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# Impact of Education and Other Characteristics on Jail and Prison Admission

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## ABOUT THE ERDC AND SAC

The research presented here utilizes data from the Education Research and Data Center (ERDC), located within the Washington Office of Financial Management (OFM). ERDC works with partner agencies to conduct powerful analyses of learning that can help inform the decision-making of Washington legislators, parents, and education providers. ERDC's data system is a statewide longitudinal data system that includes de-identified data about people's preschool, educational, and workforce experiences.

This project was completed in partnership with the Washington Statistical Analysis Center (SAC). The Washington Statistical Analysis Center (SAC) conducts and publishes policy-relevant research and analysis on justice issues, provides technical assistance, and maintains a clearinghouse of state justice-related data.

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## Introduction

The first of two studies proposed by the Education Research and Data Center (ERDC) will examine a series of cohorts of “new” ninth graders – those ninth graders who were in eighth grade at the end of the prior school year. These students will be tracked through the K-12 system and associated with postsecondary education/training and employment. For each student we will know their demographic characteristics (gender, race/ethnicity, and low-income status), their student characteristics (performance on assessments in reading and mathematics, participation in special education or bilingual programs, and GPA), and their final withdrawal status (graduated or completed, dropped out or unknown, or transferred out of the district/state). This ninth grade cohort will then be followed through Washington state higher education institutions (community or technical colleges or four-year institutions) as well as the workforce (wages and unemployment insurance). Both prison and jail information will be incorporated into the analysis. This will allow the inclusion of information such as age at first jail or prison admission and number of jail/prison admissions during the follow-up period. Six ninth grade cohorts beginning with new ninth graders in 2005-06 will be the base cohorts for this exploratory study. These 2005-06 through 2010-11 cohorts will be followed through calendar year 2015 to examine their educational, employment and corrections participation and outcomes.

Section one will examine the demographic and programmatic characteristics of students as it relates to attendance and departure from ninth grade and beyond in the Washington state public K-12 system. Section two will relate the K-12 demographic and programmatic characteristics, and withdrawal status from high school to participation and completion within Washington state public community and technical colleges. Section three will link the above mentioned cohort characteristics with participation and completion within Washington state public four-year higher education institutions. Section 4 will link the ninth grade cohorts to the work force by examining quarterly wages and weekly unemployment benefits. Section 5 will then link all the ninth grade cohort information to correctional institutions, both state prison and county jail records. The final section will summarize the results as well as offer suggestions for strengthening future research in these areas.

## The Ninth Grade Cohorts in Washington Public Schools

The first part of the analysis will focus on a demographic and programmatic description of the 2006-2011 ninth grade cohorts. The section following this analysis will then use these ninth grade demographic and program characteristics to describe assessments and exit outcomes related to the cohort subgroups. Table 1 presents the ninth grade cohorts by cohort year from data obtained from the Washington state Office of Superintendent of Public Instruction (OSPI), as well as the gender distribution each year. A total of almost 474,000 students were classified as ninth graders between the 2006 and 2011 school years. There have been declining ninth grade cohorts since 2006. The gender distribution over the same period is pretty constant with males representing about 51.4 percent of the cohort.

**Table 1. Ninth grade cohorts and gender distribution by cohort year.**

	2006	2007	2008	2009	2010	2011	Total
<b>Total 9th Grade Cohort</b>	82,136	80,558	79,106	77,421	77,766	76,891	<b>473,878</b>
<b>Female</b>	48.7%	48.1%	48.5%	48.8%	48.8%	48.6%	<b>48.6%</b>
<b>Male</b>	51.3%	51.9%	51.5%	51.2%	51.2%	51.4%	<b>51.4%</b>

Figure 1 displays the race/ethnic composition of the student cohorts over time. There is a bit of random variation as categories have changed, as have racial/ethnic identities over this period. Although not presented due to scale, the White demographic has lost 8 percentage points over the 2006-2011 time frame (71 percent to 63 percent, see Table A1 in Appendix A). The Hispanic demographic started at 11.6 percent and ended with 17.4 percent. Also, the Multi-Racial/Ethnic category grew as students/parents asked to not be limited to a single category and federal laws allowed the selection and reporting of multi-racial categories.

**Figure 1. Ninth grade cohorts by race/ethnicity.** This information is also represented in [Table A1](#) in Appendix A.

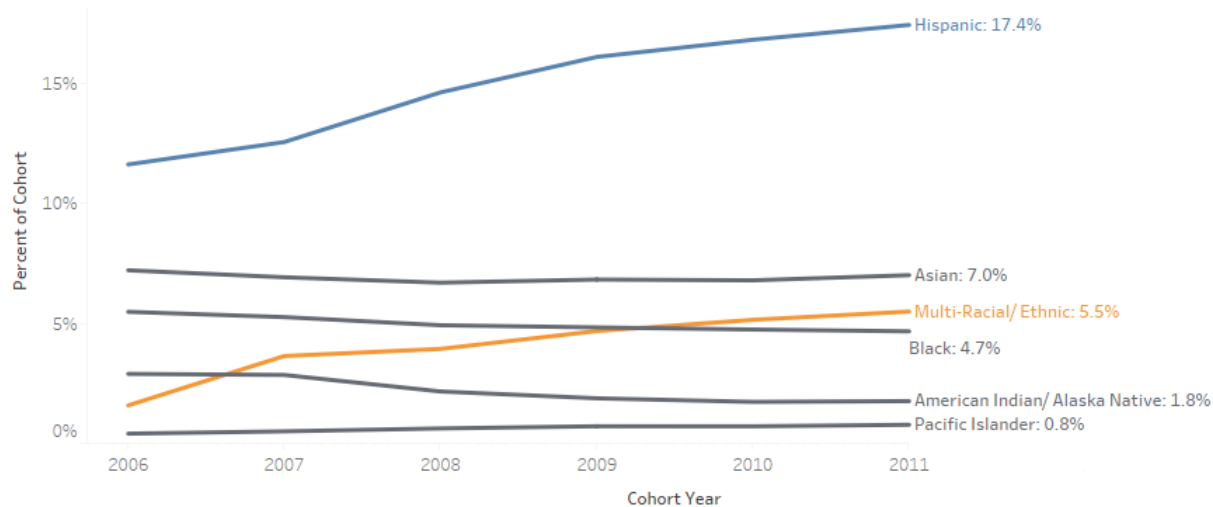
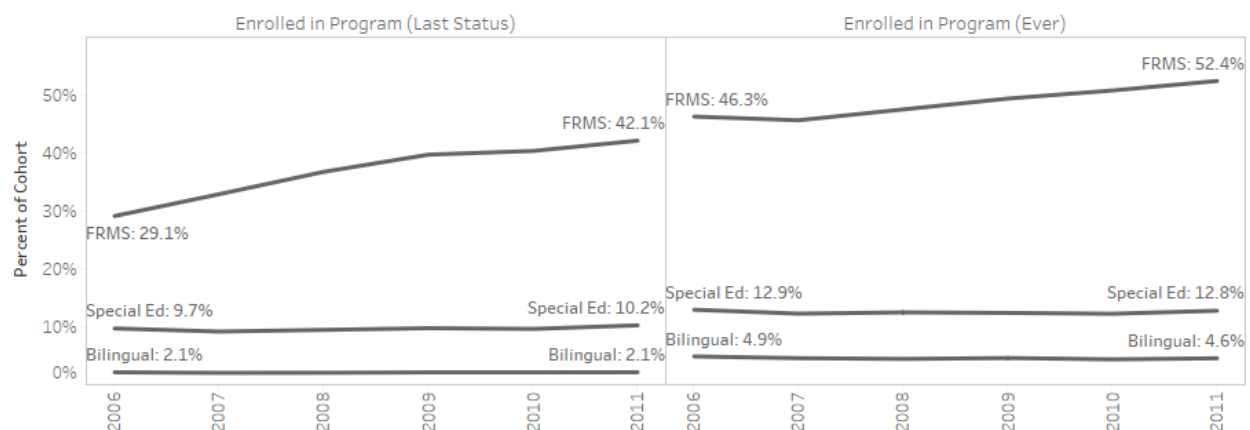


Figure 2 displays the trends in Ninth Grade cohorts by program participation in three areas: Free and Reduced Meal Services (FRMS), Special Education (Special Ed) and Bilingual Education (Bilingual). Program participation is also demarcated by Last Status/Most recent record and by Ever participating in the program. Although the majority of students reporting their last/current status do not receive any FRMS assistance, FRMS participation has been increasing over time in both last and ever participation, and over half the 2010 and 2011 cohorts have experienced FRMS participation during their high school tenure. By contrast, both the Special Education and Bilingual programs have remained relatively flat over time, and only small differences are noted between students last/current status and ever participating.

**Figure 2. Ninth grade cohorts by program participation by last status (most recent) and ever participation in OSPI programs.** This information is also presented in [Tables A2-A3](#) in Appendix A.



## High School Outcomes of Ninth Grade Cohorts

High school outcomes have stern consequences for life course trajectories as well as higher education and employment outcomes; see ERDC brief "[Washington Eighth Graders' Educational and Employment Trajectories](#)" for a discussion regarding dropouts. Figure 3 (and Table A8 in Appendix A) presents ninth graders' high school outcomes by examining their final enrollment status from OSPI's P-210 summary data. At some point following their 2005-06 to 2010-11 ninth grade start, 73 percent graduated from high school, 12 percent transferred out of the Washington public school system, 15 percent dropped out, and 1 percent remained enrolled. More importantly, the graduation rates are increasing over time while the dropout rates are declining. A student whose final enrollment status is "transfer out of district" may have enrolled in a private school, moved out of state, or dropped out without being captured in the school's reporting.

**Figure 3.** Final enrollment status codes for 2006 to 2011 cohorts.  
This information is also presented in [Table A4](#) in Appendix A.

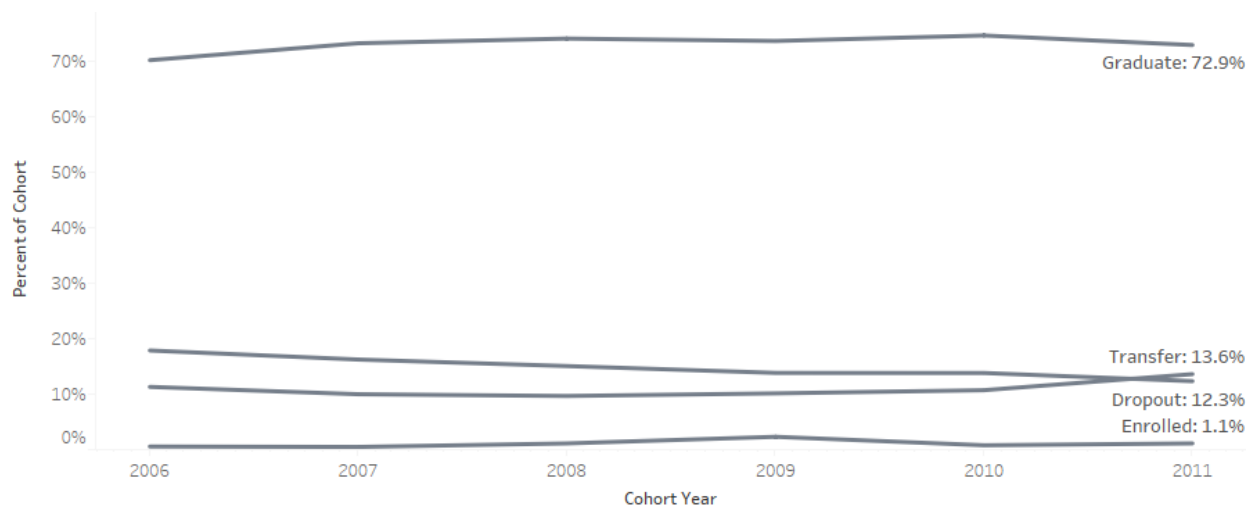


Table 3 displays the average age at last enrollment status for the 9<sup>th</sup> grade cohorts. As the age patterns did not really vary by cohort, just the average for all years by status type will be presented. Unfortunately, over 500 students died over the period 2006-2016, reflected in their younger age distribution leaving school; those who transferred also departed earlier than average. Those who remained enrolled are older and take almost an extra year to graduate. Those who dropped out are similar in age to graduates, indicating that they drop out close to the time of graduation.

**Table 3.** Average age at last enrollment status.

Final Enrollment Status	Total 2006-11 Cohorts Average Age
Deceased	17.1
Dropped Out	18.2
Enrolled	19.2
Graduated	18.5
Transferred	17.1
All Students	18.3



Table 4 shows the Grade Point Average (GPA) for all cohorts by final enrollment status. As mentioned above regarding age at last enrollment status, students who dropped out average a D+/C- overall grade, those who transferred and still enrolled average 2.0-2.3, C/C+ grades, and those that have graduated, almost a B average with a 2.9 GPA.

**Table 4. Grade point average (GPA) at last enrollment status.**

Final Enrollment Status	Total 2006-11 Cohorts GPA
Deceased	2.2
Dropped Out	1.5
Enrolled	2.3
Graduated	2.9
Transferred	2.0
All Students	2.6

## High School Outcomes by Demographics and Programs

Examining the OSPI data, we found that final enrollment status also varied by demographic and program characteristics. Figure 4 (and Table A5 in Appendix A) displays the final enrollment status by gender and cohort. Figure 4 focuses on the two most prominent final enrollment statuses – graduation and dropping out. At the outset, the 2006 cohort of females is 7 percentage points higher than males on graduation, and 5 cohorts later the 2011 difference is still 6 percentage points higher. Males have a higher dropout rate than females starting with the 2006 cohort (20.2 percent versus 15.4 percent), and are still 4 percentage points higher for the last cohort in 2011 (14.2 percent versus 10.4 percent).

**Figure 4. Gender and final enrollment status by cohort Year.**  
This information is also presented in [Table A5](#) in Appendix A.

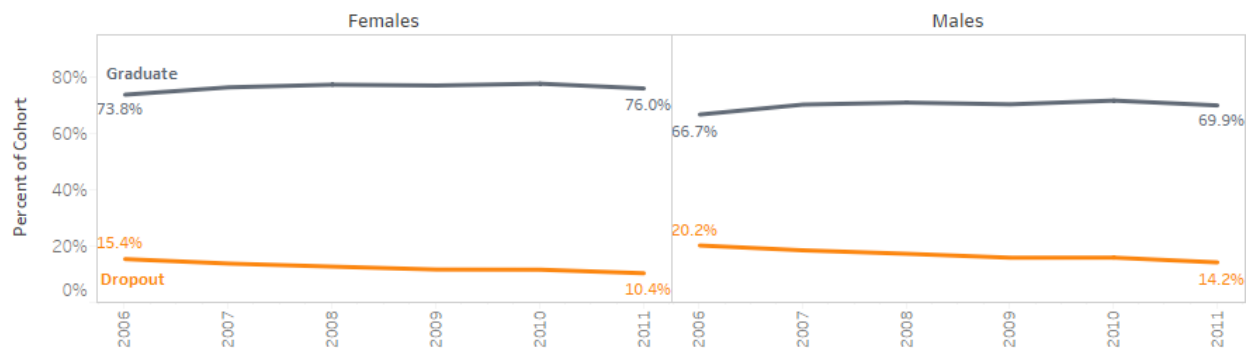


Figure 5 (and Table A6 in Appendix A) presents the final enrollment status for the 2006-2011 cohorts by race/ethnicity. The figures by race/ethnicity are arranged in order of the percent graduating for the 2011 cohort. Over 98 percent of the final OSPI enrollment statuses are graduation, dropping out or transfers out of district. Only the American Indian/Alaska Native group had a flat or declining graduation rate, all other race/ethnic groups gained 3 to 9 percentage points. Although the 2011 graduation rate looks slightly down for all groups, this is just an artifact of only 4-5 years of data. The dropout rate dropped for

all groups, from 4 to 15 percentage points. The increases in transfer rates experienced by all groups raises some concerns as they might mask increases in the dropout rates.

**Figure 5. Race/ethnicity and final enrollment status by cohort year.**  
This information is also presented in [Table A6](#) in Appendix A.

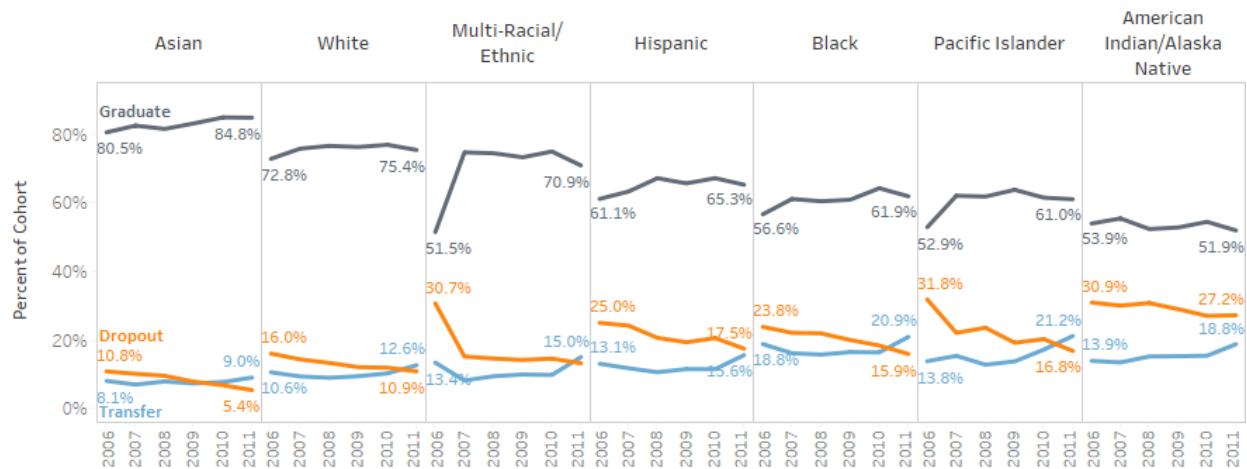
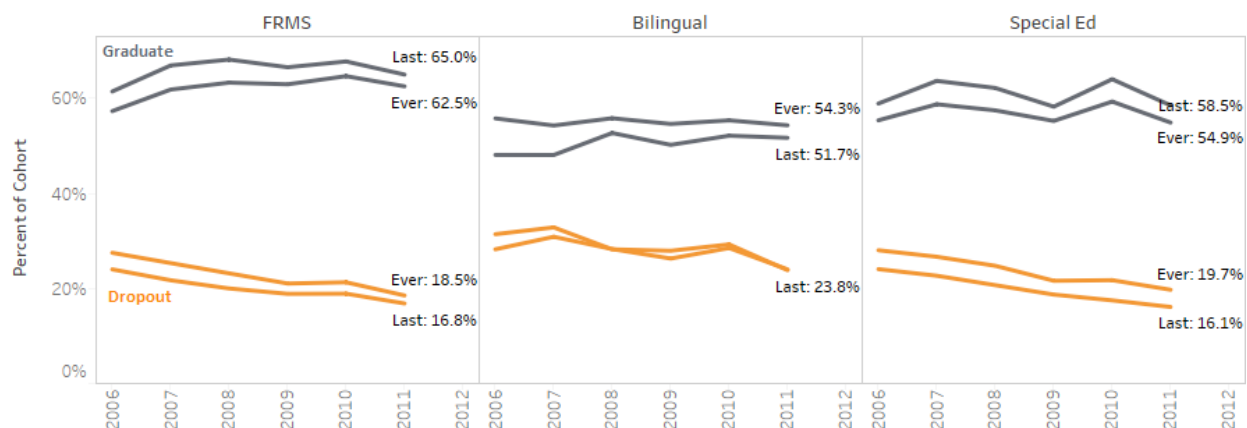


Figure 6 (and tables A11-A16 in Appendix A) shows the graduation and dropout rates for the three program areas of free and reduced meal service, bilingual and special education. The Dropout rates have decreased for all program areas, whether the program participation was current (or last) or ever. It is interesting to note that ever participating in a bilingual program does not seem to depress graduation rates for the cohort, as does one's last status. Finally, the lower graduation rates for the FRMS and Special Ed programs, accompanied by increased dropout rates, indicate that there are long lasting effects of these programs.

**Figure 6. Program participation (last and ever) and final enrollment status by cohort year.**  
This information is also presented in [Tables A7-A12](#) in Appendix A.





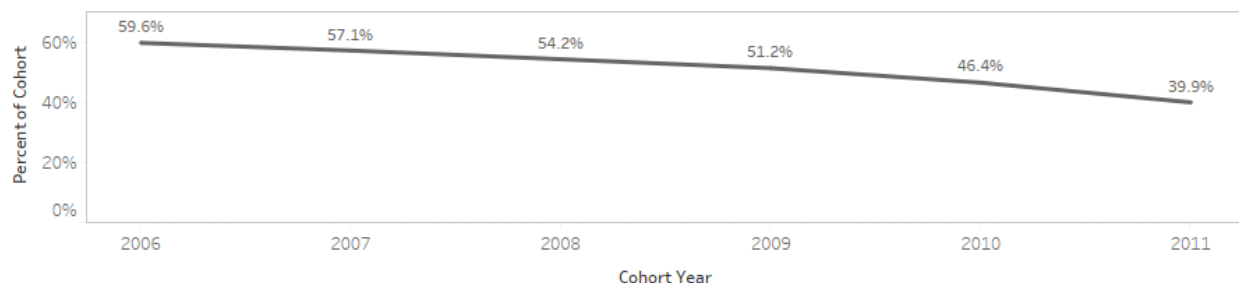
## Post-Secondary Education Outcomes of Ninth-Grade Cohorts: Community and Technical Colleges

The following section will focus on attendance and achievement at Washington State public community and technical colleges (CTCs). Participation will be measured as attendance at a CTC for any reason. Achievement will focus on being awarded a certificate or degree from a CTC, including completing high school or its equivalent.

