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# Education and Employment Characteristics of Incarcerated Young Adults

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WASHINGTON STATE  
**Statistical Analysis Center**  
Informing a data-driven justice system

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## About Washington State Statistical Analysis Center

The Washington Statistical Analysis Center (SAC) conducts and publishes objective, 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

This study explores the education and employment characteristics of individuals 22 and under incarcerated in Washington State. The cohort represented in this study consisted of individuals who were aged 18–22 on September 30, 2014 (defined as individuals born October 1, 1991 through September 30, 1996) who were identified as incarcerated within the Department of Corrections (DOC) or in the Jail system on or at any point prior to that date. This research was conducted using identity matching to link the identities of individuals in the cohort with educational and employment information found in the Education Research and Data Center (ERDC) P20-ID system. This included their (1) 7th–12th grade WA public education records, (2) post-secondary education records (which includes WA public community and technical colleges, as well as WA public four-year universities), and (3) their employment history.

### Department of Corrections and Jail Data

A total of 6,286 persons were identified as offenders incarcerated within the Washington Department of Corrections (DOC) who were aged 18–22 years-of-age on September 30, 2014 (based on the April 2015 data file provided by the DOC). Similarly, 37,532 persons were identified as offenders incarcerated within the Jail system who were 18–22 years-of-age on September 30, 2014 (based on the 2009–2014 Jail file provided by the Washington State Statistical Analysis Center). Of the 37,532 offenders in the Jail file, 7,194 persons arrested and booked served no jail time; i.e., total days incarcerated equaled zero.

From Table 1 we can see 1,506 offenders spent time in both a DOC facility and in the Jail system, 4,780 offenders were found only in the DOC file, and 36,026 offenders spent time only in a Jail facility. From this point forward in the study, individuals in the “Both Jail and DOC” category will be included with individuals in the “DOC” category. The two different groups can be thought of as differentiating between “brief” (Jail) vs. “extended” (DOC) incarceration.

Every individual incarcerated within the Department of Corrections already has a P20-ID within ERDC’s P20 data warehouse (since the DOC supplies data to the ERDC that feeds the data warehouse). However, 11,320 offenders in the Jail data could *not* be matched to a P20-ID within ERDC’s data warehouse (i.e., they could not be linked to any K–12, post-secondary, or employment records). These offenders could not be included in this study, since we know little about their activities beyond or prior to incarceration. In total, 30,992 offenders were matched with education and employment records and were included in the study. This group is referred to hereafter as the DOC/Jail cohort.

It is important to note that not all of the 30,992 offenders in the DOC/Jail cohort are included in all of the subsequent analyses. Not all of them, for example, were linked with a record from the Office of the Superintendent of Public Instruction (OSPI), and so were not included in all of the analyses related to K–12 education characteristics. Similarly, not all offenders were linked with wage or unemployment records, and thus are not included in all of the analyses related to employment characteristics. In short, many of the following analyses will focus on subgroups within the DOC/Jail cohort.

Table 1. Offenders in DOC and Jail by Correctional Status.

	Total offenders	Offenders successfully linked to a P201D
Jail (only)	36,026	24,706
DOC (only)	4,780	4,780
Both Jail and DOC	1,506	1,506
<b>Total</b>	<b>42,312</b>	<b>30,992</b>

## K-12 Education Characteristics of Offenders

Of the 30,992 offenders in the DOC/Jail cohort, 24,887 (80.3 percent) were also found in the Office of Superintendent of Public Instruction (OSPI) graduation and dropout files from 2005-2014. In addition, 94.3 percent of offenders in Jail system (excluding those who also had DOC records) were found in OSPI's records, and 25.2 percent of offenders with DOC records (DOC or Both) were found in OSPI's records. For the following analyses related to the K-12 education characteristics of offenders, only these individuals were included.

How many offenders graduated from high school, and how many dropped out?

Over one-third (37.9 percent) of the offenders in the cohort (that had OSPI administrative records) graduated high school. Additionally, some 17.2 percent were confirmed to have dropped out, and an additional 23.7 percent are assumed to have dropped out (this includes students with unknown status, for example), leading to a total of 41 percent of offenders who are thought to have dropped out (or, at least, for whom we have records of enrollment following the seventh grade, but no records of completing high school). Finally, nearly 18.5 percent of the offenders were documented as confirmed transfers out of their local school districts. Additionally, whereas just 17 percent of DOC offenders graduated high school, over 38 percent of Jail offenders graduated. This information is presented in Figure 1 and Table A1 in Appendix A. As a comparison, the adjusted 4-year cohort graduation rate for the Class of 2014 is 77.2 percent, and 79.9 percent for the 5-year cohort graduation rate (based on data from the OSPI [Washington State Report Card](#). Table A2 in Appendix A lists each final enrollment code (which provides useful information on the reasons offenders gave for dropping out of high school).

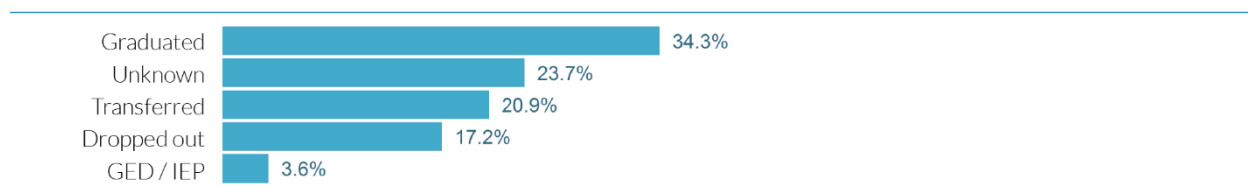


Figure 1. The last known OSPI enrollment status for offenders in the DOC/Jail cohort. This information is also presented in Table A2 in Appendix A.

