

Data Story:

RI's Out-of-School Time Programs



Essential Question: What role do out-of-school time programs in Rhode Island play in promoting youth success?

Description:

Preparing children for college, career, and life takes more than just reading, writing, and math. This story examines the critical role that out-of-school time programs in Rhode Island play in promoting youth well-being and success.

Data Sources: Rhode Island Department of Education, United Way of Rhode Island

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Introduction

Out-of-school time learning consists of any organized program available to children and youth outside of the school day, including afterschool and summer learning programs. In addition to providing safe and supportive environments for youth outside of school, out-of-school time programs promote social, emotional, and academic development.

Historically, youth success has been measured mostly with test scores and school-related outcomes. However, youth success cannot solely be defined by test scores. In order to better support our children and youth for the future, we must *redefine education* to include learning that takes place outside of the classroom and *redefine success* to include social-emotional and 21st century skill development. This story will examine the importance of out-of-school time learning in Rhode Island and the role it plays in promoting youth success.

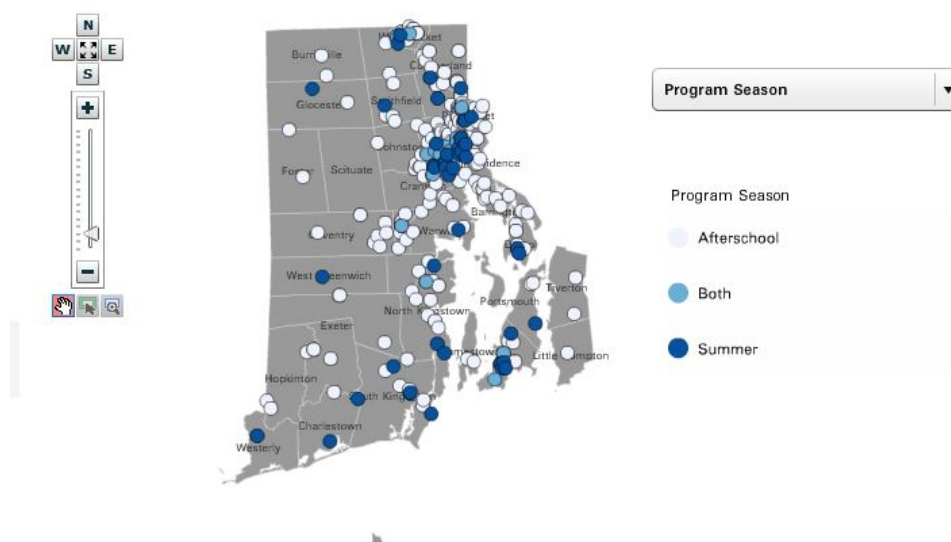
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Landscape of Out-of-School Time Programs in Rhode Island



The [Rhode Island Afterschool Plus Alliance](#) (RIASPA), an education initiative of United Way of Rhode Island, maintains an active map of out-of-school time programs across the state. There are currently 355 afterschool and summer learning programs registered on the map, which includes many different types of out-of-school time programs that take place at schools and in the community. While this map includes many of the afterschool and summer learning programs in the state, there are many programs and organizations that are still missing from the map.

Explore the map using the drop down menu to find out more about out-of-school time programs across the state, including when programs are offered, cost, activities, and ages served. In Rhode Island, the largest source of funding for out-of-school time programs is the [21st Century Community Learning Center](#) (CCLC), federal funding that supports high-quality afterschool and summer programs in high-poverty and low-performing schools. In addition, United Way of Rhode Island's [Hasbro Summer Learning Initiative](#) provides funding for 17 summer learning programs in 12 communities. In Providence, [Providence After School Alliance](#), supports and sustains high-quality afterschool and summer learning programs in most middle schools and several high schools.

