

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

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

**A Focus on
Students in
Foster Care**



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

MN Youth Development Research Group

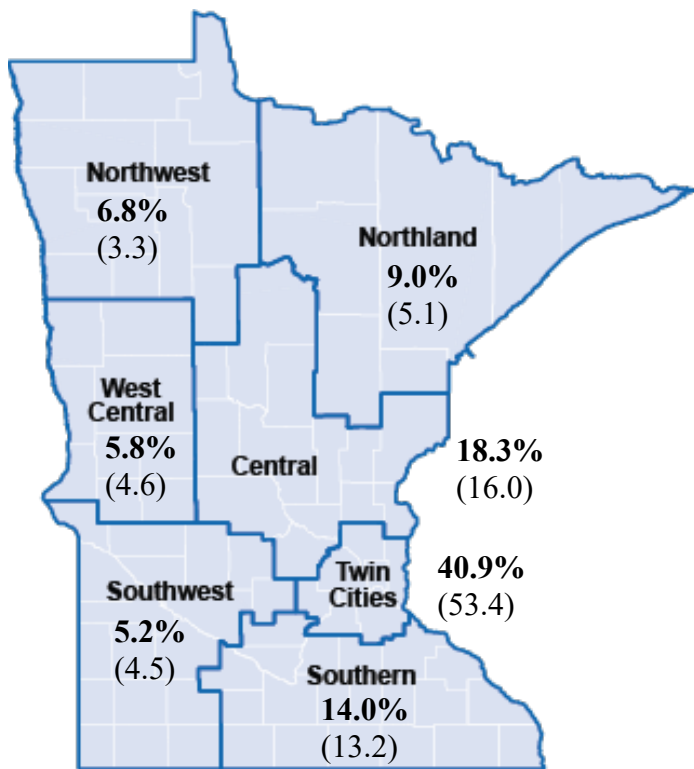


www.mnydrg.com

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Educational Psychology
University of Minnesota
October 2020

Minnesota Student Survey – Students in Foster Care

2013 2016 2019



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

In total across the three administrations of the MSS, 5,839 students who had lived in foster care in grades 5, 8, 9, and 11 participated.

This question changed from living in foster care at the time of the survey (2013 & 2016) to having ever been in foster care (2019). Because of this, the percent of students responding affirmatively increased from 0.3% to nearly 3% in 2019 (nearly 10 times more).

Students in foster care in the MSS are located in each region of the state and 86 (out of 87) counties. This is evident in the numbers on the map to the left.

Less than half of students in foster care participating in the MSS (41%) reside in the Twin Cities; about half of youth 17 years old or younger in the population (52%) reside in the Twin Cities seven county region.

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

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

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.

The 2019 racial/ethnic composition of students in foster care represented more students of color than that of the MSS participants overall.

Region	Foster care	Total
American Indian	16%	4%
Asian PI	6%	4%
Black	11%	6%
White	45%	68%
Latino	14%	9%
Somali	2%	2%
Hmong	1%	2%

Counts of students in foster care participating in the MSS by region and year.

Region	2013	2016	2019
Central	86	115	868
Northland	64	65	427
Northwest	44	72	324
Southern	51	76	662
Southwest	27	38	249
Twin Cities Metro	159	208	1940
West Central	42	39	274
Total	473	613	4744

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.

Foster-Care Students in MN for 2013



High School Graduation and Beyond



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%

Afterschool Activities

Percent of Foster-Care students who...

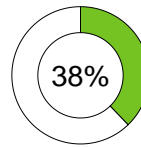
Are aware their school/community offers a variety of programs

52%

Participate at least 3 times per week

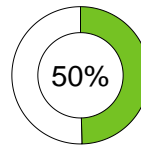
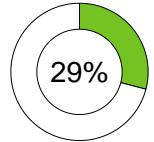
47%

Health and Well-Being Indicators



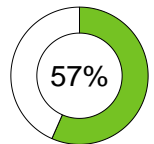
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

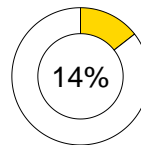


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

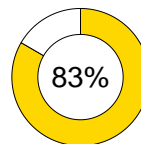
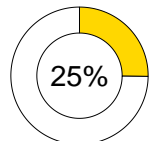


Context Indicators



Obtained mostly As for school grades.

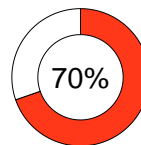
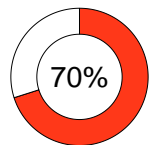
Were sent out of class for discipline.



Feel safe at school.

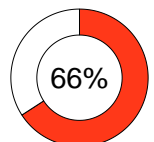
Challenge Indicators

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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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%

After-school Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

58%

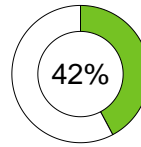
Participate at least 3 times per week

47%

Have positive out of school experiences

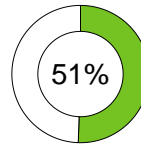
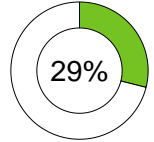
41%

Health and Well-Being Indicators



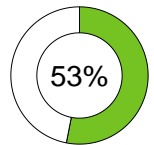
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

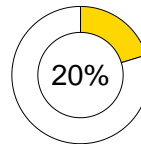


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

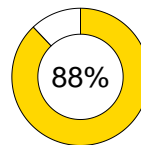
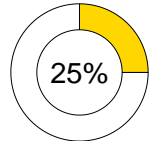


Context Indicators



Obtained mostly As for school grades.

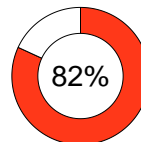
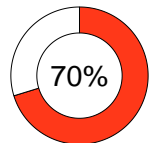
Were sent out of class for discipline.



Feel safe at school.

