

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

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

**A Focus on
Latino Students**



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

MN Youth Development Research Group

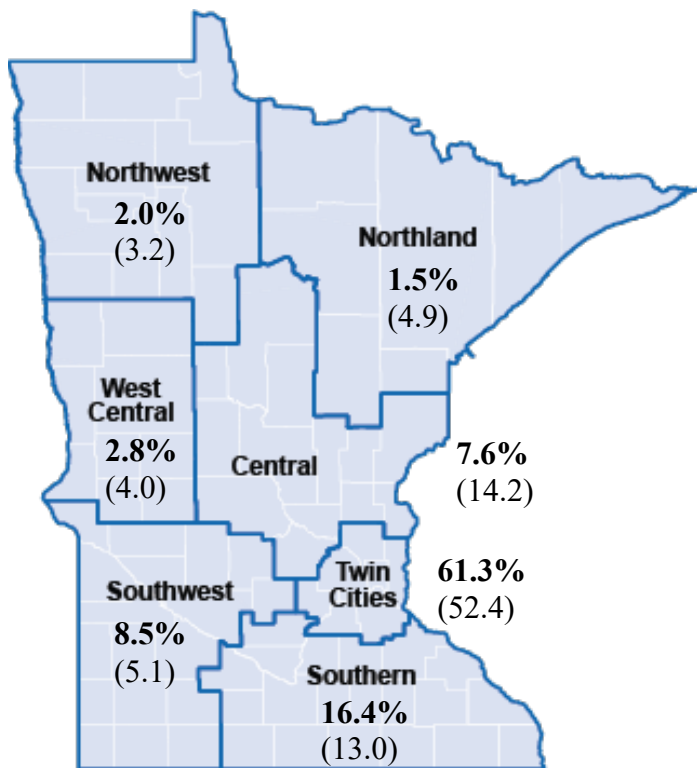


www.mnydrg.com

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

Minnesota Student Survey – Latino Students

2013 2016 2019



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

In total across the three administrations of the MSS, 42,713 Latino students in grades 5, 8, 9, and 11 participated. This includes Latino students who identify with any racial group, but not Somali or Hmong. Latino students accounted for 8.5% of participants across 2013 to 2019.

Latino students in MSS are located in each region of the state and 85 (out of 87) counties. This is evident in the numbers on the map to the left.

A majority of the Latino students participating in the MSS (61%) 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.

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

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

In the 2019 MSS, students within each racial/ethnic group were able to identify with ethnic communities within each larger community. Latino student participants in 2019 identified as

3% Colombian	6% Puerto Rican
3% Ecuadoran	5% Salvadoran
6% Guatemalan	13% Other
64% Mexican	

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

Region	2013	2016	2019
Central	1027	1404	1160
Northland	223	347	222
Northwest	324	427	302
Southern	1712	2599	2504
Southwest	882	1105	1295
Twin Cities Metro	7169	9383	9343
West Central	365	499	421
Total	11702	15764	15247

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.

Latino Students in MN for 2013



High School Graduation and Beyond

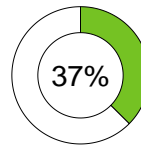


99%

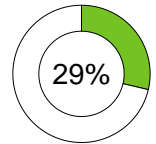
of Latino students plan to graduate high school.

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

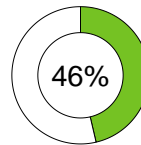
Health and Well-Being Indicators



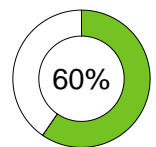
Are physically active at least 60 minutes, 5 times per week.



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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



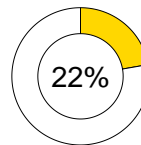
Family and Community Support



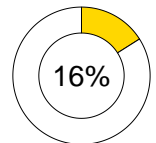
Teacher and School Support



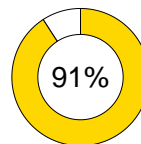
Context Indicators



Obtained mostly As for school grades.



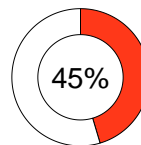
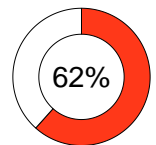
Were sent out of class for discipline.



Feel safe at school.

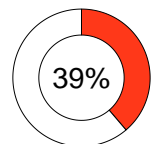
Challenge Indicators

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



Experienced at least one indicator of trauma.

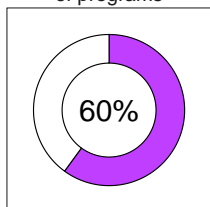
Have at least one indicator of mental distress.



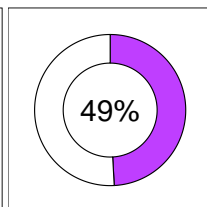
Afterschool Activities

Percent of Latino students who...

Are aware their school/community offers a variety of programs



Participate at least 3 times per week



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Latino Students in MN for 2016



High School Graduation and Beyond



99% of Latino students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning

75%

Positive Identity and Outlook

49%

Social Competence

53%

Empowerment

70%

Family and Community Support

60%

Teacher and School Support

50%

Afterschool Activities

Percent of Latino students who...

Are aware their school/community offers a variety of programs

61%

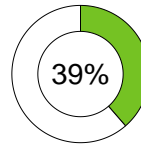
Participate at least 3 times per week

53%

Have positive out of school experiences

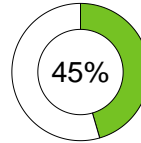
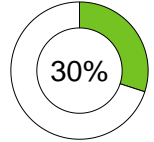
53%

Health and Well-Being Indicators



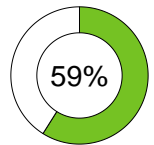
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

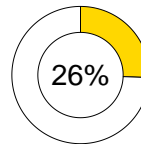


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

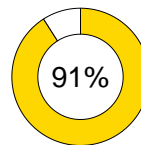
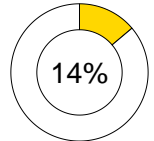


Context Indicators



Obtained mostly As for school grades.

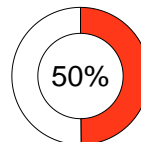
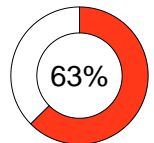
Were sent out of class for discipline.



Feel safe at school.

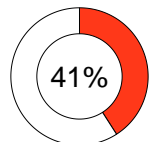
Challenge Indicators

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.



