



Prevention Research Center for Healthy Neighborhoods
at Case Western Reserve University

2017 Cuyahoga County Youth Risk Behavior Survey: Positive Youth Development

Introduction

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 spring of 2017, the PRCHN conducted the YRBS among 9th through 12th grade students in Cuyahoga County high schools. A more detailed description of the methodology is available at our website, www.prchn.org/YRBSDataCollectionAnalysis.aspx.

This brief report presents results from the 2017 Cuyahoga County High School Youth Risk Behavior Survey, with a particular focus on Positive Youth Development. In this brief report, we present:

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

Data for similar behaviors can be found at our website, www.prchn.org/yrbs_home.aspx.

Positive Youth Development

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.ⁱ

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.ⁱⁱ 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.ⁱⁱⁱ Sleep deprivation can affect school performance through lower grades; decreased alertness and concentration; and an increase in anger, impulsivity, and sadness.^{iv}

Overall Prevalence

The following table summarizes positive youth development among the 13,907 high school students who completed the 2017 Cuyahoga County YRBS. Prevalence estimates and 95% confidence intervals were computed for all dichotomous variables.

Risk Behavior	% (95% Confidence Interval)
Spent at least 1 day in clubs or organizations outside of school (During the 7 days before the survey.)	49.8 (48.5-51.1)
Spent at least 1 hour helping other people without getting paid to make one's community a better place for people to live (During the 7 days before the survey.)	39.1 (38.1-40.2)
Parents talk with student about school almost every day	50.6 (49.5-51.8)
Students help decide what goes on in school (Agree and strongly agree.)	49.8 (48.7-50.9)
Students feel like they matter to people in their community (Agree and strongly agree.)	43.6 (42.3-45.0)
Obtained 8 or more hours of sleep (On an average school night.)	20.1 (19.2-21.1)
Had a supportive adult (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.)	77.2 (76.2-78.3)
Described their grades in school as A's and B's (During the 12 months before the survey.)	76.3 (75.0-77.5)

Regional Prevalence

The table below represents positive youth development in the six regions of Cuyahoga County. This division was conducted to provide a geographic representation of the prevalence of different risk behaviors in Cuyahoga County. In 2017, we were able to weight to 5 of 6 regions in Cuyahoga County. The column under Outer Ring—West does not include data because school participation within that region was insufficient to permit weighting.

Risk Behavior	CMSD-East % (95% CI)	CMSD-West % (95% CI)	Inner Ring-East % (95% CI)	Inner Ring-West % (95% CI)	Outer Ring-East % (95% CI)	Outer Ring-West % (95% CI)
Spent at least 1 day in clubs or organizations outside of school (During the 7 days before the survey.)	46.8 (44.3-49.3)	39.4 (36.6-42.2)	49.5 (47.0-51.9)	42.3 (39.9-44.8)	52.7 (49.5-55.8)	n/a
Spent at least 1 hour helping other people without getting paid to make one's community a better place for people to live (During the 7 days before the survey.)	41.9 (39.5-44.4)	38.9 (36.1-41.7)	37.1 (34.5-39.8)	37.8 (35.4-40.2)	38.8 (36.2-41.6)	n/a
Parents talk with student about school almost every day	48.2 (46.0-50.3)	43.1 (41.1-45.2)	46.3 (43.1-49.5)	47.1 (44.8-49.5)	57.4 (54.6-60.1)	n/a
Students help decide what goes on in school (Agree and strongly agree.)	48.4 (45.9-50.8)	49.7 (47.2-52.2)	49.9 (47.9-52.0)	48.9 (46.0-51.9)	46.5 (44.4-48.6)	n/a
Students feel like they matter to people in their community (Agree and strongly agree.)	43.4 (40.8-46.0)	40.4 (38.3-42.5)	42.3 (38.3-46.4)	39.6 (37.0-42.2)	45.4 (41.3-49.5)	n/a
Obtained 8 or more hours of sleep (On an average school night.)	20.2 (18.1-22.5)	21.1 (19.0-23.3)	18.8 (16.6-21.3)	20.9 (19.1-22.8)	20.6 (18.3-23.1)	n/a
Had a supportive adult (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.)	76.9 (74.9-78.9)	70.6 (68.2-72.9)	76.9 (74.6-79.0)	75.3 (72.9-77.5)	80.9 (78.3-83.2)	n/a
Described their grades in school as A's and B's (During the 12 months before the survey.)	68.3 (65.6-70.9)	65.7 (62.8-68.6)	73.3 (69.9-76.4)	66.1 (61.7-70.1)	84.2 (82.3-85.8)	n/a

