

Town of Ellington
Youth Voices Count
Survey Report, Spring 2022
Grades 7-12



June 2022

Survey Conducted by:

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C O N S U L T I N G

PROGRAM EVALUATION • GRANT PREPARATION • CAPACITY BUILDING

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Town of Ellington Youth Voices Count Survey Report

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Introduction

The following report is a summary of data that was gathered during May of 2022 at Ellington Middle School (grades 7-8) and Ellington High School (grades 9-12). Data collected from this student survey will be used in the planning and development of strategies, policies, and practices for the sponsoring organization, Ellington Youth Services and Developing Positive Youth Culture (DPYC) coalition, as well as other educational and social service organizations.

This survey was administered to youth enrolled in Ellington 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 community of Ellington.

It is important to note that COVID-19 greatly disrupted lives beginning in March 2020, which may have ongoing impact 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 2022.
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.



Survey Methodology:

Survey Consent:

The Youth Voices Count Survey was administered in May of 2022 to students in Ellington. 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:

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 32 surveys (3.3% of original sample of 977 surveys) were omitted from the sample pool due to lack of responses other than demographics (26) and survey responses that were implausible (6). The final sample size after surveys were omitted was 945 surveys for grades 7-12.

Sample Response Rates:

Response rates by grade level and school are listed in the table below. Please note that there were 2 respondents who did not specify a grade and 2 who reported their grade as 6th (not surveyed). 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 2021-2022 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	194	211	91.94%
Grade 8	190	217	87.56%
Grade 9	160	181	88.40%
Grade 10	157	194	80.93%
Grade 11	126	196	64.29%
Grade 12	114	203	56.16%
Grades 7-8	384	428	89.72%
Grades 9-12	557	774	71.96%
Grades 7-12	941	1202	78.29%

*Students in grade 13 were included in the grade 12 population count in this report.

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%	1.61
Grades 9-12	95.00%	2.20
Grades 7-12	95.00%	1.47

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 945 students (499 females, 444 males; 2 students did not specify their biological sex). Refer to the Table below for more descriptions of the sample by grade level.

	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Total	194	190	160	157	126	112
Female	97	91	90	94	65	61
Male	97	99	70	63	61	51
Did not Identify	0	0	0	0	0	2

Statistical Analyses:

Statistical comparisons by biological sex (male/female) were conducted separately for grades 7-8 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.

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. Black or African American, American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, and Other (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, Asian, or All Other Races (organized in table below by color).

Race/Ethnicity Category	Grades	Grades	Grades
	7 thru 8	9 thru 12	7 thru 12
White	71.35%	77.20%	74.81%
Hispanic or Latino	8.85%	6.82%	7.65%
Asian	10.42%	8.26%	9.14%
Black or African American	3.13%	3.41%	3.29%
American Indian or Alaskan Native	0.78%	0.54%	0.64%
Native Hawaiian or Other Pacific Islander	0.26%	0.18%	0.21%
Other (2 or more races selected or race not Hispanic)	4.95%	3.59%	4.14%
Not Specified	0.26%	0.00%	0.11%

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. The Youth Voices Count Survey at this time, collects participant biological sex and gender identity, not sexual orientation. 56 students (5.9%) identified as non-binary, transgender, or “I am not sure right now.”

Gender Identity	
Male	434
Female	455
Non-binary	22
Transgender	9
I am not sure right now	25
Did not Identify	0

Executive Summary:

Student Mental Wellbeing:

Anxiety: For grades 7-12, 26.6% of youth reported feelings of anxiety in the past year as occurring almost always (17.7%) and always (8.9%). 28.7% 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, schedule, and peers. For grades 9-12, this was academics, post-high school plans, and schedule. For all grades, financial security ranked as the lowest source of anxiety among the provided choices.

Self-Harm: 17.1% of youth in grades 7-8 reported having thoughts of self-harm and 10.3% report having harmed themselves in their lifetime. For grades 9-12, 18.8% reported having thoughts of self-harm and 12.5% report having harmed themselves in their lifetime.

Depression: 13.8% of youth in grades 7-8 and 20.3% 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 the Past Year: 7.9% of youth in grades 7-8 and 9.5% of youth in grades 9-12 reported having considered attempting suicide within the past year.

Comfort Seeking Help: For grades 7-12, the source youth felt most comfortable seeking help from was parents (65.7%) and friends (63.0%).

Having a Trusted Adult: 93.2% 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, 91.0% of youth agreed with the statement, “I feel safe in my community” and 84.5% agree with the statement, “I feel safe at school.”

Bullying:

Bullying Frequency: 53.8% of youth in grades 7-12 report having been bullied in their lifetime, of those youth, 5.7% experienced this 1 to 5 days in the past month, 1.4% for 6 to 10 days in the past month and 1.5% 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, exclusion, and rumors.

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

Gaming and Social Media:

Time Spent Gaming: 67.6% of youth in grades 7-8 and 52.4% of youth in grades 9-12 spend up to four hours playing video games on school nights, while 5.0% (grades 7-8) and 4.9% (grades 9-12) spend five or more hours.

Time Spent on Social Media: For youth in grades 7-12, 58.6% report two to four hours on social media on school nights, while 15.3% report five or more hours.

Gaming Assets and Consequences: For grades 7-12, 43.5% 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” (22.5%).

Social Media Assets and Consequences: For grades 7-12, 63.9% 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” (36.7%).

Substance Use and Gambling Rates:

Youth in Grades 7-8: Alcohol was used most frequently in students’ lifetimes (2.86%), followed by vaping products (1.30%) and marijuana (0.78%). 6.25% of students reported ever gambling. For past month use, tobacco, vaping products, and OTC drugs were all used by 0.52%. 2.08% of students reported past month gambling.

Youth in Grades 9-12: Alcohol (17.24%) was most used in students’ lifetimes, vape products with Nicotine (10.77%) and marijuana (10.77%). For past month use, alcohol was used most frequently (6.82%), followed by marijuana (5.03%) and vaping Nicotine (3.95%).

Substance Use Perceptions and Behaviors:

Perceived Risk: For grades 7-8 and 9-12, non-medical use of prescription drugs had the highest perceived risk ratings. Gaming 3 or more hours per day had the lowest perceived risk, followed by gambling in grades 7-8 and marijuana in grades 9-12.

Parental Disapproval: For grades 7-8 parental disapproval was highest for non-medical use of prescription drugs (97.8%) followed by smoking (96.7%) and vaping nicotine (96.2%). For grades 9-12 parental disapproval was highest for non-medical use of prescription drugs (95.7%), followed by smoking cigarettes (94.4%). The lowest rating of perceived parental disapproval was for gaming three or more hours per day (39.1%).

Friend Disapproval: For grades 7-8 peer disapproval was highest for non-medical use of prescription drugs (94.8%) followed by smoking (93.2%). For grades 9-12, it was highest for non-medical use of prescription drugs (83.8%), followed by smoking cigarettes (76.3%). For both, peer disapproval was lowest for gaming three or more hours per day (24.0%).

Accessibility of Alcohol and Other Drugs-Perception of Ease of Access: For grades 7-8 and 9-12, alcohol was perceived as the easiest to obtain, followed by vape products. Grades 7-8 reported marijuana as the most difficult to obtain, and grades 9-12 reported prescription drugs are the hardest to obtain.

Accessibility of Alcohol and Other Drugs-Sources: Overall, students in grades 7-12 most often access tobacco, vape products, alcohol, and marijuana from friends/peers. Prescription drugs are most accessed from home without parents’ permission.

Locations of Substance Use: Vaping products, alcohol, and marijuana are most used “with friends at my home or my friends’ home” Prescription drugs not for medical use are the only substance most often used “at a party.”

Driving Under the Influence of Alcohol or Marijuana/THC: Among youth in grades 11-12, more drove under the influence of marijuana/THC (3.3% past month/3.3% lifetime) than alcohol (2.5% past month/3.3% lifetime).

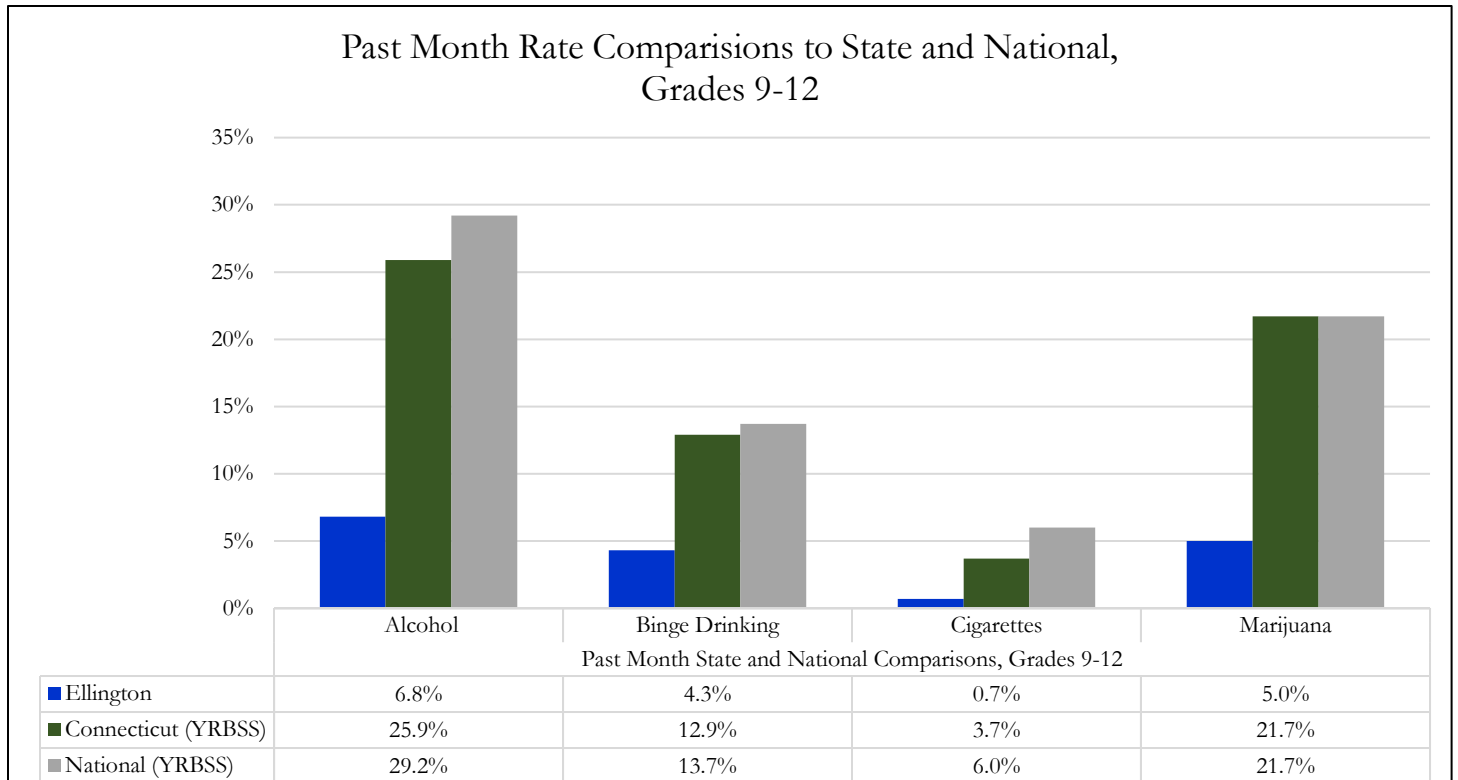
Other Substance Use: Of substances less commonly used the highest lifetime use rates for grades 7-12 were CBD products (5.1%), and inhalants (1.6%), followed by synthetic marijuana and bath salts (both 1.0%). Heroin/fentanyl was 0.6%, noted here due to community concerns regarding the opioid epidemic in our state and nation.

Extracurricular Activities:

Jobs & Volunteering: 27.0% of youth, grades 7-12, spend time working at a job, 29.9% spend time volunteering, 37.2% take care of someone at home, and 78.2% of youth spend up to 3 hours doing chores weekly.

Sports/Physical Activity: Among youth grades 7-12, 38.7% spend 1-10 hours playing team sports with 14.8% spending more than 11 hours on team sports weekly. 22.6% of youth do other physical activities for 1-3 hours a week with 45.5% of youth working out at least an hour a week.

Faith-based Activities, Taking Lessons, Clubs or Organizations: Time spent on faith or religious activities is most commonly 1-3 hours a week for those that observe in grades 7-12 (37.9%). 28.9% of youth, grades 7-12, practice or take lessons in music or art up to 3 hours a week. 36.3% of youth spend time in a club or organization such as theater or Scouts.



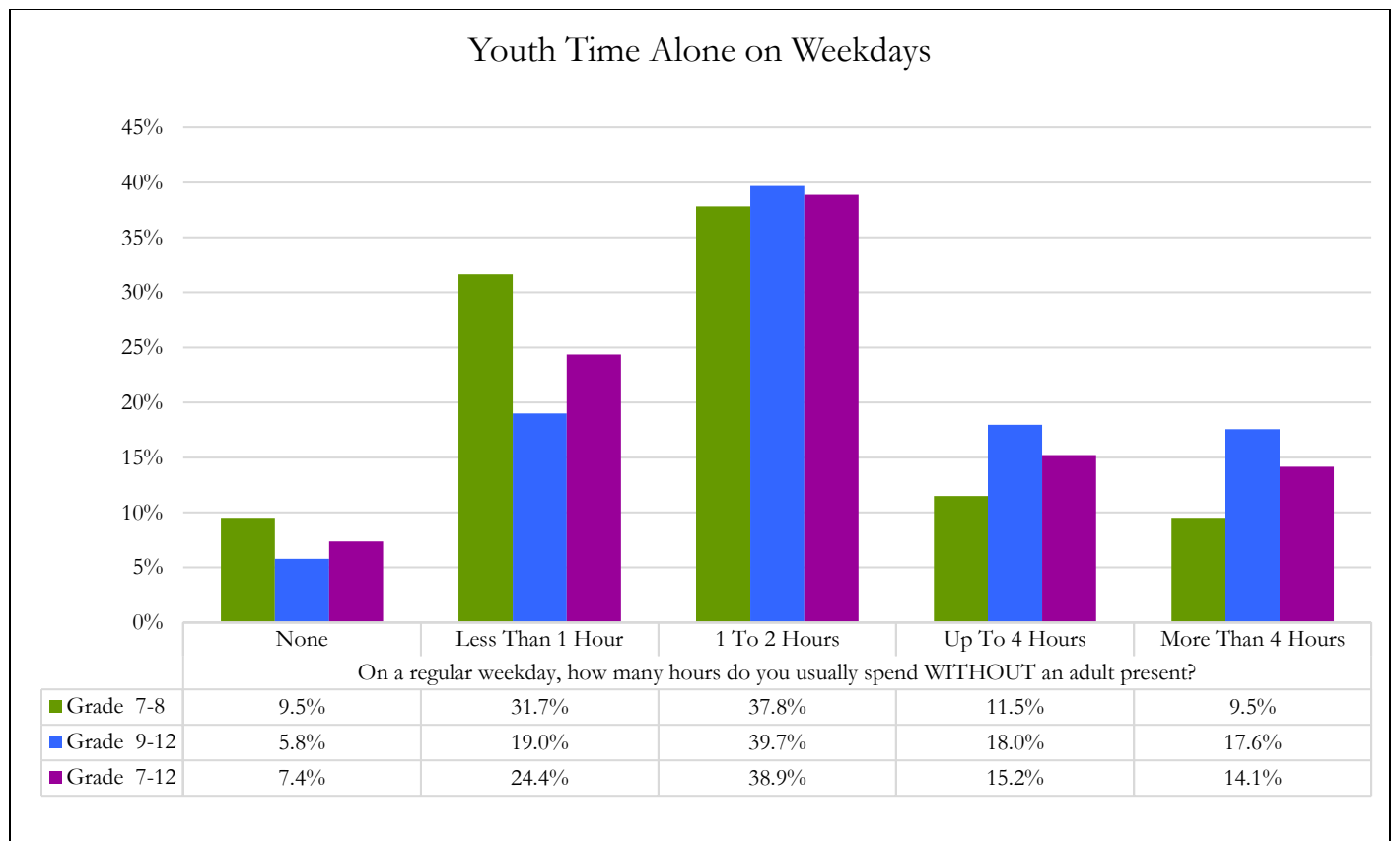
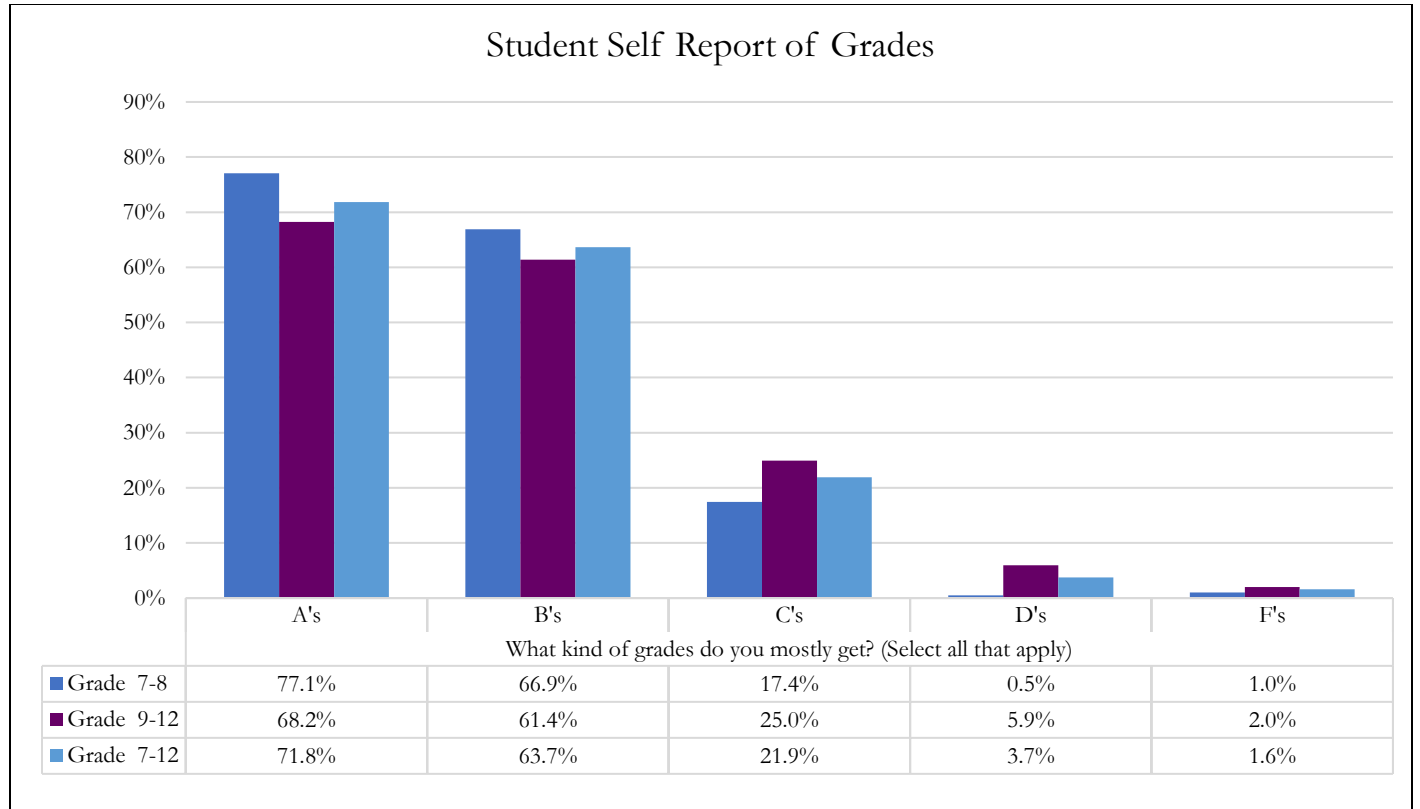
Source: YRBSS 2019

*It should be noted that YRBSS data presented here are from 2019, the most recent year available, prior to the COVID-19 pandemic. Many youth report less substance use and less access to substances during the pandemic, thus comparisons during this time period should be interpreted with caution.

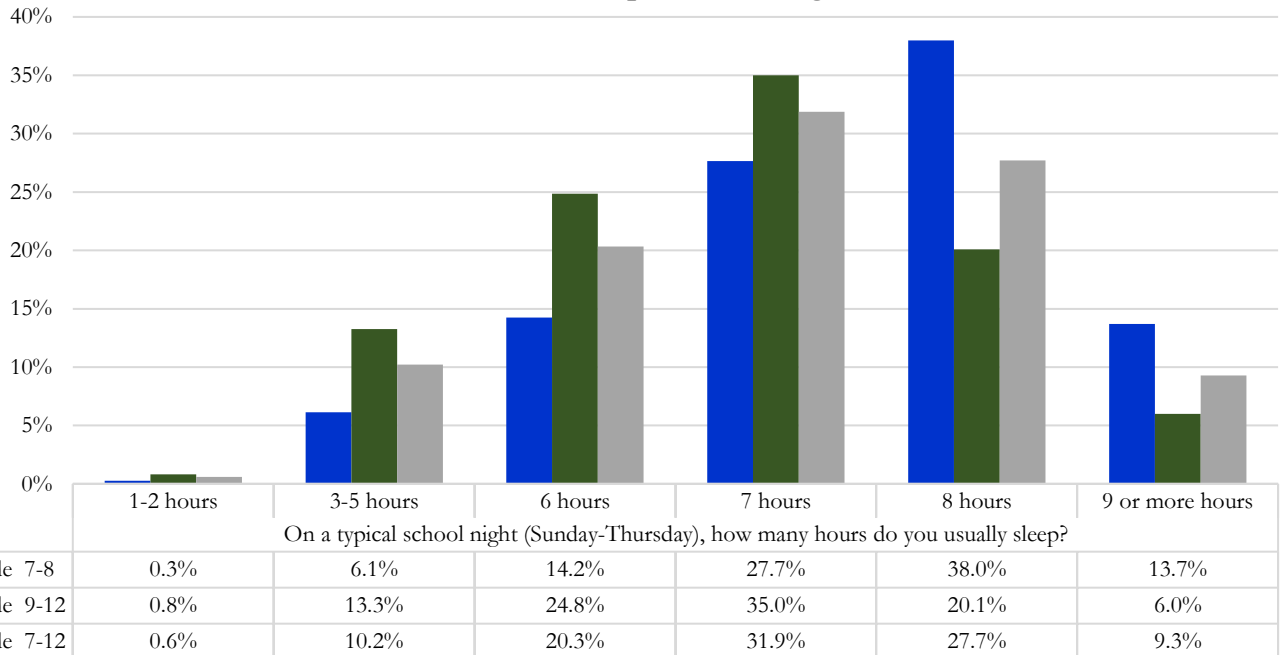
Ellington Youth Voices Count Survey Report

For the following sections, tests for statistically significance differences were performed by biological sex, gender identity, and race and ethnicity for grades 7-8 and 9-12. Race was grouped into four 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, Asian, and All Other Races. Any statistically significant difference in these groups is noted under the chart it applies to and on pages 32 and 33 where a list of associations with substance use are provided. If there is no significance listed under a chart, no difference among groups were found. 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:

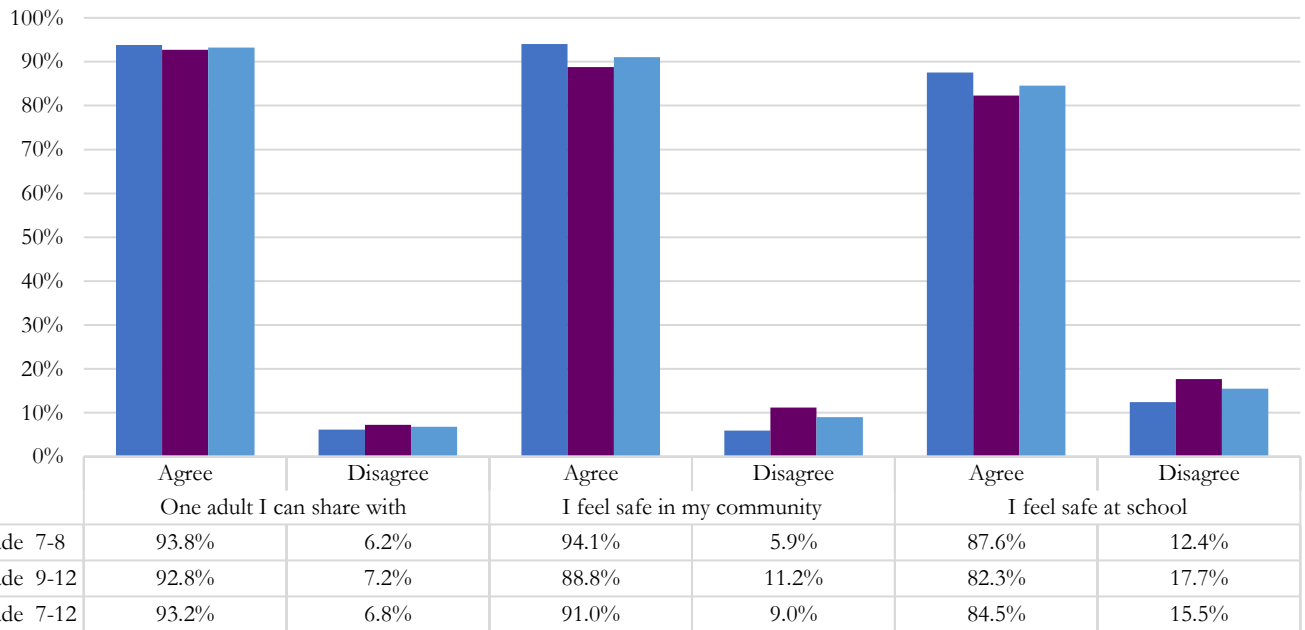


Youth Hours of Sleep on Weeknights



*High school youth who identified as transgender, non-binary, or unsure reported sleeping less than their cisgender peers.

