



Minnesota State Epidemiological Outcomes Workgroup and Wadena County's Chemical Health Awareness & Multi-Drug Prevention (CHAMP) Coalition

FINDING AND USING ACES DATA FROM THE MINNESOTA STUDENT SURVEY

Minnesota student survey

- Collaboration between Minnesota Schools and Depts. of Education, Health, Human Services, and Public Safety
- Administered in first half of 2016 to students in grades 5, 8, 9, and 11
- 85% of public school districts participated in 2016
- Statewide sample size = 168,733



Seven* ACE Items

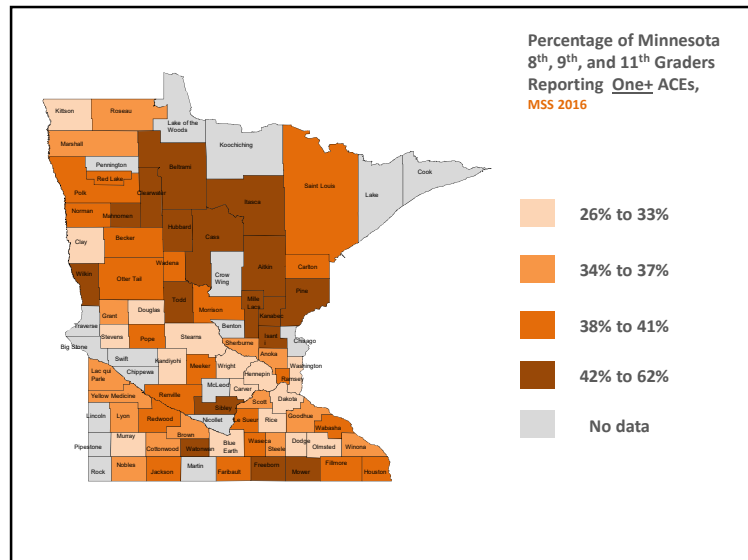
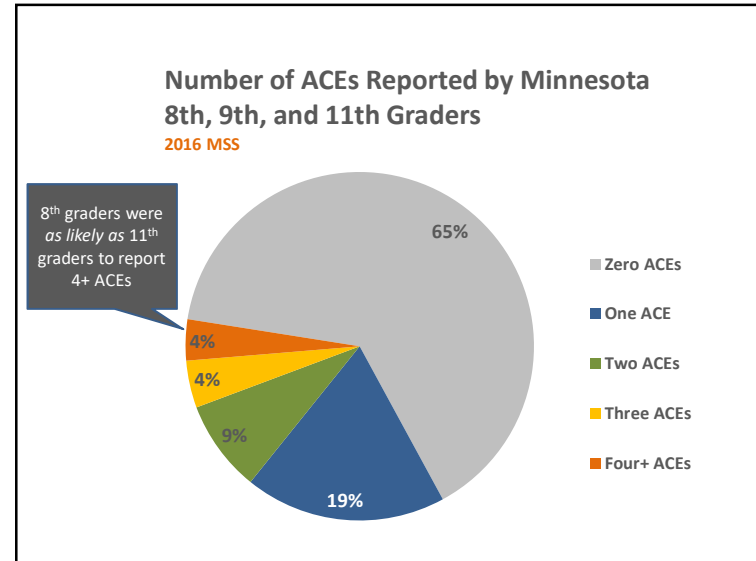
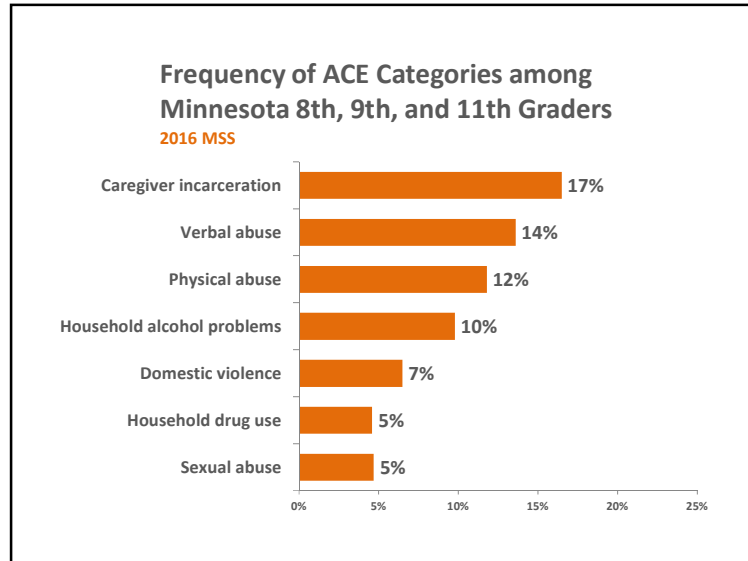
- Incarcerated parent/caregiver
- Living with someone who drinks too much alcohol
- Living with someone who uses illegal drugs or abuses prescription drugs
- Verbal abuse
- Physical abuse
- Household domestic abuse
- Sexual abuse