## How many offenders participated in OSPI special programs?

Figure 2 (and Table A3 in Appendix A) presents the results for DOC/Jail offenders and their participation in various programs during their education at OSPI schools. During their last, most current enrollment status with OSPI, almost one-half of all offenders participated in the Free/Reduced Meal Service program (49.6 percent), with DOC participants participating at a slightly higher rate (53.1 percent). Section 504 participation relates to students with disabilities gaining equal access education. Overall, 1.6 percent of offenders in the cohort participated in Section 504 programs, and just over 2 percent of the offenders participated in the Transitional Bilingual program. In addition, 13.6 percent of offenders in the cohort participated in the Special Education, although the rate for the DOC cohort of offenders is over 7 percentage points higher. Finally, the Title I Migrant participation rate for the DOC/Jail cohort is 1.4 percent, overall.

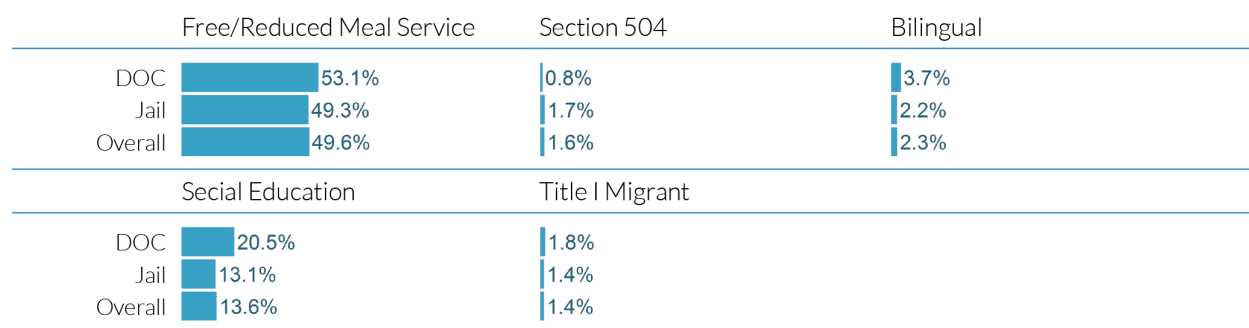


Figure 2. Total OSPI special program participation among offenders (with OSPI records) during their last enrollment of record, disaggregated by DOC and Jail offenders. This information is also presented in Table A3 in Appendix A.

Figure 3 (and Table A4 in Appendix A) presents the percentage of offenders in the cohort (with OSPI records) who *ever* participated in OSPI programs. These rates were at least 50% higher than the rates presented in Figure 2. For example, 89 percent of DOC offenders participated in Free/Reduced Meal Services (FRMS) at some point between 7th and 12th grade, compared to the 53% who participated in the program during their last year at OSPI. Overall, over three-fourths of DOC/Jail Offenders had some exposure to FRMS during their time in the Washington state public school system.

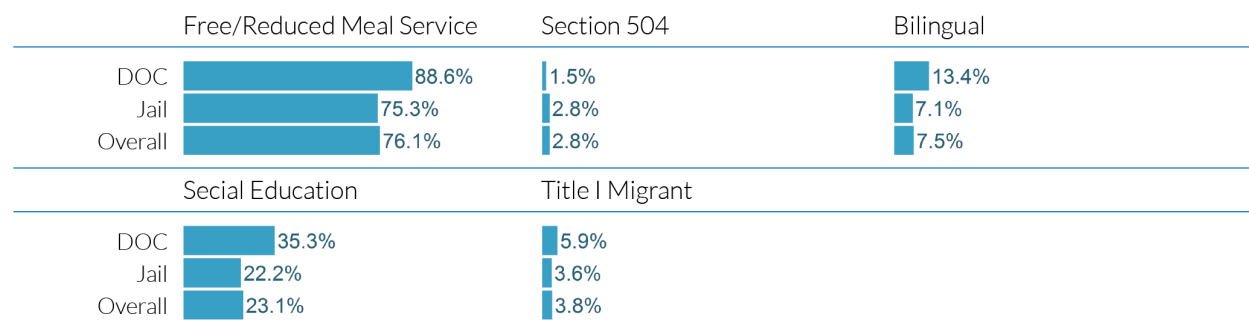


Figure 3. Total OSPI special program participation among offenders (with OSPI records) at any point, disaggregated by DOC and Jail offenders. This information is also presented in Table A4 in Appendix A.



What was the average high school Grade Point Average of offenders?

Figure 4 (and Table A5 in Appendix A) displays the estimated Grade Point Average (GPA) for offenders in the DOC/Jail cohort of offenders, disaggregated by final enrollment status. Not all offenders had a GPA recorded on their last record with OSPI (5,362 GPAs were missing on the last record), and so a GPA was estimated for these offenders. To do this, the last known GPA was used as a substitute for missing values on the last record. The average estimated GPA of offenders was below average C work (GPA=2.0), and DOC offenders had an estimated GPA of more than 0.25 lower than the total average of offenders in the cohort. Offenders who graduated and had a final GPA on record had a final average GPA of 2.35 (better than a C). The remaining groups of offenders barely have a GPA above a D average.

