

2021

STUDENT HEALTH AND RISK PREVENTION

Prevention Needs Assessment Survey

Results for
Hispanic Students

State of Utah
Department of Human Services
Division of Substance Abuse and Mental Health

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ACKNOWLEDGMENTS

Coordination and administration of the Utah PNA Survey was a collaborative effort of the State of Utah, Department of Human Services, Division of Substance Abuse and Mental Health; State Board of Education; Department of Health; and Bach Harrison, LLC. For more information about the PNA or prevention services in Utah, please refer to Appendix D: Contacts for Prevention.

INTRODUCTION

2021 Hispanic Students Prevention Needs Assessment Survey Report

This report summarizes the findings from the Utah 2021 Prevention Needs Assessment (PNA) Survey that was conducted as part of the Student Health and Risk Prevention (SHARP) Statewide Survey. The survey was administered to students in grades 6, 8, 10 and 12 in 40 school districts and 20 charter schools across Utah. (One private school also chose to participate in the survey.)

In keeping with the vision that prevention services are designed to have a positive impact on the lives of individuals, efforts have been made to ensure that the PNA

survey also gathers data on issues such as mental health and suicide, gang involvement, academic issues, health and fitness, and other prevention-related topics.

Because not all students answer all of the questions, the total number of survey respondents by gender and survey respondents by ethnicity may be less than the reported total students.

Please refer to the next section of this report regarding the impact of COVID-19 on participation rates, and how this relates to the value of the data in this report. Generally speaking, caution should be used when interpreting the 2021 SHARP PNA.

Characteristics of participants*

	Race 2017		Race 2019		Race 2021		State 2021	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
What grade are you in?								
6	2,741	31.5	4,356	32.0	3,782	36.5	24,178	34.1
8	2,598	29.8	4,183	30.8	3,189	30.8	21,176	29.8
10	1,926	22.1	3,098	22.8	2,224	21.5	16,374	23.1
12	1,444	16.6	1,960	14.4	1,169	11.3	9,273	13.1
All grades	8,709	100.0	13,597	100.0	10,364	100.0	71,001	100.0
Are you:								
Male	3,925	45.2	6,060	44.8	4,715	45.8	34,186	48.5
Female	4,753	54.8	7,372	54.5	5,569	54.2	36,229	51.5
Which of the following best describe you?**								
Heterosexual (straight)	~	~	7,807	86.0	5,038	78.2	37,784	82.9
Gay or lesbian	~	~	177	1.9	140	2.2	902	2.0
Bisexual	~	~	683	7.5	774	12.0	3,677	8.1
Not sure/Other	~	~	412	4.5	490	7.6	3,222	7.1
What is your race? (Select one or more)†								
African American	0	0.0	0	0.0	0	0.0	930	1.3
American Indian	0	0.0	0	0.0	0	0.0	910	1.3
Asian	0	0.0	0	0.0	0	0.0	951	1.4
Hispanic or Latino	8,709	100.0	13,597	100.0	10,364	100.0	10,364	14.8
Pacific Islander	0	0.0	0	0.0	0	0.0	715	1.0
White	0	0.0	0	0.0	0	0.0	53,152	76.0
Multi-racial	0	0.0	0	0.0	0	0.0	2,935	4.2

* Please note that the 2021 SHARP PNA was administered during the COVID-19 pandemic, which significantly impacted county-, school-, and student-level participation.

** A question about sexual orientation was added to the 2019 survey instrument used by 8th, 10th, and 12th graders. (6th grade surveys omitted this question.) If any response category has fewer than 10 respondents, all question data are suppressed to protect student privacy.

† To accurately represent Hispanic/Latino participation in the SHARP survey, students indicating they are of Hispanic or Latino ethnicity and up to one race are reported as Hispanic or Latino. Students reporting more than one race are reported as multi-racial (regardless of ethnicity).

COVID-19 AND THE 2021 SHARP PNA

Understanding the Impact of COVID-19

Due to the complex impacts of COVID-19 pandemic on the educational system, the SHARP survey window was extended to give schools more flexibility in scheduling their survey. As in previous years, schools had options for paper and pencil or online survey.

The 2021 PNA Survey had 71,001 participants (out of 149,401 students sampled), resulting in a participation rate of 47.5%. Most students took the Utah PNA in the classroom; only 2,130 students completed the survey remotely, distributed through their school's Learning Management System. Roughly 80% of students completed the survey using the online version, and 20% completed the survey using the paper version.

Although 2021 participation rates are not as high as past years, they still represent a robust and useful portrait of student health in 2021. As always, please pay attention to the number of students who participated from your community. If **60% or more** of the students participated, the report is a good indicator of the levels of substance use, risk, protection, and antisocial behavior. If fewer than 60% participated, consult with your local prevention coordinator or a survey professional before generalizing the results to the entire community.

COVID-19 Questions on the 2021 SHARP

School closures and social isolation due to the COVID-19 pandemic directly impacted students' academic and mental well-being. Many students lost access to support services that were available at school and are experiencing uncertainty, loneliness and isolation, their mental health is put at risk. The SHARP PNA has long been sensitive to indicators of social and emotional well-being, with survey items addressing student engagement in the educational process as well as anxiety, depressive symptoms, and suicide.

In addition to preexisting questions regarding social and emotional health, two questions were added that directly addressed the impacts of the global pandemic on Utah students. The first explored an array of possible

social, educational and emotional effects students may have experienced secondary to COVID-19:

This past year, many youth and families in Utah were affected by the Coronavirus (also known as COVID-19). Did you experience any of the following due to the coronavirus or coronavirus symptoms? (Select one or more responses)

- *I was sick with the coronavirus or coronavirus symptoms*
- *One or more people living in my home lost their job*
- *I had to move or change homes*
- *Skipped one or more meals because my family didn't have enough money to buy food*
- *I felt anxious, sad, or hopeless*
- *People in my home were fighting a lot*
- *I had difficulty keeping up with school work because I didn't have access to a reliable computer or internet service*
- *None of these*

The second COVID-specific response option sought to explore the impacts of the transition to online learning:

How much do you agree or disagree with the following statement about LEARNING ONLINE: My learning improved when my classes were taught online due to COVID-19?

- *Strongly agree*
- *Agree*
- *Neutral*
- *Disagree*
- *Strongly disagree*
- *I have not participated in online learning*

In addition to any psychosocial impacts, readers of this report should also monitor possible unhealthy coping mechanisms in the form of increased substance use rates. (These pre-existing items are further explained in the next section of this report, "Understanding the Charts: Social and Emotional Health.")

UNDERSTANDING THE CHARTS

There are seven types of charts presented in this report:

1. Substance use
2. Antisocial behavior
3. Community and school climate and safety
4. Social and emotional health
5. Substance-related indicators
6. Physical health and safety
7. Risk factor profiles
8. Protective factor profiles

Data from the charts are presented in tables directly below them. Additional data useful for prevention planning are found in Appendices B and C. Note that data reported in the tables are rounded to one decimal place. (Rates of 0% to 0.049% are displayed as 0.0%.)

Understanding the Format of the Charts

There are several graphical elements common to all the charts. Understanding the format of the charts and what these elements represent is essential in interpreting the results of the 2021 SHARP survey.

The bars found in most of the charts, for example, on substance use and antisocial behavior charts, represent the percentage of students in that grade who reported a given behavior. The bars on the risk and protective factor charts represent the percentage of students whose answers reflect significant risk or protection in that category.

Each set of differently colored bars represents one of the last three administrations of the PNA: 2017, 2019, and 2021. By looking at the percentages over time, it is possible to identify trends in substance use and antisocial behavior. By studying the percentage of youth at risk and with protection over time, it is possible to determine whether the percentage of students at risk or with protection is increasing, decreasing, or staying the same. This information is important when deciding which risk and protective factors warrant attention.

Dots, Diamonds, triangles, and Xs provide points of comparison to larger samples. The dots on the charts represent the percentage of all of the youth surveyed across Utah who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds and stars represent national data from the Monitoring the Future (MTF) Survey and the Bach Harrison Norm, respectively.

The dots represent state level data for the current year. For the 2021 PNA Survey, there were 71,001 participants in grades 6, 8, 10, and 12, out of 149,401 students eligible to participate sampled, a participation rate of 47.5%. The fact that over 70,000 students across the state participated in the PNA makes the state dot a good estimate of the rates of alcohol, tobacco and other drug (ATOD) use and levels of risk and protective factors of youth in Utah. The survey results provide considerable information for communities to use in planning prevention services.

A comparison to state-wide and national results provides additional information for your community in determining the relative importance of levels of ATOD use, antisocial behavior, risk, and protection. Information about other students in the state and the nation can be helpful in determining the seriousness of a given level of problem behavior.

Note that while the national data are visually represented on the charts, they may be omitted from the tables due to limitations on available space in the new PNA report format.

The diamonds represent national data from the Monitoring the Future (MTF) survey, a long-term epidemiological study that surveys trends in drug and alcohol use among American adolescents. Funded by research grants from the National Institute on Drug Abuse, it features nationally representative samples of 8th-, 10th-, and 12th-grade students. (MTF is not administered to 6th graders and as such 6th grade data cannot be represented on the charts.)

As participation in the 2020 MTF survey was severely impacted by the COVID-19 pandemic, a decision was made to use the more robust data from the 2019 MTF

survey. (For further information regarding the effects of the pandemic on the 2021 SHARP PNA, please refer to the previous section of this report.)

The triangles represent national data from the Bach Harrison Norm (BH Norm). Bach Harrison Norm was developed by Bach Harrison LLC to provide states and communities with the ability to compare their results on risk, protection, and antisocial measures with more national measures. Survey participants from 11 statewide surveys were combined into a database of approximately 657,000 students in grades 6, 8, 10, and 12. The results were weighted to make the contribution of each state proportional to its share of the national population. Bach Harrison analysts then calculated rates for antisocial behavior and for students at risk and with protection. The results appear on the charts as the BH Norm. In order to keep the Bach Harrison Norm relevant, it is updated approximately every 2 years as new data become available. The last BH Norm update was completed in 2018.

Scanning across the charts, it is important to observe the factors that differ the most from the Bach Harrison Norm. This is the first step in identifying the levels of risk and protection that are higher or lower than those in other communities. The risk factors that are higher than the Bach Harrison Norm and the protective factors that are lower than the Bach Harrison Norm are factors your community should consider addressing when planning prevention programs.

The Xs represent national mental health data gathered by the Youth Risk Behavior Survey (YRBS). National comparison points are available for grades 10 and 12 on the topic of suicide and depression.

Substance Use

There are two types of use measured on the drug use charts.

State Identified Priority Substance Use measures lifetime and 30-day use rates for alcohol, marijuana, tobacco (including e-cigarettes), prescription narcotics, and overall prescription drug abuse.

Other Substance Use measures lifetime and 30-day use rates for a variety of illicit drugs, including cocaine, heroin, and methamphetamine.

Risky Substance Use-Related Behavior is measured in several different ways: binge drinking (having five or more drinks in a row during the two weeks prior to the survey), use of one-half a pack or more of cigarettes per day, and youth indicating drinking alcohol and driving or reporting riding with a driver who had been drinking alcohol during the past 30 days.

Substance Use Treatment Needs are estimates of youth in need of alcohol treatment, drug treatment and an estimate of students that need either alcohol OR drug treatment.

The need for substance use treatment is defined as students who report using alcohol on 10 or more occasions in their lifetime or any drugs in their lifetime and marked at least three of the following items specific to their drug or alcohol use in the past year:

- *Spent more time using than intended;*
- *Neglected some of your usual responsibilities because of use*
- *Wanted to cut down on use*
- *Others objected to your use*
- *Frequently thought about using*
- *Used alcohol or drugs to relieve feelings such as sadness, anger, or boredom*

Students could mark whether these items related to their drug use and/or their alcohol use.

Antisocial Behavior

Antisocial Behavior (ASB) profiles show the percentage of youth who reported antisocial behaviors during the past year, including suspension from school, selling illegal drugs, and attacking another person with the intention of doing them serious harm.

Community and School Climate and Safety

These charts present data related to perceived importance of school, positive school environment, student

concerns about their school environment, perceived school safety, and bullying. The section also includes data for perceived reasons of bullying, with data being presented of students reporting being bullied in the past year (a subset of the total survey sample).

Social and Emotional Health

The social and emotional health data show the percentage of youth with depression and mental health treatment needs, student responses to questions about suicide and self-harm, student responses to questions about social isolation, and questions about student attitudes toward the acceptability of seeking mental health treatment and their willingness to do so.

Needs Mental Health Treatment was estimated using the K6 Scale that was developed with support from the National Center for Health Statistics for use in the National Health Interview Survey. The tool screens for psychological distress by asking students

During the past 30 days, how often did you:

- *feel nervous?*
- *feel hopeless?*
- *feel restless or fidgety?*
- *feel so depressed that nothing could cheer you up?*
- *feel that everything was an effort?*
- *feel worthless?*

Answers to each were scored based on responses: None of the time (0 points), A little of the time (1 point), Some of the time (2 points), Most of the time (3 points), All of the time (4 points). Students with a total score of 13 or more points were determined to have high mental health treatment needs. Table 6 also shows the percentage of students with moderate (scoring 7-12 points) and low (scoring 0-6 points) mental health treatment needs.

Depression-Related Indicators are divided into two sections. The first asks about depression in the past year:

During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

A second part, the depressive symptoms scale, is also reported. This part is calculated from student responses to the following statements:

- *Sometimes I think that life is not worth it.*
- *At times I think I am no good at all.*
- *All in all, I am inclined to think that I am a failure.*
- *In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes?*

These four depressive symptoms questions were scored on a scale of 1 to 4 (NO!, no, yes, YES!). The survey respondents were divided into three groups. The first group was the High Depressive Symptoms group who scored at least a mean of 3.75 on the depressive symptoms. This meant that those individuals marked *Definitely Yes* to all four items or marked *Somewhat Yes* to one item and *Definitely Yes* to three. The second group was the No Depressive Symptoms group who marked *Definitely No* to all four of the items, and the third group was a middle group who comprised the remaining respondents.

Suicide Related Indicators are based on a series of questions about suicide. These questions provide information about suicidal ideation and attempts of suicide (e.g., “During the past 12 months, did you ever seriously consider attempting suicide?” and “During the past 12 months, how many times did you actually attempt suicide?”).

Self-Harm question (introduced in 2015) asks about self-destructive behavior other than suicide. Students are considered to have engaged in self-harm if they responded they had done “*something to purposefully hurt yourself without wanting to die, such as cutting or burning yourself on purpose*” one or more times during the past 12 months.

Attitudes Toward Mental Health Treatment are explored in a series of questions introduced in the 2017 SHARP survey. how often they talked to an adult “*feeling very sad, hopeless, or suicidal,*” and if so, who they talked with. The final question in this section explores student attitudes toward seeking professional mental health treatment when they are feeling this way.

Student experiences related to COVID-19 explores the social and emotional impacts students may have experienced during the pandemic.

Substance-Related Behaviors

The charts in this section explore additional data related to substance use. The charts present data regarding student perceptions of parental disapproval, student attitudes toward peer use, and student perceptions of how harmful substance use is. Further, the charts explore student sources of obtaining alcohol and places of alcohol use (data are presented of past-year alcohol users), as well as student sources of obtaining e-cigarette/vaping devices and places of e-cigarette/vape device use (of students who have vaped in the past year).

Physical Health and Safety

This section focuses on student physical health and safety. Charts display the percent of students reporting safe vehicle habits and positive habits related to physical health and activity. New screen time and device use data are also reported in this section.

Risk and Protective Factors

Risk and protective factor scales measure specific aspects of a youth's life experience that predict whether he/she will engage in problem behaviors. The scales, defined in Table 2, are grouped into four domains: community, family, school, and peer/individual. The risk and protective factor charts show the percentage of students at risk and with protection for each of the scales.

Risk Factor Charts show the percentage of youth who are considered “higher risk” across a variety of risk factor scales.

Protective Factor Charts show the percentage of youth who are considered high in protection across a variety of protective factor scales.

Additional Tables in this Report

Appendices B and C contain additional data for prevention planning and reporting to state and federal agencies.

Perceived Parental Approval and ATOD Use

Appendix B explores the relationship between perceived parental approval and ATOD use. A full explanation of how to interpret these data is available accompanying the tables.

Drug Free Communities

Appendix C contains information relevant to Drug Free Community (DFC) grantees. This table reports the four DFC Core Measures on alcohol, tobacco, marijuana and prescription drugs:

Perception of Risk - The percentage of respondents who report that regular use of the substance has *moderate risk* or *great risk*.

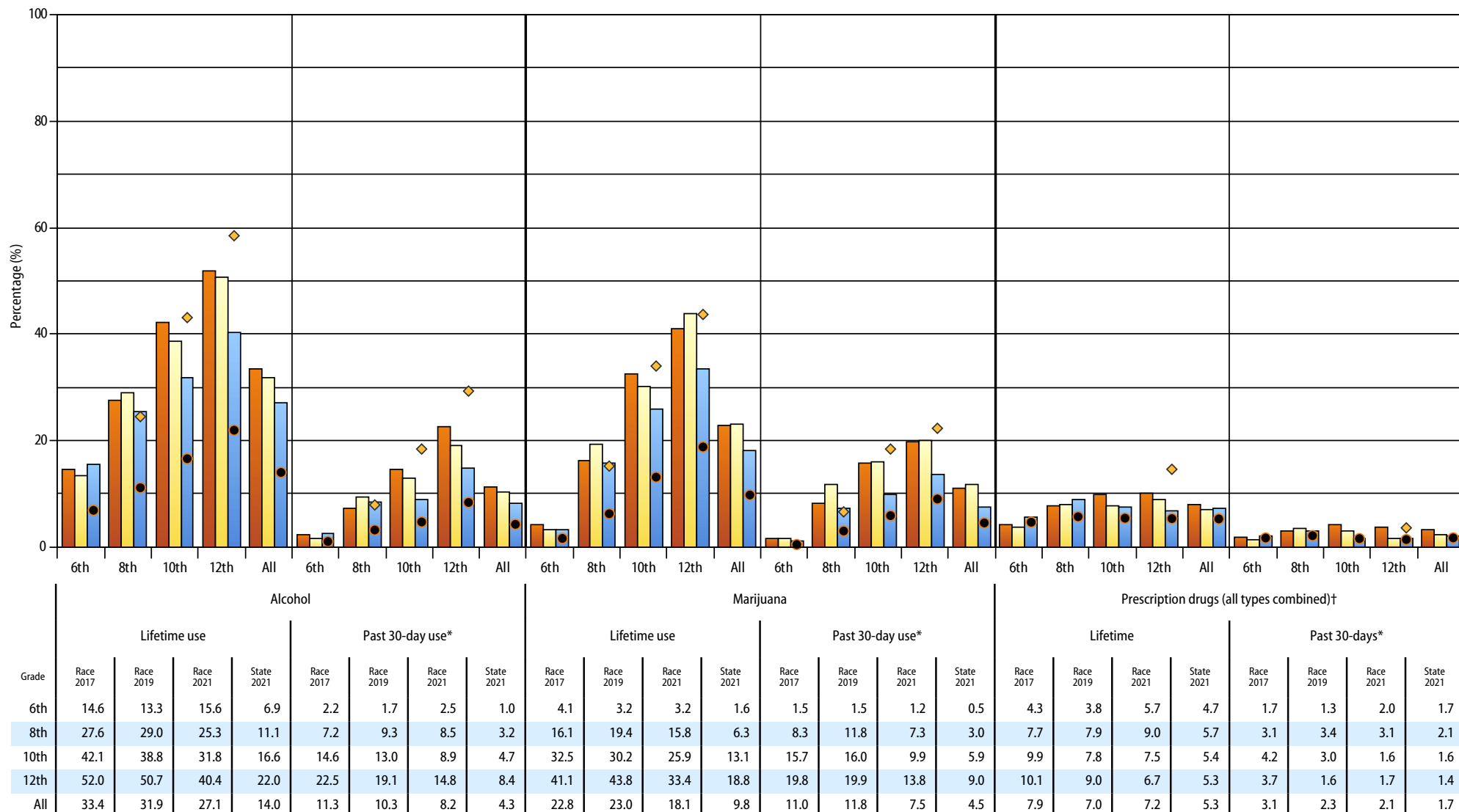
Perception of Parental Disapproval - The percentage of respondents who report their parents would feel regular use of alcohol or any use of cigarettes, e-cigarettes, marijuana, or the misuse of prescription drugs is *wrong* or *very wrong*.

Perception of Peer Disapproval - The percentage of respondents who report their friends would feel regular use of alcohol or any use of cigarettes, marijuana, or misuse of prescription drugs is *wrong* or *very wrong*.

Past 30-Day Use - The percentage surveyed reporting using the substance at least once in the past 30 days.

State-identified priority substance use - Alcohol, marijuana, and prescription drugs

Hispanic Students 2021 Student Survey



* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

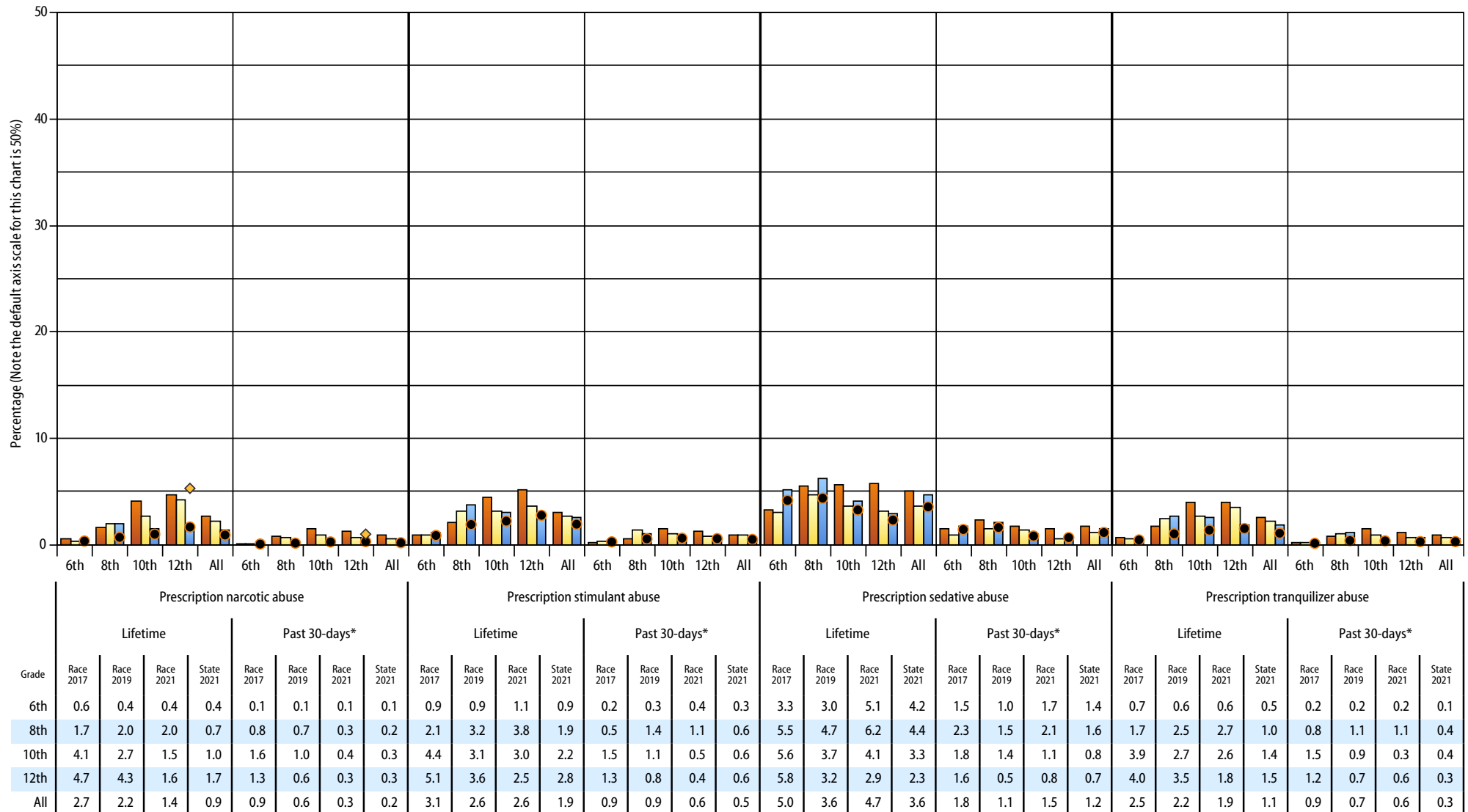
** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

† "Prescription drug abuse" is a combined measure showing the total rate of abuse of any prescription stimulant, prescription sedative, prescription tranquilizer, or prescription narcotic drugs.

■ Race 2017 ■ Race 2019 ■ Race 2021 ● State 2021 ◆ MTF**

State-identified priority substance use - Prescription drugs

Hispanic Students 2021 Student Survey



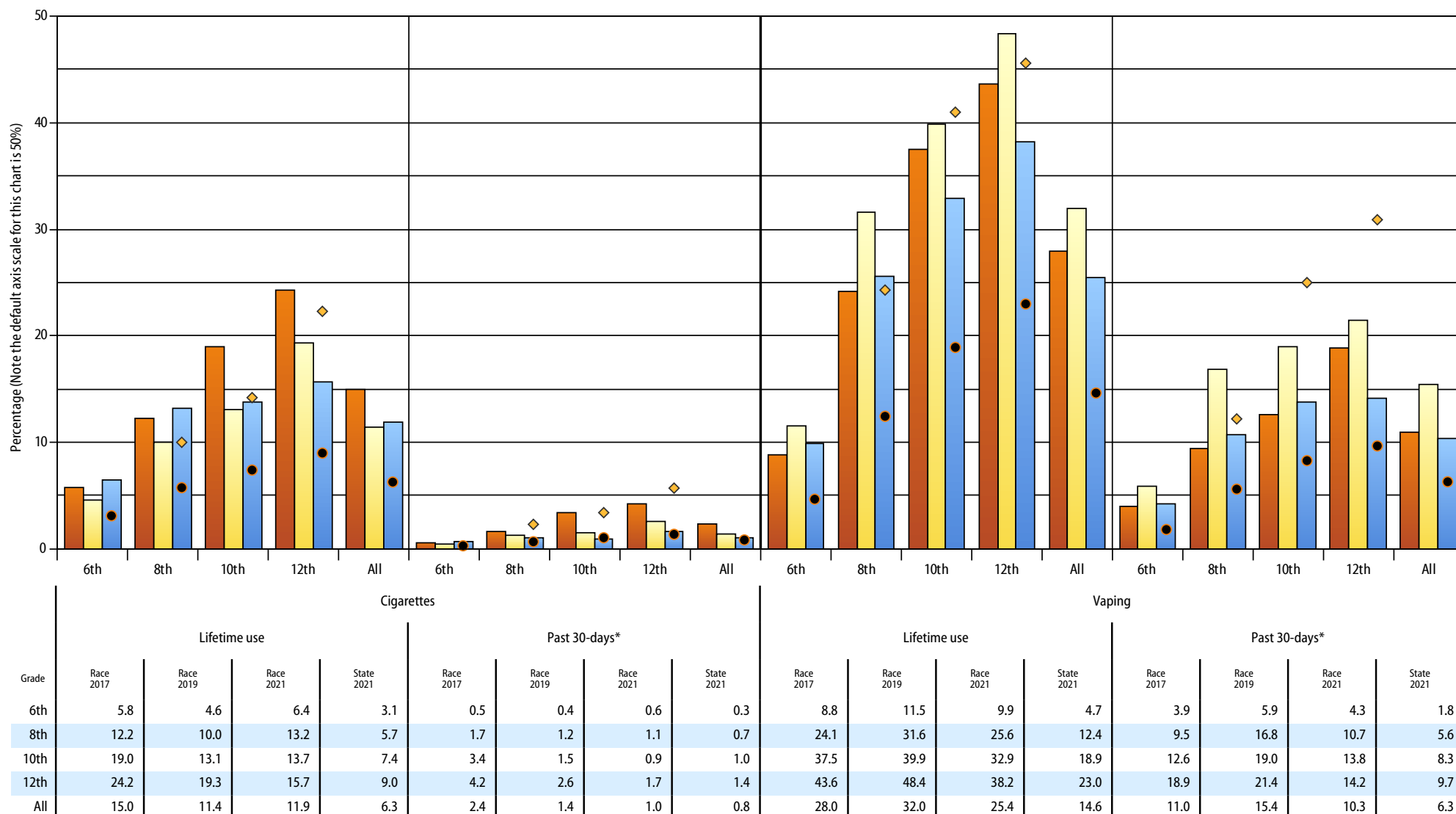
* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

Race 2017 Race 2019 Race 2021 State 2021 MTF**

State-identified priority substance use - Cigarettes and vaping products

Hispanic Students 2021 Student Survey



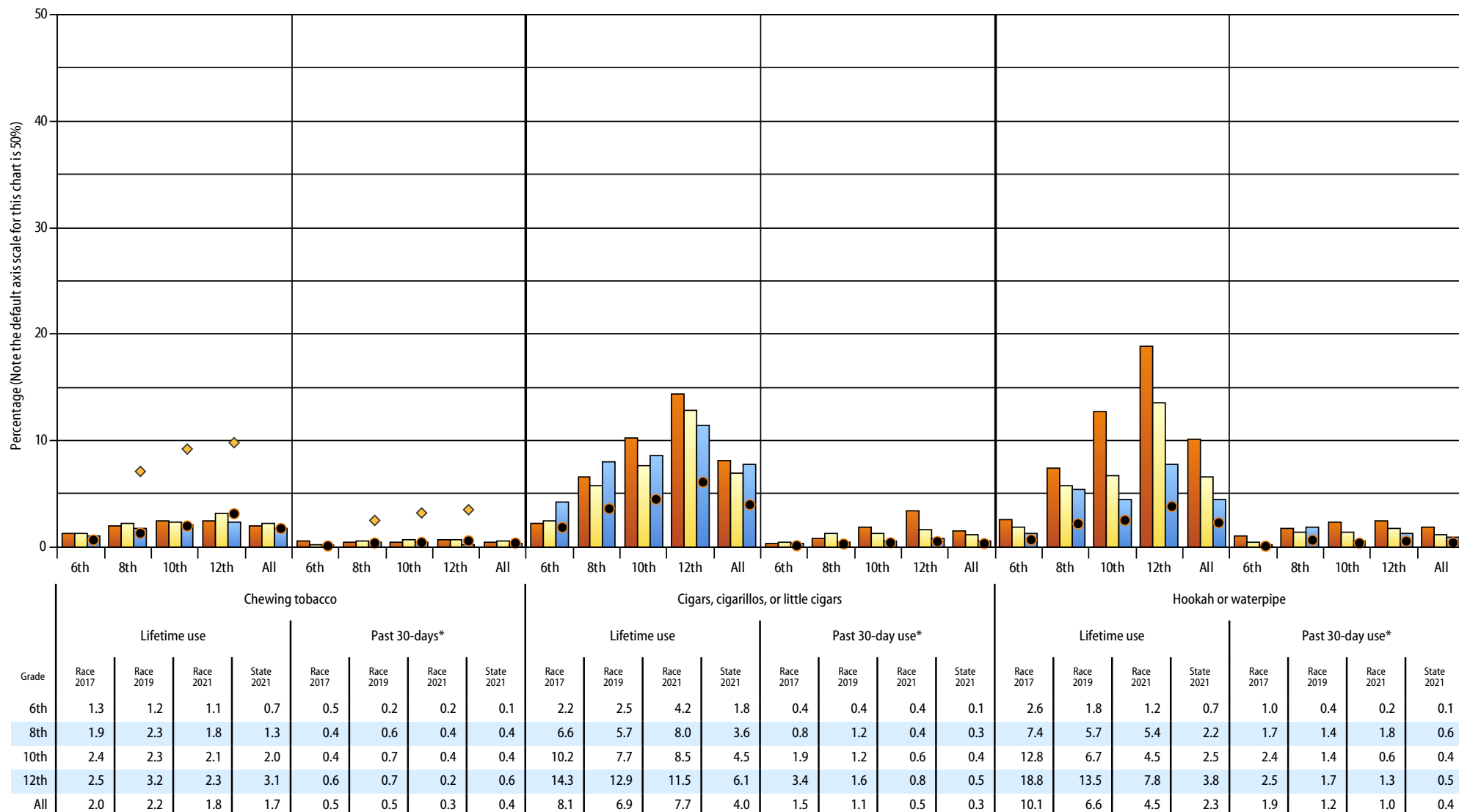
* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

