



Prevention Research Center for Healthy Neighborhoods  
at Case Western Reserve University

# 2019 Cuyahoga County Youth Risk Behavior Survey: Positive Youth Development

## Introduction

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The Prevention Research Center for Healthy Neighborhoods (PRCHN) at Case Western Reserve University has administered the Youth Risk Behavior Survey (YRBS) in school districts throughout Cuyahoga County since 2000. The YRBS is a cross-sectional tool developed by the Centers for Disease Control and Prevention (CDC) to track adolescent risk behavior over time. In fall of 2019, the PRCHN conducted the YRBS among 9<sup>th</sup> through 12<sup>th</sup> grade students in Cuyahoga County high schools. A more detailed description of the methodology is available at our website, [www.prchn.org/YRBSDataCollectionAnalysis.aspx](http://www.prchn.org/YRBSDataCollectionAnalysis.aspx).

This brief report presents results from the 2019 Cuyahoga County High School Youth Risk Behavior Survey, with a particular focus on Positive Youth Development. In this brief report, we present:

- [Overall Prevalence](#)
- [Demographic Prevalence](#)
- [Trend Report](#)

Data for similar behaviors can be found at our website, [www.prchn.org/yrbs\\_home.aspx](http://www.prchn.org/yrbs_home.aspx).

## Positive Youth Development

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In order for youth to transition successfully into adulthood, it is important to ensure they are engaged in their communities, schools, organizations, and families. Developmental assets are “building blocks” that may decrease risk behavior and increase the likelihood of a successful transition in adolescents. Developmental assets are commonly grouped into external and internal assets. External assets include: support, empowerment, boundaries and expectations, and constructive use of time. Internal assets include: commitment to learning, positive values, social competencies, and positive identity.<sup>i</sup>

Sleep is also an important dimension to adolescent health. Most adolescents need slightly more than 9 hours of sleep each night, although this varies slightly among individuals.<sup>ii</sup> Adolescents who consistently get less than 8 hours of sleep lose the last two hours of sleep, which are the most important for storing new information.<sup>iii</sup> Sleep deprivation can affect school performance through lower grades; decreased alertness and concentration; and an increase in anger, impulsivity, and sadness.<sup>iv</sup>

## Overall Prevalence

The following table summarizes positive youth development among the 15,350 high school students who completed the 2019 Cuyahoga County YRBS. Prevalence estimates and 95% confidence intervals were computed for all dichotomous variables. The 2019 Ohio Youth Risk Behavior Survey prevalence for shared variables is also shown. A statistically significant difference exists between groups if the 95% confidence intervals do not overlap.

Risk Behavior	Cuyahoga County % (95% Confidence Interval)	Ohio % (95% Confidence Interval)
<b>Spent at least 1 day in clubs or organizations outside of school</b> (During the 7 days before the survey.)	52.0 (50.3 - 53.7)	51.0 (44.0 - 57.9)
<b>Spent at least 1 hour helping other people without getting paid to make one's community a better place for people to live</b> (During the 7 days before the survey.)	39.3 (38.0 - 40.6)	n/a
<b>Parents talk with student about school almost every day</b>	50.8 (49.3 - 52.3)	n/a
<b>Students help decide what goes on in school</b> (Agree and strongly agree.)	47.8 (46.6 - 49.1)	n/a
<b>Students feel like they matter to people in their community</b> (Agree and strongly agree.)	42.3 (41.2 - 43.5)	n/a
<b>Students feel close to people at their school</b> (Agree and strongly agree.)	62.7 (61.4 - 63.9)	n/a
<b>Obtained 8 or more hours of sleep</b> (On an average school night.)	21.5 (20.5 - 22.6)	19.1 (16.2 - 22.4)
<b>Had a supportive adult</b> (One or more adults, other than a parent, who student would feel comfortable seeking help from if there was an important issue or question affecting their life.)	77.8 (76.8 - 78.8)	75.8 (68.8 - 81.6)
<b>Described their grades in school as A's and B's</b> (During the 12 months before the survey.)	78.6 (77.2 - 79.9)	77.3 (69.2 - 83.8)

## Demographic Prevalence

The tables below allow for further comparisons of positive youth development between demographic groups. Data are presented by gender, race/ethnicity, grade level, and sexual identity. In following tables, LGB stands for lesbian, gay, or bisexual. A statistically significant difference exists between groups if the 95% confidence intervals do not overlap.

