



# **2014 IOWA YOUTH SURVEY TREND REPORT**

## **Monona County 67**

**2008 • 2010 • 2012 • 2014**

Sponsored By:  
**Iowa Department of Public Health**  
Division of Behavioral Health

**Iowa Department of Human Rights**  
Division of Criminal and Juvenile Justice Planning

Prepared By:  
**Iowa Consortium for Substance Abuse Research and Evaluation**  
University of Iowa



**THE IOWA  
CONSORTIUM**  
FOR SUBSTANCE ABUSE RESEARCH AND EVALUATION

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## **Acknowledgments**

There were many individuals and organizations involved in this collaborative effort to collect youth development data from Iowa's 6th, 8th, and 11th grade students. Thank you to all who contributed to the collection and analyses of the 2014 Iowa Youth Survey data.

We wish to directly thank all the district superintendents, principals, teachers, counselors, facilitators, parents, and students for their incredible effort. Conducting the Iowa Youth Survey is a learning experience, and the knowledge gained provides the opportunity to be even more successful in subsequent years. Your comments and suggestions continue to be essential.

## **Overview**

From September 29, 2014 through November 7, 2014, the Iowa Department of Public Health (IDPH) collaborated with schools in Iowa to conduct the 2014 Iowa Youth Survey (IYS). The 2014 IYS is the fifteenth in a series of surveys that have been completed every two or three years since 1975. The survey is conducted with students in grades 6, 8, and 11 attending Iowa public and private schools. The IYS includes questions about students' behaviors, attitudes, and beliefs, as well as their perceptions of peer, family, school, neighborhood, and community environments. In addition to the 2014 Iowa Youth Survey County Trend Reports, many other reports are publicly available on the IYS website: [www.iowayouthsurvey.iowa.gov](http://www.iowayouthsurvey.iowa.gov).

## **Objectives**

The 2014 IYS trend reports are designed to help state-level planners, community agencies, and school personnel identify youth development needs, implement relevant, targeted interventions, and assess outcomes. IYS data can assist in providing a better understanding of students in Iowa and their needs. It can also help to assess the strengths and challenges of schools, families, and communities from the young person's perspective. In addition, IYS data may be used to obtain funding for a wide variety of programs and services. The 2014 IYS trend reports include new information by providing data for 25 individual IYS questions. These data may assist with identifying strengths, as well as some specific areas that may be in need of improvement. These data also serve as a model for how individual question data may be presented. The 2014 IYS trend reports continue to include data to provide an overall view of youth through the presentation of constructs. The percentages of responses to the specific questions utilized in the individual question figures and the constructs are available in the county reports for each survey year. The Iowa Youth Survey has proven to be a valuable resource in youth needs assessment, program development, implementation, and outcome evaluation. Data analyzed in the 2014 Iowa Youth Survey trend reports are derived from the 2008, 2010, 2012, and 2014 Iowa Youth Surveys.

## **2008, 2010, 2012, and 2014 Iowa Youth Surveys**

### **Profile of Participation**

Validated records were received from students in grades 6, 8, and 11 from all 99 counties in Iowa from 2008 to 2014. The 2014 County IYS Trend reports are based on the county of residence reported by students completing the survey. The report data portray the behaviors, attitudes, beliefs, and perceptions of students residing in a county; however, it is possible that some students reside in one county and attend school in a neighboring county. Therefore, some responses may reflect conditions perceived in a school located in a neighboring county and not necessarily perceptions relating to the school(s) located in the student's county of residence. Further details on the number of students from a county that participated during each survey year are available in County IYS reports for each survey year.

School district and non-public school participation has fluctuated from 2008 to 2014. Not all public school districts and non-public schools participated in the IYS at the four data collection points (2008, 2010, 2012, and 2014). Data in this report assume each record represents one student. In general, the higher the percentage of students completing the IYS in a county, the more likely the data are representative of all students in grades 6, 8, and 11 residing in that county.

Table 1 provides the total number of students completing a validated 2008, 2010, 2012, and 2014 IYS, by grade in the county. The first column lists the year and the second through fourth columns display the number of records from students who reported they were in grades 6, 8, or 11 and completed a validated IYS.

**Table 1. 2008 – 2014 IYS County Participation by Grade**

Number of IYS Records			
Year	Grade 6	Grade 8	Grade 11
2008	106	120	114
2010	87	96	108
2012	48	61	79
2014	91	87	80

**Survey Content**

The Iowa Youth Survey is divided into seven sections (A-G).

- Section A. Demographic Characteristics
- Section B. Things I Have Tried or Done and Things That Have Happened To Me
- Section C. My Beliefs and Attitudes
- Section D. Peer Questions
- Section E. School Questions
- Section F. Family Questions
- Section G. Community Questions

Prior to IYS administration, a committee of youth development professionals selected by IDPH reviews and makes recommendations regarding the IYS survey questions. The selection of specific survey questions each year is, in part, based on experts' suggestions as well as analysis of question and response data collected in previous Iowa Youth Surveys. The appropriateness of any comparison of IYS data in 2008, 2010, 2012, and 2014 must be considered on a question by question basis. The general content of the questions and response options included in the IYS at the four survey points is very similar, however changes have occurred. For example, new questions were added each year and several questions have been removed through the years. Additionally, wording changes to questions and responses have occurred to elicit additional, more detailed information.

**Data**

**Data Cleaning**

The data cleaning process included analysis of longitude and latitude coordinates to determine if the county of residence indicated by the student was likely for the school district indicated by the student. The distance between county of residence and school districts in adjacent or near adjacent counties was analyzed to determine if inter-county distance (distance from the center of one county to the center of an adjacent county) was a reasonable distance for a student to commute to school. If the reported county was found to be improbable, the record was converted to the county in which the school district's administrative office was located. While this modification may still result in a few students being assigned to the wrong county of residence, it is much more likely that the cleaning procedure increased the accurate assignment

of county of residence. Refer to County IYS reports for each survey year to obtain more information on data cleaning procedures.

### **Data Interpretation**

Due to changes in survey content of the IYS each year, trend analyses should be considered exploratory, at best. If comparisons are made, the results may indicate that students *appear* to be significantly different, for better or worse, from the data generated by previous surveys. However, this appearance may be due to differences in question wording and the representativeness of the sample rather than actual changes in Iowa's youth.

In addition to the changes in survey content, differences in data gathering procedures and methods could have an effect on comparisons made between the years. Differences include, but are not limited to, procedural irregularities across school districts and the online administration of the IYS.

Since every school district did not collect data from every student, home schooled students may not have been surveyed and not all public school districts and non-public schools participated in the IYS at the four data collection points, there is the possibility the students who complete the IYS are not representative of all students in Iowa. Therefore, it is possible that the students who completed the IYS are not representative of all students in Iowa.

Additionally, IYS data do not represent youth who may have dropped out of school. It is unknown what biases non-participating youth might introduce into the IYS report percentages. The Iowa Youth Survey are self-reported data and relies on each student's ability to read and honestly respond to each question. Also, since the IYS was conducted online, a student's ability to complete the survey is also dependent on possessing basic computer skills. Self-reported behaviors, attitudes, and beliefs are always subject to error (unintentional such as mistakenly selecting the wrong response or intentional such as denial or boasting), and it is not possible to identify records where this occurs. Additionally, some surveys contained missing data indicating that not all students answered every question. There are many potential reasons for missing data and why a student may choose not to answer a particular question including comprehension level (understanding survey language); confidentiality concerns; refusal to provide an answer resulting from lack of interest or motivation; beliefs and attitudes about the subject of the question; or inadvertently skipping a question. In general, the higher the proportion of students participating, the more likely the survey results are representative and without bias.

It is also important to note in the Construct Section of this report that a low percentage of students scoring positively on a particular construct is not necessarily a cause for excessive concern. An unfavorable response to only one question in a multi-question construct will result in a low positive score; however, every other question utilized in the construct may have had favorable student responses. Conversely, a high proportion of students scoring positively on all questions is encouraging, however, not indicative that there is not room for improvement in the youth development need represented by the construct. The percentages of responses to specific questions utilized in the constructs are presented in the State of Iowa Youth Survey Reports.

In 2014, conservative analyses were performed using the smallest subgroup comparisons and it was determined that a change of 1.6 percentage points or greater for the state data should be considered a significant change. This does not apply to county reports since the number of students is smaller than in the state trend report and significance levels vary depending upon



the size of the groups being compared. Due to the varying number of students in counties and within each subgroup, small differences in percents can often be statistically significant.

The County IYS Trend reports may be more subject to sampling error than any of the other IYS reports. The more school districts and non-public schools that participated in the IYS, the more likely the reported percentages are accurate estimates of the attitudes and behaviors of students that reside in the county. The absence of a majority of students from any school district in any county has the potential to produce significant bias, as we do not know if the youth who did not take the survey would have provided similar responses as the youth who did participate. Additionally, students may reside in one county and attend school in a neighboring county. Therefore, some responses may reflect conditions perceived in a school located in a neighboring county and not necessarily perceptions relating to the school(s) located in the student's county of residence.

### **Confidentiality**

Since County IYS Trend reports present data from fewer students than the State of Iowa Trend Report, several steps were taken to protect confidentiality. While there is no way for an individual student to be connected with his or her particular responses, there are circumstances in which all or nearly all students may be connected to a particular behavior or attitude. This may increase the likelihood of someone making inferences about individual students from the data. For example, if all 11th graders in a county reported they used alcohol, essentially every 11th grade student can be identified as using alcohol. Therefore, certain questions and accompanying responses, such as past thirty day use of alcohol, were identified as sensitive. For this subset of questions, any time 10% or fewer of the students do not respond in the *least* sensitive manner, the response data for that question or for constructs that utilize these questions will not be reported. For example, if 90% or more of the students responded that they used alcohol in the past 30 days, data in the individual question figures and bars in construct figures for that population will not be present to aid in protecting confidentiality. Additionally, when the total number of students responding to a question is small, it may be easier to make an assumption about how a particular student or group of students might have responded. Therefore, any time 15 or fewer students responded to a particular question, data will not be present in the individual question figures. Similarly, in the construct figures, bars for that population will not be present. Additionally, data in individual question figures and construct bars are not shown when data presentation may allow for calculation of the protected subgroup's data.

### **Data Presentation**

#### **Section I: Individual Question Trends**

Data provided in figures on pages 7 through 31 present selected responses to 25 questions that appear in the 2008, 2010, 2012, and 2014 Iowa Youth Surveys. Eighteen figures display responses for all four years. Since some of the 25 questions were not asked during all four years of IYS administration, seven figures display responses for fewer years: one figure displays responses for 2010, 2012, and 2014 and six figures display responses for 2012 and 2014.

Percentages for the selected responses to questions are provided for all students who reported they were in 6th, 8th, and 11th grades, as well as responses for all grades combined. "All Grades" combines all responses from grades 6, 8, and 11, and also includes records with missing responses for grade. Each figure provides the IYS section and question number since question numbers can change each year. Percentages in the figures are based on the number of students who answered that question; missing responses are not included in the calculation.

All percentages are rounded; “0%” appearing in any column represents anything less than 0.5% (including 0 or none). Following each figure, the question is provided along with all response options for the question including responses represented by the percentages in the figure and the other possible responses associated with the question.

## **Section II: Construct Trends**

A committee of State Planners participated in an interactive process to identify key youth development related constructs that provide summary measures based on the responses to a combination of two or more questions. Constructs are organized in key domains. Originally, 34 constructs within nine framework domains were identified. When the key youth development-related constructs were developed, the intention was that the questions utilized to measure the constructs would remain identical through the survey years, however, changes have occurred. Changes made to questions in the 2010 eliminated eight constructs, an additional eight constructs were eliminated in 2012, and in 2014 three more constructs were eliminated. The 2014 IYS trend reports present data collected in 2008, 2010, 2012, and 2014 for the remaining 15 constructs within six domains. For more information about the background and changes that have occurred through the years, refer to Appendix A on page 68.

The data for constructs are combined and presented in the six domains on pages 32 through 67. The first figure presents the data for all validated records for each construct within the domain (when the domain is comprised of more than one construct). Following this, two figures present response data for each construct. The first figure presents totals for the county, grade, and gender; the second figure presents gender by grade. Results are reported with the blue shaded portion of the bar (on the left) representing the percent of participants who responded favorably to all of the questions involved in computing a particular construct. The orange shaded portion of the bar (on the right) represents the percent of participants who responded unfavorably to at least one question associated with that construct. The bars are presented in groups of four, with the top bar representing 2008 survey results, 2010, 2012, and 2014. Due to rounding, percentages may not add up to exactly 100%. A list of the questions and responses associated with each construct follows the construct figure. Unless noted, all response options for questions in each construct were the same.

In accordance with computations in previous IYS reports, percentages in all of the construct figures are based on the number of students who answered the respective questions for each particular construct. Records containing missing response data for any question were not included in the constructs.

A listing of the framework domains and constructs is presented in Table 2 on the following page.

**Table 2. IYS Domains and Constructs**

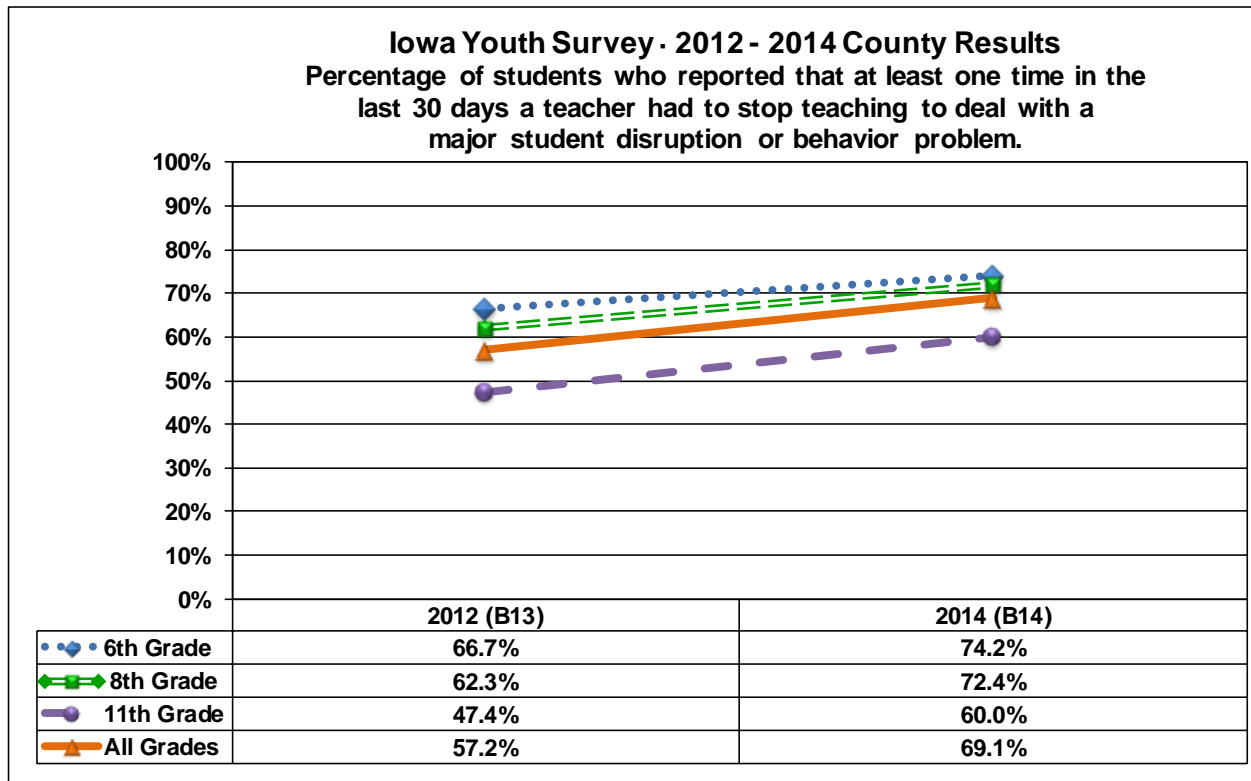
<b>IOWA YOUTH DEVELOPMENT RESULTS FRAMEWORK DOMAINS AND CONSTRUCTS</b>
<b>SECURE AND SUPPORTIVE FAMILY</b>
Positive Family Relationships
Family Involvement and Support
Parental/Guardian Boundaries
<b>SAFE AND SUPPORTIVE SCHOOL CLIMATE</b>
School Expectations/Boundaries
School Staff/Student Support
Positive Student Norms
Social Pressure to Use Substances Limited
<b>SAFE AND SUPPORTIVE COMMUNITY</b>
Youth Access to Substances Limited
Safe Neighborhood
Supportive Neighborhood
<b>SOCIALLY COMPETENT YOUTH</b>
Empathy
Self-Confidence
Positive Values
<b>YOUTH SUCCESSFUL IN SCHOOL</b>
Commitment to School/Learning
<b>BULLYING</b>
Bullying

**Additional Information**

To obtain more detail regarding Iowa Youth Survey procedures or for answers to general questions, please visit: [www.iowayouthsurvey.iowa.gov](http://www.iowayouthsurvey.iowa.gov). For additional information, use the "Contact Us" link found in the upper right corner of the webpage. While resources are limited, every effort will be made to promptly respond to requests.

**Section I. Individual Question Trends**

**Figure 1. Major Classroom Disruptions and Behavior Problems**

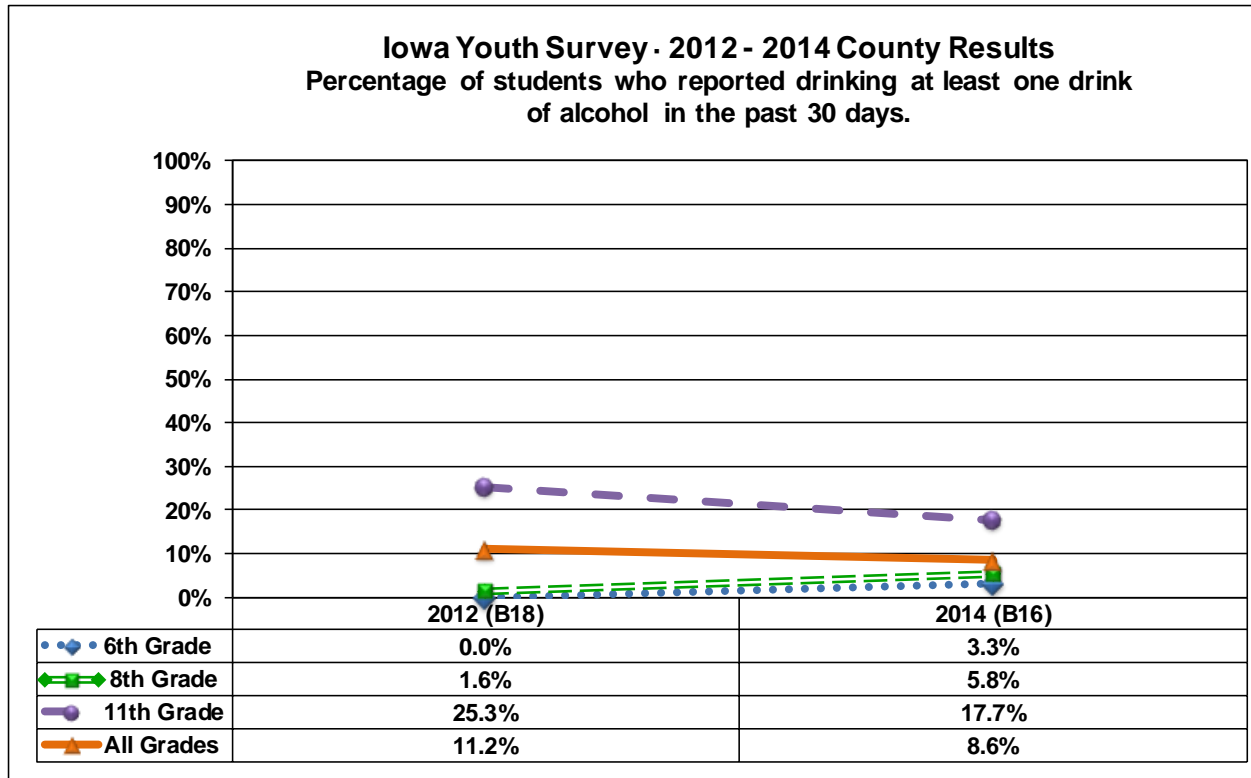


**IYS Question:** About how often in the last 30 days have any of your classroom teachers had to stop teaching in order to deal with a major student disruption or behavior problem?

**Responses Represented by Percentages:** “1 time,” “2 times,” and “3 or more times.”

**Other Response to Question:** “0 times.”

**Figure 2. Alcohol Use in Past 30 Days**

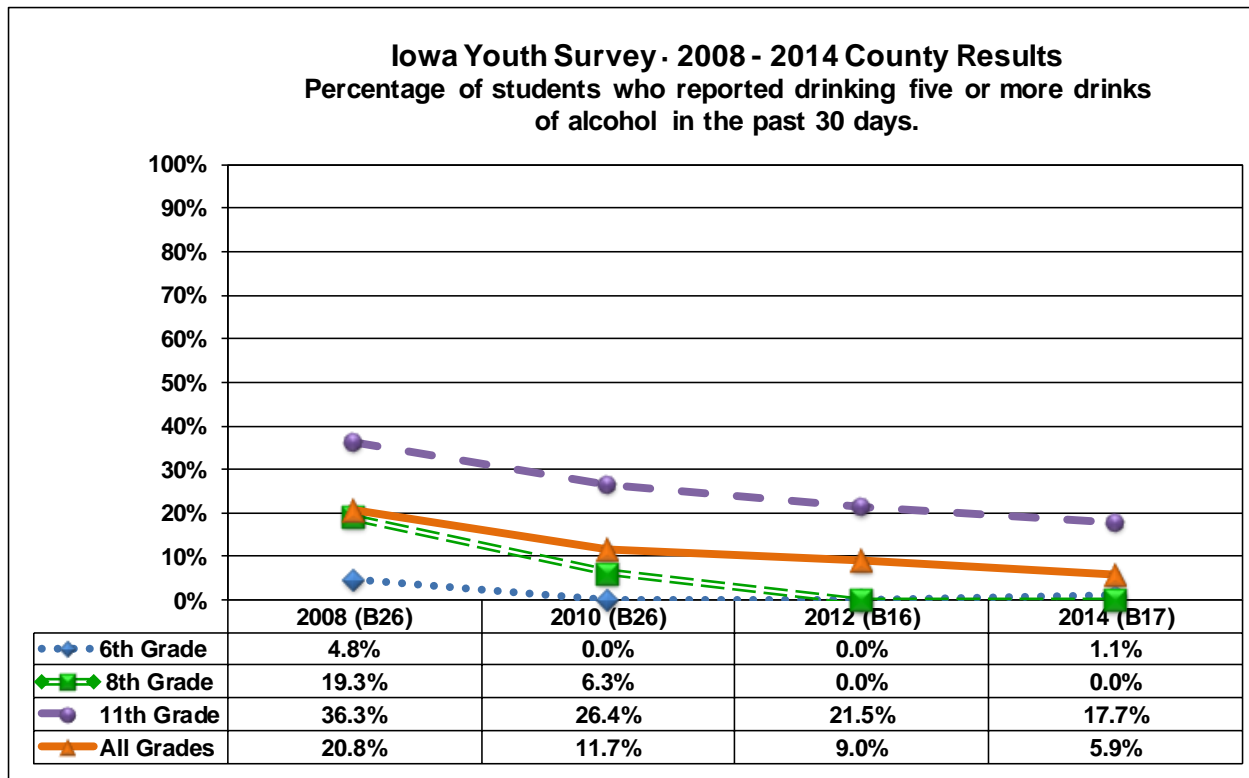


**IYS Question:** In the past 30 days, have you had at least one drink of alcohol (glass, bottle or can of beer, glass of wine, liquor, or mixed drink)?

**Response Represented by Percentages:** “Yes.”

**Other Response to Question:** “No.”

**Figure 3. Binge Drinking in Past 30 Days**

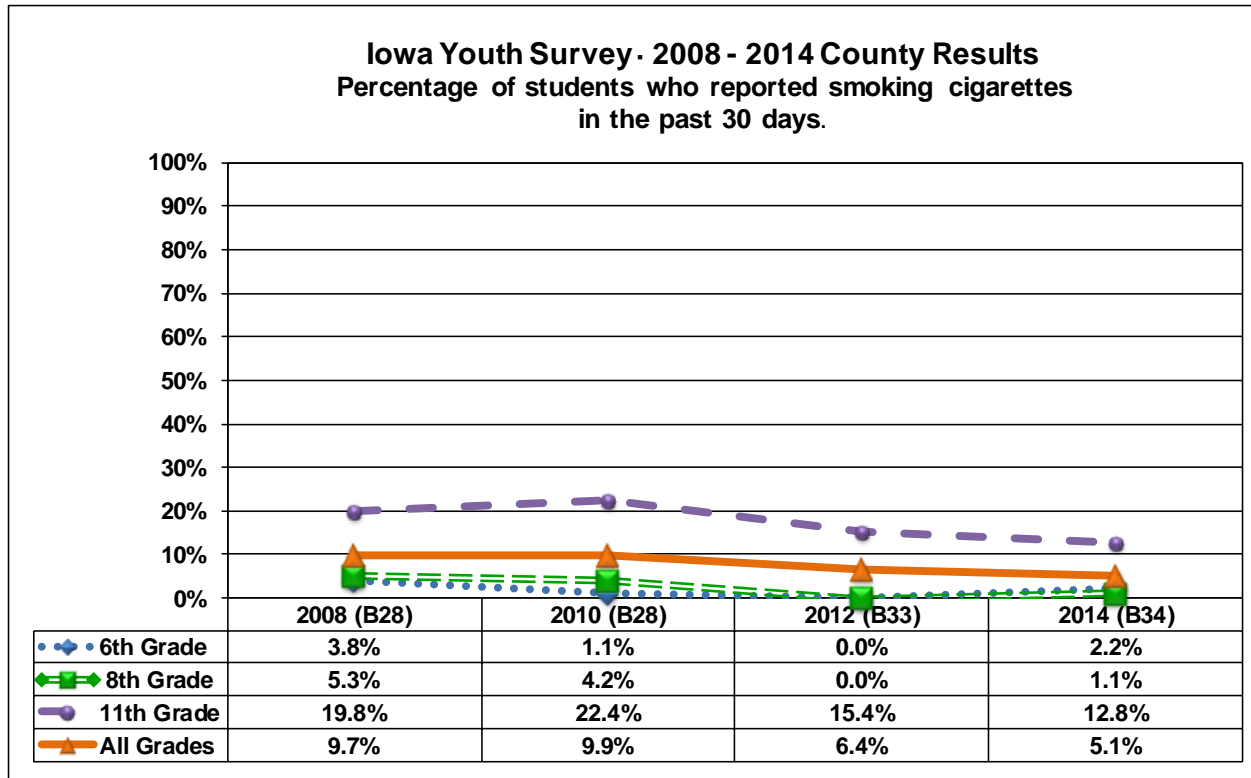


**IYS Question:** During the last 30 days, on how many days did you have 5 or more drinks of alcohol (glasses, bottles or cans of beer, glasses of wine, liquor, mixed drinks) in a row, that is within a couple of hours?

**Responses Represented by Percentages:** “1 day,” “2 days,” “3 to 5 days,” “6 to 9 days,” “10 to 19 days,” and “20 or more days.”

**Other Response to Question:** “0 days.”

**Figure 4. Cigarettes Use in Past 30 Days**

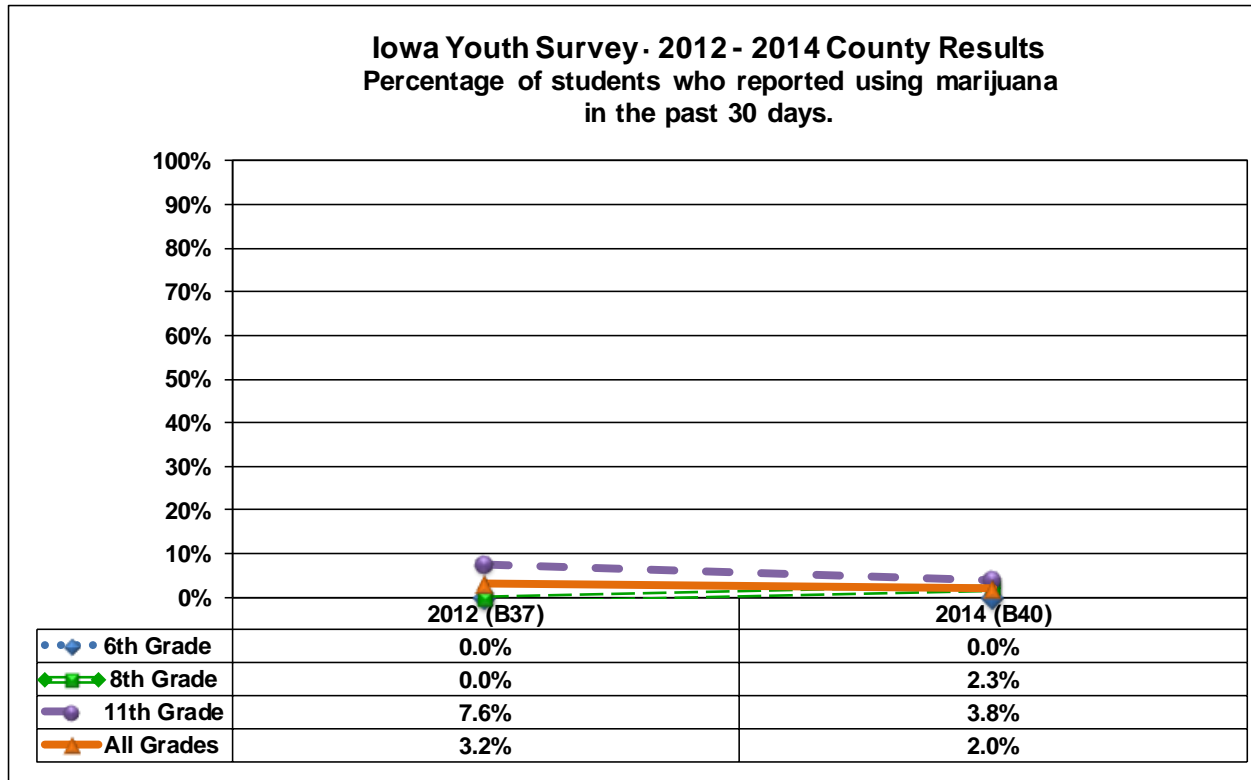


**IYS Question:** In the past 30 days, on how many days have you: Smoked cigarettes?

**Responses Represented by Percentages:** “1-2 days,” “3-5 days,” “6-9 days,” “10-19 days,” “20-29 days,” and “30 days.”

**Other Response to Question:** “0 days.”

**Figure 5. Marijuana Use in Past 30 Days**



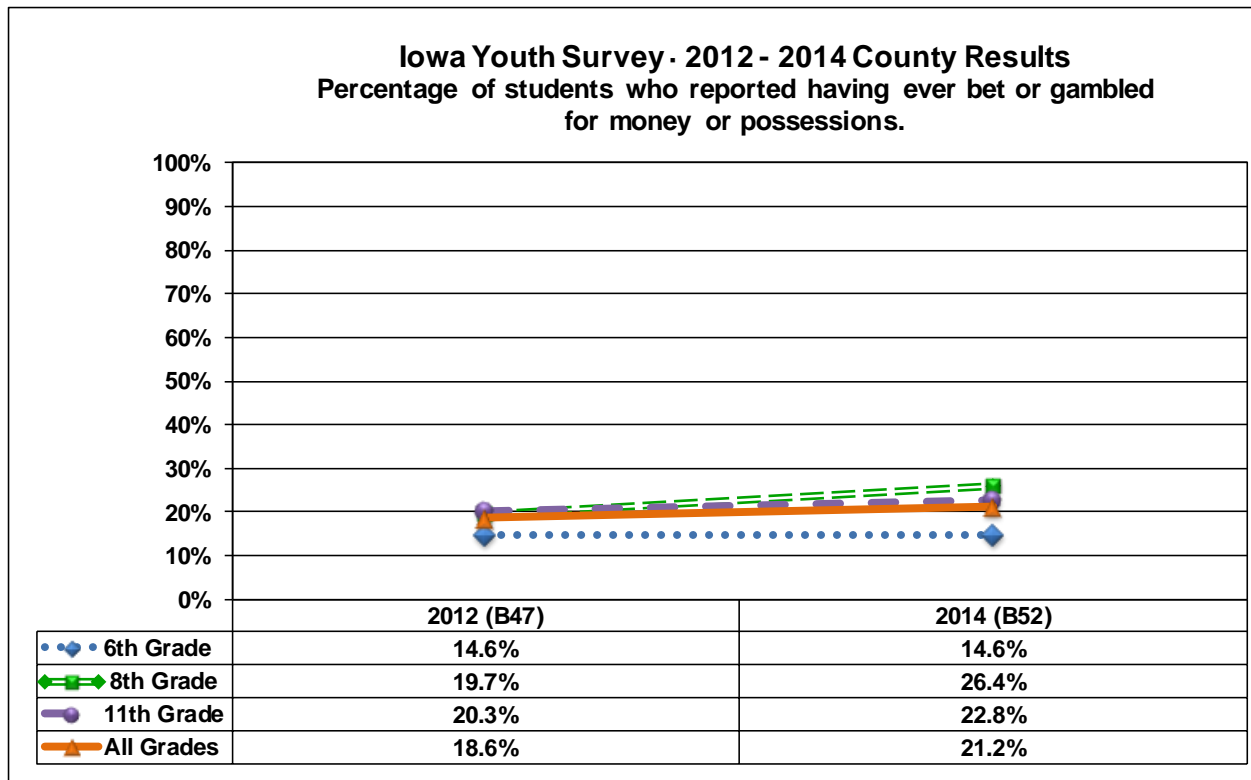
**IYS Question:** In the past 30 days, have you used marijuana (pot, grass, hash, bud, weed)?

