



washington state association for multicultural education

Race and Ethnic Inequality in Educational Attainment

Charles Hirschman

University of Washington

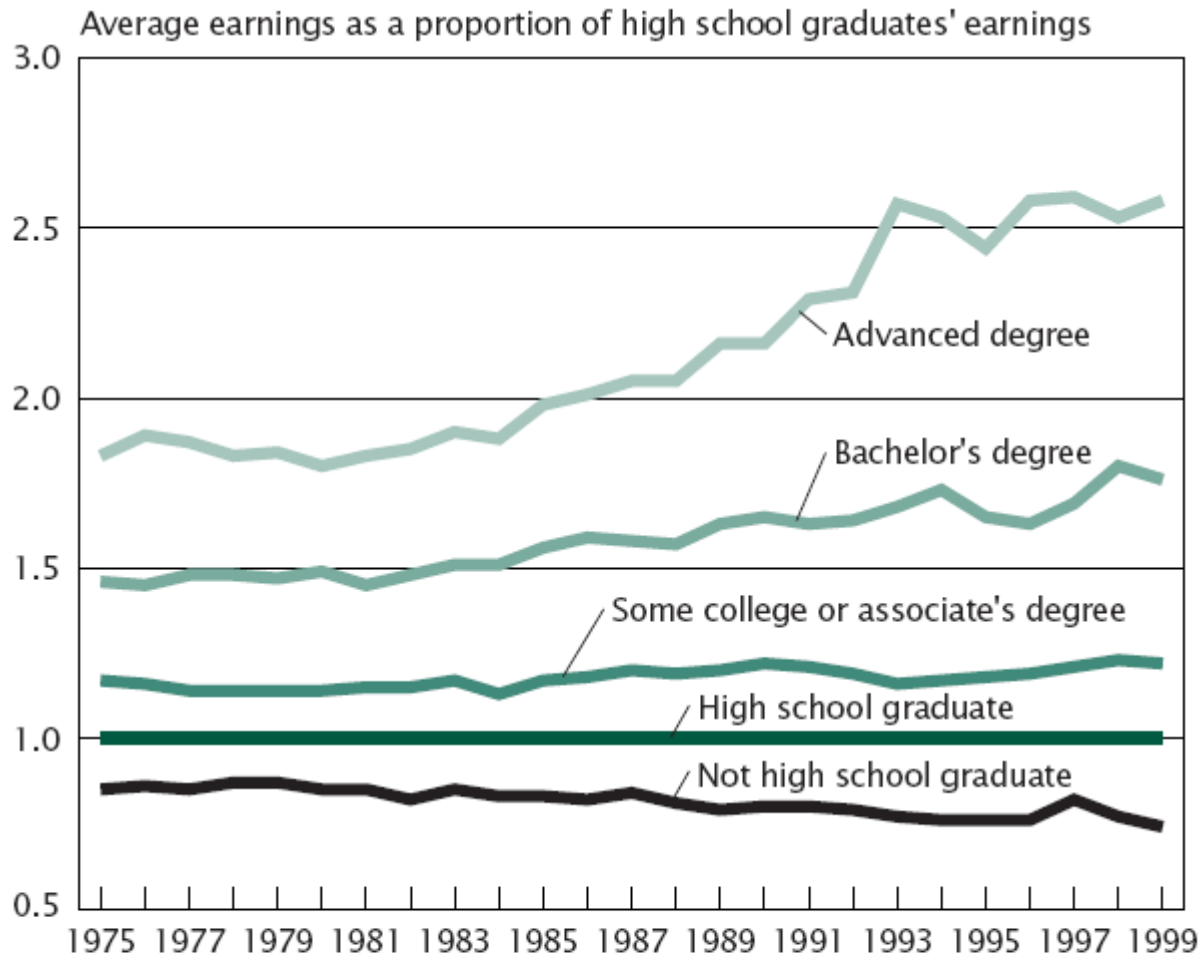
WSAME Annual Fall Conference
Friday, October 27 and Saturday, October 28, 2006

OVERVIEW

- WHY EDUCATION IS IMPORTANT
- EDUCATION: The 20TH Century Story
- DEFINING RACE AND ETHNICITY
 - Importance of birthplace
 - Changing composition of American population
- TRENDS IN EDUCATION INEQUALITY
 - High school graduation, Transition to college, College graduation
- CONCLUSIONS

Figure 2.

Average Earnings of Full-Time, Year-Round Workers as a Proportion of the Average Earnings of High School Graduates by Educational Attainment: 1975 to 1999



Source: U.S. Census Bureau, Current Population Surveys, March 1976-2000.

VALUE OF EDUCATION

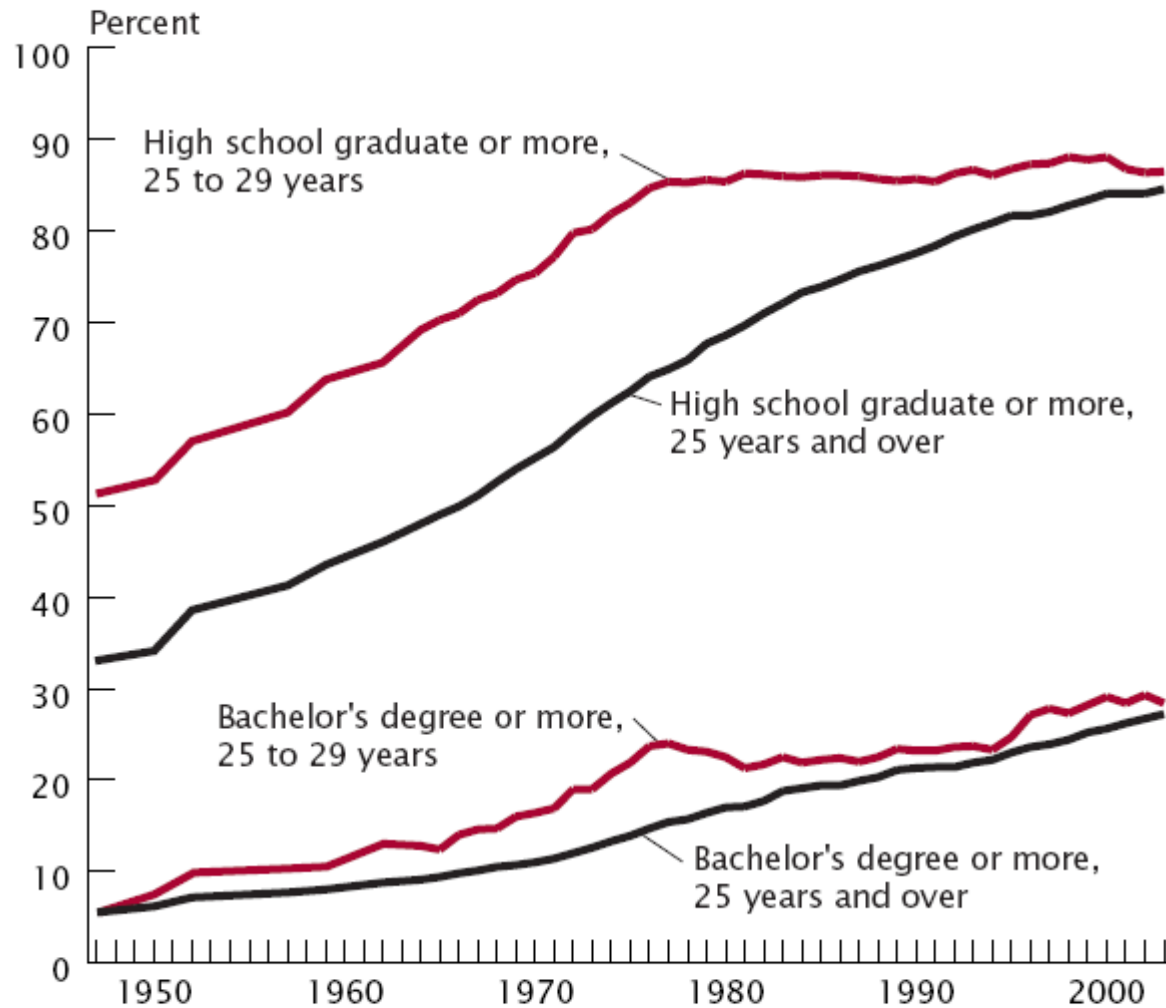
- Information Age = knowledge & credentials
- Education also has non-economic value
 - Key to participation in world
 - Understanding other people and societies
 - Educated people live longer, more likely to marry, less likely to divorce, more friends, better health, and happier
 - Learning is fun!

According to Census 2000:

- About 85% of young people have a high school diploma or GED
- More than 50% have some college
- About 30% have a college degree

Figure 1.

Educational Attainment of the Population 25 Years and Over by Age: 1947 to 2003



Note: Prior to 1964, data are shown for 1947, 1950, 1952, 1957, 1959, and 1962.
Source: U.S. Census Bureau, Current Population Survey and the 1950 Census of
of Population.

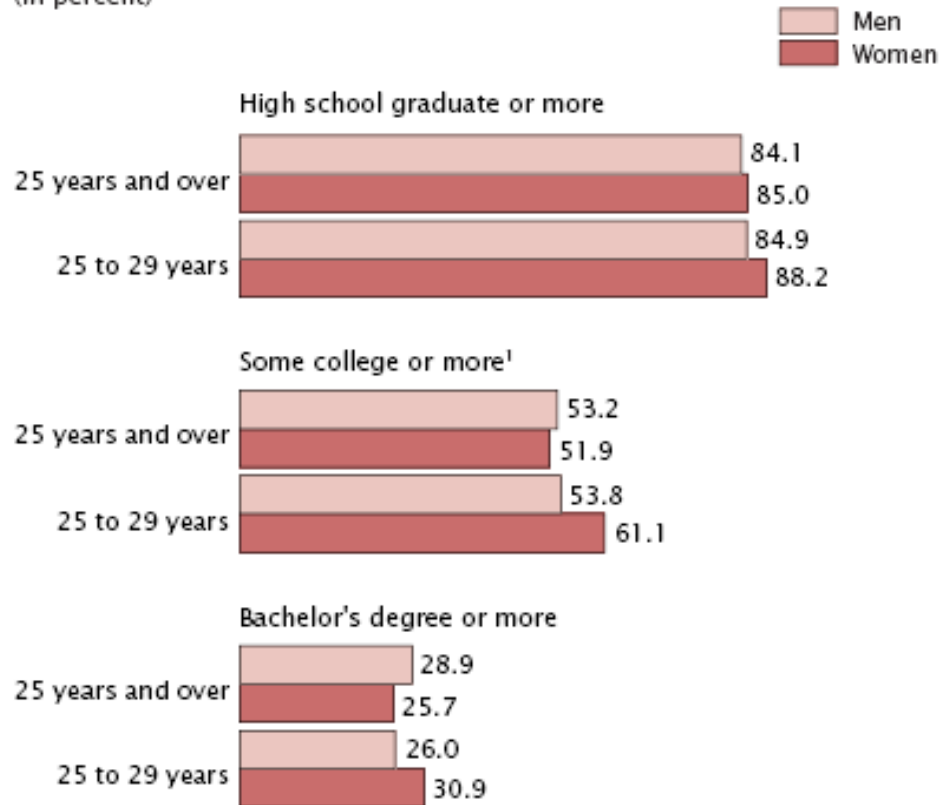
But not all groups are equal

- Historically men had more education than women, but this is changing

Figure 2.

