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Latino Students & the educational pipeline

a three-part series

Part II:

Latino High School & Baccalaureate Graduates: A Comparison

by:
Watson Scott Swail
Alberto F. Cabrera
Chul Lee
Adriane Williams

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The Educational Policy Institute, Inc. (EPI) is a non-profit, non-partisan, and non-governmental organization dedicated to policy-based research on educational opportunity for all students. With offices in Washington, DC and Toronto, ON, EPI is a collective association of researchers and policy analysts from around the world dedicated to the mission of enhancing our knowledge of critical barriers facing students and families throughout the educational pipeline.

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Educational Policy Institute
Washington Office
25 Ludwell Lane
Stafford, VA 22554
(877) e-POLICY
email: ***info@educationalpolicy.org***

Educational Policy Institute
Canadian Office
77 Bloor Street West, Suite 1701
Toronto, ON M5S 1M2
(416) 848-0215
email: ***info@educationalpolicy.org***

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PART II

Latino High School & Baccalaureate Graduates: A Comparison

This section focuses on NELS students who completed a Bachelor's degree as compared to those students whose highest education achieved was a high school diploma. At points we talk about Certificate and Associate's degrees, but the focus here is about the BA. Complete data tables for Part II begin on Page II-20.

About the Authors

Watson Scott Swail is President of the Educational Policy Institute and an internationally-recognized researcher in the area of educational opportunity. Dr. Swail's work has been widely published in such education journals as *Change*, *Phi Delta Kappan*, the *Chronicle of Higher Education*, and the *International Management of Higher Education* (IMHE). Prior to founding EPI, Dr. Swail served as Director of the Pell Institute in Washington, DC, Senior Policy Analyst at SRI International, and Associate Director for Policy Analysis at the College Board. Dr. Swail earned a Doctorate in Educational Policy from The George Washington University, Washington, DC, a Master's of Science from Old Dominion University, Norfolk, Virginia, and a Bachelor's in Education from the University of Manitoba, Winnipeg, Manitoba.

Alberto F. Cabrera is a Senior Scholar with the Educational Policy Institute and Professor of Education at the University of Wisconsin-Madison. Dr. Cabrera is thoroughly familiar with the use of national databases and specializes in research methodologies, postsecondary opportunity, and economics of education. His research has been released in such top tier outlets as *Research in Higher Education*, *Review of Higher Education*, *Journal of Higher Education*, *Economics of Education Review*, *New Directions for Institutional Research*, among others. He also serves on the editorial boards of *Research in Higher Education*, *Review of Higher Education*, and *Journal of Higher Education*.

Chul Lee is a graduate student at the University of Wisconsin-Madison. His main research interests revolve around how schools contribute to college preparation and the ways in which school effectiveness can overcome social inequality. Trained as a quantitative methodologist through K-12 and higher education, Mr. Lee specializes in a number of national databases, including NELS:88, SASS, and CCD.

Adriane Williams is a Research Associate with the Educational Policy Institute. She began her career as a Research Specialist for the Council of the Great City Schools, an urban school advocacy organization, and continued from there as a high school teacher. Her areas of research interest include the middle school role in preparing the children of non-college graduate parents for postsecondary options, high school reform, and postsecondary success for members of underserved populations. Ms. Williams is a doctoral candidate at the University of Wisconsin-Madison in the Educational Policy Studies Department. She earned her Master of Education from The George Washington University in Washington, DC and her Bachelor of Arts in Economics and French from Wellesley College in Wellesley, MA.

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Preface



Dr. Watson Scott Swail
President
Educational Policy Institute

Researchers, policymakers, and educators as a whole often wonder what becomes of students as they progress through the educational system. As a former teacher, I think back to students I taught whose names are now lost, but whose faces and personalities remain very much intact. I often wonder what happened to them since we last met. Did they finish high school? Go on to college? Get married and have children? Did they meet their personal goals? Ultimately, I want to know if things worked out for them. The memories of these students still mean a lot to me. They helped shape me into the individual I am today, and they—well, most of them—made my life much, much better just through the opportunity to get to know and work with them. Unfortunately, as with most teachers, I am left mostly with memories.

I mention this because knowing what becomes of students is a very critical part of the development of public policy and sound educational practice. But like teachers, only rarely do we ever get a glimpse into the lives of past students.

This report is one of a series of three reports on Latino students in the educational pipeline, all of which are available for free download on the web at www.educationalpolicy.org. The purpose of this series is to provide a sense of the challenges facing Latino youth compared to White youth on the pathways to postsecondary education and the baccalaureate. The series relies on data from the National Educational Longitudinal Study (NELS), sponsored by the National Center for Education Statistics in 1988 to follow 8th grade students from middle school through to the workforce. In total, over 26,000 8th-grade students were surveyed in 1988, with followup surveys in 1990 (10th grade), 1992 (12th grade), 1994 (2 years after scheduled high school graduation), and finally in 2000 (8 years after scheduled high school graduation). NELS gives us the best glimpse of students in and beyond the educational pipeline in America.

While we cannot answer questions about what happened to James, Sarah, or Juan, we can show trends based on students as a whole and certain subsets. We can see if these students graduated from high school, if and where they went to postsecondary studies, and what's happened to them since. Because NELS is a nationally-representative and randomly-assigned database, we have a fairly accurate portrayal of students in America. The one unfortunate truth is that we can't look at the state or local level. The sampling design doesn't allow that type of specificity.

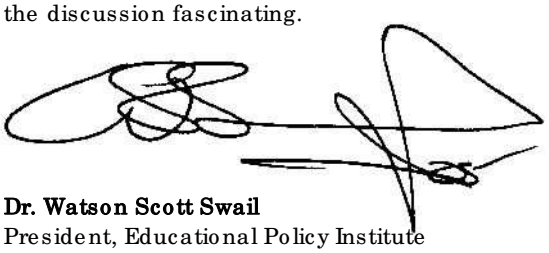
Still, this is a magnificent research tool that provides us with a glance into our future through a look at the past experiences of the NELS cohort. We can wrestle with what these data mean and try to assess what educational and social policies can make a difference. While it is true that NELS is somewhat

dated (the 1988 8th grade class?), one must remember that it is the power of time that makes this database so unique: 12 years following one cohort of students.

Many researchers have analyzed the information from NELS since the first database was released in 1991. Some were commissioned directly by the US Department of Education. Others, like us, received grants to study certain aspects of NELS, and still others include university-based researchers and graduate students who were simply interested in what NELS had to say. Our purpose in this study, supported by a generous grant from Lumina Foundation for Education, is to focus in on the Latino population as they completed middle school, made their way through high school, and looked toward post-secondary education and the workforce. Throughout the report, we compare Latino students with White students. We omitted other race/ethnic groups not because they are less important, but because discussion of more than the two groups of specific interest tends to get overly complex.

I would also like to thank Alberto Cabrera, a senior scholar for EPI and a professor at the University of Wisconsin, for his leadership during this series. As well, Chul Lee provided exceptional data support and Adriane Williams helped us with the final reporting of these findings. I also must acknowledge Tina Gridiron Smith of Lumina Foundation for Education, who understood the importance of this effort and provided unwavering support.

After working with these data for the past 10 years, I feel like the NELS students are mine. While I can't find out what happened to my middle school students back in Winnipeg, Manitoba, and Hampton, Virginia, I have a pretty good idea what happened to the NELS students of 1988. I think you'll find the discussion fascinating.



Dr. Watson Scott Swail
President, Educational Policy Institute

April 4, 2005

Introduction

The research literature is full of papers discussing the plight of Latino students. Most focus on the barriers that these students face as compared to others, most notably White students, but also Asian, Black, and Native Americans. Some studies focus on particular school districts or college campuses. Others use broader databases, while still others, unfortunately, use little data and even littler analysis.

The **Lumina Foundation for Education** was generous enough to provide the Educational Policy Institute with a grant to study Latino students in the educational pipeline using the most powerful longitudinal database available: the National Educational Longitudinal Study (NELS). Started in 1988, the NELS study randomly sampled 26,000 8th-grade students, and followed them up four times over the course of the next 12 years. The final followup, in 2000, provides us with a unique glimpse into the lives of this student cohort eight years after scheduled graduation. This long-range view allows us to see what happened to them in high school, postsecondary education, and into the job market.

