ACEs on the MSS: Past, Present, & Future

Growing Resilient Communities Gathering



Jacquelyn Freund



JUNE 2024

Adverse Childhood Experiences on the Minnesota Student Survey

MSS Background ACEs Background ACEs on the MSS Challenges for the MSS Find Your MSS ACEs Data







It's COMPREHENSIVE:

Administered by 5 state agencies

- Corrections
- Education
- Health
- Human Services
- Public Safety

So there is...

The MSS was intended to cover the data needs for all state agencies, to prevent districts from having to administer multiple surveys

...buy-in and commitment from multiple agencies who use the data to inform policy & programming.



It's LONG RUNNING:

Conducted every three years since 1989







It's REPRESENTATIVE:

- Census design instead of random sample
- Uses comprehensive race and ethnicity categories

So it...

easier:
results don't have to
be weighted for
statistical accuracy.
And it allows for
larger samples for
school districts and
small counties.

Recent
analysis
shows that
race/ethnicity
closely match
state Census
data.





It's SAFE:

Voluntary and anonymous, with data privacy guidelines and suppression for

small samples

Which ensure...

...protection for students. They also make honest responses more likely.





It's AGE-APPROPRIATE:

There are 3 versions of the survey:

- Level 1 = grade 5
- Level 2 = grade 8
- Level 3 = grades 9 and 11

Which...

...captures students in all 3 grade levels: elementary, middle, and high school. mcreates cohorts:
the same group of
students will be
surveyed, allowing
us to look at
differences
between grades as
students age.

(ACEs and many other questions are not asked of 5th graders)

...captures youth
while they're under 18
because students are
less likely to have
dropped out by 11th
grade (vs. 12th grade
and/or age 18),
and to assess things
like gambling law
compliance.



It's INCLUSIVE:

The MSS was one of the first large surveys to ask about sexual orientation and gender identity

Which matters...

...especially at a time when 34% of girls and 10% of boys identify as LGBPQ+. (of 8th, 9th, and 11th graders

on the 2022 MSS)







History of ACEs

- Original study (CDC/Kaiser-Permanente in CA, 1995-1997)
- Found dose-response relationship between ACEs and negative outcomes
- ACEs are:
 - Stressful or traumatic experiences, including abuse, neglect and a range of household dysfunction
 - Associated with health problems, like substance abuse, diabetes, cancer, cardiovascular problems, and depression





History of ACEs / ACEs on the MSS

Original set

- 1. Emotional abuse
- 2. Physical abuse
- 3. Sexual abuse
- 4. Domestic abuse
- 5. Household mental illness
- 6. Incarceration
- 7. Household substance abuse
- 8. Parental separation/divorce
- 9. Emotional neglect (wave 2)
- 10. Physical neglect (wave 2)

MSS (as of 2022)

- 1. Emotional abuse
- 2. Physical abuse
- 3. Sexual abuse
- 4. Domestic abuse
- 5. Household mental illness
- 6. Incarceration
- 7. Household alcohol abuse
- 8. Household drug abuse

R (1) ACEs on the MSS

		1995	1998	2001	2004	2007	2010	2013	2016	2019
No mod ite	ALCOHOL							CHANGED		
	DRUGS							CHANGED		
	PRISICAL ABUSE									
	DOMESTIC ABUSE									
	SEXUAL NON-FAMILY									
	SEXUAL FAMILY									
	VERBAL ABUSE									
	INCARCERATION									
	MENTAL ILLNESS									
	DATING VIOLENCE							CHANGED		
	DATING SEXUAL VIOLENCE							CHANGED		
	n- ADULTS AT HOME									
	Iule HOMELESSNESS									
	ms FOSTER CARE									
I	SEX TRAFFICKING									





ACEs on the MSS

Many positive experiences are also included on the survey, and are integrated into the MDH ACEs dashboard, such as:

Family

Feeling that parents care about them Can talk to parent(s) about problems Feeling relatives care about them

School

Educational engagement
Feeling school staff care about them
Feeling safe at school
Can talk to a school adult about problems

Peer

Feeling that friends care about them

Community

Feeling adults in the community care Participating in 1-5 activities/week Feeling safe in neighborhood

Individual

Positive Identity
Social Competence
Empowerment

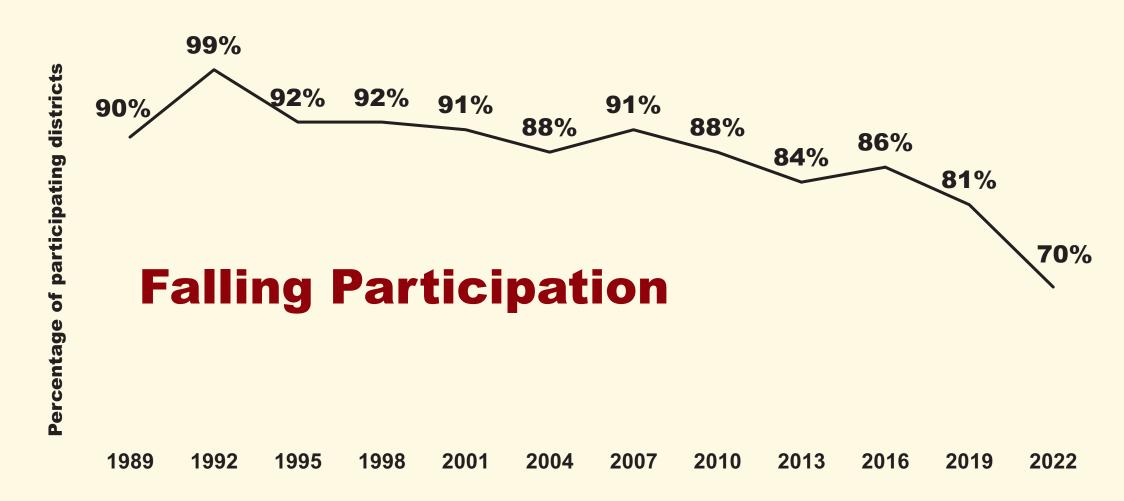
...and many more

Challenges & Changes





Challenges and Changes







Challenges and Changes

- Covid
- Funding
- Length of the survey / time
- Length of time for results
- Politicization of items
- Buy-in from schools and communities

Prioritize feedback from students

Communication with parents about importance

Questions will be shortened and some may be cut

Discussions with stakeholders, like legislators who need cannabis data

Some questions will be modularized

More engagement with students through programs like data summits

Provide more support resources to students

Communication with principals and superintendents

Survey will be administered in a format which will allow for rough data almost immediately

Support survey champions, like local public health





Finding your data

- 1. Minnesota Department of Education
 Website has links to static reports and interactive PDF tables at
 https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=242 or
 https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=11
- 2. The Center for Health Statistics (at Minnesota Department of Health) Website has PDFs of static tables, trend reports, special reports, and spreadsheets at https://www.health.state.mn.us/data/mchs/surveys/mss/index.html
- 3. Substance Use in Minnesota Interactive tables, fact sheets, and infographics, maintained in conjunction with the Minnesota Department of Human Services Behavioral Health Division at https://sumn.org
- 3. Request data from MDH https://survey.alchemer.com/s3/7005627/MSS-Data-Requests
- 4. Minnesota Department of Health ACEs Dashboard https://www.health.state.mn.us/communities/ace/index.html

Thank you!

Jacquelyn Freund

jfreund@epi-cog.com