

Norwalk

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Youth Voices Count  
Survey Report, Fall 2022

Grades 7-12



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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## Introduction

The following report is a summary of data that was gathered during the fall semester of 2022 at five middle schools (grades 7-8) and four high schools that are part of Norwalk Public Schools. Data collected from this student survey will be used in the planning and development of strategies, policies, and practices for the sponsoring organization, The Norwalk Partnership, as well as other educational and social service organizations.

This survey was administered to youth enrolled in Norwalk Public Schools to ensure a representative sample and reliable data. Please note that the findings presented in this report are not reflective of the school but are intended to reflect the greater community of Norwalk.

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

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

1. Describes youth's perceptions and experiences regarding substance use, mental health, school environment, social media and online gaming, and other related behaviors among students in grades 7-12 in the year 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, extracurricular activities and toxic stress.



## Survey Methodology:

### Survey Consent:

The Youth Voices Count Survey was administered in Fall of 2022 to students in Norwalk. 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 199 surveys (4.7% of original sample of 4,191 surveys) were omitted from the sample pool due to lack of any responses other than demographics (185) and survey responses that were implausible (14). The final sample size after surveys were omitted was 3,992 surveys for grades 7-12.

### Sample Response Rates:

Response rates by grade level and school are listed in the table below. Note that there were several individuals who did not specify a grade or reported their grade as one not surveyed (6<sup>th</sup> grade). These cases were retained but will not be included in any grade level reporting. Response rates are calculated as a proportion of the number of surveys included in the sample to the number of total students enrolled in the 2022-2023 school year. Note that total sample counts only contain surveys that were used in the survey report; surveys that were omitted from the sample pool are not included in the following counts.

Sample Response Rates	Sample Count	Population Count	Response Rate (%)
Grade 7	725	847	85.60%
Grade 8	775	906	85.54%
Grade 9	787	1028	76.56%
Grade 10	637	1051	60.61%
Grade 11	533	987	54.00%
Grade 12	512	962	53.22%
<b>Grades 7-8</b>	1500	1753	85.57%
<b>Grades 9-12</b>	2469	4028	61.30%
<b>Grades 7-12</b>	3969	5781	68.66%

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%	0.96
Grades 9-12	95.00%	1.23
Grades 7-12	95.00%	0.87

**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 3,992 students (2,034 females, 1,918 males; 17 students did not specify their biological sex). Additionally, 23 that provided their biological sex did not specify their grade, thus are not shown below. Refer to the Table below for more descriptions of the sample by grade level.

	7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Total	722	775	787	634	533	512
Female	356	386	391	329	286	286
Male	366	383	393	305	246	225
Did not Identify	3	6	3	3	1	1

**Statistical Analyses:**

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

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

**Statistical Comparisons by Race:**

We must be careful not to unfairly identify or stereotype a handful of students as using or misusing drugs, given the smaller sample size within specific minority groups in these schools. As also done in the CDC’s YRBSS (Youth Risk Behavior Surveillance System) National Survey, we classified students exclusively as Hispanic or Latino even if they also selected being one or more of the races, such as African American, White, and/or another category. American Indian or Alaskan Native, 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, Black, Hispanic or Latino, Asian, or All Other

Races (organized in table below by color).

Race/Ethnicity Category	Grades 7 thru 8	Grades 9 thru 12	Grades 7 thru 12
White	20.51%	22.50%	21.74%
Black or African American	13.06%	11.95%	12.37%
Hispanic or Latino	57.26%	56.74%	56.94%
Asian	4.49%	4.40%	4.43%
American Indian or Alaskan Native	0.46%	0.44%	0.45%
Native Hawaiian or Other Pacific Islander	0.07%	0.12%	0.10%
Other (2 or more races selected or race not Hispanic)	3.50%	3.27%	3.36%
Not Specified	0.66%	0.57%	0.60%

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. 198 students (5.0%) identified as non-binary, transgender, or “I am not sure right now.”

Gender Identity	
Male	1896
Female	1881
Non-binary	64
Transgender	36
I am not sure right now	98
Did not Identify	17

Sexual Identity	
Heterosexual (straight)	2893
Gay or Lesbian	126
Bisexual or Pansexual	435
I describe myself some other way	121
I am not sure right now	205
I do not know what this question is asking	155
Did not Identify	57

**Statistical Comparisons by Sexual Identity:**

In the interest of assessing how sexual identity may impact youth behavioral health, analysis was done to determine statistically significant differences among students describing themselves as heterosexual, and those that described themselves as gay or lesbian, bisexual or pansexual, “I describe myself some other way,” and “I am not sure right now.” Statistically significant differences reported are significant at  $p < 0.05$ . 887 (22.5%) students described themselves as gay or lesbian, bisexual or pansexual, “I describe myself some other way,” or “I am not sure right now.”

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

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



## **Executive Summary:**

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

**Anxiety:** For grades 7-12, 27.1% of youth reported feelings of anxiety in the past year as occurring almost always (17.2%) and always (9.9%). 27.4% 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, post-high school plans and peers. For grades 9-12, it was academics, post-high school plans, and schedule. For all grades, social media and financial security ranked as the lowest source of anxiety among the provided choices.

**Self-Harm:** 18.0% of youth in grades 7-8 reported having thoughts of self-harm and 12.1% report having harmed themselves in the past year. For grades 9-12, 18.1% reported having thoughts of self-harm and 11.9% report having harmed themselves in the past year.

**Depression:** 20.3% of youth in grades 7-8 and 24.6% of youth in grades 9-12 reported having “felt sad or hopeless for two or more weeks in a row so much it stopped me from doing my usual activities” in the past year.

**Suicidal Ideation in the Past Year:** 9.1% of youth in grades 7-8 and 11.4% of youth in grades 9-12 reported having considered attempting suicide within the past year.

**Comfort Seeking Help:** For grades 7-12, the sources youth felt most comfortable seeking help from were parents (58.1%) and friends (51.2%).

**Having a Trusted Adult:** 86.8% 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, 84.4% of youth agreed with the statement, “I feel safe in my community” and 73.7% agree with the statement, “I feel safe at school.”

### ***Bullying:***

**Bullying Frequency:** 47.2% of youth in grades 7-12 report having been bullied in their lifetime. 5.1% experienced this 1 to 5 days in the past month, 1.7% 6 to 20 days in the past month and 1.8% for 21 days or more in the past month.

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

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

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

**Gaming Assets and Consequences:** For grades 7-12, 51.6% 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” (31.7%), followed by “I did not complete my homework or study” (29.6%).

**Social Media Assets and Consequences:** For grades 7-12, 61.0% of youth indicated that as a result of social media they “felt more connected with others.” 32.8% of youth reported they had a hard time stopping using social media (ex. scrolling, checking, refreshing) and 34.5% reported hearing or seeing something their parents would think was inappropriate.

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

**Youth in Grades 7-8:** Alcohol (4.5%) was most used in students' lifetimes, followed by vaping liquids (3.3%), vaping nicotine (3.2%), and marijuana (1.5%). For past month use, vaping nicotine was the most used (1.2%), followed by vaping liquids (1.1%) and marijuana (0.59%).

**Youth in Grades 9-12:** Alcohol (18.2%) was most used in students' lifetimes, followed by vaping nicotine (12.3%) and vaping liquid (12%). For past month use, alcohol was used most frequently (6.5%), followed by marijuana (5.7%), and vaping nicotine (5.1%).

### ***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. Gaming 3+ hours had the lowest perceived risk, followed by marijuana.

**Parental Disapproval:** For grades 7-8, perceived parental disapproval was highest for non-medical use of prescription drugs (94.2%), followed by smoking (94.1%) and marijuana (93.7%). For grades 9-12 parental disapproval was highest for non-medical use of prescription drugs (95.4%), followed by smoking (94.5%), and vaping nicotine (93.7%).

**Peer Disapproval:** For grades 7-8 perceived peer disapproval was highest for non-medical use of prescription drugs, followed by smoking and marijuana. For grades 9-12, perceived peer disapproval was highest for non-medical use of prescription drugs, followed by smoking, and drinking alcohol.

**Accessibility of Alcohol and Other Drugs-Perception of Ease of Access:** For grades 7-8 alcohol was perceived as the easiest to obtain, followed by vaping products with nicotine, while marijuana was perceived as the hardest to obtain. For youth in grades 9-12, vape products with nicotine were easiest to obtain, followed by alcohol, while prescription drugs were reported to be the hardest to obtain.

**Accessibility of Alcohol and Other Drugs-Sources:** Overall, students in grades 7-12 most frequently access tobacco, vape products, and marijuana from friends/peers. Alcohol is most frequently accessed from home with parents' permission, and prescription drugs are most accessed from home without parents' permission or friends/peers.

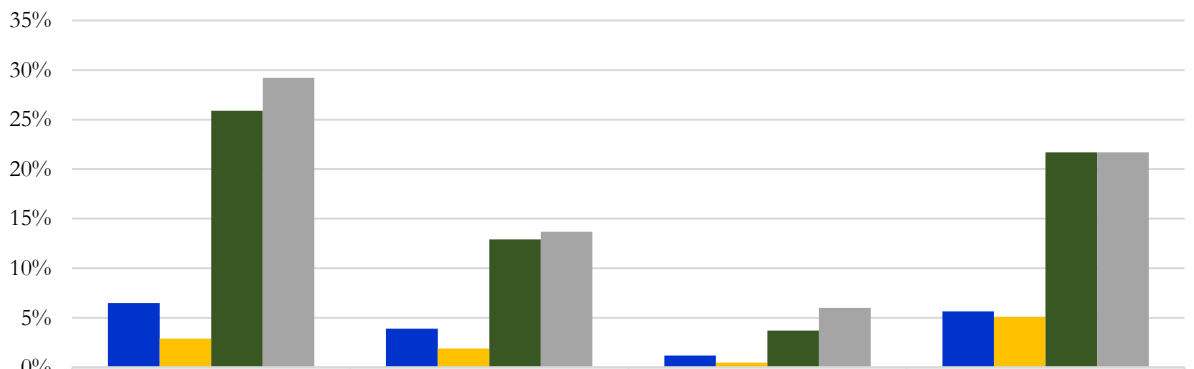
**Locations of Substance Use:** Vaping products and marijuana are most used "with friends at my home or my friends' home," while alcohol is most used at home with parents/guardians present. Prescription drugs not for medical use are the only substance most often used "at home, alone."

**Driving Under the Influence of Alcohol or Marijuana/THC:** Among youth in grades 11-12, more drove under the influence of marijuana/THC (1.3% in the past month) than alcohol (0.8% in the past month).

**Other Substance Use:** Of substances less commonly used, the highest lifetime use rates for grades 7-12 were CBD products (4.3%), followed by synthetic marijuana (1.8%). Heroin/fentanyl was 0.5%, noted here due to community concerns regarding the opioid epidemic in our state and nation.



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



■ Norwalk	6.5%	3.9%	1.2%	5.7%
■ DRG H	2.9%	1.9%	0.5%	5.1%
■ Connecticut (YRBSS)	25.9%	12.9%	3.7%	21.7%
■ National (YRBSS)	29.2%	13.7%	6.0%	21.7%

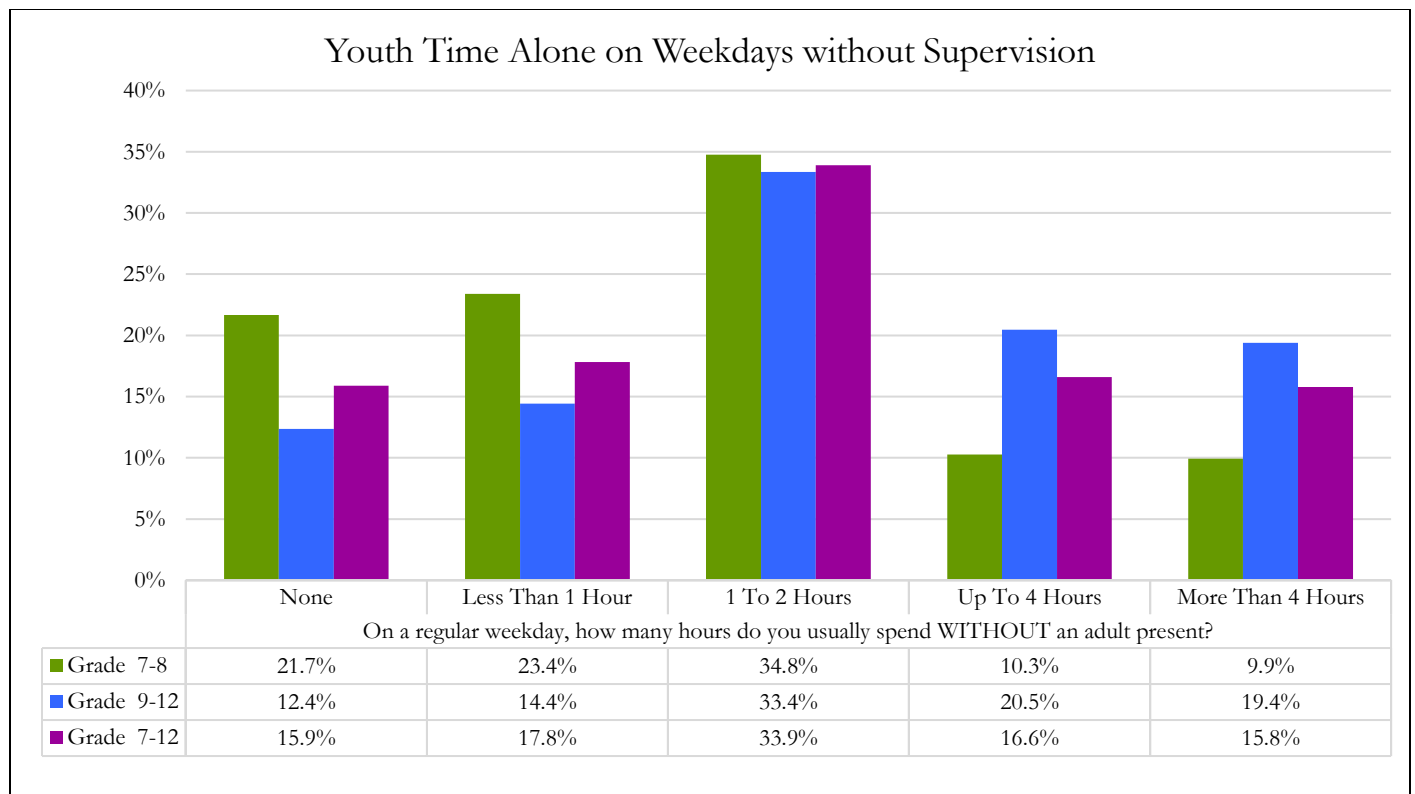
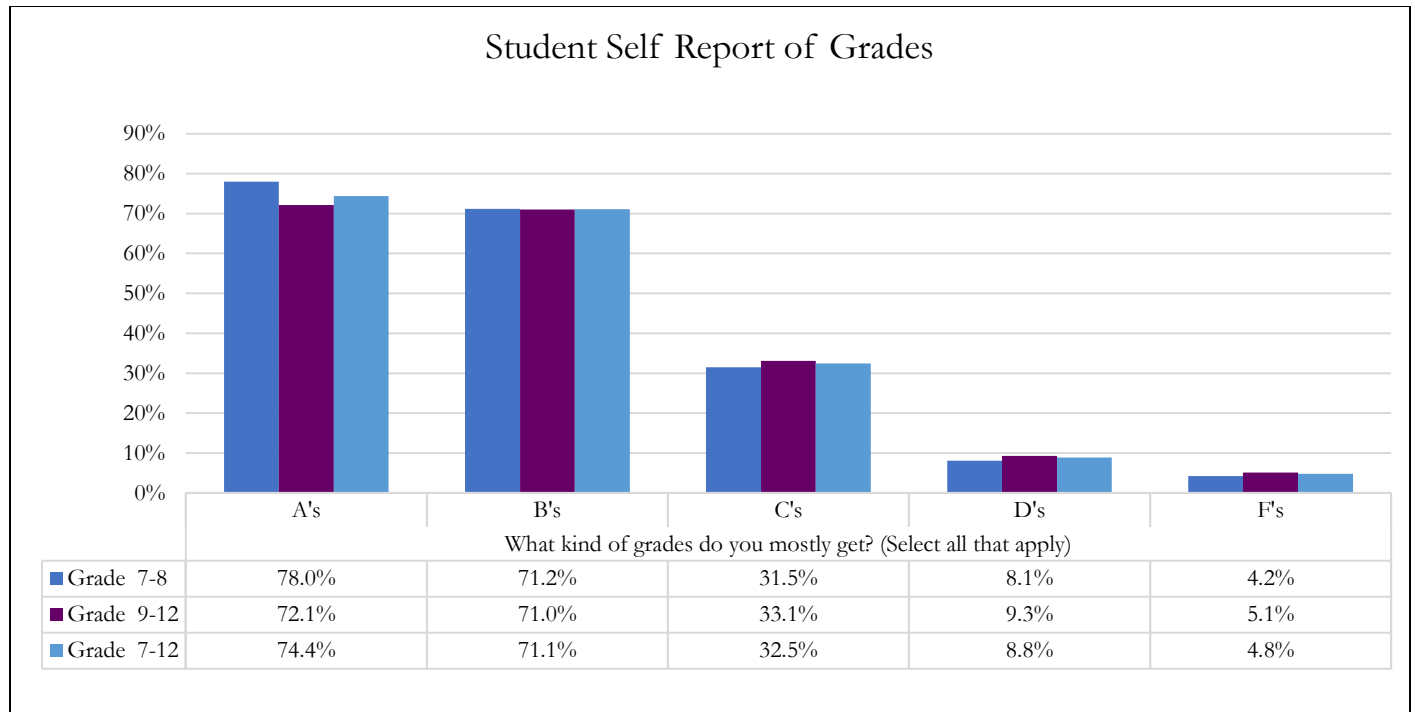
-YRBSS 2019\* It should be noted that YRBSS data presented here is from 2019, the most recent year available, prior to the COVID-19 pandemic. Many youth report less substance use and less access to substances during the pandemic, thus comparisons during this time period should be interpreted with caution.

-DRG reflects aggregated data from Youth Voices Count Surveys administered in communities within the same DRG. Note DRG H most recently available data is spring 2021, reflecting a different stage of the COVID-19 pandemic (when use rates were expected to be lower) than Norwalk's 2022 Youth Voices Count Survey.

## Norwalk Youth Voices Count Survey Report

For the following sections, tests for statistically significance difference were performed by biological sex, gender identity, sexual identity, and race and ethnicity for grades 7-8 and 9-12. Sexual Identity responses were grouped into three categories, heterosexual, LGBS, and those who didn't know what the sexual identity question was asking. LGBS is an aggregate of gay, lesbian, bisexual, pansexual, and those that describe themselves some other way. Race was grouped into categories to allow for accurate statistical analysis and to ensure that students in race categories that represent a small number of students are not inadvertently identified. The categories are white, Black, Hispanic, Asian and All Other Races. Any statistically significant difference in these groups is noted under the chart it applies to and on pages 35-36 where a list of associations with substance use are provided. There are instances where significance testing indicates differences among categories, however they are less statistically reliable due to small numbers and thus are not reported here.

## Youth Lifestyles:

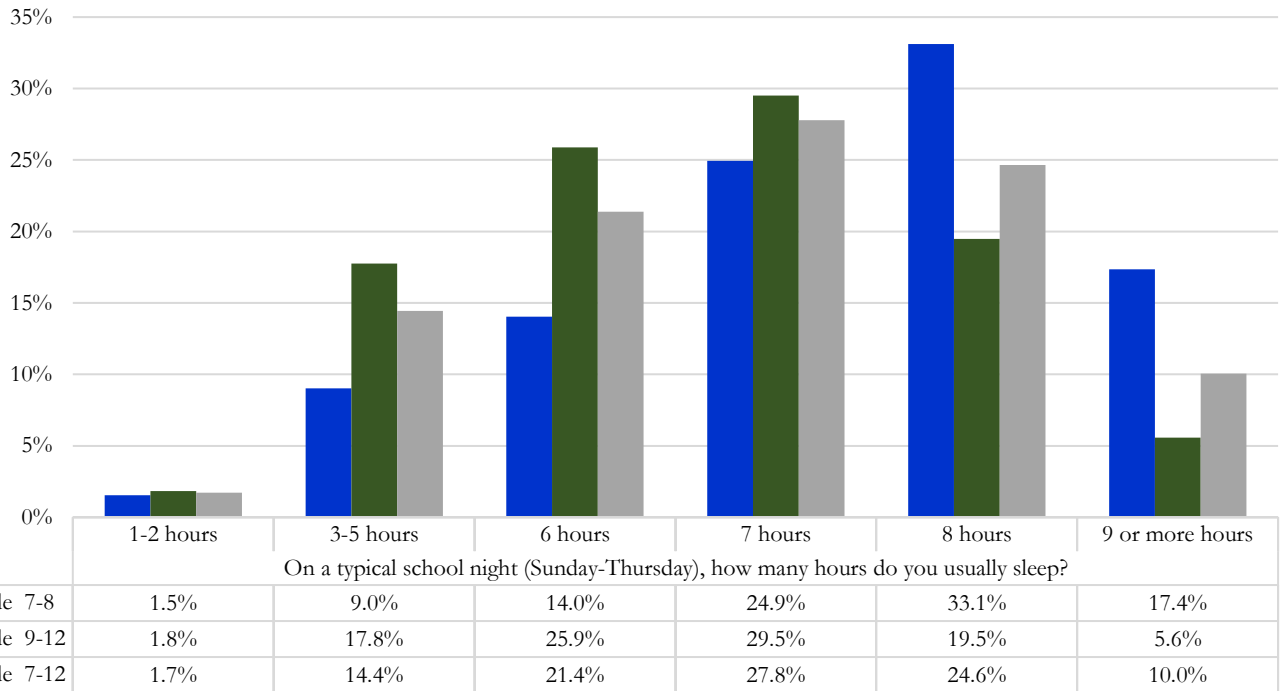


\*Middle school males were more likely to report being home alone for more hours than females.

\*Middle school white youth reported less than one hour home alone more frequently than Hispanic or Black youth.

\*High school youth who participated in multi-language learner (MLL) or English language learner (ELL) programs were more likely than those who did not to spend less time home alone.

## Youth Hours of Sleep on Weeknights

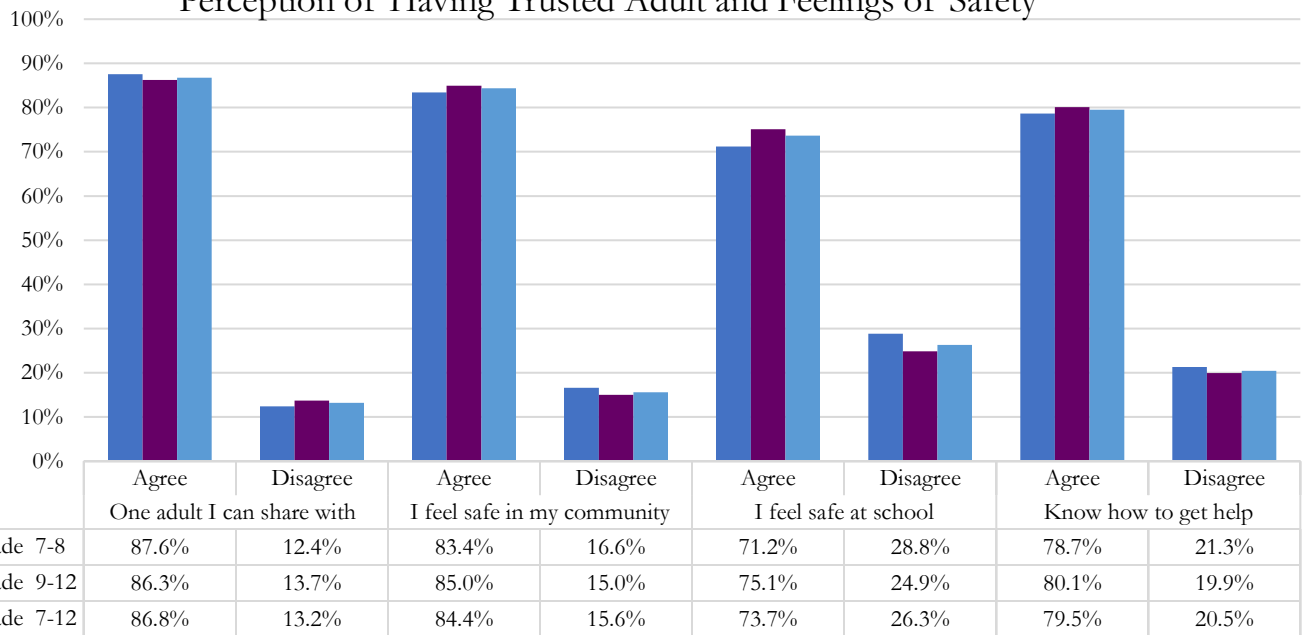


\*Middle school and high school males reported getting more sleep than females.

\*Middle and high school youth who identified as transgender, non-binary, or unsure reported getting less sleep than their cisgender peers.

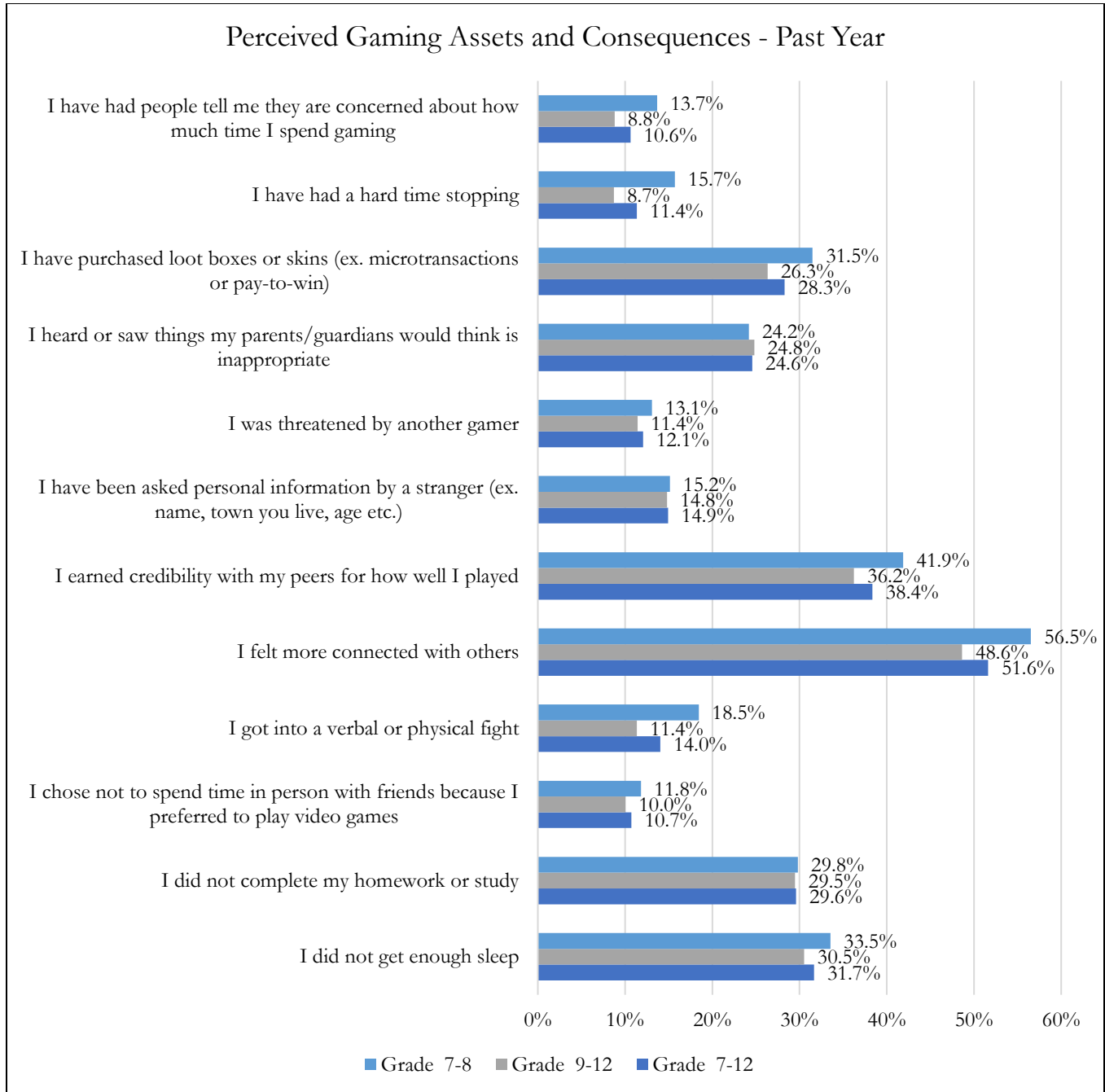
\*Middle and high school youth who identified as heterosexual reported getting more sleep than those who described themselves as gay, lesbian, bisexual, pansexual, or something else (LGBS).

## Perception of Having Trusted Adult and Feelings of Safety



- \*Middle school males were more likely than females to report having at least one adult they could share thoughts or feelings with.
- \*Middle and high school males were more likely to report feeling safe in their community and at school than females.
- \*Middle and high school males were more likely to report knowing how to get help for themselves or peers for mental health or substance use problems at school.
- \*Middle school white youth were more likely than Hispanic youth to report having at least one adult they could share with.
- \*High school white youth were more likely than Hispanic, Black, and Asian youth to report having at least one adult they could share with.
- \*High school white youth were more likely to report feeling safe in their community than Black youth.
- \*Middle and high school youth who identified as transgender, non-binary, or unsure were less likely to report having an adult in their life they could share feelings with, feeling safe in their community, or feeling safe at school than cisgender youth.
- \*Middle school youth who identified as transgender, non-binary, or unsure were less likely to report knowing how to get help for themselves or peers for mental health or substance use problems at school.
- \*Middle and high school youth who identified as LGBS were less likely to report having a trusted adult they could share with, feel safe in their community, and feel safe at school. They were also less likely to report knowing how to get help for themselves or peers for mental health or substance use problems at school.
- \*Middle school youth who participated in MLL or ELL programs were more likely than those who did not to report not feeling safe in their community.

## Gaming:



\*High school males were more likely than females to report not getting enough sleep, not completing homework or studying, hearing or seeing inappropriate things, and having a hard time stopping.

\*Middle and high school males were more likely than females to report choosing not to spend time with friends in person due to gaming, feel more connected with others, earn credibility for how they played, been threatened by another gamer, purchased loot boxes or skins, and have people tell them they are concerned about how much time they spent gaming.

\*Middle school Hispanic and Black youth were more likely than white youth to report not getting enough sleep due to gaming.

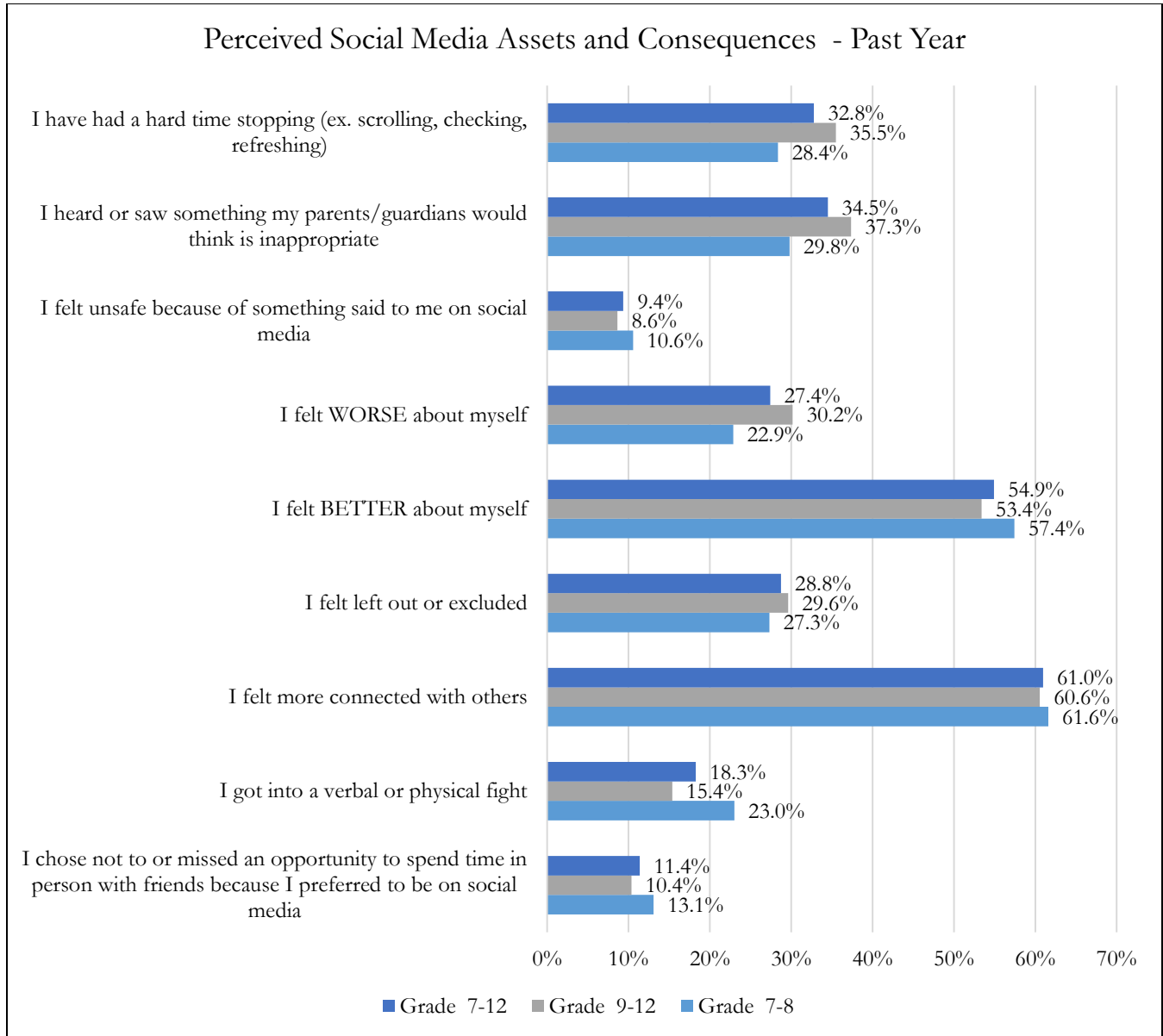
\*High school Hispanic youth were more likely than white youth to report not getting enough sleep due to gaming.

