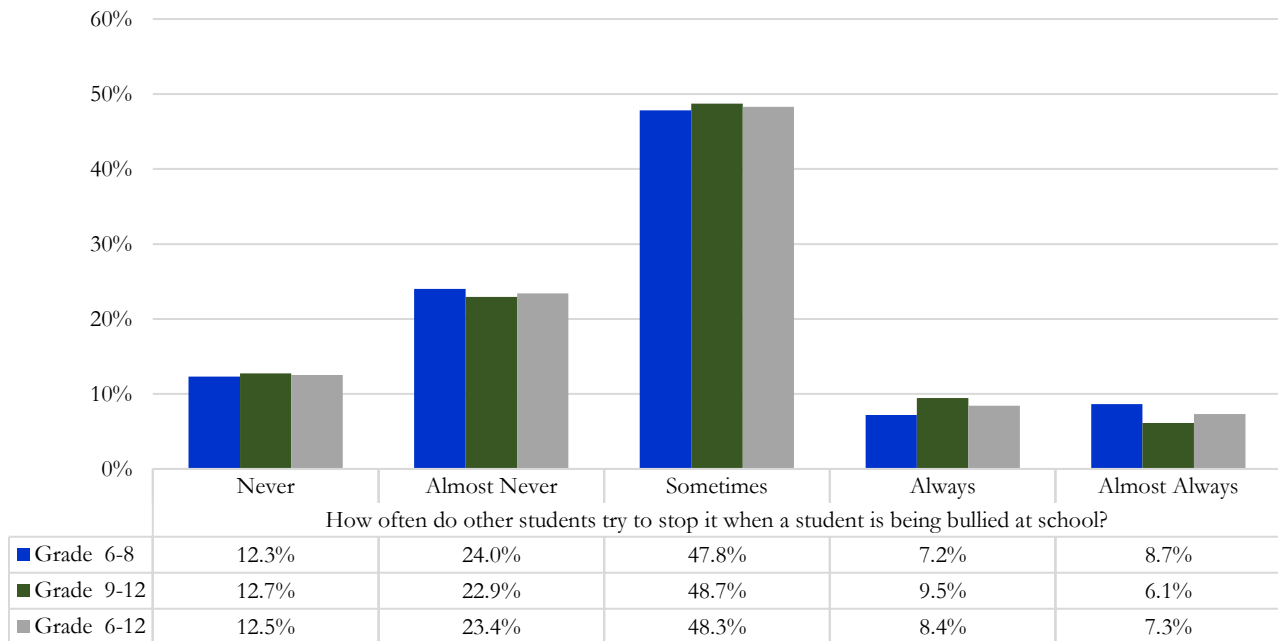
Frequency of Teachers/Adults Intervening When Bullying Occurs



*High school females report “never” and “almost never” more often for teacher intervention for bullying than males

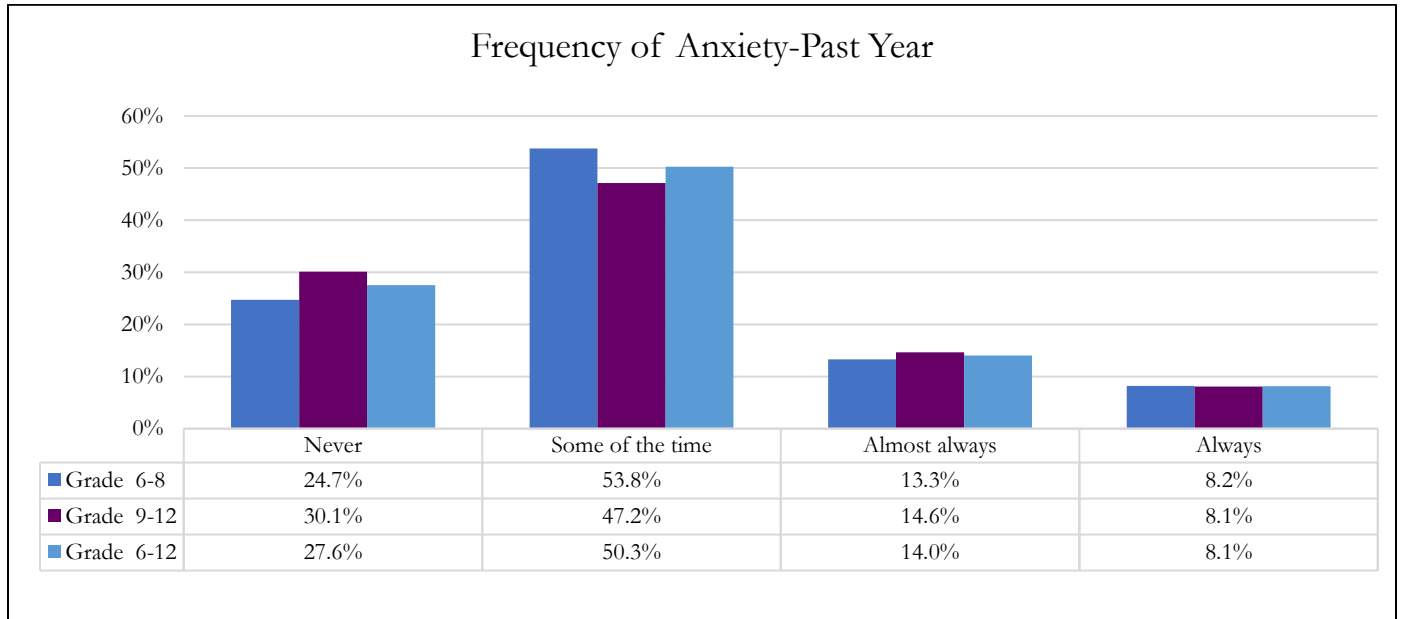
*Middle school white youth report “almost always” more than Hispanic youth

Frequency of Students Intervening When Bullying Occurs



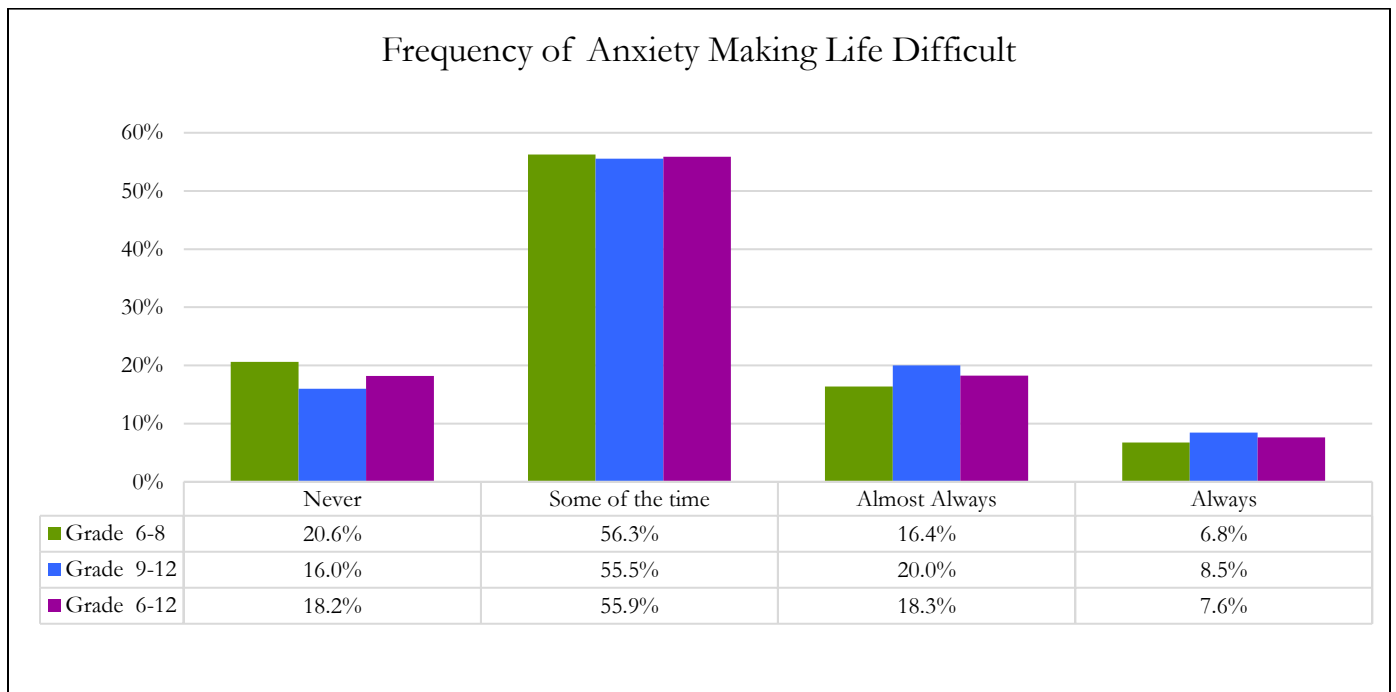
*High school females report “never” more frequently than males

Emotional Health:



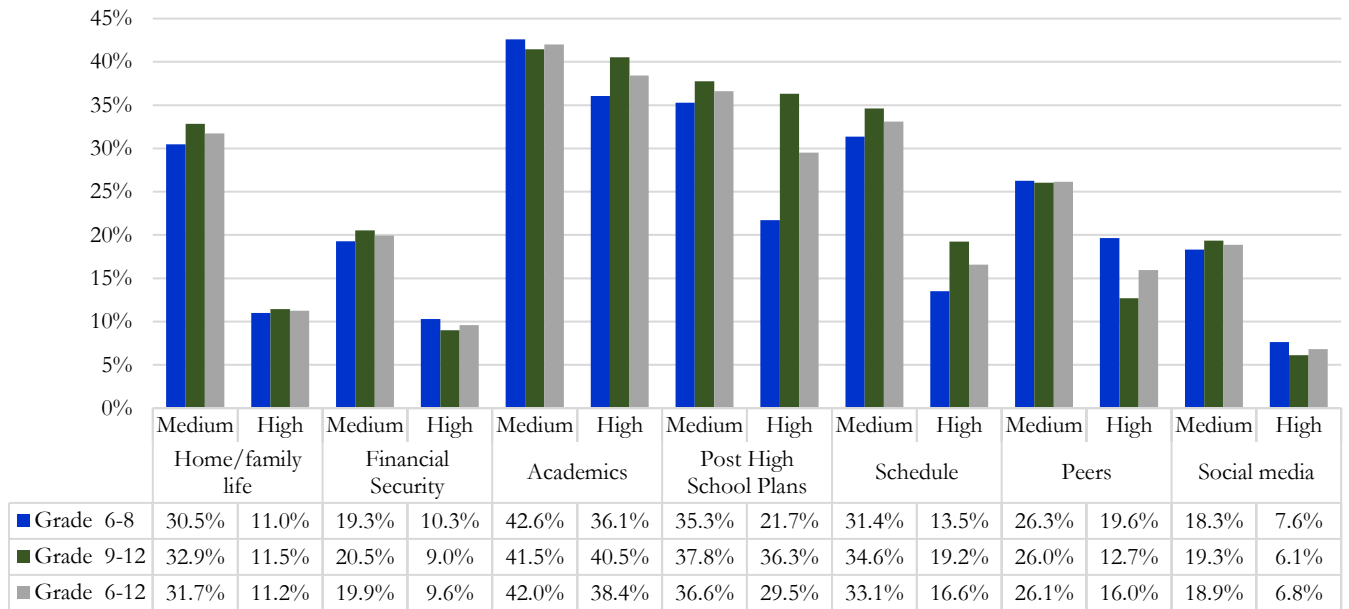
*Middle and high school females report more past year anxiety than males

*High school white and Hispanic youth report more anxiety than Black youth



*High school females are more likely to have anxiety make life difficult

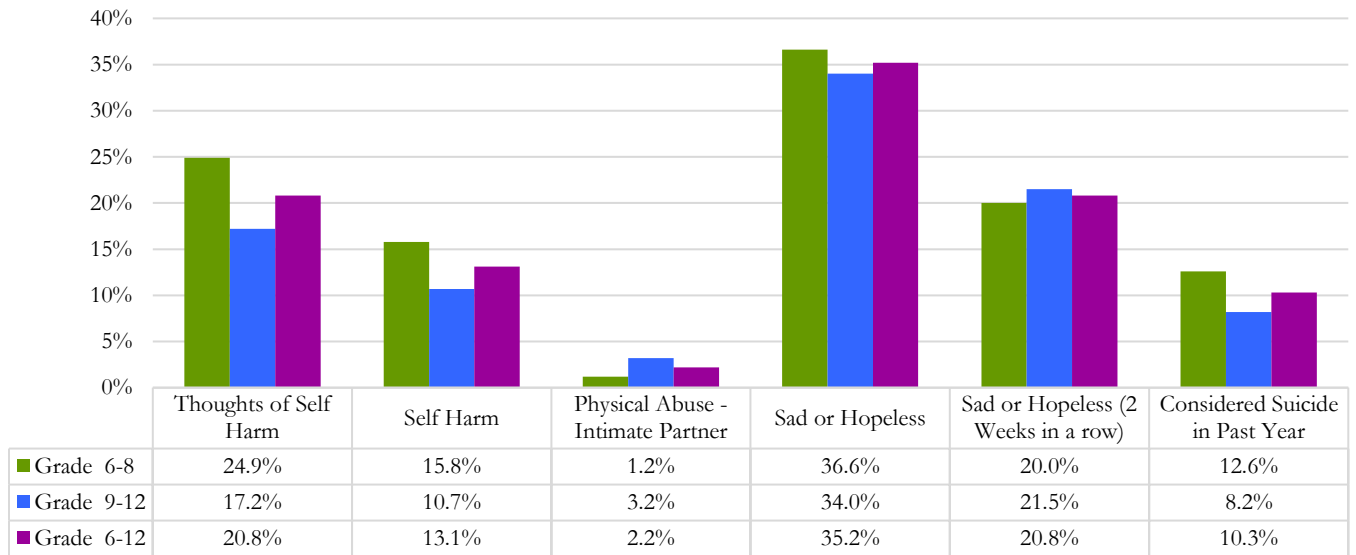
Anxiety Level by Source



*High school and middle school females experience more anxiety as a result of home/family life, finances, academics, schedule, peers, and social media

*High school Hispanic youth report more anxiety due to finances than white youth

Other Emotional Health Indicators % Responding "Yes"

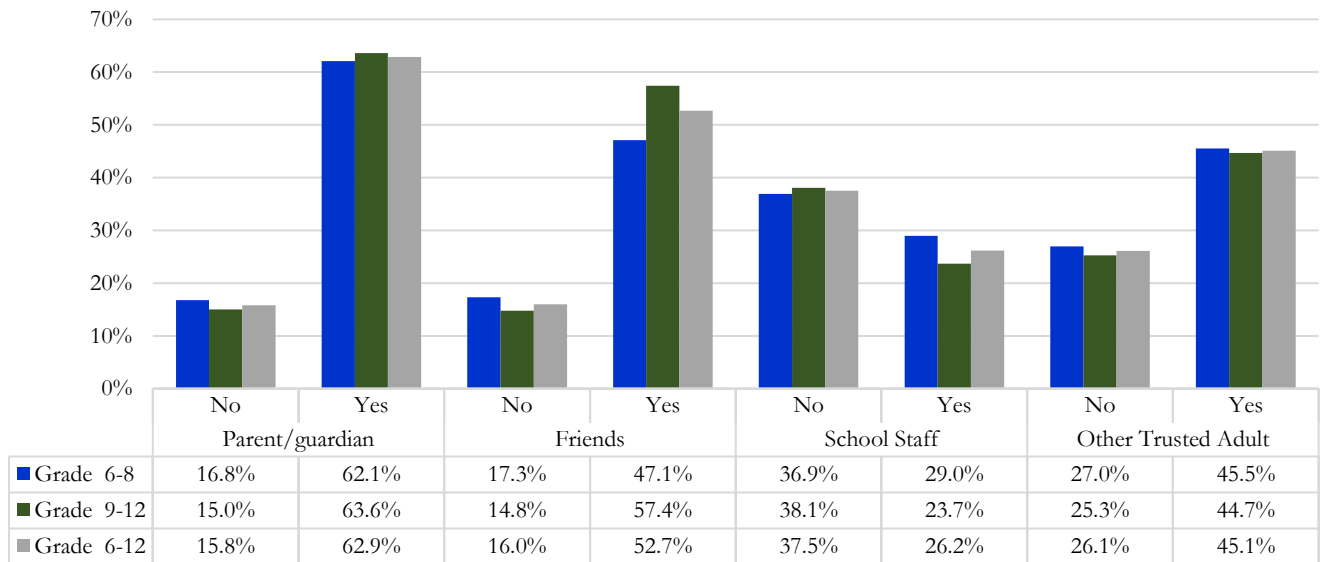


Note: State data for grades 9-12 (YRBSS 2019) indicate that 30.6% of students felt sad or hopeless for 2 or more weeks in a row, 12.7% considered suicide, 15.4% harmed themselves in the past year.

*Middle and high school females are more likely to report thoughts of self-harm and self-harm behaviors than males

*Middle and high school females are more likely to report feeling sad or hopeless and feeling sad or hopeless for 2 weeks in a row or more and having considered suicide in the past year than males

Comfort Seeking Help by Source-Family and School



*High and middle school females are less likely to seek help from a parent

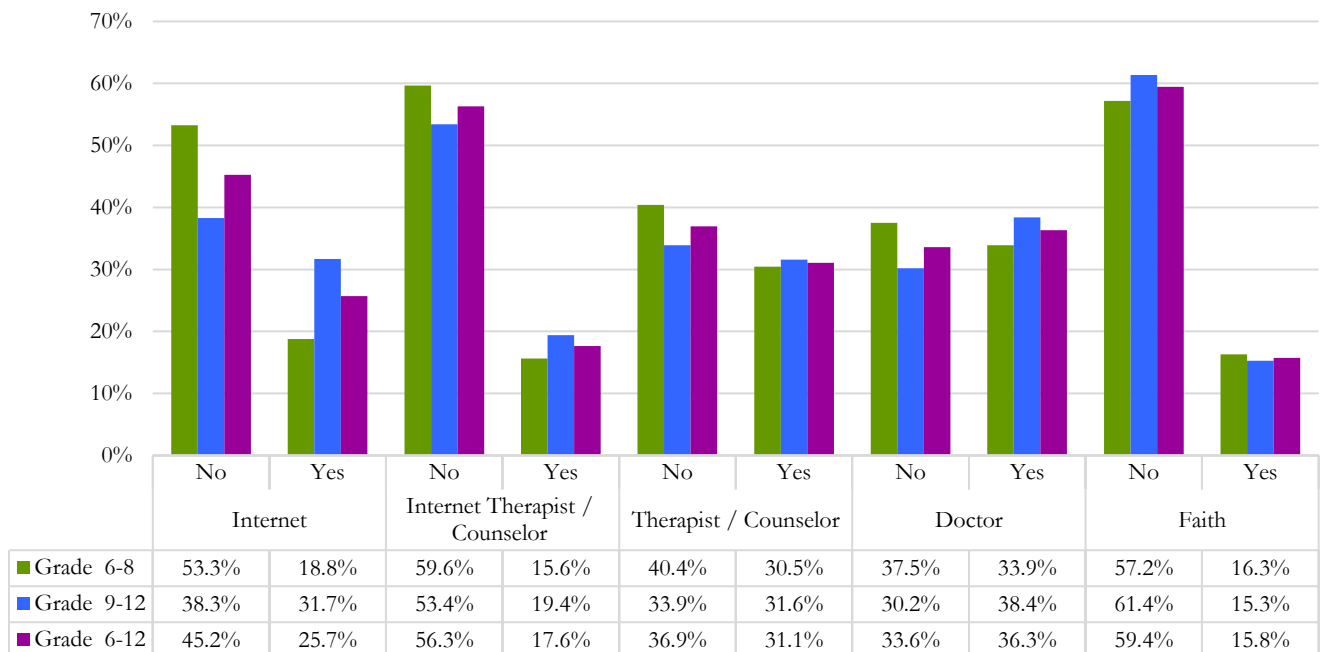
*Middle school females are less likely to seek help from school staff

*High school females are less likely to seek help from other trusted adults

*High and middle school white youth are more likely to seek help from a parent than Black students

