

# 2022 Minnesota Student Survey Results

What We Heard from Young People, and How

- ▼ Communities are Partnering with Young People to Make Meaning Out of the Data

Melissa Adolfson + Jacquelyn Freund

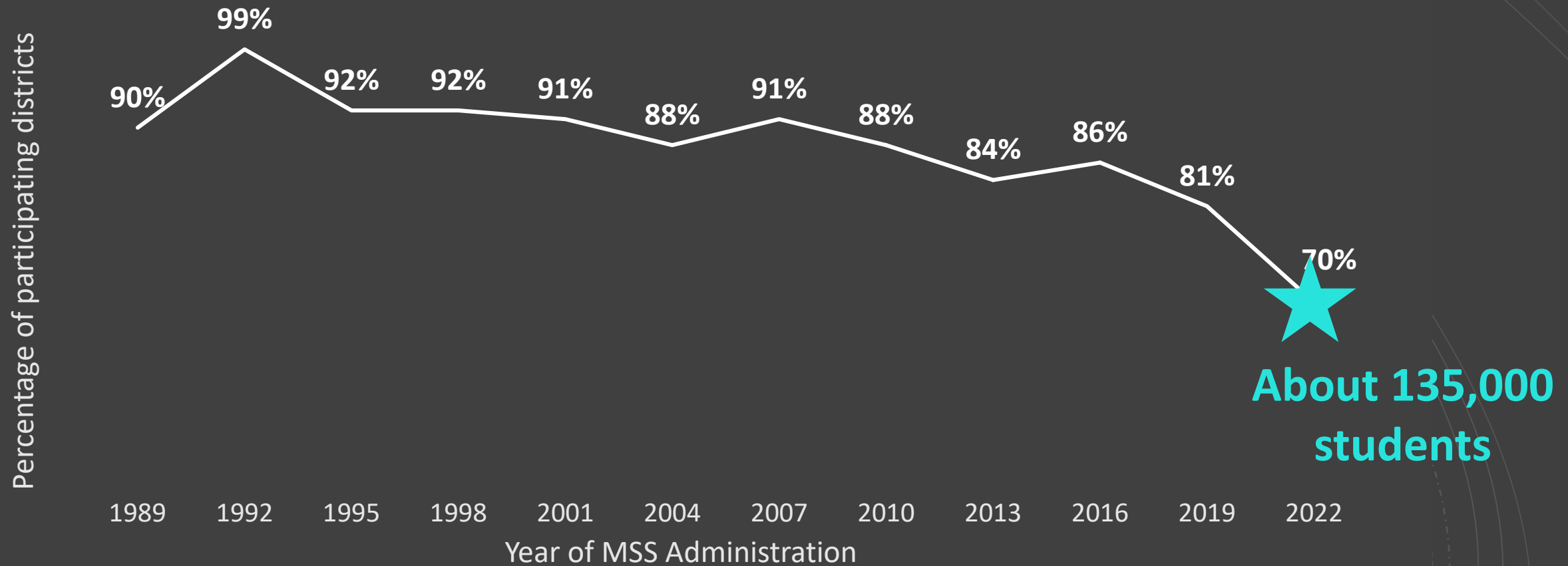
Statewide Collaborative Meeting

June 27, 2023

# Minnesota Student Survey: Background

- Administered by 5 state agencies
  - Corrections
  - Education
  - Health
  - Human Services
  - Public Safety
- ▼
- Conducted every three years since 1989
- Census design instead of random sample
- Voluntary and anonymous
- Three age-appropriate versions of the survey
  - Level 1 = grade 5
  - Level 2 = grade 8
  - Level 3 = grades 9 and 11; ALCs and JCFs

# Minnesota Student Survey: Participation



# Minnesota Student Survey: Relevance

MSS content includes:

- School experiences
- Relationships
- ▼ • Out-of-school time
- Mental and physical health
- Substance use
- Sexual health
- Adverse childhood experiences

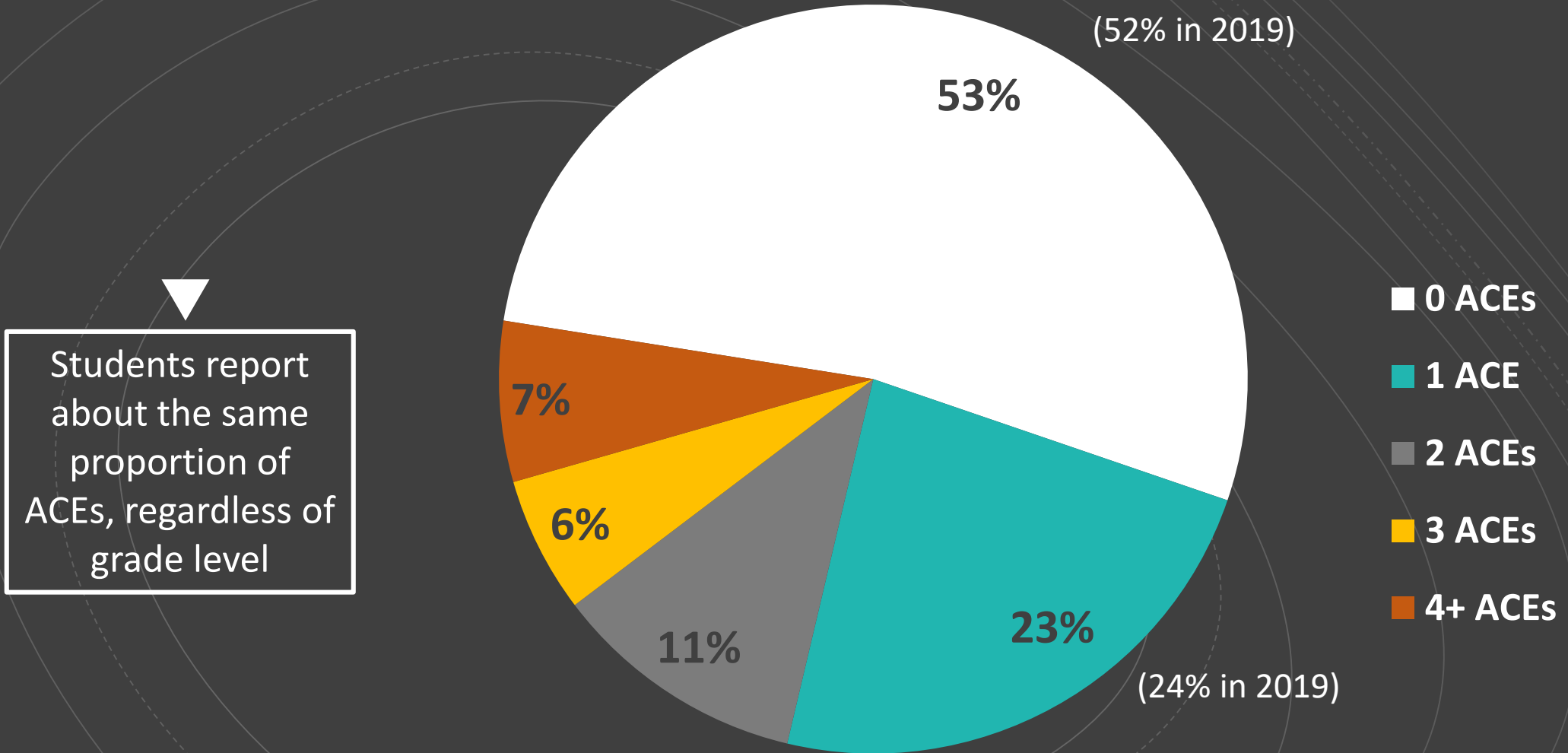


# Minnesota Student Survey: Relevance

- MSS data are particularly important to understand:
  - Recognition of **trauma**, use of trauma-informed practices, and the importance of **resilience and resources** to mitigate ACEs
  - Potential effects of new **cannabis** laws in Minnesota (and nationally)
  - Effects of **Covid** and Covid-related societal changes
  - Worsening **mental health** of young people

2022 Minnesota Student Survey data

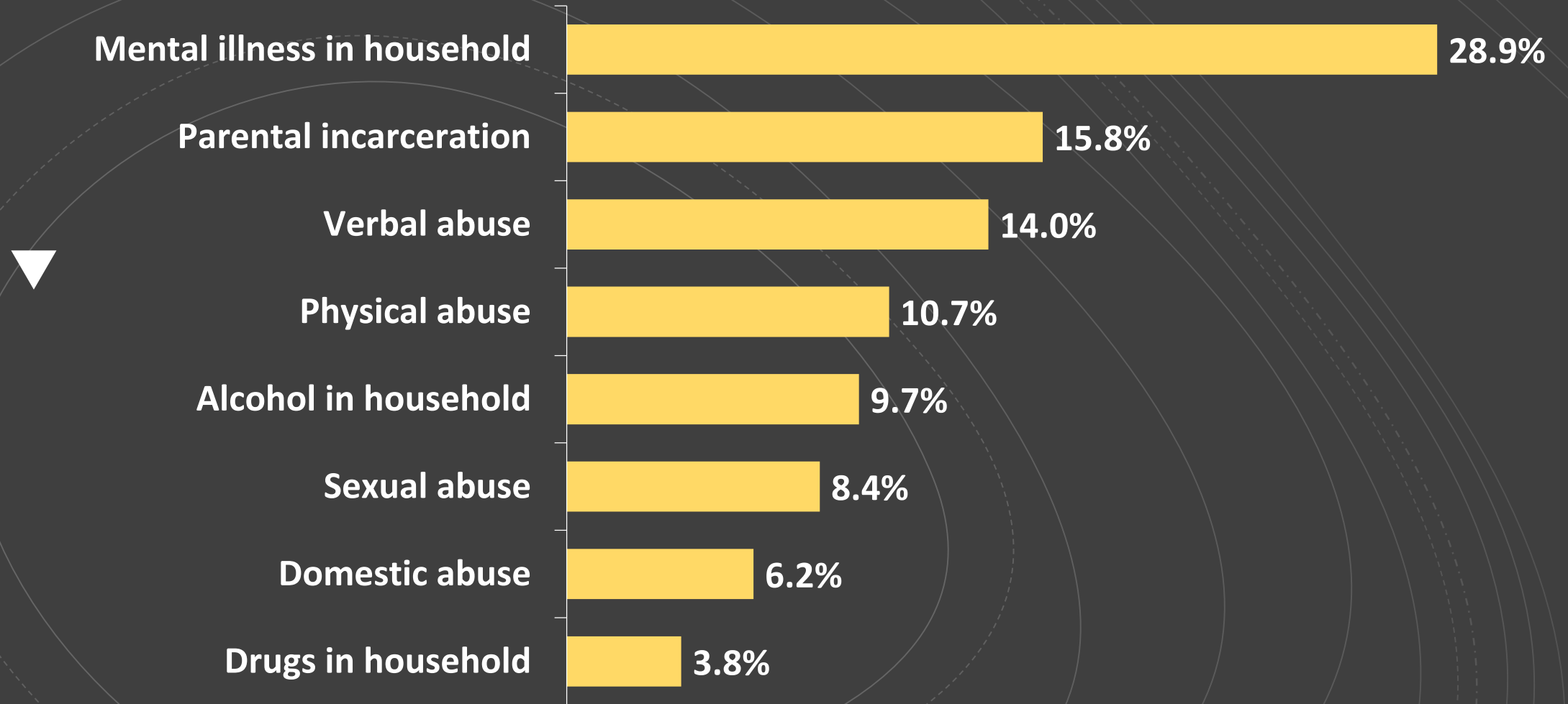
# Number of ACEs reported by 8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders



