

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
Identifying
as LGBTQ**



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

MN Youth Development Research Group

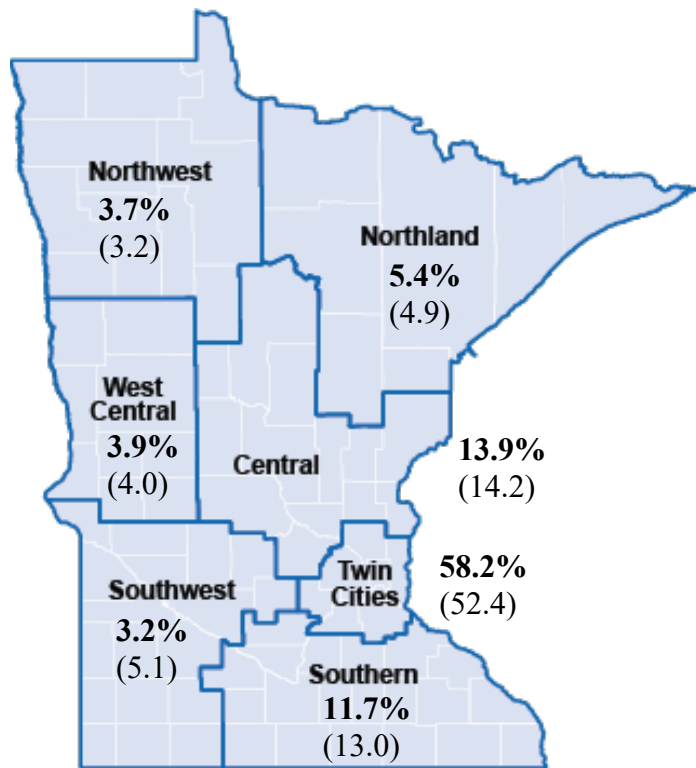


www.mnydr.org

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

Minnesota Student Survey – Students who identify as LGBTQ

2013 2016 2019



From 2019 data, the top number in each region is the percent of LGBTQ students 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/>

The 2019 racial/ethnic composition of LGBTQ students closely represented that of the MSS participants overall.

Region	LGBQ	Total
American Indian	6%	4%
Asian PI	4%	4%
Black	5%	6%
White	66%	68%
Latino	11%	9%
Somali	1%	2%
Hmong	2%	2%

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

In total across the three administrations of the MSS, 22,404 students who identified as Lesbian, Gay, Bisexual, or Questioning (LGBQ) including grades 9 and 11 participated. LGBQ students account for 6.4% in 2013, 10.3% in 2016, and 12.7% in 2019 of all participants.

In 2019, this question added *Pansexual* and *Queer* as additional non-heterosexual options. These are included in the LGBQ group. The question also included *I don't describe myself in any of these ways* in 2019, selected by 8% of students.

LGBQ students in the MSS are located in each region of the state and 86 (out of 87) counties.

More than half of LGBQ students participating in the MSS (58%) 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, with the other half found across greater Minnesota.

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

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

Region	2013	2016	2019
Central	712	1154	1272
Northland	267	415	490
Northwest	157	268	335
Southern	572	1019	1071
Southwest	256	341	295
Twin Cities Metro	2819	4817	5316
West Central	177	299	352
Total	4960	8313	9131

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.

LGBQ Students in MN for 2013



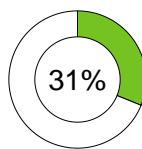
High School Graduation and Beyond



97% of LGBQ students plan to graduate high school.

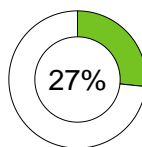
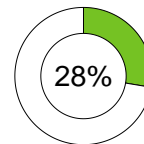
68% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



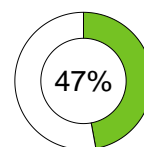
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



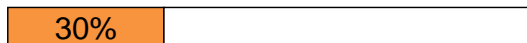
Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



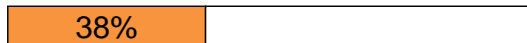
Social Competence



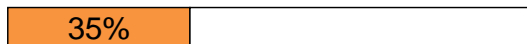
Empowerment



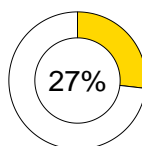
Family and Community Support



Teacher and School Support

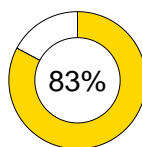
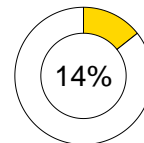


Context Indicators



Obtained mostly As for school grades.

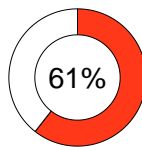
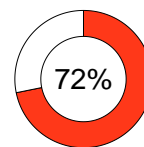
Were sent out of class for discipline.



Feel safe at school.

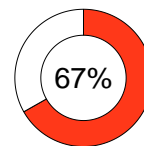
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.

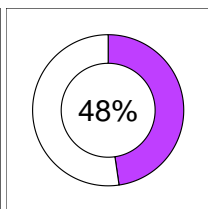
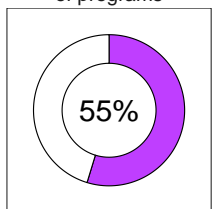


Afterschool Activities

Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



LGBQ Students in MN for 2016



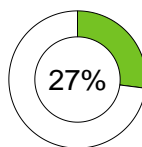
High School Graduation and Beyond



99% of LGBQ students plan to graduate high school.

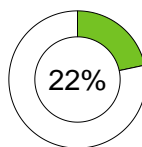
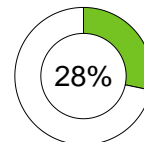
71% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Health and Well-Being Indicators



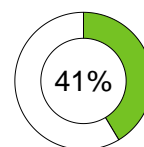
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



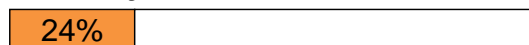
Developmental Skills & Supports

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

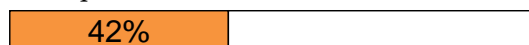
Commitment to Learning



Positive Identity and Outlook



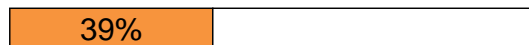
Social Competence



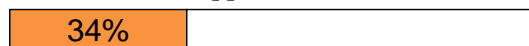
Empowerment



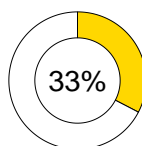
Family and Community Support



Teacher and School Support

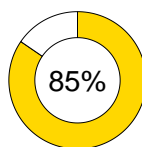
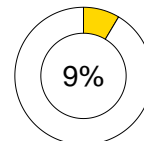


Context Indicators



Obtained mostly As for school grades.

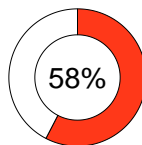
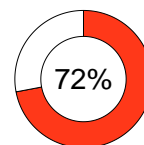
Were sent out of class for discipline.



Feel safe at school.

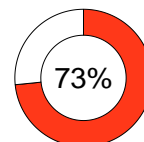
Challenge Indicators

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



Experienced at least one indicator of trauma.

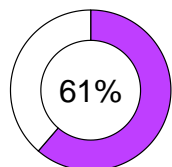
Have at least one indicator of mental distress.



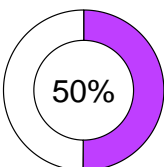
Afterschool Activities

Percent of LGBQ students who...

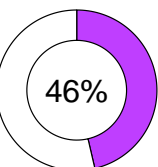
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



LGBQ Students in MN for 2019



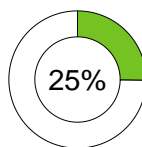
High School Graduation and Beyond



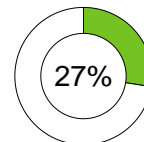
99% of LGBQ students plan to graduate high school.