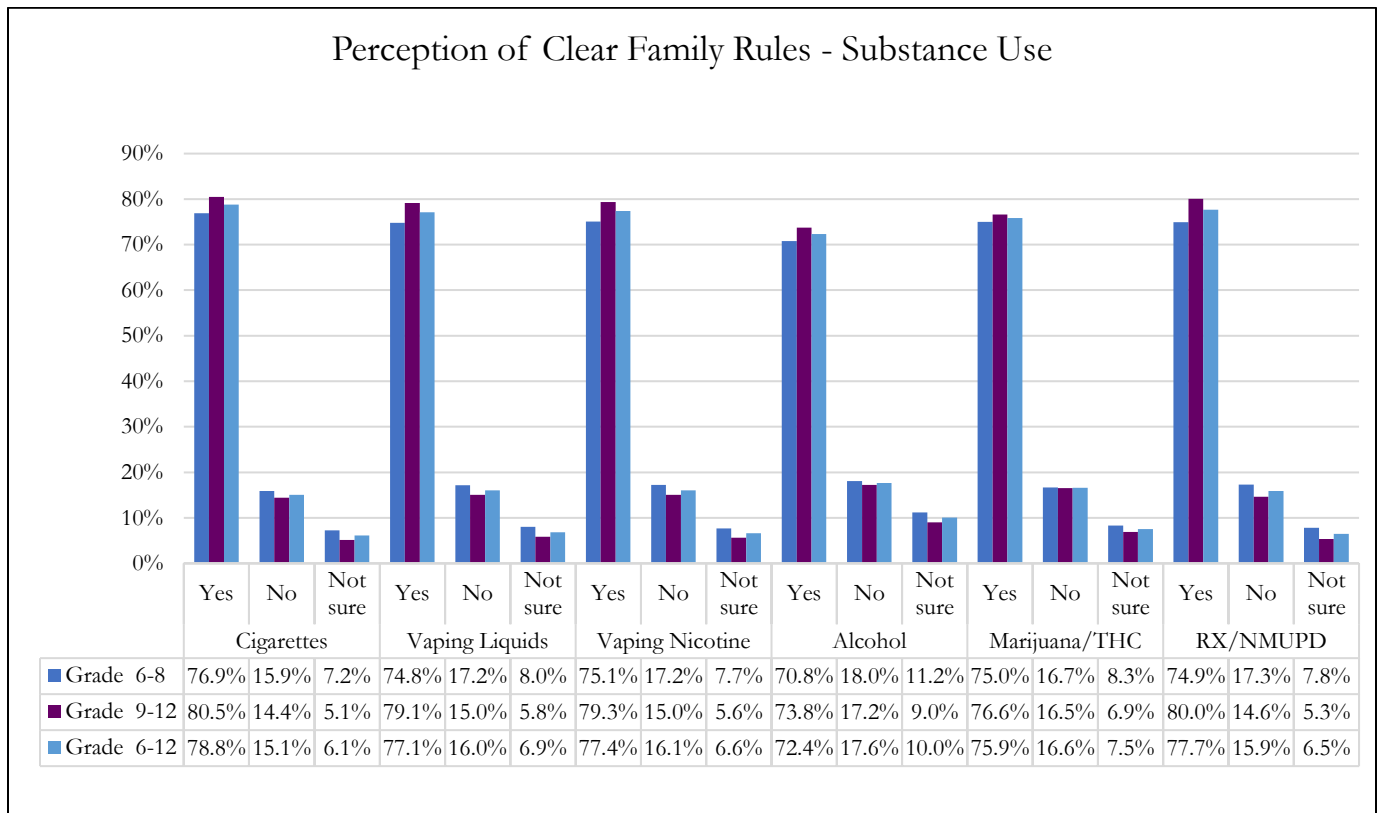
*High and middle school white youth are more likely to seek help from a friend and school staff than Hispanic students

Comfort Seeking Help by Source-Community and Internet



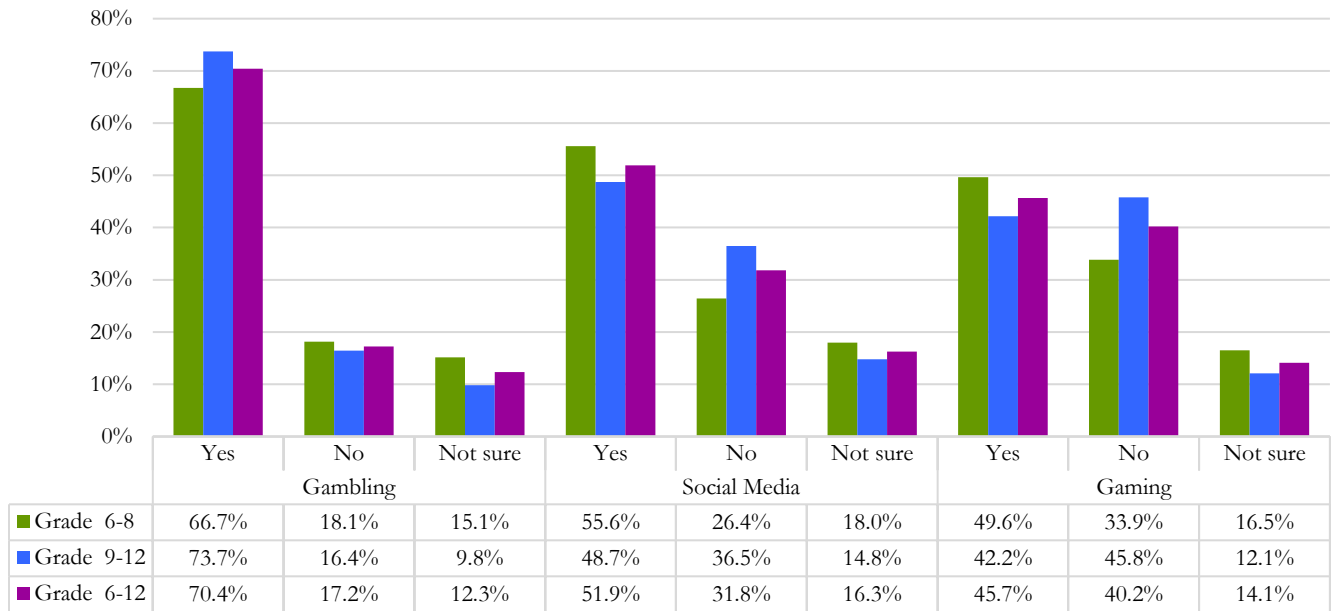
- *High school females are more likely to seek help from the internet, therapist
- *Middle school females are less likely to seek help from a doctor
- *High and middle school females are less likely to seek help from a faith or religious leader
- *High and middle school white youth are more likely to seek help from the internet, doctor or therapist than Hispanic students
- *Middle school white youth are more likely to seek help from an internet counselor than Hispanic students
- *High and middle school white youth are more likely to seek help from the internet or therapist than Hispanic students

Perceptions of Substance Use, Family Rules and Experiences:

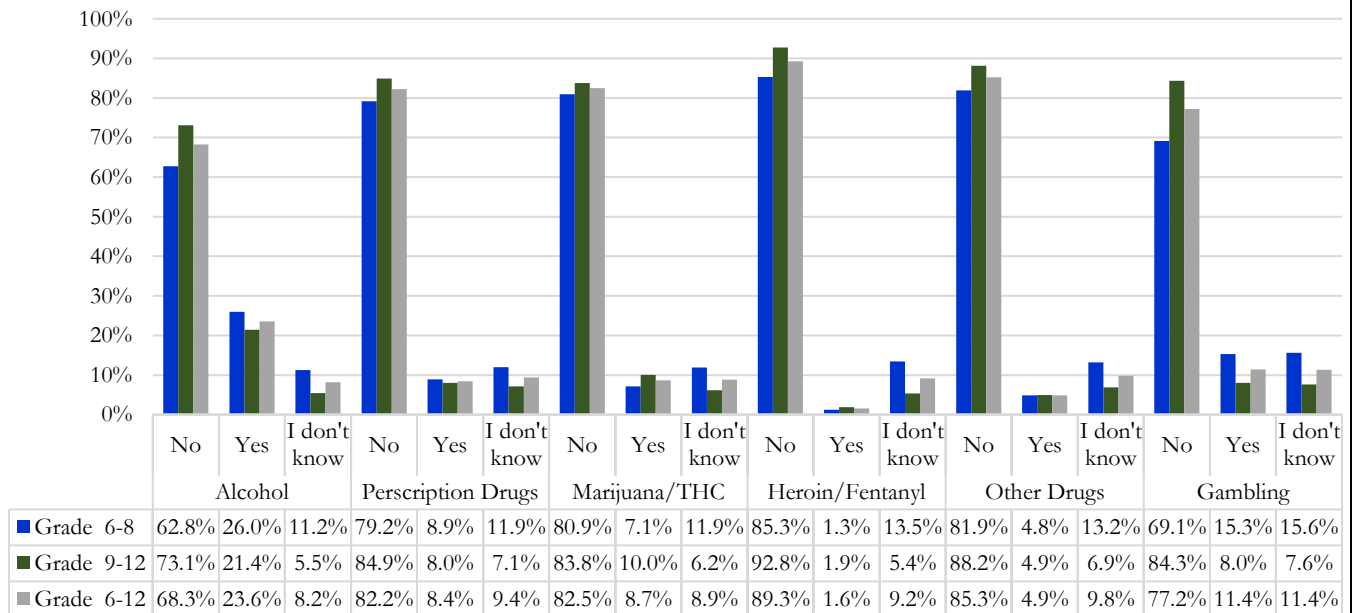


- *High school females report more family rules for cigarettes, marijuana, rx, and vaping
- *High and middle school females report more family rules for drinking
- *Middle school Black and Hispanic youth report less clear rules on cigarettes, vaping, marijuana, and rx

Perception of Clear Family Rules - Gambling, Social Media, and Gaming



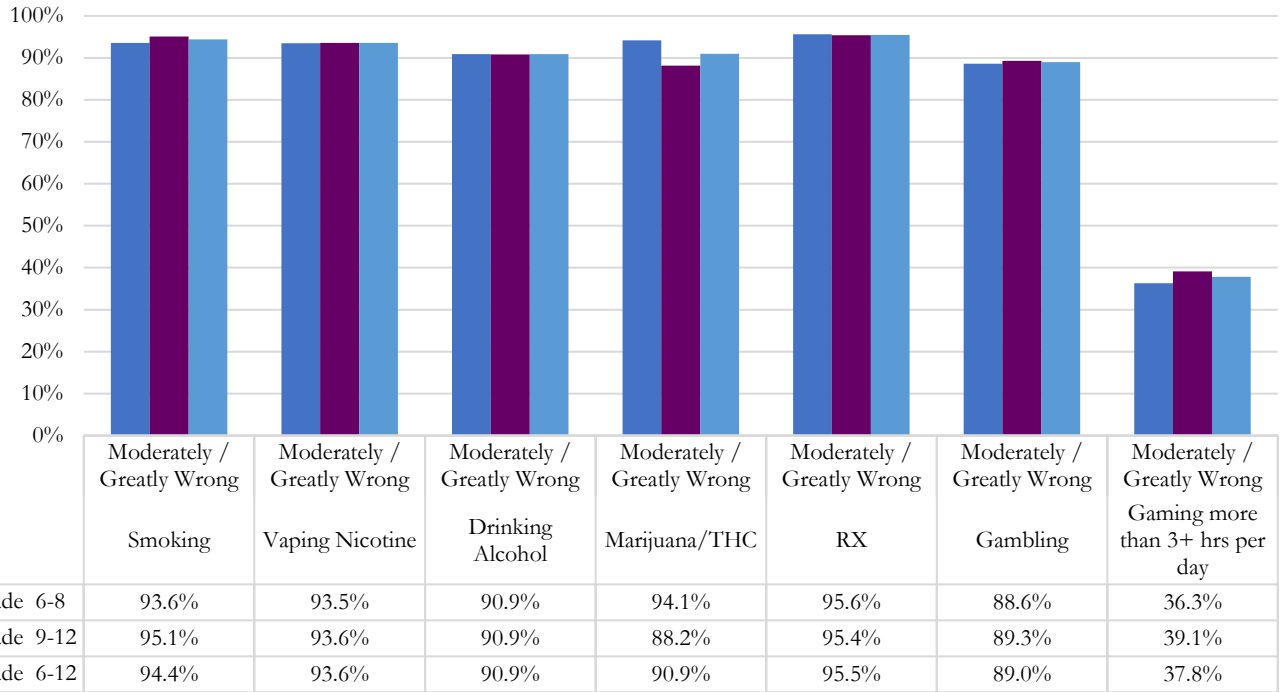
Perception of Family Substance Use and Gambling Problems



*Middle school females report more family heroin and other drug problems than males

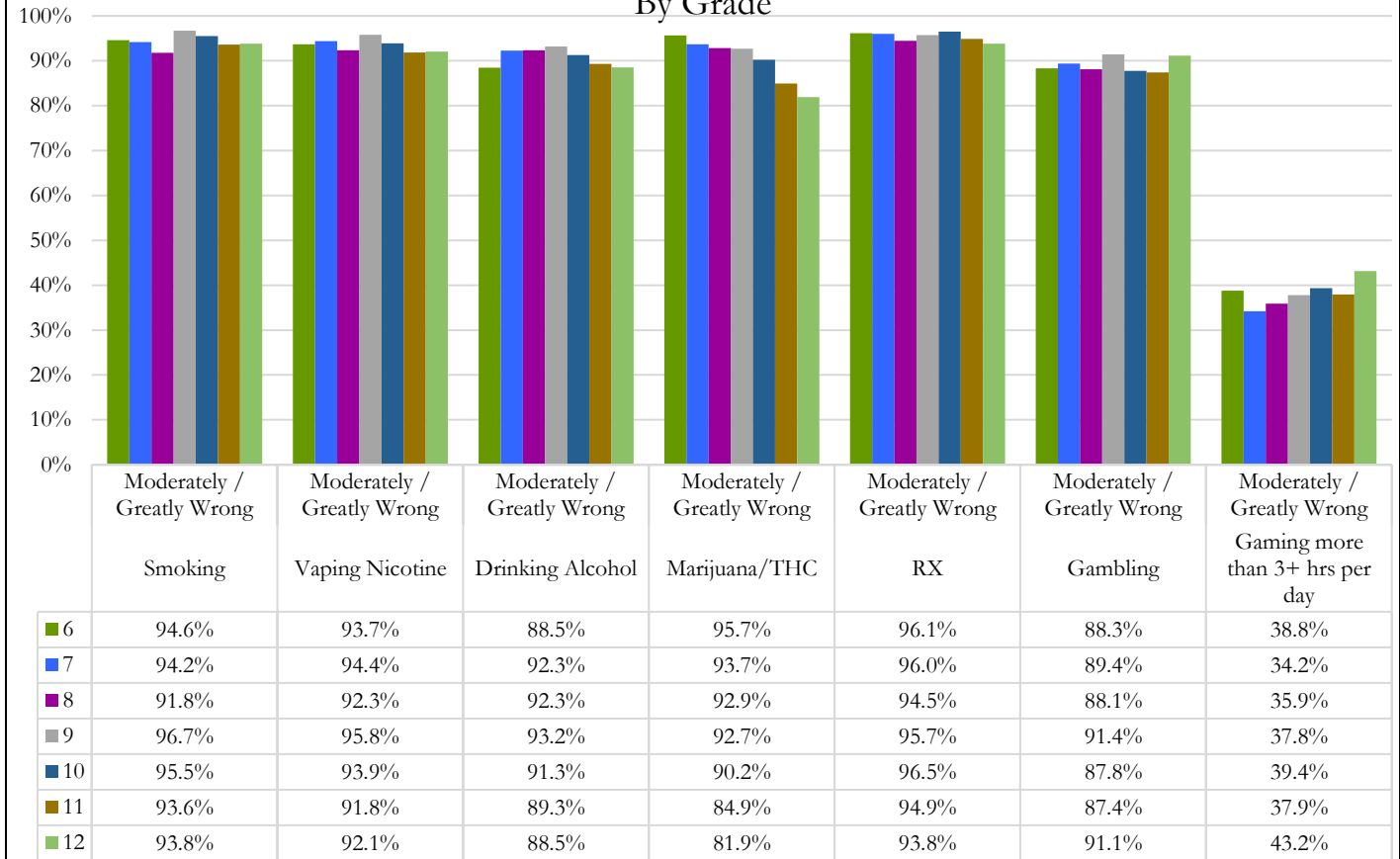
*High school Black students report less alcohol problems than all other groups

Perception of Parental Disapproval

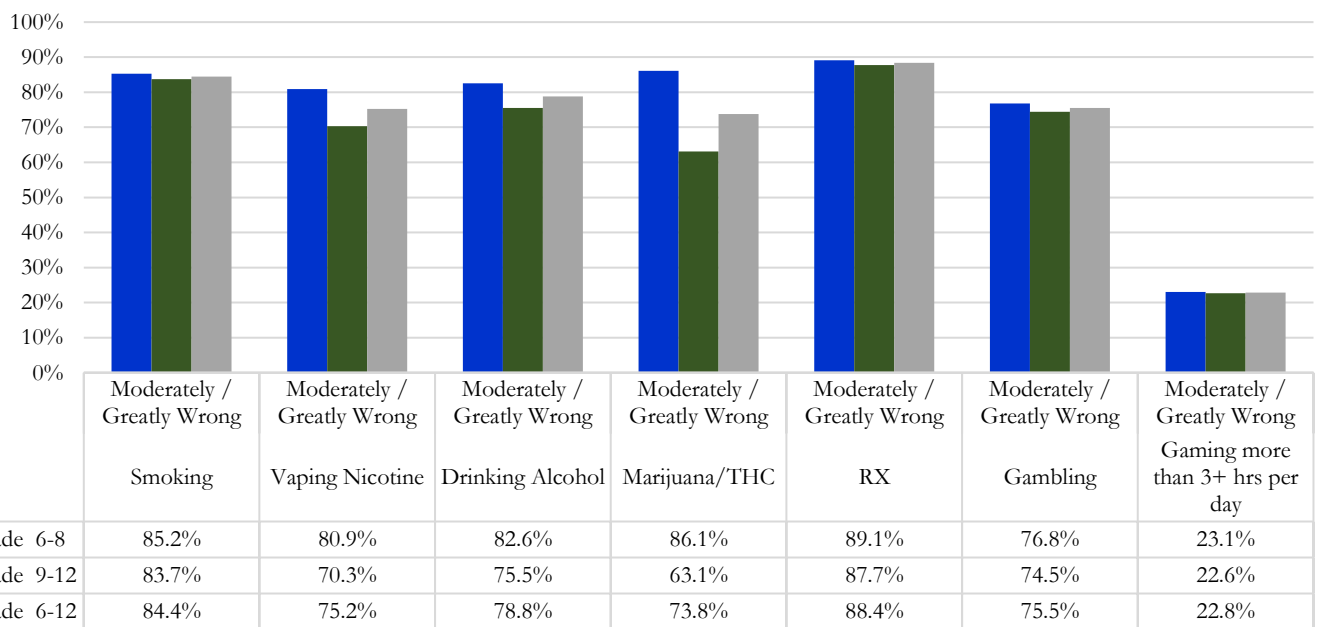


*High school females report more “wrongness” for smoking, vaping, drinking, marijuana, rx, gambling, and gaming

Perception of Parental Disapproval By Grade



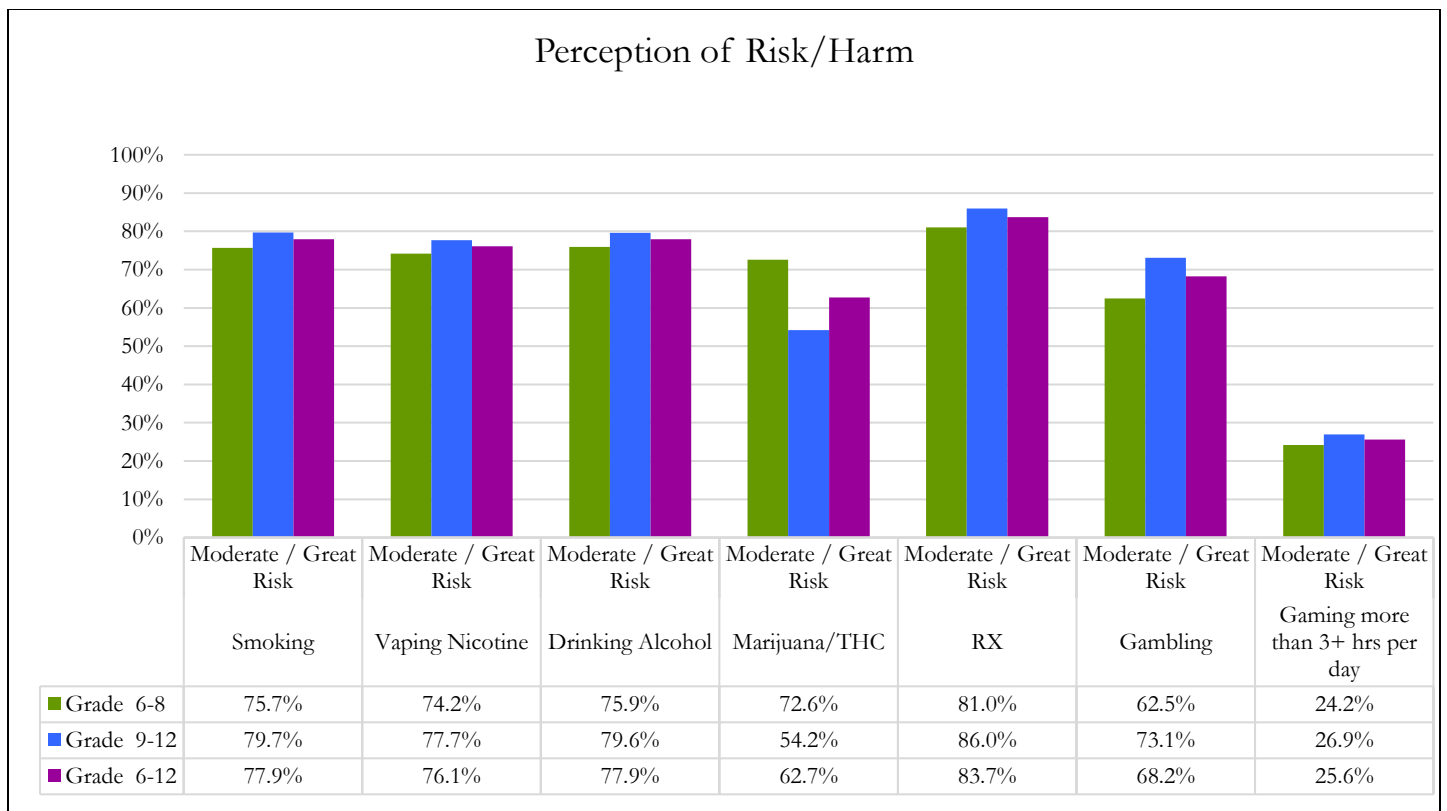
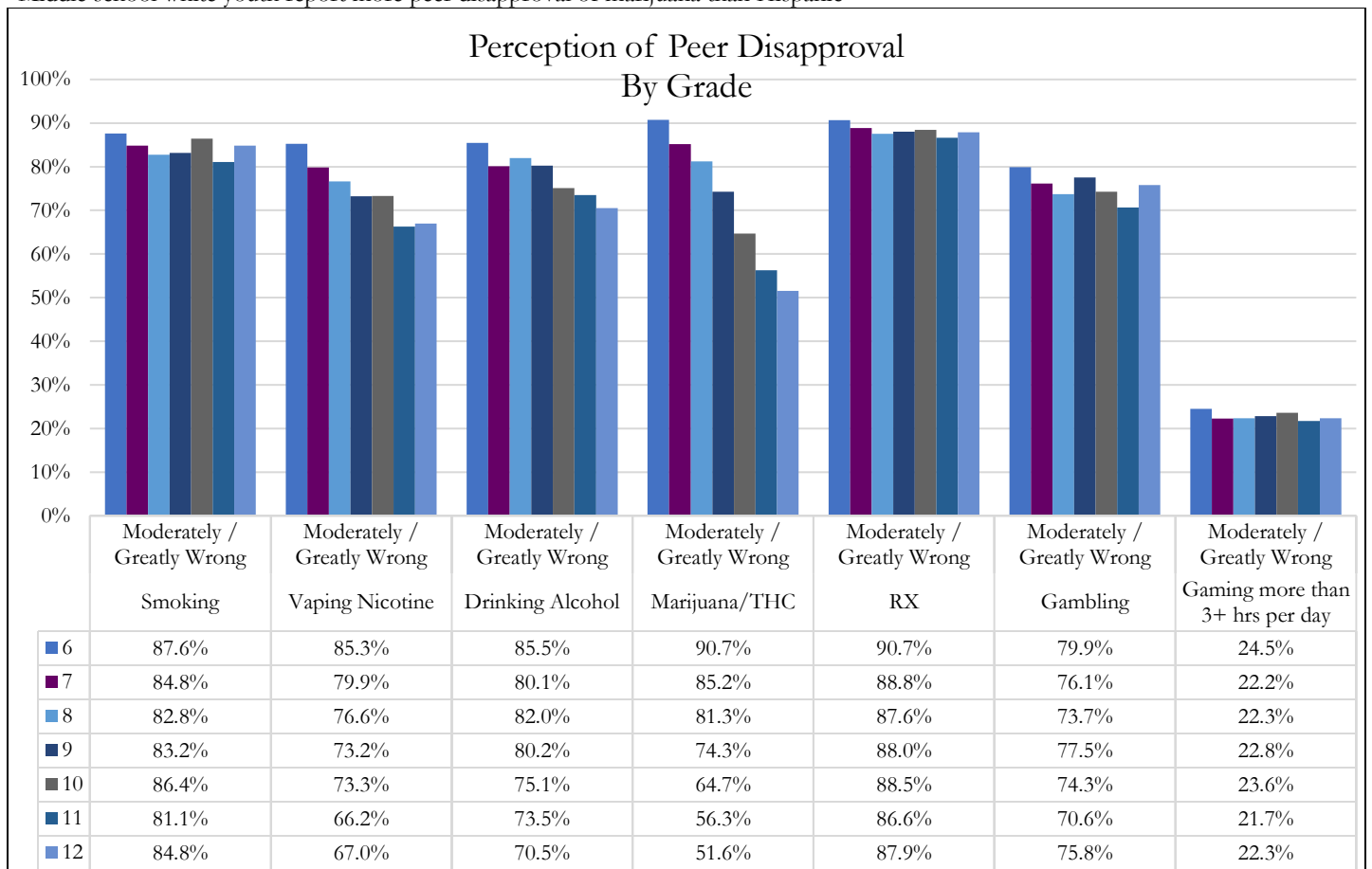
Perception of Peer Disapproval



