

Table 2.1 Socioeconomic and Academic Characteristics of CUNY and National Women (Percentages Except as Noted)

	CUNY Women				National Women College Entrants			
	White	Black	Hispanic	All	White	Black	Hispanic	All
Ethnicity	70.7%	18.1%	11.2%	100%	79.0%	14.7%	6.3%	100%
Father's education								
Has some college or more	33.3	16.1	12.9	28.5	42.7	20.6	18.8	38.5
Received degree	17.2	3.5	4.6	13.7	29.1	10.1	11.9	25.7
Mother's education								
Has some college or more	23.1	17.0	6.7	20.3	33.0	20.2	11.9	29.9
Received degree	8.4	6.2	2.4	7.3	17.0	7.2	3.9	14.8
Neither parent attended college ^a	58.5	72.0	83.7	63.2	47.6	65.3	71.2	51.3
Family income at entry under \$10,000 ^b	38.7	81.5	84.2	51.8	20.6	67.2	63.3	30.1
Family income at entry under \$4,000	3.0	17.9	24.5	8.2	4.4	21.7	18.2	7.9
Degree aspirations ^c								
None	0.9	2.3	3.2	1.4	11.2	11.1	20.3	11.7
A.A.	14.7	24.2	21.2	17.0	15.2	12.4	15.6	14.9
B.A.	27.2	32.4	35.3	28.9	44.4	41.2	35.9	43.6
Higher than B.A.	57.3	41.0	40.4	52.7	29.1	35.3	28.1	29.9
High school average								
A	10.0	1.2	1.5	7.6	17.7	3.8	6.1	15.2
B	46.6	14.2	33.2	39.6	44.8	31.2	36.5	42.5
C	37.0	48.6	52.7	40.7	31.6	48.3	41.7	34.4
Lower than C	6.3	35.9	12.7	12.1	6.0	16.8	15.7	7.9

Mean high school average	81.2	72.9	77.4	79.4	84.0	77.3	78.6	82.9
Mean rank in high school	63.9	50.4	62.8	62.0		— ^e		
Ranked below top half of class	28.0	50.0	28.8	31.0		— ^e		
Mean number of college-preparatory credits	13.5	10.6	11.0	12.7	16.3	15.6	16.3	16.3
Mean age at college entry	17.6	19.9	18.9	18.1	20.1	20.2	20.9	20.2
Age twenty or older at entry	2.2	23.4	15.3	7.5				5.1 ^d
Entered four-year college	63.1	36.1	40.5	55.7	54.7	51.1	45.0	53.6
Entered community college	36.9	63.9	59.5	44.3	45.3	48.9	55.0	46.4
Open admissions students								
In four-year college	24.6	74.8	48.3	32.1				
In community college	44.1	73.4	50.4	52.3		— ^e		
GPA in first year	2.62	2.06	2.22	2.48		— ^e		
Took remedial courses	32.2	66.2	58.2	41.3				
Mean number of remedial courses taken ^f	1.6	2.9	3.1	2.2		— ^e		
Employed full-time as undergraduates		— ^e			11.8	9.7	13.0	11.5
Had first child before entry	0.8	15.7	6.4	4.1	13.6	30.0	23.9	16.7
Had first child within five years of entry	6.9	23.0	20.5	11.3	29.3	55.0	47.5	34.2

Sources: CUNY Women File and NLSY79–Adults.

^aStudents who entered college neither of whose parents attended may be designated as “first-generation college attenders.”

^b1970 dollars for CUNY women and 1979 dollars for NLSY women; 1979 dollars were converted to 1970 dollars.

^cDegree aspirations for the NLSY women were measured closest to the age of eighteen and include only women who entered college by the age of eighteen.

^dFigure taken from Alexander W. Astin et al. (1987) for the years 1970 to 1972.

^eData unavailable

^fCalculated only for those who took remedial courses

Table 2.2 Educational Attainment of CUNY Women After Thirty Years, by Level of Entry and Ethnicity (Percentages)

	Four-Year College				Community College				All CUNY			
	White	Black	Hispanic	All	White	Black	Hispanic	All	White	Black	Hispanic	All
Early dropout ^a	4.7	12.4	15.7	6.4	15.0	22.4	19.1	17.5	8.4	18.5	17.7	11.3
Some college ^b	12.9	19.4	22.5	14.5	21.9	22.4	22.1	22.0	16.3	21.3	22.3	17.9
Associate's degree	3.0	11.6	6.7	4.2	31.8	24.1	31.3	29.8	13.6	19.6	21.4	15.5
Bachelor's degree	38.0	30.2	30.3	36.6	21.4	21.5	16.8	20.7	32.0	24.6	22.3	29.6
Master's degree	36.1	22.5	23.6	33.5	8.7	8.3	9.9	8.8	26.0	13.4	15.5	22.5
Advanced degree ^c	5.3	3.9	1.1	4.8	1.2	1.3	0.8	1.1	3.7	2.5	0.9	3.2
N of cases ^d	357	304	335	996	345	330	300	975	702	634	635	1,971

Source: CUNY Women File.

^aEarned less than one semester's worth of credits.

^bEarned more than a semester's worth of credits, but no degree.

^cIncludes Ph.D. and professional degrees such as M.D. and L.L.M.

^dUnweighted number of cases.

Table 2.3 Educational Attainment, by Ethnicity, of CUNY and National Women (Percentages)

	CUNY Women				National Women ^a			
	White	Black	Hispanic	All	White	Black	Hispanic	All
Some College ^b	24.7	39.8	40.0	29.2	30.4	40.7	42.1	32.0
Associate's degree	13.6	19.6	21.4	15.5	17.7	17.9	14.9	17.6
Bachelor's degree	32.0	24.6	22.3	29.6	33.3	29.1	28.9	32.7
Master's degree	26.0	13.4	15.5	22.5	15.1	10.1	12.0	14.4
Advanced degree ^c	3.7	2.5	0.9	3.2	3.4	2.2	2.1	3.2
N of cases ^d	702	634	635	1,971	4,737	604	242	5,583

Sources: CUNY Women File and Current Population Survey, March 2000.

^aNational data for women aged forty-five to forty-nine who entered college.

^bFor CUNY women, "Some college" includes the category "Early dropouts" from table 2.2.

^cIncludes Ph.D. and professional degrees such as M.D. and L.L.M.

^dUnweighted number of cases.

Table 2.4 CUNY and National Women's Mean Number of Years to Highest Degree, by Ethnicity and Level of Entry^a

	CUNY Women							
	Four-Year College				Community College			
	White	Black	Hispanic	All	White	Black	Hispanic	All
Associate's degree	10.3	9.7	15.0	10.7	4.3	6.7	6.3	5.1
Bachelor's degree	6.4	8.1	7.9	6.7	10.2	11.5	14.9	11.1
Master's degree	10.7	15.1	12.4	11.2	14.9	16.7	16.3	15.6
Advanced degree	15.4	19.1	13.7	15.7	16.4	14.1	18.9	15.8
	All CUNY Women				National Women			
	White	Black	Hispanic	All	White	Black	Hispanic	All
	Associate's degree	5.1	7.3	7.4	5.9	5.3	6.6	5.9
Bachelor's degree	7.3	10.0	11.0	8.0	5.8	7.1	8.3	6.0
Master's degree	11.3	15.7	13.9	11.9	11.4	13.9	11.9	11.5
Advanced degree	15.5	17.2	15.8	15.7	8.9	12.8	9.5	9.3

Sources: CUNY Women File and NLSY79-Adults.

^aWomen in the CUNY sample are followed up to thirty years after entering college. Women in the NLSY79 sample are followed on average for twenty years.

Table 2.5 Percentage Completing Postgraduate Degrees, by Level of Entry and Ethnicity (CUNY and National Results)^a

	CUNY							
	Four-Year College				Community College			
	White	Black	Hispanic	All	White	Black	Hispanic	All
All entrants	41.4	26.4	24.7	38.3	9.9	9.6	10.7	9.9
B.A. recipients	52.1	46.6	44.9	51.1	31.6	30.9	38.9	32.4
	All CUNY				National			
	White	Black	Hispanic	All	White	Black	Hispanic	All
	All entrants	29.7	15.9	16.4	25.7	18.5	12.3	14.1
B.A. recipients	48.1	39.2	42.3	46.5	35.7	29.7	32.8	35.0

Sources: CUNY Women File and Current Population Survey, March 2000.

^aPostgraduate degrees include master's, professional, and doctoral degrees.

National figures calculated for women aged forty-five to forty-nine who entered college.

Table 3.1 Median Personal Earnings of CUNY and National Women,^a by Educational Attainment, Ethnicity, and Employment Status

	All Workers		Full-Time Workers		
	CUNY	National	CUNY	National	National Urban ^b
All races					
High school ^c	26,000	21,000	30,000	23,211	25,100
Some college	31,000	26,000	35,000	28,884	32,565
Associate's degree	35,000	27,500	40,783	30,100	34,000
Bachelor's degree	36,351	36,050	42,063	40,000	46,000
Postgraduate degree	50,000	47,766	54,545	50,000	55,900
Total	38,968	28,000	43,000	30,600	36,000
White					
High school	22,000	21,095	34,040	24,000	27,982
Some college	31,134	25,450	34,326	28,847	33,210
Associate's degree	33,000	27,500	44,239	31,017	36,138
Bachelor's degree	35,000	35,969	40,030	40,035	46,000
Postgraduate degree	50,000	48,335	54,238	50,446	58,330
Total	38,000	28,292	45,000	31,762	38,576

(Table continues on p. 38.)

Table 3.1 *Continued*

	All Workers		Full-Time Workers		
	CUNY	National	CUNY	National	National Urban ^b
Black					
High school	26,000	20,321	26,028	21,514	23,400
Some college	31,414	28,000	35,165	29,536	30,337
Associate's degree	40,000	26,948	40,936	28,421	33,000
Bachelor's degree	45,000	38,042	47,689	39,000	46,000
Postgraduate degree	55,026	41,616	55,924	41,616	42,048
Total	40,000	26,200	40,639	28,000	30,000
Hispanic					
High school	31,362	18,000	33,000	20,000	22,000
Some college	30,358	25,000	34,232	27,040	35,000
Associate's degree	35,000	28,000	38,401	30,000	30,000
Bachelor's degree	40,000	37,000	40,000	40,000	45,032
Postgraduate degree	50,000	45,000	51,326	45,400	41,151
Total	36,000	24,030	39,000	28,080	30,084

Sources: CUNY Women File and Current Population Survey 1998 to 2002.

^aNational data include black, white, and Hispanic women aged forty-five to forty-nine.

^bA city of 5 million or more, as determined by the CPS.

^c"High school" in the CUNY sample refers to early dropouts—women with less than sixteen college credits.

Table 3.2 Logged Full-Time Earnings of CUNY and National Women (Unstandardized OLS Coefficients)

	Model 1	Model 2	Model 3	Model 4	Model 5
CUNY women					
Constant	10.289***	10.642***	9.5337***	9.5656***	9.5789***
Some college ^a	.13879*		.10372	.10685	.03139
Associate's degree	.21931***		.19158**	.18383**	.12079
Bachelor's degree	.32884***		.2268***	.22081***	.12039
Advanced degree	.62921***		.51065***	.50066***	.41865***
Black ^b		-.05886	.14721**	.14289**	-.05894
Hispanic		-.13161**	.03658	.03739	-.01874
Age			-9.6e-05	.00025	8.5e-05
Low income of family of origin ^c			-.04938	-.05051	-.04585
Parents' highest grade completed			-.015	-.0146	-.01395
Grades in high school academic courses			.0067*	.00663*	.00712**
Units of high school academic courses			.02718***	.02591***	.02655***
Married or partnered				-.0635	
Any children				-.14631***	
Ever a single mother				.05997	
Spouse's prestige				.00241	
Black—some college					.18192
Black—associate's degree					.18048
Black—bachelor's degree					.30048*
Black—advanced degree					.25894
Hispanic—some college					.01711
Hispanic—associate's degree					.02241
Hispanic—bachelor's degree					.09988
Hispanic—advanced degree					.05753
Adjusted R-square	.1119	.0041	.1335	.1457	.1326

National women					
Constant	9.8659***	10.215***	9.6677***	9.6545***	9.7356***
Some college	.15258***		.07805*	.0662*	-.05391
Associate's degree	.30118***		.17378***	.16001***	.08265
Bachelor's degree	.66337***		.39359***	.34507***	.36179***
Advanced degree	.85809***		.52996***	.46663***	.42643***
Black		-.21406***	.0672	.078*	-.05313
Hispanic		-.07579*	.16275***	.15419***	.04853
Age			-.00486	-.00299	-.00492
Low income family of origin			-.05188	-.04476	-.05198
Parents' highest grade completed			.00795	.00566	.00758
Grades in high school academic courses			.05114*	.04717*	.05014*
AFQT80			.00624***	.0059***	.00632***
Married or partnered				.02938	
Any children				-.13732***	
Ever a single mother				.00811	
Spouse's prestige				.00239**	
Black—some college					.22968***
Black—associate's degree					.19531*
Black—bachelor's degree					.03314
Black—advanced degree					.24107
Hispanic—some college					.21958**
Hispanic—associate's degree					.11969
Hispanic—bachelor's degree					.08045
Hispanic—advanced degree					.21653
Adjusted R-square	.1648	.0193	.2237	.2343	.2265

Sources: CUNY Women File and NLSY79-Adults.

^aReference category is an early dropout in the CUNY sample, defined as having less than sixteen college credits; in the NLSY sample, a high school graduate.

^bWhite is the reference category. Women of "other" ethnic groups are not included in the CUNY or NLSY samples.

^cDefined as less than \$10,000 in 1970 dollars.