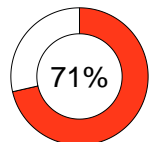
Challenge Indicators

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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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%

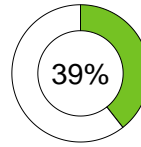
Family and Community Support

46%

Teacher and School Support

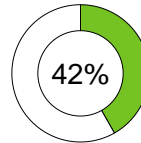
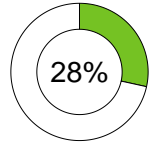
42%

Health and Well-Being Indicators



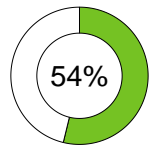
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

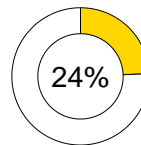


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

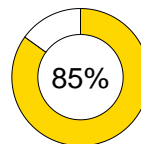
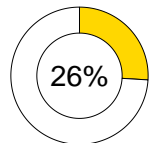


Context Indicators



Obtained mostly As for school grades.

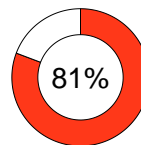
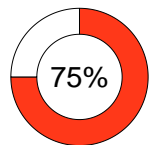
Were sent out of class for discipline.



Feel safe at school.

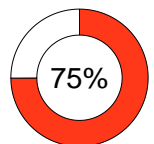
Challenge Indicators

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



Experienced at least one indicator of trauma.

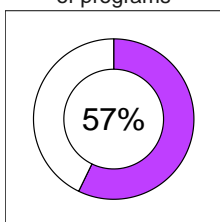
Have at least one indicator of mental distress.



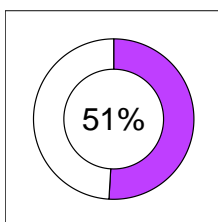
Afterschool Activities

Percent of Foster-Care students who...

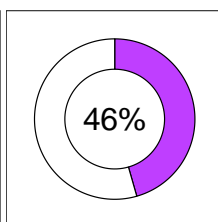
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



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Foster-Care Students in Greater MN for 2013



High School Graduation and Beyond



of Foster-Care students plan to graduate high school.

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

61%

Positive Identity and Outlook

35%

Social Competence

40%

Empowerment

58%

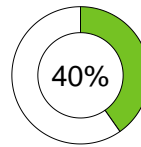
Family and Community Support

51%

Teacher and School Support

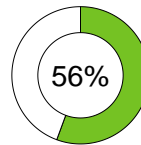
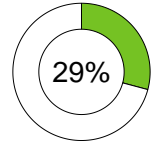
45%

Health and Well-Being Indicators



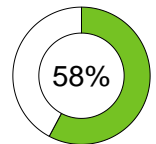
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

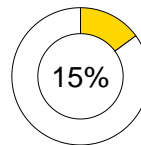


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

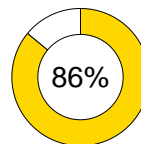
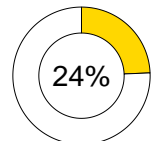


Context Indicators



Obtained mostly As for school grades.

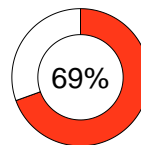
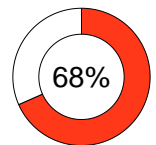
Were sent out of class for discipline.



Feel safe at school.

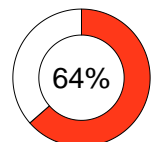
Challenge Indicators

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.

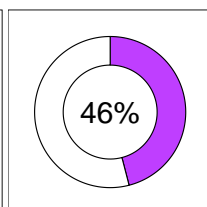
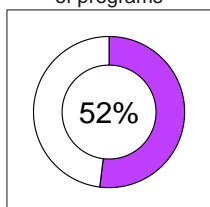


Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



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Foster-Care Students in Greater MN for 2016



High School Graduation and Beyond



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

57% plan to attend a 2 or 4 year college/university.
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

66%

Positive Identity and Outlook

35%

Social Competence

40%

Empowerment

61%

Family and Community Support

50%

Teacher and School Support

52%

After-school Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

58%

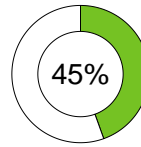
Participate at least 3 times per week

46%

Have positive out of school experiences

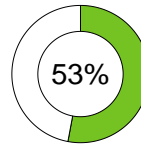
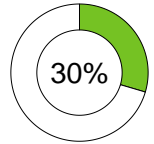
44%

Health and Well-Being Indicators



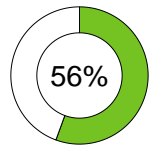
Are physically active at least 60 minutes, 5 times per week.

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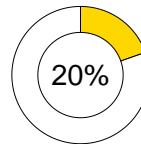


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

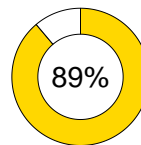
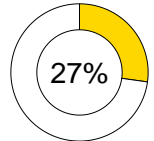


Context Indicators



Obtained mostly As for school grades.

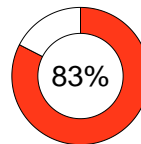
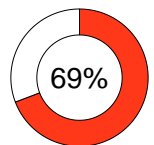
Were sent out of class for discipline.



Feel safe at school.

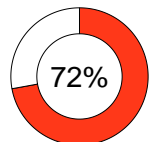
Challenge Indicators

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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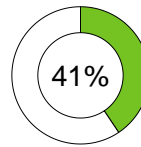
Family and Community Support

45%

Teacher and School Support

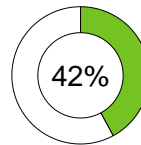
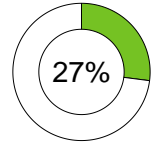
41%

Health and Well-Being Indicators



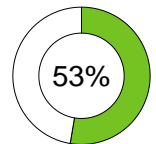
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

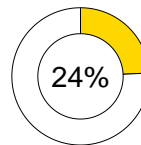


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

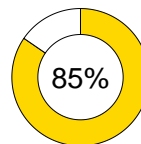
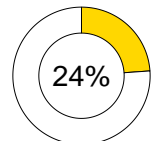


Context Indicators



Obtained mostly As for school grades.

