



One In Ten US High School Dropouts Incarcerated

On any given day, about one in every 10 young male high school dropouts is in jail or juvenile detention, compared with one in 35 young male high school graduates, according to a new study of the effects of dropping out of school in an America where demand for low-skill workers is plunging.

“The dropout rate is driving the nation’s increasing prison population, and it’s a drag on America’s economic competitiveness,” said Marc H. Morial, the former New Orleans mayor who is president of the National Urban League, one of the groups in the coalition that commissioned the report. “This report makes it clear that every American pays a cost when a young person leaves school without a diploma.”

The report puts the collective cost to the nation over the working life of each high school dropout at \$292,000. The figure took into account lost tax revenues, since dropouts earn less and therefore pay less in taxes than high school graduates. It also includes the costs of providing food stamps and other aid to dropouts and of incarcerating those who turn to crime.

Daniel J. Losen, a senior associate at the Civil Rights Project at the University of California, Los Angeles, said the study was consistent with other economic studies of the dropout crisis. “The report’s strength is that it reveals in clear terms that there’s a real crisis with the high numbers of young, especially minority males, who drop out of school and wind up incarcerated.

The new report, in its analysis of 2008 unemployment rates, found that 54 percent of dropouts ages 16 to 24 were jobless, compared with 32 percent for high school graduates of the same age, and 13 percent for those with a college degree.

Again, the statistics were worse for young African-American dropouts, whose unemployment rate last year was 69 percent, compared with 54 percent for whites and 47 percent for Hispanics. The unemployment rate among young Hispanics was lower, the report said, because included in that category were many illegal immigrants, who compete successfully for jobs with native-born youths. The unemployment rates cited for all groups have climbed several points in 2009 because of the recession.

Young female dropouts were nine times more likely to have become single mothers than young women who went on to earn college degrees, the report said, citing census data for 2006 and 2007.

The number of unmarried young women having children has increased sharply in some communities in part, because large numbers of young men have dropped out of school and are jobless year round. As a result, young women do not view them as having the wherewithal to support a family.

“None of these guys can afford to own a home, they just don’t have any money. And as a result, any time they father a child it’s out of wedlock. It wasn’t like this 30 years ago. Back in the 1970s, my friends in Gary would quit school in senior year and go to work at U.S. Steel and make a good living, and young guys in Michigan would go to work in an auto plant. You just can’t do that anymore. Today, you have a lot of dropouts who are jobless year round.”

Dropouts cost taxpayers more than \$8 billion annually in public assistance programs like food stamps. High school dropouts earn about \$10 thousand less a year than workers with diplomas. That’s \$300 billion in lost earnings every year. They’re more likely to be unemployed: 15 percent are out of work versus a national average of 9.4 percent. They also are more likely to be incarcerated. Almost 60 percent of inmates are high school drop outs.

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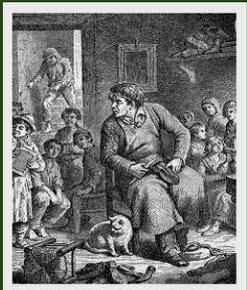
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“JEFFERSON THOUGHT SCHOOLS WOULD PRODUCE FREE MEN: WE PROVE HIM RIGHT BY PUTTING DROPOUTS IN JAIL.”- ANONYMOUS

Public High School Graduation Rates (Indicator-2011)

This indicator examines the percentage of public high school students who graduate on time with a regular diploma. To do so, it uses the *averaged freshman graduation rate*—an estimate of the number of regular diplomas issued in a given year divided by an estimate of the averaged enrollment base for the freshman class four years earlier. For each year, the averaged freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (when current-year seniors were freshmen), and the number of 10th-graders 3 years earlier, divided by 3. The intent of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year.

Among public high school students in the class of 2007–08, the averaged freshman graduation rate was 74.7 percent; that is, 3 million students graduated on time. Wisconsin had the highest graduation rate, at 89.6 percent. Sixteen other states had rates of 80 percent or more (ordered from high to low): Vermont, Minnesota, Iowa, New Jersey, South Dakota, North Dakota, Nebraska, New Hampshire, Pennsylvania, Missouri, Connecticut, Montana, Massachusetts, Maryland, Illinois, and Idaho. The District of Columbia had the lowest rate, at 56.0 percent. Nine other states had graduation rates below 70 percent (ordered from high to low): Alaska, Alabama, Florida, New Mexico, Georgia, Mississippi, Louisiana, South Carolina, and Nevada, at 49.9%.

