

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

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

**A Focus on
Students in the
Twin Cities Area**



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

MN Youth Development Research Group

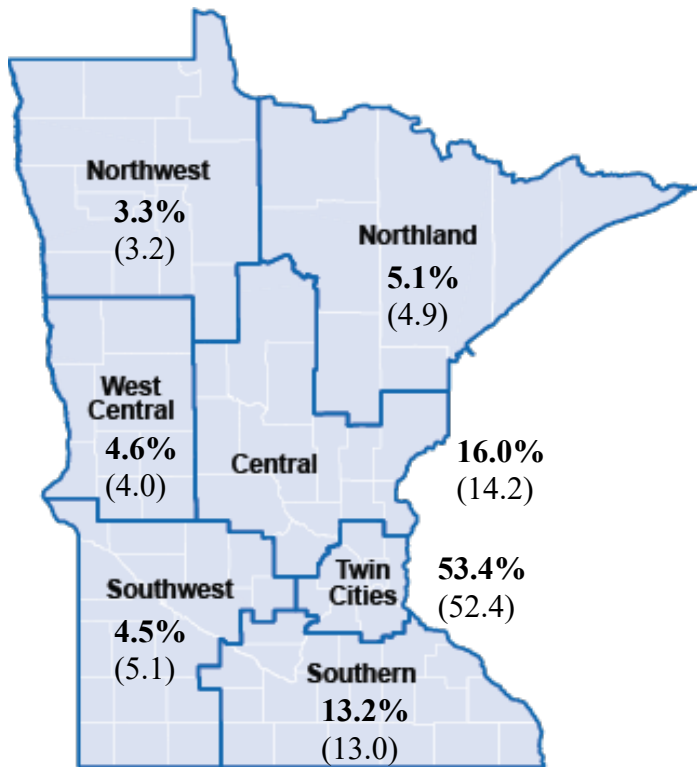


www.mnydrg.com

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Educational Psychology
University of Minnesota
October 2020

Minnesota Student Survey – Students in the Twin Cities Seven County Area

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, 500,895 students in grades 5, 8, 9, and 11 participated. In the Twin Cities seven county area, 267,079 students participated.

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

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

The number of students (and percentage) with each characteristics in this region is reported below. This will be helpful in interpreting results for each group.

Race/Ethnicity	2013	2016	2019
American Indian	3595	3521	2379
	4.2%	4.0%	2.7%
Asian PI	4212	4636	6030
	4.9%	5.3%	6.8%
Black	6591	7188	8248
	7.7%	8.2%	9.3%
White	54848	52564	53169
	64.3%	59.7%	59.8%
Multiple-race	3639	4268	3603
	4.3%	4.8%	4.1%
Latino	7169	9383	9343
	8.4%	10.7%	10.5%
Somali	1284	2241	2469
	1.5%	2.5%	2.8%
Hmong	3927	4290	3691
	4.6%	4.9%	4.2%

Other Student Characteristic	2013	2016	2019
Foster care	159	208	1940
	0.2%	0.2%	2.3%
Free/reduced priced lunch	22627	25351	19769
	27.0%	29.3%	27.2%
Homelessness	2947	3325	2771
	5.0%	5.3%	4.6%
LGBQ	2819	4817	5316
	6.8%	11.2%	13.7%
Special education	8232	8703	7932
	9.8%	10.2%	11.5%
Trauma	26844	22898	21820
	33.3%	36.0%	35.7%
TOTAL	86,944	89,333	90,802

Positive Youth Development

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

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

Equipped for Learning

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

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

Does it make a difference?

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

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

Developmental Skills

Commitment to Learning

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

Positive Identity and Outlook (DAP)

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

Social Competence (DAP)

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

Afterschool Activities

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

The percent reporting positive experiences only includes those students with regular participation and was included in the 2016 and 2019 MSS.

For more information, see

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

Developmental Supports

Empowerment (DAP)

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

Family/Community Support

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

Teacher/School Support

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

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

Additional Indicators

- Indicators for trauma include 5th grade only in 2013 and for mental distress do not include 5th grade in any year; both indicators include grades 8, 9, & 11.
- Trauma experiences include homelessness, parent incarceration, verbal/physical abuse, sexual abuse, family alcohol/drug abuse.
- Mental Distress includes significant mental health and behavior-emotional problems; self-injury; suicidal thoughts and attempts.

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

All Students in Twin Cities for 2013



High School Graduation and Beyond



99% of All students plan to graduate high school.

84% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



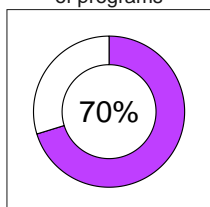
Teacher and School Support



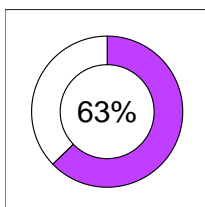
Afterschool Activities

Percent of All students who...

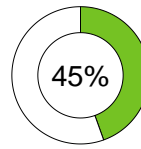
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

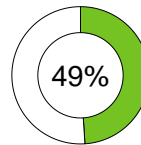
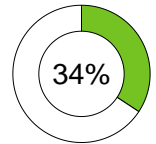


Health and Well-Being Indicators



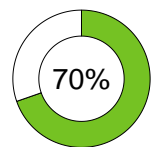
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

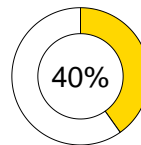


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

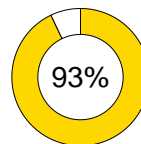
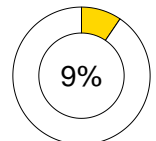


Context Indicators



Obtained mostly As for school grades.

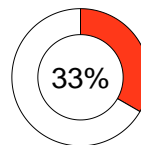
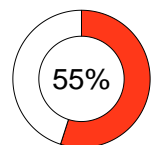
Were sent out of class for discipline.



Feel safe at school.

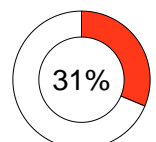
Challenge Indicators

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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All Students in Twin Cities for 2016



High School Graduation and Beyond



99%

of All students plan to graduate high school.

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

Developmental Skills & Supports

What percentage of All 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



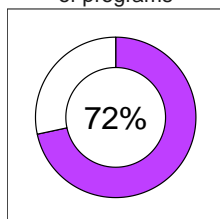
Teacher and School Support



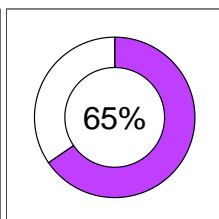
Afterschool Activities

Percent of All students who...

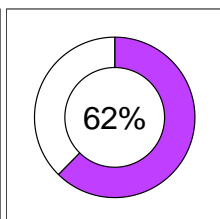
Are aware their school/community offers a variety of programs



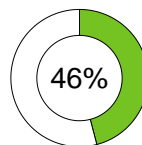
Participate at least 3 times per week



Have positive out of school experiences

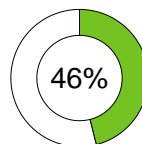
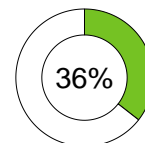


Health and Well-Being Indicators



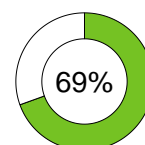
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

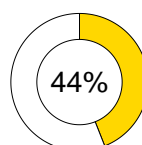


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

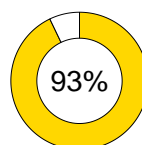
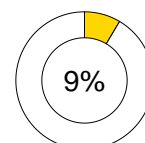


Context Indicators



Obtained mostly As for school grades.

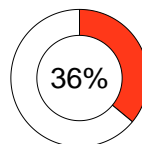
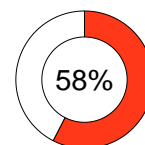
Were sent out of class for discipline.



Feel safe at school.

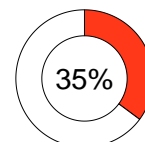
Challenge Indicators

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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All Students in Twin Cities for 2019



High School Graduation and Beyond



99%

of All students plan to graduate high school.

80% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

73%

Positive Identity and Outlook

45%

Social Competence

61%

Empowerment

74%

Family and Community Support

67%

Teacher and School Support

50%

After-school Activities

Percent of All students who...

Are aware their school/community offers a variety of programs

70%

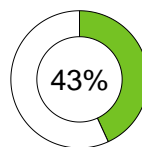
Participate at least 3 times per week

61%

Have positive out of school experiences

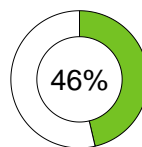
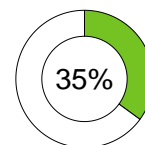
61%

Health and Well-Being Indicators



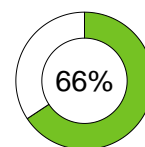
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

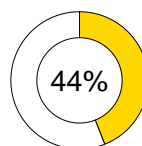


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

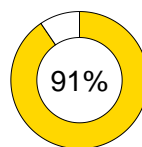
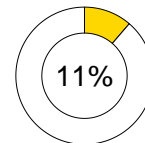


Context Indicators



Obtained mostly As for school grades.

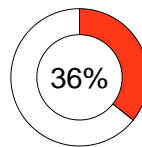
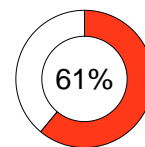
Were sent out of class for discipline.



Feel safe at school.

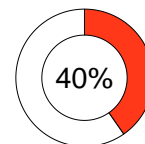
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Am Indian Students in Twin Cities for 2013



High School Graduation and Beyond



99%

of Am Indian students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning

71%

Positive Identity and Outlook

48%

Social Competence

53%

Empowerment

69%

Family and Community Support

56%

Teacher and School Support

45%

Afterschool Activities

Percent of Am Indian students who...

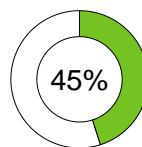
Are aware their school/community offers a variety of programs

63%

Participate at least 3 times per week

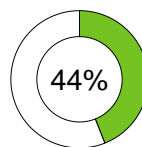
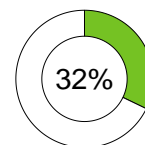
56%

Health and Well-Being Indicators



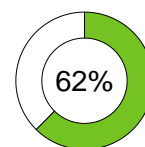
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

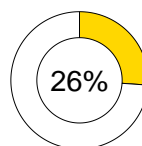


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

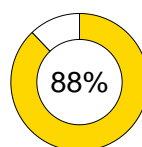
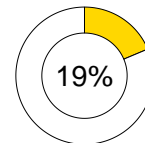


Context Indicators



Obtained mostly As for school grades.

