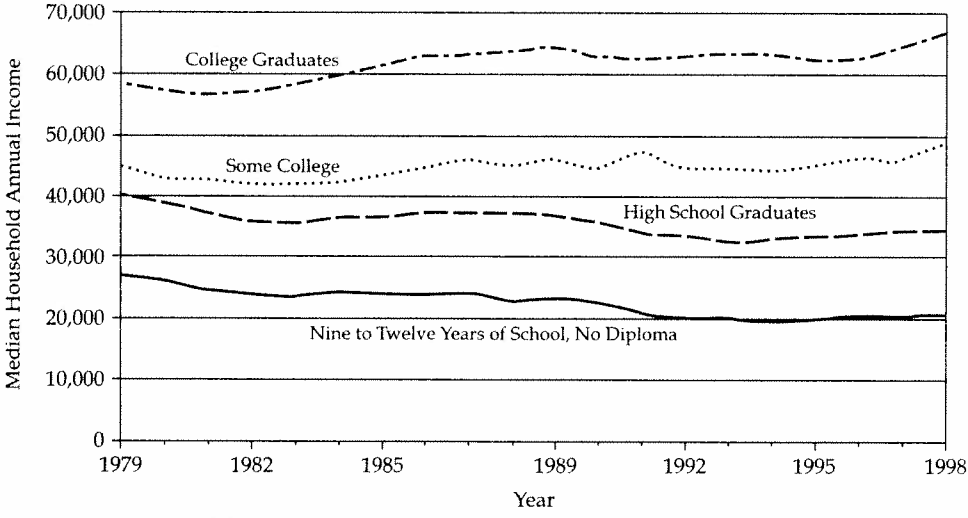
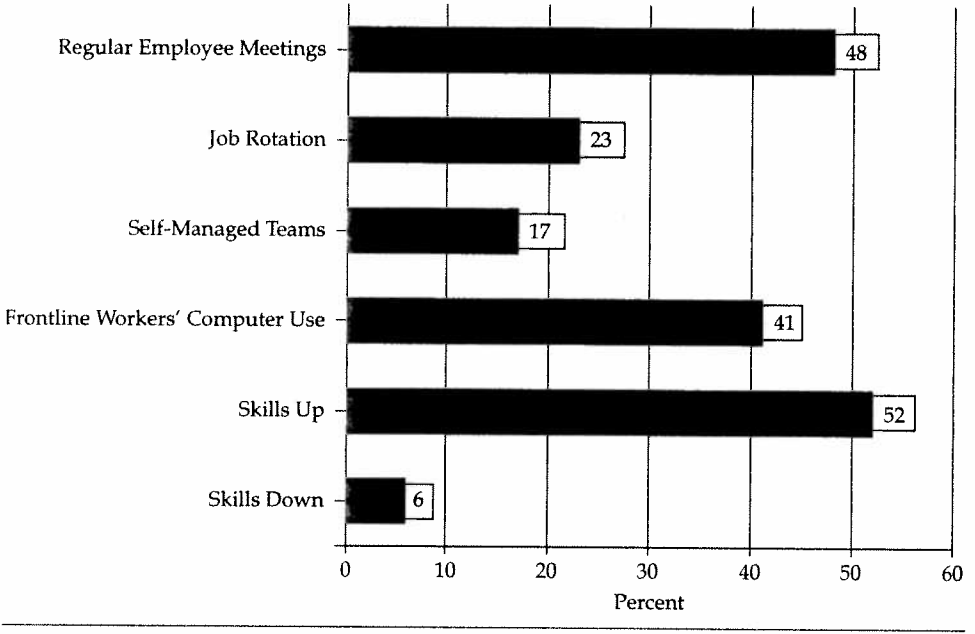
FIGURE 1.1 / Real Median Household Annual Earnings with Head Age Twenty-Five or Older, by Educational Attainment, 1979 to 1998 (1998 Dollars)



Source: U.S. Census Bureau, Current Population Survey, Historical Income Tables, H-13 and H14. Data from 1991 onward are not strictly comparable to previous years owing to a change in the definition of educational attainment. Data from 1993 onward are not strictly comparable with previous years owing to a change in earnings top-coding.

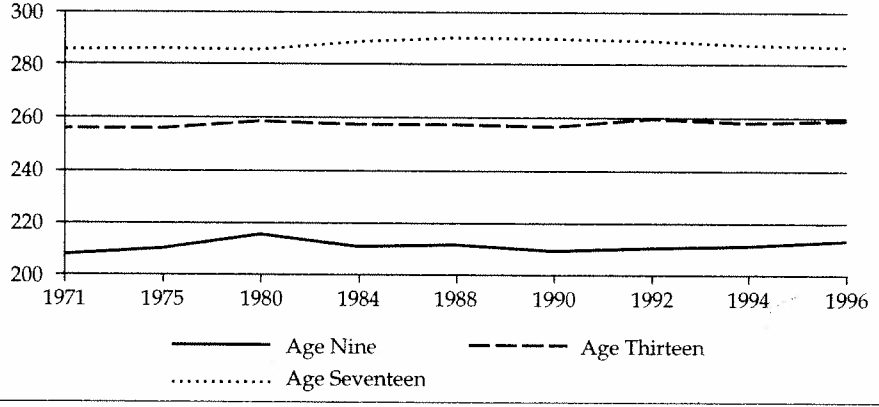
FIGURE 1.2 / Skill Requirements in a Changing U.S. Workplace, 1996 (Weighted Data)



Source: National Employers Survey, second round.

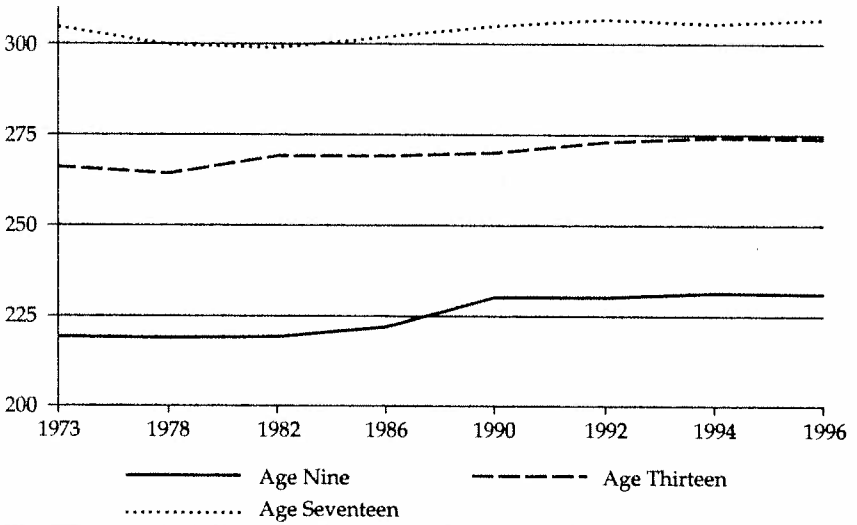
Definitions: Regular employee meetings: the percentage of establishments reporting that 75 percent or more of workers meet regularly to discuss workplace issues; job rotation: the percentage of establishments reporting that 25 percent or more of workers rotate jobs; self-managed teams: the percentage of employers reporting that 25 percent or more of employees work in self-managed teams; frontline workers' computer use: the percentage of businesses reporting that 75 percent or more of their frontline workers use computers. Skills up is the percentage of establishments reporting that skill requirements in their business have risen over the past three years. Skills down are those businesses that report a fall.

FIGURE 1.3 / Average Reading Achievement Scores, by Age, 1971 to 1996



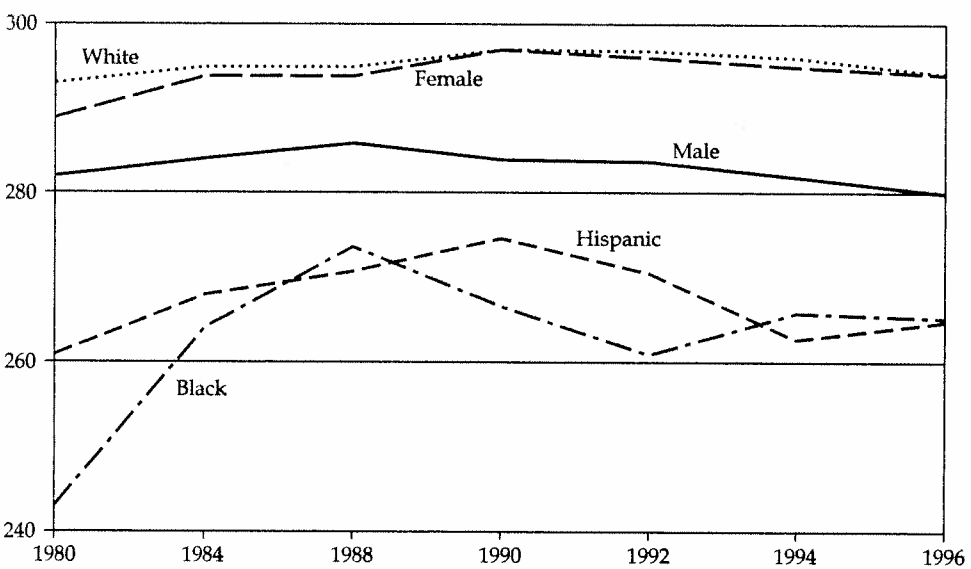
Source: U.S. Department of Education, National Assessment of Educational Progress Survey (NAEPS) 1996, Trends in Educational Progress. Level 150: simple arithmetic facts; level 200: beginning skills and understandings; level 250: numerical operations and beginning problem-solving; level 300: moderately complex procedures and reasoning; level 350: multi-step problem-solving and algebra.

FIGURE 1.4 / Average Math Achievement Scores, by Age, 1973 to 1996



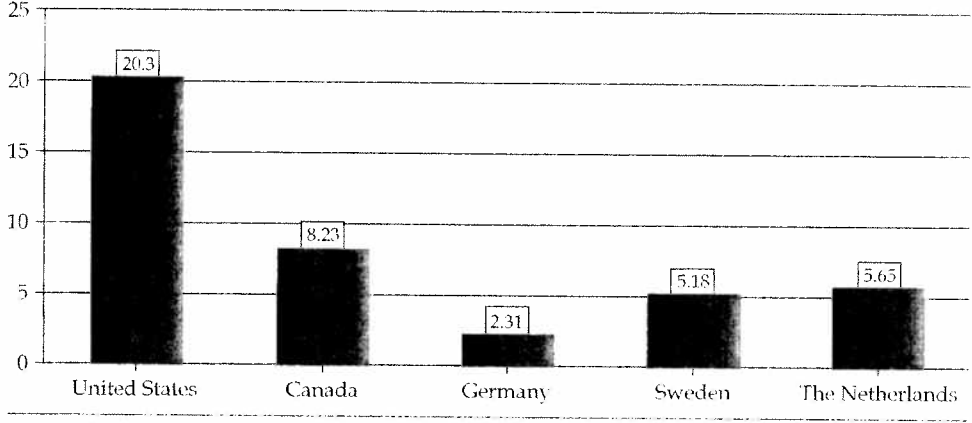
Source: U.S. Department of Education, NAEPS 1996, Trends in Educational Progress. Level 150: achieves simple discrete reading tasks; level 200: has partial skills and understanding; level 250: interrelates ideas and makes generalizations; level 300: understands complicated information; level 350: learns from specialized reading materials.

FIGURE 1.5 / Average Reading Achievement of Seventeen-Year-Olds, 1980 to 1996



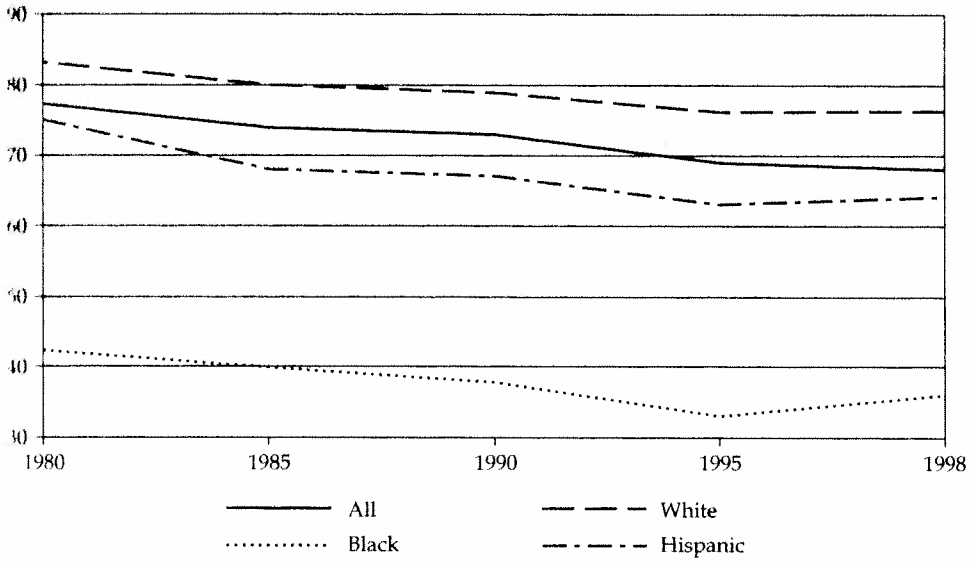
Source: U.S. Department of Education, NAEPS 1996, Trends in Educational Progress.

FIGURE 1.6 / Percentage of Employed Sixteen- to Twenty-Four-Year-Olds with Minimal Math Skills, by Country, 1994



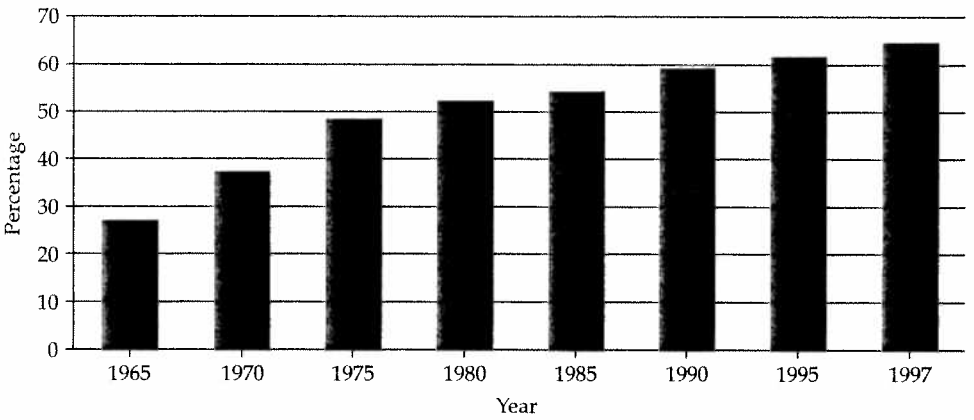
Source: OECD International Adult Literacy Survey, minimal quantitative score.

FIGURE 1.7 / Percentage of Children Under Eighteen with Two Parents in the Household, 1980 to 1998



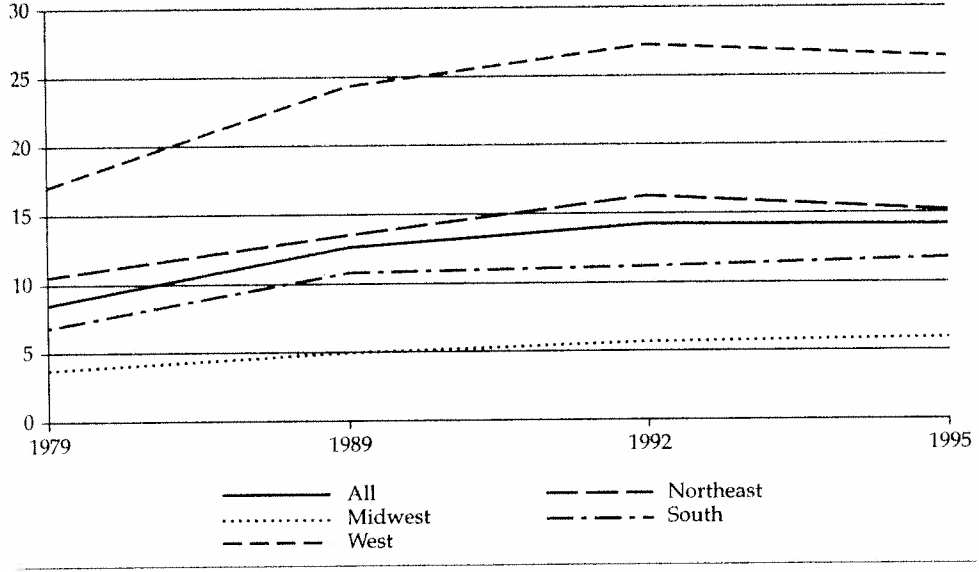
Source: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-being, 1999* (Washington, D.C.: U.S. Government Printing Office, 1999). Also available at http://www.childstats.gov/ac1999/AC99pt2.pdf.