*Some people include additional items, such as measures of poverty and/or dating violence



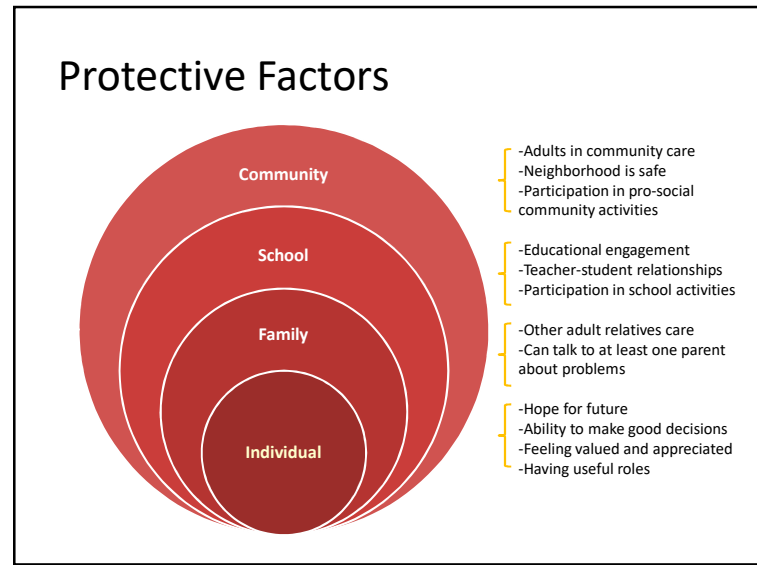
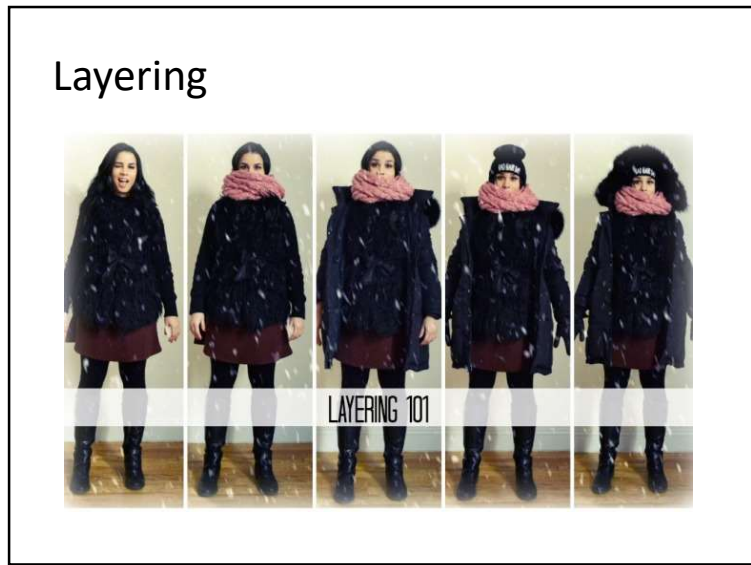
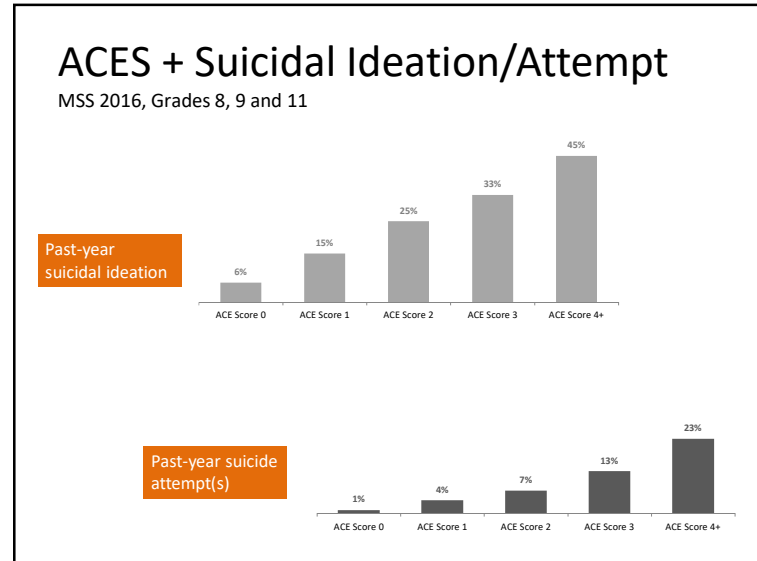
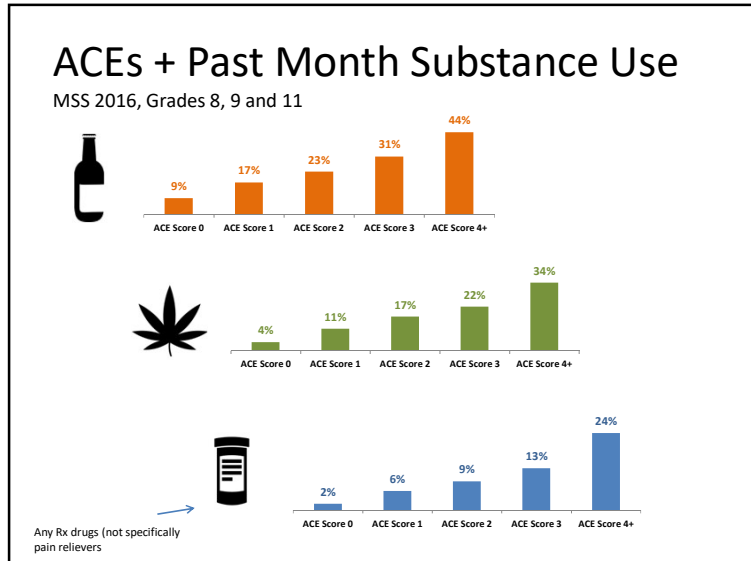
The Data

