2024 Louisiana Caring Communities Youth Survey (CCYS)

Region 8 - Northeast Delta Human Services Authority

2024 LOUISIANA

Caring Communities Youth Survey

Sponsored by





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INTRODUCTION

2024 Region 8 - Northeast Delta Human Services Authority CCYS Summary

This report summarizes the findings from the 2024 Louisiana Caring Communities Youth Survey (CCYS), a survey of 6th, 8th, 10th, and 12th grade students conducted in the fall of 2024 and completed February 2025. The survey window was extended into the spring semester to give schools more flexibility in scheduling their survey. Schools are given the option to administer the survey online or via pencil paper. All schools choose the online platform for administration in 2024. The results in this report are presented along with comparisons to past years' results. In addition, the report contains important information about the content of the survey, and suggestions and guidelines on how to interpret and use the data for prevention planning.

The Louisiana CCYS was originally designed to assess students' involvement in a specific set of problem behaviors, as well as their exposure to a set of scientifically validated risk and protective factors identified in the Risk and Protective Factor Model of adolescent problem behaviors. These risk and protective factors have been shown to predict the likelihood of academic success, school dropout, substance abuse, violence, and delinquency among youth. The CCYS continues to evolve and several modifications were made to the current survey. Current changes include reducing the number of items to 115, adding a adolescence problem gambling risk scale, adding questions that measure school climate and reformatting the CCYS report.

The Characteristics of participants table contains the characteristics of the students who completed the survey. A total of 340 schools across Louisiana participated in the survey. Since students are able to select more than one race or ethnicity, the sum of students of individual categories may exceed the total number of students surveyed. Because not all students answer all of the questions, the total count of students by gender (and less frequently, students by ethnicity) may be less than the reported total students.

Comparisons between the number of students completing the survey and the student enrollment in your community and the state are shown on the Survey Completion Rate table. The total percentage of students completing the survey and the percentage from each grade are shown in the "Participation Rate" column.

The sample for 2024 is one of convenience. Each school designates a date(s) and time(s) for students to complete the survey. Therefore students absent on the designated date may not be surveyed. Additional exclusionary criteria may prohibit a student from participating. Parents may not give permission to participate via passive consent or a student can opt out via informed assent. When using the information in this report, please pay attention to the number of students who participated from your community. If **60% or more** of the students participated, the report may be a better indicator of the levels of substance use, risk and protection and school climate than participation rates below 60%. However, caution should be used when making inferences due to issues that arise from using a sample of convenience. Samples that are nonrepresentative of a population, regardless of participation rates may not be valid.

Coordination and administration of the Louisiana CCYS was a collaborative effort of Louisiana Department of Health, Office of Behavioral Health (OBH); Regional Prevention Coordinators; Department of Education; Cecil J. Picard Center for Child Development and Lifelong Learning, University of Louisiana at Lafayette; and Bach Harrison, L.L.C. For more information about the CCYS or prevention services in Louisiana, please refer to the Contacts for Prevention section at the end of this report.

Characteristics of participants*

	LGE 2020		LGE 2022		LGE 2024		State 2024	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
What grade are you in?								
6	778	30.1	465	35.8	400	16.7	15,911	31.9
8	890	34.4	360	27.7	660	27.6	14,847	29.8
10	527	20.4	260	20.0	817	34.2	11,008	22.1
12	393	15.2	213	16.4	515	21.5	8,046	16.2
All grades	2,588	100.0	1,298	100.0	2,392	100.0	49,812	100.0
Are you:								
Male	1,264	49.3	598	46.5	1,026	45.3	22,449	46.6
Female	1,300	50.7	687	53.5	1,238	54.7	25,715	53.4
What is your race? (Select one or more)†								
African American	1,182	42.0	529	36.1	1,592	57.8	20,433	33.1
American Indian	98	3.5	50	3.4	103	3.7	2,119	3.4
Asian	19	0.7	10	0.7	29	1.1	1,969	3.2
Hispanic or Latino	143	5.1	105	7.2	168	6.1	7,094	11.5
Pacific Islander	13	0.5	6	0.4	15	0.5	413	0.7
White	1,259	44.7	660	45.1	680	24.7	23,047	37.3
Unkown/Other	102	3.6	105	7.2	167	6.1	6,706	10.9

Survey Completion Rate

	LGE 2024			State 2024		
	Survey Respondents	Number enrolled	Participation Rate	Survey Respondents	Number enrolled	Participation Rate
Grade						
6	400	3,543	11.3	15,911	49,399	32.2
8	660	3,609	18.3	14,847	51,564	28.8
10	817	3,402	24.0	11,008	52,512	21.0
12	515	3,256	15.8	8,046	43,389	18.5
Total	2,392	13,810	17.3	49,812	204,341	24.4

Characteristics table provides demographic information for the survey participants in your community. Survey Completion Rate table provides estimated enrollment and survey completion rate information for your community.

Please note that in order to be included in the charts and tables in this report, grades must meet a minimum cutoff of 10 participating students. However, data are presented in Characteristics & Completion Rate for all participating grades, even those grades surveyed that did not meet minimum cutoff criteria.

UNDERSTANDING THE CHARTS

There are three major categories of data presented in this report, representing nine types of charts:

Drug use profiles:

1. Gateway drug use charts
2. Other illicit drug use charts
3. Severe substance use indicator charts
4. Perception of Parental Dissaproval/Risk
5. Community norms reguarding alcohol use
6. Environmental risk factor charts

Antisocial behavior and gambling profiles:

7. Antisocial behavior (ASB) charts
8. Gambling charts

Risk and protective factors, alcohol environmental risk factors and mental health and suicide indicators:

9. Risk factor charts
10. Protective factor charts

Drug Use Profiles

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

Gateway drug use measures lifetime and 30-day use rates for alcohol, tobacco, marijuana, and inhalants.

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

Severe substance use is the percentage of youth indicating having been drunk or high at school, and youth indicating drinking alcohol and driving or reporting riding with a driver who had been drinking alcohol.

Antisocial Behavior and Gambling Profiles

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

Gambling profiles share data on past year gambling behavior and include data from the Brief Adolescent Gambling Scale (BAGS), which was added to the 2024 CCYS and past-year gambling behavior based on seven types of gambling (i.e., lottery, bingo, Fantasy Sports, sporting event gambling, betting on cards, dice games, and betting on games of skill).

Questions categorized as "High risk for problem gambling" score are from the Brief Adolescent Gambling Scale (BAGS), which was comprised of three questions ("How often have you skipped hanging out with friends who do not gamble/bet to hang out with friends who do gamble/bet?", "In the past 3 months, how often have you felt that you might have a problem with gambling/betting?", and "How often have you hidden your gambling/betting from your parents, other family members or teachers?". The "High risk for problem gambling" score value is calculated by first coding responses to the three questions as follows: Never (0), Sometimes (1), Most of the time (2), Almost Always (3). Total scores of 4-9 suggest the student is at high risk for problem gambling.

Mental Health and Suicide Indicators

Mental health and suicide indicators data explore two main areas: mental health indicators (including depression-related indicators) and suicide-related indicators.

Mental Health Related Indicators includes data regarding student use of doctor-prescribed mental health/behavior medications and feelings of serious depression.

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?"). This section also shares data regarding loss of friends or family to suicide.

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.

Environmental Risk Factors, Mental Health Risk and Risk and Protective Factors

Alcohol environmental risk factor charts show alcohol availability in the community, and insights into community norms on alcohol related issues.

Prescription drug environmental risk factor charts show prescription drug availability in the community.

Vape enviromental risk factor charts show vape availability in the community.

Mental health and suicide charts show the percentage of youth with mental health needs, currently using medication to manage mental health, and at risk for suicide.

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

Appendix A provides a list of changes to questions between survey administrations.

Appendix B provides data tables demonstrating (for the State of Louisiana) the relationship between perceived parental acceptability of use and actual student use.

Appendix C provides data that can support Drug Free Communities (DFC) grantees.

Appendix D provides National, State, and Regional contacts for prevention

Appendix E provides an explanation of the scales that measure the risk and protective factors shown in the profiles

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 2024 CCYS survey.

The Bars - in the 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 CCYS: 2020, 2022, and 2024. 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 Louisiana who reported substance use, problem behavior, elevated risk, or elevated protection.

For the 2024 CCYS Survey, there were 49,812 participants in grades 6, 8, 10, and 12, out of 204,341 enrolled, a participation rate of 24.3%. The fact that over 49,000 students across the state participated in the CCYS make 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 Louisiana. The survey results provide considerable information for communities to use in planning prevention services.

Diamonds represent national data from the Monitoring the Future (MTF) study, 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.

Triangles represent national data from the Bach Harrison Norm. The Bach Harrison Norm was developed by Bach Harrison L.L.C. 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 eight statewide surveys and five large regional surveys across the nation were combined into a database of approximately 460,000 students. The results were weighted to make the contribution of each state and region 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 BH Norm. In order to keep the Bach Harrison Norm relevant, it is updated approximately every two years as new data become available.

The Xs represent national mental health data gathered by the 2023 Youth Risk Behavior Survey (YRBS). Comparison data are available for grades 10 and 12 on the topics of suicide and depression. (Note these are national data, not data from the Louisiana Youth Risk Behavior Survey.)

A comparison to state-wide and national results provides additional information for your community in determining the relative importance of levels of alcohol, tobacco and other drug (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. 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 probably the factors your community should consider addressing when planning prevention programs.

DRUG USE PROFILES

The charts and tables that follow present the substance use rates for your community for 6th, 8th, 10th and 12th grade students who completed the survey. The first set of substance use charts cover the **"Gateway Drugs"** most commonly used by youth (alcohol, tobacco, marijuana and inhalants). The second set of substance use charts include a variety of important, but less commonly used **illicit drugs** such as cocaine, heroin, methamphetamine, and prescription narcotics. Finally, the last set of substance use charts present indicators of **severe substance use,** the percentage indicating they used substances in school, and students involved in drinking and driving.

Each chart represents students from a single grade. The bars on each chart represent the percentage of students in the indicated sample (*e.g.* school, parish, or region) reporting substance use, and related behaviors or perceptions. The **dots** on the charts represent the same data for all students of that grade surveyed in the state of Louisiana. The **diamonds** and **triangles** represent national data included to allow a comparison of your data to a national sample of students, either the Monitoring the Future (MTF) Survey *(lifetime, 30-day, and heavy use),* and the Bach Harrison Norm *(severe substance use)* respectively. The Bach Harrison Norm is available for grades 6 through 12 while MTF only surveys grades 8, 10, and 12.

A comparison to state and national results provides additional information for your community in determining the relative importance of levels of ATOD use. Information about other students in the region and the nation can be helpful in determining the seriousness of a given level of problem behavior. Scanning across the charts will help you gain a better understanding of the substance use (consumption) issues affecting your community.

The following definitions and descriptions provide information for the substance use and severe substance use charts that follow.

- **Lifetime use** is a measure of the percentage of students who tried the particular substance at least once in their lifetime and is used to show the percentage of students who have had experience with a particular substance.
- **30-day use** is a measure of the percentage of students who used the substance at least once in the 30 days prior to taking the survey and is a more sensitive indicator of the level of current use of the substance.
- **Heavy use** includes binge drinking (having five or more drinks in a row during the two weeks prior to the survey) and smoking one-half a pack or more of cigarettes per day.
- **Severe substance use** indicators include student responses regarding drinking alcohol and driving, riding with a drinking driver, being drunk, being drunk or high at school, binge drinking.

ATOD USE AND ENVIROMENTAL RISK FACTOR PROFILES

The charts and tables that follow are intended to provide prevention professionals with data that are helpful in understanding the predictors and causes of substance use in your community. Data in the risk and protective factor profiles will provide you with an overview of the levels of risk and protection in your community. The Alcohol Environmental Risk Factors charts present data relevant to several community domain variables associated with increased alcohol consumption.

Alcohol Environmental Risk Factor Profiles

The alcohol environmental risk factors profiles include the percentage of students who obtained alcohol from specific sources and survey data gathered to shed light on the community norms about alcohol use. Percentages for the sources of alcohol are based upon only those students who reported having used alcohol in the past year. (Sample sizes are noted in the chart legend.)

Student perceptions of community norms are drawn from all students surveyed, regardless of whether they reported any alcohol use.

Prescription Drug Environmental Risk Factor Profiles

The prescription drug environmental risk factors profiles include the percentage of students who obtained prescription drugs from specific sources. Percentages for the sources of prescription drugs are based upon only those students who reported having abused prescription drugs in the past year. (Sample sizes are noted in the chart legend.)

Risk and Protective Factor Profiles

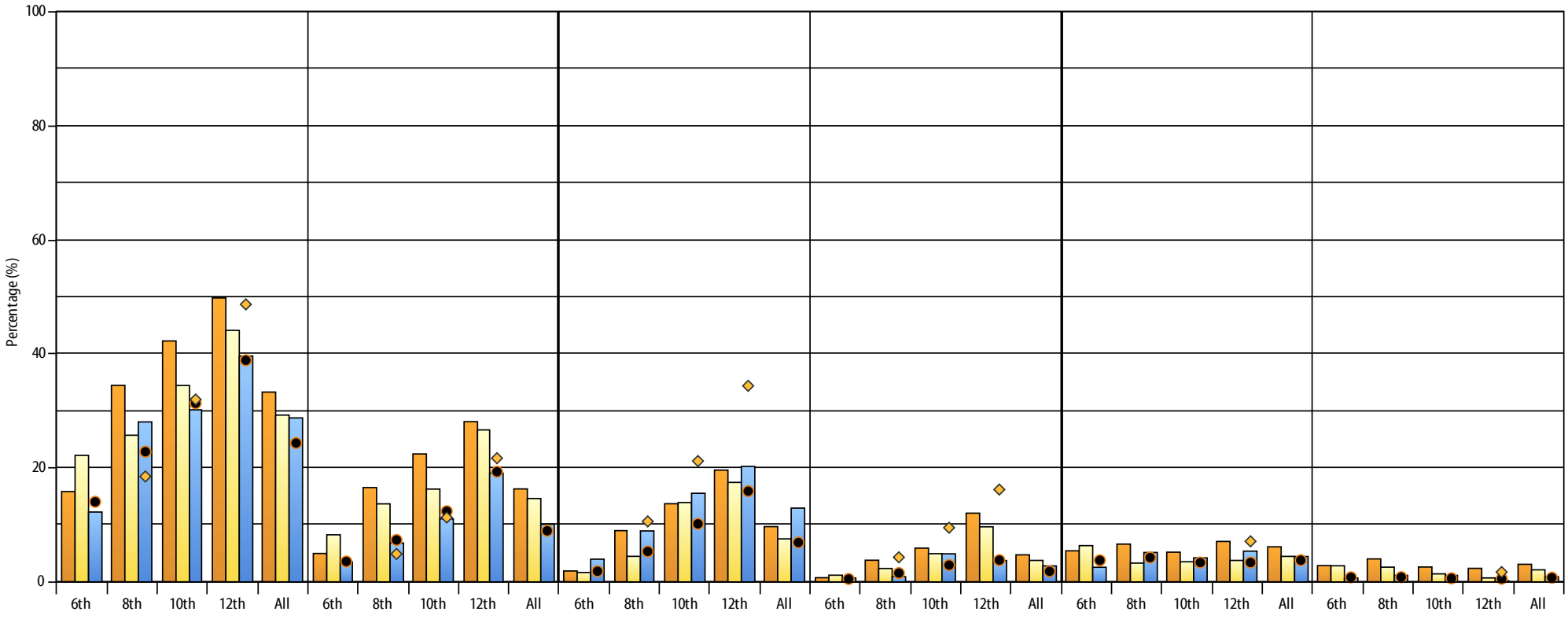
The risk and protective factor charts show the percentage of students at risk and with protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of a youth's life experience that are predictive of whether he/she will engage in problem behaviors. Higher risk and lower protection predict a greater likelihood that a youth with engage in problem behaviors, while lower risk and higher protection predict a greater likelihood that youth will not engage in problem behaviors.

The factors are grouped into four domains: community, family, school, and peer/individual. Brief definitions of the risk and protective factors scales are provided in Appendix E at the end of this report. For more information about risk and protective factors, please refer to the resources listed under Contacts for Prevention in Appendix D at the end of this report.

Consistent with the other charts in this report the bars represent your community's levels of risk and protection, the dots represent the Louisiana state average, and the triangles represent a national comparison through the Bach Harrison norm, where available. 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 are lower than the Bach Harrison Norm are probably the factors that your community should consider addressing when planning prevention programs. By looking at 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.

Gateway drug use profile - Alcohol, marijuana, and prescription drugs
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



	Alcohol								Marijuana								Prescription drugs (all types combined)†							
	Lifetime use				Past 30-day use*				Lifetime use				Past 30-day use*				Lifetime				Past 30-days*			
Grade	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	15.6	22.0	12.3	14.0	5.0	8.2	3.6	3.6	1.9	1.6	3.9	1.9	0.7	1.1	0.7	0.5	5.3	6.4	2.6	3.8	2.8	2.7	0.6	0.8
8th	34.4	25.7	28.1	22.8	16.5	13.7	6.7	7.3	8.9	4.5	8.8	5.3	3.8	2.2	0.8	1.5	6.6	3.2	5.0	4.3	3.9	2.6	1.2	0.8
10th	42.3	34.4	30.2	31.3	22.3	16.1	11.1	12.4	13.6	14.0	15.6	10.2	5.9	4.9	5.0	2.9	5.2	3.6	4.3	3.4	2.6	1.4	1.2	0.6
12th	49.9	44.1	39.7	38.9	27.9	26.6	19.1	19.3	19.5	17.3	20.3	15.9	12.0	9.7	3.7	3.8	6.9	3.8	5.3	3.4	2.4	0.5	0.2	0.5
All	33.2	29.3	28.8	24.4	16.2	14.5	10.2	9.0	9.6	7.6	12.9	6.9	4.6	3.6	2.8	1.8	6.0	4.5	4.4	3.8	3.1	2.0	0.9	0.7

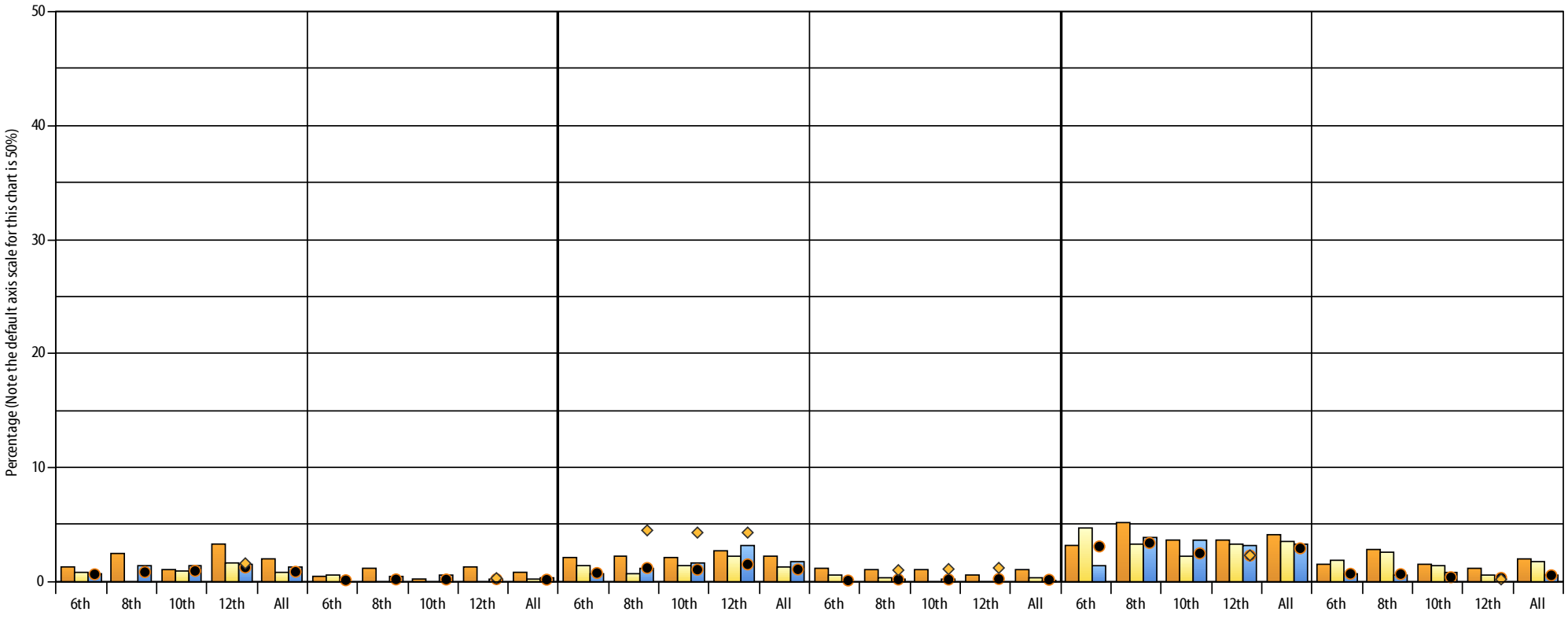
* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** 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.