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Latino Students in MN for 2019



High School Graduation and Beyond



99%

of Latino students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning

68%

Positive Identity and Outlook

36%

Social Competence

48%

Empowerment

66%

Family and Community Support

57%

Teacher and School Support

45%

Afterschool Activities

Percent of Latino students who...

Are aware their school/community offers a variety of programs

58%

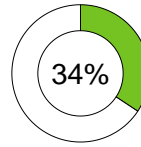
Participate at least 3 times per week

46%

Have positive out of school experiences

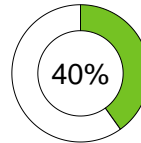
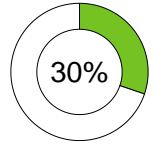
52%

Health and Well-Being Indicators



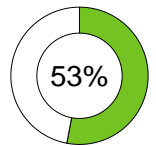
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

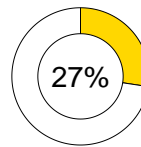


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

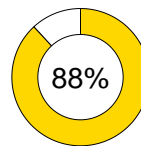
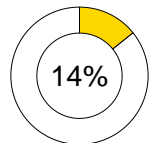


Context Indicators



Obtained mostly As for school grades.

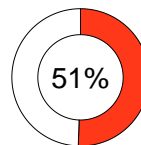
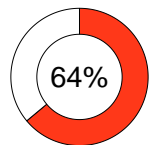
Were sent out of class for discipline.



Feel safe at school.

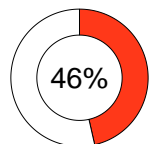
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Latino Students in Greater MN for 2013



High School Graduation and Beyond



99%

of Latino students plan to graduate high school.

67% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

71%

Positive Identity and Outlook

46%

Social Competence

50%

Empowerment

68%

Family and Community Support

57%

Teacher and School Support

46%

Afterschool Activities

Percent of Latino students who...

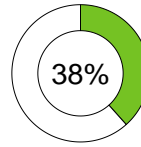
Are aware their school/community offers a variety of programs

60%

Participate at least 3 times per week

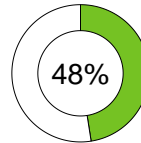
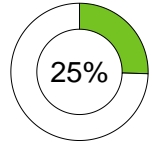
48%

Health and Well-Being Indicators



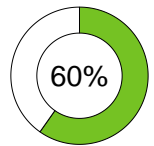
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

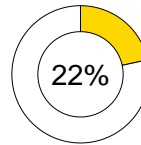


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

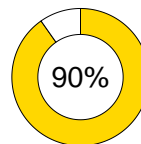
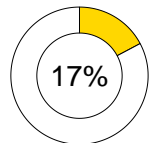


Context Indicators



Obtained mostly As for school grades.

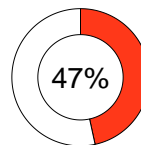
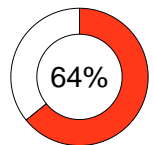
Were sent out of class for discipline.



Feel safe at school.

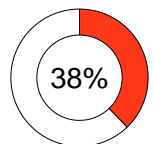
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Latino Students in Greater MN for 2016



High School Graduation and Beyond



99% of Latino 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.
3% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



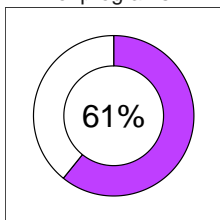
Teacher and School Support



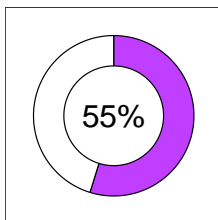
After-school Activities

Percent of Latino students who...

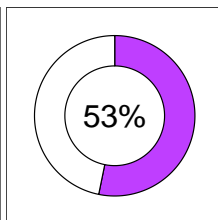
Are aware their school/community offers a variety of programs



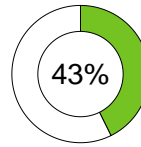
Participate at least 3 times per week



Have positive out of school experiences

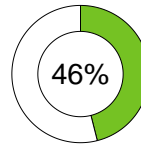
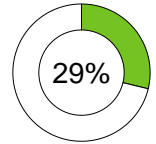


Health and Well-Being Indicators



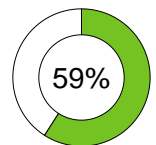
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

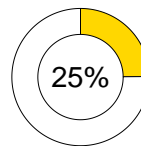


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

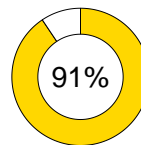
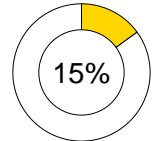


Context Indicators



Obtained mostly As for school grades.

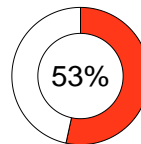
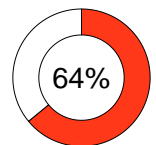
Were sent out of class for discipline.



Feel safe at school.

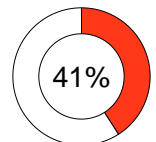
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Latino Students in Greater MN for 2019



High School Graduation and Beyond



99%

of Latino students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning

66%

Positive Identity and Outlook

35%

Social Competence

45%

Empowerment

63%

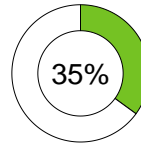
Family and Community Support

54%

Teacher and School Support

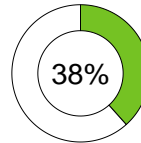
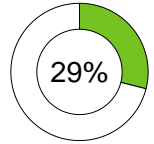
42%

Health and Well-Being Indicators



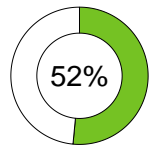
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

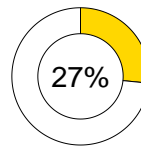


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

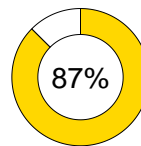
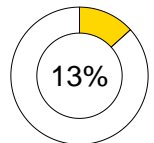


Context Indicators



Obtained mostly As for school grades.

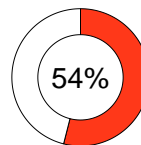
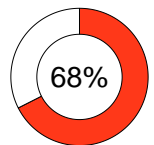
Were sent out of class for discipline.



Feel safe at school.

