

Integrated Community Engagement (ICE) Collaborative

County report:

Communities Served by Wyoming and Fayette County High Schools Fall 2022

Fayette and Wyoming County, West Virginia

Confidential

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Important

Thank you to the Fayette and Wyoming County School Districts and its schools for being partners committed to preventing substance use and abuse among young people in these counties. We appreciate all they have done to support data collection and to help families and community members learn more about what can be done to reduce risk and protect children and adolescents. Although your local school district and schools are playing a central role in this work, it is important to clearly state that this is not a school report, but a community report. The report's findings describe what families, communities, peers, and schools can do in partnership to help prevent substance use and abuse among young people. Schools alone are not responsible for any problems described in this report and cannot be solely or primarily responsible for providing the solutions. The findings of this report describe what is happening in the whole community and provides opportunities for the whole community to act together. That said, what your local school district and schools have to done to help the community better understand how to prevent substance use and abuse among young people has been critically important. We appreciate their leadership and hard work, as well as their ongoing commitment to the project. We encourage all members of the community to join us in expressing gratitude for the essential contributions of your local school district and schools.

Introduction

Preventing child and adolescent substance use and risks associated with school drop-out are critical to promote healthy development. A successful approach to such prevention is to work towards strengthening key protective factors and reducing risk factors that operate in the local-community environment of young people. This is the central mission of the Integrated Community Engagement (ICE) Collaborative. Recent evidence in child and adolescent health research suggests that building a strong community around children is the healthiest and most cost-effective way to promote their well-being for the future. However, such a task takes time, effort, and the mutual commitment of key stakeholders in focusing attention on four major domains of the environment surrounding children and adolescents. These major domains are 1) parents and family, 2) the school, 3) friends and peers, and 4) leisure time. All of these are most

powerful in the immediate environment of young people, such as their local neighborhood or community.

Research has shown that children and adolescents who are surrounded by positive environments within the four major domains are much less likely to use or consider using legal or illicit substances and to drop out of school. Furthermore, engaging in behaviors in one of these areas greatly increases the risks associated with the other areas. For example, young people who use illicit drugs are also more likely to drop out of school than those who do not use drugs. Dropping out of school is especially problematic, as the most reliable predictors of adult health throughout the lifespan are educational attainment and socioeconomic status (SES) with SES being largely predicted by educational attainment. As such, interventions that successfully delay the onset of adolescent substance use and encourage students to stay in school, contribute to their health and well-being not only in the present, but also for decades to come.

The ICE Collaborative is a holistic prevention approach rooted in the Icelandic Prevention Model which focuses on strengthening protective factors and reducing risk factors for substance use within school-communities. To that end, this report is organized as a tool to promote the collaboration between all concerned community members in the community surrounding Fayette and Wyoming County High Schools. The main section of the report includes the results from the 2019, 2020, 2021, and 2022 ICE Surveys for Fayette and Wyoming County High schools and comparative rates between all schools and the county total. The results section includes 54 Figures and 20 Tables and is divided into the following four main sections:

Section 1: Includes Figures and Tables which concern the rates of substance use, access to substances and age of use onset.

Section 2: Includes Figures and Tables that report on the rates of risk and protective factors for substance use within the four domains of parents/caregivers, peer group, school environment, and leisure time, in addition to a brief section on the local community.

Section 3: Shows how rates of selected risk and protective factors for children in the County across the four major domains of parents/caregivers, peer group, school environment, and leisure time, in addition to local community, are related to substance use outcomes.

Section 4: Includes Tables that report the frequencies of children knowing someone who was diagnosed with or died from COVID-19 as well as the impacts of COVID-19 on children and their families.

Methods

Participants and procedure

The participants in this study were all accessible and interested students in Fayette and Wyoming County high schools during the fall semester of 2019, 2020, 2021, and 2022.

Participation was open to all students but not required for anyone. Of 2,506 students enrolled in Fayette and Wyoming County High schools in the fall of 2022, 1,659 or 66.2% participated in the study. Compared to school-based surveys generally and the principles of survey research methodology, these response rates are good, particularly in the light of challenges brought by the COVID-19 pandemic in terms of access to students.

In Fayette and Wyoming County high schools, the ICE Collaborative, and potential participation in the study, was first introduced to parents and caregivers through a note that was sent home with students. Through a passive consent process parents were requested to contact either the County Coordinator for the ICE Collaborative study, or the Principal Investigators, Drs. Kristjansson or Mann by email or office phone to withdraw their children from participation.

A supervising contact agent (SCA) was appointed as the lead on-site person to oversee the data collection using a protocol that was designed and delivered by the ICE Collaborative team at WVU School of Public Health. The data was collected with an online questionnaire in the Qualtrics software and overseen by the SCA and teachers during classroom hours in the fall of 2022. Participation was voluntary, and students were free to answer the survey in whole or in part, to skip any question at will, and to change their mind about participation at any time. The online surveys were carried out inside a computer laboratory in each school and supervised by the SCA and teachers. All aspects of this investigation were reviewed and approved by the West Virginia University Institutional Review Board (protocol # 1406345394R007).

Measures

The measures used in the ICE Collaborative survey broadly cover the main outcome area of substance use, as well as the four risk and protective factor domains; parents/caregivers and

family, peers and friends, school, and leisure time, in addition to several measures on community cohesion and trust. Most of the measures used in the surveys originate from national or international surveys such as the annual Youth Risk Behavior Surveillance System (YRBSS) conducted by the Centers for Disease Control and Prevention, the Monitoring the Future survey which is used by the US National Institutes for Health to provide national estimates of substance use among youth, and the European School Survey Project on Alcohol and Drugs (ESPAD) that is conducted every 3-4 years in 35 to 40 countries in Europe. A few measures originate from other sources. In total the ICE Survey questionnaire took students typically less than one full class session to complete.

Note: In the high school reports, all figures and tables include a blinded comparison between all high schools that participate in the project in both Fayette and Wyoming Counties and then a “Total” for both counties combined. In the middle school reports a similar blinded comparison is made available between middle schools within each respective county and the “Total” for that particular county.

Results

Section 1: ICE outcomes by category

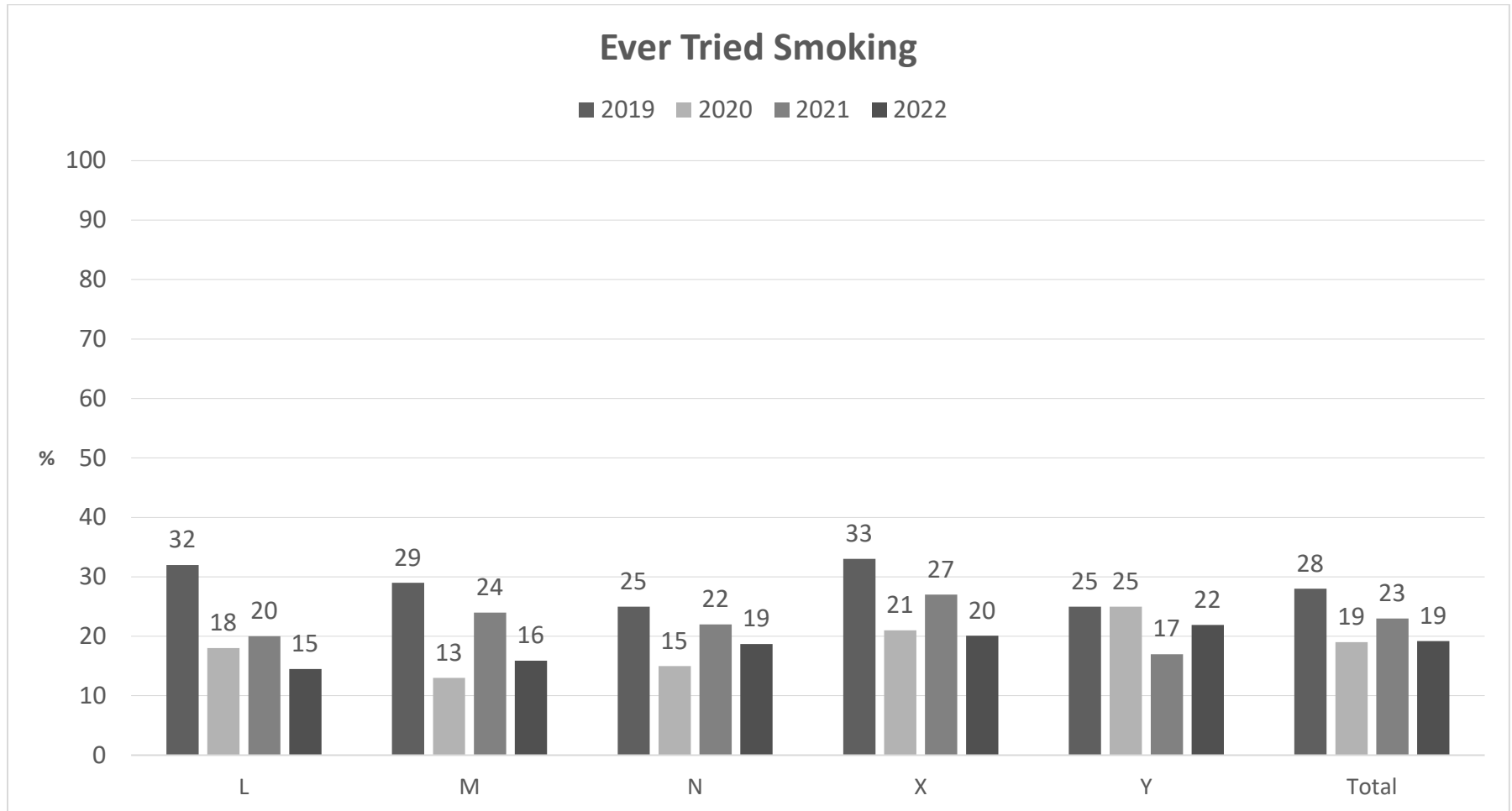


Figure 1. Frequency of students who have ever tried cigarette smoking

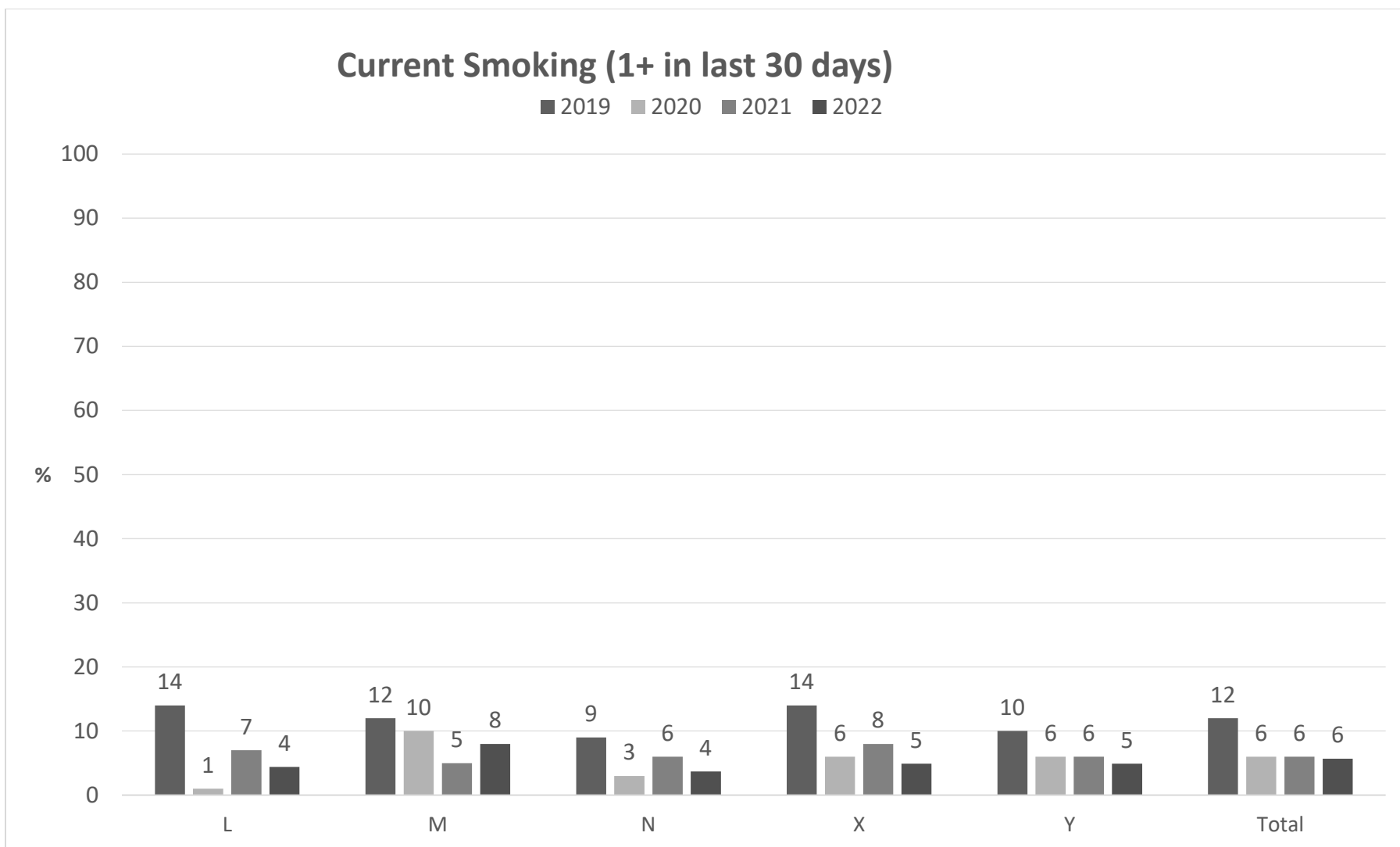


Figure 2. Frequency of students who currently smoke cigarettes

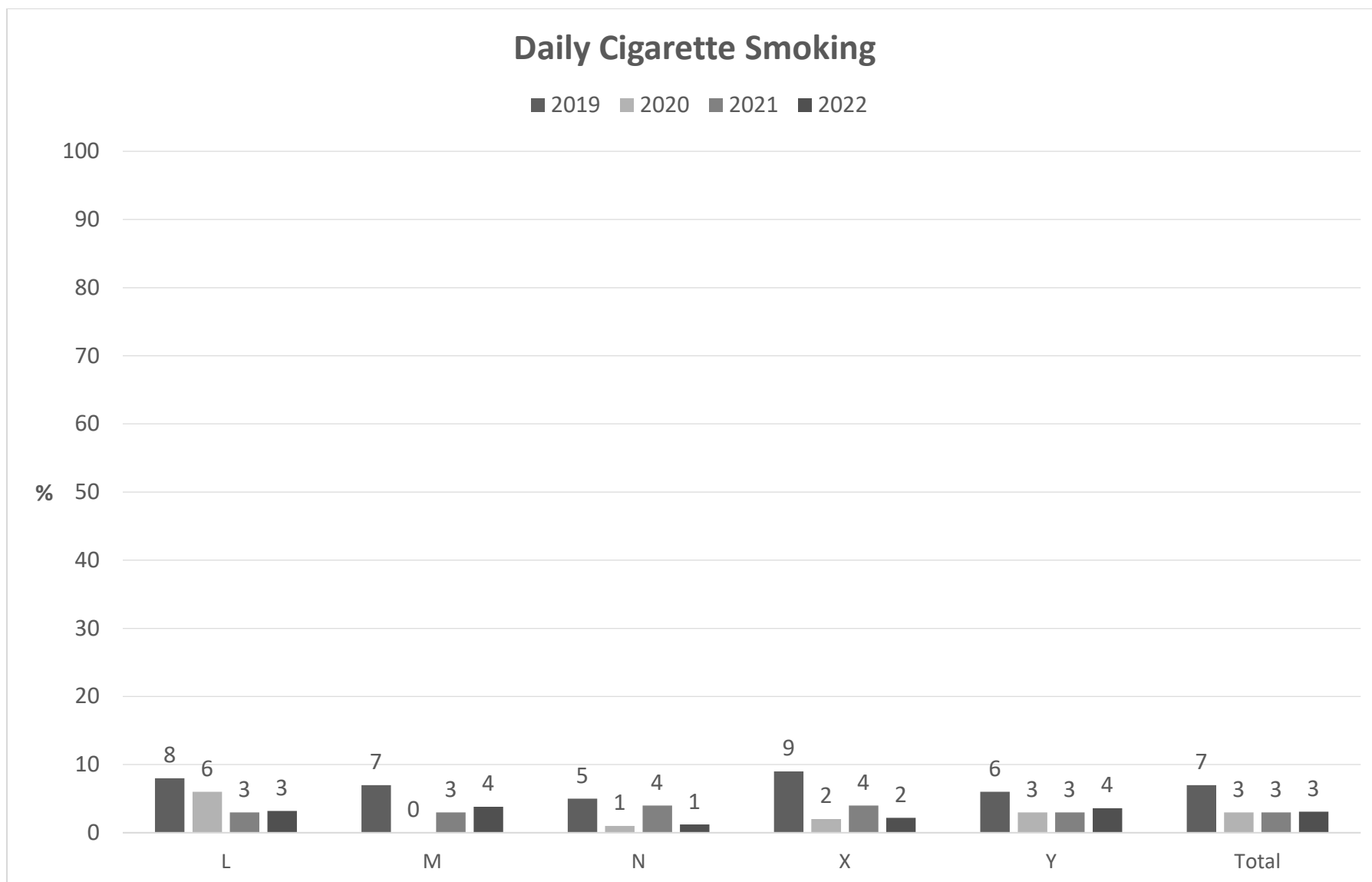


Figure 3. Frequency of students who smoked cigarettes daily during the last 30 days

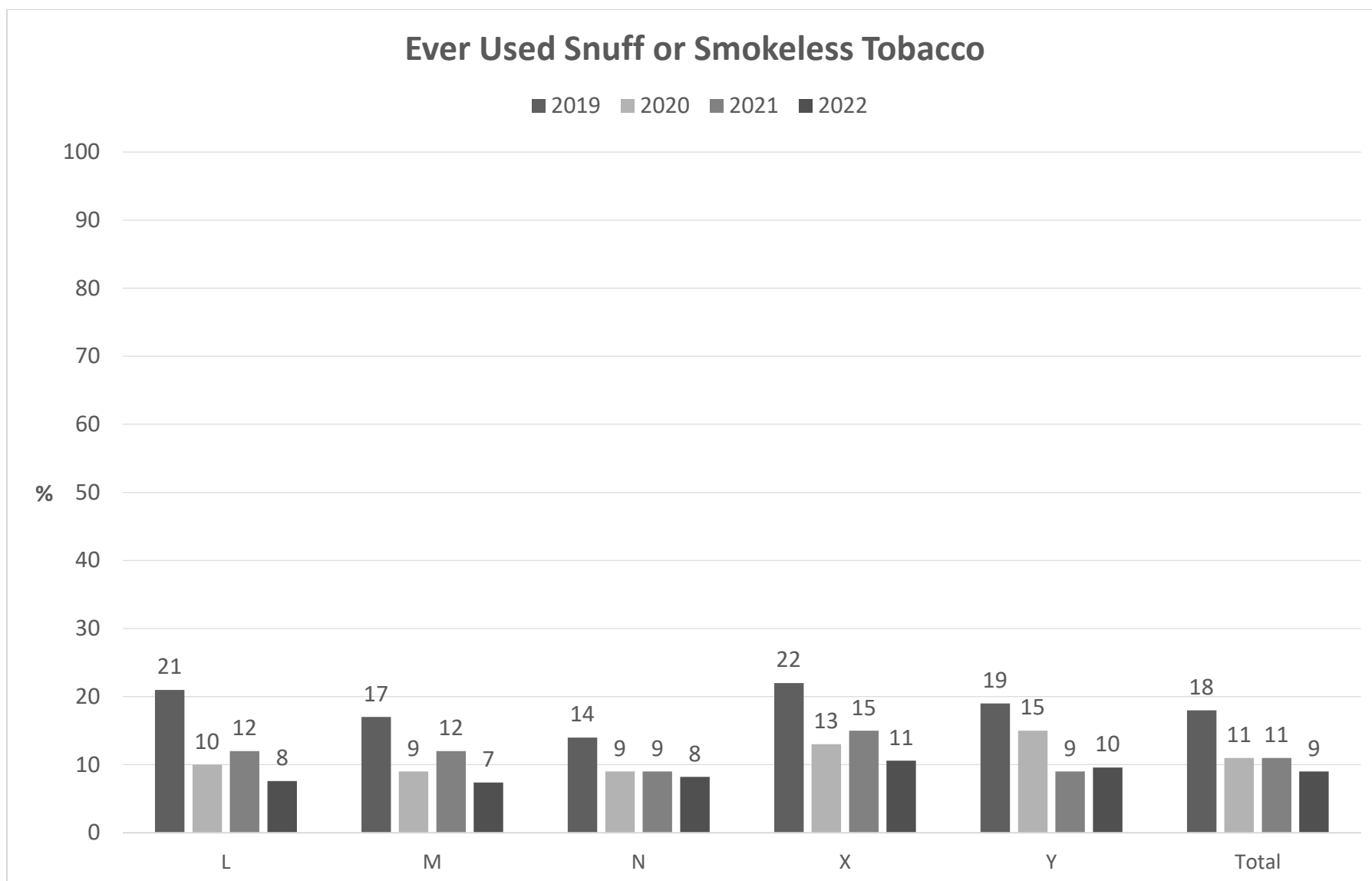


Figure 4. Frequency of students who have ever used snuff, chewing tobacco, or other tobacco inserted in mouth

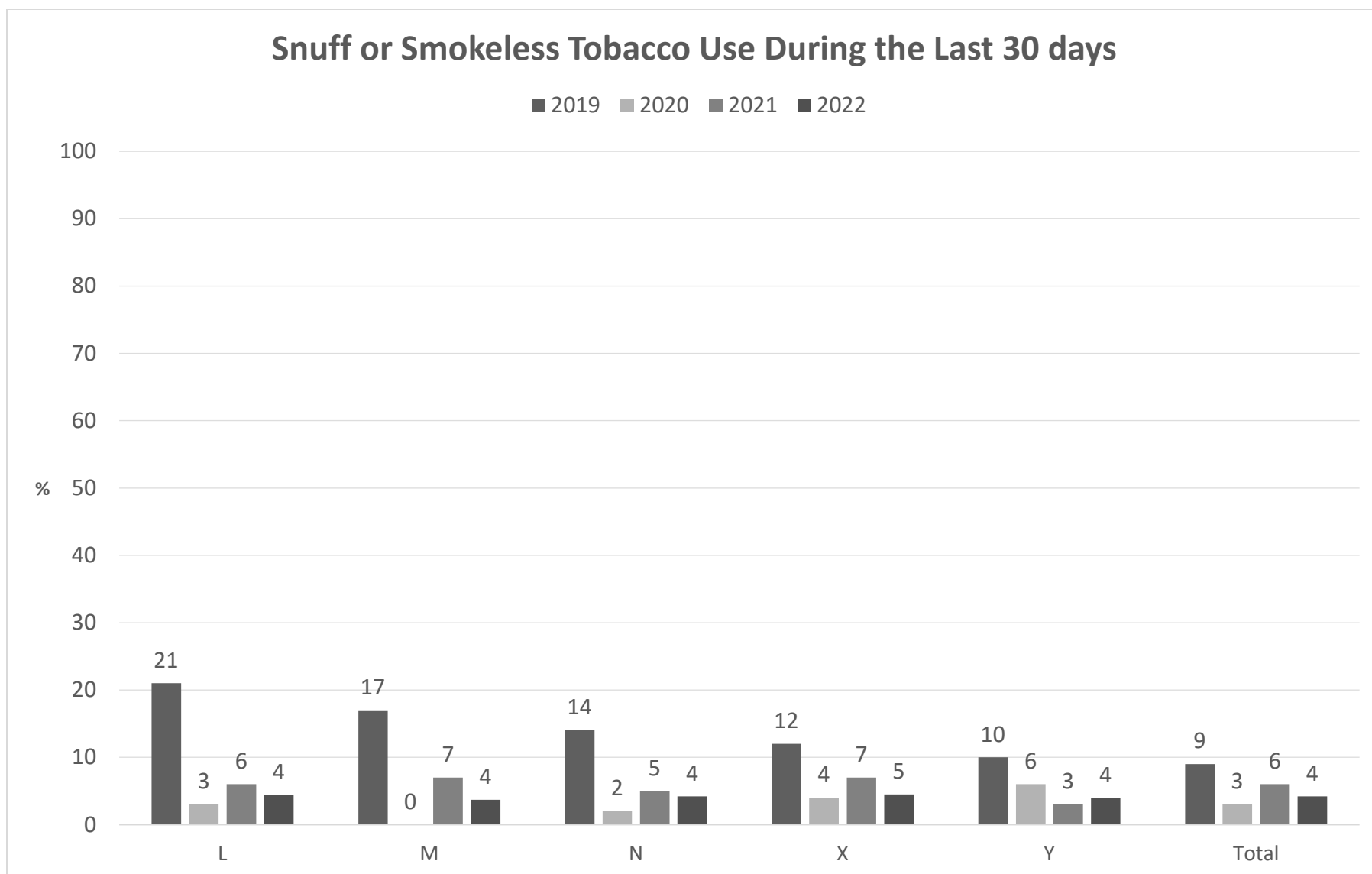


Figure 5. Frequency of students who used snuff, chewing tobacco, or other tobacco inserted in mouth in the last 30 days

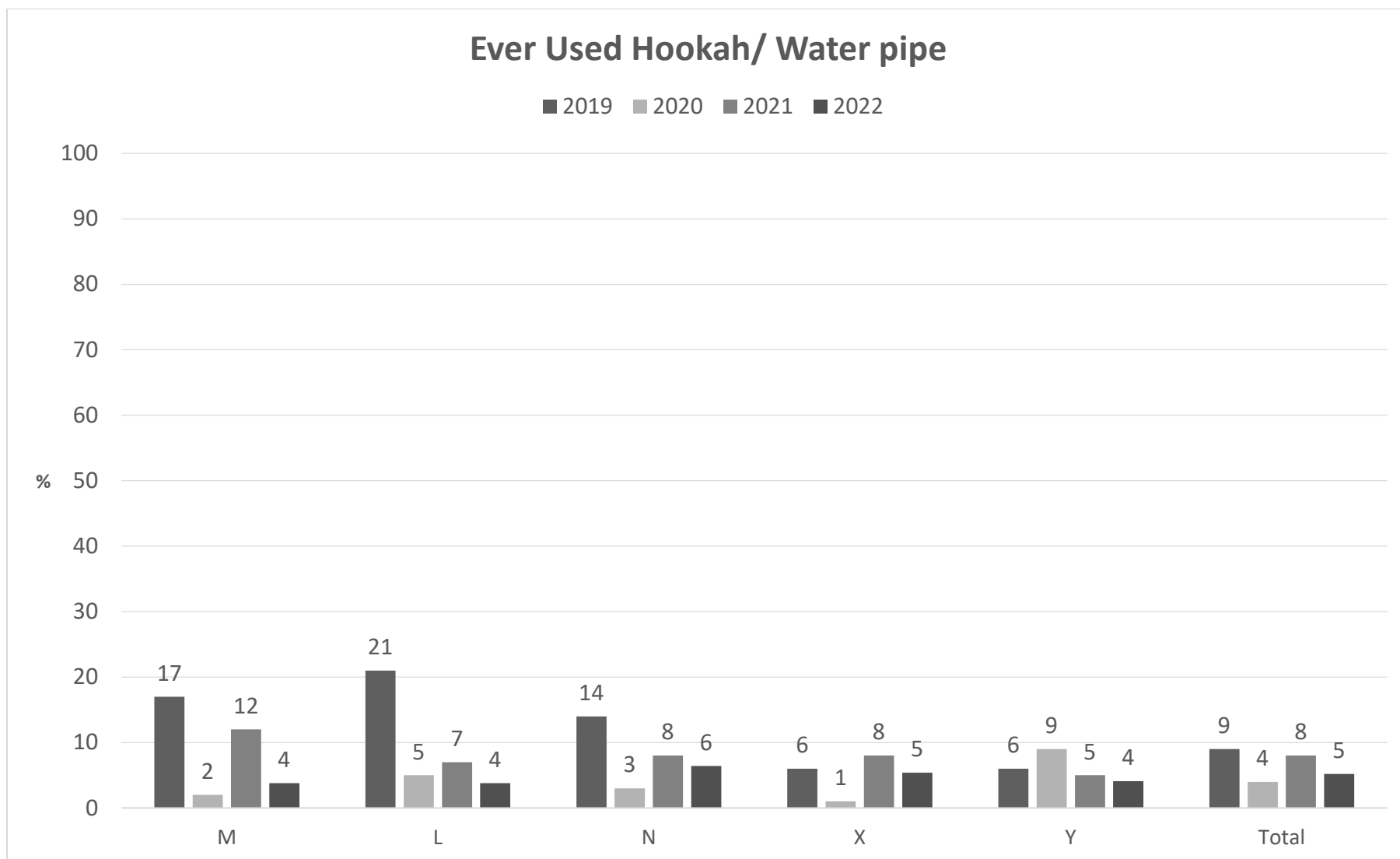


Figure 6. Frequency of students who have ever used a hookah or water pipe

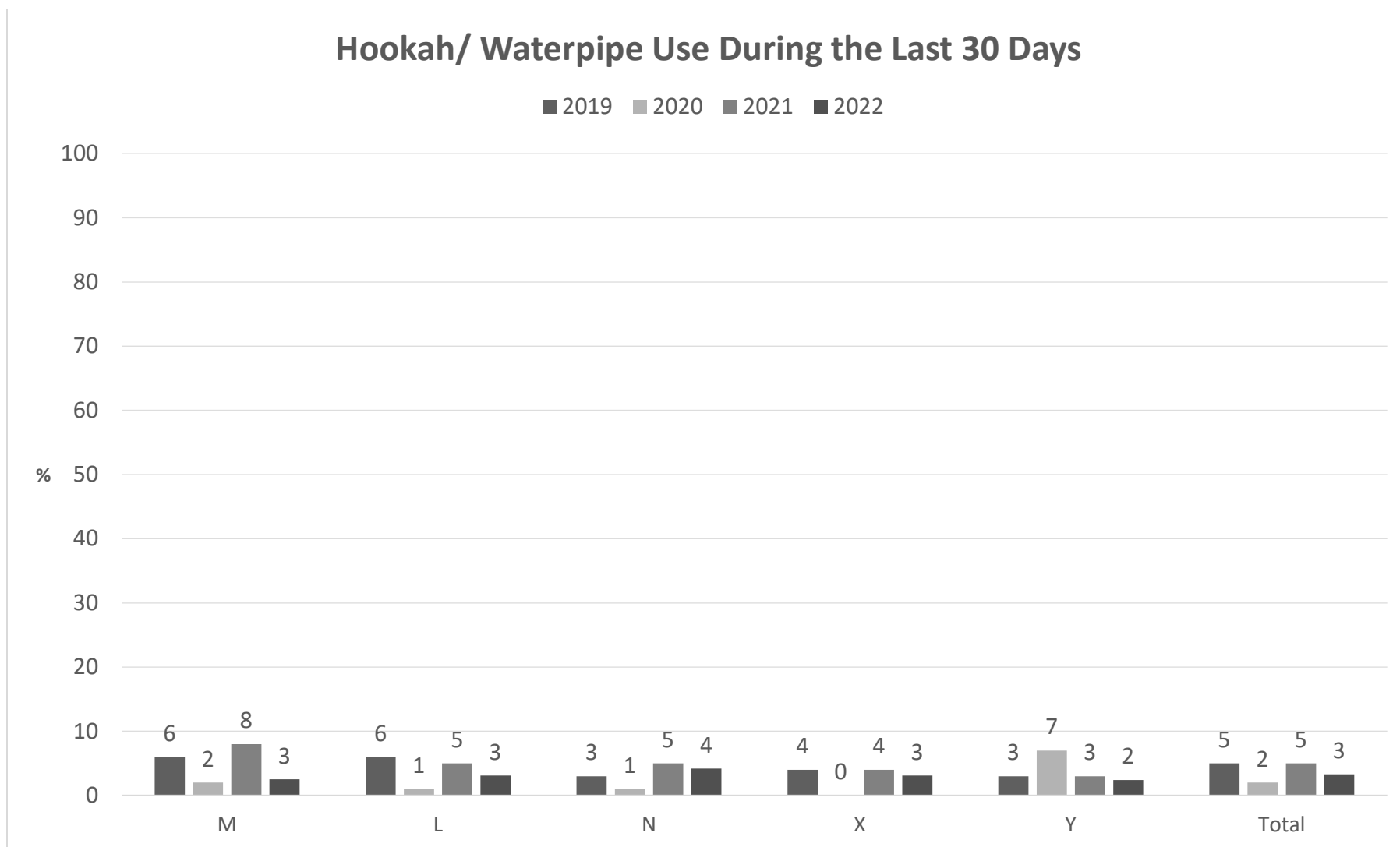


Figure 7. Frequency of students who used a hookah or waterpipe in the past 30 days