**Response Represented by Percentages:** “Yes.”

**Other Response to Question:** “No.”



**Figure 6. Betting or Gambling for Money or Possessions**

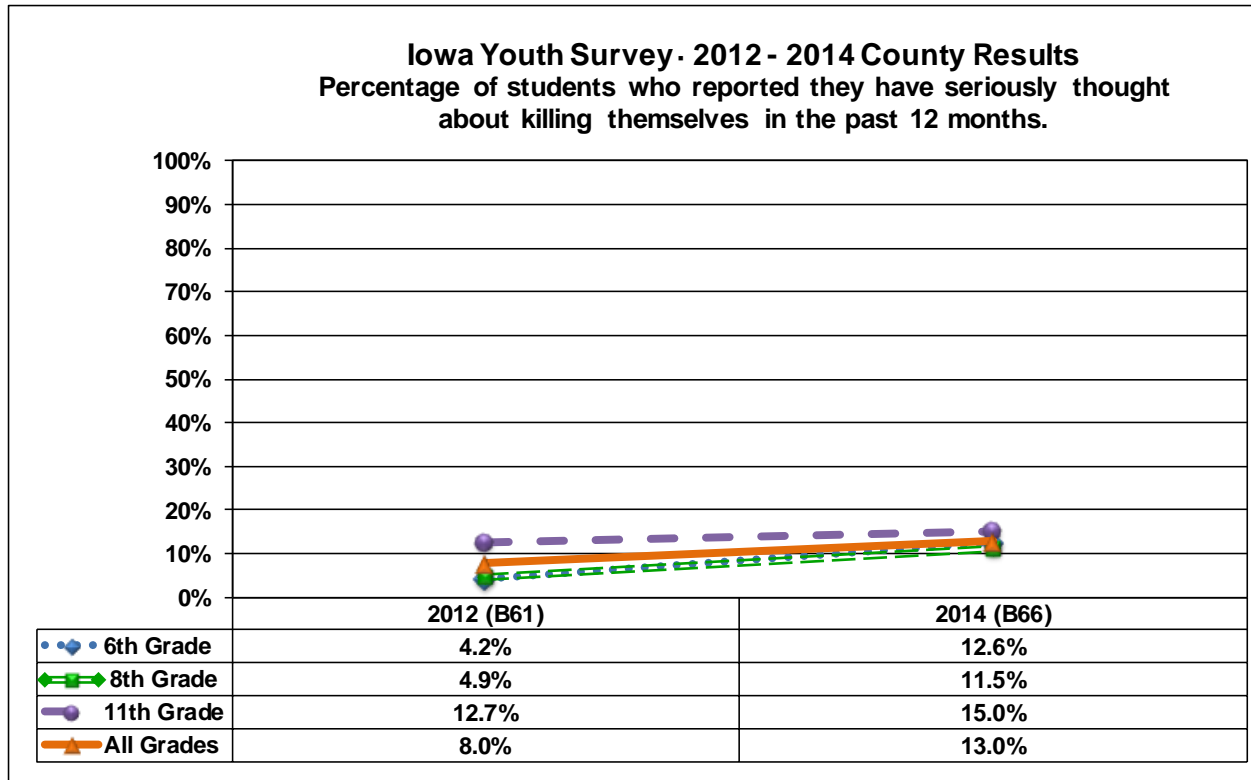


**IYS Question:** Have you ever bet or gambled for money or possessions?

**Response Represented by Percentages:** “Yes.”

**Other Response to Question:** “No.”

**Figure 7. Suicidal Thoughts in Past 12 Months**

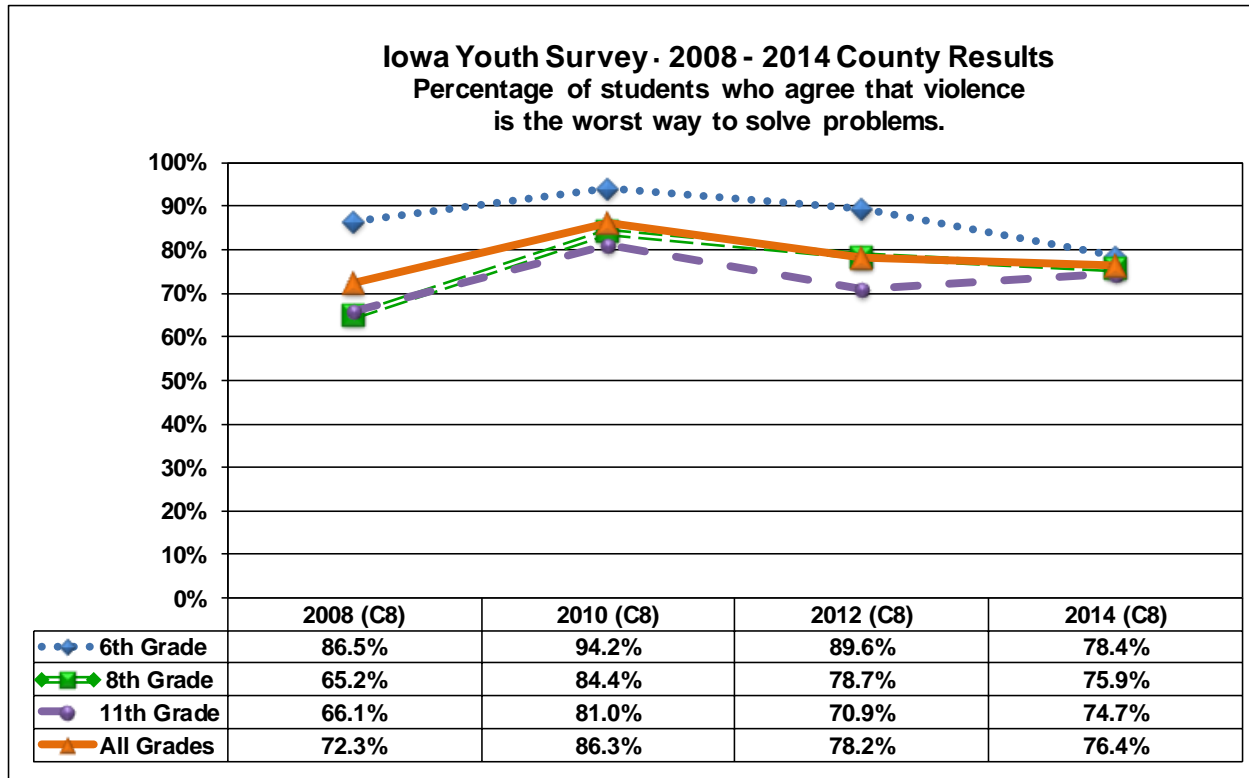


**IYS Question:** During the past 12 months, have you seriously thought about killing yourself?

**Response Represented by Percentages:** "Yes."

**Other Response to Question:** "No."

**Figure 8. Violence as a Way to Solve Problems**

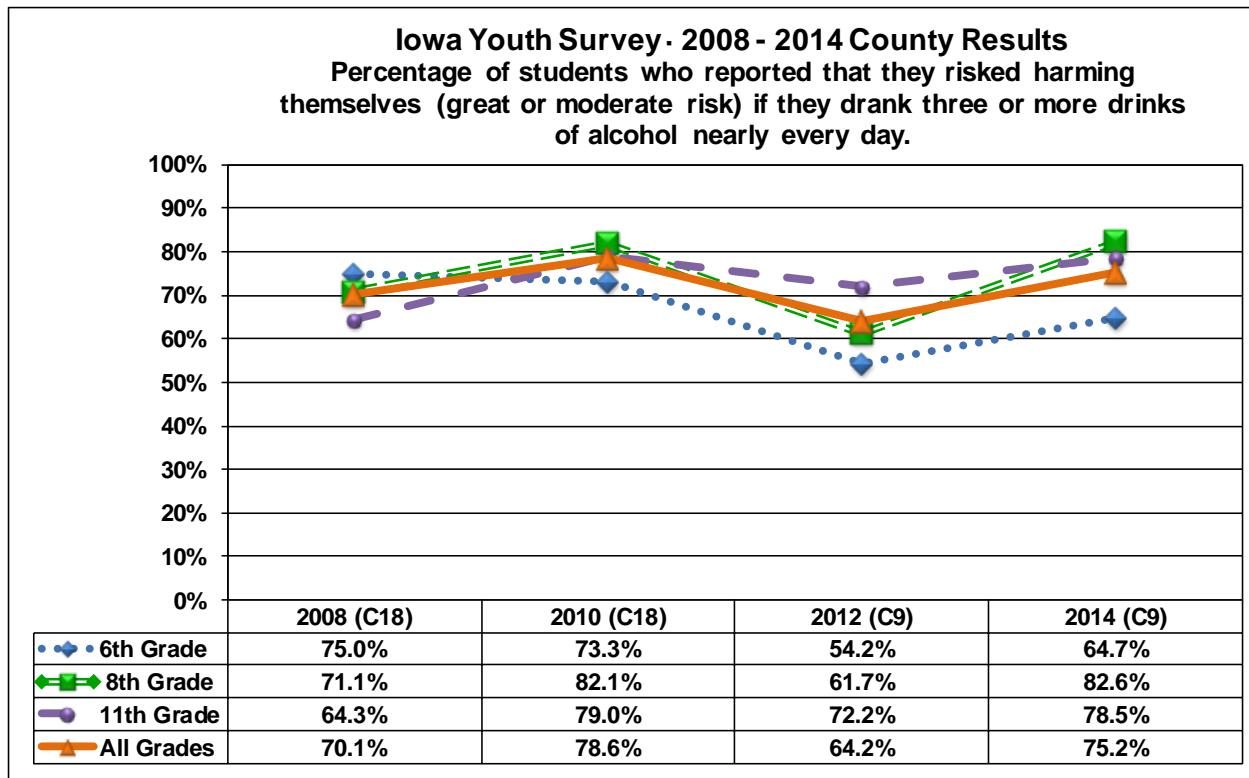


**IYS Question:** How much do you agree or disagree that each of the following statements is true: Violence is the worst way to solve problems.

**Responses Represented by Percentages:** “Strongly Agree” and “Agree.”

**Other Responses to Question:** “Disagree” and “Strongly Disagree.”

**Figure 9. Risk of Drinking Three or More Drinks Nearly Every Day**

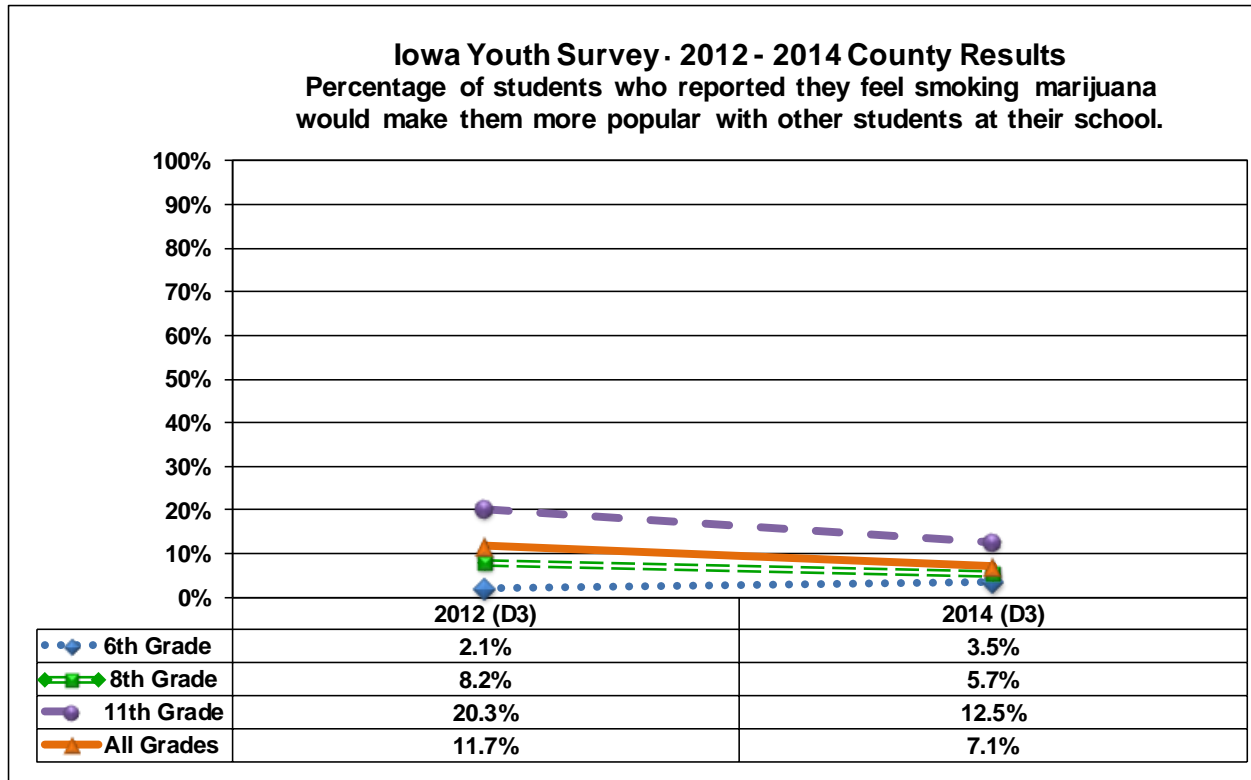


**IYS Question:** How much do you think you risk harming yourself (physically or otherwise) if you: Drink 3 or more drinks of alcohol (glasses, cans, bottles of beer; glasses of wine, liquor or mixed drinks) nearly every day?

**Responses Represented by Percentages:** “Great Risk” and “Moderate Risk.”

**Other Responses to Question:** “Slight Risk,” “No Risk,” and “Don't Know.”

**Figure 10. Smoking Marijuana Would Increase Popularity**

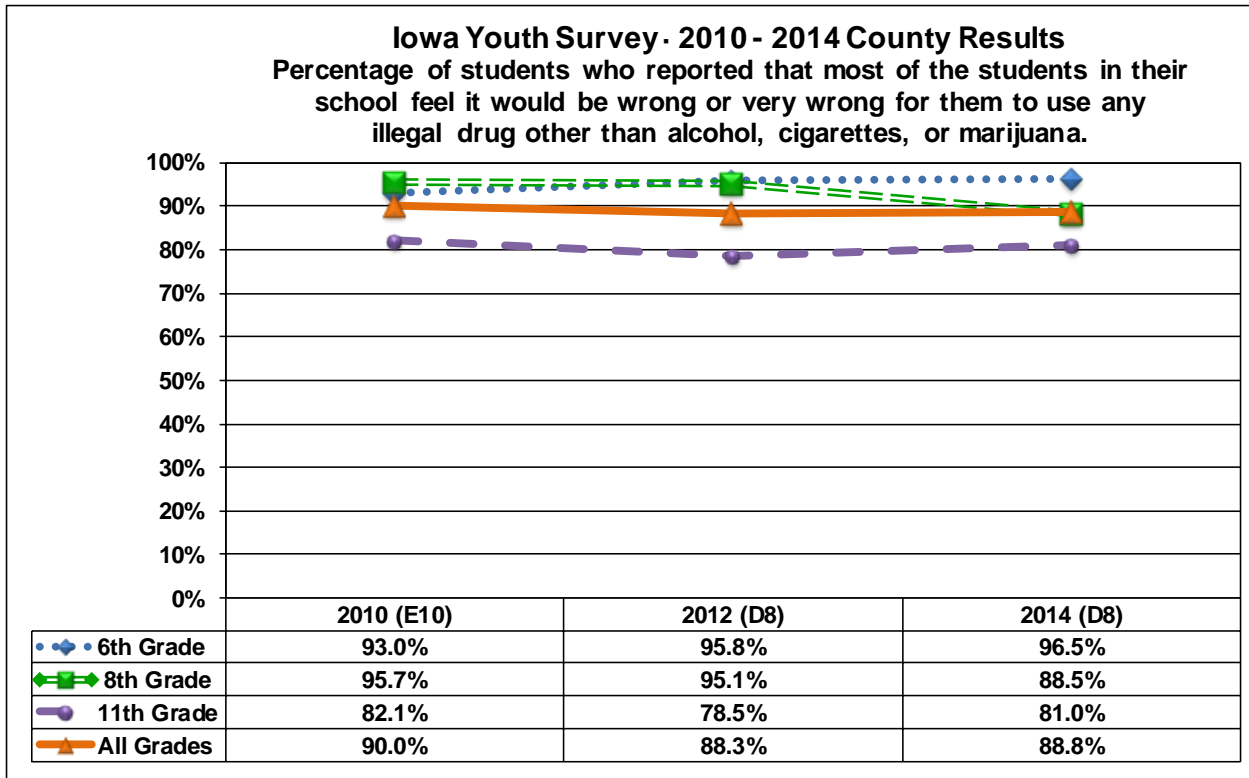


**IYS Question:** Would you be more or less popular (respected or cool) with the other students in your school if you: Smoked marijuana?

**Responses Represented by Percentages:** “A Lot More Popular” and “More Popular.”

**Other Responses to Question:** “Less Popular,” “A Lot Less Popular,” and “Wouldn't Change My Popularity.”

**Figure 11. Other Student’s Perceptions of Illegal Drug Use**

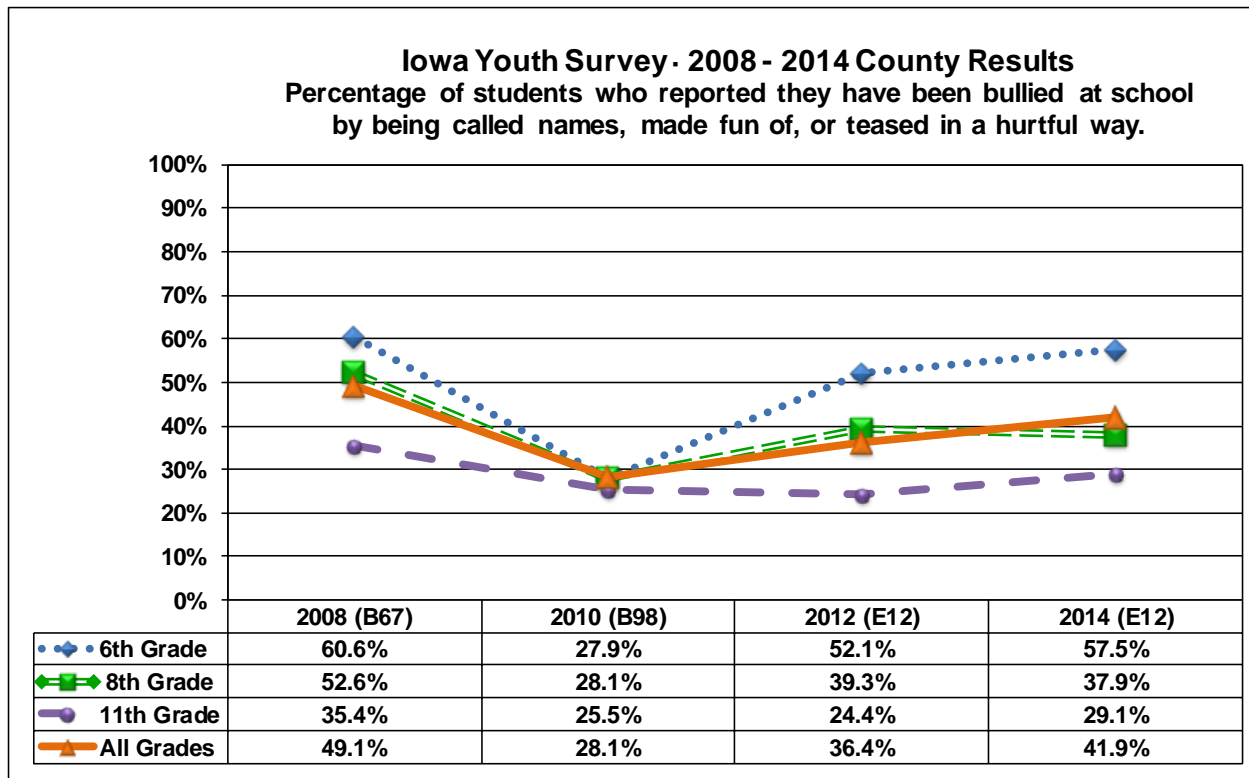


**IYS Question:** How wrong would most of the students in your school (not just your best friends) feel it would be for you to: Use any illegal drug other than alcohol, cigarettes, or marijuana?

**Responses Represented by Percentages:** “Very Wrong” and “Wrong.”

**Other Responses to Question:** “A Little Wrong,” “Not Wrong At All,” and “Don’t Know.”

**Figure 12. Bullying at School**

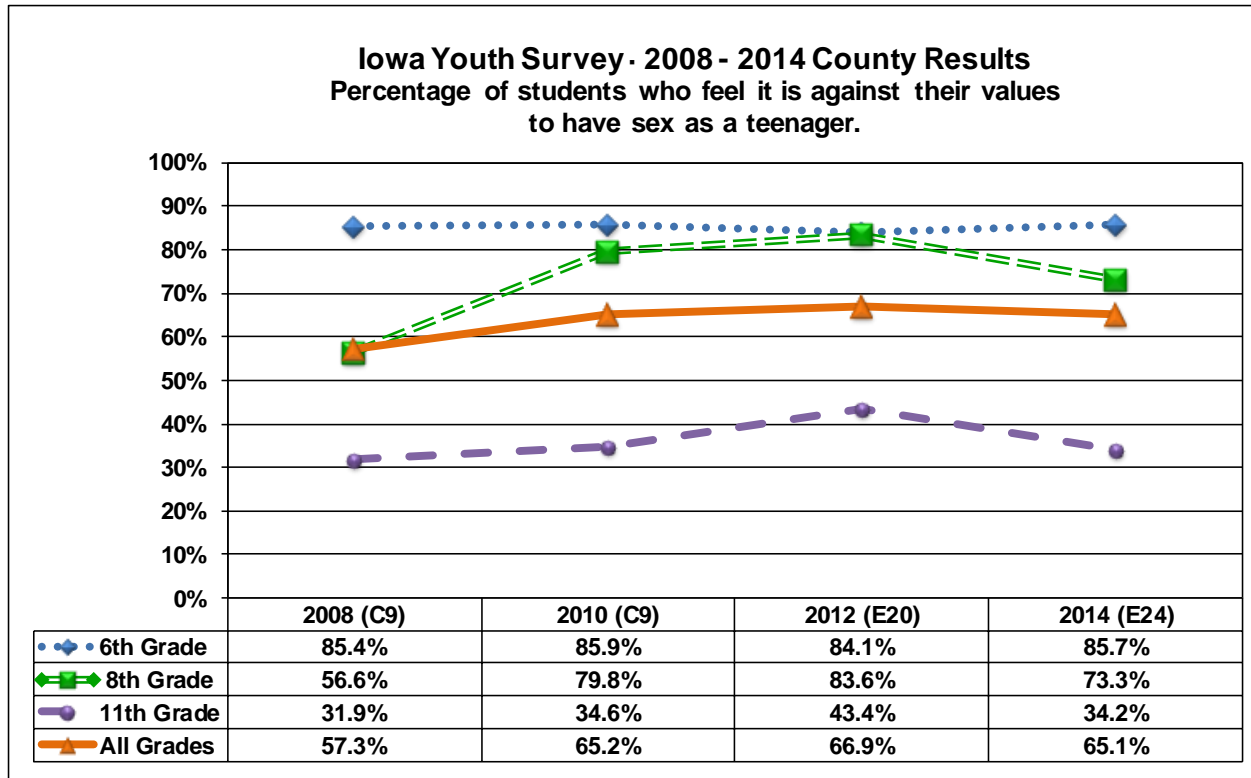


**IYS Question:** In the last 30 days, how many times have you been bullied at school in the ways listed below: I was called names, was made fun of, or teased in a hurtful way?

**Responses Represented by Percentages:** “1 time,” “2 times,” “3-5 times,” “6-10 times,” and “11 or more times.”

**Other Response to Question:** “0 times.”

**Figure 13. Against Values to Have Sex**



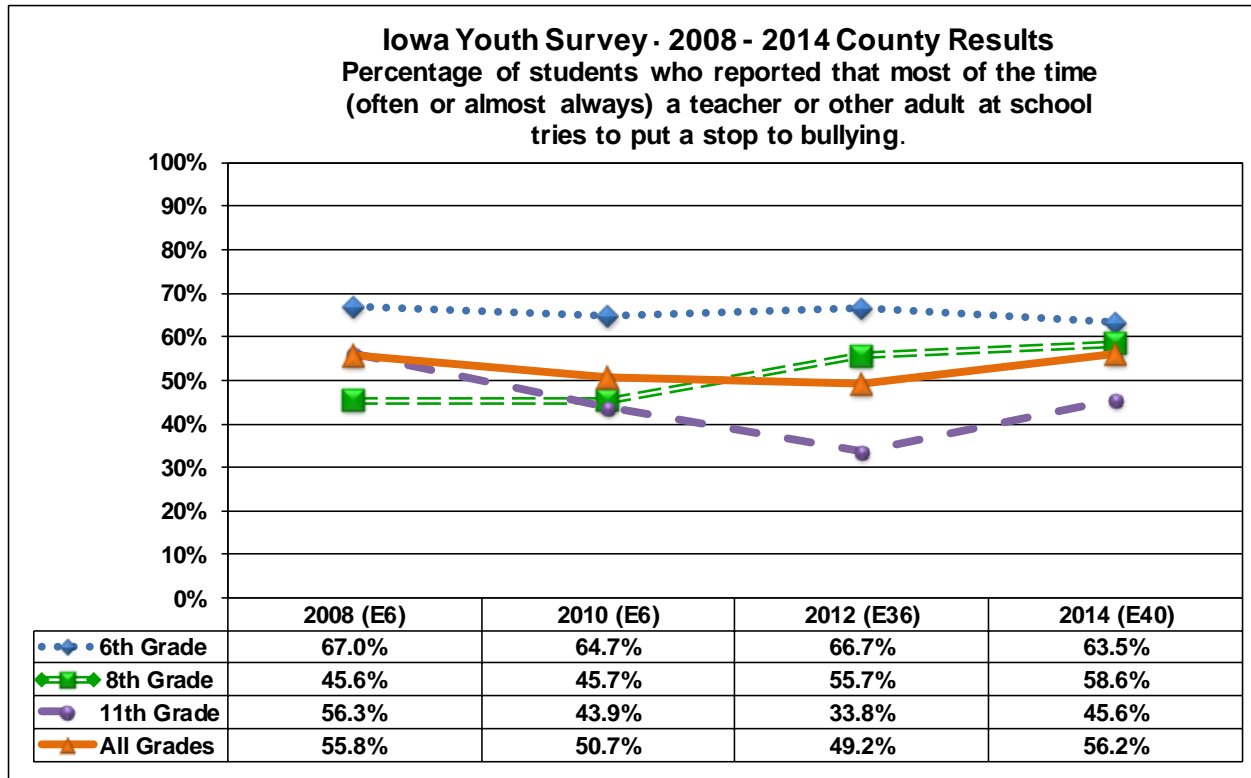
**IYS Question:** How much do you agree or disagree that each of the following statements is true:  
 It is against my values to have sex as a teenager.