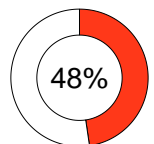
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



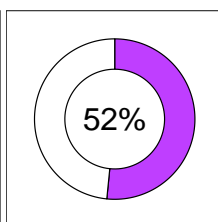
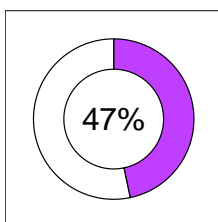
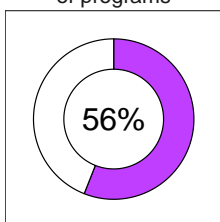
Afterschool Activities

Percent of Latino students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences



Minnesota Youth Development Research Group
www.mnydr.org

Latino Students in Twin Cities for 2013



High School Graduation and Beyond



99%

of Latino students plan to graduate high school.

76% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



Teacher and School Support

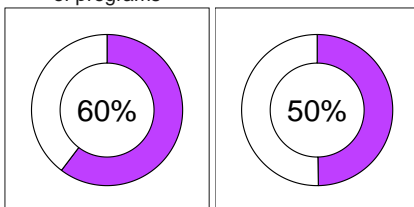


Afterschool Activities

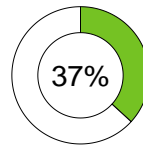
Percent of Latino students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

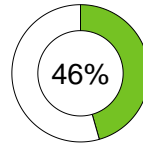
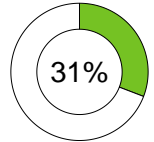


Health and Well-Being Indicators



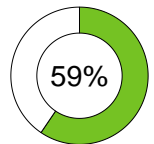
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

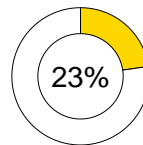


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

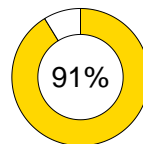
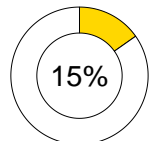


Context Indicators



Obtained mostly As for school grades.

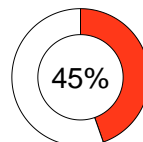
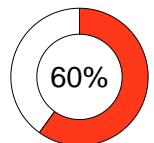
Were sent out of class for discipline.



Feel safe at school.

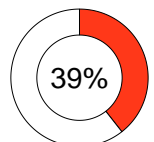
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Latino Students in Twin Cities for 2016



High School Graduation and Beyond



99% of Latino students plan to graduate high school.

73% plan to attend a 2 or 4 year college/university.
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Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



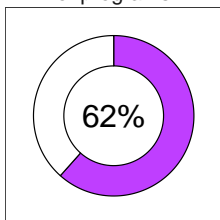
Teacher and School Support



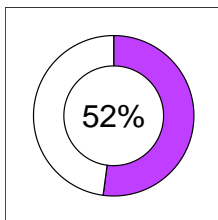
After-school Activities

Percent of Latino students who...

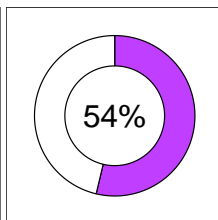
Are aware their school/community offers a variety of programs



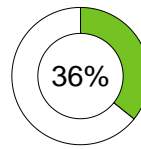
Participate at least 3 times per week



Have positive out of school experiences

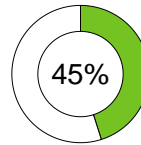
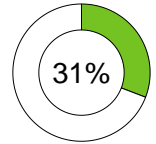


Health and Well-Being Indicators



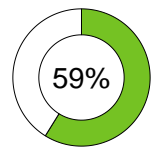
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

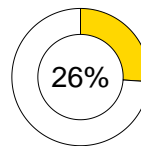


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

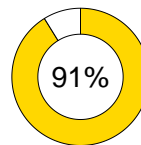
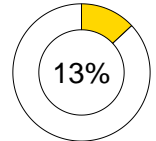


Context Indicators



Obtained mostly As for school grades.

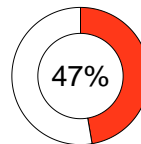
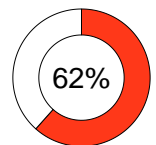
Were sent out of class for discipline.



Feel safe at school.

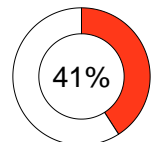
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Minnesota Youth Development Research Group
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Latino Students in Twin Cities for 2019



High School Graduation and Beyond

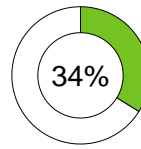


99%

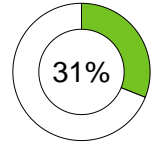
of Latino students plan to graduate high school.

69% 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.

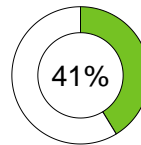
Health and Well-Being Indicators



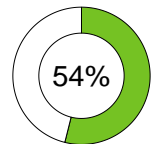
Are physically active at least 60 minutes, 5 times per week.



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

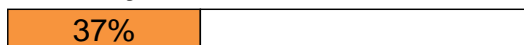
Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



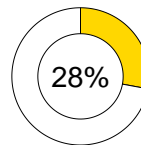
Family and Community Support



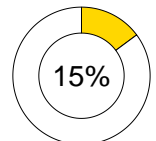
Teacher and School Support



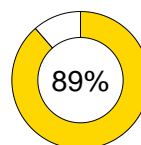
Context Indicators



Obtained mostly As for school grades.



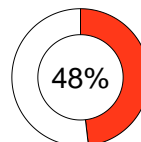
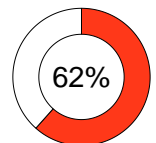
Were sent out of class for discipline.



Feel safe at school.

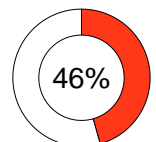
Challenge Indicators

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



Experienced at least one indicator of trauma.

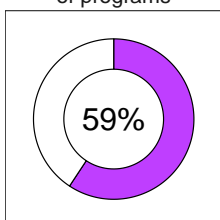
Have at least one indicator of mental distress.



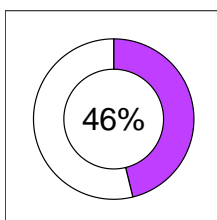
Afterschool Activities

Percent of Latino students who...

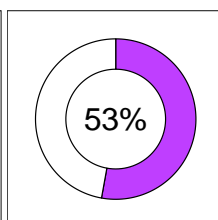
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



Minnesota Youth Development Research Group
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Latino Students in Central for 2013



High School Graduation and Beyond



99% of Latino 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.
3% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



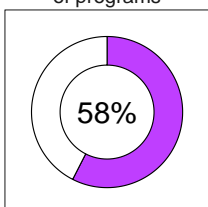
Teacher and School Support



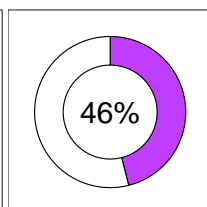
Afterschool Activities

Percent of Latino students who...

