

2024 ANNUAL EVENT

THURSDAY, MARCH 28, 2024

WE ARE

GENERATION

NEXT

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Keynote Speaker

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Let's be Student Centered: Understanding MSS Results

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Dean & Campbell Leadership Chair in Education & Human Development

March 28, 2024

 UNIVERSITY OF MINNESOTA

Generation Next

Statewide summary available:

<http://www.edmeasurement.net/Summary2023.pdf>

Minnesota Youth Development Research Group

<http://www.mnydrg.com>

	SPPS	MPS	CPA	MTCS	ALA	CVA	SPCS	JCLC	ELCH	ACH	HCA	ACCS	MITMC	UACS	NCS	SPCPA	MOHS	LJAC	PA	SFCS	SCS	NA	SACS	MELA	MMSA	JS	TOTAL
2013	6980		226		73					67			146		29	255			39	20	17						7852
2016	5926	3022	230	147					34	86			154		28			45					53				9725
2019	4094	1416	215	423		40	3	13		88	68	98		25	47	99	39					49		18	4		6739
2022		2887				58			29	78	129	80				139		25								16	3441

	2013	2016	2019	2022
Missing	2.1%	1.7%	1.9%	2.9%
American Indian	4.7%	4.6%	3.1%	3.5%
Asian Pacific Islander	7.4%	5.3%	8.9%	3.2%
Black	15.0%	16.9%	15.2%	12.3%
White	21.5%	21.9%	27.3%	42.4%
Multiple Races	4.8%	5.2%	4.1%	5.2%
Latino	15.2%	17.5%	16.9%	20.6%
Somali	3.7%	7.4%	5.1%	6.3%
Hmong	25.5%	19.4%	17.5%	3.6%

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

- Learning is a social activity
- Cognitive development and identity development co-occur:
 - ✓ They are intertwined
 - ✓ We cannot be successful with one if we ignore the other
- The evidence regarding the importance of SEL is substantial and acknowledged by
 - ✓ National Research Council
 - ✓ National Academy of Medicine
 - ✓ Minnesota Department of Education

Skills

1. Commitment to Learning
2. Positive Identity & Outlook
3. Social Competence

Supports

1. Empowerment
2. Family/Community Support
3. Teacher/School Support

From: Developmental Asset Profile (Search Institute)

	Percent of Variance	
	Schools	Students
MCA Mathematics	16% - 20%	80% - 84%
MCA Reading	12% - 16%	84% - 88%
Commitment to Learning	5%	95%
Positive Identity and Outlook	3%	97%
Social Competence	5%	95%
Empowerment	5%	95%
Family/Community Support	6%	94%
Teacher/School Support	14%	86%

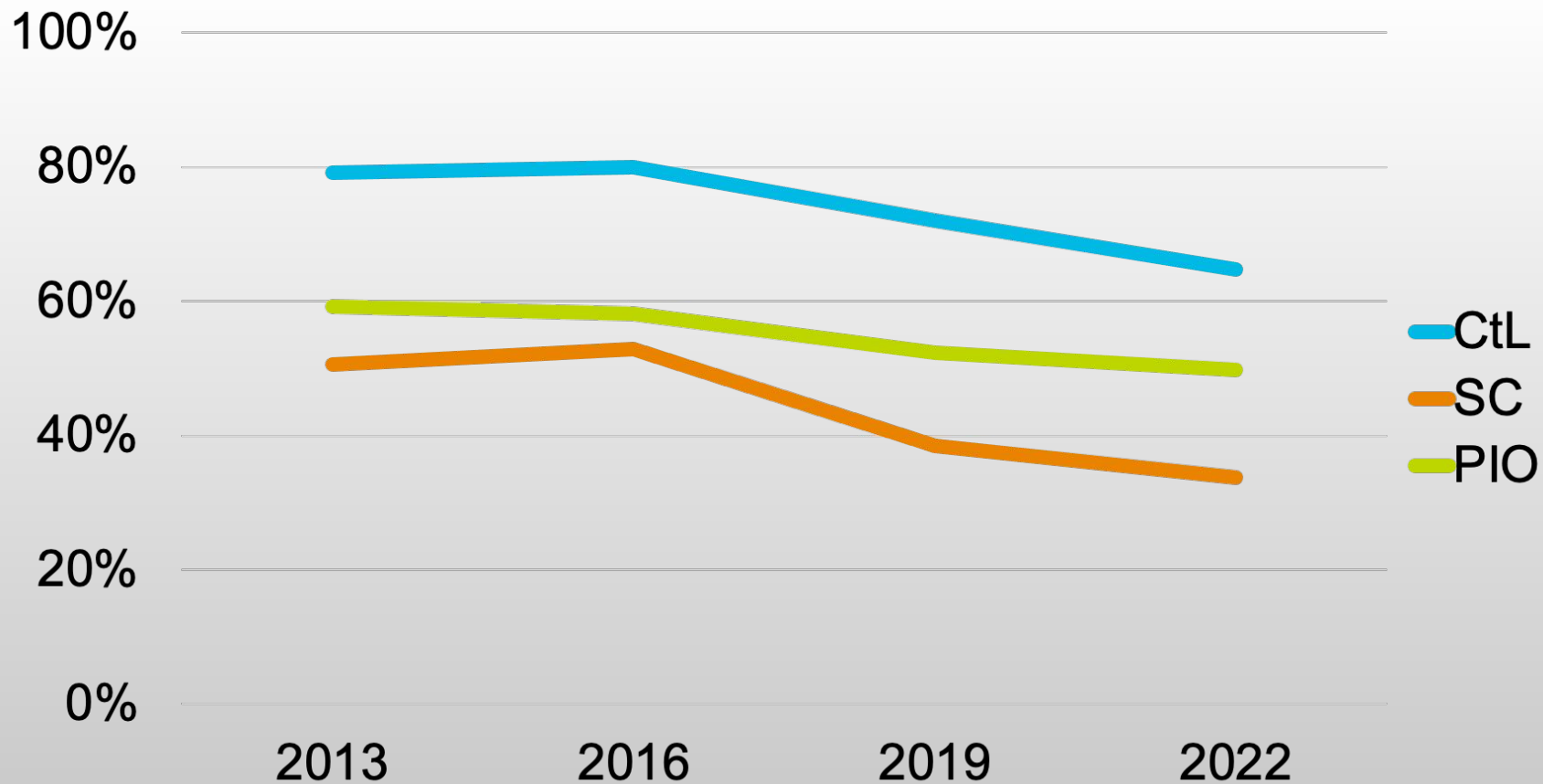
Should we focus on Schools or Students?