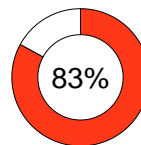
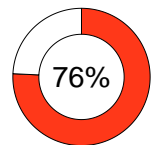
Were sent out of class for discipline.



Feel safe at school.

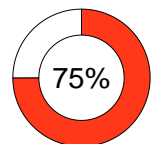
Challenge Indicators

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



Experienced at least one indicator of trauma.

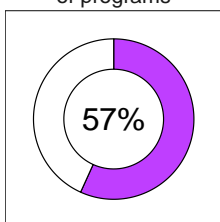
Have at least one indicator of mental distress.



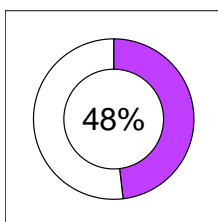
Afterschool Activities

Percent of Foster-Care students who...

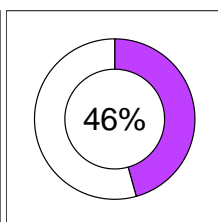
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



Minnesota Youth Development Research Group
www.mnydrgr.com

Foster-Care Students in Twin Cities for 2013



High School Graduation and Beyond



93% of Foster-Care students plan to graduate high school.

62% plan to attend a 2 or 4 year college/university.
2% 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

58%

Positive Identity and Outlook

32%

Social Competence

42%

Empowerment

49%

Family and Community Support

37%

Teacher and School Support

45%

Afterschool Activities

Percent of Foster-Care students who...

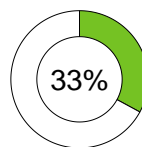
Are aware their school/community offers a variety of programs

53%

Participate at least 3 times per week

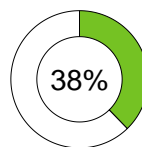
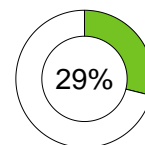
48%

Health and Well-Being Indicators



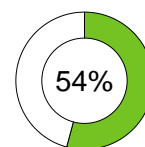
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

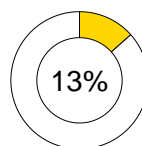


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

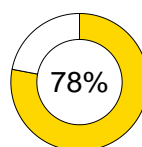
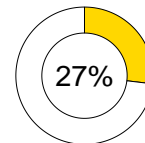


Context Indicators



Obtained mostly As for school grades.

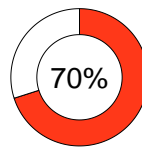
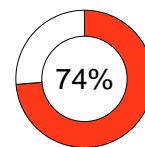
Were sent out of class for discipline.



Feel safe at school.

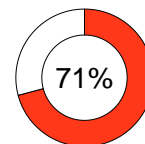
Challenge Indicators

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
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Foster-Care Students in Twin Cities for 2016



High School Graduation and Beyond



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

59% plan to attend a 2 or 4 year college/university.
7% plan to obtain a license/certificate or apprenticeship.
5% 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

69%

Positive Identity and Outlook

35%

Social Competence

38%

Empowerment

58%

Family and Community Support

51%

Teacher and School Support

47%

Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

57%

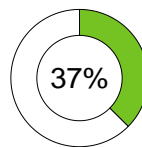
Participate at least 3 times per week

50%

Have positive out of school experiences

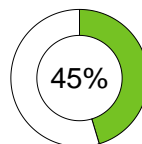
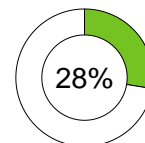
35%

Health and Well-Being Indicators



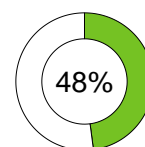
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

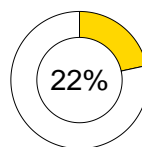


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

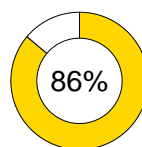
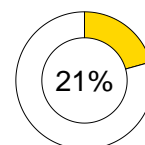


Context Indicators



Obtained mostly As for school grades.

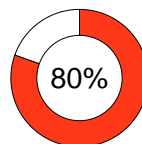
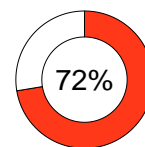
Were sent out of class for discipline.



Feel safe at school.

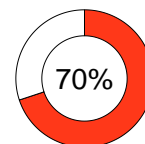
Challenge Indicators

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.



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Foster-Care Students in Twin Cities for 2019



High School Graduation and Beyond



98% of Foster-Care 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 Foster-Care students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning

60%

Positive Identity and Outlook

30%

Social Competence

41%

Empowerment

55%

Family and Community Support

48%

Teacher and School Support

44%

Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

58%

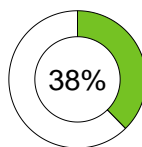
Participate at least 3 times per week

55%

Have positive out of school experiences

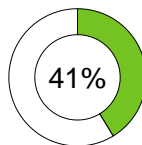
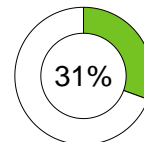
45%

Health and Well-Being Indicators



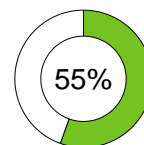
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

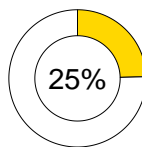


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

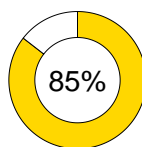
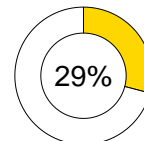


Context Indicators



Obtained mostly As for school grades.

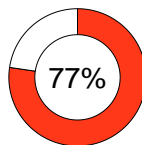
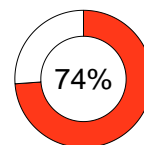
Were sent out of class for discipline.