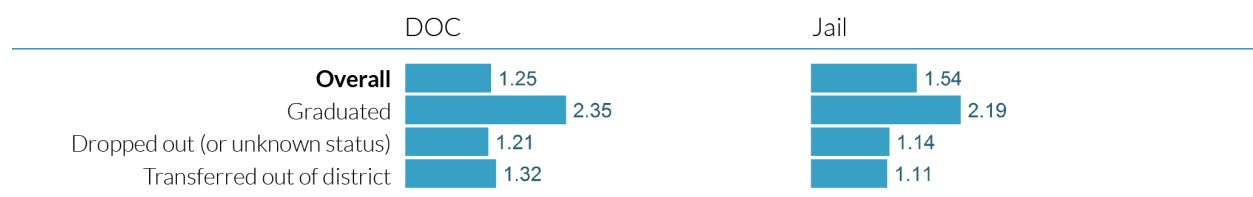


Figure 4. Final (estimated) GPA of offenders in the cohort (with OSPI records). The GPA of offenders without a final GPA on record were estimated based on previous records. This information is also presented in Table A5 in Appendix A.

## Post-secondary Education Characteristics of Offenders: Community and Technical Colleges

Of the 30,992 offenders that were found in the P20 identity warehouse, 14,259 also had administrative records in the databases provided by the Washington State Board for Community and Technical Colleges (SBCTC). A total of 46.0 percent of all DOC/Jail offenders (with a P20-ID) have some CTC experience, including 17.8 percent of the DOC group and 53.2 percent of the Jail group. This shows that those in the Jail system (without DOC records) were more likely to have enrolled in a community or technical college.

Figure 7 (and Table B1 in Appendix B) highlights whether offenders with CTC experience were academically inclined or enrolled just for basic skills and life-long learning. A greater percentage of DOC offenders (69 percent) indicated to their community or technical college that they were enrolled as Basic Skills/Life-Long Learners (BS/LL) – that is, that they have no present intention of pursuing a post-secondary degree – than offenders in the Jail system (41.5 percent).

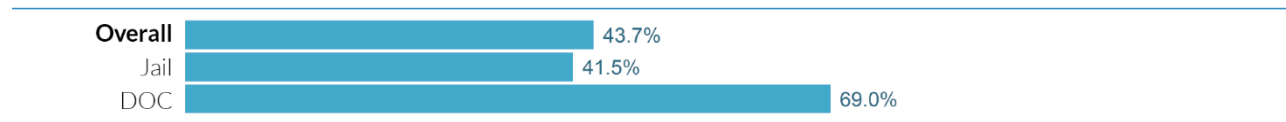


Figure 7. Percentage of offenders (with CTC experience) enrolled for the purpose of basic skills or life-long learning. This information is also presented in Table B1 in Appendix B.

Figure 8 (and Table B2 in Appendix B) displays the intent/purpose individuals in the DOC/Jail cohort gave for enrolling in a CTC. The most common reasons for enrolling in a CTC among the DOC/Jail cohort was to eventually transfer to a four-year institution, to complete a GED or High School education, or to obtain vocational skills training. The “Developmental” intent includes students with both academic transfer *and* vocational preparatory training, and thus pulls from those categories. This data shows that DOC offenders were more likely than Jail offenders to enroll in a community or technical college to help them complete high school or obtain a GED certificate. Further, Jail offenders were more likely to enroll with the intention of transferring to a four year university.

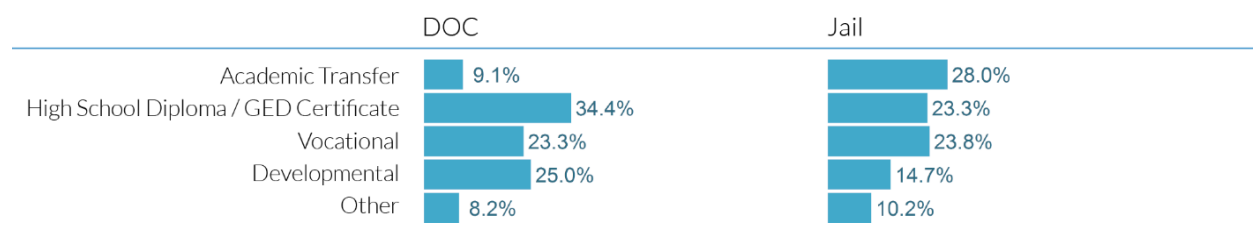


Figure 8. Intent/Purpose for enrollment at Community and Technical Colleges in Washington State among the DOC/Jail Cohort (with CTC experience). This information is also presented in Table B2 in Appendix B.

Figure 9 (and Table B3 in Appendix B) addresses full- and part-time CTC enrollment among offenders in the cohort (with CTC experience). The majority of the DOC/Jail cohort attends CTCs part-time, either during the most current term (62.8 percent) or over all the terms attended (54.5 percent). More interesting is the difference, once again, between the DOC and Jail offenders. Although both offender groups are more likely to attend part-time than full-time, Jail offenders are more likely than those with DOC offenders to attend full-time, whether in the current term (38 percent versus 26 percent) or all terms (47 percent versus 30 percent).

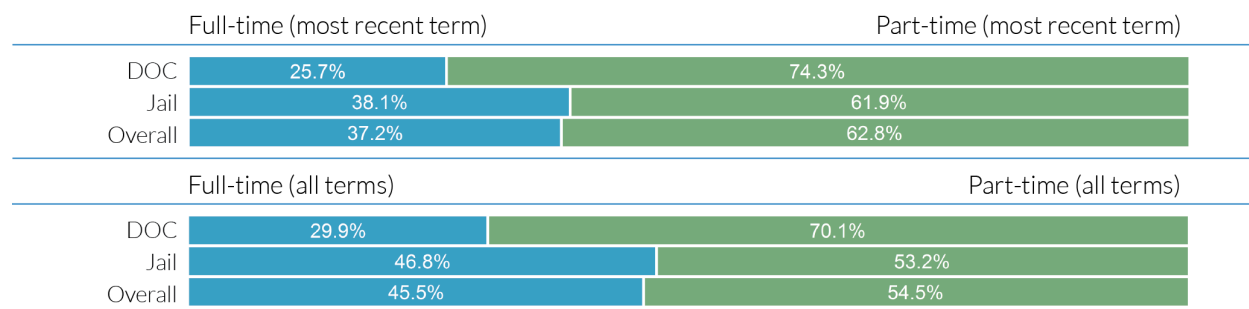


Figure 9. Full- and Part-Time participation (Most Recent Term and All Terms) at Community and Technical Colleges in Washington State for DOC/Jail Cohort (with CTC experience). This information is also presented in Table B3 in Appendix B.

