FIGHT CRIME: Invest in Kids

High Quality Early Childhood Education

Is Oregon Losing Its Way?

Oregon's high-school graduation rate is still near the bottom. High-quality early education can help.

In 2012-13 Oregon had America's lowest graduation rate: 69 percent.

Better for 2013-14: Oregon was allowed to make adjustments in how it calculated graduation rates and districts worked to help at-risk children stay in school. That increased its graduation rate to **72%, but that rate is still fourth from the bottom among all states (see table)**.[1]

Quality Preschool can improve high school graduation rates:

- The **Chicago Child-Parent Centers (CPC) preschool** increased graduation rates by **29%** compared to those not served,[2]
- **Michigan's state preschool increased graduation rates by 35%**,[3] and
- the **Perry Preschool saw a 44% improvement** in graduation rates.[4]
- Children served by the **Abecedarian** early education program **completed 1.2 more years of education**.[5]
- **Head Start**: Although some data indicate early gains can fade in elementary school, it has two studies showing that long-term outcomes were nonetheless strong. One study found gains were "about **80 percent as large as the gains from the Perry Preschool and Abecedarian "model"** preschool programs."[6]

Quality preschool also prevents crime:

Children not served by CPC were 70 percent more likely to be arrested for a violent crime by age 18; and **children not receiving the Perry Preschool Program were five times more likely to be chronic offenders** with five or more arrests by age 27.[7, 8]



2013-14 Graduation Rates by State:

Rank	State	Students	Rank	State	Students	Rank	State	Students
1	IA	90.5%	18	AL	86.3%	35	SC	80.1%
2	NE	89.7	19	MA	86.1	36	MI	78.6
3	NJ	88.6	20	IL	86	37	WY	78.6
4	WI	88.6	21	KS	85.7	38	WA	78.2
5	TX	88.3	22	MT	85.4	39	NY	77.8
6	NH	88.1	23	PA	85.3	40	MS	77.6
7	IN	87.9	24	VA	85.3	41	CO	77.3
8	VT	87.8	25	WV	84.5	42	ID	77.3
9	KY	87.5	26	NC	83.9	43	FL	76.1
10	MO	87.3	27	UT	83.9	44	AZ	75.7
11	ND	87.2	28	OK	82.7	45	LA	74.6
12	TN	87.2	29	SD	82.7	46	GA	72.5
13	CT	87	30	HI	81.8	**47**	**OR**	**72**
14	DE	87	31	OH	81.8	48	AK	71.1
15	AR	86.9	32	MN	81.2	49	NV	70
16	ME	86.5	33	CA	81	50	NM	68.5
17	MD	86.4	34	RI	80.8			

Source: U.S. Department of Education

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Quality is crucial:

Researchers are convinced that the **key to getting strong results** is in making sure the programs are providing **high quality** services. Oregon is striving to improve both the number of children served and the quality of the programs serving them, but obviously much more needs to be done if our state is to find its way again in education. Law enforcement leaders know **quality early education can improve graduation rates while cutting crime**.



Increases in graduation rates among preschool programs:



Endnotes

1 National Center for Education Statistics, Institute of Education Science, U.S. Department of Education, (2015). Table 1. Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographics for the United States, the 50 states, and the District of Columbia: School year 2013-2014. Retrieved from: http://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2013-14.asp

2 Reynolds, A. J., Temple, J. A., Robertson, D. L., & Mann, E. A. (2001, May 9). Long-term effects of an early childhood intervention on educational achievement and juvenile arrest A 15-year follow-up of low-income children in public schools. Journal of the American Medical Association, 285, 2339-2346.

3 Michigan Great Start Readiness Program evaluation 2012: High school graduation and grade retention findings. Retrieved from http://bridgemi.com/wp-content/uploads/2012/06/GSRPevaluation-may-21-12.pdf

4 Schweinhart, L.J., Montie, J., Xiang, Z., Barnett, W.S., Belfield, C.R., & Nores, M. (2005). Lifetime effects: The High/ Scope Perry Preschool study through age 40. Ypsilanti, MI: High/Scope Press

5 Campbell, F.A., Pungellp, E.P., Burchinal, M., Kainz, K., Pan, Y., Wasik, B.H., Barbarin, O.A., Sparling, J.J. & Ramey, C.T. (2012, July). Adult Outcomes as a Function of an Early Childhood Program: An Abecedarian Project Follow-Up. Developmental Psychology, 1033-1043. Retrieved from: http://www.ncbi.nlm.nih.gov/pubmed/22250997

6 Deming, D. (2009). Early Childhood Intervention and Life-Cycle Skill Development: Evidence from Head Start. American Economic Journal: Applied Economics, 111-134. Retrieved from: http://www.people.fas.harvard.edu/~deming/papers/Deming_HeadStart.pdf

7 Reynolds, A. J., Temple, J., Robertson, D. L., & Mann, E. A. (2001). Long-term effects of an early childhood intervention on educational achievement and juvenile arrest. Journal of the American Medical Association, 285, 2339-2380.

8 Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. (1993). Significant benefits: The High/Scope Perry Preschool study through age 27. Ypsilanti, MI: High/Scope Press.