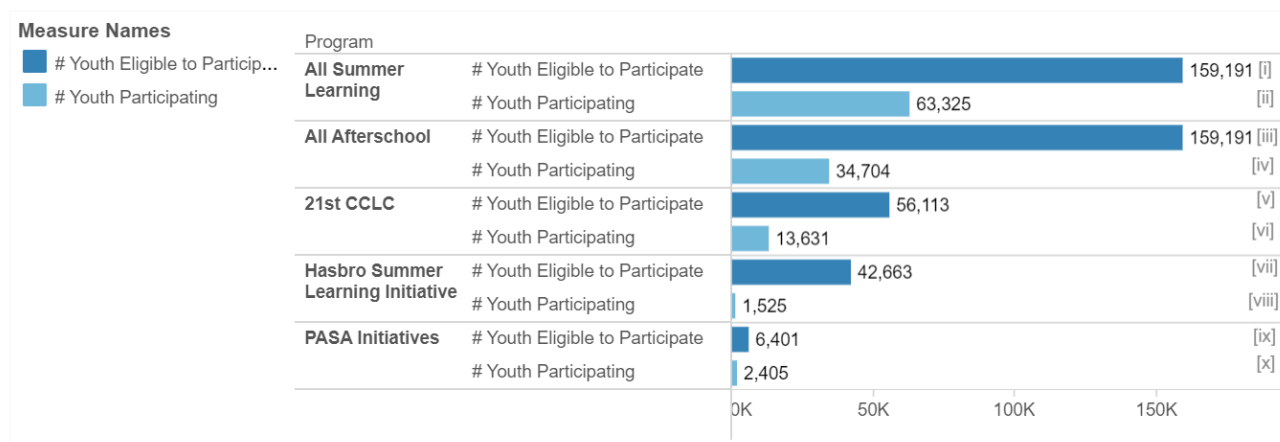
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Out-of-School Time Participation in Rhode Island



According to the 2014 America After 3pm survey, of Rhode Island's school-aged children, only **34,704 (22%) participate in afterschool programs**. In fact, in 2014, 27,062 children were alone and unsupervised during the hours after school. While participation in afterschool programs has increased from 19% in 2009 to 22% in 2014, Rhode Island still has ways to go.^{xi} In many communities, access to high-quality and affordable afterschool programs remains limited. Approximately 50% of programs included in RIASPA's map offer out-of-school time programs for free; however, space in these programs is limited due to lack of funding. On average, **Rhode Island families spend \$96 per week for afterschool programs**.^{xii}

Lack of access to high-quality and affordable out-of-school time programs widens the opportunity gap.^{xiii} In 2014, RIDE's 21st CCLC provided \$5,631,913 in funding to 59 centers in high-poverty schools, supporting access to high-quality and affordable afterschool and summer programming. While there are 56,113 students in Rhode Island who are eligible to participate in 21st CCLC programs, only 13,631

students participated in 2012-2013. Currently, there is no state funding source for out-of-school time programs in Rhode Island.

ⁱ Afterschool Alliance, 2014, America After 3pm: Rhode Island, Number of youth participating in afterschool programs in Rhode Island.

ⁱⁱ Afterschool Alliance, 2014, America After 3pm: Rhode Island, Rhode Island Department of Education, Total school enrollment for Rhode Island, 2011-2012

ⁱⁱⁱ Afterschool Alliance, 2010, Rhode Island After 3pm Special Report on Summer, Estimated Number of Kids Participating in Summer Learning Programs based on a survey.

^{iv} Afterschool Alliance, 2014, America After 3pm: Rhode Island, Rhode Island Department of Education, Total school enrollment for Rhode Island, 2011-2012

^v RI Department of Education, Office of Student, Community and Academic Supports, 2013, Number of Student Participating in Programs Funded by 21st CCLC in Summer 2012 and 2012-2013 School Year.

^{vi} Afterschool Alliance, 2014, Afterschool by the Numbers in Rhode Island. Number of Children Eligible to Participate in 21st CCLC.

^{vii} United Way of Rhode Island, Hasbro Summer Learning Initiative, 2013, Number of Students Participating in HSLI Programs in Rhode Island.

^{viii} RI Department of Education, 2013, Number of Children Attending Schools with an HSLI Program who Meet Eligibility Requirements for Age.

^{ix} Providence After School Alliance, 2014, Number of Youth Served by PASA Initiatives (The Hub, Summer Scholars, and AfterZone) in the 2013-2014 School Year and 2014 Summer.

^x RI Department of Education, 2014, Number of Students Attending Schools where PASA Offers Programming, Retrieved from: infoworks.ride.ri.gov

^{xi} Afterschool Alliance (2014). America After 3pm: Rhode Island. Retrieved from: http://afterschoolalliance.org/AA3PM/detail.html#s/RI/demand/p_of_children_in_programs_2014

^{xii} Ibid.

