

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

REGIONAL REPORTS

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



Analysis of
the 2016
Minnesota
Student
Survey

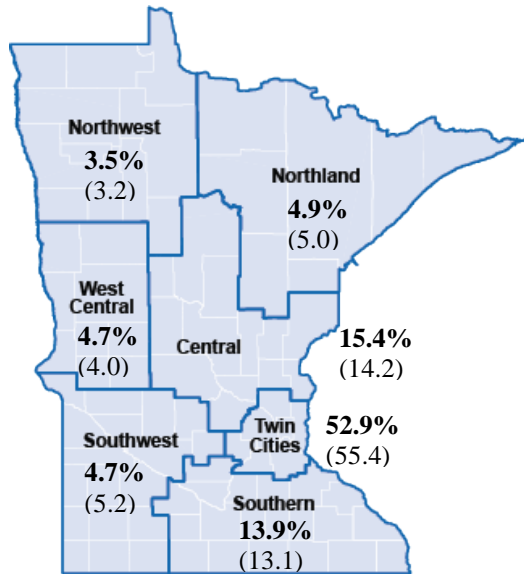
Hearing from
168,783 students in
Grades 5, 8, 9, & 11.

MN Youth Development Research Group



www.mnydrg.com

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



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

In total, 168,733 students participated; 89,333 (52.9%) in the Twin Cities and 79,400 (47.1%) in Greater MN.

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 Asset Profile*, Search Institute, Minneapolis, MN.

Additional Indicators

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

Students in the Central region

High School Graduation and Beyond



99% of 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.
19% plan to obtain a GED.

Developmental Skills & Supports

What percentage of 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



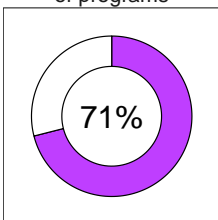
Teacher and School Support



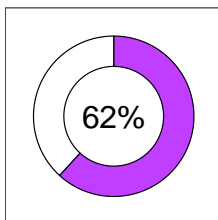
Afterschool Activities

Percent who...

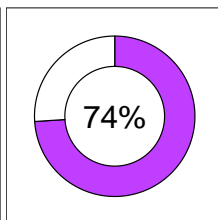
Are aware their school/community offers a variety of programs



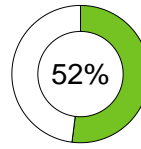
Participate at least 3 times per week



Have positive out of school experiences

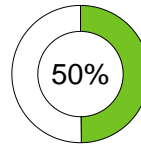
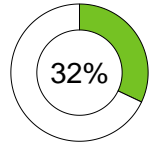


Health and Well-Being Indicators



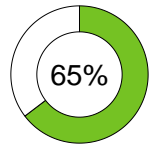
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

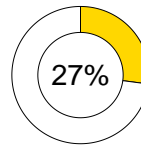


Sleep at least 8 hours in a typical school night.

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

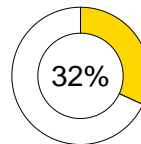
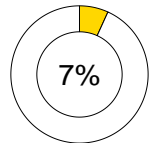


Context Indicators



Receive free or reduced-price lunch.

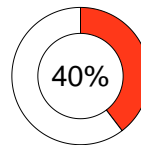
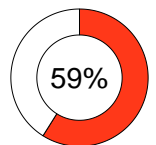
Changed schools this academic year.



Work at least 1 day a week after school.

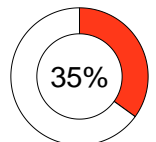
Challenge Indicators

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.



Students in the Northland region

High School Graduation and Beyond



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

Developmental Skills & Supports

What percentage of 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



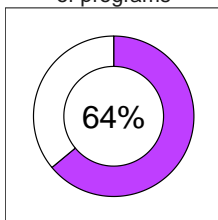
Teacher and School Support



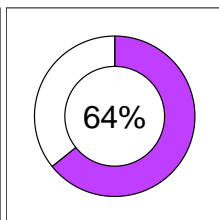
Afterschool Activities

Percent who...

