FIGHT CRIME: INVEST IN KIDS
COUNCIL FOR A STRONG AMERICA

OREGON

REPORT

Kids Soar with Early Education Investments in Oregon

Investing in kids now can prevent crime in the future



Acknowledgements

Council for a Strong America is a national, bipartisan nonprofit that unites membership organizations, including law enforcement leaders, retired admirals and generals, and business executives, that promote solutions that ensure our next generation of Americans will be successful, productive members of society.

Fight Crime: Invest in Kids
Thousands of police chiefs, sheriffs, prosecutors and violence survivors protecting public safety by promoting solutions that steer kids away from crime

Supported by tax-deductible contributions from foundations, individuals, and corporations.

Authors:
Heather Maxey, Research Associate Director
Sandra Bishop, Ph.D., Chief Research Officer

Contributors:
Martha Brooks, Western States Regional Director, Fight Crime: Invest in Kids
Joshua Spaulding, National Director, Fight Crime: Invest in Kids
Tom Garrett, Director, Communications and Lead Messaging Strategist
Mariana Galloway, Art Director

February 2022

©2022 Council For A Strong America. All Rights Reserved.



Summary

The law enforcement leaders of Fight Crime: Invest in Kids Oregon know that one of the most effective ways to prevent crime is to provide young people with a foundation for success from their earliest years. From birth through high school, children need strong parents and effective programs and supports to grow up to be successful, productive members of society. The approaches listed here, based on research about what really works, can set children on the right path and make our communities safer in the long run.

Children in Oregon

There are approximately 861,000 children under age 18 in Oregon, comprising 20 percent of the state's population.[1] Nearly 14 percent of kids statewide live in poverty, and 33 percent live in families with low incomes.[2] The majority of kids (67 percent) have all

Four Approaches That Work

1. Make **high-quality early care and education (ECE) programs** available to kids ages birth-to-five.
2. Offer **voluntary parent coaching** to low-income parents of young children (prenatal to age 5) through home visiting programs.
3. Provide **effective school day and afterschool programs** to improve school climate and keep kids on track.
4. Help kids who have had contact or are at risk of having contact with the juvenile justice system by providing them and their parents with **effective interventions**.



available parents in the workforce and many require some kind of child care or afterschool program.[3]

Priority 1. Make high-quality ECE programs available for kids ages birth-to-five

ECE programs across the state must also work to ensure they are culturally appropriate, have diverse staff, and provide equitable pay for employees.

In the first five years of life, children are forming the foundations of cognitive, social, and emotional development upon which all later learning and development are built. This is a period of critical brain development, with one million neural connections formed every second.[4] Research shows that high-quality ECE for babies, toddlers, and preschoolers can set kids up for success in school and beyond. For example:

- A longitudinal study of more than 1,300 children found that children in higher-quality child care were better prepared for school at age 4 compared to children in lower-quality child care. At age 15, they were still performing slightly above their peers and had significantly lower levels of behavior problems.[5]
- The Child-Parent Centers preschool program has served over 100,000 3- and 4-year-olds. Researchers followed a sample of participants up until age 28 and found that children who did *not* participate were 70 percent more likely to be arrested for a violent crime by age 18. Those who participated had a 29 percent increase in high school graduation rate.[6]

In Oregon, 60 percent of families live in a child care desert, where there are more than three children for every licensed child care slot; all 36 counties in the state are child care deserts for infant and toddler care.[7] The Oregon Pre-Kindergarten program aims to address this issue by providing free preschool and child care for families with children from birth through age 5 who meet eligibility requirements.[8]

To achieve optimal results for children, ECE programs must be high-quality. A fundamental feature of ECE quality is highly-qualified teachers who are well-trained both before and during their service and who need to be adequately compensated. Adequate compensation is required to attract and retain a high-quality ECE workforce. But ECE

teachers typically earn substantially less than other teachers. The annual mean wage in Oregon for child care teachers is $29,750 and $33,360 for pre-K teachers, compared to $76,600 for kindergarten teachers.[10]

Priority 2. Offer voluntary parent coaching to at-risk parents of young children through home visiting programs

In 2019, nearly 14,000 Oregon children were abused or neglected, potentially increasing their likelihood of later involvement in crime.[11] To stop child abuse before it starts, we must provide at-risk parents with evidence-based home visiting programs. Some of these programs start prenatally, to promote healthy beginnings for children starting even before birth.