Demographic Prevalence

The tables below allow for further comparisons of positive youth development between demographic groups. Data are presented by gender, race/ethnicity, and grade level. 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	
Gender			
Female	52.8	51.1	54.5
Male	46.9	45.3	48.5
Race/Ethnicity			
White	52.6	50.7	54.5
Black	46.6	44.8	48.3
Hispanic	42.7	39.5	45.9
Other/Multiple	53.7	48.3	59.0
Grade			
9th	48.7	46.6	50.9
10th	51.3	49.0	53.6
11th	50.6	47.8	53.4
12th	48.1	45.8	50.5
Total	49.8	48.5	51.1

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	
Gender			
Female	38.4	36.7	40.1
Male	39.9	38.3	41.5
Race/Ethnicity			
White	39.7	38.3	41.1
Black	38.2	36.4	40.0
Hispanic	38.7	35.8	41.7
Other/Multiple	40.8	36.2	45.6
Grade			
9th	36.6	34.9	38.4
10th	36.1	33.9	38.3
11th	42.0	39.9	44.2
12th	42.9	41.0	44.9
Total	39.1	38.1	40.2

Parents talk with student about school almost every day			
Category	%	CI	
Gender			
Female	51.2	49.3	53.0
Male	50.2	48.7	51.6
Race/Ethnicity			
White	54.6	52.9	56.2
Black	46.2	44.1	48.2
Hispanic	43.1	40.1	46.2
Other/Multiple	50.4	45.4	55.3
Grade			
9th	56.1	54.2	58.1
10th	51.5	49.0	53.9
11th	47.4	44.9	49.9
12th	46.7	44.2	49.1
Total	50.6	49.5	51.8

Students help decide what goes on in school			
Category	%	CI	
Gender			
Female	48.5	46.8	50.2
Male	51.1	49.6	52.7
Race/Ethnicity			
White	50.7	49.0	52.3
Black	49.5	47.7	51.2
Hispanic	44.4	41.3	47.5
Other/Multiple	47.3	42.3	52.2
Grade			
9th	49.3	47.4	51.3
10th	50.0	48.0	52.0
11th	49.7	47.4	52.0
12th	50.5	48.2	52.7
Total	49.8	48.7	50.9

Students feel like they matter to people in their community			
Category	%	CI	
Gender			
Female	37.5	35.9	39.2
Male	49.5	47.6	51.4
Race/Ethnicity			
White	46.6	45.0	48.2
Black	40.1	37.7	42.7
Hispanic	39.3	36.0	42.6
Other/Multiple	39.1	34.8	43.4
Grade			
9th	45.0	42.4	47.7
10th	41.6	39.5	43.7
11th	43.8	41.4	46.3
12th	44.5	41.9	47.2
Total	43.6	42.3	45.0

Obtained 8 or more hours of sleep			
Category	%	CI	
Gender			
Female	19.3	18.1	20.5
Male	20.9	19.6	22.4
Race/Ethnicity			
White	21.3	20.0	22.7
Black	18.3	16.8	20.0
Hispanic	19.6	17.5	21.9
Other/Multiple	20.9	17.6	24.6
Grade			
9th	25.5	23.7	27.5
10th	21.1	19.3	22.9
11th	17.3	15.1	19.7
12th	15.4	13.9	17.0
Total	20.1	19.2	21.1