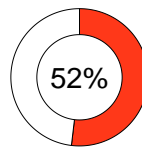
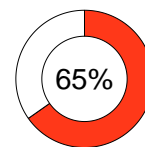
Were sent out of class for discipline.



Feel safe at school.

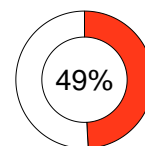
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Am Indian Students in Twin Cities for 2016



High School Graduation and Beyond



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

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

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



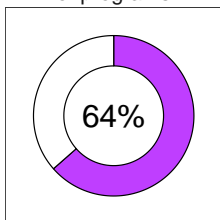
Teacher and School Support



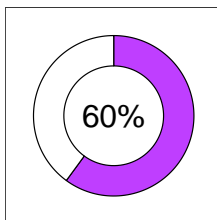
Afterschool Activities

Percent of Am Indian students who...

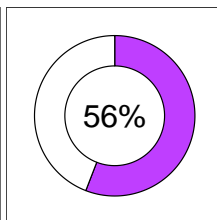
Are aware their school/community offers a variety of programs



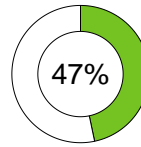
Participate at least 3 times per week



Have positive out of school experiences

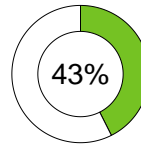
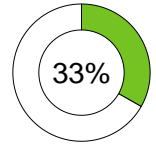


Health and Well-Being Indicators



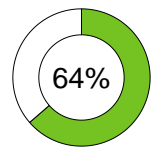
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

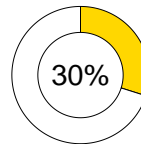


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

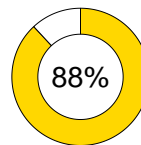
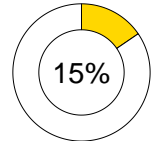


Context Indicators



Obtained mostly As for school grades.

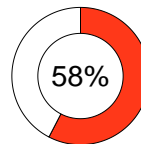
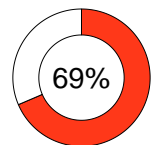
Were sent out of class for discipline.



Feel safe at school.

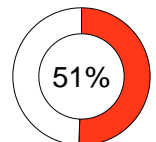
Challenge Indicators

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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Am Indian Students in Twin Cities for 2019



High School Graduation and Beyond



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

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

Developmental Skills & Supports

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

Commitment to Learning

64%

Positive Identity and Outlook

38%

Social Competence

52%

Empowerment

67%

Family and Community Support

57%

Teacher and School Support

44%

Afterschool Activities

Percent of Am Indian students who...

Are aware their school/community offers a variety of programs

62%

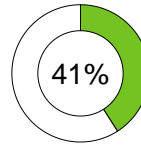
Participate at least 3 times per week

56%

Have positive out of school experiences

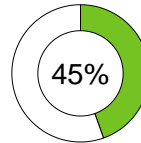
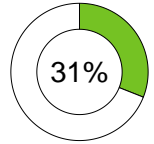
52%

Health and Well-Being Indicators



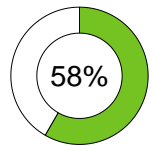
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

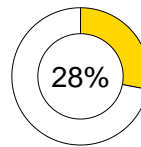


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

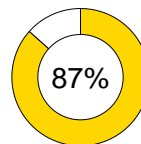
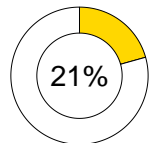


Context Indicators



Obtained mostly As for school grades.

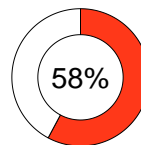
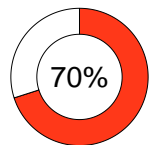
Were sent out of class for discipline.



Feel safe at school.

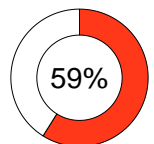
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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



High School Graduation and Beyond



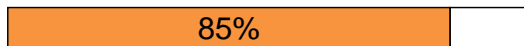
of Asian/PI students plan to graduate high school.

88% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



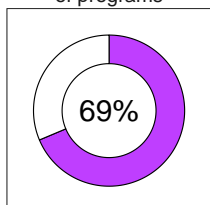
Teacher and School Support



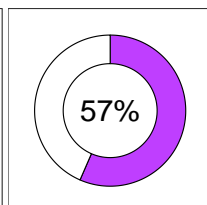
Afterschool Activities

Percent of Asian/PI students who...

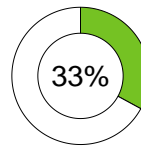
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

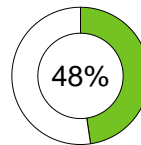
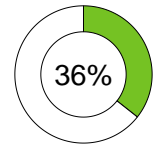


Health and Well-Being Indicators



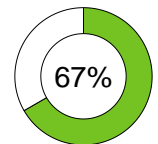
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

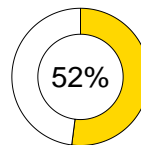


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

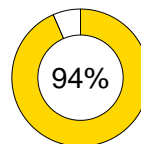
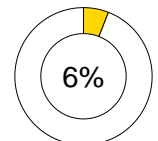


Context Indicators



Obtained mostly As for school grades.

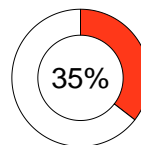
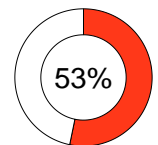
Were sent out of class for discipline.



Feel safe at school.

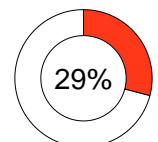
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Asian/PI Students in Twin Cities for 2016



High School Graduation and Beyond



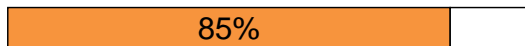
99% of Asian/PI students plan to graduate high school.

89% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



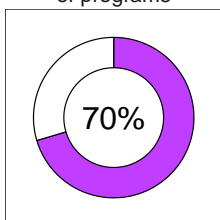
Teacher and School Support



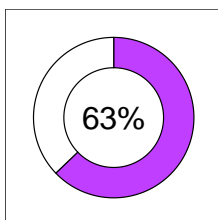
Afterschool Activities

Percent of Asian/PI students who...

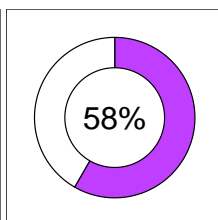
Are aware their school/community offers a variety of programs



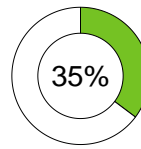
Participate at least 3 times per week



Have positive out of school experiences

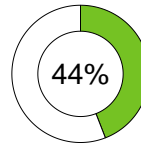
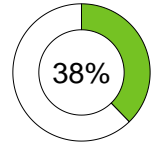


Health and Well-Being Indicators



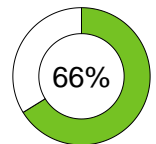
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

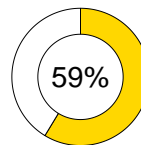


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

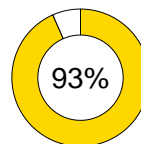
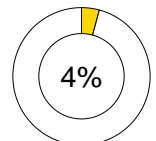


Context Indicators



Obtained mostly As for school grades.

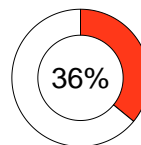
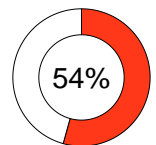
Were sent out of class for discipline.



Feel safe at school.

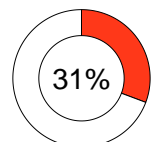
Challenge Indicators

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.



Asian/PI Students in Twin Cities for 2019



High School Graduation and Beyond



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

85% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



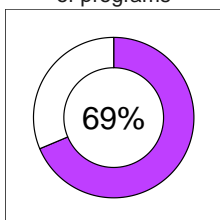
Teacher and School Support



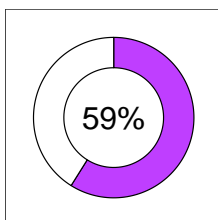
Afterschool Activities

Percent of Asian/PI students who...

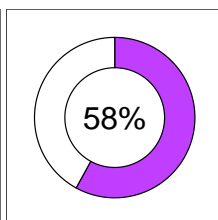
Are aware their school/community offers a variety of programs



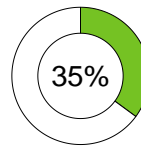
Participate at least 3 times per week



Have positive out of school experiences

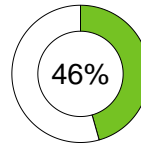
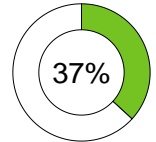


Health and Well-Being Indicators



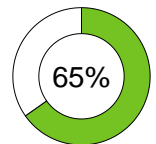
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

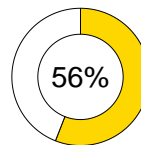


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

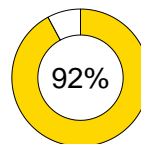
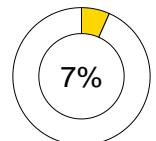


Context Indicators



Obtained mostly As for school grades.

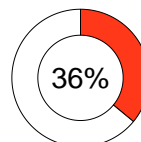
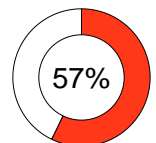
Were sent out of class for discipline.



Feel safe at school.

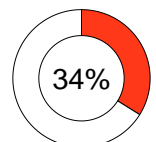
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Minnesota Youth Development Research Group
www.mnydrg.com

Black Students in Twin Cities for 2013



High School Graduation and Beyond



99%

of Black students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning

78%

Positive Identity and Outlook

58%

Social Competence

60%

Empowerment

73%

Family and Community Support

59%

Teacher and School Support

48%

Afterschool Activities

Percent of Black students who...

