

MN Student Community Profiles: Exploring Developmental Skills, Supports, & Challenges

A new look at what youth bring to
families, schools, and communities



Analysis of the
2013, 2016 , & 2019
Minnesota Student Survey

Listening to and Hearing
500,895 MN Students in
Grades 5,·8,·9, &·11

MN Youth Development Research Group

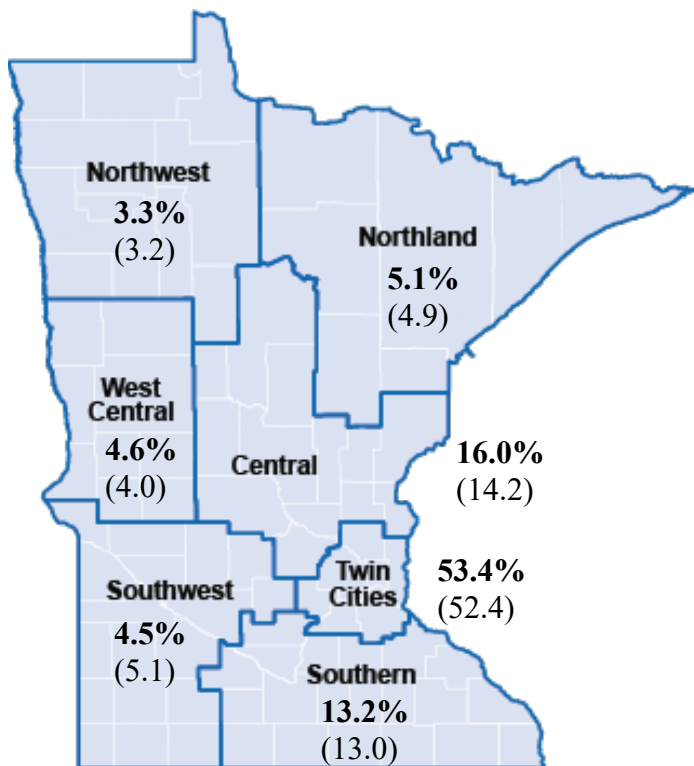


www.mnydrg.com

Michael C. Rodriguez, PhD
Educational Psychology
University of Minnesota
October 2020

Minnesota Student Survey – All Students

2013 2016 2019



From 2019 data, the top number in each region is the percent of students participating in the MSS located in that region; the number in parentheses is the regional location of MN youth (17 year olds or younger) in the MN population.

Population data source: <http://www.mncompass.org/>

Race/Ethnicity	2013	2016	2019
Missing	1.7%	1.3%	2.0%
American Indian	5.0%	5.1%	3.9%
Asian PI	3.2%	3.5%	4.6%
Black	4.8%	5.2%	6.1%
White	71.3%	67.2%	66.9%
Multiple-race	3.0%	3.6%	3.0%
Latino	7.2%	9.3%	9.0%
Somali	1.2%	2.1%	2.2%
Hmong	2.6%	2.8%	2.3%

The MSS provides us with an opportunity to listen and hear our students.

In total across the three administrations of the MSS, 500,895 students in grades 5, 8, 9, and 11 participated.

This includes annual participation of:

162,034 in 2013

168,733 in 2016

170,128 in 2019

The participants include strong representation of each region of the state and all 87 counties. The distribution of participants across the state closely matched the population of youth. This is evident in the numbers on the map to the left.

About half of MN students participating in the MSS (53.4%) and half of the youth 17 years old or younger in the population (52.4%) reside in the Twin Cities seven county region.

About 85% of school districts participated in each administration. Also, in some schools, nearly all students in grades 5, 8, 9, & 11 participate in the MSS. In other schools, students are sampled from these grades.

Other Student Characteristics	2013	2016	2019
Foster care	0.3%	0.4%	3.0%
Free/reduced priced lunch	27.3%	29.0%	27.9%
LGBQ	6.4%	10.3%	12.7%
Special education	10.2%	10.8%	12.2%
Homelessness	5.2%	5.5%	4.8%
Trauma	34.3%	37.6%	36.4%

These characteristics are used to create additional student profiles in this report.

Positive Youth Development

We base this work on the principles of Positive Youth Development.¹ This is informed by positive psychology and the developmental asset approaches. This provides us with a strong set of principles through which to be better equipped to meet the needs of youth across diverse communities.

- Youth have an inherent capacity for positive development
- That is enabled and enhanced through multiple meaningful relationships, contexts, & environments
- Where community is a critical delivery system
- And youth are major actors in their own development

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.

The items measuring Developmental Skills & Supports function similarly across years and for students from different grades and different racial or ethnic backgrounds.

Does it make a difference?

Students who are equipped in the Developmental Skills & Supports report higher school grades, are more likely to have higher aspirations to go to college, and have higher participation in afterschool activities.

Those equipped for learning in the Developmental Skills & Supports are bullied less, engage in less bullying, are less likely to skip school or engage in substance use, and experience less mental distress

Developmental Skills

Commitment to Learning

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

Positive Identity and Outlook (DAP)

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

Social Competence (DAP)

I 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 and was included in the 2016 and 2019 MSS.

For more information, see

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

Developmental Supports

Empowerment (DAP)

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

Family/Community Support

I feel cared for by parents, other adult relatives, friends, and other adults in the community.

Teacher/School Support

Adults at school treat students fairly and listen to students; school rules are fair; teachers care about students and care about and are interested in me.

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

Additional Indicators

- Indicators for trauma include 5th grade only in 2013 and for mental distress do not include 5th grade in any year; both indicators include grades 8, 9, & 11.
- 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.

¹ Benson, P.L., Scales, P.C., Hamilton, S.F., & Sesma, A. (2006). Positive youth development: Theory, research, and applications. In W. Damon & R.M. Lerner (Eds.), *Handbook of child psychology*. Wiley.

All Students in MN for 2013



High School Graduation and Beyond



99%

of All students plan to graduate high school.

80% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

78%

Positive Identity and Outlook

54%

Social Competence

63%

Empowerment

77%

Family and Community Support

66%

Teacher and School Support

53%

After-school Activities

Percent of All students who...

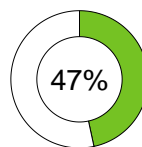
Are aware their school/community offers a variety of programs

69%

Participate at least 3 times per week

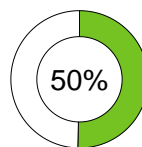
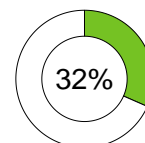
62%

Health and Well-Being Indicators



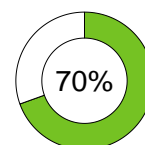
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

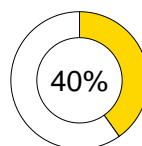


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

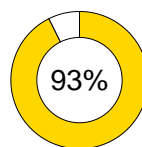
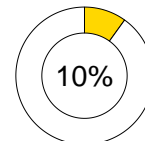


Context Indicators



Obtained mostly As for school grades.

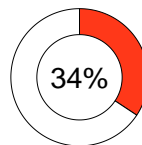
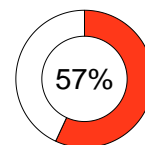
Were sent out of class for discipline.



Feel safe at school.

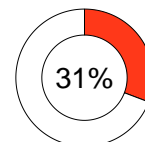
Challenge Indicators

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.



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All Students in MN for 2016



High School Graduation and Beyond



99% of All students plan to graduate high school.

79% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

78%

Positive Identity and Outlook

54%

Social Competence

62%

Empowerment

77%

Family and Community Support

68%

Teacher and School Support

55%

After-school Activities

Percent of All students who...

Are aware their school/community offers a variety of programs

70%

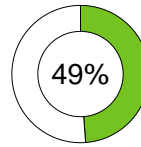
Participate at least 3 times per week

65%

Have positive out of school experiences

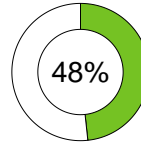
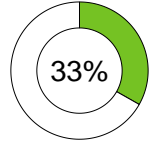
61%

Health and Well-Being Indicators



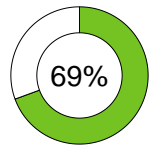
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

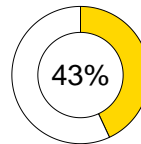


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

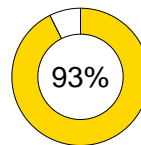
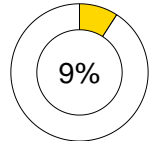


Context Indicators



Obtained mostly As for school grades.

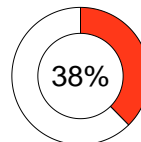
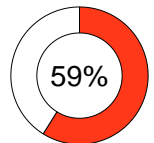
Were sent out of class for discipline.



Feel safe at school.

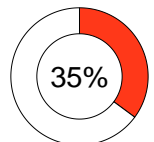
Challenge Indicators

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.



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All Students in MN for 2019



High School Graduation and Beyond



99%

of All students plan to graduate high school.

77% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

71%

Positive Identity and Outlook

44%

Social Competence

58%

Empowerment

73%

Family and Community Support

66%

Teacher and School Support

49%

After-school Activities

Percent of All students who...

Are aware their school/community offers a variety of programs

68%

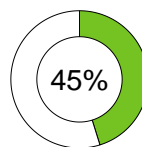
Participate at least 3 times per week

60%

Have positive out of school experiences

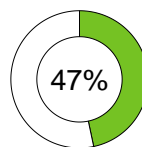
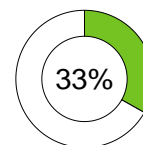
60%

Health and Well-Being Indicators



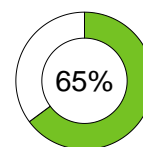
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

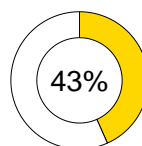


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

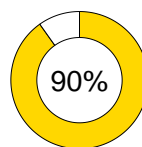
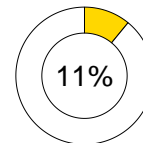


Context Indicators



Obtained mostly As for school grades.

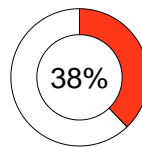
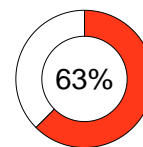
Were sent out of class for discipline.



Feel safe at school.

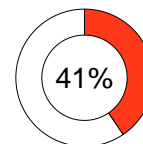
Challenge Indicators

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.



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Am Indian Students in MN for 2013



High School Graduation and Beyond



99% of Am Indian students plan to graduate high school.

68% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Am Indian students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning

69%

Positive Identity and Outlook

45%

Social Competence

50%

Empowerment

66%

Family and Community Support

56%

Teacher and School Support

45%

Afterschool Activities

Percent of Am Indian students who...