Had a supportive adult			
Category	%	CI	
Gender			
Female	79.0	77.7	80.3
Male	75.7	73.9	77.3
Race/Ethnicity			
White	78.2	76.5	79.8
Black	77.0	75.4	78.5
Hispanic	71.6	68.9	74.2
Other/Multiple	74.2	70.5	77.7
Grade			
9th	77.7	75.8	79.6
10th	75.8	73.2	78.2
11th	78.3	76.5	80.0
12th	78.3	76.2	80.2
Total	77.2	76.2	78.3

Described their grades in school as mostly A's and B's			
Category	%	CI	
Gender			
Female	80.7	79.1	82.1
Male	72.1	70.3	73.8
Race/Ethnicity			
White	81.5	80.0	83.0
Black	69.7	67.6	71.6
Hispanic	64.3	60.5	67.9
Other/Multiple	79.0	75.1	82.4
Grade			
9th	76.8	74.2	79.3
10th	75.6	72.7	78.2
11th	76.6	74.3	78.7
12th	77.1	74.8	79.2
Total	76.3	75.0	77.5

Cuyahoga County Trend Data

The following table presents the prevalence of positive youth development among Cuyahoga County high school students in 2009, 2011, 2013, 2015, and 2017. The prevalence for each year is given (when available), with 95% confidence intervals below.

Cuyahoga County, 2009	Cuyahoga County, 2011	Cuyahoga County, 2013	Cuyahoga County, 2015	Cuyahoga County, 2017
Spent at least 1 day in clubs or organizations outside of school (During the 7 days before the survey.)				
n/a	56.7 (55.3-58.1)	52.0 (50.3-53.7)	51.0 (49.1-52.9)	49.8 (48.5-51.1)
Spent at least 1 hour helping other people without getting paid to make one's community a better place for people to live (During the 7 days before the survey.)				
n/a	42.7 (41.3-44.1)	39.4 (38.1-40.7)	n/a	39.1 (38.1-40.2)
Parents talk with student about school almost every day				
n/a	55.7 (54.4-57.0)	54.7 (53.3-56.0)	54.4 (52.7-56.2)	50.6 (49.5-51.8)
Students help decide what goes on in school (Agree and strongly agree.)				
n/a	48.9 (47.5-50.2)	45.3 (44.1-46.6)	n/a	49.8 (48.7-50.9)
Students feel like they matter to people in their community (Agree and strongly agree.)				
n/a	40.8 (39.5-42.1)	37.9 (36.6-39.2)	47.1 (45.0-49.2)	43.6 (42.3-45.0)
Obtained 8 or more hours of sleep (On an average school night.)				
28.1 (26.3-29.8)	26.6 (25.4-27.8)	n/a	20.4 (19.1-21.7)	20.1 (19.2-21.1)

Cuyahoga County, 2009	Cuyahoga County, 2011	Cuyahoga County, 2013	Cuyahoga County, 2015	Cuyahoga County, 2017
* Had a supportive adult (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.)				
86.8* (85.3-88.3)	84.8* (83.8-85.8)	80.8 (79.9-81.7)	82.0 (80.8-83.1)	77.2 (76.2-78.3)
**Ate dinner with family (On 1 or more days of the 7 days before the survey.)				
79.5 (76.8-82.2)	82.1 (81.0-83.2)	81.9 (80.8-83.0)	n/a	n/a
**Ate at least 1 meal with family (On 1 or more days of the 7 days before the survey.)				
n/a	n/a	n/a	81.4 (79.7-82.9)	n/a
Described their grades in school as A's and B's (During the 12 months before the survey.)				
68.5 (64.8-72.2)	66.6 (64.9-68.3)	72.1 (70.5-73.6)	76.6 (74.7-78.3)	76.3 (75.0-77.5)

*In 2009 and 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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