FIGURE 1.8 / Preschool Enrollment of Three- to Five-Year-Olds, 1965 to 1997



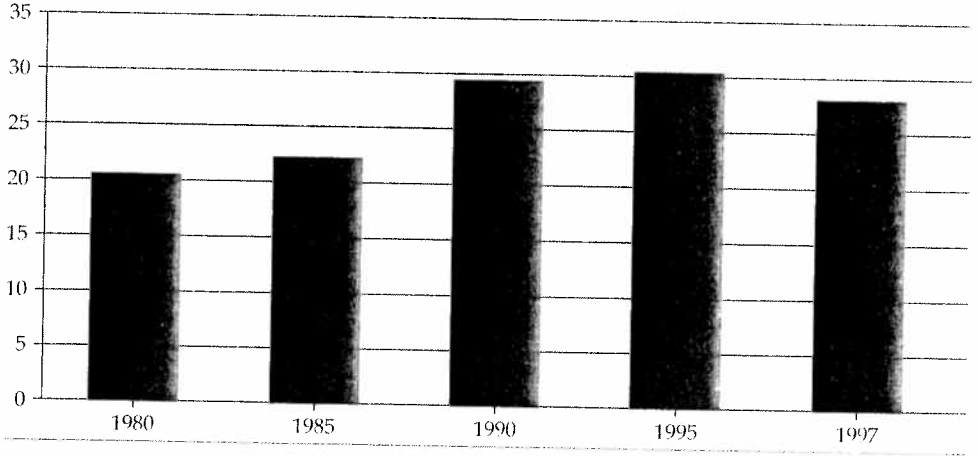
Source: U.S. Department of Education, *Digest of Education Statistics, 1998,* table 46. Data from 1990 onward are not strictly comparable to earlier years.

FIGURE 1.9 / Percentage of Five- to Seventeen-Year-Olds Speaking Another Language at Home, 1979 to 1995



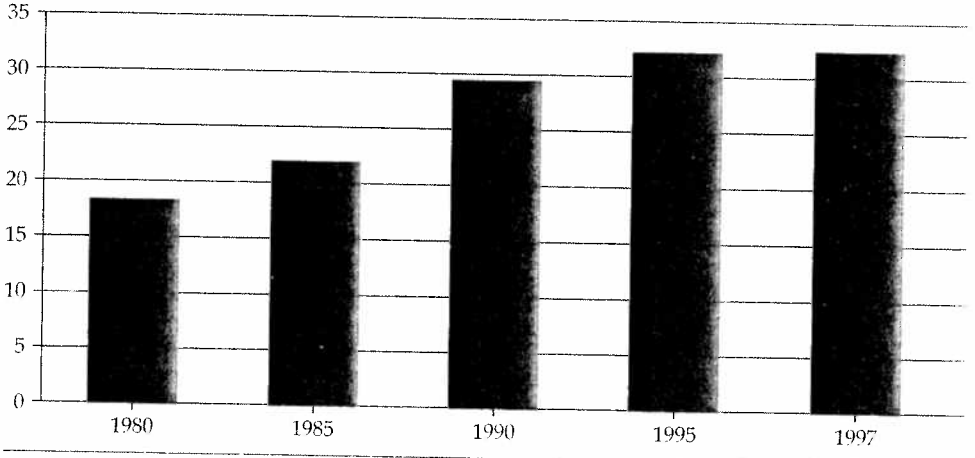
Source: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-being, 1999* (Washington, D.C.: U.S. Government Printing Office, 1999). Also available at http://www.childstats.gov/ac1999/AC99pt2.pdf.

FIGURE 1.10 / Birth Rates for Unmarried Fifteen- to Seventeen-Year-Old Women, 1980 to 1997 (Births per 1,000 Unmarried Women)



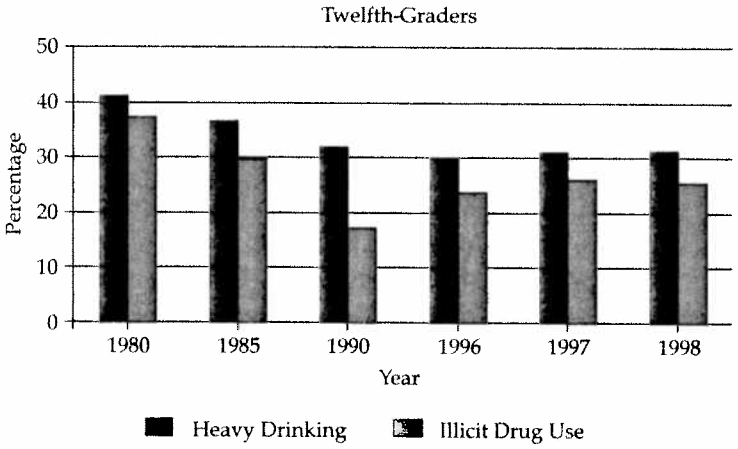
Source: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-being, 1999* (Washington, D.C.: U.S. Government Printing Office, 1999). Also available at: http://www.childstats.gov/ac1999/AC99pt2.pdf.

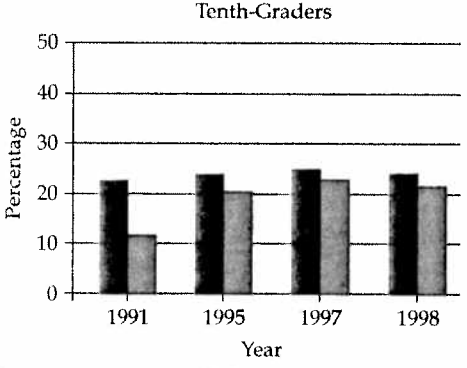
FIGURE 1.11 / Percentage of All Births to Unmarried Women, 1980 to 1997 (All Ages of Mother)

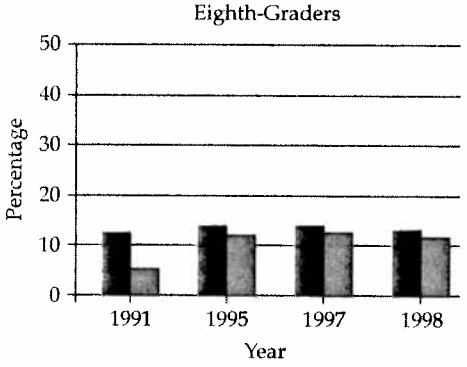


Source: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-being, 1999* (Washington, D.C.: U.S. Government Printing Office, 1999). Also available at: http://www.childstats.gov/ac1999/AC99pt2.pdf.

FIGURE 1.12 / Drug and Alcohol Use Among Youth, 1980 to 1998

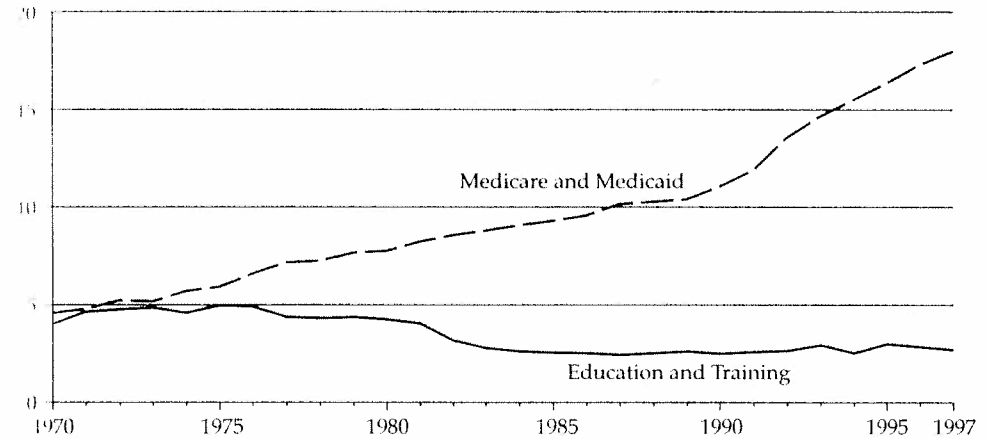






Source: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-being, 1999* (Washington, D.C.: U.S. Government Printing Office, 1999). Also available at http://childstats.gov/ac1999/AC99pt2.pdf. Note that "heavy drinking" is defined as having five or more alcoholic drinks in a row in the two weeks prior to the survey.

FIGURE 1.13 / Outlay Categories as a Percentage of the Federal Budget, 1970 to 1997



Source: Author's own calculations.

TABLE 1.1 / The Impact of Private-Sector Training on Wages and Productivity

Study	Impact
Outcome measure—wages	
Lynch (1992), United States, noncollege-bound	A year of formal on-the-job training raises wages as much as a year of college
Mincer (1991), United States	Rates of return associated with an additional year of training: 4.4 to 11 percent
Blanchflower and Lynch (1994), United Kingdom	Apprenticeship training increases earnings 9 to 12 percent
Tan et al. (1993), Australia	Apprenticeships increase earnings by 8 percent
Groot et al. (1994), the Netherlands	On-the-job training increases wages 4 to 16 percent
Westergard-Nielsen and Rasmussen (1997), Denmark	Apprenticeships raise earnings 10 percent
Outcome measure—productivity	
Bartel (1992), United States, all industries	Productivity increases 19 percent over three years in firms that train
Bartel (1989), United States, all industries	Training investment increases productivity by 16 percent
Bishop (1994), United States, all industries	Formal training increases an index of performance by 10 to 16 percent
Holzer et al. (1993), Michigan, manufacturing	When training investments are doubled, scrap rate decreases by 7 percent
Black and Lynch (1996), United States, nonmanufacturing	Computer training increases labor productivity by more than 20 percent
Black and Lynch (1996), United States, manufacturing	Providing a higher proportion of workers who train off the job increases productivity
Ichniowski, Shaw, and Prennushi (1995), steel	When training is linked with progressive human resources management practices, uptime is 7 percent higher
Groot (1993), the Netherlands	Company rates of return to training: 11 to 20 percent

Source: Author's compilation.

TABLE 1.2 / Percentage of Children Ages Three to Five Who Were Read to Every Day in the Last Week by a Family Member

	1993	1995	1996
All	53	58	57
Race			
White	59	65	64
Black	39	43	44
Hispanic	37	38	39
Family type			
Two parents	55	61	61
One or no parent	46	49	46
Mother's education			
Less than high school	37	40	37
High school or GED	48	48	49
Vocational, technical, or some college	57	64	62
College graduate	71	76	77

Source: U.S. Department of Education, National Household Education Survey.

TABLE 1.3 / Daily Hours of Television Viewing by Youths, by Hours Watched per Day, 1996 to 1982

Age	Zero to Two Hours	Three to Five Hours	Six or More
Nine			
1996	47%	36%	18%
1982	44	29	26
Thirteen			
1996	39	48	13
1982	45	39	16
Seventeen			
1996	54	39	7
1978	69	26	5

Source: U.S. Department of Education, National Household Education Survey.

TABLE 1.4 / High School Seniors in School-Sponsored Extracurricular Activities, 1980 to 1992

	Academic Clubs		Athletics		Music, Drama, Debate	
	1980	1992	1980	1992	1980	1992
All	26%	25%	52%	43%	37%	27%
Male	20	23	64	55	28	23
Female	31	27	41	30	44	32
White	25	26	52	44	36	28
Black	33	21	54	41	43	32
Hispanic	24	23	49	35	31	22
Asian	27	32	49	45	37	25
Lowest income quartile	25	19	43	34	31	24
Middle two quartiles	24	25	52	42	36	27
Highest quartile	29	32	62	54	44	31

Source: U.S. Department of Education, *Digest of Education Statistics*, 1998, table 144.

Female	31	27	41	30	44	32
White	25	26	52	44	36	28
Black	33	21	54	41	43	32
Hispanic	24	23	49	35	31	22
Asian	27	32	49	45	37	25
Lowest income quartile	25	19	43	34	31	24
Middle two quartiles	24	25	52	42	36	27
Highest quartile	29	32	62	54	44	31

Source: U.S. Department of Education, *Digest of Education Statistics*, 1998, table 144.

gory that has seen participation go up is academic clubs for those from the highest socioeconomic quartile.

Unfortunately, there are no time-series data on the participation rates of young people in community service activities. However, a recent survey conducted by the U.S. Department of Education found that almost 50 percent of sixth- to twelfth-graders participated in some type of community service activity over the year. However, participation rates, as shown in table 1.5, vary by demographic group and school performance. In particular, the students doing best in school are twice as

TABLE 1.5 / Students in Grades Six Through Twelve Who Participated in Community Service

Male	45%
Female	53
Black	43
Hispanic	38
White	53
Other	50
A student	60
B student	48
C student	38
D student	30
All	49

Source: U.S. Department of Education, Student Participation in Community Service Activity, April 1997, NCES 97–331.

TABLE 1.6 / Youth Victims of Serious Crimes, Age Twelve to Seventeen, 1980 to 1997 (Rates per 1,000)

	1980	1985	1990	1993	1995	1997
White	34.1	34.4	37.0	40.0	25.5	27.6
Black	60.2	35.2	77.0	71.5	44.5	30.4
Other	21.7	28.8	37.3	17.6	23.7	9.7
Male	54.8	49.8	60.5	53.9	39.0	33.1
Female	19.7	18.2	24.9	33.1	17.0	20.8
Total	37.6	34.3	43.2	43.8	28.3	27.1

Source: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-being* 1999 (Washington, D.C.: U.S. Government Printing Office, 1999). Also available at data: http://childstats.gov/ac1999/AC99pt2.pdf.

TABLE 1.7 / Mortality Rates Due to Firearms for Fifteen- to Nineteen-Year-Olds, 1980 to 1997 (per 100,000)

	1980	1985	1990	1993	1995	1997
White males	20.9	18.4	26.2	28.8	27.9	23.1
Black males	46.7	46.5	119.7	153.1	120.3	108.7
White females	4.1	3.5	4.6	4.9	4.2	3.8
Black females	7.5	6.1	12.1	15.8	14.2	11.7
All	14.7	13.3	23.3	27.8	24.5	21.2

Source: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-being* 1999 (Washington, D.C.: U.S. Government Printing Office, 1999). Also available at: http://www.childstats.gov/ac1999/AC99pt2.pdf.

TABLE 1.8 / Outcomes of Some U.S. Government Training Programs

Target Group	Program	Outcomes
In-school youth	Summer Youth Employment	This program represents a large share of summer employment in high-poverty, densely populated areas and includes many youth who have never worked before. The Inspector General's report on the 1992 summer program found that "with few exceptions the SDAs managed successful programs. . . . Participants were productive, interested, closely supervised, learned new skills they could apply to their schoolwork and took pride in their employment."
Out-of-school youth	Center for Employment Training (CET)—San Jose	This vocational training and job placement program resulted in 33 percent higher earnings. This highly successful program is being replicated in other U.S. cities.
Out-of-school youth	Job Corps	This residential program increased earnings by 15 percent, raised employment, reduced serious felony crime, and doubled college enrollment.
Disadvantaged youth	Job Training Partnership Act	About 50 percent of youth in JTPA Title II-C are still in high school but are at risk of dropping out. A number of dropout prevention programs have cut the dropout rate in half and increased college enrollment. Classroom training for female youth raised earnings 9 percent.

