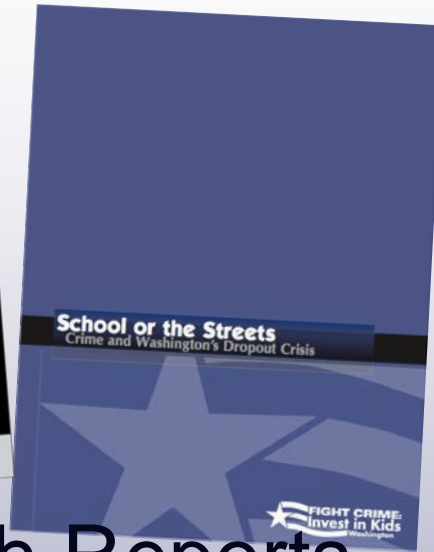


 **FIGHT CRIME:**  
**Invest in Kids**  
Washington

# What We Do



## Research Reports

### The Seattle Times

Date: Wednesday, July 17, 2013  
City: SEATTLE, WA  
Edition: 201466 (14)  
Page: 7 (P.03A.027)  
Section: News  
Keyword: Fight Crime Invest in Kids

### Early learning is a crime-fighter

By JOHN LIEBERHART AND JIM PUGEL  
Special to The Times

ASK a typical parent why high-quality early learning is important, and you're likely to hear how it's helping kids develop valuable academic skills while learning how to interact well with others. As representatives of the law-enforcement community, we know that it's also one of the best ways to lower future crime.

Why? Because children who participate in high-quality early-learning programs start school with a foundation for longer-term success in school, which has a direct impact on their chances of graduating, going on to higher education or succeeding in the workforce, and avoiding involvement in the criminal justice system.

The proof lies in studies that compared outcomes for children from low-income families who participated in high-quality programs in Michigan and Illinois and children who did not have that opportunity.

By age 27, those who didn't attend the program in Michigan were five times more likely to become chronic offenders with five or more arrests. By age 18, those who did not participate in the program in Illinois were 70 percent more likely to be arrested for a violent crime. In both studies, the kids who attended the early-learning programs were far more likely to graduate from high school.

Unfortunately, individuals who don't succeed in school over the long run are more apt to commit crimes. In fact, a national survey showed that nearly 70 percent of the inmates in our state prisons failed to graduate from high school.

In Washington state, only 60 percent of offenders entering state prisons have a high-school diploma or GED. This bodes poorly for our state, where 24 percent of students do not graduate from high school on time.

If those facts don't convince you, consider this: Outcomes from high-quality early-learning programs for at-risk children have been shown to cut crime, welfare and other societal costs so much that they produce average net savings to society of \$15,000 for every child served.

With all of this in mind, we are very pleased that the recently passed state budget increased funding for quality early-learning programs. As the Legislature and the governor wrestled with a persistent billion-dollar plus budget deficit and a court order to adequately fund our K-12 schools, they were determined to increase funding for the Early Childhood Education and Assistance Program (ECEAP), which will enable 1,700 more kids to be truly ready for success when they start school.

Despite this increased state investment, there are still far too many kids who will remain on long waiting lists due to lack of funding. We have an opportunity to reduce these waiting lists through a recently announced federal administration proposal that offers states significant resources to create, strengthen and expand quality early-learning programs.

The proposal would provide states \$75 billion for early learning over 10 years, and would offer Washington more than \$61 million in the first year alone. With a match of \$6 billion in state funds, ECEAP would be able to serve an additional 7,400 children from working and low-income families

each year. In 2010, the Legislature committed to enroll all eligible children in ECEAP by the 2017-18 school year. The proposed federal funding will help us reach that goal, but not without a commitment by the Legislature and governor to not only maintain, but increase our state's investment in ECEAP.

Reaching an agreement on the 2015-16 state budget was a long and twisted process that ended under the shadow of a potential government shutdown. A deficit exceeding \$1 billion is expected to continue into the 2015-17 biennium. Tough decisions and compromises will again dominate the budget discussions in Olympia.

One fundamental point on which everyone should agree is that every child in Washington must arrive at kindergarten ready to succeed.