Let's be Student Centered: Equipped for Learning

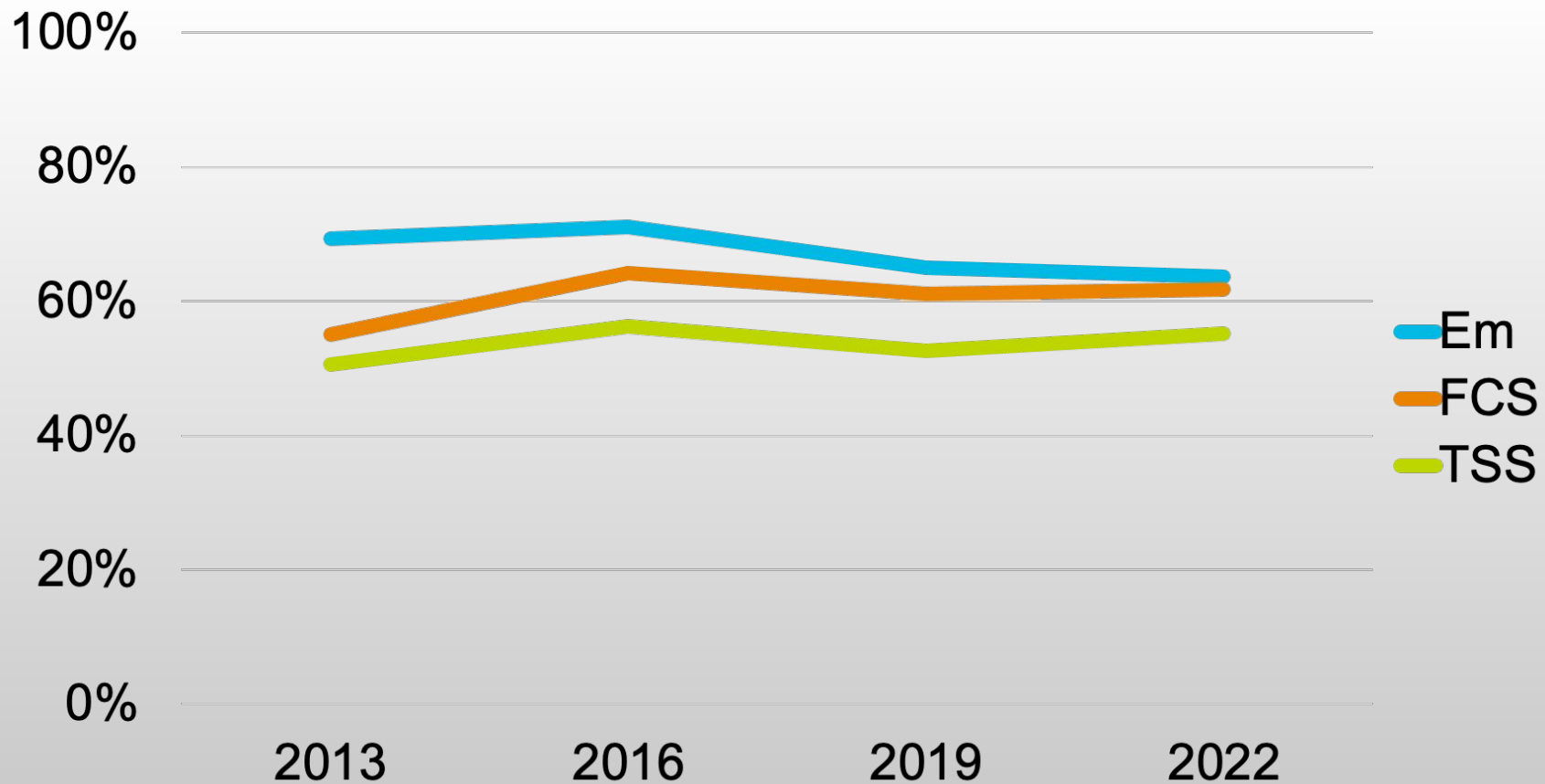


To be equipped means that, on average, the student

- recognizes characteristics associated with the developmental skill as being very much or extremely like them;
- agrees or strongly agrees with values, behaviors, and characteristics defining each skill;
- engages in relevant skill-based behaviors most or all of the time.