### Participation at Washington State Public Community and Technical Colleges

Attendance at Washington state public Community and Technical Colleges (CTCs) offers lifelong opportunities that may serve many goals. According to the Washington State Board for Community and Technical Colleges (SBCTC), “Each year, about 386,000 students, train for the workforce, prepare to transfer to a university, gain basic math and English skills, or pursue continuing education” ([Source](#)). Of the 473,878 ninth-grade students in the cohorts, 244,305 students, or 51.6 percent, enrolled at a CTC over the study period (2005-06 to 2015-16). If we view the cohorts in Figure 7 as accumulating participation over time, we can see that about 40 percent of the 2011 ninth grade cohort has attended a CTC either during high school or within about one year of their expected graduation year, over 46 percent after 2 years out (2010 Cohort), and almost 60 percent for the 2006 ninth grade cohort some 6 years out. Stated another way, the 2006 cohort has about 10 years of opportunity to attend a CTC, whereas the 2011 class has about 5 years.

**Figure 7. Ninth grade cohort participation at CTCs by cohort year.**  
This information is also presented in [Table B1](#) in Appendix B.



### Accumulated Participation in CTCs by Personal Characteristics

Participation at the CTCs varies by gender, race/ethnicity, program participation and OSPI final enrollment status. Figure 8 displays attendance by gender. The trajectories for both genders are similar, but the level of female participation is much higher than that for males. Nearly 44 percent of females have some experience either within high school or within their first year after expected graduation, and almost 63 percent of females are expected to attend within 6 years post their expected graduation date. For males, the 2006 cohort has accumulated 36 percent CTC participation and the 2011 cohort nearly 57 percent.

**Figure 8.** Ninth grade cohort accumulated participation at CTCs by gender and cohort year. This information is also presented in [Table B2](#) in Appendix B.

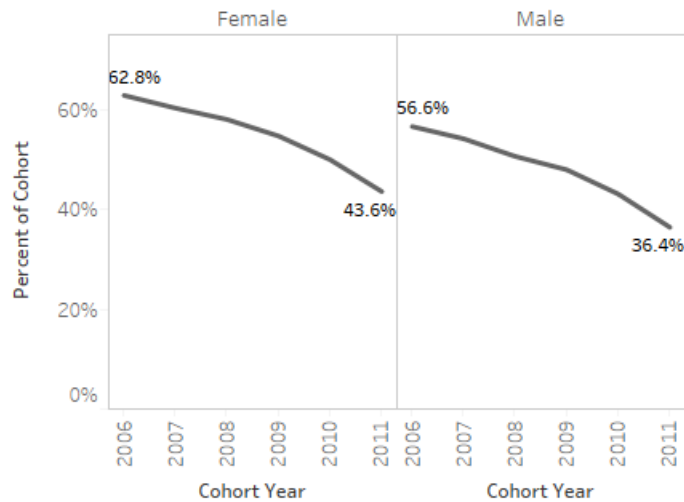


Figure 9 presents the accumulated participation rates for CTC attendance by race/ethnicity. Over 50 percent of all the 2006 cohorts have attended a CTC at some point. Asian students have the highest cumulative participation with almost two-thirds of the 2006 cohort attending at CTC (65.9 percent), and almost one-half of the 2011 cohort (48.4 percent). The Multi-racial and Black demographics have similar profiles with about 64 percent of the 2006 cohorts attending a CTC at some point and about 40 percent of the 2011 cohorts. White students show a similar pattern, although the 2006 cohort only reaches 60 percent. Hispanic demographics show a gradual increase from 35 percent to 55 percent, and Pacific Islanders and Native Americans (American Indian/Alaska Native) display the lowest rates for the 2011 cohorts with just over one-quarter attending a CTC, and cumulative participation rates around 55 percent of the 2006 cohorts. This point will be further examined in the next section on CTC achievement.

**Figure 9.** Ninth grade cohort accumulated participation at CTCs by race/ethnicity and cohort year. This information is also presented in [Table B3](#) in Appendix B.

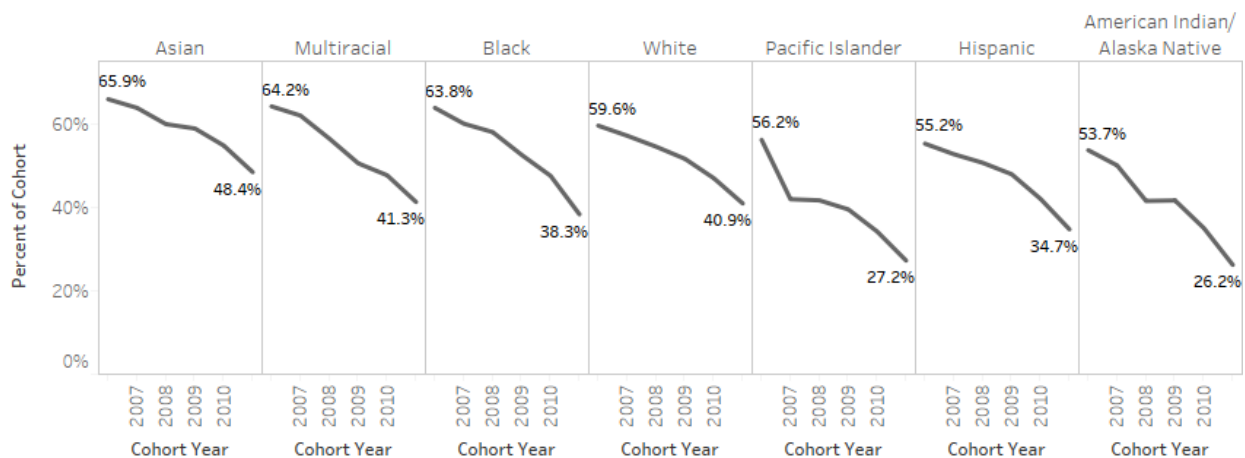


Figure 10 displays the cumulative participation rates at CTCs for various programs. All these program participants display CTC cumulative participation rates well below the total rates. The total rate for the 2006 cohort was almost 60 percent, and for the 2011 cohort, almost 40 percent. Only the Free and Reduced Meal Service (FRMS) program comes close to this standard, and there appears to be only slight effects of last status for the 2006 cohort. The Bilingual and Special Ed programs appear to significantly depress participation by 8 to 15 percentage points. In addition, last status for these two programs also reduce CTC participation, even over the depressed ever rates.

**Figure 10.** Ninth grade cohort accumulated participation at CTCs by program participation (last or ever) and cohort year. This information is also presented in [Tables B4-B6](#) in Appendix B.

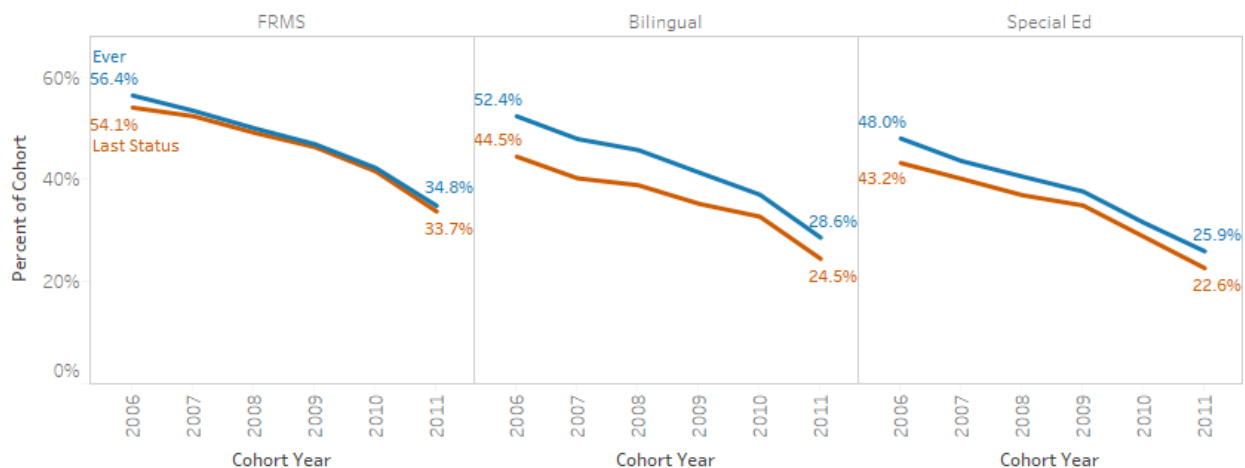
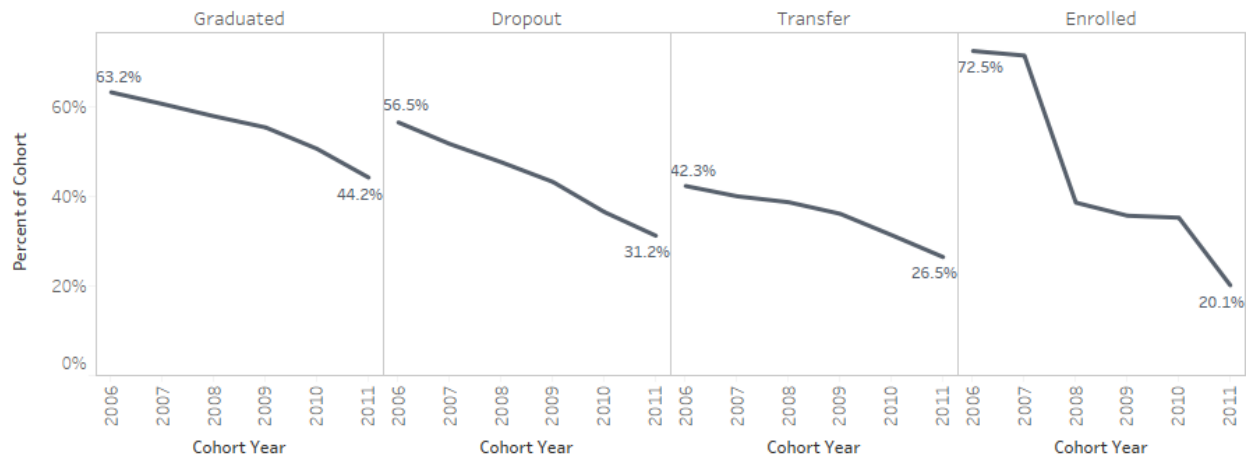


Figure 11 presents the cumulative CTC participation rates for annual cohorts by last enrollment status. It is apparent that graduates have the highest participation, even higher than total cohort rates by some four percentage points across the cohorts. Dropouts have cumulative rates a few points below the total for the 2006 cohort, but almost nine percentage points below the 2011 total cohort. This steeper cumulative slope for dropouts suggest they catch up fast, perhaps reflecting the importance of finishing at least high school. We will examine that point in the next section. The transfer cohorts cumulative rates fall far below the total rates as well, and the enrolled cohorts follow a unique patten of having both the lowest (2006) and highest (2011) cumulative rates.

**Figure 11.** Ninth grade cohort accumulated participation at CTCs by final enrollment status and cohort year. This information is also presented in [Table B7](#) in Appendix B.



## Ninth Grade Cohorts and Achievements at CTCs

This section will examine the outcomes associated with the cumulative participation discussed above, relative to OSPI demographics and programs. Figure 12 displays the overall awards earned by all cohorts over the 2005-2015 period. Almost half of all awards earned were associate's degrees, followed by certificates which can be earned and awarded numerous times. Next, given the number of dropouts, transfers and delayed enrollment students, it is not surprising that 14 percent of all awards were for completing high school or its equivalent (GED). Ten percent of the awards were workforce or general studies degrees, and some five percent represented unique programs or non-credit occupational degrees. Given this general pattern, what role do demographic characteristics and OSPI program participation play in altering this pattern?

**Figure 12.** Percent of awards by type earned at CTCs for all cohorts. This information is also presented in [Table B8](#) in Appendix B.

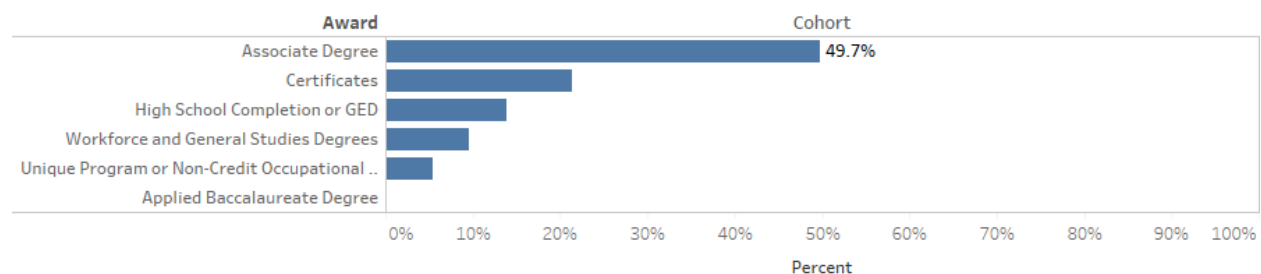


Figure 13 displays the gender differences in percent of awards received. Females hold an over 10 percentage point advantage in being awarded an associate degree. In the earlier OSPI section, females were shown to have a seven point advantage in high school graduation, and these results are consistent with that finding.

**Figure 13.** Percent of awards by type earned at CTCs for all cohorts by gender. This information is also presented in [Table B9](#) in Appendix B.

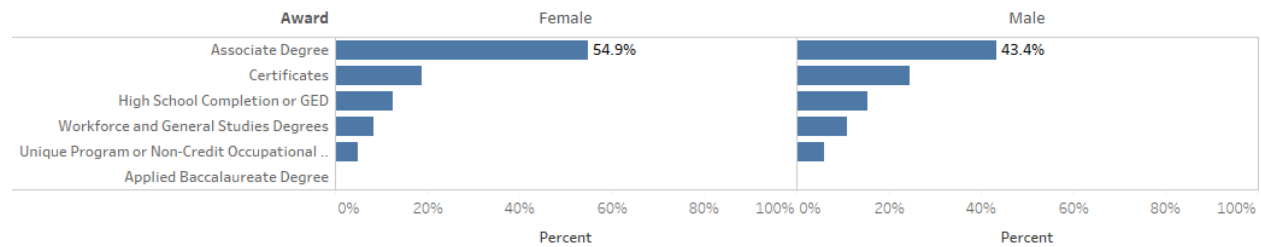


Figure 14 shows the racial/ethnic differences in percent of awards received. Both the Asian and White cohorts have percentages above the total for all cohorts; the Asian cohorts are 10 points above (59.9 percent vs 49.7 percent), and the White cohorts about 2 points above (51.6 percent vs 49.7 percent). The Multi-Racial cohort falls just below the total average, and another 20 percent of the awards were certificates or awards for completing high school equivalency. About 4 out of every 10 awards earned by the Pacific Islander and Hispanic cohorts are associate degrees, however almost 1 in 4 of the Pacific Islander awards are for completing high school requirements. About one-third of the awards conferred upon the Black and Native American cohorts are associate degrees. However, over 25 percent of their awards are for completing high school, and another quarter for certificates.

**Figure 14.** Percent of awards by type earned at CTCs for all cohorts by race/ethnicity. This information is also presented in [Table B10](#) in Appendix B.

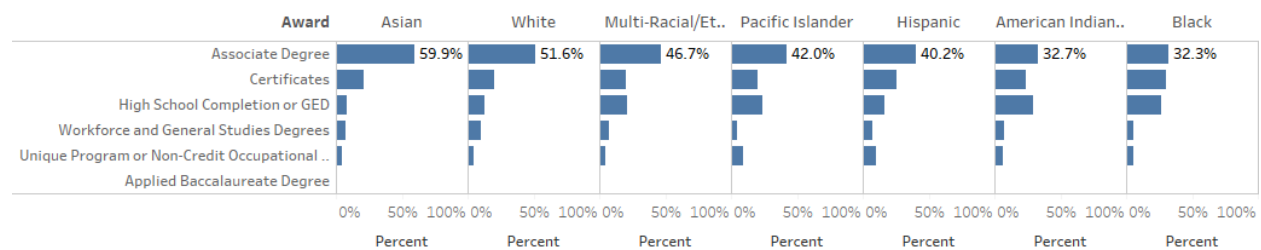


Figure 15 presents the awards percentages for the OSPI program areas. The FRMS cohorts show little variation between last status and ever being enrolled; over one-third of the awards are associate degrees, and 20 to 25 percent are awards for either high school completion or specific certificates. The Bilingual and Special Ed programs appear concentrated in certificates with just over 40 percent for their last status and just under 40 percent for those ever enrolled in these programs. The Bilingual program secondary choice for awards is represented by associate degrees about 25 percent of the time, and then just over 10 percent for awards recognizing the completion of high school. The Special Ed program second and third choices are almost evenly split between associate degrees and high school completion, each at about 20 percent.

**Figure 15.** Percent of awards by type earned at CTCs for all cohorts by OSPI program participation. This information is also presented in Table [B11-B16](#) in Appendix B.

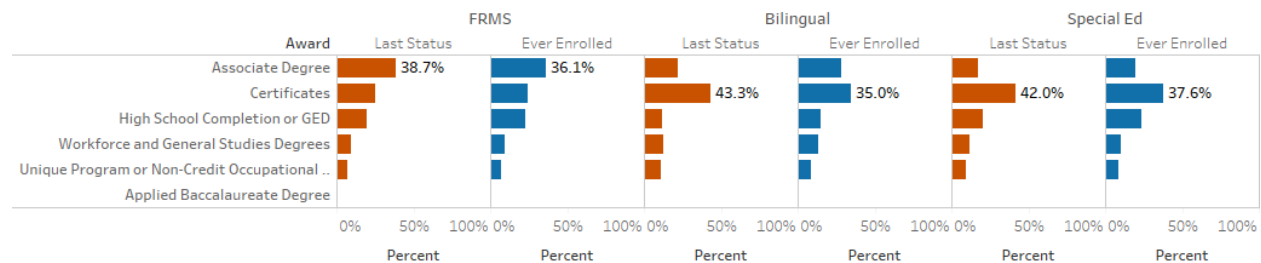
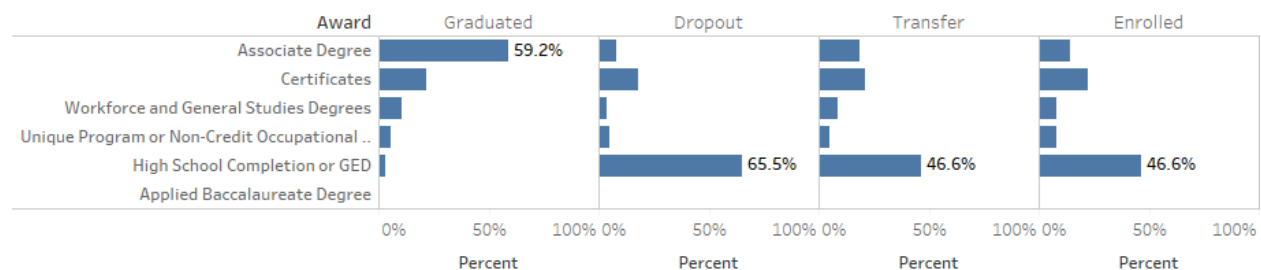


Figure 16 displays the percent of awards received for CTC students by final enrollment status. As expected, those who graduated high school were most likely to graduate from a CTC, almost 60 percent of the awards were for associate degrees. Also as expected, almost two-thirds of those who dropped out attended a CTC to earn a high school degree or equivalent. This was also true for almost half of the transfer and enrolled students (46.6 percent).

**Figure 16.** Percent of awards by type earned at CTCs for all cohorts by final enrollment status. This information is also presented in Table [B17](#) in Appendix B.



## Post-Secondary Education Outcomes of Ninth-Grade Cohorts: Public Four-Year Higher Education

The following section will focus on attendance and achievement at Washington State public four-year higher education institutions. Participation will be measured as attendance at a Washington state public four-year higher education institution. Achievement will focus on being awarded a certificate, a degree or degrees from a Washington state public four-year higher education institution.

### Participation at Washington State Public Four-Year Higher Education Institutions

“Our conceptions of the typical idealized college student are based on traditional notions and an imagined norm of someone who begins college immediately after high school, enrolls full-time, lives on campus, and is ready to begin college level classes” (Deil-Amen, 2011, [Source](#)). In addition, unlike attendance at a CTC, attendance at a four-year higher education institution is not a lifelong learning experience. For the most part, it is a concentrated 4-5 year experience following graduation from high school.



Figure 17 displays the cumulative participation rates at Washington state public four-year higher education institutions by cohort year. As mentioned above, there should not be as much accumulation as it is expected to be a smooth transition from high school graduation to four- to five-year attendance and then graduation. Assuming about 20 percent of all ninth graders attend WA public four-year institutions the way the 2011 class did, we can expect a slight accumulation in the participation rate to 22 or 23 percent as a result of later entrance as well as transfers in from CTCs.

**Figure 17.** Ninth grade cohort accumulated participation at Washington State public four-year higher education institutions by cohort year. This information is also presented in [Table C1](#) in Appendix C.