This report series is divided into three sections to answer three questions regarding Latino progress through the educational pipeline:

> **Question One.** What happened to NELS 8th-grade Latino students in the 12 years that followed? How did their progress compare with White students throughout the various stages of the educational and occupational pipeline? (Part I)
>
> **Question Two.** What are the primary differences between Latino and White students for those who completed a BA and other levels of education? (Part II)
>
> **Question Three.** What factors seem to have the most impact on Latino students' ability to navigate the educational system and research higher levels of learning? (Part III)

Part II of the series focuses on the second question. While Part I looked at the entire cohort of 8th graders and what became of them 12-years later, this section focuses on the NELS cohort that went on to postsecondary education. For that reason, we suggest caution in comparing data herein with those in Part I. The percentages will not match up perfectly between reports because the cohorts analyzed are slightly different. Data in Part I will show lower rates in terms of academic progress and achievement because the entire 8th-grade cohort is utilized. In Part II, by screening out those students who chose not to go on to any type of postsecondary education within 8 years of scheduled high school graduation, we expect and do see more rigorous course-taking patterns in high school, higher graduation rates and matriculation rates, and, ultimately, higher postsecondary graduation rates.

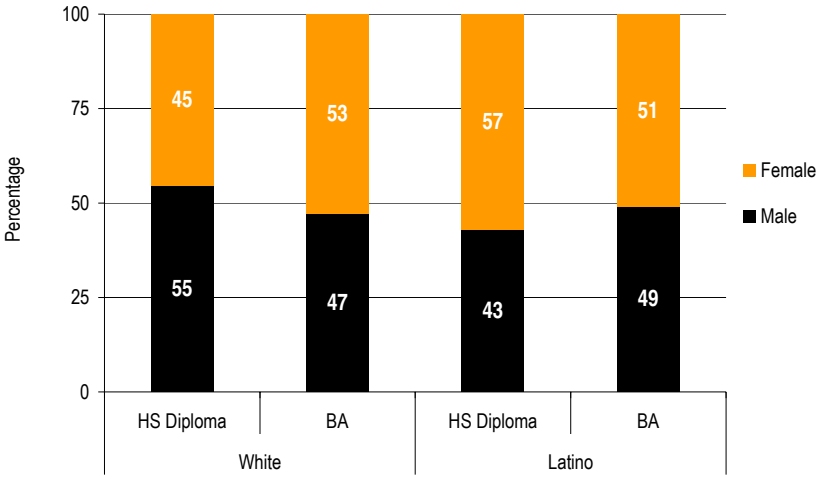
What readers will notice along our descriptive way is that, on average, students who complete a BA do things somewhat differently than other students. This may not always be a conscious choice, because we fully understand that issues of opportunity and advantage play within the background variables of this study. Still, these findings are of interest and provide us with a different perspective of the differences between those that do and those that don't.

BACKGROUND CHARACTERISTICS

Gender. In Part I of this series, the gender distribution for White students was about equal while the Latino cohort had more women than men. When we look at degree completion in our postsecondary cohort, we notice two distinct trends (Exhibit II-1). First, Latino women represent a majority of those whose highest degree was their high school diploma (57 percent) and earning a BA (51 percent). For the White cohort, men were more likely to stop at the high school diploma level, and women were more likely to pursue and complete a BA, by a margin of 53 vs. 47 percent. Thus, while White women were more likely to work toward and complete a BA, Latino women were less likely.

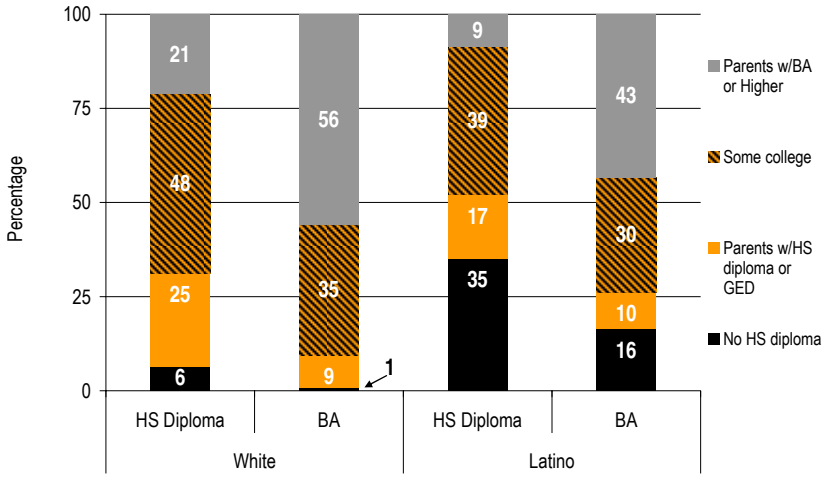
Educational Legacy. A parent's level of education is strongly correlated with their child's educational attainment, even though the effect seems to hold greater for White students than Latino students. As illustrated in Exhibit II-2, students whose parents earned a high school diploma or GED were more likely to stop at the high school level themselves. For Latino high school completers, 17 percent had parents who were high school completers and 9 percent with a BA or higher. Comparatively, 25 percent of White high school completers came from families where the parents earned a high school diploma and 21 percent with a BA or higher.

Exhibit II-1. Gender Distribution of NELS Latino and White Students Who Earned a High School Diploma versus Those a Bachelor's Degree



For students with an earned BA, a high percentage had parents with a BA or higher. For instance, 43 percent of Latino BA recipients had a parent with a BA or higher, and only 10 percent had a parent with only a high school diploma. This gap is more pronounced for White students. Fifty-six percent of White BA recipients had a parent with at least a BA, and only 9 percent had a parent whose highest level of education was a BA. Thus, level of education appears to have a significant influence on whether a child, regardless of race/ethnicity, completes a BA.

Exhibit II-2. Parental Educational Attainment of NELS Latino and White Students Who Earned a High School Diploma versus a Bachelor's Degree



Family Income. Income is a major predictor of educational attainment for students, especially for Latino students in our analysis (see Exhibit II-3). Fifty-seven percent of Latino students who completed a high school diploma as their highest level of education were from a low-income family. Only 29 percent of White students were from a similar economic background. As well, only 6 percent of Latino diploma recipients were from affluent backgrounds, compared to 12 percent of White students. For BA recipients, one-third of Latino BA recipients were low-income, and only 13 percent were from high-income families. In contrast, 29 percent of White BA recipients were from high-income families, and only 12 percent were from low-income families.

Thus, according to our data, Latino high school and BA completers are much more likely to be poor than White students, and virtually the same percentage of BA recipients are middle income. However, affluent Latino BA recipients are much less likely to be affluent than White students (13 to 29 percent).

Urbanicity. Latino students are much more likely to be urban dwellers than White students, and less likely to hail from suburban or rural areas. Beyond this finding, the urbanicity of Latino students is largely irrelevant as an indicator of academic progress (Exhibit II-4).

Similar percentage of Latino and White students come from either an urban or suburban background (approximately 40 percent), with only 15-18 percent from rural areas. For White students, BA recipients are more likely to be from suburban areas (54 percent) than urban areas (18 percent), while Latino BA recipients are equally likely to be from an urban or suburban area (42 percent).

Exhibit II-3. Family Income of NELS Latino and White Students Who Earned a High School Diploma versus a Bachelor's Degree

