

Integrated Community Engagement (ICE) Collaborative

County report:

High Schools

Fall 2019

Fayette County, West Virginia

Confidential

The ICE Collaborative 2019-2024 is funded by the Centers for Disease Control and Prevention via U48 Collaborative Agreement mechanisms to West Virginia Prevention Research Center within West Virginia University School of Public Health. The authors would like to extend our gratitude to the funder for its generous support. The contents of this report are the sole responsibility of Dr. Kristjansson and Dr. Mann, project Principal Investigators.



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Important

Thank you to the Fayette School District and its schools for being partners committed to preventing substance use and abuse among young people in Fayette County. 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 area 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 ICE Surveys for Fayette and Wyoming County High schools and comparative rates between all schools and the total. The results section includes 54 Figures and 16 Tables and is divided into the following three 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.

Methods

Participants and procedure

The participants in this study were all accessible and interested students in Fayette County High schools during the fall semester of 2019. Participation was open to all students but not required for anyone. Out of 1,625 students enrolled in Fayette County High schools in the fall of 2019, 1,318 or 81.1% participated in the study. Compared to high school surveys generally and the principles of survey research methodology, the response rates in Fayette County are very good.

In Fayette 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 2019. 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

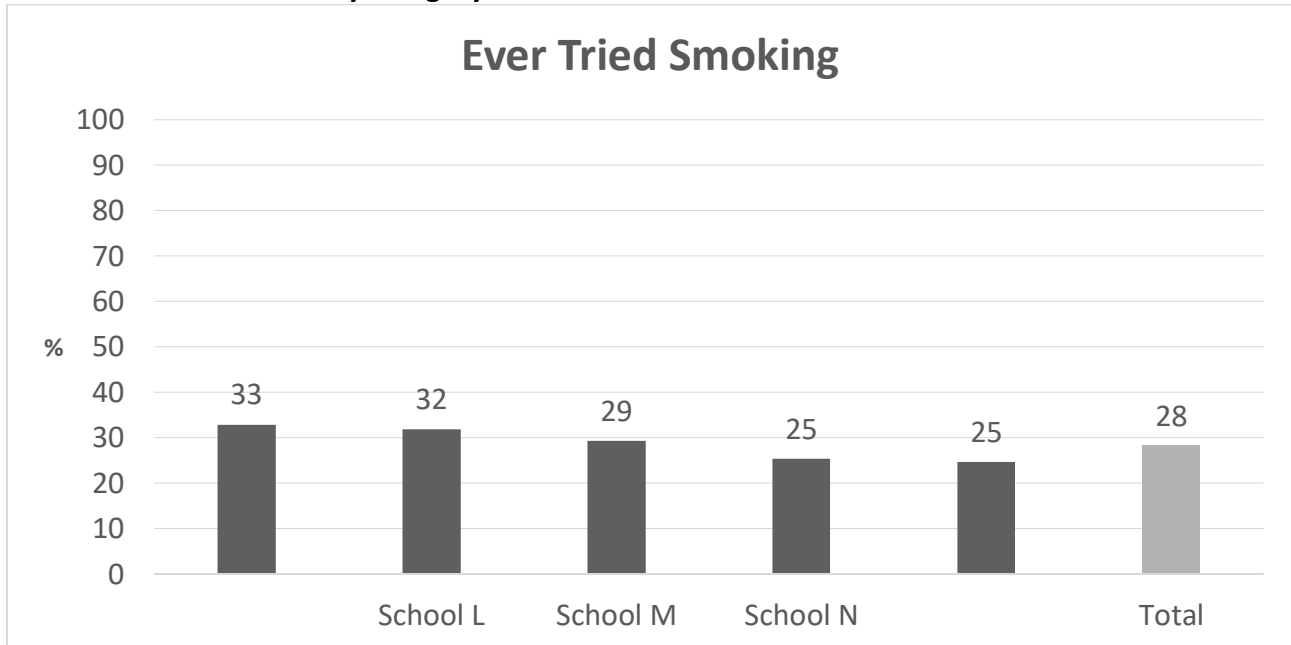


Figure 1. Frequency of students who have ever tried cigarette smoking

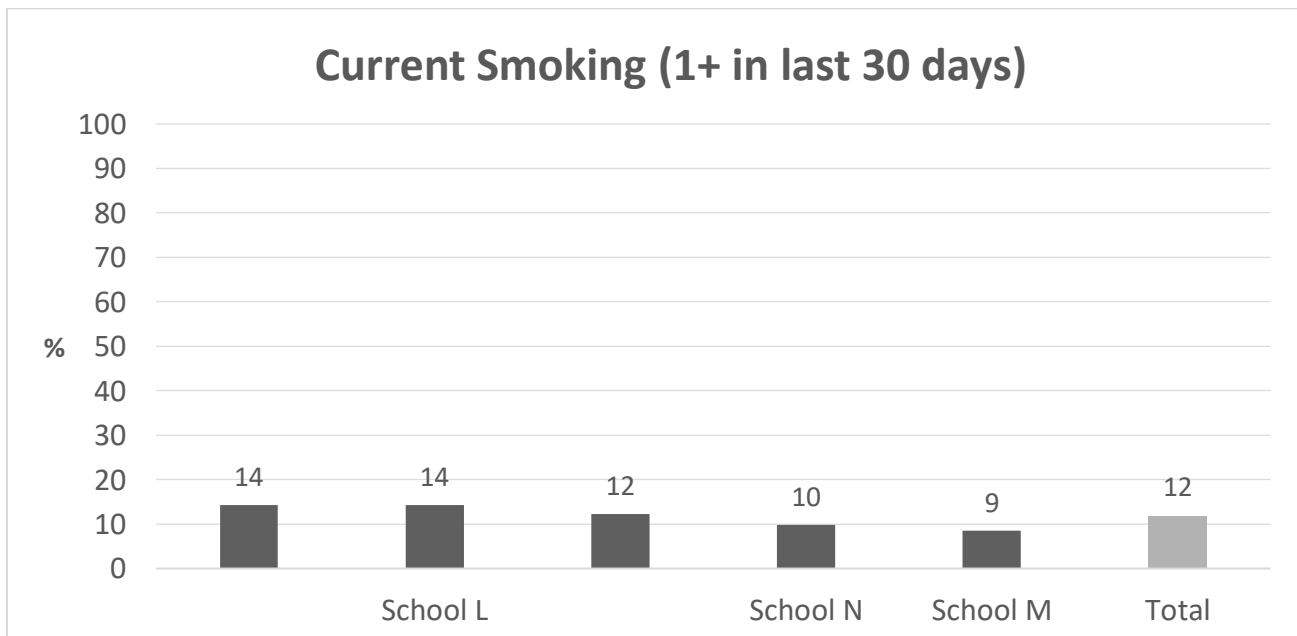


Figure 2. Frequency of students who currently smoke cigarettes

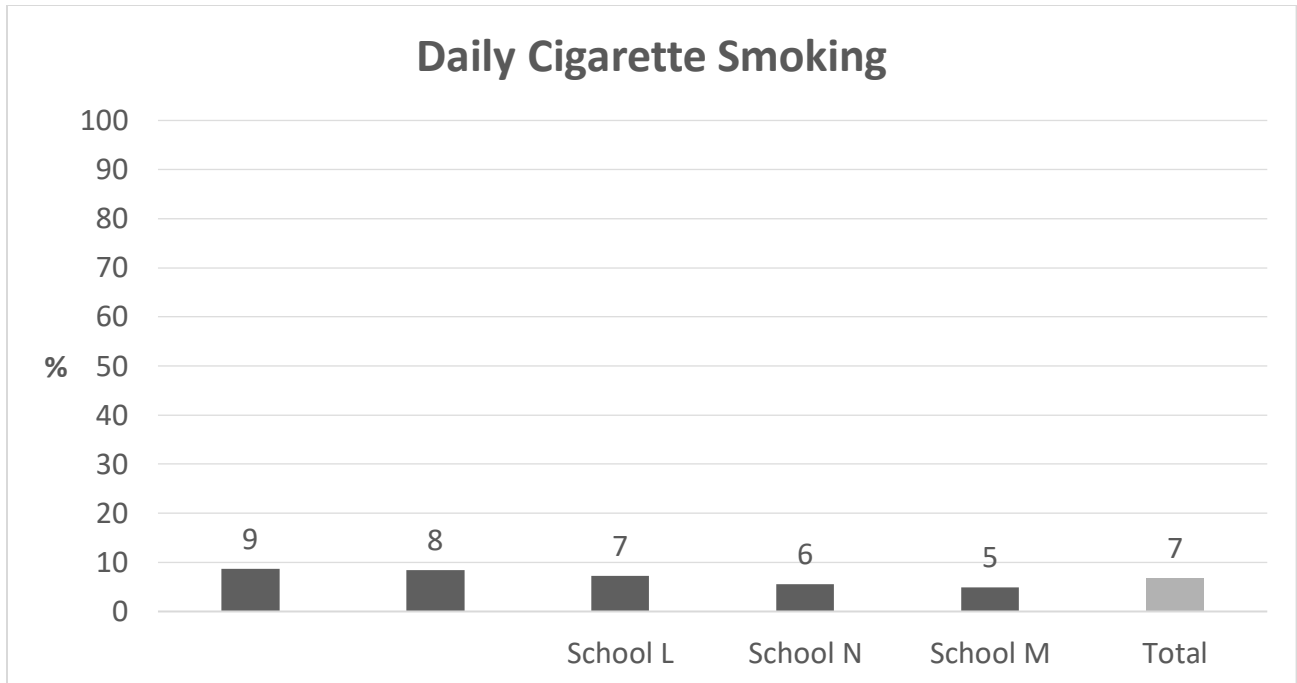


Figure 3. Frequency of students who smoked cigarettes daily during the last 30 days

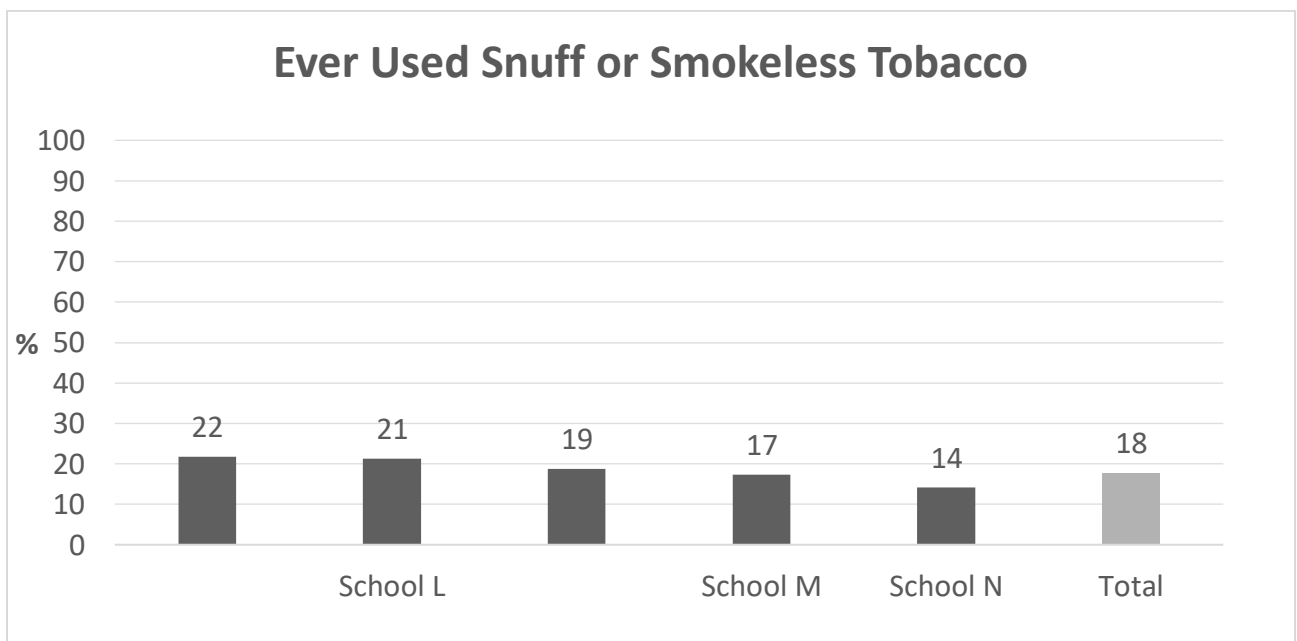


Figure 4. Frequency of students who have ever used snuff, chewing tobacco, or other tobacco inserted in mouth

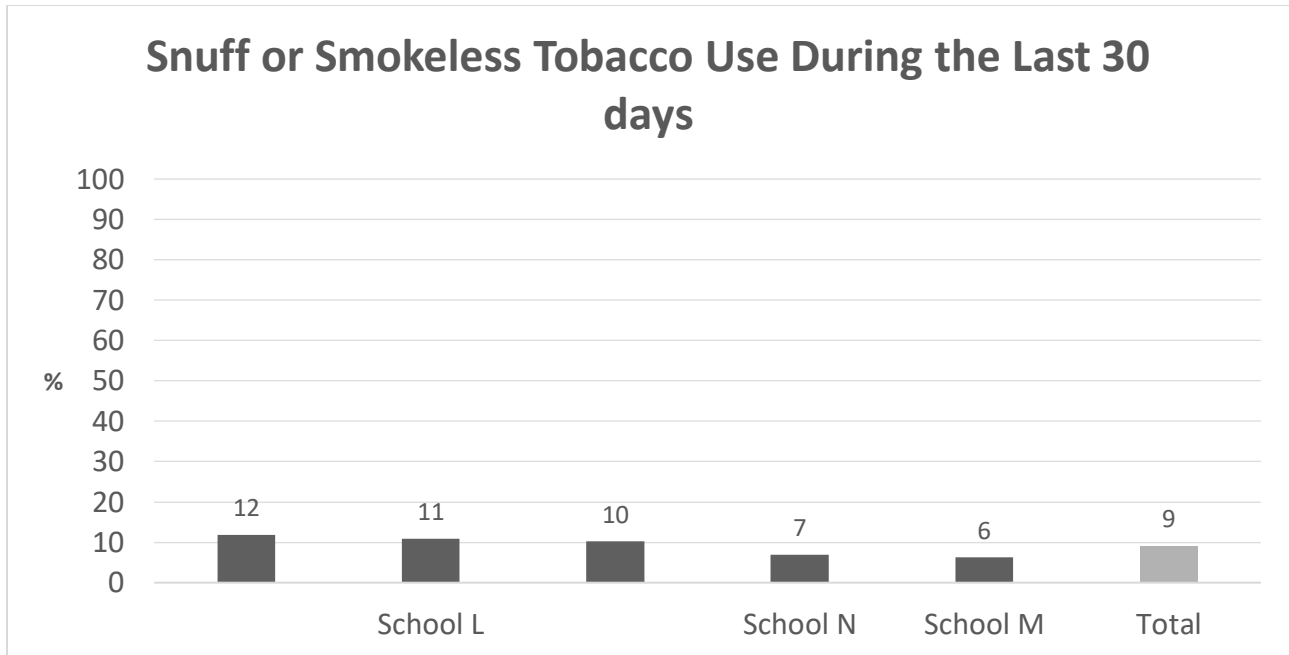


Figure 5. Frequency of students who used snuff, chewing tobacco, or other tobacco inserted in mouth in the last 30 days

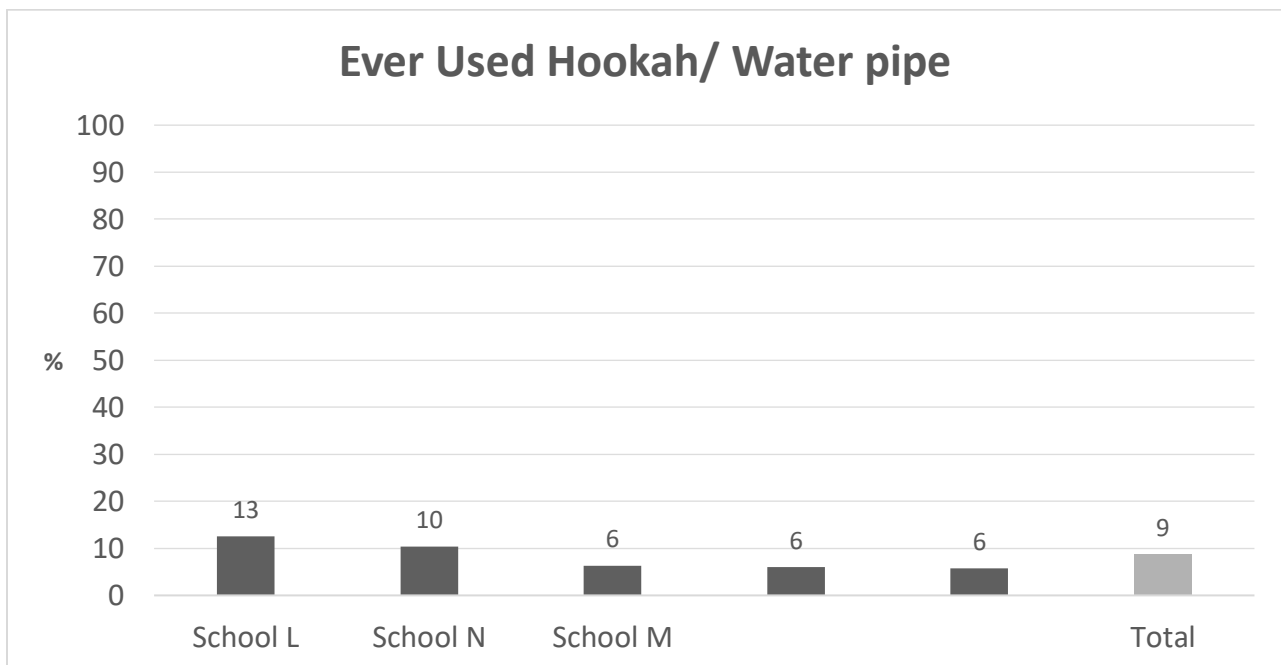


Figure 6. Frequency of students who have ever used a hookah or water pipe

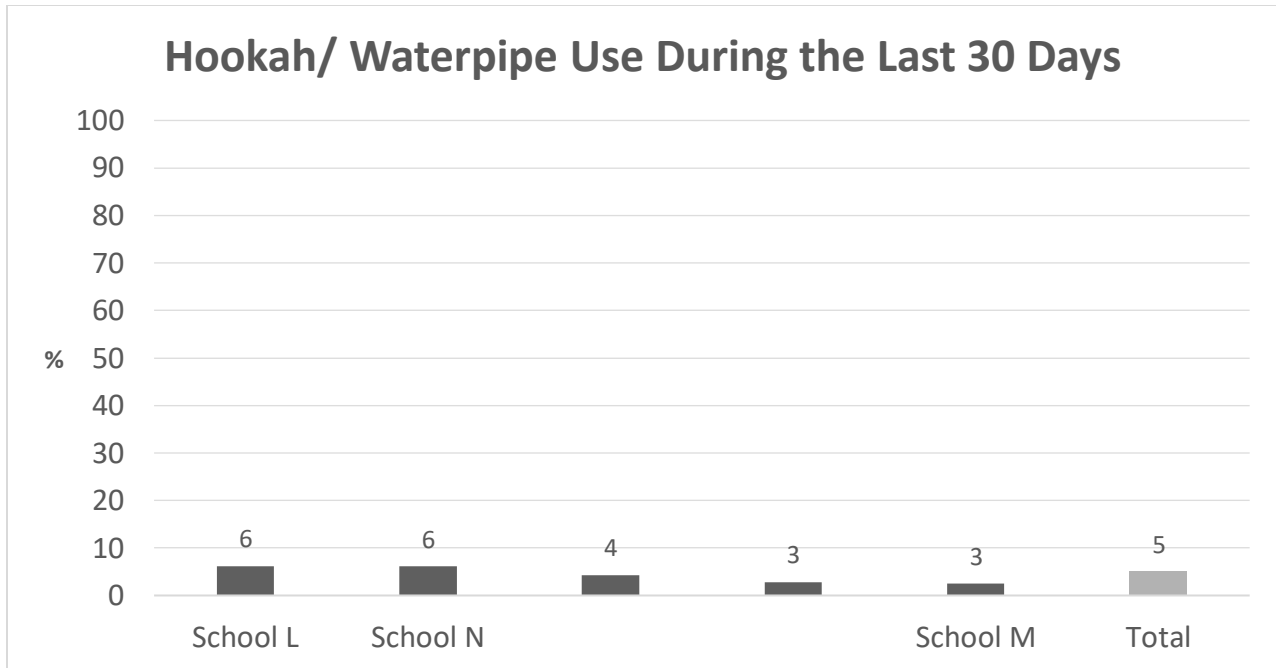


Figure 7. Frequency of students who used a hookah or waterpipe in the past 30 days

