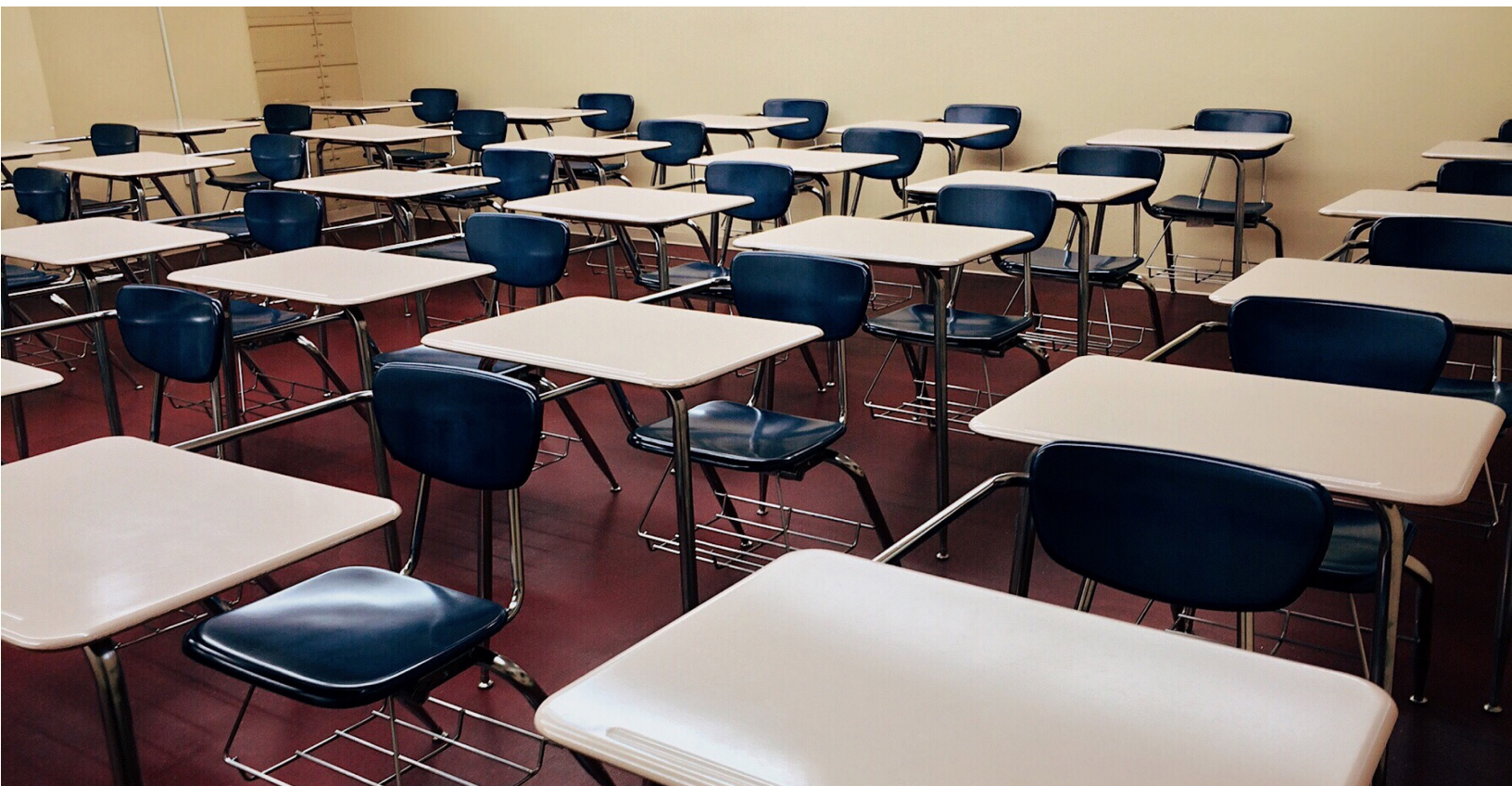


2018

# TRUANCY IN WASHINGTON STATE

*Academic Performance and  
Educational Outcomes among Truant Youth*

Authored by  
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## ABOUT ERDC AND SAC