Educational Attainment of the Population 25 Years and Over by Sex and Age: 2003

(In percent)



¹ Some college includes respondents who have completed some college, but have no degree and those who have completed an associate's degree.

Source: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2003.

Race and Ethnic Inequality: The Past

- Slavery, 3/5 clause of the constitution, Separate but equal
- “Indian Wars,” Trail of Tears, American Indian reservations
- Chinese Exclusion Act, Aliens ineligible for citizenship, Japanese American internment
- Treaty of Guadalupe Hidalgo, Puerto Rican and Philippine colonialization, Braceros and Operation Wetback, and on and on

Race and Ethnic Inequality: The Present

- Major gaps in income and wealth
- Residential segregation
- Glass ceilings in many careers
- Differentials in health and longevity
- Less than proportional representation in elite positions in politics, business, media
- Everyday slights and indignities

But, how to define race and ethnicity

- New immigrants
- Intermarriage is creating more peoples with multiple ancestries:
 - Mutually exclusive categories—a legacy of the racist past (“one drop rule”)
- Changes in classifications in census
 - Implications for all administrative records
- Perceptions and identities are not same
- Hispanics can be of any race

1977 OMB Statistical Directive 15 (revised in 1997)

Subjectively defined by each person & has
no scientific status

Race

- White
- African American, Black
- Asian
- American Indian & Alaskan Native (AIAN)
- Native Hawaiian & Other Pacific Islander (NHOPI)
- Other

Ethnicity

- Hispanic or Latino
- Not Hispanic or Latino

Nativity (birthplace) is Important

- 1965 Immigration Wave
 - Almost 12% of U.S. is 1st Gen
 - Another 10% is 2nd Gen (children of immigrants)

40% of Latinos are 1st generation

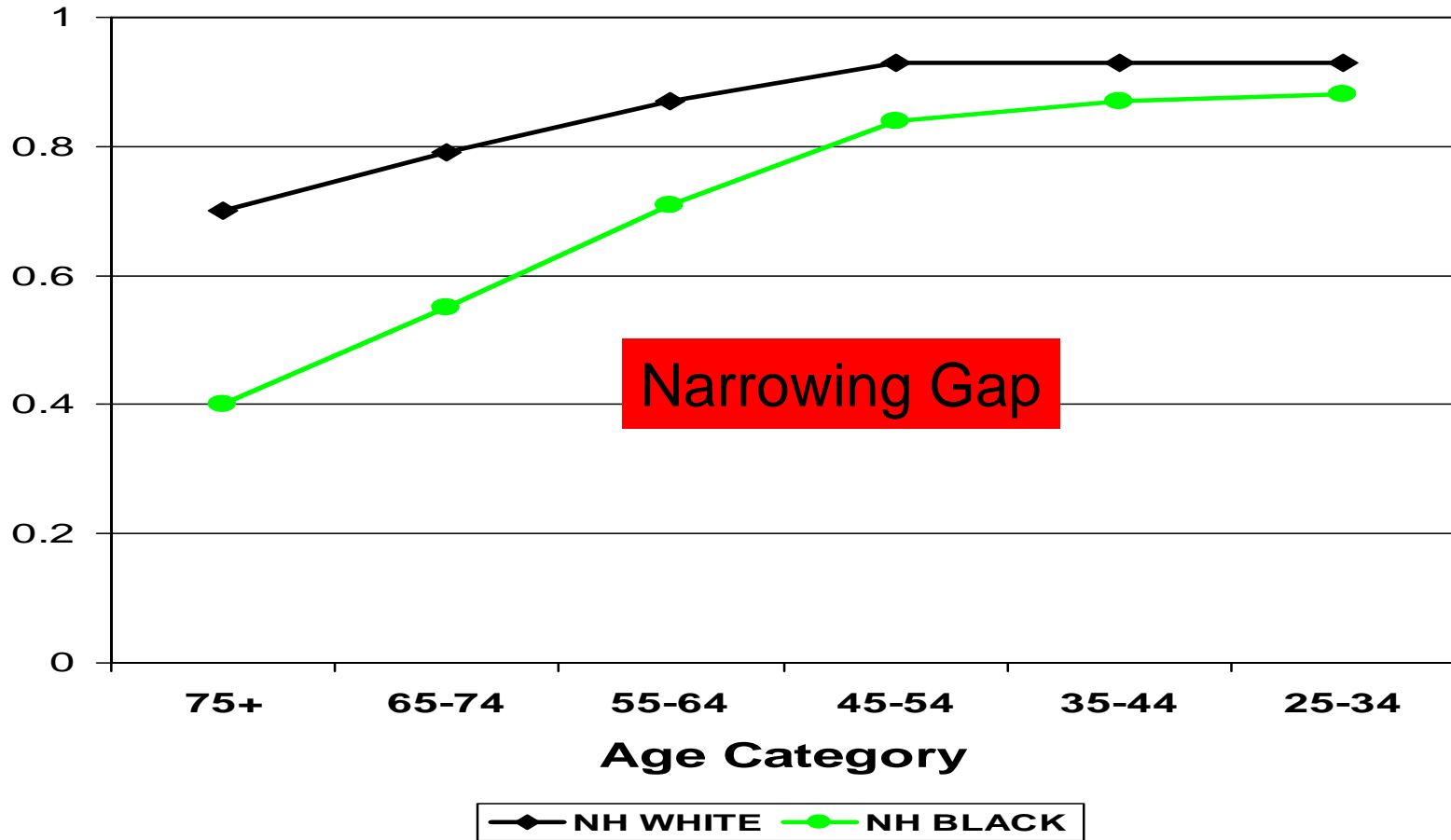
2/3 of Asian Americans are 1st generation

Many of 1st Gen did not attend school here

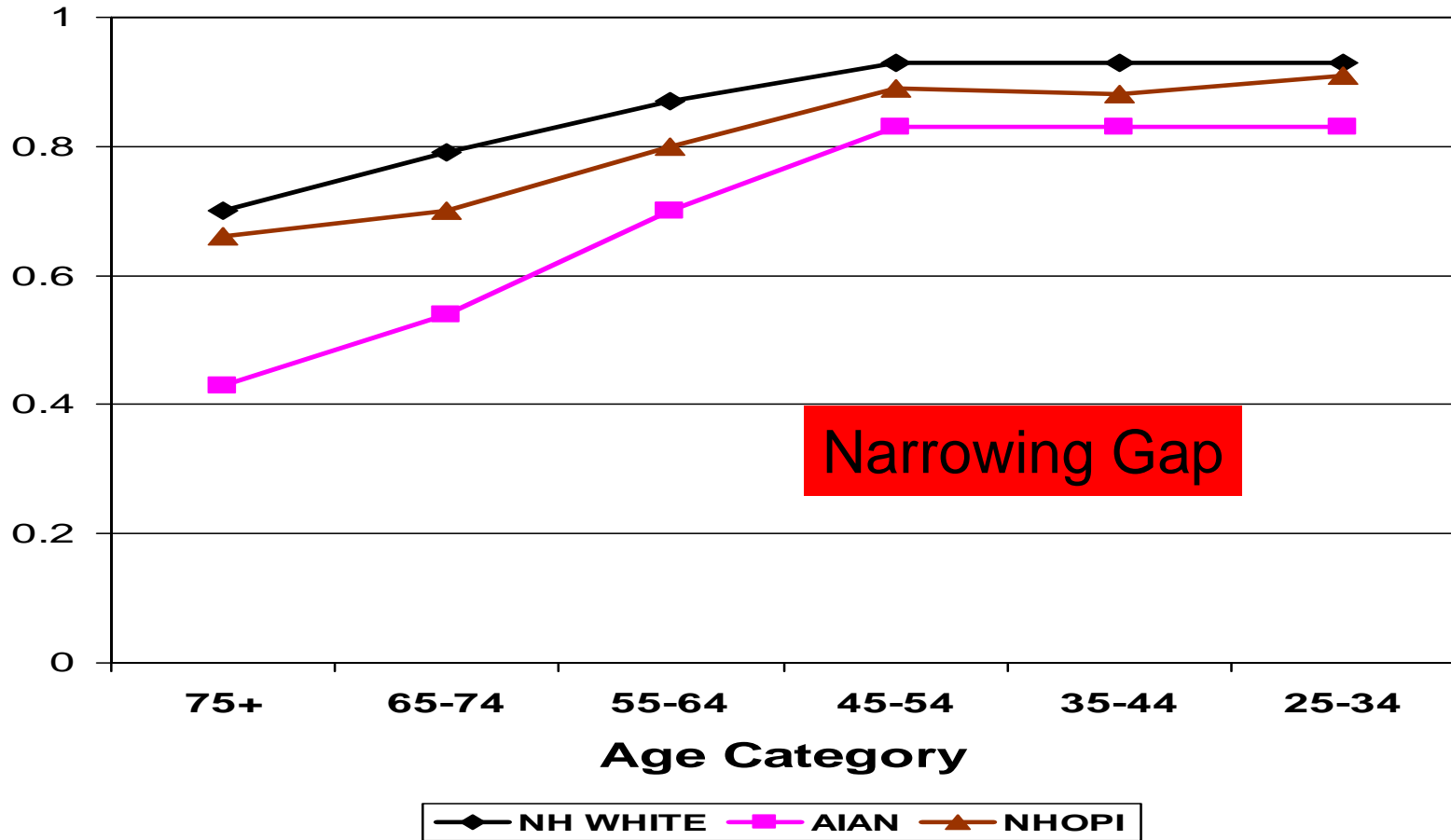
Trends in Education

- Levels of Attainment
 - High School Graduation
 - Entry into Post-Secondary
 - College Graduate (degree)
- From older (75+, 65-74) to Younger (25-34) in 2000 Census ~ from 1950s to 1990s.
- Groups (NH Black, AIAN, NHOPI, NB Asian, FB Asian, NB Mexican, FB Mexican, NB Other Hispanic, and FB Other Hispanic) relative to NH Whites