- Healthy Families Oregon (HFO) is a free, voluntary home visiting program that provides education and support for the families of newborns. In 2019, HFO provided home visiting services to nearly 2,000 families.[12]
- Early Head Start provides family support and child development services to low-income families of children from birth through age 3.[13]
- Nurse Family Partnership provides first-time expecting mothers with home visits from trained nurses, from pregnancy through the child's second birthday.[14] Family Connects Oregon will also offer voluntary home visiting and support to families with newborns, a policy that began in 2021.[15]
- The Oregon Relief Nursery program provides support to vulnerable children and families including free child care and home visits.[16] One study of relief nurseries found that 95 percent of children enrolled did not experience maltreatment.[17]

Oregon's newest home visiting program, Family Connects Oregon (based on the Family Connects International program) offers voluntary home visiting and support to families with newborns, a policy that began in 2021.[18] This program provides up to three home visits from a nurse, in order to measure both newborn and maternal health, and to bridge the gap between families and necessary community resources.[19] Studies on Family Connects found that among participants, community involvement increased by 13 percent, families experienced more positive parenting behaviors, and higher quality home environments for infants.[20]

Priority 3. Provide effective school day and afterschool programs to improve school climate and keep kids on track.

Bullying and harsh school discipline have been shown to negatively impact youth in both the short- and long-term. In addition, crime peaks nationwide in the after school hours, from 2 to 6 PM.[1] Accordingly, we can help children steer clear of crime by promoting: 1) effective programs during school hours, especially those that reduce bullying and improve school climate, and 2) high-quality out-of-school time (OST) programs.

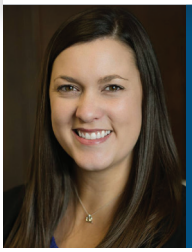
- Being bullied in school is associated with substance use, and bullies have been found to have a 3.5 times higher likelihood of later having at least one conviction than non-bullies or victims, and a six times increased likelihood of committing at least one violent crime later in life.[22] The Olweus bullying prevention program is one effective intervention to prevent these outcomes, and has been proven to reduce both instances of being bullied and bullying others.[23]



- The School-wide Positive Behavioral Interventions and Supports (SWPBIS) program is a three-tier system for encouraging positive behavior and improving school climate.[24] All students are taught expectations for their behavior (Tier 1). For students who are not successful in Tier 1, more focused, intensive supports are provided in small groups (Tier 2). For the small number of children who are still not able to succeed, Tier 3 offers intensive, individual supports. Studies have shown that SWPBIS reduces suspensions and increases perceived school safety, earning it an "effective" rating from the National Institute of Justice.[25]
- A meta-analysis of afterschool programs across the country found nearly 3 in 5 students who attended such programs had improved behavior in and outside of the classroom, and also performed better in math and reading, had higher GPAs, and were more likely to earn credits toward graduation.[26]
- Evidence suggests that suspension or expulsion early in a child's education may lead to suspension or expulsion later on.[27] Programs that improve school climate and prevent bullying are more effective than suspending or expelling students, and have been found to reduce suspensions.[28]
- Similarly, evidence-based programs, such as early childhood mental health consultation, can help preschool teachers support children who exhibit challenging behaviors, preventing suspension and expulsion, and reducing the likelihood of later problems.[29]

In 2021, the Oregon state legislature updated a law that prohibits harassment, intimidation, and bullying in all public schools. This law

> "Investing in high-quality preschool and afterschool programs can help kids achieve academic success now, and keep them out of trouble later."



District Attorney Kelsie McDaniel,
Union County, OR



also aims to prevent cyberbullying, and empowers students and school staff to report instances of bullying.[30] These efforts are designed to improve school climate and child outcomes. Also in 2021, Oregon passed a law to establish a program to prevent suspensions and expulsions from early childhood education programs.[31]

Nearly 92,000 Oregon students participate in out-of-school time programs.[32] There are over 50 programs throughout the state, focusing on youth development, STEM, homework assistance, college and career readiness, and more.[33] The state receives more than $11 million in federal 21st Century Community Learning Center (CCLC) funding.[34]