^{xiii} Ibid.

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Defining Youth Success

There are many factors that contribute to youth success. In order to best prepare youth for success in school and beyond, we must broaden our definition of success and increase opportunities that promote the following outcomes in youth:

- **Higher Engagement in Learning** both in school and outside of school, often leading to increased attendance and reduced behavioral instances.
- **Positive Skills and Beliefs**, including social-emotional development and 21st century skills.
- **Academic-Related Outcomes**, including grades, on-time promotion, and sense of academic competence.^{xiv}

In the following slides, you will find examples of how 21st CCLC programs in Rhode Island have promoted these outcomes and the national research that supports these findings.

^{xiv} Every Hour Counts (2014). Every Hour Counts Measurement Framework. Retrieved from: <http://www.afterschoolsystems.org/content/document/detail/4060/>

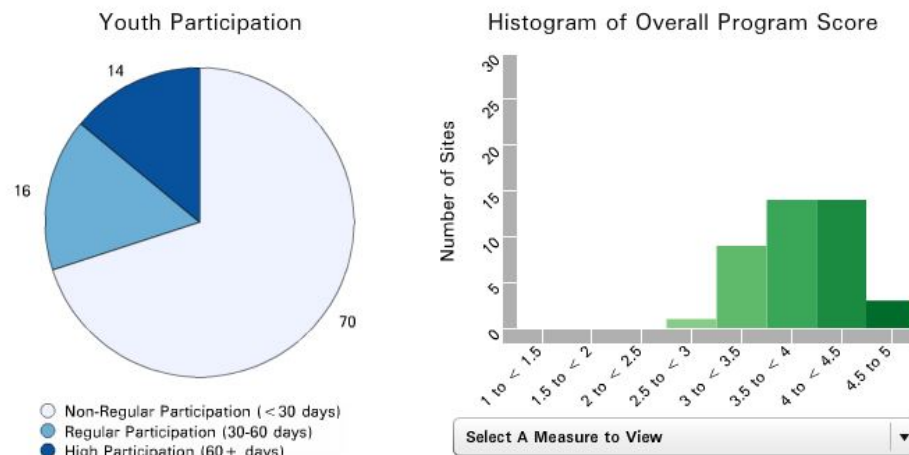
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Regular Participation and Program Quality Are Key

Regular participation and program quality are key to supporting positive youth outcomes.



Youth who participate frequently and regularly in out-of-school time programs show the greatest gains.^{xv} As shown on the left, in 2013, 4,394 youth participated regularly (more than 30 days each year) in a 21st CCLC program, with approximately half of those youth attending more than 60 days a year.

Rhode Island's 21st CCLC supports high-quality programs. As seen on the right, all 21st CCLC programs in Rhode Island use a program quality assessment tool that continuously promotes and ensures that programs provide safe and supportive environments for youth that nurture engagement and positive interactions between youth and adults. National research shows that regular participation in high-quality programs lead to increased youth outcomes.^{xvi}

Note: The program quality data displayed for the 21st CCLC sites represents the most recent year of data available for each site and averages together all observations for that year. Observations are not random and are frequently scheduled for sites as a way of focusing on known issues.

^{xv} Pierce, K. M., Bolt, D. M., & Vandell, D. L. (2010). Specific features of after-school program quality: Associations with children's functioning in middle childhood. *American Journal of Community Psychology*, 45, 381–393.