The overall averaged freshman graduation rate was higher for the graduating class of 2007–08 (74.7 percent) than it was for the graduating class of 2001–02 (72.6 percent). However, from 2004–05 to 2005–06, the overall averaged freshman graduation rate decreased from 74.7 percent to 73.4 percent. Looking at changes by state, there was an increase in the graduation rate in 40 states from school year 2001–02 to 2007–08; in 8 of these states (Alabama, Missouri, New Hampshire, New York, Oregon, South Dakota, Tennessee, and Vermont) rates increased by more than 5 percentage points. The graduation rate decreased in 11 states (Arizona, California, Louisiana, Nebraska, Nevada, New Jersey, New Mexico, North Dakota, Texas, Utah, and Washington) and the District of Columbia, with decreases of greater than 5 percentage points observed in Utah (6 percent), the District of Columbia (12 percent), and Nevada (16 percent).



National Center for Education Statistics

Averaged freshman graduation rate for public high school students and number of graduates, by state: School years 2000–01 through 2006–07

State or jurisdiction	Averaged freshman graduation rate						
	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08
United States	72.6	73.9	74.3	74.7	73.4	73.9	74.7
Alabama	62.1	64.7	65.0	65.9	66.2	67.1	69.0
Alaska	65.9	68.0	67.2	64.1	66.5	69.0	69.1
Arizona	74.7	75.9	66.8	84.7	70.5	69.6	70.7
Arkansas	74.8	76.6	76.8	75.7	80.4	74.4	76.4
California	72.7	74.1	73.9	74.6	69.2	70.7	71.2
Colorado	74.7	76.4	78.7	76.7	75.5	76.6	75.4
Connecticut	79.7	80.9	80.7	80.9	80.9	81.8	82.2
Delaware	69.5	73.0	72.9	73.0	76.3	71.9	72.1
District of Columbia	68.4	59.6	68.2	66.3	65.4	54.8	56.0
Florida	63.4	66.7	66.4	64.6	63.6	65.0	66.9
Georgia	61.1	60.8	61.2	61.7	62.4	64.1	65.4
Hawaii	72.1	71.3	72.6	75.1	75.5	75.4	76.0
Idaho	79.3	81.4	81.5	81.0	80.5	80.4	80.1
Illinois	77.1	75.9	80.3	79.4	79.7	79.5	80.4
Indiana	73.1	75.5	73.5	73.2	73.3	73.9	74.1

"AN INVESTMENT IN KNOWLEDGE ALWAYS PAYS THE BEST INTEREST." - BENJAMIN FRANKLIN



"SUCCESS IS THE ABILITY TO GO FROM ONE FAILURE TO ANOTHER WITH NO LOSS OF ENTHUSIASM." - SIR WINSTON CHURCHILL

National Center for Education Statistics

Averaged freshman graduation rate for public high school students and number of graduates, by state:
School years 2000–01 through 2006–07 con't.