Perception of Having Trusted Adult and Feelings of Safety



*Middle and high school males were more likely than females to report feeling safe in their community.

*High school males were more likely to report feeling safe at school than females.

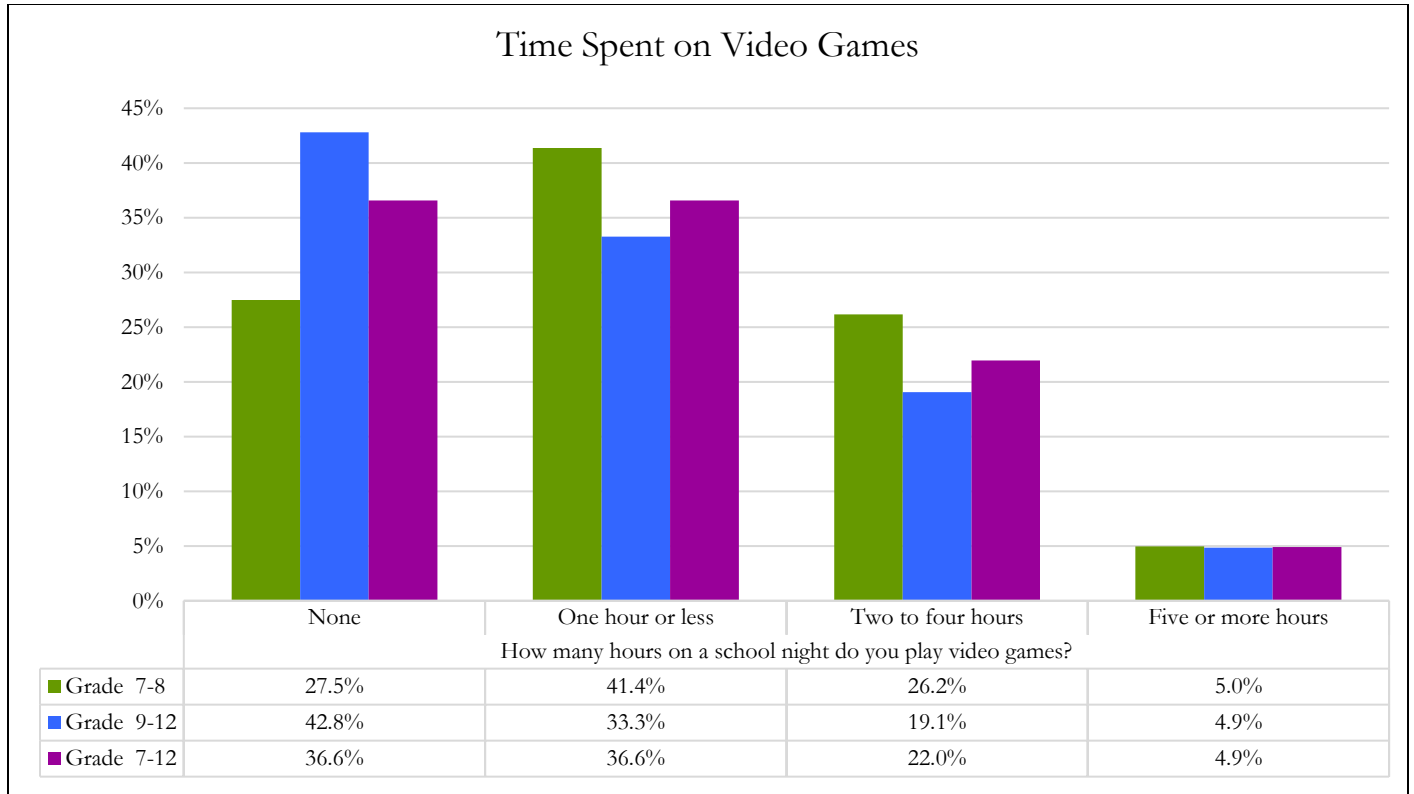
*Middle and high school white youth were more likely to report having at least one adult they can share with compared to the “All Other Races” group.

*High school white youth were more likely to report feeling safe at school than the “All Other Races” group.

*High school youth who identified as transgender, non-binary, or unsure were less likely to report having at least one adult they can share with compared to their cisgender peers.

*Middle and high school youth who identified as transgender, non-binary, or unsure were less likely to report feeling safe in their community, and less likely to report feeling safe at school.

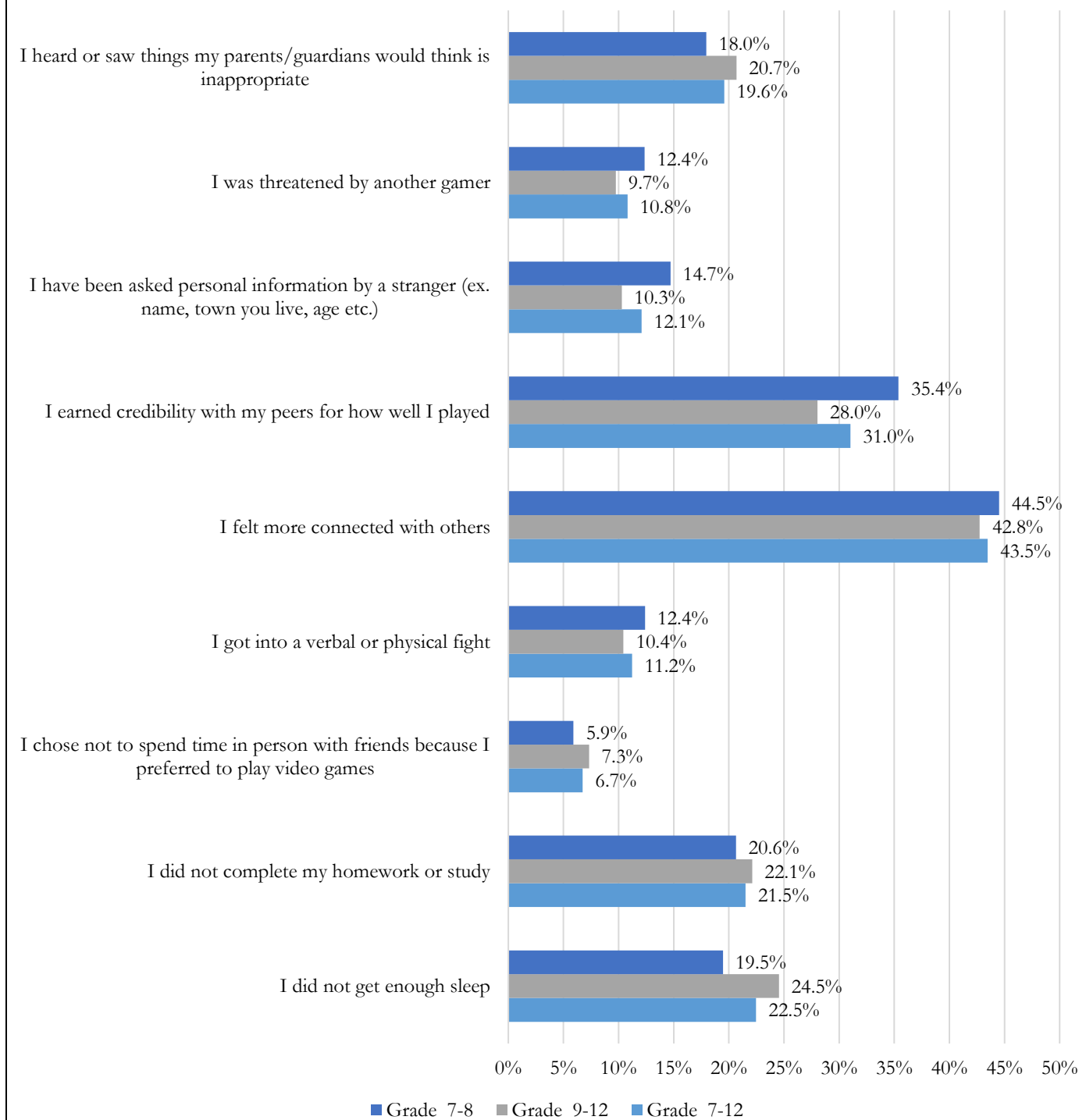
Gaming:



*Middle and high school females report spending less time playing video games than males.

*High school youth who identified as transgender, non-binary, or unsure reported spending more time gaming than their cisgender peers.

Perceived Gaming Assets and Consequences



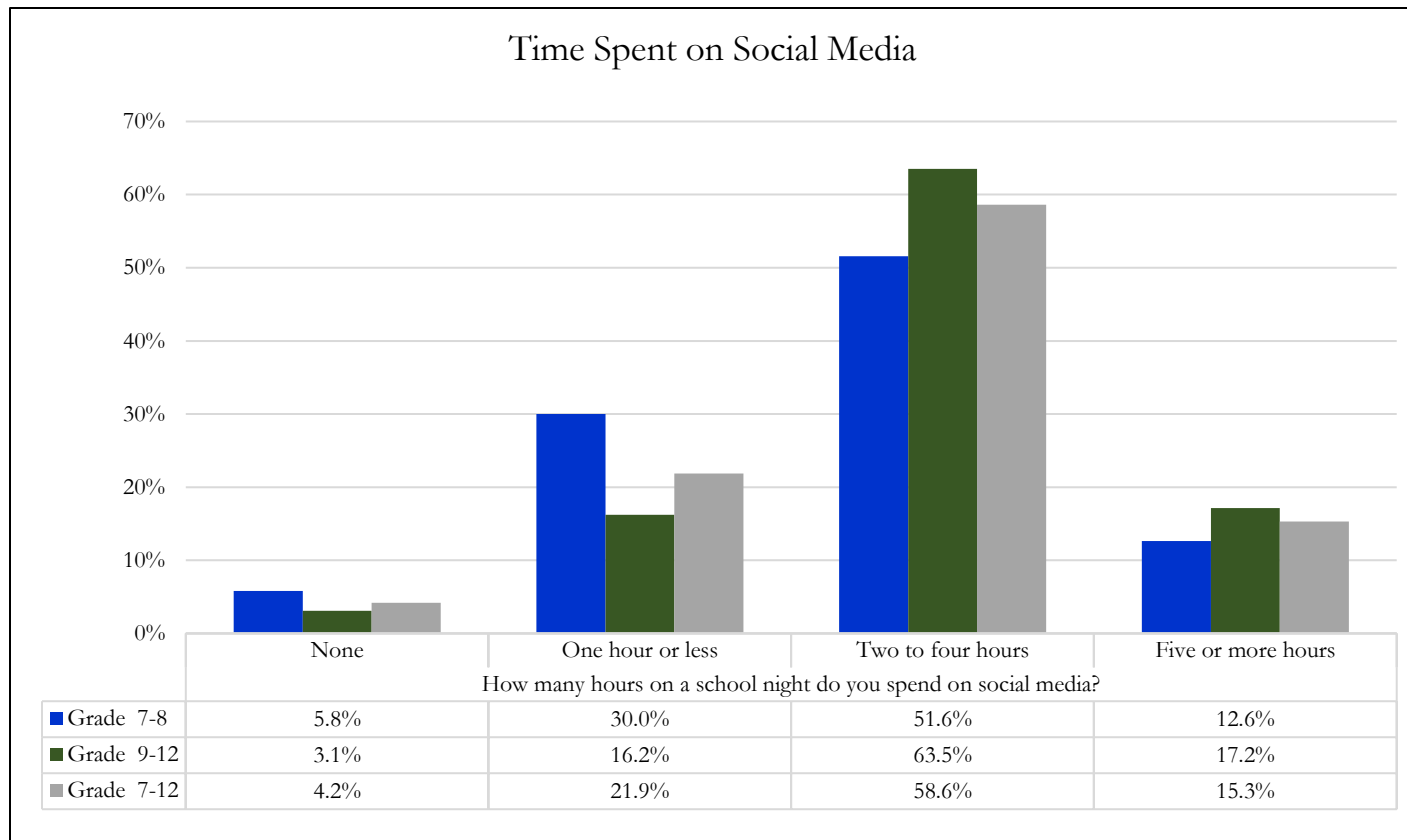
*Middle school and high school males were more likely than females to report getting into a physical or verbal fight, feeling more connected with others, earning credibility, being threatened by another gamer, and seeing things their parents/guardians would think is inappropriate due to gaming.

*High school males were more likely than females to report not getting enough sleep, not completing homework or studying, and choosing not to spend time in person with friends due to gaming.

*High school Hispanic youth were more likely than white youth to report earning credibility and being threatened by another gamer.

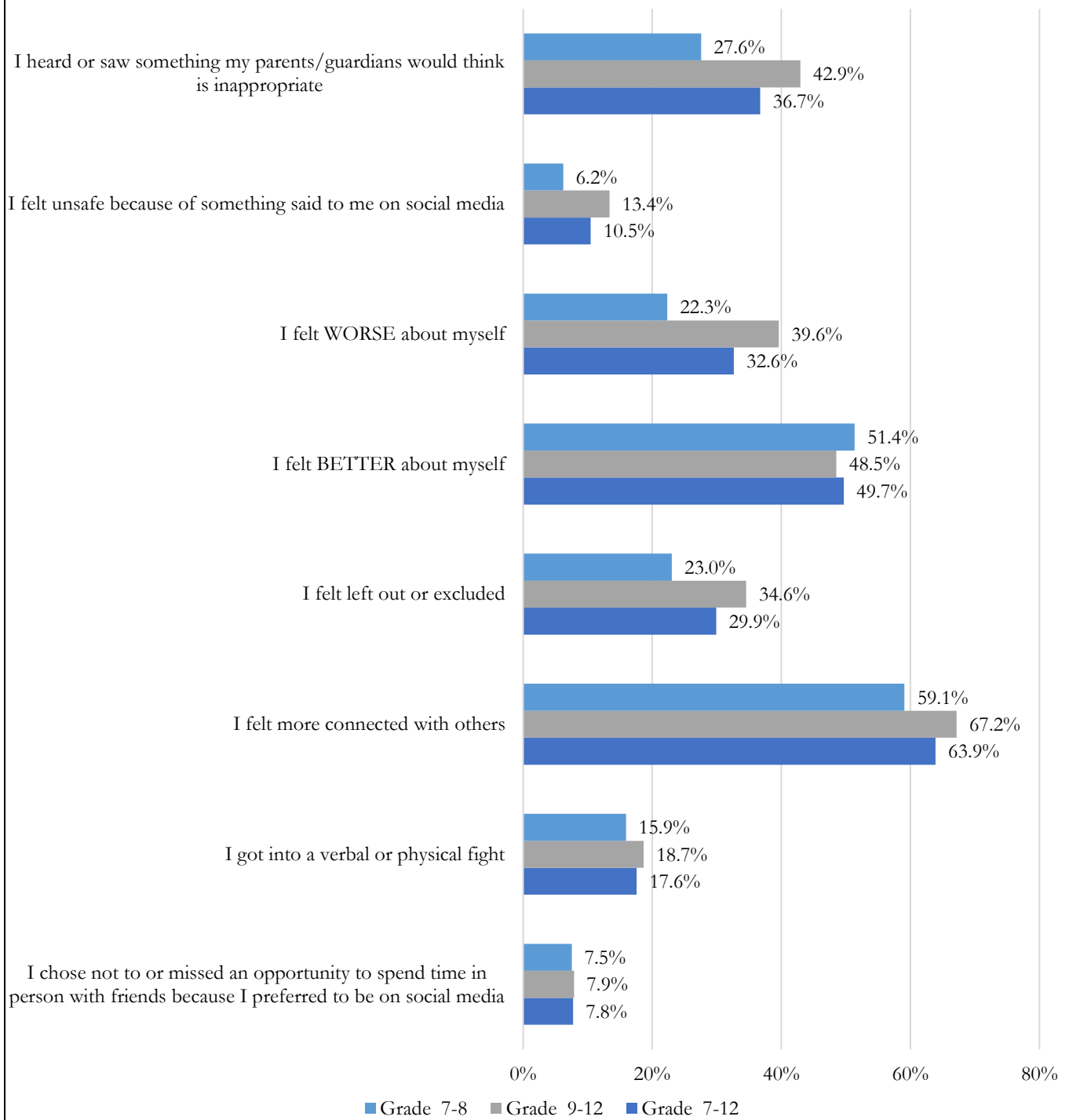
*High school youth who identified as transgender, non-binary, or unsure, were more likely to report not getting enough sleep, choosing not to spend time with friends in person, feeling more connected with others, earning credibility for how they played, being asked personal information by a stranger, and seeing things their parents/guardians would think is inappropriate due to gaming.

Social Media:



*High school females report spending more time on social media than males.

Perceived Social Media Assets and Consequences



*Middle and high school females were more likely than males to report feeling left out or excluded, feeling worse about themselves, and feeling unsafe due to social media.

*High school females were more likely to report getting into a physical or verbal fight, feeling more connected with others, and seeing inappropriate things because of social media than males.

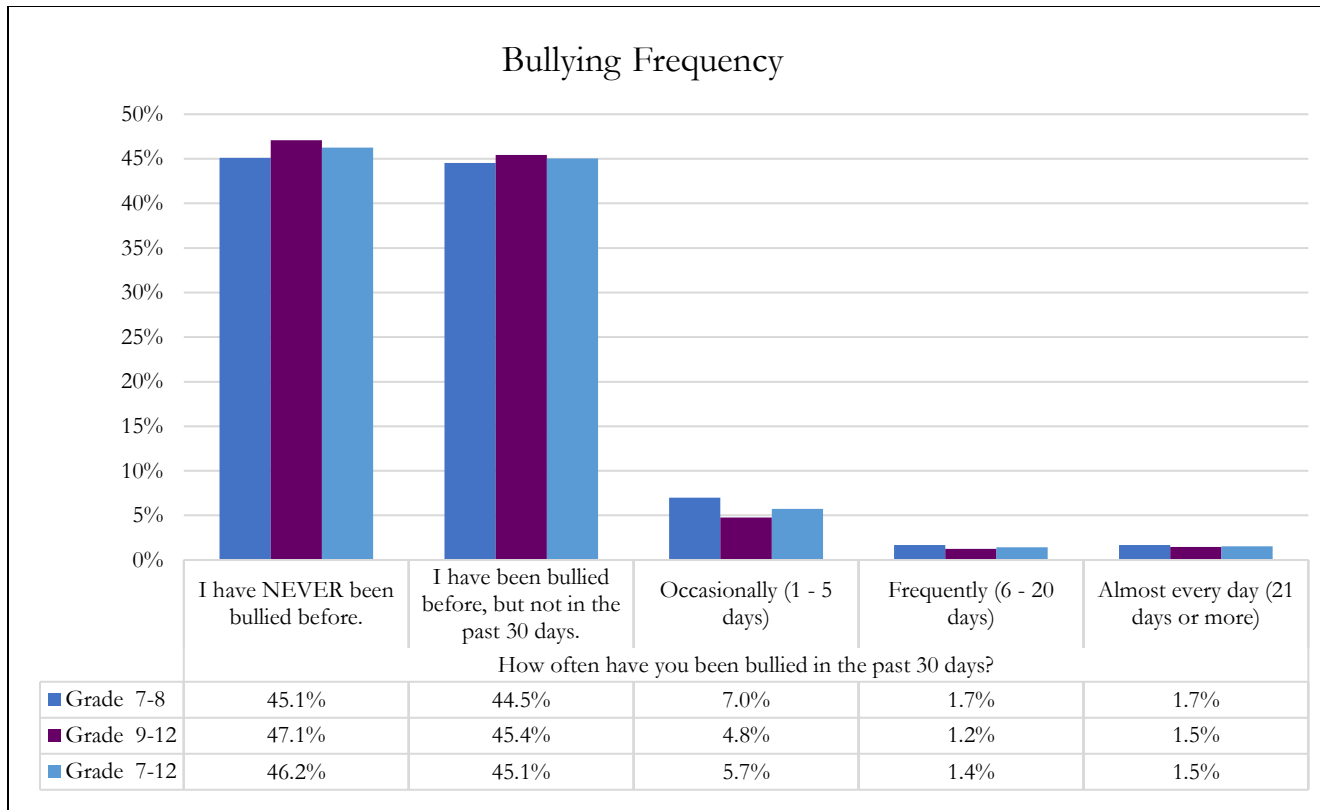
*Middle school females were more likely than males to choose not to spend time with friends in person due to social media.

*Middle school Asian youth were more likely to report feeling worse about themselves due to social media than white youth.

*High school youth who identified as transgender, non-binary, or unsure were more likely to report feeling unsafe because of something said on social media.

*Middle school youth who identified as transgender, non-binary, or unsure were more likely to report feeling better about themselves due to social media.

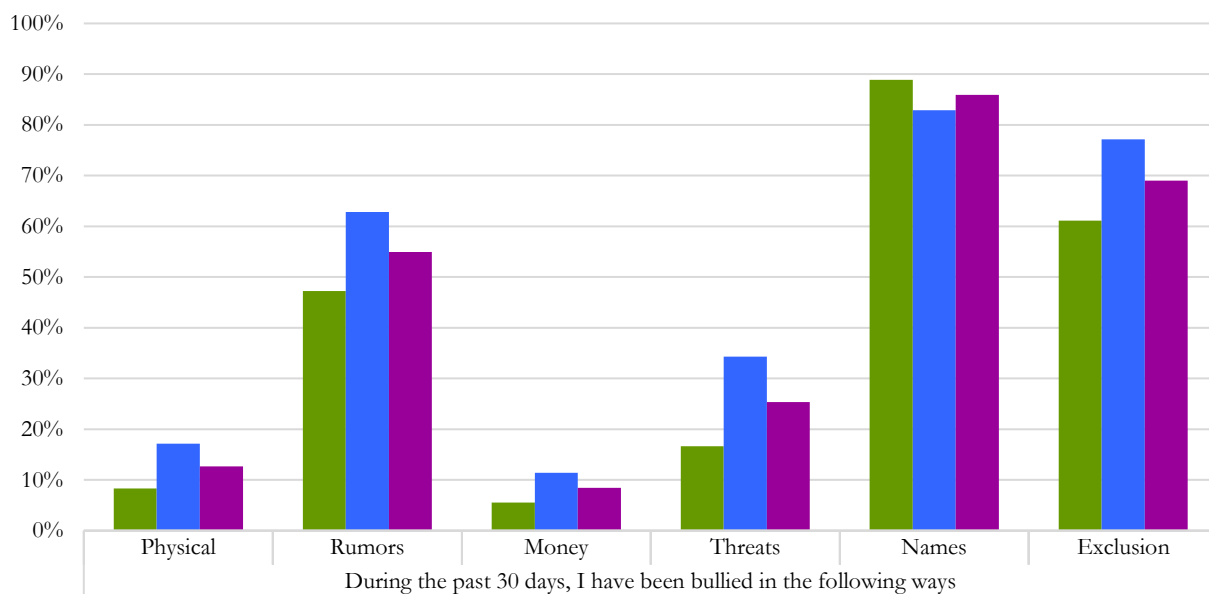
Bullying:



*Middle school females were more likely to report ever having been bullied than males.

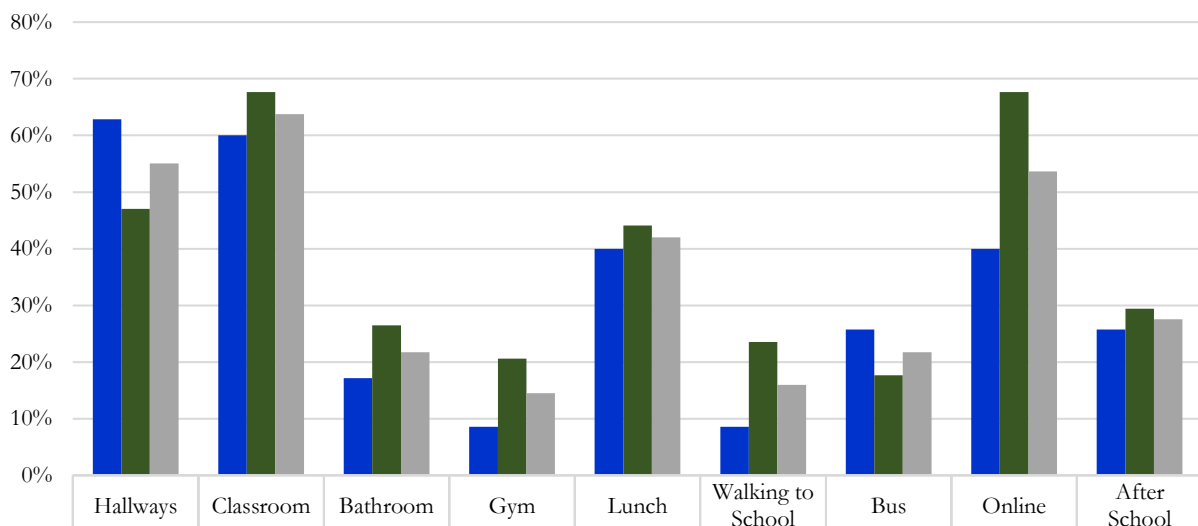
*High school youth who identified as transgender, non-binary, or unsure were more likely to report ever having been bullied than cisgender youth.