LGE 2020 LGE 2022 LGE 2024 State 2024 MTF**

Gateway drug use profile - Prescription drugs
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



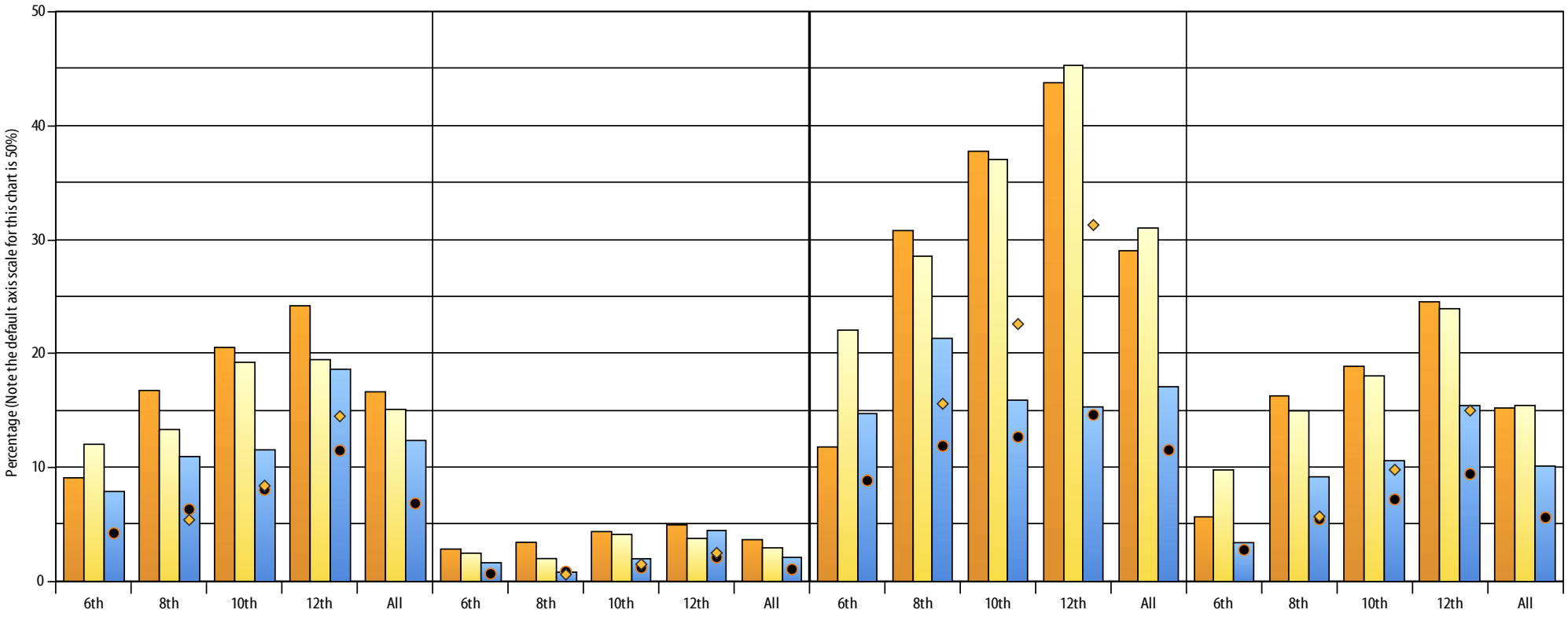
Grade	Prescription narcotic abuse								Prescription stimulant abuse								Prescription sedative abuse							
	Lifetime				Past 30-days*				Lifetime				Past 30-days*				Lifetime				Past 30-days*			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	1.3	0.8	0.7	0.6	0.5	0.5	0.0	0.1	2.1	1.3	0.7	0.7	1.2	0.5	0.0	0.1	3.1	4.7	1.4	3.1	1.5	1.9	0.7	0.7
8th	2.5	0.0	1.4	0.8	1.2	0.0	0.4	0.2	2.2	0.6	1.2	1.2	1.0	0.3	0.2	0.2	5.2	3.2	3.9	3.4	2.9	2.6	0.6	0.7
10th	1.1	0.9	1.3	0.9	0.2	0.0	0.6	0.2	2.2	1.4	1.6	1.0	1.1	0.0	0.1	0.2	3.7	2.3	3.6	2.5	1.5	1.4	0.8	0.4
12th	3.3	1.6	1.5	1.2	1.2	0.0	0.2	0.2	2.7	2.2	3.2	1.5	0.6	0.0	0.0	0.2	3.6	3.2	3.2	2.3	1.2	0.5	0.0	0.3
All	2.0	0.7	1.3	0.9	0.8	0.2	0.4	0.2	2.2	1.3	1.7	1.1	1.0	0.3	0.1	0.2	4.0	3.5	3.2	2.9	1.9	1.8	0.5	0.6

* 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.

LGE 2020 LGE 2022 LGE 2024 State 2024 MTF**

Gateway drug use profile - Cigarettes and vaping products
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



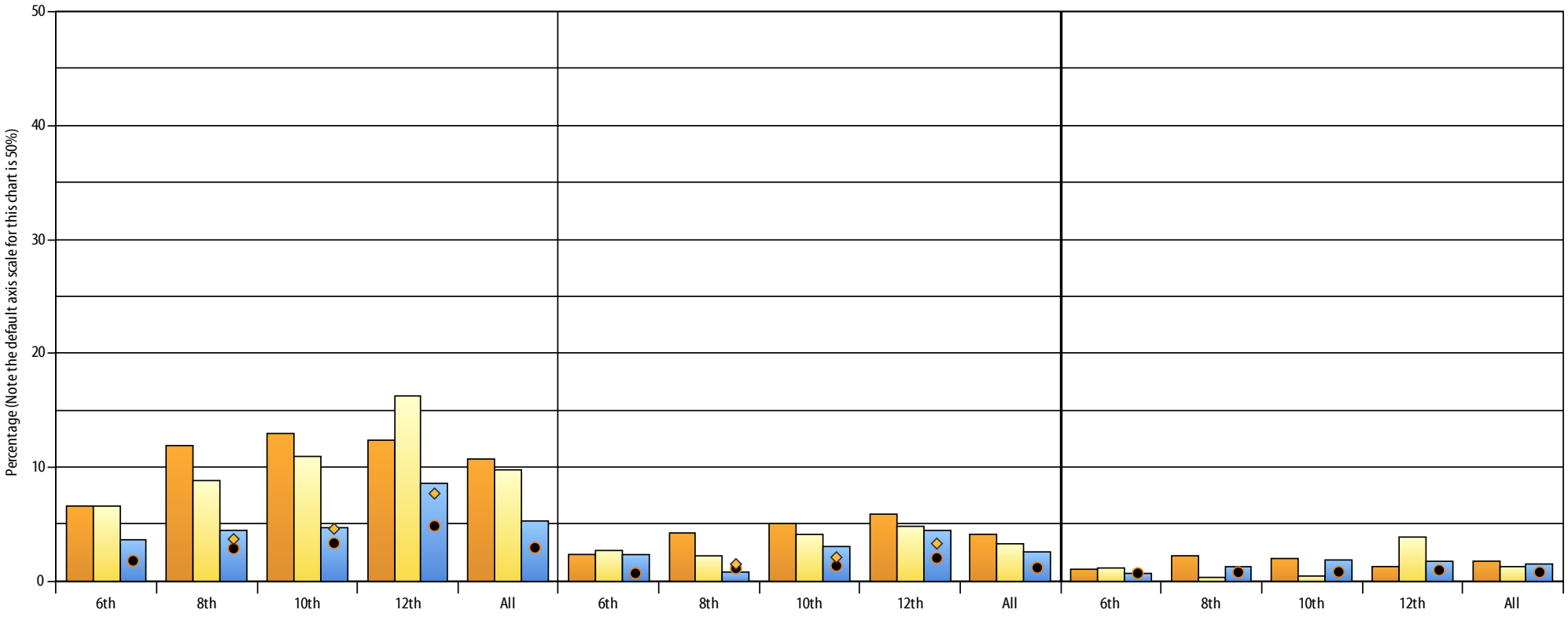
	Cigarettes								Vaping							
	Lifetime use				Past 30-days*				Lifetime use				Past 30-days*			
Grade	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	9.1	12.0	7.9	4.2	2.8	2.4	1.6	0.7	11.8	22.0	14.8	8.8	5.6	9.8	3.4	2.8
8th	16.8	13.3	10.9	6.3	3.4	1.9	0.8	0.9	30.7	28.5	21.4	11.9	16.3	15.0	9.2	5.5
10th	20.5	19.3	11.5	8.1	4.4	4.1	1.9	1.2	37.7	37.1	15.9	12.7	18.8	18.1	10.5	7.2
12th	24.2	19.5	18.7	11.5	4.9	3.8	4.4	2.1	43.8	45.3	15.3	14.6	24.5	23.9	15.4	9.4
All	16.6	15.1	12.3	6.8	3.7	2.9	2.1	1.1	29.0	31.0	17.0	11.5	15.2	15.4	10.1	5.6

* 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.

LGE 2020 LGE 2022 LGE 2024 State 2024 MTF**

Gateway drug use profile - Other tobacco products
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



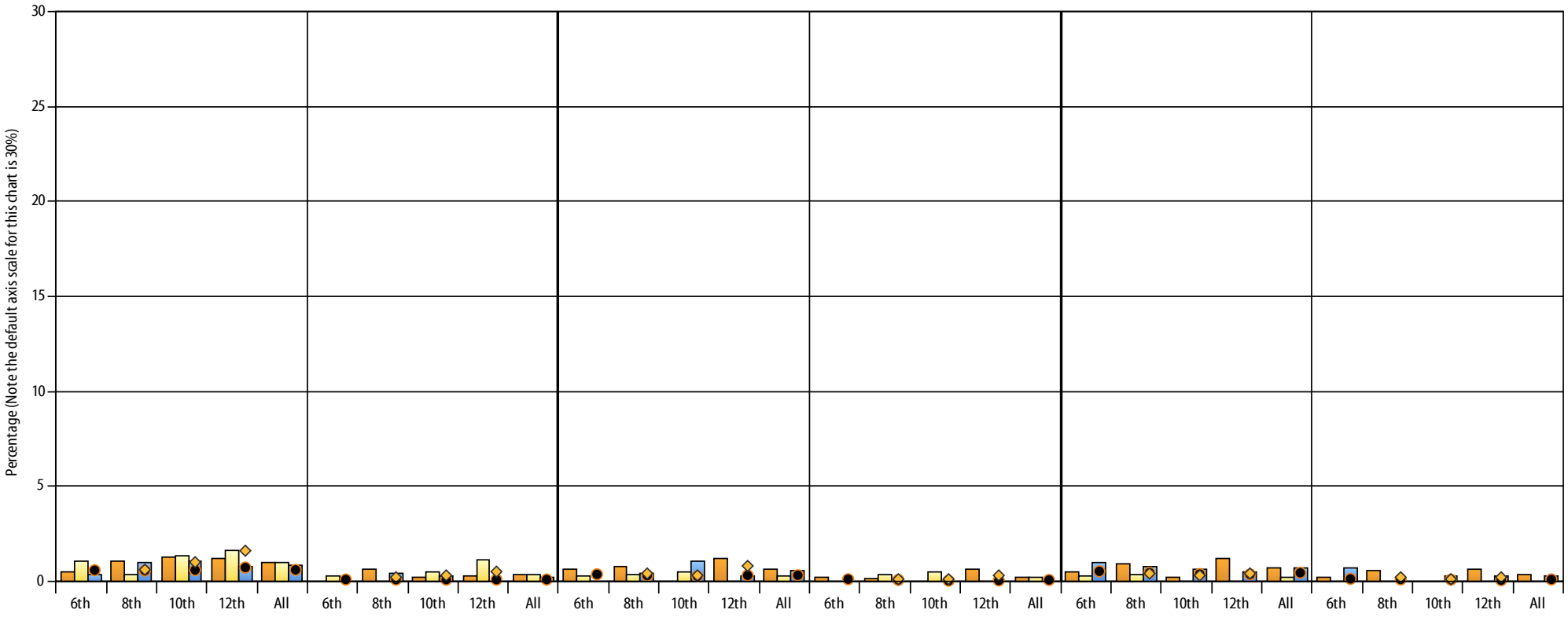
Grade	Chewing tobacco								Hookah or waterpipe			
	Lifetime use				Past 30-days*				Past 30-day use*			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	6.6	6.5	3.6	1.8	2.3	2.7	2.3	0.7	1.0	1.1	0.7	0.7
8th	11.9	8.9	4.5	2.9	4.2	2.3	0.8	1.1	2.2	0.3	1.2	0.8
10th	13.0	10.9	4.7	3.3	5.0	4.1	3.0	1.3	2.0	0.5	1.8	0.8
12th	12.4	16.2	8.6	4.9	5.8	4.9	4.4	2.0	1.2	3.8	1.7	1.0
All	10.7	9.7	5.3	2.9	4.1	3.2	2.6	1.2	1.7	1.2	1.5	0.8

* 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.

LGE 2020 LGE 2022 LGE 2024 State 2024 MTF**

Other illicit drug use profile - Cocaine, methamphetamine, heroin
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



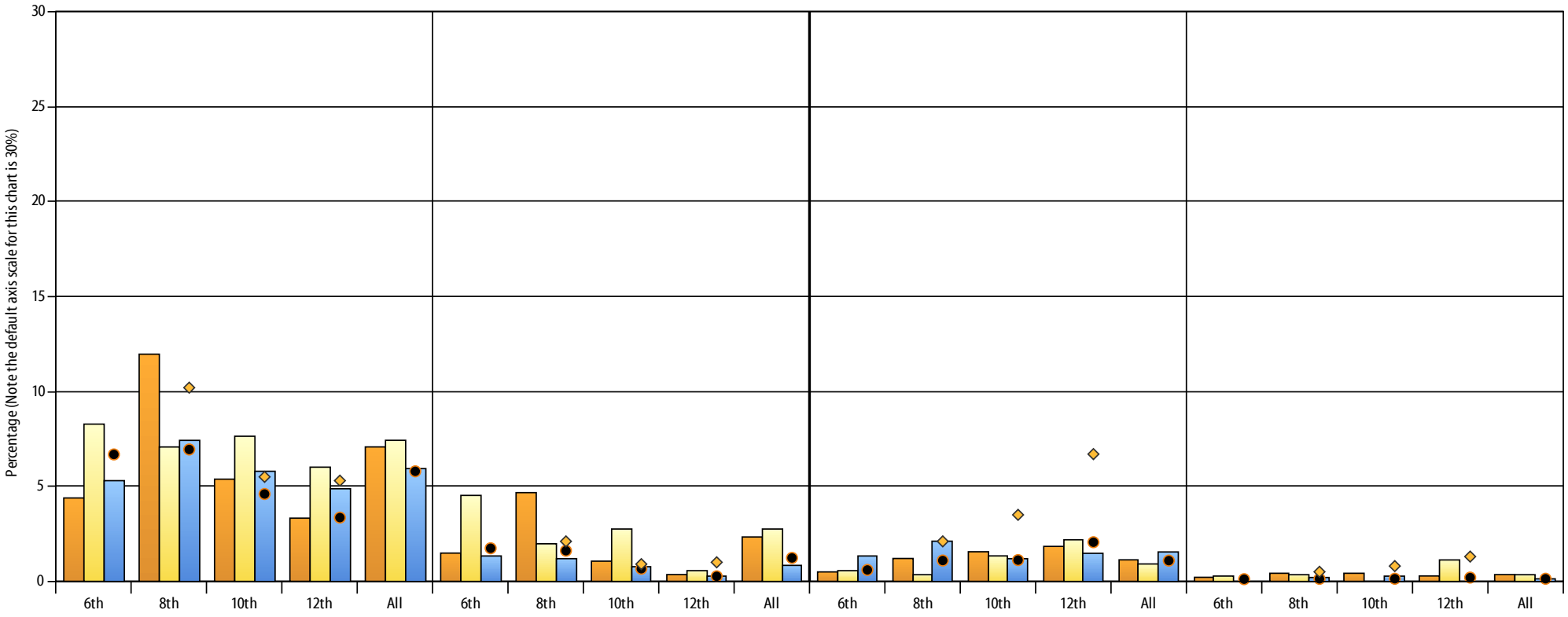
	Cocaine								Methamphetamine								Heroin							
	Lifetime cocaine				Past 30-day cocaine*				Lifetime methamphetamines				Past 30-day methamphetamines*				Lifetime heroin				Past 30-day heroin*			
Grade	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	0.5	1.1	0.3	0.6	0.0	0.3	0.0	0.1	0.7	0.3	0.0	0.4	0.2	0.0	0.0	0.1	0.5	0.3	1.0	0.5	0.2	0.0	0.7	0.1
8th	1.0	0.3	1.0	0.6	0.6	0.0	0.4	0.1	0.8	0.3	0.4	0.3	0.1	0.3	0.0	0.1	0.9	0.3	0.8	0.4	0.5	0.0	0.0	0.1
10th	1.3	1.3	1.0	0.6	0.2	0.4	0.3	0.1	0.0	0.4	1.0	0.3	0.0	0.4	0.0	0.0	0.2	0.0	0.6	0.4	0.0	0.0	0.3	0.1
12th	1.2	1.6	0.7	0.7	0.3	1.1	0.0	0.1	1.2	0.0	0.2	0.3	0.6	0.0	0.0	0.0	1.2	0.0	0.5	0.4	0.6	0.0	0.2	0.0
All	1.0	1.0	0.8	0.6	0.3	0.4	0.2	0.1	0.6	0.3	0.5	0.3	0.2	0.2	0.0	0.1	0.7	0.2	0.7	0.4	0.3	0.0	0.3	0.1

* 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.

LGE 2020 LGE 2022 LGE 2024 State 2024 MTF**

Other illicit drug use profile - Inhalants, hallucinogens, steroids, synthetics
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



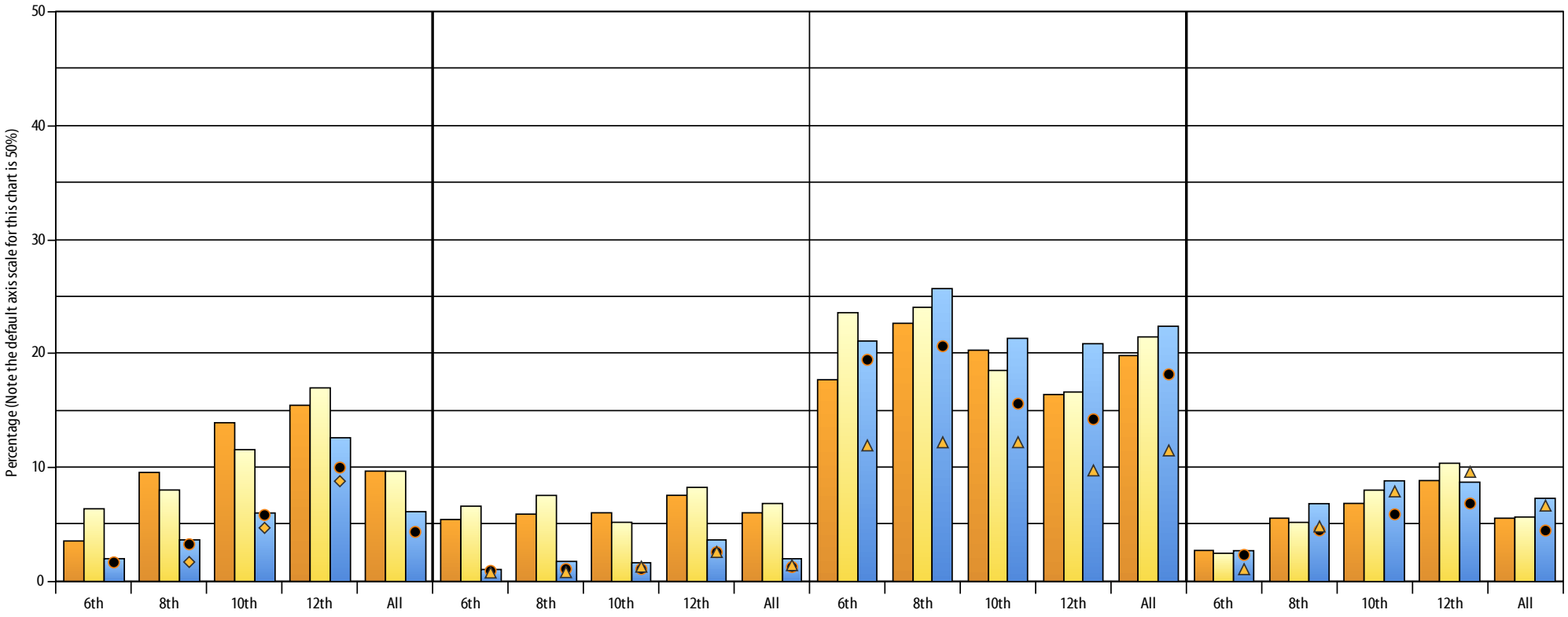
	Inhalants								Hallucinogens							
	Lifetime inhalants				Past 30-day inhalants*				Lifetime hallucinogens				Past 30-day hallucinogens*			
Grade	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	4.4	8.3	5.3	6.7	1.5	4.5	1.3	1.7	0.5	0.5	1.3	0.6	0.2	0.3	0.0	0.1
8th	11.9	7.1	7.4	6.9	4.7	1.9	1.2	1.6	1.2	0.3	2.1	1.1	0.4	0.3	0.2	0.1
10th	5.4	7.6	5.8	4.6	1.1	2.7	0.8	0.7	1.5	1.3	1.2	1.1	0.4	0.0	0.3	0.1
12th	3.3	6.0	4.9	3.4	0.3	0.6	0.2	0.3	1.8	2.2	1.5	2.1	0.3	1.1	0.0	0.2
All	7.1	7.4	5.9	5.8	2.3	2.8	0.9	1.2	1.1	0.9	1.5	1.1	0.3	0.4	0.2	0.1

* 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.

LGE 2020 LGE 2022 LGE 2024 State 2024 MTF**

Severe substance use indicators
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



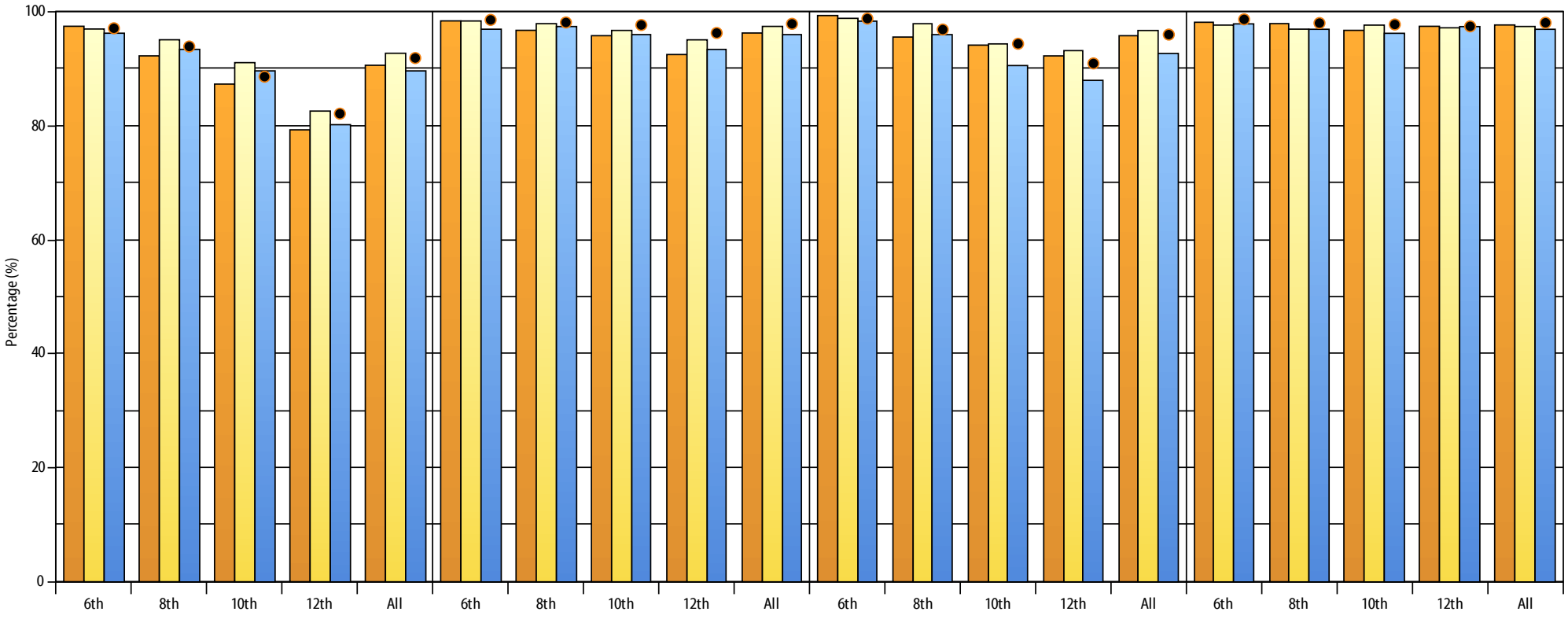
Grade	Problem substance use: Binge drinking* LGE 2020	LGE 2022	LGE 2024	State 2024	Drinking and Driving (Past 30 days): Driving a car when you had been drinking LGE 2020	LGE 2022	LGE 2024	State 2024	Ride in a car with driver who had been drinking LGE 2020	LGE 2022	LGE 2024	State 2024	Antisocial Behavior: Drunk or high at school LGE 2020	LGE 2022	LGE 2024	State 2024
6th	3.6	6.3	2.0	1.7	5.4	6.6	1.0	0.9	17.6	23.5	21.1	19.5	2.7	2.5	2.7	2.3
8th	9.5	8.0	3.7	3.3	5.9	7.5	1.7	1.1	22.6	24.1	25.7	20.6	5.5	5.2	6.9	4.5
10th	13.9	11.5	6.0	5.8	6.0	5.2	1.6	1.1	20.3	18.5	21.4	15.6	6.8	8.0	8.9	5.9
12th	15.5	16.9	12.6	10.0	7.6	8.2	3.6	2.6	16.3	16.6	20.9	14.2	8.8	10.4	8.8	6.8
All	9.7	9.6	6.1	4.3	6.0	6.8	2.0	1.3	19.7	21.5	22.4	18.2	5.5	5.7	7.3	4.5

* 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.