2022 Minnesota Student Survey data

# Frequency of ACE categories

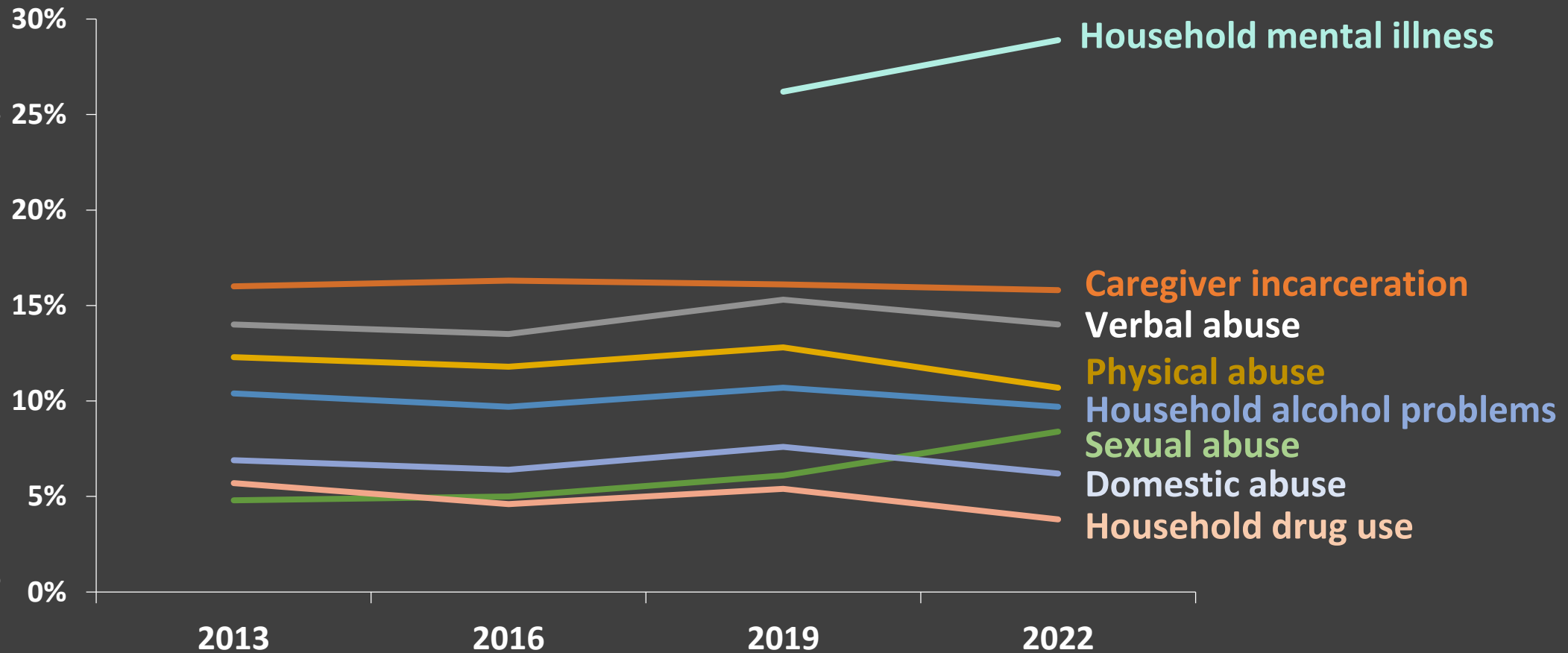
8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> Graders



Minnesota Student Survey data trend

# Trends in individual ACE category prevalence

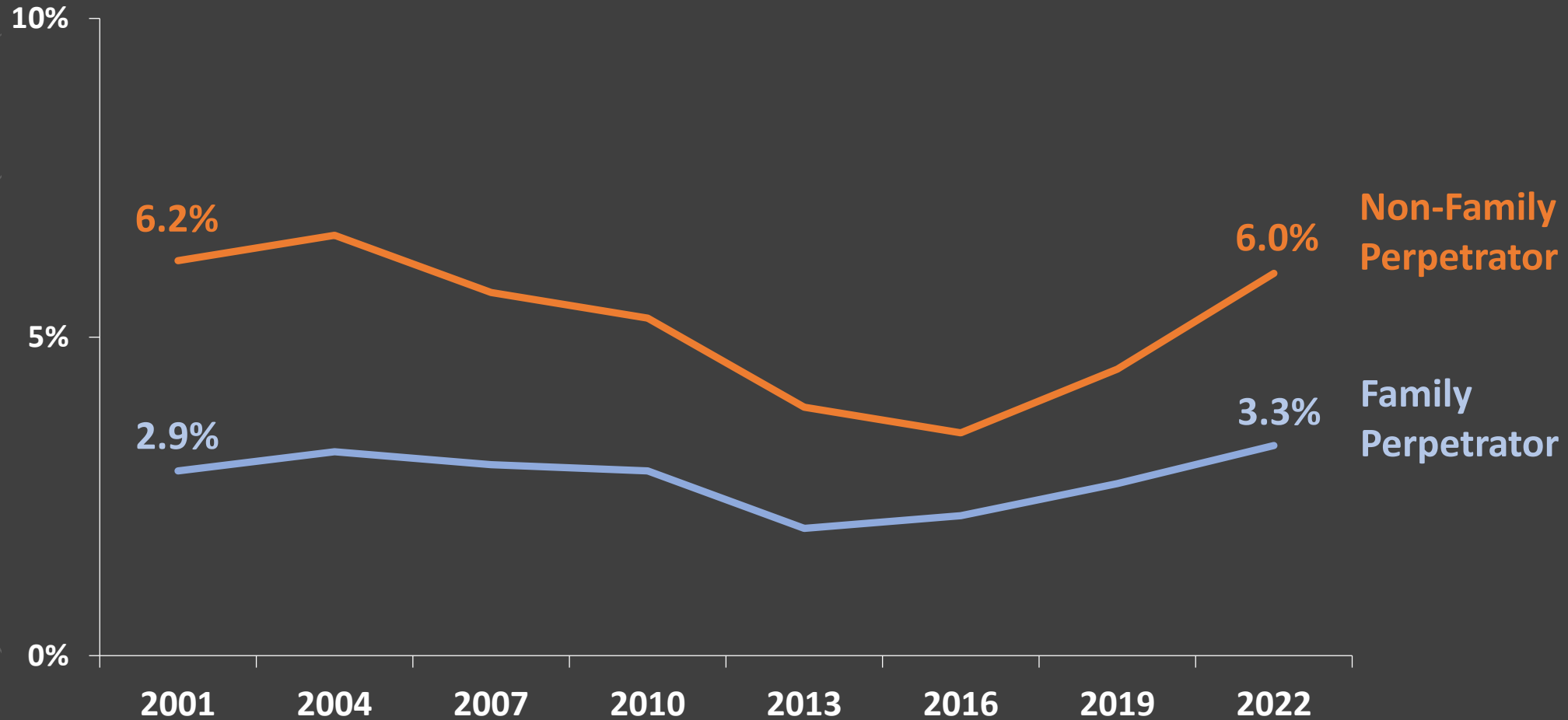
8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> Graders

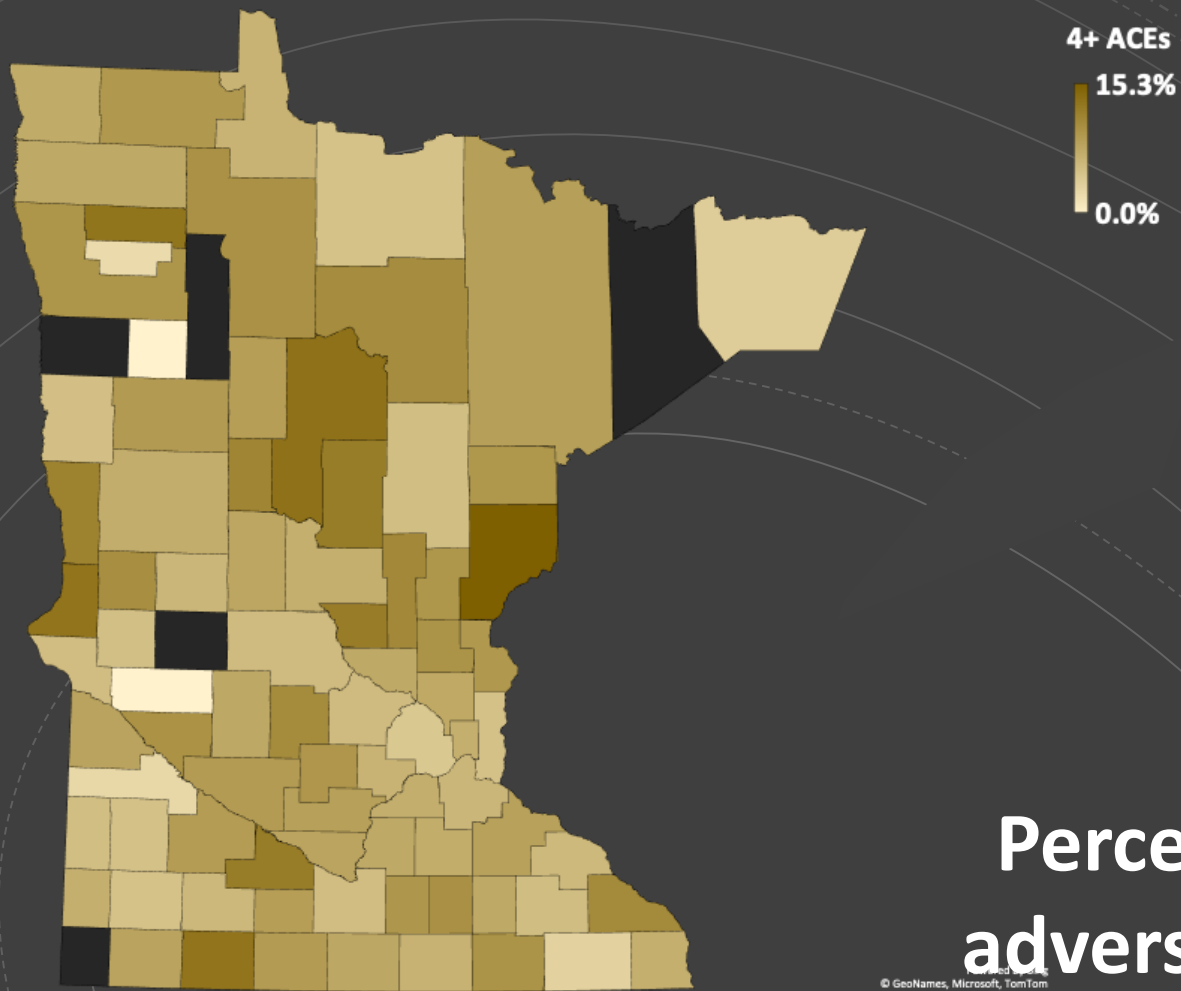




Minnesota Student Survey data trend

# Reports of sexual abuse among 9<sup>th</sup> graders



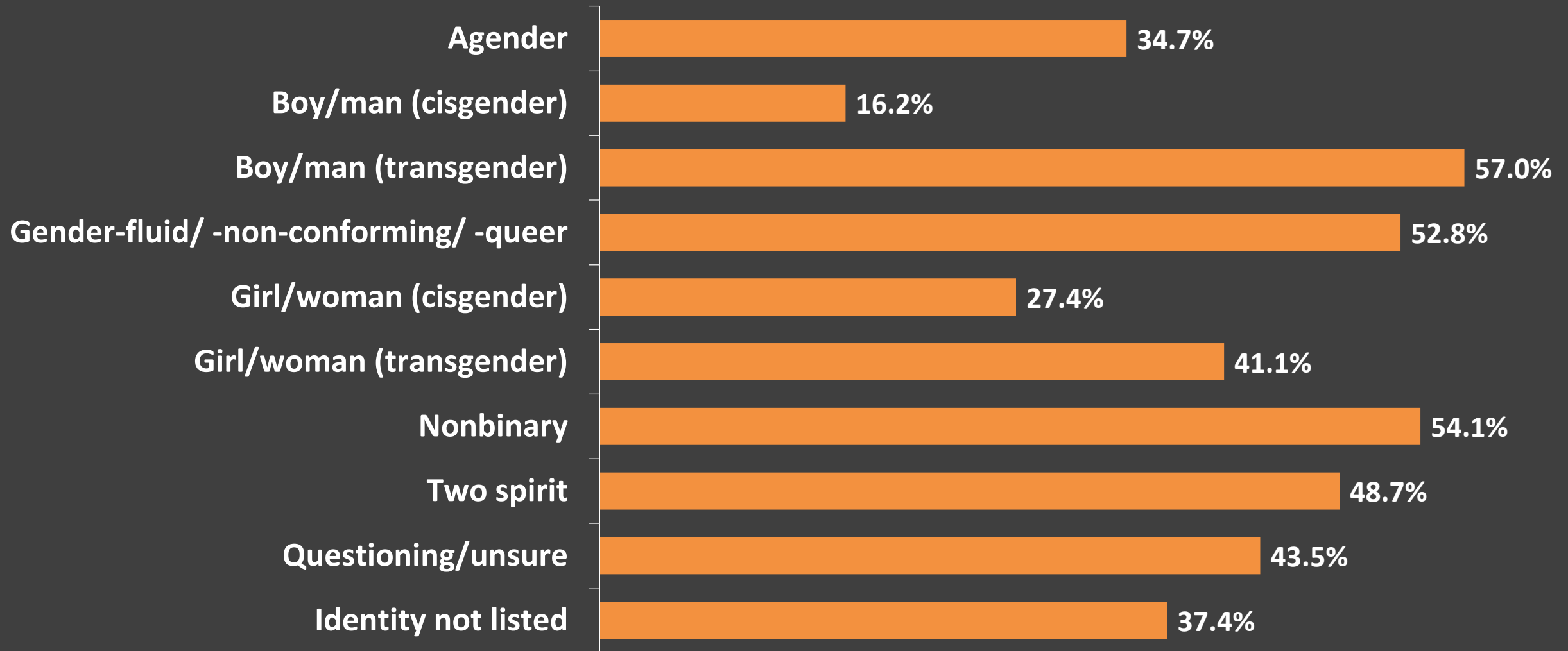


# Percentage of students reporting 4+ adverse childhood experiences (ACEs)

8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders  
2022 Minnesota Student Survey