*p < .05; **p < .01; ***p < .001

Table 3.3 The Influence of College Major on Logged Full-Time Personal Earnings^a

	CUNY Women		National Women	
	Mean Earnings	Adjusted OLS Coefficients ^b	Mean Earnings	Adjusted OLS Coefficients
Associate's degrees				
Arts, humanities, social sciences	\$37,947	-.3261**	\$31,912	-.07089
Business	46,289	-.1122	40,244	.03695
Education	30,734	-.5059**	22,586	-.28213*
Health, social services	48,948		31,295	
Math, natural sciences, computers	39,859	-.17866	32,028	-.03702
Secretarial, legal, vocational	36,830	-.31847 **	24,015	-.24969*
Bachelor's degrees				
Arts, humanities, social sciences	50,698	-.11731	49,395	.11431
Business	53,206	-.03031	54,430	.30515***
Education	39,235	-.29989***	34,933	.01947
Health, social services	50,557	-.02415	49,484	.36281***
Math, natural sciences, computers	48,931	-.09679	56,611	.25329**
Other	40,000	-.00748	44,041	-.13923
Postgraduate degrees				
Arts, humanities, social sciences	60,083	-.00528	38,519	.14709
Business	73,678	.39025***	70,671	.4556***
Education, library science	50,175	.03783	44,512	.25598**
Health and social services	61,928	.21944*	55,381	.35583**
Math, natural sciences, computers	84,793	.47844***	56,308	.30384
Medicine and law	104,572	.63765***	91,312	.77939***
Adjusted R ²		.1656		.2267

Sources: CUNY Women File and NLSY79-Adults.

^aThe reference category is the associate's degree in health and social services.

^bCoefficients are adjusted for ethnicity, age, parents' education and income, grades in high school academic courses, and units of academic courses in high school in the CUNY sample and AFQT scores in the NLSY sample.

*p < .05; **p < .01; ***p < .001

Table 3.4 Comparison of Median Household Income of CUNY and National Women, by Educational Attainment and Ethnicity

	CUNY				National ^a			
	White	Black	Hispanic	All	White	Black	Hispanic	All
High school ^b	\$70,000	\$40,000	\$50,000	\$50,000	\$56,786	\$32,009	\$43,643	\$52,000
Some college	75,000	45,000	49,734	59,074	63,150	41,000	56,223	59,537
A.A.	70,000	51,132	49,020	60,000	66,200	47,466	57,577	62,660
B.A.	79,303	57,210	65,000	75,000	85,180	60,000	74,232	81,153
Advanced degree	100,000	69,937	85,060	100,000	99,923	65,231	109,032	97,584
Total	80,000	50,000	55,000	70,000	76,400	49,546	66,307	72,500

Sources: CUNY Women File and Current Population Survey (1998 to 2002).

^aCalculated for black, white, and Hispanic women aged forty-five to forty-nine with high school diplomas or higher.

^bHigh school refers to a college entrant with less than sixteen college credits in the CUNY sample, and a high school graduate in the CPS sample.

Table 3.5 Logged Household Income of CUNY and National Women (Unstandardized OLS Coefficients)

	Model 1	Model 2	Model 3	Model 4	Model 5
CUNY women					
Constant	10.802***	11.205***	11.264***	10.598***	11.347***
Some college ^a	.11126*		.03606	.04193	-.04146
Associate's degree	.10366		.0619	.08069	-.0587
Bachelor's degree	.33872***		.19264***	.14649**	.08191
Advanced degree	.59499***		.40241***	.32836***	.28474***
Black ^b		-.40967***	-.15942***	.0278	-.42496***
Hispanic		-.34947***	-.11419*	-.03143	-.22438
Age			-.01721***	-.01407**	-.01741***
Low income of family of origin ^c			-.1346***	-.09056**	-.13561***
Parents' highest grade completed			.02899*	.02375	.0307*
Grades in high school academic courses			.0033	.00064	.00376
Units of high school academic courses			.01644*	.01856**	.01511*
Married or partnered				.43173***	
Any children				.02592	
Ever a single mother				-.06731	
Spouse's prestige				.00858***	
Black—some college					.17824
Black—associate's degree					.40839**
Black—bachelor's degree					.30917*
Black—advanced degree					.37711**
Hispanic—some college					.09267
Hispanic—associate's degree					.03991

(Table continues on p. 48.)

Table 3.5 *Continued*

	Model 1	Model 2	Model 3	Model 4	Model 5
Hispanic—bachelor’s degree					.17252
Hispanic—advanced degree					.18952
Adjusted R-square	.0959	.0662	.1602	.3377	.1633
National women					
Constant	9.8612***	10.619***	9.8495***	9.3058***	10.064***
Some college	.30905***		.21494**	.22057**	.0717
Associate’s degree	.61972***		.41144***	.33232***	.12549
Bachelor’s degree	1.0808***		.59621***	.47376***	.35195**
Advanced degree	1.3054***		.70119***	.57505***	.49044**
Black		-.77523***	-.33343***	-.01747	-.49792***
Hispanic		-.42669***	-.07804	.00095	-.49294***
Age			-.00837	-.01252	-.01087
Low income of family of origin			-.09875	-.06858	-.09765
Parents’ highest grade completed			-.00103	-.00317	.00038
Grades in high school academic courses			.15367*	.09536	.15023*

AFQT score			.0082***	.00786***	.00848***
Married or partnered				1.0147***	
Any children				-.069	
Ever a single mother				.08241	
Spouse's prestige				.00523**	
Black—some college					.1295
Black—associate's degree					.34917
Black—bachelor's degree					.45825*
Black—advanced degree					.26854
Hispanic—some college					.49974**
Hispanic—associate's degree					.82889**
Hispanic—bachelor's degree					.68401*
Hispanic—advanced degree					.71468
Adjusted R-square	.0507	.0334	.0900	.1539	.0923

Sources: CUNY Women File and NLSY79-Adults.

^aReference category is an early dropout in the CUNY sample, defined as less than sixteen college credits, and a high school graduate in the NLSY.

^bWhite is the reference category. Women of "other" ethnic groups are not included in the CUNY or NLSY samples.

^cDefined as less than \$10,000 in 1970 dollars.

*p < .05; **p < .01; ***p < .001

Table 3.6 Home Ownership Rates of CUNY and National Women and Value of Home, by Educational Attainment and Ethnicity

	Own a Home (Percentage)				Median Value of Home			
	White	Black	Hispanic	All	White	Black	Hispanic	All
CUNY women								
High school ^a	80.5	39.4	53.8	63.7				
Some college	73.6	46.7	51.0	64.7				
A.A. degree	78.1	57.1	65.2	71.3		N/A		
B.A. degree	84.7	64.4	69.4	80.3				
Postgraduate degree	88.8	67.3	74.3	85.5				
Total	82.8	55.0	62.4	75.5				
National women								
High school	74.7	38.0	45.3	66.8	\$100,000	\$60,000	\$94,793	\$95,000
Some college	74.6	39.4	56.5	65.8	125,000	80,000	115,765	120,000
A.A. degree	78.6	53.7	67.6	73.7	125,000	79,289	121,624	120,000
B.A. degree	86.3	56.3	79.3	83.2	178,000	100,000	160,468	170,000
Postgraduate degree	85.1	77.3	71.4	84.1	180,000	118,741	160,000	175,000
Total	78.6	43.9	57.4	71.8	135,000	80,000	120,000	130,000

Sources: CUNY Women File and NLSY79–Adults.

^aHigh school refers to a college entrant with less than sixteen college credits in the CUNY sample, and a high school graduate in the NLSY sample.

**Table 3.7 Mean Value of National Women's Other Financial Assets,
by Educational Attainment and Ethnicity^a**

	White	Black	Hispanic	All
High School	\$42,314	\$13,026	\$20,885	\$37,908
Some college	63,618	24,618	42,223	55,205
Associate's degree	74,068	15,965	54,426	64,742
Bachelor's degree	118,595	44,537	90,972	111,185
Postgraduate degree	134,230	67,598	68,742	127,440
Total	77,724	25,517	44,863	69,360
Number of cases	3,246	487	237	3,970

Sources: NLSY79–Adults: white, black, and Hispanic women with high school diplomas or higher, in 1996, 1998, and 2000 waves.

^aAssets consist of the total dollar value of savings, CDs, stocks, other investments, retirement plans, and estates. Top-coded at \$350,000.

Table 4.1 Family Structure and Race or Ethnicity (Percentage)

	Raised Mainly With Single Mother ^a	Experienced Family Transition ^b	Has Husband or Partner ^c
NLSY sample			
White	3	33	84
Black	34	48	44
Hispanic	9	40	75
CUNY sample			
White	7	25	87
Black	36	70	47
Hispanic	25	52	66

Sources: NLSY Child File; CUNY Child File.

^aDefined as between birth and age ten for the NLSY sample; for most of the child's life for the CUNY sample.

^bA transition is defined as divorce, separation, or remarriage for both samples.

^cMeasured when the child took major test battery around age seven, for NLSY children, and measured in 2000 for the CUNY sample.

Table 4.2 Numbers of Siblings, by Race or Ethnicity (Percentage)

	Only Child	Three or More Siblings
NLSY		
White	7	18
Black	9	32
Hispanic	7	34
CUNY		
White	13	8
Black	19	11
Hispanic	17	7

Sources: NLSY Child File; CUNY Child File.

Table 4.3 Educational Upward Mobility: Percentage of Grandchildren of High School Dropouts Who Enroll in College

	CUNY	NLSY
All grandchildren	84.0	32.5
Female		
Black	75.0	38.2
White	100.0	40.0
Hispanic	90.3	45.4
Male		
Black	71.1	22.5
White	92.1	37.3
Hispanic	80.0	25.2

Sources: NLSY Child File; CUNY Child File.

Note: "High school dropout" means that neither maternal grandparent had a high school diploma.

Table 4.4 Educational Downward Mobility: Percentage of Offspring of B.A. Recipients Who Failed to Enter College

	CUNY Sample	National GSS	National PSID	NLSY
All offspring	7.8	14.1	15.1	19.0
Females				
Black	7.5	20.8	31.1	25.0
White	0	13.5	15.1	28.6
Hispanic	5.9	25.9	8.3	25.0
Males				
Black	22.5	24.3	26.1	18.8
White	5.6	13.8	13.6	16.7
Hispanic	21.1	14.7	1.5	12.5

Sources: See General Social Survey 1972 to 2000, and Panel Study of Income Dynamics 2006.

Note: In the CUNY, General Social Survey (GSS), and Panel Study of Income Dynamics (PSID) surveys, the sample includes only offspring who are twenty-one years old or older. For the NLSY survey, the figure includes offspring twenty or over.

Table 4.5 Effect of Maternal Family Background on Children's Chances of Educational Success for CUNY Sample (Percentages)

	Percentage Strong in High School		Percentage Enrolled in College	
	Unadjusted	Adjusted	Unadjusted	Adjusted
Grandparents' income				
Bottom quartile	21.48	22.48	80.71	85.69
Top quartile	48.79	36.85	95.77	91.95
Grandparents' education				
Less than high school	31.91	30.41	84.16	87.14
College graduate	46.71	33.17	94.65	91.24
Mother's College Admissions Average				
Bottom quartile	24.11	23.68	81.79	84.08
Top quartile	50.53	41.57	96.32	93.87
Race				
Black	23.25	26.83	81.14	85.99
White	43.80	37.37	95.47	93.83
Hispanic	26.27	27.26	85.17	88.54

Source: CUNY Women File.

Note: The "Adjusted" columns control statistically for race, maternal grandparents' income, and highest degree, and for mother's high school GPA in academic courses. All reported differences are statistically significant at $p < .05$.

Table 4.6 Effect of Maternal Family Background on Children's Chances of Educational Success for NLSY79 Children Sample (Percentages)

	Percentage Strong on High School Tests		Percentage Enrolled in College	
	Unadjusted	Adjusted	Unadjusted	Adjusted
Grandparents' income				
Bottom quartile	21.47	28.92	42.90	48.25
Top quartile	55.65	32.26	65.75	57.11
Grandparents' education				
Less than high school	23.38	27.67	45.39	49.00
College graduate	64.29	40.95	67.25	59.73
Mom's College Admissions Average				
Bottom quartile	18.07	24.72	39.48	44.83
Top quartile	56.27	37.01	64.89	56.62
Mom's AFQT				
Bottom quartile	12.63	16.79	38.59	43.22
Top quartile	64.38	50.15	71.32	65.16
Mom's Pearlin Mastery				
Bottom quartile	25.22	28.54	35.46	38.95
Top quartile	40.92	31.96	58.55	55.36
Race				
Black	17.13	20.91	45.44	50.76 [†]
White	51.10	37.40	56.05	48.44
Hispanic	29.39	34.18	51.11	54.77
Other	37.88	28.15	42.86	36.16

Source: NLSY79 analyses.

Note: The dependent variable reports whether a child scored in the top third in high school tests of math and English (the PIAT) between ages thirteen and seventeen. Unadjusted or raw percentage versus estimated percentages after controlling for race, grandparents' income, grandparents' highest degree, grandparents' SEI, mother's high school GPA, mother's AFQT score, and mother's Pearlin Mastery score. All reported differences except the one marked [†] are statistically significant at $p < .05$

Table 4.7 Effect of Mother's Earning a B.A. on CUNY Children's Educational Outcomes

Child's Outcome	Bivariate	Propensity Matched Sample ^a
Elementary school		
Effect size (z score)	.290***	.035
Predicted value when mother earned B.A.	.2403984	.0159993
Predicted value when mother did not earn B.A.	-.0500075	-.018844
High school performance		
Effect size (z score)	.388***	.129***
Predicted value when mother earned B.A.	.3342682	.046109
Predicted value when mother did not earn B.A.	-.0538919	-.0828978
High school trouble		
Effect size (z score)	-.363***	-.154***
Predicted value when mother earned B.A.	-.2934788	-.0593257
Predicted value when mother did not earn B.A.	.069128	.0950347
College track		
Effect size (logistic coefficient)	.744***	.129
Predicted value when mother earned B.A.	.7362	0.5890
Predicted value when mother did not earn B.A.	.5703	0.5575
Attended college		
Effect size (logistic coefficient)	1.368***	.414**
Predicted value when mother earned B.A.	.9605	.9388
Predicted value when mother did not earn B.A.	.8609	.9103
Completed college		
Effect size (logistic coefficient)	1.063***	.477***
Predicted value when mother earned B.A.	.9182	.8690
Predicted value when mother did not earn B.A.	.7951	.8046
Earned a B.A. degree		
Effect size (logistic coefficient)	.885***	.525***
Predicted value: mother earned B.A.	.8742	.8199
Predicted value: mother did not earn B.A.	.7415	.7293

Source: CUNY Women File.

^aMatched on mother's propensity to earn a B.A. Controls include mother's age, whether she started college in two-year or four-year school, the number of academic courses she took in high school, her high school record, her GPA as of her last semester in college, her race, her parent's highest degree, and her household income before enrolling at CUNY.