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

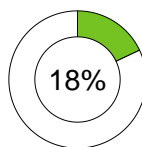
Health and Well-Being Indicators



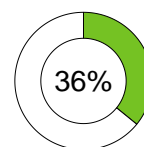
Are physically active at least 60 minutes, 5 times per week.



Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.



Reported having very good or excellent health

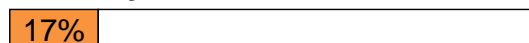
Developmental Skills & Supports

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

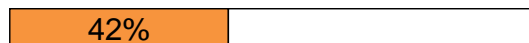
Commitment to Learning



Positive Identity and Outlook



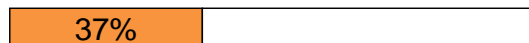
Social Competence



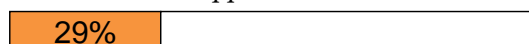
Empowerment



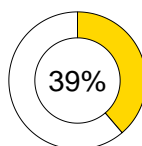
Family and Community Support



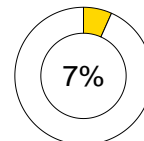
Teacher and School Support



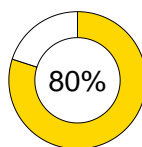
Context Indicators



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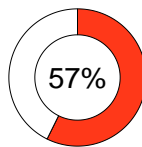
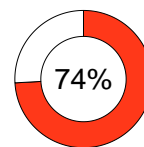
Were sent out of class for discipline.



Feel safe at school.

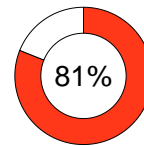
Challenge Indicators

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Experienced at least one indicator of trauma.

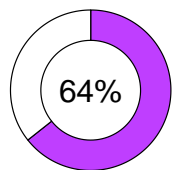
Have at least one indicator of mental distress.



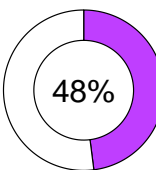
Afterschool Activities

Percent of LGBQ students who...

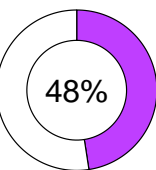
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



LGBQ Students in Greater MN for 2013



High School Graduation and Beyond

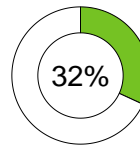


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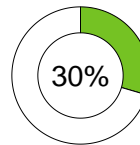
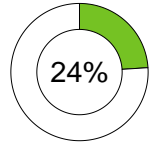
63% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Health and Well-Being Indicators



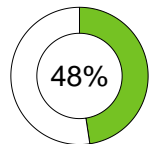
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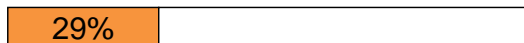
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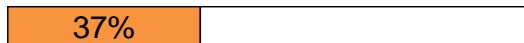
Commitment to Learning



Positive Identity and Outlook



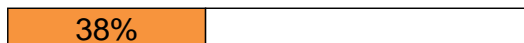
Social Competence



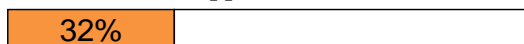
Empowerment



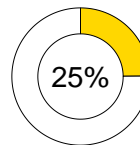
Family and Community Support



Teacher and School Support

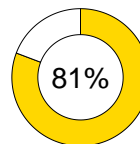
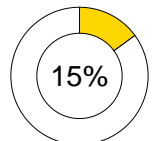


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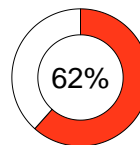
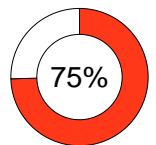
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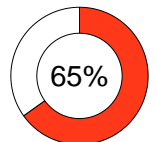
Challenge Indicators

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Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.

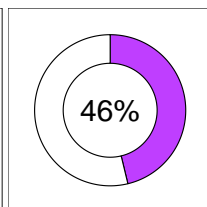
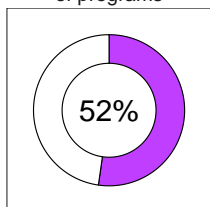


Afterschool Activities

Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



LGBQ Students in Greater MN for 2016



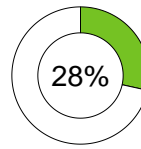
High School Graduation and Beyond



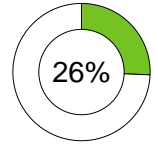
99% of LGBQ students plan to graduate high school.

66% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

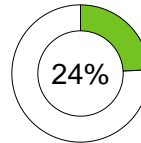
Health and Well-Being Indicators



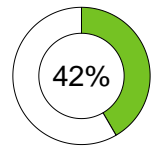
Are physically active at least 60 minutes, 5 times per week.



Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.



Reported having very good or excellent health

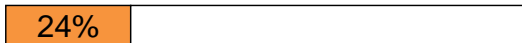
Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



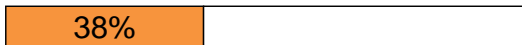
Social Competence



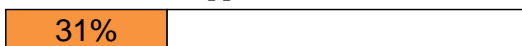
Empowerment



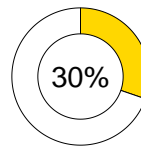
Family and Community Support



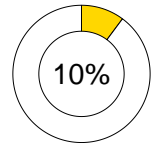
Teacher and School Support



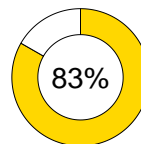
Context Indicators



Obtained mostly As for school grades.



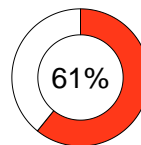
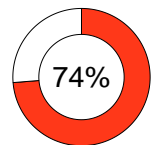
Were sent out of class for discipline.



Feel safe at school.

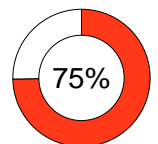
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



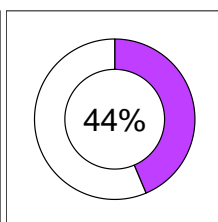
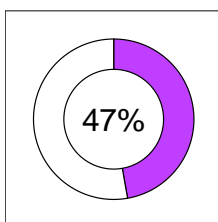
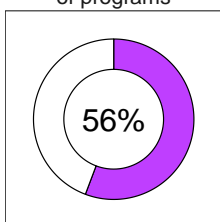
Afterschool Activities

Percent of LGBQ 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



LGBQ Students in Greater MN for 2019



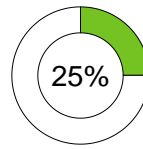
High School Graduation and Beyond



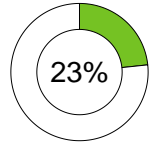
99% of LGBQ students plan to graduate high school.

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

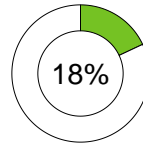
Health and Well-Being Indicators



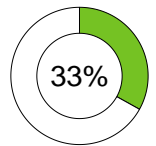
Are physically active at least 60 minutes, 5 times per week.



Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.



Reported having very good or excellent health

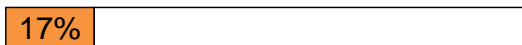
Developmental Skills & Supports

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

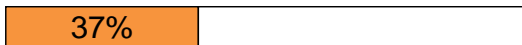
Commitment to Learning



Positive Identity and Outlook



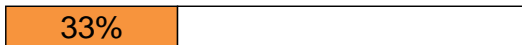
Social Competence



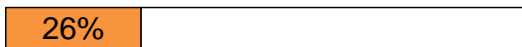
Empowerment



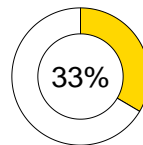
Family and Community Support



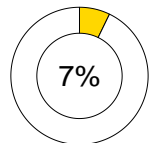
Teacher and School Support



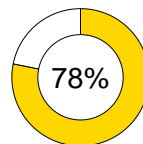
Context Indicators



Obtained mostly As for school grades.



