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ABSTRACT

This report synthesizes the available information on impending state demographic changes and their implications for the volume and diversity of undergraduate enrollment for each state. Projections derived from U.S. Census figures are that, between 1995 and 2015, the number of undergraduates will grow by 19%, to about 16 million. Contributing to this increase will be the arrival on campus of children born to post-World War II baby boomer parents, "Generation Y." Enrollments will also increase because of returning adults, enrollments of foreign students, and modest improvements in the readiness of U.S. youth to do college work. By 2015, 80% of the 2.6 million new students will be minorities: African American, Hispanic, and Asian/Pacific Islander. Minority enrollment will be about 37.2%. The increase among African Americans will be modest, but Asian Americans on campus will increase dramatically, as will Hispanic Americans. The percentage of white students on campus is expected to fall by 7.8 percentage points. In the District of Columbia and Hawaii, California, and New Mexico, minority undergraduates will exceed whites in 2015. Nevertheless, the share of 18-to-24-year-old African American and Hispanic undergraduates will still be smaller than their proportions in the same age group overall. Closing the remaining gap in minority undergraduate enrollment should be a high national priority. (Contains 45 references.) (SLD)

ETS Educational Testing Service

Crossing the Great Divide

Can We Achieve Equity When Generation Y Goes to College?

Anthony P. Carnevale
Richard A. Fry

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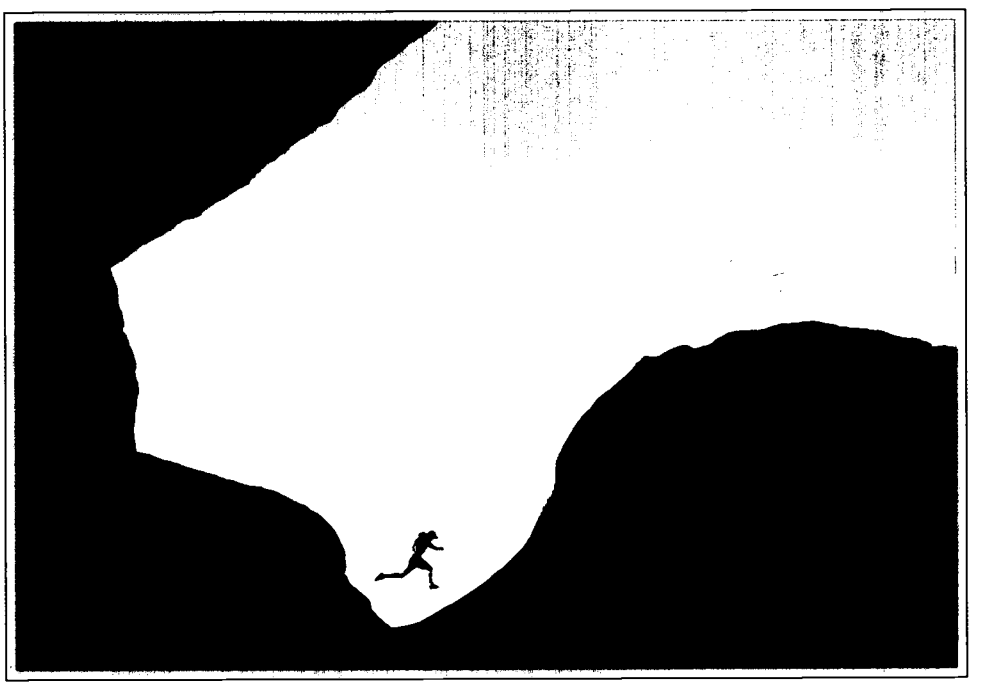
Crossing the Great Divide



Can We Achieve Equity When Generation Y Goes to College?

Anthony P. Carnevale
Richard A. Fry

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Preface

We at Educational Testing Service (ETS) are pleased to add this contribution to our understanding of the future size and diversity of incoming classes on our nation's undergraduate campuses. As the nation's largest not-for-profit research and assessment institution, we have been assessing the abilities of students and adults for more than 50 years and are committed to creating opportunities for adults and youth to pursue higher education. This report provides original, detailed projections of the course of state and national undergraduate enrollments until 2015. The projections are based on the changing demographics of the nation's youth and adults that are already in the pipeline. This detailed analysis should help decision makers involved in the administration, governance, and financing of higher education ensure that youth and adults of all racial and ethnic backgrounds are able to obtain the undergraduate skills and learning that contribute to individual success and enrich our communities and workplaces.

It has been over two decades since the baby-boom generation attended the nation's college classrooms and fostered a major expansion of our colleges and universities. 1988 marked the first year since 1964 in which more than 4 million births occurred in the United States, and the baby-boom echo generation that is currently crowding our elementary and secondary schools is on the verge of going off to college.

While federal government population projections provide a detailed portrait of the salient characteristics of each state's youth and adults, available projections of undergraduate enrollment are limited to the nation as a whole and provide little demographic detail. Given pressing debates on affirmative action and looming skill shortages for educated workers, this report synthesizes the available information on impending state demographic changes and their implications for the volume and diversity of undergraduate enrollment for each state.

This report should help decision makers ensure that youth and adults of all racial and ethnic backgrounds obtain the undergraduate skills and learning that contribute to individual success and enrich our communities and workplaces.

Two senior ETS researchers, Vice President for Public Leadership Anthony P. Carnevale and Senior Economist Richard Fry, find that the sizable impending growth in undergraduate enrollment will be uneven, with much of the growth occurring in 14 states. Most states will enroll a more racially/ethnically diverse mix of students. Nonetheless, pressing minority enrollment shortfalls will continue to face most states. In very few states will African

American and Hispanic youth be likely to be enrolled in college at anywhere near their share of the larger 18- to 24-year-old population.

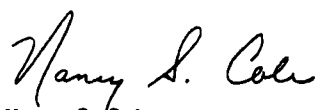
The higher education community must redouble its efforts to ensure that minority youth and adults are adequately prepared for college and able to share in the bounty of higher education.

The higher education community must redouble its efforts to ensure that minority youth and adults are adequately prepared for college and are able to share in the bounty of higher education. Both our national economy and our nation's college classrooms have much to gain from enhanced diversity among our undergraduates.

New studies on the performance of homogeneous and diverse work groups show that staff diversity greatly improves performance and decision making. The ever-increasing openness of the U.S. economy forces employers to compete and market products to more diverse customers. The growing premium on both product customization and workplace creativity and innovation means that American workplaces can greatly benefit from diverse work teams.

Undergraduates from all backgrounds have much to gain from enhanced diversity on our nation's campuses. Diverse classrooms imbue tolerance and strengthen interpersonal skills, again key attributes for modern knowledge workers in a globally competitive economy.

I commend this report to your reading and look forward to participating in the continuing dialogue on the issues it raises.