*p < .05; **p < .01; ***p < .001

Table 4.8 Effect of Mother's College Education on NLSY Children's Educational Outcomes

Educational Outcome	Bivariate	Propensity Matched Sample
B.A. versus no B.A.		
Vocabulary		
Effect size (z score)	.979***	.232***
Predicted value when mother earned B.A.	.8137	.3057
Predicted value when mother did not have B.A.	-.1658	.5374
Reading and Math (under age seven)		
Effect size (z score)	.693***	.152***
Predicted value when mother earned B.A.	.5615	.3701
Predicted value when mother did not have B.A.	-.1385	.2182
Behavior Problems Index (age six to ten)		
Effect size (z score)	-.546***	-.184***
Predicted value when mother earned B.A.	-.6404	-.6030
Predicted value when mother did not have B.A.	-.0949	-.4188
Held back in school		
Effect size (logistic coefficient)	-1.922***	.236
Predicted value when mother earned B.A.	.0567	.0751
Predicted value when mother did not have B.A.	.2911	.0602
College track		
Effect size (logistic coefficient)	1.071***	.432**
Predicted value when mother earned B.A.	.5588	.5203
Predicted value when mother did not have B.A.	.3026	.4132
Reading and math (age thirteen to sixteen)		
Effect size (z score)	.886***	.100*
Predicted value when mother earned B.A.	.7528	.5401
Predicted value when mother did not have B.A.	-.1332	.4398
Attended college		
Effect size (logistic coefficient)	1.121***	.479
Predicted value when mother earned B.A.	.7047	.7645
Predicted value when mother did not have B.A.	.4821	.6679

(Table continues on p. 76.)

Table 4.8 *Continued*

Educational Outcome	Bivariate	Propensity Matched Sample
Any college versus no college		
Vocabulary		
Effect size (z score)	.542***	.077***
Predicted value: college mother	.3542	.0761
Predicted value: no college mother	-.1881	-.0011
Reading and Math (under age seven)		
Effect size (z score)	.416***	.111***
Predicted value: college mother	.2683	.1053
Predicted value: no college mother	-.1481	-.0053
Behavior Problems Index (age six to ten)		
Effect size (z score)	-.290***	.003
Predicted value: college mother	-.2113	-.0934
Predicted value: no college mother	.0789	-.0962
Held back in school		
Effect size (logistic coefficient)	-1.258***	-.269***
Predicted value: college mother	.1041	.1045
Predicted value: no college mother	.2901	.1325
College track		
Effect size (logistic coefficient)	.609***	.194***
Predicted value: college mother	.4393	.4410
Predicted value: no college mother	.2988	.3938
Reading and math (age thirteen to sixteen)		
Effect size (z score)	.433***	.078***
Predicted value: college mother	.2843	.1803
Predicted value: no college mother	-.1492	.1019
Attended college		
Effect size (logistic coefficient)	.751***	.509***
Predicted value: college mother	0.6146	0.6065
Predicted value: no college mother	0.4293	0.4808

Sources: NLSY Child File; CUNY Child File.

Note: N on matched regression model = 359.

*p < .05; **p < .01; ***p < .001

Table 5.1 Effect of Mother's Educational Attainment on Cultural Parenting Activities (Measured in Standard Deviation Units)

Mother's Education (Years)	Bivariate	Regression	Propensity Matched Sample
NLSY sample			
HOME cognitive stimulation scale (less than ten)			
Any college	.571***	.198***	.199***
B.A.	.765***	.115***	.232***
HOME cognitive stimulation scale (over ten)			
Any college	.545***	.197***	.206***
B.A.	.879***	.267***	.309***
CUNY sample			
Cultural capital scale			
B.A.	.155***	.097***	.092***

Sources: NLSY79 and CUNY Women File.

*p < .05; **p < .01; ***p < .001

**Table 5.2 Effect of Cultural-Parenting Activities on Children’s Educational Outcomes
(Measured in Standard Deviation Units)**

Child’s Outcome	Parenting Variable (Child’s Age)	Bivariate	Regression	Propensity Matched Sample
CUNY sample				
Elementary school success	Cultural capital scale	.2284***	.1707***	.1858***
High school success	Cultural capital scale	.3829***	.2086***	.2100***
High school trouble	Cultural capital scale	-.3603***	-.2278***	-.2456***
Probability of college track placement	High cultural capital	.7136***	.6668***	.6850***
NLSY sample (age)				
Early PIAT score (under seven)	HOME cognitive stimulation ^a	.5804***	.2730***	.2499***
Behavior Problems Index (six to ten)	HOME cognitive stimulation (under ten)	-.4012***	-.2762***	-.3176***
Probability of grade retention	High HOME cognitive (under ten)	.1625***	.1655***	.1488***
	Low HOME cognitive (under ten)	.3206	.1989	.1894
Late PIAT score (over thirteen)	HOME cognitive stimulation (under ten)	.6449***	.2014***	.2721***
	+ control for early PIAT score	—	.1206***	.1198***
	HOME cognitive stimulation (over ten)	.6139***	.2243***	.2331***
	+ control for early PIAT score	—	.1435***	.1494***

(Table continues on p. 88.)

Table 5.2 *Continued*

Child's Outcome	Parenting Variable (Child's Age)	Bivariate	Regression	Propensity Matched Sample
Probability of college prep track placement	High HOME cognitive (under ten)	.4070***	.3554***	.3788**
	Low HOME cognitive (under ten)	.2883	.3175	.3342
	High HOME cognitive (over ten)	.4263***	.3836***	.3957***
	Low HOME cognitive (over ten)	.2623	.2844	.2706
Probability of college enrollment	High HOME cognitive (under ten)	.5850***	.5464***	.5261***
	Low HOME cognitive (under ten)	.3934	.4403	.3674
	High HOME cognitive (over ten)	.5716***	.5335***	.5099***
	Low HOME cognitive (over ten)	.4101	.4585	.3908

Sources: CUNY Women File and NLSY79.

^aThese analyses use a dichotomized version of the HOME cognitive stimulation scale, for the purposes of propensity score matching. This dummy variable is coded as 1 if the score rated in the top half of the HOME scale and 0 if the score rated in the bottom half.

*p < .05; **p < .01; ***p < .001

Table 5.3 Effect of Mother's Educational Attainment on Social Capital (Closure)

Mother's Education	Bivariate	Regression	Propensity Matched Sample
NLSY: Probability that mother knew most of child's friends and their parents			
Entered college	.5528***	.4918***	.4787***
No college	.4352	.4542	.4391
Earned B.A.	.6600***	.5715***	.5330***
No B.A.	.4516	.4545	.4323
CUNY: Probability that mother knew most of child's friends and their parents			
Earned B.A.	.4142***	.3396***	.3655***
No B.A.	.3422	.3032	.3001

Sources: NLSY79 and CUNY Women File.

*p < .05; **p < .01; ***p < .001

**Table 5.4 Effect of Social Capital on Children's Educational Outcomes
(Measured in Standard Deviation Units)**

Child's Outcome	Parenting Variable (Child's Age)	Bivariate	Regression	Propensity Matched Sample
NLSY				
Early PIAT score (under seven)	High social capital	.1106***	-.0161	-.0203
Behavior Problems Index (six to ten)	High social capital	-.2455***	-.1553***	-.1585***
Probability of grade retention	High social capital	.2198***	.1847*	.1596**
	Low social capital	.2803	.1935	.1735
Late PIAT score (over thirteen)	High social capital	.1696***	.0461***	.0501***
Probability of college prep track placement	High social capital	.3670***	.3424	.3496
	Low social capital	.3324	.3328	.3499
Probability of college enrollment	High social capital	.5353***	.5215*	.5232**
	Low social capital	.4798	.4937	.4622
CUNY				
Elementary school success	High social capital	.1207***	.0637***	.0720***
High school success	High social capital	.2759***	.1898***	.1638***
High school trouble	High social capital	-.2146***	-.1351***	-.1176***
Probability of college prep track placement	High social capital	.7496***	.6639***	.7010***
	Low social capital	.6052	.5446	.5826
Probability of college enrollment	High social capital	.9538***	.9632***	.9744***
	Low social capital	.8813	.9289	.9549

Sources: NLSY79 and CUNY Women File.

*p < .05; **p < .01; ***p < .001

Table 5.5 Effect of Mother's Educational Attainment on Communicative Parenting

Mother's Education	Bivariate	Regression	Propensity Matched Sample
NLSY: Effect of mother's education on standardized communicative parenting scale			
Entered college	.118***	.024	.123***
Earned B.A.	.133***	.097***	.100***
CUNY: Probability that mother frequently discussed school subjects with child			
Earned B.A.	.9629	.9593	.9560
No B.A.	.9651	.9667	.9627

Sources: NLSY79 and CUNY Women File.

* $p < .05$; ** $p < .01$; *** $p < .001$

Table 5.6 Effect of Communicative Parenting on Children's Educational Outcomes (Measured in Standard Deviation Units)

Child's Outcome	Parenting Variable (Child's Age)	Bivariate	Regression	Propensity Matched Sample
NLSY				
Early PIAT score (under seven)	Communicative parenting	.2061***	.1587***	.1436***
Behavior Problems Index (six to ten)	Communicative parenting	-.1102***	-.0658***	-.0511**
Probability of grade retention	High communicative parenting	.1166***	.0877***	.0859***
	Low communicative parenting	.1551	.1078	.1055
Late PIAT score (over thirteen)	Communicative parenting	.4295***	.3993***	.4592***
	+ control for early PIAT score	—	.3225***	.3809***
CUNY				
Elementary school success	Communicative parenting	.1589***	.1178***	.2007***
High school success	Communicative parenting	.0767**	.0198	.0241
High school trouble	Communicative parenting	-.0984***	-.0176	-.0194
Probability of college prep track placement	High communicative parenting	.6613***	.5844***	.5626**
	Low communicative parenting	.5417	.5037	.4727
Probability of college enrollment	High communicative parenting	.8586**	.8657	.8499
	Low communicative parenting	.8147	.8735	.8750

Sources: NLSY79 and CUNY Women File.

Note: Because the communicative parenting questions were only asked of relatively young children in recent NLSY surveys, we have no NLSY findings on the effect of communicative parenting on high school track placement and college enrollment.

*p < .05; **p < .01; ***p < .001

Table 5.7 Effect of Mother's Educational Attainment on Her Involvement in Child's School

	Mother's Education	Bivariate	Regression	Propensity Matched Sample
NLSY				
Parent highly involved in child's school				
	Entered college	.4087***	.3385*	.3468*
	No college	.3320	.3689	.3731
	Earned B.A.	.5504***	.4483***	.5339***
	No B.A.	.3320	.3442	.4357
CUNY				
Parent intervened to get child placed in particular class or program				
	Earned B.A.	.4537	.4674	.4852
	No B.A.	.4405	.4425	.4552
Parent made a special request to get child placed with particular teacher				
	Earned B.A.	.4028***	.3126***	.2918***
	No B.A.	.2081	.2609	.2438

Sources: NLSY79 and CUNY Women File.

*p < .05 **p < .01 ***p < .001

Table 5.8 Effect of Parental School Involvement on Children's Educational Outcomes (Measured in Standard Deviation Units)

Child's Outcome	Parenting Variable	Bivariate	Regression	Propensity Matched Sample
NLSY				
PIAT score (2000)				
	Highly involved parent	.2929***	.0746***	.0718***
	+ control for 1996 PIAT	—	.0278**	.0272*
BPI score (2000)				
	Highly involved parent	-.2022***	.0964***	-.0827***
	+ control for 1996 BPI	—	-.0324*	-.0222
Probability of grade retention				
	Highly involved parent	.0601***	.0434	.0373
	Less involved parent	.0803	.0456	.0423
CUNY				
Elementary school success				
	Requested class or program	-.2448***	-.2323***	-.2430***
	Requested teacher	-.1011***	-.1766***	-.1662***
High school success				
	Requested class or program	-.4355***	-.4080***	-.4114***
	Requested teacher	-.1688***	-.2984***	-.2928***
High school trouble				
	Requested class or program	.3885***	.3702***	.3742***
	Requested teacher	.0987***	.22087***	.2145***
Probability of college prep track placement				
	Requested class or program	.6158***	.5790***	.5776***
	Never requested class or program	.6874	.6774	.6879
	Requested teacher	.6914***	.5979*	.6085
	Never requested teacher	.6395	.6342	.6338
Probability of college enrollment				
	Requested class or program	.8759*	.9072*	.9174***
	Never requested class or program	.9326	.9233	.9410
	Requested teacher	.8678	.8910***	.8827**
	Never requested teacher	.8525	.9239	.9273

Sources: NLSY79 and CUNY Women File.

*p < .05; **p < .01; ***p < .001

Table 5.9 Effect of Mother's Educational Attainment on Her Expectations for Her Child's Educational Attainment, NLSY Women

Mother's Education	Bivariate	Regression	Propensity Matched Sample
Probability that mother expected child to attend college (when child was six years old)			
College	.9032***	.8636***	.8792***
No college	.6980	.7852	.8134
Earned B.A.	.9718***	.9189***	.9750***
No B.A.	.7446	.8024	.9208
Probability that mother expected child to attend college (when child was fourteen years old)			
College	.8934***	.8683***	.8799***
No college	.6739	.7677	.7894
Earned B.A.	.9566***	.8872***	.9620***
No B.A.	.7391	.8027	.8993

Source: NLSY79.