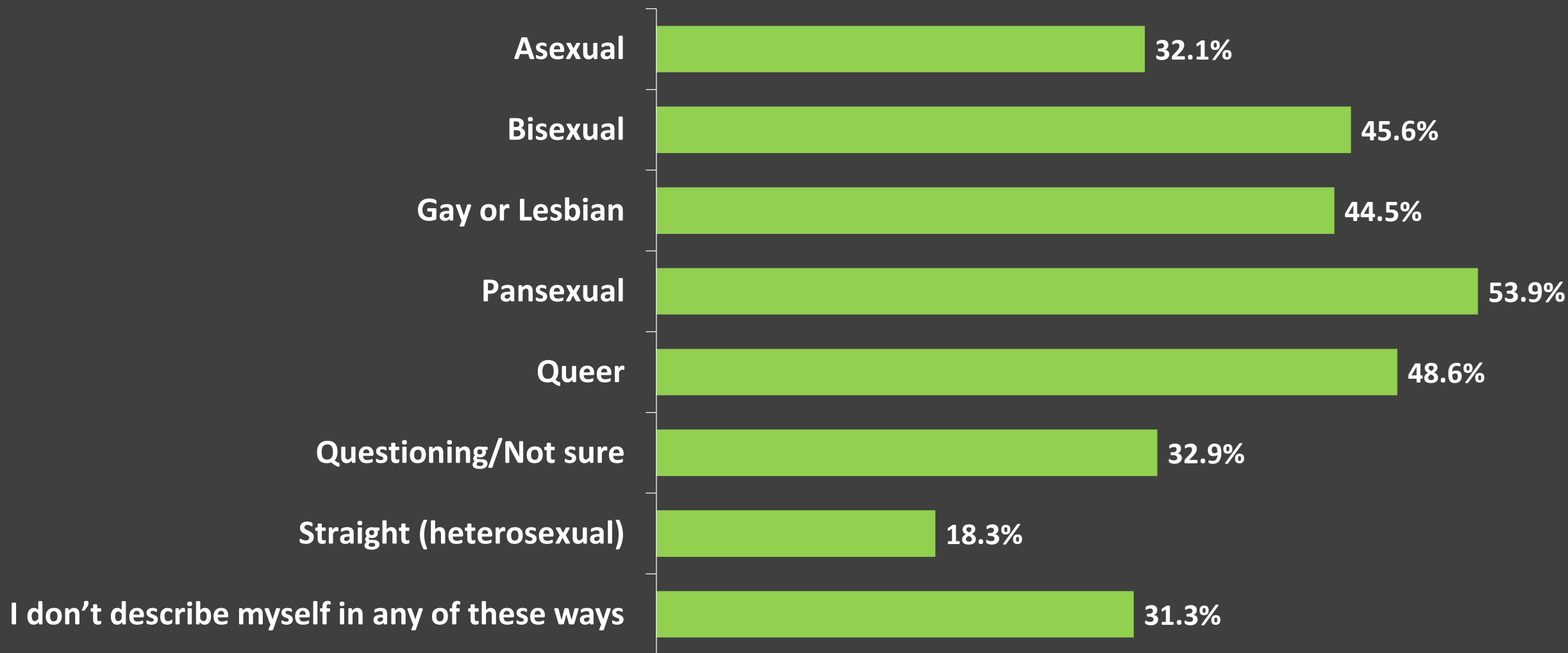
# Students reporting 2 or more ACEs, by gender identity

8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> Graders



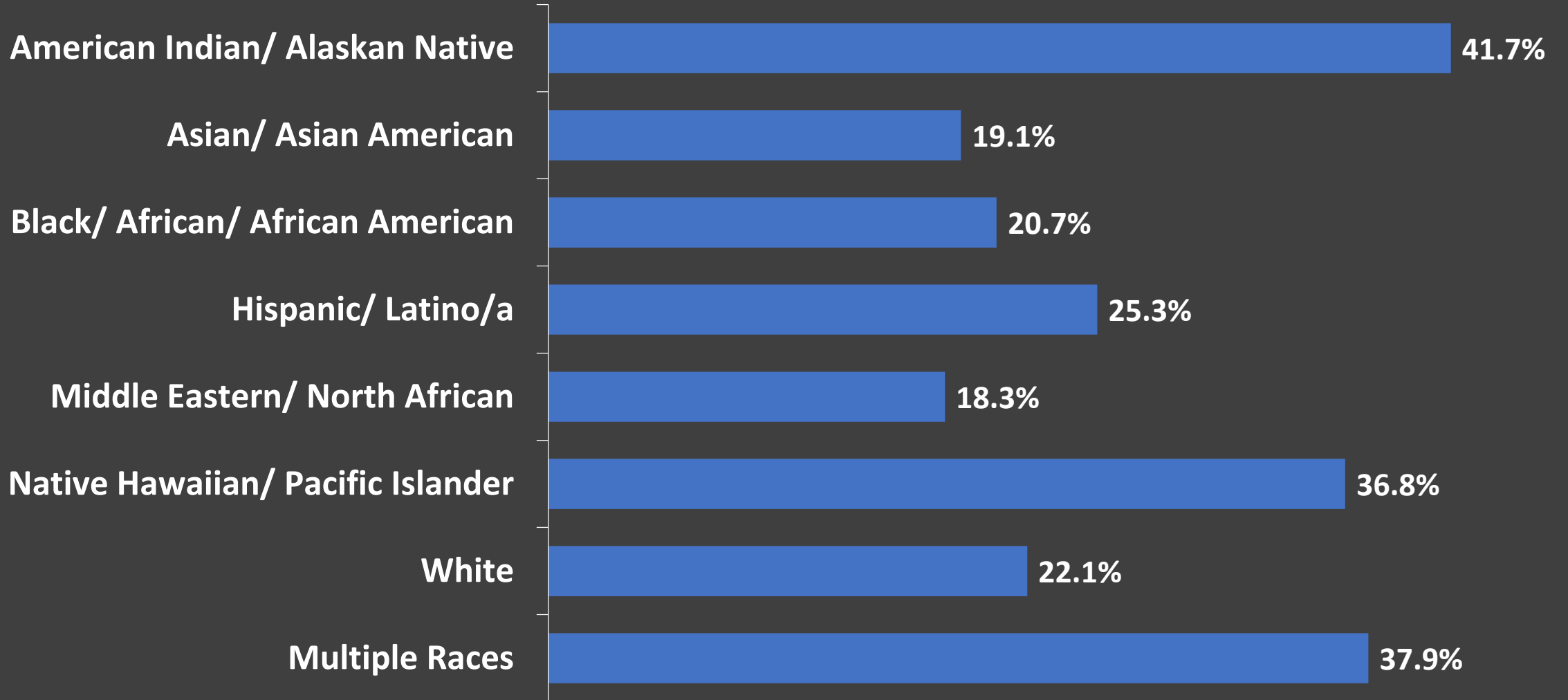
# Students reporting 2 or more ACEs, by sexual orientation

9<sup>th</sup> and 11<sup>th</sup> Graders



# Students reporting 2 or more ACEs, by race

8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> Graders



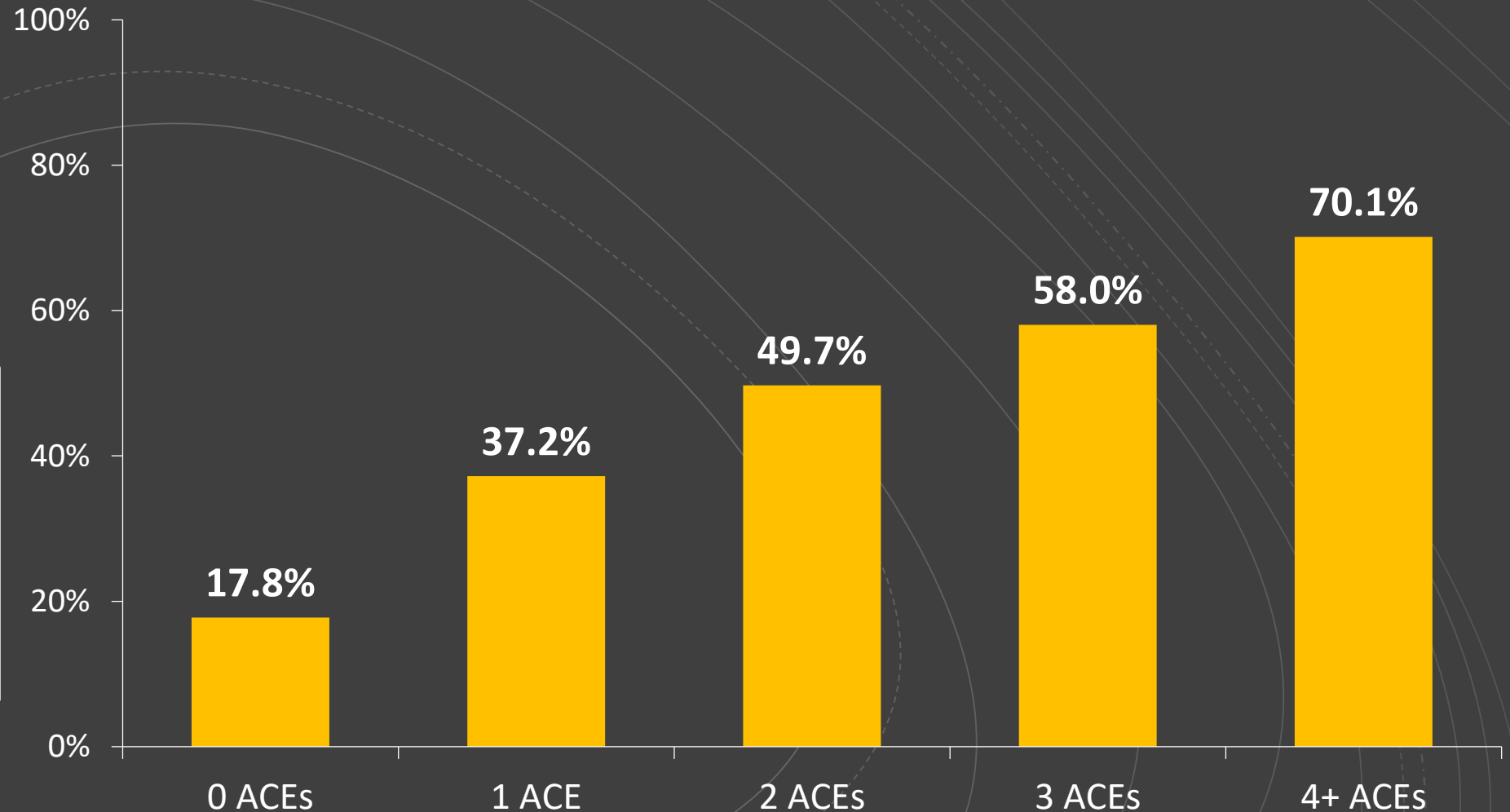
# ACEs and negative outcomes

- Mental health and internalizing behaviors
  - Anxiety ★
  - Depression ★
  - Suicidal ideation or attempts
  - Self-harm
- ▼
- Externalizing behaviors (“acting out”)
  - Substance use ★
  - Bullying
  - Gambling
  - Other externalizing behaviors, such as running away from home, destroying or stealing property, engaging in violence