FIGURE 2.1 / Rate of Return to Human Capital as a Function of Age and Ability

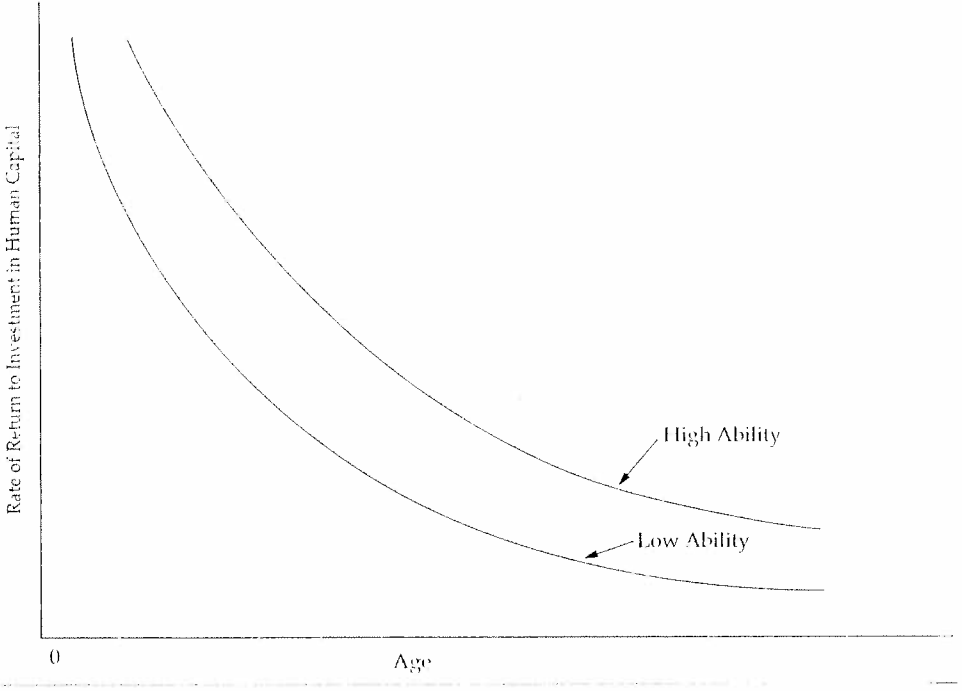
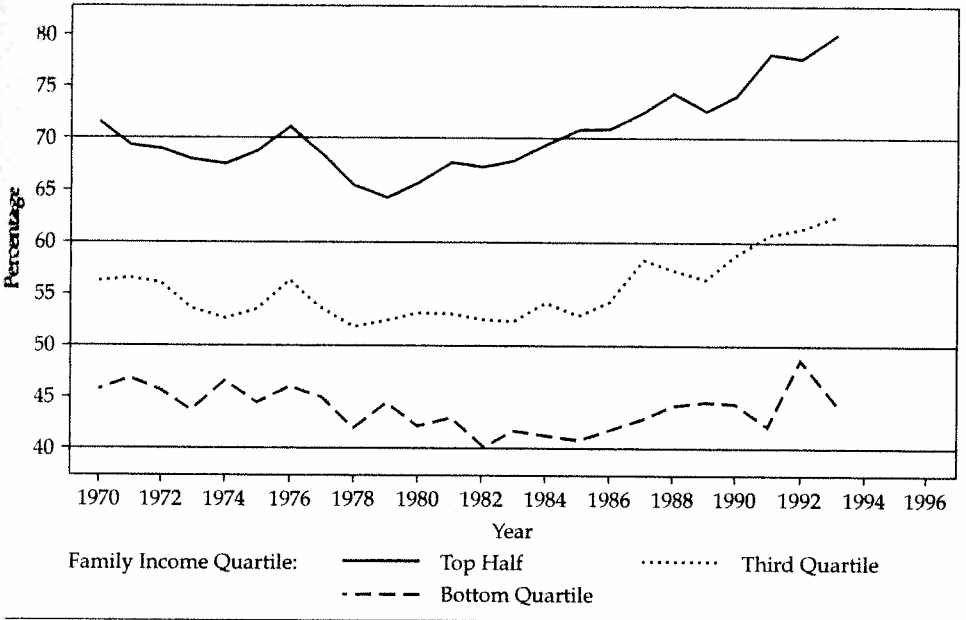
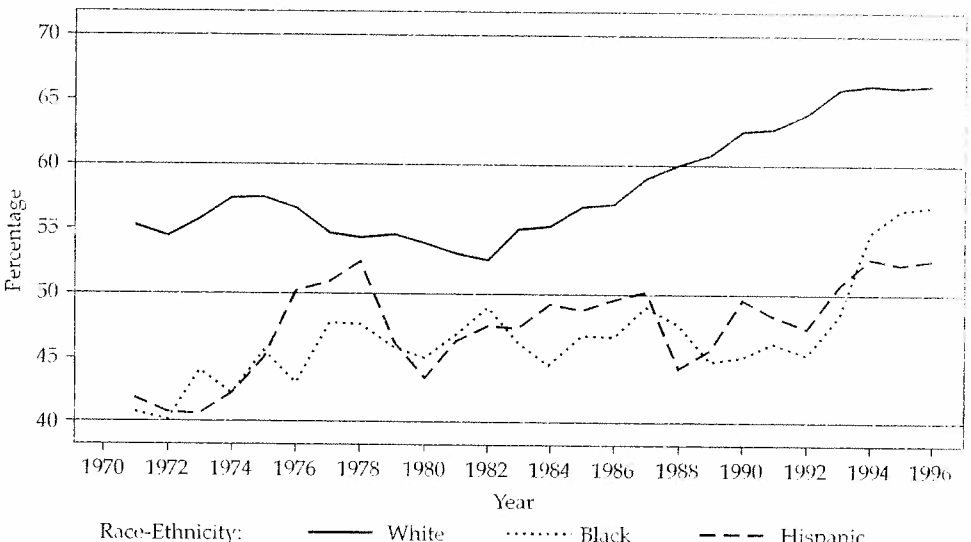


FIGURE 2.2 / College Participation by Eighteen- to Twenty-Four-Year-Old High School Graduates and Equivalency Degree Holders



Source: Cameron and Heckman (1999b).
Note: These numbers were computed from 1971 to 1989 CPS P-20 School Reports and the 1990 to 1993 October CPS data files. Racial-ethnic categories are mutually exclusive.

FIGURE 2.3 / College Entry Proportions of Twenty-One- to Twenty-Four-Year-Old High School Graduates and Equivalency Degree Holders



Source: Cameron and Heckman (1999b).
Note: The values represent three-year moving averages of March CPS data (two-year averages for 1971 and 1996). Racial-ethnic groups are mutually exclusive.

TABLE 2.1 / White-Minority Gap in College Entry Probabilities at Age Twenty-Four, Conditioned on High School Completion

Amount of Gap Explained By	Without AFQT Score		With AFQT Score	
	Blacks	Hispanics	Blacks	Hispanics
1. Equating all family background components individual components	.10	.11	.08	.05
1a. Number of siblings	.03	.03	.02	.01
1b. Highest grade of father	.08	.03	.06	.02
1c. Highest grade of mother	.003	.05	−.005	.02
1d. Broken home	−.01	.01	−.002	.01
2. Equating family income	.05	.03	.004	−.02
3. Equating local average wages	.004	.04	.002	.03
4. Equating tuition and college proximity	−.03	−.05	−.02	−.05
5. Equating AFQT scores	na	na	.15	.12
6. Equating lines 1 and 2	.14	.13	.08	.03
7. Equating lines 1, 2, 3, and 4	.12	.12	.06	.01
8. Equating lines 1, 2, 3, 4, and 5	na	na	.21	.13
9. Raw gap between whites and minorities	.11	.07	.11	.07

Source: Cameron and Heckman (1998).

TABLE 2.2 / Effects of Early Intervention Programs

Program or Study	Costs[a]	Program Description	Test Scores	Schooling	Predelinquency Crime
Abecedarian Project[b] (Ramey et al. 1988)		Full-time, year-round classes for children from infancy through preschool	Higher scores at ages one to four	34 percent less grade retention by second grade; better reading and math proficiency	—
Early Training program[b] (Gray, Ramsey, and Klaus 1982)		Part-time classes for children in summer; weekly home visits during school year	Higher scores at ages five to ten	16 percent less grade retention; 21 percent higher high school graduation rates	—
Harlem Study (Palmer 1983)		Individual teacher-child sessions twice weekly for young males	Higher scores at ages three to five	21 percent less grade retention	—
Houston PCDC[b] (Johnson 1988)		Home visits for parents for two years; child nursery care four days a week in the second year (Mexican Americans)	Higher scores at age three	—	Rated less aggressive and hostile by mothers (ages eight to eleven)
Milwaukee Project[b] (Garber 1988)		Full-time, year-round classes for children through first grade; job training for mothers	Higher scores at ages two to ten	27 percent less grade retention	—
Mother-Child Home program (Levenstein, O'Hara, and Madden 1983)	—	Home visits with mothers and children twice weekly	Higher scores at ages three to four	6 percent less grade retention	—
Perry Preschool program[b] (Schweinhart, Barnes, and Weikart 1993)	$13,400	Weekly home visits with parents; intensive, high-quality preschool services for one to two years	Higher scores in all studied years (ages five to twenty-seven)	21 percent less grade retention or special services; 21 percent higher high school graduation rates	2.3 versus 4.6 lifetime arrests by age twenty-seven; 7 percent versus 35 percent arrested five or more times
Rome Head Start (Monroe and McDonald 1981)	$5,400 (2 yrs)	Part-time classes for children; parent involvement		12 percent less grade retention; 17 percent higher high school graduation rates	
Syracuse University Family Development (Lally, Mangione, and Honig 1988)	$38,100	Weekly home visits for family; day care year-round	Higher scores at ages three to four		6 percent versus 22 percent had probation files; offenses were less severe
Yale Experiment	$23,300	Family support; home visits and day care as needed for thirty months	Better language development at thirty months	Better school attendance and adjustment; fewer special school services (age twelve and a half)	Rated less aggressive and predelinquent by teachers and parents (age twelve and a half)

Sources: Donohue and Siegelman (1998), Schweinhart, Barnes, and Weikart (1993); Seitz (1990).
Notes: All comparisons are for program participants versus nonparticipants.

[a] Costs are valued in 1990 dollars.

[b] Studies used random assignment experimental design to determine program impacts.

TABLE 2.3 / Preschool Effects Related to Economic Benefits

Outcome Variable	Preschool	*N*	No Preschool	*N*
Education effects				
California Achievement Test at age nine	172.8	54	145.5	55
California Achievement Test at age fourteen	122.2	49	94.5	46
Classified mentally retarded[a]	15%	54	35%	58
Graduated from high school	67%	58	49%	63
Employment effects				
Employed at age nineteen	50%	58	32%	63
Monthly earnings at age twenty-eight	$1,129	54	$766	61
Crime effects				
Arrested by age nineteen	31%	58	51%	63
Five or more arrests by age twenty-eight	7%	58	35%	63
Welfare effects				
Received welfare at age nineteen	18%	58	32%	63
Received welfare at age twenty-eight	59%	58	80%	63

Source: Schweinkart, Barnes, and Weikart (1993).
Note: All group differences statistically significant at .05 level.
[a] At least one year in a classroom for "educably mentally impaired" children.

TABLE 2.4 / Present Value of Costs and Benefits Per Child

Cost or Benefit	Recipients of Costs and Benefits		
	Whole Society	Preschool Participants	General Public
Preschool cost[a]	−$12,356	50	−$12,356
Measured benefits			
Child care	738	738	0
K-12 education	6,872	0	0
College[b]	−868	0	−868
Adult education	283	0	283
Employment[c]	14,498	10,269	4,229
Crime	49,044	0	49,044
Welfare	219	−2,193	2,412
Benefit subtotal	70,876	8,814	61,972
Projected benefits			
Earnings	15,833	11,215	4,618
Crime	21,337	0	21,337
Welfare	46	−460	506
Total benefits	108,002	19,569	88,433
Net present value	95,646	19,569	76,077

Source: Schweinhart, Barnes, and Weikart (1993).

[a] Costs and cost increases appear as negative numbers.

[b] Some small portion of college costs are likely to have been borne by the participants, but these could not be estimated from the available information.

[c] The benefits reported include all costs paid by the employer to hire a participant. Allocation to participants and the general public assume that (1) the marginal tax rate is 25 percent; (2) the value of fringe benefits received by the employee equals 10 percent of salary; and (3) the value of other fringes paid by the employer (for example, the employer's share of social security) equals 10 percent of salary.

TABLE 2.5 / Estimated Benefits of Mentoring Programs

Outcome Measure	Change
Big Brothers/Big Sisters	
Initiating drug use	−45.8**
Initiating alcohol use	−27.4*
Number of times hit someone	−31.7**
Number of times stole something	−19.2
Grade point average (1–4 scale)	3.0*
Skipped class	−36.7***
Skipped day of school	−52.2***
Trust in parent	2.7**
Lying to parent	−36.6**
Peer emotional support	2.3*
Sponsor-A-Scholar	
10th grade GPA (1–100 scale)	2.9*
11th grade GPA (1–100 scale)	2.5*
Attending college one year after high school	32.8*
Attending college two years after high school	28.1*

Source: Tierney and Grossman (1995); Grossman and Johnson (1998).

* Statistically significant at .10 level

** Statistically significant at .05 level

*** Statistically significant at .01 level

TABLE 2.6 / Effects of Selected Adolescent Social Programs on Schooling, Earnings, and Crime

Program or Study	Costs	Program Description	Schooling	Earnings	Crime
Job Corps (Long Maller, and Thorton 1981)	$11,000	Seven months of educational and vocational training for sixteen- to twenty-one-years olds (mostly male)	No effect	Discounted present value of increased earnings of $10,000	Estimated reduction in crime valued at approximately $4,500
JTPA[a] (Bloom et al. 1993)	Males: $1,316 Females: $1,955	Job training and placement services for adolescents	No effect	No effect —	—
STEP (Walker and Viella-Velez 1992)	—	Two summers of employment, academic remediation, and life skills for fourteen- and fifteen-year-olds	Short-run gains in test scores; no effect on school	—	—
Quantum Opportunity Program[a] (Taggart 1995)	$10,600	Counseling; educational, communication, and development services; financial incentives for participants (four years beginning in ninth grade)	34 percent higher high school graduation and GED rates (two years post-program)		4 percent versus 16 percent convicted; .28 versus .56 average number of arrests (two years post-program)

Source: Heckman, Lochner, Smith, and Taber (1997).
Note: All dollars in 1990 values.

[a] Studies used a random experimental design to determine program impacts.

TABLE 2.7 / The Quantum Opportunity Program: Second Postprogram-Year Impacts

	QOP Participants	Control Group	Difference
Completion			
Has high school diploma	63%	43%	+20%
Has GED certificate	25%	9%	+16%
Enrollment			
Currently in four-year college	23%	14%	+9%
Currently in a two-year college	34%	11%	+23%
Currently in training	18%	2%	+16%
Currently in GED	4%	11%	−7%
Currently in college, training, or GED	78%	38%	+40%
Employment			
Currently employed full-time	20%	7%	+13%
Currently employed part-time	16%	18%	−2%
Currently not in school, training, or work	14%	48%	−34%
Average yearly earnings (male and female)	$1,748	$1,591	+$157
Percentage with annual earnings greater than $0	56%	28%	+28%
Child-bearing			
Average children ever parented	.54	.75	−.21
Percentage with child ever parented	39%	41%	−2%
Dependency			
Self receiving food stamps	22%	43%	−21%
Self receiving welfare	20%	42%	−22%
Criminality			
Percentage ever arrested	19%	23%	−4%
Average number arrests (male and female)	.28	.56	−.28
Percentage males ever arrested	27%	39%	−12%
Average number arrests (males)	.46	1.05	−.59
Percentage ever incarcerated	13%	21%	−8%
Average number incarcerations (male and female)	.21	.49	−.28
Percentage males ever incarcerated	23%	50%	−27%
Average number incarcerations (males)	.38	.94	−.56

Source: Taggart (1995).

TABLE 2.8 / Estimated Impacts of New Chance, LEAP, and TPD on Program Participants (Percentage Changes)

Program	Ever Received High School Diploma or GED	Ever Received High School Diploma	Ever Employed in Previous Year	Average Monthly Earnings in Previous Year
LEAP				
Not enrolled	–3.4	–1.1	4.6*	8
Enrolled	7.0*	1.4	–2.6	–18
TPD				
Camden	2.0	4.4*	—	—
Newark	–2.0	–5.2**	—	—
Chicago	3.2	0.7	—	—
Full sample	—	—	–2.0	–18
Dropouts	—	—	–4.6	–56
Students	—	—	6.3**	79**
Graduates	—	—	–8.5**	–84**
New Chance	8.1***	–3.5***	2.8	–3

Source: Granger and Cytron (1998).