What can we learn about ACEs from the 2016 Minnesota Student Survey data?



ACEs by Demographic

Demographic	0 ACEs	1-3 ACEs	4-7 ACEs
American Indian	39%	52%	9%
Asian	64%	33%	3%
Black	57%	39%	5%
Hispanic	53%	41%	6%
Pacific Islander	47%	42%	10%
White	69%	28%	3%
Bisexual	37%	50%	13%
Gay or Lesbian	44%	46%	11%
Heterosexual	67%	30%	3%
Transgender, genderfluid, genderqueer or unsure	39%	47%	14%



Developmental Assets/Individual Capabilities

EMPOWERMENT

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

POSITIVE IDENTITY

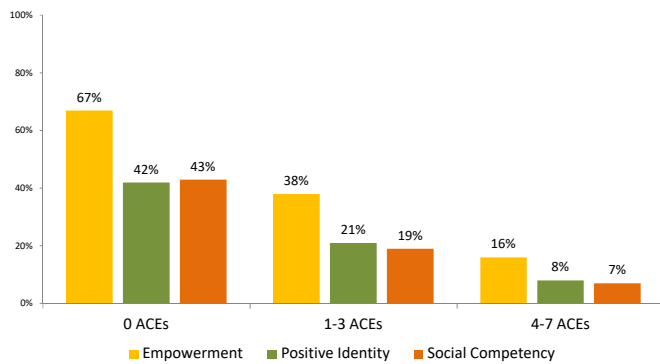
- I feel **in control** of my life and future
- I feel **good about myself**
- I feel **good about my future**
- I **deal with disappointment** without getting too upset
- I find ways to **deal with the things that are hard** in my life
- I am **thinking about what my purpose in life** is