The research presented here utilizes data from the Education Research and Data Center, located within the Washington Office of Financial Management. 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. The 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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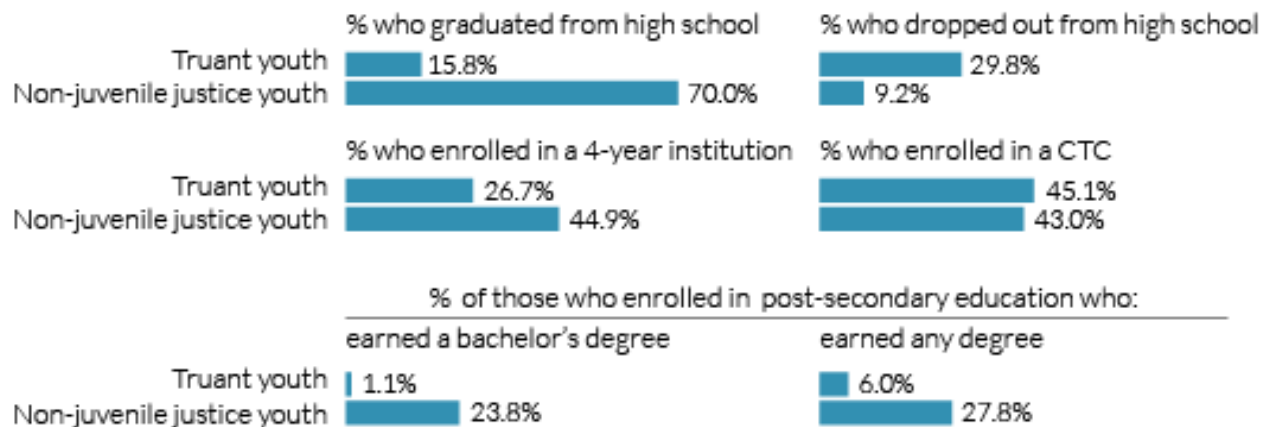
## Executive Summary

This report explored education outcomes of youth who were enrolled in ninth grade in a Washington state public school at any point during the 2004–05 academic year and who have had one or more truancies. The cohorts were followed for seven years through the 2011–12 academic year to allow for examination of both high school outcomes and postsecondary enrollment and outcomes.

The study showed that truant youth were far less likely to graduate from high school (15.8 percent) compared with their peers in the comparison group (70.0 percent), and far more likely to drop out (29.8 percent) compared with their peers (9.2 percent). Male truant youth were 59 percent more likely to not graduate high school than female truant youth. The younger a truant youth was at first offense, and the more detention stays they had, the less likely they were to graduate (15.9 percent less likely each year earlier, and 38.6 percent less likely per stay).

Only 26.7 percent of truant youth enrolled in a four-year institution, compared to 44.9 percent of non-juvenile-justice youth. However, truant youth enrolled in a community and technical college program at higher rates than their non-juvenile-justice peers: 45.1 percent of truant youth enrolled in a CTC program, compared with 43.0 percent of non-juvenile-justice youth. Male truant youth were 39.6 percent less likely to enroll into a postsecondary program; races/ethnicities other than Black were 61.9 percent less likely to enroll into a postsecondary program; and the more detention stays youth had the more likely they were to enroll in a postsecondary program (4.9 percent less likely with each fewer detention stay). Six percent of truant youth who enrolled in a postsecondary program or institution earned a degree, compared to 27.8 percent of non-juvenile-justice youth. Of truant youth who enrolled into a postsecondary program, 1.1 percent earned a bachelor’s degree, compared with 23.8 percent of their non-juvenile-justice peers who enrolled.