Feel safe at school.

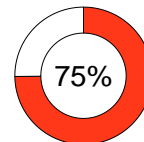
Challenge Indicators

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.



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Foster-Care Students in Central for 2013



High School Graduation and Beyond



of Foster-Care students plan to graduate high school.

56% plan to attend a 2 or 4 year college/university.
10% plan to obtain a license/certificate or apprenticeship.
1% 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

54%

Positive Identity and Outlook

32%

Social Competence

40%

Empowerment

49%

Family and Community Support

36%

Teacher and School Support

43%

After-school Activities

Percent of Foster-Care students who...

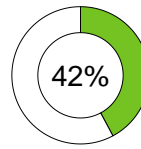
Are aware their school/community offers a variety of programs

54%

Participate at least 3 times per week

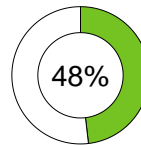
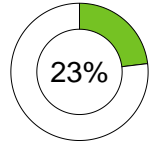
54%

Health and Well-Being Indicators



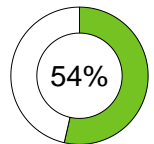
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

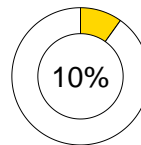


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

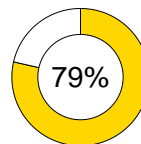
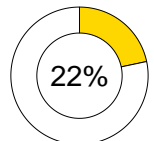


Context Indicators



Obtained mostly As for school grades.

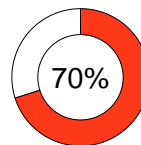
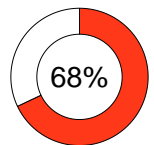
Were sent out of class for discipline.



Feel safe at school.

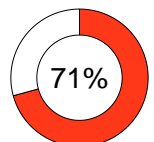
Challenge Indicators

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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Foster-Care Students in Central for 2016



High School Graduation and Beyond



of Foster-Care students plan to graduate high school.

51% 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

41%

Social Competence

52%

Empowerment

70%

Family and Community Support

48%

Teacher and School Support

49%

After-school Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

62%

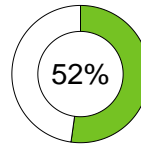
Participate at least 3 times per week

52%

Have positive out of school experiences

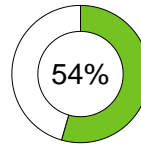
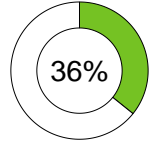
39%

Health and Well-Being Indicators



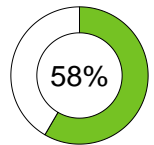
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

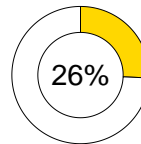


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

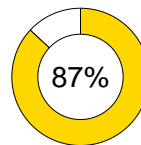
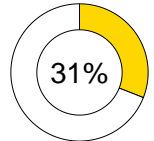


Context Indicators



Obtained mostly As for school grades.

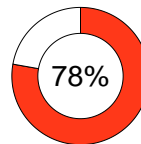
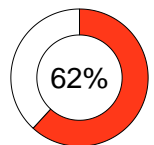
Were sent out of class for discipline.



Feel safe at school.

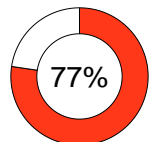
Challenge Indicators

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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Foster-Care Students in Central 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

58%

Positive Identity and Outlook

28%

Social Competence

36%

Empowerment

52%

Family and Community Support

43%

Teacher and School Support

40%

Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

58%

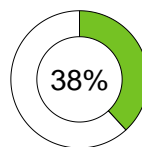
Participate at least 3 times per week

48%

Have positive out of school experiences

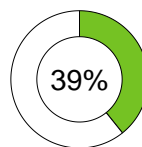
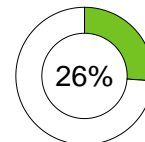
50%

Health and Well-Being Indicators



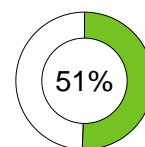
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

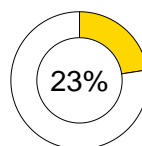


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

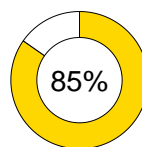
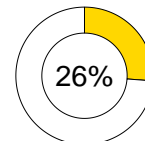


Context Indicators



Obtained mostly As for school grades.

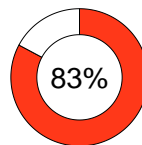
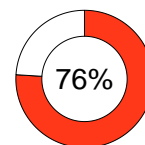
Were sent out of class for discipline.



Feel safe at school.

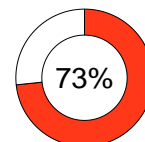
Challenge Indicators

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.



Minnesota Youth Development Research Group
www.mnydrgr.com

Foster-Care Students in North for 2013



High School Graduation and Beyond



of Foster-Care students plan to graduate high school.

55% plan to attend a 2 or 4 year college/university.
9% plan to obtain a license/certificate or apprenticeship.
NA% 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

50%

Positive Identity and Outlook

37%

Social Competence

43%

Empowerment

54%

Family and Community Support

57%

Teacher and School Support

40%

Afterschool Activities

Percent of Foster-Care students who...

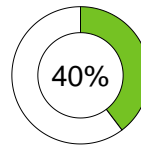
Are aware their school/community offers a variety of programs

48%

Participate at least 3 times per week

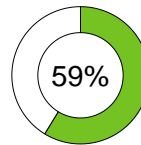
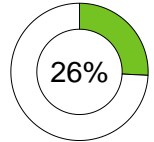
41%

Health and Well-Being Indicators



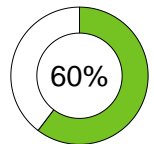
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

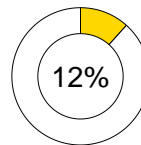


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

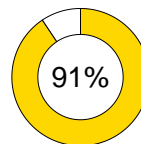
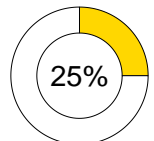


Context Indicators



Obtained mostly As for school grades.