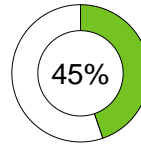
Are aware their school/community offers a variety of programs

61%

Participate at least 3 times per week

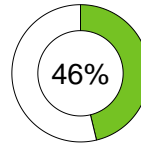
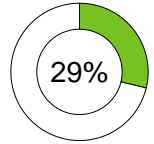
53%

Health and Well-Being Indicators



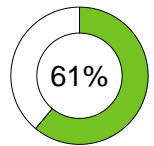
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

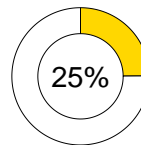


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

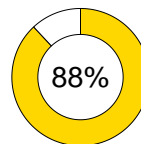
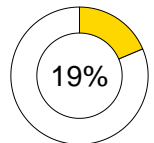


Context Indicators



Obtained mostly As for school grades.

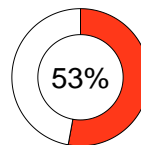
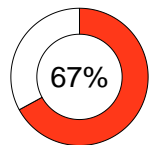
Were sent out of class for discipline.



Feel safe at school.

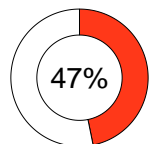
Challenge Indicators

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.



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Am Indian Students in MN for 2016



High School Graduation and Beyond



99% of Am Indian students plan to graduate high school.

68% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Am Indian students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning

69%

Positive Identity and Outlook

45%

Social Competence

50%

Empowerment

66%

Family and Community Support

58%

Teacher and School Support

46%

After-school Activities

Percent of Am Indian students who...

Are aware their school/community offers a variety of programs

61%

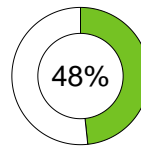
Participate at least 3 times per week

58%

Have positive out of school experiences

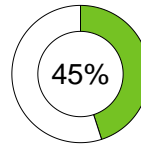
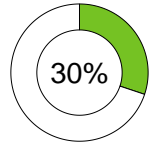
54%

Health and Well-Being Indicators



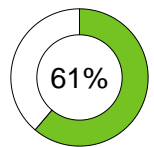
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

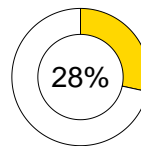


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

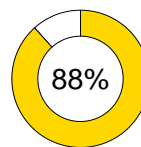
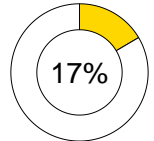


Context Indicators



Obtained mostly As for school grades.

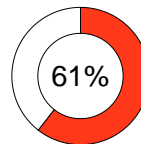
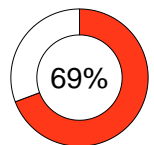
Were sent out of class for discipline.



Feel safe at school.

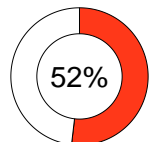
Challenge Indicators

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.



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Am Indian Students in MN for 2019



High School Graduation and Beyond



99% of Am Indian students plan to graduate high school.

64% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Am Indian students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning

63%

Positive Identity and Outlook

35%

Social Competence

46%

Empowerment

63%

Family and Community Support

55%

Teacher and School Support

44%

Afterschool Activities

Percent of Am Indian students who...

Are aware their school/community offers a variety of programs

59%

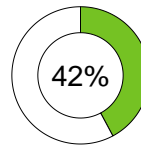
Participate at least 3 times per week

52%

Have positive out of school experiences

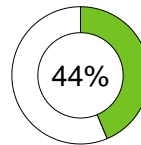
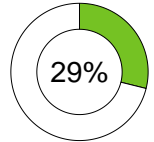
51%

Health and Well-Being Indicators



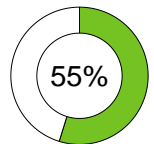
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

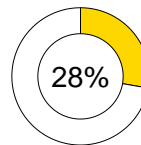


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

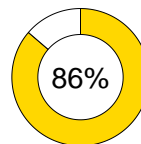
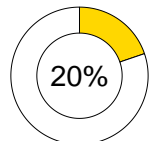


Context Indicators



Obtained mostly As for school grades.

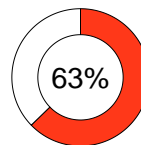
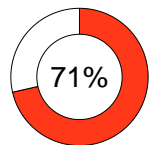
Were sent out of class for discipline.



Feel safe at school.

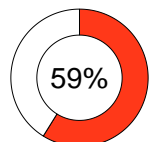
Challenge Indicators

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.



Minnesota Youth Development Research Group
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Asian/PI Students in MN for 2013



High School Graduation and Beyond



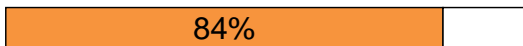
99% of Asian/PI students plan to graduate high school.

86% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Asian/PI 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



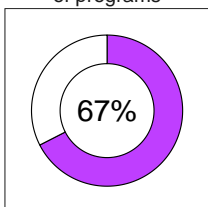
Teacher and School Support



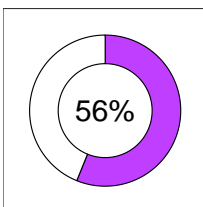
Afterschool Activities

Percent of Asian/PI students who...

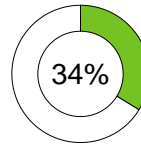
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

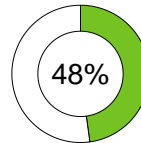
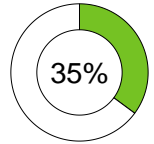


Health and Well-Being Indicators



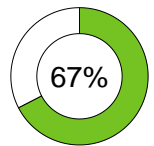
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

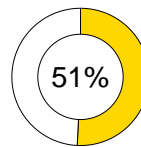


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

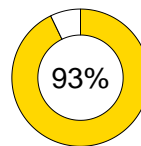
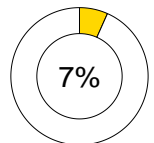


Context Indicators



Obtained mostly As for school grades.

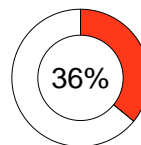
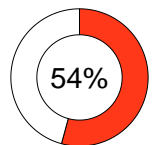
Were sent out of class for discipline.



Feel safe at school.

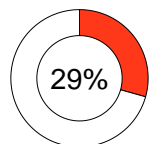
Challenge Indicators

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.



Asian/PI Students in MN for 2016



High School Graduation and Beyond

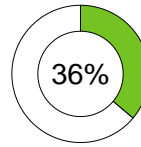


99%

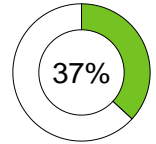
of Asian/PI students plan to graduate high school.

87% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

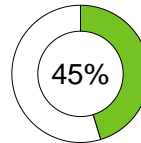
Health and Well-Being Indicators



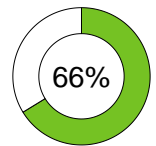
Are physically active at least 60 minutes, 5 times per week.



Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

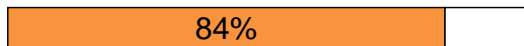


Reported having very good or excellent health

Developmental Skills & Supports

What percentage of Asian/PI students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



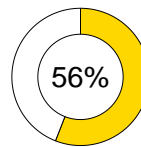
Family and Community Support



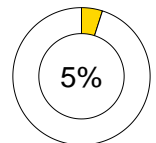
Teacher and School Support



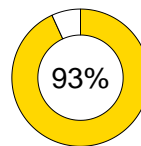
Context Indicators



Obtained mostly As for school grades.



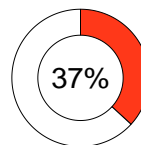
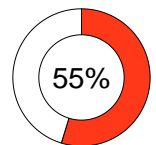
Were sent out of class for discipline.



Feel safe at school.

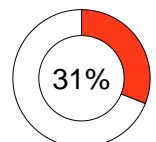
Challenge Indicators

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



Experienced at least one indicator of trauma.

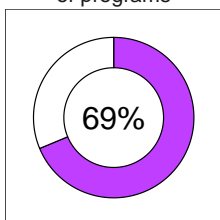
Have at least one indicator of mental distress.



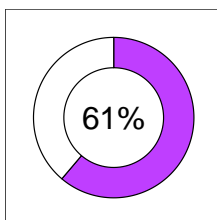
Afterschool Activities

Percent of Asian/PI students who...

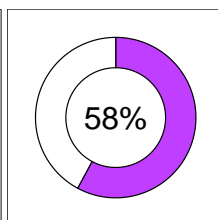
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



Minnesota Youth Development Research Group
www.mnydrg.com

Asian/PI Students in MN for 2019



High School Graduation and Beyond



99%

of Asian/PI students plan to graduate high school.

83% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Asian/PI students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning

79%

Positive Identity and Outlook

40%

Social Competence

59%

Empowerment

71%

Family and Community Support

61%

Teacher and School Support

53%

Afterschool Activities

Percent of Asian/PI students who...

Are aware their school/community offers a variety of programs

66%

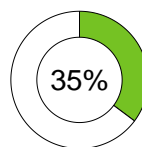
Participate at least 3 times per week

57%

Have positive out of school experiences

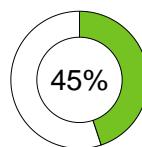
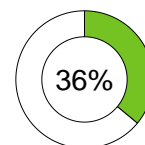
57%

Health and Well-Being Indicators



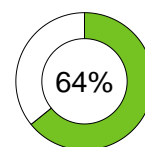
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

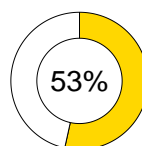


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

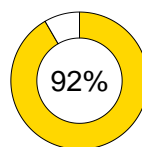
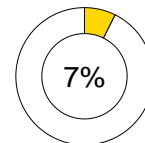


Context Indicators



Obtained mostly As for school grades.

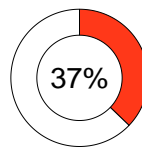
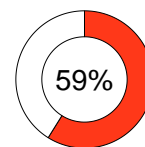
Were sent out of class for discipline.



Feel safe at school.

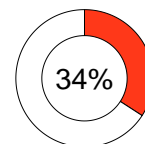
Challenge Indicators

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.



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Black Students in MN for 2013



High School Graduation and Beyond



99% of Black students plan to graduate high school.

80% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
4% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

77%

Positive Identity and Outlook

57%

Social Competence

59%

Empowerment

73%

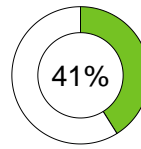
Family and Community Support

60%

Teacher and School Support

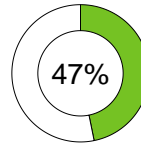
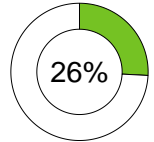
48%

Health and Well-Being Indicators



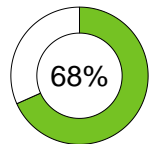
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

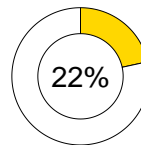


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

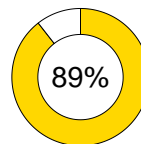
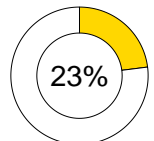


Context Indicators



Obtained mostly As for school grades.

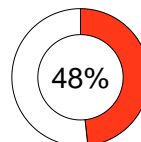
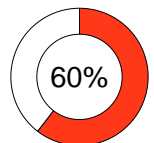
Were sent out of class for discipline.



Feel safe at school.

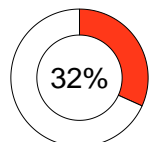
Challenge Indicators

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.

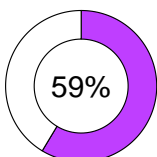
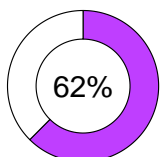


Afterschool Activities

Percent of Black students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



Minnesota Youth Development Research Group
www.mnydr.org

Black Students in MN for 2016



High School Graduation and Beyond



99% of Black students plan to graduate high school.

78% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Black 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



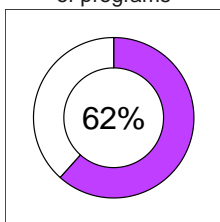
Teacher and School Support



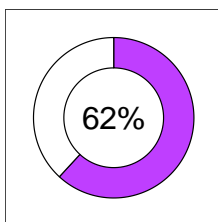
Afterschool Activities

Percent of Black students who...

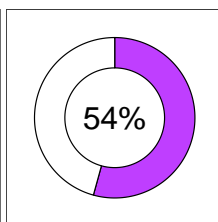
Are aware their school/community offers a variety of programs



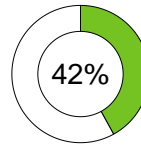
Participate at least 3 times per week



Have positive out of school experiences

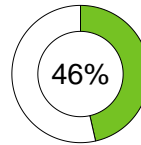
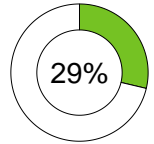


Health and Well-Being Indicators



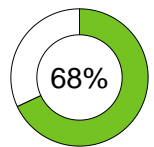
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

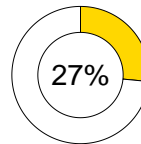


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

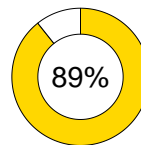
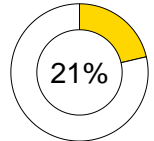


Context Indicators



Obtained mostly As for school grades.

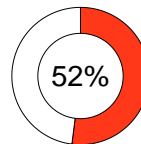
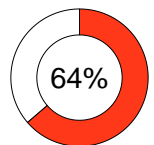
Were sent out of class for discipline.



Feel safe at school.

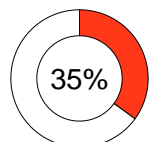
Challenge Indicators

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.



Minnesota Youth Development Research Group
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Black Students in MN for 2019



High School Graduation and Beyond

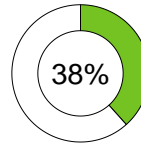


99%

of Black students plan to graduate high school.

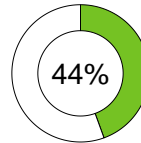
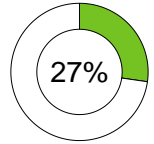
75% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Health and Well-Being Indicators



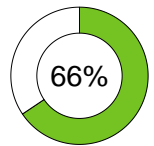
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



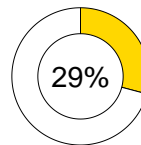
Family and Community Support



Teacher and School Support

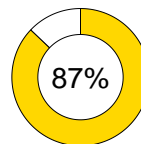
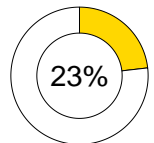


Context Indicators



Obtained mostly As for school grades.

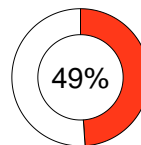
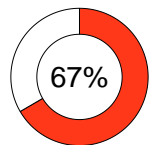
Were sent out of class for discipline.



Feel safe at school.

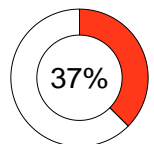
Challenge Indicators

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



Experienced at least one indicator of trauma.

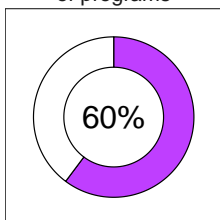
Have at least one indicator of mental distress.



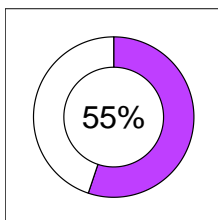
Afterschool Activities

Percent of Black students who...

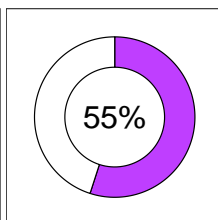
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



Minnesota Youth Development Research Group
www.mnydrgr.com

White Students in MN for 2013



High School Graduation and Beyond



99% of White students plan to graduate high school.

82% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

What percentage of White 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



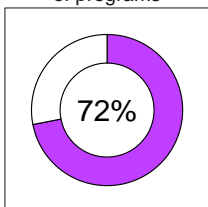
Teacher and School Support



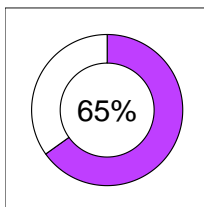
Afterschool Activities

Percent of White students who...

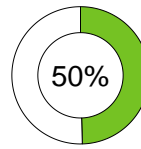
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

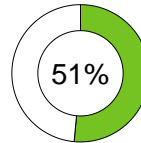
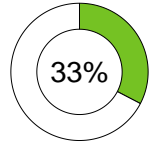


Health and Well-Being Indicators



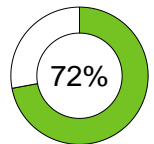
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

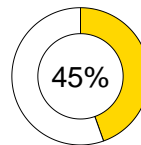


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

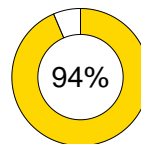
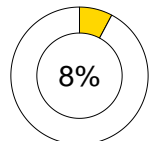


Context Indicators



Obtained mostly As for school grades.

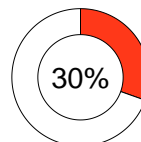
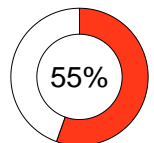
Were sent out of class for discipline.



Feel safe at school.

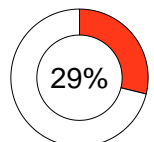
Challenge Indicators

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.



White Students in MN for 2016



High School Graduation and Beyond



99% of White students plan to graduate high school.

81% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

What percentage of White 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



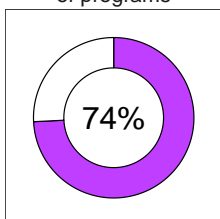
Teacher and School Support



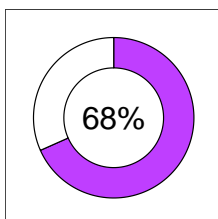
Afterschool Activities

Percent of White students who...

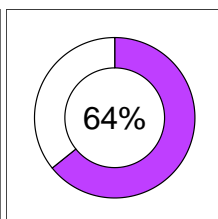
Are aware their school/community offers a variety of programs



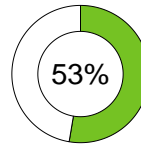
Participate at least 3 times per week



Have positive out of school experiences

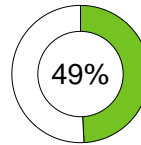
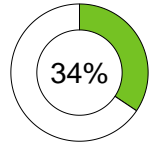


Health and Well-Being Indicators



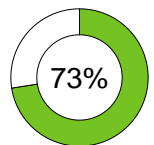
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

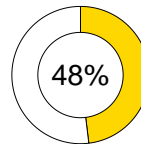


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

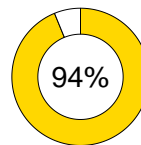
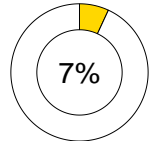


Context Indicators



Obtained mostly As for school grades.

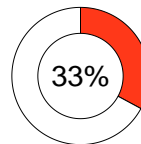
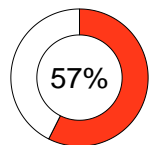
Were sent out of class for discipline.



Feel safe at school.

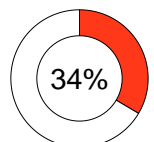
Challenge Indicators

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.



Minnesota Youth Development Research Group
www.mnydrg.com

White Students in MN for 2019



High School Graduation and Beyond



99% of White students plan to graduate high school.

78% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

What percentage of White 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



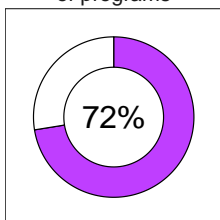
Teacher and School Support



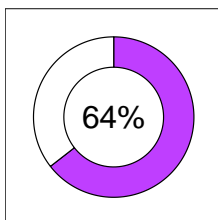
Afterschool Activities

Percent of White students who...

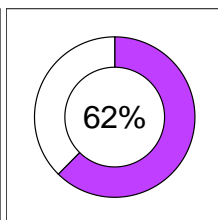
Are aware their school/community offers a variety of programs



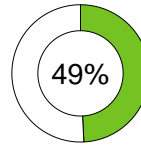
Participate at least 3 times per week



Have positive out of school experiences

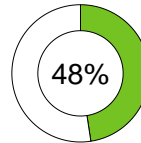
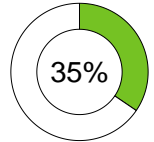


Health and Well-Being Indicators



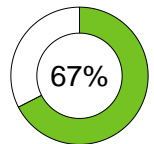
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

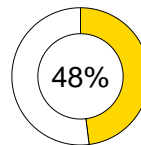


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

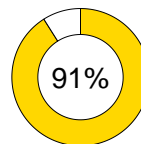
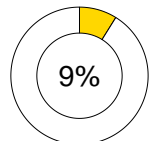


Context Indicators



Obtained mostly As for school grades.

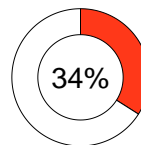
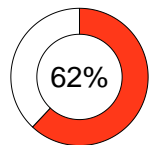
Were sent out of class for discipline.



Feel safe at school.

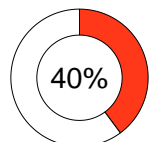
Challenge Indicators

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.