*High school females report less disapproval for smoking and more disapproval for rx

*High and middle school females report less disapproval for drinking and more disapproval for gambling and gaming

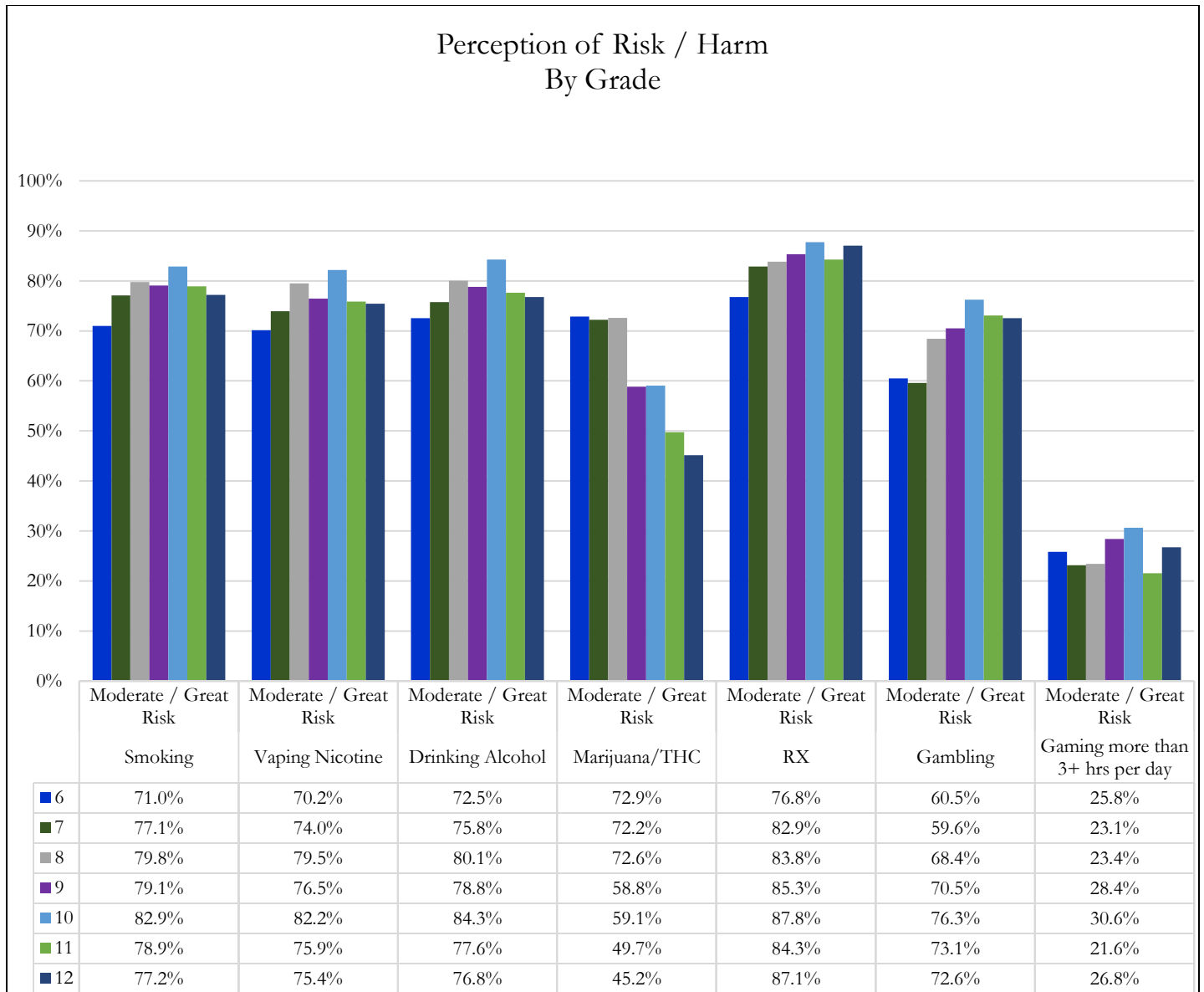
*Middle school white youth report more peer disapproval of marijuana than Hispanic



*High and middle school females see less risk in vaping but more in alcohol, gambling, and gaming

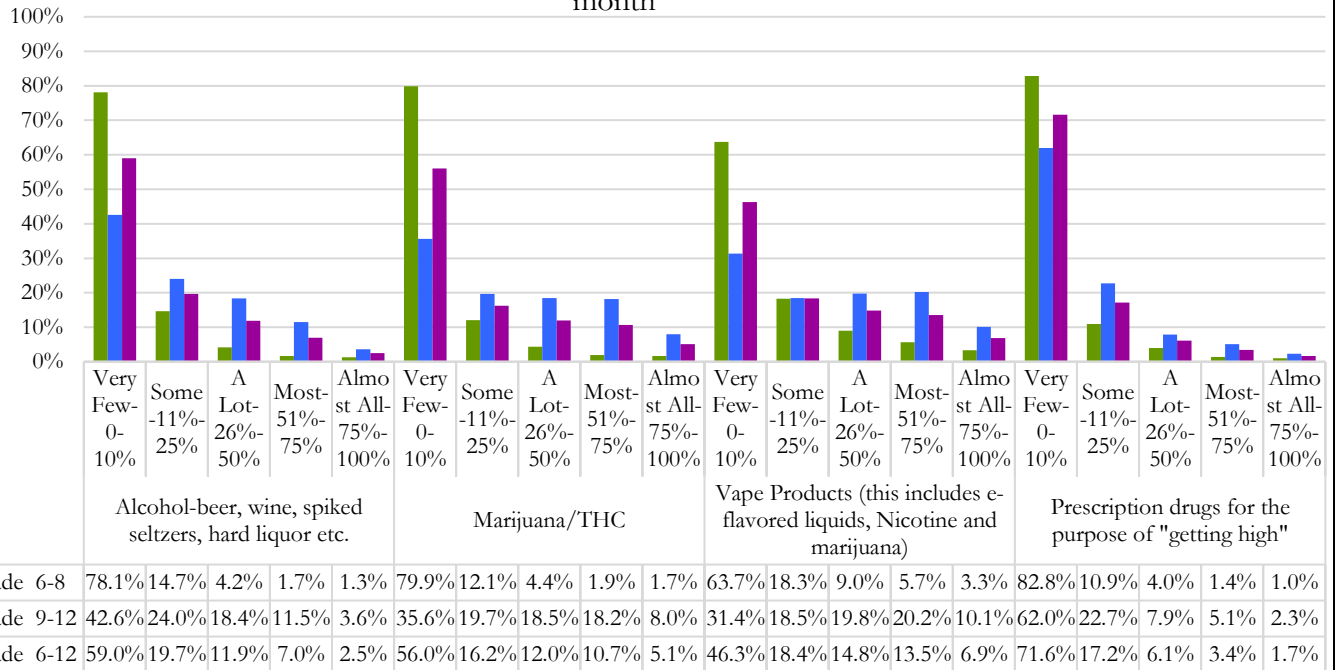
*High school females see greater risk in marijuana and rx

*High school white youth see more risk in rx than Hispanic

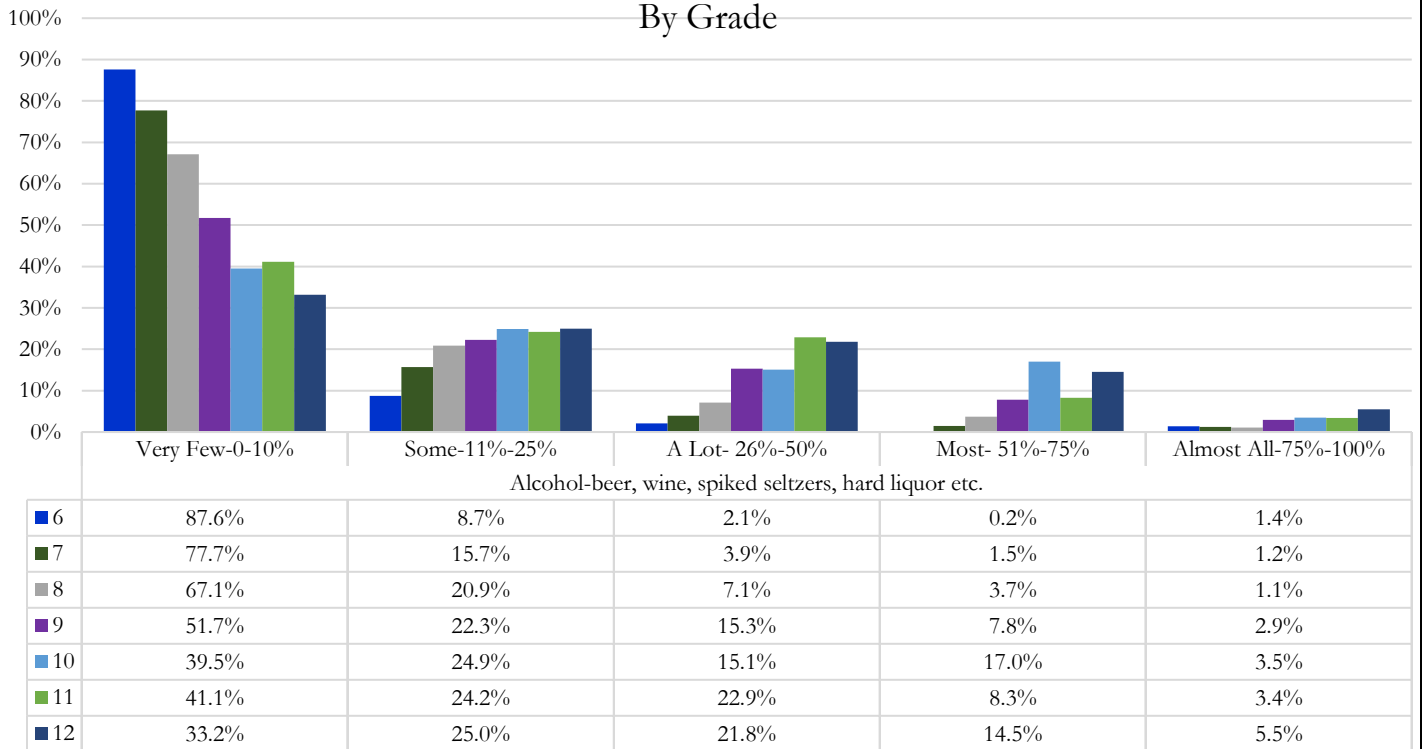


Perception of Peer Use in Past Month

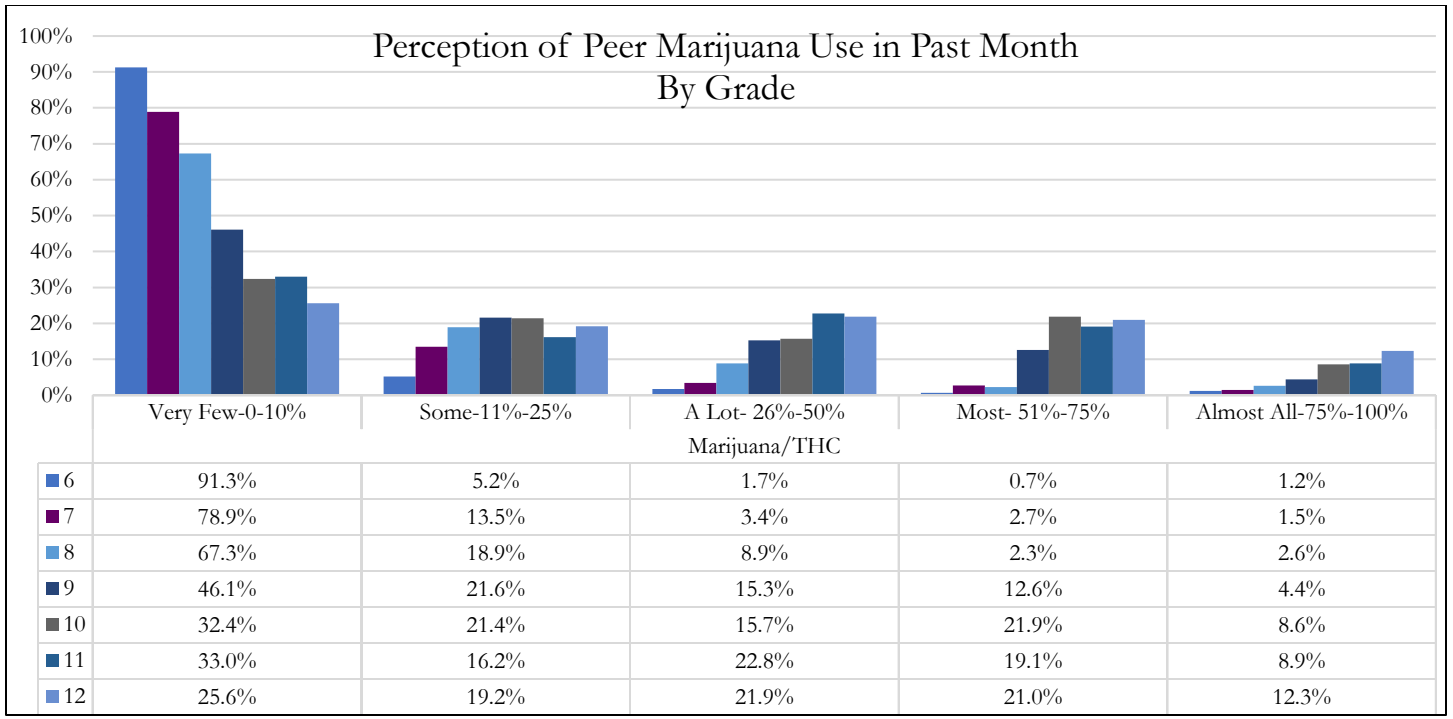
"Estimate the percentage of peers that have used the following substances in the past month"



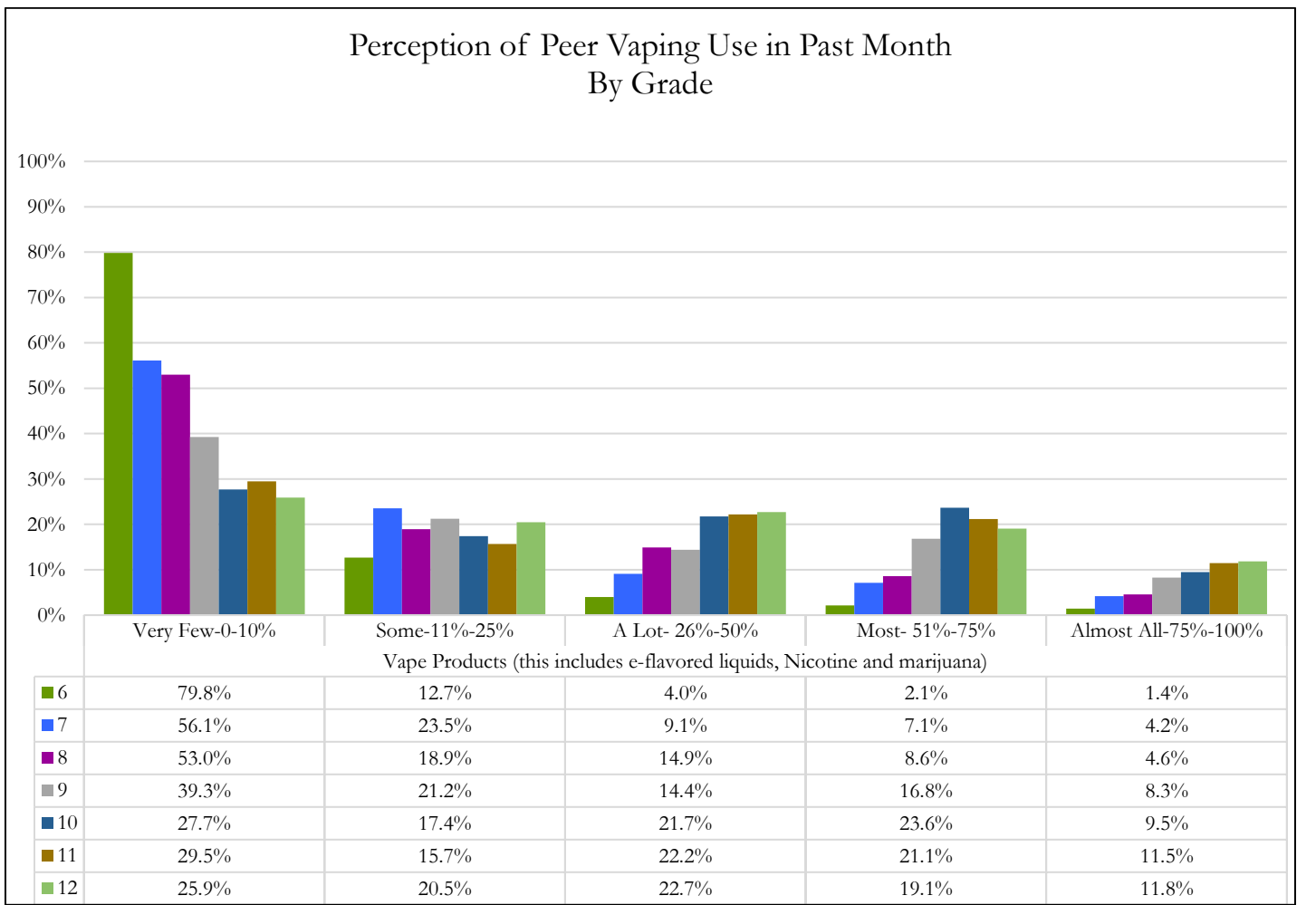
Perception of Peer Alcohol Use in Past Month By Grade