■ Race 2017 ■ Race 2019 ■ Race 2021 ● State 2021 ◆ MTF**

State-identified priority substance use - Other tobacco products

Hispanic Students 2021 Student Survey



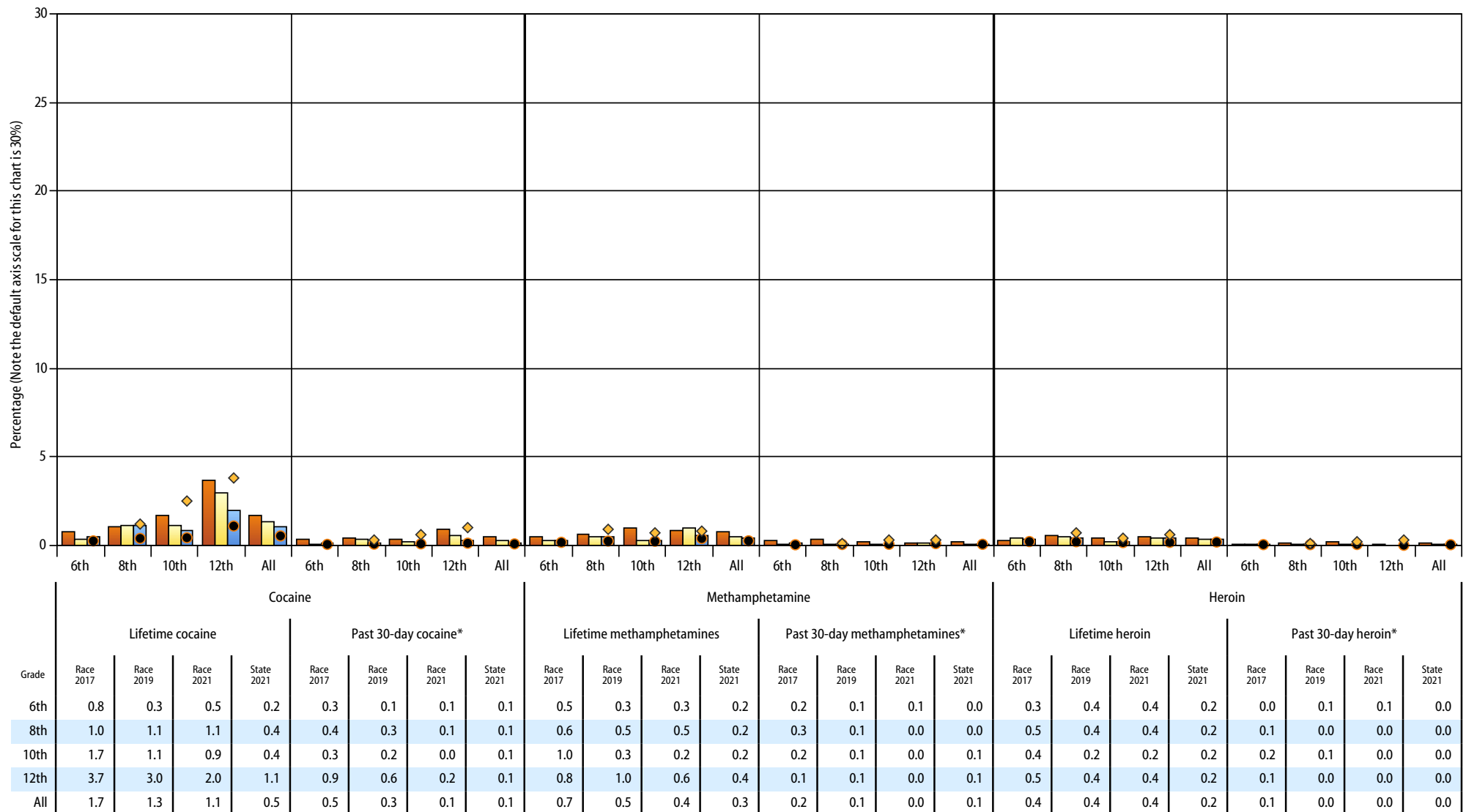
* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

Race 2017 Race 2019 Race 2021 State 2021 MTF**

Other drugs - Cocaine, methamphetamine, heroin

Hispanic Students 2021 Student Survey



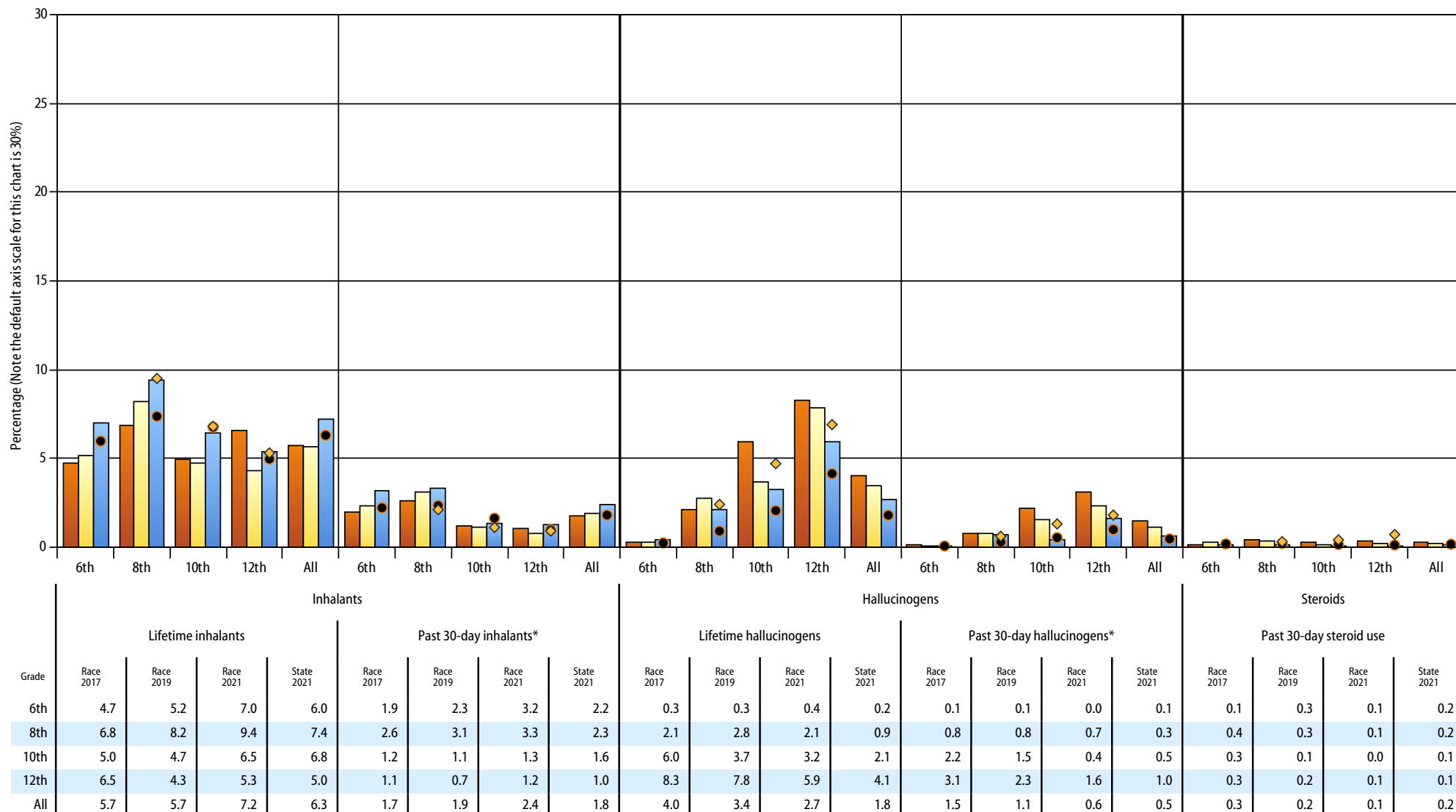
* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

■ Race 2017 ■ Race 2019 ■ Race 2021 ● State 2021 ◆ MTF**

Other drugs - Inhalants, hallucinogens, steroids, synthetics

Hispanic Students 2021 Student Survey

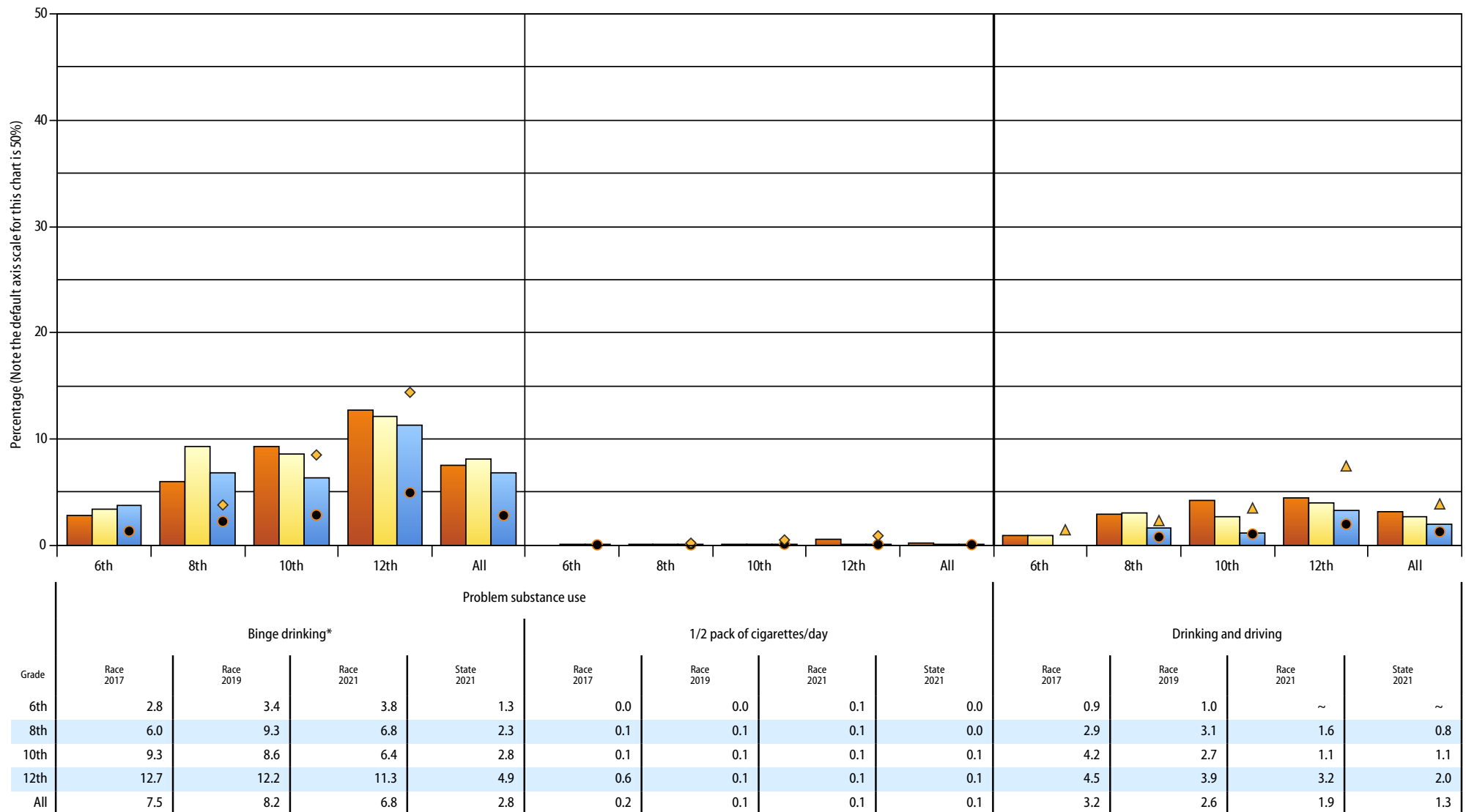


* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

■ Race 2017 ■ Race 2019 ■ Race 2021 ● State 2021 ◆ MTF**

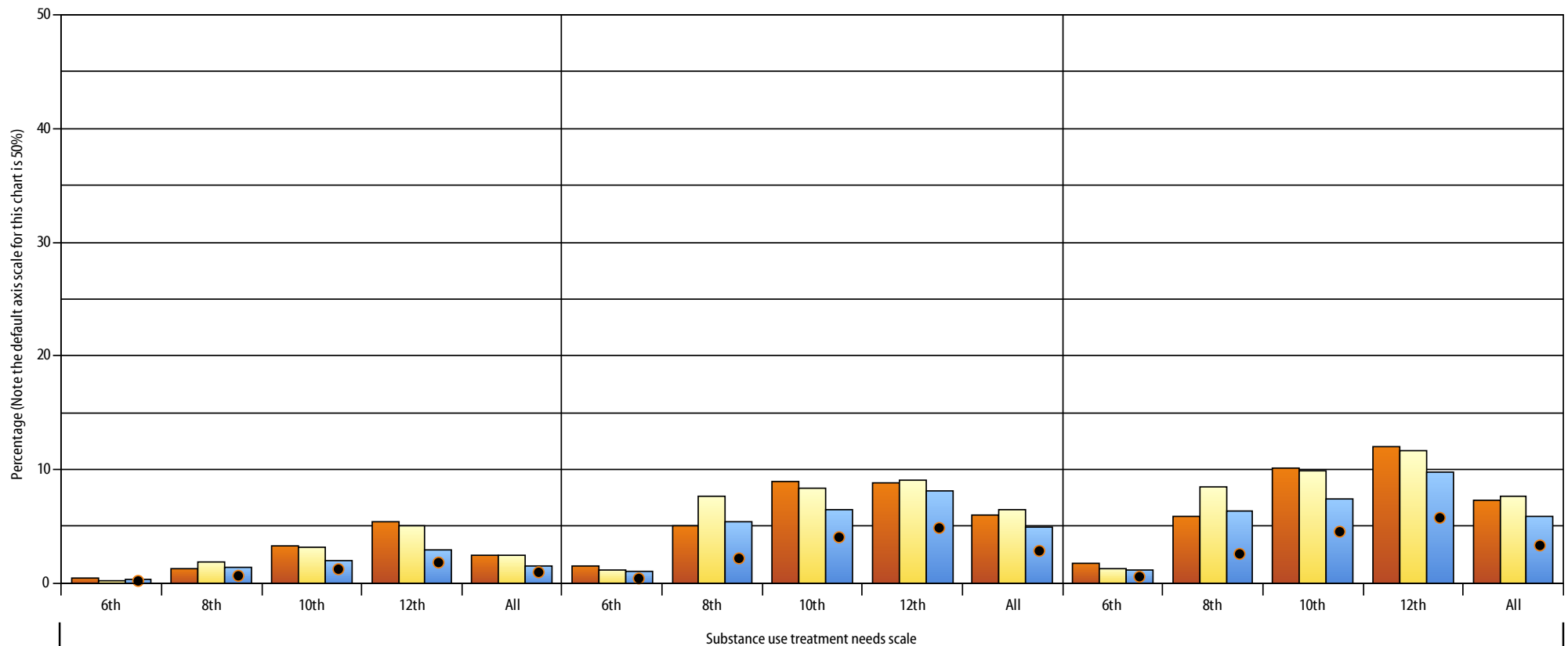
Risky substance use-related behavior Hispanic Students 2021 Student Survey



* Since not all students answer all questions, the percentage of students reporting binge drinking may be greater than the percentage reporting 30-day alcohol use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

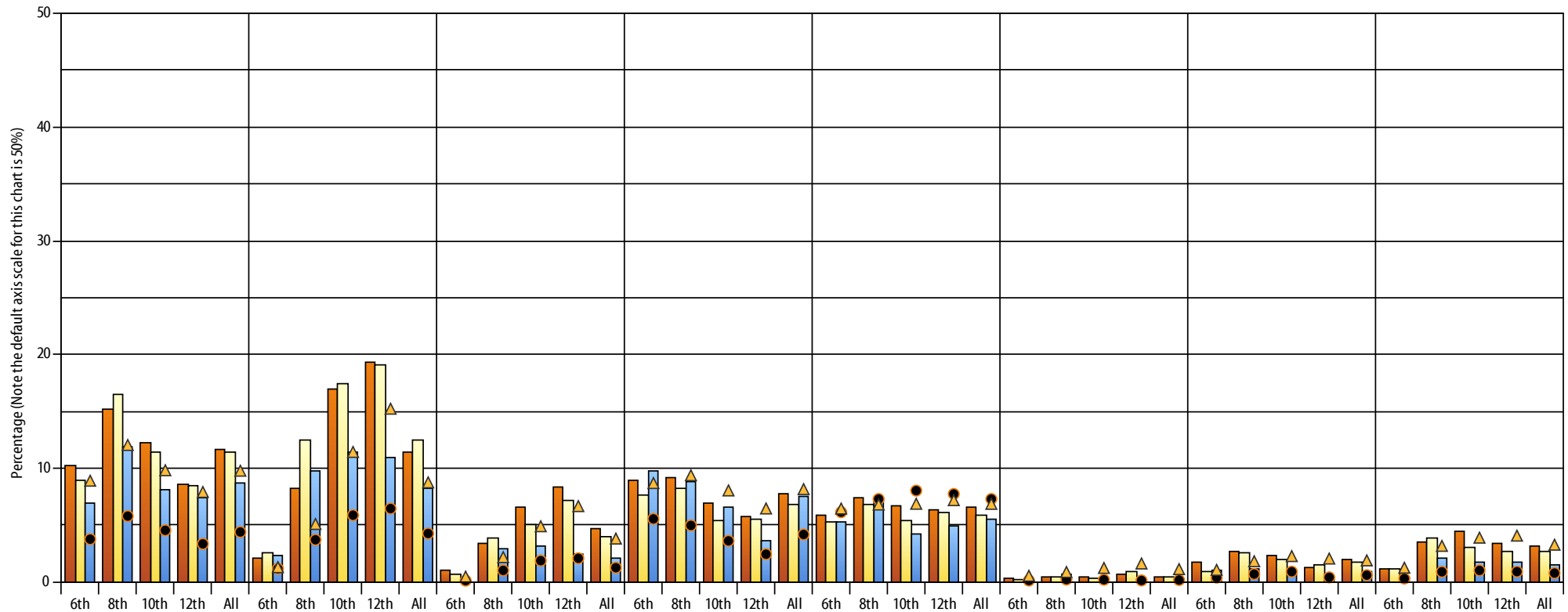
Substance treatment needs Hispanic Students 2021 Student Survey



Grade	Needs alcohol treatment				Needs drug treatment				Needs alcohol or drug treatment			
	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	0.5	0.2	0.3	0.2	1.5	1.2	1.0	0.4	1.7	1.3	1.2	0.6
8th	1.2	1.9	1.4	0.6	5.1	7.7	5.4	2.2	5.9	8.5	6.4	2.6
10th	3.3	3.2	1.9	1.2	8.9	8.4	6.4	4.0	10.2	9.9	7.4	4.5
12th	5.4	5.0	3.0	1.8	8.8	9.1	8.1	4.9	12.0	11.6	9.7	5.8
All	2.5	2.5	1.5	1.0	6.0	6.4	4.9	2.8	7.3	7.6	5.8	3.3

■ Race 2017
 ■ Race 2019
 ■ Race 2021
 ● State 2021

Antisocial behavior Hispanic Students 2021 Student Survey

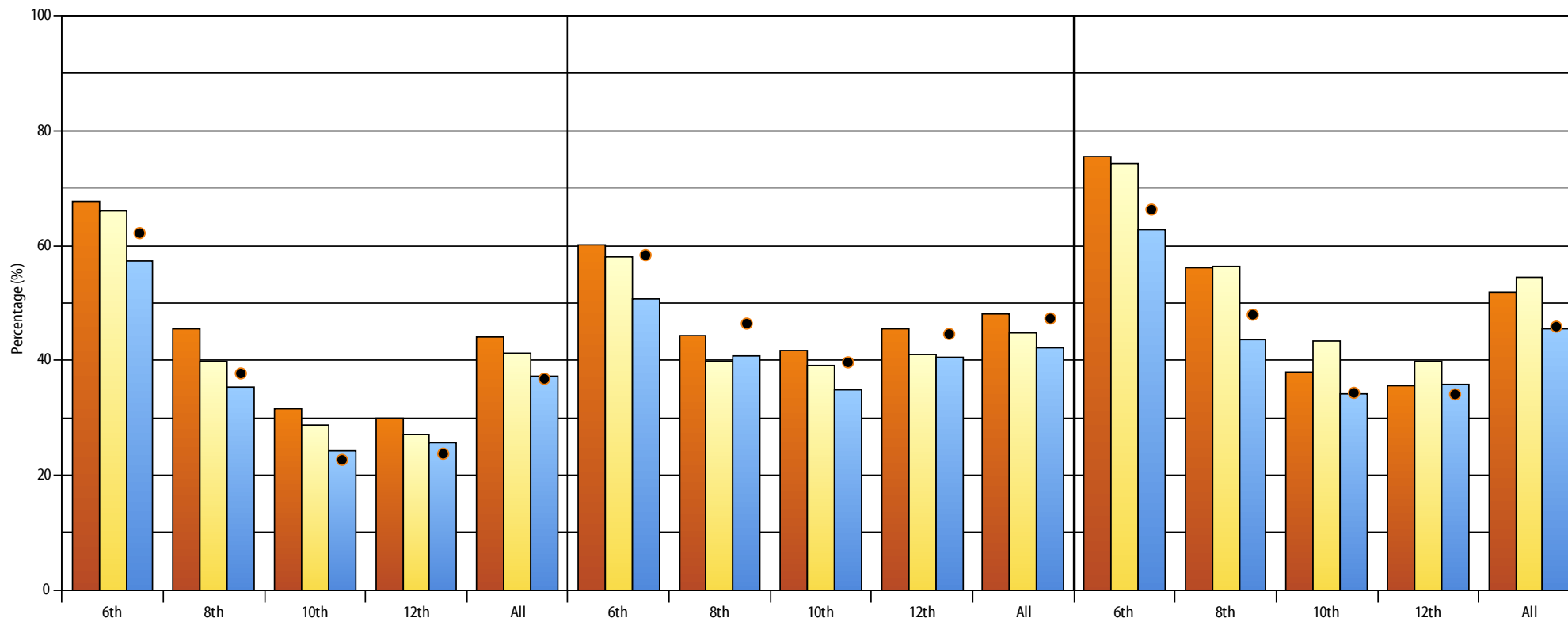


Antisocial behaviors reported one or more times during the past year

Grade	Suspended from school				Drunk or high at school				Sold illegal drugs				Attacked someone w/idea of seriously hurting them				Carried a handgun				Handgun to school				Stolen a vehicle				Been arrested			
	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	10.3	9.0	7.0	3.8	2.1	2.6	2.4	1.2	1.0	0.6	0.3	0.1	9.0	7.6	9.7	5.6	5.8	5.3	5.2	6.1	0.3	0.2	0.2	0.1	1.7	1.0	1.1	0.4	1.1	1.2	0.5	0.3
8th	15.2	16.4	11.8	5.8	8.2	12.5	9.8	3.7	3.4	3.8	2.9	1.0	9.2	8.3	8.8	5.0	7.4	6.8	7.2	7.3	0.4	0.4	0.7	0.2	2.6	2.6	1.2	0.7	3.5	3.8	2.2	0.9
10th	12.3	11.4	8.1	4.5	16.9	17.4	11.4	5.9	6.5	5.1	3.2	1.9	6.9	5.4	6.6	3.6	6.7	5.4	4.2	8.0	0.4	0.3	0.1	0.2	2.4	2.0	1.1	0.9	4.5	3.0	1.8	1.0
12th	8.6	8.5	7.3	3.4	19.4	19.2	11.0	6.5	8.4	7.1	2.5	2.1	5.8	5.5	3.7	2.4	6.4	6.1	5.0	7.7	0.7	0.9	0.0	0.1	1.3	1.5	0.5	0.4	3.4	2.7	1.7	0.9
All	11.7	11.4	8.7	4.4	11.4	12.5	8.3	4.3	4.7	4.0	2.1	1.3	7.8	6.8	7.5	4.2	6.6	5.9	5.5	7.3	0.5	0.4	0.3	0.2	2.0	1.8	1.0	0.6	3.1	2.7	1.5	0.8

■ Race 2017
 ■ Race 2019
 ■ Race 2021
 ● State 2021
 ▲ BH Norm

Perceived importance of school Hispanic Students 2021 Student Survey

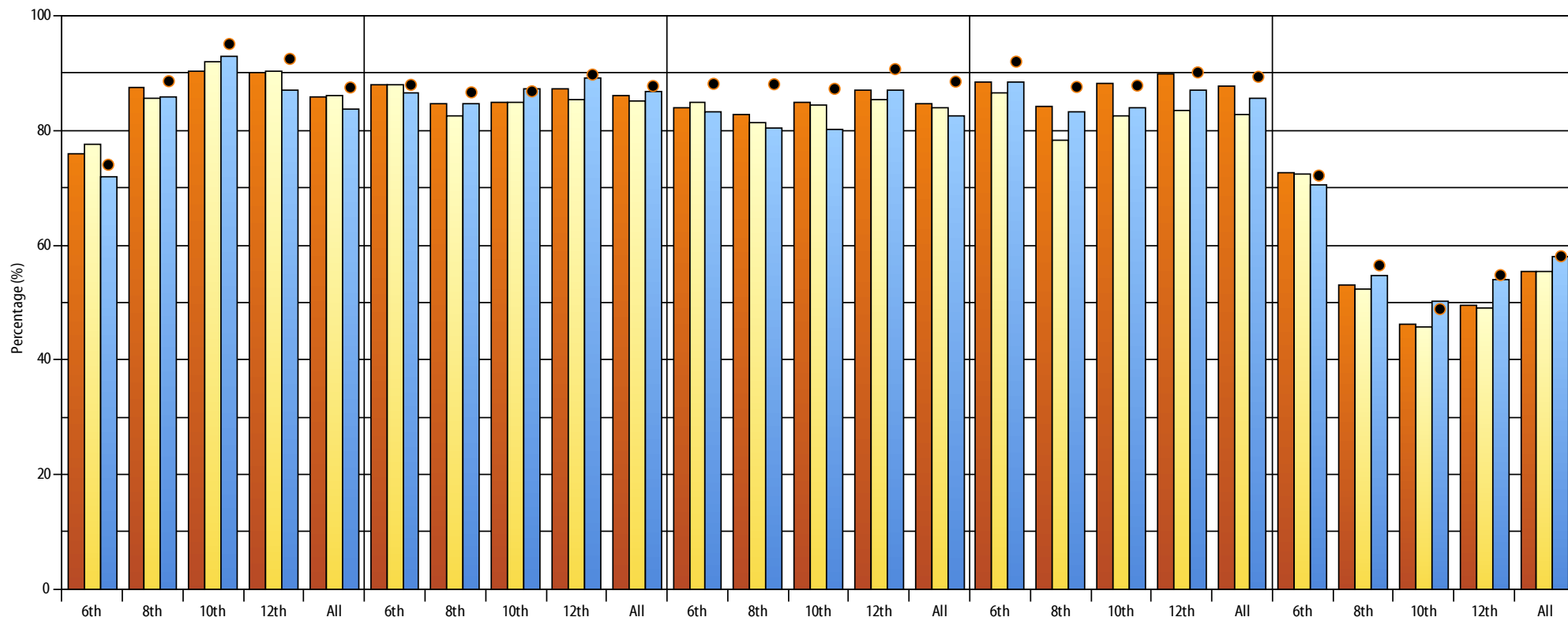


Students answering "Often" or "Almost Always"

Grade	How often do you feel that the school work you are assigned is meaningful and important?				Now, thinking back over the past year in school, how often did you enjoy being in school?				How important do you think the things you are learning in school are going to be for your later life?			
	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	67.7	66.0	57.3	62.2	60.2	58.0	50.6	58.3	75.5	74.2	62.8	66.3
8th	45.6	39.9	35.5	37.7	44.4	39.9	40.8	46.4	56.1	56.4	43.6	48.0
10th	31.6	28.7	24.2	22.7	41.8	39.2	34.9	39.7	38.0	43.5	34.1	34.4
12th	29.9	27.2	25.6	23.7	45.4	40.9	40.5	44.6	35.6	39.7	35.9	34.1
All	44.2	41.3	37.1	36.8	48.0	44.8	42.2	47.3	51.9	54.4	45.4	45.9

Race 2017 Race 2019 Race 2021 State 2021

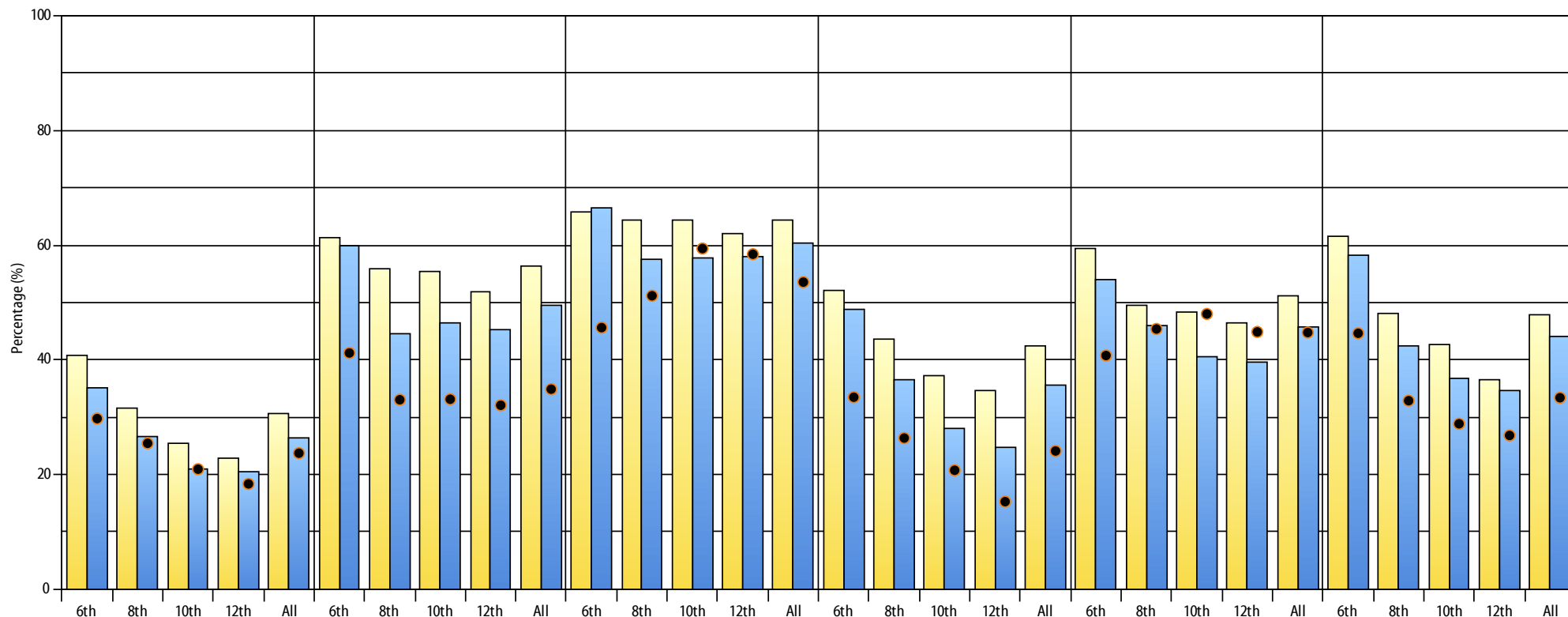
Positive school environment Hispanic Students 2021 Student Survey