**Responses Represented by Percentages:** “Strongly Agree” and “Agree.”

**Other Responses to Question:** “Disagree” and “Strongly Disagree.”



**Figure 14. Teachers or Other Adults Put A Stop to Bullying at School**

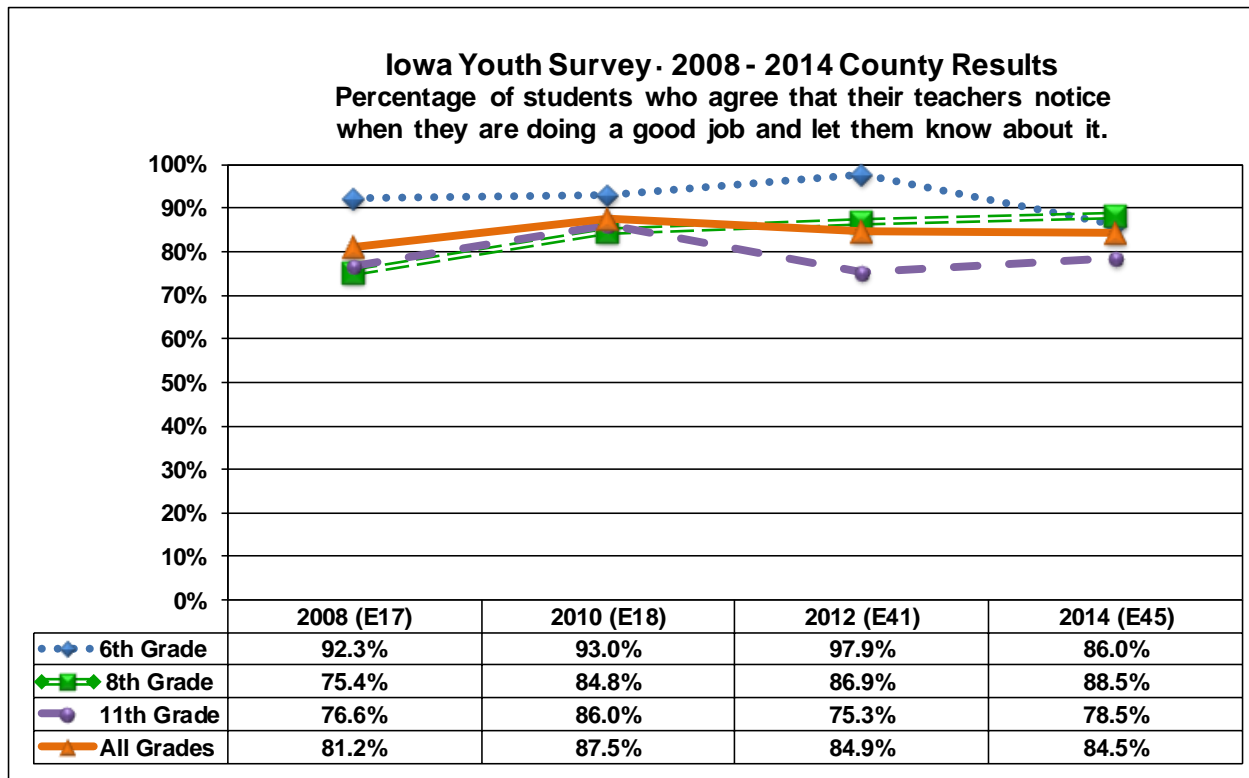


**IYS Question:** When a student is being bullied at school, how often do the teachers or other adults at school try to put a stop to it?

**Responses Represented by Percentages:** “Often,” and “Almost Always.”

**Other Responses to Question:** “Sometimes,” “Once in a While,” and “Almost Never.”

**Figure 15. Teachers Notice and Let Students Know When They Are Doing a Good Job**

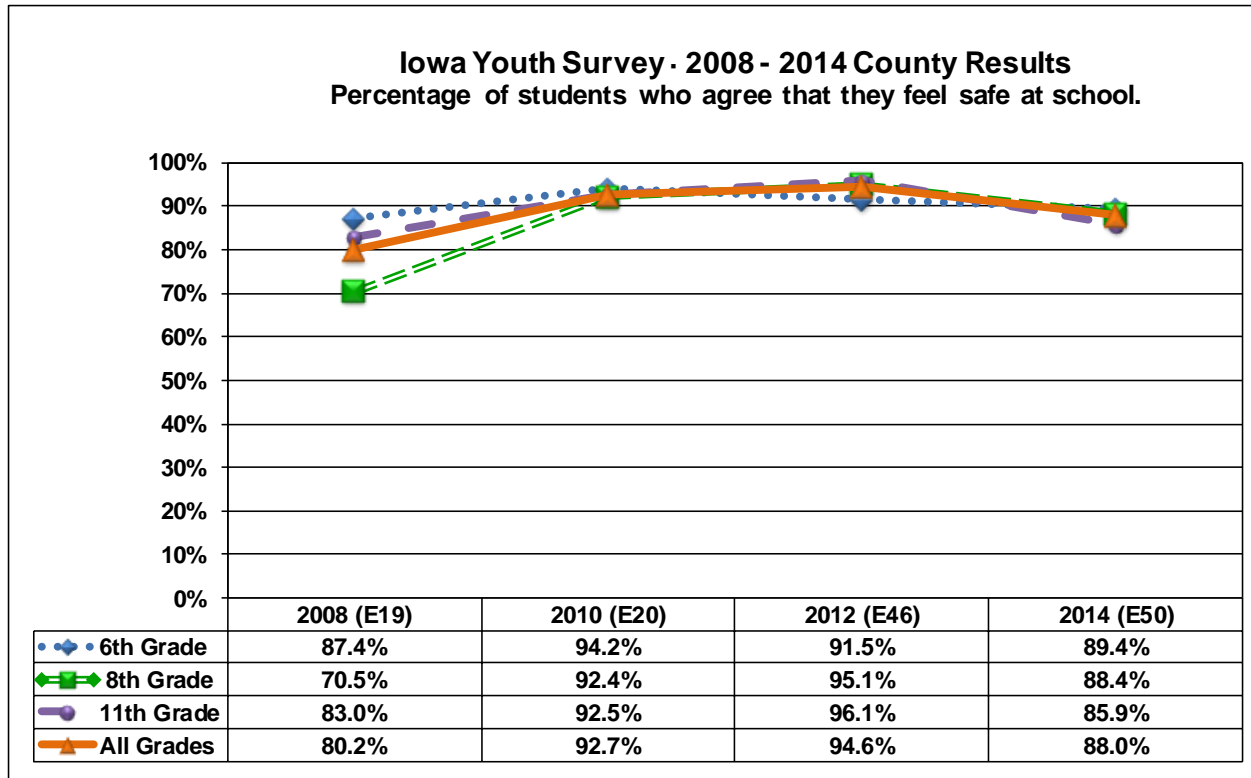


**IYS Question:** How much do you agree or disagree that each of the following statements is true:  
 My teachers notice when I am doing a good job and let me know about it.

**Responses Represented by Percentages:** “Strongly Agree” and “Agree.”

**Other Responses to Question:** “Disagree” and “Strongly Disagree.”

**Figure 16. Students Feel Safe at School**

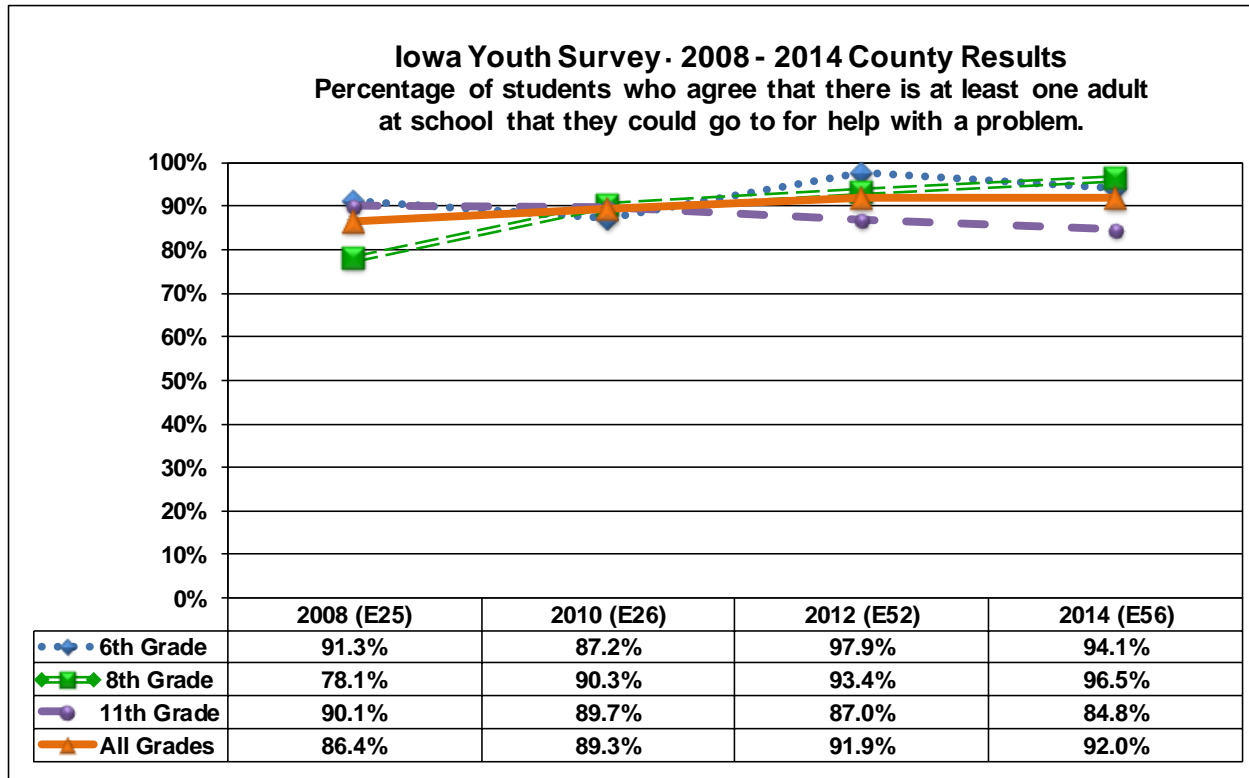


**IYS Question:** How much do you agree or disagree that each of the following statements is true: I feel safe at school.

**Responses Represented by Percentages:** “Strongly Agree” and “Agree.”

**Other Responses to Question:** “Disagree” and “Strongly Disagree.”

**Figure 17. Students Have Adult at School to Go to for Help with Problems**

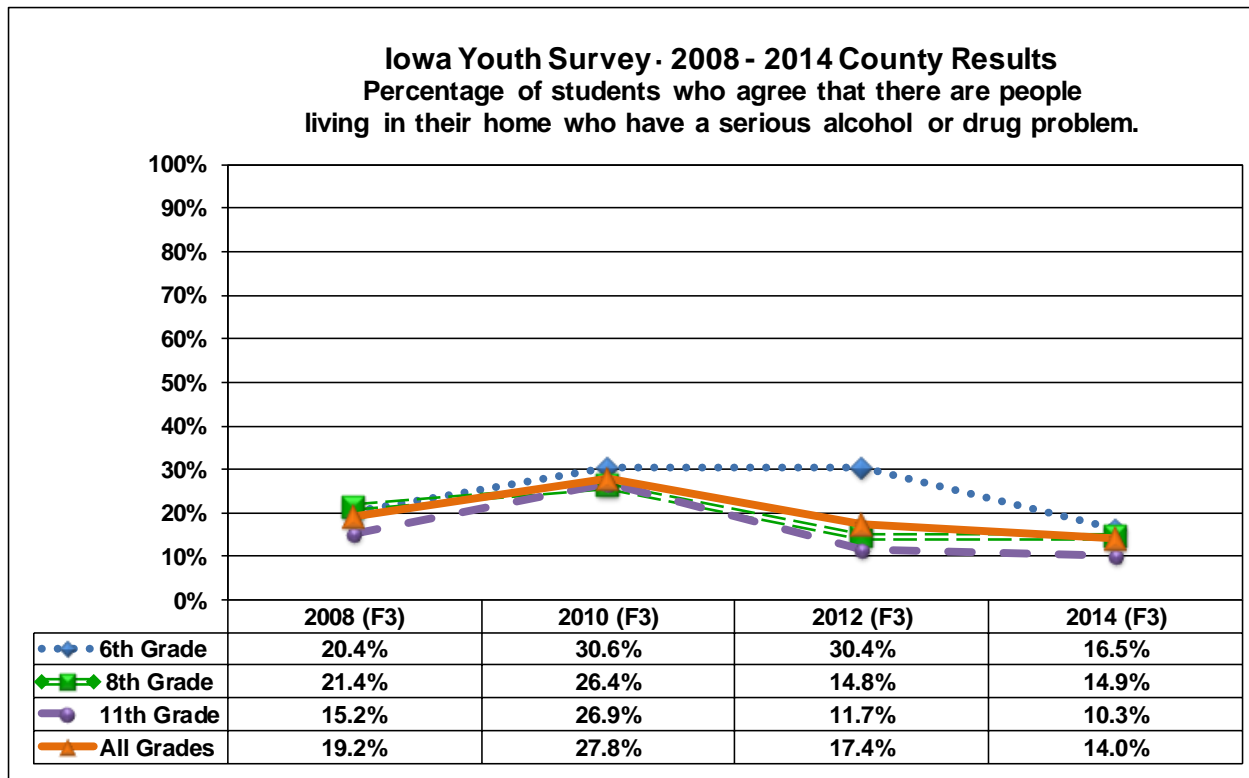


**IYS Question:** How much do you agree or disagree that each of the following statements is true: There is at least one adult at school that I could go to for help with a problem.

**Responses Represented by Percentages:** “Strongly Agree” and “Agree.”

**Other Responses to Question:** “Disagree” and “Strongly Disagree.”

**Figure 18. Students Have People in Their Home with Serious Alcohol or Drug Problem**

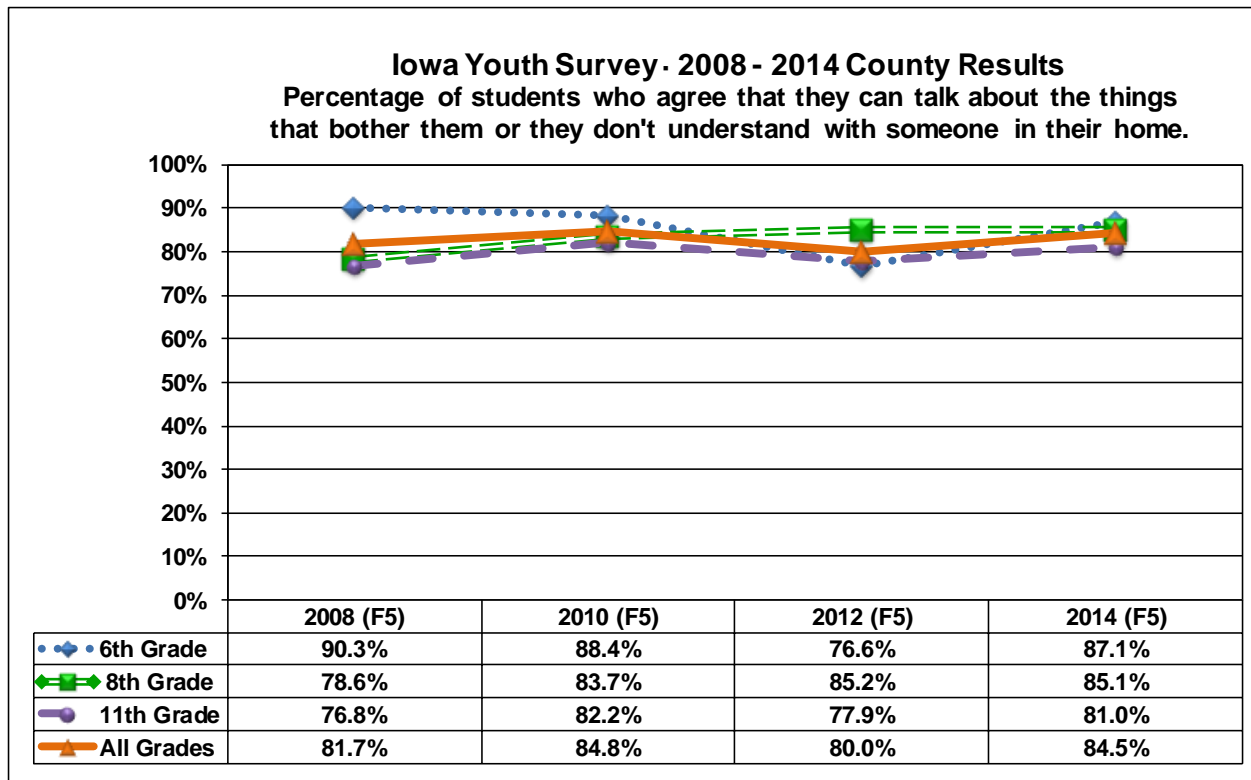


**IYS Question:** How much do you agree or disagree that each of the following statements is true: There are people living in my home who have a serious alcohol or drug problem.

**Responses Represented by Percentages:** “Strongly Agree” and “Agree.”

**Other Responses to Question:** “Disagree” and “Strongly Disagree.”

**Figure 19. Students Have Someone They Can Talk With in Their Home**

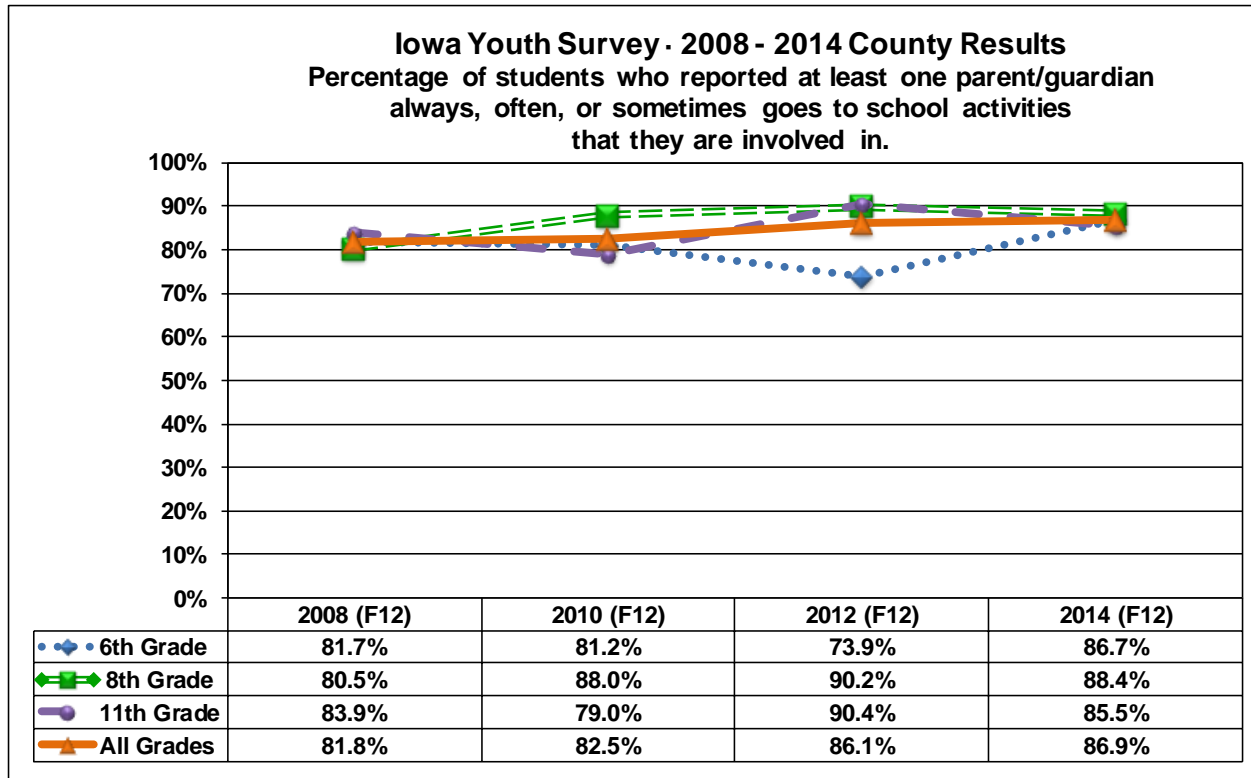


**IYS Question:** How much do you agree or disagree that each of the following statements is true: I can talk about the things that bother me or I don't understand with someone in my home.

**Responses Represented by Percentages:** "Strongly Agree" and "Agree."

**Other Responses to Question:** "Disagree" and "Strongly Disagree."

**Figure 20. Parents/Guardians Attend School Activities**

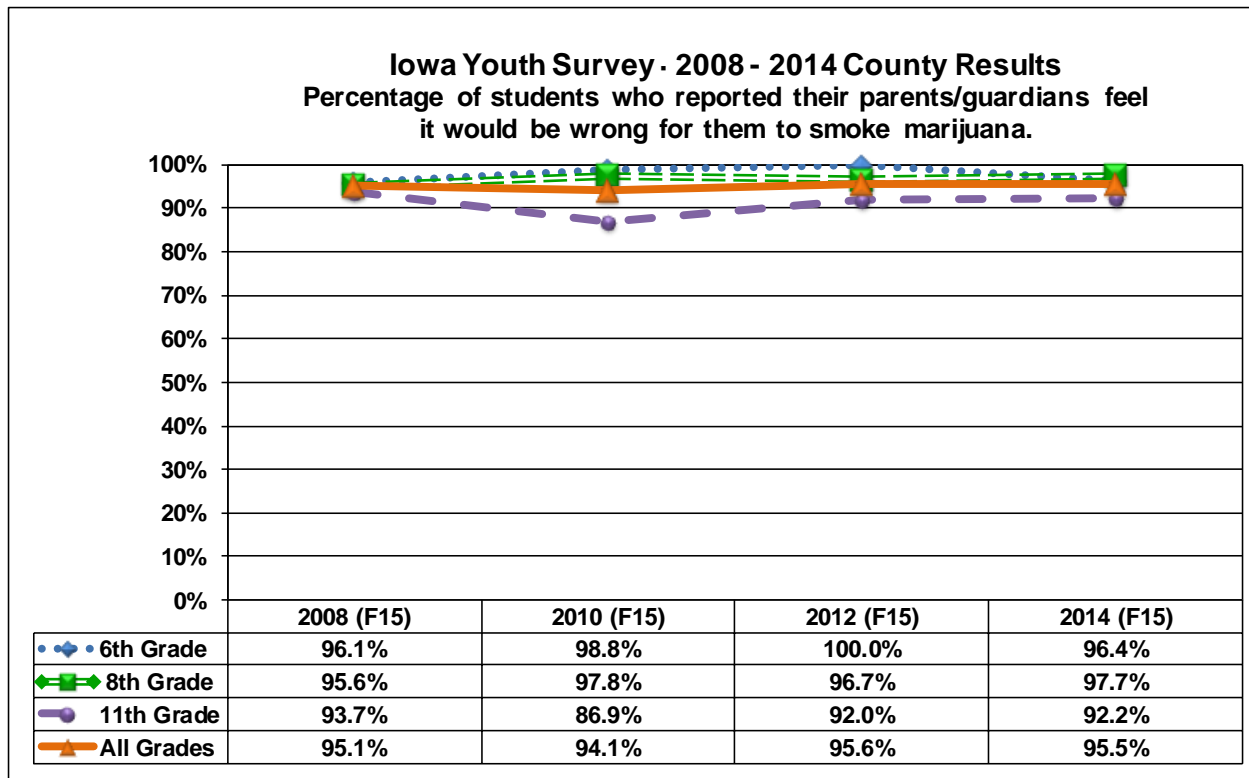


**IYS Question:** How often do the following occur: At least one of my parents/guardians goes to school activities that I am involved in?

**Responses Represented by Percentages:** “Always,” “Often,” and “Sometimes.”

**Other Response to Question:** “Never.”

**Figure 21. Parents/Guardians Feel It Would Be Wrong for Student to Smoke Marijuana**



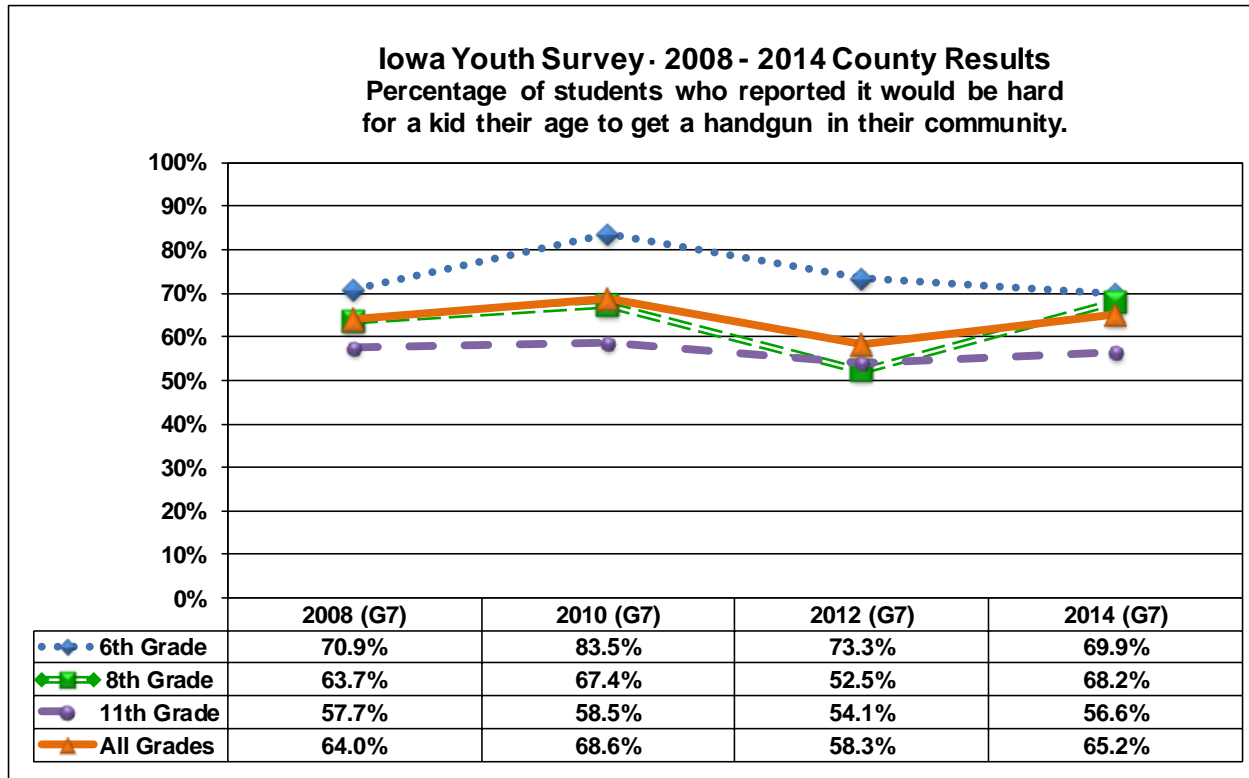
**IYS Question:** How wrong would your parents/guardians feel it would be for you to: Smoke marijuana?

**Responses Represented by Percentages:** “Very Wrong” and “Wrong.”

**Other Responses to Question:** “A Little Wrong,” “Not Wrong At All,” and “Don’t Know.”



**Figure 22. Difficulty of Getting Handgun in Community**

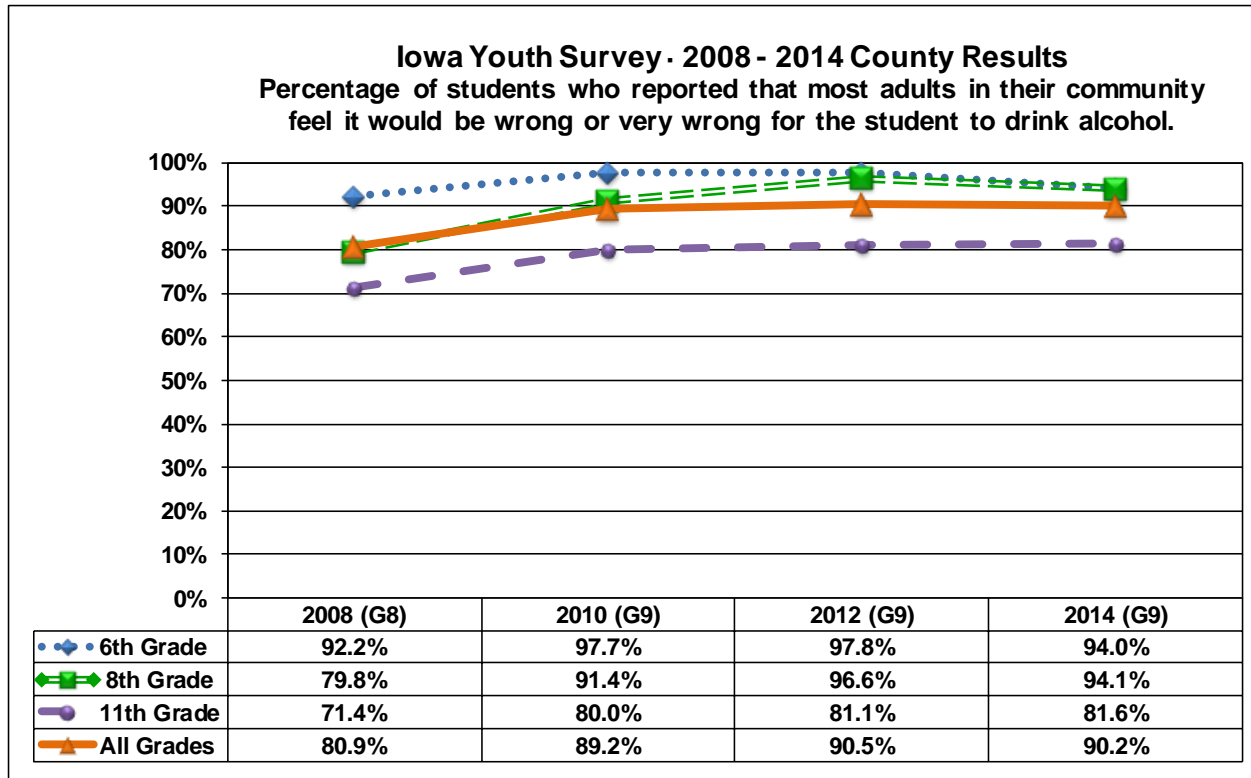


**IYS Question:** In your neighborhood or community, how difficult do you think it would be for a kid your age to get each of the following: A Handgun?