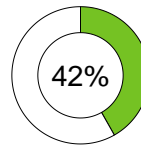
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Participate at least 3 times per week

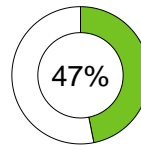
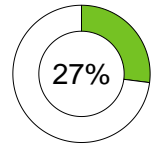


Health and Well-Being Indicators



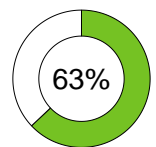
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

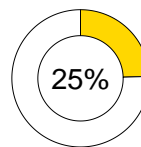


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

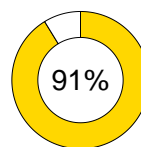
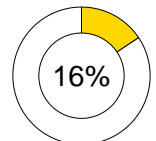


Context Indicators



Obtained mostly As for school grades.

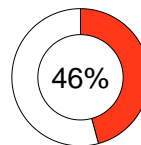
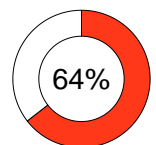
Were sent out of class for discipline.



Feel safe at school.

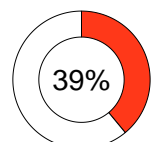
Challenge Indicators

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



Experienced at least one indicator of trauma.

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Latino Students in Central for 2016



High School Graduation and Beyond



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Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



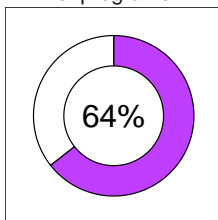
Teacher and School Support



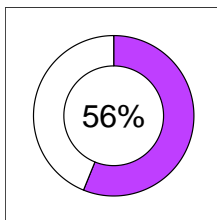
Afterschool Activities

Percent of Latino students who...

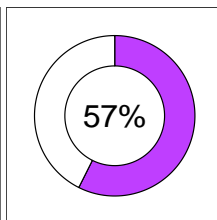
Are aware their school/community offers a variety of programs



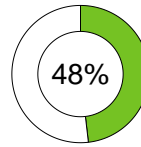
Participate at least 3 times per week



Have positive out of school experiences

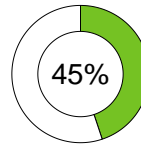
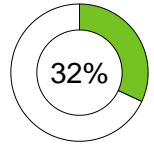


Health and Well-Being Indicators



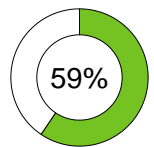
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

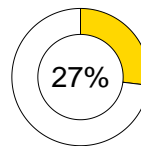


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

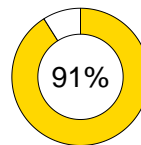
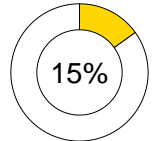


Context Indicators



Obtained mostly As for school grades.

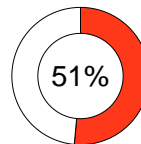
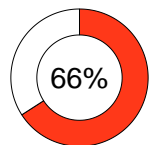
Were sent out of class for discipline.



Feel safe at school.

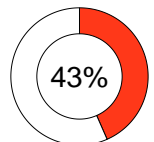
Challenge Indicators

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Latino Students in Central for 2019



High School Graduation and Beyond

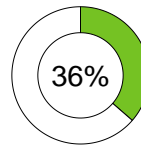


99%

of Latino students plan to graduate high school.

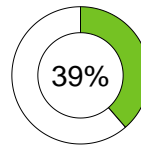
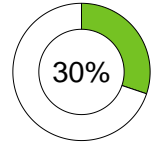
66% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



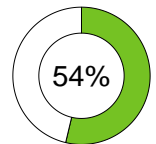
Are physically active at least 60 minutes, 5 times per week.

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



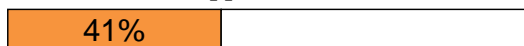
Empowerment



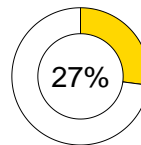
Family and Community Support



Teacher and School Support

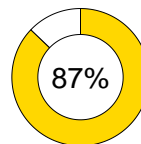
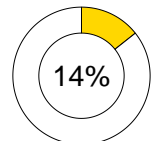


Context Indicators



Obtained mostly As for school grades.

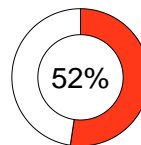
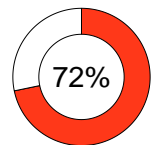
Were sent out of class for discipline.



Feel safe at school.

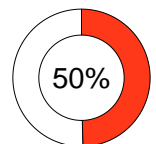
Challenge Indicators

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



Experienced at least one indicator of trauma.

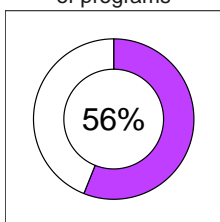
Have at least one indicator of mental distress.



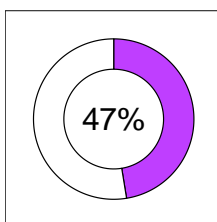
Afterschool Activities

Percent of Latino students who...

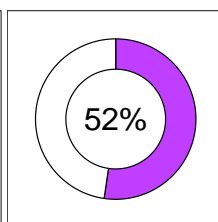
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



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Latino Students in North for 2013



High School Graduation and Beyond



99% of Latino 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.
3% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

65%

Positive Identity and Outlook

50%

Social Competence

48%

Empowerment

67%

Family and Community Support

60%

Teacher and School Support

40%

Afterschool Activities

Percent of Latino students who...

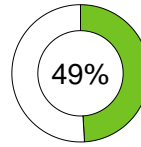
Are aware their school/community offers a variety of programs

58%

Participate at least 3 times per week

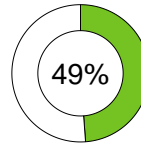
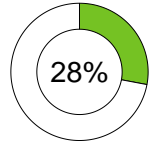
59%

Health and Well-Being Indicators



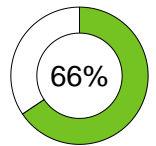
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

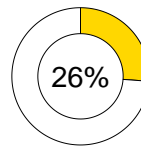


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

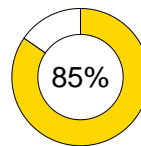
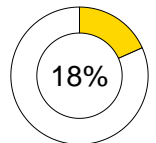


Context Indicators



Obtained mostly As for school grades.

