

**Final Data: State Fiscal Year 2014 Youth Competitive Grants**  
**Science Museum of Minnesota**  
**(Year-Round)**

**Participant Summary**

Total	15	Hispanic/Latino:	1
Male:	8	American Indian:	0
Female:	7	Asian/Pacific Islander:	4
		Black/African American	9
14-15:	0	White:	1
16-17:	0		
18:	2		
19-21:	9		
22-24:	4		

**GOAL 1: Provide work experience for youth who are economically disadvantaged or at-risk, ages 14 through 24.**

Sixteen young people, ages 18-24, were hired with project funds. They were hired to work in one of three roles within the Kitty Andersen Youth Science Center:

**Education Interns – 11 staff**

Education Interns are responsible for preparing and facilitating interactive science, technology, engineering, arts and mathematics learning experiences for youth at youth serving organizations throughout St. Paul and Minneapolis. This experience provides the Interns with training in the areas of positive youth development, informal STEAM teaching and facilitation, and personal, academic, and career planning.

**Curriculum and Assessment Project Assistants – 3 staff**

Curriculum and Assessment Project Assistants are responsible for supporting documentation and assessment projects within the KAYSC. This experience provides the Project Assistants with training in the areas of positive youth development, multimedia documentation, project assessment and evaluation and personal, academic, and career planning.

**Project Coordinator – 1 staff**

The Project Coordinator is responsible for supporting the interns and project assistants throughout their work. This experience provides the Coordinator with training in the areas of positive youth development, employee management, documentation, assessment and evaluation and personal, academic, and career planning.

<b>Demographic Data – Jan 1, 2014-Jun 30,2014</b>
---------------------------------------------------

NUMBER OF YOUTH EMPLOYED	15
GENDER	
Female	7
Male	8
AGE	
18	2
19-21	9
22-24	4
ETHNICITY/RACE	
Hispanic/Latino	1
American Indian or Alaska Native	0
Asian/Pacific Islander	4
Black or African American	9
White	1

#### EDUCATION LEVEL

While all 15 youth hired had graduated from high school or held a G.E.D., their level of higher education attainment varied.

- Four had earned a 4-year bachelors degree
- Eight are currently enrolled in some post-secondary education
- Three had not entered a post-secondary program (though one will be attending college this fall)

#### OTHER DEMOGRAPHICS

Note: This is a self reported list – not all staff shared a response.

Limited English Proficient	1
Youth from Families Receiving Public Assistance	2
Pregnant or Parenting Youth	1
Not Employed at Program Enrollment	4
Veteran	2

**GOAL 2: Promote mastery of work-readiness competencies and 21st**

## **Century skills as demonstrated through workplace portfolios and other assessments.**

### **PORTFOLIOS**

All fifteen staff have Google Accounts through the Science Museum of Minnesota. Through these accounts on Google Drive they all have developed portfolios of their work accomplishments and reflections. This has reinforced the importance of computer literacy and use of current computer applications to document their work.

### **ASSESSMENTS**

Our program identified the MHA Labs 21<sup>st</sup> century skills system as an appropriate measure of skill development for our program. All staff complete an assessment to measure their development related to the six 21<sup>st</sup> century skill Building Blocks:

- Personal Mindset
- Social Awareness
- Collaboration
- Planning for Success
- Verbal Communication
- Problem Solving

We utilize the Human Achievement Quotient™ to measure the growth of each staff member throughout his/her term of employment.

### **YOUTH PROGRAM QUALITY ASSESSMENTS**

Education interns are also measured on their attainment of positive youth development skills as measured by the Youth Program Quality Assessment. One of the curriculum and assessment project assistants observes the interns facilitating STEM (science, technology, engineering, and math) activities at community organizations. The observations cover four domains:

- Safe environment
- Supportive environment
- Interaction
- Engagement

The interns select two domains to be observed and then set improvement goals for themselves based on the observation data shared with them by the curriculum and assessment project assistant

### **LEADERSHIP COHORT**

All project funded staff participated in monthly Leadership Cohort workshops during the school year months (Jan, Feb, Mar, Apr, May). The purpose of these workshops is to provide KAYSC project assistants and interns with professional development and networking opportunities throughout their terms of service. The expectation is that participants will develop the following skills through this experience: 1) Positive youth development best practices, 2) Group facilitation skills, 3) Informal STEM teaching skills, 4) Professional networking skills, 5) How to be an academic and career role model.

