



DESTINATION: YOUTH SUCCESS



SAINT PAUL'S 2014-15 AFTERSCHOOL DATA REPORT

WE ARE SPROCKETS

GARDENING. TUTORING. CULTURE. BASKETBALL. DANCE.

Afterschool programs look very different, but our goal is the same: to help young people develop the skills and characteristics they need to be successful in school and beyond.

That's why we're lifting up Social Emotional Learning (SEL) and sharing the stories of Sitra, Demetre, Padah, Kevin and DeShaun – five Saint Paul youth who strengthen our community and demonstrate the essential impacts of afterschool.

We're passionate about the impact afterschool programs have on helping young people develop SEL skills. So passionate, in fact, that Sprockets launched the Social & Emotional Learning Cohort, a new pilot program designed to help afterschool providers in Saint Paul and neighboring cities identify, measure and strengthen the SEL impacts of their programs. (You can read more about this in Youth Outcomes.)

It's an exciting time to be part of the afterschool community. The case for strong connections between home, school and afterschool has never been more compelling.

We're in the right place at the right time to impact youth success. We are Sprockets.

COVER: THESE SAINT PAUL YOUTH ARE CLIMBING HIGHER — JUST LIKE AFTERSCHOOL PROGRAMS HELP YOUNG PEOPLE REACH FURTHER, TAKE ANOTHER STEP UPWARD AND STRIVE FOR SUCCESS.

Social Emotional Skills for #YouthSuccess

*In this graphic (right), we started with **Sprockets Framework for Youth Success** and overlaid **Generation Next's indicators in black text**. We're using different words, but our goal is the same — to help youth on both sides of the river develop the SEL skills they need for success in life.*



BELOW: SPSS FLIPSIDE'S AFTERSCHOOL YOGA CLASS PRACTICES IN THE SUNSHINE OUTSIDE MURRAY MIDDLE SCHOOL.



“

A growing base of research shows that social emotional development influences learning and success. SEL skills are increasingly important to employers. We need a coordinated effort between schools, afterschool, and home to support social emotional learning from cradle to career.”

— MICHAEL RODRIGUEZ, *University of Minnesota*

2014–15 Data Bytes #NumberCrunching

We're reporting on **18,068** youth from **42** organizations who attended programming **6+** days per year.

That's a **3%** increase from the **17,602** youth who attended **6+** days last year.

7 new organizations joined the Sprockets shared data system this year. Welcome!

Acronyms & Shorthand #AlphabetSoup

- **AFTERSCHOOL** = includes afterschool and summer activities; sometimes called OST
- **HSA** = Holistic Student Assessment
- **M³** = Making Meaning with Multiple Data Sets
- **OST** = Out-of-school time, also called afterschool
- **SAYO** = Survey of Academic and Youth Outcomes
- **SEL** = Social Emotional Learning
- **SLPQA** = Summer Learning Program Quality Assessment
- **SLPQI** = Summer Learning Program Quality Intervention
- **SPSS** = Saint Paul Public Schools
- **YPQA** = Youth Program Quality Assessment

Sprockets 411 #JoinSprockets

Contact Jocelyn Wiedow at 651.265.0720, jwiedow@ywcaofstpaul.org, or visit SprocketsSaintPaul.org

ACCESS

24% of Sprockets youth attend programming at more than one organization.

ACCESS LEADS TO YOUTH SUCCESS.

Not much has changed this year – and that’s a good thing.

If you’ve been following the demographics of Sprockets network youth over the years, you know that we reach a high percentage of young people of color.

Fully 81% of Sprockets youth are young people of color, including Black/African-American (34%), Asian and Native Hawaiian/Pacific Islander (27%), Hispanic/Latino (13%), Biracial/Multiracial (5%) and American Indian (2%).