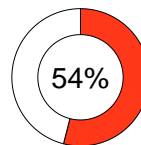
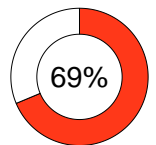
Were sent out of class for discipline.



Feel safe at school.

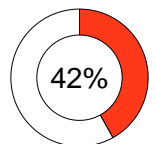
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Latino Students in North for 2016



High School Graduation and Beyond



99% of Latino students plan to graduate high school.

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5% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

68%

Positive Identity and Outlook

46%

Social Competence

48%

Empowerment

69%

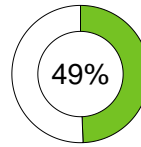
Family and Community Support

56%

Teacher and School Support

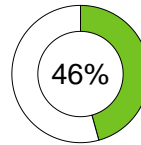
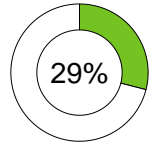
45%

Health and Well-Being Indicators



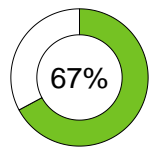
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

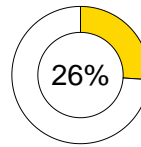


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

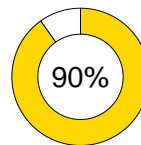
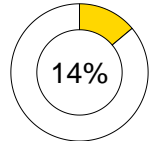


Context Indicators



Obtained mostly As for school grades.

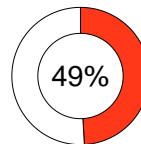
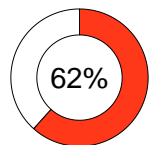
Were sent out of class for discipline.



Feel safe at school.

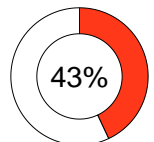
Challenge Indicators

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



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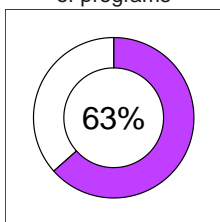
Have at least one indicator of mental distress.



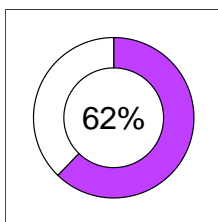
Afterschool Activities

Percent of Latino students who...

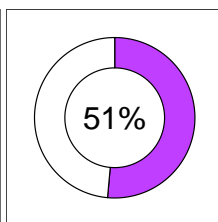
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



Minnesota Youth Development Research Group
www.mnydr.org

Latino Students in North for 2019



High School Graduation and Beyond



99% of Latino students plan to graduate high school.

66% plan to attend a 2 or 4 year college/university.
2% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

63%

Positive Identity and Outlook

33%

Social Competence

43%

Empowerment

62%

Family and Community Support

52%

Teacher and School Support

34%

Afterschool Activities

Percent of Latino students who...

Are aware their school/community offers a variety of programs

53%

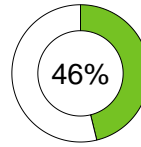
Participate at least 3 times per week

55%

Have positive out of school experiences

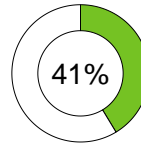
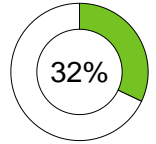
58%

Health and Well-Being Indicators



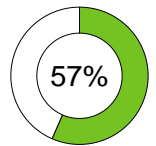
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

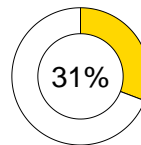


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

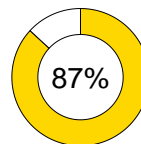
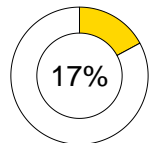


Context Indicators



Obtained mostly As for school grades.

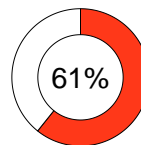
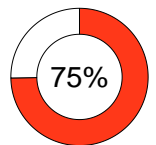
Were sent out of class for discipline.



Feel safe at school.

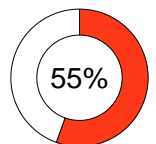
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Latino Students in North West for 2013



High School Graduation and Beyond



99% of Latino students plan to graduate high school.

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6% plan to obtain a license/certificate or apprenticeship.
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Developmental Skills & Supports

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

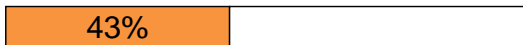
Commitment to Learning



Positive Identity and Outlook



Social Competence



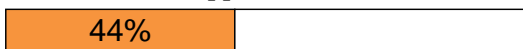
Empowerment



Family and Community Support



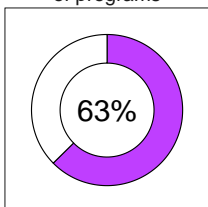
Teacher and School Support



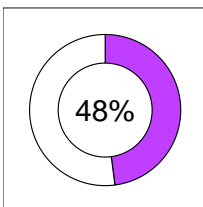
Afterschool Activities

Percent of Latino students who...

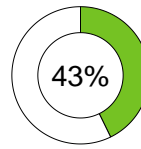
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

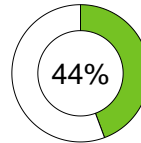
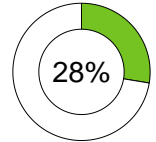


Health and Well-Being Indicators



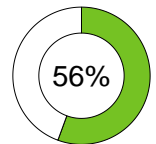
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

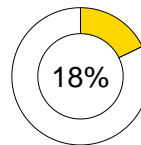


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

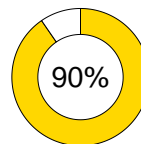
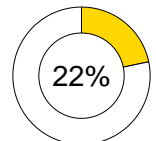


Context Indicators



Obtained mostly As for school grades.

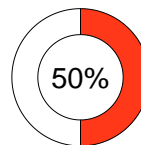
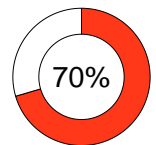
Were sent out of class for discipline.



Feel safe at school.

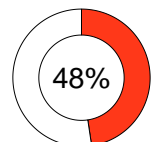
Challenge Indicators

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.



Latino Students in North West for 2016



High School Graduation and Beyond



99%

of Latino students plan to graduate high school.

61% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
5% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

71%

Positive Identity and Outlook

44%

Social Competence

48%

Empowerment

66%

Family and Community Support

56%

Teacher and School Support

45%

Afterschool Activities

Percent of Latino students who...

Are aware their school/community offers a variety of programs

64%

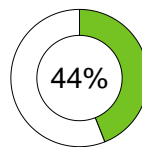
Participate at least 3 times per week

57%

Have positive out of school experiences

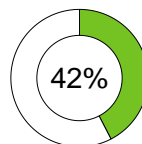
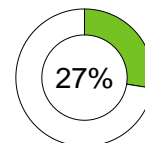
48%

Health and Well-Being Indicators



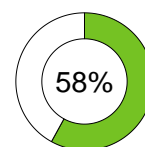
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

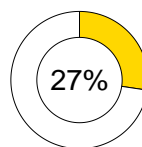


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

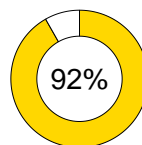
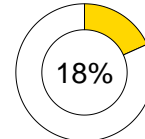


Context Indicators



Obtained mostly As for school grades.

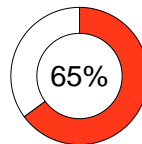
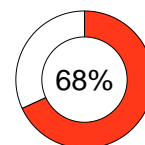
Were sent out of class for discipline.



Feel safe at school.

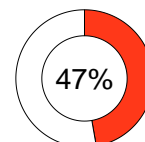
Challenge Indicators

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Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Latino Students in North West for 2019



High School Graduation and Beyond



99% of Latino students plan to graduate high school.

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

Commitment to Learning

56%

Positive Identity and Outlook

27%

Social Competence

40%

Empowerment

59%

Family and Community Support

43%

Teacher and School Support

29%

Afterschool Activities

Percent of Latino students who...

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54%

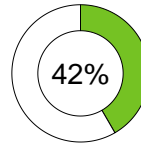
Participate at least 3 times per week

50%

Have positive out of school experiences

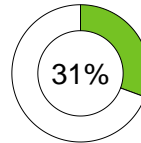
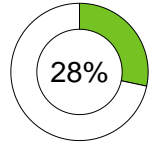
59%

Health and Well-Being Indicators



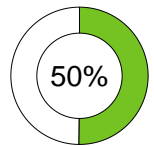
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

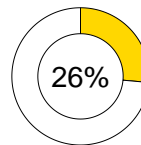


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

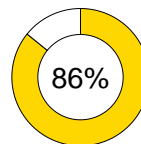
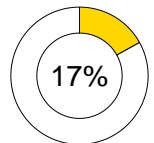


Context Indicators



Obtained mostly As for school grades.

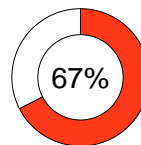
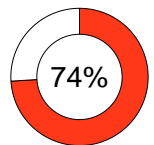
Were sent out of class for discipline.



Feel safe at school.

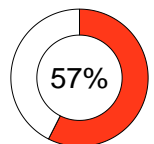
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Latino Students in South for 2013



High School Graduation and Beyond



99% of Latino students plan to graduate high school.

71% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



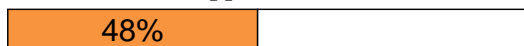
Empowerment



Family and Community Support



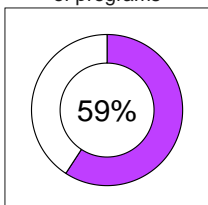
Teacher and School Support



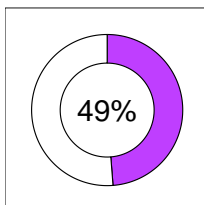
Afterschool Activities

Percent of Latino students who...

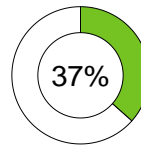
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

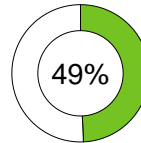
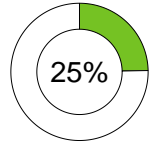


Health and Well-Being Indicators



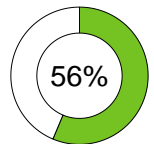
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

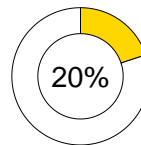


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

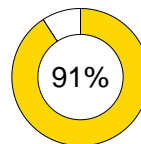
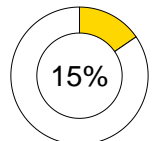


Context Indicators



Obtained mostly As for school grades.

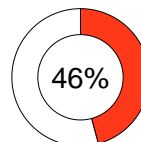
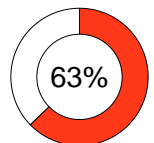
Were sent out of class for discipline.



Feel safe at school.

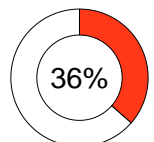
Challenge Indicators

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.



Latino Students in South for 2016



High School Graduation and Beyond



99% of Latino students plan to graduate high school.

67% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



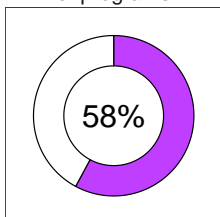
Teacher and School Support



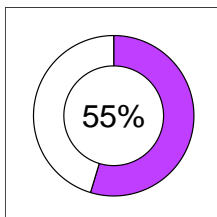
Afterschool Activities

Percent of Latino students who...

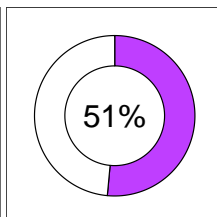
Are aware their school/community offers a variety of programs



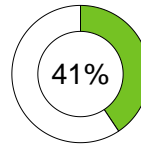
Participate at least 3 times per week



Have positive out of school experiences

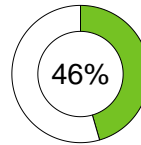
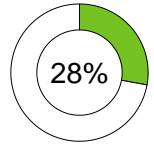


Health and Well-Being Indicators



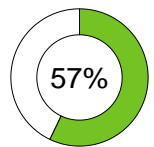
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

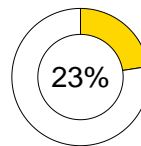


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

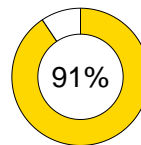
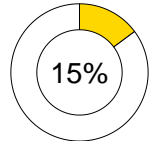


Context Indicators



Obtained mostly As for school grades.

