A Deeper Dive into Adverse Childhood Experiences (ACEs)

Minnesota Student Survey, 2019 Data

Today’s session

• Intro to the Minnesota Student Survey’s Adverse Childhood Experiences module

• Deeper Dives:
  1. Household mental health problems
     • Q&A
  2. Absenteeism’s relationship with ACEs
     • Q&A
  3. Parental/Caregiver Incarceration
     • Q&A
  4. Other data sources
     • Q&A

Data products on these topics can be found on the conference website.
Minnesota Student Survey

- Collaboration between Minnesota Schools and Depts. of Education, Health, Human Services, and Public Safety
- Administered in first half of 2019 to students in grades 5, 8, 9, and 11
- 81% of public school districts participated in 2019
- Statewide sample size = 170,128
- This presentation includes data for students in 8th, 9th, and 11th grades
Eight ACE Items on MSS

- Incarcerated parent/caregiver
- Living with someone who drinks too much alcohol
- Living with someone who abuses illegal or prescription drugs
- Verbal abuse
- Physical abuse
- Household domestic abuse
- Sexual abuse (family or non-family)
- Living with someone who has depression or mental health issues (new in 2019)

*The original ACE study also included physical and emotional neglect, parental separation or divorce

*Some subsequent studies have included additional items, such as measures of poverty, community violence, dating violence, and racism
2019 Minnesota Student Survey data

Number of ACEs Reported by 8th, 9th, and 11th Graders

Students report about the same proportion of ACEs, regardless of grade level.

- Zero ACEs: 52%
- One ACE: 24%
- Two ACEs: 11%
- Three ACEs: 6%
- Four+ ACEs: 7%

51,725 students reported 1 or more ACEs.
2019 Minnesota Student Survey data

Percentage of Minnesota 8\textsuperscript{th}, 9\textsuperscript{th}, and 11\textsuperscript{th} Graders Reporting One+ ACEs

- 35.6\% to 45.9\%
- 46.0\% to 49.3\%
- 49.4\% to 52.9\%
- 53.0\% to 74.4\%
- No data

*Of 107,476 8th, 9th, and 11th graders surveyed, 51,725 reported 1+ ACE.
Household mental illness: 26.2%
Caregiver incarceration: 16.1%
Verbal abuse: 15.3%
Physical abuse: 12.8%
Household alcohol problems: 10.7%
Domestic abuse: 7.6%
Sexual abuse: 6.1%
Household drug use: 5.4%
Household Mental Health
Household Mental Health

New ACE: Living with someone who is depressed or has any other mental health issues

- Added to MSS in 2019
- Included in the original ACE study
- Is now the most prevalent ACE in Minnesota: **26.2%**
  - Limitation: doesn’t ask WHO has the mental health issue
Students reporting living with someone with depression or mental illness
8th, 9th, and 11th graders, 2019 MSS
Rates of students reporting living with someone with depression or mental illness vary by gender, sexual orientation and gender identity^, and by race and ethnicity.

2019 MSS

^sexual orientation and gender identity questions include only 9th and 11th graders
Rates of students reporting living with someone with depression or mental illness vary by gender, sexual orientation and gender identity, and by race and ethnicity.

2019 MSS Household Mental Health

^sexual orientation and gender identity questions include only 9th and 11th graders
Household Mental Health

Rates of students reporting living with someone with depression or mental illness vary by gender, sexual orientation and gender identity, and by race and ethnicity.

2019 MSS

- American Indian/Alaskan: 38.8%
- Asian/Asian-American: 16.5%
- Black/African American: 15.0%
- Hispanic/Latino/a: 21.0%
- Native Hawaiian/Pacific Islander: 24.1%
- White: 27.2%
- Bi- or Multi-Racial: 36.2%
This is a reminder that the WHOLE FAMILY should be addressed: see System of Care

Household Mental Health

- Students who live with someone with depression or mental health issues are 2.6 times more likely to report symptoms of depression themselves.

<table>
<thead>
<tr>
<th>Lives with person with depression or any other mental health issues</th>
<th>40.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does NOT live with someone with depression</td>
<td>15.8%</td>
</tr>
</tbody>
</table>

This is a reminder that the WHOLE FAMILY should be addressed: see System of Care.
Household Mental Health

This relationship is seen with other mental & health issues. Students with household mental illness are:

• 2.5 times more likely to report having anxiety
• nearly 3 times more likely to report having self-harmed in the past year
• over 3 times more likely to report past-year suicidal thoughts
• nearly twice as likely to report long-term health problems, and
• 3.6 times more likely to report missing school because of feeling sad, hopeless, anxious, stressed, or angry

They are less likely to feel supported by relationships:

– 20% less likely to report feeling their parents care about them,
– 60% less likely to report feeling teachers/school staff care about them, and
– 30% less likely to report feeling relatives care about them.