Notes: The follow-up periods for outcomes are approximately forty-two months for New Chance, thirty-six months for LEAP, and seventy-eight months for TPD.

* Statistically significant at .10 level

** Statistically significant at .05 level

*** Statistically significant at .01 level

TABLE 2.9 / Experimental Estimates of the Impact of Employment and Training Programs on the Earnings of Female Welfare Applicants and Recipients

Services Tested or Demonstration	Net Cost Per Participant	Annual Earnings Gain (Loss) After One Year	Annual Earnings Gain (Loss) After Three Years
Job search assistance			
Arkansas	140	220**	410**
Louisville, Kentucky (WIN-1)	170	350**	530**
Cook County, Illinois	190	10	NA
Louisville, Kentucky (WIN-2)	280	560**	NA
Job search assistance and training services			
West Virginia	320	20	NA
Virginia Employment Services	520	90	330*
San Diego I (EPP/EWEP)	770	600**	NA
San Diego II (SWIM)	1,120	430**	NA
Baltimore	1,160	190	630**
New Jersey	960	720*	—
Maine	2,450	140	1,140
Work experience and retraining			
AFDC Homemaker-Health Care	11,550	460**	NA
National Supported Work	16,550	460**	810**

Sources: Gueron and Pauly (1991, 15–20); Bell and Reesman (1987, tables 3 and 4); Couch (1992, table 1).

Note: All figures in the table are expressed in 1990 dollars.

* Statistically significant at .10 level

** Statistically significant at .05 level

TABLE 2.10 / Impacts on Total Eighteen-Month Earnings and Employment JTPA Assignees and Enrollees, Target Group

Impact	Adults		Out-of-School Youths	
	Women	Men	Female	Male
Per assignee				
Earnings	$539**	$550	−$182	−$854**
As a percentage	7.2	4.5	−2.9	7.9
Percentage employed	2.1**	2.8**	2.8	1.5
Sample size (assignees and control group combined)	6,474	4,419	2,300	1,748
Per enrollee				
Earnings	$873[b]	$935[b]	−$295[b]	−$1,355[b]
As a percentage	12.2	6.8	−4.6	−11.6
Percentage employed[a]	3.5[b]	4.8[b]	4.5[a]	2.4[b]

Source: Bloom et al. (1993).

Note: Enrollee estimates obtained using the procedure in Bloom (1984).

[a] At any time during the follow-up period.

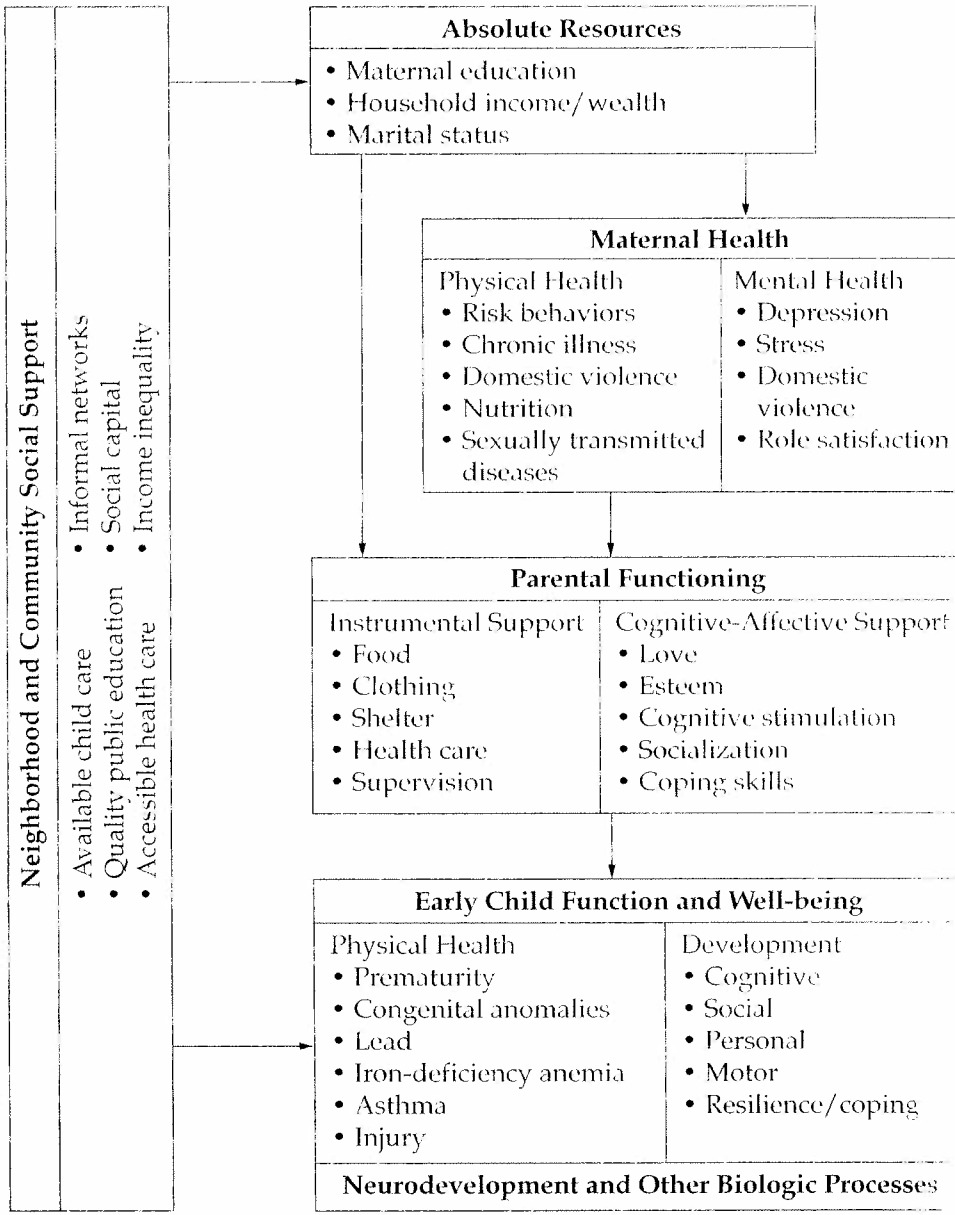
[b] Tests of statistical significance were not performed for impacts per enrollee

* Statistically significant at the .10 level

** Statistically significant at the .05 level

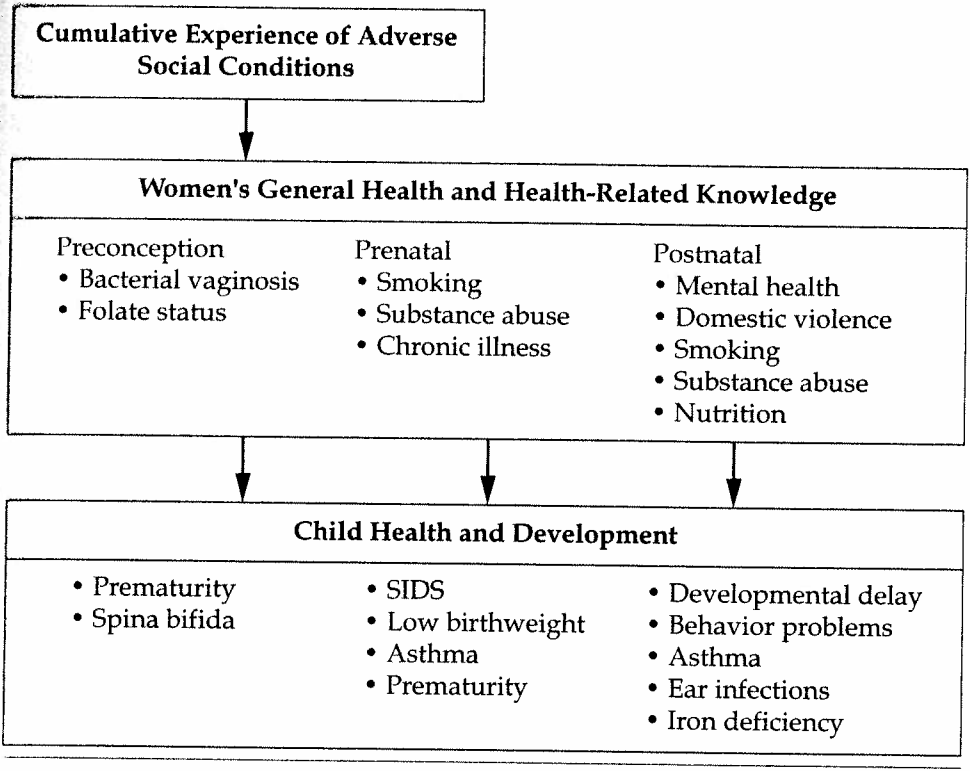
*** Statistically significant at the .01 level (two-tailed test)

FIGURE 3.1 / Pathways Leading to Early Child Health and Development



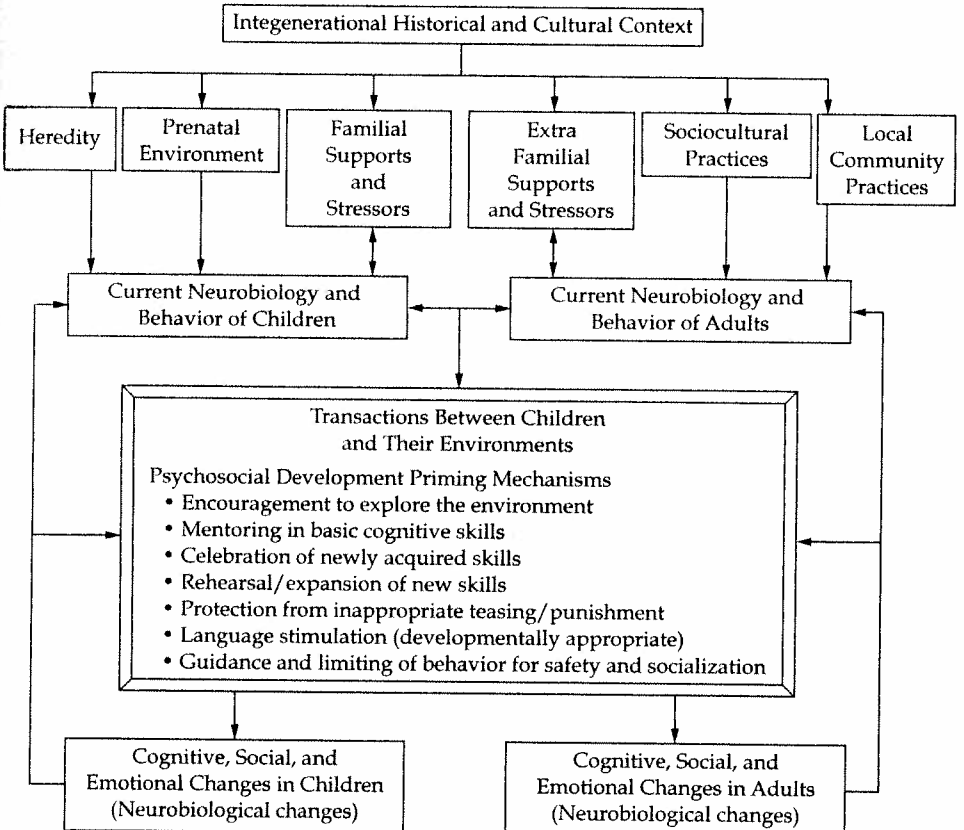
Source: Authors' compilation.

FIGURE 3.2 / The Mediating Role of Women's Health in Child Health Outcomes



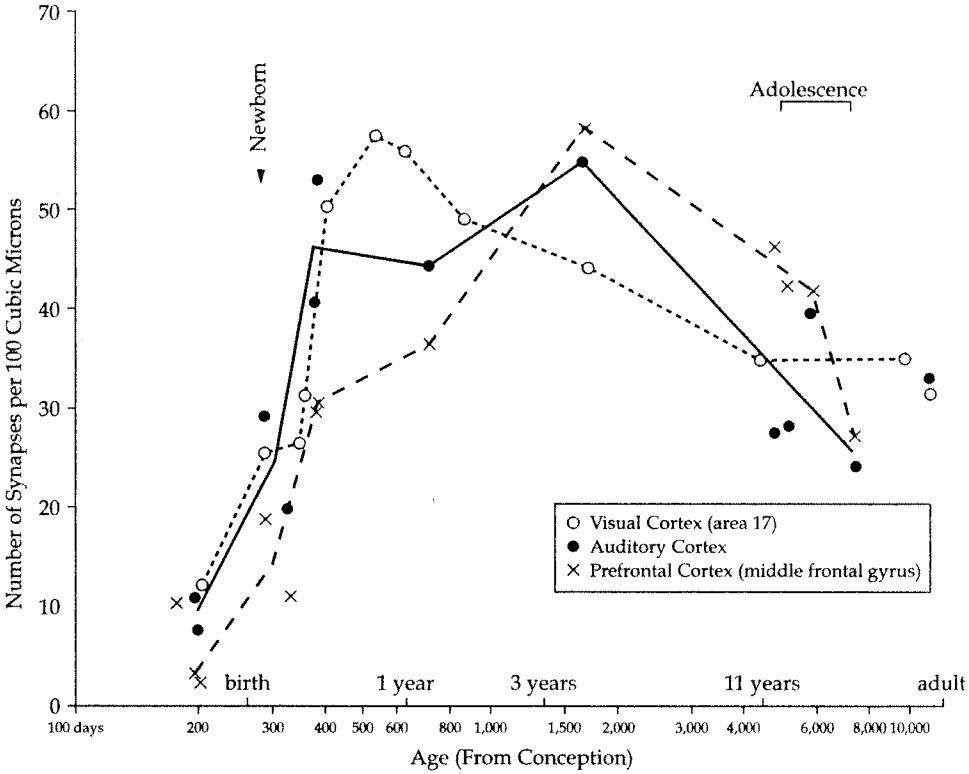
Source: Authors' compilation.

FIGURE 4.1 / Schematic Portrayal of Biosocial Developmental Contextualism



Note: Adapted from Ramey and Ramey (1998a). The principles of general systems theory are hypothesized to be operative throughout this model (Ramey, MacPhee, and Yeates 1982). The meaning and consequences of different patterns of child and caregiver behavior, however, are further influenced by contextual factors, including historical, cultural, and community-level factors.

FIGURE 4.2 / Mean Synaptic Density of the Human Brain from Conception to Adulthood

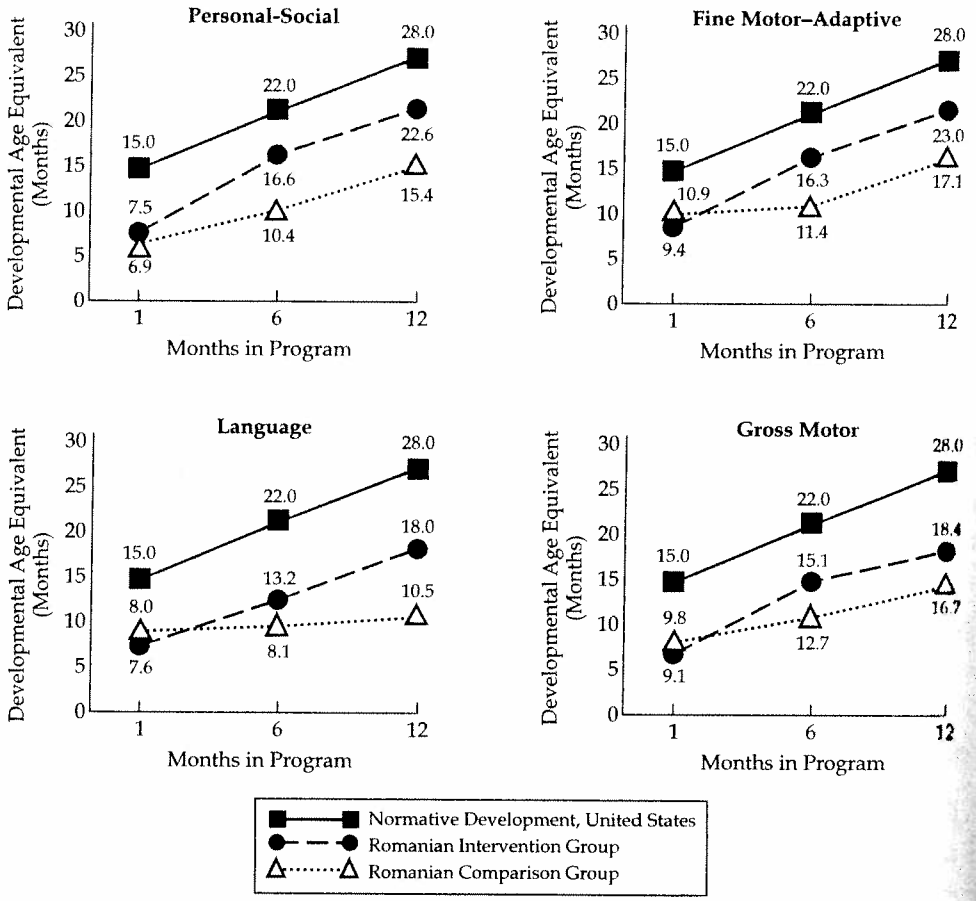


Source: Adapted from Huttenlocher and Dabholkar (1997). Reprinted with permission of Peter Huttenlocher and Goddard Press.