Types of Bullying



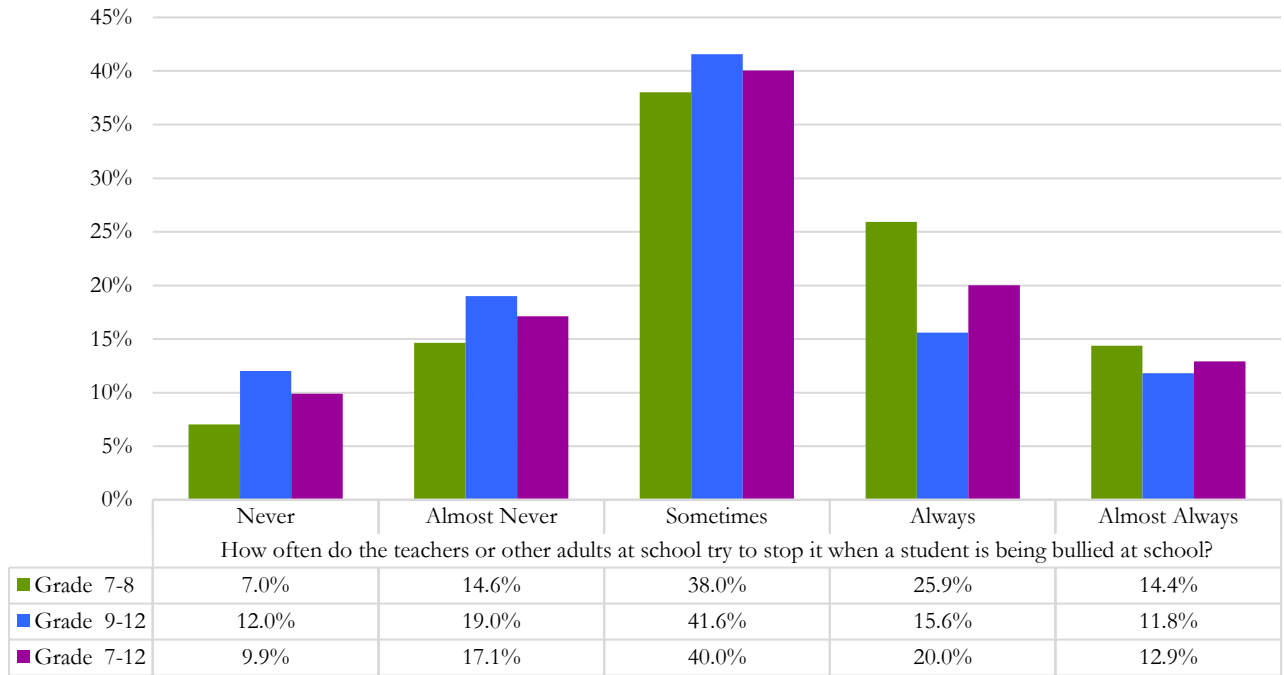
	Physical	Rumors	Money	Threats	Names	Exclusion
Grade 7-8	8.3%	47.2%	5.6%	16.7%	88.9%	61.1%
Grade 9-12	17.1%	62.9%	11.4%	34.3%	82.9%	77.1%
Grade 7-12	12.7%	54.9%	8.5%	25.4%	85.9%	69.0%

Locations of Bullying

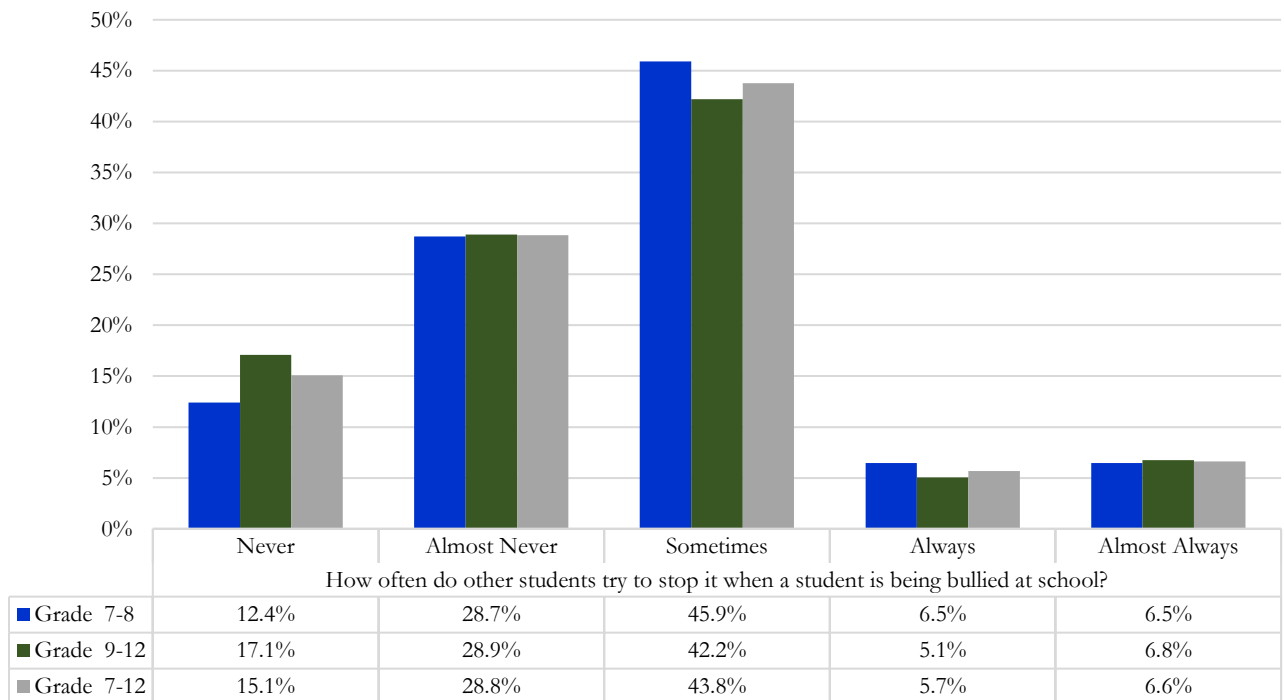


	Hallways	Classroom	Bathroom	Gym	Lunch	Walking to School	Bus	Online	After School
Grade 7-8	62.9%	60.0%	17.1%	8.6%	40.0%	8.6%	25.7%	40.0%	25.7%
Grade 9-12	47.1%	67.6%	26.5%	20.6%	44.1%	23.5%	17.6%	67.6%	29.4%
Grade 7-12	55.1%	63.8%	21.7%	14.5%	42.0%	15.9%	21.7%	53.6%	27.5%

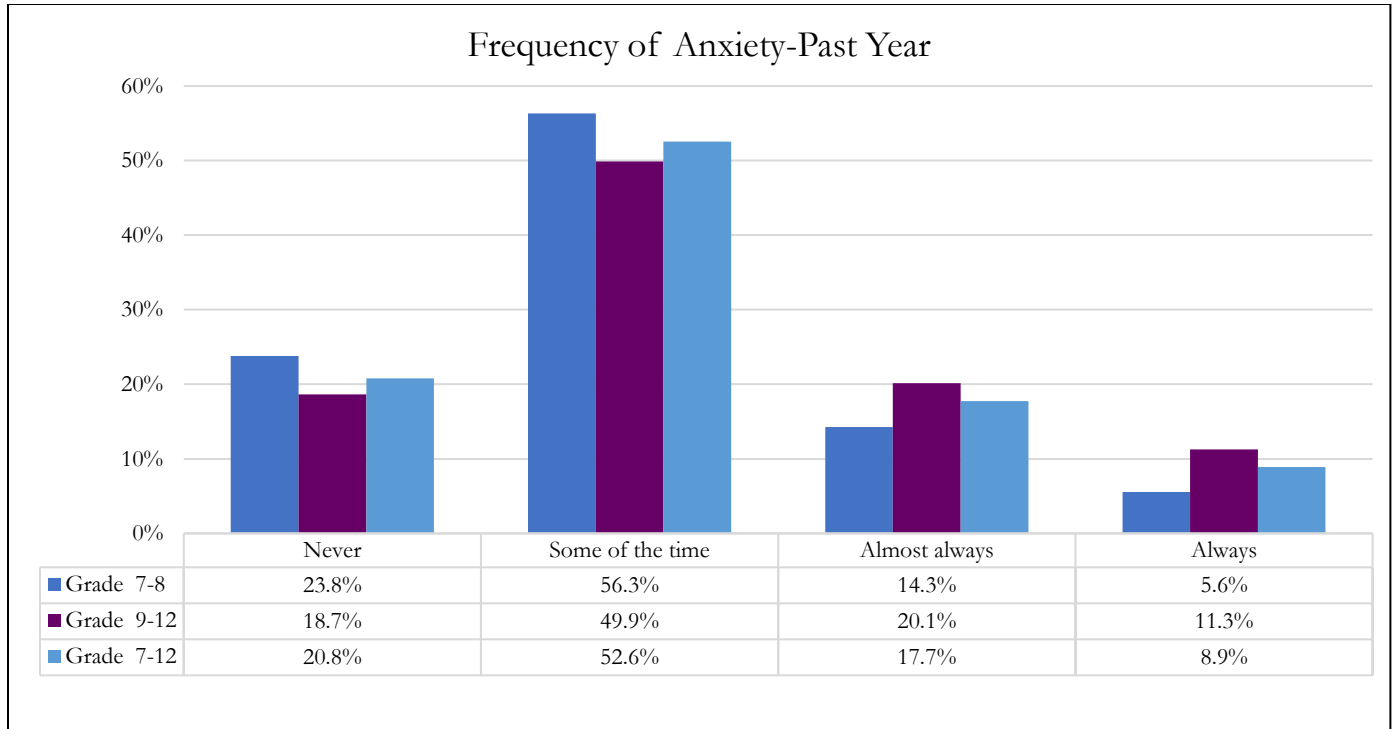
Frequency of Teachers/Adults Intervening When Bullying Occurs



Frequency of Students Intervening When Bullying Occurs

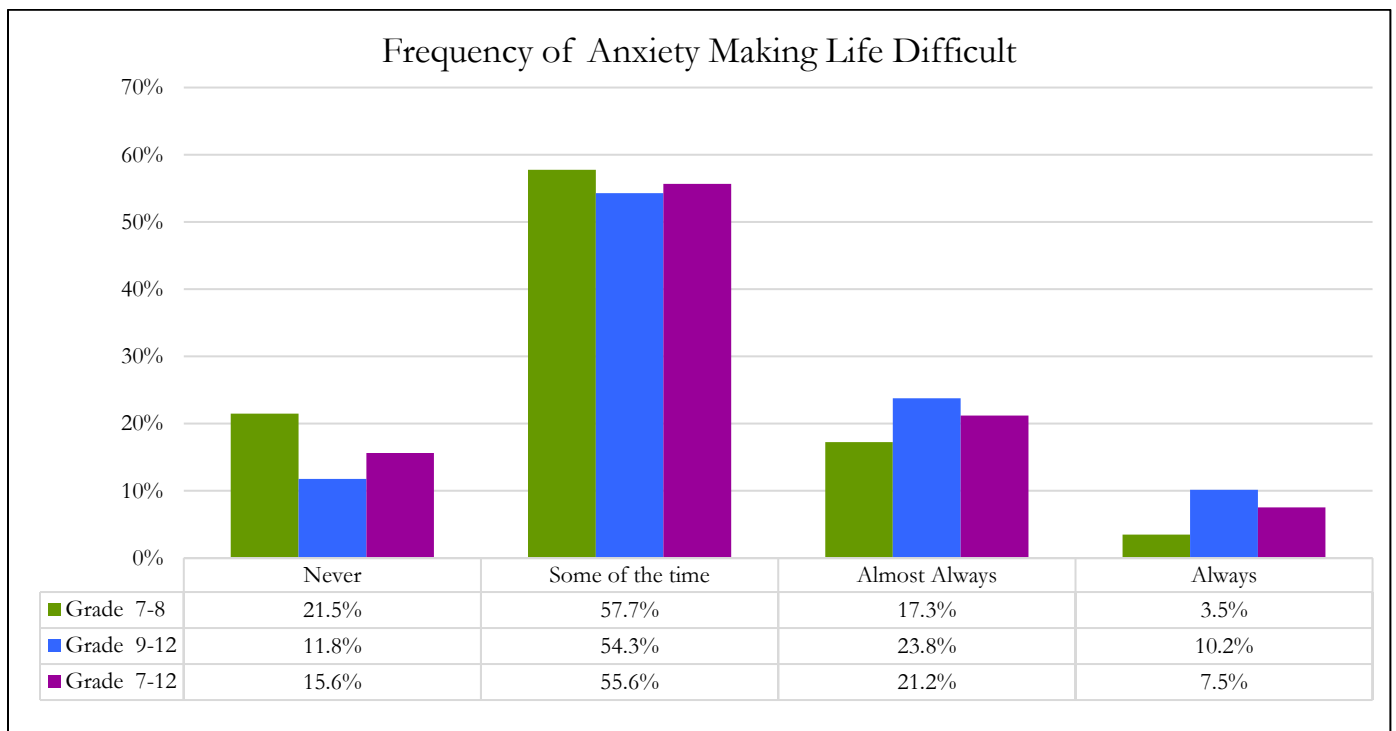


Emotional Health:



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

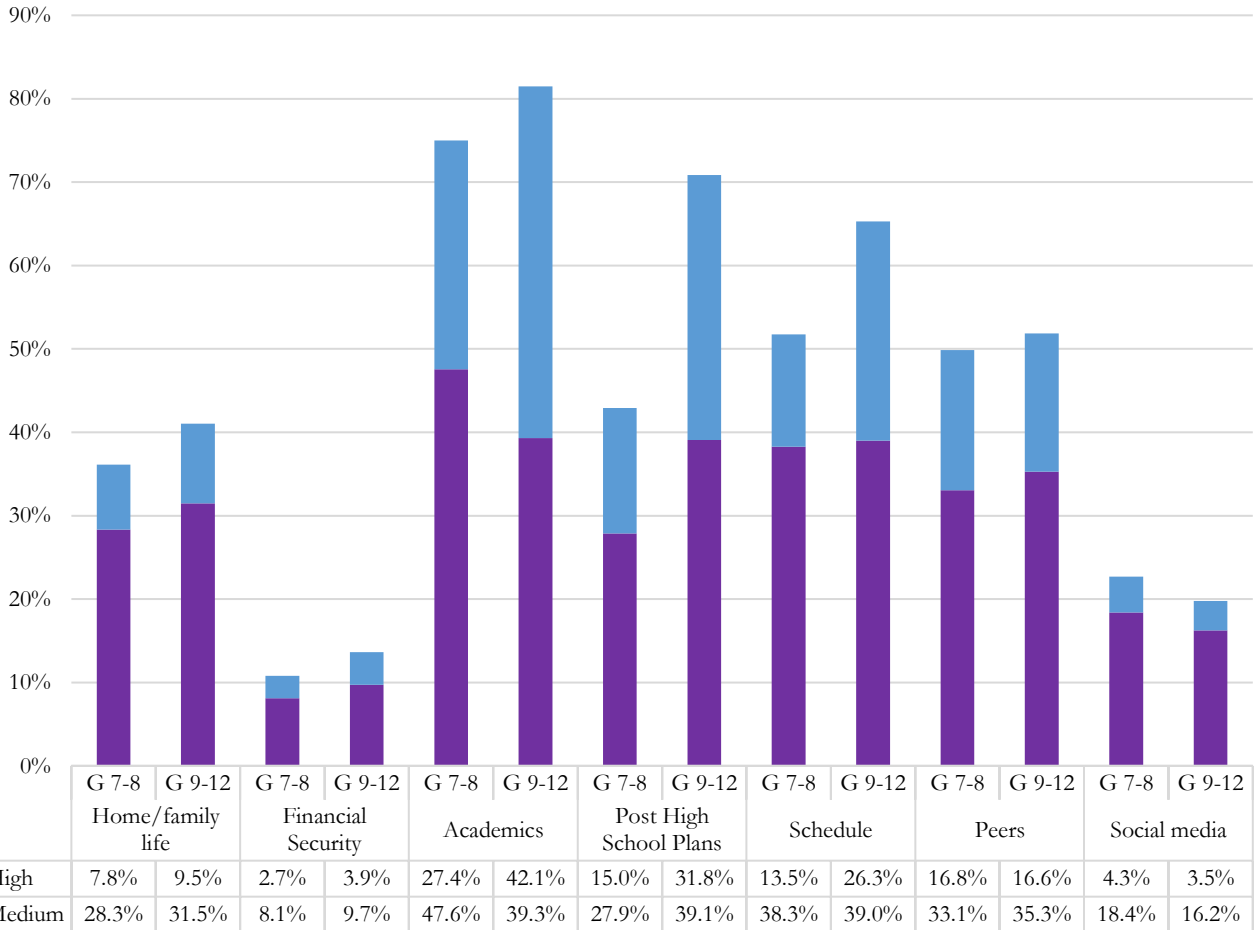
*High school youth who identified as transgender, non-binary, or unsure are more likely to report past year anxiety.



*Middle and high school females are more likely than males to report having anxiety make life difficult.

*High school youth who identified as transgender, non-binary, or unsure are more likely to report anxiety making life difficult “almost always.”

Anxiety Level by Source

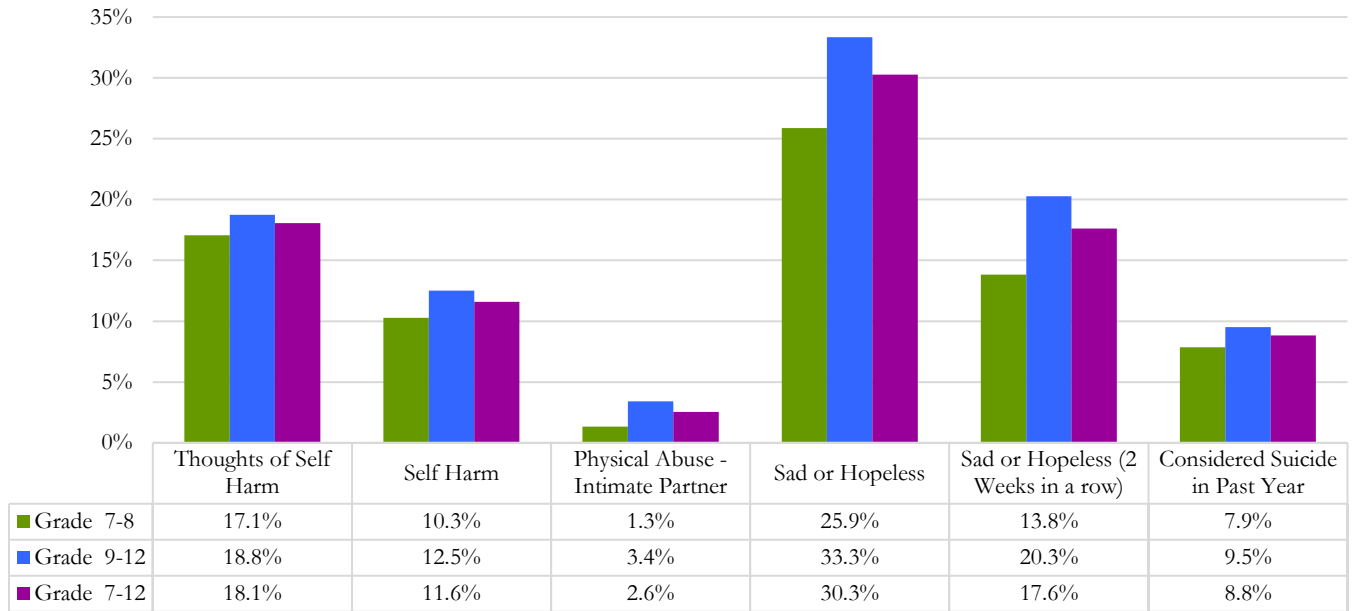


*Middle and high school females were more likely than males to report sources of anxiety as home/family life, academics, post-high school plans, peers, and social media.

*Middle school youth who identified as transgender, non-binary, or unsure were more likely to report financial security as a source of anxiety.

*High school youth who identified as transgender, non-binary, or unsure were more likely to report home/family life and peers as a source of anxiety.

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 were more likely than males to report thoughts of self-harm and self-harm behaviors.

*Middle and high school females were more likely than males to report feeling sad or hopeless, and feeling sad or hopeless for 2 weeks in a row or more.

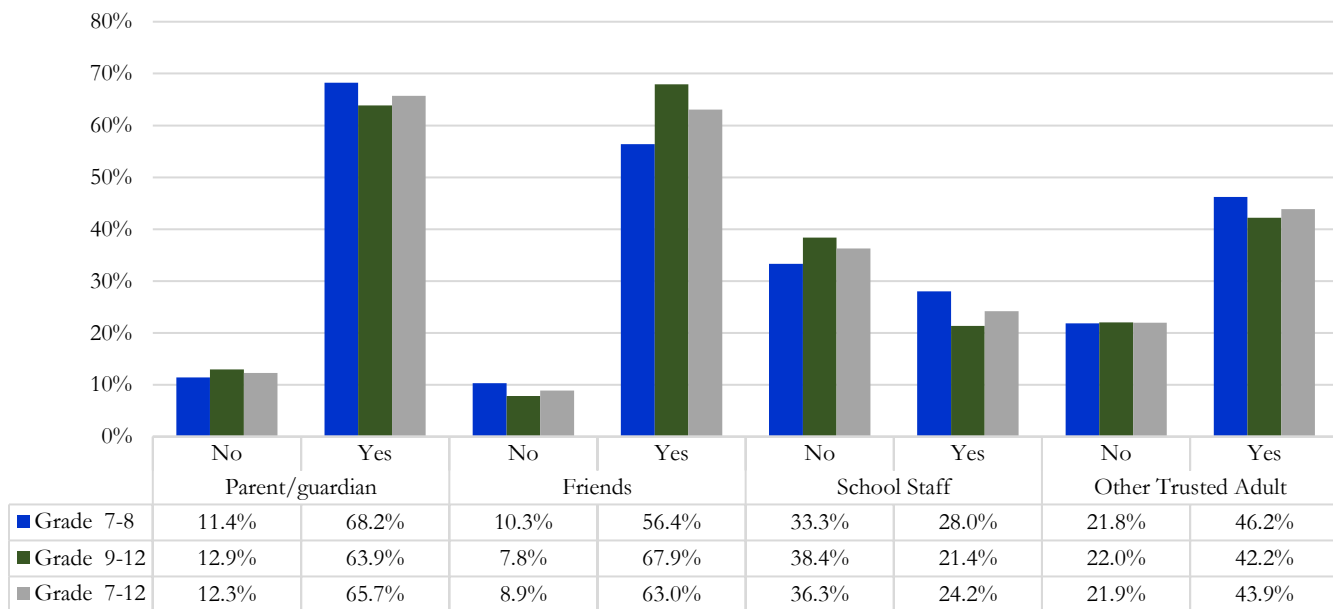
*Middle school females were more likely than males to report having thoughts of suicide in the past year.

*High school youth in the "All Other Races" group were more likely to report having experienced physical abuse from an intimate partner than white youth.

*Middle and high school youth who identified as transgender, non-binary, or unsure were more likely to report having thoughts of self harm, and feeling sad or hopeless.

*High school youth who identified as transgender, non-binary, or unsure were more likely to report self-harm behaviors, feeling sad or hopeless two weeks in a row, having experienced physical abuse from an intimate partner, and having considered suicide in the past year.

Comfort Seeking Help by Source-Family and School

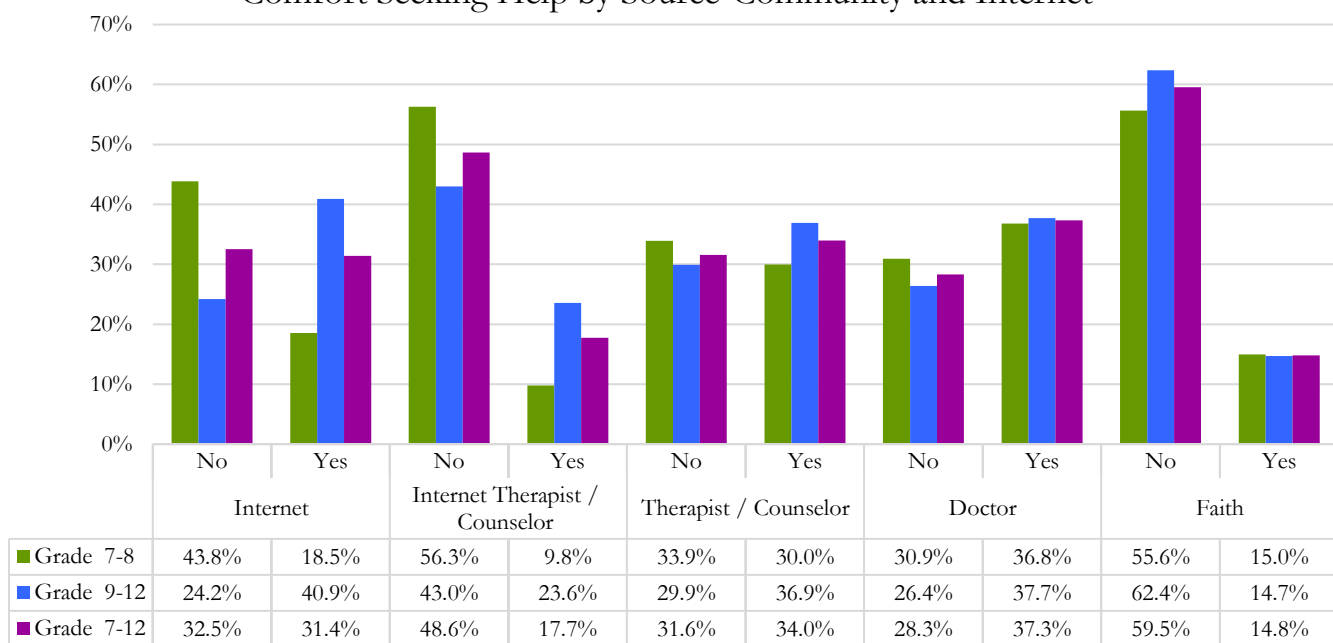


*Middle school males were more likely than females to report feeling comfortable seeking help from a parent/guardian.

*High school females were more likely than males to report feeling comfortable seeking help from friends.

*Middle school and high school youth who identified as transgender, non-binary, or unsure were less likely to feel comfortable seeking help from a parent/guardian.