2022 Minnesota Student Survey data

# Students reporting anxiety, by ACE score

8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> Graders

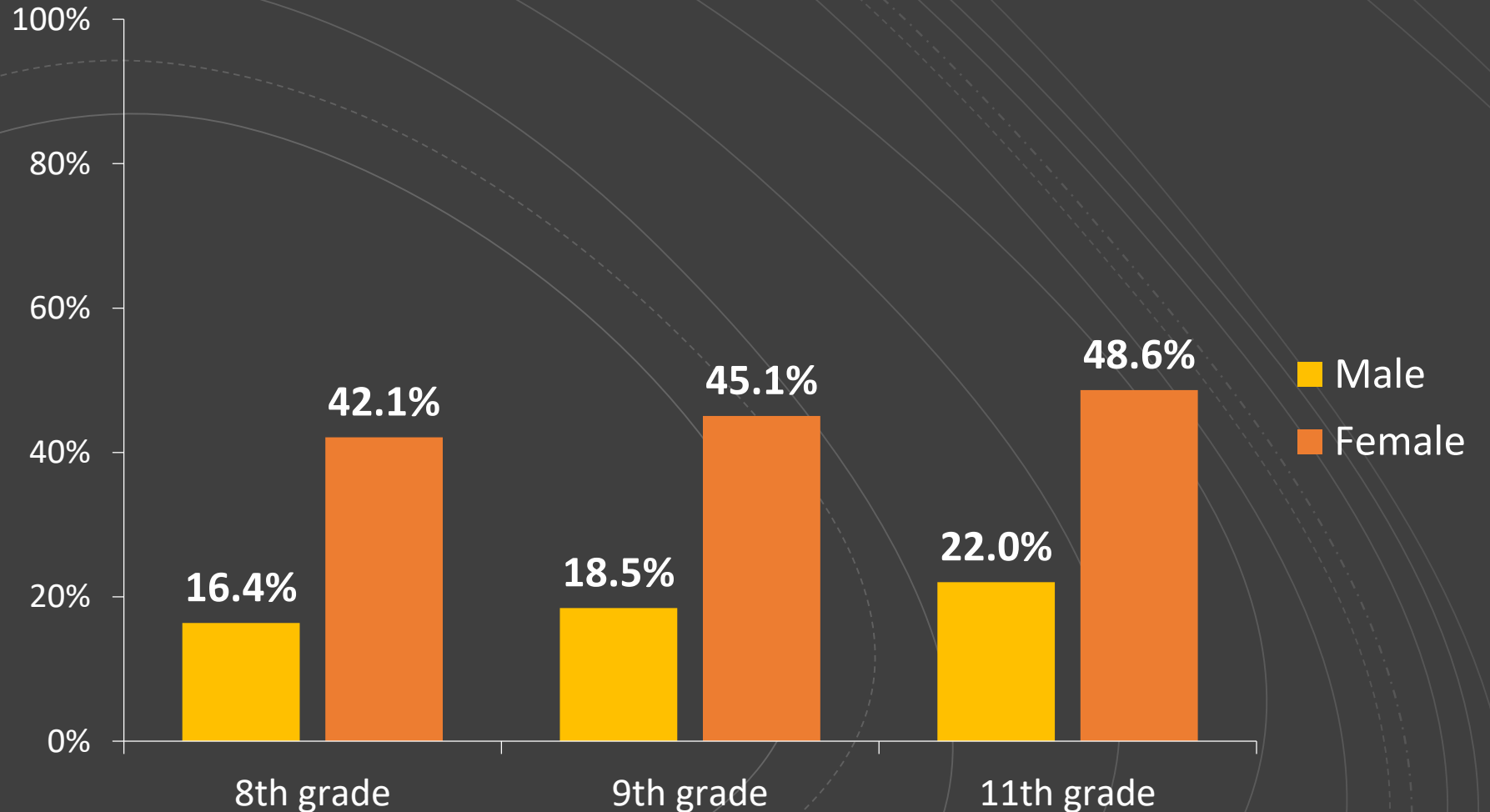


Of students with **4+ ACEs**, more than **70%** reported symptoms of **anxiety** in the past 2 weeks