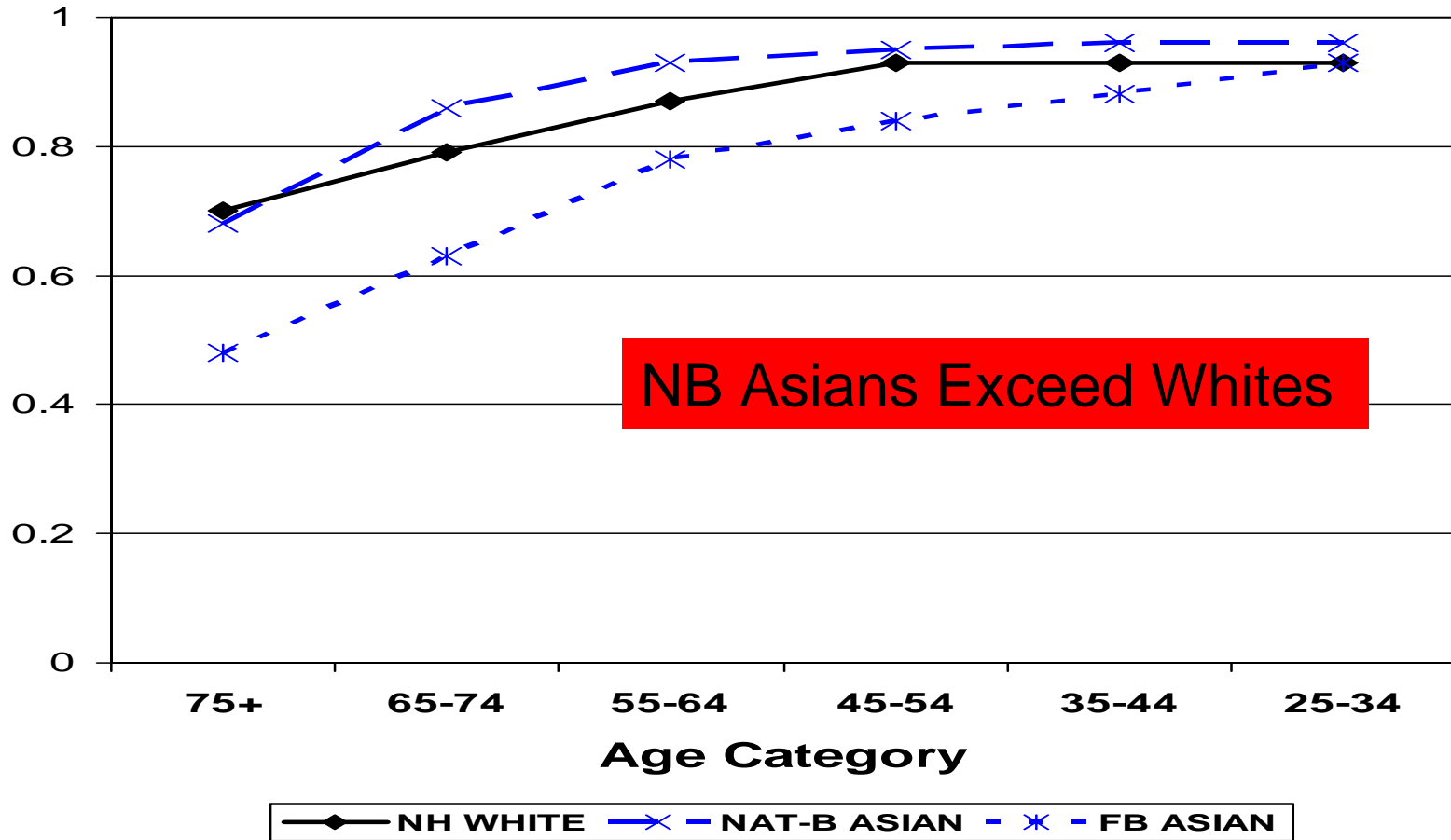
High School Graduation Rate by Age, Race/Ethnicity/Nativity