LGE 2020 LGE 2022 LGE 2024 State 2024 BH Norm MTF**

Perception of parental disapproval
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey

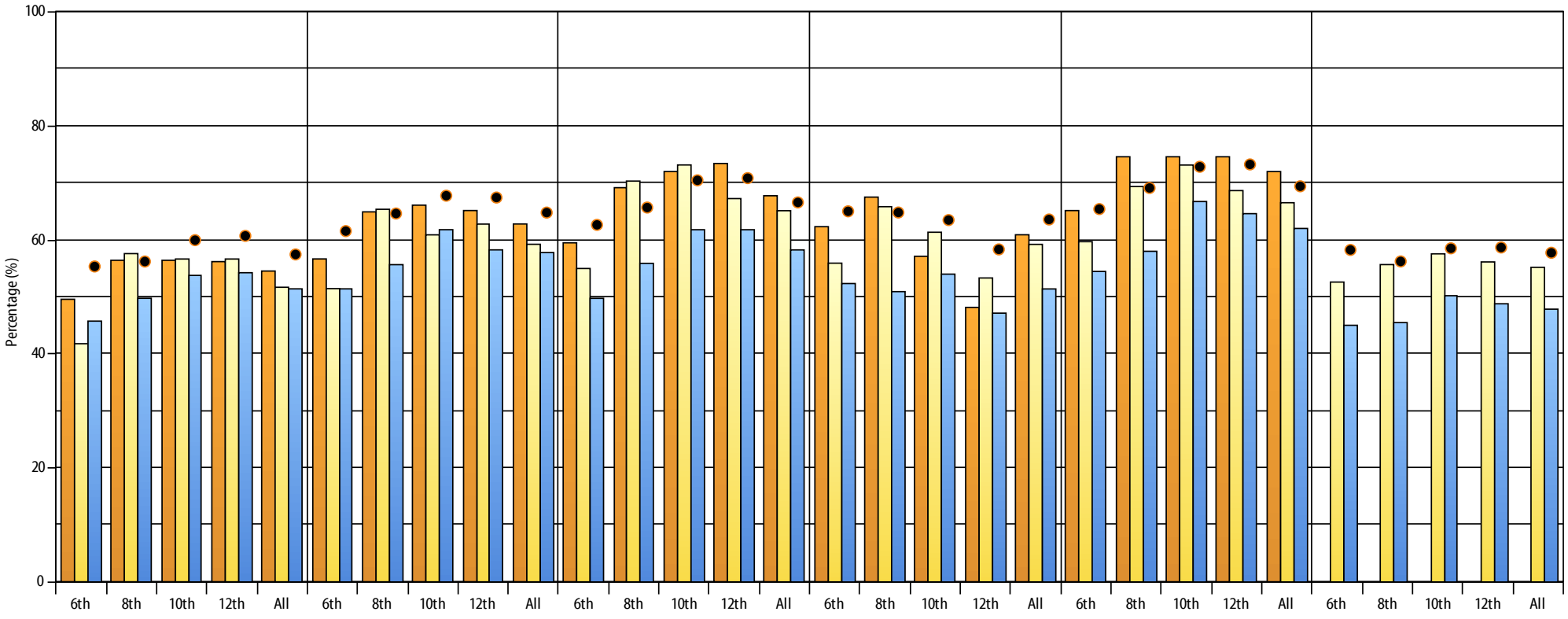


Parents feel it would be "Wrong" or "Very Wrong" to...

Grade	have one or two drinks of an alcoholic beverage nearly every day				smoke cigarettes				smoke marijuana				use prescription drugs not prescribed to you			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	97.4	96.9	96.3	97.1	98.4	98.3	96.9	98.6	99.3	98.9	98.3	98.8	98.2	97.7	98.0	98.7
8th	92.2	95.0	93.3	93.9	96.7	98.0	97.5	98.2	95.6	98.0	96.0	96.9	98.0	97.0	96.9	98.1
10th	87.2	91.1	89.6	88.6	95.8	96.7	96.0	97.7	94.2	94.3	90.6	94.4	96.6	97.6	96.2	97.8
12th	79.2	82.7	80.2	82.2	92.5	95.0	93.4	96.3	92.1	93.3	88.0	91.0	97.5	97.2	97.4	97.5
All	90.6	92.8	89.6	91.9	96.3	97.3	96.0	97.9	95.8	96.7	92.7	96.0	97.7	97.4	96.9	98.1

LGE 2020 LGE 2022 LGE 2024 State 2024

Perception of risk
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey

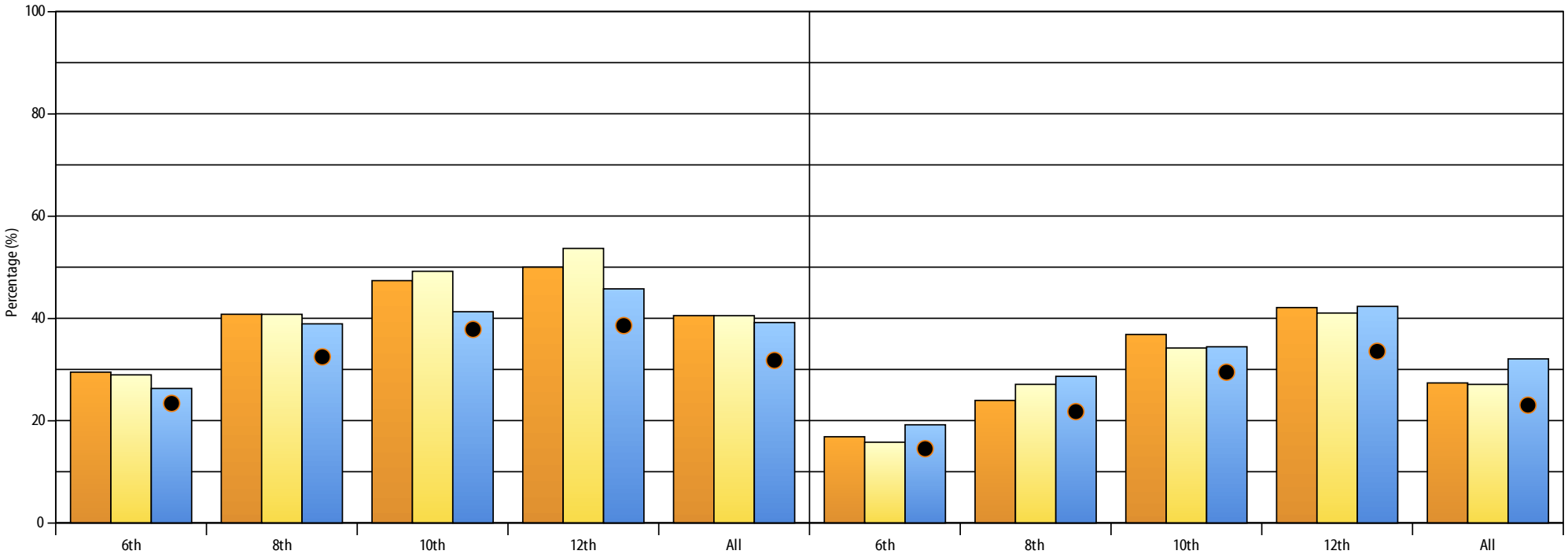


People are at "Moderate" or "Great risk" of harming themselves if they...

Grade	take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day				take five or more drinks of an alcoholic beverage once or twice a week				smoke one or more packs of cigarettes per day				smoke marijuana regularly				use prescription drugs that are not prescribed to them				try vape products (such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars)?			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	49.6	41.7	45.8	55.4	56.7	51.4	51.4	61.6	59.5	54.8	49.8	62.7	62.2	55.8	52.4	65.0	65.2	59.6	54.6	65.4	~	52.7	45.0	58.3
8th	56.4	57.5	49.7	56.2	64.9	65.3	55.6	64.7	69.1	70.3	55.8	65.7	67.5	65.7	50.8	64.8	74.6	69.3	58.1	69.1	~	55.8	45.6	56.3
10th	56.4	56.6	53.8	60.0	65.9	60.9	61.8	67.8	72.0	73.0	61.8	70.5	57.0	61.3	53.9	63.5	74.5	73.2	66.7	72.9	~	57.6	50.2	58.6
12th	56.2	56.7	54.3	60.7	65.2	62.8	58.2	67.5	73.4	67.2	61.8	70.9	48.0	53.2	47.1	58.4	74.5	68.6	64.7	73.3	~	56.1	48.7	58.7
All	54.4	51.7	51.5	57.5	62.8	59.2	57.7	64.8	67.6	65.0	58.3	66.6	60.8	59.3	51.4	63.6	71.9	66.6	62.0	69.4	~	55.1	47.8	57.8

LGE 2020 LGE 2022 LGE 2024 State 2024

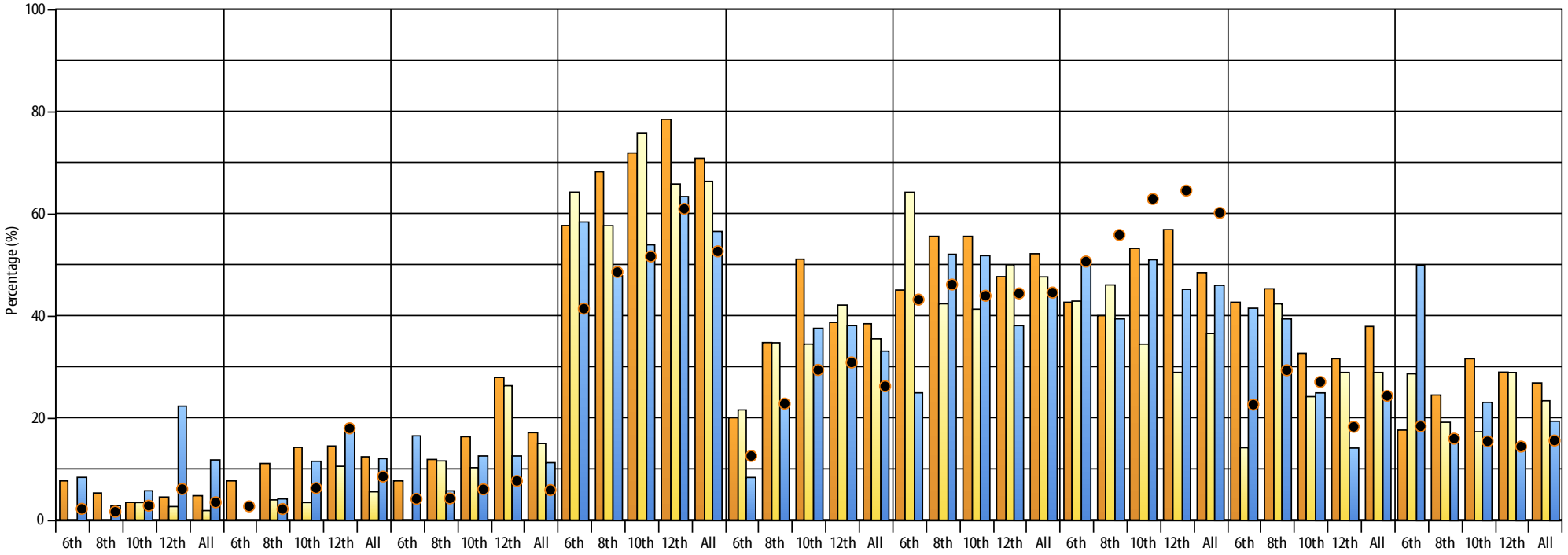
Community Norms Regarding Alcohol Use
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



	If you used alcohol the past year (12 months), how did you get it? (Students responding 1 or more times)							
	Students answering 'NO!' or 'no' to the following question: If someone was drinking and driving in your neighborhood, would they get caught by the police?				Students answering 'NO!' or 'no' to the following question: If the police caught a kid drinking alcohol in your neighborhood, would he or she be in serious trouble?			
Grade	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	29.6	28.9	26.4	23.4	16.7	15.7	19.3	14.5
8th	40.9	40.7	39.0	32.5	24.0	27.2	28.7	21.8
10th	47.4	49.3	41.3	37.9	36.8	34.3	34.4	29.5
12th	50.0	53.6	45.8	38.6	42.1	41.1	42.5	33.6
All	40.5	40.6	39.3	31.8	27.5	27.2	32.2	23.0

LGE 2020 LGE 2022 LGE 2024 State 2024

Alcohol Environmental Risk Factors: Sources of Obtaining Alcohol (of past-year alcohol users)*
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



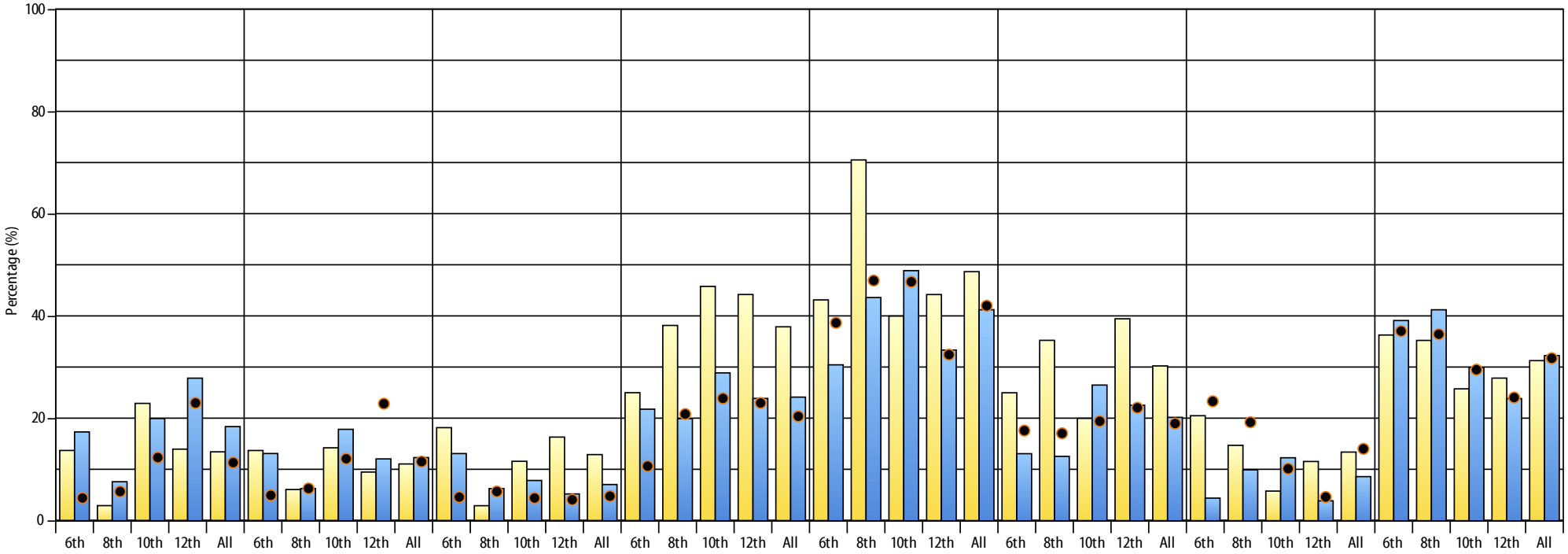
If you used alcohol the past year (12 months), how did you get it? (Students responding 1 or more times)*

Grade	I bought it myself from a store, restaurant, bar, or club with fake ID.				I bought it myself from a store, restaurant, bar, or club without fake ID.				A stranger bought 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.			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	7.5	0.0	8.3	2.3	7.5	0.0	0.0	2.8	7.5	0.0	16.7	4.2	57.5	64.3	58.3	41.5	20.0	21.4	8.3	12.6	45.0	64.3	25.0	43.3	42.5	42.9	50.0	50.7	42.5	14.3	41.7	22.7	17.5	28.6	50.0	18.5
8th	5.2	0.0	2.8	1.7	11.1	3.8	4.2	2.2	11.9	11.5	5.6	4.3	68.1	57.7	47.9	48.7	34.8	34.6	22.5	22.9	55.6	42.3	52.1	46.2	40.0	46.2	39.4	55.9	45.2	42.3	39.4	29.4	24.4	19.2	16.9	16.0
10th	3.3	3.4	5.8	2.9	14.1	3.4	11.5	6.3	16.3	10.3	12.5	6.1	71.7	75.9	53.8	51.7	51.1	34.5	37.5	29.5	55.4	41.4	51.9	44.0	53.3	34.5	51.0	63.0	32.6	24.1	25.0	27.2	31.5	17.2	23.1	15.5
12th	4.5	2.6	22.2	6.1	14.4	10.5	18.3	18.1	27.9	26.3	12.7	7.8	78.4	65.8	63.5	61.1	38.7	42.1	38.1	30.9	47.7	50.0	38.1	44.5	56.8	28.9	45.2	64.6	31.5	28.9	14.3	18.4	28.8	28.9	15.1	14.5
All	4.8	1.9	11.8	3.6	12.4	5.6	12.1	8.6	17.2	15.0	11.2	5.9	70.9	66.4	56.5	52.7	38.4	35.5	33.2	26.3	52.1	47.7	45.4	44.6	48.4	36.4	46.0	60.3	37.8	29.0	24.6	24.4	26.7	23.4	19.5	15.7

* These data represent youth who had drank alcohol (not just a sip or taste) in the past year 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.

LGE 2020 LGE 2022 LGE 2024 State 2024

Vape Environmental Risk Factors: Vape sources (of past-month vape product users)*
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



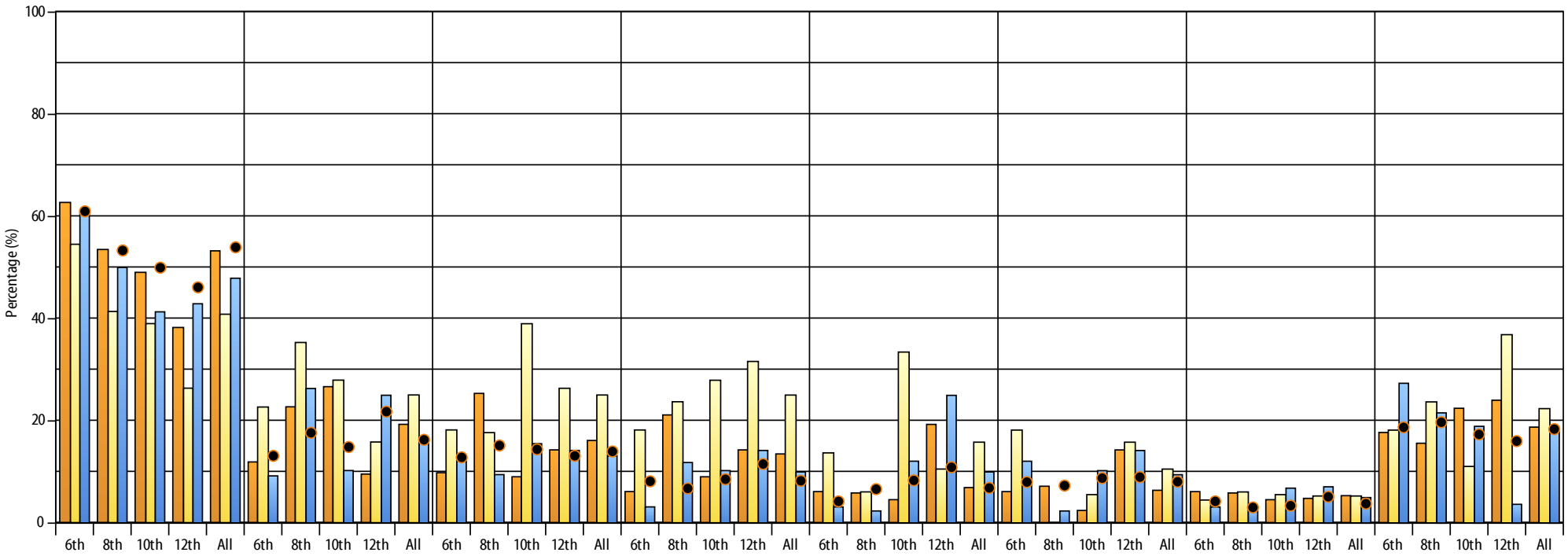
If you used vape products in the past 30 days, how did you usually get your own vape products? (Choose only one answer)*

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.			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	~	13.6	17.4	4.5	~	13.6	13.0	5.0	~	18.2	13.0	4.6	~	25.0	21.7	10.7	~	43.2	30.4	38.8	~	25.0	13.0	17.7	~	20.5	4.3	23.4	~	36.4	39.1	37.1
8th	~	2.9	7.5	5.7	~	5.9	6.3	6.3	~	2.9	6.3	5.7	~	38.2	20.0	20.9	~	70.6	43.8	47.0	~	35.3	12.5	17.1	~	14.7	10.0	19.3	~	35.3	41.3	36.5
10th	~	22.9	20.0	12.4	~	14.3	17.8	12.2	~	11.4	7.8	4.5	~	45.7	28.9	24.0	~	40.0	48.9	46.8	~	20.0	26.7	19.5	~	5.7	12.2	10.2	~	25.7	30.0	29.6
12th	~	14.0	28.0	23.1	~	9.3	12.0	22.9	~	16.3	5.3	4.1	~	44.2	24.0	23.1	~	44.2	33.3	32.5	~	39.5	22.7	22.1	~	11.6	4.0	4.7	~	27.9	24.0	24.1

* These data represent youth who had used vape products 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.

LGE 2022 LGE 2024 State 2024

Prescription Drug Environmental Risk Factors: Sources of Obtaining Prescription Drugs*
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



Where did you get the prescription drugs you misused during the past year? (Mark ALL that apply.)