## Public Education

## Policy-maker Education

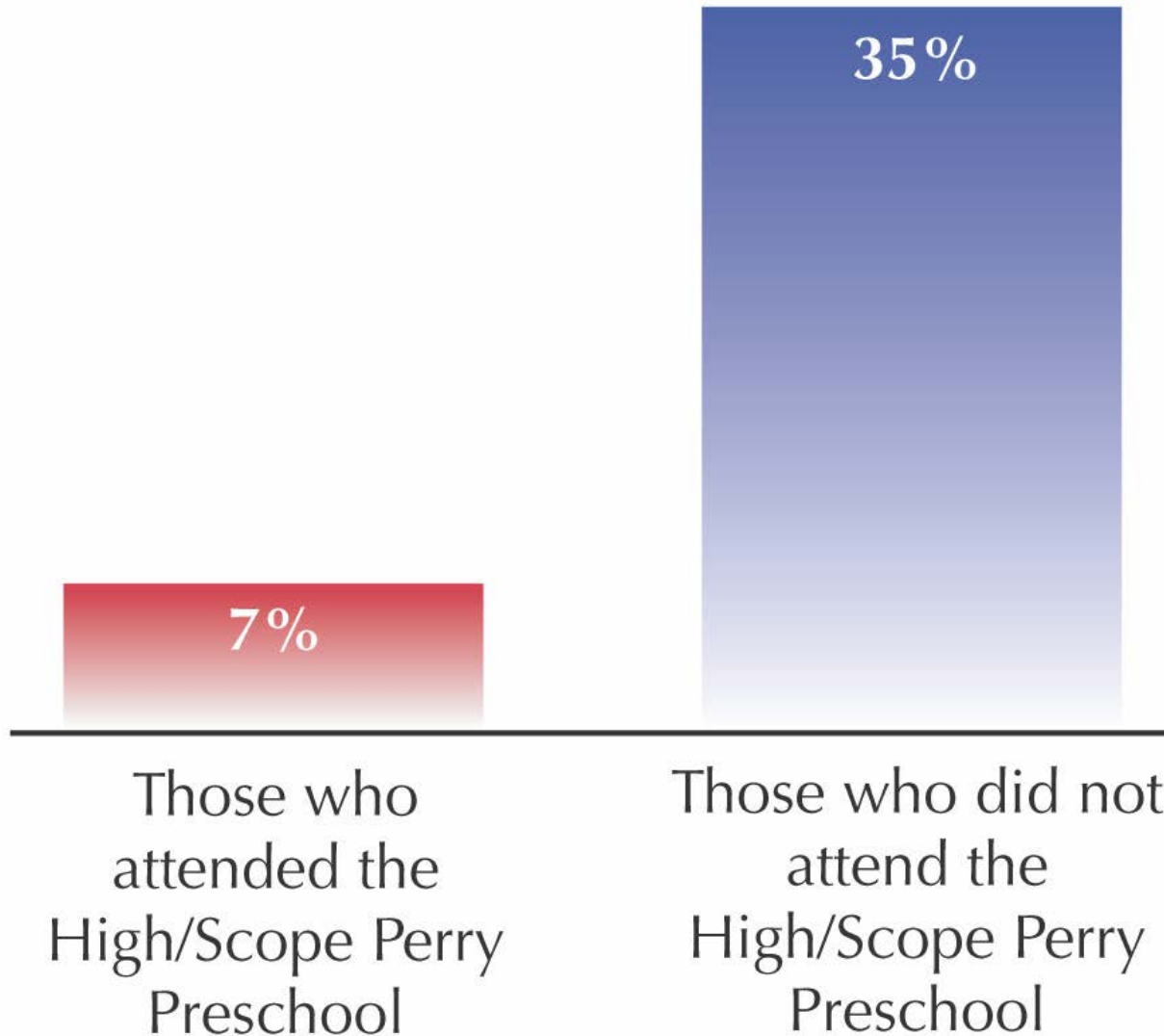




At-risk children that didn't attend quality pre-kindergarten were 5 times more likely to become chronic criminal offenders by age 27.\*



## Chronic lawbreakers at age 27



Schweinhart, et al, 1993



**3<sup>1</sup>/<sub>2</sub>**

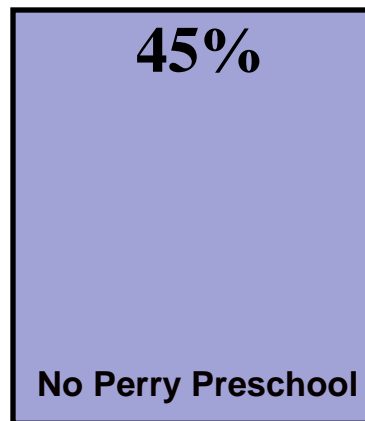


**8**

# High-Quality Early Learning Increases Graduation Rates



**Percent of children who graduated from high school**





I'M THE GUY YOU  
PAY LATER





 **FIGHT CRIME**  
**Invest in Kids**  
Washington

[www.fightcrime.org/wa](http://www.fightcrime.org/wa)

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***The Business Case for  
Investing in  
Early Childhood Development***