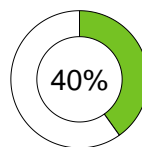
Are aware their school/community offers a variety of programs

63%

Participate at least 3 times per week

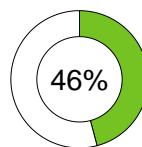
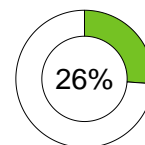
58%

Health and Well-Being Indicators



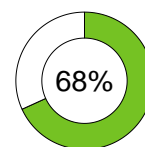
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

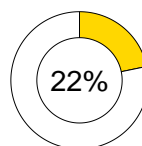


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

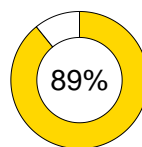
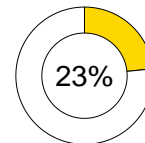


Context Indicators



Obtained mostly As for school grades.

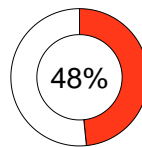
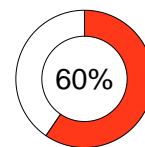
Were sent out of class for discipline.



Feel safe at school.

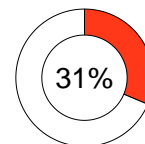
Challenge Indicators

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.



Minnesota Youth Development Research Group
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Black Students in Twin Cities for 2016



High School Graduation and Beyond



99% of Black students plan to graduate high school.

79% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



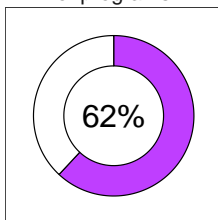
Teacher and School Support



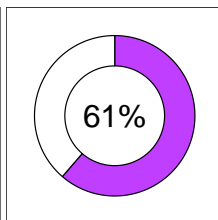
Afterschool Activities

Percent of Black students who...

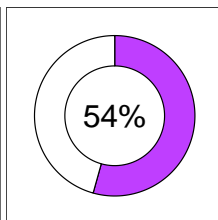
Are aware their school/community offers a variety of programs



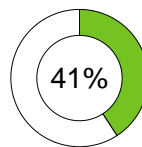
Participate at least 3 times per week



Have positive out of school experiences

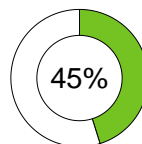
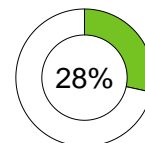


Health and Well-Being Indicators



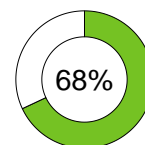
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

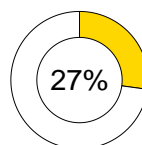


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

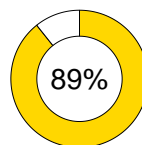
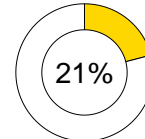


Context Indicators



Obtained mostly As for school grades.

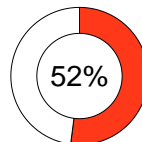
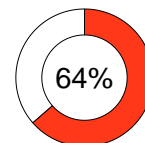
Were sent out of class for discipline.



Feel safe at school.

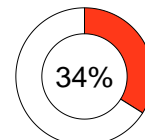
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Black Students in Twin Cities for 2019



High School Graduation and Beyond



99% of Black students plan to graduate high school.

76% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



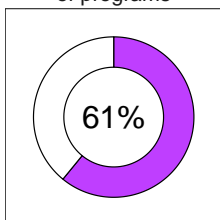
Teacher and School Support



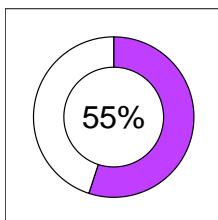
Afterschool Activities

Percent of Black students who...

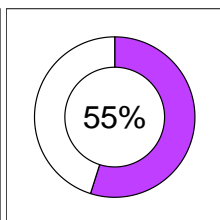
Are aware their school/community offers a variety of programs



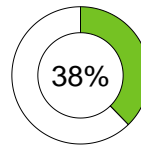
Participate at least 3 times per week



Have positive out of school experiences

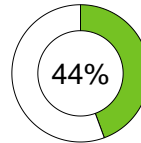
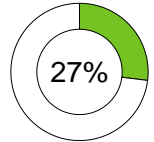


Health and Well-Being Indicators



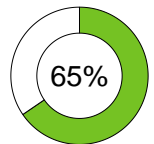
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

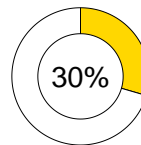


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

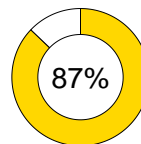
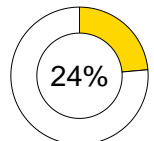


Context Indicators



Obtained mostly As for school grades.

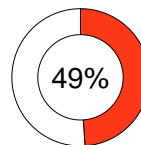
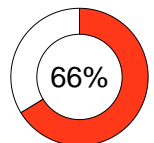
Were sent out of class for discipline.



Feel safe at school.

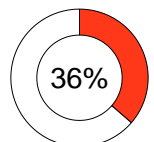
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Minnesota Youth Development Research Group
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White Students in Twin Cities for 2013



High School Graduation and Beyond



99% of White students plan to graduate high school.

85% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



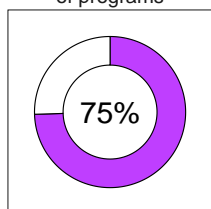
Teacher and School Support



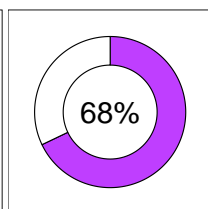
Afterschool Activities

Percent of White students who...

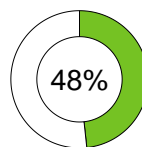
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

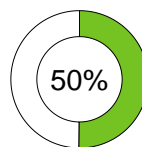
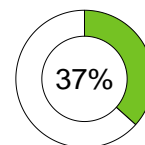


Health and Well-Being Indicators



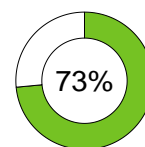
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

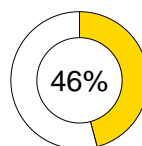


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

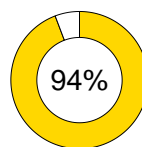
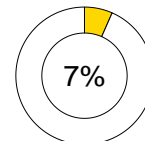


Context Indicators



Obtained mostly As for school grades.

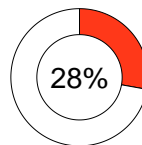
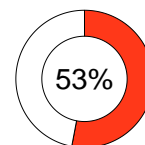
Were sent out of class for discipline.



Feel safe at school.

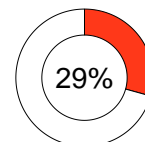
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



White Students in Twin Cities for 2016



High School Graduation and Beyond



99% of White students plan to graduate high school.

85% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



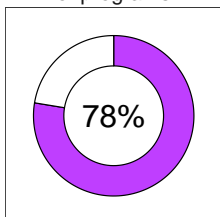
Teacher and School Support



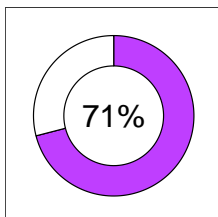
Afterschool Activities

Percent of White students who...

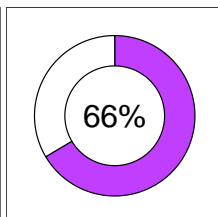
Are aware their school/community offers a variety of programs



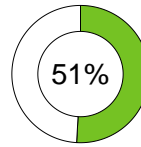
Participate at least 3 times per week



Have positive out of school experiences

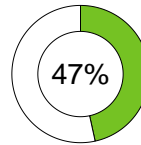
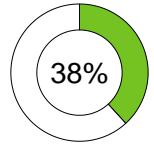


Health and Well-Being Indicators



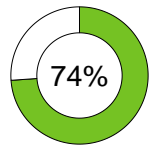
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

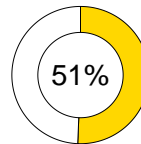


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

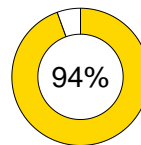
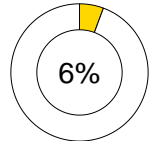


Context Indicators



Obtained mostly As for school grades.

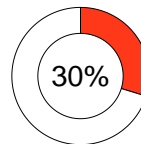
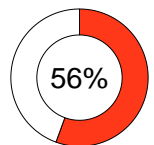
Were sent out of class for discipline.



Feel safe at school.

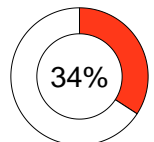
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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



High School Graduation and Beyond



99%

of White students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning

73%

Positive Identity and Outlook

47%

Social Competence

65%

Empowerment

77%

Family and Community Support

71%

Teacher and School Support

52%

Afterschool Activities

Percent of White students who...

Are aware their school/community offers a variety of programs

75%

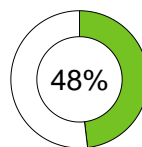
Participate at least 3 times per week

67%

Have positive out of school experiences

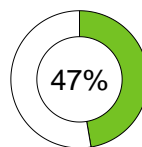
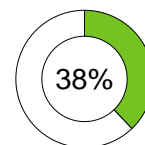
64%

Health and Well-Being Indicators



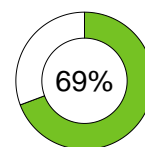
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

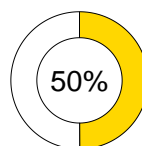


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

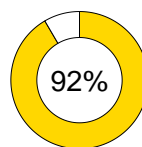
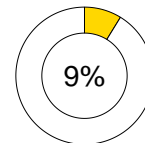


Context Indicators



Obtained mostly As for school grades.

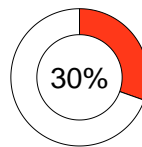
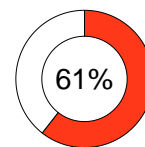
Were sent out of class for discipline.



Feel safe at school.

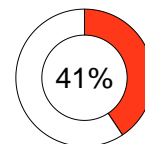
Challenge Indicators

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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Multi Race Students in Twin Cities for 2013



High School Graduation and Beyond



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

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

Developmental Skills & Supports

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

Commitment to Learning

76%

Positive Identity and Outlook

51%

Social Competence

61%

Empowerment

73%

Family and Community Support

59%

Teacher and School Support

46%

Afterschool Activities

Percent of Multi Race students who...