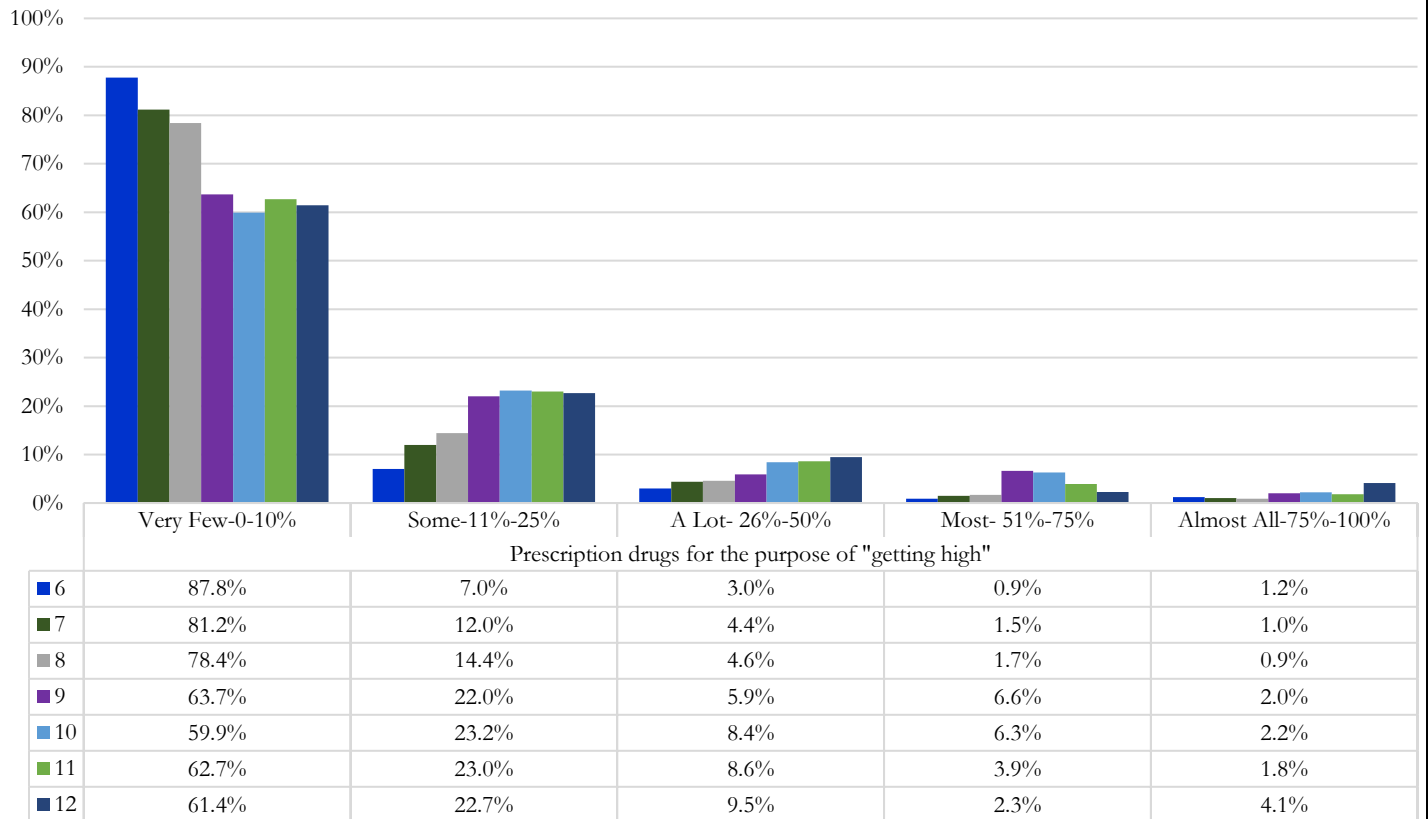
Perception of Peer Marijuana Use in Past Month By Grade



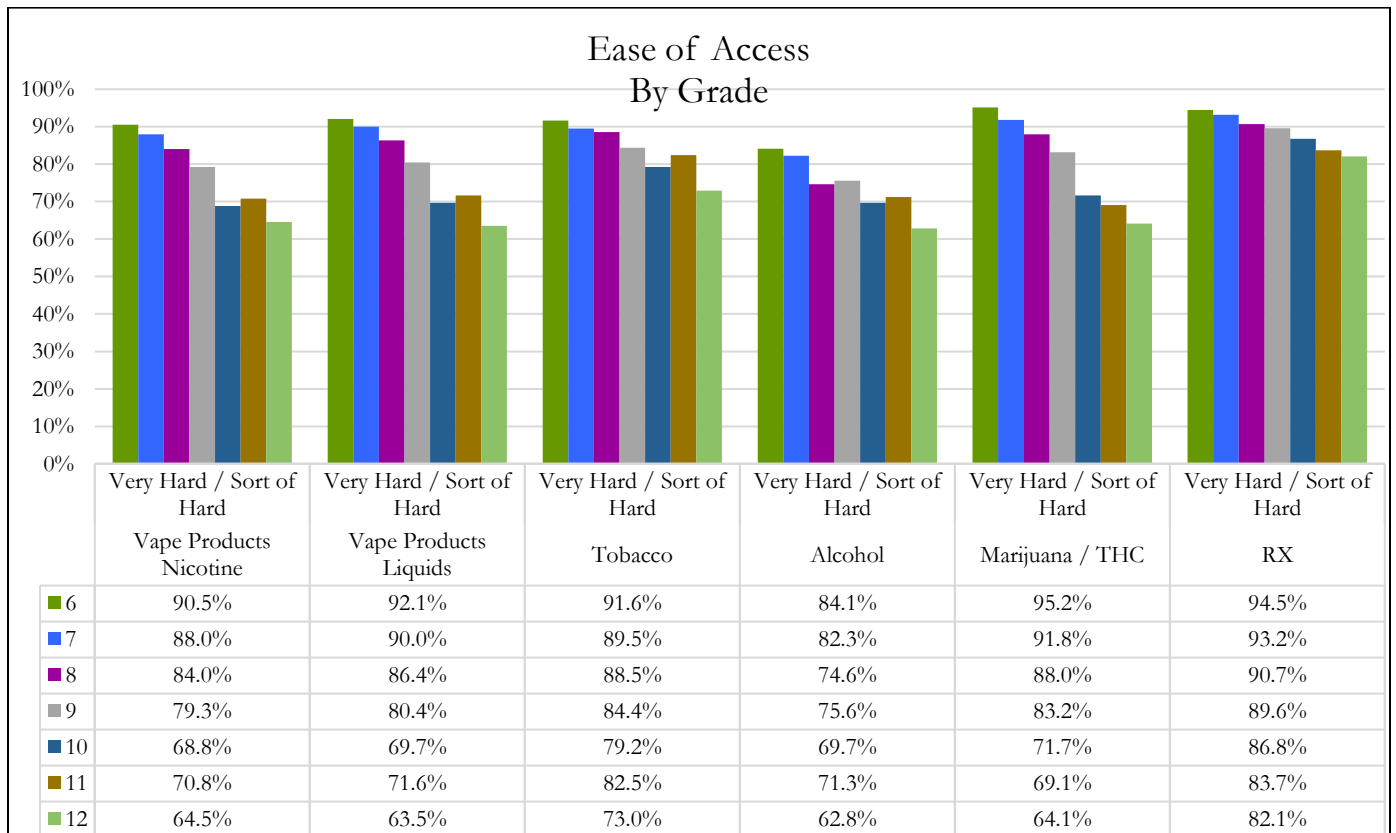
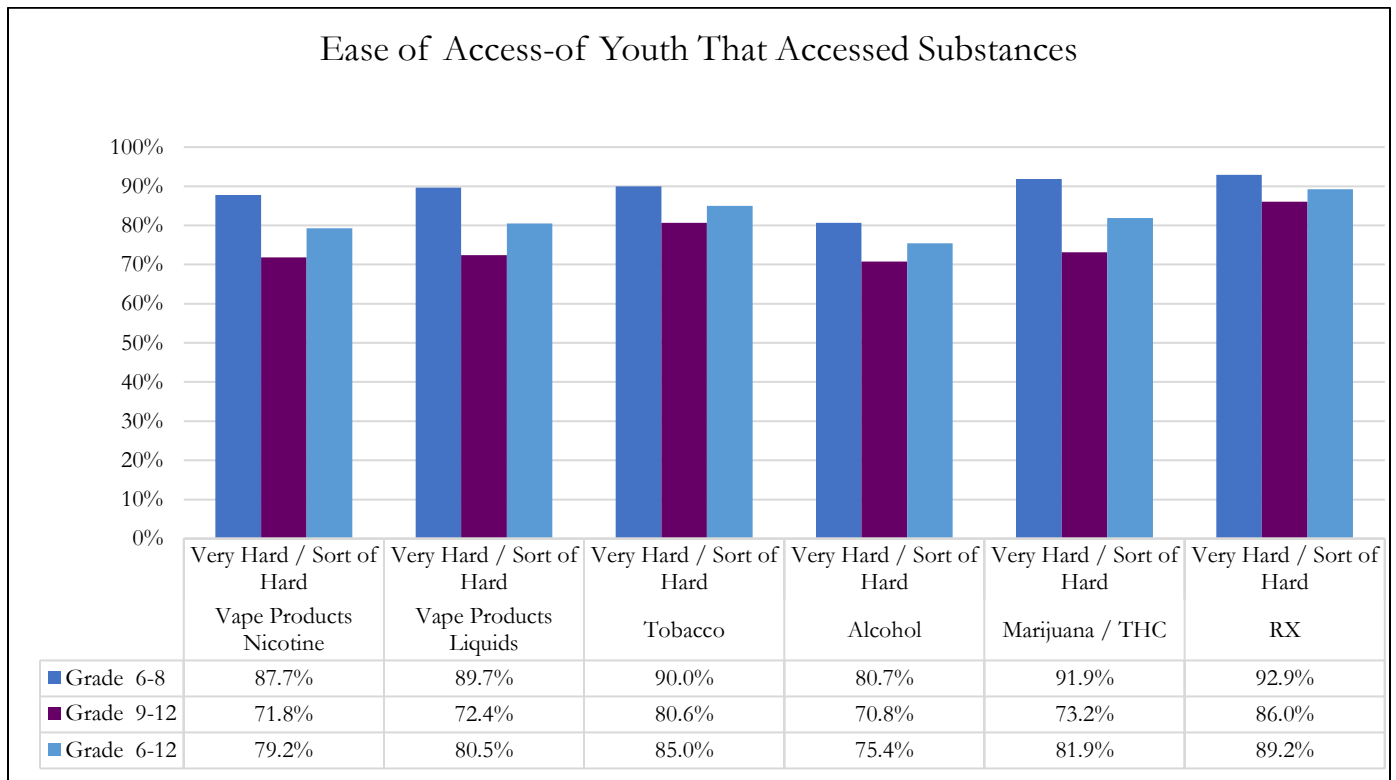
Perception of Peer Vaping Use in Past Month By Grade



Perception of Peer RX Use in Past Month By Grade



Ease of Access:



Substance Use and Gambling:

Tests for statistical significance were performed on past month usage rates of core substances and gambling. Tests were performed to compare usage rates by biological sex, race and ethnicity for grades 6-8 and 9-12. Race was grouped into two 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 and race/ethnicity aggregate.

Risk Factors for Any Substance Use in Youth's Lifetime, Grades 6-12:

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

Meriden Middle and High School youth who have used **any substance in their lifetime** are more likely to:

- Spend more time home alone
- Sleep less
- Not have a trusted adult
- Feel less safe in their community and school
- Got less sleep due to gaming
- Did not complete homework due to gaming
- Have gotten into a verbal or physical fight because of gaming
- Have been asked for personal information due to gaming
- Have been threatened by another gamer.
- See something their parents would feel was inappropriate from gaming
- Use more social media
- Choose not to spend time in person due to social media
- Have more fights due to social media.
- Feel left out or excluded because of social media
- Feel worse about themselves because of social media
- Feel unsafe because of social media
- See something their parents would feel was inappropriate on social media
- Report having been bullied
- Report that students never intervene when others are bullied
- Report higher levels of anxiety
- Have anxiety make life difficult
- Report home/family life and social media as a source of anxiety
- Have thoughts of self-harm and acted on self-harm behavior
- Have reported boyfriend/girlfriend physical violence
- Have felt sad or hopeless and sad or hopeless two weeks in a row or more
- Consider suicide in the past year
- Feel less comfortable seeking support from a parent/guardian or faith leader
- Feel less comfortable seeking support from school staff (teachers and counselors) and doctors
- Report less family rules for alcohol
- Report more family substance use problems
- Perceive less parental disapproval for cigarettes, vaping, alcohol use, marijuana use and gambling
- Perceive less peer disapproval for cigarettes, vaping, alcohol use, marijuana use, rx and gambling

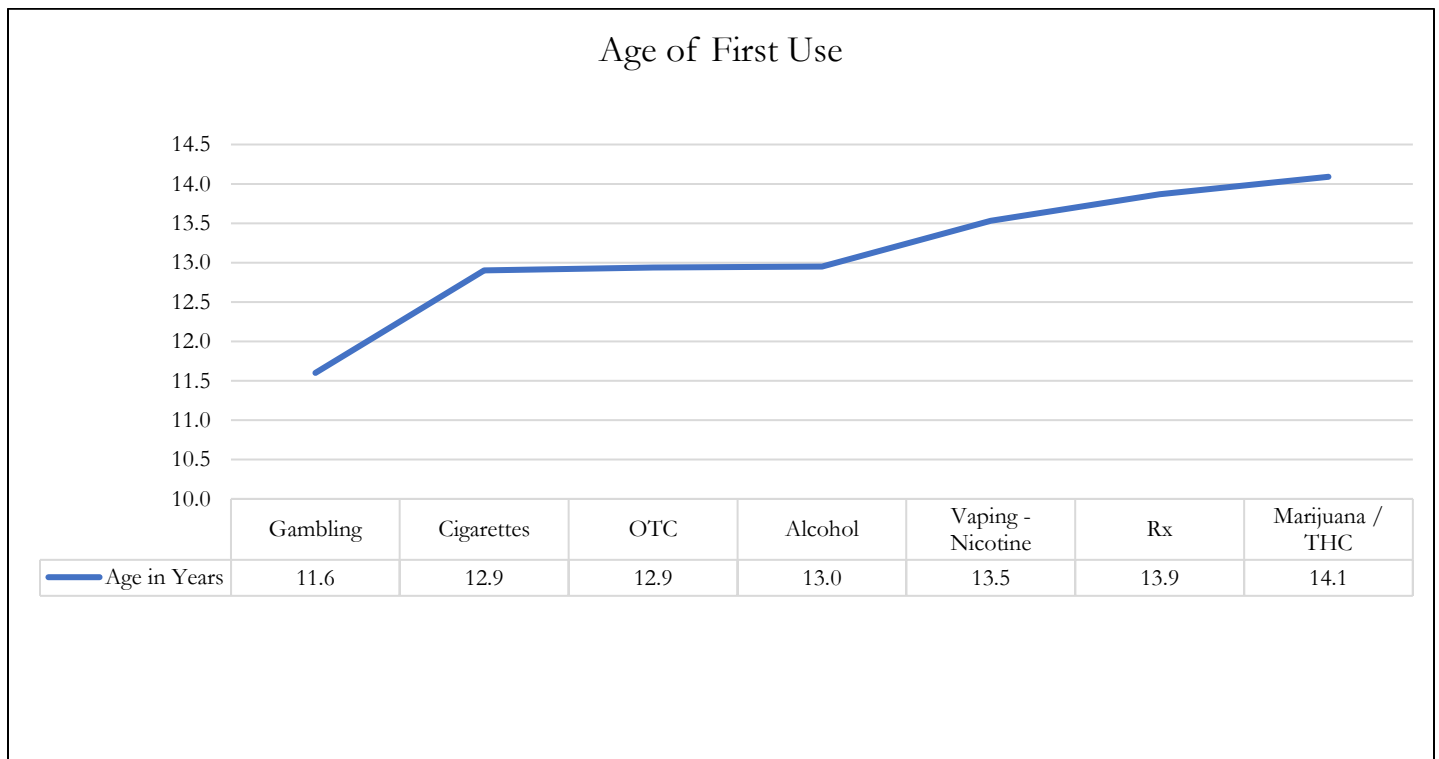
- Perceive less risk in vaping, alcohol, marijuana, and gambling
- More anxiety, family problems, access to mental health supports and substance use due to COVID

Meriden Middle School youth who have used **any substance in their lifetime** are more likely to:

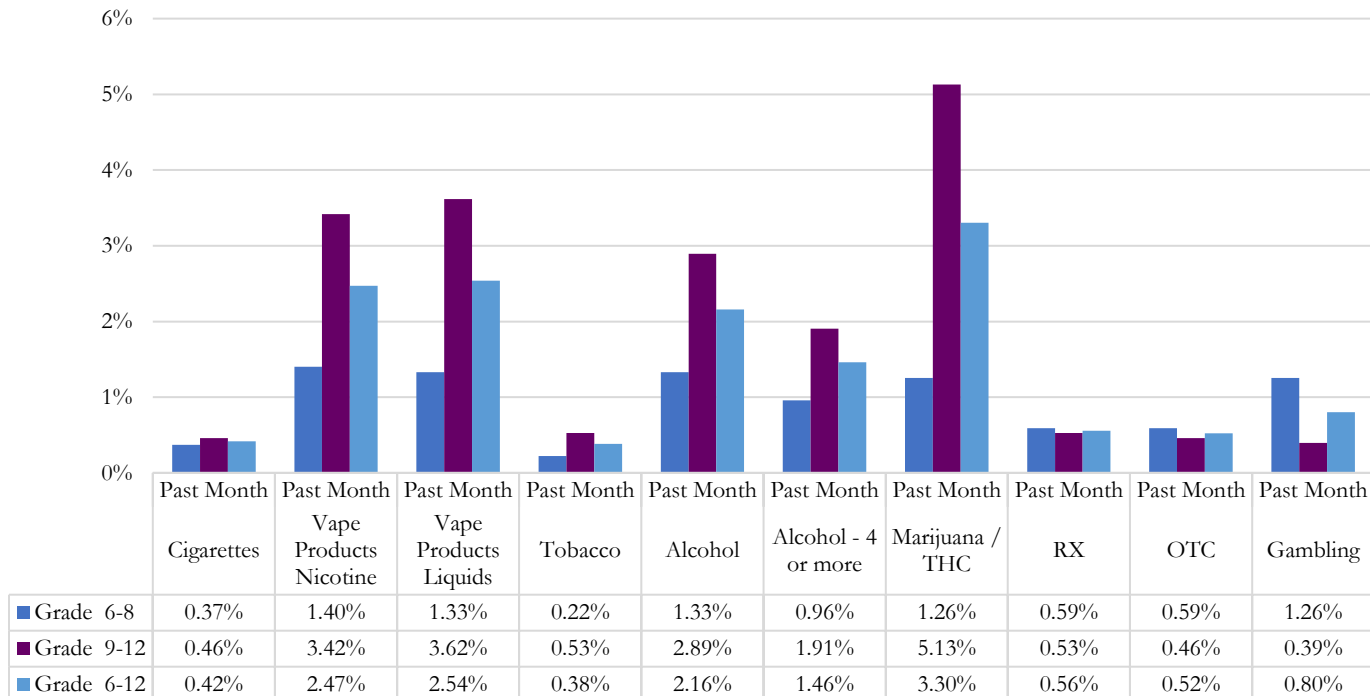
- Report that teachers never intervene when others are bullied
- Have anxiety from their schedule
- Feel less comfortable seeking help from friends or therapists
- Report less family rules for vaping liquids
- Perceived more peer approval for prescription drug misuse

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

- Choose gaming over friends
- Felt more connection due to social media
- Have anxiety due to family finances
- Perceive less risk in rx

