

# Out-of-School Time

## DEFINITION

*Out-of-school time* is the number of children participating in organized after-school programs. This indicator presents data on the number of licensed after-school child care programs and slots for children ages six and older as well as available data on children served by after-school programs that do not require state licensing.

## SIGNIFICANCE

Organized programs for school-age children offered during the hours and days when school is not in session have become increasingly popular over the past 50 years. Growth has been driven by the expansion of mothers' labor force participation, concerns over negative consequences associated with children being home alone, passage of the *1990 Child Care Development and Block Grant Act* which provided the first major funding stream for school-age child care, and federal funding for 21st Century Community Learning Centers, which began in 1998. Out-of-school time programs can contribute significantly to children's development and learning.<sup>1</sup>

High-quality, organized after-school and summer programs promote academic and social skills, provide opportunities for children and youth to develop positive relationships with peers and adult mentors, increase children's

safety, and reduce the likelihood that youth engage in inappropriate activities. Children who participate in organized after-school programs and extra-curricular activities benefit socially, emotionally, and academically. Children who are from low-income families and those in need of social and academic supports are most likely to benefit.<sup>2,3</sup>

In most communities, there are not enough high-quality, affordable after-school and summer programs to serve all the children who could benefit from them. Resources are needed both to improve the quality of current programs and to expand access.<sup>4</sup> In Rhode Island, the Providence After School Alliance and the Rhode Island Afterschool Leadership Circle (a United Way of Rhode Island program) act as intermediaries to address access issues and support program quality improvement through the use of the Rhode Island Program Quality Assessment (RIPQA) tool.<sup>5</sup>

Between 2011 and 2015, 77% of Rhode Island children ages six to 17 had all parents in the workforce, higher than the U.S. rate of 71%.<sup>6</sup> Nationally, 56% of children ages five to 14 with employed mothers stay with a relative during the hours when they are not in school, while 19% regularly participate in enrichment activities, 7% are in a child care center or in home-based child care, and 14% regularly stay at home by themselves.<sup>7</sup>

**Students Served by 21st Century Community Learning Centers by Grade Span, Rhode Island, 2015-2016 School Year**

SCHOOL DISTRICT	GRADES PK-3	GRADES 4-5	GRADES 6-8	GRADES 9-12	TOTAL
Central Falls	267	275	258	194	994
Cranston	92	36	137	0	265
East Providence	131	58	0	0	189
Newport	428	240	356	262	1,286
North Kingstown	159	77	500	7	743
Pawtucket	864	442	416	196	1,918
Providence	374	166	1,407	1,141	3,088
West Warwick	0	92	116	2	210
Woonsocket	240	154	372	873	1,639
<i>Charter Schools</i>	250	175	254	2	681
<i>The MET</i>	0	0	0	288	288
<i>UCAP</i>	0	0	190	19	209
<i>Rhode Island</i>	2,805	1,715	4,006	2,984	11,510

Source: RI Department of Education, Office of Student, Community and Academic Supports, 2015-2016 school year. Data are not unduplicated as students can be served by more than one grantee. Charter schools are: Highlander Charter School, Paul Cuffee Charter School, and The Learning Community. The MET is the Metropolitan Regional Career and Technical Center and UCAP is the Urban Collaborative Accelerated Program.

## Summer Learning Loss

◆ **Low-income elementary school students lose up to two months of reading skills over the summer while their higher-income peers make slight gains. Over time, this summer learning loss widens the reading achievement gap that was already present between low-income and higher-income students at kindergarten entry so that low-income students are almost three grade levels behind in reading skills by the end of fifth grade.**<sup>8,9</sup>

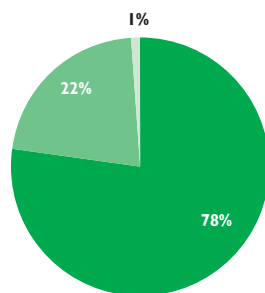
◆ **During the summer of 2015, 3,271 Rhode Island children entering grades Pre-K through 12 participated in 21st Century Community Learning Center programs; 51% were entering grades PK-5, 27% were entering grades 6-8, and 22% were entering grades 9-12.<sup>10</sup> In addition, over 1,600 Rhode Island children in kindergarten through grade 12 participated in 18 Hasbro Summer Learning programs.<sup>11</sup> Students who participated in these two summer learning programs had improved reading and math skills and fewer unexcused absences and disciplinary incidents.<sup>12,13</sup>**

Table 43. Licensed School-Age Child Care for Children Ages Six to 12 Rhode Island, January 2017