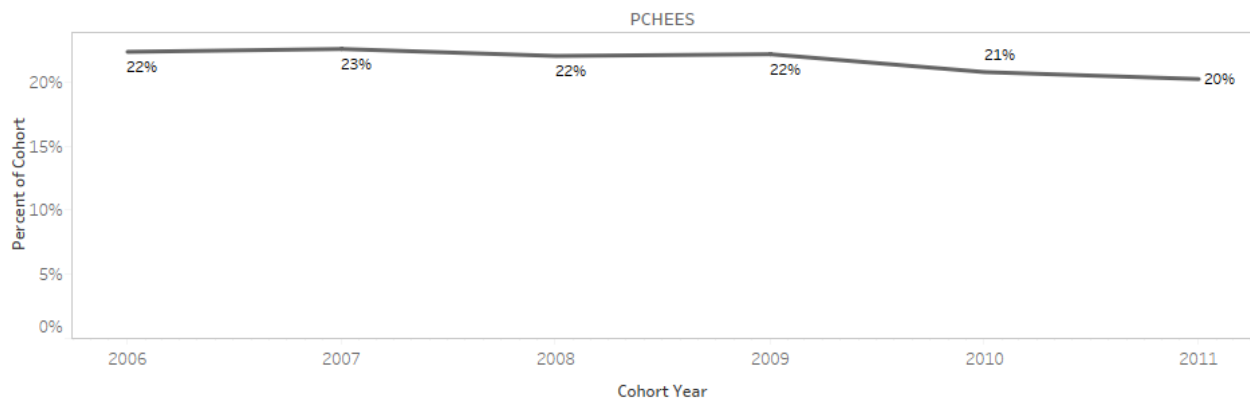


Figure 18 displays the gender differences in cumulative participation at WA public four-year institutions. For both genders, the pattern is the same as for the total cohort trend. However, females start about 5 percentage points higher than males for the 2011 cohorts and hold that participation advantage constant through to the 2006 cohort.

**Figure 18.** Ninth grade cohort accumulated participation at Washington State public four-year higher education institutions by gender and cohort year. This information is also presented in [Table C2](#) in Appendix C.

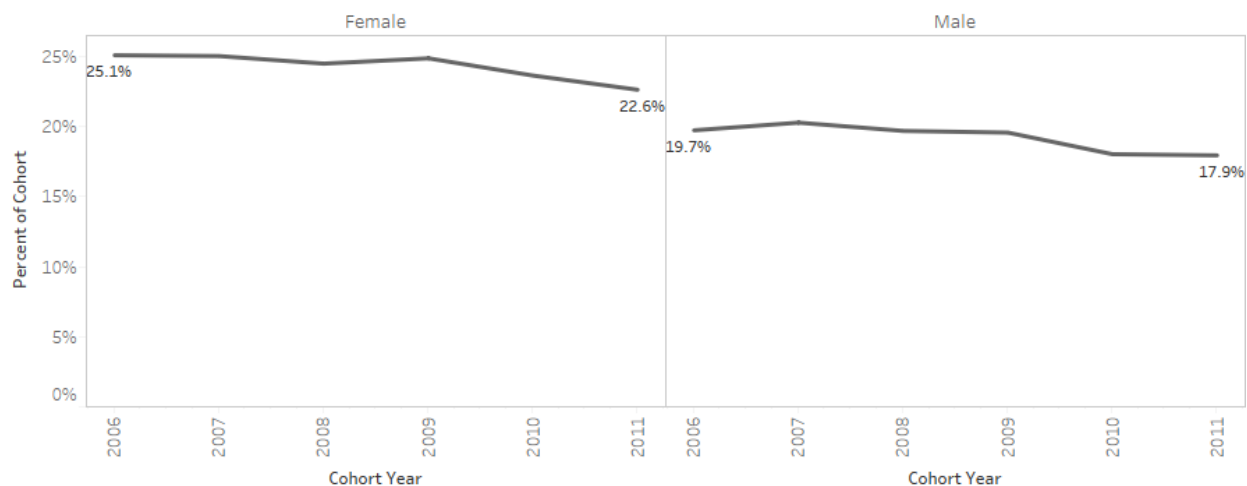


Figure 19 presents the cumulative participation rates at WA public four-year institutions by race/ethnicity. The white cohorts are the only group that resembles the total cohort pattern. The Asian cohorts

have the highest participation rates and also show increasing participation among the most recent ninth grade cohorts indicating that participation is rising. This latter pattern is also prevalent for the Black and Hispanic cohorts although at much lower levels. The Multi-racial cohorts have an erratic pattern of participation probably due to changes in the OSPI categorization of their group. Finally, the Pacific Islander and Native American cohorts appear to have low levels and display little improvement in either direction.

**Figure 19.** Ninth grade cohort accumulated participation at Washington State public four-year higher education institutions by race/ethnicity and cohort year. This information is also presented in [Table C3](#) in Appendix C.

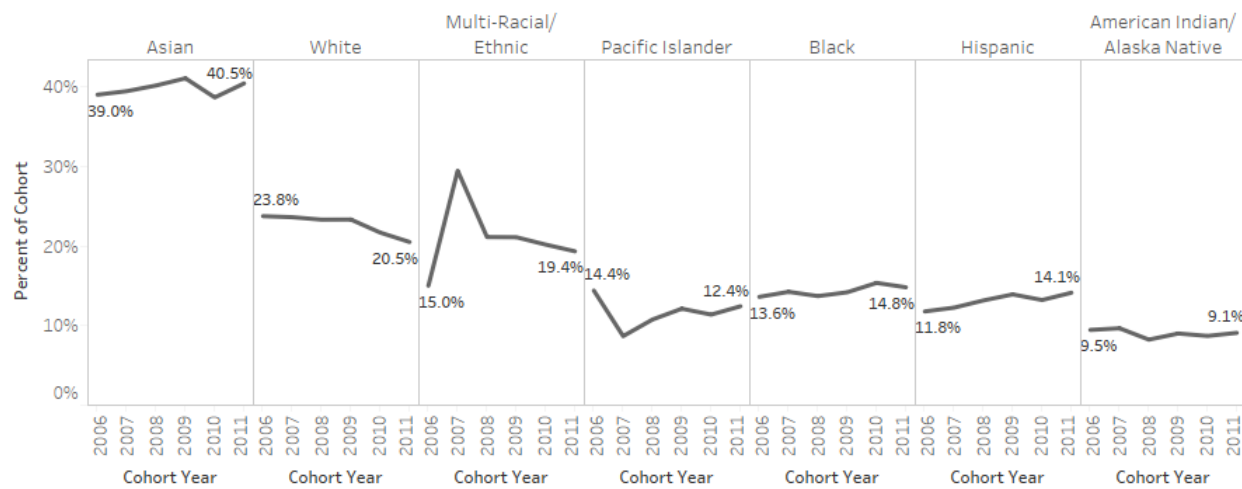


Figure 20 presents the cumulative participation rates for the three OSPI programs by last and ever status. All programs have participation rates well below the total average. For FRMS cohorts, the cumulative participation rates are about half the total, and the most recent status has less of a depressing effect on participation than ever having been in the FRMS program. The Bilingual program cohort has rates almost one-third the total average for those ever in the program, and the last status has rates half that indicating that the effects of participation in the Bilingual program do not have lasting effects. Finally, the rates for Special Ed are one-fifth or lower than the total rates and there is little difference whether the Special Ed program participation represents a cohort's last or ever status.

**Figure 20.** Ninth grade cohort accumulated participation at Washington State public four-year higher education institutions by OSPI programs and cohort year. This information is also presented in [Table C4-6](#) in Appendix C.

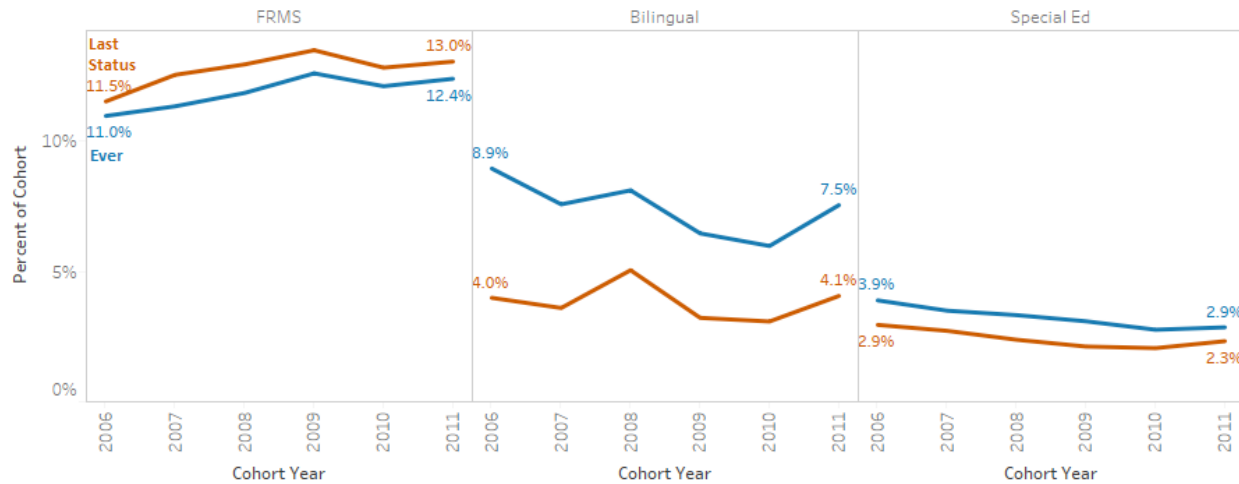
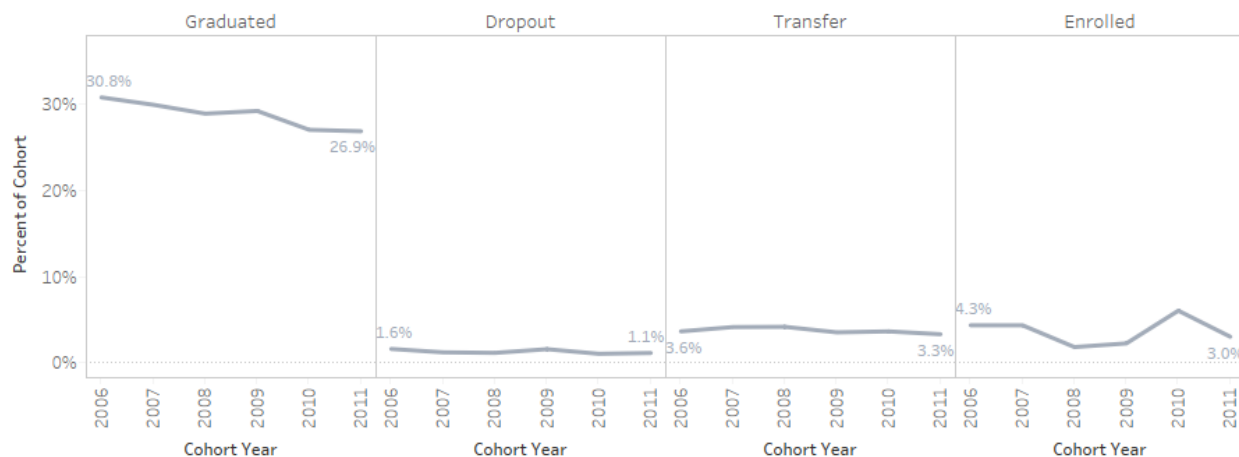


Figure 21 displays the cumulative participation rates in WQA public four-year institutions by final enrollment status. As expected, cohort subgroups that graduated had the highest participation rates and participation increased for the older cohorts (transfers from CTCs and delayed entry). All other final enrollment statuses display very low or negligible participation rates, especially for the dropout cohorts, probably indicating a lack of preparation to begin college level courses.

**Figure 21.** Ninth grade cohort accumulated participation at Washington State public four-year higher education institutions by final enrollment status and cohort year. This information is also presented in [Table C7](#) in Appendix C.



## Ninth Grade Cohorts and Awards Granted by Washington State Public Four-Year Higher Education Institutions

As 92 percent of all awards earned at WA public four-year institutions were for bachelor degrees, the focus on the percentage distributions of degrees, this section will focus on the percentage of attendees that earn various types of awards. Figure 22 displays the percent of awards earned by the ninth grade cohorts attending four-year public institutions in Washington. For all cohorts, just over 27 percent earned and were awarded a bachelor's degree. Less than 1 percent earned any additional degrees or certificates.

**Figure 22.** Percent of attendees earning awards by type of award at Washington State public four-year higher education institutions for all cohorts. This information is also presented in [Table C8](#) in Appendix C.

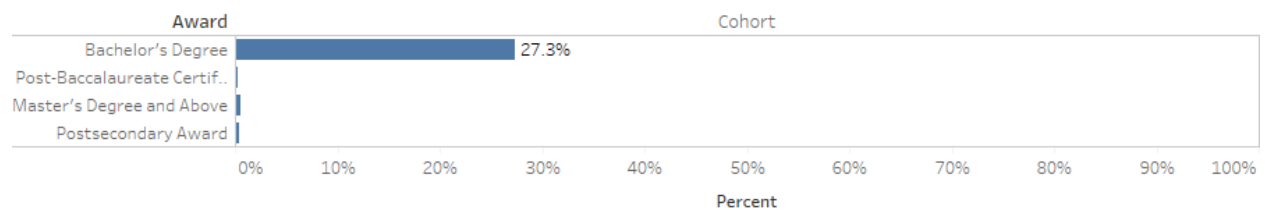


Figure 23 displays the percent of ninth grade cohorts attending WA public four-year institutions and earning awards by gender. The female cohorts are more likely to complete all degrees listed as 29 percent have completed compared to just over one quarter for males.

**Figure 23.** Percent of attendees earning awards by type of award at Washington State public four-year higher education institutions by gender for all cohorts. This information is also presented in [Table C9](#) in Appendix C.



Figure 24 shows the racial/ethnic variations in awards completion at WA public four-year institutions. The Asian and White cohorts have above average completion with the Asian cohorts excelling at 32 percent and the White cohorts at 28.5 percent. About one in five Native American, Multi-Racial and Black cohorts receive a bachelor's degree. Finally, the Hispanic and Pacific Islander cohorts lag well behind the total average by over 10 percentage points.

**Figure 24.** Percent of attendees earning awards by type of award at Washington State public four-year higher education institutions by race/ethnicity for all cohorts. This information is also presented in [Table C10](#) in Appendix C.

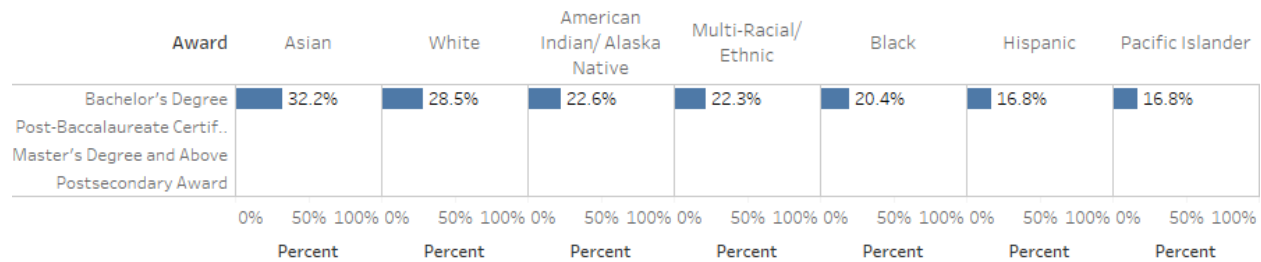


Figure 25 focuses on OSPI program participation and awards granted at WA public four-year institutions. As can be observed, all program participants are awarded bachelor's degrees at much lower rates than total cohort population (27.3 percent versus 15.7 percent to 23.6 percent). As the last Status has even lower award rates than the Ever status for each program, the effects of OSPI program participation dissipate over time.

**Figure 25.** Percent of attendees earning awards by type of award at Washington State public four-year higher education institutions by OSPI programs for all cohorts. This information is also presented in [Tables C11-C13](#) in Appendix C.

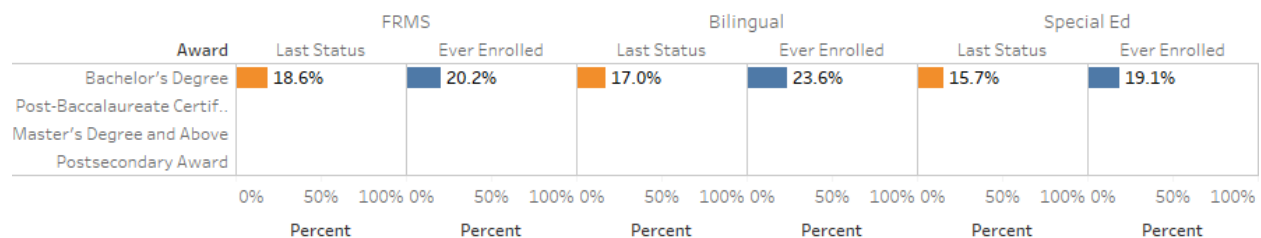
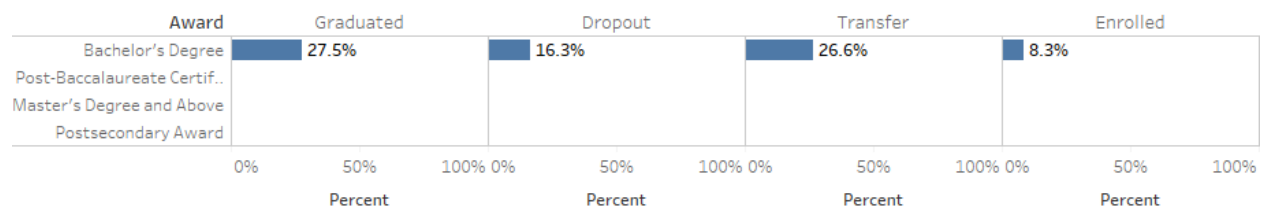


Figure 26 displays the awards granted at WA public four-year institutions by final enrollment status. As most of the students enrolling were high school graduates, it is not surprising that the awards rate for the graduates is almost identical to the total cohort (27.5 percent vs 27.3 percent). The Transfer cohort, despite low participation, also has an award rate similar to graduates.

**Figure 26.** Percent of attendees earning awards by type of award at Washington State public four-year higher education institutions by final enrollment status for all cohorts. This information is also presented in [Table C14](#) in Appendix C.



## Ninth Grade Cohorts and Workforce Participation and Experience

The following section will examine two aspects of workforce activity, participation and experience. The former will reflect upon participation represented by wages records reported in the unemployment insurance (UI) records. The latter will be examined using weekly claims for unemployment benefits. Finally, summary measures will be presented on overall participation, quarters of covered employment, median wages, weeks receiving unemployment benefits and median weekly benefit.

### Ninth Grade Cohorts and Workforce Participation

Figure 27 presents the cumulative percent of covered UI wage employees by cohort. Among the most recent 2011 cohort, some 44 percent have had their wages reported, climbing quickly for the 2010 and 2009 cohorts, and then tapering off to where some two-thirds of the 2006 cohort have had UI wages reported.

**Figure 27.** Cumulative participation (percent covered) under unemployment insurance (UI) wages by cohort year. This information is also presented in [Table D1](#) in Appendix D.

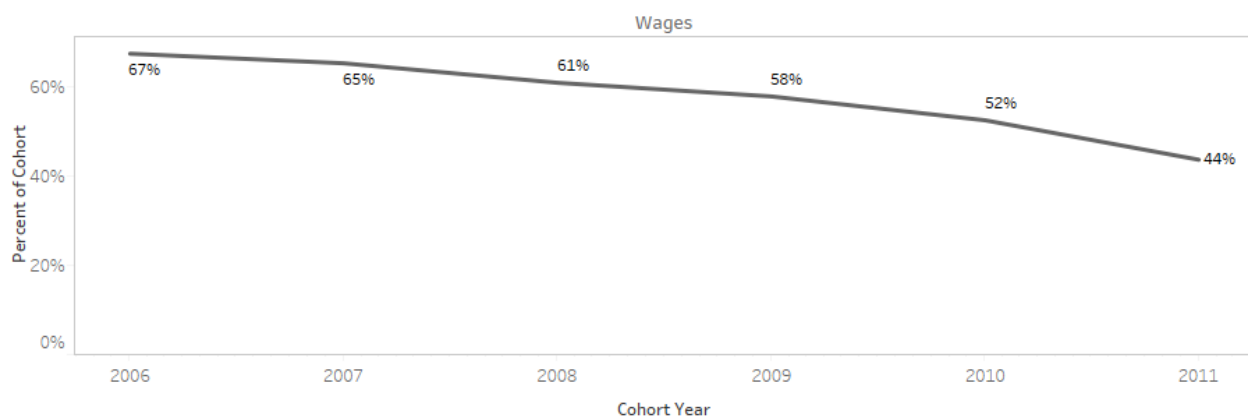


Figure 28 displays the cumulative percent of covered UI wage employees by gender and cohort. Their patterns are similar to the total cohort with females averaging about 5 percent higher participation than males.



**Figure 28.** Cumulative participation (percent covered) under unemployment insurance (UI) wages by gender and cohort year. This information is also presented in [Table D2](#) in Appendix D.

