

# THE 6,000 HOUR LEARNING GAP

By the time they reach 6<sup>th</sup> grade, middle class kids have likely spent **6,000** more hours learning than kids born into poverty.

Jack's family has the means to help him explore all kinds of learning opportunities.

Mike was born into poverty, with fewer chances at every turn to discover and grow.

## PARENTS

220 HOURS

That's how much more time Jack's family members are likely to have spent reading to him, compared to Mike's.



## PRE-SCHOOL

1,395 HOURS

That's the difference between having and not having Pre-K education, which kids like Mike access at significantly lower levels.



## AFTER-SCHOOL & EXTRA-CURRICULARS

3,060 HOURS

Kids like Mike lose more ground in grade school. They're significantly less likely to be able to enroll in enriching activities.



## SUMMER LEARNING

1,080 HOURS

Children like Jack are eight times more likely than Mike to enjoy camp or another summer learning opportunity.



## FIELD TRIPS

245 HOURS

That's how much more time Jack has likely spent than Mike visiting zoos, museums or other such places during summers.



## 6,000 HOURS DIFFERENCE BY THE 6<sup>TH</sup> GRADE.

Learning time is a resource that is unequally distributed, and disadvantaged students suffer the consequences. While middle class children learn to read, create, persist and problem-solve at home and through after-school and summer experiences, parents stressed by poverty are far less likely to be able to ensure those opportunities for their children.



**SOURCES:** Hofferth and Sandberg (2000) / Bureau of Labor Statistics (2012) / Barnett and Nores (2012) / Barnett, et al. (2012) / Wimer, et al. (2002); Afterschool Alliance (2013) / Gutiérrez, K. D., et al. (2010) / Wimer, et al. (2006) / McLaughlin & Pitcock (2009) / Meyer, D., et al. (2004) / Institute of Museum and Library Services (2008) / Balfanz, R. (2009) / PBS Frontline, (2012)