\*Middle and high school Hispanic and Black youth were more likely than white youth to report not completing homework/studying due to gaming.

\*High school Hispanic and Black youth were more likely to report earning credibility for how well they played, and having been asked personal information by a stranger, than white youth.

- \*Middle school Hispanic youth were more likely to report being asked personal information by a stranger than white youth.
- \*High school Black youth were more likely to report having a hard time stopping gaming than Hispanic youth.
- \*Middle school youth who identified as transgender, non-binary, or unsure were more likely than their cisgender peers to report not completing homework or studying due to gaming. They were less likely to report earning credibility for how they played compared to their cisgender peers.
- \*High school youth who identified as transgender, non-binary, or unsure were more likely than their cisgender peers to report not spending time in person with friends and being asked personal information by a stranger.
- \*Middle and high school youth who identified as transgender, non-binary, or unsure were more likely than their cisgender peers to report seeing things their parents/guardians would say was inappropriate, and to have a hard time stopping.
- \*Middle school youth who identified as LGBS were more likely to report not getting enough sleep due to gaming, and seeing things their parents/guardians would think is inappropriate.
- \*Middle and high school youth who identified as heterosexual were more likely to report earning credibility for how they played, and were less likely to report having a hard time stopping.
- \*High school youth who identified as heterosexual were more likely to report having purchased skins or loot boxes.
- \*Middle school youth who had an IEP or received specialized education services were more likely than those who did not to report not getting enough sleep, and having gotten into a verbal or physical fight due to gaming.
- \*High school youth who had an IEP or received specialized education services were more likely than those who did not to report having a hard time stopping.
- \*Middle and high school youth who participated in MLL or ELL programs were more likely than those who did not to report not getting enough sleep due to gaming.
- \*High school youth who participated in MLL or ELL programs were more likely than those who did not to report not completing homework or studying due to gaming.
- \*Middle school youth who participated in MLL or ELL programs were more likely than those who did not to report getting in a verbal or physical fight due to gaming, being asked personal information by a stranger, and earn credibility for how they played.

## Social Media:



\*High school females were more likely than males to report not spending time in person with friends.

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

\*Middle and high school males were more likely than females to report feeling better about themselves because of social media.

\*Middle school Black youth were more likely to report having gotten into a verbal or physical fight due to social media compared to white and Asian youth.

\*High school white youth were more likely than Hispanic youth to report feeling excluded, feel worse about themselves, and have a hard time stopping.

\*Middle school Hispanic and Black youth were more likely than white youth to report feeling better about themselves.

\*Middle school Black youth were more likely to report having seen something inappropriate than Hispanic youth. High school white youth were more likely to report having seen something inappropriate than Hispanic youth.

\*Middle school youth who identified as transgender, non-binary, or unsure were more likely to report not spending time in person with friends because they preferred to be on social media.

\*High school and middle school youth who identified as transgender, non-binary, or unsure were more likely than their cisgender peers to report feeling left out or excluded, feeling worse about themselves, seeing something inappropriate, and having a hard time stopping.

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

\*High and middle school youth who identify as LGBS were more likely to feel worse about themselves due to social media, have seen something inappropriate, and have a hard time stopping.

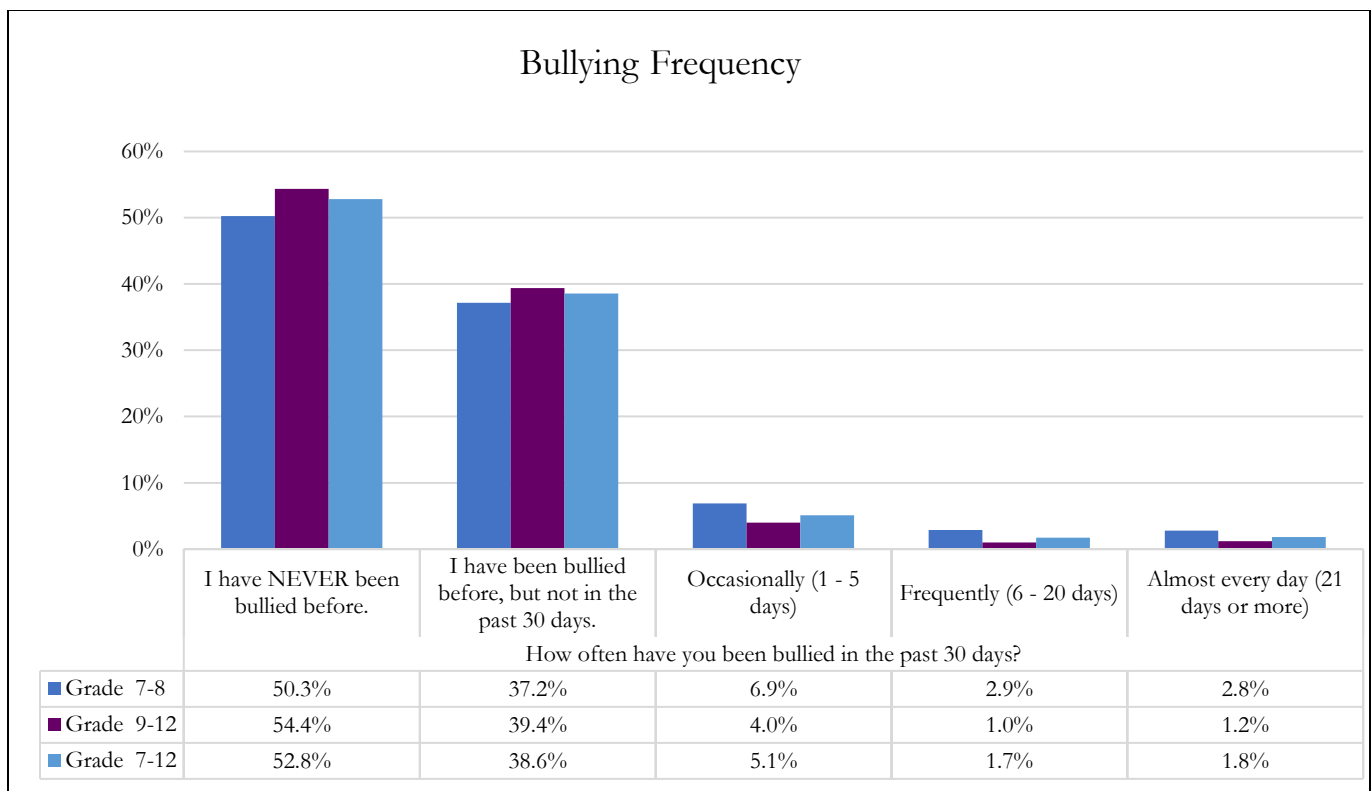
\*High school youth who identify as LGBS were more likely to choose not to spend time in person with others, feel left out or excluded, and feel unsafe because of something said to them on social media.

\*High school youth who had an IEP or other specialized education services were more likely than those who did not to report feeling unsafe because of something said to them on social media.

\*Middle school youth who participated in MLL or ELL programs were more likely than those who did not to have gotten into a physical or verbal fight and to report feeling better about themselves due to social media.

\*High school youth who participated in MLL or ELL programs were less likely to report feeling left out or excluded, less likely to feel worse about themselves, less likely to have seen/heard something inappropriate, and less likely to report having a hard time stopping social media use than those who did not participate in these programs.

## **Bullying:**



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

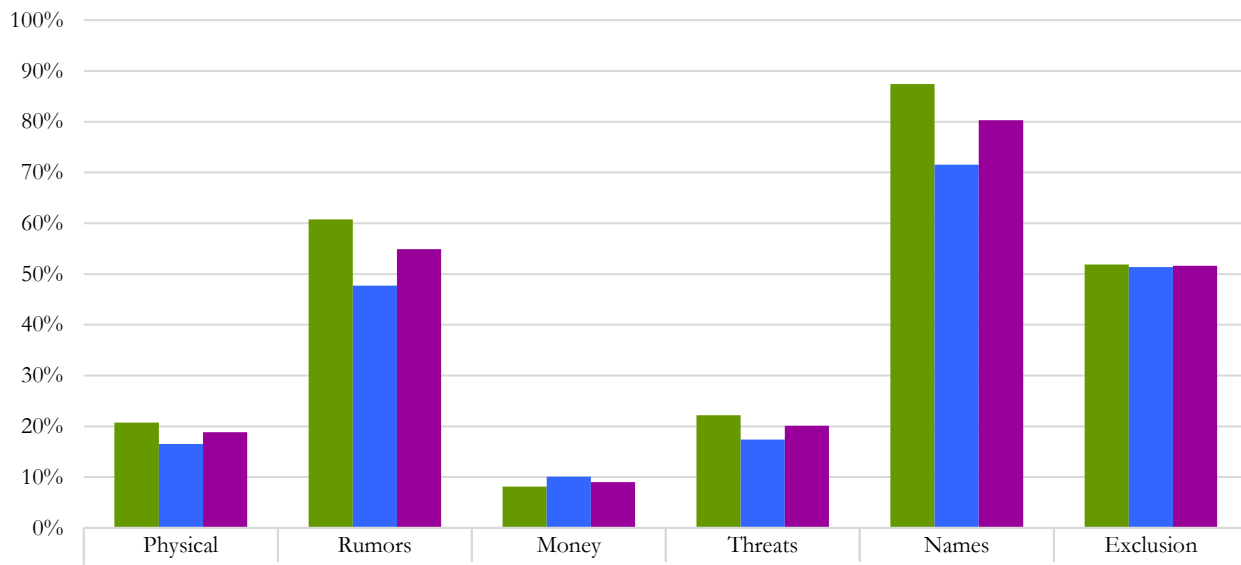
\*Middle school and high school Hispanic youth were more likely than white youth to report never having been bullied.

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

\*Middle and high school youth who identified as LGBS were more likely to report having ever been bullied.



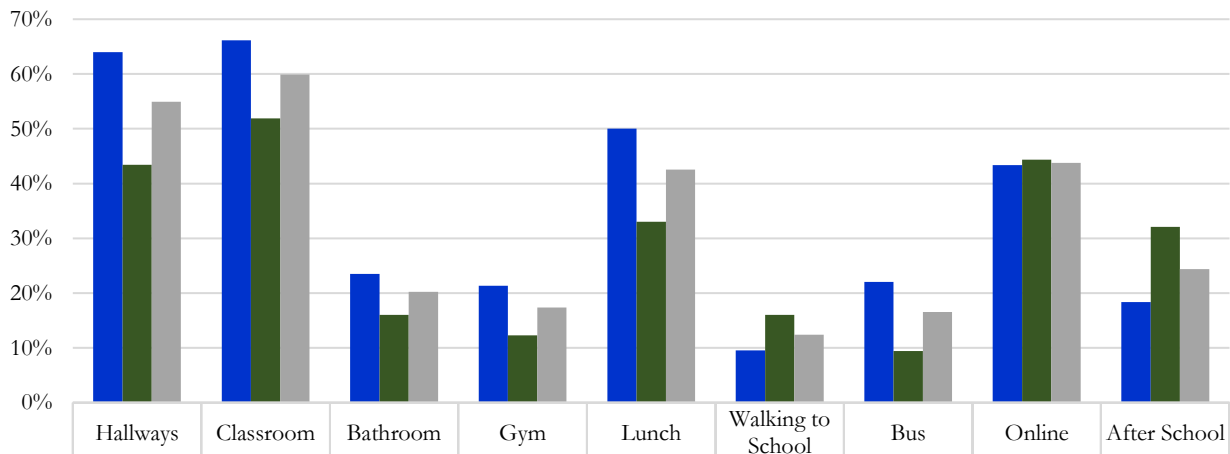
## Types of Bullying (n=244)



During the past 30 days, I have been bullied in the following ways

	Physical	Rumors	Money	Threats	Names	Exclusion
■ Grade 7-8	20.7%	60.7%	8.1%	22.2%	87.4%	51.9%
■ Grade 9-12	16.5%	47.7%	10.1%	17.4%	71.6%	51.4%
■ Grade 7-12	18.9%	54.9%	9.0%	20.1%	80.3%	51.6%

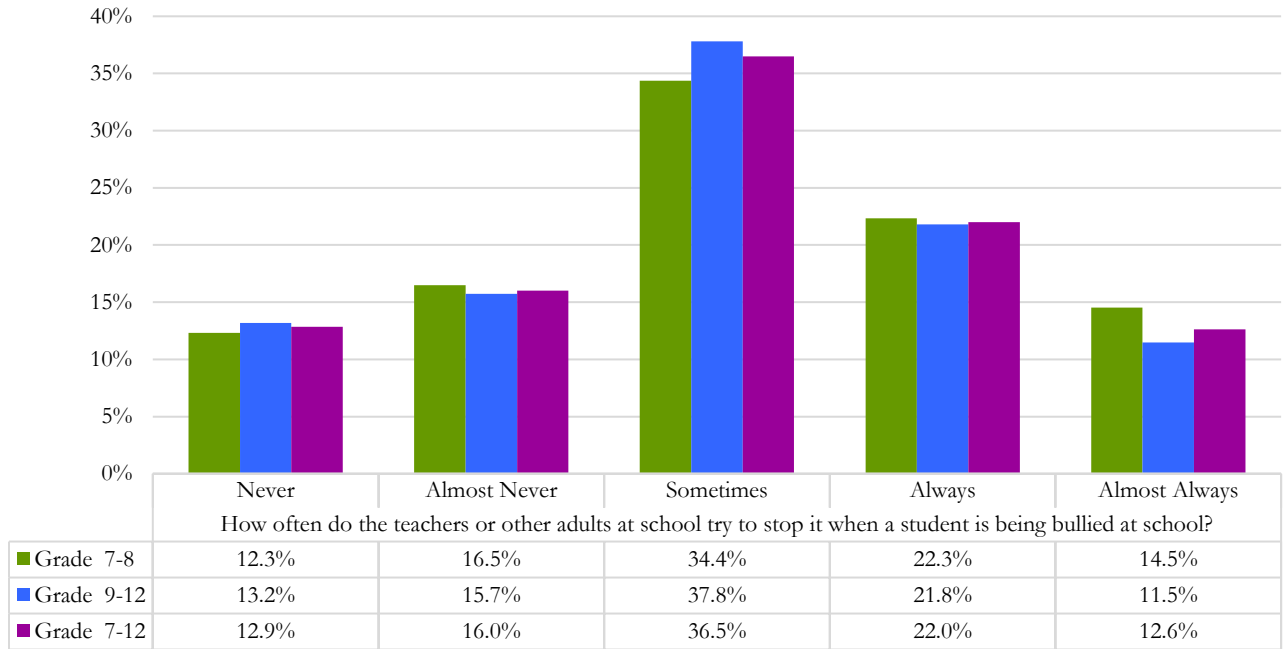
## Locations of Bullying (n=242)



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

	Hallways	Classroom	Bathroom	Gym	Lunch	Walking to School	Bus	Online	After School
■ Grade 7-8	64.0%	66.2%	23.5%	21.3%	50.0%	9.6%	22.1%	43.4%	18.4%
■ Grade 9-12	43.4%	51.9%	16.0%	12.3%	33.0%	16.0%	9.4%	44.3%	32.1%
■ Grade 7-12	55.0%	59.9%	20.2%	17.4%	42.6%	12.4%	16.5%	43.8%	24.4%

## Frequency of Teachers/Adults Intervening When Bullying Occurs

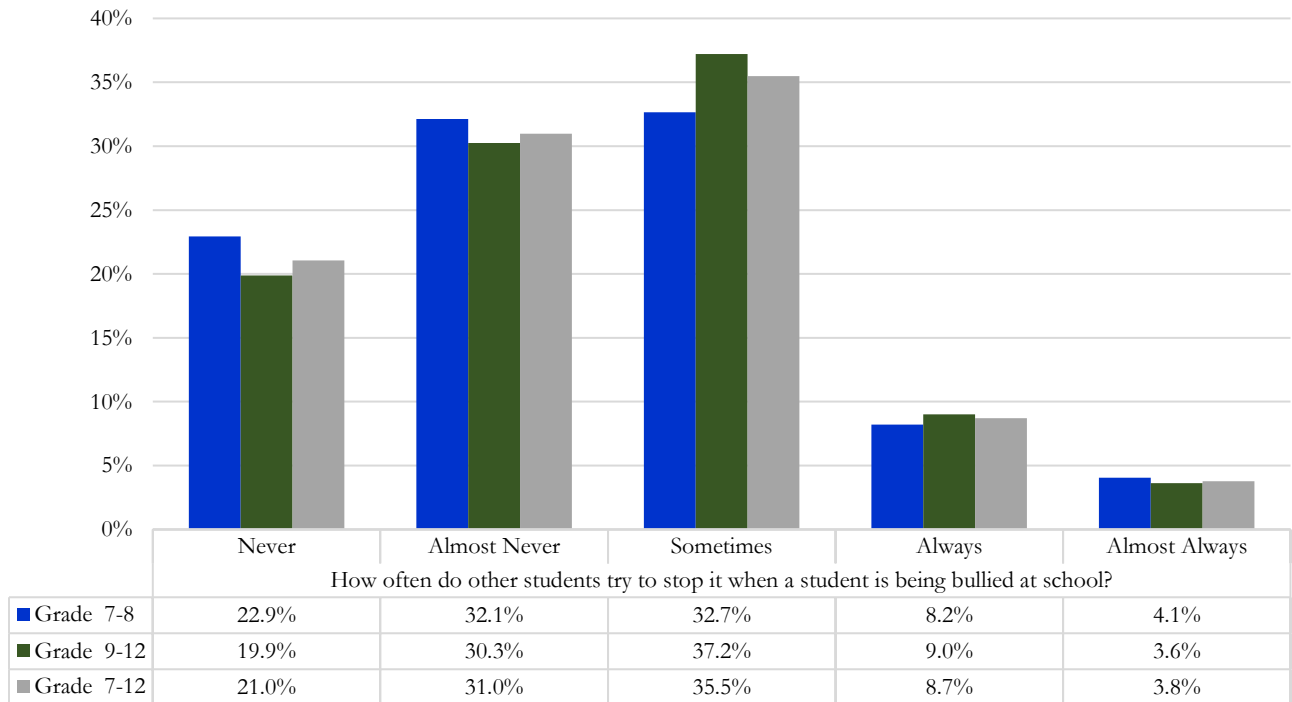


\*Middle school males were more likely than females to report that a teacher almost always intervenes.

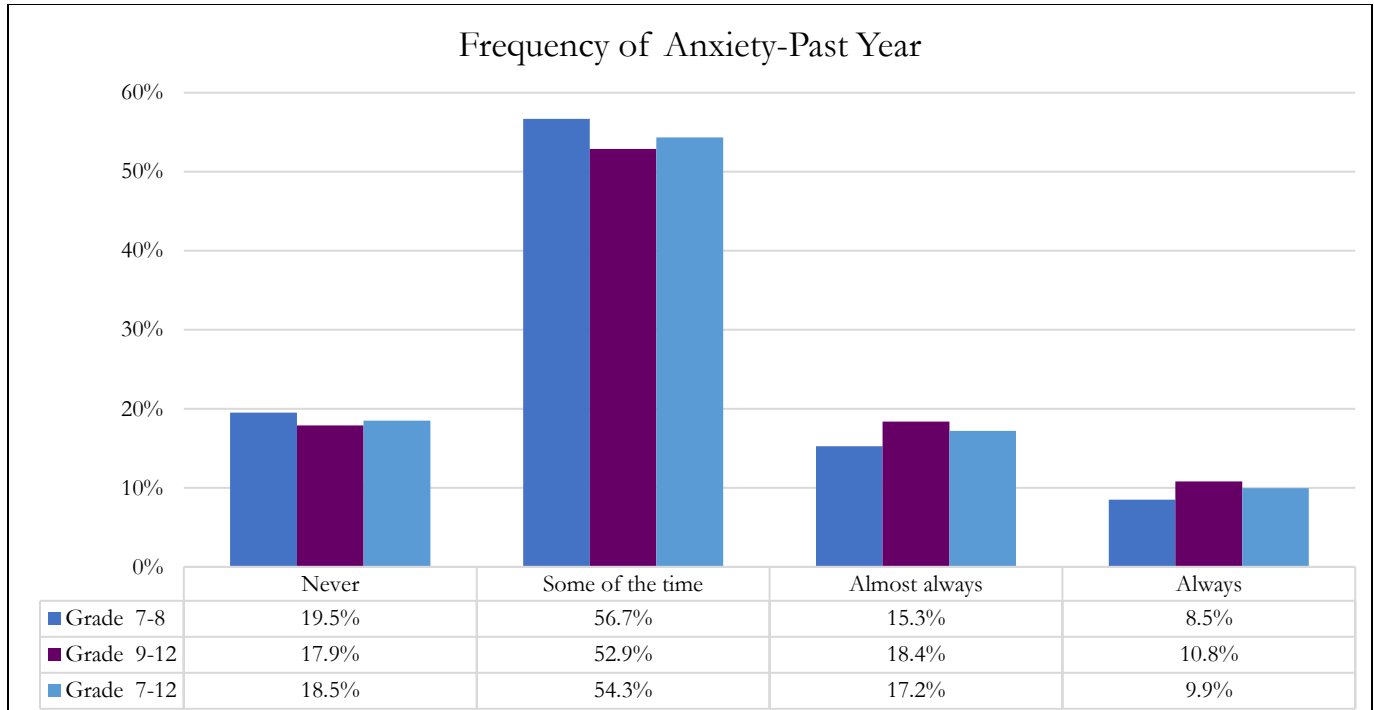
\*High school males were more likely than females to report that other students never intervene.

\*High school youth who participated in MLL or ELL programs were more likely than those who did not to report teachers “never” intervene.

## Frequency of Students Intervening When Bullying Occurs



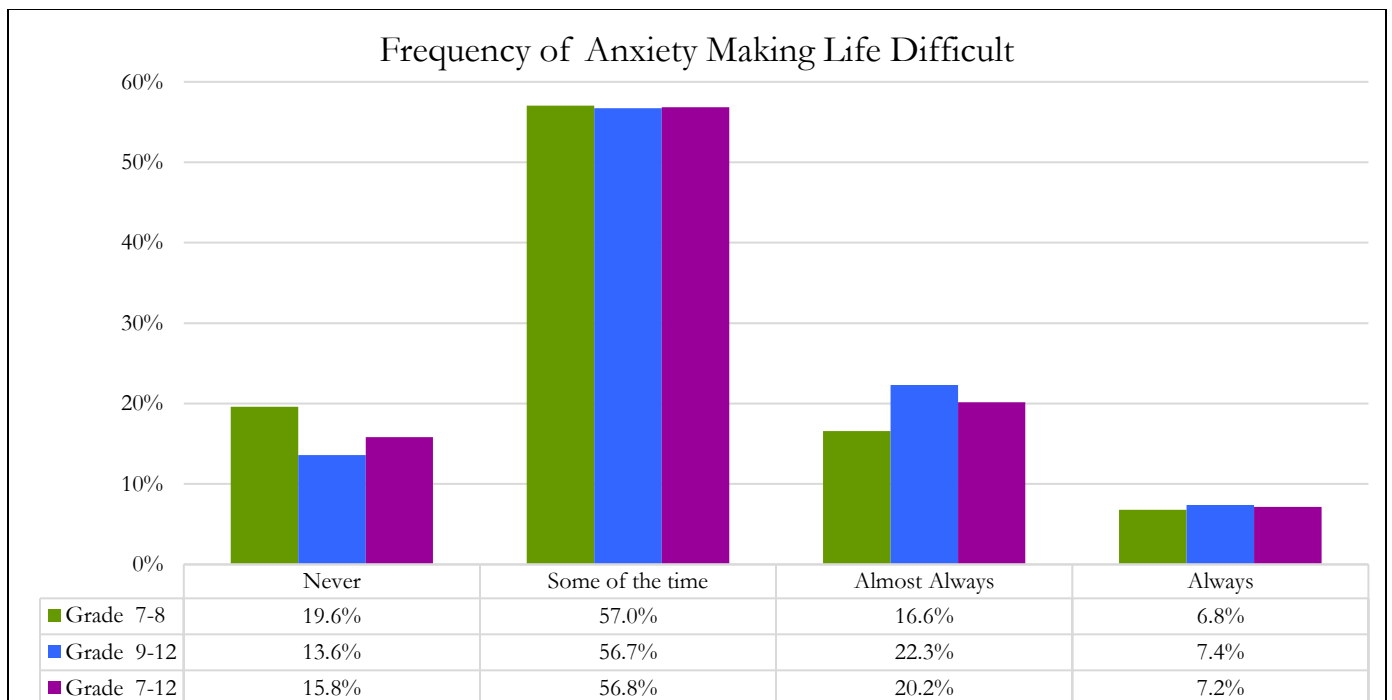
## Emotional Health:



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

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

\*Middle and high school youth who identify as LGBS were more likely to report past year anxiety.

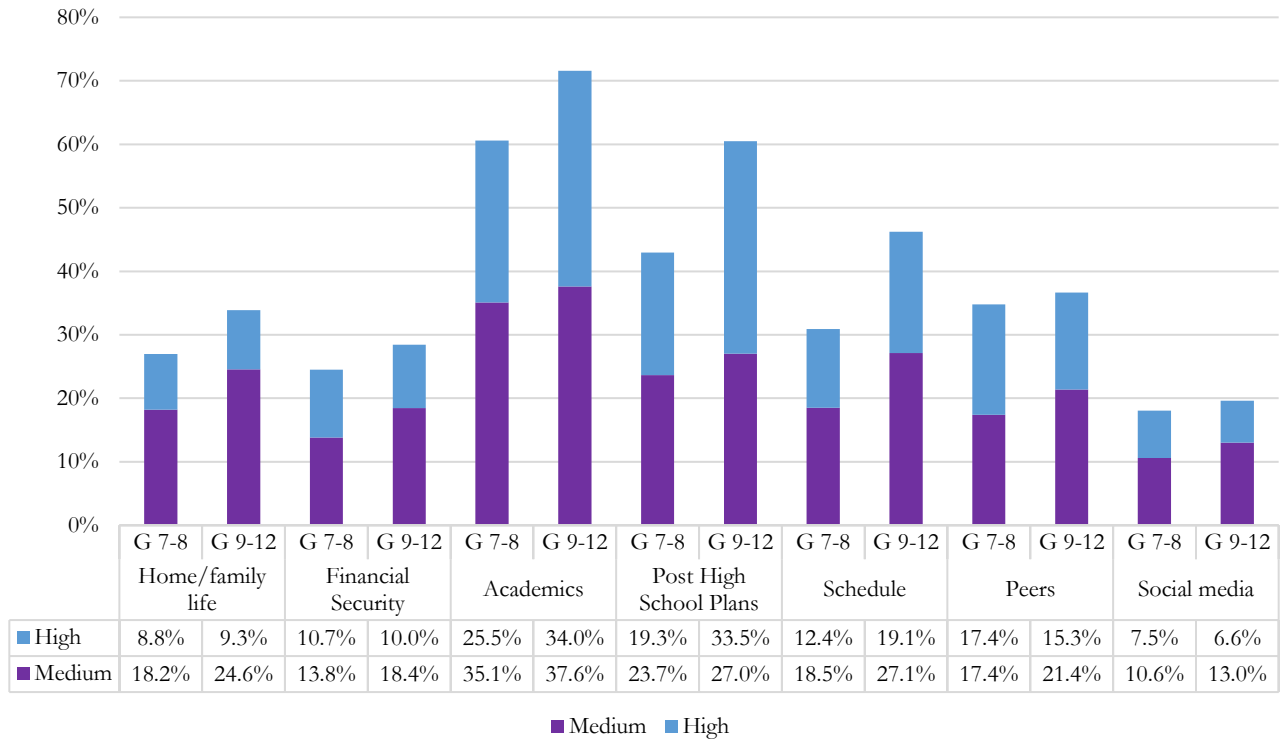


\*Middle and high school females are more likely than males to report having anxiety make life difficult always or almost always.

\*High school youth who identified as transgender, non-binary, or unsure were more likely to report anxiety making their life difficult.

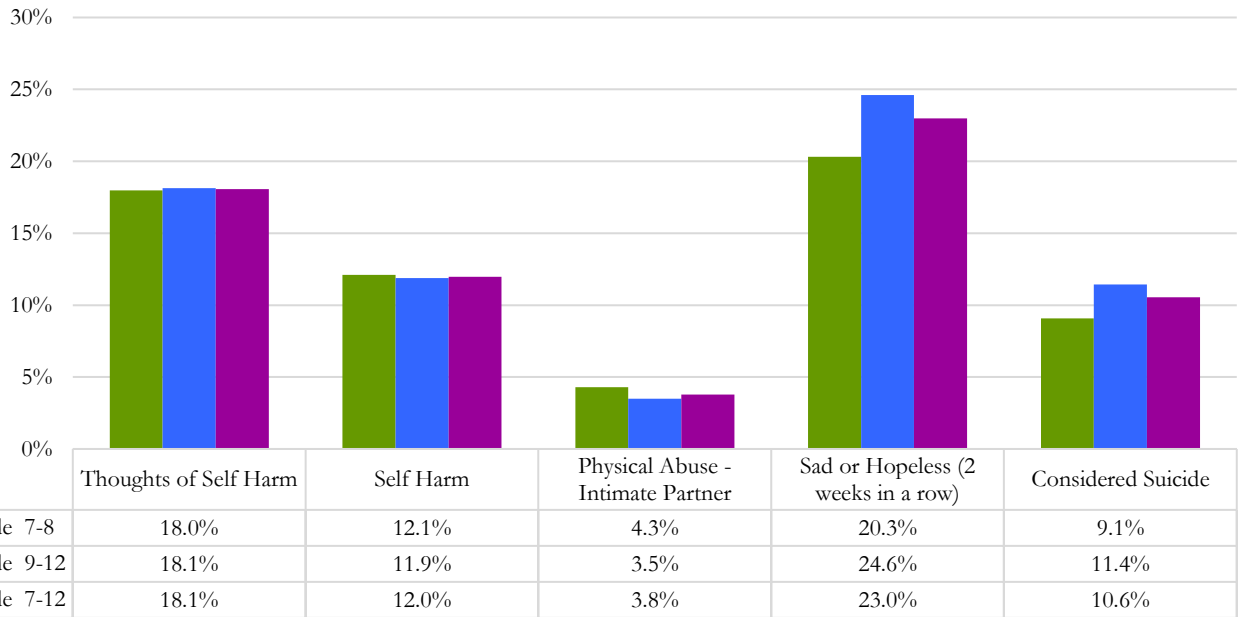
\*Middle and high school youth who identified as LGBS were more likely to report anxiety making their life difficult.