Minnesota Youth Development Research Group
www.mnydrgr.com

Multi Race Students in MN for 2013



High School Graduation and Beyond

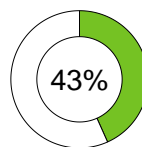


99%

of Multi Race students plan to graduate high school.

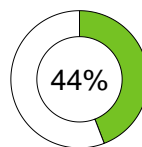
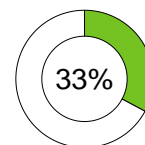
80% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Health and Well-Being Indicators



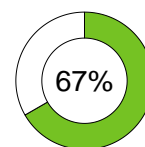
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of Multi Race students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



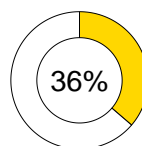
Family and Community Support



Teacher and School Support

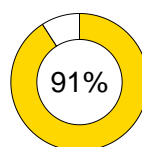
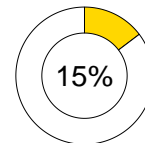


Context Indicators



Obtained mostly As for school grades.

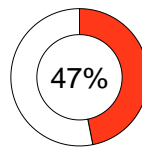
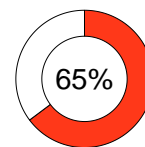
Were sent out of class for discipline.



Feel safe at school.

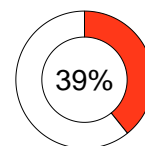
Challenge Indicators

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



Experienced at least one indicator of trauma.

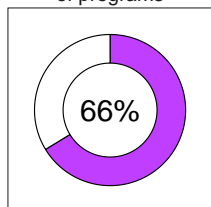
Have at least one indicator of mental distress.



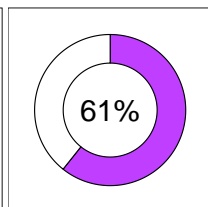
Afterschool Activities

Percent of Multi Race students who...

Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Minnesota Youth Development Research Group
www.mnydrgr.com

Multi Race Students in MN for 2016



High School Graduation and Beyond



99% of Multi Race students plan to graduate high school.

78% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Multi Race 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



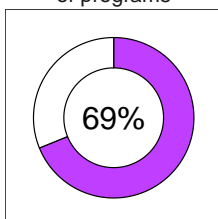
Teacher and School Support



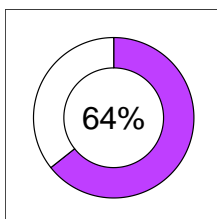
Afterschool Activities

Percent of Multi Race students who...

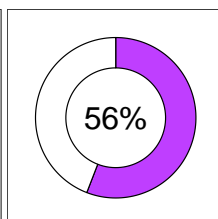
Are aware their school/community offers a variety of programs



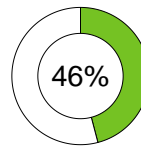
Participate at least 3 times per week



Have positive out of school experiences

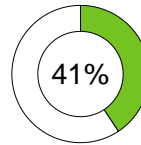
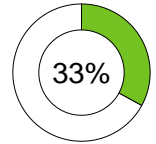


Health and Well-Being Indicators



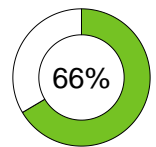
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

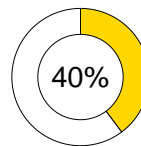


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

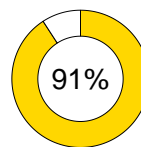
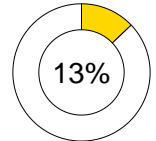


Context Indicators



Obtained mostly As for school grades.

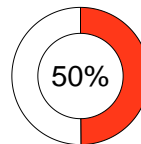
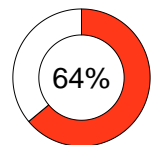
Were sent out of class for discipline.



Feel safe at school.

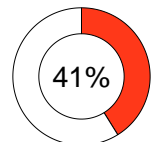
Challenge Indicators

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.



Multi Race Students in MN for 2019



High School Graduation and Beyond



99%

of Multi Race students plan to graduate high school.

78% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Multi Race students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning

69%

Positive Identity and Outlook

39%

Social Competence

53%

Empowerment

67%

Family and Community Support

60%

Teacher and School Support

41%

Afterschool Activities

Percent of Multi Race students who...

Are aware their school/community offers a variety of programs

69%

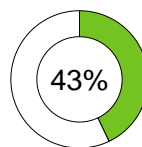
Participate at least 3 times per week

61%

Have positive out of school experiences

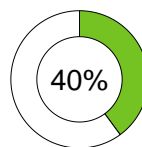
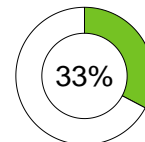
57%

Health and Well-Being Indicators



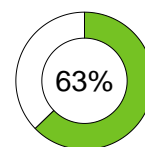
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

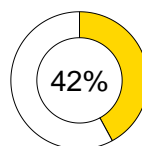


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

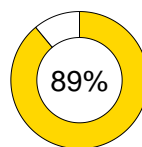
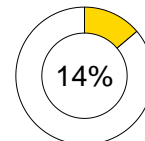


Context Indicators



Obtained mostly As for school grades.

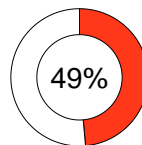
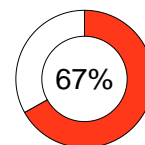
Were sent out of class for discipline.



Feel safe at school.

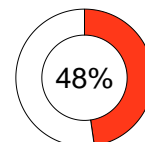
Challenge Indicators

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.



Minnesota Youth Development Research Group
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Hmong Students in MN for 2013



High School Graduation and Beyond



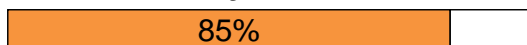
99% of Hmong students plan to graduate high school.

80% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



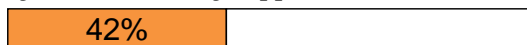
Social Competence



Empowerment



Family and Community Support



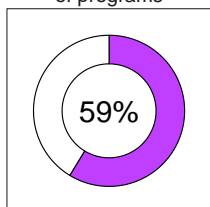
Teacher and School Support



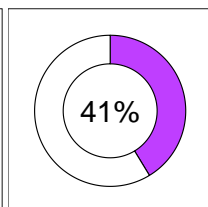
After-school Activities

Percent of Hmong students who...

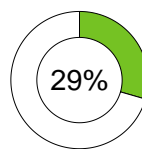
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

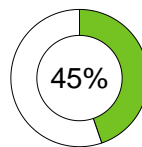
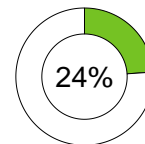


Health and Well-Being Indicators



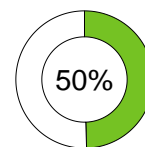
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

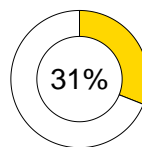


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

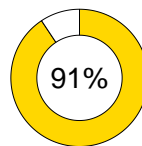
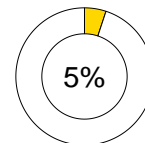


Context Indicators



Obtained mostly As for school grades.

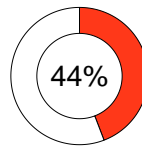
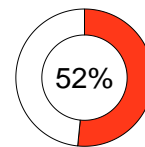
Were sent out of class for discipline.



Feel safe at school.

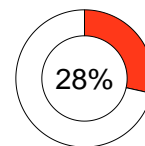
Challenge Indicators

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.



Hmong Students in MN for 2016



High School Graduation and Beyond



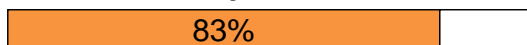
99% of Hmong students plan to graduate high school.

80% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Hmong 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



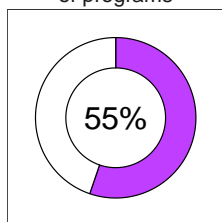
Teacher and School Support



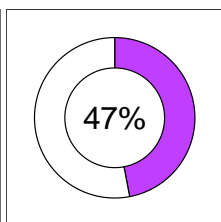
Afterschool Activities

Percent of Hmong students who...

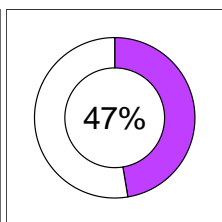
Are aware their school/community offers a variety of programs



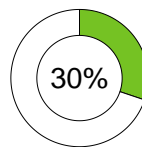
Participate at least 3 times per week



Have positive out of school experiences

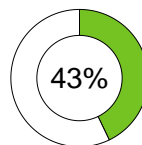
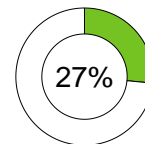


Health and Well-Being Indicators



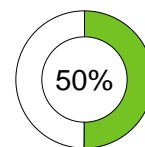
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

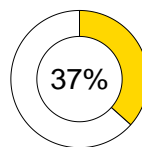


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

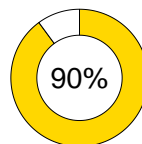
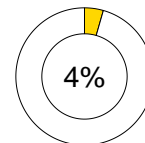


Context Indicators



Obtained mostly As for school grades.

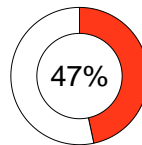
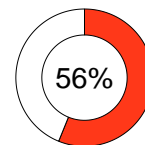
Were sent out of class for discipline.



Feel safe at school.

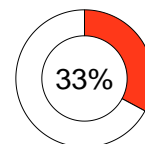
Challenge Indicators

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.



Hmong Students in MN for 2019



High School Graduation and Beyond



99% of Hmong students plan to graduate high school.

77% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

76%

Positive Identity and Outlook

32%

Social Competence

46%

Empowerment

62%

Family and Community Support

51%

Teacher and School Support

49%

Afterschool Activities

Percent of Hmong students who...

Are aware their school/community offers a variety of programs

53%

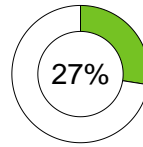
Participate at least 3 times per week

41%

Have positive out of school experiences

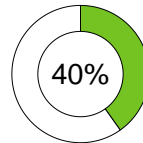
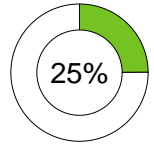
43%

Health and Well-Being Indicators



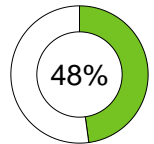
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

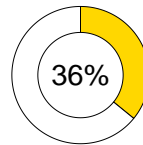


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

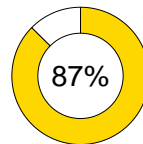
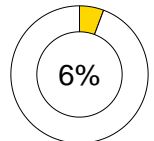


Context Indicators



Obtained mostly As for school grades.