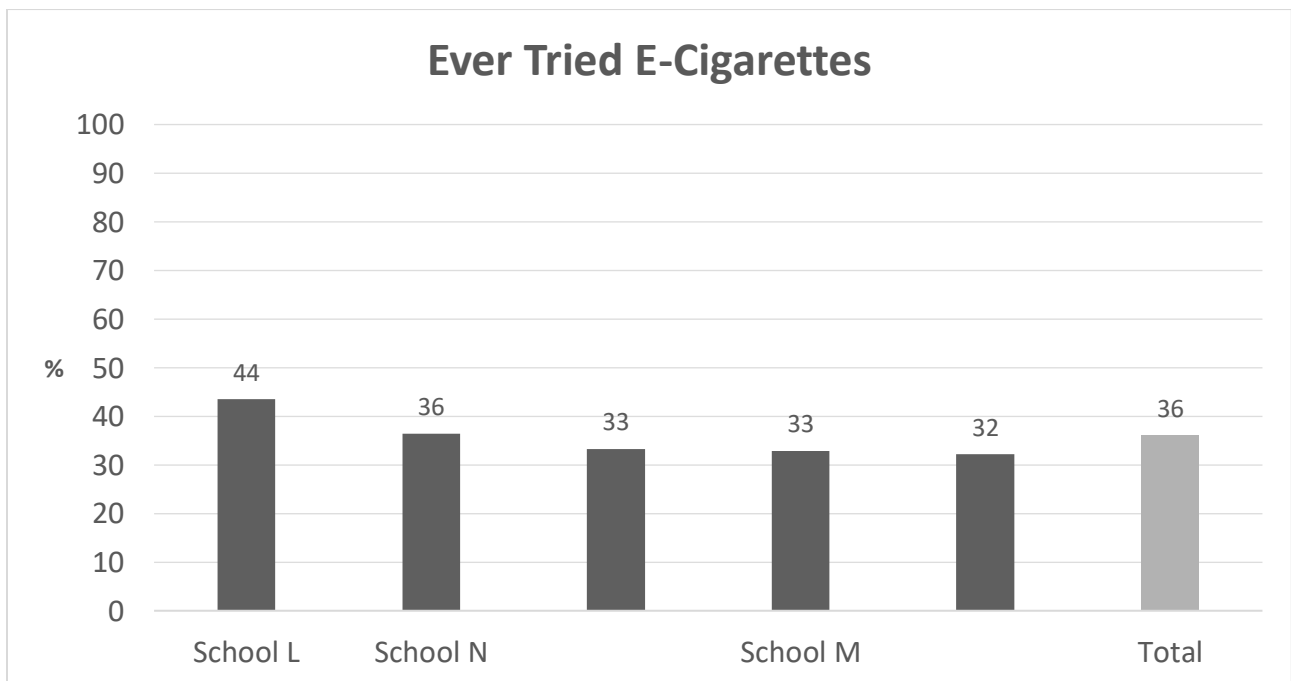


Figure 8. Frequency of students who have ever tried e-cigarettes

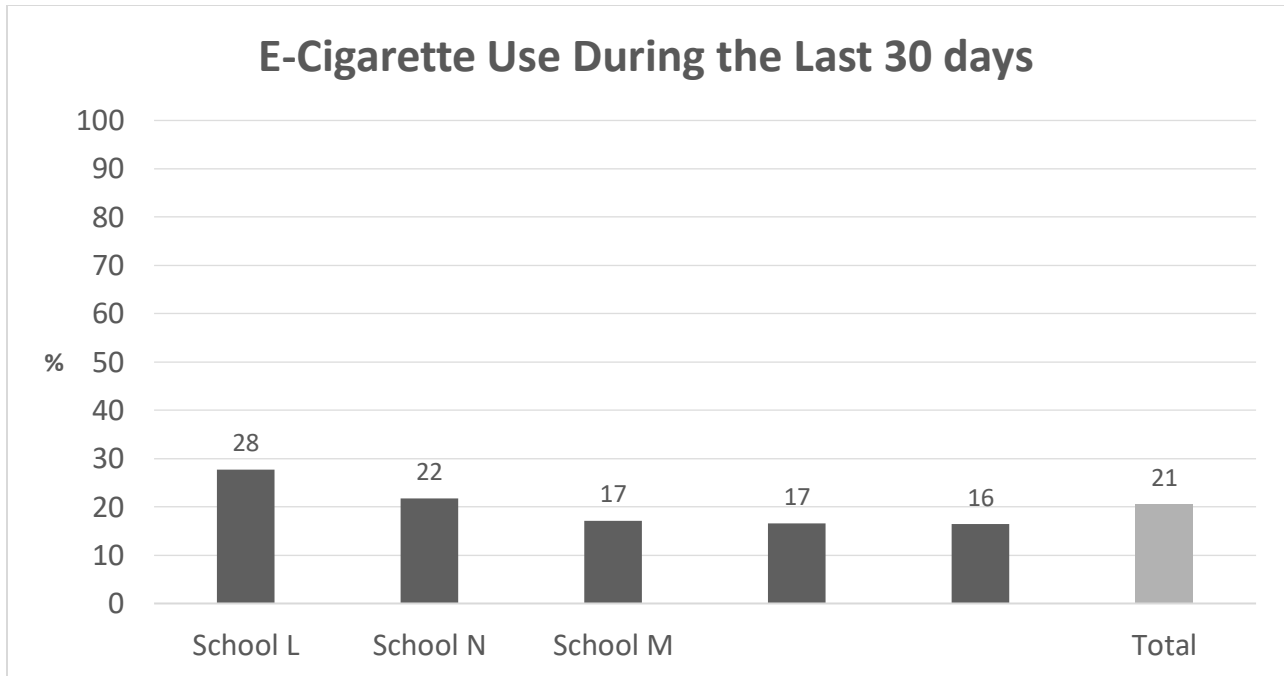


Figure 9. Frequency of students who have used e-cigarettes in the last 30 days

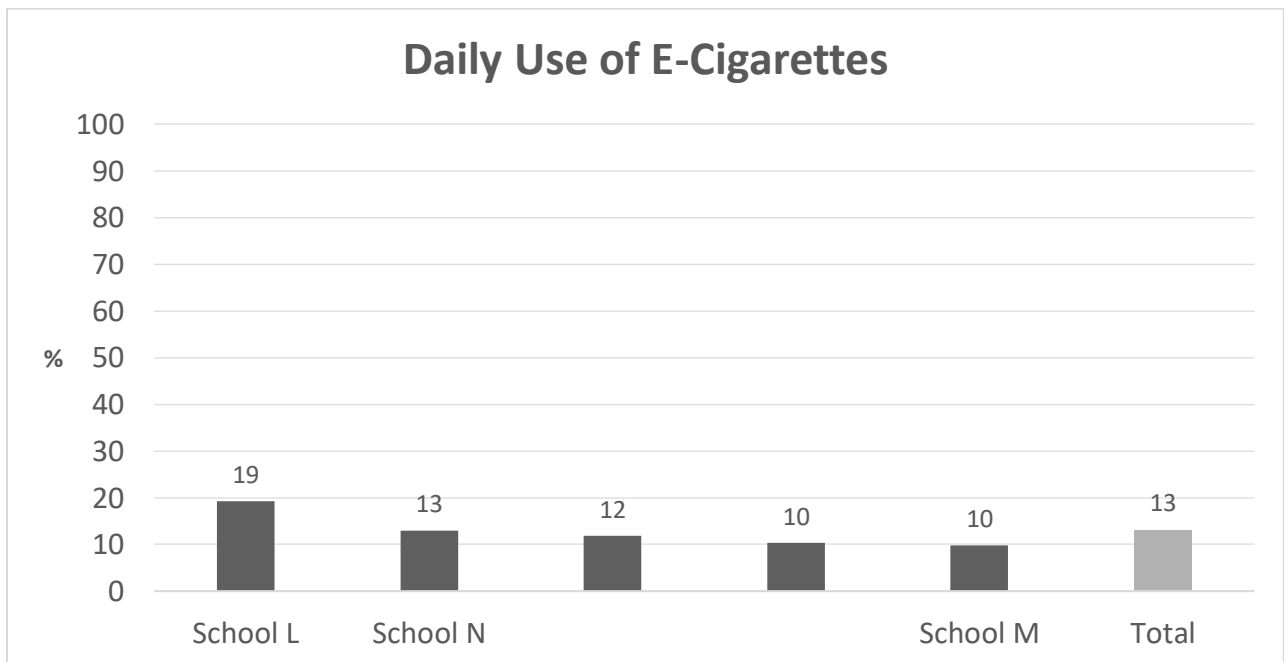


Figure 10. Frequency of students who used e-cigarettes daily

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

Ways students get cigarettes:	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
Buy them in a store	6	4	5	7	6	6
A family member gives them to me	6	6	4	5	6	6
A person 18 years or older and not in my family gives them to me	8	7	7	12	8	8
I take them from a store without paying	2	4	5	2	4	4
I take them from a family member without them knowing	4	5	9	5	5	5