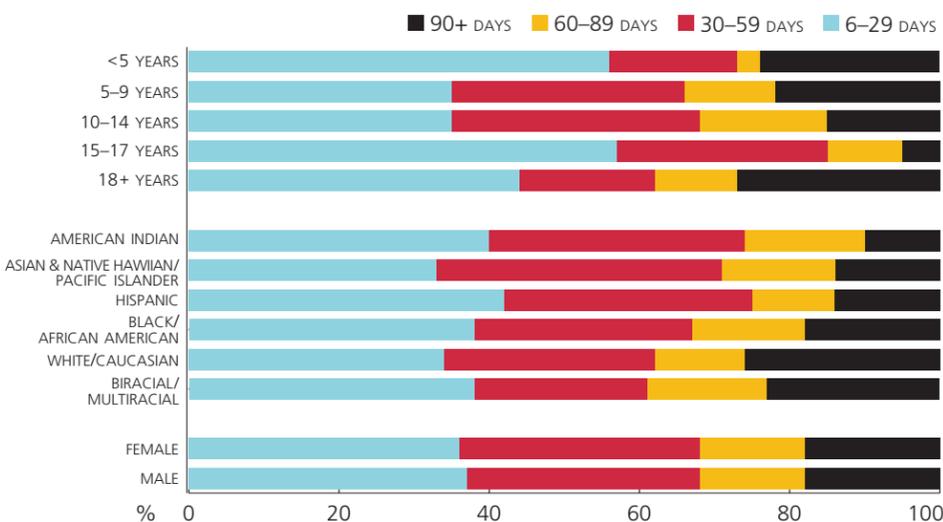
How can we help even more youth access our programs? What about transportation?

Youth often depend on adults for rides. Yet those rides aren’t always readily available to and from afterschool programs. Young people need safe, reliable transportation options so they can receive the benefits afterschool programs provide.

In spring 2015, Sprockets developed a new Transportation Toolkit to help programs identify barriers and find transportation solutions. Check it out – a quick assessment might help even more young people get to your program: sprocketsstpaul.org/transportationtoolkit.

2014-2015 BY

Stats-At-A-Glance Youth* Who Attended 6+ Days of Programming



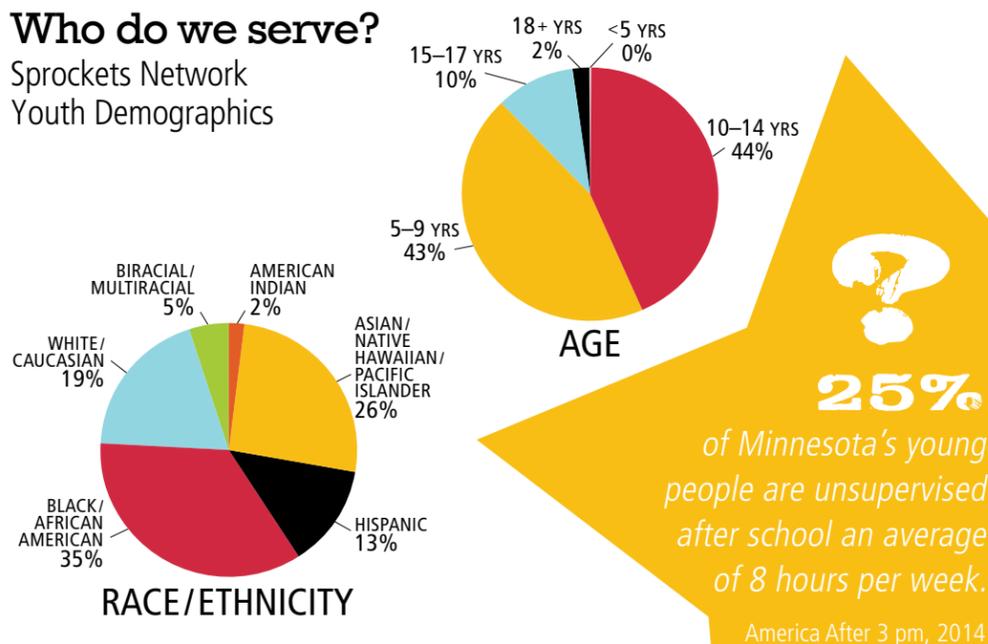
*DATA REFLECTS AGE AS OF 9/1/2014

18: the total number of afterschool programs attended by the 5 youth featured in this report – Sitra, Demetre, Padah, Kevin & DeShaun.

THE NUMBERS

Who do we serve?

Sprockets Network Youth Demographics



25%
of Minnesota’s young people are unsupervised after school an average of 8 hours per week.
America After 3 pm, 2014



THRIVE

SITRA, AGE 12

SITRA DREAMS BIG.

“I’m going to go to Central High School, then to Hamline for college, be a writer, and then when I’m 35, be president. Because that’s the age when you can be president,” she declared.

Sitra is a spunky regular at McVay Youth VOICE. She’s there three days each week for help with her math homework and to play games like mancala and dodgeball.