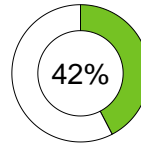
Are aware their school/community offers a variety of programs

67%

Participate at least 3 times per week

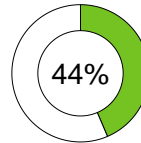
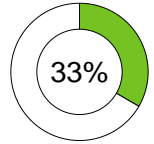
60%

Health and Well-Being Indicators



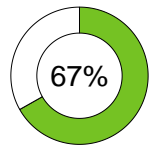
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

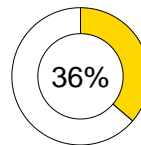


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

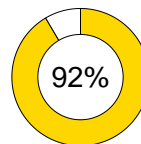
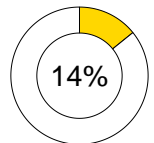


Context Indicators



Obtained mostly As for school grades.

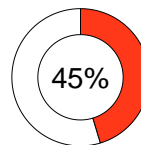
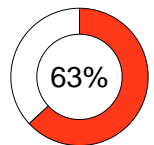
Were sent out of class for discipline.



Feel safe at school.

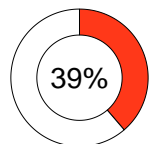
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Multi Race Students in Twin Cities for 2016



High School Graduation and Beyond



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

80% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



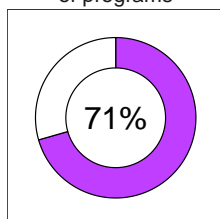
Teacher and School Support



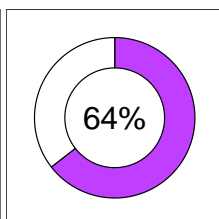
Afterschool Activities

Percent of Multi Race students who...

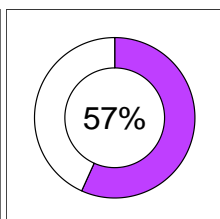
Are aware their school/community offers a variety of programs



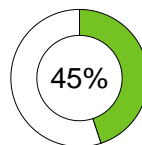
Participate at least 3 times per week



Have positive out of school experiences

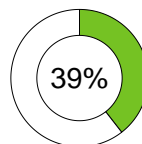
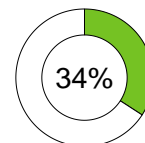


Health and Well-Being Indicators



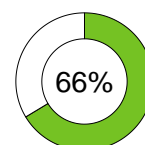
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

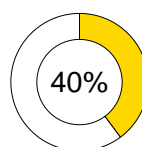


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

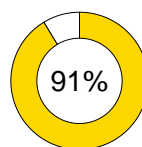
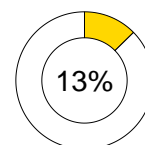


Context Indicators



Obtained mostly As for school grades.

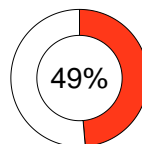
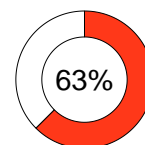
Were sent out of class for discipline.



Feel safe at school.

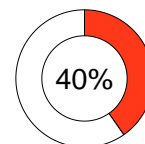
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Multi Race Students in Twin Cities for 2019



High School Graduation and Beyond



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

80% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



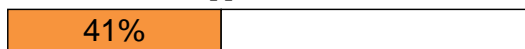
Empowerment



Family and Community Support



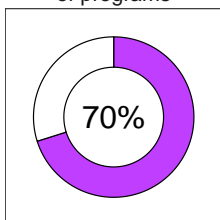
Teacher and School Support



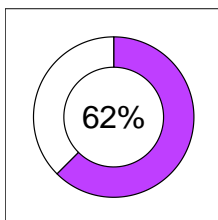
Afterschool Activities

Percent of Multi Race students who...

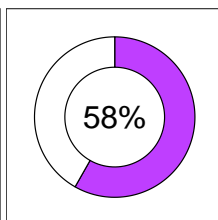
Are aware their school/community offers a variety of programs



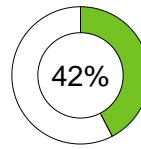
Participate at least 3 times per week



Have positive out of school experiences

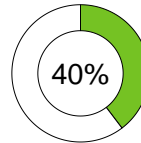
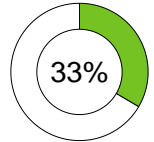


Health and Well-Being Indicators



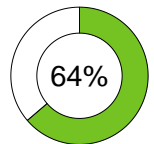
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

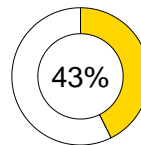


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

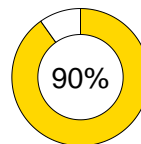
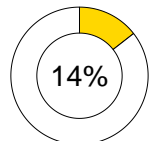


Context Indicators



Obtained mostly As for school grades.

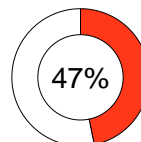
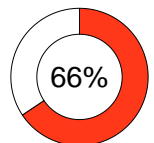
Were sent out of class for discipline.



Feel safe at school.

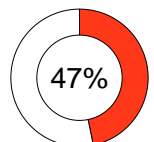
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Hmong Students in Twin Cities for 2013



High School Graduation and Beyond



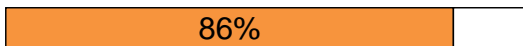
99% of Hmong students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



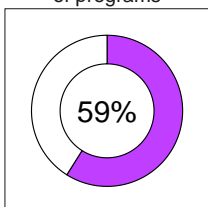
Teacher and School Support



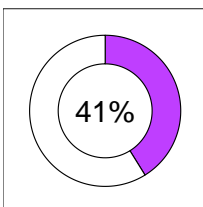
Afterschool Activities

Percent of Hmong students who...

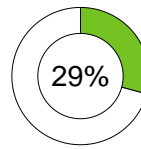
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

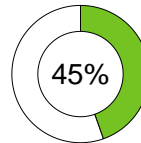
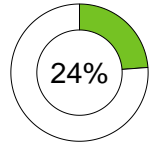


Health and Well-Being Indicators



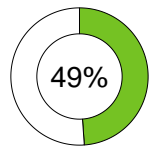
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

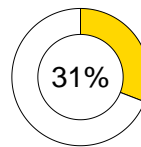


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

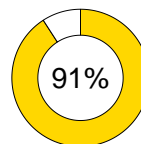
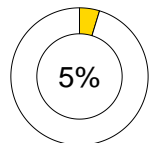


Context Indicators



Obtained mostly As for school grades.

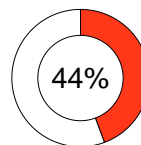
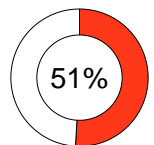
Were sent out of class for discipline.



Feel safe at school.

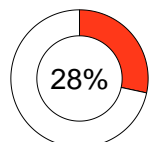
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Hmong Students in Twin Cities for 2016



High School Graduation and Beyond



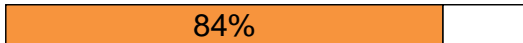
99% of Hmong students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



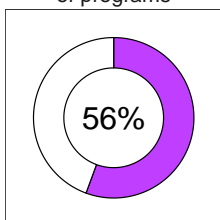
Teacher and School Support



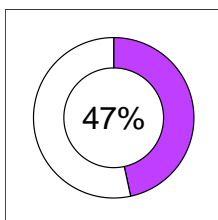
Afterschool Activities

Percent of Hmong students who...

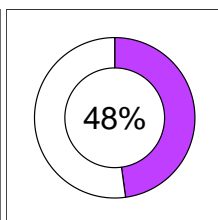
Are aware their school/community offers a variety of programs



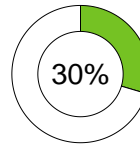
Participate at least 3 times per week



Have positive out of school experiences

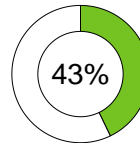
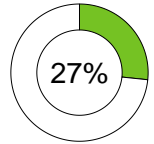


Health and Well-Being Indicators



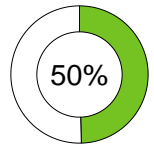
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

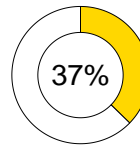


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

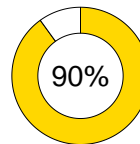
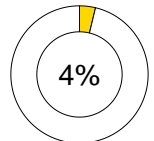


Context Indicators



Obtained mostly As for school grades.

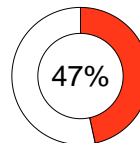
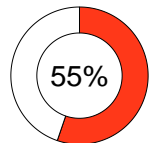
Were sent out of class for discipline.



Feel safe at school.

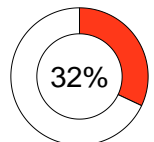
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Hmong Students in Twin Cities for 2019



High School Graduation and Beyond



99% of Hmong students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning

77%

Positive Identity and Outlook

32%

Social Competence

46%

Empowerment

62%

Family and Community Support

51%

Teacher and School Support

49%

Afterschool Activities

Percent of Hmong students who...

Are aware their school/community offers a variety of programs

53%

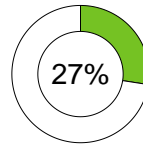
Participate at least 3 times per week

41%

Have positive out of school experiences

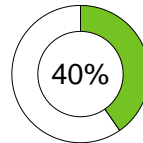
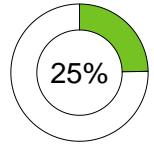
43%

Health and Well-Being Indicators



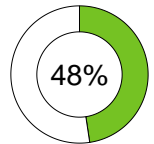
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

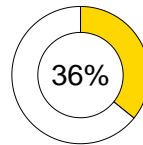


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

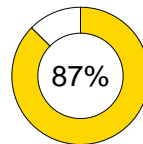
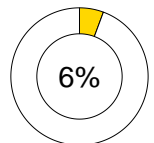


Context Indicators



Obtained mostly As for school grades.

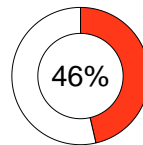
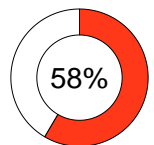
Were sent out of class for discipline.



Feel safe at school.