**Figure 1: Outcomes of truant youth compared with non-juvenile justice youth.**



## Introduction

Truant youth are at risk for deterioration in school performance, which has been reliably linked to dropping out of school, current and future substance abuse problems, teen pregnancy, marital instability, criminal behavior, and current and future incarceration.<sup>1</sup> Because of this, Washington requires school districts to file a truancy petition if a youth required to attend public schools has seven unexcused absences in one month or 10 unexcused absences in one academic year.<sup>2</sup> In addition, schools and districts have adopted evidence-based intervention programs that target the negative effects of truancy. These programs range from Community Truancy Boards<sup>3</sup>, alternative education programs, behavioral programs, and parental outreach programs.<sup>4</sup>

This report helps provide context for these interventions by exploring the high school progression, postsecondary enrollment, and degree outcomes of truant youth involved in the juvenile justice system in the state of Washington. Descriptive statistics were used to gain an understanding of each cohorts outcomes as well as multiple logistic regression to identify what predictors increase the odds of graduating and enrolling into a postsecondary program. Specifically, do truant youth in Washington graduate high school at lower rates than non-juvenile-justice youth? Do truant youth in Washington enter postsecondary programs, and earn degrees, at lower rates than non-juvenile-justice youth?

## Cohort Characteristics

After removing cases for data errors and missing information, the cohort consisted of the 72,797 youth who were enrolled in ninth grade in a Washington state public school at any point during the 2004–05 academic year. Of these, 7,035 (9.7 percent) had one or more trancies recorded in the juvenile justice records provided by the AOC. The remaining 65,762 youth were included in the “not involved” comparison group.

Table 1 shows the characteristics of truant youth who are involved in the juvenile justice system and those who are not. Both Asian and White/Caucasians are underrepresented among the truant cohort compared to those youth not involved in the juvenile justice system. American Indian/Native Alaskan, Black and Hispanic/Latinos are overrepresented among the truant cohort compared to those youth not involved in the juvenile justice system. Males are overrepresented among the truant youth. Truant youth were 15.4 years of age on average at the time of their first offense.

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- 1 Garry, Eileen M. (1996). Truancy: First Step to a Lifetime of Problems. *Juvenile Justice Bulletin*: Office of Juvenile Justice and Delinquency Prevention; Klima, T., Miller, M. & Nunlist C. (2009). What Works? Targeted Truancy and Dropout Programs in Middle and High School. Washington State Institute for Public Policy, Doc. No. 09-06-2201; Washington State Center for Court Research (2011). Truancy in Washington State: Trends, Student Characteristics, and the Impact of Receiving a Truancy Petition.
  - 2 2014 Juvenile Justice Report. Washington State Partnership Council on Juvenile Justice.
  - 3 Washington State H.B. 6497 requires all 295 school districts in Washington to begin implementing as of August 1, 2017.
  - 4 It should be noted that the cohort followed in the study had an on-time graduation academic year of 2007-2008 and therefore would not have benefited from truancy prevention programs implemented since 2008.



**Table 1: Cohort characteristics.**

	Truant		Non-Involved	
	Count	%	Count	%
<b>Gender</b>				
Female	3,127	44.4%	31,754	48.3%
Male	3,908	55.6%	34,008	51.7%
<b>Race/Ethnicity</b>				
American Indian/Native Alaskan	354	5.0%	1,563	2.4%
Asian	291	4.1%	4,866	7.4%
Black	445	6.3%	3,641	5.5%
Hispanic/Latino	1,134	16.1%	6,946	10.6%
Multiracial	138	2.0%	720	1.1%
Native Hawaiian/Pacific Islander	58	0.8%	257	0.4%
Unknown	87	1.2%	430	0.7%
White/Caucasian	4,528	64.4%	47,339	72.0%

## Offense Characteristics

Most truant youth (64 percent) had contact with the juvenile justice system only for truancy. Some also had misdemeanors, felonies, or both (18.6 percent, 3.5 percent, and 10.8 percent, respectively), and a few were considered children in need of services (CHiNS) or at-risk-youth (ARY).<sup>5</sup> See Table 2 for more details.

**Table 2: Count of type of court involvement.**

Offense	Count	%
Truancy Only	4,499	64.0%
Truancy & ARY/CHiNS	217	3.1%
Truancy & Misdemeanor	1,312	18.6%
Truancy & Felony	247	3.5%
Truancy & Misd. & Felony	760	10.8%
Total	7,035	100%

Table 3 explores additional court involvement of truant youth by race/ethnicity and gender. The majority of race/ethnicities had one or more truantries only. Black youth were more likely to have felony offenses in addition to truancy than other racial groups.