Grade	From a prescription I had				A friend or family member gave it to me for free				I took it from a family member or friend				I got it at a party				I bought it from a dealer or stranger				I bought it from a friend or family member				I bought it on the internet				I got it some other way			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	62.7	54.5	60.6	61.0	11.8	22.7	9.1	13.1	9.8	18.2	12.1	12.8	5.9	18.2	3.0	8.2	5.9	13.6	3.0	4.2	5.9	18.2	12.1	8.0	5.9	4.5	3.0	4.2	17.6	18.2	27.3	18.7
8th	53.5	41.2	50.0	53.4	22.5	35.3	26.2	17.7	25.4	17.6	9.5	15.2	21.1	23.5	11.9	6.8	5.6	5.9	2.4	6.6	7.0	0.0	2.4	7.3	5.6	5.9	2.4	3.0	15.5	23.5	21.4	19.7
10th	48.9	38.9	41.4	50.0	26.7	27.8	10.3	14.9	8.9	38.9	15.5	14.4	8.9	27.8	10.3	8.6	4.4	33.3	12.1	8.3	2.2	5.6	10.3	8.8	4.4	5.6	6.9	3.4	22.2	11.1	19.0	17.3
12th	38.1	26.3	42.9	46.2	9.5	15.8	25.0	21.8	14.3	26.3	14.3	13.1	14.3	31.6	14.3	11.5	19.0	10.5	25.0	10.9	14.3	15.8	14.3	9.0	4.8	5.3	7.1	5.1	23.8	36.8	3.6	16.0
All	53.2	40.8	47.8	54.0	19.1	25.0	16.8	16.3	16.0	25.0	13.0	14.0	13.3	25.0	9.9	8.3	6.9	15.8	9.9	6.9	6.4	10.5	9.3	8.1	5.3	5.3	5.0	3.8	18.6	22.4	18.6	18.4

* These data represent youth who had misused prescription drugs in the past year 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.

LGE 2020 LGE 2022 LGE 2024 State 2024

Perceived vs. actual ATOD use*

		6th				8th				10th				12th				All			
		LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
Smoke cigarettes every day	Perceived use	3.4	4.8	7.4	6.5	9.9	8.4	12.8	11.3	21.7	19.7	19.4	18.3	20.4	16.9	18.0	17.6	12.0	10.9	15.3	12.3
	Actual use	1.2	1.1	0.0	0.0	1.9	0.3	0.0	0.0	2.4	1.4	0.3	0.1	3.0	2.7	0.5	0.1	2.0	1.2	0.2	0.1
Drank alcohol in past 30 days	Perceived use	4.9	8.4	7.9	7.9	20.1	16.8	18.4	17.3	38.7	36.5	36.5	35.6	40.2	36.8	43.9	40.5	22.7	21.1	28.4	21.9
	Actual use	5.0	8.2	3.6	3.6	16.5	13.7	6.7	7.3	22.3	16.1	11.1	12.4	27.9	26.6	19.1	19.3	16.2	14.5	10.2	9.0
Used marijuana in past 30 days	Perceived use	1.5	4.1	5.5	5.8	12.8	10.1	19.1	14.9	29.8	31.7	37.3	29.7	30.9	26.4	40.5	32.5	15.8	15.1	27.8	18.0
	Actual use	0.7	1.1	0.7	0.5	3.8	2.2	0.8	1.5	5.9	4.9	5.0	2.9	12.0	9.7	3.7	3.8	4.6	3.6	2.8	1.8

* 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.

ANTISOCIAL BEHAVIOR AND GAMBLING PROFILES

The charts and tables that follow present the rates of a variety of antisocial behaviors, as well as gambling behavior among youth in your community who completed the survey. The first set of charts in this section present the percentage of youth who reported engaging in several forms of **antisocial behavior** (e.g., attacked someone with the idea of seriously hurting them, stolen a vehicle) or related consequences (e.g., been suspended from school, been arrested). The second set of charts in this section highlight the percentage of youth who indicated engaging in a variety of **gambling behaviors.** Rates of both antisocial behavior and gambling reflect reported behavior in the past year.

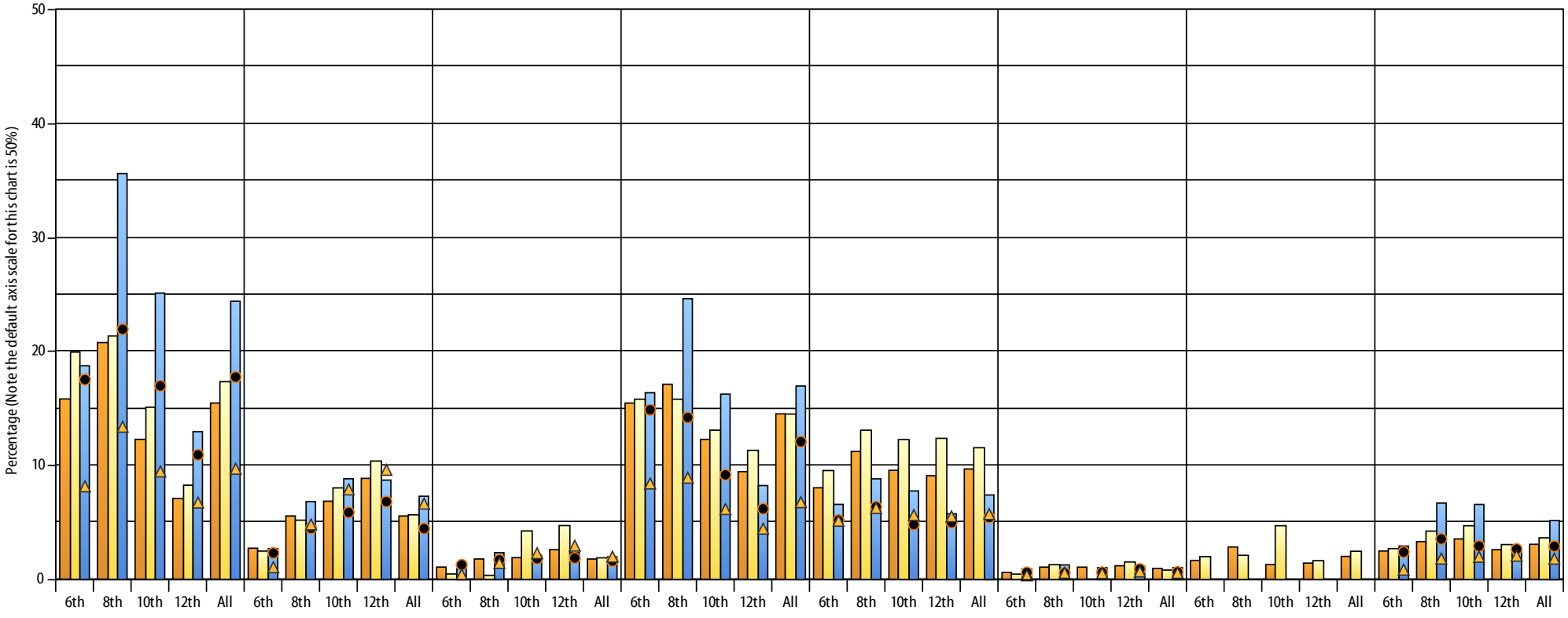
As with the substance use profile charts presented earlier, the **bars** on the following charts represent the percentage of students in that grade who reported the behavior, while the **dots** on the charts represent the percentage of all of the youth surveyed in Louisiana who reported the problem behavior. The **triangles** represent national data from the Bach Harrison Norm and allow a comparison of your antisocial and gambling behavior data to a national sample of students.

A comparison to state and national results provides additional information for your community in determining the relative importance of levels of antisocial and gambling behavior. Information about other students in the region and the nation can be helpful in determining the seriousness of a given level of problem behavior. Scanning across the charts will help you gain a better understanding of the issues affecting your community.

The following definitions and descriptions provide information for the substance

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report any involvement with the eight antisocial behaviors listed in the charts during the past year. In the charts, antisocial behavior is referred to as ASB.
- **Gambling behavior** charts show the percentage of students who engaged in each of the 7 types of gambling along with the percentage for any gambling behavior during the past year.

Antisocial behavior
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey

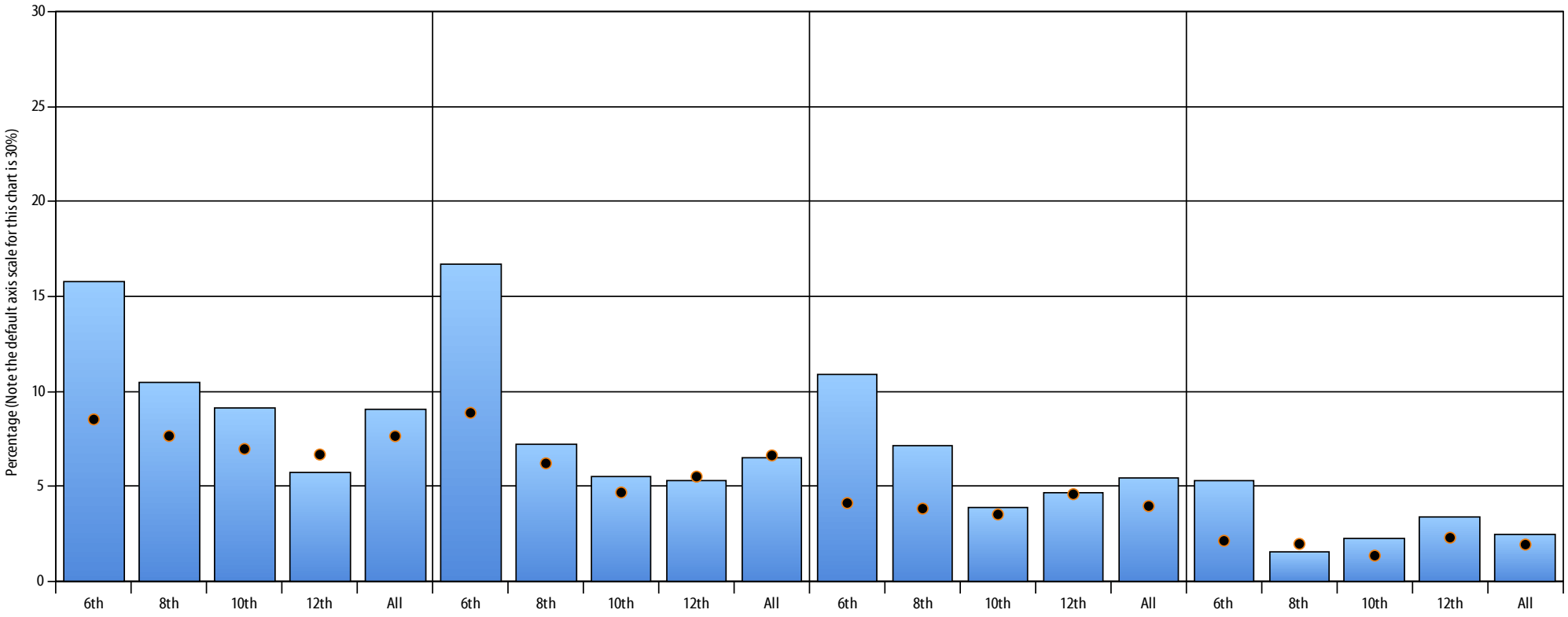


Antisocial behaviors reported one or more times during the past year

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			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	15.7	19.9	18.7	17.5	2.7	2.5	2.7	2.3	1.1	0.5	0.9	1.3	15.4	15.8	16.4	14.9	8.0	9.6	6.5	5.2	0.6	0.5	0.9	0.6	1.7	2.0	~	~	2.4	2.7	3.0	2.4
8th	20.7	21.3	35.7	22.0	5.5	5.2	6.9	4.5	1.7	0.3	2.3	1.7	17.1	15.8	24.7	14.2	11.2	13.1	8.8	6.4	1.0	1.2	1.2	0.6	2.8	2.1	~	~	3.3	4.2	6.7	3.6
10th	12.2	15.1	25.1	17.0	6.8	8.0	8.9	5.9	1.9	4.2	2.1	1.8	12.3	13.1	16.2	9.2	9.5	12.3	7.7	4.8	1.0	0.0	1.0	0.6	1.3	4.7	~	~	3.5	4.6	6.6	2.9
12th	7.1	8.2	13.0	10.9	8.8	10.4	8.8	6.8	2.6	4.7	2.3	1.9	9.4	11.3	8.2	6.2	9.1	12.4	5.7	5.0	1.1	1.6	1.1	0.9	1.4	1.6	~	~	2.6	3.1	2.5	2.7
All	15.4	17.4	24.4	17.8	5.5	5.7	7.3	4.5	1.7	1.9	2.0	1.6	14.4	14.5	16.9	12.1	9.6	11.6	7.4	5.4	0.9	0.8	1.1	0.6	1.9	2.5	~	~	3.0	3.6	5.2	2.9

LGE 2020 LGE 2022 LGE 2024 State 2024 BH Norm

High Risk Problem Gambling chart
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey

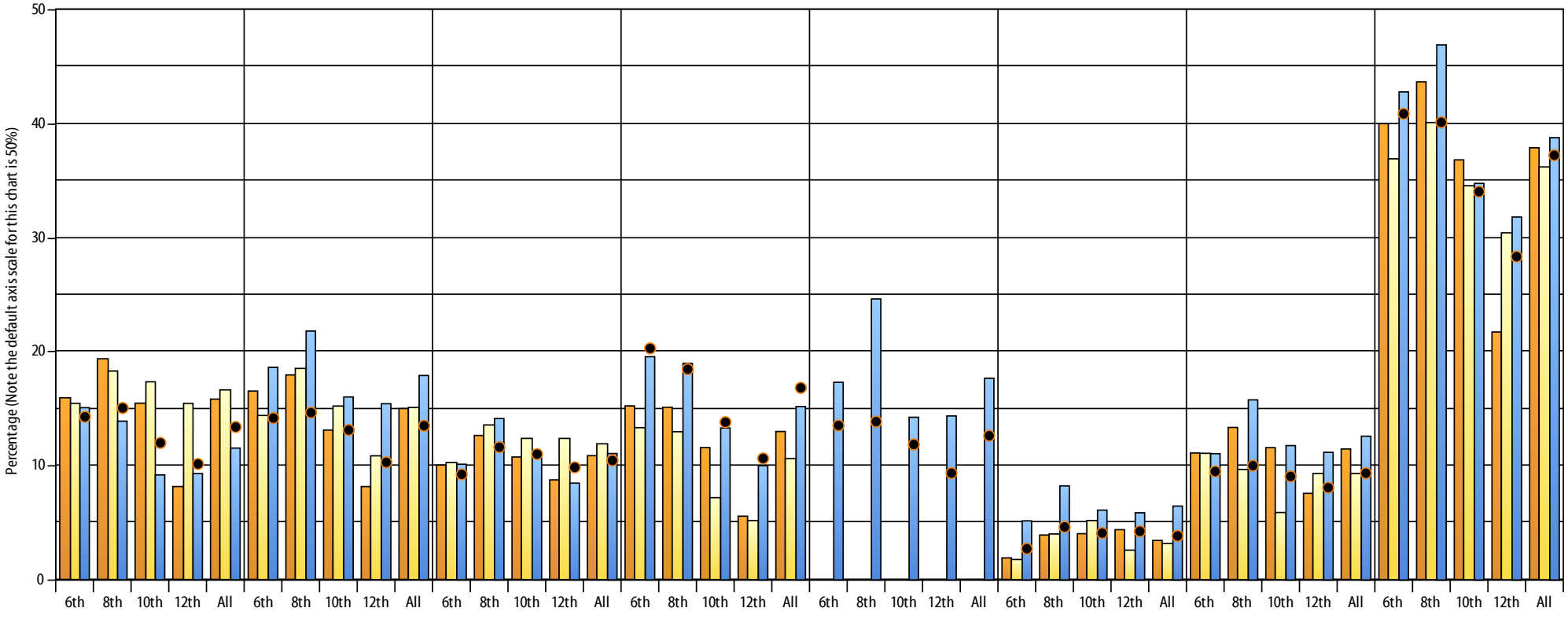


Grade	How often have you skipped hanging out with friends who do not gamble/bet to hang out with friends who do gamble/bet?				In the past 3 months, how often have you felt that you might have a problem with gambling/betting?				How often have you hidden your gambling/betting from your parents, other family members or teachers?				High risk for problem gambling			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	~	~	15.8	8.5	~	~	16.7	8.9	~	~	10.9	4.1	~	~	5.3	2.1
8th	~	~	10.4	7.6	~	~	7.2	6.2	~	~	7.1	3.8	~	~	1.5	2.0
10th	~	~	9.1	7.0	~	~	5.5	4.7	~	~	3.9	3.5	~	~	2.3	1.3
12th	~	~	5.7	6.7	~	~	5.3	5.5	~	~	4.6	4.6	~	~	3.4	2.3
All	~	~	9.0	7.6	~	~	6.5	6.6	~	~	5.4	4.0	~	~	2.5	1.9

* These questions, as well as the "High risk for problem gambling" score are from the Brief Adolescent Gambling Scale (BAGS). The "High risk for problem gambling" score value is calculated by first coding responses to the three questions as follows: Never (0), Sometimes (1), Most of the time (2), Almost Always (3). Total scores of 4-9 suggest the student is at high risk for problem gambling.

LGE 2024 State 2024

Gambling Profile (Past Year) chart
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



Type of Gambling

Grade	played the lottery or lotteryscratch-off tickets?				bet on sporting events?				played cards for money?				played bingo for money or prizes?				bet on Fantasy Sports such as football, basketball, etc.				bet on dice games such as craps?				bet on games of personal skill suchas pool, etc.				Any gambling in past year.			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	15.9	15.4	15.1	14.3	16.5	14.4	18.6	14.2	10.0	10.2	10.1	9.3	15.2	13.3	19.5	20.3	~	~	17.3	13.5	1.8	1.7	5.2	2.7	11.1	11.1	11.0	9.5	40.0	36.9	42.8	40.9
8th	19.4	18.2	14.0	15.1	17.9	18.5	21.8	14.7	12.6	13.5	14.1	11.6	15.0	12.9	19.0	18.5	~	~	24.6	13.9	3.9	4.0	8.3	4.6	13.3	9.6	15.7	10.0	43.7	40.1	46.9	40.2
10th	15.4	17.3	9.2	12.0	13.1	15.2	16.0	13.1	10.7	12.4	10.8	11.0	11.5	7.2	13.3	13.8	~	~	14.2	11.9	4.0	5.1	6.1	4.1	11.5	5.9	11.8	9.1	36.9	34.6	34.8	34.1
12th	8.1	15.5	9.3	10.2	8.1	10.8	15.5	10.3	8.7	12.4	8.4	9.9	5.5	5.2	10.0	10.7	~	~	14.4	9.4	4.4	2.6	5.9	4.3	7.5	9.3	11.2	8.1	21.7	30.4	31.9	28.4
All	15.8	16.6	11.5	13.4	15.0	15.1	17.9	13.5	10.9	11.9	11.1	10.5	12.9	10.6	15.2	16.9	~	~	17.6	12.7	3.4	3.2	6.5	3.9	11.4	9.3	12.7	9.4	37.9	36.2	38.9	37.3

* These questions, as well as the "High risk for problem gambling" score are from the Brief Adolescent Gambling Scale (BAGS). The "High risk for problem gambling" score value is calculated by first coding responses to the three questions as follows: Never (0), Sometimes (1), Most of the time (2), Almost Always (3). Total scores of 4-9 suggest the student is at high risk for problem gambling.

LGE 2020 LGE 2022 LGE 2024 State 2024

MENTAL HEALTH AND SUICIDE INDICATORS

In addition to substance abuse and antisocial behaviors, mental health and suicide are important public health and prevention issues affecting youth. The CCYS collects several indicators related to mental health and suicide. These indicators are presented in the tables and charts that follow.

Depressive Symptoms were calculated from by asking students about the following statements: 1) Sometimes I think that life is not worth it, 2) At times I think I am no good at all, 3) All in all, I am inclined to think that I am a failure, and 4) In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes?

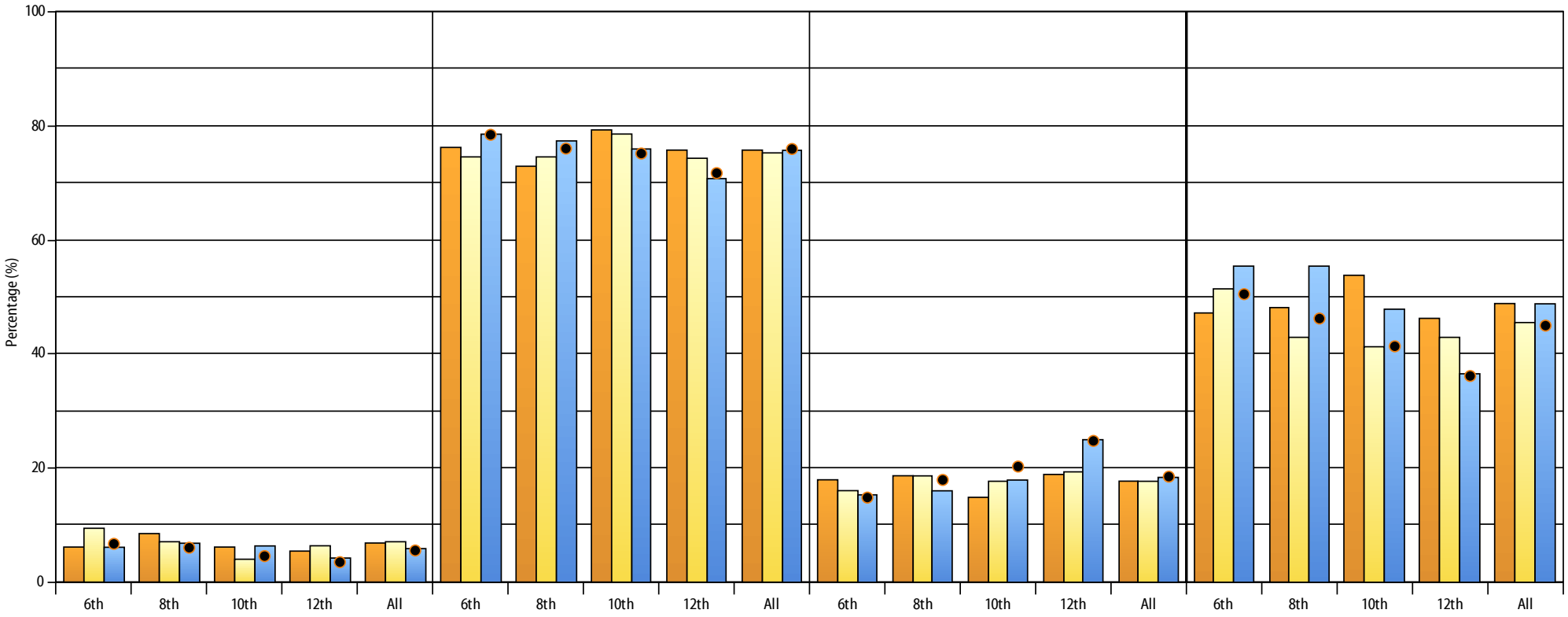
These four depressive symptoms questions were scored on a scale of 1 to 4 (NO!, no, yes, YES!). The survey respondents were divided into three groups. The first group was the High Depressive Symptoms group who scored at least a mean of 3.75 on the depressive symptoms. This meant that those individuals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

The percentage of participants who indicated currently taking medication that was prescribed because of problems with "your behavior or emotions" is provided.

The survey also includes a series of questions about suicide. These questions provide information about suicidal ideation and suicide attempts (e.g., "Have you ever considered attempting suicide?" and "Have you ever attempted suicide?"), as well as the impact of suicide on participants (e.g., "Has there ever been a time in your life when you experienced a loss by suicide?", person who was lost by suicide, whether the student has spoken to anyone about the suicide, and level of impact of the suicide).