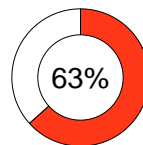
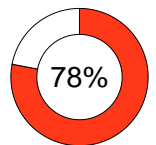
Were sent out of class for discipline.



Feel safe at school.

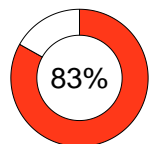
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



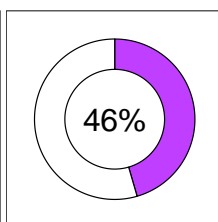
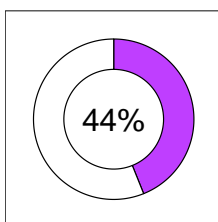
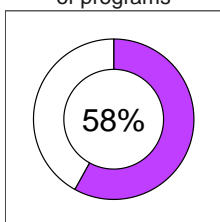
Afterschool Activities

Percent of LGBQ 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



LGBQ Students in Twin Cities for 2013



High School Graduation and Beyond

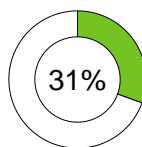


97%

of LGBQ students plan to graduate high school.

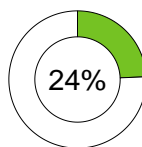
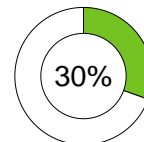
71% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



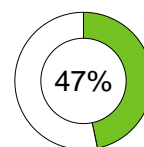
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



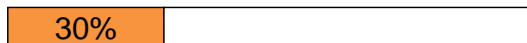
Developmental Skills & Supports

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

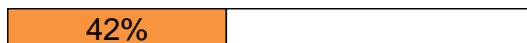
Commitment to Learning



Positive Identity and Outlook



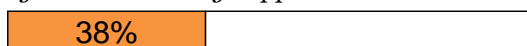
Social Competence



Empowerment



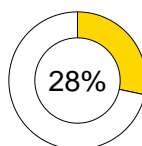
Family and Community Support



Teacher and School Support

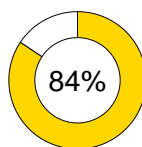
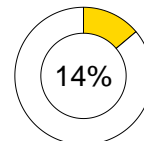


Context Indicators



Obtained mostly As for school grades.

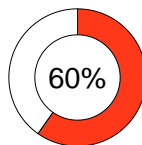
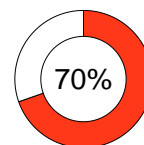
Were sent out of class for discipline.



Feel safe at school.

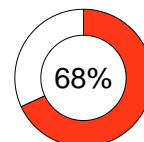
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.

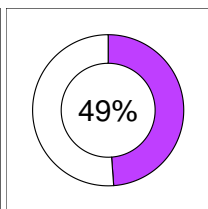
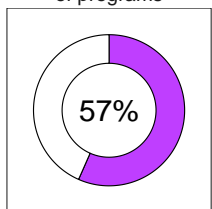


Afterschool Activities

Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



LGBQ Students in Twin Cities for 2016



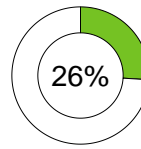
High School Graduation and Beyond



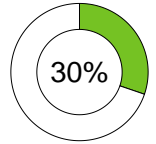
99% of LGBQ students plan to graduate high school.

75% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

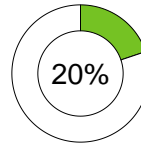
Health and Well-Being Indicators



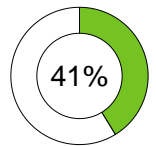
Are physically active at least 60 minutes, 5 times per week.



Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.



Reported having very good or excellent health

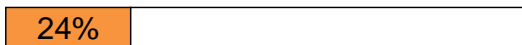
Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



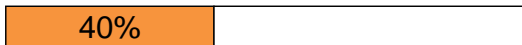
Social Competence



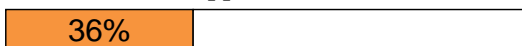
Empowerment



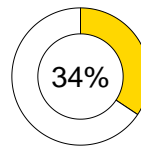
Family and Community Support



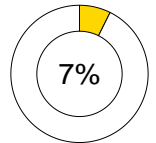
Teacher and School Support



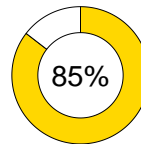
Context Indicators



Obtained mostly As for school grades.



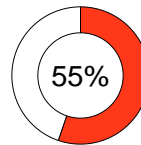
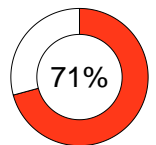
Were sent out of class for discipline.



Feel safe at school.

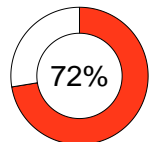
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



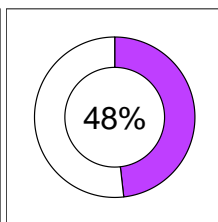
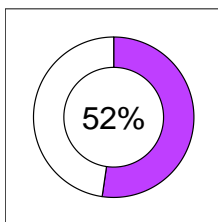
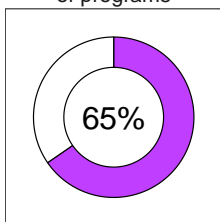
Afterschool Activities

Percent of LGBQ 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



LGBQ Students in Twin Cities for 2019



High School Graduation and Beyond

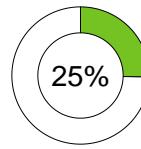


99%

of LGBQ students plan to graduate high school.

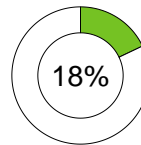
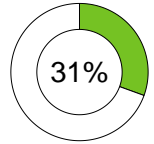
77% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Health and Well-Being Indicators



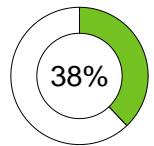
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



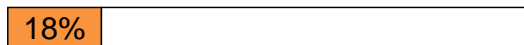
Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



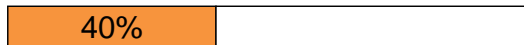
Social Competence



Empowerment



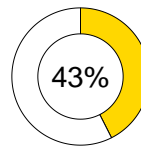
Family and Community Support



Teacher and School Support

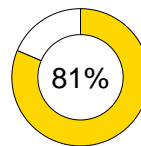
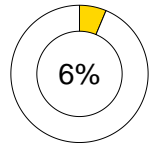


Context Indicators



Obtained mostly As for school grades.

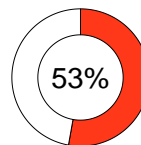
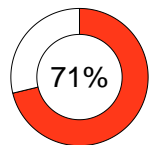
Were sent out of class for discipline.



Feel safe at school.

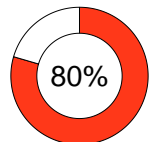
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



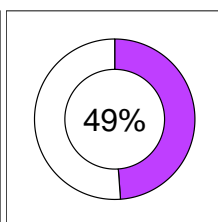
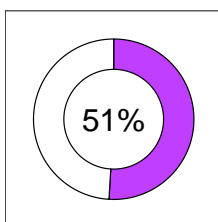
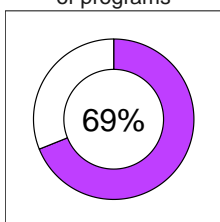
Afterschool Activities

Percent of LGBQ 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



LGBQ Students in Central for 2013



High School Graduation and Beyond



97% of LGBQ students plan to graduate high school.

65% 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.