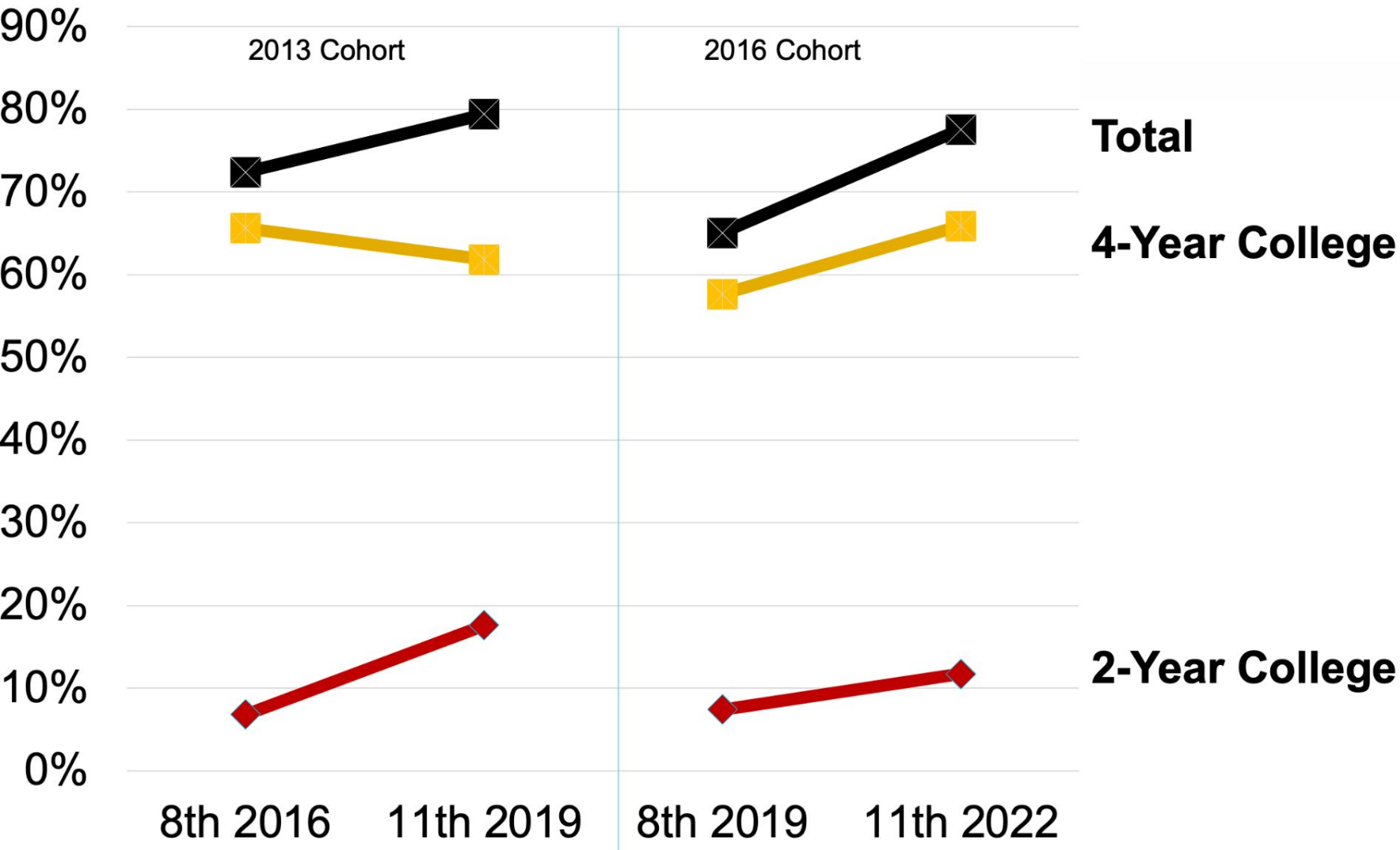
Change in Developmental Skills

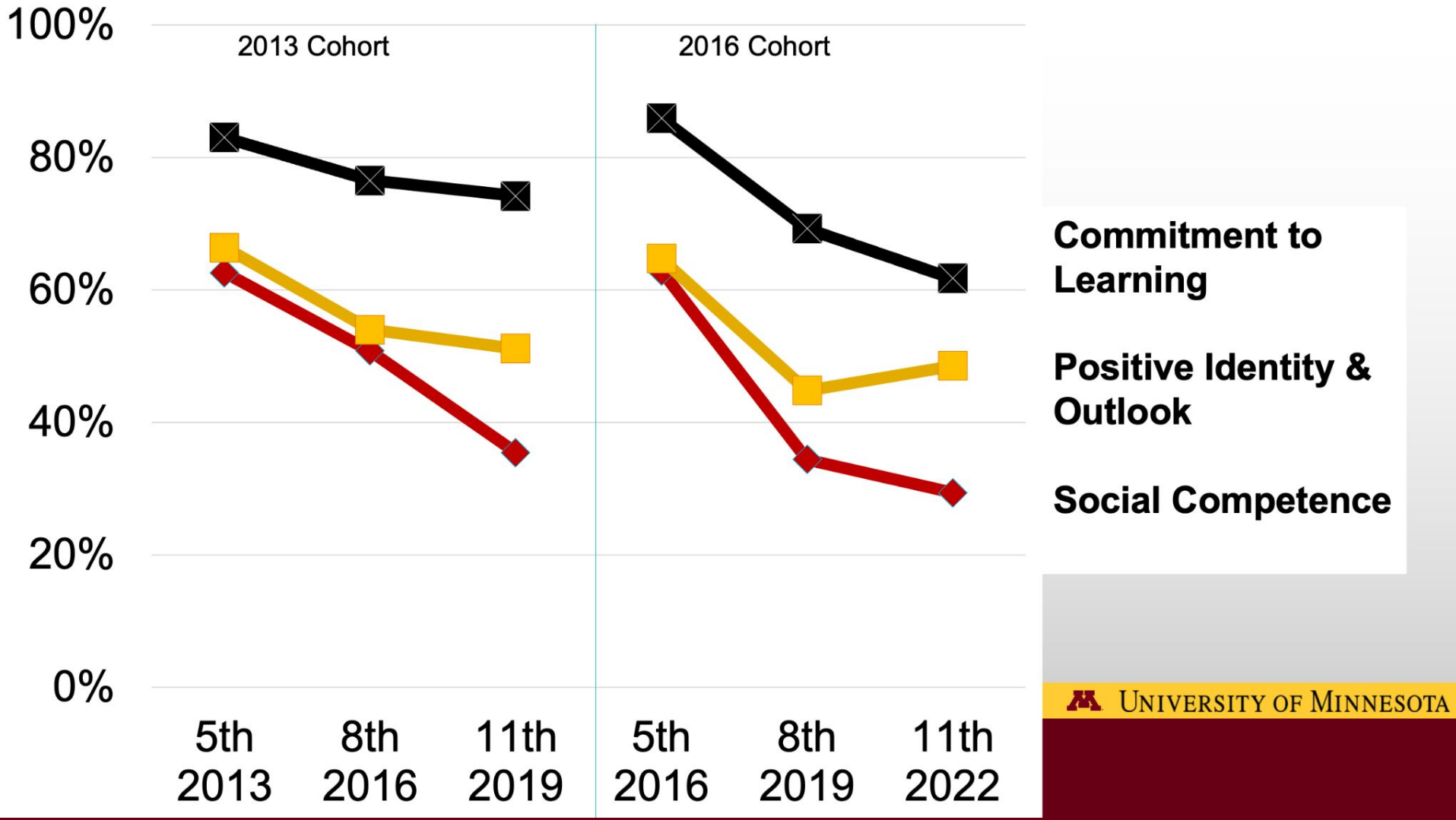


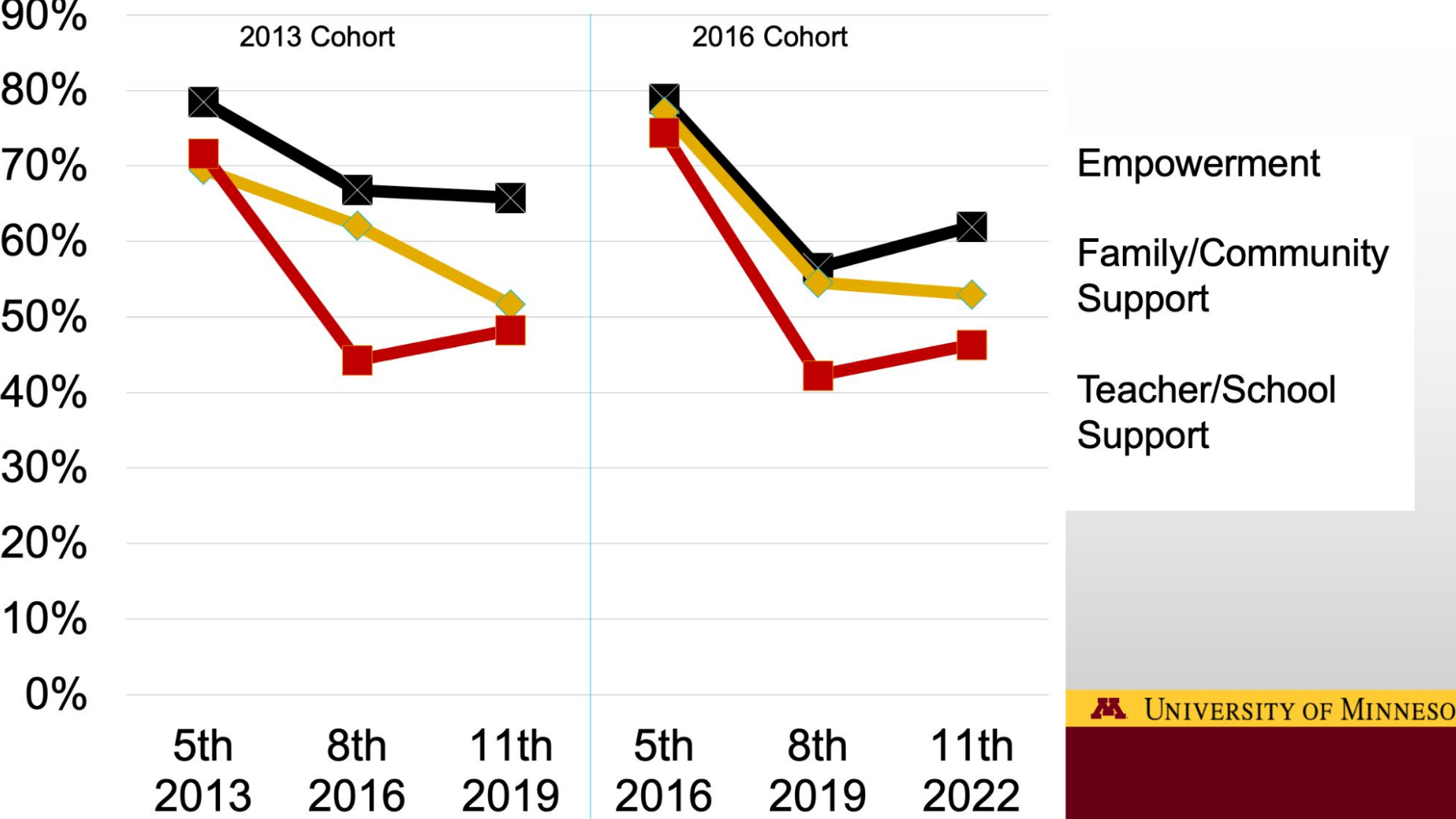