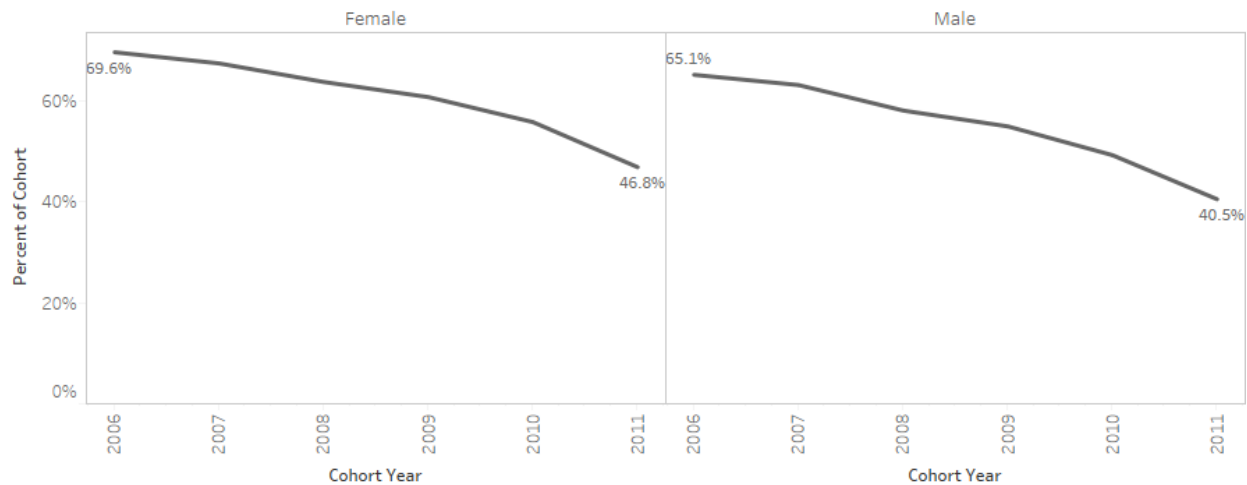


Figure 29 displays the cumulative percent of covered UI wage employees by race/ethnicity and cohort, arranged in descending order of 2006 participation. The Asian and White cohorts have the highest cumulative participation rates, exceeding the total rates. Most of the groups increase their cumulative participation rates by 22 to 27 percentage points between the 2011 and 2006 cohorts, with the exception of Hispanics where the cumulative rates only increase 17 points. Pacific Islanders have the lowest participation rates of all groups.

**Figure 29.** Cumulative participation (percent covered) under unemployment insurance (UI) wages by race/ethnicity and cohort year. This information is also presented in [Table D3](#) in Appendix D.

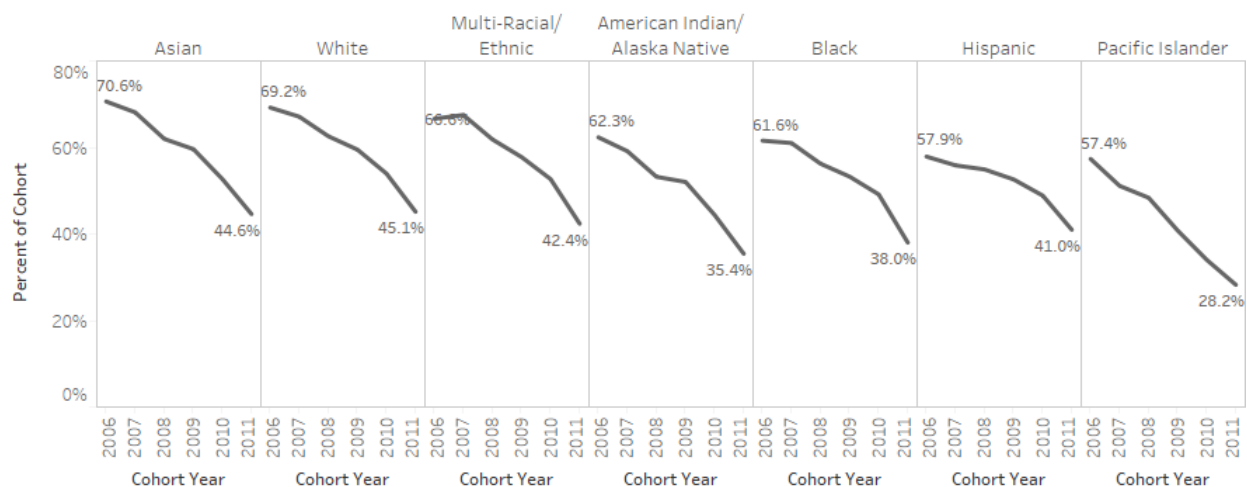


Figure 30 shows the cumulative percent of covered UI wage employees by OSPI programs and cohort. Cumulative participation rates for all these program groups are below the total rates. There is no difference between the FRMS Ever and Last status groups, thus the negative effects are just for being in the program, not when. There exists a large and growing gap between the Last and Ever status and

cumulative participation; a five point gap for the 2011 cohorts rises to a 10 point gap for the 2006 cohorts. This implies that if there are still language issues that are still present upon exit/last status, there will be lower participation in UI wage jobs. Special Ed shows a pattern similar to the Bilingual, although the gap between the Ever and Last program status is only 2 to 4 percentage points.

**Figure 30.** Cumulative participation (percent covered) under unemployment insurance (UI) wages by OSPI programs and cohort year. This information is also presented in Tables [D4-D6](#) in Appendix D.

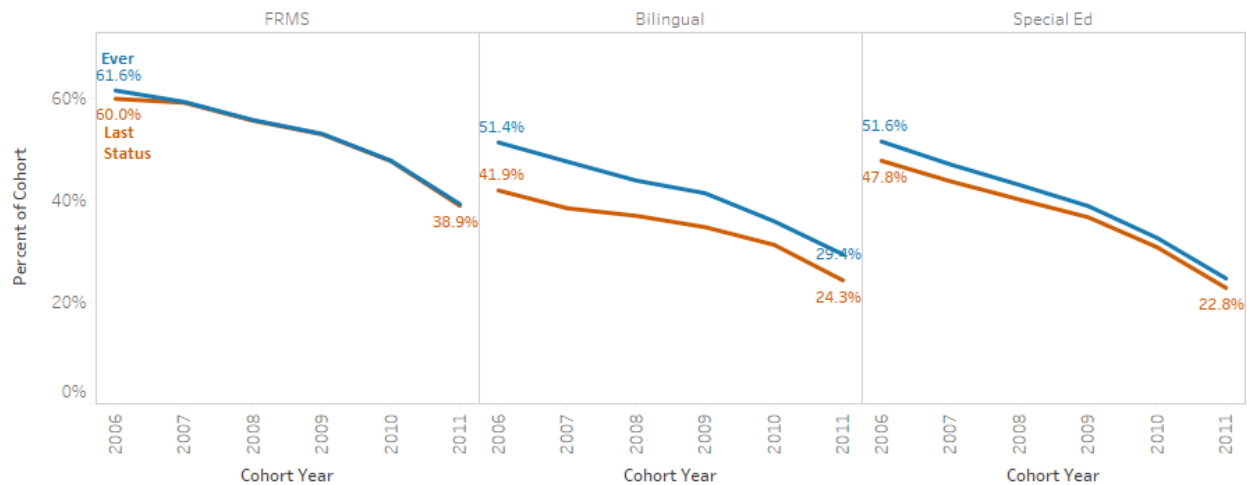
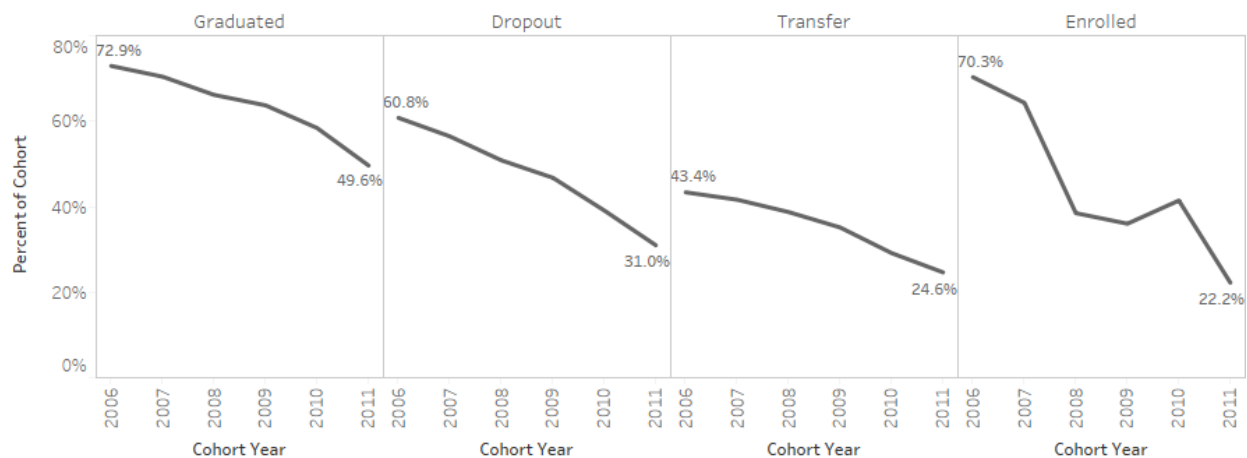


Figure 31 presents the cumulative participation rates for final enrollment status. As expected, graduates have the highest percentage of UI wage earners and almost three-quarters of the 2006 graduates have had some UI wage experience (72.9 percent). Although the enrolled 2006 cohort has a high percentage rate, the cumulative pattern is quite erratic. All other groups have participation rates that are quite low, perhaps reflecting a lack of skills to become employed.

**Figure 31.** Cumulative participation (percent covered) under unemployment insurance (UI) wages by OSPI last enrollment status and cohort year. This information is also presented in [Table D7](#) in Appendix D.



## Ninth-Grade Cohorts and Unemployment Insurance Coverage

An employee must work for a UI covered employer in WA for a minimum of 18 months to qualify for UI benefits, they also must have worked at least 680 hours in the last year (base year). Also there are a number of criteria that must be met to claim UI (see the Employment Security Division's [eligibility requirements](#)). Some of the workers considered in this study will not have worked the required 18 months, or 680 total hours prior to losing a job and claiming unemployment. Other workers may be: self-employed, students, not in the labor force, moved out of the state, and thus not eligible for UI benefits. Figure 32 displays the cumulative percentage of annual cohorts receiving UI benefits/compensation. Per the above paragraphs, the 2011 cohort probably does not qualify for benefits hence the near zero rate. Even for the 2006 cohort, the rate only rises to 9 percent.

**Figure 32.** Cumulative percent receiving unemployment insurance (UI) benefits by cohort year. This information is also presented in [Table E1](#) in Appendix E.

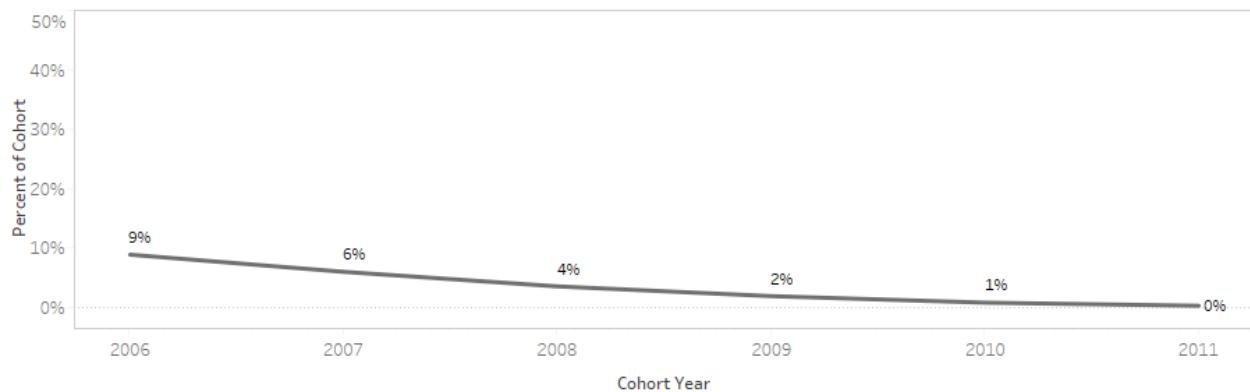


Figure 33 displays the cumulative percent receiving UI benefits by gender and cohort. Above we learned that females have higher participation in the UI Wage system, and here they receive UI benefits at 75 percent of males. This leads to a conclusion of more stable employment for females.

**Figure 33.** Cumulative percent receiving unemployment insurance (UI) benefits by gender and cohort year. This information is also presented in [Table E2](#) in Appendix E.

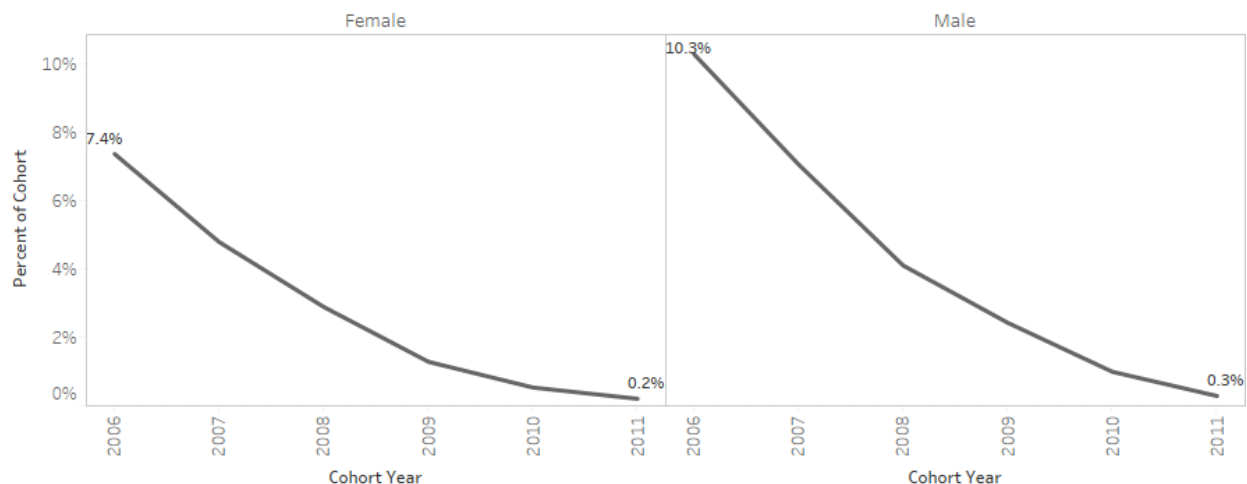


Figure 34 portrays the cumulative percent receiving UI benefits by race/ethnicity and cohort, and ordered by 2006 cohort rates high to low. All race/ethnic cohorts display a similar cumulative pattern with the Hispanic cohorts having the highest rates, and the Asian population displaying the lowest rates. We will examine this issue in more detail in the next section.

**Figure 34.** Cumulative percent receiving unemployment insurance (UI) benefits by race/ethnicity and cohort year. This information is also presented in [Table E3](#) in Appendix E.

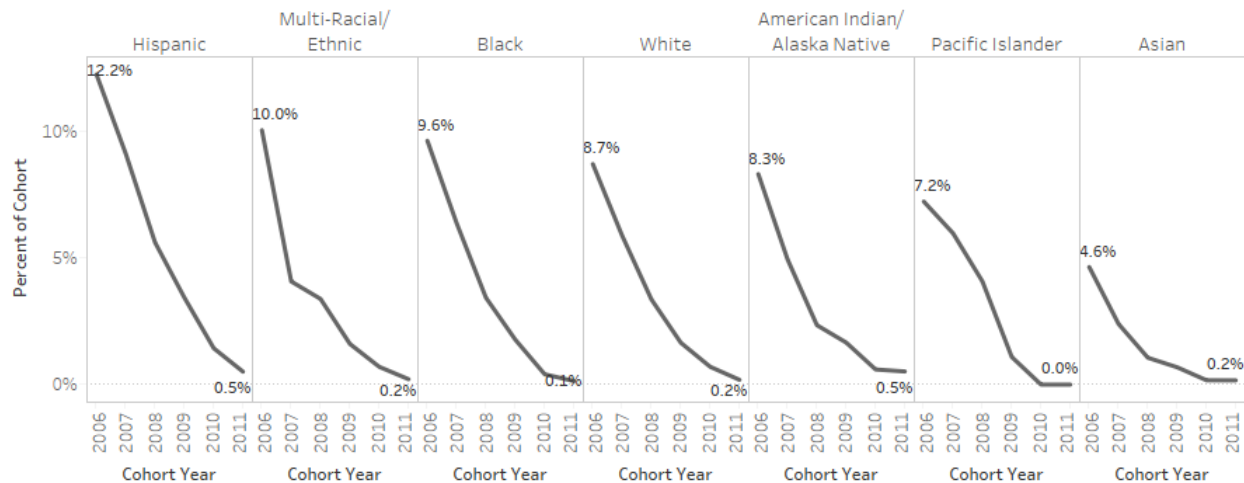


Figure 35 portrays the cumulative percent receiving UI benefits by OSPI programs and cohort. As receiving UI benefits is conditioned upon UI wages and time, it is not surprising to see little difference between the Ever and Last status. That is, once UI ages are earned, the differences between Ever and Last program status dissipate. The Special Ed rates are similar to the total population, and the FRMS and Bilingual are just slightly higher.

**Figure 35.** Cumulative percent receiving unemployment insurance (UI) benefits by ospi programs and cohort year. This information is also presented in [Tables E4-E6](#) in Appendix E.

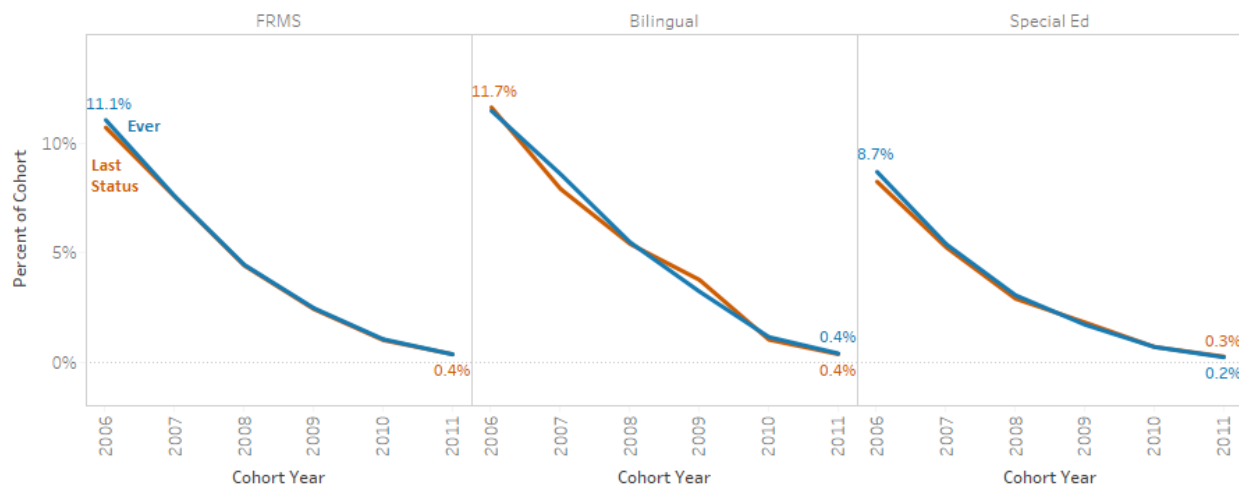
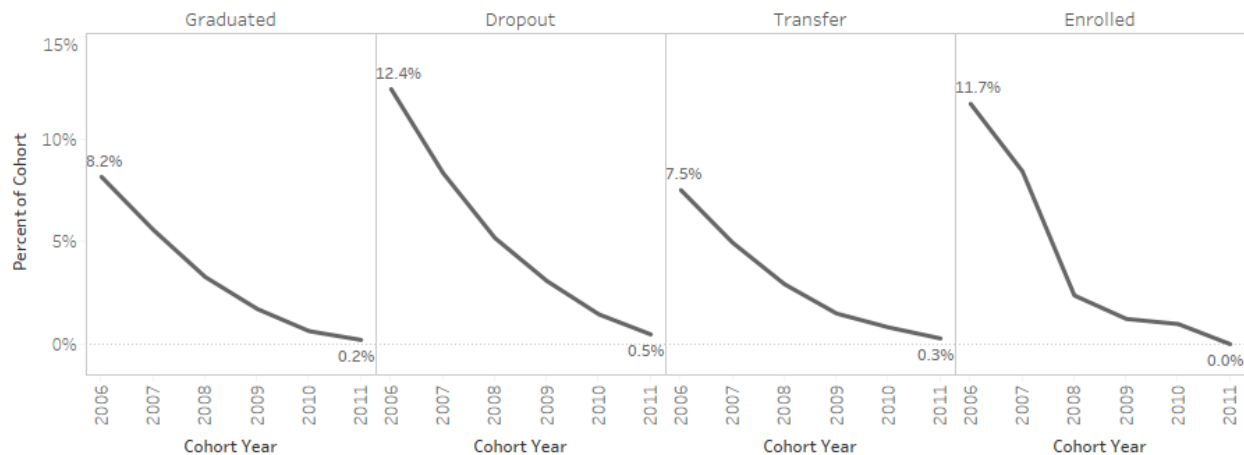


Figure 36 presents the cumulative percent receiving UI benefits by last enrollment status and cohort. The dropout cohort has the highest cumulative UI benefits rates, and also one of the lowest cumulative UI wage rates, indicating instability in both entering and maintaining gainful employment. The transfer cohorts have the lowest UI benefits rates, but also the lowest UI wage rates, implying perhaps they choose jobs that are economically stable. Finally, the enrolled cohort displays the same erratic and low to high patterns as for the UI wage rates.