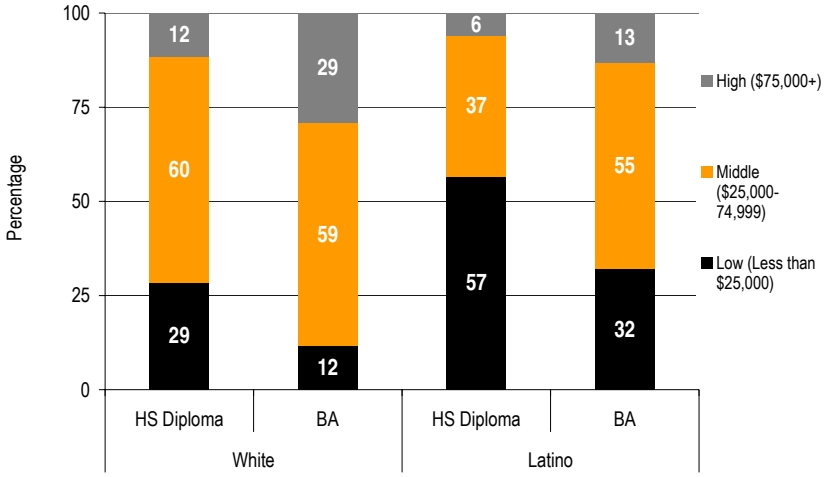
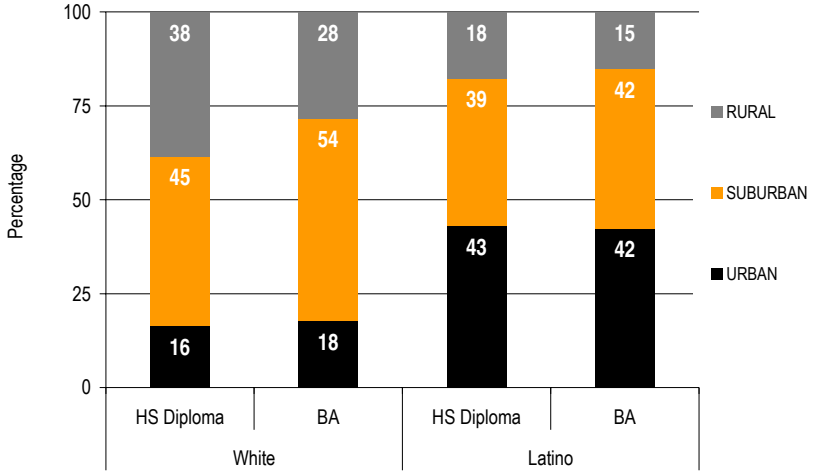


Exhibit II-4. Urbanicity of NELS Latino and White Students Who Earned a High School Diploma versus a Bachelor's Degree



Educational Aspirations. Educational aspirations—what a student hopes to achieve academically in the future—are an important determinant of future academic success as illustrated in Exhibit II-5. Ninety-two percent of Latino BA recipients aspired to a BA or higher back in 8th grade; 91 percent of White students did the same. Students who topped out at the high school diploma level had much lower levels of postsecondary aspirations compared to their BA peers. Still, a majority of high school students also dreamed of higher education futures, as evident from the 56 and 59 percent of Latino and White students, respectively. But as our analyses throughout this series illustrate, aspirations aren't enough.

Marital Status. Students who completed their high school diploma as their terminal degree were more likely to have entered the sanctimony of marriage than students who completed a BA (Exhibit II-6). For both Latino and White students, over half of high school completers got married. Comparatively, only one-third of BA recipients were married by 2000.

Many reasons could be made for this. First, high school graduates who go directly into the work force begin living their "adult lives" earlier than college students, while college students are too busy in many ways to consider marriage. Still, the exhibit shows a clear correlation between degree attainment and one's marital status.

Exhibit II-5. Eighth Grade Educational Aspirations of NELS Latino and White Students Who Earned a High School Diploma versus a Bachelor's Degree

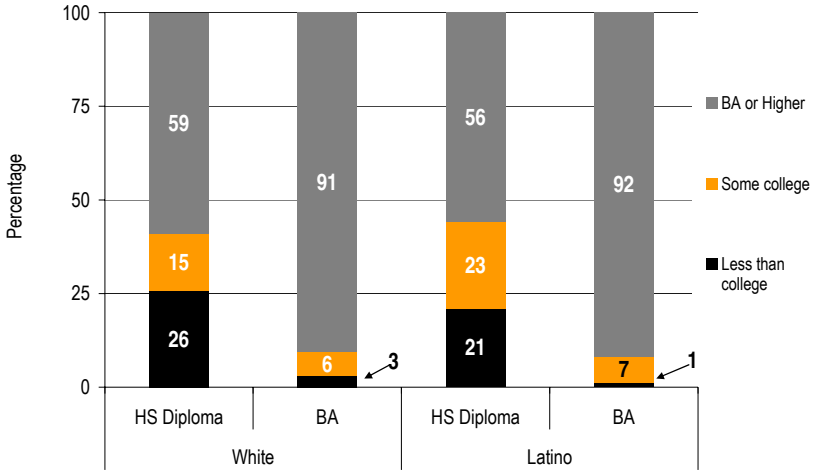
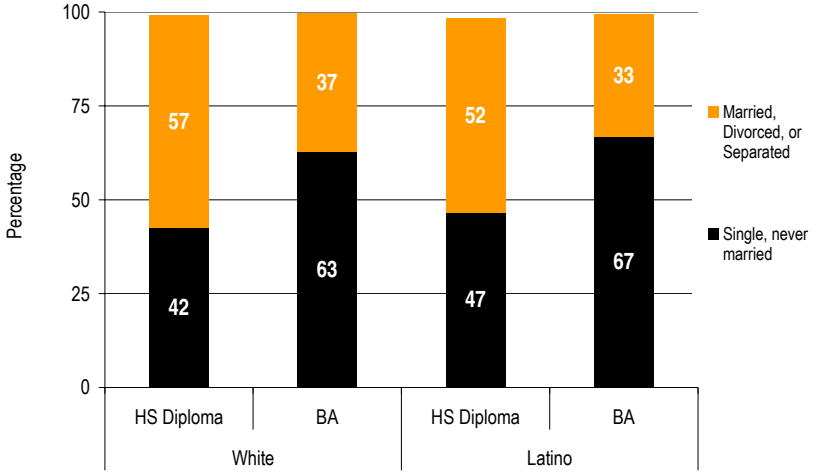


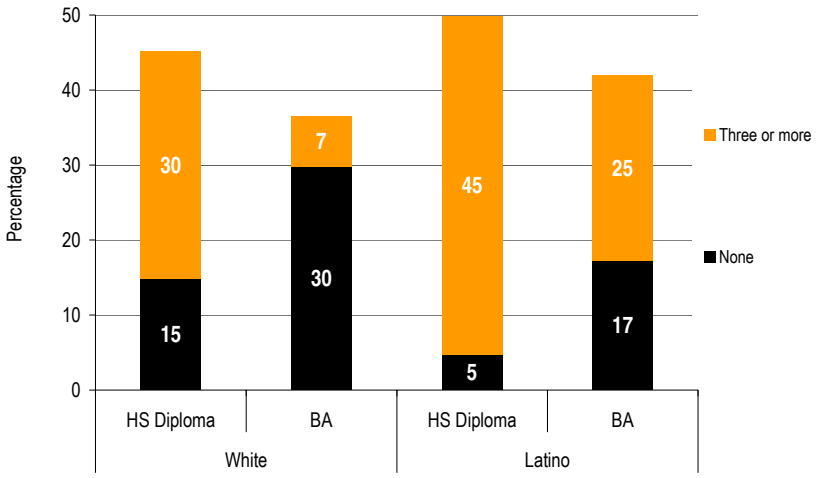
Exhibit II-6. Marital Status of NELS Latino and White Students Who Earned a High School Diploma versus a Bachelor's Degree



Risk Factors. Latino students, regardless of educational outcome, clearly engage in activities that risk their postsecondary opportunities than White students, and students with higher educational outcomes, regardless of Race/ethnicity, have less risk factors than other, lesser achieving students.

Exhibit II-7 shows that 45 percent of Latino high school completers had 3 or more risk factors, compared to 30 percent for White students. Conversely, only 5 percent of Latino high school completers had no risk factors, compared to 15 percent of White students. For Latino BA recipients, 25 percent had three or more risk factors, considerably less than the 45 percent of high school completers. And 17 percent of Latino BA recipients had no risk factors, compared to 5 percent of high school completers. Thirty percent of White BA recipients had no risk factors.

Exhibit II-7. Number of Risk Factors of NELS Latino and White Students Who Earned a High School Diploma versus a Bachelor's Degree



PREPARATION FOR POSTSECONDARY EDUCATION

Reading and Mathematics Achievement. Exhibit II-8 and Exhibit II-9 graphically portray the relationship of students' reading and mathematics ability on their future educational attainment, and both have a similar effect. One third of all Latinos who received a BA by 2000 scored in the highest quartile on the reading and mathematics 8th grade tests back in 1988, while only 12-13 percent of BA recipients scored in the bottom quartile. Findings for White students were similar, but of note is that almost half of White BA recipients scored in the top quartile. Thus, White BA recipients were more likely to be better prepared in mathematics and reading than Latino students.

College Qualification Index. Exhibit II-10 illustrates how qualifications are related to educational outcomes. Simply put, students who completed a BA were more qualified than other students, regardless of race/ethnicity. Two thirds (65 percent) of Latino BA recipients were considered qualified for postsecondary studies and 15 percent were considered not qualified. A higher percentage of White BA recipients were qualified for postsecondary education than Latino students. All tolled, 80 percent of White BA recipients were qualified, and only 10 percent non-qualified.