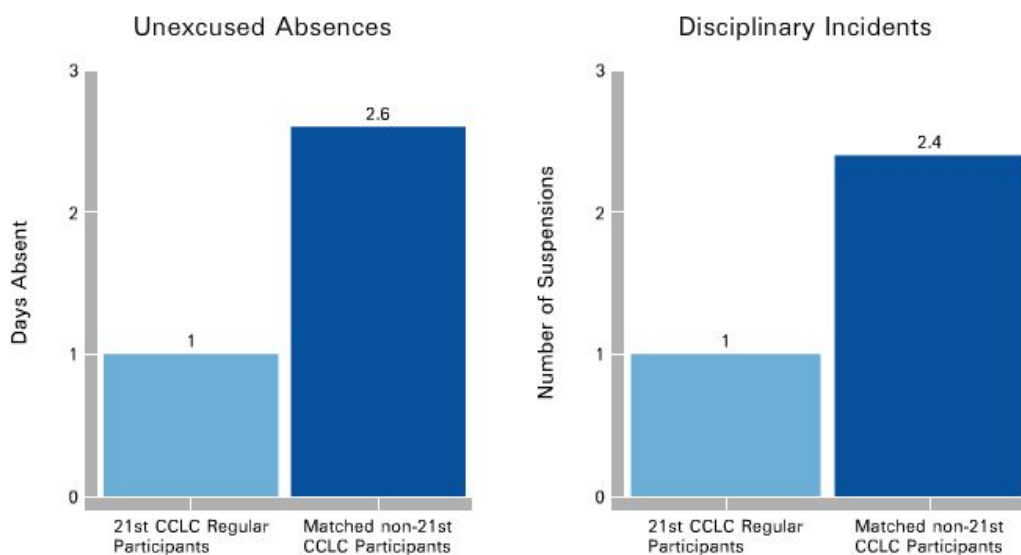
^{xvi} Eccles & Gootman, 2002

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Higher Engagement in Learning



When youth are engaged in learning, they are less likely to have behavioral incidents and more likely to come to school. Youth in Rhode Island who participated regularly in 21st CCLC programs had on average far fewer unexcused absences and suspensions per school year than their peers who were similar demographically. For every 1 unexcused absence that regular 21st CCLC participants had, their peers had 2.6. For every 1 disciplinary suspension that regular 21st CCLC participants had, their peers had 2.4. ^{xvii}

"I thought this would be like school. This is NOT like school. If school were like this, I would want to go every day!"

– Janeida, a 5th grade student from Connecting for Children and Families Chillin' and Skillin' Summer Program

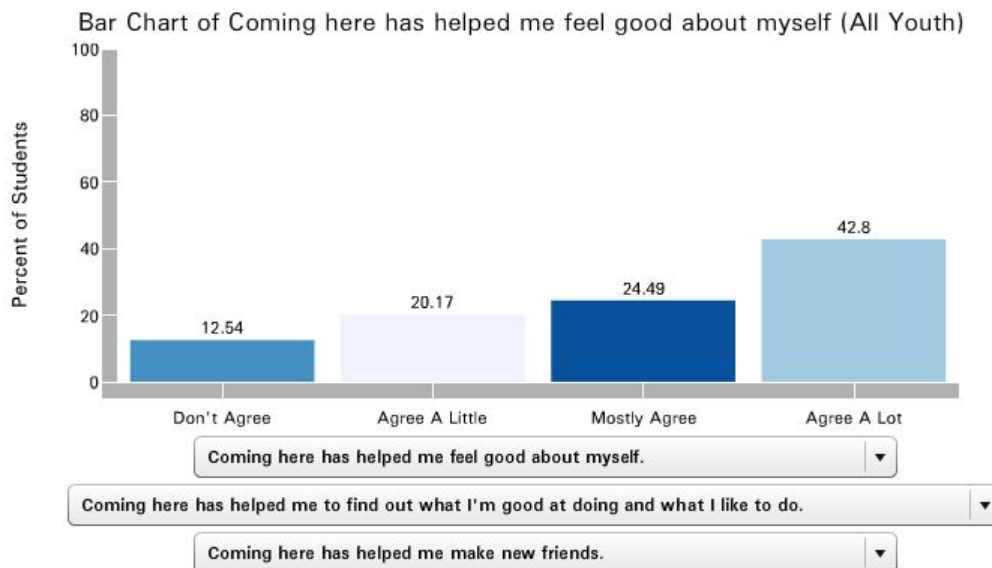
^{xvii}American Institutes for Research (June 2013). Rhode Island 21st Century Community Learning Center Program Evaluation: Evaluation Report 2011-2012.

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Positive Skills and Beliefs



Most youth who attend a 21st CCLC program believe that participating has helped them to develop social and personal skills. Based on a survey of all 4th through 8th grade participants, 71% of youth agree or mostly agree that it has helped them to make new friends and 67% say it has helped them feel good about themselves. ^{xviii}

National research backs up these results. Research shows that children who participate in out-of-school time programs show a significant improvement in their perceptions of themselves, improved positive social behavior, and decreased problem behaviors. ^{xix}

^{xviii} American Institutes for Research (2014). Statewide Program Evaluation of RI 21st CCLC Program.