## 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, schedule, peers, and social media.
- \*High school females were more likely than males to report financial security as a source of anxiety.
- \*High school Black youth were more likely than Hispanic youth to report home/family life as a source of anxiety.
- \*Middle and high school Black youth were more likely than white youth to report financial security as a source of anxiety.
- \*High school Hispanic youth were more likely than white youth, Asian youth, or youth in the “All Other Races” group, to report financial security as a source of anxiety.
- \*Middle school Hispanic youth were more likely than white youth to report post-high school planning as a source of anxiety.
- \*High school white youth were more likely than Hispanic youth to report schedule as a source of anxiety.
- \*Middle and high school youth who identified as transgender, non-binary, or unsure were more likely to report sources of anxiety as home/family life, financial security, academics, and peers as sources of anxiety.
- \*High school youth who identified as transgender, non-binary, or unsure were more likely to report post-high school planning as a source of anxiety.
- \*High and middle school youth who identify as LGBS were more likely to identify sources of anxiety as home/family life, financial security, academics, post-high school planning, schedule, peers, and social media.
- \*Middle school youth who had an IEP or other specialized education services were more likely than those who did not to report financial security and social media as a source of anxiety.
- \*High school youth who had an IEP or other specialized education services were more likely than those who did not to report peers as a source of anxiety.

## Other Emotional Health Indicators in the Past Year % 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, self-harm behaviors, feeling sad or hopeless two or more weeks in a row, and having considered attempting suicide.

\*Middle school youth in the "All Other Races" group were more likely than white youth to report feeling sad or hopeless two or more weeks in row.

\*High school Hispanic youth were more likely than white youth to report feeling sad or hopeless two or more weeks in a row.

\*High school Black youth were more likely than Hispanic youth to report having considered suicide in the past year.

\*Middle and high school youth who identified as transgender, non-binary, or unsure were more likely to report having thoughts of self-harm, self-harm behaviors, feeling sad or hopeless two or more weeks in a row, and having considered suicide in the past year.

\*Middle school youth who identified as transgender, non-binary, or unsure were more likely to report having a boyfriend/girlfriend physically hurt them.

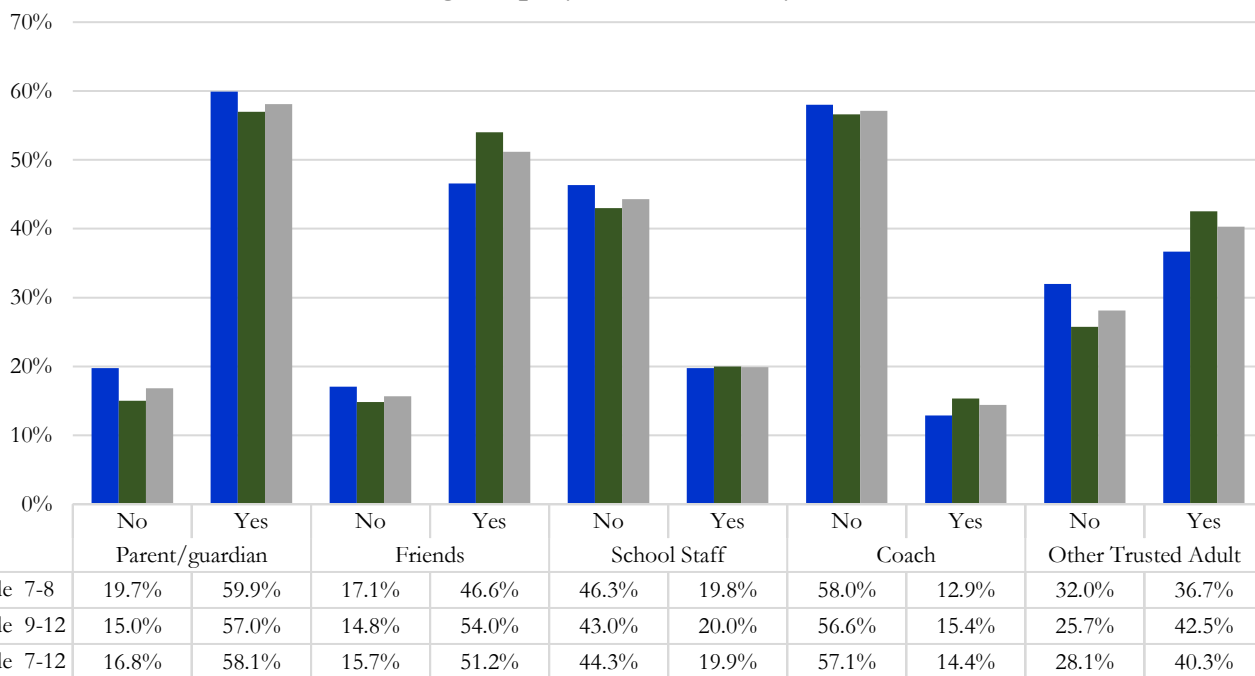
\*Middle and high school youth who identified as LGBS were more likely to report having thoughts of self-harm, self-harm behaviors, feeling sad or hopeless two or more weeks in a row, and having considered suicide in the past year.

\*High school youth who identify as LGBS were more likely to experience physical abuse from an intimate partner.

\*High school youth who had an IEP or specialized education services were more likely than those who did not to report having thoughts of self-harm and self-harm behaviors and have considered suicide in the past year.

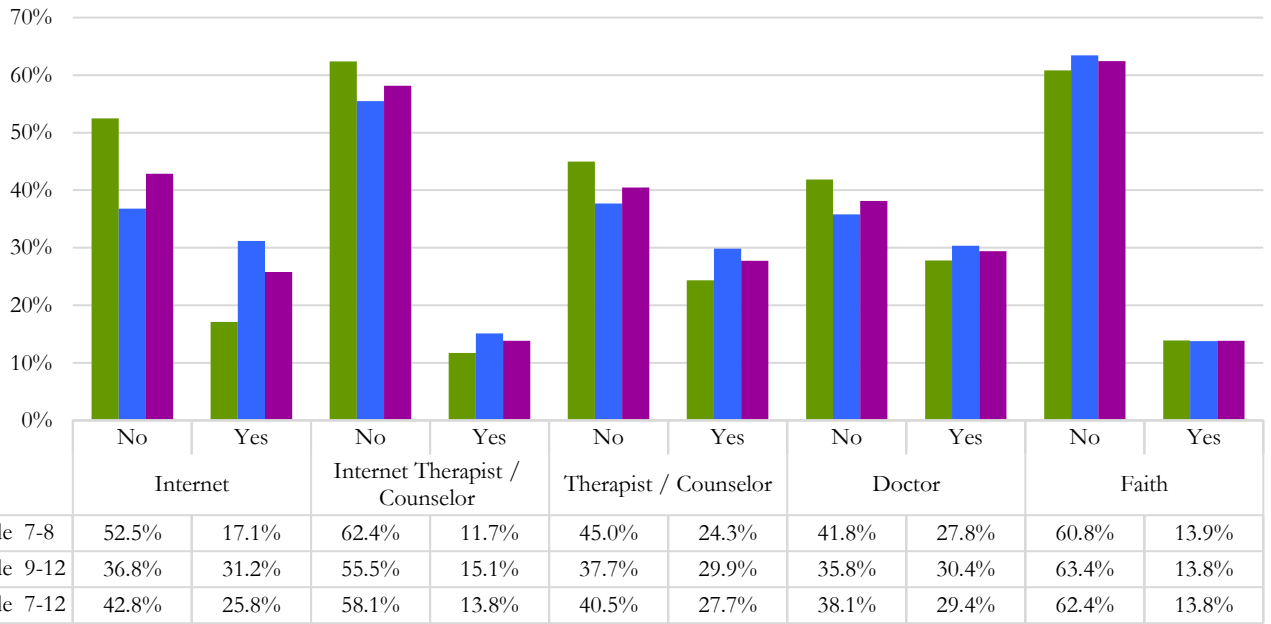
\*Middle school youth who participated in MLL or ELL programs were more likely than those who did not to report having considered suicide within the past year.

## Comfort Seeking Help by Source-Family and School



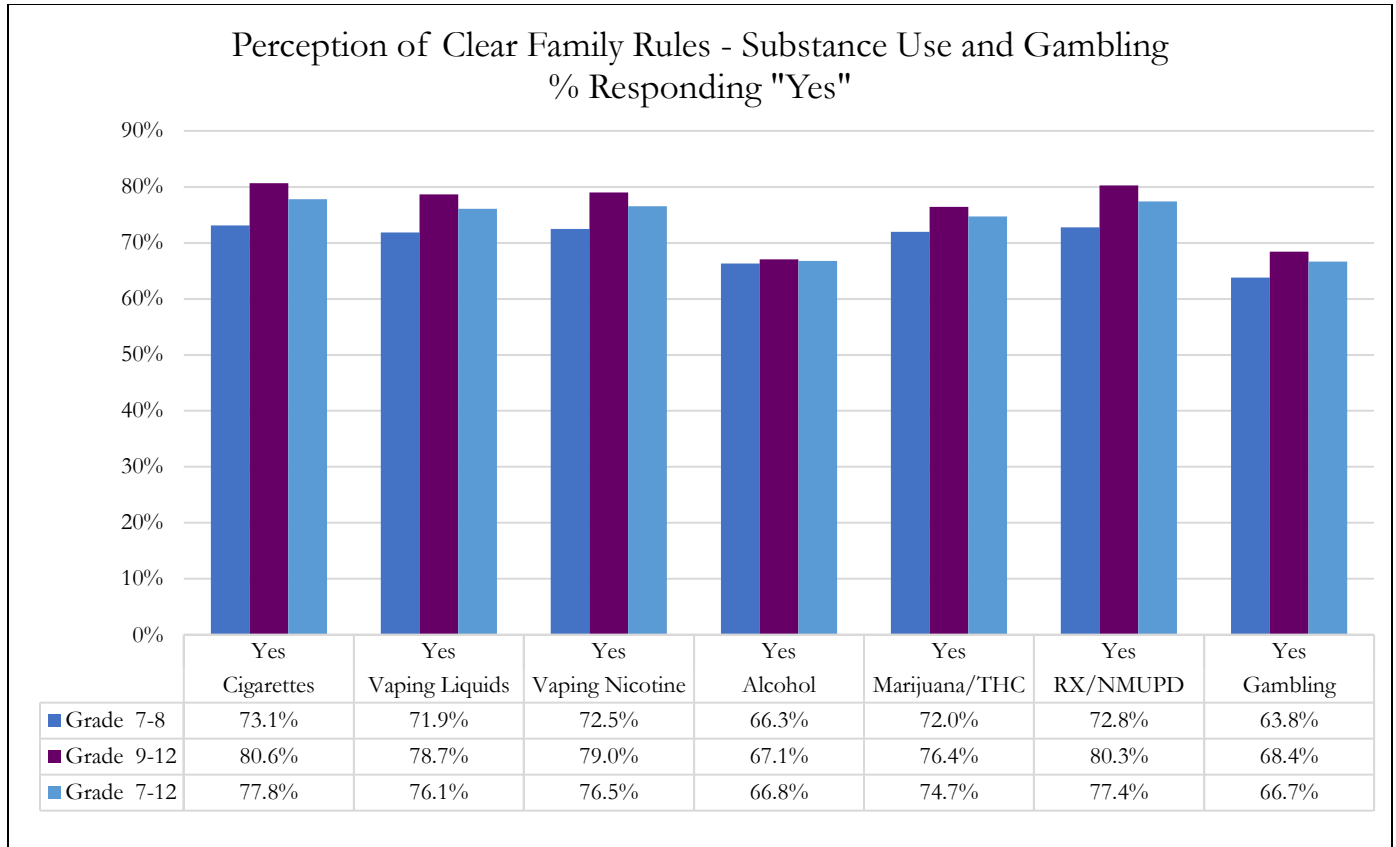
- \*Middle and high school males reported feeling more comfortable than females seeking help from a parent and a coach.
- \*Middle school females were more likely than males to report feeling comfortable seeking help from friends.
- \*Middle school males were more likely than females to report feeling comfortable seeking help from school staff.
- \*Middle and high school white youth were more likely than Hispanic youth and Black youth to report feeling comfortable seeking help from a parent/guardian, or friends.
- \*Middle school Asian youth were more likely than Hispanic or Black youth to report feeling comfortable seeking help from school staff. Middle school white youth were more likely than Black youth to report feeling comfortable seeking help from school staff.
- \*High school white youth were more likely than Hispanic youth to report feeling comfortable seeking help from a coach.
- \*Middle and high school youth who identified as transgender, non-binary, or unsure were less likely to feel comfortable seeking help from a parent/guardian.
- \*High school youth who identified as transgender, non-binary, or unsure were less likely to feel comfortable seeking help from a coach, or another trusted adult.
- \*Middle and high school youth who identified as LGBS were less likely to report feeling comfortable seeking help from a parent/guardian, or a coach.
- \*High school youth who identified as LGBS were less likely to report feeling comfortable asking help from another trusted adult.
- \*Middle school youth who had an IEP or specialized education services were more likely to report feeling comfortable seeking help from school staff than those who did not have an IEP.
- \*High school youth who participated in MLL or ELL programs were more likely than those who did not to report feeling comfortable seeking help from school staff.

## Comfort Seeking Help by Source-Community and Internet



- \*Middle school males were more likely than females to report feeling comfortable seeking help from an online therapist or counselor.
- \*Middle and high school males were more likely than females to report feeling comfortable seeking help from a doctor or nurse, and a faith or religious leader.
- \*Middle school Asian youth were more likely than white, Hispanic, and Black youth, and youth in the “All Other Races” group, to report feeling comfortable seeking help from the internet.
- \*High school white and Asian youth were more likely than Hispanic youth to report feeling comfortable seeking help from the internet.
- \*Middle school white youth were more likely than Hispanic youth to report feeling comfortable seeking help from a doctor.
- \*Middle school youth who identified as transgender, non-binary, or unsure were more likely to report feeling comfortable seeking help from the internet, and less likely to feel comfortable seeking help from a doctor.
- \*Middle and high school youth who identified as transgender, non-binary, or unsure were more likely to report feeling comfortable seeking help from a counselor or therapist online, and less likely to feel comfortable seeking help from a faith or religious leader.
- \*Middle and high school youth who identified as LGBS were more likely to report feeling comfortable seeking help from the internet, and less likely to feel comfortable seeking help from a faith or religious leader.
- \*Middle school youth who identified as LGBS were less likely to report feeling comfortable seeking help from a doctor.

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



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

\*Middle and high school white youth were more likely than Hispanic or Black youth to report clear family rules around cigarettes, vaping products, marijuana, and non-medical use of prescription drugs.

\*Middle school white youth were more likely than Black youth to report clear family rules around drinking and gambling.

\*High school white youth were more likely to report clear family rules around gambling than Hispanic and Black youth.

\*High school youth who identified as transgender, non-binary, or unsure were more likely to report clear family rules around cigarettes and non-medical use of prescription drugs.

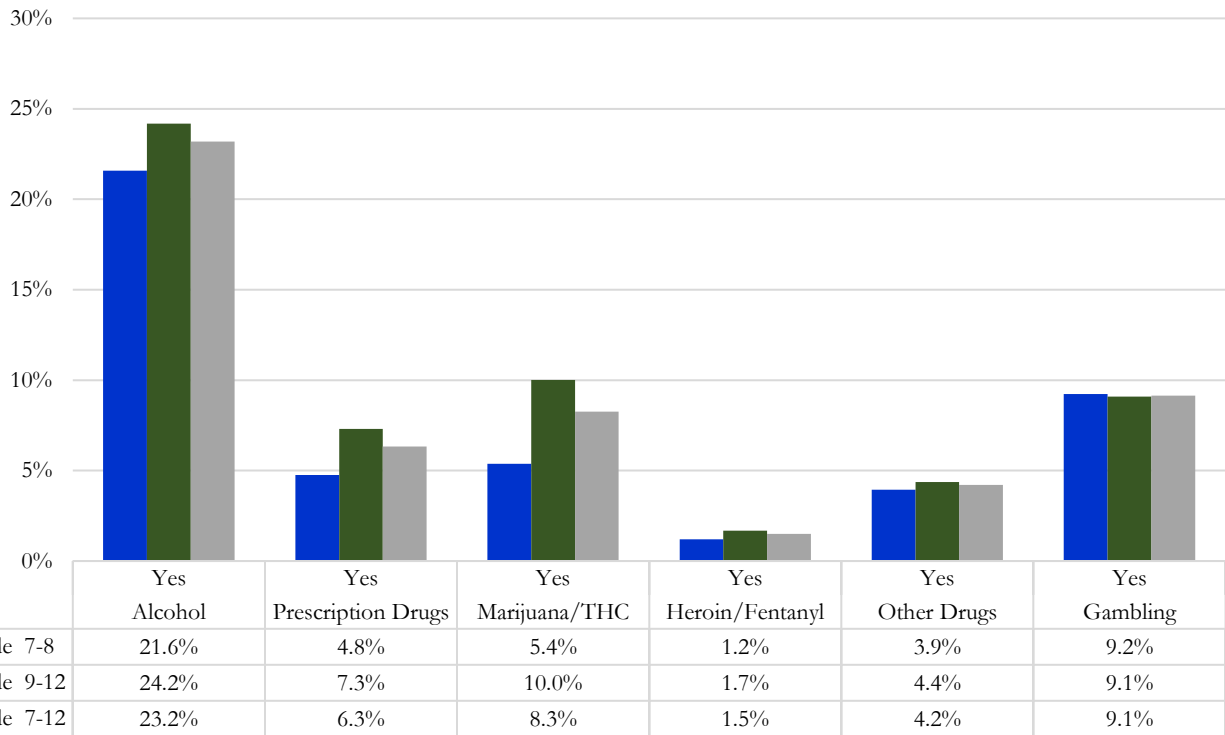
\*Middle school youth who had an IEP or received other specialized education services were less likely to report clear family rules around cigarettes, marijuana, and gambling.

\*Middle and high school youth who participated in MLL or ELL programs were less likely to report clear family rules around cigarettes and gambling.

\*High school youth who participated in MLL or ELL programs were less likely to report clear family rules around vaping flavored liquids and nicotine, marijuana, and non-medical use of prescription drugs.

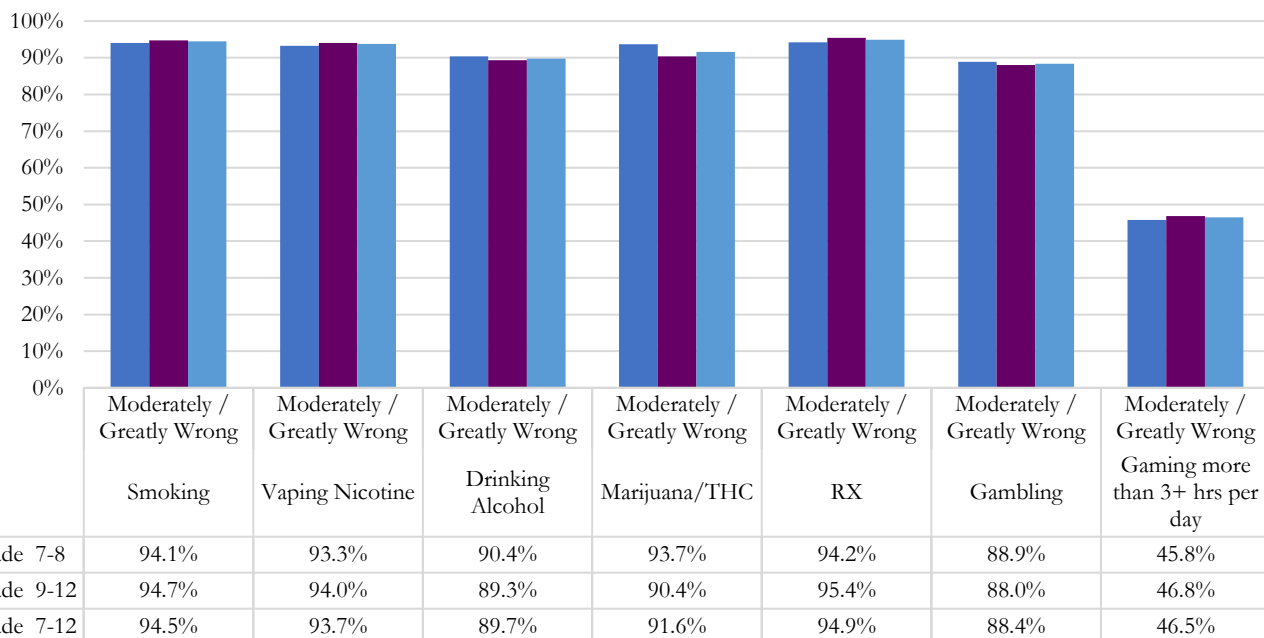


## Perception of Family Substance Use and Gambling Problems % Responding "Yes"



- \*Middle and high school males were less likely than females to have family problems around alcohol.
- \*High school males were less likely to report family problems with marijuana.
- \*Middle and high school Hispanic youth were more likely than white and Asian youth to report family problems with alcohol.
- \*Middle school Black youth were more likely to report family problems with alcohol than Asian youth.
- \*Middle school youth in the "All Other Races" group were more likely to report family problems with prescription drugs and heroin/fentanyl, and other drugs than white or Hispanic youth.
- \*Middle school Black youth were more likely to report family problems with marijuana than white youth.
- \*Middle school youth who identified as transgender, non-binary, or unsure were more likely than their cisgender peers to report having family problems with alcohol and gambling.
- \*Middle and high school youth who identified as transgender, non-binary, or unsure were more likely than their cisgender peers to report having family problems with marijuana.
- \*High school youth who identified as LGBS were more likely than heterosexual youth to report family problems with alcohol and prescription drugs.
- \*Middle and high school youth who identified as LGBS were more likely to report family problems with marijuana and heroin/fentanyl.
- \*Middle school youth who identified as LGBS were more likely to report family problems with other drugs.
- \*High school youth who had an IEP or received other specialized education services were more likely than those who did not to report having family problems with prescription drugs.

## Perception of Parental Disapproval



\*Middle and high school females report more parental disapproval for cigarettes, non-medical use of prescription drugs, gambling and gaming than males.

\*High school females report more parental disapproval for vaping and drinking alcohol than males.

\*Middle school females report more parental disapproval for marijuana than males.

\*High school white and Hispanic youth report more parental disapproval for vaping than youth in the “All Other Races” group.

\*High school Hispanic and Asian youth report more parental disapproval for marijuana than youth in the “All Other Races” group.

\*Middle school white youth report more parental disapproval for non-medical use of prescription drugs than Black youth.

\*High school white youth report more parental disapproval for non-medical use of prescription drugs than youth in the “All Other Races” group.

\*Middle school Asian youth report more parental disapproval for gaming than youth in the “All Other Races” group.

\*High school Hispanic youth report more parental disapproval for gaming than white youth.

\*Middle and high school youth who identified as transgender, non-binary, or unsure were less likely to report moderate/great parental disapproval for marijuana than their cisgender peers.

\*Middle school youth who identify as LGBS reported less parental disapproval for vaping.

\*High school youth who had an IEP or received other specialized education services were less likely than those who did not to perceive moderate/great parental disapproval for cigarettes and alcohol.

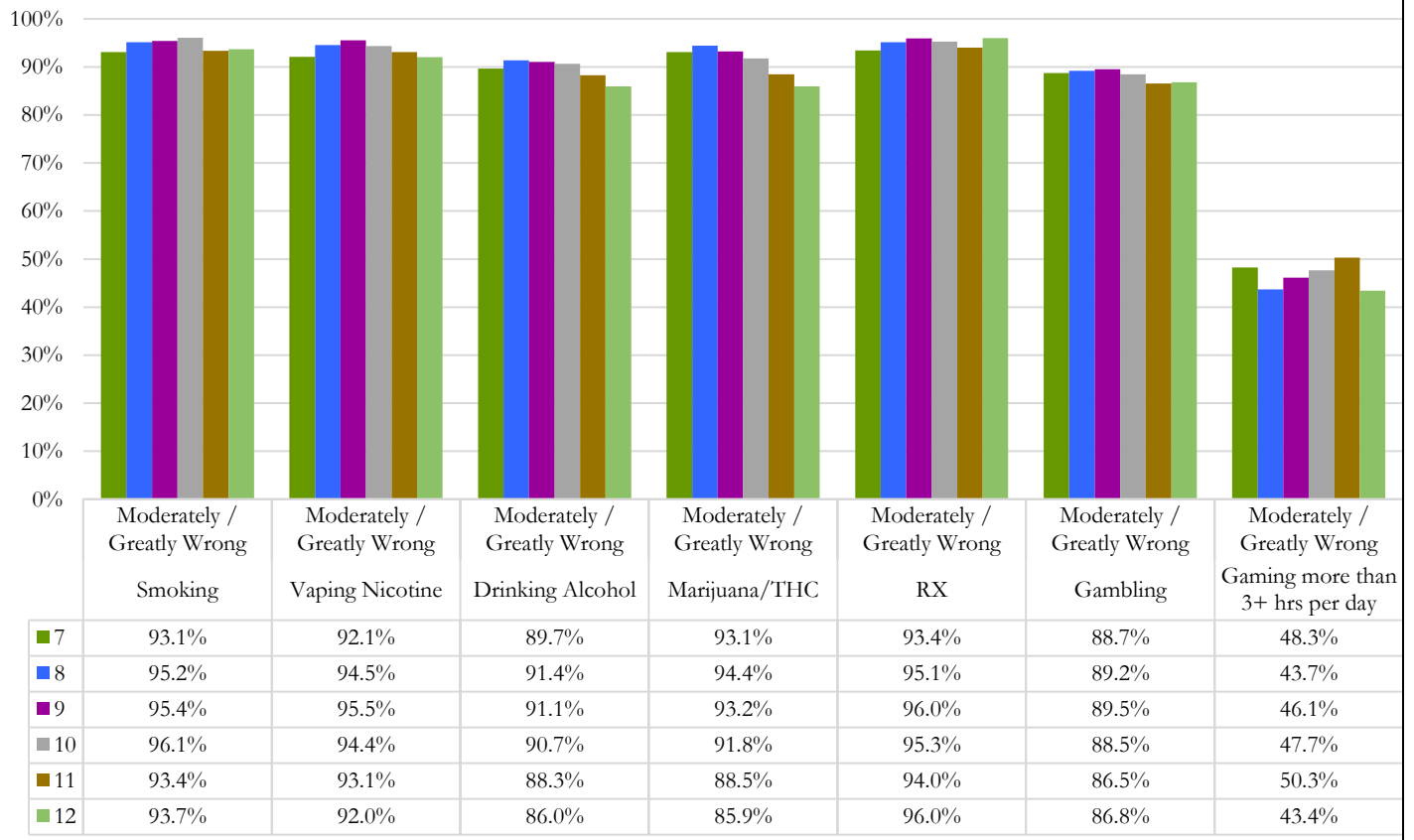
\*Middle and high school youth who had an IEP or received other specialized education services were less likely than those who did not to perceive moderate/great parental disapproval for vaping nicotine, marijuana, and non-medical use of prescription drugs.

\*High school youth who participated in MLL or ELL programs were less likely to perceive moderate/great parental disapproval for cigarettes compared to peers who did not participate in those programs.

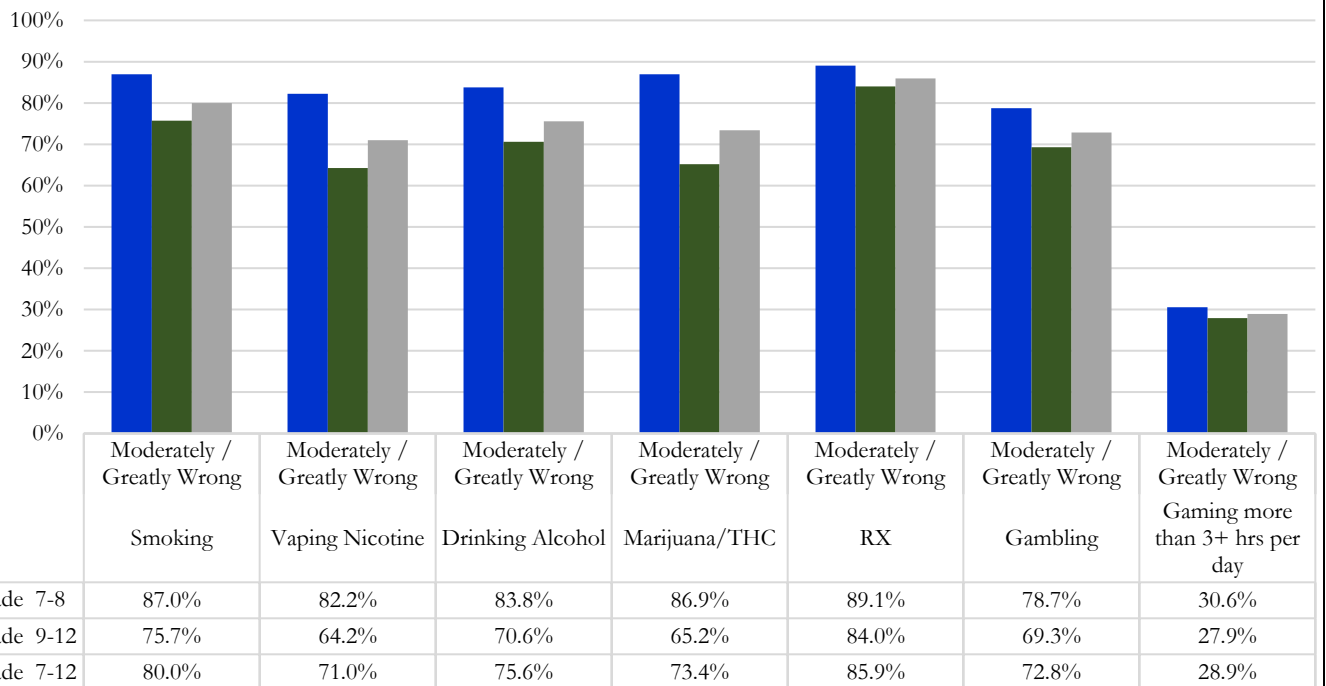
\*Middle and high school youth who participated in MLL or ELL programs were less likely to perceive moderate or great parental disapproval for vaping and non-medical use of prescription drugs compared to peers who did not participate in those programs.

\*Middle school youth who participated in MLL or ELL programs were less likely to perceive moderate or great parental disapproval for alcohol and gambling compared to peers who did not participate in those programs.