### GOAL 3: Promote skill acquisition (academic and work readiness) through project based instruction.

All funded project positions (interns, project assistants, and coordinators) engage in project based instruction and work. Staff develop skills outlined by the Partnership for 21<sup>st</sup> Century Skills Framework (<http://www.p21.org>).

#### LEARNING AND INNOVATION SKILLS

- Creativity and innovation
- Critical thinking and problem solving
- Communication and collaboration



#### LIFE AND CAREER SKILLS

- Flexibility and adaptability
- Initiative and self direction
- Social and cross-cultural skills
- Leadership and responsibility



## **GOAL 4: Increase exposure to in-demand jobs important to regional economies.**

All funded project positions received exposure to in-demand jobs important to our regional economy. Efforts are also made to expose these young people to careers within the museum. We make a strong effort to have them meet professionals who match their racial, gender, and socioeconomic backgrounds. Their exposure occurs through a mix of career exploration workshops, on-the-job training, and networking experiences out in the community.

### **EDUCATION INTERNS**

Through an internal collaboration this spring, three of our five education interns participated in a job shadow experience with veteran museum instructors. The interns were paired with an instructor from the museum's Life Long Learning department. They spent eight to ten days together in an elementary school classroom in which the instructor facilitated an Engineering is Elementary unit with the students. The interns got to experience a new educational model and setting. They also had time to learn about the instructors' career paths and what it looks like to be a full-time informal educator.

The summer cohort of education interns participated in a career exploration workshop with a staff member from Metropolitan State University's Urban Educator program. The School of Urban Education attracts teachers of color and low-income or "first generation" college students into teaching careers. Through the workshop the interns learned more about this teacher training program and how to take their summer teaching experience to a new career level.

### **PROJECT ASSISTANTS**

The three curriculum and assessment project assistants received exposure to graduate students and professionals engaged in evaluation, assessment and academic research work. They received training to complete Youth Program Quality Assessment observations from professionals in the field. They also had multiple opportunities to network with and learn from the museum's Evaluation and Research and Learning department staff. Finally, they met several graduate students from the University of Minnesota who are working in the KAYSC and/or with other groups to complete dissertations about Youth Participatory Action Research.

### **PROJECT COORDINATOR**

Through his elevated role on this project, the project coordinator has been exposed to more and new career opportunities. He had a chance to facilitate professional development workshops at a local education conference (E4) and the local Sprockets conference. He also met professionals who are researching and doing work on Social Emotional Learning as a member of a youth panel at the University of Minnesota's Howland Symposium in May.

**GOAL 5: Provide high-quality work sites and overall participant and employer satisfaction.**

Participant satisfaction has been positive. Participants completed a brief satisfaction survey (11 respondents out of 15).

<b>Program Satisfaction</b>	<b>Total</b>
Excellent	4
Very Good	6
Average	1
Below Average	0
Poor	0

Adult staff put significant effort in to providing high-quality work sites which support the healthy development of our youth staff.

The Summer Education Interns participate in a three-week orientation and training period which prepares them to successfully facilitate hands-on STEM activities at community sites. They meet as a full group once per week to complete reflection exercises, plan for upcoming work, and participate in skill building workshops led by adult staff and other interns within the museum.

The project assistants meet weekly with their supervisor to receive active support for their work. They also have access to other supportive adult staff members within the museum’s Evaluation and Research in Learning department.

All staff receive college and career access support from the Career and Community Connections program manager and the College and Career Access coordinator. This is shared through the Leadership Cohort workshops, career exploration workshops, and one-on-one support sessions.

