



Equitable Access to Afterschool

Sprockets



Equitable Access to Afterschool

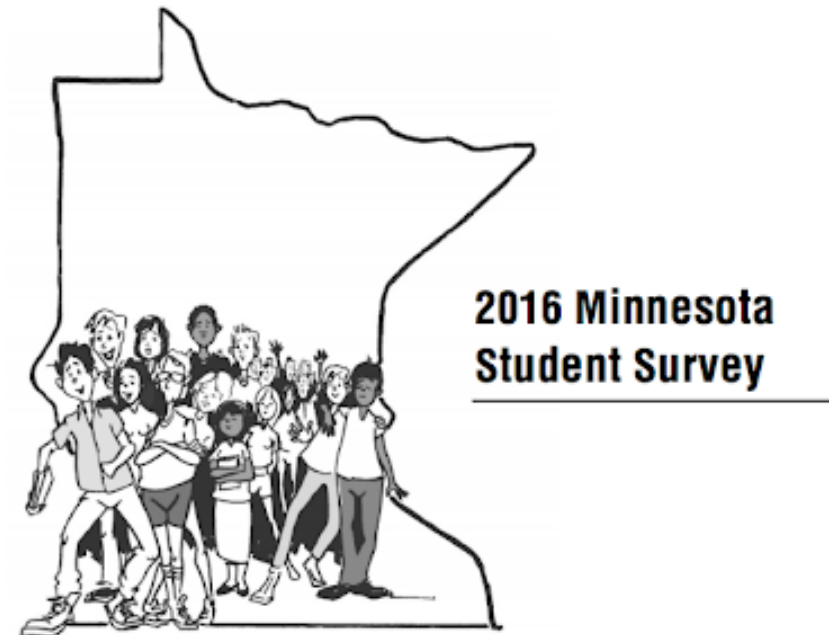
Benefits of Afterschool:

- Academic support
- Social emotional learning and workforce skills
- Relationships with caring adults and mentors



Our Data

- 2016 Minnesota Student Survey Data
- 5th, 8th, 9th, and 11th graders
- Self-report
- SPPS and participating charters in Saint Paul
- Disaggregated by race and Income levels
- Data analysis by the Wilder Foundation
- Three dimensions of access:
 - Awareness of OST opportunities
 - Participation in OST
 - Effectiveness of OST programs