Being part of Youth VOICE has helped this confident and energetic girl see herself making a positive difference in the world. She looks up to the Hamline University youth workers, and insists that Youth VOICE is more than “just” a place to hang out after school. “I’ve built friendships here,” she says. “We have each other; we’re all a family here.”



“The teamwork I learn here helps me do better at school.”

— SITRA, Participant, McVay Youth Partnership

91% of youth in the Sprockets data system are between the ages of 5 and 14.
How can our programs engage and reach older youth?

ABOVE: SITRA AND HER McVAY YOUTH VOICE FRIENDS PLAY GAMES AFTER SCHOOL.

PARTICIPATION

RETENTION: IT'S A BIG DEAL.

74% of youth who attended a Sprockets network program 90+ days returned to that same program again the next year. And more than 80% of youth who attended three or more programs within the Sprockets network came back to the same or a different network program the next year.

So it's fair to say that the more youth participate, the more likely they are to participate again and again . . . and again. And more participation means our programs can make a bigger impact.

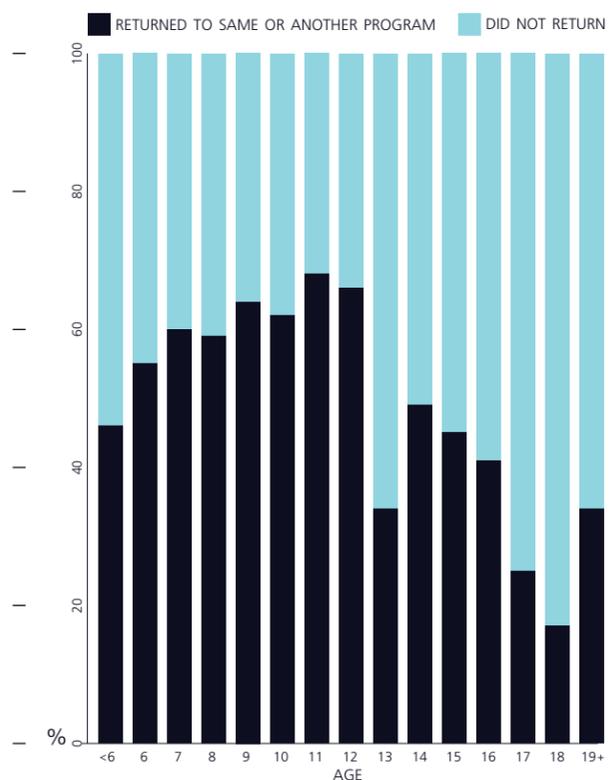
Participation data also reveals an exciting correlation between strong local systems and retention.

Sprockets youth living in the 55107 zip code – home to the West Side's Neighborhood Learning Community – had the highest year-to-year retention rates. 55% return to the same program, 8% find another program, and only 37% don't return to any Sprockets network program, the lowest non-return rate of any Saint Paul zip code.

Zip codes don't align perfectly with neighborhood boundaries, nor does the entire West Side Neighborhood fit neatly into the 55107 box. Still, there is something good happening here. Let's explore what's working and replicate it in other areas of Saint Paul.

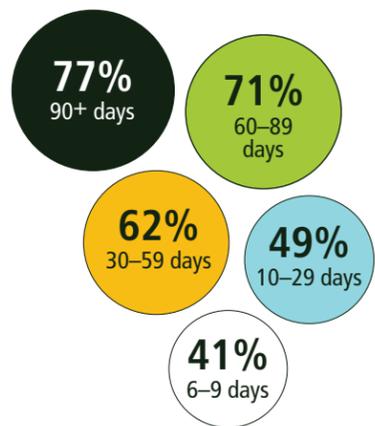
2014-2015 BY THE NUMBERS

Year-to-Year Retention of Youth Participants*



*DATA REFLECTS AGE AS OF 9/1/2013

More Participation = Better Retention
% of Youth Who Returned to the Same or Another Program



30-60-100
Programs have the greatest impact on regulars, but "regular" is up for debate. Benchmarks of 30, 60 or 100 days of attendance during a school year have been suggested.
The Wallace Foundation, 2012

“I'm helping kids boost their knowledge so they can help their families in the future.”