Nancy S. Cole
President
Educational Testing Service
Princeton, New Jersey

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The authors thank numerous individuals who assisted in producing this report. David Wright of the Department of Sociology at Wichita State University adeptly performed the initial computer programming that produced the basic Census data sets. His efficiency moved the project from conception to results quite quickly. Participants at the 1998 Population Association of America meetings in Chicago provided useful feedback on an early technical draft of the project.

The design skills of Betsy Rubinstein of InForm have greatly improved the design of this publication. The final preparation of the text—editing and fact-checking—benefited from the assistance of June Elmore, Neal Johnson, Phil Sawicki, and Carol Steinbach.

Anthony Patrick Carnevale
Anthony P. Carnevale

Richard A. Fry
Richard A. Fry

Executive Summary

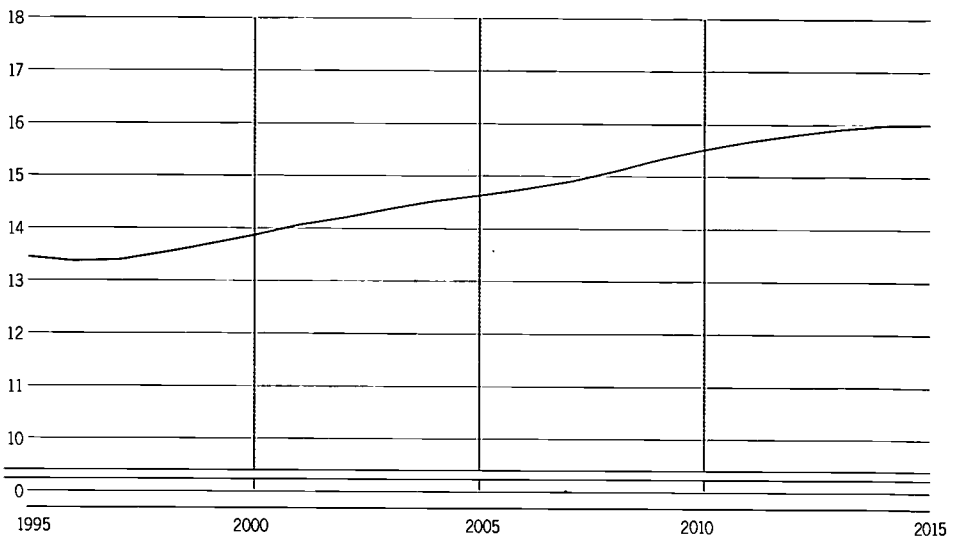
With a college degree more important than ever in today's knowledge-based economy, it's not surprising that enrollment at the nation's colleges and universities is expected to rise over the next two decades. Our projections are that between 1995 and 2015, the number of undergraduates will grow by 19 percent—from 13.4 million to about 16 million. Contributing to the rise will be the arrival on campus of students born between 1982 and 1996—"Generation Y," a large cohort of children born to post-World War II baby-boom parents. In addition, the growth in undergraduate enrollments will rise because of returning adults and persistent enrollments of foreign students. Increased enrollments also are due to modest improvements in the readiness of the nation's youth to do college work, linked to increased educational attainment among their parents and increasing family income among the most educated families *(see Figure 1)*.

But if the growth in undergraduate enrollment in a strong economy is no great surprise, a closer look at who will be going to college may be. Our analysis reveals that 80 percent of the 2.6 million new students by 2015 will be minorities—African American, Hispanic, and Asian/Pacific Islander. Minority enrollment will rise both in absolute number of students—up about 2 million—and in percentage terms, up from 29.4 percent of undergraduate enrollment to 37.2 percent.

FIGURE 1

Undergraduate Enrollment Will Expand by 2.6 Million Students

Millions of undergraduates

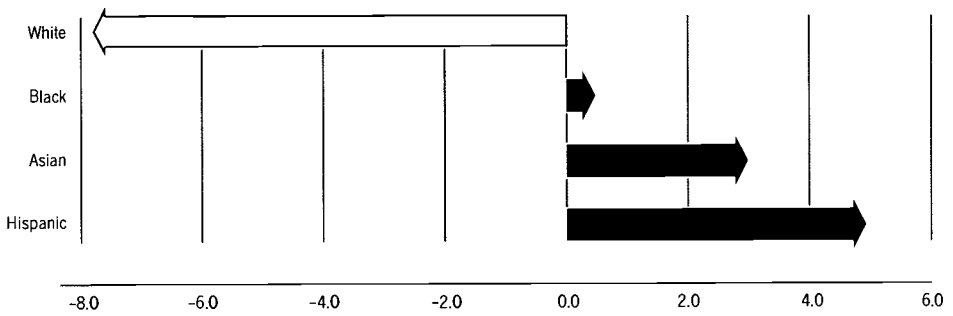


ETS analysis of U.S. Census Bureau data and population projections.

FIGURE 2

Racial/Ethnic Change in Undergraduate Enrollment, 1995-2015

Percentage point change in share of undergraduates



ETS analysis of U.S. Census Bureau data and population projections.

The increase in African American undergraduates will be relatively modest—from 12.8 percent of students in 1995 to 13.2 percent in 2015. Asians on campus will swell dramatically by 86 percent over the 1995 level, growing from 5.4 percent of college students to 8.4 percent. Hispanic students, too, will register large increases, from 10.6 percent of 1995 undergraduates to 15.4 percent in 2015. The percentage of White undergraduates is expected to fall by 7.8 percentage points over that period *(see Figure 2)*.

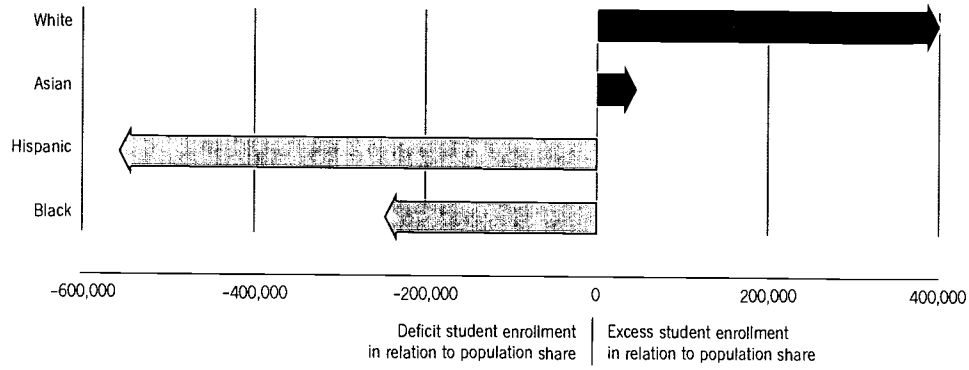
In the District of Columbia and in three states—Hawaii, California, and New Mexico—minorities enrolled in undergraduate studies will exceed Whites in 2015. In Texas, the campus population will be about 50 percent minority, and in six other states—New York, Maryland, Florida, New Jersey, Louisiana, and Mississippi—minority enrollment will exceed 40 percent of undergraduates. States with the smallest percentage of minority undergraduate students will be Maine, New Hampshire, Vermont, and West Virginia, with 7 percent or fewer minorities on their campuses in 2015.