In an evaluation of 21st CCLC programs, teachers reported that more than two-thirds of students improved their class participation and homework completion, and approximately 50 percent improved their grades in language and math.[35] Unfortunately, more than 220,000 students sit on waiting lists, unable to participate due to the lack of available afterschool programs.[36] The COVID-19 pandemic has exacerbated access problems. Although 70 percent of out-of-school-time programs nationwide report serving students in some way during the pandemic, 84 percent say that they may not be able to continue providing services due to financial challenges.[37]

Priority 4. Help kids who have had contact with the juvenile justice system by providing them and their parents effective interventions

Many youths who have already had contact with the juvenile justice system can get back on track with the right help:

- Some intensive family therapy programs, such as Functional Family Therapy (FFT)

or Multisystemic Therapy (MST) provide well-tested strategies to parents or foster parents and work with the youth themselves to reduce problem behaviors. Research shows that new arrests of youths in these programs have been cut by as much as half compared to similar youths not receiving this assistance.[38]

- Diversion programs direct youth who have committed offenses away from the juvenile justice system.[39] These programs take many different forms including mentoring, community-based programs, and family-based programs. Research has demonstrated that diversion programs more effectively reduce recidivism than do traditional juvenile justice programs.[40]



The average value of preventing a child from growing up to become a youth who drops out of school, uses drugs, and goes on to engage in criminal behavior is at least $2.6 million per individual."

Conclusion: Investing in Kids Yields Long-term Dividends

When we fail to invest effectively in our children, all Oregonians pay the price—in taxes for criminal justice costs, costs to business, and costs to victims. Worse are the costs in human suffering. Investing now in what works not only saves lives and protects Oregonians, it saves money:

- A study estimated that the average value of preventing a child from growing up to become a youth who drops out of school, uses drugs, and goes on to engage in criminal behavior is at least $2.6 million per individual.[41]
- High school graduates, on average, have lifetime earnings one-third higher than high school dropouts.[42]

Helping kids get the right start in life will save money, build a stronger Oregon, and protect our communities. Throughout the state, our law enforcement leaders know that the investments laid out in this plan—early childhood education, prevention of abuse/neglect through voluntary home visiting programs, effective in-school and out-of-school time programs, and interventions for at-risk youth—will collectively help steer our kids onto the right path in life and benefit our state for years to come. It is time to invest in what works.

Endnotes

1 KIDSCOUNT (2020). Total population by child and adult populations in Oregon. https://datacenter.kidscount.org/data/tables/99-total-population-by-child-and-adult-populations?loc=39&loct=2#detailed/2/39/false/574,1729,37,871,870,573,869,36,868,867/39,40,41/416,417

2 KIDSCOUNT (2021). Childhood poverty in Oregon. https://datacenter.kidscount.org/data/tables/2564-childhood-poverty?loc=39&loct=5#detailed/5/5343-5378/true/1729/any/5332; KIDSCOUNT (2021).Children below 200 percent poverty in Oregon. https://datacenter.kidscount.org/data/tables/6726-children-below-200-percent-poverty-by-race#detailed/2/39/false/1729,37,871,870,573,869,36,868,867,133/10,11,9,12,1,185,13/13819,13820

3 KIDSCOUNT (2020). Children under age 6 with all available parents in the labor force in Oregon. https://datacenter.kidscount.org/data/tables/5057-children-under-age-6-with-all-available-parents-in-the-labor-force?loc=39&loct=2#detailed/2/39/false/1729,37,871,870,573,869,36,868,867,133/any/11472,11473

4 Harvard Center on the Developing Child (n.d.). InBrief: The science of early childhood development. https://developingchild.harvard.edu/resources/inbrief-science-of-ecd/

5 Vandell, D. L., Belsky, J., Burchinal, M., et al. (2010). Do effects of early child care extend to age 15 years? Results from the NICHD Study of Early Child Care and Youth Development. Child Development, 81, 737-756. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2938040/

6 Reynolds, A. J., Temple, J. A., Ou, S., et al. (2007). Effects of a school-based, early childhood intervention on adult health and well-being: A 19-year follow-up of low-income families.Archives of Pediatrics & Adolescent Medicine, 161(8), 730-739. https://www.ncbi.nlm.nih.gov/pubmed/17679653