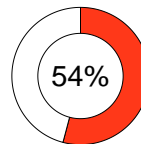
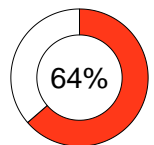
Were sent out of class for discipline.



Feel safe at school.

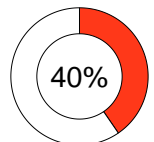
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Latino Students in South for 2019



High School Graduation and Beyond



99% of Latino 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 Latino students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning

67%

Positive Identity and Outlook

36%

Social Competence

47%

Empowerment

64%

Family and Community Support

56%

Teacher and School Support

44%

Afterschool Activities

Percent of Latino students who...

Are aware their school/community offers a variety of programs

57%

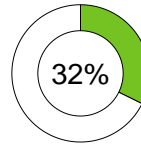
Participate at least 3 times per week

46%

Have positive out of school experiences

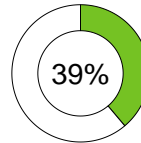
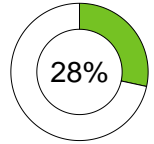
52%

Health and Well-Being Indicators



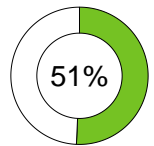
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

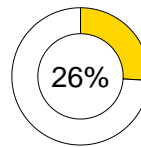


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

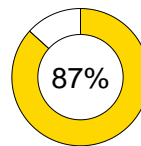
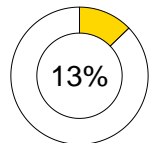


Context Indicators



Obtained mostly As for school grades.

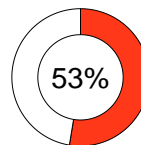
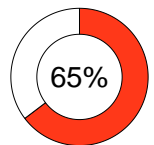
Were sent out of class for discipline.



Feel safe at school.

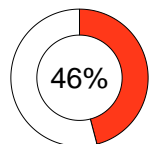
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Latino Students in South West for 2013



High School Graduation and Beyond



99% of Latino students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



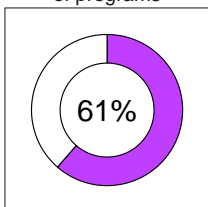
Teacher and School Support



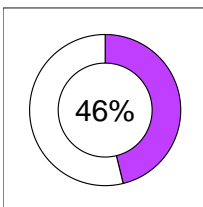
Afterschool Activities

Percent of Latino students who...

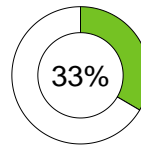
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

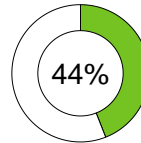
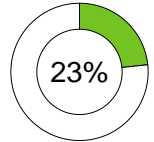


Health and Well-Being Indicators



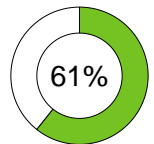
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

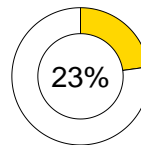


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

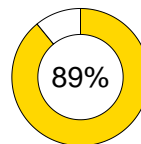
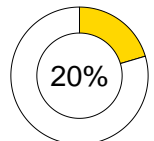


Context Indicators



Obtained mostly As for school grades.

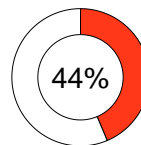
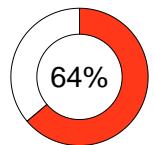
Were sent out of class for discipline.



Feel safe at school.

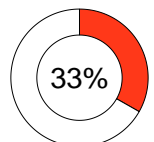
Challenge Indicators

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.



Latino Students in South West for 2016



High School Graduation and Beyond



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Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



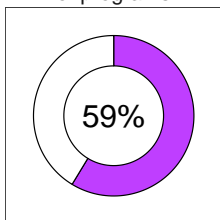
Teacher and School Support



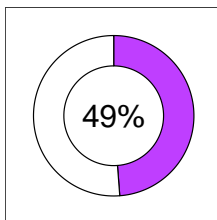
Afterschool Activities

Percent of Latino students who...

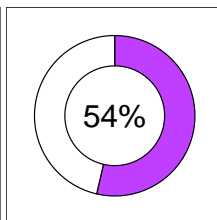
Are aware their school/community offers a variety of programs



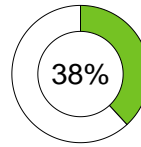
Participate at least 3 times per week



Have positive out of school experiences

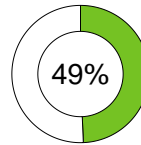
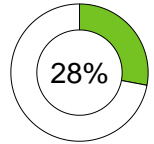


Health and Well-Being Indicators



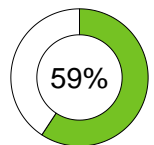
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

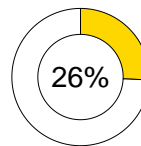


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

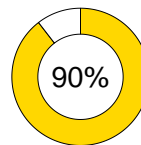
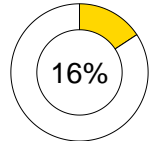


Context Indicators



Obtained mostly As for school grades.

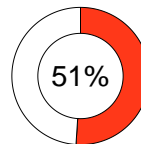
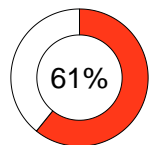
Were sent out of class for discipline.



Feel safe at school.

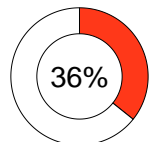
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Latino Students in South West for 2019



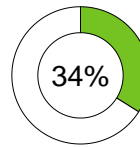
High School Graduation and Beyond



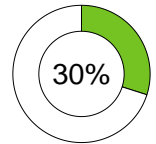
99% of Latino students plan to graduate high school.

61% 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.

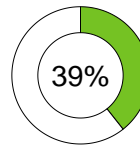
Health and Well-Being Indicators



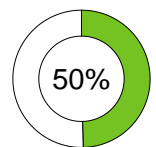
Are physically active at least 60 minutes, 5 times per week.



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

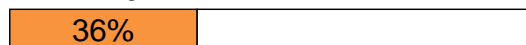
Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



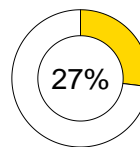
Family and Community Support



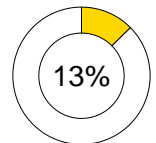
Teacher and School Support



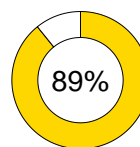
Context Indicators



Obtained mostly As for school grades.