2022 Minnesota Student Survey data

# Students reporting anxiety, by sex

8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> Graders

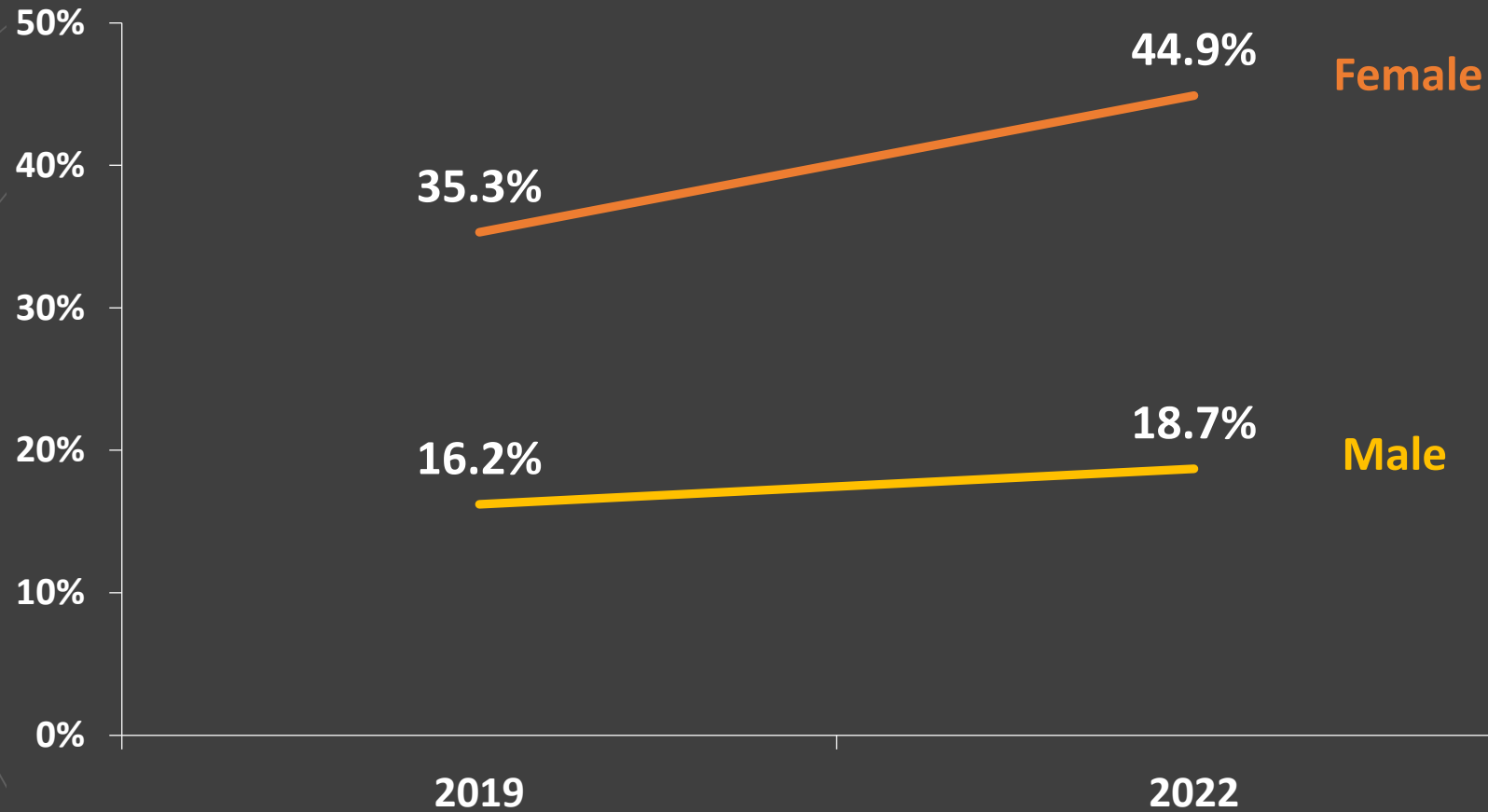


Female students are up to 2.5 times more likely to report symptoms of anxiety



## Minnesota Student Survey data trend

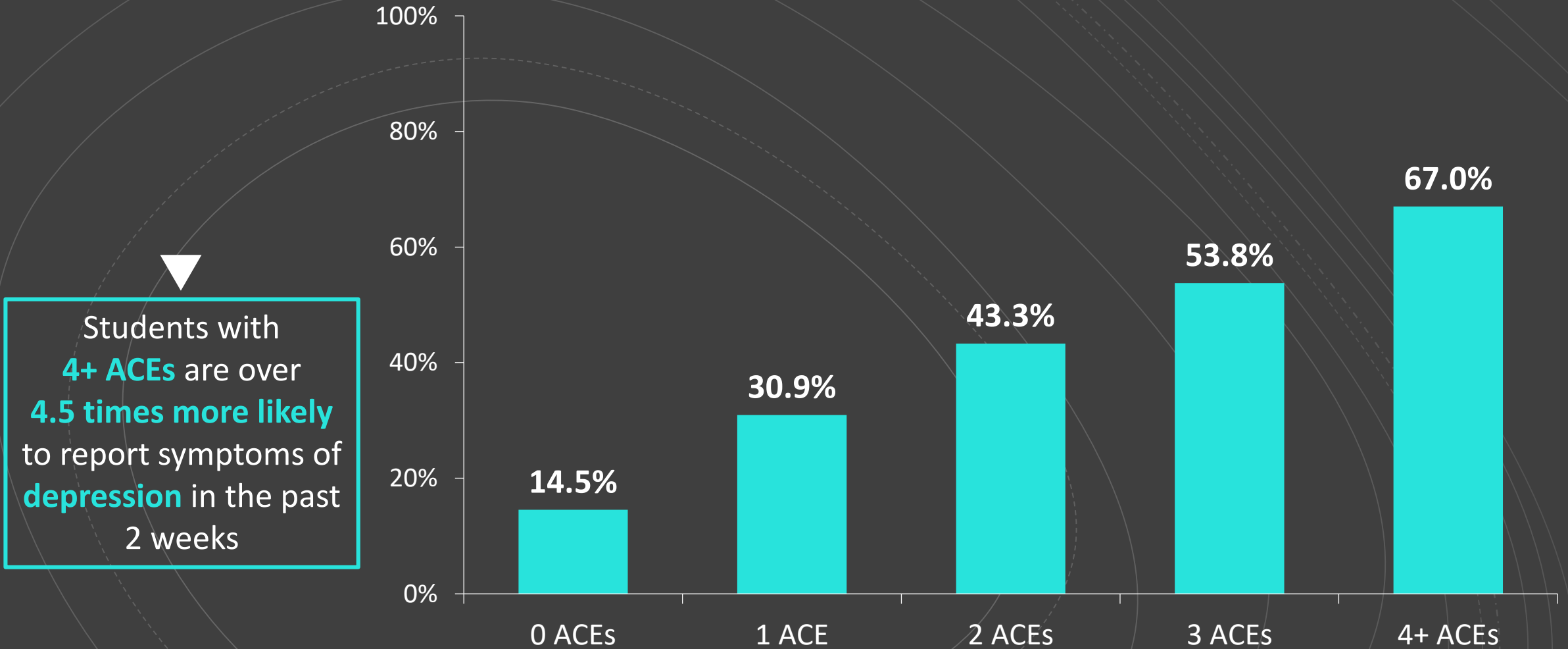
# Students reporting anxiety, by sex



2022 Minnesota Student Survey data

# Students reporting depression, by ACE score

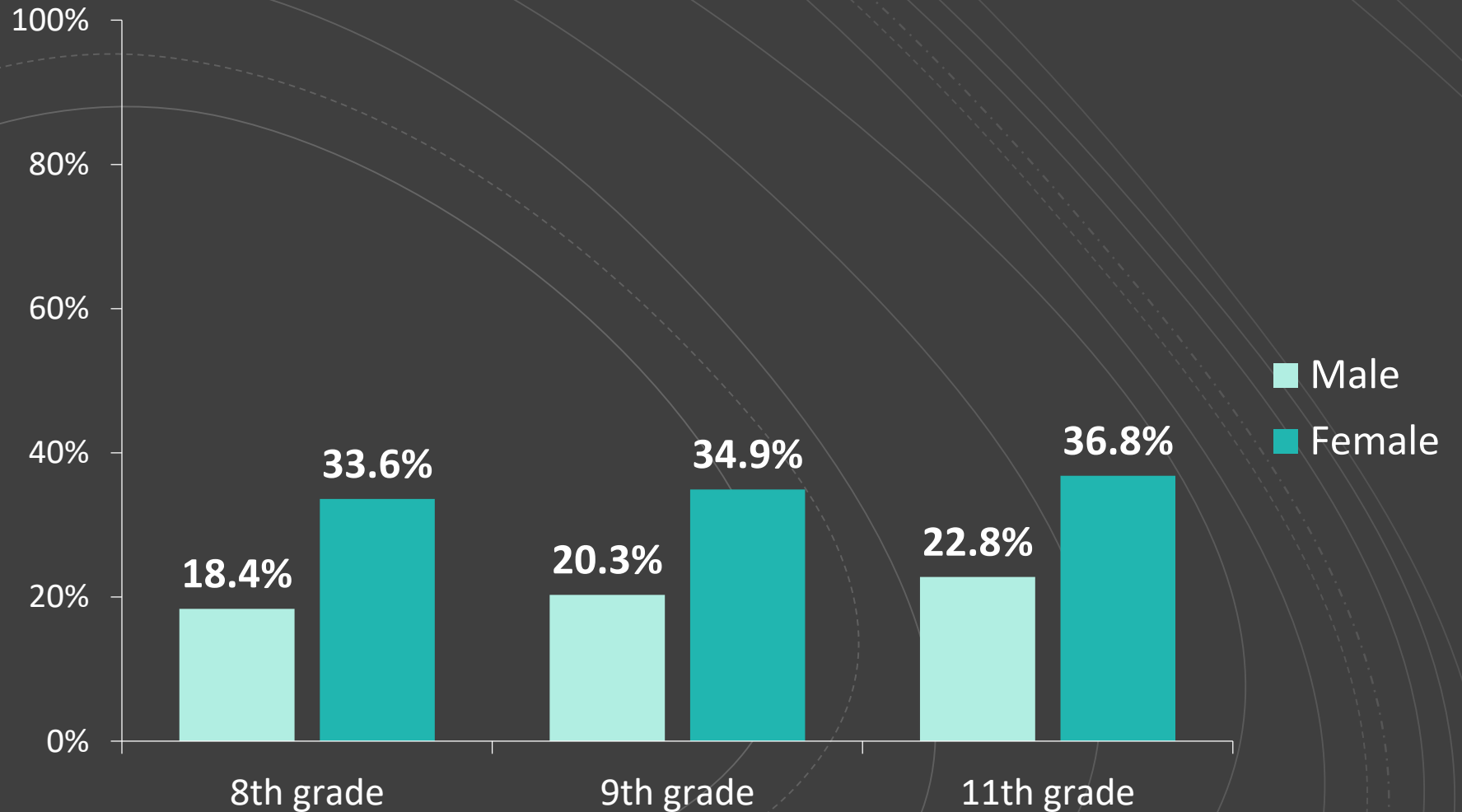
8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> Graders



2022 Minnesota Student Survey data

# Students reporting depression, by sex

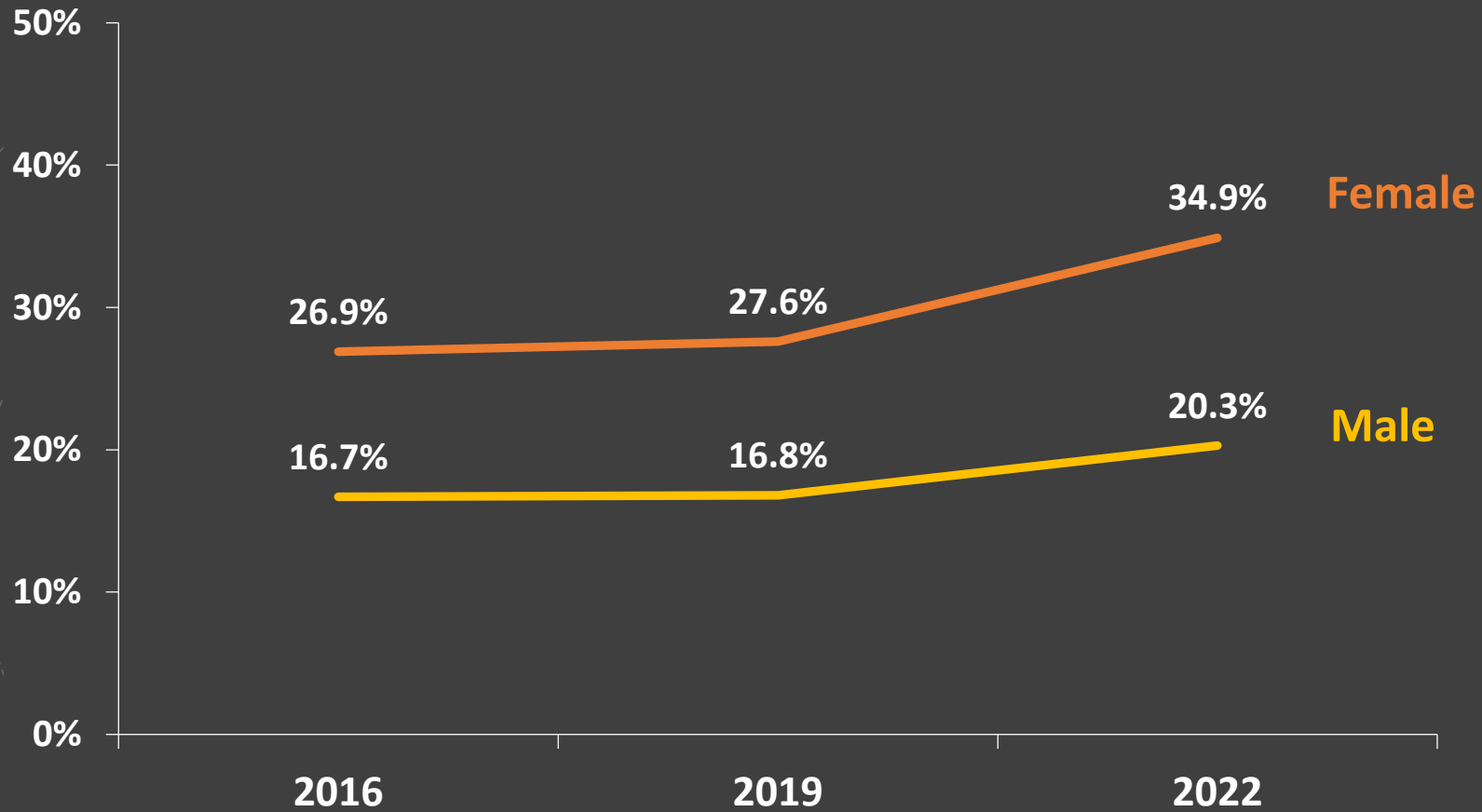
8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> Graders



Female students are up to 1.8 times more likely to report symptoms of depression

Minnesota Student Survey data trend

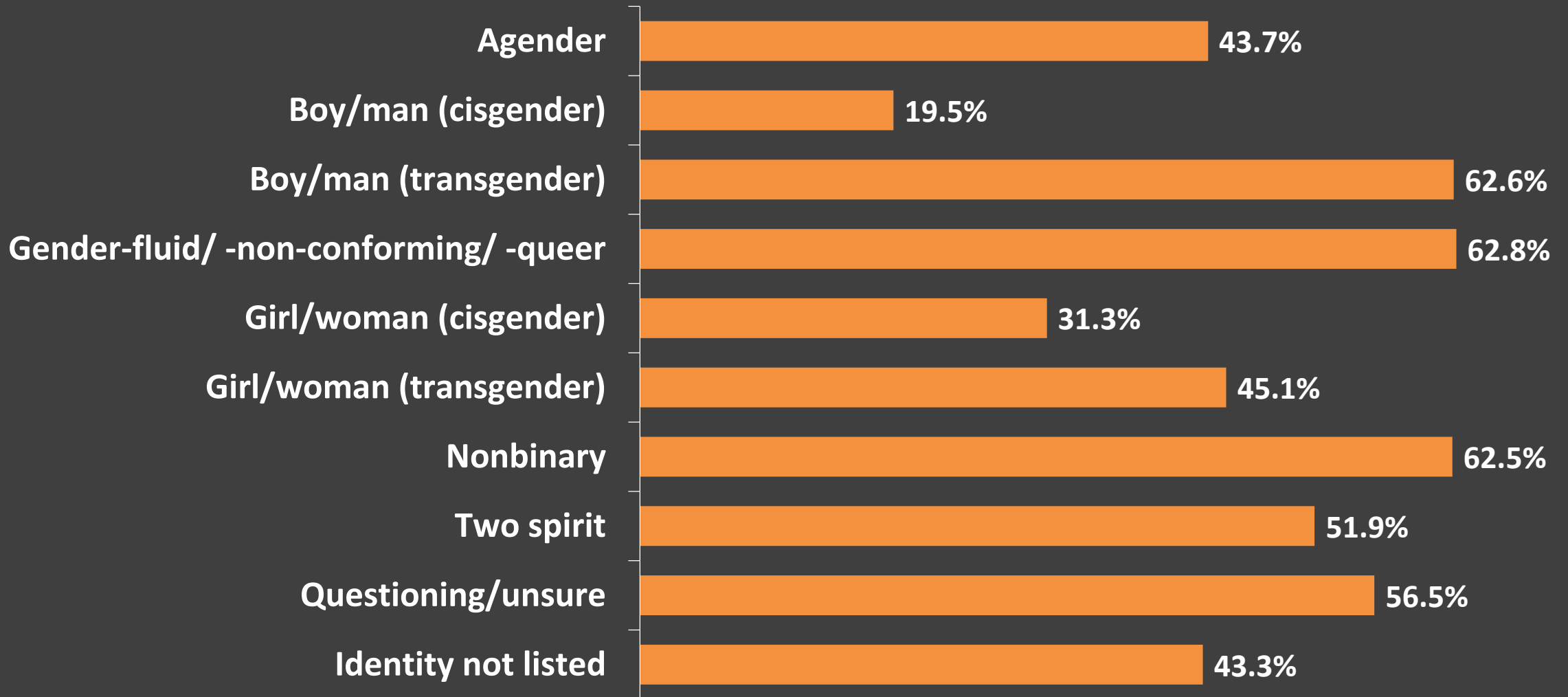
# Students reporting depression, by sex



2022 Minnesota Student Survey data

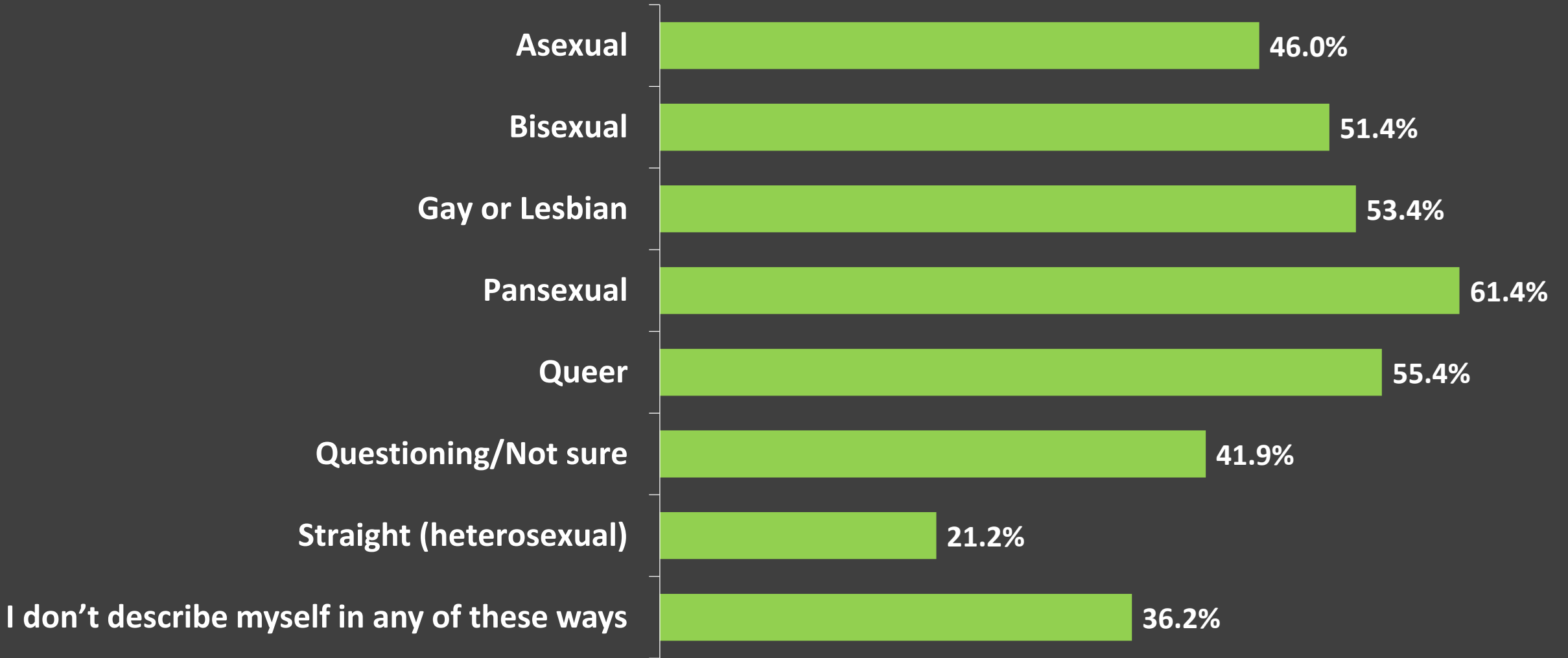
# Students reporting symptoms of depression, by gender identity