<sup>5</sup> An ARY is a youth who is absent from home 72 or more consecutive hours without permission, who is beyond parental control with behavior that poses a danger to the child himself/herself or someone else, or who has a substance abuse problem. If a youth is considered an ARY, the parental guardian(s) may petition the courts to order the youth to remain at home, and if a youth is considered a CHiNS, the youth's parent, the youth himself/herself or the Department of Social and Health Services can file a petition to have the youth placed outside of the home.

White/Caucasian youth were more likely to be classified as ARY or CHiNS, or to have a misdemeanor in addition to truancy, than other racial groups.<sup>6</sup>

**Table 3: Percentage of truant youth in each case type by race/ethnicity and gender.**

Gender	Truancy Only	Truancy & ARY/CHiNS	Truancy & Misdemeanor	Truancy & Felony
Female	69.9%	4.0%	18.1%	8.0%
Male	59.2%	2.3%	19.1%	19.4%
Race/Ethnicity**				
American Indian/Native Alaskan	59.3%	6.5%	18.6%	16.6%
Asian	75.6%	6.9%	12.0%	11.3%
Black	56.6%	8.5%	18.0%	23.0%
Hispanic/Latino	62.4%	4.8%	18.7%	12.7%
Multiracial	67.4%	7.2%	16.7%	11.6%
Native Hawaiian/Pacific Islander	70.7%	1.7%	13.8%	10.3%
White/Caucasian	60.9%	8.9%	19.3%	14.0%

\*% is of total gender or race/ethnicity category.

\*\*Race/Ethnicity excludes 'unknown' category.

## High School Characteristics and Outcomes<sup>7</sup>

### Educational services

A wide array of educational services are available to students who qualify under a variety of circumstances. Some of these educational services, such as the free and reduced priced lunch program, are considered indicators of children living in poverty. Table 4 shows the educational services received by race/ethnicity and gender of youth in each cohort. Free and reduced priced lunch was the most frequent service received for all races/ethnicities in each cohort. Truant youth of both genders and all race/ethnicities were more likely to receive FRPL, Bilingual services and Special Education than non-juvenile-justice youth.

6 Youth with a felony may also have a misdemeanor but are not included in the truant and misdemeanor category.

7 Data for this section cover academic years 2004-05 through 2011-12.

**Table 4. Educational services<sup>8</sup> received by race/ethnicity, gender and cohort.**

<b>Overall</b>	<b>FRPL</b>	<b>Bilingual</b>	<b>Special Education</b>
Total Truant	75.8%	7.8%	20.9%
Total Not-Involved	41.8%	5.7%	10.9%
<b>Demographic Breakdown</b>			
<i>Truant</i>			
Female	75.8%	6.9%	13.0%
Male	75.8%	8.5%	27.2%
American Indian/Native Alaskan	86.7%	3.1%	24.3%
Asian	62.5%	12.7%	10.3%
Black	86.3%	0.7%	26.1%
Hispanic/Latino	90.9%	37.5%	17.8%
Multiracial	77.5%	2.2%	13.8%
Native Hawaiian/Pacific Islander	82.8%	8.6%	15.5%
White/Caucasian	70.8%	1.3%	21.7%
<i>Not-Involved</i>			
Female	41.6%	5.4%	7.5%
Male	42.0%	5.9%	14.0%
American Indian/Native Alaskan	65.3%	3.3%	16.4%
Asian	40.9%	12.2%	5.5%
Black	69.1%	6.3%	17.4%
Hispanic/Latino	79.4%	32.6%	10.6%
Multiracial	54.0%	2.1%	13.3%
Native Hawaiian/Pacific Islander	65.8%	8.6%	12.8%
White/Caucasian	33.1%	1.1%	10.7%

\*% is of total gender or race/ethnicity category.

\*\*Race/Ethnicity excludes 'unknown' category.

## High school outcomes<sup>9</sup>

Overall, 25.8 percent of truant youth advanced from 9<sup>th</sup> grade to 12<sup>th</sup> grade at a standard yearly rate compared to 50.8 percent of non-juvenile-justice involved youth. The average grade point average (GPA) of non-juvenile-justice-involved youth was 2.5 out of 4.0. The average GPA of truant youth before the occurrence of the first high school truancy was 1.5, whereas the average GPA of truant youth after the occurrence of the first high school truancy was 1.2.