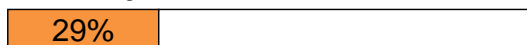
Developmental Skills & Supports

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

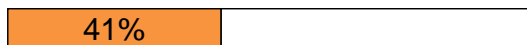
Commitment to Learning



Positive Identity and Outlook



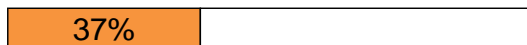
Social Competence



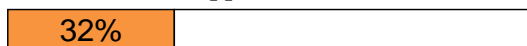
Empowerment



Family and Community Support



Teacher and School Support

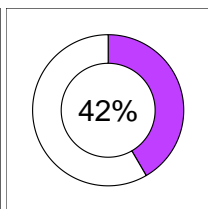
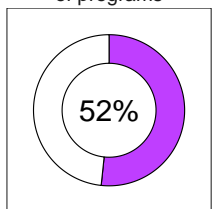


Afterschool Activities

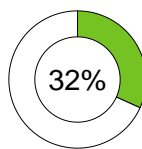
Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

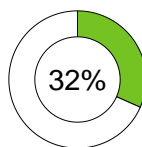
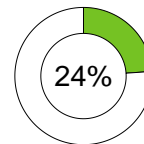


Health and Well-Being Indicators



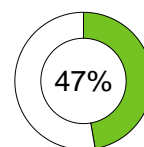
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

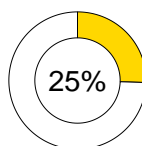


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

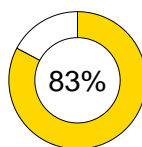
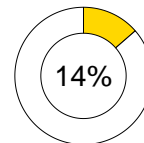


Context Indicators



Obtained mostly As for school grades.

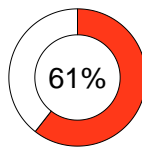
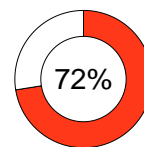
Were sent out of class for discipline.



Feel safe at school.

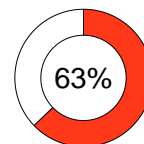
Challenge Indicators

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.



LGBQ Students in Central for 2016



High School Graduation and Beyond



99% of LGBQ students plan to graduate high school.

66% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

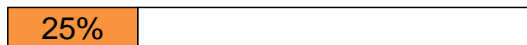
Developmental Skills & Supports

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

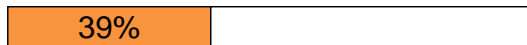
Commitment to Learning



Positive Identity and Outlook



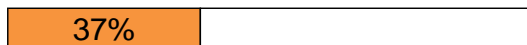
Social Competence



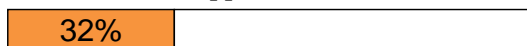
Empowerment



Family and Community Support



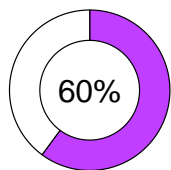
Teacher and School Support



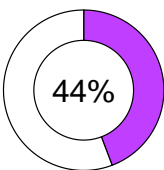
Afterschool Activities

Percent of LGBQ students who...

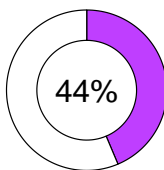
Are aware their school/community offers a variety of programs



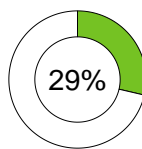
Participate at least 3 times per week



Have positive out of school experiences

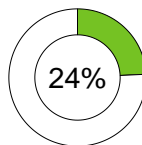
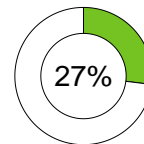


Health and Well-Being Indicators



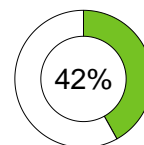
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

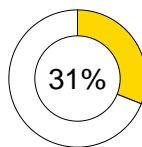


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

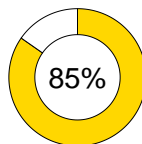
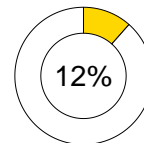


Context Indicators



Obtained mostly As for school grades.

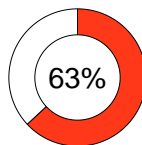
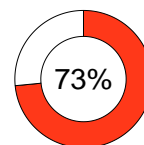
Were sent out of class for discipline.



Feel safe at school.

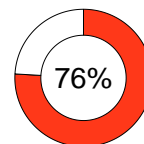
Challenge Indicators

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.



LGBQ Students in Central for 2019



High School Graduation and Beyond



98% of LGBQ students plan to graduate high school.

66% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

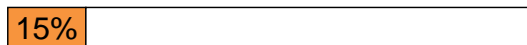
Developmental Skills & Supports

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

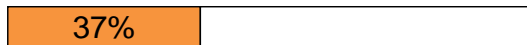
Commitment to Learning



Positive Identity and Outlook



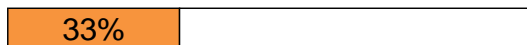
Social Competence



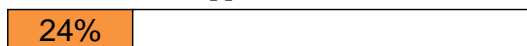
Empowerment



Family and Community Support



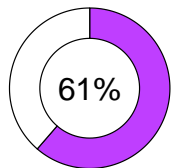
Teacher and School Support



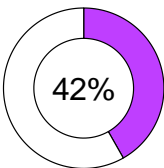
Afterschool Activities

Percent of LGBQ students who...

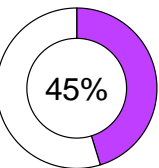
Are aware their school/community offers a variety of programs



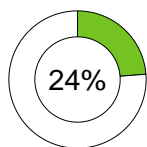
Participate at least 3 times per week



Have positive out of school experiences

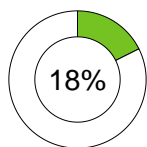
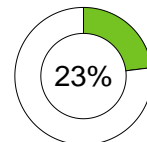


Health and Well-Being Indicators



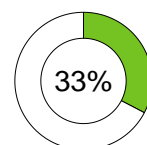
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

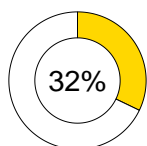


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

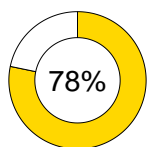
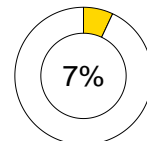


Context Indicators



Obtained mostly As for school grades.

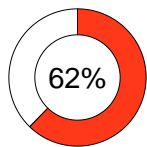
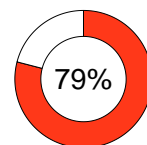
Were sent out of class for discipline.



Feel safe at school.

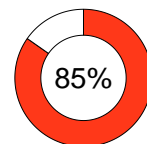
Challenge Indicators

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.



LGBQ Students in North for 2013



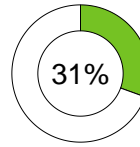
High School Graduation and Beyond



98% of LGBQ students plan to graduate high school.

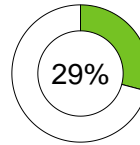
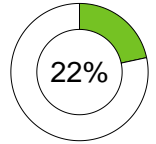
66% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



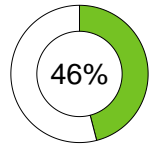
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



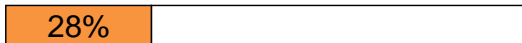
Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



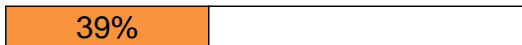
Social Competence



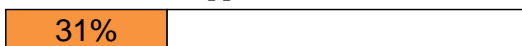
Empowerment



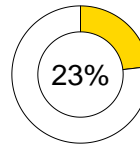
Family and Community Support



Teacher and School Support

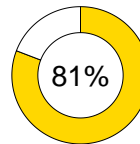
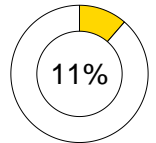


Context Indicators



Obtained mostly As for school grades.