Change in Developmental Supports

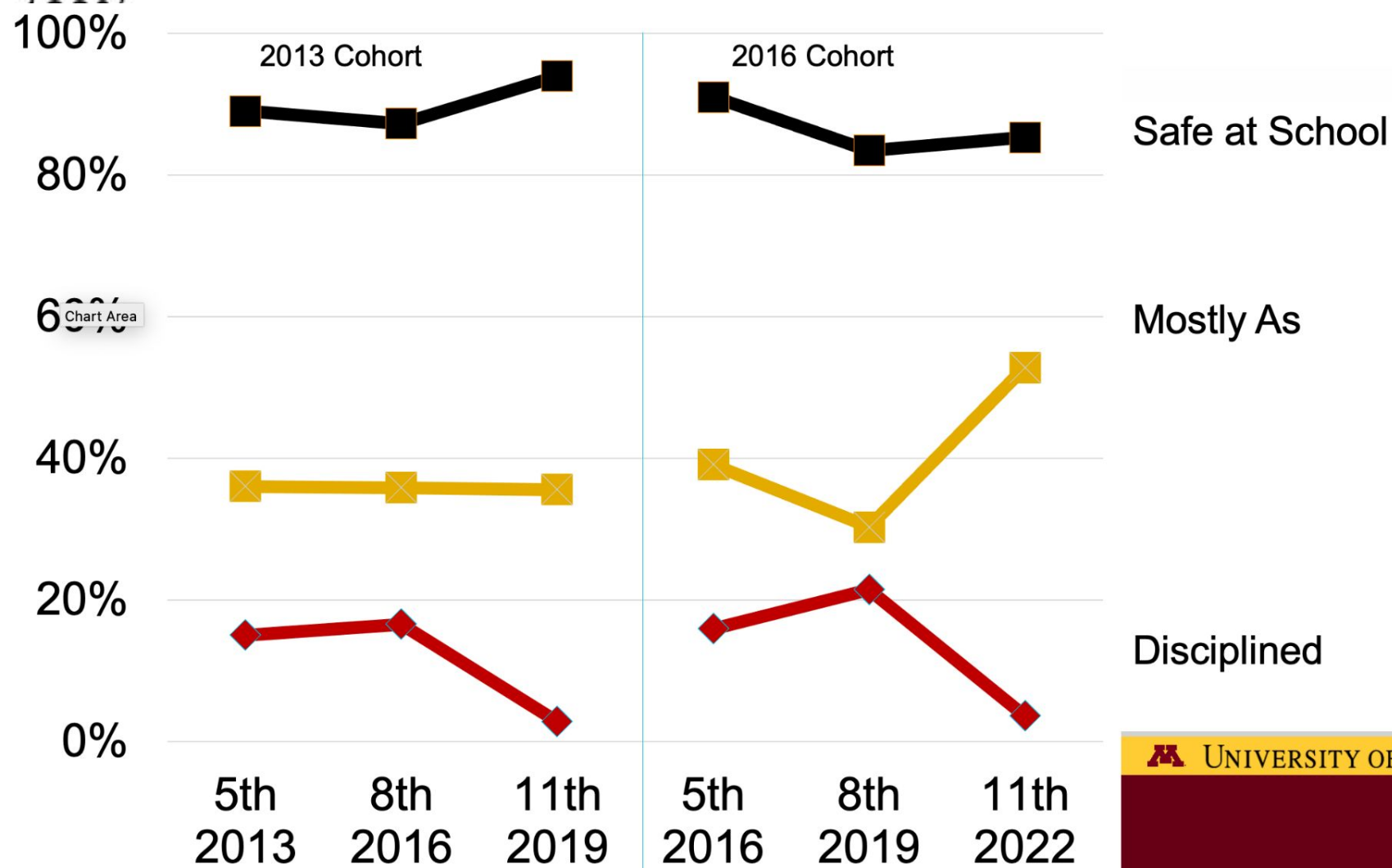
Let's be Student Centered: Following Cohorts over Time