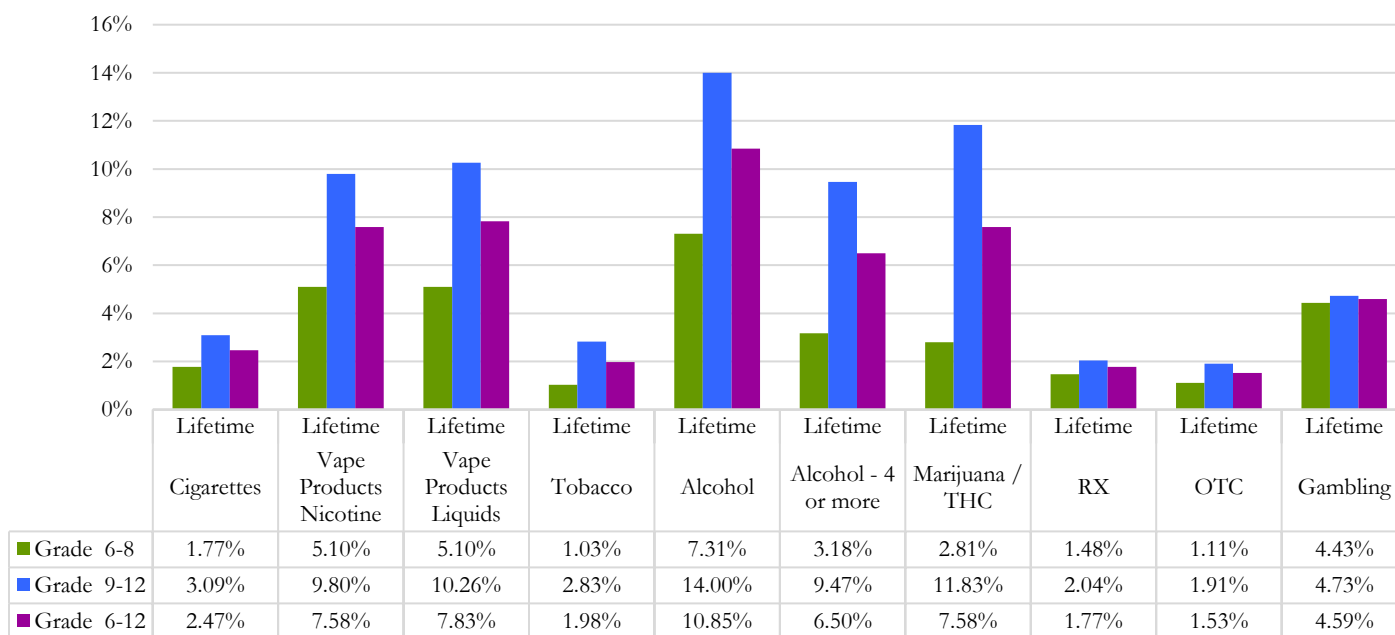


Past Month Use of CORE Substances and Gambling

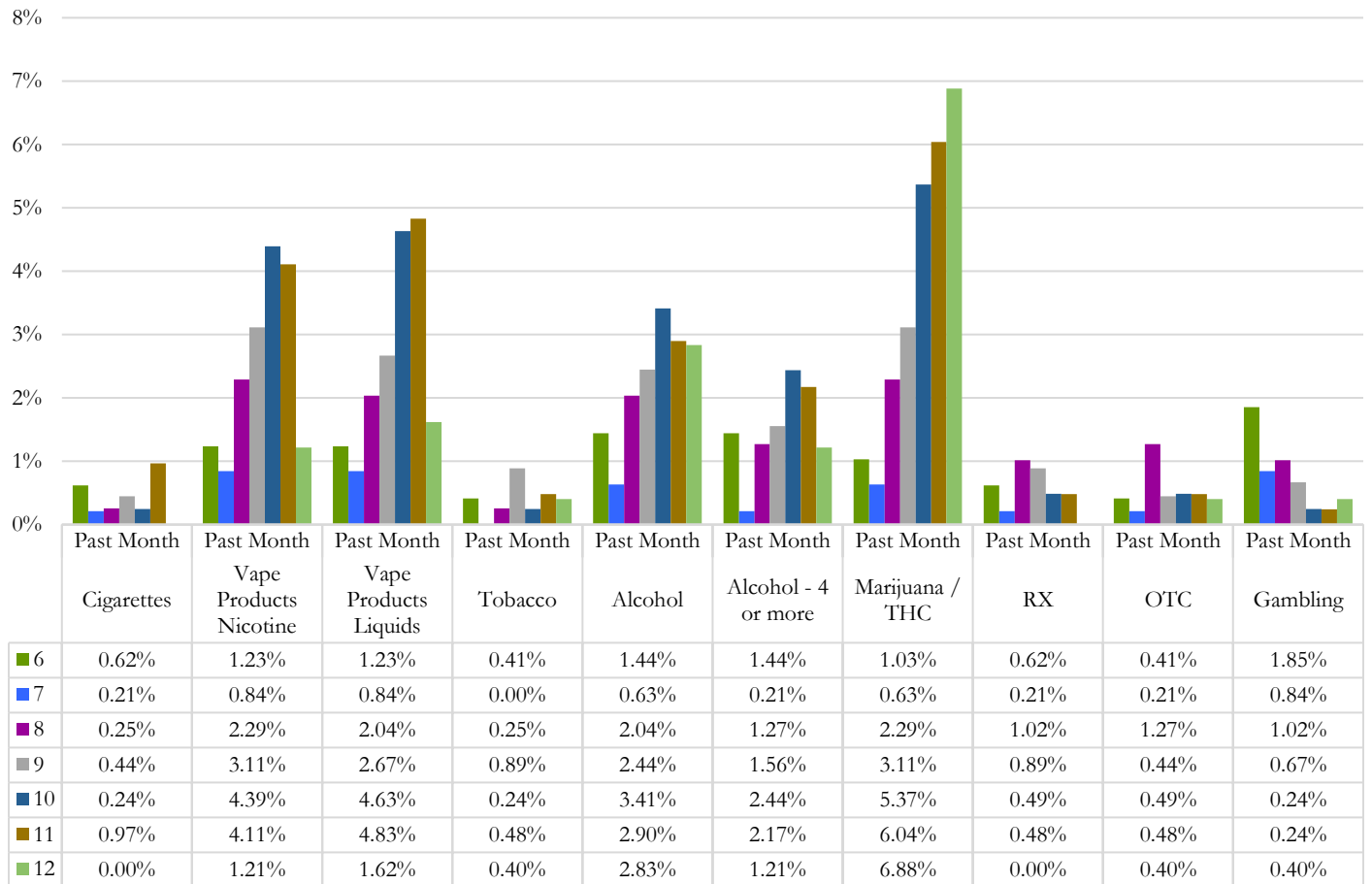


*High school males are more likely to have gambled in the past 30 days

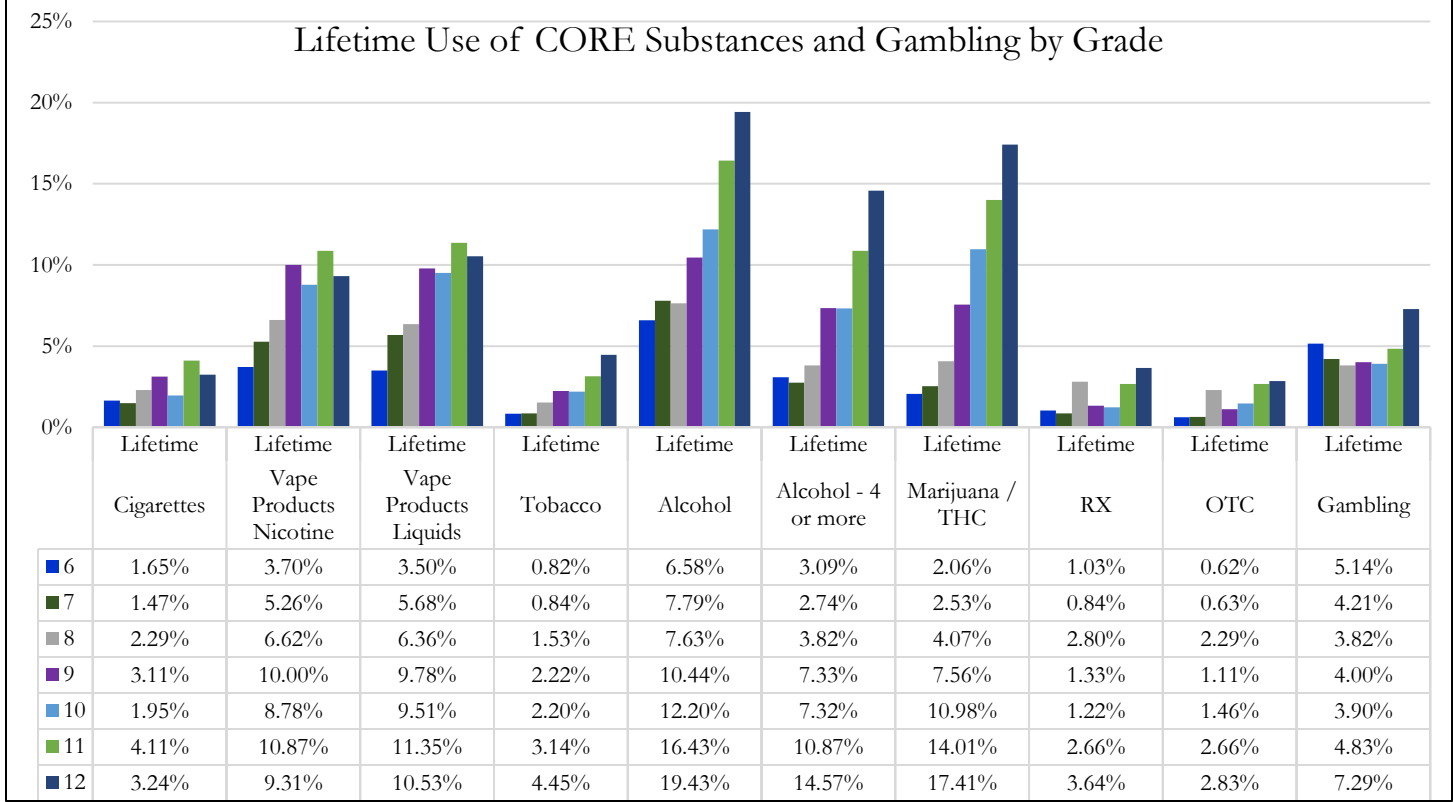
Lifetime Use of CORE Substances and Gambling



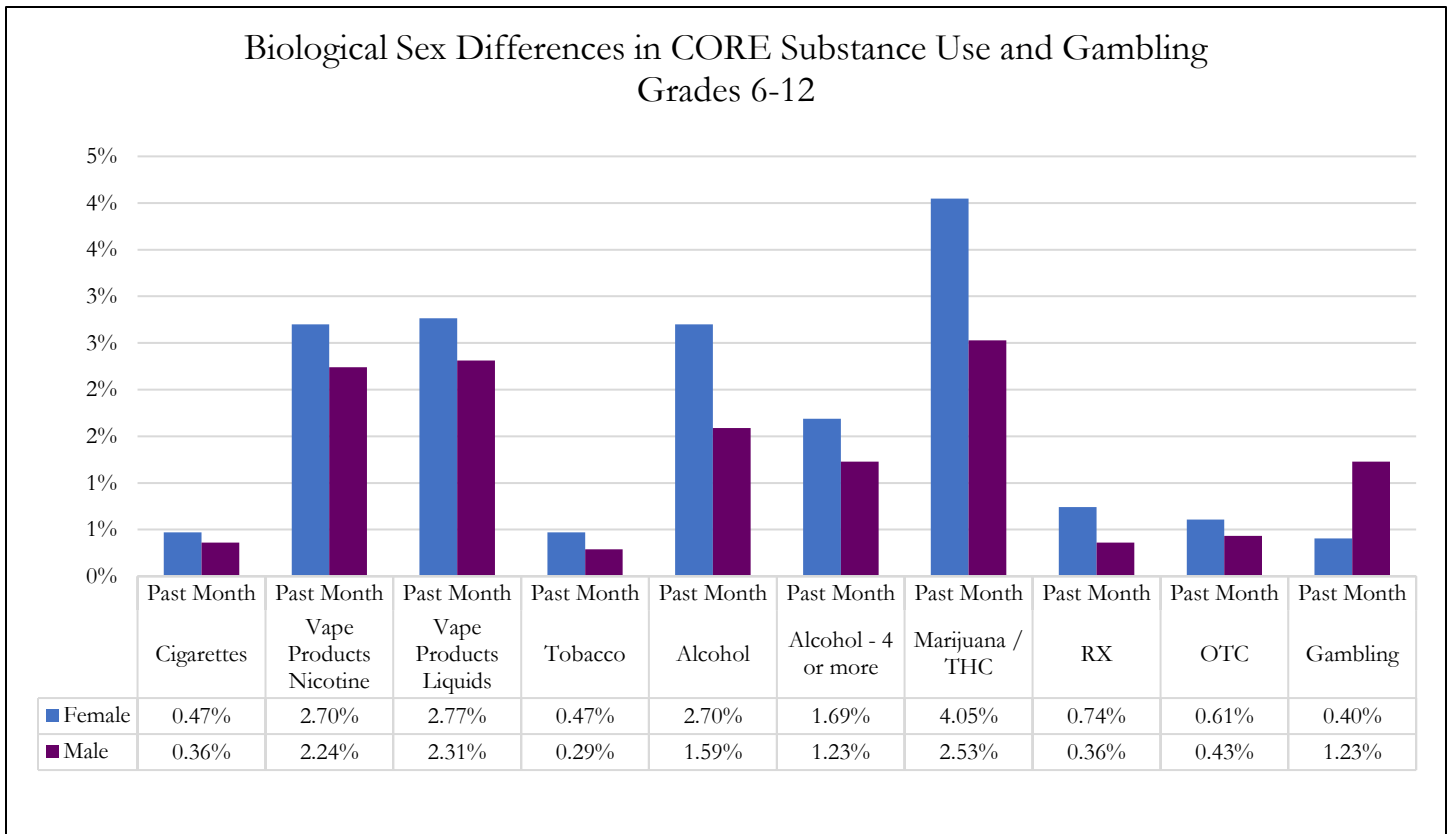
Past Month Use of CORE Substances and Gambling by Grade



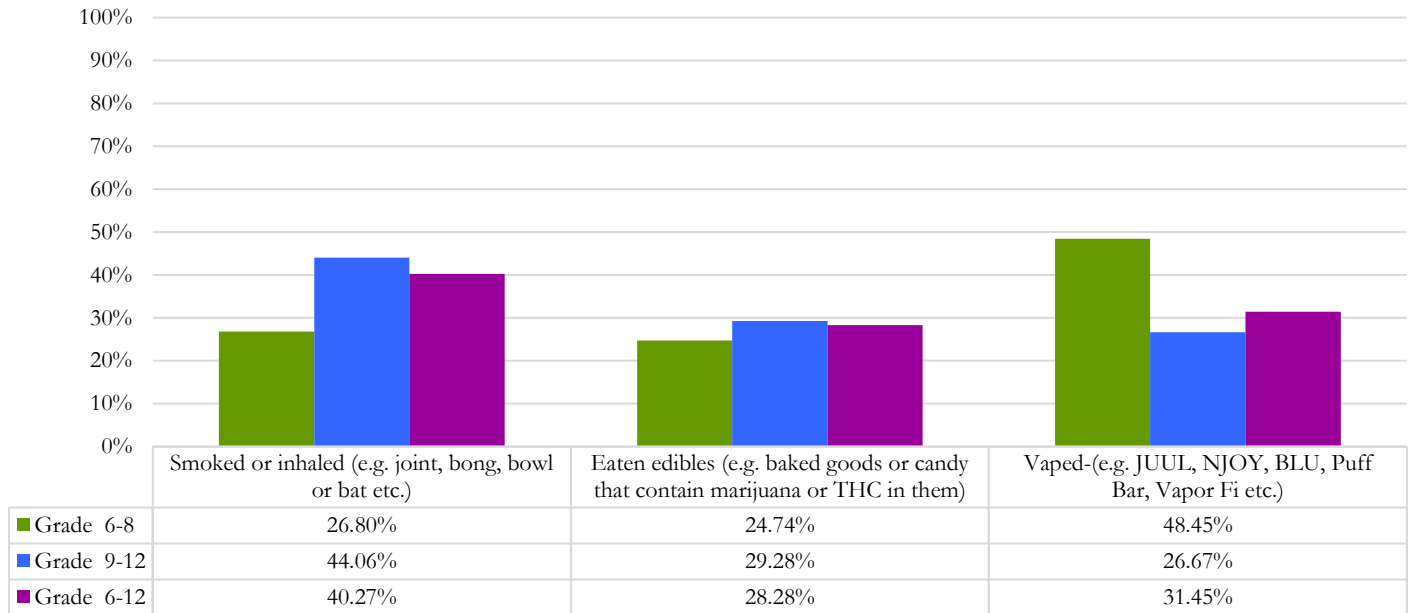
Lifetime Use of CORE Substances and Gambling by Grade



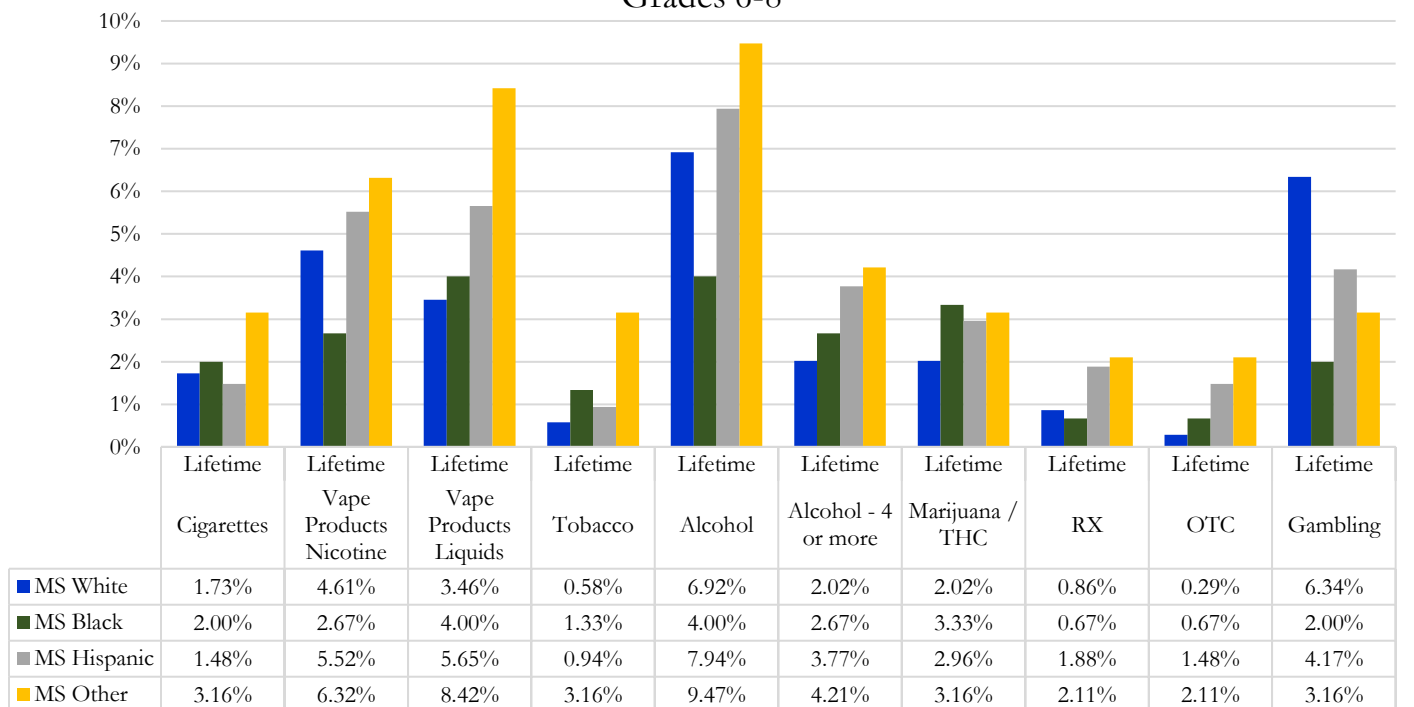
Biological Sex Differences in CORE Substance Use and Gambling Grades 6-12



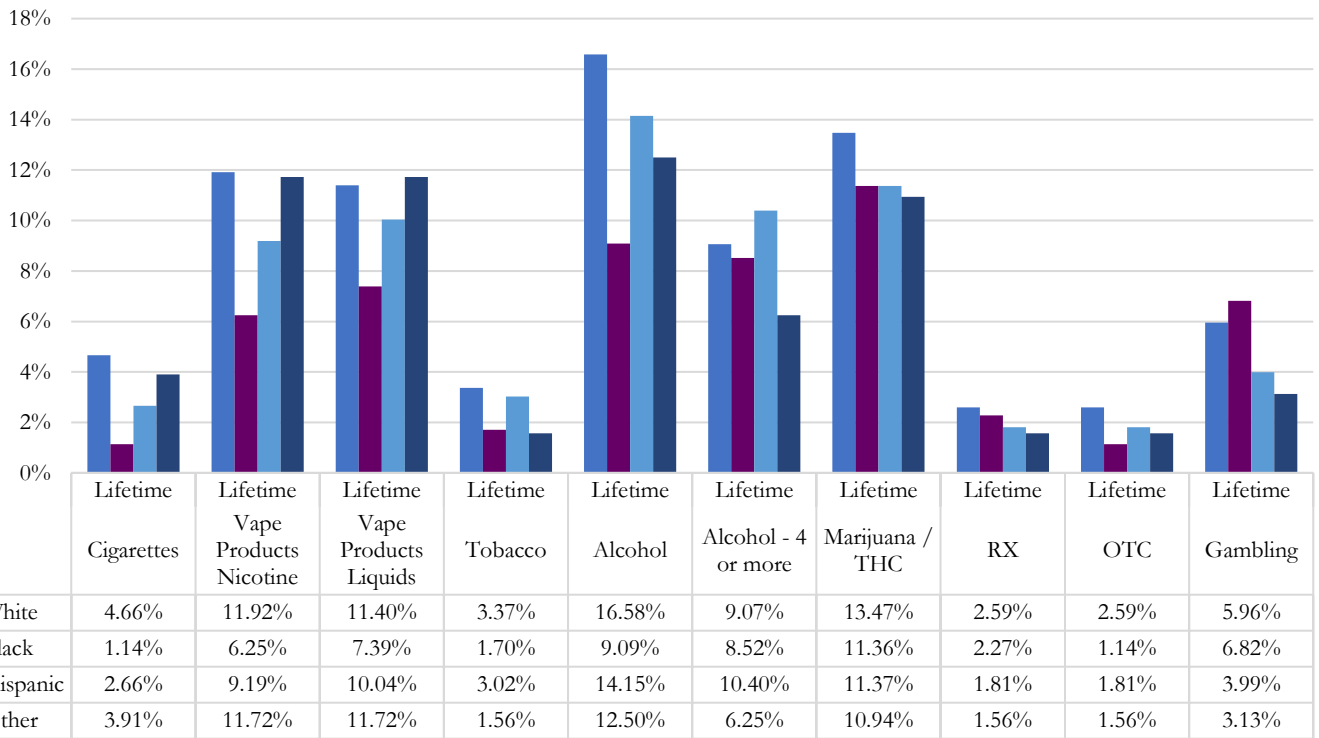
Methods of Marijuana Use Youth Who Have Used in the Past 12 Months



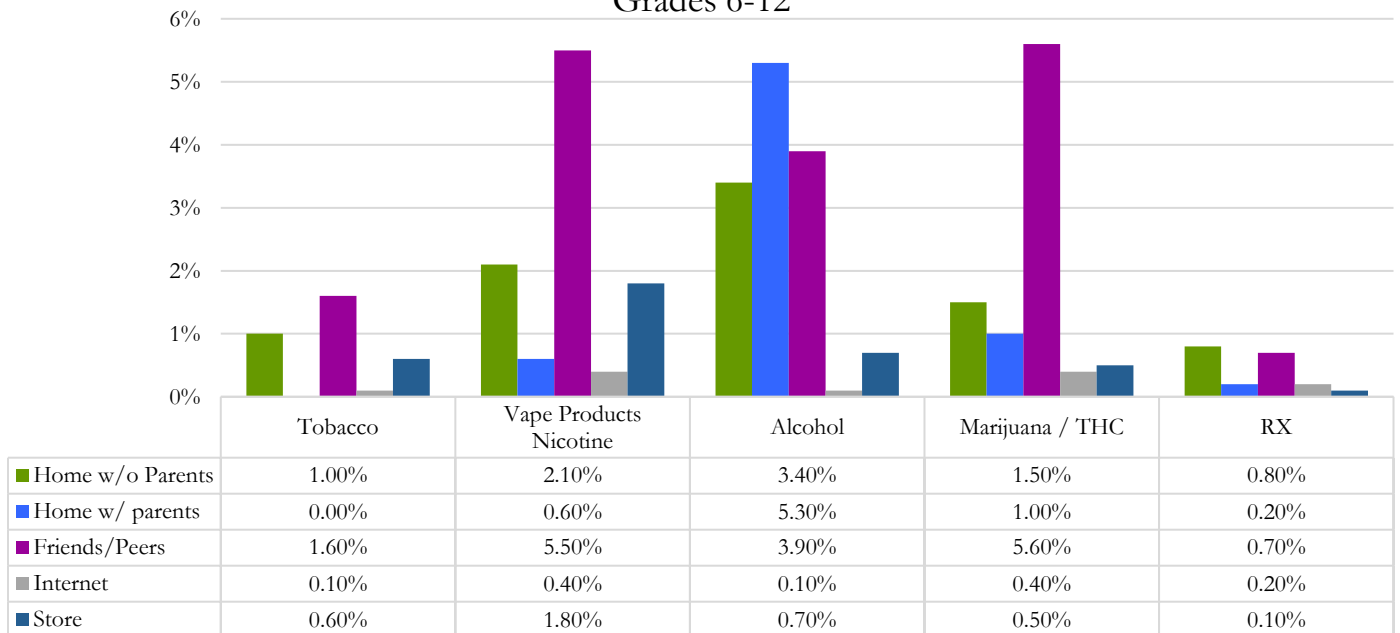
Substance Use By Race/Ethnicity- Amongst Lifetime Users Grades 6-8