*p < .05; **p < .01; ***p < .001

Table 5.10 Effect of Early College Expectations on Children’s Educational Outcomes, NLSY Women

Child’s Outcome	Parenting Variable (Child’s Age)	Bivariate	Regression	Propensity Matched Sample
Early PIAT score (under seven)	Expects college attendance (six)	.5028***	.2548***	.2331***
Behavior Problems Index (six to ten)	Expects college attendance (six)	-.4408***	-.2226***	-.2600***
Probability of grade retention	Expects college attendance (six)	.1940***	.1733***	.2751***
	No college expectations (six)	.4420	.2608	.3643
Late PIAT score (over thirteen)	Expects college attendance (six)	.6628***	.3767***	.3500***
	+ control for 7-year-old PIAT	—	.2801***	.2605***
	Expects college attendance (fourteen)	.8249***	.4972***	.4675***
	+ control for 7-year-old PIAT	—	.3871***	.3632***
Probability of college prep track placement	Expects college attendance (six)	.4022***	.3760***	.3480***
	No college expectations (six)	.2169	.2355	.2216
	Expects college attendance (fourteen)	.4096***	.3831***	.3255***
	No college expectations (fourteen)	.1764	.2049	.1897
Probability of college enrollment	Expects college attendance (six)	.5811***	.5683***	.4930***
	No college expectations (six)	.3014	.3323	.2636
	Expects college attendance (fourteen)	.5860***	.5680***	.4793***
	No college expectations (fourteen)	.2497	.2957	.2103

Source: NLSY79

*p < .05; **p < .01; ***p < .001

Table 5.11 Effect of Mother's Educational Attainment on Private School Attendance

	Mother's Education	Bivariate	Regression	Propensity Matched Sample
NLSY				
Probability that child attended private school				
	Entered college	.2093***	.1354***	.1261***
	No college	.0720	.0867	.0916
	Earned B.A.	.3326***	.1135***	.2898***
	No B.A.	.0930	.0790	.1835
CUNY				
Probability that child attended private school				
	Earned B.A.	.2559***	.2410***	.2463*
	No B.A.	.1987	.1990	.2130

Sources: NLSY79 and CUNY Women File.

*p < .05; **p < .01; ***p < .001

Table 5.12 Effect of Private School Attendance on Children's Educational Outcomes

Child's Outcome	Parenting Variable (Child's Age)	Bivariate	Regression	Propensity Matched Sample
NLSY				
Early PIAT score (under seven)	Private school attendance	.4729***	.2179***	.1440***
	Behavior Problems Index (six to ten)	Private school attendance	-.4501***	-.2046***
Probability of grade retention	Private school attendance	.1030***	.1725*	.0704
	Public school attendance	.2727	.1946	.0718
Late PIAT score (over thirteen)	Private school attendance	.6490***	.2500***	.2172***
	+ control for seven-year-old PIAT	—	.1892***	.1883***
Probability of college prep track placement	Private school attendance	.5795***	.4973***	.5948***
	Public school attendance	.3305	.3249	.4291
Probability of college enrollment	Private school attendance	.7206***	.6446***	.7407**
	Public school attendance	.4874	.4930	.6066
CUNY				
Elementary school success	Private school attendance	.1033***	.0341	.0638*
	High school success	Private school attendance	.2674***	.1893***
High school trouble	Private school attendance	-.2420***	-.1879***	-.2089***

(Table continues on p. 109.)

Table 5.12 *Continued*

Child's Outcome	Parenting Variable	Bivariate	Regression	Propensity Matched Sample
Probability of college prep track placement				
	Private school attendance	.7128***	.6224**	.6467**
	Public school attendance	.6370	.5675	.5787
Probability of college enrollment				
	Private school attendance	.8965***	.9070***	.9233***
	Public school attendance	.8425	.8519	.8834

Sources: NLSY79 and CUNY Women File.

*p < .05; **p < .01; ***p < .001

Table 5.13 Effect of Mother's Educational Attainment on the Probability That Children Moved While Growing Up

	Mother's Education	Bivariate	Regression	Propensity Matched Sample
NLSY				
Probability that child had any intercounty move between zero and ten years old				
	Entered college	.4746***	.4633***	.4541
	No college	.4379	.4417	.4464
	Earned B.A.	.5533***	.5289***	.5571***
	No B.A.	.4393	.4406	.4774
CUNY				
Probability that child moved twice or more in elementary school				
	Earned B.A.	.2179***	.2710***	.3015***
	No B.A.	.3397	.3397	.3707

Sources: NLSY79 and CUNY Women File.

*p < .05; **p < .01; ***p < .001

Table 5.14 Effect of Moving on Children's Educational Outcomes

Child's Outcome	Bivariate	Regression	Propensity Matched Sample
NLSY			
PIAT age thirteen and older			
All children	.0722***	.0030	.0491**
Bottom income quartile	-.0202	-.7994**	-.0141
Second income quartile	.0372	-.0455	.0083
Third income quartile	.1400***	.0856**	.1307***
Top income quartile	.0775***	.1132***	.1360***
PIAT thirteen and older (controlling for earlier PIAT)			
All children	—	.0406**	.0505***
Bottom income quartile	—	-.0008	-.0025
Second income quartile	—	.0370	.0346
Third income quartile	—	.0819**	.1134***
Top income quartile	—	.0968**	.1160***
CUNY			
High school success			
All children	-.5547***	-.3903***	-.3760***
Bottom income quartile	-.4608***	-.2961***	-.2011***
Second income quartile	-.6158***	-.5014***	-.4736***
Third income quartile	-.5754***	-.3527***	-.3404***
Top income quartile	-.4116***	-.3333***	-.3527***

Sources: NLSY79 and CUNY Women File.

*p < .05; **p < .01; ***p < .001

Table 5.15 Effect of Mother's Educational Attainment on Her Community Involvement, CUNY Women (Measured in Standard Deviation Units)

Mother's Education	Bivariate	Regression	Propensity Matched Sample
Mother's community involvement			
B.A.	.2066***	.1573***	.1646***

Source: CUNY Women File.

*p < .05; **p < .01; ***p < .001

Table 5.16 Effect of Mother's Community Involvement on Children's Educational Outcomes, CUNY Women (Measured in Standard Deviation Units)

Child's Outcome	Parenting Variable	Bivariate	Regression	Propensity Matched Sample
Elementary school success				
	Mother highly involved in community	.0826***	.1472***	.1539***
High school success				
	Mother highly involved in community	.1156***	.0712***	.1328***
High school trouble				
	Mother highly involved in community	-.1195***	-.0754***	-.1358**
Probability of college prep track placement				
	High community involvement	.7359***	.7032***	.6705***
	Low community involvement	.6129	.5824	.5701
Probability of college enrollment				
	High community involvement	.9282***	.8814*	.9586
	Low community involvement	.8981	.8584	.9610

Source: CUNY Women File.

*p < .05; **p < .01; ***p < .001

Table 5.17 Effect of Mother's Educational Attainment on Child's Church Attendance

	Mother's Education	Bivariate	Regression	Propensity Matched Sample
NLSY				
Probability that child regularly attended church when ten to fourteen years old				
	Entered college	.6799***	.6801***	.6771***
	No college	.5647	.6201	.6037
	Earned B.A.	.8174***	.7913***	.7839***
	No B.A.	.5647	.6271	.5857
CUNY				
Probability that child regularly attended church				
	Earned B.A.	.6026	.6395***	.6390**
	No B.A.	.5808	.5944	.5894

Sources: NLSY79 and CUNY Women File.

*p < .05; **p < .01; ***p < .001

Table 5.18 Effect of Church Attendance on Children's Educational Outcomes

Child's Outcome	Parenting Variable (Child's Age)	Bivariate	Regression	Propensity Matched Sample
NLSY				
Late PIAT score (over thirteen)	Regular church attendance	.1318***	.0449***	.0578***
Probability of college prep track placement	Regular church attendance	.3670***	.3424	.3496
	No church attendance	.3324	.3328	.3499
Probability of college enrollment	Regular church attendance	.5353***	.5215*	.5232**
	No church attendance	.4798	.4937	.4622
CUNY				
Elementary school success	Regular church attendance	.1207***	.0637***	.0720***
High school success	Regular church attendance	.2759***	.1898***	.1638***
High school trouble	Regular church attendance	-.2146***	-.1351***	-.1176***
Probability of college prep track placement	Regular church attendance	.3868***	.3635***	.3524***
	No church attendance	.2904	.2982	.2941
Probability of college enrollment	Regular church attendance	.5305***	.5195	.5131
	No church attendance	.4739	.4922	.4910

Sources: NLSY79 and CUNY Women File.

*p < .05; **p < .01; ***p < .001

Table 5.19 Effect of Mother's Educational Attainment on HOME Emotional Support Scale, NLSY Women (Measured in Standard Deviation Units)

Mother's Education	Bivariate	Regression	Propensity Matched Sample
HOME emotional support scale (less than ten)			
College	.343***	.088***	.122***
B.A.	.514***	.033*	.098***
HOME emotional support scale (over ten)			
College	.175***	-.019	-.013
B.A.	.437***	.086***	.163***

Source: NLSY79.

*p < .05; **p < .001; ***p < .001

Table 5.20 Effect of Emotionally Supportive Parenting on Children's Educational Outcomes, NLSY Women

Child's Outcome	Parenting Variable (Child's Age)	Bivariate	Regression	Propensity Matched Sample
Early PIAT score (under seven)	HOME emotional support (under ten)	.3966***	.1318***	.1363***
	Behavior Problems Index (six to ten)	-.3970***	-.2582***	-.2720***
Probability of grade retention	High HOME emotional (under ten)	.1634***	.1613***	.1447***
	Low HOME emotional (under ten)	.3168	.2017	.1888
Late PIAT score (over thirteen)	HOME emotional support (under ten)	.5867***	.1732***	.1938***
	HOME emotional support (over ten)	.4287***	.0739***	.1086***
Probability of college prep track placement	High HOME emotional (under ten)	.3958***	.3513***	.3706***
	Low HOME emotional (under ten)	.3021	.3224	.3169
	High HOME emotional (over ten)	.3851***	.3535***	.3626***
	Low HOME emotional (over ten)	.2991	.3168	.2931
Probability of college enrollment	High HOME emotional (under ten)	.5507***	.5077	.5036**
	Low HOME emotional (under ten)	.4366	.4865	.4237
	High HOME emotional (over ten)	.5541***	.5120	.5055*
	Low HOME emotional (over ten)	.4435	.4907	.4587

Source: NLSY79.

*p < .05; **p < .01; ***p < .001

Table 5.21 Effect of One Standard Deviation Change of Parenting Activities on Children's Educational Outcomes, by Race, Maternal Education, and Income, NLSY Survey

By race				
	All Races	White	Black	Hispanic
Vocabulary	.2938978	.3853709	.1875876	.2726257
Early PIAT	.416442	.485231	.379096	.346077
Behavior Problems Index	.453786	.557979	.40378	.326825
Late PIAT	.539756	.705681	.4229	.53954
By maternal education				
	All	No College	Some College or A.A. Degree	B.A. or Higher
Vocabulary	.2938978	.266256	.345405	.407372
Early PIAT	.416442	.394251	.494722	.275519
Behavior Problems Index	.453786	.466216	.458277	.575271
Late PIAT	.539756	.557282	.503333	.762432
By income of mother's family of origin				
	Poor (Bottom Quartile)	Middle-Income (Middle Quartiles)	Affluent (Top Quartile)	
Vocabulary	.1871	.3123	.4068	
Early PIAT	.3784	.4838	.3454	
Behavior Problems Index	.3217	.4863	.5409	
Late PIAT	.4698	.5643	.6377	

Source: NLSY79.

Table 5.22 Effect of One Standard Deviation Change in Parenting Style on Children's Educational Outcomes, by Race, Maternal Education, and Income, CUNY Survey

By race				
	All Races	White	Black	Hispanic
Elementary	.210165	.200476	.38942	.314486
High school	.360546	.414187	.613785	.483034
High school trouble	.3815581	.378222	.608182	.445754
By mother's education				
	High School	Some College or A.A.	B.A. or Higher	
Elementary	.333549	.30626	.225816	
High school	.418377	.422128	.363712	
High school trouble	.524782	.454513	.267645	
By income of mother's class origin				
	Poor (Bottom Quartile)	Middle-Income (Middle Quartiles)	Affluent (Top Quartile)	
Elementary	.3429	.2414	.2668	
High school	.4847	.4045	.3283	
High school trouble	.5129	.3063	.3181	

Source: CUNY Women File.

Table 6.1 Effect of Women's Educational Attainment on Her Marital History, NLSY Women

Outcome	Mother's Education	Bivariate	Propensity Matched Sample
Probability mother was married or partnered when first child born	Entered college	.8757***	.8492***
	No college	.6013	.6707
	Earned B.A.	.9209***	.8967***
	No B.A.	.7148	.8235
Probability mother was married or partnered entire time child was zero to eighteen years old	Entered college	.6248***	.5796***
	No college	.2827	.3368
	Earned B.A.	.7414***	.6824***
	No B.A.	.4163	.6012
Probability mother was married or partnered most of the time child was zero to eighteen years old	Entered college	.8746***	.8422***
	No college	.7085	.7610
	Earned B.A.	.9193***	.9111***
	No B.A.	.7767	.8560

Source: NLSY79.

*p < 0.05; **p < .01; ***p < .001

Table 6.2 Effect of Educational Attainment on Marital History of Women with Children, CUNY Women

Marital History	Mother's Education	Bivariate	Propensity Matched Sample
Ever married or partnered	Earned B.A.	.9794***	.9710
	No B.A.	.9543	.9652
Currently married or partnered	Earned B.A.	.8252***	.7741***
	No B.A.	.6909	.6947
Ever a single parent	Earned B.A.	.2368***	.3011***
	No B.A.	.4229	.4455

Source: CUNY Women File.