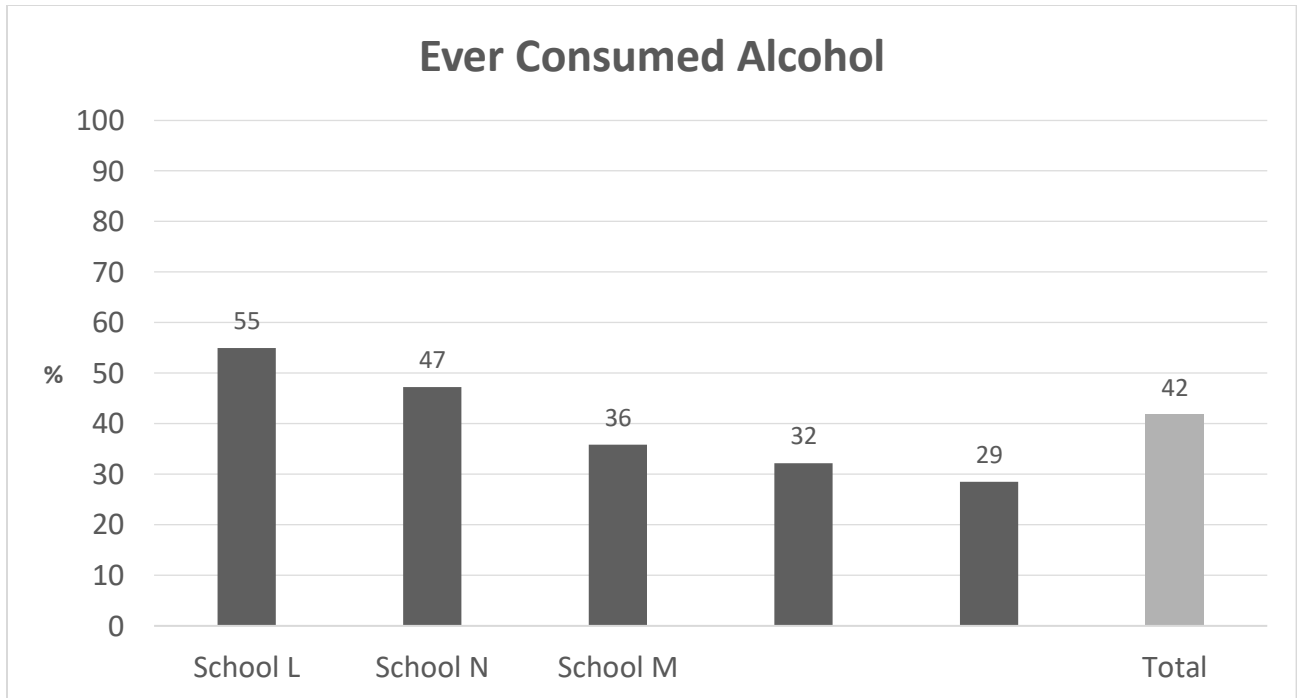


Figure 11. Frequency of students who have ever consumed alcohol

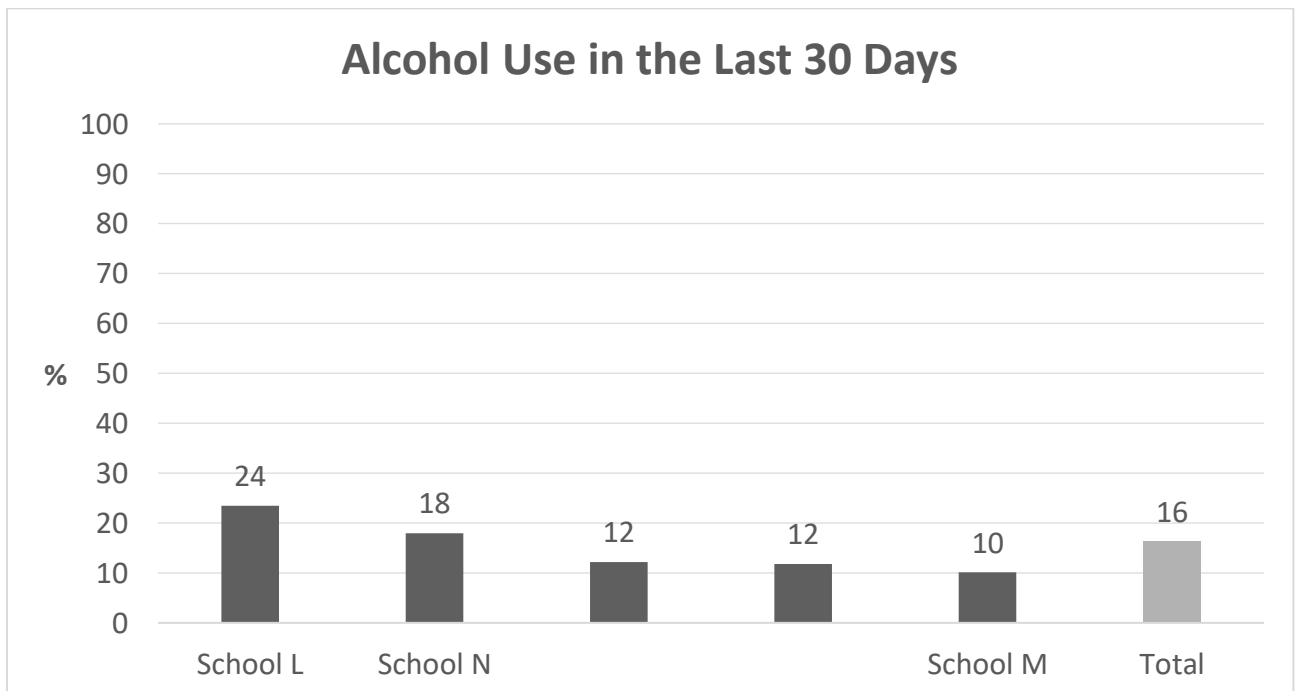


Figure 12. Students who consumed alcohol once or more within the last 30 days

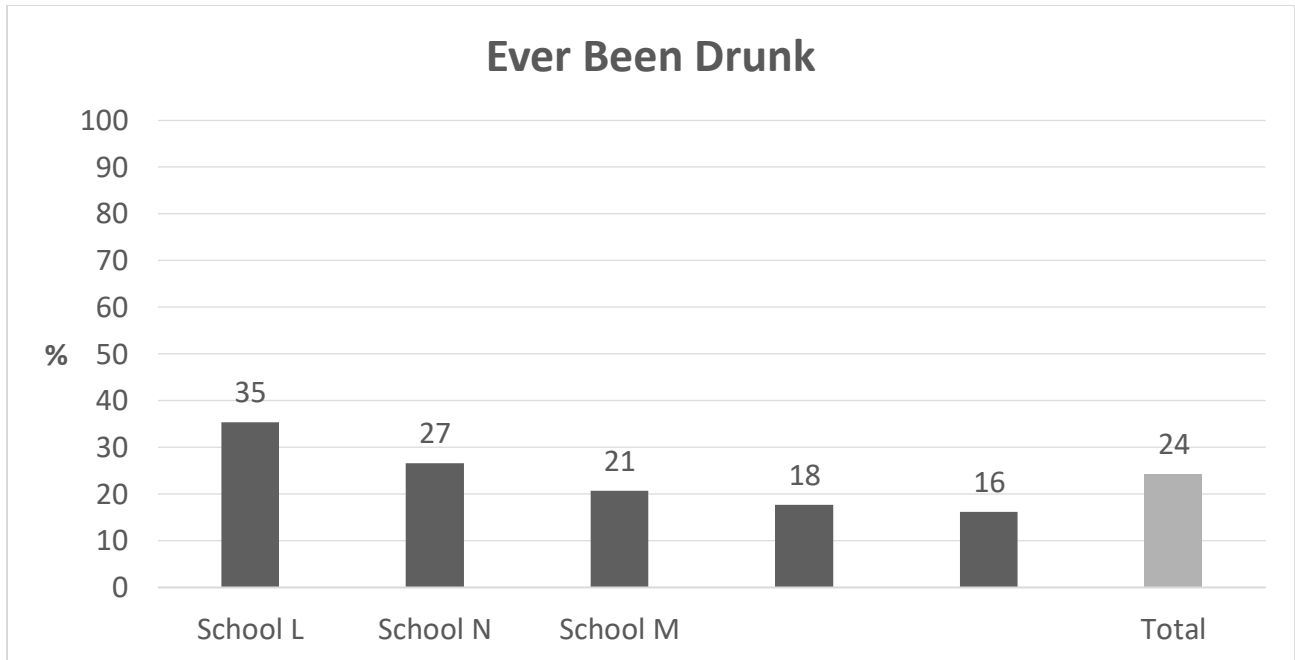


Figure 13: Frequency of students who have ever been drunk

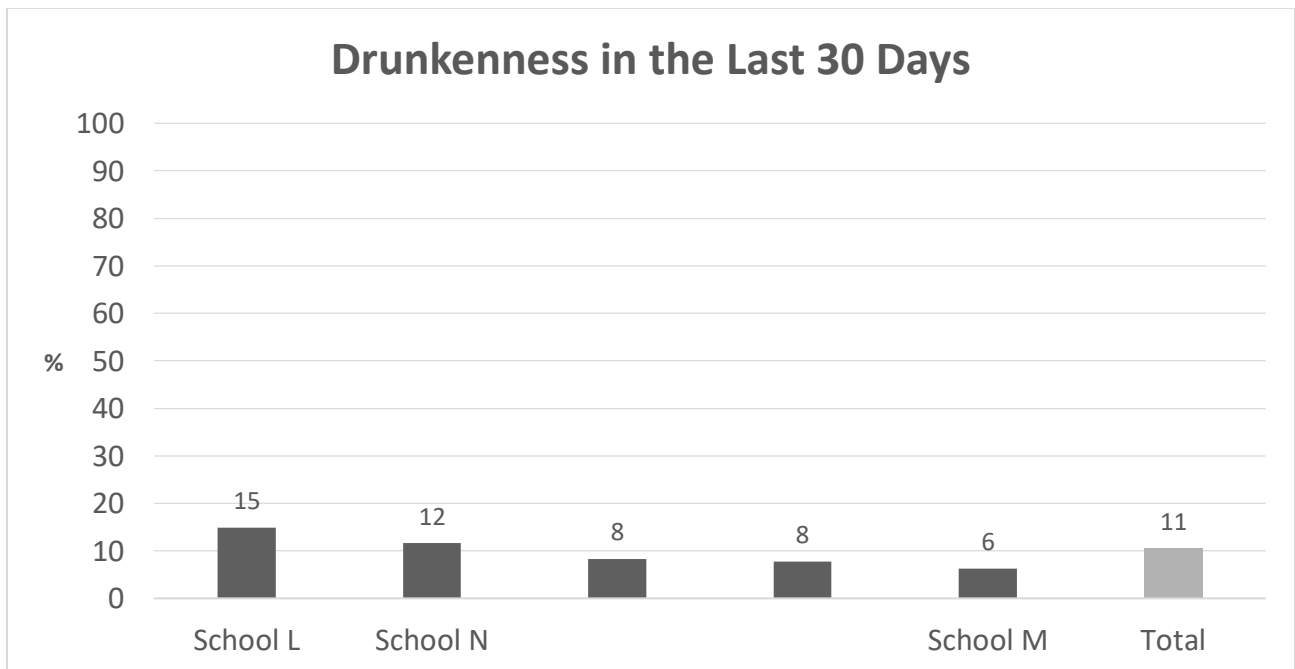


Figure 14: Students who have been drunk within the last 30 days

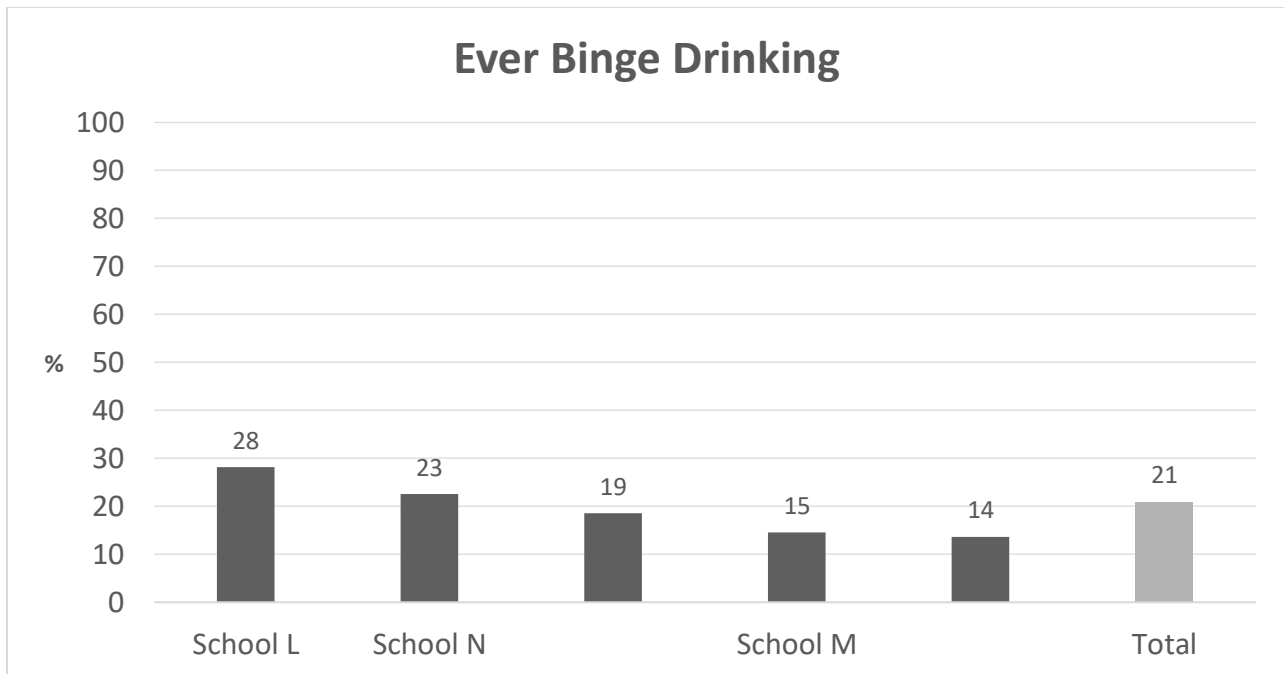


Figure 15: Students who have reported binge drinking (4x+ drinks in 1-2 hours) within the last 30 days

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

Ways students get alcohol:	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
Buy them in a store	4	3	2	3	4	4
A family member gives them to me	3	6	4	7	7	6
A person 21 years or older and not in my family gives them to me	8	8	5	16	8	9
I take them from a store without paying	2	4	4	2	4	3
I take them from a family member without them knowing	3	6	5	5	7	5

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

Locations where students drink alcohol	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
In your home	4	6	5	15	10	9
In the home of others	10	9	6	20	12	12
In the shopping centre	2	2	4	3	3	3
Outdoors: for example in the street, in the park, etc.	6	4	5	14	7	7
In a club/ bar/ pub	4	1	4	4	4	3
In a school dance/ball	2	1	2	4	3	3
In a college dance/ball	2	1	1	2	3	2
In a youth club/centre	2	1	4	3	3	2
During training or rehearsal tours or camps	2	2	1	3	3	2
Elsewhere	9	5	10	18	11	11

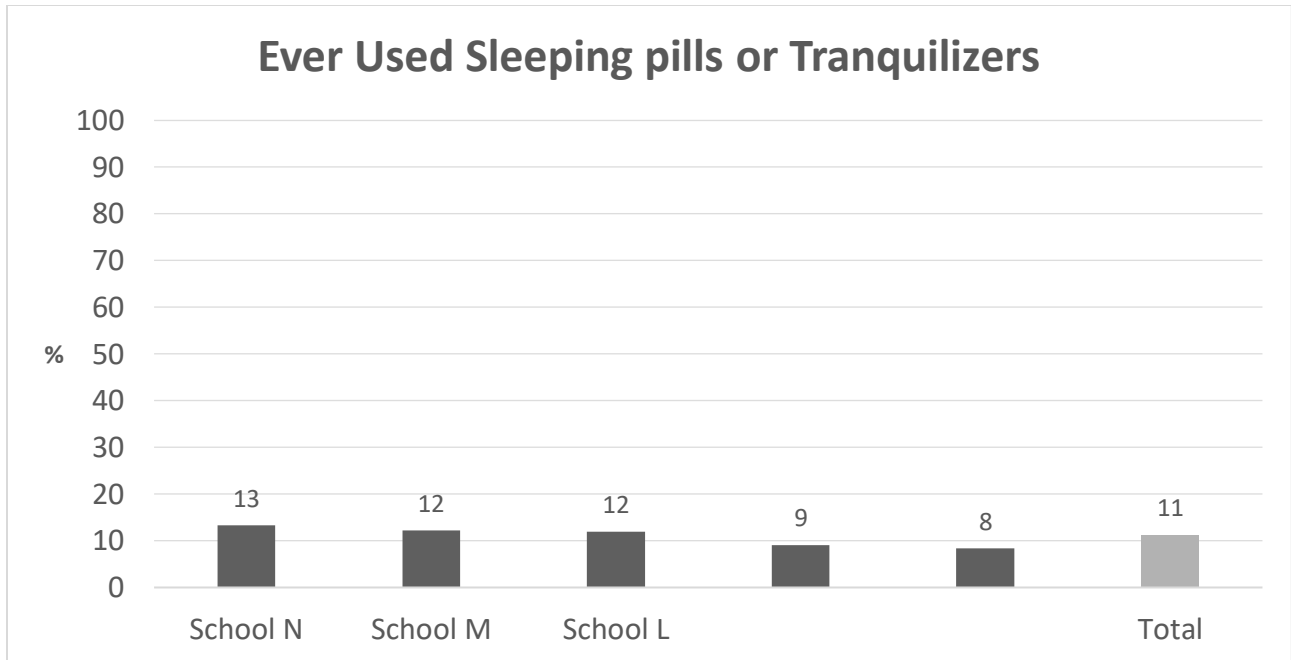


Figure 16: Frequency of students who have ever used sleeping pills or tranquilizer medicine