Exhibit II-8. Eighth Grade Reading Test Quartile Distribution of NELS Latino and White Students Who Earned a High School Diploma versus a Bachelor's Degree

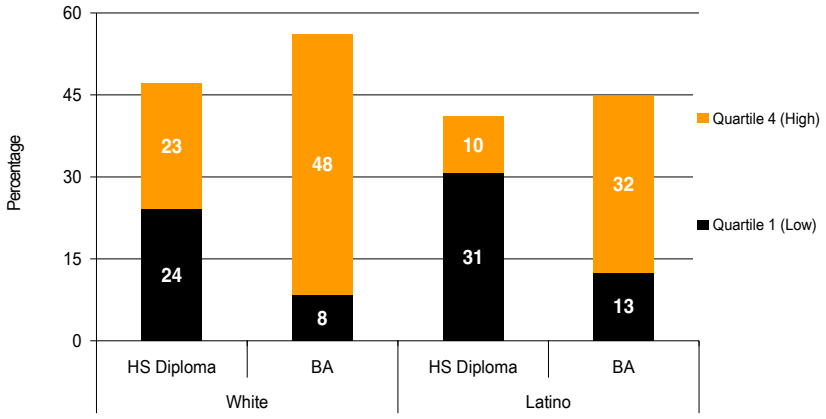


Exhibit II-9. Eighth Grade Mathematics Test Quartile Distribution of NELS Latino and White Students Who Earned a High School Diploma versus a Bachelor's Degree

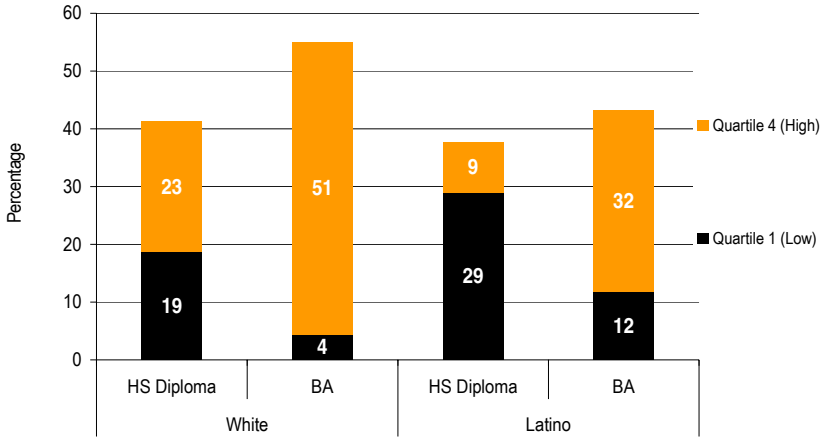
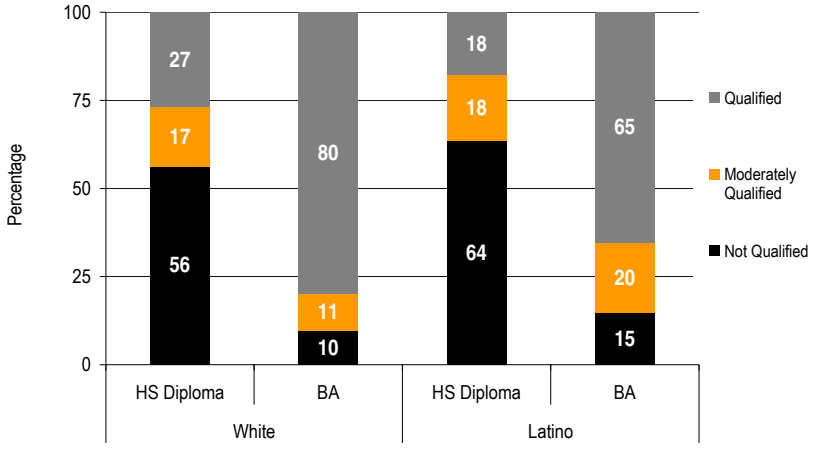


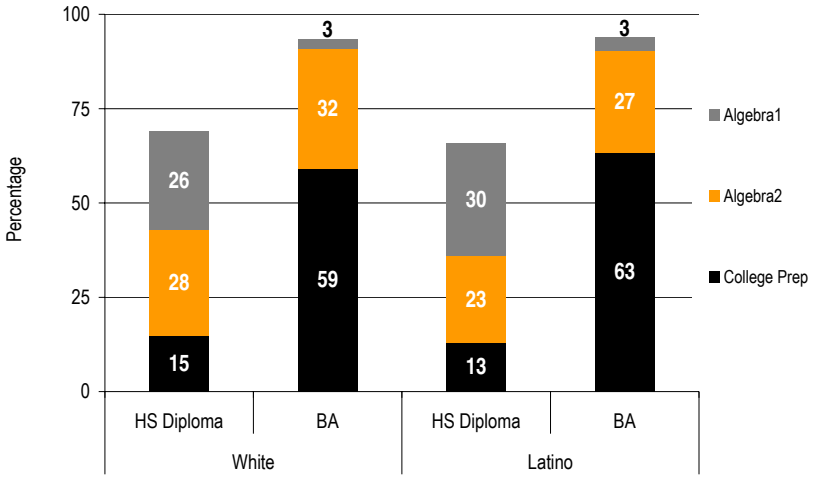
Exhibit II-10. College Qualification of NELS Latino and White Students Who Earned a High School Diploma versus a Bachelor's Degree



Conversely, students who concluded their studies at the high school level were mostly unqualified for postsecondary studies. Sixty-four percent of Latino and 56 percent of White high school completers were not qualified for postsecondary studies. However, 18 percent of Latino high school completers were considered qualified for postsecondary education. Over one quarter of White students were qualified but stopped at high school.

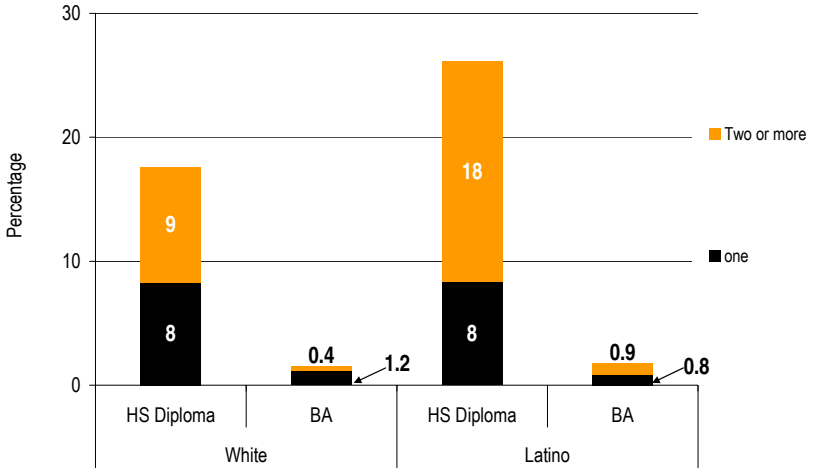
Mathematics Coursework. BA recipients are more likely to have taken a college preparation curriculum in mathematics (including one or more of trigonometry, pre-calculus, and calculus) than high school graduates (Exhibit II-11). The coursetaking patterns for Latino and White students were almost identical. Sixty-three percent of Latino BA recipients had taken at least one of the college preparatory courses listed, compared to 59 percent of White BA recipients. Thirteen and 15 percent of Latino and White high school completers, respectively, managed to complete a college preparatory curriculum but chose not to enroll in any studies past high school.

Exhibit II-11. Mathematics Coursework Completed by NELS Latino and White Students Who Earned a High School Diploma versus a Bachelor's Degree



Remedial Course Work. Latino and White BA recipients had almost no mathematics remedial/developmental coursework in their transcript history (Exhibit II-12). In total, less than two percent of either Latino or White BA completers had taken a mathematics remedial course during high school. Conversely, 26 percent of Latino high school completers completed at least one remedial course and 18 percent completed two or more courses. Seventeen percent of White high school diploma recipients completed at least one mathematics remedial course and 9 percent completed two or more.

Exhibit II-12. Mathematics Remedial Course Taking Patterns of NELS Latino and White Students Who Earned a High School Diploma versus a Bachelor's Degree



Academic Intensity. The intensity of high school curriculum is clearly evident among BA completers (Exhibit II-13). Thirty-eight percent of Latino completers and 39 percent of White completers were in the highest quintile (top 20 percent) of academic course takers during high school. Only 5 and 3 percent, respectively, were in the lowest quintile.

