

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

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



Analysis of  
the 2016  
Minnesota  
Student  
Survey

Hearing from  
168,783 students in  
Grades 5, 8, 9, & 11.

MN Youth Development Research Group



[www.mnydrg.com](http://www.mnydrg.com)

Michael C. Rodriguez, PhD  
Educational Psychology  
University of Minnesota  
June 2018

# All Students in the Greater Minnesota Area

## High School Graduation and Beyond



99% of All 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.  
18% 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

77%

### Positive Identity and Outlook

53%

### Social Competence

59%

### Empowerment

76%

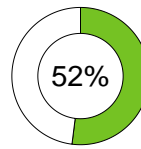
### Family and Community Support

70%

### Teacher and School Support

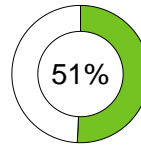
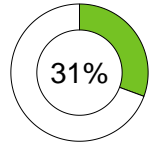
53%

## Health and Well-Being Indicators



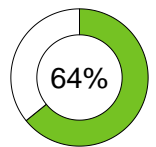
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

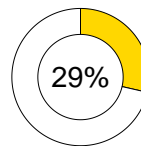


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

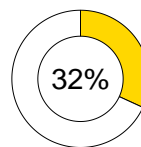
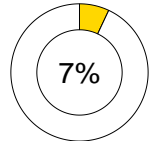


## Context Indicators



Receive free or reduced-price lunch.

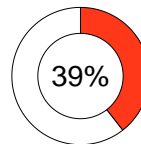
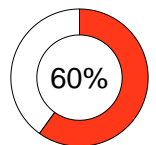
Changed schools this academic year.



Work at least 1 day a week after school.

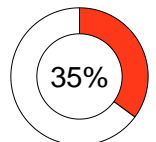
## Challenge Indicators

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



Experienced at least one indicator of trauma.

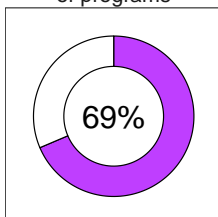
Have at least one indicator of mental distress.



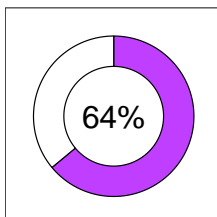
## Afterschool Activities

Percent who...

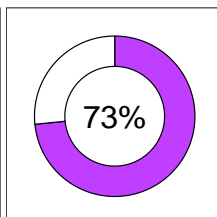
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



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# All Students in the Twin Cities Area

## 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.  
12% 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

79%

### Positive Identity and Outlook

55%

### Social Competence

65%

### Empowerment

78%

### Family and Community Support

71%

### Teacher and School Support

56%

## Afterschool Activities

Percent who...

Are aware their school/community offers a variety of programs

72%

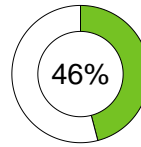
Participate at least 3 times per week

65%

Have positive out of school experiences

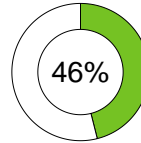
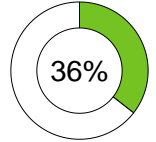
75%

## Health and Well-Being Indicators



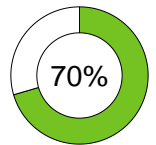
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

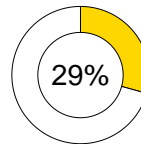


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

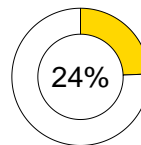
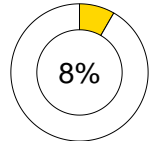


## Context Indicators



Receive free or reduced-price lunch.

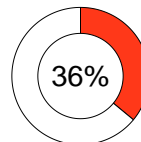
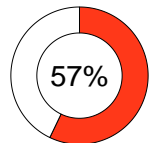
Changed schools this academic year.



Work at least 1 day a week after school.

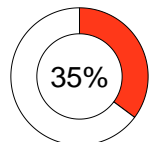
## Challenge Indicators

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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# American Indian Students in the Greater Minnesota Area

## High School Graduation and Beyond



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

63% plan to attend a 2 or 4 year college/university.  
5% plan to obtain a license/certificate or apprenticeship.  
28% plan to obtain a GED.

## Developmental Skills & Supports

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

### Commitment to Learning

68%

### Positive Identity and Outlook

43%

### Social Competence

46%

### Empowerment

64%

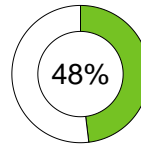
### Family and Community Support

58%

### Teacher and School Support

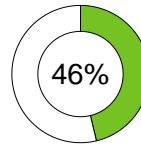
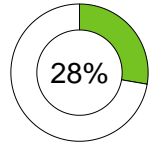
46%

## Health and Well-Being Indicators



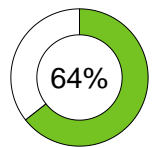
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

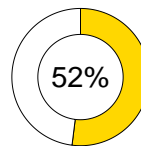


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

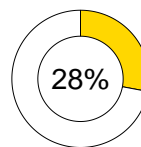
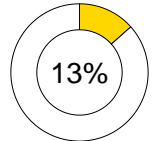


## Context Indicators



Receive free or reduced-price lunch.

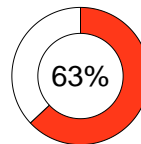
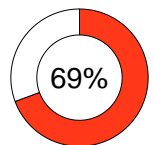
Changed schools this academic year.



Work at least 1 day a week after school.

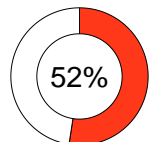
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Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

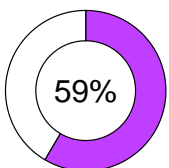
Have at least one indicator of mental distress.



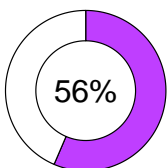
## Afterschool Activities

Percent who...

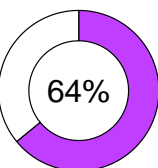
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



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# American Indian Students in the Twin Cities Area

## High School Graduation and Beyond



99% of American Indian 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.  
20% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of American 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



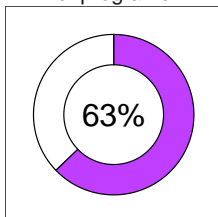
### Teacher and School Support



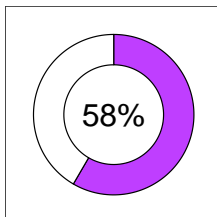
## After-school Activities

Percent who...

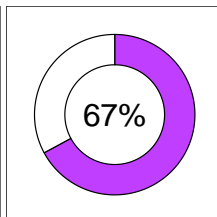
Are aware their school/community offers a variety of programs



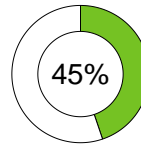
Participate at least 3 times per week



Have positive out of school experiences

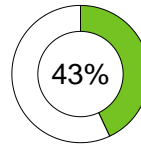
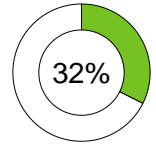


## Health and Well-Being Indicators



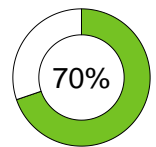
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

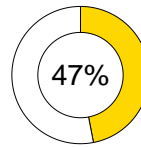


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

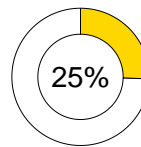
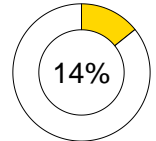


## Context Indicators



Receive free or reduced-price lunch.

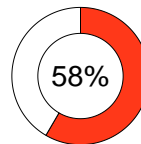
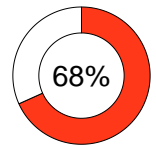
Changed schools this academic year.



Work at least 1 day a week after school.

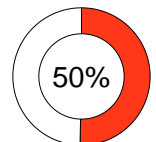
## Challenge Indicators

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

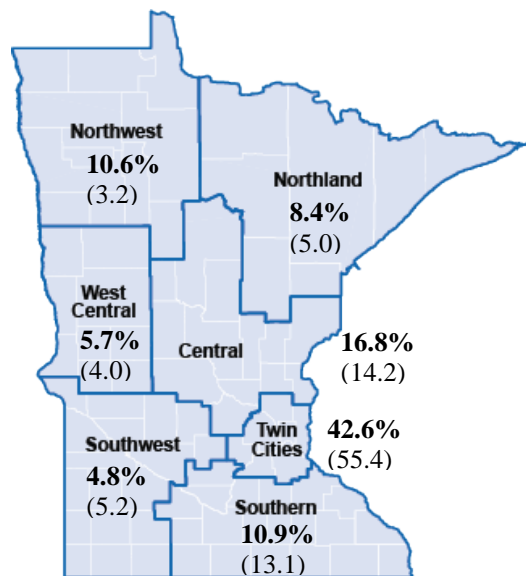


Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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In total, **10,686** American Indian students participated; 4553 (42.6%) in the Twin Cities and 6133 (57.4%) in Greater MN. This includes American Indian students who identify with multiple racial or ethnic communities (about 76% do so).

Among the MN population of youth 17 years old or younger, 55.4% live in the Twin Cities. The percent of the MN youth population by region is in parentheses. *Source:* <http://www.mncompass.org/>

Statewide, 85% of school districts participated in the 2016 MSS. In some schools, all students participate in grades 5, 8, 9, and 11. In other schools, students are sampled from these grades.