7 Center for American Progress (2021) Early learning factsheet 2021, Oregon. https://cf.americanprogress.org/wp-content/uploads/2021/12/Oregon.pdf?_ga=2.32845052.398263659.1641310190-1696828597.1641310190; Oregon State University. (2019). Oregon's child care deserts. https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/oregon-child-care-deserts-01-29-2019.pdf

8 Oregon Department of Education. (2017). Head Start and Oregon Pre Kindergarten. https://oregonearlylearning.com/head-start-opk

9 NAEYC (2021, June). Compensation matters most. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/blog/compensation_matters_most.pdf; U. S. Department of Health and Human Services; U. S. Department of Education. (2016, June). High-quality early learning settings depend on a high-quality workforce. Low compensation undermines quality. https://www2.ed.gov/about/inits/ed/earlylearning/files/ece-low-compensation-undermines-quality-report-2016.pdf

10 Bureau of Labor Statistics (2020, May). Occupational employment and wage statistics Oregon. https://www.bls.gov/oes/current/oes_or.htm

11 Kids Count Data Center. (2022). Children who were victims of abuse/neglect per 1000 in Oregon. https://datacenter.kidscount.org/data/tables/2567-children-who-were-victims-of-abuse-neglect-per-1000#detailed/2/any/false/1729,37,871,870,573,869,36,868,867,133/any/21064,9861; National Institute of Justice, (2017, October 11). Pathways between child maltreatment and adult criminal involvement. https://nij.ojp.gov/topics/articles/pathways-between-child-maltreatment-and-adult-criminal-involvement ; Currie, J., & Tekin, E. (2012). Understanding the cycle Childhood maltreatment and future crime. Journal of Human Resources, 47, 509-549. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3817819/

12 Healthy Families Oregon. (2019). What is Healthy Families Oregon? https://oregonearlylearning.com/healthy-families-oregon

13 Oregon Department of Education. (2017). What is early head start? https://oregonearlylearning.com/early-head-start

14 Nurse Family Partnership. (2019). Nurse family partnership Oregon. https://www.nursefamilypartnership.org/wp-content/uploads/2021/06/OR_2021-State-Profile.pdf

15 Family Connects Oregon. (n. d.). About Family Connects Oregon. https://www.familyconnectsoregon.org/about

16 Eddy, J. et al. (2019). Outcomes from a randomized controlled trial of the Relief Nursery Program. https://static1.squarespace.com/static/5db9fff879b4fa66bcd4d126/t/5e865121e197cf45d111584b/1585860899668/Eddy2019_Article_OutcomesFromARandomizedControl.pdf

17 Eddy, J. et al. (2019). Outcomes from a randomized controlled trial of the Relief Nursery Program. https://static1.squarespace.com/static/5db9fff879b4fa66bcd4d126/t/5e865121e197cf45d111584b/1585860899668/Eddy2019_Article_OutcomesFromARandomizedControl.pdf

18 Family Connects Oregon. (n. d.). About Family Connects Oregon. https://www.familyconnectsoregon.org/about

19 Family Connects Oregon. (n. d.). About Family Connects Oregon. https://www.familyconnectsoregon.org/about

20 Oregon.gov. (2020). Family Connects Oregon. https://www.oregon.gov/oha/PH/HEALTHYPEOPLEFAMILIES/BABIES/HOMEVISITING/Pages/Family-Connects-Oregon.aspx#:~:text=More%20connections%20to%20community%20resources,by%20mothers%20at%206%20months.; Family Connects International. (2019). The evidence. https://familyconnects.org/family-connects-model/evidence/

21 Fight Crime: Invest in Kids (2019). From risk to opportunity: Afterschool programs keep kids safe when juvenile crime peaks. https://www.strongnation.org/articles/930-from-risk-to-opportunity-afterscthool-programs-keep-kids-safe

22 Olweus, D. (2011 April). Bullying at school and later criminality: Findings from three Swedish community samples of males. Journal of Criminal Behavioral Mental Health. 21(2), 151-156. https://www.ncbi.nlm.nih.gov/pubmed/21370301

23 Limber, S., et. al. (2018). Evaluation of the Olweus Bullying Prevention Program: A large scale study of U.S. students in grades 3-11. Journal of School Psychology, 69, 56-72. https://www.sciencedirect.com/science/article/pii/S0022440518300529https://www.sciencedirect.com/science/article/pii/S0022440518300529