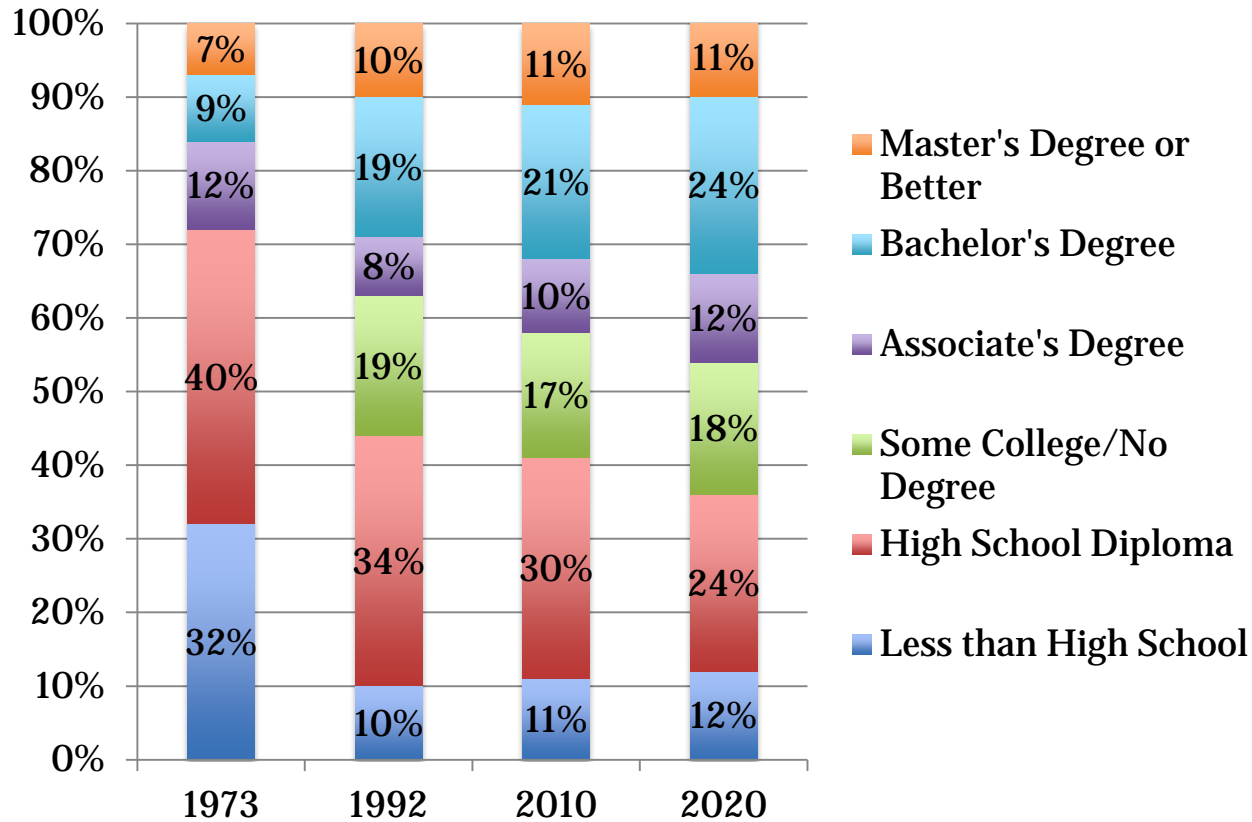
**Why should business care?**

**Because the first step in the process of producing globally competitive adults...**

**...is to produce school-ready five year olds.**



# Jobs of the future, worldwide, will require more education



Source: Carnevale, Anthony P.; Smith, Nicole; and Jeff Strohl. "Recovery, Job Growth and Education Requirements Through 2020." June 2013. Georgetown University. <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/Recovery2020.FR.Web.pdf>

# Creating this workforce (and customer base) requires investing early...

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If U.S. children graduate from high school, on average they will earn \$500k more, live 9 years longer and be 6 times less likely to be arrested. In OECD countries, similar gain is \$250k for men, \$150k for women

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If children read at grade level by third grade they are **4 times** more likely to graduate from high school.

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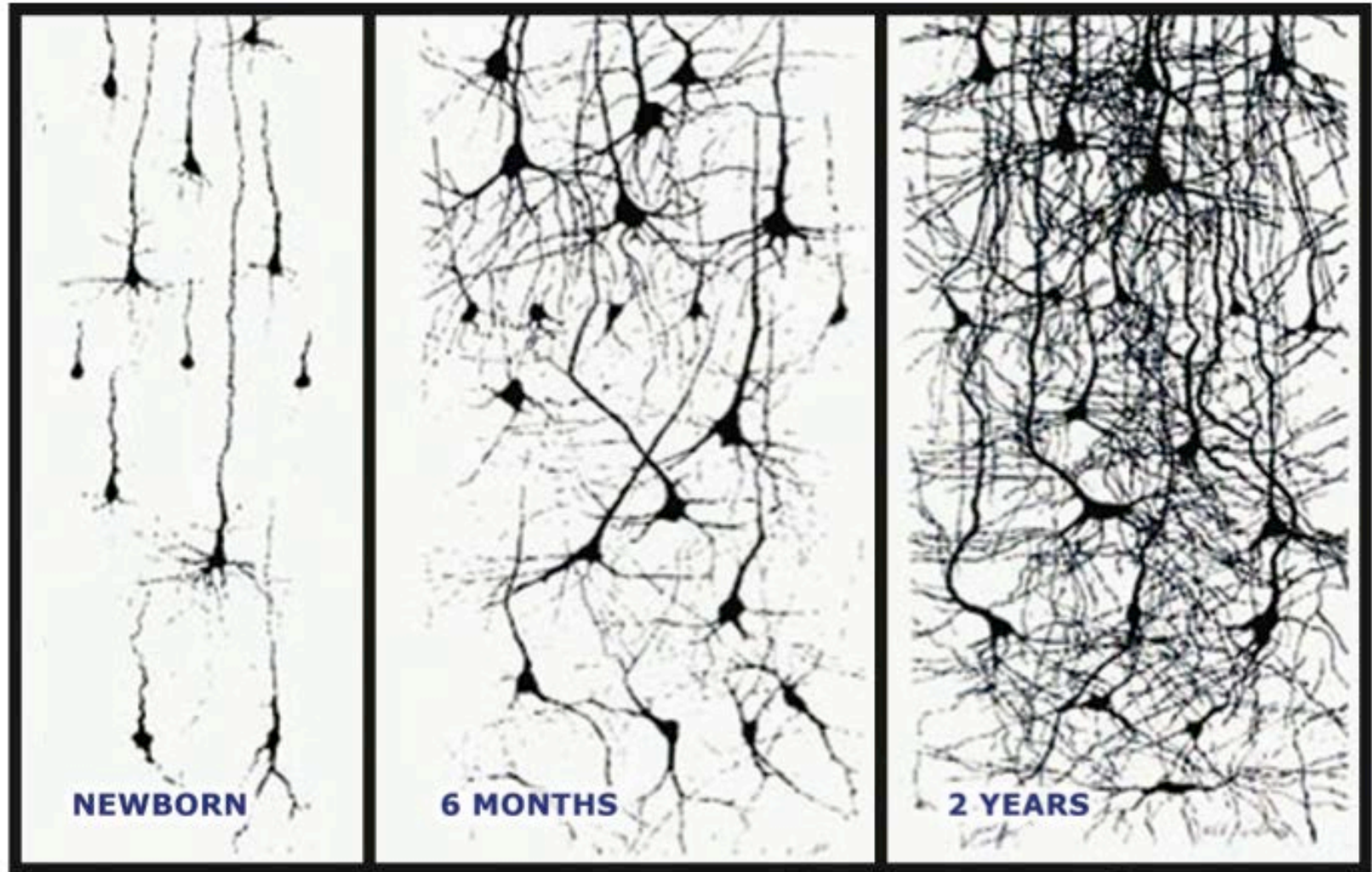
If children start school ready to learn, they are **twice as likely** to read at grade level by third grade.