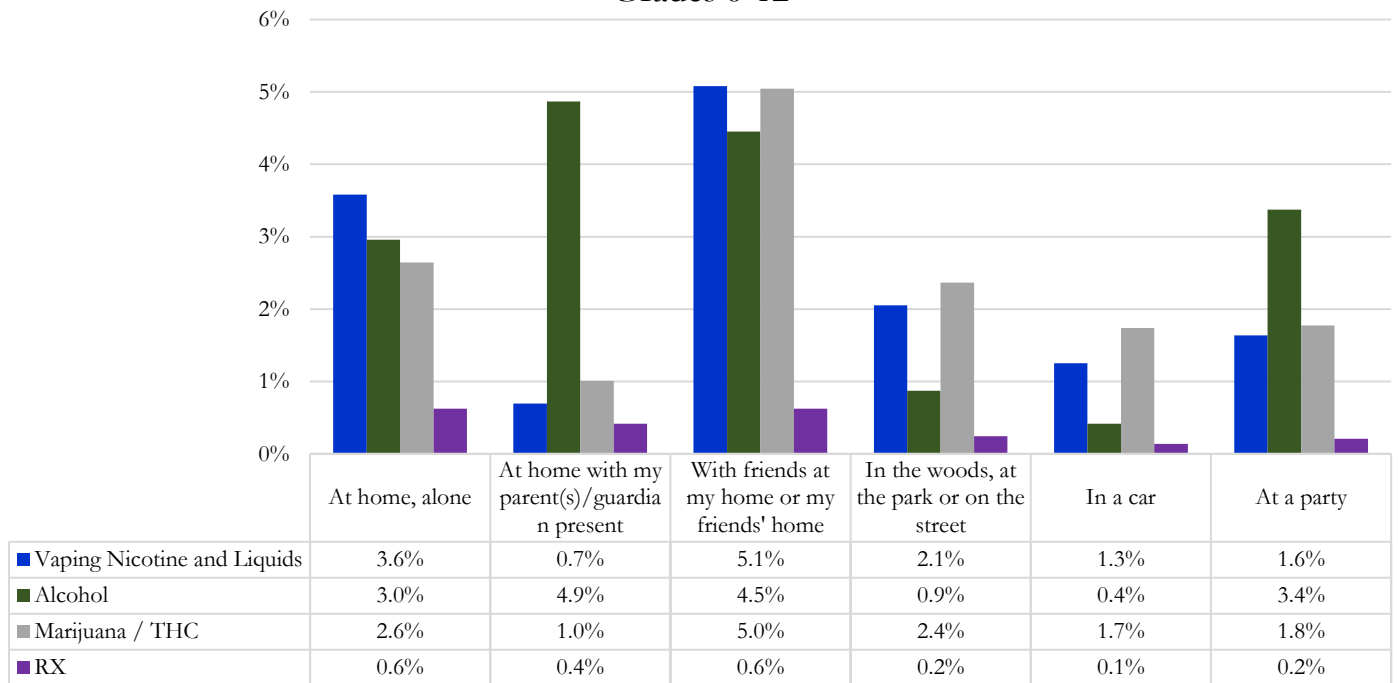
Substance Use by Race/Ethnicity- Amongst Lifetime Users Grades 9-12



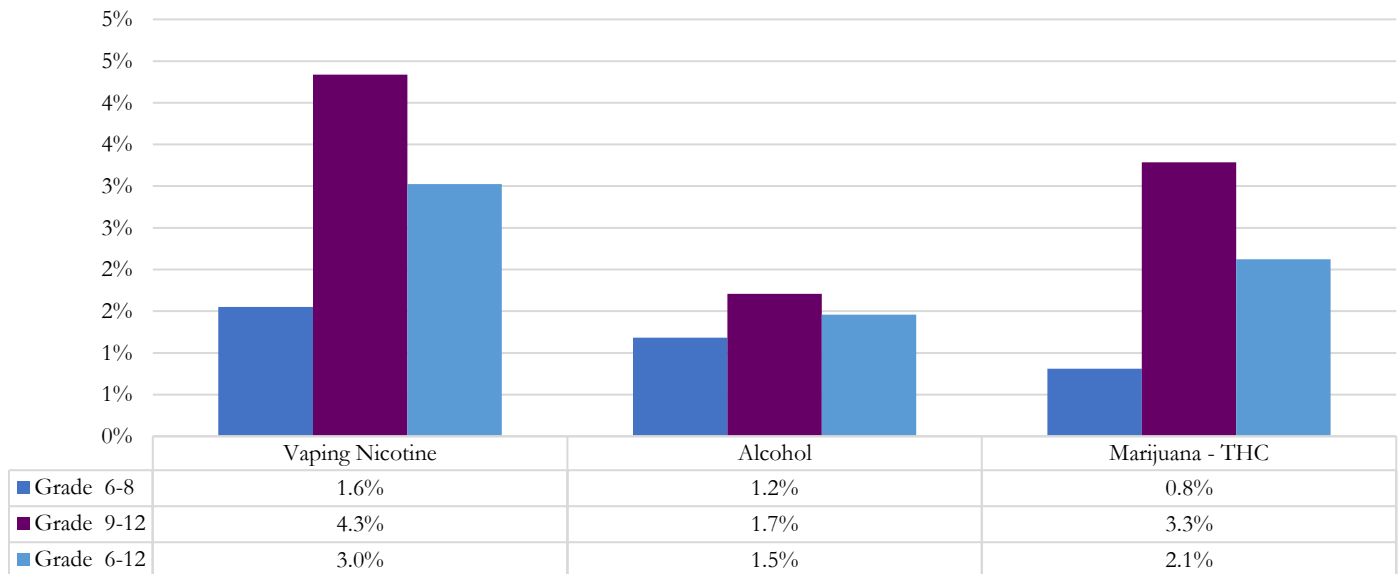
Where Substances Are Acquired Most Often Amongst Lifetime Users Grades 6-12



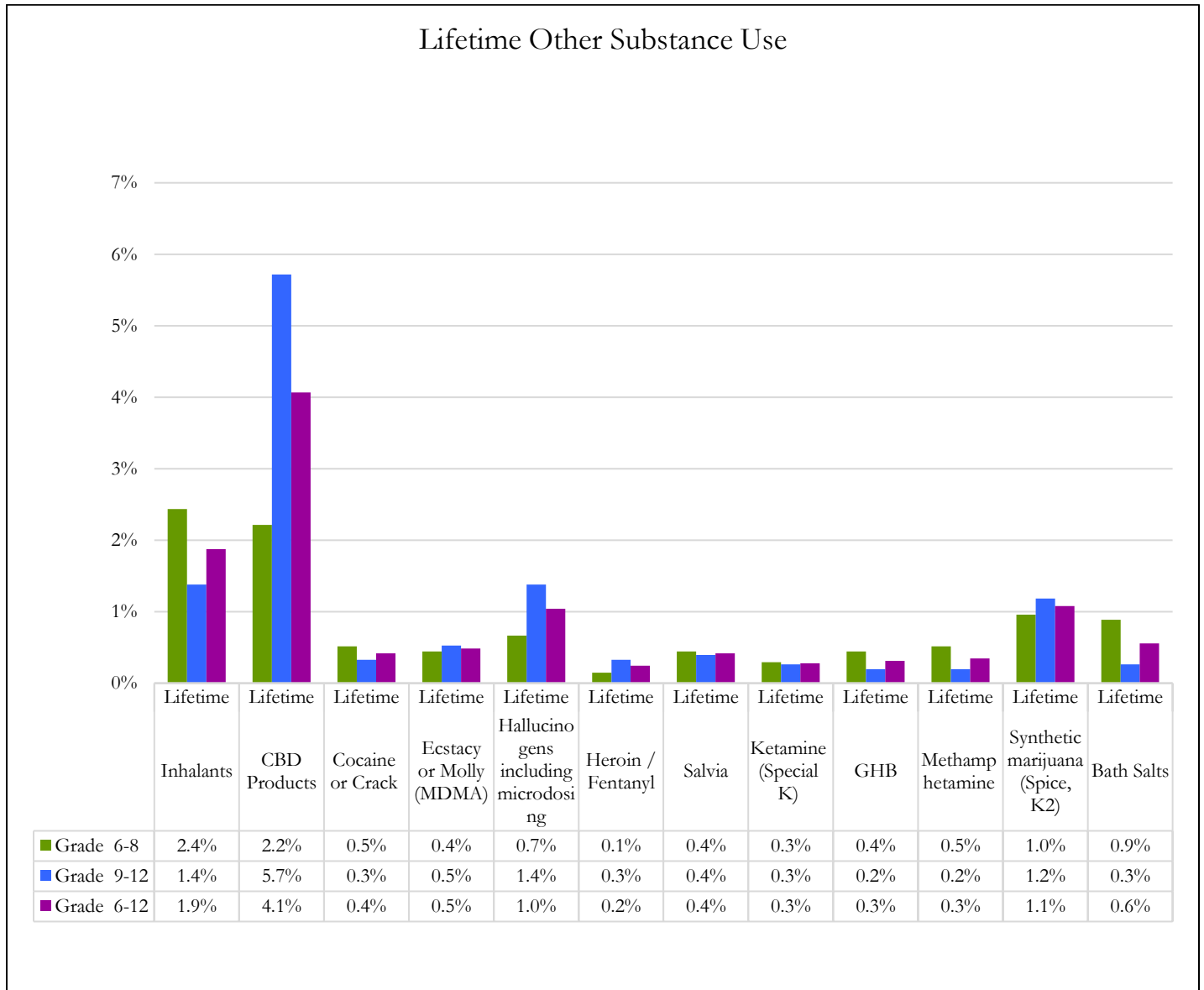
Where Substances Are Used Most Often Amongst Lifetime Users Grades 6-12



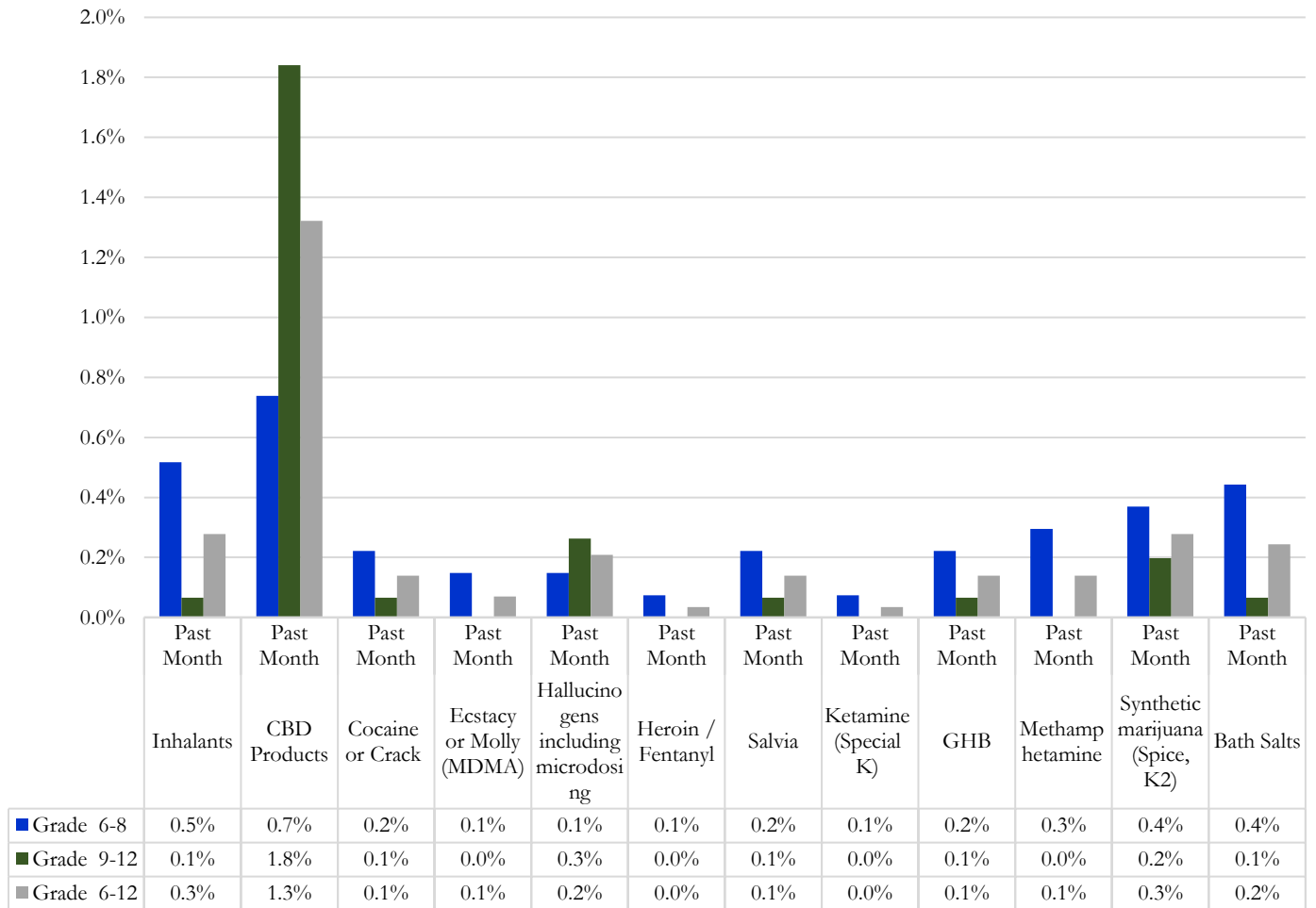
Youth Use of Substances at School- including school events Amongst Lifetime Users



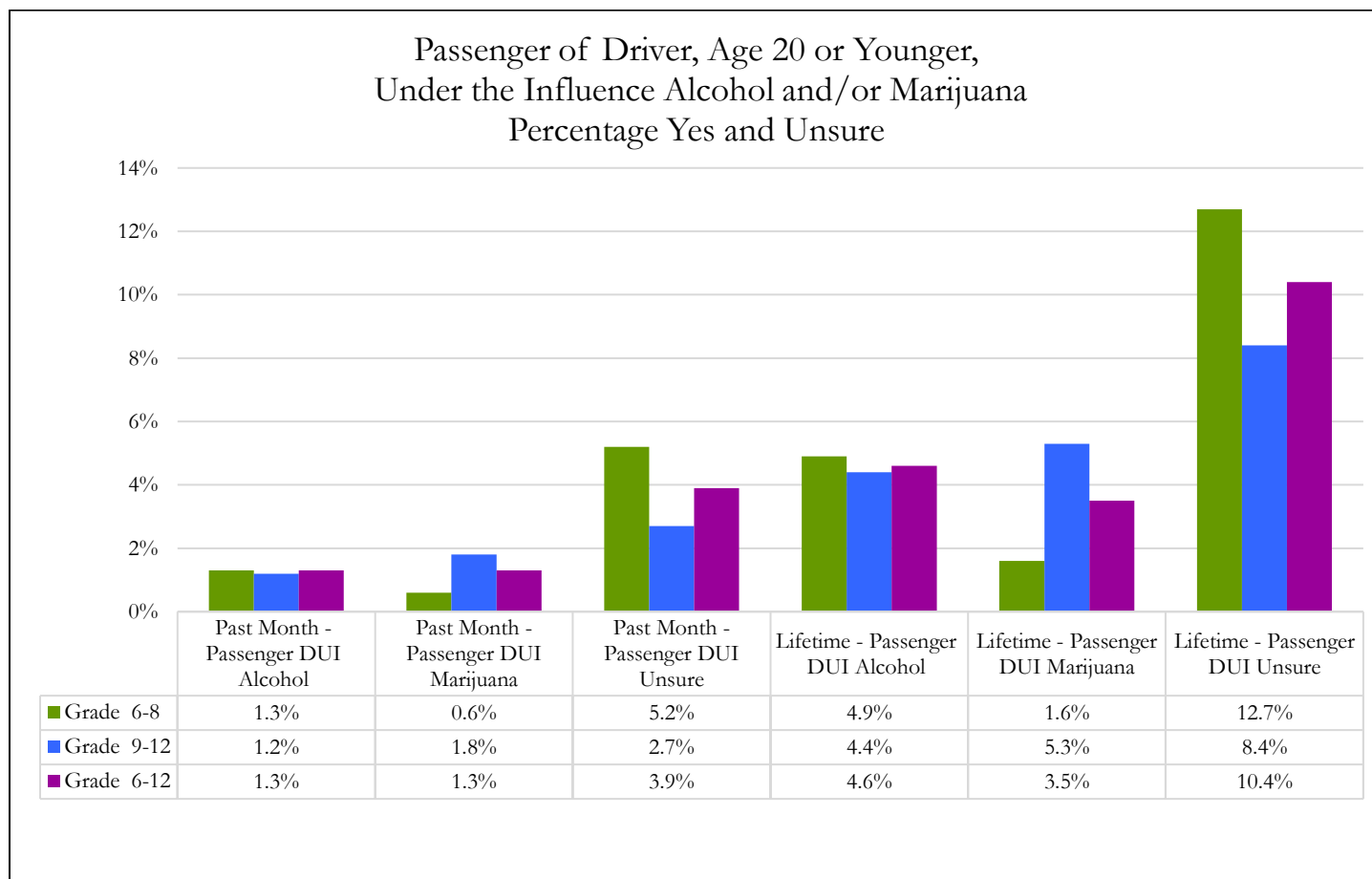
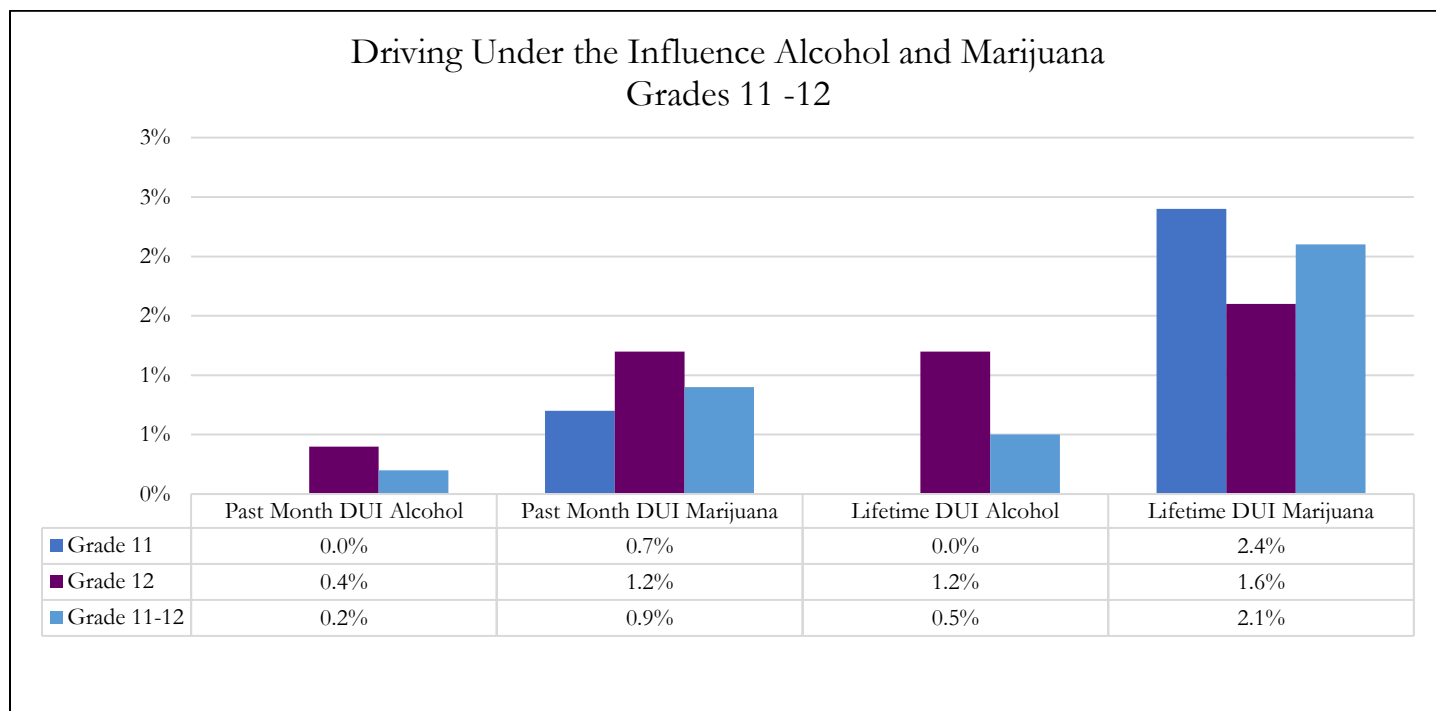
Other Substance Use:



Past Month Other Substance Use



Driving Under the Influence:



Meriden 2017 Substance Use Rates Compared to 2021:

It is important to note when comparing 2017 and 2021 data that the survey tool and administration of the tool changed between this time period. While the substance use questions remained consistent and continue to be aligned with national measures, in 2021, it was determined that to support student comfort with providing online answers, an instructional video, rather than a teacher script, be presented prior to students taking the survey. This video emphasized confidentiality and anonymity, including noting that IP addresses would not be collected.