State or jurisdiction	2001– 02	2002– 03	2003– 04	2004– 05	2005– 06	2006– 07	2007– 08
Kansas	77.1	76.9	77.9	79.2	77.5	78.8	79.0
Kentucky	69.8	71.7	73.0	75.9	77.2	76.4	74.4
Louisiana	64.4	64.1	69.4	63.9	59.5	61.3	63.5
Maine	75.6	76.3	77.6	78.6	76.3	78.5	79.1
Maryland	79.7	79.2	79.5	79.3	79.9	80.0	80.4
Massachusetts	77.6	75.7	79.3	78.7	79.5	80.8	81.5
Michigan	72.9	74.0	72.5	73.0	72.2	77.0	76.3
Minnesota	83.9	84.8	84.7	85.9	86.2	86.5	86.4
Mississippi	61.2	62.7	62.7	63.3	63.5	63.5	63.9
Missouri	76.8	78.3	80.4	80.6	81.0	81.9	82.4
Montana	79.8	81.0	80.4	81.5	81.9	81.5	82.0
Nebraska	83.9	85.2	87.6	87.8	87.0	86.3	83.8
Nevada	71.9	72.3	57.4	55.8	55.8	54.2	56.3
New Hampshire	77.8	78.2	78.7	80.1	81.1	81.7	83.3
New Jersey	85.8	87.0	86.3	85.1	84.8	84.4	84.6
New Mexico	67.4	63.1	67.0	65.4	67.3	59.1	66.8
New York	60.5	60.9	60.9	65.3	67.4	68.9	70.9
North Carolina	68.2	70.1	71.4	72.6	71.8	68.6	72.8
North Dakota	85.0	86.4	86.1	86.3	82.2	83.1	83.8
Ohio	77.5	79.0	81.3	80.2	79.2	78.7	79.0
Oklahoma	76.0	76.0	77.0	76.9	77.8	77.8	78.0
Oregon	71.0	73.7	74.2	74.2	73.0	73.8	76.7
Pennsylvania	80.2	81.7	82.2	82.5	83.5	83.0	82.7
Rhode Island	75.7	77.7	75.9	78.4	77.8	78.4	76.4
South Carolina	57.9	59.7	60.6	60.1	61.0	58.9	62.2
South Dakota	79.0	83.0	83.7	82.3	84.5	82.5	84.4
Tennessee	59.6	63.4	66.1	68.5	70.7	72.6	74.9
Texas	73.5	75.5	76.7	74.0	72.5	71.9	73.1
Utah	80.5	80.2	83.0	84.4	78.6	76.6	74.3
Vermont	82.0	83.6	85.4	86.5	82.3	88.5	89.3
Virginia	76.7	80.6	79.3	79.6	74.5	75.5	77.0
Washington	72.2	74.2	74.6	75.0	72.9	74.8	71.9
West Virginia	74.2	75.7	76.9	77.3	76.9	78.2	77.3
Wisconsin	84.8	85.8	85.8	86.7	87.5	88.5	89.6
Wyoming	74.4	73.9	76.0	76.7	76.1	75.8	76.0

Fight Poverty: Lower High School Drop Out Rates, by John Bridgeland

Two years ago, I co-authored a report called *The Silent Epidemic: Perspectives of High School Dropouts* in which we conducted focus groups and surveys with high school dropouts to find out who they were, why they dropped out, and what they believed would have helped them stay in school. The students we interviewed led us to a number of conclusions. Among the most provocative:

Nearly half said that the reason they dropped out was because school was not interesting, that they were bored and disengaged.

Nearly one-third said they had to quit so that they could get a job to make money or to care for an ill family member.

Nearly 70 percent cited not feeling motivated or inspired to work hard and many would have liked higher expectations and more challenging courses.

" I KNOW OF NO OTHER SAFE DEPOSITORY OF THE ULTIMATE POWER OF SOCIETY BUT THE PEOPLE THEMSELVES AND IF WE THINK (THE PEOPLE) NOT ENLIGHTENED ENOUGH TO EXERCISE THAT CONTROL WITH A WHOLESOME DISCRETION THE REMEDY IS NOT TO TAKE IT FROM THEM , BUT TO INFORM THEIR DISCRETION BY EDUCATION."- THOMAS JEFFERSON

Fight Poverty: Lower High School Drop Out Rates, by John Bridgeland con't.

We also learned some startling facts—a majority of states permitted students to drop out at 16; schools reported inflated graduation rates; and most students who missed or dropped out of school were never contacted by the school, nor were their parents.

The economic consequences of the dropout crisis are clear. Dropouts earn \$1 million less over their lifetimes than college graduates. Dropouts are more than twice as likely as high school graduates to slip into poverty in a single year. The government would reap \$45 billion in extra tax revenue and reduced costs if the number of high school graduates among 20 year olds today (more than 700,000) were cut in half.

There are a number of solutions to the high school dropout crisis. One outcome of *The Silent Epidemic* report was a 10-point plan to address the crisis, with more than 100 organizations behind it. This plan includes everything from supporting accurate data, to establishing early warning systems, providing adult advocates, supporting rigorous curriculum and focusing on research in order to disseminate best practices. It also includes changes in law and policies at the state and national levels.

One of the most compelling ideas to curb high school dropout is using service-learning to ensure the curriculum is engaging and demanding enough to keep students in the classroom. In our focus groups in 2006, 81 percent of respondents said that more opportunities for “real-world” learning would have helped them to stay in school. Their response makes sense: seeing the connection between school and a job would show them that school was worth it and help keep them engaged in the classroom.

We supported this idea with additional research in the recent report entitled *Engaged for Success: Service-Learning as a Tool for High School Dropout Prevention*. More than 75 percent of all students said that service-learning classes were more interesting than other classes and 83 percent of all students said they would definitely or probably enroll in service-learning classes if they were offered. Unfortunately, only 16 percent of students said their school offered such classes. Service-learning can improve academic performance, attendance, and reduce the achievement gap between minority and majority students.