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**90%** of brain growth occurs by age five. Disadvantaged children can show up at kindergarten already **18 months behind** and knowing **half** as many words. The learning gap shows up as early as **9 months** old.

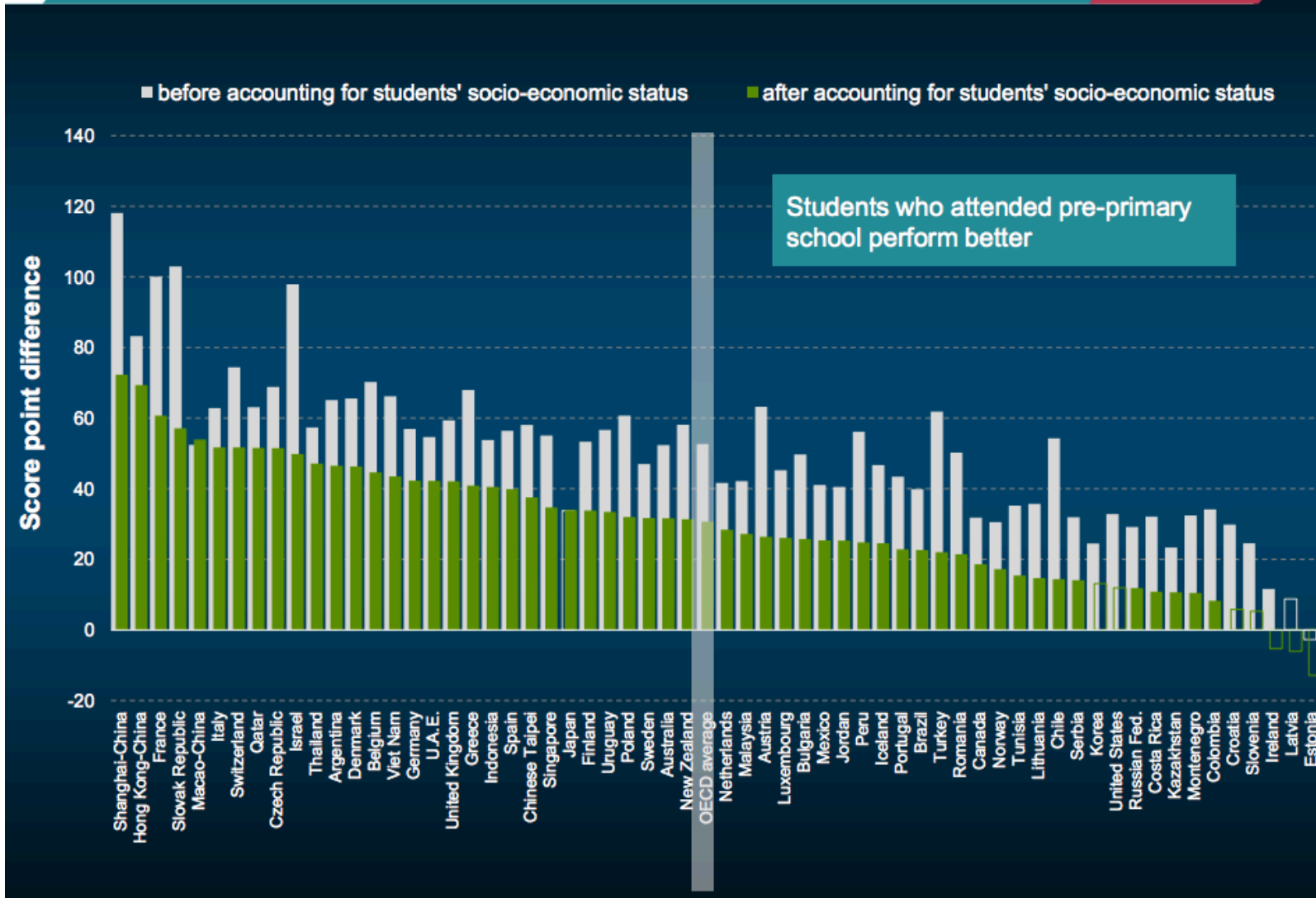
# The early brain: 700 neurons per second