**Responses Represented by Percentages:** “Very Hard” and “Hard.”

**Other Responses to Question:** “Easy,” “Very Easy,” and “Don't Know.”

**Figure 23. Adults in the Community Feel It Would Be Wrong for Student to Drink Alcohol**

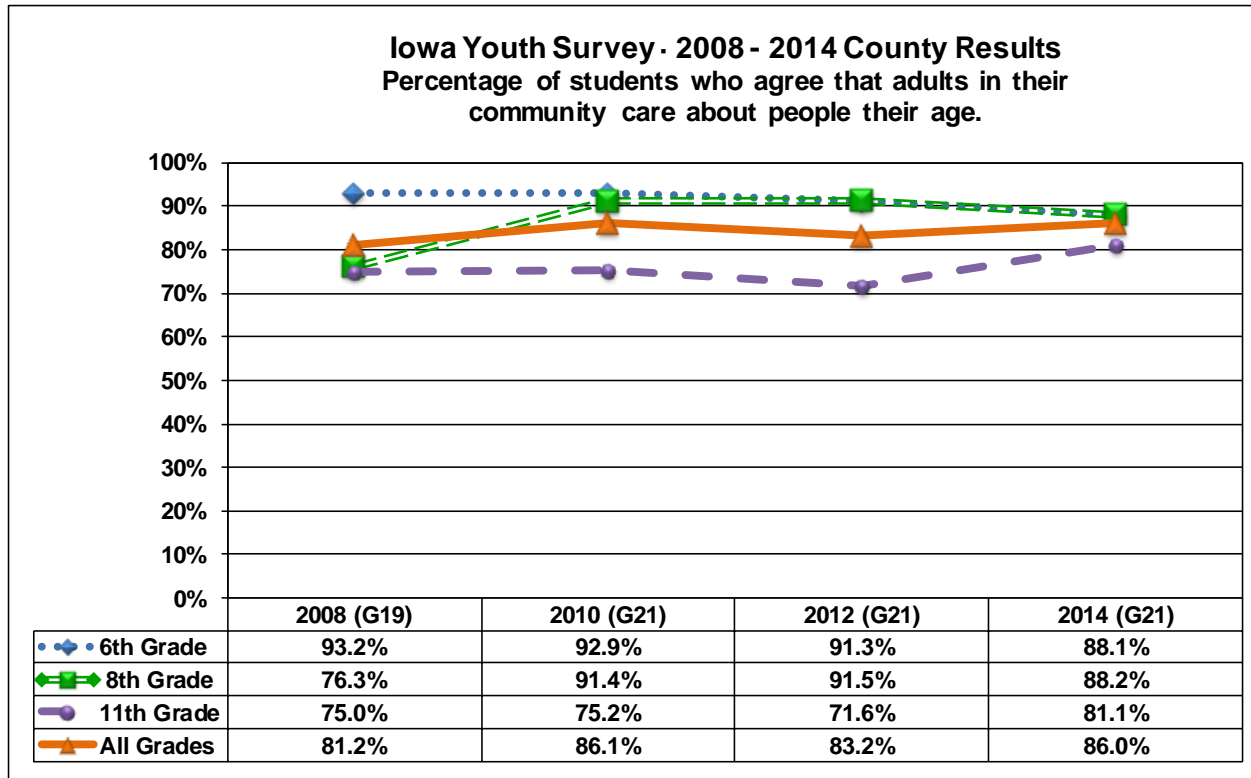


**IYS Question:** How wrong would most adults in your neighborhood and/or community feel it would be for you to: Drink beer, wine, or hard liquor (for example vodka, whiskey, gin)?

**Responses Represented by Percentages:** “Very Wrong” and “Wrong.”

**Other Responses to Question:** “A Little Wrong,” “Not Wrong At All,” and “Don’t Know.”

**Figure 24. Adults in the Community Care About Students**

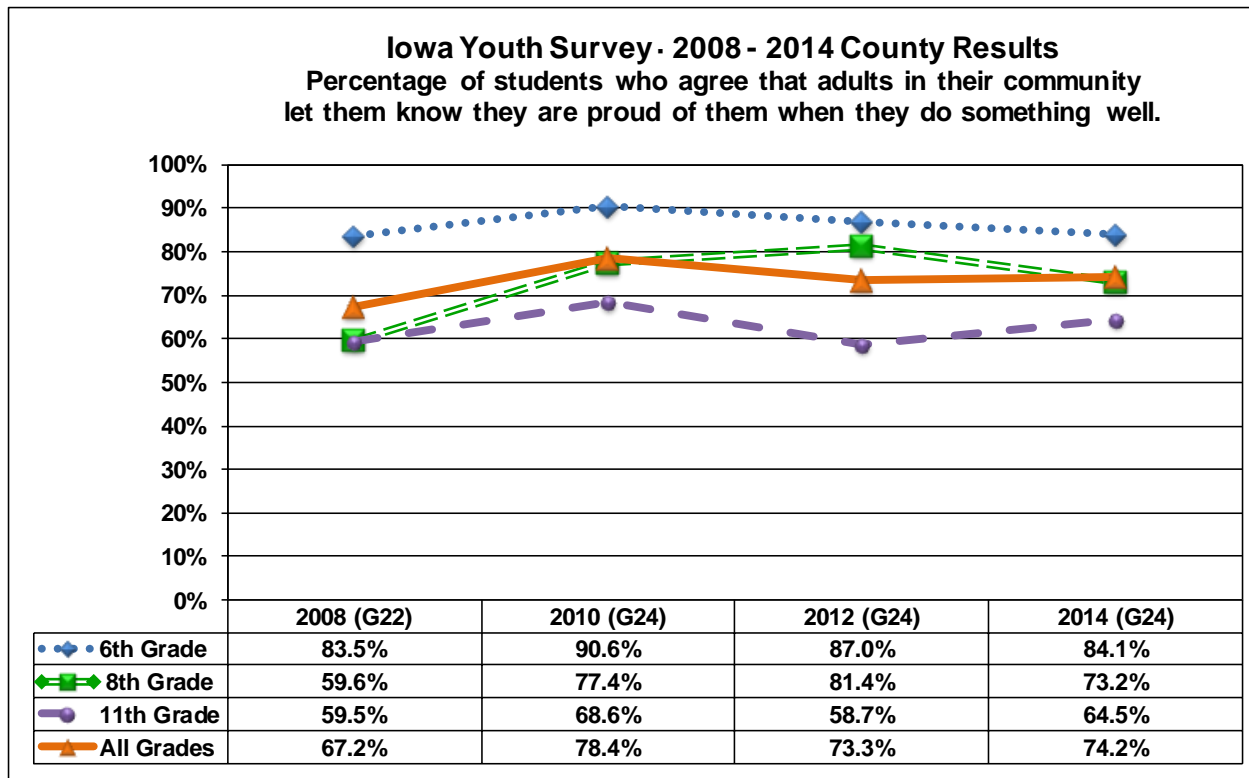


**IYS Question:** How much do you agree or disagree that each of the following statements is true: Adults in my community care about people my age.

**Responses Represented by Percentages:** “Strongly Agree” and “Agree.”

**Other Responses to Question:** “Disagree” and “Strongly Disagree.”

**Figure 25. Adults in the Community Let Students Know They Are Proud of Them**



**IYS Question:** How much do you agree or disagree that each of the following statements is true: Adults in my neighborhood or community let me know they are proud of me when I do something well.

**Responses Represented by Percentages:** “Strongly Agree” and “Agree.”

**Other Responses to Question:** “Disagree” and “Strongly Disagree.”

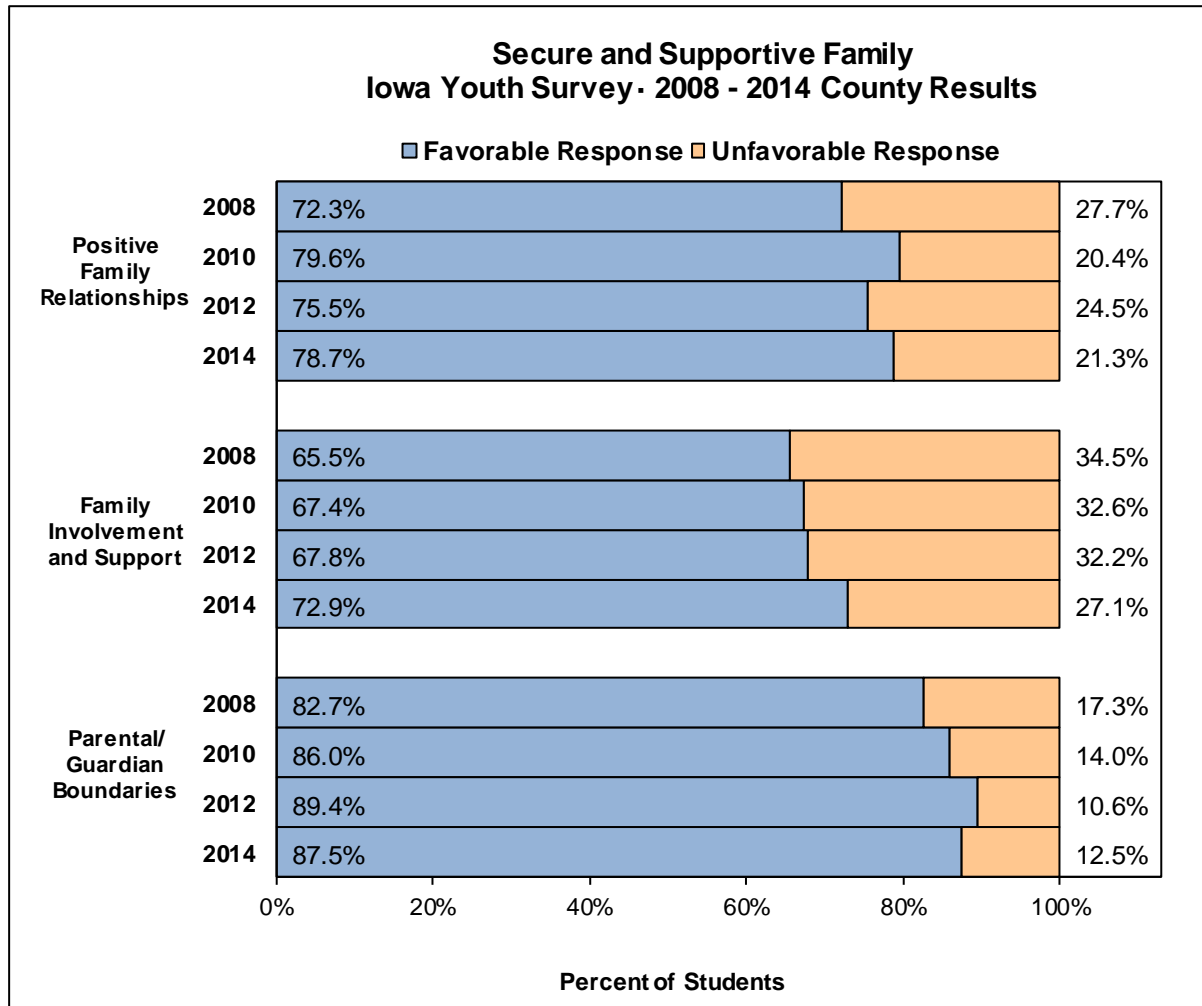
**Section II. Construct Trends**

**Domain I: Secure and Supportive Family**

The three constructs within the Secure and Supportive Family Domain are:

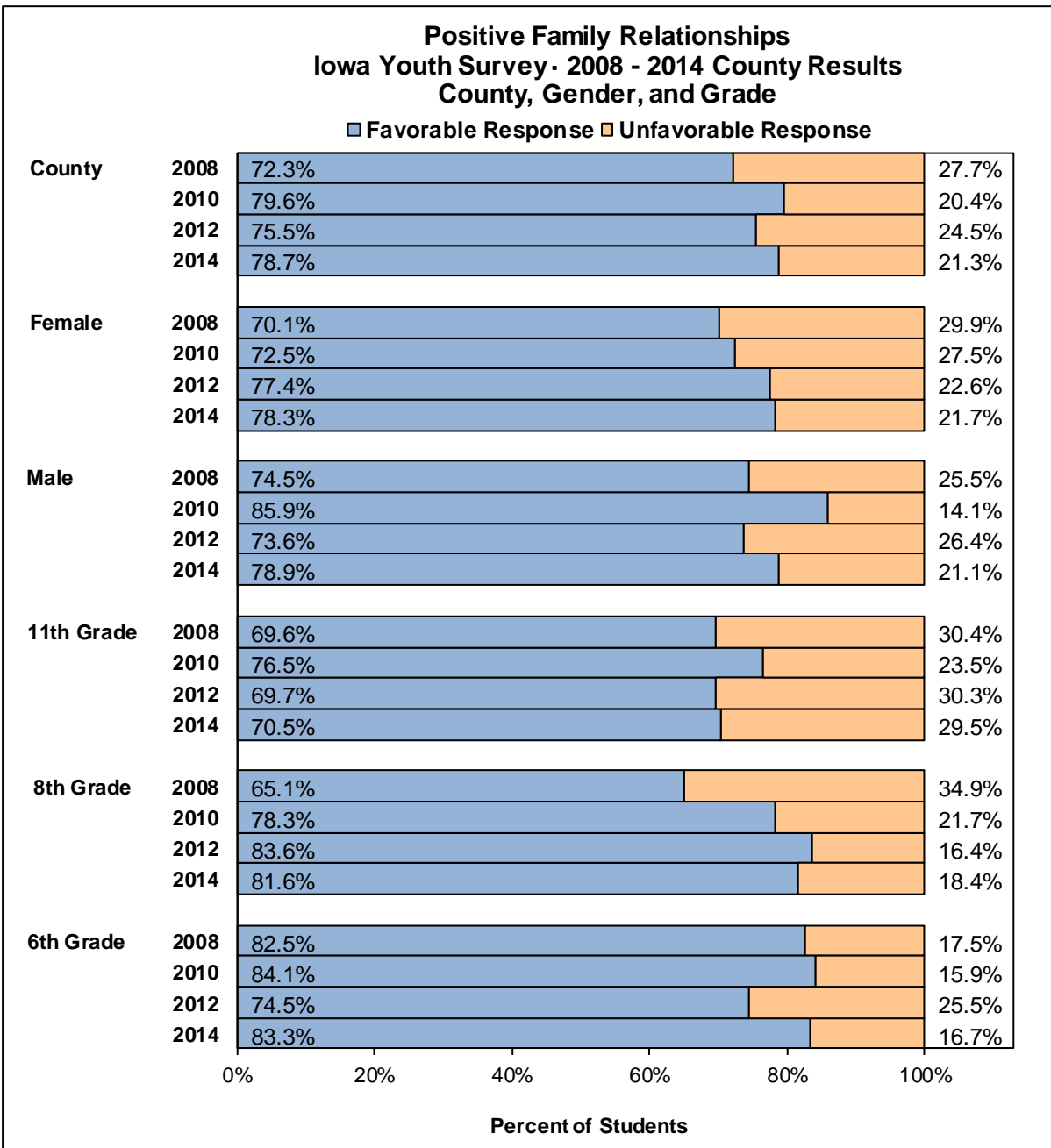
- Positive Family Relationships
- Family Involvement and Support
- Parental/Guardian Boundaries

**Figure 26. Secure and Supportive Family Domain**



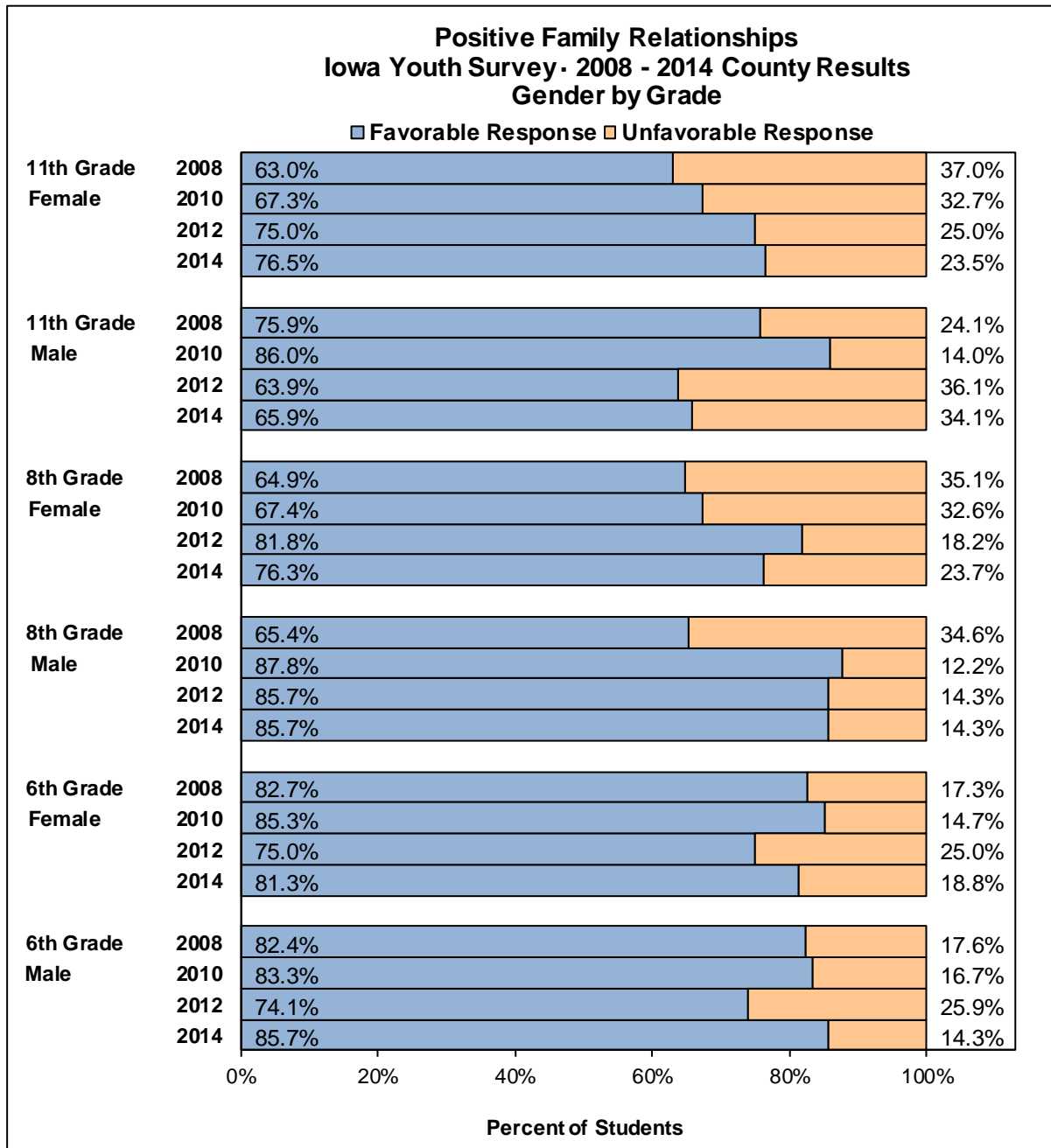
Positive Family Relationships

**Figure 27a. Positive Family Relationships Construct: County, Gender, Grade**



Four IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: I have a happy home; I feel very close to at least one of my parents/guardians; I can talk about the things that bother me or I don't understand with someone in my home; I can get help and support when I need it from someone in my home? *Response Coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

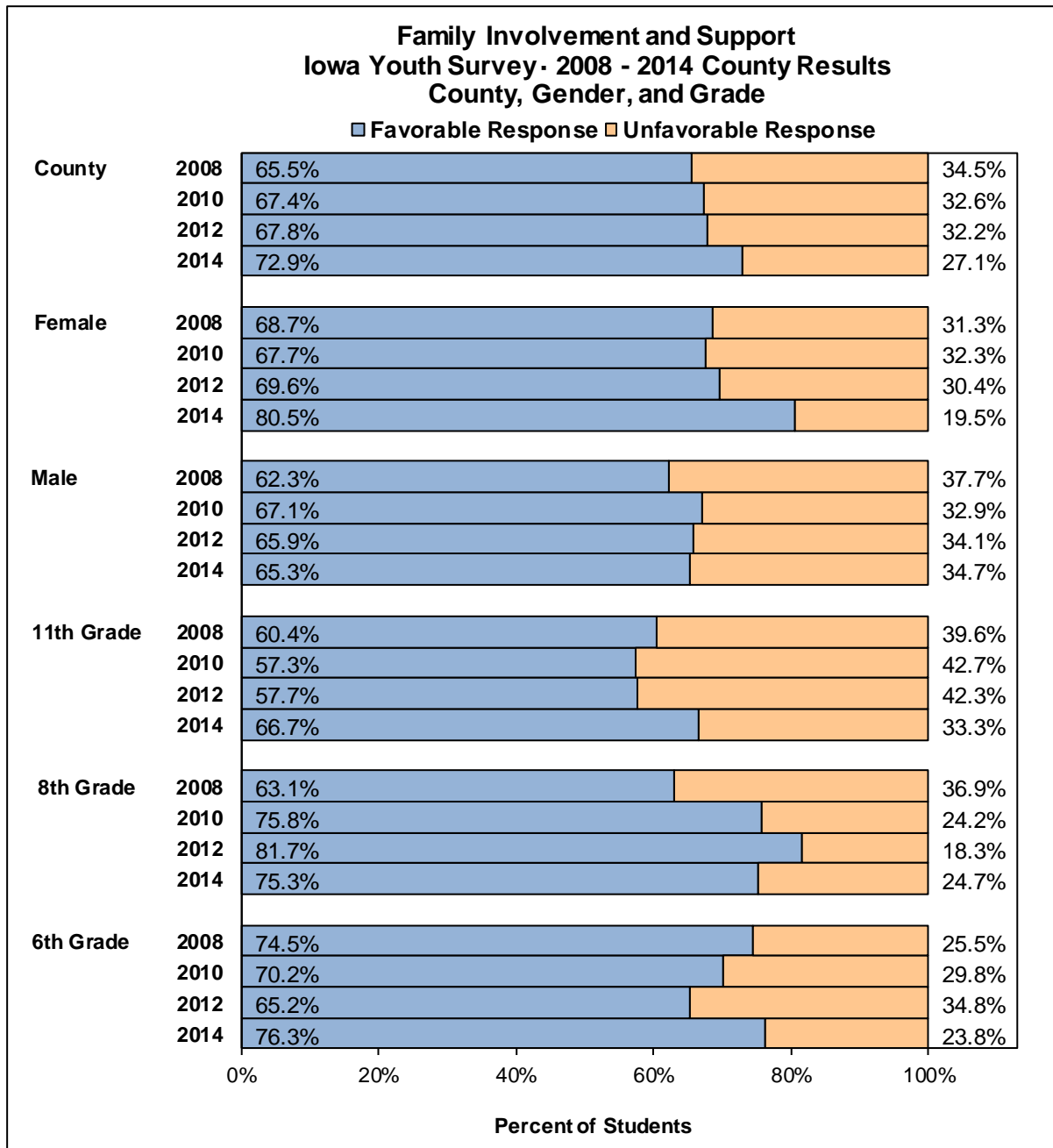
**Figure 27b. Positive Family Relationships Construct: Gender by Grade**



Four IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: I have a happy home; I feel very close to at least one of my parents/guardians; I can talk about the things that bother me or I don't understand with someone in my home; I can get help and support when I need it from someone in my home? Response Coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Family Involvement and Support

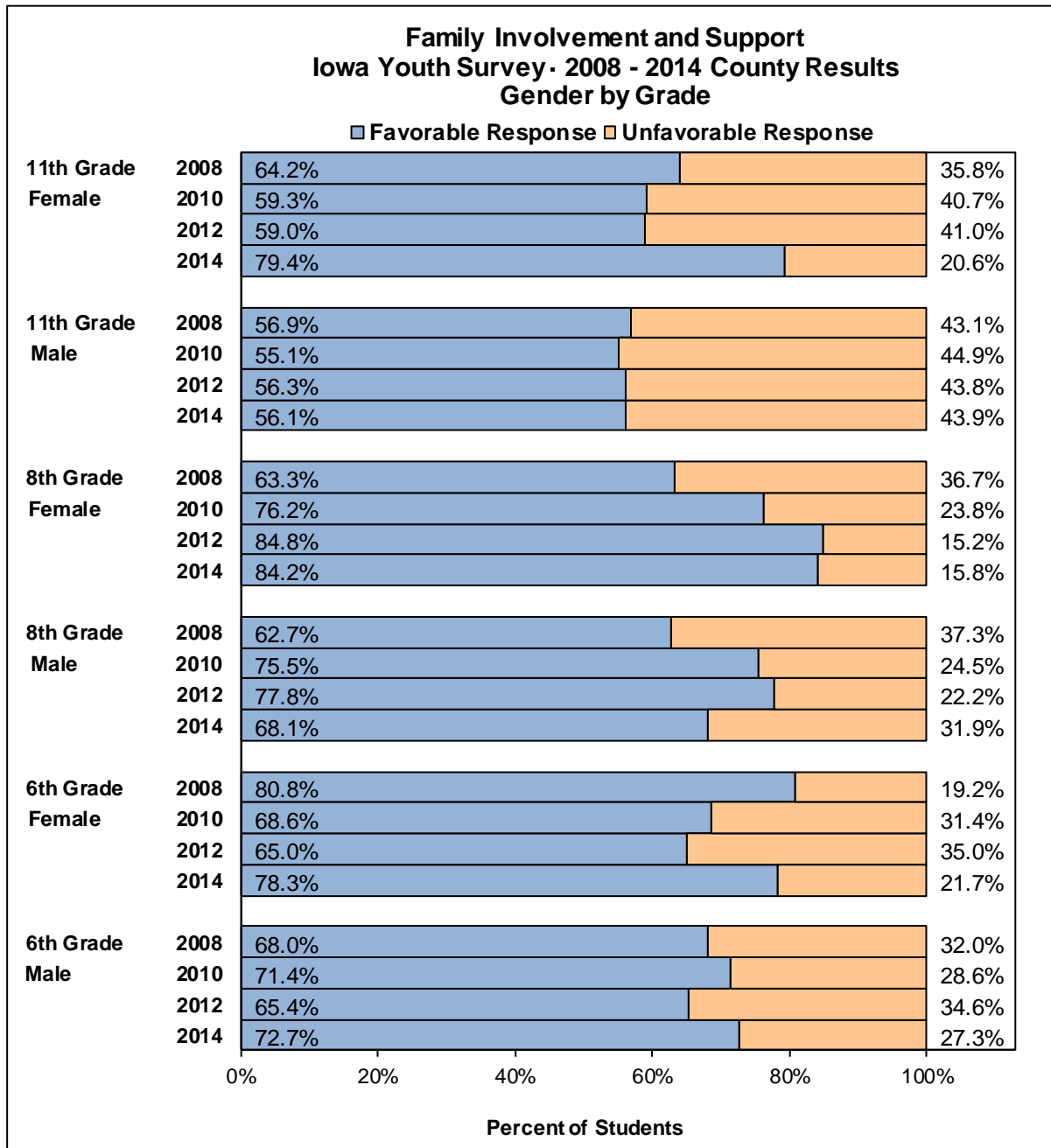
**Figure 28a. Family Involvement and Support Construct: County, Gender, Grade**



Six IYS questions are utilized in this construct: How often do the following occur: a parent/guardian knows where I am and who I am with, especially in the evening and on weekends; a parent/guardian checks to make sure I have done the things I am supposed to do (school homework, household chores, get home on time, etc.); a parent/guardian generally finds out if I have done something wrong, and then punishes me; when I am doing a good job, someone in my home lets me know about it; someone in my home helps me with my schoolwork; at least one of my parents/guardians goes to school activities that I am involved in? Response Coding: "Always," "often," or "sometimes" are coded as favorable and "never" is coded as unfavorable.



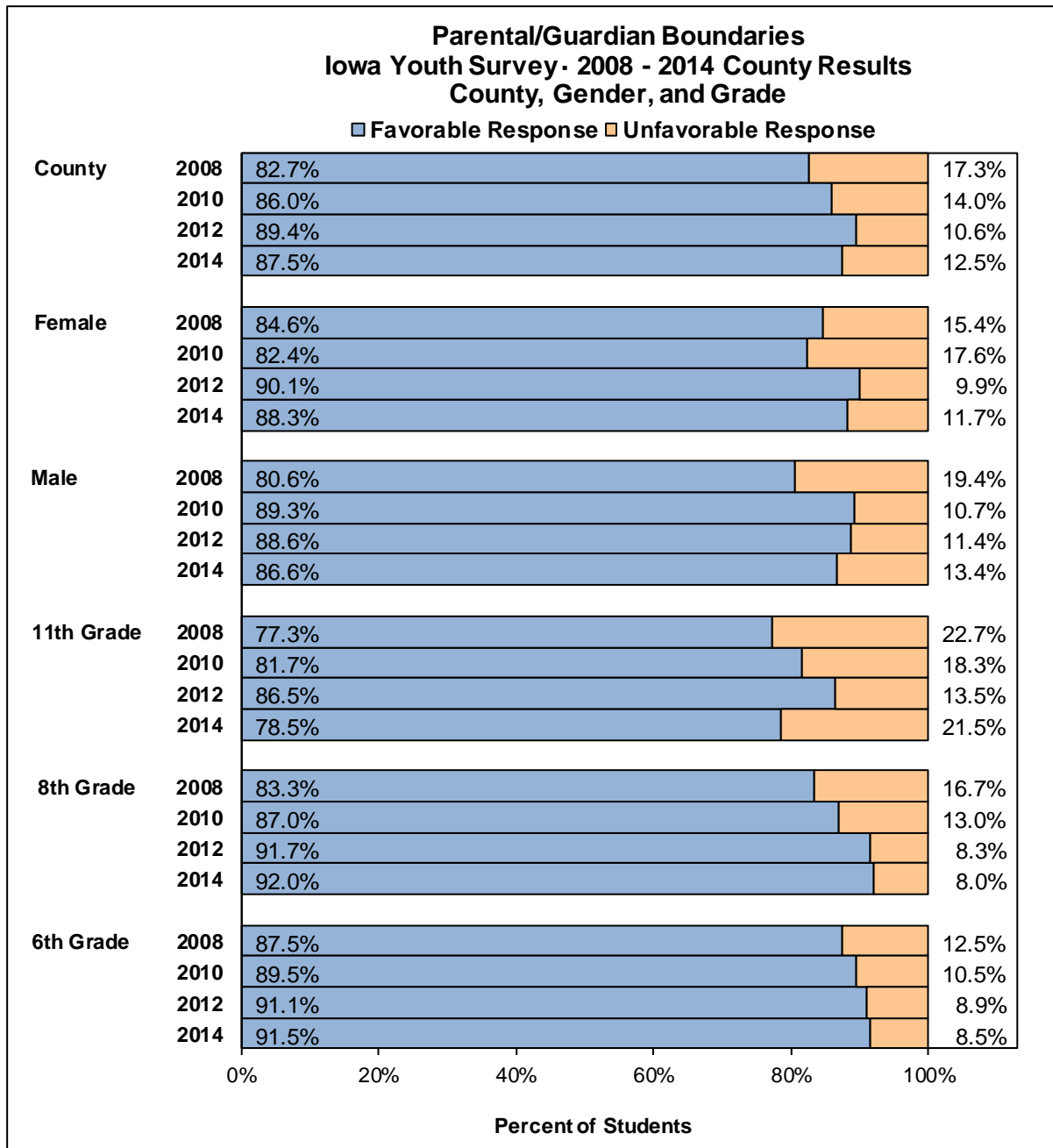
**Figure 28b. Family Involvement and Support Construct: Gender by Grade**



Six IYS questions are utilized in this construct: How often do the following occur: a parent/guardian knows where I am and who I am with, especially in the evening and on weekends; a parent/guardian checks to make sure I have done the things I am supposed to do (school homework, household chores, get home on time, etc.); a parent/guardian generally finds out if I have done something wrong, and then punishes me; when I am doing a good job, someone in my home lets me know about it; someone in my home helps me with my schoolwork; at least one of my parents/guardians goes to school activities that I am involved in? *Response Coding:* "Always," "often," or "sometimes" are coded as favorable and "never" is coded as unfavorable.