Furthermore, 15.8 percent of truant youth graduated from high school. Of those truant youth who did not graduate high school, 17.7 percent received a GED certificate and 82.3 percent dropped out. Non-juvenile-justice-involved youth graduated at a much higher rate (70.0 percent). Of those non-juvenile-justice-involved youth who did not graduate high

8 Youth can be in more than one category therefore percentages might not add to 100%.

9 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.



school, 13.3 percent received a GED certificate and 86.7 percent dropped out. Lower rates of graduation for truant youth may be due to their chronic absence from school and home.

Table 5 represents the percentage of youth in both cohorts that graduated from high school as well as the percentage of youth who did not graduate high school and received a GED certificate or dropped out of high school, by race/ethnicity and gender. Non-juvenile-justice youth of both genders and all race/ethnicities were more likely to graduate high school than truant youth. Truant youth, on the other hand, were more likely to not graduate high school and receive a GED certificate or drop out of high school across both genders and all race/ethnicities than non-juvenile-justice youth. Interestingly, Hispanic/Latino truant youth were the only race/ethnicity group to have a higher proportion of nongraduates earn a GED certificate (52.8 percent) than drop out alone (47.2 percent).

**Table 5. High school outcomes by gender, race/ethnicity and cohort.<sup>10</sup>**

Overall	Graduate	Nongraduates	
		GED*	Dropout*
Total Truant	15.8%	17.7%	82.3%
Total Not-Involved	70.0%	13.3%	86.7%
<b>Demographic Breakdown</b>			
<i>Truant</i>			
Female	20.4%	17.6%	82.4%
Male	12.1%	17.7%	82.3%
American Indian/Native Alaskan	13.6%	15.3%	84.7%
Asian	23.0%	13.1%	86.9%
Black	13.5%	9.7%	90.3%
Hispanic/Latino	17.2%	52.8%	47.2%
Multiracial	10.9%	15.7%	84.3%
Native Hawaiian/Pacific Islander	15.5%	10.5%	89.5%
White/Caucasian	15.6%	20.4%	79.6%
<i>Not-Involved</i>			
Female	74.3%	12.7%	87.3%
Male	66.1%	13.7%	86.3%
American Indian/Native Alaskan	52.7%	11.1%	88.9%
Asian	78.8%	7.8%	92.2%
Black	54.2%	11.3%	88.7%
Hispanic/Latino	57.3%	7.8%	92.2%
Multiracial	51.5%	7.1%	92.9%
Native Hawaiian/Pacific Islander	52.9%	11.1%	88.9%
White/Caucasian	73.5%	15.6%	84.4%

\*% is of nongraduate group in race/ethnicity category.

\*\*Race/Ethnicity excludes 'unknown' category.

<sup>10</sup> 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.

Table 6 shows the number of truant youth by case type who either graduated from high school, received a GED certificate or dropped out of school. Truant-only youth were more likely to graduate (19.8 percent) than youth with additional offenses. Of the truant youth who did not graduate high school, the proportion of youth who received a GED or dropped out are fairly even across each offense group. Non-high school graduate truant youth who also had a felony were only slightly more likely (18.9 percent) to receive a GED certificate whereas those youth with a truancy and ARY/CHiNS were least likely to receive a GED (16.7 percent of nongraduates).

**Table 6. High school outcomes by case type.**

Offense	Graduate	Nongraduates	
		GED*	Dropout*
Truancy Only	19.8%	17.0%	83.0%
Truancy & ARY/CHiNS	12.0%	16.7%	83.3%
Truancy & Misdemeanor	10.5%	18.5%	81.5%
Truancy & Felony	14.3%	18.9%	81.1%
Grand Total	15.8%	17.7%	82.3%

\*% is of nongraduate group.

Youth in the truant cohort who graduated high school had an average of 2.2 truancies, whereas youth who received a GED certificate had an average of 2.6 truancies and youth who dropped out had an average of 2.7 truancies.