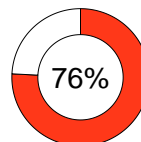
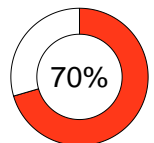
Were sent out of class for discipline.



Feel safe at school.

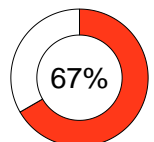
Challenge Indicators

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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Foster-Care Students in North for 2016



High School Graduation and Beyond



of Foster-Care students plan to graduate high school.

53% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
8% 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

62%

Positive Identity and Outlook

29%

Social Competence

28%

Empowerment

62%

Family and Community Support

56%

Teacher and School Support

47%

Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

62%

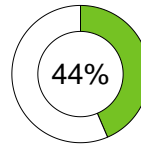
Participate at least 3 times per week

38%

Have positive out of school experiences

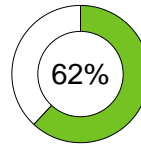
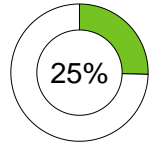
56%

Health and Well-Being Indicators



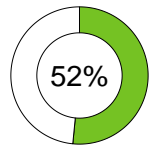
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

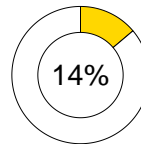


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

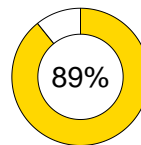
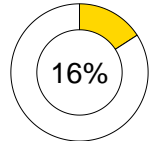


Context Indicators



Obtained mostly As for school grades.

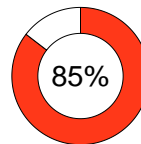
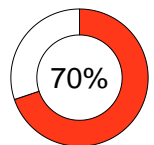
Were sent out of class for discipline.



Feel safe at school.

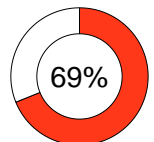
Challenge Indicators

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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Foster-Care Students in North for 2019



High School Graduation and Beyond



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

51% plan to attend a 2 or 4 year college/university.
8% 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

30%

Social Competence

35%

Empowerment

53%

Family and Community Support

47%

Teacher and School Support

40%

Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

57%

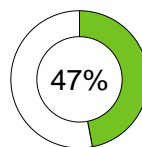
Participate at least 3 times per week

49%

Have positive out of school experiences

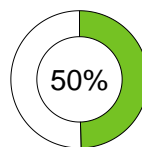
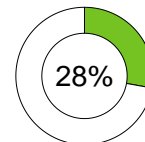
41%

Health and Well-Being Indicators



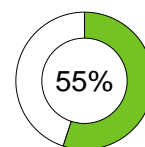
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

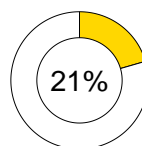


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

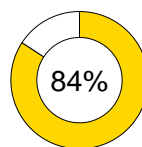
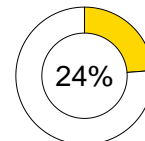


Context Indicators



Obtained mostly As for school grades.

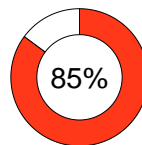
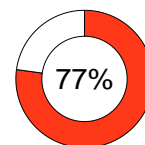
Were sent out of class for discipline.



Feel safe at school.

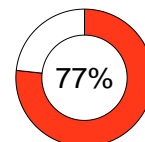
Challenge Indicators

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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Foster-Care Students in North West for 2013



High School Graduation and Beyond



99% of Foster-Care 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.
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

58%

Positive Identity and Outlook

32%

Social Competence

38%

Empowerment

64%

Family and Community Support

60%

Teacher and School Support

46%

Afterschool Activities

Percent of Foster-Care students who...

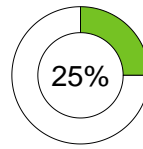
Are aware their school/community offers a variety of programs

52%

Participate at least 3 times per week

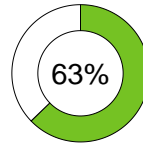
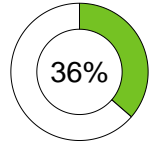
55%

Health and Well-Being Indicators



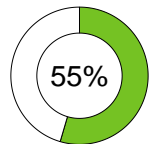
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

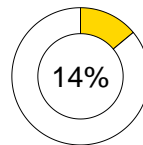


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

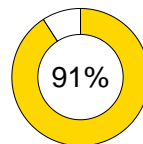
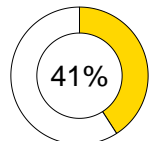


Context Indicators



Obtained mostly As for school grades.

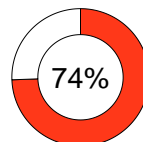
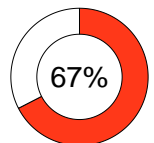
Were sent out of class for discipline.



Feel safe at school.

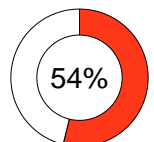
Challenge Indicators

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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Foster-Care Students in North West for 2016



High School Graduation and Beyond



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

61% plan to attend a 2 or 4 year college/university.
7% plan to obtain a license/certificate or apprenticeship.
7% 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

28%

Social Competence

23%

Empowerment

45%

Family and Community Support

47%

Teacher and School Support

56%

Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

46%

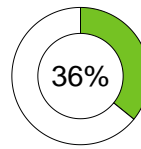
Participate at least 3 times per week

43%

Have positive out of school experiences

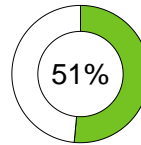
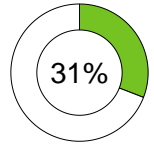
43%

Health and Well-Being Indicators



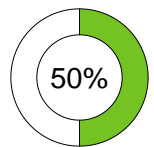
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

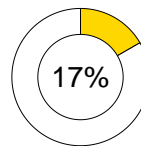


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

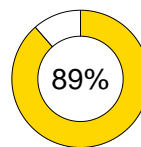
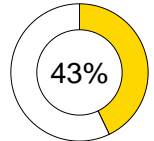


Context Indicators



Obtained mostly As for school grades.