Past Month Substance Use and Gambling 2017 and 2021, Grades 9-12			
	2017	2021	Percent Change 2019-2021
Alcohol	13.9%	2.89%	-79.21%
Binge Drinking	-	1.91%	-
Cigarettes	2.3%	0.46%	-80.00%
E-cigarettes	8.9%	3.42% -Vape nicotine	-61.57%
Marijuana	11.8%	5.13%	-56.53%
Prescription Drugs	3.1%	0.53%	-82.90%
Gambling	-	.39%	-

Perception of Risk/Harm (Moderate/Great Risk) 2017 and 2021, Grades 9-12			
	2017	2021	Percent Change 2019-2021
Alcohol	64.2%	79.6%	23.99%
Cigarettes	77.7%	79.7%	2.57%
E-Cigarettes	-	77.7%-Vape nicotine	-
Marijuana	40.4%	54.2%	34.16%
Prescription Drugs	77.3%	86.0%	11.25%
Gambling	-	73.1%	-

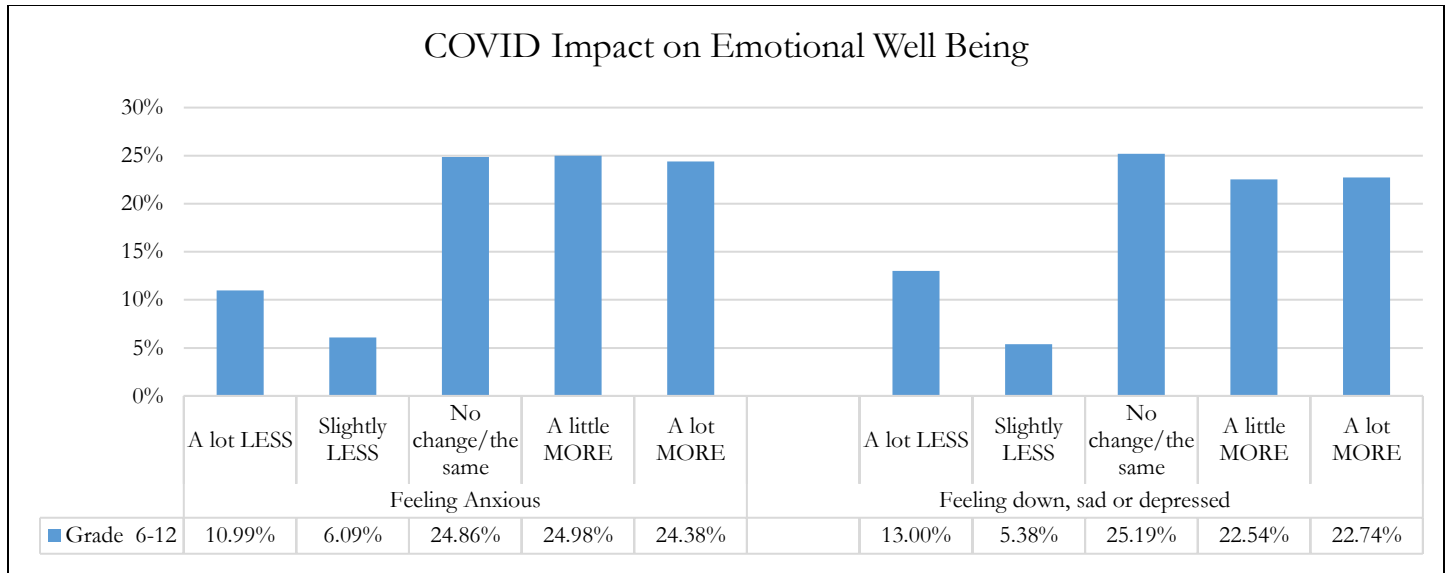
Perception of Parental Disapproval (Moderately/Greatly Wrong) 2017 and 2021, Grades 9-12

	2017	2021	Percent Change 2019-2021
Alcohol	93.5%	90.9%	-2.78%
Cigarettes	97.3%	95.1%	-2.26%
E-Cigarettes	-	93.6%-Vape nicotine	-
Marijuana	87.8%	88.2%	0.46%
Prescription Drugs	96.8%	95.4%	-1.45%
Gambling	-	89.3%	-

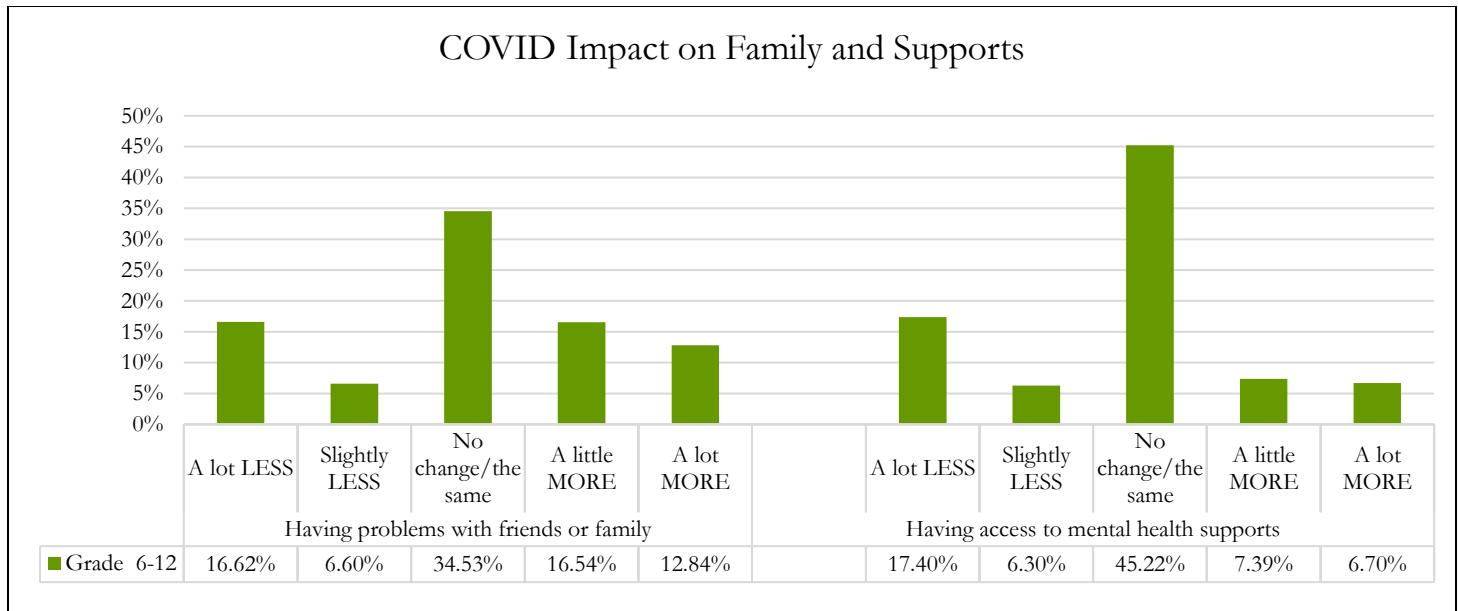
Perception of Friends/Peer Disapproval (Moderately/Greatly Wrong) 2017 and 2021, Grades 9-12

	2017	2021	Percent Change 2019-2021
Alcohol	73.5%	75.5%	2.72%
Cigarettes	86.6%	83.7%	-3.35%
E-Cigarettes	-	70.3%-Vape nicotine	-
Marijuana	60.2%	63.1%	4.82%
Prescription Drugs	88.3%	87.7%	-0.68%
Gambling	-	74.5%	-

COVID-19 Impact on Youth Wellbeing and Substance Use:



*Middle and high school females feel “a lot more” anxiety due to COVID and experience “a lot more” depression and loneliness than males



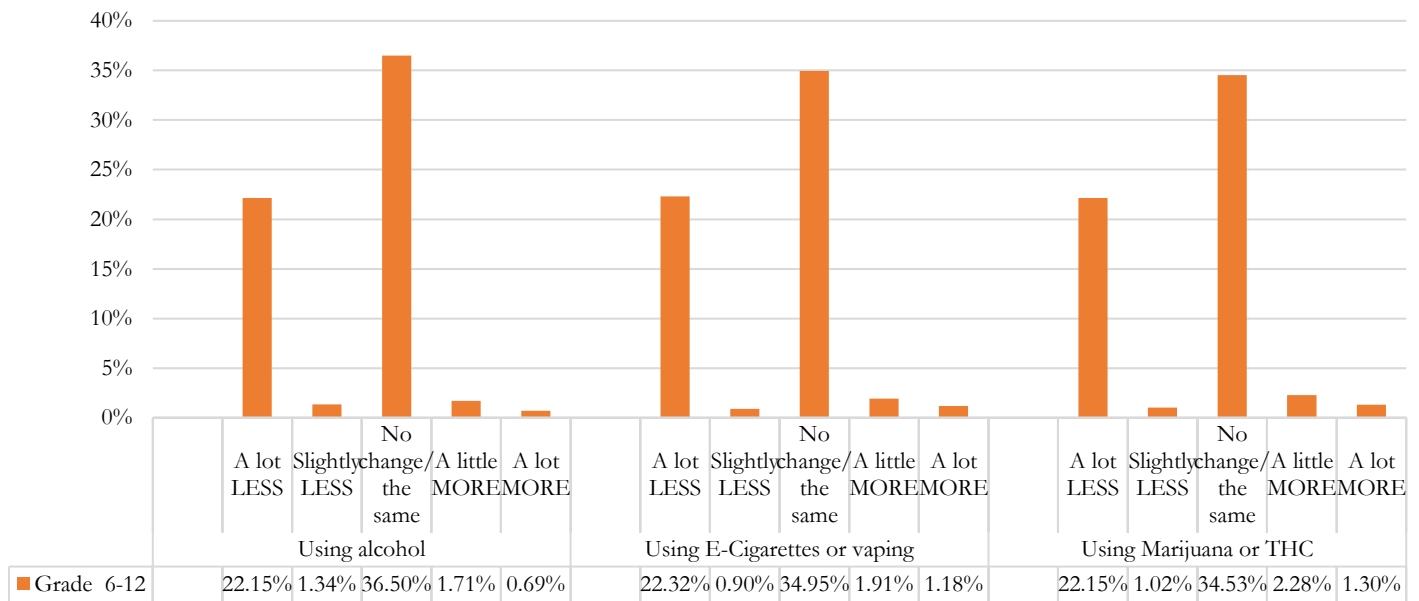
*Middle and high school females report having more problems with friends and family

*Middle and high school females report more access to mental health supports

*Middle school Hispanic youth are reporting less problems with friends and family than white youth

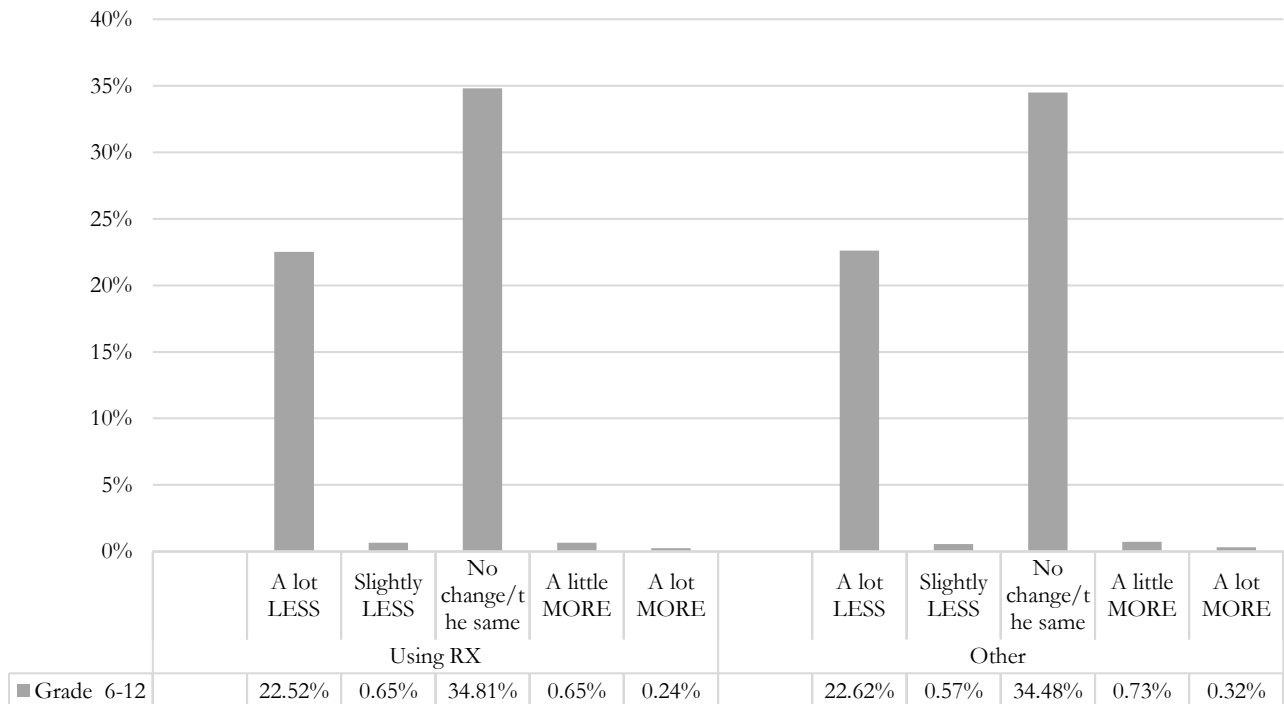
*Middle school Black and Hispanic youth are reporting a lot less access to mental health supports than white youth

COVID Impact on Substance Use

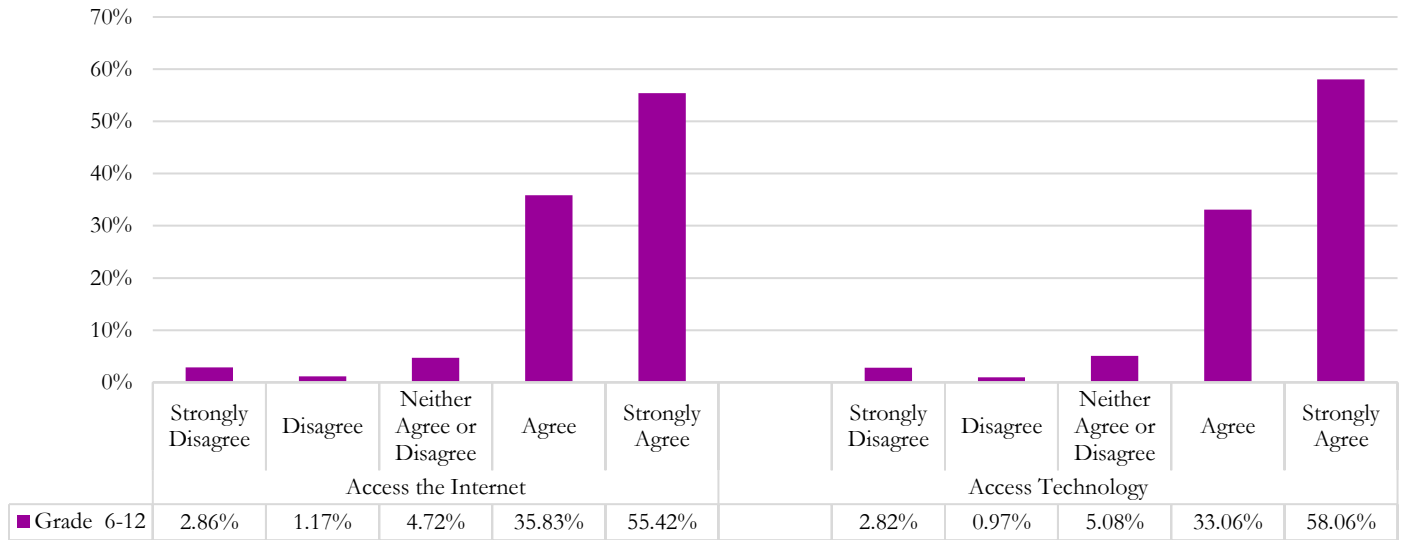


*High and middle school males report they are using less alcohol, vaping, and marijuana due to COVID than females

COVID Impact on Substance Use



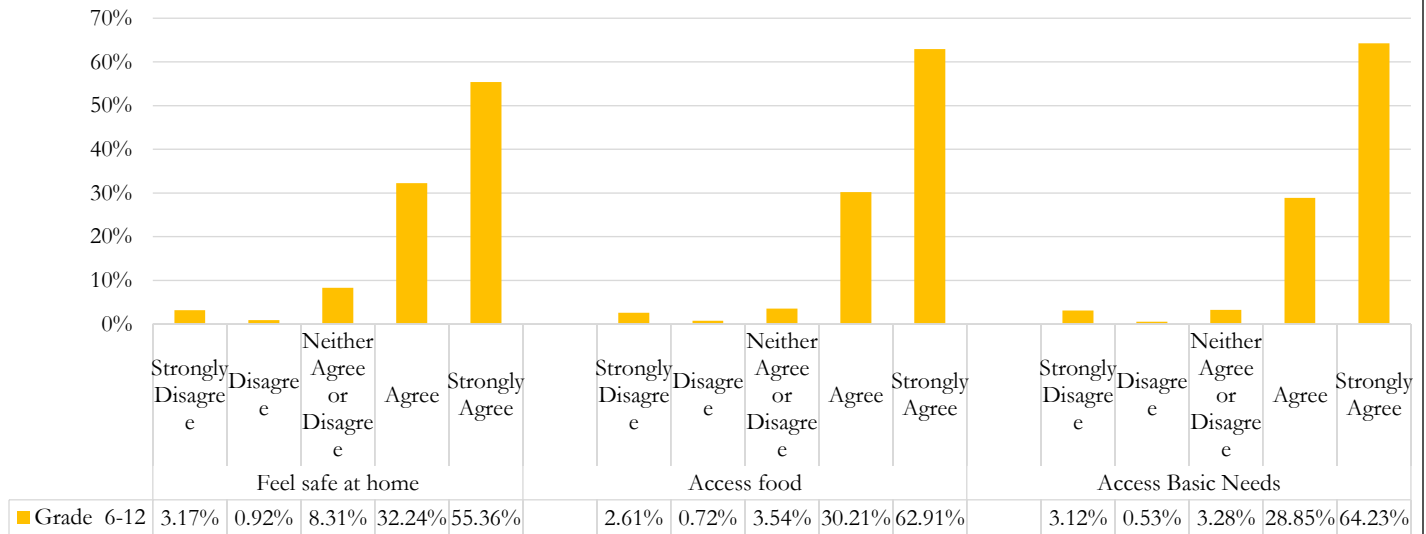
COVID Technology and Ability to Focus in Remote Learning



*High and middle school females feel less agreement about access to the internet and technology

*Middle school Hispanic youth are reporting less agreement about access to the internet and technology than white youth

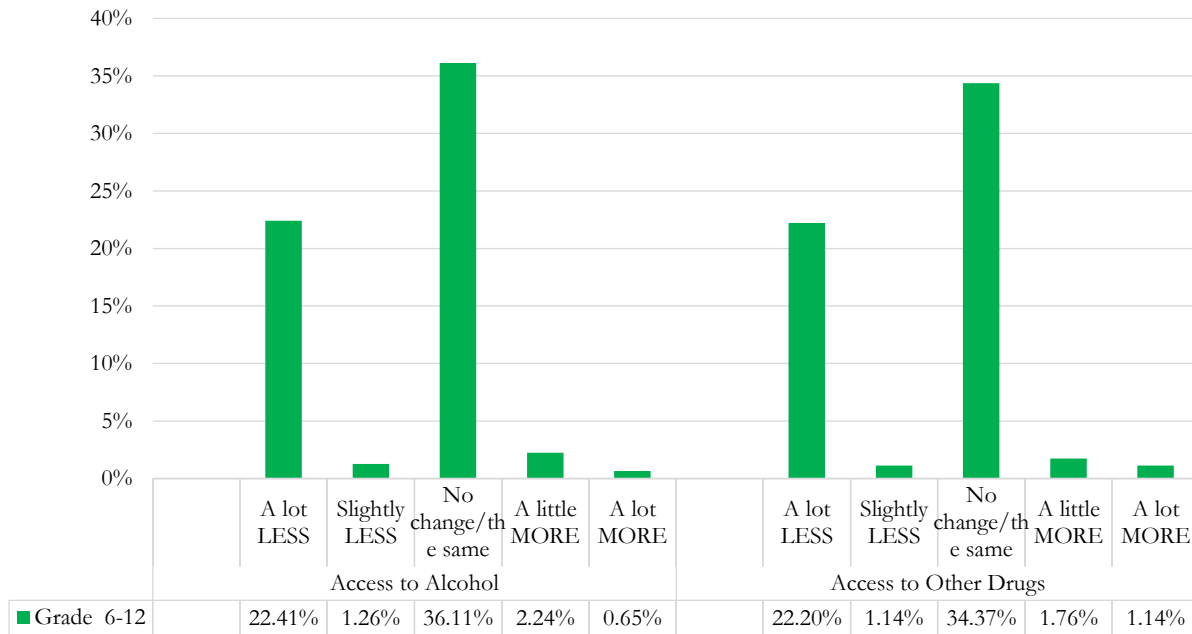
COVID Impact on Safety and Needs



*High and middle school females feel less agreement about safety at home, access to food, and basic needs

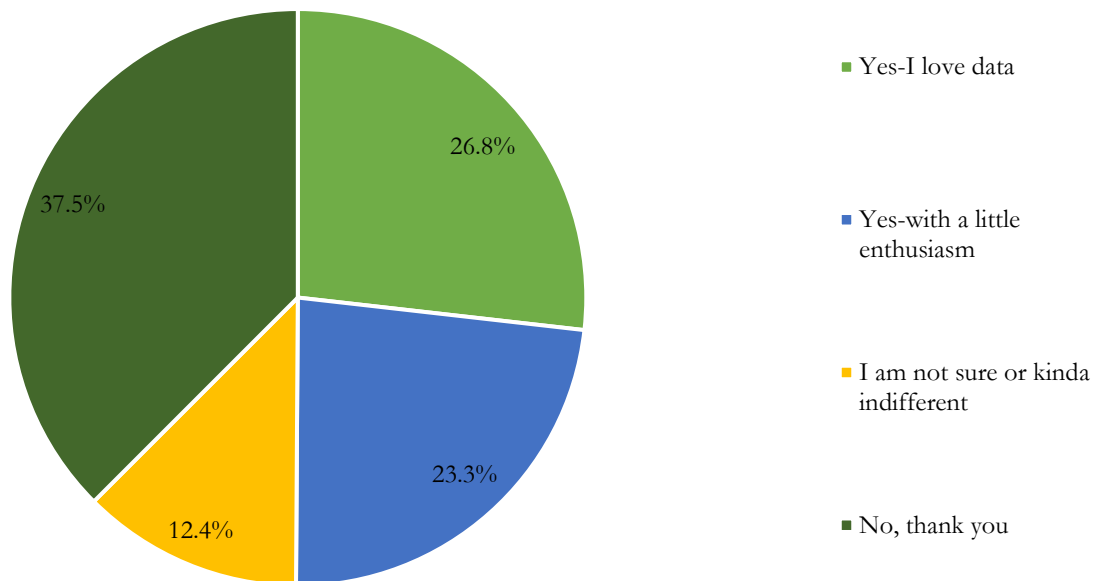
*Middle school Hispanic youth are more likely to disagree about access to basic needs than white youth

COVID Impact on Access to Substances



Youth Interest in Survey Results:

Youth Interest in Seeing Survey Data Results



Appendix:

Youth Voices Count Survey, Meriden 2021

Note: The electronic survey contains skip patterns, students' responses to questions, dictate what subsequent questions they will receive, this will impact question numbers represented.

