

# 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 improve the supervision and safety of youth, promote positive social skills, and, with sufficient dosage, improve student achievement.

Quality out-of-school time programs provide engaging activities that are intentionally designed to promote youth development and are taught by trained, dedicated instructors who work effectively with youth. Youth who participate consistently can show improved competence, caring, and connections.<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 Network (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 2013 and 2017, 76% 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, 14% 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, 2017-2018 School Year

SCHOOL DISTRICT	GRADES PK-3	GRADES 4-5	GRADES 6-8	GRADES 9-12	TOTAL
Central Falls	252	216	141	205	814
Cranston	72	47	73	0	192
East Providence	109	52	0	0	161
Newport	508	289	383	387	1,567
Pawtucket	515	305	12	0	832
Providence	368	224	1,178	2,375	4,145
Woonsocket	260	219	297	763	1,539
<i>Charter, State-Operated and Other Schools</i>	205	141	600	257	1,203
<i>Rhode Island</i>	2,289	1,493	2,684	3,987	10,453

Source: RI Department of Education, Office of Student, Community and Academic Supports, 2017-2018 school year. Data are not unduplicated as students can be served by more than one grantee.

## Summer Learning Loss

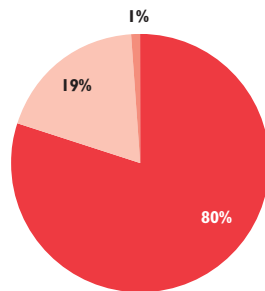
- ◆ Low-income elementary school students lose reading and math skills over the summer while their higher-income peers make slight gains. Over time, this summer learning loss widens the achievement gaps that were already present between low-income and higher-income students at kindergarten entry so that low-income students fall further behind.<sup>8,9</sup>
- ◆ During the summer of 2017, 2,694 Rhode Island children entering grades Pre-K through 12 participated in 21st Century Community Learning Center programs; 855 (32%) entering grades PK-3, 616 (23%) entering grades 4-5, 625 (23%) entering grades 6-8, and 598 (22%) entering grades 9-12.<sup>10</sup> In addition, 1,131 Rhode Island children in kindergarten through grade 12 participated in Hasbro Summer Learning programs funded by United Way of Rhode Island.<sup>11</sup>

Table 43. Licensed School-Age Child Care for Children Ages Six to 12 Rhode Island, January 2019

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	5	346
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	1	172
Cranston	6,331	10	6	794
Cumberland	2,976	0	10	829
East Greenwich	1,482	3	1	141
East Providence	3,395	5	8	1,003
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	1	260
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	5	896
Portsmouth	1,622	1	2	159
Providence	15,342	16	14	2,743
Richmond	777	0	2	88
Scituate	935	1	0	26
Smithfield	1,445	4	2	211
South Kingstown	2,199	1	1	119
Tiverton	1,201	1	1	111
Warren	770	1	1	99
Warwick	6,195	7	6	725
West Greenwich	624	1	0	15
West Warwick	2,155	2	3	293
Westerly	1,850	3	0	151
Woonsocket	3,653	2	7	552
Four Core Cities	27,055	26	26	4,382
Remainder of State	59,202	67	79	7,916
Rhode Island	86,257	93	105	12,298

## School-Age Child Care Subsidies by Type of Setting, Rhode Island, 2018

- 80% ■ Licensed Center (3,405)
- 19% ■ Licensed Family Child Care (827)
- 1% ■ License-Exempt Provider (38)



n=4,270

Source: Rhode Island Department of Human Services, December 2018.

◆ In January 2019 in Rhode Island, there were 12,298 school-age child care slots in 198 licensed early childhood or school-age centers. Seventy-two percent of the slots were in an independently licensed program serving only school-age children and 28% were in a licensed early childhood center.<sup>12</sup>

◆ In January 2019 in Rhode Island, there were 79 independent school-age child care programs participating in BrightStars, Rhode Island's Quality Rating and Improvement System (75% of licensed independent school-age child care programs). Ten programs (10% of all licensed programs) had a high-quality rating of four or five stars.<sup>13</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 child care center slots and programs for children over age five, from RI Early Care and Education Data System (ECEDS), January 2019. 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

- <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> McCombs, J., Whitaker, A., & Yoo, P. (2017). *The value of out-of-school time programs*. Santa Monica, CA: RAND Corporation.
- <sup>3</sup> Smith, E. P., Witherspoon, D. P., & Osgood, D. W. (2017). Positive youth development among diverse racial-ethnic children: Quality afterschool contexts as developmental assets. *Child Development, 88*(4), 1063-1078.
- <sup>4</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, 2013-2017. 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.

(continued on page 187)