For high school completers, 24 percent of Latinos were in the lowest quintile, and only 5 percent were from the highest quintile. A similar pattern existed for White students (27 and 8 percent, respectively).

High School Type. Nine out of 10 students in our 1988 cohort attended a public school back in 1988 (Exhibit II-14). Our analysis, however, shows that BA completers have a higher propensity to attend private schools than high school completers. Nineteen percent of BA completers, Latino and White, attended a private school. Only 5-6 percent of students who completed a high school diploma attended a private school.

High School Grade Point Average (GPA). As one might expect, BA completers had a higher high school GPA than high school completers. Latino and White BA completers had, on average, a 3.2 GPA, while high school completers were more likely to score in the 2.5 GPA range (Exhibit II-15).

Exhibit II-13. High School Academic Intensity Distribution of NELS Latino and White Students Who Earned a High School Diploma versus a Bachelor's Degree

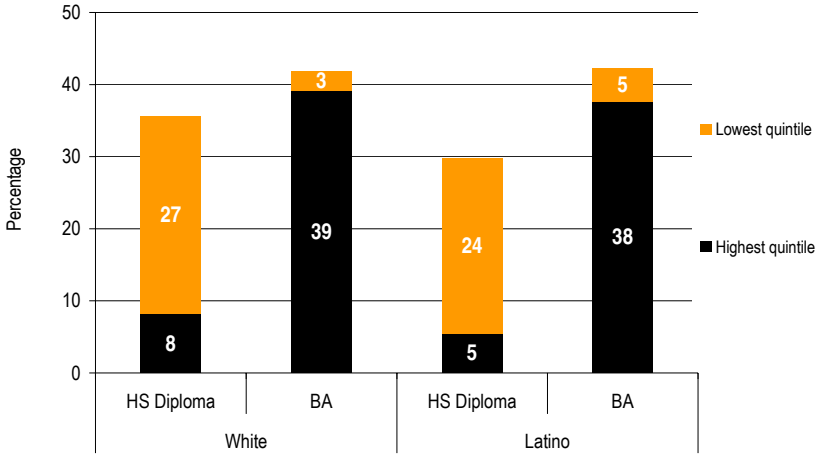


Exhibit II-14. School Sector Type of NELS Latino and White Students Who Earned a High School Diploma versus a Bachelor's Degree

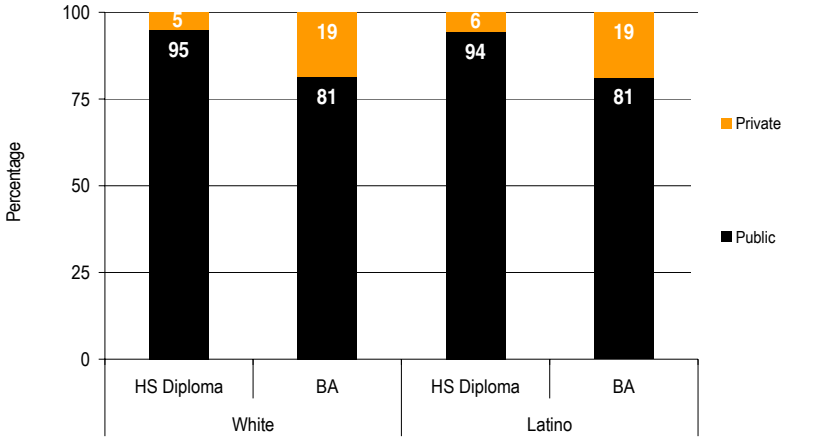
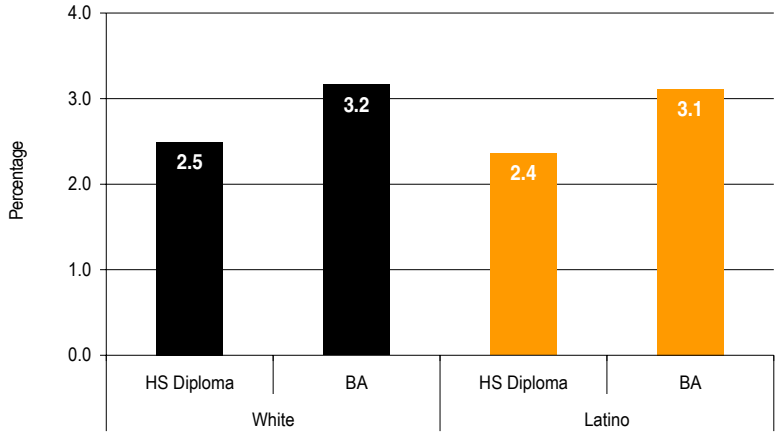


Exhibit II-15. High School GPA of NELS Latino and White Students Who Earned a High School Diploma versus a Bachelor's Degree



College Admissions Tests. Of course, students who complete a BA, let alone those that go on to postsecondary education, are more likely to take a college entrance examination and more likely to score higher, on average, than other students. But the findings are worth stating for the record.

Eighty-one percent of BA recipients, regardless of race, took a college admissions test, either the SAT or ACT test. Only one third (36 percent) of Latino high school completers took an admissions test, as opposed to 44 percent of White completers (Exhibit II-16).

Exhibit II-17 illustrates SAT outcomes for NELS students. The average SAT composite score for Latino BA completers was 859; 721 for high school completers. White students scored considerably higher: 982 for BA completers and 867 for high school completers. Put another way, White students who took the SAT and did not earn a degree past the high school diploma scored higher than Latino students that earned a BA.

Exhibit II-16. Percentage of Students Who Took an ACT or SAT Test of NELS Latino and White Students Who Earned a High School Diploma vs a Bachelor's Degree

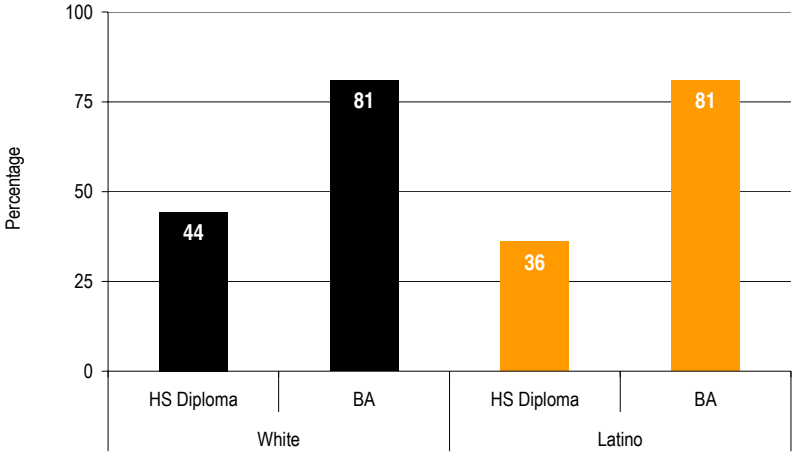
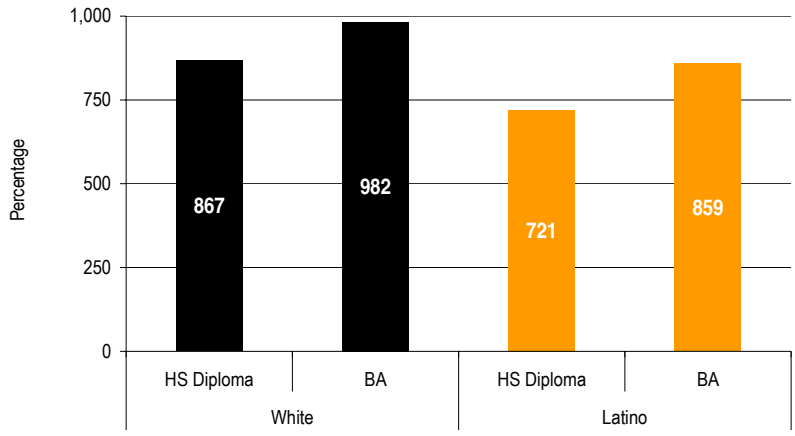


Exhibit II-17. Average SAT Composite Score (M+V) of NELS Latino and White Students Who Earned a High School Diploma vs a Bachelor's Degree



NOTE: These are not mutually exclusive categories, therefore cannot be summed.