Spent at least 1 day in clubs or organizations outside of school			
Category	%	CI	
<b>Gender</b>			
Female	56.0	54.0	57.9
Male	48.0	45.9	50.1
<b>Race/Ethnicity</b>			
White	56.1	53.5	58.7
Black	46.4	44.3	48.4
Hispanic	44.3	41.4	47.2
Other/Multiple	61.9	57.8	65.8
<b>Grade</b>			
9th	51.7	48.9	54.6
10th	52.8	49.9	55.7
11th	52.3	48.8	55.7
12th	51.1	46.9	55.3
<b>Sexual Identity</b>			
Heterosexual	51.5	49.7	53.3
LGB	55.3	52.1	58.5
Not sure	50.8	45.1	56.6
<b>Total</b>	<b>52.0</b>	<b>50.3</b>	<b>53.7</b>

Spent at least 1 hour helping other people without getting paid to make one's community a better place for people to live			
Category	%	CI	
<b>Gender</b>			
Female	41.5	39.6	43.4
Male	37.0	35.3	38.8
<b>Race/Ethnicity</b>			
White	38.2	36.2	40.1
Black	40.8	38.9	42.8
Hispanic	42.2	39.6	44.8
Other/Multiple	37.4	33.8	41.2
<b>Grade</b>			
9th	38.4	35.9	40.9
10th	39.2	37.0	41.4
11th	37.0	34.5	39.7
12th	42.3	38.8	45.8
<b>Sexual Identity</b>			
Heterosexual	39.5	38.1	41.0
LGB	38.8	35.8	41.9
Not sure	35.8	30.7	41.1
<b>Total</b>	<b>39.3</b>	<b>38.0</b>	<b>40.6</b>

Parents talk with student about school almost every day			
Category	%	CI	
<b>Gender</b>			
Female	49.8	47.9	51.6
Male	52.0	50.0	54.0
<b>Race/Ethnicity</b>			
White	54.2	51.8	56.5
Black	47.0	44.9	49.0
Hispanic	44.8	41.9	47.8
Other/Multiple	47.0	43.2	50.8
<b>Grade</b>			
9th	55.3	53.4	57.2
10th	53.3	51.0	55.6
11th	50.0	47.1	52.8
12th	44.3	40.5	48.2
<b>Sexual Identity</b>			
Heterosexual	52.3	50.6	53.9
LGB	42.0	39.2	44.8
Not sure	49.4	43.8	55.1
<b>Total</b>	<b>50.8</b>	<b>49.3</b>	<b>52.3</b>

Students help decide what goes on in school			
Category	%	CI	
<b>Gender</b>			
Female	48.7	47.0	50.4
Male	47.1	45.2	49.0
<b>Race/Ethnicity</b>			
White	46.9	45.1	48.8
Black	49.4	47.4	51.4
Hispanic	50.8	47.8	53.8
Other/Multiple	42.1	38.6	45.7
<b>Grade</b>			
9th	49.9	47.6	52.1
10th	48.3	46.3	50.3
11th	46.9	43.7	50.2
12th	46.3	43.9	48.6
<b>Sexual Identity</b>			
Heterosexual	49.4	48.1	50.8
LGB	42.0	39.0	45.1
Not sure	36.7	32.0	41.7
<b>Total</b>	<b>47.8</b>	<b>46.6</b>	<b>49.1</b>