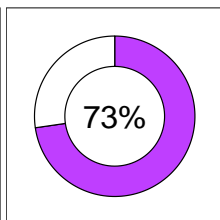
Are aware their school/community offers a variety of programs



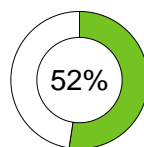
Participate at least 3 times per week



Have positive out of school experiences

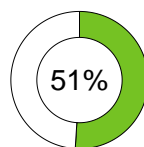
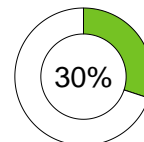


Health and Well-Being Indicators



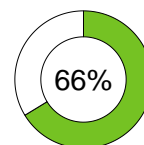
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

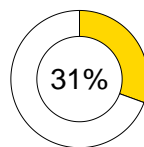


Sleep at least 8 hours in a typical school night.

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

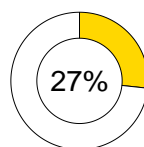
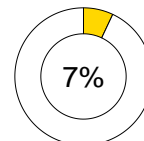


Context Indicators



Receive free or reduced-price lunch.

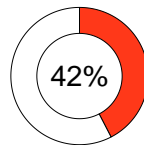
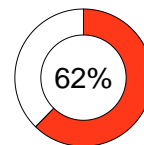
Changed schools this academic year.



Work at least 1 day a week after school.

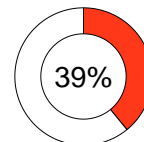
Challenge Indicators

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.



Students in the Northwest region

High School Graduation and Beyond



99% of students plan to graduate high school.

71% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
22% plan to obtain a GED.

Developmental Skills & Supports

What percentage of 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



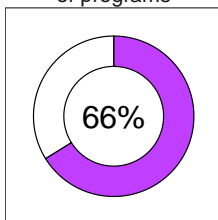
Teacher and School Support



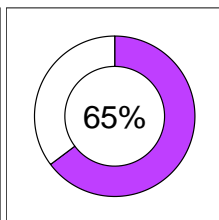
Afterschool Activities

Percent who...

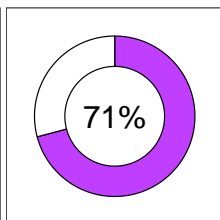
Are aware their school/community offers a variety of programs



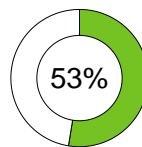
Participate at least 3 times per week



Have positive out of school experiences

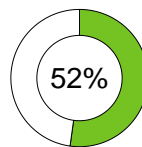
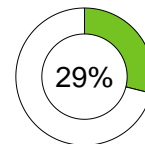


Health and Well-Being Indicators



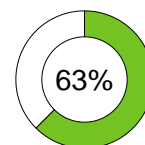
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

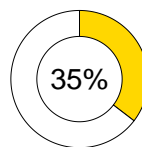


Sleep at least 8 hours in a typical school night.

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

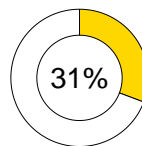
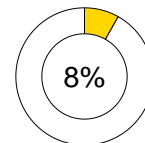


Context Indicators



Receive free or reduced-price lunch.

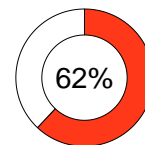
Changed schools this academic year.



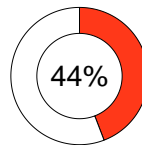
Work at least 1 day a week after school.

Challenge Indicators

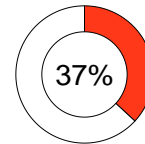
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



Students in the Southern region

High School Graduation and Beyond



99% of students plan to graduate high school.

77% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
17% plan to obtain a GED.