Race 2017 Race 2019 Race 2021 State 2021

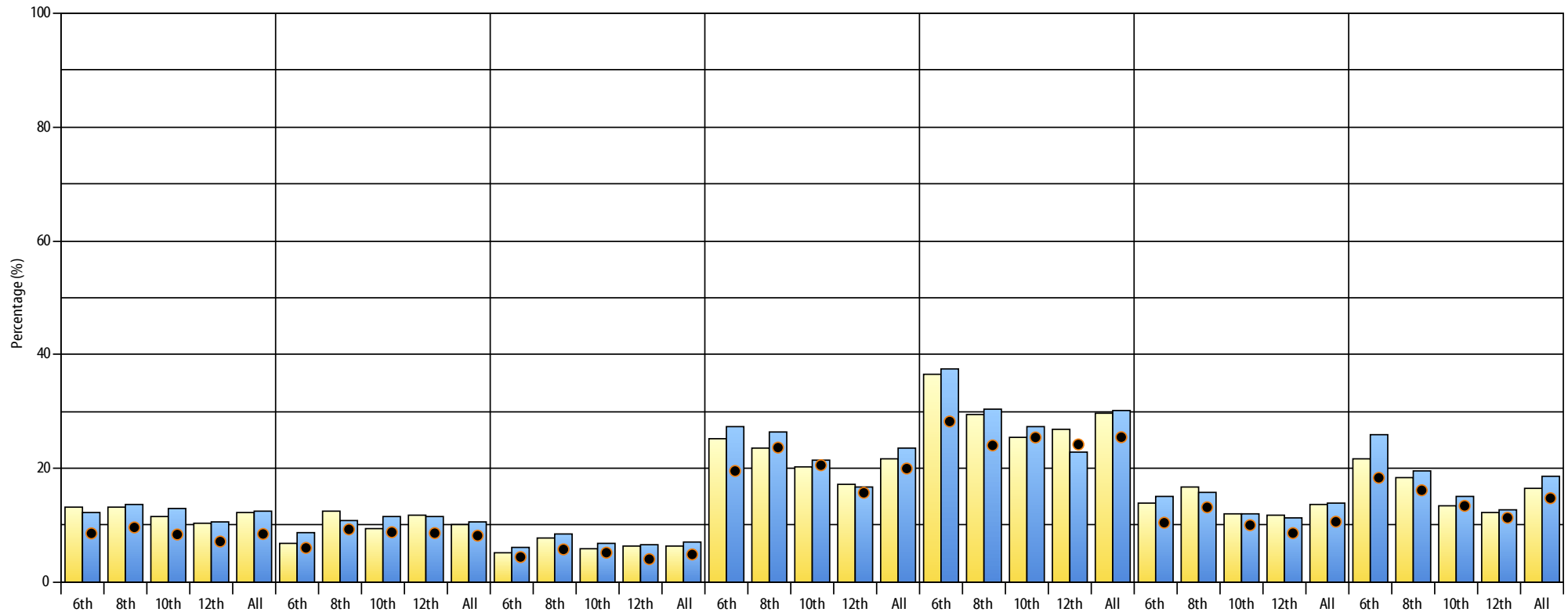
Student concerns about school environment

Hispanic Students 2021 Student Survey



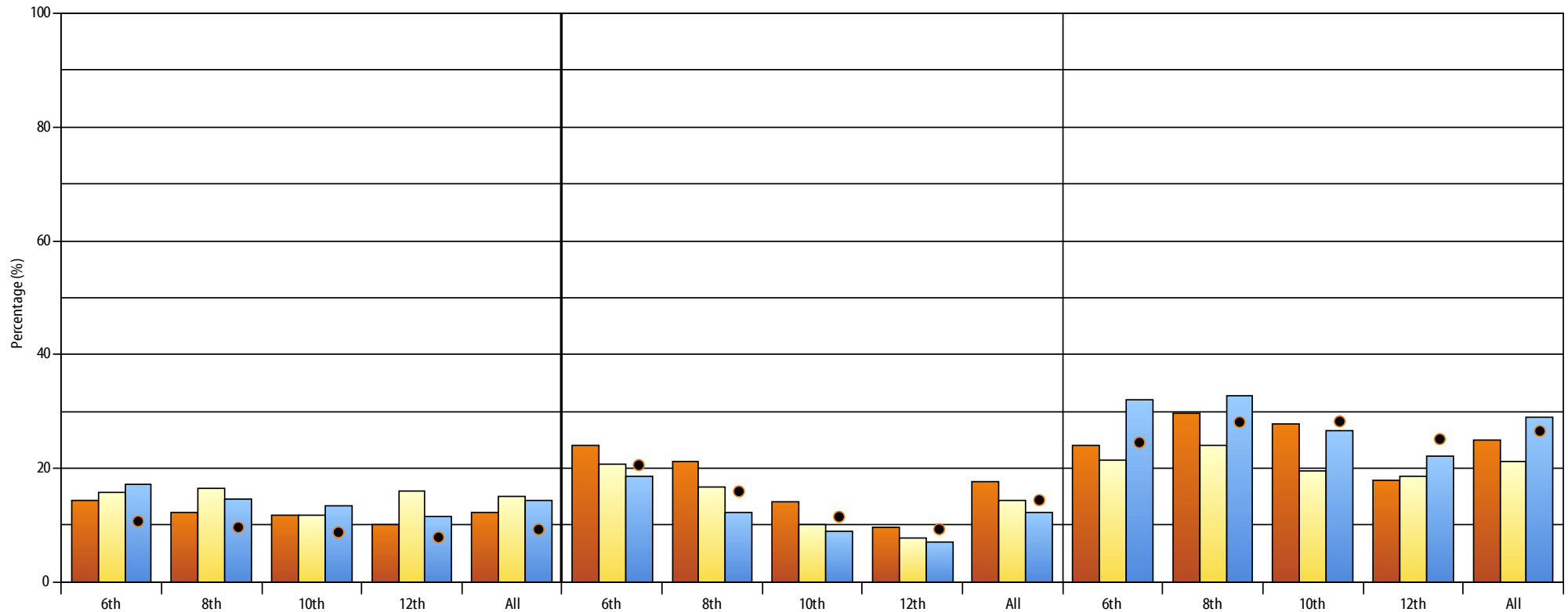
■ Race 2019 ■ Race 2021 ● State 2021

Perceived school safety Hispanic Students 2021 Student Survey



■ Race 2019 ■ Race 2021 ● State 2021

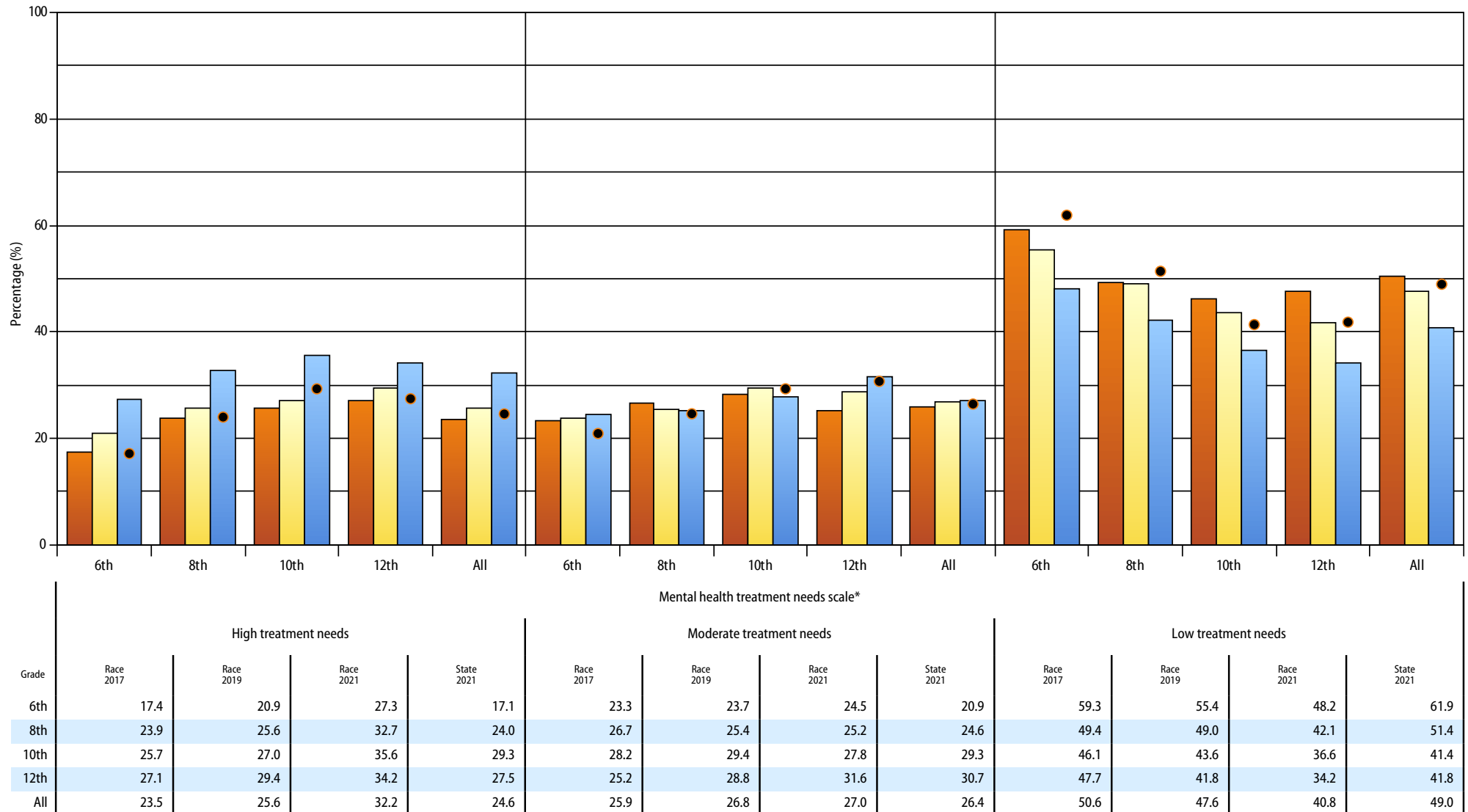
Bullying Hispanic Students 2021 Student Survey



Grade	During the past 30 days, student has...				During the past 12 months, student has been...							
	felt so unsafe at/on the way to school that student skipped school				picked on or bullied by a student ON SCHOOL PROPERTY				threatened or harassed via internet, e-mail, or cell phone			
	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	14.4	15.7	17.3	10.7	24.1	20.8	18.6	20.6	23.9	21.5	32.1	24.5
8th	12.3	16.4	14.6	9.6	21.2	16.8	12.2	15.9	29.7	24.1	32.8	28.1
10th	11.7	11.8	13.3	8.7	14.1	10.2	9.0	11.5	27.7	19.6	26.7	28.2
12th	10.0	16.0	11.6	7.9	9.7	7.8	7.1	9.3	18.0	18.6	22.2	25.1
All	12.2	15.0	14.4	9.2	17.5	14.3	12.3	14.4	25.1	21.1	29.0	26.5

Race 2017 Race 2019 Race 2021 State 2021

Mental health treatment needs Hispanic Students 2021 Student Survey



* Mental health treatment needs are calculated from student responses to specific questions. See text for further explanation.

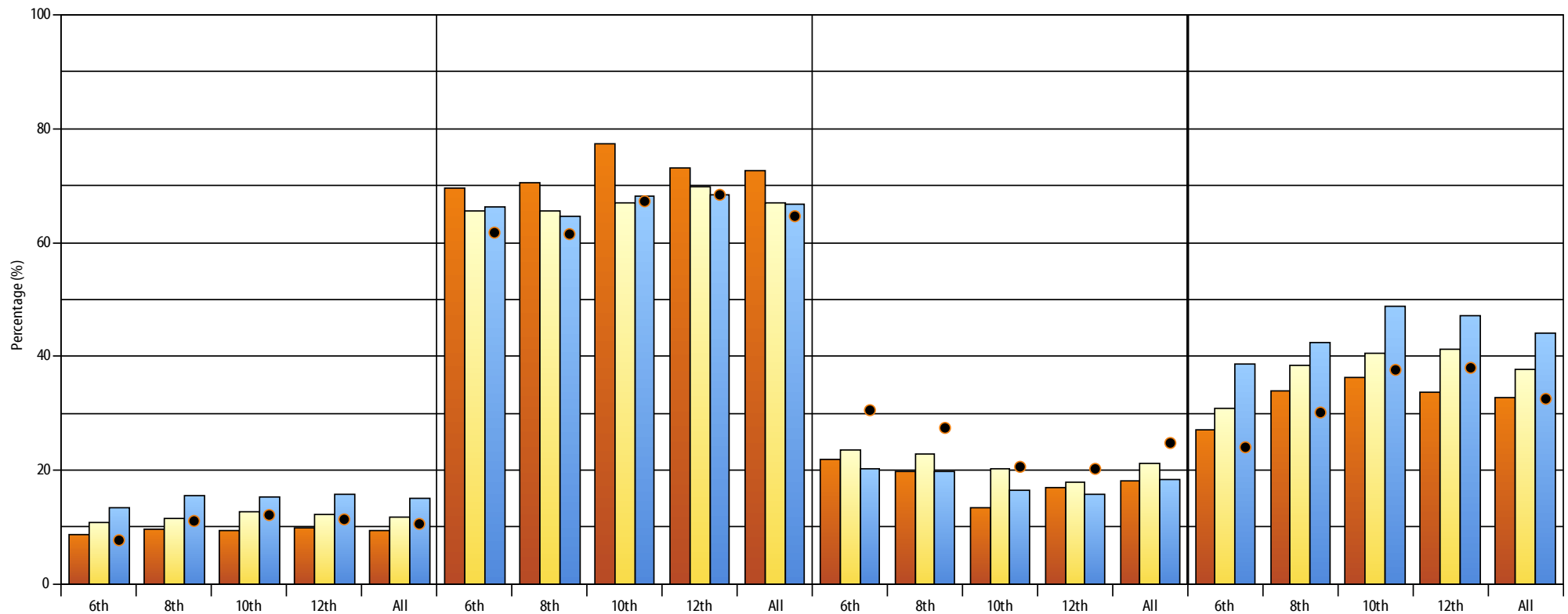
■ Race 2017 ■ Race 2019 ■ Race 2021 ● State 2021

Attitudes toward mental health treatment

		6th				8th				10th				12th				All			
		Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
How often in the last thirty days did you talk to an adult (parent, doctor, counselor, teacher, etc.) about feeling very sad, hopeless, or suicidal? (Answered 1 or more times)		16.6	20.2	20.2	18.3	16.6	20.1	18.4	18.2	18.2	20.3	23.8	22.8	16.6	24.4	19.5	24.7	17.1	21.2	20.4	21.0
Who, in the last thirty days, did you talk to about feeling very sad, hopeless, or suicidal? (Treated as "Mark all that apply")	Sample size*	~	721	316	1,535	~	805	545	3,047	~	714	487	3,158	~	468	236	1,848	~	2,708	1,584	9,588
	I felt this way but did not talk to anyone about it	~	43.6	55.1	44.7	~	37.9	54.9	48.0	~	40.4	47.3	39.2	~	36.9	42.0	34.7	~	39.5	49.7	40.9
	Parent	~	40.1	20.9	38.4	~	34.5	16.4	28.3	~	31.3	24.8	33.0	~	35.7	26.3	37.0	~	35.1	22.1	33.9
	Friend/Peer	~	42.7	35.3	32.1	~	46.7	33.6	39.8	~	46.0	37.6	46.6	~	45.5	44.7	50.5	~	45.3	37.8	43.8
	Teacher	~	12.6	6.1	6.5	~	11.1	4.4	3.1	~	5.4	3.4	3.3	~	5.0	6.3	4.9	~	8.3	4.9	4.2
	Doctor	~	10.2	2.2	4.4	~	8.8	2.7	4.8	~	5.3	3.9	5.3	~	7.1	3.6	6.8	~	7.7	3.2	5.5
	Clergy (e.g. Bishop, Priest or Nun, Minister, Pastor)	~	2.8	1.4	2.0	~	3.2	0.6	1.1	~	2.1	1.1	1.8	~	2.5	1.6	3.0	~	2.6	1.1	2.0
	School Counselor	~	16.2	8.2	11.0	~	14.9	6.4	6.7	~	7.4	5.7	4.9	~	6.8	5.1	3.5	~	11.0	6.3	5.9
	School Nurse	~	~	1.3	1.5	~	~	0.2	0.3	~	~	0.2	0.5	~	~	0.0	0.2	~	~	0.4	0.5
	Therapist	~	14.8	8.3	13.0	~	17.0	9.0	11.1	~	11.6	9.6	13.3	~	11.5	6.6	14.6	~	13.6	8.5	13.1
	Other adult	~	16.2	10.1	7.8	~	13.0	9.9	8.2	~	7.5	7.1	6.9	~	11.2	8.3	6.3	~	11.7	8.8	7.2
Do you think it's ok to seek help and talk to a professional counselor, therapist, or doctor if you've been feeling very sad, hopeless, or suicidal?	Yes	77.9	79.8	69.0	83.4	77.3	74.1	73.3	83.1	77.9	77.7	73.3	81.9	77.9	79.6	74.6	84.6	77.8	77.8	72.5	83.2
	No	11.4	6.0	9.5	4.0	7.2	5.8	3.7	1.9	4.8	3.4	2.2	1.8	6.8	3.8	4.1	2.2	7.4	4.7	4.9	2.4
Do you think it's ok to seek help and talk to a professional counselor, therapist, or doctor if you've been feeling very sad, hopeless, or suicidal?	I think it's ok for other people to seek help, but not for me to seek help	10.8	14.2	21.5	12.6	15.5	20.2	23.1	15.0	17.2	18.9	24.4	16.3	15.3	16.6	21.3	13.2	14.8	17.5	22.6	14.4

* These data represent youth who chose any answer other than "I have not felt this way in the past 30 days." If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. Due to changes to this question, 2017 data were unsuitable for comparison and are omitted. See Appendix A for information.

Depression Hispanic Students 2021 Student Survey



Grade	High depressive symptoms				Moderate depressive symptoms				No depressive symptoms				Felt sad or hopeless for two weeks or more in a row during the past year**			
	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	8.7	10.8	13.5	7.7	69.5	65.6	66.3	61.8	21.8	23.5	20.2	30.5	27.1	30.8	38.7	24.0
8th	9.6	11.6	15.5	11.1	70.5	65.6	64.7	61.5	19.9	22.8	19.8	27.4	34.0	38.4	42.5	30.1
10th	9.3	12.8	15.2	12.1	77.3	67.1	68.2	67.3	13.4	20.2	16.6	20.6	36.2	40.5	48.8	37.6
12th	9.8	12.3	15.8	11.4	73.2	69.7	68.4	68.4	17.0	17.9	15.7	20.2	33.7	41.2	47.1	38.0
All	9.3	11.8	15.0	10.6	72.6	66.9	66.7	64.6	18.1	21.3	18.3	24.8	32.8	37.6	44.0	32.5

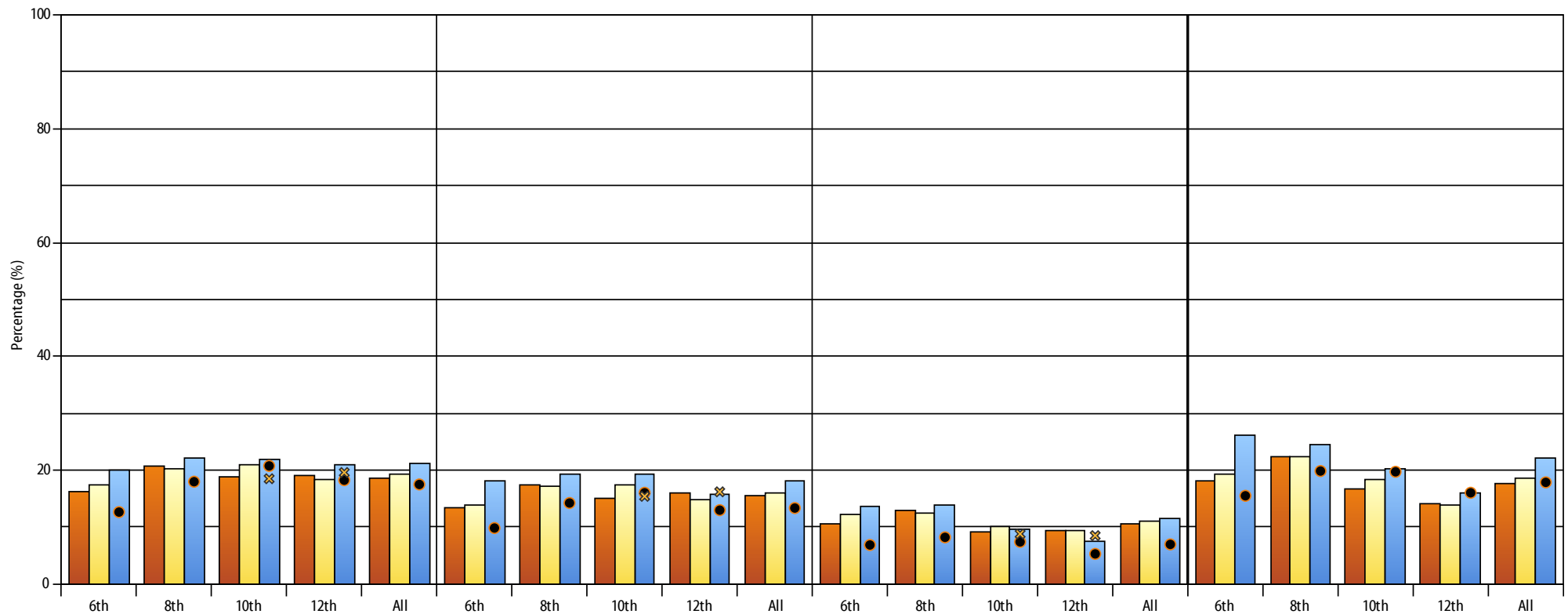
* Depressive symptoms are calculated from student responses to specific questions. See text for further explanation.

** National comparison data for "Felt sad or hopeless..." are available for 10th and 12th grade only.

Race 2017 Race 2019 Race 2021 State 2021

Suicide indicators and self harm

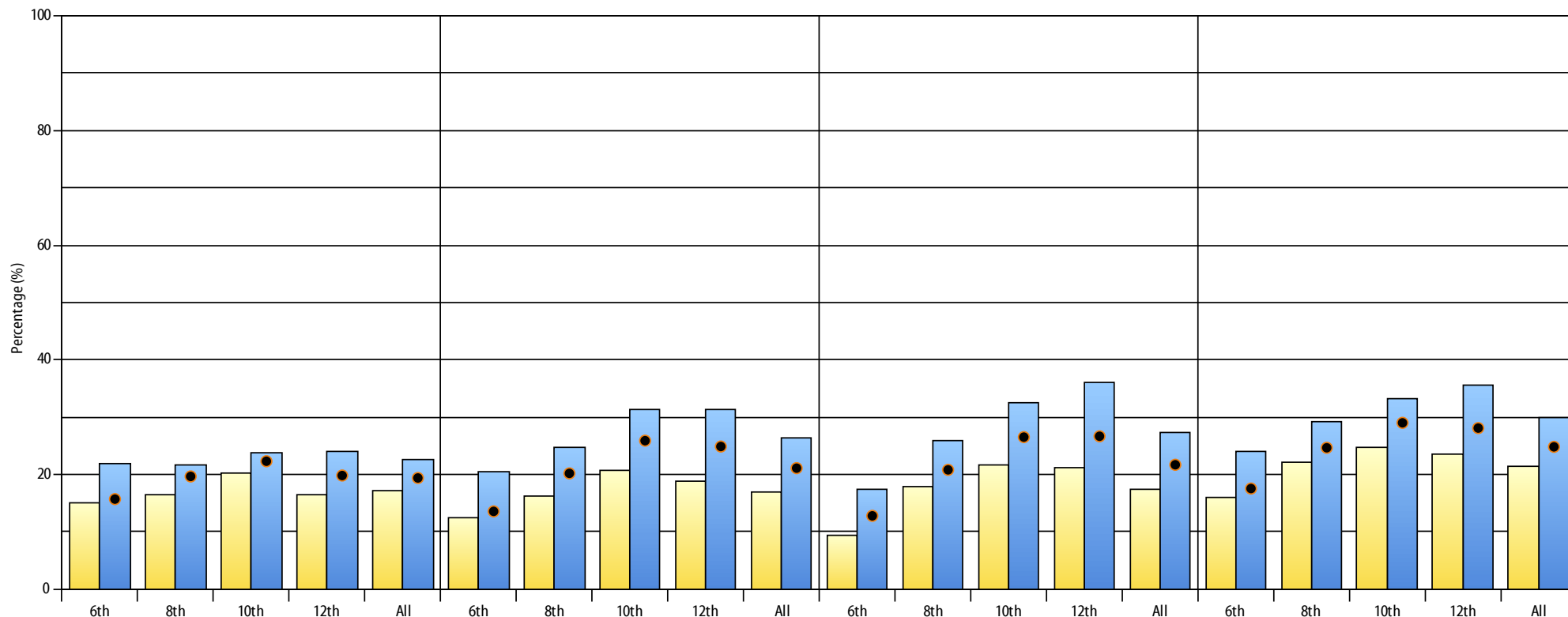
Hispanic Students 2021 Student Survey



Grade	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	16.1	17.4	20.0	12.6	13.3	13.9	18.0	9.8	10.6	12.1	13.7	6.9	18.0	19.3	26.2	15.5
8th	20.7	20.3	22.1	18.0	17.4	17.2	19.4	14.2	13.0	12.6	13.9	8.2	22.3	22.4	24.6	19.9
10th	18.9	20.9	21.8	20.8	15.1	17.5	19.3	16.0	9.1	10.0	9.6	7.4	16.6	18.4	20.4	19.7
12th	19.0	18.4	21.0	18.2	15.9	14.9	15.6	13.0	9.4	9.4	7.5	5.3	14.0	13.9	16.0	16.0
All	18.7	19.3	21.2	17.5	15.4	15.9	18.2	13.3	10.6	11.1	11.4	7.0	17.7	18.5	22.1	17.9

Social isolation

Hispanic Students 2021 Student Survey

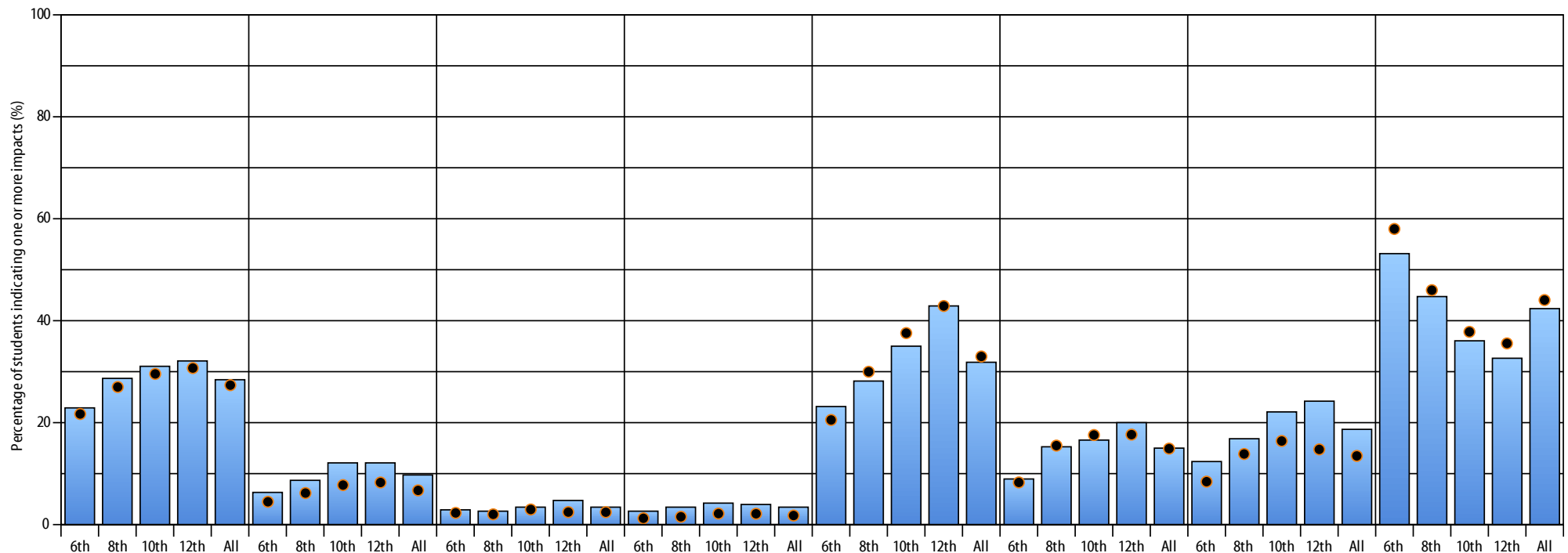


Students who reported during the past seven days "Often" or "Always"...