Students feel like they matter to people in their community			
Category	%	CI	
<b>Gender</b>			
Female	37.5	35.9	- 39.2
Male	47.3	45.6	- 49.1
<b>Race/Ethnicity</b>			
White	45.0	43.5	- 46.6
Black	38.6	36.7	- 40.5
Hispanic	39.9	37.2	- 42.8
Other/Multiple	43.9	40.0	- 47.8
<b>Grade</b>			
9th	43.1	40.7	- 45.5
10th	41.8	39.3	- 44.4
11th	42.9	40.4	- 45.5
12th	41.6	39.2	- 44.0
<b>Sexual Identity</b>			
Heterosexual	45.5	44.3	- 46.8
LGB	26.8	24.1	- 29.6
Not sure	31.5	26.3	- 37.2
<b>Total</b>	<b>42.3</b>	<b>41.2</b>	<b>- 43.5</b>

Students feel close to people at their school			
Category	%	CI	
<b>Gender</b>			
Female	59.3	57.6	- 61.0
Male	66.1	64.2	- 67.9
<b>Race/Ethnicity</b>			
White	67.1	65.3	- 68.9
Black	57.3	55.5	- 59.1
Hispanic	56.7	53.8	- 59.5
Other/Multiple	62.6	58.9	- 66.1
<b>Grade</b>			
9th	64.8	62.6	- 66.9
10th	65.5	62.8	- 68.1
11th	60.6	57.7	- 63.3
12th	59.9	57.0	- 62.7
<b>Sexual Identity</b>			
Heterosexual	65.0	63.7	- 66.3
LGB	53.1	49.8	- 56.3
Not sure	49.2	43.2	- 55.2
<b>Total</b>	<b>62.7</b>	<b>61.4</b>	<b>- 63.9</b>

Obtained 8 or more hours of sleep			
Category	%	CI	
<b>Gender</b>			
Female	19.9	18.6	- 21.1
Male	23.2	21.6	- 24.8
<b>Race/Ethnicity</b>			
White	22.1	20.5	- 23.7
Black	20.8	19.4	- 22.3
Hispanic	24.2	21.7	- 26.9
Other/Multiple	16.4	13.9	- 19.1
<b>Grade</b>			
9th	26.4	24.7	- 28.3
10th	22.1	19.9	- 24.3
11th	19.9	17.9	- 22.1
12th	17.0	14.9	- 19.3
<b>Sexual Identity</b>			
Heterosexual	22.2	21.0	- 23.4
LGB	16.6	14.5	- 18.9
Not sure	23.7	19.2	- 29.0
<b>Total</b>	<b>21.5</b>	<b>20.5</b>	<b>- 22.6</b>

Had a supportive adult			
Category	%	CI	
<b>Gender</b>			
Female	79.2	77.8	- 80.4
Male	76.6	75.0	- 78.1
<b>Race/Ethnicity</b>			
White	80.0	78.5	- 81.4
Black	75.5	73.8	- 77.1
Hispanic	75.0	72.5	- 77.3
Other/Multiple	75.0	71.7	- 78.1
<b>Grade</b>			
9th	76.5	74.7	- 78.2
10th	78.6	76.6	- 80.4
11th	78.3	76.0	- 80.4
12th	78.4	76.3	- 80.4
<b>Sexual Identity</b>			
Heterosexual	79.2	78.1	- 80.3
LGB	74.0	70.8	- 76.9
Not sure	64.6	59.1	- 69.7
<b>Total</b>	<b>77.8</b>	<b>76.8</b>	<b>- 78.8</b>

Described their grades in school as A's and B's			
Category	%	CI	
<b>Gender</b>			
Female	83.2	81.8	- 84.6
Male	73.9	71.9	- 75.7
<b>Race/Ethnicity</b>			
White	85.1	83.2	- 86.8
Black	69.8	67.7	- 71.9
Hispanic	64.4	61.0	- 67.7
Other/Multiple	82.7	79.9	- 85.2
<b>Grade</b>			
9th	76.2	73.2	- 79.0
10th	77.8	74.4	- 80.9
11th	79.9	76.2	- 83.1
12th	81.1	78.3	- 83.7
<b>Sexual Identity</b>			
Heterosexual	79.2	77.7	- 80.6
LGB	74.8	71.8	- 77.5
Not sure	78.7	73.4	- 83.2
<b>Total</b>	<b>78.6</b>	<b>77.2</b>	<b>- 79.9</b>

## Cuyahoga County Trend Data

The following table presents the prevalence of positive youth development among Cuyahoga County high school students in 2011, 2013, 2015, 2017, and 2019. The prevalence for each year is given (when available), with 95% confidence intervals below.