— DEMETRE, Participant, Hmong Youth & Family Program



LEARN DEMETRE, AGE 16

4 DAYS PER WEEK x 2 ½ HOURS PER DAY = 320 HOURS PER SCHOOL YEAR.

That's how much time Demetre spends helping 5th, 7th and 8th graders with math, literacy and social-emotional skills as a paid tutor at Keystone Community Services' Hmong Youth & Family Program.

That's a lot of time spent helping others for this Highland Park High School junior, who first experienced Hmong Youth & Family as a program participant. Now, eight years later, he finds satisfaction in helping others do their best.

“It makes me happy that I can be here to help with their homework,” he reflected. “I've gained more responsibility for how the kids learn. Some students come back year after year; I get to know them and make them feel good while they are here.”

ABOVE: DEMETRE SHARES A RELAXED SMILE AS HE TUTORS AT HMONG YOUTH & FAMILY PROGRAM.

62% of youth ages 6-12 return to a Sprockets program from one school year to the next. At age 13, only 34% return. How can we keep youth involved from year to year, especially as they transition from middle school to high school?



QUALITY

7: NUMBER OF SPROCKETS TRAININGS ATTENDED BY NASTAAJA JOHNSON FROM YWCA ST. PAUL THIS YEAR, WHO PROUDLY NOTES:

LEARNING DOESN'T TAKE A VACATION.

Some programs scale way back in the summer. Others explode, going from a few hours afterschool to programs that run all day, every day.

Year-round programs using YPQA have 8–10 months to ASSESS-PLAN-IMPROVE (see Strong, Sustainable System) and strive for continuous quality improvements. Summer programs have a high-intensity 6–10 weeks to attempt the same.

So what's a summer program to do?

This year 13 Sprockets network partners set out to answer that challenge. Sprockets and Denver Afterschool Alliance both launched Summer Learning Program Quality Intervention (SLPQI) pilots – the first citywide networks to address the unique aspects of busy summer programs.

SLPQI participants used the Summer Learning Program Quality Assessment (SLPQA), a quick-turn version of the familiar YPQA developed by Weikart Center for Youth Program Quality in partnership with the National Summer Learning Association.

With the SLPQA, results are reported back in 48 hours. Course corrections can be made in real time while next summer's plans get a jump-start. As one participant noted, "I am so happy to have gone through the process; future summers will benefit from the results!"

2014-2015 BY

11 Sprockets Foundational Skills Workshops in 2014-15

- ASKING IMPORTANT QUESTIONS OF PARTICIPATION DATA
- BUILDING COMMUNITY
- INTRODUCTION TO ACTIVE PARTICIPATORY APPROACH
- IPAD USE IN OST
- LEADERSHIP CYCLE
- QUALITY COACHING (3 SESSIONS)
- REFRAMING CONFLICT
- STRUCTURE AND CLEAR LIMITS
- YOUTH VOICE

“I've been able to bring what I learned back to my program, which has added so much value to the experiences we provide for youth.”

THE NUMBERS

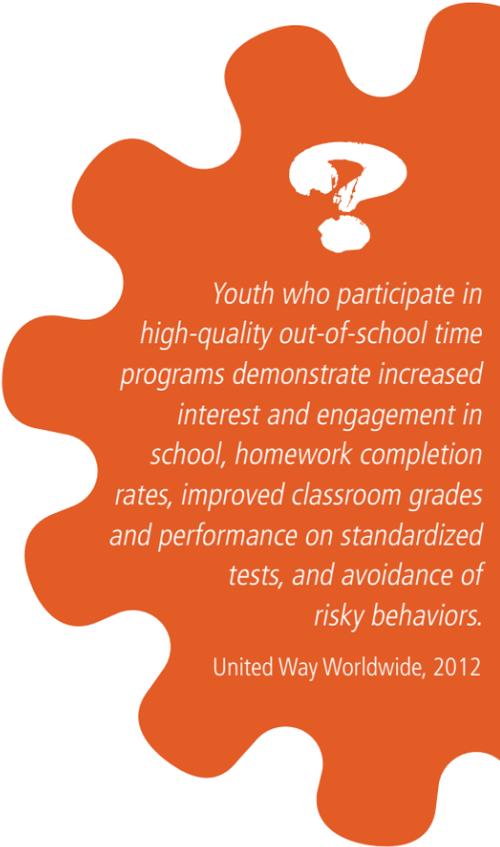
Counting On Quality

182 individuals attended a Sprockets Foundational Skills workshop

65 youth work supervisors joined the ranks of trained quality coaches

18 Sprockets partner organizations participated in the SLPQI

7 regional data planning days expand Sprockets' M³ partnership statewide with Beacons Minneapolis, Ignite Afterschool and Minnesota Department of Education's 21st Century Learning Centers



Youth who participate in high-quality out-of-school time programs demonstrate increased interest and engagement in school, homework completion rates, improved classroom grades and performance on standardized tests, and avoidance of risky behaviors.