24 Center on Positive Behavioral Intervention and Supports. (n.d.). What is PBIS? https://www.pbis.org/pbis/getting-started

25 National Institute of Justice (2015, February 23). Program profile: School-wide Positive Behavioral Interventions and Supports (SWPBIS). https://www.crimesolutions.gov/ProgramDetails.aspx?ID=385

26 Durlak, J. A. & Weissberg, R. P. (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 45:294-309. https://pubmed.ncbi.nlm.nih.gov/20300825/

27 U. S. Department of Health and Human Services and U. S. Department of Education. (n. d.). Policy statement on expulsion and suspension policies in early childhood settings. https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf

28 Huang, F. and Cornell, D. The relationship of school climate with out-of-school suspensions. Children and Youth Services Review, 2018; 94: 378 DOI: 10.1016/j.childyouth.2018.08.013

29 Gilliam, W. S., Maupin, A. N., & Reyes, C. R. (2016). Early childhood mental health consultation: Results of a statewide random-controlled evaluation. Journal of the American Academy of Child and Adolescent Psychiatry, 55, 754-761.

30 Oregon Department of Education. (2021). Guidance on the issue of bullying. https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/bullyingguidance.pdf

31 Oregonlive. (2021). Bills signed by the governor in the 2021 session. H.B. 2166. https://gov.oregonlive.com/bill/signed/2021/

32 Afterschool Alliance. (2020). This is afterschool in Oregon. https://www.afterschoolalliance.org/documents/OR-afterschool-facts.pdf

33 Oregon Community Foundation. (n. d.). Out of school time initiative. https://oregoncf.org/community-impact/impact-areas/education/out-of-school-time-initiative/

34 Afterschool Alliance. (2020). Afterschool in Oregon. http://www.afterschoolalliance.org/policyStateFacts.cfm?state=OR

35 Afterschool Alliance. (2020). This is afterschool in Oregon. http://www.afterschoolalliance.org/documents/or-afterschool-facts.pdf

36 Afterschool Alliance. (2020). This is afterschool in Oregon. http://www.afterschoolalliance.org/documents/or-afterschool-facts.pdf

37 Afterschool Alliance (2020, July). Afterschool in the time of COVID-19. http://afterschoolalliance.org/documents/Afterschool-COVID-19-Wave-1-Fact-Sheet.pdf

38 Alexander, J., Pugh, C., Parsons, B., & Sexton, T. (2000). Family Functional Therapy. In D.S. Elliot (Series Ed.), Blueprints for violence prevention: Book three. Boulder, CO: Center for the Study and Prevention of Violence; Schaeffer, C.M. & Borduin, C.M. (2005). Long-term follow-up to a randomized clinical trial of Multisystemic Therapy with serious and violent juvenile offenders. Journal of Consulting and Clinical Psychology, 73(3), 445-453. https://pubmed.ncbi.nlm.nih.gov/15982142/

39 Office of Juvenile Justice and Delinquency Prevention (n.d.). Brief background on juvenile diversion programs. https://www.ojjdp.gov/mpg-iguides/topics/diversion-programs/index.html#BriefBackground

40 Wilson, H. A., & Hoge, R. D. (2013). The effect of youth diversion programs on recidivism: A meta-analytic review. Criminal Justice and Behavior, 40, 497-518. https://journals.sagepub.com/doi/10.1177/0093854812451089

41 Cohen, M.A., & Piquero, A.R. (2009). New evidence on the monetary value of saving a high risk youth. Journal of Quantitative Criminology, 25, 25-49. https://link.springer.com/article/10.1007/s10940-008-9057-3

42 Carnevale, A., Cheah, B., and Wenzinger, E.(2021). The college payoff: more education doesn't always mean more earnings. cew.georgetown.edu/ collegepayoff2021

Fight Crime: Invest in Kids
Thousands of police chiefs, sheriffs, prosecutors and violence survivors protecting public safety by promoting solutions that steer kids away from crime.

Council for a Strong America is a national, bipartisan nonprofit that unites membership organizations, including law enforcement leaders, retired admirals and generals, and business executives, that promote solutions that ensure our next generation of Americans will be successful, productive members of society.

17355 SW Sugar Plum Lane / Beaverton, OR 97007 / 503.649.2068

COUNCIL FOR A
STRONG AMERICA

StrongNation.org