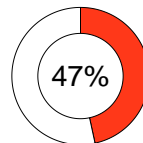
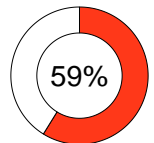
Were sent out of class for discipline.



Feel safe at school.

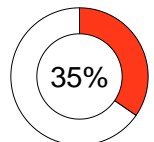
Challenge Indicators

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.



Minnesota Youth Development Research Group
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Latino Students in MN for 2013



High School Graduation and Beyond



99% of Latino students plan to graduate high school.

72% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

73%

Positive Identity and Outlook

48%

Social Competence

53%

Empowerment

70%

Family and Community Support

57%

Teacher and School Support

48%

Afterschool Activities

Percent of Latino students who...

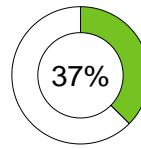
Are aware their school/community offers a variety of programs

60%

Participate at least 3 times per week

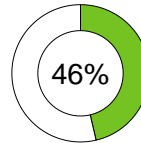
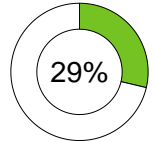
49%

Health and Well-Being Indicators



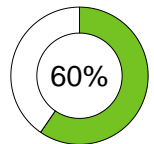
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

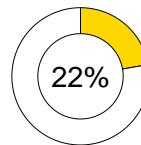


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

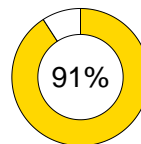
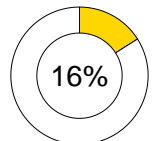


Context Indicators



Obtained mostly As for school grades.

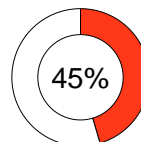
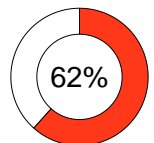
Were sent out of class for discipline.



Feel safe at school.

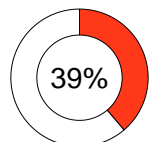
Challenge Indicators

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.



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Latino Students in MN for 2016



High School Graduation and Beyond



99% of Latino students plan to graduate high school.

70% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Latino 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



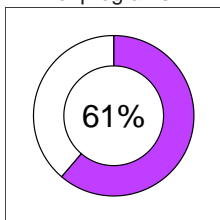
Teacher and School Support



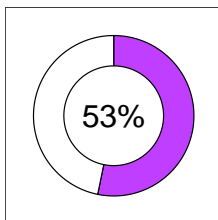
Afterschool Activities

Percent of Latino students who...

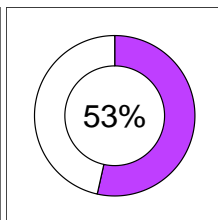
Are aware their school/community offers a variety of programs



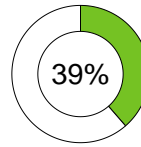
Participate at least 3 times per week



Have positive out of school experiences

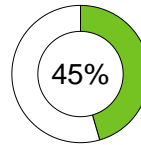
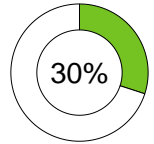


Health and Well-Being Indicators



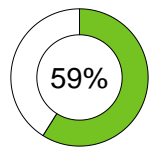
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

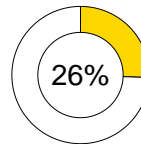


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

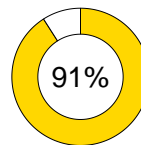
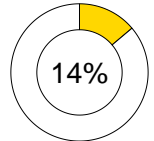


Context Indicators



Obtained mostly As for school grades.

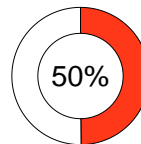
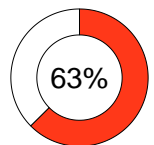
Were sent out of class for discipline.



Feel safe at school.

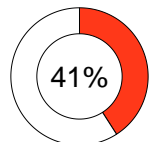
Challenge Indicators

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.



Minnesota Youth Development Research Group
www.mnydrg.com

Latino Students in MN for 2019



High School Graduation and Beyond



99% of Latino students plan to graduate high school.

67% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

68%

Positive Identity and Outlook

36%

Social Competence

48%

Empowerment

66%

Family and Community Support

57%

Teacher and School Support

45%

Afterschool Activities

Percent of Latino students who...

Are aware their school/community offers a variety of programs

58%

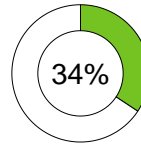
Participate at least 3 times per week

46%

Have positive out of school experiences

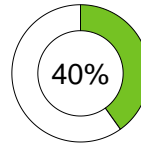
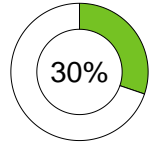
52%

Health and Well-Being Indicators



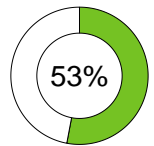
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

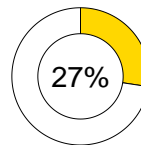


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

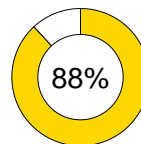
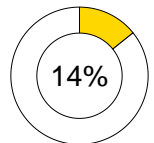


Context Indicators



Obtained mostly As for school grades.

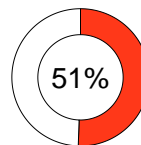
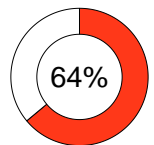
Were sent out of class for discipline.



Feel safe at school.

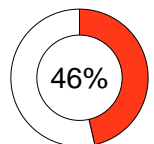
Challenge Indicators

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.



Minnesota Youth Development Research Group
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Somali Students in MN for 2013



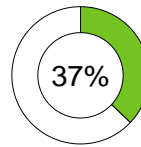
High School Graduation and Beyond



96% of Somali students plan to graduate high school.

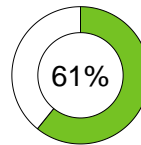
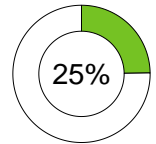
80% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



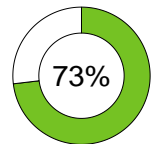
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



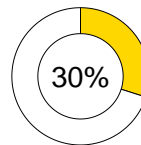
Family and Community Support



Teacher and School Support

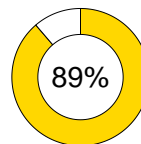
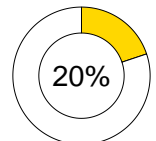


Context Indicators



Obtained mostly As for school grades.

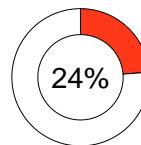
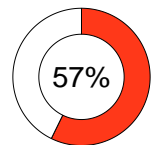
Were sent out of class for discipline.



Feel safe at school.

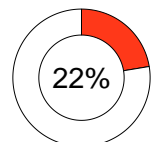
Challenge Indicators

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



Experienced at least one indicator of trauma.

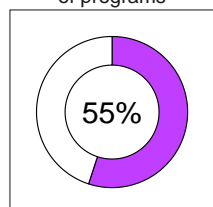
Have at least one indicator of mental distress.



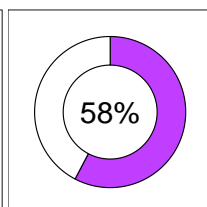
Afterschool Activities

Percent of Somali students who...

Are aware their school/community offers a variety of programs



Participate at least 3 times per week



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Somali Students in MN for 2016



High School Graduation and Beyond



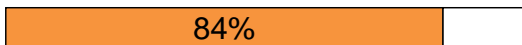
98% of Somali students plan to graduate high school.

82% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Somali 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



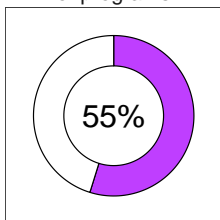
Teacher and School Support



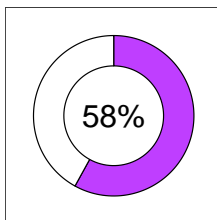
Afterschool Activities

Percent of Somali students who...

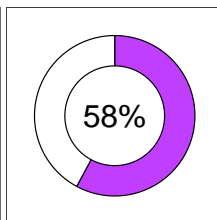
Are aware their school/community offers a variety of programs



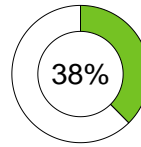
Participate at least 3 times per week



Have positive out of school experiences

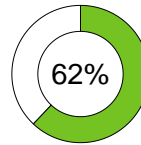
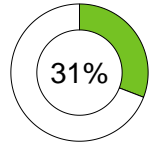


Health and Well-Being Indicators



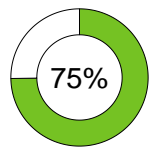
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

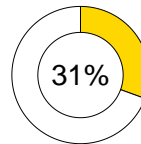


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

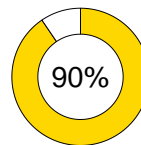
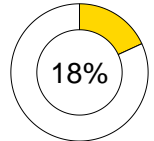


Context Indicators



Obtained mostly As for school grades.

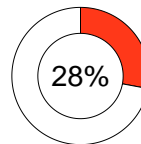
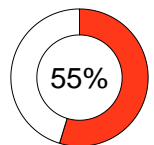
Were sent out of class for discipline.



Feel safe at school.

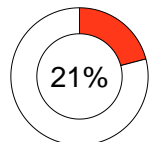
Challenge Indicators

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.



Minnesota Youth Development Research Group
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Somali Students in MN for 2019



High School Graduation and Beyond

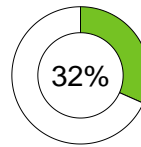


99%

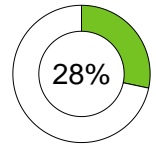
of Somali students plan to graduate high school.

81% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

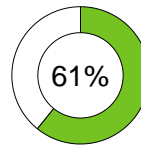
Health and Well-Being Indicators



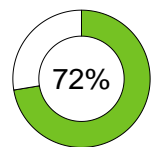
Are physically active at least 60 minutes, 5 times per week.



Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.



Reported having very good or excellent health

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



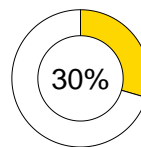
Family and Community Support



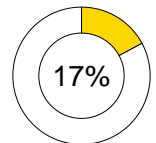
Teacher and School Support



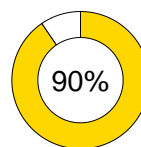
Context Indicators



Obtained mostly As for school grades.



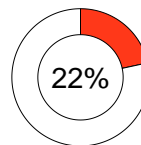
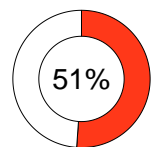
Were sent out of class for discipline.



Feel safe at school.