United Way Worldwide, 2012



NAVIGATE PADAH, AGE 19

"I WANTED TO CHANGE WHO I AM," AVOWED PADAH.

"I knew deep inside me that I'm more than what I'd been," she continued. "I wanted to get out in the community and do something. I knew that if I really wanted to change, I had to do something out of my comfort zone."

Enter Amherst H. Wilder Foundation's Youth Leadership Initiative (YLI).

Through three years in YLI – including a stint on the Youth Participatory Evaluation Team – Padah's self-confidence blossomed. Today, she's a poised and graceful first-year student at Colorado College adjusting to living independently. She credits much of her self-assurance to the boost she received from YLI.

"The YLI staff really care for young people," she explained. "They cared about me, so I could care for myself. I want other young people to know that there are people who care about them and they should care about themselves."

ABOVE: PADAH IS THANKFUL FOR MANY NEW EXPERIENCES – LIKE SNOWSHOEING – SHE HAD AT YLI.

98% of Sprockets Foundational Skills workshop attendees reported that they learned concepts and techniques that will help them.

Which trainings will you attend this year?



“Before YLI, I never thought of myself as a leader.”

— PADAH, Participant, Youth Leadership Initiative

YOUTH OUTCOMES

KNOW EVERY YOUTH.

As youth workers, we know that every young person is unique and so are their social and emotional needs.

It's not easy to identify each young person's strengths and challenges in hard-to-measure areas like trust, empathy, emotion-control and optimism.

But we're getting there.

Last spring Sprockets launched a regional SEL Cohort, a pilot program with Harvard University and McLean Hospital's Program in Education, Afterschool and Resiliency (PEAR) centered on SEL and youth outcomes.

SEL Cohort members are learning to use the Holistic Student Assessment (HSA), a data-driven tool that assesses an individual youth's social and emotional development. Programs can use that information to better understand each young person and tailor their programs to help them thrive.

The result: SEL is being measured in a new, concrete manner.

More organizations are talking about SEL and understanding how they directly impact it. That adds up to a more targeted, intentional focus on SEL – and that can only benefit the youth we serve.

2014-2015 BY THE NUMBERS

Sprockets SEL Cohort Pilot Members

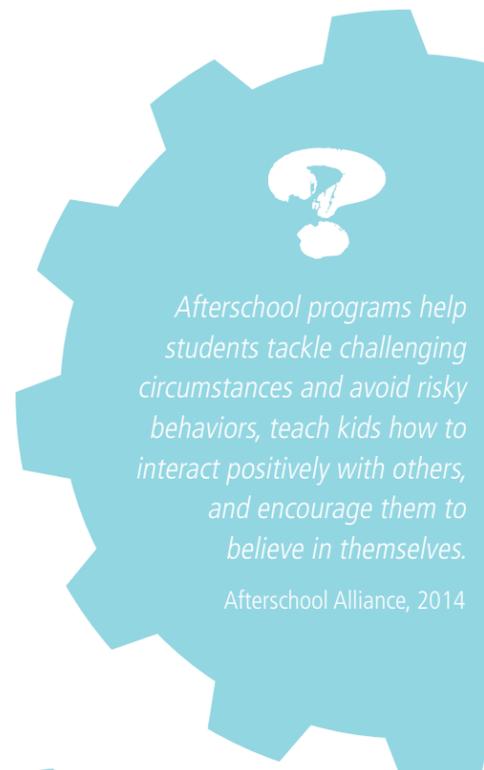


Adding Up HSA Impacts

20,000 young people will take a portion of the HSA

1,500 youth will take the full HSA either in school or afterschool

2 School Districts – Saint Paul & Minneapolis Public Schools – are incorporating HSA elements into their assessments



Afterschool programs help students tackle challenging circumstances and avoid risky behaviors, teach kids how to interact positively with others, and encourage them to believe in themselves.