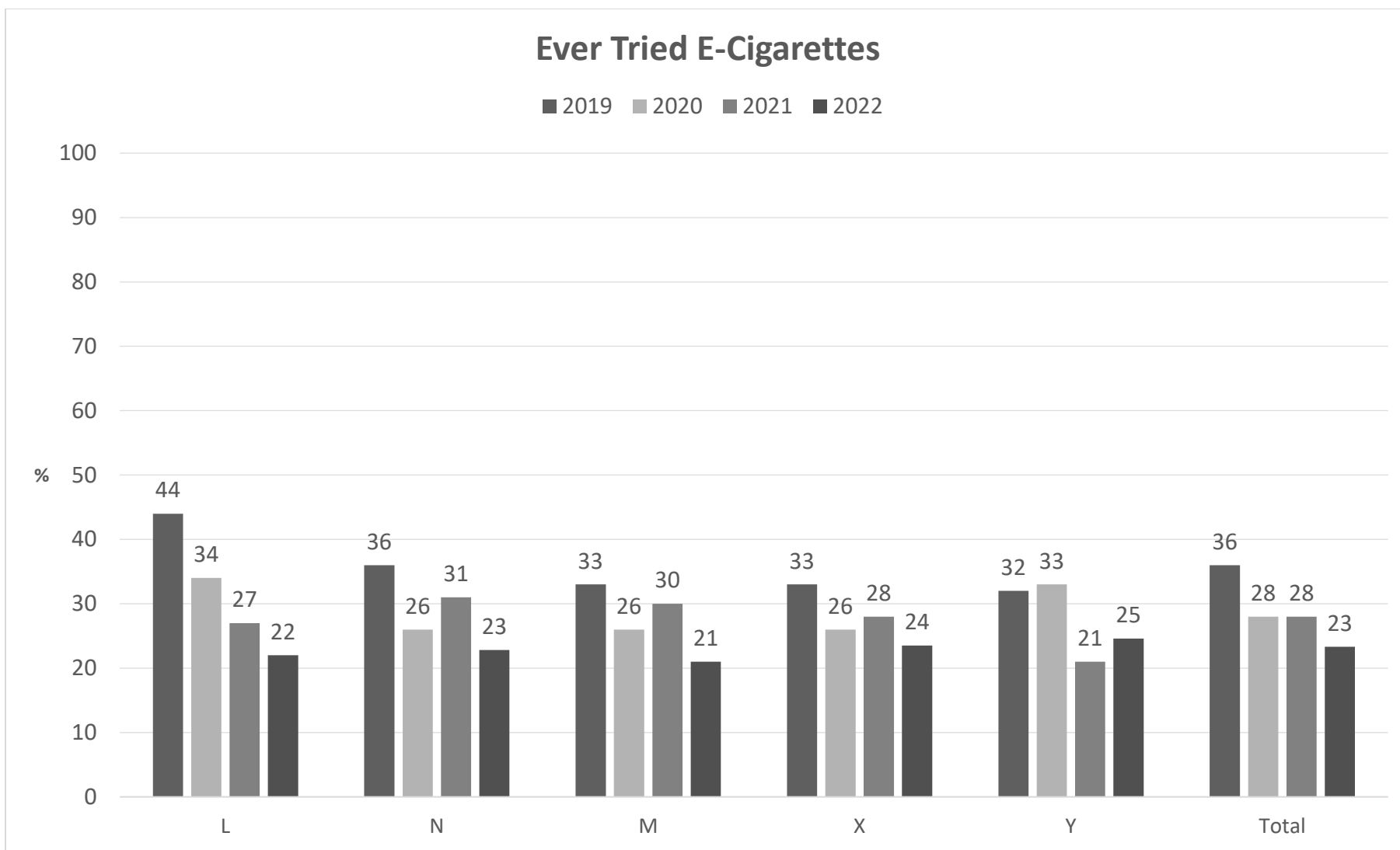


Figure 8. Frequency of students who have ever tried e-cigarettes

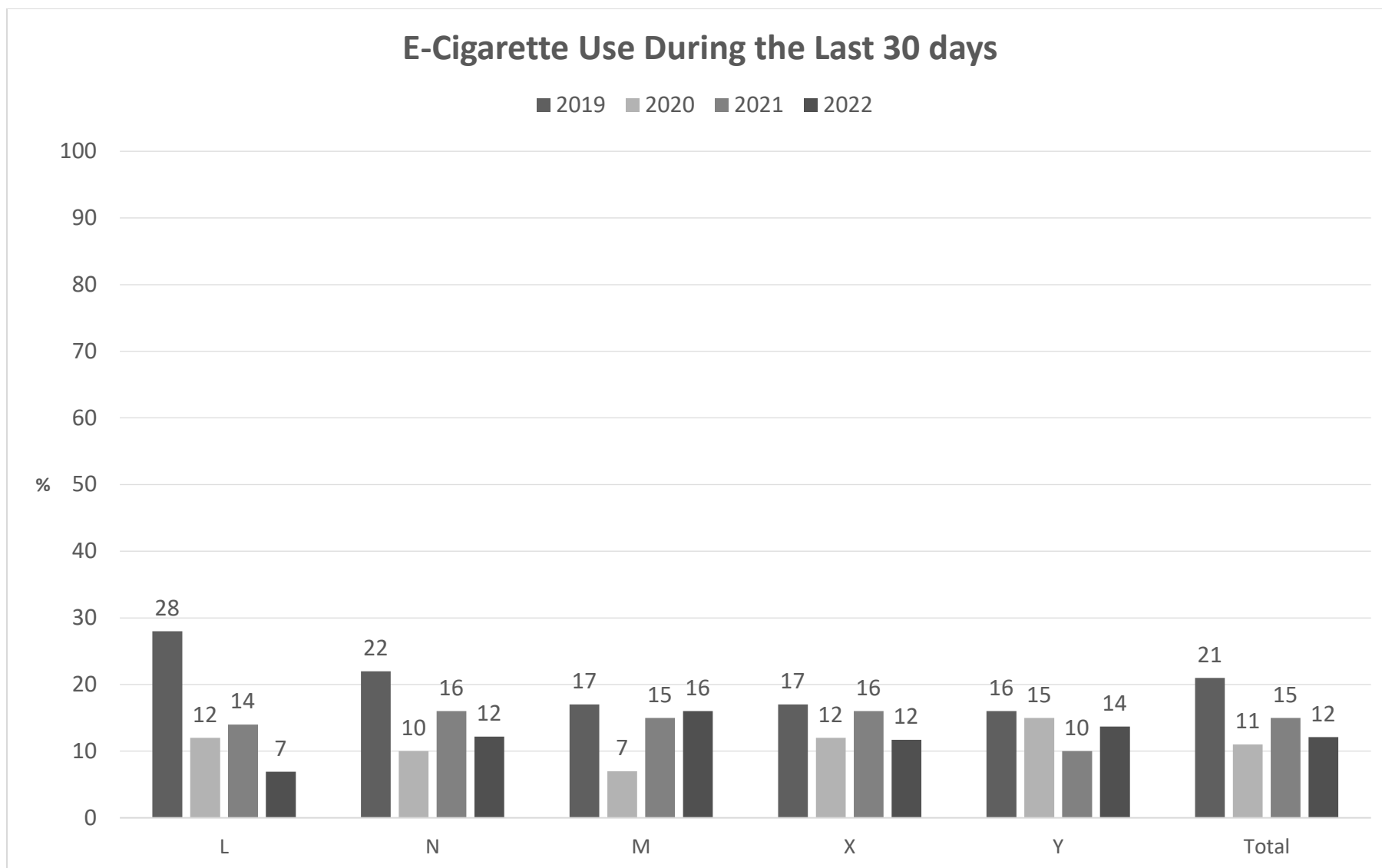


Figure 9. Frequency of students who have used e-cigarettes in the last 30 days

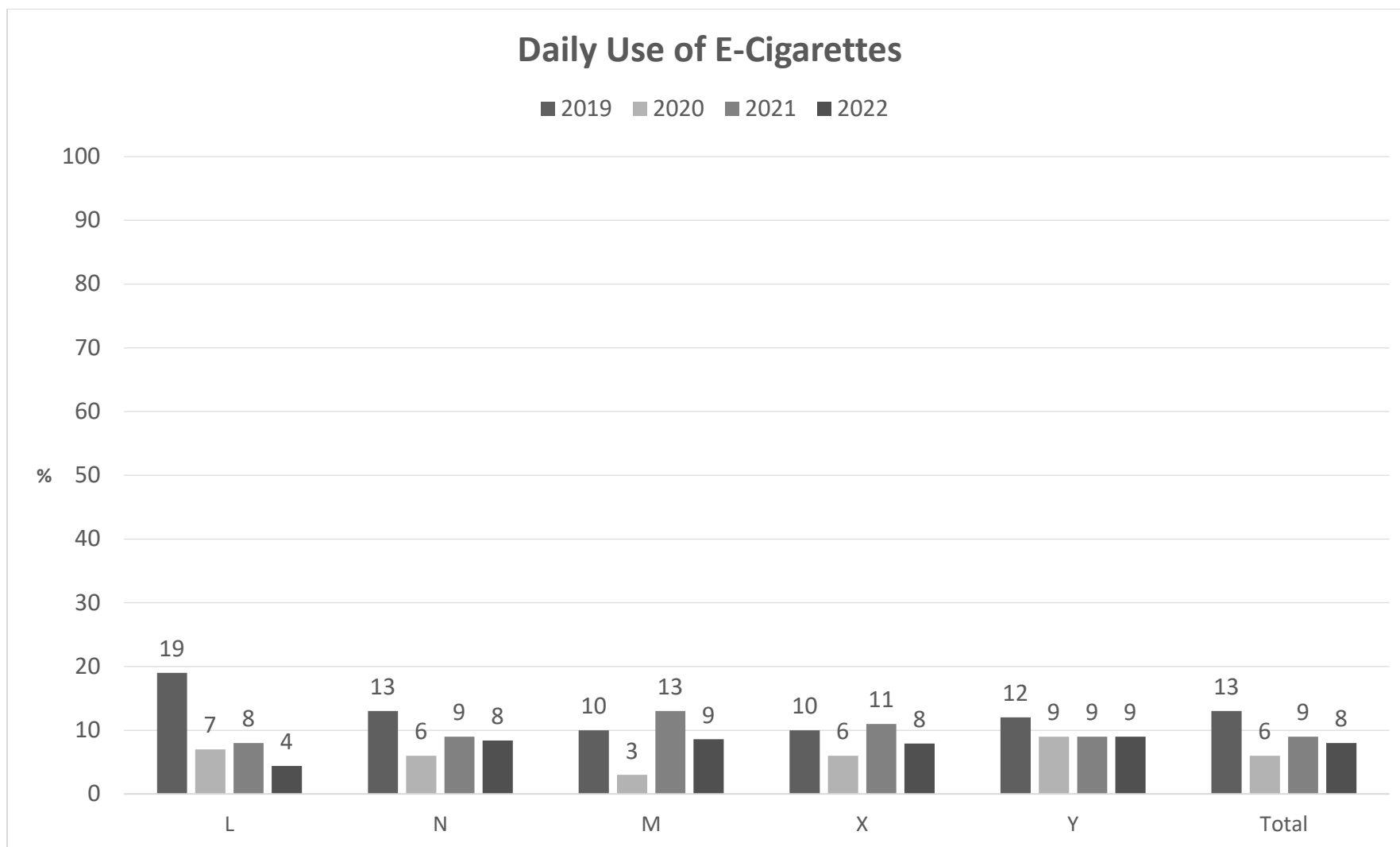


Figure 10. Frequency of students who used e-cigarettes daily

Table 1. How Students Obtain Cigarettes (Sometimes or Often)

	Buy them in a store	A family member gives them to me	A person 18 years or older and not in my family gives them to me	I take them from a store without paying	I take them from a family member without them knowing
M (%)					
2019	5	4	7	5	9
2020	2	0	0	0	0
2021	3	3	8	2	3
2022	2	2	4	2	1
L (%)					
2019	7	5	12	2	5
2020	2	2	3	1	2
2021	5	5	8	4	4
2022	4	3	4	1	1
N (%)					
2019	6	6	8	4	5
2020	2	3	4	1	4
2021	4	3	7	3	4
2022	6	6	7	6	7
X (%)					
2019	6	6	8	2	4
2020	1	1	3	0	1
2021	2	3	5	3	3
2022	4	5	4	3	3
Y (%)					
2019	4	6	7	4	5
2020	3	5	6	2	5
2021	3	3	5	2	2
2022	6	4	5	2	3
Total (%)					

