

# AFTERSCHOOL ACCESS SNAPSHOT: Minnesota



Over **1 in 3** youth are not regularly engaged in afterschool at least 3x/week (37% of youth)

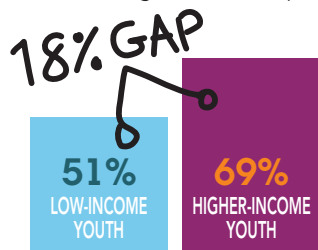


Over **4 in 10** youth are not connected to a caring adult (40% of youth)

## YOUTH FACE DISPARITIES IN AFTERSCHOOL ACCESS

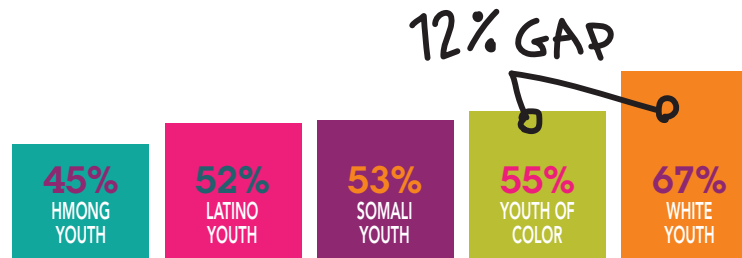
### By Income

51% of low-income youth regularly participate in afterschool, compared to 69% of their higher-income peers.<sup>2</sup>



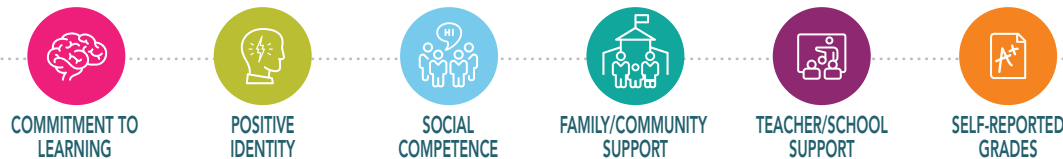
### By Race/Ethnicity

55% of youth of color regularly participate in afterschool, compared to 67% of their White peers. The greatest disparities exist for Hmong, Latino, and Somali youth.



## WE KNOW AFTERSCHOOL MATTERS !

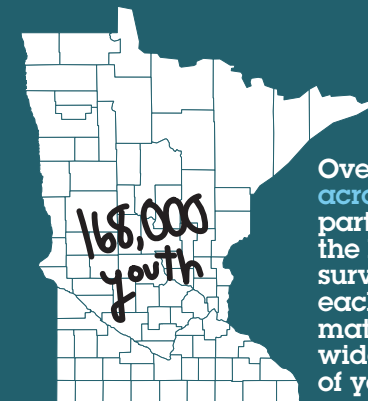
Youth who report **regular participation in afterschool** tend to **score higher** on these **developmental skills indicators**:<sup>3</sup>



These findings back up what the research shows: **afterschool inspires students' learning and builds the skills they need to succeed in work and life.**

## WE NEED #AfterschoolSuccess FOR EVERY YOUTH AND EVERY COMMUNITY

This brief shares key findings about afterschool access for Minnesota youth, using an analysis of the 2016 Minnesota Student Survey (MSS) data. It is part of a series of briefs highlighting the regional and statewide gaps in young people's access to afterschool programs.<sup>1</sup>



Over **168,000** youth across Minnesota participated in the MSS. The youth surveyed from each region closely matches the statewide distribution of youth.

Learn more about the research-backed benefits of afterschool, the gaps in afterschool access, and how you can get involved at:

[igniteafterschool.org/afterschool-access](http://igniteafterschool.org/afterschool-access)

<sup>1</sup>Analysis conducted by Dr. Michael Rodriguez, UMN College of Education and Human Development. Over 168,000 youth in Grades 5, 8, 9, and 11 across Minnesota participated in the Minnesota Student Survey. <sup>2</sup>Low-income youth defined as youth at or below 185% of the federal poverty line (eligible for free and reduced price lunch). <sup>3</sup>For more on how these indicators were created, see Rodriguez, M. (2017) "Exploring Development Skills, Supports, & Challenges of Minnesota Youth"