FIGURE 4.3 / Growth of the Brain in the First Year of Life Compared to an Adult Brain

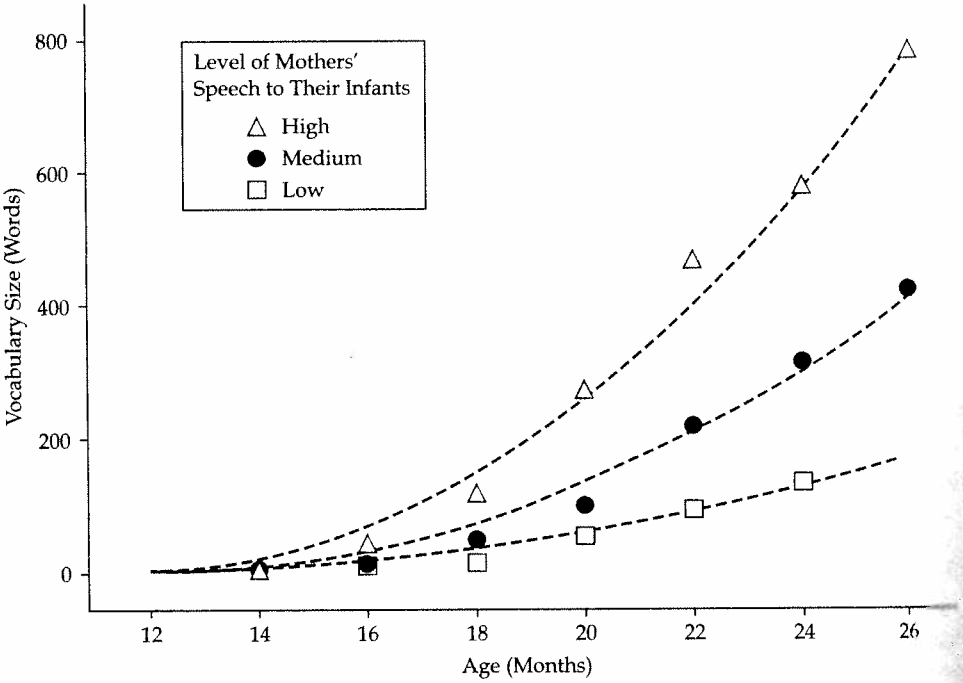
Source: Harry T. Chugani, M.D., Children's Hospital of Michigan/Wayne State University. Reprinted with permission from Harry Chugani and Goddard Press.

FIGURE 4.4 / Changes in Developmental Competence as a Function of Education Intervention for Romanian Orphanage Children



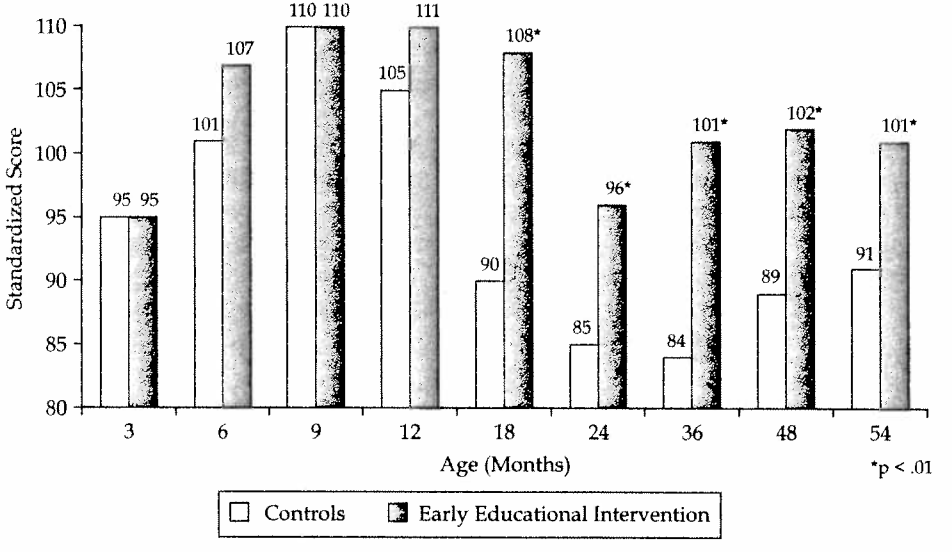
Note: The mean chronological age of children was fifteen months when intervention began. Scores reflect development age equivalents—that is, the age at which 50 percent of the norming sample showed comparable performance. The assessments were administered by examiners unfamiliar with the children's treatment condition.

FIGURE 4.5 / Effects of Mothers' Speech on Infant Vocabulary



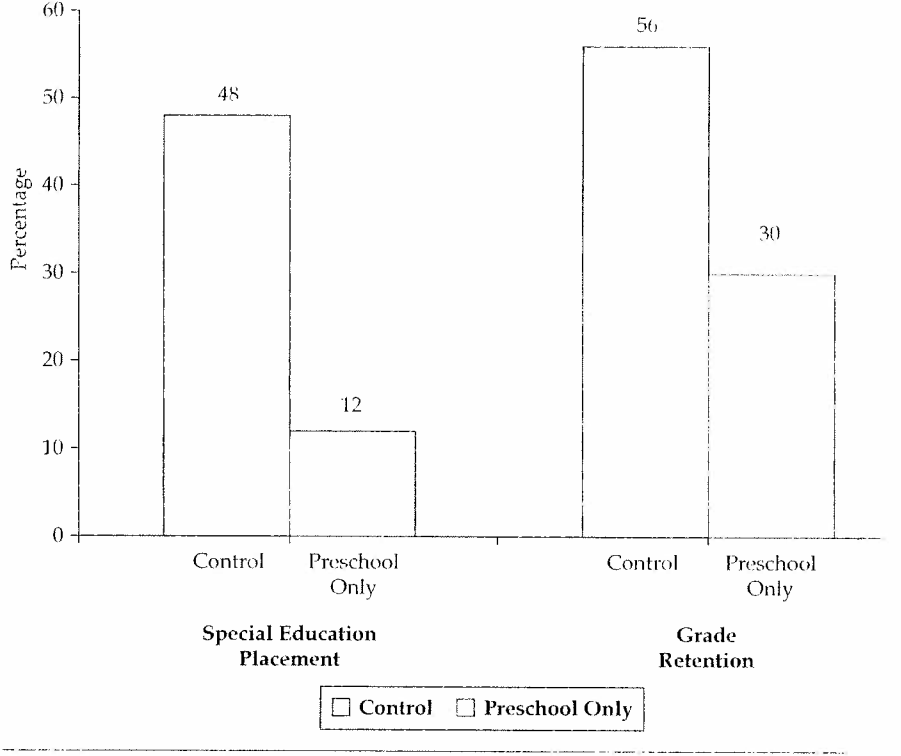
Source: Huttenlocher et al. (1991). Reprinted by permission of Janellen Huttenlocher and Goddard Press.

FIGURE 4.6 / Intellectual Performance of Children in the Abecedarian Project During the Preschool Years



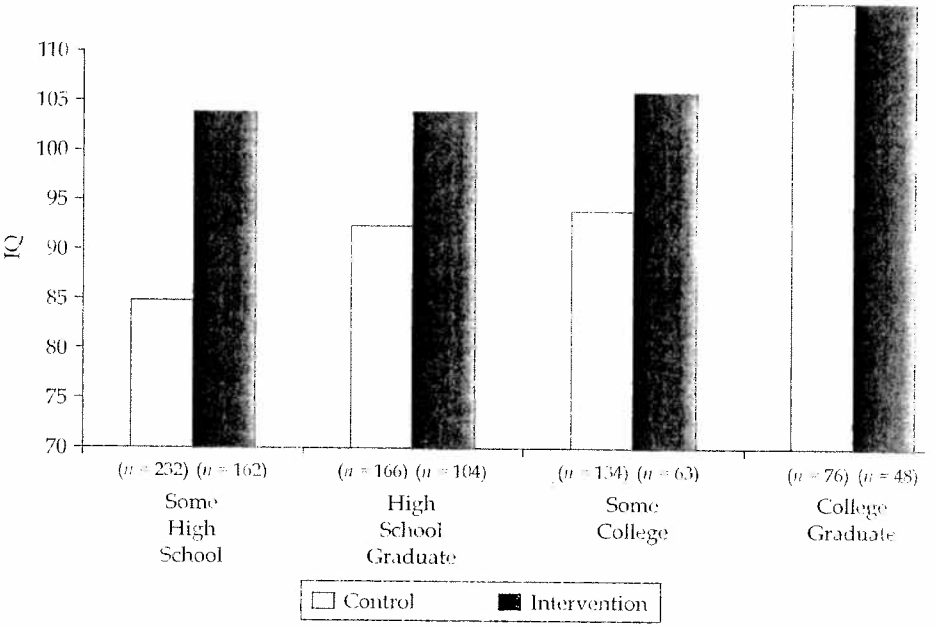
Source: Data are based on Ramey and Campbell (1984) and Ramey et al. (2000).
Note: From three to eighteen months, the scores reflect the Mental Development Index from administration of the Bayley Scales of Infant Development ($M = 100$, $SD = 15$); from eighteen to forty-eight months, scores represent Stanford-Binet IQ scores ($M = 100$, $SD = 15$); at fifty-four months, the scores are a composite summary from the McCarthy Scales of Children's Abilities. All group differences from eighteen months and later are significant at $p < .01$.

FIGURE 4.7 / Rates of Special Education Placement and Grade Retention in the Abecedarian Project



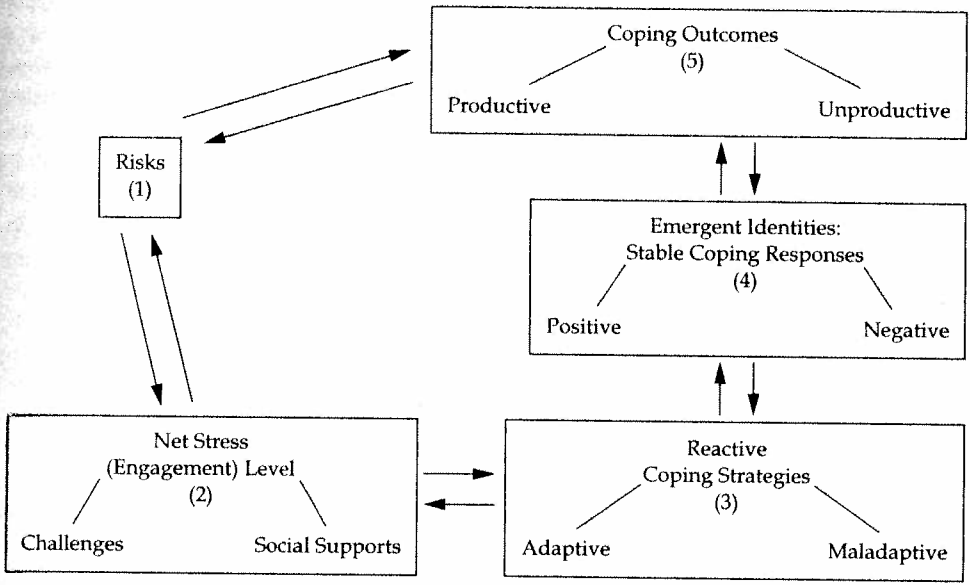
Source: Adapted from Ramey et al. (2000).
Note: Data reflect cumulative rates at age fifteen for both groups. Differences are signifi
at $p < .01$.

FIGURE 4.8 / Children's IQ at Thirty-Six Months as a Function of Maternal Education Level and Early Intervention of Control Group Status from the Infant Health and Development Program



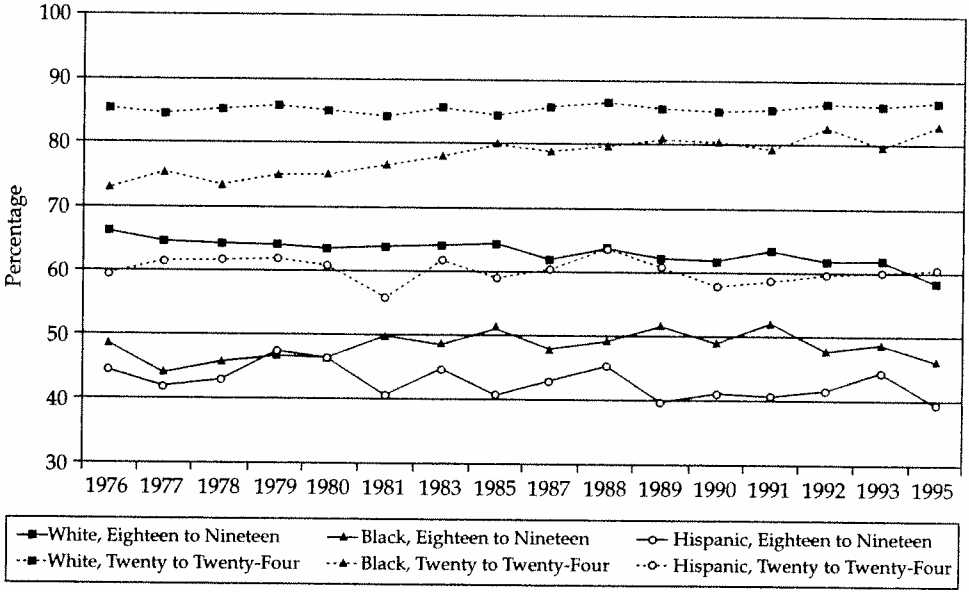
Source: Authors' tabulations.

FIGURE 6.1 / Phenomenological Variant of Ecological Systems (PVES) Theory



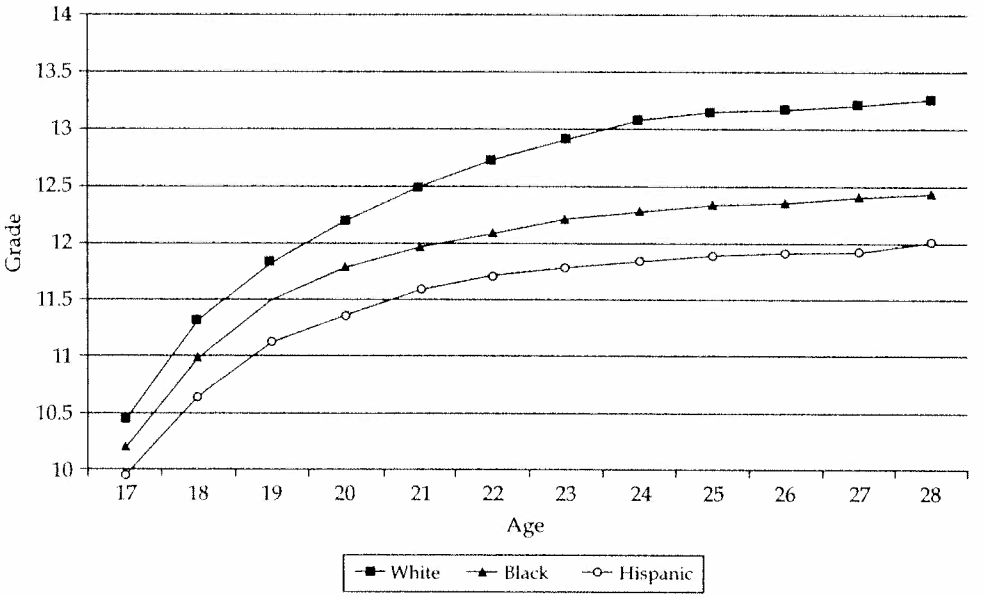
Source: Authors' compilation.