2019	6	6	8	4	5
2020	2	2	3	1	3
2021	3	4	6	3	4
2022	5	4	5	4	4

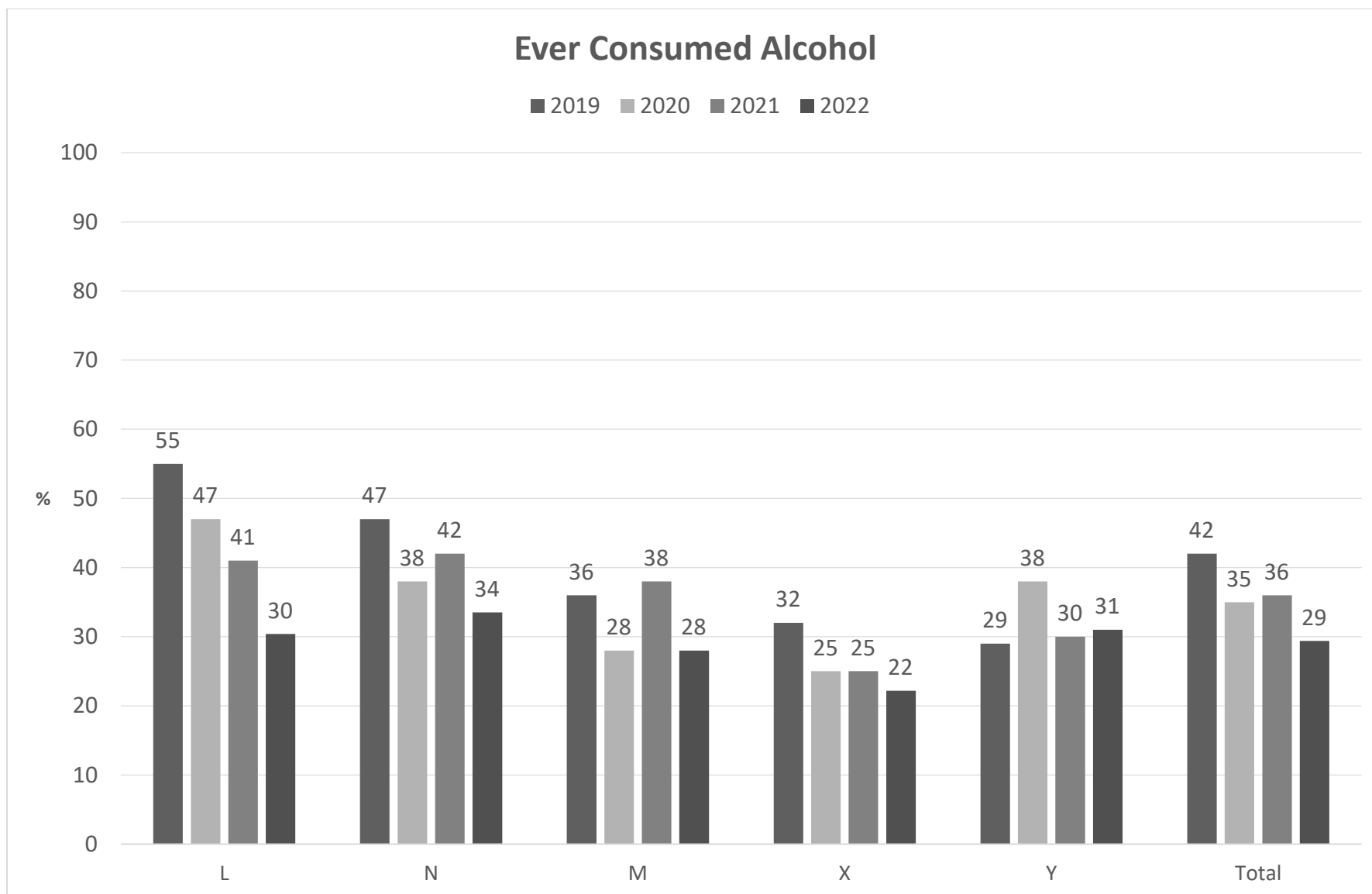


Figure 11. Frequency of students who have ever consumed alcohol

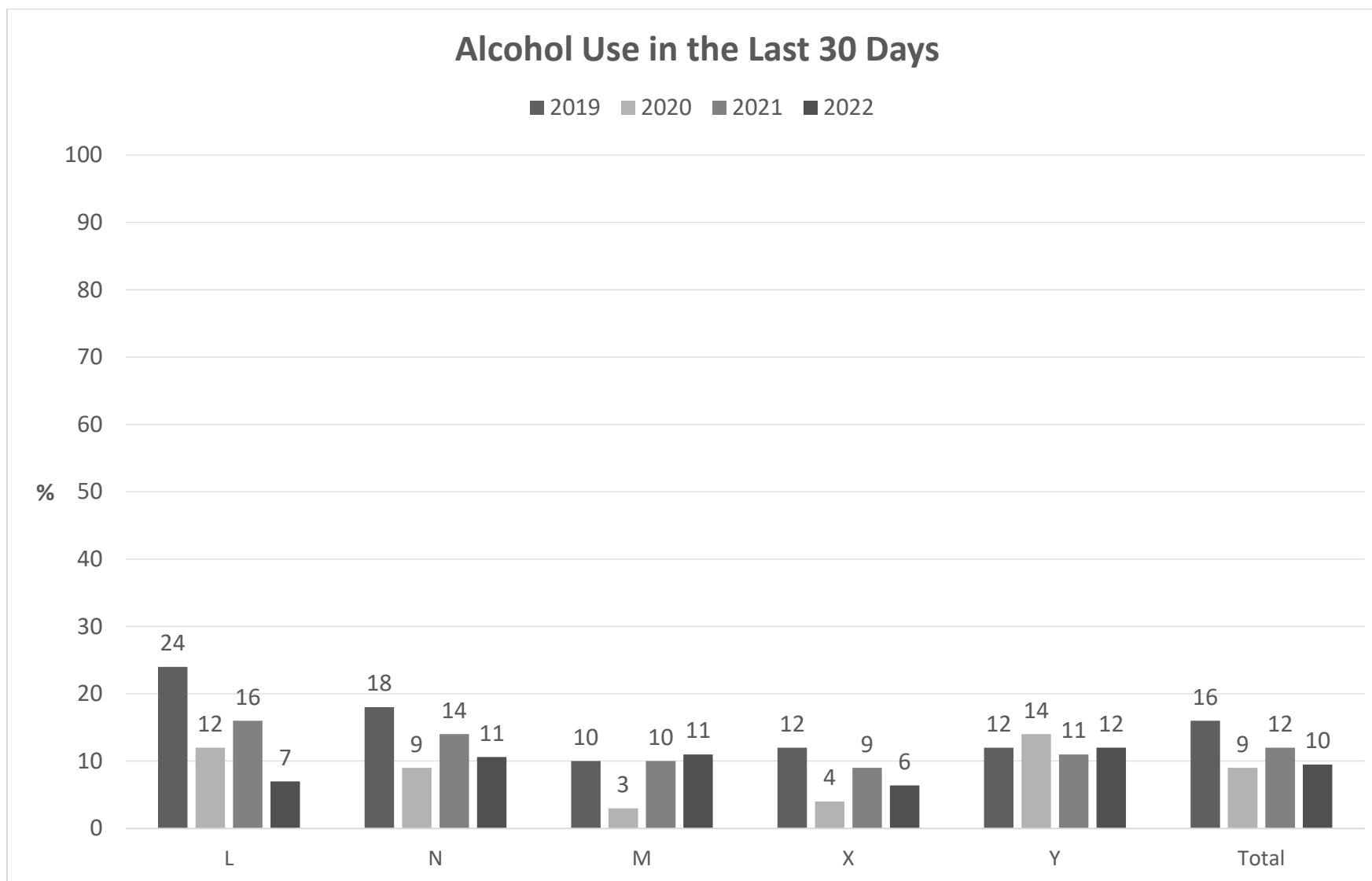


Figure 12. Students who consumed alcohol once or more within the last 30 days

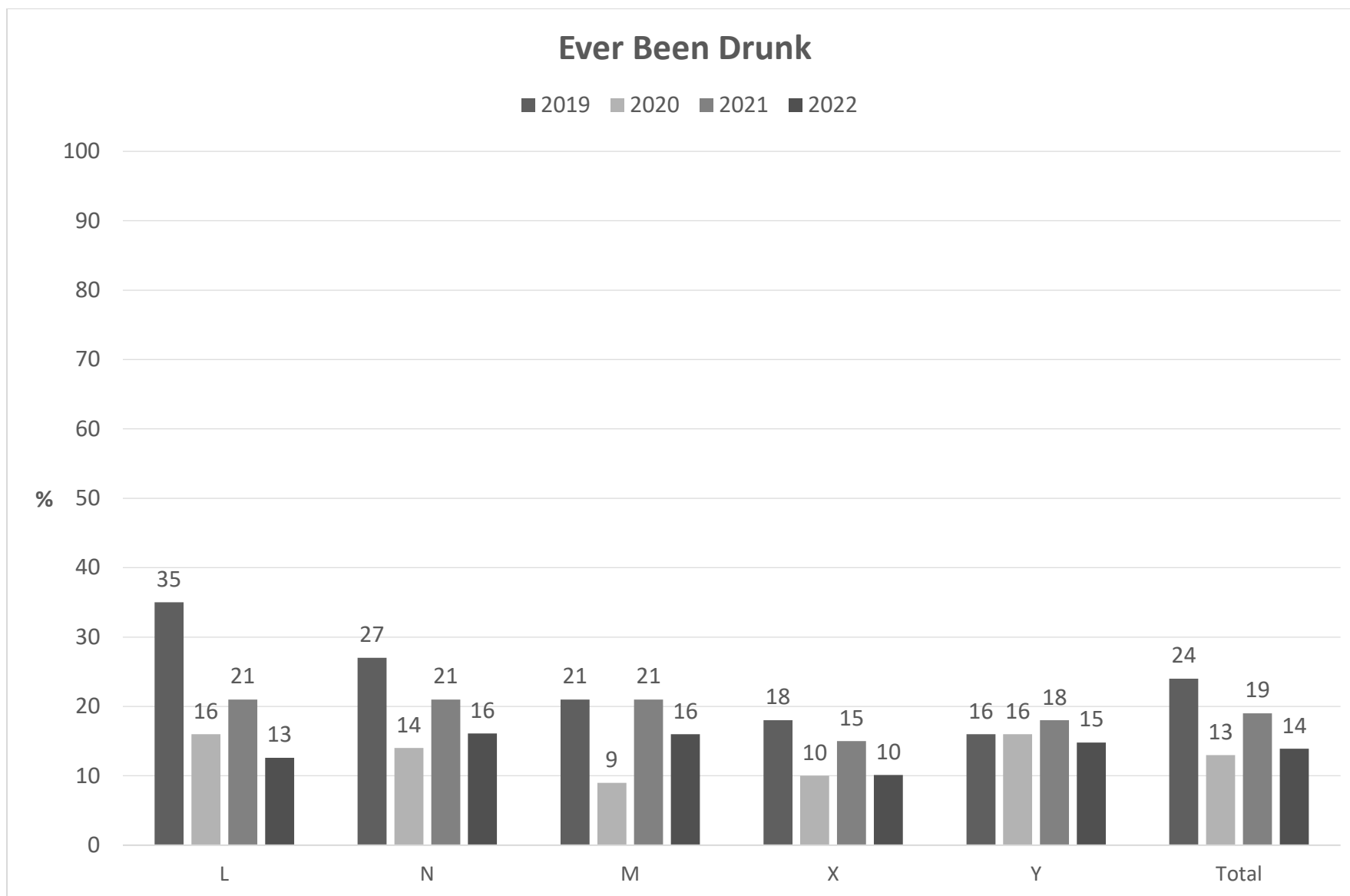


Figure 13. Frequency of students who have ever been drunk

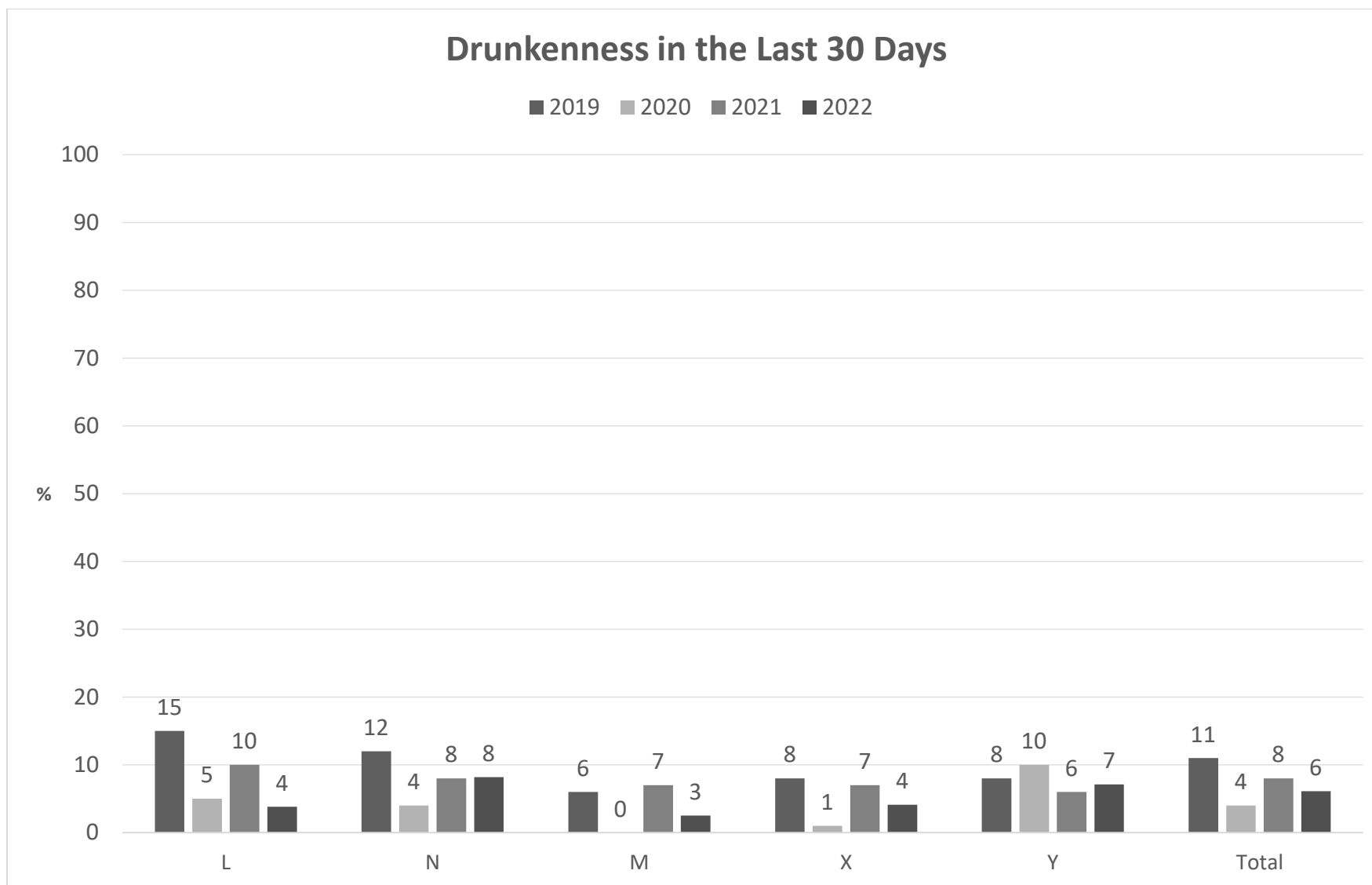


Figure 14. Students who have been drunk within the last 30 days

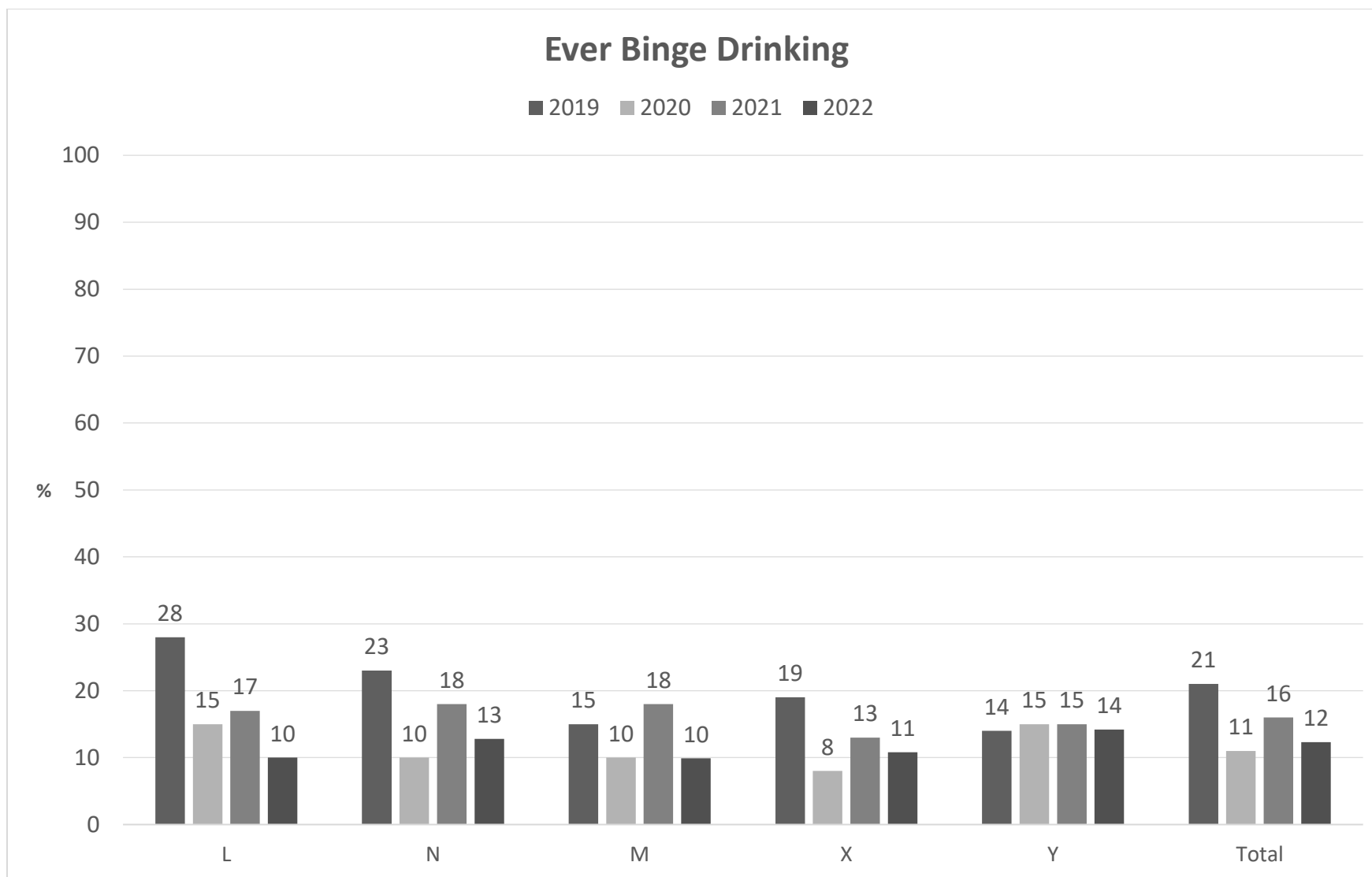


Figure 15. Students who have reported ever binge drinking (4x+ drinks in 1-2 hours)

Table 2. How Students Obtain Alcohol (Sometimes or Often)

	Buy them in a store	A family member gives them to me	A person 21 years or older and not in my family gives them to me	I take them from a store without paying	I take them from a family member without them knowing
M (%)					
2019	2	4	5	4	5
2020	2	0	0	0	0
2021	2	2	2	2	3
2022	4	5	7	3	5
L (%)					
2019	3	7	16	2	5
2020	1	2	2	0	1
2021	4	4	9	4	5
2022	1	4	3	1	2
N (%)					
2019	4	7	8	4	7
2020	1	4	4	1	2
2021	3	5	7	3	5
2022	4	7	7	6	7
X (%)					
2019	4	3	8	2	3
2020	0	1	1	0	0
2021	2	2	3	1	2
2022	3	3	5	3	2
Y (%)					
2019	3	6	8	4	6
2020	3	5	6	3	4
2021	2	4	6	2	2
2022	4	3	7	2	2
Total (%)					

2019	4	6	9	3	5
2020	1	3	3	1	2
2021	3	4	6	2	4
2022	4	5	6	3	4

Table 3. Where Students Drink Alcohol (Sometimes or Often)

	In your home	In the home of others	In the shopping center	Outdoors: for example, in the street, in the park, etc.	In a club/bar/pub	In a school dance/ball	In a college dance/ball	In a youth club/center	During training or rehearsal tours/camps	Elsewhere
M (%)										
2019	5	6	4	5	4	2	1	4	1	10
2020	0	0	0	0	0	0	0	0	0	0
2021	6	7	2	5	3	3	3	2	2	3
2022	6	6	0	3	0	0	1	0	0	4
L (%)										
2019	15	20	3	14	4	4	2	3	3	18
2020	4	5	0	2	0	1	0	0	0	5
2021	8	11	4	7	4	5	3	4	5	10
2022	3	3	1	2	1	1	1	1	1	2
N (%)										
2019	10	12	3	7	4	3	3	3	3	11
2020	4	6	0	1	0	1	0	0	0	3
2021	8	9	2	4	2	2	2	1	2	6
2022	7	8	2	4	2	2	2	2	2	5
X (%)										
2019	4	10	2	6	4	2	2	2	2	9
2020	3	2	0	2	0	0	0	0	0	2
2021	4	5	2	4	2	1	1	1	2	4
2022	2	3	2	2	1	2	2	2	1	3
Y (%)										
2019	6	9	2	4	1	1	1	1	2	5
2020	5	9	3	4	2	4	3	3	2	5
2021	5	6	1	3	2	0	1	0	1	5
2022	5	8	1	3	1	1	1	1	1	5
Total (%)										

2019	9	12	3	7	3	3	2	2	2	11
2020	4	5	1	2	1	1	1	1	0	3
2021	6	8	2	4	2	2	2	2	2	6
2022	5	6	2	3	2	1	1	2	2	4

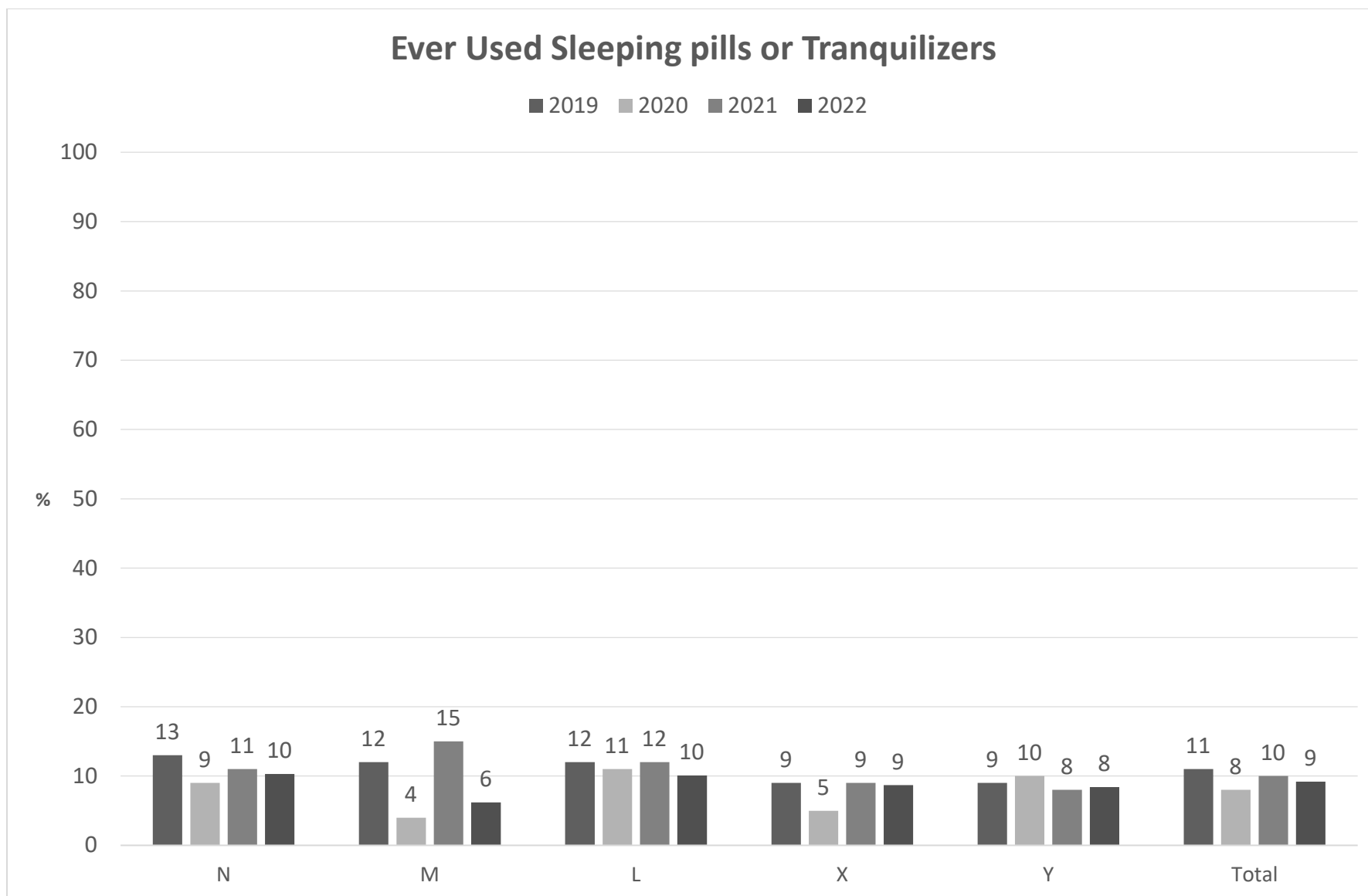


Figure 16. Frequency of students who have ever used sleeping pills or tranquilizer medicine