Minority enrollment will rise both in absolute number of students—up about 2 million—and in percentage terms, up from 29.4 percent of undergraduate enrollment to 37.2 percent.

Our undergraduate projections are derived from Census Bureau projections of national population growth along with projections for all 50 states and the District of Columbia. The state projections, which are based on the likelihood of undergraduate attendance by residents, include breakdowns by race and ethnicity as well as three age categories. This analysis is the first national study to include race and ethnic characteristics in projections of undergraduate enrollment for each state *(see Appendix A for data sources and methodology)*.

FIGURE 3

Gap Between 18- to 24-Year-Olds' Population Share and Presence on Campus



ETS analysis of U.S. Census Bureau data and population projections.

The rise in both the percentages and numbers of minorities attending college is yet another striking sign of America's growing diversity. Nevertheless, the share of 18- to 24-year-old African American and Hispanic undergraduates in 2015 *still* will be smaller than their proportions of the overall 18- to 24-year-old U.S. population. In other words, while minority enrollment in undergraduate education is growing, the playing field still will not be level in 2015. Among minority groups, only Asian youth will be attending college in numbers at or above their share of the 18- to 24-year-old U.S. population *(see Figure 3)*.

While minority enrollment in undergraduate education is growing, the playing field still will not be level in 2015. Among minority groups, only Asian youth will be attending college in numbers at or above their share of the 18- to 24-year-old U.S. population.

Closing the remaining gap in minority undergraduate enrollment should be a high national priority. The United States already confronts a looming shortage of workers with college credentials to fill jobs requiring advanced skills. By taking steps to improve minorities' college prospects now, we can ensure those highly trained workers are available when we need them. Moreover, a more highly educated workforce will command higher salaries. This will benefit the overall economy by producing stronger growth in gross domestic product (GDP) and additional tax revenues.

Encouraging more minority enrollment on the nation's campuses will translate into a more diverse professional workforce. This, in turn, is very likely to strengthen the United States' ability to compete in a global economy. Studies in group dynamics and group process confirm that diversity in work groups and teams improves problem-solving capabilities and stimulates much more innovation in the marketplace.

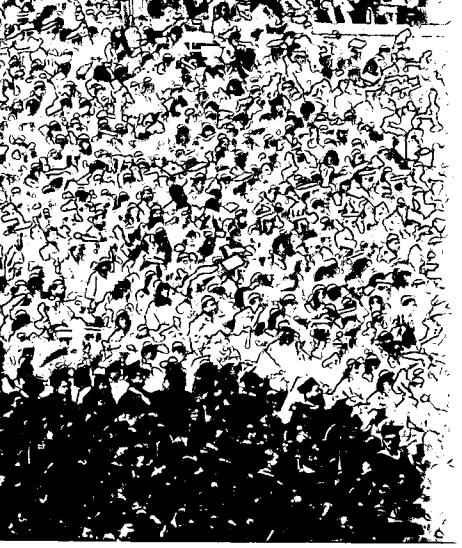
Increasing minority participation to a level equal to non-Hispanic Whites would add $231 billion in increased GDP, an amount that would generate at least $80 billion in new tax revenues.

Enabling more minorities to pursue undergraduate studies is a promising approach for reducing poverty because of the higher earnings that would result. Raising minority college attainment levels simply to those of Whites today would reduce the share of Hispanic families with inadequate incomes from 41 to 21 percent and African Americans from 33 to 24 percent.

Enabling more minorities to pursue undergraduate studies is a promising approach for reducing poverty because of the higher earnings that would result.

Finally, more diversity can enhance the learning environment at the nation's colleges and universities. More diverse viewpoints will stimulate a broader range of ideas and improve intellectual pursuits. All students benefit from having people of diverse backgrounds and viewpoints in their college faculties, dorms, and student bodies. There, they can learn skills that better prepare them to be good neighbors, citizens, and workers. A diverse student body, like a diverse workforce, becomes a source of fresh ideas in an economy that increasingly values thinking outside the box.

Over the next two decades, the rising numbers of minority students pursuing undergraduate studies offer an unprecedented opportunity to attract qualified minorities to the college ranks. With effective outreach, colleges and universities can remove barriers that still keep qualified minority students from seeking higher education.



Overall Trends in Undergraduate Enrollment

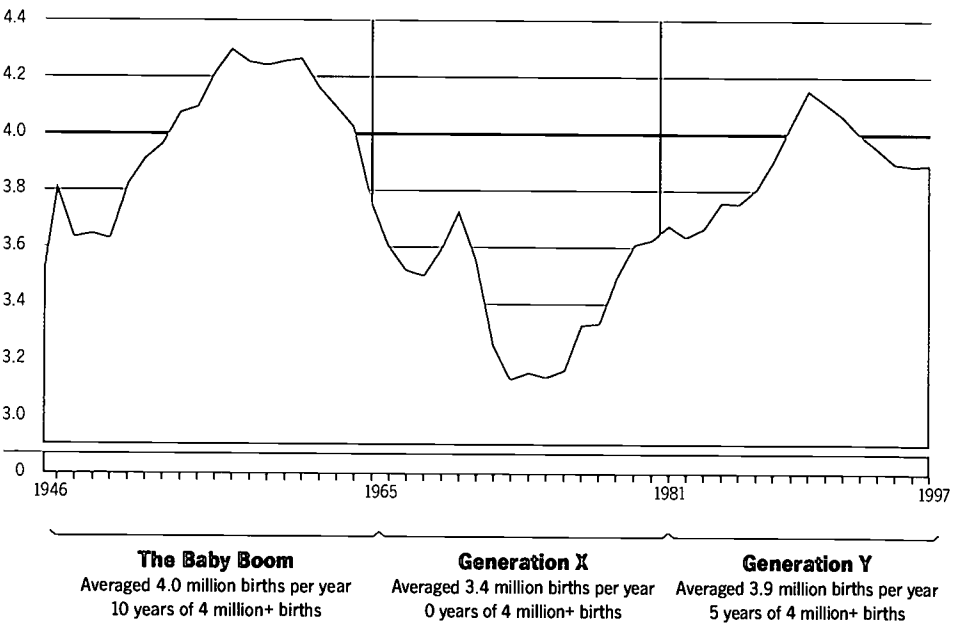
Campus Populations Have Been Rising for Half a Century

America's college population has grown substantially since World War II. Before that, college graduates were a relatively rare breed. The GI Bill enacted after the war paid college costs for millions of veterans and led to an unprecedented expansion of access to higher education. Many states enlarged their university systems, and enrollment at private colleges and universities also grew. By 1963, overall enrollment had risen to 4.3 million students. But it was about to get much, much bigger.