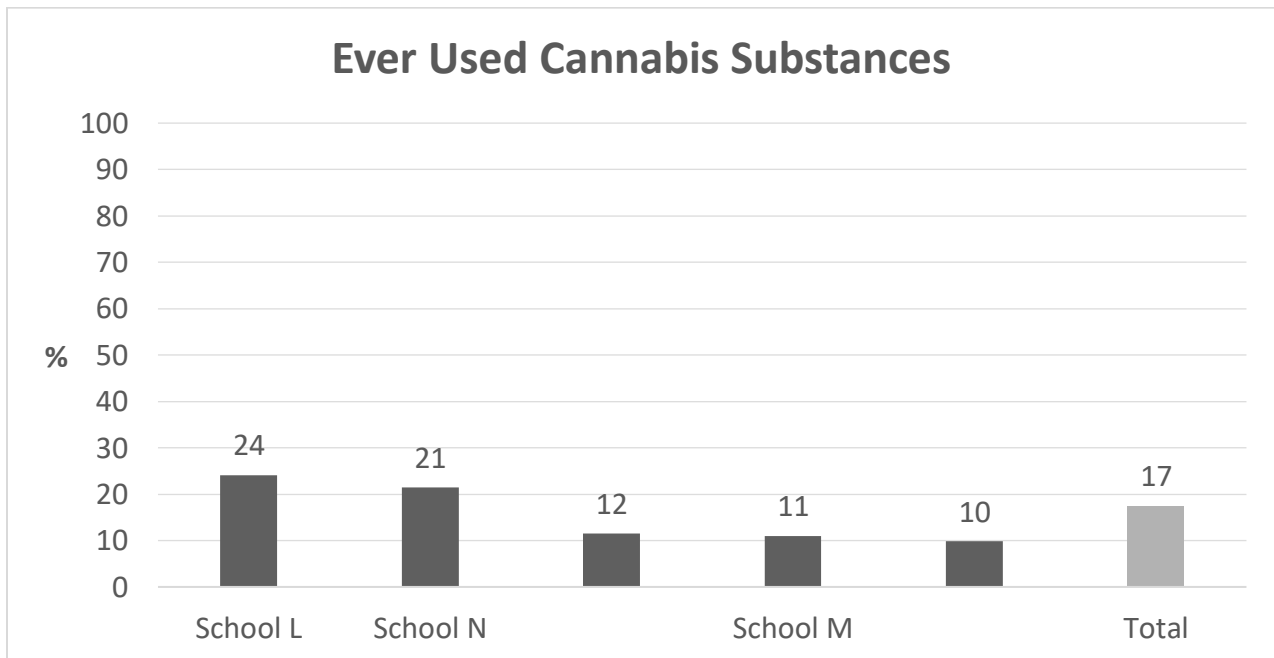


Figure 17: Frequency of students who have ever used cannabis substances

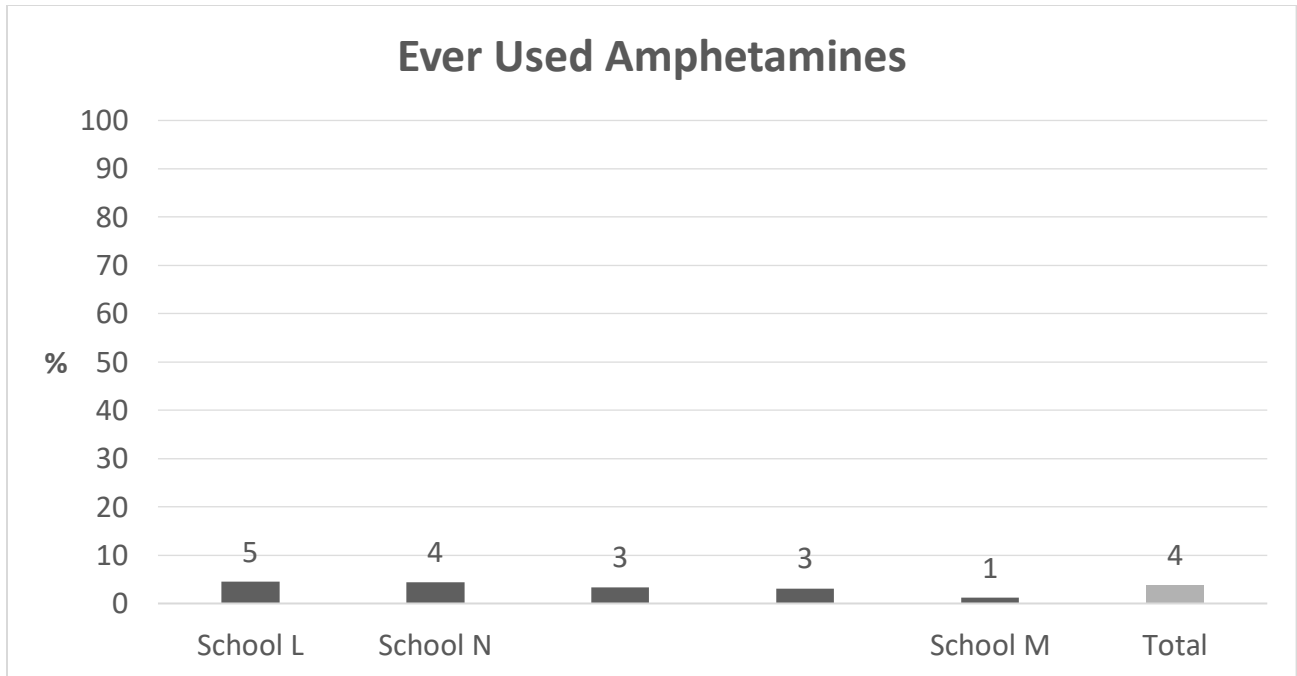


Figure 18: Frequency of students who have ever used amphetamines

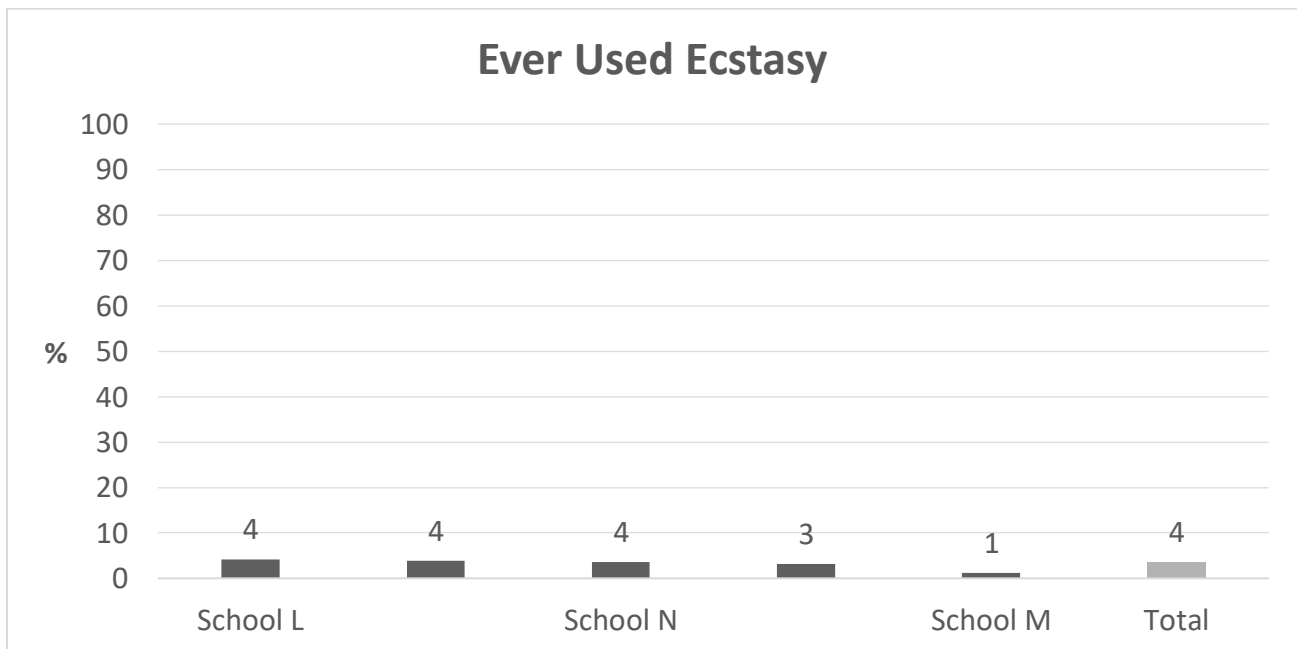


Figure 19: Frequency of students who have ever used ecstasy

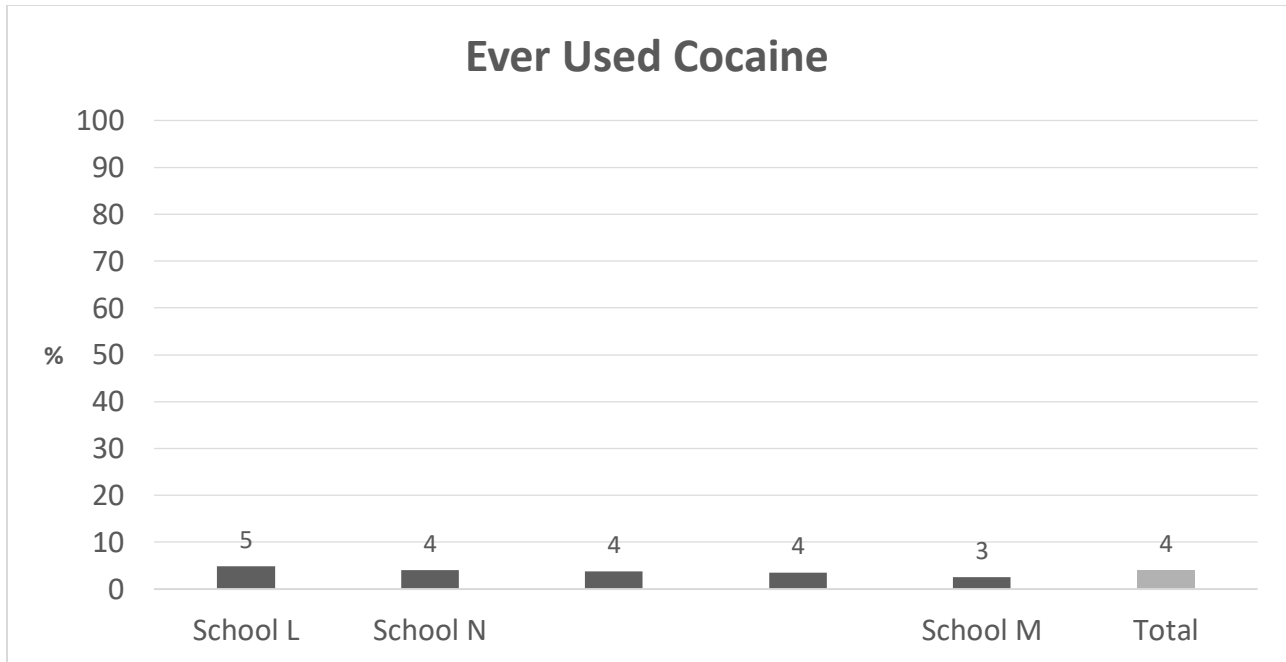


Figure 20: Frequency of students who have ever used cocaine

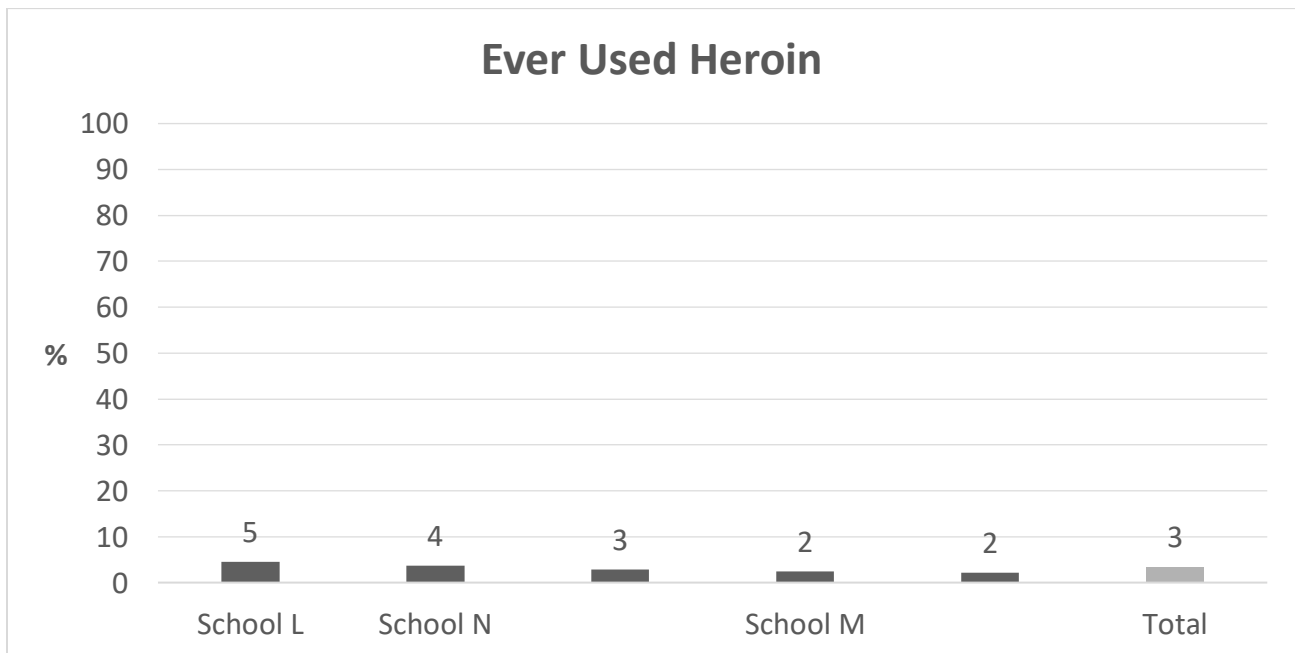


Figure 21: Frequency of students who have ever used heroin

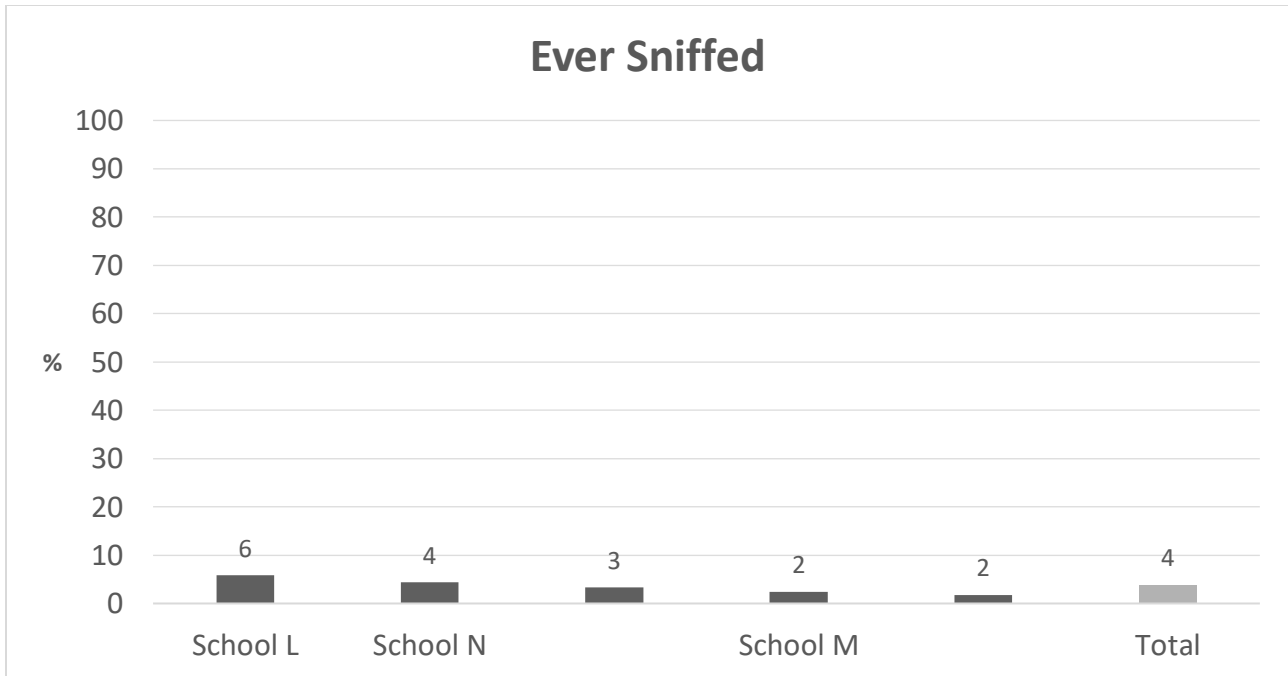


Figure 22: Frequency of students who have ever used sniffing glue

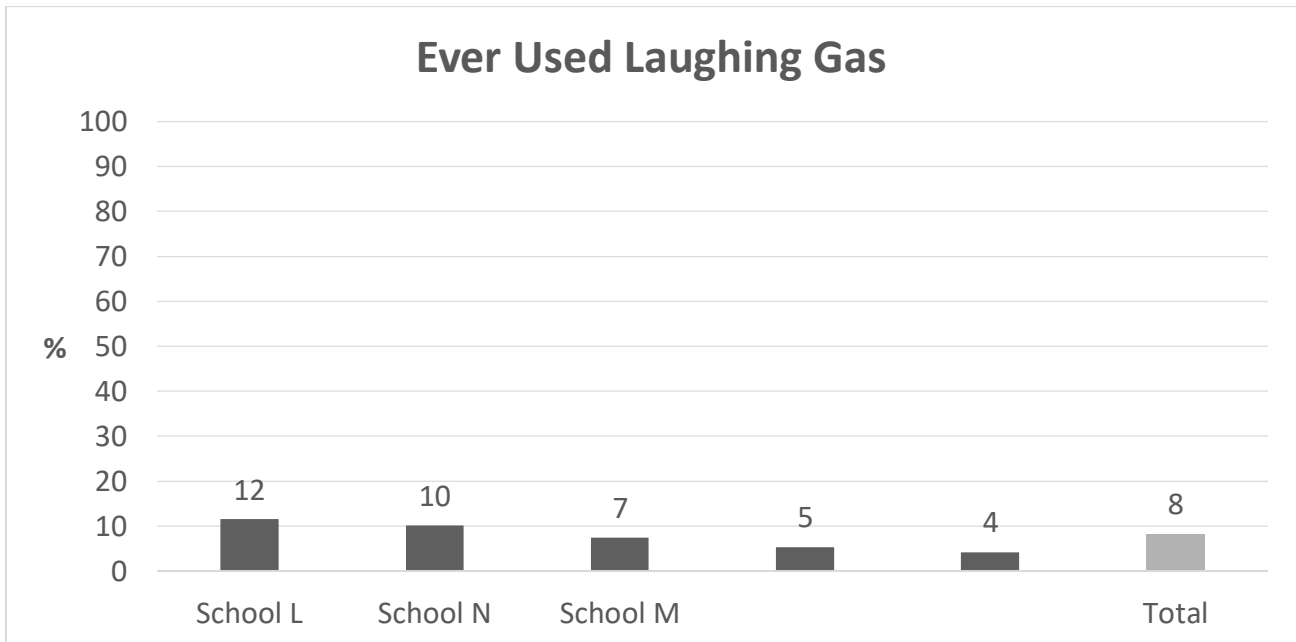


Figure 23: Frequency of students who have ever used laughing gas

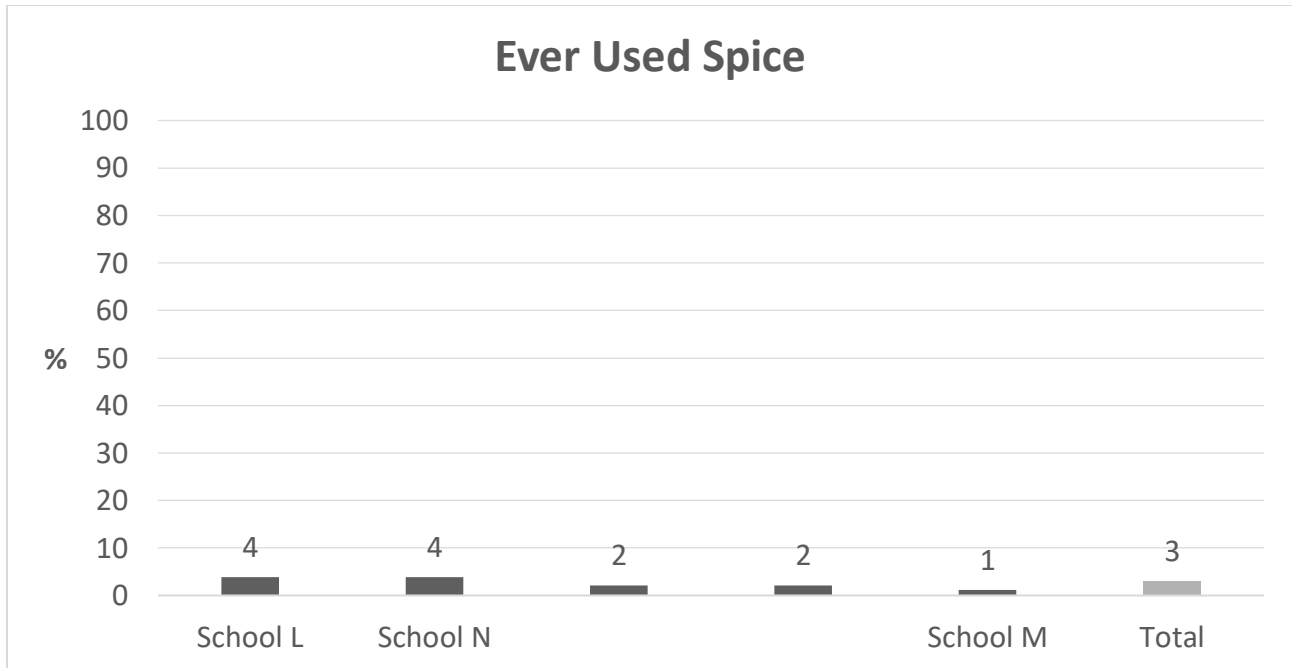


Figure 24: Frequency of students who have ever used spice

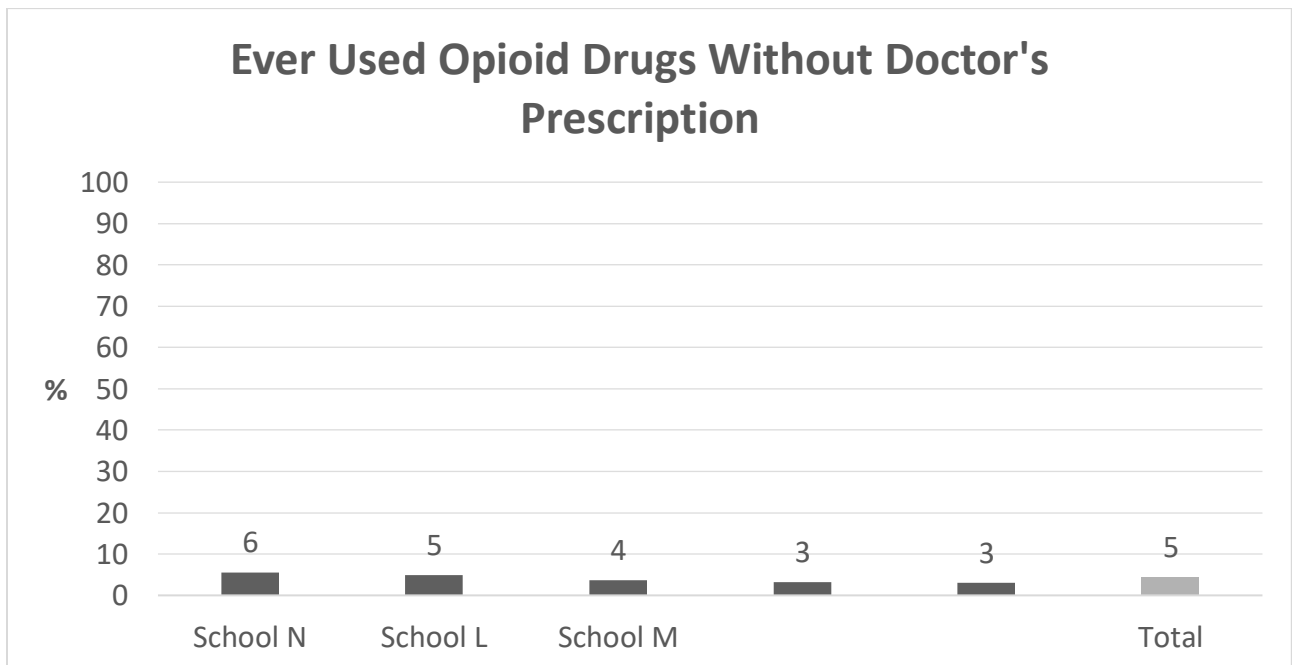


Figure 25: Frequency of students who have ever used opioids without a doctor's prescription

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

	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
Alcohol	13	12	19	21	23	19
Got drunk	6	7	11	9	8	8
Smoked cigarettes	15	12	18	14	12	13
Used e-cigarettes	10	6	15	12	9	9
Cannabis	6	5	15	9	10	9

Section 2: Risk and Protective Factors
Results: Parents/Caregivers

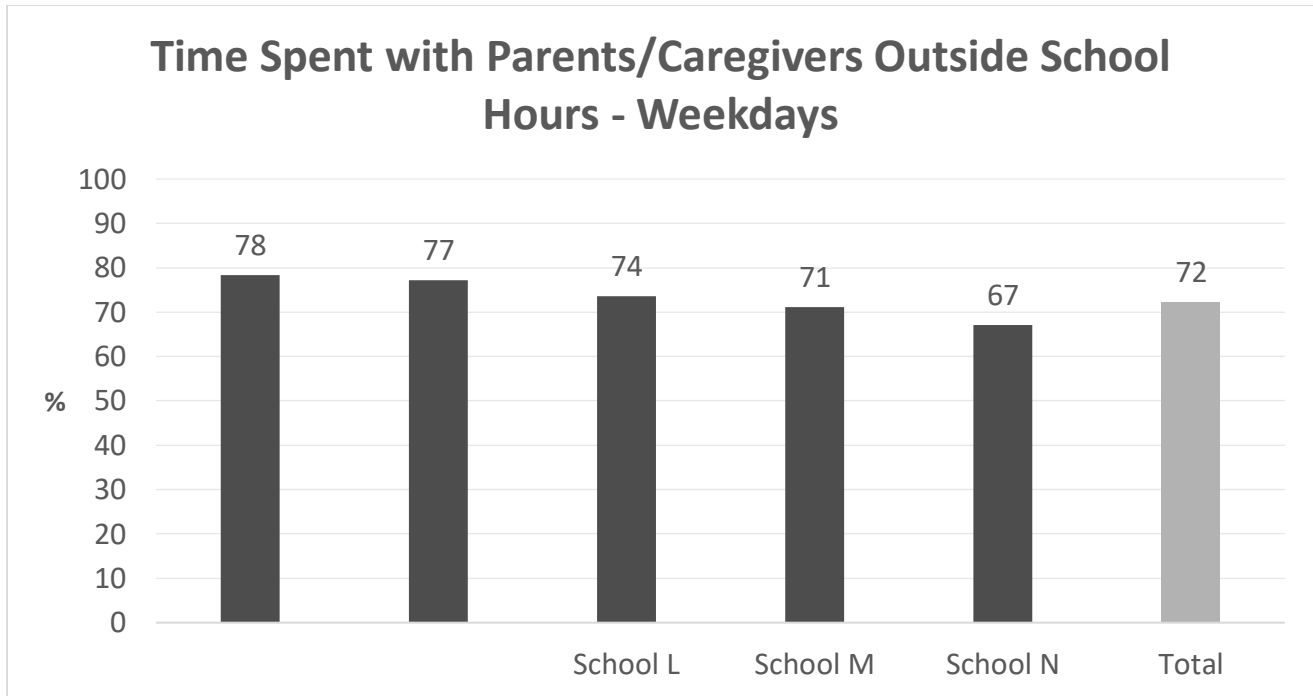


Figure 26. Time spent with parents/caregivers outside school hours on weekdays - “Often” + “Almost Always”

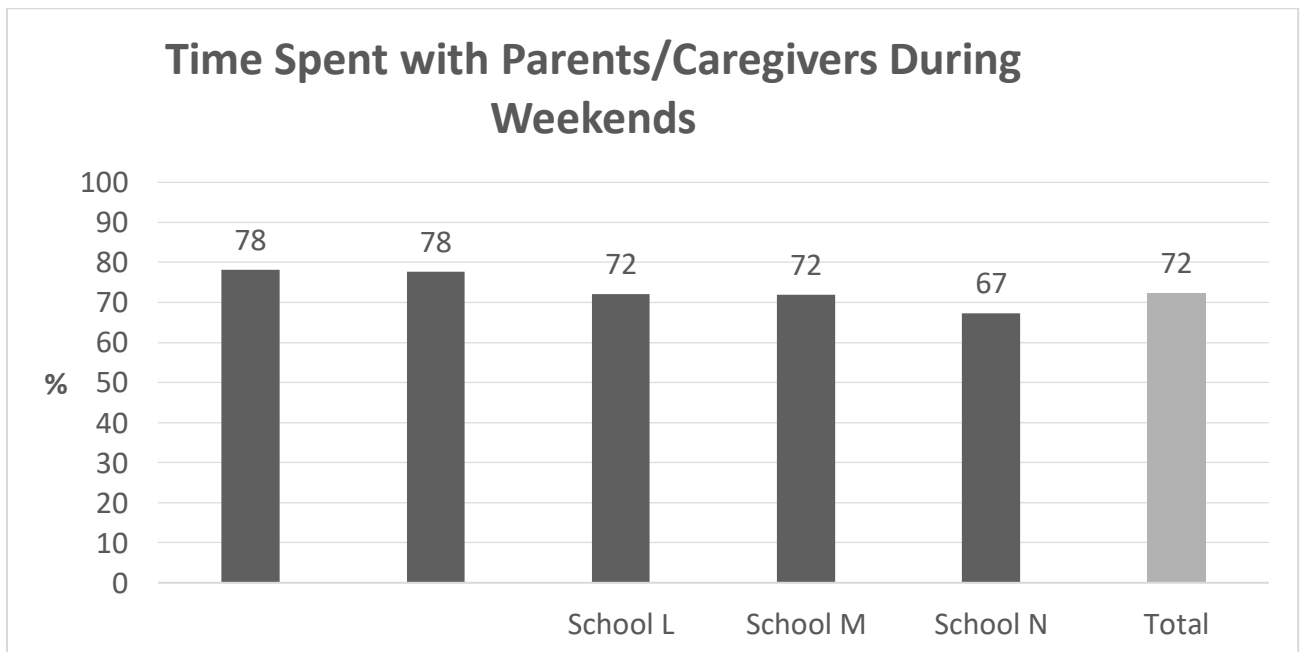


Figure 27. Time spent with parents/caregivers on weekends – “Often” + “Almost Always”