Comfort Seeking Help by Source-Community and Internet



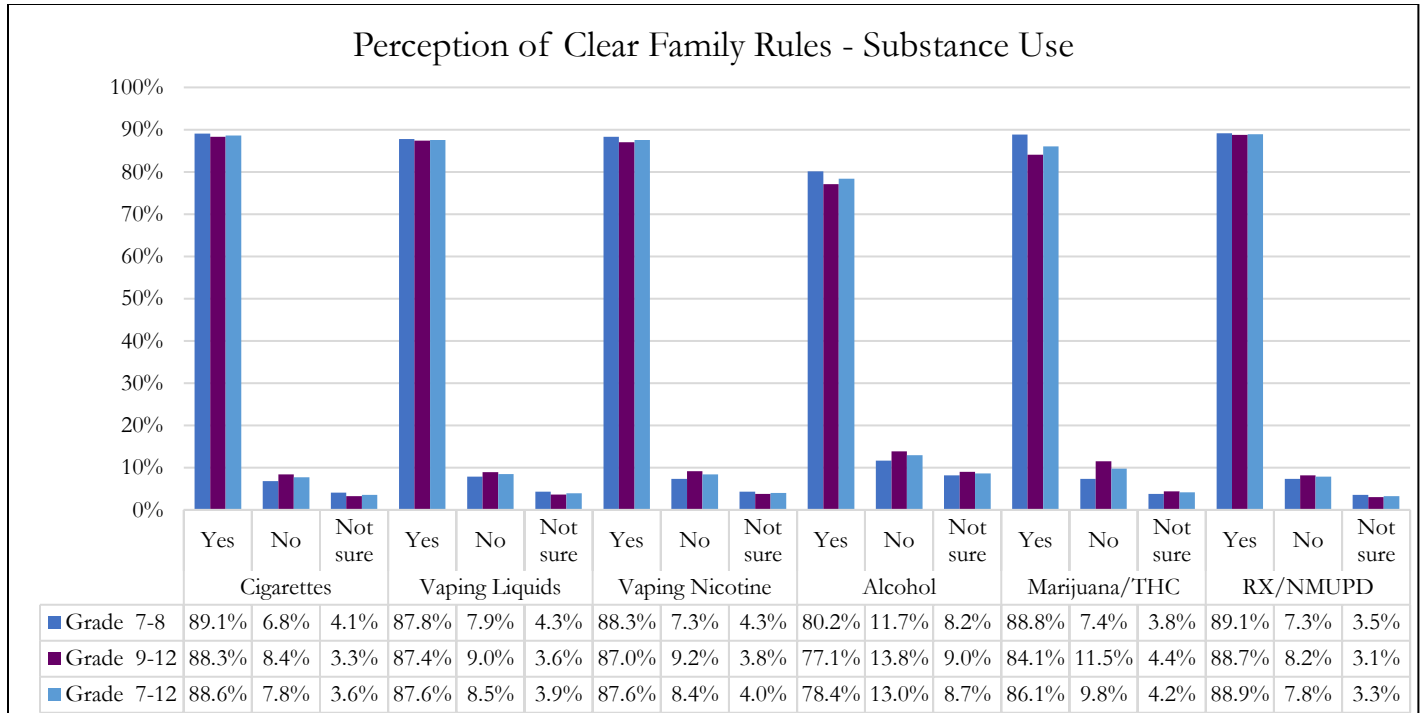
*Middle school males were more likely than females to report feeling comfortable seeking help from a faith or religious leader.

*Middle school Asian youth were more likely to report feeling comfortable seeing help from the internet (for information) than white youth.

*Middle school and high school youth who identified as transgender, non-binary, or unsure were less likely to report feeling comfortable seeking help from a faith or religious leader.

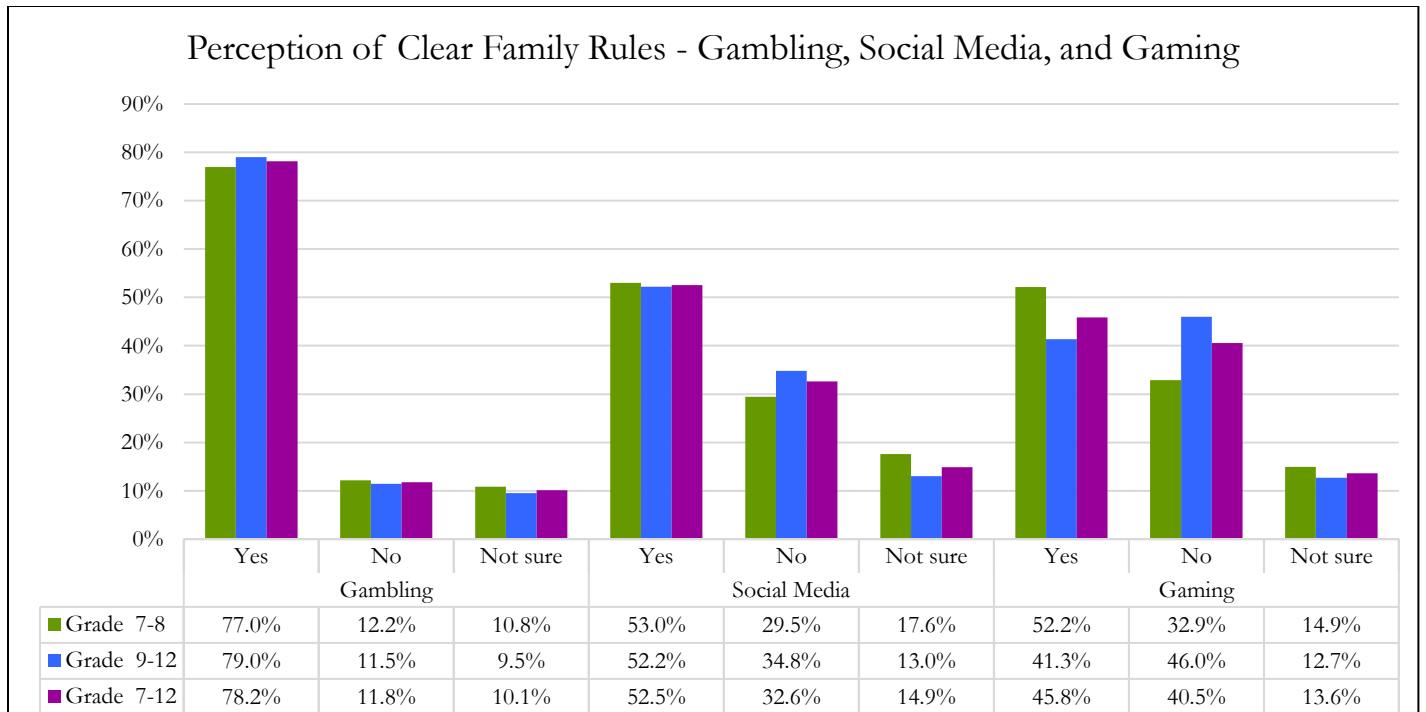
*Middle school youth who identified as transgender, non-binary, or unsure were more likely to feel comfortable seeking help from a therapist or counselor.

Perceptions of Substance Use, Family Rules and Experiences:



*Middle school youth who identified as transgender, non-binary, or unsure were less likely than their cisgender peers to report clear family rules around alcohol than their cisgender peers.

*High school youth who identified as transgender, non-binary, or unsure were less likely to report clear family rules around cigarettes and marijuana compared to their cisgender peers.

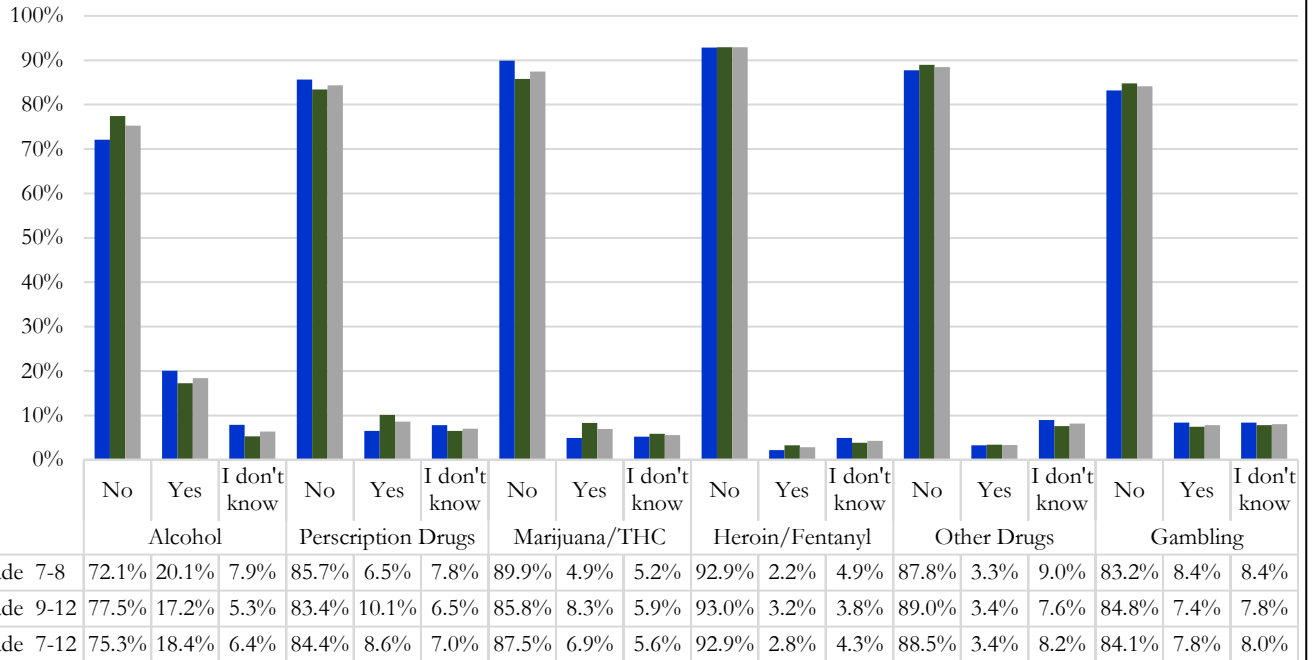


*Middle school females were more likely than males to report clear family rules around gambling.

*Middle and high school females were more likely than males to report clear family rules around social media.

*Middle school white youth were more likely to report clear family rules around social media than Hispanic youth.

Perception of Family Substance Use and Gambling Problems



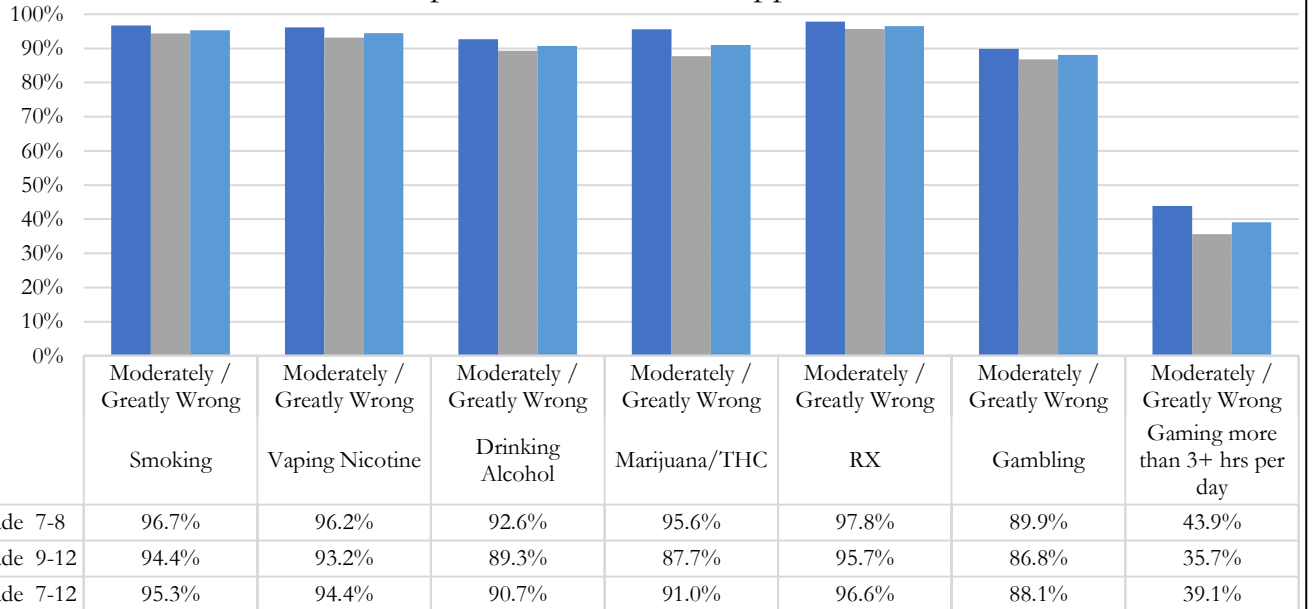
*High school females were more likely than males to report family problems with marijuana.

*High school white youth were less likely to report family problems with prescription drugs than the “All Other Races” group.

*High school Hispanic youth were more likely to report family problems with marijuana than the “All Other Races” group.

*High school youth who identified as transgender, non-binary, or unsure were more likely than their cisgender peers to report having family problems with alcohol.

Perception of Parental Disapproval

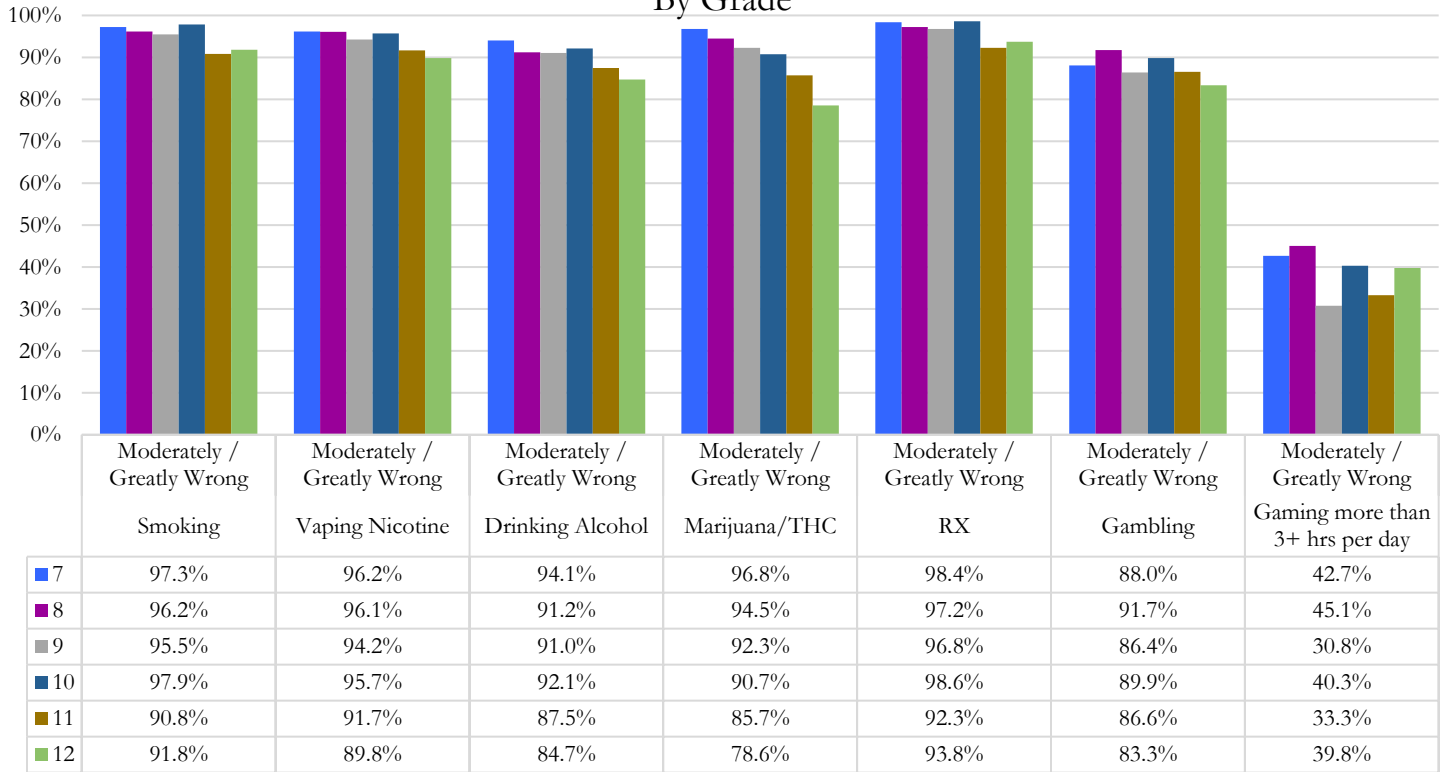


*High school white youth were more likely than the “All Other Races” group to report parental disapproval for cigarettes and vape products.

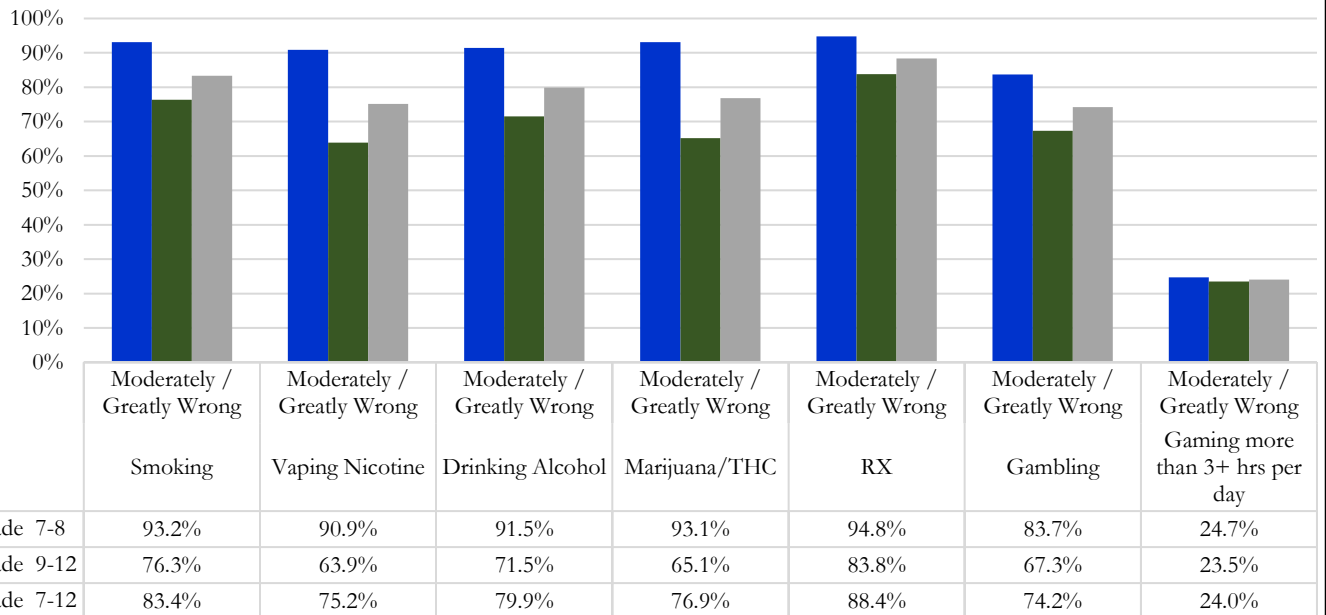
*High school Asian youth were more likely than Hispanic youth to report parental disapproval for alcohol.

*High school youth who identified as transgender, non-binary, or unsure were less likely to report parental disapproval for smoking cigarettes, vape products, marijuana, and gaming.

Perception of Parental Disapproval By Grade



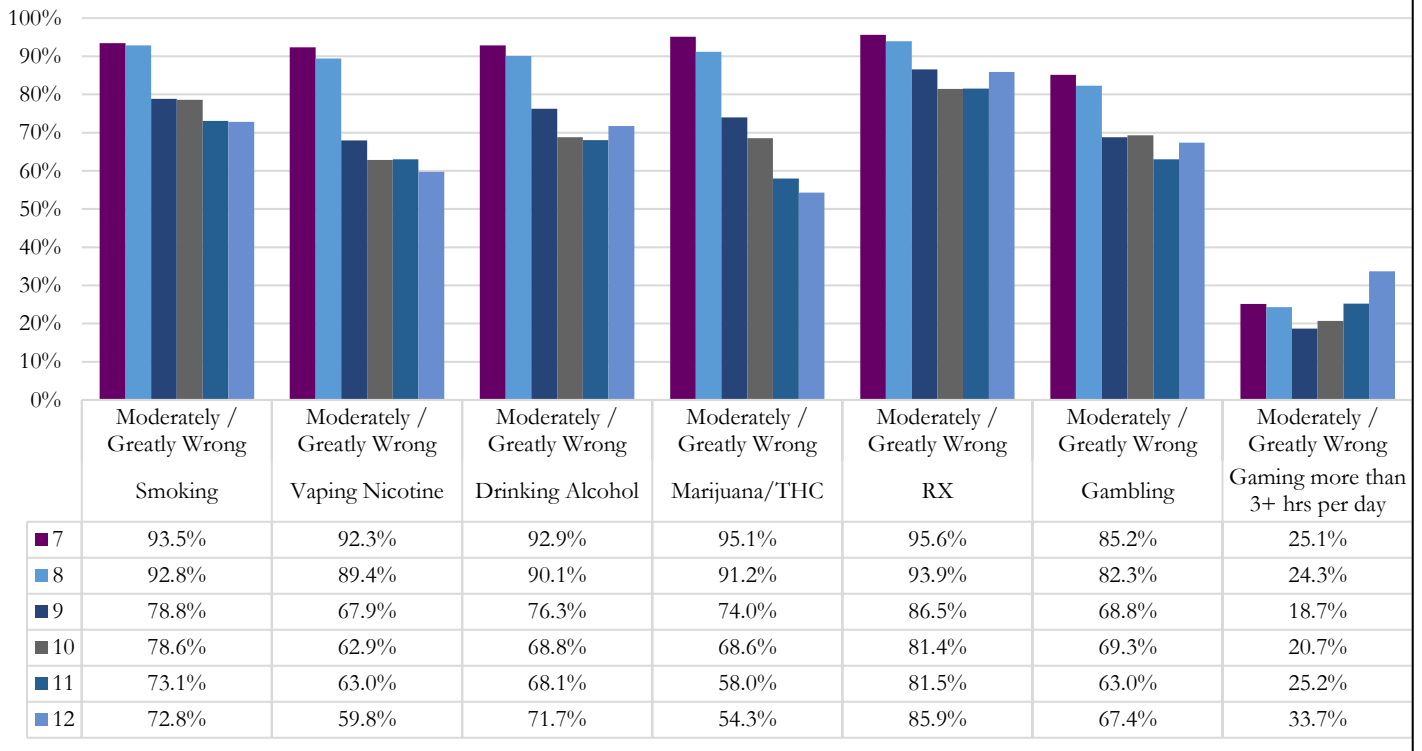
Perception of Peer Disapproval



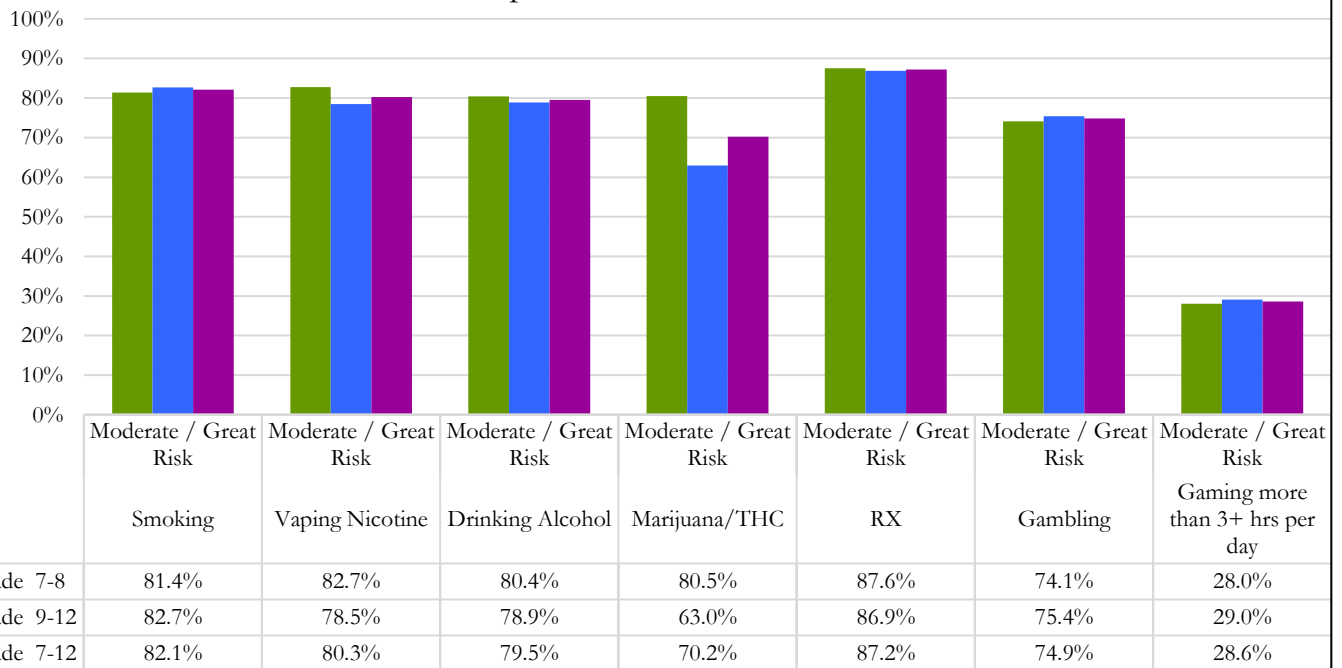
*High school females were less likely than males to report peer disapproval for vaping and marijuana.

*High school youth who identified as transgender, non-binary, or unsure were less likely to report peer disapproval for marijuana.

