

Foster-Care Students in the Greater Minnesota Area

High School Graduation and Beyond



99% of Foster-Care students plan to graduate high school.

57% plan to attend a 2 or 4 year college/university.
7% plan to obtain a license/certificate or apprenticeship.
31% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Foster-Care students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



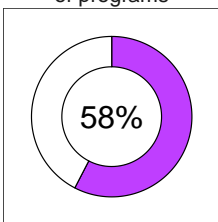
Teacher and School Support



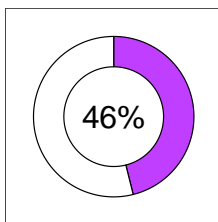
Afterschool Activities

Percent who...

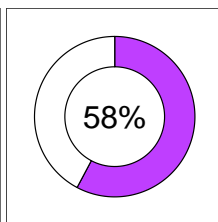
Are aware their school/community offers a variety of programs



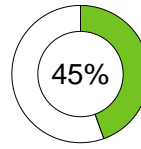
Participate at least 3 times per week



Have positive out of school experiences

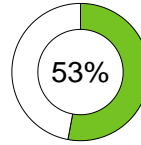
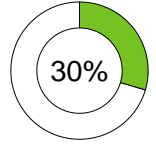


Health and Well-Being Indicators



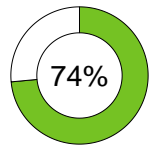
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

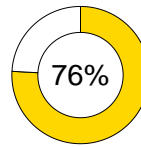


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

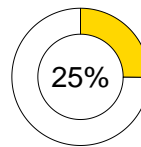
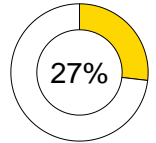


Context Indicators



Receive free or reduced-price lunch.

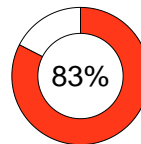
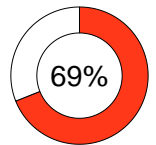
Changed schools this academic year.



Work at least 1 day a week after school.

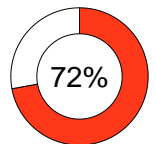
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Foster-Care Students in the Twin Cities Area

High School Graduation and Beyond



97% of Foster-Care students plan to graduate high school.

59% plan to attend a 2 or 4 year college/university.
7% plan to obtain a license/certificate or apprenticeship.
26% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Foster-Care students meet the threshold to be equipped for learning with developmental skills and supports?

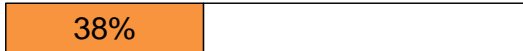
Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



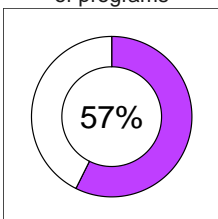
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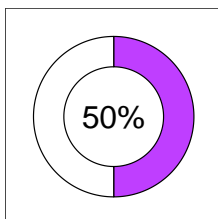
Afterschool Activities

Percent who...

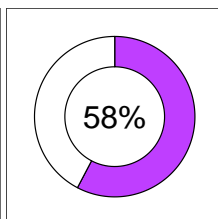
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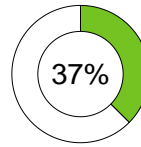
Participate at least 3 times per week



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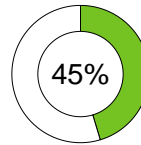
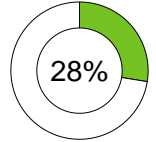


Health and Well-Being Indicators



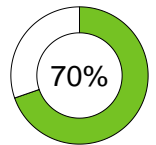
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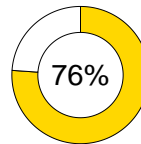


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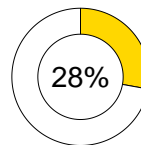
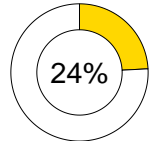


