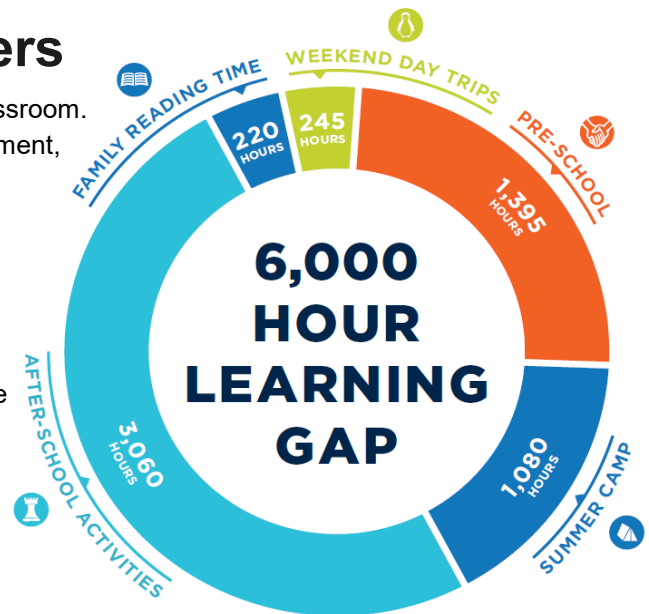


6,000 HOUR LEARNING GAP

WHAT THE LEGISLATURE CAN DO IN 2018 TO ALLEVIATE IT

Why Expanded Learning Matters

- Students spend 80% of their waking hours outside of the classroom. High-quality expanded learning increases academic achievement, decreases absenteeism, and decreases undesirable student behavior.
- As of 2012, families in the top 20% for income spent close to \$8,900 per child each year on enrichment activities compared to families in the bottom 20%, who spent approximately \$1,300 per year.¹ By 6th grade, middle income students have likely spent 6,000 more hours learning than students born into poverty.²
- Research has shown that when we support students with quality expanded learning programs, academic achievement increases, and classroom behaviors and non-cognitive skills improve.
- Expanded learning complements classroom teaching by extending and enriching academic learning. It offers a way for communities to come together—including families, businesses, community groups, and more.



<http://www.expandedschools.org/>

Legislative Priorities for 2018:

As a return on the investment in the Expanded Learning Opportunity Council (ELOC) from 2014-2018 and the charges of SB 6163, the Council recommends the following actions by the Legislature:

- **Increase support to districts and community-based organizations to ensure equitable, high-quality expanded learning opportunities for all students across the state, no matter their family background or income.**
- **Create an Expanded Learning Office to facilitate and expand high-quality programming across the state.**
- **Add expanded learning to the scope of the new Department of Children, Youth, and Families that partners with OSPI and the ELOC.**
- **Extend the mandate of the Expanded Learning Opportunity Council so it can serve in an advisory role to the Expanded Learning Office.**

“Research has proven that providing underserved students with more opportunity helps close the achievement gap. For example, in 2013, a team of researchers found that higher afterschool participation among low-income students was associated with narrower gaps in math achievement between low-income students and high-income students. In contrast, the achievement gap is wider for students who rarely participated in afterschool activities.”

*- ELOC 2016
Legislative Report*

For Research and more information on these recommendations, please see:

<http://www.k12.wa.us/WorkGroups/ELOC>

Expanded learning opportunities

provide the support all students need to succeed holistically. However, not all students have access to such experiences. Income level is one of the primary factors determining who gets to participate in ELOs and to what extent they participate.

It is the duty of our Legislature to provide all students, regardless of background, with educational opportunities that enable every student to be successful in the classroom and beyond. ***The ELOC recommends increasing resources to offer equitable expanded learning to help close the opportunity gap.***

In 2014, the ELOC adopted the Washington State Quality Standards, a set of standards formulated from stakeholders in Washington, nationally recognized best practices, and feedback from youth across Washington. Quality means the skills, knowledge, and tools necessary to better engage and interact with youth that lead to positive outcomes. Standards are divided into nine domains, with a guiding principle and specific strategies for each domain.

In 2015, the Legislature allocated funding to develop the Expanded Learning Opportunities Quality Initiative housed at the Department of Early Learning in conjunction with OSPI. This investment is leveraging private support to increase the number of high-quality programs in the state. ***The ELOC supports continued growth of the ELO quality work .***

Expanded Learning and the new Department of Children, Youth, and Families

Currently, both DEL (school-age child care) and OSPI (federal 21st Century Community Learning Center program) have some jurisdiction over expanded learning.

The main goal of the new Department of Children, Youth, and Families is to encourage strong families and keep kids on track for school and life success and out of the juvenile justice and child welfare systems. Expanded learning serves as prevention and educational programming and keeps students engaged in productive and fun learning across the day and year.

The ELOC encourages the Legislature to ensure a partnership exists between DCYF, OSPI, and the ELOC so that ELO providers have the support and regulations needed to improve, not impede, their work with kids.



Where is your student at 3pm?

Many affluent parents ensure that their students stay actively engaged after the school bell rings through an array of afterschool activities. However, because those activities often have costs associated with them and transportation challenges, many families can't afford these options, which, in turn, increases the opportunity gap.

Citations

1. Duncan & Murnane, R. J. (2012). Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances.
2. ExpandEDSchools. (2013). The 6,000-Hour Learning Gap. Retrieved from <http://www.expandedschools.org/policy-documents/6000-hour-learning-gap>