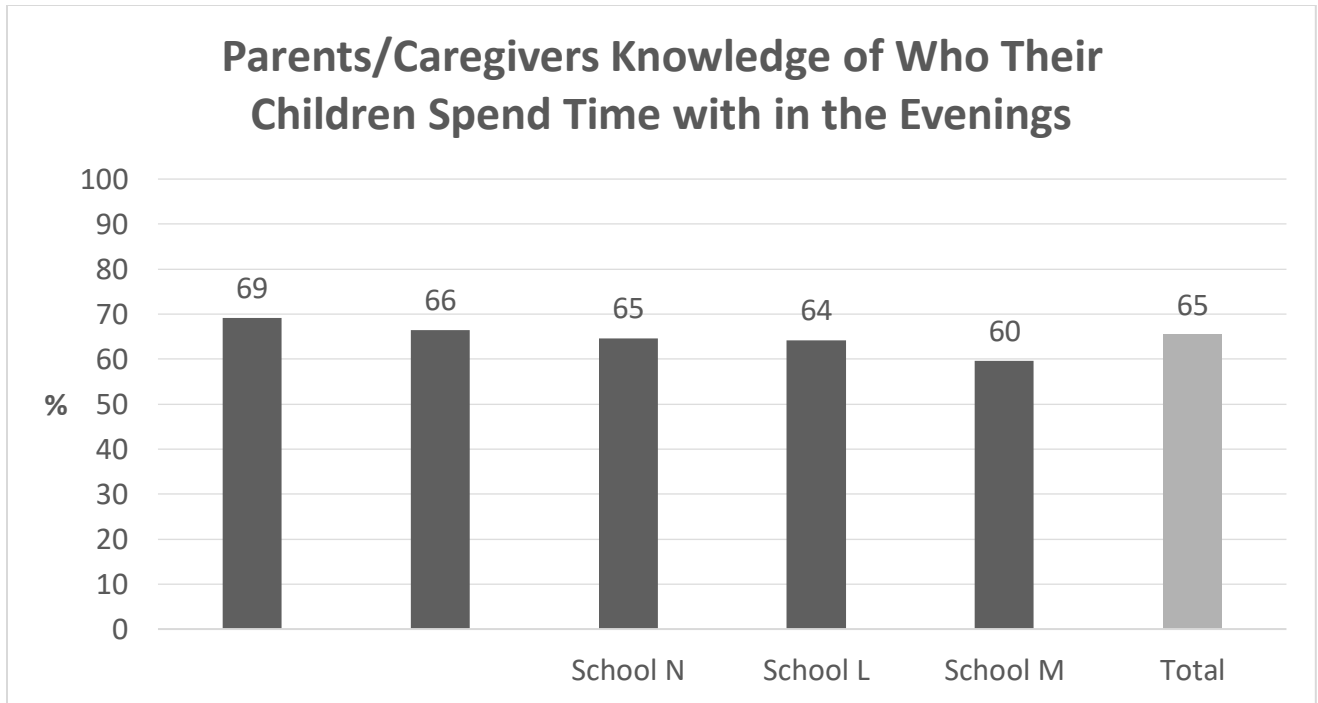


Figure 28. Parents/caregivers know whom I am with in the evenings – “Applies very well to me”

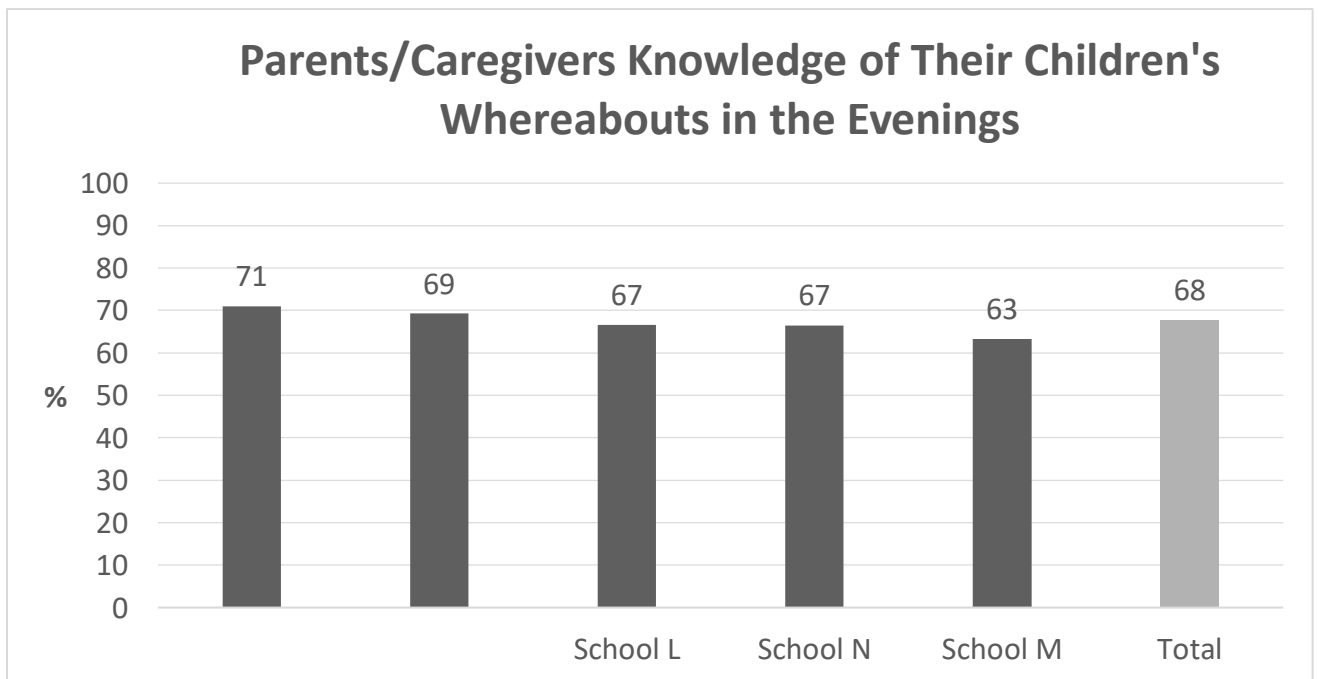


Figure 29. Parents/caregivers knowledge of student location in the evenings – “Applies very well to me”

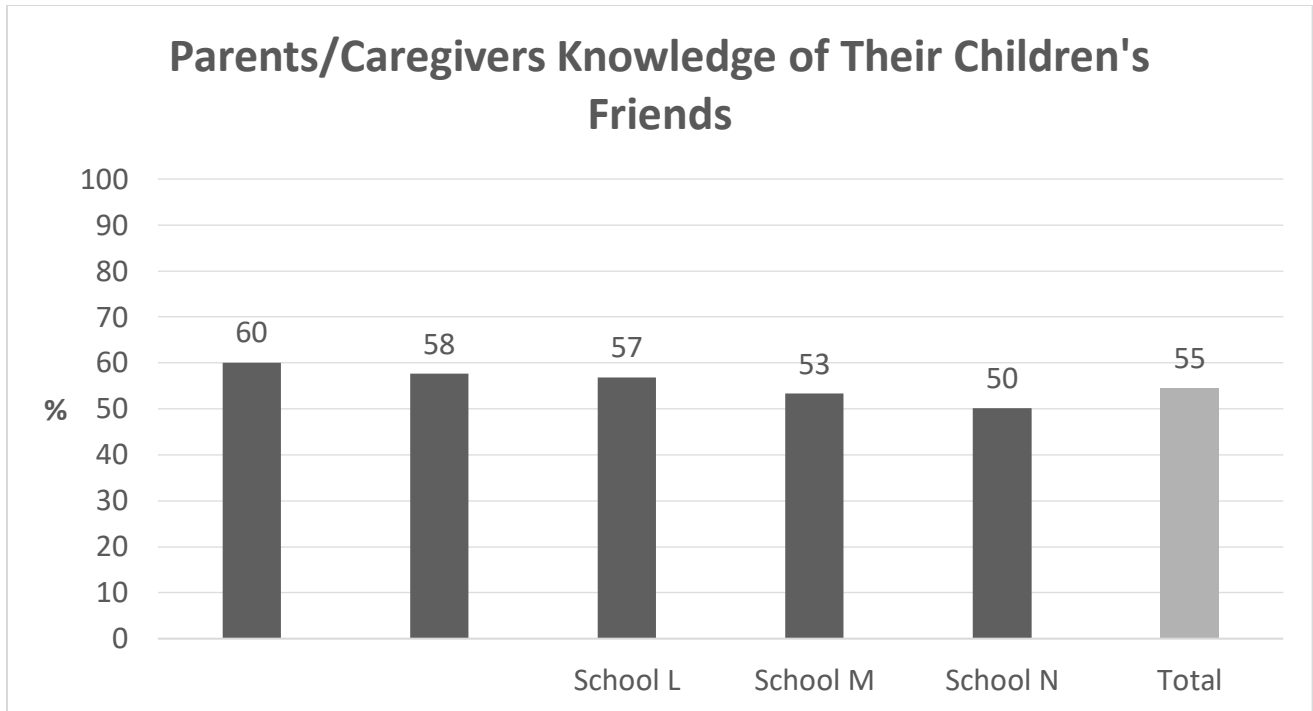


Figure 30. Parents/caregivers knowledge of students' friends – "Applies very well to me"

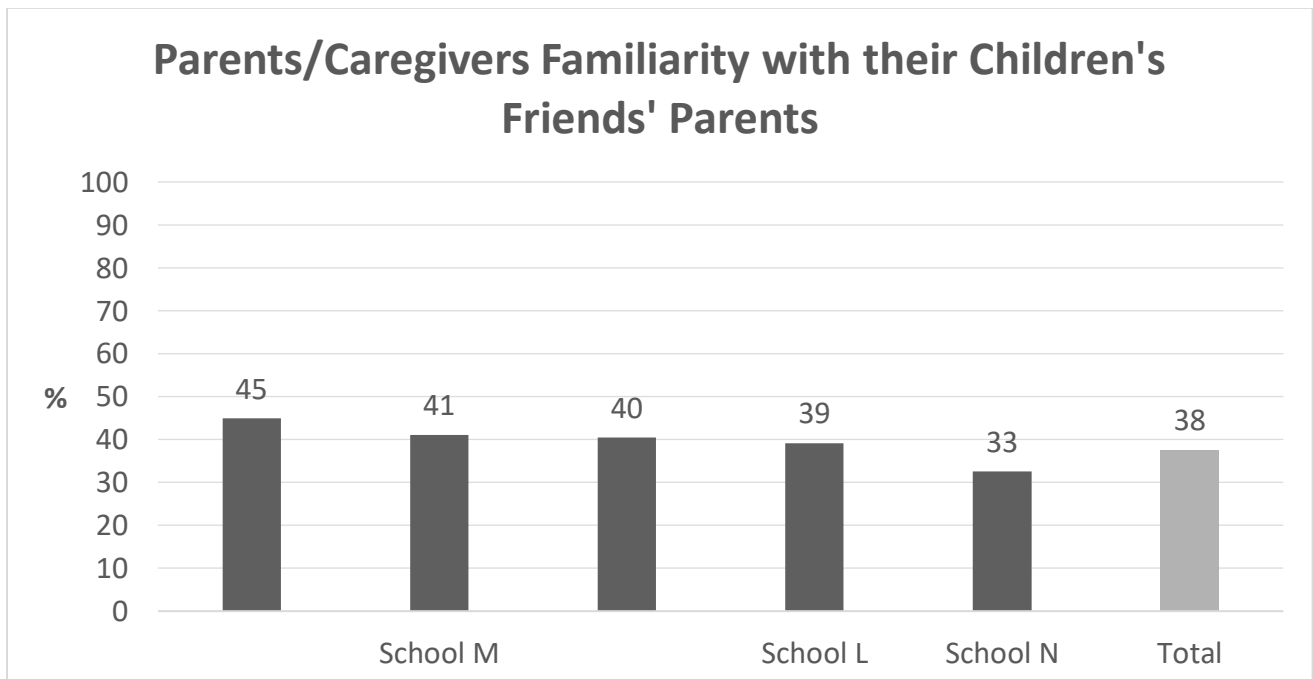


Figure 31. Parent/Caregivers familiarity with students' friends' parents – "Applies very well to me"

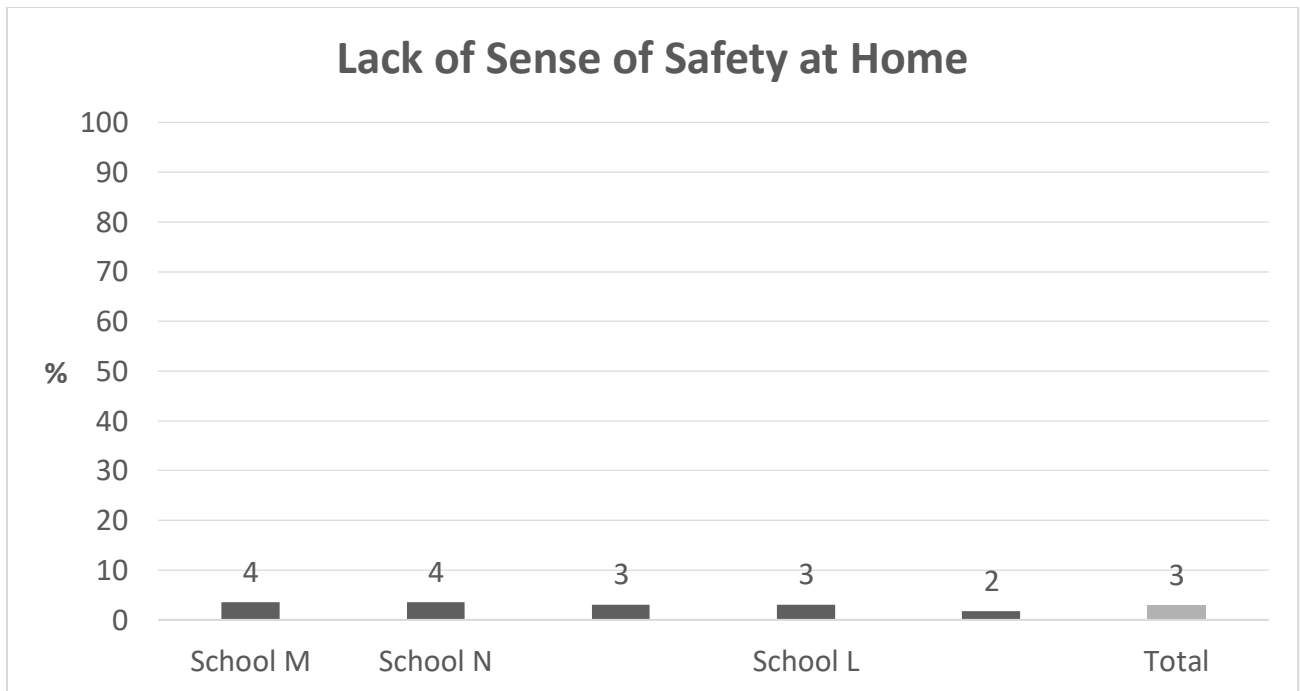


Figure 32. Student feelings of safety at home – “Almost Never” + “Rarely”

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

	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
Father	31	32	32	27	29	30
Mother	38	32	47	30	31	33

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

	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
Father	5	6	8	10	10	8
Mother	2	3	9	3	4	4

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

	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
Father	4	4	7	4	6	5
Mother	3	3	6	3	5	4

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

	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
Smoked Cigarettes	4	3	7	5	6	5
Became Drunk	3	8	7	9	7	6
Smoked Marijuana/Cannabis	3	2	3	6	10	6
Used e-cigarettes or vaping devices	6	5	7	8	8	7
Used snuff, chewing tobacco or other tobacco inserted into the mouth	5	5	6	9	6	6

Results: Peer Group

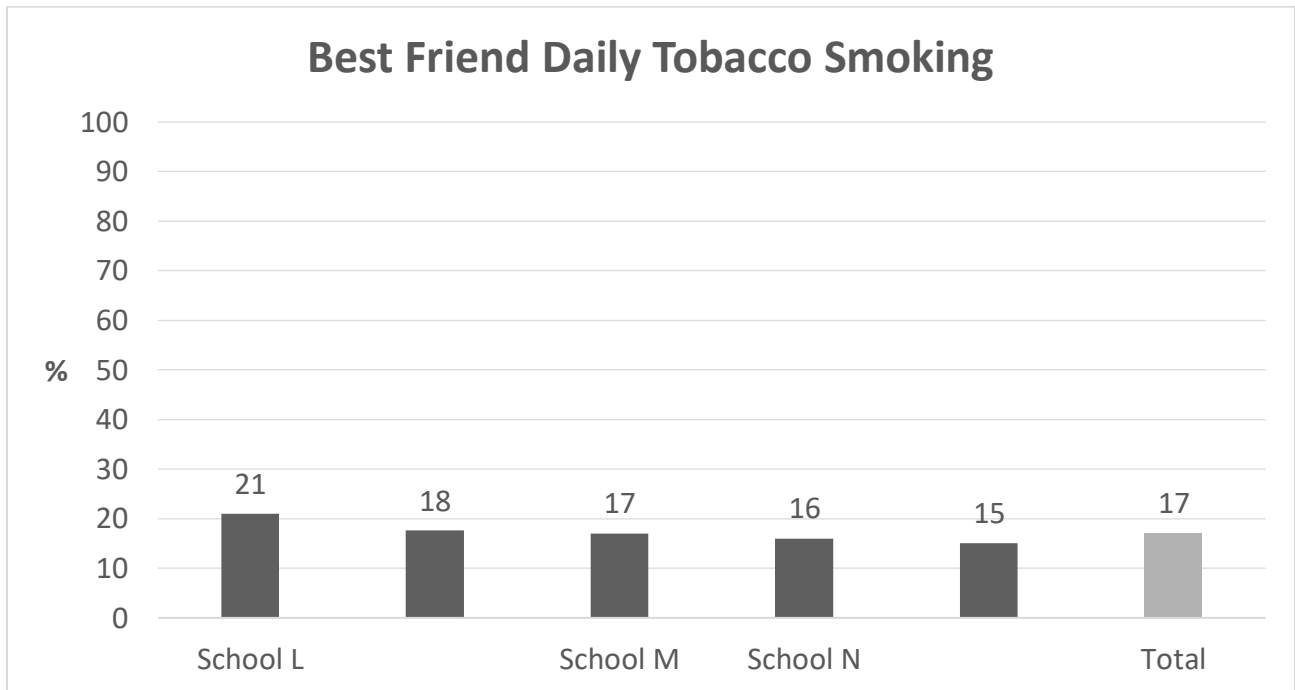


Figure 33. Best Friend Smokes Tobacco on a Daily Basis – “yes”