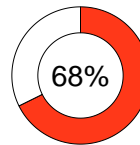
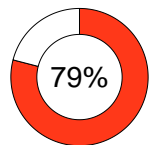
Were sent out of class for discipline.



Feel safe at school.

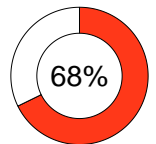
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.

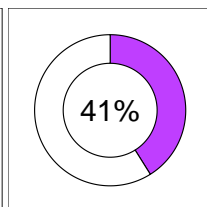
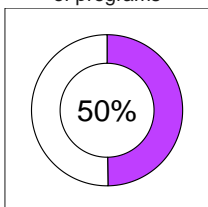


Afterschool Activities

Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



LGBQ Students in North for 2016



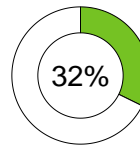
High School Graduation and Beyond



98% of LGBQ students plan to graduate high school.

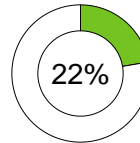
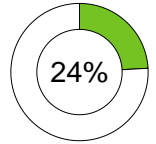
67% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Health and Well-Being Indicators



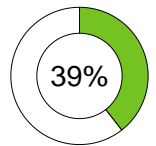
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



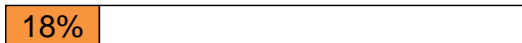
Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



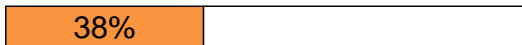
Social Competence



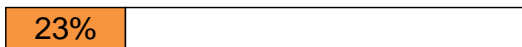
Empowerment



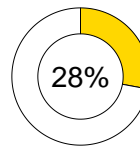
Family and Community Support



Teacher and School Support

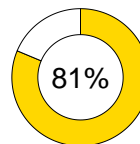
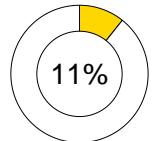


Context Indicators



Obtained mostly As for school grades.

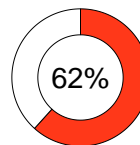
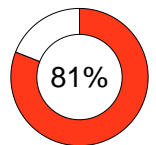
Were sent out of class for discipline.



Feel safe at school.

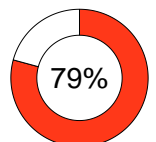
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



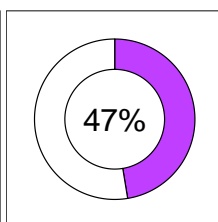
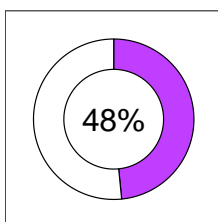
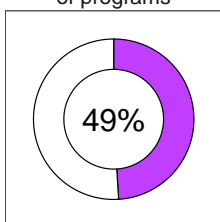
Afterschool Activities

Percent of LGBQ 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



LGBQ Students in North for 2019



High School Graduation and Beyond

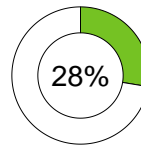


99%

of LGBQ students plan to graduate high school.

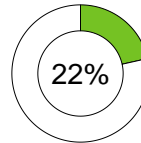
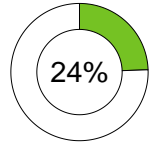
67% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



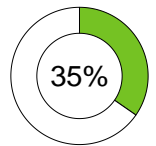
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



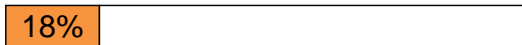
Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



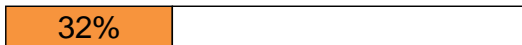
Social Competence



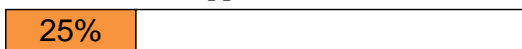
Empowerment



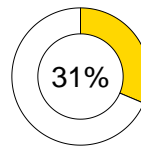
Family and Community Support



Teacher and School Support

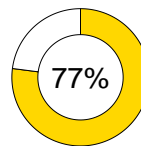
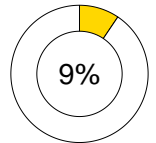


Context Indicators



Obtained mostly As for school grades.

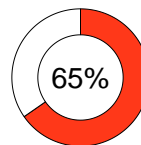
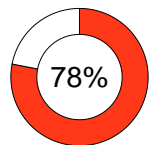
Were sent out of class for discipline.



Feel safe at school.

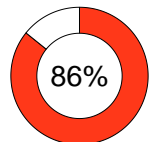
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



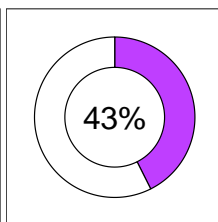
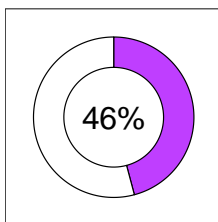
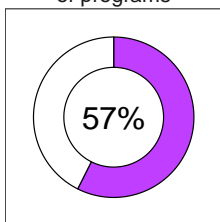
Afterschool Activities

Percent of LGBQ 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



LGBQ Students in North West for 2013



High School Graduation and Beyond



97% of LGBQ students plan to graduate high school.

57% 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.

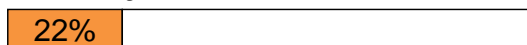
Developmental Skills & Supports

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

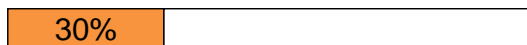
Commitment to Learning



Positive Identity and Outlook



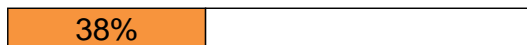
Social Competence



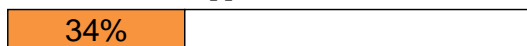
Empowerment



Family and Community Support



Teacher and School Support

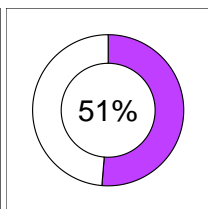
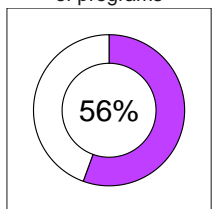


Afterschool Activities

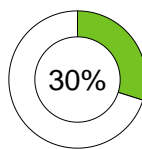
Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

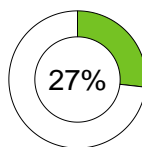
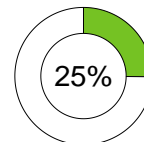


Health and Well-Being Indicators



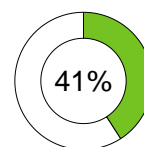
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

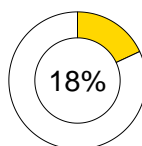


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

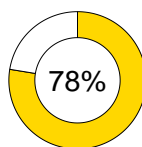
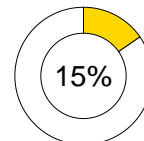


Context Indicators



Obtained mostly As for school grades.

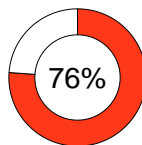
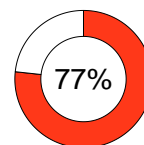
Were sent out of class for discipline.



Feel safe at school.

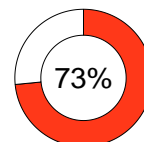
Challenge Indicators

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.



LGBQ Students in North West for 2016



High School Graduation and Beyond



99%

of LGBQ students plan to graduate high school.

63% 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.

