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The Education and Workforce Outcomes of Youth Who Received a Decline of Jurisdiction



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ABOUT THE ERDC

The research presented here uses data from the Education Research and Data Center, located in the Washington Office of Financial Management. ERDC works with partner agencies to conduct powerful analyses of learning that can help inform the decisionmaking 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.

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Introduction

Typically, juvenile courts have jurisdiction of youth charged with criminal offenses. However, Washington state law¹ allows prosecutors to request for a discretionary decline of jurisdiction which transfers a youth to adult court, with the approval of the juvenile court. Furthermore, in 1994 Washington State Legislature passed the Youth Violence Reduction Act² which led to certain youth being automatically declined of jurisdiction to the adult court based on offense and criminal history.

This study focused on two cohorts of youth who received a decline of jurisdiction, either discretionary or automatic, and who were enrolled as 9th graders in a Washington state public school during academic years 2004-2005 and 2014-2015. For the first cohort, high school outcomes, post-secondary enrollment, and workforce outcomes were examined. For the second cohort, attendance and discipline were examined. Due to reasons of disclosure, given the small sample sizes in each cohort, percentages and/or counts are not provided throughout the report and outcomes are not disaggregated by sex or race/ethnicity.

High School, Postsecondary, and Workforce Outcomes

Cohort 1 consisted of 37 9th graders in Washington State during academic year 2004 to 2005 who were sentenced as an adult for an offense committed as a juvenile. This cohort was selected to examine education and workforce outcomes. Of this group, the vast majority were male (there were four females in the group). Because of the small cohort size, values and percentages were suppressed to protect the privacy of students.

High school outcomes

When examining high school outcomes for youth in Cohort 1, it was found that the majority of these youth were more likely to dropout than to graduate, and the majority did not receive a GED. Note: this report focuses on three high school outcomes (Graduation, GED, and Dropout), other high school outcomes not of focus in the report include Transferred, Currently Enrolled, and Unknown. Youth who dropped out and then received a GED are only included in the GED category, not both.

Postsecondary enrollment and outcomes

This section of the report focuses on enrollment in a Washington state Community and Technical College (CTC) program or a four-year institution. Degree outcomes are available

1 3 RCW 9.94A, Sentencing Reform Act of 1981; RCW 13.40.0357

2 RCW 13.40.110

for those students who completed a CTC program or four-year institution. The vast majority of Cohort 1 did not enroll into either a CTC program or four-year institution. Of those youth who did enroll, a baccalaureate degree was the most common degree earned. Outcomes data for this section covers academic years 2004–05 through 2016–17.

Workforce

Employment and earnings were examined for youth in Cohort 1. Over the 10 year timespan of the data the vast majority of youth in Cohort 1 remained unemployed making the median income for youth in this cohort zero dollars, well below that of the median per capita income for Washington state of \$36,975.³ Of those youth who earned an income, the average annual salary earned was \$14,557.60 while the average hourly wage was \$13.14, just over Washington state's current minimum wage of \$12 per hour.⁴ Outcomes data for this section covered years 2006 through 2017.

School Discipline and Attendance

Cohort 2 consisted of 40 9th graders in Washington state during academic year 2014 to 2015 who were sentenced as an adult for an offense committed as a juvenile. This cohort was selected to examine any school discipline and attendance characteristics of these youth. Of this group, the vast majority were also male (there were three females in the group). Data for this section covered academic years 2013 through 2017. Because of the small cohort size, values and percentages were suppressed to protect the privacy of students.

Attendance

Chronic absenteeism is defined in Washington state as being absent from school 10 percent or more of a school year.⁵ A typical school year consists of 180 days, therefore being absent 18 or more school days out of the year, is considered chronic. Youth in this cohort fell slightly under the requirement for chronic absenteeism, averaging 16.5 unexcused absences per youth per year (2014-2017).⁶ Excused absences for this population average out marginally under that of unexcused, averaging 15.8 excused absences per youth, per year.⁷

3 <https://www.deptofnumbers.com/income/washington/>

4 <https://www.lni.wa.gov/WorkplaceRights/Wages/Minimum/>

5 <https://www.k12.wa.us/student-success/support-programs/attendance-chronic-absenteeism-and-truancy>

6 Absence definitions can be found under WAC 392-401-030

7 Exceptions to attendance can be found under RCA 28A.225.010

Discipline

On average, there were 9.5 discipline incidents per youth in this cohort (379 total discipline incidents). Furthermore, there were 9.5 intervention days per youth in this cohort (2,071.5 total intervention days) and 6.5 intervention days per incident. Short-term suspension (10 or less days) was the most frequent intervention received (246 total) followed by long-term suspension (great than 10 days) at 28 total. Disruptive conduct and fighting without major injury were the most common disciplinary incidents followed by bullying.

Appendix

Data Sources

The following sources, housed in the Education Research and Data Center (ERDC) P20W data warehouse, were used to complete this report:

- The Court Contact and Recidivism Database from the Administrative Office of the Courts (AOC) provides information on juvenile demographics and juvenile court records such as felony/misdemeanor charges, juvenile status offenses and juvenile dependency-related filings and detention episodes.
- The Middle and High School Enrollment Summary Report (P-210) data from the Office of the Superintendent of Public Instruction (OSPI) provides information about student demographics, school enrollment and academic progress.
- The Core Student Record System from OSPI is a monthly collection of K-12 student and school records. It is the source data used to identify ninth graders' enrollment status in the 2004-2005 academic year.
- Student educational attainment after high school data are compiled from three sources:
 - General Educational Development (GED) completion data from the State Board for Community and Technical Colleges (SBCTC)
 - Washington state community and technical college (CTC) enrollment and completions data from SBCTC
 - Washington state public baccalaureate institution enrollment and completion data from the Public Centralized Higher Education Enrollment System



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