FIGURE 8.1 / High School Completion of Adolescents and Young Adults, by Race-Ethnicity, 1976 to 1995



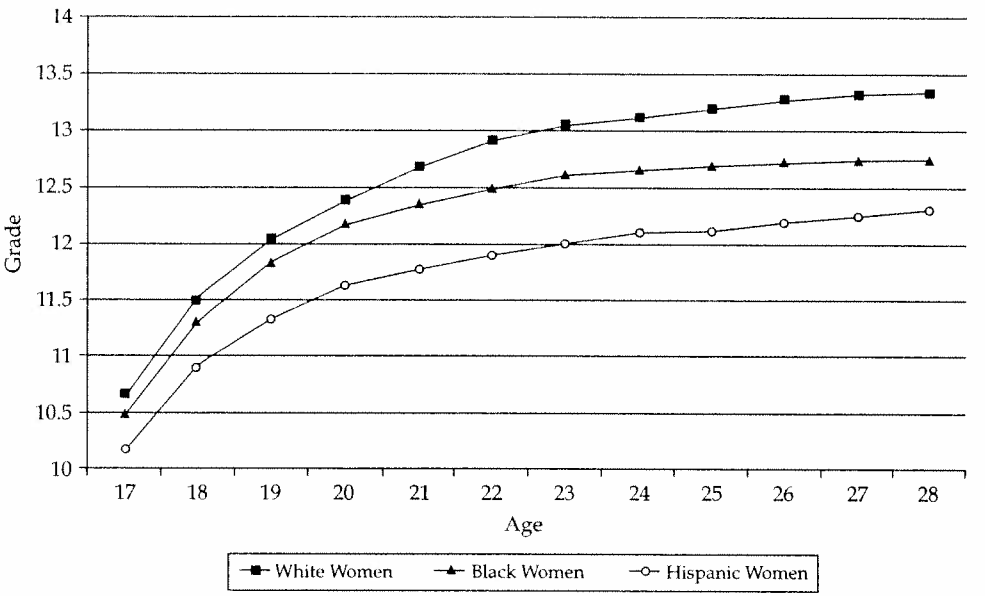
Source: U.S. Bureau of the Census, Current Population Reports, P20–459, P20–462, P20–475.

FIGURE 8.2 / Age-Specific Grades Completed: Young Men by Race and Hispanic Origin



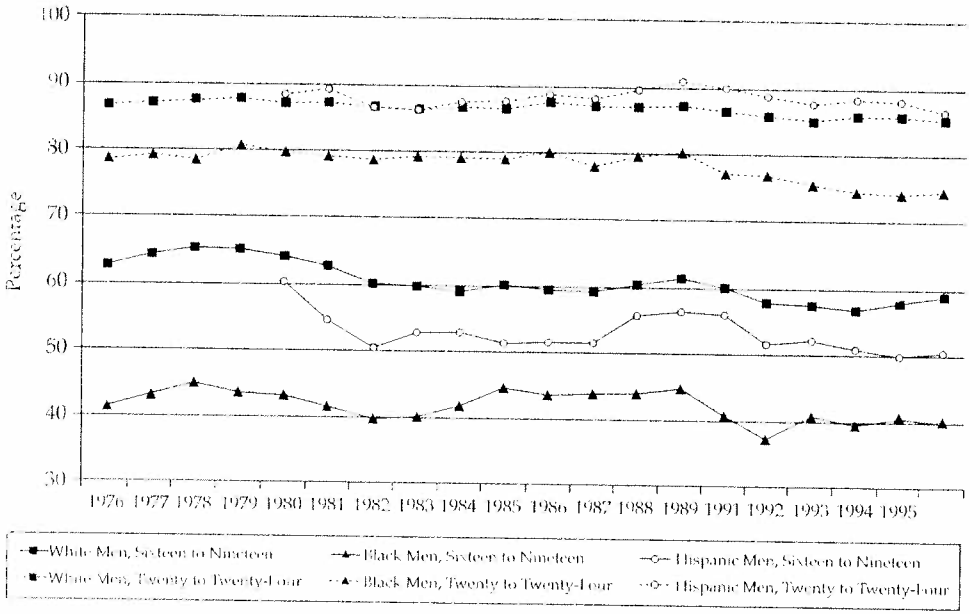
Source: Tienda, Hotz, and Ahituv (1998).

FIGURE 8.3 / Age-Specific Grades Completed: Young Women by Race and Hispanic Origin



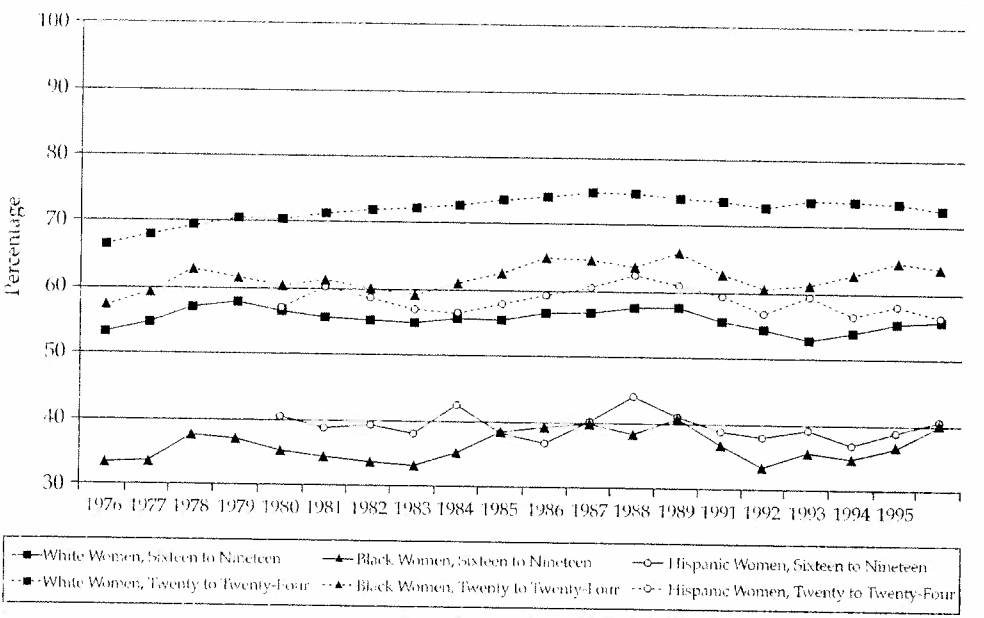
Source: Authors' calculations from NLSY.

FIGURE 8.4 / Labor-Force Participation of Adolescent and Young Adult Men by Race-Ethnicity, 1976 to 1995



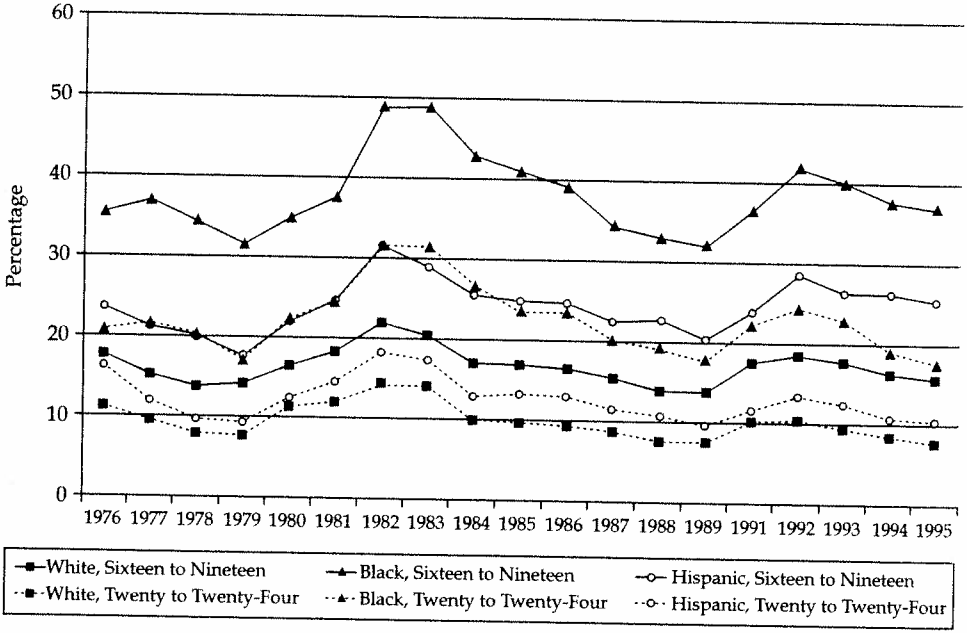
Source: U.S. Bureau of Labor Statistics, *Handbook of Labor Statistics* (1989 and 1997).

FIGURE 8.5 / Labor-Force Participation of Adolescent and Young Adult Women by Race-Ethnicity, 1976 to 1995



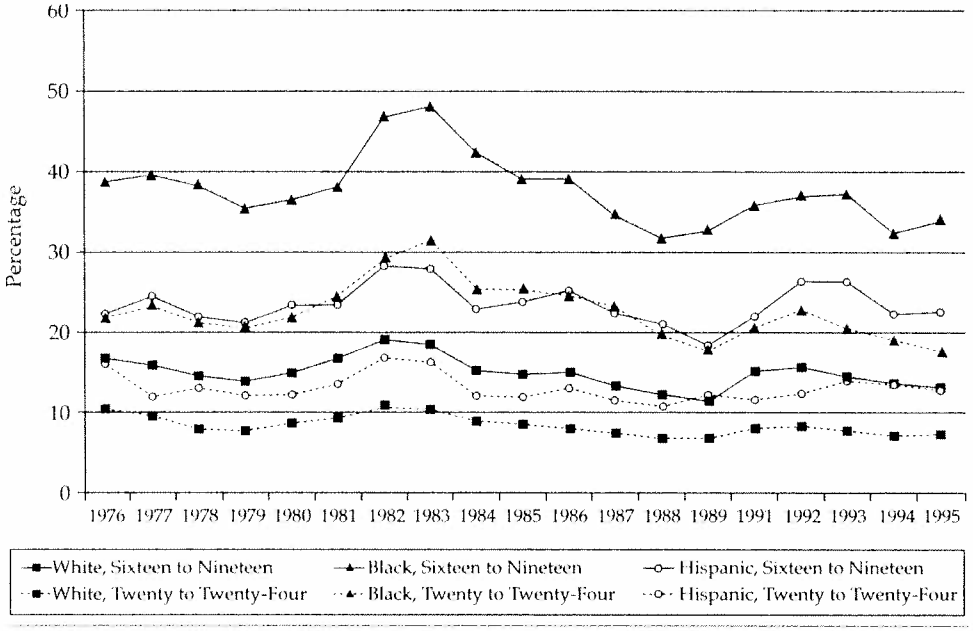
Source: U.S. Bureau of Labor Statistics, *Handbook of Labor Statistics* (1989 and 1997).

FIGURE 8.6 / Unemployment Rates for Adolescent and Young Adult Men by Race-Ethnicity, 1970 to 1995



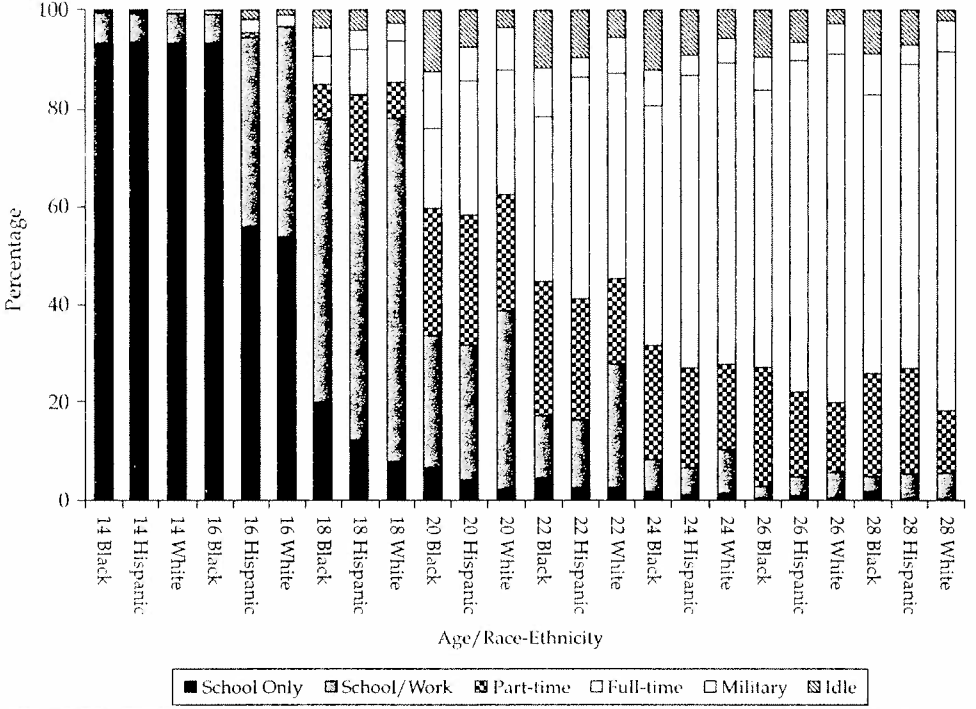
Source: U.S. Bureau of Labor Statistics, *Employment and Earnings* (January issues, annually).

FIGURE 8.7 / Unemployment Rates for Adolescent and Young Adult Women by Race-Ethnicity, 1970 to 1995



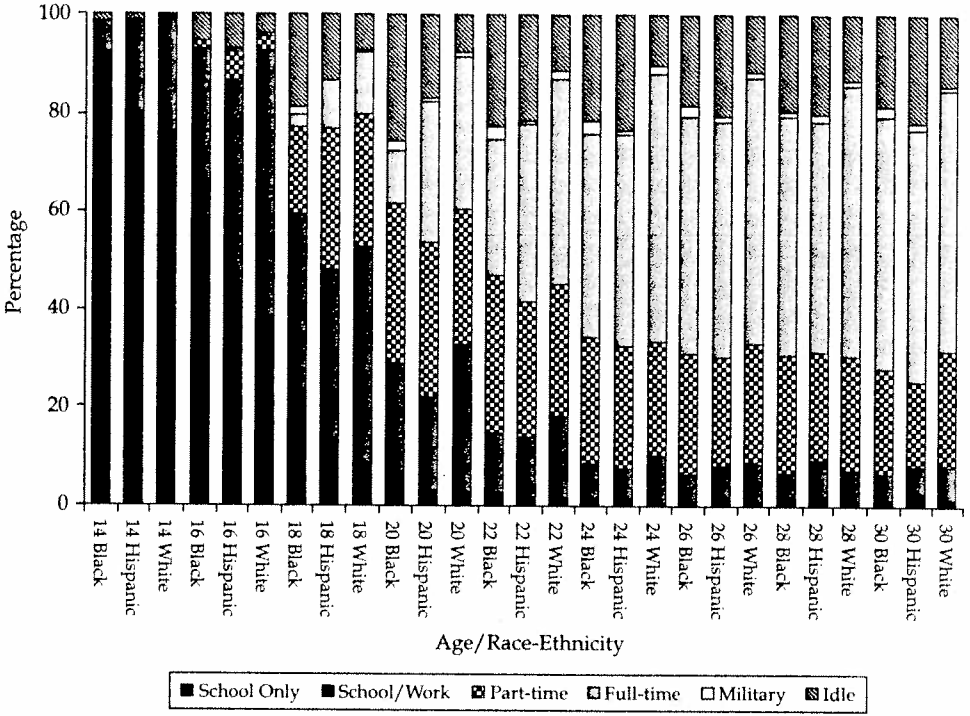
Source: U.S. Bureau of Labor Statistics, *Employment and Earnings* (January issues, annually).