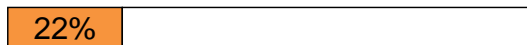
Developmental Skills & Supports

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

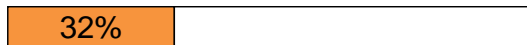
Commitment to Learning



Positive Identity and Outlook



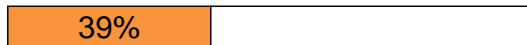
Social Competence



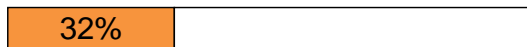
Empowerment



Family and Community Support



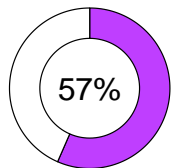
Teacher and School Support



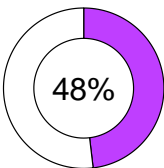
Afterschool Activities

Percent of LGBQ students who...

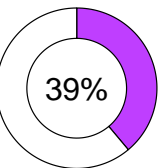
Are aware their school/community offers a variety of programs



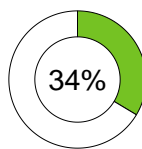
Participate at least 3 times per week



Have positive out of school experiences

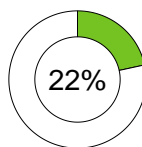
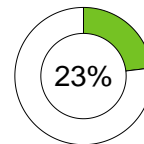


Health and Well-Being Indicators



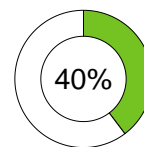
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

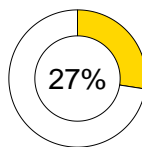


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

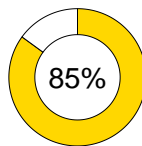
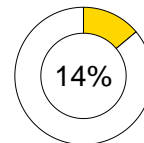


Context Indicators



Obtained mostly As for school grades.

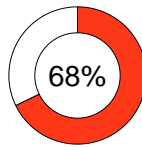
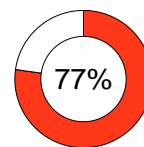
Were sent out of class for discipline.



Feel safe at school.

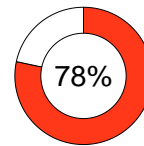
Challenge Indicators

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.



LGBQ Students in North West for 2019



High School Graduation and Beyond



98% of LGBQ students plan to graduate high school.

58% 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.

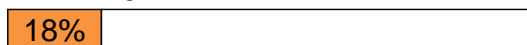
Developmental Skills & Supports

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

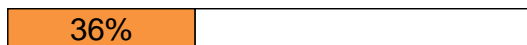
Commitment to Learning



Positive Identity and Outlook



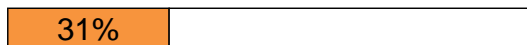
Social Competence



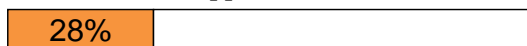
Empowerment



Family and Community Support



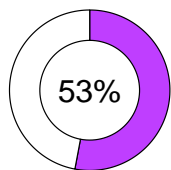
Teacher and School Support



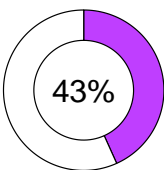
Afterschool Activities

Percent of LGBQ students who...

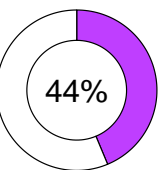
Are aware their school/community offers a variety of programs



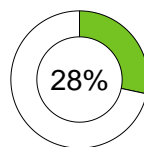
Participate at least 3 times per week



Have positive out of school experiences

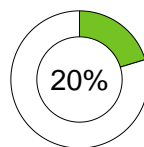
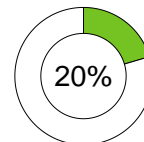


Health and Well-Being Indicators



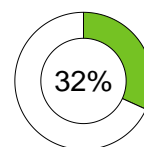
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

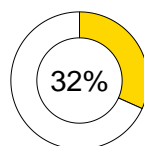


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

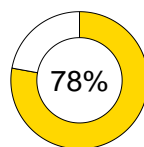
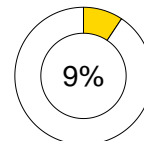


Context Indicators



Obtained mostly As for school grades.

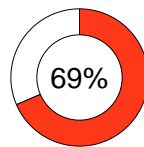
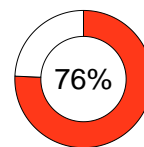
Were sent out of class for discipline.



Feel safe at school.

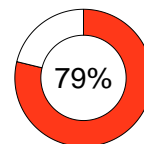
Challenge Indicators

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.



LGBQ Students in South for 2013



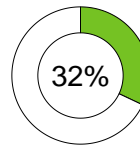
High School Graduation and Beyond



97% of LGBQ students plan to graduate high school.

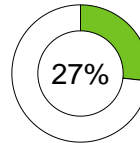
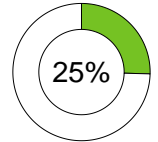
62% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



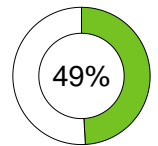
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



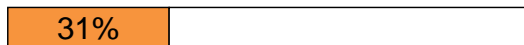
Developmental Skills & Supports

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

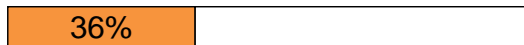
Commitment to Learning



Positive Identity and Outlook



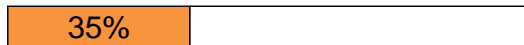
Social Competence



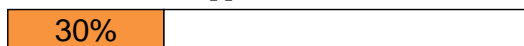
Empowerment



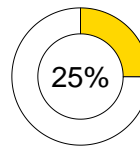
Family and Community Support



Teacher and School Support

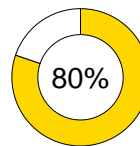
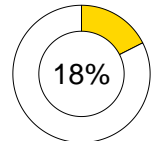


Context Indicators



Obtained mostly As for school grades.

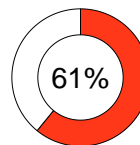
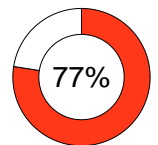
Were sent out of class for discipline.



Feel safe at school.

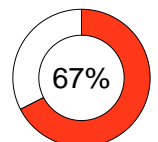
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.

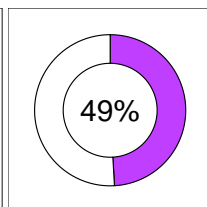
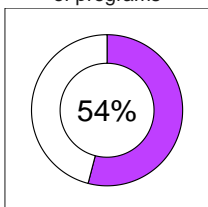


Afterschool Activities

Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



LGBQ Students in South for 2016



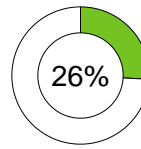
High School Graduation and Beyond



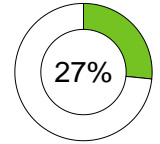
99% of LGBQ students plan to graduate high school.

68% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

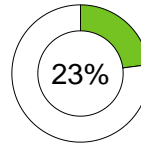
Health and Well-Being Indicators



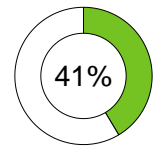
Are physically active at least 60 minutes, 5 times per week.



Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.



Reported having very good or excellent health

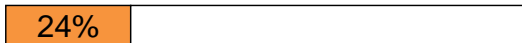
Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



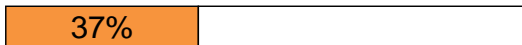
Social Competence



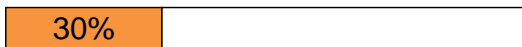
Empowerment



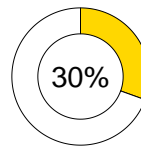
Family and Community Support



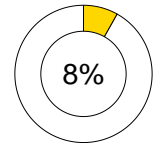
Teacher and School Support



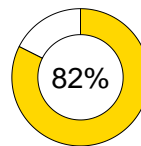
Context Indicators



Obtained mostly As for school grades.