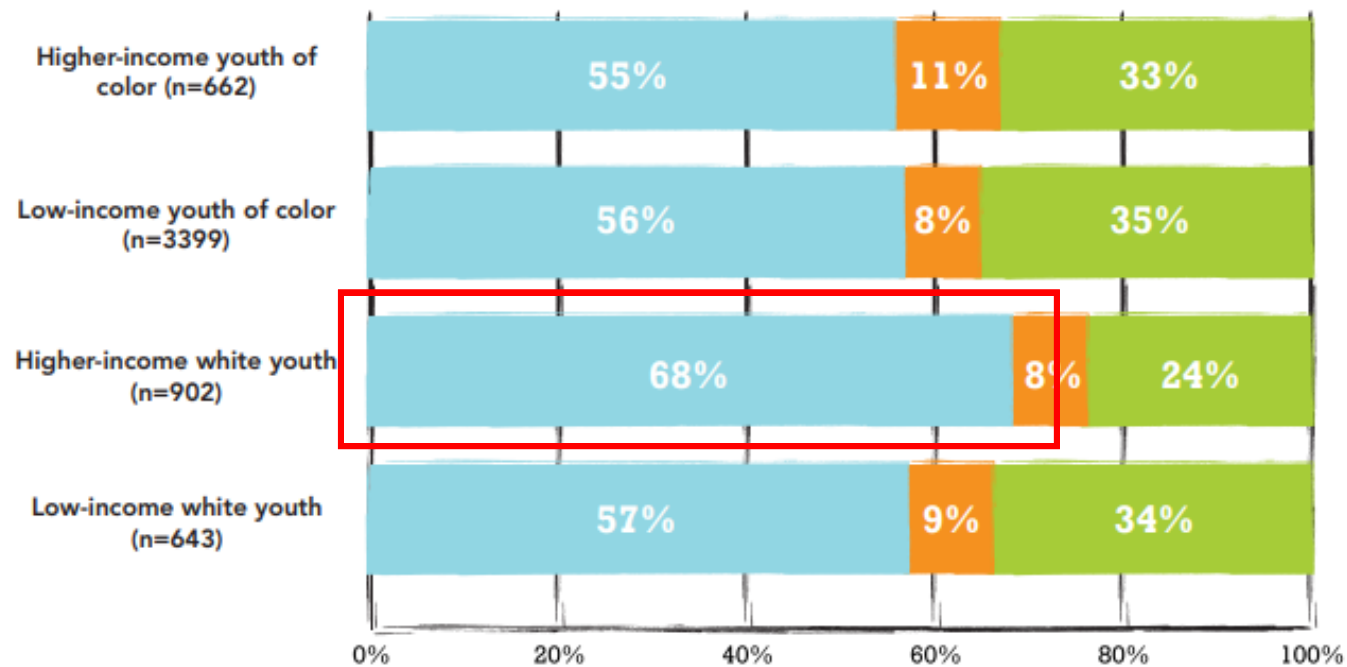


Awareness

Saint Paul Youth Perception of Afterschool Availability:

"Does your school or community offer a variety of programs for people your age to participate in outside of the regular school day?"