Figure 10 (and Table B4 in Appendix B) shows the earned credits for the DOC/Jail cohort (throughout their CTC experiences). Many of the offenders were simply enrolled for the purposes of receiving a GED/High School Diploma or developmental courses, and many of the courses related to these certificates/diplomas are non-credit courses. Hence, the fact that the DOC cohort only had 40 percent of their total credits be earned credits is not surprising. The Jail offenders fared a bit better with 58 percent being earned credits. Moreover, even though a course may count towards a student's GPA, it may not necessarily earn any credits towards a certificate or degree. A greater disparity exists between the GPA credits than for the Earned credits – only 29 percent of DOC offender total credits were GPA credits whereas 65 percent of the total Jail offender credits were counted as GPA credits. Lastly, the GPA for the DOC cohort is slightly higher compared to the Jail cohort, 2.26 versus 2.22.

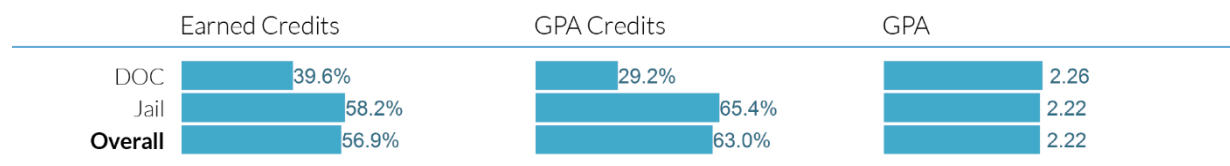


Figure 10. Total, Earned, and GPA Credits at Community and Technical Colleges in Washington State for DOC/Jail Cohort (with CTC experience). This information is also presented in Table B4 in Appendix B.

Figure 11 (and Table B5 in Appendix B) presents the certificates, degrees and diplomas earned by offenders in the DOC/Jail cohort. In the DOC cohort, 144 offenders completed some form of award at a CTC, accumulating 195 awards or 1.35 per recipient. These 144 recipients represent only 12.9 percent of DOC offenders with CTC experience, and 2.3 percent of DOC offenders overall. A substantial plurality (37.4 percent) of the awards for the DOC cohort reflect completing high school or a certificate at the lowest level of participation, less than 45 credits or 900 hours (39.5 percent). Among the Jail cohort, only 15.7 percent of those with CTC experience received any type of certificate or degree, which represents 8.4 percent of Jail offenders overall. In total 2,069 jail offenders with CTC experience received 2,468 awards from a CTC institution, or 1.2 awards per recipient. Nearly half of these awards represent high school completion (47.1 percent) or its equivalent. Some 17 percent received some form of an associate degree (21 percent if workforce and general studies awards are included). Additionally, some 21 percent received a certificate for the minimal participation required, less than 45 credits or 900 hours.

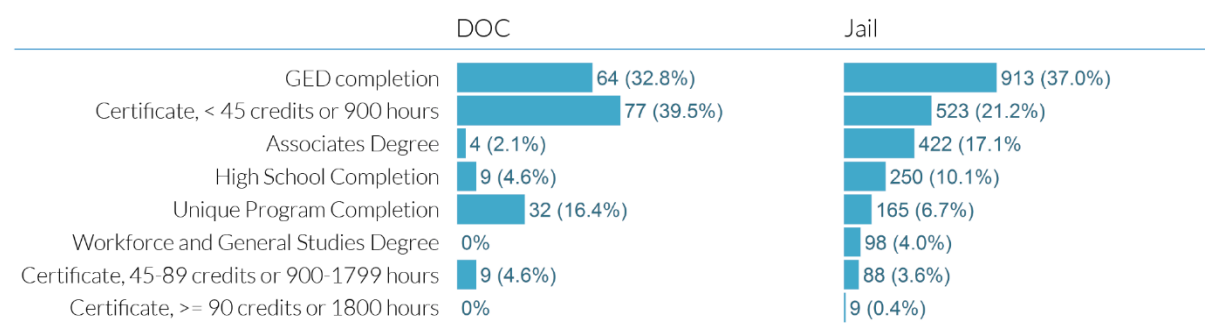


Figure 11. Total number of awards or degrees earned by offenders in the DOC/Jail Cohort. This information is also presented in Table B5 in Appendix B.



## Post-secondary Education Characteristics of Offenders: Public Four-Year Universities

Of the 30,992 offenders that were found in the P20 identity warehouse, 1,717 (4.1 percent) also had administrative records in the databases provided by the Washington state Public Centralized Higher Education Enrollment System (PCHEES). The vast majority offenders with administrative records in PCHEES were in the Jail system. Comparing the rates for all P20ID offenders, only 0.5 percent of the DOC inmates enrolled in public 4-year higher education institutions, and just 4.7 percent of Jail offenders. Due to the small number of DOC offenders with records of enrollment in public four-year universities, they will be combined with Jail offenders for this section of the study.