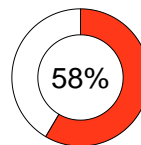
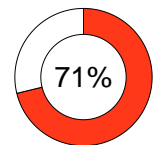
Were sent out of class for discipline.



Feel safe at school.

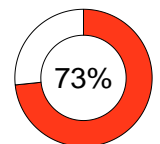
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



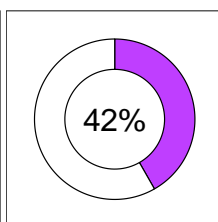
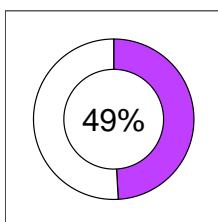
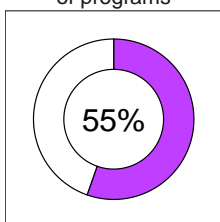
Afterschool Activities

Percent of LGBQ 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



LGBQ Students in South for 2019



High School Graduation and Beyond



99%

of LGBQ students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



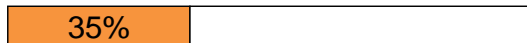
Social Competence



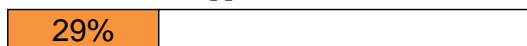
Empowerment



Family and Community Support



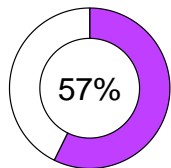
Teacher and School Support



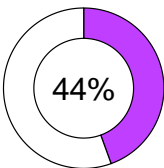
Afterschool Activities

Percent of LGBQ students who...

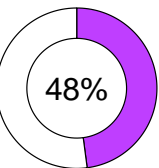
Are aware their school/community offers a variety of programs



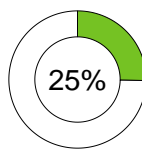
Participate at least 3 times per week



Have positive out of school experiences

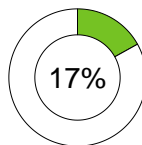
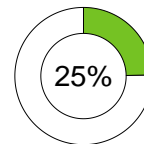


Health and Well-Being Indicators



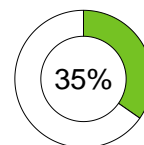
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

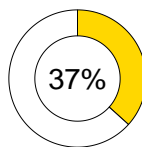


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

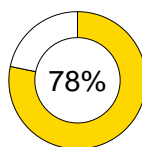
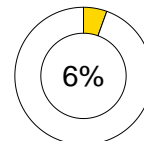


Context Indicators



Obtained mostly As for school grades.

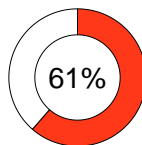
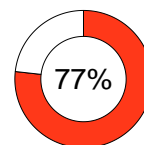
Were sent out of class for discipline.



Feel safe at school.

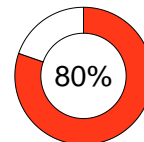
Challenge Indicators

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.



LGBQ Students in South West for 2013



High School Graduation and Beyond



95% of LGBQ students plan to graduate high school.

56% 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.

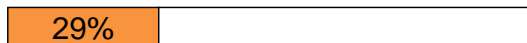
Developmental Skills & Supports

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

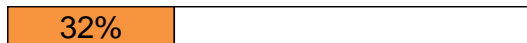
Commitment to Learning



Positive Identity and Outlook



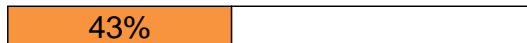
Social Competence



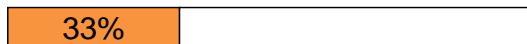
Empowerment



Family and Community Support



Teacher and School Support

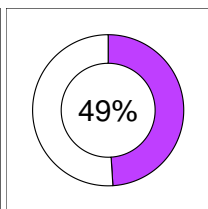
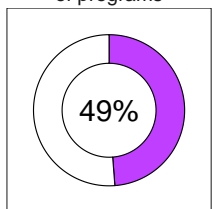


Afterschool Activities

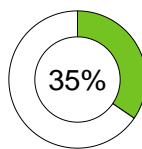
Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

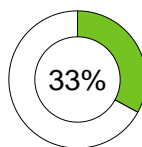
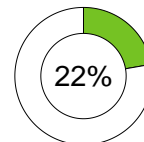


Health and Well-Being Indicators



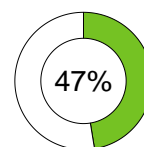
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

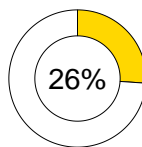


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

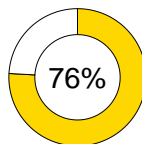
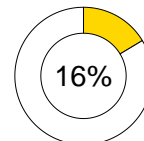


Context Indicators



Obtained mostly As for school grades.

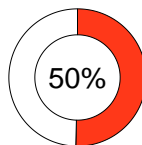
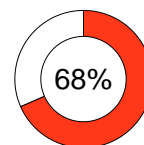
Were sent out of class for discipline.



Feel safe at school.

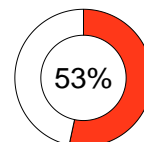
Challenge Indicators

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.



LGBQ Students in South West for 2016



High School Graduation and Beyond



99%

of LGBQ students plan to graduate high school.

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

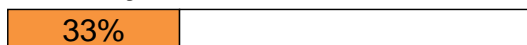
Developmental Skills & Supports

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

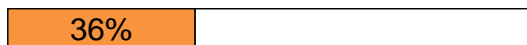
Commitment to Learning



Positive Identity and Outlook



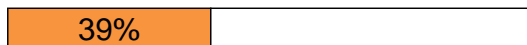
Social Competence



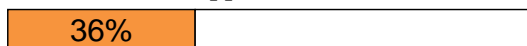
Empowerment



Family and Community Support



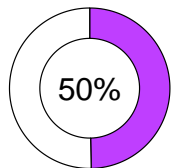
Teacher and School Support



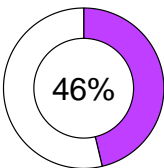
After-school Activities

Percent of LGBQ students who...

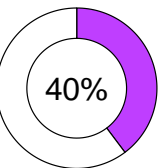
Are aware their school/community offers a variety of programs



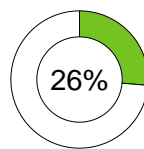
Participate at least 3 times per week



Have positive out of school experiences

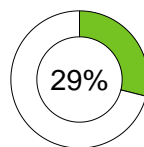
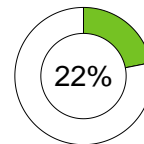


Health and Well-Being Indicators



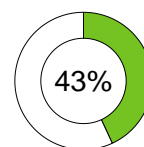
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

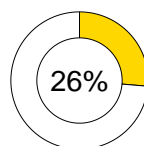


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

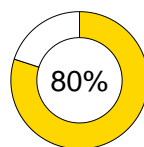
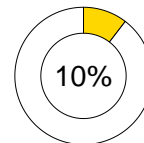


Context Indicators



Obtained mostly As for school grades.

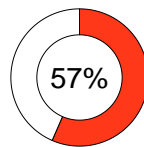
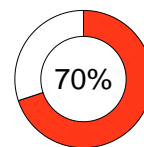
Were sent out of class for discipline.



Feel safe at school.

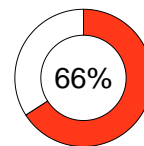
Challenge Indicators

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.



LGBQ Students in South West for 2019



High School Graduation and Beyond



99% of LGBQ students plan to graduate high school.

69% 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.