And they are more likely to deal with dysfunction related to substance use:

– 3 times more likely to report household alcohol problems and
– nearly 6 times more likely to report household drug problems.
– They are also more likely to use substances themselves
Household Mental Health: Protective factors

Rates of depressive symptoms are much lower when students have protective factors in their lives that build relationships, joy, and life skills.

2019 MSS

How to read this graph:
Of students who live in a household with mental illness, 65.0% who feel their parents DON’T care about them report having depressive symptoms. However, when students who feel their parents DO care about them, this drops to 33.7%.
## Household Mental Health: Risk (protective) ratios

<table>
<thead>
<tr>
<th></th>
<th>Alcohol</th>
<th>Marijuana</th>
<th>Depression</th>
<th>Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel parents care about them very much or quite a bit</td>
<td>1.9</td>
<td>1.9</td>
<td>1.9</td>
<td>1.6</td>
</tr>
<tr>
<td>Involved in activities 1-5 times/week</td>
<td>1.3</td>
<td>1.7</td>
<td>1.3</td>
<td>1.1</td>
</tr>
<tr>
<td>Participate in extracurriculars where there is a relationship with a trusted adult</td>
<td>1.3</td>
<td>1.4</td>
<td>1.6</td>
<td>1.3</td>
</tr>
<tr>
<td>Participate in extracurriculars where they learn job skills</td>
<td>1.2</td>
<td>1.3</td>
<td>1.4</td>
<td>1.2</td>
</tr>
<tr>
<td>Participate in extracurriculars where have joy and energy</td>
<td>1.4</td>
<td>1.5</td>
<td>1.8</td>
<td>1.5</td>
</tr>
<tr>
<td>Can talk to an adult at school about problems</td>
<td>1.3</td>
<td>1.4</td>
<td>1.3</td>
<td>1.1</td>
</tr>
<tr>
<td>Feel teachers and school adults care about them</td>
<td>1.8</td>
<td>1.9</td>
<td>1.8</td>
<td>1.5</td>
</tr>
<tr>
<td>Feel relatives care about them</td>
<td>1.7</td>
<td>1.8</td>
<td>1.9</td>
<td>1.6</td>
</tr>
<tr>
<td>Treated for mental health problems</td>
<td>0.7</td>
<td>0.6</td>
<td>0.6</td>
<td>0.6</td>
</tr>
</tbody>
</table>
Household Mental Health

• Recognize that mental health problems are not confined to an individual

• Developing an effective plan to address ACEs by using your community’s data

• Use evidence-based programs to address your community’s needs

• Find out more about mental health resources at the National Alliance on Mental Illness in Minnesota, Minnesota Association for Children’s Mental Health, and other organizations

mental health is one of the leading reasons for missing class...
Absenteeism
Absenteeism:
Old issue, new questions

• In 2019, the Minnesota Student Survey added 15 response options for reasons why students missed class.
• In previous years, students were asked about “skipped” or “cut” class. In 2019, the question asked about “missed” class.
• Some response options include “excused” absences, like medical appointments or family vacation. Some would be “unexcused,” like skipping school because of boredom. Still others are more complicated (such as illness).

Remember that students with household mental illness are more likely to report missing school because they’re feeling sad, hopeless, or angry.
Absenteeism

Students reporting missing at least one full or partial day of class in the past month
8th, 9th, and 11th graders, 2019 MSS

- 63.1% to ≤69.9%
- 70.0% to ≤72.3%
- 72.4% to ≤74.3%
- 74.4% to ≤74.3%
- 74.4% to ≤84.2%
- No data available
Absenteeism:
Why do we care?

- Grades
- Graduation
- Association with other poor outcomes, like increased substance use

<table>
<thead>
<tr>
<th>Category</th>
<th>Missed 3 or more times</th>
<th>Missed 1 or 2 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly A's</td>
<td>30.4%</td>
<td>48.6%</td>
</tr>
<tr>
<td>Mostly B's</td>
<td>34.7%</td>
<td>31.7%</td>
</tr>
<tr>
<td>Mostly C's</td>
<td>19.2%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Ds, Fs, or incompletes</td>
<td>10.8%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>
Absenteeism

The most-cited reasons for missing class in the past month are illness and dental or health-related appointments.