**YOUTH PARTICIPANT FEEDBACK (in their own words)**

“I have improve my english a lot. working here I get to practice speak english other than speaking my native language. i get to enhance my english communication skill and work with diverse.”

“I rate my experience with this program as excellent because I have become a part of the community in this program. I feel comfortable in what I'm doing, and always feel welcome to the program. Plus, the work I do, I see that I'm actually really helping youth grow and work on their skills just as I am with mine. This is a excellent program because everything I do, I always meet new people and making new connections, gaining skills that I wouldn't have at other jobs. In over a year, I can do data entry/use excel, organizing the server, creating system for media documentation and surveys, using the Youth Program Quality Assessment tool, gain photography skills, using Sprockets, faxing paperwork which I never knew how to do, and many more.”

“The Kitty Andersen Youth Science Center treats me like I am valuable to what they are trying to accomplish . I feel as if I am an assist and a vital member of the team. Also they believed in me when most people would not.”

"This is an excellent way to make connections within a supportive and comfortable community. It is diverse, educational, and fun."

"I'm learning and gaining good job skills. It's also rewarding helping kids learn more about science; I feel as though I'm making a difference, however small it may be."

## YOUTH PARTICIPANT REFLECTION ON PERSONAL GOAL SETTING

"I hoped at the beginning of this program to learn how to be a good teacher, improvise, and work effectively with others. These goals have been reached relatively well so far!"

"I have reached them by always working hard to give the kids a knowledge of the material. To reach them, I need to continue working hard."

"i worked on my speaking skills"

"I have been able to work on my organizational skills by being able to help plan and lead events."

"My goal I set at the beginning of this internship is to improve my teaching skill. explain thing to other is very hard for me, working here I have improve my teaching skill. I can explain thing easy to people now."

"I am a Evaluation and Assessment project assistant and one of my goal during the beginning of the position is to understand the purpose of the Youth Program Quality Assessment tool (YPQA) and using that tool to help our high school youths to see where they are at and help them work on areas that need improvement. This was a long term goal since we use the YPQA every 6 months. The first YPQA observation was to show where they are at and what needs to be improve, the second YPQA observations is to go back to those area and compare them to see if there is any improvement and set new goals for the youths. To reach that goal of seeing that youth are improving, I worked on my observation skills and note taking, especially note taking because if it is not written well, then I won't able to score the youth's work in the YPQA tool. When it comes to note taking, I worked hard on not being bias, having my opinion in the notes, but to write what I see instead. What I did was, taking notes in third person and be more observant, that helped me in getting the information I needed."

## **GOAL 6: Connect to and strengthen other key educational initiatives and systems in the area.**

The success of the Kitty Andersen Youth Science Center depends on the relationships we have built with local and national education initiatives and systems.

### LOCAL

*Sprockets* – the KAYSC became a program partner in the first year. We utilize the Sprockets database, attend and present at the annual conference, and actively promote Sprockets supported activities and trainings to our youth participants, alumni and adult staff. We have also participated in Youth Program Quality Assessment trainings to utilize this framework for improving our program.

*St. Paul Public Schools* – The Education Interns have led outreach programming at one elementary school within this district.

*St. Paul Public Libraries* – The Education Interns have led outreach programming at six libraries.

*St. Paul Parks and Recreation* – The Education Interns have led outreach programming at Summer Blast sites.

*Minneapolis Public Schools* – The Education Interns have led outreach programming at two elementary schools within this district.

*MMEP* – We participated in the Minnesota College Access Network College Connector Certification program. Through this project we received training to help us better support our young people to successfully reach college and succeed while there.

*City of St. Paul AmeriCorps* – for the past four years we have hosted an AmeriCorps member to build our capacity to support College and Career Access programming in the KAYSC. The AmeriCorps member has provided workshops, site visits, and one-on-one support for our participants. The member has also drawn on the St. Paul VISTA network of AmeriCorps members and host institutions to gain and share knowledge that increases the impact of his/her service.