EMPLOYMENT OUTCOMES

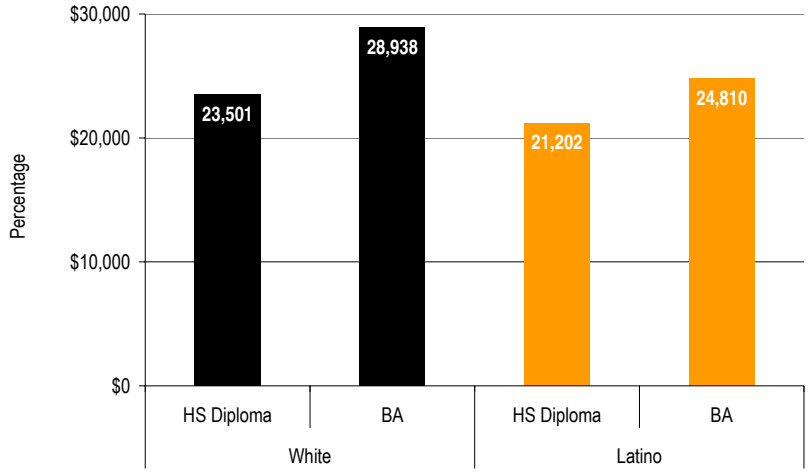
Annual Income. BA completers earn more than high school completers, but Latinos at either level of educational attainment do not earn as much as White students. As well, White students have a larger return on their BA investment than Latino students.

As illustrated in Exhibit II-18, Latino BA recipients earned $24,810 per year (in 1999 dollars), 17 percent higher than the $21,202 earned by Latino high school completers. White BA recipients, on the other hand, earned $28,938, or 17 percent more than Latinos with the same BA credentials.

Stated differently, White BA recipients earned a higher return for their investment—24 percent higher than the $23,501 earned by White high school completers. To Latinos, a Bachelor's degree allowed them to come slightly over par with White high school completers.

Without consideration for long-term earning power (which a BA obviously brings compared to other, lesser degrees), but taking into consideration four years of lost income for BA students, the Latino BA completer would take approximately 24 years to repay the lost income investment of the BA degree, not including the cost of tuition and living expenses. White students would have to work 17 years to do the same.

Exhibit II-18. Average Annual Income in 1999 of NELS Latino and White Students Who Earned a High School Diploma versus a Bachelor's Degree



Occupation. One of the wonderful things about the NELS database is that it allows us to look at how 8th-grade students ventured 8 years after scheduled high school graduation. This allows us to see past postsecondary education into the workforce. Exhibit II-19 illustrates the occupational outcomes of our NELS students, comparing high school completers with BA recipients.

Exhibit II-19. Employment Outcomes of NELS Students Who Earned a High School Diploma versus a Bachelor's Degree, with Differential by Degree

Occupational Category	White			Latino		
	HS Diploma	BA	Δ	HS Diploma	BA	Δ
Service industries	35.9	27.1	-8.8	38.9	31.3	-7.6
Business	27.7	23.8	-4.0	30.3	22.4	-7.9
Education	2.0	13.4	11.4	4.8	17.5	12.7
Health/Medical	4.4	9.2	4.9	4.8	9.4	4.6
Research/Science/ Technology	1.5	3.1	1.7	1.1	5.5	4.5
Computer Technology	3.6	7.2	3.5	2.3	4.0	1.7
Mechanics, laborers	20.8	3.1	-17.6	13.8	3.9	-9.9
Other	4.1	13.0	8.9	4.0	6.0	2.0
TOTAL	100.0	100.0		100.0	100.0	

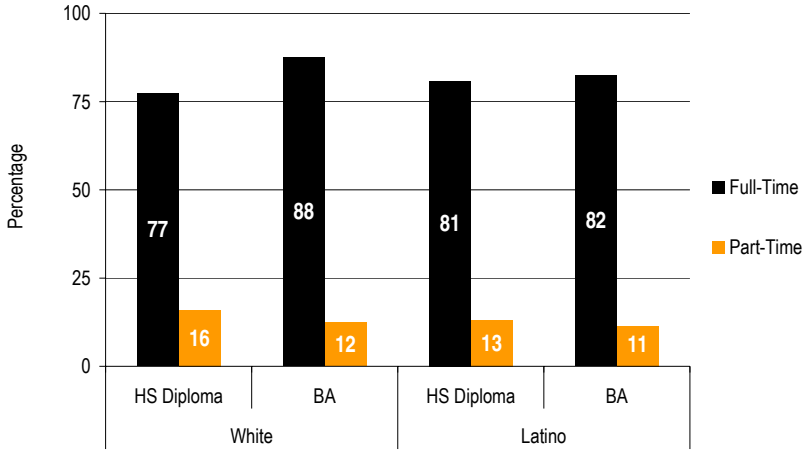
There are three findings from the Exhibit II-19 worthy of discussion. First, as one might expect, high school students are much more likely to be mechanics or laborers than BA students. For Latino students, the differential is 9.9 percentage points (13.8 vs. 3.9 percent). For White students, the differential between high school graduates and BA recipients is much larger: 17.6 percent. Almost 21 percent of White high school completers were mechanics or labors, but only 3.1 percent of BA recipients.

The second area of note is that of education. Latino and White BA recipients were much more likely to work in the field of education than high school graduates. Again, this is a no-brainer, since almost all education jobs require a BA. On the whole, 17.5 percent of Latino BA recipients went into the education field, compared to 13.4 percent of White BA grads.

The third consideration is the service industry. The largest percent of Latinos and Whites working in any occupation type was the service industry, regardless of whether they participated at the postsecondary level or not. Latinos were more likely to work in the service industry than whites. Thirty-nine percent of Latino high school completers worked in a service-related occupation compared to 36 percent of Whites. BA recipients were less likely to work in service areas, by a margin of approximately 8 percent for both Latinos and Whites. At the BA level, 31 percent of Latinos were service workers, compared to 27 percent of White students.

Exhibit II-20 illustrates the distribution of students in the workforce by full-time/part-time status. The most apparent difference in these data are that approximately 81 percent of Latino high school and BA completers were working in a full-time capacity as of 2000, 8 years after scheduled high school graduation. For White students, there exists an 11-point difference, as evidenced by the 77 percent of high school graduates who were working full-time compared to 88 percent of BA recipients. While high school completers worked at similar full-time levels, White BA earners were more likely to work full-time than Latino BA earners (88 vs. 82 percent).

Exhibit II-20. Percentage of Students Who Worked Full-Time and Part-Time Work of NELS Students That Earned a High School Diploma versus a Bachelor's Degree



NOTE: These are not mutually exclusive categories, therefore cannot be summed.

Other Factors. Other employment factors show small but significant findings (Table II-3). For instance, Latino high school graduates were more likely to receive training during the last 12-month period of the study than White students (60.8 vs. 56.8 percent), while Latino BA earners received less training than their White peers (67.3 versus 71.0 percent). Also, White BA recipients were more likely to be satisfied with their career than Latino BA earners (87.9 versus 82.2 percent), but Latino high school completers were more likely to be satisfied than White students (15.8 versus 18.4 percent).

With regard to public aid, such as welfare or other programs, an interesting finding is that White BA graduates were significantly more likely to receive public aid than Latino BA grads (7.9 versus 2.5 percent). Conversely, Latino high school graduates were more likely to receive public aid than White high school completers (33.8 versus 24.6 percent). Latino high school graduates were also much more likely to receive publicly-sponsored food stamps than White stamps (83.5 versus 65.4 percent).