Survey Introduction

Welcome to the *Youth Voices Count Survey*. Our company is conducting the survey to help community leaders learn about youth experiences and feelings regarding substance use, depression, anxiety, social media, gaming and gambling.

This is your chance to be heard. *Information from this survey will be used to help your community enhance its youth services and activities.*

This survey is confidential. Our company cannot connect your answers to who you are No one in your school and community will see any individual responses to the survey.

This survey is sponsored by Wethersfield Youth Services . The survey is open to youth in grades 7-12 attending school in the town of Wethersfield. *Thank you for sharing your experiences and thoughts about these important youth issues in your community.*

Questions About You

1. What grade are you in now?

6

7

8

9

10

11

12

2. What is your biological sex, the sex you were born?

Female

Male

3. What is your gender identity?

Male

Female

Non-binary

Transgender

I am not sure right now

Ethnicity and Race

4. How do you describe yourself (Select all that apply)?

- Hispanic/Latino/Latinx
- White
- Asian-American
- Black or African-American
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaskan Native

Questions About You

5. What kind of grades do you mostly get? (Select all that apply)

- A's
- B's
- C's
- D's
- F's

Electronic/Online Gaming

The next two questions are about video games, electronic or online gaming. This refers to games you can play on any electronic device. Examples of these games include, but are not limited to, Fortnite, World of Warcraft, Minecraft, Roblox, Call of Duty, and mobile gaming apps.

6. On most school days, about how many hours do you spend playing video games?

- None
- Less than one hour
- 1 hour
- 2 hours
- 3 hours
- 4 hours
- 5 hours
- More than 5 hours

7. Have you ever experienced any of the following as a result of playing video games

	No	Yes
I did not get enough sleep	<input type="radio"/>	<input type="radio"/>
I did not complete my homework or study	<input type="radio"/>	<input type="radio"/>
I chose not to spend time <u>in person</u> with friends because I preferred to play video games	<input type="radio"/>	<input type="radio"/>
I got into a verbal or physical fight	<input type="radio"/>	<input type="radio"/>
I felt more connected with others	<input type="radio"/>	<input type="radio"/>
I earned credibility with my peers for how well I played	<input type="radio"/>	<input type="radio"/>
I have been asked personal information by a stranger (ex. name, town you live, age etc.)	<input type="radio"/>	<input type="radio"/>
I was threatened by another gamer	<input type="radio"/>	<input type="radio"/>
I heard or saw things my parents/guardians would think is inappropriate	<input type="radio"/>	<input type="radio"/>

Social Media

The next two questions are about your experience with social media. Social media refers to any website or app that people use to share information, ideas, personal messages, and other content such as images or videos.

8. On most school days, ABOUT how many hours do you spend using social media, including posting, scrolling, commenting or communicating with others (ex. YouTube, Instagram, Snapchat, TikTok, Twitter etc.) ? Please estimate.

- None
- Less than one hour
- 1 hour
- 2 hours
- 3 hours
- 4 hours
- 5 hours
- More than 5 hours

9. Have you ever experienced any of the following as a result of social media:

	No	Yes
I chose not to or missed an opportunity to spend time <u>in person</u> with friends because I preferred to be on social media	<input type="radio"/>	<input type="radio"/>
I got into a verbal or physical fight	<input type="radio"/>	<input type="radio"/>
I felt more connected with others	<input type="radio"/>	<input type="radio"/>
I felt left out or excluded	<input type="radio"/>	<input type="radio"/>
I felt BETTER about myself	<input type="radio"/>	<input type="radio"/>
I felt WORSE about myself	<input type="radio"/>	<input type="radio"/>
I felt unsafe because of something said to me on social media	<input type="radio"/>	<input type="radio"/>
I heard or saw something my parents/guardians would think is inappropriate	<input type="radio"/>	<input type="radio"/>

Emotional Health

10. In the past year, have you ever felt very anxious, nervous, tense, scared, panicked or like something bad was going to happen?

- Never
- Some of the time
- Almost always
- Always

Emotional Health

11. How frequently do these feelings of anxiety or nervousness affect or make things difficult for you in your school work, relationships or other areas in your life?

- Never
- Some of the time
- Almost Always
- Always

12. How much stress, anxiety or worry do the following give you in your day-to-day life?

	Low	Medium	High
Home/family life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family having enough money to have needs met (ex. food, housing, clothing, heat, hot water)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academics (i.e. homework, tests, studying, grades)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College or post high school planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule (i.e. Athletics, extra curricular activities, volunteering, work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peers (ex. fitting in, having friends)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Emotional Health and Circumstances

13. Have you ever experienced any of the following:

	No	Yes
I have had thoughts about hurting myself	<input type="radio"/>	<input type="radio"/>
I have hurt myself on purpose	<input type="radio"/>	<input type="radio"/>
I have had a boyfriend/girlfriend hit, slap, or physically hurt me on purpose	<input type="radio"/>	<input type="radio"/>
I have felt sad or hopeless so much that it stopped me from doing my usual activities	<input type="radio"/>	<input type="radio"/>
I have felt sad or hopeless for 2 OR MORE WEEKS IN A ROW so much that it stopped me from doing my usual activities	<input type="radio"/>	<input type="radio"/>
I have considered attempting suicide within the past year	<input type="radio"/>	<input type="radio"/>

Perception of Access to Substances

14. If you wanted to, how easy would it be for you to get the following?

	Very Hard	Sort of Hard	Sort of Easy	Very Easy
Nicotine in a Vape or E-cigarette device (JUUL, NJoy, Blu etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-flavored liquids in a Vape or E-cigarette device (JUUL, NJoy, Blu etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cigarettes/Other tobacco products (e.g. chewing or pipe tobacco, cigars, snuff, Snus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol such as beer, wine, hard liquor, alcoholic seltzers, wine coolers etc, more than just a sip, not for religious activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana/THC-this includes all methods of use-vape, smoking it, edibles, inhaling it through other methods (not including CBD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prescription drugs-for the purpose of "getting high" or to feel good, but not for medical purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perception of Family Substance Use

15. Has anyone in your family (such as a parent/guardian, brother or sister, not including you) ever used alcohol, drugs or gambled so that it created problems at home, at work, or with friends? Examples of problems may include physical or verbal fights or financial problems.

	No	Yes	I don't know
Alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prescription Drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana/THC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heroin/Fentanyl	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gambled (ex. sport betting, lottery, scratch-off tickets, online bets, poker etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perception of Family Rules

16. Please choose how true this statement is for you:

My family has **clear rules** discouraging me from the following:

	Yes	No	Not sure
Smoking cigarettes or using tobacco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vaping E-FLAVORED liquids from E-cigarettes such as Blu, Juul, Phix, Halo etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vaping NICOTINE products from E-cigarettes such as Blu, Juul, Phix, Halo etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drinking alcoholic beverages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using marijuana/THC (including smoking, vaping, edibles etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a prescription drug that is not prescribed to you, for the purpose of "getting high"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gambling, money or possessions, on an activity with uncertain outcomes (e.g., sports bets, online bets, lottery, poker, scratch-off tickets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Please choose how true this statement is for you:

My family has **clear rules** about the following:

	Yes	No	Not sure
Communicating with others via text or on social media, including sending or posting pictures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of time spent playing video games, electronic or online games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptions of Use

18. How much do you think people risk harming themselves physically or in other ways (emotionally, financially, etc.) when they do the following:

	No Risk	Slight Risk	Moderate Risk	Great Risk
Smoke cigarettes, 1 or more packs a day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use Nicotine products through Vape/E-cigarettes (Electronic Cigarettes such as JUUL, Blu, Phix, Halo) on a daily basis?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink 5 or more alcoholic beverages (beer, wine or liquor), once or twice a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use marijuana, hashish or THC products 1 or 2 times a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use prescription drugs that are not prescribed to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gamble something of value (money or possessions) on an uncertain outcome once a week or more?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play electronic/online games for more than 3 hours per day, most days?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptions of Use

19. How wrong do your parents/guardians feel it would be for you to do the following:

	Not at all Wrong	Slightly Wrong	Moderately Wrong	Greatly Wrong
Smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use Nicotine products through Vape/E-Cigarettes (ex. JUUL, Blu, Phix, Halo)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use marijuana, hashish or THC products?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gamble something of value (money or possessions) on an uncertain outcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play electronic/online games for more than 3 hours per day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptions of Use

20. How wrong do your *friends* feel it would be for you to do the following:

	Not at all Wrong	Slightly Wrong	Moderately Wrong	Greatly Wrong
Smoke Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use Nicotine products through Vape/E-Cigarettes (Electronic Cigarettes such as JUUL, Blu, Phix, Halo)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use marijuana, hashish or THC products?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gamble something of value (money or possessions) on an uncertain outcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play electronic or online games for more than 3 hours per day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. About how many of the youth in your school have used the following substances in the past month?

	0-10%	11%-25%	26%-50%	51%-75%	75%-100%
Alcohol-beer, wine, spiked seltzers, hard liquor etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana/THC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vape Products (this includes e-flavored liquids, Nicotine and marijuana)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prescription drugs for the purpose of "getting high"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use and Participation

22. Select the items below you have used in your lifetime. (Select all that apply)

- Cigarettes**
- Nicotine in a Vape** or E-cigarette device (JUUL, NJoy, Blu etc.)
- E-flavored liquids in a Vape** or E-cigarette device (JUUL, NJoy, Blu etc.)
- Other tobacco products** (e.g., chewing tobacco, pipe tobacco, cigars, snuff, Snus)
- Alcohol** such as beer, wine, hard liquor, alcoholic seltzers, wine coolers etc, **more than just a sip**, not for religious activities
- Marijuana/THC**-this includes all methods of use-vape, smoking it, edibles, inhaling it through other methods (not including CBD)
- Prescription drugs**-for the **purpose of "getting high"** or to feel good, but not for medical purposes
- Over-the-counter medications** such as cough or allergy medicine for the **purpose of "getting high"** or to feel good, not for medical purposes
- Gambling** products such as, scratch-off/lottery tickets, dice (for gambling), sports betting apps or online betting sites, poker games etc.
- I have not used** any of these

Age of First Use

23. Think back over your entire lifetime. What was your age (in years) when you FIRST used the substances below?

	Age of first use
Cigarettes	<input type="text"/>
Nicotine in a Vape or E-cigarette device (JUUL, NJoy, Blu etc.)	<input type="text"/>
Alcohol such as beer, wine, hard liquor, alcoholic seltzers, wine coolers, etc., more than just a sip not for religious activities	<input type="text"/>
Marijuana/THC includes all methods of use, vape, smoking it, edibles, inhaling it through other methods	<input type="text"/>
Prescription drugs for the purpose of "getting high" or to feel good, not for medical purposes	<input type="text"/>
Over-the-counter medications such as for cough or allergy, to "get high," not for medical purposes	<input type="text"/>
Gambling products such as scratch-off/lottery tickets, sports betting apps or online betting sites, dice (for gambling) poker games etc.	<input type="text"/>

Frequency of Use

24. Think back over the past 30 days: On how many days, if any, did you use the following?

	I have NEVER used.	I have used before, but NOT in the past 30 days.	Occasionally (1-5 days)	Frequently (6-20 days)	Almost every day (21+ days)
Cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nicotine in a Vape or E-cigarette device (JUUL, NJoy, Blu etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-flavored liquids in a Vape or E-cigarette device (JUUL, NJoy, Blu etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other tobacco products (e.g., chewing tobacco, pipe tobacco, cigars, snuff, Snus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Think back over the past 30 days: On how many days, if any, did you use the following?

	I have NEVER used.	I have used before, but NOT in the past 30 days.	Occasionally (1-5 days)	Frequently (6-20 days)	Almost every day (21+ days)
Alcohol such as beer, wine, hard liquor, alcoholic seltzers, wine coolers etc, more than just a sip, not for religious activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol- <u>4 or more</u> alcoholic beverages (beer, wine, hard liquor, alcoholic seltzers, wine coolers etc) on a single occasion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Think back over the past 30 days: On how many days, if any, did you use the following?

	I have NEVER used.	I have used before, but NOT in the past 30 days.	Occasionally (1-5 days)	Frequently (6-20 days)	Almost every day (21+ days)
Marijuana/THC-this includes all methods of use-vape, smoking it, edibles, inhaling it through other methods (not including CBD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prescription drugs-for the purpose of "getting high" or to feel good, but not for medical purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Over-the-counter medications for cough or allergy to "get high," not for medical purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gambling products such as scratch-off /lottery tickets, sports betting apps or online betting sites, dice (for gambling), poker games etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use of Marijuana and THC Products

27. If you have used marijuana or THC products in the past year, please select the ways you have most often used it.

- Smoked or inhaled (e.g. joint, bong, bowl or bat etc.)
- Eaten edibles (e.g. baked goods or candy that contain marijuana or THC in them)
- Vaped-(e.g. JUUL, NJOY, BLU etc.)
- I have not used marijuana or THC in the past year

Substance Access

28. For the substances below, please indicate WHERE YOU most often GET THEM?

	I have never accessed this substance-not applicable	At home WITHOUT parents/guardians permission	At my home WITH parents/guardians permission	Friends/Peers	Purchased on the Internet	Store, Bar or Restaurant
Cigarettes or other tobacco products (Snus, pipe tobacco, cigars)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicotine or E-flavored liquids for use in a Vape or E-cigarette device (JUUL, NJoy, Blu etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol such as beer, wine, hard liquor, alcoholic seltzers, wine coolers etc, more than just a sip, not for religious activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marijuana/THC-this includes all methods of use-vape, smoking it, edibles, inhaling it through other methods (not including CBD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prescription drugs-for the purpose of "getting high" or to feel good, but not for medical purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use at School

29. For the substances below, please indicate if you have ever used in school, on school property or at a school sponsored event including sporting events, field trips and dances.

	I have never used this substance- not applicable	Yes	No
Nicotine or E-flavored liquids in a Vape or E-cigarette device (JUUL, NJoy, Blu etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol such as beer, wine, hard liquor, alcoholic seltzers, wine coolers etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marijuana/THC-this includes all methods of use-vape, smoking it, edibles, inhaling it through other methods (not including CBD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where Substances Are Used

30. For the substances below, please indicate WHERE, if ever, you used MOST OFTEN.

	I have never used this substance-not applicable	At home, alone	At home with my parent(s)/guardian present	With friends at my home or my friends' home	In the woods, at the park or on the street	In a car	At a party
Nicotine or E-flavored liquids in a Vape or E-cigarette device (JUUL, NJoy, Blu etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol such as beer, wine, hard liquor, alcoholic seltzers, wine coolers etc, more than just a sip, not for religious activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marijuana/THC-this includes all methods of use-vape, smoking it, edibles, inhaling it through other methods (not including CBD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prescription drugs-for the purpose of "getting high" or to feel good, but not for medical purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Intoxicated Driving

31. Have you driven a car, truck, ATV or motorcycle when you had been drinking alcohol or using marijuana/THC?

	Not Applicable -(I have never driven a car, truck, ATV or motorcycle before)	No	Yes-after drinking ALCOHOL	Yes-after using MARIJUANA/THC
...at least once in the last 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...at least once in your lifetime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. Have you been a passenger in a car, truck, ATV or motorcycle when **adriver, age 20 or younger,** had been drinking alcohol or using marijuana/THC?

	No	Yes-after the driver was drinking ALCOHOL	Yes-after the driver was using MARIJUANA/THC	Not sure
...at least once in the last 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...at least once in your lifetime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Other Substances

33. Have you EVER used any of these drugs?

	NO, Never	YES, But NOT in the past 30 days	YES, In the past 30 days
Inhalants (things you sniff or inhale to get high such as glue, paint, whippets, or sprays)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CBD Oil/Products with CBD in them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cocaine/crack cocaine (rock)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ecstasy or Molly (MDMA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hallucinogens (LSD, acid or mushrooms, PCP or Angel Dust) including microdosing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heroin/Fentanyl	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salvia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ketamine (Special K)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GHB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methamphetamine (Meth)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthetic marijuana (Spice, K2, K3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bath Salts (Ivorywave, Red Dove)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comfort with Seeking Help

34. Please indicate if you would seek help from the sources below if you had a problem in your life.

	No	Maybe	Yes
Parent/guardian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff-teacher, counselor, social worker, nurse etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Internet- for information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Internet-to access an online therapist/counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A therapist/counselor in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A doctor or nurse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A faith or religious leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A trusted adult besides my parent/guardian or school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Family and Community Support

35. Please indicate if you agree or disagree with the following statements:

	Agree	Disagree
I have at least one adult in my life that I can share my thoughts and feelings with	<input type="radio"/>	<input type="radio"/>
I feel safe in my community	<input type="radio"/>	<input type="radio"/>
I feel safe at school	<input type="radio"/>	<input type="radio"/>

36. On a regular weekday, how many hours do you usually spend after school WITHOUT an adult present?

- None
- Less Than 1 Hour
- 1 To 2 Hours
- Up To 4 Hours
- More Than 4 Hours

Sleep

37. On a typical school night (Sunday-Thursday), how many hours do you usually sleep?

- 1-2 hours
- 3-5 hours
- 6 hours
- 7 hours
- 8 hours
- 9 or more hours

Bullying

Bullying means the repeated communication (written, verbal or electronic) or physical acts by one or more people that causes someone physical or emotional harm, including fear, creates a hostile environment and/or damage to property.

38. How often have you been bullied in the past 30 days?

- I have NEVER been bullied before.
- I have been bullied before, but not in the past 30 days.
- Occasionally (1 - 5 days)
- Frequently (6 - 20 days)
- Almost every day (21 days or more)

Bullying-how and where

39. During the past 30 days, I have been bullied in the following ways (Select all that apply):

- Being left out, excluded, or ignored by other students
- Being physically hurt (i.e. hit, kicked, pushed)
- Other students spread lies or rumors about me
- Had money or things taken away from me or damaged
- Threatened or forced to do things I didn't want to
- With mean names or comments

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

- In the hallways or stairwells
- In class
- In the bathroom
- In gym class or locker rooms
- In the lunch room
- On the way to and from school-walking or at the bus stop
- On the school bus
- Online or through text messaging
- After school hours in other programs, clubs, or sports

Bullying Interventions

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

- Never
- Almost Never
- Sometimes
- Always
- Almost Always

42. How often do other students try to stop it when a student is being bullied at school?

- Never
- Almost Never
- Sometimes
- Always
- Almost Always

43. In what ways has the COVID-19 pandemic affected your feelings, behaviors and well-being?

	A lot LESS	Slightly LESS	No change/the same	A little MORE	A lot MORE	Not applicable
Feeling Anxious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling down, sad or depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having problems with friends or family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having access to mental health supports (ex. Counselors, therapists etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using E-Cigarettes or vaping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using Marijuana or THC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using prescription drug use-for the purpose of getting high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using other substances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to alcohol (i.e. beer, wine, liquor, alcoholic seltzers, wine coolers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to other drugs (i.e. marijuana, vapes etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

57. Please choose your level of agreement with the following.

I have been able to do the following during the COVID-19 time of shut down and social isolation.

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Feel safe at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access technology (computers, laptops, smartphone, tablets) for distance learning, as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access basic needs (clothing, a place to sleep etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to do my Remote/Distance Learning school work in an environment where I can focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where students are taking survey

58. Where did you take this survey today?

- In school
- At home as a remote or distance learner

Final Thoughts

This is the last question! Thank you for your participation in the Youth Voices Count Survey. The information you generously provided will help inform programs that support youth in your community.

If the survey brought up any uncomfortable feelings or questions please talk to your school counselor, social worker a teacher or another supportive adult. Outside of school hours you can reach Infoline by calling 2-1-1 or chat via <https://www.211ct.org/>

59. Would you like to see the data and information that is being collected by this survey when it is available?

- Yes-I love data
- Yes-with a little enthusiasm
- I am not sure or kinda indifferent
- No, thank you