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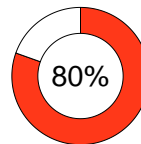
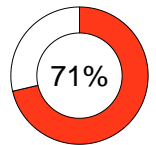
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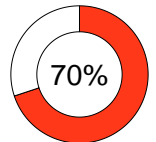
Challenge Indicators

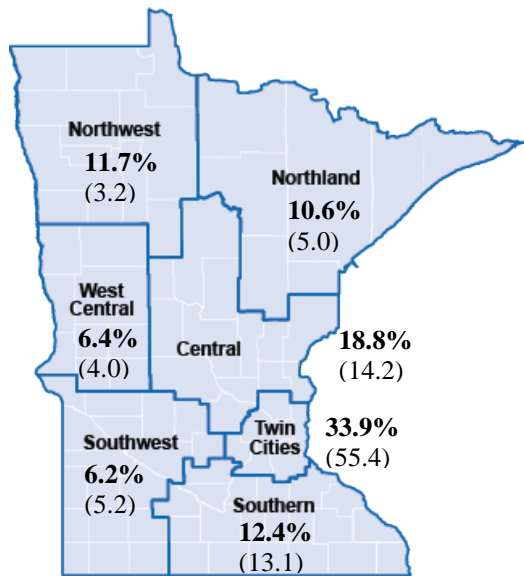
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.





In total, **613** foster-care students participated; 208 (33.9%) in the Twin Cities and 405 (66.1%) in Greater MN. This includes students who reported to be living with foster parent(s) at the time of the survey.

Among the MN population of youth 17 years old or younger, 55.4% live in the Twin Cities. The percent of the MN youth population by region is in parentheses. *Source: <http://www.mncompass.org/>*

Statewide, 85% of school districts participated in the 2016 MSS. In some schools, all students participate in grades 5, 8, 9, and 11. In other schools, students are sampled from these grades.

Equipped for Learning

To be equipped for learning on Developmental Skills & Supports, students must score at the point where they report that the characteristics of the measure (values, beliefs, behaviors) are more like them than not. This is essentially an average of three out of four on a 4-point rating scale.

Developmental Skills

Commitment to Learning

care about doing well in school, pay attention in class, go to class prepared, interest in learning, find school learning useful, being a student is an important part of who I am.

Positive Identity and Outlook (DAP)

have a sense of control of one's life, feel good about self and future, deal well with disappointment and life's challenges, and think about purpose in life.

Social Competence (DAP)

say no to dangerous/unhealthy things, build friendships, express feelings appropriately, plan ahead and make good choices, resist bad influences, resolve conflicts without violence, accept differences in others, and recognize the needs and feelings of others.

Afterschool Activities

Ignite Afterschool promotes access and regular participation (3 times a week or more) in afterschool activities and programs.

The percent reporting positive experiences only includes those students with regular participation.

For more information, see

<http://igniteafterschool.org/afterschool-access>

Does it make a difference?

The grades students achieve in school and their post-high school plans are strongly associated with developmental skills & supports (which are also important outcomes); participation in afterschool activities; and indicators of health & well-being, context, and challenges.

Developmental Supports

Empowerment (DAP)

have a sense of safety at home, at school, and in the neighborhood; feel valued and appreciated; included in family roles; and have responsibilities

Family/Community Support

able to talk with mothers (if available) and feel cared for by parents, other adult relatives, friends, and other adults in the community.

Teacher/School Support

report that adults at school treat students fairly and listen to students; that school rules are fair; that teachers care about students and care about and are interested in you.

DAP measures are from the *Developmental Assets Profile*, Search Institute, Minneapolis, MN.

Additional Indicators

- Working at least 1 day per week includes students in 9th and 11th grade only.
- Indicators for trauma and mental distress include students in 8th, 9th, and 11th grade only.
- Trauma experiences include homelessness, parent incarceration, verbal/physical abuse, sexual abuse, family alcohol/drug abuse.
- Mental Distress includes significant mental health and behavior-emotional problems; self-injury; suicidal thoughts and attempts.