



Prevention Research Center for Healthy Neighborhoods
at Case Western Reserve University

2012 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 2012, the PRCHN conducted the YRBS among 7th and 8th grade students in Cuyahoga County middle schools. A more detailed description of the methodology is available at our website, <http://prchn.org/yrbs.aspx>.

This brief report presents results from the 2012 Cuyahoga County Middle 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, <http://prchn.org/yrbs.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}

Healthy People 2020

Where possible, the Cuyahoga County Youth Risk Behavior Survey (YRBS) data are compared to the Healthy People 2020 benchmarks.^v This allows us to consider Cuyahoga County's progress towards the 10-year national objectives aimed at improving the health of all Americans.

Healthy People 2020 Objectives	Cuyahoga County 2012
AH-2: Increase the proportion of adolescents who participate in extracurricular and/or out-of-school activities to at least 90.8%	60.3% of Cuyahoga County middle school students reported participating in extracurricular activities at least one hour during the past 7 days.
AH-3.1: Increase the proportion of adolescents who have an adult in their lives with whom they can talk about serious problems to at least 83.3%	87.3% of Cuyahoga County middle school students reported having an adult (other than their parents) in their lives with whom they can talk about serious problems.

Overall Prevalence

The following table summarizes positive youth development among the 12,341 middle school students who completed the 2012 Cuyahoga County YRBS. Prevalence estimates and 95% confidence intervals were computed for all variables.

Risk Behavior	% (95% Confidence Interval)
Spent at least one hour in clubs or organizations outside of school (During the 7 days before the survey.)	60.3% (59.2-61.4)
Spent at least one 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.)	42.5% (41.3-43.7)
Parents talk with student about school almost every day	57.8% (56.6-59.0)
Students help decide what goes on in school (Agree and strongly agree)	44.2% (43.0-45.3)
Students feel like they matter to people in their community (Agree and strongly agree)	48.9% (47.7-50.1)
Described their grades in school as A's and B's (During the 12 months before the survey.)	68.7% (67.4-70.0)
Supportive adult (One or more adults, other than a parent, who they would feel comfortable seeking help from if there was an important issue or question affecting their life.)	87.3 (86.6-88.0)
Trusted friend (One or more friends who would offer good advice if there was a really important secret or problem affecting their life.)	89.2% (88.5-89.9)
Ate dinner with family (On one or more days of the 7 days before the survey.)	87.0% (86.2-87.9)

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 2012, we were able to weight to 4 of 6 regions in Cuyahoga County. The columns under Inner Ring—East and Inner Ring—West do not include data because school participation within those regions 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 one hour in clubs or organizations outside of school (During an average week.)	54.0% (51.2-56.9)	47.5% (44.8-50.1)	N/A	N/A	68.2% (65.7-70.7)	66.3% (64.5-68.2)
Spent at least one hour helping other people without getting paid to make one's community a better place for people to live (During an average week.)	44.3% (41.6-47.0)	44.7% (42.2-47.3)	N/A	N/A	44.8% (41.9-47.8)	43.1% (41.1-45.1)
Parents talk with student about school almost every day	51.9% (49.1-54.6)	48.1% (45.1-51.0)	N/A	N/A	64.8% (61.8-67.8)	59.9% (58.0-61.7)
Students help decide what goes on in school (Agree and strongly agree)	41.8% (39.4-44.2)	39.2% (36.4-42.0)	N/A	N/A	46.5% (43.6-49.4)	48.3% (46.5-50.0)
Students feel like they matter to people in their community (Agree and strongly agree)	49.2% (46.8-51.6)	44.7% (41.8-47.7)	N/A	N/A	52.5% (49.7-55.4)	52.6% (50.5-54.6)
Described their grades in school as A's and B's (During the 12 months before the survey.)	52.8% (49.7-55.9)	55.9% (52.2-59.5)	N/A	N/A	79.4% (77.0-81.9)	82.9% (81.4-84.5)
Supportive adult (One or more adults, other than a parent, who they would feel comfortable seeking help from if there was an important issue or question affecting their life.)	84.6% (82.8-86.4)	83.5% (81.6-85.4)	N/A	N/A	90.9% (89.4-92.5)	88.2% (87.0-89.3)
Trusted friend (One or more friends who would offer good advice if there was a really important secret or problem affecting their life.)	85.2% (83.5-87.0)	85.7% (83.3-88.1)	N/A	N/A	90.9% (89.3-92.5)	92.5% (91.5-93.5)

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)
Ate dinner with family (On one or more days of the 7 days before the survey.)	79.5% (77.4-81.6)	82.1% (80.1-84.2)	N/A	N/A	90.4% (88.5-92.2)	93.8% (92.9)

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 one hour in clubs or organizations outside of school			
Category	%	CI	
Gender			
Female	62.7	61.1 -	64.2
Male	58.1	56.5 -	59.6
Race/Ethnicity			
Black	54.9	53.0 -	56.7
White	65.4	63.9 -	66.9
Hispanic	47.7	44.6 -	50.8
Other/Multiple	58.2	53.2 -	63.1
Grade			
7th	60.8	59.2 -	62.4
8th	59.8	58.2 -	61.4
Total	60.3	59.2 -	61.4