High school dropouts face a much greater risk of living in poverty. Service-learning is one tool to combat high school dropout and ensure more young people are motivated to complete their education by learning in relevant, rigorous classrooms across this nation.

The Effects of Prison Education on Recidivism

In this era of tight budgets, programs in U.S. prisons are being closely scrutinized to determine if the program costs justify the results. “The Effects of Prison Education Programs on Recidivism,” a study published in the December 2010 *Journal of Correctional Education*, asserts that it is wise for states to fund education programs for inmates for two reasons. Educating offenders: 1) reduces recidivism dramatically and 2) reduces costs associated with long term warehousing.

A quote cited in the *Journal* article by Gerald G. Gaes of the College of Criminology and Criminal Justice at Florida State University confirms the premise that education, in the long run, saves the state money: Education for current and former prisoners is a cost-effective solution to reducing reoffending and improving public safety. The effect of education on recidivism has been well demonstrated, and even small reductions in reoffending can have a significant impact when spread across large numbers of participants.

The following research data may be valuable to educators who need justify the cost-effectiveness of their education program:

Recidivism Statistics

Statistics support the claim/hypothesis that educating prisoners contributes significantly to reducing recidivism. General numbers provided by research suggest 50% to 70% re-incarcerate within three years. (Congressional Leaders; Education Newsletter II)

WHAT WORKS?

THE KEYS ARE WHAT WE CALL THE “THREE R’S.”

RIGOR — A STUDENT WHO IS CHALLENGED ACADEMICALLY IS MORE LIKELY TO SUCCEED.

RELEVANCE — STUDENTS NEED TO BE ABLE TO RELATE WHAT THEY’RE LEARNING TO THEIR OWN LIVES.

RELATIONSHIPS — A STUDENT MUST HAVE A SUPPORT NETWORK OF CARING ADULTS AT HOME AND IN THE SCHOOL SETTING.

The Effects of Prison Education on Recidivism con't.

- a) Three state recidivism studies made in 1997 by Steuer, Smith, and Tracy, conducted in Maryland, Minnesota, and Ohio involved 3600 men and women inmates released from prison at least three years. The study showed that male and female offenders who participated in education programs while prison reduces re-incarceration by 29%. (Recidivism Rates)
- b) A 2007 study of incarceration in Colorado found that recidivism rates of women who participated in vocational programs had a recidivism rate of 8.75%, those who completed their GED, 6.71%, and those who participated in neither a vocational or academic program, 26%. (Recidivism Rates)
- c) Another study in 2002 surveyed research in Florida, Maryland, Massachusetts, New York, Ohio, Texas, Utah, and Virginia. Results indicted that educational programs cut recidivism from 49% to 20%. (Recidivism Rates)
- d) "National studies show," write Keys and Jackson, "that college classes cut recidivism by 30% or more. That would make a good investment for state taxpayers."
- e) A West Virginia study (1999-2000) found dramatic outcomes. Records of 320 adult male inmates discharged in 1973 were followed. At the end of four years, there were 76 recidivists; 55 had not participated in an educational program, only 7 had completed a GED program, and four were college level participants. (Gordon and Weldon)
- f) According to the National Correctional Association, in a 2009 report, inmates who earn an AA/AS are 70% less likely to recidivate than those who did not complete a program; a GED, 25% less likely to recidivate; and those who earn a vocational certificate, 14.6% less likely to recidivate. (Education Newsletter 1)
- g) A recent U.S. Department of Justice report says that "Prison-based education is the single most effective tool for lowering recidivism. According to the National Institute of Justice Report to the U.S. Congress, prison education is far more effective at reducing recidivism that boot camps, shock incarceration or vocational training." The report goes on to say that "Other studies sponsored by the Federal Bureau of Prisons find that . . . the more education programs successfully completed for each six months confirmed, the lower the recidivism rates. The exact figures indicating these inverse recidivism rates for degree recipients were: Associates (13.7%), Baccalaureates (5.6%), Masters (0%). (Education Newsletter II)

"A MAN WHO HAS NEVER GONE TO SCHOOL MAY STEAL FROM A FREIGHT CAR; BUT IF HE HAS A UNIVERSITY EDUCATION, HE MAY STEAL THE WHOLE RAILROAD."- THEODORE ROOSEVELT

World's Safest Place

The Faroe Islands have the lowest crime rate in the world. That is the conclusion made in 2007 by a British research team, the International Centre for Prison Studies at King's College. For every 10,0,000 inhabitants only 15 Faroese people are in prison. In Denmark and in Sweden (which are countries considered to have low crime rates) the number is, respectively, 157 and 152 people - i.e. ten times as many as in the Faroe Islands. In USA the incarceration rate is 760 prisoners per 100,000 inhabitants. On average murders occur maybe only once every 30-40 years in the Faroes the last 100 years.