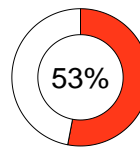
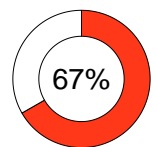
Were sent out of class for discipline.



Feel safe at school.

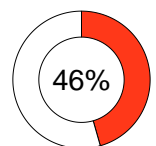
Challenge Indicators

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



Experienced at least one indicator of trauma.

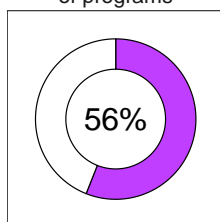
Have at least one indicator of mental distress.



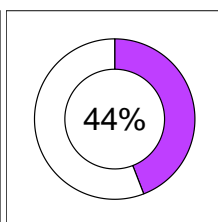
Afterschool Activities

Percent of Latino students who...

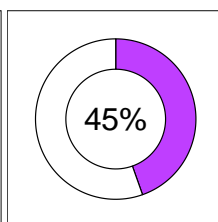
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



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Latino Students in West Central for 2013



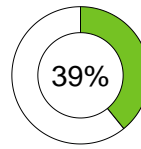
High School Graduation and Beyond



99% of Latino students plan to graduate high school.

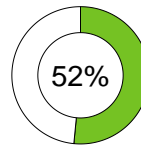
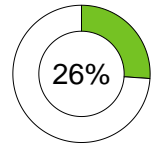
65% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
4% plan to obtain a GED.

Health and Well-Being Indicators



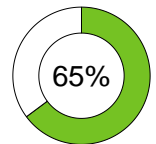
Are physically active at least 60 minutes, 5 times per week.

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



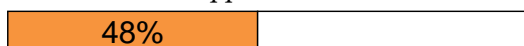
Empowerment



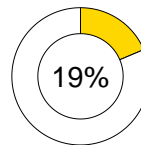
Family and Community Support



Teacher and School Support

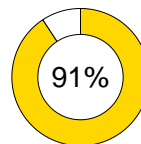
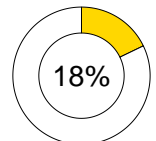


Context Indicators



Obtained mostly As for school grades.

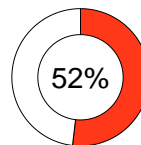
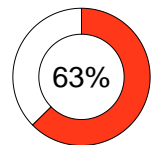
Were sent out of class for discipline.



Feel safe at school.

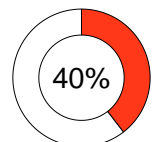
Challenge Indicators

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



Experienced at least one indicator of trauma.

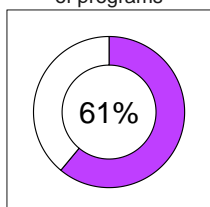
Have at least one indicator of mental distress.



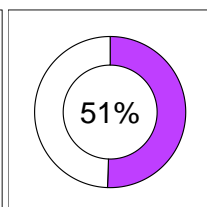
Afterschool Activities

Percent of Latino students who...

Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Latino Students in West Central for 2016



High School Graduation and Beyond



99% of Latino 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.
3% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



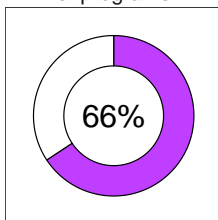
Teacher and School Support



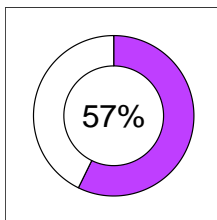
After-school Activities

Percent of Latino students who...

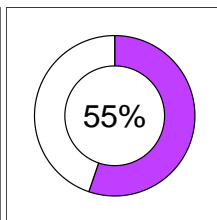
Are aware their school/community offers a variety of programs



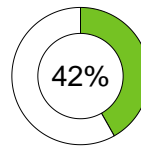
Participate at least 3 times per week



Have positive out of school experiences

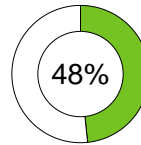
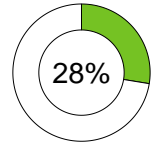


Health and Well-Being Indicators



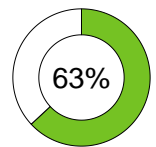
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

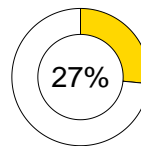


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

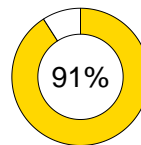
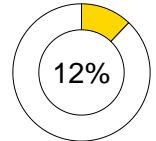


Context Indicators



Obtained mostly As for school grades.

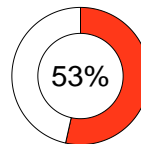
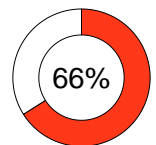
Were sent out of class for discipline.



Feel safe at school.

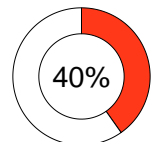
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Latino Students in West Central for 2019



High School Graduation and Beyond



99% of Latino 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.
1% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

64%

Positive Identity and Outlook

36%

Social Competence

46%

Empowerment

63%

Family and Community Support

55%

Teacher and School Support

42%

Afterschool Activities

Percent of Latino students who...

Are aware their school/community offers a variety of programs

52%

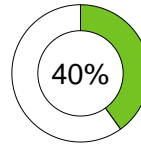
Participate at least 3 times per week

48%

Have positive out of school experiences

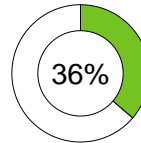
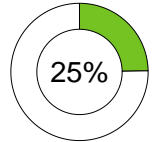
59%

Health and Well-Being Indicators



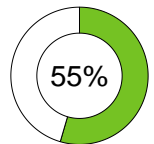
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

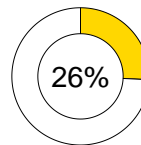


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

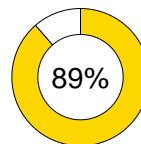
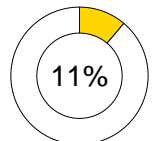


Context Indicators



Obtained mostly As for school grades.

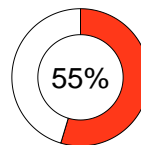
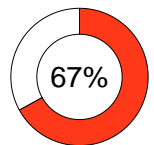
Were sent out of class for discipline.



Feel safe at school.

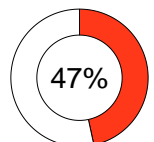
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Acknowledgements

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.