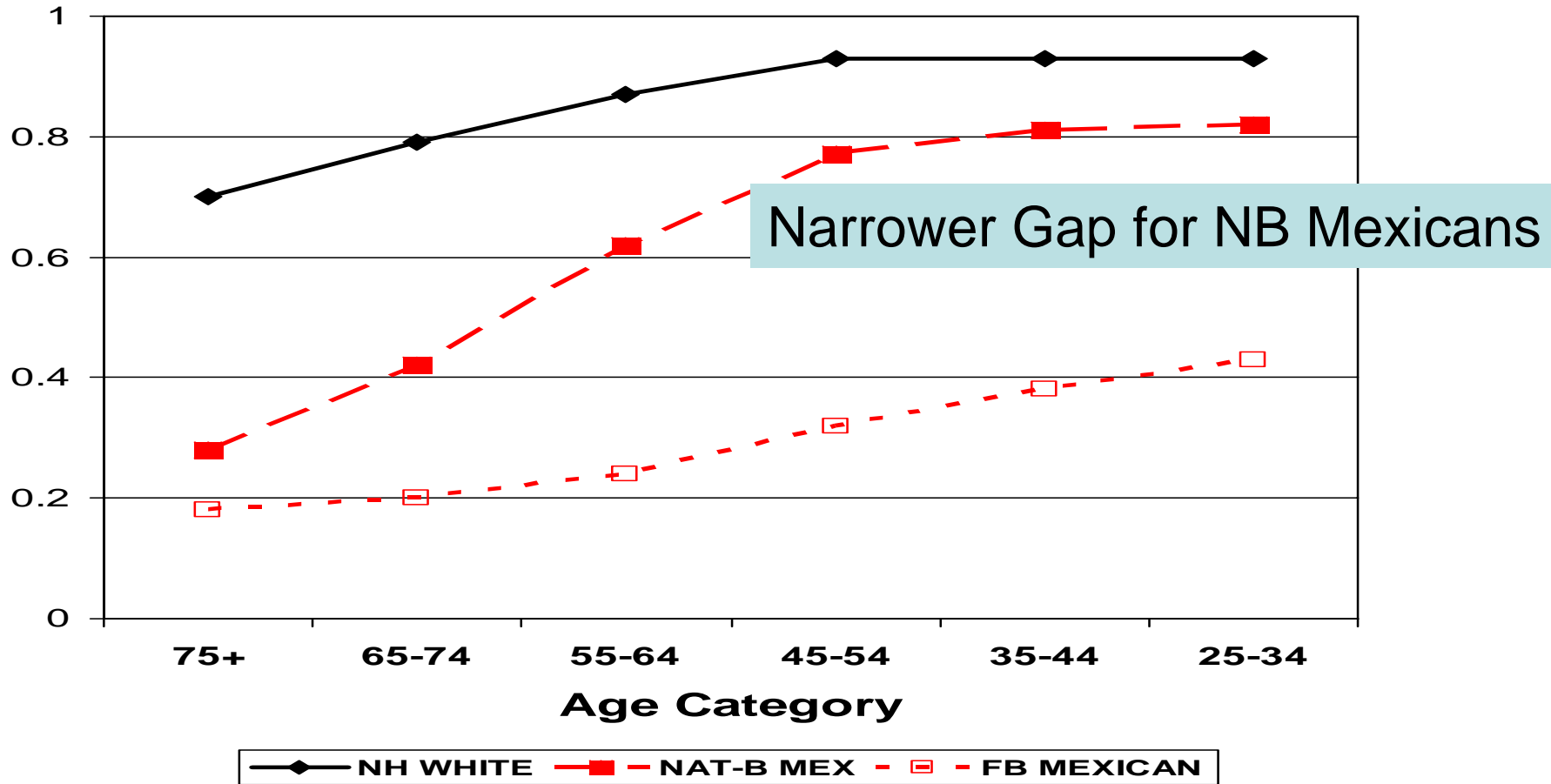
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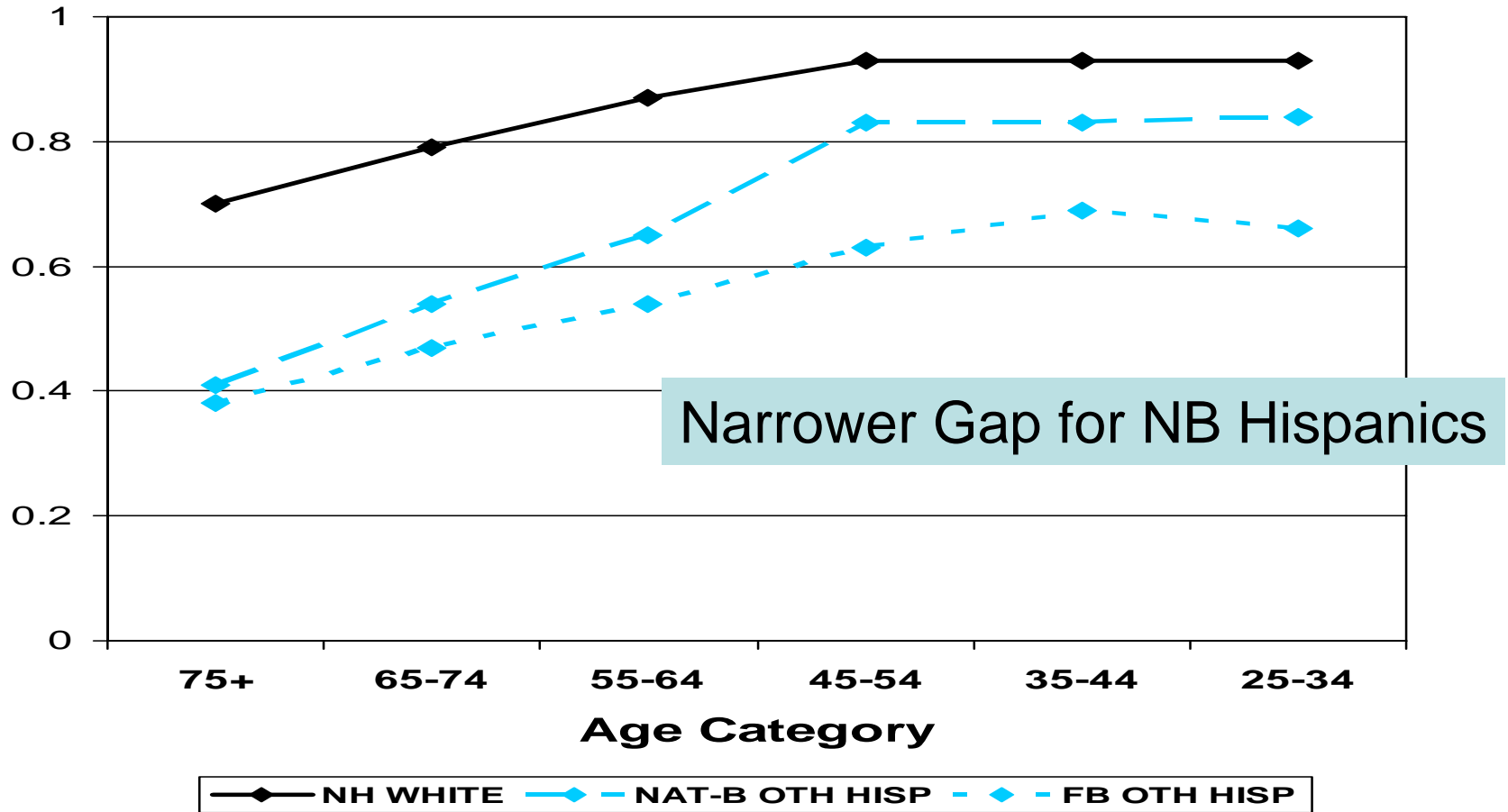
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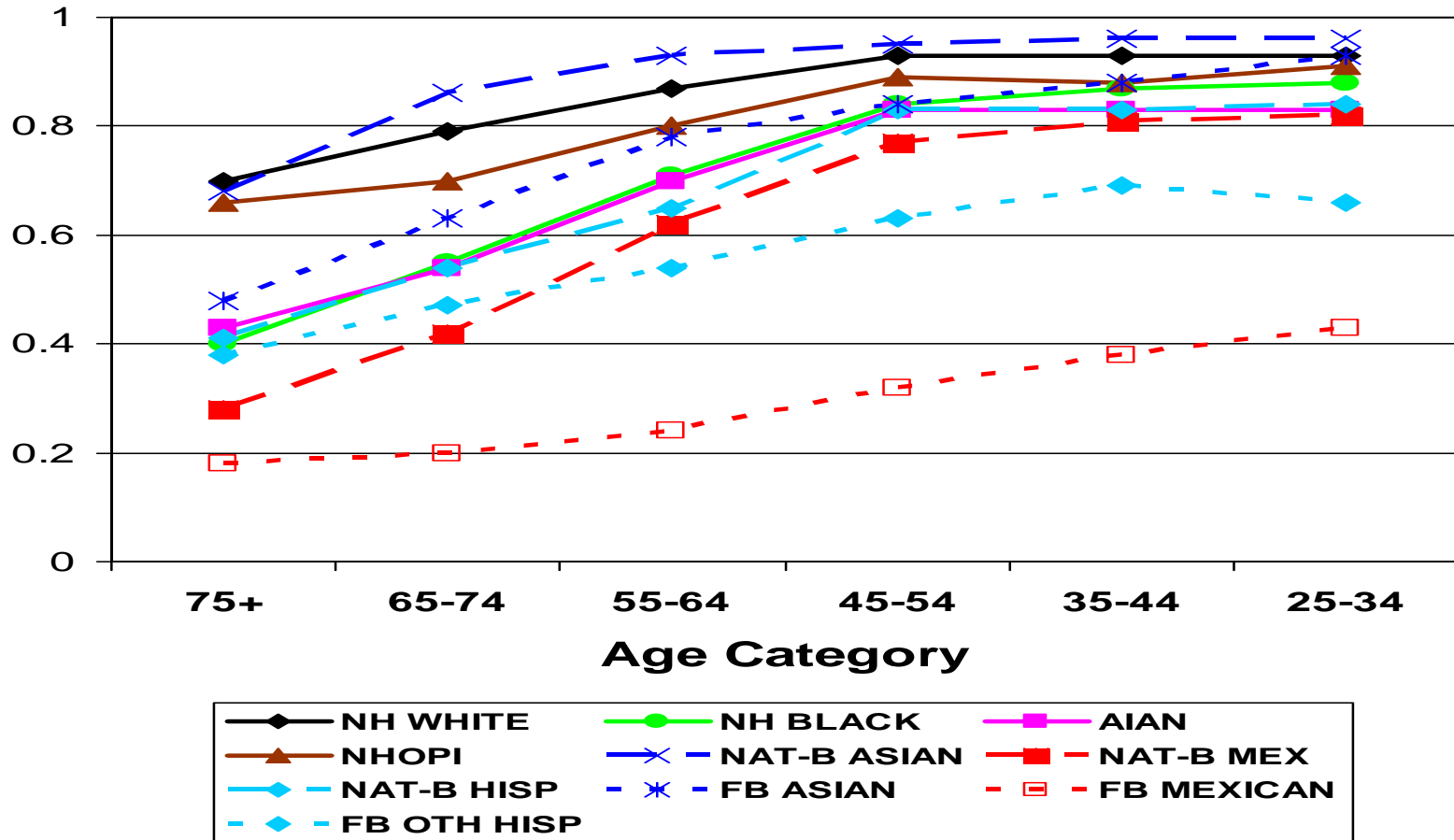