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

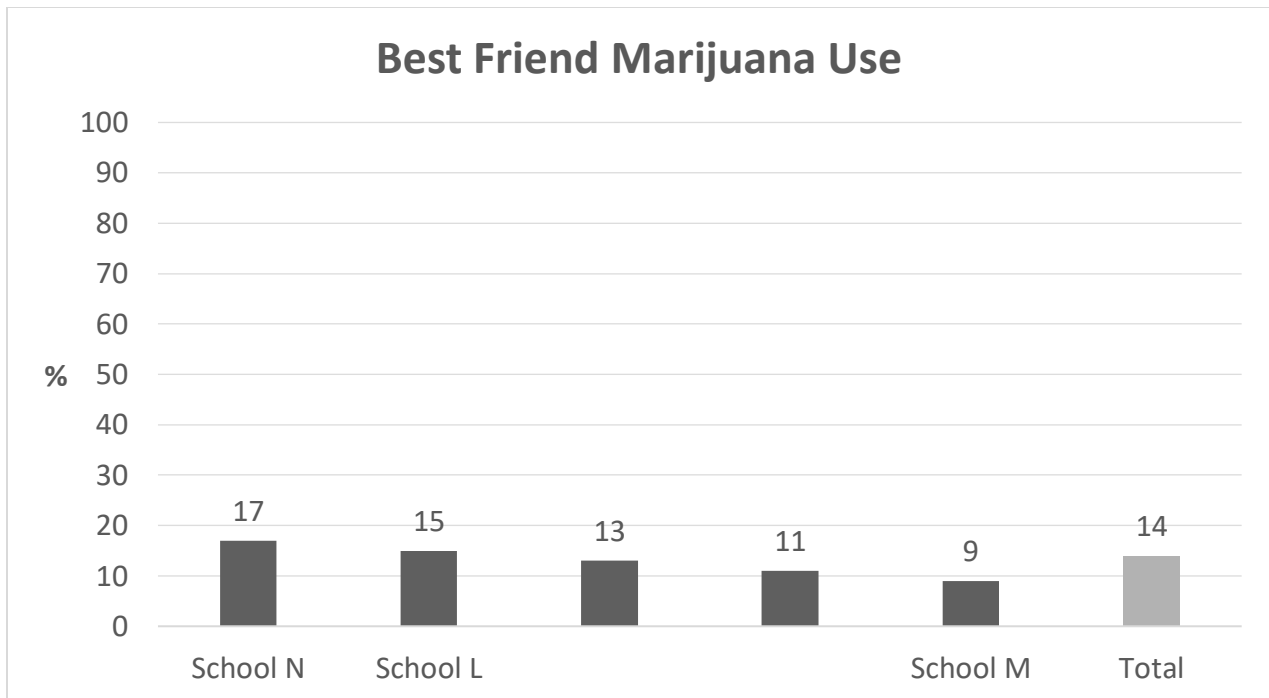


Figure 35. Best Friend Smokes Marijuana on a Weekly Basis – “yes”

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

	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
Smoke Cigarettes	11	8	4	9	7	8
Drink Alcohol Beverages	12	11	7	23	15	15
Get Drunk at Least Once a Week	8	8	2	11	9	9
Smoke Marijuana	12	11	6	15	16	14
Get Bad Grades in School	10	6	4	8	8	8
Skip Classes or School	9	7	1	6	8	8
Get in Trouble at School	8	5	4	6	8	7

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

	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
Do Well in School	63	63	63	61	60	61
“Skip” or Cut Classes	12	10	10	9	11	11
Do Well in Sports	59	56	70	63	50	56
Drink Alcohol	11	10	11	17	11	12
Smoke Cigarettes	11	9	11	7	9	9
Smoke Marijuana	12	12	12	12	13	12
Be Against the Rules of Adults	12	12	15	13	13	13
Steal from Shops	9	8	9	7	8	8

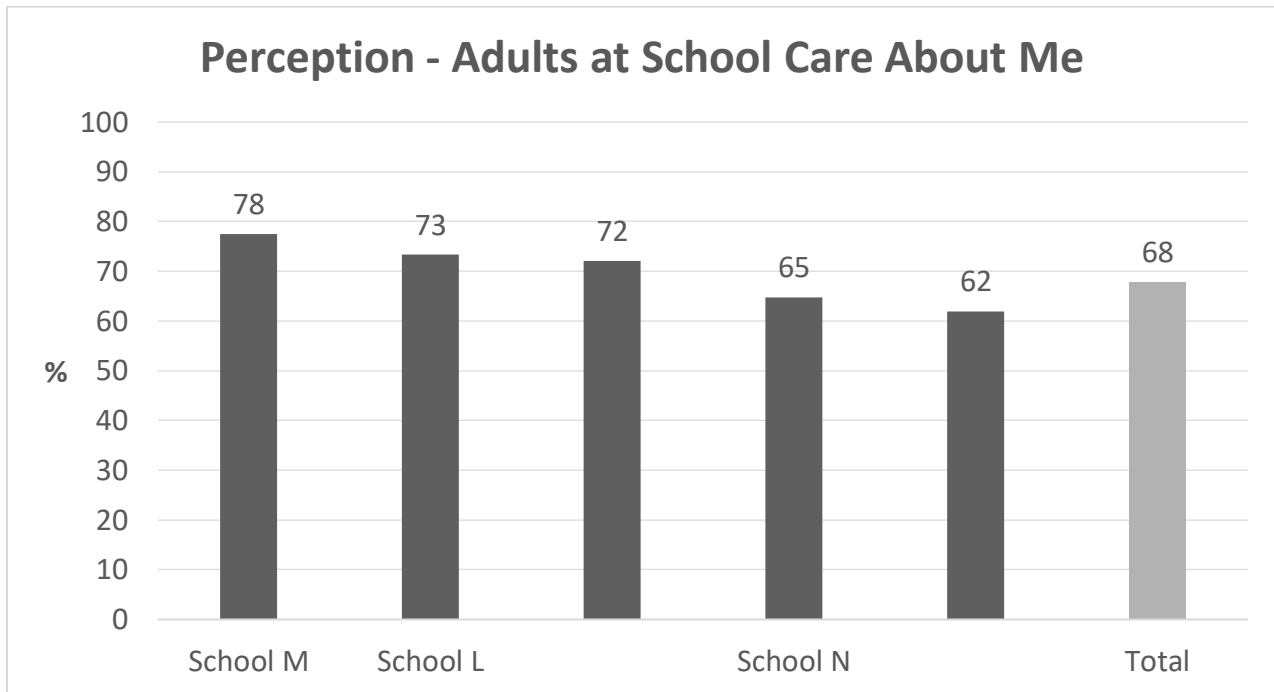
Results: School

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

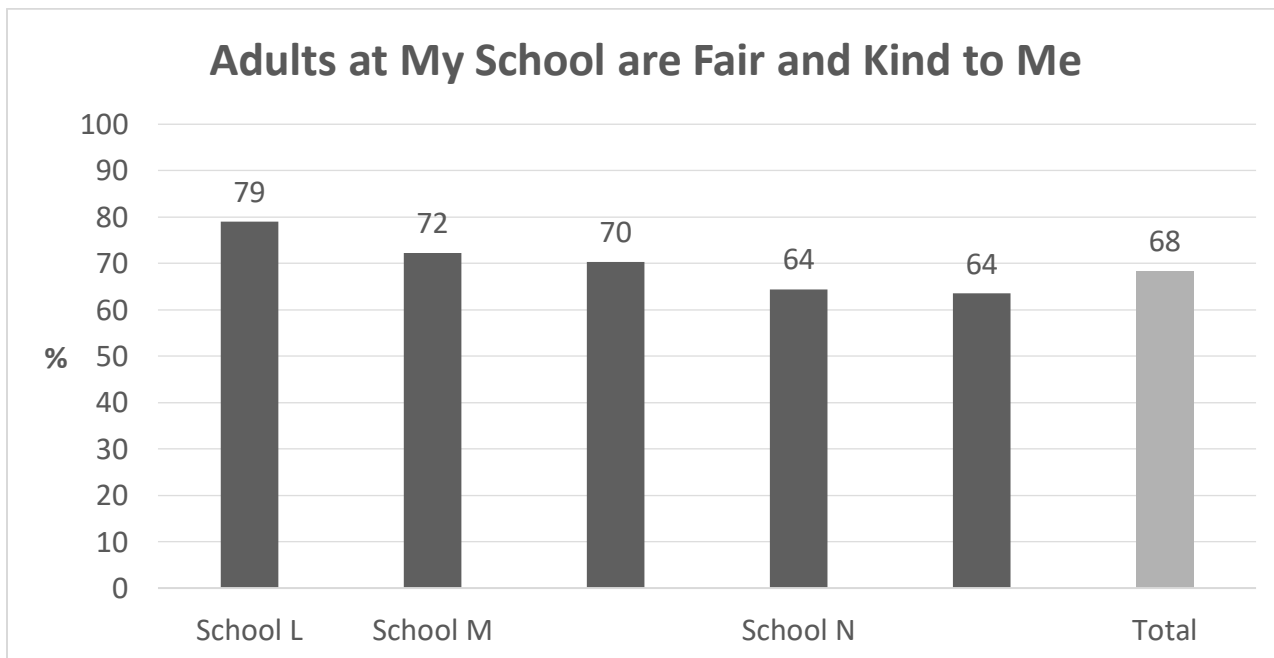


Figure 37. The adults at my school are fair and kind to me – “Strongly Agree” + “Somewhat Agree”

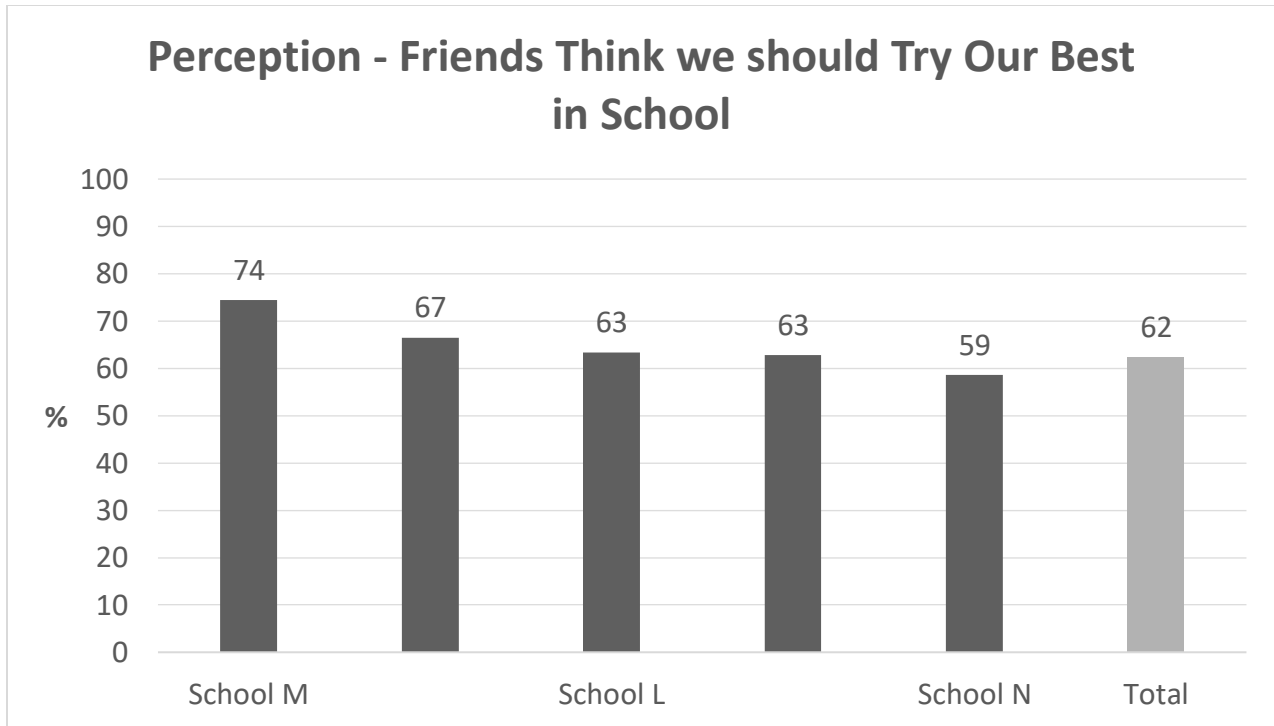


Figure 38. My friends think we should try our best in school – “Strongly Agree” + “Somewhat Agree”

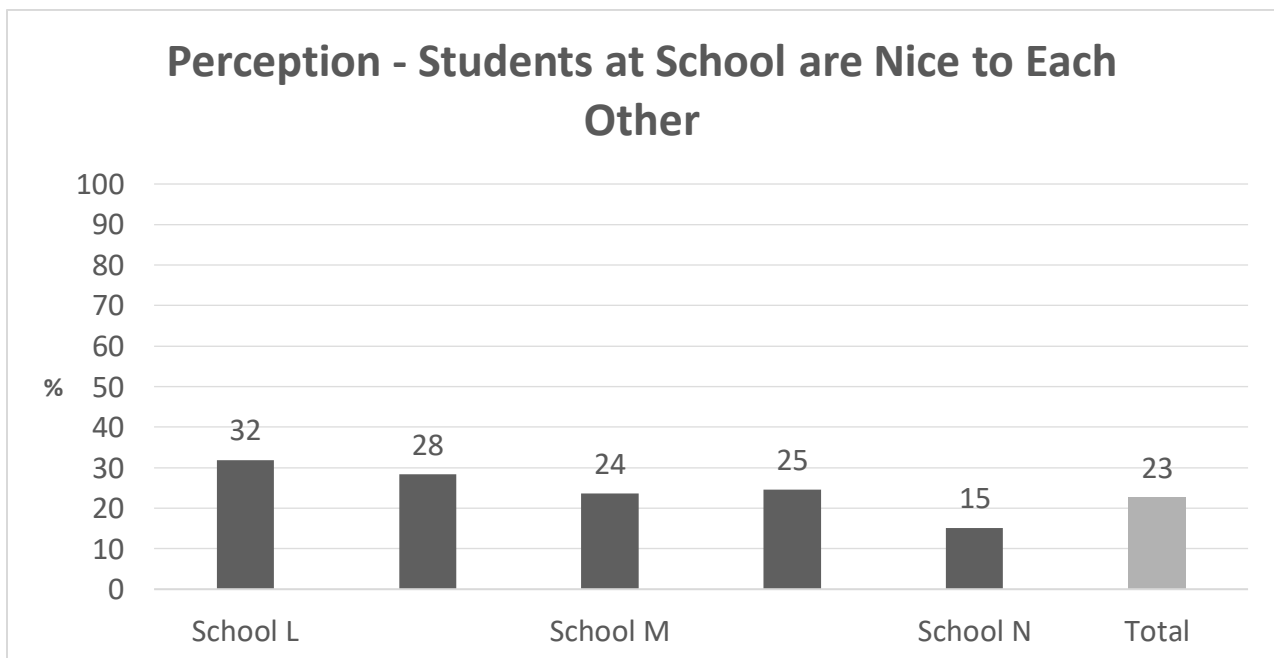


Figure 39. The students at my school are nice to each other – “Strongly Agree” + “Somewhat Agree”

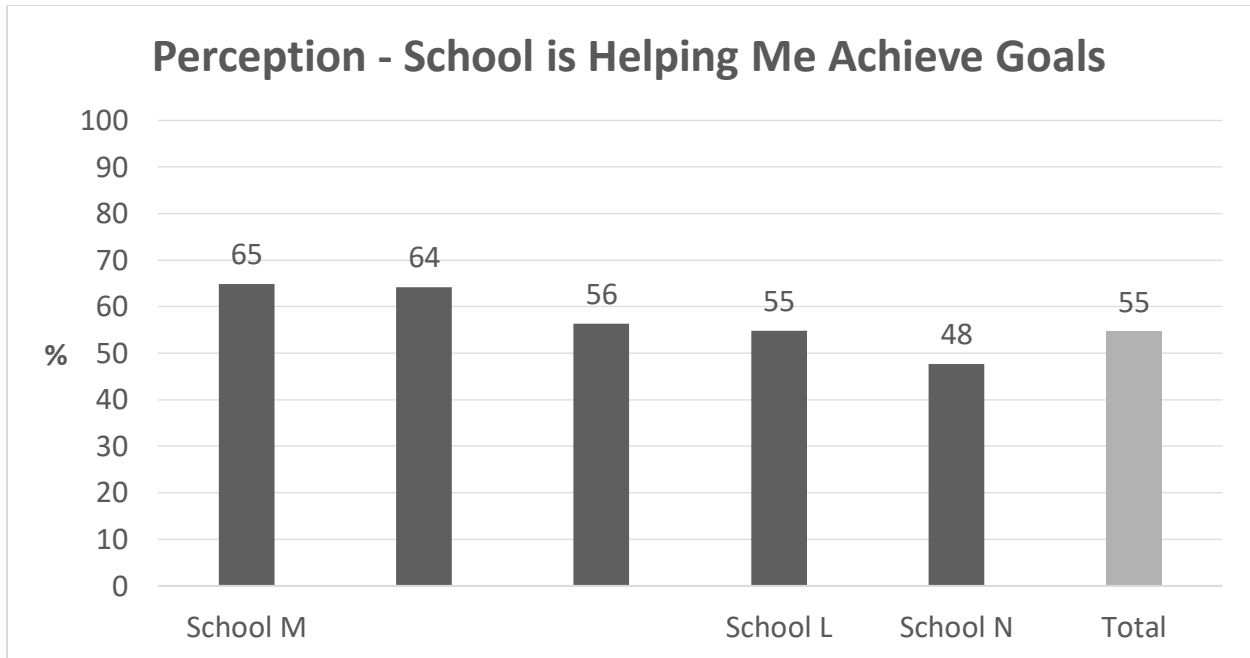


Figure 40. My school is helping me achieve goals that matter to me – “Strongly Agree” + “Somewhat Agree”

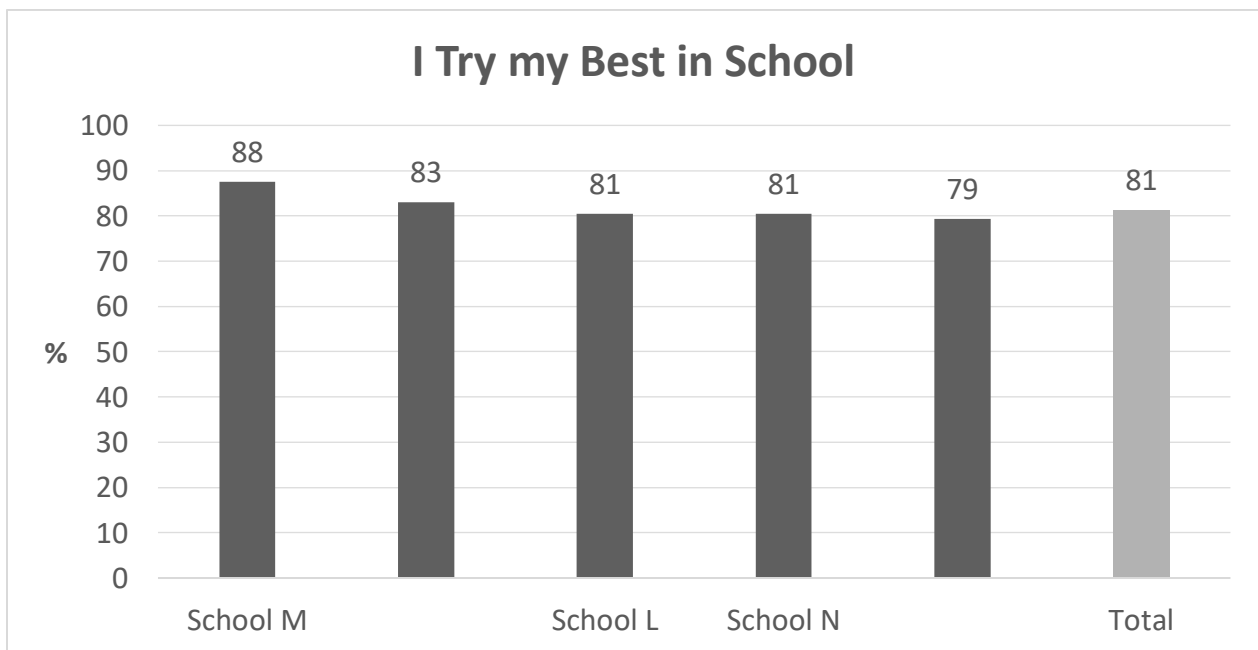


Figure 41. I try my best in school – “Strongly Agree” + “Somewhat Agree”