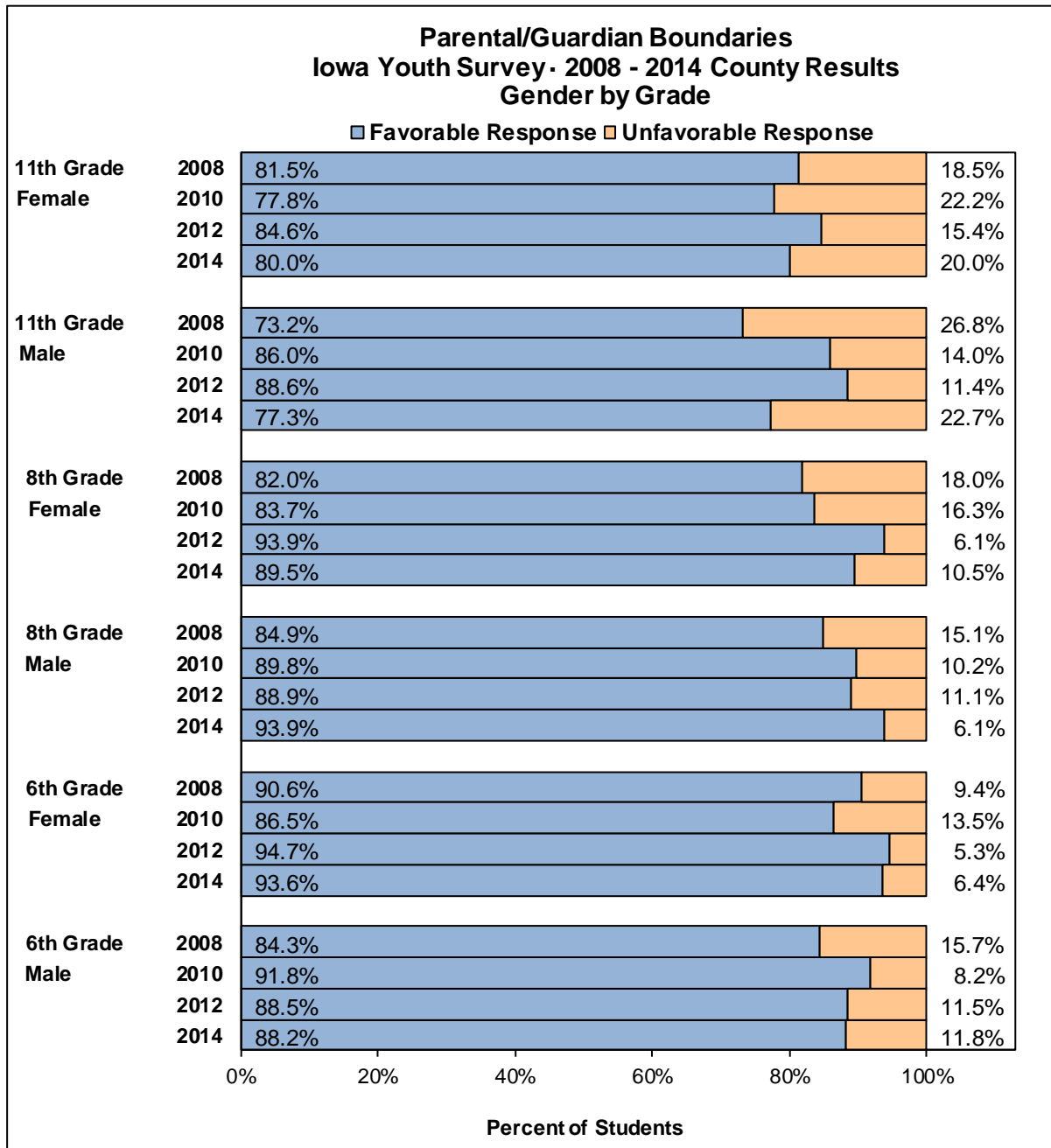
Parental/Guardian Boundaries

**Figure 29a. Parental/Guardian Boundaries Construct: County, Gender, Grade**



Two IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: In my school, if I got in trouble at school for breaking a rule, at least one of my parents/guardians would support the school's disciplinary action; in my home there are clear rules about what I can and cannot do? Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

**Figure 29b. Parental/Guardian Boundaries Construct: Gender by Grade**



Two IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: In my school, if I got in trouble at school for breaking a rule, at least one of my parents/guardians would support the school's disciplinary action; in my home there are clear rules about what I can and cannot do? Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

## **Domain II: Safe and Supportive School Climate**

The four constructs within the Safe and Supportive School Climate Domain are:

- School Expectations/Boundaries
- School Staff/Student Support
- Positive Student Norms
- Social Pressure to Use Substances Limited

*Additional Information:* Questions were added to the Iowa Youth Survey which pertain to the Positive Student Norms construct (Figures 33a and 33b on pages 45 and 46). However, those items were not included in the construct to maintain continuity with previous reports. The relevant questions are:

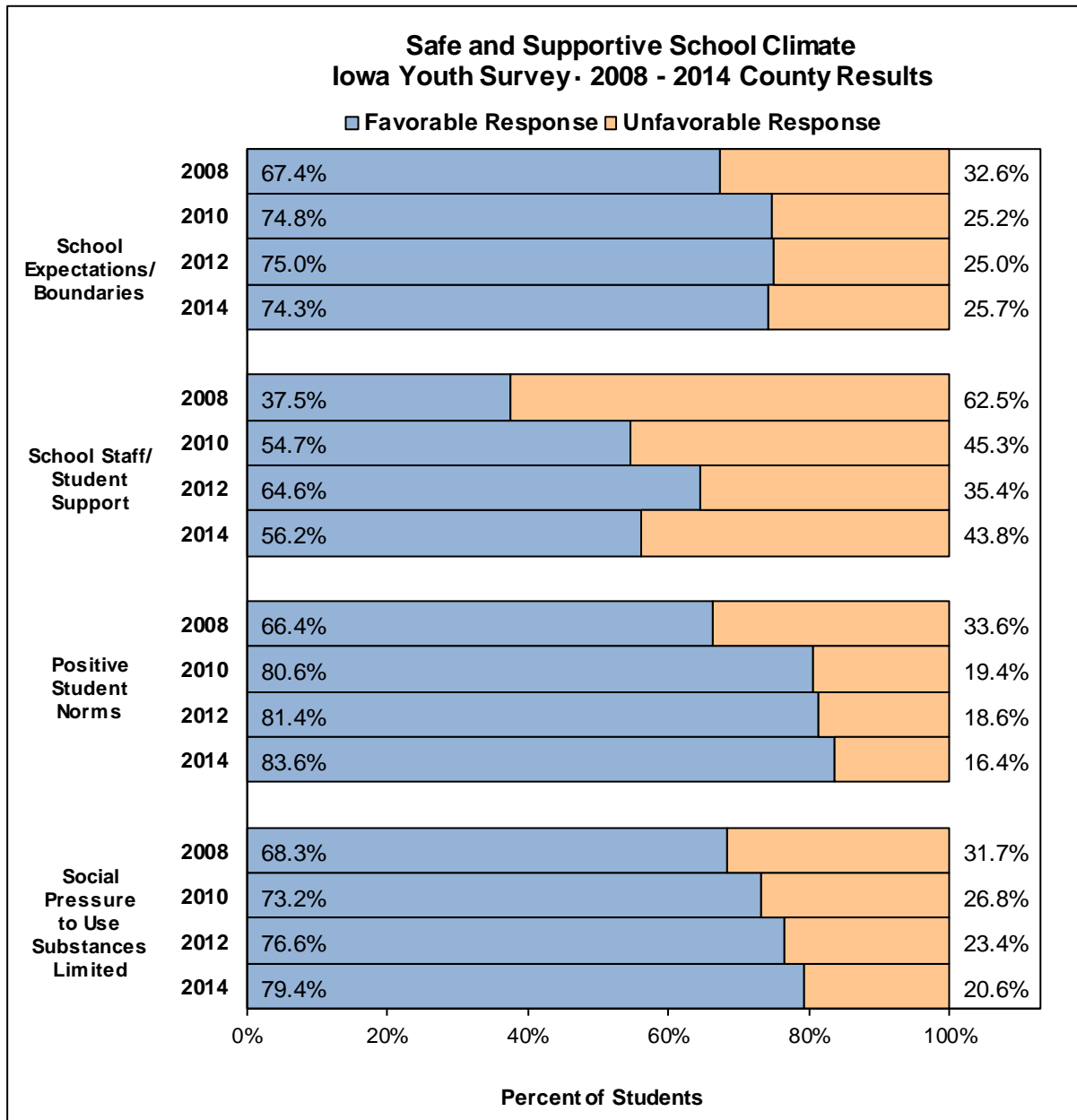
How wrong would most of the students in your school (not just your best friends) feel it would be for you to:

Use prescription drugs that were not prescribed for you?

Use prescription drugs that were prescribed to you but in a way other than the directions?

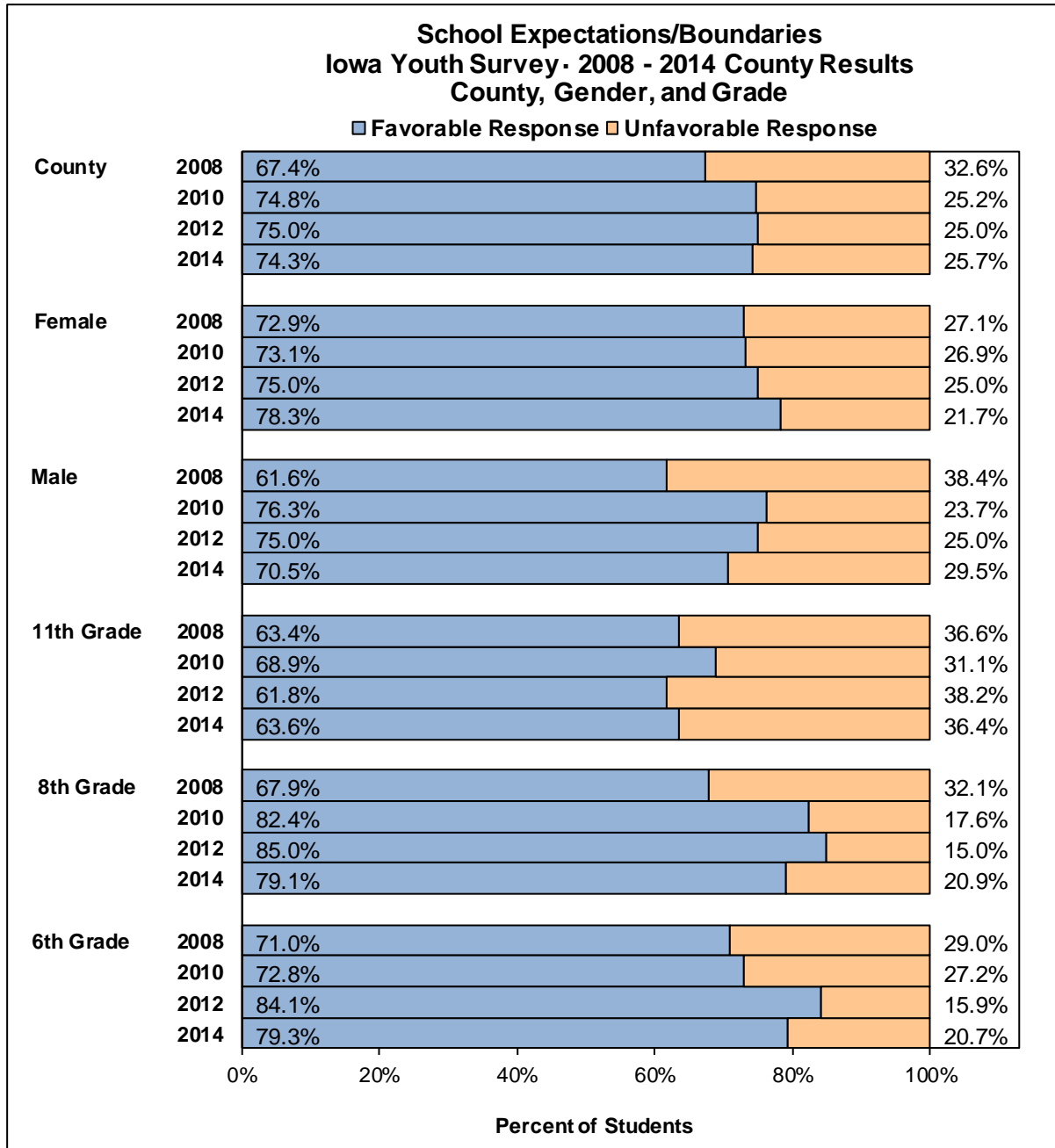
Carry a gun, knife, club, or other weapon to school or a school event?

**Figure 30. Safe and Supportive School Climate Domain**



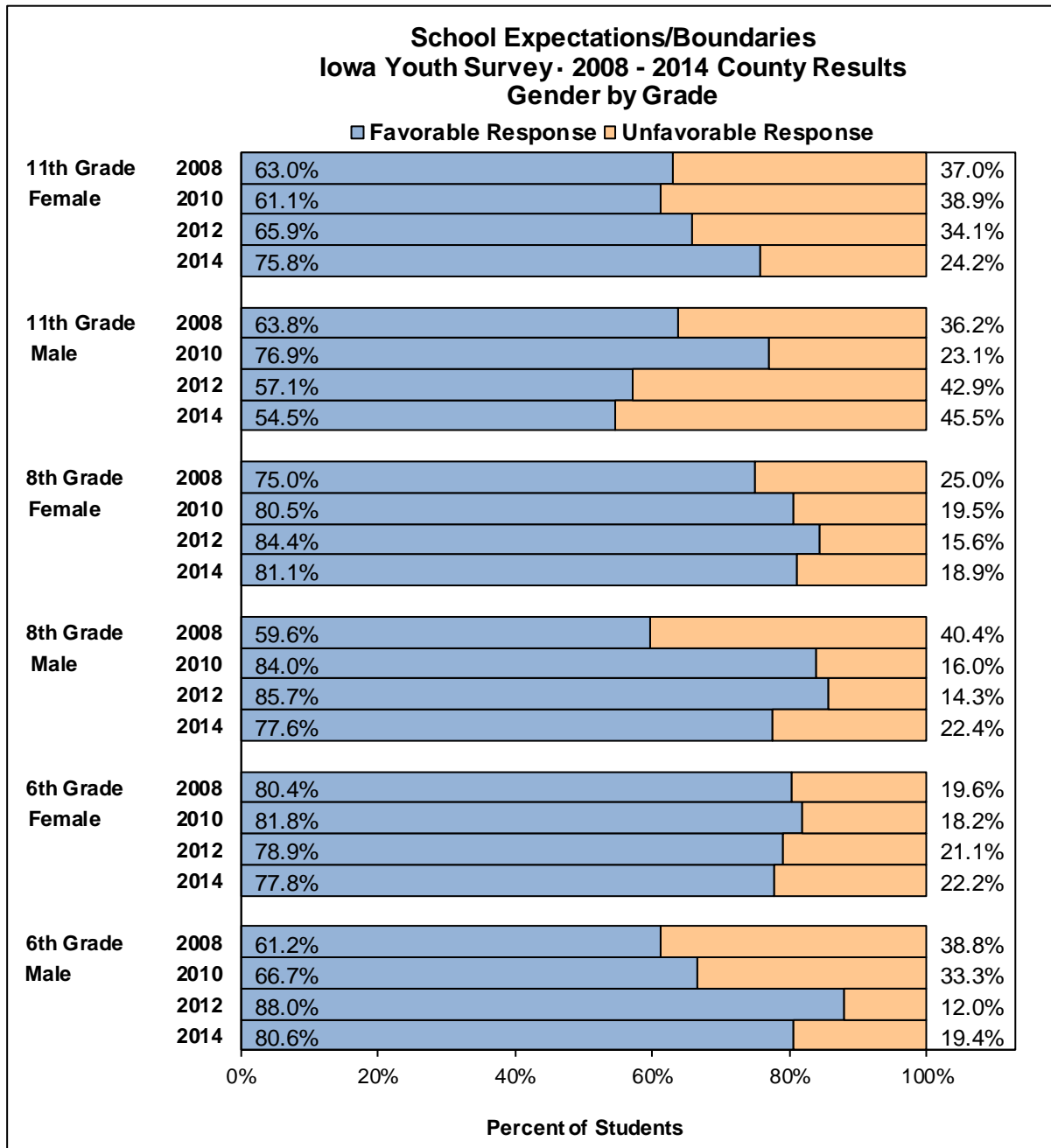
School Expectations/Boundaries

**Figure 31a. School Expectations/Boundaries Construct: County, Gender, Grade**



*Five IYS questions are utilized in this construct:* How much do you agree or disagree that each of the following statements is true: In my school there are clear rules about what students can and cannot do; in my school the school principal and teachers consistently enforce school rules; in my school if I skipped school at least one of my parents/guardians would be notified; in my school students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period; my school lets a parent/guardian know if I've done something wrong? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

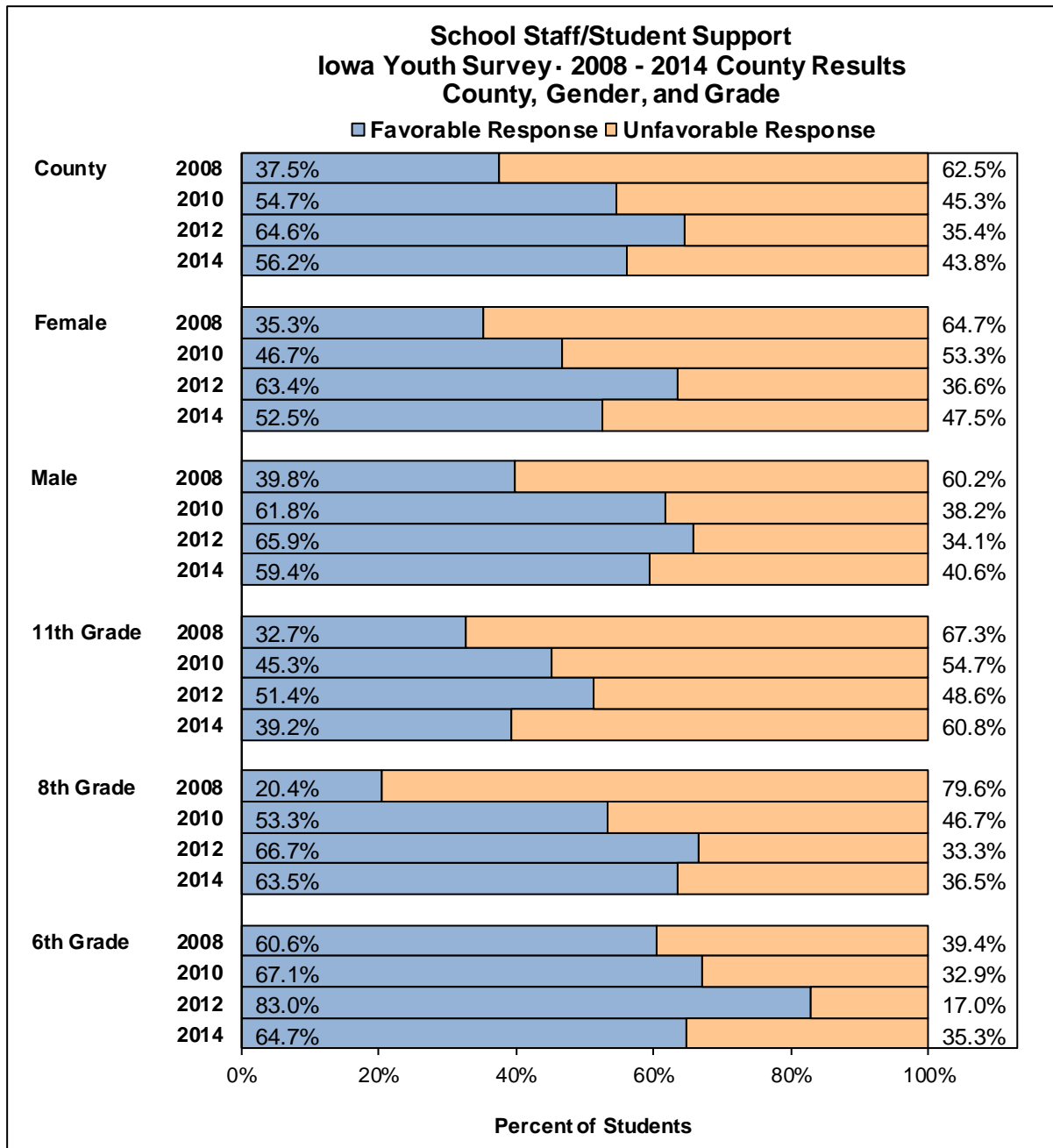
**Figure 31b. School Expectations/Boundaries Construct: Gender by Grade**



Five IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: In my school there are clear rules about what students can and cannot do; in my school the school principal and teachers consistently enforce school rules; in my school if I skipped school at least one of my parents/guardians would be notified; in my school students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period; my school lets a parent/guardian know if I've done something wrong? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

School Staff/Student Support

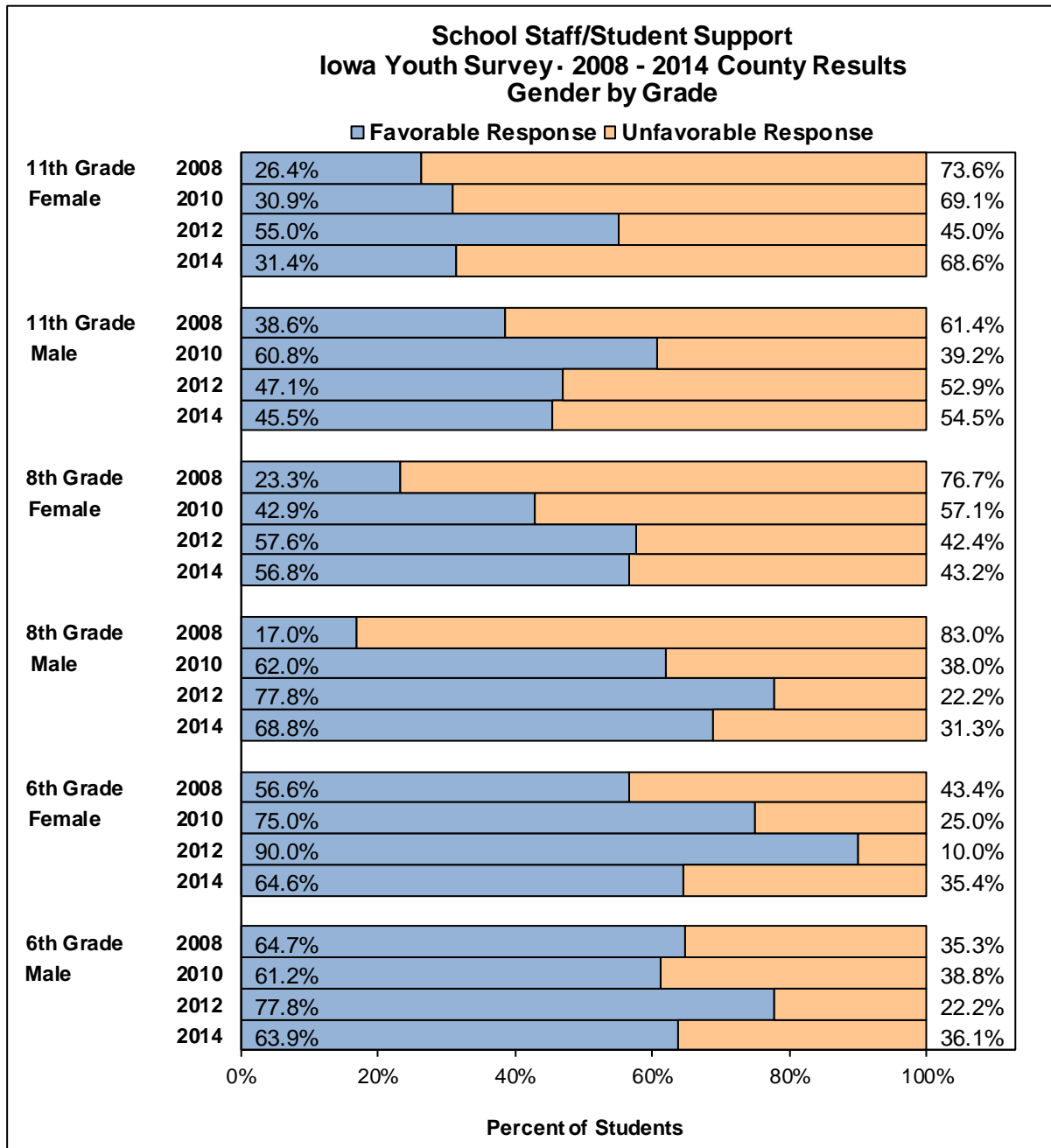
**Figure 32a. School Staff/Student Support Construct: County, Gender, Grade**



Six IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: my teachers care about me; my teachers are available to talk with students one-on-one; my teachers notice when I am doing a good job and let me know about it; students in my school treat each other with respect; my school lets a parent/guardian know if I'm doing a good job; there is at least one adult at school that I could go to for help with a problem? Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.



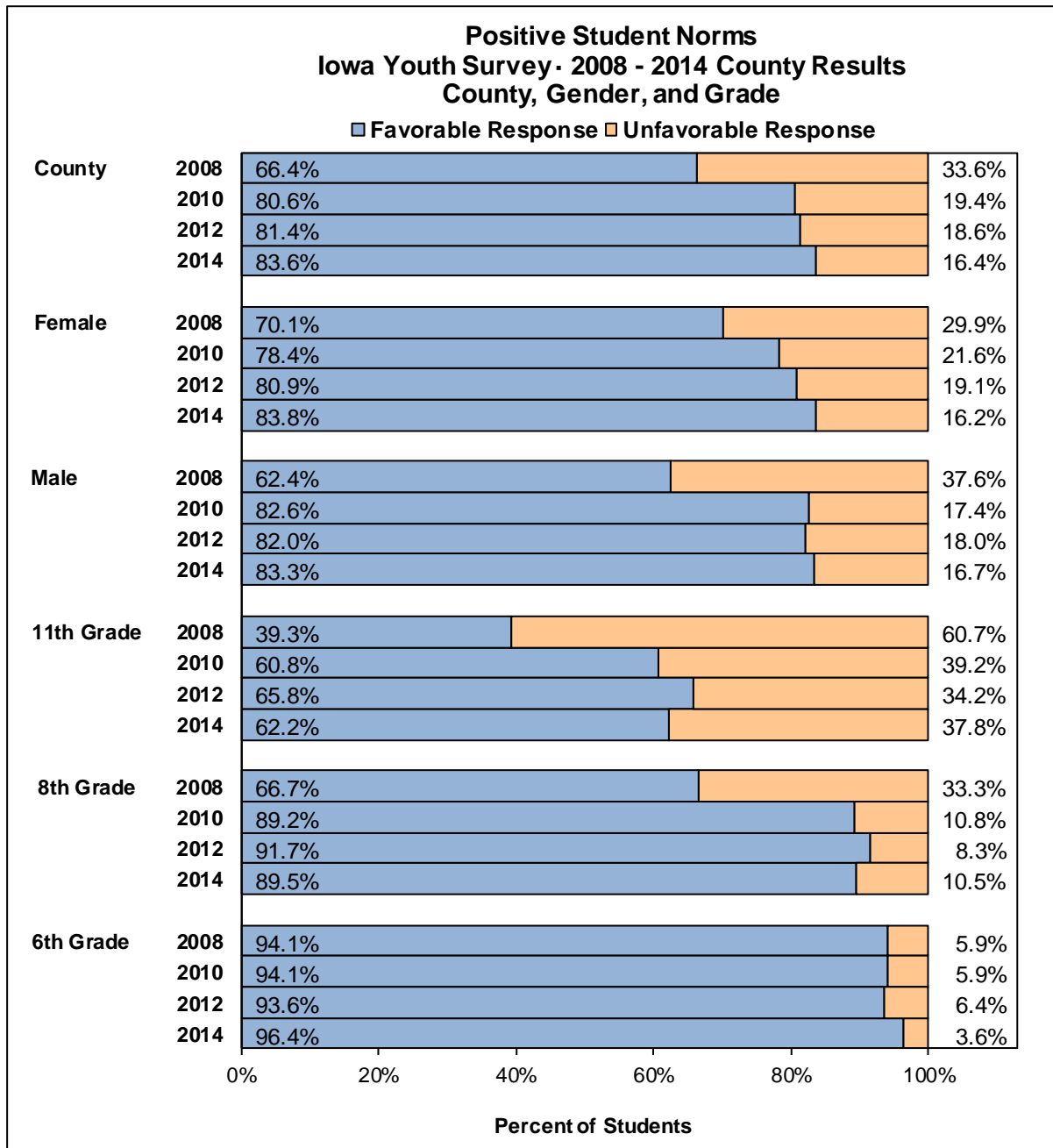
**Figure 32b. School Staff/Student Support Construct: Gender by Grade**



Six IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: my teachers care about me; my teachers are available to talk with students one-on-one; my teachers notice when I am doing a good job and let me know about it; students in my school treat each other with respect; my school lets a parent/guardian know if I'm doing a good job; there is at least one adult at school that I could go to for help with a problem? Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

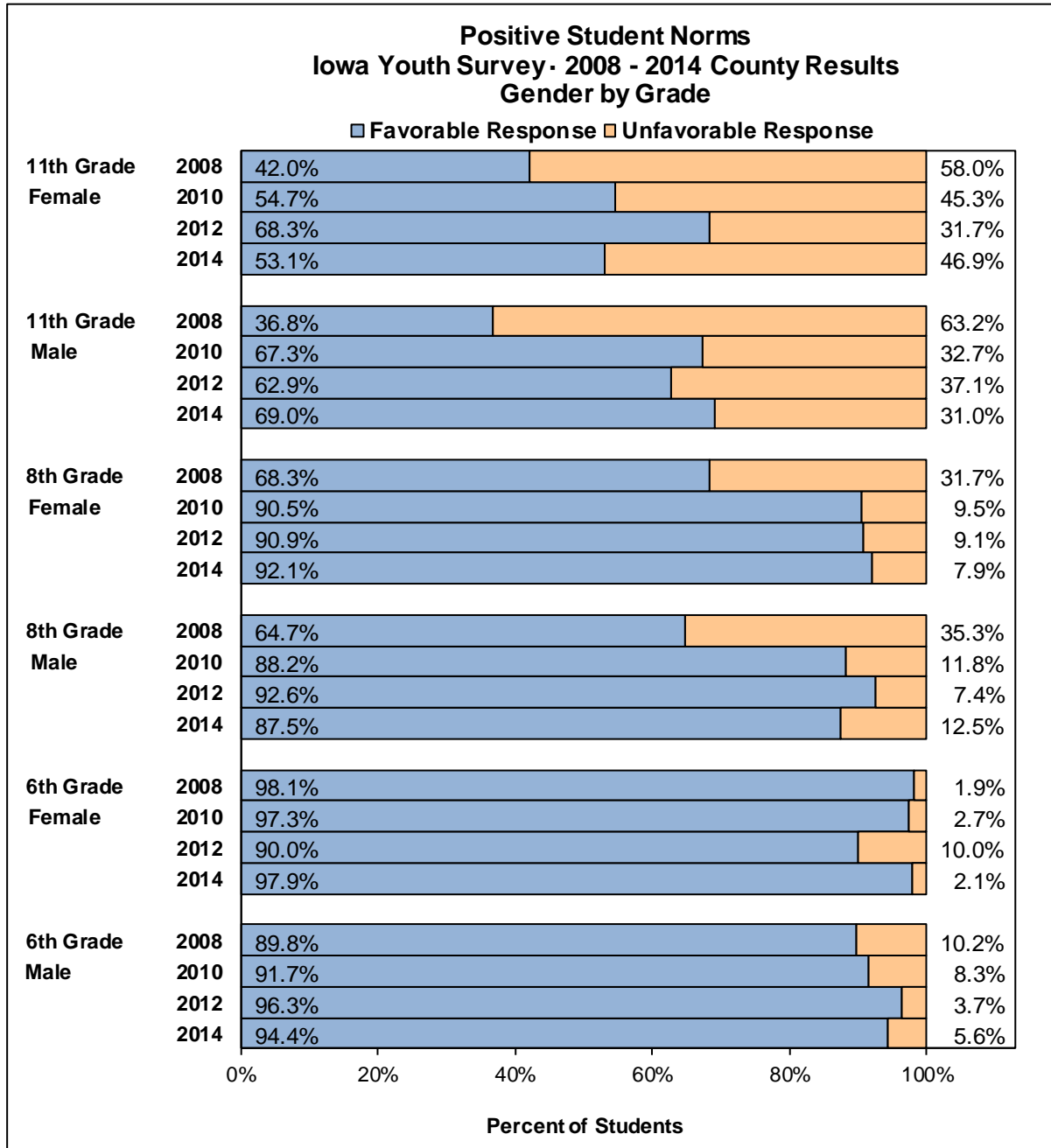
Positive Student Norms

**Figure 33a. Positive Student Norms Construct: County, Gender, Grade**



Six IYS questions are utilized in this construct: How wrong would most of the students in your school (not just your best friends) feel it would be to: drink beer, wine, or hard liquor (for example vodka, whiskey, gin); smoke cigarettes; smoke marijuana; start a physical fight with someone; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs? *Response coding:* "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" are coded as unfavorable.