The Xs represent national mental health data gathered by the 2023 Youth Risk Behavior Survey (YRBS). Comparison data are available for grades 10 and 12 on the topic of about suicidal ideation and suicide attempts. (Note these are national data, not data from the Louisiana Youth Risk Behavior Survey.)

Mental health indicators
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



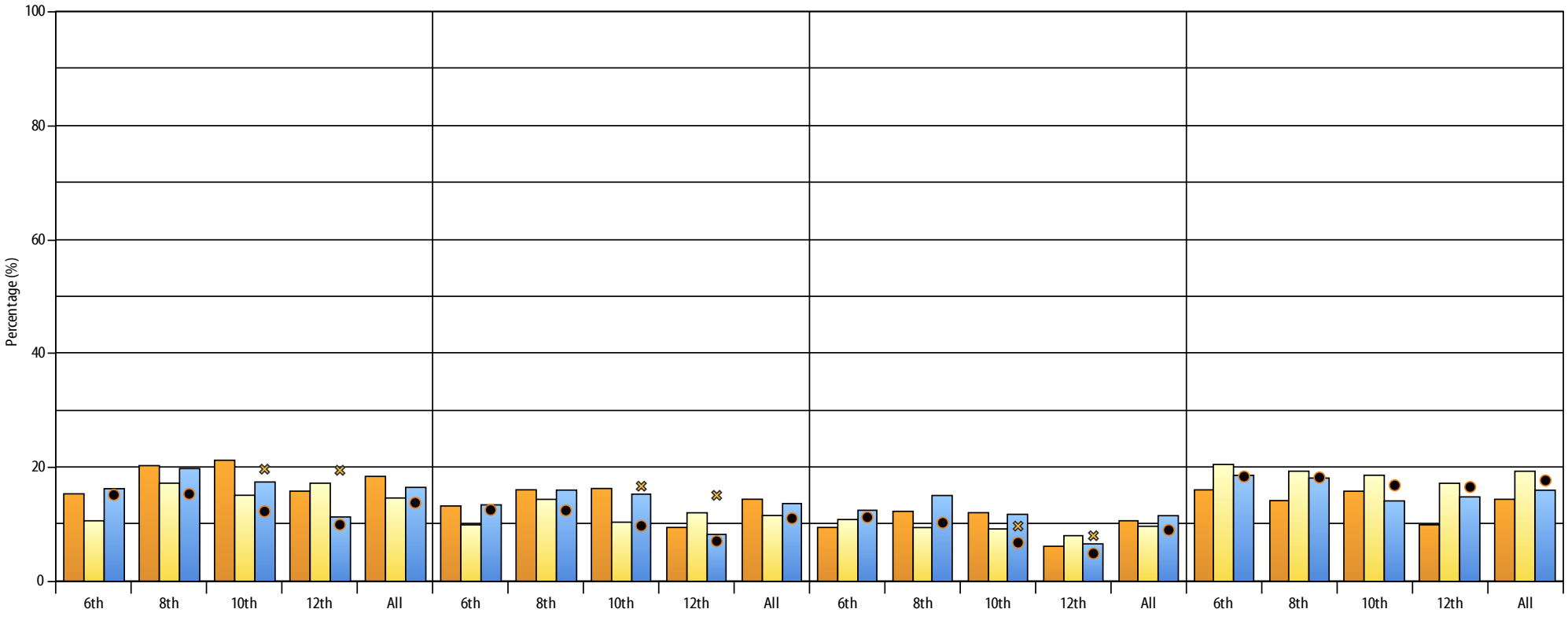
Mental health indicators

Grade	High depressive symptoms				Moderate depressive symptoms				No depressive symptoms				In the past year, have you felt depressed or sad MOST days, even if you felt okay sometimes?			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	6.0	9.4	6.2	6.7	76.3	74.5	78.5	78.5	17.8	16.1	15.4	14.8	47.1	51.3	55.5	50.5
8th	8.4	6.9	6.7	6.0	73.0	74.4	77.4	76.0	18.6	18.6	16.0	17.9	48.1	42.9	55.4	46.2
10th	6.0	3.9	6.2	4.6	79.2	78.5	75.9	75.2	14.8	17.5	17.9	20.3	53.8	41.3	47.8	41.4
12th	5.3	6.3	4.3	3.5	75.7	74.3	70.8	71.7	18.9	19.4	24.9	24.8	46.2	42.9	36.6	36.2
All	6.7	7.0	5.9	5.5	75.7	75.3	75.6	76.0	17.6	17.7	18.5	18.5	48.7	45.5	48.8	45.0

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

LGE 2020 LGE 2022 LGE 2024 State 2024

Suicide-related indicators
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey

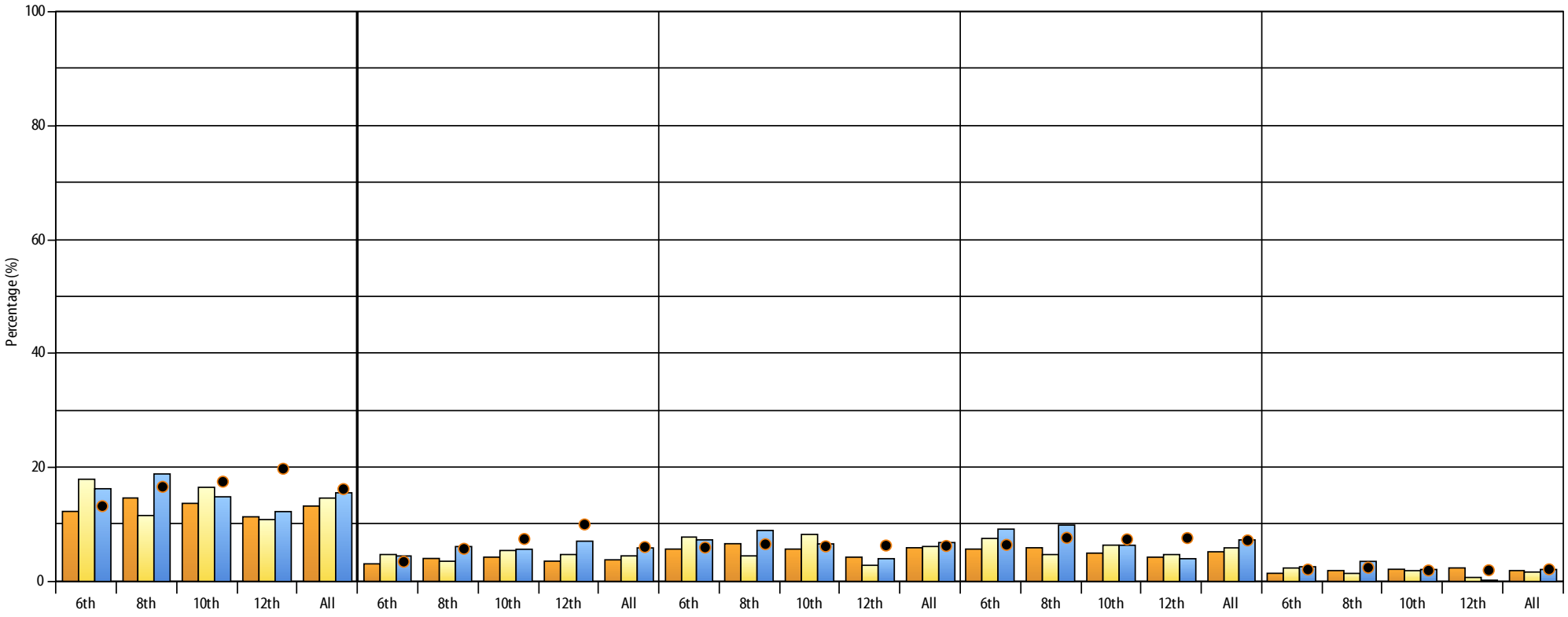


Grade	During the past 12 months, did you ever seriously consider attempting suicide? (Answered 'Yes')				During the past 12 months, did you make a plan about how you would attempt suicide? (Answered 'Yes')				During the past 12 months, how many times did you actually attempt suicide? (Answered 1 or more times)				Has taken a prescribed medication for behavioral or emotional problems			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	15.3	10.7	16.2	15.2	13.1	9.8	13.4	12.5	9.5	10.7	12.5	11.2	16.0	20.5	18.6	18.4
8th	20.1	17.3	19.8	15.3	16.0	14.2	16.0	12.4	12.2	9.5	15.0	10.3	14.2	19.2	18.1	18.2
10th	21.1	15.0	17.4	12.3	16.3	10.2	15.3	9.7	12.1	9.2	11.7	6.8	15.8	18.7	14.2	16.9
12th	15.8	17.2	11.3	9.9	9.5	12.0	8.2	7.0	6.1	8.0	6.5	4.9	10.0	17.3	14.7	16.6
All	18.4	14.6	16.5	13.8	14.3	11.6	13.6	11.0	10.5	9.6	11.6	9.0	14.4	19.2	16.1	17.7

* National comparison data are available for 10th and 12th grade only. YRBS does not survey 6th or 8th graders.

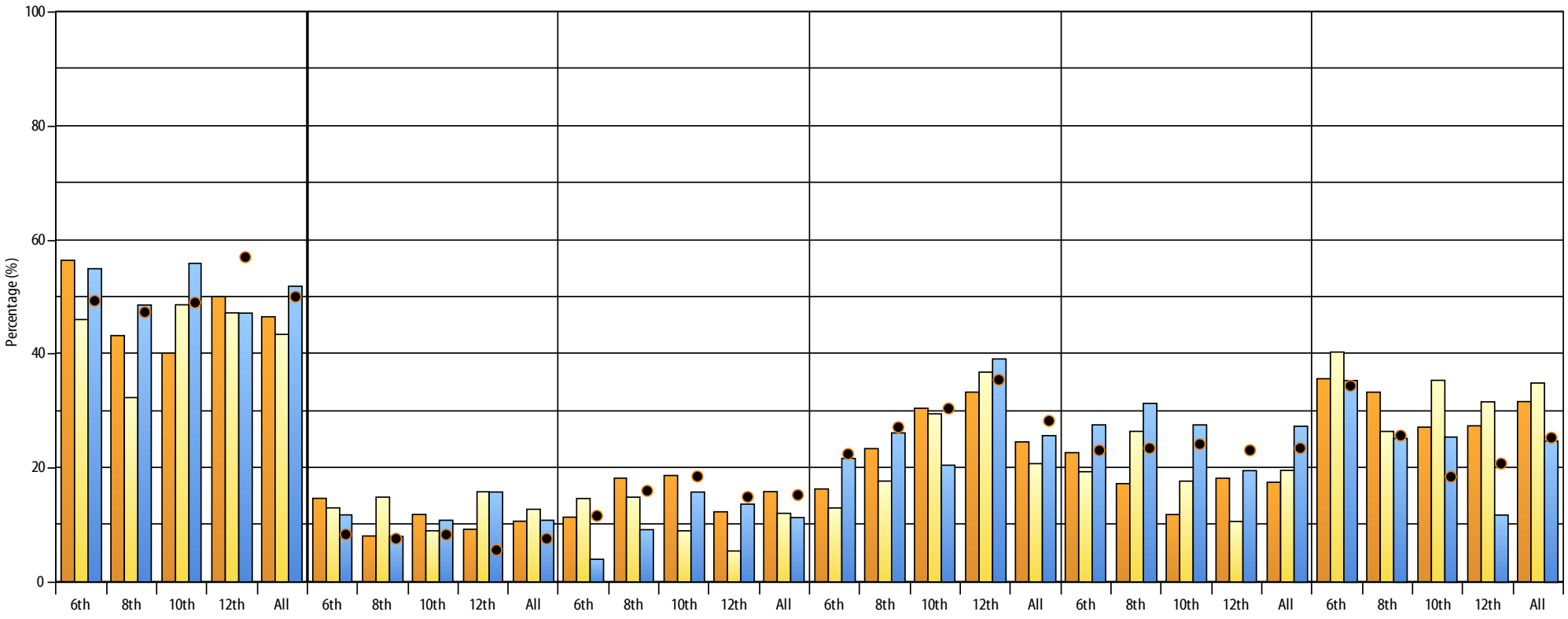
LGE 2020 LGE 2022 LGE 2024 State 2024 YRBS*

Suicide exposure and impact
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



Grade	Has experienced loss by suicide				Friend/Peer				Blood relative				Friend/family				Best friend			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	12.2	17.9	16.3	13.2	3.1	4.6	4.4	3.4	5.7	7.8	7.2	5.9	5.5	7.5	9.1	6.4	1.3	2.3	2.5	2.1
8th	14.5	11.4	18.7	16.6	3.9	3.4	6.0	5.7	6.6	4.4	8.9	6.5	5.7	4.7	9.8	7.6	1.7	1.3	3.6	2.4
10th	13.6	16.5	14.9	17.5	4.3	5.3	5.7	7.4	5.6	8.3	6.6	6.1	4.9	6.3	6.3	7.4	2.0	1.9	2.0	1.9
12th	11.3	10.9	12.3	19.8	3.5	4.6	7.0	10.0	4.2	2.9	3.9	6.3	4.2	4.6	3.9	7.6	2.3	0.6	0.2	1.9
All	13.2	14.6	15.6	16.2	3.7	4.4	5.9	6.0	5.8	6.1	6.7	6.2	5.2	6.0	7.2	7.2	1.7	1.7	2.2	2.1

Suicide exposure and impact (continued)
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



How much student was affected

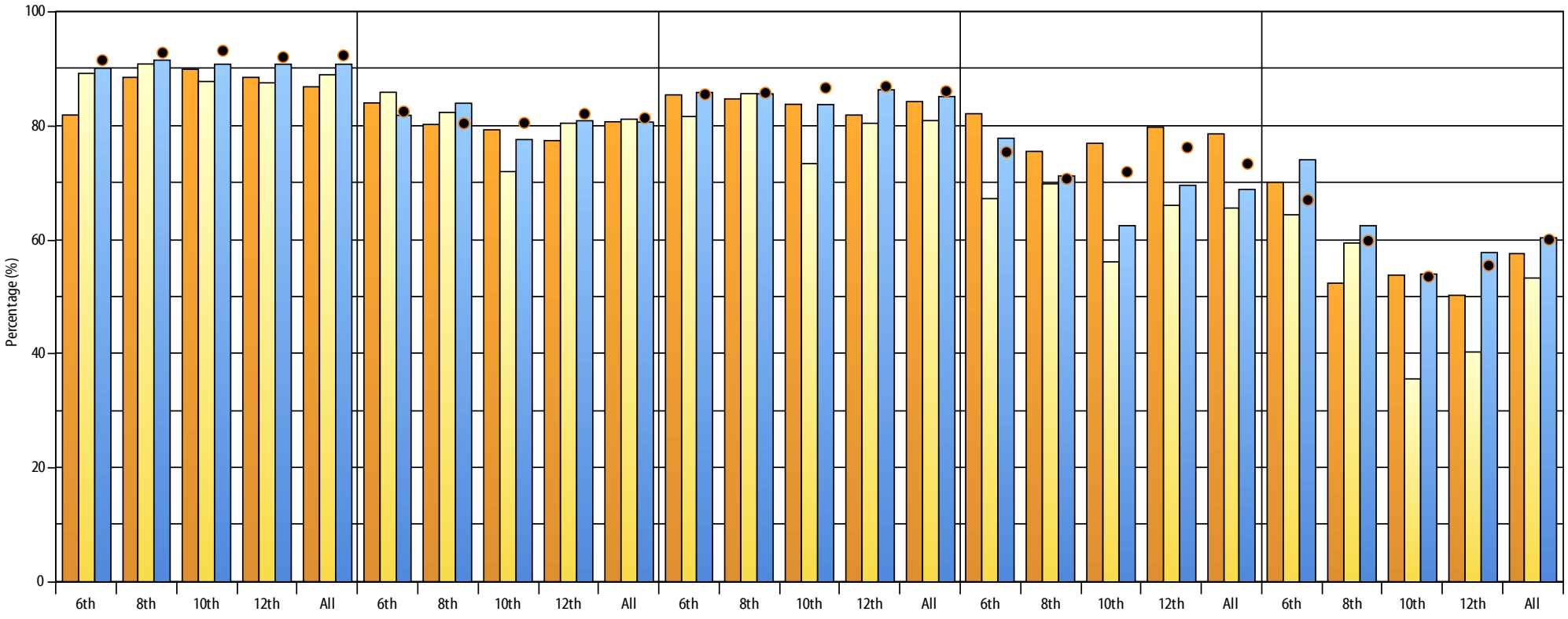
Grade	Spoke to someone about loss				1 (It had no effect on me.)				2 (It had little effect on me.)				3 (It had some effect on me.)				4 (It had considerable effect on me.)				5 (It had great effect on me.)			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	56.3	45.9	54.9	49.4	14.5	12.9	11.8	8.4	11.3	14.5	3.9	11.6	16.1	12.9	21.6	22.5	22.6	19.4	27.5	23.1	35.5	40.3	35.3	34.4
8th	43.1	32.4	48.5	47.4	8.1	14.7	8.1	7.6	18.2	14.7	9.1	16.0	23.2	17.6	26.3	27.2	17.2	26.5	31.3	23.5	33.3	26.5	25.3	25.7
10th	40.0	48.5	55.9	49.1	11.9	8.8	10.8	8.3	18.6	8.8	15.7	18.5	30.5	29.4	20.6	30.5	11.9	17.6	27.5	24.2	27.1	35.3	25.5	18.5
12th	50.0	47.1	47.1	57.0	9.1	15.8	15.7	5.6	12.1	5.3	13.7	14.9	33.3	36.8	39.2	35.5	18.2	10.5	19.6	23.1	27.3	31.6	11.8	20.8
All	46.5	43.4	51.8	50.1	10.7	12.8	10.9	7.6	15.8	12.1	11.2	15.3	24.5	20.8	25.7	28.3	17.4	19.5	27.4	23.5	31.6	34.9	24.8	25.3

LGE 2020 LGE 2022 LGE 2024 State 2024

SCHOOL CLIMATE

Over the last 15 years, many youth surveys, including the CCYS, have moved to incorporate risk and protective factor data alongside school climate and safety data, as the data can be a focal point for prevention programming and policy planning in a school setting. Creating safe supportive schools is essential to ensuring students' academic and social success. There are multiple elements to establishing learning environments in which youth feel a sense of belonging which prompts feelings of safety, connectedness, value, and responsibility for their behavior and learning. School climate and safety are measured in five ways: positive school environment, perceived importance of school, student concerns about school environment, perceived school safety, and bullying.

Positive school environment
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey

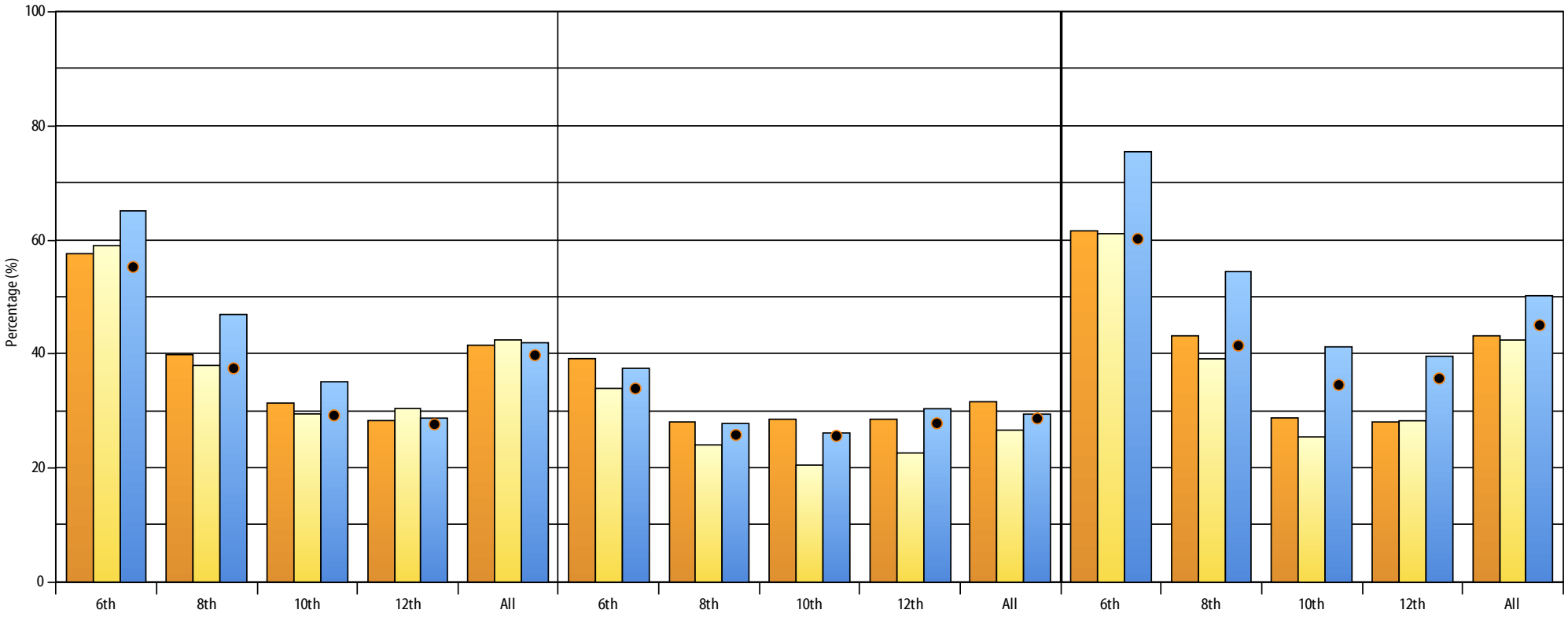


Students answering "Somewhat Yes" or "Definitely yes"

Grade	There are lots of chances for students to get involved in sports, clubs, etc.				There are lots of chances for students in my school to talk with a teacher one-on-one.				I have lots of chances to be part of class discussions or activities.				I feel safe at my school.				My teachers praise me when I work hard in school.			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	81.9	89.1	90.2	91.6	84.1	86.0	81.7	82.5	85.5	81.7	85.9	85.6	82.2	67.2	77.8	75.4	70.1	64.3	74.0	67.0
8th	88.4	90.8	91.5	92.9	80.1	82.2	84.0	80.5	84.6	85.6	85.6	85.8	75.6	69.9	71.2	70.8	52.4	59.5	62.5	59.9
10th	89.8	87.8	90.7	93.2	79.3	71.9	77.6	80.5	83.8	73.3	83.8	86.7	77.0	56.1	62.5	71.9	53.8	35.6	53.9	53.6
12th	88.4	87.6	90.8	92.1	77.3	80.4	80.8	82.1	81.8	80.5	86.4	87.0	79.7	66.0	69.5	76.2	50.3	40.3	57.9	55.5
All	86.7	89.0	90.9	92.4	80.7	81.2	80.8	81.4	84.3	80.9	85.2	86.1	78.5	65.5	69.0	73.4	57.6	53.3	60.5	60.1

