

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.¹

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.^{2,3}

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.⁴ 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.⁵

Between 2012 and 2016, 77% of Rhode Island children ages six to 17 had all parents in the workforce, higher than the U.S. rate of 71%.⁶ 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, 14% are in a child care center or in home-based child care, and 14% regularly stay at home by themselves.⁷

Students Served by 21st Century Community Learning Centers by Grade Span, Rhode Island, 2016-2017 School Year

SCHOOL DISTRICT	GRADES PK-3	GRADES 4-5	GRADES 6-8	GRADES 9-12	TOTAL
Central Falls	260	275	331	237	1,103
Cranston	98	48	145	0	291
East Providence	120	56	0	0	176
Newport	556	264	302	247	1,369
North Kingstown	127	64	487	13	691
Pawtucket	538	320	399	134	1,391
Providence	400	219	1,095	1,180	2,894
West Warwick	0	33	75	1	109
Woonsocket	239	199	304	758	1,500
<i>Charter Schools</i>	267	153	267	0	687
<i>The MET</i>	0	0	0	218	218
<i>UCAP</i>	0	0	212	18	230
<i>Rhode Island</i>	2,605	1,631	3,617	2,806	10,659

Source: RI Department of Education, Office of Student, Community and Academic Supports, 2016-2017 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.**^{8,9}

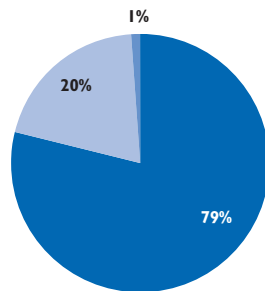
◆ **During the summer of 2016, 3,339 Rhode Island children entering grades Pre-K through 12 participated in 21st Century Community Learning Center programs; 29% entering grades PK-3, 19% entering grades 4-5, 31% entering grades 6-8, and 20% entering grades 9-12.**¹⁰ In addition, over 1,100 Rhode Island children in kindergarten through grade 12 participated in 14 Hasbro Summer Learning programs.¹¹ Students who participated in these two summer learning programs had improved reading and math skills and fewer unexcused absences and disciplinary incidents.^{12,13}

Table 42. Licensed School-Age Child Care for Children Ages Six to 12 Rhode Island, January 2018

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	0	3	150
Burrillville	1,456	0	2	175
Central Falls	2,045	2	0	191
Charlestown	616	0	1	60
Coventry	3,142	4	2	222
Cranston	6,331	13	8	905
Cumberland	2,976	0	10	790
East Greenwich	1,482	3	1	141
East Providence	3,395	5	6	728
Exeter	480	0	1	100
Foster	369	1	0	26
Glocester	809	1	0	38
Hopkinton	741	0	3	88
Jamestown	429	0	0	0
Johnston	2,119	8	1	265
Lincoln	1,900	1	6	565
Little Compton	299	0	1	26
Middletown	1,442	0	3	132
Narragansett	856	0	2	97
New Shoreham	73	0	0	0
Newport	1,399	2	2	285
North Kingstown	2,581	4	2	209
North Providence	2,073	2	2	221
North Smithfield	1,002	1	2	188
Pawtucket	6,015	6	4	744
Portsmouth	1,622	2	2	191
Providence	15,342	16	16	2,800
Richmond	777	0	0	0
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	8	6	751
West Greenwich	624	1	0	15
West Warwick	2,155	2	3	293
Westerly	1,850	3	0	151
Woonsocket	3,653	2	8	572
Four Core Cities	27,055	26	28	4,307
Remainder of State	59,202	72	75	7,578
Rhode Island	86,257	98	103	11,885

School-Age Child Care Subsidies by Type of Setting, Rhode Island, 2017

- 79% Licensed Center (3,181)
- 20% Licensed Family Child Care (810)
- 1% License-Exempt Provider (34)



n=4,025

Source: Rhode Island Department of Human Services, December 2017.

◆ In January 2018 in Rhode Island, there were 11,885 school-age child care slots in 201 licensed early childhood or school-age centers. Seventy-one percent of the slots were in an independently licensed program serving only school-age children and 29% were in a licensed early childhood center.¹⁴

◆ In January 2018 in Rhode Island, there were 79 independent school-age child care programs participating in BrightStars, Rhode Island's Quality Rating and Improvement System (77% of licensed independent school-age child care programs). Ten programs had a high-quality rating of four or five stars.¹⁵

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 child care center slots and programs for children over age five, from RI Early Care and Education Data System (ECEDES), January 2018. These numbers do not include licensed family child care home slots 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

- ¹ 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).
- ² *Taking a deeper dive into afterschool: Positive outcomes and promising practices.* (2014). Washington, DC: Afterschool Alliance.
- ³⁴ 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.
- ⁵ 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.
- ⁶ U.S. Census Bureau, American Community Survey, 2012-2016. Table DP03.
- ⁷ Laughlin, L. (2013). *Who's minding the kids? Child care arrangements: Spring 2011.* (Current Population Reports, P70-135.) Washington, DC: U.S. Census Bureau.
- ⁸ *Early warning! Why reading by the end of third grade matters: A KIDS COUNT special report.* (2010). Baltimore, MD: The Annie E. Casey Foundation.
- ⁹ 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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