Grade	Felt left out.				Felt that people barely know me.				Felt isolated from others.				Felt that people are around me but not with me.			
	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	~	15.0	21.9	15.7	~	12.6	20.5	13.6	~	9.4	17.5	12.8	~	16.1	24.0	17.5
8th	~	16.6	21.6	19.7	~	16.3	24.7	20.2	~	18.0	26.0	20.8	~	22.0	29.2	24.7
10th	~	20.3	23.9	22.3	~	20.7	31.4	25.9	~	21.8	32.6	26.5	~	24.7	33.2	29.0
12th	~	16.5	24.0	19.8	~	18.7	31.3	24.9	~	21.2	36.1	26.7	~	23.5	35.5	28.1
All	~	17.1	22.7	19.4	~	17.0	26.5	21.1	~	17.4	27.3	21.7	~	21.5	30.0	24.8

■ Race 2019
 ■ Race 2021
 ● State 2021

Student experiences related to COVID-19 Hispanic Students 2021 Student Survey

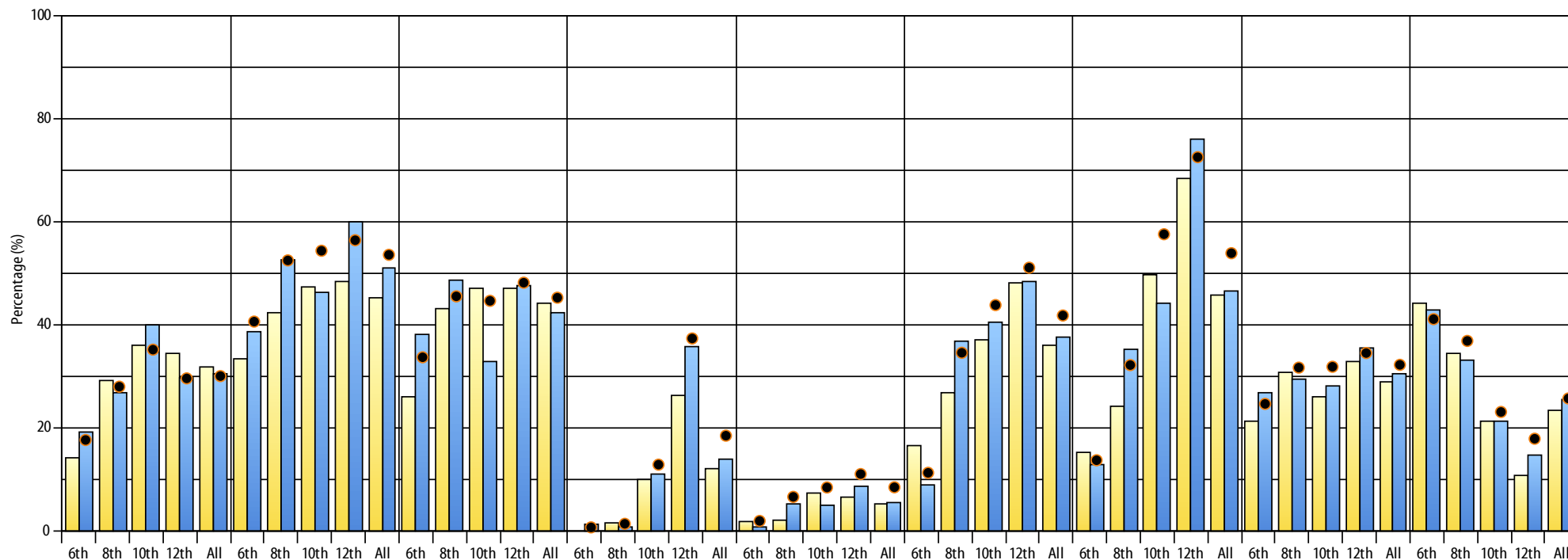


Did you experience any of the following due to the coronavirus or coronavirus symptoms? (Select one or more responses)

Grade	I was sick with the coronavirus or coronavirus symptoms		One or more people living in my home lost their job		I had to move or change homes		Skipped one or more meals because my family didn't have enough money to buy food		I felt anxious, sad, or hopeless		People in my home were fighting a lot		I had difficulty keeping up with school work because I didn't have access to a reliable computer or internet service		None of these	
	Race 2021	State 2021	Race 2021	State 2021	Race 2021	State 2021	Race 2021	State 2021	Race 2021	State 2021	Race 2021	State 2021	Race 2021	State 2021	Race 2021	State 2021
6th	22.9	21.7	6.2	4.4	2.7	2.2	2.5	1.2	23.2	20.5	8.9	8.2	12.3	8.4	53.2	58.0
8th	28.7	27.0	8.7	6.1	2.5	2.0	3.4	1.5	28.1	30.0	15.3	15.5	16.7	13.8	44.8	46.0
10th	31.0	29.5	12.0	7.7	3.4	2.9	4.1	2.1	35.1	37.6	16.5	17.5	22.1	16.4	36.1	37.8
12th	32.0	30.7	11.9	8.2	4.8	2.4	3.9	2.1	42.9	42.9	19.8	17.6	24.2	14.7	32.6	35.5
All	28.4	27.3	9.6	6.7	3.3	2.4	3.5	1.7	31.8	33.0	14.9	14.9	18.5	13.4	42.2	44.0

■ Race 2021 ● State 2021

Vaping product places of use (of past-month vaping product users)* Hispanic Students 2021 Student Survey



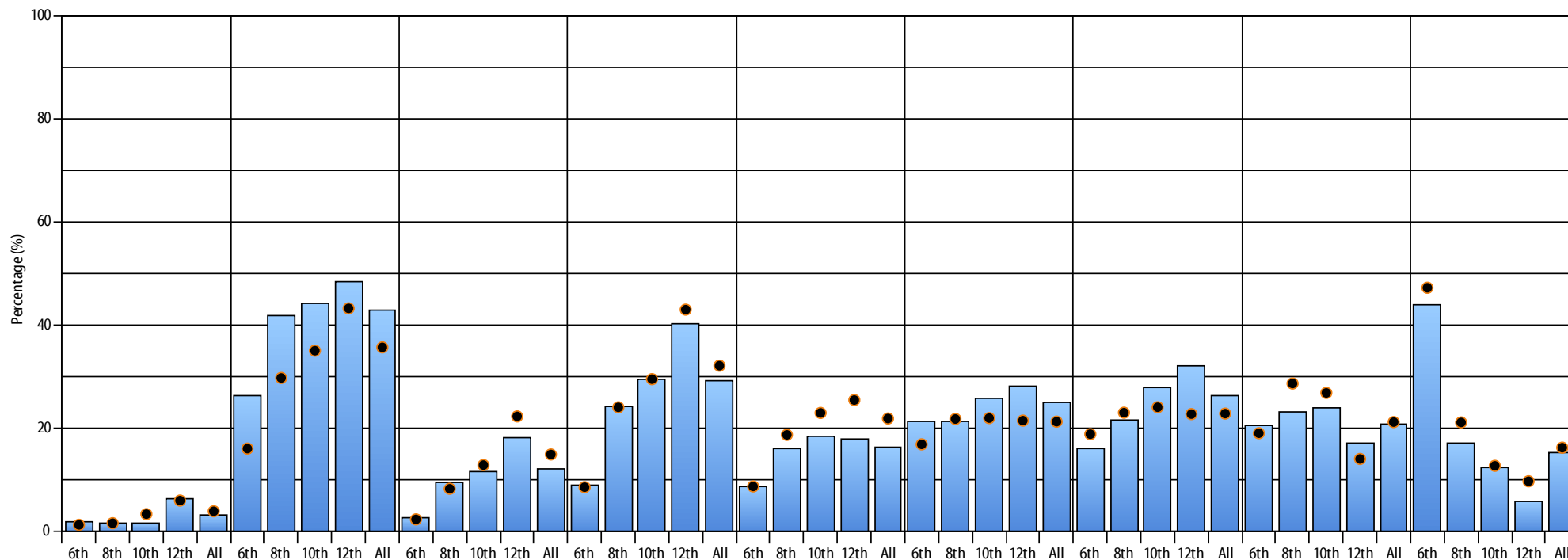
If you used a vape product (e-cigarettes, vape pens, or mods) in the past 30 days, where did you use it? (Mark all that apply)*

Grade	On school grounds				Inside my house				Outside my house				At work				Inside restaurants, vapor lounges, or stores				At parties or social situations				In the car				At parks or other outdoor rec areas				Other			
	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	~	14.0	19.1	17.6	~	33.5	38.7	40.6	~	26.1	38.2	33.7	~	0.0	1.3	0.7	~	1.7	0.7	1.9	~	16.5	8.8	11.3	~	15.3	12.9	13.7	~	21.3	26.9	24.7	~	44.1	42.9	41.1
8th	~	29.1	26.8	28.0	~	42.5	52.6	52.5	~	43.1	48.7	45.5	~	1.4	0.7	1.4	~	2.0	5.1	6.6	~	26.7	36.8	34.6	~	24.2	35.2	32.2	~	30.7	29.4	31.7	~	34.4	33.0	36.9
10th	~	36.0	40.0	35.2	~	47.3	46.2	54.4	~	47.0	32.9	44.7	~	10.0	10.9	12.8	~	7.4	4.9	8.4	~	37.0	40.5	43.8	~	49.8	44.1	57.6	~	26.0	28.0	31.9	~	21.3	21.2	23.1
12th	~	34.5	29.7	29.6	~	48.4	60.1	56.4	~	47.0	47.7	48.2	~	26.4	35.7	37.4	~	6.5	8.7	11.0	~	48.2	48.4	51.1	~	68.5	76.0	72.6	~	32.9	35.6	34.5	~	10.8	14.7	17.9
All	~	31.8	30.6	30.0	~	45.1	51.0	53.6	~	44.1	42.3	45.3	~	11.9	13.8	18.5	~	5.2	5.5	8.5	~	35.9	37.5	41.8	~	45.8	46.5	53.9	~	29.0	30.4	32.2	~	23.5	25.6	25.7

* These data represent youth who had used a vaping device in the past month and chose at least one place of using it. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2021 sample sizes represented in these data are 6th grade: 124 students (State: 319); 8th grade: 170 students (State: 552); 10th grade: 145 students (State: 639); 12th grade: 83 students (State: 496); all grades combined: 522 students (State: 2,006).

■ Race 2019 ■ Race 2021 ● State 2021

Sources of alcohol (of past-year alcohol users)* Hispanic Students 2021 Student Survey



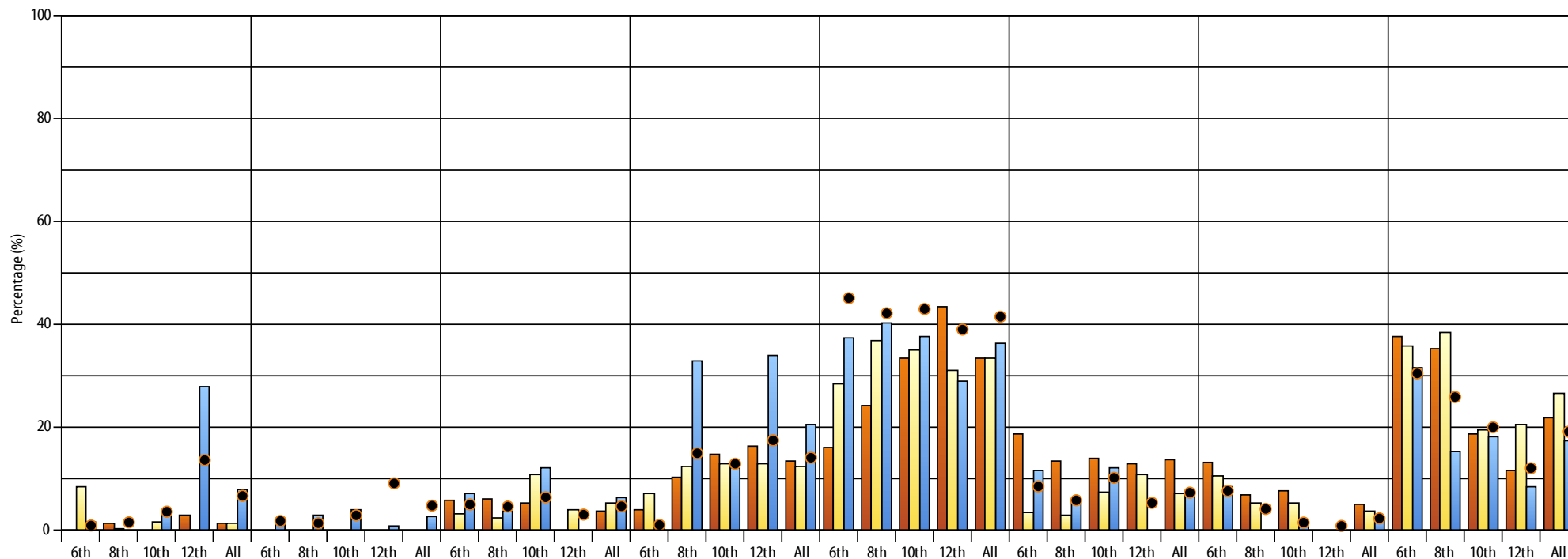
If you used alcohol the past year (12 months), how did you get it? (Students responding 1 or more times)*

Grade	I bought it myself from a store		I got it at a party		I gave someone else money to buy it for me		I got it from someone I know age 21 or older		I got it from someone I know under age 21		I got it from a family member or relative other than my parents		I got it from home with my parents' permission		I got it from home without my parents' permission		I got it another way	
	Race 2021	State 2021	Race 2021	State 2021	Race 2021	State 2021	Race 2021	State 2021	Race 2021	State 2021	Race 2021	State 2021	Race 2021	State 2021	Race 2021	State 2021	Race 2021	State 2021
6th	1.8	1.2	26.2	16.0	2.5	2.3	8.8	8.5	8.6	8.7	21.3	16.8	16.0	18.8	20.4	19.0	43.8	47.2
8th	1.5	1.5	41.7	29.7	9.4	8.2	24.1	24.0	16.1	18.7	21.2	21.8	21.5	23.0	23.0	28.6	17.2	21.1
10th	1.5	3.3	44.2	35.0	11.6	12.8	29.5	29.5	18.4	22.9	25.7	21.9	28.0	24.0	23.8	26.8	12.2	12.7
12th	6.2	5.9	48.5	43.2	18.2	22.3	40.2	43.0	17.9	25.4	28.1	21.4	32.1	22.7	17.0	14.0	5.8	9.7
All	3.2	3.8	42.8	35.7	12.2	14.9	29.3	32.1	16.4	21.9	24.8	21.2	26.3	22.8	20.8	21.2	15.2	16.2

* These data represent youth who had drunk alcohol in the past month and chose at least one source of obtaining it. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2021 sample sizes represented in these data are 6th grade: 246 students (State: 710); 8th grade: 445 students (State: 1,332); 10th grade: 410 students (State: 1,753); 12th grade: 307 students (State: 1,501); all grades combined: 1,408 students (State: 5,296).

■ Race 2021 ● State 2021

Sources of vaping products (of past-month vaping product users)* Hispanic Students 2021 Student Survey



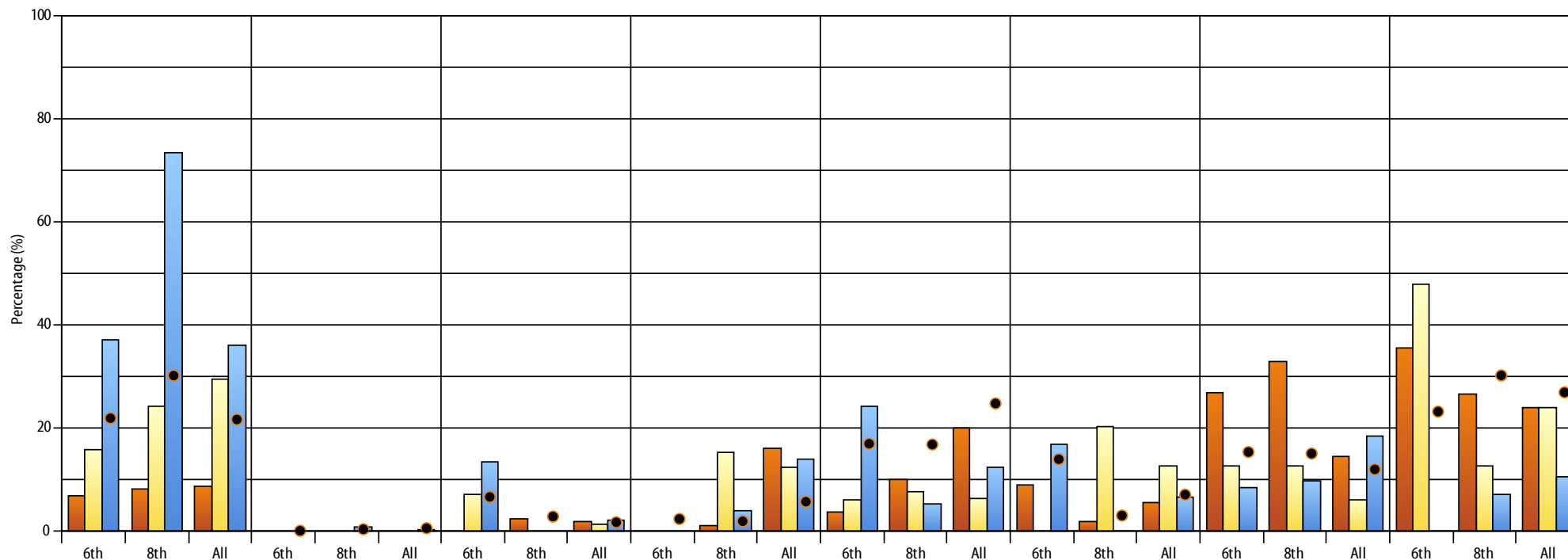
If you used vape products in the past 30 days, how did you usually get your own vape products? (Choose only one answer)*

Grade	I bought them in a convenience store, supermarket, discount store, or gas station.				I bought them at a smoke or vape shop.				I bought them on the Internet or social media (such as Facebook, Instagram, or SnapChat).				I gave someone else money to buy them for me.				I borrowed (or bummed) them from somebody else.				A person 18 years old or older gave them to me.				I took them from a store or family member.				I got them some other way.			
	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	0.0	8.4	1.6	0.8	~	~	1.4	1.7	5.8	3.2	7.1	4.9	3.9	7.0	1.3	0.9	16.0	28.5	37.3	45.1	18.6	3.2	11.4	8.4	13.0	10.4	8.3	7.6	37.6	35.8	31.6	30.5
8th	1.3	0.2	0.0	1.5	~	~	2.8	1.3	6.0	2.2	3.6	4.5	10.3	12.4	32.9	14.9	24.2	36.8	40.3	42.2	13.5	3.0	5.3	5.8	6.7	5.2	0.0	4.1	35.1	38.5	15.1	25.8
10th	0.0	1.6	3.2	3.5	~	~	4.0	2.8	5.3	10.7	12.0	6.3	14.6	12.9	12.2	12.9	33.4	34.9	37.7	43.0	13.9	7.2	12.0	10.1	7.7	5.2	0.9	1.4	18.5	19.4	18.0	20.0
12th	2.8	0.0	27.9	13.6	~	~	0.7	9.0	0.0	3.9	0.0	3.0	16.3	12.8	34.0	17.4	43.4	31.1	28.8	39.0	12.8	10.7	0.0	5.2	0.0	0.0	0.0	0.8	11.5	20.5	8.5	12.0
All	1.4	1.2	8.0	6.6	~	~	2.5	4.7	3.6	5.1	6.4	4.6	13.4	12.2	20.5	14.0	33.4	33.5	36.2	41.5	13.7	7.0	7.5	7.2	5.0	3.7	1.7	2.2	21.7	26.6	17.3	19.1

* These data represent youth who had used a vaping device in the past month and chose at least one source of obtaining vaping products. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2021 sample sizes represented in these data are 6th grade: 43 students (State: 96); 8th grade: 39 students (State: 168); 10th grade: 50 students (State: 224); 12th grade: 19 students (State: 161); all grades combined: 151 students (State: 649).

■ Race 2017 ■ Race 2019 ■ Race 2021 ● State 2021

Sources of cigarettes (of past-month cigarette users)* Hispanic Students 2021 Student Survey



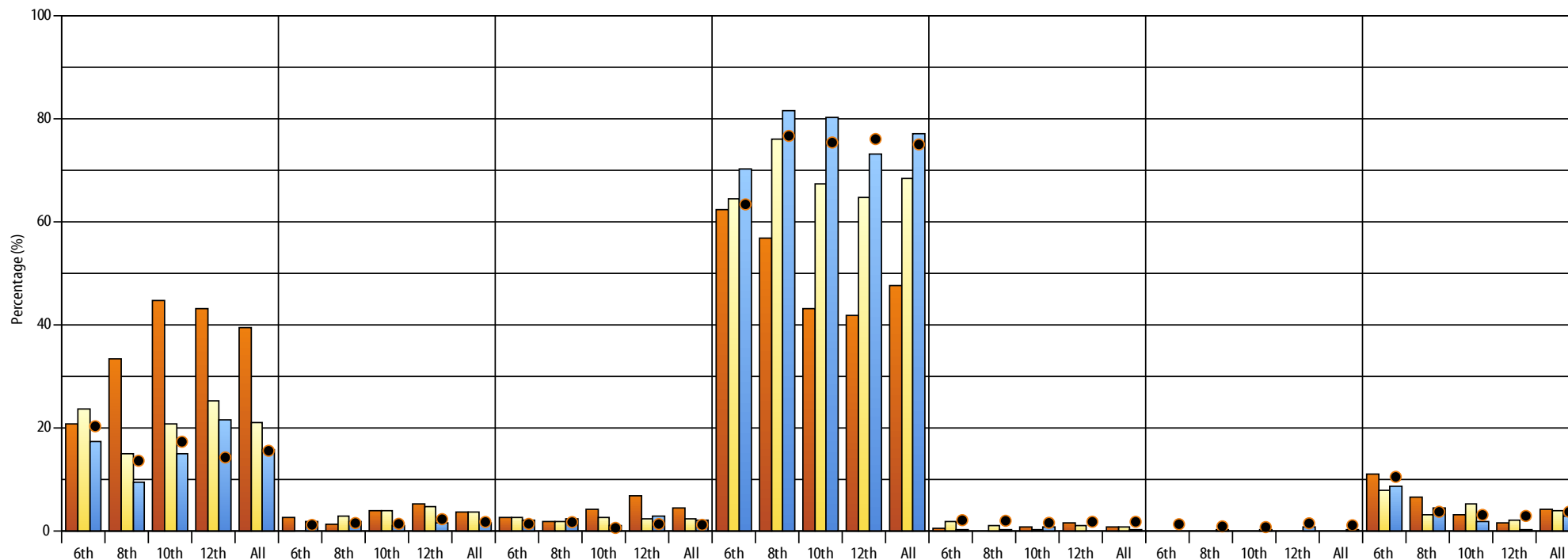
If you smoked cigarettes in the past 30 days, how did you usually get your own cigarettes? (Choose only one answer)*

Grade	I bought them in a convenience store, supermarket, discount store, or gas station.				I bought them at a smoke or vape shop.				I bought them on the Internet or social media (such as Facebook, Instagram, or SnapChat).				I gave someone else money to buy them for me.				I borrowed (or bummed) them from somebody else.				A person 18 years old or older gave them to me.				I took them from a store or family member.				I got them some other way.			
	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	6.7	15.8	37.2	21.9	~	~	0.0	0.0	0.0	7.2	13.3	6.6	0.0	0.0	0.0	2.3	3.5	5.9	24.3	16.9	8.8	0.0	16.9	13.9	26.7	12.5	8.4	15.3	35.5	47.8	0.0	23.2
8th	8.2	24.1	73.4	30.2	~	~	0.8	0.3	2.4	0.0	0.0	2.8	1.1	15.1	3.8	1.8	9.9	7.7	5.2	16.8	1.9	20.2	0.0	3.0	33.0	12.6	9.8	15.0	26.6	12.7	7.0	30.2
All	8.5	29.5	36.0	21.6	~	~	0.3	0.5	1.9	1.2	1.9	1.7	16.1	12.5	14.0	5.6	20.0	6.2	12.3	24.7	5.4	12.7	6.4	7.0	14.3	6.1	18.5	11.9	24.0	23.9	10.6	26.9

* These data represent youth who had smoked cigarettes in the past month and chose at least one source of obtaining them. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2021 sample sizes represented in these data are 6th grade: 12 students (State: 43); 8th grade: 14 students (State: 45); 10th grade: <10 students (State: 40); 12th grade: <10 students (State: 30); all grades combined: 35 students (State: 158).

Race 2017 Race 2019 Race 2021 State 2021

First use of tobacco (of students who have ever tried tobacco products)* Hispanic Students 2021 Student Survey



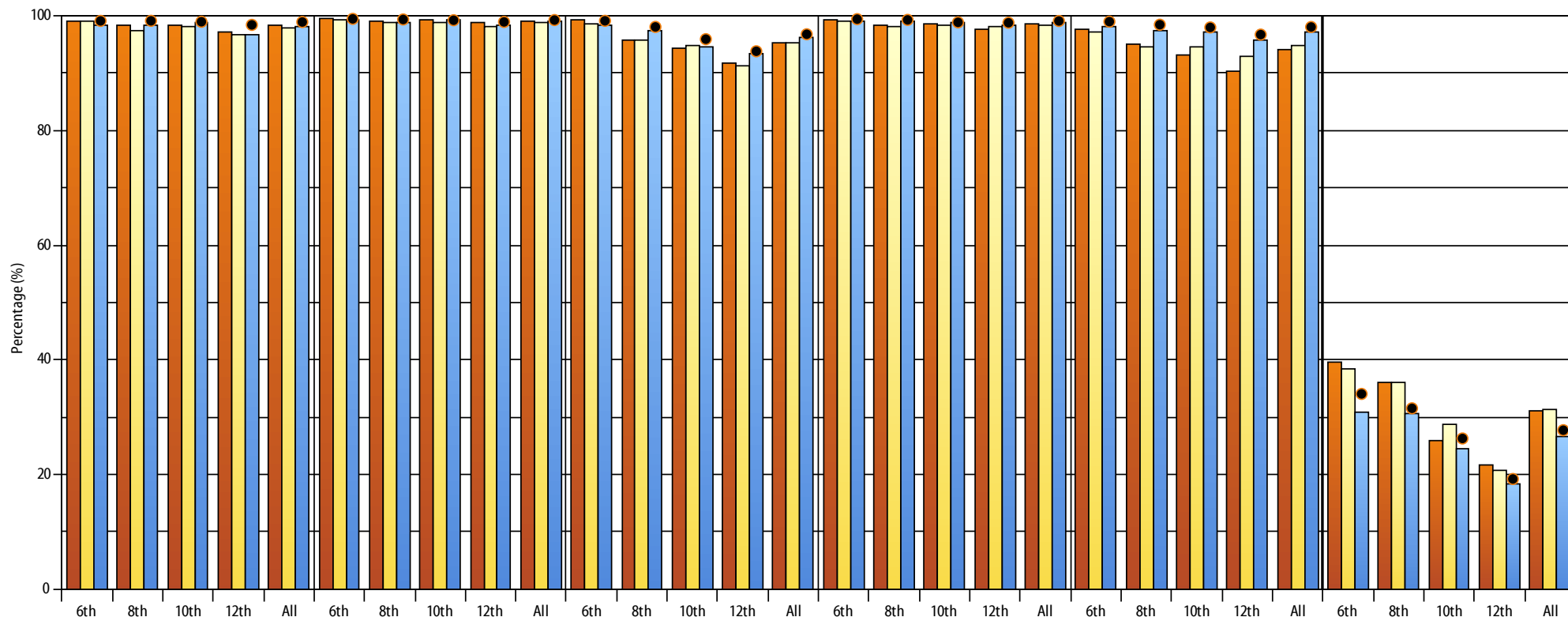
If you have ever tried a tobacco product, which one did you try first?*

Grade	Cigarettes				Cigars, cigarillos, or little cigars				Tobacco in a hookah or waterpipe				Vape products such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars				Chewing tobacco, snuff, or dip				Nicotine pouches like Zyn, On, or Velo				Other			
	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	20.8	23.6	17.3	20.3	2.6	0.0	1.8	1.1	2.5	2.5	2.1	1.3	62.5	64.4	70.2	63.4	0.6	1.7	0.2	2.1	~	~	0.0	1.3	11.0	7.9	8.6	10.5
8th	33.3	15.1	9.4	13.6	1.4	3.0	1.9	1.5	1.9	1.7	2.2	1.7	56.8	76.1	81.6	76.7	0.0	1.0	0.2	1.9	~	~	0.3	0.9	6.6	3.2	4.3	3.7
10th	44.9	20.6	14.9	17.3	4.0	3.8	0.9	1.4	4.2	2.6	1.1	0.6	43.2	67.4	80.3	75.4	0.7	0.0	0.7	1.6	~	~	0.1	0.7	3.0	5.1	1.9	3.1
12th	43.2	25.1	21.5	14.2	5.3	4.6	1.6	2.3	6.7	2.4	2.8	1.3	41.8	64.7	73.2	76.1	1.4	1.0	0.0	1.7	~	~	0.7	1.5	1.6	2.1	0.2	2.9
All	39.3	21.0	15.8	15.6	3.7	3.5	1.5	1.7	4.4	2.3	2.1	1.2	47.7	68.4	77.2	75.0	0.8	0.8	0.3	1.8	~	~	0.3	1.1	4.1	3.8	2.7	3.7

* These data do not include students who have never used a tobacco product. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2021 sample sizes represented in these data are 6th grade: 207 students (State: 583); 8th grade: 269 students (State: 921); 10th grade: 250 students (State: 1,136); 12th grade: 160 students (State: 855); all grades combined: 886 students (State: 3,495).

Race 2017 Race 2019 Race 2021 State 2021

Perception of parental disapproval Hispanic Students 2021 Student Survey

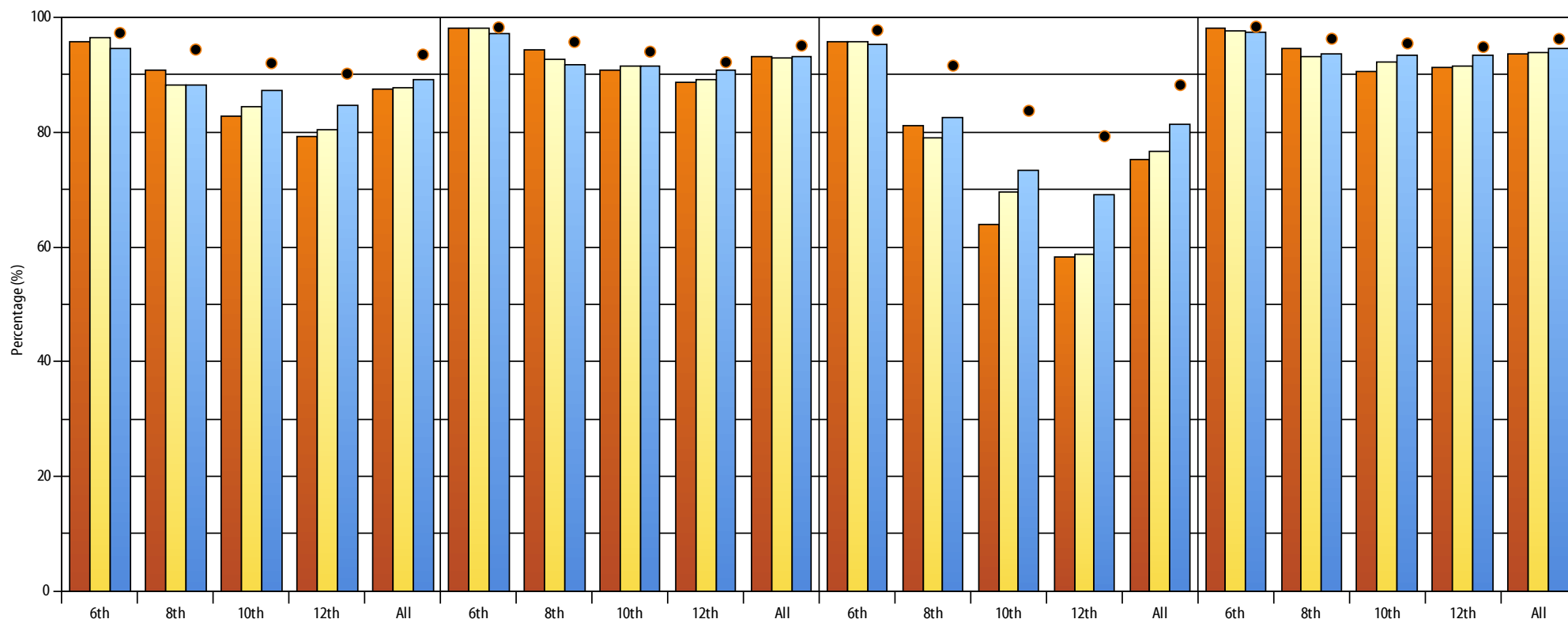


Parents feel it would be "Wrong" or "Very Wrong" to...

Grade	have one or two drinks of an alcoholic beverage nearly every day				smoke cigarettes				smoke marijuana				use prescription drugs not prescribed to you				use vape products such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars				Parents communicate expectations of NO alcohol use at least twice a year			
	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	99.2	99.0	98.3	99.1	99.5	99.4	99.3	99.5	99.2	98.6	98.4	99.2	99.2	99.0	99.2	99.4	97.7	97.2	98.0	99.0	39.7	38.4	30.8	34.1
8th	98.5	97.5	98.3	99.2	99.1	98.8	98.9	99.4	95.9	95.8	97.4	98.1	98.3	98.2	99.1	99.3	95.2	94.7	97.4	98.5	36.1	36.1	30.7	31.5
10th	98.5	98.1	98.8	99.0	99.4	98.9	99.4	99.3	94.3	94.8	94.6	96.0	98.7	98.3	98.8	98.9	93.2	94.7	97.1	98.0	25.9	28.8	24.5	26.3
12th	97.2	96.8	96.8	98.5	98.8	98.1	98.5	99.0	91.7	91.3	93.5	93.8	97.8	98.2	98.4	98.8	90.3	92.8	95.8	96.7	21.7	20.6	18.5	19.2
All	98.4	97.9	98.1	98.9	99.2	98.8	99.0	99.3	95.4	95.3	96.2	96.8	98.5	98.4	98.9	99.1	94.2	95.0	97.2	98.1	31.0	31.4	26.5	27.7

Race 2017 Race 2019 Race 2021 State 2021

Perception of peer disapproval Hispanic Students 2021 Student Survey

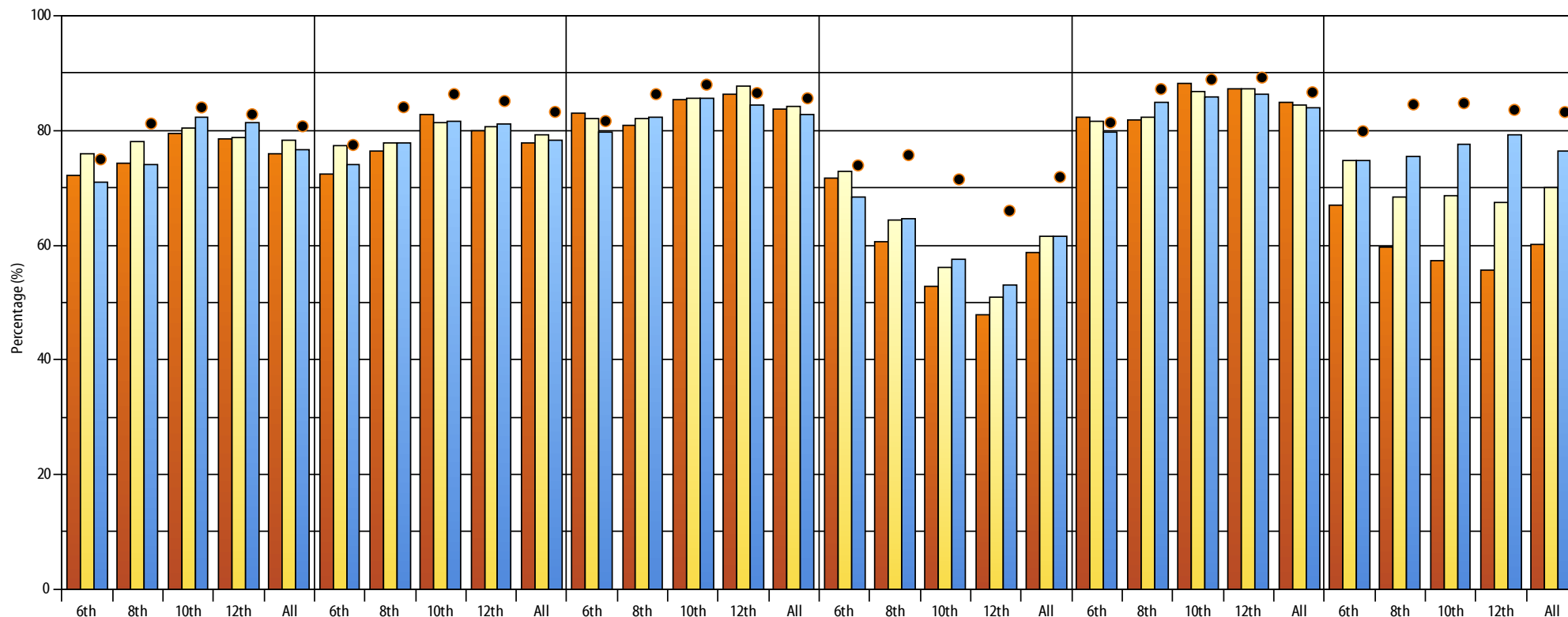


Friends feel it would be "Wrong" or "Very Wrong" to...