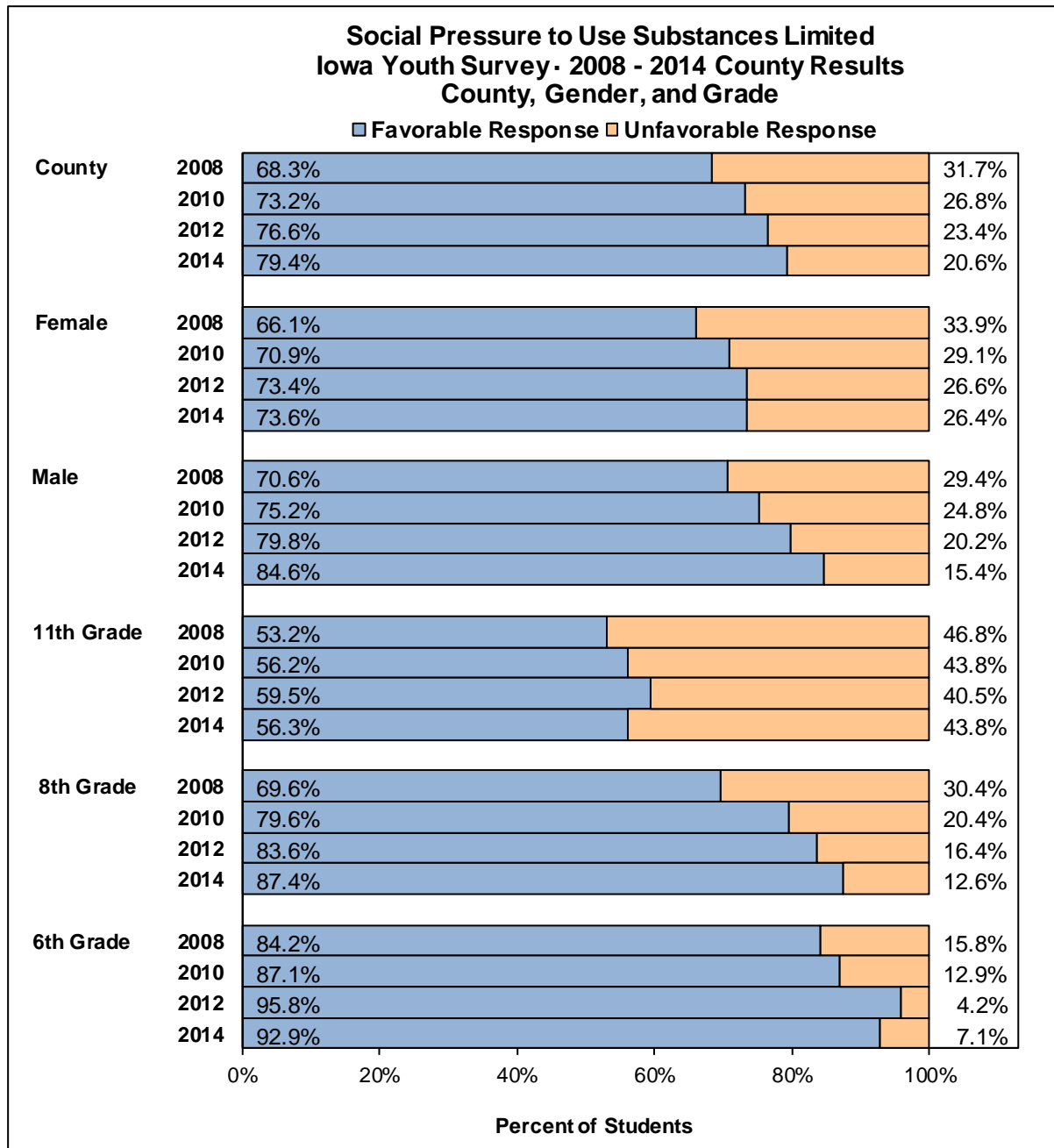
**Figure 33b. Positive Student Norms Construct: Gender by Grade**



Six IYS questions are utilized in this construct: How wrong would most of the students in your school (not just your best friends) feel it would be to: drink beer, wine, or hard liquor (for example vodka, whiskey, gin); smoke cigarettes; smoke marijuana; start a physical fight with someone; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs? Response coding: "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" are coded as unfavorable.

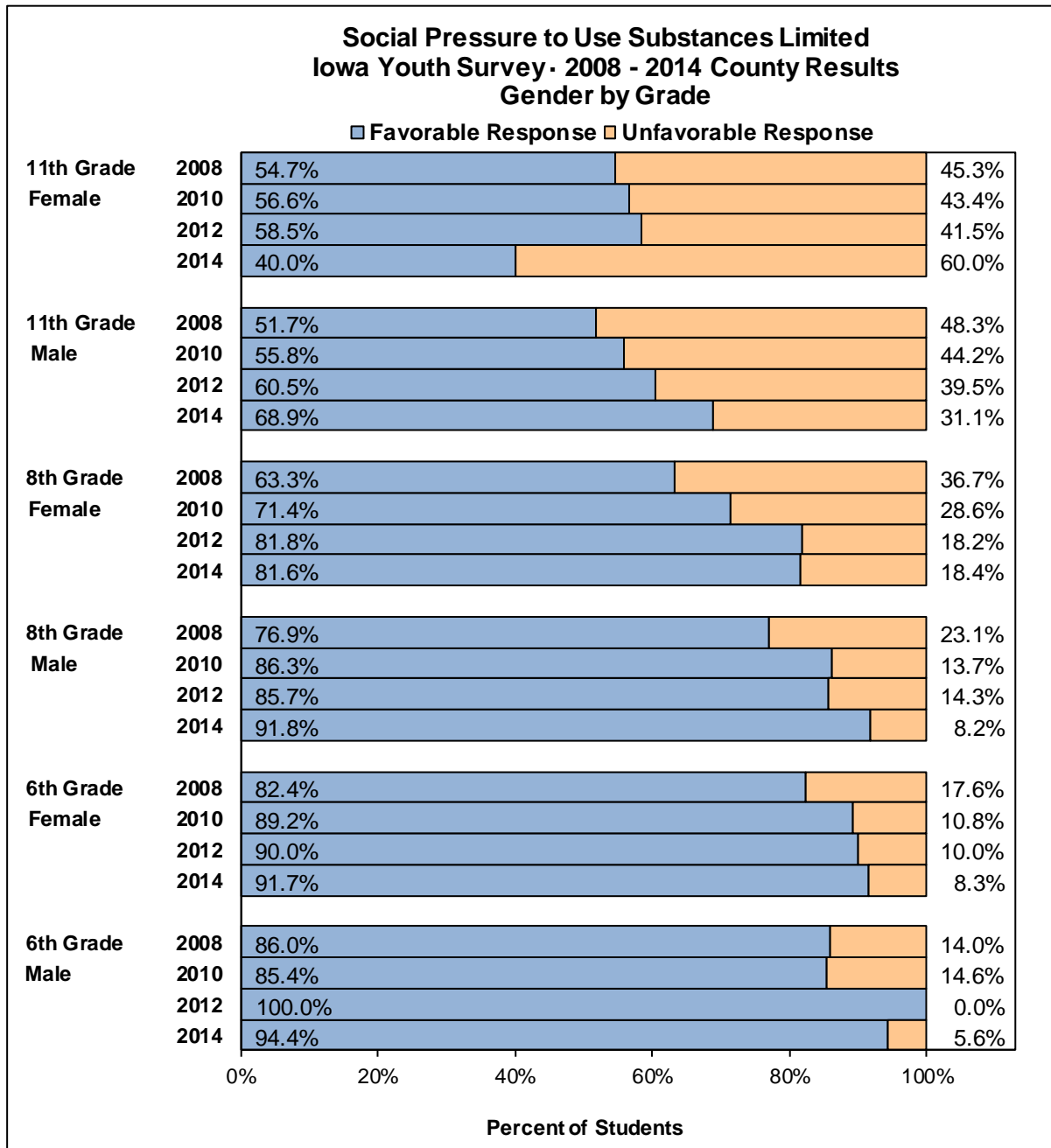
Social Pressure to Use Substances Limited

**Figure 34a. Social Pressure to Use Substances Limited Construct: County, Gender, Grade**



Four IYS questions utilized in this construct: Would you be more or less likely to be popular (respected or cool) with the other students in your school if you: smoked cigarettes; drank alcoholic beverages; smoked marijuana; used any other illegal drug? Response coding: "Less popular," "a lot less popular," or "wouldn't change my popularity" are coded as favorable and "a lot more popular" or "more popular" are coded as unfavorable.

**Figure 34b. Social Pressure to Use Substances Limited Construct: Gender by Grade**



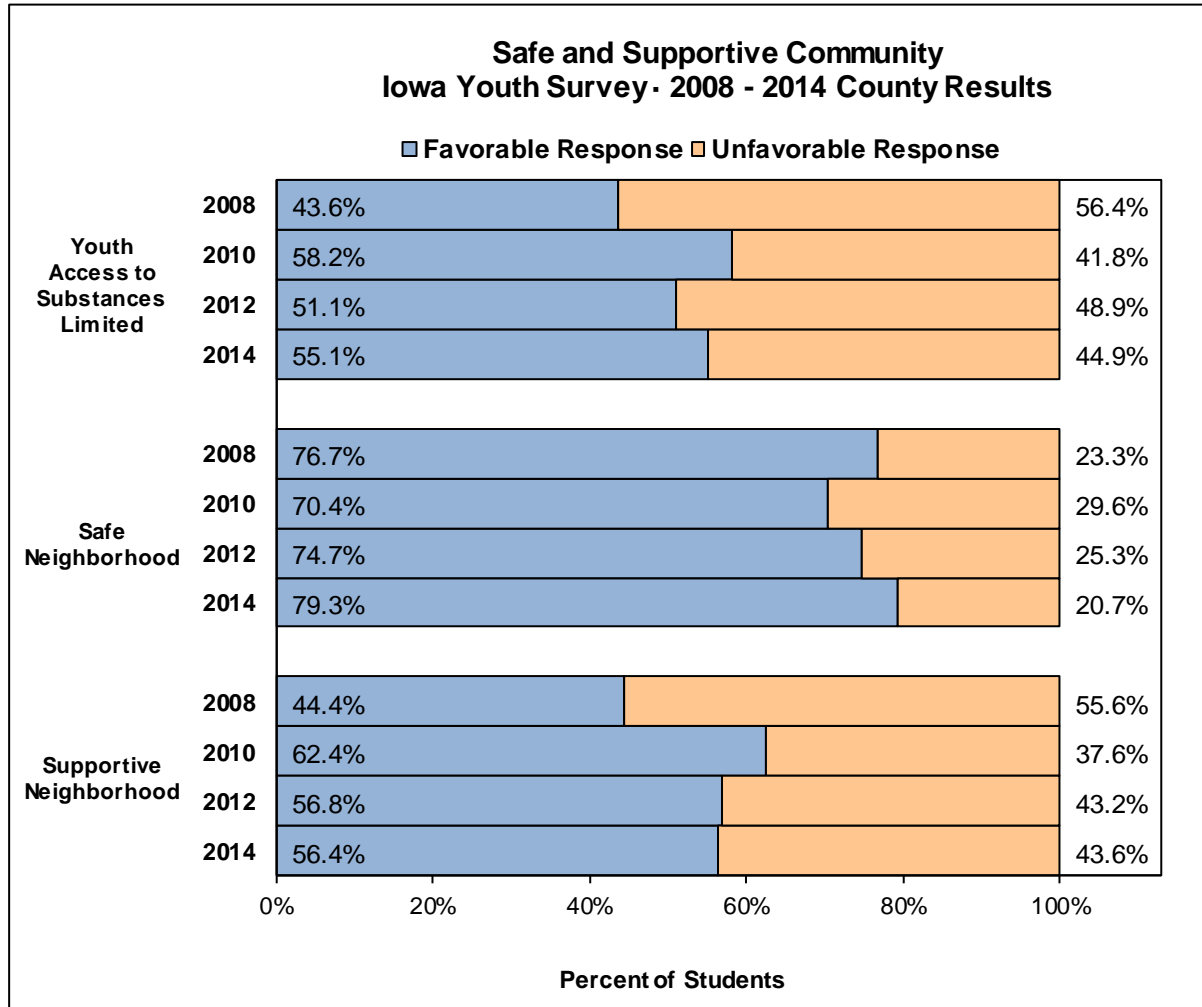
Four IYS questions utilized in this construct: Would you be more or less likely to be popular (respected or cool) with the other students in your school if you: smoked cigarettes; drank alcoholic beverages; smoked marijuana; used any other illegal drug? Response coding: "Less popular," "a lot less popular," or "wouldn't change my popularity" are coded as favorable and "a lot more popular" or "more popular" are coded as unfavorable.

**Domain III: Safe and Supportive Community**

The three constructs within the Safe and Supportive Community Domain are:

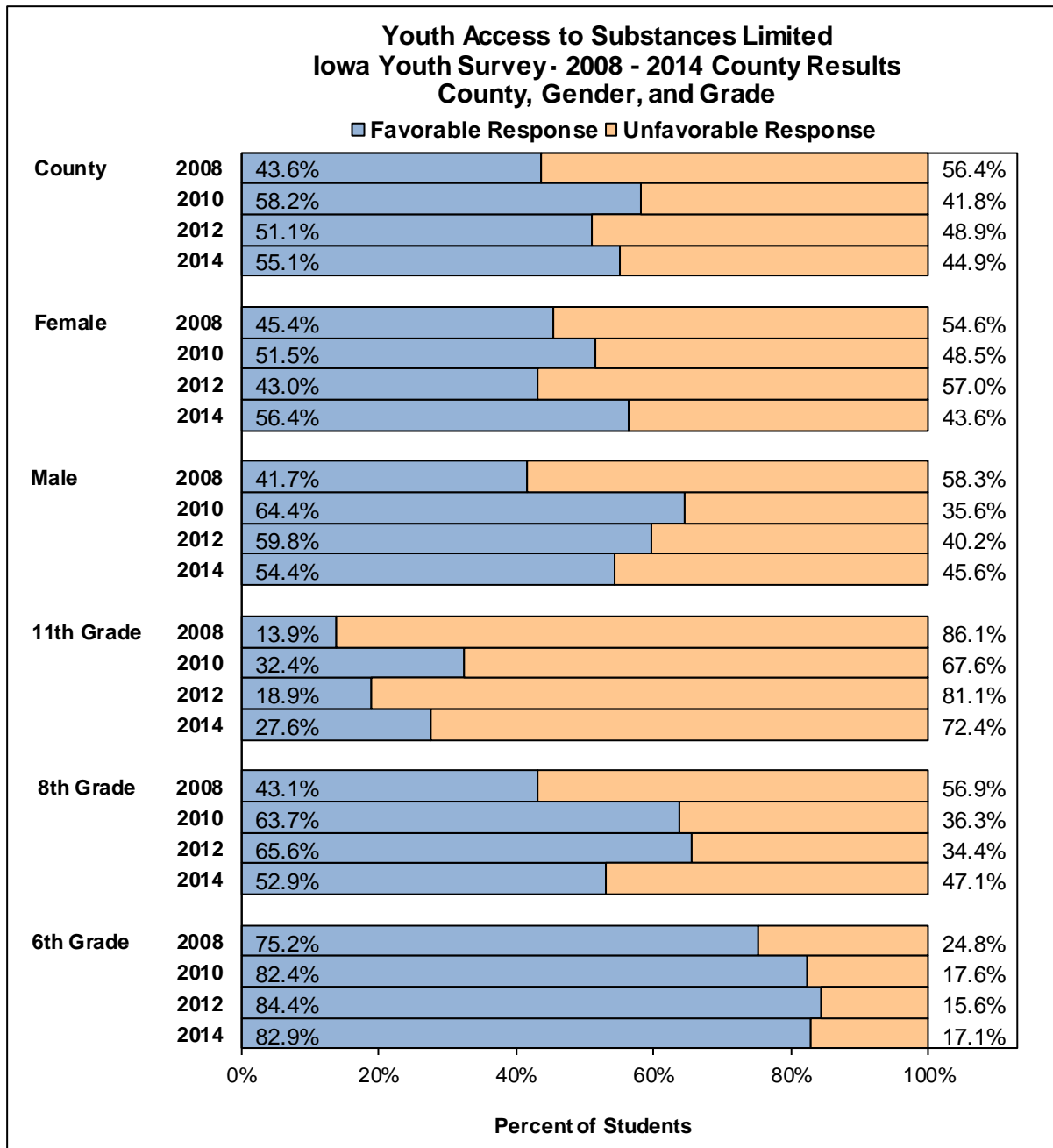
- Youth Access to Substances Limited
- Safe Neighborhood
- Supportive Neighborhood

**Figure 35. Safe and Supportive Community Domain**



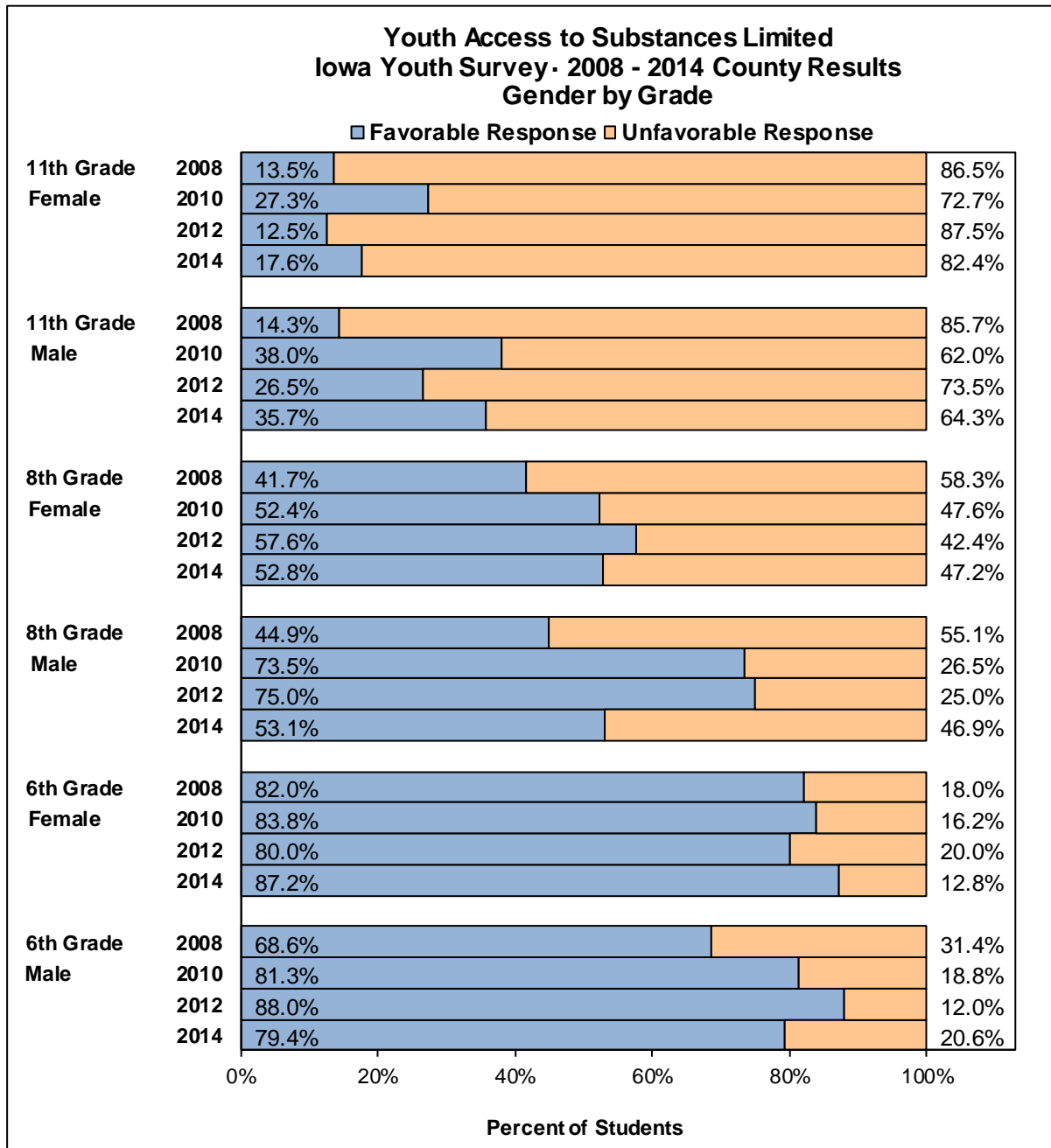
Youth Access to Substances Limited

Figure 36a. Youth Access to Substances Limited Construct: County, Gender, Grade



Six IYS questions are utilized in this construct: In your neighborhood or community, how difficult do you think it would be for a kid your age to get each of the following: cigarettes; alcoholic beverages (beer, wine or liquor); marijuana (pot, grass, hash, bud, weed); methamphetamines (crank, ice); amphetamines other than methamphetamines (like stimulants, uppers, speed); any other illegal drug (cocaine, etc.)? Response coding: "Very hard," "hard," or "don't know" are coded as favorable and "easy" or "very easy" are coded as unfavorable.

**Figure 36b. Youth Access to Substances Limited Construct: Gender by Grade**

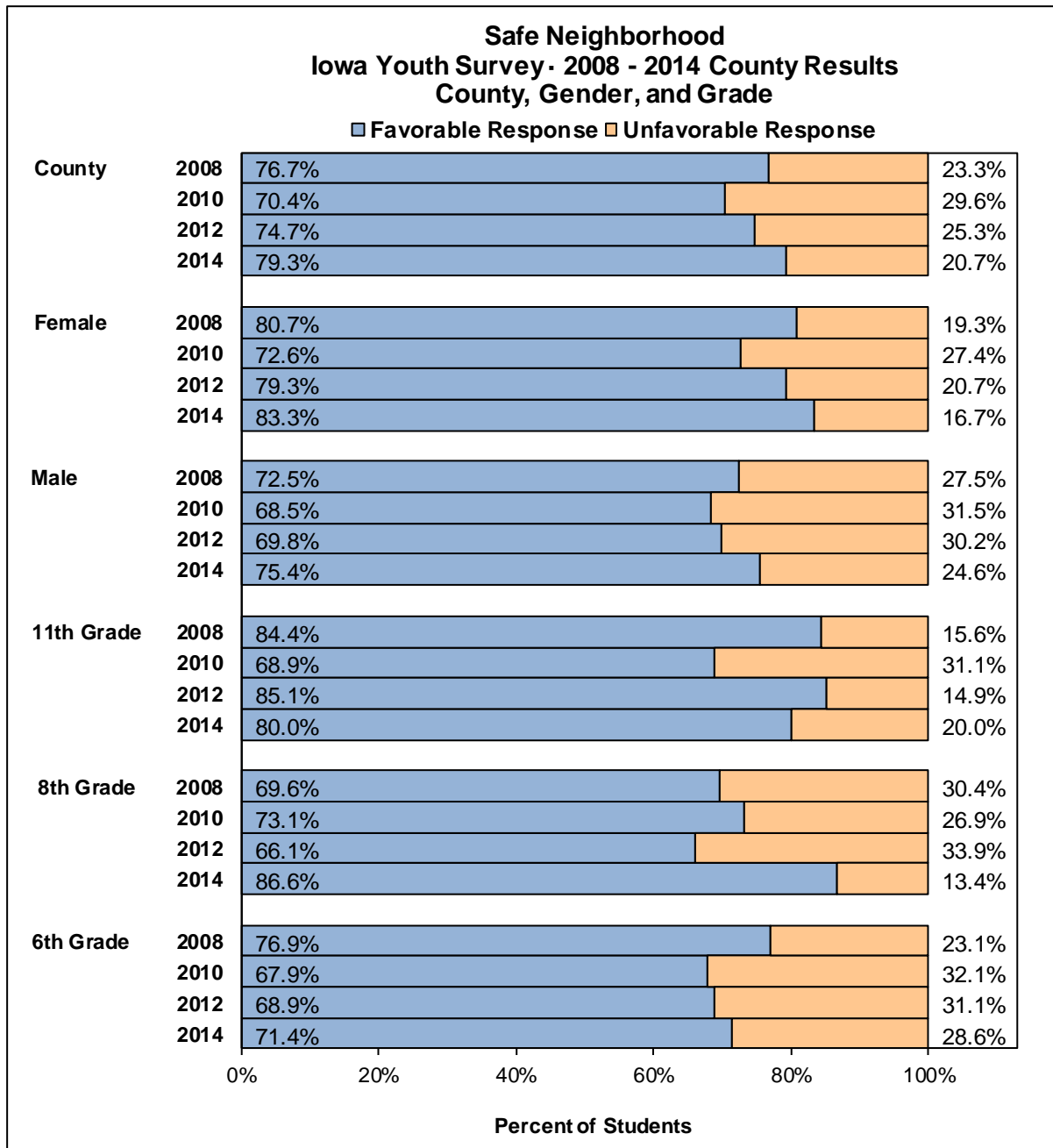


Six IYS questions are utilized in this construct: In your neighborhood or community, how difficult do you think it would be for a kid your age to get each of the following: cigarettes; alcoholic beverages (beer, wine or liquor); marijuana (pot, grass, hash, bud, weed); methamphetamines (crank, ice); amphetamines other than methamphetamines (like stimulants, uppers, speed); any other illegal drug (cocaine, etc.)? Response coding: "Very hard," "hard," or "don't know" are coded as favorable and "easy" or "very easy" are coded as unfavorable.