Over the next two decades, U.S. college enrollment tripled to more than 12 million students. Much of the increase came from the arrival on campus of millions of baby boomers born in the years immediately after World War II. American

FIGURE 4

Births Since World War II: Baby Boomers, Generation X, and Generation Y



U.S. National Center for Health Statistics, Monthly Vital Statistics Report.

mothers bore 4 million babies annually between 1954 and 1964, a record level. Higher college enrollment also reflected a gradual shift in the U.S. economy from blue-collar to white-collar jobs *(see Figure 4)*.

By the early 1980s, the baby boomers had passed college age, and pressures for further expansion of higher education largely subsided. College enrollment continued to grow between 1982 and 1995 but at a much slower pace than before. Nontraditional students, age 25 and older, accounted for much of the campus population growth that occurred.

Today's projected increased undergraduate enrollment, while not as striking as the baby-boom surge, remains robust. Five factors drive the growth:

- A rise in births between 1982 and 1996
- Immigration
- Pressures on older workers to add to their skills
- Better academic preparation among high school students
- Changing characteristics of families

As the children of baby boomers reach college age, they are driving up enrollment just as their parents did. This new campus cohort, Generation Y, follows on the heels of a much smaller group of Generation X students.

2.6 million more undergraduates will be on campus in 2015

Factor	Number of students
Higher Generation Y births	1,700,000
Rising Immigration	Significant increases expected
More Older Students	850,000
Better Preparation	Cannot be determined
Changing Family Characteristics	Cannot be determined

A Big "Generation Y" Fuels Growing Enrollment

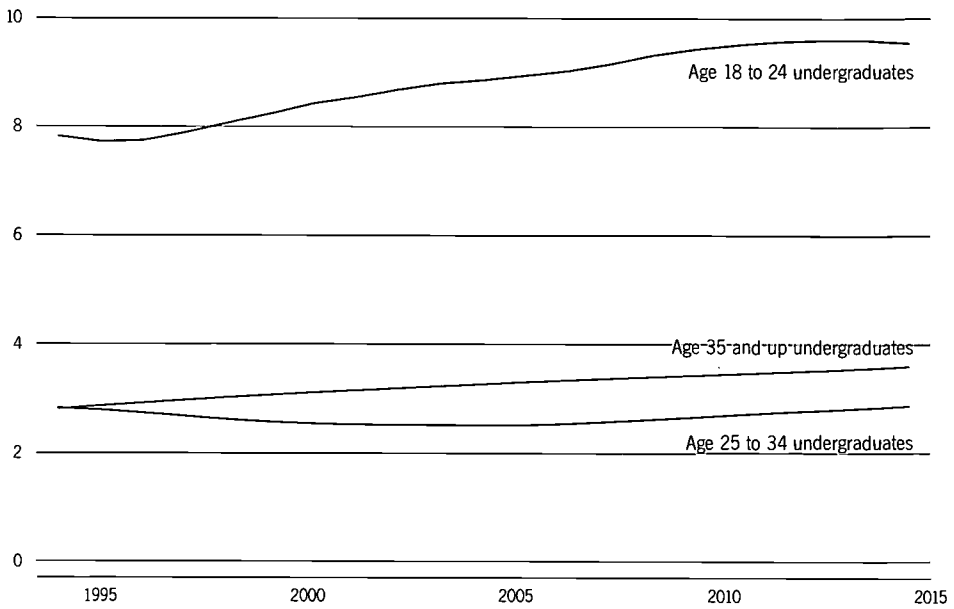
As the children of baby boomers reach college age, they are driving up enrollment just as their parents did. This new campus cohort, Generation Y, follows on the heels of a much smaller group of Generation X students, born between 1965 and 1982. As Figure 4 indicates, birth numbers of Generation X kids never exceeded 3.8 million annually and, at the lowest point, fell below 3.2 million babies per year.

Generation Y, by contrast, is much larger. By 1988, after a hiatus of 25 years, U.S. births again climbed above 4 million annually. Our analysis projects that

FIGURE 5

18- to 24-Year-Olds Will Fuel the Undergraduate Growth

Millions of undergraduates



ETS analysis of U.S. Census Bureau data and population projections.

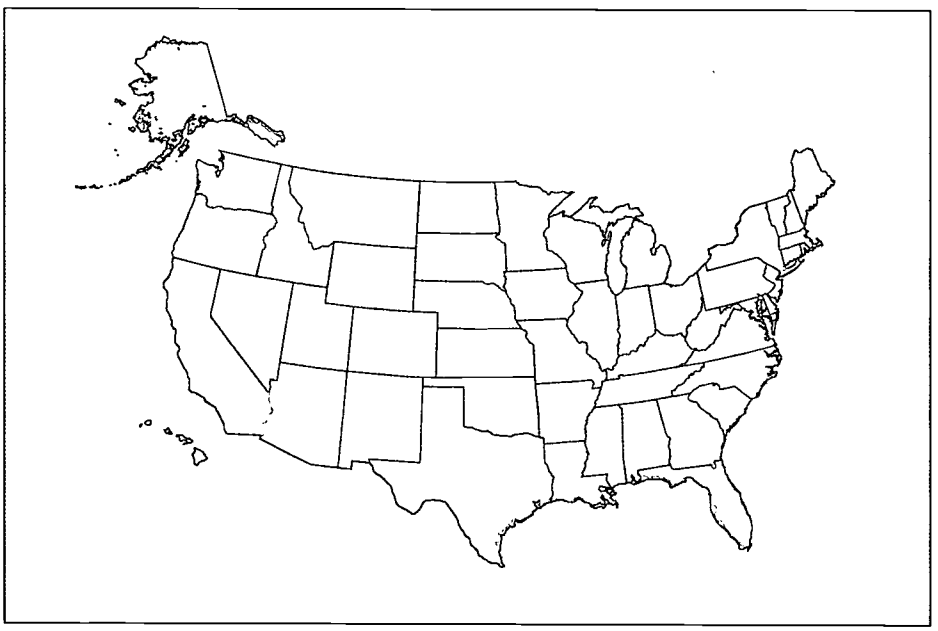
FIGURE 6

Big States' Undergraduates Will Increase the Most

Largest Undergraduate Enrollment Increases

Number of students

- ▷ California 730,000
- ▷ Texas 310,000
- ▷ Florida 190,000
- ▷ New York 110,000
- ▷ Arizona 90,000



▷ Five states with the largest increases in undergraduate enrollment

ETS analysis of U.S. Census Bureau data and population projections.

18- to 24-year-olds from Generation Y will account for roughly two-thirds of the increase in the number of undergraduates by 2015—or 1.7 million out of the 2.6 million additional students *(see Figure 5)*.