Figure 12 (and Table C1 in Appendix C) shows the breakdown for the *type* of four-year university students represented among offenders (high school dual enrollment, baccalaureate entering after high school, baccalaureate transfer student, etc.). The majority (63 percent) of offenders who enrolled in a public four-year university are represented by students entering higher education after leaving high school, followed by transfer students (19.6 percent). Figure 12 also includes the total number of terms taken based on each enrollment type. This highlights the fact, for example, that while none of the offenders in the cohort started at a four-year university as a graduate student, a few eventually enrolled as a graduate student.

	Initial Term	All terms
High school dual enrollment student	104 (6.1%)	226 (2.1%)
Baccalaureate entering after high school	1,082 (63.0%)	8,372 (76.6%)
Baccalaureate transfer student	336 (19.6%)	1,880 (17.2%)
Unknown baccalaureate student	6 (0.3%)	133 (1.2%)
Other undergraduate student	189 (11.0%)	306 (2.8%)
Graduate student	0	17 (0.2%)

Figure 12. The types of public four-year university students represented among offenders in the cohort. This information is also presented in Table C1 in Appendix C.

Figure 13 (and Table C2 in Appendix C) presents the full-time/part-time status of offenders in the cohort who were enrolled in a public four-year university, both in their most recent term (the latest four-year university on record), and during all terms. Of the 1,717 offenders who have public four-year university records, 61.2 percent were full time students during the most recent term on record. In addition, 83 percent of offenders with experience with a public four-year university were a full-time student at *some* point over their academic career.

	Full-time	Part-time
Most recent term	61.2%	38.5%
All terms	83%	16.8%

Figure 13. Full-time and part-time status of offenders who were enrolled in a public four-year university. This information is also presented in Table C2 of Appendix C.

Figure 14 (and Table C3 in Appendix C) presents the class standing for the DOC/Jail cohort of offenders, based on their accumulation of credit hours. During the most recent/current term, offenders in the cohort were most likely to be freshman or seniors (at 25.8 percent and 27.4 percent) – which may be in part due to the fact that they are also more likely to be entering the university after high school, or transferring from another institution. The “All Terms” percentage distribution illustrates a matriculation cycle of entering as a freshman and declining promotion to the succeeding standing levels. In other words, more terms were taken as a freshman than as a sophomore, and so forth.

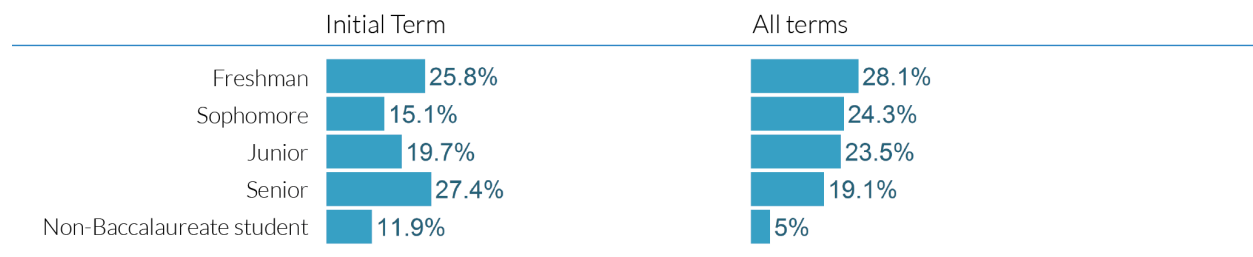


Figure 14. The class standing of offenders who were enrolled in a public four-year university, both during their most recent term and during all terms. This information is also presented in Table C3 of Appendix C.

Figure 15 (and Table C4 in Appendix C) exhibits the major field of study for offenders in the cohort who were enrolled in a public four-year university. Note that these values represent the percentage of total terms enrolled with a declared major (e.g., a student who enrolls as a social sciences major, but then later switches to a business major, may have terms represented in both values). More than half of student responses were reported as None or Unknown, which is substantially higher than the 33 percent of all undergraduate students at Washington public four-year institutions who marked None or Unknown for their major field for the 2013-14 school year (all terms). Hence, it appears that offender students are less likely to have chosen a major than the general student undergraduate body.

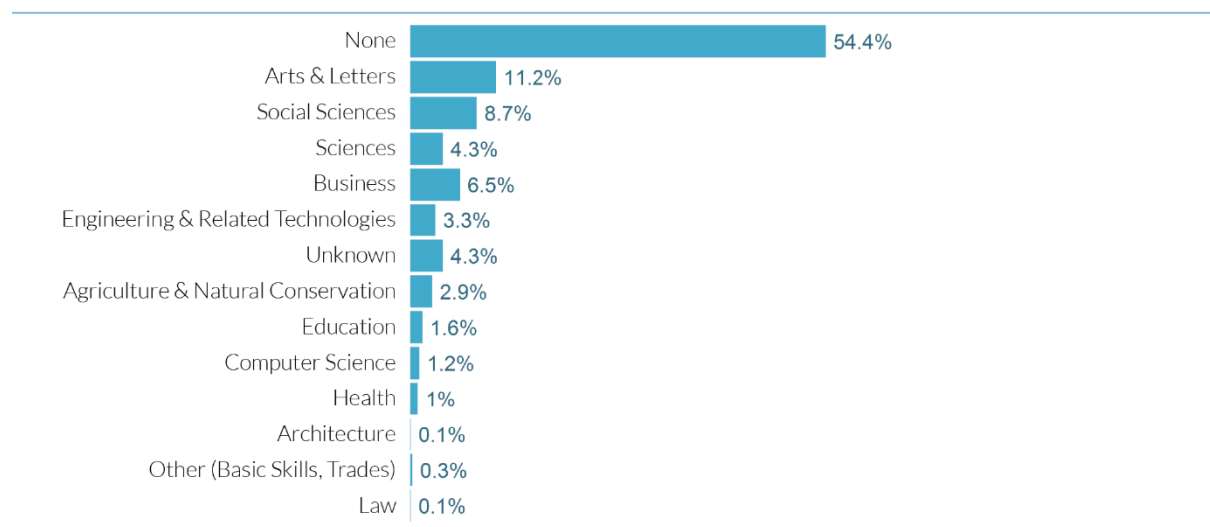


Figure 15. Major field of study for offenders who were enrolled in a public four-year university (across all terms). This information is also presented in Table C4 in Appendix C.

