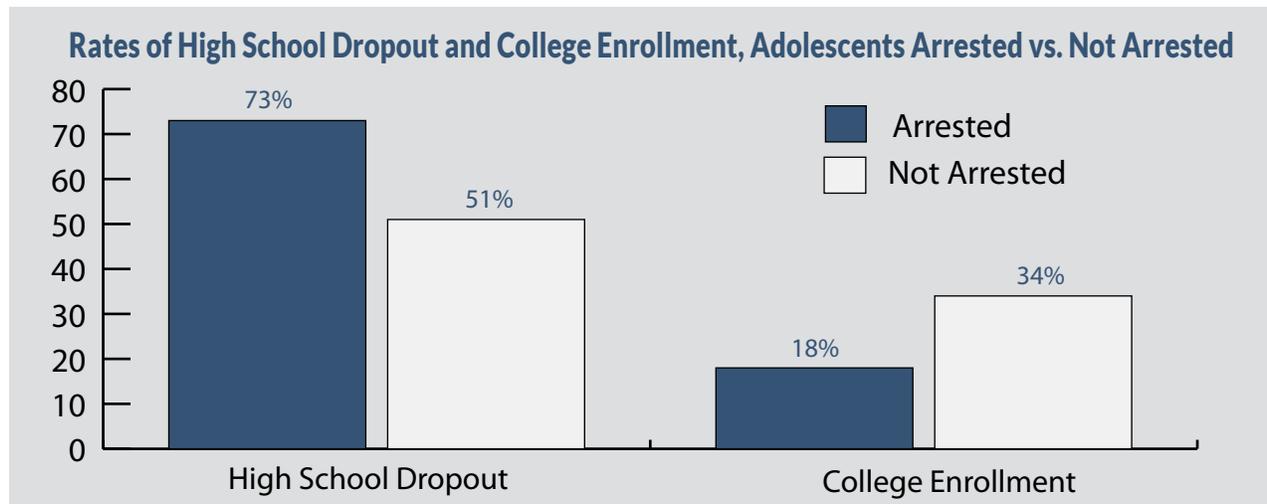




Arrest During Adolescence Linked to Declines in Educational Attainment

Arrest during adolescence was found to be associated with increased rates of school dropout and decreased rates of college enrollment, according to results from a longitudinal study of Chicago public high school students.¹ The study, published in 2013 in *Sociology of Education*, found that 73% of adolescents who were arrested later dropped out of high school, compared to 51% of adolescents who were not arrested.² Among students who graduated from high school or received GED certification, only 18% of those arrested later enrolled at a four-year college, compared to 34% of those not arrested. Additionally, every adolescent in the sample who was arrested and confined at a juvenile detention facility eventually dropped out of school. Researchers found that factors like adolescents' educational expectations, school attachment, and friend support had limited roles in explaining why arrest in adolescence leads to higher rates of school dropout. Instead, they suggested that the relationship between arrest and educational attainment might be explained by institutional responses and other factors³ facing adolescents who have been arrested. The authors recommended additional research to study the impact of these responses and further examine why arrest seems to be influential on later educational attainment.



Source:

Kirk, D. S. and Sampson, R. J. (2013). Juvenile arrest and collateral educational damage in the transition to adulthood. *Sociology of Education*, 86(1), 36-62. doi: 10.1177/0038040712448862

Notes:

- ¹ The study used two samples of students: one sample of 659 students was used to analyze school dropout, and another sample of 355 students was used to analyze college enrollment.
- ² Researchers controlled for variables such as family, peer, neighborhood, and school characteristics in order to increase comparability between adolescents who were arrested and those who were not arrested.
- ³ Institutional responses included expulsion for arrest, denial of admission to college, and increased punitive treatment from teachers. Examples of other factors included student absences, school and program transfers, and student frustration with falling behind.

Prepared by the Center for Health and Justice (CHJ) at TASC. CHJ works to build, enhance, and sustain strong and vibrant communities by promoting policies and practices that stop the cycle of drugs and crime. We conduct research and evaluations, and offer policy analysis, trainings, and technical assistance in the fields of health and justice. For more information, visit us online at www.centerforhealthandjustice.org.

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