LGE 2020 LGE 2022 LGE 2024 State 2024

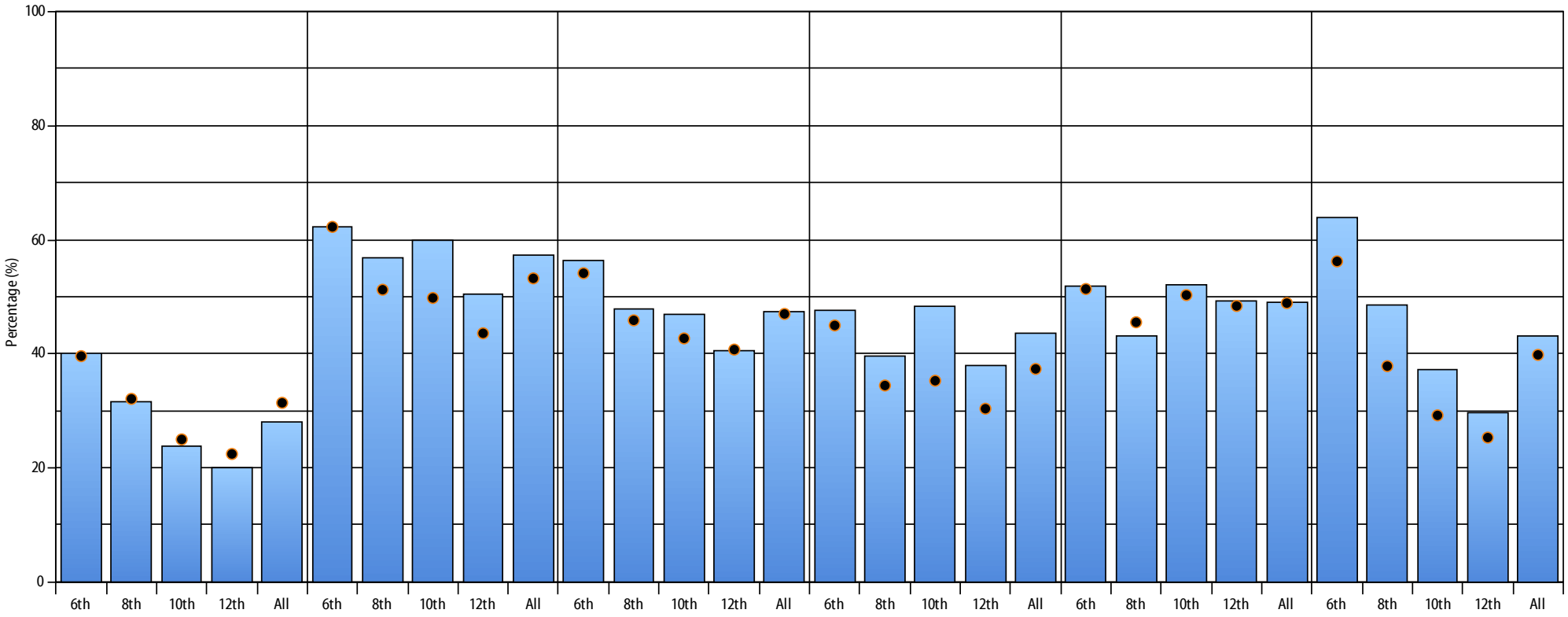
Perceived importance of school
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



Grade	Students answering "Often" or "Almost Always" — How often do you feel that the school work you are assigned is meaningful and important?				Students answering "Often" or "Almost Always" — Now, thinking back over the past year in school, how often did you enjoy being in school?				Students answering "Quite important" or "Very important" — How important do you think the things you are learning in school are going to be for your later life?			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	57.5	59.0	65.2	55.3	39.2	34.0	37.4	34.0	61.5	61.0	75.5	60.2
8th	39.7	38.0	46.9	37.5	28.1	23.9	27.8	25.8	43.0	39.1	54.4	41.5
10th	31.3	29.5	35.1	29.2	28.4	20.5	26.2	25.6	28.7	25.5	41.2	34.6
12th	28.3	30.4	28.8	27.7	28.5	22.6	30.4	27.9	28.0	28.3	39.5	35.7
All	41.5	42.4	41.9	39.8	31.5	26.6	29.4	28.7	43.2	42.3	50.2	45.1

LGE 2020 LGE 2022 LGE 2024 State 2024

Student concerns about school environment
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey

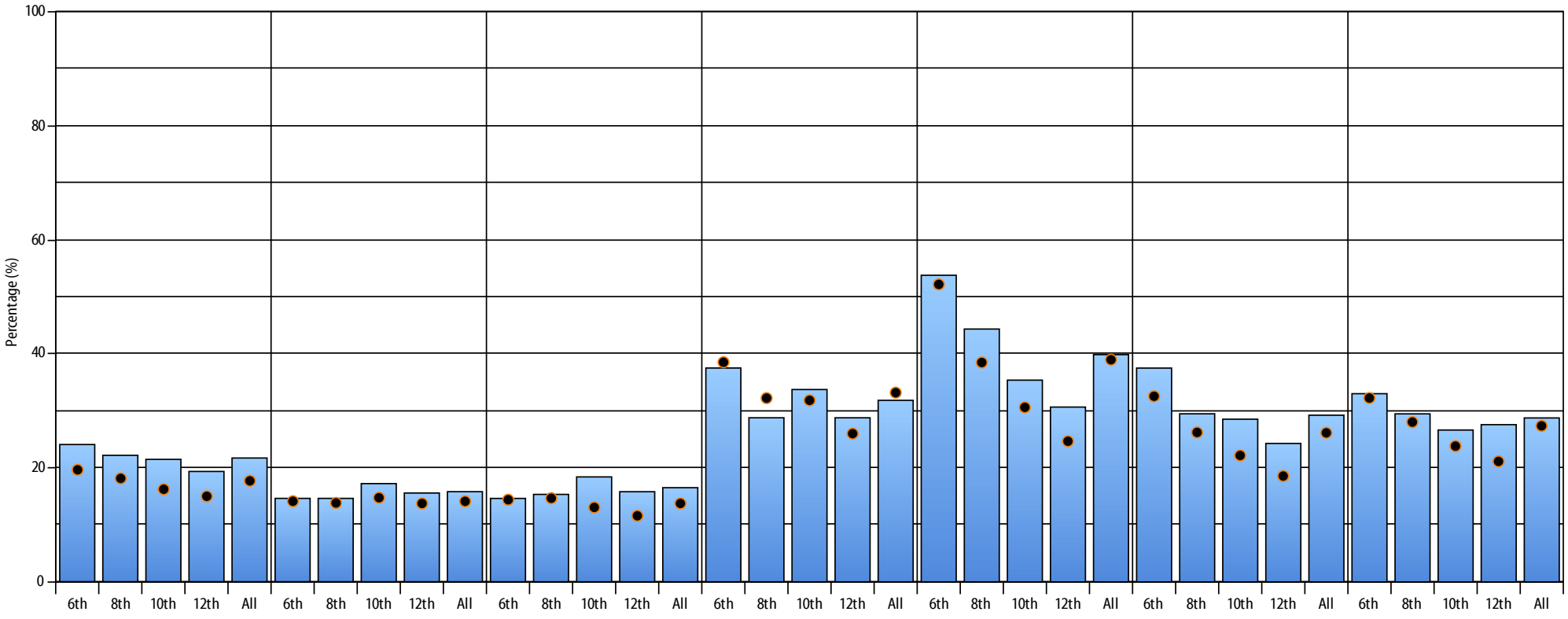


Students who report they are "Somewhat" or "Very worried" about the possibility of the following:

Grade	Getting bullied				Gun violence or active shooter situation				Suicide by a student				Gang activity				Students using alcohol or drugs				Tornado/fire			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	~	~	40.0	39.6	~	~	62.2	62.3	~	~	56.4	54.2	~	~	47.6	45.0	~	~	51.9	51.4	~	~	63.9	56.2
8th	~	~	31.7	32.1	~	~	56.8	51.3	~	~	47.8	45.9	~	~	39.5	34.5	~	~	43.1	45.6	~	~	48.6	37.9
10th	~	~	23.9	25.0	~	~	59.9	49.8	~	~	47.0	42.7	~	~	48.3	35.3	~	~	52.2	50.3	~	~	37.2	29.2
12th	~	~	20.1	22.4	~	~	50.5	43.6	~	~	40.7	40.8	~	~	38.0	30.4	~	~	49.2	48.4	~	~	29.6	25.3
All	~	~	27.9	31.4	~	~	57.4	53.3	~	~	47.4	47.0	~	~	43.5	37.4	~	~	49.0	48.9	~	~	43.1	39.8

LGE 2024 State 2024

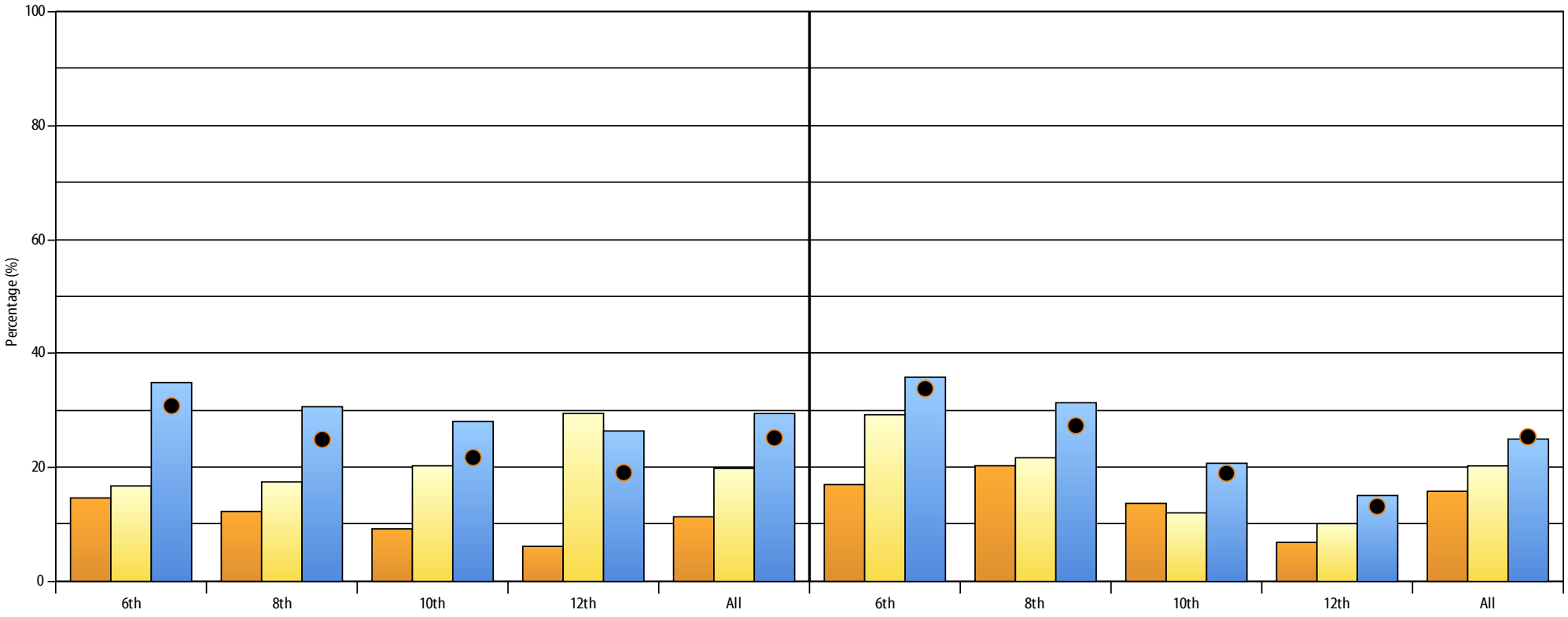
Perceived school safety
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



Students who report they feel "Somewhat" or "Very unsafe" before/during/after school in/on:

Grade	Playgrounds or fields				Lunchroom/cafeteria				Classrooms				Bathrooms				Parking lots				Stairs and hallways				The school bus			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	~	~	24.0	19.6	~	~	14.6	14.1	~	~	14.6	14.4	~	~	37.5	38.5	~	~	53.8	52.2	~	~	37.4	32.6	~	~	33.0	32.2
8th	~	~	22.2	18.1	~	~	14.6	13.8	~	~	15.2	14.7	~	~	28.8	32.2	~	~	44.2	38.5	~	~	29.5	26.2	~	~	29.4	28.0
10th	~	~	21.4	16.2	~	~	17.2	14.7	~	~	18.4	13.0	~	~	33.6	31.8	~	~	35.3	30.6	~	~	28.4	22.2	~	~	26.6	23.8
12th	~	~	19.3	15.0	~	~	15.6	13.8	~	~	15.9	11.6	~	~	28.7	26.0	~	~	30.6	24.7	~	~	24.3	18.6	~	~	27.5	21.1
All	~	~	21.6	17.7	~	~	15.7	14.1	~	~	16.4	13.7	~	~	31.9	33.2	~	~	39.8	39.0	~	~	29.3	26.1	~	~	28.6	27.4

Bullying
Region 8 - Northeast Delta Human Services Authority 2024 Student Survey



Grade	During the past 30 days, student has at least once… felt so unsafe at/on the way to school that student skipped school				During the past 12 months, student has at least once been… picked on or bullied by a student ON SCHOOL PROPERTY			
	LGE 2020	LGE 2022	LGE 2024	State 2024	LGE 2020	LGE 2022	LGE 2024	State 2024
6th	14.5	16.8	34.9	30.8	16.9	29.2	35.8	33.8
8th	12.1	17.4	30.6	24.9	20.2	21.6	31.3	27.3
10th	9.1	20.3	28.0	21.7	13.6	11.9	20.8	19.0
12th	6.1	29.4	26.3	19.1	6.8	10.0	15.0	13.1
All	11.2	19.8	29.5	25.2	15.8	20.2	24.9	25.4

LGE 2020 LGE 2022 LGE 2024 State 2024

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.

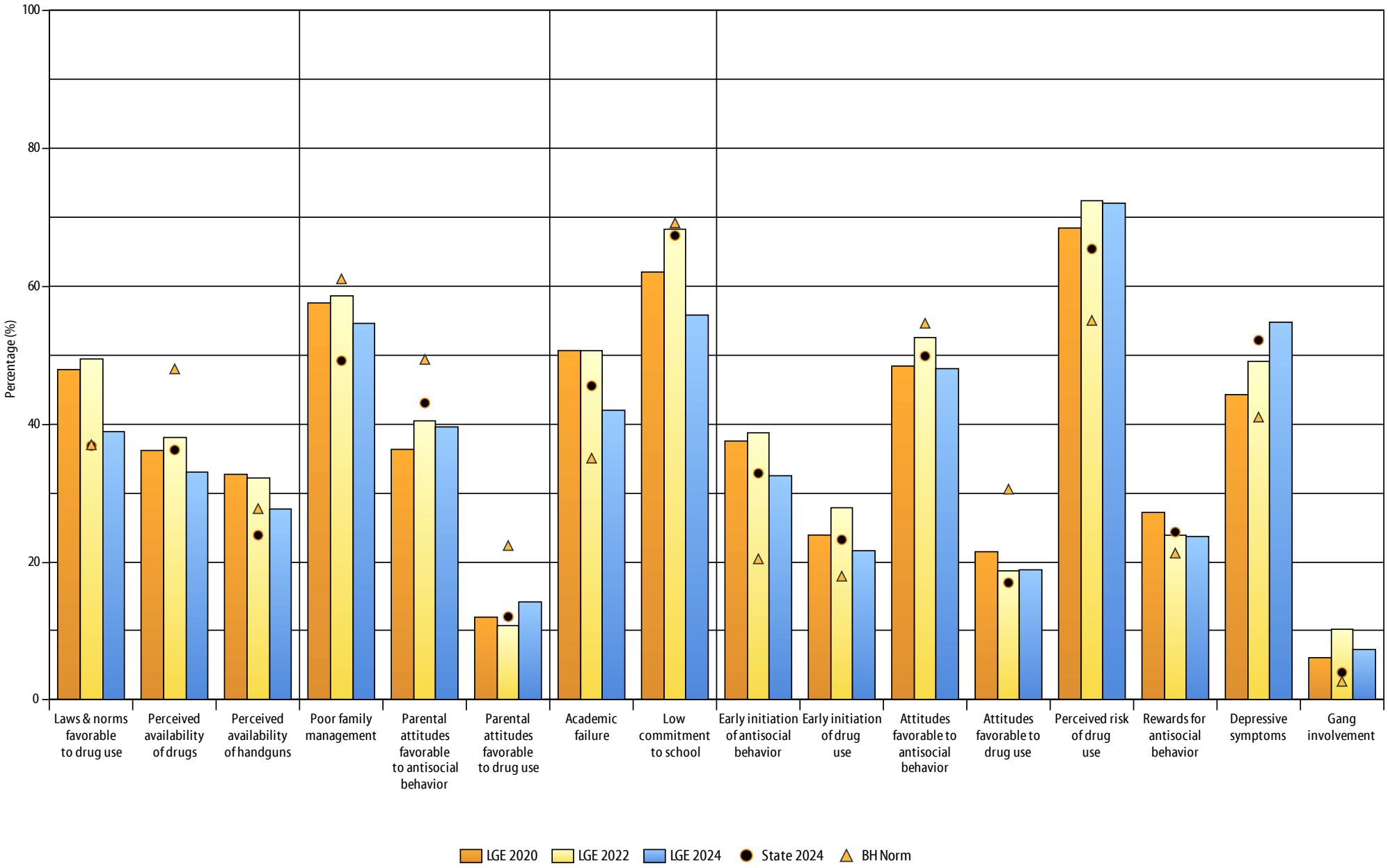
Each risk and protective factor can be linked to specific types of interventions that have been shown to be effective in either reducing risk(s) or enhancing protection(s). The steps outlined here will help make key decisions regarding allocation of resources, how and when to address specific needs, 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 Louisiana Caring Communities Youth Survey (CCYS) 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.

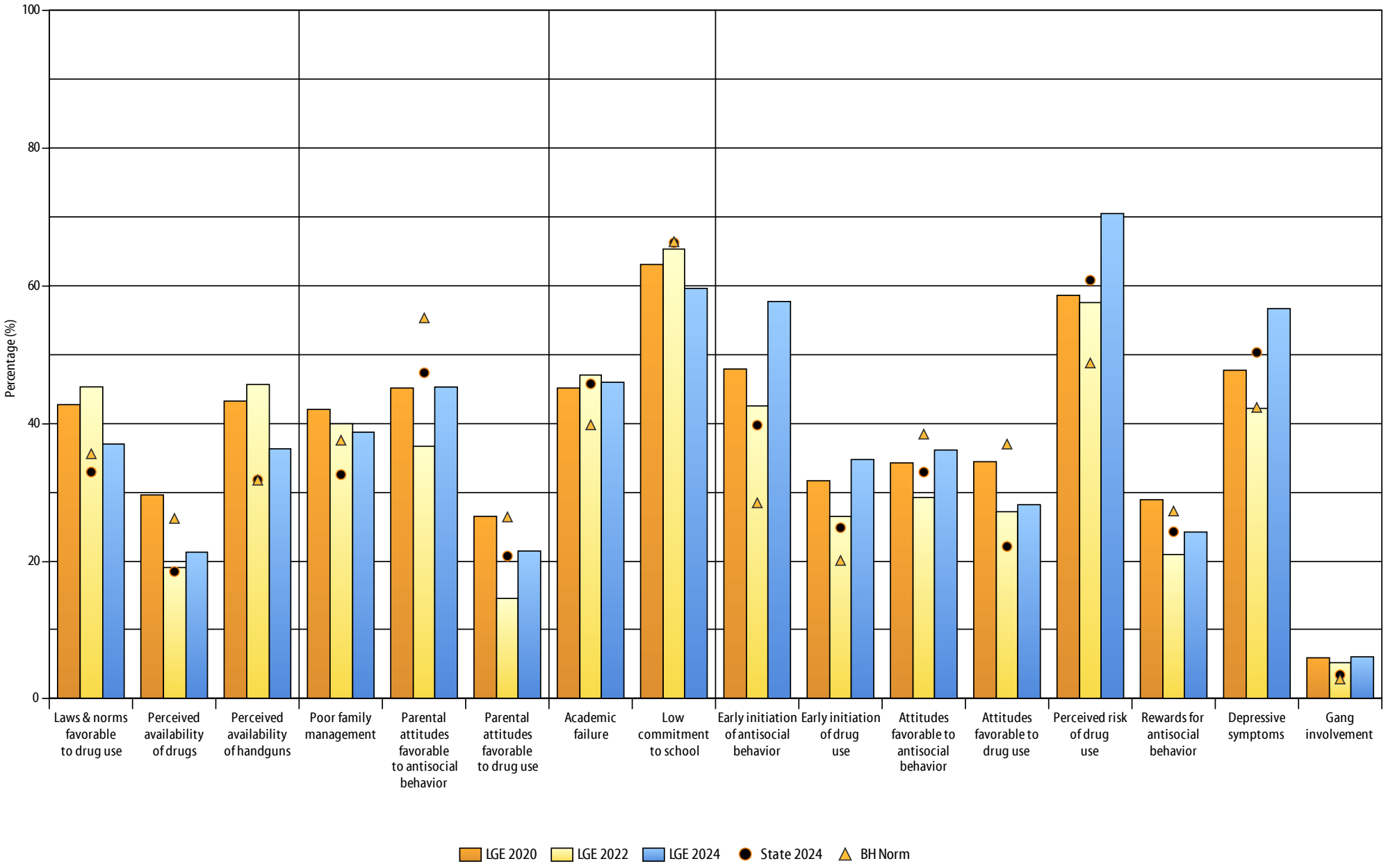
RISK FACTORS FOR ADOLESCENT PROBLEM BEHAVIORS