Rising Immigration Boosts Campus Populations

A dramatic rise in immigration also is fueling campus population growth. In the three decades between 1950 and 1980, about 450,000 immigrants came to the United States legally each year. By 1980, that number had soared to 800,000 annually. One team of researchers has projected that about 22 percent of U.S. school-age youth in 2010 will be children of immigrants (Fix and Passel, 1994), compared to only 15 percent in 1990.

One team of researchers has projected that about 22 percent of U.S. school-age youth in 2010 will be children of immigrants, compared to only 15 percent in 1990.

The importance of immigration to the size and composition of the nation's children has been underscored by Census Bureau projections. If U.S. immigration was assumed to be zero from 1995 onward, the absolute number of U.S. children would decline by 2 million by 2015, rather than rising by the projected 6 million.

The data necessary to project the precise share of enrollment growth attributable to immigration are unavailable. By any estimate, however, it should be significant. Four of the five states projected to have the largest increases in undergraduates by 2015—California, Texas, Florida, and New York—also top the list of states with the most immigrants since 1980 *(see Figure 6)*.

Older Students Flock to Higher Education

Some of the rise in undergraduate numbers by 2015 will be comprised of mature students age 35 and older. This population will include baby boomers on sabbatical and mature workers returning to school for more mid-career education. Our analysis projects that older students will account for about 31 percent—about 800,000 students—of the projected 2.6 million rise in undergraduate enrollment between 1995 and 2015.

Because Generation X was so much smaller than the cohorts before and after, its impact on undergraduate enrollment will not be as large. The Census Bureau forecasts that the Generation X population ages 25 to 34 will remain unchanged through 2015. Consequently, we project that only about 2 percent—less than 50,000 students—of the increase in the number of undergraduates will be attributable to this age group.

Today's High School Students May Be Better Prepared

Rising scores do not necessarily imply that our schools are performing better. The apparent rise in cognitive skills could reflect improvements in other areas, such as better preparation at home or higher family incomes.

A gradual rise in the educational achievement of America's youth is another factor supporting our projections of increased college enrollment. Given the shrillness of the debate over the performance of our elementary and secondary schools, we will delineate our assertion carefully.

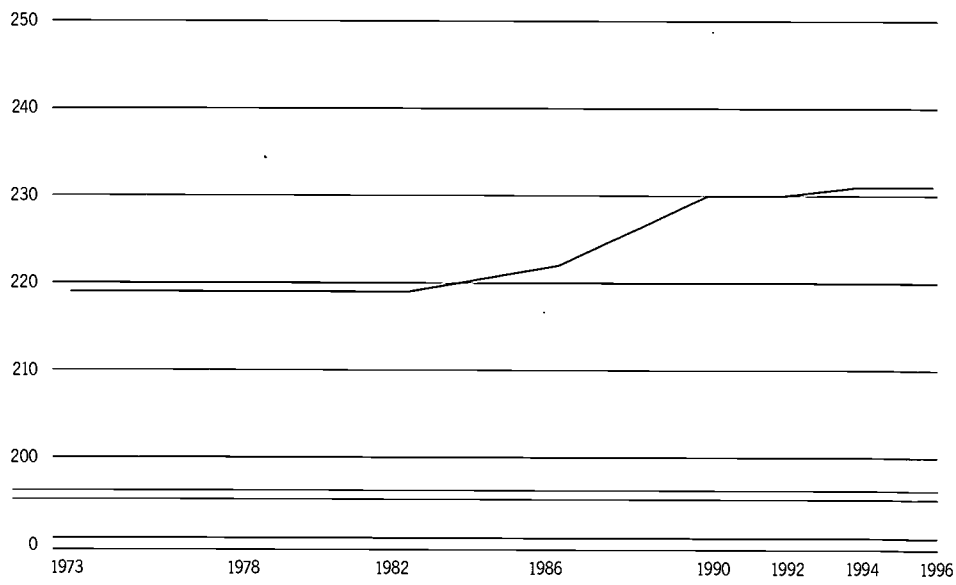
Comparing the academic readiness of today's youth with previous generations is complicated by an absence of comparable measures. The most credible measures we have suggest that students today are at least as well prepared academically as their parents. Empirical evidence shows modest improvements in test scores over the past 30 years *(see "How Do Today's Children's Scores Measure Up?").*

Rising scores do not necessarily imply that our schools are performing better, however. The apparent rise in cognitive skills could reflect improvements in other areas, such as better preparation at home or higher family incomes. Our analysis does not assert that schools are better or worse than before, or that they are up to the level they need to be.

FIGURE 7

Student Achievement Levels Are Modestly Increasing

National Math Scale score for 9-year-olds



National Center for Education Statistics, NAEP 1996 Trends in Academic Progress.

How Do Today's Children's Scores Measure Up?

Comparing SAT or ACT scores over time is not a good way to judge the academic achievements of today's youth as compared to their parents. A major reason is that about one-third of high school seniors don't take either exam. A better source is the U.S. Department of Education's National Assessment of Educational Progress (NAEP). Carried out by Educational Testing Service, NAEP has, since 1969, periodically assessed the abilities of 9-year-olds, and 13- and 17-year-olds, in reading, mathematics, science, and writing. Because of its continuity in content and procedures, the NAEP is the nation's best assessment of what America's students know (NCES, 1997b).

What does the NAEP show? In 1996, the average scores of 9-year-olds on the reading and math tests were significantly higher than the scores of 9-year-olds in 1971, the first year of the reading assessment, and 1973, the first year of the mathematics assessment *(see Figure 7)*.

Will today's 9-year-olds continue to outpace earlier generations as they get older? We won't know for sure until they mature, but if history is any guide, they will. The 9-year-olds taking the NAEP in 1978 had a national average mathematics score of 219. Eight years later, at age 17, this cohort had an average math score of 302—a gain of 83 points. By contrast, 9-year-olds taking the NAEP in 1986 earned an average score of 222. By 1994, at age 17, their average score was 306, a gain of 84 points. In other words, the younger cohort scoring better at age 9 continued to score better as it got older.

Economist Alan Krueger has quantified the improvement in NAEP scores over time (Krueger, 1998). He took the median student's score today and, by definition, ranked that student's test score number 50 out of 100 scores. Krueger then compared that score to scores in the early 1970s. He discovered that today's median score ranked 56 out of 100 two decades ago. In other words, today's student had gained six points on the NAEP over his or her parent's generation.

Children of College Graduates Are More Likely to Seek Higher Education

Children whose parents went to college are more likely to enroll as college students themselves, and Generation Y's folks are much more likely to have graduated from college than prior generations.

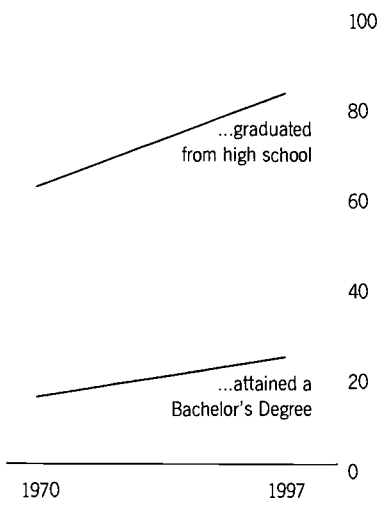
Compared to a generation ago, today's parents are more educated, have higher family incomes, and have fewer children per household. These changing family circumstances since 1960 are the final factor contributing to rising college enrollments for today's adolescents.