Table II-1. Background and Highest Education Attained by 2000 for 1988 8th Grade Latino and White Students

	HS Diploma		Associate's		Bachelor's		All	
	White	Latino	White	Latino	White	Latino	White	Latino
Gender								
Male	54.68	42.84	43.36	50.78	47.30	49.12	49.58	44.35
Female	45.32	57.16	56.64	49.22	52.70	50.88	50.42	55.65
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Highest Parental Education								
No HS diploma	6.31	35.17	3.54	12.63	0.75	16.49	5.62	32.21
HS diploma or GED	24.88	16.91	27.18	27.60	8.77	9.71	18.86	17.04
Some college	47.56	39.21	45.63	40.18	34.70	30.37	40.82	35.70
Bachelor's degree	13.70	6.11	16.05	15.48	26.53	17.73	17.97	8.45
Graduate studies	7.55	2.61	7.60	4.11	29.26	25.70	16.74	6.60
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Family Income								
Low (Less than $25,000)	28.57	56.59	20.68	52.97	11.71	32.11	22.02	52.98
Middle ($25,000-74,999)	59.74	37.39	68.56	43.36	59.17	54.72	58.64	39.46
High ($75,000+)	11.69	6.02	10.76	3.67	29.12	13.17	19.34	7.56
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Urbanicity of 8th-grade school								
URBAN	16.41	43.01	16.65	44.18	17.71	42.40	16.98	42.35
SUBURBAN	45.14	39.31	46.32	38.11	54.00	42.45	47.86	41.41
RURAL	38.45	17.68	37.03	17.71	28.29	15.16	35.17	16.24
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Urbanicity of 12th-grade school								
Urban	16.87	44.33	17.17	47.58	23.49	53.06	20.15	46.46
Suburban	43.72	37.66	42.92	31.24	46.41	29.08	43.96	36.47
Rural	39.41	18.01	39.90	21.18	30.10	17.86	35.89	17.07
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Highest degree planned in the 8th grade								
Less than college	25.68	20.97	18.00	31.11	3.03	1.36	19.10	25.69
Some college	15.33	23.18	16.89	9.82	6.29	6.80	11.58	17.94
Bachelor's	42.89	38.16	47.54	31.45	57.87	56.55	46.02	35.83
Advanced degree	16.10	17.69	17.57	27.62	32.81	35.29	23.30	20.53
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Marital Status in 2000								
Single, never married	42.50	46.66	49.75	59.14	62.69	66.79	49.19	50.08
Married	46.77	43.78	46.25	37.37	35.23	29.15	42.89	40.88
Divorced	8.01	6.08	2.79	3.49	1.08	2.97	4.92	5.49
Separated	1.96	1.83	0.78	-	0.53	0.58	2.33	1.41
Widowed	0.02	-	-	-	-	-	0.03	0.03
In marriage-like relationship	0.74	1.65	0.44	-	0.47	0.52	0.65	2.11
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Table II-1. Background and Highest Education Attained by 2000 for 1988 8th Grade Latino and White Students (continued)

	HS Diploma		Associate's		Bachelor's		All	
	White	Latino	White	Latino	White	Latino	White	Latino
Dependents in 2000								
no child	53.82	41.30	68.11	73.93	88.63	86.11	65.99	47.57
one	22.49	29.06	25.77	20.54	7.62	11.29	17.18	25.50
two	15.58	22.05	5.55	4.62	3.46	1.69	11.36	18.38
three or more	8.10	7.59	0.56	0.92	0.29	0.92	5.47	8.55
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Risk Factors								
Raised by single parent	15.94	15.57	12.00	14.23	10.09	11.49	13.56	16.71
Parents with no high school degree	5.85	30.94	2.94	14.09	0.66	17.49	5.84	29.40
Having siblings who dropout from HS	51.69	61.91	53.62	54.54	45.66	59.15	51.44	62.01
Being home aline for more than 3hrs	13.25	14.27	15.59	12.03	10.19	13.31	12.55	13.56
Limited English proficiency	1.23	4.86	0.89	7.93	0.49	2.37	0.90	6.64
Family income less than $15,000	13.42	32.98	9.60	27.83	5.01	17.06	12.00	34.51
Held back in school	18.28	15.11	8.47	15.26	4.22	9.74	13.74	18.71
Changed HS more than twice	32.77	39.04	20.27	36.63	20.71	25.25	28.79	36.91
Having a C or less GPA	42.59	39.98	28.88	48.51	13.16	21.96	32.01	39.34
Having children during HS years	4.63	6.73	2.48	0.95	0.21	0.29	3.62	7.49
Number of Risk Factors								
None	14.77	4.62	21.32	4.83	29.75	17.14	19.81	6.04
One	29.18	18.44	35.65	20.33	41.93	25.70	33.45	18.33
Two	25.71	31.76	22.45	40.90	21.58	32.36	22.47	30.04
Three or more	30.34	45.19	20.58	33.94	6.74	24.80	24.27	45.58

Table II-2. Preparation and Highest Education Attained by 2000 for 1988 8th Grade Latino and White Students

	HS Diploma		Associate's		Bachelor's		All	
	White	Latino	White	Latino	White	Latino	White	Latino
Eighth-Grade Reading Achievement Test Scores, by Quartile								
QUARTILE 1 LOW	24.1	30.7	10.8	28.4	8.5	12.6	18.9	29.3
QUARTILE 2	25.1	33.6	27.8	25.5	16.0	34.3	21.8	34.2
QUARTILE 3	27.8	25.4	39.0	21.6	27.9	20.8	26.8	22.9
QUARTILE 4 HIGH	23.0	10.3	22.4	24.5	47.7	32.2	32.6	13.5
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Eighth-Grade Mathematics Achievement Test Scores, by Quartile								
QUARTILE 1 LOW	18.7	29.0	9.4	28.2	4.4	11.8	15.1	31.3
QUARTILE 2	29.0	37.2	31.5	28.0	14.2	27.5	23.0	33.3
QUARTILE 3	29.8	25.2	34.5	20.1	30.7	29.2	28.1	22.9
QUARTILE 4 HIGH	22.5	8.7	24.6	23.7	50.7	31.5	33.7	12.5
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Preparation for College								
Not Qualified	56.3	63.7	31.7	34.5	9.6	14.6	38.6	56.0
Minimally Qualified	16.8	18.5	21.8	20.8	10.6	19.9	13.6	16.5
Qualified	26.9	17.8	46.5	44.7	79.8	65.4	47.8	27.4
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
High School Academic Intensity Distribution								
Highest quintile	8.2	5.5	9.8	15.7	39.2	37.6	22.3	13.0
2nd quintile	13.9	14.7	21.3	13.3	32.5	33.1	22.0	18.9
3rd quintile	20.5	30.0	27.1	50.3	15.6	7.4	18.1	26.1
4th quintile	30.0	25.6	24.6	14.7	10.1	17.2	21.0	22.6
Lowest quintile	27.4	24.3	17.2	6.0	2.7	4.7	16.7	19.4
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Highest Level of Mathematics								
Calculus	2.8	2.1	3.3	3.2	19.1	14.6	10.3	4.7
Pre-calculus	4.5	3.8	8.5	15.2	21.9	22.5	11.4	8.1
Trigonometry	7.3	7.0	9.1	3.4	18.1	26.4	11.3	9.3
Algebra2	28.4	23.1	39.7	40.3	31.8	27.0	28.2	23.8
Geometry	19.4	24.0	22.4	16.3	6.2	6.1	13.7	18.4
Algebra1	26.0	29.8	14.2	20.2	2.6	3.5	17.0	23.7
Other math	11.7	10.3	2.7	1.4	0.3		8.2	12.0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Remedial Mathematics Courses								
None	82.4	73.9	89.1	87.2	98.5	98.3	88.0	80.2
one	8.3	8.4	4.8	1.0	1.2	0.8	6.2	6.6
two	7.3	12.9	5.0	10.9	0.2	0.9	4.5	9.6
three or more	2.1	4.9	1.2	0.9	0.1		1.3	3.6
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table II-2. Preparation and Highest Education Attained by 2000 for 1988 8th Grade Latino and White Students (continued)

	HS Diploma		Associate's		Bachelor's		All	
	White	Latino	White	Latino	White	Latino	White	Latino
Number of Remedial English Courses								
None	85.6	79.2	92.2	95.5	98.3	98.9	90.8	83.6
one	3.7	7.0	1.5	2.9	0.7	0.8	2.6	5.9
two	6.1	4.4	3.3	1.6	0.8		3.8	4.1
three or more	4.6	9.4	2.9		0.2	0.3	2.9	6.4
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Remedial Reading Courses								
None	94.0	92.4	97.1	98.5	98.3	94.0	95.5	92.8
one	4.3	2.2	1.4	0.7	1.3	0.6	3.3	2.2
two	1.0	4.6	1.2	0.8	0.4	5.4	0.8	4.3
three or more	0.8	0.9	0.3				0.4	0.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
High School Type (8th Grade)								
Public	94.9	94.3	94.6	94.1	81.3	81.2	89.9	93.2
Private	5.1	5.7	5.4	5.9	18.7	18.8	10.1	6.8
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
High School GPA	2.5	2.4	2.7	2.7	3.2	3.1	2.8	2.5
Percent of Students Who Took an ACT or SAT Test	44.3	36.1	60.5	60.2	81.0	81.0	61.1	46.8
Average SAT/ ACT Test Scores								
SAT Composite	867	721	830	760	982	859	949	789
SAT-M	461	391	441	418	519	462	505	433
SAT-V	420	355	396	345	467	397	455	379
ACT	20	17	19	19	23	19	22	18
AP Course Taking Patterns								
APCHEM	0.2	0.0	0.0		1.8		1.1	0.1
APCOMPS					0.7		0.4	
APENGL	0.0	0.0	0.9		0.3	1.1	0.2	0.2
APEUHIST	0.4	0.1	0.5		6.1	0.1	3.2	0.4
APUSHIST	0.1	0.0	0.0		1.1		0.6	0.3
APFLAN	0.2		0.5		3.2	3.7	2.1	0.9
APMATH	0.1	0.2			1.3	4.8	1.0	1.0
APOTHER	0.2	0.3	0.5		4.0	3.8	2.1	0.9