To identify factors that predict truant youth graduating high school, a multiple logistic regression analysis was conducted, using gender, race/ethnicity,<sup>11</sup> age at first truancy, and total number of detention stays as variables in the model. The results (see Table A1 in appendix) indicated that the more detention stays a truant youth had, the less likely they were to graduate. Further, male truants were 59 percent less likely to graduate high school than female truants. Furthermore, the younger a truant youth was at the first truancy offense, the less likely they were to graduate high school (15.9 percent less likely per year of age decrease).

## Postsecondary Outcomes

### Postsecondary enrollment

This section of the report focuses on enrollment in a Washington state CTC program or a four-year institution. Degree outcomes are available for those students who completed a CTC program or four-year institution.

Table 7 shows the enrollment patterns of youth in each cohort. Truant youth were less likely to enroll in a postsecondary program or institution (within the time frame of this study) than non-juvenile-justice youth. Of those youth who did enroll, truant youth were less likely to enroll in a four-year program than non-juvenile-justice youth, with more truant youth enrolling into a CTC program instead.

11 White/Caucasian vs. other; Black vs. Other; Hispanic vs. Other.

**Table 7: Enrollment in postsecondary education by cohort.**

Enrollment	Truant	Not-Involved
CTC Only	35.4%	25.1%
CTC to 4 year	9.7%	17.9%
4 year only	17.0%	27.0%
No Postsecondary	37.9%	30.0%

Table 8 shows the number of youth enrolled in a CTC program or four-year institution by race/ethnicity, gender and high school outcome. Across both genders and all race/ethnicities truant youth were more likely to enroll in a CTC program only, compared to non-juvenile-justice youth who were more likely to enroll in a CTC and move on to a four-year program or enroll directly into a four-year program. However, truant youth who received a GED certificate or dropped out of high school were more likely to enroll into a four-year program directly than non-juvenile-justice GED recipients or dropouts.

**Table 8. Enrollment in postsecondary by cohort, high school outcome, gender and race/ethnicity.**

Truant	CTC Only*	CTC to 4-Year*	4-Year Only*
<i>Gender</i>			
Female	38.1%	9.1%	19.7%
Male	33.3%	10.2%	14.8%
<i>Race/Ethnicity**</i>			
American Indian/Native Alaskan	36.4%	5.9%	18.6%
Asian	41.9%	13.4%	9.3%
Black	53.0%	15.3%	8.8%
Hispanic/Latino	31.7%	8.9%	17.7%
Multiracial	40.6%	13.0%	20.3%
Native Hawaiian/Pacific Islander	43.1%	10.3%	12.1%
White/Caucasian	33.7%	9.4%	18.0%
<i>HS Outcome</i>			
Grad	29.3%	11.9%	19.0%
GED	35.0%	8.7%	20.7%
Drop	35.6%	9.3%	18.6%

Not-Involved	CTC Only*	CTC to 4-Year*	4-Year Only*
<i>Gender</i>			
Female	25.3%	19.6%	28.4%
Male	24.9%	16.4%	25.7%
<i>Race/Ethnicity**</i>			
American Indian/Native Alaskan	28.6%	11.8%	19.6%
Asian	22.2%	25.9%	30.7%
Black	37.9%	18.2%	14.3%
Hispanic/Latino	29.2%	11.6%	18.8%
Multiracial	32.1%	18.2%	24.4%
Native Hawaiian/Pacific Islander	25.3%	14.4%	19.8%
White/Caucasian	23.5%	18.3%	29.2%
<i>HS Outcome</i>			
Grad	22.1%	21.6%	32.5%
GED	36.4%	9.7%	19.4%
Drop	34.7%	9.7%	16.4%

\*% is of total gender, race/ethnicity or outcome category.

\*\*Race/Ethnicity excludes 'unknown' category.

Table 9 shows the number of truant youth by case type who enrolled in a CTC program or four-year institution. Truant youth with one or more truancies and one or more felonies were more likely to enroll in a CTC program (60.9 percent) and more likely to enroll in a four-year program (39.0 percent) than youth with any other case type. This could possibly be due to the ongoing education and support these youth receive while in Juvenile Rehabilitation.