Grade	have one or two drinks of an alcoholic beverage nearly every day				smoke tobacco				smoke marijuana				use prescription drugs not prescribed to you			
	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	95.8	96.4	94.6	97.3	98.2	98.0	97.3	98.3	95.8	95.8	95.4	97.8	98.2	97.6	97.4	98.4
8th	90.9	88.3	88.3	94.4	94.5	92.8	91.7	95.7	81.0	78.9	82.6	91.6	94.6	93.2	93.6	96.3
10th	82.9	84.4	87.3	92.0	90.9	91.4	91.6	94.1	63.8	69.6	73.4	83.7	90.7	92.3	93.5	95.5
12th	79.3	80.3	84.7	90.2	88.7	89.1	90.8	92.2	58.2	58.6	69.1	79.3	91.2	91.5	93.3	94.9
All	87.5	87.7	89.1	93.5	93.2	93.0	93.1	95.1	75.3	76.6	81.3	88.2	93.8	93.8	94.6	96.3

Race 2017 Race 2019 Race 2021 State 2021

Perception of risk Hispanic Students 2021 Student Survey



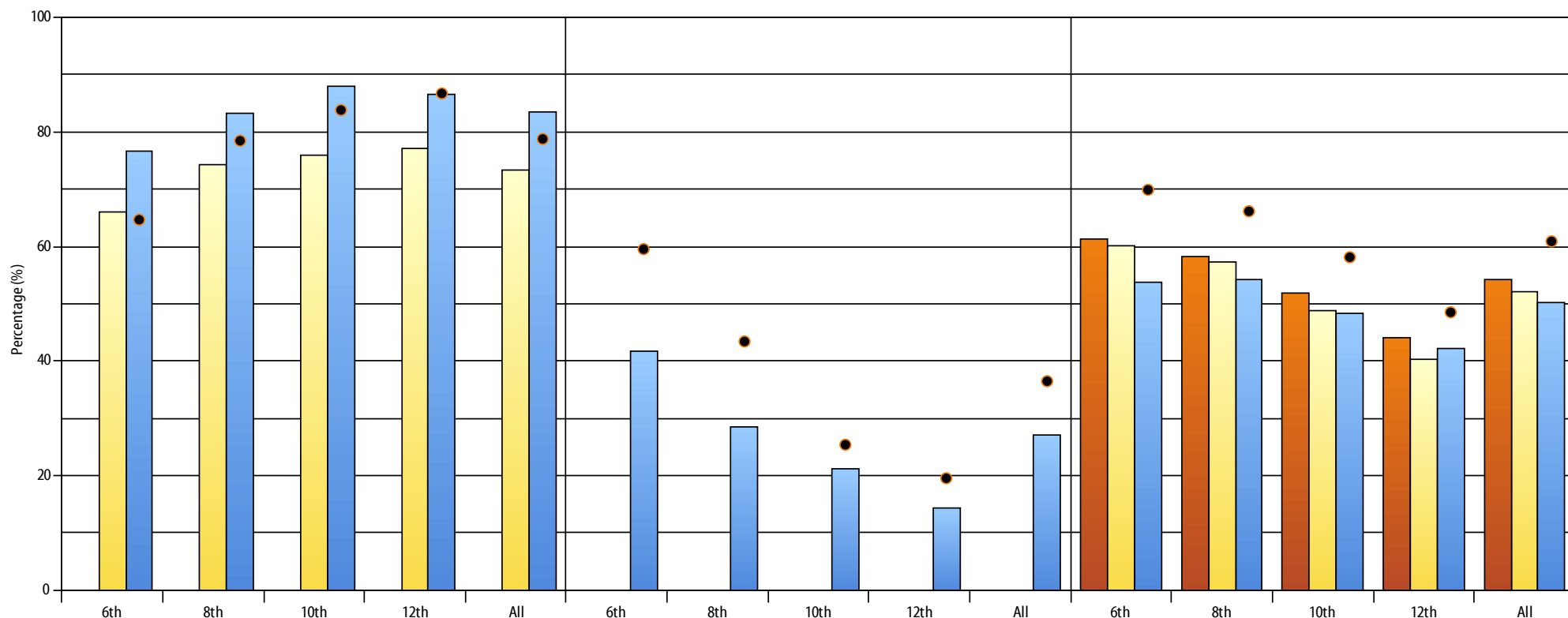
Race 2017 Race 2019 Race 2021 State 2021

Perceived vs. actual ATOD use*

		6th				8th				10th				12th				All			
		Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
Smoke cigarettes every day	Perceived use	2.6	3.9	3.2	2.8	13.6	14.3	14.2	12.0	24.9	20.3	17.5	16.3	22.1	22.7	16.7	15.2	15.7	15.0	12.4	11.6
	Actual use	0.0	0.2	0.2	0.1	0.3	0.4	0.1	0.1	0.7	0.3	0.2	0.3	1.6	0.6	0.8	0.4	0.6	0.4	0.3	0.2
Drank alcohol in past 30 days	Perceived use	3.9	5.8	4.7	3.7	19.6	23.8	21.2	16.5	37.6	34.2	31.2	26.8	40.6	40.7	32.7	28.3	25.2	25.6	21.4	18.8
	Actual use	2.2	1.7	2.5	1.0	7.2	9.3	8.5	3.2	14.6	13.0	8.9	4.7	22.5	19.1	14.8	8.4	11.3	10.3	8.2	4.3
Used marijuana in past 30 days	Perceived use	2.9	4.2	3.1	2.0	24.3	28.9	21.8	14.4	44.5	42.3	34.2	25.5	45.0	48.0	36.9	28.1	29.0	30.1	22.6	17.5
	Actual use	1.5	1.5	1.2	0.5	8.3	11.8	7.3	3.0	15.7	16.0	9.9	5.9	19.8	19.9	13.8	9.0	11.0	11.8	7.5	4.5

* Students were asked to report the percent of their peers they perceived were using cigarettes, alcohol, and marijuana. The data in this table represent their perceived use amongst similarly aged peers compared to the actual use of those substances by grade.

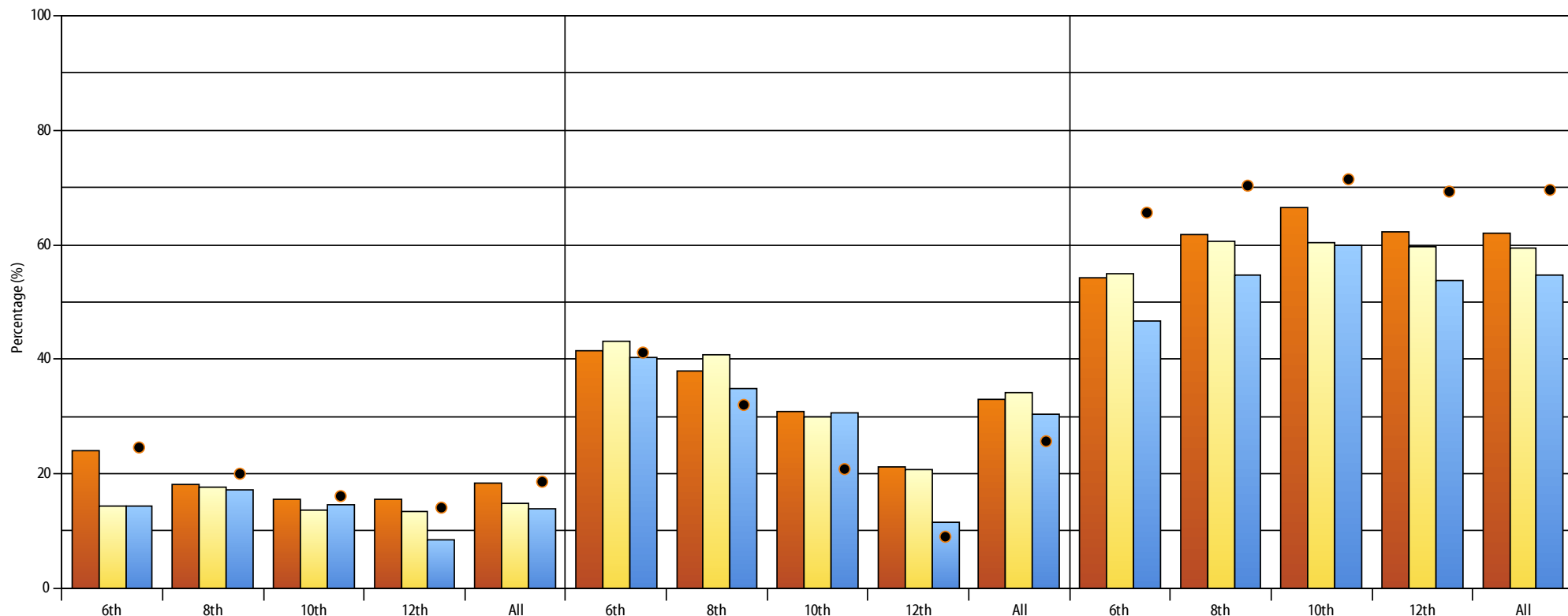
Student health habits and routines Hispanic Students 2021 Student Survey



■ Race 2017
 ■ Race 2019
 ■ Race 2021
 ● State 2021

Student physical health and activity levels

Hispanic Students 2021 Student Survey



Physically active all seven days during the past week

Walk or ride non-motorized scooter/bike to/from school 1 or more times in a typical week

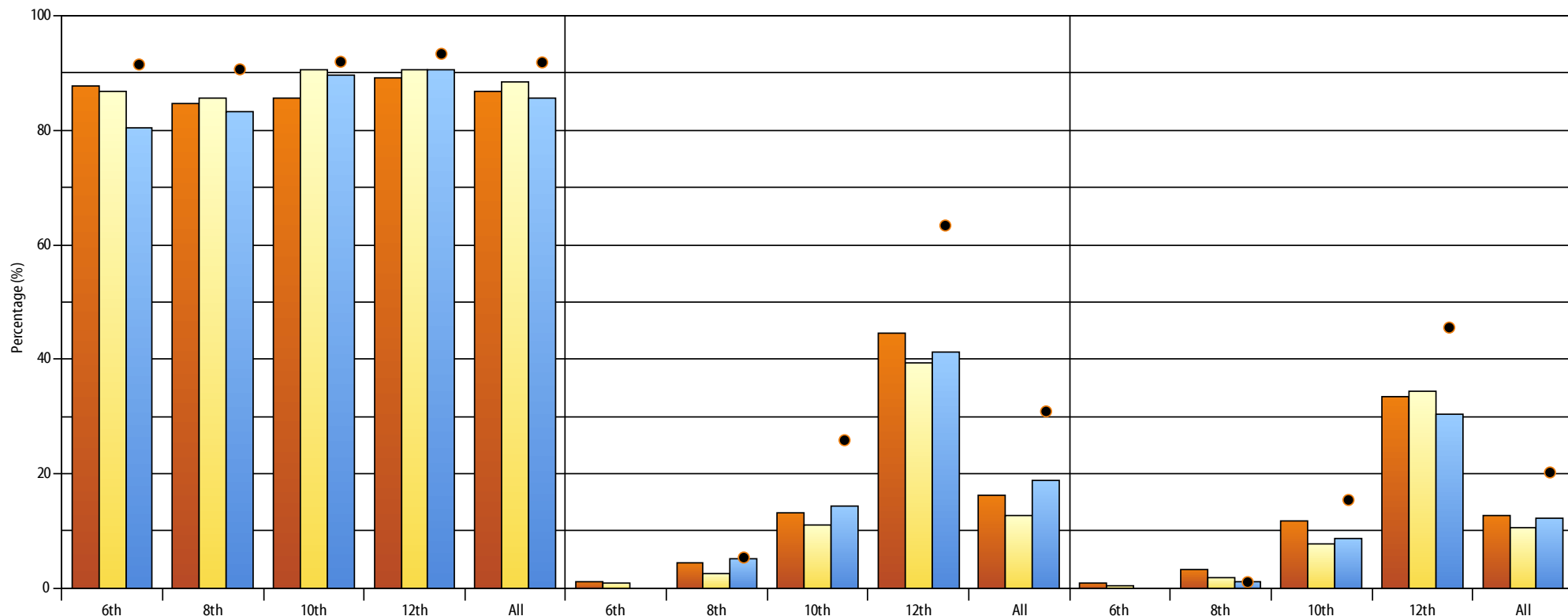
Adolescents reporting healthy body weight (between 5th and 85th percentiles)

Grade	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	24.1	14.3	14.3	24.6	41.5	43.0	40.4	41.2	54.2	55.0	46.7	65.6
8th	18.1	17.5	17.2	20.0	37.9	40.8	34.9	32.0	61.8	60.6	54.7	70.3
10th	15.5	13.6	14.5	16.1	30.8	29.9	30.6	20.8	66.5	60.5	60.0	71.5
12th	15.5	13.5	8.3	14.1	21.2	20.7	11.5	9.0	62.3	59.6	53.7	69.3
All	18.3	14.7	13.8	18.6	33.0	34.1	30.3	25.7	62.1	59.3	54.7	69.6

■ Race 2017
 ■ Race 2019
 ■ Race 2021
 ● State 2021

Safe vehicle habits

Hispanic Students 2021 Student Survey

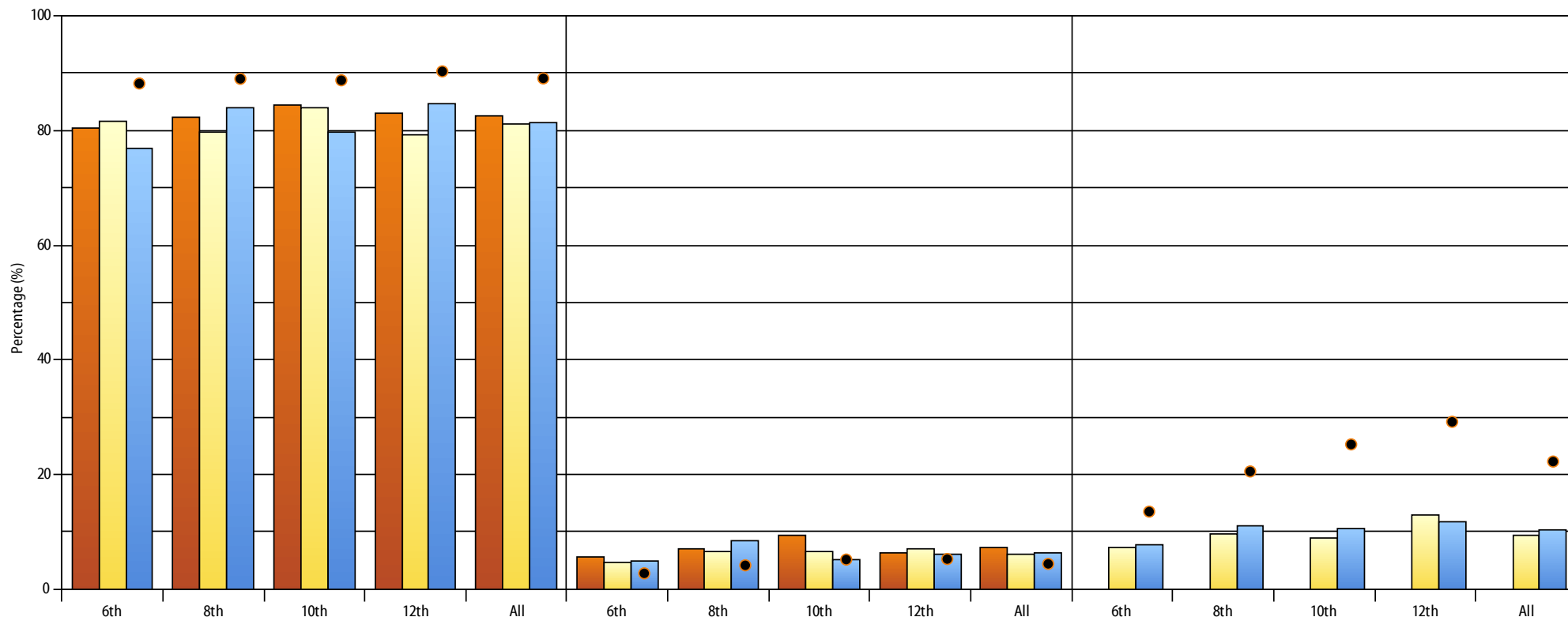


Grade	Student wears a seat belt "Most of the time" or "Always" when riding in a car driven by someone else				Talked on a phone 1 or times while driving a car or other vehicle in the past 30 days				Texted or emailed 1 or times while driving a car or other vehicle in the past 30 days			
	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	87.7	86.9	80.4	91.5	1.2	0.9	~	~	0.9	0.3	~	~
8th	84.7	85.5	83.3	90.7	4.3	2.5	5.2	5.3	3.3	1.8	1.0	1.1
10th	85.6	90.6	89.7	92.0	13.2	11.1	14.4	25.9	11.8	7.8	8.8	15.4
12th	89.1	90.5	90.7	93.4	44.6	39.3	41.3	63.4	33.6	34.4	30.4	45.5
All	86.8	88.4	85.6	91.9	16.2	12.8	18.9	30.9	12.7	10.5	12.3	20.2

■ Race 2017
 ■ Race 2019
 ■ Race 2021
 ● State 2021

Student safety

Hispanic Students 2021 Student Survey



Grade	Student indicating they "somewhat" or "definitely" agree with the statement "I feel safe in my neighborhood."				Hit or injured on purpose by a dating partner (past 12 months)				Guns and bullets in home stored unlocked/in plain sight OR locked/hidden, but student can access			
	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021	Race 2017	Race 2019	Race 2021	State 2021
6th	80.4	81.7	76.9	88.2	5.6	4.7	5.0	2.7	~	7.2	7.8	13.5
8th	82.4	79.6	84.0	89.0	7.0	6.5	8.4	4.2	~	9.6	11.1	20.5
10th	84.4	84.1	79.8	88.8	9.4	6.6	5.2	5.2	~	8.8	10.6	25.2
12th	83.0	79.3	84.7	90.3	6.4	6.9	6.0	5.3	~	13.0	11.6	29.2
All	82.6	81.2	81.3	89.1	7.2	6.2	6.2	4.4	~	9.5	10.2	22.3

■ Race 2017
 ■ Race 2019
 ■ Race 2021
 ● State 2021

THE RISK AND PROTECTIVE FACTOR MODEL OF PREVENTION

Prevention is a science. The Risk and Protective Factor Model of Prevention is a proven way of reducing substance abuse and its related consequences.

This model is based on the simple premise that to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks. Just as medical researchers have found risk factors for heart disease such as diets high in fat, lack of exercise, and smoking; a team of researchers at the University of Washington have defined a set of risk factors for youth problem behaviors.

Risk factors are characteristics of school, community and family environments, and of students and their peer groups known to predict increased likelihood of drug use, delinquency, school dropout, and violent behaviors among youth. For example, children who live in disorganized, crime-ridden neighborhoods are more likely to become involved in crime and drug use than children who live in safe neighborhoods.

The chart on the following page shows the links between the 20 risk factors and six problem behaviors. The check marks indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Protective factors exert a positive influence and buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research include strong bonding to family, school, community and peers, and healthy beliefs and clear standards for behavior. Protective bonding depends on three conditions:

- **Opportunities** for young people to actively contribute
- **Skills** to be able to successfully contribute
- **Consistent recognition** or reinforcement for their efforts and accomplishments

Bonding confers a protective influence only when there is a positive climate in the bonded community. Peers and adults in these schools, families and neighborhoods must communicate healthy values and set clear standards for behavior in order to ensure a protective effect. For example, strong bonds to antisocial peers would not be likely to reinforce positive behavior.

Research on risk and protective factors has important implications for children's academic success, positive youth development, and prevention of health and behavior problems. In order to promote academic success and positive youth development and to prevent problem behaviors, **it is necessary to address the factors that predict these outcomes.** By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by policies, programs, and actions shown to reduce those risk factors and to promote protective factors.

Each risk and protective factor can be linked to specific types of interventions that have been shown to be effective in either reducing risk(s) or enhancing protection(s). The steps outlined here will help make key decisions regarding allocation of resources, how and when to address specific needs, and which strategies are most effective and known to produce results.

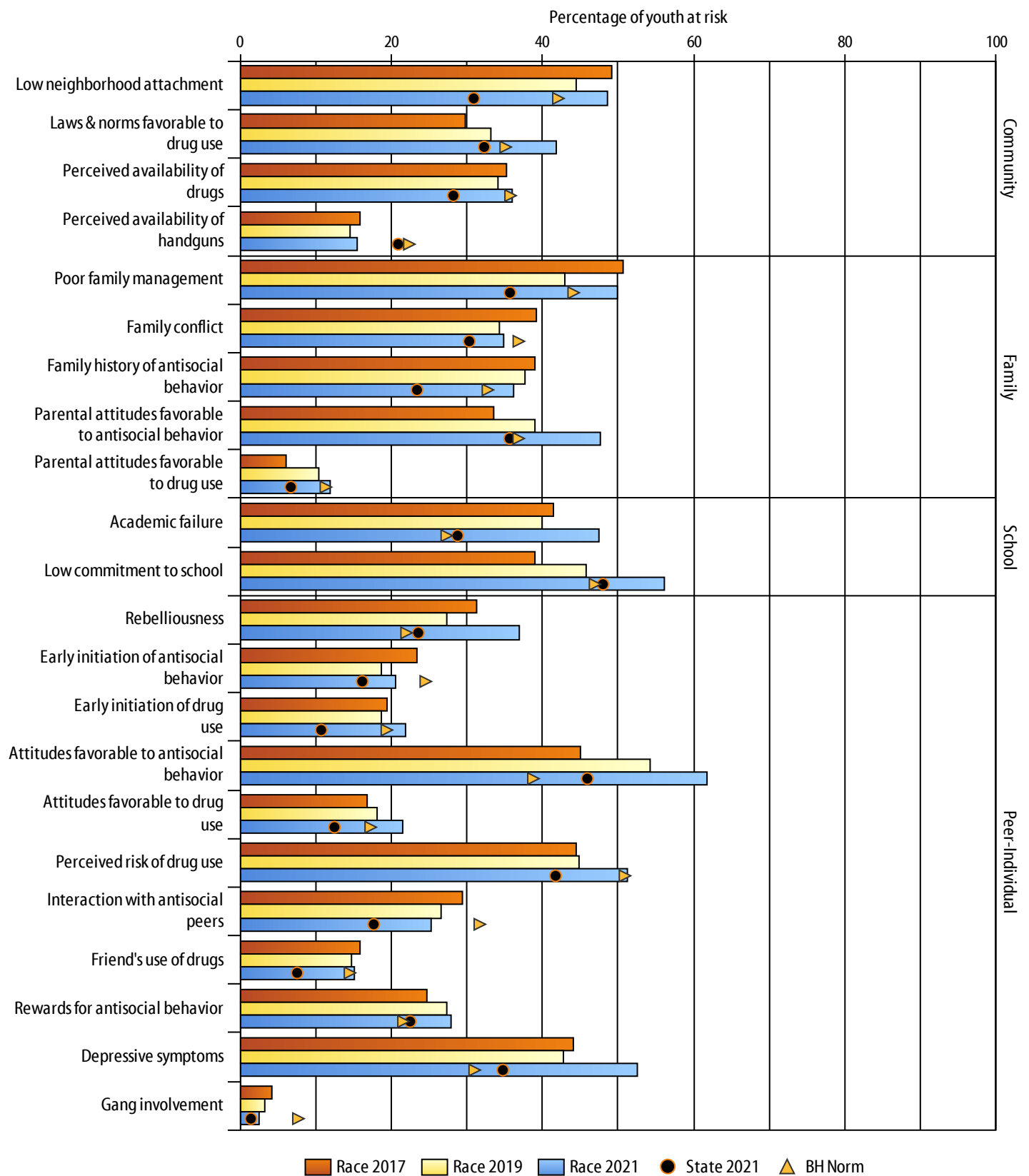
In addition to helping assess current conditions and prioritize areas of greatest need, data from the SHARP Prevention Needs Assessment (PNA) Survey can be a powerful tool in applying for and complying with several federal programs, outlined later in this report, such as the Strategic Prevention Framework process. The survey also gathers valuable data which allows state and local agencies to address other prevention issues related to academic achievement, mental health, gang involvement, health and fitness, and personal safety.

RISK FACTORS FOR ADOLESCENT PROBLEM BEHAVIORS

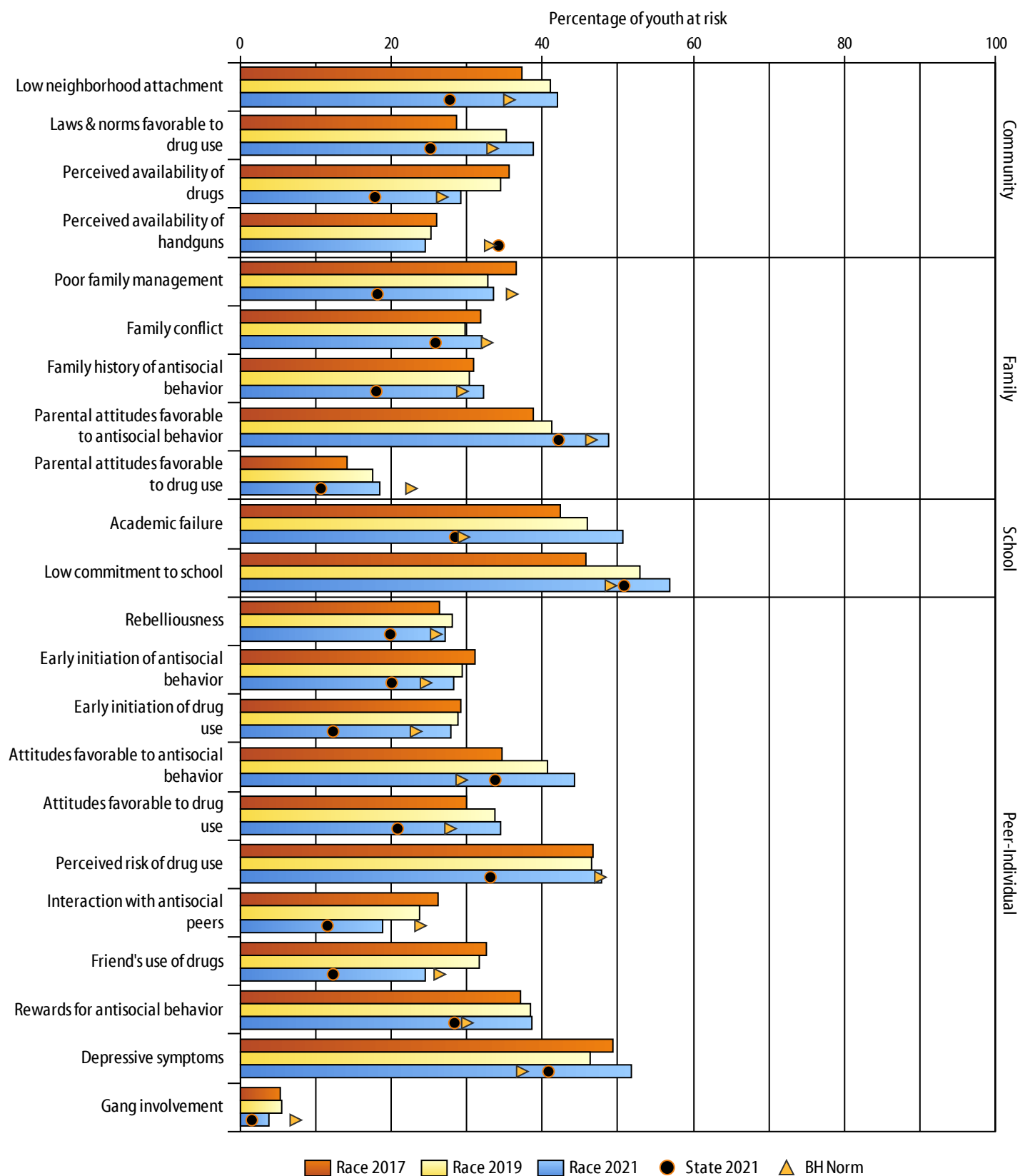
	Community							Family				School		Peer/Individual						
	Availability of Drugs	Availability of Firearms	Community Laws & Norms Favorable Toward Drug Use, Firearms, & Crime	Media Portrayals of the Behavior	Transitions & Mobility	Low Neighborhood Attachment & Community Disorganization	Extreme Economic Deprivation	Family History of the Problem Behavior	Family Management Problems	Family Conflict	Favorable Parental Attitudes & Involvement in the Problem Behavior	Academic Failure Beginning in Late Elementary School	Lack of Commitment to School	Early & Persistent Antisocial Behavior	Rebelliousness	Gang Involvement	Friends Who Engage in the Problem Behavior	Favorable Attitudes Toward the Problem Behavior	Early Imitation of the Problem Behavior	Constitutional Factors
Substance Abuse	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy							✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	
School Drop-Out					✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	
Violence	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Depression & Anxiety					✓			✓	✓	✓		✓		✓						✓