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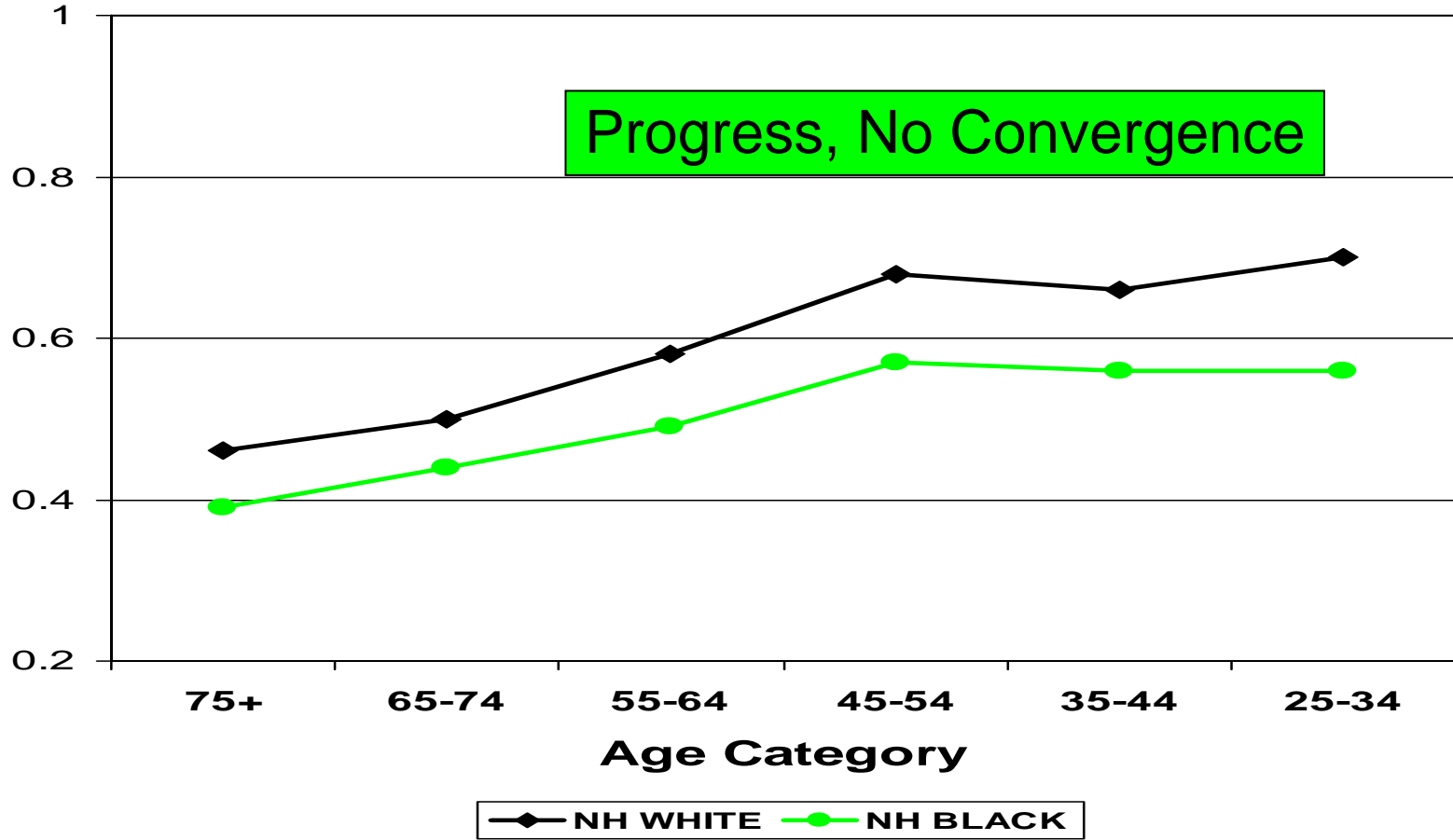
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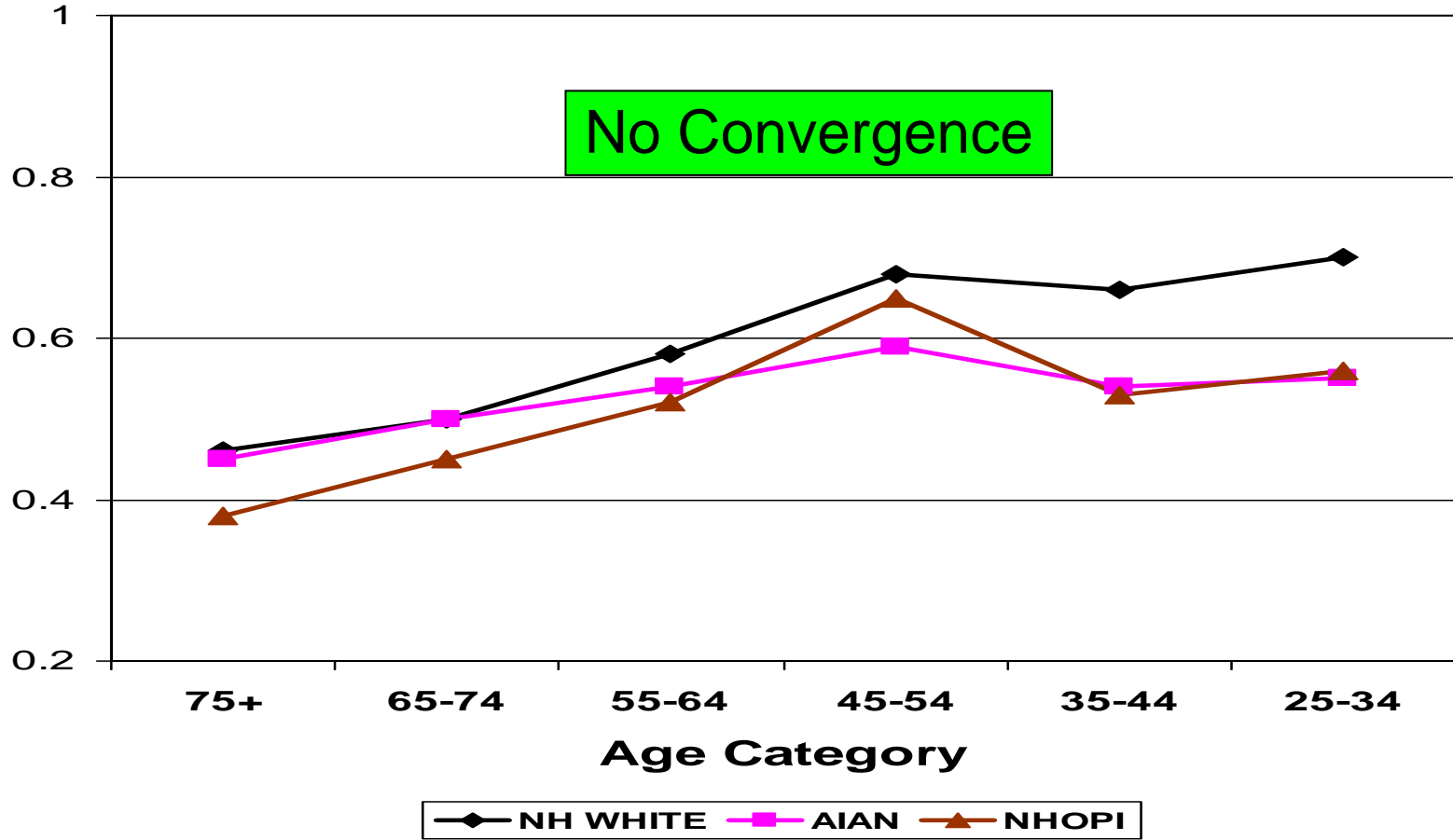
High School Graduation