Afterschool Alliance, 2014



LEARN

KEVIN, AGE 13

A TYPICAL DAY FOR KEVIN INCLUDES LISTENING TO MUSIC, BOXING, HANGING OUT WITH HIS TWIN BROTHERS – AND PLANNING FOR COLLEGE.

He hasn't even started high school, yet this bright 8th grader is already making ambitious post-graduation plans.

"I have one dream," Kevin says. "To finish high school and get to college so I can help my family." Breakthrough Twin Cities helps Kevin make smart class selections and keep his grades high. He's already talking about scholarships and has taken classes that he might not have otherwise.

Kevin feels both proud and a bit nervous to be the first in his family to plan for college. "It would make my parents proud," he beamed. "I feel honored that I could possibly be the change for my family."



“My teachers have seen a lot of growth in me. They're always believing in me. They're proud of me.”

— KEVIN, Participant, Breakthrough Twin Cities

6 Saint Paul SEL Cohort members + 18 SAYO participants = 24 Sprockets partners with a dedicated emphasis on SEL this year.
 How can your organization intentionally focus on SEL and measure youth outcomes?

ABOVE: KEVIN AND HIS CLASSMATES GET READY FOR CELEBRATION, A SPECIAL END-OF-SUMMER STUDENT-LED PERFORMANCE.

STRONG SUSTAINABLE SYSTEM

JUST DO IT. THEN DO IT AGAIN.

The Sprockets system is strong.

It's built on partnership, collaboration and a shared commitment to continuous program quality improvements in order to best serve the youth of our community.

There are many ways to plug into Sprockets (and there's no cost to you).

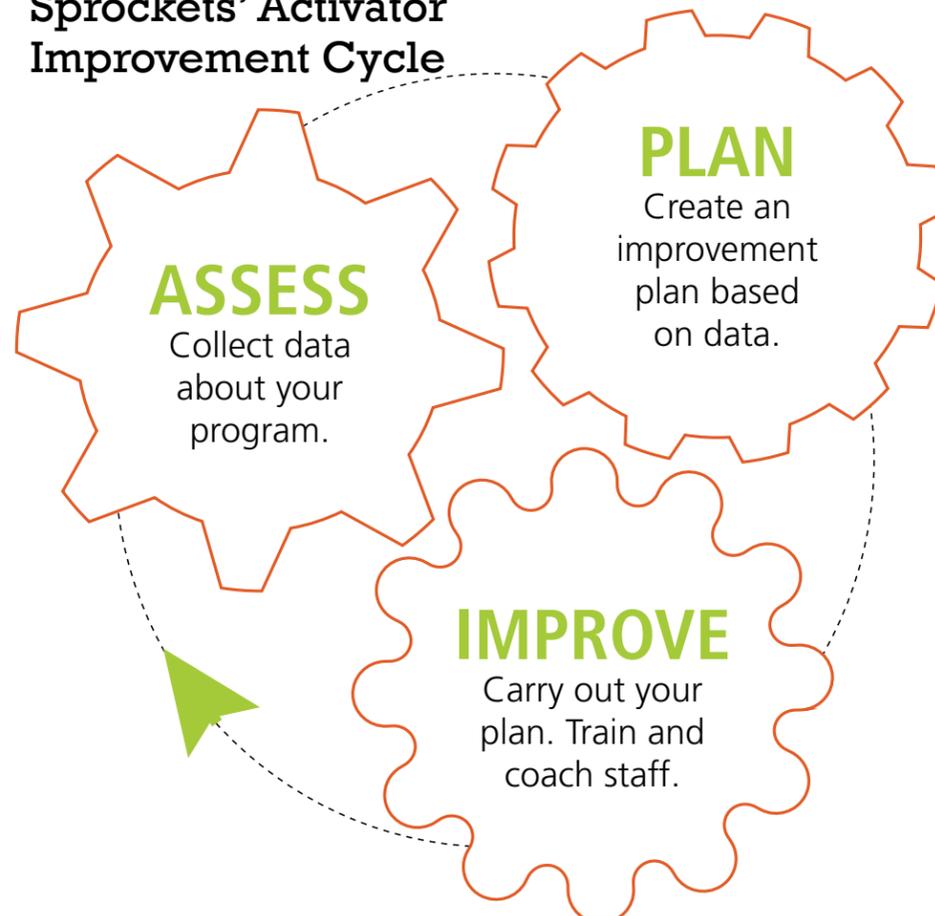
So, find what's right for your organization. Collect data. Use the Sprockets shared data system. Attend a new or different Foundational Skills Workshop. Conduct a YPQA assessment. Consider SAYO or HSA. Create an improvement plan around SEL and youth outcomes. Add another data source (and check out M³ for using multiple data sets in your planning). Evaluate a new aspect of your program. Join the Activator Improvement Cycle next September.