*p < 0.05; **p < .01; ***p < .001

Table 6.3 Effects of Family Disruption and Structure on Children's Outcomes, NLSY Children

Panel A

Treatment variable: Child lived with mother and her spouse or partner all the time growing up
(children born into two-parent families only)

Dependent variables: Children's educational outcomes

	All Children		Black Only		White Only		Hispanic Only	
	Bivariate	Matched	Bivariate	Matched	Bivariate	Matched	Bivariate	Matched
Home cognitive								
Treatment effect size	.4078***	.1760***	.3977***	.2711***	.3209***	.2094***	.1821***	.0837*
Predicted value: two-parent family	.3512	.1941	.0840	.0238	.5445	.4475	-.1765	-.2578
Predicted value: disrupted family	-.0566	.0182	-.3137	-.2472	.2236	.2381	-.3585	-.3415
	N = 4,810	N = 2,886	N = 760	N = 428	N = 2,706	N = 1,562	N = 1,012	N = 704
Math and reading								
Treatment effect size	.4204***	.0922***	.3505***	.0739+	.3156***	.1113***	.2090***	.1340***
Predicted value: two-parent family	.3610	.1327	-.0443	-.1772	.5594	.3832	-.1194	-.2040
Predicted value: disrupted family	-.0594	.0405	-.3948	-.2511	.2437	.2719	-.3284	-.3380
	N = 4,922	N = 2,938	N = 796	N = 436	N = 2,750	N = 1,586	N = 1,034	N = 714
College going								
Treatment effect size	.4988***	.2967**	.1302	—	.7250***	.6255***	.3881*	—
Predicted value: two-parent family	.5976	.5862	.4885	—	.6715	.6587	.5484	—
Predicted value: disrupted family	.4742	.5129	.4561	—	.4975	.5080	.4517	—
	N = 648	N = 430	N = 154	—	N = 299	N = 242	N = 151	—

Panel B

Treatment variable: Child lived with mother and her spouse or partner most of the time growing up

Dependent variables: Children's educational outcomes

	All Children		Black Only		White Only		Hispanic Only	
	Bivariate	Matched	Bivariate	Matched	Bivariate	Matched	Bivariate	Matched
Home cognitive								
Treatment effect size	.5661***	.1918***	.4441***	.2596***	.4700***	.2350***	.1808***	.0118
Predicted value: most or all of time	.1560	-.1292	-.0820	-.1465	.3760	.1597	-.2634	-.4252
Predicted value: less than half	-.4101	-.3210	-.5261	-.4061	-.0940	-.0753	-.4443	-.4370
	N = 9,372	N = 3,378	N = 2,640	N = 1,704	N = 4,312	N = 801	N = 1,851	N = 725
Math and reading								
Treatment effect size	.5002***	.0692***	.2297***	.0649**	.3011***	.0577+	.1491***	.0506+
Predicted value: most or all of time	.1462	-.1886	-.2546	-.3201	.4083	.1652	-.2208	-.3161
Predicted value: less than half	-.3541	-.2578	-.4843	-.3850	.1073	.1075	-.3699	-.3667
	N = 8,153	N = 3,520	N = 2,505	N = 1,774	N = 3,542	N = 833	N = 1,633	N = 756
College going								
Treatment effect size	.2301***	-.0639	.1520+	.0557	.3222*	.1892	-.2375+	-.3921**
Predicted value: most or all of time	.5205	.4762	.4792	.4781	.5685	.5356	.4949	.4560
Predicted value: less than half	.4631	.4922	.4414	.4642	.4884	.4884	.5541	.5537
	N = 1,329	N = 656	N = 559	N = 366	N = 430	N = 114	N = 270	N = 148

(Table continues on p. 138.)

Table 6.3 *Continued*

Panel C

Treatment variable: Child lived with single parent the entire time

Dependent variables: Children's educational outcomes

	All Children		Black Only		White Only		Hispanic Only	
	Bivariate	Matched	Bivariate	Matched	Bivariate	Matched	Bivariate	Matched
Home cognitive								
Treatment effect size	-.6137***	-.1423***	-.3023***	-.1261***	-.5055***	—	-.4830***	-.1812**
Predicted value: ever two-parent	.0501	-.4121	-.2769	-.4426	.3574	—	-.2934	-.5929
Predicted value: single parent only	-.5636	-.5544	-.5792	-.5687	-.1481	—	-.7764	-.7741
	N = 7,883	N = 1,442	N = 2,379	N = 1,196	N = 3,466	—	N = 1,582	N = 124
Math and reading								
Treatment effect size	-.5359***	-.0473*	-.1958***	-.0676**	-.1945**	—	-.1957***	.0852
Predicted value: ever two-parent	.0504	-.4315	-.3422	-.4632	.3754	—	-.2480	-.5262
Predicted value: single parent only	-.4855	-.4787	-.5380	-.5308	.1809	—	-.4436	-.4410
	N = 8,153	N = 1,522	N = 2,505	N = 1,263	N = 3,542	—	N = 1,633	N = 130
College going								
Treatment effect size	-.4496***	-.1834	-.3255***	-.1663	—	—	-.0380	—
Predicted value: ever two-parent	.5110	.4455	.4739	.4363	—	—	.5095	—
Predicted value: single parent only	.4000	.4008	.3942	.3959	—	—	.5000	—
	N = 1,328	N = 290	N = 559	N = 260	—	—	N = 269	—

Panel D

Treatment variable: Child lived in stable two-parent family versus child lived with single mother for all of childhood

Dependent variables: Children's educational outcomes

	All Children		Black Only		White Only		Hispanic Only	
	Bivariate	Matched	Bivariate	Matched	Bivariate	Matched	Bivariate	Matched
Home cognitive								
Treatment effect size	.8544***	.2462***	.5510***	.2524***	.6621***	—	.5640***	.2206**
Predicted value: two-parent family	.2909	-.1600	-.0282	-.1240	.5140	—	-.2124	-.5573
Predicted value: single parent	-.5636	-.4062	-.5792	-.3764	-.1481	—	-.7764	-.7780
	N = 4,006	N = 792	N = 1,012	N = 554	N = 2,056	—	N = 691	N = 118
Math and reading								
Treatment effect size	.7785***	.1048***	.4022***	.1458***	.3376***	—	.2897***	.0067
Predicted value: two-parent family	.2931	-.2383	-.1358	-.2523	.5185	—	-.1539	-.4439
Predicted value: single parent	-.4855	-.3431	-.5380	-.3981	.1809	—	-.4436	-.4506
	N = 4096	N = 822	N = 1,058	N = 572	N = 2,079	—	N = 703	N = 122
College going								
Treatment effect size	.7840***	.0779	—	—	—	—	—	—
Predicted value: two-parent family	.5935	.4962	—	—	—	—	—	—
Predicted value: single parent	.4000	.4767	—	—	—	—	—	—
	N = 428	N = 108	—	—	—	—	—	—

Source: NLSY79.

† < p < .10; *p < 0.05; **p < .01; ***p < .001

Table 6.4 Effect of Family Disruptions on Children's Outcomes: CUNY Children

Panel A

Treatment variable: Child experienced no family disruptions

Dependent variables: Children's educational outcomes

	All Children		Black Only		White Only		Hispanic Only	
	Bivariate	Matched	Bivariate	Matched	Bivariate	Matched	Bivariate	Matched
Elementary school success								
Treatment effect size	.1929***	.0922***	-.0171	-.0391	.1335***	.1420***	.0903**	.0490
Predicted value: no disruptions	.1737	.1167	-.1304	-.1332	.2307	.2568	-.0825	-.1234
Predicted value: disrupted family	-.0192	.0245	-.1133	-.0941	.0972	.1148	-.1728	-.1724
	N = 2,632	N = 1,370	N = 460	N = 280	N = 1,877	N = 868	N = 295	N = 222
High school success								
Treatment effect size	.4634***	.3172***	.1577***	.1271**	.4416***	.3993***	.3166***	.2279***
Predicted value: no disruptions	.3237	.2351	-.0385	-.0436	.3981	.3932	.0321	-.0155
Predicted value: disrupted family	-.1397	-.0821	-.1962	-.1707	-.0435	-.0061	-.2845	-.2124
	N = 2,026	N = 1,116	N = 401	N = 238	N = 1,379	N = 692	N = 246	N = 186
Went to college								
Treatment effect size	1.414***	.5718***	.5669***	.3782**	1.247***	.5078***	1.247***	1.009***
Predicted value: no disruptions	.9563	.9302	.8679	.8670	.9724	.9571	.9305	.9214
Predicted value: disrupted family	.8416	.8826	.7885	.8171	.9102	.9308	.7938	.8103
	N = 1,346	N = 762	N = 316	N = 178	N = 857	N = 456	N = 174	N = 128

(Table continues on p. 144.)

Table 6.4 *Continued*

Panel B

Treatment variable: Child lived in two-parent family most of the time

Dependent variables: Children's educational outcomes

	All Children		Black Only		White Only		Hispanic Only	
	Bivariate	Matched	Bivariate	Matched	Bivariate	Matched	Bivariate	Matched
Elementary school success								
Treatment effect size	.2241***	.0152	-.0332	-.0658	.2172***	.0957	.1124**	.0375
Predicted value:	.1310	-.0725	-.1379	-.1729	.2091	.0949	-.1037	.1653
two-parent family								
Predicted value:	-.0931	-.0877	-.1047	-.1071	-.0081	-.0008	-.2161	-.2028
disrupted family								
	N = 2,477	N = 672	N = 437	N = 285	N = 1,753	N = 248	N = 286	N = 138
High school success								
Treatment effect size	.4309***	.1587***	.0522	-.0042	.5703***	.3586***	.1546***	.1614**
Predicted value:	.2050	-.0609	-.1420	-.1949	.3228	.1140	.1041	-.0773
two-parent family								
Predicted value:	-.2259	-.2196	-.1942	-.1907	-.2475	-.2446	-.2587	-.2387
disrupted family								
	N = 1,897	N = 580	N = 382	N = 256	N = 1,278	N = 206	N = 237	N = 118
Went to college								
Treatment effect size	1.153***	.4068***	.2426*	.1185	1.562***	.8093*	.7839***	.8195***
Predicted value:	.9243	.8578	.8147	.8026	.9619	.9262	.8799	.8830
two-parent family								
Predicted value:	.7942	.8006	.7753	.7831	.8410	.8482	.7699	.7687
disrupted family								
	N = 1,222	N = 424	N = 297	N = 204	N = 758	N = 132	N = 166	N = 86

Source: CUNY Women File.
 *p < 0.05; **p < .01; ***p < .001

Table 6.5 The Relative Effect of Maternal and Paternal Education, Occupational Complexity, and Earnings (Standardized Coefficients or Betas)

	Model 1 Test Scores, Children Raised in Stable Two-Parent Families	Model 2 Test Scores, Children Raised in Disrupted Two-Parent Families	Model 3 HOME Cognitive Stimulation, Children Raised in Stable Two-Parent Families	Model 4 HOME Cognitive Stimulation, Children Raised in Disrupted Two-Parent Families
Mother's educational attainment	.1597***	.1403***	.1619***	.1782***
Father's educational attainment	.1085***	.1653***	.1401***	.1409***
Mother's occupational complexity	.0796***	.0447**	.0629**	.1208***
Father's occupational complexity	.0299*	.0004	.0358*	.0209
Mother's earnings	.0516**	.0703**	.0527**	.0576**
Father's earnings	.1377***	.1489***	.1272***	.1125***
Black female	-.4814***	-.3515***	-.5640***	-.4023***
Black male	-.7704***	-.6121***	-.6842***	-.5174***
Hispanic female	-.6500***	-.5259***	-.3917***	-.3301***
Hispanic male	-.5595***	-.2988***	-.4036***	-.5221***
White male	-.1249***	-.1546***	-.0874**	-.0880**
Age	.0115***	.0440***	.0348***	.0408***
Mother's hours worked	.0835***	.1082***	.0259	.0281
Mother's X father's earnings	-.0223***	-.0264***	-.0572***	-.0172
Constant	.2295***	-.1958***	-.2585***	-.5033***
R-square	.2255	.2688	.1886	.2123
	N = 1,752	N = 1,749	N = 1,611	N = 1,599

Source: NLSY79-Children.

*p < .05; **p < .01; ***p < .001

Table 6.6 Effect of Maternal Education on the Neighborhood in Which Children Are Raised

Maternal Education	Bivariate	OLS Regression	Propensity Matched Sample	Regression, Black Only
Mother's assessment of her neighborhood in standard deviation units				
Mother went to college	.48***	.14**	.06	.30**
Mother earned B.A.	.77***	.21***	.25***	.64***
Census tract percentage B.A. or higher				
Mother went to college	7.63***	3.07***	1.29*	n/a
Mother earned B.A.	14.81***	8.36***	4.74**	3.17**

Source: Authors' analyses of NLSY79, including restricted geocoded data.

Note: Census tract characteristics were measured when children were five to seven years old.

* $p < .05$; ** $p < .01$; *** $p < .001$

Table 6.7 Effect of Growing Up in a Neighborhood That Is Good for Raising Children

(Mother rated neighborhood as an “excellent” or “very good” place to raise children, measured before outcomes.)

Outcome	Bivariate	Regression	Propensity Matched Sample	Regression, Black Only	Regression, Hispanic Only	Regression, White Only	Regression, Boys Only	Regression, Girls Only
HOME cognitive stimulation score, ages three to five	.630***	.122***	.126**	.257***	-.009	.099**	.114**	.120**
PIAT math and reading, for ages five to seven	.416***	.063	.021	-.020	-.011	.042	.041	.017
Behavior Problems Index, ages six to ten	-.420***	-.206***	-.225***	-.188*	-.293**	-.199***	-.213***	-.218***

Source: NLSY79.

*p < .05; **p < .01; ***p < .001

Table 6.8 Effect of Growing Up in a Census Tract with a High Concentration of College Graduates

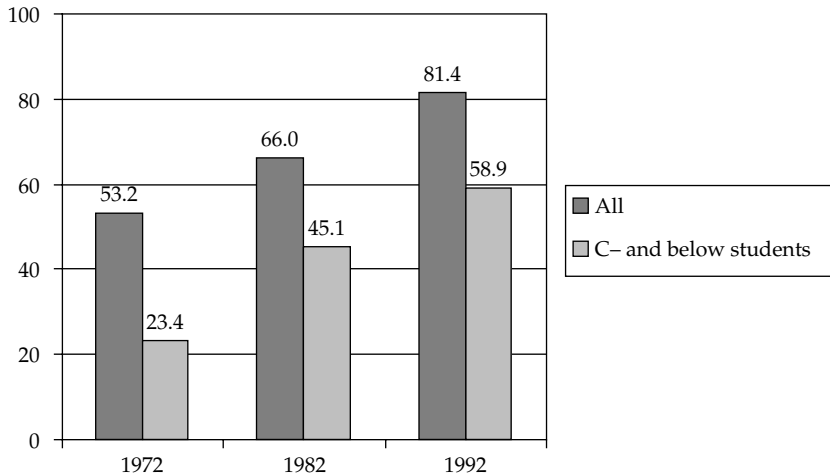
(Census tract percentage B.A. or higher, dichotomized at the median.)

Outcome	Bivariate	Regression	Propensity Matched Sample	Regression, Black Only	Regression, Hispanic Only	Regression, White Only	Regression, Boys Only	Regression, Girls Only
HOME cognitive stimulation score, ages three to five	.522	.111***	.089*	.045	.309**	.049	.111	.084
PIAT math and reading, ages five to seven	.339***	.096**	.091*	.076	.145***	.079*	.126**	.046
Behavior Problems Index, ages six to ten	-.252	-.049	-.043	.008	-.091	-.042	-.082	.019

Source: NLSY79.

