

School-Age Child Care

DEFINITION

School-age child care is the number of licensed child care programs and slots for children ages 6 to 12. These numbers do not include certified family child care home slots, informal child care arrangements, and community programs for youth ages 6 to 12 that do not require licensing by the state.

SIGNIFICANCE

Many children are without adult supervision during the hours before and after school.¹ Many parents need care for their school-age children during work hours. Children spend only 20% of their waking hours in school. The gap between parents' work schedules and students' school schedules can amount to 20-25 or more hours per week.² Children who are without adult supervision when school is out are at significantly greater risk of truancy from school, emotional stress, receiving poor grades, substance use, sexual activity, and crime.^{3,4}

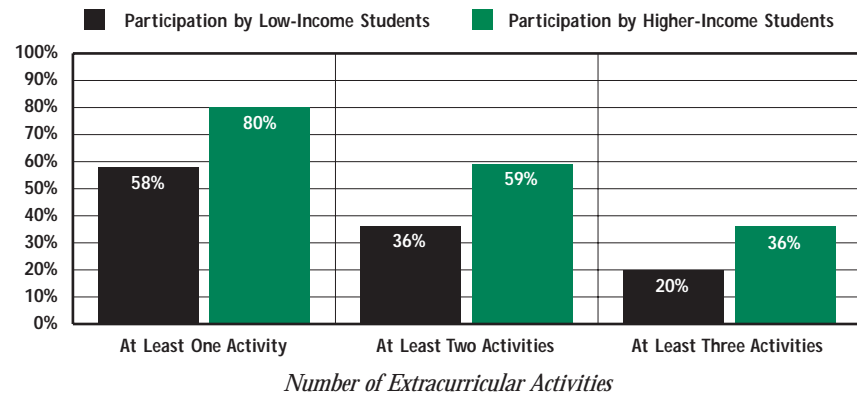
When school is out, children and young adolescents need a safe place that does not simply duplicate the school day. They need access to a wide variety of enriching and challenging activities – homework and reading help, sports, music, theater, art – and the opportunity to build meaningful relationships with

their peers and caring adults.^{5,6} Programs for older youth can be particularly successful if they treat youth as a resource and provide opportunities to contribute to the community.⁷

Children in high quality, well-designed after-school programs and extracurricular activities have better peer relations, emotional adjustment, social skills, schoolwork habits, grades, and conduct in school than children who do not. They are less likely to use drugs or become teen parents. Their parents are more likely to be involved in school activities.^{8,9,10,11,12} Yet, many programs are of poor quality due to a lack of resources, staff turnover, and inappropriate space. Resources are particularly scarce in low-income communities where they are needed most.¹³

During the 2003-2004 school year, one in five (18%) Rhode Island school children in grades 5 through 8 were home after school without adult supervision for more than three hours on at least three days per week. An additional 4% were home alone one to two days per week for more than three hours. Being home alone for three hours or more on even one day places children at higher risk than children who are home alone more frequently but for fewer than three hours.¹⁴

Middle School Students Participation in Extracurricular Activities, Rhode Island, 2003-2004 School Year



Source: Felner, R. PhD. (2003). *SALT Survey Reports, School Year 2003-2004*. Rockland, IL: University of Rhode Island, National Center on Public Education and Policy. Low-income students are those receiving free or reduced price lunch.

◆ Nationally and in Rhode Island, middle school students from low-income families are less likely to participate in extracurricular activities and programs than students from higher-income families.^{15,16}

◆ Low-income children and children in urban or high-crime neighborhoods are most at risk when they spend time caring for themselves and are most likely to benefit from high quality after-school programming.¹⁷ Students who are low-income, or have low school attendance, limited English proficiency or poor test scores show the greatest gains linked to participation in after-school programs.¹⁸

◆ Youth outcomes improve as the amount of time students attend a program during a given period increases. Frequency of attendance is positively associated with improved academic achievement, higher occupational expectations and university enrollments, and better emotional adjustment, increased happiness, and lower suicidal risk.¹⁹

◆ Since 1995, the number of licensed school-age child care slots in Rhode Island increased 151% from 5,570 in 1995 to 14,006 in 2004.²⁰

Table 32. Licensed School-Age Child Care for Children Ages 6 to 12, Rhode Island, 2004