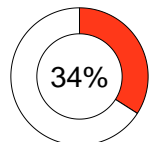
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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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



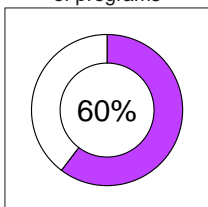
Teacher and School Support



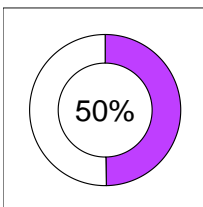
Afterschool Activities

Percent of Latino students who...

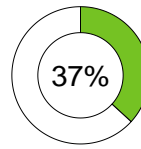
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

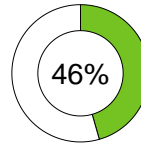
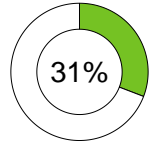


Health and Well-Being Indicators



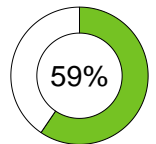
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

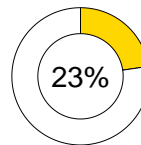


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

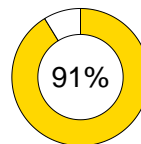
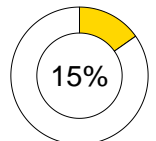


Context Indicators



Obtained mostly As for school grades.

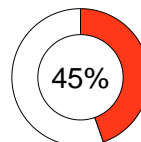
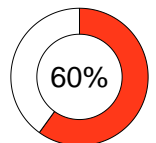
Were sent out of class for discipline.



Feel safe at school.

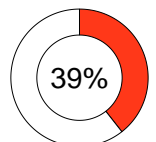
Challenge Indicators

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.



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.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



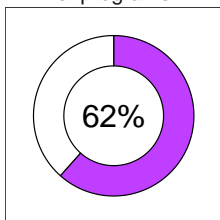
Teacher and School Support



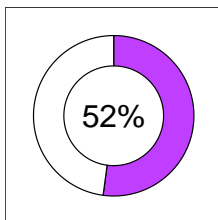
Afterschool Activities

Percent of Latino students who...

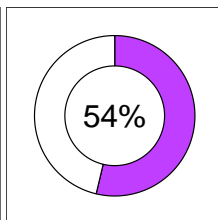
Are aware their school/community offers a variety of programs



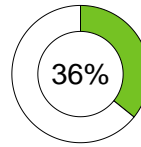
Participate at least 3 times per week



Have positive out of school experiences

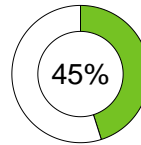
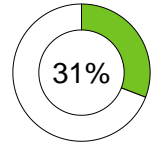


Health and Well-Being Indicators



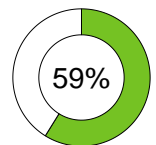
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

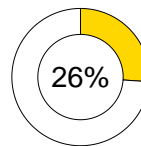


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

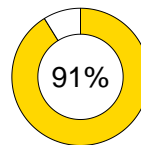
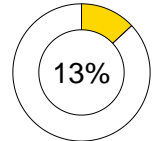


Context Indicators



Obtained mostly As for school grades.

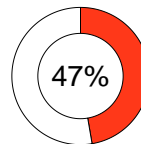
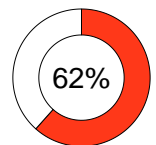
Were sent out of class for discipline.



Feel safe at school.

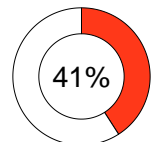
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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



High School Graduation and Beyond

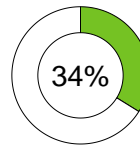


99%

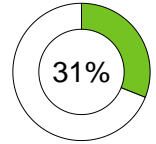
of Latino students plan to graduate high school.

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.

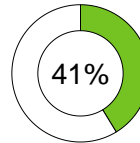
Health and Well-Being Indicators



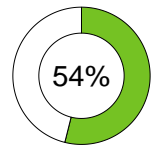
Are physically active at least 60 minutes, 5 times per week.



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

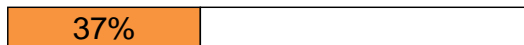
Developmental Skills & Supports

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



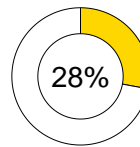
Family and Community Support



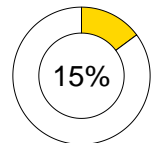
Teacher and School Support



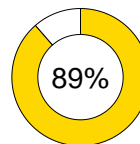
Context Indicators



Obtained mostly As for school grades.



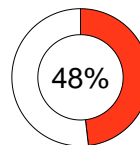
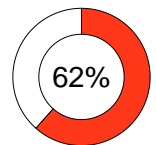
Were sent out of class for discipline.



Feel safe at school.

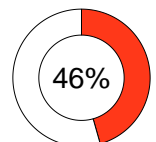
Challenge Indicators

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



Experienced at least one indicator of trauma.

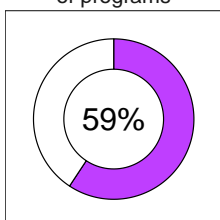
Have at least one indicator of mental distress.



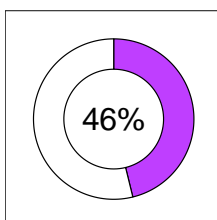
Afterschool Activities

Percent of Latino students who...

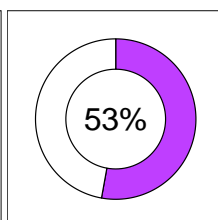
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



Minnesota Youth Development Research Group
www.mnydr.org

Somali Students in Twin Cities for 2013



High School Graduation and Beyond



97% of Somali students plan to graduate high school.

84% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



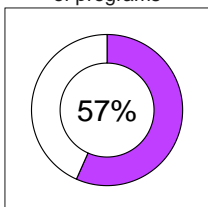
Teacher and School Support



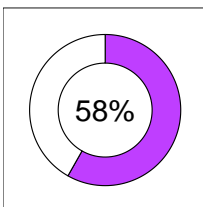
Afterschool Activities

Percent of Somali students who...

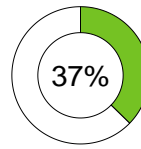
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

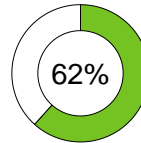
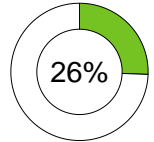


Health and Well-Being Indicators



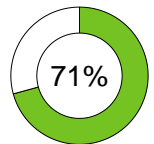
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

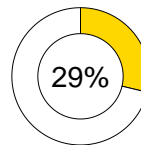


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

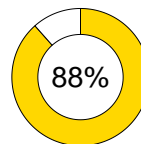
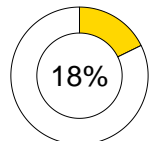


Context Indicators



Obtained mostly As for school grades.

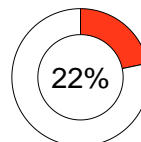
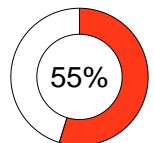
Were sent out of class for discipline.



Feel safe at school.

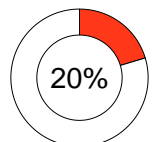
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Minnesota Youth Development Research Group
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Somali Students in Twin Cities for 2016



High School Graduation and Beyond



99%

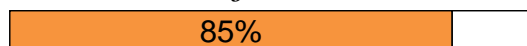
of Somali students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



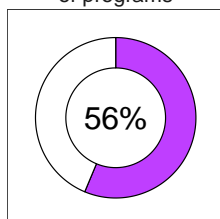
Teacher and School Support



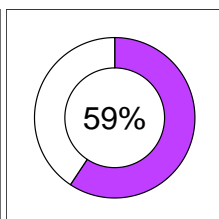
Afterschool Activities

Percent of Somali students who...

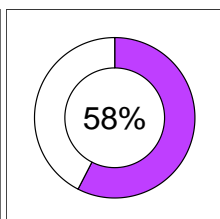
Are aware their school/community offers a variety of programs



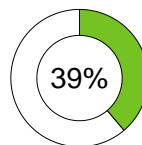
Participate at least 3 times per week



Have positive out of school experiences

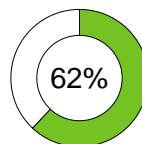
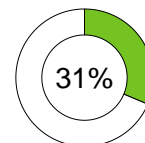


Health and Well-Being Indicators



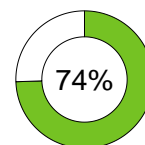
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

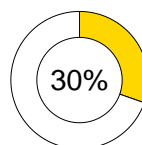


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

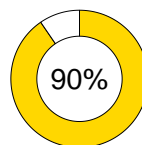
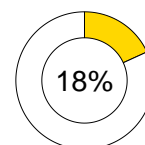


Context Indicators



Obtained mostly As for school grades.

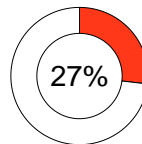
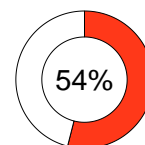
Were sent out of class for discipline.



Feel safe at school.

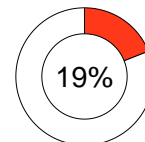
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Somali Students in Twin Cities for 2019



High School Graduation and Beyond



99%

of Somali students plan to graduate high school.

84% 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 Somali students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



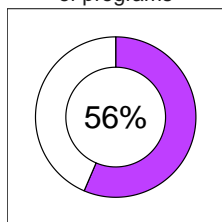
Teacher and School Support



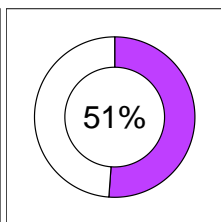
Afterschool Activities

Percent of Somali students who...

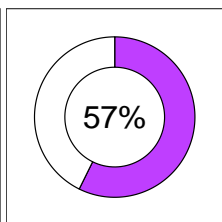
Are aware their school/community offers a variety of programs



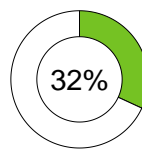
Participate at least 3 times per week



Have positive out of school experiences

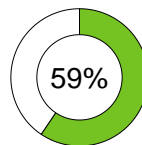
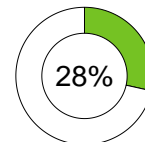


Health and Well-Being Indicators



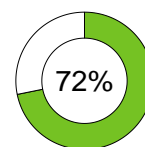
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

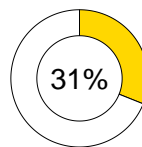


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

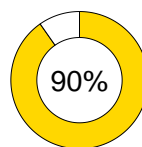
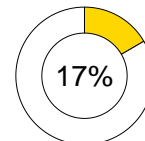


Context Indicators



Obtained mostly As for school grades.