2019 MSS

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illness</td>
<td>54.5%</td>
</tr>
<tr>
<td>Medical, dental, or health-related appointment</td>
<td>45.5%</td>
</tr>
<tr>
<td>Other reason</td>
<td>17.4%</td>
</tr>
<tr>
<td>Vacation or trip</td>
<td>16.4%</td>
</tr>
<tr>
<td>Didn't get enough sleep</td>
<td>15.0%</td>
</tr>
<tr>
<td>Felt very sad, hopeless, anxious, stressed, or angry</td>
<td>13.0%</td>
</tr>
<tr>
<td>Missed your ride/didn't have a way to get to school</td>
<td>9.9%</td>
</tr>
<tr>
<td>Bored with or not interested in school</td>
<td>7.8%</td>
</tr>
<tr>
<td>Behind in schoolwork or not prepared for a test or class</td>
<td>7.4%</td>
</tr>
<tr>
<td>Had to take care of or help a family member or friend</td>
<td>4.2%</td>
</tr>
<tr>
<td>Didn't feel safe at school</td>
<td>2.0%</td>
</tr>
<tr>
<td>Suspended from school</td>
<td>1.6%</td>
</tr>
<tr>
<td>Had to work</td>
<td>1.2%</td>
</tr>
<tr>
<td>Wanted to use alcohol or drugs</td>
<td>1.0%</td>
</tr>
<tr>
<td>Had no place to shower or wash clothes</td>
<td>0.2%</td>
</tr>
</tbody>
</table>
Absenteeism & ACEs

The percentage of Minnesota students reporting any past-month missed class increases by the number of Adverse Childhood Experiences (ACEs) reported by the student 2019 MSS

Missing class for any reason

- 0 ACEs: 21%
- 1-2 ACEs: 31%
- 3+ ACEs: 43%

Missing class because of feeling sad, hopeless, anxious, stressed, or angry

- 0 ACEs: 5.0%
- 1 ACE: 13.9%
- 2 ACEs: 20.6%
- 3 ACEs: 26.1%
- 4+ ACEs: 36.6%
Absenteeism & ACEs

Students with 4 or more ACEs are more likely to miss class for ALL AVAILABLE reasons, except for family vacation and scheduled health appointments.

2019 MSS

A risk ratio of 1 means the groups have the same rate. A risk ratio of less than 1 means students with 4+ ACEs are LESS likely to report this as a reason for missing class.
Students with 4 or more ACEs are more likely to miss class for ALL AVAILABLE reasons, except for family vacation and scheduled health appointments.

2019 MSS

These data give us the chance to directly address the specific reasons students might be missing class, and allow schools to tailor referrals and resources.
**Absenteeism & ACEs**

Developing trusting relationships with adults in after-school programs and feeling teachers and school staff care about them both reduce the likelihood that a student will miss school.

2019 MSS

![Bar chart showing the percentage of students missing class in the past month with and without protective factors.](chart.png)

- **62.8%** DON'T HAVE protective factor
- **52.8%** HAVE protective factor
- **61.8%** DON'T HAVE protective factor
- **49.2%** HAVE protective factor

Percent of students missing class in the past month

- Develop trusting relationships with adults after school
- Feel teachers and school staff care about them very much
Absenteeism & ACEs

What can be done to boost attendance?

Recognize both good attendance and improved attendance
  – Offer incentives such as certificates, extra recess time, or healthy snacks
  – Focus on positive messaging, highlighting the importance of attendance rather than negative consequences resulting from truancy

Engage students and their parents/guardians
  – Raise awareness of school attendance policies, and the importance of attendance, through parent-teacher conferences or materials sent home with students
  – Educate parents about excused vs. exempted vs. unexcused absences.
  – Meet with parents and guardians in community settings, like libraries or cafes

Track the right data to address causes of absences
  – Track individual students' tardiness and chronic absences in addition to average school-wide attendance
  – Use your MSS data to track the reasons for absences
  – Assess resources to address the reasons in your school; do students need space to shower or wash clothes? Do they need in-school dentistry services or mental health resources?
  – Develop programmatic response to barriers, such as ensuring students have safe routes to school or providing breakfast in the classroom