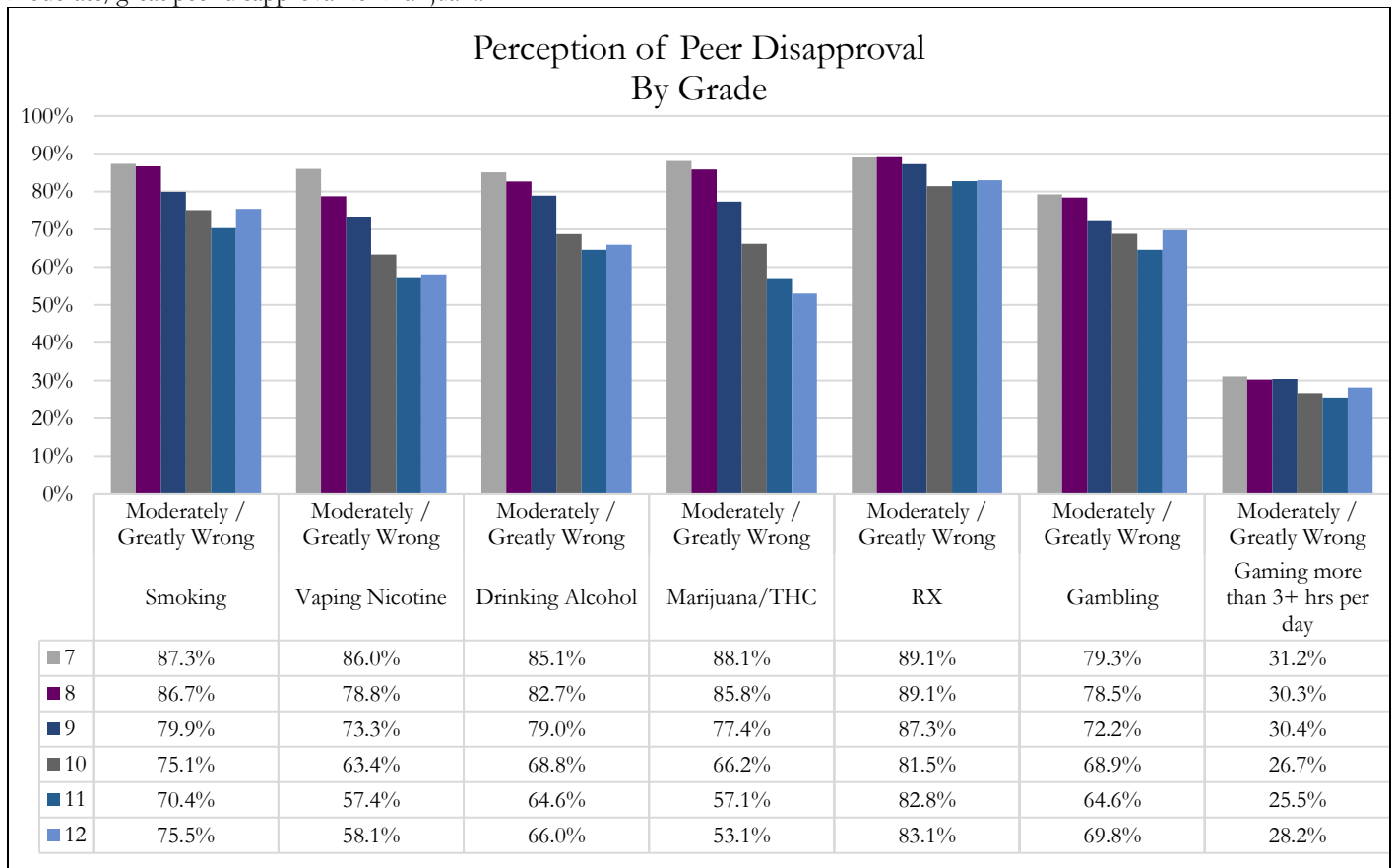
## Perception of Parental Disapproval By Grade



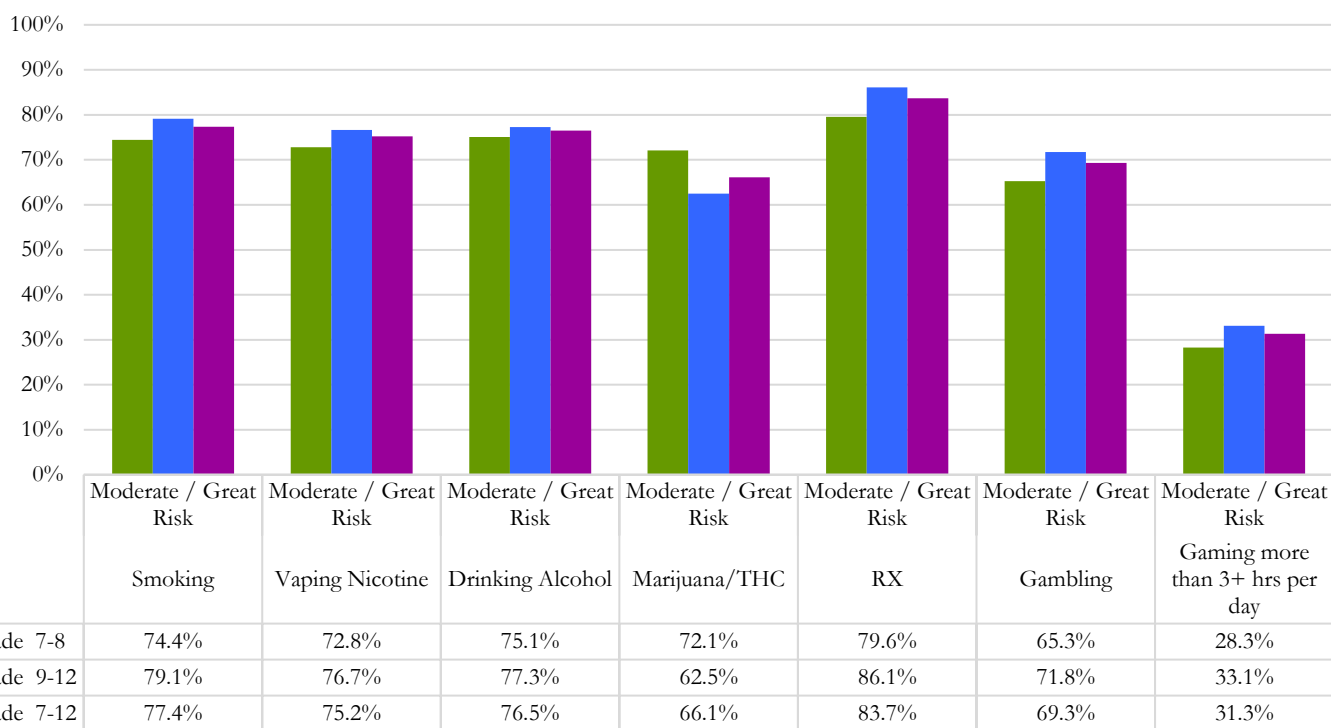
## Perception of Peer Disapproval



- \*High school males report more peer disapproval for vaping than females.
- \*Middle school females report more peer disapproval for drinking alcohol than males.
- \*High and middle school females report more peer disapproval of gambling and gaming.
- \*Middle school white and Hispanic youth report more peer disapproval of cigarettes, non-medical use of prescription drugs, and gambling than Black youth.
- \*Middle school white, Hispanic, and Asian youth report more peer disapproval of vaping, alcohol, and marijuana than Black youth. Middle school white youth report more peer disapproval of vaping than Hispanic youth.
- \*High school Asian youth report more peer disapproval of cigarettes than white and Hispanic youth, and youth in the “All Other Races” group.
- \*High school Asian youth report more peer disapproval of vaping than white, Black, and Hispanic youth, and youth in the “All Other Races” group.
- \*High school Asian youth report more peer disapproval of alcohol than white and Black youth.
- \*High school Asian youth report more peer disapproval of marijuana than white and Black youth, and youth in the “All Other Races” group. High school Hispanic youth report more peer disapproval of marijuana than white and Black youth.
- \*Middle school Asian youth report more peer disapproval for gaming than youth in the “All Other Races” group.
- \*High school youth who identified as transgender, non-binary, or unsure, reported less peer disapproval for gaming than their cisgender peers.
- \*High school youth who identified as LGBS reported less peer disapproval for cigarettes, vaping, drinking alcohol, marijuana, and gaming.
- \*High school youth who had an IEP or other specialized education services were less likely to report moderate or great peer disapproval for cigarettes, alcohol, and non-medical use of prescription drugs.
- \*Middle school youth who had an IEP or other specialized education services were less likely to report moderate or great peer disapproval for marijuana and gambling.
- \*Middle and high school youth who participated in MLL or ELL programs were less likely than those who did not to perceive moderate/great peer disapproval for cigarettes.
- \*Middle school youth who participated in MLL or ELL programs were less likely than those who did not to perceive moderate/great peer disapproval for vaping, alcohol, marijuana, and gambling.
- \*High school youth who participated in MLL or ELL programs were more likely than those who did not to perceive moderate/great peer disapproval for marijuana.



## Perception of Risk/Harm



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

\*High school females reported greater perception of risk than males for vaping, alcohol, and gambling.

\*Middle school females reported greater perception of risk for marijuana use than males.

\*Middle and high school white youth report greater perception of risk for cigarettes than Hispanic and Black youth.

\*Middle school white youth report greater perception of risk for vaping than Hispanic and Black youth. Middle school Asian youth report greater perception of risk for vaping than Black youth.

\*Middle school white youth report greater perception of risk for marijuana than Black youth. Middle school Asian youth report greater perception of risk for marijuana than Hispanic and Black youth.

\*High school Hispanic youth report greater perception of risk for marijuana than white or Black youth.

\*Middle school white youth report greater perception of risk for non-medical use of prescription drugs than Hispanic and Black youth, and youth in the "All Other Races" group.

\*High school white youth report greater perception of risk for non-medical use of prescription drugs than Black youth.

\*Middle school white youth report greater perception of risk for gambling than Hispanic or Black youth.

\*High school white youth report greater perception of risk for gambling than Black youth.

\*Middle and high school youth who identified as transgender, non-binary, or unsure reported greater perception of risk for gambling than their cisgender peers.

\*High school youth who identified as LGBS reported less perception of risk for marijuana than their heterosexual peers.

\*High school youth who had an IEP or other specialized education services were less likely than those who did not to perceive moderate/great risk from using cigarettes.

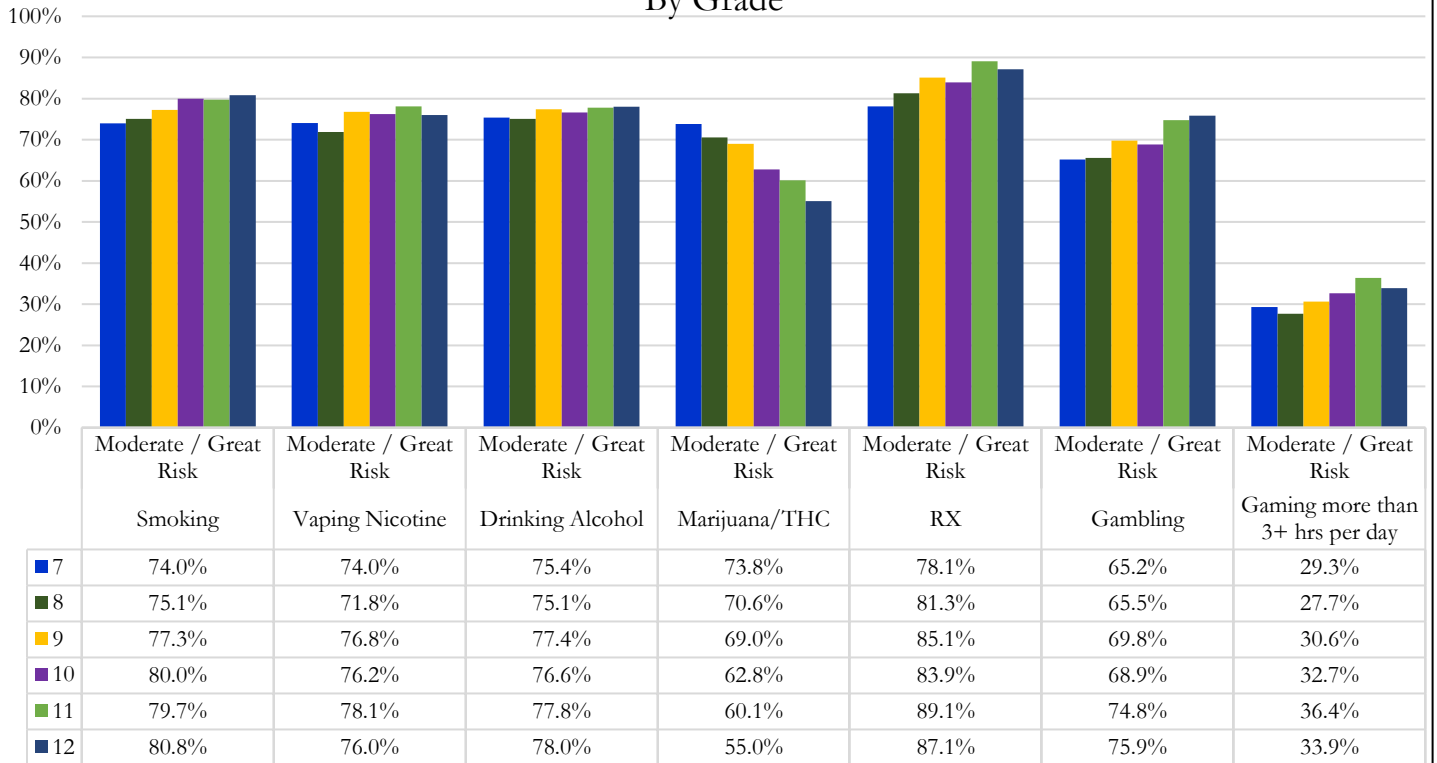
\*Middle school youth who had an IEP or other specialized education services were less likely than those who did not to perceive moderate/great risk from non-medical use of prescription drugs.

\*Middle and high school youth who participated in MLL or ELL programs were less likely than those who did not to perceive moderate/great risk from using cigarettes.

\*Middle school youth who participated in MLL or ELL programs were less likely than those who did not to perceive moderate/great risk from vaping.

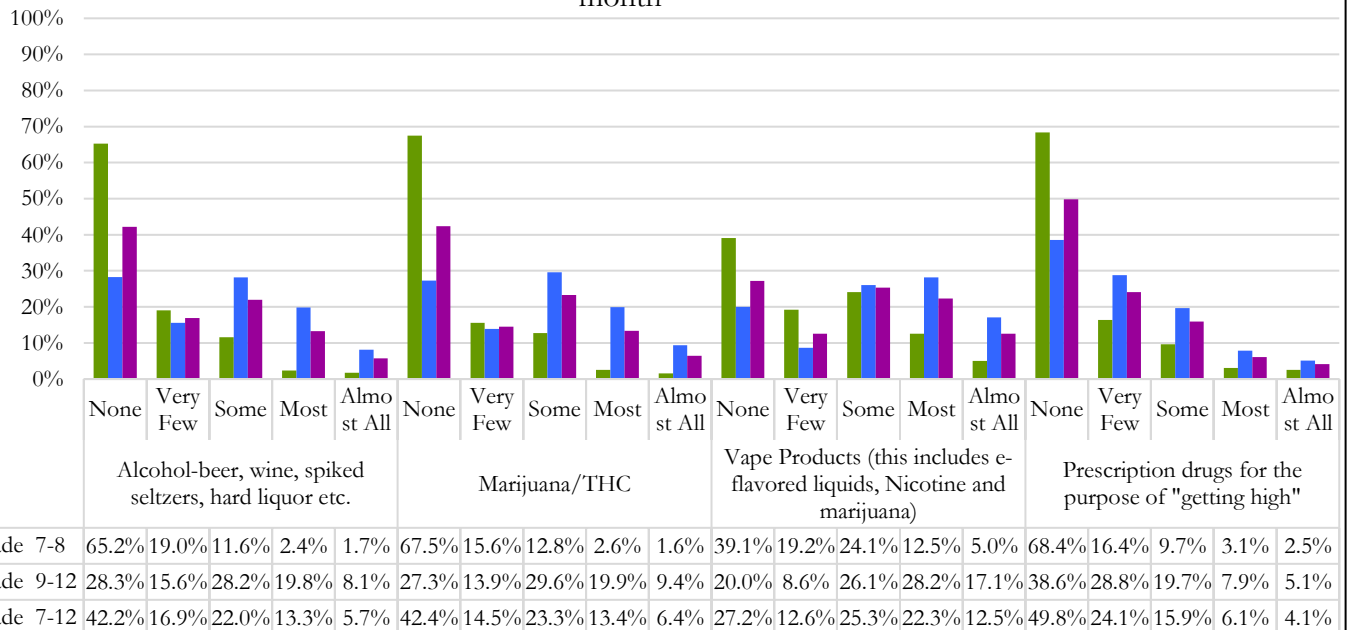
\*High school youth who participated in MLL or ELL programs were more likely than those who did not to perceive moderate or great risk from marijuana use, and gaming 3+ hours per day.

## Perception of Risk / Harm By Grade



## Perception of Peer Use in Past Month

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



\*Middle and high school males were more likely than females to report peer use of alcohol, marijuana, vape products, and prescription drugs as "none."

\*High school Hispanic and Black youth were more likely to report peer marijuana use as "none" compared to white youth.

\*Middle school Black youth perceived more peer use of vape products than white youth.

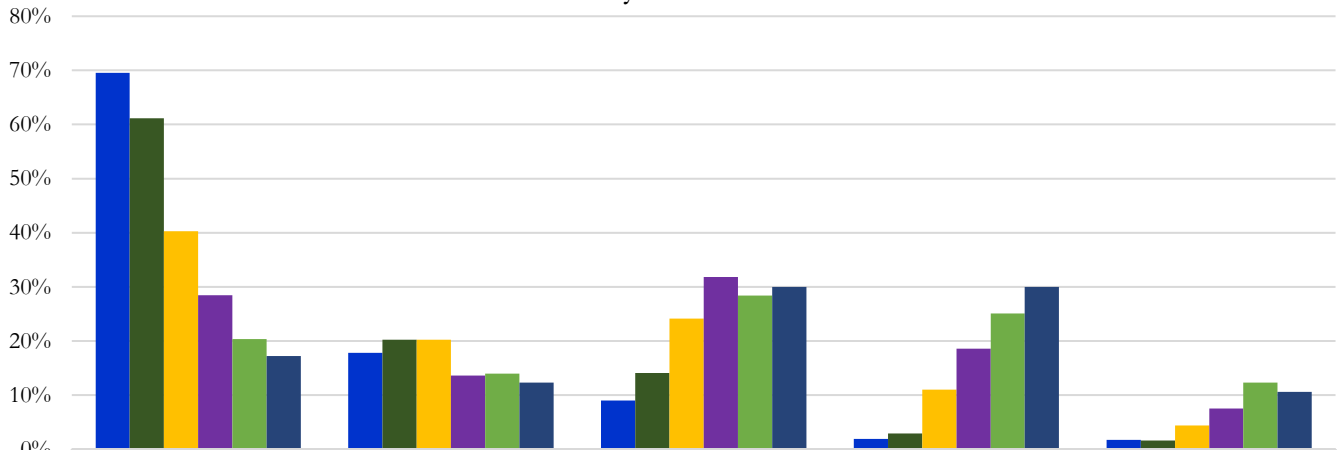
\*High school Hispanic youth perceived less peer use of vape products and prescription drugs than white youth.

\*High school youth who identified as transgender, non-binary, or unsure perceived less peer use of marijuana than their cisgender peers.

\*High school youth who had an IEP or other specialized education services reported less perception of peer use of vape products compared to those who did not have an IEP or other specialized services.

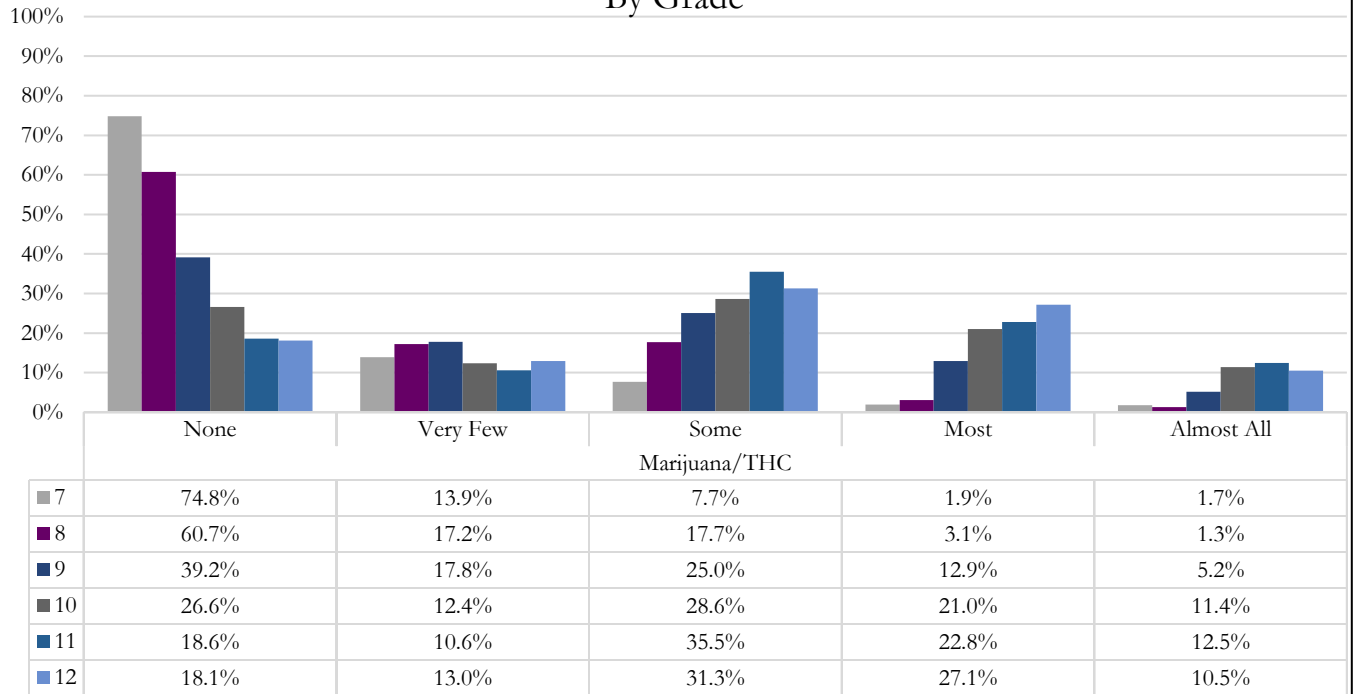
\*Middle school youth who participated in MLL or ELL programs perceived more peer use of marijuana than those who did not.

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

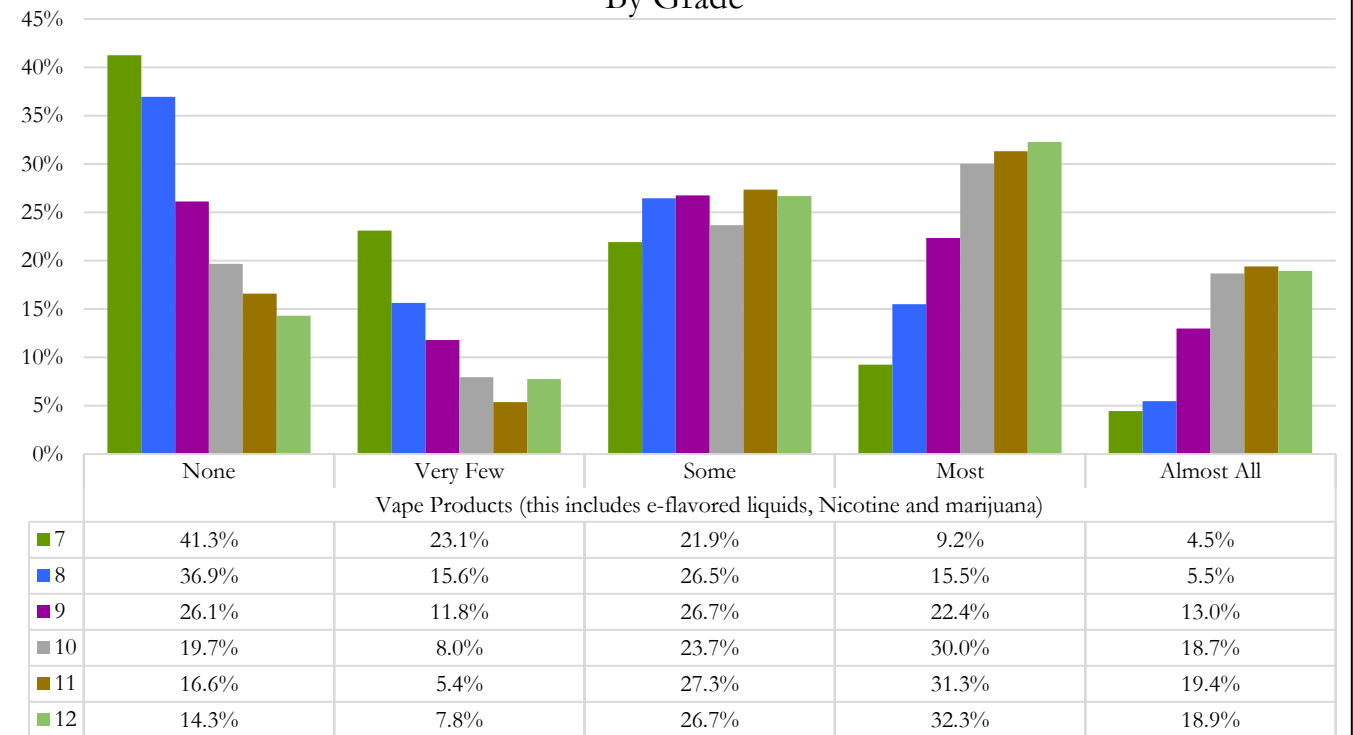


	Alcohol-beer, wine, spiked seltzers, hard liquor etc.				
■ 7	69.6%	17.8%	9.0%	1.9%	1.7%
■ 8	61.2%	20.2%	14.1%	2.9%	1.6%
■ 9	40.3%	20.2%	24.1%	11.0%	4.4%
■ 10	28.5%	13.6%	31.8%	18.6%	7.5%
■ 11	20.3%	13.9%	28.4%	25.1%	12.3%
■ 12	17.2%	12.3%	30.0%	30.0%	10.6%

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

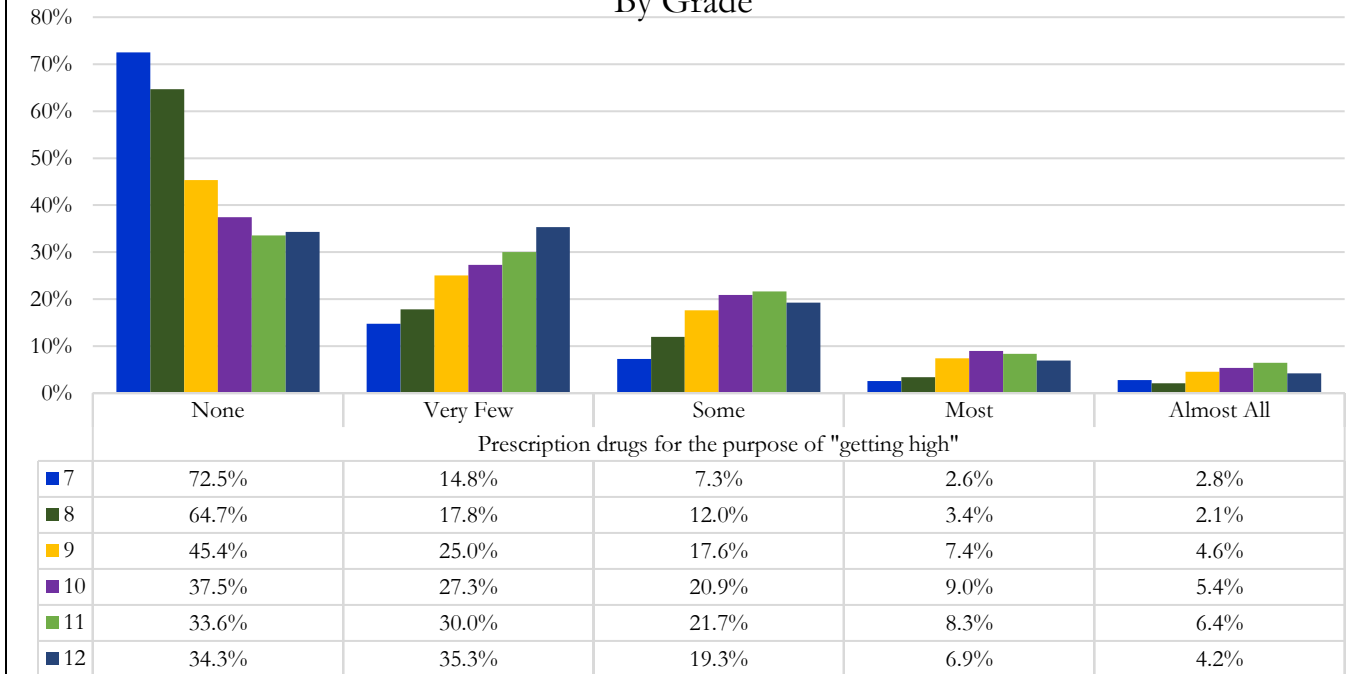


### Perception of Peer Vaping Use in Past Month By Grade

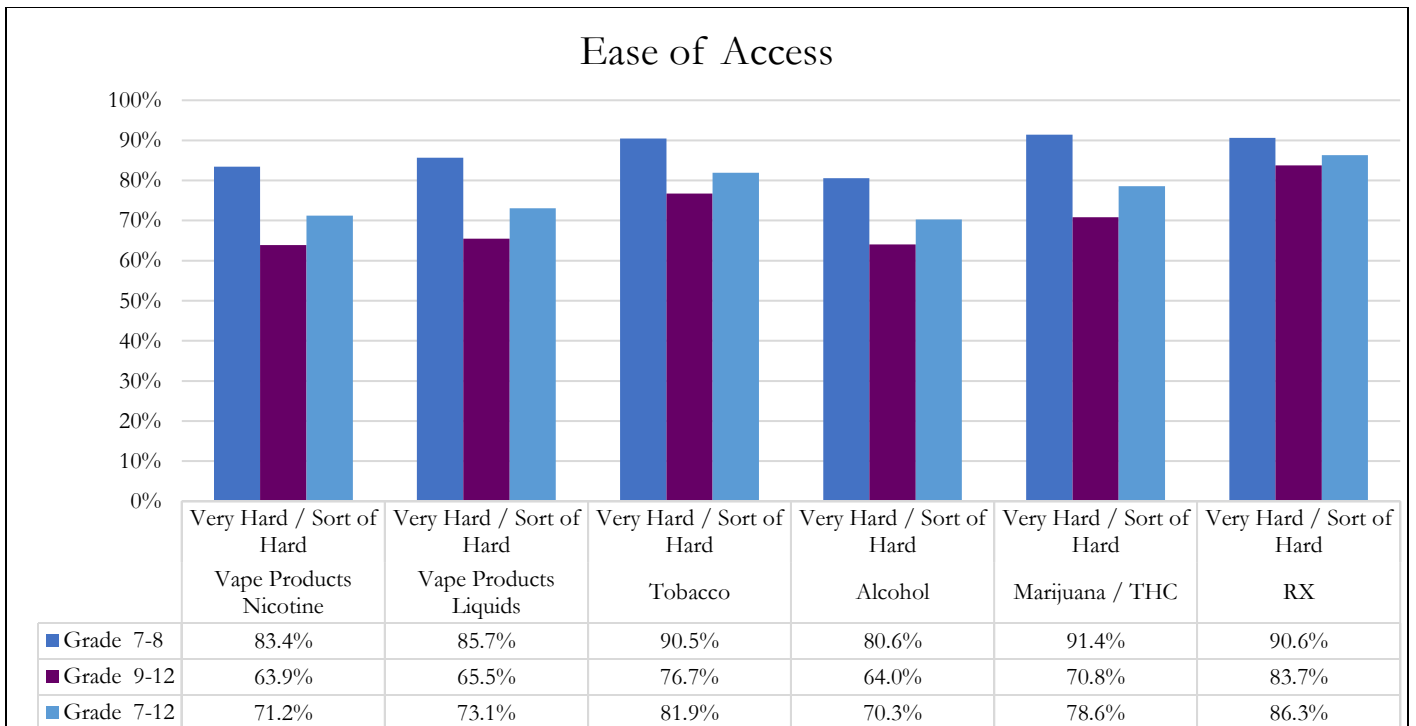




## Perception of Peer RX Use in Past Month By Grade



## Ease of Access:



- \*Middle and high school females perceive more ease of access than males for alcohol.
- \*High school females perceive more ease of access than males for vape products and marijuana.
- \*High school Asian youth perceive less of access for vape products containing nicotine than white and Black youth.
- \*High school white youth perceive more ease of access for tobacco products than Hispanic youth.
- \*High school white youth perceive more ease of access for alcohol than Hispanic and Black youth.

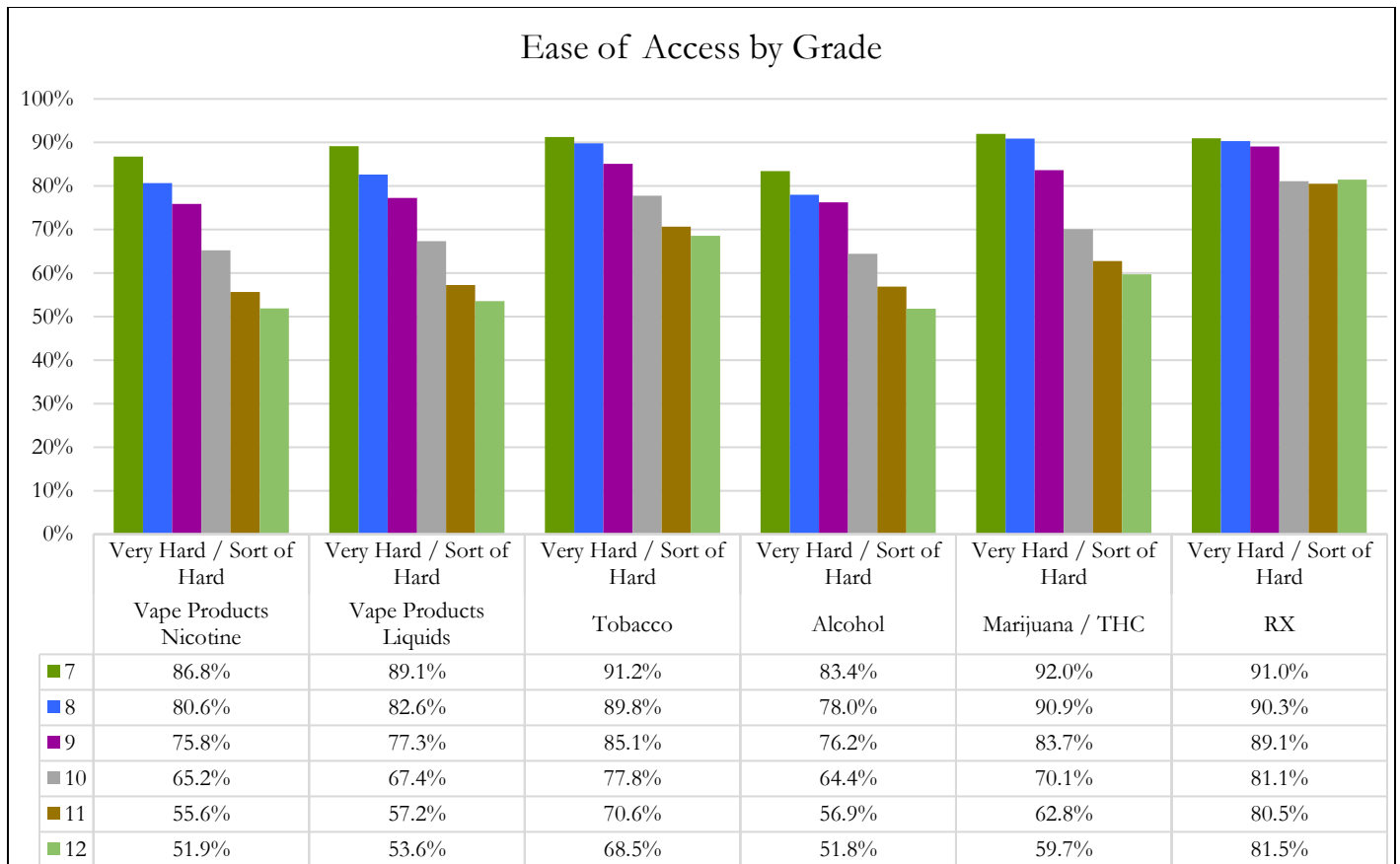
\*High school Asian youth perceive less ease of access for marijuana than white, Hispanic, and Black youth, and youth in the “All Other Races” group.