**Table 9. Enrollment in postsecondary by case type.**

Offense	CTC	4-Year	Total
Truancy Only	43.7%	24.8%	3,082
Truancy & ARY/CHiNS	47.9%	29.0%	167
Truancy & Misdemeanor	44.1%	27.4%	938
Truancy & Felony	60.9%	39.0%	870

To identify factors that predict truant youth enrolling in a postsecondary program, a multiple logistic regression analysis was conducted, using gender, race/ethnicity,<sup>12</sup> age at first truancy, total number of detention stays, and high school graduation in the model. The results (see Table A2 in appendix) indicated that males were 39.6 percent less likely than females to enroll in a postsecondary program. Also, Black youth were more likely to enroll into a postsecondary program, with other races/ethnicities being 61.9 percent less likely to enroll than Black youth. Furthermore, the greater number of detention stays a youth had the more likely they were to enroll into a postsecondary program. This result

12 White/Caucasian vs. other; Black vs. Other; Hispanic vs. Other.

could possibly be due to truant youth in detention taking GED exams and receiving a GED certificate at higher rates than nondetention youth.

## Postsecondary degree

Of those truant youth enrolled in a postsecondary program, 424 (6.0 percent) earned a degree. Of those youth in the non-juvenile-justice-involved cohort enrolled in a postsecondary program, 18,267 (27.8 percent) earned a degree. Postsecondary degree types included in this report are Apprenticeship, certificates, workforce degree, Associate of Arts direct transfer degree (AA-DTA), Associate Degrees for transfer (AS-T), and Bachelor's Degree.

Table 11 shows the type of postsecondary degree earned by youth in both cohorts. Youth in the non-juvenile-justice-involved cohort earned AA-DTA, AA-T, and Bachelor's degrees at a higher rate than youth in the truant cohort. Youth in the truant cohort were more likely to earn apprenticeship, certificates, or workforce degrees than youth in the non-juvenile-justice-involved cohort.

**Table 11. Postsecondary degree type earned by cohort.**

Degree	Truant	Not-Involved
Apprenticeship	2.8%	0.7%
Certificate	60.4%	10.0%
Workforce	11.3%	8.1%
AA-DTA	12.5%	19.7%
AA-T	1.2%	1.6%
Bachelor's Degree	11.8%	59.9%

Tables 12 and 13 look at postsecondary degree earned by race/ethnicity across both cohorts. The majority of all race/ethnicities in the truant cohort were more likely to earn a certificate than any other degree type, whereas as large percent of each race/ethnicity in the non-juvenile-justice cohort were more likely to earn a Bachelor's degree.

**Table 12: Postsecondary degrees earned by race/ethnicity of not-involved youth.**

Degree	American Indian/ Native Alaskan	Asian	Black	Hispanic/ Latino	Multiracial	Native Hawaiian/ Pacific Islander	White/ Caucasian
Apprenticeship	0.0%	0.1%	0.3%	0.8%	0.0%	2.9%	0.8%
Certificate	18.3%	6.8%	25.3%	18.7%	24.7%	28.6%	8.7%
Workforce	10.2%	4.0%	5.2%	11.7%	10.4%	5.7%	8.5%
AA-DTA	23.4%	13.7%	17.6%	24.4%	19.5%	14.3%	20.2%
AA-T	0.0%	2.3%	0.6%	1.5%	1.3%	2.9%	1.6%
Bachelor's Degree	48.2%	73.0%	51.1%	42.8%	44.2%	45.7%	60.2%

**Table 13: Postsecondary degrees earned by race/ethnicity\* of truant youth.**

Degree	American Indian/ Native Alaskan	Asian	Black	Hispanic/Latino	White/Caucasian
Apprenticeship	0.0%	0.0%	0.0%	4.2%	3.5%
Certificate	87.5%	46.4%	78.4%	66.2%	56.6%
Workforce	6.3%	3.6%	2.7%	8.5%	14.7%
AA-DTA	0.0%	17.9%	10.8%	11.3%	12.8%
AA-T	0.0%	0.0%	0.0%	1.4%	0.8%
Bachelor's Degree	6.3%	32.1%	8.1%	8.5%	11.6%

\*Multiracial and Native Hawaiian Youth removed due to small sample size.

Table 14 looks at postsecondary degree earned across gender of each cohort. Female youth in the truant cohort were more likely to earn a certificate (56.8 percent), while female youth in the non-juvenile-justice-involved cohort were more likely to earn a bachelor's degree (60.5 percent). Similarly, male youth in the truant cohort were more likely to earn a certificate (63.8 percent), while male youth in the non-juvenile-justice-involved cohort were more likely to earn a bachelor's degree (59.2 percent).