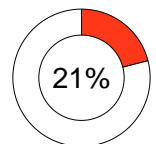
Challenge Indicators

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



Experienced at least one indicator of trauma.

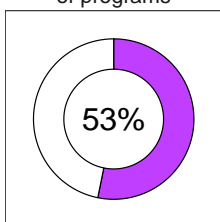
Have at least one indicator of mental distress.



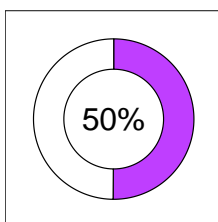
Afterschool Activities

Percent of Somali students who...

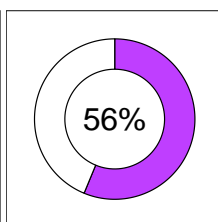
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



Minnesota Youth Development Research Group
www.mnydrgr.com

Foster-Care Students in MN for 2013



High School Graduation and Beyond



96% of Foster-Care students plan to graduate high school.

60% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
3% 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

60%

Positive Identity and Outlook

34%

Social Competence

40%

Empowerment

55%

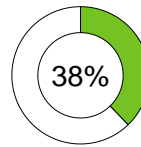
Family and Community Support

46%

Teacher and School Support

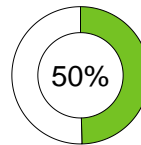
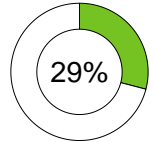
45%

Health and Well-Being Indicators



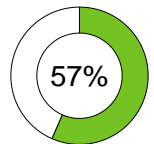
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

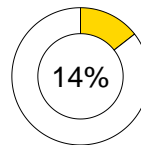


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

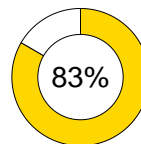
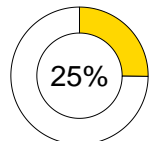


Context Indicators



Obtained mostly As for school grades.

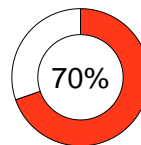
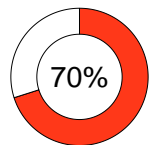
Were sent out of class for discipline.



Feel safe at school.

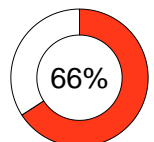
Challenge Indicators

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.

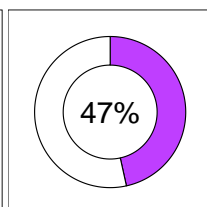
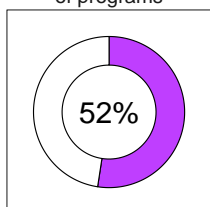


Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



Minnesota Youth Development Research Group
www.mnydr.org

Foster-Care Students in MN for 2016



High School Graduation and Beyond



98% of Foster-Care students plan to graduate high school.

58% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
4% 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

67%

Positive Identity and Outlook

35%

Social Competence

40%

Empowerment

60%

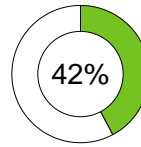
Family and Community Support

50%

Teacher and School Support

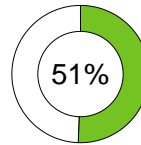
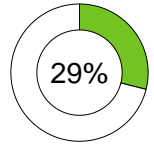
50%

Health and Well-Being Indicators



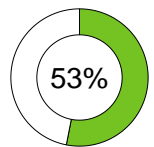
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

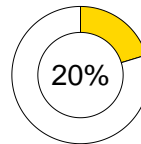


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

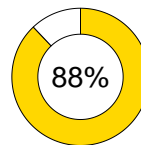
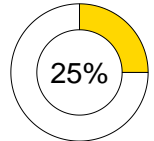


Context Indicators



Obtained mostly As for school grades.

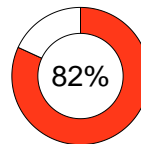
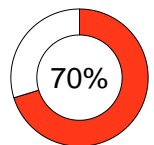
Were sent out of class for discipline.



Feel safe at school.

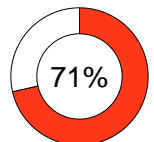
Challenge Indicators

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



Experienced at least one indicator of trauma.

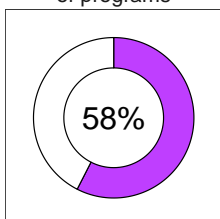
Have at least one indicator of mental distress.



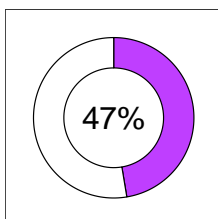
Afterschool Activities

Percent of Foster-Care students who...

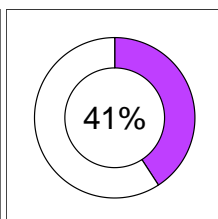
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



Minnesota Youth Development Research Group
www.mnydrg.com

Foster-Care Students in MN for 2019



High School Graduation and Beyond



98% of Foster-Care students plan to graduate high school.

58% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
3% 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

59%

Positive Identity and Outlook

30%

Social Competence

38%

Empowerment

54%

Family and Community Support

46%

Teacher and School Support

42%

Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

57%

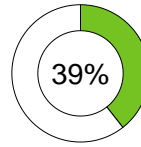
Participate at least 3 times per week

51%

Have positive out of school experiences

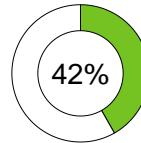
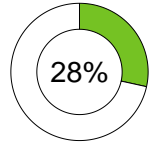
46%

Health and Well-Being Indicators



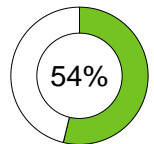
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

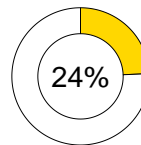


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

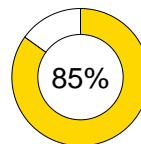
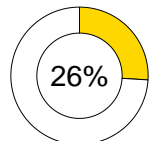


Context Indicators



Obtained mostly As for school grades.

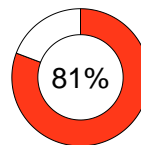
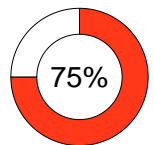
Were sent out of class for discipline.



Feel safe at school.

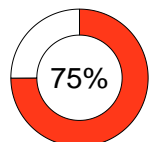
Challenge Indicators

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.



Minnesota Youth Development Research Group
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FRL Students in MN for 2013



High School Graduation and Beyond



of FRL students plan to graduate high school.

71% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



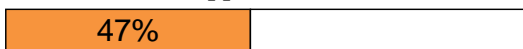
Empowerment



Family and Community Support



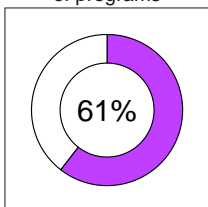
Teacher and School Support



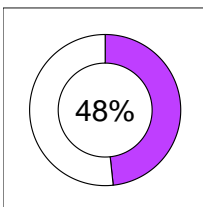
Afterschool Activities

Percent of FRL students who...

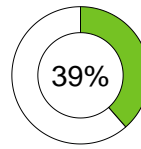
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

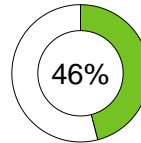
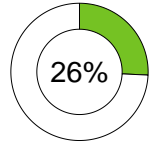


Health and Well-Being Indicators



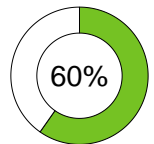
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

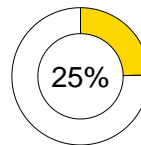


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

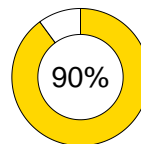
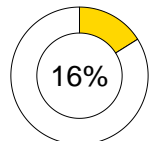


Context Indicators



Obtained mostly As for school grades.

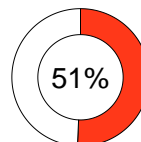
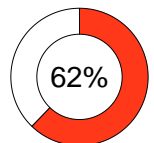
Were sent out of class for discipline.



Feel safe at school.

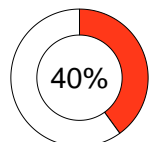
Challenge Indicators

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.



FRL Students in MN for 2016



High School Graduation and Beyond



99% of FRL students plan to graduate high school.

70% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

What percentage of FRL 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



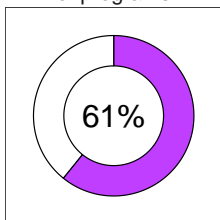
Teacher and School Support



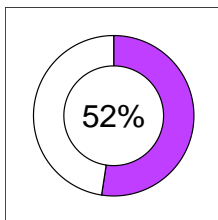
After-school Activities

Percent of FRL students who...

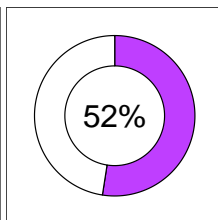
Are aware their school/community offers a variety of programs



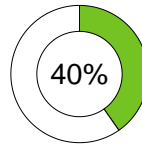
Participate at least 3 times per week



Have positive out of school experiences

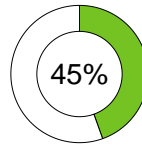
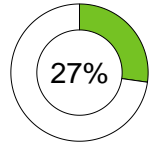


Health and Well-Being Indicators



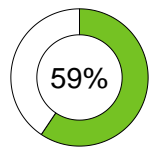
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

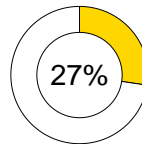


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

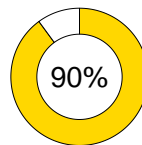
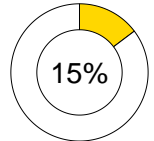


Context Indicators



Obtained mostly As for school grades.

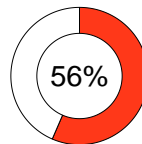
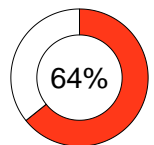
Were sent out of class for discipline.



Feel safe at school.

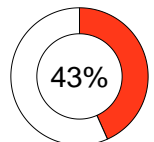
Challenge Indicators

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.



FRL Students in MN for 2019



High School Graduation and Beyond



99% of FRL students plan to graduate high school.

67% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

67%

Positive Identity and Outlook

38%

Social Competence

48%

Empowerment

65%

Family and Community Support

56%

Teacher and School Support

44%

Afterschool Activities

Percent of FRL students who...