	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					✓			✓	✓	✓		✓		✓						✓

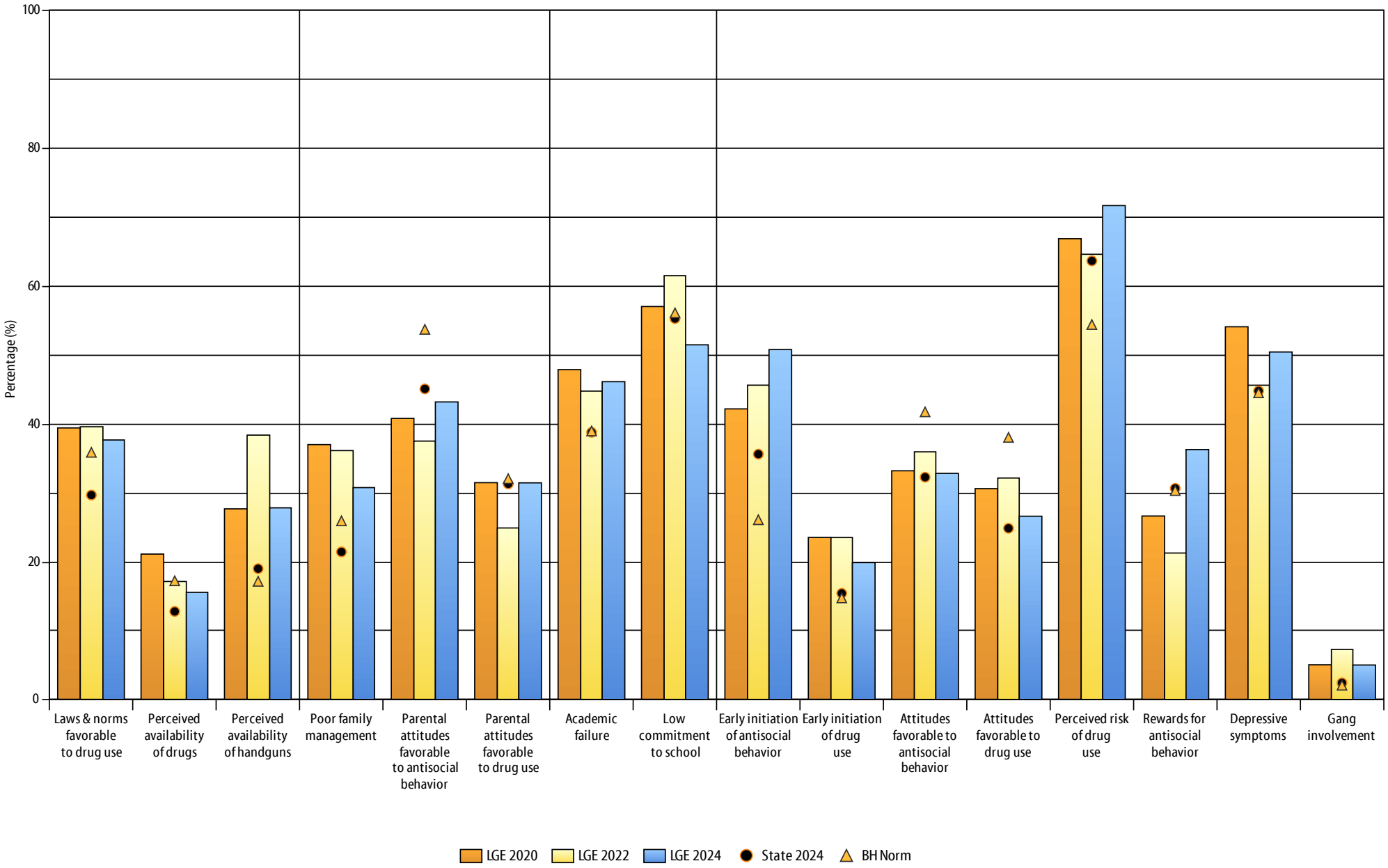
Risk profile, Grade 6th
Region 8 - Northeast Delta Human Services Authority 2024 CCYS Survey



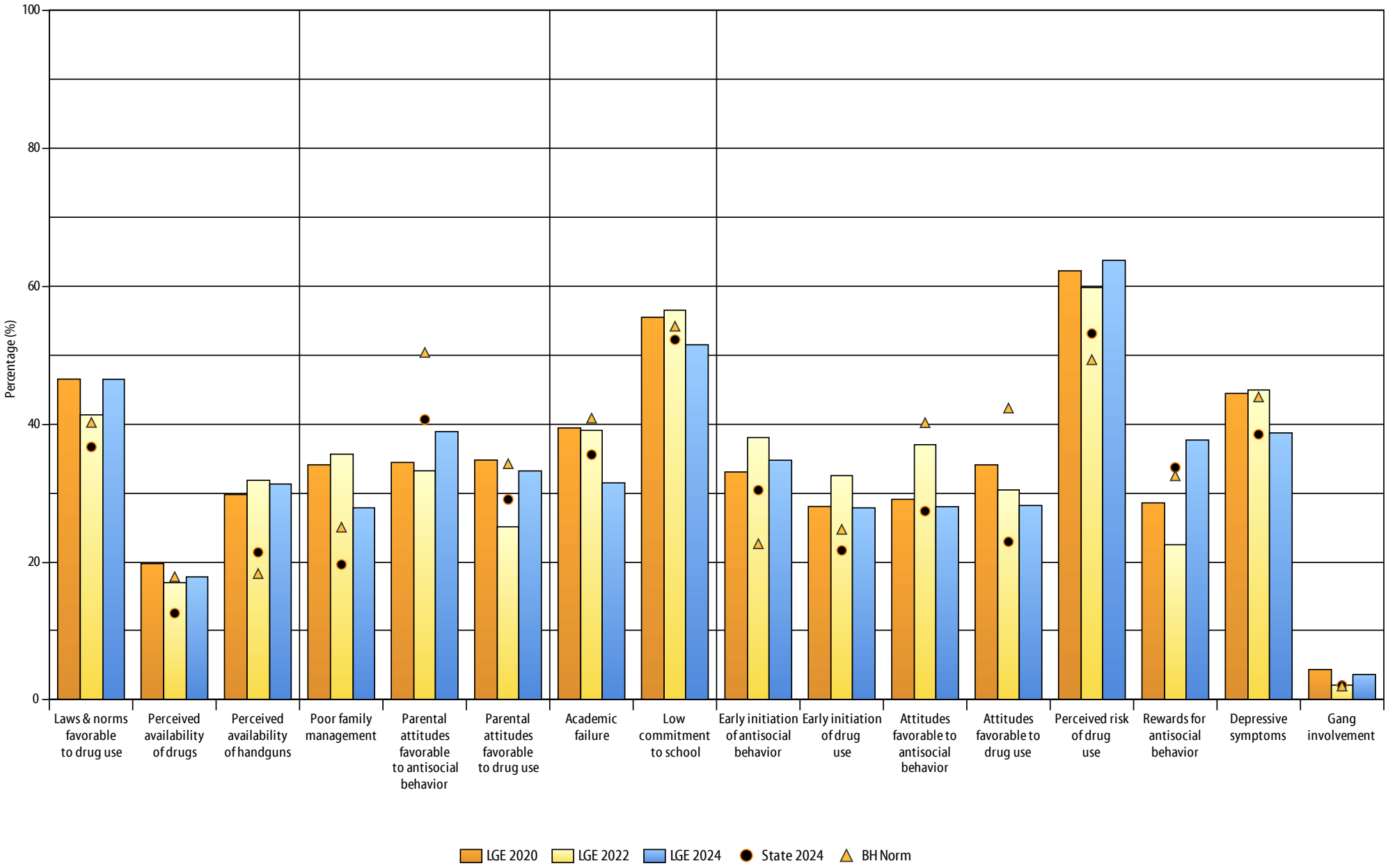
Risk profile, Grade 8th
Region 8 - Northeast Delta Human Services Authority 2024 CCYS Survey



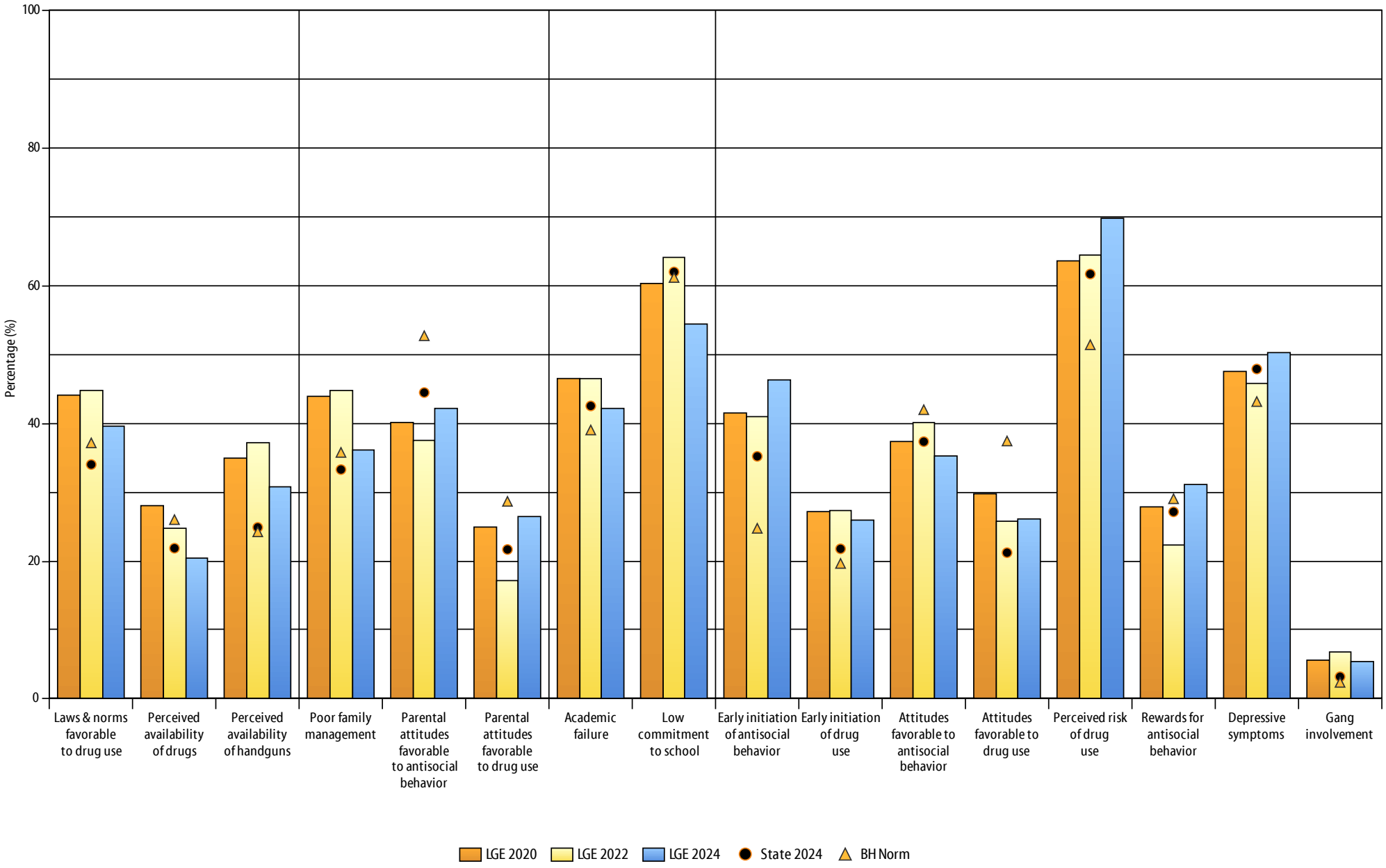
Risk profile, Grade 10th
Region 8 - Northeast Delta Human Services Authority 2024 CCYS Survey



Risk profile, Grade 12th
Region 8 - Northeast Delta Human Services Authority 2024 CCYS Survey



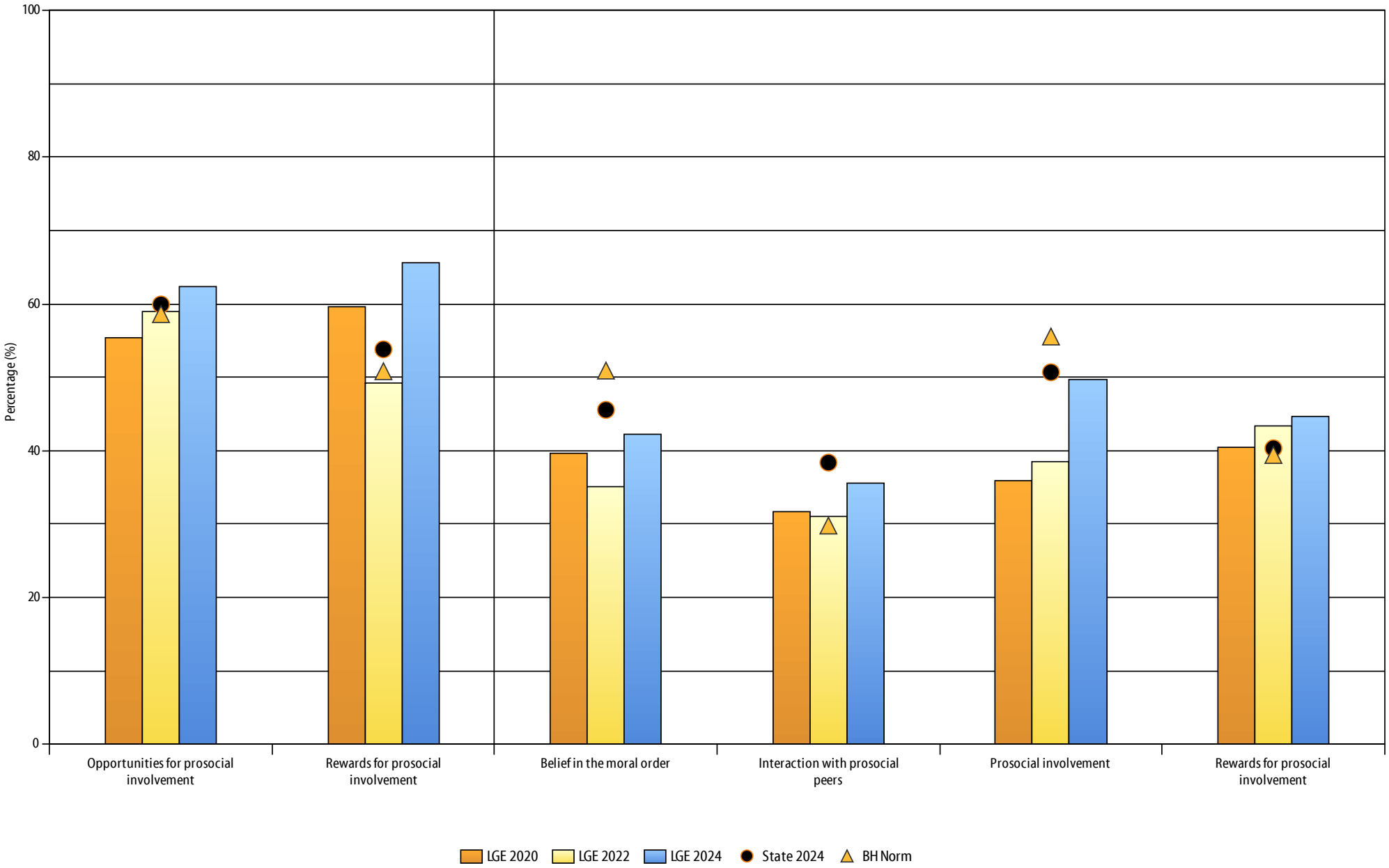
Risk profile, Grade All
Region 8 - Northeast Delta Human Services Authority 2024 CCYS Survey



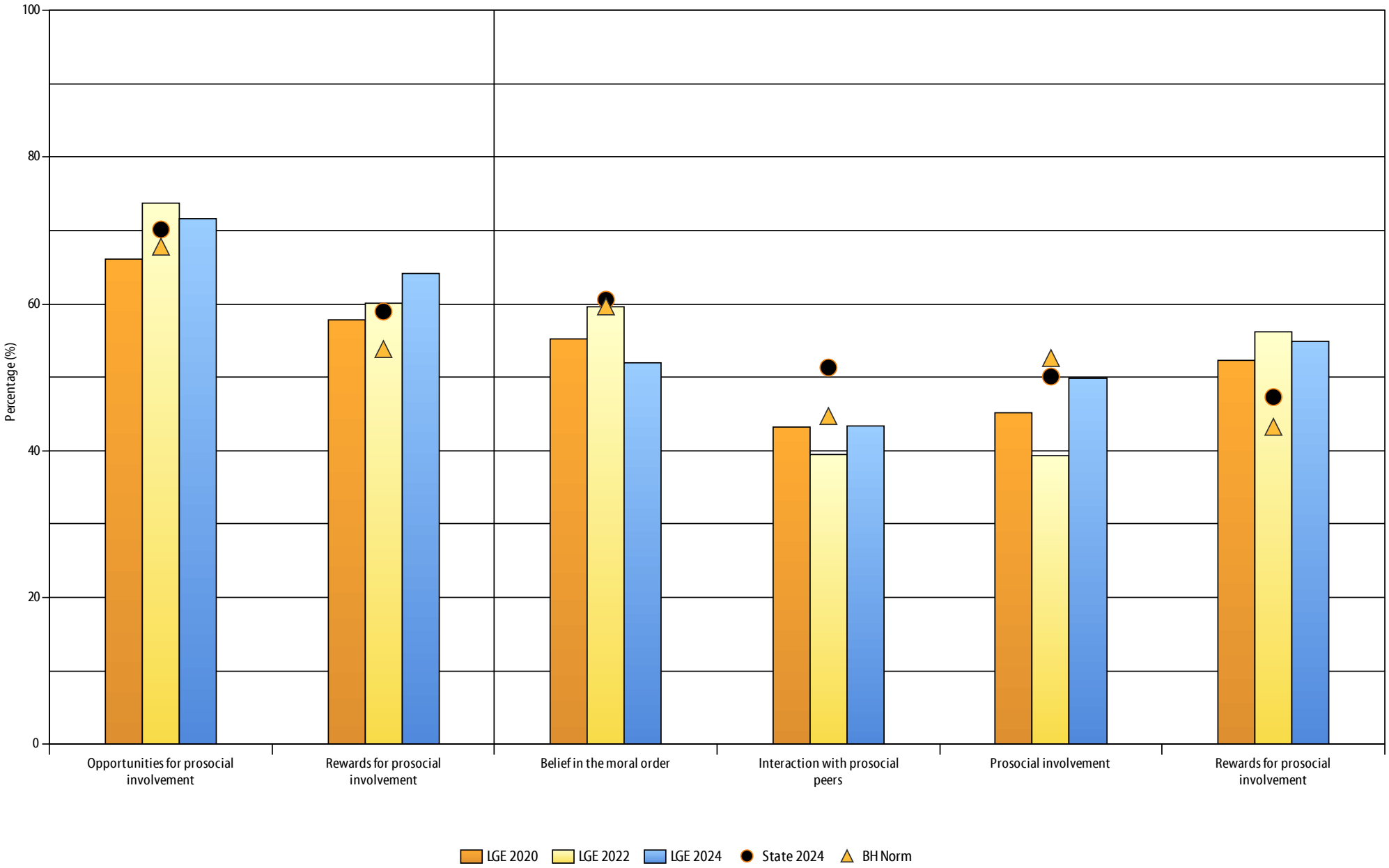
Risk profile

	6th					8th					10th					12th					All				
	LGE 2020	LGE 2022	LGE 2024	State 2024	BH Norm	LGE 2020	LGE 2022	LGE 2024	State 2024	BH Norm	LGE 2020	LGE 2022	LGE 2024	State 2024	BH Norm	LGE 2020	LGE 2022	LGE 2024	State 2024	BH Norm	LGE 2020	LGE 2022	LGE 2024	State 2024	BH Norm
Community Domain																									
Laws & norms favorable to drug use	48.0	49.4	39.0	36.9	37.0	42.6	45.3	37.0	33.0	35.6	39.5	39.6	37.7	29.7	35.9	46.5	41.3	46.6	36.7	40.3	44.0	44.9	39.6	34.0	37.2
Perceived availability of drugs	36.1	38.1	33.0	36.3	48.0	29.5	19.1	21.4	18.5	26.2	21.1	17.1	15.7	12.8	17.3	19.7	16.9	17.9	12.6	17.9	28.0	24.7	20.4	21.9	26.0
Perceived availability of handguns	32.6	32.1	27.7	23.9	27.8	43.2	45.7	36.3	31.8	31.8	27.7	38.4	27.9	19.0	17.2	29.8	31.9	31.4	21.4	18.3	34.9	37.2	30.8	24.9	24.3
Family Domain																									
Poor family management	57.6	58.6	54.6	49.2	61.1	42.0	39.9	38.8	32.6	37.6	36.9	36.2	30.7	21.5	26.0	34.1	35.6	27.8	19.6	25.1	43.9	44.8	36.1	33.3	35.8
Parent attitudes favorable to ASB	36.4	40.4	39.7	43.1	49.4	45.0	36.6	45.2	47.4	55.3	40.8	37.6	43.2	45.1	53.8	34.4	33.1	38.8	40.7	50.4	40.1	37.5	42.2	44.5	52.8
Parent attitudes favorable to drug use	12.0	10.7	14.2	12.1	22.4	26.5	14.5	21.5	20.7	26.4	31.6	24.9	31.4	31.3	32.1	34.8	25.1	33.2	29.1	34.3	24.9	17.1	26.4	21.7	28.7
School Domain																									
Academic failure	50.6	50.6	42.0	45.6	35.1	45.2	46.9	46.0	45.8	39.8	47.9	44.8	46.2	38.8	39.0	39.5	39.1	31.4	35.6	40.9	46.5	46.5	42.2	42.6	39.1
Low commitment to school	62.0	68.3	55.8	67.4	69.2	63.0	65.3	59.7	66.3	66.4	57.0	61.6	51.5	55.3	56.2	55.4	56.6	51.6	52.3	54.2	60.3	64.2	54.5	62.0	61.2
Peer-Individual Domain																									
Early initiation of ASB	37.6	38.7	32.5	32.9	20.5	47.9	42.5	57.7	39.8	28.5	42.2	45.7	50.8	35.7	26.2	33.1	38.0	34.8	30.4	22.7	41.5	41.0	46.4	35.2	24.8
Early initiation of drug use	23.9	27.8	21.6	23.3	18.0	31.6	26.5	34.7	24.9	20.1	23.6	23.5	19.9	15.5	14.8	28.1	32.5	27.8	21.7	24.7	27.2	27.3	26.0	21.8	19.7
Attitudes favorable to ASB	48.4	52.5	48.0	49.9	54.6	34.2	29.3	36.2	32.9	38.5	33.2	36.0	32.9	32.3	41.8	29.0	37.1	28.1	27.4	40.2	37.3	40.1	35.3	37.4	42.0
Attitudes favorable to drug use	21.5	18.7	18.8	17.0	30.6	34.3	27.2	28.2	22.1	37.0	30.7	32.2	26.7	24.9	38.1	34.1	30.5	28.2	22.9	42.3	29.8	25.8	26.1	21.2	37.5
Perceived risk of drug use	68.4	72.4	72.1	65.4	55.1	58.6	57.6	70.5	60.8	48.8	66.8	64.6	71.8	63.7	54.5	62.1	59.8	63.8	53.2	49.4	63.6	64.5	69.7	61.7	51.5
Rewards for ASB	27.1	23.8	23.8	24.3	21.3	28.9	21.0	24.3	24.3	27.3	26.6	21.2	36.3	30.7	30.4	28.6	22.5	37.7	33.7	32.5	27.9	22.3	31.2	27.2	29.1
Depressive symptoms	44.2	49.1	54.8	52.2	41.0	47.6	42.3	56.8	50.3	42.3	54.2	45.6	50.4	44.8	44.6	44.4	45.0	38.7	38.5	44.0	47.5	45.8	50.4	47.9	43.2
Gang involvement	6.1	10.2	7.4	4.0	2.7	5.9	5.2	6.0	3.5	2.9	5.1	7.2	5.1	2.5	2.1	4.4	2.1	3.7	2.1	2.0	5.6	6.8	5.4	3.2	2.4