Children whose parents went to college are more likely to enroll as college students themselves, and Generation Y's folks are much more likely to have graduated from college than prior generations. In 1970, for example, only 13 percent of the fathers of teenage students held a bachelor's degree. By 1990, 23 percent did. A recent study (Ellwood and Kane, 1998) found that among high school students with at least one college-educated parent, 84 percent were likely to go to college, compared to only 69 percent of pupils whose parents had never attended college. Students in the study were otherwise similar, including in academic preparation *(see Figure 8)*.

FIGURE 8

Parents' Education Levels Are Rising

Percent of children whose parents...



Bianchi (1990), and Bryson and Casper (1998).

Higher family incomes also are encouraging more young people to opt for higher education. The real household income of the median child rose 50 percent between 1959 and 1989 (Mayer, 1997). About 60 percent of adolescents from families with incomes above $65,000 enroll in college, compared to one in three teens in families earning less than $30,000 (Carnevale, Fry, and Turner, 2000).

Smaller family size also is a factor in rising college enrollment. Today's families with children have an average of 1.8 offspring, compared to an average 2.3 in 1970 (Hernandez, 1996). Having fewer children increases the economic resources available for each child and, in turn, probably boosts academic skills. Studies show that children with fewer siblings do better in school than those with more sisters and brothers. An only child is far more likely to attend college than a similar high school graduate with three or more siblings (Mare, 1995).

Minorities on Campus

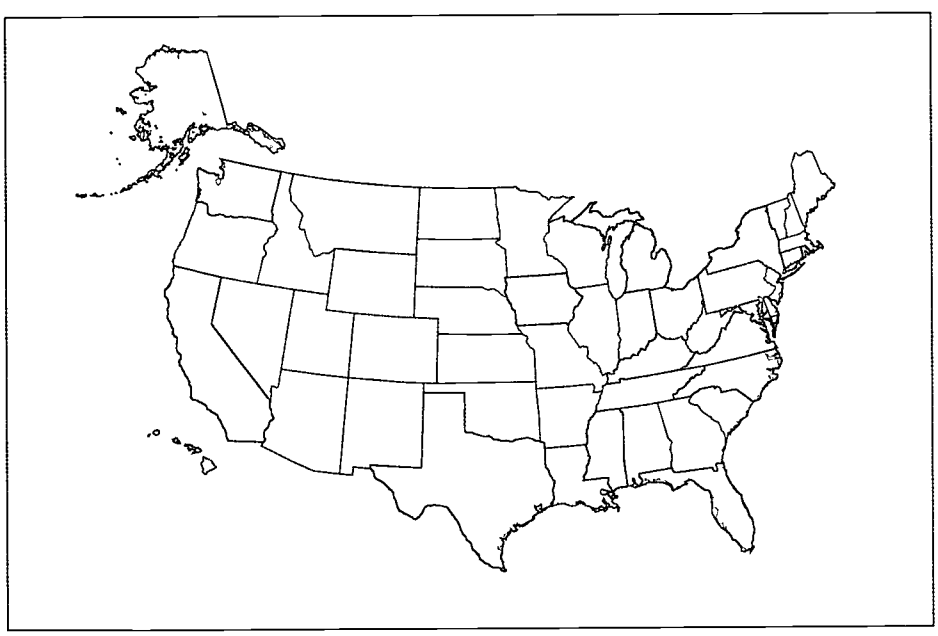
The White Majority Is Getting Smaller

As in the past, White (non-Hispanic) students will continue to be the largest group on college campuses. Our analysis projects that the number of White undergraduates will rise from 9.5 million in 1995 to 10 million by 2015. Despite this rise, however, White students, as a percentage of all undergraduates, will decline, falling from 70.6 percent in 1995 to 62.8 percent in 2015 *(see Figure 2 on page 9)*.

Our projections show that the absolute number of White undergraduates—not just the percentage—also will fall in ten states, led by New York, where White undergraduate enrollment is expected to drop by about 15,000 students. The number of White students will fall by about 10,000 each in Ohio and Pennsylvania. Seven other states—Kentucky, Iowa, Michigan, Mississippi, New Jersey, Rhode Island, and West Virginia—also will show a drop in total number of White students by 2015 *(see Figure 9)*.

FIGURE 9

White Undergraduates Decline in 10 States



Largest White Undergraduate Decreases

Number of students

- Michigan 10,000
- West Virginia . . 10,000
- Ohio 10,000
- Pennsylvania . . 10,000
- New York 20,000