FIGURE 8.8 / Distribution of Young Men's Activity States by Age and Race-Ethnicity



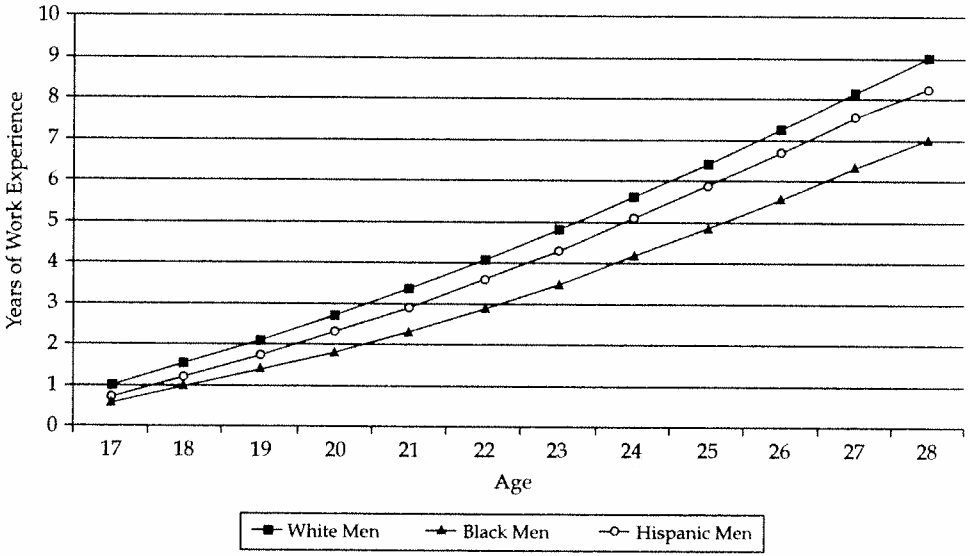
Source: NLSY data; Ahituv, Tienda, and Hotz (1997).

FIGURE 8.9 / Distribution of Young Women's Activity States by Age and Race-Ethnicity



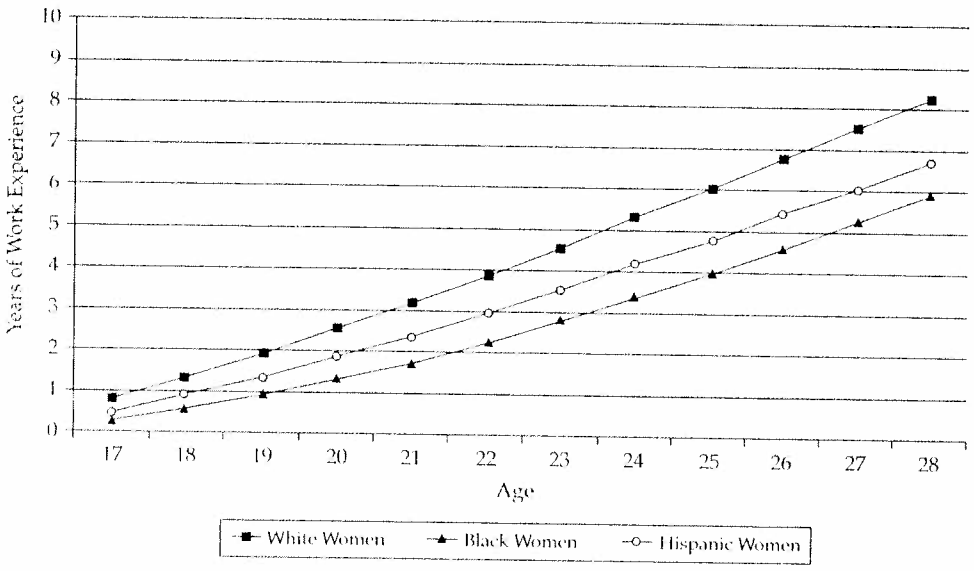
Source: Authors' calculations from the NLSY.

FIGURE 8.10 / Age-Specific Cumulative Years of Work Experience: Young Men by Race-Ethnicity



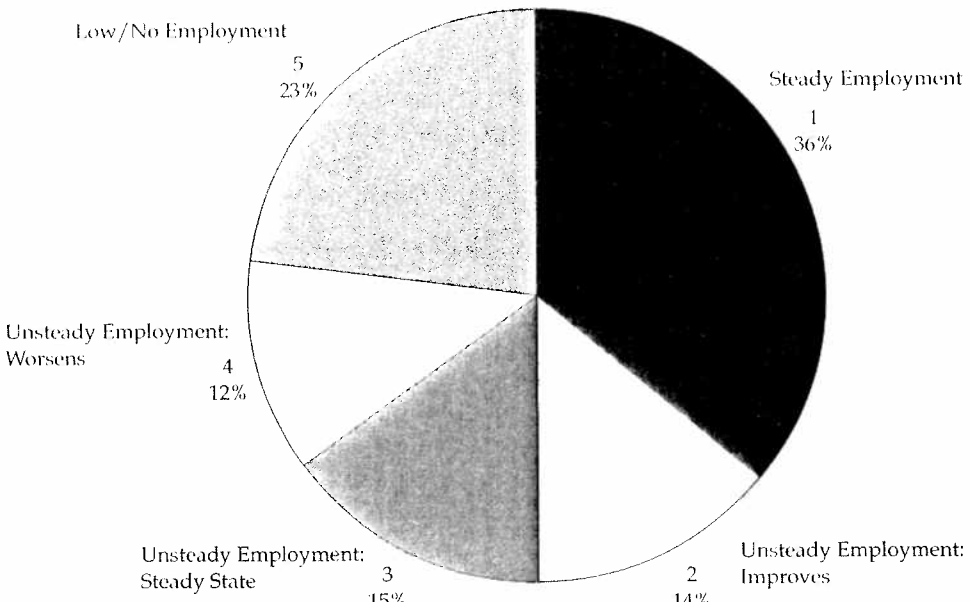
Source: NLSY data; Tienda, Hotz, and Ahituv (1998).

FIGURE 8.11 / Age-Specific Cumulative Years of Work Experience: Young Women by Race-Ethnicity



Source: NLSY data; Tienda, Hotz, and Ahituv (1998).

FIGURE 9.1 / Project Match Sample Study: Longitudinal Outcomes



Source: Wagner et al. (1998).

TABLE 9.1 / Title IIA (Disadvantaged Adults) and Title IIC (Youth): Program Eligibles and Program Participants (Terminees) Compared

Selected Characteristics	1993 JTPA Population	1996 JTPA Population
All eligibles	39,249,796	40,531,948
Sixteen to twenty-one	5,315,214	5,282,771
Twenty-two to fifty-four	23,469,083	24,449,805
Fifty-five and older	10,465,499	10,799,372
All terminees (IIA and IIC)	347,622	227,855
Adults (IIA)	180,178	151,155
Youth (IIC)	167,444	76,700

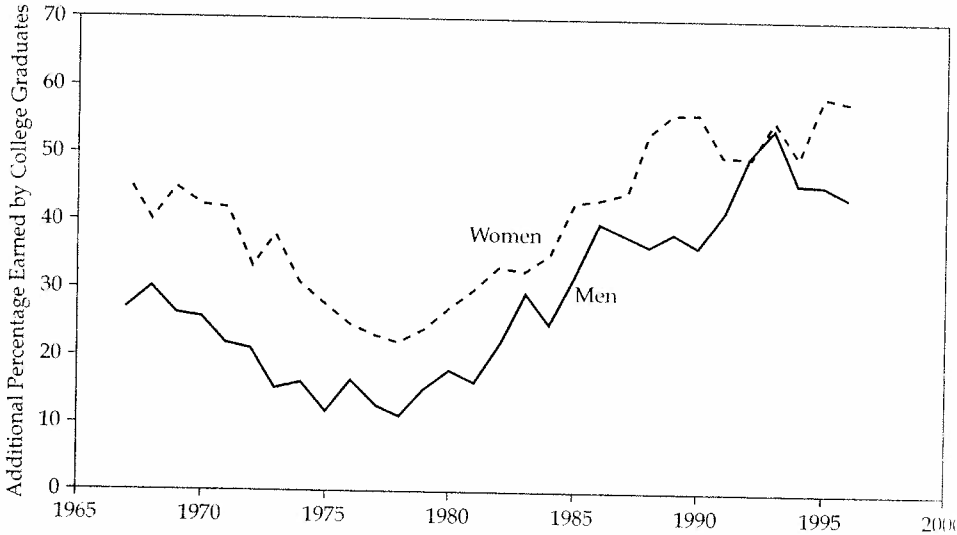
Sources: Bennici (1998); U.S. Department of Labor (1998).

TABLE 9.2 / JTPA Services for Adult Trainees, 1993 to 1996

	1993	1994	1995	1996
Total terminees	180,178	175,647	162,120	151,155
Percentage who received and completed				
Any below	62	71	74	76
Basic skills training	14	17	18	17
Occupational skills training (not on-the-job)	40	45	49	52
On-the-job training	10	10	9	8
Work experience	3	4	5	5
Other skills training	7	9	10	11
Any two or more	10	13	15	15
Percentage receiving various support services				
Any below	51	55	52	48
Transportation	21	24	23	20
Health care	4	4	4	3
Housing or rental assistance	3	3	2	2
Personal counseling	29	31	27	24
Needs-based payments	14	15	14	11
Other	13	17	15	13
Areas of occupational training				
Managerial and administrative			1	1
Professional and technical			18	18
Clerical and administrative support			30	30
Service			21	21
Production and related			28	27

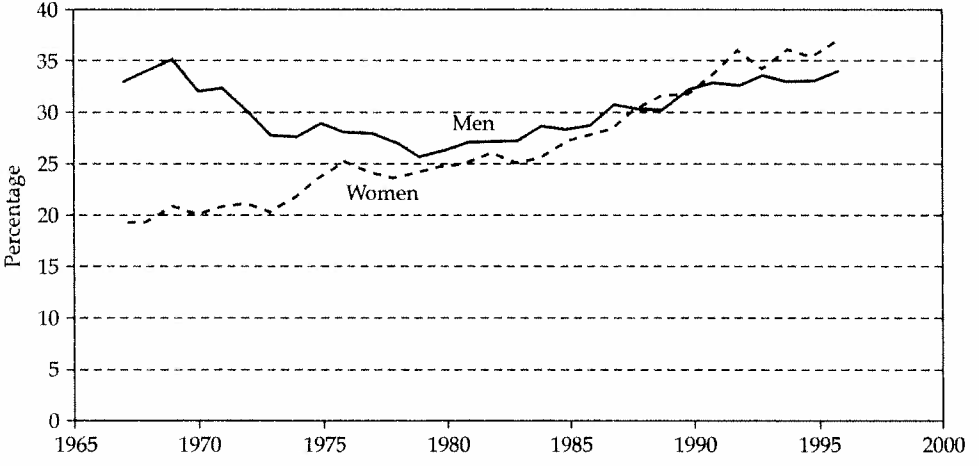
Sources: Bennici (1998); U.S. Department of Labor (1998).

FIGURE 10.1 / Premium for College Graduates Versus High School Graduates Working Full-Time, Year-Round, Ages Twenty-Five to Thirty-Four



Source: Authors' tabulation of Annual March Current Population Survey data.

FIGURE 10.2 / Men and Women Ages Eighteen to Twenty-Four Enrolled in College, 1967 to 1996



Source: Internet site of U.S. Bureau of the Census, "School Enrollment, Historical Tables," table A-5 (released August 1998)

TABLE 10.1 / Proportion of Students in the Classes of 1980/1982 and 1992 Enrolled in Postsecondary Schools Within Twenty Months of Graduation, by Type of School and Family Income

	None	Vocational Training, Other	Two-Year (Junior) College	Four-Year College
Classes of 1980 and 1982				
Lowest income quartile	43%	12%	16%	29%
Second income quartile	37	11	19	33
Third income quartile	28	10	22	39
Highest income quartile	19	6	19	55
Overall average	32	10	19	39
Class of 1992				
Lowest income quartile	40	10	22	28
Second income quartile	30	7	25	38
Third income quartile	20	6	25	48
Highest income quartile	10	5	19	66
Overall Average	25	7	23	45

Source: Based on authors' tabulation of 10,215 observations from the 1988 NELS.

TABLE 10.2 / Students in Class of 1992 Enrolling in Postsecondary Schools Within Twenty Months, by Parental Income Quartile and Test Scores

	Math Test Tertile			Overall Average
	Bottom	Middle	Top	
Any postsecondary enrollment				
Lowest income quartile	48%	67%	82%	60%
	(1.6)	(1.8)	(2.1)	(1.1)
Second income quartile	50%	75%	90%	71%
	(1.9)	(1.6)	(1.2)	(1.0)
Third income quartile	64%	83%	95%	82%
	(2.1)	(1.3)	(0.8)	(0.8)
Highest income quartile	73%	89%	96%	90%
	(2.4)	(1.2)	(0.6)	(0.7)
Overall average	55%	79%	93%	76%
	(1.0)	(0.8)	(0.6)	(0.5)
Enrollment in a four-year college				
Lowest income quartile	15%	33%	68%	30%
	(1.1)	(1.8)	(2.5)	(1.0)
Second income quartile	14%	37%	69%	39%
	(1.3)	(1.8)	(1.8)	(1.1)
Third income quartile	21%	47%	78%	52%
	(1.8)	(1.8)	(1.5)	(1.1)
Highest income quartile	27%	59%	84%	67%
	(2.3)	(2.0)	(1.1)	(1.0)
Overall average	17%	44%	77%	47%
	(0.7)	(0.9)	(0.8)	(0.5)

Source: Based on authors' tabulation of 8,313 observations from the 1988 NELS.
Note: Standard errors in parentheses.

TABLE 10.3 / Students in Class of 1992 Enrolling in Postsecondary Schools Within Twenty Months, by Parental Income Quartile and Education

	Highest Parental Education					
	High School Dropout	High School Graduate	Some College	College Graduate	Graduate Degree	Overall Average
Any postsecondary enrollment						
Lowest income quartile	52%	54%	63%	84%	83%	60%
	(1.9)	(1.9)	(1.5)	(3.1)	(4.8)	(1.0)
Second income quartile	65%	56%	70%	89%	91%	70%
	(3.0)	(2.0)	(1.3)	(1.8)	(2.6)	(0.9)
Third income quartile	65%	69%	80%	90%	94%	81%
	(4.7)	(2.3)	(1.2)	(1.4)	(1.3)	(0.8)
Highest income quartile	90%	71%	84%	90%	97%	89%
	(4.6)	(3.2)	(1.4)	(1.2)	(0.5)	(0.6)
Overall average	58%	60%	74%	90%	95%	75%
	(1.5)	(1.1)	(0.7)	(0.8)	(0.6)	(0.5)
Enrollment in a four-year college						
Lowest income quartile	19%	24%	32%	57%	47%	28%
	(1.5)	(1.6)	(1.4)	(4.2)	(6.4)	(0.9)
Second income quartile	19%	26%	37%	62%	60%	37%
	(2.4)	(1.7)	(1.3)	(2.8)	(4.2)	(0.9)
Third income quartile	28%	32%	46%	63%	77%	50%
	(4.4)	(2.3)	(1.5)	(2.3)	(2.2)	(1.0)
Highest income quartile	33%	32%	52%	72%	82%	66%
	(7.1)	(3.3)	(1.9)	(1.8)	(1.2)	(1.0)
Overall average	21%	27%	41%	66%	77%	45%
	(1.2)	(1.0)	(0.8)	(1.2)	(0.6)	(0.5)

Source: Based on authors' tabulation of 10,180 observations from the 1988 NELS.
Note: Standard errors in parentheses.