*p < 0.05; **p < .01; ***p < .001

Figure 7.1 Percentage of High School Graduates Who Went to College



Sources: National Longitudinal Study of the High School Class of 1972 (2006), High School and Beyond (2006), National Education Longitudinal Study of 1988 (2006).

Table 7.1 Mean Income by Educational Attainment for Male and Female Full-Time Year-Round Workers, 1974 to 2003

Education Level	Percentage Mean Income Change 1974 to 1990 (Inflation-Adjusted)	Percentage Mean Income Change 1991 to 2003 (Inflation-Adjusted)	Mean Income in 2003
Men Twenty-five Years Old and Over			
Less than ninth grade	-12.1	-4.6	\$23,972
Ninth to twelfth grade	-16.1	-1.6	\$29,100
High school graduate (includes GED)	-8.4	7.8	\$38,331
Some college or associate's degree	-0.4	—	—
Some college, no degree	—	9.5	\$46,332
Associate's degree	—	6.8	\$48,683
Bachelor's degree	6.1	20.9	\$69,913
Women Twenty-five Years Old and Over			
Less than ninth grade	3.0	28.6	\$20,979
Ninth to twelfth grade	5.2	8.7	\$21,426
High school graduate (includes GED)	10.1	13.5	\$27,956
Some college or associate's degree	16.0	—	—
Some college, no degree	—	10.5	\$31,655
Associate's degree	—	10.8	\$36,528
Bachelor's degree	25.6	23.8	\$47,910

Sources: U.S. Census Bureau, Historical Income Tables P-32, P-33, P-34, and P-35 (Derived from Current Population Survey, Annual Social and Economic Survey) (U.S. Census Bureau 2004b).

Note: Owing to changes in educational attainment questions in 1991, data from 1974 to 1990 are not completely comparable with data from 1991 to 2003.

**Table 7.2 Long-Term Payoff to College Attendance for Students
With a C Average or Worse During High School**

Earnings	Estimated Value from Conventional Regression	Estimated Value from Matched Sample
Effect of college attendance, including nongraduates (log earnings)	.1290***	.1284***
Mean personal earnings (high school only)	\$24,851.91	\$25,766.75
Mean personal earnings (college)	\$28,273.61	\$29,297.10
Number of cases	N = 2,598	N = 1,514
Effect of college attendance for nongraduates only (log earnings)	.0992***	.1071***
Mean personal earnings (high school only)	\$23,537.97	\$26,166.62
Mean personal earnings (incomplete college)	\$25,992.66	\$29,124.51
Number of cases	N = 1,814	N = 992
Effect of community college attendance, including nongraduates (log earnings)	.1346***	.1550***
Mean personal earnings (high school only)	\$24,478.89	\$25,900.05
Mean personal earnings (community college)	\$28,006.39	\$30,243.27
Number of cases	N = 2,027	N = 1,032

Source: NLSY79.

Note: The log coefficients may read as percentage differences, so a .129 coefficient implies that those attending college earned on average 12.9 percent more than those who did not attend, controlling for differences in family background and high school preparation.

*p < 0.05; **p < .01; ***p < .001

Table 7.3 Alternative Estimates of College Graduation Rates, by Survey; Percentage of Students Who Completed a College Degree (A.A. or Higher)

Survey		All Students	C Average or Below Students
NLSY79 survey—taken approximately twenty years after high school graduation around 1979.			
1. (Self-report)	College entrants	60.9	33.9
High School and Beyond survey—taken ten years after high school graduation in 1982.			
2. (Transcripts)	College entrants	58.0	25.2
3. (Self-report)	College entrants	60.7	30.3
NELS88 survey—taken approximately eight years after high school graduation in 1992.			
4. (Transcripts)	College entrants	64.4	39.3
5. (Self-report)	College entrants	68.2	51.6

Source: Authors' calculations.

Note: All analyses in this table are limited to high school students who indicated their intention to complete a degree and then attended college, if only briefly. "C and below" is defined as less than or equal to a 2.0 GPA or a 75 average in twelfth grade. The 1979 to 2000 waves of the NLSY are weighted by the normalized person weight for 1979. The NELS88 analyses use a normalized panel weight for base year and fourth panel.

Table 7.4 Percentage of Community College Transfers Who Earned a B.A.

	Unadjusted Percentage with B.A.	Estimated Percentage with B.A., from a Conventional Regression	Estimated Percentage with B.A., from Propensity Matched Sample
Transferred from a two-year college	48.9***	56.9 n.s.	49.1 n.s.
Started at a four-year college	59.5	59.0	49.9
Number of cases	2,766	2,766	1,994

Source: NLSY79 cohort, Men and Women.

* $p < .05$; ** $p < .01$; *** $p < .001$; n.s. = not statistically significant.

Table 7.5 Log Earnings for B.A. Recipients Who Transferred from a Two-Year College, Compared to B.A. Recipients Who Started at a Four-Year College for Full-Time Workers, NLSY Men and Women

	Unadjusted Percentage Gap in Earnings	Estimated Percentage Gap from Conventional Regression	Estimated Percentage Gap from Matched Sample
B.A. recipients who transferred from a two-year college	-13.1***	-3.4 n.s.	0.20 n.s.
N of cases	917	917	342

Source: NLSY79.

*p < .05; **p < .01; ***p < .001; n.s. = not significant.

Table 7.6 Effects of Degree Plans on Engagement and Achievement of Weak Students (Unstandardized OLS Regression Coefficients)

	Academic Disengagement Scale (BORED)	Twelfth- Grade Homework Effort	Twelfth- Grade Homework Effort (Controlling for Eighth-Grade Effort)	Twelfth- Grade Achievement Test Score	Twelfth- Grade Achievement Test Score (Controlling for Eighth-Grade Score)
College degree plans	-.091*	3.595***	3.575***	2.242***	1.199***
Hispanic	-.196***	-2.188***	-2.183***	-1.025*	.486
Black	-.282***	-1.529*	-1.513*	-3.021***	-1.764**
Asian	-.416***	1.923*	1.932*	1.940*	1.140
Other	-.381***	-.590	-.598	-4.361***	-1.488*
Male	-.018	.179	.182	1.042**	1.036***
Family SES	.068*	.503	.520	2.423***	1.568***
Middle school grades	-.226***	.852	.787	1.929***	.445
Private school	-.009	-2.146***	-2.193***	2.887***	.660+
High-poverty school	-.041	-.160	-.109	-.336	.190
High-minority-enrollment school	-.096*	1.291*	1.292*	-.648	-1.268**
Eighth-grade homework	—	—	.050	—	—
Eighth-grade test scores	—	—	—	—	.655***
Constant	3.036***	8.532***	8.423***	39.531***	13.022***
Pseudo R ²	.1082	0.0525	0.0529	.1813	.4883
Number of cases	1,508	1,055	1,055	1,508	1,508

Source: Authors' analyses of NELS88 data.

Note: Academically weak students defined here as those having a high school GPA of C or below.

+p < 0.10; *p < .05; **p < 0.01; ***p < 0.001

Table 7.7 Effects of Degree Plans on Engagement and Achievement Among Academically Weak High School Students (Unstandardized Logistic Regression Coefficients)

	Student Came to Class Unprepared	Student Took “New Basics” Curriculum	Student Took SAT or ACT Test	Student Earned High School Diploma	Student Enrolled in College	Student Earned a College Degree
College plans	-.212+	1.055***	.692***	.517***	1.079***	.332**
Hispanic	.154	-.498	.474**	.571***	.646***	-.595***
Black	-.234	.724*	.757***	.216	-.185	-.616**
Asian	.964***	.329	1.121***	2.460***	.932***	-.870***
Other	.733*	-1.538**	.894***	-.777**	-.691**	-.949**
Male	.440***	-.227	-.220**	.175	-.430***	.080
Family SES	.148*	1.977***	.787***	.623***	1.164***	-.117
Middle-school grades	-.494**	1.964***	1.225***	1.114***	-.056	.588***
Private school	-.667***	-.955**	.026	1.523***	1.091***	.160
High-poverty school	.435**	.285	-.385**	-.371**	.657***	-.098
High minority-enrollment school	-.185	-.308	.394*	.343*	-.098	.165
Constant	.968***	-6.616***	-2.440***	-1.665***	.421+	-1.559***
Pseudo R ²	.0325	.2877	.1095	.1221	.1894	.0302
Number of cases	1,508	1,217	1,051	1,505	1,508	1,508

Source: Authors' analyses of NELS88 data.

Note: Academically weak students defined as those with C grades or lower before eighth grade.

+p < 0.10; *p < .05; **p < 0.01; ***p < 0.001

Table 7.8 Effect of College Graduation Expectations on Educational Engagement and Achievement; Comparing Bivariate and Propensity Score Analyses, Students with C Grades or Lower

Outcome	Estimated Value from Conventional Regression	Estimated Value from Matched Sample
Probability of coming to class unprepared		
Eighth-grade college degree plans	.5460+	.5497**
No degree plans	.5978	.6383
Number of cases	1,508	720
Estimated score on academic disengagement scale		
Eighth-grade college degree plans	2.401*	2.420*
No degree plans	2.492	2.535
Number of cases	1,508	720
Estimated twelfth-grade homework effort		
Eighth-grade college degree plans	13.032***	12.535***
No degree plans	9.436	9.409
Number of cases	1,055	524
Estimated change in homework effort, eighth to twelfth grades		
Eighth-grade college degree plans	13.032***	12.535***
No degree plans	9.457	9.407
Number of cases	1,055	524
Probability of completing “new basics” curriculum		
Eighth-grade college degree plans	.0345***	.1441***
No degree plans	.0123	.0343
Number of cases	1,217	587
Probability of taking the ACT or SAT test		
Eighth-grade college degree plans	.5334***	.5495***
No degree plans	.3640	.4232
Number of cases	1,051	524
Estimated twelfth-grade achievement test score		
Eighth-grade college degree plans	43.744***	43.541**
No degree plans	41.501	42.207
Number of cases	1,508	720
Estimated improvement in achievement test scores, eighth to twelfth grades		
Eighth-grade college degree plans	14.221***	10.899**
No degree plans	13.022	9.959
Number of cases	1,508	720
Probability of graduating with a high school diploma		
Eighth-grade college degree plans	.6871***	.6943**
No degree plans	.5671	.5876
Number of cases	1,505	720

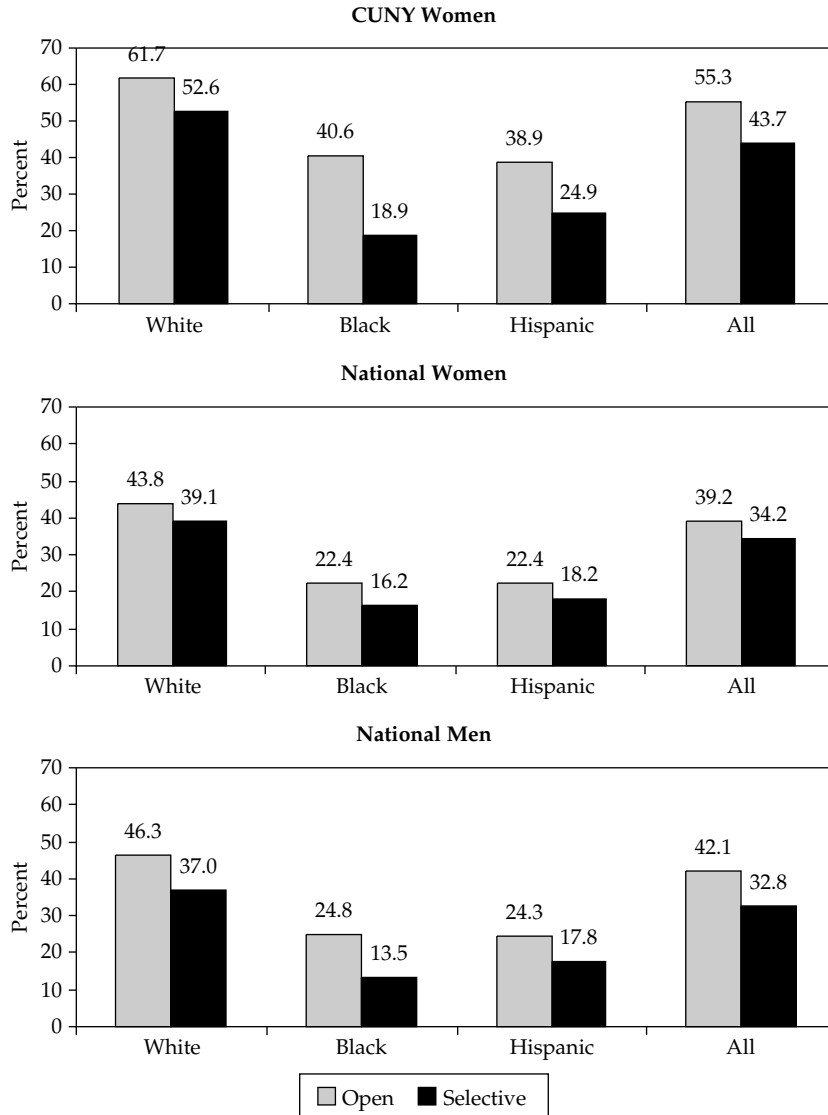
Table 7.8 *Continued*

Outcome	Estimated Value from Conventional Regression	Estimated Value from Matched Sample
Probability of enrolling in college		
Eighth-grade college degree plans	.7245***	.7107***
No degree plans	.4721	.5172
Number of cases	1,508	720
Probability of earning a college degree		
Eighth-grade college degree plans	.4104**	.4077
No degree plans	.3305	.3527
Number of cases	1,508	720

Source: NELS88.

+p < 0.10; *p < .05; **p < 0.01; ***p < 0.001

Figure 8.1 Influence of Open Access and Selective Admissions Models on Baccalaureate Attainment,^a by Ethnicity (Percentages)



Sources: CUNY Women File and NLSY79-Adult File.

^aIncludes advanced degrees.