\*High school youth who identified as transgender, non-binary, or unsure perceived more ease of access for alcohol than their cisgender peers.

\*Middle school youth who identified as LGBS reported more ease of access for tobacco products compared to their heterosexual peers.

\*High school youth who identified as LGBS reported more ease of access for alcohol and marijuana compared to their heterosexual peers.

\*High school youth who participated in MLL or ELL programs were more likely to report marijuana as very/sort of hard to access compared to their peers who did not participate in those programs.



## **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.

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

- Getting less sleep
- Spend more time home alone
- Not feel safe in their community or at school
- Not know how to get help for themselves or peers for mental health or substance use problems at school
- Have gotten into a verbal or physical fight due to gaming, be threatened by another gamer, and have heard something inappropriate
- Have gotten in a verbal or physical fight, feel left out or excluded, feel worse about themselves, feel unsafe because of something said to them, have seen something inappropriate, and have a hard time stopping their social media use
- Have experienced anxiety always/almost always in the past year, and report anxiety making life difficult
- Report sources of anxiety as home/family life, peers, and social media
- Have thoughts about self-harm, and have self-harm behaviors
- Have experienced physical abuse from an intimate partner
- Have felt sad or hopeless two or more weeks in a row
- Have considered suicide in the past year
- Feel less comfortable seeking help from a parent/guardian and school staff
- Not have clear family rules around drinking alcohol or gambling
- Report having family problems around alcohol, prescription drugs, marijuana, heroin/fentanyl, other drugs, and gambling.
- Report less parental disapproval for vaping, alcohol, gambling, and gaming
- Report less peer disapproval for cigarettes, vaping, alcohol, marijuana, prescription drugs, gambling, and gaming
- Perceive less risk in gambling
- Perceive more peer use of alcohol, marijuana, vaping, and prescription drugs
- Report more ease of access to vape products, tobacco, alcohol, marijuana, and prescription drugs
- Spend time working at a paying job
- Perceive less coach/advisor and teammate disapproval for using substances
- Report having experienced community violence, discrimination, and food insecurity in the past year
- Report having ever had housing problems
- Report having engaged in irregular eating behaviors and having attempted suicide

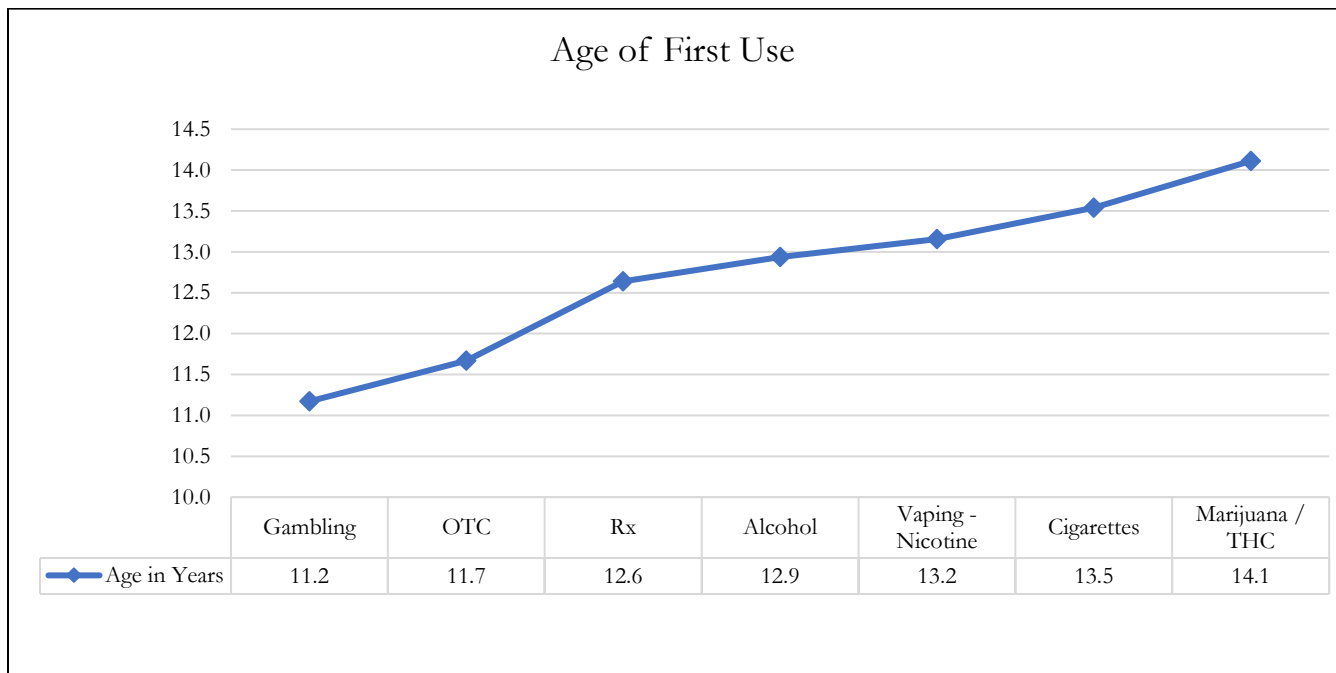
**Norwalk High School** youth who have used **any substance in their lifetime** are more likely to:

- Not get enough sleep or complete homework or studying due to gaming, and more likely to have been asked personal information by a stranger
- Choose not to spend time in person with friends because they preferred to be on social media
- Have ever been bullied, and feel students almost never intervene when someone is being bullied
- Report sources of stress as financial security, academics, post-high school planning, and schedule
- Feel comfortable seeking help from the internet

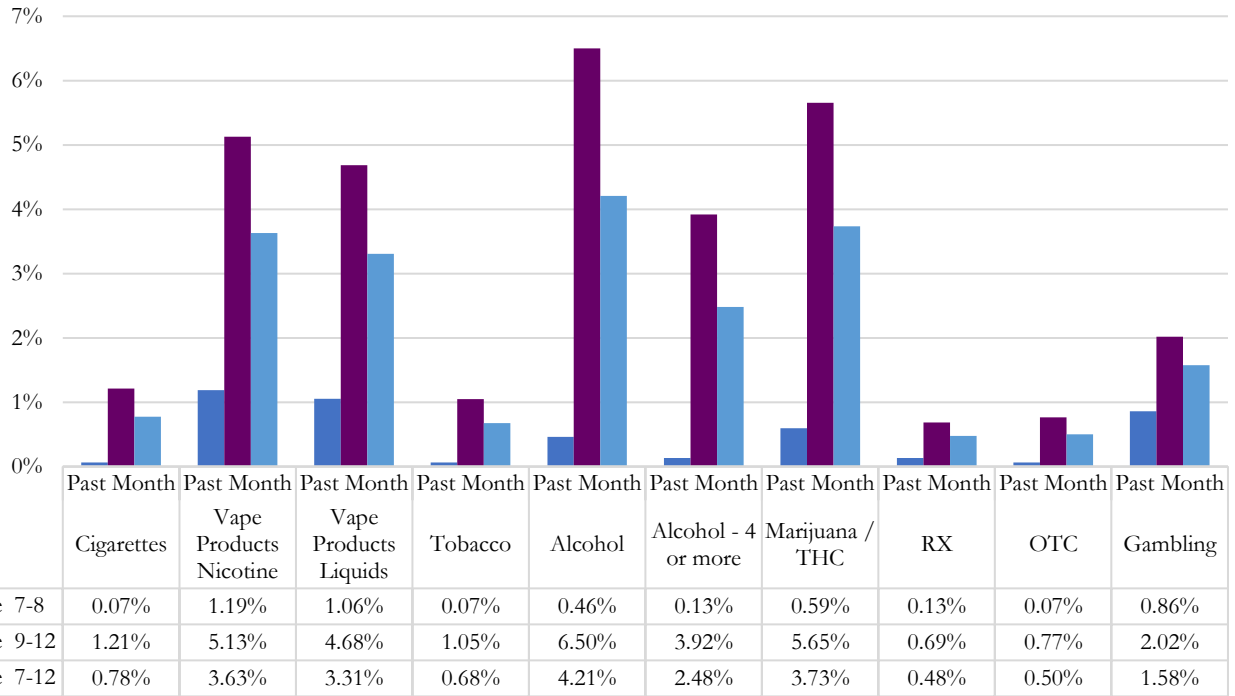
- Not feel comfortable seeking help from a faith or religious leader
- Have clear family rules around cigarettes, vaping products, and non-medical use of prescription drugs
- Perceive more risk in cigarette use, and non-medical use of prescription drugs
- Perceive less risk in using marijuana and gambling
- Engaged in sexual intercourse or oral sex
- Have talked with their parent/guardian about birth control, risks of STI and delaying pregnancy
- Have had sex under the influence, felt pressure to have sex, sent and received a sext, and felt pressure to send a sext
- Spend time working out at home or at a gym

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

- Not have a trusted adult they can share thoughts and feelings with
- Have purchased loot boxes or skins in video games
- Feel teachers never or almost never intervene when bullying happens at school
- Not feel comfortable seeking help from a doctor or nurse
- Perceive less risk in vaping and gaming 3+ hours per day.
- Not feel connected to their teachers



## Past Month Use of CORE Substances and Gambling



\*Middle and high school females were more likely than males to report past month vaping (both nicotine and flavored liquids), and marijuana use.

\*High school males were more likely than females to report past month gambling and past month non-medical use of prescription drugs.

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

\*Middle school youth in the “All Other Races” group were more likely than Hispanic youth to report past month non-medical use of prescription drugs.

\*High school white youth were more likely to report past month cigarette use and binge drinking, than Hispanic youth.

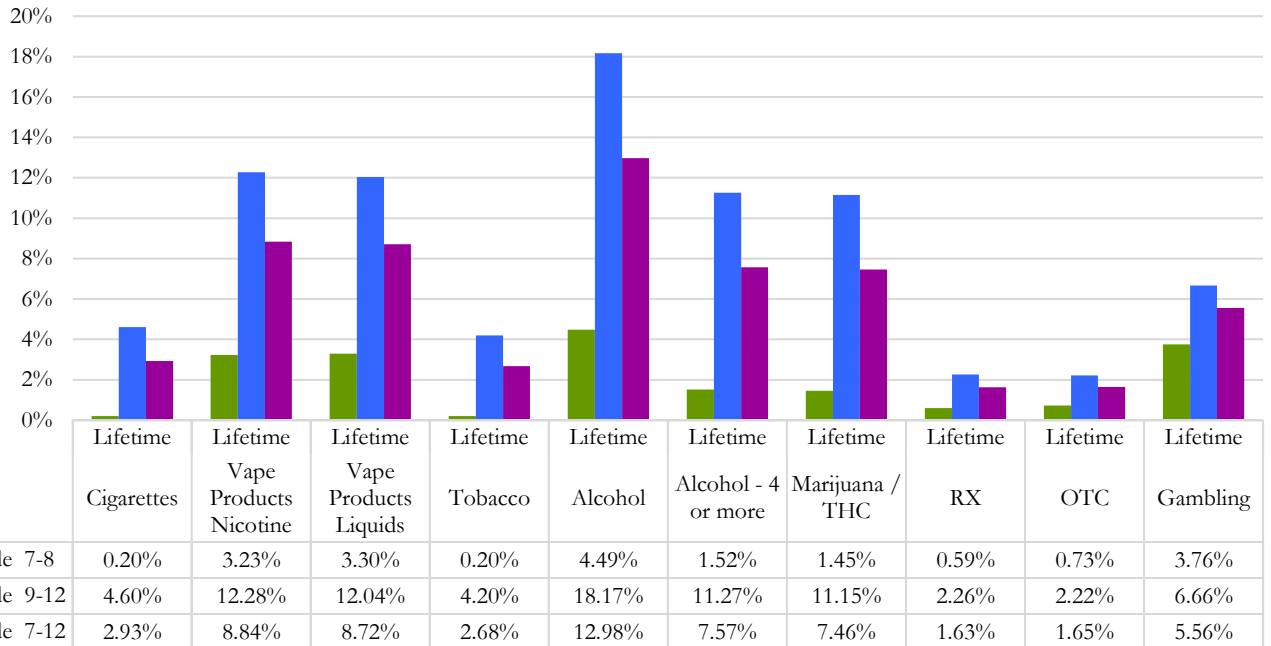
\*High school white youth were more likely to report past month alcohol use than Hispanic and Black youth.

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

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

\*High school youth who identified as LGBS were more likely to report past month vaping of flavored liquids and past month marijuana use.

## Lifetime Use of CORE Substances and Gambling



\*Middle and high school females were more likely to report ever using vape products (nicotine and liquids), alcohol, binge drinking, and marijuana than males.

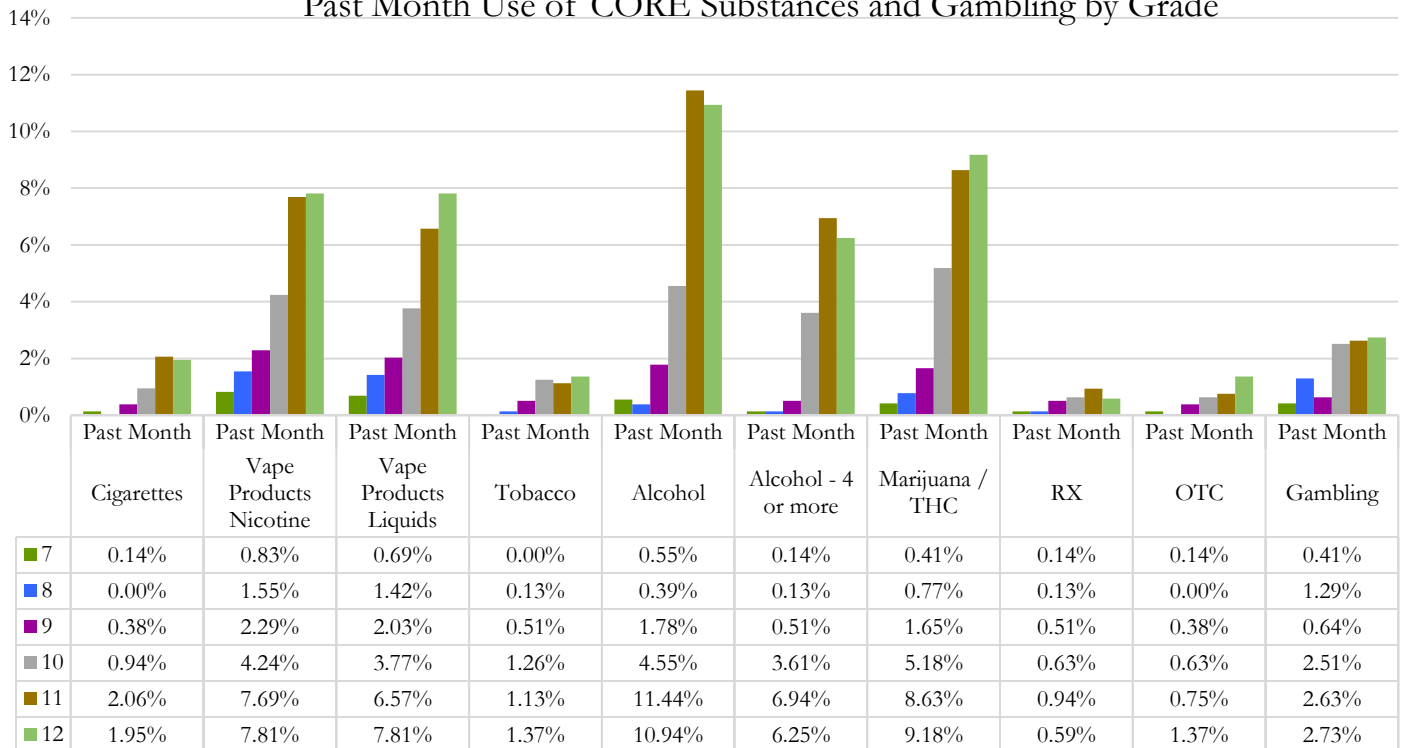
\*High school males were more likely to report ever gambling than females.

\*High school Black youth were more likely to report never using alcohol than white youth.

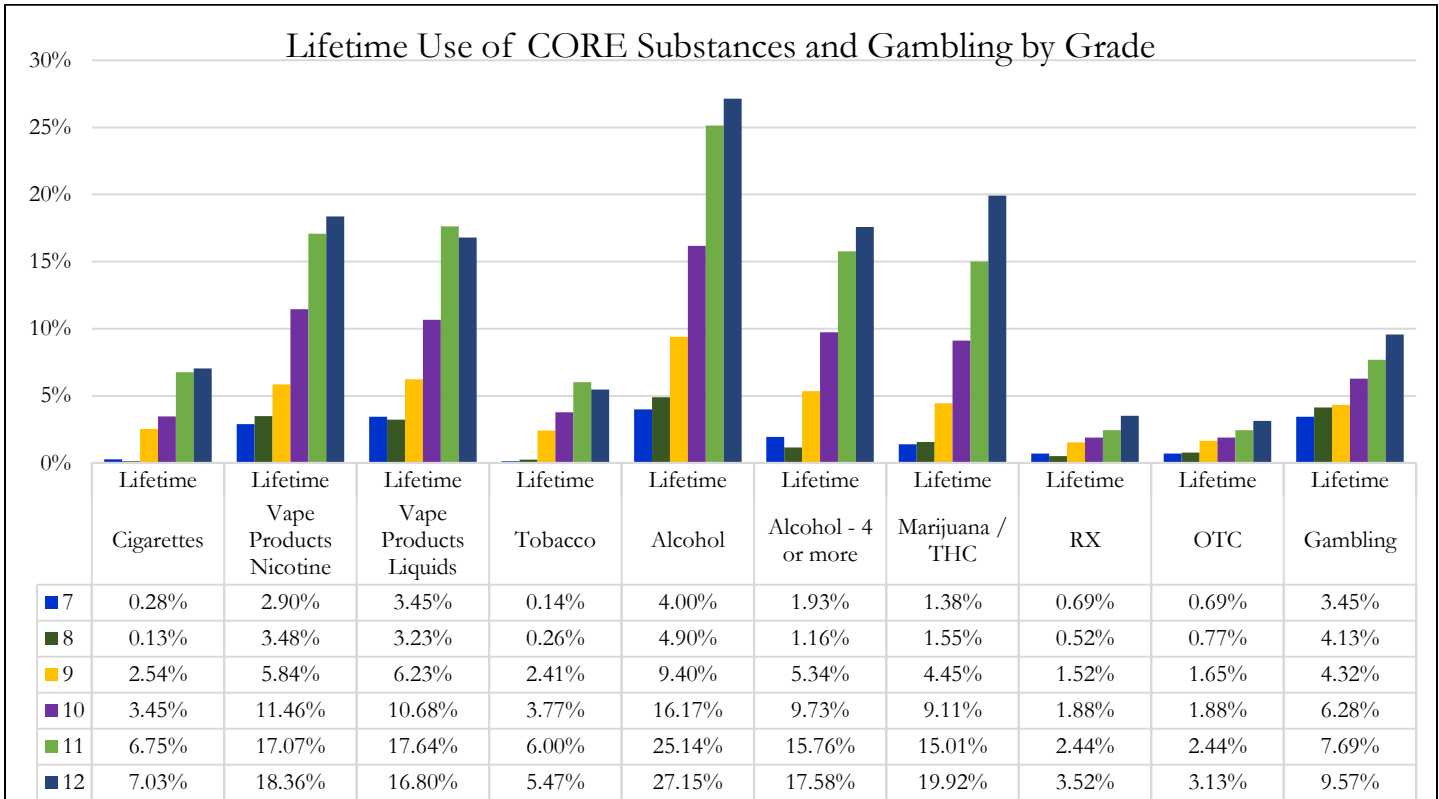
\*Middle school youth who identified as transgender, non-binary or unsure were more likely to report ever using cigarettes than their cisgender peers.

\*High school youth who identify as LGBS reported more lifetime use of vaping liquids and marijuana.

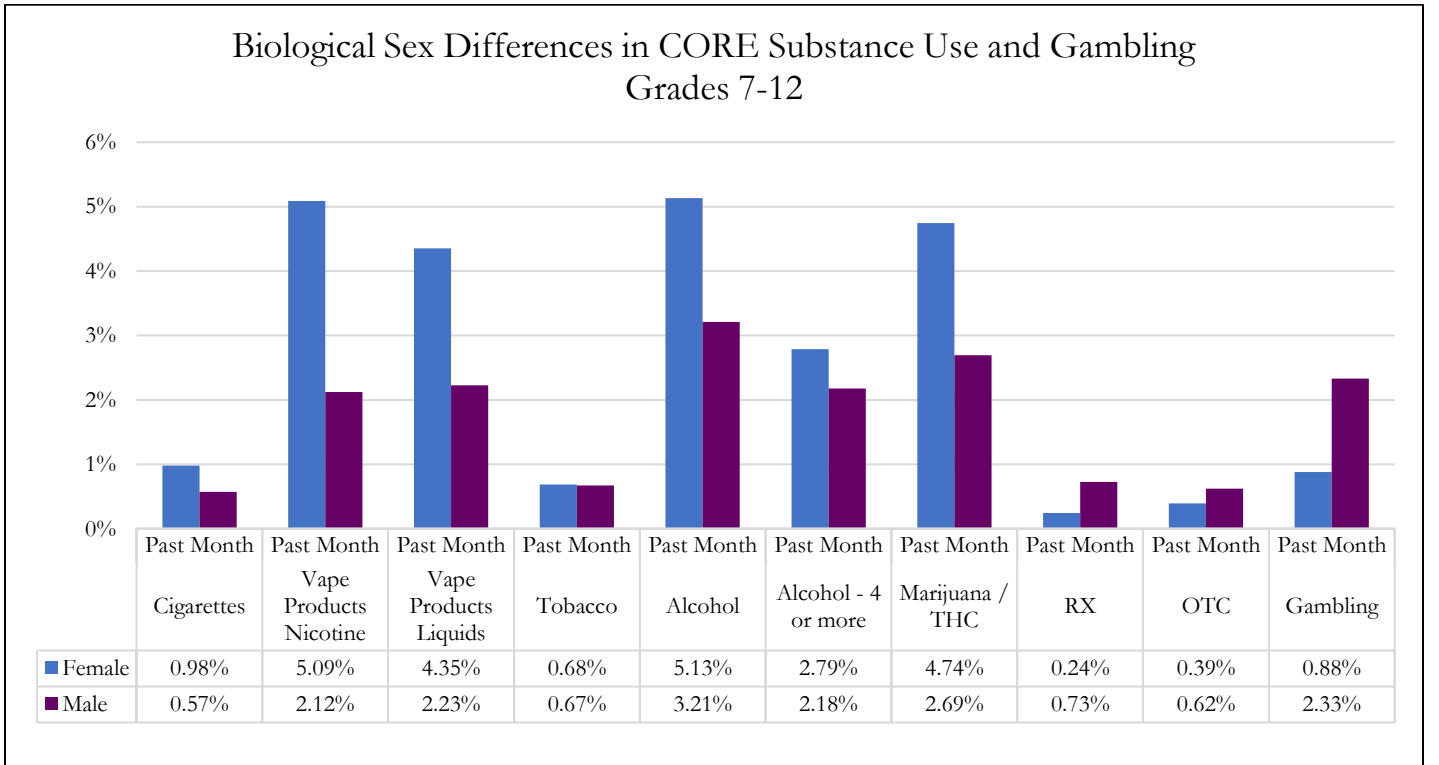
## Past Month Use of CORE Substances and Gambling by Grade



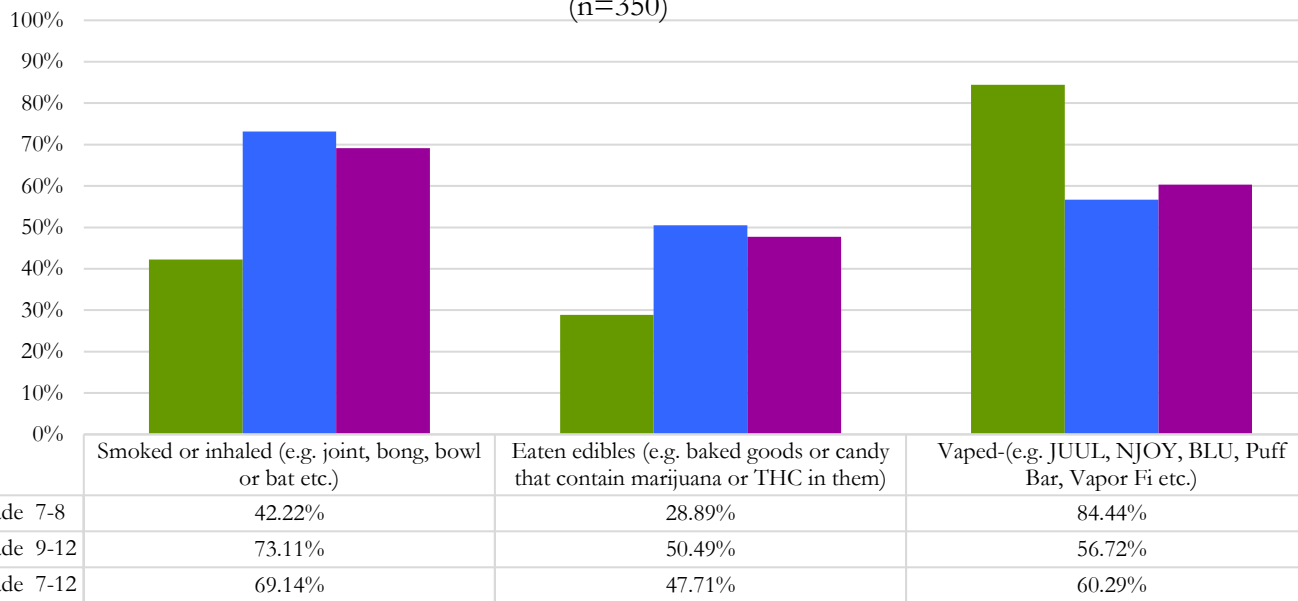
### Lifetime Use of CORE Substances and Gambling by Grade



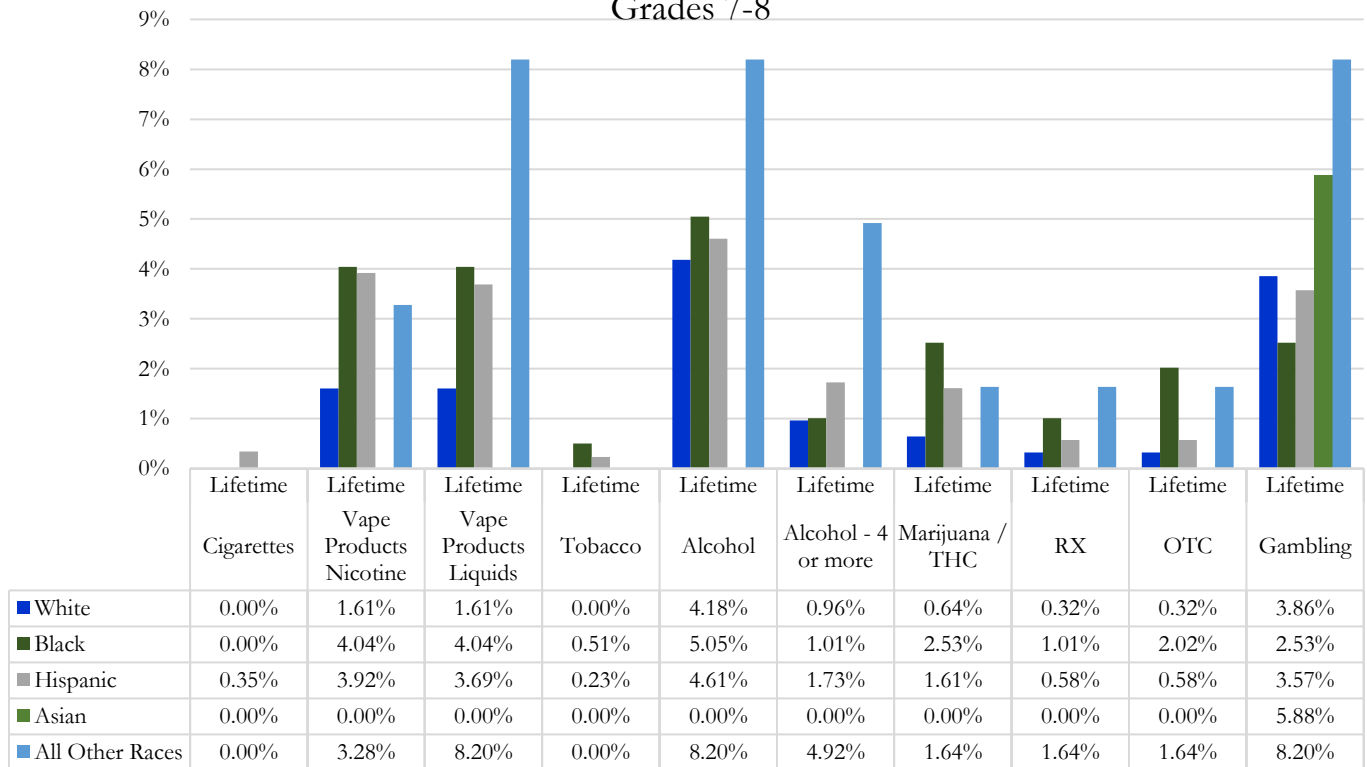
### Biological Sex Differences in CORE Substance Use and Gambling Grades 7-12