- Progress and Convergence
- Over 80% of young persons in all groups have graduated from high school
 - except for FB Mexicans and FB Other Hispanics
 - Estimates of H.S. graduation are biased upward
 - Conflation of on-time high school grad and GED
 - Census undercount – more likely to miss minorities
- More than half of FB Mexicans arrived w/o high school diploma – will limit socioeconomic mobility.

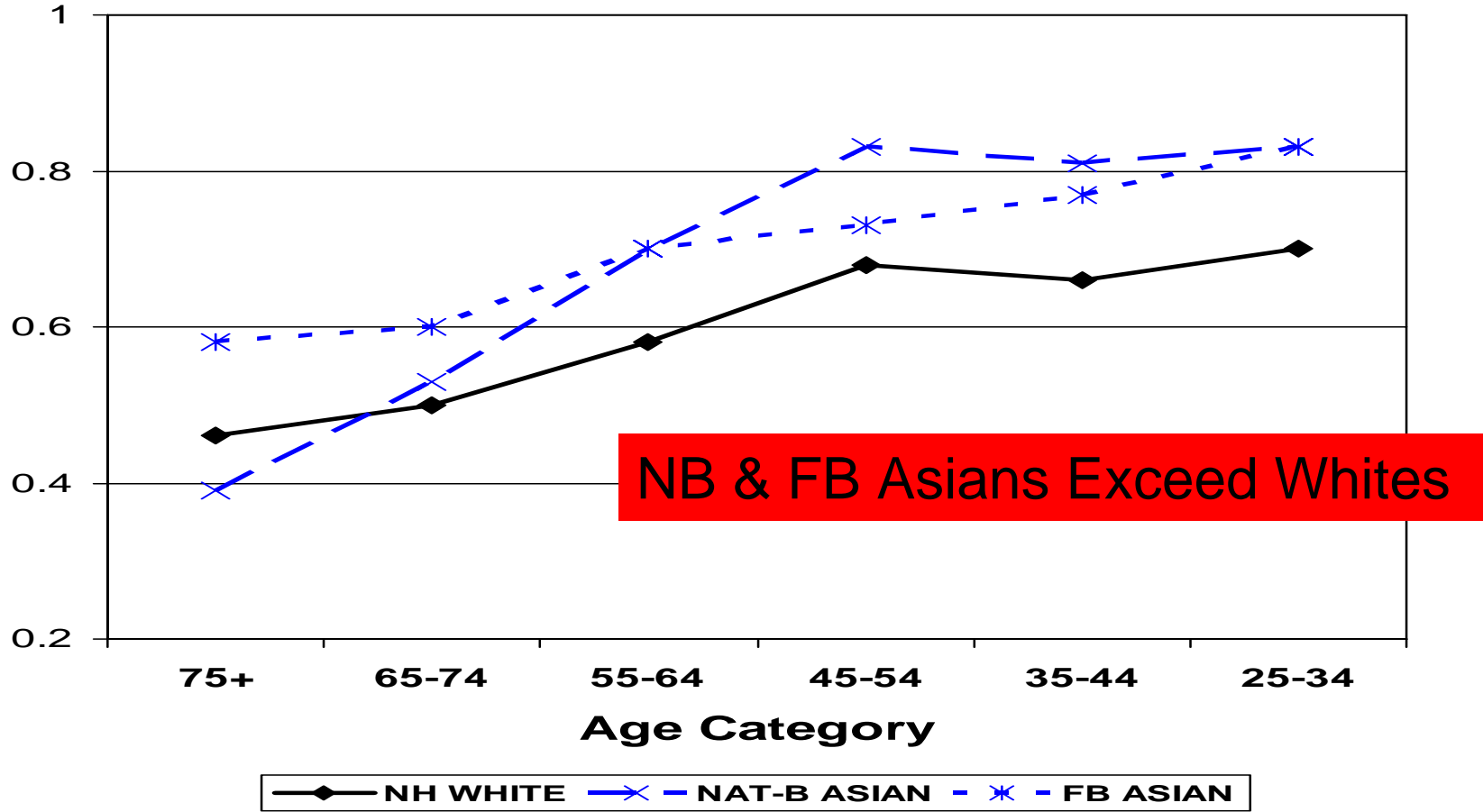
Percent of High School Graduates Entering College