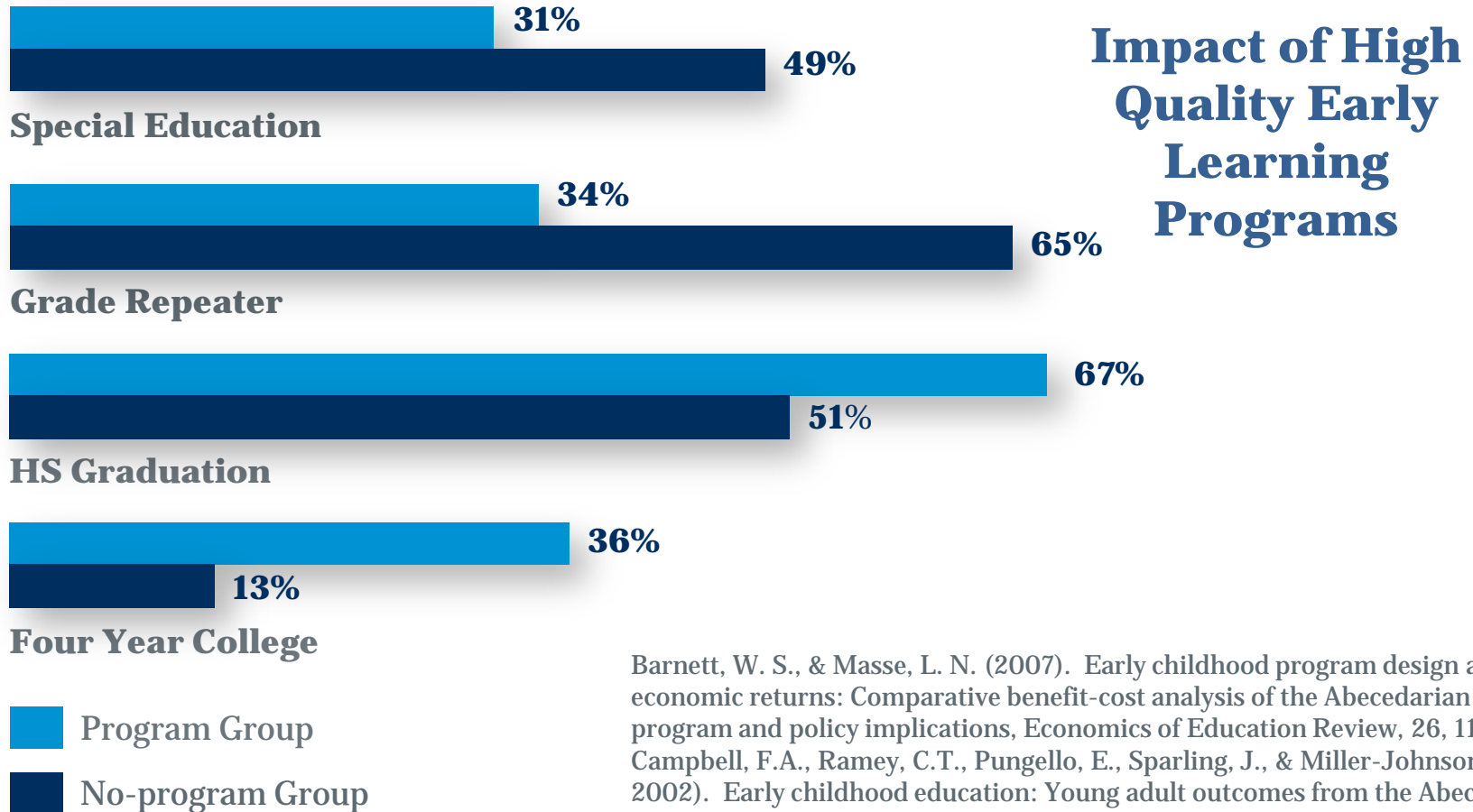
# Difference in mathematics performance, by attendance at pre-primary school