CITY/TOWN	NUMBER OF CHILDREN AGES 6 TO 12	NUMBER OF LICENSED PROGRAMS		TOTAL NUMBER OF SLOTS
		OPERATED AS PART OF AN EARLY CHILDHOOD CENTER	OPERATED INDEPENDENTLY	
Barrington	2,038	3	1	197
Bristol	1,421	1	3	156
Burrillville	1,456	0	2	175
Central Falls	2,045	2	0	191
Charlestown	616	0	1	60
Coventry	3,142	5	2	239
Cranston	6,331	13	6	759
Cumberland	2,976	0	10	749
East Greenwich	1,482	4	1	159
East Providence	3,395	5	6	686
Exeter	480	0	1	100
Foster	369	1	0	26
Glocester	809	1	0	38
Hopkinton	741	0	1	52
Jamestown	429	0	1	50
Johnston	2,119	8	0	201
Lincoln	1,900	1	6	561
Little Compton	299	0	1	26
Middletown	1,442	0	3	132
Narragansett	856	0	1	60
New Shoreham	73	0	0	0
Newport	1,399	2	2	303
North Kingstown	2,581	4	3	246
North Providence	2,073	2	3	271
North Smithfield	1,002	1	1	170
Pawtucket	6,015	7	4	763
Portsmouth	1,622	2	2	191
Providence	15,342	17	17	2,975
Richmond	777	0	2	88
Scituate	935	1	0	26
Smithfield	1,445	4	2	214
South Kingstown	2,199	1	1	119
Tiverton	1,201	1	1	111
Warren	770	1	1	99
Warwick	6,195	7	5	664
West Greenwich	624	0	0	0
West Warwick	2,155	2	3	293
Westerly	1,850	2	0	60
Woonsocket	3,653	3	8	587
Four Core Cities	27,055	29	29	4,516
Remainder of State	59,202	72	72	7,281
Rhode Island	86,257	101	101	11,797

### School-Age Child Care Subsidies by Type of Setting, Rhode Island, 2016

- 78% ■ Licensed Center (630)
- 22% ■ Licensed Family Child Care (739)
- 1% ■ License-Exempt Provider (24)



n=3,339

Source: Rhode Island Department of Human Services, September 2016.

◆ In January 2017 in Rhode Island, there were 11,797 school-age child care slots in 202 licensed early childhood or school-age centers. Seventy percent of the slots were in an independently licensed program serving only school-age children and 30% were in a licensed early childhood center.<sup>14</sup>

◆ In January 2017 in Rhode Island, there were 83 independent school-age child care programs participating in BrightStars, Rhode Island's Quality Rating and Improvement System (82% of licensed independent school-age child care programs). Ten programs had a high-quality rating of four or five stars.<sup>15</sup>

#### Source of Data for Table/Methodology

Number of children ages six to 12 years is from the U.S. Census Bureau, Census 2010 Summary File 1.

Rhode Island Department of Children, Youth and Families. Number of licensed school-age child care programs and slots for children ages six to 12 as of January 2017. These numbers do not include licensed family child care home slots, informal child care arrangements, or community programs for youth ages six and older that do not require licensing by the state. Licensed school-age child care programs also provide services to five-year-old children who are enrolled in kindergarten.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

#### References

- <sup>1</sup> Mahoney, J. L., Parente, M. E., & Zigler, E. F. (2009). Afterschool programs in America: Origins, growth, popularity, and politics. *Journal of Youth Development, 4*(3).
- <sup>2</sup> *Taking a deeper dive into afterschool: Positive outcomes and promising practices.* (2014). Washington, DC: Afterschool Alliance.
- <sup>34</sup> Mahoney, J. L., Parente, M. E., & Zigler, E. F. (2010). After-school program participation and children's development. In J. Meece & J. S. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 379-397). New York, NY: Routledge.
- <sup>5</sup> Devaney, E., Smith, C., & Wong, K. (2012). Understanding the "how" of quality improvement: Lessons from the Rhode Island Program Quality Intervention. *Afterschool Matters, 16*, 1-10.
- <sup>6</sup> U.S. Census Bureau, American Community Survey, 2011-2015. Table DP03.
- <sup>7</sup> Laughlin, L. (2013). *Who's minding the kids? Child care arrangements: Spring 2011.* (Current Population Reports, P70-135.) Washington, DC: U.S. Census Bureau.
- <sup>8</sup> *Early warning! Why reading by the end of third grade matters: A KIDS COUNT special report.* (2010). Baltimore, MD: The Annie E. Casey Foundation.
- <sup>9</sup> Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Lasting consequences of the summer learning gap. *American Sociological Review, 72*, 167-180.

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