### Methods of Marijuana Use Youth Who Have Used in the Past 12 Months (n=350)

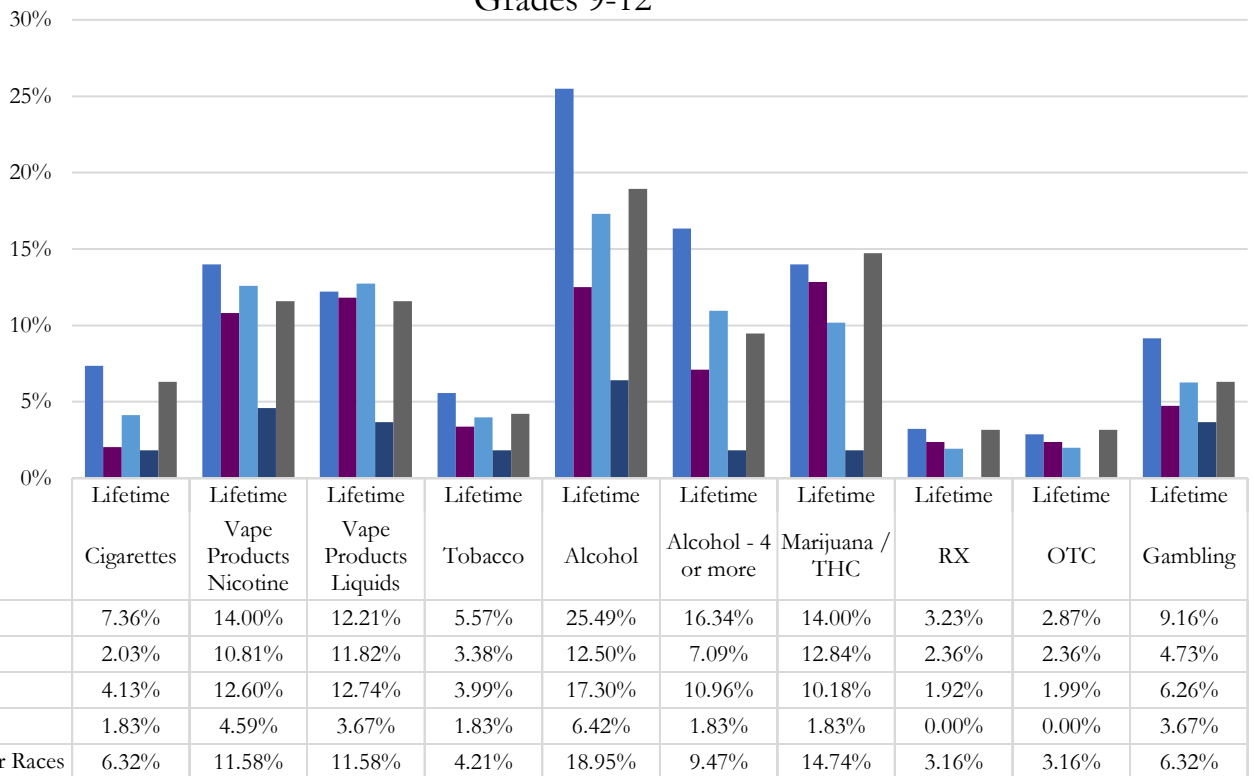


### Substance Use By Race/Ethnicity- Amongst Lifetime Users Grades 7-8

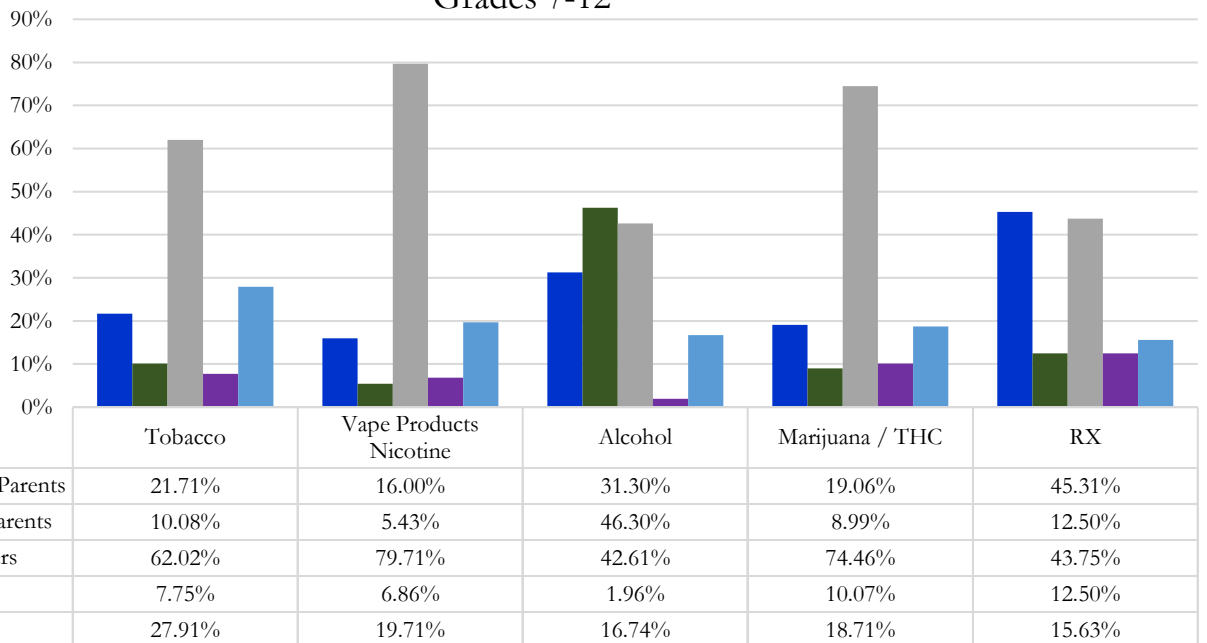




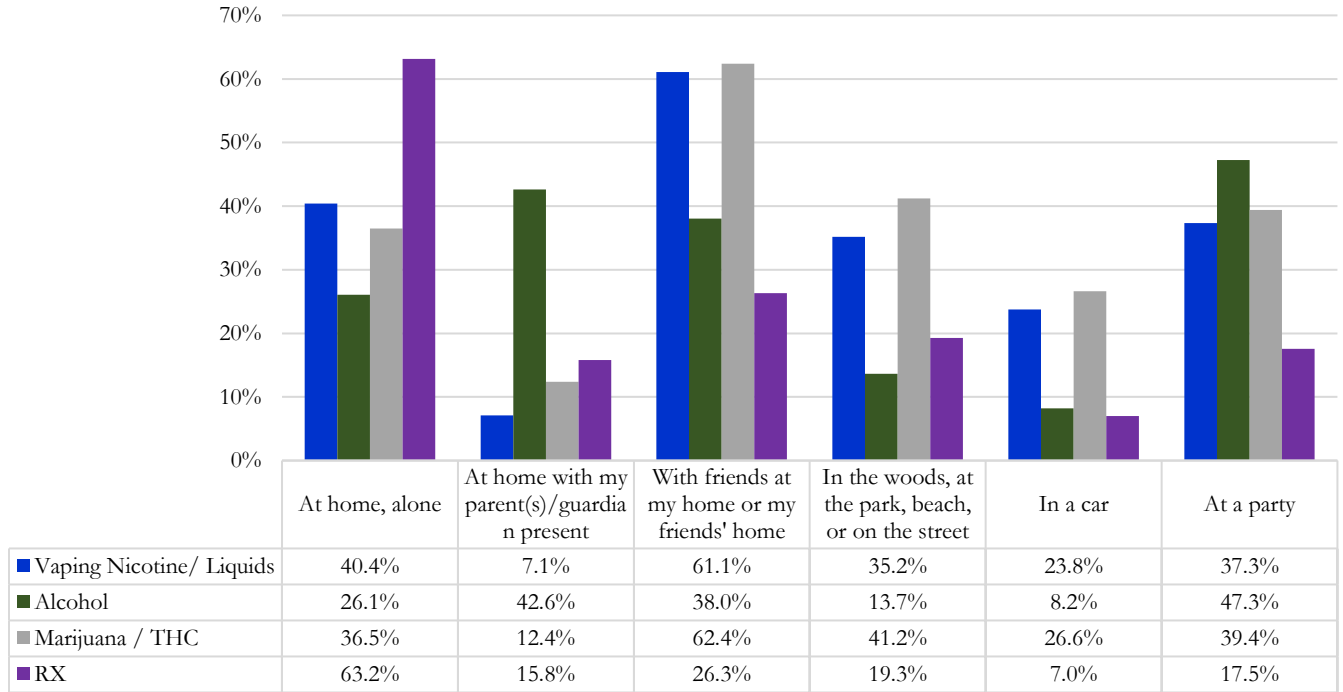
### Substance Use by Race/Ethnicity- Amongst Lifetime Users Grades 9-12



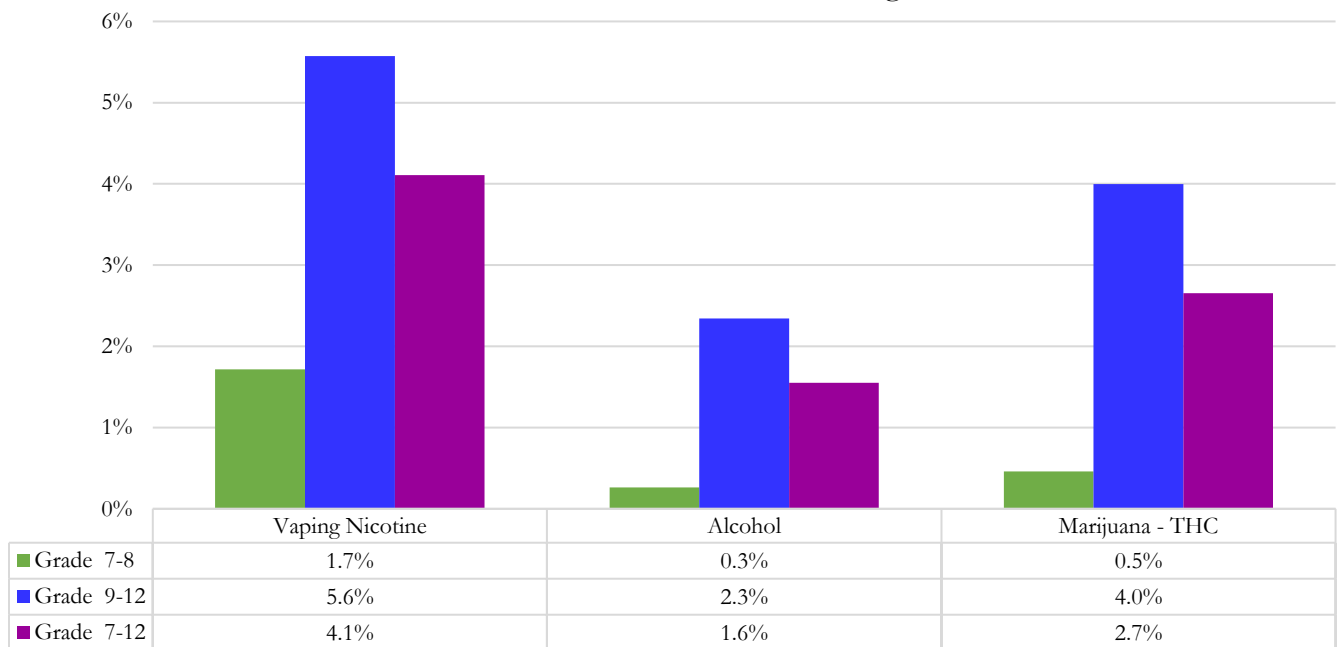
### Where Substances Are Acquired Most Often Amongst Lifetime Users Grades 7-12



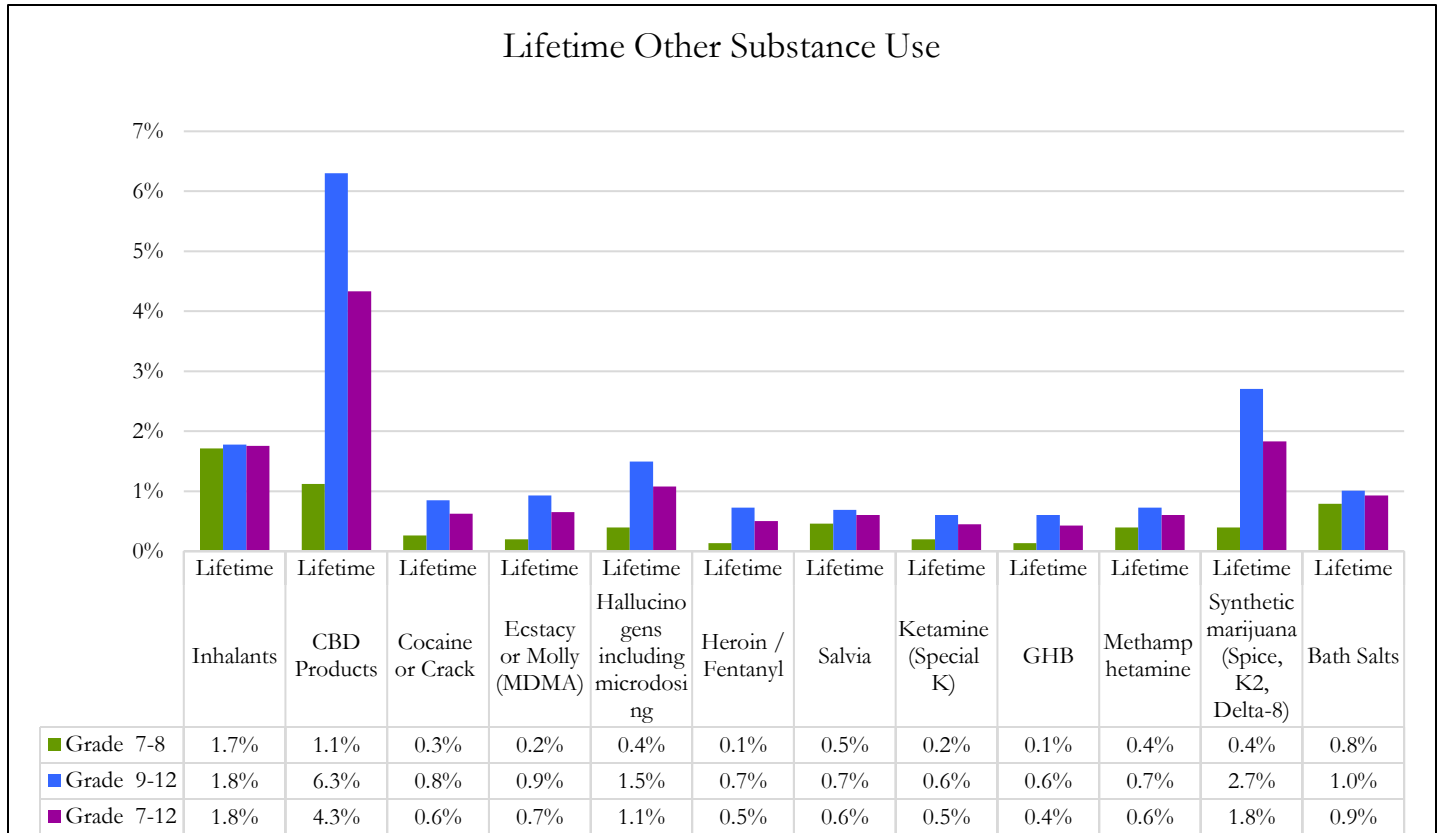
### Where Substances Are Used Most Often Amongst Lifetime Users Grades 7 -12



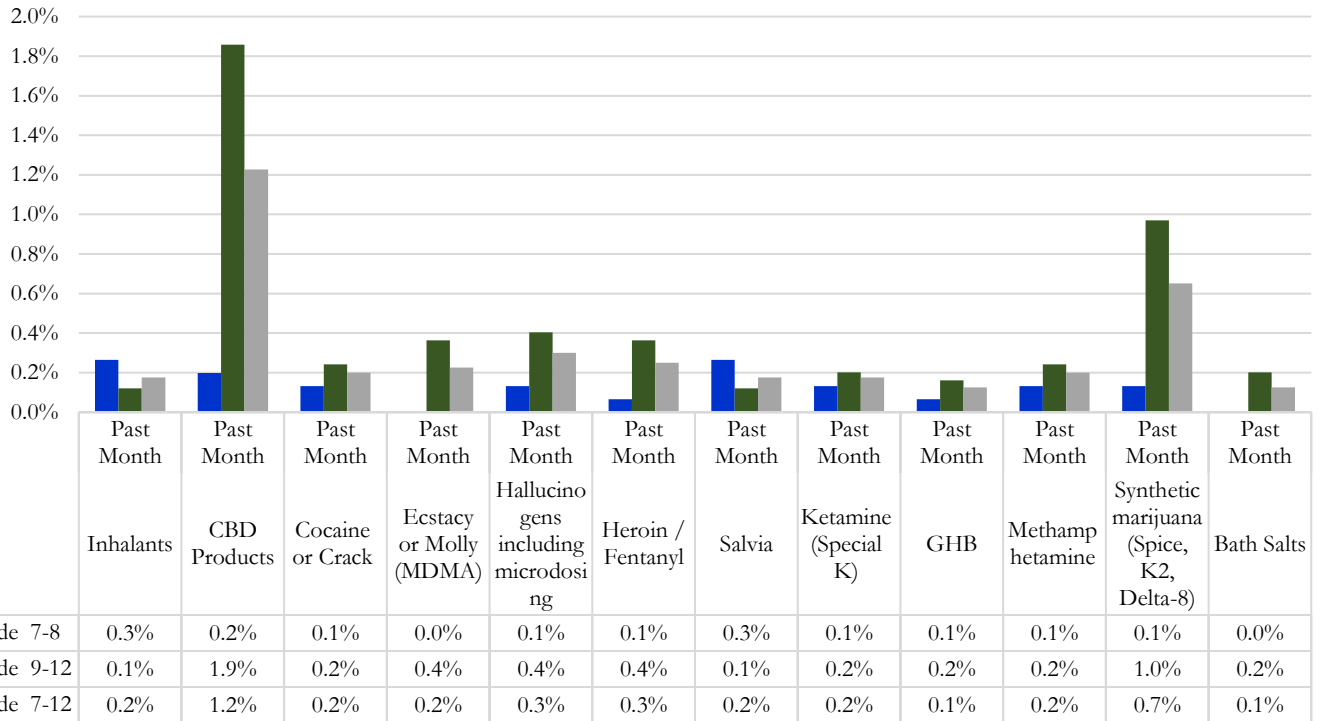
### Youth Use of Substances at School- including school events



## Other Substance Use:

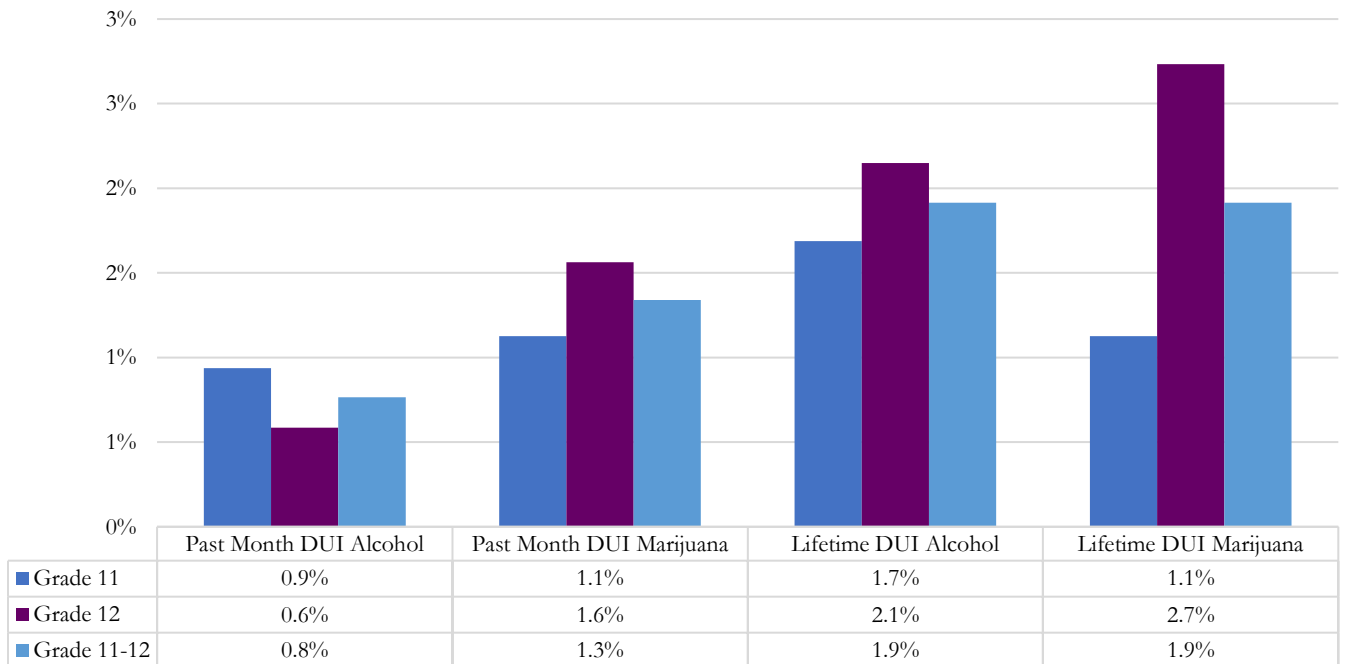


### Past Month Other Substance Use

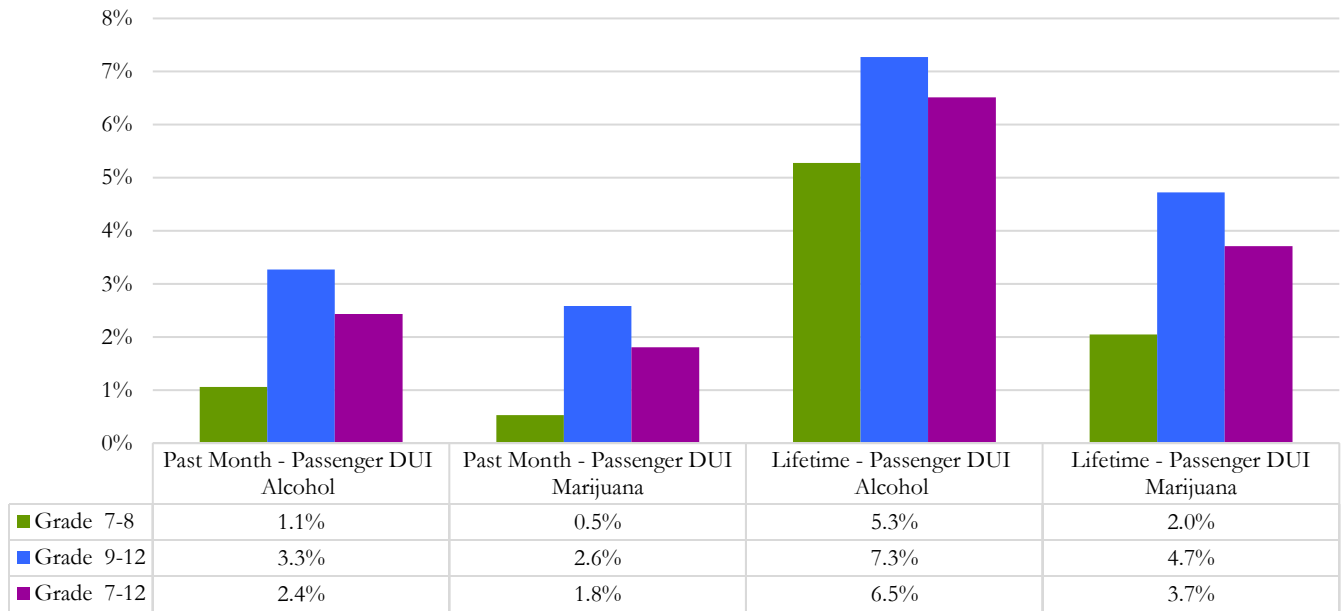


### Driving Under the Influence:

#### Driving Under the Influence Alcohol and Marijuana Grades 11-12



Passenger of Driver, Age 20 or Younger,  
Under the Influence Alcohol and/or Marijuana



**Norwalk 2022 Substance Use Rates Compared to 2021:**

It is important to note when comparing 2021 and 2022 data that the survey tool and administration of the tool changed during this period. While the substance use questions remained consistent and continue to be aligned with national measures, in 2021, a different survey tool and survey company was utilized and to support student comfort with providing online answers, an instructional video, rather than a teacher script, be presented prior to students taking the survey. This video emphasized confidentiality and anonymity, including noting that IP addresses would not be collected.

Past Month Substance Use and Gambling 2021 and 2022, Grades 9-12			
	Norwalk 2021	Norwalk 2022	Percent Change 2021-2022
Alcohol	15%	6.5%	-56.65%
Binge Drinking		3.9%	N/A
Cigarettes	1%	1.2%	21.16%
Vaping Nicotine	8%*	5.1%	N/A
Vaping Flavored Liquids		4.7%	N/A
Marijuana	6%	5.7%	-5.76%

\*2021 data from Search Institute’s Developmental Relationships Survey asked about vaping tobacco, nicotine, or marijuana, while Youth Voices Count asks about vaping nicotine and flavored liquids separately.

<b>Perception of Risk/Harm (Moderate/Great Risk) 2021 and 2022, Grades 9-12</b>			
	<b>Norwalk 2021</b>	<b>Norwalk 2022</b>	<b>Percent Change 2021-2022</b>
<b>Alcohol</b>	78%	77.3%	-0.88%
<b>Cigarettes</b>	87%	79.1%	-9.08%
<b>Vaping</b>	76%*	76.7%	0.88%
<b>Marijuana</b>	58%	62.5%	7.78%
<b>Prescription Drugs</b>	89%	86.1%	-3.27%

\*Vape tobacco, nicotine, or marijuana

<b>Perception of Parental Disapproval (Moderately/Greatly Wrong) 2021 and 2022, Grades 9-12</b>			
	<b>Norwalk 2021</b>	<b>Norwalk 2022</b>	<b>Percent Change 2021-2022</b>
<b>Alcohol</b>	93%	89.3%	-3.94%
<b>Cigarettes</b>	97%	94.7%	-2.32%
<b>Vaping</b>	95%*	94.0%	-1.03%
<b>Marijuana</b>	91%	90.4%	-0.70%
<b>Prescription Drugs</b>	96%	95.4%	-0.63%

\*Vape tobacco, nicotine, or marijuana

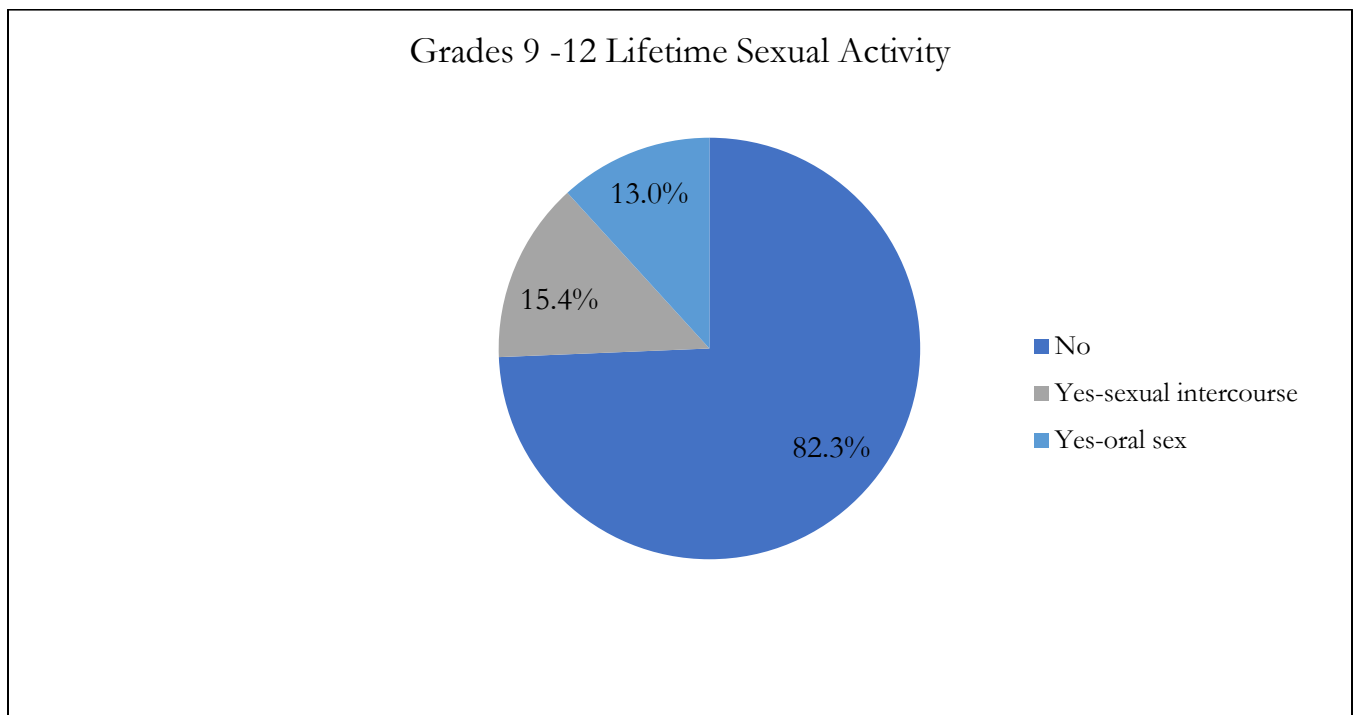
<b>Perception of Friends/Peer Disapproval (Moderately/Greatly Wrong) 2021 and 2022, Grades 9-12</b>			
	<b>Norwalk 2021</b>	<b>Norwalk 2022</b>	<b>Percent Change 2021-2022</b>
<b>Alcohol</b>	73%	70.6%	-3.26%
<b>Cigarettes</b>	85%	75.7%	-10.88%
<b>Vaping</b>	70%*	64.2%	-8.25%

Marijuana	66%	65.2%	-1.22%
Prescription Drugs	88%	84.0%	-4.53%

\*Vape tobacco, nicotine, or marijuana

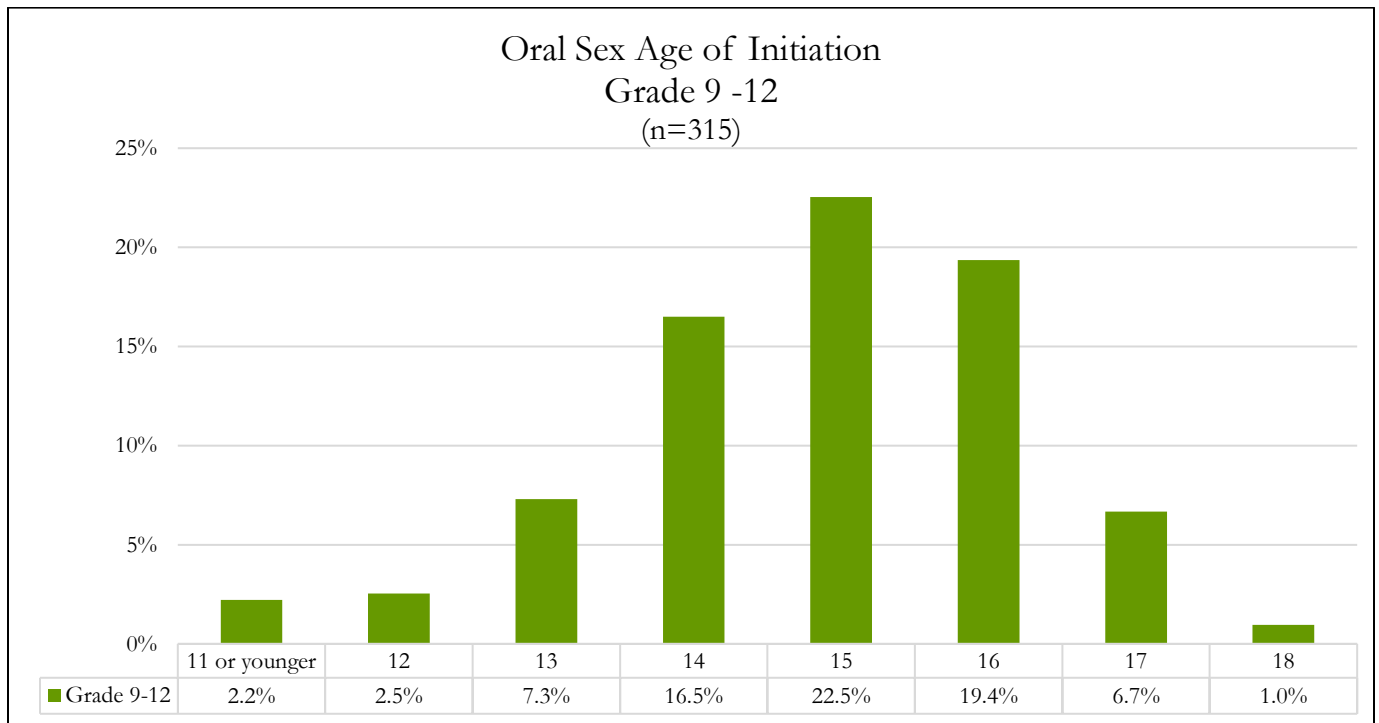
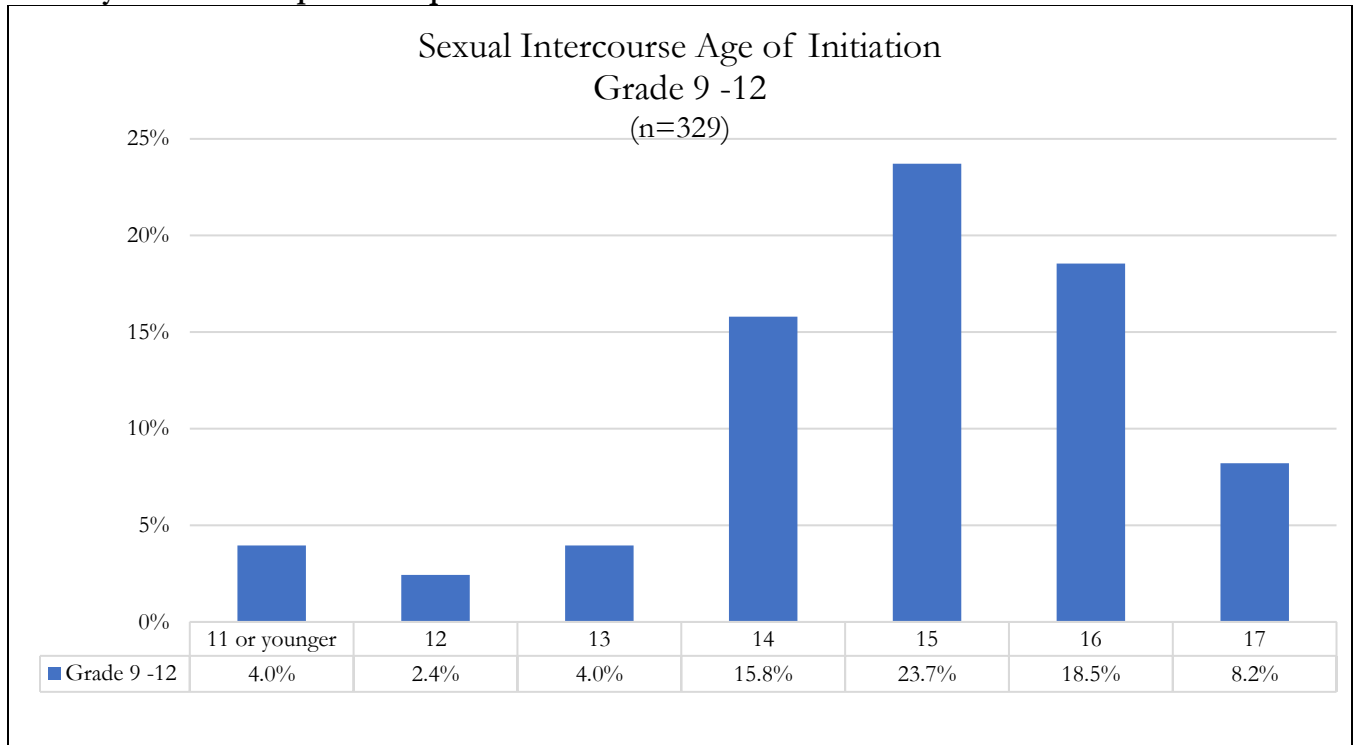
Past Year Emotional Health Indicators 2021 and 2022, Grades 9-12			
	Norwalk 2021	Norwalk 2022	Percent Change 2021-2022
Anxiety (almost always or always)		29.2%	N/A
Sad or Hopeless 2+ weeks in a row	46%	24.6%	-46.52%
Considered Suicide	13%	11.4%	-12.02%
Attempted Suicide	6%	7.2%	20.13%