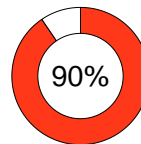
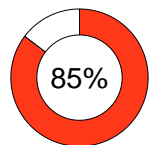
Were sent out of class for discipline.



Feel safe at school.

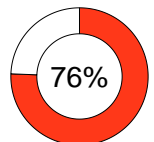
Challenge Indicators

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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Foster-Care Students in North West for 2019



High School Graduation and Beyond



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

44% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
7% 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

51%

Positive Identity and Outlook

27%

Social Competence

34%

Empowerment

52%

Family and Community Support

45%

Teacher and School Support

42%

After-school Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

51%

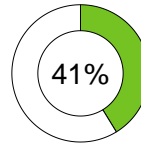
Participate at least 3 times per week

42%

Have positive out of school experiences

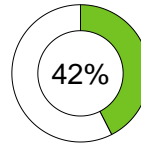
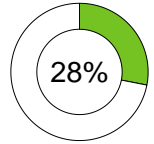
43%

Health and Well-Being Indicators



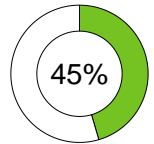
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

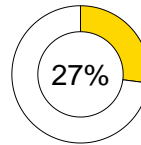


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

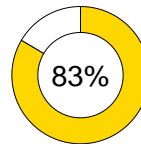
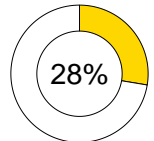


Context Indicators



Obtained mostly As for school grades.

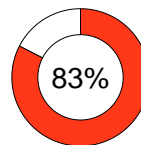
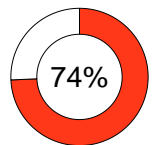
Were sent out of class for discipline.



Feel safe at school.

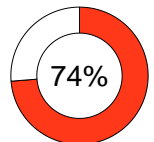
Challenge Indicators

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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Foster-Care Students in South for 2013



High School Graduation and Beyond



of Foster-Care students plan to graduate high school.

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

75%

Positive Identity and Outlook

40%

Social Competence

46%

Empowerment

66%

Family and Community Support

52%

Teacher and School Support

51%

Afterschool Activities

Percent of Foster-Care students who...

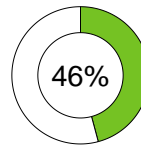
Are aware their school/community offers a variety of programs

62%

Participate at least 3 times per week

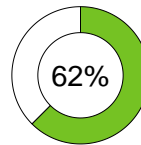
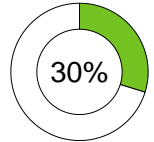
41%

Health and Well-Being Indicators



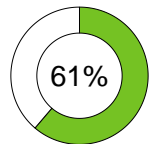
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

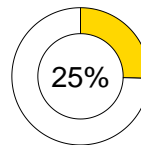


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

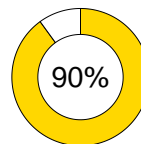
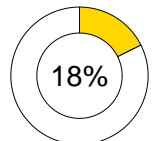


Context Indicators



Obtained mostly As for school grades.

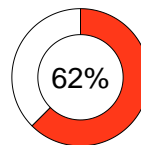
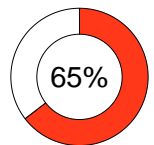
Were sent out of class for discipline.



Feel safe at school.

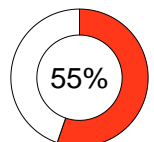
Challenge Indicators

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

Foster-Care Students in South for 2016



High School Graduation and Beyond



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

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

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



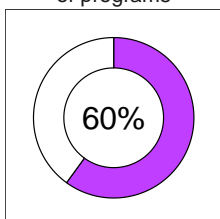
Teacher and School Support



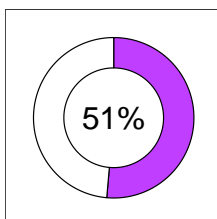
After-school Activities

Percent of Foster-Care students who...

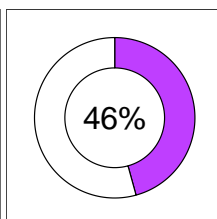
Are aware their school/community offers a variety of programs



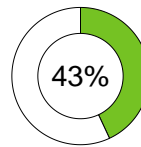
Participate at least 3 times per week



Have positive out of school experiences

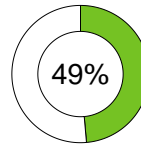
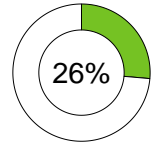


Health and Well-Being Indicators



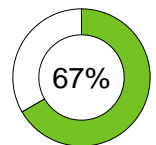
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

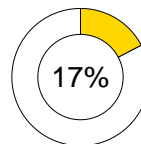


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

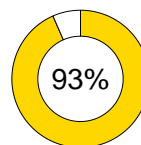
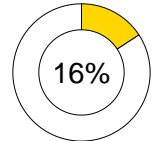


Context Indicators



Obtained mostly As for school grades.

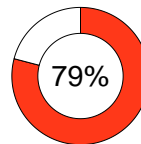
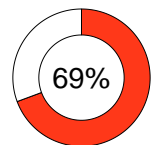
Were sent out of class for discipline.



Feel safe at school.