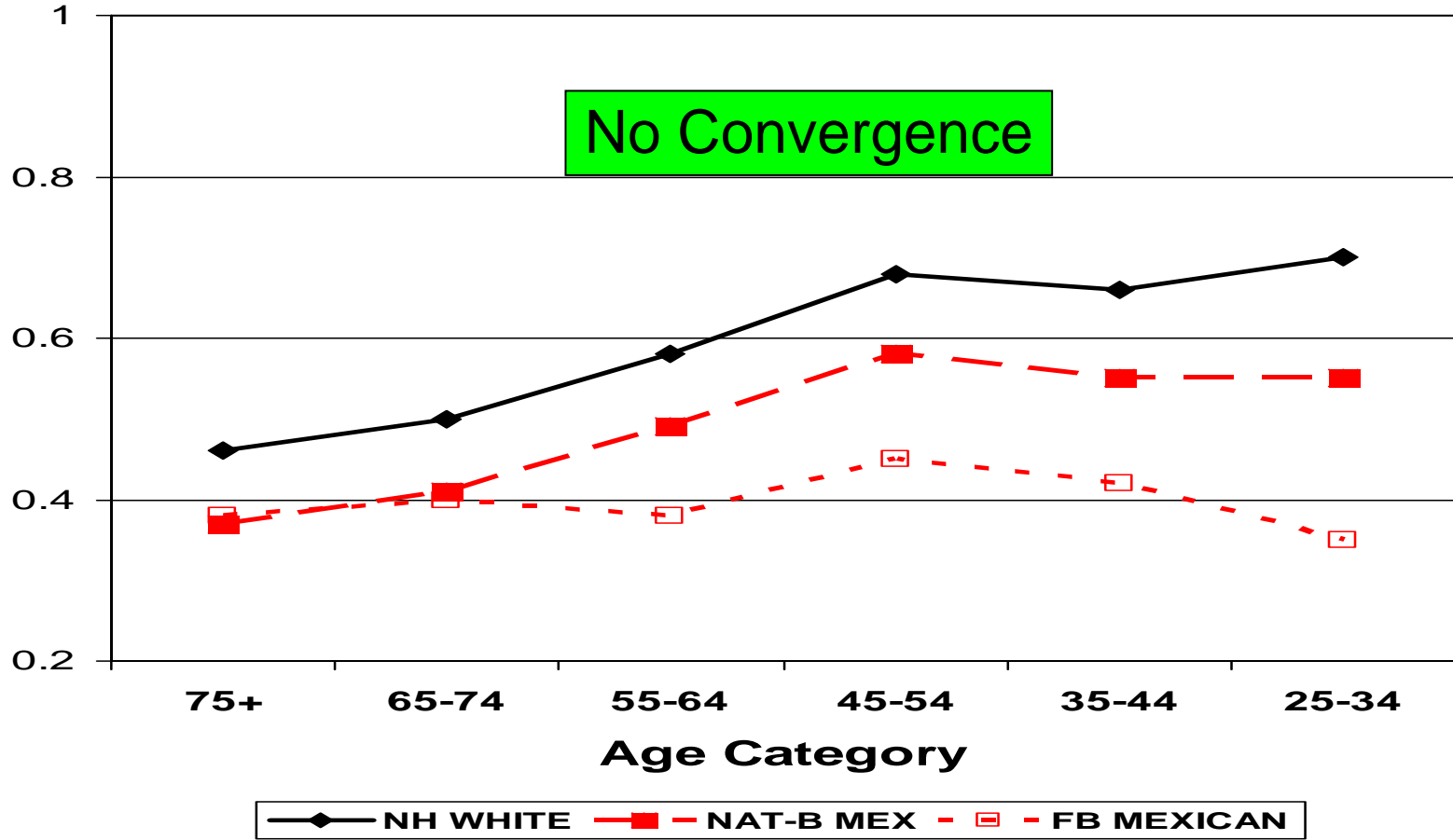
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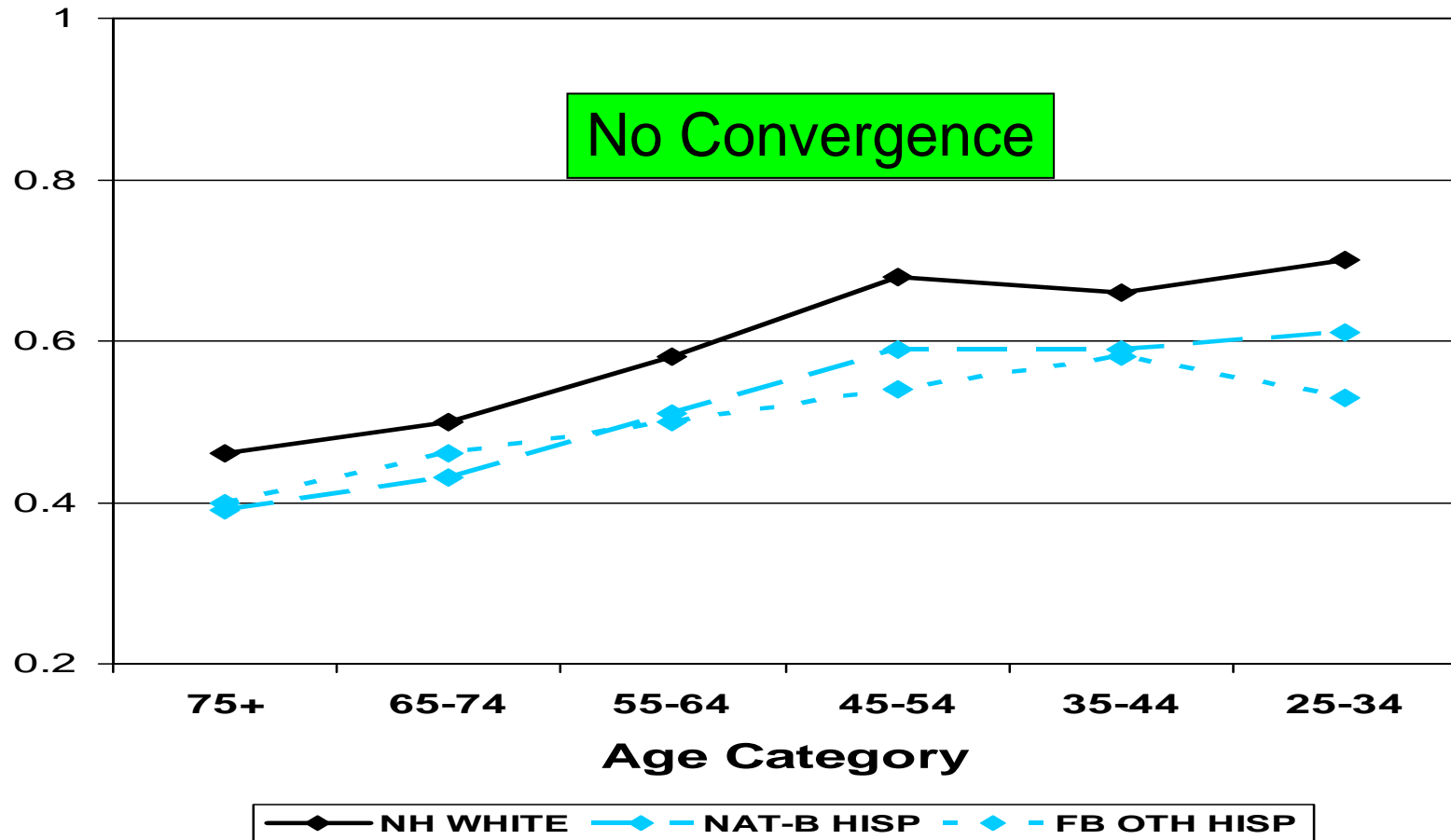
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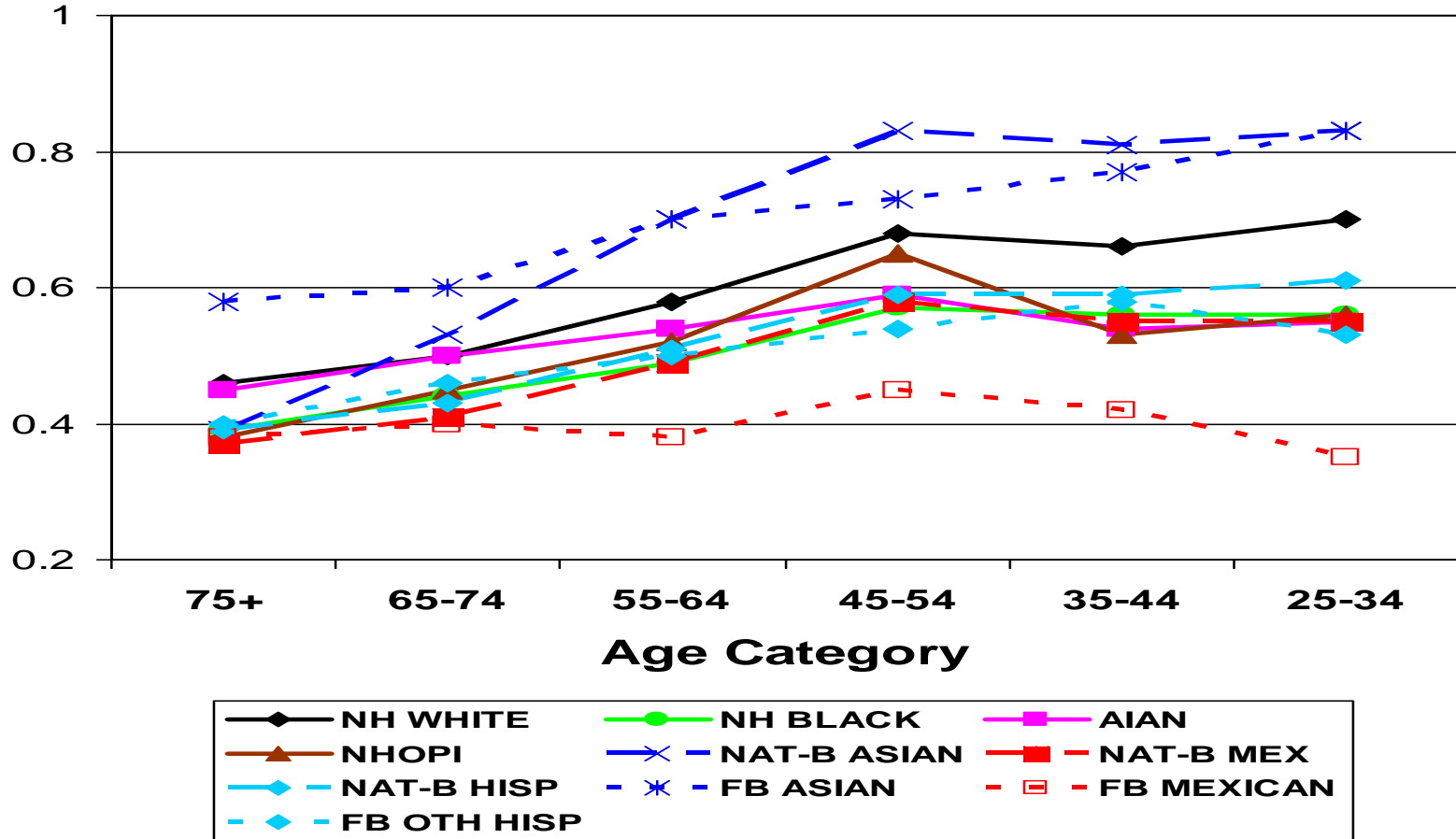
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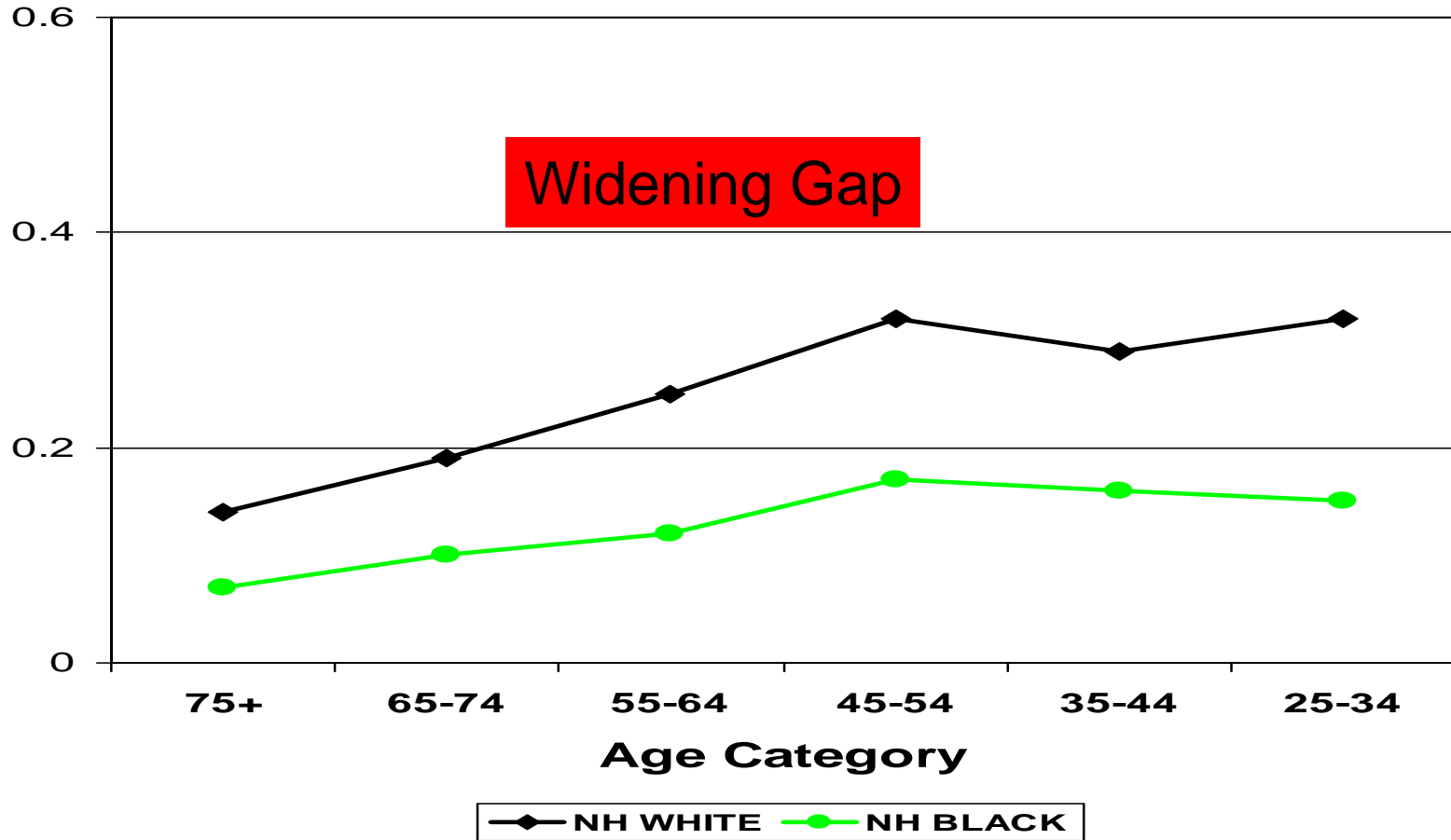
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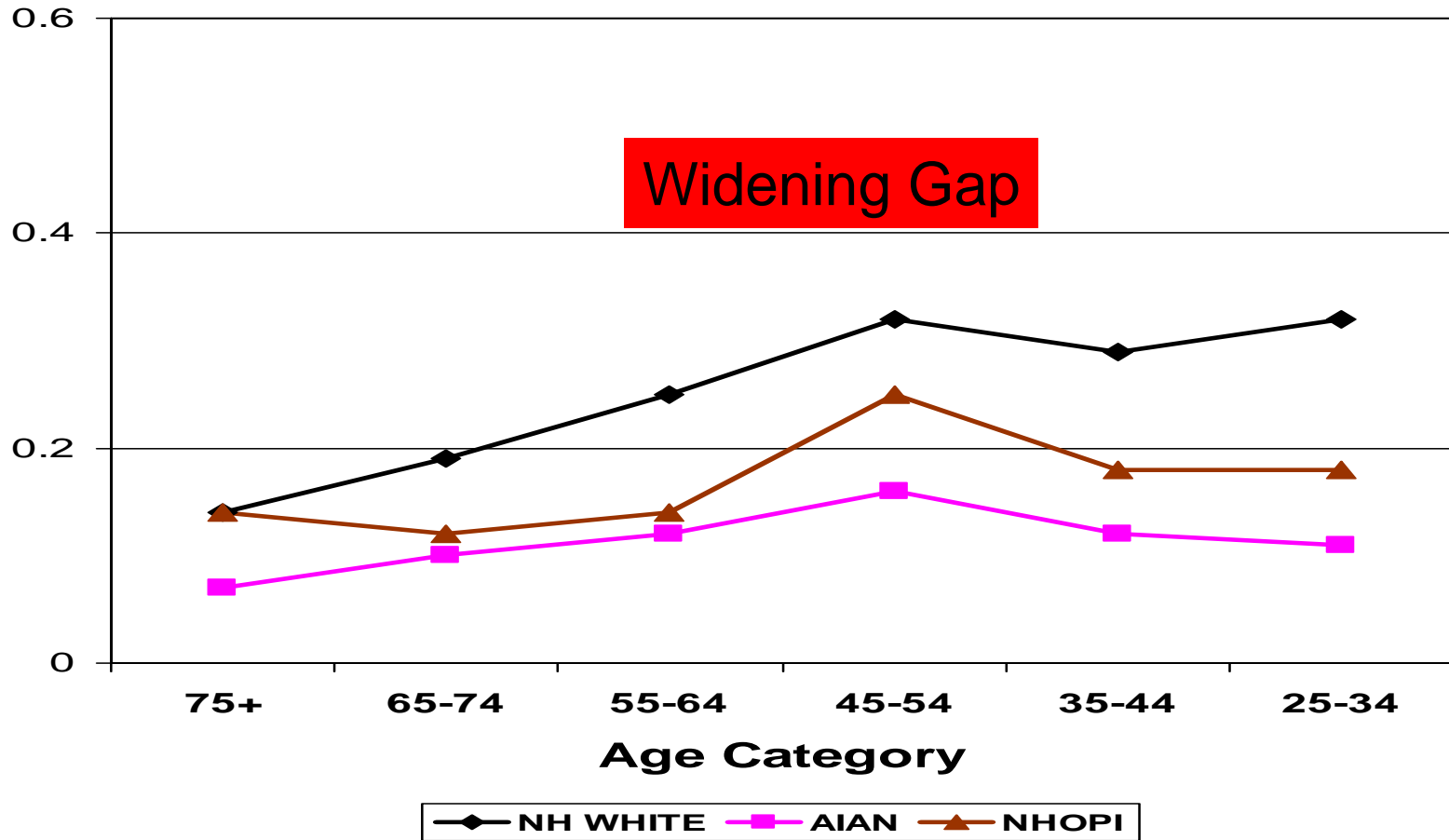
Transition from High School to College