**Figure 36.** Cumulative percent receiving unemployment insurance (UI) benefits by ospi final enrollment status and cohort year. This information is also presented in [Table E7](#) in Appendix E.



## Ninth Grade Cohorts and Workforce Experience

Having discussed workforce participation both in terms of UI wages and UI benefits, let us now turn to a discussion of some summary measures representing experience related to that participation. Table 5 presents the standard summary outcome measures for the total cohorts. Fifty-eight percent of the entire cohorts have UI covered wage records, averaging just over 3 years of participation and with median accumulated wages of just over \$19,500. In addition, some 3.6 percent received UI benefits, averaging 20 weeks of benefits with a median benefit of \$181.

**Table 5.** Percent with covered wages, quarters with covered employment, median accumulated wages, percent receiving UI benefits, average weeks of UI benefits, and median weekly benefit.

Percent of All Cohorts with Wages Covered Under UI	58.00%
Average Number of Quarters With UI Covered Employment	13
Median Accumulated Wages	\$19,544
Percent of All Cohorts Ever Receiving Unemployment Benefits	3.6%
Average Number of Weeks Receiving Unemployment Benefits	20.4
Median Weekly Benefit	\$181

Table 6 presents the standard summary outcome measures for the total cohorts by gender. The female percent with UI wages is higher than the total and the male percent lower. Females also have over one additional quarter of UI wages than males, and male median accumulated wages are \$181 greater than

that for females. Males are more likely to receive UI benefits (4.3% vs 3.6%), but average less weeks of UI benefits and receive less in median benefit payments.

**Table 6.** *Percent with covered wages, quarters with covered employment, median accumulated wages, percent receiving UI benefits, average weeks of UI benefits, and median weekly benefit by gender.*

	Female	Male
Percent of All Cohorts with Wages Covered Under UI	60.80%	55.30%
Average Number of Quarters With UI Covered Employment	13.6	12.3
Median Accumulated Wages	\$19,456	\$19,642
Percent of All Cohorts Ever Receiving Unemployment Benefits	2.90%	4.30%
Average Number of Weeks Receiving Unemployment Benefits	21.2	19.9
Median Weekly Benefit	\$160	\$195

Table 7 presents the standard summary outcome measures for the total cohorts by race/ethnic group. Despite having one of the lowest UI wage rates, the Hispanic cohort has the highest average number of quarters with UI wages and the highest median accumulated wages; they also have the second highest percent ever receiving UI benefits. The white cohort ranks number one in the percentage with UI wages, and second in average quarters worked and median wages. The multi-racial/ethnic group ranks third in UI wage participation but last in average quarters and median wages. The Asian population has the lowest percent ever receiving UI benefits and the lowest average number of weeks receiving benefits coupled with the highest average benefit payment. The black cohort ranks second in the percent ever receiving UI benefits and, first in week receiving UI benefits, and at the bottom in terms of median weekly benefit. The Native American group average number of quarters with UI wages ranks near the bottom, but ranks high on the percent receiving UI benefits, average number of weeks receiving UI benefits and median weekly benefit.

**Table 7.** *Percent with covered wages, quarters with covered employment, median accumulated wages, percent receiving UI benefits, average weeks of UI benefits, and median weekly benefit by race/ethnicity.*

Race/Ethnicity	% of All Cohorts with Wages Covered Under UI	Average # of Quarters With UI Covered Employment	Median Accumulated Wages	% of All Cohorts Ever Receiving UI Benefits	Average # of Weeks Receiving UI Benefits	Median Weekly Benefit
American Indian/ Alaska Native	53.00%	11.3	\$16,849	3.70%	23.5	\$187
Asian	59.80%	11.9	\$16,509	1.60%	17.9	\$190
Black	53.80%	12.2	\$15,280	3.90%	24.2	\$169
Hispanic	51.30%	13.7	\$21,547	4.90%	21.9	\$172
Multi-Racial/ Ethnic	56.10%	11.1	\$14,898	2.30%	19	\$182
Pacific Islander	41.50%	11.4	\$19,231	2.50%	20	\$172
White	60.10%	13.2	\$20,171	3.60%	19.7	\$184

Table 8 presents the standard summary outcome measures for the total cohorts by OSPI FRMS program participation. There are only small differences between all the indicators for the Last or Ever FRMS program group, with those responding “No” above the total averages for the UI wages and below



on the UI benefits indicators, except for median weekly benefit. Those responding “Yes” are below the UI wage averages and above the UI benefits indicators, except for the median weekly benefit.

**Table 8.** *Percent with covered wages, quarters with covered employment, median accumulated wages, percent receiving UI benefits, average weeks of UI benefits, and median weekly benefit by free/reduced meal service (last or ever).*

Free/Reduced Meal Services		% of All Cohorts with Wages Covered Under UI	Average # of Quarters With UI Covered Employment	Median Accumulated Wages	% of All Cohorts Ever Receiving UI Benefits	Average # of Weeks Receiving UI Benefits	Median Weekly Benefit
Last	No	61.6%	13.3	\$20,023	3.4%	19.6	\$187
	Yes	51.8%	12.4	\$18,615	4.0%	21.5	\$174
Ever	No	63.1%	13.3	\$19,760	2.8%	18.2	\$193
	Yes	52.6%	12.7	\$19,261	4.4%	21.9	\$175

Table 9 presents the standard summary outcome measures for the total cohorts by OSPI Bilingual program participation. Those responding “Yes” to last or ever membership in the bilingual program participate far below the total in covered wages to those responding “No”, especially those in the program at last status. However, they do have more quarters work and higher median accumulated wages. As for UI benefits, the “Yes” bilingual last/ever groups have higher receipt of UI benefits and also longer average weeks of receiving UI benefits, and only slightly lower median weekly benefits.

**Table 9.** *Percent with covered wages, quarters with covered employment, median accumulated wages, percent receiving UI benefits, average weeks of UI benefits, and median weekly benefit by bilingual program (last or ever).*

Bilingual Program		% of All Cohorts with Wages Covered Under UI	Average # of Quarters With UI Covered Employment	Median Accumulated Wages	% of All Cohorts Ever Receiving UI Benefits	Average # of Weeks Receiving UI Benefits	Median Weekly Benefit
Last	No	58.5%	13.0	\$19,483	3.6%	20.3	\$181
	Yes	34.7%	14.3	\$24,268	5.1%	23.5	\$171
Ever	No	58.8%	13.0	\$19,362	3.5%	20.2	\$182
	Yes	41.9%	14.4	\$24,675	5.3%	23.8	\$171

Table 10 tallies the summary information for those in the OSPI special education program. Similar to the bilingual program results, participation rates in UI wages is much lower for the special education population and especially for those participating at last status, as are the number of quarters and the median accumulated wages. Not only are those from the special education program less likely to contribute to UI wages, but the receive over 3 more weeks of UI benefits, and just slightly less in median weekly benefit.

**Table 10.** Percent with covered wages, quarters with covered employment, median accumulated wages, percent receiving UI benefits, average weeks of UI benefits, and median weekly benefit by special education program (last or ever).

Special Education		% of All Cohorts with Wages Covered Under UI	Average # of Quarters With UI Covered Employment	Median Accumulated Wages	% of All Cohorts Ever Receiving UI Benefits	Average # of Weeks Receiving UI Benefits	Median Weekly Benefit
Last	No	60.2%	13.1	\$19,831	3.6%	20.3	\$180
	Yes	37.0%	11.3	\$14,874	3.2%	21.9	\$184
Ever	No	60.6%	13.2	\$19,982	3.6%	20.2	\$181
	Yes	39.8%	11.3	\$14,684	3.4%	22.1	\$182

Table 11 presents the final summary table for workforce experience. Only graduates have a UI wage participation rate, average number of quarters with UI wages, and median accumulated wages above the total averages. Graduates also are the only group here that average fewer weeks of UI benefits. Dropouts are the only cohort that have a higher percent receiving UI benefits and median weekly benefit than the total cohort.

**Table 11.** Percent with covered wages, quarters with covered employment, median accumulated wages, percent receiving UI benefits, average weeks of UI benefits, and median weekly benefit by last enrollment status.

Final Enrollment Status	% of All Cohorts with Wages Covered Under UI	Average # of Quarters With UI Covered Employment	Median Accumulated Wages	% of All Cohorts Ever Receiving UI Benefits	Average # of Weeks Receiving UI Benefits	Median Weekly Benefit
Dropout/ Unknown	48.9%	12.3	\$18,140	5.8%	23.7	\$175
Enrolled/ Promoted	40.1%	11.4	\$15,737	2.7%	21.1	\$204
Graduation	63.6%	13.3	\$20,250	3.3%	18.7	\$183
Transfer	35.1%	10.9	\$14,141	3.0%	23.9	\$182

## Ninth Grade Cohorts and Contact with Corrections (Jail and State)

The final descriptive section will focus on the OSPI demographic and program characteristics and how they relate to participation and experience within the criminal justice system. The former will reflect upon participation represented by bookings into county jail and admissions to the Department of Corrections (DOC). The latter will be examined using number of bookings/admissions and number of days under supervision. Finally, summary measures will be presented on overall participation, number of bookings or admissions and average jail booking days and prison and community supervision days.

### Ninth Grade Cohorts and Criminal Justice Participation

Almost 29,000 students, or 6 percent of the total ninth grade cohorts had some participation with the criminal justice system. In addition, some 4,400 students had both Jail bookings and DOC admissions, representing 15 percent of all those involved with the criminal justice system. Figure 37 displays the

cumulative participation for the ninth grade cohorts for county jail and the state DOC. As 18 is usually the earliest age at which one can enter county jail, you can see that about 1.5% of the 2011 cohort has already had significant contact with the criminal just system. Six years out and over 10 percent of the 2006 cohort has been booked or admitted (the 2 lines add to 12.1%, but 10.4% discounts the 2006 cohort for being in both). How do these cumulative participation rates vary by the OSPI characteristics, programs, and exit status of the cohorts?

**Figure 37.** Cumulative percent booked into county jail and cumulative percent admitted to Washington State Department of Corrections by cohort year. This information is also presented in [Table F1](#) in Appendix F.

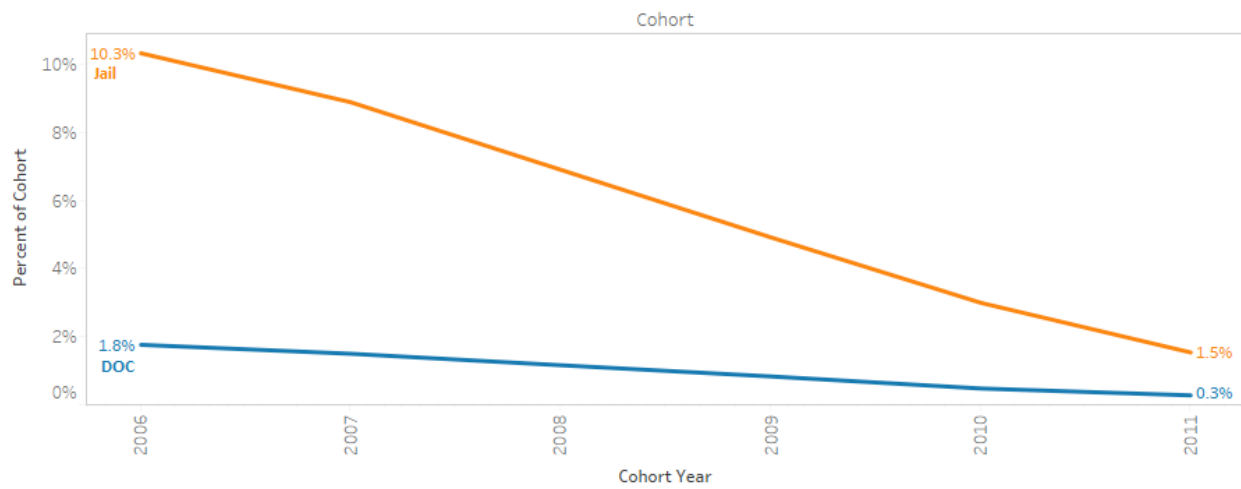


Figure 38 displays the gender differences in the cumulative booking and admission rates. Males are over twice as likely as females to be booked into jail and almost five times more likely to be admitted to DOC. Six years out, only 6 percent of females has been booked or admitted to corrections, whereas some 16 percent of males has had the same experience.

**Figure 38.** Cumulative percent booked into county jail and cumulative percent admitted to Washington State Department of Corrections by gender and cohort year. This information is also presented in [Table F2](#) in Appendix F.

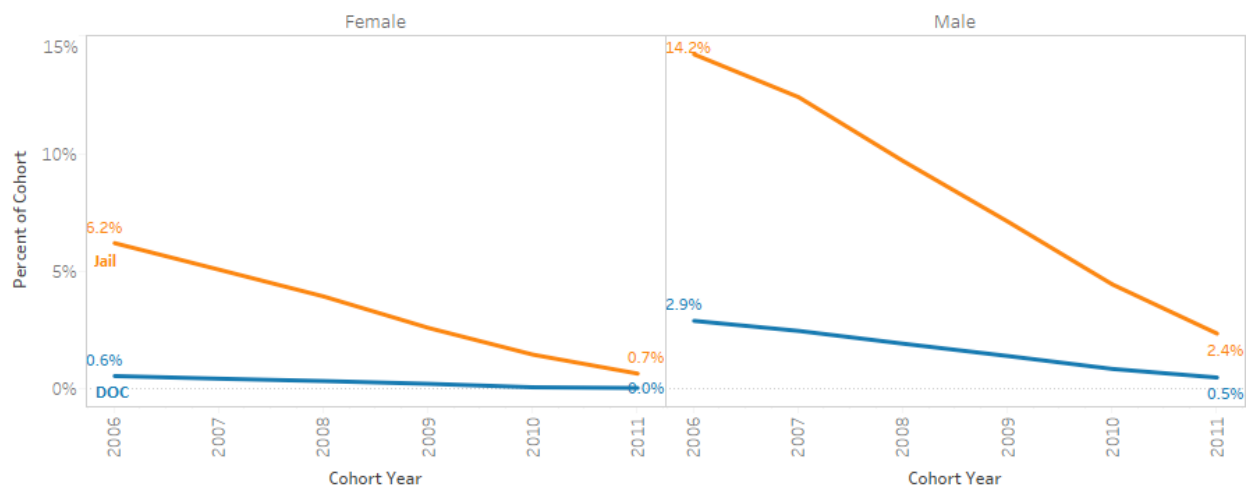


Figure 39 displays the racial/ethnic differences in the cumulative booking and admission rates, arranged in descending order of participation. After 6 years out (or 10 years since they were in ninth grade), over 20 percent of the Native American and Black cohorts have either been booked, admitted to DOC, or both; that is over one-in-five and twice the total averages. And for the Black cohort, 5 percent have been admitted to DOC, a much more serious situation. For the Multi-racial/ethnic, Pacific Islander and Hispanic cohorts, the 2006 cohort participation rates hover around 13 to 16 percent. The White cohorts hover just below the total averages, and the Asian have rates less than half the totals.

**Figure 39.** Cumulative percent booked into county jail and cumulative percent admitted to Washington State Department of Corrections by race/ethnicity and cohort year. This information is also presented in [Table F3](#) in Appendix F.

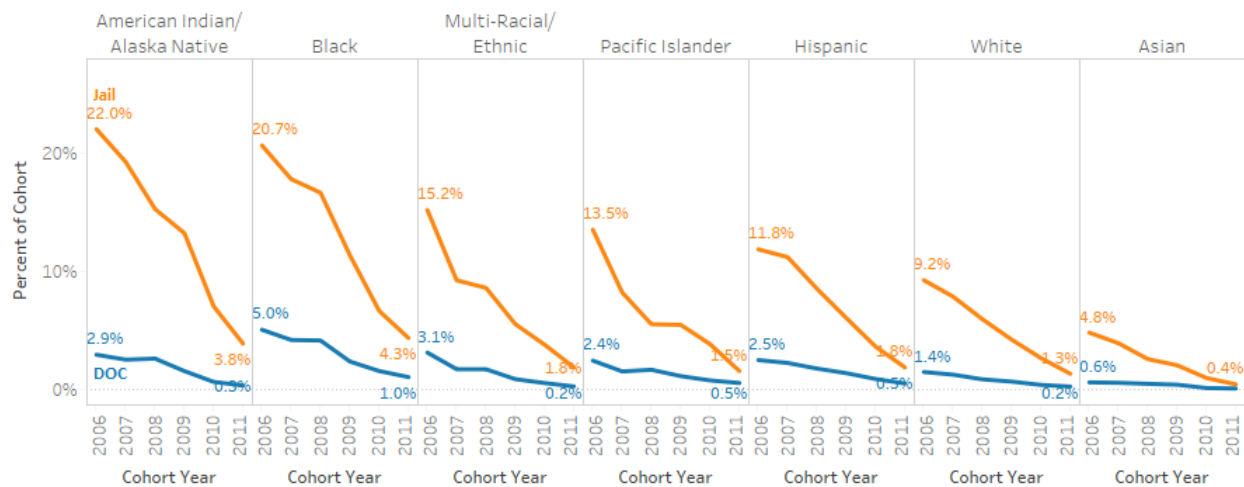


Figure 40 describes the relationship between cohort years, OSPI programs and cumulative booking and admission rates. For all the programs, there are some minor effects of the Ever rates exceeding the Last rates. Also the rates for FRMS and Special Ed exceed the total cohort rates, and the Bilingual rates are similar or just a tad below for the Last status group.

**Figure 40.** Cumulative percent booked into county jail and cumulative percent admitted to Washington State Department of Corrections by OSPI programs and cohort year. This information is also presented in [Tables F4-F6](#) in Appendix F.

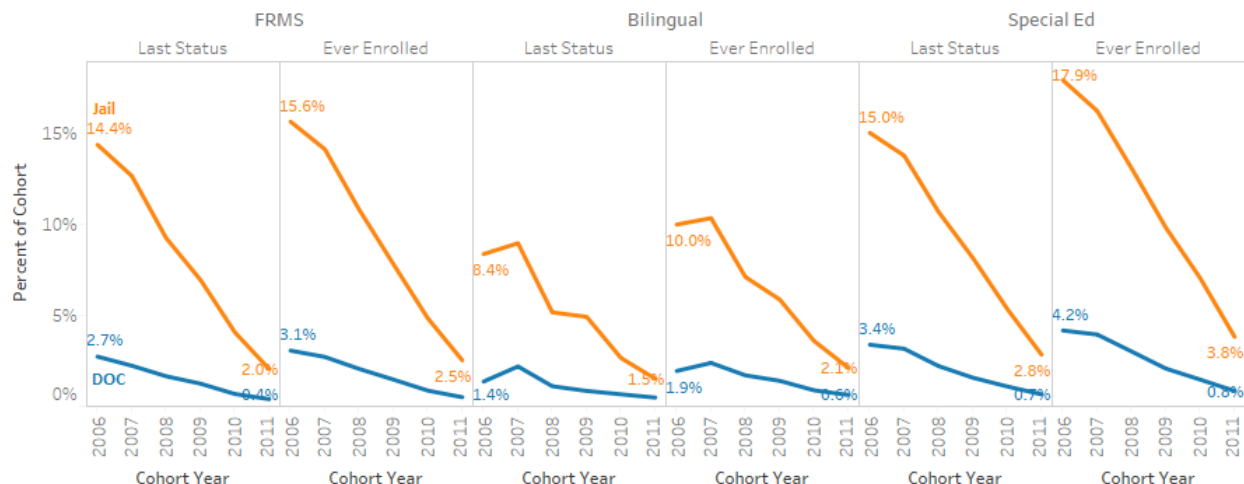
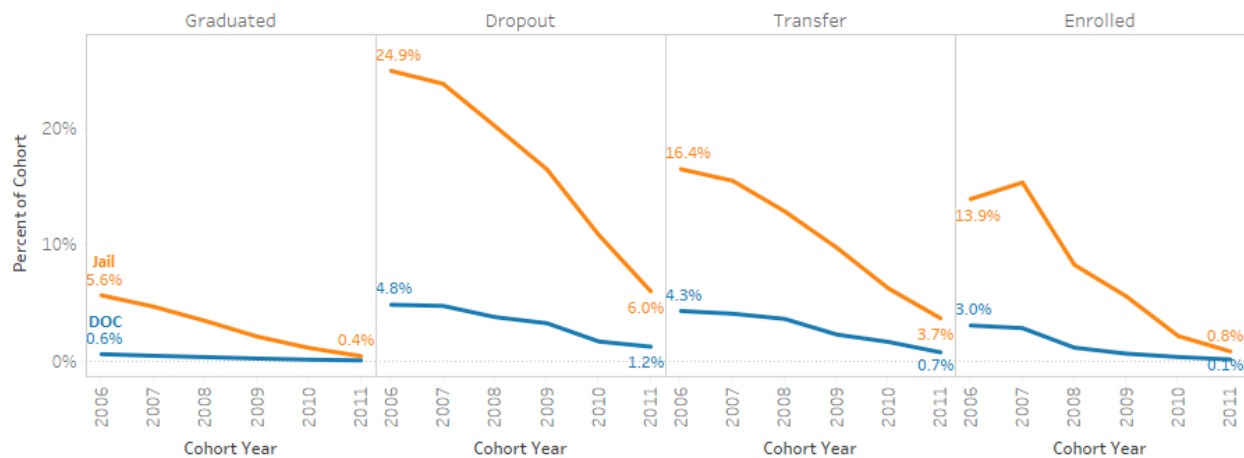


Figure 41 displays the cumulative percentages booked into jail or admitted to DOC by last OSPI enrollment status. As can be seen, students who stayed to graduate high school have a much lower cumulative corrections participation rate than any of the other groups; half the total averages. Dropouts have the highest jail and corrections participation rates, and those rates climb quickly as time passes, such that nine to 10 years after ninth grade nearly one in every four of the dropouts from the 2006 cohort have spent time in county jail, as well as almost 5 percent within the state DOC.