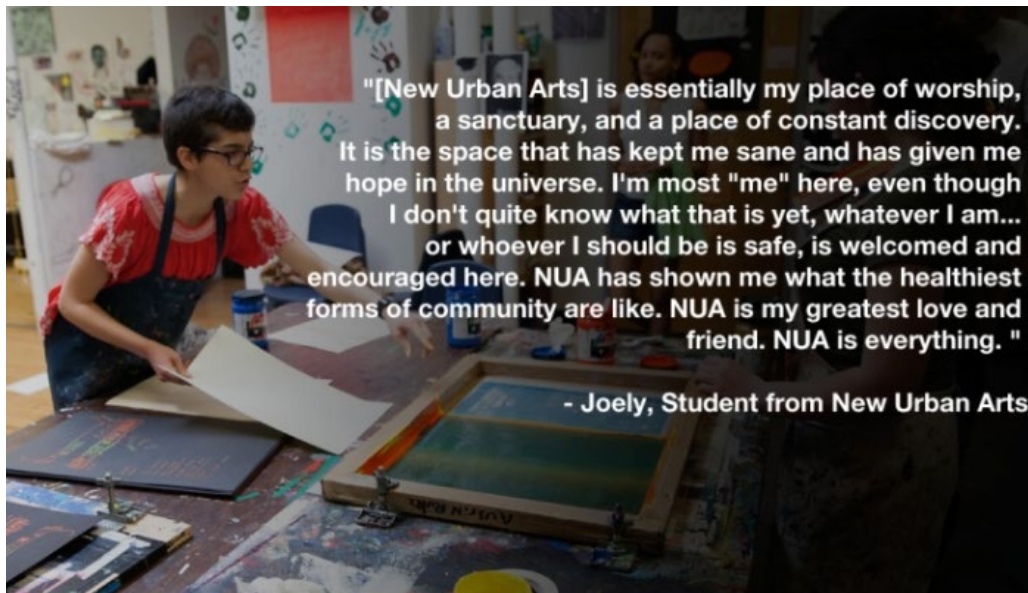
^{xix} Durlak, J.A., et. al. (2010). "A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents." American Journal of Community Psychology.

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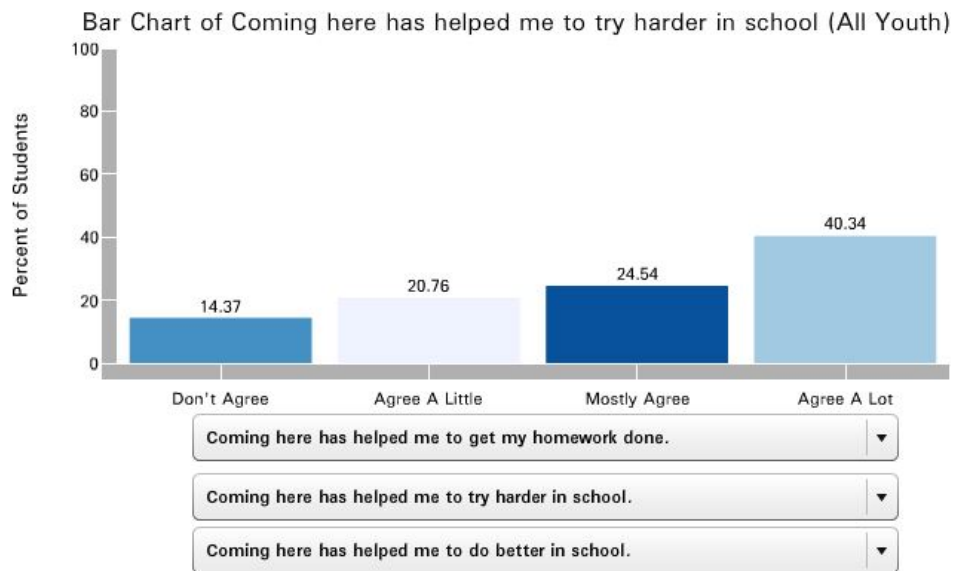
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Academic-Related Outcomes



Most youth who attend a 21st CCLC program believe that participating has helped them to develop their academic skills. Based on a survey of all 4th through 8th grade participants, 65% of youth agree or mostly agree that the program has helped them try harder in school. ^{xx}

New national research demonstrates that more consistent time spent in afterschool activities during the elementary school years is linked to narrowing the gap in math achievement at grade between low-income and high-income students.^{xxi} Students participating in a high quality out-of-school time programs went to school more, behaved better, received better grades and did better on tests compared to non-participating students.^{xxii}

^{xx} American Institutes for Research (2014). Statewide Program Evaluation of RI 21st CCLC Program.