Cuyahoga County, 2011	Cuyahoga County, 2013	Cuyahoga County, 2015	Cuyahoga County, 2017	Cuyahoga County, 2019
<b>Spent at least 1 day in clubs or organizations outside of school</b> (During the 7 days before the survey.)				
56.7 (55.3 - 58.1)	52.0 (50.3 - 53.7)	51.0 (49.1 - 52.9)	49.8 (48.5 - 51.1)	52.0 (50.3 - 53.7)
<b>Spent at least 1 hour helping other people without getting paid to make one's community a better place for people to live</b> (During the 7 days before the survey.)				
42.7 (41.3 - 44.1)	39.4 (38.1 - 40.7)	n/a	39.1 (38.1-40.2)	39.3 (38.0 - 40.6)
<b>Parents talk with student about school almost every day</b>				
55.7 (54.4 - 57.0)	54.7 (53.3 - 56.0)	54.4 (52.7 - 56.2)	50.6 (49.5 - 51.8)	50.8 (49.3 - 52.3)
<b>Students help decide what goes on in school</b> (Agree and strongly agree.)				
48.9 (47.5 - 50.2)	45.3 (44.1 - 46.6)	n/a	49.8 (48.7 - 50.9)	47.8 (46.6 - 49.1)
<b>Students feel like they matter to people in their community</b> (Agree and strongly agree.)				
40.8 (39.5 - 42.1)	37.9 (36.6 - 39.2)	47.1 (45.0 - 49.2)	43.6 (42.3 - 45.0)	42.3 (41.2 - 43.5)
<b>Obtained 8 or more hours of sleep</b> (On an average school night.)				
26.6 (25.4 - 27.8)	n/a	20.4 (19.1 - 21.7)	20.1 (19.2 - 21.1)	21.5 (20.5 - 22.6)
<b>*Had a supportive adult</b> (One or more adults, other than a parent, who student would feel comfortable seeking help from if there was an important issue or question affecting their life.)				
84.8 (83.8 - 85.8)	80.8 (79.9 - 81.7)	82.0 (80.8 - 83.1)	77.2 (76.2 - 78.3)	77.8 (76.8 - 78.8)
<b>**Ate dinner with family</b> (On 1 or more days of the 7 days before the survey.)				
82.1 (81.0 - 83.2)	81.9 (80.8 - 83.0)	n/a	n/a	n/a
<b>**Ate at least 1 meal with family</b> (On 1 or more days of the 7 days before the survey.)				
n/a	n/a	81.4 (79.7 - 82.9)	n/a	n/a
<b>Described their grades in school as A's and B's</b> (During the 12 months before the survey.)				
66.6 (64.9 - 68.3)	72.1 (70.5 - 73.6)	76.6 (74.7 - 78.3)	76.3 (75.0 - 77.5)	78.6 (77.2 - 79.9)

\* In 2011, the supportive adult item included parents as "one or more adults"

\*\* Ate dinner with family was revised in 2015 to include all meals. Both items are included in this table.



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<sup>i</sup> Leffert, N. Benson, P.L., Scales, P.C., Sharma, A., Drake, D., Blyth, D.A. (1998). Developmental assets: Measurement and prediction at-risk behaviors among adolescents. *Appl Dev Sci.* 2(4):209-230.

<sup>ii</sup> Touitou, Y., Touitou, D., Reinberg, A. (2016). Disruption of adolescents' circadian clock: The vicious circle of media use, exposure to light at night, sleep loss, and risk behaviors. *J Physiology Paris* 110(4B):467-479.

<sup>iii</sup> Boyce, R., Williams, S., Adamantidis, A. (2017). REM sleep and memory. *Curr Opin Nuerobiol.* 44: 167-177.

<sup>iv</sup> Shochat, T., Cohen-Zion, M., Tzischinsky, O. (2014). Functional consequences of inadequate sleep in adolescents: A systematic review. *Sleep Medicine Review.* 18(1):75-87.