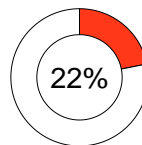
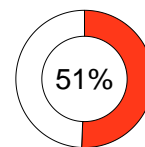
Were sent out of class for discipline.



Feel safe at school.

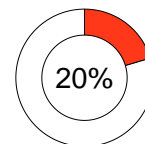
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Minnesota Youth Development Research Group
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Foster-Care Students in Twin Cities for 2013



High School Graduation and Beyond



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

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

Developmental Skills & Supports

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

Commitment to Learning

58%

Positive Identity and Outlook

32%

Social Competence

42%

Empowerment

49%

Family and Community Support

37%

Teacher and School Support

45%

Afterschool Activities

Percent of Foster-Care students who...

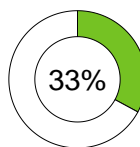
Are aware their school/community offers a variety of programs

53%

Participate at least 3 times per week

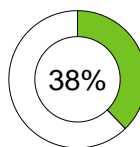
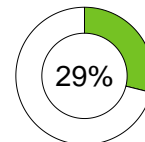
48%

Health and Well-Being Indicators



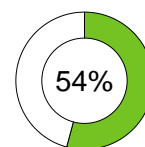
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

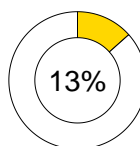


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

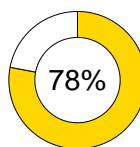
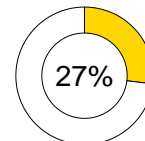


Context Indicators



Obtained mostly As for school grades.

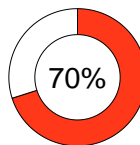
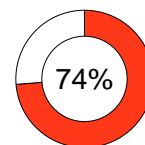
Were sent out of class for discipline.



Feel safe at school.

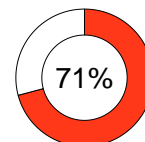
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Foster-Care Students in Twin Cities for 2016



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Developmental Skills & Supports

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

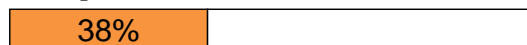
Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



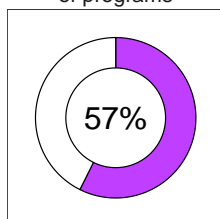
Teacher and School Support



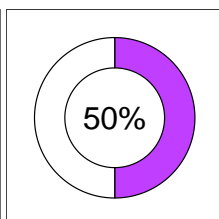
Afterschool Activities

Percent of Foster-Care students who...

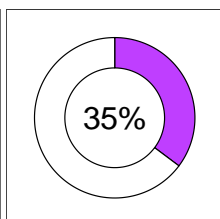
Are aware their school/community offers a variety of programs



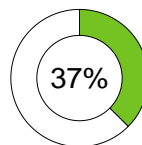
Participate at least 3 times per week



Have positive out of school experiences

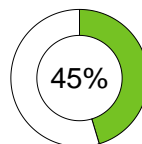
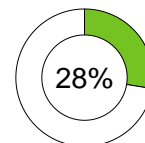


Health and Well-Being Indicators



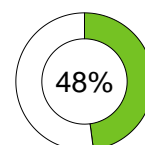
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

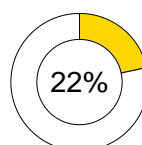


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

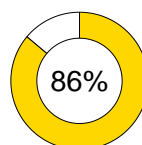
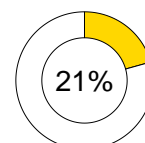


Context Indicators



Obtained mostly As for school grades.

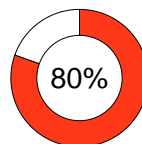
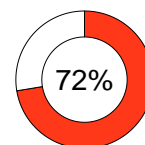
Were sent out of class for discipline.



Feel safe at school.

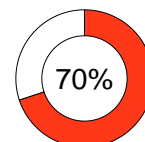
Challenge Indicators

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Experienced at least one indicator of trauma.

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

Developmental Skills & Supports

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

Commitment to Learning

60%

Positive Identity and Outlook

30%

Social Competence

41%

Empowerment

55%

Family and Community Support

48%

Teacher and School Support

44%

Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

58%

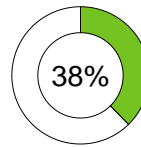
Participate at least 3 times per week

55%

Have positive out of school experiences

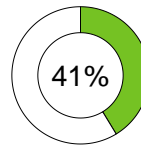
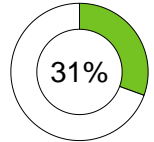
45%

Health and Well-Being Indicators



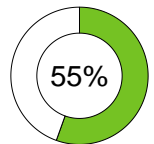
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

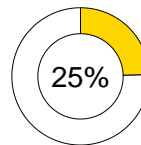


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

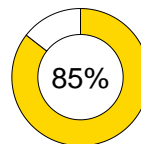
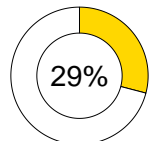


Context Indicators



Obtained mostly As for school grades.

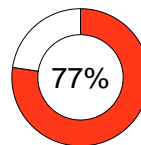
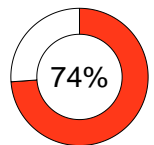
Were sent out of class for discipline.



Feel safe at school.

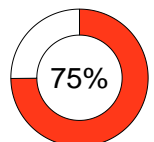
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Minnesota Youth Development Research Group
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FRL Students in Twin Cities for 2013



High School Graduation and Beyond



99% of FRL students plan to graduate high school.

75% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



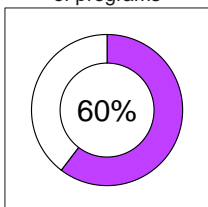
Teacher and School Support



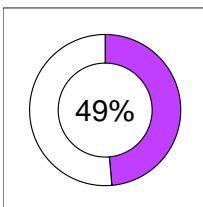
Afterschool Activities

Percent of FRL students who...

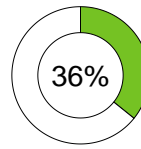
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

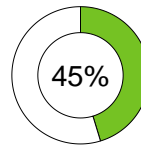
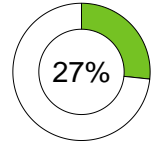


Health and Well-Being Indicators



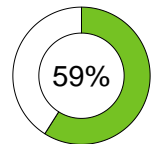
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

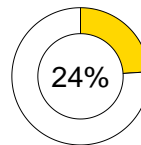


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

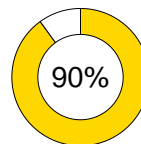
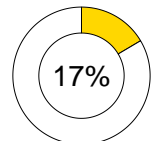


Context Indicators



Obtained mostly As for school grades.

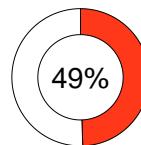
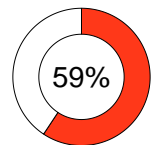
Were sent out of class for discipline.



Feel safe at school.

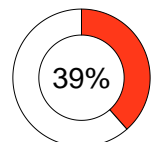
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



FRL Students in Twin Cities for 2016



High School Graduation and Beyond



99% of FRL students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



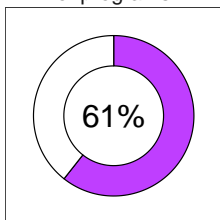
Teacher and School Support



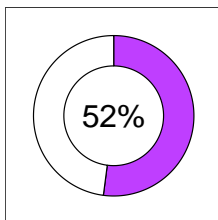
After-school Activities

Percent of FRL students who...

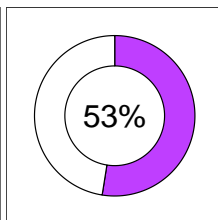
Are aware their school/community offers a variety of programs



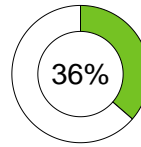
Participate at least 3 times per week



Have positive out of school experiences

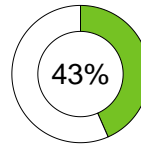
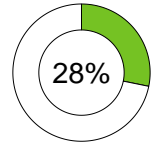


Health and Well-Being Indicators



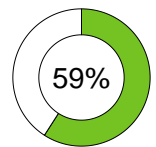
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

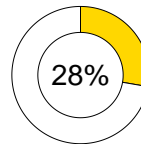


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

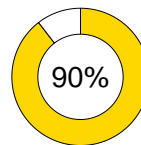
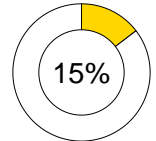


Context Indicators



Obtained mostly As for school grades.

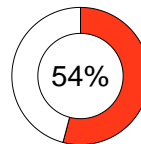
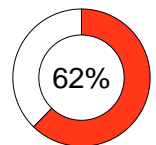
Were sent out of class for discipline.



Feel safe at school.

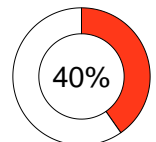
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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



High School Graduation and Beyond



99% of FRL students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



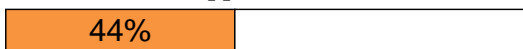
Empowerment



Family and Community Support



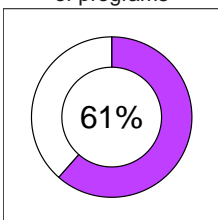
Teacher and School Support



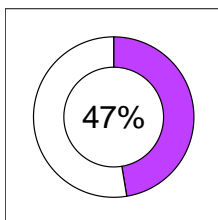
Afterschool Activities

Percent of FRL students who...

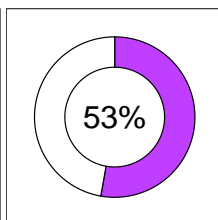
Are aware their school/community offers a variety of programs



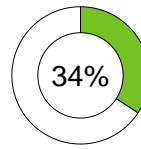
Participate at least 3 times per week



Have positive out of school experiences

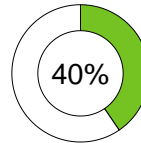
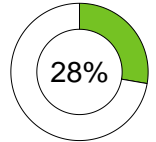


Health and Well-Being Indicators



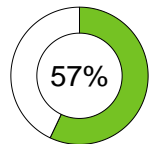
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

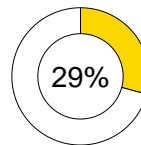


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

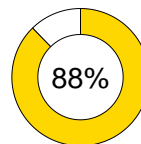
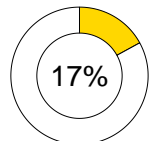


Context Indicators



Obtained mostly As for school grades.