Developmental Skills & Supports

What percentage of 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



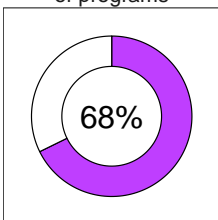
Teacher and School Support



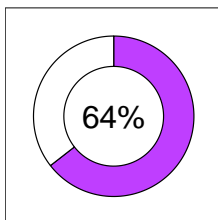
Afterschool Activities

Percent who...

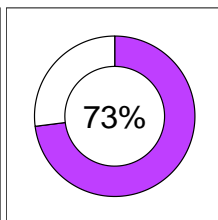
Are aware their school/community offers a variety of programs



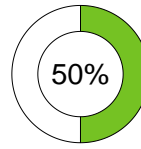
Participate at least 3 times per week



Have positive out of school experiences

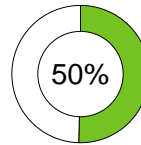
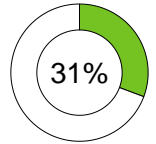


Health and Well-Being Indicators



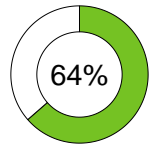
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

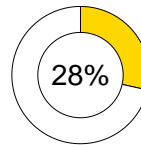


Sleep at least 8 hours in a typical school night.

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

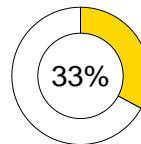
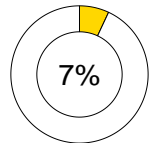


Context Indicators



Receive free or reduced-price lunch.

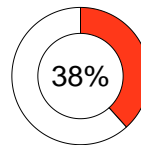
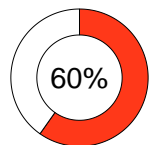
Changed schools this academic year.



Work at least 1 day a week after school.

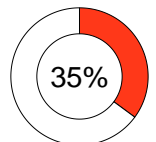
Challenge Indicators

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.



Students in the Southwest region

High School Graduation and Beyond



99% of 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 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



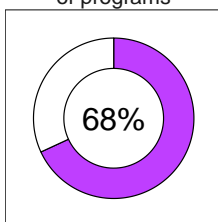
Teacher and School Support



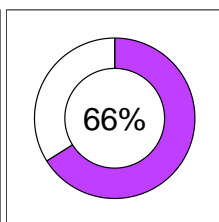
Afterschool Activities

Percent who...

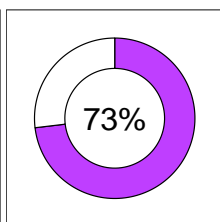
Are aware their school/community offers a variety of programs



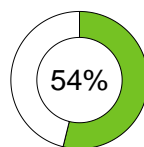
Participate at least 3 times per week



Have positive out of school experiences

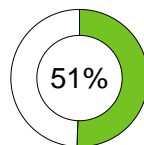
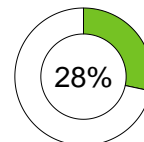


Health and Well-Being Indicators



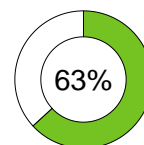
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

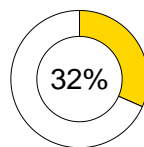


Sleep at least 8 hours in a typical school night.

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

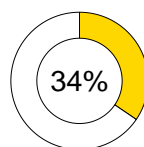
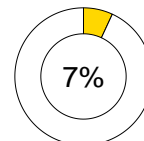


Context Indicators



Receive free or reduced-price lunch.

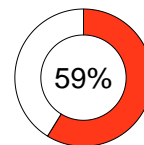
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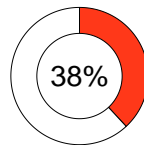
Work at least 1 day a week after school.

Challenge Indicators

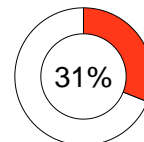
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



Students in the Twin Cities region

High School Graduation and Beyond



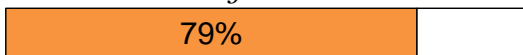
99% of students plan to graduate high school.