### 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.

### Developmental Skills

#### *Commitment to Learning*

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

#### *Positive Identity and Outlook (DAP)*

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

#### *Social Competence (DAP)*

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.

For more information, see

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

### Does it make a difference?

The grades students achieve in school and their post-high school plans are strongly associated with developmental skills & supports (which are also important outcomes); participation in afterschool activities; and indicators of health & well-being, context, and challenges.

### Developmental Supports

#### *Empowerment (DAP)*

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

#### *Family/Community Support*

able to talk with mothers (if available) and feel cared for by parents, other adult relatives, friends, and other adults in the community.

#### *Teacher/School Support*

report that adults at school treat students fairly and listen to students; that school rules are fair; that teachers care about students and care about and are interested in you.

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

### Additional Indicators

- Working at least 1 day per week includes students in 9<sup>th</sup> and 11<sup>th</sup> grade only.
- Indicators for trauma and mental distress include students in 8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade only.
- 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.

# Asian / Pacific Islander Students in the Greater Minnesota Area

## High School Graduation and Beyond



of Asian / Pacific Islander students plan to graduate high school.

73% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
21% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of Asian / Pacific Islander 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



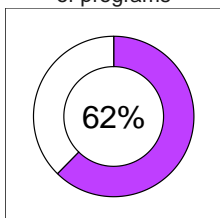
### Teacher and School Support



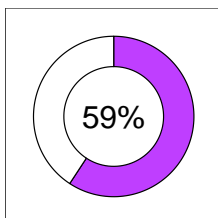
## Afterschool Activities

Percent who...

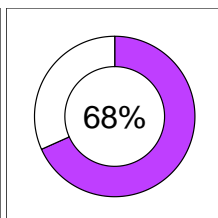
Are aware their school/community offers a variety of programs



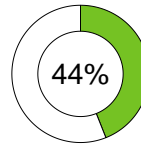
Participate at least 3 times per week



Have positive out of school experiences

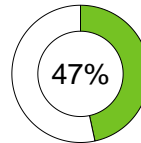
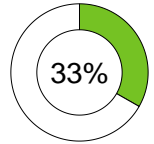


## Health and Well-Being Indicators



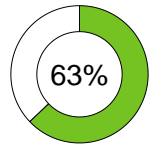
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

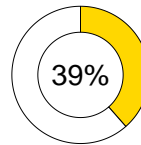


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

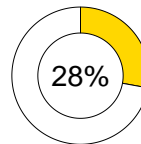
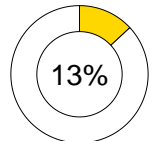


## Context Indicators



Receive free or reduced-price lunch.

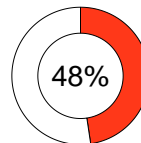
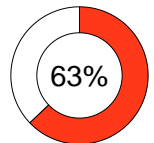
Changed schools this academic year.



Work at least 1 day a week after school.

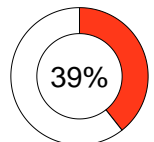
## Challenge Indicators

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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# Asian / Pacific Islander Students in the Twin Cities Area

## High School Graduation and Beyond



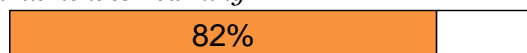
99% of Asian / Pacific Islander students plan to graduate high school.

85% plan to attend a 2 or 4 year college/university.  
3% plan to obtain a license/certificate or apprenticeship.  
10% plan to obtain a GED.

## Developmental Skills & Supports

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

### Commitment to Learning



### Positive Identity and Outlook



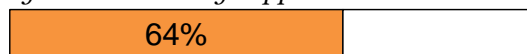
### Social Competence



### Empowerment



### Family and Community Support



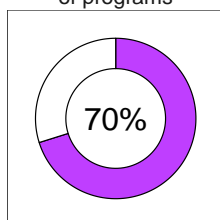
### Teacher and School Support



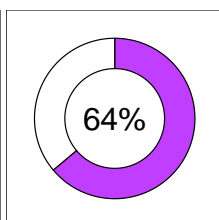
## Afterschool Activities

Percent who...

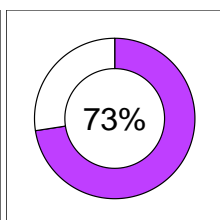
Are aware their school/community offers a variety of programs



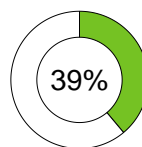
Participate at least 3 times per week



Have positive out of school experiences

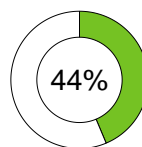
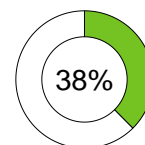


## Health and Well-Being Indicators



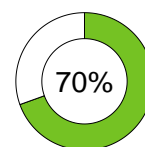
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

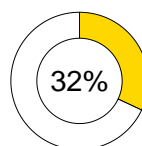


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

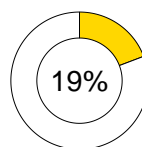
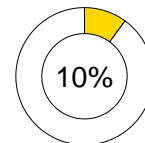


## Context Indicators



Receive free or reduced-price lunch.

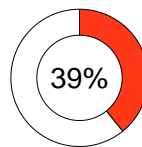
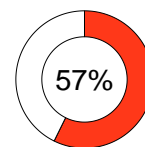
Changed schools this academic year.



Work at least 1 day a week after school.

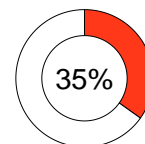
## Challenge Indicators

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

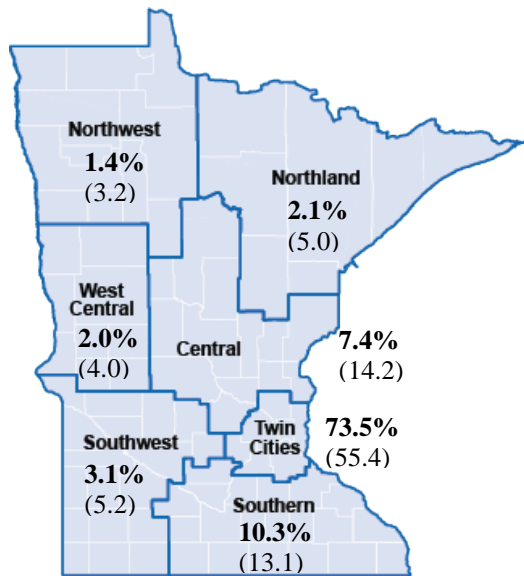


Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.







In total, **10,603** Asian – Pacific Island students participated; 7798 (73.5%) in the Twin Cities and 2805 (26.5%) in Greater MN. This includes Asian, Hawaiian Native, and other Pacific Islander students, including those who identify with other racial or ethnic communities; it does not include Hmong students.

Among the MN population of youth 17 years old or younger, 55.4% live in the Twin Cities. The percent of the MN youth population by region is in parentheses. Source: <http://www.mncompass.org/>

Statewide, 85% of school districts participated in the 2016 MSS. In some schools, all students participate in grades 5, 8, 9, and 11. In other schools, students are sampled from these grades.

### 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.

### Developmental Skills

#### *Commitment to Learning*

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

#### *Positive Identity and Outlook (DAP)*

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

#### *Social Competence (DAP)*

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.

For more information, see

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

### Does it make a difference?

The grades students achieve in school and their post-high school plans are strongly associated with developmental skills & supports (which are also important outcomes); participation in afterschool activities; and indicators of health & well-being, context, and challenges.

### Developmental Supports

#### *Empowerment (DAP)*

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

#### *Family/Community Support*

able to talk with mothers (if available) and feel cared for by parents, other adult relatives, friends, and other adults in the community.

#### *Teacher/School Support*

report that adults at school treat students fairly and listen to students; that school rules are fair; that teachers care about students and care about and are interested in you.

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

### Additional Indicators

- Working at least 1 day per week includes students in 9<sup>th</sup> and 11<sup>th</sup> grade only.
- Indicators for trauma and mental distress include students in 8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade only.
- 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.

# Black Students in the Greater Minnesota Area

## High School Graduation and Beyond



99% of Black students plan to graduate high school.

72% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
19% 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



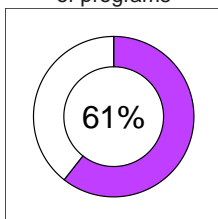
### Teacher and School Support



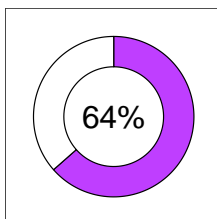
## Afterschool Activities

Percent who...

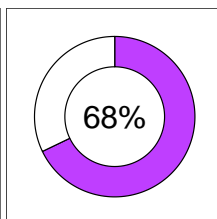
Are aware their school/community offers a variety of programs



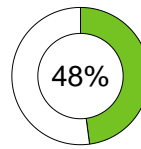
Participate at least 3 times per week



Have positive out of school experiences

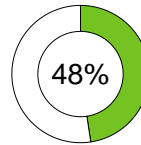
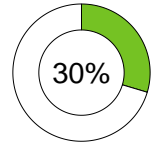


## Health and Well-Being Indicators



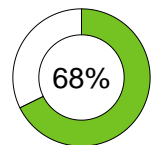
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

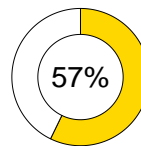


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

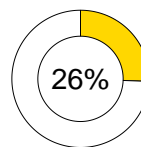
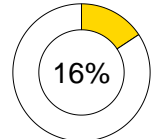


## Context Indicators



Receive free or reduced-price lunch.