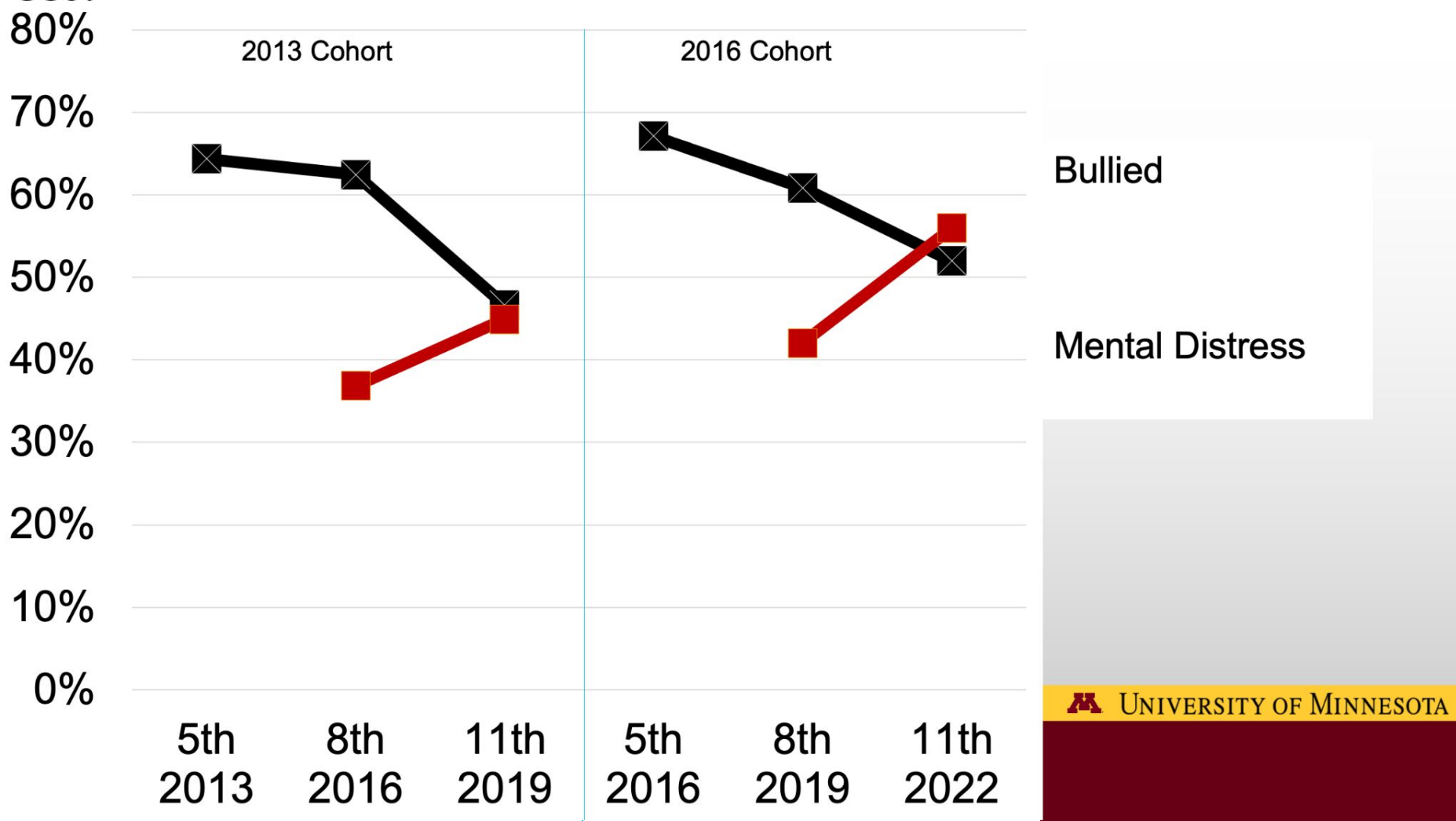








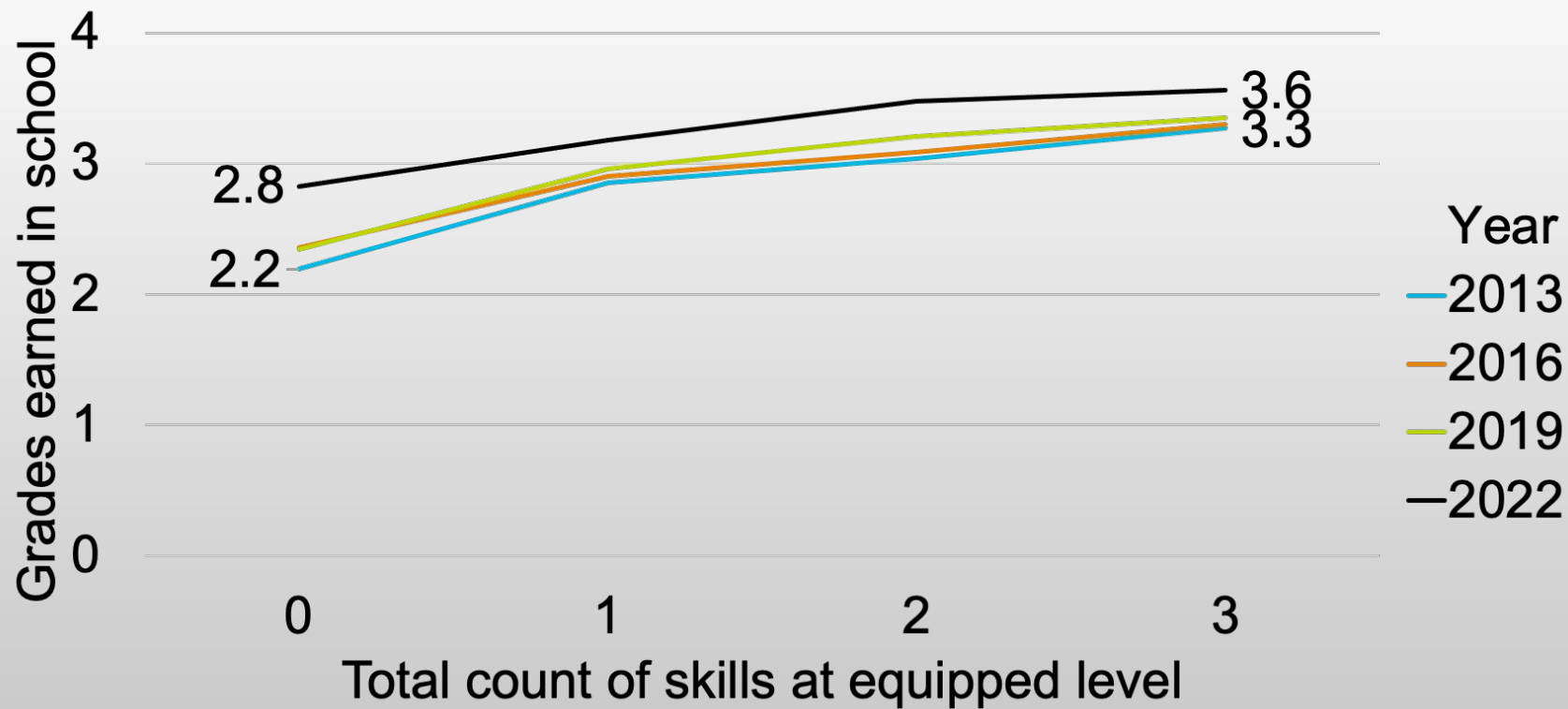