Developmental Assets/Individual Capabilities

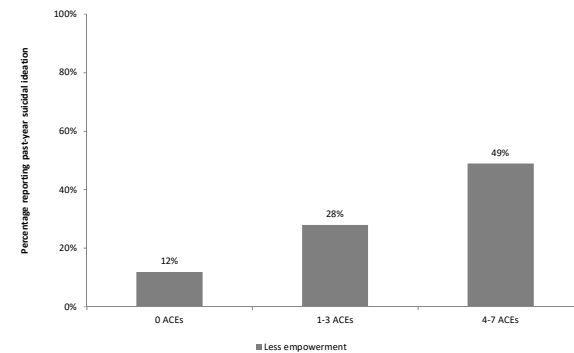
SOCIAL COMPETENCY

- 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**

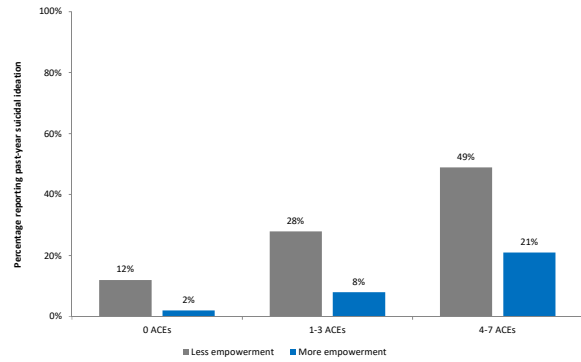
ACEs + Assets



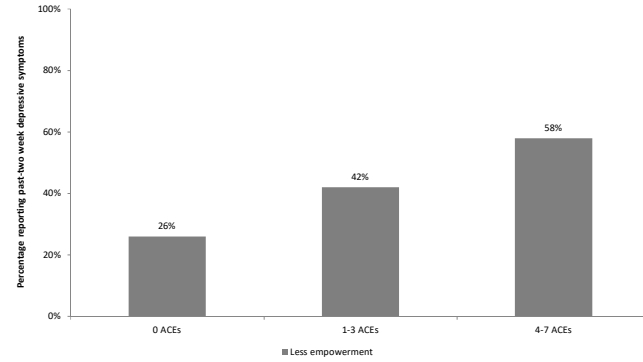
ACEs + Suicidal Ideation by Empowerment



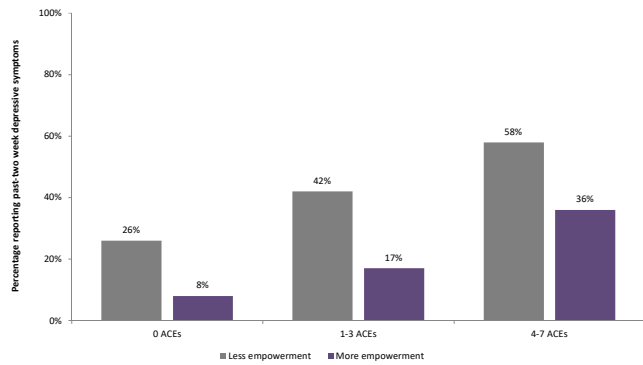
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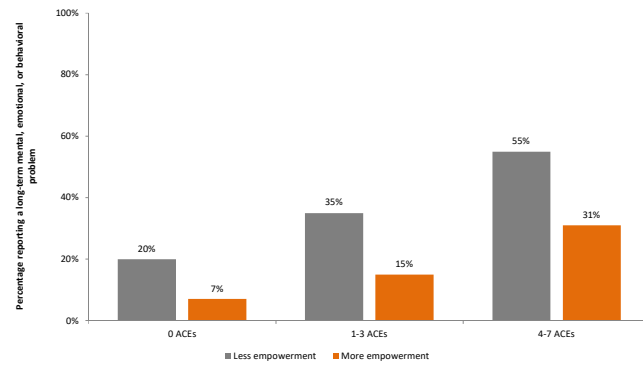
ACEs + Depressive Symptoms by Empowerment