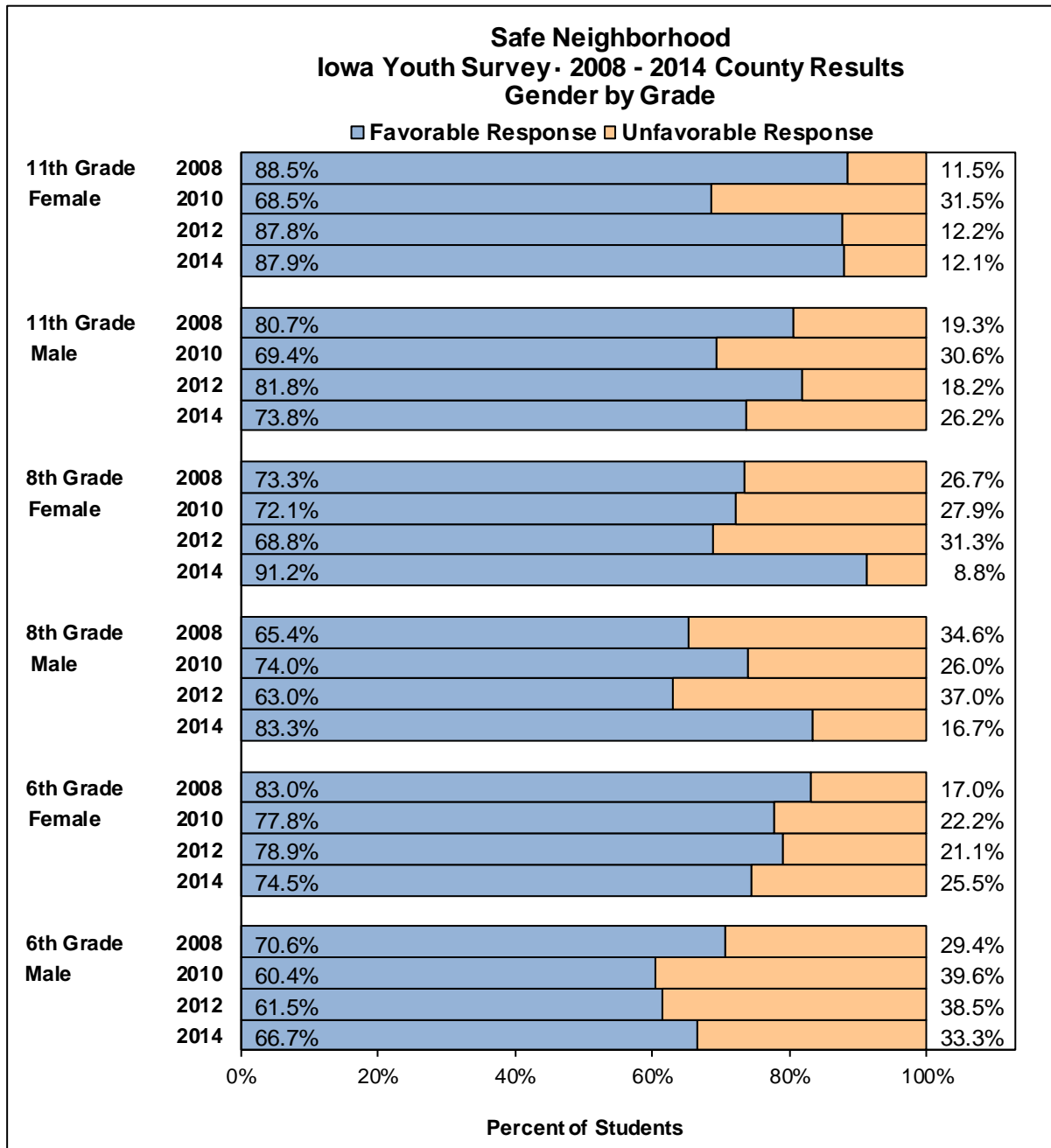
Safe Neighborhood

**Figure 37a. Safe Neighborhood Construct: County, Gender, Grade**



Two IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: my neighborhood is a safe place to live; in my neighborhood there are lots of fights, crime, or illegal drugs? Response coding: First question - "strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable. Second question - "strongly disagree" or "disagree" are coded as favorable and "strongly agree" or "agree" are coded as unfavorable.

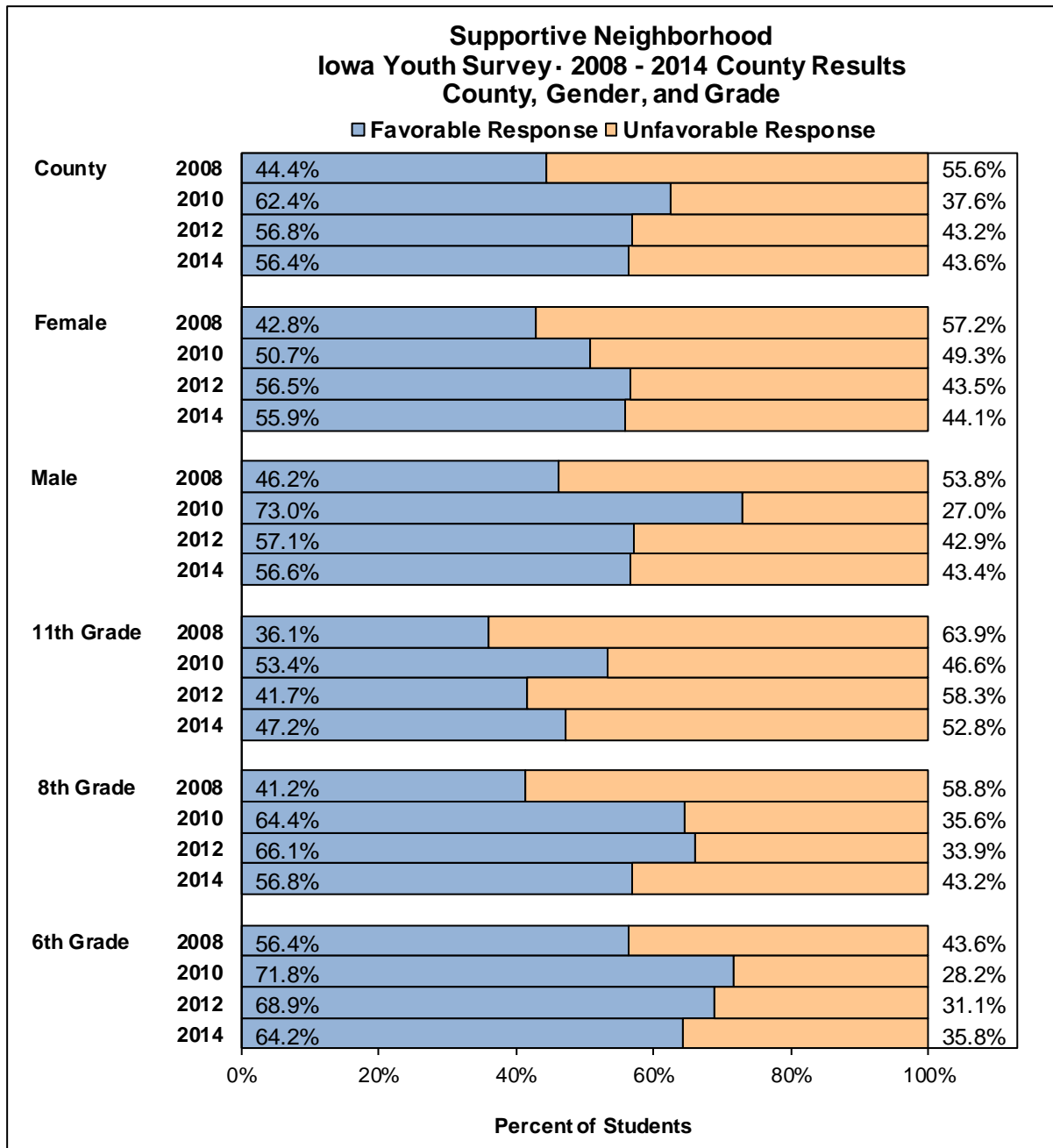
**Figure 37b. Safe Neighborhood Construct: Gender by Grade**



Two IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: my neighborhood is a safe place to live; in my neighborhood there are lots of fights, crime, or illegal drugs? Response coding: First question - "strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable. Second question - "strongly disagree" or "disagree" are coded as favorable and "strongly agree" or "agree" are coded as unfavorable.

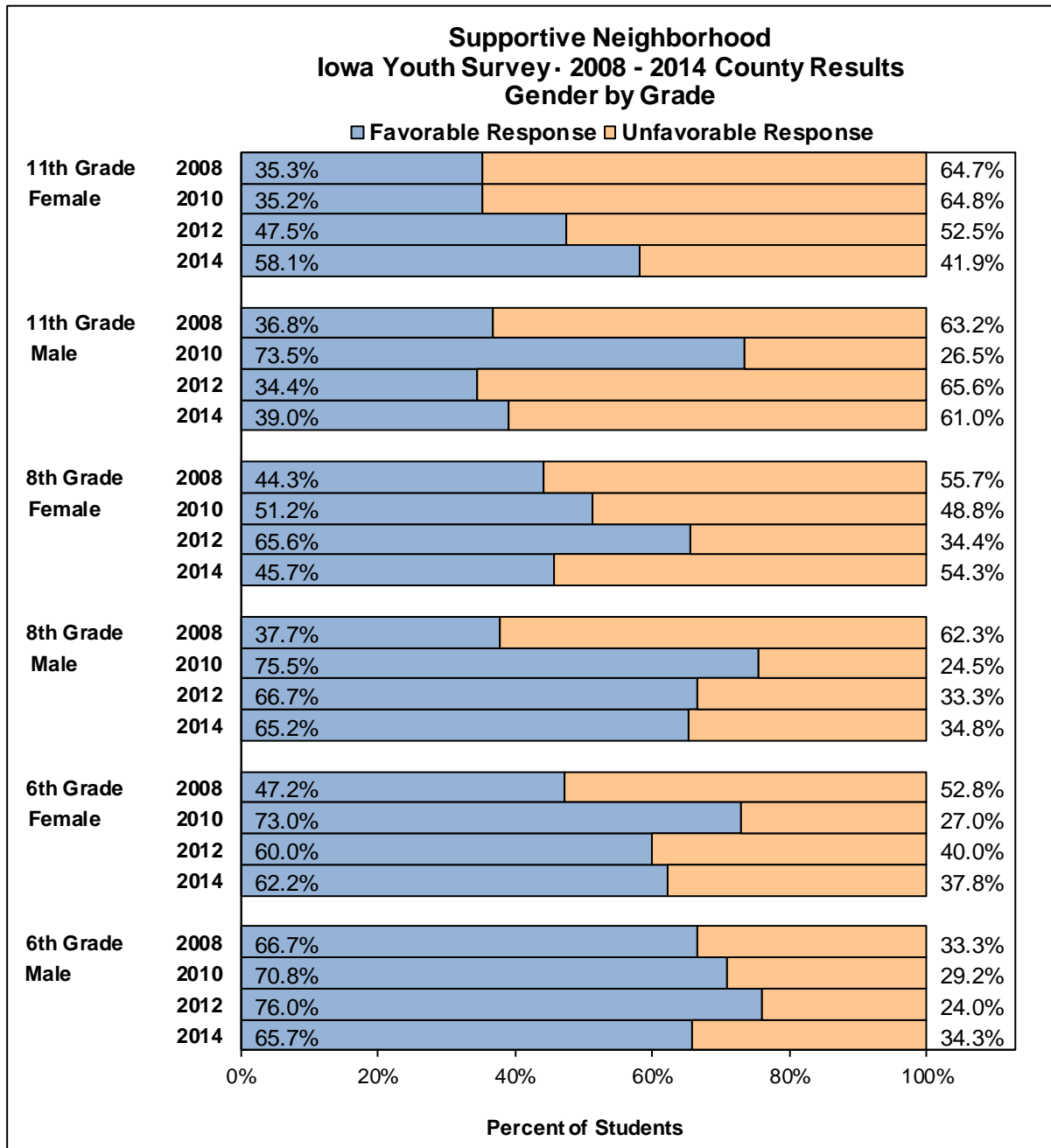
Supportive Neighborhood

**Figure 38a. Supportive Neighborhood Construct: County, Gender, Grade**



Six IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: if someone in my neighborhood or community saw me do something wrong, they would tell one of my parents (or adults who live with me); adults in my community care about people my age; my neighbors get along well with each other; adults in my neighborhood or community let me know they are proud of me when I do something well; adults in my neighborhood or community help me when I need help; adults in my neighborhood or community spend time talking with me? *Response coding:* “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

**Figure 38b. Supportive Neighborhood Construct: Gender by Grade**



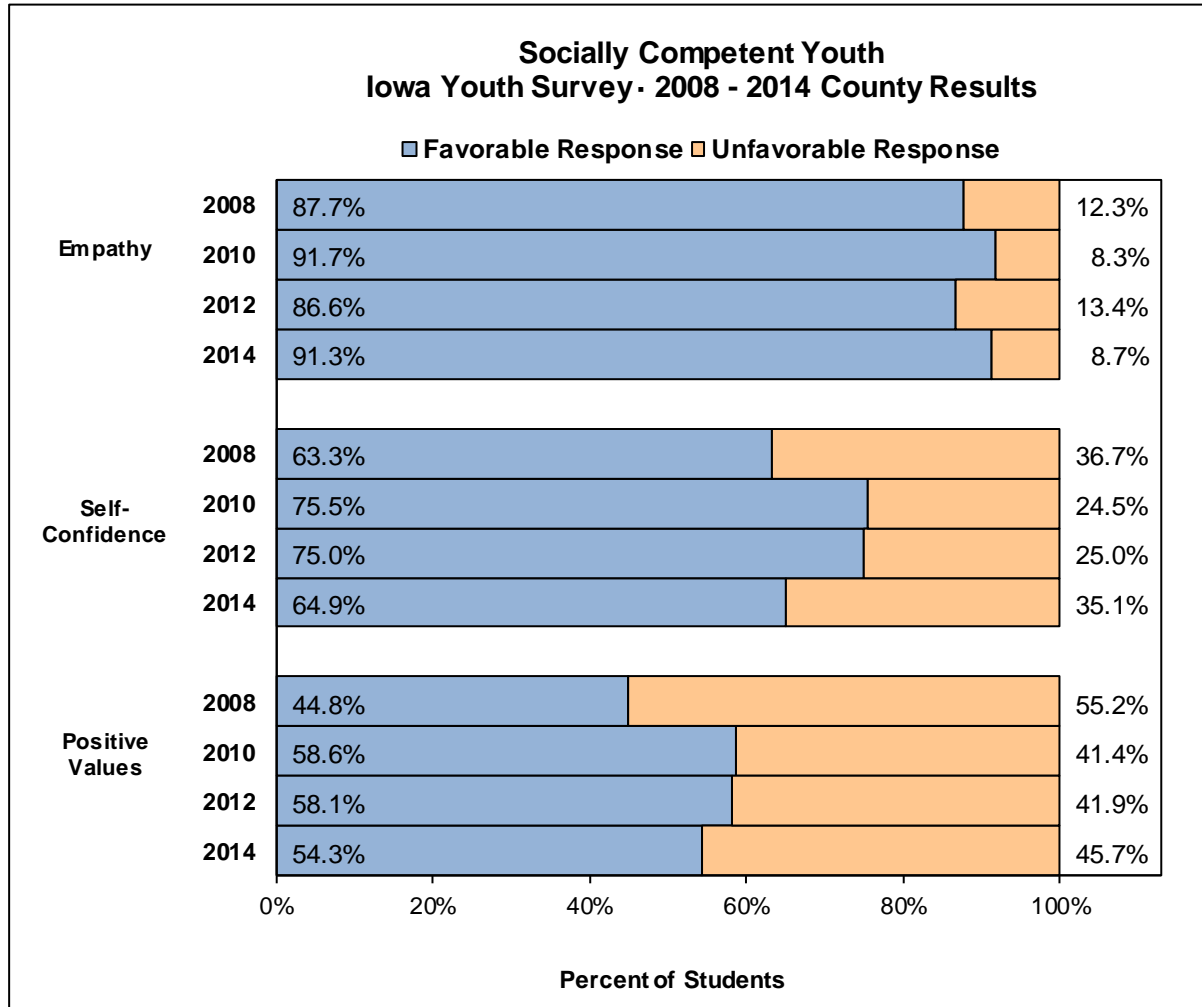
Six IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: if someone in my neighborhood or community saw me do something wrong, they would tell one of my parents (or adults who live with me); adults in my community care about people my age; my neighbors get along well with each other; adults in my neighborhood or community let me know they are proud of me when I do something well; adults in my neighborhood or community help me when I need help; adults in my neighborhood or community spend time talking with me? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

**Domain IV: Socially Competent Youth**

The three constructs within the Socially Competent Youth Domain are:

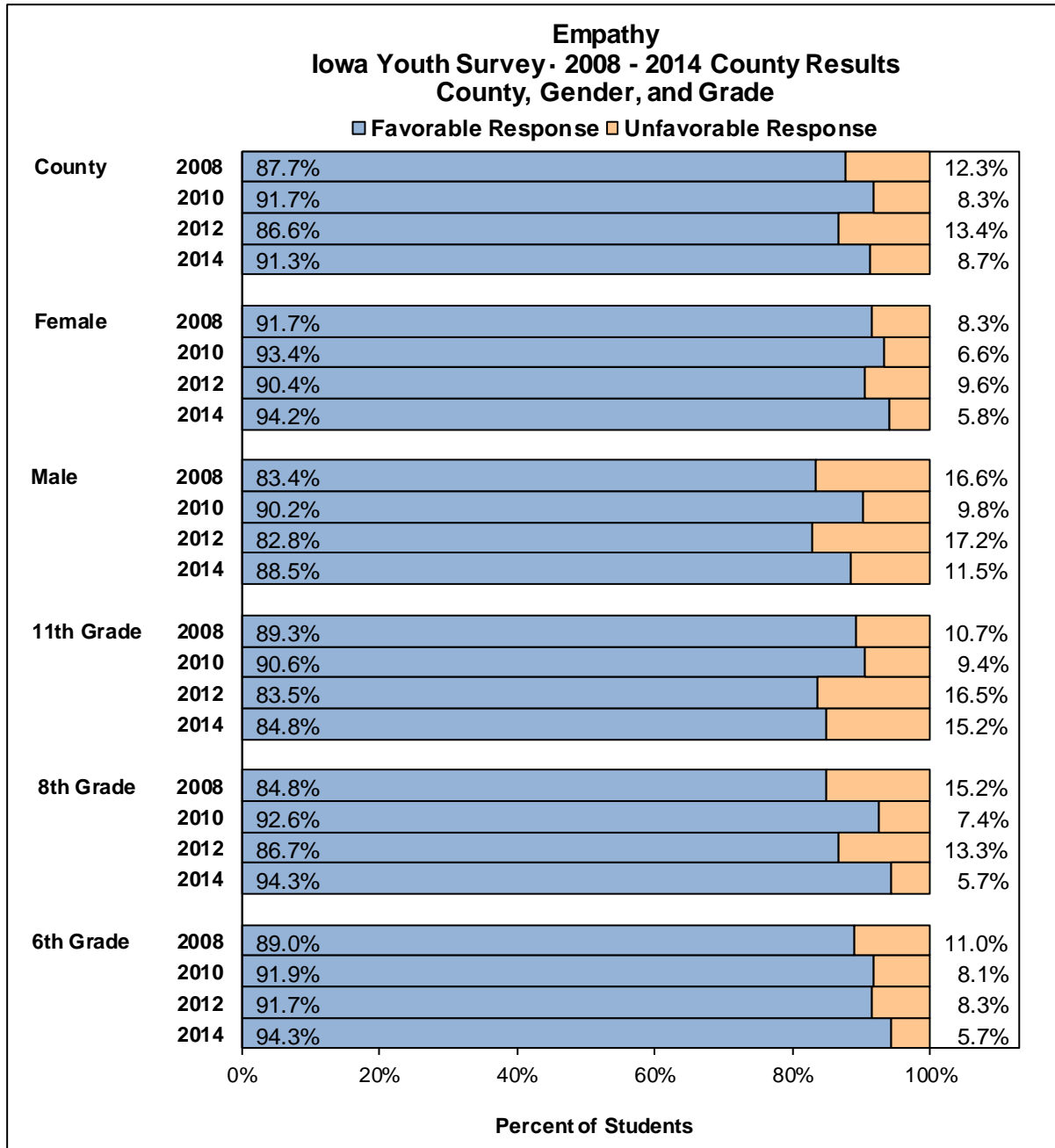
- Empathy
- Self-Confidence
- Positive Values

**Figure 39. Socially Competent Youth Domain**



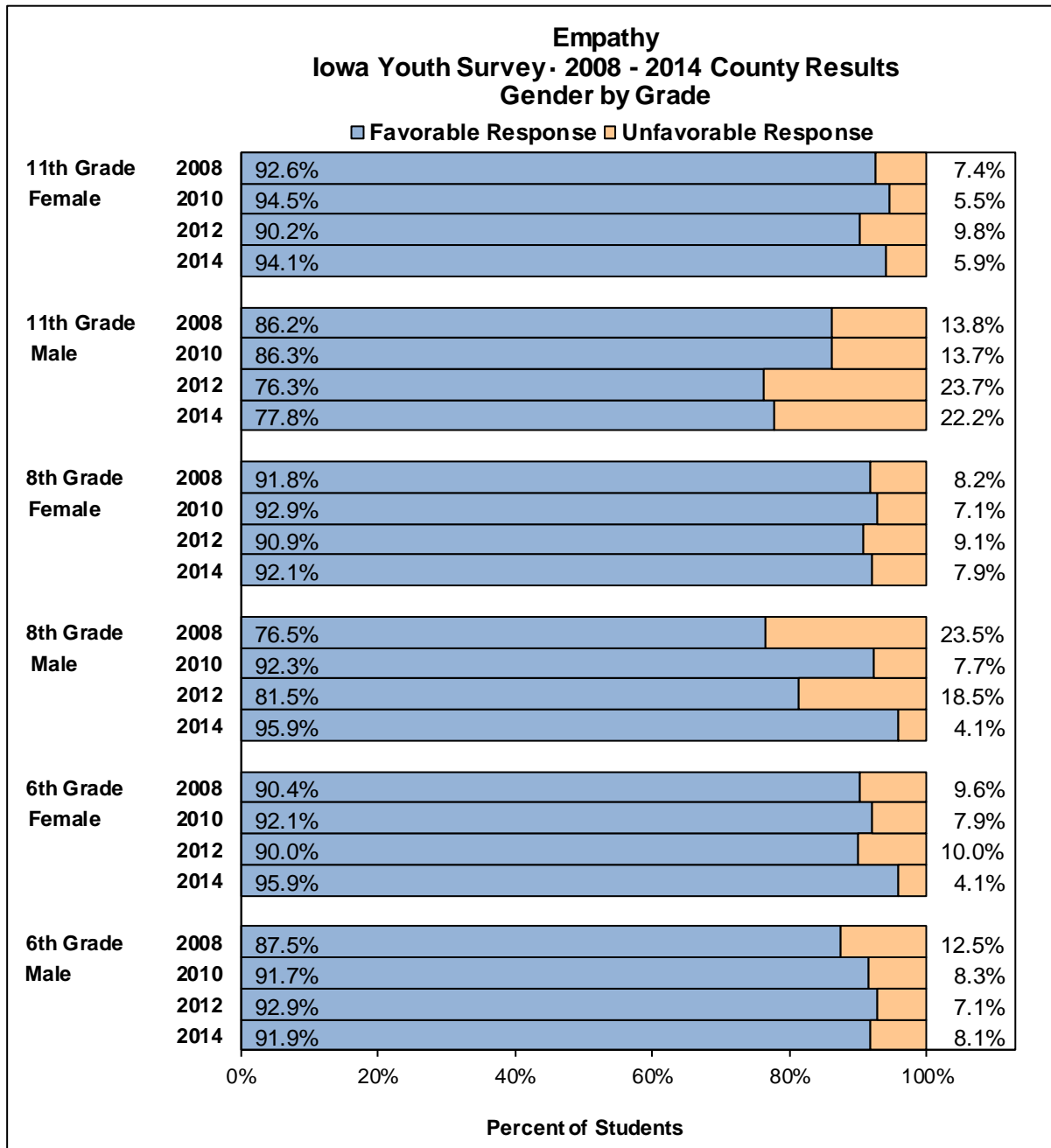
Empathy

**Figure 40a. Empathy Construct: County, Gender, Grade**



Three IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: it is important to help other people; I care about other peoples' feelings; I feel sorry for people who have things stolen or damaged? Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

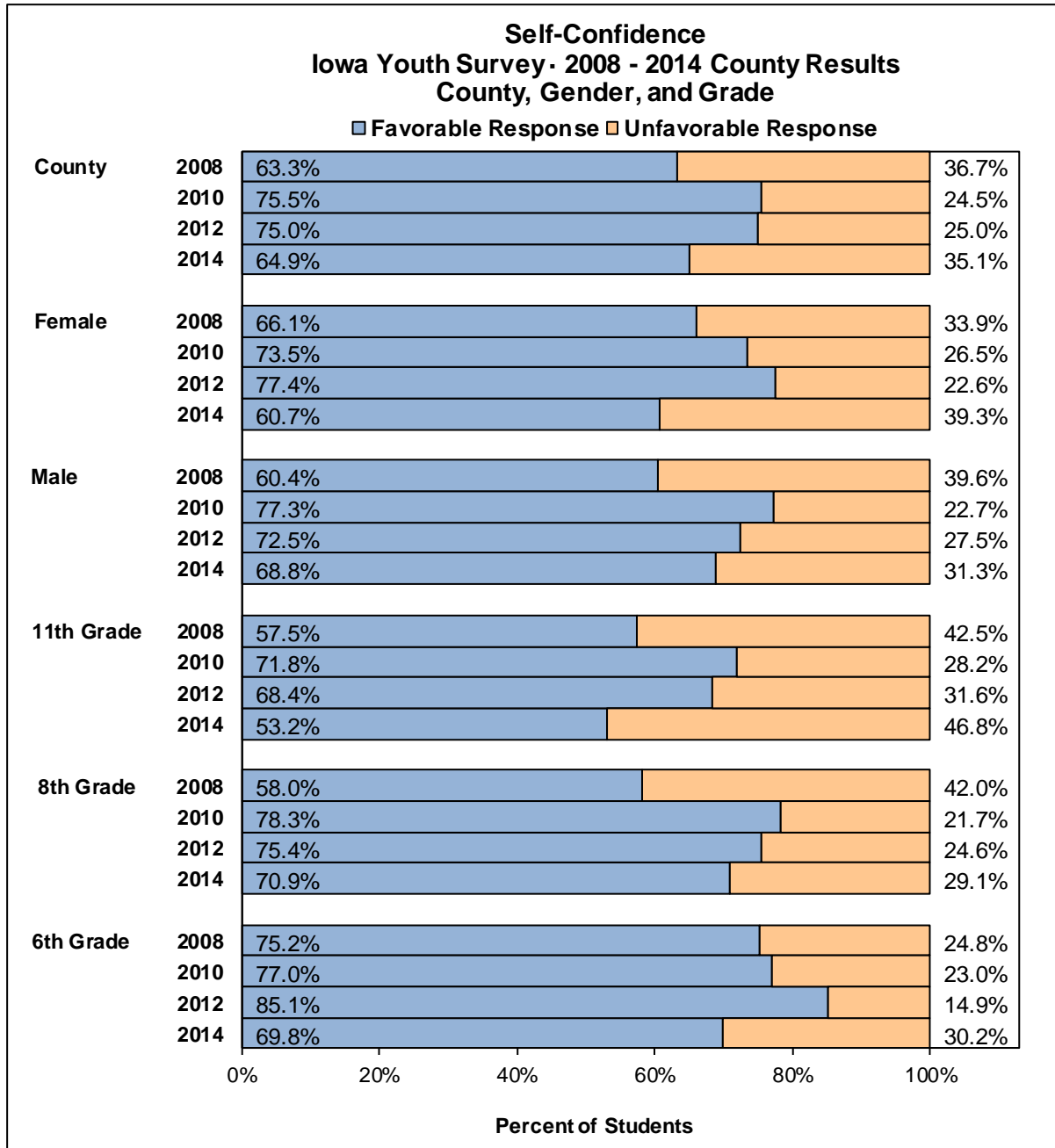
**Figure 40b. Empathy Construct: Gender by Grade**



Three IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: it is important to help other people; I care about other peoples' feelings; I feel sorry for people who have things stolen or damaged? Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Self-Confidence

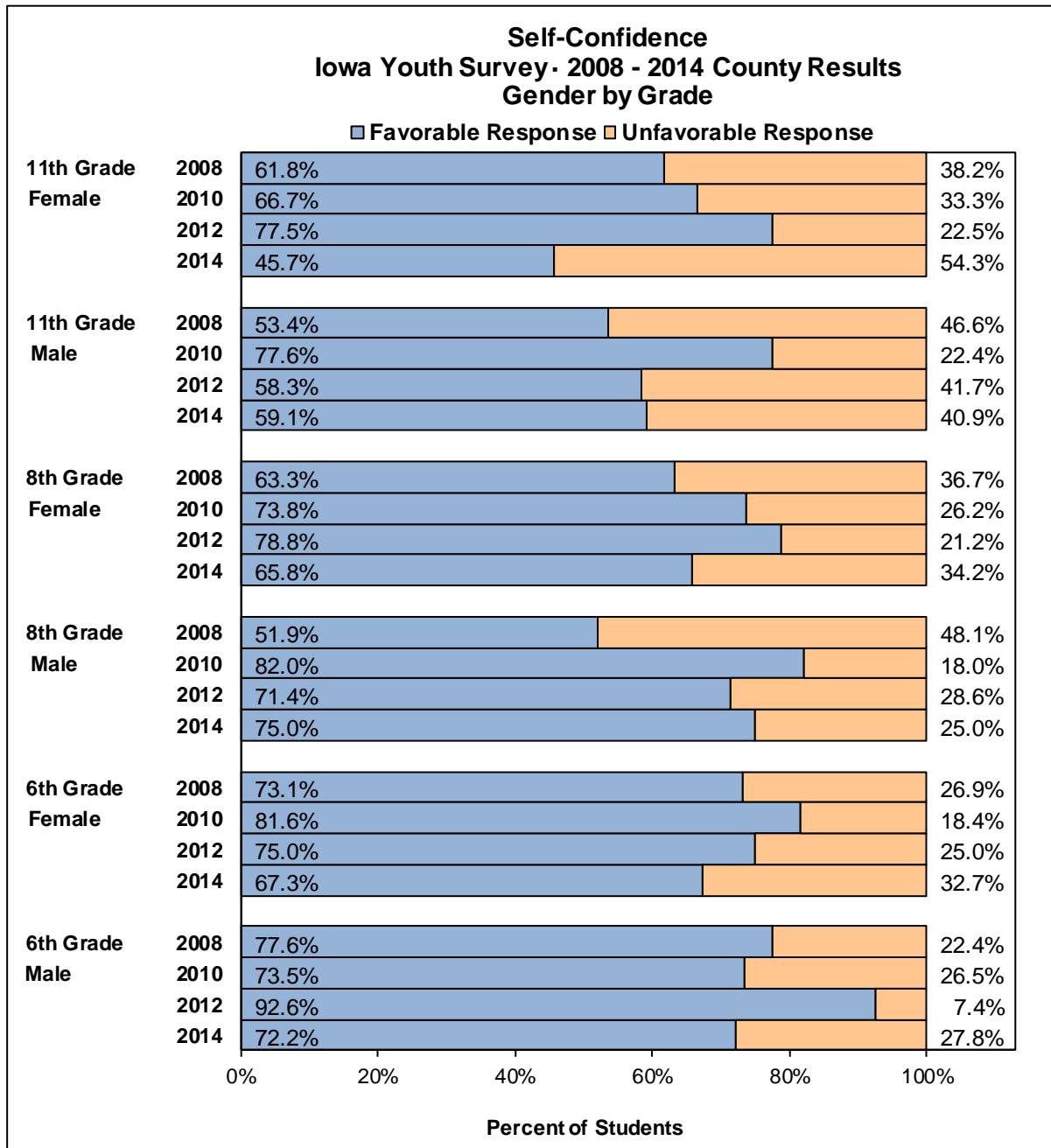
**Figure 41a. Self-Confidence Construct: County, Gender, Grade**



*Four IYS questions are utilized in this construct:* How much do you agree or disagree that each of the following statements is true: I accept responsibility for my actions when I make a mistake or get into trouble; I am good at making friends; when I have problems, I am good at finding ways to fix them; I think things through carefully before I make a decision? *Response coding:* “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.