Perception of Peer Disapproval By Grade



Perception of Risk/Harm



*Middle school females reported greater perception of risk than males for alcohol and non-medical use of prescription drugs.

*High school females reported greater perception of risk than males for marijuana and gambling.

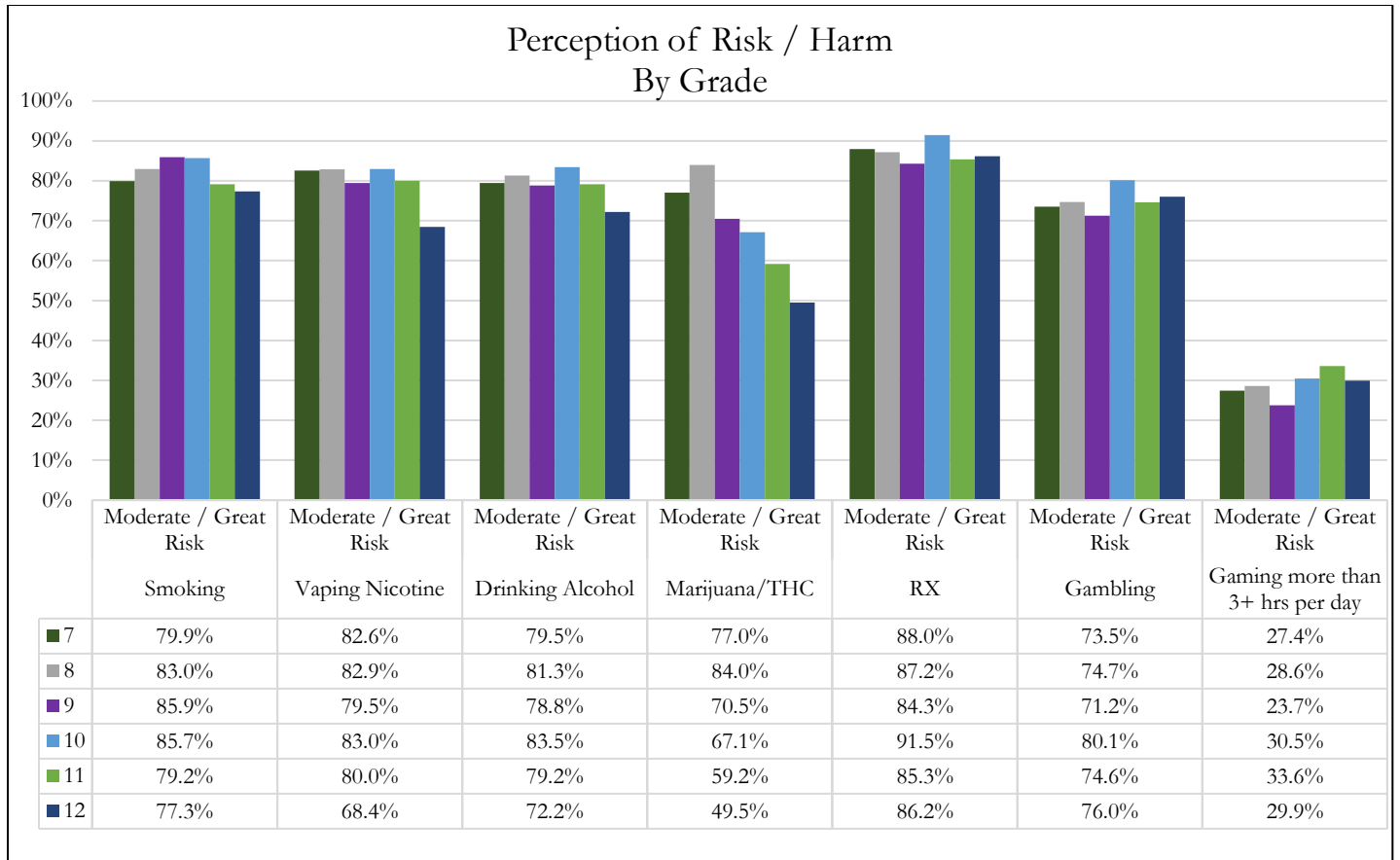
*Middle and high school females reported greater perception of risk for gaming three or more hours per day than males.

*Middle school Hispanic youth reported less perception of risk for cigarettes than white and Asian youth.

*Middle school Hispanic youth reported less perception of risk for vaping than white youth.

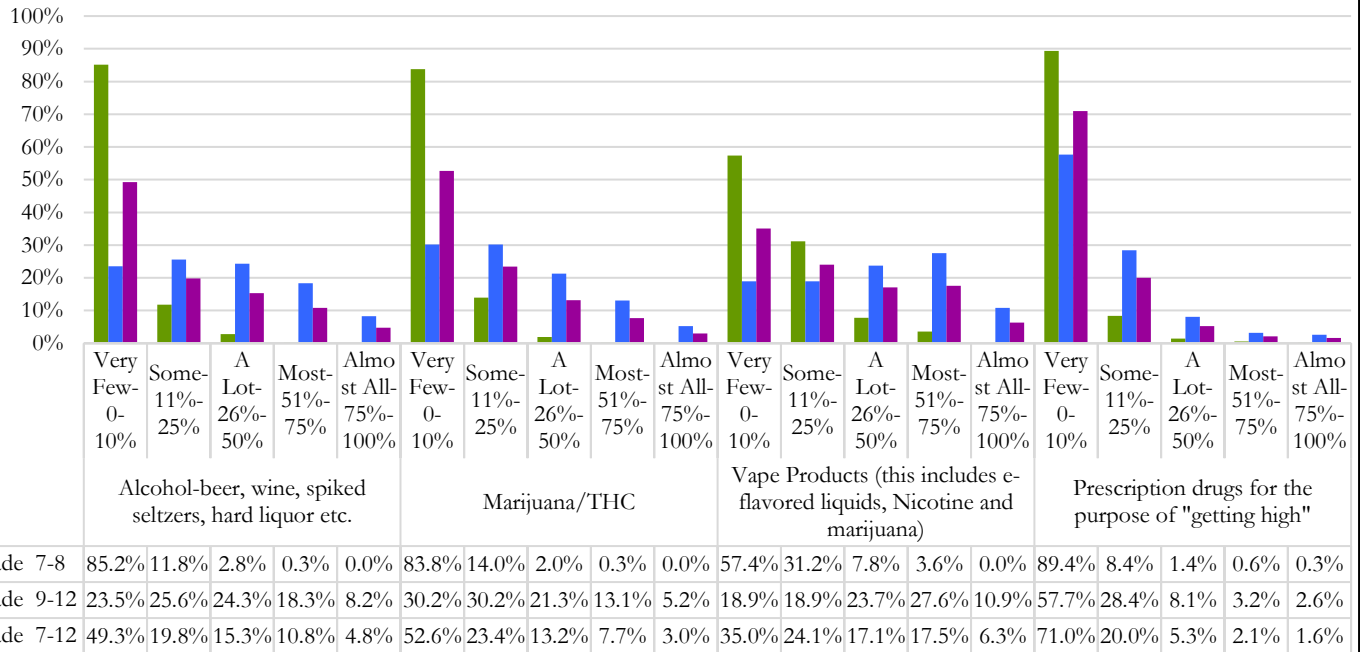
*High school Asian youth reported greater perception of risk for marijuana than Hispanic youth.

*High school youth who identified as transgender, non-binary, or unsure reported less perception of risk around marijuana and gaming than their cisgender peers.



Perception of Peer Use in Past Month

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

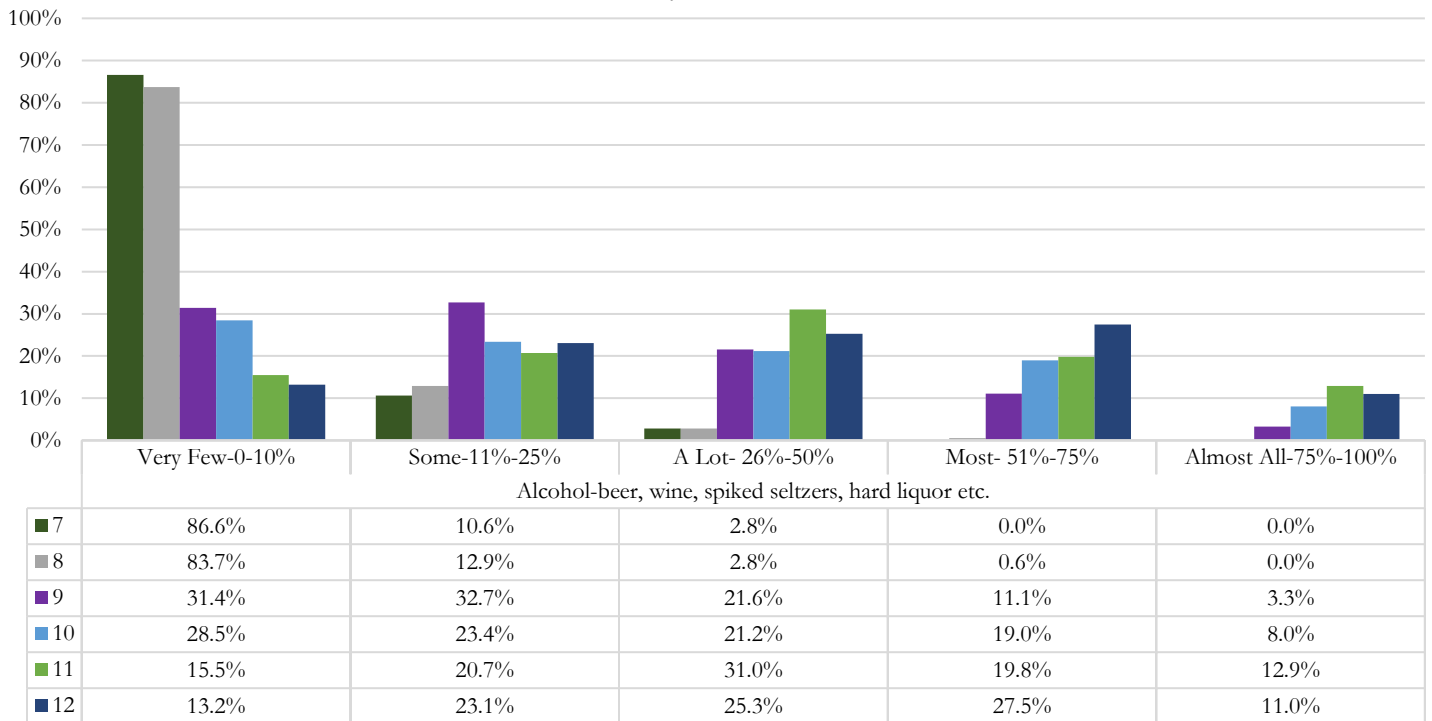


*Middle school and high school females perceived more peer use of vape products than males.

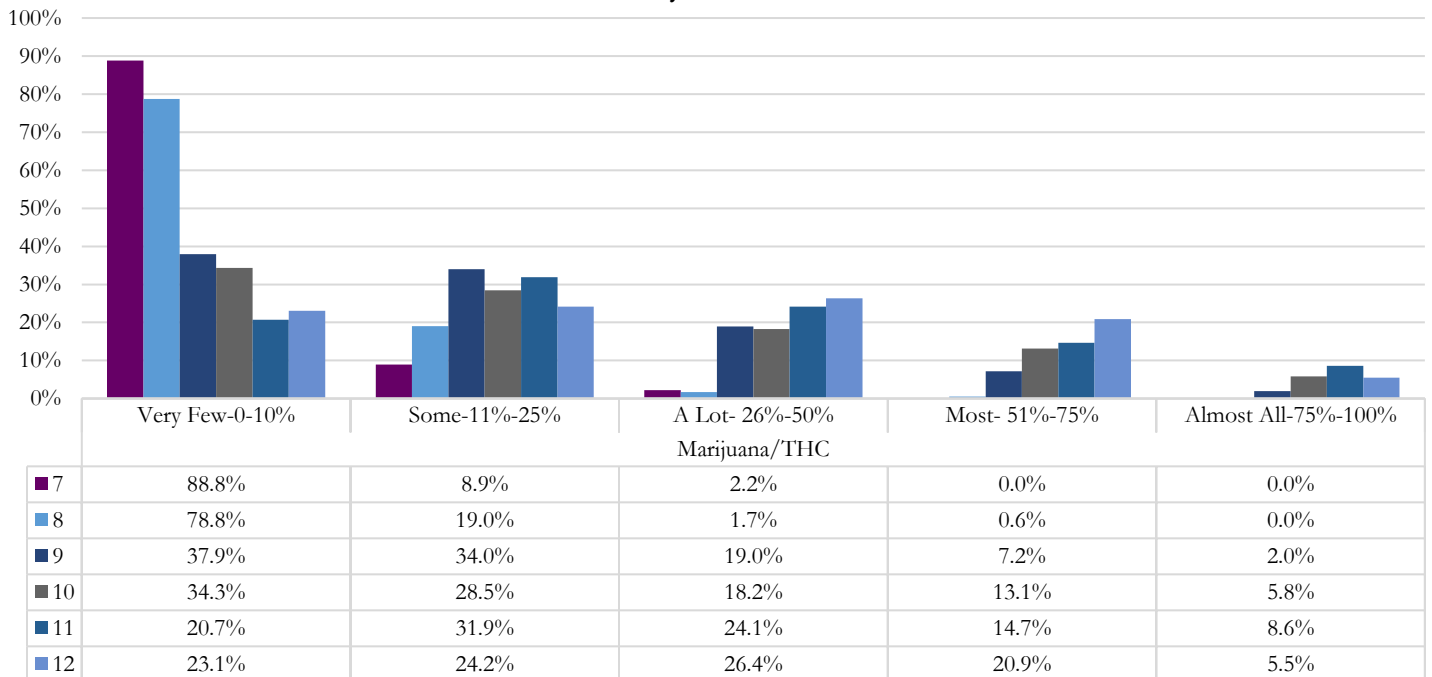
*High school females perceived more peer use of alcohol and marijuana than males.

*Middle school females perceive more peer use of prescription drugs than males.

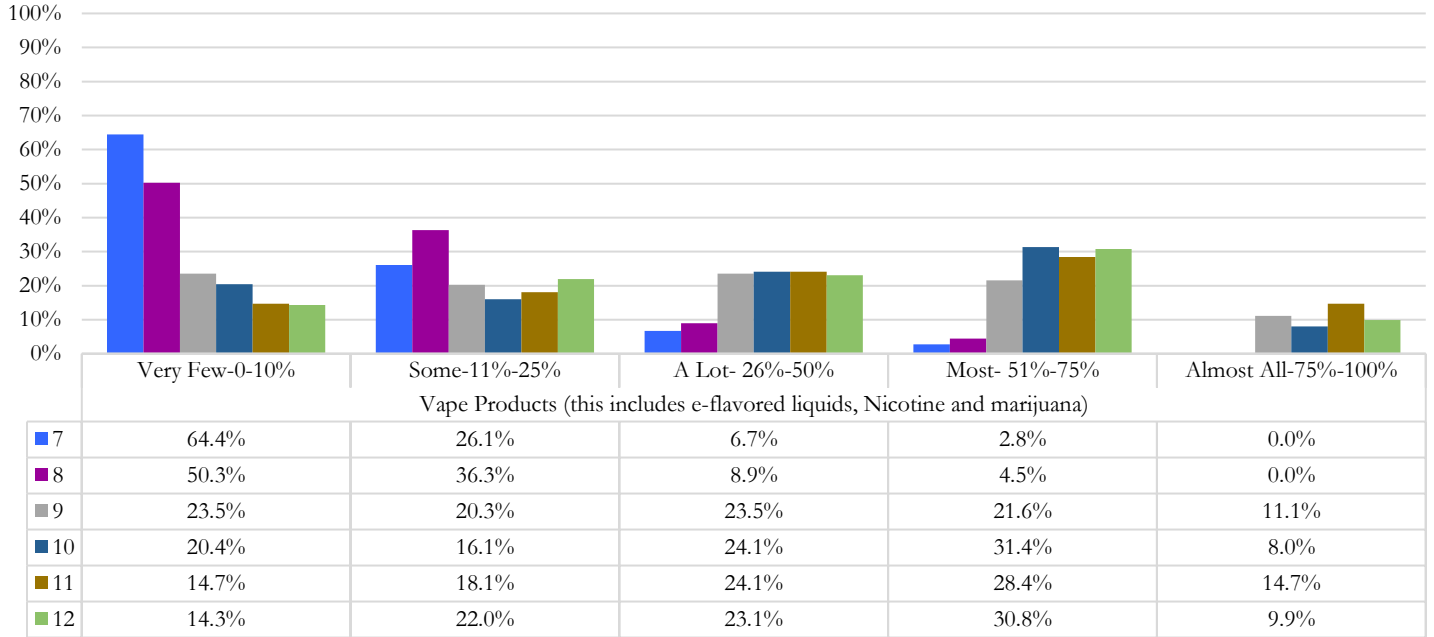
Perception of Peer Alcohol Use in Past Month By Grade



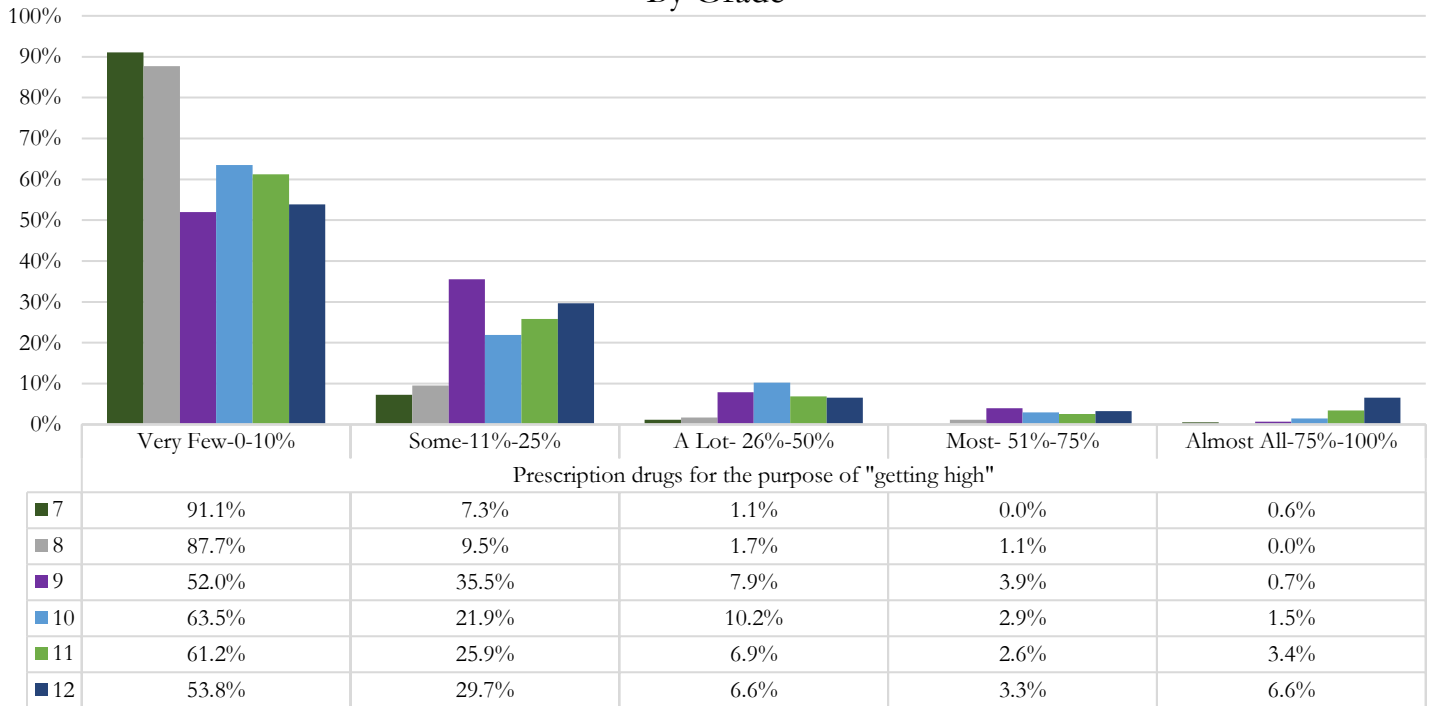
Perception of Peer Marijuana Use in Past Month By Grade



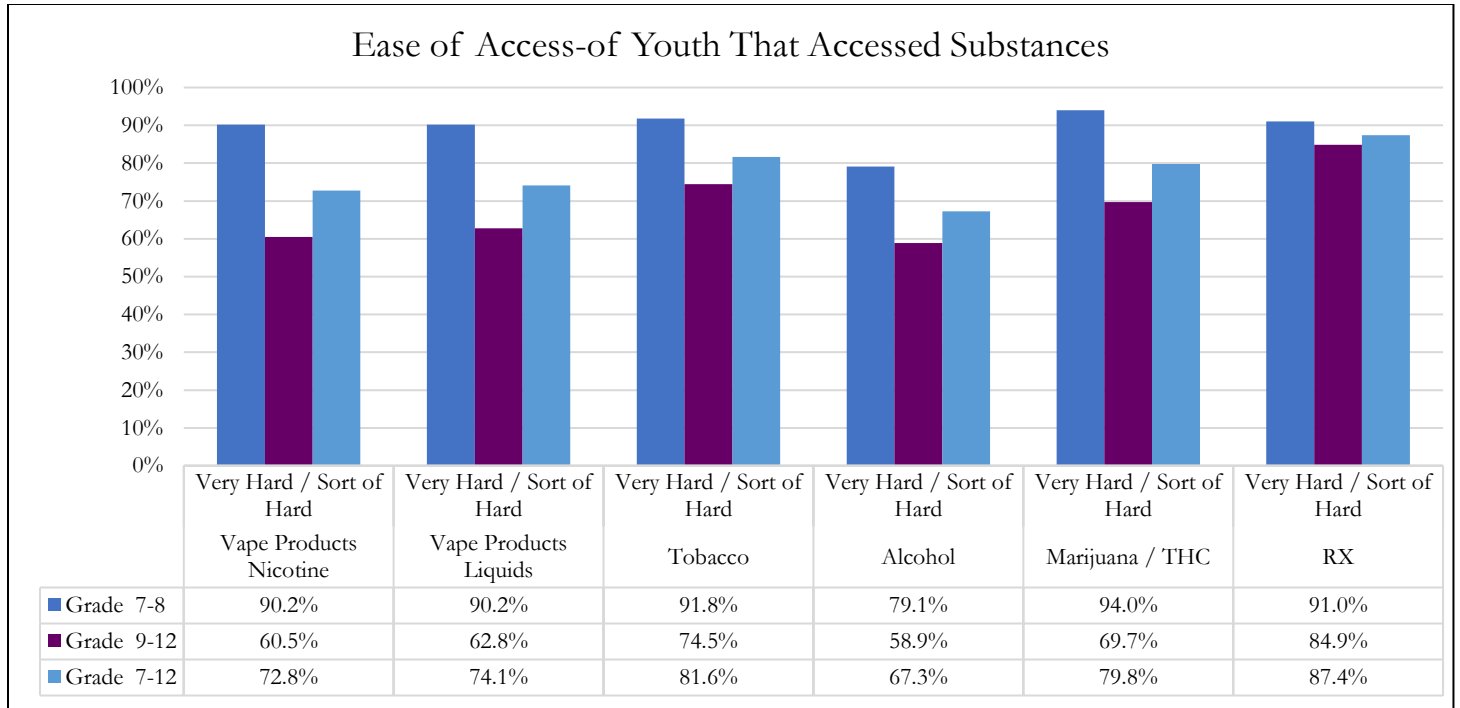
Perception of Peer Vaping Use in Past Month By Grade



Perception of Peer Rx Use in Past Month By Grade



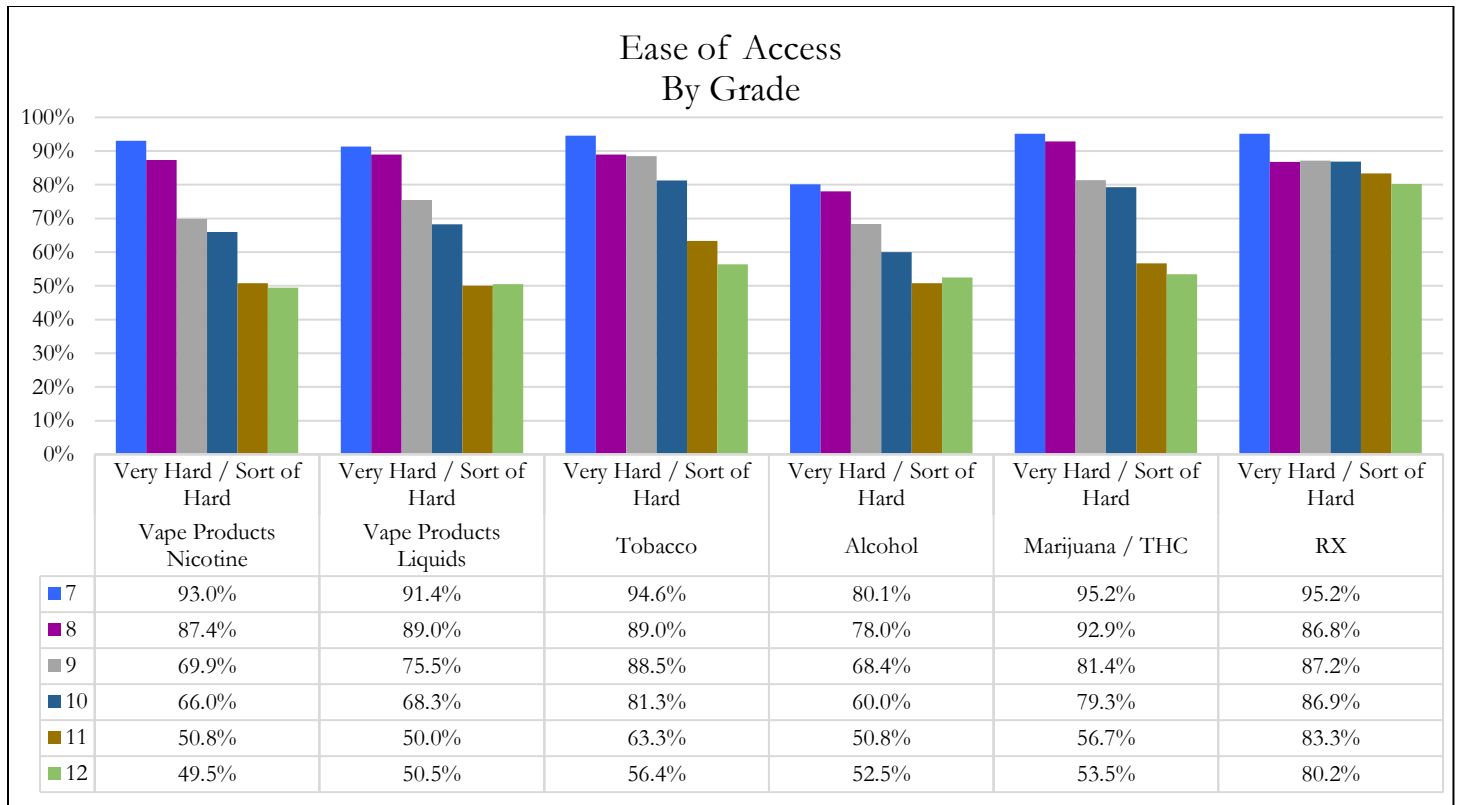
Ease of Access:



*Middle school females perceive more ease of access for prescription drugs than males.