TABLE 10.4 / Impact of Family Income on Postsecondary Education

	Differences in Enrollment Relative to the First Quartile with No Controls Included	Differences in Enrollment After Controlling for Demographics and Tuition	Differences in Enrollment After Controlling for Measured Achievement, Demographics, and Tuition	Differences in Enrollment After Controlling for Parental Education, Measured Achievement, Demographics, and Tuition
Enrollment in any postsecondary education				
Lowest income quartile	—	—	—	—
Second income quartile	8% (1.3)	10% (1.6)	4% (1.2)	2% (1.1)
Third income quartile	19% (2.8)	17% (2.2)	10% (1.8)	6% (1.4)
Highest income quartile	26% (2.1)	25% (1.6)	15% (1.5)	9% (1.3)
Enrollment in four-year college				
Lowest income quartile	—	—	—	—
Second income quartile	9% (1.5)	8% (2.0)	2% (2.2)	1% (2.2)
Third income quartile	19% (2.6)	16% (3.0)	7% (2.9)	3% (2.9)
Highest income quartile	36% (2.1)	31% (2.6)	15% (2.8)	9% (2.8)

Source: Estimated with the probits in tables 10A.2 and 10A.3 and an NELS sample of 5,463 students.
Note: Standard errors in parentheses.

TABLE 10.5 / Estimated Marginal Effects of Various Factors on Enrollment in Any Postsecondary School and on Enrollment in a Four-Year College

All Things Held Constant Except	Probability of Getting Any Additional Schooling	Probability of Attending a Four-Year College
Achievement		
C+ grade point average and thirty-third percentile test scores	70%	29%
B+ grade point average and sixty-seventh percentile test scores	92	74
Tuition		
Two-year tuition = $1,500	75	N/A
Two-year tuition = $500	80	N/A
Parental education		
No parent attended beyond high school	69	40
At least one parent completed four years of college	84	54
Parental income		
Parental income in the bottom quartile	73	44
Parental income in the top quartile	82	53
Family background (parental education and parental income)		
Parents with no more than high school education and income in the bottom quartile	64	37
At least one parent with four-year degree and parents' income in the top quartile	88	60

Source: Authors' calculations based on appendix tables 10A.1, 10A.2, and 10A.3.

TABLE 10.6 / Parental Contributions and Net College Costs for Full-Time Dependent, 1992 to 1993

	Public Two-Year	Public Four-Year	Private Four-Year
Parental contribution relative to the lowest parental income quartile (excluding loans and in-kind benefits)			
First income quartile	—	—	—
Second income quartile	$1,237	$1,341	$1,327
	(311)	(143)	(326)
Third income quartile	1,933	2,509	4,627
	(350)	(140)	(324)
Fourth income quartile	2,630	4,083	8,420
	(391)	(141)	(308)
Net cost to student relative to the lowest income quartile (tuition, total grants, and parental contribution)			
First income quartile	—	—	—
Second income quartile	–593	–38	–119
	(321)	(141)	(319)
Third income quartile	–798	–844	–1337
	(362)	(138)	(318)
Fourth income quartile	–1,732	–2210	–2876
	(405)	(140)	(302)
N =	729	7,240	4,350

Note: The figures in the table are differences in parental contributions and net costs, reported relative to those from the lowest family income quartile. When available, we used parental-contribution data available from the parent survey. When the parent survey was not available, we used the student-reported parental contribution. All above specifications include college fixed effects, that is, they compare costs for those attending the same institutions. Based on authors' analysis of the National Postsecondary Student Aid Survey, 1992 to 1993.

TABLE 10.7 / Influence of Changing Characteristics and Changing Coefficients on Enrollment in Any School

	1980/1982 Characteristics		1992 Characteristics	
	1980/1982 Coefficients Actual 1980/1982	1992 Coefficients Predicted 1980/1982	1980/1982 Coefficients Predicted 1992	1992 Coefficients Actual 1992
Lowest income quartile	58%	62%	63%	62%
Second income quartile	66	73	68	72
Third income quartile	69	77	75	80
Highest income quartile	81	86	87	89
Average	68	74	73	76
High-low difference	23	26	24	27
Sum of absolute differences from actual 1982	—	24	21	29

TABLE 10.8 / Influence of Changing Characteristics and Changing Coefficients on Enrollment in Four-Year Colleges

	1980/1982 Characteristics		1992 Characteristics	
	1980/1982 Coefficients Actual 1980/1982	1992 Coefficients Predicted 1980/1982	1980/1982 Coefficients Predicted 1992	1992 Coefficients Actual 1992
Lowest income quartile	30%	26%	35%	29%
Second income quartile	32	35	35	40
Third income quartile	36	39	46	47
Highest income quartile	55	54	67	66
Average	38	38	46	46
High-low difference	25	28	32	37
Sum of absolute differences from actual 1982	—	11	26	28

Source: Authors' calculations.
Note: Columns 1 and 4 differ slightly from table 10.7 owing to slight sample differences.

TABLE 10.9 / Decomposition of the Total Difference in Adult Income Associated with Parental Income While in High School

Parental Income Quartile When in High School	Total Difference in the Log of Adult Income for Students Relative to Those with Parental Income in the First Quartile	(A) Difference in Log Income Due to Differences in Demographics	(B) Difference in Log Income Due to Measured Achievement by High School	(C) Difference in Log Income Due to Final Schooling Level	(D) Difference in Log Income Due to Other Unmeasured Effects of Parental Income
Lowest income quartile	—	—	—	—	—
Second income quartile	.099	.017	.030	.011	.041
Third income quartile	.156	.030	.041	.021	.065
Highest income quartile	.192	.030	.042	.044	.076

Source: Authors' calculations.

TABLE 10A.1 / Means and Standard Deviations for Variables Used in Probit Models, Class of 1992

	Mean (Standard Deviation)
Second income quartile	0.266
	(0.442)
Third income quartile	0.259
	(0.438)
Top income quartile	0.229
	(0.420)
Female	0.510
	(0.500)
Black, non-Hispanic	0.093
	(0.291)
Hispanic	0.104
	(0.305)
Other, non-white, non-Hispanic	0.099
	(0.299)
South	0.326
	(0.469)
Midwest	0.311
	(0.463)
West	0.251
	(0.434)
Other private high school	0.057
	(0.232)
Parochial high school	0.048
	(0.213)
Two-parent family	0.692
	(0.462)
Tuition at public two-year schools (in thousands of 1988 dollars)	1.196
	(0.532)
Tuition at public four-year schools (in thousands of 1988 dollars)	2.363
	(0.732)

TABLE 10A.1 / *Continued*

	Mean (Standard Deviation)
State grants per 1,000 college-age residents	0.050
	(0.046)
Standardized math test score	0.021
	(0.989)
Standardized reading test score	0.003
	(0.992)
Student grade point average	2.775
	(0.727)
Parents high school dropouts	0.093
	(0.290)
At least one parent some college	0.427
	(0.495)
At least one parent college degree	0.153
	(0.360)
At least one parent graduate school	0.133
	(0.340)

Source: Authors' calculations.

TABLE 10A.2 / Estimated Coefficients and Standard Errors from Probit Models of All Postsecondary School Enrollment, Class of 1992

	(1)	(2)	(3)	(4)
Second income quartile	0.075	0.074	0.040	0.023
	(0.013)	(0.012)	(0.012)	(0.011)
Third income quartile	0.145	0.138	0.091	0.060
	(0.022)	(0.018)	(0.016)	(0.014)
Top income quartile	0.221	0.201	0.133	0.087
	(0.018)	(0.013)	(0.013)	(0.013)
Female	—	0.079	0.052	0.057
		(0.012)	(0.009)	(0.008)
Black, non-Hispanic	—	0.015	0.089	0.082
		(0.022)	(0.015)	(0.014)
Hispanic	—	0.046	0.082	0.084
		(0.019)	(0.015)	(0.013)
Other, non-white, non-Hispanic	—	0.082	0.057	0.043
		(0.015)	(0.017)	(0.018)
South	—	–0.018	–0.009	–0.009
		(0.027)	(0.024)	(0.023)
Midwest	—	–0.023	–0.001	–0.008
		(0.035)	(0.035)	(0.034)
West	—	–0.022	–0.005	–0.012
		(0.036)	(0.037)	(0.038)

TABLE 10A.2 / *Continued*

	(1)	(2)	(3)	(4)
Other private high school	—	0.132	0.086	0.060
		(0.024)	(0.022)	(0.024)
Parochial high school	—	0.109	0.067	0.056
		(0.026)	(0.026)	(0.026)
Two-parent family	—	0.035	0.025	0.028
		(0.010)	(0.010)	(0.009)
Tuition at public two-year schools (in thousands of 1996 dollars)	—	−0.046	−0.041	−0.045
		(0.021)	(0.023)	(0.023)
Tuition at public four-year schools (in thousands of 1996 dollars	—	0.006	0.016	0.019
		(0.010)	(0.011)	(0.011)
State grants (in thousands per residents aged fifteen to forty-four)	—	0.253	0.305	0.298
		(0.156)	(0.178)	(0.181)
Standardized math test score	—		0.071	0.065
			(0.012)	(0.011)
Standardized reading test score	—	—	0.023	0.017
			(0.009)	(0.009)
Student grade point average	—	—	0.124	0.115
			(0.014)	(0.014)
Parents high school dropouts	—	—	—	0.014
				(0.022)
At least one parent some college	—	—	—	0.082
				(0.012)
At least one parent college degree	—	—	—	0.121
				(0.012)
At least one parent graduate school	—	—	—	0.142
				(0.015)
Mean of dependent variable	0.768	0.770	0.770	0.770
Number of observations	5613	5463	5463	5463
Log likelihood	−2887	−2714	−2340	−2291

Source: Authors' calculations.

TABLE 10A.3 / Estimated Coefficients and Standard Errors from Probit Models of Four-Year College Enrollment, Class of 1992

	(1)	(2)	(3)	(4)
Second income quartile	0.097	0.086	0.025	0.004
	(0.015)	(0.020)	(0.024)	(0.022)
Third income quartile	0.190	0.167	0.086	0.035
	(0.026)	(0.031)	(0.035)	(0.030)
Top income quartile	0.357	0.320	0.200	0.114
	(0.021)	(0.027)	(0.037)	(0.035)

TABLE 10.A3 / *Continued*

	(1)	(2)	(3)	(4)
Female	—	0.065	0.029	0.037
		(0.014)	(0.016)	(0.016)
Black, non-Hispanic	—	0.072	0.272	0.264
		(0.027)	(0.030)	(0.031)
Hispanic	—	0.002	0.126	0.137
		(0.027)	(0.042)	(0.045)
Other, non-white, non-Hispanic	—	0.151	0.115	0.094
		(0.034)	(0.037)	(0.041)
South	—	−0.088	−0.088	−0.090
		(0.038)	(0.039)	(0.036)
Midwest	—	−0.126	−0.091	−0.100
		(0.055)	(0.064)	(0.063)
West	—	−0.201	−0.197	−0.207
		(0.056)	(0.065)	(0.064)
Other private high school	—	0.340	0.312	0.275
		(0.036)	(0.031)	(0.033)
Parochial high school	—	0.191	0.140	0.131
		(0.042)	(0.045)	(0.045)
Two-parent family	—	0.044	0.019	0.020
		(0.015)	(0.018)	(0.018)
Tuition at public two-year schools (in thousands of 1996 dollars)	—	0.121	0.179	0.173
		(0.034)	(0.044)	(0.044)
Tuition at public four-year schools (in thousands of 1996 dollars)	—	−0.032	−0.014	−0.012
		(0.017)	(0.022)	(0.021)
State grants (in thousands per residents aged fifteen to fourty-four)	—	−0.886	−1.123	−1.143
		(0.319)	(0.370)	(0.353)
Standardized math test score	—	—	0.169	0.162
			(0.016)	(0.016)
Standardized reading test score	—	—	0.032	0.025
			(0.011)	(0.010)
Student grade point average	—	—	0.257	0.247
			(0.021)	(0.021)
Parents high school dropouts	—	—	—	0.004
				(0.034)
At least one parent some college	—	—	—	0.086
				(0.025)
At least one parent college degree	—	—	—	0.193
				(0.028)
At least one parent graduate school	—	—	—	0.260
				(0.023)
Mean of dependent variable	0.468	0.473	0.473	0.473
Number of observations	5613	5463	5463	5463
Log likelihood	−3681	−3432	−2674	−2929

Source: Authors' calculations.

TABLE 10A.4 / Probit Models of Enrollment in Any School and in Four-Year Colleges, Classes of 1980/1982 and Class of 1992

	Enrolled in Any School			Enrolled in Four-Year College		
	Classes of 1980/1982	Class of 1992 (NELS)	Difference	Class of 1980/1982	Class of 1992	Difference
Second income quartile	−.0176	.0340	.0516	−.0704	.0435	.1139
	(.0464)	(.0154)	(.0489)	(.0407)	(.0220)	(.0463)
Third income quartile	−.0029	.0728	.0757	−.0288	.0475	.0763
	(.0537)	(.0185)	(.0568)	(.0378)	(.0333)	(.0504)
Top income quartile	.0814	.1117	.0303	.1178	.1641	.0463
	(.0516)	(.0173)	(.0544)	(.0504)	(.0388)	(.0636)
Female	.0285	.0509	.0224	−.0252	.0128	.0380
	(.0211)	(.0094)	(.0231)	(.0237)	(.0183)	(.0300)
Black, non-Hispanic	.1241	.0485	−.0755	.2812	.1764	−.1048
	(.0411)	(.0179)	(.0449)	(.0381)	(.0352)	(.0518)
Hispanic	.0329	.0841	.0512	.0640	.1527	.0888
	(.0364)	(.0172)	(.0403)	(.0639)	(.0346)	(.0727)
Other, non-white, non-Hispanic	.0748	.0587	−.0162	.1473	.0701	−.0772
	(.0523)	(.0275)	(.0591)	(.1023)	(.0581)	(.1176)
South	.0132	.0029	−.0103	−.0227	−.1073	−.0846
	(.0318)	(.0346)	(.0469)	(.0387)	(.0421)	(.0573)
Midwest	.0064	.0216	.0152	−.1065	−.1189	−.0124
	(.0613)	(.0466)	(.0770)	(.0541)	(.0699)	(.0884)
West	−.0391	.0125	.0517	−.2038	−.1860	.0178
	(.0587)	(.0518)	(.0783)	(.0496)	(.0783)	(.0927)
Other private high school	.1460	.1028	−.0432	.1744	.1941	.0197
	(.0412)	(.0216)	(.0465)	(.0655)	(.0559)	(.0861)
Parochial high school	.1737	.0686	−.1051	.3605	.2311	−.1294
	(.0705)	(.0379)	(.0801)	(.1292)	(.0657)	(.1449)
Two-parent family	.0654	.0267	−.0387	.0181	.0167	−.0013
	(.0354)	(.0146)	(.0383)	(.0347)	(.0203)	(.0402)
Tuition at public two-year schools (in thousands of 1996 dollars)	−.0821	−.0333	.0489	.1572	.1683	.0110
	(.0574)	(.0343)	(.0669)	(.0592)	(.0502)	(.0777)
Tuition at public four-year schools (in thousands of 1996 dollars)	.0410	.0326	−.0084	−.0416	.0361	.0777
	(.0585)	(.0128)	(.0599)	(.0380)	(.0306)	(.0488)
State grants (in thousands per residents aged fifteen to forty-four)	.0857	.5745	.4888	−.8204	−.1128	−.3082
	(.2629)	(.2783)	(.3828)	(.3004)	(.3207)	(.4394)
Student grade point average	.2366	.1822	−.0544	.3482	.3853	.0370
	(.0250)	(.0117)	(.0276)	(.0280)	(.0277)	(.0394)
Student grades missing in 1980	−.0297	—	—	−.0463	—	—
	(.0099)			(.0082)		
Parents high school dropouts	−.0572	.0209	.0781	−.0144	−.0462	−.0318
	(.0486)	(.0231)	(.0539)	(.0505)	(.0317)	(.0596)
At least one parent some college	.1190	.0901	−.0290	.0863	.1326	.0463
	(.0235)	(.0133)	(.0270)	(.0332)	(.0231)	(.0405)
At least one parent college degree	.2174	.1450	−.0725	.2873	.2649	−.0224
	(.0347)	(.0134)	(.0372)	(.0387)	(.0300)	(.0490)
At least one parent graduate school	.1894	.1725	−.0169	.3136	.3534	.0398
	(.0352)	(.0183)	(.0396)	(.0481)	(.0210)	(.0524)
Mean of dependent variable	.6836	.7613	.0777	.3852	.4575	.0724
Number of observations	2877	5463		2877	5463	

Source: Authors' calculations.
Note: Results are probit results indicating change in probability for change in the variable with all others evaluated at the mean.