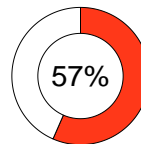
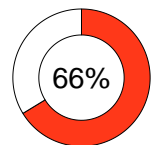
Changed schools this academic year.



Work at least 1 day a week after school.

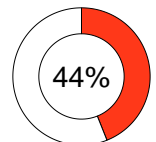
## Challenge Indicators

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](http://www.mnydrg.com)

# Black Students in the Twin Cities Area

## High School Graduation and Beyond



99% of Black students plan to graduate high school.

78% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
14% 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



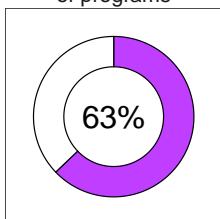
### Teacher and School Support



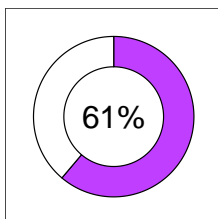
## Afterschool Activities

Percent who...

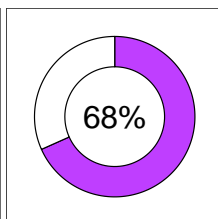
Are aware their school/community offers a variety of programs



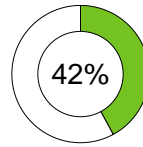
Participate at least 3 times per week



Have positive out of school experiences

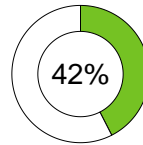
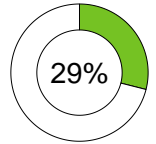


## Health and Well-Being Indicators



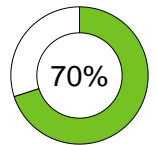
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

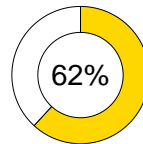


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

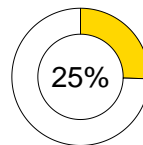
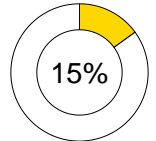


## Context Indicators



Receive free or reduced-price lunch.

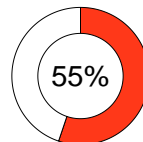
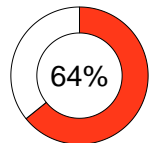
Changed schools this academic year.



Work at least 1 day a week after school.

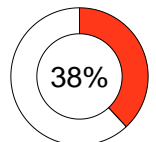
## Challenge Indicators

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

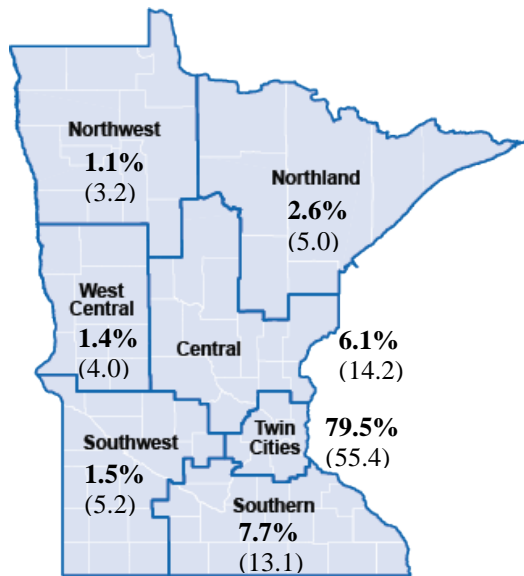


Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Minnesota Youth Development Research Group  
[www.mnydrg.com](http://www.mnydrg.com)



In total, **13,349** Black students participated; 10,617 (79.5%) in the Twin Cities and 2732 (20.5%) in Greater MN. This includes Black students who identify with multiple racial or ethnic communities; it does not include Somali or Black-Latino students.

Among the MN population of youth 17 years old or younger, 55.4% live in the Twin Cities. The percent of the MN youth population by region is in parentheses. *Source:* <http://www.mncompass.org/>

Statewide, 85% of school districts participated in the 2016 MSS. In some schools, all students participate in grades 5, 8, 9, and 11. In other schools, students are sampled from these grades.

### **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.

### **Developmental Skills**

#### *Commitment to Learning*

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

#### *Positive Identity and Outlook (DAP)*

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

#### *Social Competence (DAP)*

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.

For more information, see

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

### **Does it make a difference?**

The grades students achieve in school and their post-high school plans are strongly associated with developmental skills & supports (which are also important outcomes); participation in afterschool activities; and indicators of health & well-being, context, and challenges.

### **Developmental Supports**

#### *Empowerment (DAP)*

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

#### *Family/Community Support*

able to talk with mothers (if available) and feel cared for by parents, other adult relatives, friends, and other adults in the community.

#### *Teacher/School Support*

report that adults at school treat students fairly and listen to students; that school rules are fair; that teachers care about students and care about and are interested in you.

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

### **Additional Indicators**

- Working at least 1 day per week includes students in 9<sup>th</sup> and 11<sup>th</sup> grade only.
- Indicators for trauma and mental distress include students in 8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade only.
- 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.

# White Students in the Greater Minnesota Area

## High School Graduation and Beyond



99% of White 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.  
17% 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

78%

### Positive Identity and Outlook

54%

### Social Competence

61%

### Empowerment

78%

### Family and Community Support

73%

### Teacher and School Support

54%

## Afterschool Activities

Percent who...

Are aware their school/community offers a variety of programs

71%

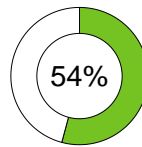
Participate at least 3 times per week

66%

Have positive out of school experiences

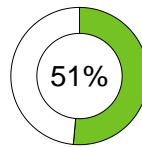
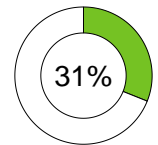
76%

## Health and Well-Being Indicators



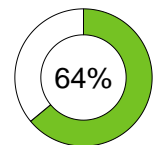
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

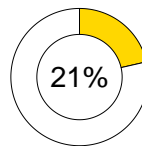


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

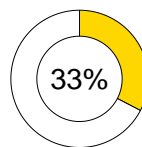
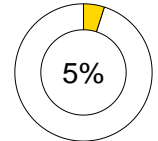


## Context Indicators



Receive free or reduced-price lunch.

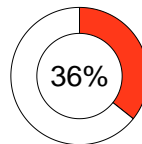
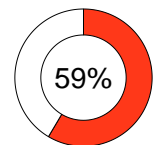
Changed schools this academic year.



Work at least 1 day a week after school.

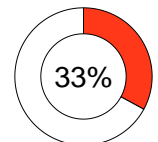
## Challenge Indicators

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](http://www.mnydrg.com)

# White Students in the Twin Cities Area

## High School Graduation and Beyond



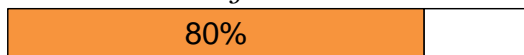
99% of White students plan to graduate high school.

85% plan to attend a 2 or 4 year college/university.  
3% plan to obtain a license/certificate or apprenticeship.  
11% 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



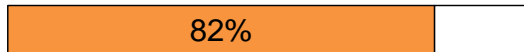
### Positive Identity and Outlook



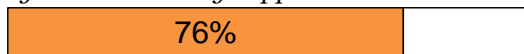
### Social Competence



### Empowerment



### Family and Community Support



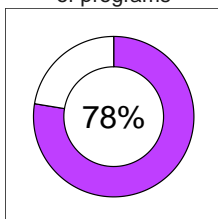
### Teacher and School Support



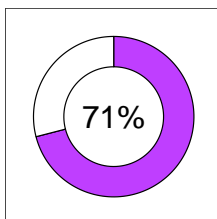
## Afterschool Activities

Percent who...

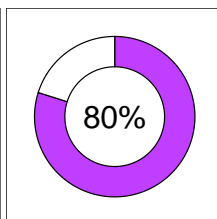
Are aware their school/community offers a variety of programs



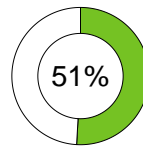
Participate at least 3 times per week



Have positive out of school experiences

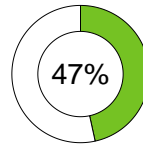
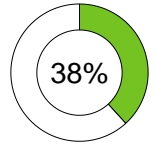


## Health and Well-Being Indicators



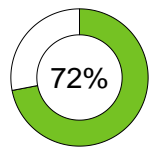
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

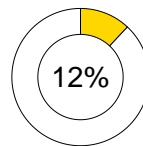


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

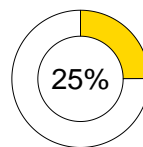
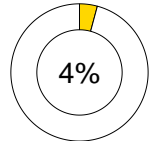


## Context Indicators



Receive free or reduced-price lunch.

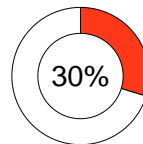
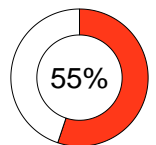
Changed schools this academic year.



Work at least 1 day a week after school.