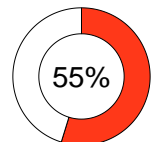
Challenge Indicators

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

Foster-Care Students in South for 2019



High School Graduation and Beyond



97% 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.
2% 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

30%

Social Competence

40%

Empowerment

54%

Family and Community Support

46%

Teacher and School Support

40%

Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

59%

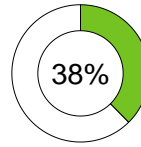
Participate at least 3 times per week

51%

Have positive out of school experiences

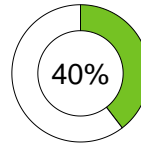
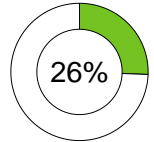
46%

Health and Well-Being Indicators



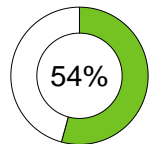
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

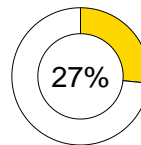


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

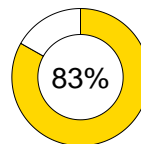
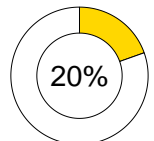


Context Indicators



Obtained mostly As for school grades.

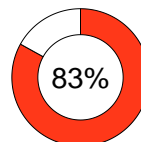
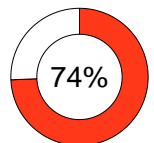
Were sent out of class for discipline.



Feel safe at school.

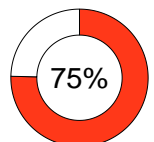
Challenge Indicators

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
www.mnydrgr.com

Foster-Care Students in South West for 2013



High School Graduation and Beyond



95% of Foster-Care students plan to graduate high school.

62% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
NA% 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

62%

Positive Identity and Outlook

48%

Social Competence

32%

Empowerment

64%

Family and Community Support

62%

Teacher and School Support

44%

Afterschool Activities

Percent of Foster-Care students who...

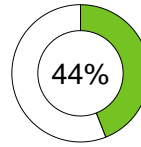
Are aware their school/community offers a variety of programs

50%

Participate at least 3 times per week

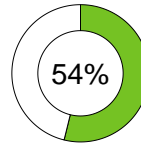
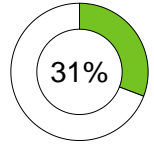
48%

Health and Well-Being Indicators



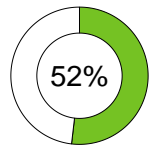
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

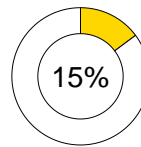


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

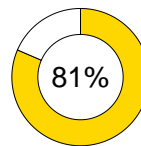
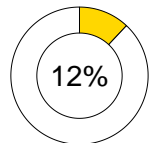


Context Indicators



Obtained mostly As for school grades.

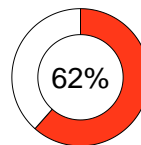
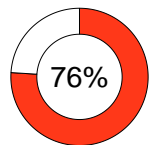
Were sent out of class for discipline.



Feel safe at school.

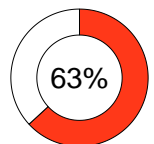
Challenge Indicators

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.



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Foster-Care Students in South West for 2016



High School Graduation and Beyond



of Foster-Care students plan to graduate high school.

66% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
NA% plan to obtain a GED.

Developmental Skills & Supports

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

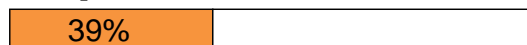
Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



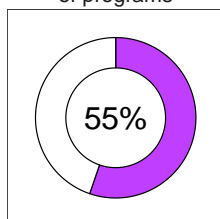
Teacher and School Support



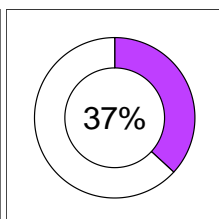
After-school Activities

Percent of Foster-Care students who...

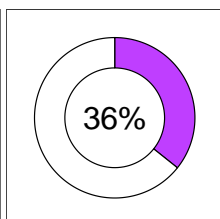
Are aware their school/community offers a variety of programs



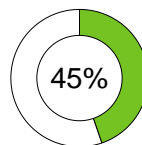
Participate at least 3 times per week



Have positive out of school experiences

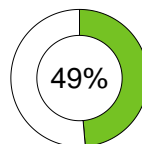
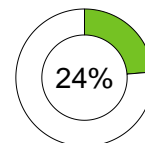


Health and Well-Being Indicators



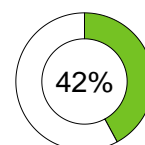
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

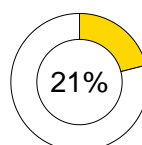


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

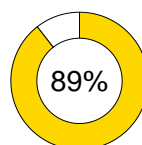
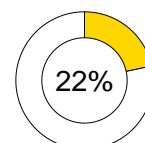


Context Indicators



Obtained mostly As for school grades.

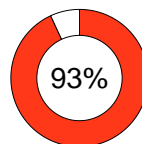
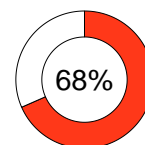
Were sent out of class for discipline.



Feel safe at school.

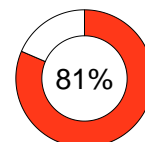
Challenge Indicators

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.



Foster-Care Students in South West for 2019



High School Graduation and Beyond



99%

of Foster-Care students plan to graduate high school.

56% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
2% 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

28%

Social Competence

37%

Empowerment

56%

Family and Community Support

45%

Teacher and School Support

43%

Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

54%

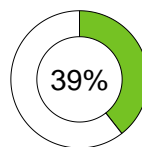
Participate at least 3 times per week

49%

Have positive out of school experiences

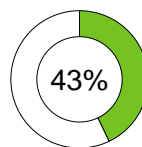
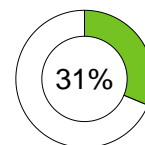
43%

Health and Well-Being Indicators



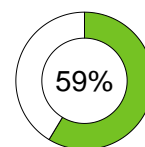
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

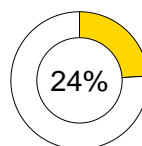


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

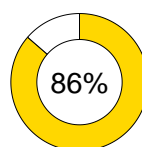
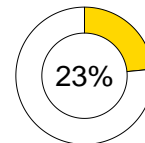


Context Indicators



Obtained mostly As for school grades.