Fig III.4.12



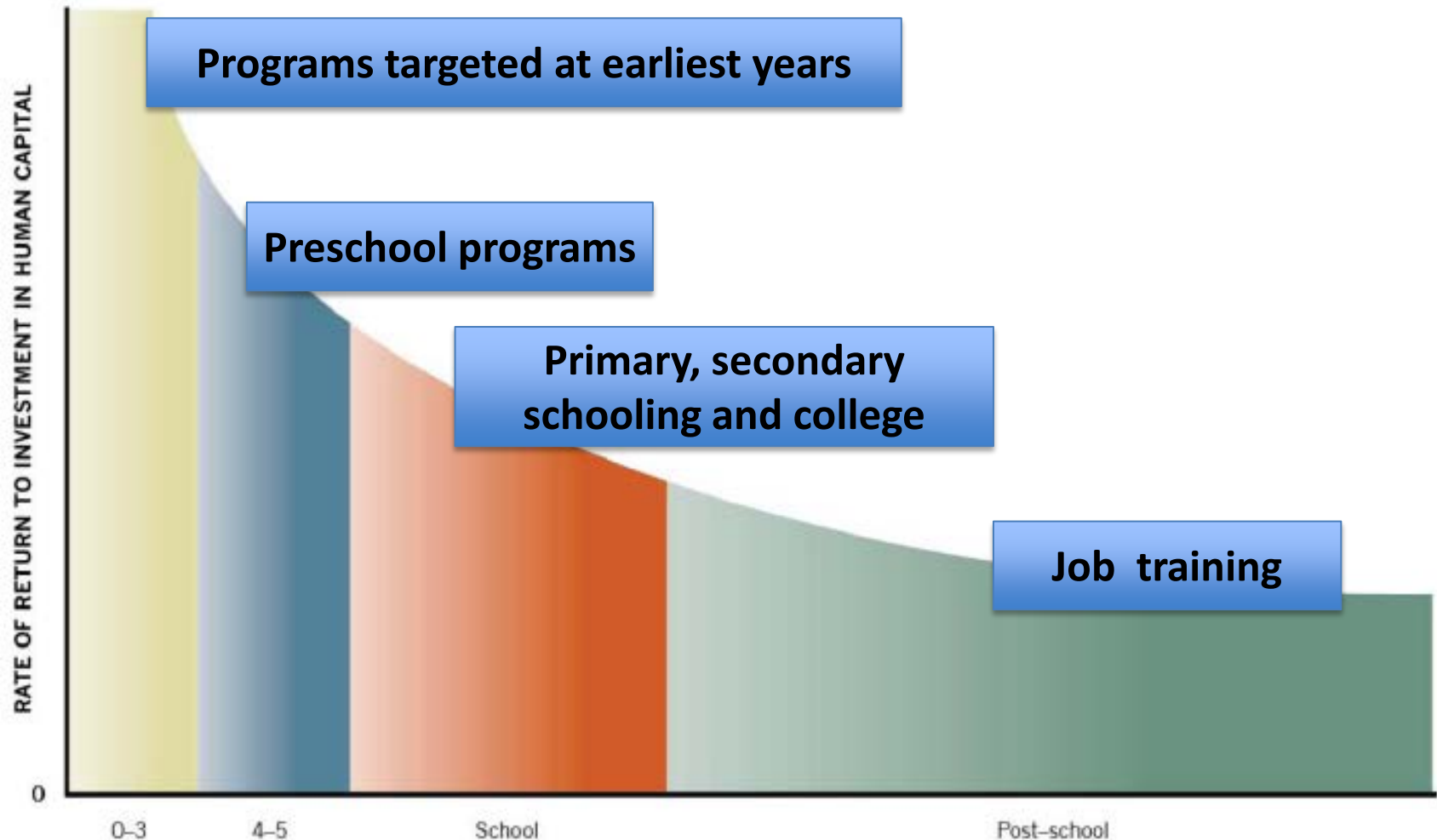
# What's the solution? Results from one U.S. early childhood development program (6 weeks – 5 years old)



Barnett, W. S., & Masse, L. N. (2007). Early childhood program design and economic returns: Comparative benefit-cost analysis of the Abecedarian program and policy implications, *Economics of Education Review*, 26, 113-125; Campbell, F.A., Ramey, C.T., Pungello, E., Sparling, J., & Miller-Johnson, S. (2002). Early childhood education: Young adult outcomes from the Abecedarian Project. *Applied Developmental Science*, 6(1), 42-57



# 2000 Nobel Laureate in Economics: Rate of return to investments in human capital by age



Source: James Heckman, 2000 Nobel Laureate in Economics. Schools, Skills, and Synapses, *Economic Inquiry*, 2008.

# World-wide evidence of the impacts of early learning

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- A study of the Effective Provision of Pre-School Education project in the United Kingdom found that high-quality early education attendance showed an increase in the reading and numeracy skills of program children. Program children were also less likely have special education needs than control children.



- A study on German child care found that early programs improved child development, and led to decreased inequality across socio-economic backgrounds.



- Numerous studies demonstrate the impacts of early education in Brazil, including: increased 2<sup>nd</sup> grade literacy, improved math scores in 4<sup>th</sup> grade, and increased rates of educational completion through college.



- A study in Zurich found that investing 18 million Swiss francs annually in childcare services resulted in 29 million Swiss francs worth of increased tax revenue and reduced public spending on social aid.

# Business leaders are speaking to media and policymakers...



By Polly Summar Journal Staff Writer November 06, 2009  
If New Mexico doesn't invest in human capital — the education of

GUEST COLUMN

## Investing in our smallest citizens

The Notberg family has operated U.S. Engineering Co. in Kansas City for 116 years. That's why when its executives see 5- or 4-year-olds, it's easy to imagine them as future employees. Prosperity — of a country or a company — depends on young children getting the right start. But preparing young children for success in school and in life is a complex challenge that profoundly affects the ability of Missouri and Kansas businesses to grow and thrive.

Before starting kindergarten, children need to learn not only academic skills, but how to get along, follow directions and solve problems. Without these skills, youngsters may show up at kindergarten already 18 months behind their peers, and many never catch up. Economists, business leaders and others agree that investing in the first five years of life is the best way to help kids thrive, increasing their chances of becoming successful adults and productive employees who innovate and lead.

For that reason, several local organizations and the Partnership for America's Economic Success, which is a project of the Pew Center on the States, have teamed up to hold a business summit on Nov. 16 at the Federal Reserve Bank of St. Louis to discuss the importance of building a business voice for smart early-childhood policies. Both states have begun improving early-childhood programs but have a long way to go.