Table 8.1 The Changing Academic Selectivity of Some Leading Universities

	Percentage of Applicants Accepted			Verbal SAT Score Range	
	1980	1998	2005	1998	2005
Harvard	16	13	11	700–790	700–800
Princeton	20	12	11	670–770	680–770
Stanford	19	15	12	670–770	670–770
Yale	20	18	11	670–770	690–790
Dartmouth	23	22	19	660–760	670–770
Chicago	66	58	40	640–740	670–770
Duke	37	30	23	640–730	660–750
Northwestern	55	29	30	620–720	650–740
Vanderbilt	67	58	38	590–680	620–710
Ann Arbor, MI	72	69	62	590–660	580–680
Austin, TX	74	61	51	540–650	540–660
Berkeley, CA	70	36	25	570–700	580–710
Chapel Hill, NC	46	37	36	560–670	590–690
Madison, WI	83	77	66	520–650	560–670

Sources: Peterson's Annual Guide to Undergraduate Study (1982) and Kaplan's College Catalogue (1999, 2006).

Note: The admissions percentages refer to undergraduate applicants, whereas the SAT verbal scores refer to the 25th and 75th percentiles of the incoming freshman class.

Table 8.2 Trends in College Attendance Among High School Graduates, by Cohort (Percentages)

	1972 ^a	1982 ^b	1992 ^c	1982		1992	
				Two-Year	Four-Year	Two-Year	Four-Year
Percentage of all high school graduates	53.2%	66.0%	81.4%	27.1%	38.9%	35.0%	46.4%
Race							
White	53.9	68.6	82.9	26.9	41.7	34.2	48.7
Black	51.4	57.2	69.7	26.4	30.8	29.2	40.5
Hispanic	38.7	54.3	79.5	30.2	24.1	48.4	31.1
Gender							
Male	52.8	62.7	79.6	23.8	38.9	35.6	44.0
Female	53.5	69.1	83.1	30.2	38.9	34.4	48.7
SES							
Top quintile	78.8	88.3	98.3	21.6	66.7	22.3	76.0
Second quintile	61.8	78.0	90.5	28.8	49.2	38.1	52.4
Third quintile	49.9	61.0	81.1	29.7	31.3	42.7	38.4
Fourth quintile	40.6	50.3	65.0	27.5	22.8	37.1	27.9
Bottom quintile	33.2	36.8	57.6	22.8	14.0	38.0	19.6
Grades ^d							
A	82.5	94.5	97.4	11.7	82.8	14.2	83.2
B	64.0	82.4	88.7	26.8	55.6	33.8	54.9
C	41.2	66.1	77.0	33.1	33.0	46.6	30.4
C– or below	23.4	45.1	58.9	28.7	16.4	43.4	15.5

Sources:

^aNational Longitudinal Survey 1972 Cohort (1972 to 1986), weighted by FU5WT. Data on educational attainment are self-reported.

^bHigh School and Beyond weighted by FU4WT. Data on educational attainment come from transcript data.

^cNational Educational Longitudinal Survey 1988 Sophomores, followed to 2000, weighted by F4PNHWT. Data on educational attainment come from transcripts.

^dFrom transcript surveys.

Table 8.3 Changes in Level of College Placement Under Selective Admissions (Percentages)

		CUNY Women			
Original Placement Under Open Access		Placement Under Selective Admissions			
		White	Black	Hispanic	All
Four-year	Four-year	72.6	25.9	53.5	51.9
	Two-year	21.0	32.1	32.9	28.4
	No college	6.4	42.0	13.6	19.7
Two-year	Two-year	58.6	30.8	52.7	47.4
	No college	41.4	69.2	47.3	52.6
		CUNY Men			
Original Placement Under Open Access		Placement Under Selective Admissions			
		White	Black	Hispanic	All
Four-year	Four-year	63.2	17.9	38.6	59.0
	Two-year	24.7	28.0	33.5	25.5
	No college	12.1	54.1	28.0	15.4
Two-year	Two-year	27.9	16.2	26.5	25.8
	No college	72.1	83.8	73.5	74.2
		National Women			
Original Placement Under Open Access		Placement Under Selective Admissions			
		White	Black	Hispanic	All
Four-year	Four-year	73.2	42.1	51.3	60.1
	Two-year	15.8	23.7	21.9	19.2
	No college	11.0	34.2	26.8	20.7
Two-year	Two-year	75.3	54.8	62.2	65.9
	No college	24.7	45.2	37.8	34.1
		National Men			
Original Placement Under Open Access		Placement Under Selective Admissions			
		White	Black	Hispanic	All
Four-year	Four-year	58.9	27.6	37.7	46.7
	Two-year	20.5	22.6	26.7	22.0
	No college	20.6	49.8	35.5	31.3
Two-year	Two-year	60.4	37.9	53.6	52.5
	No college	39.6	62.1	46.4	47.5

Sources: CUNY Women File, CUNY File, and NLSY79-Adult File.

Table 8.4 Influence of Open Access and Selective Admissions Models on Economic Well-Being, by Ethnicity^a

	Open Access				Selective Admissions			
	White	Black	Hispanic	Total	White	Black	Hispanic	Total
CUNY women								
Mean annual full-time personal earnings	\$45,501	\$43,113	\$42,058	\$44,112	\$35,796	\$38,111	\$34,190	\$36,380
Percentage home ownership	75.3	52.9	56.8	65.6	73.8	47.2	52.5	62.3
Percentage has all economic resources ^b	57.5	56.8	49.3	56.1	53.7	45.8	40.7	49.4
National women								
Mean full-time personal earnings	\$36,584	\$26,273	\$29,550	\$32,559	\$25,957	\$23,400	\$24,969	\$25,021
Value of home ^c	\$176,267	\$107,552	\$111,832	\$159,800	\$155,981	\$93,998	\$125,435	\$143,043
Value of other economic resources ^d	\$167,325	\$31,689	\$40,924	\$127,075	\$108,240	\$9,070	\$21,116	\$79,260
National men								
Mean full-time personal earnings	\$58,231	\$39,147	\$44,320	\$53,580	\$50,621	\$33,133	\$39,183	\$46,479
Value of home	\$178,710	\$118,657	\$144,625	\$167,011	\$150,452	\$96,166	\$134,806	\$140,907
Value of other economic resources	\$199,777	\$58,897	\$71,274	\$167,120	\$121,764	\$29,739	\$52,261	\$101,470

Sources: CUNY Women File and NLSY79–Adult File.

^aFiltered for college entrants whose level of entry changed from open access to more selective admissions model.

^bEconomic resources consist of a retirement plan or stocks, savings, health insurance, and vacations.

^cCalculated only for those who own homes.

^dValue of economic resources consists of value of savings, CDs, stocks, investments, retirement plan, and trust or estate.

Table 8.5 Influence of Open Access and Selective Admissions Models on Children's College Going, by Ethnicity^a (Percentages)

	Open Access			
	White	Black	Hispanic	Total
Children of CUNY women Went to college ^b	89.5	80.8	81.2	82.7
Children of national women Went to college	69.6	58.0	67.6	61.4
	Selective Admissions			
	White	Black	Hispanic	Total
Children of CUNY women Went to college ^b	84.9	73.9	77.2	77.2
Children of national women Went to college	52.2	45.8	60.8	48.5

Sources: CUNY Children's File and NLSY79-Children File.

^aIncludes only children of women college entrants who changed level of college entry from open access to selective admissions models.

^bCalculated for children who graduated from high school in both samples.

Table 8.6 Aggregate Annual Dollar Benefits of Open Access, by Gender and Ethnicity

	Number Working Full-Time	Average Annual Dollar Benefit ^a	Aggregate Dollar Benefit (in Millions) ^b
CUNY women			
Whites	6,413	\$9,705	\$62.2
Blacks	4,887	5,002	24.4
Hispanics	2,038	7,868	16.0
Total benefit to all open access students			\$102.6
National men and women			(In billions) ^b
White men	2,838,593	\$ 7,610	\$21.6
White women	1,246,866	10,627	13.3
Black women	489,500	2,873	1.4
Black men	507,699	6,014	3.1
Hispanic women	158,267	4,581	0.8
Hispanic men	256,075	5,137	1.3
Total benefit to all open access students			\$41.5

Sources: CUNY Women File and NLSY79–Adult File.

^aCalculated from figures shown in table 8.3.

^bAggregate dollar benefits were calculated as follows: For the CUNY sample, we began with the aggregated population in the 1970 to 1972 cohorts, 99,000, of which 51,127 were women. From our “mother sample” data, 66.4 percent were white women, 18.9 percent were black, and 11.4 percent were Hispanic. Of these, the percentage working full-time was 62.9 percent of whites, 79.8 percent of blacks, and 79.5 percent of Hispanics. We then calculated the percentage whose level of entry to college was changed according to our procedures for producing a “selective” admissions system. Thus, the number working full-time whose admissions level was changed is displayed in the first column of the table. We then multiplied the average dollar benefit for each group by the number of people in that group. The product, “aggregate dollar benefit,” is presented in the third column.

For the NLSY79 sample, we began with the number of people in each ethnic and gender group between the ages of thirty-five and forty-four in the March 2000 Current Population Survey (U.S. Census Bureau). We then applied the percentage of full-time workers from the NLSY. We also applied the percentage of the NLSY who entered college. We multiplied this figure by the percentage whose level of college entry would have been affected under our model of selective admissions. These numbers are displayed in the first column of the table. Each number was multiplied by the average dollar benefit for each group, displayed in column two of the table. The products are shown in column three.

Table A.1 Comparison of Original Sample and Follow-Up Sample, in Percentages, Except as Noted

Variables	Original Sample	Follow-up Sample, Stratified	Follow-up Sample, Weighted
Race			
Black	20.2	32.2	19.9
White	67.8	35.6	68.1
Hispanic	12.0	32.2	12.0
Age at college entry			
Under seventeen	13.3	9.3	13.5
Eighteen	64.6	61.3	65.1
Nineteen	10.2	14.6	10.3
Over twenty	10.7	13.9	10.4
Missing	1.2	0.9	0.8
Family income at entry			
Under \$4,000	7.7	11.2	7.3
\$4,000 to 9,999	36.7	46.6	36.4
\$10,000 to 14,999	23.6	18.2	23.5
\$15,000 to 19,999	8.0	5.6	8.5
Over \$20,000	4.9	3.2	5.4
Missing	19.1	15.2	18.9
Father's education			
Grammar school	14.5	19.4	13.6
Some high school	23.8	25.9	23.6
High school graduate	30.3	24.6	30.6
Some college	13.0	12.0	13.2
College degree	7.2	4.9	8.3
Postgraduate degree	3.2	2.2	3.0
Missing	7.9	11.0	7.7
Mother's education			
Grammar school	13.2	19.8	12.8
Some high school	23.7	27.1	23.3
High school graduate	41.7	32.4	41.0
Some college	10.6	9.9	11.4
College degree	4.6	3.9	5.2
Postgraduate degree	1.3	1.0	1.4
Missing	5.0	5.9	4.9
Mean total units of high school academic courses	12.37	11.94	12.39
High school GPA			
Under 70	13.9	14.4	13.8
70 to 74.5	18.2	19.2	18.3
75 to 79.9	23.1	26.5	23.8
80 to 84.9	19.4	19.3	18.3
Over 85	20.4	15.3	21.3
Missing	5.0	5.3	4.5

(Table continues on p. 208.)

Table A.1 *Continued*

Variables	Original Sample	Follow-up Sample, Stratified	Follow-up Sample, Weighted
Level of entry to CUNY			
Four-year college	43.4	50.5	43.7
Community college	55.0	49.5	56.3
Missing	1.7	0	0
CUNY status as of June 1975			
Dropout	45.1	46.5	45.3
Persister	21.4	24.8	21.0
Graduate	33.5	28.7	33.8
Mean cumulative CUNY GPA as of June 1975	2.42	2.27	2.41
Standard deviation	(.858)	(.821)	(.859)
Mean cumulative CUNY credits as of June 1975	62.15	58.36	62.01
Standard deviation	(41.11)	(38.75)	(41.11)
Number of remedial courses taken at CUNY			
None	58.1	46.6	57.6
One to two	29.3	31.4	29.8
Three to four	8.8	13.6	8.9
More than four	3.9	8.4	3.7

Source: CUNY Files.

**Table B.1 Determinants of Entry to a Four-Year College,
(Logistic Coefficients)**

Determining Factor	CUNY Women		National Women	
	Model 1	Model 2	Model 1	Model 2
Constant	.539***	-11.264***	.238***	-1.422***
Ethnicity ^a				
Black	-1.112***	.704***	-.191**	.320***
Hispanic	-.920***	.184	-.481***	.073
Parents' highest grade completed		.173**		.225***
Low-income family of origin ^b		.043		.009
Grades in high school academic courses		.104***		.528***
Units of academic courses in high school ^c		.291***		.564***
Rank in high school		.015**		
Age at entry to college		-.107**		-.039**
Had a child before entering college		-.597		-.402**
Pseudo R-square	.040	.313	.005	.104

Sources: CUNY Women File and NLSY79-Adults.

^aReference category is white women; women whose ethnicity is "other" are not included in either sample.

^bDefined as less than \$10,000 in 1970 dollars.

^cMeasured in the NLSY as a dummy variable: followed a college preparatory curriculum in high school.

*p < .05; **p < .01; ***p < .001

Table B.2 Determinants of B.A. Attainment (Logistic Coefficients)

Determinant	CUNY Women			National Women		
	Model 1	Model 2	Model 3	Model 1	Model 2	Model 3
Constant	.477***	-7.491***	-3.093*	-.443***	-4.98***	-.787
Ethnicity ^a						
Black	-.860***	.270	.423*	-.864***	-.038	-.239
Hispanic	-.931***	-.126	.014	-.928***	-.105	-.282
Parent's highest grade completed		.113	.029		.357***	.159***
Low-income family of origin ^b		-.192	-.067		-.378*	-.318*
Average in high school academic courses		.060***	.013		1.028***	.726***
Academic courses in high school ^c		.197***	.089**		.918***	.499***
Rank in high school		.003	-.002			
Degree aspirations ^d						
Associate's degree			-1.232***			-1.299***
Bachelor's degree			-.510**			-.427***

(Table continues on p. 216.)

Table B.2 *Continued*

Determinant	CUNY Women			National Women		
	Model 1	Model 2	Model 3	Model 1	Model 2	Model 3
Started at a community college			-.973***			-.987***
Liberal curriculum in college			.446**			
Took remedial courses in college ^e			-.195			
GPA in first year of college			.752***			
Worked full-time as an undergraduate						-1.564***
Age at entry to college			.000			-.051*
Had child within five years of entering college			-.255			-1.362***
Pseudo R-square	.029	.148	.263	.031	.232	.363

Sources: CUNY Women File and NLSY79-Adults.