Table II-3. Employment Outcomes and Highest Education Attained by 2000 for 1988 8th Grade Latino and White Students

	HS Diploma		Associate's		Bachelor's		All	
	White	Latino	White	Latino	White	Latino	White	Latino
Current Employment Status								
Work for pay not study	71.3	65.0	69.3	52.3	82.4	74.4	71.3	65.6
Study not work for pay	2.5	2.5	3.3	6.4	2.9	3.2	3.6	3.8
Work for pay and study	14.8	22.7	23.4	37.3	10.1	14.1	16.3	20.8
Neither work nor study	11.4	9.7	4.0	4.0	4.6	8.3	8.9	9.8
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Perceived Job Autonomy								
Someone else decides what and how	9.5	10.6	5.3	3.4	4.6	11.4	7.6	11.6
Someone else decides what you decide how	21.4	28.6	28.0	43.1	27.9	30.9	23.6	29.2
You have some freedom in deciding	47.0	44.9	50.8	38.6	55.0	45.5	50.0	44.8
You are basically your own boss	22.1	15.8	15.9	14.9	12.5	12.2	18.8	14.3
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Job Status								
Full-Time								
No	22.6	19.2	21.9	21.4	12.4	17.6	21.5	23.3
Yes	77.4	80.8	78.1	78.6	87.6	82.4	78.5	76.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Part-Time								
No	84.1	86.9	77.5	83.6	87.5	88.5	84.0	85.2
Yes	15.9	13.1	22.5	16.4	12.5	11.5	16.0	14.8
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Annual Income	23,501	21,202	23,477	17,110	28,938	24,810	24,299	20,530
Training Received in Last 12 Months								
No	43.2	39.2	40.6	40.5	29.0	32.7	39.3	43.5
Yes	56.8	60.8	59.4	59.5	71.0	67.3	60.7	56.5
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Training at Work								
No	25.5	26.9	25.8	27.1	24.7	23.4	25.3	27.5
Yes	74.5	73.1	74.2	72.9	75.3	76.6	74.7	72.5
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Training Off Site								
No	41.6	37.8	40.5	40.2	31.8	27.5	36.6	38.2
Yes	58.4	62.2	59.5	59.8	68.2	72.5	63.4	61.8
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Job Satisfaction								
Satisfied	81.6	84.2	87.0	74.8	87.9	82.2	84.1	81.7
Dissatisfied	18.4	15.8	13.0	25.2	12.1	17.8	15.9	18.3
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table II-3. Employment Outcomes and Highest Education Attained by 2000 for 1988 8th Grade Latino and White Students (continued)

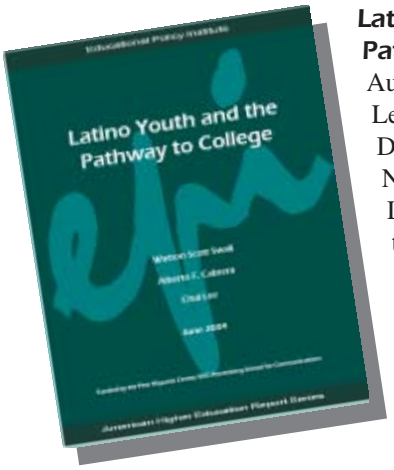
	HS Diploma		Associate's		Bachelor's		All	
	White	Latino	White	Latino	White	Latino	White	Latino
Public Aid in 1999								
No	75.4	66.2	85.4	92.2	92.1	97.5	80.2	71.1
Yes	24.6	33.8	14.6	7.8	7.9	2.5	19.8	28.9
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Public Assistance Housing								
No	82.1	80.7	100.0	35.9	76.1	100.0	82.4	79.4
Yes	17.9	19.3		64.1	23.9		17.6	20.6
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Public Assistance Food Stamps								
No	34.6	16.5	32.2	64.1	66.2	100.0	31.2	16.7
Yes	65.4	83.5	67.8	35.9	33.8		68.8	83.3
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Occupational Choices								
Education	2.0	4.8	2.4	7.4	13.4	17.5	7.8	7.1
Business	27.7	30.3	30.9	34.8	23.8	22.4	25.5	27.7
Engineering/ Mechanical	0.9	0.9	2.5		5.4	2.0	2.3	0.9
Computer Technology	3.6	2.3	5.5	3.9	7.2	4.0	4.6	2.3
Health/ Medical	4.4	4.8	18.7	15.9	9.2	9.4	8.4	7.0
Editors/ Writers/ Performers	1.1	2.5	2.0	0.8	5.0	3.4	2.4	2.0
Research/ Science/ Technology	1.5	1.1	2.6	1.0	3.1	5.5	2.5	3.4
Military	1.1	0.1	0.5	1.3	1.8	0.6	1.1	0.3
Mechanics, laborers	20.8	13.8	13.0	10.8	3.1	3.9	15.0	12.4
Service industries	35.9	38.9	21.4	24.2	27.1	31.3	29.5	36.5
Agriculture	1.0	0.4	0.5		0.7		0.8	0.3
Unemployed	0.0						0.0	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Recent Publications from the Educational Policy Institute



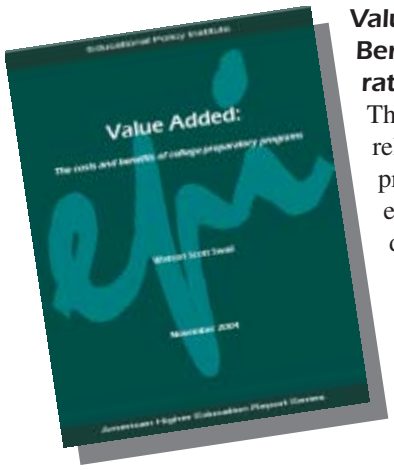
The Affordability of University Education

This report looks at the relative affordability of public university education in the United States and Canada, comparing all 50 US states and 10 Canadian provinces on postsecondary access, student financial aid, tuition and fee charges, and overall net cost of attendance for the years 1999-01.



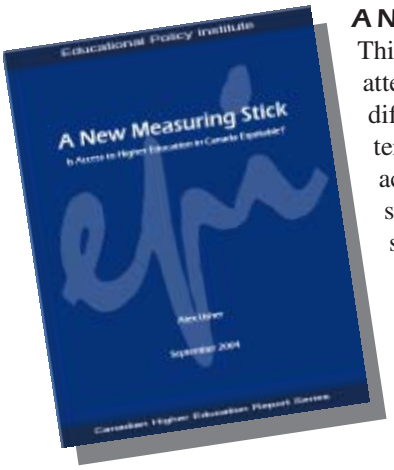
Latino Youth and the Pathway to College

Authors Swail, Cabrera, and Lee use data from the U.S. Department of Education's National Educational Longitudinal Study (NELS) to show how Latino students fair in the educational pipeline.



Value Added: The Costs and Benefits of College Preparatory Programs

This report considers issues related to the complex proposition that the cost of early intervention program delivery is directly and positively tied to the ability of programs to successfully enable students to get into college.



A New Measuring Stick

This report is the first to attempt to quantify how well different jurisdictions fare in terms of ensuring equitable access to university to students from different socio-economic backgrounds, through use of the Educational Equity Index (EEI).



Changes in Tuition Policies: Natural Policy Experiments in Five Countries

This international study reviews tuition and fee policy changes and strategies in 5 countries and 9 jurisdictions. Funded by the Canada Millennium Scholarship Foundation, this review provides insight into the impact of tuition policies on enrolment.



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