CITY/TOWN	NUMBER OF CHILDREN AGES 6 TO 12	PROGRAMS	SLOTS
Barrington	2,064	9	379
Bristol	1,784	5	176
Burrillville	1,672	4	243
Central Falls	2,190	5	422
Charlestown	717	1	26
Coventry	3,431	11	432
Cranston	7,115	20	687
Cumberland	3,135	5	225
East Greenwich	1,581	5	247
East Providence	4,292	17	946
Exeter	684	5	130
Foster	489	2	68
Glocester	1,105	2	101
Hopkinton	802	0	0
Jamestown	576	1	50
Johnston	2,490	7	218
Lincoln	2,206	5	265
Little Compton	322	1	26
Middletown	1,787	7	248
Narragansett	1,144	1	60
New Shoreham	69	0	0
Newport	2,056	9	413
North Kingstown	2,823	12	584
North Providence	2,444	3	160
North Smithfield	988	1	100
Pawtucket	7,477	14	1,171
Portsmouth	1,839	2	92
Providence	18,592	43	3,138
Richmond	830	4	130
Scituate	1,102	2	68
Smithfield	1,653	5	242
South Kingstown	2,630	7	250
Tiverton	1,452	2	95
Warren	1,032	4	152
Warwick	7,630	25	1,234
West Greenwich	592	2	36
West Warwick	2,618	7	390
Westerly	2,160	7	270
Woonsocket	4,373	13	532
<i>Core Cities</i>	<i>37,306</i>	<i>91</i>	<i>6,066</i>
<i>Remainder of State</i>	<i>64,640</i>	<i>184</i>	<i>7,940</i>
<i>Rhode Island</i>	<i>101,946</i>	<i>275</i>	<i>14,006</i>

Source of Data for Table/Methodology

The number of children ages 6 to 12 years old are from the U.S. Census Bureau, Census 2000, Summary File 1, P.14.

Programs and slots data are from Options for Working Parents, Greater Providence Chamber of Commerce. Numbers of licensed school-age child care programs and slots for children ages 6 to 12 are as of December 2004. These numbers do not include certified family child care home slots, informal child care arrangements, and community programs for youth ages 6 to 12 that do not require licensing by the state. Licensed school-age child care programs also provide services to 5 year old children who are enrolled in Kindergarten.

References for Indicator

- ^{1,8} *Making the case. A fact sheet on children's and youth in out-of-school time.* (January 2003). Wellesley, MA: Wellesley College, National Institute on Out-of-School Time, Center for Research on Women.
- ^{2,4} *Fact sheet on school-age children's out-of-school time.* (2001). Wellesley, MA: National Institute on Out-of-School Time, Center for Research on Women, Wellesley College.
- ³ Capizzano, J., Tout, K., Vandivere, & S. Zaslow, M. (2003). *Left unsupervised: A look at the most vulnerable children* (Research Brief). Washington, DC: Child Trends.
- ⁵ *Making an impact on out-of-school time.* (2000). Wellesley MA: National Institute on Out-of-School Time, Center for Research Awareness, Wellesley College.
- ^{6,7} Hall, G., Tolman, J., Wilson, A., & Yohalem, N. (2003). *How after-school programs can most effectively promote positive youth development as a support to academic achievement.* Wellesley, MA: National Institute on Out-of-School Time.
- ⁸ *Narrowing the gap in early literacy: Evidence from Minneapolis Public Schools kindergarten assessments.* (2002). Minneapolis, MN: Minneapolis Public Schools.

⁹ Chaplin, D. & Puma, M. (2003). *What extras do we get with extracurriculars? Technical research considerations.* Washington, DC: The Urban Institute.

¹⁰ West, J., Deuter, K. & Reaney, L. (2000). *The kindergarten year: Findings from the early childhood longitudinal study, kindergarten class of 1998-99.* Washington, DC: US Department of Education, Institute of Education Sciences, National Center for Education Statistics.

¹¹ Miller, B. (2003). *Critical hours: Afterschool programs and educational success (Executive Summary).* Quincy, MA: Nellie Mae Education Foundation.

¹² Kane, T. (2004). *The impact of after-school programs: interpreting the results of four recent evaluations.* Working Paper of the William T. Grant Foundation.

¹³ Office of Elementary and Secondary Education. (2000). *Working for children and families: Safe and smart after-school programs.* Washington, DC: U.S. Department of Education, U.S. Department of Justice.

^{14,16} Felner, R. (2004). *SALT survey reports, school year 2002-2003.* Rockford, IL: University of Rhode Island, National Center on Public Education and Policy.

¹⁵ U.S. Department of Education, National Center for Education Statistics. *Before- and after-school care, programs, and activities of children in kindergarten through eight grade: 2001,* NCES 2004-008, by Brian Kleiner, Mary Jo Nolin, and Chris Chapman. Project Officer: Chris Chapman. Washington, DC: 2004.

¹⁷ Vandell, D.L., and Shumow, L. (1999). After-school child care programs. *When School Is Out*, 9 (2), 64-80.

^{18,19} Harvard Family Research Project. (2004). Understanding and measuring attendance. *Issues and opportunities in out-of-school time evaluation*, 7.

²⁰ Options for Working Parents, Greater Providence Chamber of Commerce, 1995 and 2004.