The Faroe Islands (Faroese: Føroyar, Danish: Færøerne) are an island group situated between the Norwegian Sea and the North Atlantic Ocean, approximately halfway between Scotland and Iceland. The Faroe Islands are a self-governing territory within the Kingdom of Denmark, along with Denmark proper and Greenland. The total area is approximately 1,400 km (540 sq mi) with a 2010 population of almost 50,000. The Faroe Islands have been a self-governing dependency of the Kingdom of Denmark since 1948.



World's Most Valuable Prison

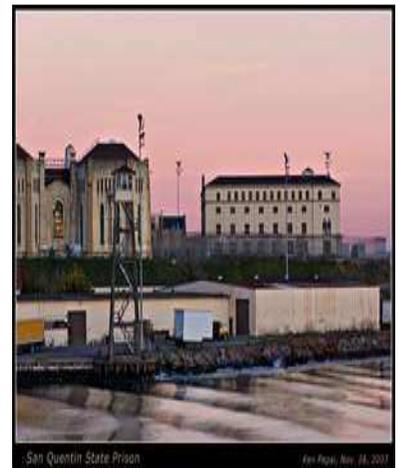
San Quentin State Prison

Before San Quentin was built on the outskirts of San Francisco, the prisoners were kept on prison ships such as the "Waban." The California legal system decided to create a more permanent structure because of overcrowding and frequent escapes aboard the ship. They chose Point San Quentin and purchased 20 acres of land to begin what would become the state's oldest prison: San Quentin. The construction of the facility began in 1852 with the use of prison labor and ended in 1854. The prison has had a storied past and continues to operate today.



The prison held both male and female inmates until 1932 when the original California Institution for Women prison at Tehachapi was built. In 1941 the first prison meeting of Alcoholics Anonymous took place at San Quentin; in commemoration of this, the 25-millionth copy of the AA Big Book was presented to Jill Brown, of San Quentin, at the International Convention of Alcoholics Anonymous in Toronto, Ontario, Canada. The use of torture as an approved method of interrogation at San Quentin was banned in 1944. Alfredo Santos, one-time convicted heroin dealer and successful artist, painted six remarkable, 20 ft (6.1 m) sepia toned murals during his 1953-1955 incarceration that have hung in the dining hall of the prison.

The Aryan Brotherhood, which began in the mid-1960s out of the Blue Bird Gang, began as a small group of white inmates in San Quentin. George Jackson, writer of *Blood in my Eye* and *Prison Letters*, and leader of the "Black Family" who lobbied for prisoner rights in support of the Soledad Brothers and California Prisoners' Union, also stayed at San Quentin.



A 2005 court-ordered report found that the prison was "old, antiquated, dirty, poorly staffed, poorly maintained with inadequate medical space and equipment and overcrowded." Later that year, the warden was fired for "threaten[ing] disciplinary action against a doctor who spoke with attorneys about problems with health care delivery at the prison." By 2007, a new trauma center had opened at the prison and a new \$175 million medical complex was planned.

In February, 2006, one inmate who was classified as "psychotic," locked up without any contact with a mental health specialists for 20 days, and was temporarily denied a toilet, bed, or even clothes, eventually gouged out his eyes and went blind. A report that month noted that only 30 of the 230 inmates in mental health care actually gained entry into their treatment program within the required 24 hour waiting period. Since then and following a class-action lawsuit, governor Arnold Schwarzenegger committed an additional \$600 million be spent on new mental health facilities (The San Francisco Chronicle, 28 April 2006).

The land underneath 154 year old San Quentin state prison is estimated to be worth \$80 to \$100 million, instantly making it the most valuable prison in the world. It occupies 275 acres of oceanfront land overlooking the bay; some say the most valuable real estate in the whole country.

NEXT ISSUE:

WORLD'S MOST PRETTIEST PRISON

&

WORLD'S MOST SQUIRRELIEST PRISON

"from cells to classrooms"