8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> Graders



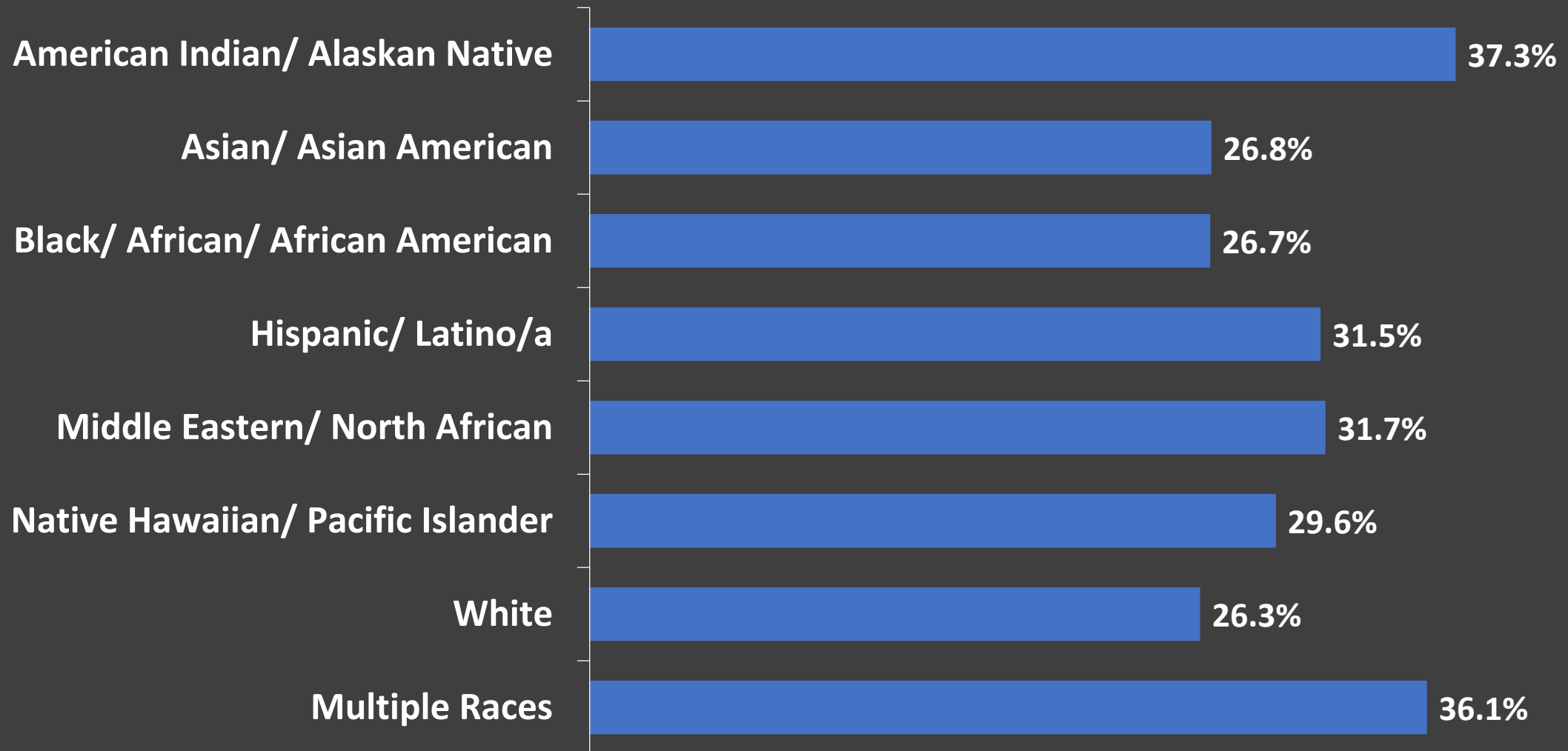
# Students reporting symptoms of depression, by sexual orientation

9<sup>th</sup> and 11<sup>th</sup> Graders



# Students reporting symptoms of depression, by race

9<sup>th</sup> and 11<sup>th</sup> Graders



2022 Minnesota Student Survey data

# Students reporting substance use, by ACEs

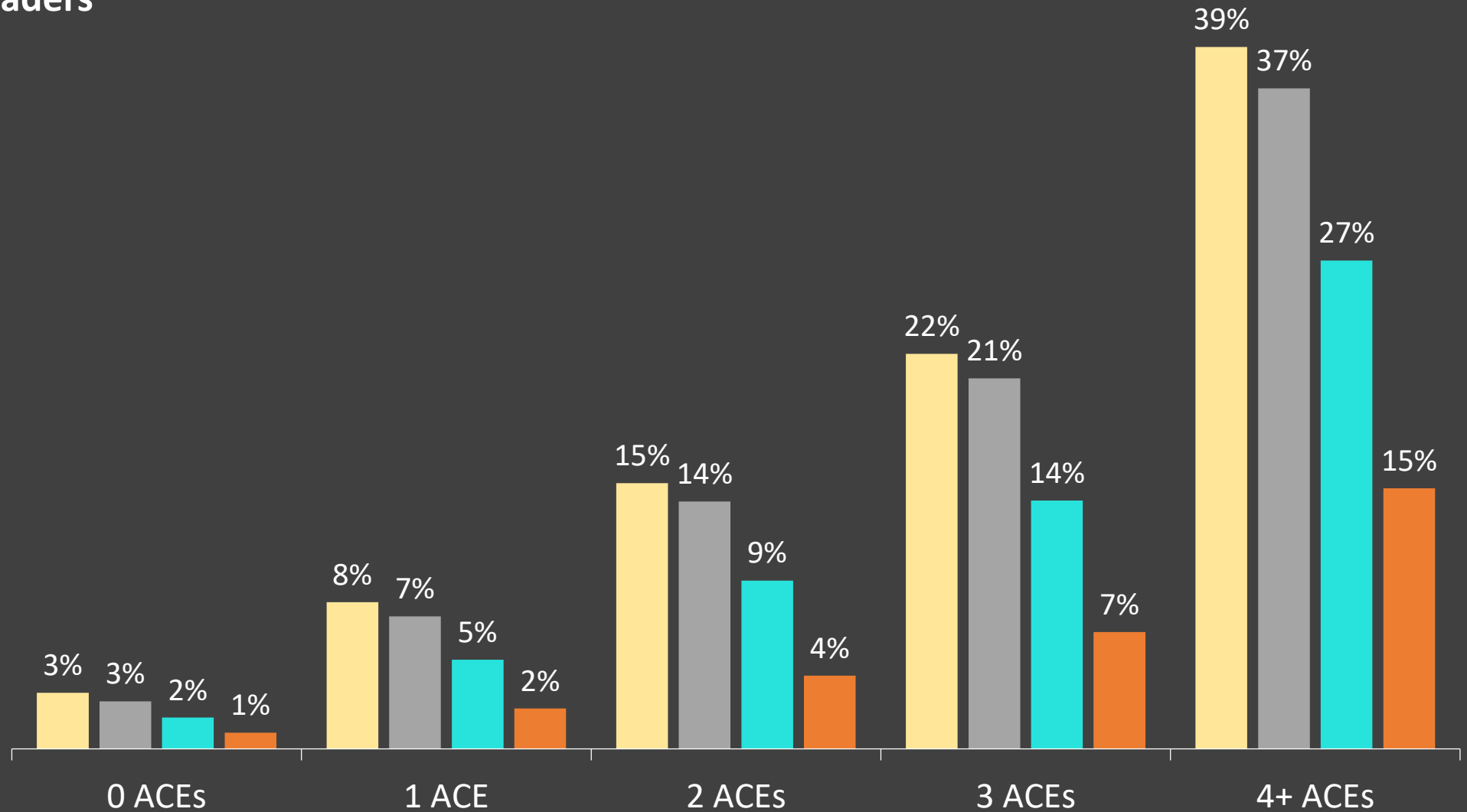
8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> Graders

Alcohol

E-cigarette

Marijuana

Rx Drugs





# Protective Factors and Measures of Resilience

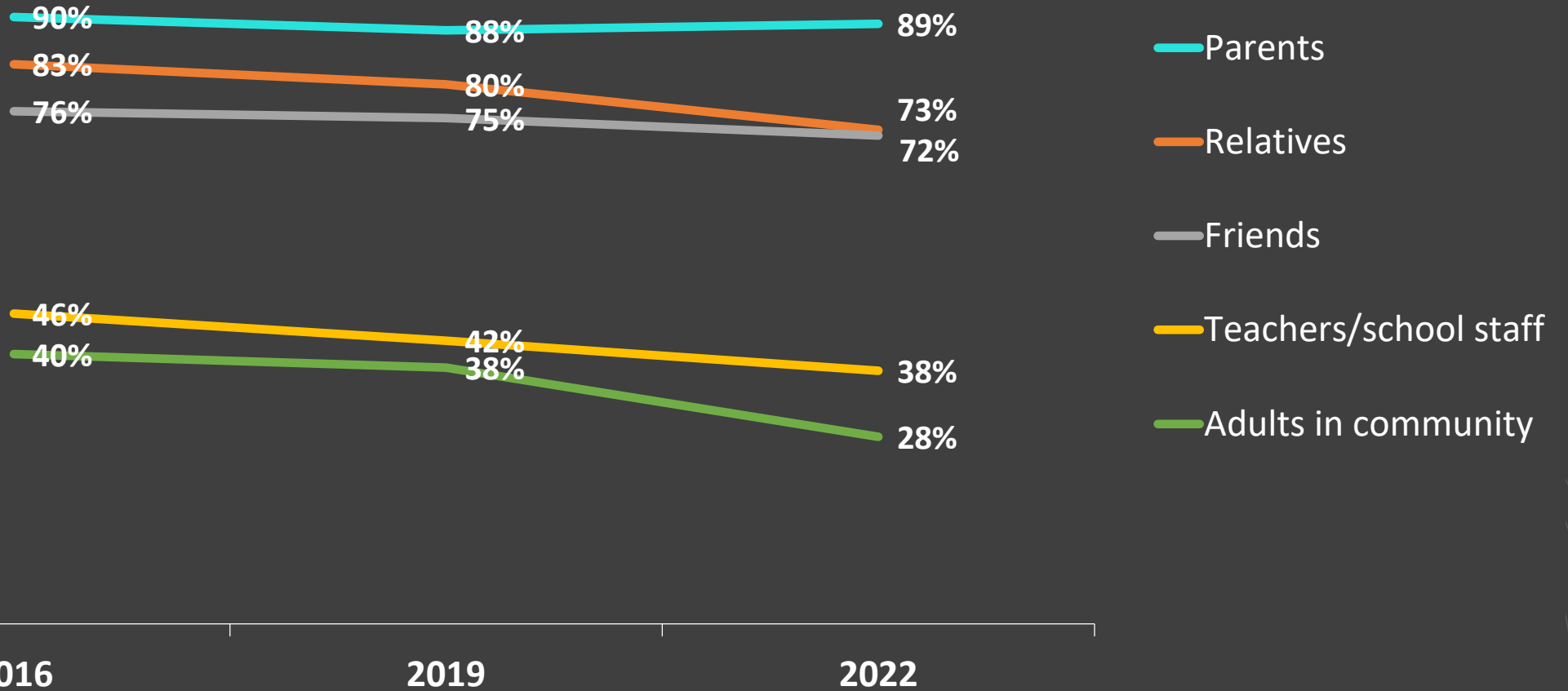
In the context of ACEs and depression...

- Caring relationships ★ Feeling teachers care
- Being able (or willing) to talk to an adult about problems
- Developmental Assets ★ Feeling valued and appreciated
- Feeling safe ★ Feeling good about the future
- Engaging in rewarding activities after school ★ Develop trusting relationships with adults

## Minnesota Student Survey data trend

# Students reporting feeling cared about by adults

9th grade trend



# Protective Factors: Feeling Teachers Care + Past 30-Day Substance Use

Students who feel **teachers** care about them “quite a bit” or “very much”\* were...

