

Final Data: State Fiscal Year 2015 Youth Competitive Grants

Kitty Andersen Youth Science Center/Science Museum of Minnesota (Year-Round SFY15)

Participant Summary

Total: 31	Hispanic/Latino: 2
Male: 12	American Indian: 3
Female: 19	Asian/Pacific Islander: 6
	Black/African American: 22
	White: 4
14-15: 0	
16-17: 1	
18: 2	
19-21: 20	
22-24: 8	

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

In SFY2015 31 young people, ages 18-24, were hired with project funds and worked in one of three roles within the Kitty Andersen Youth Science Center:

Interns – 26 young people

Young people were hired to work in one of three different intern roles: Education, Urban Heat Island Network, and High School Crew.

Education Interns are responsible for two 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 STEM teaching and facilitation, and personal, academic, and career planning.

Urban Heat Island Network Interns develop urban heat island educational tools and techniques for communicating the issues of urban heat islands and practical solutions to younger KAYSC participants and KAYSC partner communities. Interns develop the following skills through this experience: Knowledge of urban heat islands and climate change content; Curriculum development & materials management; Informal Science Teaching skills; Positive Youth Development best practices; Academic and career planning and goal setting.

High School Crew Interns support programming and community building within high school crews. This experience provides the interns with training in the areas of positive youth development, informal STEM teaching and facilitation, and project planning.

Curriculum and Assessment Project Assistants – 4 young people

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 young person

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.

EDUCATION LEVEL

While all 31 youth hired had graduated from high school or held a G.E.D., their level of higher education attainment varied.

- Three had earned a 4-year bachelors degree
- Twenty-two had completed some post-secondary education, while three were not enrolled during the time they completed their work
- Four were enrolled to begin in post-secondary programs this fall
- Two had not enrolled in or entered a post-secondary program

OTHER DEMOGRAPHICS

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

Limited English Proficient	1
Pregnant or Parenting Youth	2
Not Employed at Program Enrollment	19

GOAL 2: Promote mastery of work-readiness competencies and 21st Century skills as demonstrated through workplace portfolios and other assessments.

PORTFOLIOS

All thirty-one staff have Google Accounts through the Science Museum of Minnesota. Through these accounts on Google Drive they all 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 21st century skills system as an appropriate measure of skill development for our program. All youth staff complete an assessment to measure their development related to the six 21st 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

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 (Oct, Nov, 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 21st Century Skills Framework (<http://www.p21.org>).

LEARNING AND INNOVATION SKILLS

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



LIFE & CAREER SKILLS

- Flexibility & 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.

INTERNS

Through an internal collaboration this spring, 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.

Each intern met consistently with his/her supervisor to receive coaching and support. In these meetings interns discussed their career plans and set SMART goals for themselves.

PROJECT ASSISTANTS

The 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 joined two cohorts of youth work professionals, the 651 Youth Justice project and the Youth Program Quality Assessment Coaching cohort.

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

Participant satisfaction has been positive. Participants completed a brief satisfaction survey as part of their exit interview.

Program Satisfaction	Total
Excellent	12
Very Good	18
Average	1
Below Average	0
Poor	0

Adult staff put significant effort in to providing a high-quality work site which supports 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)

How has your work experience challenged you?

"I became more caring of the youth I taught. Freedom school I built more of a relationship with them which made more connected. Also being with the same youth over and over which mean I had to tweak my lesson plan to fit."

"Being a teacher has challenged me in so many ways. It allowed me to step out of my comfort zone by being more out spoken, taking responsibility of having to prepare lessons to teach, and challenge of keeping the scholars engaged at all times."

“I became a bigger and better person, I have to plan and do things to make sure the youth will have a better experience.”

“Helped me be able to work with someone else, sometimes I like to take over on occasion. So I was able to share the work with others. Also helped me increase my patience. Also it help me to realize what I want and what I do not want from a job.”

How has this experience supported your growth and development?

“Grew thicker skin and am able to take things with a grain of salt. Always been an independent person and this taught me to be able to rely on others. Also I became more compassionate over time.”

“Put outside of comfort zone. Made me have to socialize with people more.”