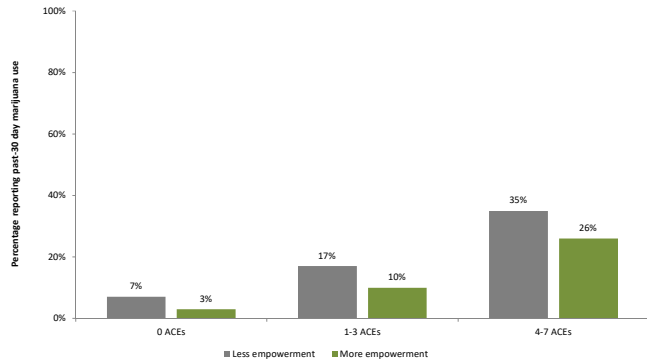
ACEs + Depressive Symptoms by Empowerment



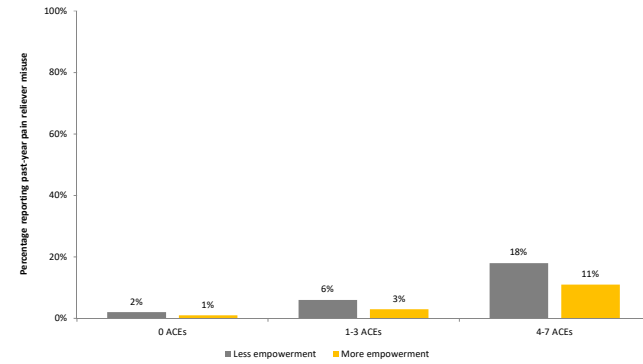
ACEs + Mental, Emotional or Behavioral Problems by Empowerment