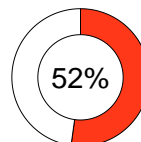
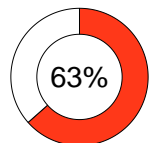
Were sent out of class for discipline.



Feel safe at school.

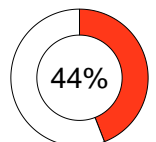
Challenge Indicators

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.



Homeless Students in Twin Cities for 2013



High School Graduation and Beyond



of Homeless students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning

64%

Positive Identity and Outlook

39%

Social Competence

43%

Empowerment

55%

Family and Community Support

40%

Teacher and School Support

36%

Afterschool Activities

Percent of Homeless students who...

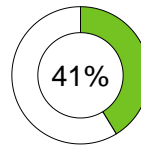
Are aware their school/community offers a variety of programs

58%

Participate at least 3 times per week

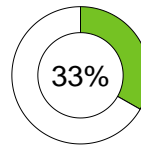
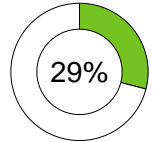
56%

Health and Well-Being Indicators



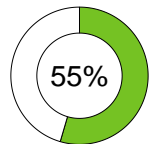
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

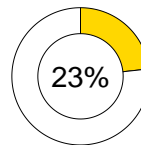


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

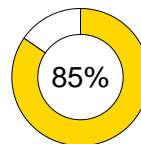
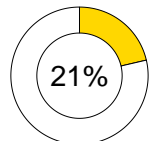


Context Indicators



Obtained mostly As for school grades.

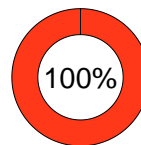
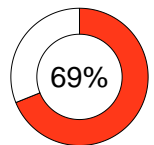
Were sent out of class for discipline.



Feel safe at school.

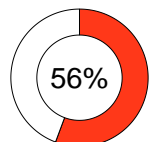
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Minnesota Youth Development Research Group
www.mnydrgr.com

Homeless Students in Twin Cities for 2016



High School Graduation and Beyond



99% of Homeless students plan to graduate high school.

69% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

67%

Positive Identity and Outlook

39%

Social Competence

44%

Empowerment

58%

Family and Community Support

48%

Teacher and School Support

42%

After-school Activities

Percent of Homeless students who...

Are aware their school/community offers a variety of programs

63%

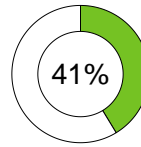
Participate at least 3 times per week

56%

Have positive out of school experiences

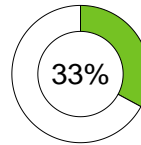
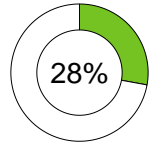
49%

Health and Well-Being Indicators



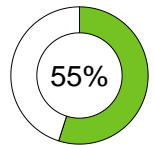
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

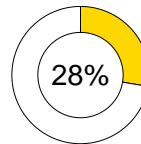


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

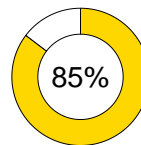
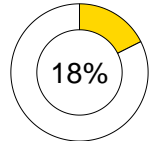


Context Indicators



Obtained mostly As for school grades.

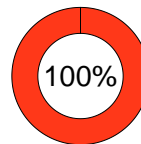
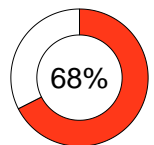
Were sent out of class for discipline.



Feel safe at school.

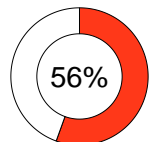
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Homeless Students in Twin Cities for 2019



High School Graduation and Beyond



98% of Homeless students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning

61%

Positive Identity and Outlook

31%

Social Competence

41%

Empowerment

52%

Family and Community Support

44%

Teacher and School Support

34%

Afterschool Activities

Percent of Homeless students who...

Are aware their school/community offers a variety of programs

58%

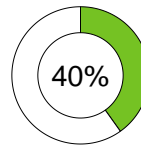
Participate at least 3 times per week

53%

Have positive out of school experiences

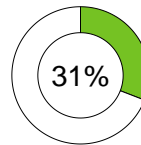
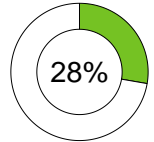
49%

Health and Well-Being Indicators



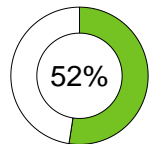
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

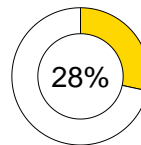


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

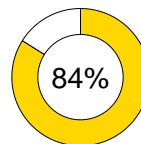
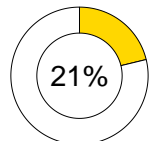


Context Indicators



Obtained mostly As for school grades.

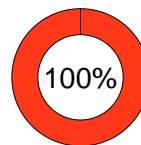
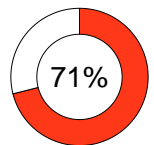
Were sent out of class for discipline.



Feel safe at school.

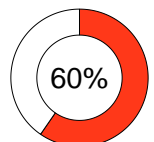
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Minnesota Youth Development Research Group
www.mnydrgr.com

LGBQ Students in Twin Cities for 2013



High School Graduation and Beyond



97%

of LGBQ students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning

63%

Positive Identity and Outlook

30%

Social Competence

42%

Empowerment

52%

Family and Community Support

38%

Teacher and School Support

37%

Afterschool Activities

Percent of LGBQ students who...

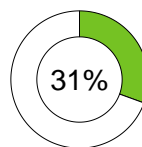
Are aware their school/community offers a variety of programs

57%

Participate at least 3 times per week

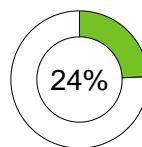
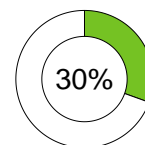
49%

Health and Well-Being Indicators



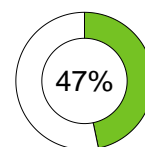
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

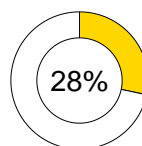


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

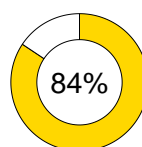
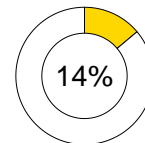


Context Indicators



Obtained mostly As for school grades.

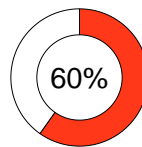
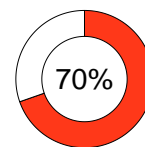
Were sent out of class for discipline.



Feel safe at school.

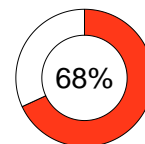
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Minnesota Youth Development Research Group
www.mnydrgr.com

LGBQ Students in Twin Cities for 2016



High School Graduation and Beyond



99%

of LGBQ students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning

64%

Positive Identity and Outlook

24%

Social Competence

45%

Empowerment

51%

Family and Community Support

40%

Teacher and School Support

36%

Afterschool Activities

Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

65%

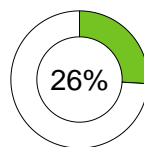
Participate at least 3 times per week

52%

Have positive out of school experiences

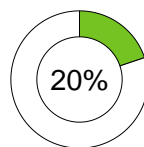
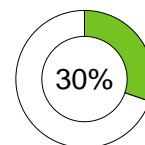
48%

Health and Well-Being Indicators



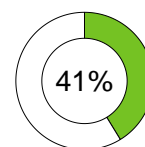
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

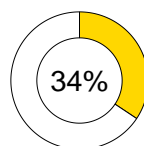


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

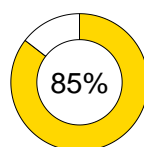
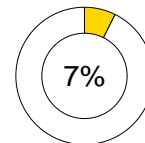


Context Indicators



Obtained mostly As for school grades.

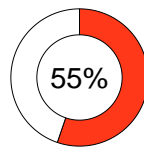
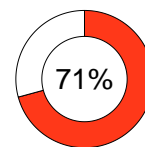
Were sent out of class for discipline.



Feel safe at school.

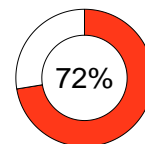
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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



High School Graduation and Beyond



99% of LGBQ students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning

60%

Positive Identity and Outlook

18%

Social Competence

46%

Empowerment

50%

Family and Community Support

40%

Teacher and School Support

31%

Afterschool Activities

Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

69%

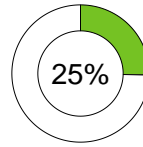
Participate at least 3 times per week

51%

Have positive out of school experiences

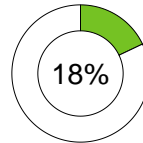
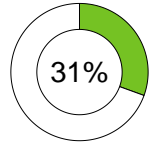
49%

Health and Well-Being Indicators



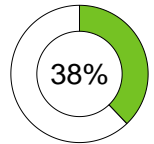
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

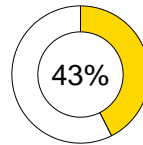


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

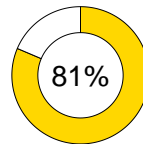
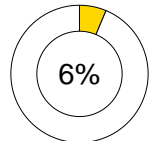


Context Indicators



Obtained mostly As for school grades.

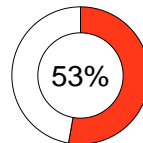
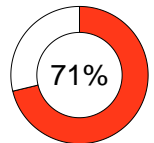
Were sent out of class for discipline.



Feel safe at school.

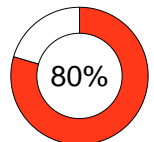
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Minnesota Youth Development Research Group
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SpEd Students in Twin Cities for 2013



High School Graduation and Beyond



99% of SpEd students plan to graduate high school.