Risk profile, Grade 6th

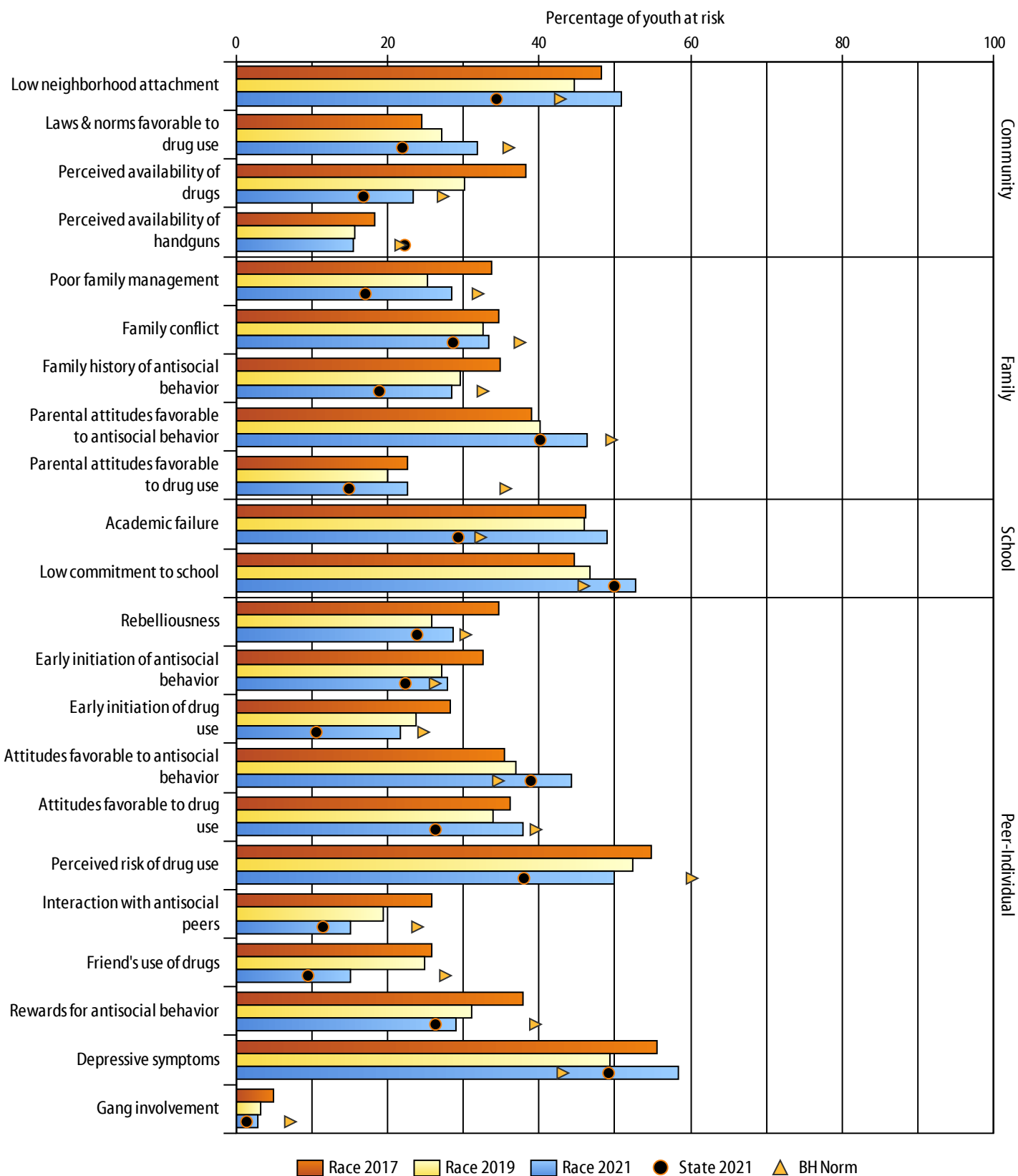
Hispanic Students 2021 SHARP Survey



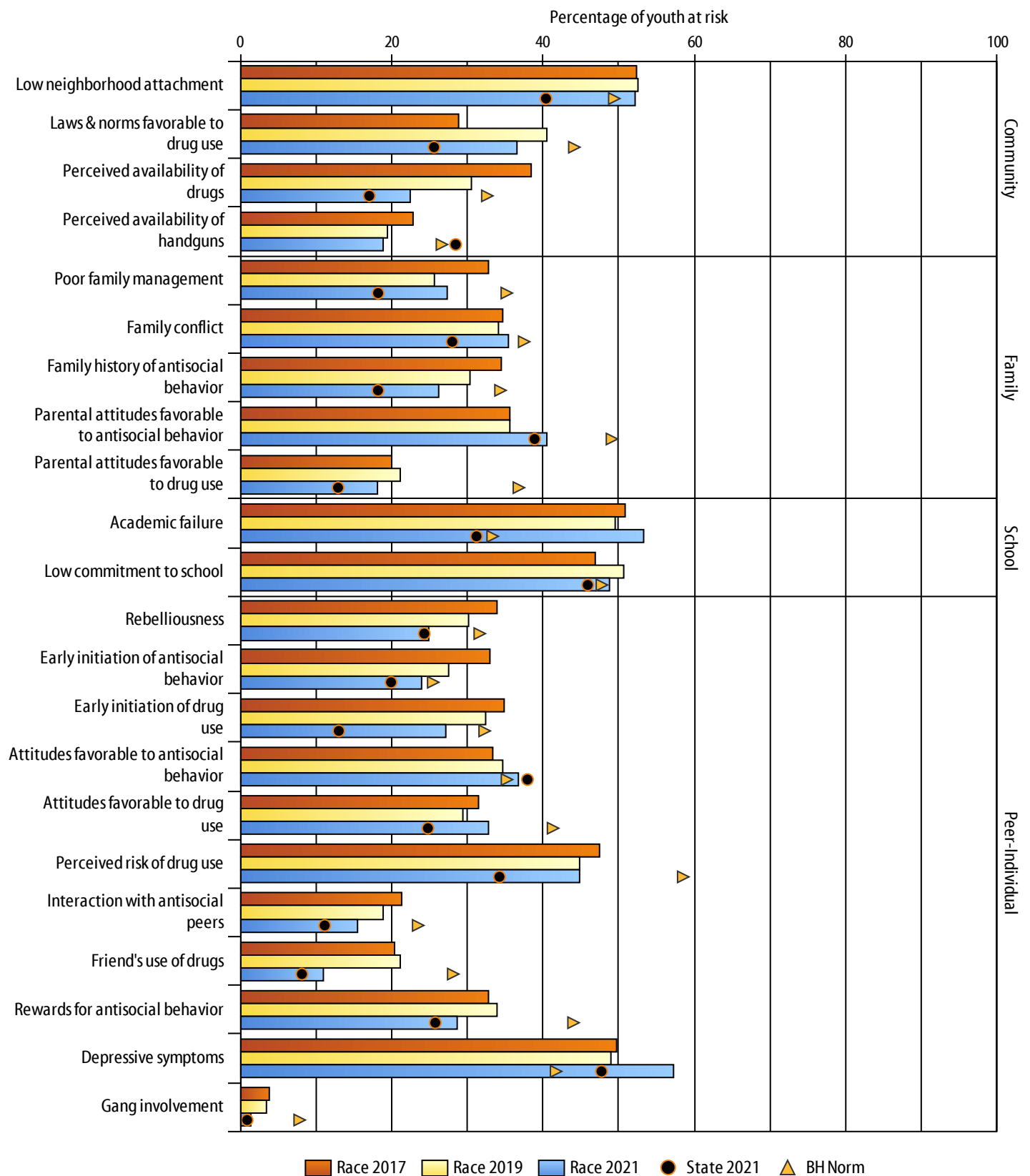
Risk profile, Grade 8th Hispanic Students 2021 SHARP Survey



Risk profile, Grade 10th Hispanic Students 2021 SHARP Survey

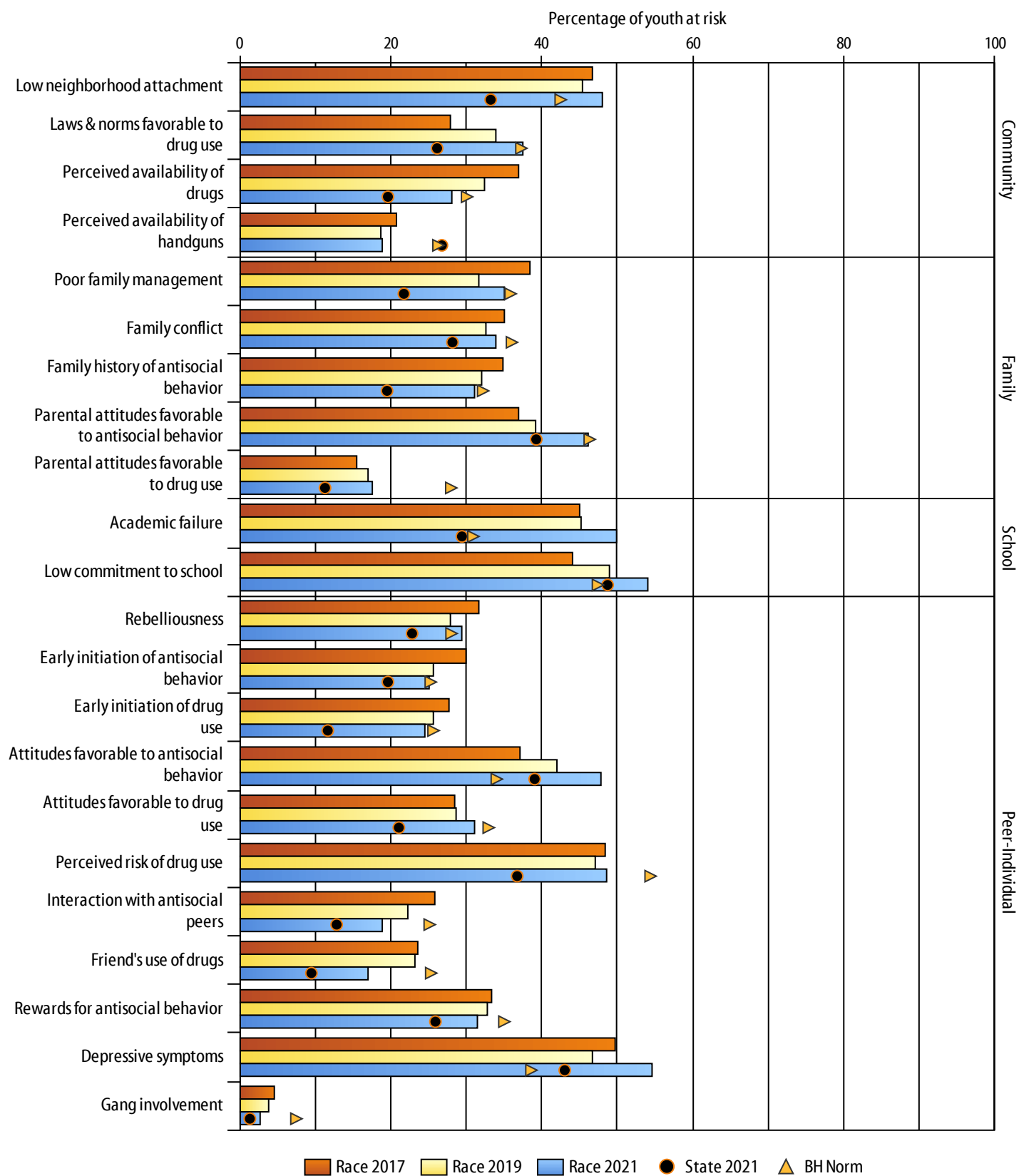


Risk profile, Grade 12th Hispanic Students 2021 SHARP Survey



Risk profile, All Grades

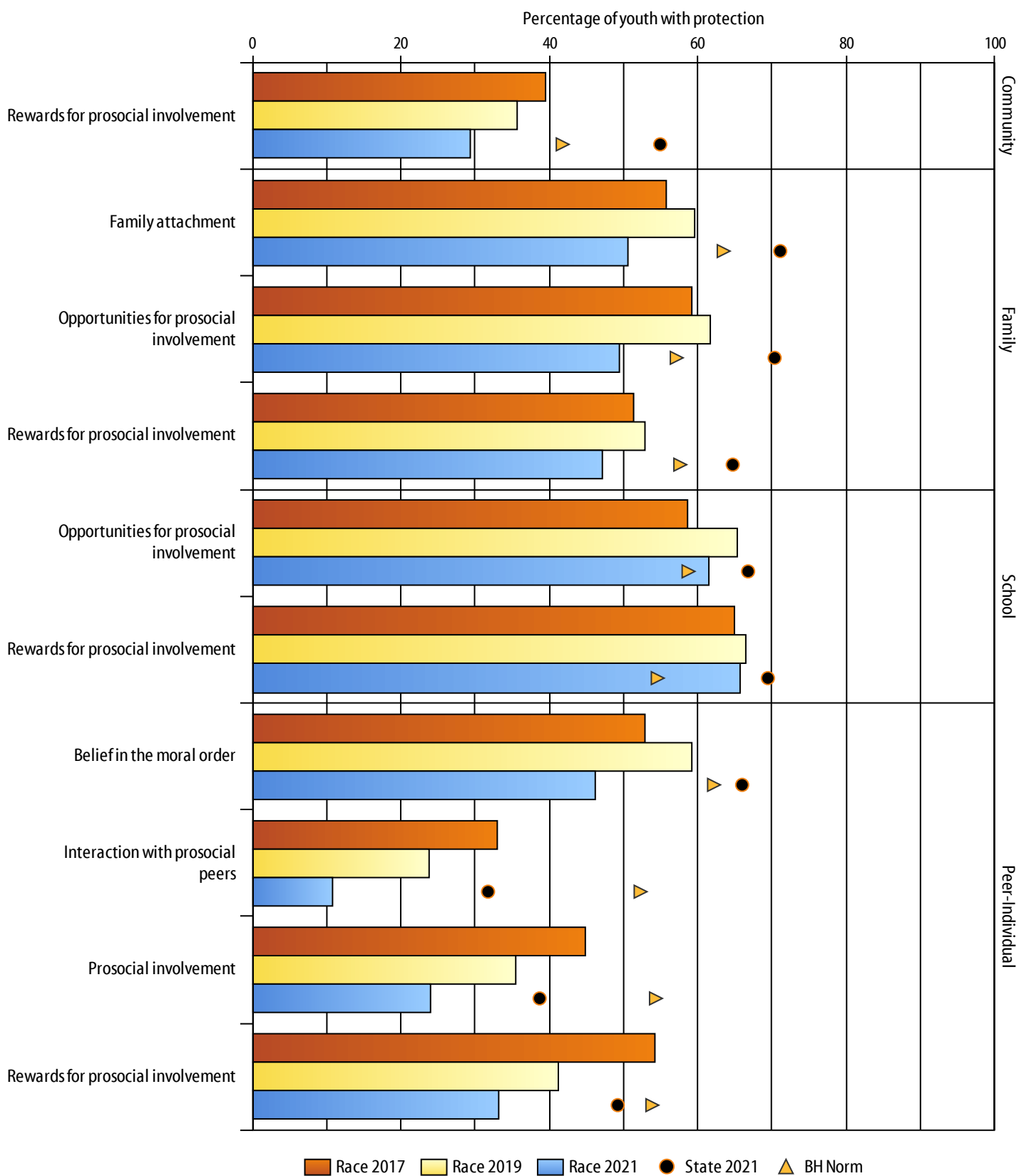
Hispanic Students 2021 SHARP Survey



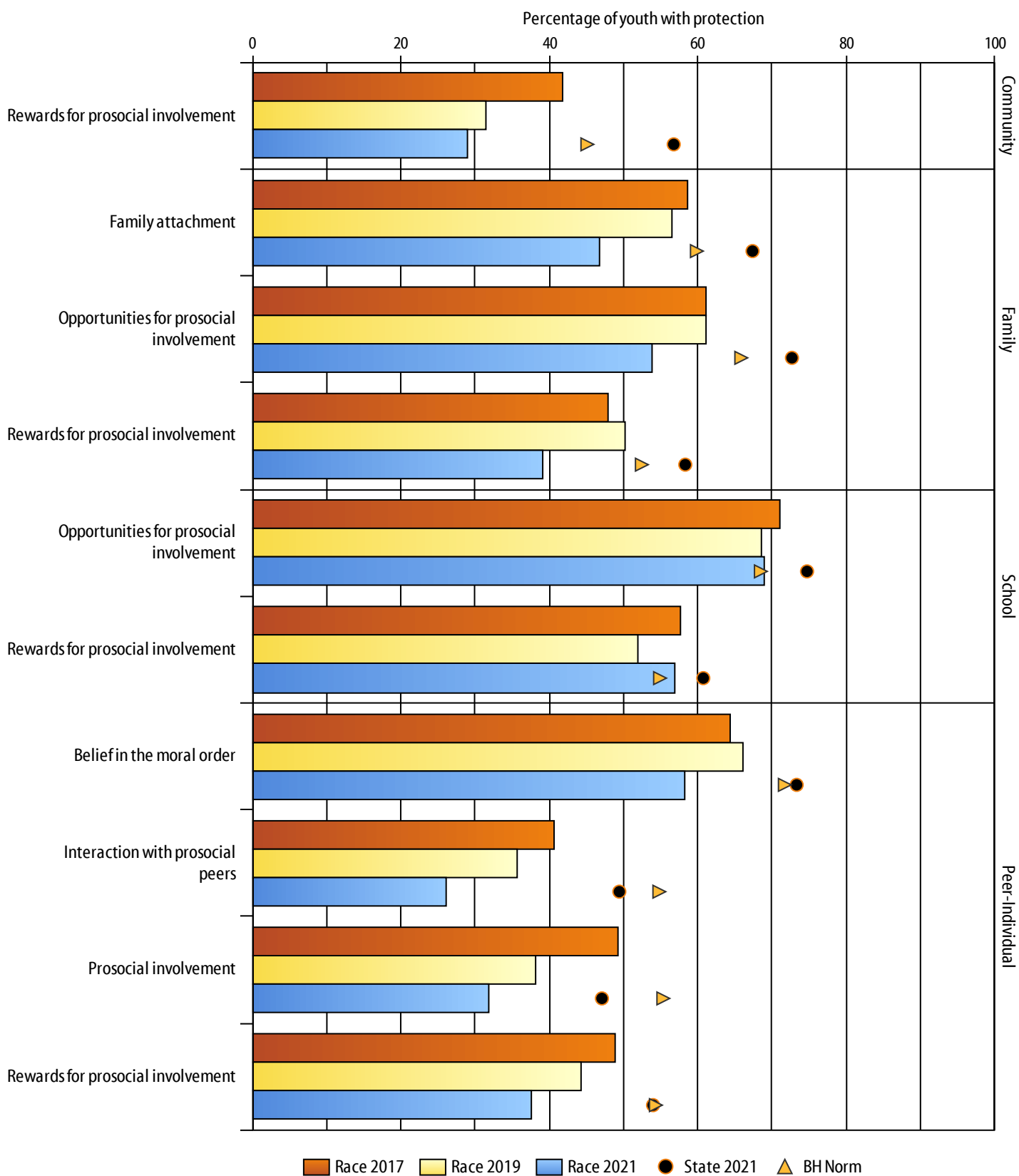
Risk profile

	6th					8th					10th					12th					All				
	Race 2017	Race 2019	Race 2021	State 2021	BH Norm	Race 2017	Race 2019	Race 2021	State 2021	BH Norm	Race 2017	Race 2019	Race 2021	State 2021	BH Norm	Race 2017	Race 2019	Race 2021	State 2021	BH Norm	Race 2017	Race 2019	Race 2021	State 2021	BH Norm
Community Domain																									
Low neighborhood attachment	49.2	44.5	48.6	30.9	42.1	37.3	41.0	42.1	27.8	35.7	48.2	44.6	50.8	34.4	42.8	52.4	52.5	52.2	40.4	49.4	46.7	45.5	48.0	33.3	42.5
Laws & norms favorable to drug use	29.8	33.1	41.8	32.3	35.2	28.7	35.2	38.8	25.2	33.5	24.6	27.2	31.9	22.0	36.0	28.9	40.5	36.6	25.6	44.2	27.9	33.9	37.5	26.2	37.3
Perceived availability of drugs	35.3	34.1	36.0	28.2	35.8	35.6	34.6	29.3	17.9	26.8	38.3	30.1	23.4	16.8	27.4	38.5	30.5	22.5	17.1	32.7	36.9	32.4	28.1	19.6	30.1
Perceived availability of handguns	15.9	14.5	15.4	20.9	22.4	26.0	25.3	24.6	34.2	33.2	18.4	15.8	15.5	22.3	21.8	22.8	19.4	18.8	28.5	26.7	20.7	18.8	18.8	26.8	26.4
Family Domain																									
Poor family management	50.7	42.9	49.9	35.7	44.2	36.6	32.9	33.5	18.2	36.0	33.8	25.3	28.4	17.1	32.0	32.8	25.6	27.4	18.2	35.2	38.5	31.7	35.0	21.8	35.9
Family conflict	39.3	34.2	34.8	30.3	36.9	31.8	29.8	32.1	25.9	32.7	34.7	32.7	33.3	28.7	37.5	34.7	34.1	35.5	28.0	37.5	35.1	32.6	33.9	28.2	36.1
Family history of antisocial behavior	39.0	37.6	36.3	23.4	32.8	30.9	30.4	32.3	18.1	29.5	34.9	29.7	28.4	18.9	32.6	34.5	30.4	26.2	18.2	34.4	34.9	32.1	31.1	19.5	32.3
Parent attitudes favorable to ASB	33.7	38.9	47.7	35.7	36.9	38.9	41.2	48.7	42.2	46.5	39.1	40.1	46.3	40.2	49.6	35.7	35.6	40.5	38.9	49.1	36.9	39.1	46.1	39.3	46.4
Parent attitudes favorable to drug use	6.1	10.3	11.9	6.7	11.4	14.1	17.6	18.6	10.7	22.7	22.6	20.0	22.6	14.9	35.6	20.1	21.2	18.1	12.9	36.8	15.6	17.1	17.5	11.3	28.0
School Domain																									
Academic failure	41.5	40.1	47.4	28.8	27.4	42.4	45.9	50.7	28.5	29.6	46.2	45.9	48.9	29.4	32.3	50.9	49.5	53.3	31.2	33.4	45.1	45.2	49.9	29.4	31.0
Low commitment to school	39.1	45.9	56.2	48.0	47.0	45.8	53.0	56.9	50.9	49.1	44.7	46.8	52.8	50.0	45.9	47.0	50.7	48.8	45.9	47.8	44.1	49.0	54.1	48.8	47.5
Peer-Individual Domain																									
Rebelliousness	31.4	27.4	36.9	23.6	22.0	26.3	28.0	27.1	19.9	26.0	34.7	25.8	28.7	23.9	30.4	34.0	30.3	24.9	24.3	31.7	31.7	27.8	29.4	22.9	28.1
Early initiation of ASB	23.3	18.7	20.5	16.2	24.6	31.1	29.5	28.4	20.1	24.6	32.6	27.2	27.9	22.4	26.3	33.0	27.6	24.0	19.9	25.5	29.9	25.6	25.1	19.6	25.3
Early initiation of drug use	19.4	18.6	21.9	10.7	19.4	29.3	28.8	28.0	12.3	23.3	28.4	23.8	21.6	10.6	24.8	34.9	32.5	27.1	13.0	32.3	27.8	25.6	24.6	11.7	25.7
Attitudes favorable to ASB	45.0	54.2	61.9	46.0	38.8	34.6	40.8	44.4	33.8	29.4	35.5	36.9	44.3	38.9	34.7	33.3	34.6	36.8	38.0	35.3	37.2	42.1	47.8	39.1	34.1
Attitudes favorable to drug use	16.7	18.2	21.5	12.5	17.3	30.0	33.8	34.4	20.9	27.9	36.3	33.9	37.9	26.4	39.6	31.4	29.4	32.8	24.8	41.4	28.5	28.7	31.2	21.1	33.0
Perceived risk of drug use	44.6	44.9	51.2	41.8	50.9	46.7	46.5	47.8	33.2	47.7	54.9	52.3	49.9	38.0	60.2	47.6	44.9	44.9	34.3	58.6	48.4	47.2	48.7	36.8	54.5
Interaction with antisocial peers	29.4	26.5	25.3	17.7	31.7	26.3	23.8	18.8	11.6	23.9	25.9	19.5	15.1	11.5	24.0	21.3	18.8	15.5	11.2	23.5	25.9	22.3	18.9	12.9	25.2
Friend's use of drugs	15.8	14.8	15.2	7.6	14.6	32.5	31.7	24.5	12.3	26.5	25.8	24.8	15.1	9.5	27.7	20.5	21.2	11.0	8.2	28.2	23.7	23.2	17.0	9.5	25.4
Rewards for ASB	24.8	27.4	27.9	22.5	21.6	37.1	38.5	38.7	28.4	30.1	37.8	31.1	29.0	26.3	39.5	32.7	33.9	28.7	25.8	44.1	33.3	32.7	31.5	25.9	35.1
Depressive symptoms	44.1	42.8	52.5	34.8	31.1	49.3	46.3	51.8	40.8	37.4	55.6	49.3	58.4	49.2	43.2	49.8	48.9	57.2	47.8	41.8	49.7	46.7	54.7	43.1	38.7
Gang involvement	4.3	3.2	2.5	1.4	7.7	5.4	5.5	3.9	1.6	7.4	4.9	3.3	2.9	1.4	7.2	3.8	3.5	1.4	0.9	7.9	4.6	3.9	2.7	1.3	7.5

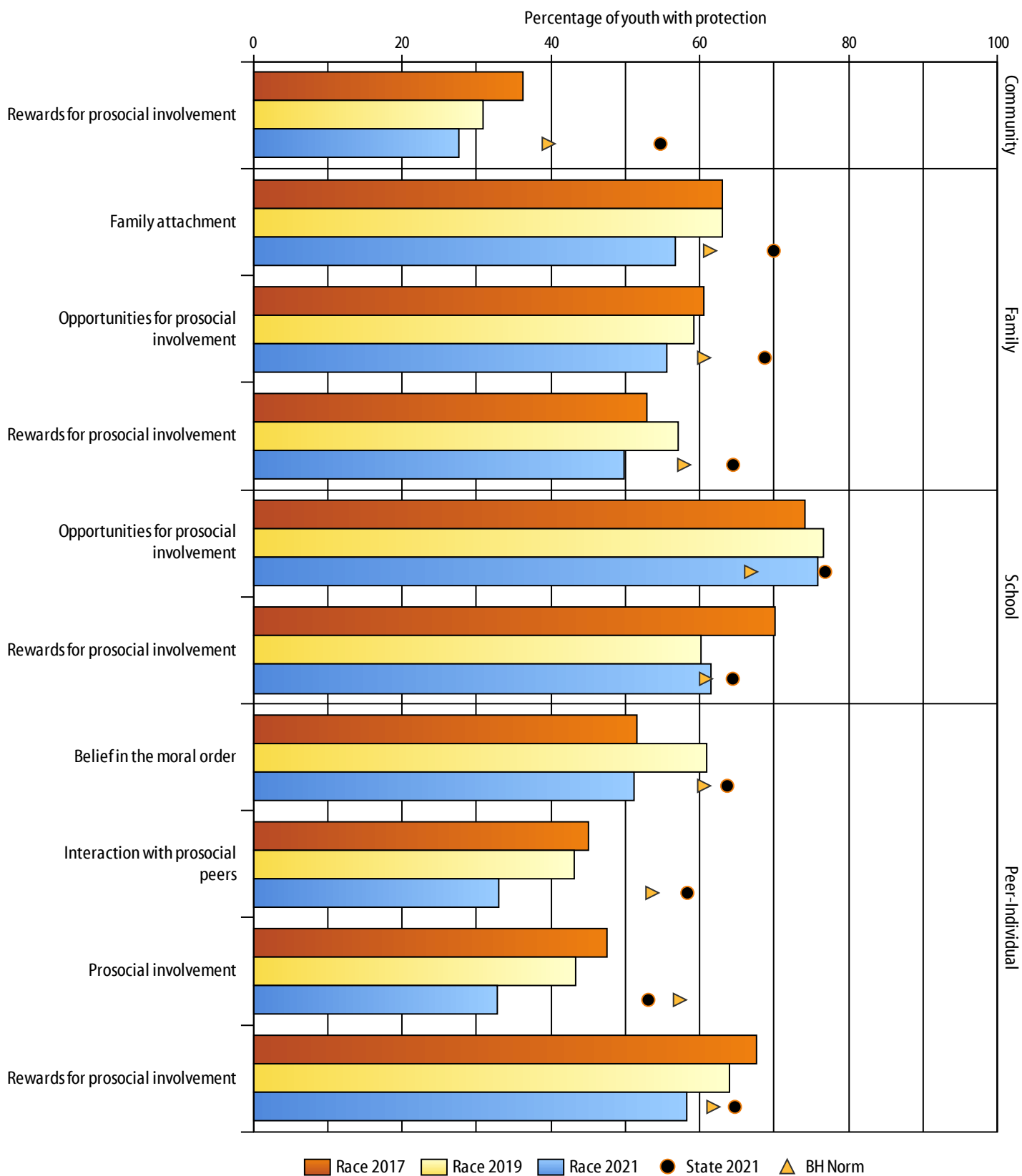
Protective profile, Grade 6th Hispanic Students 2021 SHARP Survey