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 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



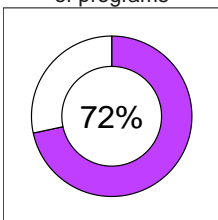
Teacher and School Support



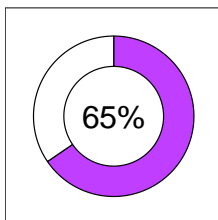
Afterschool Activities

Percent who...

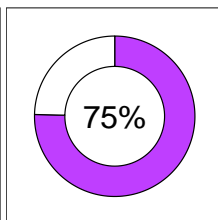
Are aware their school/community offers a variety of programs



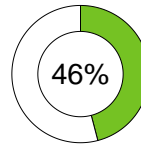
Participate at least 3 times per week



Have positive out of school experiences

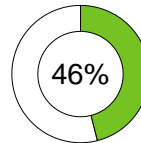
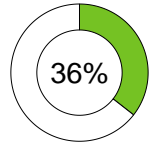


Health and Well-Being Indicators



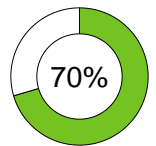
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

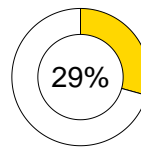


Sleep at least 8 hours in a typical school night.

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

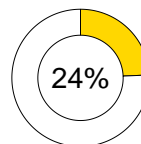
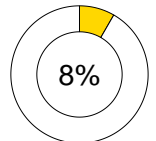


Context Indicators



Receive free or reduced-price lunch.

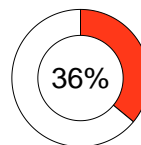
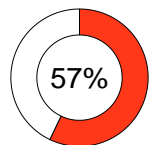
Changed schools this academic year.



Work at least 1 day a week after school.

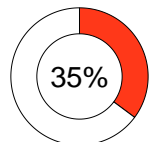
Challenge Indicators

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.



Students in the West Central region

High School Graduation and Beyond



99% of students plan to graduate high school.

76% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
18% plan to obtain a GED.

Developmental Skills & Supports

What percentage of 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



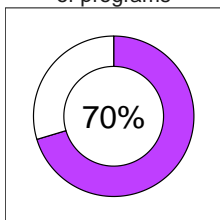
Teacher and School Support



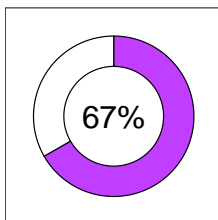
Afterschool Activities

Percent who...

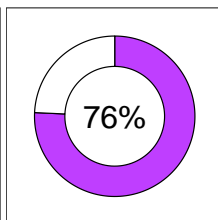
Are aware their school/community offers a variety of programs



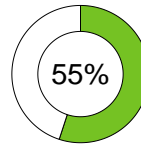
Participate at least 3 times per week



Have positive out of school experiences

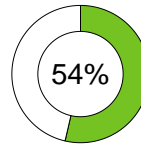
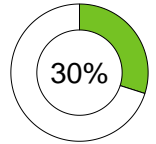


Health and Well-Being Indicators



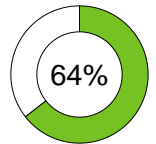
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

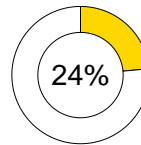


Sleep at least 8 hours in a typical school night.

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

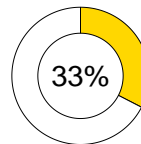
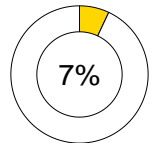


Context Indicators



Receive free or reduced-price lunch.

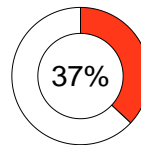
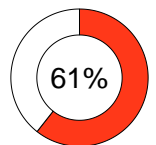
Changed schools this academic year.



Work at least 1 day a week after school.

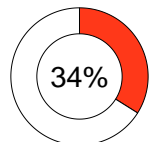
Challenge Indicators

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.



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.