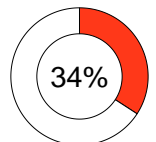
## Challenge Indicators

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



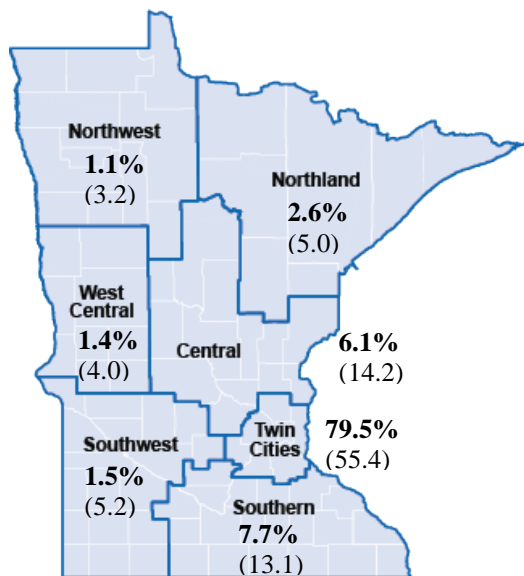
Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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In total, **113,313** White students participated; 52,564 (46.4%) in the Twin Cities and 60,749 (53.6%) in Greater MN. This includes White students who did not identify with any other racial or ethnic communities.

Among the MN population of youth 17 years old or younger, 55.4% live in the Twin Cities. The percent of the MN youth population by region is in parentheses.  
*Source:* <http://www.mncompass.org/>

Statewide, 85% of school districts participated in the 2016 MSS. In some schools, all students participate in grades 5, 8, 9, and 11. In other schools, students are sampled from these grades.

### 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.

### Developmental Skills

#### *Commitment to Learning*

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

#### *Positive Identity and Outlook (DAP)*

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

#### *Social Competence (DAP)*

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.

For more information, see

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

### Does it make a difference?

The grades students achieve in school and their post-high school plans are strongly associated with developmental skills & supports (which are also important outcomes); participation in afterschool activities; and indicators of health & well-being, context, and challenges.

### Developmental Supports

#### *Empowerment (DAP)*

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

#### *Family/Community Support*

able to talk with mothers (if available) and feel cared for by parents, other adult relatives, friends, and other adults in the community.

#### *Teacher/School Support*

report that adults at school treat students fairly and listen to students; that school rules are fair; that teachers care about students and care about and are interested in you.

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

### Additional Indicators

- Working at least 1 day per week includes students in 9<sup>th</sup> and 11<sup>th</sup> grade only.
- Indicators for trauma and mental distress include students in 8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade only.
- 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.



# Hmong Students in the Greater Minnesota Area

## High School Graduation and Beyond



97% of Hmong students plan to graduate high school.

66% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
23% 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

72%

### Positive Identity and Outlook

38%

### Social Competence

45%

### Empowerment

60%

### Family and Community Support

47%

### Teacher and School Support

49%

## Afterschool Activities

Percent who...

Are aware their school/community offers a variety of programs

51%

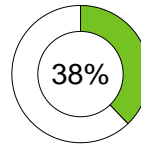
Participate at least 3 times per week

54%

Have positive out of school experiences

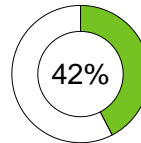
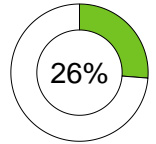
61%

## Health and Well-Being Indicators



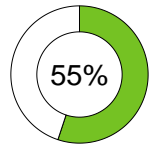
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

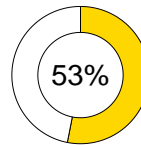


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

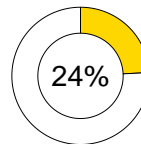
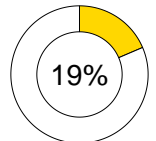


## Context Indicators



Receive free or reduced-price lunch.

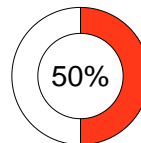
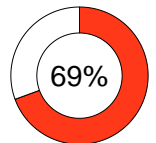
Changed schools this academic year.



Work at least 1 day a week after school.

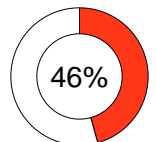
## Challenge Indicators

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](http://www.mnydrg.com)

# Hmong Students in the Twin Cities Area

## High School Graduation and Beyond



99% of Hmong students plan to graduate high school.

80% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
15% 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



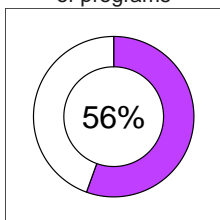
### Teacher and School Support



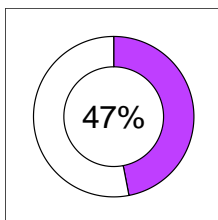
## Afterschool Activities

Percent who...

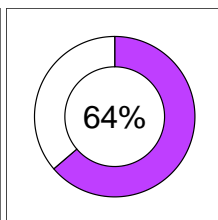
Are aware their school/community offers a variety of programs



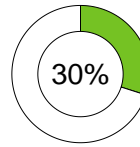
Participate at least 3 times per week



Have positive out of school experiences

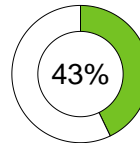
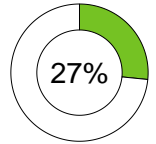


## Health and Well-Being Indicators



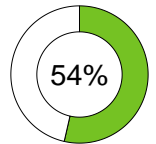
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

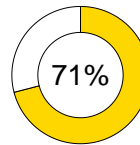


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

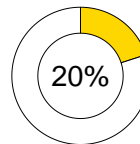
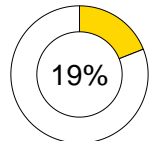


## Context Indicators



Receive free or reduced-price lunch.

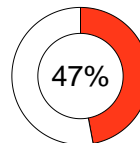
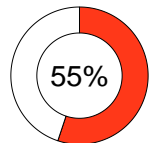
Changed schools this academic year.



Work at least 1 day a week after school.

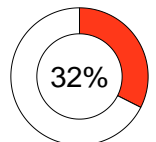
## Challenge Indicators

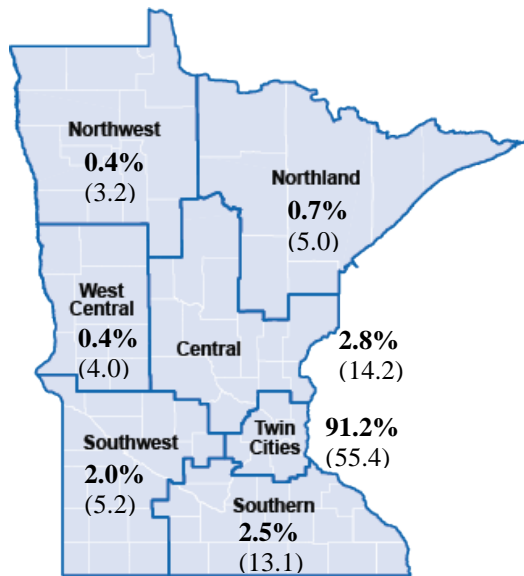
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.





In total, **4815** Hmong students participated; 4392 (91.2%) in the Twin Cities and 423 (8.8%) in Greater MN. This includes Hmong students who identify with multiple racial or ethnic communities.

Among the MN population of youth 17 years old or younger, 55.4% live in the Twin Cities. The percent of the MN youth population by region is in parentheses. *Source:* <http://www.mncompass.org/>

Statewide, 85% of school districts participated in the 2016 MSS. In some schools, all students participate in grades 5, 8, 9, and 11. In other schools, students are sampled from these grades.

### 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.

### Developmental Skills

#### *Commitment to Learning*

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

#### *Positive Identity and Outlook (DAP)*

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

#### *Social Competence (DAP)*

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.

For more information, see

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

### Does it make a difference?

The grades students achieve in school and their post-high school plans are strongly associated with developmental skills & supports (which are also important outcomes); participation in afterschool activities; and indicators of health & well-being, context, and challenges.

### Developmental Supports

#### *Empowerment (DAP)*

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

#### *Family/Community Support*

able to talk with mothers (if available) and feel cared for by parents, other adult relatives, friends, and other adults in the community.

#### *Teacher/School Support*

report that adults at school treat students fairly and listen to students; that school rules are fair; that teachers care about students and care about and are interested in you.

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

### Additional Indicators

- Working at least 1 day per week includes students in 9<sup>th</sup> and 11<sup>th</sup> grade only.
- Indicators for trauma and mental distress include students in 8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade only.
- 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.

# Latino Students in the Greater Minnesota Area

## High School Graduation and Beyond



99% of Latino 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.  
18% 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



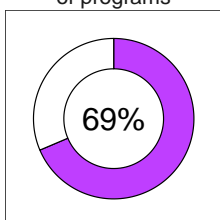
### Teacher and School Support



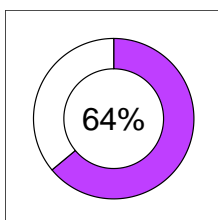
## Afterschool Activities

Percent who...