...**2.1** times LESS likely to report **alcohol** use (5.4% vs. 11.45%)

...**2.5** times LESS likely to report **tobacco** use (4.8% vs. 11.8%)

...**2.5** times LESS likely to report **vaping** (4.3% vs. 10.9%)

...**2.6** times LESS likely to report **marijuana** use (3.0% vs. 7.6%)

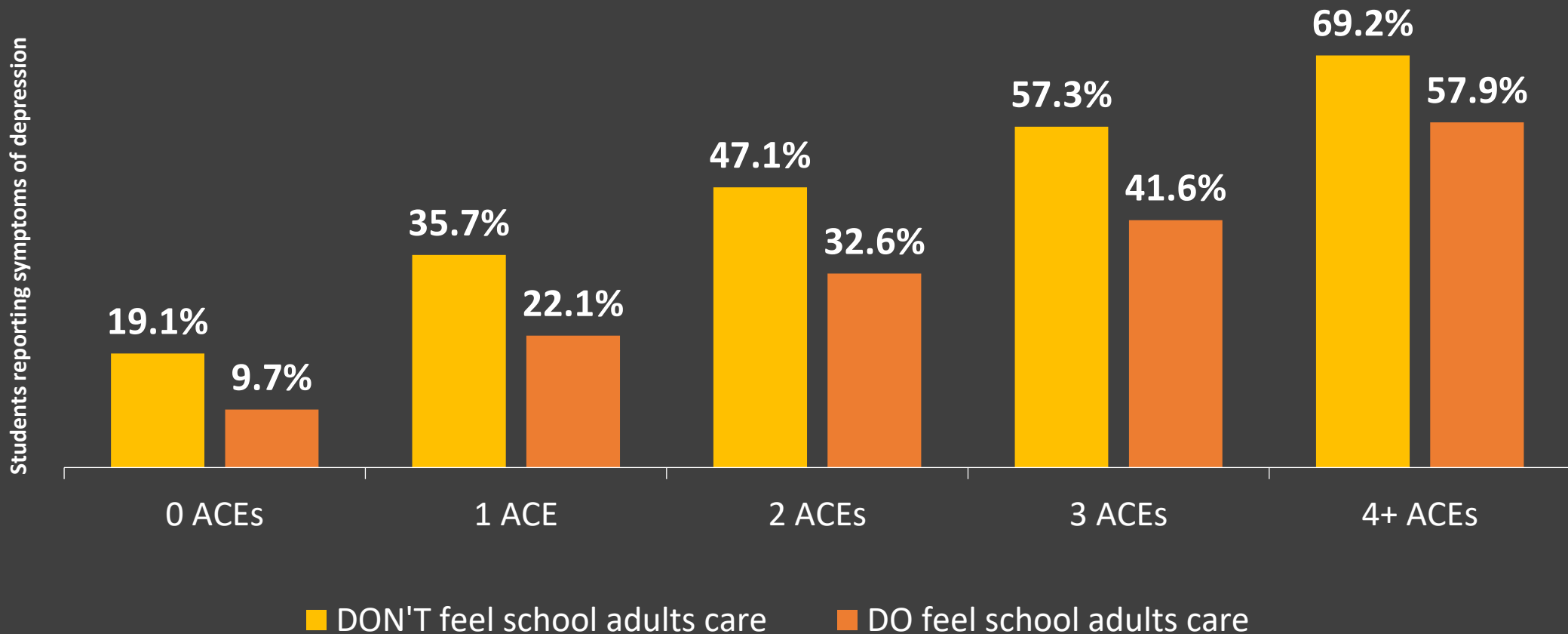
...**2.2** times LESS likely to report illicit **prescription drug** use (1.7% vs. 3.6%)

...in the past month.

\*compared to those who believe teachers care about them “some,” “a little,” or “not at all.”

# Students who feel that teachers care about them are less likely to report depression

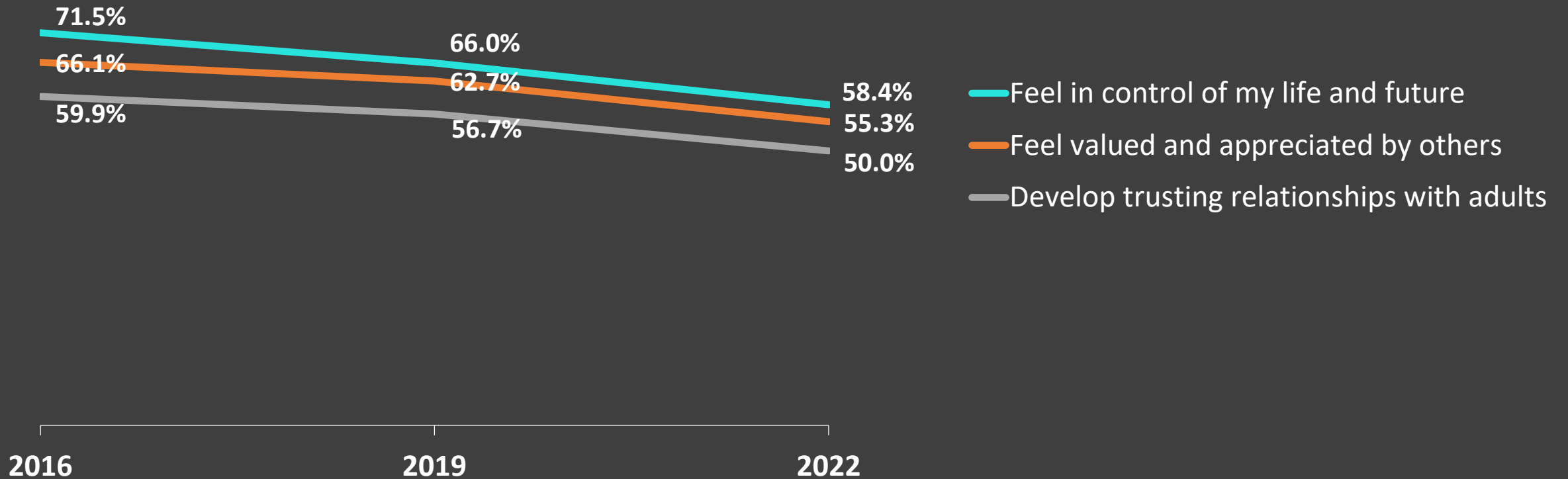
8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> Graders



2022 Minnesota Student Survey data

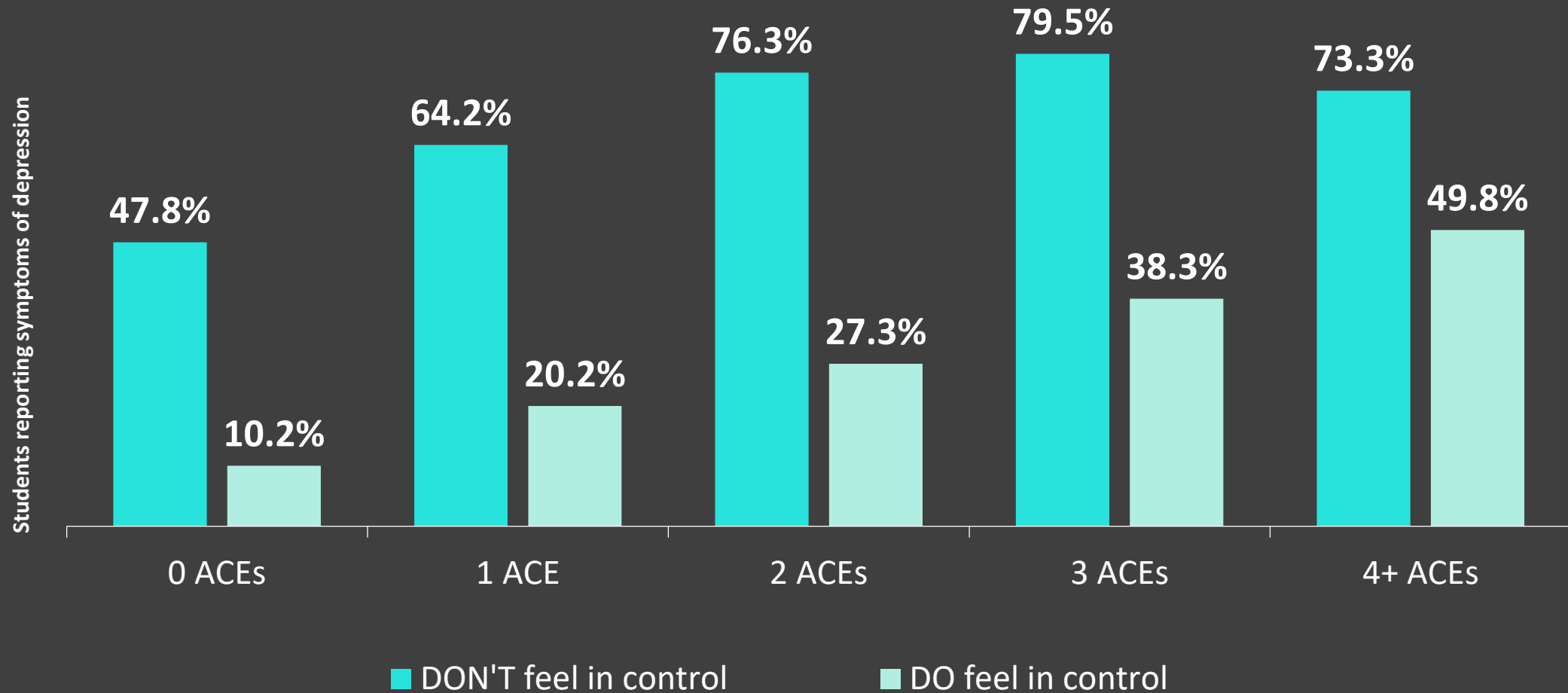
# Many other resilience factors are declining for students, too

9<sup>th</sup> grade trend



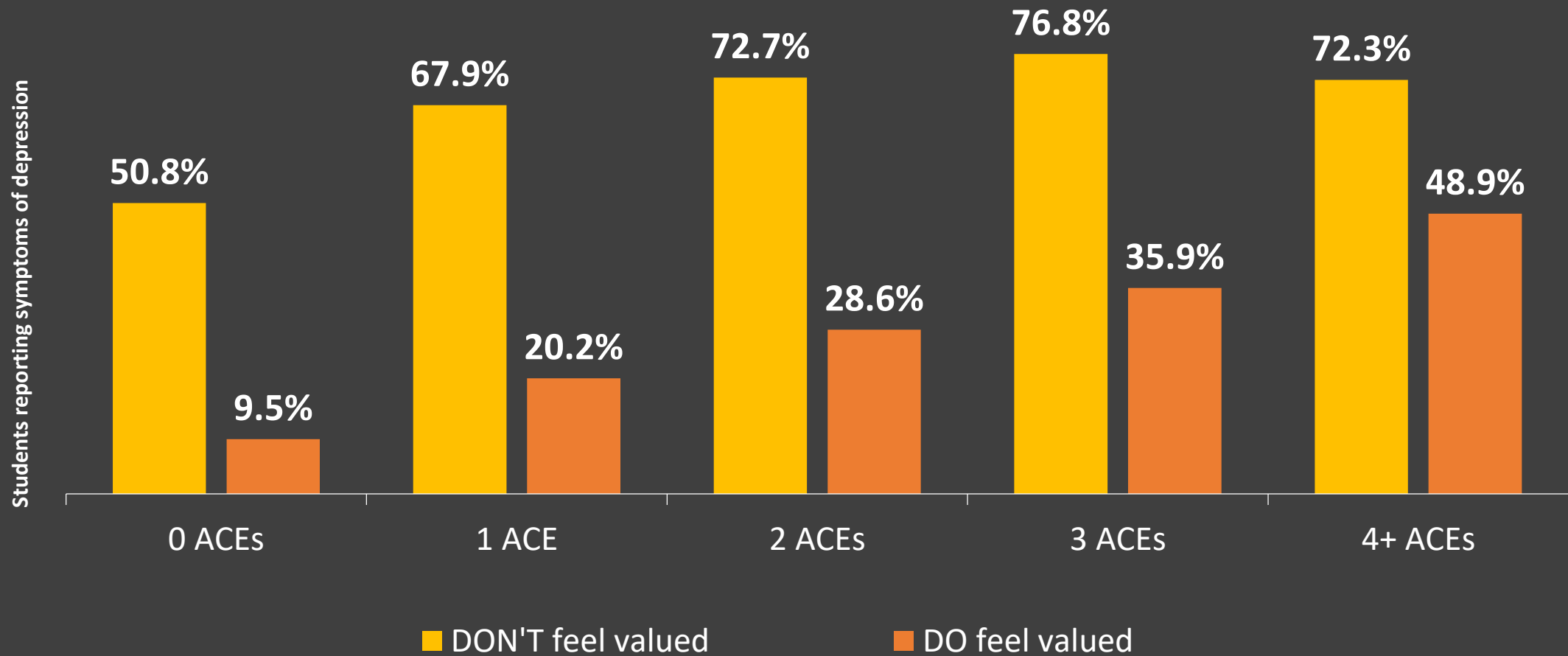
# Students who feel in control of their lives and futures are less likely to report depression