Figure 16 (and Table C5 in Appendix C) represents the number of awards/degrees granted by a public four-year university to offenders in the cohort, by major area of study. Of the 1,717 offenders attending WA public four-year institutions, 336 (or 20 percent) completed some type of undergraduate award or degree. We must note that only the 21 and 22 year-olds actually have had the necessary four years to graduate during this time. Over 97 percent of degrees awarded were baccalaureate degrees. The majority of the degrees were in the Social Sciences, Arts and Letters, or Business. A few of the offenders managed to complete post-baccalaureate certificates and master's degrees.

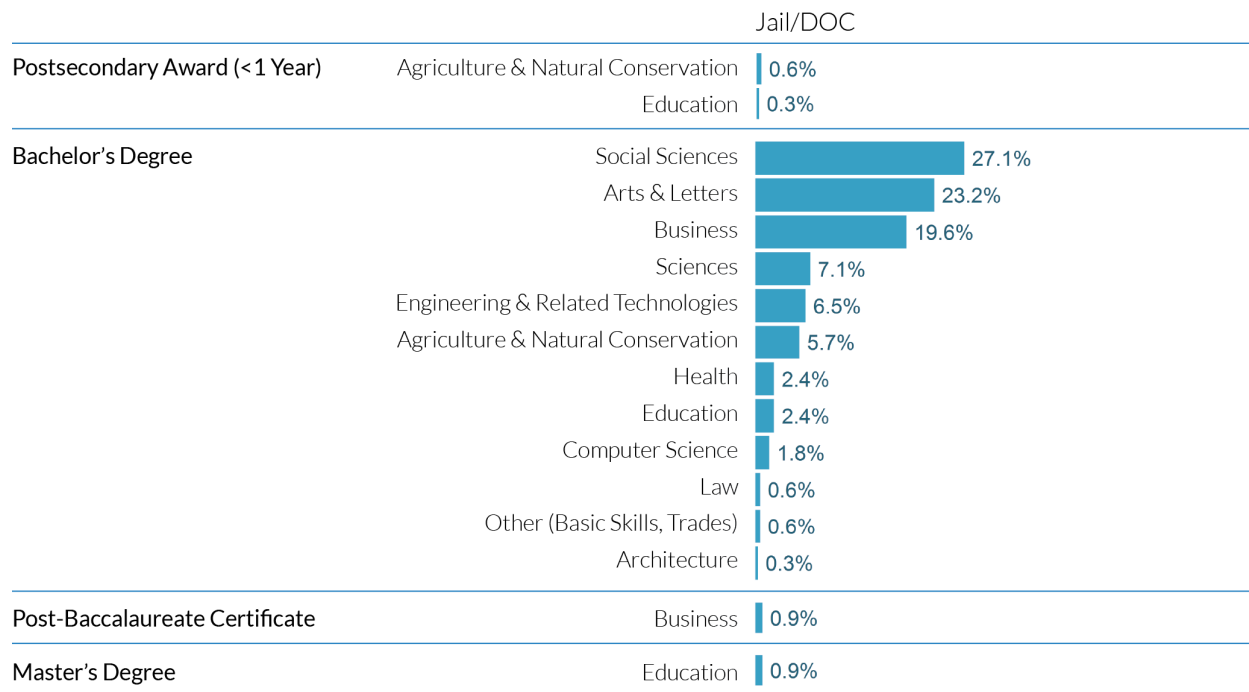


Figure 16. Degrees granted by public four-year universities to offenders in the DOC/Jail cohort. This information is also presented in Table C5 of Appendix C.

## Employment Characteristics of Offenders

The final section will link the DOC/Jail Offenders to workforce data and provide a discussion on Unemployment Insurance (UI) wages and benefits. Of the 30,992 offenders that were found in the P20 identity warehouse, 16,345 (52.7 percent) also had administrative records in the 2008-2014 databases provided from the Washington state Employment Security Department (ESD). Of the P20-IDs found, 16,345 were linked to the wage files and 1,482 were extracted from the UI benefits file (weeks and amounts), with 1,481 offenders being present in both the wage and benefits files. This means that nine percent of those with wages over this period also received UI benefits. Table 2 show that the 1,482 offenders who filed for unemployment experienced 2,323 spells of unemployment, averaging 1.6 spells per offender.

Additionally, the offenders accumulated 28,633 weeks of UI Benefits, averaging 19.3 weeks per offender and 12.3 weeks per unemployment spell. Finally, the median benefit received over the 2008-2014 period was \$174 per week.

Table 2. Unemployment Spells and Benefits for DOC/Jail Cohort, 2008-2014.

Offenders	Average Number of Unemployment Spells per Offender	Average Weeks Unemployed per Offender	Average Weeks Unemployed per Spell	Median UI Benefit per Week
1,482	1.6	19.3	12.3	\$174

The final table, Table 3, present the results of examining wages for the DOC/Jail offenders for the period 2008-2014. As mentioned above, 16,345 offenders had non-zero wage records available in the ESD UI wage files. These 16,000 plus offender wage earners worked the equivalent of nearly six quarters (5.9) on average, or 1.5 years. Their median annual wage over this period was just about \$3,100, quite low.

Table 3. Median Wages for DOC/Jail Cohort, 2008-2014.