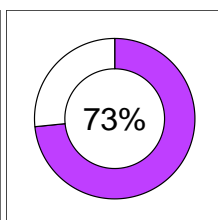
Are aware their school/community offers a variety of programs



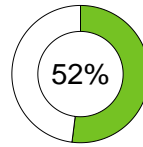
Participate at least 3 times per week



Have positive out of school experiences

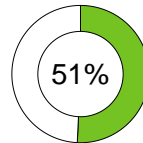
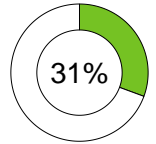


## Health and Well-Being Indicators



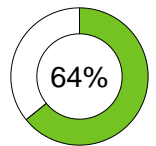
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

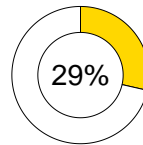


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

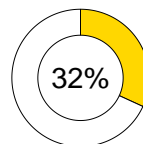
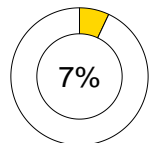


## Context Indicators



Receive free or reduced-price lunch.

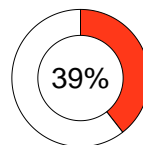
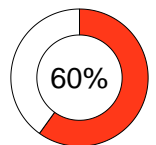
Changed schools this academic year.



Work at least 1 day a week after school.

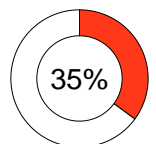
## Challenge Indicators

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 the Twin Cities Area

## High School Graduation and Beyond



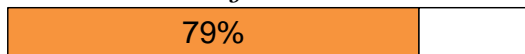
99% of Latino students plan to graduate high school.

83% plan to attend a 2 or 4 year college/university.  
3% plan to obtain a license/certificate or apprenticeship.  
12% 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



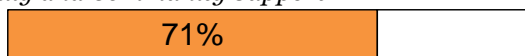
### Social Competence



### Empowerment



### Family and Community Support



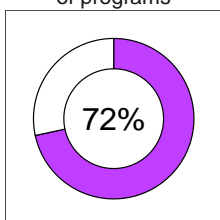
### Teacher and School Support



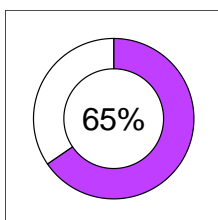
## Afterschool Activities

Percent who...

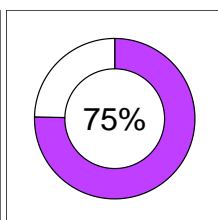
Are aware their school/community offers a variety of programs



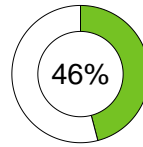
Participate at least 3 times per week



Have positive out of school experiences

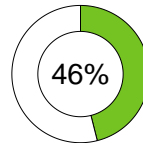
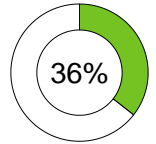


## Health and Well-Being Indicators



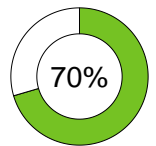
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

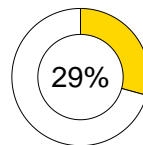


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

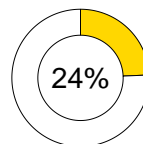
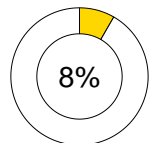


## Context Indicators



Receive free or reduced-price lunch.

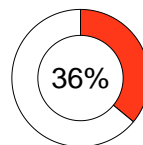
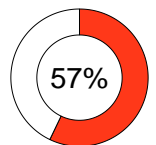
Changed schools this academic year.



Work at least 1 day a week after school.

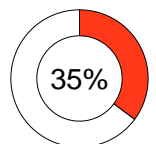
## Challenge Indicators

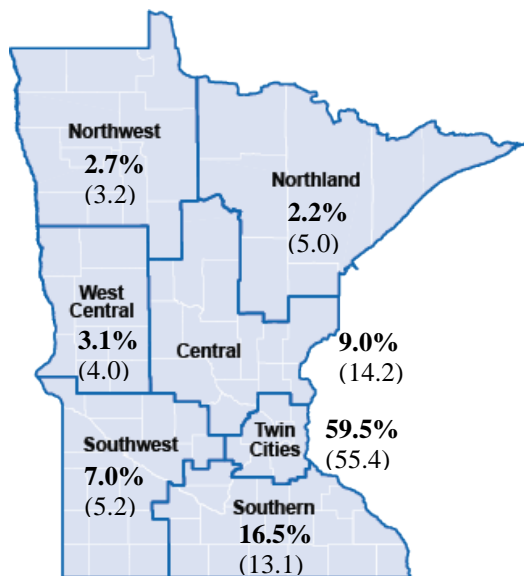
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.





In total, **15,942** Latino students participated; 9493 (59.5%) in the Twin Cities and 6449 (40.5%) in Greater MN. This includes Latino students who identify with multiple racial or ethnic communities.

Among the MN population of youth 17 years old or younger, 55.4% live in the Twin Cities. The percent of the MN youth population by region is in parentheses. *Source: <http://www.mncompass.org/>*

Statewide, 85% of school districts participated in the 2016 MSS. In some schools, all students participate in grades 5, 8, 9, and 11. In other schools, students are sampled from these grades.

### **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.

### **Developmental Skills**

#### *Commitment to Learning*

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

#### *Positive Identity and Outlook (DAP)*

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

#### *Social Competence (DAP)*

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.

For more information, see

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

### **Does it make a difference?**

The grades students achieve in school and their post-high school plans are strongly associated with developmental skills & supports (which are also important outcomes); participation in afterschool activities; and indicators of health & well-being, context, and challenges.

### **Developmental Supports**

#### *Empowerment (DAP)*

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

#### *Family/Community Support*

able to talk with mothers (if available) and feel cared for by parents, other adult relatives, friends, and other adults in the community.

#### *Teacher/School Support*

report that adults at school treat students fairly and listen to students; that school rules are fair; that teachers care about students and care about and are interested in you.

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

### **Additional Indicators**

- Working at least 1 day per week includes students in 9<sup>th</sup> and 11<sup>th</sup> grade only.
- Indicators for trauma and mental distress include students in 8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade only.
- 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.

# Somali Students in the Greater Minnesota Area

## High School Graduation and Beyond



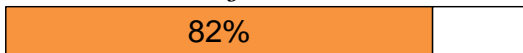
97% of Somali students plan to graduate high school.

73% plan to attend a 2 or 4 year college/university.  
5% plan to obtain a license/certificate or apprenticeship.  
15% 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



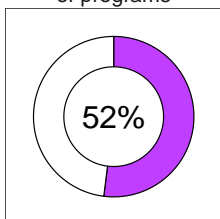
### Teacher and School Support



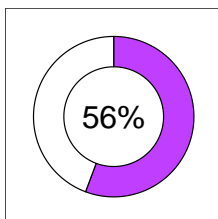
## Afterschool Activities

Percent who...

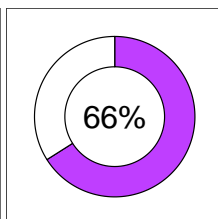
Are aware their school/community offers a variety of programs



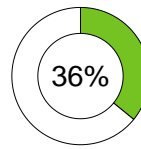
Participate at least 3 times per week



Have positive out of school experiences

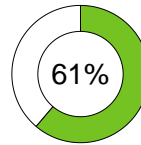
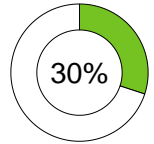


## Health and Well-Being Indicators



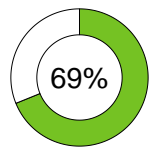
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

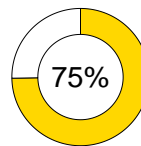


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

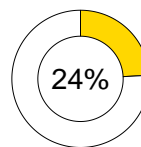
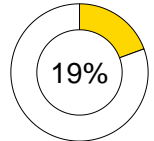


## Context Indicators



Receive free or reduced-price lunch.

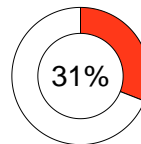
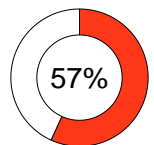
Changed schools this academic year.



Work at least 1 day a week after school.

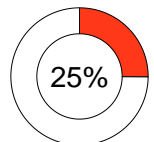
## Challenge Indicators

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](http://www.mnydrg.com)



# Somali Students in the Twin Cities Area

## High School Graduation and Beyond



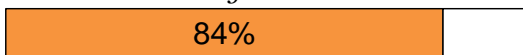
99% of Somali students plan to graduate high school.

85% plan to attend a 2 or 4 year college/university.  
3% plan to obtain a license/certificate or apprenticeship.  
8% 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



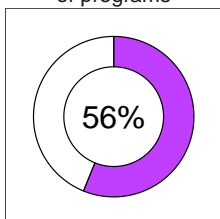
### Teacher and School Support



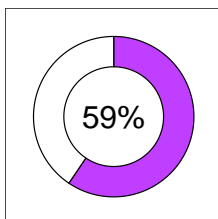
## Afterschool Activities

Percent who...