- Whites: About 2/3 of h.s. grads enter college
- Asian levels exceed whites
- Mixed record for all other groups
 - Some gains for African American, NB Mexicans and NB Other Hispanics, but gaps remain wide
 - FB Mexicans and Other Hispanics have much lower entry into college.

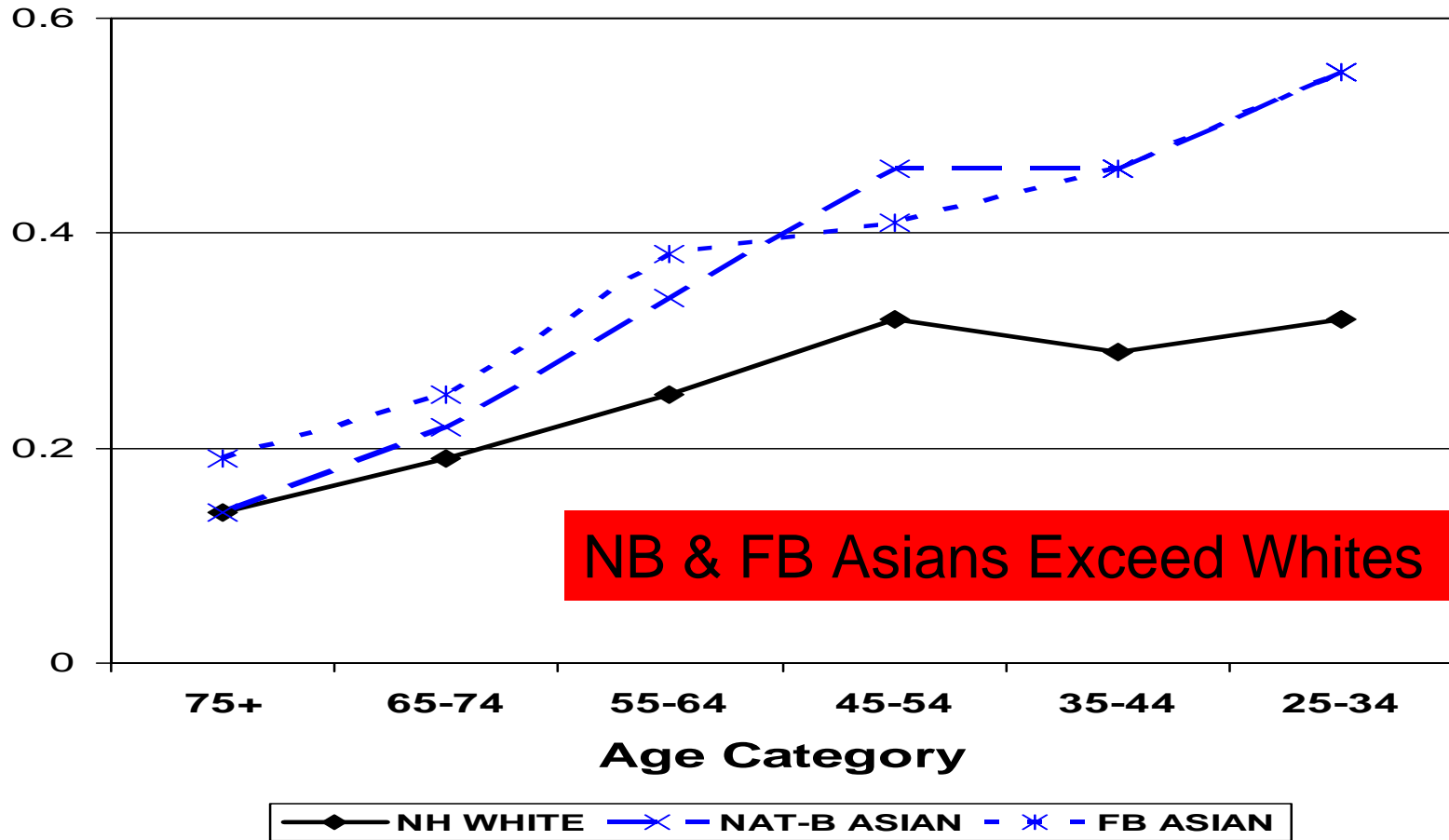
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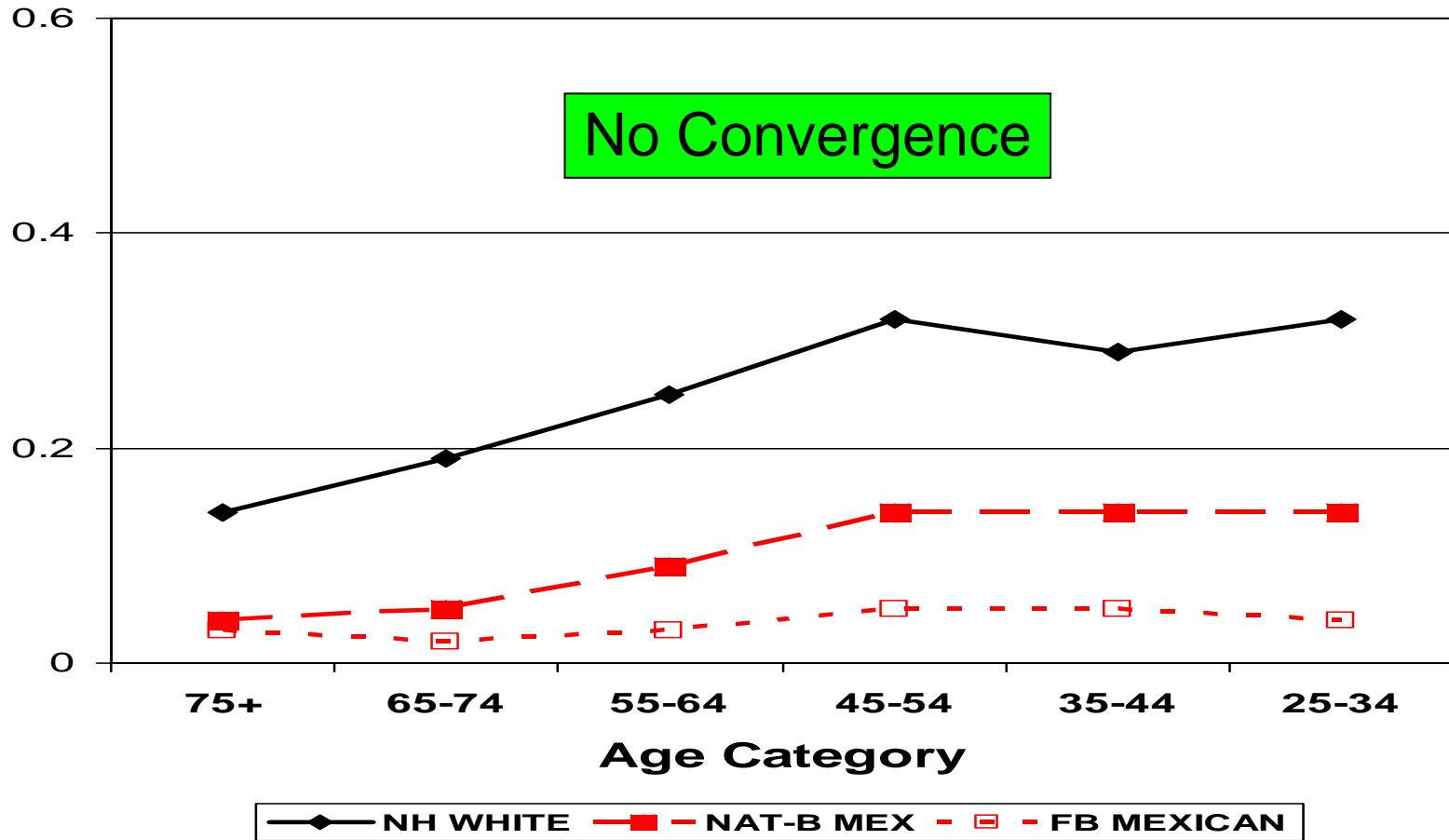
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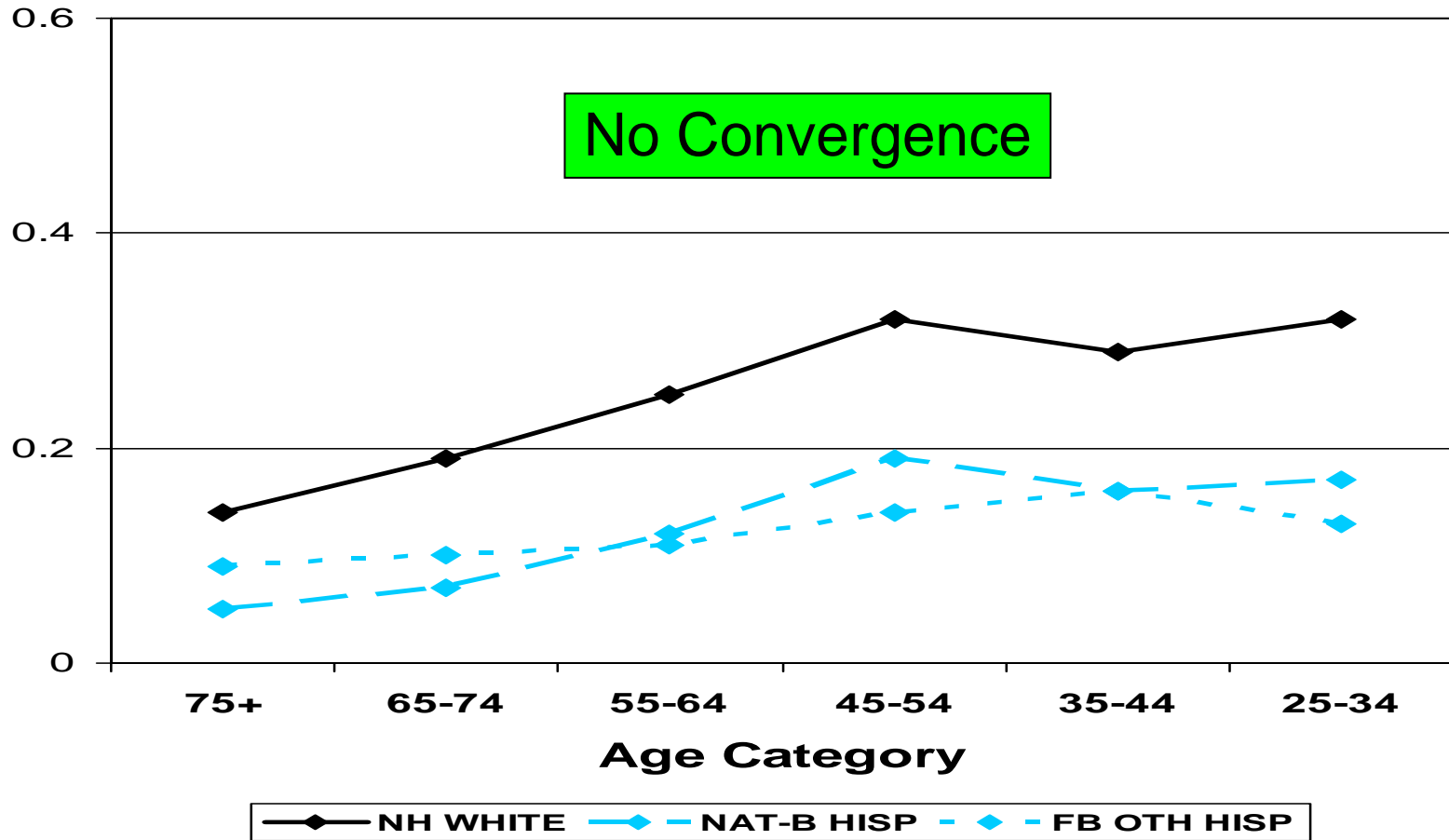
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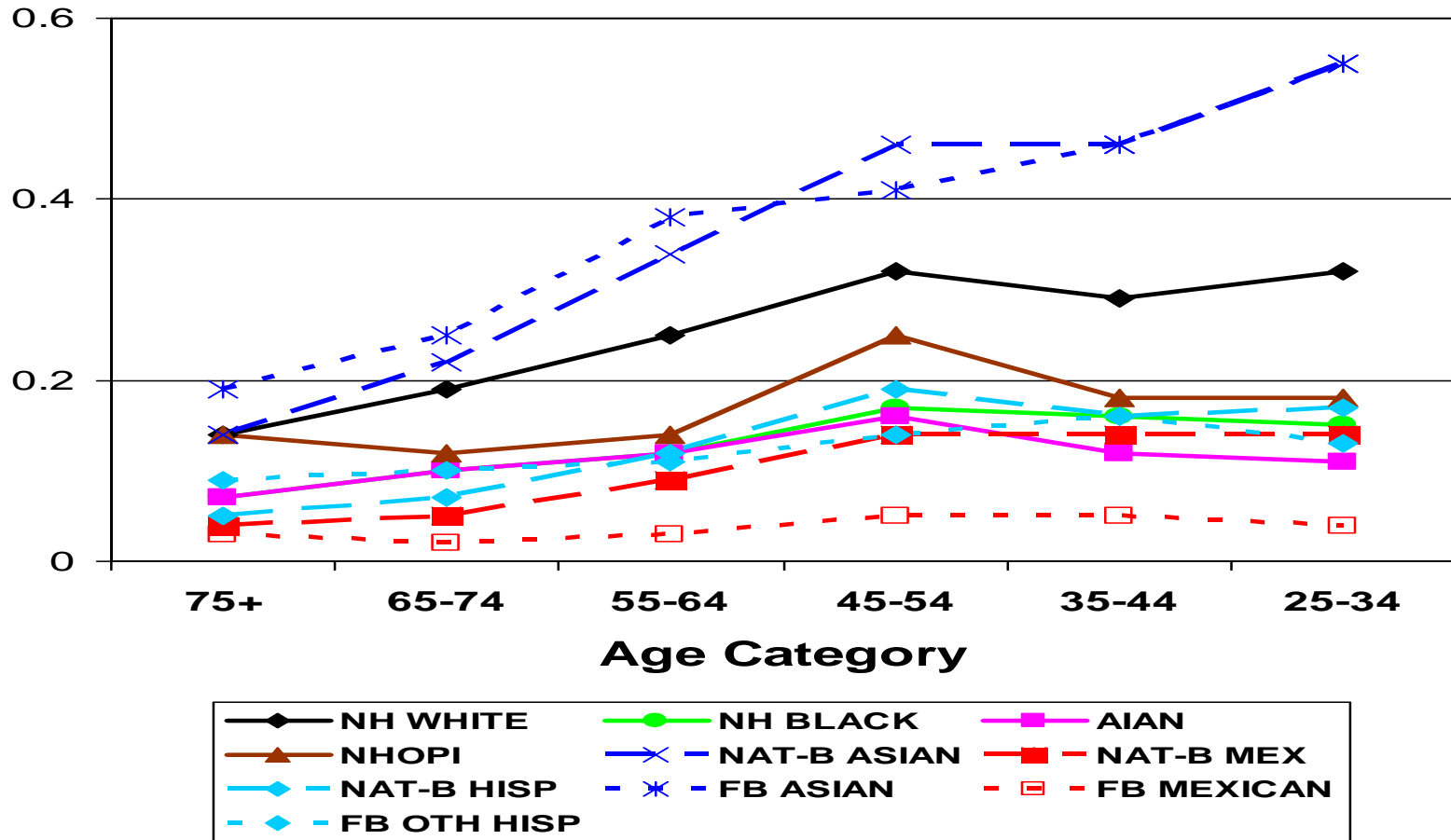
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College Graduation

- 1/3 of NH whites graduate from college
 - Less than 20% of NH Blacks, AIAN, NHOPI, MEXICAN, OTHER HISPANIC graduate from college
- Few signs of convergence—widening gaps
- 1/2 of young Asian Americans are college grads
 - Selective immigration
 - immigrant ethos
- Very few FB Mexicans attend college

CONCLUSIONS

Progress

- increasing high school graduation; > 80%
- decrease in race/ethnic gaps in high school grad

College Access and Graduation

- Absolute gains for most groups
- Few signs of convergence for African Americans, AIAN, NHOPI, Mexicans, and Other Hispanics; widening Gaps in some cases
- Asians (not all groups) experienced significant progress

Mexican Immigration

- Filling an important labor need
- Much lower educational levels

IMPLICATIONS

- Gains for Minorities at High School, but college diploma now = high school grad
- Widening pay gap between college and high school educated
- Take heart from past progress, but still a long road ahead