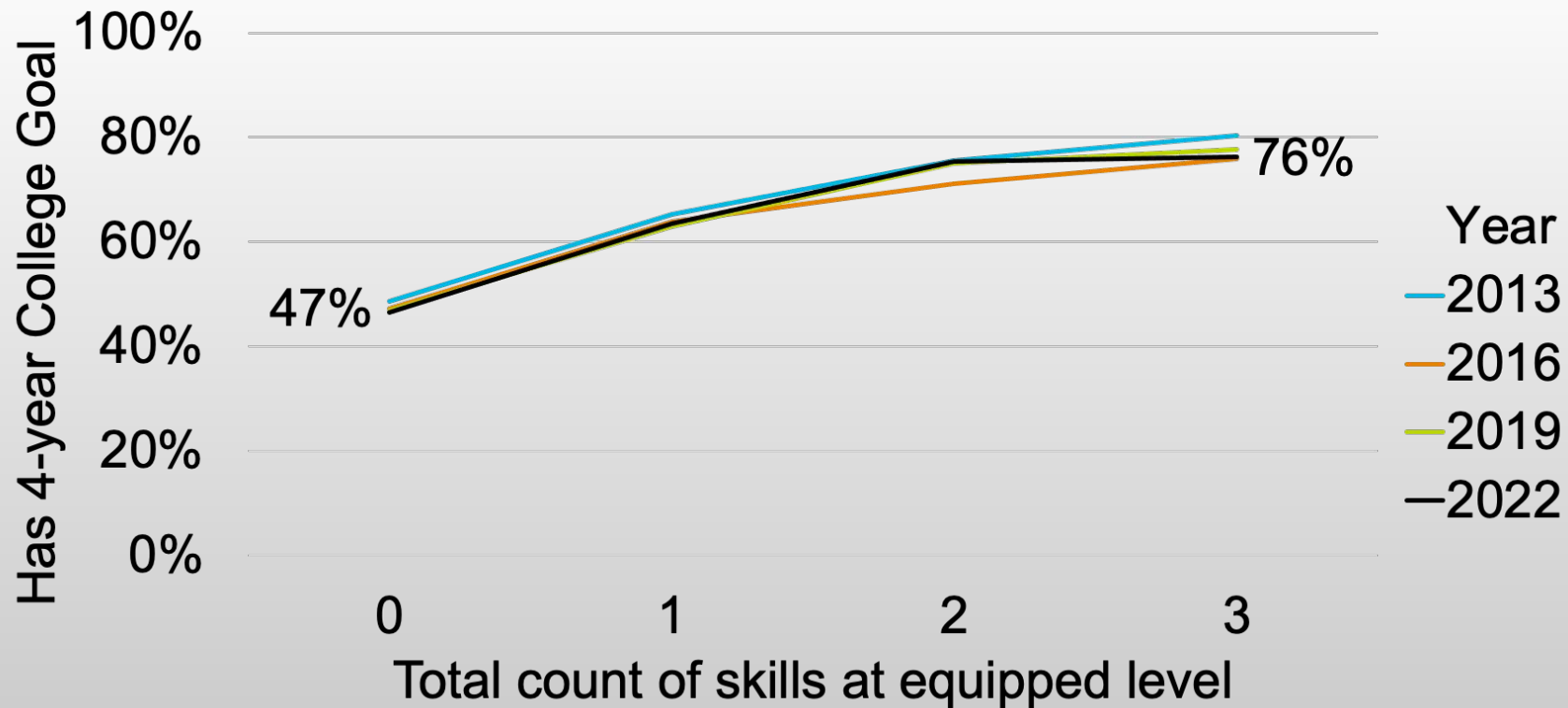
Let's be Student Centered: Does being equipped matter?