^{xxi} Pierce, K. M., Auger, A. and Vandell, D. L. (April, 2013). Narrowing the Achievement Gap: Consistency and Intensity of Structured Activities During Elementary School. Unpublished paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

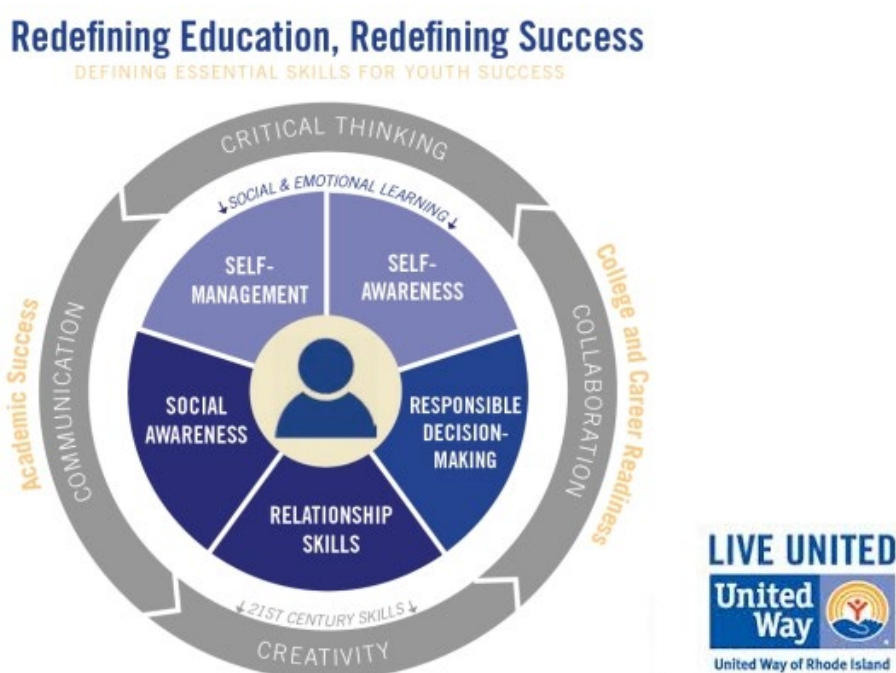
^{xxii} Durlak, J.A., et. al. (2010). "A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents." American Journal of Community Psychology.

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Redefining Education, Redefining Success



Preparing children for college, careers, and life takes more than just reading, writing, and math. To be successful, children need to develop socially and emotionally, and need to think critically, work in teams, and communicate effectively.

Out-of-school time programs provide opportunities for students to explore, learn, and develop beyond their time in school. However, we must ensure that *all* children and youth have access to high-quality and affordable out-of-school time learning opportunities. In order to better promote youth success, we must *redefine education* to include learning that takes place outside of the classroom and *redefine success* to include social emotional and 21st century skill development.

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Next Steps for RI

1. **Gather more information** about the full range of afterschool and summer learning programs in our state to find out where access to quality and affordable programs is limited.
2. In collaboration with schools, **determine and collect youth outcomes data** beyond test scores to better understand and improve the well-being of youth in our state.
3. **Increase capacity of out-of-school time programs** to collect and utilize youth outcomes data to demonstrate the impact on youth success.
4. **Expand access** to high-quality and affordable afterschool and summer learning programs.

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APPENDIX

RI's Out-of-School Time Programs

Original story link: <http://ridatahub.org/datastories/ris-out-of-school-time-programs>

Data Sources



Rhode Island Department of Education
<http://www.ride.ri.gov/>



United Way of Rhode Island
<http://www.uwri.org/>

Related Terms

- **KEYWORDS**
 - Education
- **Tags**
 - Summer Learning, 21st CCLC, Education, Afterschool, Out-Of-School-Time