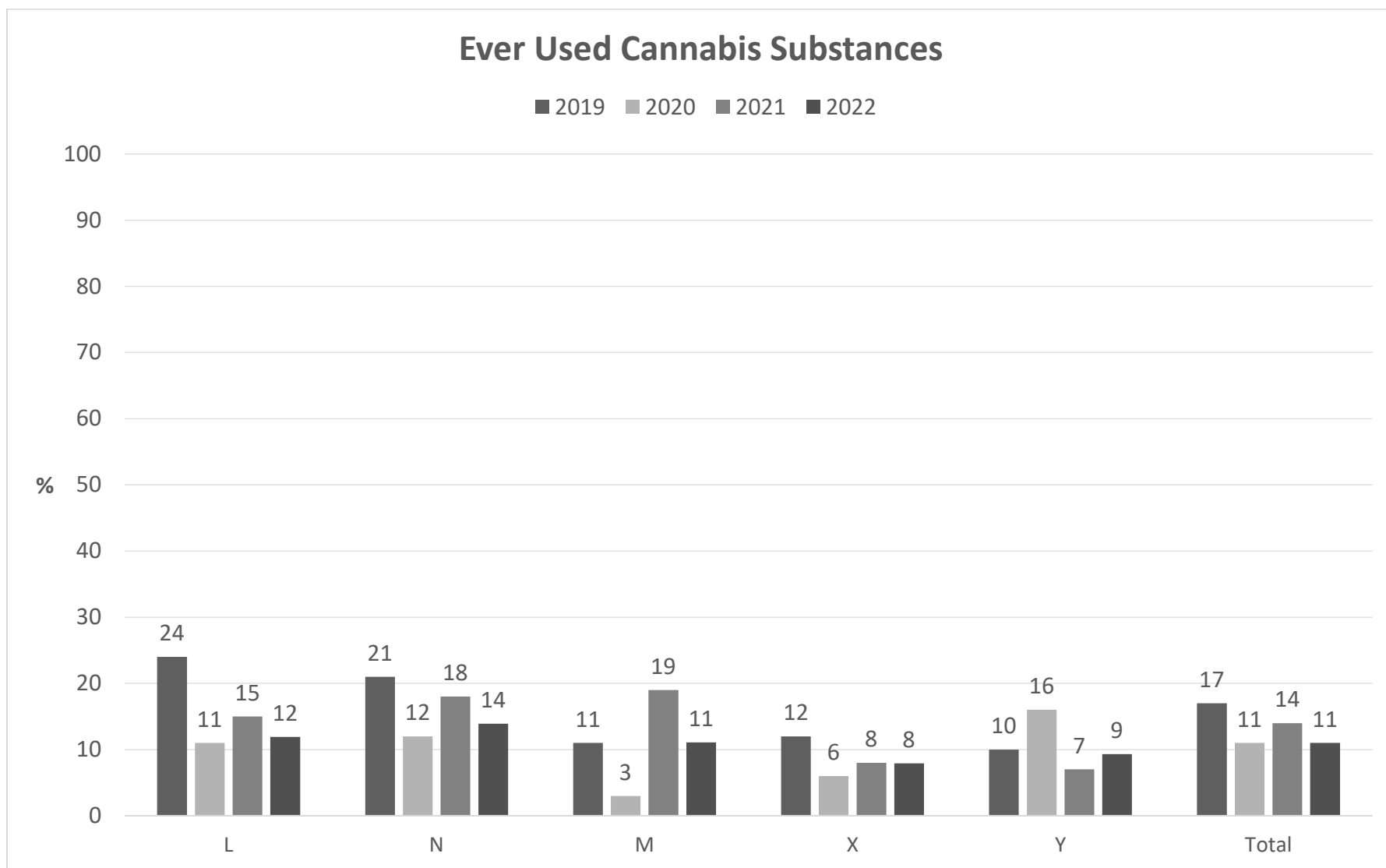


Figure 17. Frequency of students who have ever used cannabis substances

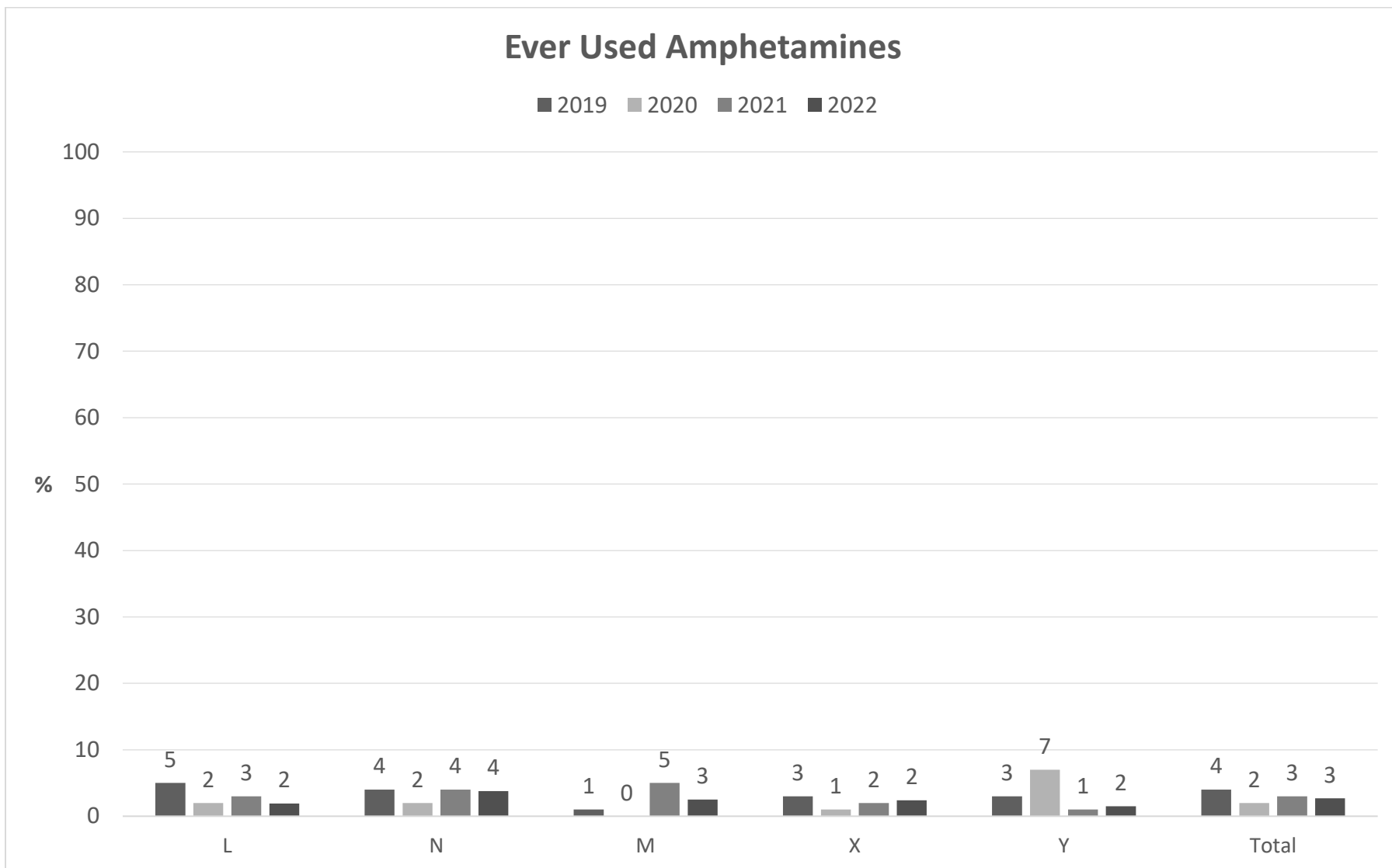


Figure 18. Frequency of students who have ever used amphetamines

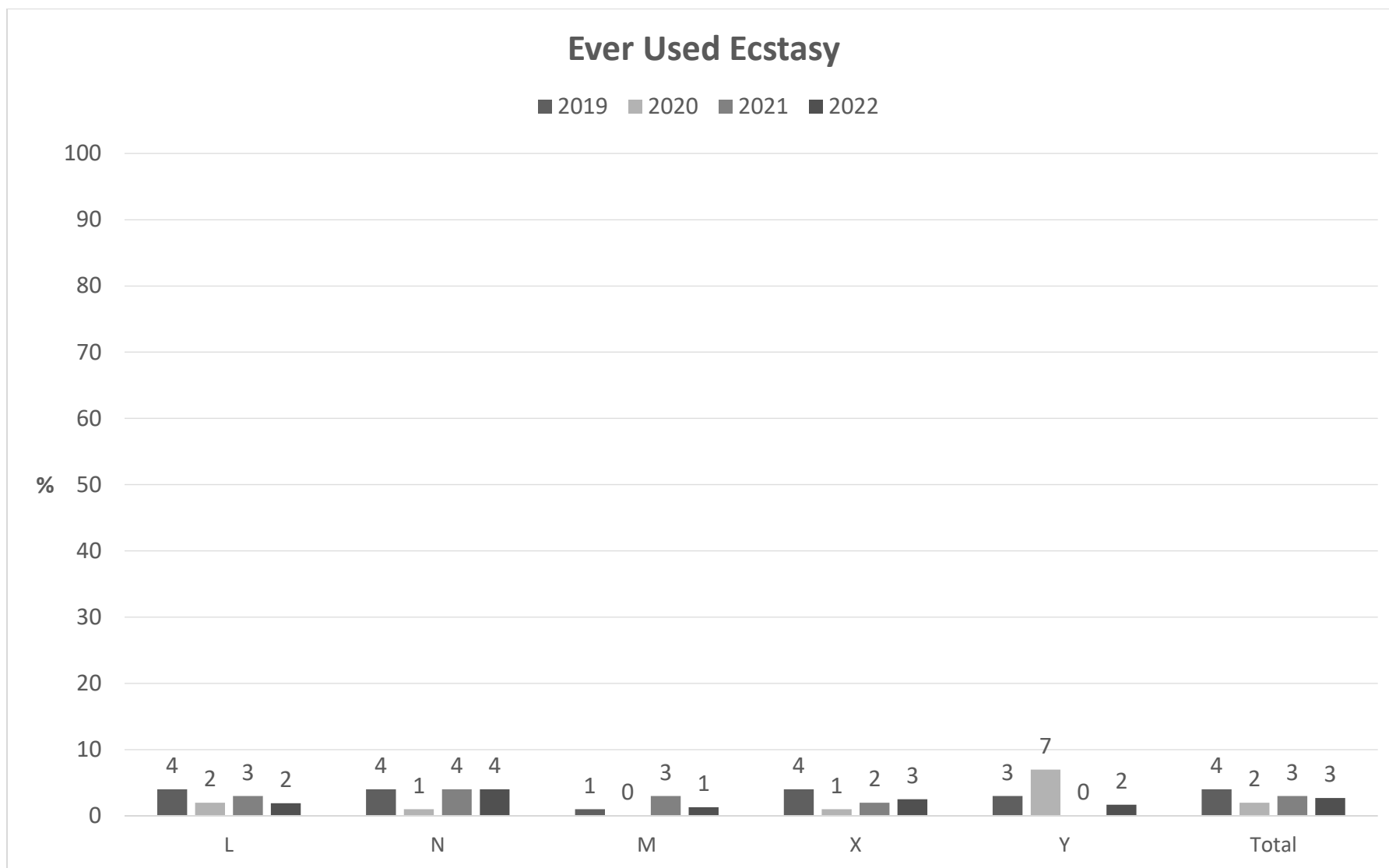


Figure 19. Frequency of students who have ever used ecstasy

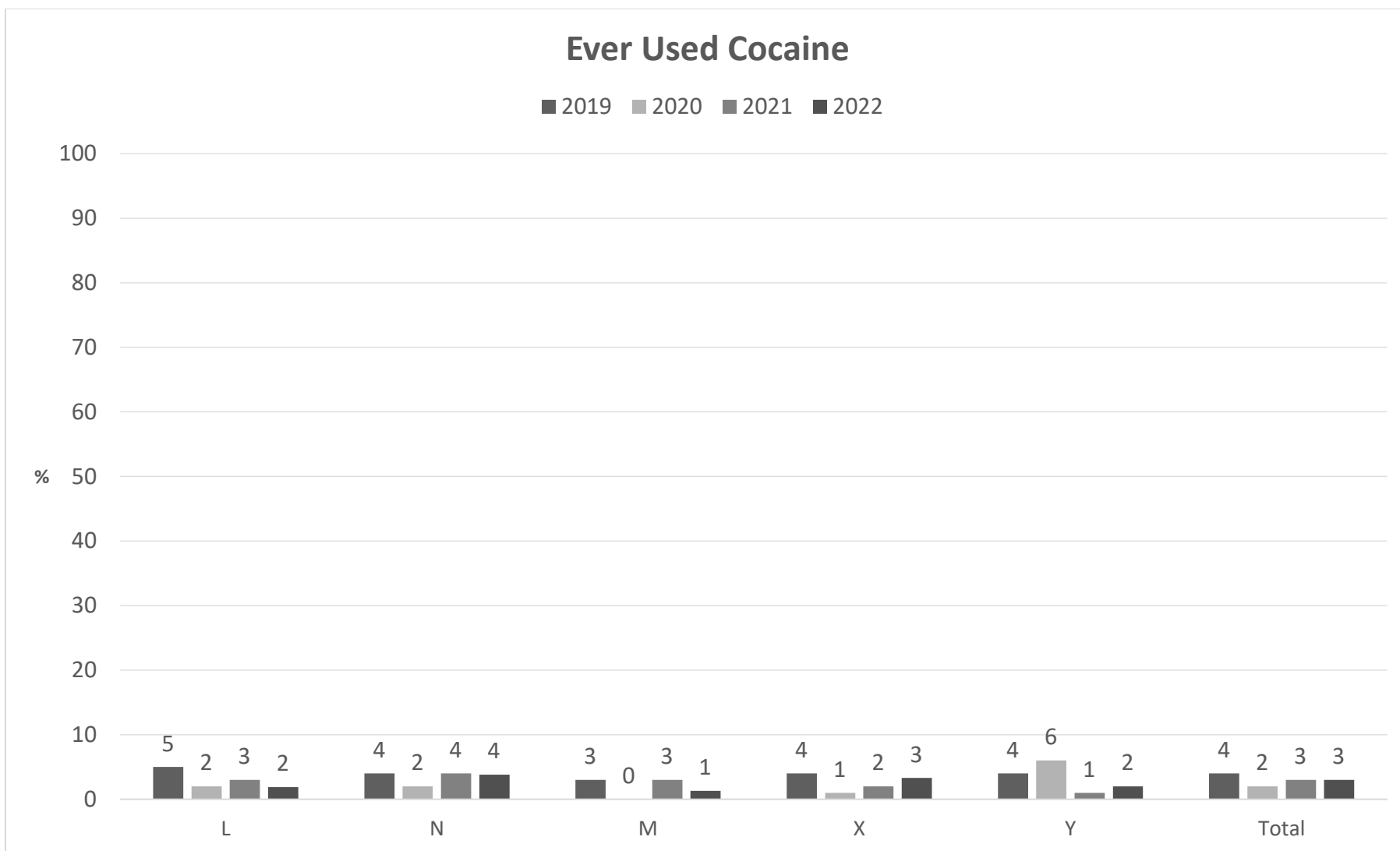


Figure 20. Frequency of students who have ever used cocaine

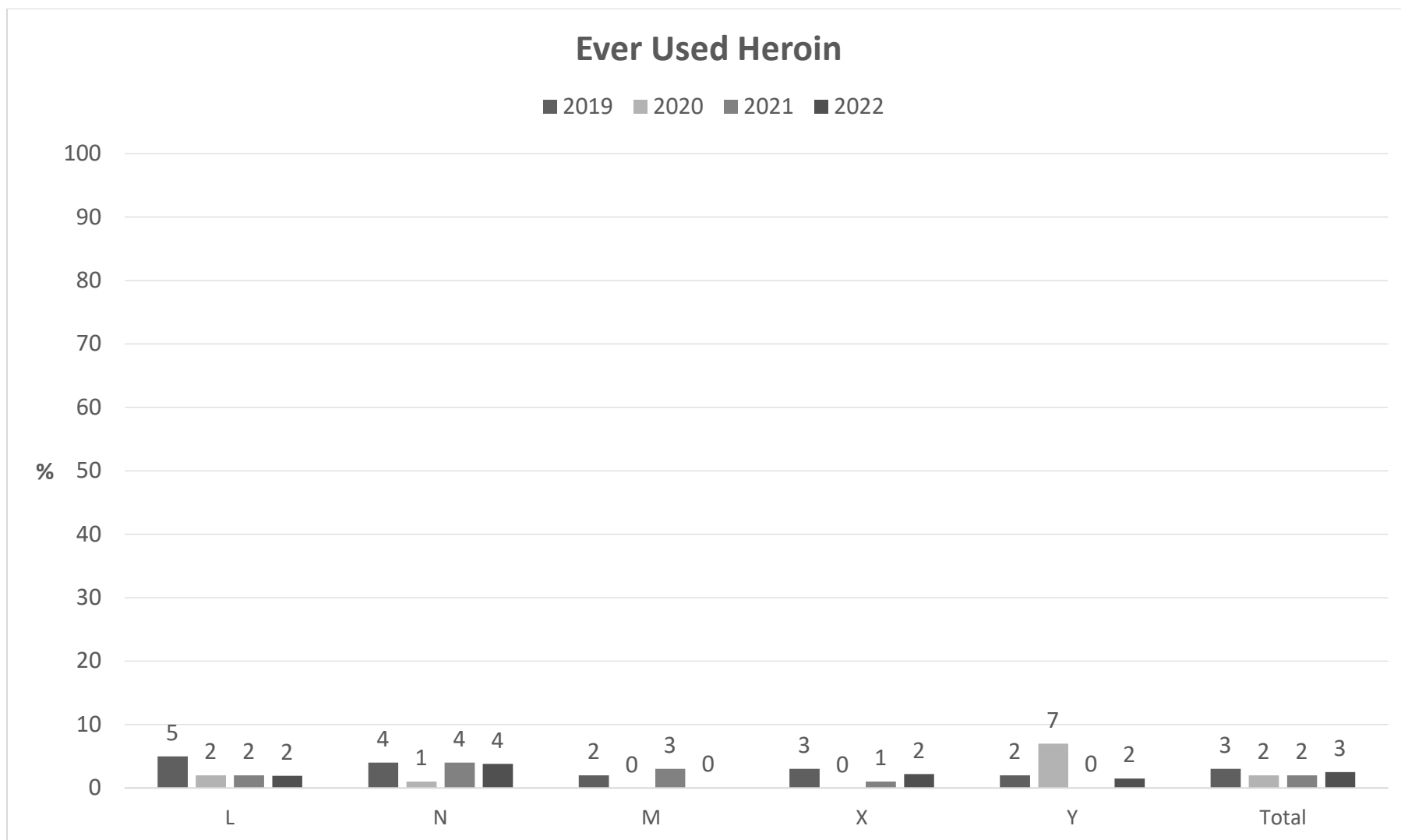


Figure 21. Frequency of students who have ever used heroin

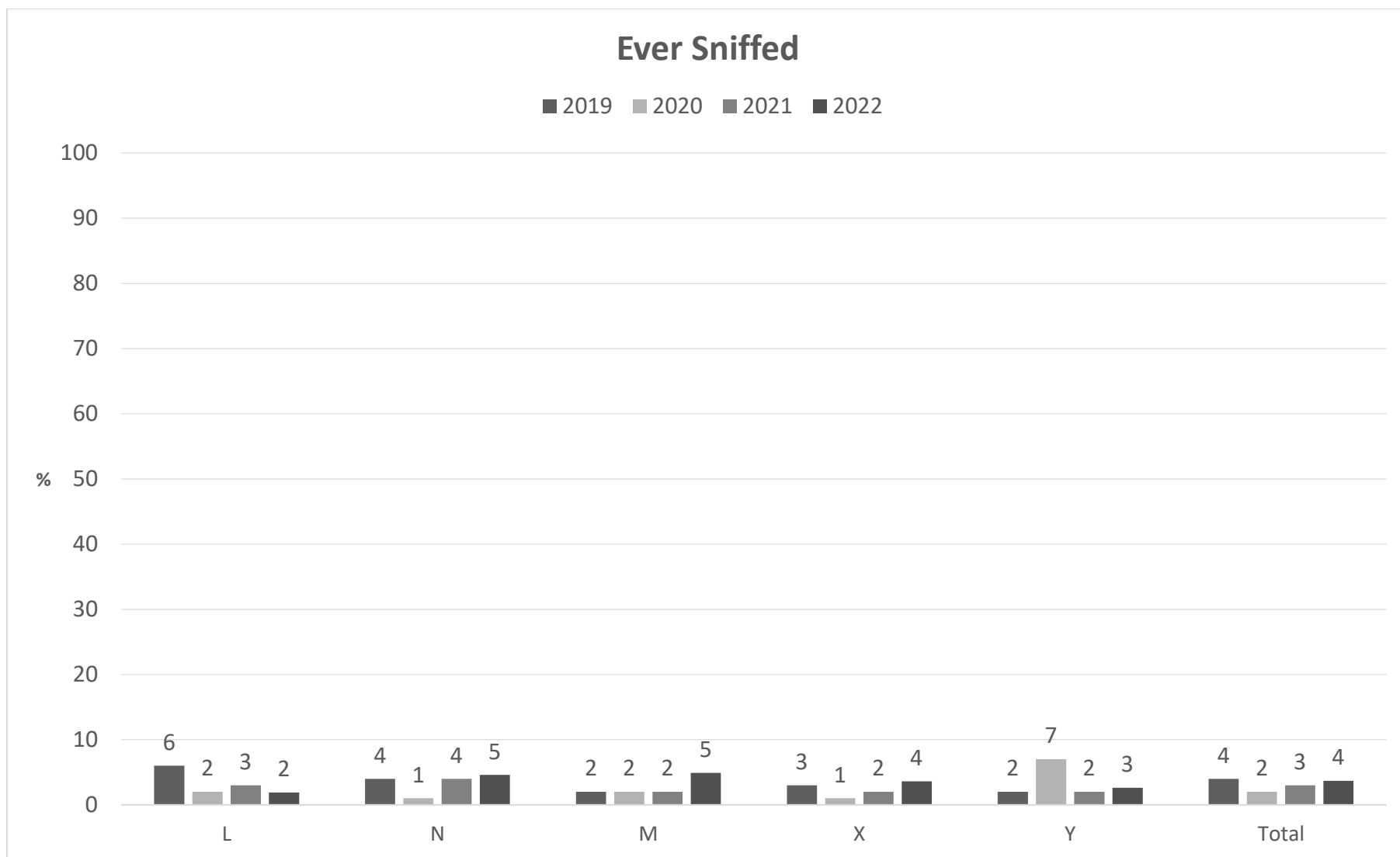


Figure 22. Frequency of students who have ever used sniffing glue

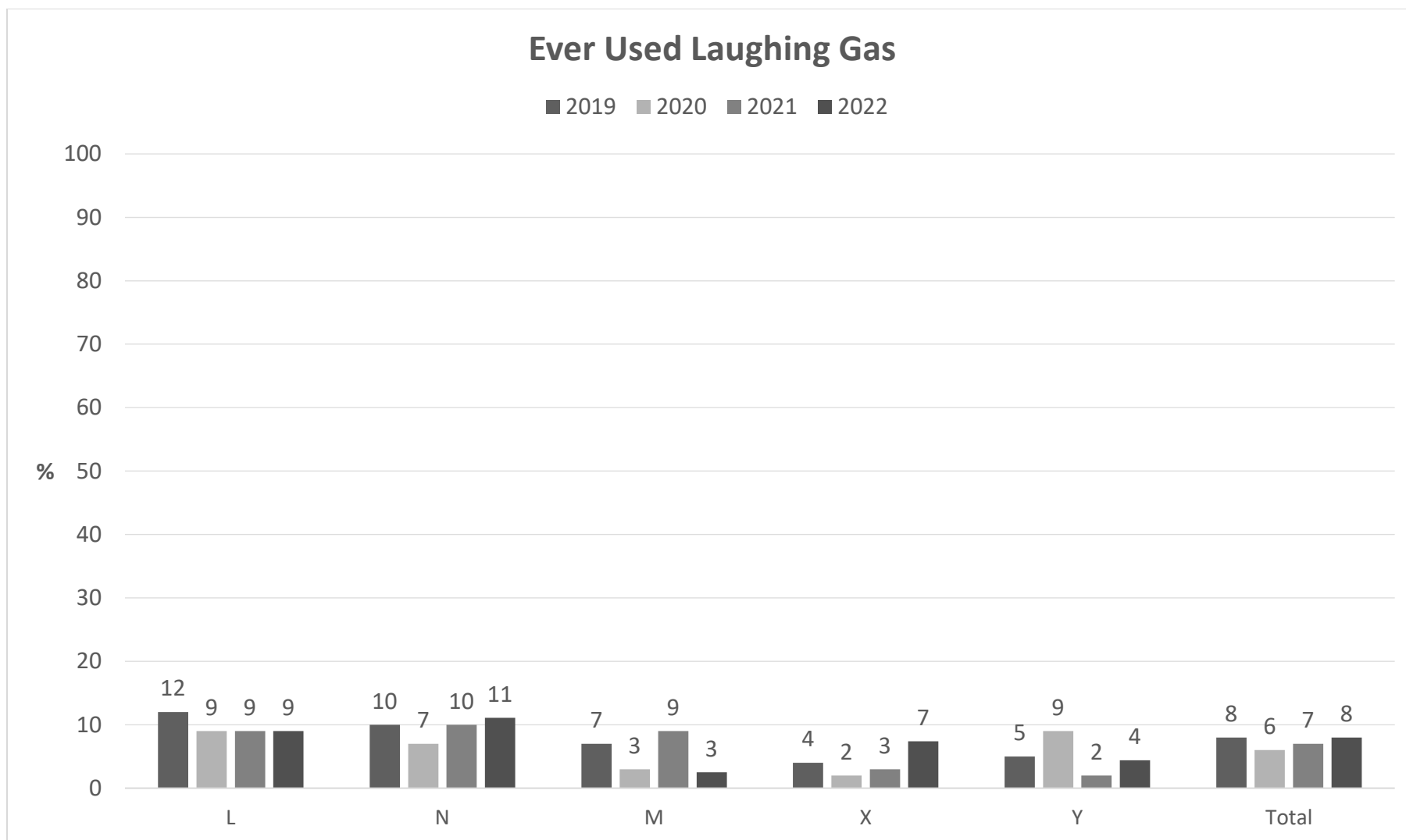


Figure 23. Frequency of students who have ever used laughing gas

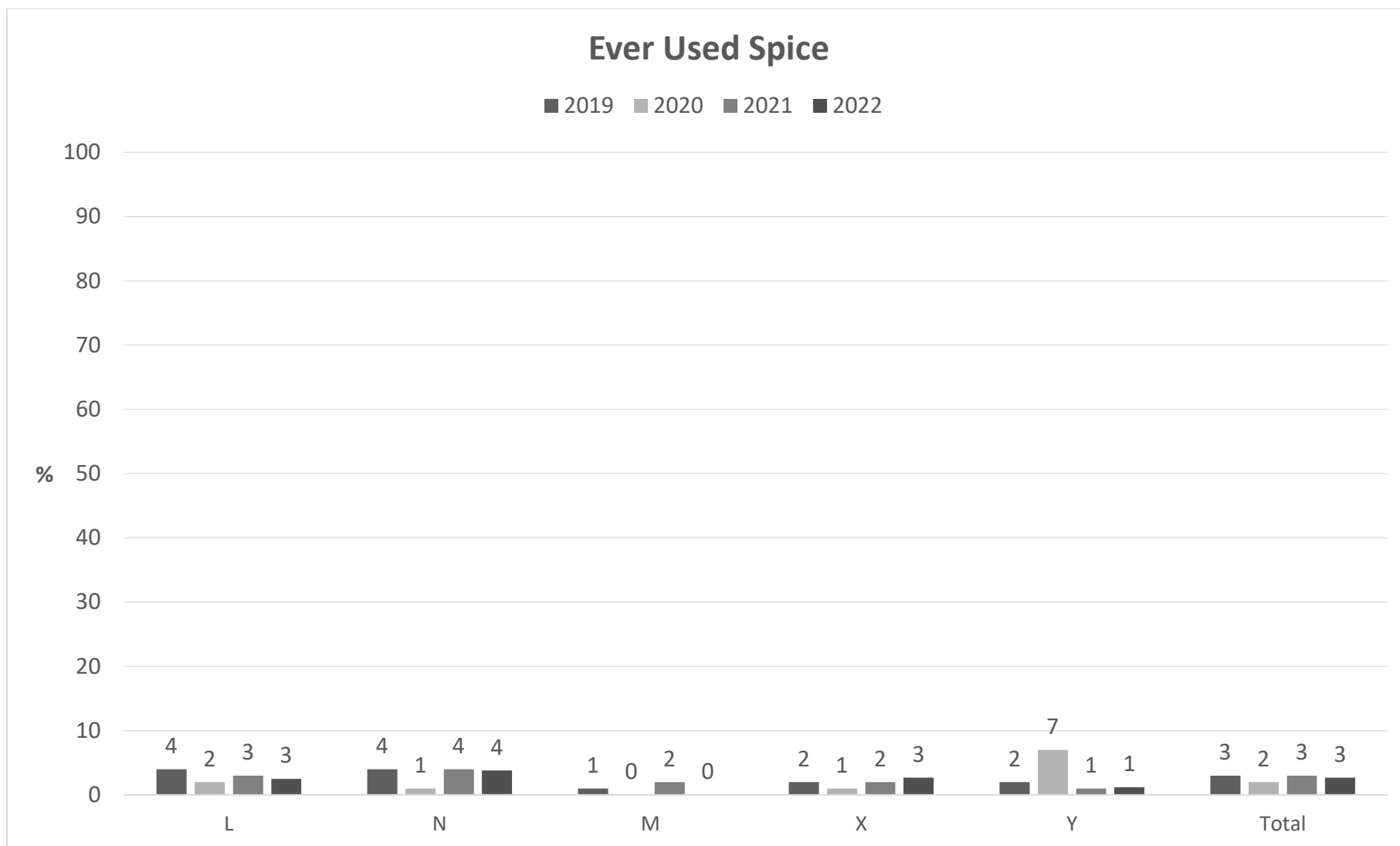


Figure 24. Frequency of students who have ever used spice

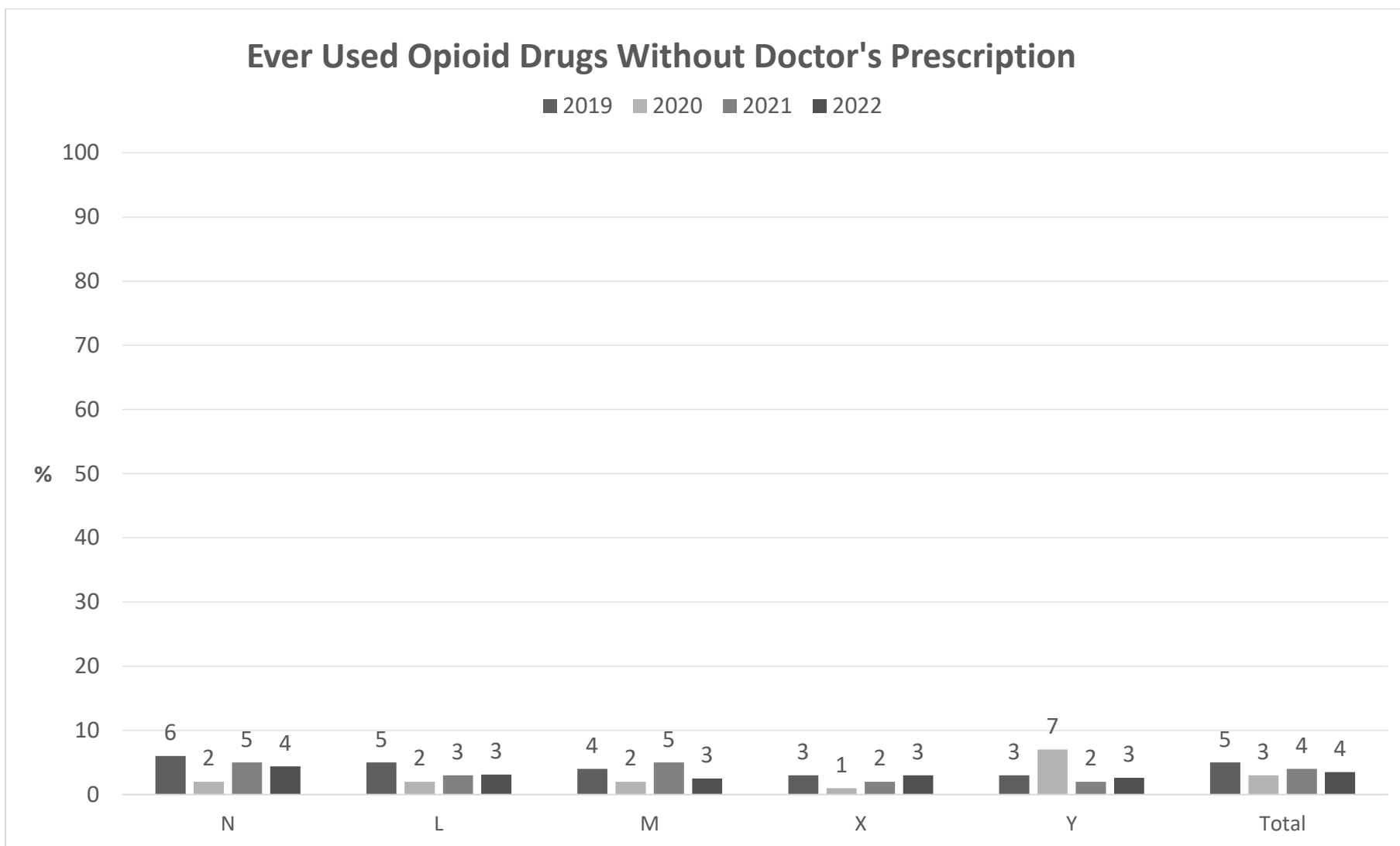


Figure 25. Frequency of students who have ever used opioids without a doctor's prescription

Table 4. Frequency of students who were 13 years old or younger when they tried the following substances for the first time:

	Alcohol	Got drunk	Smoked cigarettes	Used e-cigarettes	Cannabis
M (%)					
2019	19	11	18	15	15
2020	10	1	7	8	3
2021	22	8	10	13	8
2022	18	10	6	13	3
L (%)					
2019	21	9	14	12	9
2020	19	2	8	6	3
2021	23	8	10	9	7
2022	16	5	7	8	6
N (%)					
2019	23	8	12	9	10
2020	18	2	6	5	4
2021	24	7	15	14	9
2022	16	3	10	9	7
X (%)					
2019	13	6	15	10	6
2020	9	2	10	4	2
2021	10	4	10	8	4
2022	10	3	8	8	3
Y (%)					
2019	12	7	12	6	5
2020	14	10	16	14	8
2021	9	3	5	8	3
2022	14	4	11	9	4
Total (%)					

2019	19	8	13	9	9
2020	15	4	9	7	4
2021	18	6	11	11	7
2022	14	4	9	9	5

Section 2: Risk and protective factors
Results: Parents/Caregivers

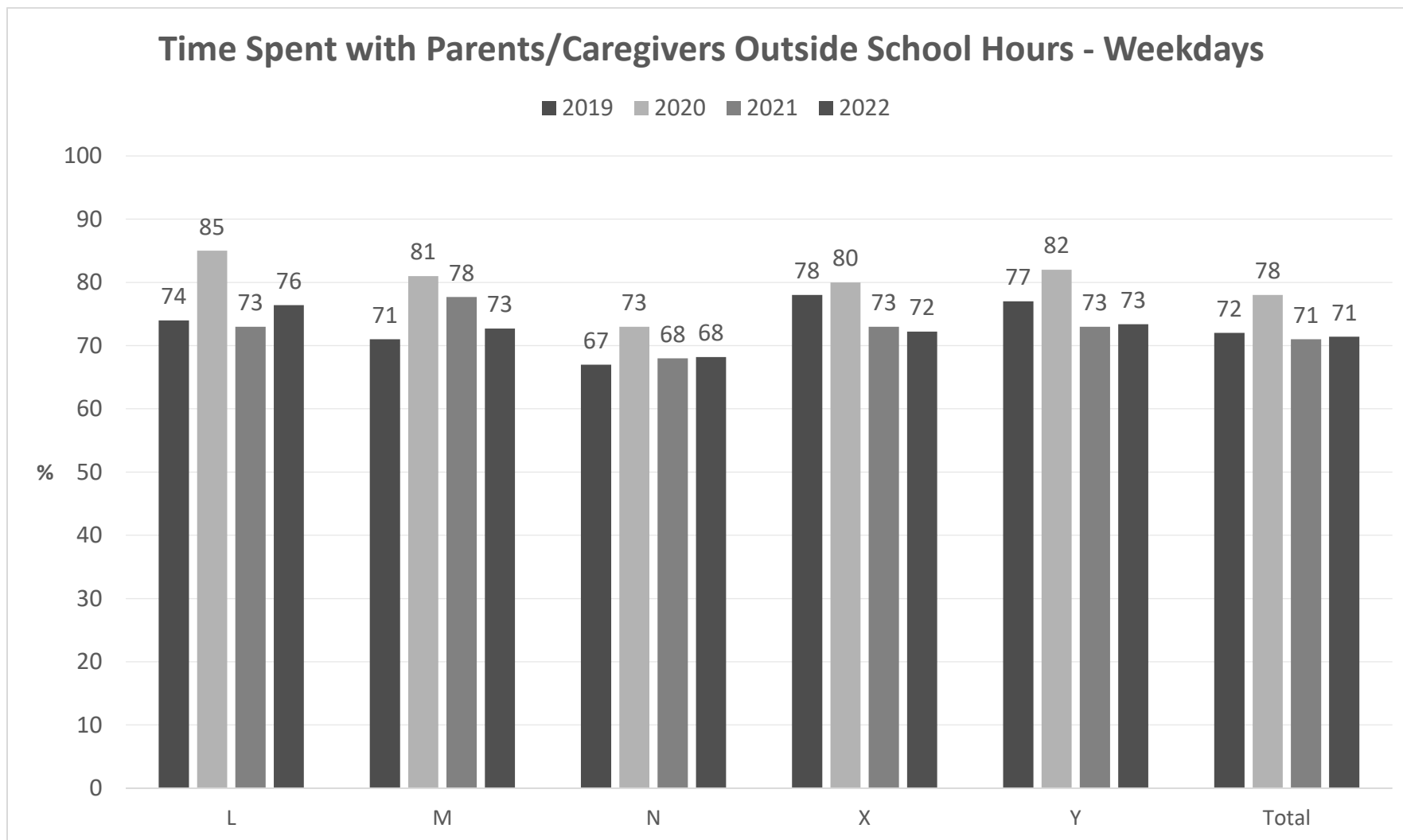


Figure 26. Time spent with parents/caregivers outside school hours on weekdays – “Often” + “Almost Always”

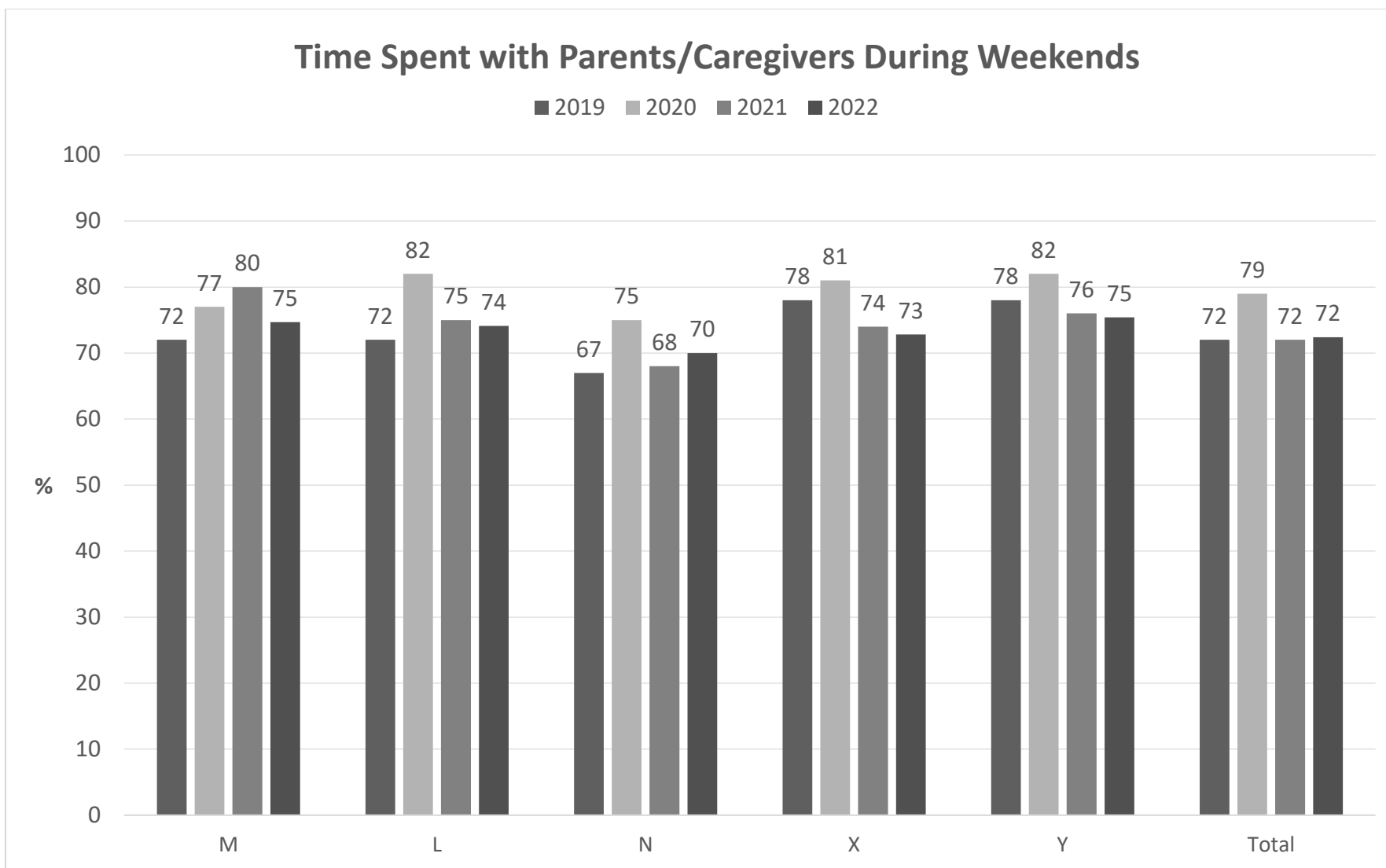


Figure 27. Time spent with parents/caregivers on weekends- “Often” + “Almost Always”

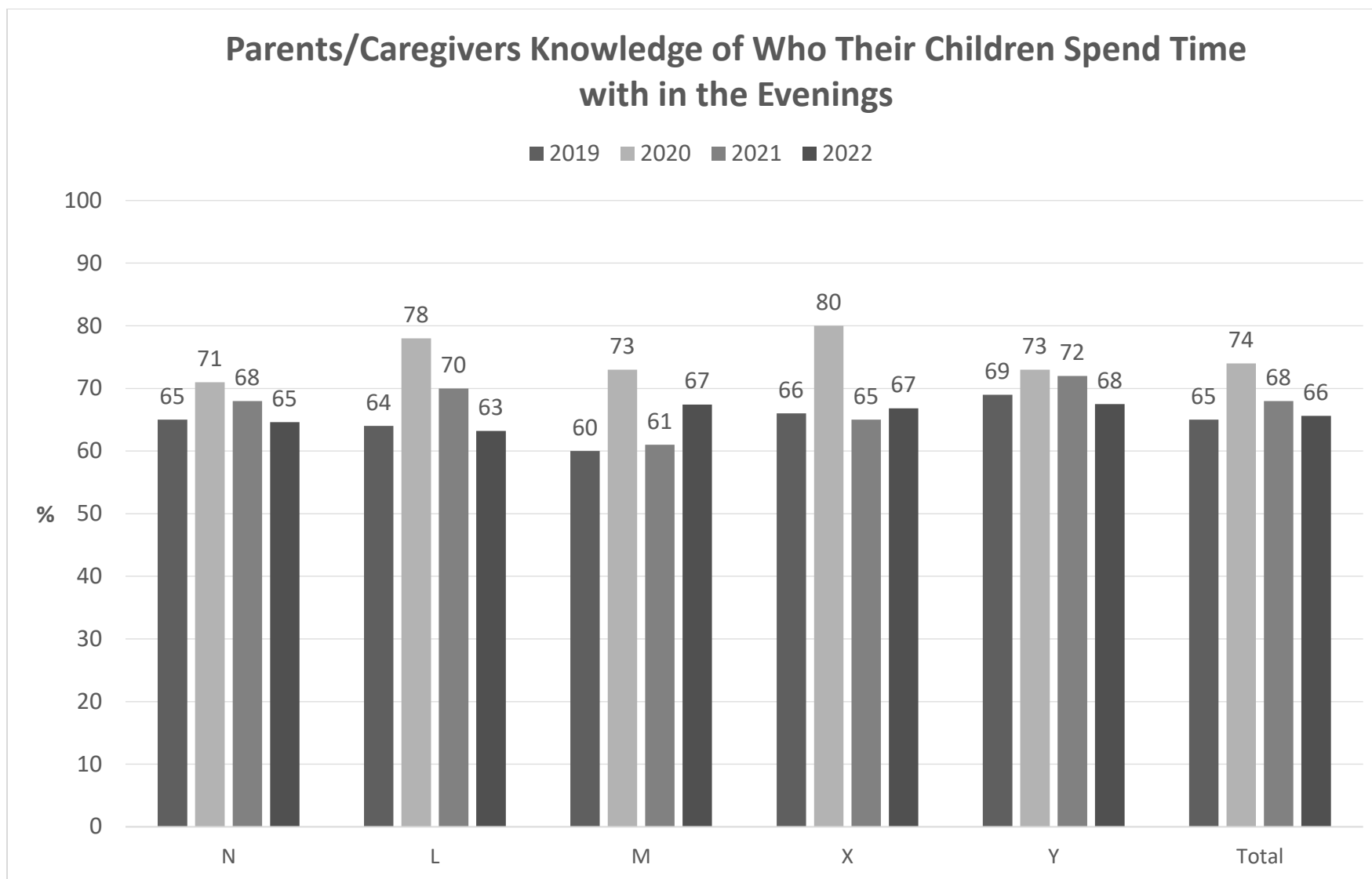


Figure 28. Parents/caregivers know whom I am with in the evenings – “Applies very well to me”