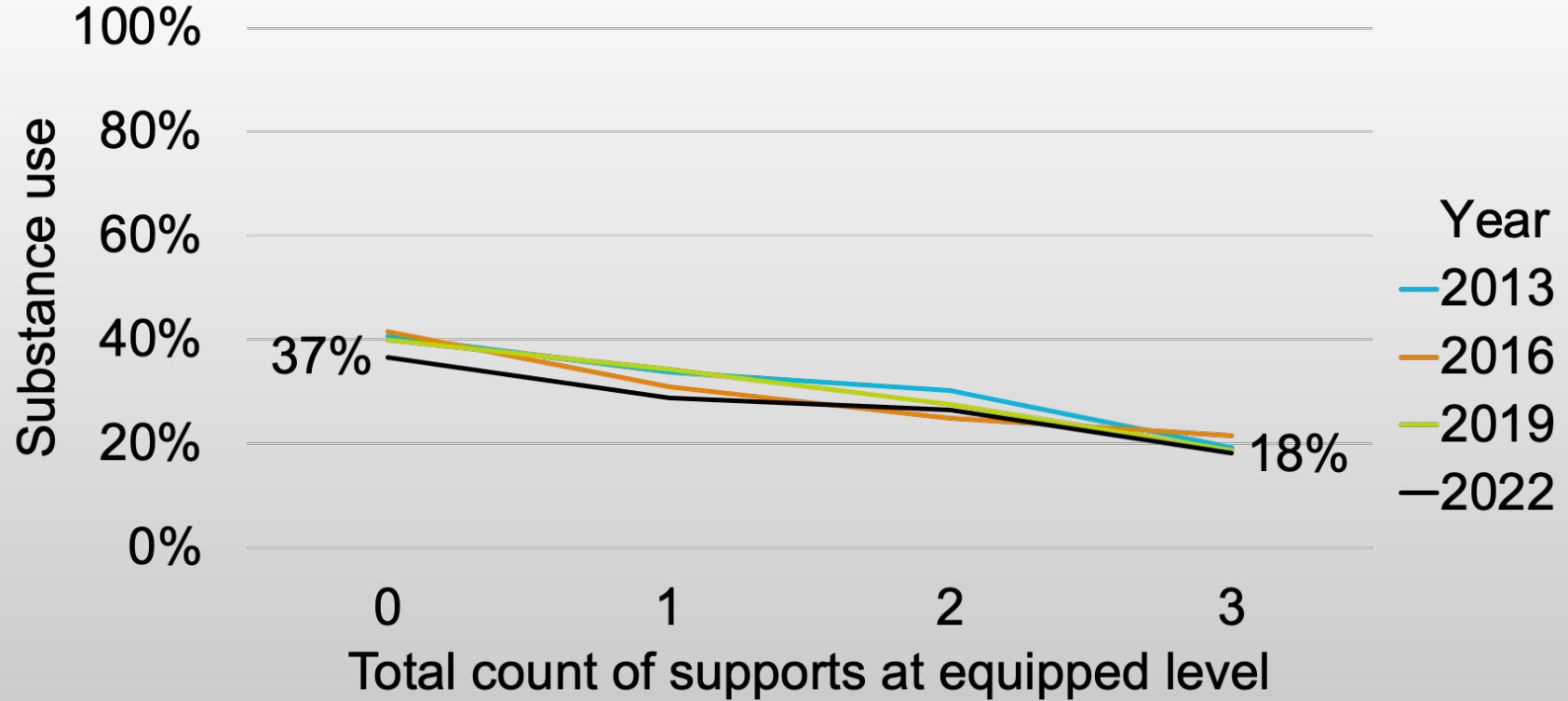


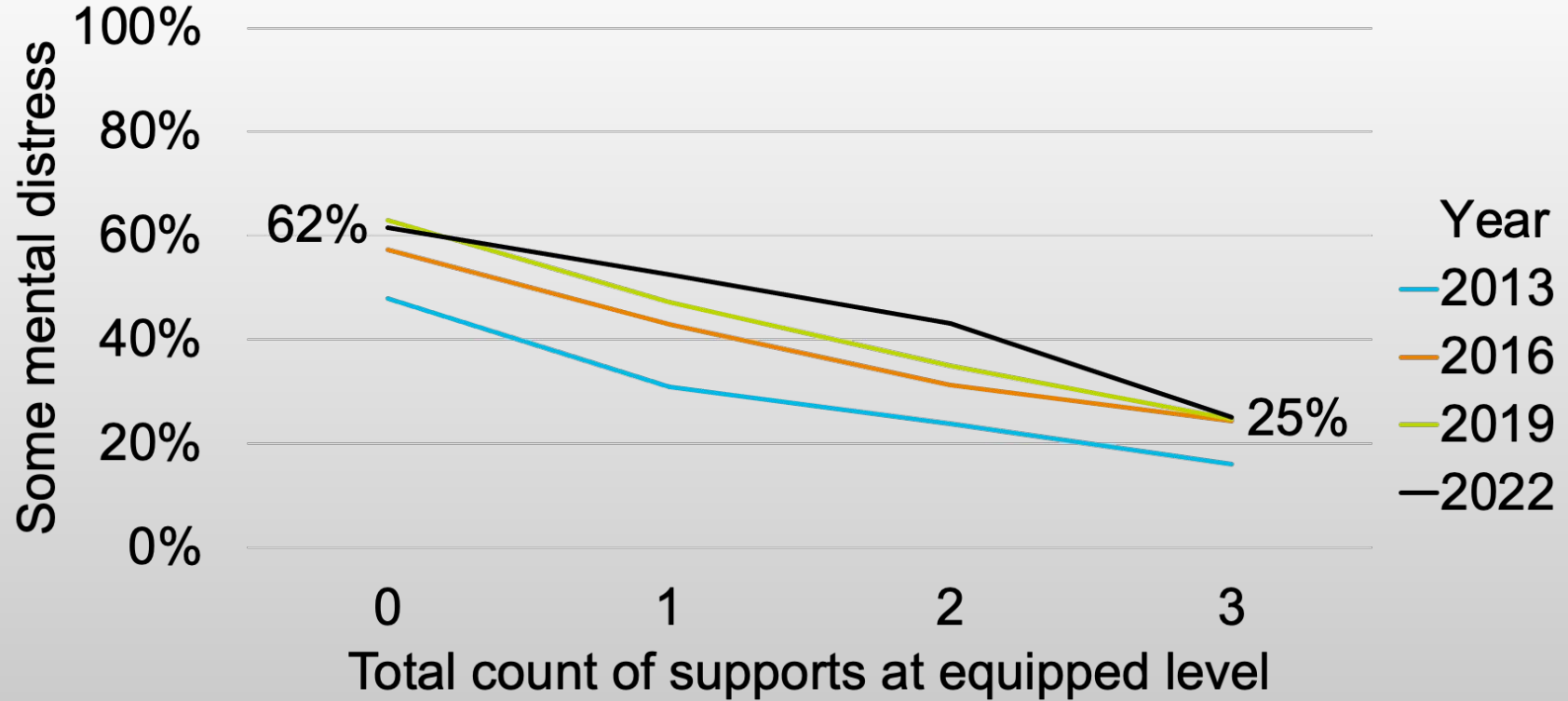
GenNext Sample	Skills			
	0	1	2	3
2013	12%	25%	25%	39%
2016	12%	25%	22%	41%
2019	18%	28%	25%	30%
2022	24%	28%	25%	24%
	Supports			
	0	1	2	3
2013	19%	20%	26%	34%
2016	16%	18%	24%	42%
2019	19%	19%	25%	37%
2022	20%	18%	24%	39%