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

	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
I find school pointless	22	23	15	27	24	24
I am bored at school	40	45	25	50	48	45
I feel I do not put enough effort into my schoolwork	14	15	12	19	17	16
I find schoolwork too difficult	24	24	16	24	25	24
I feel bad at school	23	25	15	21	30	27
I want to change schools	21	23	11	18	25	22
I do not get along with my teachers	13	15	7	10	14	13

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

	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
Because of illness	70	69	66	64	61	65
Because you “skipped” or “cut” classes	22	29	16	27	20	23

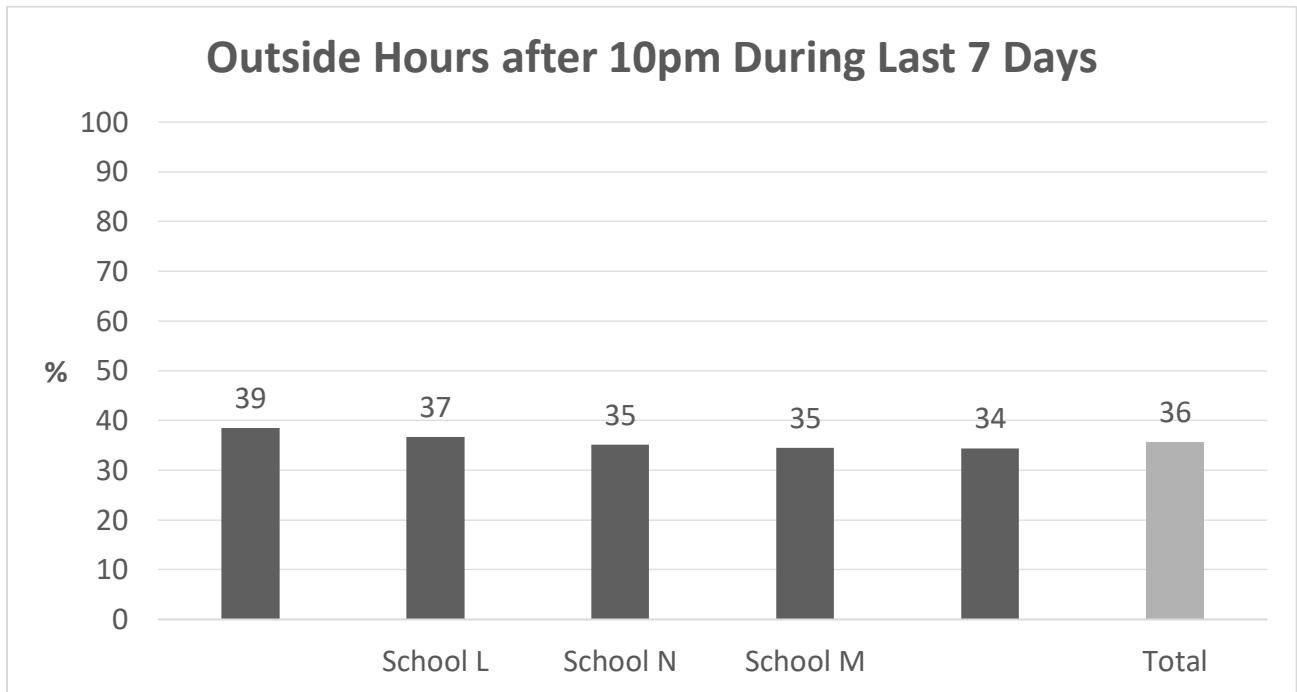
Results: Leisure

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

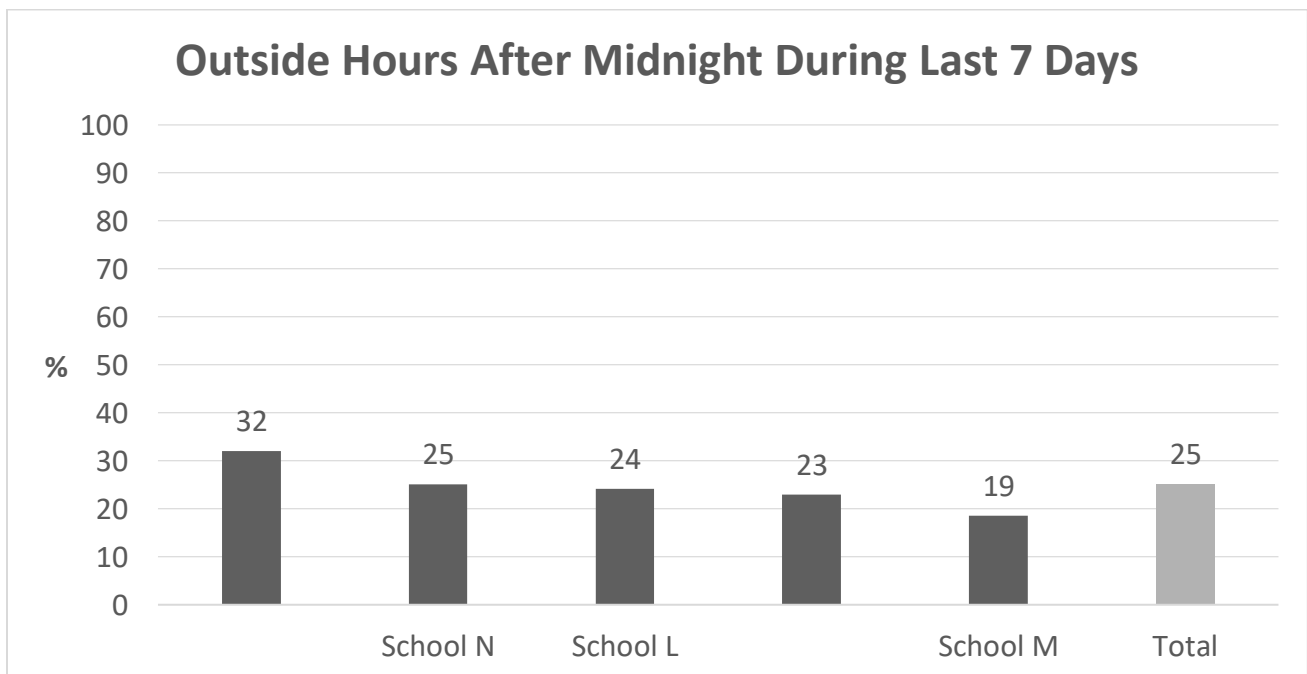


Figure 43. Outside after midnight in the last 7 days - “Once or more often”

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)

	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
Sports or sports teams (swim team, soccer, football, dance)	36	40	50	41	33	37
Religious Organizations (e.g. youth group, go to church)	18	22	20	23	21	21
Art, Drama, or musical instrument band) classes	16	20	20	16	17	17
Volunteering in the Community	16	19	13	12	14	15
Go to a community center like "Boys and Girls Club" or another such After-school program	6	12	7	5	8	7
Other	15	21	20	23	26	22

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

	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
Hang out at a friend's home with no adult present	16	19	16	30	19	20
Hang out with friend's in a local parking lot	19	16	14	14	13	15
Hang out with friends in a field or wooded area	12	11	10	12	10	11
Hang out with friends in a local mall, shopping center, or downtown stores	12	14	14	15	17	15
Hang out with friends at a nearby school when school is closed	9	12	15	10	9	10
Hang out with friends in an abandoned building or empty house	6	8	6	6	8	7

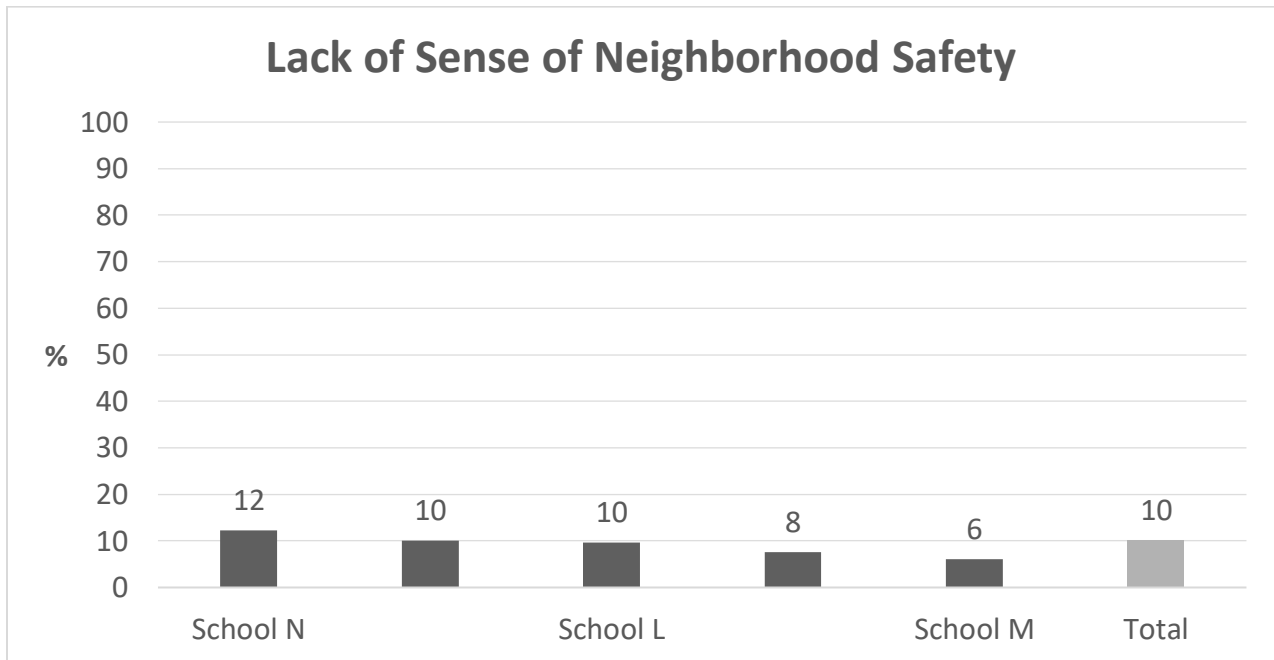
Results: Community

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”) (%)

	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
...the kids in the neighborhood were skipping school and hanging around	44	42	36	50	47	46
...the kids were doing graffiti on house in the area	29	25	29	33	30	29
...the kids disrespected the adults	27	28	23	32	32	30
...if a fight broke out in front of your house	31	30	24	33	34	32
...somebody was breaking into a car or a house on your street	22	23	21	28	27	25

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

	(%)	(%)	School M (%)	School L (%)	School N (%)	Total (%)
There is a great deal of social life available in my neighborhood/ community	76	68	64	57	59	64
It is good to live in my neighborhood/ community	81	81	82	73	74	77
In the future I would like to continue to live in the neighborhood/ community that I live in at this present time	51	54	57	49	43	48

Section 3. Risk and Protective Factors and Relationships to Outcomes
Parents/Caregivers

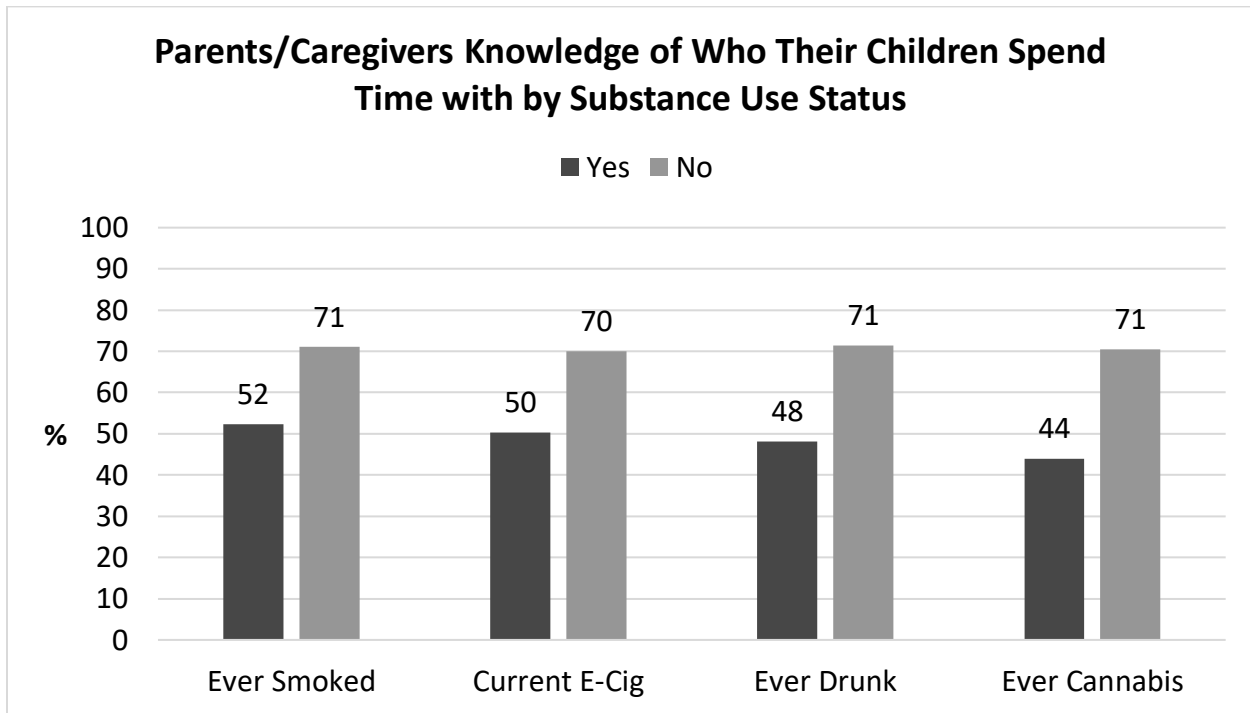


Figure 45. Parents/caregivers know whom I am with in the evenings – “Applies very well to me”

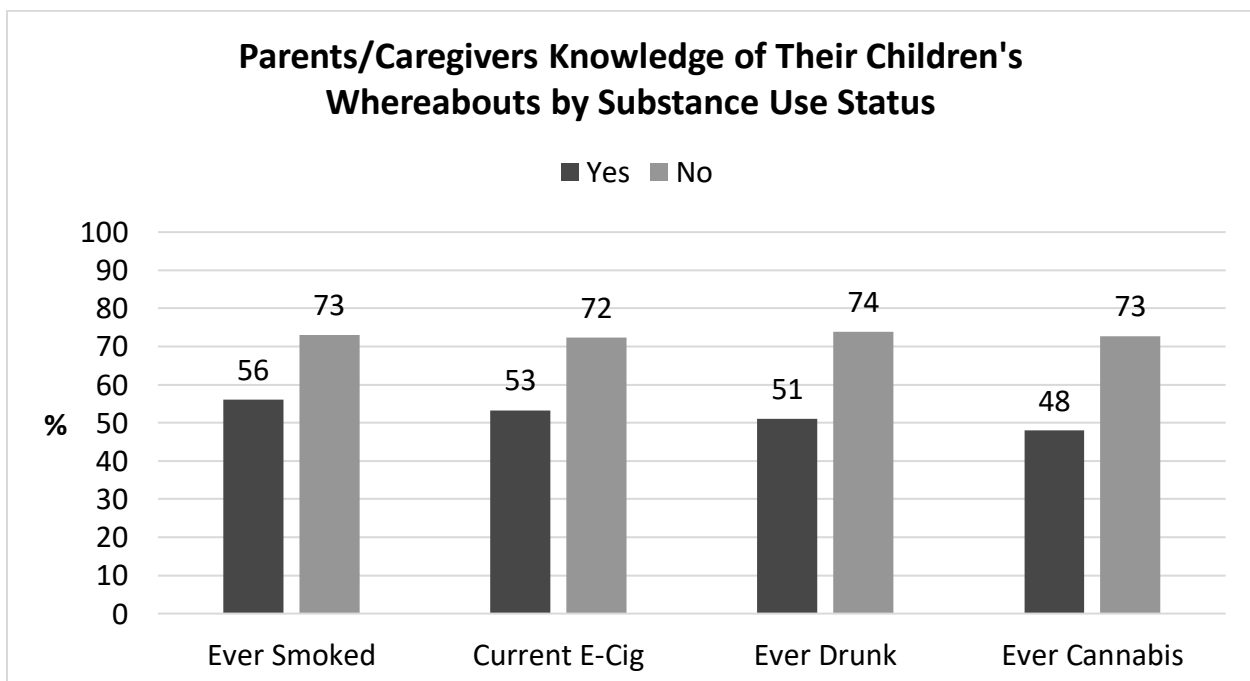


Figure 46. Parents/caregivers knowledge of student location in the evenings – “Applies very well to me”

Peer Group

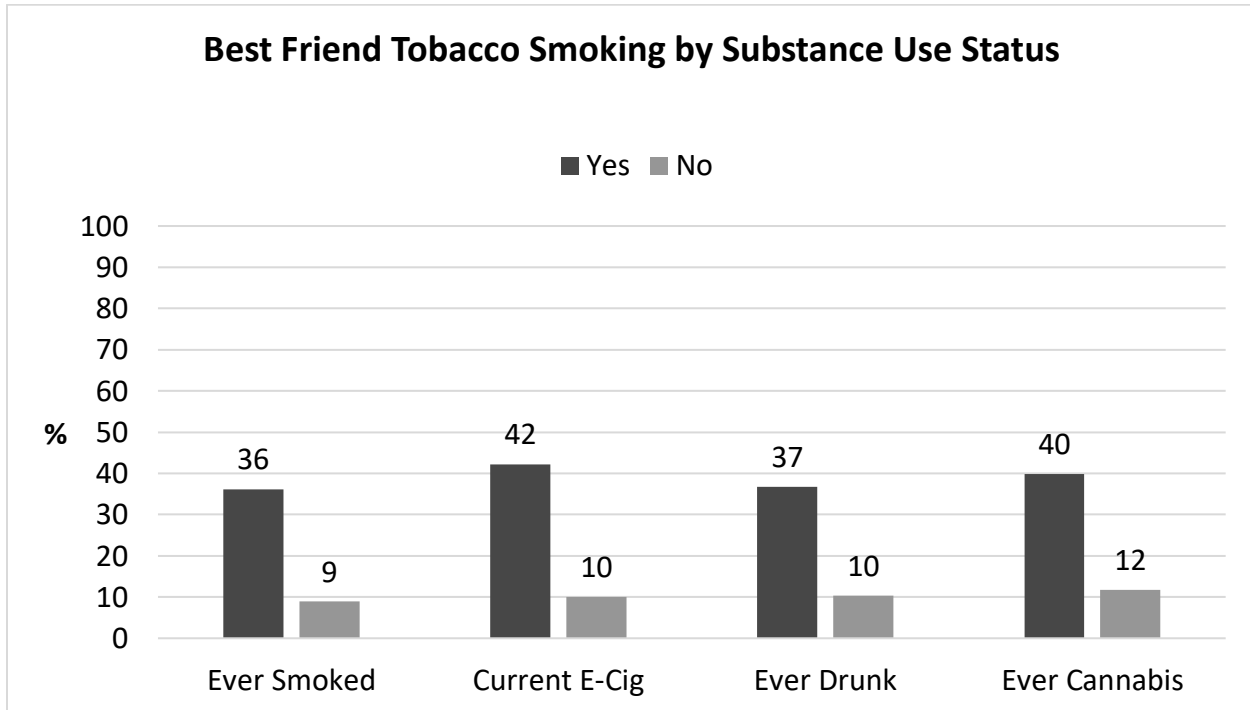


Figure 47. Best friend smokes tobacco on a daily basis by substance use status – “Yes”