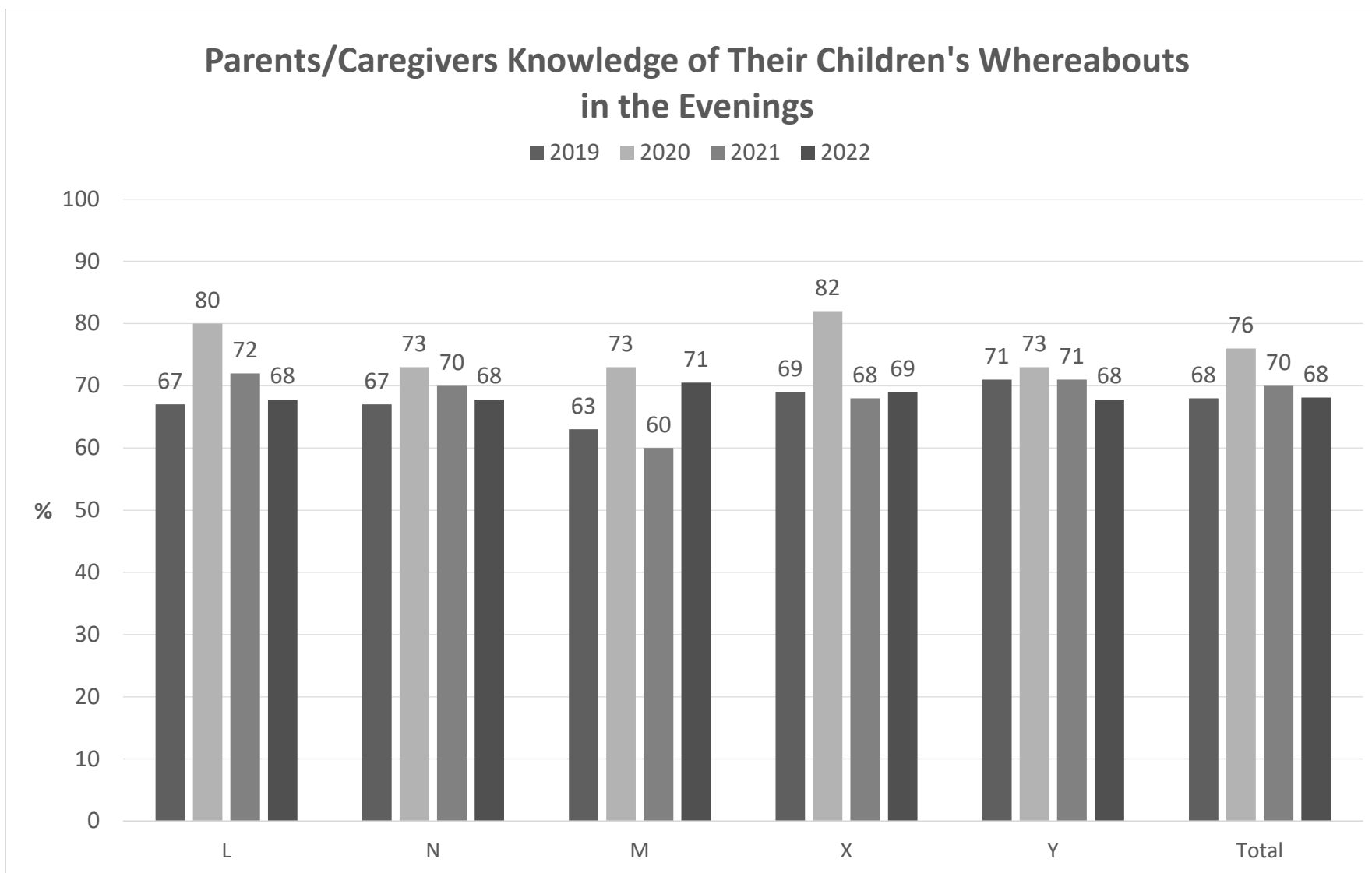


Figure 29. Parents/caregivers knowledge of student location in the evenings – “Applies very well to me”

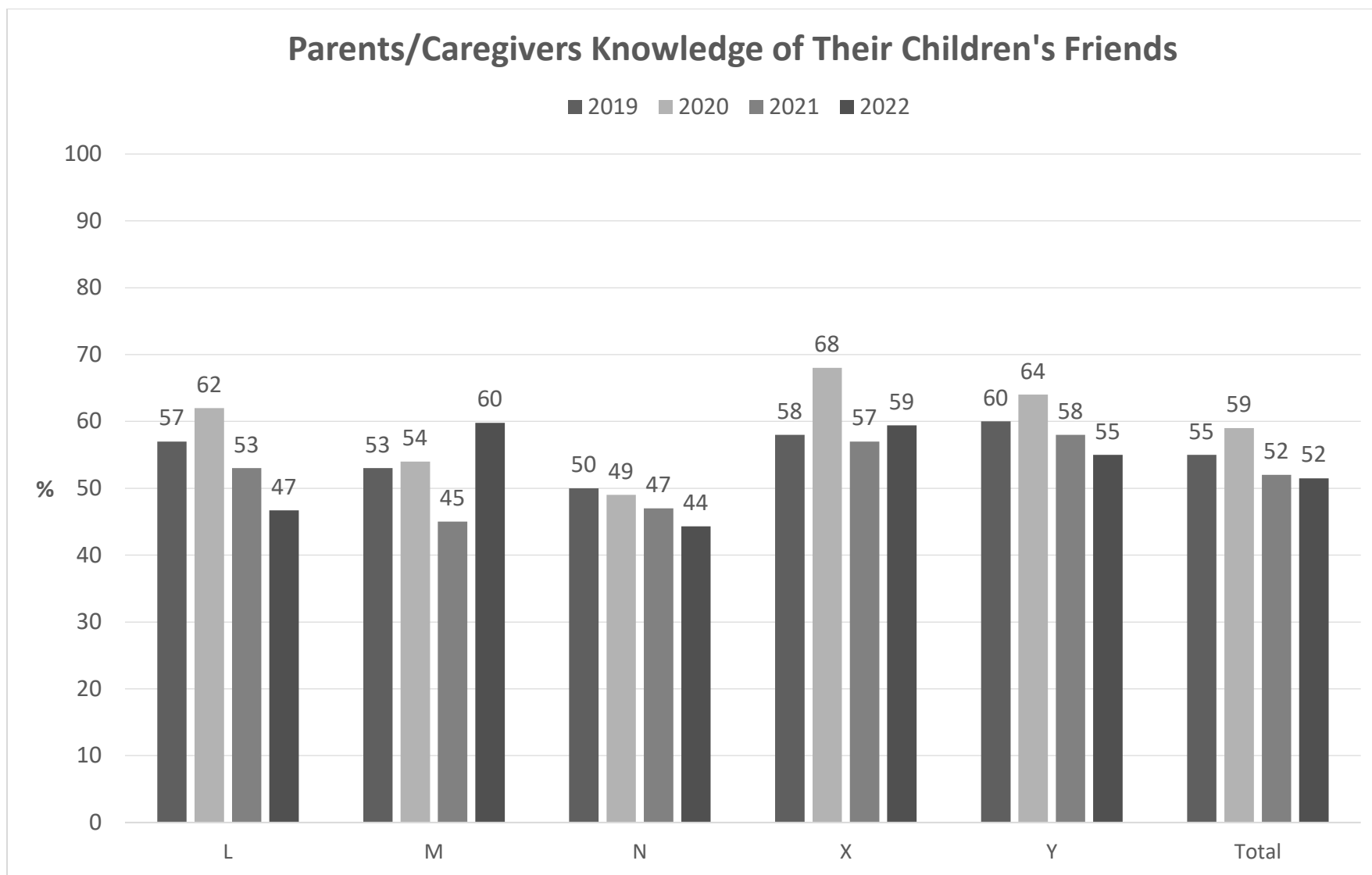


Figure 30. Parents/caregivers knowledge of students' friends – "Applies very well to me"

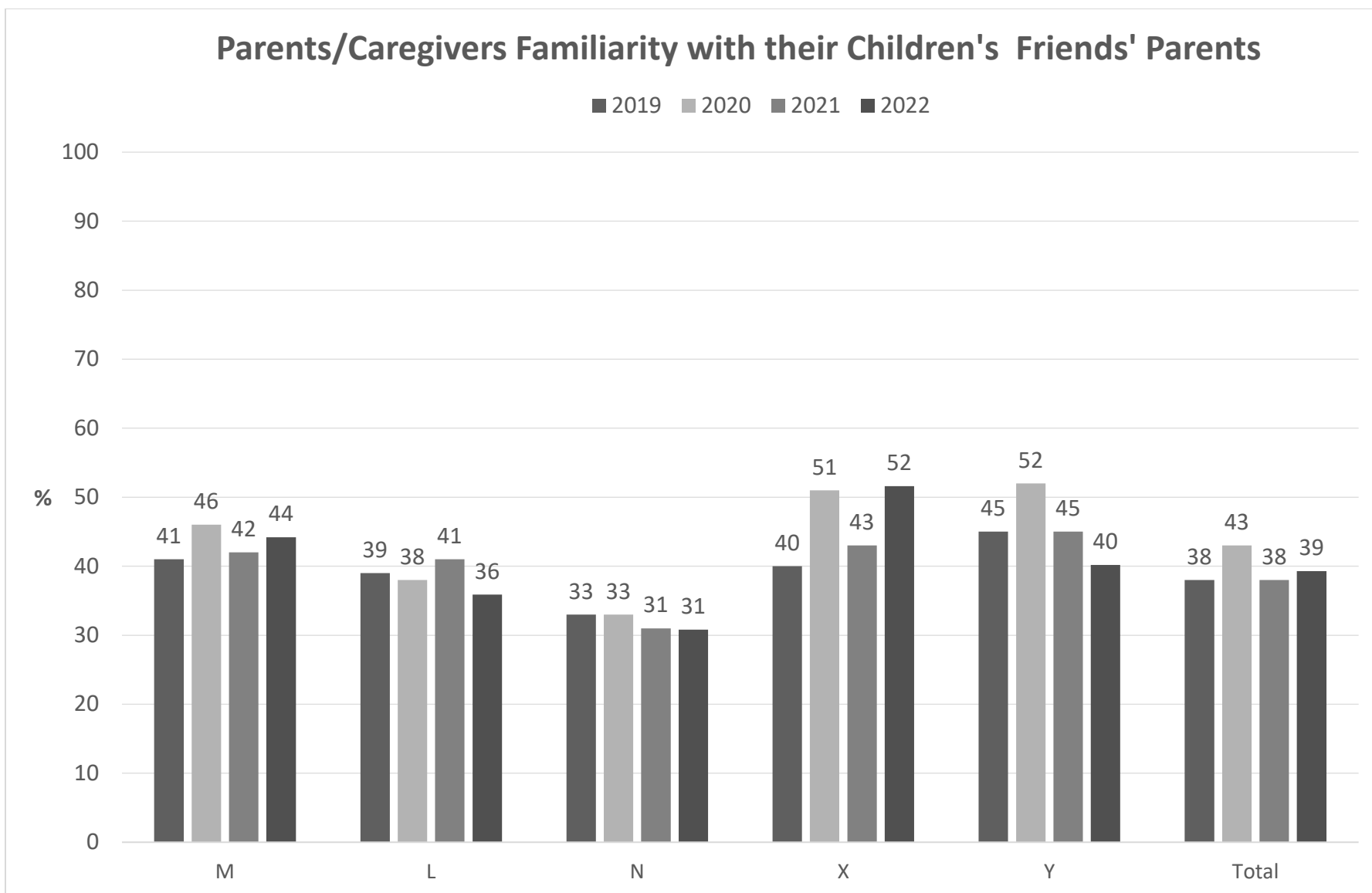


Figure 31. Parent/Caregivers familiarity with students' friends' parents – “Applies very well to me”

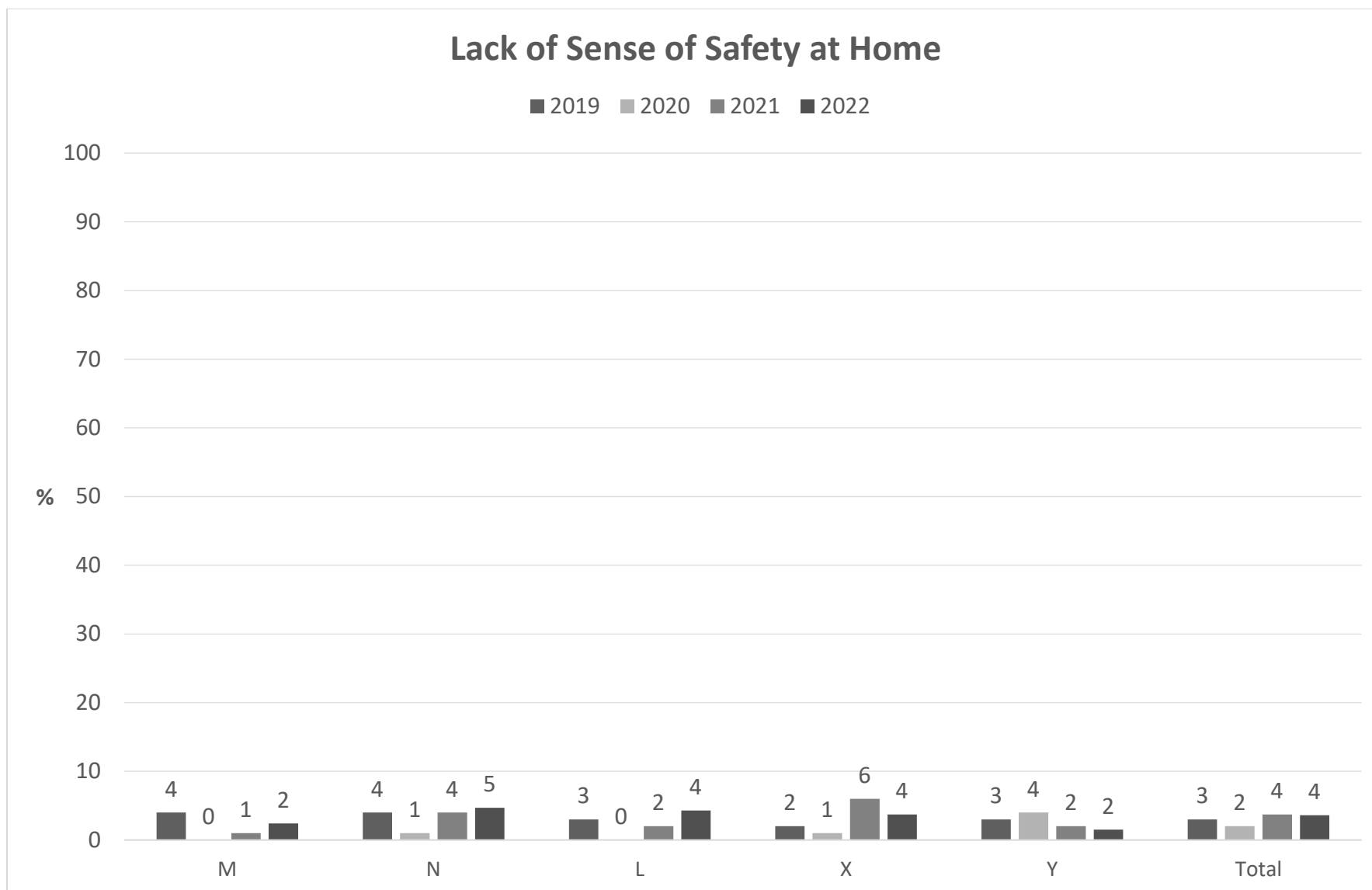


Figure 32. Student feelings of safety at home – “Almost Never” + “Rarely”

Table 5. Do Any of the Following People Smoke Tobacco on a Daily Basis? (%)

	Father	Mother
M (%)		
2019	32	47
2020	16	36
2021	27	39
2022	25	32
L (%)		
2019	27	30
2020	17	19
2021	23	24
2022	21	21
N (%)		
2019	29	31
2020	21	22
2021	25	27
2022	26	28
X (%)		
2019	31	38
2020	28	35
2021	27	35
2022	27	30
Y (%)		
2019	32	32
2020	27	28
2021	26	29
2022	28	26
Total (%)		
2019	30	33
2020	23	27
2021	25	29
2022	26	27

Table 6. Do Any of the Following People Get Drunk at least on a Weekly Basis? (%)

	Father	Mother
M (%)		
2019	8	9
2020	1	1
2021	8	8
2022	2	2
L (%)		
2019	10	3
2020	3	1
2021	8	4
2022	5	3
N (%)		
2019	10	4
2020	6	2
2021	9	6
2022	8	5
X (%)		
2019	5	2
2020	5	1
2021	7	3
2022	5	3
Y (%)		
2019	6	3
2020	4	2
2021	3	2
2022	3	3
Total (%)		
2019	8	4
2020	5	2
2021	7	4
2022	6	4

Table 7. Do any of the following people use marijuana at least once per week? (%)

	Father	Mother
M (%)		
2019	7	6
2020	1	0
2021	9	5
2022	2	2
L (%)		
2019	4	3
2020	1	3
2021	3	4
2022	2	2
N (%)		
2019	6	5
2020	2	1
2021	6	6
2022	6	4
X (%)		
2019	4	3
2020	3	2
2021	3	4
2022	5	3
Y (%)		
2019	4	3
2020	5	1
2021	4	2
2022	2	2
Total (%)		
2019	5	4
2020	3	1
2021	5	5
2022	4	3

Table 8. How do you think your parents would react if you did any of the following? (They would not care) (%)

	Smoked Cigarettes	Became Drunk	Smoked Marijuana/ Cannabis	Used E-cigarettes or Vaping Devices	Used snuff, chewing tobacco or other tobacco inserted into the mouth
M (%)					
2019	7	7	3	7	6
2020	0	1	0	1	3
2021	4	8	10	10	4
2022	2	7	5	7	7
L (%)					
2019	5	9	6	8	9
2020	1	5	3	3	3
2021	2	5	5	5	4
2022	1	2	2	2	1
N (%)					
2019	6	7	10	8	6
2020	1	3	3	2	2
2021	3	5	7	5	2
2022	3	4	5	5	3
X (%)					
2019	4	3	3	6	5
2020	1	1	2	3	2
2021	2	4	2	4	3
2022	3	4	3	5	4
Y (%)					
2019	3	8	2	5	5
2020	2	3	3	5	4
2021	3	3	3	5	4
2022	3	2	3	5	4
Total (%)					
2019	5	6	6	7	6
2020	1	3	3	3	3
2021	3	5	5	5	3
2022	3	4	4	5	3

Results: Peer group

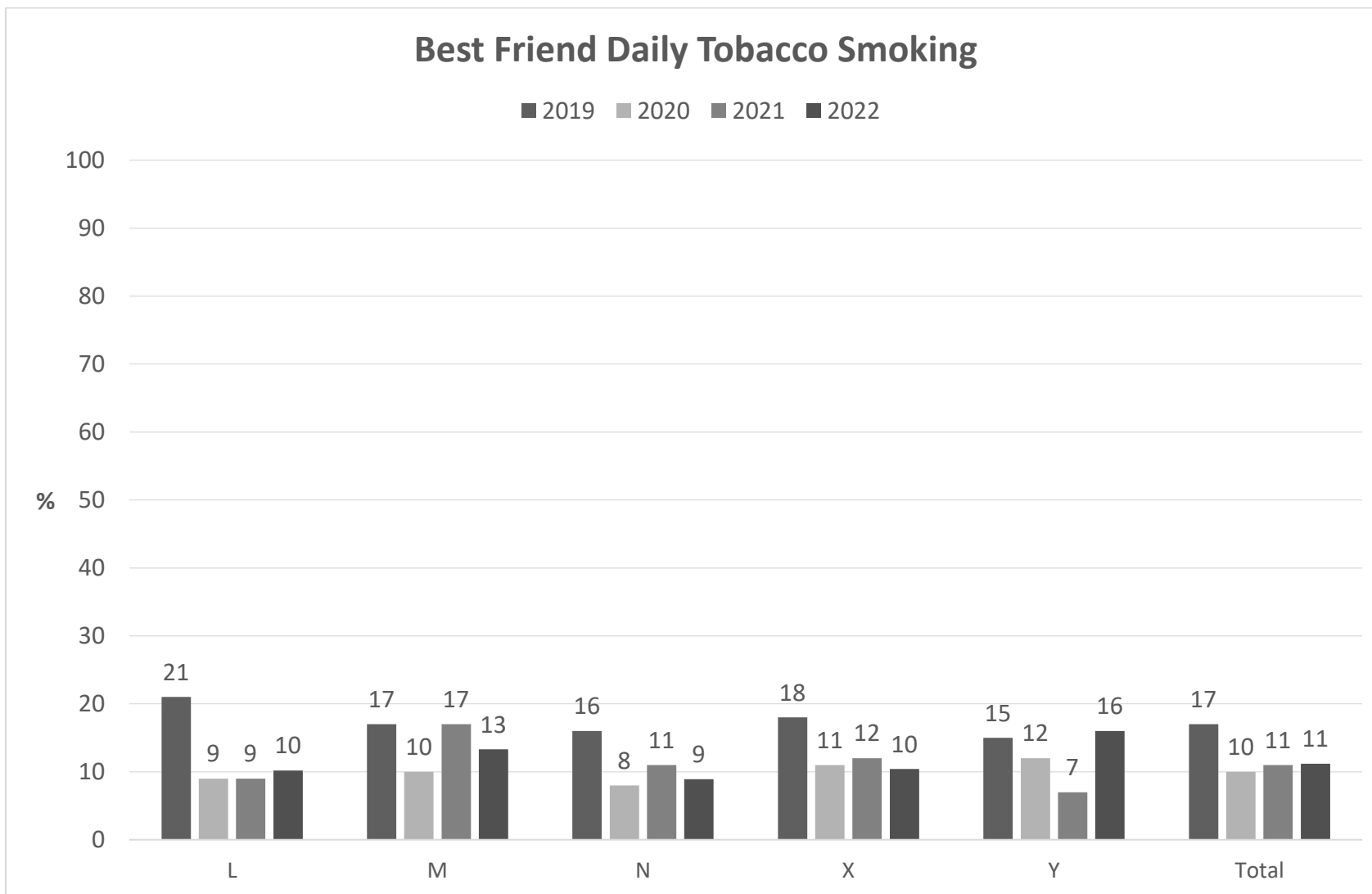


Figure 33. Best Friend Smokes Tobacco on a Daily Basis – “yes”

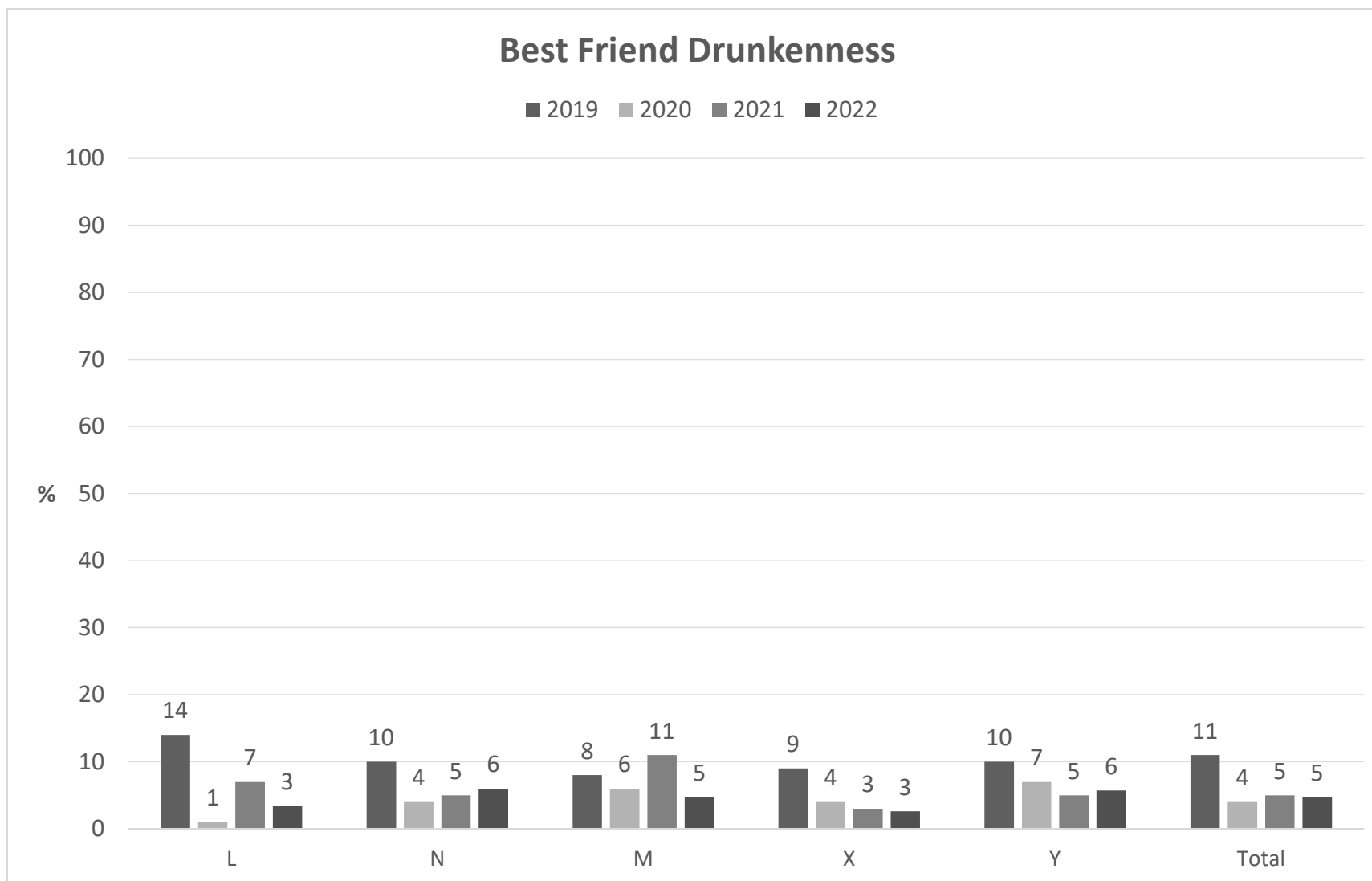


Figure 34. Best Friend Gets Drunk on a Weekly Basis – “yes”

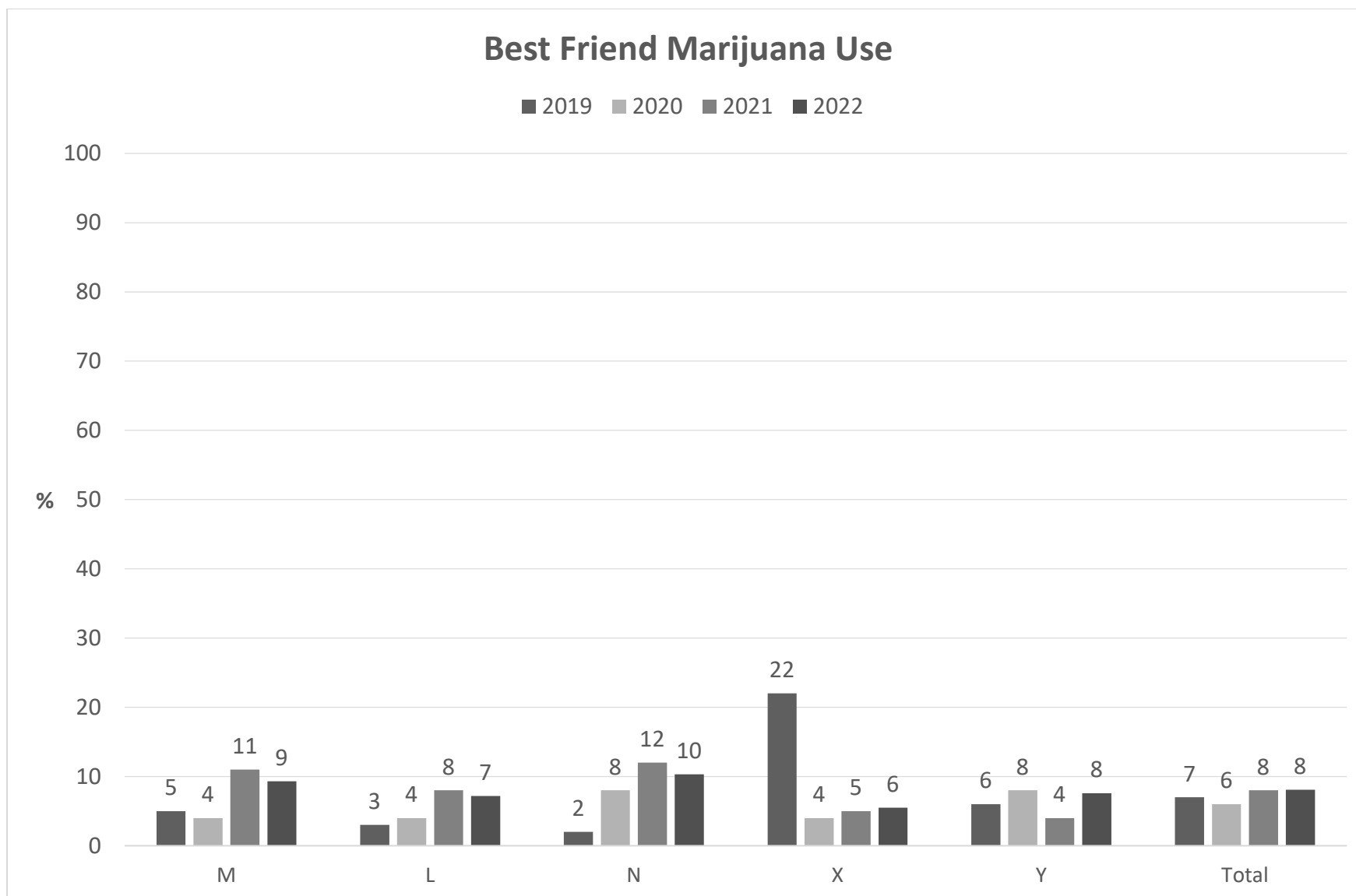


Figure 35. Best Friend Smokes Marijuana on a Weekly Basis – “yes”