**Table 14: Postsecondary degrees earned by gender.**

Degree	Female	Male
<b>Truant</b>		
Apprenticeship	0.0%	5.5%
Certificate	56.8%	63.8%
Workforce	9.7%	12.8%
AA-DTA	16.5%	8.7%
AA-T	1.9%	0.5%
Bachelor's Degree	15.1%	8.7%
<b>Not-Involved</b>		
Apprenticeship	0.1%	1.5%
Certificate	9.7%	10.4%
Workforce	6.8%	9.7%
AA-DTA	21.5%	17.3%
AA-T	1.4%	1.9%
Bachelor's Degree	60.5%	59.2%

Table 15 looks at postsecondary degree earned by high school outcome of youth each cohort. The majority of youth who graduated in the non-juvenile-justice-involved cohort were more likely to earn a bachelor's degree (59.4 percent) whereas truant graduates were more likely to earn a certificate (32.7 percent). While youth who received a GED certificate or dropped out were more likely to earn a certificate in both cohorts, youth in the non-juvenile-justice cohort were more likely than truant youth to earn other degree types as well.



**Table 15: Postsecondary degrees earned by high school outcome of juvenile justice participants.**

<b>Degree</b>	<b>Graduate</b>	<b>GED</b>	<b>Graduate</b>
<b>Truant</b>			
Apprenticeship	2.0%	2.9%	4.5%
Certificate	32.7%	70.6%	77.5%
Workforce	14.4%	11.8%	7.9%
AA-DTA	22.2%	11.8%	5.6%
AA-T	1.3%	0.0%	0.0%
Bachelor's Degree	27.5%	2.9%	4.5%
<b>Not-Involved</b>			
Apprenticeship	0.6%	7.1%	2.9%
Certificate	7.4%	50.0%	51.2%
Workforce	7.5%	20.2%	11.8%
AA-DTA	19.7%	14.3%	17.4%
AA-T	1.6%	2.4%	1.9%
Bachelor's Degree	63.1%	6.0%	14.8%

## Appendix

### Data

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

- The Court Contact and Recidivism Database from the Administrative Office of the Courts 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 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.
  - Washington state community and technical college enrollment and completions data from SBCTC.
  - Washington state public baccalaureate institution enrollment and completion data from the Public Centralized Higher Education Enrollment System.

### Tables

**Table A1. Multiple logistic regression outcomes for the truancy cohort's log odds of not graduating high school.**

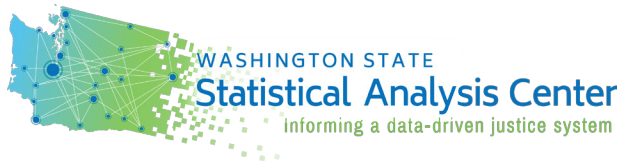
Variable	b	SEb	Wald	P value
Gender	0.59	0.067	77.4757	<.0001
<i>Race/Ethnicity</i>				
White vs. Other	0.0657	0.1004	0.4281	0.5129
Black vs. Other	0.1944	0.1681	1.3384	0.2473
Hispanic vs. Other	-0.0819	0.1216	0.4541	0.5004
Age at 1st Offense	0.386	0.0468	68.0663	<.0001
Total Detentions	-0.1591	0.0225	50.0523	<.0001

**Table A2. Multiple logistic regression outcomes for the truancy cohort's log odds of not enrolling into a postsecondary program.**

Variable	b	SEb	Wald	P value
Gender	0.3959	0.0507	60.9522	<.0001
<i>Race/Ethnicity</i>				
White vs. Other	0.1539	0.0758	4.1258	0.0422
Black vs. Other	-0.6196	0.1326	21.818	<.0001
Hispanic vs. Other	0.2565	0.0919	7.7877	0.0053
Age at 1st Offense	0.0139	0.0142	0.9655	0.3258
Total Detentions	-0.0498	0.0152	10.724	0.0011
Graduated High School	0.1175	0.0686	2.9325	0.0868



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