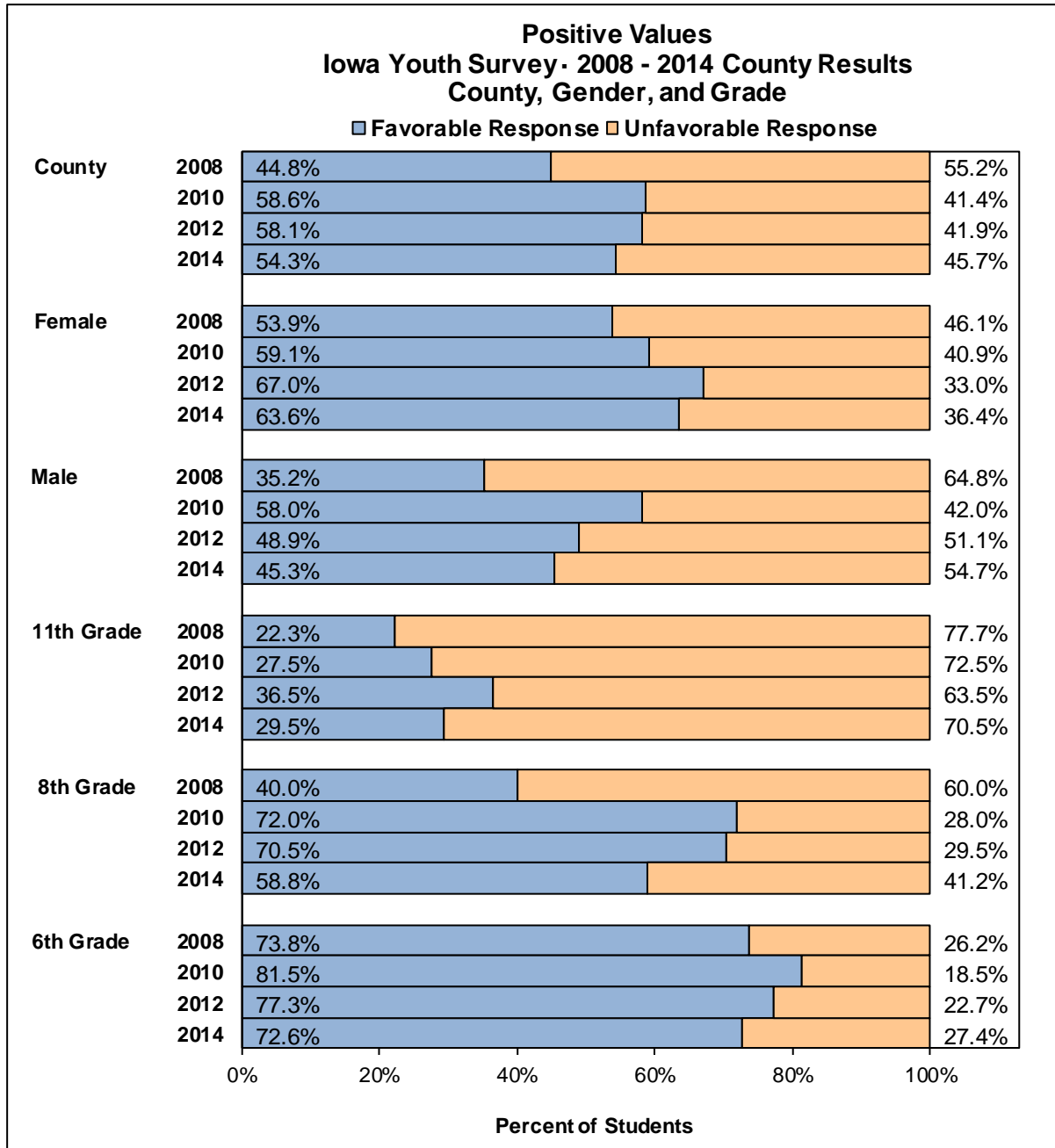
**Figure 41b. Self-Confidence Construct: Gender by Grade**



Four IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: I accept responsibility for my actions when I make a mistake or get into trouble; I am good at making friends; when I have problems, I am good at finding ways to fix them; I think things through carefully before I make a decision? Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

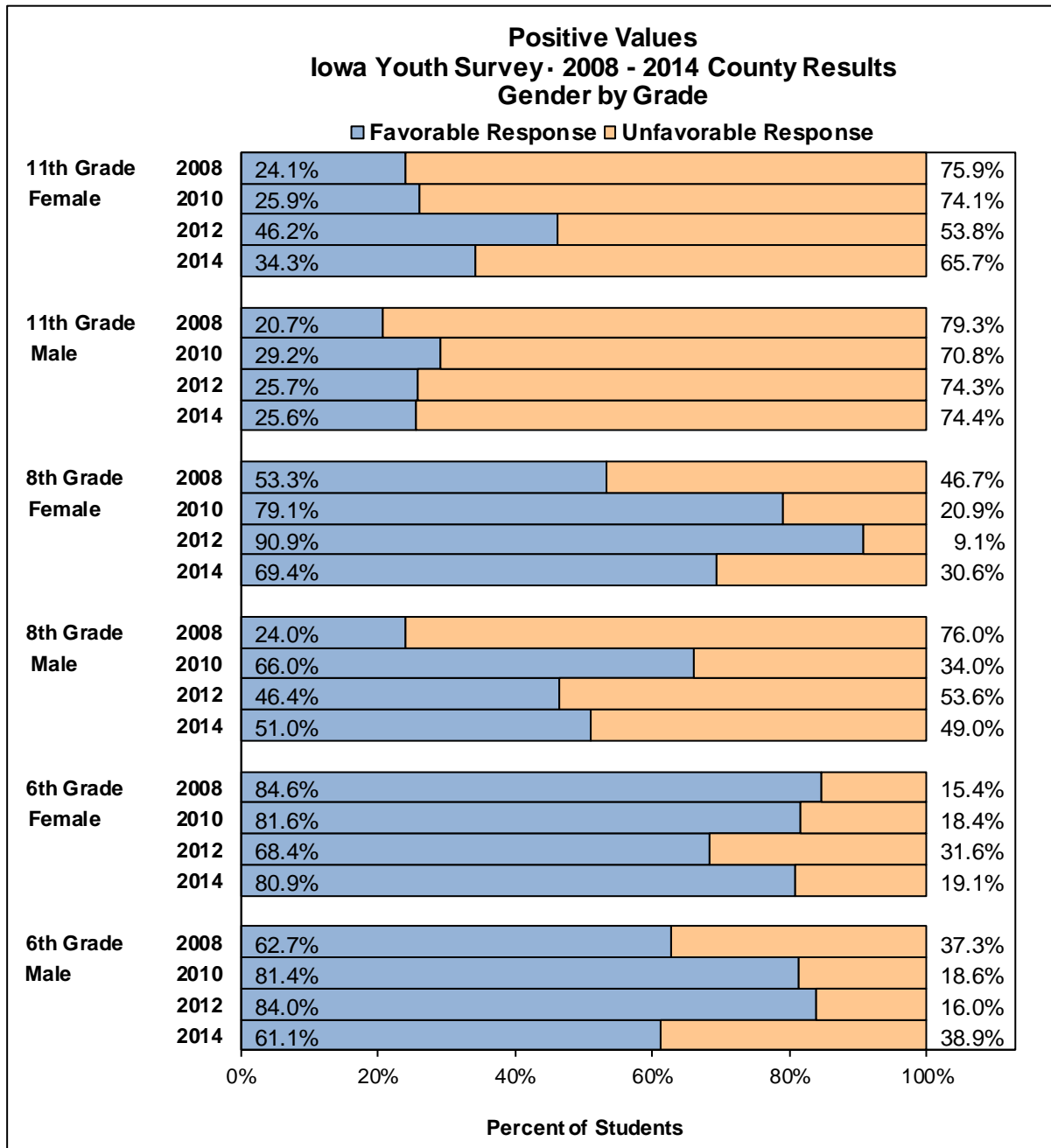
Positive Values

**Figure 42a. Positive Values Construct: County, Gender, Grade**



Four IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: violence is the worst way to solve problems; it is against my values to have sex as a teenager; it is important to tell the truth; it is against my values to use alcohol and drugs as a teenager? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

Figure 42b. Positive Values Construct: Gender by Grade



Four IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: violence is the worst way to solve problems; it is against my values to have sex as a teenager; it is important to tell the truth; it is against my values to use alcohol and drugs as a teenager? *Response coding:* "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

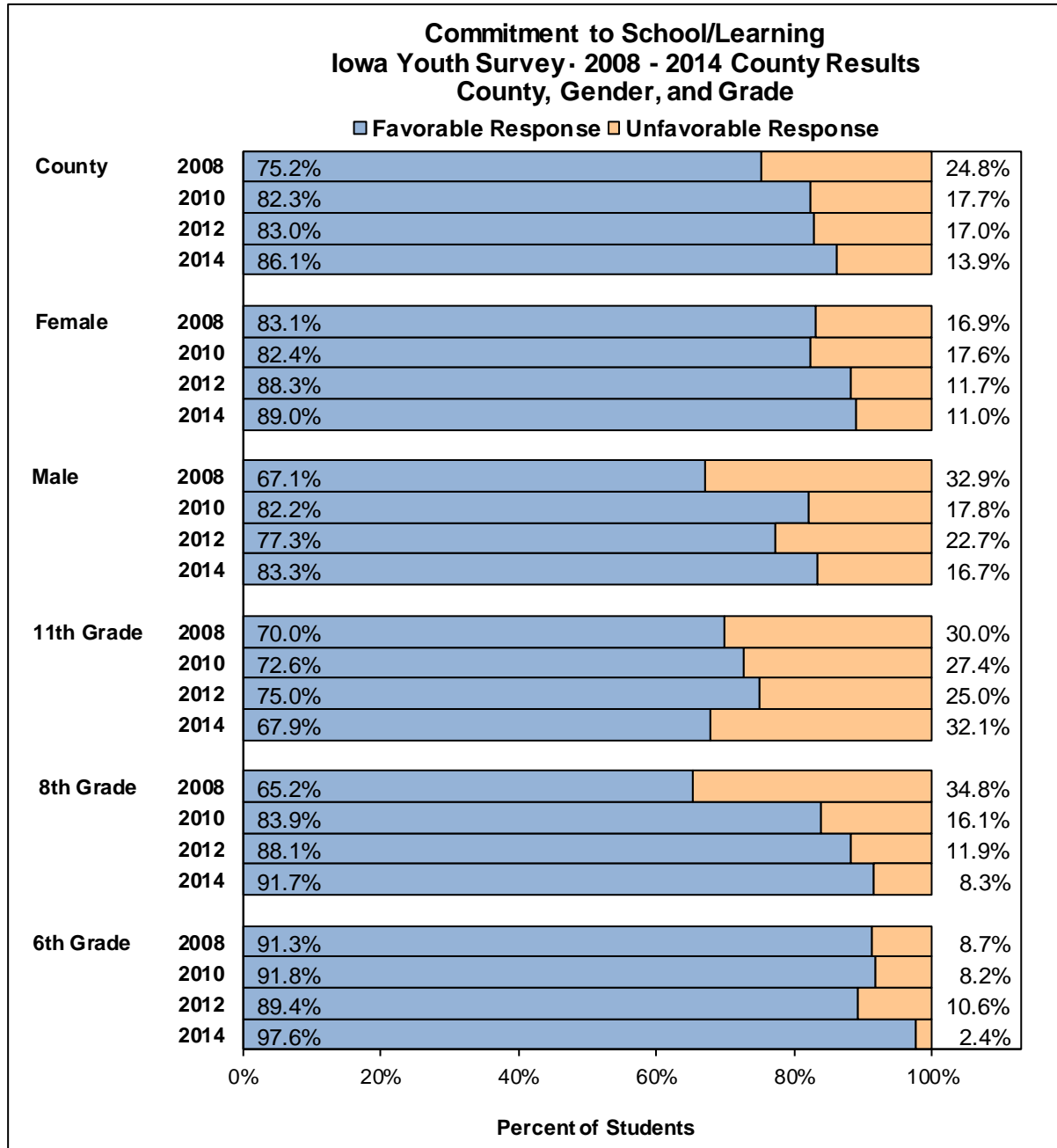
**Domain V: Youth Successful in School**

There is one construct within the Youth Successful in School Domain:

- Commitment to School/Learning

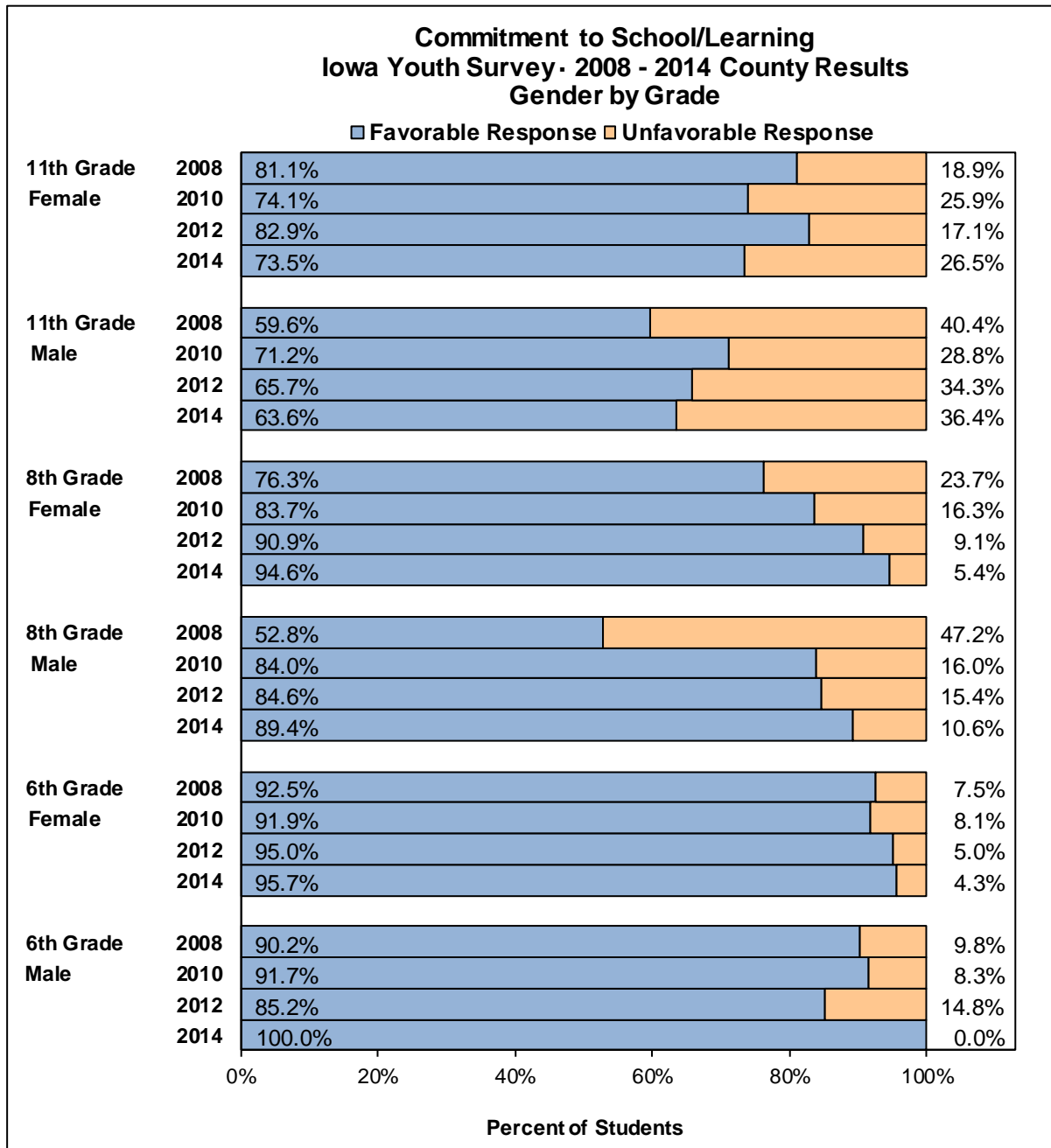
Commitment to School/Learning

**Figure 43a. Commitment to School/Learning Construct: County, Gender, Grade**



Four IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: I care about my school; I try to do my best in school; I plan to finish high school; I do the homework that is assigned? Response coding: “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

**Figure 43b. Commitment to School/Learning Construct: Gender by Grade**



Four IYS questions are utilized in this construct: How much do you agree or disagree that each of the following statements is true: I care about my school; I try to do my best in school; I plan to finish high school; I do the homework that is assigned? Response coding: "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable

## **Domain VI: Bullying**

There is one construct within the Bullying domain (Figures 44a and 44b displayed on the following pages):

- Bullying

*Additional Information:* Questions were added to the Iowa Youth Survey which pertain to this construct. However, those items were not included in the construct to maintain continuity with previous reports. The relevant questions are:

In the last 30 days, how many times have you been bullied at school in the ways listed?

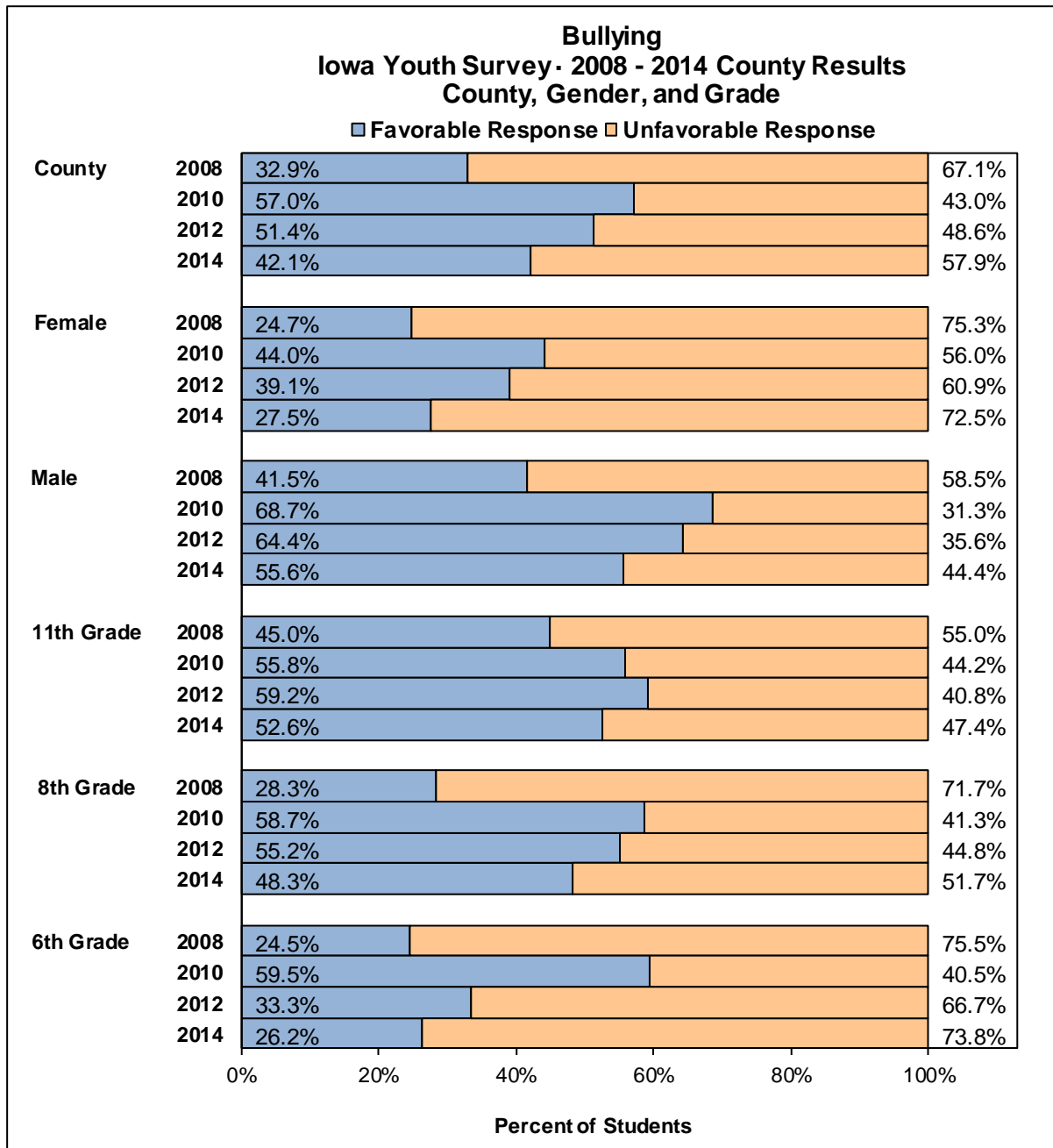
I was made fun of because of my sexual orientation or gender identity;

Something hurtful has been shared about me on social media (Facebook, Twitter, Snapchat, etc.).

In the last 30 days, how many times have you bullied someone else at school?

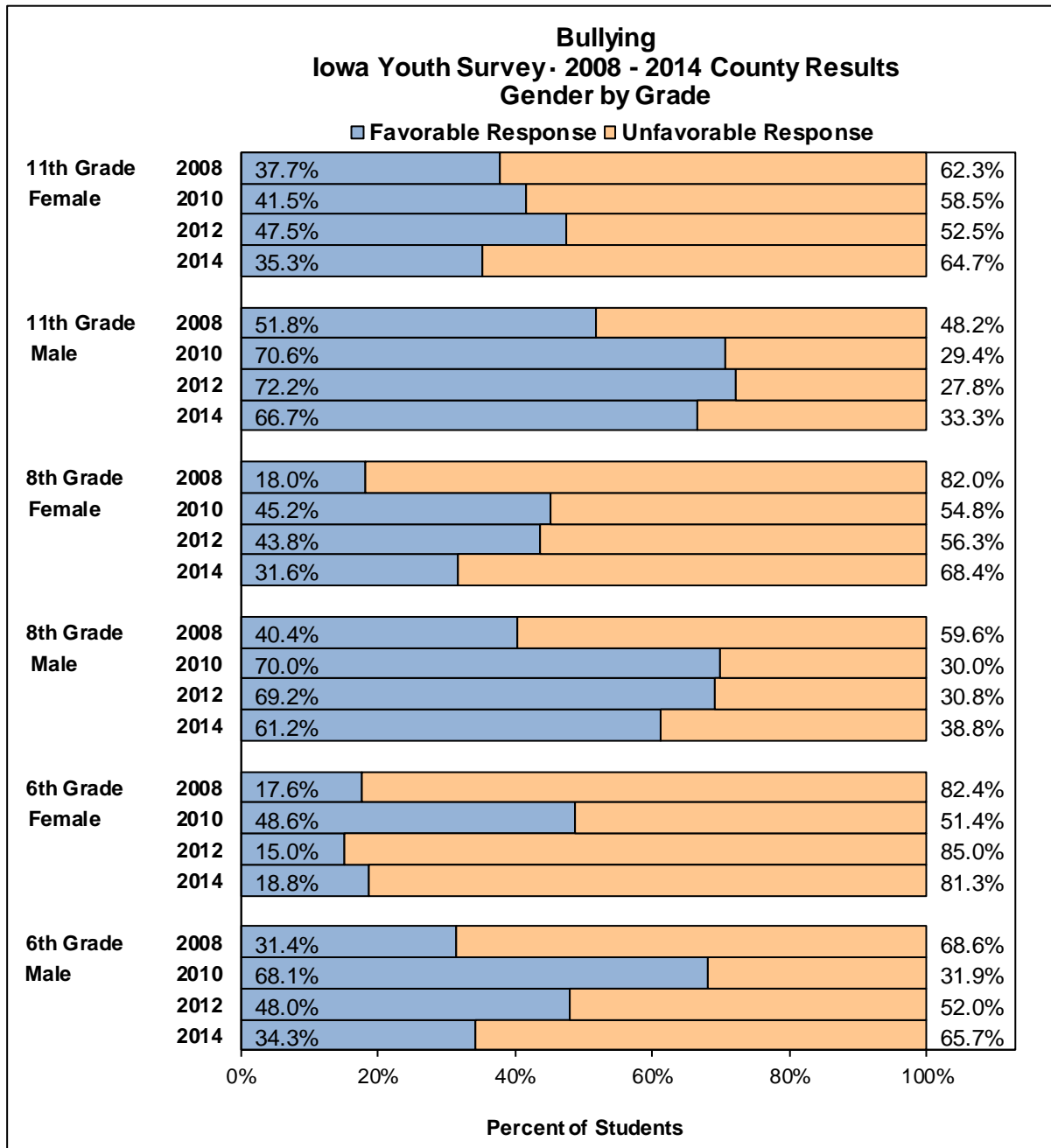
Bullying

**Figure 44a. Bullying Construct: County, Gender, Grade**



*Eight IYS questions are utilized in this construct:* In the last 30 days, how many times have you been bullied at school in the ways listed: I was called names, was made fun of, or teased in a hurtful way; other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me; I was hit, kicked, pushed, shoved around, or locked indoors; other students told lies, spread false rumors about me, and tried to make others dislike me; I was made fun of because of my race or color; I was made fun of because of my religion; other students made sexual jokes, comments, or gestures that hurt my feelings; I have received a threatening or hurtful message from another student in an email, on a website, on a cell phone, from pager text messaging, in an internet chat room, or in instant messaging. *Response coding:* "0 times" is coded as favorable and any response indicating one or more times of being bullied is coded as unfavorable.

**Figure 44b. Bullying Construct: Gender by Grade**



*Eight IYS questions are utilized in this construct:* In the last 30 days, how many times have you been bullied at school in the ways listed: I was called names, was made fun of, or teased in a hurtful way; other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me; I was hit, kicked, pushed, shoved around, or locked indoors; other students told lies, spread false rumors about me, and tried to make others dislike me; I was made fun of because of my race or color; I was made fun of because of my religion; other students made sexual jokes, comments, or gestures that hurt my feelings; I have received a threatening or hurtful message from another student in an email, on a website, on a cell phone, from pager text messaging, in an internet chat room, or in instant messaging. *Response coding:* "0 times" is coded as favorable and any response indicating one or more times of being bullied is coded as unfavorable.



## Appendix A. Background of Iowa Youth Survey

Prior to 1999, the IYS was given to a sample of students in 6th, 8th, 10th, and 12th grades from approximately one-third of Iowa's public school districts.

### 1999

- The 1999 IYS was different from previous years in both the procedures used to implement the survey and the students who were asked to participate. Beginning in 1999, IYS participation was sought from *all* students in grades 6, 8, and 11 attending public school districts, as well as from students aged 14 to 18 years in alternative programs. This change made it possible to provide youth development data for each participating school district and each county in which participating students reside. The change also made it more feasible to use IYS results to aid in assessing outcomes of community and school youth development programs. It is important to note the change in the grade levels made in 1999 restricts direct comparisons with survey data collected prior to 1999 to grades 6 and 8, and to the schools that participated in those surveys.
- IYS questionnaires were completed on paper by students.
- The 1999 IYS contained 181 questions and the validated record count was 85,426.

### 2002

- Beginning in 2002, IYS participation was sought to include all non-public schools. This change was made to more accurately reflect the attitudes and perceptions of all Iowa students in grades 6, 8, and 11, not just those attending public schools. Data collected from students attending non-public schools are included in the 2002 and later reports.
- Prior to the 2002 IYS, a committee of state-level planners participated in an interactive process to identify key youth development-related constructs which provide a summary of the data collected within nine framework domains. The data were combined for selected questions and presented in figures in the 2002 trend reports.
- The 2002 IYS contained 191 questions and the validated record count was 96,849.

### 2005

- A section containing 34 constructs, within nine framework domains, were included in 2005 IYS reports.
- The 2005 IYS contained 190 questions and the validated record count was 98,104.

### 2008

- In 2008, a change in the method used to conduct the survey took place. All 2008 Iowa Youth Surveys were conducted via the internet and completed by students online through an electronic survey tool (SurveyMonkey) administered by Iowa Department of Administrative Services in conjunction with Iowa Department of Public Health. To ensure a smooth transition for this new procedure, an online pilot test took place in 2007 involving nine school districts.
- The 2008 IYS contained 198 questions and the validated record count was 97,741.

### 2010

- Following the 2008 IYS, the decision was made to change the IYS completion schedule from every three years to every two years, this began in 2010. Also in 2010, changes in funding mechanisms reduced the incentive for school districts to participate in the IYS. Due to these changes, fewer school districts initially signed up to participate. To try to increase the number of participating districts, IDPH re-opened the IYS to accommodate additional

districts, changing the close of the IYS data collection period from October to December. Approximately 7.5% of the total number of records were collected during the later time period. Analyses indicated data from the districts that completed the IYS in the second administration period tended to be significantly different than data collected during the traditional IYS collection period, although only by a few percentage points. This difference could be due to the different collection periods. Alternative reasons include, but are not limited to, differences in participants' age between the collection periods, differences in the districts that participated later, or geographic distribution across the state.

- In 2010, eight constructs were eliminated due to component questions either being eliminated or changed significantly, resulting in 26 construct figures in 2010 reports. This change also eliminated one framework domain.
- The 2010 IYS contained 220 questions and the validated record count was 78,382.

#### *2012*

- In 2012 in an effort to reduce the amount of time it took younger students to complete the IYS, modifications were made to the structure of the survey without changing the content. Skip questions were introduced for questions related to alcohol, tobacco, and marijuana use, as well as gambling and suicidal ideations.
- Prior to 2012, weights were generated based on enrollment data and were only applied to the columns totaling all grades. This process was discontinued in 2012 for a number of reasons including, but not limited to: 1) it shortened the amount of time necessary to generate reports; 2) weights were sometimes interpreted incorrectly by readers; and 3) weights normally had a minor impact on reported data and no effect on the percentages in individual grades.
- In 2012, eight constructs were eliminated due to component questions either being eliminated or changed significantly. This change also eliminated one framework domain.
- The 2012 IYS contained 211 questions and the validated record count was 70,770.

#### *2014*

- In 2014, three constructs were eliminated due to component questions either being eliminated or changed significantly. This change also eliminated one framework domain.
- The 2014 IYS contained 219 questions and the validated record count was 77,139.