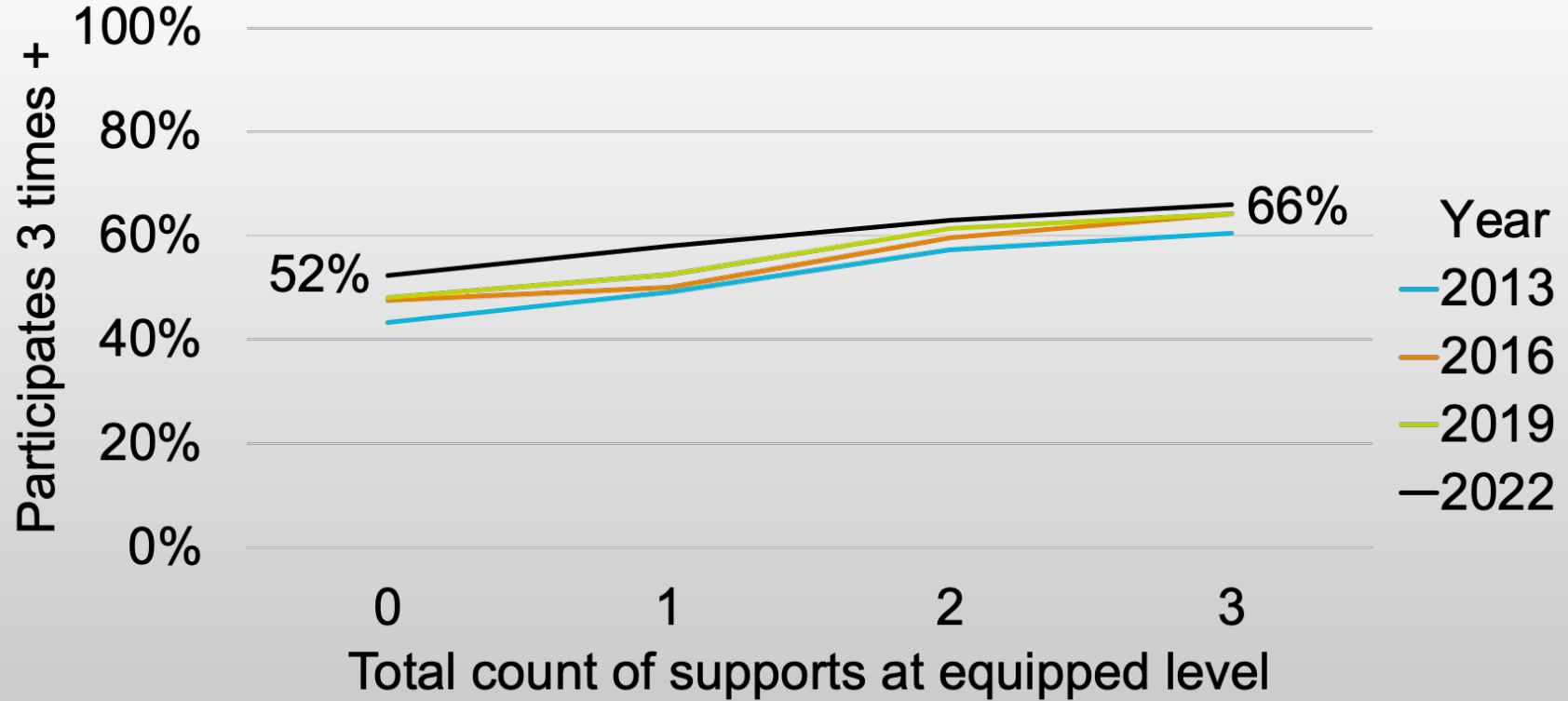
Equipped Skills & Grades Earned in School

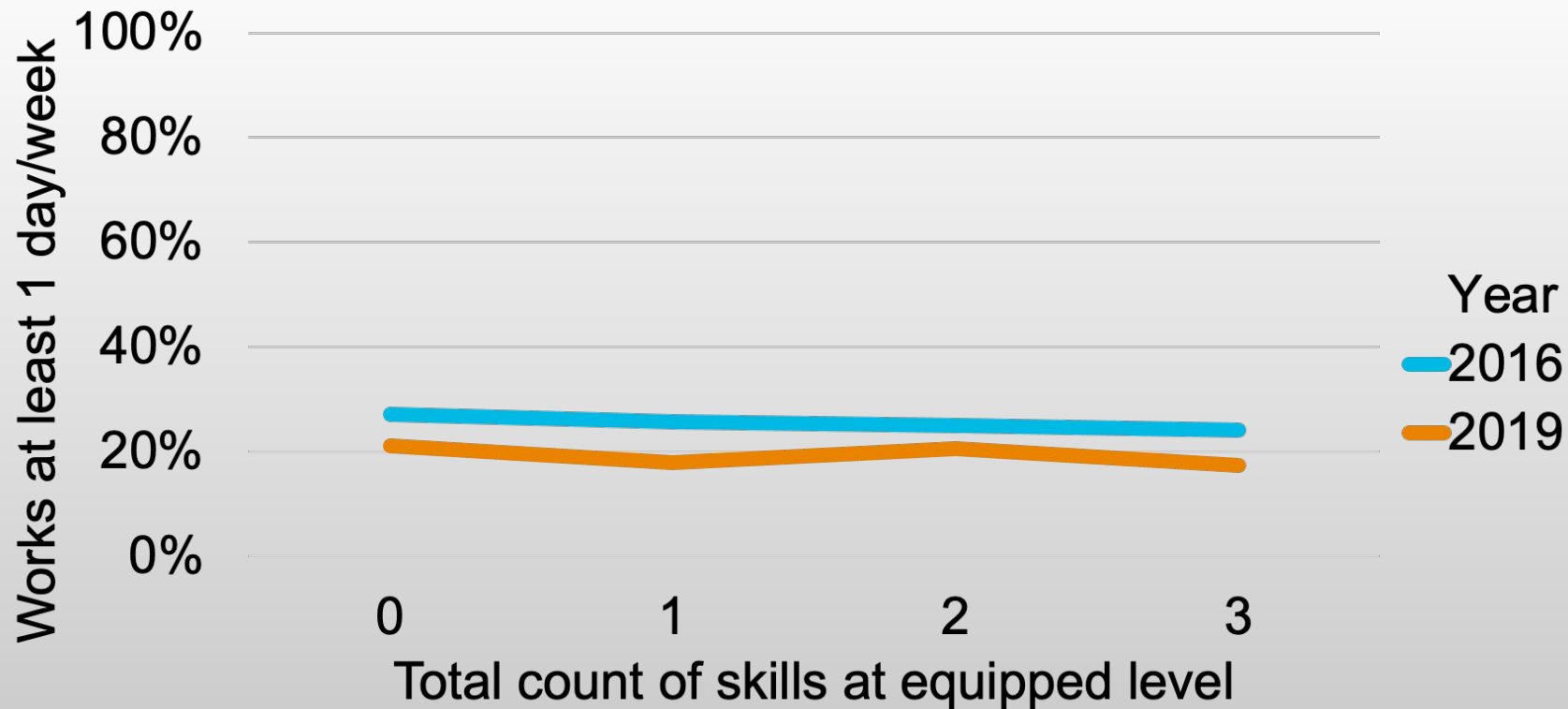






Equipped Supports & Some Mental Distress





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Driven to DiscoverSM