Provide personalized early outreach and intervention
  – Identify barriers faced by families such as transportation issues or family illness
  – Assign school staff and peer-to-peer mentors for students struggling with chronic absence
  – Provide a school liaison who can connect families with community supports
  – Link families to mental health services for both youth and caregivers

Educate the broader community about the importance of attendance in building the future workforce; make school attendance a community norm.
Parental/Caregiver Incarceration
Parental/Caregiver Incarceration

- Historically the most prevalent adverse childhood experience in Minnesota.
- In 2019, came in second (after living with someone with depression or a mental illness), with **16.1%** of 8th, 9th, and 11th graders reporting that they **have now or have ever had a parent or caregiver in jail or prison.**
  - **1.9%** in jail/prison now
  - **14.9%** in jail or prison in the past
- Almost half (**48.3%**) **lived with the parent or caregiver** when they went to prison or jail.
Students reporting having a parent or caregiver in jail or prison, now or in the past 8th, 9th, and 11th graders, 2019 MSS
Parental/Caregiver Incarceration

There are wide racial disparities among populations with incarcerated parents
8th, 9th, and 11th graders, 2019 MSS

- American Indian/Alaskan Native: 51.9%
- Multi-racial: 31.9%
- Native Hawaiian/Pacific Islander: 24.5%
- Hispanic/Latino/a: 22.9%
- Black/African/African American: 19.1%
- White: 13.2%
- Asian/Asian American: 10.7%
Parental/Caregiver Incarceration

Parental incarceration is associated with a number of negative outcomes at school. Students with an incarcerated parent are:

- Half as likely to report getting A’s in school
- Almost twice as likely to report being bullied in the past week

It also causes mental health problems. Students are:

- Twice as likely to report depression
- Twice as likely to report anxiety
- More than twice as likely to report suicidal thoughts
- Nearly twice as likely to report long-term health problems

It’s hard on relationships. Students with incarcerated parents are:

- Less likely to say parents care about them
- Less likely to be able to talk to parents about problems
- Half as likely to have any adult to talk to about problems
- 11.4 times more likely to have been in foster care in the past year
Parental/Caregiver Incarceration

Rates of depressive symptoms are much lower when students have protective factors in their lives that build relationships, joy, and life skills

2019 MSS

How to read this graph:
Of students who live in a household with mental illness, 65.0% who feel their parents DON’T care about them report having depressive symptoms. However, when students who feel their parents DO care about them, this drops to 33.7%
Rates of depressive symptoms are much lower when students have protective factors in their lives that build relationships, joy, and life skills.

2019 MSS
## Parental/Caregiver Incarceration: Risk (protective) ratios

<table>
<thead>
<tr>
<th>Activity</th>
<th>Alcohol</th>
<th>Marijuana</th>
<th>Depression</th>
<th>Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can talk to parents about problems</td>
<td>1.8</td>
<td>1.9</td>
<td>2.0</td>
<td>1.8</td>
</tr>
<tr>
<td>Involved in activities 1-5 times/week</td>
<td>1.2</td>
<td>1.4</td>
<td>1.2</td>
<td>1.1</td>
</tr>
<tr>
<td>Participate in extracurriculars where there is a relationship with a trusted adult</td>
<td>1.4</td>
<td>1.5</td>
<td>1.6</td>
<td>1.4</td>
</tr>
<tr>
<td>Participate in extracurriculars where they learn job skills</td>
<td>1.3</td>
<td>1.3</td>
<td>1.4</td>
<td>1.3</td>
</tr>
<tr>
<td>Feel school climate is positive</td>
<td>1.8</td>
<td>2.0</td>
<td>1.6</td>
<td>1.5</td>
</tr>
<tr>
<td>Can talk to an adult at school about problems</td>
<td>1.2</td>
<td>1.3</td>
<td>1.2</td>
<td>1.1</td>
</tr>
<tr>
<td>Feel teachers and school adults care about them</td>
<td>1.7</td>
<td>1.9</td>
<td>1.8</td>
<td>1.7</td>
</tr>
<tr>
<td>Feel relatives care about them</td>
<td>1.7</td>
<td>1.8</td>
<td>2.1</td>
<td>1.9</td>
</tr>
</tbody>
</table>
Incarceration

Strategies

– Individual/School
  • Mentors, like Big Brothers, Big Sisters
  • After-school activities
  • Understanding when dealing with manifestations of ACEs in school, like missed classes or other struggles

– Structural
  • Maintain family contact during incarceration
  • Treat the whole family: use a system of care
    – Mental health care
    – Financial assistance
  • Sentencing and other justice system reforms
Other Data Sources
Community Resilience Plans