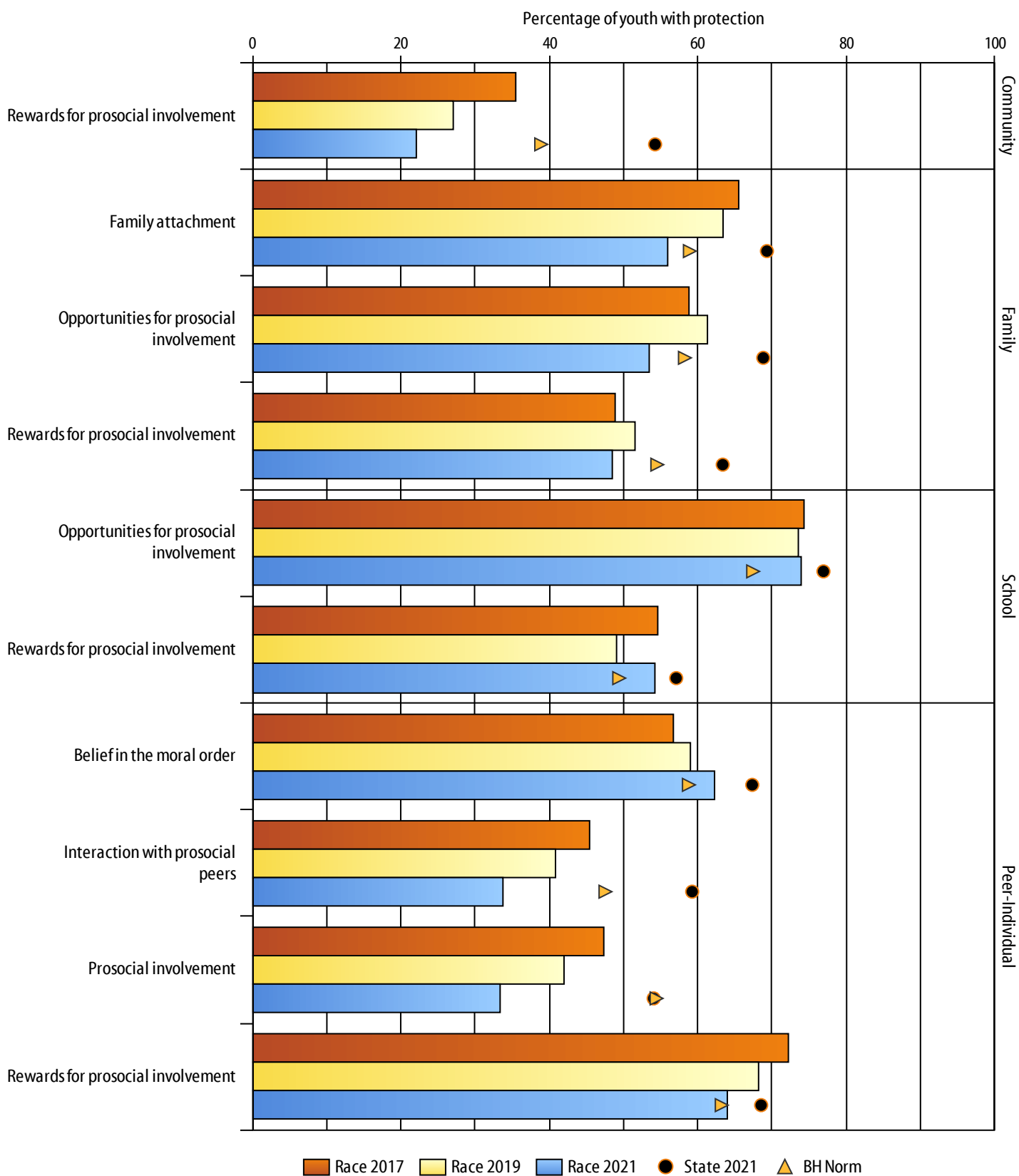
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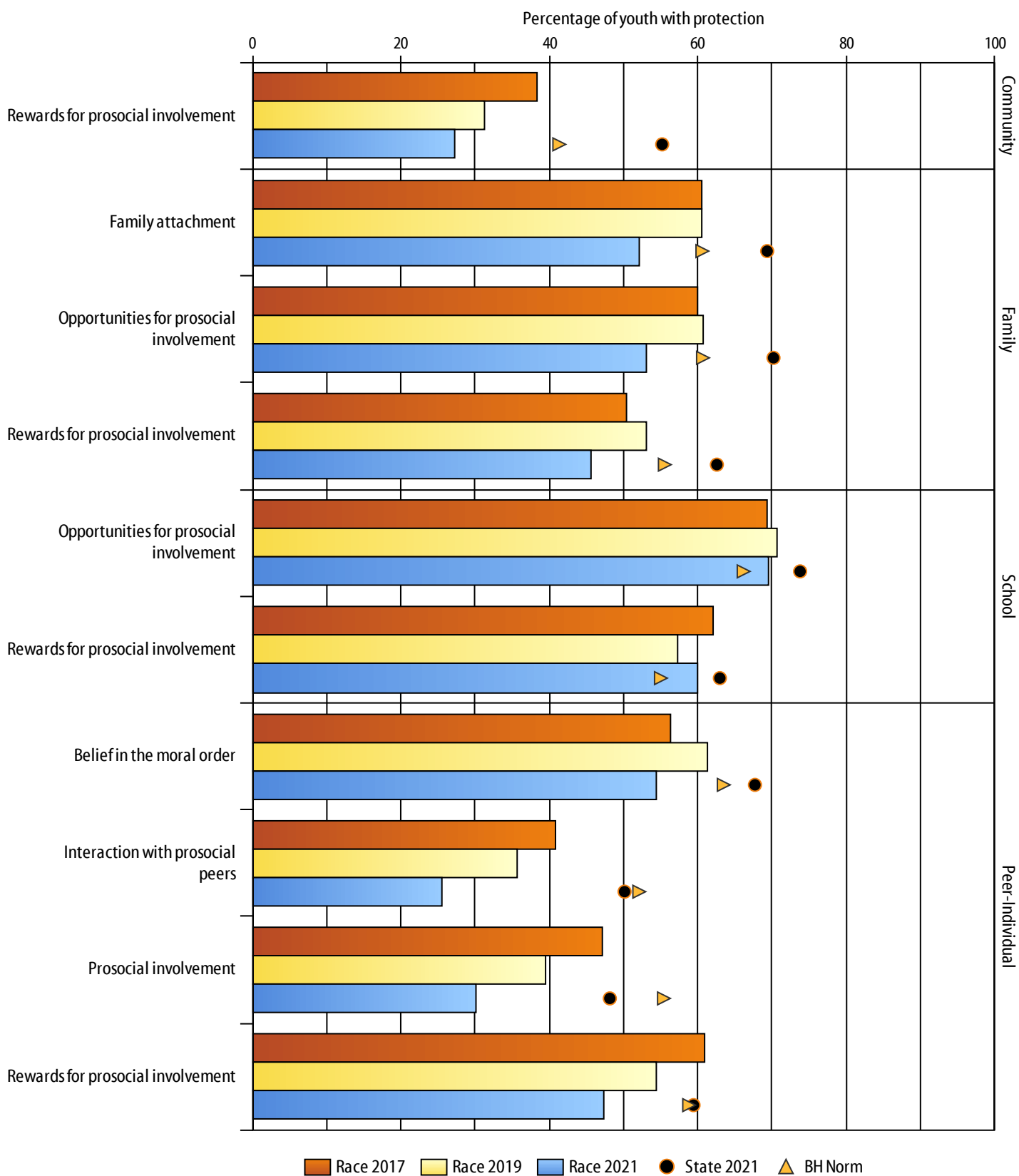
Protective profile, Grade 10th Hispanic Students 2021 SHARP Survey



Protective profile, Grade 12th Hispanic Students 2021 SHARP Survey



Protective profile, All Grades Hispanic Students 2021 SHARP Survey



Protective profile

	6th					8th					10th					12th					All				
	Race 2017	Race 2019	Race 2021	State 2021	BH Norm	Race 2017	Race 2019	Race 2021	State 2021	BH Norm	Race 2017	Race 2019	Race 2021	State 2021	BH Norm	Race 2017	Race 2019	Race 2021	State 2021	BH Norm	Race 2017	Race 2019	Race 2021	State 2021	BH Norm
Community Domain																									
Rewards for prosocial involvement	39.5	35.6	29.4	55.0	41.8	41.8	31.5	28.9	56.8	45.1	36.3	30.8	27.6	54.7	39.7	35.4	27.1	22.2	54.3	38.9	38.3	31.4	27.3	55.2	41.4
Family Domain																									
Family attachment	55.8	59.6	50.7	71.1	63.5	58.6	56.6	46.8	67.4	59.9	63.1	62.9	56.7	70.0	61.4	65.4	63.4	55.9	69.3	59.0	60.6	60.6	52.1	69.4	60.6
Opportunities for prosocial involvement	59.3	61.7	49.5	70.4	57.2	61.1	61.1	53.8	72.7	65.9	60.5	59.2	55.6	68.8	60.6	58.8	61.2	53.4	68.9	58.3	60.0	60.8	53.1	70.2	60.7
Rewards for prosocial involvement	51.4	53.0	47.1	64.7	57.7	47.9	50.2	39.1	58.3	52.5	52.9	57.1	49.9	64.5	57.9	48.8	51.6	48.4	63.4	54.6	50.3	53.0	45.7	62.6	55.6
School Domain																									
Opportunities for prosocial involvement	58.7	65.3	61.5	66.8	58.8	71.1	68.5	68.9	74.7	68.5	74.2	76.7	75.9	76.9	66.9	74.3	73.5	74.0	77.0	67.5	69.4	70.8	69.5	73.8	66.2
Rewards for prosocial involvement	65.0	66.5	65.8	69.5	54.6	57.7	51.9	56.9	60.8	54.9	70.2	60.1	61.5	64.5	60.8	54.6	49.1	54.3	57.1	49.4	62.1	57.3	60.0	63.0	55.1
Peer-Individual Domain																									
Belief in the moral order	52.9	59.2	46.2	66.0	62.2	64.4	66.1	58.2	73.3	71.8	51.5	61.0	51.1	63.7	60.6	56.8	59.1	62.2	67.4	58.8	56.3	61.4	54.4	67.7	63.5
Interaction with prosocial peers	33.0	23.8	10.8	31.7	52.3	40.6	35.7	26.1	49.4	54.8	45.0	43.1	32.9	58.3	53.6	45.5	40.9	33.7	59.3	47.6	40.9	35.7	25.5	50.1	52.1
Prosocial involvement	44.8	35.5	24.1	38.7	54.4	49.2	38.2	31.8	47.1	55.4	47.6	43.3	32.8	53.1	57.3	47.3	41.9	33.5	54.1	54.5	47.2	39.5	30.2	48.2	55.5
Rewards for prosocial involvement	54.2	41.3	33.3	49.2	53.9	48.8	44.4	37.5	54.0	54.4	67.7	64.1	58.2	64.7	61.8	72.3	68.2	64.0	68.6	63.3	60.9	54.5	47.4	59.4	58.9

SCHOOL AND COMMUNITY IMPROVEMENT USING SURVEY DATA

What are the numbers telling you?

Review the charts and data tables presented in this report. Note your findings as you discuss the following questions.

- **Which 3-5 risk factors appear** to be higher than you would want when compared to the Bach Harrison Norm?
- **Which 3-5 protective factors appear** to be lower than you would want when compared to the Bach Harrison Norm?
- **Which levels of 30-day drug use** are increasing and/or unacceptably high?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- **Which antisocial behaviors** are increasing and/or unacceptably high?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to identify high priority problem areas

Once you have familiarized yourself with the data, you can begin to identify priorities.

- **Look across the charts** for items that stand out as either much higher or much lower than the others.
- **Compare your data** with statewide, and/or national data. Differences of 5% between local and other data are probably significant.

- **Prioritize problems for your area** according to the issues you've identified. Which can be realistically addressed with the funding available to your community? Which problems fit best with the prevention resources at hand?
- **Determine the standards and values** held within your community. For example: Is it acceptable in your community for a percentage of high school students to drink alcohol regularly as long as that percentage is lower than the overall state rate?

Use these data for planning.

Once priorities are established, use data to guide your prevention efforts.

- **Substance use and antisocial behavior data** are excellent tools to raise awareness about the problems and promote dialogue.
- **Risk and protective factor data** can be used to identify exactly where the community needs to take action.
- **Additional survey data** on academic achievement, mental health and suicide, health and fitness, gang involvement, and other areas can be used to broaden your prevention approach. Find ways to share these data with other prevention planners in your community.
- **Promising approaches** for any prevention goal are available for through resources listed on the last pages of this report. These contacts are a great resource for information about programs that have been proven effective in addressing the risk factors that are high in your community, and improving the protective factors that are low.

	Sample notes	Priority rate 1	Priority rate 2	Priority rate 3
Risk factors	8th grade. Risk of Drugs seems low @14% (8% > BHT Norm.)			
Protective factors	10th grade School rewards for prosocial involvement down 7% from 2 yrs ago			
Substance abuse	8th grade 30-day Vape @7% (3% above state av.)			

BUILDING A STRATEGIC PREVENTION FRAMEWORK

The Prevention Needs Assessment (PNA) Survey is an important data source for communities in creating planned, data-driven, effective, and sustainable prevention programs. The State of Utah endorses two models for guiding prevention work at the community, regional, or State level – the Communities That Care (CTC) Model and the Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Substance Abuse Prevention (CSAP) Strategic Prevention Framework (SPF). Communities in the State of Utah are encouraged to follow the CTC Model, a tested and effective model to guide communities through a process of community organization and mobilization. The second model for prevention planning, the SPF Model, guides states and communities through a five-step process to increase effectiveness of prevention efforts. The following websites provide additional information about these prevention models: <http://www.communitiesthatcare.net> and <http://www.samhsa.gov/spf>.

Following are the five steps involved in the SPF model. For training in the SPF or the CTC, contact your local prevention coordinator (<http://dsamh.utah.gov/prevention/>).

Assessment: Profile Population Needs, Resources, and Readiness to Address the Problems and Gaps in Service Delivery. The SPF begins with an assessment of the needs in the community that is based on data. The Utah State Epidemiological Outcomes Workgroup (SEOW) has compiled data from several sources to aid in the needs assessment process. One of the primary sources of needs assessment data is this Prevention Needs Assessment Survey (PNA). While planning prevention services, communities are urged to collect and use multiple data sources, including archival and



social indicators, assessment of existing resources, key informant interviews, and community readiness. The PNA results presented in this profile report will help you to identify needs for prevention services. PNA data include adolescent substance use, anti-social behavior, and many of the risk and protective factors that predict adolescent problem behaviors.

Capacity: Mobilize and/or Build Capacity to Address Needs. Engagement of key stakeholders at the state and community levels is critical to plan and implement successful prevention activities that will be sustained over time. Some of the key tasks to mobilize the state and communities are to work with leaders and stakeholders to build coalitions, provide training, leverage resources, and help sustain prevention activities.

Planning: Develop a Comprehensive Strategic Plan. States and communities should develop a strategic plan that articulates not only a vision for the prevention activities, but also strategies for organizing and implementing prevention efforts. The strategic plan should be based on the assessments conducted during Step 1. The Plan should address the priority needs, build on identified resources/strengths, set measurable objectives, and identify how progress will be monitored. Plans should be adjusted with ongoing needs assessment and monitoring activities.

Implementation: Implement Evidence-based Prevention Programs and Infrastructure Development Activities. By measuring and identifying the risk factors and other causal factors that contribute to the targeted problems specified in your strategic plan, programs can be implemented that will reduce the prioritized substance abuse problems. After completing Steps 1, 2, and 3, communities will be able to choose prevention strategies that have been shown to be effective, are appropriate for the population served, can be implemented with fidelity, are culturally appropriate, and can be sustained over time. SAHMSA's National Registry of Evidence-based Programs and Practices (located at <http://www.nrepp.samhsa.gov>) is a searchable online registry of mental health and substance abuse interventions that have been reviewed and rated by independent reviewers. This resource can help identify scientifically based approaches to preventing and treating mental and/or substance use disorders that can be readily disseminated to the field.

Evaluation: Monitor Process, Evaluate Effectiveness, Sustain Effective Programs/Activities, and Improve or Replace Those That Fail: Finally, ongoing monitoring and evaluation are essential to determine if the desired outcomes are achieved, assess service delivery quality, identify successes, encourage needed improvement, and promote sustainability of effective policies, programs, and practices. The PNA allows communities to monitor levels of ATOD use, antisocial behavior, risk, and protection.

Sustainability and Cultural Competence are at the core of the SPF model, indicating the key role they play in each of the five elements. Incorporating principles of cultural competence and sustainability throughout assessment, capacity appraisal, planning, implementation and evaluation helps ensure successful, long lasting prevention programs.

Sustainability is accomplished by utilizing a comprehensive approach. By building adaptive and flexible programs around a variety of resources, funding and organizations, states and communities will build sustainable programs and achieve sustainable outcomes. A strategic plan that dynamically responds to changing issues, data, priorities, and resources is more likely to achieve long term results.

Sharing information gathered during the evaluation stage with key stakeholders, forging partnerships and encouraging creative collaboration all enhance sustainability.

Cultural Competence: Planners need to recognize the needs, styles, values and beliefs of the recipients of prevention efforts. Culturally competent prevention strategies use interventions, evaluations and communication strategies appropriate to their intended community. Cultural issues reflect a range of influences and are not just a matter of ethnic or racial identity. Learning to communicate with audiences from diverse geographic, cultural, economic, social, and linguistic backgrounds can increase program efficacy and ensure sustainable results.

Whether enlisting extended family networks as a prevention resource for single parent households, or ensuring there are resources available to bridge language gaps, cultural competency will help you recognize differences in prevention needs and tailor prevention approaches accordingly.

A one-size-fits-all program is less effective than a program that works with knowledgeable people from the community to develop focused interventions, communication, and support and draws on community-based values and traditions.

APPENDIX A: CHANGES BETWEEN PNA ADMINISTRATIONS

As new issues come to the forefront and new prevention modalities are implemented, the SHARP PNA survey evolves to reflect these concerns.

Weighting procedures for 2021

The weighting procedure used for the 2021 SHARP is the same procedure used since 2015 and starts with a school-level weighting procedure. At the district level and above, Bach Harrison analysts apply a raking ratio estimation, which is a method for adjusting the sampling weights of the sample data based on known population characteristics. This helps ensure that the survey sample reflects the total population of Utah students on grade, gender, and race/ethnicity. For more detailed information on the weighting procedure consult the 2021 State Report.

New items for 2021

Two new questions regarding the impact of COVID-19 were added to the 2021 survey:

This past year, many youth and families in Utah were affected by the Coronavirus (also known as COVID-19). Did you experience any of the following due to the coronavirus or coronavirus symptoms? (Select one or more responses)

(See the section of this report entitled *COVID-19 and the 2021 SHARP PNA* for response options to this question.)

How much do you agree or disagree with the following statements about LEARNING ONLINE:

- *I miss spending time at school, learning with other students in person.*
- *I miss spending time at school, learning with my teachers in person.*
- *When I am learning online I understand my teacher's instructions.*
- *I stay focused when doing online school work.*
- *My learning improved when my classes were taught online due to COVID-19.*

- *I have access to a computer or the internet to complete my online school work.*
- *I have a quiet space that I am able to use when doing online school work*
- *It is easy to use the online learning platform my school has chosen (e.g. Canvas, Google Classroom, or other online learning website).*

Additional items added to the 2021 survey were as follows:

Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

On an average school night, how many hours of sleep do you get?

If you used alcohol the past year (12 months) how did you get it? (Mark all that apply.)

Have you ever tried nicotine pouches like Zyn, On, and Velo?

If you ever used vape products, such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars, what flavor have you used most often?

If you used a vape product in the past 30 days, what type did you use? (Mark ALL that apply)

How much do you want to stop vaping?

Complete response options for new questions can be found in Appendix F: Item Dictionary.

Question adjustments

In 2019, the gender question was revised from: *Are you: [male, female] to Thinking about your gender, which of the following best describes you: [Woman/Girl, Man/Boy, Transgender, Other]*. The current SHARP administration reverted this question back to the 2017 format.

All questions regarding vape products (age of first use, perceived risk, parental disapproval, etc.) were expanded to include recognizable brands (new text italicized): “[...] vape product (e-cigarettes, vape pens, mods, or *pod vapes like JUUL or Puff Bars*)?”

Adjustments to Response Options

School Nurse was added as a response option to the question *If you have felt very sad, hopeless, or suicidal in the past 30 days who did you talk to about it? (Mark all that apply).*

Nicotine pouches like Zyn, On, or Velo was also added as a response option to multiple tobacco questions (age of first use, frequency, etc.)

Response options were expanded to include *social media* (with examples) and the *smoke shop* and *vape shop* responses were consolidated into a single item for the question *If you smoked cigarettes or used vape products in the past 30 days, how did you usually get your own cigarettes or vape products?*

Other Survey Removals and Changes

The following questions were removed from the 2021 SHARP PNA:

During the past 12 months, do you recall hearing, reading, or watching an advertisement about the prevention of substance use?

If you drank alcohol during the past 30 days, what type of alcohol did you usually drink?

WHEN I AM AN ADULT, I WILL:

- *smoke cigarettes*
- *drink beer, wine, or liquor*
- *smoke marijuana*

(Note that removal of these questions eliminates the peer/individual risk factor “Intention to use ATOD.”)

During the past year did you drink alcohol at any of the following places? (Mark the number of times for each.)

(This question has been shifted to an every-other-year administration schedule.)

During the past 12 months, do you recall hearing, reading, or watching an advertisement about the prevention of substance use?

If you have been bullied in the past 12 months, why do you think you were bullied? (Mark ALL that apply).

How often do you do the following things on your cell phone or tablet?

- *Communicate or catch up with family and friends*
- *Use a social media app like SnapChat, Instagram, or Facebook*
- *Play games*

If you used a vape product in the past 30 days, what type did you use? (Mark ALL that apply)

To review past changes to the SHARP PNA (e.g. differences between and additions to the 2017 and 2019 surveys), please contact Bach Harrison.

APPENDIX B: SUBSTANCE USE AND PERCEIVED PARENTAL ACCEPTABILITY

Even a small amount of perceived parental acceptability can lead to substance use.

When parents have favorable attitudes toward drugs, they influence the attitudes and behavior of their children. For example, parental approval of moderate drinking, even under parental supervision, substantially increases the risk of the young person using alcohol. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent's cigarette or to get the parent a beer, there is an increased likelihood that their children will become drug users in adolescence.

In the 2021 SHARP PNA Survey, students were asked how wrong their parents felt it was to use alcohol, marijuana, cigarettes, or prescription drugs not prescribed to them. The table below displays lifetime and past 30 days use rates in relation to parents' acceptance of alcohol, marijuana, cigarette, or prescription drug abuse.

In 2021, 90.6% of Utah students indicated that their parents felt it was "Very wrong" for them to use alcohol. The data show that, of those students, relatively few (10.5% lifetime, 2.7% 30-day) actually used alcohol. In contrast, of the 6.8% who marked that their parents agree with use somewhat (i.e. the parent only believes that it is "Wrong," not "Very Wrong"), 47.7% of these students indicated lifetime alcohol use and 14.1% of these students indicated 30-day alcohol use. Similar findings can be observed regarding marijuana, cigarette and prescription drug abuse.

The table below illustrates how even a small amount of perceived parental acceptability can lead to substance use. These results make a strong argument for the importance of parents having strong and clear standards and rules when it comes to ATOD use.

How wrong do your parents feel it would be for YOU to:	Student has used:	
drink beer, wine, or hard liquor regularly?	Alcohol (lifetime use)	Alcohol (past 30 days)
Very Wrong	10.5%	2.7%
Wrong	41.7%	14.1%
A Little Bit Wrong	63.2%	29.3%
Not Wrong At All	59.2%	39.1%
smoke marijuana?	Marijuana (lifetime use)	Marijuana (past 30 days)
Very Wrong	6.9%	2.8%
Wrong	30.7%	15.7%
A Little Bit Wrong	54.1%	32.5%
Not Wrong At All	63.4%	43.0%
smoke cigarettes?	Cigarettes (lifetime use)	Cigarettes (past 30 days)
Very Wrong	5.4%	0.6%
Wrong	20.1%	3.5%
A Little Bit Wrong	39.7%	15.6%
Not Wrong At All	39.6%	16.3%
use prescription drugs not prescribed to you?	Prescription drugs (lifetime use)	Prescription drugs (past 30 days)
Very Wrong	4.5%	1.4%
Wrong	15.5%	5.5%
A Little Bit Wrong	40.1%	19.4%
Not Wrong At All	29.9%	17.7%

APPENDIX C: DRUG FREE COMMUNITIES DATA

Core Measure	Definition	Substance	6th		8th		10th		12th	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk* (People are at Moderate or Great Risk of harming themselves if they...)	take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day	Regular drinking	71.0	3,520	74.1	2,976	82.4	2,079	81.3	1,102
	take five or more drinks of an alcoholic beverage once or twice a week	Binge drinking	74.1	3,551	77.7	2,994	81.7	2,092	81.2	1,105
	smoke one or more packs of cigarettes per day	Tobacco	79.7	3,556	82.3	2,995	85.7	2,091	84.3	1,105
	smoke marijuana regularly	Marijuana	68.3	3,500	64.7	2,971	57.5	2,087	53.1	1,102
	use prescription drugs that are not prescribed to them	Prescription drugs	79.7	3,491	84.9	2,953	85.9	2,086	86.3	1,099
	use vape products such as e-Cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars?	e-Cigarettes/vaping	74.7	3,505	75.5	2,958	77.6	2,083	79.2	1,105
Perception of Parental Disapproval* (Parents feel it would be Wrong or Very Wrong to...)	have one or two drinks of an alcoholic beverage nearly every day	Alcohol	98.3	3,356	98.3	2,837	98.8	2,011	96.8	1,066
	smoke cigarettes	Tobacco	99.3	3,370	98.9	2,856	99.4	2,017	98.5	1,067
	smoke marijuana	Marijuana	98.4	3,355	97.4	2,842	94.6	2,014	93.5	1,066
	use prescription drugs not prescribed to you	Prescription drugs	99.2	3,349	99.1	2,833	98.8	2,010	98.4	1,064
	use vape products such as e-Cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars?	e-Cigarettes/vaping	98.0	3,324	97.4	2,822	97.1	2,002	95.8	1,063
Perception of Peer Disapproval* (Friends feel it would be Wrong or Very Wrong to...)	have one or two drinks of an alcoholic beverage nearly every day	Alcohol	94.6	3,372	88.3	2,862	87.3	2,025	84.7	1,077
	smoke tobacco	Tobacco	97.3	3,364	91.7	2,856	91.6	2,023	90.8	1,077
	smoke marijuana	Marijuana	95.4	3,355	82.6	2,848	73.4	2,012	69.1	1,074
	use prescription drugs not prescribed to you	Prescription drugs	97.4	3,318	93.6	2,816	93.5	2,011	93.3	1,073
Past 30-Day Use* (at least one use in the past 30 days)	had beer, wine, or hard liquor	Alcohol	2.5	3,464	8.5	2,920	8.9	2,063	14.8	1,083
	smoked cigarettes	Tobacco	0.6	3,415	1.1	2,878	0.9	2,042	1.7	1,075
	used marijuana	Marijuana	1.2	3,461	7.3	2,908	9.9	2,061	13.8	1,082
	combined results of prescription stimulant/sedative/narcotics questions	Prescription drugs	2.0	3,471	3.1	2,927	1.6	2,072	1.7	1,089

* For Past 30-Day Use, Perception of Risk, and Perception of Parental/Peer Disapproval, the "Sample" column represents the sample size - the number of people who answered the question and whose responses were used to determine the percentage. The "Percent" column represents the percentage of youth in the sample answering the question as specified in the definition.

APPENDIX D: CONTACTS FOR PREVENTION

National Contacts

National Institute on Alcohol Abuse and Alcoholism

<https://www.niaaa.nih.gov/>

National Clearinghouse for Alcohol and Drug Information

<https://store.samhsa.gov/>

The National Institute on Drug Abuse (NIDA) Drugs of Abuse Information Clearinghouse

<https://www.drugabuse.gov/drugs-abuse>

Center for Substance Abuse Prevention

<https://www.samhsa.gov/prevention/>

Monitoring the Future

<http://monitoringthefuture.org>

National Survey on Drug Use and Health

<https://nsduhweb.rti.org/respweb/homepage.cfm>

State Contacts

Utah Division of Substance Abuse and Mental Health

195 North 1950 West
Salt Lake City, UT 84116
<https://dsamh.utah.gov>

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Utah Department of Health

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Regional Directors

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Juab, Millard, Sanpete, Sevier, Piute, Washington, Kane, Garfield, Iron, and Beaver Counties

Allen Sain
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Davis, Weber, Morgan, Cache, Rich, and Box Elder Counties

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Carbon, Emery, Grand, and San Juan Counties

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Local Substance Abuse Authority/ County level providers

See <http://dsamh.utah.gov> for contact information for prevention efforts in your neighborhood.

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APPENDIX E: RISK AND PROTECTIVE SCALE DEFINITIONS

An explanation of the scales that measure the risk and protective factors shown in the profiles

Community Domain Risk Factors

Low Neighborhood Attachment – Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.

Laws and Norms Favorable Toward Drug Use – Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.

Perceived Availability of Drugs and Handguns – The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.

Community Domain Protective Factors

Rewards for Prosocial Involvement – Rewards for positive participation in activities helps youth bond to the community, thus lowering their risk for substance use.

Family Domain Risk Factors

Poor Family Management – Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Also, parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems.

Family Conflict – Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.

Family History of Antisocial Behavior – When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.

Parental Attitudes Favorable Toward Antisocial Behavior & Drugs – In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.

Family Domain Protective Factors

Family Attachment – Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.

Opportunities for Prosocial Involvement – Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.

Rewards for Prosocial Involvement – When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.

School Domain Risk Factors

Academic Failure – Beginning in late elementary (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.

Low Commitment to School – Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

School Domain Protective Factors

Opportunities for Prosocial Involvement – When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.

Rewards for Prosocial Involvement – When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors.

Peer-Individual Risk Factors

Rebelliousness – Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.

Early Initiation of Antisocial Behavior and Drug Use – Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent

predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.

Attitudes Favorable Toward Antisocial Behavior and Drug Use – During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.

Perceived Risk of Drug Use – Young people who do not perceive drug use to be risky are far more likely to engage in drug use.

Interaction with Antisocial Peers – Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.

Friends' Use of Drugs – Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.

Rewards for Antisocial Behavior – Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.

Peer-Individual Risk Factors (cont'd)

Depressive Symptoms – Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors.

Gang Involvement – Youth who belong to gangs are more at risk for antisocial behavior and drug use.

Peer-Individual Protective Factors

Belief in the Moral Order – Young people who have a belief in what is “right” or “wrong” are less likely to use drugs.

Interaction with Prosocial Peers – Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.

Prosocial Involvement – Participation in positive school and community activities helps provide protection for youth.

Rewards for Prosocial Involvement – Young people who are rewarded for working hard in school and the community are less likely to engage in problem behavior.

APPENDIX F: ITEM DICTIONARY

DEMOGRAPHICS

What is your Zip Code?	5 digit zip
Are you:	Male
(Revised in 2019, then reverted to the 2017 question format in 2021. 2017 text included response options for transgender and other.)	Female
Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?	I am not sure if I am transgender No, I am not transgender Yes, I am transgender I do not know what this question is asking
(New for 2021. Omitted in 6th grade survey.)	
Which of the following best describe you?	Heterosexual (straight) Gay or lesbian Bisexual Not sure
(Omitted on 6th grade survey.)	
How old are you?	10 or younger 11 12 13 14 15 16 17 18 19 or older
What grade are you in?	6th 7th 8th 9th 10th 11th 12th
What is your race? (Select one or more)	American Indian or Alaska Native Asian Black or African American Hispanic or Latino Native Hawaiian or Other Pacific Islander White

Think of where you live most of the time. Which of the following people live there with you? (Mark all that apply)

See questionnaire for complete list of family members

Think of the adults you live with. What is the highest level of schooling any of them completed?

See questionnaire for complete list of school completion categories

COMMUNITY: Low neighborhood Attachment

If I had to move, I would miss the neighborhood I now live in.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

I like my neighborhood.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

I'd like to get out of my neighborhood.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

COMMUNITY: Laws and Norms Favorable to Drug Use

How wrong would most adults in your neighborhood think it was for kids your age:

To use marijuana.

Very Wrong
Wrong
A little bit wrong
Not wrong at all

to drink alcohol.

Very Wrong
Wrong
A little bit wrong
Not wrong at all

to smoke cigarettes.

Very Wrong
Wrong
A little bit wrong
Not wrong at all

If a kid smoked marijuana in your neighborhood would he or she be caught by the police?

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or tequila) in your neighborhood, would he or she be caught by the police?

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

If a kid carried a handgun in your neighborhood would he or she be caught by the police?

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

COMMUNITY: Perceived Availability of Drugs

If you wanted to get some cigarettes, how easy would it be for you to get some?

Very hard
Sort of Hard
Sort of easy
Very easy

If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or tequila), how easy would it be for you to get some?

Very hard
Sort of Hard
Sort of easy
Very easy

If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

Very hard
Sort of Hard
Sort of easy
Very easy

If you wanted to get some marijuana, how easy would it be for you to get some?

Very hard
Sort of Hard
Sort of easy
Very easy

COMMUNITY: Perceived Availability of Handguns

If you wanted to get a handgun, how easy would it be for you to get one?

Very hard
Sort of Hard
Sort of easy
Very easy

COMMUNITY: Rewards for Prosocial Involvement

My neighbors notice when I am doing a good job and let me know about it.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

There are people in my neighborhood who are proud of me when I do something well.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

There are people in my neighborhood who encourage me to do my best.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

FAMILY: Poor Family Management

My parents ask if I've gotten my homework done.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

Would your parents know if you did not come home on time?

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

The rules in my family are clear

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

When I am not at home, one of my parents knows where I am and who I am with.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

My family has clear rules about alcohol and drug use.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

If you carried a handgun without your parents' permission, would you be caught by your parents?

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

If you skipped school would you be caught by your parents?

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

FAMILY: Family Conflict

People in my family often insult or yell at each other.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

We argue about the same things in my family over and over.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

People in my family have serious arguments.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

FAMILY: Family History of Antisocial Behavior

Has anyone in your family ever had severe alcohol or drug problems?

No
Yes

Have any of your brothers or sisters ever:

drunk beer, wine, or hard liquor (for example, vodka, whiskey, or tequila)?

No
Yes
I don't have any brothers or sisters

smoked marijuana?	No Yes I don't have any brothers or sisters
smoked cigarettes?	No Yes I don't have any brothers or sisters
taken a handgun to school?	No Yes I don't have any brothers or sisters
been suspended or expelled from school?	No Yes I don't have any brothers or sisters
About how many adults (over 21, if any) have you known personally who in the past year have:	
used marijuana, crack cocaine, or other drugs?	0 1 adult 2 adults 3- 4 adults 5 + adults
sold or dealt drugs?	0 1 adult 2 adults 3- 4 adults 5 + adults
done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc?	0 1 adult 2 adults 3- 4 adults 5 + adults
gotten drunk or high?	0 1 adult 2 adults 3- 4 adults 5 + adults

FAMILY: Parental Attitudes Favorable Toward Drug Use

How wrong do your parents feel it would be for YOU to:

drink beer, wine, or hard liquor (for example, vodka, whiskey, or tequila) regularly?

Very wrong
Wrong
A little bit wrong
Not wrong at all

smoke cigarettes?

Very wrong
Wrong
A little bit wrong
Not wrong at all

smoke marijuana?

Very wrong
Wrong
A little bit wrong
Not wrong at all

FAMILY: Parental Attitudes Favorable Toward Antisocial Behavior

steal anything worth more than \$5?