Table 9. Friends' substance use and delinquent behaviors ("Most" + "All") (%)

	Smoke cigarettes	Drink alcoholic beverages	Get drunk at least once a week	Smoke marijuana	Get bad grades in school	Skip classes or school	Get in trouble at school
M (%)							
2019	4	7	2	6	4	1	4
2020	6	4	3	4	10	4	6
2021	8	10	10	15	10	10	7
2022	0	7	4	8	12	4	7
L (%)							
2019	9	23	11	15	8	6	6
2020	2	15	4	6	7	2	2
2021	6	13	7	10	9	6	9
2022	1	4	4	9	12	6	7
N (%)							
2019	7	15	9	16	8	8	8
2020	4	7	4	10	8	3	4
2021	5	9	5	13	9	11	7
2022	7	11	6	13	11	12	10
X (%)							
2019	11	12	8	12	10	9	8
2020	4	4	1	6	4	2	2
2021	5	7	4	6	7	5	5
2022	5	4	3	5	7	6	6
Y (%)							
2019	8	11	8	11	6	7	5
2020	7	9	6	8	6	7	6
2021	4	11	6	6	3	3	3
2022	4	6	3	5	5	3	5
Total (%)							
2019	8	15	9	14	8	8	7

2020	5	7	3	8	7	4	4
2021	5	10	6	10	8	8	6
2022	5	7	4	8	9	7	7

Table 10. Perceived peer respect for the following activities – (“Increases Respect a lot” + “Increases Respect Somewhat”) (%)

	Do well in school	“Skip” or cut classes	Do well in sports	Drink alcohol	Smoke cigarettes	Smoke marijuana	Be against the rules of adults	Steal from shops
M (%)								
2019	63	10	70	11	11	12	15	9
2020	61	12	66	7	4	7	10	3
2021	57	12	61	11	8	15	14	6
2022	63	10	62	9	9	8	12	6
L (%)								
2019	61	9	63	17	7	12	13	7
2020	60	5	68	8	2	4	7	3
2021	58	9	59	11	8	11	14	6
2022	69	16	60	13	11	12	18	10
N (%)								
2019	60	11	50	11	9	13	13	8
2020	66	5	57	6	5	6	7	4
2021	60	10	53	8	5	8	9	5
2022	57	13	49	11	10	13	14	9
X (%)								
2019	63	12	59	11	11	12	12	9
2020	69	7	52	7	5	7	6	3
2021	69	14	61	13	13	13	16	11
2022	66	14	59	11	10	11	13	10
Y (%)								
2019	63	10	56	10	9	12	12	8
2020	68	7	58	8	6	7	9	5
2021	73	8	61	8	7	7	9	4
2022	64	8	59	11	9	10	10	5
Total (%)								
2019	61	11	56	12	9	12	13	8

2020	66	6	58	7	5	6	8	4
2021	63	11	57	10	8	10	12	7
2022	62	12	56	11	10	11	13	9

Results: School

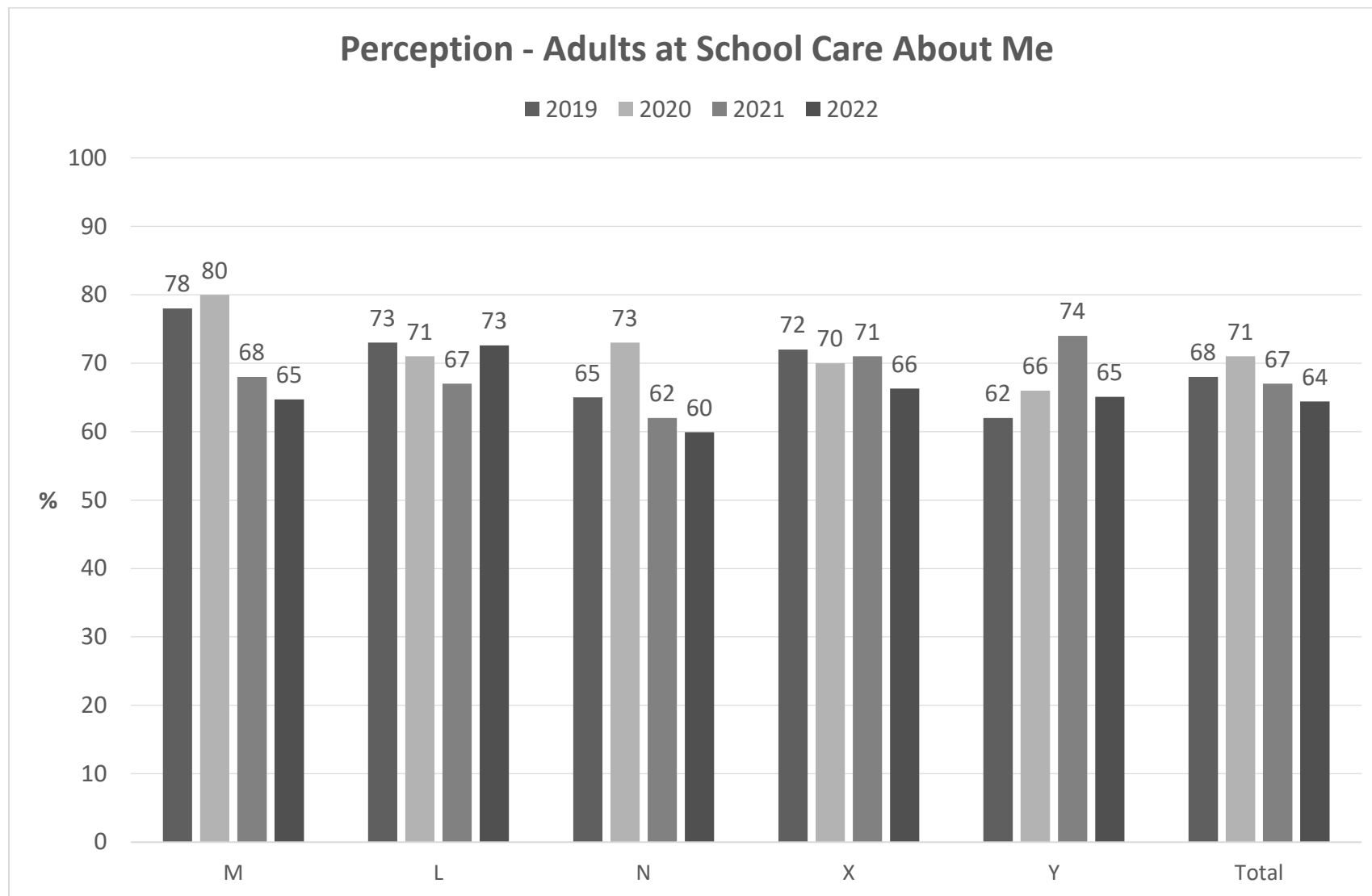


Figure 36. Perception that adults at my school care about me – “Strongly Agree” + “Somewhat Agree”

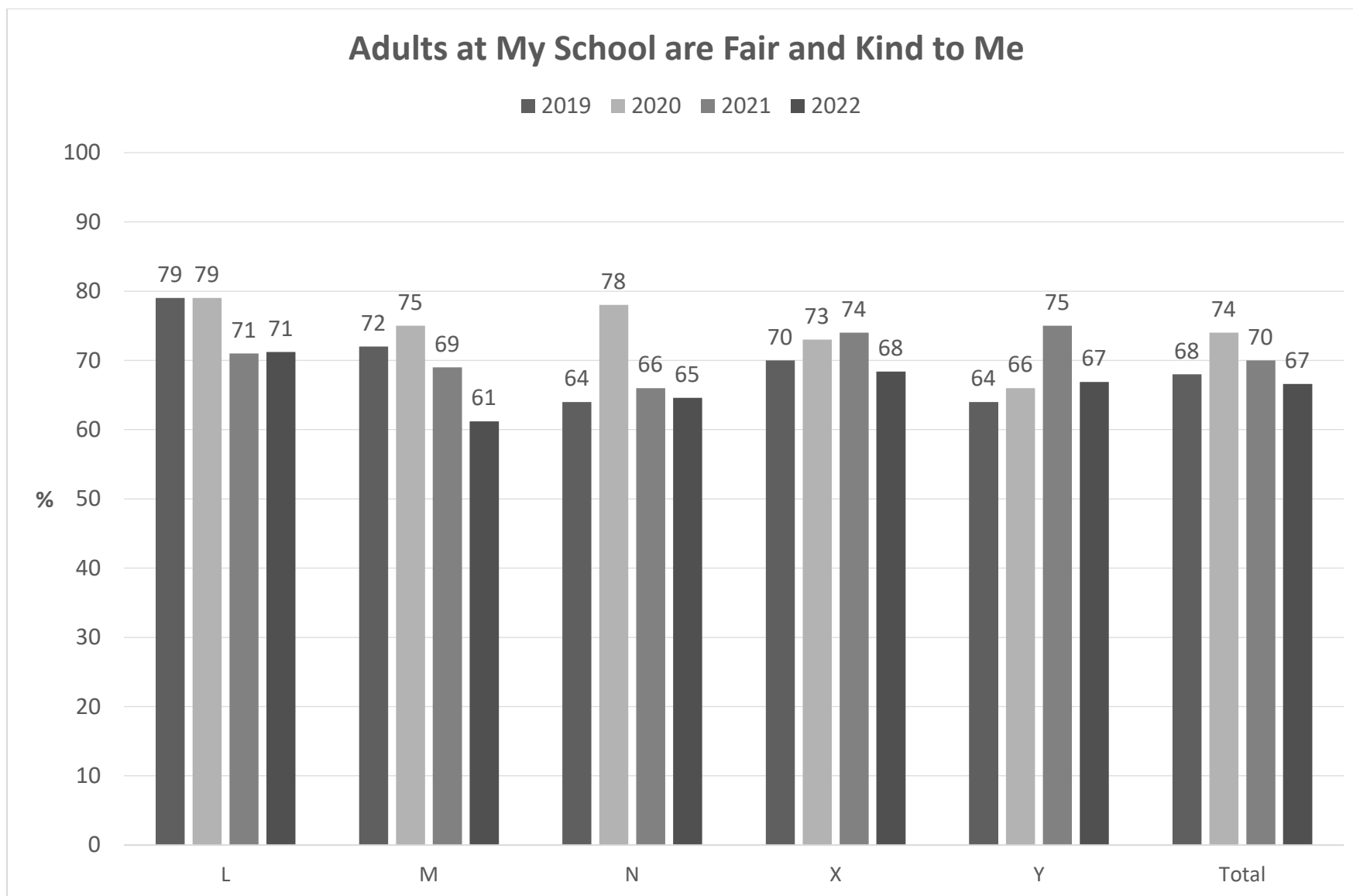


Figure 37. The adults at my school are fair and kind to me – “Strongly Agree” + “Somewhat Agree”

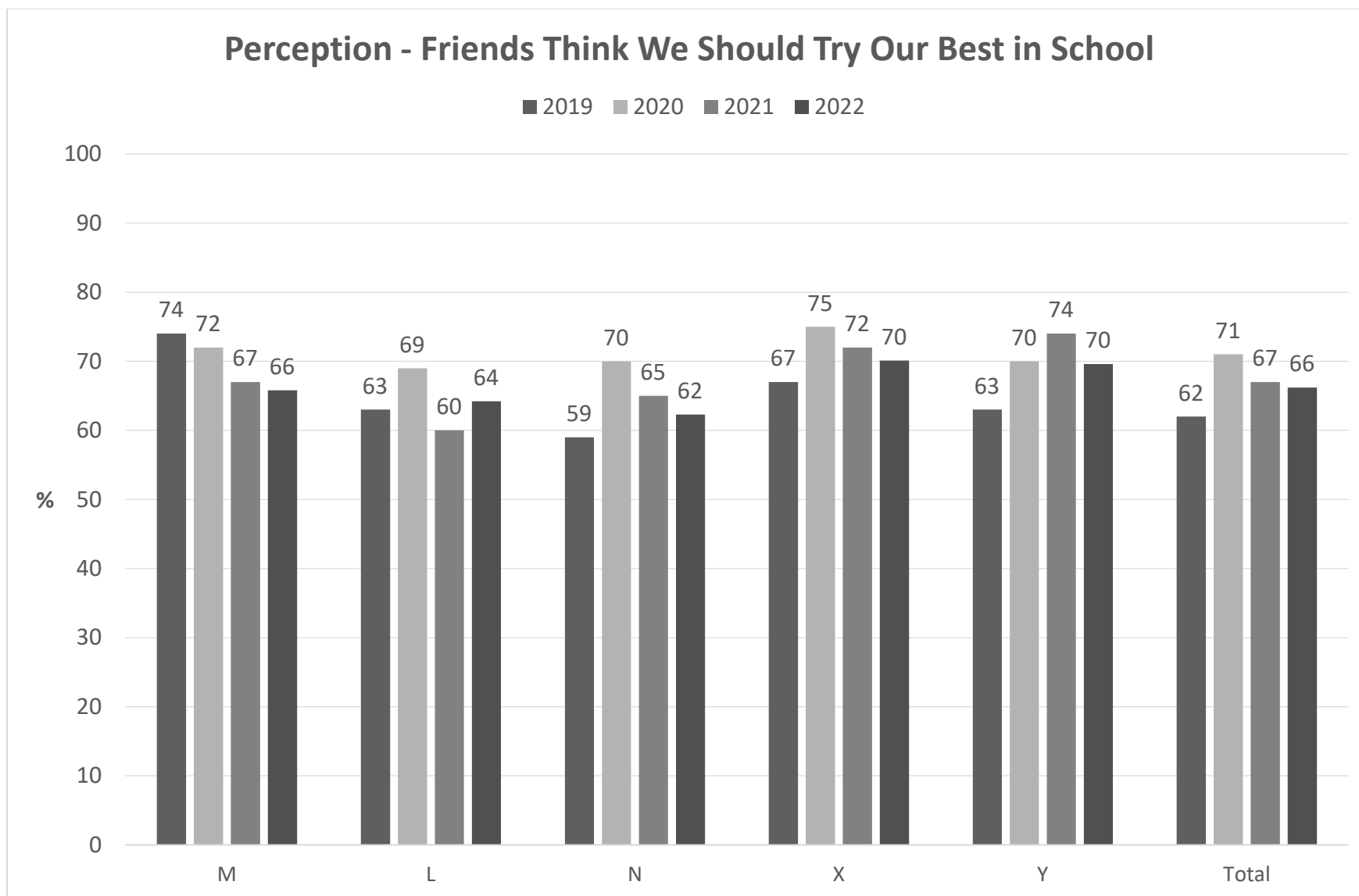


Figure 38. My friends think we should try our best in school – “Strongly Agree” + “Somewhat Agree”

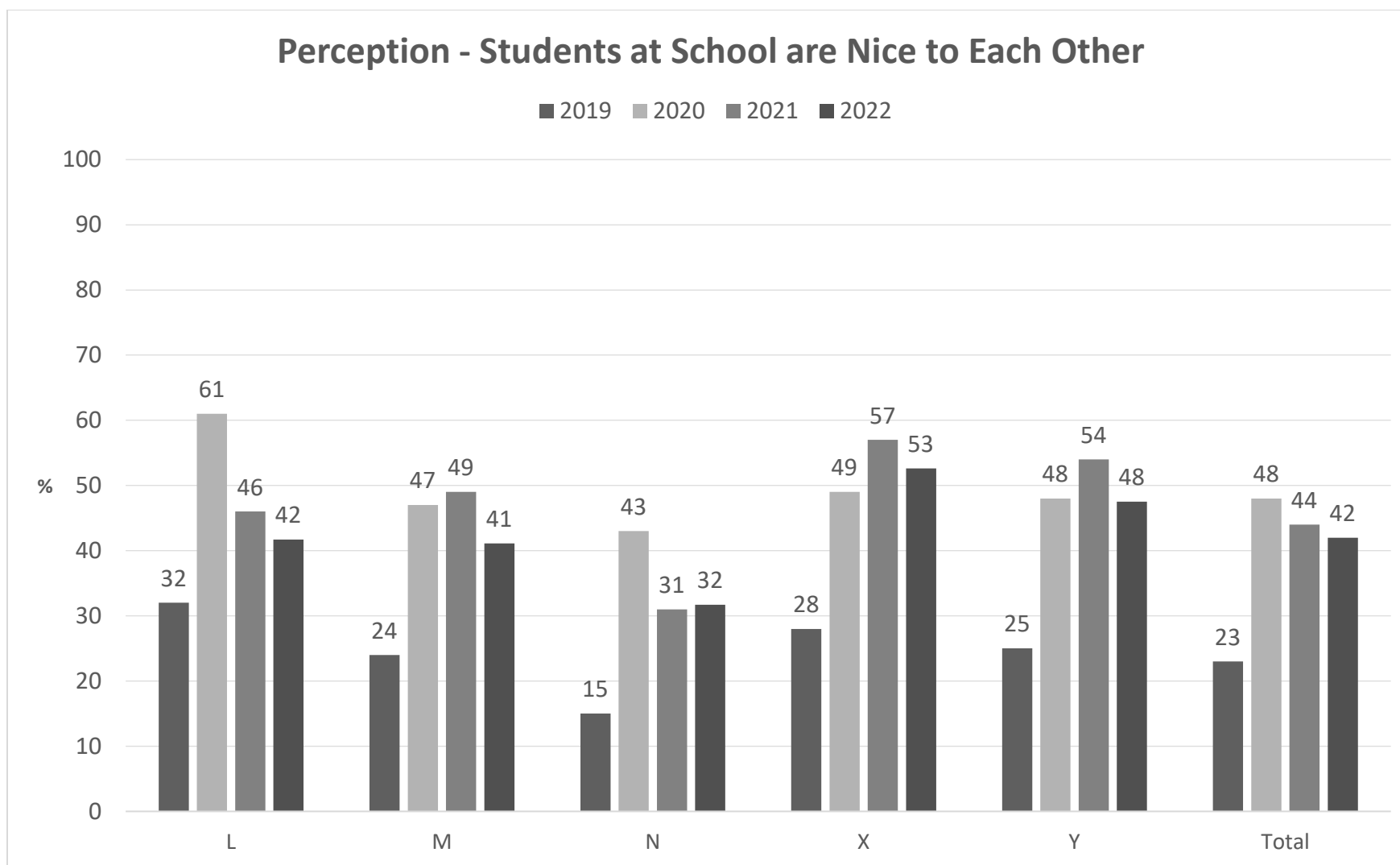


Figure 39. The students at my school are nice to each other – “Strongly Agree” + “Somewhat Agree”

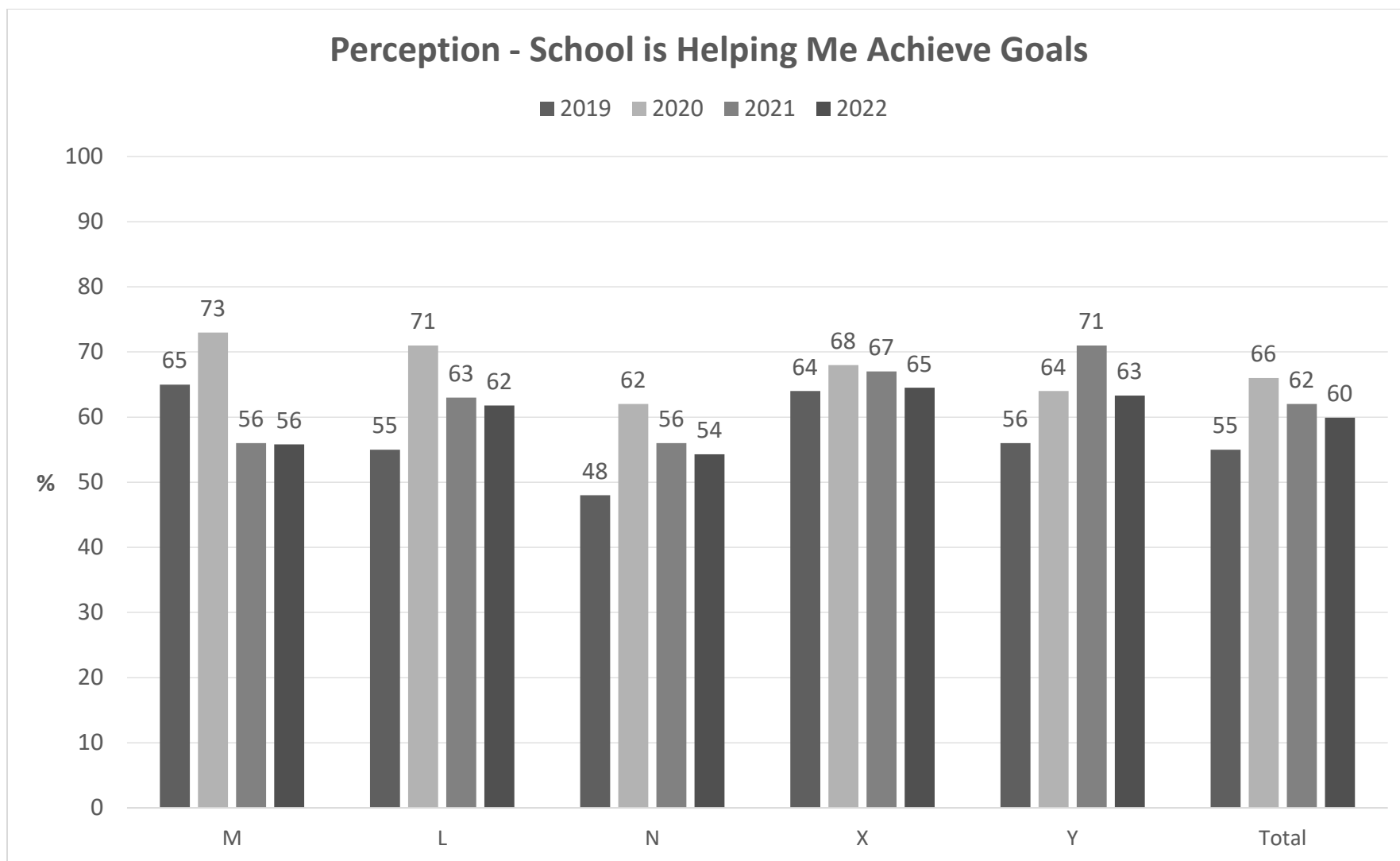


Figure 40. My school is helping me achieve goals that matter to me – “Strongly Agree” + “Somewhat Agree”

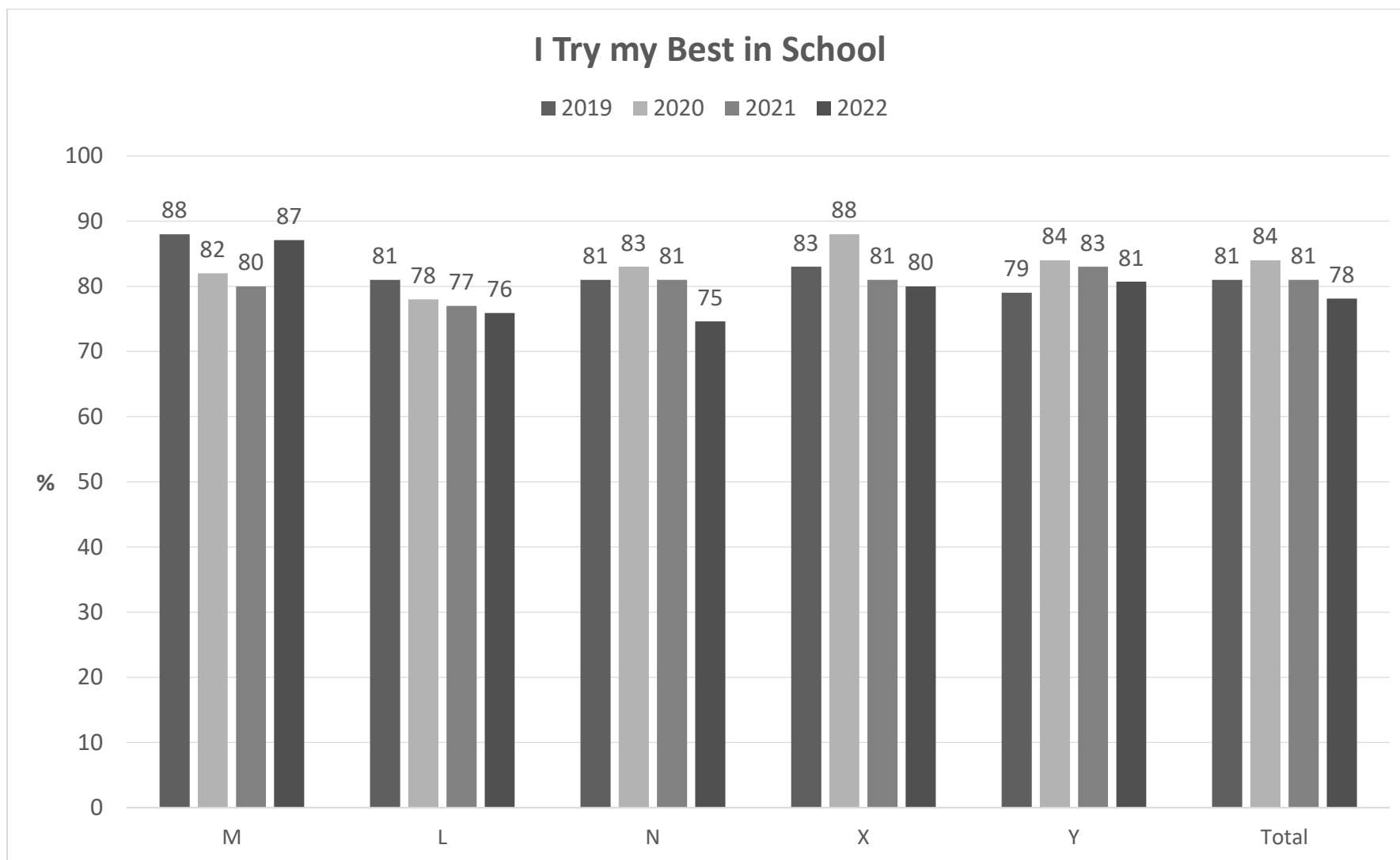


Figure 41. I try my best in school – “Strongly Agree” + “Somewhat Agree”

Table 11. Attitude to school and studies? (“Applies Almost Always to Me” + “Applies Often to Me”) (%)

	I find school pointless	I am bored at school	I feel I do not put enough effort into my schoolwork	I find schoolwork too difficult	I feel bad at school	I want to change schools	I do not get along with my teachers
M (%)							
2019	15	25	12	16	15	11	7
2020	14	34	17	24	13	10	8
2021	13	36	11	20	20	17	15
2022	17	41	9	20	31	25	15
L (%)							
2019	27	50	19	24	21	18	10
2020	17	45	18	21	28	11	5
2021	23	49	20	21	26	15	9
2022	24	47	25	26	33	15	13
N (%)							
2019	24	48	17	25	30	25	14
2020	18	43	17	22	23	11	6
2021	19	48	17	19	24	14	10
2022	26	53	21	23	26	15	14
X (%)							
2019	22	40	14	24	23	21	13
2020	14	32	13	28	20	14	7
2021	15	37	12	18	17	14	8
2022	18	41	15	23	24	14	11
Y (%)							
2019	23	45	15	24	25	23	15
2020	15	36	9	26	21	11	7
2021	15	34	11	14	19	9	7
2022	17	45	16	21	23	19	10
Total (%)							
2019	24	45	16	24	27	22	13
2020	16	38	14	24	22	11	7
2021	18	43	15	18	22	13	9
2022	21	47	18	23	26	16	12

Table 12. “School absenteeism in last 30 days (1+ days)” (%)

	Because of illness	Because you “skipped” or “cut” classes
M (%)		
2019	66	16
2020	32	24
2021	65	25
2022	68	25
L (%)		
2019	64	27
2020	38	12
2021	65	20
2022	72	23
N (%)		
2019	61	20
2020	36	10
2021	68	19
2022	76	20
X (%)		
2019	70	22
2020	29	8
2021	73	23
2022	79	24
Y (%)		
2019	69	29
2020	32	17
2021	76	29
2022	71	20
Total (%)		
2019	65	23
2020	34	12
2021	70	22
2022	75	22