### Sexual Behaviors- High School Only:



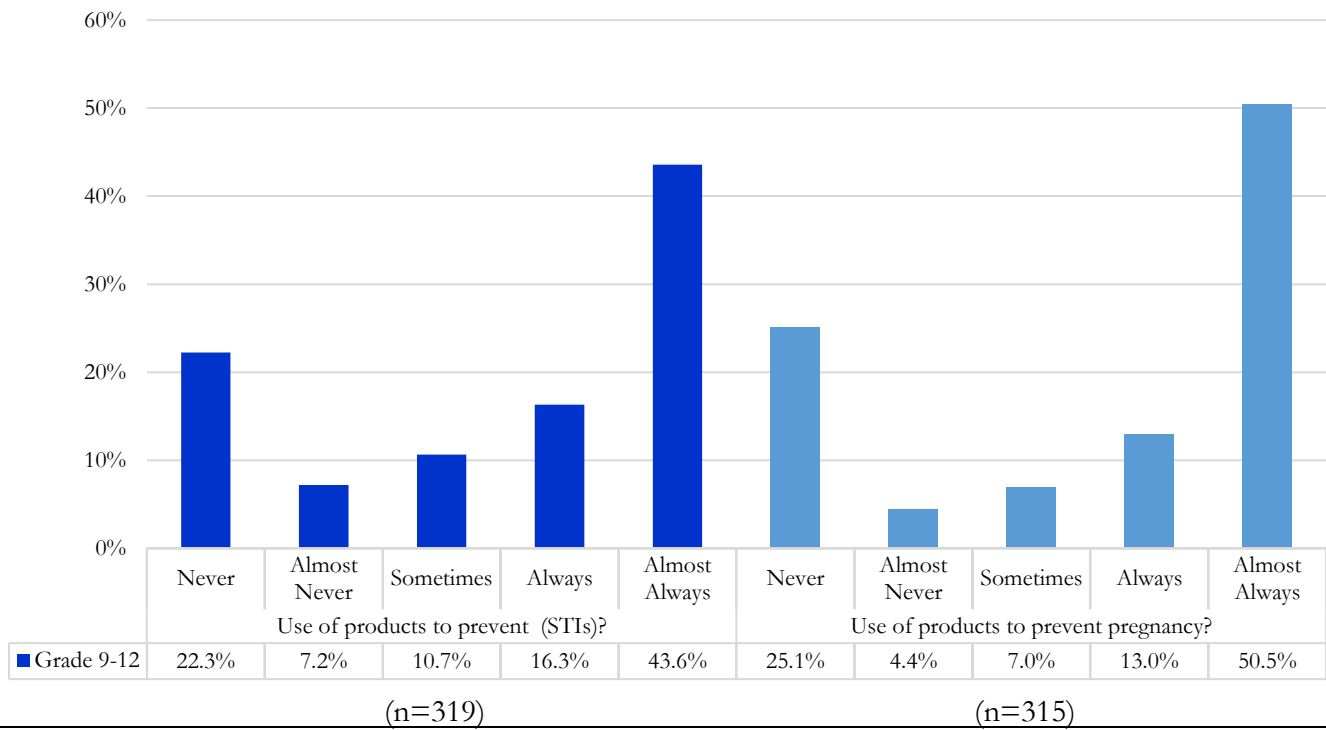
\*High school youth who identify as LGBS were more likely to have engaged in oral sex.

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

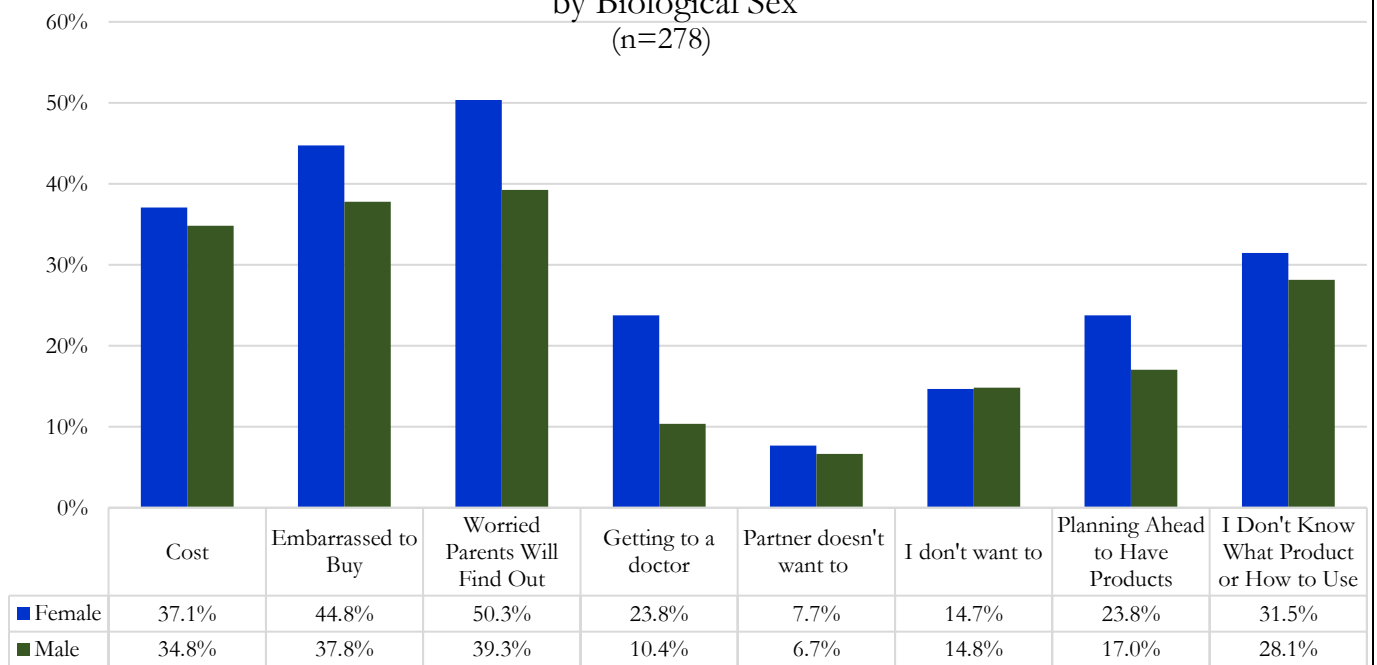




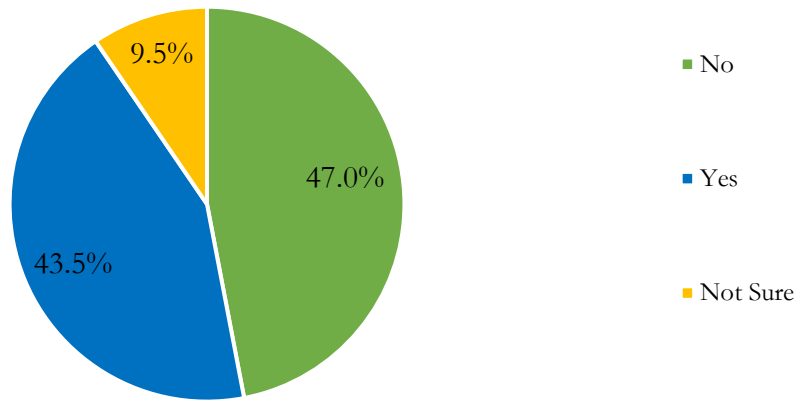
## Sexually Transmitted Infection and Pregnancy Prevention Grade 9-12



## Perceived Barriers to Prevention of STIs and Pregnancy Grade 9-12 by Biological Sex (n=278)



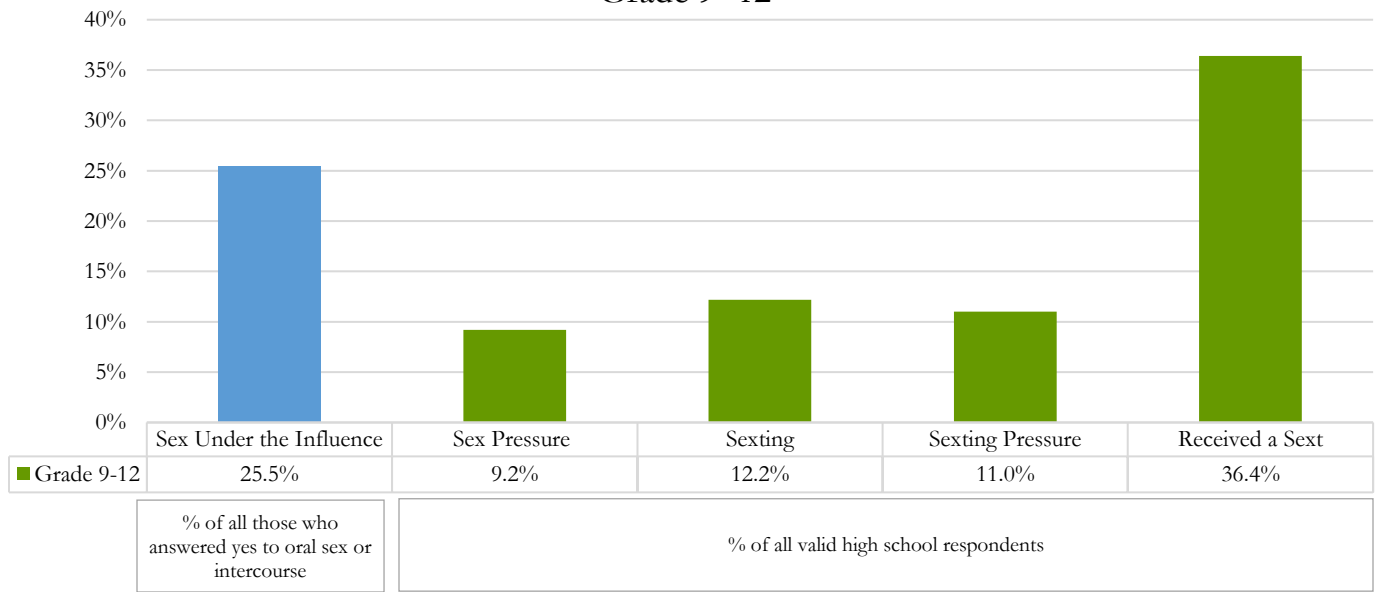
Sex Talk with Parents- Status of Having Talked with Parent/Guardian About Birth Control, Risks of STI's, Delaying Pregnancy - All Respondents



\*Females were more likely than males to have talked with their parent/guardian about birth control, risks of STI and delaying pregnancy.

\*White and Hispanic youth, and youth in the "All Other Races" group were more likely than Asian youth to have talked with their parent/guardian about birth control, risks of STI and delaying pregnancy.

Sexual Behavior Risk Factors  
Grade 9 -12



\*Females were more likely than males to report having had sex under the influence of drugs/alcohol, having felt pressured to have sex, have sent a sext, have felt pressure to sext, and have received a sext.

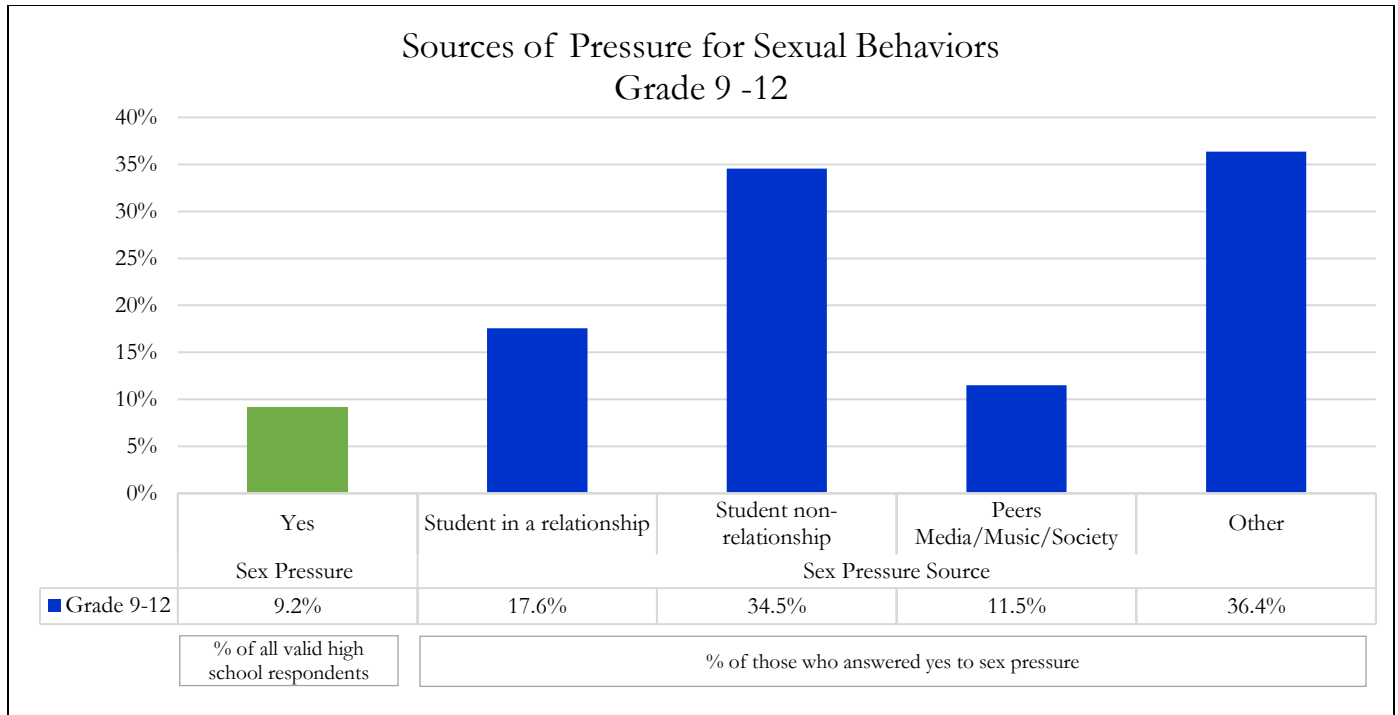
\*White youth were more likely than Hispanic youth to report having sex under the influence.

\*Youth in the "All Other Races" group were more likely than Asian and Hispanic youth to report having felt pressure to have sex, and have felt pressured to sext.

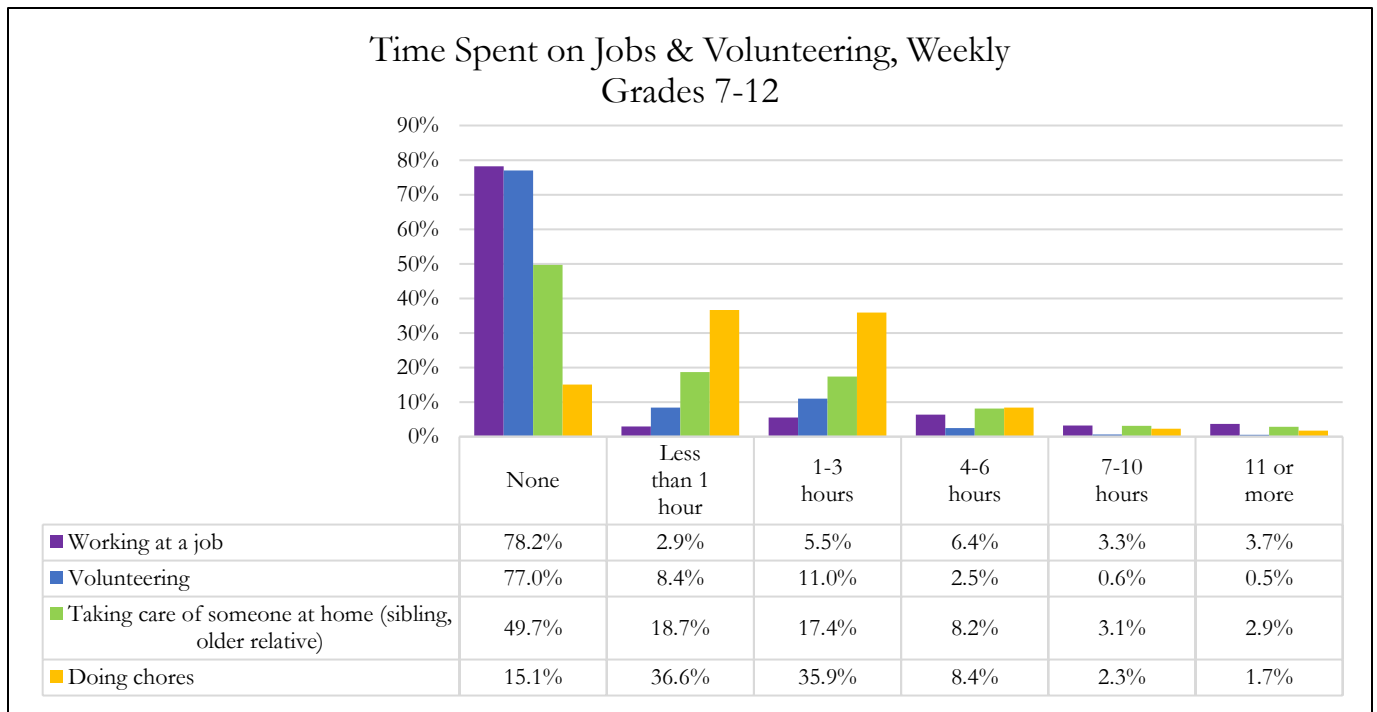
\*Youth in the “All Other Races” group were more likely than Asian youth to report ever receiving a sext.

\*Youth who identified as transgender, non-binary, or unsure were more likely to report having felt pressure to have sex, having sexted, having felt pressured to sext, and having received a sext than their cisgender peers.

\*Youth who identified as LGBS were more likely to report having felt pressured to have sex, sent a sext, felt pressure to sext, and have received a sext.



## Extracurricular Activities:



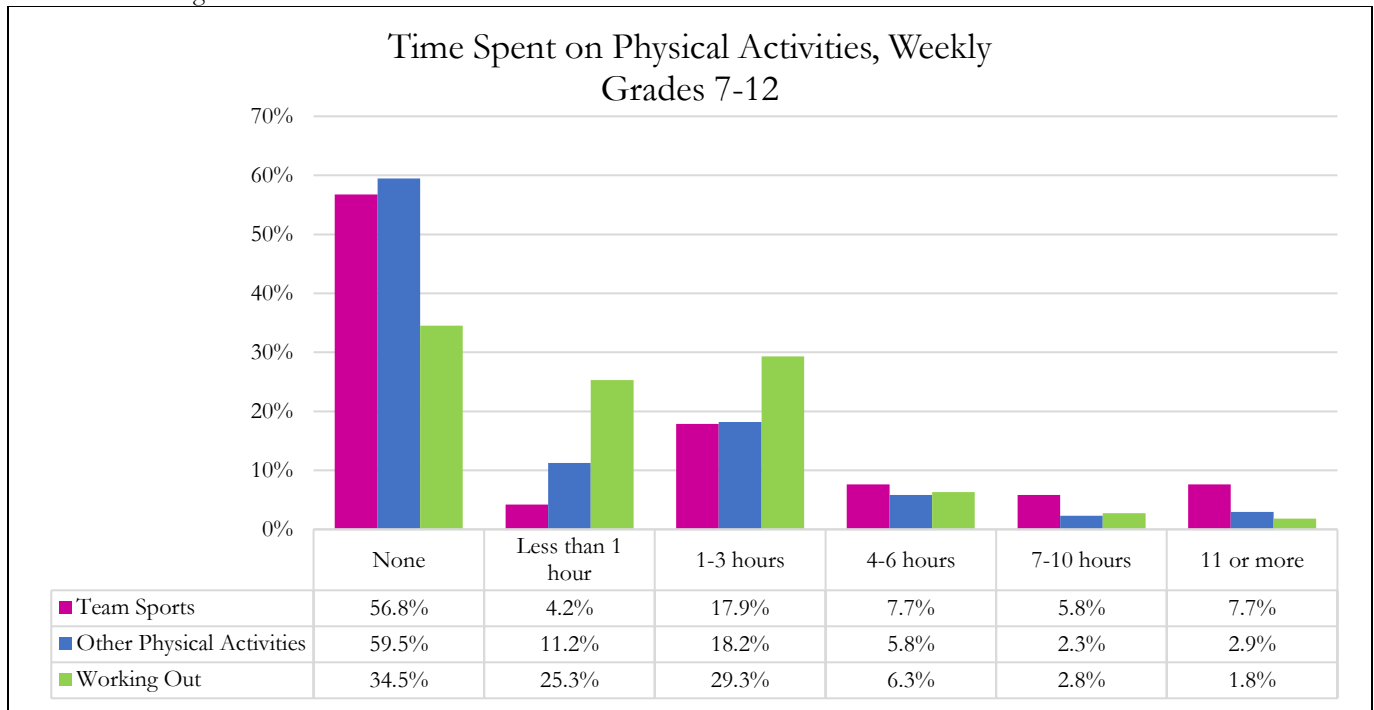
\*High school females reported spending more time than males volunteering, taking care of someone at home, and doing chores.

\*High school white youth were more likely than Black youth to report spending more time working at a paying job.

\*High school white youth were more likely than Black or Hispanic youth to report working as a volunteer.

\*High school Black and Hispanic youth were more likely than white youth to report spending time taking care of someone at home.

\*Middle school youth who participated in MLL or ELL programs were more likely than those who did not to report spending more time working as a volunteer.



\*Middle and high school males reported spending more time playing team sports and working out than females.

\*High school males were more likely to report spending time participating in other physical activities than females.

\*Middle and high school white youth were more likely to report spending more time playing on team sports and other physical activities than Hispanic and Black youth.

\*High school white youth were more likely than Asian youth to report spending more time playing on team sports.

\*High school youth who identified as transgender, non-binary, or unsure were less likely to report spending time playing team sports than their cisgender peers.

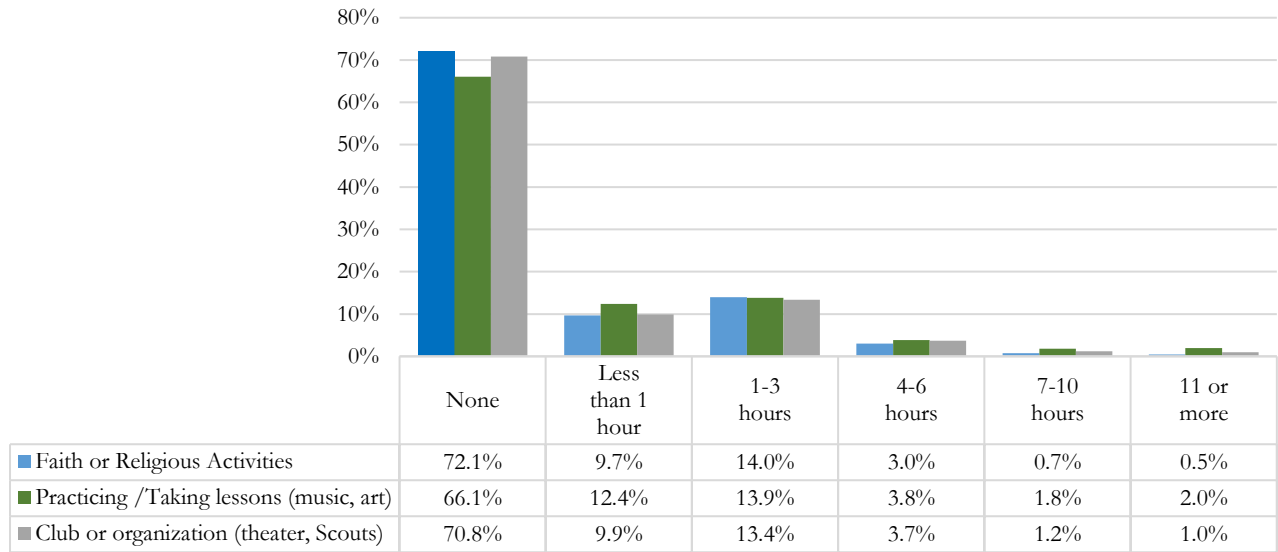
\*Middle school youth who identified as transgender, non-binary, or unsure were less likely to report spending time participating in other physical activities than their cisgender peers.

\*Middle and high school youth who identified as LGBS were less likely to report spending time playing on team sports and working out.

\*Middle school youth who identified as LGBS were less likely to report spending time on other physical activities.

\*High school youth who participated in MLL or ELL programs were more likely than those who did not to report spending less time playing team sports.

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



\*Middle and high school females were more likely than males to report spending more time involved with a club or organization and practicing or taking lessons.

\*Middle and high school white youth were more likely than Hispanic youth to report spending time involved in a club or organization.

\*High school Asian youth and youth in the “All Other Races” group were more likely to report spending time in a club or organization than Hispanic youth. High school Asian youth were more likely to report spending time in a club or organization than Black youth.

\*High school youth who identified as transgender, non-binary, or unsure were less likely than their cisgender peers to report participating in faith or religious activities.

\*Middle and high school youth who identified as transgender, non-binary, or unsure were more likely than their cisgender peers to report practicing or taking lessons and participating in a club or organization.

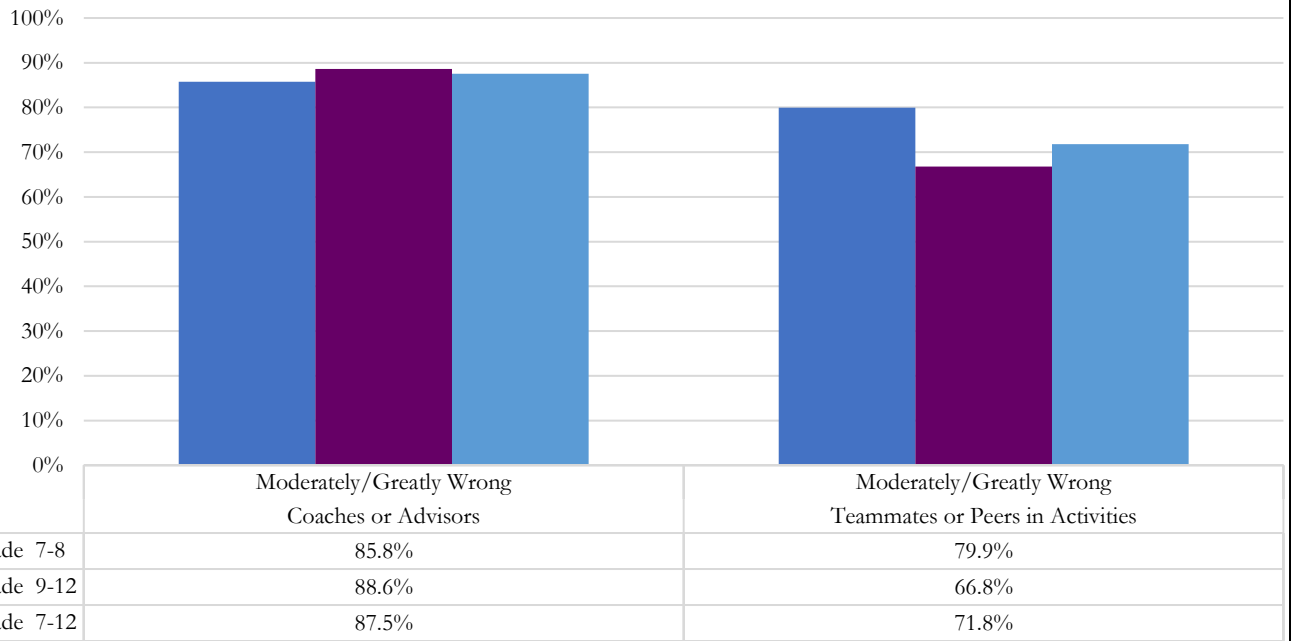
\*High school youth who identified as LGBS were less likely to report spending time in faith or religious activities.

\*Middle and high school youth who identified as LGBS were more likely to report spending time practicing or taking lessons, and being involved in a club or organization.

\*Middle school youth who participated in MLL or ELL programs were more likely than those who did not to report spending some time taking lessons in music or art.

\*High school youth who participated in MLL or ELL programs were less likely than those who did not to report spending time in a club or organization.

## Perception of Coaches or Advisors and Teammates or Peers Disapproval

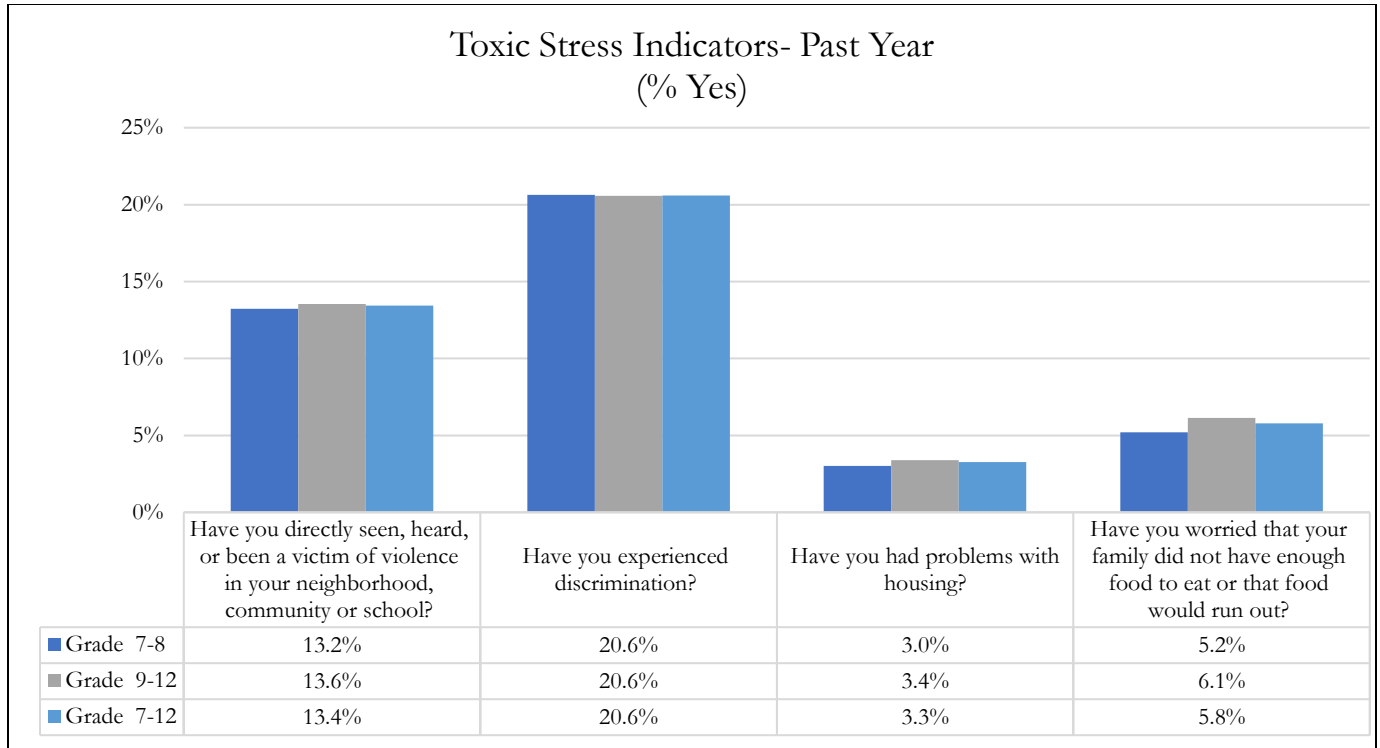


\*Middle and high school white youth were more likely to report their coaches/advisors would feel it was greatly wrong for them to use substances than Hispanic and Black youth.