Five states with largest increases in White undergraduate enrollment

Smaller increases in White undergraduate enrollment

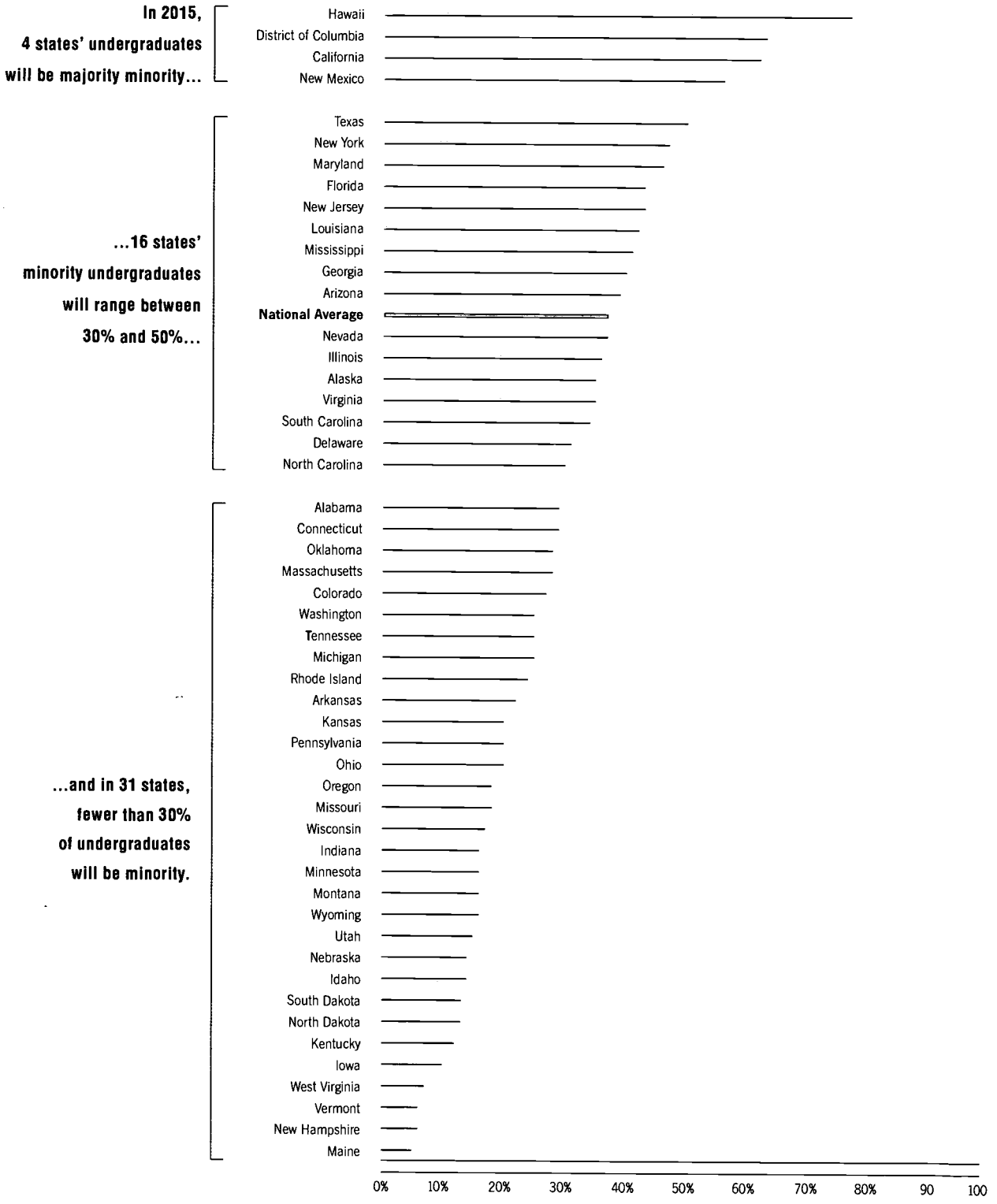
Decrease in White undergraduate enrollment

ETS analysis of U.S. Census Bureau data and population projections.

FIGURE 10

Minorities Will Be the Majority on a Growing Number of Campuses

Minority percentages on campus by state



ETS analysis of U.S. Census Bureau data and population projections.

The number of White undergraduates on campus will rise in 40 states, led by Texas, Florida, California, Washington State, and North Carolina. These five states alone will account for about 260,000 of the 600,000 additional White undergraduates in 2015.

Minorities Will Be the Campus Majority in a Growing Number of States

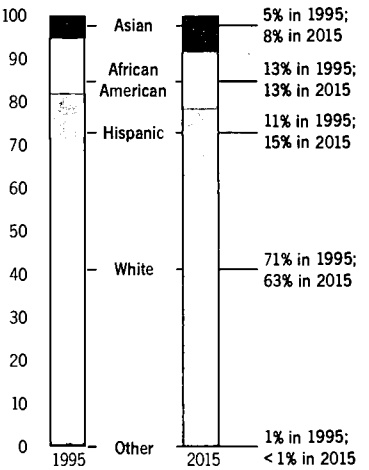
African American, Hispanic, and Asian/Pacific Islander students will account for 80 percent of the increase in undergraduates by 2015, or about 2 million of the 2.6 million new students. Minorities as a group will increase their combined share of the undergraduate population from 29.4 to 37.2 percent *(see Figure 10)*.

Minority undergraduates will outnumber White students on campus in the District of Columbia and three states by 2015—California, Hawaii, and New Mexico. Texas will be almost evenly split between White

FIGURE 11

In 2015, Relatively More Undergraduates Will Be Asian, Hispanic and African American

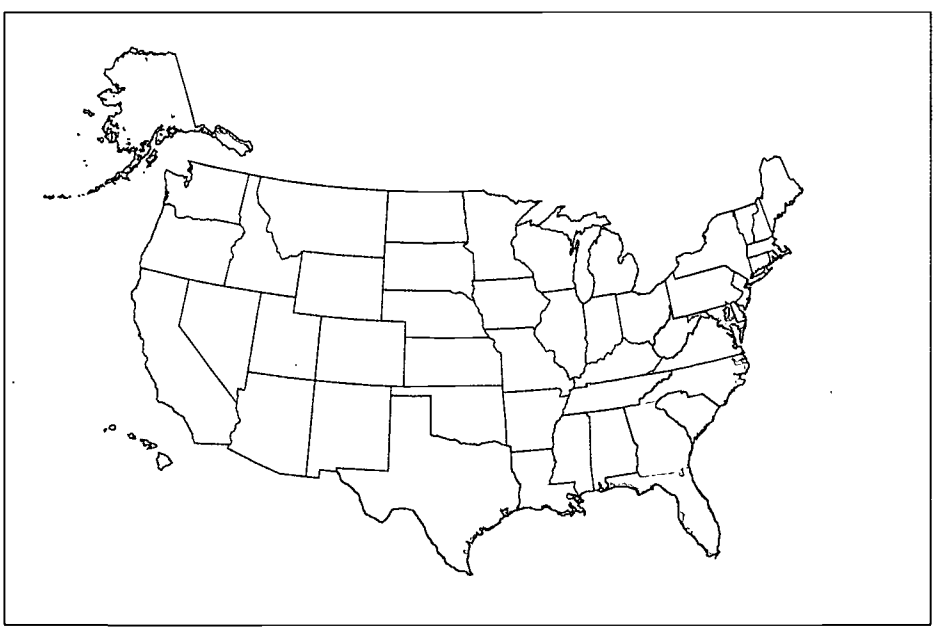
Percent of undergraduates



ETS analysis of U.S. Census Bureau data and population projections.

FIGURE 12

The Increase in Black Undergraduates Is More Geographically Dispersed than for Other Race/Ethnic Groups



Top 5 increases in Black undergraduate enrollment

Smaller increases in Black undergraduate enrollment

Decreases in Black undergraduate enrollment

Largest Black Undergraduate Increases

Number of students

- Texas 50,000
- Georgia 40,000
- Florida 40,000
- Maryland 30,000
- North Carolina .20,000

ETS analysis of U.S. Census Bureau data and population projections.

Since the number of Hispanic and Asian undergraduates will rise more swiftly, the percentage of Black undergraduates will change only marginally, remaining near 13 percent. Texas, Georgia, and Florida will experience the largest gains.