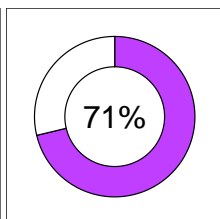
Are aware their school/community offers a variety of programs



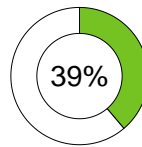
Participate at least 3 times per week



Have positive out of school experiences

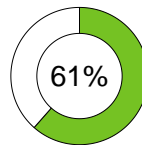
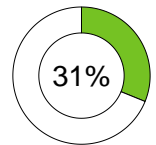


## Health and Well-Being Indicators



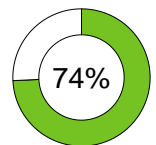
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

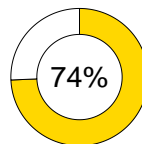


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

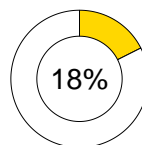
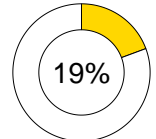


## Context Indicators



Receive free or reduced-price lunch.

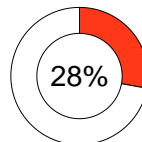
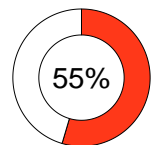
Changed schools this academic year.



Work at least 1 day a week after school.

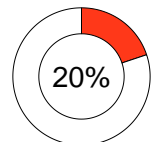
## Challenge Indicators

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

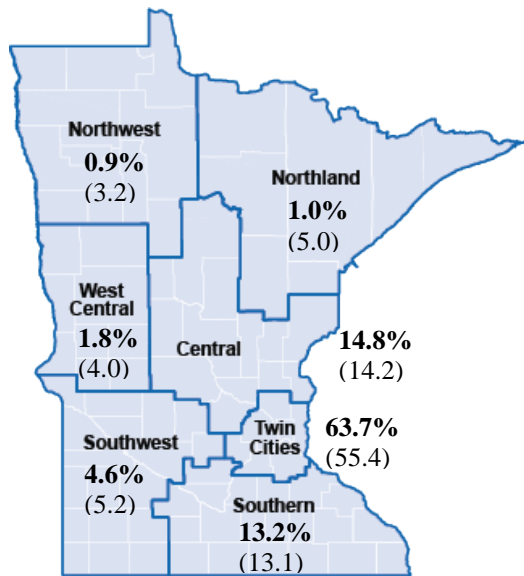


Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Minnesota Youth Development Research Group  
[www.mnydrgr.com](http://www.mnydrgr.com)



In total, **3619** Somali students participated; 2305 (63.7%) in the Twin Cities and 1314 (36.3%) in Greater MN. This includes Somali students who identify with multiple racial or ethnic communities.

Among the MN population of youth 17 years old or younger, 55.4% live in the Twin Cities. The percent of the MN youth population by region is in parentheses. *Source: <http://www.mncompass.org/>*

Statewide, 85% of school districts participated in the 2016 MSS. In some schools, all students participate in grades 5, 8, 9, and 11. In other schools, students are sampled from these grades.

### 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.

### Developmental Skills

#### *Commitment to Learning*

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

#### *Positive Identity and Outlook (DAP)*

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

#### *Social Competence (DAP)*

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

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The percent reporting positive experiences only includes those students with regular participation.

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### Does it make a difference?

The grades students achieve in school and their post-high school plans are strongly associated with developmental skills & supports (which are also important outcomes); participation in afterschool activities; and indicators of health & well-being, context, and challenges.

### Developmental Supports

#### *Empowerment (DAP)*

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

#### *Family/Community Support*

able to talk with mothers (if available) and feel cared for by parents, other adult relatives, friends, and other adults in the community.

#### *Teacher/School Support*

report that adults at school treat students fairly and listen to students; that school rules are fair; that teachers care about students and care about and are interested in you.

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

### Additional Indicators

- Working at least 1 day per week includes students in 9<sup>th</sup> and 11<sup>th</sup> grade only.
- Indicators for trauma and mental distress include students in 8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade only.
- 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.

# Foster-Care Students in the Greater Minnesota Area

## High School Graduation and Beyond



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

57% plan to attend a 2 or 4 year college/university.  
7% plan to obtain a license/certificate or apprenticeship.  
31% plan to obtain a GED.

## Developmental Skills & Supports

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

### Commitment to Learning

66%

### Positive Identity and Outlook

35%

### Social Competence

40%

### Empowerment

61%

### Family and Community Support

45%

### Teacher and School Support

52%

## Afterschool Activities

Percent who...

Are aware their school/community offers a variety of programs

58%

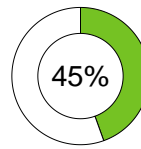
Participate at least 3 times per week

46%

Have positive out of school experiences

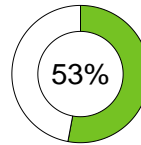
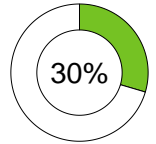
58%

## Health and Well-Being Indicators



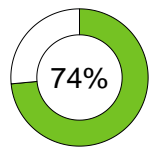
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

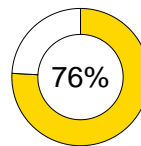


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

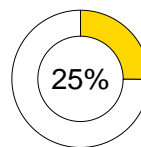
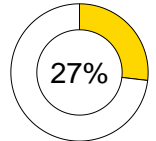


## Context Indicators



Receive free or reduced-price lunch.

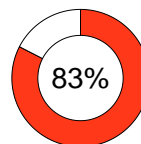
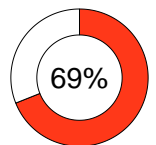
Changed schools this academic year.



Work at least 1 day a week after school.

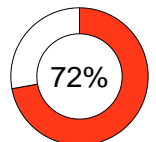
## Challenge Indicators

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](http://www.mnydrg.com)

# Foster-Care Students in the Twin Cities Area

## High School Graduation and Beyond



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

59% plan to attend a 2 or 4 year college/university.  
7% plan to obtain a license/certificate or apprenticeship.  
26% plan to obtain a GED.

## Developmental Skills & Supports

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

### Commitment to Learning

69%

### Positive Identity and Outlook

35%

### Social Competence

38%

### Empowerment

58%

### Family and Community Support

48%

### Teacher and School Support

47%

## Afterschool Activities

Percent who...

Are aware their school/community offers a variety of programs

57%

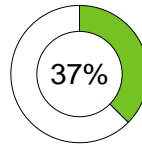
Participate at least 3 times per week

50%

Have positive out of school experiences

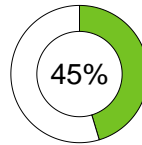
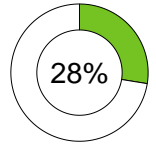
58%

## Health and Well-Being Indicators



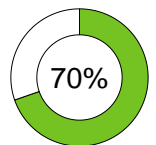
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

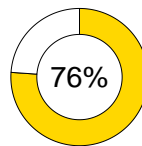


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

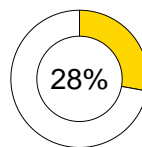
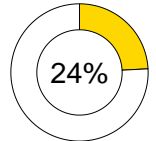


## Context Indicators



Receive free or reduced-price lunch.

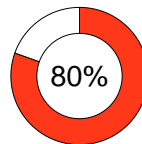
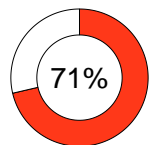
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Work at least 1 day a week after school.

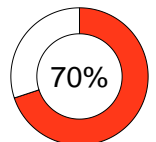
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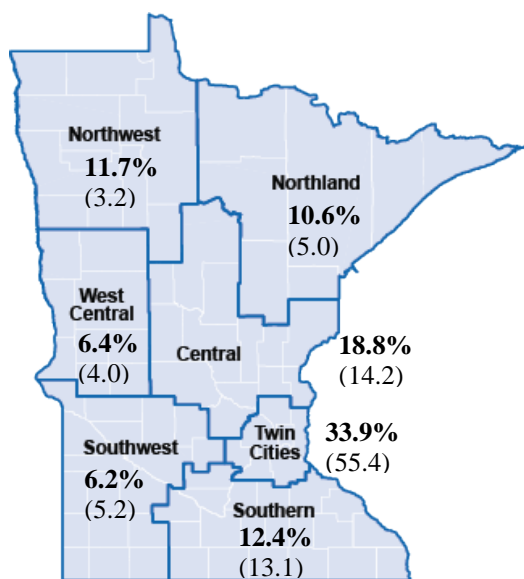


Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Minnesota Youth Development Research Group  
[www.mnydrg.com](http://www.mnydrg.com)



In total, **613** foster-care students participated; 208 (33.9%) in the Twin Cities and 405 (66.1%) in Greater MN. This includes students who reported to be living with foster parent(s) at the time of the survey.

Among the MN population of youth 17 years old or younger, 55.4% live in the Twin Cities. The percent of the MN youth population by region is in parentheses. *Source:* <http://www.mncompass.org/>

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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.

### Developmental Skills

#### *Commitment to Learning*

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

#### *Positive Identity and Outlook (DAP)*

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

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

#### *Family/Community Support*

able to talk with mothers (if available) and feel cared for by parents, other adult relatives, friends, and other adults in the community.

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report that adults at school treat students fairly and listen to students; that school rules are fair; that teachers care about students and care about and are interested in you.

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

### Additional Indicators

- Working at least 1 day per week includes students in 9<sup>th</sup> and 11<sup>th</sup> grade only.
- Indicators for trauma and mental distress include students in 8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade only.
- 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.

# Lesbian/Gay/Bisexual Students in the Greater Minnesota Area

## High School Graduation and Beyond



of Lesbian/Gay/Bisexual 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.  
26% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of Lesbian/Gay/Bisexual students meet the threshold to be equipped for learning with developmental skills and supports?