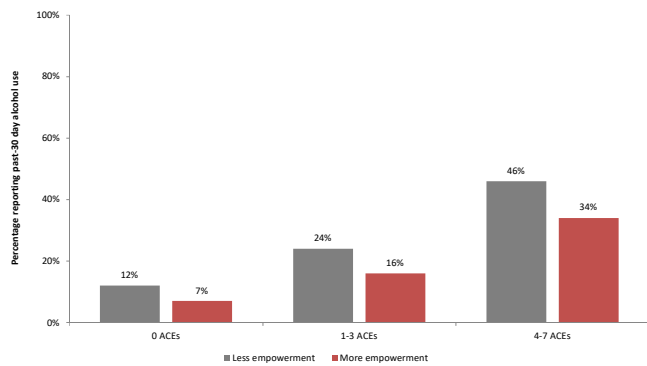
ACEs + Marijuana Use by Empowerment



ACEs + Pain Reliever Misuse by Empowerment



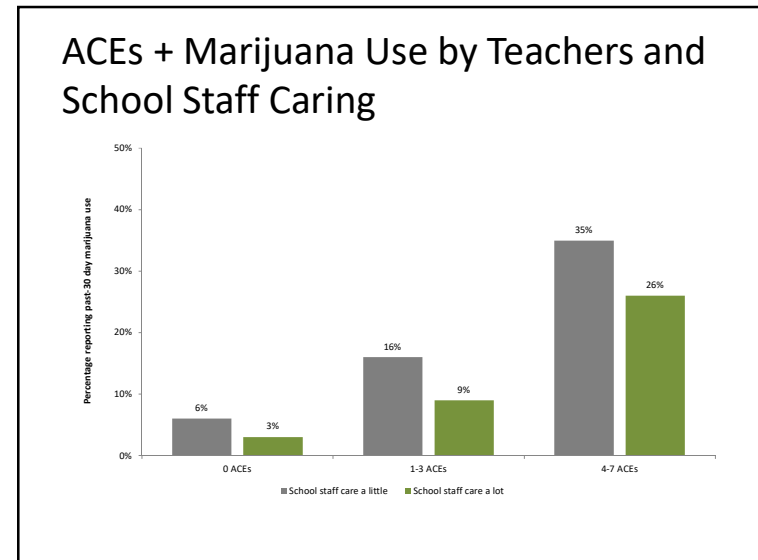
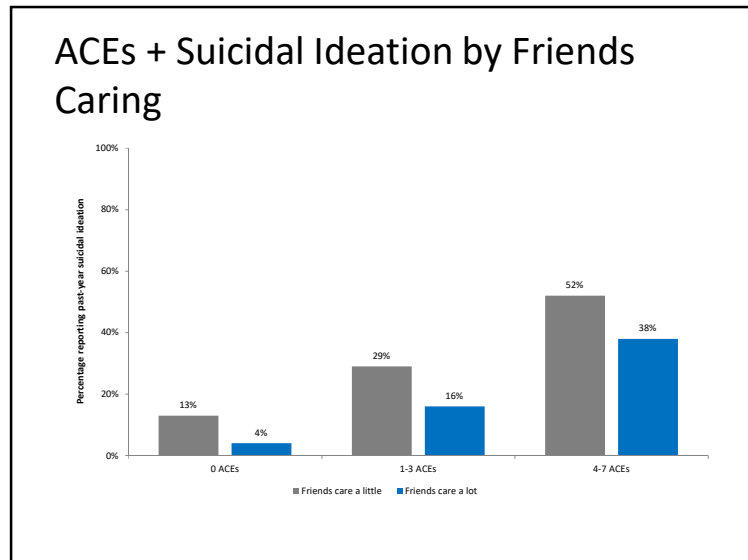
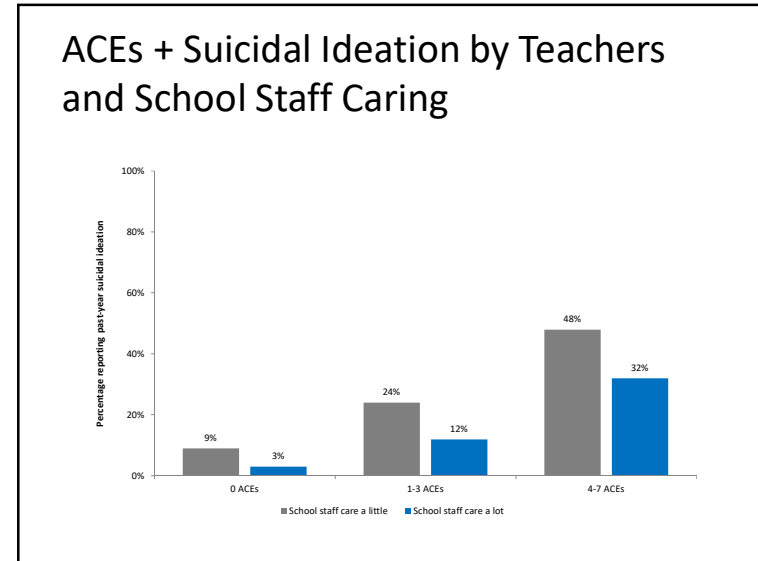
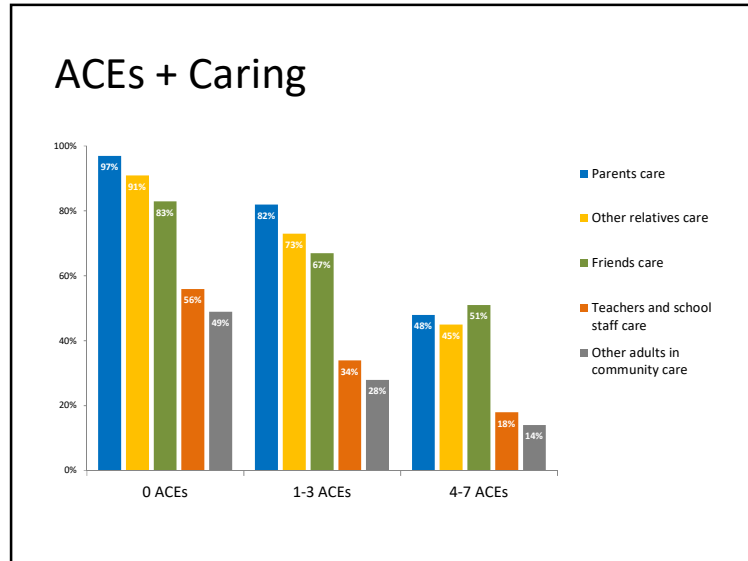
ACEs + Alcohol Use by Empowerment