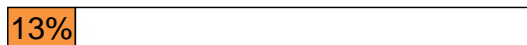
Developmental Skills & Supports

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

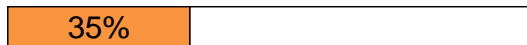
Commitment to Learning



Positive Identity and Outlook



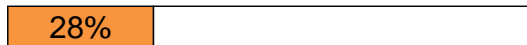
Social Competence



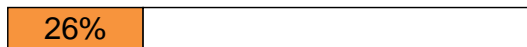
Empowerment



Family and Community Support



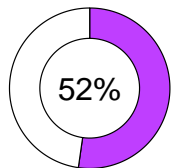
Teacher and School Support



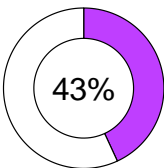
Afterschool Activities

Percent of LGBQ students who...

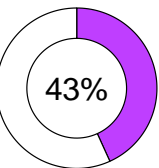
Are aware their school/community offers a variety of programs



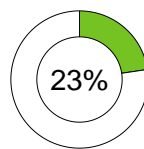
Participate at least 3 times per week



Have positive out of school experiences

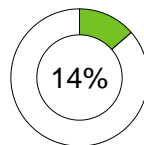
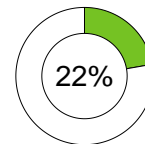


Health and Well-Being Indicators



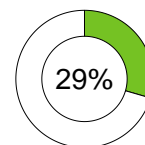
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

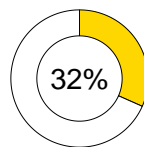


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

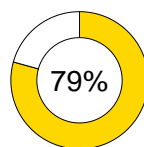
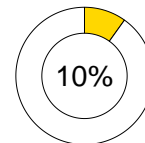


Context Indicators



Obtained mostly As for school grades.

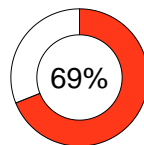
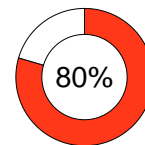
Were sent out of class for discipline.



Feel safe at school.

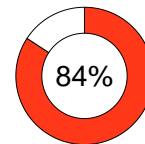
Challenge Indicators

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.



LGBQ Students in West Central for 2013



High School Graduation and Beyond



98% of LGBQ students plan to graduate high school.

65% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

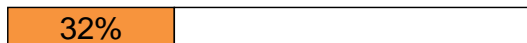
Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



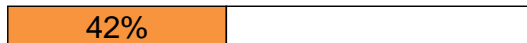
Social Competence



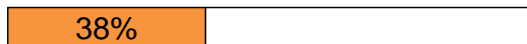
Empowerment



Family and Community Support



Teacher and School Support

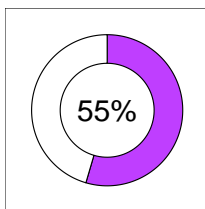
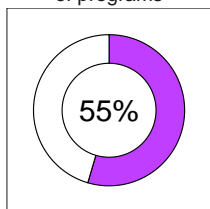


Afterschool Activities

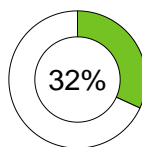
Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

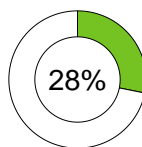
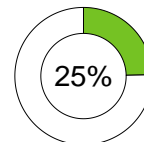


Health and Well-Being Indicators



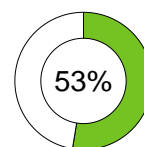
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

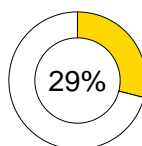


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

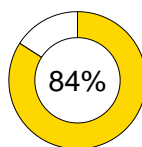
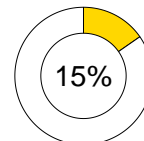


Context Indicators



Obtained mostly As for school grades.

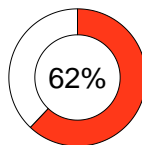
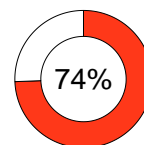
Were sent out of class for discipline.



Feel safe at school.

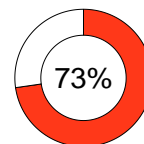
Challenge Indicators

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.



LGBQ Students in West Central for 2016



High School Graduation and Beyond



99%

of LGBQ students plan to graduate high school.

64% 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 LGBQ students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning

63%

Positive Identity and Outlook

27%

Social Competence

45%

Empowerment

53%

Family and Community Support

45%

Teacher and School Support

37%

Afterschool Activities

Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

56%

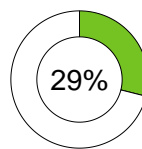
Participate at least 3 times per week

51%

Have positive out of school experiences

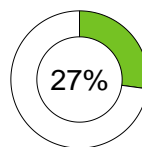
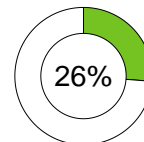
53%

Health and Well-Being Indicators



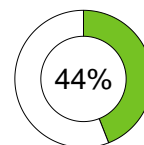
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

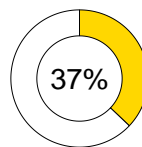


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

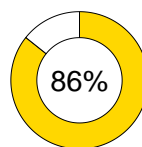
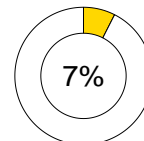


Context Indicators



Obtained mostly As for school grades.

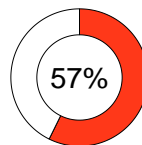
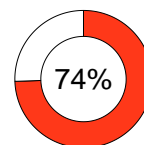
Were sent out of class for discipline.



Feel safe at school.

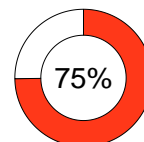
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



LGBQ Students in West Central for 2019



High School Graduation and Beyond



99%

of LGBQ students plan to graduate high school.

67% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

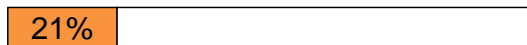
Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



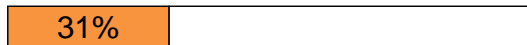
Social Competence



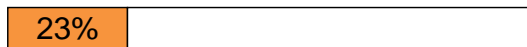
Empowerment



Family and Community Support



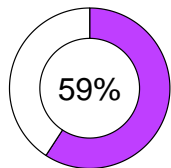
Teacher and School Support



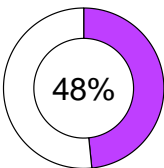
Afterschool Activities

Percent of LGBQ students who...

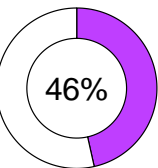
Are aware their school/community offers a variety of programs



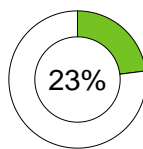
Participate at least 3 times per week



Have positive out of school experiences

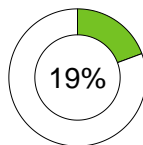
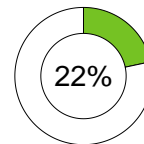


Health and Well-Being Indicators



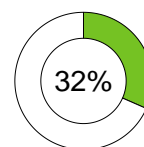
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

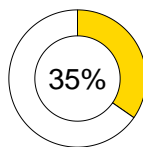


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

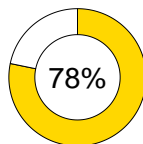
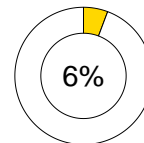


Context Indicators



Obtained mostly As for school grades.

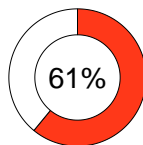
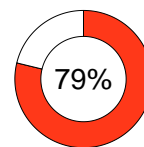
Were sent out of class for discipline.



Feel safe at school.

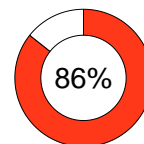
Challenge Indicators

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.



Acknowledgements

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