### Commitment to Learning

62%

### Positive Identity and Outlook

24%

### Social Competence

38%

### Empowerment

48%

### Family and Community Support

39%

### Teacher and School Support

31%

## Afterschool Activities

Percent who...

Are aware their school/community offers a variety of programs

56%

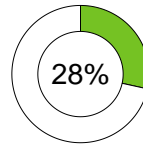
Participate at least 3 times per week

47%

Have positive out of school experiences

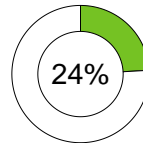
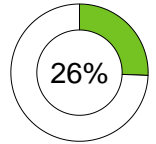
55%

## Health and Well-Being Indicators



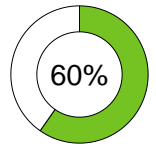
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

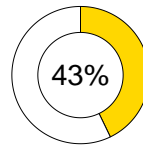


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

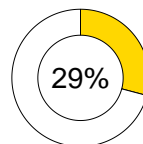
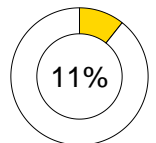


## Context Indicators



Receive free or reduced-price lunch.

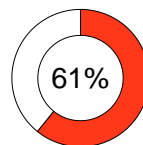
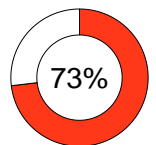
Changed schools this academic year.



Work at least 1 day a week after school.

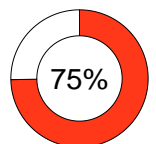
## Challenge Indicators

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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# Lesbian/Gay/Bisexual Students in the Twin Cities Area

## High School Graduation and Beyond



of Lesbian/Gay/Bisexual 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.  
18% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of Lesbian/Gay/Bisexual 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

41%

### Teacher and School Support

36%

## Afterschool Activities

Percent who...

Are aware their school/community offers a variety of programs

65%

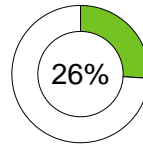
Participate at least 3 times per week

52%

Have positive out of school experiences

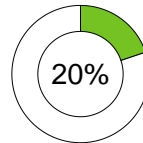
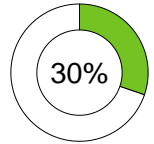
60%

## Health and Well-Being Indicators



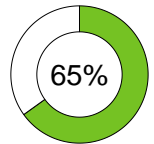
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

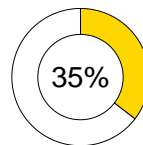


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

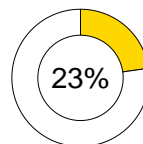
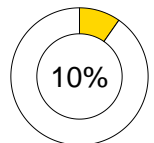


## Context Indicators



Receive free or reduced-price lunch.

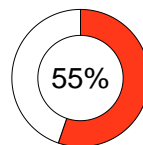
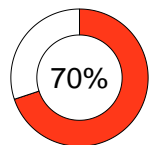
Changed schools this academic year.



Work at least 1 day a week after school.

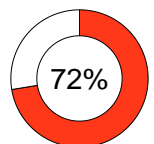
## Challenge Indicators

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



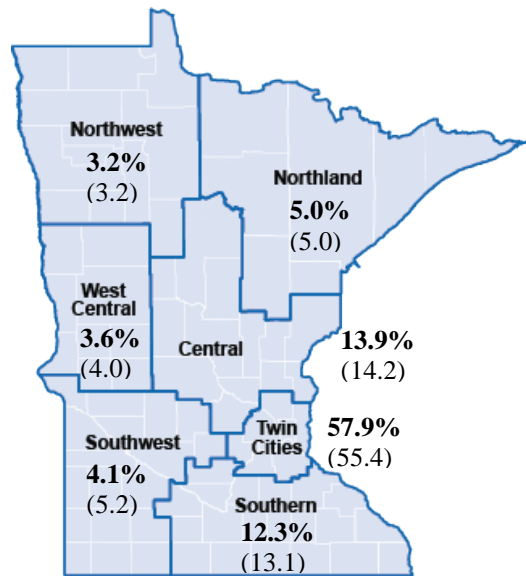
Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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### 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.

### Developmental Skills

#### *Commitment to Learning*

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

#### *Positive Identity and Outlook (DAP)*

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

#### *Social Competence (DAP)*

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.

For more information, see

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

In total, **8313** LGB students participated; 4817 (57.9%) in the Twin Cities and 3496 (42.1%) in Greater MN. This includes students in grades 9 and 11 who identified as gay or lesbian, bisexual, or not sure (questioning) about their sexual orientation (about 10% of all participating students in those grades).

Among the MN population of youth 17 years old or younger, 55.4% live in the Twin Cities. The percent of the MN youth population by region is in parentheses.

Source: <http://www.mncompass.org/>

Statewide, 85% of school districts participated in the 2016 MSS. In some schools, all students participate in grades 5, 8, 9, and 11. In other schools, students are sampled from these grades.

### Does it make a difference?

The grades students achieve in school and their post-high school plans are strongly associated with developmental skills & supports (which are also important outcomes); participation in afterschool activities; and indicators of health & well-being, context, and challenges.

### Developmental Supports

#### *Empowerment (DAP)*

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

#### *Family/Community Support*

able to talk with mothers (if available) and feel cared for by parents, other adult relatives, friends, and other adults in the community.

#### *Teacher/School Support*

report that adults at school treat students fairly and listen to students; that school rules are fair; that teachers care about students and care about and are interested in you.

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

### Additional Indicators

- Working at least 1 day per week includes students in 9<sup>th</sup> and 11<sup>th</sup> grade only.
- Indicators for trauma and mental distress include students in 8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade only.
- 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.

# Special Education Students in the Greater Minnesota Area

## High School Graduation and Beyond



99% of Special Education students plan to graduate high school.

54% plan to attend a 2 or 4 year college/university.  
5% plan to obtain a license/certificate or apprenticeship.  
37% plan to obtain a GED.

## Developmental Skills & Supports

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

### Commitment to Learning

67%

### Positive Identity and Outlook

43%

### Social Competence

47%

### Empowerment

64%

### Family and Community Support

61%

### Teacher and School Support

55%

## Afterschool Activities

Percent who...

Are aware their school/community offers a variety of programs

57%

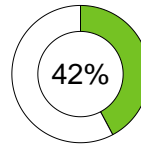
Participate at least 3 times per week

47%

Have positive out of school experiences

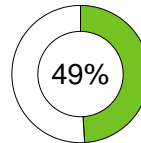
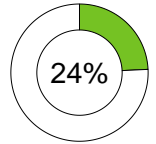
61%

## Health and Well-Being Indicators



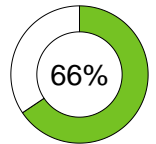
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

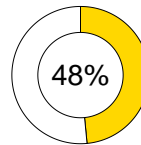


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

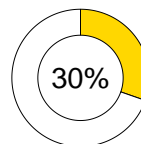
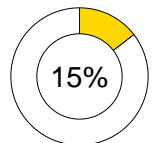


## Context Indicators



Receive free or reduced-price lunch.

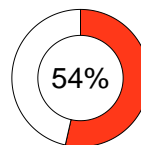
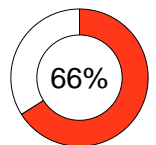
Changed schools this academic year.



Work at least 1 day a week after school.

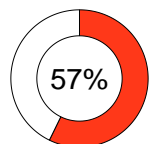
## Challenge Indicators

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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# Special Education Students in the Twin Cities Area

## High School Graduation and Beyond



99% of Special Education students plan to graduate high school.

66% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
27% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of Special Education 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



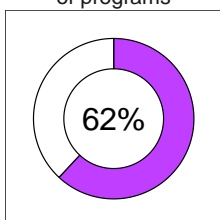
### Teacher and School Support



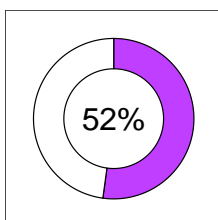
## Afterschool Activities

Percent who...

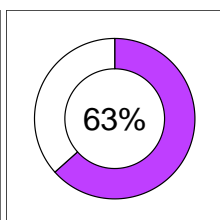
Are aware their school/community offers a variety of programs



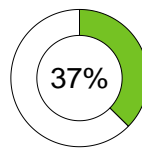
Participate at least 3 times per week



Have positive out of school experiences

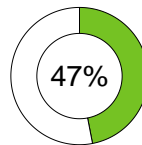
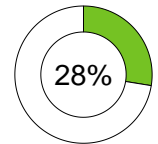


## Health and Well-Being Indicators



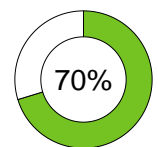
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

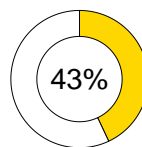


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

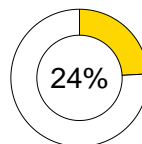
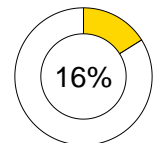


## Context Indicators



Receive free or reduced-price lunch.

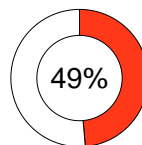
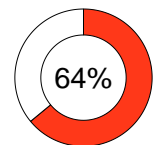
Changed schools this academic year.



Work at least 1 day a week after school.