Offenders	Average quarter Equivalents per Offender	Median Annual Wage
16,345	5.9	\$3,096

## Conclusions

This study focused on individuals age 22 and under (on September 30, 2014), who were incarcerated in the Jail system or DOC at some point prior to that date. The goal of this study was to assess the prior education and employment characteristics of this group and to characterize the results. First, the records from the Department of Corrections and County Jail systems were linked to provide a cohort of offenders to follow across time and other linked P20 systems. Next, the tables presented highlighted successful linkages to the Washington state public K-12 system via records linked from the OSPI databases (Withdrawal codes, program participation, GPA). Fruitful linkages were also displayed for the Washington public community and technical college system where tables representing purpose/intent, participation, credits and awards of the offender students were displayed. The next section effectively linked the DOC/Jail offenders to the Washington public four-year institutions (PCHEES system) to examine participation, credit hours, major field of study and degrees. Also noticeable was absence of DOC offenders in the PCHEES system. The final section linked data from UI databases for wages and unemployment benefits, providing some measures of time and wages/payments.

## Appendix A: DOC/Jail and OSPI Participation

Table A1. The last known OSPI enrollment status for offenders in the DOC/Jail cohort. This information is also presented in Figure 1.

Status	Percentage
Graduated	34.3%
Unknown	23.7%
Transferred	20.9%
Dropped Out	17.2%
GED / IEP	3.6%

Table A2. Final Enrollment Status Type in OSPI for Offenders in DOC/Jail Cohort.

Enrollment Status Type Code and Description		Offenders	Percent
C1	Confirmed receipt of General Education Development (GED) certificate	866	3.5%
C2	Confirmed completion of Individualized Education Program (IEP)	18	0.1%
C3	Confirmed Receipt of Adult High School Diploma	9	0.0%
D0	Other (dropped out, but reason unknown)	1,318	5.3%
D1	Expelled or suspended and did not return or returned during the same school year	290	1.2%
D2	Attended 4 years or more and did not graduate (student drops or ages out)	435	1.7%
D3	Lack of academic progress or poor grades	954	3.8%
D4	School not for me	586	2.4%
D5	Married or needs to support family	8	0.0%
D6	Pregnant or had baby	43	0.2%
D7	Offered training or chose to work	185	0.7%
D8	Chose to stay home	409	1.6%
D9	Drugs or alcohol related	39	0.2%
E0	Currently Enrolled	46	0.2%
G0	Graduated with regular High School Diploma	8,369	33.6%
GA	Graduated with Associates Degree	4	0.0%
P1	Promoted to next grade level (at end of school year)	5	0.0%
T0	Confirmed transfer out of the school district	4,696	18.9%
T1	Confirmed transfer out of the school within district	552	2.2%
U1	Unknown	4,167	16.7%
U2	Enrolled in prior year, but no show this year	616	2.5%
U3	Transfer reported by student (not confirmed)	1,269	5.1%
ZZ	Deceased	3	0.0%
<b>Total</b>		<b>24,887</b>	<b>100.0%</b>



Table A3. Total OSPI special program participation among offenders (with OSPI records) during their last enrollment of record, disaggregated by DOC and Jail offenders. This information is also presented in Figure 2.

<b>Correctional Status</b>	<b>Free/Reduced Meal Service</b>	<b>Section 504</b>	<b>Bilingual</b>	<b>Special Education</b>	<b>Title I Migrant</b>
DOC	53.1%	0.8%	3.7%	20.5%	1.8%
Jail	49.3%	1.7%	2.2%	13.1%	1.4%
<b>Total</b>	<b>49.6%</b>	<b>1.6%</b>	<b>2.3%</b>	<b>13.6%</b>	<b>1.4%</b>

Table A4. Total OSPI special program participation among offenders (with OSPI records) at any point, disaggregated by DOC and Jail offenders. This information is also presented in Figure 3.

<b>Correctional Status</b>	<b>Free/Reduced Meal Service</b>	<b>Section 504</b>	<b>Bilingual</b>	<b>Special Education</b>	<b>Title I Migrant</b>
DOC	88.6%	1.5%	13.4%	35.3%	5.9%
Jail	75.3%	2.8%	7.1%	22.2%	3.6%
<b>Total</b>	<b>76.1%</b>	<b>2.8%</b>	<b>7.5%</b>	<b>23.1%</b>	<b>3.8%</b>

Table A5. Final (estimated) GPA of offenders in the cohort (with OSPI records). The GPA of offenders without a final GPA on record were estimated based on previous records. This information is also presented in Figure 4.

<b>Enrollment Status Type</b>	<b>(Estimated) Grade Point Average</b>	
	<b>DOC</b>	<b>Jail</b>
Graduated (C or G)	2.35	2.19
Dropped Out	1.21	1.14
Transferred out of District	1.32	1.11
Unknown	1.18	1.09
<b>Total</b>	<b>1.71</b>	<b>1.52</b>

## Appendix B: DOC/Jail and CTC Participation

Table B1. Percentage of offenders (with CTC experience) enrolled for the purpose of basic skills or life-long learning. This information is also presented in Figure 7.

Correctional Status	BS/LL	Percent
DOC	773	69.0%
Jail	5,456	41.5%
<b>Total</b>	<b>6,229</b>	<b>43.7%</b>

Table B2. Intent/Purpose for enrollment at Community and Technical Colleges in Washington State among the DOC/Jail Cohort (with CTC experience). This information is also presented in Figure 8.

Intention/Purpose for Enrollment	DOC	Jail
Academic Transfer	9.1%	28.0%
High School Diploma / GED Certificate	34.4%	23.3%
Vocational	23.3%	23.8%
Developmental	25.0%	14.7%
Other	8.2%	10.2%

Table B3. Full- and Part-Time participation (Most Recent Term and All Terms) at Community and Technical Colleges in Washington State for DOC/Jail Cohort (with CTC experience). This information is also presented in Figure 9.

