

AFTERSCHOOL ACCESS SNAPSHOT: Greater Twin Cities



Over **1 in 3** youth are not regularly engaged in afterschool at least 3x/week (36% of youth)

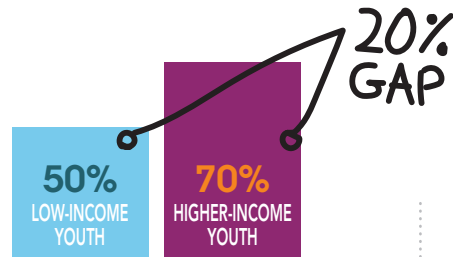


Almost **4 in 10** youth are not connected to a caring adult (39% of youth)

YOUTH FACE DISPARITIES IN AFTERSCHOOL ACCESS

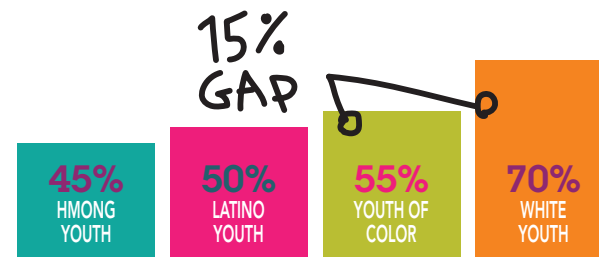
By Income

50% of low-income youth regularly participate in afterschool, compared to 70% of their higher-income peers.²



By Race/Ethnicity

55% of youth of color regularly participate in afterschool, compared to 70% of their White peers. The greatest disparities exist for Hmong and Latino youth.



WE KNOW AFTERSCHOOL MATTERS !

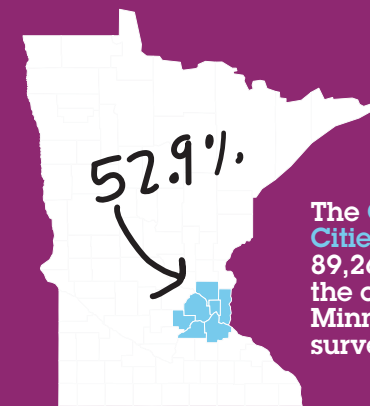
Youth who report **regular participation in afterschool** tend to **score higher** on these **developmental skills indicators**:³

- COMMITMENT TO LEARNING
- POSITIVE IDENTITY
- SOCIAL COMPETENCE
- FAMILY/COMMUNITY SUPPORT
- TEACHER/SCHOOL SUPPORT
- SELF-REPORTED GRADES

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 Greater Twin Cities 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.¹



The Greater Twin Cities made up 89,260 (52.9%) of the over 168,000 Minnesota youth surveyed.

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

¹Analysis 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. ²Low-income youth defined as youth at or below 185% of the federal poverty line (eligible for free and reduced price lunch). ³For more on how these indicators were created, see Rodriguez, M. (2017) "Exploring Development Skills, Supports, & Challenges of Minnesota Youth"