“Able to help others lead and take a step back. I have always wanted thing done a certain way so it has been a good skill for me to learn how to take a step back and let someone else step up.”

“I feel that I have grown a lot by just these six weeks that I worked. Teaching at Freedom School gave me many useful skills that I could pertain to my future career. Being able to teach not only gave me public speaking skills, but it also gave me a deeper knowledge and understanding on how to talk and work with a specific age group.”

“Helped me learn about who I am as a educator. Interested in environmental education. Made think about how I deal with kids, how do I stay organized, etc. Want to be a college professor, I know that older kids is more align with who I want to work with. Learned more about myself, like things about my own frustrations with teaching.”

“Helped me take on more responsibility. It helped me with my major, early childhood development gaining more insight about it and to see if it is something I want to do.”

“I want to go into child development now. Made me be a better leader. Also help me get out of my shell I am a shy type and scared to speak up, but this job helped me push outside my comfort.”

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 – ST. PAUL

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. Finally, summer intern staff attended the Summer Youth Institute while program manager and coordinator staff led a leadership development workshop for participants.

St. Paul Public Schools – The Education Interns led outreach programming at Maxfield Elementary School and Wellstone Elementary School.

St. Paul Parks and Recreation – The Education Interns led outreach programming at all 16 Summer Blast sites in 2014 and 2015.

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.

LOCAL - MINNEAPOLIS

Minneapolis Public Schools – The Education Interns led outreach programming for the district's Middle School STEM Expo.

Pillsbury House afterschool program – The Education and Crew Interns led outreach programming at this site during the school year.

Media – KMOJ & Spokesman Reporter – Urban Heat Island Network Interns broadcast live on KMOJ and met with the editorial board of the Spokesman Reporter

REGIONAL

St. Cloud State University – The Education Interns led outreach programming for a middle school STEM Expo.

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.

YOUTH COMPETITIVE GRANT DATA SUMMARY
SFY 2015 Annual Report Data (Cumulative Through June 30, 2015)

IDENTIFYING INFORMATION		
Grantee: Science Museum of Minnesota Kitty Andersen Youth Science Center		Contact: Robby Callahan Schreiber
Phone #: 651-221-2589		E-mail Address: rschreiber@smm.org
TOTAL SERVED – GROUP SERVICES		151
<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>		
TOTAL PARTICIPANTS SERVED – INDIVIDUAL SERVICES		
Total Individual Participants Served		31
Gender	A. Male	12
	B. Female	19
Age	A. 14 – 15	0
	B. 16 – 17	1
	C. 18	2
	D. 19 – 21	20
	E. 22 – 24	8
Ethnicity / Race	A. Hispanic/Latino	2
	B. American Indian or Alaska Native	3
	C. Asian/Pacific Islander	6
	D. Black or African American	22
	E. White	4
Education Level	A. 8 th grade and under	0
	B. 9 th Grade – 12 th Grade	0
	C. High School graduate or equivalent	28

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	D. Post-Secondary Education	3
Other Demographics	A. Limited English Proficient	1
	B. Youth From Families Receiving Public Assistance	0
	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	2
	H. Basic Skills Deficient	0
	I. Homeless or Runaway Youth	0
	J. Not Employed at Program Enrollment	19
	K. Veteran	0
PROGRAM SERVICES, ACTIVITIES, AND OTHER RELATED ASSISTANCE		
	A. Received Education or Job Training Activities	31
	B. Received Work Experience Activities	31
	C. Received Community Involvement and Leadership Development Activities	31
	D. Received Post-Secondary Exploration, Career Guidance and Planning Activities	31
	E. Received Mentoring Activities	31
	F. Received Support Services	37
INDICATORS OF PERFORMANCE		
	A. Attained Work Readiness or Education Goals	31
	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	
	D. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, Military, Job Search or Employment	
	E. Completion Rate	31
CUSTOMER SATISFACTION		
	A. Number of participants rating experience as “Excellent”	12

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B. Number of participants rating experience as "Very Good"	18
C. Number of participants rating experience as "Average"	1
D. Number of participants rating experience as "Below Average"	
E. Number of participants rating experience as "Poor"	
F. Total Number of Surveys Completed	31