\*Middle school white youth were more likely than Hispanic youth to report their teammates/peers in activities would feel it was greatly wrong for them to use substances.

\*High school youth who participated in MLL or ELL programs were less likely to report their coaches/advisors would feel it is greatly wrong for them to use substances.

## Toxic Stress:



\*Middle and high school females were more likely than males to report having experienced discrimination in the past year.

\*Middle school Black and Asian youth were more likely than Hispanic youth to report having experienced discrimination in the past year.

\*High school white youth were less likely than Black and Asian youth, and youth in the “All Other Races” group to report experiencing discrimination in the past year.

\*High school Hispanic and Black youth were more likely than white youth to report having housing problems in the past year.

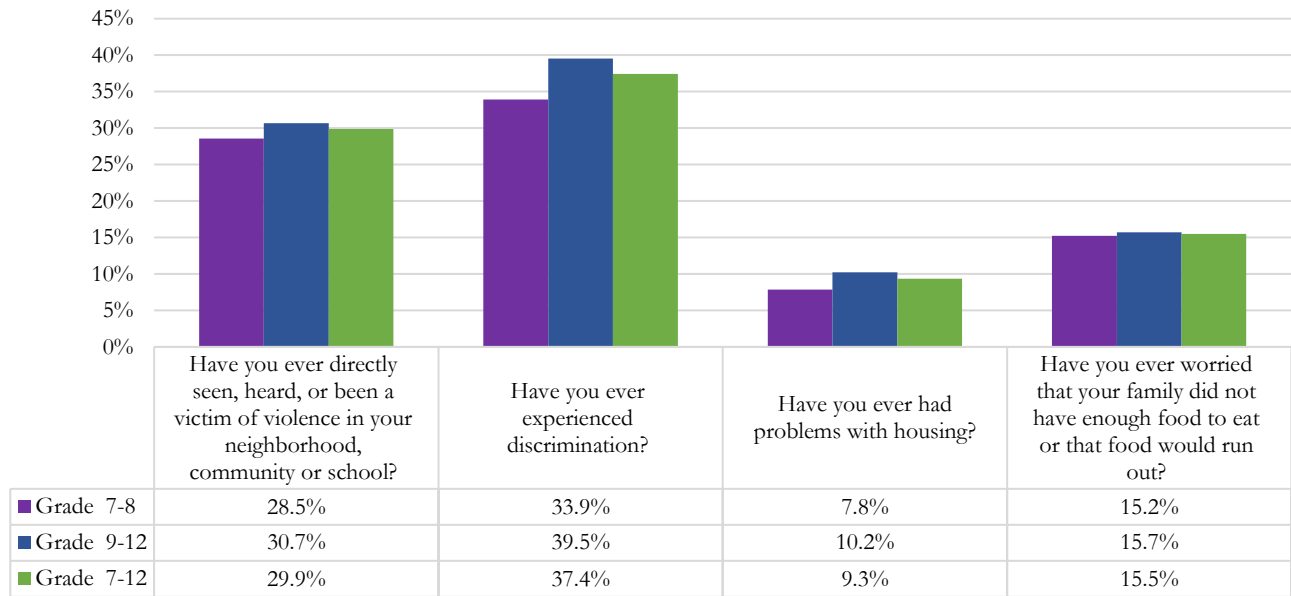
\*High school white youth were less likely than Hispanic and Black youth, and youth in the “All Other Races” group to have experienced food insecurity in the past year.

\*Middle and high school youth who identified as transgender, non-binary, or unsure were more likely than their cisgender peers to report having experienced discrimination and food insecurity in the past year.

\*Middle and high school youth who identified as LGBS were more likely to report having experienced discrimination and food insecurity in the past year.

\*Middle school youth who identified as LGBS were more likely to report having housing problems in the past year.

### Toxic Stress Indicators- Lifetime (% Yes)



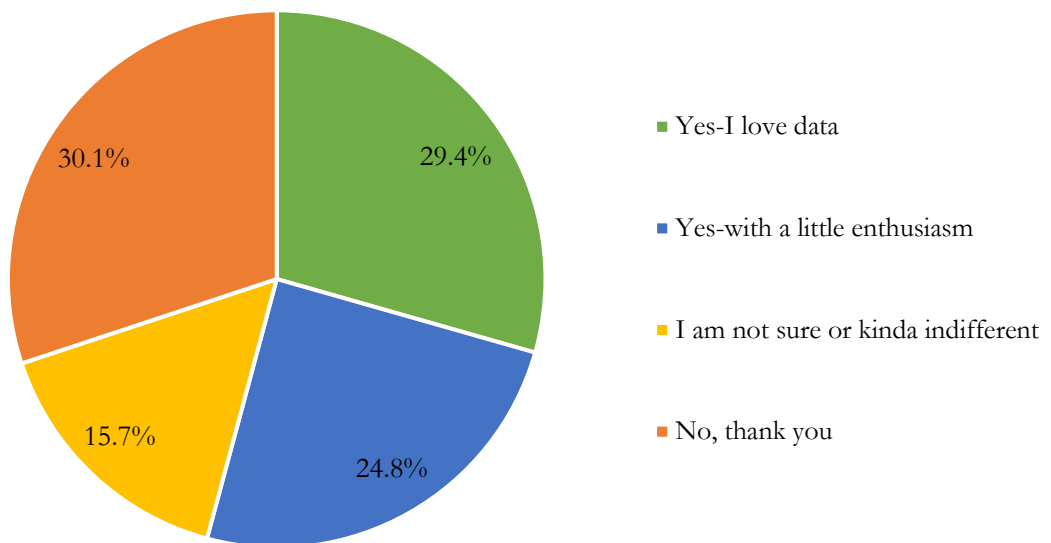
\*High school Hispanic and Black youth were more likely to report ever experiencing discrimination than white youth.

\*Middle school Hispanic and Black youth, and youth in the “All Other Races” group were more likely than white youth to report ever having problems with housing.

\*Middle and high school youth who identified as LGBS were more likely to report having ever experienced community violence.

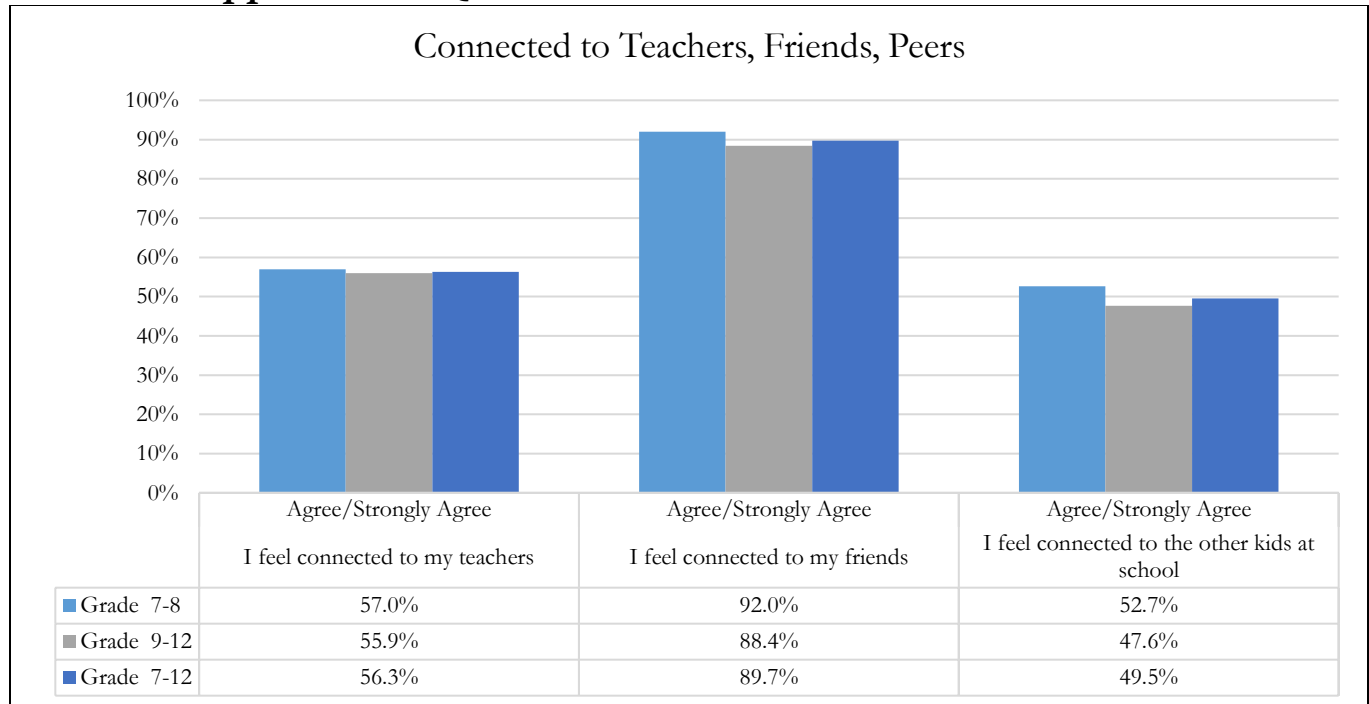
### Youth Interest in Survey Results:

#### Youth Interest in Seeing Survey Data Results





## Norwalk Supplemental Questions



\*Middle and high school males were more likely than females to report they feel connected to their teachers and other kids at school.

\*Middle school Asian youth were more likely than Hispanic or Black youth to report feeling connected to their teachers.

\*High school white youth were more likely than Hispanic youth to report feeling connected to their teachers.

\*High school white youth were more likely than Hispanic youth to report feeling connected to their friends.

\*Middle and high school white youth were more likely than Black youth to report feeling connected to other kids at school. High school white youth were also more likely than Hispanic youth to feel connected to the other kids at school.

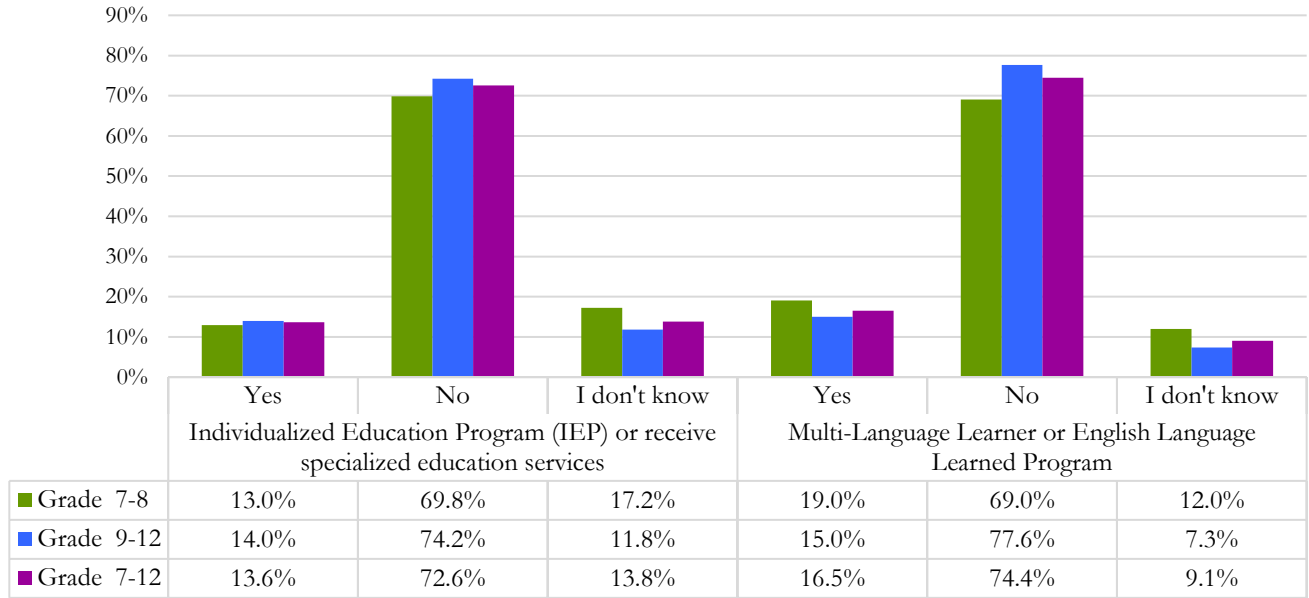
\*Middle school youth who identified as transgender, non-binary, or unsure were less likely to report feeling connected to their friends.

\*Middle and high school youth who identified as transgender, non-binary or unsure were less likely to report feeling connected to the other kids at school.

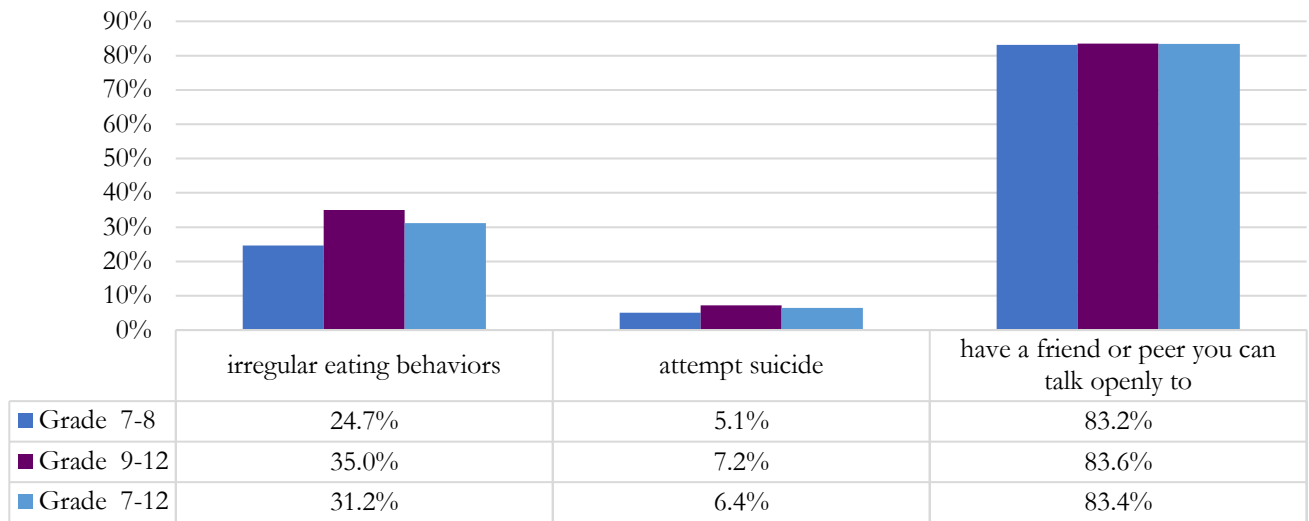
\*Middle and high school youth who identified as LGBS were less likely to report feeling connected to the other kids at school.

\*Middle and high school youth who had an IEP or other specialized education services were less likely to report feeling connected to their friends.

## Individualized Education Programs or Multi-language Learner Programs



## Additional Emotional Health Indicators % Yes



\*Middle and high school females were more likely to report engaging in irregular eating behaviors than males.

\*High school females were more likely than males to report attempting suicide.

\*Middle school Hispanic and Black youth were more likely than white youth to report engaging in irregular eating behaviors.

\*Middle school white youth were more likely to report having a friend or peer they could talk openly to than Black youth.

\*Middle and high school youth who identified as transgender, non-binary, or unsure were more likely than their cisgender peers to report engaging in irregular eating behaviors, and having attempted suicide.

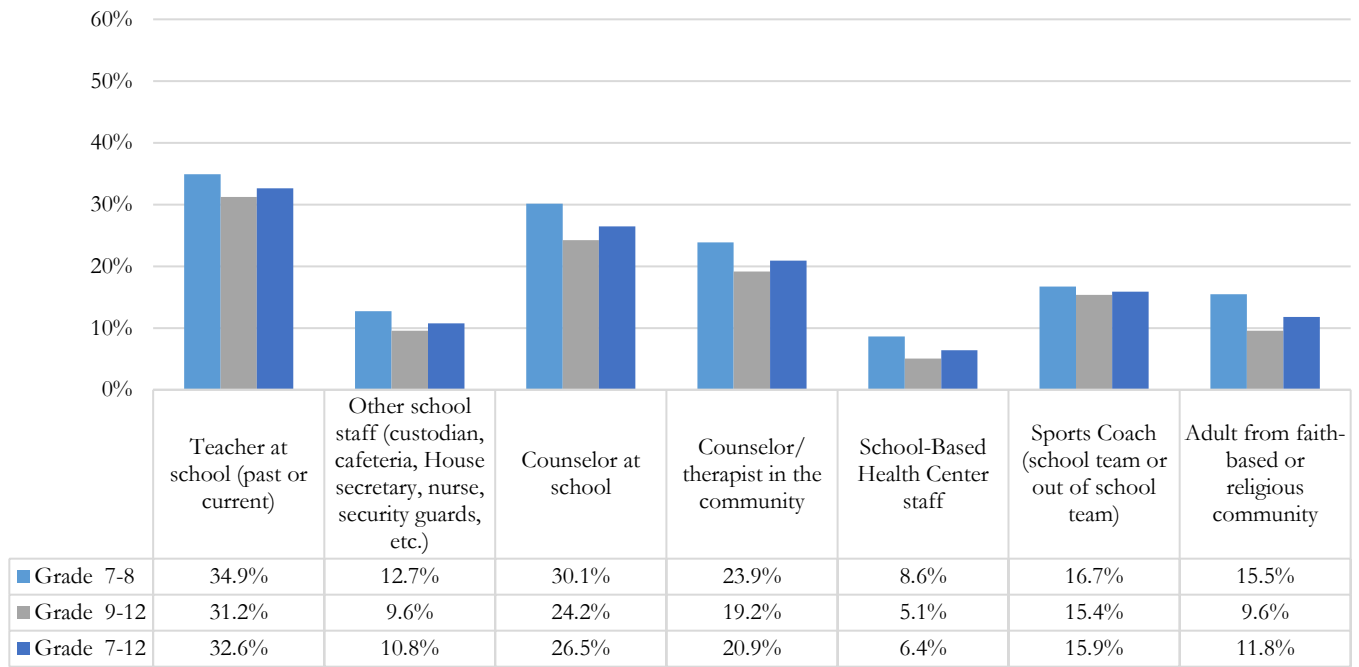
\*Middle and high school youth who identified as LGBS were more likely to report having engaged in irregular eating behaviors, and having attempted suicide, compared to their heterosexual peers.

\*Middle and high school youth who had an IEP or other specialized education services were more likely to report having engaged in irregular eating behaviors and attempting suicide.

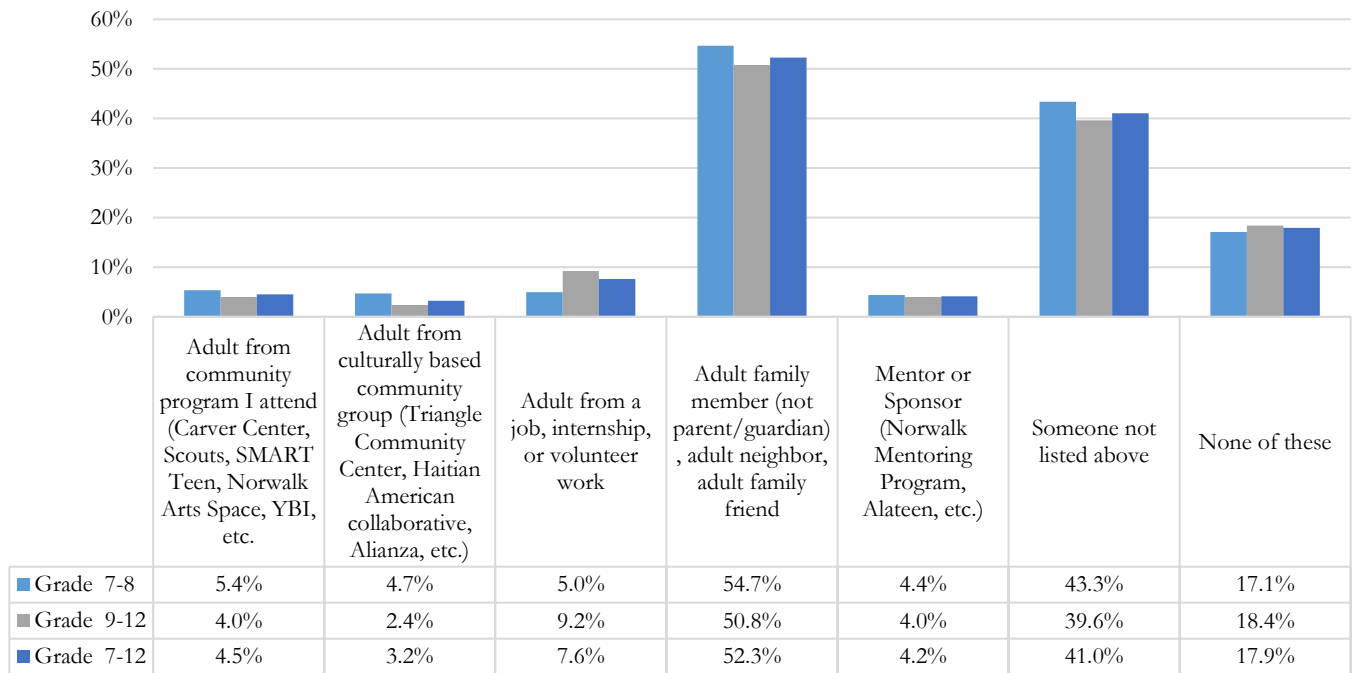
\*Middle school youth who participated in MLL or ELL programs were more likely to report having engaged in irregular eating behaviors.

\*Middle and high school youth who participated in MLL or ELL programs were more likely to report having attempted suicide.

### Adults Youth Can Talk Openly To (Part 1)



### Adults Youth Can Talk Openly To (Part 2)



\*Middle school females were more likely than males to select “none of these,” while males were more likely to select all other items except “someone not listed above.”

\*Middle and high school Hispanic and Black youth were more likely to select “none of these” than white youth.

\*Middle and high school white youth were more likely than Hispanic and Black youth to select sports coach or adult/family member (not parent). Additionally middle school white youth were more likely than Black youth to select a teacher at school,

while high school white youth were more likely than Hispanic youth to select teacher at school, and counselor or therapist in the community.

\*Middle school youth who identified as transgender, non-binary or unsure were more likely than their cisgender peers to select “none of these,” while their cisgender peers were significantly more likely to select sports coach, adult from the faith-based or religious community, and adult family member.

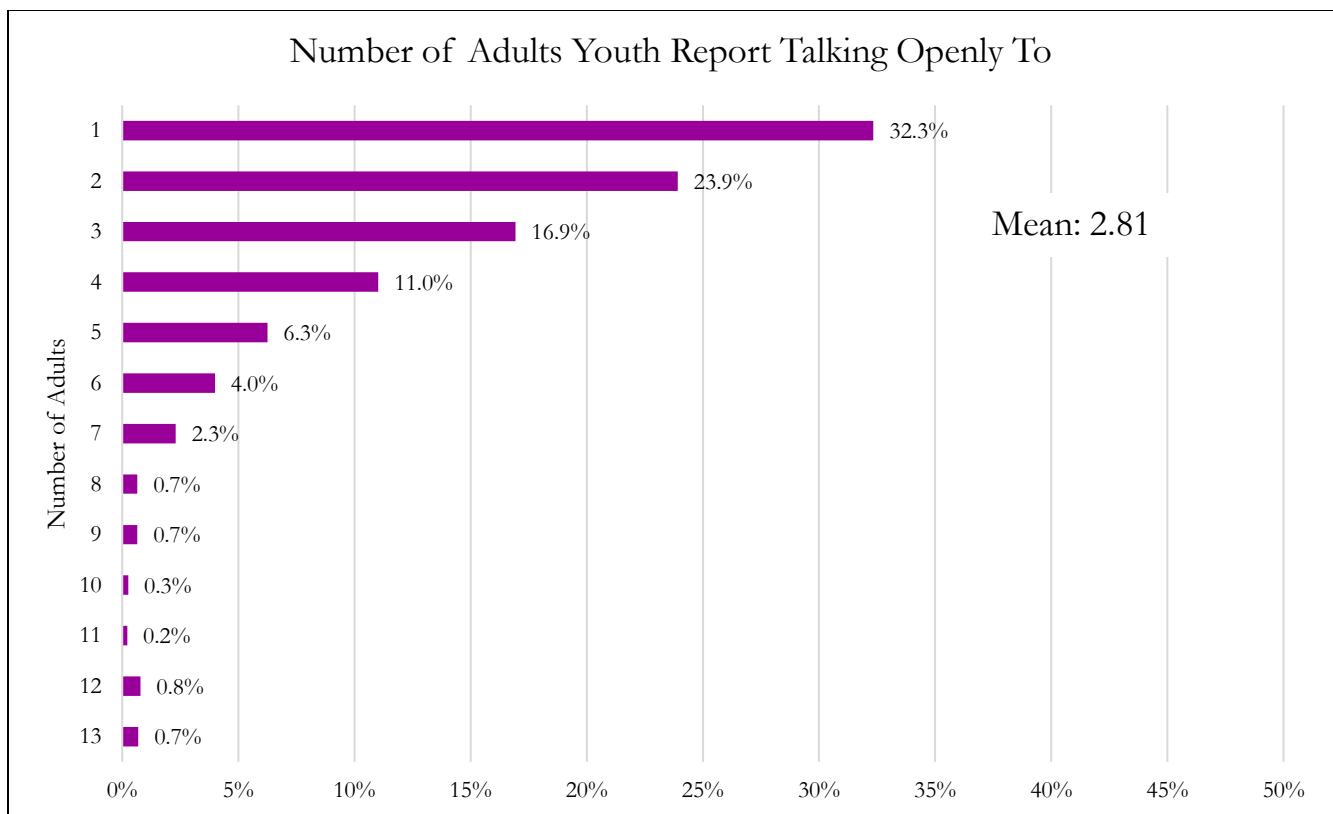
\*High school youth who identified as transgender, non-binary or unsure were more likely than their cisgender peers to select counselor or therapist in the community or school-based health center staff, while their peers were more likely to select sports coach and adult family member.

\*Middle school youth who identified as LGBS were more likely to select “none of these,” while their heterosexual peers were more likely to select sports coach, adult from the faith-based community, and adult family member.

\*High school youth who identified as LGBS were more likely to select counselor or therapist in the community than their cisgender peers, while their peers were more likely to select sports coach, adult from the faith-based community, adult from a community program, and adult family member.

\*Middle school youth who had ever used any substance in their lifetime were more likely to select “none of these” than those who had not (those who had not were more likely to select sports coach).

\*High school youth who participated in MLL or ELL programs were more likely to select “other school staff” or school-based health center staff than those who did not participate in MLL or ELL programs. Those who did not participate in those programs were more likely to select adult family member.



\*Note 17.9% selected “none of these” (N=488).

## **Addendum:**

### **Substance Use and Other Emotional Health Indicators**

#### **Percentage of Responses**

		Non-User*	Lifetime Substance User*	Past Month Substance User*
Depression	No	67.6%	81.4%	53.6%
	Yes	32.4%	18.6%	46.4%
Anxiety	Never/Some	62.5%	76.5%	55.8%
	Almost/Always	37.5%	23.5%	44.2%
Considered Suicide	No	81.8%	92.7%	72.2%
	Yes	18.2%	7.3%	27.8%
Attempted Suicide	No	89.3%	95.7%	81.9%
	Yes	10.7%	4.3%	18.1%

#### **Number of Responses**

		Non-User*	Lifetime Substance User*	Past Month Substance User*
Depression	No	377	2269	156
	Yes	181	520	135
Anxiety	Never/Some	351	2268	164
	Almost/Always	211	696	130
Considered Suicide	No	444	2569	208
	Yes	99	201	80
Attempted Suicide	No	366	1902	176
	Yes	44	85	39

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

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

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

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

Lifetime Substance Users were more likely to experience depression than Non-Users.

Past Month Substance Users were more likely to experience depression than Non-Users and Lifetime Users.

Lifetime Substance Users were more likely to experience anxiety more frequently than Non-Users.

Past Month Substance Users experience anxiety more frequently than Non-Users.

Lifetime Substance Users were more likely to consider suicide than Non-Users.

Past Month Substance Users were more likely to consider suicide than Non-Users and Lifetime Users.

Lifetime Substance Users were more likely to have attempted suicide than Non-Users.

Past Month Substance Users were more likely to have attempted suicide than Non-Users and Lifetime Users.

## Depression and Other Emotional Health Indicators and Risk Factors

All analysis in the tables below reflects youth grades 7-12. Emotional health indicators (depression, anxiety, thoughts of self-harm, considered suicide, etc.) reflect the past year.

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

		Sad or hopeless for 2+ weeks in a row			
		No		Yes	
		Count	Col. %	Count	Col. %
Anxiety	Never/Some	2332	83.3%	308	37.0%
	Almost/Always	466	16.7%	525	63.0%
Thoughts of Self-Harm	No	624	93.1%	78	53.8%
	Yes	45	6.7%	67	46.2%
Self-Harm	No	637	95.1%	98	67.6%
	Yes	33	4.9%	47	32.4%
Physical Abuse- Intimate Partner	No	659	98.4%	133	91.7%
	Yes	11	1.6%	9	6.2%
Considered Suicide	No	651	97.2%	96	66.2%
	Yes	17	2.5%	49	33.8%
Attempted Suicide	No	1938	97.0%	491	82.2%
	Yes	60	3.0%	106	17.8%

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

Youth who reported feeling sad or hopeless 2+ weeks in a row were more likely than those who did not to report feeling anxious always/almost always, have thoughts of self-harm, have self-harm behaviors, have experienced physical abuse from an intimate partner, have considered suicide, and have attempted suicide.

### Past Year Depression and School/Community Connectedness

		Sad or hopeless for 2+ weeks in a row			
		No		Yes	
		Count	Col. %	Count	Col. %
One adult I can share with	Agree	2091	89.5%	538	77.6%
	Disagree	246	10.5%	155	22.4%
I feel safe in my community	Agree	2072	89.0%	474	69.0%
	Disagree	257	11.0%	213	31.0%
I feel safe at school	Agree	1789	77.7%	407	60.1%
	Disagree	514	22.3%	270	39.9%
I know how to get help for myself/my peers for mental health or substance use problems at my school	Agree	1928	83.5%	452	65.7%
	Disagree	381	16.5%	236	34.3%

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

Youth who reported feeling sad or hopeless 2+ weeks in a row were less likely than those who did not to have one adult they can share thoughts or feelings with, feel safe in their community, feel safe at school, or know how to get help for themselves or peers for mental health or substance use problems at school.

**Parental and Peer Disapproval Among Substance Use Groups: High School Only**

**Perceptions of Parental Disapproval & Past Month Use, Grades 9-12**

	Perceived Parental Disapproval*		Total (Grades 9-12)
	Not at all wrong/ Slightly wrong	Moderately wrong/ Greatly wrong	
Past Month Alcohol Use	20.6%	6.0%	6.5%
Past Month Marijuana Use	25.9%	4.6%	5.7%
Past Month Vaping (Nicotine) Use	21.6%	5.0%	5.1%
Past Month NMUPD	4.2%	0.6%	0.7%

\*Perceived parental disapproval specific to each substance used

**Perceptions of Peer Disapproval & Past Month Use, Grades 9-12**

	Perceived Peer Disapproval*		Total (Grades 9-12)
	Not at all wrong/ Slightly wrong	Moderately wrong/ Greatly wrong	
Past Month Alcohol Use	12.7%	5.6%	6.5%
Past Month Marijuana Use	17.0%	1.1%	5.7%
Past Month Vaping (Nicotine) Use	14.0%	1.7%	5.1%
Past Month NMUPD	2.1%	0.5%	0.7%

\*Perceived peer disapproval specific to each substance used