Are aware their school/community offers a variety of programs

62%

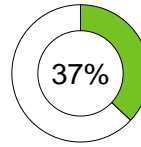
Participate at least 3 times per week

47%

Have positive out of school experiences

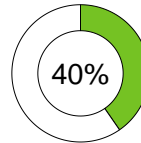
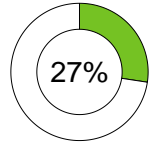
53%

Health and Well-Being Indicators



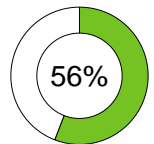
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

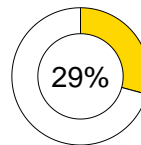


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

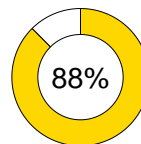
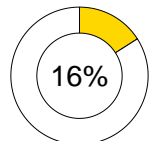


Context Indicators



Obtained mostly As for school grades.

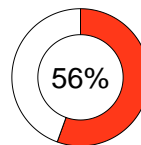
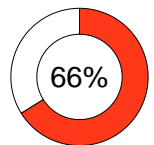
Were sent out of class for discipline.



Feel safe at school.

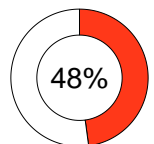
Challenge Indicators

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.



Minnesota Youth Development Research Group
www.mnydr.org

LGBQ Students in MN for 2013



High School Graduation and Beyond



97% of LGBQ students plan to graduate high school.

68% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

61%

Positive Identity and Outlook

30%

Social Competence

40%

Empowerment

50%

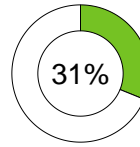
Family and Community Support

38%

Teacher and School Support

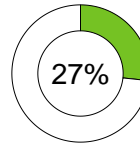
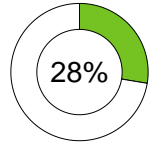
35%

Health and Well-Being Indicators



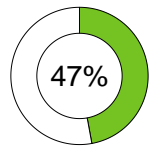
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

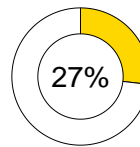


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

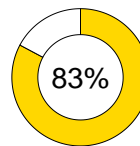
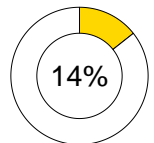


Context Indicators



Obtained mostly As for school grades.

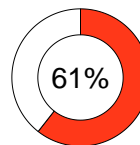
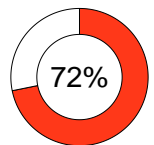
Were sent out of class for discipline.



Feel safe at school.

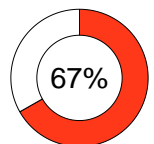
Challenge Indicators

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.

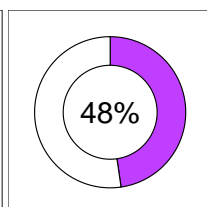
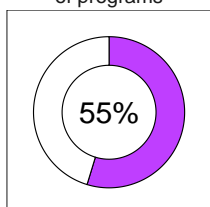


Afterschool Activities

Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



Minnesota Youth Development Research Group
www.mnydrgr.com

LGBQ Students in MN for 2016



High School Graduation and Beyond



99% of LGBQ students plan to graduate high school.

71% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

64%

Positive Identity and Outlook

24%

Social Competence

42%

Empowerment

50%

Family and Community Support

39%

Teacher and School Support

34%

Afterschool Activities

Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

61%

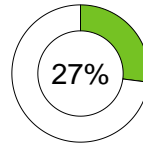
Participate at least 3 times per week

50%

Have positive out of school experiences

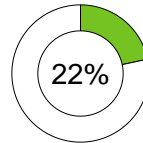
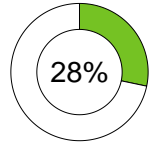
46%

Health and Well-Being Indicators



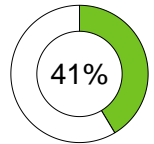
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

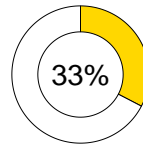


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

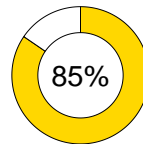
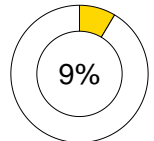


Context Indicators



Obtained mostly As for school grades.

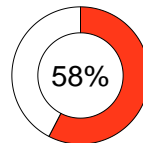
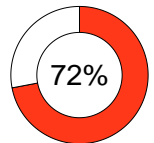
Were sent out of class for discipline.



Feel safe at school.

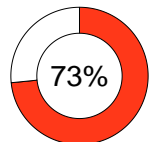
Challenge Indicators

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.



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LGBQ Students in MN for 2019



High School Graduation and Beyond



99% of LGBQ students plan to graduate high school.

73% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

59%

Positive Identity and Outlook

17%

Social Competence

42%

Empowerment

46%

Family and Community Support

37%

Teacher and School Support

29%

Afterschool Activities

Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

64%

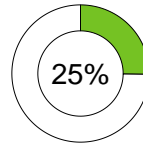
Participate at least 3 times per week

48%

Have positive out of school experiences

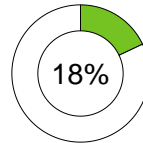
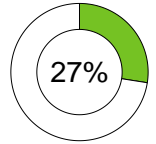
48%

Health and Well-Being Indicators



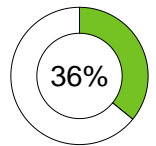
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

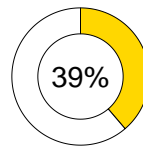


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

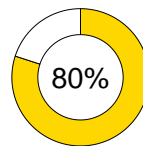
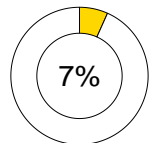


Context Indicators



Obtained mostly As for school grades.

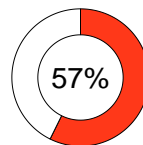
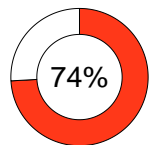
Were sent out of class for discipline.



Feel safe at school.

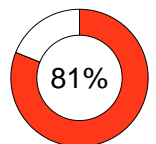
Challenge Indicators

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.



Minnesota Youth Development Research Group
www.mnydrgr.com

SpEd Students in MN for 2013



High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

62% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

69%

Positive Identity and Outlook

45%

Social Competence

50%

Empowerment

67%

Family and Community Support

60%

Teacher and School Support

55%

Afterschool Activities

Percent of SpEd students who...

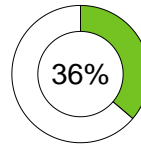
Are aware their school/community offers a variety of programs

59%

Participate at least 3 times per week

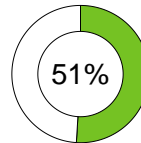
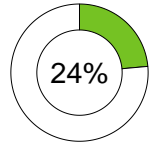
46%

Health and Well-Being Indicators



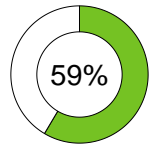
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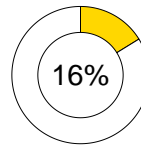


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

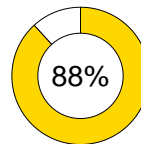
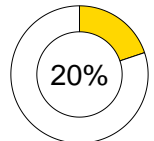


Context Indicators



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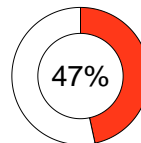
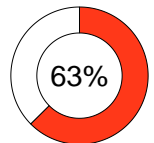
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Feel safe at school.

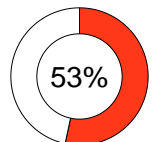
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Positive Identity and Outlook

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Social Competence

50%

Empowerment

66%

Family and Community Support

61%

Teacher and School Support

56%

Afterschool Activities

Percent of SpEd students who...

Are aware their school/community offers a variety of programs

59%

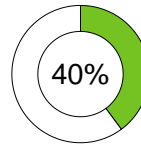
Participate at least 3 times per week

50%

Have positive out of school experiences

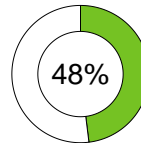
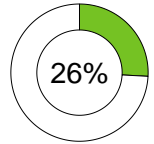
49%

Health and Well-Being Indicators



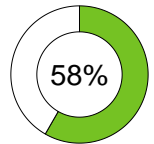
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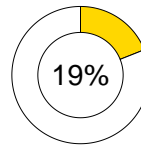


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

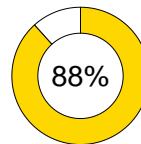
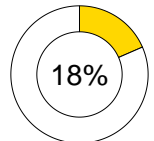


Context Indicators



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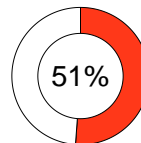
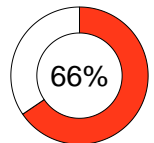
Were sent out of class for discipline.



Feel safe at school.

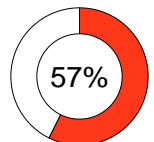
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Developmental Skills & Supports

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Positive Identity and Outlook

39%

Social Competence

49%

Empowerment

65%

Family and Community Support

60%

Teacher and School Support

51%

Afterschool Activities

Percent of SpEd students who...

Are aware their school/community offers a variety of programs

62%

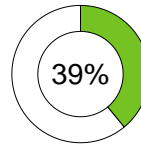
Participate at least 3 times per week

49%

Have positive out of school experiences

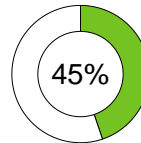
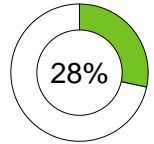
53%

Health and Well-Being Indicators



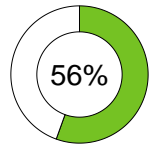
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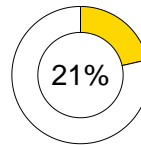


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

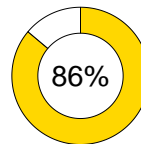
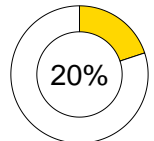


Context Indicators



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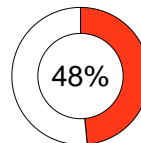
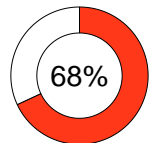
Were sent out of class for discipline.



Feel safe at school.

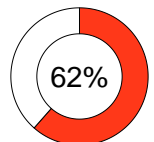
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Homeless Students in MN for 2013



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Developmental Skills & Supports

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Positive Identity and Outlook

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Social Competence

41%

Empowerment

54%

Family and Community Support

42%

Teacher and School Support

35%

Afterschool Activities

Percent of Homeless students who...