^aReference category is white women; women whose ethnicity is "other" are not included in the CUNY sample.

^bDefined as less than \$10,000 in 1970 dollars.

^cMeasured for NLSY women as a dummy for followed a college preparatory curriculum in high school.

^dReference category consists of those who aspire to a postgraduate degree.

^eA variable for number of remedial courses taken in college was not significant either; the issue of "degree" of remediation is explored further in chapter 7.

*p < .05; **p < .01; ***p < .001

Table B.3 Percentage of Women Completing Highest Degree Within Different Time Spans

	CUNY Women				National Women			
	White	Black	Hispanic	All	White	Black	Hispanic	All
Associate's degree								
Within two years	42.4	18.8	24.4	34.2	40.1	28.3	39.1	38.3
Three to four years	33.6	31.9	40.0	34.2	23.8	22.6	26.1	23.8
Five to six years	5.5	13.0	6.7	7.4	7.8	9.4	8.7	8.1
Seven or more years	18.6	36.2	38.9	24.2	28.3	39.6	26.0	29.9
Unweighted N of cases	127	120	121	368	176	127	76	379
Bachelor's degree								
Within four years	47.2	15.1	22.4	40.2	60.0	38.7	32.0	57.0
Five to six years	27.1	29.1	24.5	27.2	16.9	25.8	20.0	17.8
Seven to fourteen years	12.8	33.7	22.4	16.7	16.2	22.5	32.0	17.4
Fifteen or more years	13.0	22.1	30.6	15.9	6.9	12.9	16.0	7.8
Unweighted N of cases	203	173	163	539	400	139	71	610
Postgraduate degree								
Within six years	32.1	7.3	14.3	28.2	16.7	0.0	9.1	15.4
Seven to ten years	26.6	20.0	25.7	25.8	37.4	33.3	54.5	37.9
Eleven to fourteen years	11.4	18.2	20.0	12.7	22.1	20.0	18.2	21.8
Fifteen or more years	30.0	54.5	40.0	33.3	23.8	46.7	18.2	24.9
Unweighted N of cases	167	118	121	406	149	33	33	215

Sources: CUNY Women File and NLSY79-Adult File.

Table B.4 Determinants of Time to B.A. (OLS Coefficients)

Determinant	CUNY Women			National Women		
	Model 1	Model 2	Model 3	Model 1	Model 2	Model 3
Constant	6.320***	19.945***	11.862**	5.488	9.6907***	11.441***
Ethnicity ^a						
Black	2.706***	.752	-.537	1.095***	.680	.645
Hispanic	2.920***	1.418	.569	2.154***	1.839***	1.667***
Parent's highest grade completed		-.249	-.123		-.125	-.010
Low-income family of origin ^b		.312	.329		-.589	-.609
Average in high school academic courses		-.095	-.007		-1.023***	-.695***
Academic courses in high school ^c		-.280**	-.134		-.604*	-.302
Rank in high school		-.014	-.002			
Degree aspirations ^d						
Associate's degree			.323			.899
Bachelor's degree			-.164			.416
Started at a community college			2.685***			2.953***
Liberal curriculum in college			-.238			
Took remedial courses in college			.475			
GPA in first year of college			-1.23**			
Worked full-time as an undergraduate						3.402***
Age at entry to college			.013			-.239***
Had child within five years of entering college			3.0629***			.951**
Adjusted R-square	.035	.086	.155	.032	.071	.192

Sources: CUNY Women File and NLSY79-Adults.

^aReference category is white women; women whose ethnicity is "other" are not included in the CUNY sample.

^bDefined as less than \$10,000 in 1970 dollars.

^cMeasured for NLSY women as a dummy variable: followed a college preparatory curriculum in high school.

^dReference category is aspires to a postgraduate degree.

*p < .05; **p < .01; ***p < .001

Table B.5 Labor-Market and Family-Context Variables, CUNY and NLSY

Variable	CUNY				National ^a			
	White	Black	Hispanic	All	White	Black	Hispanic	All
Cumulative college GPA	2.64	1.94	2.12	2.46		b		
Employment status								
Not working	14.2	12.5	12.3	13.7	15.0	10.6	11.7	14.1
Working part-time	22.5	6.8	7.8	18.0	29.2	15.0	22.1	26.6
Working full-time	63.3	80.7	79.9	68.3	55.9	74.4	66.2	59.3
Worked all or nearly all of the past 15 years ^c	61.0	84.6	80.0	67.4	64.2	62.2	61.4	63.7
Employment sector								
For-profit or private	47.2	33.8	43.6	44.3	59.4	57.5	56.3	58.9
Nonprofit	23.1	27.9	23.9	24.0	12.6	9.8	9.5	12.0
Government or public	19.9	34.1	27.1	23.3	17.4	28.6	27.2	19.7
Self-employed	9.9	4.2	5.5	8.4	10.6	4.1	6.9	9.5
Marital status								
Married or partnered	74.6	43.3	59.1	67.2	73.5	39.1	63.3	67.9
Divorced or separated	11.8	30.6	26.8	16.9	16.9	30.5	20.9	19.1
Widowed	1.8	5.4	3.2	2.6	.5	2.2	1.3	.8
Never married	11.8	20.7	10.9	13.3	9.1	28.3	14.6	12.3
Ever had a marital disruption		b			37.2	55.7	48.5	40.1
Number of children	1.65	1.66	1.64	1.65	1.71	1.81	1.89	1.74
Age of mother when she had first child	28.9	25.4	26.8	28.0	26.1	22.3	23.9	25.4

(Table continues on p. 220.)

Table B.5 *Continued*

Variable	CUNY				National			
	White	Black	Hispanic	All	White	Black	Hispanic	All
Timing of first child								
Before entering college	.8	16.0	6.4	4.2	12.3	25.1	22.0	14.8
Within five years of entering college	7.0	23.4	20.6	11.5	16.8	28.9	24.8	19.1
Five to ten years after entering college	27.8	21.7	28.0	26.7	23.9	13.3	18.4	22.0
More than ten years after entering college	40.1	16.8	24.8	34.2	23.2	11.0	14.9	20.9
No children	24.3	22.2	20.2	23.4	23.7	21.7	19.9	23.2
Ever was a single mother ^d	23.2	62.0	50.0	33.5	37.6	64.9	54.3	42.8
Spouse is currently employed	95.1	79.6	87.7	92.6	97.7	94.4	98.8	97.5
Spouse's mean personal earnings ^e	\$65,530	\$41,396	\$42,397	\$60,561	\$60,883	\$42,293	\$52,581	\$58,904
Spouse's occupational prestige	52.9	45.4	47.6	51.7	48.8	37.9	45.4	47.6
Spouse's educational attainment ^f								
High school diploma or less					34.0	41.2	41.1	35.1
Some college					10.8	18.2	14.0	11.6
Associate's degree		b			11.7	18.2	15.0	12.5
Bachelor's degree					23.8	15.8	15.9	22.6
Postgraduate degree					19.7	6.7	14.0	18.2
Lives in New York metropolitan area	69.5	66.4	57.5	67.6		b		

Sources: CUNY Women File and NLSY79–Adults.

^aNational data include only white, black, and Hispanic women who entered college from the 1996, 1998, and 2000 waves of the NLSY79–Adults file.

^bData not available.

^cFor the CUNY women, this item measures women who worked “all or nearly all of the time” over the past fifteen years, and for NLSY women, it measures women who worked more than 75 percent of the time over the past ten years.

^dCalculated only for mothers.

^eEstimated for CUNY women by subtracting personal earnings from household income for married women. Data are not estimated for national women.

^fSpouse's educational attainment is taken from spouse's highest grade completed; we have no independent verification that these represent actual degrees attained.

Table B.6 Home Ownership (Unstandardized Logistic Coefficients)

	Model 1	Model 2	Model 3	Model 4	Model 5
CUNY Women					
Constant	.55691***	1.5759***	-2.6221*	-4.8026***	-2.3571
Some college ^a	.04381		-.21458	-.21683	-.57455
Associate's degree	.35394		.18247	.29726	-.26025
Bachelor's degree	.85023***		.35864	.37172	-.03501
Advanced degree	1.2134***		.56344*	.52743	.20607
Black ^b		-1.3703***	-.81412***	-.40837*	-1.516***
Hispanic		-1.0827***	-.65432***	-.53556**	-1.1165**
Age			.00701	.01573	.00746
Low-income family of origin ^c			-.34997*	-.27605	-.35197*
Parents' highest grade completed			.06669	.05005	.07039
Grades in high school academic courses			.04566***	.03992**	.04667***
Units of high school academic courses			-.00825	.00756	-.01073
Married or partnered				1.0294***	
Any children				1.1352***	
Ever a single mother				-.83296***	
Spouse's prestige				.0188	
Black—some college					.80205
Black—associate's degree					.88655
Black—bachelor's degree					.88199
Black—advanced degree					.73744
Hispanic—some college					.40796
Hispanic—associate's degree					.71116
Hispanic—bachelor's degree					.52935
Hispanic—advanced degree					.50706
Pseudo R-square	.0354	.0609	.1008	.2347	.1034

(Table continues on p. 222.)

Table B.6 *Continued*

	Model 1	Model 2	Model 3	Model 4	Model 5
National Women					
Constant	.29601***	1.2763***	-.59461	-1.6855*	-.46958
Some college	.02489		-.00941	.01932	-.1149
Associate's degree	.50249***		.32747*	.20795	-.08051
Bachelor's degree	.96392***		.39008**	.26514	.36978*
Advanced degree	1.286***		.5518***	.43376	.15546
Black		-1.48***	-.99318***	-.62302***	-1.0637***
Hispanic		-.96264***	-.68886***	-.65313***	-.99513***
Age			.03167	.02877	.03091
Low-income family of origin			-.18833*	-.1425	-.19787*
Parents' highest grade completed			-.05365***	-.0578***	-.05358***
Grades in high school academic courses			.26793***	.1869**	.26538***
AFQT			.01144***	.01245***	.01173***
Married or partnered				1.3649***	
Any children				.64166***	
Ever a single mother				-.44842***	
Spouse's prestige				.00573*	
Black—some college					.05489
Black—associate's degree					.54301*
Black—bachelor's degree					-.21559
Black—advanced degree					.96796*
Hispanic—some college					.37602
Hispanic—associate's degree					.83694*
Hispanic—bachelor's degree					.47222
Hispanic—advanced degree					.73339
Pseudo R-square	.0287	.0743	.1152	.2157	.1183

Source: CUNY women file and NLSY79-Adults.

*Reference category is an early dropout in the CUNY sample, defined as having less than sixteen college credits, and a high school graduate in the NLSY.

^bWhite is the reference category. Women of "other" ethnic groups are not included in the CUNY or NLSY samples.

^cDefined as less than \$10,000 in 1970 dollars.

*p < .05; **p < .01; ***p < .001

Table B.7 Logged Value of Home, National Women (Unstandardized OLS Coefficients)

	Model 1	Model 2	Model 3	Model 4	Model 5
Constant	11.263***	11.715***	11.107***	10.713***	11.19***
Some college ^a	.18789***		.13189**	.12742**	.08094
Associate's degree	.28417***		.19042**	.15625**	.07519
Bachelor's degree	.69183***		.41981***	.32717***	.33983***
Advanced degree	.74296***		.42416***	.33641***	.37802***
Black ^b		-.6014***	-.31806***	-.21953***	-.47618***
Hispanic		-.1493***	.12958*	.12534*	.05672
Age			-.00361	-.00348	-.0047
Low-income family of origin ^c			-.18985***	-.16973***	-.18973***
Parents' highest grade completed			.02699***	.02252***	.0275***
Grades in high school academic courses			-.00227	-.01582	-.00421
AFQT80			.00441***	.00414***	.00453***
Married or partnered				.3056***	
Any children				.05153	
Ever a single mother				-.07347	
Spouse's prestige				.00583***	
Black—some college					.20243
Black—associate's degree					.32271*
Black—bachelor's degree					.26114*
Black—advanced degree					-.03924
Hispanic—some college					.03117
Hispanic—associate's degree					.18749
Hispanic—bachelor's degree					.16497
Hispanic—advanced degree					.23988
Adjusted R-square	.0824	.0664	.1704	.2177	.1715

Source: NLSY79-Adults

^aReference category is a high school graduate.

^bWhite is the reference category. Women of "other" ethnic groups are not included.

^cDefined as less than \$10,000 in 1970 dollars.

*p < .05; **p < .01; ***p < .001

Table B.8 Logged Value of Other Financial Assets^a of National Women (Unstandardized OLS Coefficients)

	Model 1	Model 2	Model 3	Model 4	Model 5
Constant	8.4943***	9.7935***	7.3346***	6.8777***	7.3748***
Some college ^b	.37174***		.25308*	.2261*	.25453
Associate's degree	.77534***		.47454***	.32572*	.31706
Bachelor's degree	1.9839***		1.1121***	.77728***	1.0622***
Advanced degree	2.1202***		1.0512***	.65852***	1.0868***
Black ^c		-1.4829***	-.64819***	-.33868**	-.53913**
Hispanic		-.92102***	-.11473	-.09642	-.36661
Age			.00535	.00957	.00509
Low-income family of origin ^d			-.34016***	-.27083**	-.34665***
Parents' highest grade completed			.04047*	.02754	.04025*
Grades in high school academic courses			.16527*	.09832	.16397*
AFQT80			.01604***	.01432***	.0161***
Married or partnered				.86162***	
Any children				-.43556***	
Ever a single mother				-.32118***	
Spouse's prestige				.01493***	
Black—some college					-.16898
Black—associate's degree					-.12465
Black—bachelor's degree					-.07836
Black—advanced degree					-.10294
Hispanic—some college					.22839
Hispanic—associate's degree					.8684**
Hispanic—bachelor's degree					.41379
Hispanic—advanced degree					-.14
Adjusted R-square	.1067	.0732	.2025	.2671	.2030

Source: NLSY79—Adults.

^aAssets consist of the total dollar value of savings, CDs, stocks, other investments, retirement plans, and estates, and are top-coded at \$350,000.

^bReference category is a high school graduate.

^cWhite is the reference category. Women of "other" ethnic groups are not included.

^dDefined as less than \$10,000 in 1970 dollars.

*p < .05; **p < .01; ***p < .001