Do one thing to assess and improve your program's quality. Recalibrate. Then add another. And another.

We all can always do a little bit better. Identifying strengths and weaknesses, developing improvement plans and continuously raising the bar on quality – it's all taking us one step closer to deeper, more powerful impacts on youth.

2014-2015 BY THE NUMBERS

Sprockets' Activator Improvement Cycle



Sprockets Welcomes

- Merrick Community Services
- Opportunity Neighborhood
- Playworks
- The Salvation Army Eastside
- SteppingStone Theatre
- The JK Movement
- Twin Cities Housing Development Corporation

New Data Partners

77 of the
275 largest
U.S. cities have put
in place one or more
key strategies to
coordinate their
afterschool programs.

The Wallace
Foundation, 2015



CONTRIBUTE DeSHAUN, AGE 19

DeSHAUN'S XCEL ENERGY INTERNSHIP WAS SUPPOSED TO BE A JUST A SUMMER JOB.

But he asked to stay, and the three-month gig extended to two years of real-world engineering experience.

Today DeShaun is studying mechanical engineering at University of Wisconsin-River Falls. He credits his Right Track experience with helping him "bring it to the next level" – gaining confidence, maturity and learning to navigate a professional environment.

DeShaun was one of 21 youth who worked at 14 Saint Paul companies during Right Track's summer 2013 pilot. Fast-forward two years and Right Track's paid summer internship program employed 108 youth in 2015.

It's what Right Track calls a "pipeline to success." Or as DeShaun pledged, "I didn't want to settle. I want to be the best that I can."

“

When kids are in afterschool programs, they expand their abilities to make the community a better place.”

— DeSHAUN, Participant, Right Track



22% of cities have all elements of a coordinated afterschool system – quality improvement processes, a shared data system and an entity like Sprockets. **How can we leverage our network to help even more young people thrive?**

ABOVE: DeSHAUN AT HIS URBAN ROOTS INTERNSHIP, WHICH LED HIM TO RIGHT TRACK.

HERE IS SPROCKETS

SEE THE SPROCKETS ALL ACROSS THE MAP?

Each one represents a program site in the Sprockets network. Each one represents a dedicated team of youth workers. Each one represents a place where young people's lives are being changed.

See the **darkest red** sections?

The darkest red shows the highest percentages of youth with low income living in that area who attend a Sprockets program. The darkest red shows the areas where Sprockets programs are best reaching the youth most in need of the benefits of afterschool.

We are Sprockets.

And we've got the youth of Saint Paul covered. But there's always more we can do. Let's keep expanding access, increasing participation, improving quality, accelerating youth outcomes and maintaining a strong system.

It's about being at the top of our game. Because when we thrive, so do Saint Paul's youth.