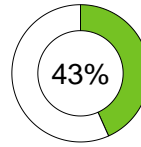
Are aware their school/community offers a variety of programs

57%

Participate at least 3 times per week

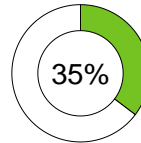
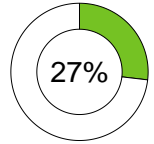
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Health and Well-Being Indicators



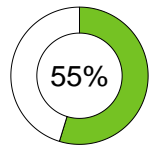
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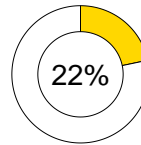


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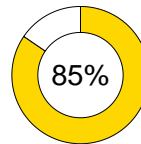
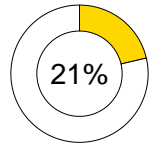


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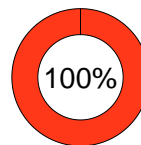
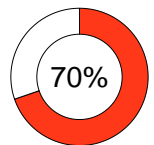
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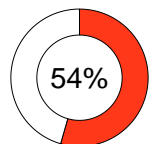
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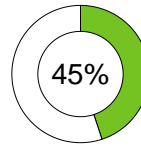
Family and Community Support

48%

Teacher and School Support

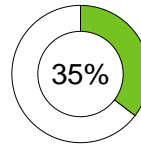
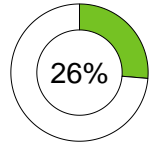
40%

Health and Well-Being Indicators



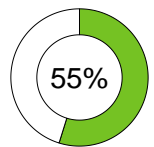
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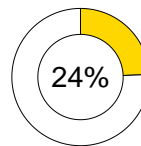


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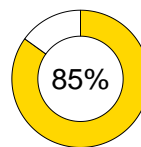
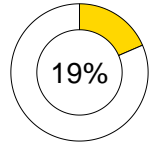


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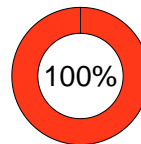
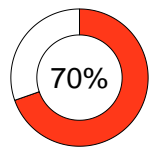
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Feel safe at school.

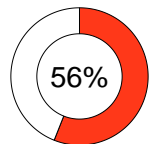
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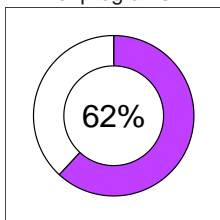
Have at least one indicator of mental distress.



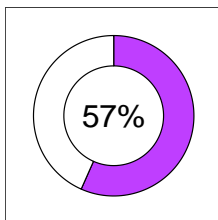
Afterschool Activities

Percent of Homeless students who...

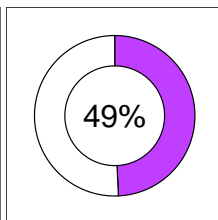
Are aware their school/community offers a variety of programs



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Have positive out of school experiences



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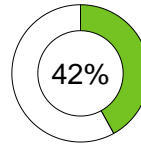
Family and Community Support

44%

Teacher and School Support

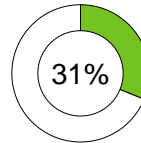
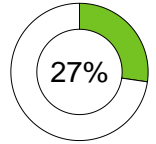
34%

Health and Well-Being Indicators



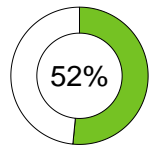
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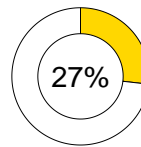


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

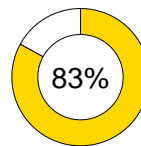
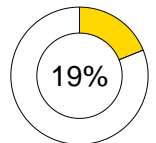


Context Indicators



Obtained mostly As for school grades.

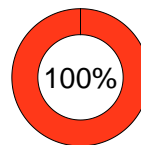
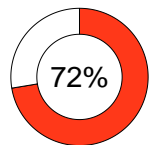
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Feel safe at school.

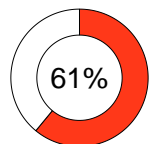
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Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

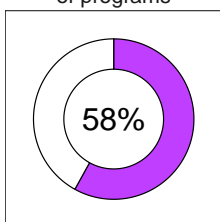
Have at least one indicator of mental distress.



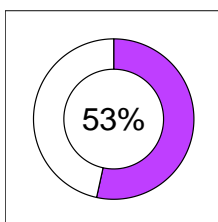
Afterschool Activities

Percent of Homeless students who...

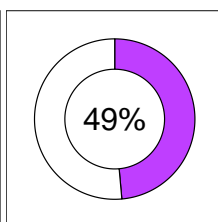
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



Minnesota Youth Development Research Group
www.mnydr.org

Trauma Experienced Students in MN for 2013



High School Graduation and Beyond

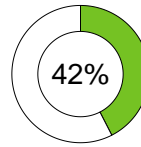


99%

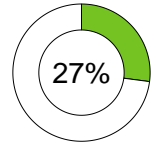
of Trauma Experienced students plan to graduate high school.

73% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

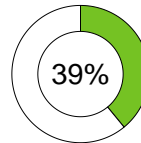
Health and Well-Being Indicators



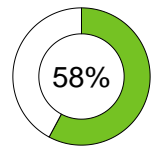
Are physically active at least 60 minutes, 5 times per week.



Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.



Reported having very good or excellent health

Developmental Skills & Supports

What percentage of Trauma Experienced students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



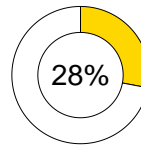
Family and Community Support



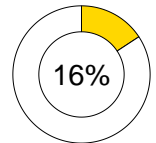
Teacher and School Support



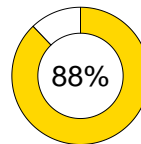
Context Indicators



Obtained mostly As for school grades.



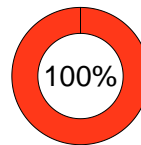
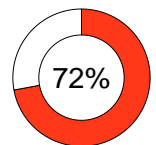
Were sent out of class for discipline.



Feel safe at school.

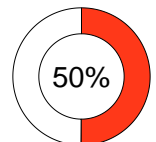
Challenge Indicators

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



Experienced at least one indicator of trauma.

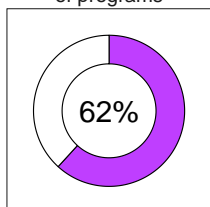
Have at least one indicator of mental distress.



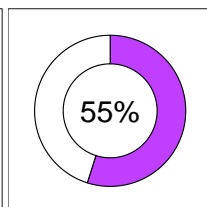
Afterschool Activities

Percent of Trauma Experienced students who...

Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Minnesota Youth Development Research Group
www.mnydrg.com

Trauma Experienced Students in MN for 2016



High School Graduation and Beyond



99%

of Trauma Experienced students plan to graduate high school.

72% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Trauma Experienced students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning

66%

Positive Identity and Outlook

36%

Social Competence

43%

Empowerment

58%

Family and Community Support

46%

Teacher and School Support

34%

Afterschool Activities

Percent of Trauma Experienced students who...

Are aware their school/community offers a variety of programs

66%

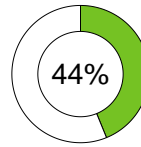
Participate at least 3 times per week

58%

Have positive out of school experiences

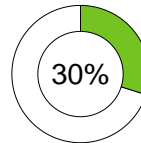
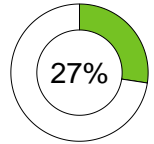
52%

Health and Well-Being Indicators



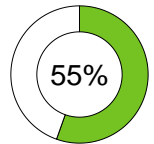
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

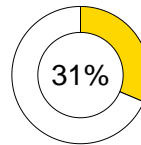


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

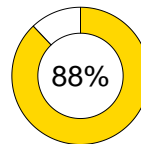
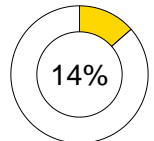


Context Indicators



Obtained mostly As for school grades.

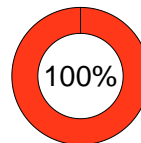
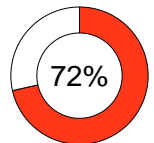
Were sent out of class for discipline.



Feel safe at school.

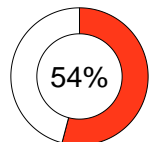
Challenge Indicators

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.



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Trauma Experienced Students in MN for 2019



High School Graduation and Beyond

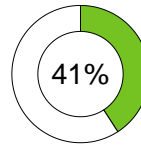


99%

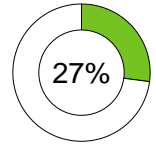
of Trauma Experienced students plan to graduate high school.

70% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

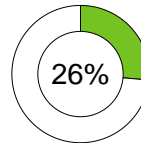
Health and Well-Being Indicators



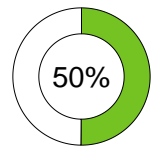
Are physically active at least 60 minutes, 5 times per week.



Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.



Reported having very good or excellent health

Developmental Skills & Supports

What percentage of Trauma Experienced students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



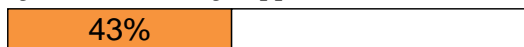
Social Competence



Empowerment



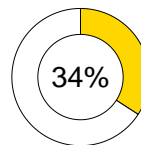
Family and Community Support



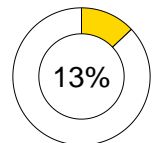
Teacher and School Support



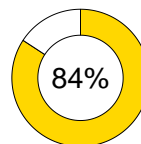
Context Indicators



Obtained mostly As for school grades.



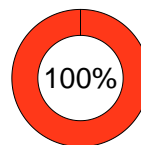
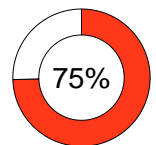
Were sent out of class for discipline.



Feel safe at school.

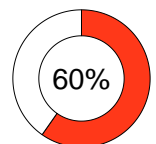
Challenge Indicators

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



Experienced at least one indicator of trauma.

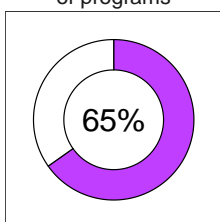
Have at least one indicator of mental distress.



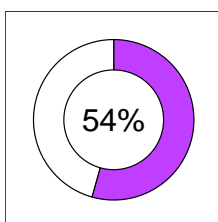
Afterschool Activities

Percent of Trauma Experienced students who...

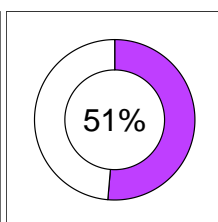
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



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Acknowledgements

The [Minnesota Youth Development Research Group](#) is supported through the Carmen and Jim [Campbell Leadership Chair](#) in [Education & Human Development](#) at the University of Minnesota. This report, containing student-community profiles, was developed with the support of Campbell graduate research assistant, Rik Lamm, and Dr. Andrew Zieffler. We also appreciate the support of the [Educational Equity Resource Center](#) at the U of M. Finally, we acknowledge the [Search Institute](#)'s developmental assets framework and their positive youth development approach to helping youth become their *best selves*. We offer this report as a model of engaged scholarship, consistent with the research, teaching, and outreach missions of the University of Minnesota, the state's land grant research institution of higher education.