*High school Asian youth report less ease of access for marijuana than white, Hispanic, or “All Other Races” youth.

*High school youth who identified as transgender, non-binary, or unsure report more ease of access for vape products, tobacco, alcohol, marijuana, and prescription drugs.



Substance Use and Gambling:

Risk Factors for Any Substance Use in Youth's Lifetime, Grades 7-12:

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.

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

- Have seen or heard something inappropriate due to gaming
- Have gotten into a fight and have seen something inappropriate because of social media
- Report not having clear family rules around alcohol
- Report not having clear family rules around gaming
- Report having family problems around marijuana, prescription drugs, and heroin/fentanyl
- Report less parental disapproval for cigarettes, vaping, alcohol, marijuana, prescription drugs, gambling, and gaming
- Report less peer disapproval for cigarettes, vaping, alcohol, marijuana, and gambling
- Perceive less risk in using marijuana or gambling
- Perceive more peer use of alcohol and marijuana
- Report more ease of access to tobacco, alcohol, and marijuana

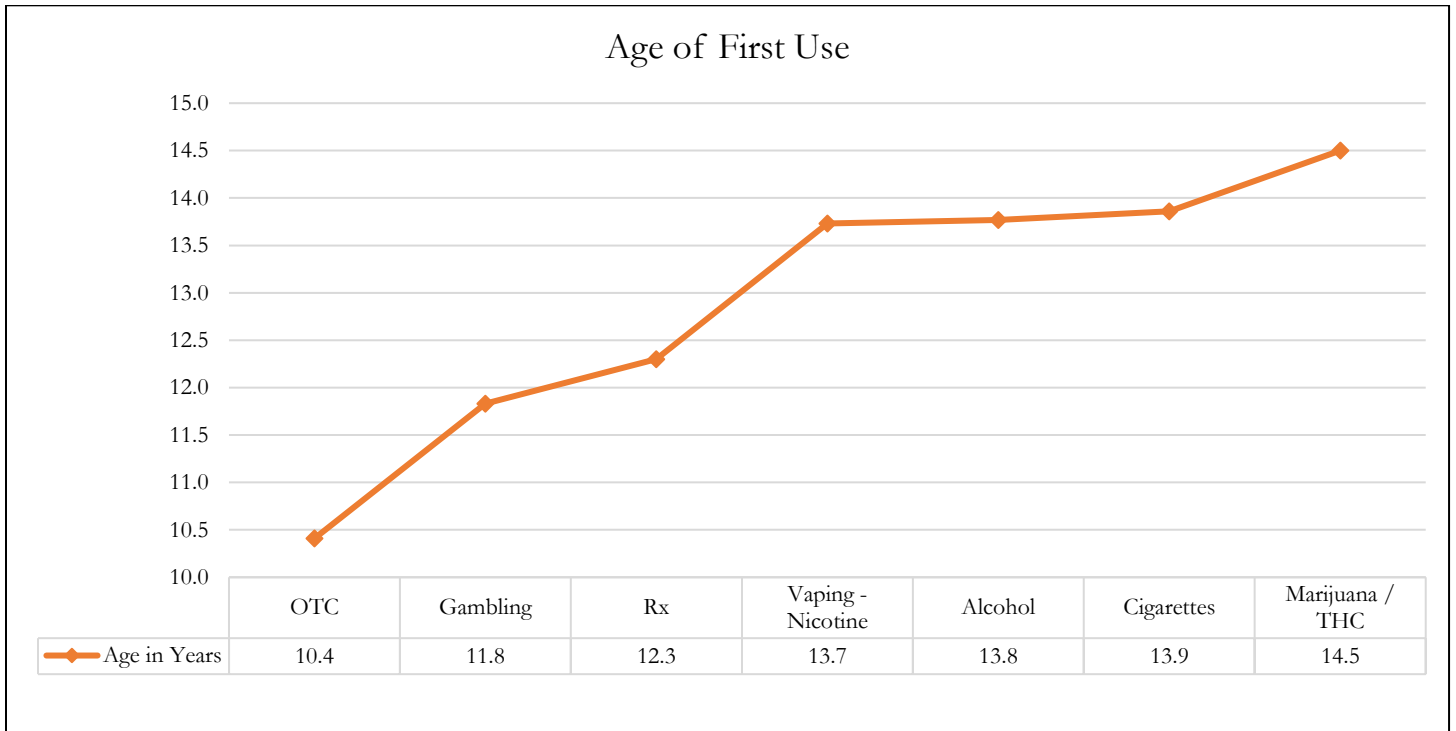
Ellington High School youth who have used **any substance in their lifetime** are more likely to:

- Report not feeling safe in their community or at school
- Not report feeling connected with others due to gaming
- Have spent more time on social media
- Feel more connected with others, feel left out or excluded, feel worse about themselves, and feel unsafe because of social media
- Have been bullied
- Have experienced anxiety in the past year
- Have home/family life, academics, post-high school plans, and social media as a source of anxiety
- Have thoughts about self-harm, and have self-harm behaviors
- Have experienced physical abuse from an intimate partner
- Have felt sad or hopeless, and sad or hopeless two weeks in a row
- Have considered suicide in the past year
- Feel less comfortable seeking help from a faith or religious leader
- Report not having clear family rules about marijuana
- Report not having clear family rules around social media
- Report less peer disapproval of non-medical use of prescription drugs
- Perceive less risk in using vaping and gaming 3+ hours per day
- Perceive more peer use of vape products
- Report more ease of access to vape products and prescription drugs
- Report spending more time working at a paying job
- Not report spending time taking care of someone at home (child or older adult)
- Perceive less disapproval of substance use from their teammates or peers in extracurricular activities

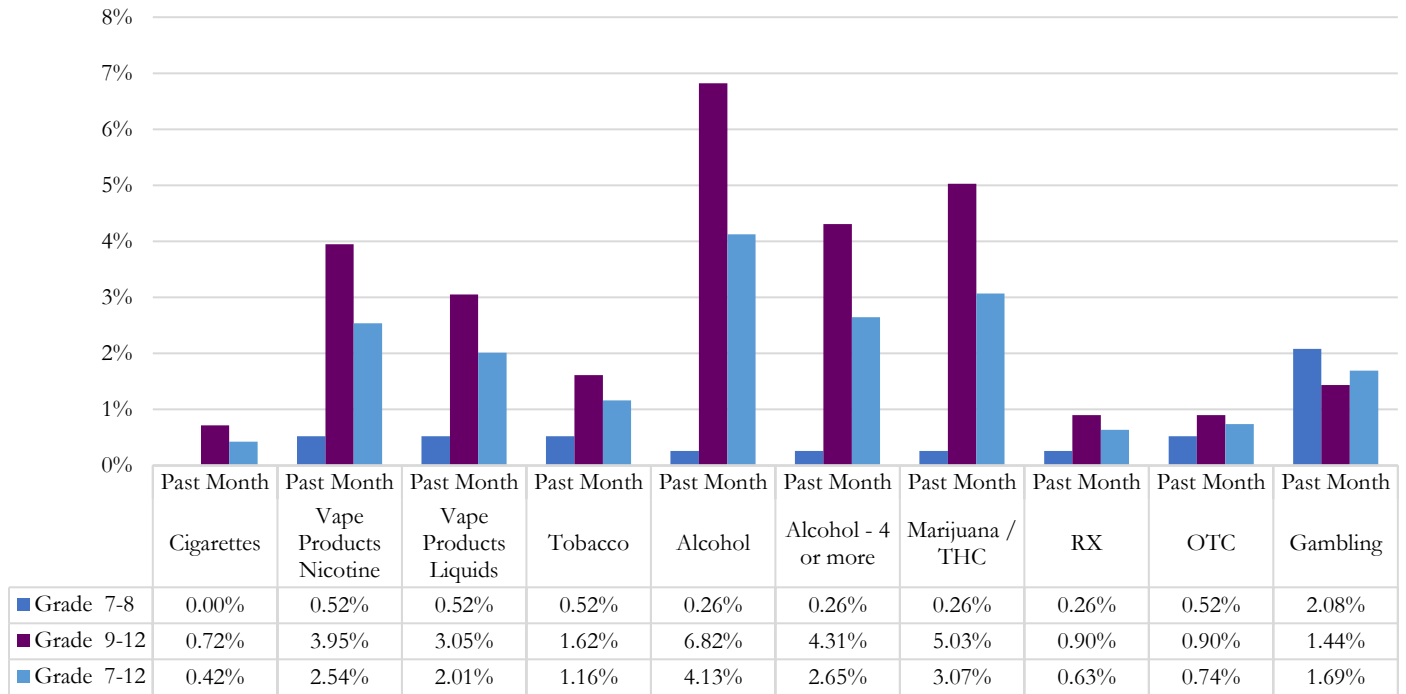
Ellington Middle School youth who have used **any substance in their lifetime** are more likely to:

- Not get enough sleep due to gaming

- Report getting into a physical or verbal fight and being threatened by another gamer due to gaming
- Feel less comfortable seeking help from a parent/guardian
- Report not having clear family rules about non-medical use of prescription drugs
- Report not having clear family rules around gambling
- Report having family problems around alcohol and gambling
- Perceive less risk in non-medical use of prescription drugs
- Perceive less disapproval of substance use from their coaches/advisors



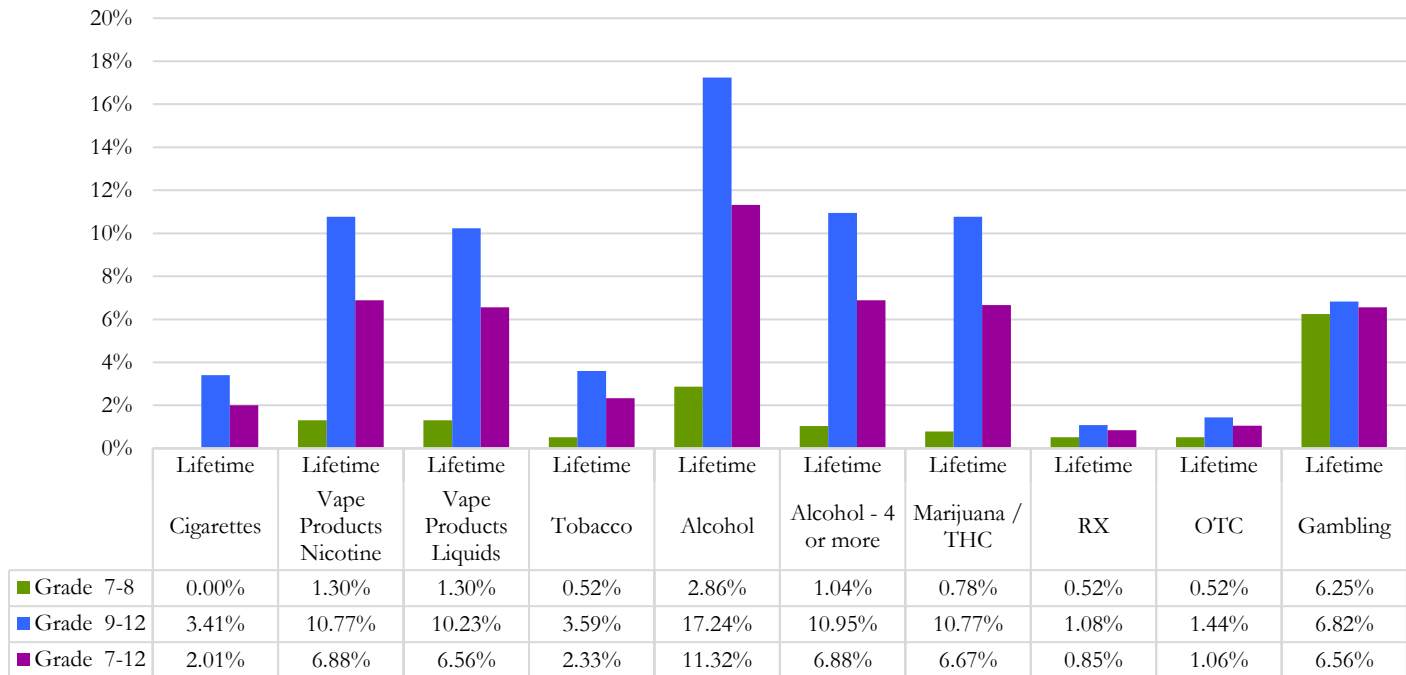
Past Month Use of CORE Substances and Gambling



*High school males were more likely than females to report past month tobacco use and binge drinking.

*High school youth who identified as transgender, non-binary, or unsure were more likely than their cisgender peers to report past month use of cigarettes, prescription drugs, over-the-counter drugs, and gambling.

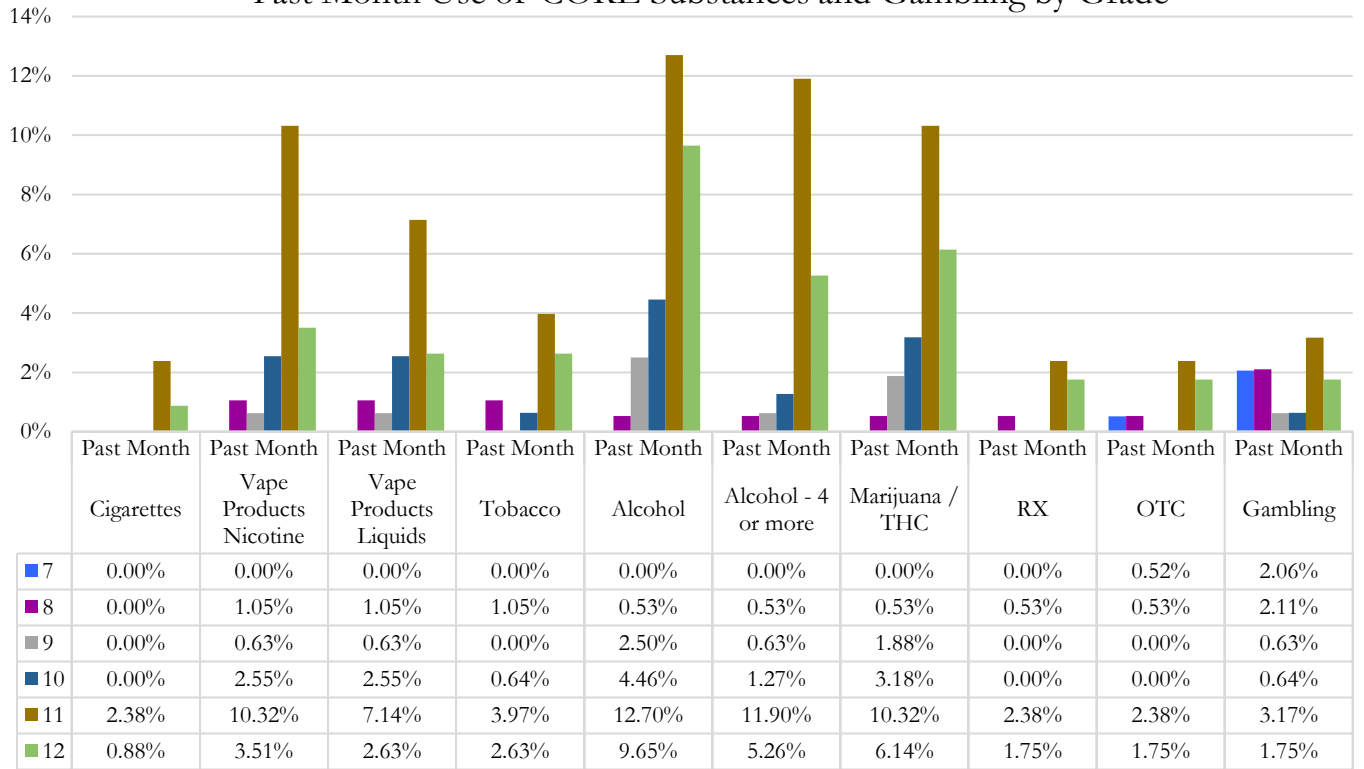
Lifetime Use of CORE Substances and Gambling



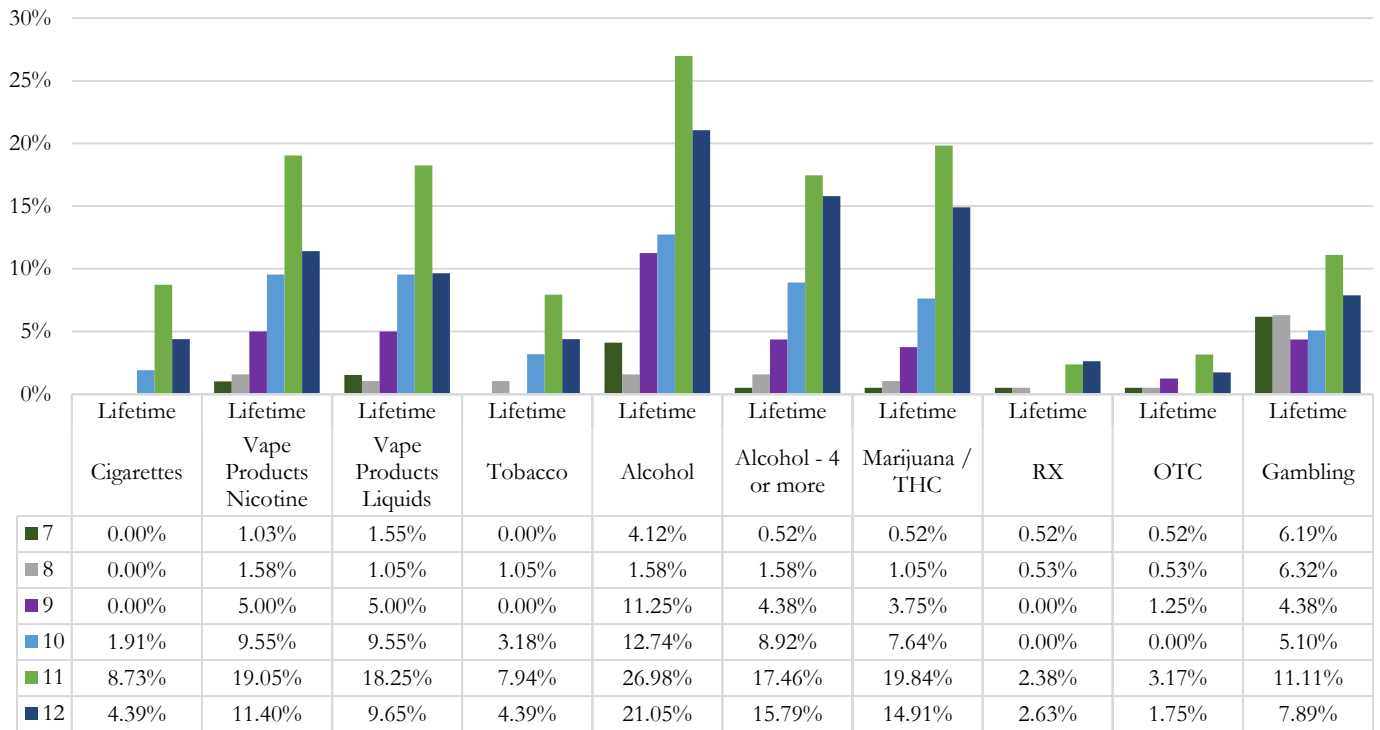
*High school females were more likely than males to report ever using nicotine in vape products.

*High school males were more likely than females to report ever having gambled.

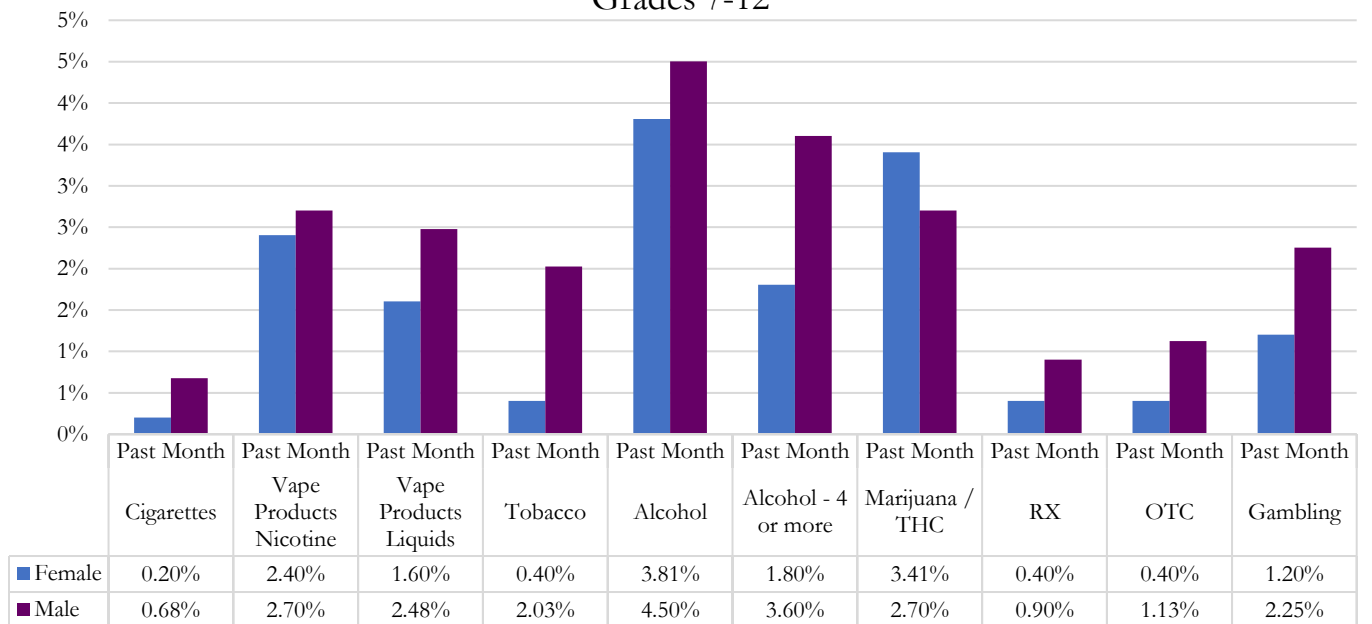
Past Month Use of CORE Substances and Gambling by Grade



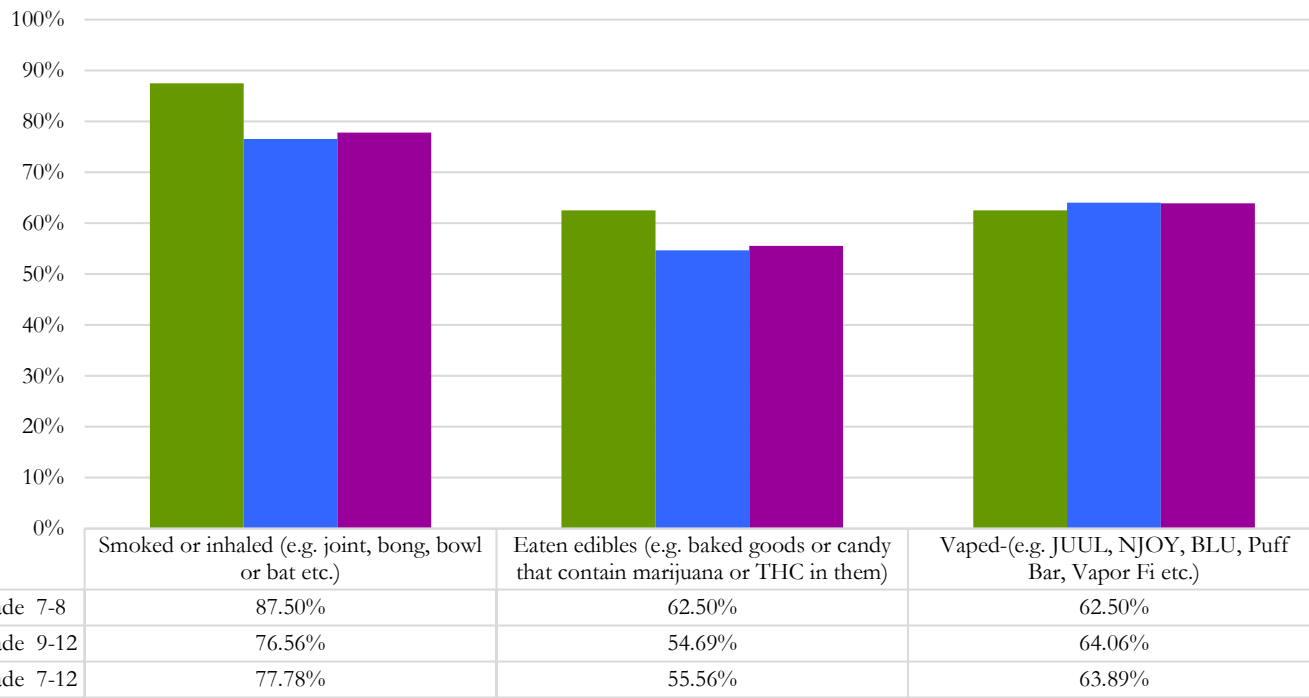
Lifetime Use of CORE Substances and Gambling by Grade