Results: Leisure time

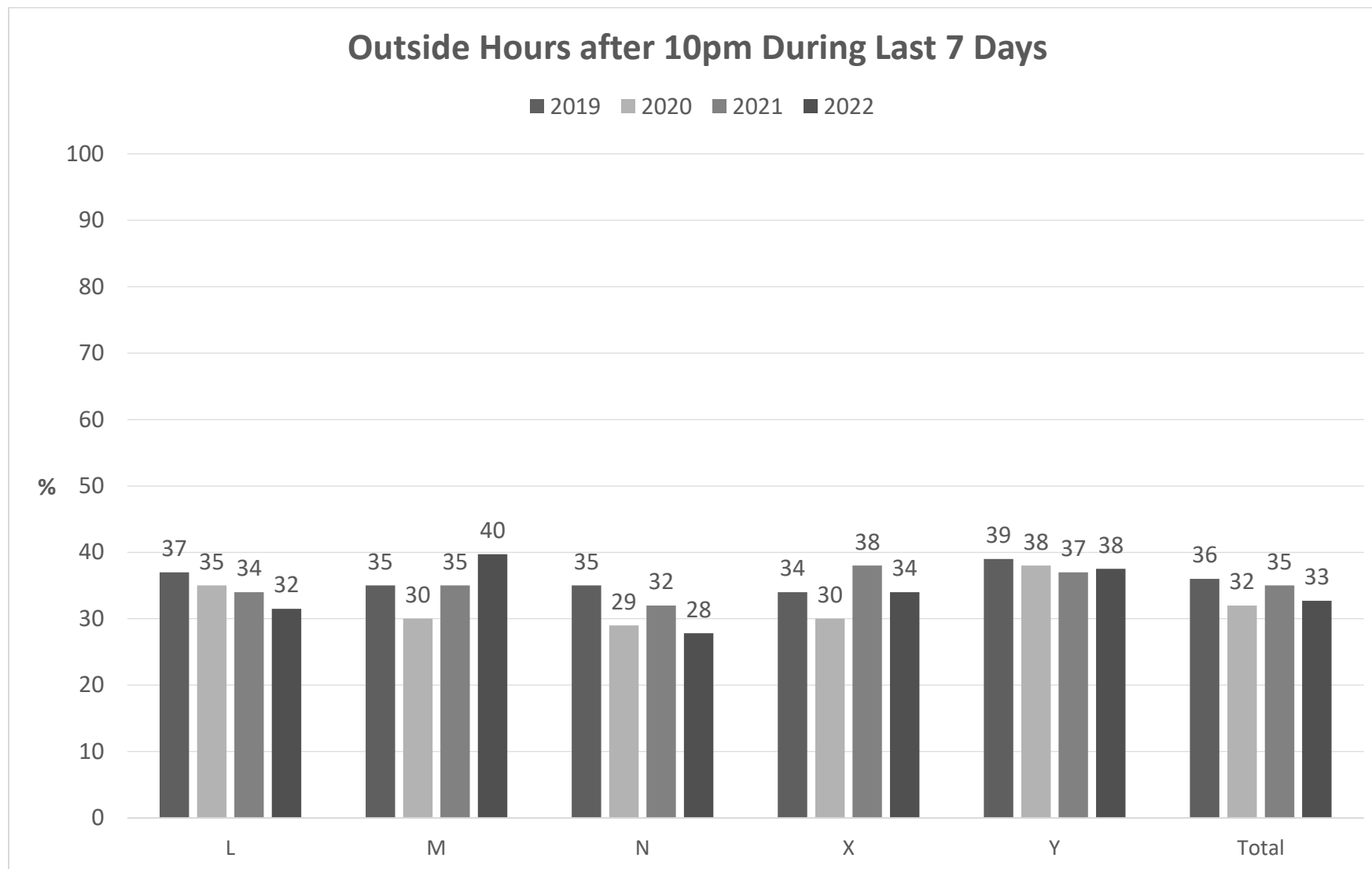


Figure 42. Outside after 10pm in the last 7 days - “at least twice a week”

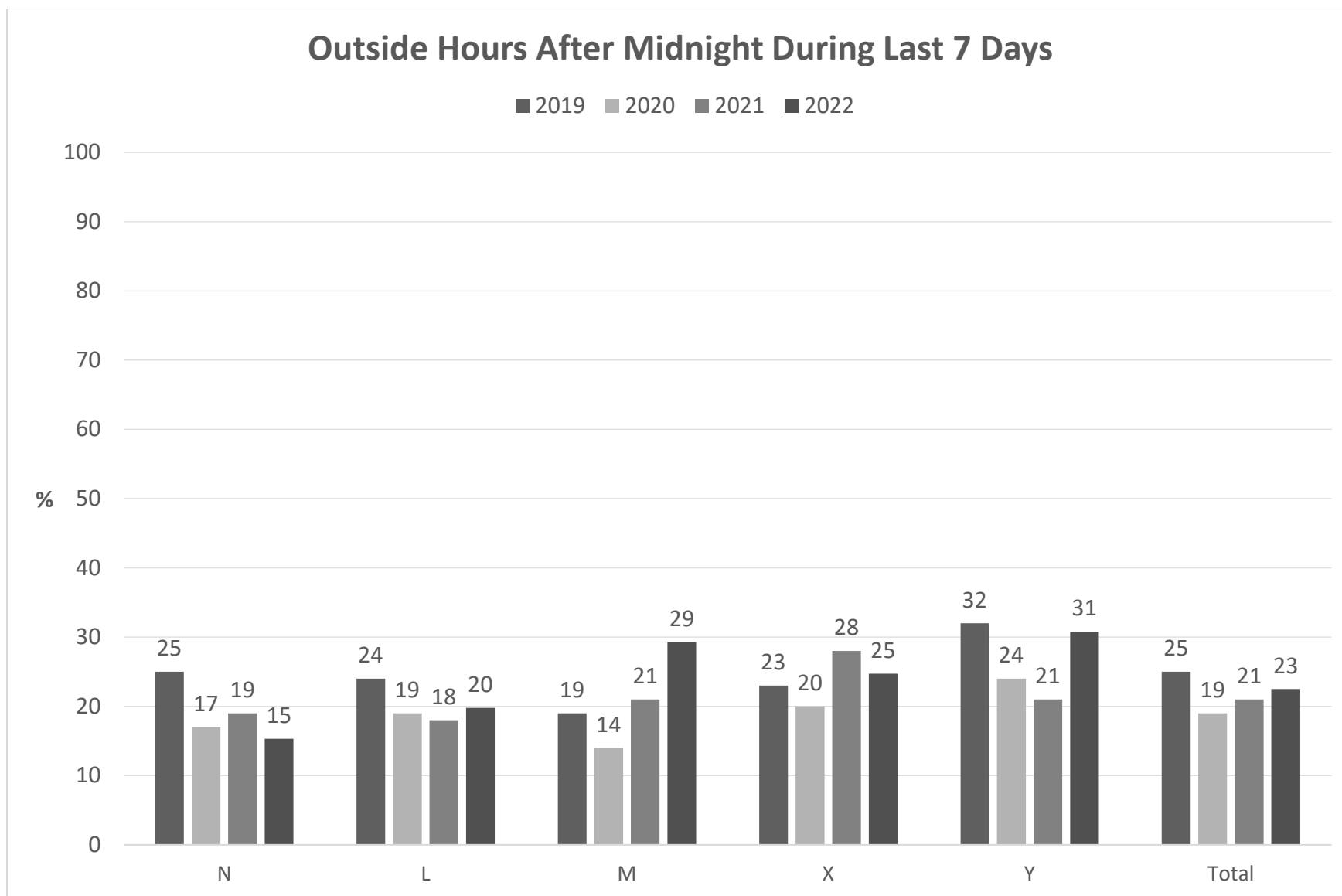


Figure 43. Outside after midnight in the last 7 days - “Once or more often”

Table 13. How many times a week do you participate in any of the following out-of-school activities that are supervised by adults?- (%) (2 times a week or more often)

	Sports or sports teams (swim team, soccer, football, dance)	Religious organizations (e.g. youth group, go to church)	Art, Drama, or musical instrument (band) classes	Volunteering in the community	Go to a community center like “Boys and Girls Club” or another such After-school program	Other
M (%)						
2019	50	20	20	13	7	20
2020	35	11	16	4	3	8
2021	60	26	26	14	9	24
2022	51	17	15	17	7	15
L (%)						
2019	41	23	16	12	5	23
2020	40	23	10	8	3	8
2021	42	11	9	7	3	18
2022	37	18	13	11	4	11
N (%)						
2019	33	21	17	14	8	26
2020	25	18	9	7	2	11
2021	33	17	12	7	4	17
2022	30	21	16	11	8	18
X (%)						
2019	36	18	16	16	6	15
2020	24	16	12	13	4	6
2021	32	15	16	16	12	24
2022	30	13	16	13	9	15
Y (%)						
2019	40	22	20	19	12	21
2020	30	20	13	11	6	14
2021	36	15	15	15	4	12

2022	34	14	11	13	3	9
Total (%)						
2019	37	21	17	15	7	22
2020	28	18	11	9	4	10
2021	36	17	14	11	6	19
2022	33	17	14	12	7	15

Table 14. Unsupervised leisure time, once per week or more? - (%)

	Hang out at a friend's home with no adult present	Hang out with friends in a local parking lot	Hang out with friends in a field or wooded area	Hang out with friends in a local mall, shopping center, or downtown stores	Hang out with friends at a nearby school when school is closed	Hang out with friends in an abandoned building or empty house
M (%)						
2019	16	14	10	14	15	6
2020	4	12	4	1	10	1
2021	9	17	8	3	7	2
2022	14	11	10	12	11	2
L (%)						
2019	30	14	12	15	10	6
2020	9	11	8	5	6	1
2021	16	10	10	8	5	3
2022	14	9	8	12	8	6
N (%)						
2019	19	13	10	17	9	8
2020	12	10	6	7	3	3
2021	15	12	9	12	6	4
2022	14	11	10	10	8	6
X (%)						
2019	16	19	12	12	9	6
2020	10	12	4	7	4	0
2021	18	18	16	15	15	9
2022	11	12	7	11	9	7
Y (%)						
2019	19	16	11	14	12	8
2020	9	12	7	4	5	2
2021	12	17	4	9	5	2
2022	12	12	10	11	5	5

Total (%)						
2019	20	15	11	15	10	7
2020	10	11	6	6	4	2
2021	15	13	10	11	8	5
2022	13	11	9	11	8	6

Results: Community

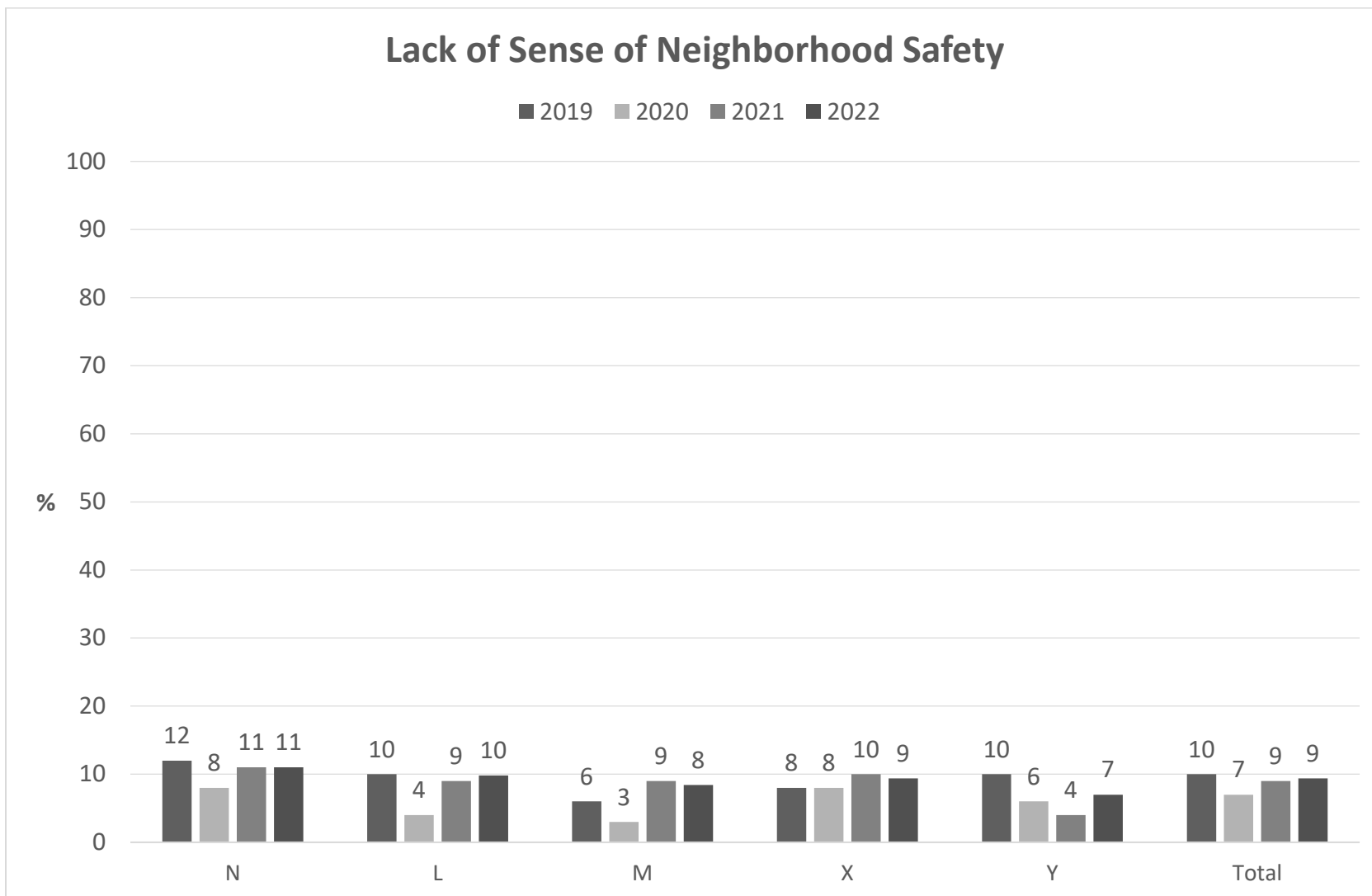


Figure 44. I feel safe in my neighborhood - "Almost Never + Rarely"

Table 15. Neighborhood/community lack of cohesion. How likely or unlikely is it that your neighbors would do something if...? – (“Rather Unlikely” + “Very unlikely”) (%)

	...the kids in the neighborhood were skipping school and hanging around	...the kids were doing graffiti on houses in the area	...the kids disrespected the adults	...if a fight broke out in front of your house	...somebody was breaking into a car or a house on your street
M (%)					
2019	36	29	23	24	21
2020	47	21	23	23	19
2021	45	29	28	31	22
2022	51	39	35	42	34
L (%)					
2019	50	33	32	33	28
2020	42	22	21	22	18
2021	49	27	29	28	22
2022	43	27	27	33	23
N (%)					
2019	47	30	32	34	27
2020	48	25	30	30	21
2021	50	27	28	30	23
2022	51	33	34	33	31
X (%)					
2019	44	29	27	31	22
2020	45	28	25	28	25
2021	45	28	27	31	26
2022	47	33	32	36	31
Y (%)					
2019	42	25	28	30	23
2020	40	25	23	24	19
2021	41	28	23	26	22
2022	43	26	26	28	22

Total (%)					
2019	46	29	30	32	25
2020	45	25	26	27	21
2021	47	28	28	30	24
2022	47	31	31	33	28

Table 16. Neighborhood/community ties... – (“Strongly Agree” + “Somewhat Agree”) (%)

	There is a great deal of social life available in my neighborhood/ community	It is good to live in my neighborhood/ community	In the future I would like to continue to live in the neighborhood/ community that I live in at this present time
M (%)			
2019	64	82	57
2020	60	81	44
2021	60	79	46
2022	57	71	45
L (%)			
2019	57	73	49
2020	55	77	39
2021	64	81	48
2022	62	80	51
N (%)			
2019	59	74	43
2020	50	75	38
2021	57	75	42
2022	55	73	45
X (%)			
2019	76	81	51
2020	67	80	47
2021	72	77	56
2022	70	80	61
Y (%)			
2019	68	81	54
2020	66	86	49
2021	66	81	47
2022	58	74	48
Total (%)			

2019	64	77	48
2020	59	79	43
2021	63	77	47
2022	60	76	51

Section 3: Risk and protective factors and relationships to outcomes
Parents/Caregivers

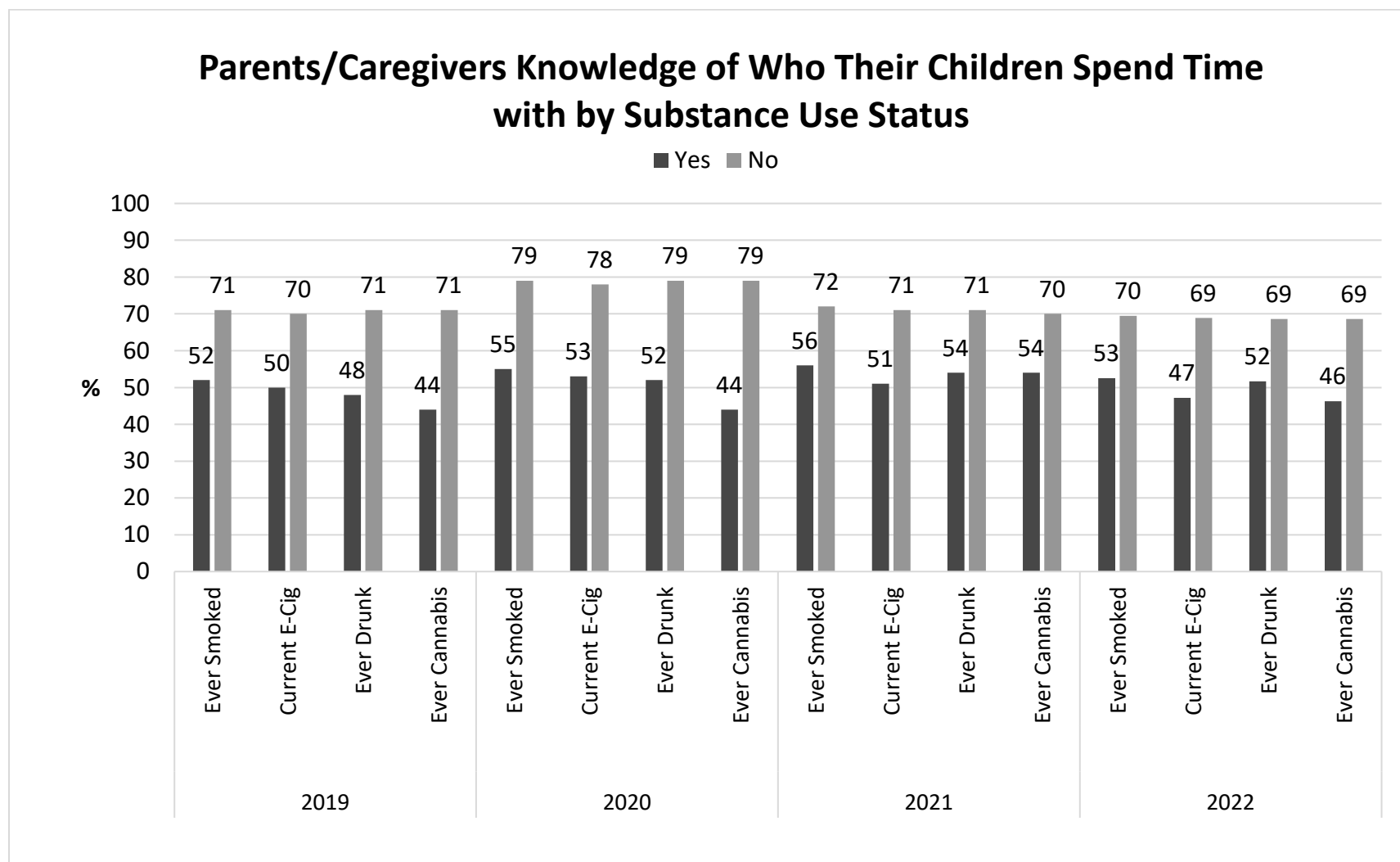


Figure 45. Parents/caregivers know whom I am with in the evenings – “Applies very well to me”

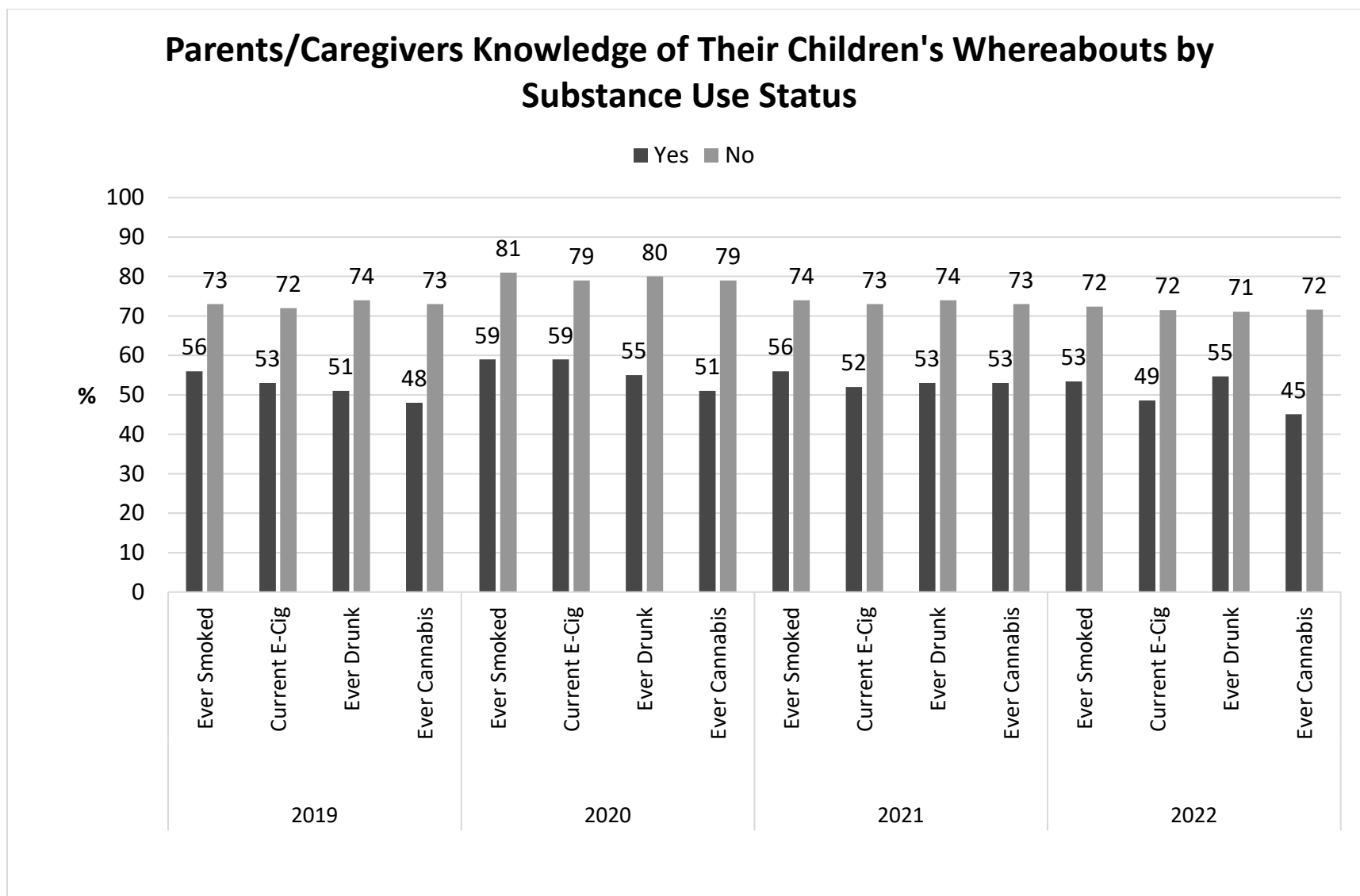


Figure 46. Parents/caregivers knowledge of student location in the evenings – “Applies very well to me”

Peer Group

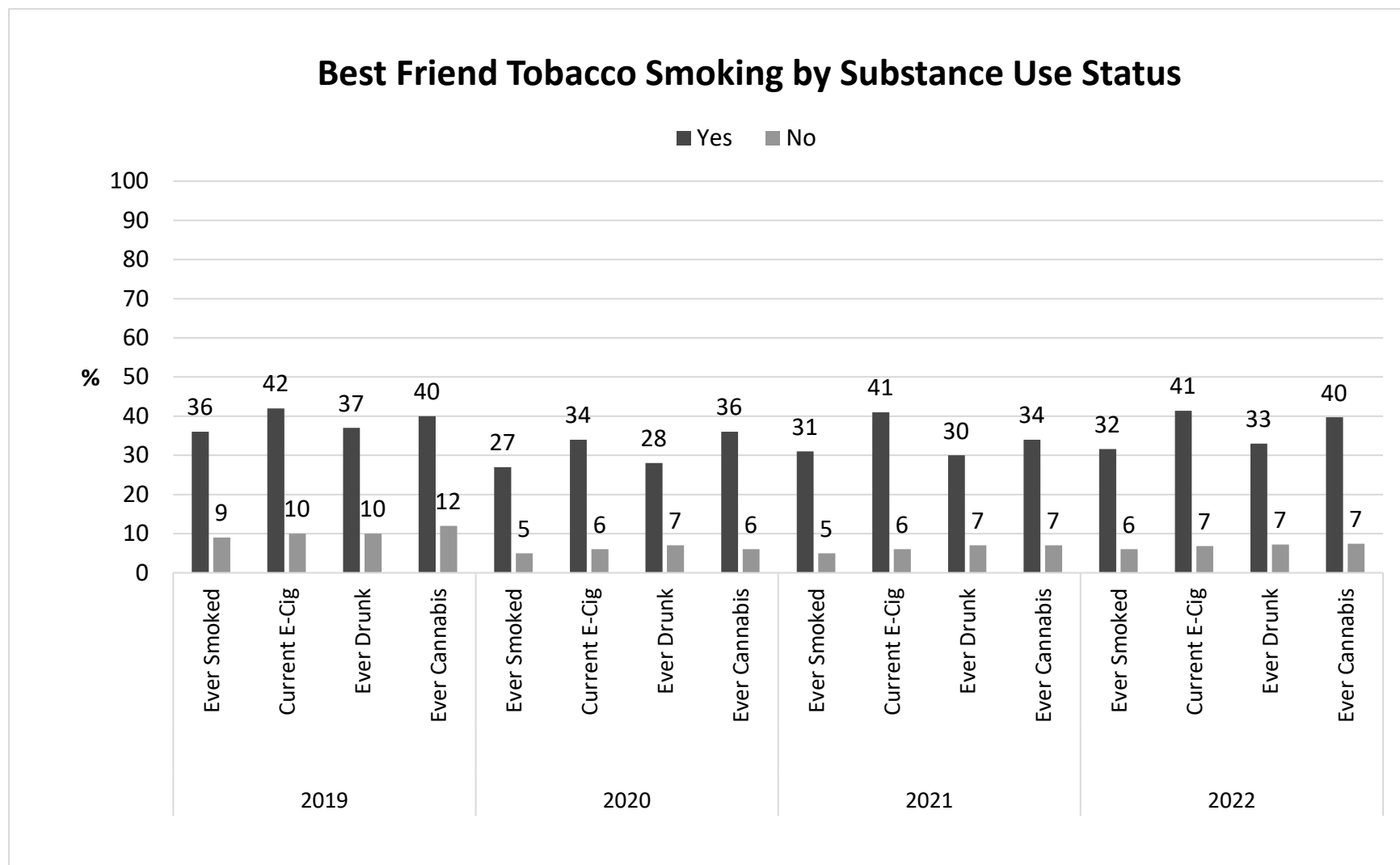


Figure 47. Best friend smokes tobacco on a daily basis by substance use status – “Yes”

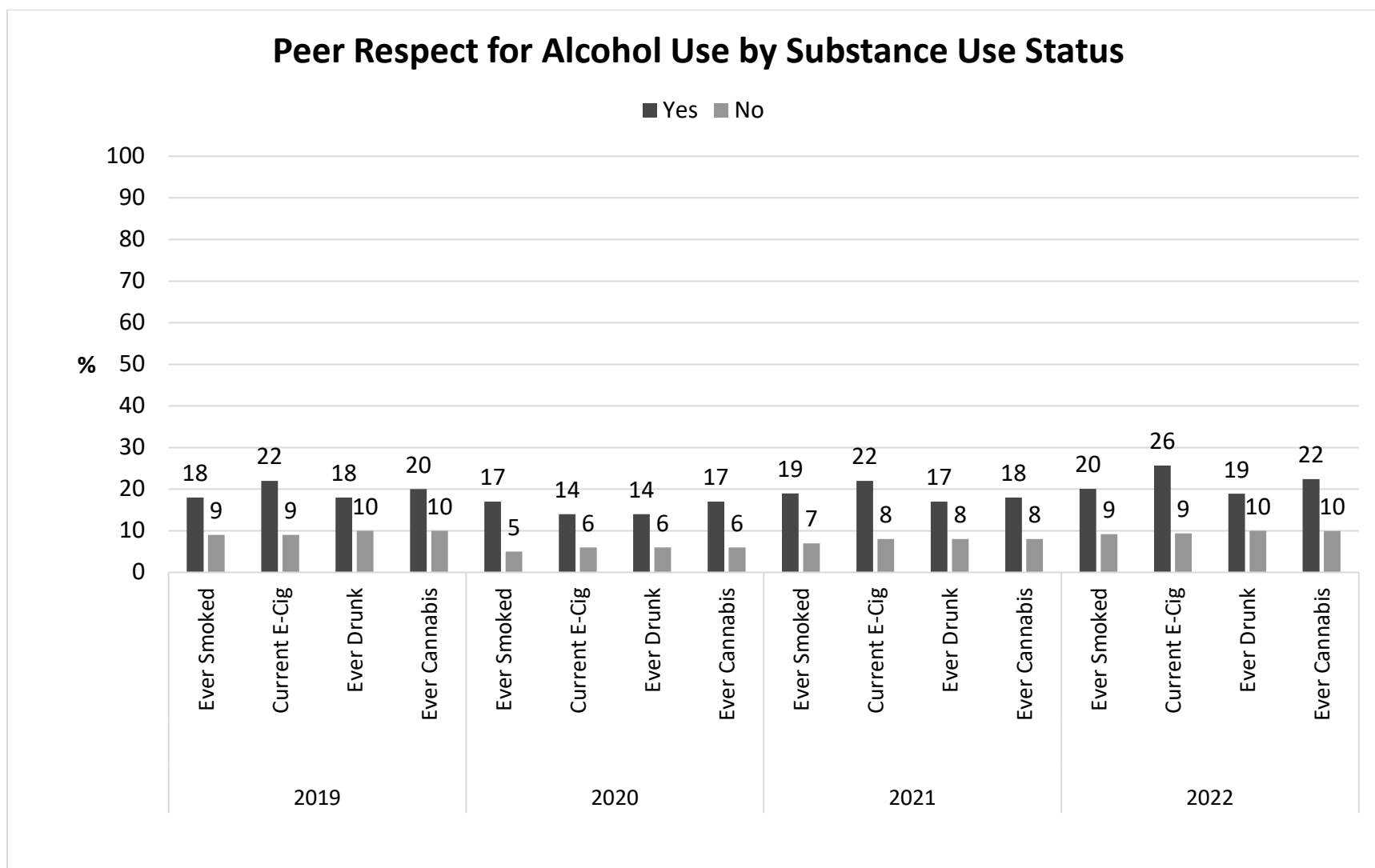


Figure 48. The following things are important for me to do in order to gain respect from my peers – Drink Alcohol, by substance use status - “Increases respect a lot” + “Increases respect somewhat”