Yes No I don't know

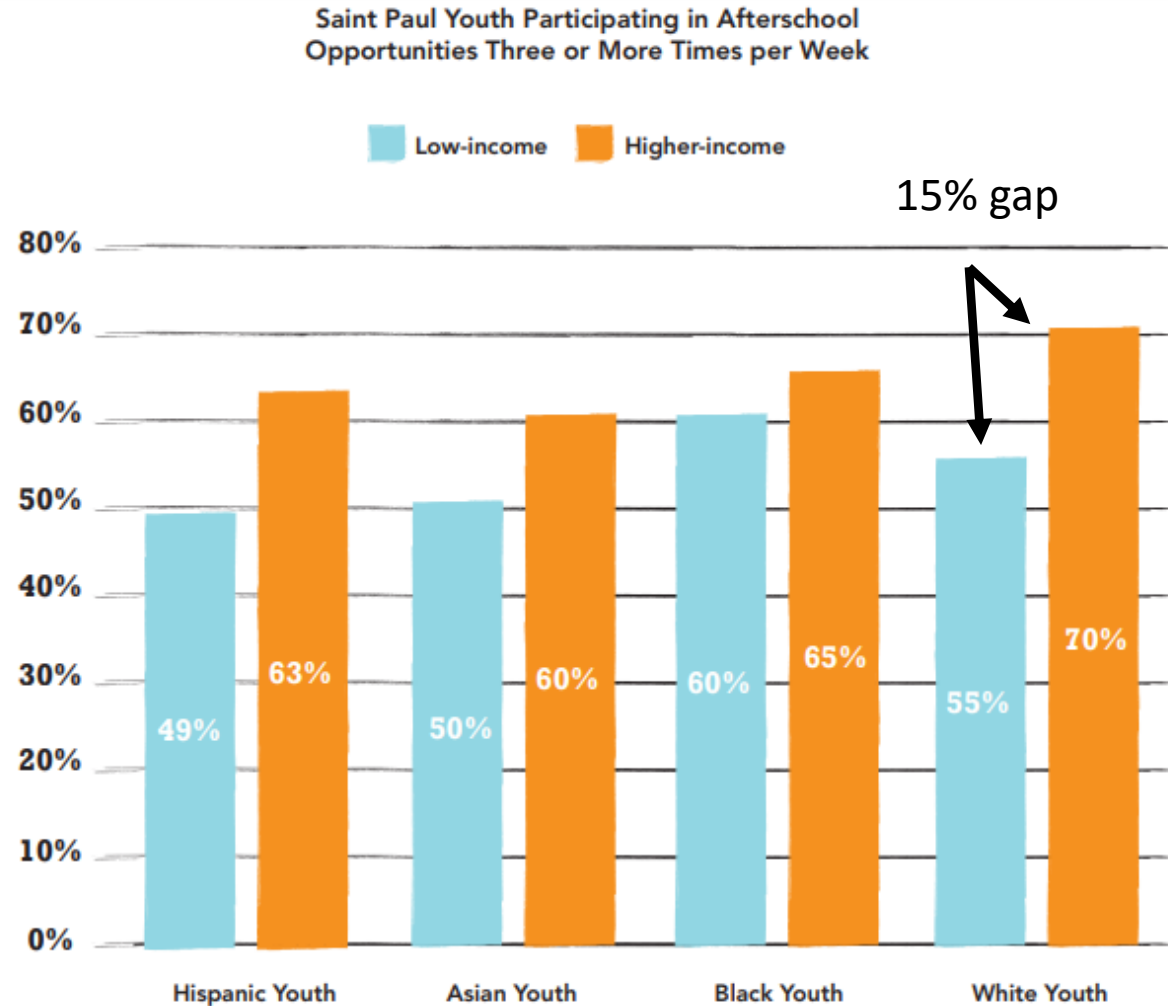


Higher income white youth are significantly more likely to report that there are afterschool programs available in their community.

Youth of color and lower-income youth are more likely to respond "I don't know."

Participation

- Disparities in participation exist by both race/ethnicity and by income
- Lower-income white youth and lower-income youth of color participate at about the same rate (53% and 55%)
- Higher-income white youth are quite a bit more likely to be involved (70%) than youth of color at the same income level (61%).

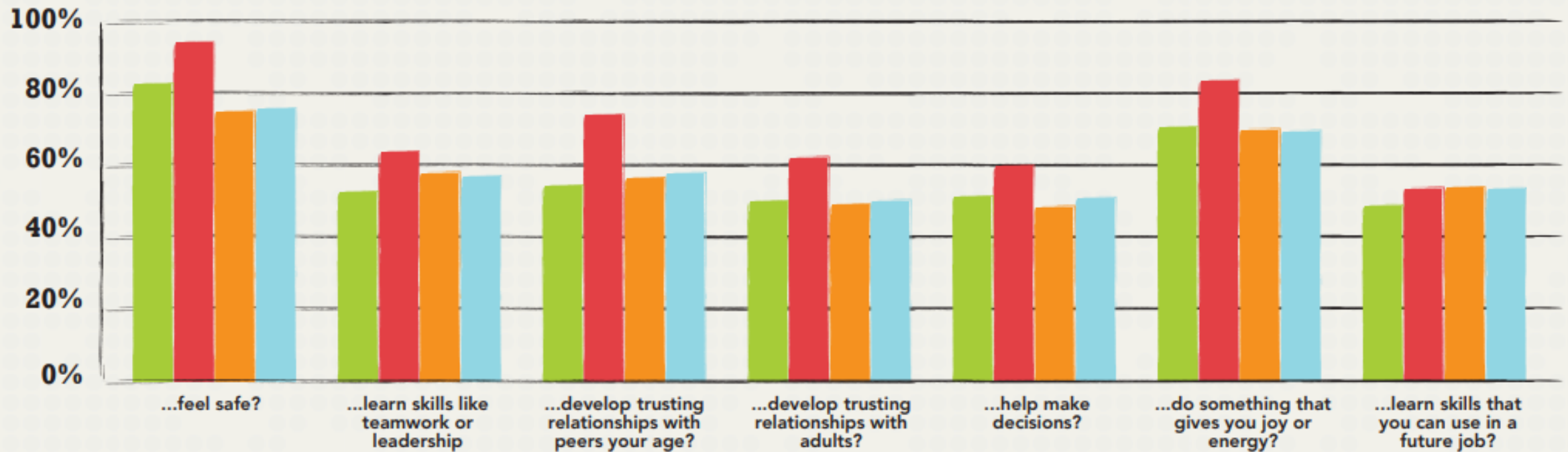
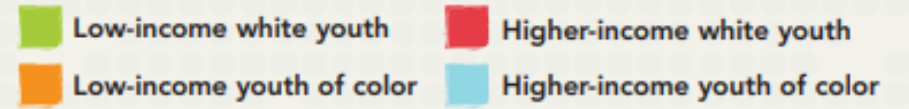


Effectiveness

Higher income white youth are more likely to report that their OST experiences are of high quality.