**Figure 41.** Cumulative percent booked into county jail and cumulative percent admitted to Washington State Department of Corrections by OSPI last enrollment status and cohort year. This information is also presented in [Table F7](#) in Appendix F.



## Ninth Grade Cohort and Corrections Outcomes

Having discussed participation in the corrections system both in terms of bookings at County Jail and admissions at the state DOC, let us now turn to a discussion of some summary measures representing experiences related to that participation. Table 12 presents the standard summary outcome measures for the total cohorts. Six percent of the entire cohorts have a jail booking, averaging over 3 bookings, and spending almost 2 months on average behind bars for those bookings. Only one percent of the total cohorts has a DOC admission, averaging over 5 admissions and 684 DOC days (1.9 years).

**Table 12.** Summary measures for ninth grade cohort and corrections experience.

	% of All Cohorts with Jail Booking	Average # of Jail Bookings	Average # of Jail Booking Days	% of All Cohorts with DOC Admission	Average # of DOC Admissions	Average # of DOC Days (Prison and Community Supervision)
Ninth Grade Cohort	6.0%	3.1	59	1.0%	5.4	684

Table 13 displays the booking and admission summary measures by gender for all cohorts. Males are 2.5 times more likely to have a booking than females, have 25 percent more bookings, and average more than 2.3 times female booking days. Although the rates are very low regarding the DOC indicators, males have almost 6 times the admission rates as females, roughly the same number of admissions, and serve 1.4 times more DOC days.

**Table 13. Summary measures for ninth grade cohort and corrections experience by gender.**

Gender	% of All Cohorts with Jail Booking	Average # of Jail Bookings	Average # of Jail Booking Days	% of All Cohorts with DOC Admission	Average # of DOC Admissions	Average # of DOC Days (Prison and Community Supervision)
Female	3.4%	2.6	30	0.3%	5.7	503
Male	8.5%	3.3	69	1.7%	5.4	713

Table 14 presents the booking and admission summary measures by race/ethnicity for all cohorts. The Black and Native American cohorts have the highest percentages with bookings and admissions, with rates twice the total average. These two cohorts also have above average number of jail bookings, and the black cohort average booking days is 1.5 times the total average plus serves an additional 53 days of DOC days. The Asian population has the lowest indicators of all groups, and almost no presence in the DOC data. All other groups are roughly near the total averages with minor differences.

**Table 14. Summary measures for ninth grade cohort and corrections experience by race/ethnicity.**

Race/Ethnicity	% of All Cohorts with Jail Booking	Average # of Jail Bookings	Average # of Jail Booking Days	% of All Cohorts with DOC Admission	Average # of DOC Admissions	Average # of DOC Days (Prison and Community Supervision)
American Indian/ Alaska Native	14.9%	3.5	61	1.9%	6.3	732
Asian	2.5%	2.4	46	0.3%	3.5	646
Black	13.3%	3.9	87	3.1%	5.1	737
Hispanic	6.7%	3.1	67	1.4%	4.5	706
Multi-Racial/Ethnic	6.0%	3.1	58	1.0%	5.4	642
Pacific Islander	5.6%	2.7	65	1.2%	4.6	727
White	5.4%	3.0	52	0.8%	5.9	661

Table 15 presents the booking and admission summary measures for the OSPI FRMS Program for all cohorts and Last and Ever status. There are some lingering effects of Ever FRMS on jail bookings as the percentages are 1.3 times the total for Last and 1.5 for Ever. Additionally, whereas the Last status group averages only 2 additional booking days, the ever group averages 8. The results for the DOC indicators are similar to the total cohort averages.

**Table 15. Summary measures for ninth grade cohort and corrections experience by Free/Reduced Meal Services (last or ever).**

Free/Reduced Meal Services		% of All Cohorts with Jail Booking	Average # of Jail Bookings	Average # of Jail Booking Days	% of All Cohorts with DOC Admission	Average # of DOC Admissions	Average # of DOC Days (Prison and Community Supervision)
Last	No	5.0%	3.1	57	0.8%	5.5	683
	Yes	7.8%	3.2	61	1.4%	5.3	686
Ever	No	3.0%	2.5	36	0.3%	5.2	632
	Yes	9.2%	3.4	67	1.8%	5.5	694



Table 16 displays the booking and admission summary measures for the OSPI Bilingual Program for all cohorts and Last and Ever status. Once again, we see a sustained effect for the Ever status as the Last status percent with a jail booking is 10 percent below the total average and the Ever rate is 10 percent above. The average number of bookings are similar to the total, but being enrolled in a Bilingual program adds 18-20 days to the average booking days. The DOC results are similar although the average number of DOC admissions are below the total averages. Finally, despite the lower DOC admissions, the Bilingual program members spend over a month more in average DOC days.

**Table 16. Summary measures for ninth grade cohort and corrections experience by bilingual program (last or ever).**

Bilingual Program		% of All Cohorts with Jail Booking	Average # of Jail Bookings	Average # of Jail Booking Days	% of All Cohorts with DOC Admission	Average # of DOC Admissions	Average # of DOC Days (Prison and Community Supervision)
Last	No	6.0%	3.1	58	1.0%	5.5	683
	Yes	5.3%	3.2	77	1.1%	3.9	728
Ever	No	6.0%	3.1	58	1.0%	5.5	682
	Yes	6.6%	3.3	79	1.5%	4.5	721

Table 17 displays the booking and admission summary measures for the OSPI Special Ed Program for all cohorts and Last and Ever status. One can see a sustained effect for the Ever status as the Last status percent with a jail booking is 50 percent higher than the total average and the Ever rate is 1.9 times larger. The average number of bookings are 16 percent higher than the total for the Last group and 22 percent higher than the Ever cohort, and being enrolled in a Special Ed program adds 14-22 days to the average booking days. The DOC results are similar to the jail comparisons, but enrollment in the Special Ed program for Last status averages 14 less DOC days and the Ever status averages 20 additional DOC days.

**Table 17. Summary measures for ninth grade cohort and corrections experience by special education program (last or ever).**

Special Education		% of All Cohorts with Jail Booking	Average # of Jail Bookings	Average # of Jail Booking Days	% of All Cohorts with DOC Admission	Average # of DOC Admissions	Average # of DOC Days (Prison and Community Supervision)
Last	No	5.6%	3.1	56	0.9%	5.4	688
	Yes	9.3%	3.6	73	2.0%	5.5	670
Ever	No	5.2%	2.9	52	0.8%	5.3	675
	Yes	11.4%	3.8	81	2.6%	5.7	704

Table 18 displays the booking and admission summary measures for the OSPI final enrollment status. The dropouts have a jail booking rate 3 times the total and 6 times that of graduates, although their jail bookings are only 14 percent higher and they only average 9 additional jail days. The dropouts have a DOC admission rate 11 times that of graduates and 2.25 times the total, although their average number of DOC admissions and DOC days are very close to the total averages. Graduates have about half the rates for bookings or admissions as the total cohort, less average bookings or admissions, and serve half the time in jail days and average 53 less DOC days.

**Table 18.** Summary measures for ninth grade cohort and corrections experience by final enrollment status.

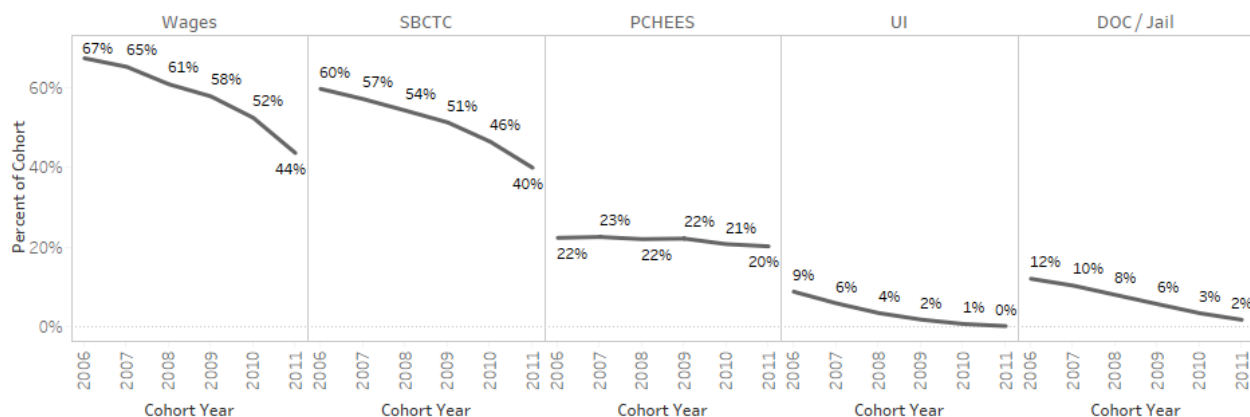
Last Enrollment Status	% of All Cohorts with Jail Booking	Average # of Jail Bookings	Average # of Jail Booking Days	% of All Cohorts with DOC Admission	Average # of DOC Admissions	Average # of DOC Days (Prison and Community Supervision)
Dropout/Unknown	17.9%	3.6	68	3.4%	5.7	680
Enrolled/Promoted	6.3%	2.7	41	1.0%	4.4	642
Graduation	2.9%	2.2	31	0.3%	4.7	631
Transfer	10.5%	3.9	90	2.7%	5.5	730

## Conclusions and Future Research

OSPI demographic characteristics and program participation have long-lasting effects for life course trajectories as evidenced in higher education, workforce and corrections outcomes. Figure 42 displays the cumulative percentages for cohorts (synthetic cohort trajectories) for the statuses we examined throughout this paper. Unfortunately, the sequence and timing of these statuses and events, as well as transitions between the statuses were not analyzed. The results were presented as if the various statuses were independent of each other when in fact they could just as easily be overlapping statuses or competing statuses (e.g., school and work). Other issues that need to be addressed concern the numerous time dimensions that exist for the data – Calendar year, School Year, college quarters or semesters, calendar quarters for workforce, entrance and exit days for jail/DOC. How to we organize this time dimension for proper analysis (e.g., event history models). Also, there would be a six-fold increase in analyses presented here, one for each ninth grade cohort.

In addition, data are right censored. We have incomplete data for a number of students as we only analyzed Washington state public CTC and four-year higher education – no private or out-of-state colleges/universities. Some data do exist from the National Student Clearinghouse (NSC), but is limited and expensive to access for almost 500,000 students. We also only follow the Washington state workforce data, although ERDC is exploring data sharing agreements with other states. We have no contextual data included to measure neighborhood or school district effects. Should we use some of these indicators collected in the administrative records of OSPI or should we collect school district available from the US Census Bureau's American Community Survey? Hopefully, future research will address some of these issues.

**Figure 42.** Cumulative percent participation in workforce, higher education and corrections by cohort year. This information is also presented in Table B1 in Appendix B, Table C1 in Appendix C, Table D1 in Appendix D, Table E1 in Appendix E, and Table F1 in Appendix F.



## Appendix A: OSPI Ninth Grade Cohorts and their Characteristics

**Table A1.** Ninth grade cohorts: Percentage race/ethnicity by cohort year.  
This information is also presented in Figure 1.

Race/Ethnicity	2006	2007	2008	2009	2010	2011	Total
American Indian/ Alaska Native	2.9%	2.8%	2.2%	1.9%	1.7%	1.8%	2.2%
Asian	7.2%	6.9%	6.7%	6.8%	6.8%	7.0%	6.9%
Black	5.5%	5.3%	4.9%	4.8%	4.7%	4.7%	5.0%
Hispanic	11.6%	12.5%	14.6%	16.1%	16.8%	17.4%	14.8%
Multi-Racial/Ethnic	1.6%	3.6%	3.9%	4.7%	5.1%	5.5%	4.0%
Pacific Islander	0.4%	0.5%	0.6%	0.7%	0.7%	0.8%	0.6%
White	70.8%	68.3%	67.1%	65.0%	64.1%	62.9%	66.4%

**Table A2.** Ninth grade cohorts: Program participation (most recent) by cohort Year.  
This information is also presented in Figure 2.

	2006	2007	2008	2009	2010	2011	Total
FRMS Program	29.1%	32.9%	36.8%	39.7%	40.4%	42.1%	36.7%
Bilingual Program	2.1%	2.0%	2.1%	2.1%	2.1%	2.1%	2.1%
Special Education Program	9.7%	9.2%	9.5%	9.8%	9.6%	10.2%	9.7%

**Table A3.** Ninth grade cohorts: Program participation (ever) by cohort year.  
This information is also presented in Figure 2.

	2006	2007	2008	2009	2010	2011	Total
FRMS Program (Ever)	46.3%	45.7%	47.5%	49.4%	50.8%	52.4%	48.6%
Bilingual Program (Ever)	4.9%	4.6%	4.4%	4.6%	4.4%	4.6%	4.6%
Special Education Program (Ever)	12.9%	12.3%	12.5%	12.4%	12.2%	12.8%	12.5%

**Table A4.** Last enrollment status by cohort year. This information is also presented in Figure 3.

Final Enrollment Status	2006	2007	2008	2009	2010	2011	Total
Deceased	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Dropped Out	17.9%	16.2%	15.1%	13.8%	13.8%	12.3%	14.9%
Enrolled	0.6%	0.5%	1.1%	2.3%	0.8%	1.1%	1.1%
Graduated	70.1%	73.2%	74.0%	73.6%	74.6%	72.9%	73.0%
Transferred	11.3%	10.0%	9.7%	10.1%	10.7%	13.6%	10.9%

**Table A5. Gender and last enrollment status by cohort year. This information is also presented in Figure 4.**

	Enrollment Status	2006	2007	2008	2009	2010	2011	Total
Female	Deceased	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	<b>0.1%</b>
	Dropped Out	15.4%	13.8%	12.7%	11.7%	11.6%	10.4%	<b>12.6%</b>
	Enrolled	0.5%	0.4%	0.9%	2.0%	0.7%	1.0%	<b>0.9%</b>
	Graduated	73.8%	76.4%	77.3%	77.0%	77.7%	76.0%	<b>76.3%</b>
	Transferred	10.3%	9.4%	9.0%	9.2%	10.0%	12.7%	<b>10.1%</b>
Male	Deceased	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	<b>0.2%</b>
	Dropped Out	20.2%	18.5%	17.3%	15.9%	15.9%	14.2%	<b>17.0%</b>
	Enrolled	0.7%	0.6%	1.3%	2.7%	0.9%	1.3%	<b>1.2%</b>
	Graduated	66.7%	70.2%	70.9%	70.3%	71.7%	69.9%	<b>69.9%</b>
	Transferred	12.3%	10.5%	10.3%	11.0%	11.4%	14.5%	<b>11.6%</b>

**Table A6. Race/ethnicity and last enrollment status by cohort year. This information is also presented in Figure 5.**

Race/Ethnicity	Enrollment Status	2006	2007	2008	2009	2010	2011	Total
American Indian/ Alaska Native	Deceased	0.2%	0.5%	0.2%	0.1%	0.3%	0.1%	<b>0.3%</b>
	Dropped Out	30.9%	30.0%	30.8%	29.0%	27.0%	27.2%	<b>29.5%</b>
	Enrolled	1.1%	0.6%	1.5%	2.8%	2.8%	1.9%	<b>1.6%</b>
	Graduated	53.9%	55.4%	52.3%	52.8%	54.4%	51.9%	<b>53.6%</b>
	Transferred	13.9%	13.5%	15.2%	15.3%	15.4%	18.8%	<b>15.0%</b>
Asian	Deceased	0.2%	0.1%	0.2%	0.1%	0.0%	0.0%	<b>0.1%</b>
	Dropped Out	10.8%	10.1%	9.6%	7.9%	6.8%	5.4%	<b>8.5%</b>
	Enrolled	0.4%	0.3%	0.9%	1.6%	0.5%	0.8%	<b>0.7%</b>
	Graduated	80.5%	82.5%	81.5%	83.1%	84.9%	84.8%	<b>82.8%</b>
	Transferred	8.1%	7.0%	7.9%	7.3%	7.7%	9.0%	<b>7.9%</b>
Black	Deceased	0.1%	0.1%	0.3%	0.1%	0.1%	0.1%	<b>0.1%</b>
	Dropped Out	23.8%	22.1%	21.9%	20.0%	18.4%	15.9%	<b>20.6%</b>
	Enrolled	0.6%	0.5%	1.6%	2.5%	0.9%	1.3%	<b>1.2%</b>
	Graduated	56.6%	61.1%	60.4%	60.9%	64.2%	61.9%	<b>60.7%</b>
	Transferred	18.8%	16.1%	15.8%	16.5%	16.4%	20.9%	<b>17.4%</b>
Hispanic	Deceased	0.1%	0.1%	0.1%	0.2%	0.1%	0.1%	<b>0.1%</b>
	Dropped Out	25.0%	24.2%	20.6%	19.3%	20.6%	17.5%	<b>20.9%</b>
	Enrolled	0.7%	0.6%	1.5%	3.3%	0.7%	1.6%	<b>1.5%</b>
	Graduated	61.1%	63.3%	67.1%	65.6%	67.2%	65.3%	<b>65.1%</b>
	Transferred	13.1%	11.8%	10.6%	11.5%	11.5%	15.6%	<b>12.4%</b>

**Table A6 continued.** Race/ethnicity and last enrollment status by cohort year. This information is also presented in Figure 5.

Multi-Racial/Ethnic	Deceased	0.1%	0.0%	0.1%	0.1%	0.0%	0.0%	<b>0.1%</b>
	Dropped Out	30.7%	15.2%	14.6%	14.2%	14.6%	13.2%	<b>15.4%</b>
	Enrolled	4.4%	1.9%	1.4%	2.5%	0.6%	0.8%	<b>1.6%</b>
	Graduated	51.5%	74.7%	74.4%	73.2%	74.9%	70.9%	<b>72.0%</b>
	Transferred	13.4%	8.2%	9.4%	9.9%	9.8%	15.0%	<b>10.9%</b>
Pacific Islander	Deceased	0.0%	0.0%	0.2%	0.2%	0.0%	0.0%	<b>0.1%</b>
	Dropped Out	31.8%	22.1%	23.6%	19.2%	20.3%	16.8%	<b>21.5%</b>
	Enrolled	1.5%	0.5%	1.6%	3.1%	1.1%	1.0%	<b>1.5%</b>
	Graduated	52.9%	62.0%	61.8%	63.8%	61.5%	61.0%	<b>61.0%</b>
	Transferred	13.8%	15.4%	12.8%	13.8%	17.2%	21.2%	<b>16.0%</b>
White	Deceased	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	<b>0.1%</b>
	Dropped Out	16.0%	14.4%	13.3%	12.1%	11.9%	10.9%	<b>13.2%</b>
	Enrolled	0.4%	0.4%	1.0%	2.1%	0.8%	1.0%	<b>0.9%</b>
	Graduated	72.8%	75.7%	76.6%	76.2%	76.9%	75.4%	<b>75.5%</b>
	Transferred	10.6%	9.4%	9.0%	9.4%	10.3%	12.6%	<b>10.2%</b>

**Table A7.** Free/reduced meal service (most recent status) and last enrollment status by cohort year. This information is also presented in Figure 6.

Free/Reduced Meal Service Status	Enrollment Status	2006	2007	2008	2009	2010	2011	Total
No	Deceased	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	<b>0.1%</b>
	Dropped Out	15.3%	13.5%	12.2%	10.5%	10.4%	9.0%	<b>12.0%</b>
	Enrolled	0.5%	0.5%	1.0%	1.9%	0.7%	0.8%	<b>0.9%</b>
	Graduated	73.7%	76.3%	77.4%	78.2%	79.2%	78.6%	<b>77.1%</b>
	Transferred	10.3%	9.6%	9.3%	9.3%	9.7%	11.5%	<b>9.9%</b>
Yes	Deceased	0.2%	0.1%	0.1%	0.2%	0.1%	0.1%	<b>0.1%</b>
	Dropped Out	24.0%	21.7%	20.0%	18.9%	18.9%	16.8%	<b>19.8%</b>
	Enrolled	0.6%	0.5%	1.4%	3.0%	1.0%	1.6%	<b>1.4%</b>
	Graduated	61.4%	66.9%	68.2%	66.5%	67.8%	65.0%	<b>66.1%</b>
	Transferred	13.8%	10.7%	10.4%	11.4%	12.2%	16.5%	<b>12.6%</b>

**Table A8. Bilingual program (most recent status) and last enrollment status by cohort year.**  
 This information is also presented in Figure 6.