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

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



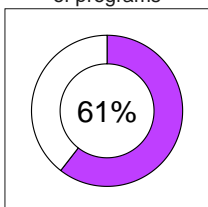
Teacher and School Support



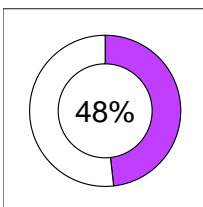
After-school Activities

Percent of SpEd students who...

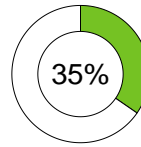
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

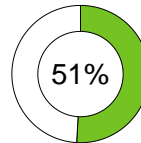
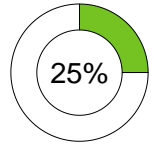


Health and Well-Being Indicators



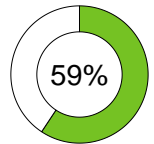
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

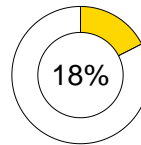


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

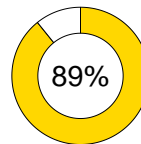
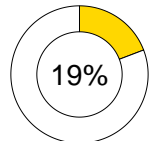


Context Indicators



Obtained mostly As for school grades.

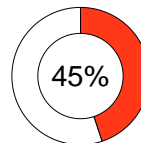
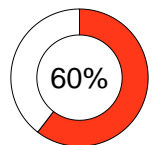
Were sent out of class for discipline.



Feel safe at school.

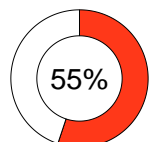
Challenge Indicators

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.



SpEd Students in Twin Cities for 2016



High School Graduation and Beyond



99% of SpEd students plan to graduate high school.

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

Developmental Skills & Supports

What percentage of SpEd 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



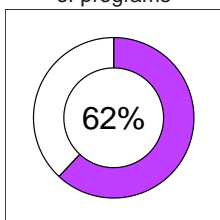
Teacher and School Support



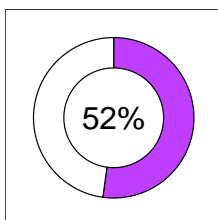
Afterschool Activities

Percent of SpEd students who...

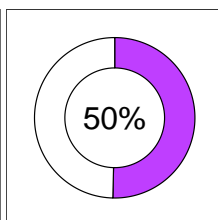
Are aware their school/community offers a variety of programs



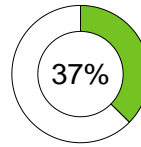
Participate at least 3 times per week



Have positive out of school experiences

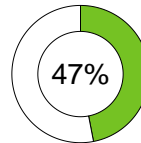
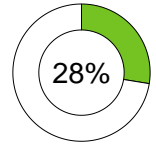


Health and Well-Being Indicators



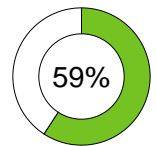
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

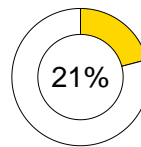


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

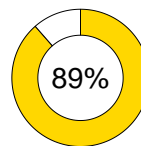
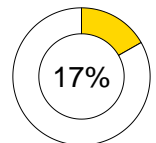


Context Indicators



Obtained mostly As for school grades.

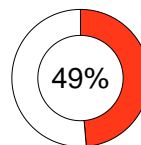
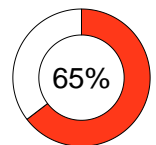
Were sent out of class for discipline.



Feel safe at school.

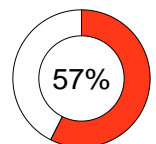
Challenge Indicators

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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SpEd Students in Twin Cities for 2019



High School Graduation and Beyond

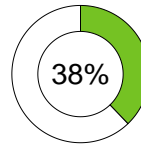


99%

of SpEd students plan to graduate high school.

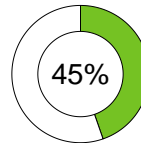
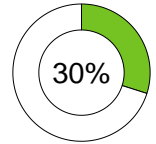
65% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



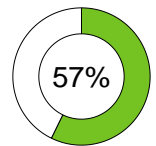
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



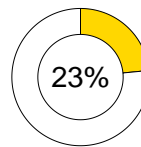
Family and Community Support



Teacher and School Support

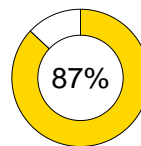
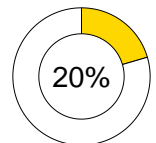


Context Indicators



Obtained mostly As for school grades.

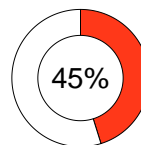
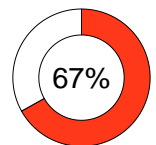
Were sent out of class for discipline.



Feel safe at school.

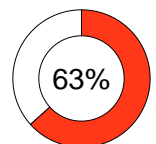
Challenge Indicators

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



Experienced at least one indicator of trauma.

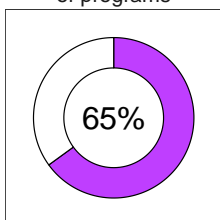
Have at least one indicator of mental distress.



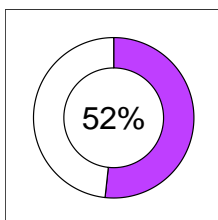
Afterschool Activities

Percent of SpEd students who...

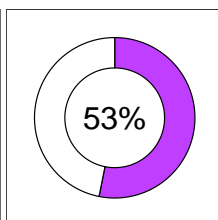
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



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Trauma Experienced Students in Twin Cities for 2013



High School Graduation and Beyond



of Trauma Experienced students plan to graduate high school.

77% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



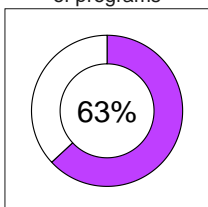
Teacher and School Support



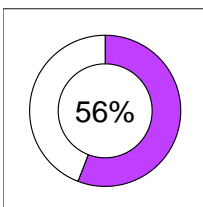
Afterschool Activities

Percent of Trauma Experienced students who...

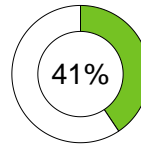
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

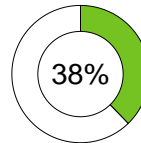
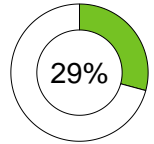


Health and Well-Being Indicators



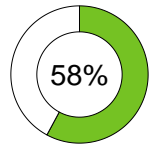
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

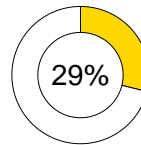


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

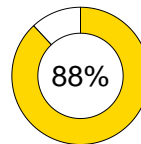
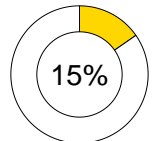


Context Indicators



Obtained mostly As for school grades.

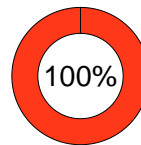
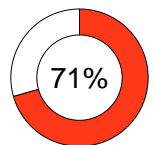
Were sent out of class for discipline.



Feel safe at school.

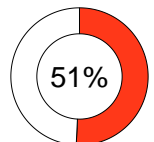
Challenge Indicators

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.



Trauma Experienced Students in Twin Cities for 2016



High School Graduation and Beyond



of Trauma Experienced students plan to graduate high school.

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

Developmental Skills & Supports

What percentage of Trauma Experienced 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

46%

Empowerment

59%

Family and Community Support

46%

Teacher and School Support

35%

Afterschool Activities

Percent of Trauma Experienced students who...

Are aware their school/community offers a variety of programs

68%

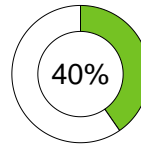
Participate at least 3 times per week

58%

Have positive out of school experiences

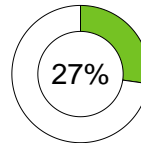
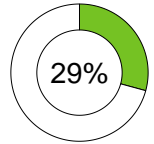
52%

Health and Well-Being Indicators



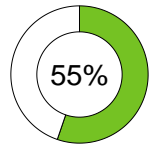
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

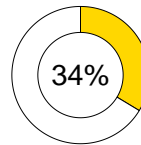


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

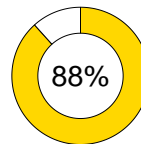
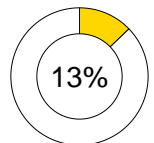


Context Indicators



Obtained mostly As for school grades.

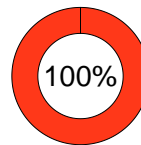
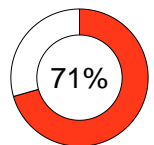
Were sent out of class for discipline.



Feel safe at school.

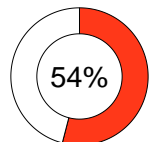
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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Trauma Experienced Students in Twin Cities for 2019



High School Graduation and Beyond



of Trauma Experienced students plan to graduate high school.

74% 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 Trauma Experienced students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning

60%

Positive Identity and Outlook

28%

Social Competence

42%

Empowerment

55%

Family and Community Support

44%

Teacher and School Support

30%

Afterschool Activities

Percent of Trauma Experienced students who...

Are aware their school/community offers a variety of programs

67%

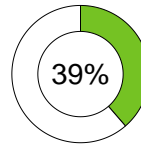
Participate at least 3 times per week

55%

Have positive out of school experiences

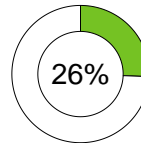
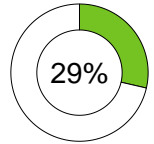
52%

Health and Well-Being Indicators



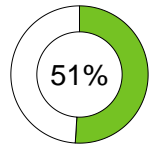
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Eat fruits and vegetables at least once a day.

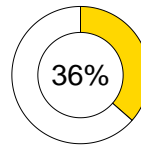


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

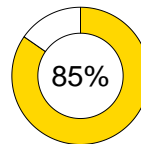
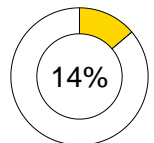


Context Indicators



Obtained mostly As for school grades.

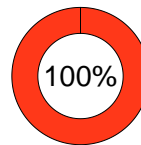
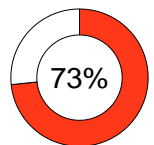
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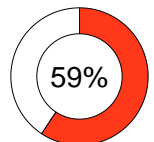
Challenge Indicators

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



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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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.