



This is Afterschool in Rhode Island

In Rhode Island, the East Providence Boys and Girls Club used American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) funds to expand their programming into East Providence High School. Like many schools in Rhode Island, East Providence High School has been struggling with chronic absenteeism. The East Providence Boys and Girls Club has provided several afterschool activities, one of which included starting a dance team that has worked with a group of young women who were struggling with attendance and discipline issues. Through the dance team, they have found a community at the school that they feel accountable to, and their attendance has gone up and discipline issues have gone down. As of the new year, they planned to perform during halftime at home basketball games. During the 2023-2024 school year, the overall chronic absence rate at East Providence High School was 4.4% lower compared to the previous year.

However, as American Rescue Plan and other pandemic relief funding expires, many Rhode Island youth will lose their programs—and families and communities will lose essential supports—if action is not taken. In Rhode Island, for every child in an afterschool program, 3 more would participate if a program were available. And a national fall 2023 survey of afterschool program providers found that nearly 3 in 4 are concerned about their program's long-term funding and future. Afterschool and summer programs across Rhode Island are accelerating students' growth, supporting students' well-being, and helping working families. To keep their doors open, these programs need additional investments at the local, state, and federal levels.

IMPROVING SCHOOL-DAY ENGAGEMENT AND REDUCING CHRONIC ABSENTEEISM







A 2023 U.S. Department of Education report on 21st Century Community Learning Centers (21st CCLC)—local before-school, afterschool, and summer learning programs that serve more than 1.3 million students attending high-poverty, low-performing schools—found that:

7 IN 10 students in the program demonstrated an **IMPROVEMENT IN THEIR ENGAGEMENT IN LEARNING**

NEARLY HALF of students who were **CHRONICALLY ABSENT** the previous year **IMPROVED THEIR SCHOOL-DAY ATTENDANCE**

AFTERSCHOOL PROGRAMS ACCELERATE STUDENTS' ACADEMIC GROWTH AND SUPPORT THEIR WELL-BEING

Rhode Island students in afterschool programs are:

-  Getting homework help (68%)
-  Engaging in STEM learning opportunities (72%)
-  Working on their reading and writing skills (76%)
-  Interacting with their peers and building social skills (93%)
-  Taking part in physical activities (88%)
-  Building confidence (81%)



91% of Rhode Island parents are satisfied with their child's afterschool program

AFTERSCHOOL PROGRAMS SUPPORT WORKING FAMILIES

Rhode Island parents agree that afterschool programs are:



Helping working parents keep their jobs **(81%)**



Providing working parents peace of mind knowing that their children are safe **(86%)**

AFTERSCHOOL PROGRAMS ARE A SMART INVESTMENT

An overwhelming majority of Rhode Island parents favor public funding for afterschool and summer learning programs.



Research spanning several states shows that **EVERY \$1 INVESTED** in afterschool programs **SAVES AT LEAST \$3** by:

- ✓ Increasing kids' earning potential as adults
- ✓ Improving kids' performance at school
- ✓ Reducing crime and juvenile delinquency

With strong public support, a national survey found that approximately 8 in 10 registered voters said that afterschool programs are an absolute necessity for their community (79%) and that they want their federal, state, and local leaders to provide more funding for programs (80%).

21ST CENTURY COMMUNITY LEARNING CENTERS

21st Century Community Learning Centers (21st CCLC) programs engage students in hands-on learning activities aimed at supporting their academic growth, provide a variety of enrichment activities to complement school-day learning, and offer educational and support services to the families of participating children. The 2023 Department of Education annual performance report of 21st CCLC found that among regular participants:



MORE THAN 1 IN 2 improved their GPA



7 IN 10 improved their engagement in learning



2 IN 5 saw a decrease in school suspensions

In Rhode Island, 5,943 children in 43 communities take part in a 21st Century Community Learning Center. 21st CCLC grants are the only dedicated federal funding sources that support local communities' afterschool and summer programs. Demand for programming in Rhode Island is so great that nearly 2 out of every 5 applications were not funded during the most recent competition.

AFTERSCHOOL WORKS

Studies have shown that students regularly participating in quality afterschool programs attend school more often, are more engaged in school, get better grades, and are more likely to be promoted to the next grade. For example, in a 2023 report by the U.S. Department of Education on 21st CCLC programs nationally, Rhode Island students in need of improvement saw both academic and behavioral improvements. A strong majority of Rhode Island participants in grades 4 through 8 (60%) demonstrated growth on the state's math assessments, and nearly 2 in 5 (37%) demonstrated growth on the state's reading/language arts assessment. Most students in programs also demonstrated improvements in their engagement in learning and behavior in school. Teachers reported that 71% of their students attending 21st CCLC programs improved their engagement in learning, 74% of students with an attendance rate below 90% the previous school year improved their school-day attendance, and 86% of students decreased their in-school suspensions compared to the previous year. These results are similar to a 2020 evaluation of Rhode Island's 21st CCLC programs by the American Institutes for Research which found significant positive effects on academic achievement in both mathematics and English language arts for students who attended programming regularly, and that students who regularly participated had a fewer number of absences compared to nonparticipants.