Bilingual Program	Enrollment Status	2006	2007	2008	2009	2010	2011	Total
No	Deceased	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	<b>0.1%</b>
	Dropped Out	17.6%	15.9%	14.8%	13.5%	13.5%	12.1%	<b>14.6%</b>
	Enrolled	0.6%	0.5%	1.1%	2.3%	0.8%	1.1%	<b>1.0%</b>
	Graduated	70.6%	73.7%	74.5%	74.1%	75.1%	73.3%	<b>73.5%</b>
	Transferred	11.1%	9.8%	9.5%	10.0%	10.6%	13.4%	<b>10.7%</b>
Yes	Deceased	0.1%	0.1%	0.1%	0.4%	0.2%	0.1%	<b>0.2%</b>
	Dropped Out	31.4%	32.8%	28.2%	27.9%	29.3%	23.8%	<b>28.9%</b>
	Enrolled	0.7%	0.7%	1.8%	4.2%	1.0%	3.1%	<b>1.9%</b>
	Graduated	48.1%	48.1%	52.7%	50.2%	52.1%	51.7%	<b>50.5%</b>
	Transferred	19.7%	18.3%	17.2%	17.2%	17.4%	21.3%	<b>18.5%</b>

**Table A9. Special education program (most recent status) and last enrollment status by cohort year.**  
 This information is also presented in Figure 6.

Special Education Program	Enrollment Status	2006	2007	2008	2009	2010	2011	Total
No	Deceased	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	<b>0.1%</b>
	Dropped Out	17.2%	15.6%	14.5%	13.3%	13.4%	11.9%	<b>14.3%</b>
	Enrolled	0.6%	0.5%	0.7%	1.6%	0.6%	0.7%	<b>0.8%</b>
	Graduated	71.3%	74.2%	75.3%	75.3%	75.7%	74.5%	<b>74.3%</b>
	Transferred	10.8%	9.7%	9.4%	9.8%	10.2%	12.9%	<b>10.4%</b>
Yes	Deceased	0.3%	0.3%	0.3%	0.4%	0.2%	0.1%	<b>0.3%</b>
	Dropped Out	24.1%	22.7%	20.7%	18.7%	17.5%	16.1%	<b>20.0%</b>
	Enrolled	0.4%	0.6%	4.8%	9.2%	2.9%	5.2%	<b>3.8%</b>
	Graduated	58.9%	63.7%	62.2%	58.2%	64.0%	58.5%	<b>60.9%</b>
	Transferred	16.3%	12.8%	12.0%	13.5%	15.4%	20.0%	<b>15.1%</b>

**Table A10. Free/reduced meal service (ever) and last enrollment status by cohort year.**  
This information is also presented in Figure 6.

FRMS (Ever)	Enrollment Status	2006	2007	2008	2009	2010	2011	Total
No	Deceased	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	<b>0.1%</b>
	Dropped Out	9.5%	8.6%	7.7%	6.8%	6.1%	5.5%	<b>7.5%</b>
	Enrolled	0.3%	0.4%	0.7%	1.4%	0.6%	0.7%	<b>0.7%</b>
	Graduated	81.2%	82.7%	83.7%	84.0%	84.8%	84.3%	<b>83.4%</b>
	Transferred	8.8%	8.2%	7.8%	7.8%	8.4%	9.4%	<b>8.4%</b>
Yes	Deceased	0.2%	0.1%	0.1%	0.2%	0.1%	0.1%	<b>0.1%</b>
	Dropped Out	27.5%	25.3%	23.2%	21.0%	21.3%	18.5%	<b>22.7%</b>
	Enrolled	0.9%	0.6%	1.6%	3.3%	1.0%	1.5%	<b>1.5%</b>
	Graduated	57.3%	61.9%	63.3%	63.0%	64.7%	62.5%	<b>62.1%</b>
	Transferred	14.2%	12.0%	11.8%	12.5%	12.9%	17.4%	<b>13.5%</b>

**Table A11. Bilingual program (ever) and last enrollment status by cohort year.**  
This information is also presented in Figure 6.

Bilingual Program (Ever)	Enrollment Status	2006	2007	2008	2009	2010	2011	Total
No	Deceased	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	<b>0.1%</b>
	Dropped Out	17.3%	15.5%	14.4%	13.2%	13.1%	11.8%	<b>14.3%</b>
	Enrolled	0.5%	0.5%	1.1%	2.2%	0.8%	1.1%	<b>1.0%</b>
	Graduated	70.9%	74.1%	74.9%	74.5%	75.5%	73.8%	<b>73.9%</b>
	Transferred	11.1%	9.8%	9.5%	9.9%	10.5%	13.3%	<b>10.7%</b>
Yes	Deceased	0.0%	0.1%	0.1%	0.3%	0.1%	0.1%	<b>0.1%</b>
	Dropped Out	28.2%	30.9%	28.3%	26.3%	28.5%	24.0%	<b>27.7%</b>
	Enrolled	1.0%	0.7%	1.8%	4.4%	0.8%	2.2%	<b>1.8%</b>
	Graduated	55.8%	54.3%	55.8%	54.6%	55.4%	54.3%	<b>55.0%</b>
	Transferred	14.9%	14.1%	14.0%	14.4%	15.2%	19.4%	<b>15.3%</b>

**Table A12. Special education program (ever) and last enrollment status by cohort year.**  
This information is also presented in Figure 6.

Special Education Program (Ever)	Enrollment Status	2006	2007	2008	2009	2010	2011	Total
No	Deceased	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	<b>0.1%</b>
	Dropped Out	16.3%	14.8%	13.7%	12.7%	12.7%	11.3%	<b>13.6%</b>
	Enrolled	0.5%	0.4%	0.6%	1.5%	0.6%	0.6%	<b>0.7%</b>
	Graduated	72.3%	75.2%	76.4%	76.2%	76.7%	75.5%	<b>75.4%</b>
	Transferred	10.7%	9.5%	9.2%	9.5%	9.9%	12.5%	<b>10.2%</b>
Yes	Deceased	0.3%	0.3%	0.3%	0.4%	0.2%	0.1%	<b>0.3%</b>
	Dropped Out	28.0%	26.7%	24.8%	21.6%	21.7%	19.7%	<b>23.8%</b>
	Enrolled	0.9%	0.9%	4.4%	8.3%	2.4%	4.4%	<b>3.5%</b>
	Graduated	55.4%	58.8%	57.5%	55.2%	59.3%	54.9%	<b>56.8%</b>
	Transferred	15.4%	13.5%	13.0%	14.5%	16.3%	20.9%	<b>15.6%</b>



## Appendix B: OSPI Ninth Grade Cohorts CTC Participation and Achievements

**Table B1.** Participation rate at community and technical colleges (CTCs) by gender and cohort year. This information is also presented in Figure 7.

	2006	2007	2008	2009	2010	2011	Total
Ninth Grade Cohort	48,983	46,001	42,883	39,664	36,099	30,675	<b>244,305</b>
	59.6%	57.1%	54.2%	51.2%	46.4%	39.9%	<b>51.6%</b>

**Table B2.** Participation rate at CTCs by gender and cohort year. This information is also presented in Figure 8.

	2006	2007	2008	2009	2010	2011	Total
Female	62.8%	60.3%	58.0%	54.7%	49.9%	43.6%	<b>55.0%</b>
Male	56.6%	54.1%	50.6%	47.9%	43.1%	36.4%	<b>48.3%</b>

**Table B3.** Participation rate at CTCs by race/ethnicity and cohort year. This information is also presented in Figure 9.

	2006	2007	2008	2009	2010	2011	Total
American Indian/Alaska Native	53.7%	50.0%	41.5%	41.6%	35.0%	26.2%	<b>43.3%</b>
Asian	65.9%	63.8%	59.9%	58.9%	54.8%	48.4%	<b>58.8%</b>
Black	63.8%	60.0%	58.0%	52.6%	47.5%	38.3%	<b>54.0%</b>
Hispanic	55.2%	52.7%	50.7%	47.9%	42.0%	34.7%	<b>46.4%</b>
Multi-Racial/ Ethnic	64.2%	62.0%	56.5%	50.5%	47.7%	41.3%	<b>51.5%</b>
Pacific Islander	56.2%	41.9%	41.7%	39.5%	34.2%	27.2%	<b>38.6%</b>
White	59.6%	57.1%	54.5%	51.6%	47.0%	40.9%	<b>52.2%</b>

**Table B4.** Participation rate at CTCs by free and reduced meal service and cohort year. This information is also presented in Figure 10.

Free/Reduced Meal Service		2006	2007	2008	2009	2010	2011	Total
Last	No	61.9%	59.4%	57.2%	54.5%	49.7%	44.4%	<b>55.0%</b>
	Yes	54.1%	52.4%	49.1%	46.3%	41.5%	33.7%	<b>45.6%</b>
Ever	No	62.4%	60.2%	58.0%	55.5%	50.7%	45.5%	<b>55.8%</b>
	Yes	56.4%	53.4%	50.0%	46.9%	42.2%	34.8%	<b>47.1%</b>

**Table B5. Participation rate at CTCs by bilingual program and cohort year.**  
This information is also presented in Figure 10.

Bilingual Program		2006	2007	2008	2009	2010	2011	Total
Last	No	60.0%	57.5%	54.5%	51.6%	46.7%	40.2%	<b>51.9%</b>
	Yes	44.5%	40.2%	38.9%	35.2%	32.7%	24.5%	<b>36.1%</b>
Ever	No	60.0%	57.5%	54.6%	51.7%	46.9%	40.4%	<b>52.0%</b>
	Yes	52.4%	47.9%	45.7%	41.3%	37.0%	28.6%	<b>42.5%</b>

**Table B6. Participation rate at CTCs by special education program and cohort year.**  
This information is also presented in Figure 10.

Special Education Program		2006	2007	2008	2009	2010	2011	Total
Last	No	61.4%	58.8%	56.0%	53.0%	48.3%	41.9%	<b>53.4%</b>
	Yes	43.2%	40.1%	36.9%	34.9%	28.8%	22.6%	<b>34.4%</b>
Ever	No	61.4%	59.0%	56.2%	53.2%	48.5%	41.9%	<b>53.5%</b>
	Yes	48.0%	43.6%	40.6%	37.6%	31.5%	25.9%	<b>38.1%</b>

**Table B7. Participation rate at CTCs by final enrollment status and cohort year.**  
This information is also presented in Figure 11.

Final Enrollment Status	2006	2007	2008	2009	2010	2011	Total
Deceased	10.4%	10.5%	13.7%	10.6%	7.3%	10.5%	<b>10.6%</b>
Dropout/Unknown	56.5%	51.7%	47.6%	43.2%	36.5%	31.2%	<b>45.7%</b>
Enrolled/Promoted	72.5%	71.4%	38.6%	35.7%	35.2%	20.1%	<b>39.6%</b>
Graduation	63.2%	60.6%	57.9%	55.4%	50.6%	44.2%	<b>55.4%</b>
Transfer	42.3%	40.0%	38.7%	36.1%	31.4%	26.5%	<b>35.5%</b>

**Table B8. Percent of awards by type earned and number of awards and awardees at CTCs for all cohorts. This information is also presented in Figure 12.**

	High School Completion or GED	Certificates	Unique Program or Non-Credit Occupational Training Completion	Workforce and General Studies Degrees	Associate Degree	Applied Baccalaureate Degree	Total Awards	Total Awardees
Ninth Grade Cohort	13.9%	21.4%	5.4%	9.5%	49.7%	0.1%	66,988	54,938

**Table B9. Percent of awards by type earned and number of awards and awardees at CTCs by gender.**  
This information is also presented in Figure 13.

	High School Completion or GED	Certificates	Unique Program or Non-Credit Occupational Training Completion	Workforce and General Studies Degrees	Associate Degree	Applied Baccalaureate Degree	Total Awards	Total Awardees
Female	12.6%	18.9%	5.0%	8.5%	54.9%	0.1%	36,717	31,080
Male	15.4%	24.4%	5.9%	10.9%	43.4%	0.1%	30,271	23,858

**Table B10.** Percent of awards by type earned and number of awards and awardees at CTCs by race/ethnicity. This information is also presented in Figure 14.

	High School Completion or GED	Certificates	Unique Program or Non-Credit Occupational Training Completion	Workforce and General Studies Degrees	Associate Degree	Applied Baccalaureate Degree	Total Awards	Total Awardees
American Indian/Alaska Native	29.1%	24.2%	6.5%	7.5%	32.7%	0.1%	1,038	846
Asian	7.9%	20.7%	4.2%	7.2%	59.9%	0.1%	5,281	4,339
Black	26.7%	29.9%	5.3%	5.8%	32.3%	0.0%	2,474	2,095
Hispanic	16.4%	25.4%	10.2%	7.6%	40.2%	0.1%	7,890	6,371
Multi-Racial/Ethnic	20.9%	20.5%	4.3%	7.5%	46.7%	0.0%	2,286	1,876
Pacific Islander	23.7%	20.5%	9.4%	4.5%	42.0%	0.0%	224	194
White	12.7%	20.3%	4.7%	10.5%	51.6%	0.1%	47,795	39,217

**Table B11.** Percent of awards by type earned and number of awards and awardees at CTCs by Free/Reduced Meal Service (last status). This information is also presented in Figure 15.

FRMS	High School Completion or GED	Certificates	Unique Program or Non-Credit Occupational Training Completion	Workforce and General Studies Degrees	Associate Degree	Applied Baccalaureate Degree	Total Awards	Total Awardees
No	11.6%	19.8%	4.6%	9.6%	54.2%	0.1%	47,607	39,212
Yes	19.3%	25.2%	7.4%	9.4%	38.7%	0.1%	19,381	15,726

**Table B12.** Percent of awards by type earned and number of awards and awardees at CTCs by bilingual program (last status). This information is also presented in Figure 15.

Bilingual Program	High School Completion or GED	Certificates	Unique Program or Non-Credit Occupational Training Completion	Workforce and General Studies Degrees	Associate Degree	Applied Baccalaureate Degree	Total Awards	Total Awardees
No	13.9%	21.1%	5.3%	9.5%	50.0%	0.1%	66,194	54,356
Yes	11.6%	43.3%	10.7%	12.6%	21.7%	0.1%	794	582

**Table B13.** Percent of awards by type earned and number of awards and awardees at CTCs by special education program (last status). This information is also presented in Figure 15.

Special Education Program	High School Completion or GED	Certificates	Unique Program or Non-Credit Occupational Training Completion	Workforce and General Studies Degrees	Associate Degree	Applied Baccalaureate Degree	Total Awards	Total Awardees
No	13.6%	20.5%	5.2%	9.5%	51.1%	0.1%	64,289	52,887
Yes	20.2%	42.0%	9.2%	11.4%	17.2%	0.0%	2,699	2,051

**Table B14.** Percent of awards by type earned and number of awards and awardees at CTCs by Free/Reduced Meal Service (ever). This information is also presented in Figure 15.

FRMS (ever)	High School Completion or GED	Certificates	Unique Program or Non-Credit Occupational Training Completion	Workforce and General Studies Degrees	Associate Degree	Applied Baccalaureate Degree	Total Awards	Total Awardees
No	7.5%	19.1%	4.4%	9.8%	59.1%	0.1%	39,563	32,691
Yes	23.0%	24.7%	6.9%	9.2%	36.1%	0.1%	27,425	22,247

**Table B15.** Percent of awards by type earned and number of awards and Awardees at CTCs by bilingual program (ever). This information is also presented in Figure 15.

Bilingual Program (ever)	High School Completion or GED	Certificates	Unique Program or Non-Credit Occupational Training Completion	Workforce and General Studies Degrees	Associate Degree	Applied Baccalaureate Degree	Total Awards	Total Awardees
No	13.8%	20.9%	5.3%	9.4%	50.5%	0.1%	64,669	53,163
Yes	14.7%	35.0%	8.6%	13.1%	28.5%	0.1%	2,319	1,775

**Table B16.** Percent of awards by type earned and number of awards and awardees at CTCs by special education program (ever). This information is also presented in Figure 15.

Special Education Program (ever)	High School Completion or GED	Certificates	Unique Program or Non-Credit Occupational Training Completion	Workforce and General Studies Degrees	Associate Degree	Applied Baccalaureate Degree	Total Awards	Total Awardees
No	13.2%	20.3%	5.2%	9.5%	51.8%	0.1%	62,708	51,681
Yes	23.6%	37.6%	8.6%	10.6%	19.6%	0.0%	4,280	3,257

**Table B17.** Percent of awards by type earned and number of awards and awardees at CTCs by final enrollment status. This information is also presented in Figure 16.

Final Enrollment Status	High School Completion or GED	Certificates	Unique Program or Non-Credit Occupational Training Completion	Workforce and General Studies Degrees	Associate Degree	Applied Baccalaureate Degree	Total Awards	Total Awardees
Dropout/Unknown	65.5%	17.9%	4.7%	3.8%	8.0%	0.0%	7,701	6,532
Enrolled/Promoted	46.6%	22.6%	7.9%	8.4%	14.5%	0.0%	656	474
Graduation	2.8%	21.9%	5.5%	10.5%	59.2%	0.1%	53,418	43,826
Transfer	46.6%	21.4%	4.7%	8.8%	18.4%	0.1%	5,211	4,104

## Appendix C: OSPI Ninth Grade Cohorts Four-Year Higher Education Participation and Achievements

**Table C1.** Participation at Washington State public four-year higher education institutions by cohort year. This information is also presented in Figure 17.

	2006	2007	2008	2009	2010	2011	Total
Ninth Grade Cohort	18,343	18,171	17,413	17,146	16,142	15,542	102,757
	22.3%	22.6%	22.0%	22.1%	20.8%	20.2%	21.7%

**Table C2.** Participation rate at Washington State public four-year higher education institutions by gender and cohort year. This information is also presented in Figure 18.

Gender	2006	2007	2008	2009	2010	2011	Total
Female	25.1%	25.0%	24.5%	24.9%	23.6%	22.6%	24.3%
Male	19.7%	20.3%	19.7%	19.6%	18.0%	17.9%	19.2%

**Table C3.** Participation rate at Washington State public four-year higher education institutions by race/ethnicity and cohort year. This information is also presented in Figure 19.

Gender	2006	2007	2008	2009	2010	2011	Total
American Indian/ Alaska Native	9.5%	9.7%	8.2%	9.0%	8.7%	9.1%	9.1%
Asian	39.0%	39.5%	40.2%	41.1%	38.7%	40.5%	39.8%
Black	13.6%	14.3%	13.7%	14.2%	15.4%	14.8%	14.3%
Hispanic	11.8%	12.3%	13.2%	13.9%	13.2%	14.1%	13.2%
Multi-Racial/ Ethnic	15.0%	29.5%	21.1%	21.1%	20.2%	19.4%	21.4%
Pacific Islander	14.4%	8.7%	10.8%	12.1%	11.4%	12.4%	11.6%
White	23.8%	23.6%	23.3%	23.3%	21.7%	20.5%	22.8%

**Table C4.** Participation rate at Washington State public four-year higher education institutions by Free and Reduced Meal Service and cohort year. This information is also presented in Figure 20.

Free/Reduced Meal Service		2006	2007	2008	2009	2010	2011	Total
Last	No	26.8%	27.5%	27.3%	27.9%	26.1%	25.4%	26.9%
	Yes	11.5%	12.5%	12.9%	13.5%	12.8%	13.0%	12.8%
Ever	No	32.1%	32.0%	31.2%	31.5%	29.7%	28.9%	31.0%
	Yes	11.0%	11.3%	11.8%	12.6%	12.1%	12.4%	11.9%

**Table C5.** Participation rate at Washington State public four-year higher education institutions by bilingual program and cohort year. This information is also presented in Figure 20.

Bilingual Program		2006	2007	2008	2009	2010	2011	Total
Last	No	22.7%	23.0%	22.4%	22.6%	21.1%	20.6%	22.1%
	Yes	4.0%	3.6%	5.0%	3.2%	3.1%	4.1%	3.8%
Ever	No	23.0%	23.3%	22.7%	22.9%	21.4%	20.8%	22.4%
	Yes	8.9%	7.6%	8.1%	6.5%	6.0%	7.5%	7.5%

**Table C6.** Participation rate at Washington State public four-year higher education institutions by special education program and cohort year. This information is also presented in Figure 20.

Special Education		2006	2007	2008	2009	2010	2011	Total
Last	No	24.4%	24.6%	24.1%	24.3%	22.7%	22.3%	23.7%
	Yes	2.9%	2.7%	2.4%	2.1%	2.1%	2.3%	2.4%
Ever	No	25.1%	25.2%	24.7%	24.8%	23.3%	22.8%	24.3%
	Yes	3.9%	3.5%	3.3%	3.1%	2.8%	2.9%	3.2%

**Table C7.** Participation rate at Washington State public four-year higher education institutions by final enrollment status and cohort year. This information is also presented in Figure 21.

Final Enrollment Status	2006	2007	2008	2009	2010	2011	Total
Deceased	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.2%
Dropout/Unknown	1.6%	1.2%	1.1%	1.6%	1.0%	1.1%	1.3%
Enrolled/Promoted	4.3%	4.3%	1.8%	2.2%	6.0%	3.0%	3.1%
Graduation	30.8%	30.0%	28.9%	29.2%	27.1%	26.9%	28.8%
Transfer	3.6%	4.1%	4.2%	3.5%	3.6%	3.3%	3.7%

**Table C8.** Percent of attendees earning awards by type earned and number of awards and awardees at Washington State public four-year higher education institutions for all cohorts. This information is also presented in Figure 22.