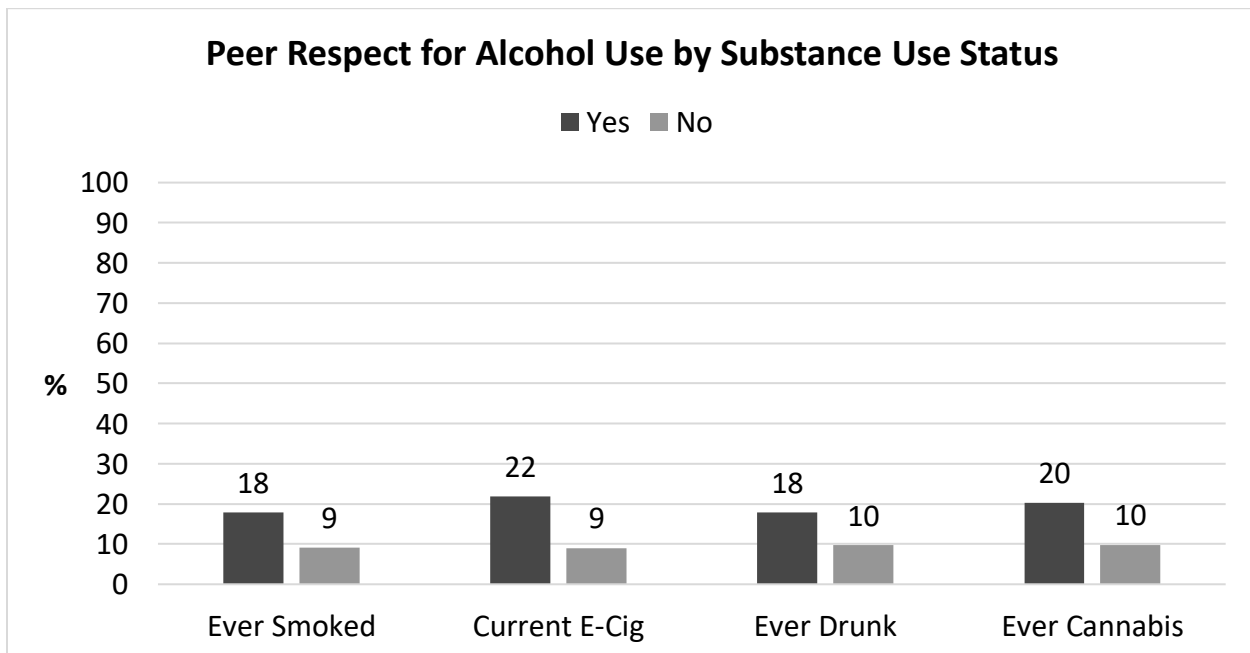


Figure 48. The following things are important for me to do in order to gain respect from my peers – Drink Alcohol, by substance use status - “Increases respect a lot” + “Increases respect somewhat”

School

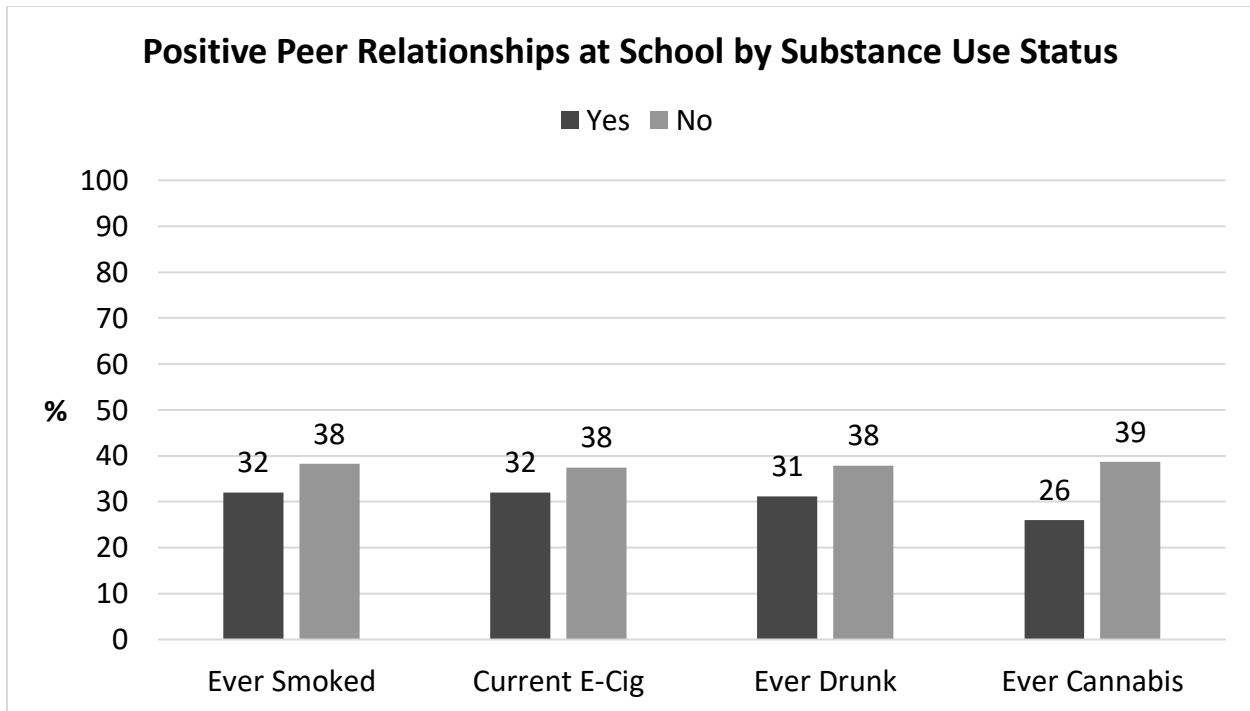


Figure 49. The students at my school are nice to each other by substance use status – “Strongly Agree” + “Somewhat Agree”

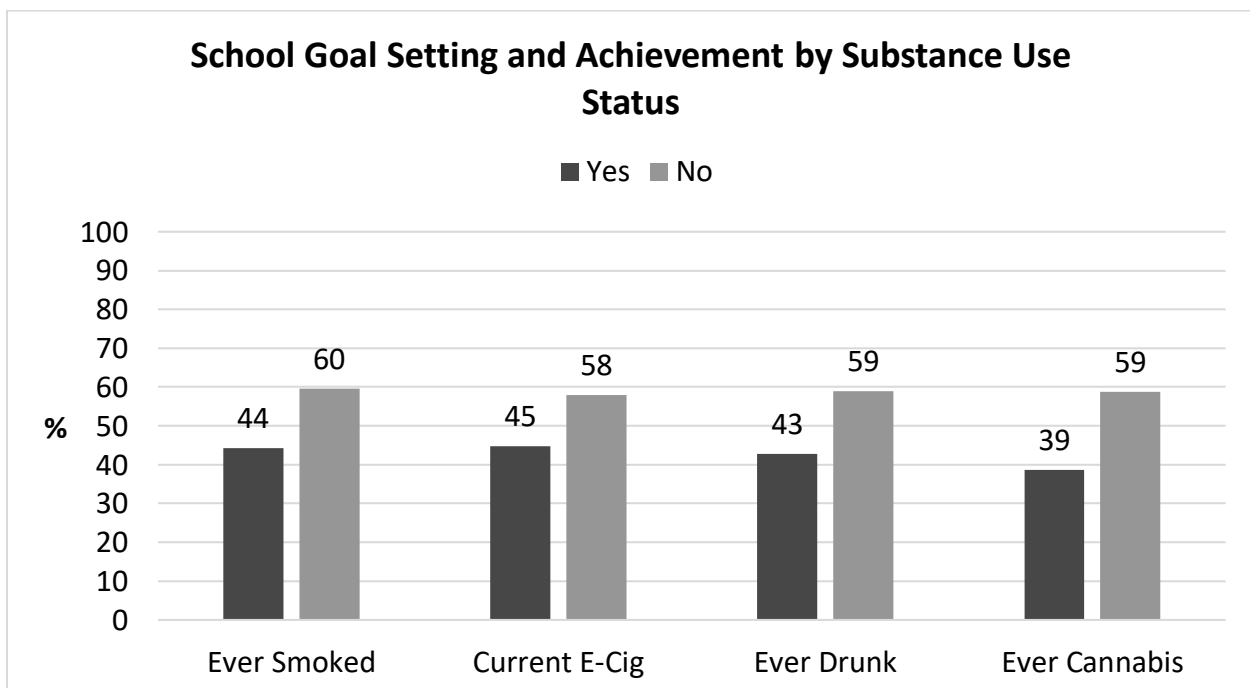


Figure 50. My school is helping me achieve goals that matter to me by substance use status – “Strongly Agree” + “Somewhat Agree”

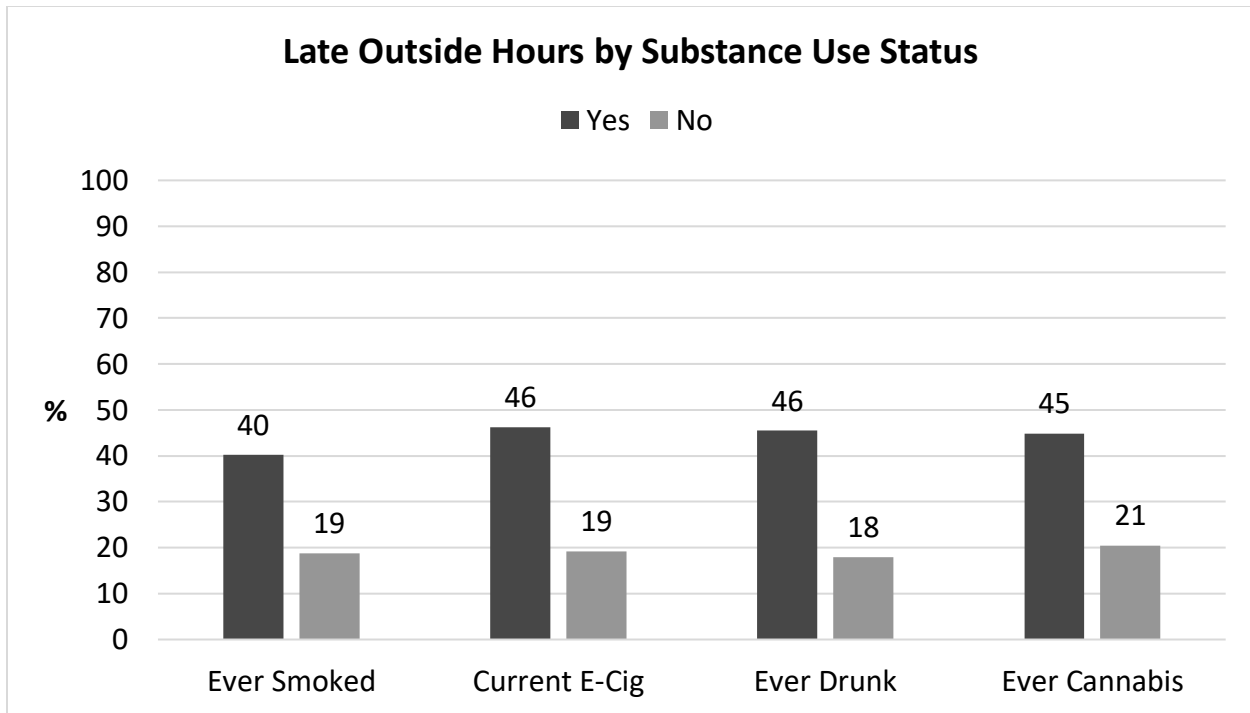
Leisure Time

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

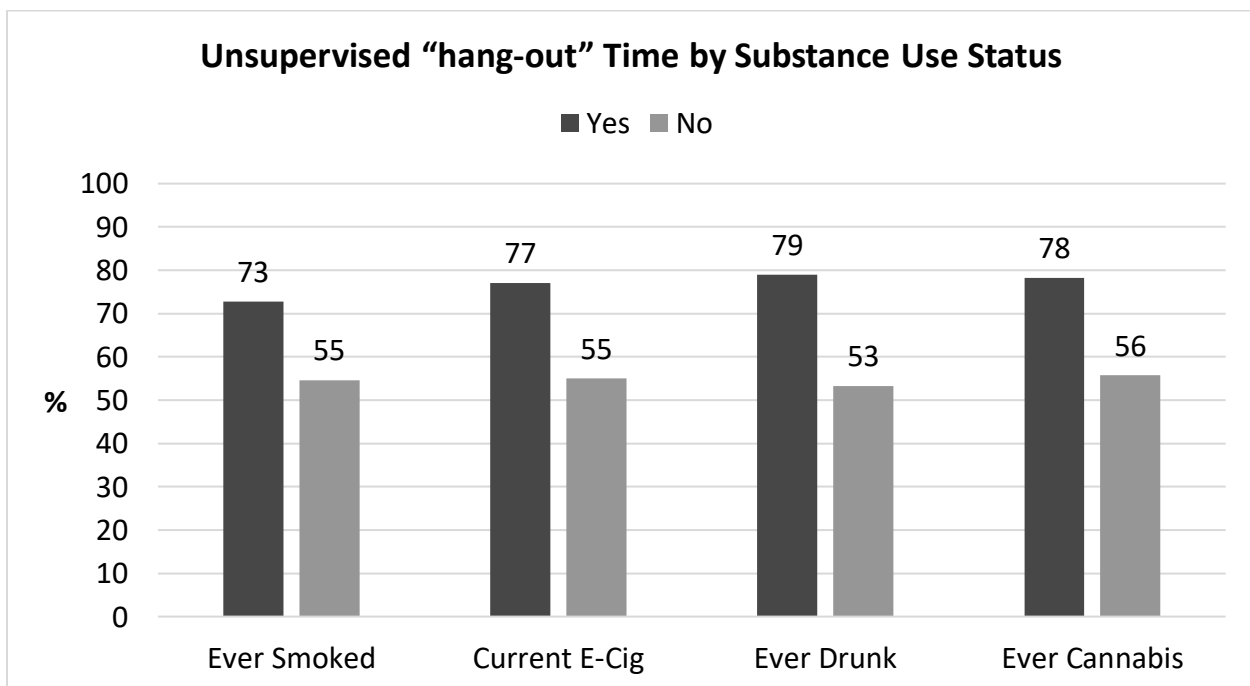


Figure 52. Students who hang out at a friend's home with no adults present by substance use status – Once or more per week

Community

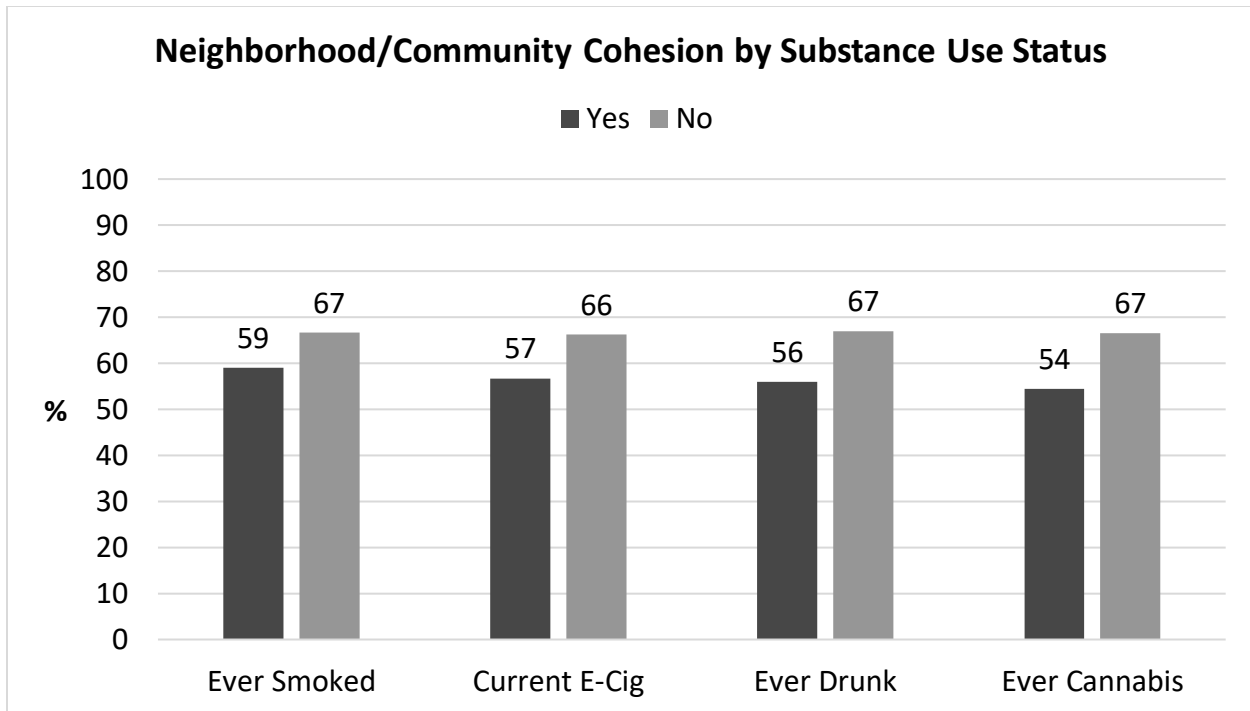


Figure 53. There is a great deal of social life available in my neighborhood/community by substance use status – “Agree Strongly” + “Somewhat Agree”

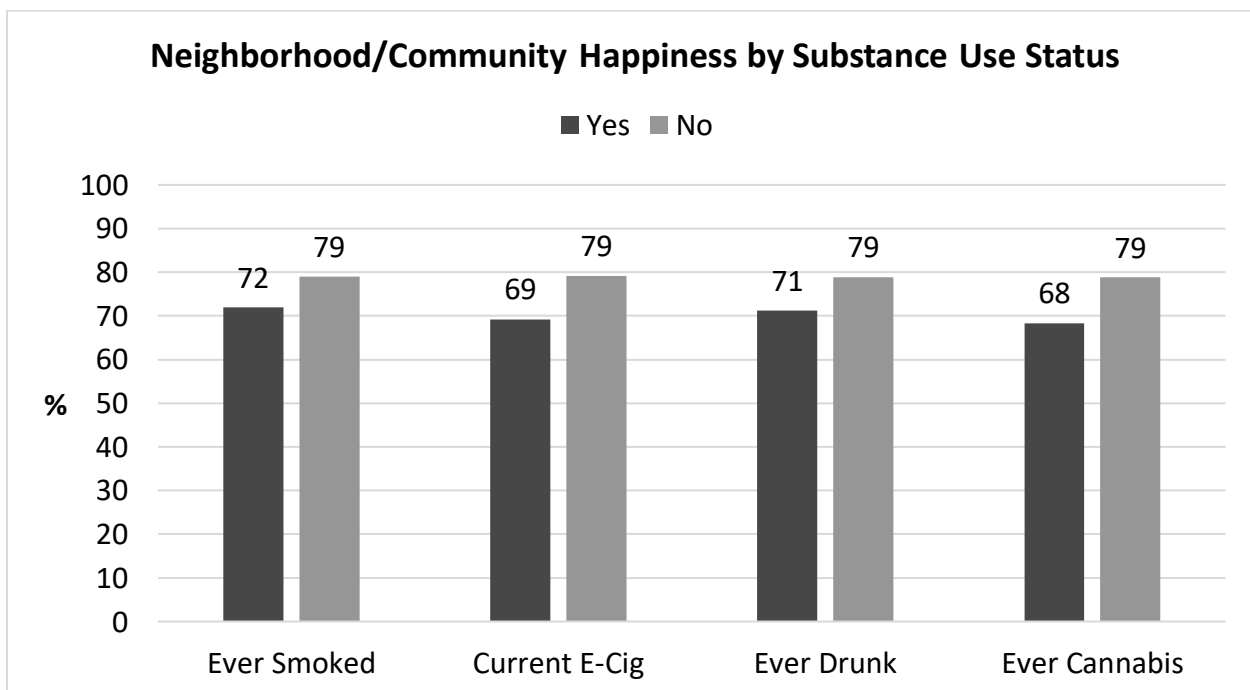


Figure 54. It is good to live in my neighborhood/community by substance use status – “Agree Strongly” + “Somewhat Agree”