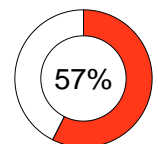
## Challenge Indicators

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



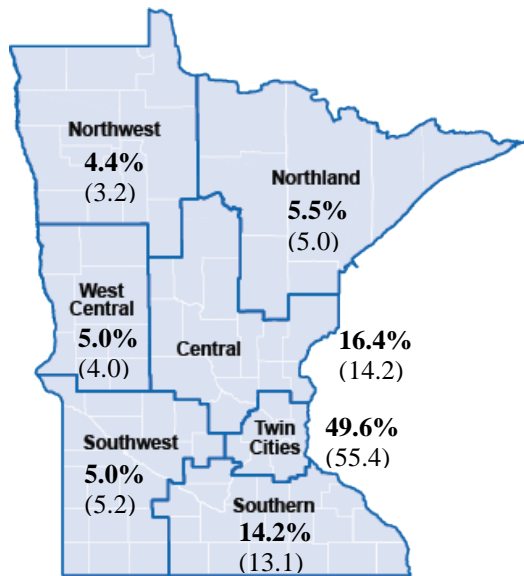
Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Minnesota Youth Development Research Group  
[www.mnydrg.com](http://www.mnydrg.com)

## Students who Receive Special Education Services Participation – 2016 Minnesota Student Survey



In total, **17,558** students who receive special education services participated; 8703 (49.6%) in the Twin Cities and 8855 (50.4%) in Greater MN. This includes 11% of all students who participated.

Among the MN population of youth 17 years old or younger, 55.4% live in the Twin Cities. The percent of the MN youth population by region is in parentheses. *Source: <http://www.mncompass.org/>*

Statewide, 85% of school districts participated in the 2016 MSS. In some schools, all students participate in grades 5, 8, 9, and 11. In other schools, students are sampled from these grades.

### 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.

### Developmental Skills

#### *Commitment to Learning*

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

#### *Positive Identity and Outlook (DAP)*

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

#### *Social Competence (DAP)*

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

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### Does it make a difference?

The grades students achieve in school and their post-high school plans are strongly associated with developmental skills & supports (which are also important outcomes); participation in afterschool activities; and indicators of health & well-being, context, and challenges.

### Developmental Supports

#### *Empowerment (DAP)*

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

#### *Family/Community Support*

able to talk with mothers (if available) and feel cared for by parents, other adult relatives, friends, and other adults in the community.

#### *Teacher/School Support*

report that adults at school treat students fairly and listen to students; that school rules are fair; that teachers care about students and care about and are interested in you.

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

### Additional Indicators

- Working at least 1 day per week includes students in 9<sup>th</sup> and 11<sup>th</sup> grade only.
- Indicators for trauma and mental distress include students in 8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade only.
- 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.

# Trauma Experienced Students in the Greater Minnesota Area

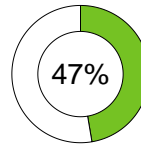
## High School Graduation and Beyond



of Trauma Experienced students plan to graduate high school.

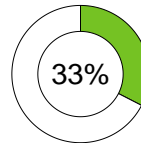
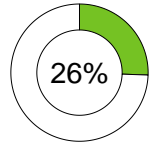
67% plan to attend a 2 or 4 year college/university.  
5% plan to obtain a license/certificate or apprenticeship.  
25% plan to obtain a GED.

## Health and Well-Being Indicators



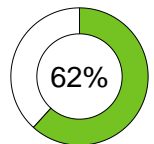
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.



## Developmental Skills & Supports

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

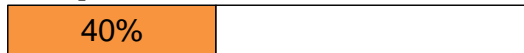
*Commitment to Learning*



*Positive Identity and Outlook*



*Social Competence*



*Empowerment*



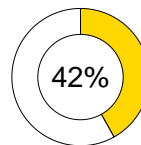
*Family and Community Support*



*Teacher and School Support*

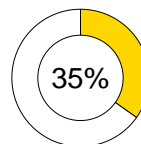
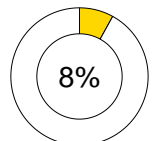


## Context Indicators



Receive free or reduced-price lunch.

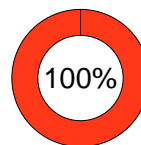
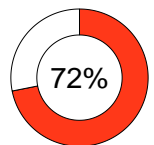
Changed schools this academic year.



Work at least 1 day a week after school.

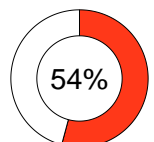
## Challenge Indicators

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



Experienced at least one indicator of trauma.

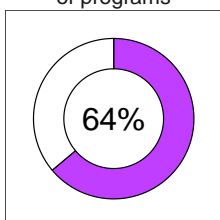
Have at least one indicator of mental distress.



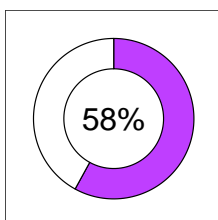
## Afterschool Activities

Percent who...

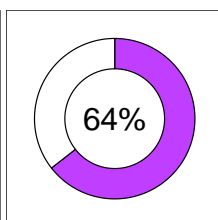
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



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# Trauma Experienced Students in the Twin Cities Area

## 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.  
18% 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

48%

### Teacher and School Support

35%

## Afterschool Activities

Percent who...

Are aware their school/community offers a variety of programs

68%

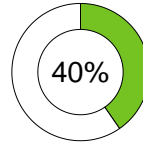
Participate at least 3 times per week

58%

Have positive out of school experiences

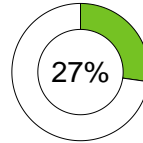
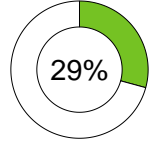
66%

## Health and Well-Being Indicators



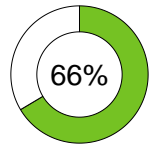
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

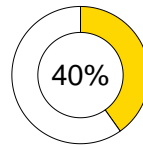


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

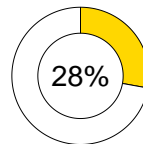
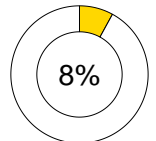


## Context Indicators



Receive free or reduced-price lunch.

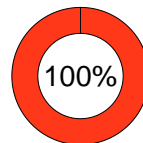
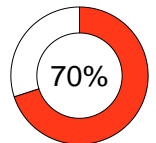
Changed schools this academic year.



Work at least 1 day a week after school.

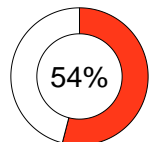
## Challenge Indicators

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Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



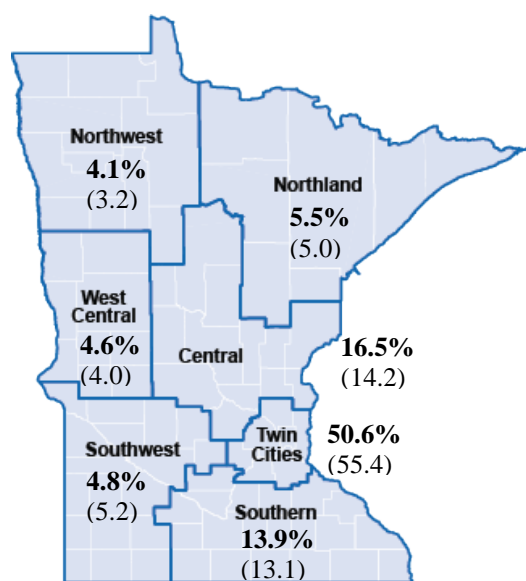
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## Students who Experienced Trauma Participation – 2016 Minnesota Student Survey

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In total, **45,296** students who experienced trauma participated; 22,898 (50.6%) in the Twin Cities and 22,398 (49.4%) in Greater MN. This includes students who reported at least one trauma experience, described below, in their life (38% of all participating students); including students in grades 8, 9, and 11 only.

Among the MN population of youth 17 years old or younger, 55.4% live in the Twin Cities. The percent of the MN youth population by region is in parentheses.

Source: <http://www.mncompass.org/>

Statewide, 85% of school districts participated in the 2016 MSS. In some schools, all students participate in grades 5, 8, 9, and 11. In other schools, students are sampled from these grades.

### 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.

### Developmental Skills

#### *Commitment to Learning*

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

#### *Positive Identity and Outlook (DAP)*

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

#### *Social Competence (DAP)*

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.

For more information, see

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

### Does it make a difference?

The grades students achieve in school and their post-high school plans are strongly associated with developmental skills & supports (which are also important outcomes); participation in afterschool activities; and indicators of health & well-being, context, and challenges.

### Developmental Supports

#### *Empowerment (DAP)*

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

#### *Family/Community Support*

able to talk with mothers (if available) and feel cared for by parents, other adult relatives, friends, and other adults in the community.

#### *Teacher/School Support*

report that adults at school treat students fairly and listen to students; that school rules are fair; that teachers care about students and care about and are interested in you.

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

### Additional Indicators

- Working at least 1 day per week includes students in 9<sup>th</sup> and 11<sup>th</sup> grade only.
- Indicators for trauma and mental distress include students in 8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade only.
- 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.



## *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 thank [Dr. Geoffrey Maruyama](#), chair of the Department of Educational Psychology, for his support of the research group and his work regarding the social contexts of education. 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 institution of higher education.