	Postsecondary Award	Bachelor's Degree	Post-Baccalaureate Certificate	Master's Degree and Above	Total Awards	Total Awardees
Ninth Grade Cohort	0.5%	27.3%	0.3%	0.6%	30,455	28,194

**Table C9.** Percent of attendees earning awards by gender by type earned and number of awards and awardees at Washington State public four-year higher education institutions for all cohorts. This information is also presented in Figure 23.

	Postsecondary Award	Bachelor's Degree	Post-Baccalaureate Certificate	Master's Degree and Above	Total Awards	Total Awardees
Female	0.6%	29.1%	0.5%	0.6%	17,860	16,349
Male	0.3%	25.2%	0.1%	0.5%	12,595	11,845

**Table C10.** Percent of attendees earning awards by race/ethnicity by type earned and number of awards and awardees at Washington State public four-year higher education institutions for all cohorts. This information is also presented in Figure 24.

	Postsecondary Award	Bachelor's Degree	Post-Baccalaureate Certificate	Master's Degree and Above	Total Awards	Total Awardees
American Indian/Alaska Native	0.3%	22.6%	0.1%	0.8%	236	219
Asian	0.2%	32.2%	0.0%	0.6%	4,488	4,208
Black	0.1%	20.4%	0.0%	0.2%	727	690
Hispanic	0.4%	16.8%	0.2%	0.3%	1,715	1,560
Multi-Racial/Ethnic	0.5%	22.3%	0.2%	0.5%	983	917
Pacific Islander	0.0%	16.8%	0.0%	0.0%	59	57
White	0.5%	28.5%	0.4%	0.6%	22,247	20,543

**Table C11.** Percent of attendees earning awards by Free/Reduced Meal Service by type earned and number of awards and awardees at Washington State public four-year higher education institutions for all cohorts. This information is also presented in Figure 25.

FRMS		Postsecondary Award	Bachelor's Degree	Post-Baccalaureate Certificate	Master's Degree and Above	Total Awards	Total Awardees
Last	No	0.5%	29.8%	0.4%	0.6%	25,969	24,050
	Yes	0.3%	18.6%	0.2%	0.3%	4,486	4,144
Ever	No	0.5%	29.9%	0.4%	0.6%	24,467	22,655
	Yes	0.3%	20.2%	0.2%	0.4%	5,988	5,539

**Table C12.** Percent of attendees earning awards by bilingual program by type earned and number of awards and awardees at Washington State public four-year higher education institutions for all cohorts. This information is also presented in Figure 25.

Bilingual Program		Postsecondary Award	Bachelor's Degree	Post-Baccalaureate Certificate	Master's Degree and Above	Total Awards	Total Awardees
Last	No	0.5%	27.4%	0.3%	0.6%	30,384	28,129
	Yes	0.5%	17.0%	0.3%	0.0%	71	65
Ever	No	0.5%	27.4%	0.3%	0.6%	30,031	27,812
	Yes	0.6%	23.6%	0.1%	0.3%	424	382



**Table C13.** Percent of attendees earning awards by special education program by type earned and number of awards and awardees at Washington State public four-year higher education institutions for all cohorts. This information is also presented in Figure 25.

Special Education		Postsecondary Award	Bachelor's Degree	Post-Baccalaureate Certificate	Master's Degree and Above	Total Awards	Total Awardees
Last	No	0.5%	27.5%	0.3%	0.6%	30,273	28,020
	Yes	0.3%	15.7%	0.2%	0.0%	182	174
Ever	No	0.5%	27.5%	0.3%	0.6%	30,067	27,826
	Yes	0.3%	19.1%	0.2%	0.1%	388	368

**Table C14.** Percent of attendees earning awards by final enrollment status by type earned and number of awards and awardees at Washington State public four-year higher education institutions for all cohorts. This information is also presented in Figure 26.

Final Enrollment Status	Postsecondary Award	Bachelor's Degree	Post-Baccalaureate Certificate	Master's Degree and Above	Total Awards	Total Awardees
Dropout/Unknown	0.2%	16.3%	0.0%	0.2%	156	149
Enrolled/Promoted	0.0%	8.3%	0.0%	0.0%	13	13
Graduation	0.5%	27.5%	0.3%	0.6%	29,733	27,523
Transfer	0.2%	26.6%	0.1%	0.2%	553	509

## Appendix D: Ninth Grade Cohorts Workforce/Wages Participation

**Table D1.** Participation (percent covered) under unemployment insurance (UI) wages by cohort year. This information is also presented in Figure 27.

	2006	2007	2008	2009	2010	2011	Total
Ninth Grade Cohort	55,275	52,488	48,094	44,701	40,753	33,510	274,821
	67.3%	65.2%	60.8%	57.7%	52.4%	43.6%	58.0%

**Table D2.** Participation (percent covered) under unemployment insurance (UI) wages by gender and cohort year. This information is also presented in Figure 28.

Gender	2006	2007	2008	2009	2010	2011	Total
Female	69.6%	67.4%	63.7%	60.7%	55.8%	46.8%	60.8%
Male	65.1%	63.1%	58.1%	54.9%	49.2%	40.5%	55.3%

**Table D3.** Participation (percent covered) under unemployment insurance (UI) wages by race/ethnicity and cohort year. This information is also presented in Figure 29.

	2006	2007	2008	2009	2010	2011	Total
American Indian/ Alaska Native	62.3%	59.1%	53.2%	52.0%	44.4%	35.4%	<b>53.0%</b>
Asian	70.6%	68.1%	62.0%	59.6%	52.7%	44.6%	<b>59.8%</b>
Black	61.6%	61.0%	56.2%	53.2%	49.1%	38.0%	<b>53.8%</b>
Hispanic	57.9%	55.9%	54.9%	52.6%	48.9%	41.0%	<b>51.3%</b>
Multi-Racial/ Ethnic	66.6%	67.5%	61.9%	57.8%	52.7%	42.4%	<b>56.1%</b>
Pacific Islander	57.4%	51.1%	48.4%	40.8%	34.0%	28.2%	<b>41.5%</b>
White	69.2%	67.1%	62.6%	59.5%	53.9%	45.1%	<b>60.1%</b>

**Table D4.** Participation (percent covered) under unemployment insurance (UI) wages by Free/Reduced Meal Services and cohort year. This information is also presented in Figure 30.

Free/Reduced Meal Service		2006	2007	2008	2009	2010	2011	Total
Last	No	70.3%	68.1%	63.8%	60.9%	55.6%	47.0%	<b>61.6%</b>
	Yes	60.0%	59.2%	55.7%	53.0%	47.7%	38.9%	<b>51.8%</b>
Ever	No	72.2%	70.0%	65.3%	62.3%	57.2%	48.3%	<b>63.1%</b>
	Yes	61.6%	59.4%	55.8%	53.1%	47.8%	39.3%	<b>52.6%</b>

**Table D5.** Participation (percent covered) under unemployment insurance (UI) wages by bilingual program and cohort year. This information is also presented in Figure 30.

Bilingual Program		2006	2007	2008	2009	2010	2011	Total
Last	No	67.9%	65.7%	61.3%	58.2%	52.9%	44.0%	<b>58.5%</b>
	Yes	41.9%	38.5%	37.0%	34.7%	31.3%	24.3%	<b>34.7%</b>
Ever	No	68.1%	66.0%	61.6%	58.5%	53.2%	44.3%	<b>58.8%</b>
	Yes	51.4%	47.6%	43.9%	41.4%	35.9%	29.4%	<b>41.9%</b>

**Table D6.** Participation (percent covered) under unemployment insurance (UI) wages by special education program and cohort year. This information is also presented in Figure 30.

Special Education		2006	2007	2008	2009	2010	2011	Total
Last	No	69.4%	67.3%	63.0%	60.0%	54.7%	46.0%	<b>60.2%</b>
	Yes	47.8%	43.8%	40.2%	36.7%	30.8%	22.8%	<b>37.0%</b>
Ever	No	69.6%	67.7%	63.3%	60.4%	55.2%	46.4%	<b>60.6%</b>
	Yes	51.6%	47.1%	43.1%	38.9%	32.6%	24.6%	<b>39.8%</b>

**Table D7.** Participation (percent covered) under unemployment insurance (UI) wages by last enrollment status and cohort year. This information is also presented in Figure 31.

Final Enrollment Status	2006	2007	2008	2009	2010	2011	Total
Dropout/Unknown	60.8%	56.4%	50.8%	46.8%	39.1%	31.0%	<b>48.9%</b>
Enrolled/Promoted	70.3%	64.3%	38.5%	36.0%	41.4%	22.2%	<b>40.1%</b>
Graduation	72.9%	70.4%	66.1%	63.7%	58.4%	49.6%	<b>63.6%</b>
Transfer	43.4%	41.6%	38.7%	35.1%	29.1%	24.6%	<b>35.1%</b>

## Appendix E: OSPI Ninth Grade Cohorts Workforce/Unemployment Benefits Participation

**Table E1.** Percent receiving unemployment insurance (UI) benefits by cohort year. This information is also presented in Figure 32.

	2006	2007	2008	2009	2010	2011	Total
Ninth Grade Cohort	7,272	4,802	2,778	1,445	597	189	<b>17,083</b>
	8.9%	6.0%	3.5%	1.9%	0.8%	0.2%	<b>3.6%</b>

**Table E2.** Percent receiving unemployment insurance (UI) benefits by gender and cohort year. This information is also presented in Figure 33.

Gender	2006	2007	2008	2009	2010	2011	Total
Female	7.4%	4.8%	2.9%	1.3%	0.5%	0.2%	<b>2.9%</b>
Male	10.3%	7.1%	4.1%	2.4%	1.0%	0.3%	<b>4.3%</b>

**Table E3.** Percent receiving unemployment insurance (UI) benefits by race/ethnicity and cohort year. This information is also presented in Figure 34.

Race/Ethnicity	2006	2007	2008	2009	2010	2011	Total
American Indian/ Alaska Native	8.3%	4.9%	2.3%	1.7%	0.6%	0.5%	<b>3.7%</b>
Asian	4.6%	2.4%	1.1%	0.7%	0.2%	0.2%	<b>1.6%</b>
Black	9.6%	6.4%	3.4%	1.8%	0.4%	0.1%	<b>3.9%</b>
Hispanic	12.2%	9.1%	5.6%	3.4%	1.4%	0.5%	<b>4.9%</b>
Multi-Racial/ Ethnic	10.0%	4.1%	3.4%	1.6%	0.7%	0.2%	<b>2.3%</b>
Pacific Islander	7.2%	6.0%	4.1%	1.1%	0.0%	0.0%	<b>2.5%</b>
White	8.7%	5.9%	3.4%	1.6%	0.7%	0.2%	<b>3.6%</b>

**Table E4.** Percent receiving unemployment insurance (UI) benefits by Free/Reduced Meal Services and cohort year. This information is also presented in Figure 35.

Free/Reduced Meal Service	2006	2007	2008	2009	2010	2011	Total
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Last	No	8.1%	5.2%	3.0%	1.5%	0.6%	0.2%	<b>3.4%</b>
	Yes	10.7%	7.6%	4.4%	2.4%	1.0%	0.4%	<b>4.0%</b>
Ever	No	6.9%	4.6%	2.7%	1.3%	0.5%	0.1%	<b>2.8%</b>
	Yes	11.1%	7.6%	4.5%	2.5%	1.0%	0.4%	<b>4.4%</b>

**Table E5.** Percent receiving unemployment insurance (UI) benefits by bilingual program and cohort year. This information is also presented in Figure 35.

Bilingual Program		2006	2007	2008	2009	2010	2011	Total
Last	No	8.8%	5.9%	3.5%	1.8%	0.8%	0.2%	<b>3.6%</b>
	Yes	11.7%	7.9%	5.4%	3.8%	1.0%	0.4%	<b>5.1%</b>
Ever	No	8.7%	5.8%	3.4%	1.8%	0.8%	0.2%	<b>3.5%</b>
	Yes	11.5%	8.6%	5.5%	3.2%	1.1%	0.4%	<b>5.3%</b>

**Table E6.** Percent receiving unemployment insurance (UI) benefits by special education program (last) and cohort year. This information is also presented in Figure 35.

Special Education		2006	2007	2008	2009	2010	2011	Total
Last	No	8.9%	6.0%	3.6%	1.9%	0.8%	0.2%	<b>3.6%</b>
	Yes	8.3%	5.2%	2.9%	1.8%	0.7%	0.3%	<b>3.2%</b>
Ever	No	8.9%	6.0%	3.6%	1.9%	0.8%	0.2%	<b>3.6%</b>
	Yes	8.7%	5.4%	3.1%	1.7%	0.7%	0.2%	<b>3.4%</b>

**Table E7.** Percent receiving unemployment insurance (UI) benefits by last enrollment status and cohort year. This information is also presented in Figure 36.

Final Enrollment Status	2006	2007	2008	2009	2010	2011	Total
Dropout/Unknown	12.4%	8.3%	5.2%	3.1%	1.5%	0.5%	<b>5.8%</b>
Enrolled/Promoted	11.7%	8.4%	2.4%	1.2%	1.0%	0.0%	<b>2.7%</b>
Graduation	8.2%	5.6%	3.3%	1.7%	0.6%	0.2%	<b>3.3%</b>
Transfer	7.5%	4.9%	2.9%	1.5%	0.8%	0.3%	<b>3.0%</b>

## Appendix F: OSPI Ninth Grade Cohorts Jail and Department of Corrections Participation

**Table F1.** Percent of cohort booked into county jail or admitted by Washington State Department of Corrections. This information is also presented in Figure 37.

	2006	2007	2008	2009	2010	2011	Total
Jail	8,478 10.3%	7,156 8.9%	5,459 6.9%	3,804 4.9%	2,328 3.0%	1,181 1.5%	<b>28,406</b> <b>6.0%</b>
DOC	1,446 1.8%	1,207 1.5%	919 1.2%	644 0.8%	372 0.5%	213 0.3%	<b>4,801</b> <b>1.0%</b>

**Table F2.** Percent of cohort booked into county jail or admitted by Washington State Department of Corrections by Gender. This information is also presented in Figure 38.

		2006	2007	2008	2009	2010	2011	Total
Jail	Female	6.2%	5.1%	3.9%	2.6%	1.5%	0.7%	<b>3.4%</b>
	Male	14.2%	12.4%	9.7%	7.1%	4.4%	2.4%	<b>8.5%</b>
DOC	Female	0.6%	0.4%	0.3%	0.2%	0.1%	0.0%	<b>0.3%</b>
	Male	2.9%	2.5%	1.9%	1.4%	0.9%	0.5%	<b>1.7%</b>

**Table F3a.** Percent of cohort booked into county jail by Race/Ethnicity. This information is also presented in Figure 39.

Race/Ethnicity	2006	2007	2008	2009	2010	2011	Total
American Indian/ Alaska Native	22.0%	19.3%	15.3%	13.2%	7.0%	3.8%	<b>14.9%</b>
Asian	4.8%	3.9%	2.5%	2.0%	0.9%	0.4%	<b>2.5%</b>
Black	20.7%	17.8%	16.6%	11.3%	6.6%	4.3%	<b>13.3%</b>
Hispanic	11.8%	11.2%	8.5%	6.0%	3.6%	1.8%	<b>6.7%</b>
Multi-Racial/ Ethnic	15.2%	9.2%	8.6%	5.5%	3.7%	1.8%	<b>6.0%</b>
Pacific Islander	13.5%	8.2%	5.5%	5.4%	3.8%	1.5%	<b>5.6%</b>
White	9.2%	7.8%	5.9%	4.2%	2.6%	1.3%	<b>5.4%</b>

**Table F3b.** Percent of cohort admitted by Washington State Department of Corrections by Race/Ethnicity. This information is also presented in Figure 39.

Race/Ethnicity	2006	2007	2008	2009	2010	2011	Total
American Indian/ Alaska Native	2.9%	2.5%	2.6%	1.5%	0.6%	0.3%	<b>1.9%</b>
Asian	0.6%	0.5%	0.4%	0.4%	0.1%	0.0%	<b>0.3%</b>
Black	5.0%	4.2%	4.1%	2.3%	1.5%	1.0%	<b>3.1%</b>
Hispanic	2.5%	2.2%	1.7%	1.3%	0.8%	0.5%	<b>1.4%</b>
Multi-Racial/ Ethnic	3.1%	1.7%	1.7%	0.8%	0.5%	0.2%	<b>1.0%</b>
Pacific Islander	2.4%	1.5%	1.6%	1.1%	0.7%	0.5%	<b>1.2%</b>
White	1.4%	1.2%	0.8%	0.6%	0.3%	0.2%	<b>0.8%</b>

**Table F4a.** Percent booked into county jail by Free/Reduced Meal Service. This information is also presented in Figure 40.

Free/Reduced Meal Service		2006	2007	2008	2009	2010	2011	Total
Last	No	8.7%	7.0%	5.5%	3.6%	2.3%	1.2%	5.0%
	Yes	14.4%	12.7%	9.2%	6.9%	4.1%	2.0%	7.8%
Ever	No	5.7%	4.5%	3.4%	2.1%	1.1%	0.4%	3.0%
	Yes	15.6%	14.1%	10.8%	7.8%	4.8%	2.5%	9.2%

**Table F4b.** Percent admitted by Washington State Department of Corrections by Free/Reduced Meal Services. This information is also presented in Figure 40.

Free/Reduced Meal Service		2006	2007	2008	2009	2010	2011	Total
Last	No	1.4%	1.1%	0.9%	0.6%	0.3%	0.2%	0.8%
	Yes	2.7%	2.2%	1.7%	1.2%	0.7%	0.4%	1.4%
Ever	No	0.6%	0.5%	0.3%	0.2%	0.1%	0.0%	0.3%
	Yes	3.1%	2.7%	2.1%	1.5%	0.9%	0.5%	1.8%

**Table F5a.** Percent booked into county jail by bilingual program. This information is also presented in Figure 40.

Bilingual Program		2006	2007	2008	2009	2010	2011	Total
Last	No	10.4%	8.9%	6.9%	4.9%	3.0%	1.5%	6.0%
	Yes	8.4%	9.0%	5.2%	4.9%	2.7%	1.5%	5.3%
Ever	No	10.3%	8.8%	6.9%	4.9%	3.0%	1.5%	6.0%
	Yes	10.0%	10.3%	7.1%	5.9%	3.6%	2.1%	6.6%

**Table F5b.** Percent admitted by Washington State Department of Corrections by bilingual program. This information is also presented in Figure 40.

Bilingual Program		2006	2007	2008	2009	2010	2011	Total
Last	No	1.8%	1.5%	1.2%	0.8%	0.5%	0.3%	1.0%
	Yes	1.4%	2.2%	1.1%	0.9%	0.7%	0.5%	1.1%
Ever	No	1.8%	1.5%	1.1%	0.8%	0.5%	0.3%	1.0%
	Yes	1.9%	2.4%	1.7%	1.4%	0.9%	0.6%	1.5%

**Table F6a.** Percent booked into county jail by special education program. This information is also presented in Figure 40.

Special Education Program		2006	2007	2008	2009	2010	2011	Total
Last	No	9.8%	8.4%	6.5%	4.6%	2.7%	1.4%	5.6%
	Yes	15.0%	13.8%	10.7%	8.2%	5.4%	2.8%	9.3%
Ever	No	9.2%	7.9%	6.0%	4.2%	2.4%	1.2%	5.2%
	Yes	17.9%	16.2%	13.1%	9.8%	7.0%	3.8%	11.4%

**Table F6b.** Percent admitted by Washington State Department of Corrections by special education program. This information is also presented in Figure 40.

Special Education Program		2006	2007	2008	2009	2010	2011	Total
Last	No	1.6%	1.3%	1.1%	0.8%	0.4%	0.2%	0.9%
	Yes	3.4%	3.2%	2.2%	1.6%	1.1%	0.7%	2.0%
Ever	No	1.8%	1.5%	1.1%	0.8%	0.5%	0.3%	1.0%
	Yes	1.9%	2.4%	1.7%	1.4%	0.9%	0.6%	1.5%

**Table F7a.** Percent booked into county jail by final enrollment status. This information is also presented in Figure 41.

Final Enrollment Status	2006	2007	2008	2009	2010	2011	Total
Dropout/Unknown	24.9%	23.8%	20.1%	16.4%	10.8%	6.0%	17.9%
Enrolled/Promoted	13.9%	15.3%	8.2%	5.5%	2.1%	0.8%	6.3%
Graduation	5.6%	4.7%	3.4%	2.1%	1.1%	0.4%	2.9%
Transfer	16.4%	15.4%	12.8%	9.7%	6.2%	3.7%	10.5%

**Table F7b.** Percent admitted by Washington State Department of Corrections by final enrollment status. This information is also presented in Figure 41.

Final Enrollment Status	2006	2007	2008	2009	2010	2011	Total
Dropout/Unknown	4.8%	4.7%	3.8%	3.2%	1.7%	1.2%	3.4%
Enrolled/Promoted	3.0%	2.8%	1.1%	0.6%	0.3%	0.1%	1.0%
Graduation	0.6%	0.4%	0.3%	0.2%	0.1%	0.0%	0.3%
Transfer	4.3%	4.0%	3.6%	2.3%	1.6%	0.7%	2.7%