Spent at least one hour helping other people without getting paid to make one's community a better place for people to live			
Category	%	CI	
Gender			
Female	44.2	42.6 -	45.8
Male	40.9	39.2 -	42.6
Race/Ethnicity			
Black	42.6	40.5 -	44.6
White	42.7	41.1 -	44.3
Hispanic	42.5	39.8 -	45.1
Other/Multiple	43.8	39.3 -	48.2
Grade			
7th	42.6	41.0 -	44.2
8th	42.4	40.8 -	44.1
Total	42.5	41.3 -	43.7

Parents talk with student about school almost every day		
Category	%	CI
Gender		
Female	58.3	56.7 - 59.9
Male	57.4	55.8 - 59.1
Race/Ethnicity		
Black	55.7	53.7 - 57.7
White	60.6	59.0 - 62.2
Hispanic	47.2	43.8 - 50.6
Other/Multiple	49.4	44.7 - 54.0
Grade		
7th	57.7	56.0 - 59.4
8th	58.2	56.6 - 59.7
Total	57.8	56.6 - 59.0

Students help decide what goes on in school		
Category	%	CI
Gender		
Female	43.9	42.2 - 45.5
Male	44.4	42.8 - 46.1
Race/Ethnicity		
Black	42.9	41.0 - 44.8
White	45.7	44.1 - 47.2
Hispanic	38.8	35.6 - 42.1
Other/Multiple	45.0	40.3 - 49.7
Grade		
7th	43.9	42.2 - 45.7
8th	44.6	43.1 - 46.2
Total	44.2	43.0 - 45.3

Students feel like they matter to people in their community		
Category	%	CI
Gender		
Female	46.0	44.5 - 47.5
Male	51.7	50.0 - 53.3
Race/Ethnicity		
Black	48.2	46.3 - 50.1
White	50.5	48.9 - 52.1
Hispanic	42.3	39.0 - 45.6
Other/Multiple	47.8	43.3 - 52.3
Grade		
7th	50.7	49.0 - 52.3
8th	47.4	45.8 - 49.0
Total	48.9	47.7 - 50.1

Described their grades in school as A's and B's		
Category	%	CI
Gender		
Female	72.8	71.2 - 74.3
Male	65.1	63.4 - 66.8
Race/Ethnicity		
Black	52.7	50.5 - 55.0
White	81.2	79.8 - 82.7
Hispanic	58.2	54.5 - 61.9
Other/Multiple	62.3	57.5 - 67.2
Grade		
7th	69.0	67.3 - 70.8
8th	68.7	66.8 - 70.7
Total	68.7	67.4 - 70.0

Supportive adult		
Category	%	CI
Gender		
Female	88.4	87.4 - 89.4
Male	86.3	85.3 - 87.4
Race/Ethnicity		
Black	86.8	85.7 - 88.0
White	88.6	87.7 - 89.5
Hispanic	80.7	77.9 - 83.5
Other/Multiple	82.2	77.9 - 86.5
Grade		
7th	88.1	87.2 - 89.1
8th	86.9	86.0 - 87.9
Total	87.3	86.6 - 88.0

Trusted friend		
Category	%	CI
Gender		
Female	92.7	91.8 - 93.5
Male	86.0	84.9 - 87.2
Race/Ethnicity		
Black	86.6	85.3 - 87.9
White	91.6	90.7 - 92.5
Hispanic	84.1	81.4 - 86.8
Other/Multiple	86.8	83.1 - 90.6
Grade		
7th	88.9	88.0 - 89.8
8th	87.0	85.9 - 88.0
Total	89.2	88.5 - 89.9

Ate dinner with family		
Category	%	CI
Gender		
Female	86.6	85.5 - 87.7
Male	87.6	86.4 - 88.7
Race/Ethnicity		
Black	79.5	77.8 - 81.2
White	92.7	91.8 - 93.5
Hispanic	81.8	79.0 - 84.6
Other/Multiple	85.0	81.4 - 88.6
Grade		
7th	87.1	86.0 - 88.3
8th	87.3	86.2 - 88.4
Total	87.0	86.2 - 87.9

Cuyahoga County Trend Data

The following table presents the prevalence of positive youth development among Cuyahoga County middle school students in 2008, 2010, and 2012. The prevalence for each year is given (when available), with 95% confidence intervals below.

Cuyahoga County, 2008	Cuyahoga County, 2010	Cuyahoga County, 2012
Spent at least one day in clubs or organizations outside of school (During the 7 days before the survey.)		
N/A	N/A	60.3% (59.2-61.4)
Spent at least one 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	38.8% (37.1-40.4)	42.5% (41.3-43.7)
Parents talk with student about school almost every day		
N/A	55.7% (54.5-56.9)	57.8% (56.6-59.0)
Students help decide what goes on in school (Agree and strongly agree)		
N/A	43.9% (42.5-45.2)	44.2% (43.0-45.3)
Students feel like they matter to people in their community (Agree and strongly agree)		
N/A	44.7% (43.1-46.2)	48.9% (47.7-50.1)
Described their grades in school as A's and B's (During the 12 months before the survey.)		
N/A	N/A	68.7% (67.4-70.0)
Supportive adult (One or more adults, other than a parent, who they would feel comfortable seeking help from if there was an important issue or question affecting their life.)		
N/A	85.3% (84.4-86.2)	87.3 (86.6-88.0)
Trusted friend (One or more friends who would offer good advice if there was a really important secret or problem affecting their life.)		
N/A	88.6% (87.4-89.7)	89.2% (88.5-89.9)
Ate dinner with family (On one or more days of the 7 days before the survey.)		
N/A	83.0% (81.7-84.2)	87.0% (86.2-87.9)

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