Correction Status	Current Term		All Terms	
	Full-Time	Part-Time	Full-Time	Part-Time
DOC	25.7%	74.3%	29.9%	70.1%
Jail	38.1%	61.9%	46.8%	53.2%
<b>Total</b>	<b>37.2%</b>	<b>62.8%</b>	<b>45.5%</b>	<b>54.5%</b>

Table B4. Total, Earned, and GPA Credits at Community and Technical Colleges in Washington State for DOC/Jail Cohort (with CTC experience). This information is also presented in Figure 10.

Correction Status	Total Credits	% Earned Credits	% GPA Credits	GPA
DOC	34,501	39.6%	29.2%	2.26
Jail	483,217	58.2%	65.4%	2.22
<b>Total</b>	<b>517,719</b>	<b>56.9%</b>	<b>63.0%</b>	<b>2.22</b>

Table B5. Total number of awards or degrees earned by offenders in the DOC/Jail Cohort. This information is also presented in Figure 11.

Exit Code Description	DOC		Jail	
	Number	Percent	Number	Percent
GED completion	64	32.8%	913	37.0%
Certificate, < 45 credits or 900 hours	77	39.5%	523	21.2%
Associates Degree	4	2.1%	422	17.1%
High School Completion	9	4.6%	250	10.1%
Unique Program Completion	32	16.4%	165	6.7%
Workforce and General Studies Degree	0	0%	98	4.0%
Certificate, 45-89 credits or 900-1799 hours	9	4.6%	88	3.6%
Certificate, >= 90 credits or 1800 hours	0	0%	9	0.4%

## Appendix C: DOC/Jail and Public Four-Year Universities

Table C1. The types of public four-year university students represented among offenders in the cohort. This information is also presented in Figure 12.

Student Type	Initial Entry	Percent	All Terms	Percent
High School Dual Enrollment Student	104	6.1%	226	2.1%
Baccalaureate Entering After High School	1,082	63.0%	8,372	76.6%
Baccalaureate Transfer Student	336	19.6%	1,880	17.2%
Unknown Baccalaureate Student	6	0.3%	133	1.2%
Other Undergraduate Student	189	11.0%	306	2.8%
Graduate Student	0	0%	17	0.2%
<b>Total</b>	<b>1,717</b>	<b>100.0%</b>	<b>10,934</b>	<b>100.0%</b>

Table C2. Full-time and part-time status of offenders who were enrolled in a public four-year university. This information is also presented in Figure 13.

Status	Current Term	Percent	All Terms	Percent
Full-time	1,051	61.2%	9,078	83.0%
Part-time	661	38.5%	1,838	16.8%
<b>Total</b>	<b>1,717</b>	<b>100.0%</b>	<b>10,933</b>	<b>100.0%</b>

Table C3. The class standing of offenders who were enrolled in a public four-year university, both during their most recent term and during all terms. This information is also presented in Figure 14.

<b>Class Standing</b>	<b>Current Term</b>	<b>Percent</b>	<b>All Terms</b>	<b>Percent</b>
Freshman	443	25.8%	3,076	28.1%
Sophomore	260	15.1%	2,654	24.3%
Junior	338	19.7%	2,569	23.5%
Senior	471	27.4%	2,086	19.1%
Non-Baccalaureate Student	205	11.9%	549	5.0%
<b>Total</b>	<b>1,717</b>	<b>100.0%</b>	<b>10,934</b>	<b>100.0%</b>

Table C4. Major field of study for offenders who were enrolled in a public four-year university. This information is also presented in Figure 15.

<b>Major Field of Study</b>	<b>Current Term</b>	<b>Percent</b>	<b>All Terms</b>	<b>Percent</b>
Agriculture & Natural Conservation	59	3.4%	321	2.9%
Sciences	66	3.8%	473	4.3%
Social Sciences	172	10.0%	953	8.7%
Other (Basic Skills, Trades)	5	0.3%	34	0.3%
Architecture	2	0.1%	11	0.1%
Arts & Letters	240	14.0%	1,227	11.2%
Business	129	7.5%	710	6.5%
Computer Science	22	1.3%	135	1.2%
Education	29	1.7%	171	1.6%
Engineering & Related Technologies	54	3.1%	361	3.3%
Health	15	0.9%	105	1.0%
Law	2	0.1%	13	0.1%
None	822	47.9%	5,945	54.4%
Unknown	100	5.8%	475	4.3%
<b>Total</b>	<b>1,717</b>	<b>100.0%</b>	<b>10,934</b>	<b>100.0%</b>

Table C5. Degrees granted by public four-year universities to offenders in the DOC/Jail cohort. This information is also presented in Figure 16.

Degree Level	Major Field of Study	Total	Percent
Postsecondary Award (< 1 Year)	Agriculture & Natural Conservation	2	0.6%
	Education	1	0.3%
Bachelor's Degree	Agriculture & Natural Conservation	19	5.7%
	Architecture	1	0.3%
	Arts & Letters	78	23.2%
	Business	66	19.6%
	Computer Science	6	1.8%
	Education	8	2.4%
	Engineering & Related Technologies	22	6.5%
	Health	8	2.4%
	Law	2	0.6%
	Other (Basic Skills, Trades)	2	0.6%
	Sciences	24	7.1%
	Social Sciences	91	27.1%
Post-Baccalaureate Certificate	Education	3	0.9%
Master's Degree	Business	3	0.9%
<b>Total</b>		<b>336</b>	<b>100.0%</b>