School

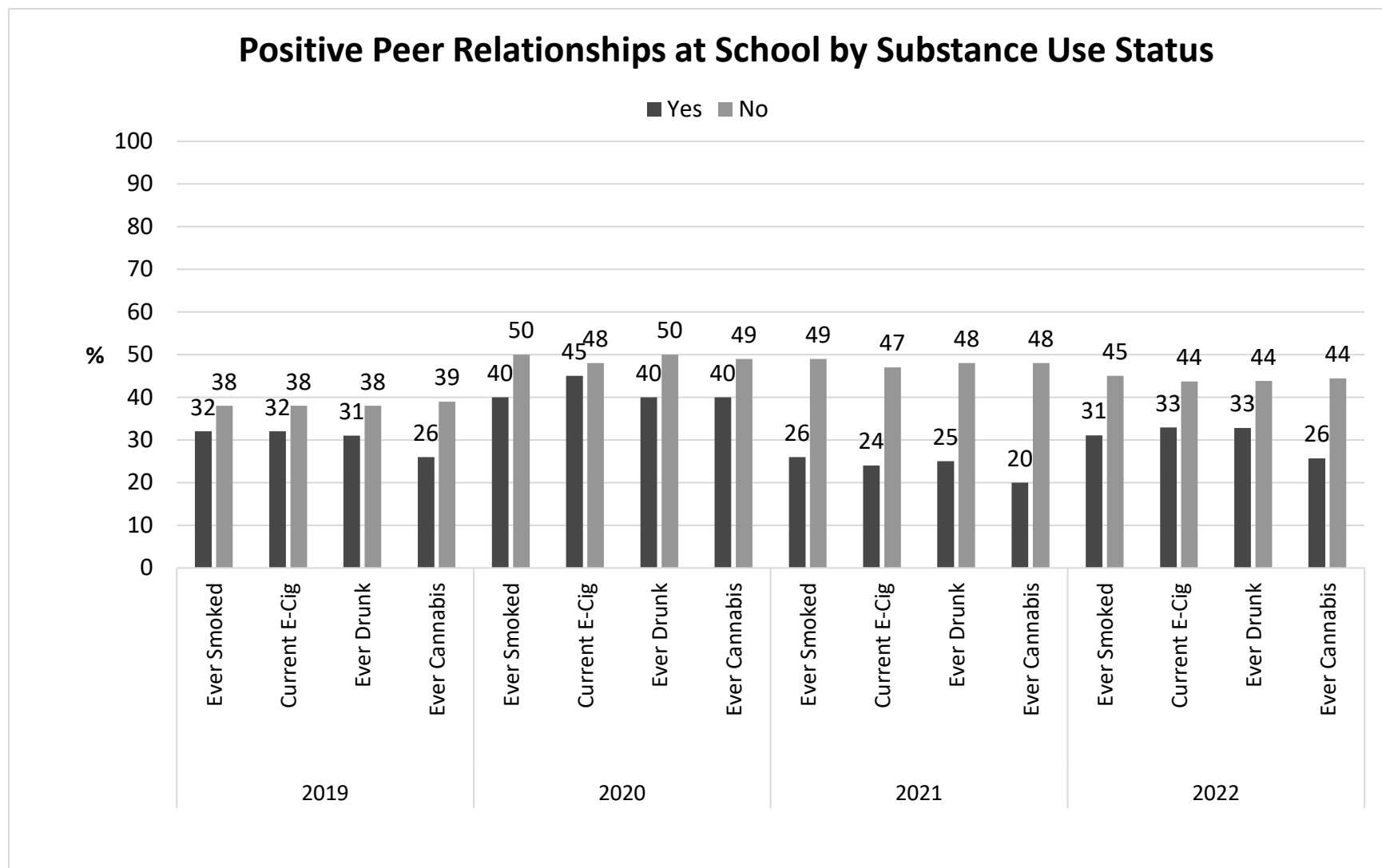


Figure 49. The students at my school are nice to each other by substance use status – “Strongly Agree” + “Somewhat Agree”

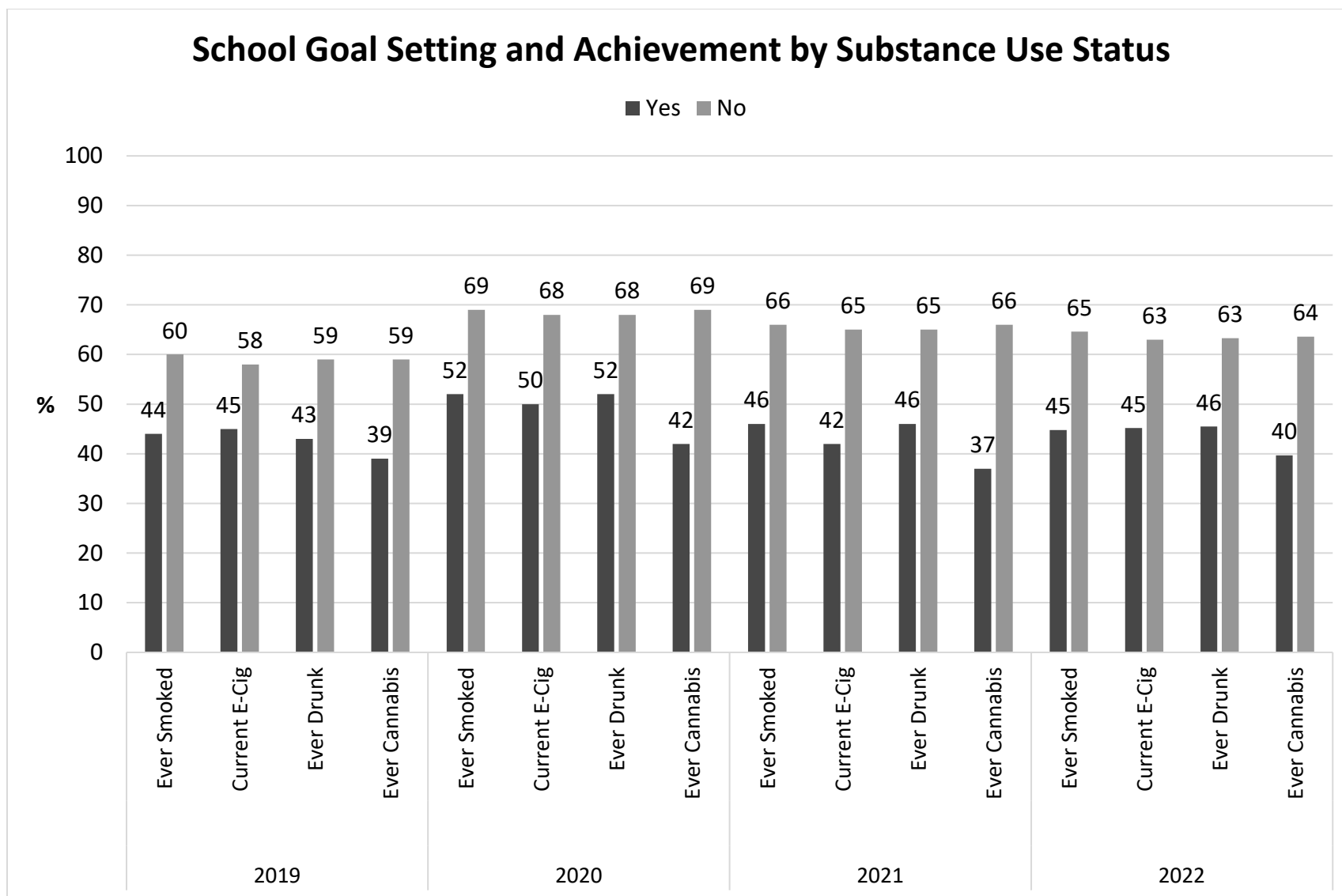


Figure 50. My school is helping me achieve goals that matter to me by substance use status – “Strongly Agree” + “Somewhat Agree”

Leisure Time

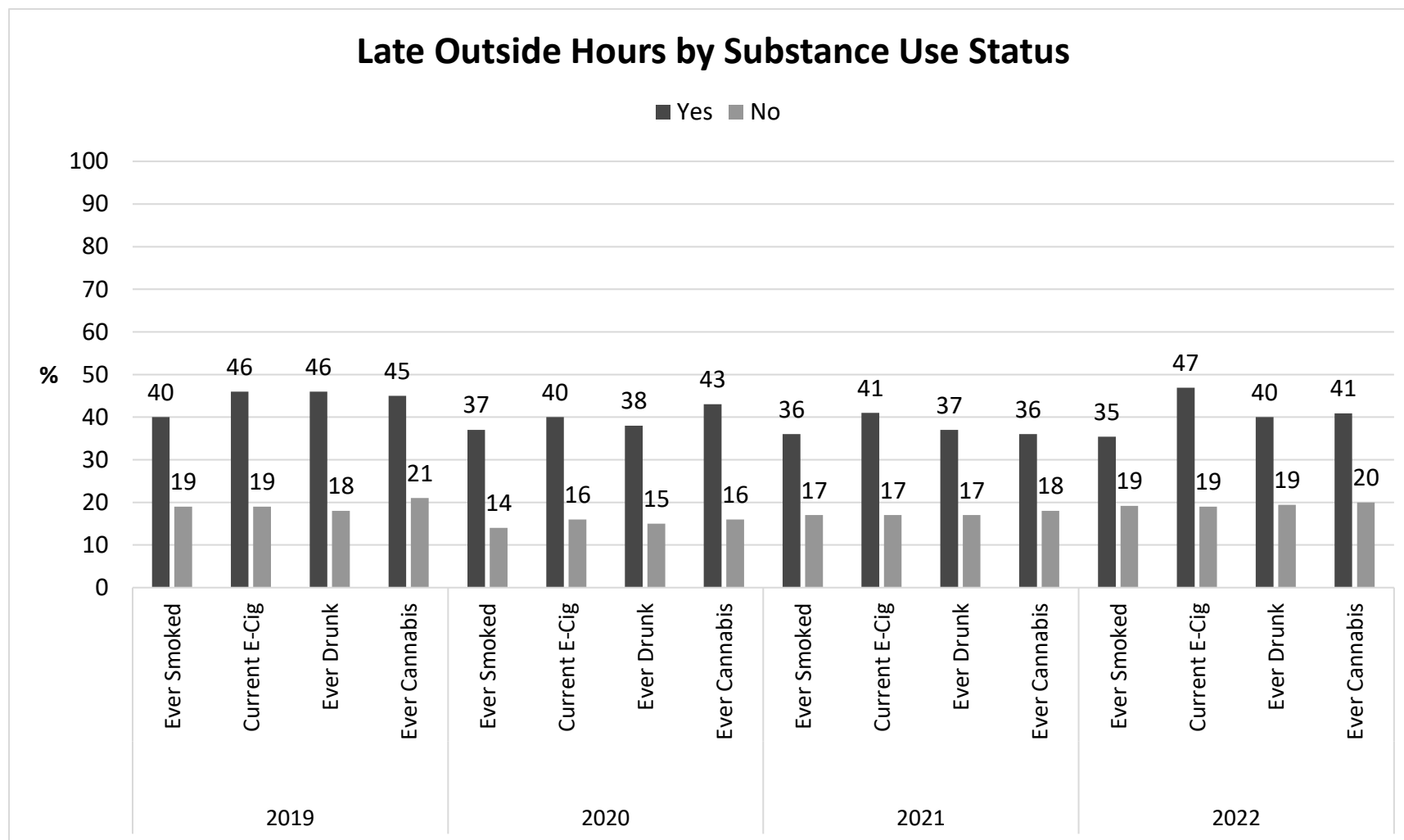


Figure 51. Students who are outside after midnight by substance use status – Once or more per week

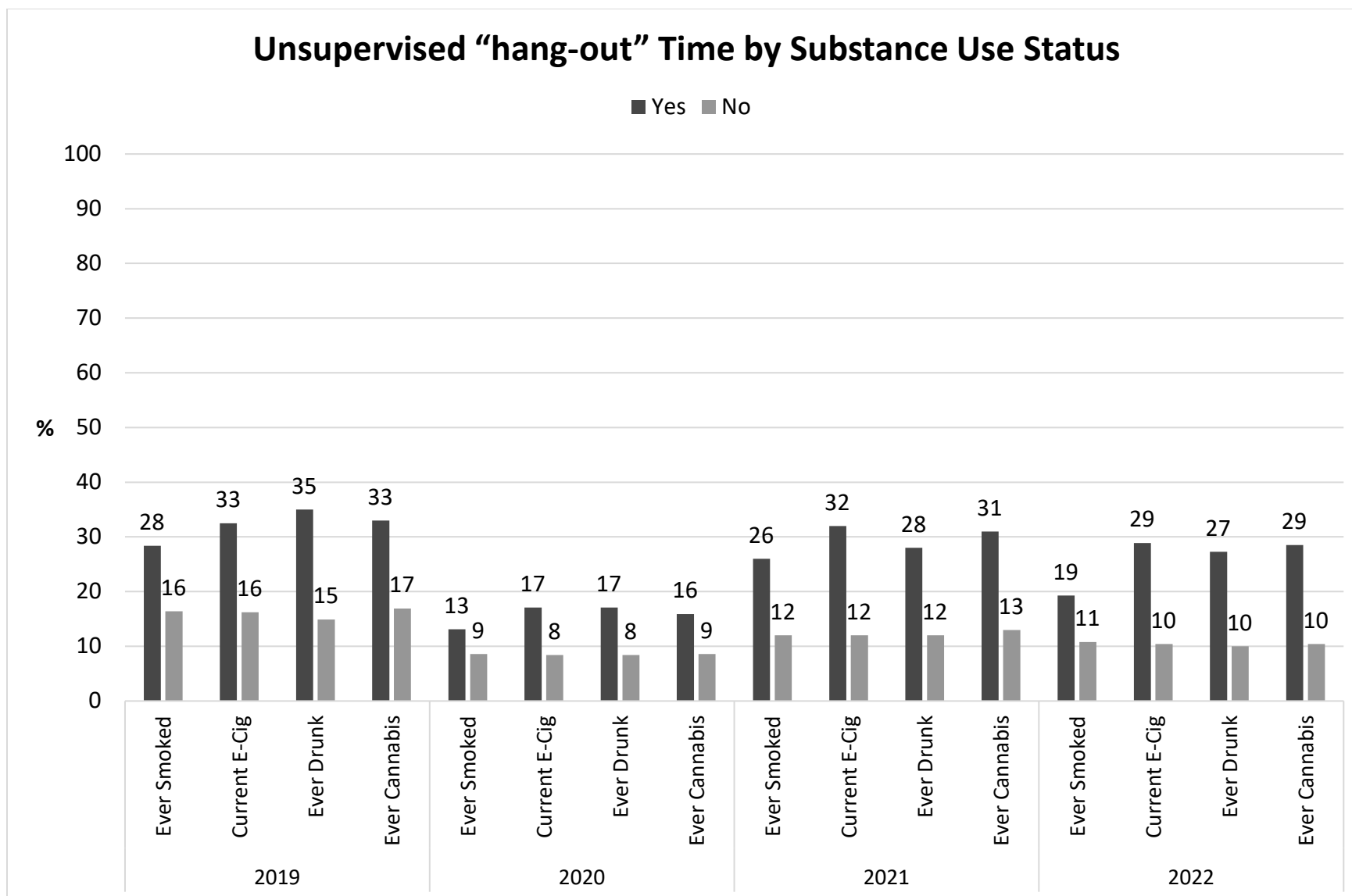


Figure 52. Students who hang out at a friend’s home with no adults present by substance use status – Once or more per week

Community

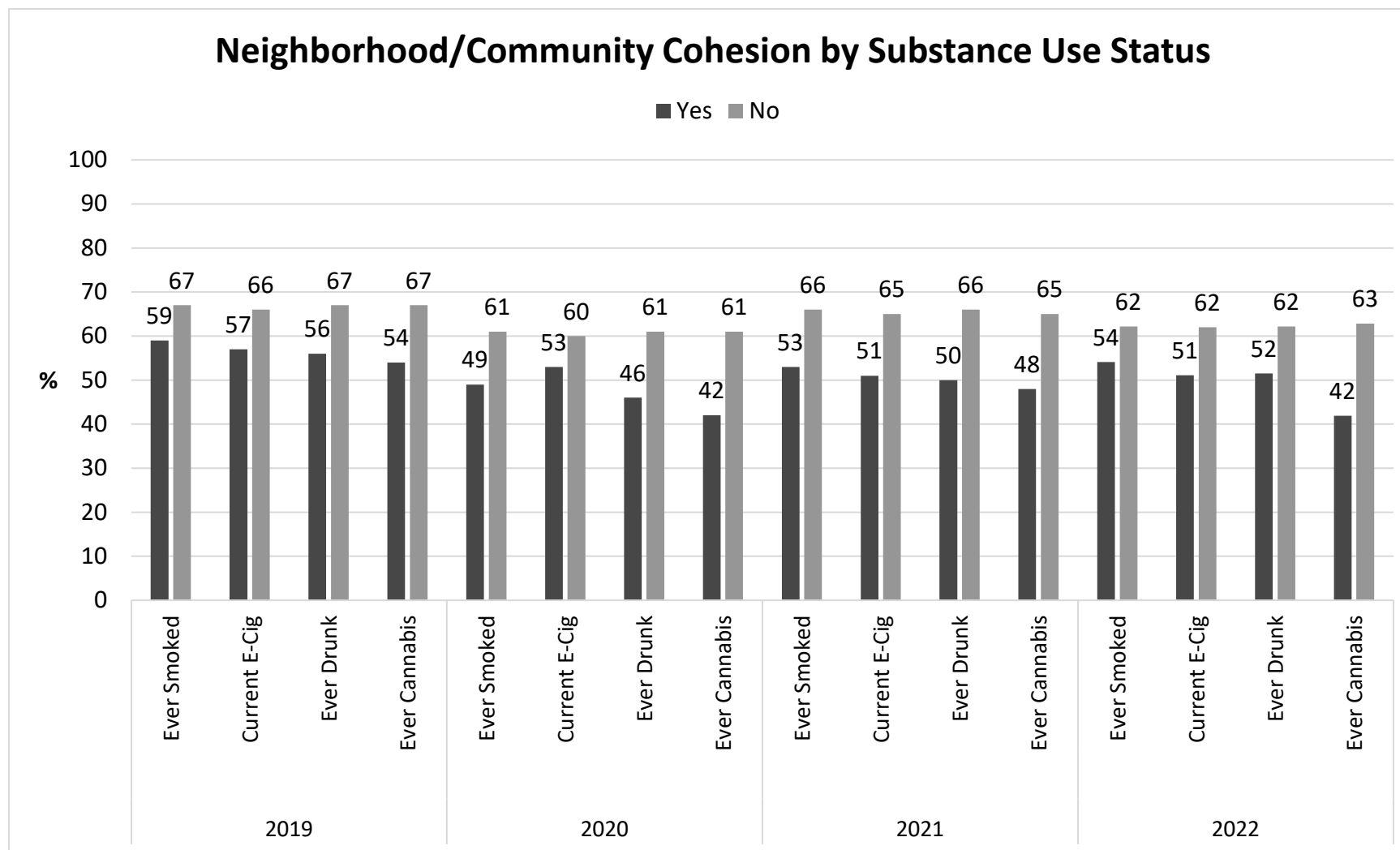


Figure 53. There is a great deal of social life available in my neighborhood/community by substance use status – “Agree Strongly” + “Somewhat Agree”

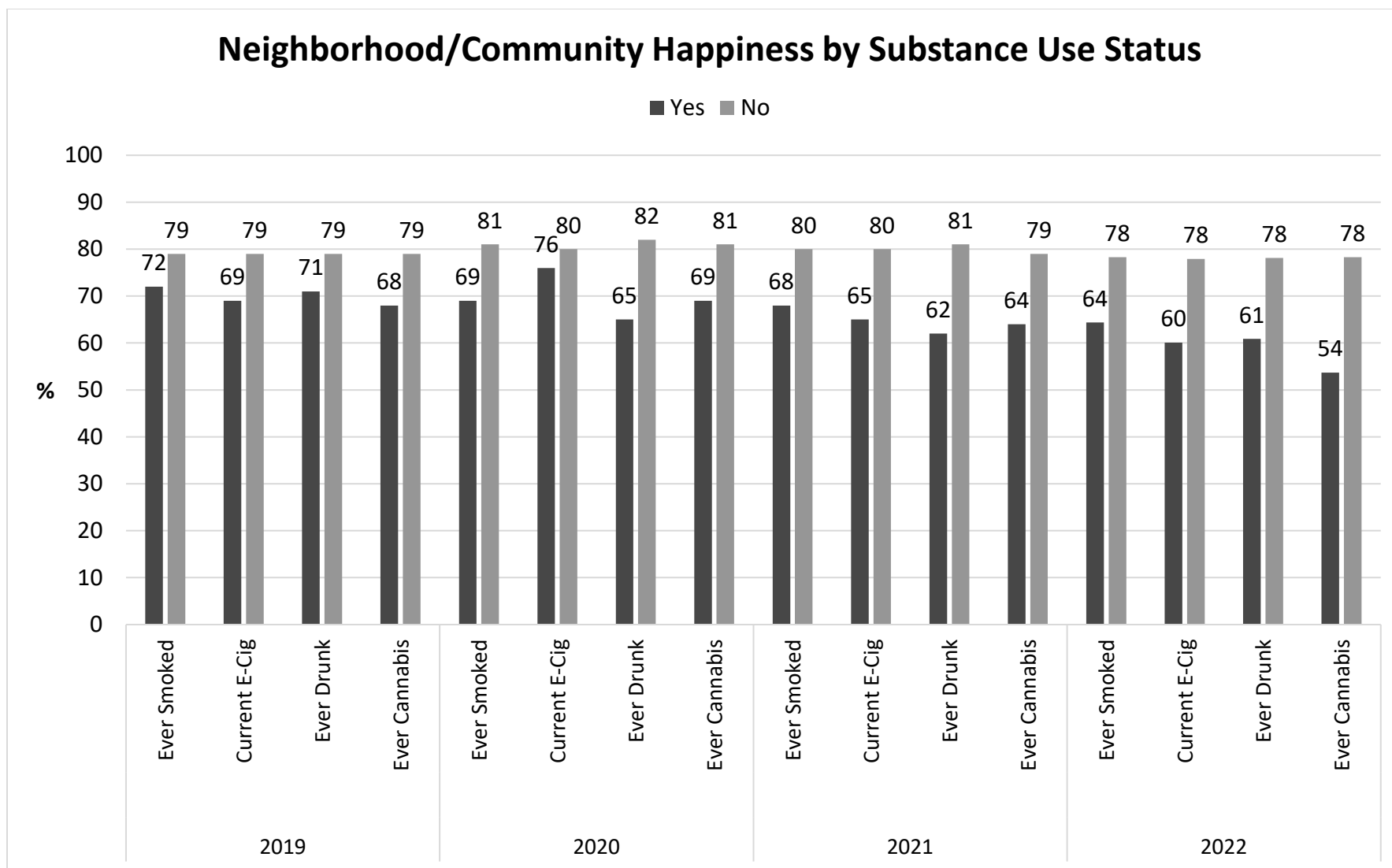


Figure 54. It is good to live in my neighborhood/community by substance use status – “Agree Strongly” + “Somewhat Agree”

Section 4. Impact of COVID-19

Table 17. Frequency of students who personally knew anyone who has been sick with COVID-19 by school.

	Me	Parent/Caregiver	Another Family Member	Friend	Someone Else
X (%)					
2020	5	6	26	30	30
2021	26	28	45	49	30
2022	56	59	65	62	34
M (%)					
2020	1	1	13	15	21
2021	36	38	51	63	31
2022	53	45	53	55	38
L (%)					
2020	5	9	38	22	30
2021	23	27	52	58	32
2022	40	38	49	52	30
N (%)					
2020	5	7	27	29	24
2021	23	25	49	52	31
2022	48	50	55	57	29
Y (%)					
2020	7	7	25	32	27
2021	21	21	39	42	19
2022	48	57	63	66	34
Total (%)					
2020	5	6	27	28	27
2021	24	26	47	51	29
2022	49	52	58	59	32

Table 18. Frequency of students who personally knew someone who died from COVID-19 by school.

	Parent/Caregiver	Another Family Member	Friend	Someone Else
M (%)				
2020	0	1	3	1
2021	4	10	3	22
2022	2	10	6	12
L (%)				
2020	1	2	3	7
2021	2	10	7	16
2022	3	7	4	13
N (%)				
2020	1	5	2	12
2021	2	12	6	19
2022	3	9	4	13
X (%)				
2020	0	5	7	19
2021	5	16	11	24
2022	4	20	11	20
Y (%)				
2020	3	5	5	12
2021	2	9	10	17
2022	2	15	7	25
Total (%)				
2020	1	4	4	13
2021	3	12	8	20
2022	3	13	6	17

Table 19. How true are the following statements about COVID-19? (Often True, Usually True, or Very True)

	I worry about getting COVID-19.	I try to protect myself and others from COVID-19 (e.g., hand washing, wearing a mask, social distancing)	I try to follow the COVID-19 rules	My parents/car egivers worry a great deal about COVID-19	My parents/car egivers make me take COVID-19 precautions (e.g., hand washing, wearing a mask, social distancing)	My parents/car egivers try to follow the COVID-19 protection rules	My school/teachers worry a great deal about COVID 19	My school/teachers make me take COVID-19 precautions (hand washing, social distancing, staying at home)	My school/teachers try to follow the COVID-19 protection rules	My friends worry about getting COVID-19	My friends try to follow the COVID-19 protection rules
M (%)											
2020	39	86	83	74	81	88	93	90	93	58	85
2021	23	66	67	49	58	60	76	76	77	41	52
2022	14	34	33	25	29	36	40	36	43	24	26
L (%)											
2020	31	79	79	59	75	77	88	90	93	50	78
2021	21	62	62	48	54	61	70	70	73	40	55
2022	15	41	40	29	32	37	45	44	45	30	34
N (%)											
2020	41	83	85	72	81	84	87	88	89	64	79
2021	29	67	68	58	61	65	74	74	76	50	58
2022	16	41	43	35	35	41	41	36	43	25	31
X (%)											
2020	51	89	90	84	88	89	89	89	92	68	79
2021	33	60	60	56	53	60	67	67	69	48	55
2022	21	45	43	42	39	42	43	42	44	33	38

Y (%)											
2020	39	80	79	72	75	78	86	86	87	64	75
2021	36	64	63	60	57	64	67	64	67	51	57
2022	17	43	42	35	37	41	45	41	44	29	34
Total (%)											
2020	31	83	84	73	81	84	88	88	90	63	78
2021	29	64	65	55	57	63	71	70	73	47	56
2022	17	42	42	36	36	40	43	39	44	28	34

Table 20. How true are the following statements about COVID-19? (Often True, Usually True, or Very True)

	Because of COVID-19 my family has less money	Because of COVID-19 my family has more arguments	Because of COVID-19 people in my family are stressed	Because of COVID-19 I am stressed	Because of COVID-19 I am lonely	Because of COVID-19 I am bored	Because of COVID-19 I am sad	Because of COVID-19 I am angry
M (%)								
2020	21	21	43	44	26	52	29	33
2021	20	21	27	24	23	38	22	23
2022	11	10	16	14	16	21	16	14
L (%)								
2020	26	24	43	48	40	59	38	38
2021	15	16	26	26	19	36	19	24
2022	19	13	18	16	14	20	15	15
N (%)								
2020	21	23	50	49	38	62	40	36
2021	18	18	32	30	24	38	22	22
2022	12	10	17	15	14	19	14	13
X (%)								
2020	30	13	44	50	32	64	33	29
2021	16	10	23	23	15	26	17	15
2022	14	10	16	12	13	15	13	12
Y (%)								
2020	25	22	46	44	34	55	38	34
2021	11	10	21	23	15	24	15	17
2022	12	9	13	13	11	16	11	11

Total (%)								
2020	25	20	46	48	35	60	37	34
2021	16	15	27	27	20	33	20	20
2022	13	10	16	14	13	18	13	12