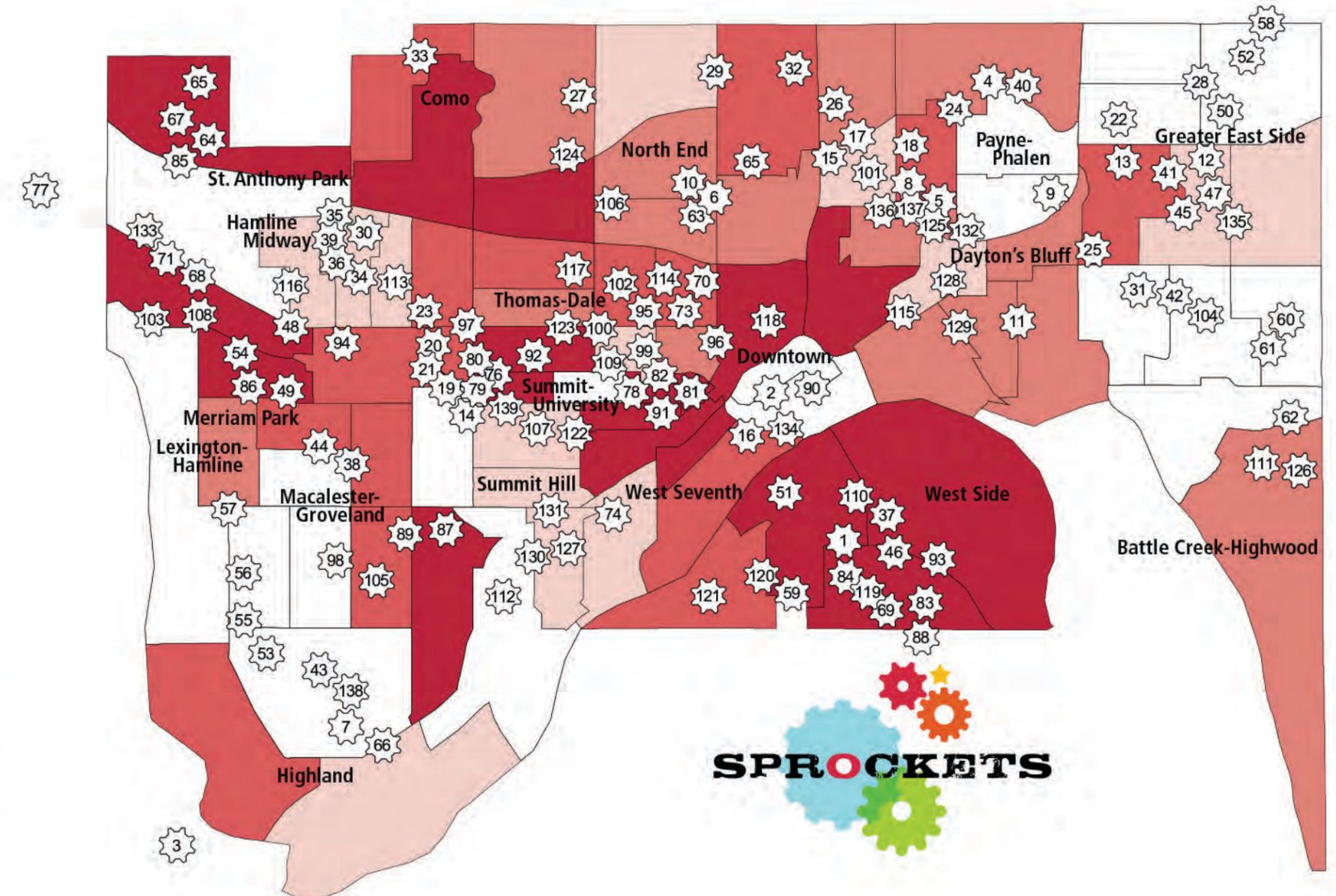
Sprockets Impacts Youth Success All Across Saint Paul

Percentage of SPPS students eligible for free or reduced-price lunch who participate in a Sprockets program

□ 20-40.9 ■ 41-43.9 ■ 44-46.9 ■ 47-51.9 ■ 52-72

⚙️ Partner Program Site

BELOW: SPPS FLIPSIDE'S "LET'S EAT" CLASS MAKES ENOUGH SWEET POTATO CASSEROLE TO FEED 175 AT THE HOSPITALITY CENTER FOR CHINESE.



KEY

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ABOVE: AT LAST! SPPS FLIPSIDE YOUTH TEST BOATS THEY SPENT THREE MONTHS CRAFTING WITH URBAN BOATBUILDERS.

“Sprockets is key to helping all Saint Paul youth succeed in school and life.”

— CHRISTOPHER B. COLEMAN, *Mayor, Saint Paul*

“Sprockets ensures our children are engaged in meaningful and effective programs outside of the classroom.”

— VALERIA SILVA, *Superintendent, Saint Paul Public Schools*

“Now in its sixth year, Sprockets is energizing and unifying Saint Paul’s afterschool community and is leading efforts to increase access to the breadth of extracurricular opportunities that contribute to youth success.”

— SUZANNE KELLY, *Leadership Group Chair, Sprockets*



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Successful Youth. Quality Programs. That's Sprockets.

OUR MISSION

Sprockets improves the quality, availability and effectiveness of out-of-school time learning for all youth in Saint Paul through the committed, collaborative and innovative efforts of community organizations, government, schools and other partners.

OUR VISION

All Saint Paul youth will develop their abilities as learners, contributors and navigators so they can recognize and achieve their greatest potential.