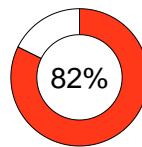
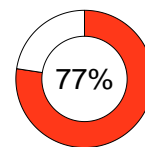
Were sent out of class for discipline.



Feel safe at school.

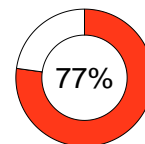
Challenge Indicators

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
www.mnydrgr.com

Foster-Care Students in West Central for 2013



High School Graduation and Beyond



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

65% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
13% plan to obtain a GED.

Developmental Skills & Supports

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

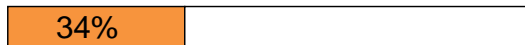
Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



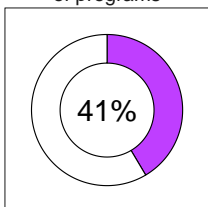
Teacher and School Support



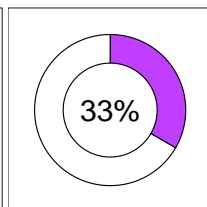
Afterschool Activities

Percent of Foster-Care students who...

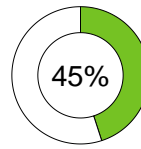
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

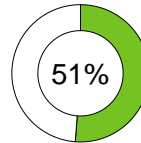
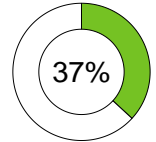


Health and Well-Being Indicators



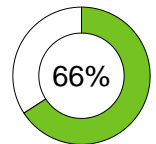
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

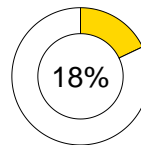


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

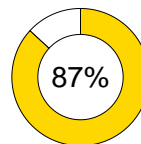
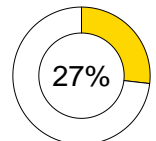


Context Indicators



Obtained mostly As for school grades.

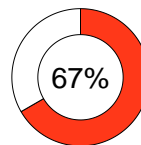
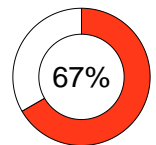
Were sent out of class for discipline.



Feel safe at school.

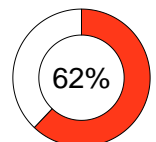
Challenge Indicators

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.



Foster-Care Students in West Central for 2016



High School Graduation and Beyond



of Foster-Care students plan to graduate high school.

47% plan to attend a 2 or 4 year college/university.
12% plan to obtain a license/certificate or apprenticeship.
6% 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

30%

Social Competence

44%

Empowerment

54%

Family and Community Support

46%

Teacher and School Support

51%

Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

56%

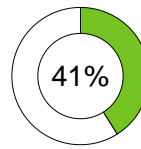
Participate at least 3 times per week

46%

Have positive out of school experiences

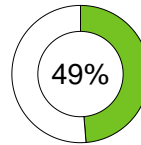
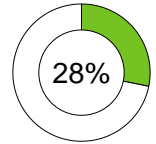
44%

Health and Well-Being Indicators



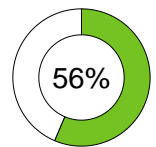
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

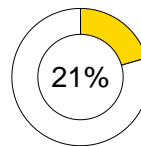


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

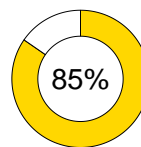
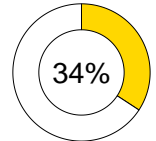


Context Indicators



Obtained mostly As for school grades.

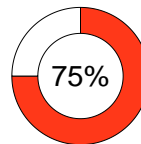
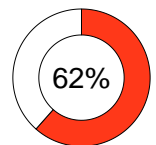
Were sent out of class for discipline.



Feel safe at school.

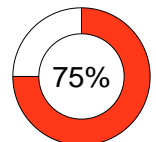
Challenge Indicators

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

Foster-Care Students in West Central for 2019



High School Graduation and Beyond



99%

of Foster-Care students plan to graduate high school.

59% 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 Foster-Care students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning

62%

Positive Identity and Outlook

34%

Social Competence

40%

Empowerment

54%

Family and Community Support

47%

Teacher and School Support

40%

Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

57%

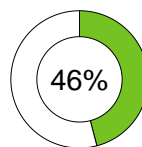
Participate at least 3 times per week

46%

Have positive out of school experiences

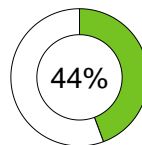
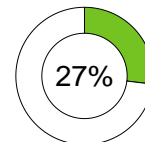
46%

Health and Well-Being Indicators



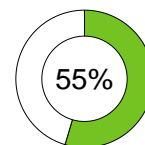
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

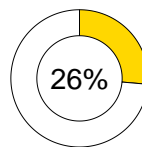


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

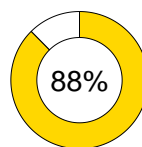
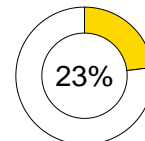


Context Indicators



Obtained mostly As for school grades.

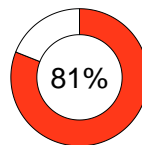
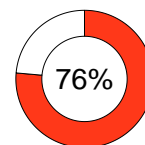
Were sent out of class for discipline.



Feel safe at school.

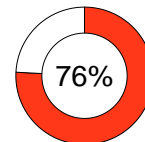
Challenge Indicators

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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Acknowledgements

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