<table>
<thead>
<tr>
<th>Activities</th>
<th>Partners/Participants</th>
<th>Timeline</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Short-term outcomes:**

**Intermediate outcomes:**

**Long-term outcomes:**

https://www.pcamn.org/phase-4/
Kids Count

**Description:** Statistical data on children and their wellbeing

**Location:** National, state, county, and city data

**Indicators:**
- Demographics
- Economics
- Education
- Family and Community
- SO MANY INDICATORS!

**Demographic:**
- Child and adult populations
- By age
- By race
- By family nativity
- By economic factors
- more

**Graphic type:**
- Maps, graphs, bar charts

**Source:**
- Multi-source

https://datacenter.kidscount.org/
Kids Count

Children living in households with a high housing cost burden by race in Minnesota

https://datacenter.kidscount.org/
Compass

**Description:** Data and information on Minnesota communities

**Location:** Minnesota data

**Topics:**
- Aging
- Children and Youth
- Housing
- Disparities
- Immigration
- more

**Demographic:**
- By geography (county, congressional district, zip code, economic development region, etc)
- By age
- By race
- By economic factors
- more

**Graphic type:**
- Maps, graphs, infographics, reports, community profiles

**Source:**
- Multi-source

https://www.mncompass.org/
Compass

Many types of data products!

https://www.mncompass.org/
SHAPE

Description: Health survey data for Hennepin County

Location: Hennepin County, some other Metro

Indicators:
- Overall health
- Access to health care
- Lifestyle and behavior
- How you feel
- About your community

Demographic:
- By age
- By race/ethnicity
- Income
- Education
- LGBT

Graphic type:
- Reports

Source:
- SHAPE survey

https://www.hennepin.us/your-government/research-data/shape-surveys
### SHAPE

**Overall Health**

Have you ever been told by a doctor, nurse, or other health professional that you have Hypertension, also called high blood pressure (Excluding gestational hypertension)

<table>
<thead>
<tr>
<th>Table 6</th>
<th>Sample Size</th>
<th>Ever had hypertension</th>
<th>95% C.I.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hennepin County total</strong></td>
<td>11,070</td>
<td>21.0% ± 1.2</td>
<td></td>
</tr>
<tr>
<td><strong>Minneapolis</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camden, Near North</td>
<td>1,353</td>
<td>26.7% ± 5.1</td>
<td></td>
</tr>
<tr>
<td>Central, Northeast, University, St. Anthony</td>
<td>1,123</td>
<td>15.6% ± 3.4</td>
<td></td>
</tr>
<tr>
<td>Phillips, Powderhorn</td>
<td>1,239</td>
<td>14.4% ± 3.8</td>
<td></td>
</tr>
<tr>
<td>Calhoun-Isles, Longfellow, Nokomis, Southwest</td>
<td>999</td>
<td>16.6% ± 3.5</td>
<td></td>
</tr>
</tbody>
</table>
**Rural Pulse**

**Description:** Perception survey data of rural Minnesotans, every 3 years

**Location:** Rural Minnesota with comparisons to urban areas

**Indicators:**
- Demographics
- Economics
- Education
- Community

**Demographic:**
- Minnesota Region
- By age
- By race

**Graphic type:**
- Reports on the survey

**Source:**
- Rural Pulse Survey

Rural Pulse

What is Important in their Communities?

Survey respondents were given a list of community issues and asked to rate the significance of each in their community. The most highly rated areas were healthcare opportunities (87%); caring for the elderly (84%); job opportunities, and opioids and drug abuse (83% each); and mental health issues, including suicide; and economic development (82% each). The diverse cultural/arts opportunities (61%) and inclusion barriers (58%) were of least importance.

<table>
<thead>
<tr>
<th>How significant or important are the following with Rural Residents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate healthcare</td>
</tr>
<tr>
<td>Elder care</td>
</tr>
<tr>
<td>Local job opportunities</td>
</tr>
<tr>
<td>Opioids and drug abuse</td>
</tr>
<tr>
<td>Mental health issues, including suicide</td>
</tr>
<tr>
<td>Economic development</td>
</tr>
<tr>
<td>Infrastructure (e.g. roads, bridges)</td>
</tr>
<tr>
<td>Adequate workforce for businesses</td>
</tr>
<tr>
<td>Affordable housing for all</td>
</tr>
<tr>
<td>Lifelong learning opportunities</td>
</tr>
<tr>
<td>Crime control</td>
</tr>
<tr>
<td>Availability of childcare</td>
</tr>
<tr>
<td>Accessible public transportation for all</td>
</tr>
<tr>
<td>Internet access</td>
</tr>
<tr>
<td>Environmental stewardship</td>
</tr>
<tr>
<td>Closing student achievement gaps</td>
</tr>
<tr>
<td>Cultural/arts opportunities</td>
</tr>
</tbody>
</table>
Crime Data Explorer