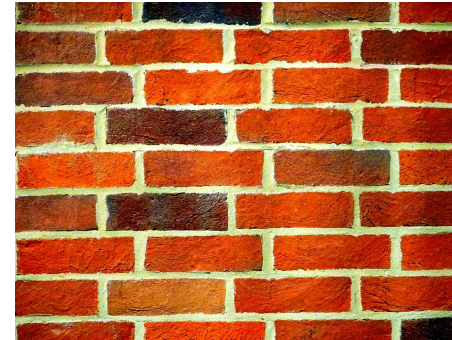
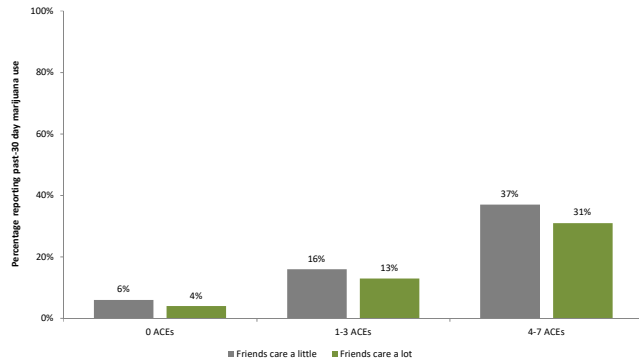
Attachment and Belonging

Students reporting that they feel others care about them “very much” or “quite a bit”:

- Parents care
- Other adult relatives care
- Friends care
- Teachers and other adults at school care
- Other adults in the community care



ACEs + Marijuana Use by Friends Caring



Using the Data

How can the MSS data on ACEs be used for community-level prevention planning?

Strategic Prevention Framework

SPF Step	Tasks
Assessment	<ul style="list-style-type: none"> Review existing data on ACEs and related protective factors Collect new data on needs, resources and readiness
Capacity Building	<ul style="list-style-type: none"> Share data with community stakeholders Mobilize support for prevention efforts Provide training on ACEs and resilience
Planning	<ul style="list-style-type: none"> Prioritize which data points to act on Identify strategies to implement
Implementation	<ul style="list-style-type: none"> Implement prevention strategies with individuals, families, schools and communities
Evaluation	<ul style="list-style-type: none"> Continually gather and monitor data to measure success

Assessment and Prioritization

- Which specific ACEs are most prevalent in your community?
- Which protective factors are most strongly associated with buffering risks?
- Which protective factors does the community most need to strengthen/enhance?
- Which factors does your community have the necessary resources and readiness to tackle?

Strength of Buffering Effect

Relative risk among Minnesota 8 th , 9 th , and 11 th graders reporting 4-7 ACEs				
	Empowerment	Positive Identity	School Staff Care	Friends Care
Past-Year Suicidal Ideation	2.3x	2.8x	1.5x	1.4x
Past Two-Week Depressive Symptoms	1.6x	1.7x	1.2x	1.2x
Mental, Emotional or Behavioral Problem	1.8x	2.2x	1.2x	1.2x
Past-Month Marijuana Use	1.3x	1.5x	1.3x	1.2x
Past-Year Pain Reliever Misuse	1.6x	1.9x	1.4x	1.4x
Past-Year Alcohol Use	1.3x	1.4x	1.3x	1.1x

Data Sharing

How?

- Teacher in-services
- Lunch-n-learns at local clinics
- Town hall forums/ community listening sessions
- Training for local law enforcement and/or corrections

Why?

- Build buy-in for prevention efforts
- Show how your priorities relate to partners' priorities
- Raise awareness of local needs
- Show how community partners can enhance protective factors that buffer risks associated w/ ACEs



Getting the Data

How can you get your hands on this wonderful gift of data?

Accessing the Data

ONLINE

Substance Use in MN:

www.sumn.org

- By county and ACE type
- By county and protective factor

Minnesota Department of Education:

<https://w20.education.state.mn.us/MDEAnalytics/DataTopic.jsp?TOPICID=242>

- By school district and ACE type
- By district and protective factor

REQUEST

Minnesota Communities Caring For Children:

www.pcamn.org

- ACE score by county

Minnesota Center for Health Statistics:

healthstats@state.mn.us

- MSS analysis

Contact

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