#### NATIONAL

*Association of Science and Technology Centers (ASTC)* – There are many out of school time programs at ASTC institutions. We share best practices with each other through formal and informal means. For the past three years we have brought youth participants to the annual conference where they have worked with youth from other ASTC institutions to lead workshops for museum professionals.

**YOUTH COMPETITIVE GRANT DATA SUMMARY**  
**SFY 2014 Annual Report Data (Cumulative Through June 30, 2014)**

<b>IDENTIFYING INFORMATION</b>		
<b>Grantee:</b> Science Museum of Minnesota Kitty Andersen Youth Science Center		<b>Contact:</b> Robby Callahan Schreiber Anika Ward
<b>Phone #:</b> Robby – 651-221-2589 Anika – 651-265-9877		<b>E-mail Address:</b> Robby – <a href="mailto:rschreiber@smm.org">rschreiber@smm.org</a> Anika – <a href="mailto:award@smm.org">award@smm.org</a>
<b>TOTAL SERVED – GROUP SERVICES</b>		<b>0</b>
<p>The number provided above is to include all persons who participate in grant funded group activity (or activities). For example, the number is to include the number of persons involved in job fairs or the number of family members of a participant who also participate and benefit from the granted funded activity. In the case of an activity led by a youth participant, the participant is to be counted in both the group services and individual services categories.</p>		
<b>TOTAL PARTICIPANTS SERVED – INDIVIDUAL SERVICES</b>		
Total Individual Participants Served		15
<b>Gender</b>	A. Male	8
	B. Female	7
<b>Age</b>	A. 14 – 15	0
	B. 16 – 17	0
	C. 18	2
	D. 19 – 21	9
	E. 22 – 24	4
<b>Ethnicity / Race</b>	A. Hispanic/Latino	1
	B. American Indian or Alaska Native	0
	C. Asian/Pacific Islander	4
	D. Black or African American	9
	E. White	1
<b>Education Level</b>	A. 8 <sup>th</sup> grade and under	0
	B. 9 <sup>th</sup> Grade – 12 <sup>th</sup> Grade	0
	C. High School graduate or equivalent	11

**YOUTH COMPETITIVE GRANT DATA SUMMARY**  
**SFY 2014 Annual Report Data (Cumulative Through June 30, 2014)**

	D. Post-Secondary Education	4
<b>Other Demographics</b>	A. Limited English Proficient	1
	B. Youth From Families Receiving Public Assistance	2
	C. Foster Youth	0
	D. Youth with a Disability	0
	E. High School Drop-Out	0
	F. Youth Offender	0
	G. Pregnant or Parenting Youth	1
	H. Basic Skills Deficient	0
	I. Homeless or Runaway Youth	0
	J. Not Employed at Program Enrollment	4
	K. Veteran	2
<b>PROGRAM SERVICES, ACTIVITIES, AND OTHER RELATED ASSISTANCE</b>		
	A. Received Education or Job Training Activities	15
	B. Received Work Experience Activities	15
	C. Received Community Involvement and Leadership Development Activities	15
	D. Received Post-Secondary Exploration, Career Guidance and Planning Activities	15
	E. Received Mentoring Activities	
	F. Received Support Services	15
<b>INDICATORS OF PERFORMANCE</b>		
	A. Attained Work Readiness or Education Goals	15
	B. Received Academic Credit or Service Learning Credit	0
	C. Obtained High School Diploma, GED, Remained in School, Obtained a Certificate or Degree, or Dropout – Returned to School	0
	D. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, Military, Job Search or Employment	0
	E. Completion Rate	0
<b>CUSTOMER SATISFACTION</b>		
	A. Number of participants rating experience as “Excellent”	4

**YOUTH COMPETITIVE GRANT DATA SUMMARY**  
**SFY 2014 Annual Report Data (Cumulative Through June 30, 2014)**

B. Number of participants rating experience as "Very Good"	6
C. Number of participants rating experience as "Average"	1
D. Number of participants rating experience as "Below Average"	0
E. Number of participants rating experience as "Poor"	0
F. Total Number of Surveys Completed	11