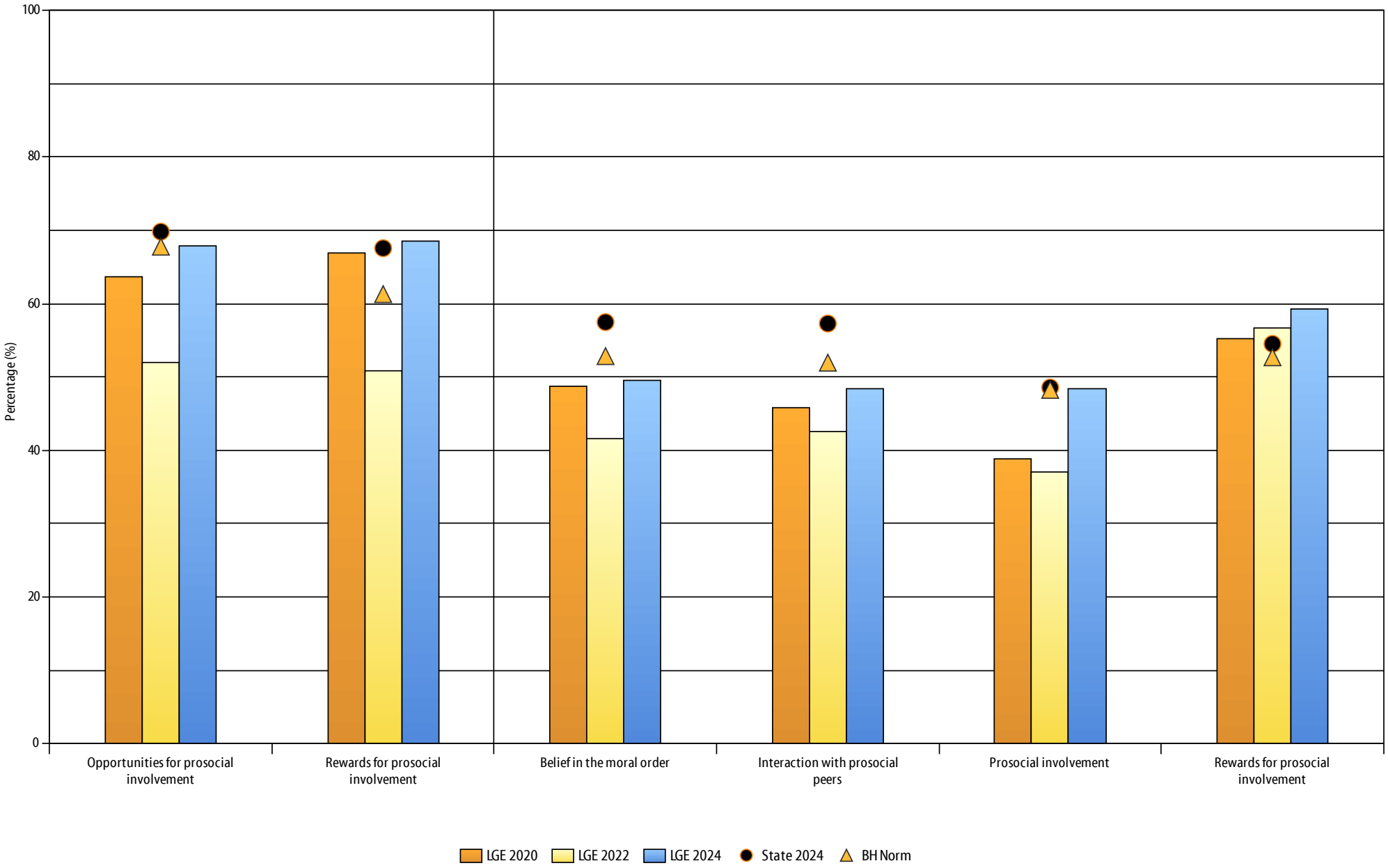
Protective profile, Grade 6th
Region 8 - Northeast Delta Human Services Authority 2024 CCYS Survey



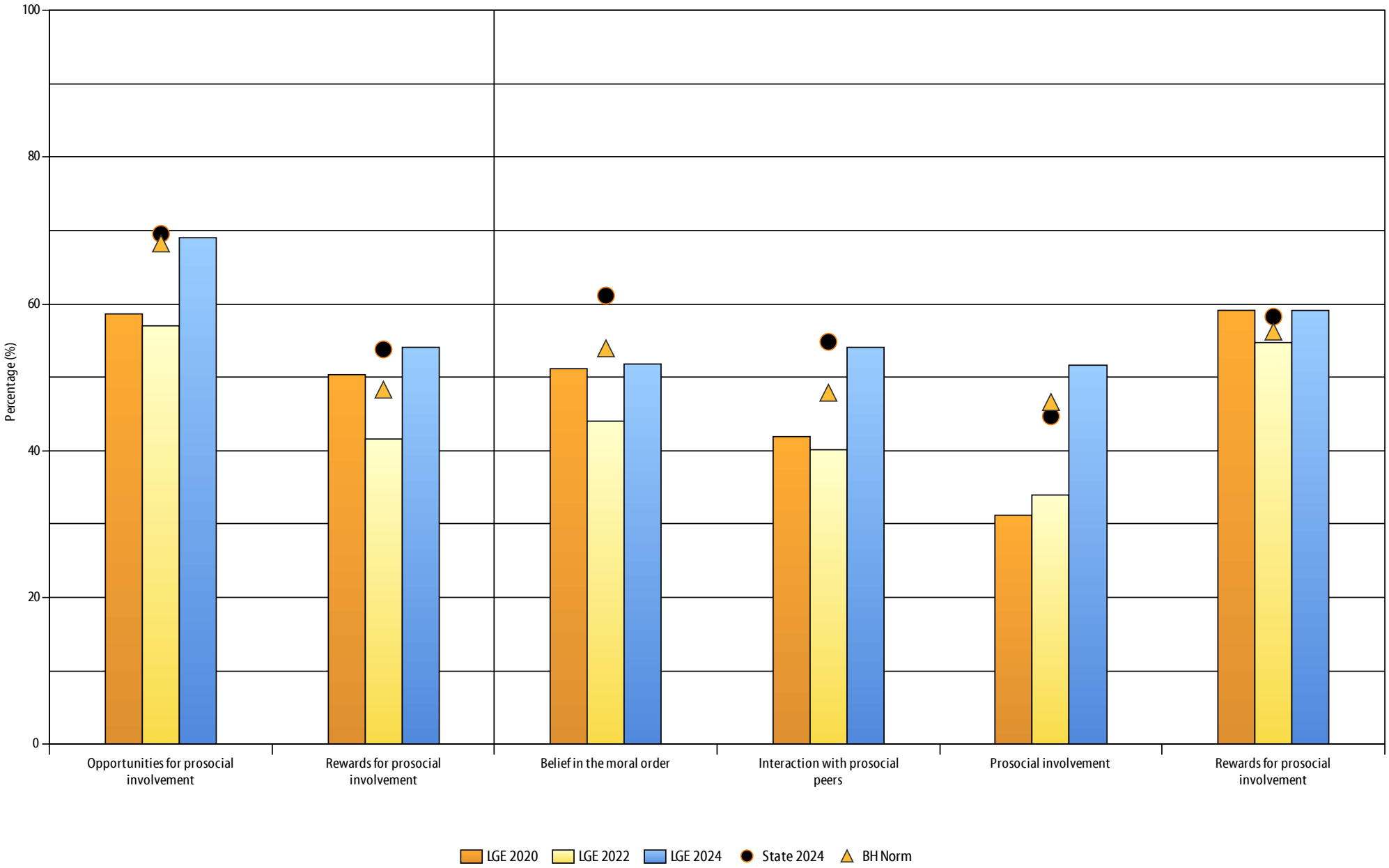
Protective profile, Grade 8th
Region 8 - Northeast Delta Human Services Authority 2024 CCYS Survey



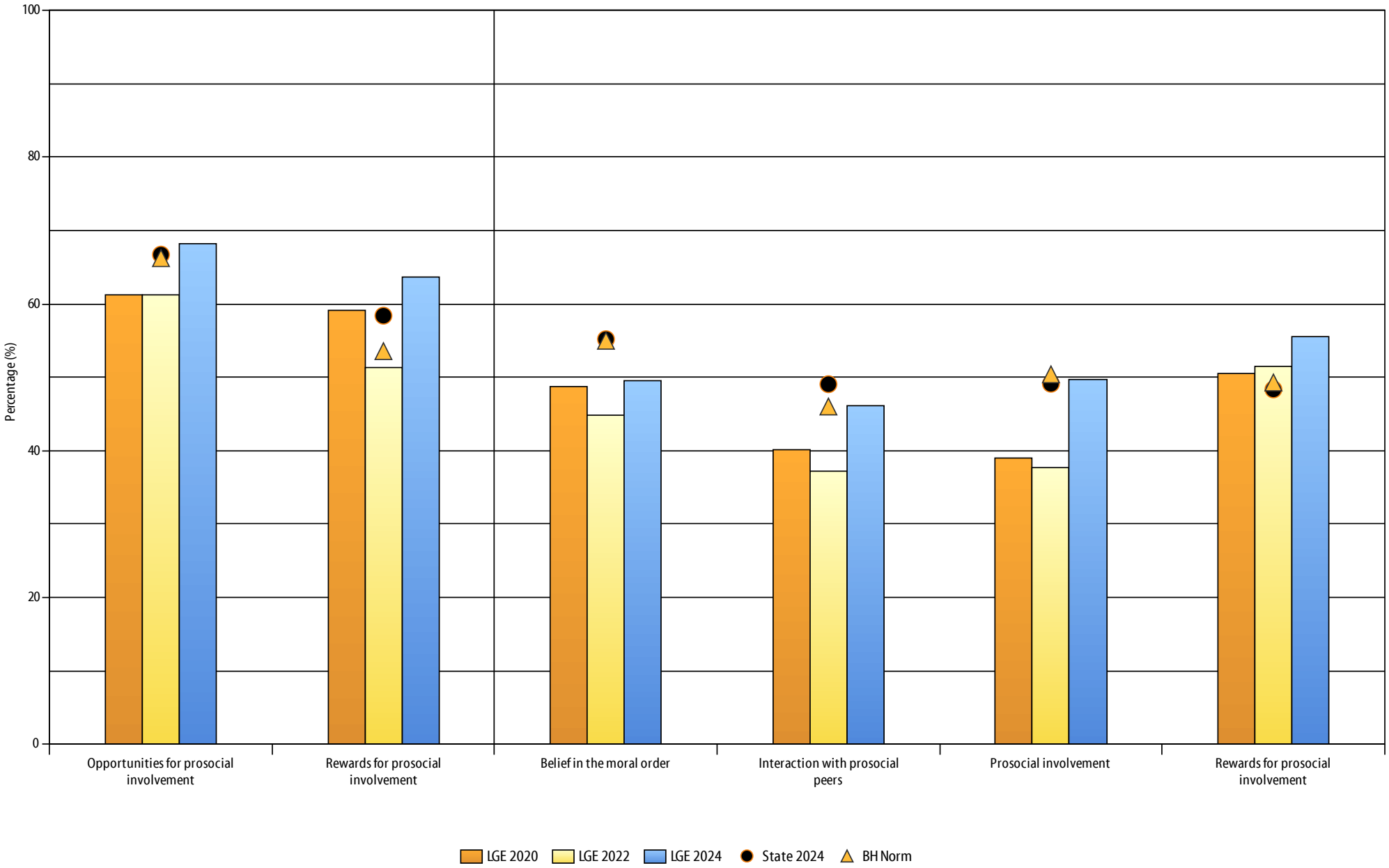
Protective profile, Grade 10th
Region 8 - Northeast Delta Human Services Authority 2024 CCYS Survey



Protective profile, Grade 12th
Region 8 - Northeast Delta Human Services Authority 2024 CCYS Survey



Protective profile, Grade All
Region 8 - Northeast Delta Human Services Authority 2024 CCYS Survey



Protective profile

	6th					8th					10th					12th					All				
	LGE 2020	LGE 2022	LGE 2024	State 2024	BH Norm	LGE 2020	LGE 2022	LGE 2024	State 2024	BH Norm	LGE 2020	LGE 2022	LGE 2024	State 2024	BH Norm	LGE 2020	LGE 2022	LGE 2024	State 2024	BH Norm	LGE 2020	LGE 2022	LGE 2024	State 2024	BH Norm
School Domain																									
Opportunities for prosocial involvement	55.3	59.0	62.4	59.9	58.6	66.0	73.7	71.6	70.1	67.8	63.7	52.0	67.9	69.8	67.8	58.6	56.9	69.1	69.5	68.3	61.3	61.3	68.3	66.7	66.3
Rewards for prosocial involvement	59.7	49.2	65.6	53.8	50.8	57.9	60.2	64.2	59.0	53.9	66.9	50.8	68.6	67.6	61.3	50.4	41.6	54.1	53.8	48.3	59.1	51.3	63.7	58.4	53.6
Peer-Individual Domain																									
Belief in the moral order	39.6	35.1	42.3	45.6	50.9	55.1	59.6	51.9	60.6	59.7	48.7	41.6	49.6	57.5	52.9	51.2	44.0	51.8	61.1	54.0	48.8	44.9	49.5	55.2	55.0
Interaction with prosocial peers	31.6	31.1	35.6	38.4	29.8	43.3	39.5	43.4	51.3	44.7	45.7	42.5	48.4	57.3	52.0	42.0	40.1	54.1	54.8	47.9	40.2	37.2	46.2	49.1	46.0
Prosocial involvement	35.9	38.6	49.7	50.7	55.6	45.1	39.4	49.8	50.1	52.6	38.8	37.0	48.4	48.6	48.3	31.3	34.0	51.6	44.7	46.6	39.1	37.7	49.7	49.1	50.4
Rewards for prosocial involvement	40.4	43.4	44.6	40.3	39.4	52.4	56.2	54.8	47.3	43.3	55.3	56.7	59.3	54.5	52.7	59.2	54.7	59.2	58.3	56.2	50.5	51.5	55.6	48.4	49.3

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 through resources listed in Appendix D. 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% > BH 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 Louisiana 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 Louisiana 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.

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. One of the primary sources of needs assessment data is this Caring Communities Youth Survey (CCYS). 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 CCYS ADMINISTRATIONS

As new issues emerge and youth behaviors shift, the CCYS instrument is periodically revised to maintain relevance, reduce survey fatigue, and improve the accuracy and utility of the data.

Items Removed/Revised for 2024

Several questions and scales from the 2022 CCYS were removed (and others revised) in 2024 to significantly streamline the instrument, shorten survey-taking time, and reduce redundancy:

Interactions with antisocial peers scale: Entire scale removed with survey length in mind.

Parental education level demographic question: Removed with survey length in mind.

Antisocial behavior and substance use frequency items: Response options simplified; frequencies capped at "more than 10 times."

Gambling behaviors question: Gambling behavior list fine-tuned and modernized.

Mental health treatment K-6 risk behavior scale: Removed, as redundant with depressive symptoms scale.

Perceived peer disapproval of ATOD use (question 94): Removed, redundant with other similar use perceptions questions.

Sibling risk behaviors: Removed with survey length in mind.

Family conflict and history: Removed with survey length in mind.

Mental health and suicide-related questions: Removed due to redundancy with other questions in these topic areas.

Adult alcohol use norms: Removed with survey length in mind.

Family meals frequency: Removed with survey length in mind.

Exposure to adult substance use: Removed with survey length in mind.

Alcohol/drug treatment needs scale: Removed with survey length in mind.

New Items Added for 2024

The following items were added to the 2024 CCYS to enhance content around emerging issues:

School Safety Concerns:

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

- *Getting bullied*
- *Gun violence or an active shooter situation*
- *Suicide by a student*
- *Gang activity*
- *Students using alcohol or drugs*
- *Fire/tornado*

Perceived Safety in School Locations:

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

- *Playgrounds or fields*
- *Lunchroom/cafeteria*
- *Classrooms*
- *Bathrooms*
- *Parking lots*

- *Stairs and hallways*
- *On the school bus*

Brief Adolescent Gambling Scale (BAGS):

A 3-item validated screener assessing adolescent problem gambling behaviors:

The following questions are about your gambling/betting OVER THE PAST 3 MONTHS.:

How often have you skipped hanging out with friends who do not gamble/bet to hang out with friends who do gamble/bet?

In the past 3 months, how often have you felt that you might have a problem with gambling/betting?

How often have you hidden your gambling/betting from your parents, other family members or teachers?

Responses: Never (0), Sometimes (1), Most of the time (2), Almost always (3)

Score interpretation:

0–3: Low risk for problem gambling

4–9: High risk for problem gambling

Adjustments to Response Options

Multiple questions had response scales simplified or consolidated to reduce cognitive load for students (e.g., capping substance use frequency options with "More than 10 times" rather than providing response options up to 40+ uses).

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 2024 CCYS 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 2024, 79.9% of Louisiana students responded that their parents felt it was "Very wrong" for them to use alcohol. Of those students, relatively few (15.5% lifetime, 3.8% 30-day) actually used alcohol, as seen in the table below. In contrast, of the 12% who responded that their parents agree with alcohol use somewhat (i.e. the parent only believes that it is "Wrong," not "Very Wrong"), 49.4% of these students indicated lifetime alcohol use and 21.1% 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	15.5%	3.8%
Wrong	49.4%	21.1%
A Little Bit Wrong	71.0%	45.1%
Not Wrong At All	73.2%	56.0%
smoke marijuana?	Marijuana (lifetime use)	Marijuana (past 30 days)
Very Wrong	3.8%	0.8%
Wrong	21.4%	6.1%
A Little Bit Wrong	46.9%	19.6%
Not Wrong At All	49.5%	26.6%
smoke cigarettes?	Cigarettes (lifetime use)	Cigarettes (past 30 days)
Very Wrong	5.0%	0.5%
Wrong	20.2%	3.7%
A Little Bit Wrong	37.8%	14.2%
Not Wrong At All	36.1%	15.9%
use prescription drugs not prescribed to you?	Prescription drugs (lifetime use)	Prescription drugs (past 30 days)
Very Wrong	3.0%	0.6%
Wrong	9.8%	1.8%
A Little Bit Wrong	19.0%	4.9%
Not Wrong At All	17.0%	5.7%

APPENDIX C: DRUG FREE COMMUNITIES DATA

Core Measure	Definition	Substance	6th		8th		10th		12th		Male		Female	
			Percent	Sample	Percent	Sample	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	45.8	297	49.7	489	53.8	660	54.3	398	47.7	759	55.4	998
	take five or more drinks of an alcoholic beverage once or twice a week	Binge drinking	51.4	296	55.6	487	61.8	662	58.2	397	53.4	758	62.2	998
	smoke one or more packs of cigarettes per day	Tobacco	49.8	299	55.8	491	61.8	660	61.8	400	54.1	761	62.3	1,003
	smoke marijuana regularly	Marijuana	52.4	296	50.8	486	53.9	660	47.1	399	47.5	758	55.2	997
	use prescription drugs that are not prescribed to them	Prescription drugs	54.6	295	58.1	489	66.7	660	64.7	394	56.9	759	67.4	993
	try vape products (such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars)?	e-Cigarettes/vaping	45.0	298	45.6	489	50.2	659	48.7	396	0.0	0	49.5	995
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	96.3	294	93.3	479	89.6	652	80.2	394	90.8	751	88.7	984
	smoke cigarettes	Tobacco	96.9	294	97.5	479	96.0	650	93.4	391	96.1	748	96.1	984
	smoke marijuana	Marijuana	98.3	292	96.0	477	90.6	649	88.0	393	92.9	749	93.0	977
	use prescription drugs not prescribed to you	Prescription drugs	98.0	293	96.9	480	96.2	651	97.4	392	96.8	750	97.5	984
Past 30-Day Use* (at least one use in the past 30 days)	had beer, wine, or hard liquor	Alcohol	3.6	308	6.7	461	11.1	586	19.1	345	7.8	733	12.2	885
	smoked cigarettes	Tobacco	1.6	305	0.8	493	1.9	667	4.4	405	2.2	771	2.0	1,012
	used marijuana	Marijuana	0.7	307	0.8	490	5.0	624	3.7	355	2.3	755	3.1	939
	combined results of prescription stimulant/sedative/ narcotics questions	Prescription drugs	0.6	309	1.2	517	1.2	677	0.2	409	0.8	797	1.0	1,028

* 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

SAMHSA/Center for Substance Abuse Prevention (CSAP)
http://www.samhsa.gov/prevention

Safe Schools and Healthy Students
http://www.samhsa.gov/resource/ebp/safe-schoolshealthy-students-framework-implementation-toolkit

Strategic Prevention Framework Technical Assistance
http://www.samhsa.gov/technical-assistance/sptac/framework

DOJ/Office of Juvenile Justice and Delinquency Prevention (OJJDP)
www.ojjdp.gov

Recovered (Addiction and Mental Health resources)
https://recovered.org/

NIH/National Institute of Mental Health
www.nimh.nih.gov

Suicide Prevention-National Institute of Mental Health
http://www.nimh.nih.gov/health/topics/suicide-prevention

Louisiana Social Indicators Web Tool
https://www.bach-harrison.com/lasocialindicators/

Louisiana Caring Communities Youth Survey Website
https://www.louisianaccys.com/

State Contacts

Department of Health Office of Behavioral Health
Karen Stubbs Church, J.D.
Assistant Secretary

Department of Health Office of Behavioral Health Prevention Services
Felecia A. Johnson
Program Manager
P.O. Box 3868
Baton Rouge, LA 70802
(225) 342-8939
(225) 342-3931(Fax)
felecia.johnson@la.gov

Governor's Office Office of Community Programs

State Office Building
1201 North 3rd Street, G219
Baton Rouge, LA 70802
(225) 342-3423 / (800) 827-5885
(225) 342-7081 (Fax)
www.gov.louisiana.gov/

Louisiana Department of Education Division of School and Community Support

1201 North Third Street
Baton Rouge, LA 70802
(225) 342-3338
(225) 219-1691 (Fax)
www.louisianabelieves.com

Regional Contacts

Region I
Metropolitan Human Services District

3100 General de Gaule
New Orleans, LA70114
504-568-3130
504-568-3137 (Fax)

Region II
Capital Area Human Services

7389 Florida Blvd. Suite 100A
Baton Rouge, LA 70806
225-925-3827
225-925-1987 (Fax)

Region III
South Central Louisiana Human Services Authority

158 Regal Row
Houma, LA 70374
985-857-3615 x 143
985-876-8824 (Fax)

Region IV
Acadiana Area Human Services District

302 Dulles Drive
Lafayette, LA 70506
337-262-1105
337-262-1103 (Fax)

Region V
Imperial Calcasieu Human Services Authority

4105 Kirkman Street
Lake Charles, LA 70607
(337) 475-3100

Region VI
Central Louisiana Human Services District

5411 Colisuem Blvd.
Alexandria, LA 71303
318-484-2169
318-487-5453 (Fax)

Region VII
Northwest Louisiana Human Services District

1310 North Hearne Ave.
Shreveport, LA 71107
318-676-5102
318-676-5944 (Fax)

Region VIII
Northeast Delta Human Services Authority

2513 Ferrand Street
Monroe, LA 71201
318-362-5483
318-362-3268 (Fax)

Region IX
Florida Parishes Human Services Authority

835 Pride Drive Suite B
Hammond, LA 70401
985-543-4730
985-543-4752 (Fax)

Region X
Jefferson Parish Human Services Authority

3616 South 1-10 Service Road West
Metairie, LA 70001
504-838-5702
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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.