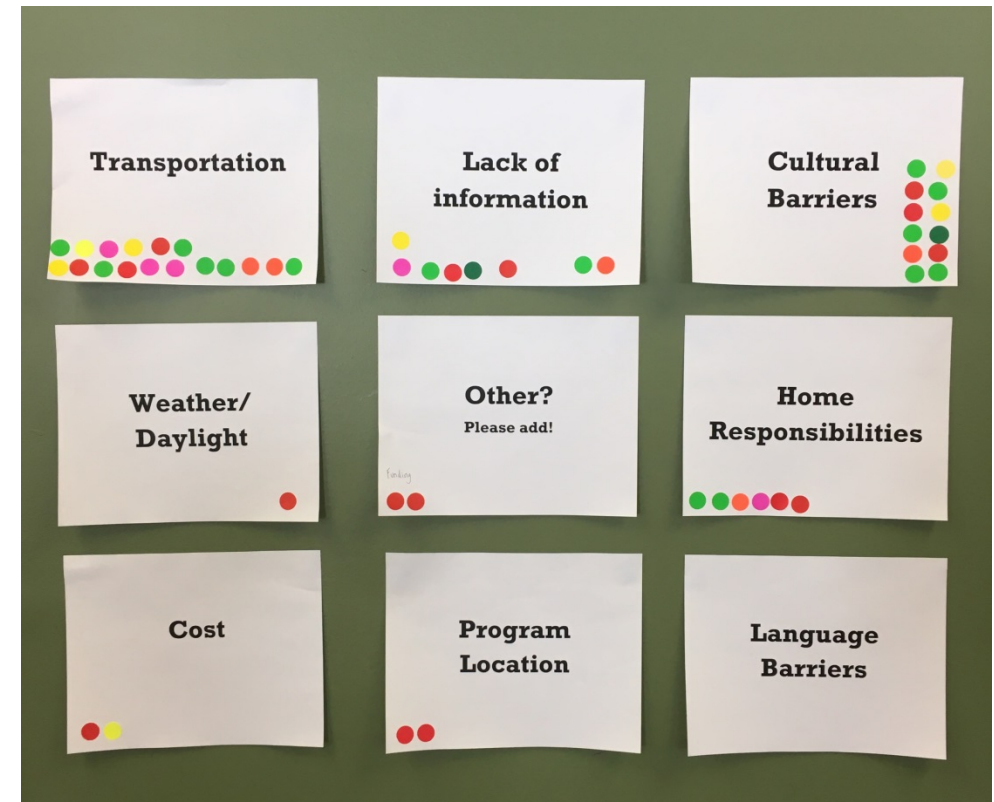
Perceived Quality of Youth Activities:

Percentage of Saint Paul youth who responded "Often" or "Very Often" to the question:
"When you spend time doing activities outside of the regular school day, how often do you..."



Barriers to Access

- Transportation
- Cultural and language barriers
- Lack of Information
- Home responsibilities
- Program Location
- Cost
- Funding
- Weather/Daylight hours



Barriers disproportionately affect youth from marginalized communities.

Sprockets' role

- Sprockets Program Finder
- Transportation
- Program Networking
- Continuous Program Improvement



Questions for our network

- Are fee-based programs that are more accessible to higher-income youth truly more impactful?
- Are youth of different races and income levels actually attending different programs? Or are youth experiencing the same OST opportunities differently?
- Are we building equitable programs that youth of all backgrounds can access?
- Once youth do access our programs, are they finding an environment that is culturally responsive and welcoming?



What's Next?

Quality requires investment.

- Advocate for policies that provide resources for afterschool opportunities
- Create high-quality program environments for youth
- Engage families
- Create opportunities for youth voice
- Support SEL Skill development