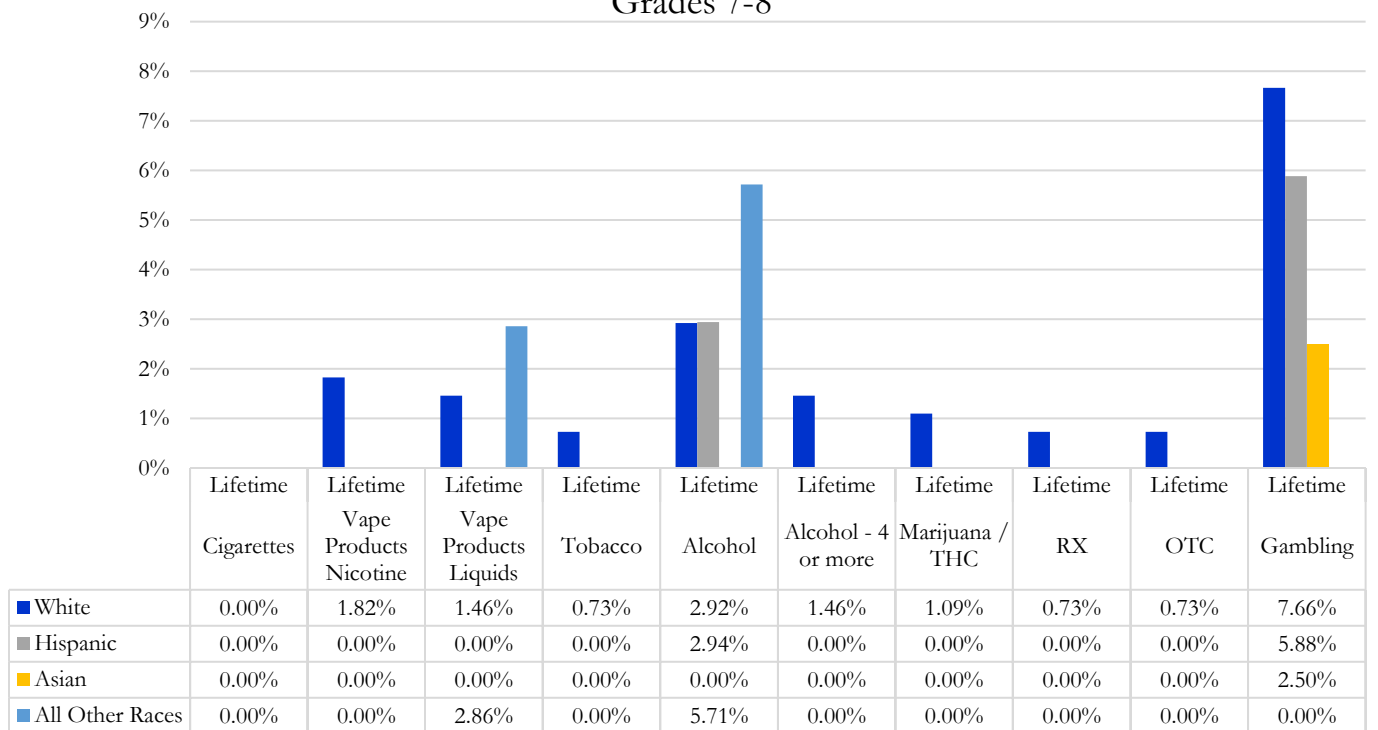
Biological Sex Differences in CORE Past Month Substance Use and Gambling Grades 7-12



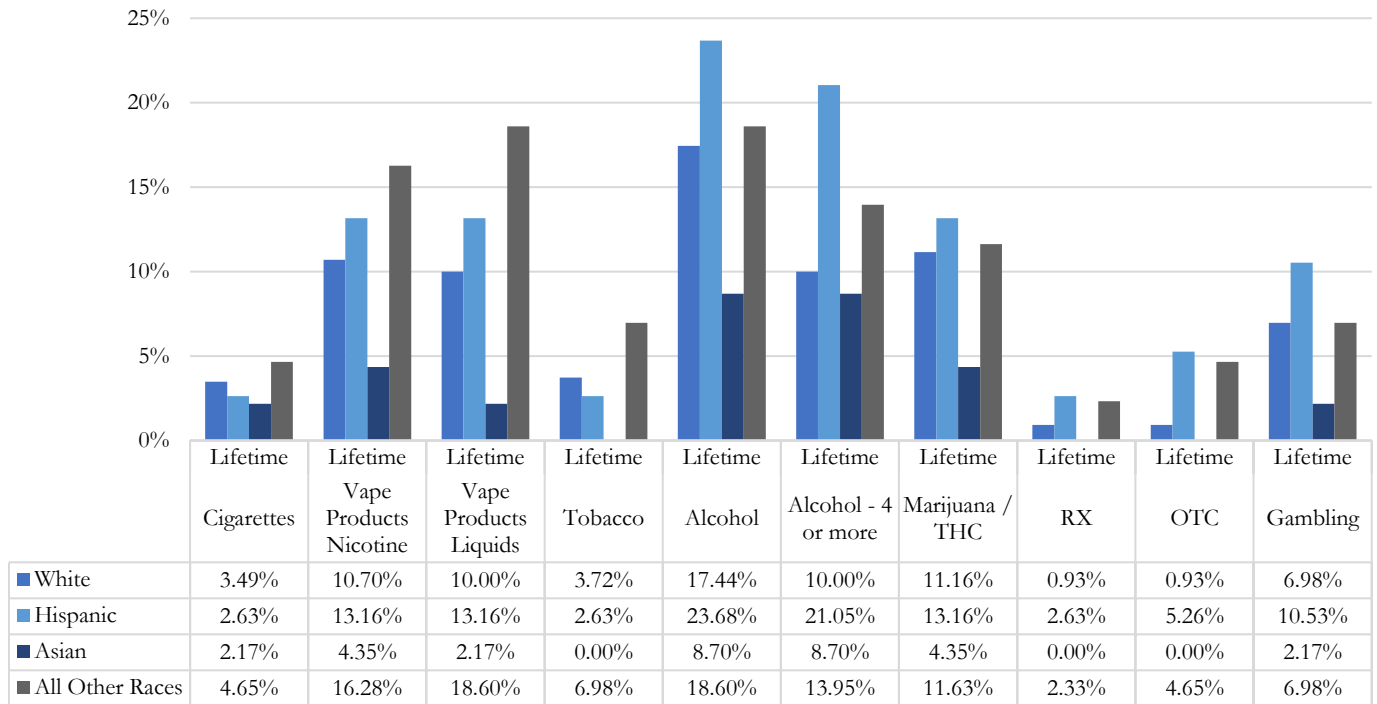
Methods of Marijuana Use Youth Who Have Used in the Past 12 Months



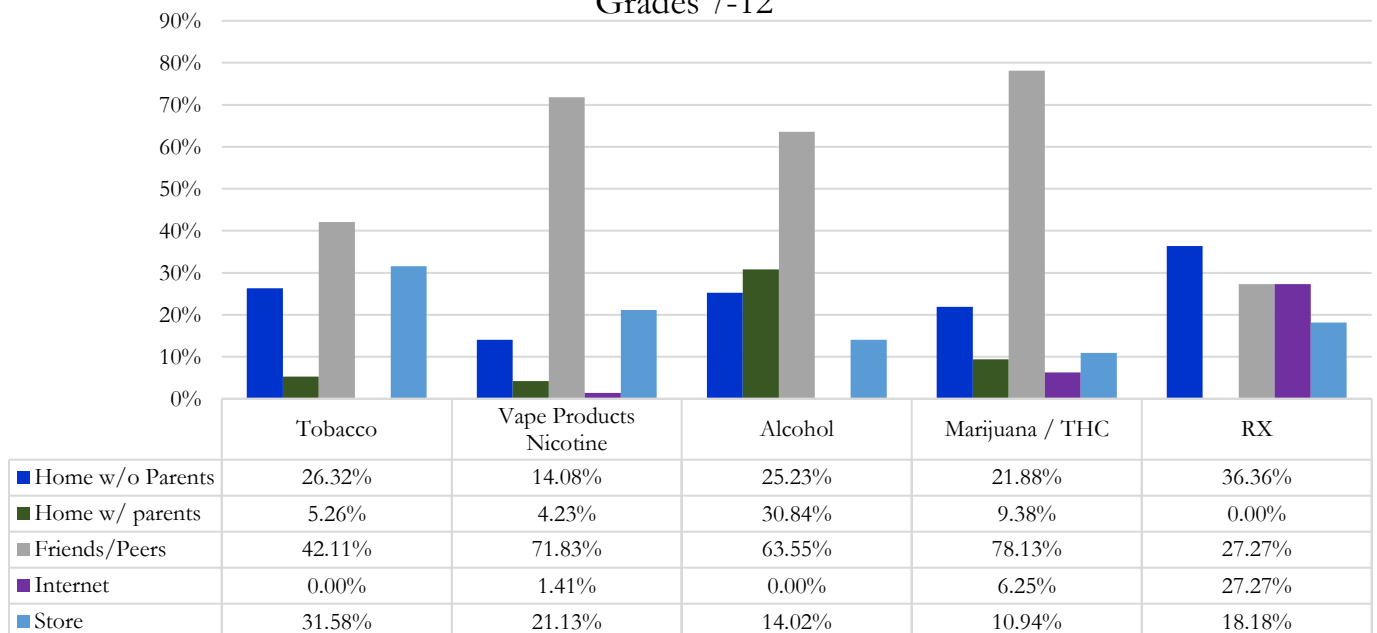
Substance Use By Race/Ethnicity- Amongst Lifetime Users Grades 7-8



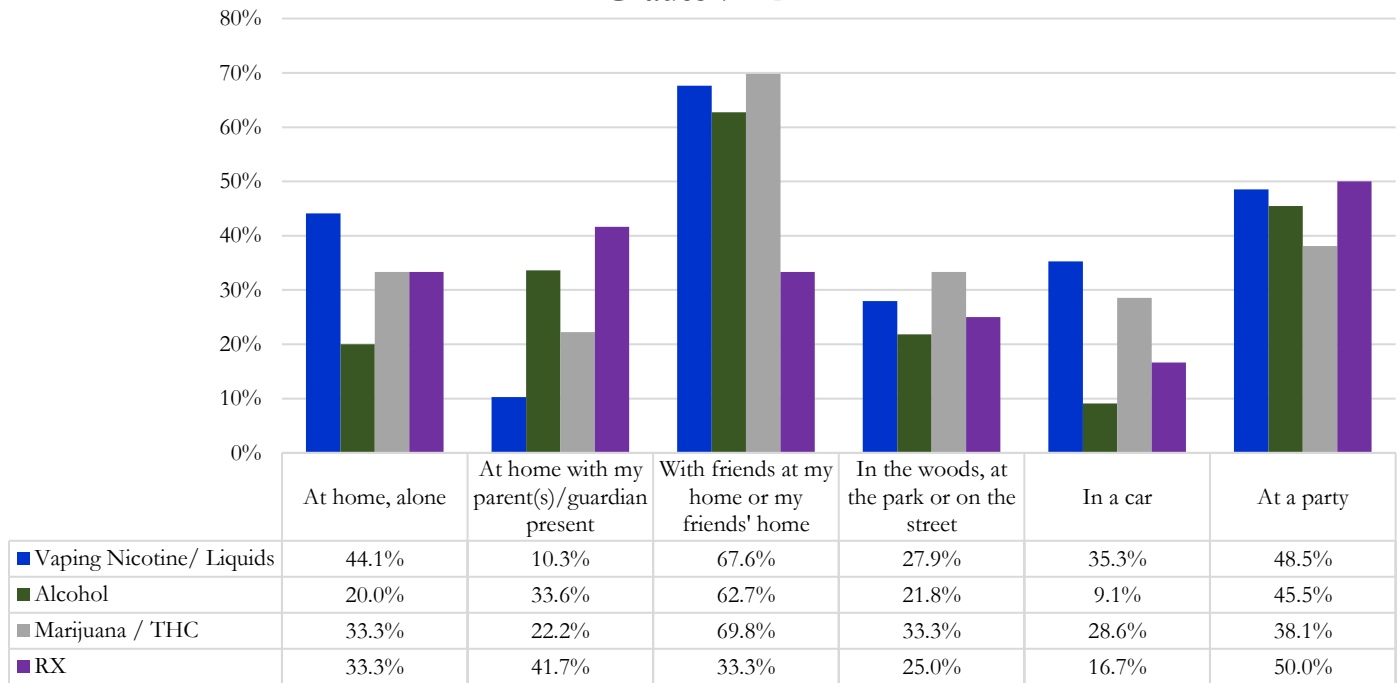
Substance Use by Race/Ethnicity- Amongst Lifetime Users Grades 9-12



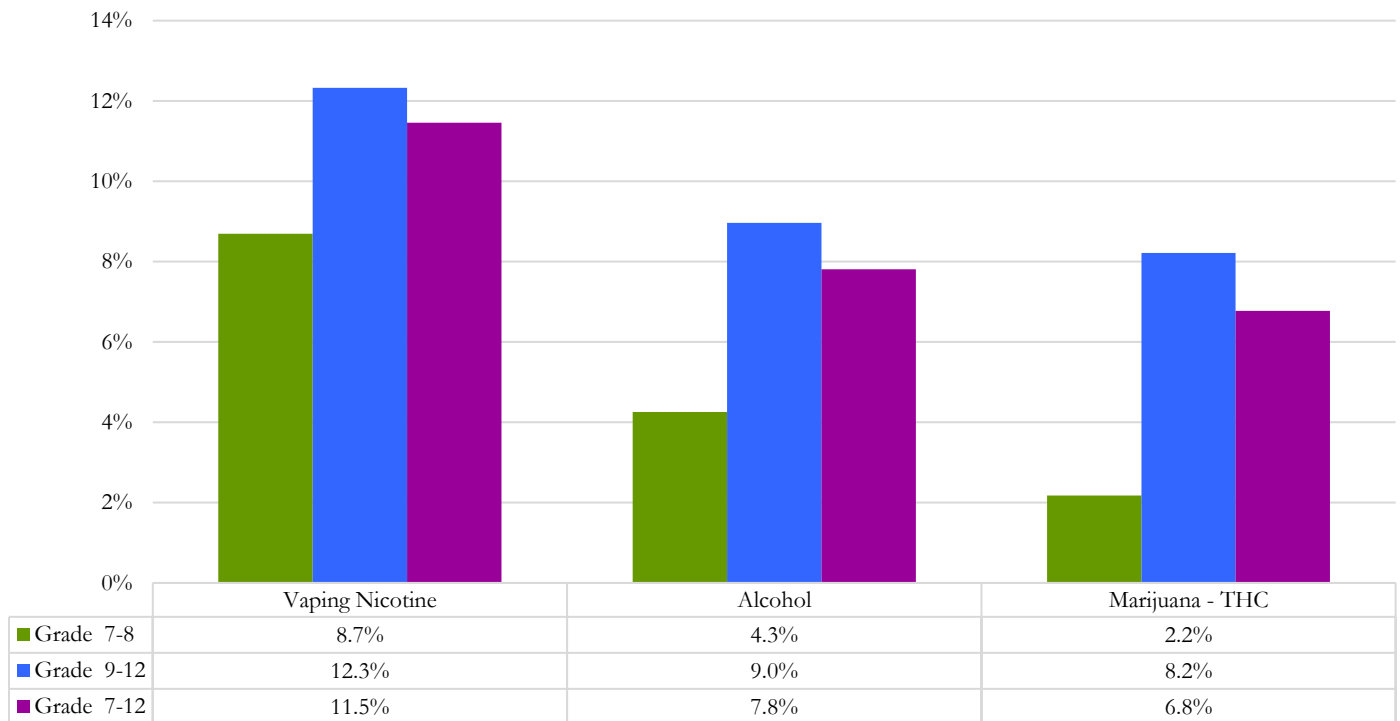
Where Substances Are Acquired Most Often Amongst Lifetime Users Grades 7-12



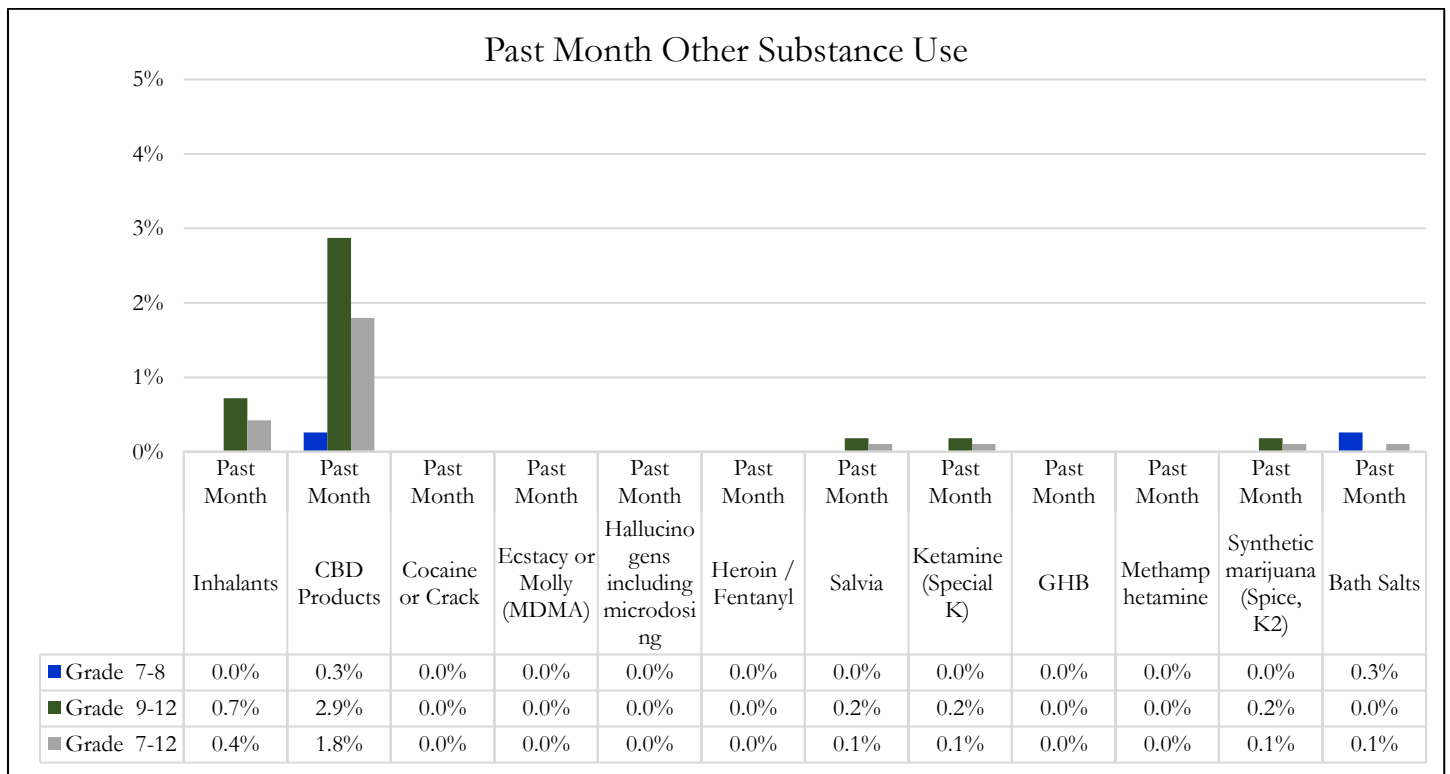
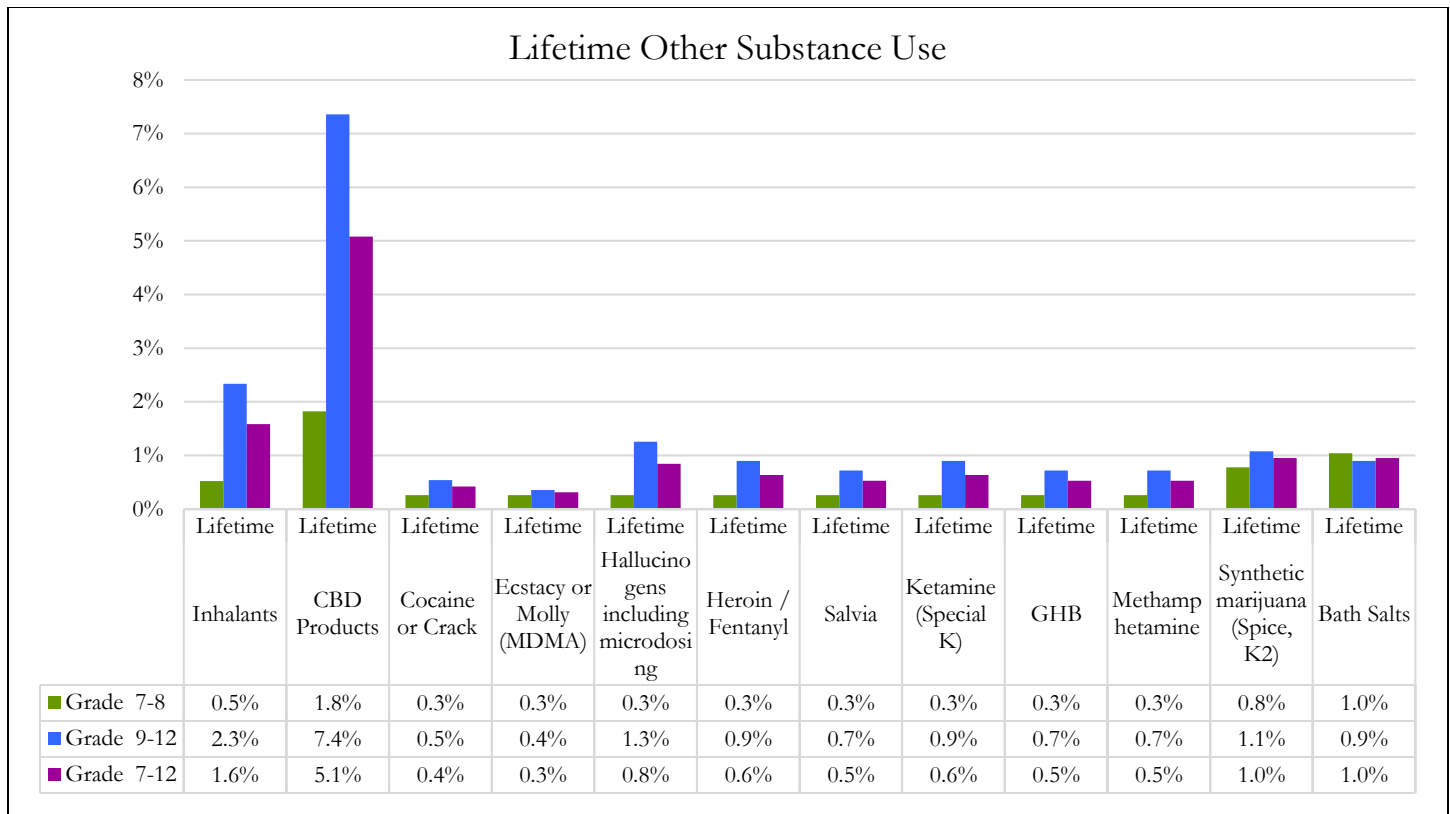
Where Substances Are Used Most Often Amongst Lifetime Users Grades 7 -12