Missouri and Kansas students must excel nationally and internationally. In the two states, fourth- and eighth-graders scored above the national average in the National Assessment of Student Progress, known as the "Nation's Report Card." However, American stu-

dents ranked 25th of 30 industrialized nations in math, according to the 2006 Programme for International Student Assessment.

In recent years, Missouri and Kansas have placed a high priority on preparing every young child to be ready for school. In Missouri, a statewide task force convened meetings with an eye toward broadening public pre-kindergarten education. In Kansas, under then-Gov. Kathleen Sebelius' leadership, the state created two programs supporting the expansion of high-quality pre-K: the Pre-K Pilot Program in 2006 and the Early Childhood Block Grant in 2008. But gaps remain. In both states, thousands of children will enter kindergarten unprepared.

Students with high-quality early learning experiences were likely to graduate high school and go to college. They're less likely to commit crime or become a teen parent, to receive that often-imposed long-term financial burdens on our families as our states.

High-quality early-childhood programs result in better-educated children at considerable savings to taxpayers. Rigorous research shows youngsters attending pre-kindergarten are less likely to be placed in special

education or forced to repeat both of which carry hefty preschool systems and communities in America were a business quality preschool would be a priority investment. Budgets in Missouri and Kansas are strained, and special initiatives are fighting for that said, enabling our child force convened meetings with an eye toward broadening public pre-kindergarten education. In Kansas, under then-Gov. Kathleen Sebelius' leadership, the state created two programs supporting the expansion of high-quality pre-K: the Pre-K Pilot Program in 2006 and the Early Childhood Block Grant in 2008. But gaps remain. In both states, thousands of children will enter kindergarten unprepared.

No Child Left Behind — and



Tyler Notberg



Sara Watson

## The New York Times

### Capitalists for Preschool

By JOHN E. PEPPER Jr. and JAMES M. ZIMMERMAN

Published: March 1, 2013

In his State of the Union address, President Obama called for making preschool available to every 4-year-old in America, opening a welcome discussion on whether and how to make the investments needed to realize this vision.

## The Patriot-News

### Invest in early education for best returns

By: Jack Breeman, Chairman Emeritus and Senior Advisor, Vanguard, and J.B. Printker, Managing Partner, The Printker Group and President, J.E. & M.K. Printker Family Foundation



April 6, 2011

The Honorable William G. Batchelder, Speaker of the Ohio House of Representatives  
The Honorable Thomas E. Niehaus, President of the Ohio Senate  
The Honorable Armond D. Budish, House Minority Leader  
The Honorable Capri S. Cafaro, Senate Minority Leader  
All Members of the Ohio General Assembly

Dear Speaker Batchelder, President Niehaus, Leaders Budish and Cafaro and Members of the legislature:

These are challenging times for our state. No one will dispute that. Yet, as we work through these challenges, we are encouraged to see virtually uniform agreement on the need for continued critical investments in human capital, specifically early childhood education and development.

Bolstered by brain research, economic analysis and a compelling fact base that document the exceptionally strong return on or quality early learning experiences, Ohio's business leaders are calling for an intensified effort to meet the needs of the most and most vulnerable citizens. We know that early experiences last a lifetime. As columnist David Brooks notes, it is possible to predict, with depressing accuracy, who will complete high school and college and who won't."

Kasich's budget proposal makes critical investments in home visitation, public preschool and child care services for disadvantaged young children. We applaud Governor Kasich for embracing early childhood programming in his budget to build upon it and further strengthen Ohio's resolve to achieve our long-term vision: by 2020, 90 percent of children entering school will be ready to succeed in kindergarten.

Ohio's business community is committed to this vision and we stand ready to work with you to help Ohio achieve it. But we must start here: thank you for your leadership and everything you do to build a stronger Ohio.

Contact Jessie Cannon at the BRT with questions. She can be reached at 614-469-1044 or jcannon@ohiobrt.com.



Albert Stroucken  
Chairman and CEO  
Owens-Illinois  
Co-Chair, BRT Early Learning Initiative



Richard Stoff  
President and CEO  
Ohio Business Roundtable



Steve Allen  
President and CEO  
Nationwide Children's Hospital

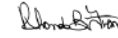
BRT Early Learning Initiative



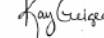
Robert F. Belden  
President and CEO  
The Belden Brick Company



Michael Fisher  
President and CEO  
Cincinnati Children's Hospital



Rhonda Fraas  
Mid-Ohio Division President  
Time Warner Cable



Kay Geiger  
Regional President  
PNC Bank



Randy Oostra  
President and CEO  
ProMedica Health System



John Pepper  
Chairman and CEO (retired)  
Procter & Gamble



Charles A. Ratner  
Chairman  
Forest City Enterprises



Thomas F. Zenty  
CEO  
University Hospitals  
Health System of Cleveland

# What else are business leaders doing?

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- Hosting events with their professional associations to share the message about the importance of early childhood
- Sharing information with employees
- Contributing time, resources, volunteers to local organizations
- Encouraging their local business organizations (Rotary, chambers) to develop formal positions on the benefits of effective early childhood programs
- Communicating with their elected and appointed officials. Go to their town halls, coffees, parades. Send messages – individually and joint letters.
- Talking to the media – print, radio, Web

# ReadyNation is supporting them to speak out www.ReadyNation.org

## Support to business coalitions



## Public statements

**We mean business on early childhood**

As business leaders, we know that America's economic future depends on a highly skilled workforce. But only half of our young people are developing the skills and knowledge they need to fill the jobs of tomorrow.