8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> Graders



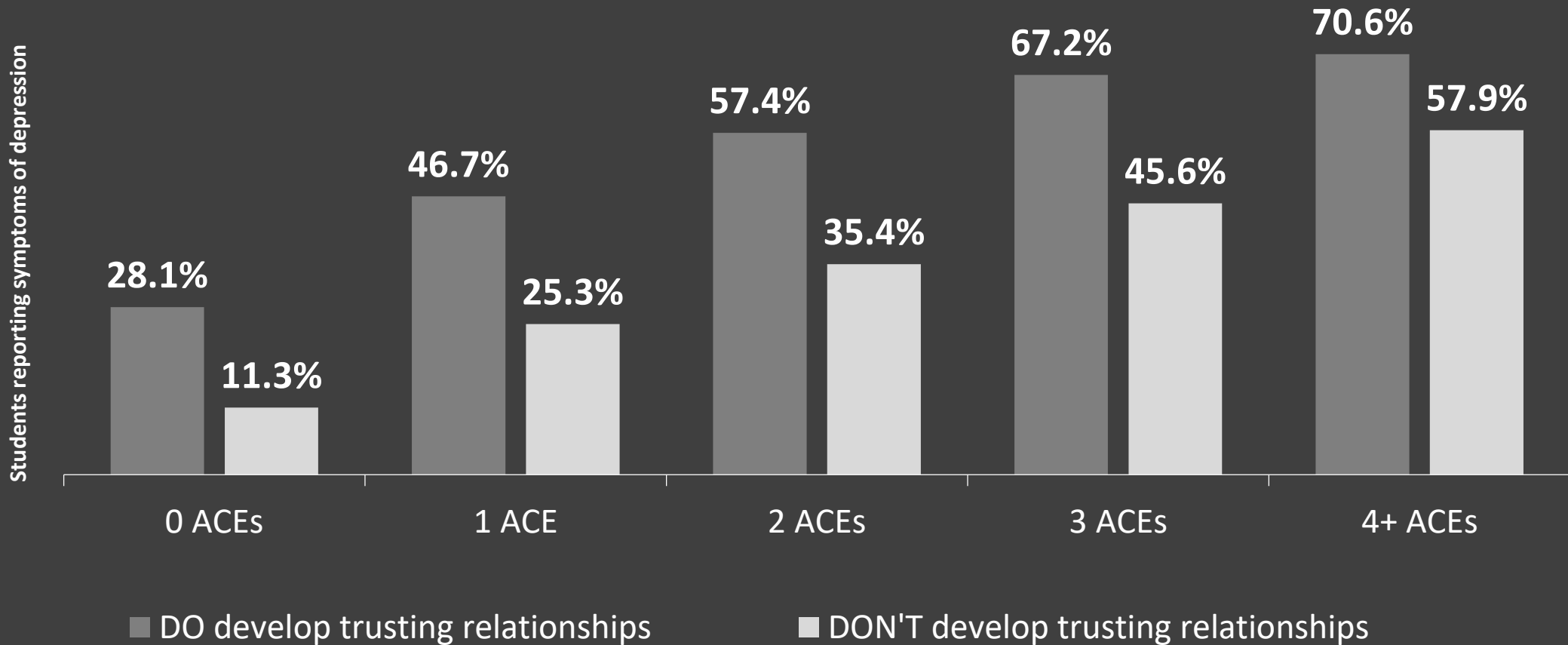
# Students who feel valued and appreciated by others are less likely to report depression

8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> Graders



# Students who develop trusting relationships with adults are less likely to report depression

8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> Graders





# How can youth make meaning and change with the data?

## 1. REACH Youth Advisory Board

Student-Centered Community Resilience Plan

## 2. Prevention Coalition Internship Program

Data Party

## 3. Results Based Accountability

CornerStone Community & Youth Center

## 4. Youth-led Data Analysis and Planning

Data Summit

# REACH Youth Advisory Board

Carlton  
County

- Youth-adult partnerships:
  - Establish and sustain intergenerational equity between young people and adults
  - “Nothing about us without us” —young people participate in making decisions that impact them
  - Builds on the Search Institute’s Developmental Relationships model—adults express care, challenge growth, provide support, share power, and expand possibilities
- MSS approach:
  - Youth-led and adult-supported strategic planning sessions

## Student-centered community resilience plan

### 2021 plan

- Goals: SEL + restorative practices, academic engagement + equitable grading, reduce disparities
- Actions step of developing a profile based on MSS, school + public health data, + stories from students + staff
- Plan was shared with schools and county

### 2022-2023 planning

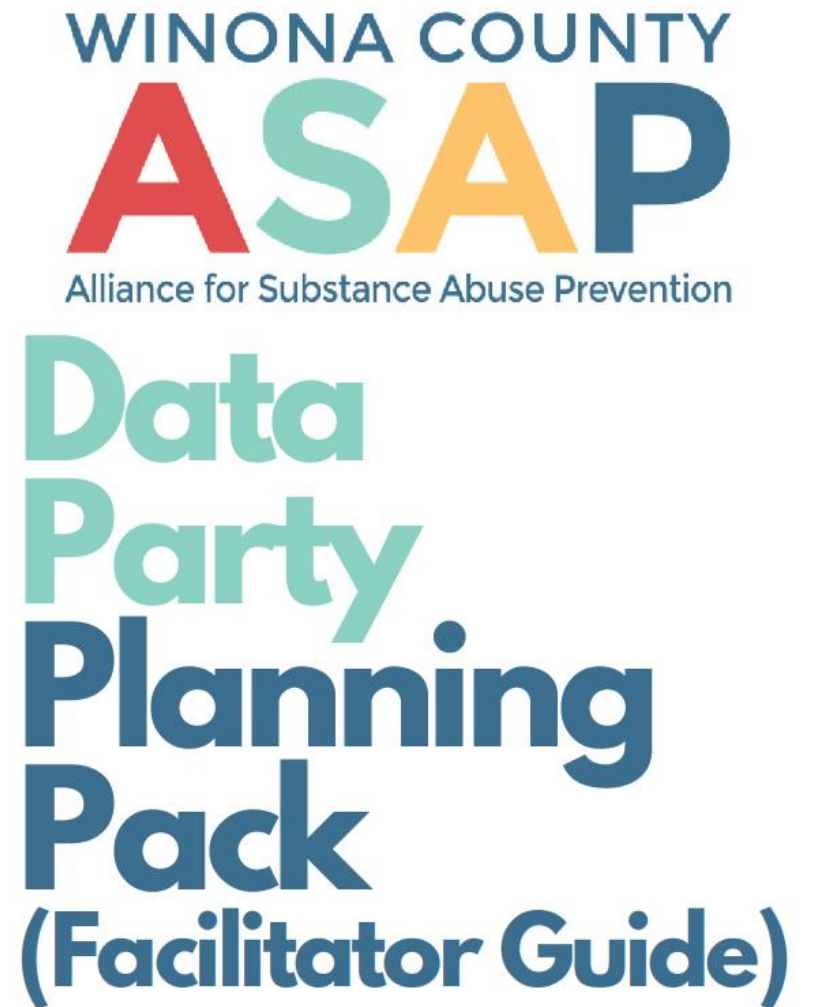
- Large group: Review of greater MN data on disparities + local data on ACEs, substance use, mental health + protective factors
- Small group: Brainstorming strategies for priority areas by topic
- Next step: Revised strategic plan

# Prevention coalition internship program

- Youth and young adult interns collaborate with adult coalition members to gather and share data, and implement activities
- Interns have helped with policy review, advocacy, community events, and student surveys
- Coalition members and a young adult intern developed a data party toolkit in 2023

## Data party

- Party elements
  - Music + introductions
  - Bingo w/ coalition swag prizes
  - Party hat data point quiz
  - Data placemats
  - Stand-up/sit down activity
  - Data scratch-offs
  - Discussion + treats
- Student feedback
  - Modify activity based on group size
  - Favorites were bingo + scratch-offs



# Results Based Accountability

Frazeo,  
MN

- Data-driven, solutions-based, decision-making process
- Review data to determine priorities
- “Turn the Curve” thinking/process:
  - Graph the indicator, and forecast where it will go if not change is made
  - Identify root causes aka the story behind the data
  - Identify community partners to address the issue
  - Brainstorm what works to turn the curve
  - Develop and implement an action plan

## CornerStone Community & Youth Center

- Priorities: youth mental health and feeling the community cares
- Young people in Frazee drew maps of what a more welcoming and resilient community would look like
- CornerStone:
  - Youth advisory board members
  - Bistro
  - Makerspace, and opportunity to sell products in bistro
  - Hangout space for young people

Both will generate  
revenue for the  
center!

# Data Summit

Rice  
County

- Began with Northfield, and grew to include 4 school districts
  - Northfield, Faribault, Waterville-Elysian-Morristown, and Tri-City United
- 4 summits, so far
- Students chose to focus on **mental health indicators**
- Which factors are actionable? (for example, when districts don't have the funding to hire more counselors)

**Student – teacher relationships**



## Student – teacher relationships

- Have the students really examine the data:
  - What do the data say? What do you think it means?
  - What does it mean to feel that teachers care? How do teachers show this?
  - What responsibility do students have to develop these relationships?
- What are practical plans to strengthen relationships?
  - Faribault group: Homeroom
- Follow-through
  - Present plan to principals and have a discussion



**BONUS:**  
**Feeling more positive  
about the future,  
feeling more in control  
of life!**

# Questions? Stories?



# Contact us

## Melissa Adolfson

Wilder Research

[melissa.adolfson@wilder.org](mailto:melissa.adolfson@wilder.org)

## Jacquelyn Freund

EpiCog

[jfreund@epi-cog.com](mailto:jfreund@epi-cog.com)

[info@sumn.org](mailto:info@sumn.org)

# Find more MSS data

For information and data about the Minnesota Student Survey, visit the **Minnesota Department of Education**:

- Information about the MSS: <https://education.mn.gov/mde/dse/health/mss/>
- MSS data as PDF reports: <https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=11>
- MSS data as interactive query system and downloadable tables: <https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=242>

Find reports on MSS data by the **Minnesota Department of Health**:  
<https://www.health.state.mn.us/data/mchs/surveys/mss/index.html>

For more substance use and mental health data in Minnesota, visit the **Substance Use in Minnesota website**: [sumn.org](http://sumn.org)  
or send an email to [info@sumn.org](mailto:info@sumn.org)

# Notes on MSS questions

## CARING ADULTS

Students are asked how much they feel adults in their lives care about them:

- Parents
- Teachers and school adults
- Other adults in the community

Students that respond “Quite a bit” or “Very much” (vs. “Not at all,” “A little,” or “Some”) are counted as having a caring relationship with the adult(s) in question.

## DEPRESSION

Over the past 2 weeks...

- ...how often have you been bothered by little interest or pleasure in doing things?
- ...how often have you been bothered by feeling down, depressed or hopeless?

1 point: Not at all

2 points: Several days

3 points: More than half the days

4 points: Nearly every day

## ANXIETY

Over the past 2 weeks...

- ...how often have you been bothered by feeling nervous, anxious or on edge?
- ...how often have you been bothered by not being able to stop or control worrying?

Points for the set of 2 questions are added, and students with a score of 5 or higher meet the threshold for depression or anxiety

# Notes on MSS questions

## DEVELOPMENTAL ASSETS:

### POSITIVE IDENTITY

- I **feel in control** of my life and future
- I **feel good about myself**
- I **feel good about my future**
- I **deal with disappointment** without getting too upset
- I find ways to **deal with the things that are hard** in my life
- I am **thinking about what my purpose in life** is

- 1 point: Rarely or not at all
- 2 points: Somewhat or sometimes
- 3 points: Very or often
- 4 points: Extremely or almost always

Points for the sets of questions are totaled, and students with an average score of 3 or higher for each question (75% of the total) are considered to have higher levels of the asset in question.

### EMPOWERMENT

- I feel **valued and appreciated** by others
- I am **included in family tasks** and decisions
- I am **given useful roles** and responsibilities

### SOCIAL COMPETENCE

- I **say no to things that are dangerous** or unhealthy
- I **build friendships** with other people
- I **express my feelings** in proper ways
- I **plan ahead** and make good choices
- I **stay way from bad influences**
- I **resolve conflicts** without anyone getting hurt
- I **accept people** who are different from me
- I am **sensitive to the needs and feelings of others**