Description: Crime and arrest data
Location: National, state, and law enforcement agency
Indicators:
  – Crime
  – Arrests
Demographic:
  – By age (juvenile data included)
  – By race
Graphic type:
  – Graphs, bar charts
Source:
  – Uniform Crime Reports

Crime Data Explorer

Arrests in Minnesota by Offense

Drug Possession - Marijuana
2018
Current Year

Arrestee Demographic Data for Drug Possession - Marijuana Offenses

Male Arrests By Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Male Arrests</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19</td>
<td>834</td>
</tr>
<tr>
<td>20</td>
<td>586</td>
</tr>
<tr>
<td>21</td>
<td>534</td>
</tr>
<tr>
<td>22</td>
<td>474</td>
</tr>
<tr>
<td>23</td>
<td>391</td>
</tr>
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<td>24</td>
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<td>285</td>
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<td>28</td>
<td>271</td>
</tr>
<tr>
<td>29</td>
<td>267</td>
</tr>
<tr>
<td>30-34</td>
<td>203</td>
</tr>
<tr>
<td>Total</td>
<td>5,920</td>
</tr>
</tbody>
</table>

Female Arrests By Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Female Arrests</th>
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<tbody>
<tr>
<td>15-19</td>
<td>186</td>
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<tr>
<td>20</td>
<td>143</td>
</tr>
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<td>21</td>
<td>152</td>
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<td>22</td>
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<td>27</td>
<td>70</td>
</tr>
<tr>
<td>28</td>
<td>69</td>
</tr>
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<td>29</td>
<td>69</td>
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<tr>
<td>30-34</td>
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<tr>
<td>Total</td>
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</table>

Arrestee Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>White</td>
<td>4,672</td>
<td>2,021</td>
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<tr>
<td>Black or African American</td>
<td>2,021</td>
<td>926</td>
</tr>
<tr>
<td>Asian</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>American Indian or Alaska</td>
<td>107</td>
<td>10</td>
</tr>
<tr>
<td>Native</td>
<td>178</td>
<td>172</td>
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<tr>
<td>Unknown</td>
<td>53</td>
<td>53</td>
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<td>Native Hawaiian</td>
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</tr>
<tr>
<td>Total</td>
<td>7,039</td>
<td>4,133</td>
</tr>
</tbody>
</table>

About the data

The FBI collects crime data through the Uniform Crime Reporting (UCR) Program.

Useful for ACE-related crime, like crimes against children

State Data:  
Child Welfare Dashboard

**Description:** State and federal reporting data on children in the child welfare system in Minnesota  
**Location:** State and agency  
**Indicators:**  
- State and federal performance measures  
  - Timeliness of intervention  
  - Caseworker visits  
  - Care by relatives  
  - etc  
**Demographic:**  
- By age  
- By race  
- By county  
**Graphic type:**  
- Dashboard  
**Source:**  
- Primary source

Very specific data relating to the child welfare system

Accessing MSS Data

ONLINE

Substance Use in MN:
www.sumn.org
- Definitions of terms from MSS
- Power of Protective Factors brief
- Online tables by county and region
- Other fact sheets and resources
- Any questions about your community data? Email info@sumn.org

Minnesota Department of Education:
https://education.mn.gov/MDE/dse/health/mss/
- Online, interactive reports and PDF tables by county and school district
- Data for ACE categories, ACE scores, and protective factors

Minnesota Center for Health Statistics, MDH:
https://www.health.state.mn.us/data/mchs/surveys/mss/index.html
- Regional, county and demographic PDF reports

BY REQUEST

Minnesota Communities Caring For Children/ FamilyWise:
www.pcamn.org
https://familywiseservices.org
- ACE score by collaborative

Minnesota Center for Health Statistics:
healthstats@state.mn.us
- Request SPSS data files for analysis
Thank you!

FamilyWise

DEPARTMENT OF HUMAN SERVICES

EpiCog

Jacquelyn Freund, EpiCog

EpiMachine

Melissa Adolfson, EpiMachine