Very wrong
Wrong
A little bit wrong
Not wrong at all

draw graffiti, or write things, or draw pictures on buildings or other property (without the owner's permission)?

Very wrong
Wrong
A little bit wrong
Not wrong at all

pick a fight with someone?

Very wrong
Wrong
A little bit wrong
Not wrong at all

FAMILY: Attachment

Do you feel very close to your mother?

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

Do you share your thoughts and feeling with your mother?	Definitely No Somewhat No Somewhat Yes Definitely Yes
Do you feel very close to your father?	Definitely No Somewhat No Somewhat Yes Definitely Yes
Do you share your thoughts and feeling with your father?	Definitely No Somewhat No Somewhat Yes Definitely Yes

FAMILY: Opportunities for Prosocial Involvement

My parents ask me what I think before most family decisions affecting me are made.	Definitely No Somewhat No Somewhat Yes Definitely Yes
If I had a personal problem, I could ask my mom or dad for help.	Definitely No Somewhat No Somewhat Yes Definitely Yes
My parents give me lots of chances to do fun things with them.	Definitely No Somewhat No Somewhat Yes Definitely Yes

FAMILY: Rewards for Prosocial Involvement

Do you enjoy spending time with your mother?	Definitely No Somewhat No Somewhat Yes Definitely Yes
Do you enjoy spending time with your father?	Definitely No Somewhat No Somewhat Yes Definitely Yes

My parents notice when I am doing a good job and let me know about it.	Never or almost never Sometimes Often All the time
How often do your parents tell you they're proud of you for something you've done?	Never or almost never Sometimes Often All the time

SCHOOL: Academic Failure

Are your school grades better than the grades of most students in your class?	Definitely No Somewhat No Somewhat Yes Definitely Yes
Putting them all together, what were your grades like last year?	Mostly F's Mostly D's Mostly C's Mostly B's Mostly A's

SCHOOL: Little Commitment to School

How often do you feel that the school work you are assigned is meaningful and important?	Almost Always Often Sometimes Seldom Never
How important do you think the things you are learning in school are going to be for your later life?	Very important Quite important Fairly important Slightly important Not at all important
How interesting are most of your courses to you?	Very interesting & stimulating Quite interesting Fairly interesting Slightly interesting Not at all interesting

Now, thinking back over the past year in school, how often did you...

enjoy being in school?

Never
Seldom
Sometimes
Often
Almost Always

hate being in school?

Never
Seldom
Sometimes
Often
Almost Always

try to do your best work in school?

Never
Seldom
Sometimes
Often
Almost Always

During the last four weeks, how many (if any) whole days of school have you missed because you skipped or “cut”

None
1
2
3
4-5
6-10
11 or more days

SCHOOL: Opportunities for Prosocial Involvement

In my school, students have lots of chances to help decide things like class activities and rules.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

Teachers ask me to work on special classroom projects.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

There are lots of chances for students in my school to talk with a teacher one-on-one.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

I have lots of chances to be part of class discussions or activities.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

SCHOOL: Rewards for Prosocial Involvement

My teachers notice when I am doing a good job and lets me know about it.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

I feel safe at my school.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

The school lets my parents know when I have done something well.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

My teachers praise me when I work hard in school.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

PEER-INDIVIDUAL: Rebelliousness

I do the opposite of what people tell me, just to get them mad.

Very False
Somewhat False
Somewhat True
Very True

I like to see how much I can get away with.

Very False
Somewhat False
Somewhat True
Very True

I ignore the rules that get in my way.

Very False
Somewhat False
Somewhat True
Very True

PEER-INDIVIDUALS: Early Initiation of Drug Use

If ever, how old were you when you first:

used marijuana (grass, pot, cannabis, weed) or hashish (hash, hash oil)?

Never
10 or younger
11
12
13
14
15
16
17 or older

smoked a cigarette, even just a puff?

Never
10 or younger
11
12
13
14
15
16
17 or older

had more than a sip or two of beer, wine, or hard liquor (for example, vodka, whiskey, or tequila)?

Never
10 or younger
11
12
13
14
15
16
17 or older

began drinking alcoholic beverages regularly, that is, at least once or twice a month?	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older

PEER-INDIVIDUALS: Early Initiation of Antisocial Behavior

If ever, how old were you when you first:

got suspended from school?	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older

got arrested?	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older

carried a handgun?	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older

attacked someone with the idea of seriously hurting them?

Never
10 or younger
11
12
13
14
15
16
17 or older

PEER-INDIVIDUALS: Favorable Attitudes Toward Antisocial Behavior

How wrong do you think it is for someone your age to...

take a handgun to school?

Very Wrong
Wrong
A Little Bit Wrong
Not Wrong at All

steal anything worth more than \$5?

Very Wrong
Wrong
A Little Bit Wrong
Not Wrong at All

pick a fight with someone?

Very Wrong
Wrong
A Little Bit Wrong
Not Wrong at All

attack someone with the idea of seriously hurting them?

Very Wrong
Wrong
A Little Bit Wrong
Not Wrong at All

stay away from school all day when their parents think they are at school?

Very Wrong
Wrong
A Little Bit Wrong
Not Wrong at All

PEER-INDIVIDUALS: Favorable Attitudes Toward Drug Use

How wrong do you think it is for someone your age to:

drink beer, wine, or hard liquor (for example, vodka, whiskey, or tequila) regularly?

Very Wrong
Wrong
A Little Bit Wrong
Not Wrong at All

smoke cigarettes?

Very Wrong
Wrong
A Little Bit Wrong
Not Wrong at All

smoke marijuana?

Very Wrong
Wrong
A Little Bit Wrong
Not Wrong at All

use LSD, cocaine, amphetamines or another illegal drug?

Very Wrong
Wrong
A Little Bit Wrong
Not Wrong at All

PEER-INDIVIDUALS: Perceived Risks of Drug Use

How much do you think people risk harming themselves (physically or in other ways) if they:

Smoke one or more packs of cigarettes per day?

No Risk
Slight Risk
Moderate Risk
Great Risk

Try marijuana once or twice?

No Risk
Slight Risk
Moderate Risk
Great Risk

Smoke marijuana regularly?

No Risk
Slight Risk
Moderate Risk
Great Risk

Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day.

No Risk
Slight Risk
Moderate Risk
Great Risk

PEER-INDIVIDUALS: Interaction with Antisocial Peers

Think of you four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

been suspended from school?

0
1
2
3
4

carried a handgun?

0
1
2
3
4

sold illegal drugs?

0
1
2
3
4

stolen or tried to steal a motor vehicle such as a car or motorcycle?

0
1
2
3
4

been arrested?

0
1
2
3
4

dropped out of school?	0
	1
	2
	3
	4

PEER-INDIVIDUALS: Friends' Use of Drugs

Think of you four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

smoked cigarettes?	0
	1
	2
	3
	4

tried beer, wine, or hard liquor (for example, vodka, whiskey, or tequila) when their parents didn't know about it?	0
	1
	2
	3
	4

used marijuana?	0
	1
	2
	3
	4

used LSD, cocaine, amphetamines or another illegal drugs?	0
	1
	2
	3
	4

PEER-INDIVIDUALS: Rewards for Antisocial Involvement

What are the chances you would be seen as cool if you:

smoked cigarettes?

No or Very Little Chance
Little Chance
Some Chance
Pretty Good Chance
Very Good Chance

began drinking alcoholic beverages regularly, that is, at least once or twice a month?

No or Very Little Chance
Little Chance
Some Chance
Pretty Good Chance
Very Good Chance

smoked marijuana?

No or Very Little Chance
Little Chance
Some Chance
Pretty Good Chance
Very Good Chance

carried a handgun?

No or Very Little Chance
Little Chance
Some Chance
Pretty Good Chance
Very Good Chance

PEER-INDIVIDUALS: Gang Involvement scale

Have you ever belonged to a gang?

No
No, but would like to
Yes, in the past
Yes, belong now
Yes, but would like to get out

PEER-INDIVIDUALS: Depressive Symptoms

Sometimes I think that life is not worth it.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

At times I think I am no good at all.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

All in all, I am inclined to think that I am a failure.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes?

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

PEER-INDIVIDUALS: Belief in Moral Order

I think sometimes it's okay to cheat at school.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

I think it is okay to take something without asking if you can get away with it.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

It is all right to beat up people if they start they fight.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

It is important to be honest with your parents, even if they become upset or you get punished.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

PEER-INDIVIDUALS: Prosocial Involvement

If ever, how many times in the past year (12 months) have you:

participated in clubs, organizations and activities at school?

Never 1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

done extra work on your own for school?

Never 1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

volunteered to do community service?

Never 1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

PEER-INDIVIDUALS: Rewards for Prosocial Involvement

What are the chances you would be seen as cool if you:

worked hard in school?

Very good chance
Pretty good chance
Some chance
Little chance
No or very little chance

defended someone who was being verbally abused at school?	Very good chance Pretty good chance Some chance Little chance No or very little chance
regularly volunteered to do community service?	Very good chance Pretty good chance Some chance Little chance No or very little chance

PEER-INDIVIDUALS: Interaction with Prosocial Peers

Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many (if any) of your best friends have:

participated in clubs, organizations and activities at school?	0 1 2 3 4
made a commitment to stay drug-free?	0 1 2 3 4
tried to do well in school?	0 1 2 3 4
liked school?	0 1 2 3 4

regularly attended religious services?	0
	1
	2
	3
	4

DRUG USE

Think back over the last two weeks; if any, how many times have you had five or more alcoholic drinks in a row?	None
	Once
	Twice
	3-5 times
	6-9 times
	10 or more times

If ever, how old were you when you first: used a vape product (e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars)?	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older

On how many occasions (if any) have you had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0 occasions
	1-2
	3-5
	6-9
	10-19
	20-39
	40 or more

On how many occasions (if any) have you had beer, wine or hard liquor during the past 30 days?	0 occasions
	1-2
	3-5
	6-9
	10-19
	20-39
	40 or more

If ever, how old were you when you first: used marijuana (grass, pot, cannabis, weed) or hashish (hash, hash oil).	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older
On how many occasions (if any) have you used marijuana (grass, pot) or hashish (hash, hash oil) during the past 30 days?	0 occasions
	1-2
	3-5
	6-9
	10-19
	20-39
	40+ above
If ever, how old were you when you first: used LSD (acid) or other hallucinogens (like PCP, mescaline, “shrooms” or psilocybin).	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older
On how many occasions (if any) have you used LSD (acid) or other hallucinogens (like PCP, mescaline, “shrooms” or psilocybin during the past 30 days?	0 occasions
	1-2
	3-5
	6-9
	10-19
	20-39
	40+ above

If ever, how old were you when you first: used cocaine (like cocaine powder) or “crack” (cocaine in chunk or rock form)?	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older
On how many occasions (if any) have you used cocaine (like cocaine powder) or “crack” (cocaine in chunk or rock form) during the past 30 days?	0 occasions
	1-2
	3-5
	6-9
	10-19
	20-39
	40+ above
If ever, how old were you when you first: sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days?	0 occasions
	1-2
	3-5
	6-9
	10-19
	20-39
	40+ above

If ever, how old were you when you first: used methamphetamines (meth, speed, crank, crystal meth)?	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older
On how many occasions (if any) have you used methamphetamines (meth, speed, crank, crystal meth) in the past 30 days?	0 occasions
	1-2
	3-5
	6-9
	10-19
	20-39
	40+ above
If ever, how old were you when you first: used prescription stimulants or amphetamines (such as Adderall, Ritalin, or Dexedrine) without a doctor telling you to take them?	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older
On how many occasions (if any) have you used prescription stimulants or amphetamines (such as Adderall, Ritalin, or Dexedrine) without a doctor telling you to take them, during the past 30 days?	0 occasions
	1-2
	3-5
	6-9
	10-19
	20-39
	40+ above

If ever, how old were you when you first: used prescription sedatives including barbiturates or sleeping pills (such as phenobarbital, Tuinal, Seconal, Ambien, Lunesta, or Sonata) without a doctor telling you to take them?	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older
On how many occasions (if any) have you used prescription sedatives including barbiturates or sleeping pills (such as phenobarbital, Tuinal, Seconal, Ambien, Lunesta, or Sonata) without a doctor telling you to take them, during the past 30 days?	0 occasions
	1-2
	3-5
	6-9
	10-19
	20-39
	40+ above
If ever, how old were you when you first: used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them?	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older
On how many occasions (if any) have you used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them, during the past 30 days?	0 occasions
	1-2
	3-5
	6-9
	10-19
	20-39
	40+ above

If ever, how old were you when you first: used narcotic prescription drugs (such as OxyContin, methadone, morphine, codeine, Demerol, Vicodin, Percocet) without a doctor telling you to take them?	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older
On how many occasions (if any) have you used narcotic prescription drugs (such as OxyContin, methadone, morphine, codeine, Demerol, Vicodin, Percocet) without a doctor telling you to take them, during the past 30 days?	0 occasions
	1-2
	3-5
	6-9
	10-19
	20-39
	40+ above
If ever, how old were you when you first: used heroin?	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older
On how many occasions (if any) have you used heroin during the past 30 days?	0 occasions
	1-2
	3-5
	6-9
	10-19
	20-39
	40+ above
On how many occasions (if any) have you used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise, or Depotesterone) in the past 30 days?	0 occasions
	1-2
	3-5
	6-9
	10-19
	20-39
	40+ above

ANTISOCIAL BEHAVIOR

If ever, how many times in the past year (12 months) have you:

been suspended from school?

Never
1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

carried a handgun?

Never
1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

sold illegal drugs?

Never
1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

stolen or tried to steal a motor vehicle such as a car or motorcycle?

Never
1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

been arrested?	Never
	1 or 2 times
	3-5
	6-9
	10-19
	20-29
	30-39
	40+

attacked someone with the idea of seriously hurting them?	Never
	1 or 2 times
	3-5
	6-9
	10-19
	20-29
	30-39
	40+

been drunk or high at school	Never
	1 or 2 times
	3-5
	6-9
	10-19
	20-29
	30-39
	40+

taken a handgun to school	Never
	1 or 2 times
	3-5
	6-9
	10-19
	20-29
	30-39
	40+

NEED FOR TREATMENT

In the past 12 months have you spent more time using alcohol than you intended?	No
	Yes
	Don't Use

In the past 12 months have you spent more time using drugs than you intended?	No Yes Don't Use
In the past 12 months, have you neglected some of your usual responsibilities because of using alcohol?	No Yes Don't Use
In the past 12 months, have you neglected some of your usual responsibilities because of using drugs?	No Yes Don't Use
In the past 12 months, have you wanted to cut down on your alcohol use?	No Yes Don't Use
In the past 12 months, have you wanted to cut down on your drug use?	No Yes Don't Use
In the past 12 months, has anyone objected to your alcohol use?	No Yes Don't Use
In the past 12 months, has anyone objected to your drug use?	No Yes Don't Use
In the past 12 months, did you frequently find yourself thinking about using alcohol?	No Yes Don't Use
In the past 12 months, did you frequently find yourself thinking about using drugs?	No Yes Don't Use
In the past 12 months, did you use alcohol to relieve feelings such as sadness, anger, or boredom?	No Yes Don't Use
In the past 12 months, did you use drugs to relieve feelings such as sadness, anger, or boredom?	No Yes Don't Use

UTAH STATE BOARD OF EDUCATION: SCHOOL CLIMATE ITEMS

How worried, if at all, are you about the possibility of each of the following things happening at your school?

Getting bullied	Not at all worried Not too worried Somewhat worried Very worried
Gun violence or active shooter situation	Not at all worried Not too worried Somewhat worried Very worried
Suicide by a student	Not at all worried Not too worried Somewhat worried Very worried
Gang activity	Not at all worried Not too worried Somewhat worried Very worried
Students using alcohol or drugs	Not at all worried Not too worried Somewhat worried Very worried
Earthquake/fire	Not at all worried Not too worried Somewhat worried Very worried

How safe do you feel in each of the following areas at your school (before and after school)?

Playgrounds or fields	Very unsafe Somewhat unsafe Somewhat safe Very safe
Lunchroom/Cafeteria	Very unsafe Somewhat unsafe Somewhat safe Very safe

Classrooms	Very unsafe Somewhat unsafe Somewhat safe Very safe
Bathrooms	Very unsafe Somewhat unsafe Somewhat safe Very safe
Parking lots	Very unsafe Somewhat unsafe Somewhat safe Very safe
Stairs and hallways	Very unsafe Somewhat unsafe Somewhat safe Very safe
On the school bus	Very unsafe Somewhat unsafe Somewhat safe Very safe

PARENTS EMPOWERED QUESTIONS

My parents have set clear rules and expectations with me about NOT drinking ANY alcohol.	Definitely No Somewhat No Somewhat Yes Definitely Yes
During the past year (12 months), how often have you talked with at least one of your parents about the rules and expectations of NO alcohol use?	At least once a month Every 2 to 3 months Every 4 to 6 months A few times in the past year Talked, but not in the past year Never Never

DRUG FREE COMMUNITIES QUESTIONS

During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug abuse? (Choose all that apply).	No Yes, tobacco use Yes, alcohol use Yes, drug use
How much do you think people risk harming themselves (physically or in other ways) if they: have five or more drinks once or twice each weekend?	No Risk Slight Risk Moderate Risk Great Risk
How much do you think people risk harming themselves (physically or in other ways) if they: Have five or more drinks of an alcoholic beverage once or twice a week?	No Risk Slight Risk Moderate Risk Great Risk
How much do you think people risk harming themselves (physically or in other ways) if they: Smoke marijuana once or twice a week?	No Risk Slight Risk Moderate Risk Great Risk
How much do you think people risk harming themselves (physically or in other ways) if they: Use prescription drugs that are not prescribed for them?	No Risk Slight Risk Moderate Risk Great Risk
How much do you think people risk harming themselves (physically or in other ways) if they: Smoke 1-5 cigarettes per day?	No Risk Slight Risk Moderate Risk Great Risk
How wrong do your parents feel it would be for YOU to: have one or two drinks of an alcoholic beverage nearly every day?	Very wrong Wrong A little bit wrong Not wrong at all
How wrong do your parents feel it would be for YOU to: use prescription drugs not prescribed to you?	Very wrong Wrong A little bit wrong Not wrong at all

How wrong do your friends feel it would be for you to: have one or two drinks of an alcoholic beverage nearly every day?

Very wrong
Wrong
A little bit wrong
Not wrong at all

How wrong do your friends feel it would be for you to: smoke tobacco?

Very wrong
Wrong
A little bit wrong
Not wrong at all

How wrong do your friends feel it would be for you to: smoke marijuana?

Very wrong
Wrong
A little bit wrong
Not wrong at all

How wrong do your friends feel it would be for you to: use prescription drugs not prescribed to you?

Very wrong
Wrong
A little bit wrong
Not wrong at all

During the past 30 days, did you drive a car or other vehicle when you had been drinking alcohol? If so, how many times?

I do not drive
0 times
1 time
2 or 3 times
4 or 5 times
6 or more times

SCHOOL SAFETY

During the past 30 days, on how many days (if any) did you not go to school because you felt you would be unsafe at school or on the way to or from school?

0 days
1 day
2-3 days
4-5 days
6 or more days

During the past 12 months, how often (if at all) have you been picked on or bullied by a student ON SCHOOL PROPERTY?

0 days
1 day
2-3 days
4-5 days
6 or more days

During the past 12 months, how often (if at all), have you been threatened or harassed over the internet, by e-mail, or by someone using a cell phone?

0 times
1 time
2 or 3 times
4 or 5 times
6 or more times

SOURCES OF ALCOHOL

If you used alcohol the past year (12 months) how did you get it? (Mark all that apply.)

I got it from someone I know age 21 or older
I did not use alcohol in the past year
I got it from home without my parents' permission
I got it in another way
I bought it myself from a store
I got it from someone I know under age 21
I got it at a party
I got it from a family member or relative other than my parents
I got it from home with my parents' permission
I gave someone else money to buy it for me

HEALTH DEPARTMENT QUESTIONS

How often do you wear a seatbelt when riding in a car driven by someone else?

Never
Rarely
Sometimes
Most of the time
Always

My parents expect me to eat dinner at home with my family.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

During the past 12 months, about how many days of school did you miss because of your asthma?

I do not have asthma
0 days
1 to 3 days
4 to 9 days
10 to 12 days
13 or more days

During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)	0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days
On an average school day, how many hours do you use an electronic device for something that is not school work? (Count time spent on things such as Xbox, PlayStation, texting, YouTube, Instagram, Facebook, or other social media.):	Less than 1 hour per day 1 hour per day 2 hours per day 3 hours per day 4 hours per day 5 or more hours per day
In a typical week, how many days do you walk, ride your bike or scooter (non-motorized), or skateboard to and from school?	No days 1 2 3 4 5
Has a doctor or nurse ever told you that you have asthma?	No Yes
Do you still have asthma	No Yes
During the past 12 months, did you have an episode of asthma or an asthma attack?	No Yes
An asthma action plan, or asthma management plan, is a form with instructions about when to change the amount or type of medicine, when to call the doctor for advice, and when to go to the emergency room. Has a doctor or other health professional EVER given you a written asthma action plan?	I do not have asthma Yes No Not sure
Do you have diabetes?	No Yes
Has a doctor or other health professional EVER given you a written diabetes care plan to help manage your diabetes in school?	I do not have diabetes Yes No Not sure

During the past 12 months, about how many days of school did you miss because of your diabetes?	I do not have diabetes 0 days 1 to 3 days 4 to 9 days 10 to 12 days 13 or more days
During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?	No Yes
During the past 12 months, did you ever seriously consider attempting suicide?	No Yes
During the past 12 months, did you make a plan about how you would attempt suicide?	No Yes
During the past 12 months, how many times (if any)	
did you actually attempt suicide?	0 times 1 time 2 to 3 times 4 to 5 times 6 or more times
In the past seven days, I have felt left out.	Never Rarely Sometimes Often Always
In the past seven days, I have felt that people barely know me.	Never Rarely Sometimes Often Always
In the past seven days, I have felt isolated from others.	Never Rarely Sometimes Often Always

In the past seven days, I have felt that people are around me but not with me.	Never Rarely Sometimes Often Always
How tall are you without your shoes on?	Grid
How much do you weigh without your shoes on?	Grid
During the past 30 days, did you drive a car or other vehicle when you were talking on a cell phone? If so, on how many days?	0 times 1 time 2 or 3 times 4 or 5 times 6 or more times
During the past 30 days, did you text or e-mail while driving a car or other vehicle? If so, on how many days?	0 times 1 time 2 or 3 times 4 or 5 times 6 or more times
How are guns and bullets stored in your home?	We don't have any guns or bullets. Unlocked and in plain sight Locked or hidden, but I know how to access them. Locked or hidden, and I DON'T know how to access them Don't know

SELF-HARM QUESTIONS

In the past 12 months, have you ever done something to purposefully hurt yourself without wanting to die, such as cutting or burning yourself on purpose? If so, how many times did you do so?	0 times 1 time 2 or 3 times 4 or 5 times 6 or more times
--	--

TOBACCO QUESTIONS

Have you ever tried:

cigarettes, even just one puff?	No Yes
---------------------------------	-----------

cigars, cigarillos, or little cigars, even a puff?	No Yes
tobacco in a hookah or waterpipe?	No Yes
Vape products such as e-cigarette, vape pens, mods, or pod vapes like JUUL or Puff Bars)?	No Yes
chewing tobacco, snuff, dip, or snus (moist smokeless tobacco usually sold in small pouches)?	No Yes
nicotine pouches like Zyn, On, and Velo?	No Yes
During the past 30 days, on how many days did you:	
Smoke cigarettes?	0 days 1 or 2 days 3 to 5 days 6 to 9 days 10 to 19 days 20 to 29 days all 30 days
Smoke cigars, cigarillos, or little cigars?	0 days 1 or 2 days 3 to 5 days 6 to 9 days 10 to 19 days 20 to 29 days all 30 days
Smoke tobacco in a hookah or waterpipe?	0 days 1 or 2 days 3 to 5 days 6 to 9 days 10 to 19 days 20 to 29 days all 30 days

Use vape product such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars)?	0 days 1 or 2 days 3 to 5 days 6 to 9 days 10 to 19 days 20 to 29 days all 30 days
Use chewing tobacco, snuff, dip, or snus (moist smokeless tobacco usually sold in small pouches)?	0 days 1 or 2 days 3 to 5 days 6 to 9 days 10 to 19 days 20 to 29 days all 30 days
Use nicotine pouches like Zyn, On, and Velo?	0 days 1 or 2 days 3 to 5 days 6 to 9 days 10 to 19 days 20 to 29 days all 30 days
How frequently (if ever) have you smoked cigarettes during the past 30 days?	Not at all Less than one cigarette per day One to five cigarettes per day About one-half pack per day About one pack per day About one and one-half packs per day Two packs or more per day
How much do you think people risk harming themselves (physically or in other ways) if they: use vape products such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars?	No risk Slight risk Moderate risk Great risk

How old were you when you first used a vape product (e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars)?

Never
10 or younger
11
12
13
14
15
16
17 or older

How wrong do your parents feel it would be for YOU to use vape products such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars?

Very Wrong
Wrong
A little bit wrong
Not wrong at all

If you smoked cigarettes or used vape products in the past 30 days, how did you usually get your own cigarettes or vape products? (CHOOSE ONLY ONE ANSWER FOR EACH TOBACCO TYPE– Vape Products, Regular Cigarettes)

I did not use cigarettes or vape products (e-cigarettes, vape pens, mods, or pod vapes like JUUL) in the past 30 days
I bought them in a store such as a convenience store, supermarket, discount store, or gas station
I bought them at a tobacco smoke or vape shop
I bought them at a vape shop
I bought them on the internet or social media (such as Facebook, Instagram, or SnapChat)
I gave someone else money to buy them for me
I borrowed (or bummed) them from someone else
A person 18 years old or older gave them to me
I took them from a store or family member
I got them some other way

Do you think that you will try a cigarette soon?

I have already tried smoking cigarettes
No
Yes

If you have ever tried a tobacco product, which one did you try first?	I have never tried any tobacco product Cigarettes Cigars, cigarillos, or little cigars Tobacco in a hookah or waterpipe Vape products such as e-cigarettes, vape pens, or pod vapes like JUUL or Puff Bars? Chewing tobacco, snuff, or dip Nicotine pouches like Zyn, On, or Velo Other
If you ever used vape products, such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars, what flavor have you used most often?	I have never used vape product Tobacco flavor Mint flavor Menthol flavor Sweet, alcohol, or other flavor
If you smoked during the past 12 months, did you ever stop smoking for one day or longer because you were trying to quit smoking?	I have not smoked in the past 12 months Yes No
Do you think you will smoke a cigarette at any time during the next year?	Definitely yes Probably yes Probably not Definitely not
If one of your best friends offered you a cigarette, would you smoke it?	Definitely yes Probably yes Probably not Definitely not
Do you think that people can get addicted to vape products (e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars)?	Definitely yes Probably yes Probably not Definitely not

If you used a vape product (e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars) in the past 30 days, where did you use it? (mark ALL that apply)

I did not use a vape product in the past 30 days

On school grounds

Inside my house

Outside my house

At work

Inside restaurants, vapor lounges, or stores

At parties or social situations

In the car

At parks or other outdoor recreational areas

Other

If you used a vape product such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars in the past 12 months, what did you put in it? (Mark ALL that apply.)

I did not use a vape product in the past 12 months

E-juice with zero nicotine

E-juice with nicotine

Marijuana

Other

Not Sure

Do you usually vape with nicotine, without nicotine, or both?

I do not vape now

Not at all

A little

Somewhat

A lot

How much do you want to stop vaping?

I do not vape now

Not at all

A little

Somewhat

A lot

Do you think you will use a vape product, such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars at any time during the next year?

Definitely yes

Probably yes

Probably not

Definitely not

If one of your best friends offered you a vape product such as an e-cigarette, vape pen, or mod, would you use it?

Definitely yes

Probably yes

Probably not

Definitely not

Do you think people can get addicted to using tobacco just like they can get addicted to using cocaine or heroin?	Definitely yes Probably yes Probably not Definitely not
Do you think young people who smoke cigarettes have more friends?	Definitely yes Probably yes Probably not Definitely not
Do you think that smoke from other people's cigarettes is harmful to you?	Definitely yes Probably yes Probably not Definitely not
During this school year, were you taught in any of your classes about the dangers of tobacco use?	No Yes Not sure
During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?	0 days 1 or 2 days 3 or 4 days 5 or 6 days 7 days
During the past 7 days, on how many days did you ride in a car with someone who was smoking cigarettes?	0 days 1 or 2 days 3 or 4 days 5 or 6 days 7 days
Does anyone who lives with you now: (Mark ALL that apply)	Smoke cigarettes Use vape products (e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars) No one lives with me now who uses any form of tobacco Use other tobacco products
In the past 30 days, how often have you seen or heard any advertising or campaigns against smoking?	Never Rarely Sometimes Often Very Often

MENTAL HEALTH QUESTIONS

During the past 30 days, about how often did you:

feel nervous?

All of the time
Most of the time
Some of the time
A little of the time
None of the time

feel hopeless?

All of the time
Most of the time
Some of the time
A little of the time
None of the time

feel restless or fidgety?

All of the time
Most of the time
Some of the time
A little of the time
None of the time

feel so depressed that nothing could cheer you up?

All of the time
Most of the time
Some of the time
A little of the time
None of the time

feel that everything was an effort?

All of the time
Most of the time
Some of the time
A little of the time
None of the time

feel worthless?

All of the time
Most of the time
Some of the time
A little of the time
None of the time

How often in the last thirty days (if at all) did you talk to an adult (parent, doctor, counselor, teacher, etc.) about feeling very sad, hopeless, or suicidal?

I have not felt this way in the past 30 days
0 times
1 time
2 to 4 times
5 or more times

If you have felt very sad, hopeless, or suicidal in the past 30 days who did you talk to about it? (Mark all that apply)

I have not felt this way in the past 30 days
I felt this way but did not talk to anyone about it
Parent
Friend//Peer
Teacher
Doctor
School Counselor
School Nurse
Therapist
Clergy (e.g. Bishop, Priest or Nun, Minister, Pastor)
Other Adult

Do you think it's okay to seek help and talk to a professional counselor, therapist, or doctor if you've been feeling very sad, hopeless, or suicidal?

Yes
No
I think it's okay for other people to seek help
but not for me to seek help

During the past 12 months, how many times (if any) did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)

I did not date or go out with anyone during the past 12 months
0 times
1 time
2 or 3 times
4 or 5 times
6 or more times

ADDITIONAL QUESTIONS

I feel safe in my neighborhood.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

If you have a religious preference, choose one which you identify the most.

Catholic
Protestant (such as Baptists,
Presbyterians, or Lutherans)
Jewish
Another religion
No preference
LDS (Mormon)

Now think about all the students in your grade at your school. How many of them do you think...

a. smoke one or more cigarettes a day?

None (0%)
Few (1-10%)
Some (11-30%)
Half or less (31-50%)
Half or more (51-70%)
Most (71-90%)
Almost All (91-100%)

b. drank alcohol sometime in the past month?

None (0%)
Few (1-10%)
Some (11-30%)
Half or less (31-50%)
Half or more (51-70%)
Most (71-90%)
Almost All (91-100%)

c. used marijuana sometime in the past month?

None (0%)
Few (1-10%)
Some (11-30%)
Half or less (31-50%)
Half or more (51-70%)
Most (71-90%)
Almost All (91-100%)

d. use an illegal drug in the past month (not including marijuana)?

None (0%)
Few (1-10%)
Some (11-30%)
Half or less (31-50%)
Half or more (51-70%)
Most (71-90%)
Almost All (91-100%)

If you wanted to get vape products such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars, how easy would it be for you to get some?

Very hard
Sort of Hard
Sort of easy
Very easy

During a typical week, how many days do all or most of your family eat at least one meal together?

0
1
2
3
4
5
6
7

HONESTY QUESTIONS

How old were you when you first: used phenoxydine (pox, px, breeze)

Never
10 or younger
11
12
13
14
15
16
17 or older

On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in the past 30 days?

0 occasions
1-2
3-5
6-9
10-19
20-39
40+ above

How honest were you in filling out this survey?

I was very honest
I was honest most of the time
I was honest some of the time
I was honest once in a while
I was not honest at all