The good news is that we know what to do. Quality early childhood development is quality workforce development. The bad news is we aren't doing it enough. What's worse is that other nations are—and they are pulling ahead of us.

Overwhelming research tells us where we should start: at the earliest ages, prenatal to age five. During this time children's brains develop 90 percent of their capacity, which lays the foundation for academic skills and behavior traits that will last a lifetime. Research studies show that:

- By age three, children of low-income families know only half as many words as children of more advantaged families.
- Children who do not get a good start can arrive in kindergarten already 18 months behind!
- Children who aren't ready for kindergarten are half as likely to read proficiently by third grade.
- And children who are not reading proficiently by third grade are four times more likely to drop out of high school.

**ReadyNation**  
www.readynation.org  
ReadyNation is a project of America's Promise Alliance

**AMERICA'S PROMISE ALLIANCE**  
A coalition of business, education, and community leaders working together to ensure every child has the opportunity to succeed in school and in life.  
Released in Fairfax, Va. 11/2013

- David Adams**, President and CEO, Kentucky Chamber
- Michael K. Allen**, President and CEO, American Electric Power
- Shay Baker**, Chairman and CEO, Entergy
- Jim Baskerville**, former CEO, NetScout
- Greg Bennett**, Board Member, Public Super Markets, Inc.
- Arthur Berg**, Co-Founder, The White Duck Donuts and Chairman, White Pepper
- Ray Burdick**, Vice Chair, Delta Airlines
- Paul Bremer**, President and CEO, George Pomeroy
- Jack Brumley**, Chairman Emeritus, Vanguard
- Kevin Burke**, Executive Vice President, Capital One
- Carl Cavallaro**, CEO, Kaly Services
- Tommy Crane**, President and CEO, Crane Group
- D. Scott Davis**, Chairman and CEO, IBS
- Alb Dugger**, Managing Partner, Hanover Investment Group
- Larry Jensen**, President and CEO, Chairman & Managing Director, American Express
- Shawn Price-John**, CEO, Build & Bar Workshops, Inc.
- Paul Rader Jones**, CEO, Tutor Investment Corporation
- Larry Calabac**, former Chairman and CEO, Continental Airlines
- Colinace Kanda**, former CEO, Kenda International
- Rob McDonald**, former CEO, Procter & Gamble
- Levy Mendonca**, Director, McKinsey and Company
- Anne Mulvihill**, former CEO, Xerox
- Deanna Mulligan**, President and CEO, The United Life Insurance Company of America
- Sam O'Neil**, former Chairman and CEO, USAA
- John Pappas**, former CEO, Pines & Daniels
- Paul Peterson**, former CEO, Sun Life
- J.R. Pittsler**, Managing Partner, The Pitzer Group
- Jim Rake**, Executive Chairman, PNC Financial Services Group
- The Rubin**, former CEO, Comtime, Inc.
- Stephen D. Shelton**, Chairman, President & CEO, Huntington Bancshares, Inc.
- Al Stovall**, Chairman and CEO, G.I. Joe
- Alan Thibodeau**, Co-Founder, Fiat Company Holdings
- Clark Williams**, former CEO, Midland North America
- Jim Zimmerman**, former CEO, Macy's

## National Business Leader Summit on ECD

Bruce E.L.M. Strothers, Managing Counsel, The Coca-Cola Company



## Endorsements from professional associations

**Starting Smart & Finishing Strong**

**Fixing the Cracks in America's Workforce Pipeline Through Investments in Early Childhood Development**

Logos for the U.S. Chamber of Commerce and ICW.

## New research

A business partnership for early childhood and economic success

**ReadyNation**

**Tomorrow's Science, Technology, Engineering and Math Workforce Starts with Early Education**

Astronaut Dr. Mae Jemison, the first African-American woman to orbit the earth, knew she wanted to be a scientist when she was five years old. Fortunately, her teachers nurtured this interest. How many more five-year-olds can we encourage to become tomorrow's scientific leaders?

While it's true that the U.S. needs more scientists now, we also must build the pipeline for the future. And a growing body of research suggests that developing science, technology, engineering and math (STEM) proficiency starts much sooner than high school, middle school or even elementary school.

According to the Wall Street Journal

This brief outlines four facts about the importance of early learning to future STEM success:

1. The math achievement gap starts early, even before kindergarten
2. High-quality early education includes real math and science content
3. Early math instruction improves later abilities
4. Early learning also helps build the behavior traits—perseverance, problem-solving, persistence—that STEM employees need

To enhance the success of America's youngest citizens and build the STEM workforce of the future, business...



December 05, 2013, 03:00 pm

## Want big returns? Invest in small children

By Jack Brennan and James E. Rohr  
Our companies and our corporate colleagues are increasingly addressing a demographic crucial to American businesses: 4-year-olds.

More and more, policy makers at all levels are joining us, as evidenced by the recent introduction of the bi-partisan **Strong Start for America's Children Act** by Sen. Tom Harkin (D-Iowa), Rep. George Miller (D-Calif.) and Rep. Richard Hanna (R-N.Y.). As proposed, the act would establish a federal-state partnership to increase young children's access to high quality early learning programs and other valuable services to support their development.