DESTINATION: YOUTH SUCCESS

Sprockets

SAINTEST PAUL’S 2014–15 AFTERSCHOOL DATA REPORT
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, Padaf, 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.

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.

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
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.

ACCESS

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.”

THRIVE

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

— SITRA, Participant, McVay Youth Partnership

THE NUMBERS

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

Stats-At-A-Glance

Youth * Who Attended 6+ Days of Programming

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

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

- 2014–2015 BY

Who do we serve?

Sprockets Network Youth Demographics

- 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?

18+ YRS
2%
5–9 YRS
46%
15–17 YRS
26%
<5 YRS
0%
10–14 YRS
45%
10–14 yrs
44%
15–17 yrs
10%
5–9 yrs
43%
18+ yrs
2%
5–9 yrs
46%
BIRACIAL/
MULTIRACIAL
5%
AMERICAN
INDIAN
2%
WHITE/Caucasian
19%
HISPANIC
13%
ASIAN/NATIVE
HAWAIIAN/
PACIFIC ISLANDER
26%
BLACK/African
american
35%
RACE/ETHNICITY

*Data reflects age as of 9/1/2014

[Image: sprocketsstpaul.org/transportationtoolkit]
PARTICIPATION

RETENTION: IT’S A BIG DEAL.

74% of youth who attended a Sprockets network program 90+ days returned to the 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.

THE NUMBERS

2014–2015 BY

Year-to-Year Retention of Youth Participants*

More Participation = Better Retention

% of Youth Who Returned to the Same or Another Program

81% 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?

LEARN

DEMETRE, AGE 16

4 DAYS PER WEEK X 2 ½ HOURS PER DAY = 300 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.”

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

— DEMETRE, Participant, Hmong Youth & Family Program

More Participation = Better Retention

% of Youth Who Returned to the Same or Another Program

77% 50+ days

71% 61–90 days

62% 30–59 days

49% 10–29 days

41% 6–9 days

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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?

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

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ABOUT DEMETRE: SHARED IMAGE AS HE TUTORS AT HLONG YOUTH & FAMILY PROGRAM.
THE NUMBERS

Before YLI, I never thought of myself as a leader.”
— PADAH, Participant, Youth Leadership Initiative

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.”

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

182 individuals attended a Sprockets Foundational Skills workshop
65 youth work supervisors joined the ranks of trained quality coaches
13 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

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?

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.”

A MUSIC PROGRAM & WORKSHOPS FOR YOUTH WITH DISABILITIES — LIKE SPROCKETS — ARE NOW AT YLI.

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.”

Counting On Quality

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NAVIGATE
2014–2015 BY

Sprockets SEL Cohort Pilot Members

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 Resilency (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.

THE NUMBERS

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

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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.

“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

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

DeSHAUN’S XCEL ENERGY INTERNSHIP WAS SUPPOSED TO BE 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.”

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 SAHD or HSA. Create an improvement plan around SEI 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.

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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 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 SUDIA, 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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OUR VISION

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

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.

sprocketssaintpaul.org

/sprocketsSaintPaul

@SprocketsStPaul

Join the conversation! #YouthSuccess