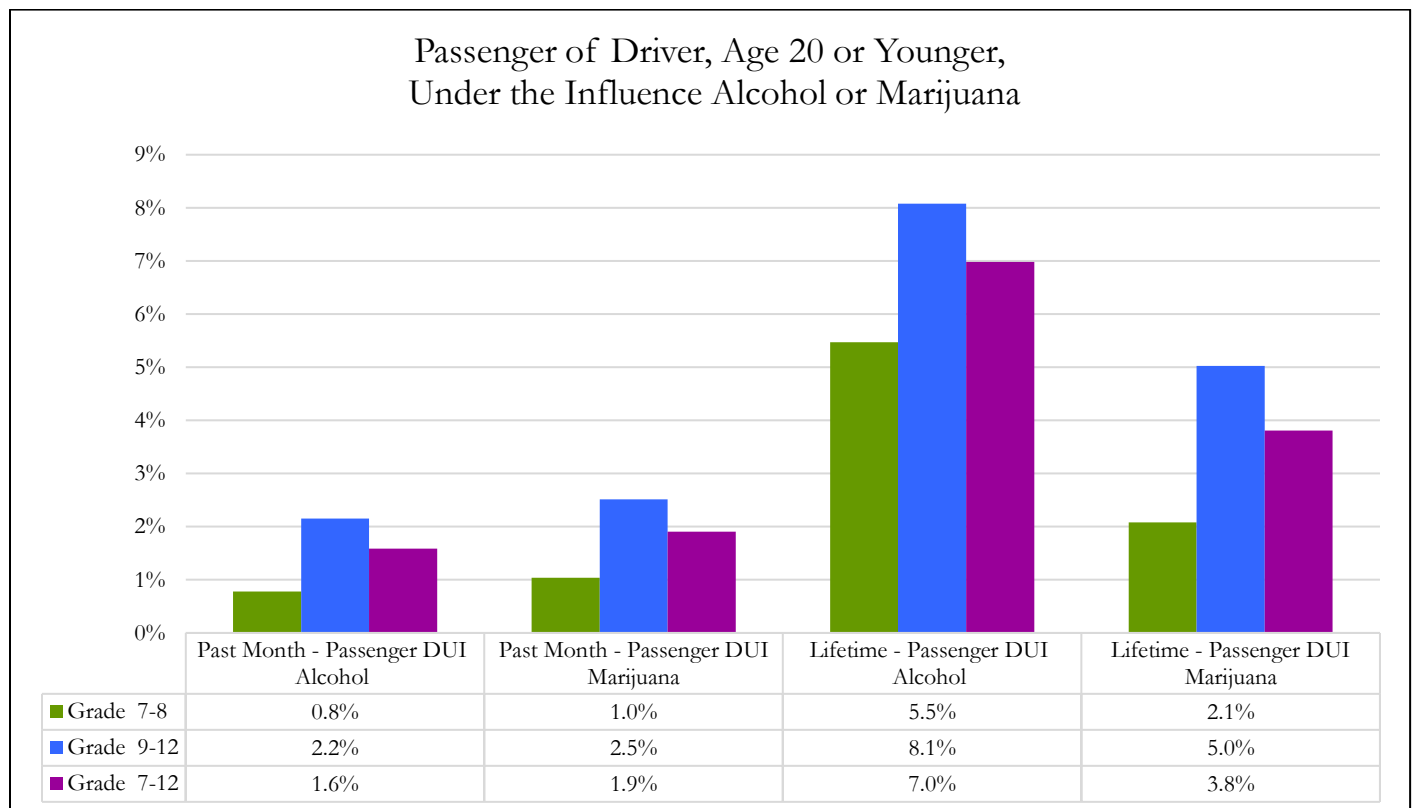
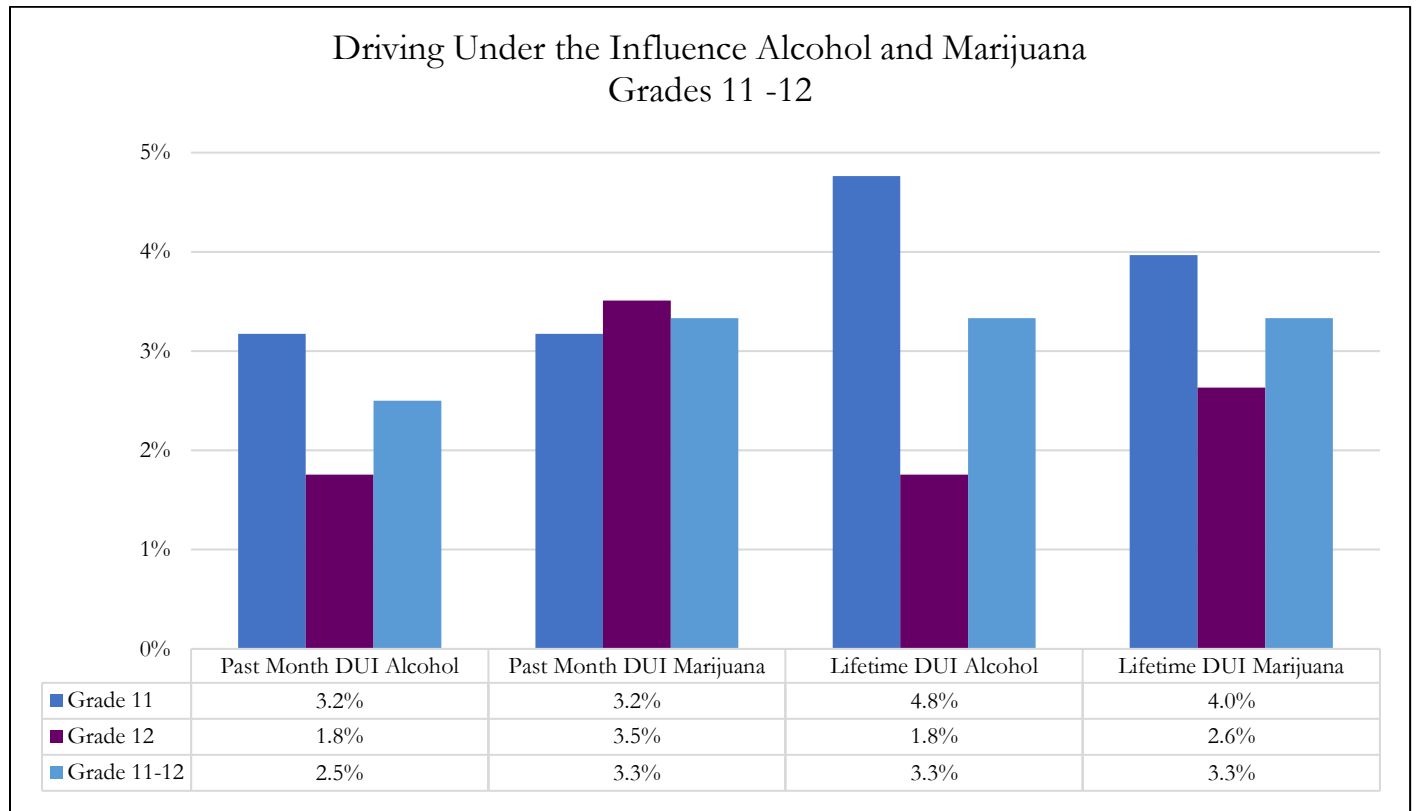
Youth Use of Substances at School- including school events



Other Substance Use:



Driving Under the Influence:



Ellington 2017 Substance Use Rates Compared to 2022:

It is important to note when comparing 2017 and 2022 data that the survey tool and administration changed during this time. Youth Voices Count Survey has an instructional video, rather than a teacher script, presented prior to students taking the survey. This video emphasized confidentiality and anonymity, including noting that IP addresses would not be collected.

Additionally, the 2017 survey was conducted prior to the COVID-19 pandemic greatly disrupting lives in Connecticut beginning in March 2020. Thus, comparisons between these two time periods should be interpreted with caution.

Past Month Substance Use and Gambling 2017 and 2022, Grades 9-12			
	Ellington 2017	Ellington 2022	Percent Change 2017-2022
Alcohol	18.2%	6.8%	-62.52%
Binge Drinking	10.9%	4.3%	-60.47%
Cigarettes	7.0%	0.7%	-89.74%
E-Cigarettes/Vape Products	7.5%	Nicotine- 3.9%	n/a
		Flavored Liquids- 3.1%	n/a
Marijuana	12.9%	5.0%	-61.03%
Prescription Drugs	2.1%	0.9%	-57.25%
Gambling	4.9%	1.4%	-70.69%

*Note in the 2017 survey e-cigarette use was not separated by use of Nicotine compared to Flavored Liquids.

Perception of Risk/Harm (Moderate/Great Risk) 2017 and 2022, Grades 9-12			
	Ellington 2017	Ellington 2022	Percent Change 2017-2022
Alcohol	77.0%	78.9%	2.48%
Cigarettes	84.7%	82.7%	-2.42%
E-Cigarettes/Vape Products	56.6%	78.5%	38.72%
Marijuana	51.0%	63.0%	23.46%
Prescription Drugs	84.9%	86.9%	2.36%
Gambling	65.9%	75.4%	14.41%

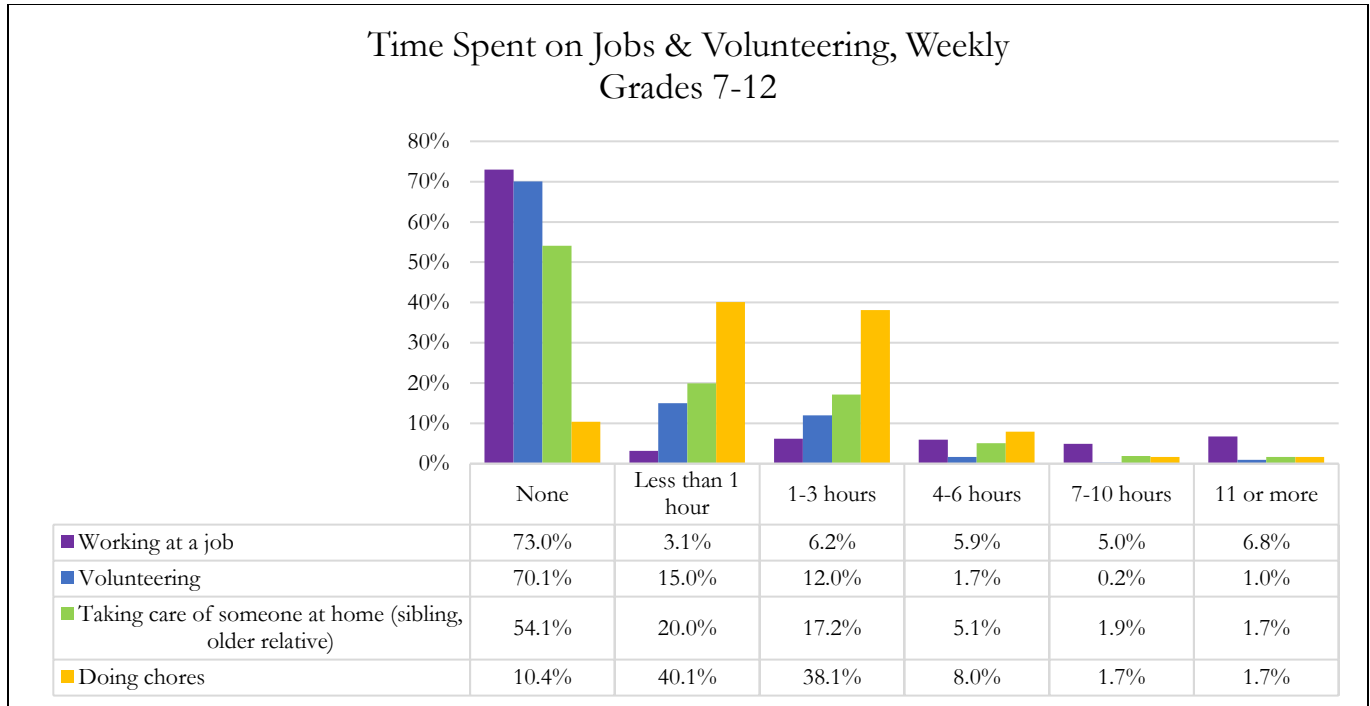
Perception of Parental Disapproval (Moderately/Greatly Wrong) 2017 and 2022, Grades 9-12

	Ellington 2017	Ellington 2022	Percent Change 2017-2022
Alcohol	89.8%	89.3%	-0.56%
Cigarettes	95.0%	94.4%	-0.68%
E-Cigarettes/Vape Products	86.4%	93.2%	7.86%
Marijuana	85.3%	87.7%	2.81%
Prescription Drugs	97.0%	95.7%	-1.38%
Gambling	84.9%	86.8%	2.22%

Perception of Friends/Peer Disapproval (Moderately/Greatly Wrong) 2017 and 2022, Grades 9-12

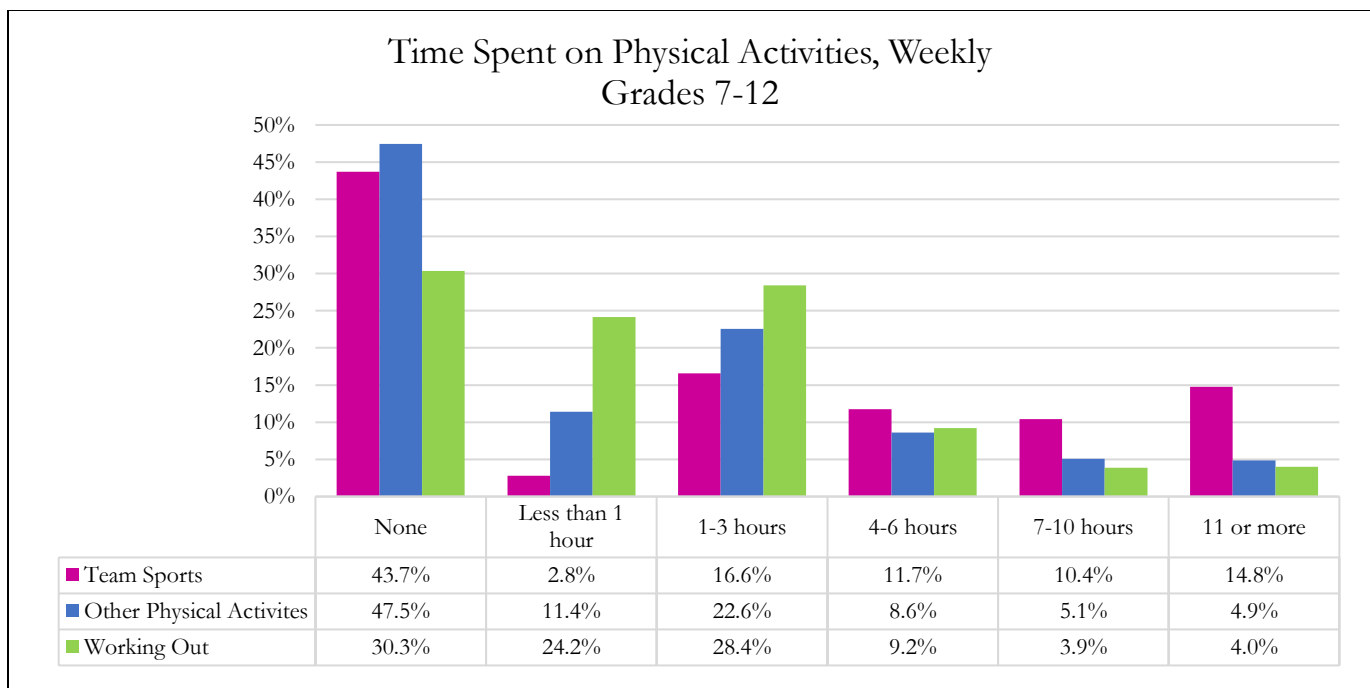
	Ellington 2017	Ellington 2022	Percent Change 2017-2022
Alcohol	55.7%	71.5%	28.34%
Cigarettes	71.6%	76.3%	6.61%
E-Cigarettes/Vape Products	53.5%	63.9%	19.45%
Marijuana	40.3%	65.1%	61.66%
Prescription Drugs	78.5%	83.8%	6.79%
Gambling	57.0%	67.3%	18.12%

Extracurricular Activities:



*High school females reported spending more time working at a job than males.

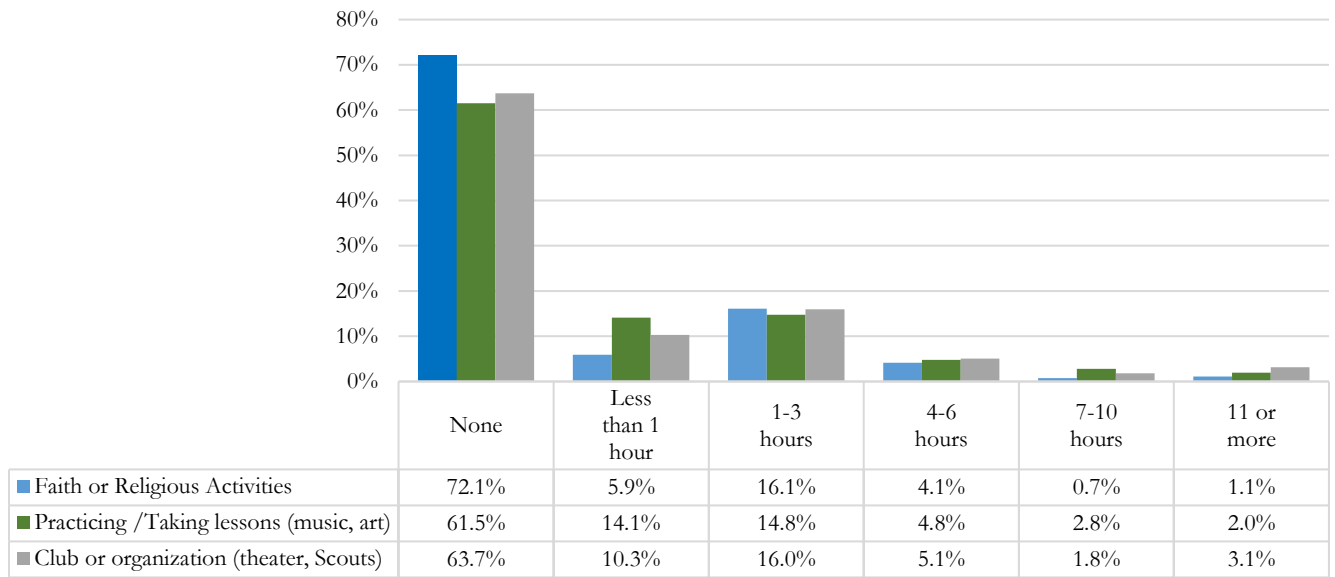
*Middle school females reported spending more time taking care of someone at home than males.



*High school males reported spending more time playing team sports than females.

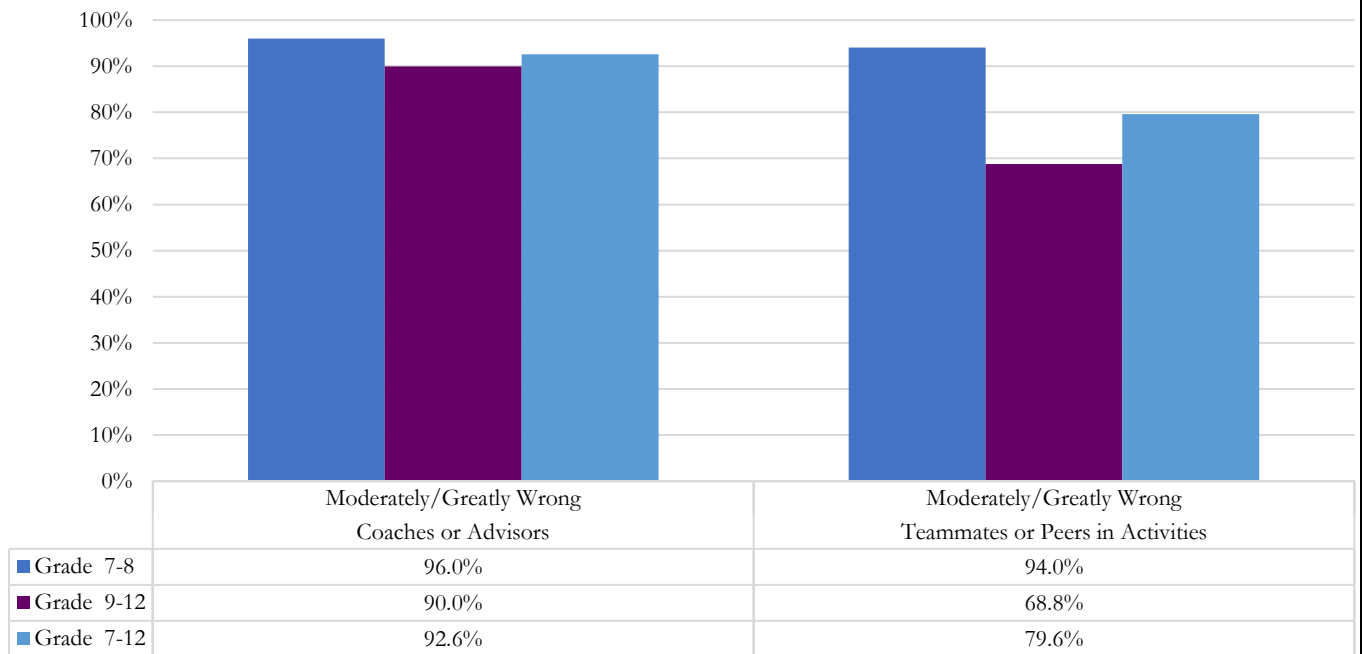
*Middle and high school males reported spending more time working out than females.

Time Spent on Faith-based Activities, Taking Lessons, Clubs or Orgs, Weekly Grades 7-12

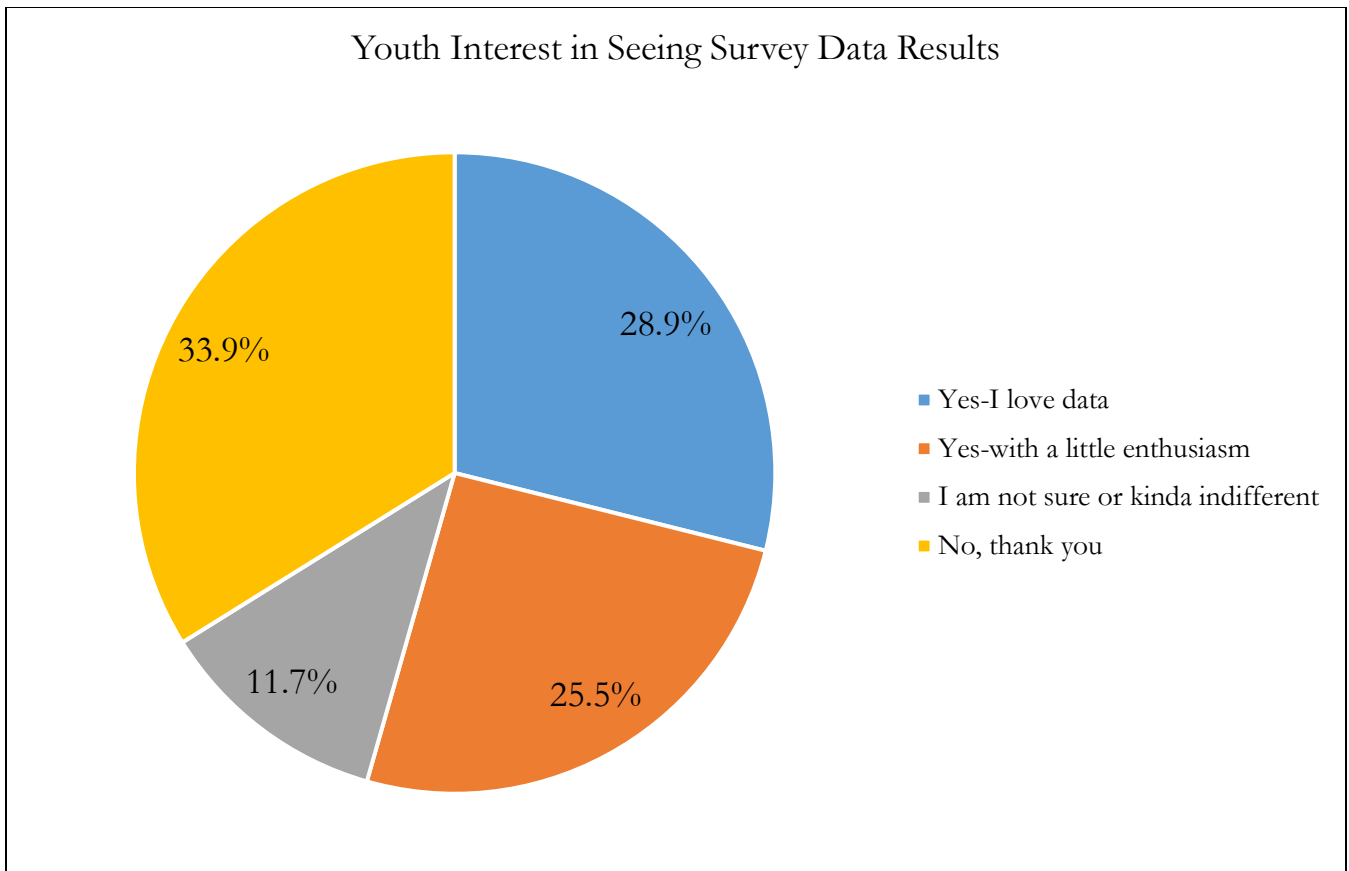


- *Middle school females were more likely to report spending more time practicing or taking lessons in music, art, etc.
- *Middle and high school females were more likely to report spending more time involved with a club or organization than males.
- *Middle and high school Asian youth were more likely to report spending time practicing or taking lessons than white youth.
- *Middle and high school youth who identified as transgender, non-binary, or unsure were more likely to report spending more time taking lessons in music or art than their cisgender peers.
- *Middle school youth who identified as transgender, non-binary, or unsure were more likely to report spending more time in a club or organization.

Perception of Coaches or Advisors and Teammates or Peers Disapproval



Youth Interest in Survey Results:



Appendix:

Youth Voices Count Survey Ellington 2022

Note: This version is for the Town of Ellington. The electronic survey contains skip patterns, students' responses to questions dictate what subsequent questions they will receive.

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

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?

	Very Few-0-10%	Some-11%-25%	A Lot- 26%-50%	Most- 51%-75%	Almost All-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 a **driver, 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)

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

Extracurricular Activities

43. Most weeks, how many hours do you spend . . .

	None	Less than 1 hour	1-3 hours	4-6 hours	7-10 hours	11 or more
working at a paying job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working as a volunteer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in groups or services at a church, synagogue, mosque, or other religious or spiritual place?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
playing on team sports (e.g., AAU teams, football, cheerleading, lacrosse, swim etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in other physical activities (e.g., golf, karate, gymnastics, dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
physically working out at home or at a gym?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
practicing or taking lessons in music, art, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
involved with a club or organization (e.g., advocacy, language, theater, science, Scouts, Boys & Girls Club)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
taking care of someone at your home, e.g., younger siblings, older family member, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
doing chores at your home, e.g., cleaning, cooking, animal care, yard work, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. How wrong do you think the following people would feel it would be for you to use substances like alcohol, marijuana, vape products or prescription drugs not prescribed to you?

	Not at all Wrong	Slightly Wrong	Moderately Wrong	Greatly Wrong
Coaches or advisors for your after-school/extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teammates or peers within your after-school/extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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/](https://www.211ct.org/)

45. 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