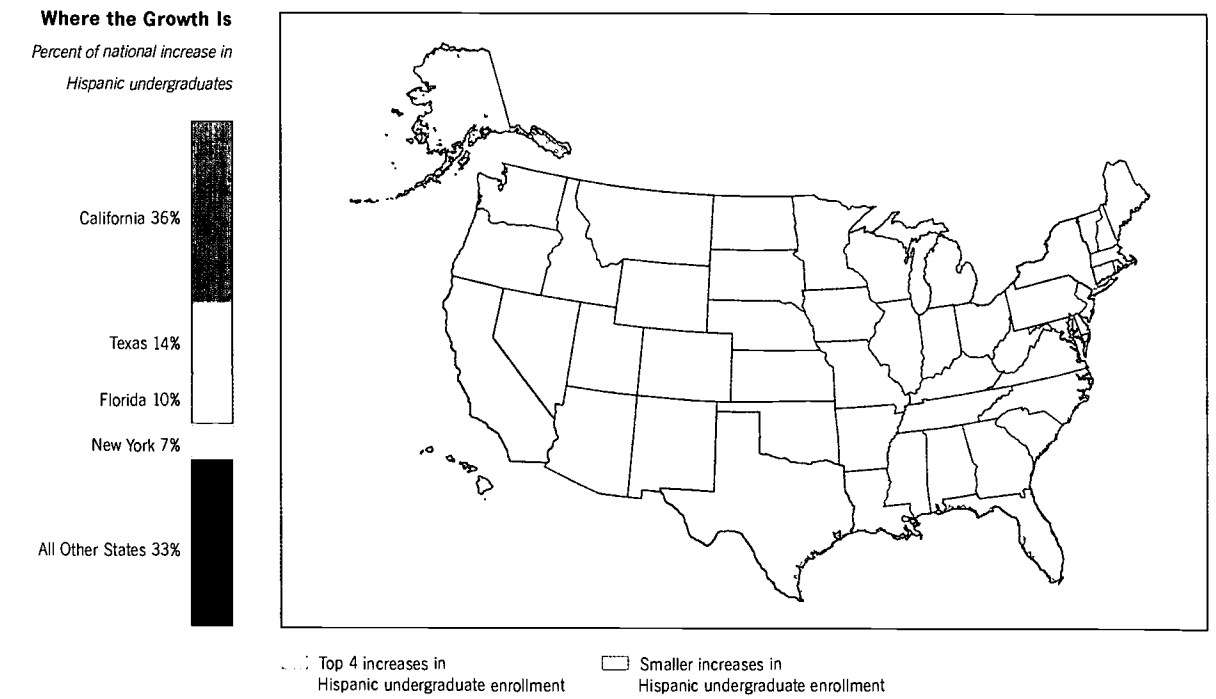
and minority students by 2015, with minorities as a group becoming a majority on Texas campuses soon after. The growth in number and percentage of minority undergraduates in western and southern states will result mainly from increases in students from Hispanic and Asian backgrounds *(see Figure 11)*.

Black Enrollment Grows Modestly

African Americans will account for 2.1 million of the nation's 16 million college students in 2015, compared to 1.7 million out of 13.4 million undergraduates in 1995—for a rise of 400,000 Black undergraduates. Since the number of Hispanic and Asian undergraduates will rise more swiftly, the percentage of Black undergraduates will change only marginally—from slightly less than 13 percent to slightly more than 13 percent. Texas, Georgia, and Florida will experience the largest gains in Black undergraduates *(see Figure 12)*.

FIGURE 13

Four States Account for 67% of the One Million National Increase in Hispanic Undergraduates



ETS analysis of U.S. Census Bureau data and population projections.

Hispanic Enrollment Leaps Dramatically

In 1995, Hispanic Americans accounted for 1.4 million of the country's undergraduates. By 2015, we project their number to rise to 2.5 million. This 73 percent increase will make Hispanics the country's largest college-going minority—accounting for about one in six undergraduates on campus in 2015. Hispanic undergraduates will outnumber African American undergraduates for the first time in the year 2006. California, Texas, and Florida will gain more Hispanic undergraduates than other states *(see Figure 13)*.

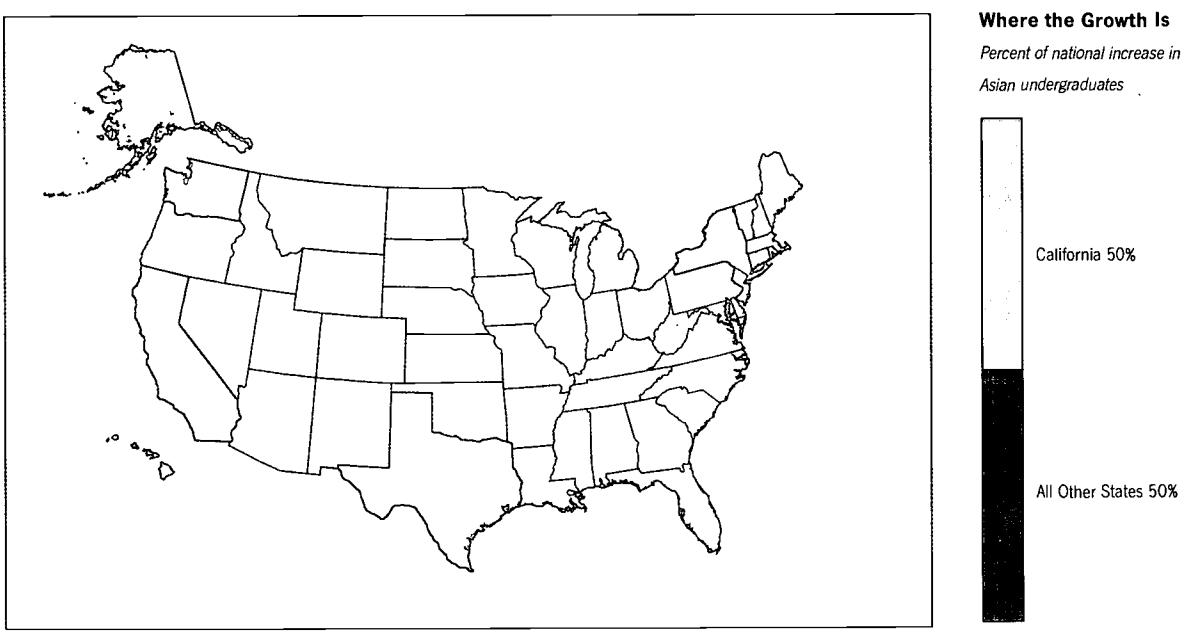
Asians' Numbers Grow Fastest

About 600,000 of the 2.6 million additional undergraduates in 2015 will come from increased enrollment of Asians. These students will account for 1.3 million of the projected 16 million undergraduates in 2015, compared to only 700,000 in 1995. The percentage increase will be 86 percent—the largest of any minority. A substantial chunk

Asian students will account for 1.3 million of the projected 16 million undergraduates in 2015, compared to just 700,000 in 1995.

FIGURE 14

California Accounts for Half of the 600,000 National Increase in Asian Undergraduates



ETS analysis of U.S. Census Bureau data and population projections.

of the increase in Asian enrollment will occur in California, which is projected to gain over 300,000 additional Asian undergraduates, half the national increase of 600,000 *(see Figure 14)*.

Public and Private Institutions Show Equal Growth

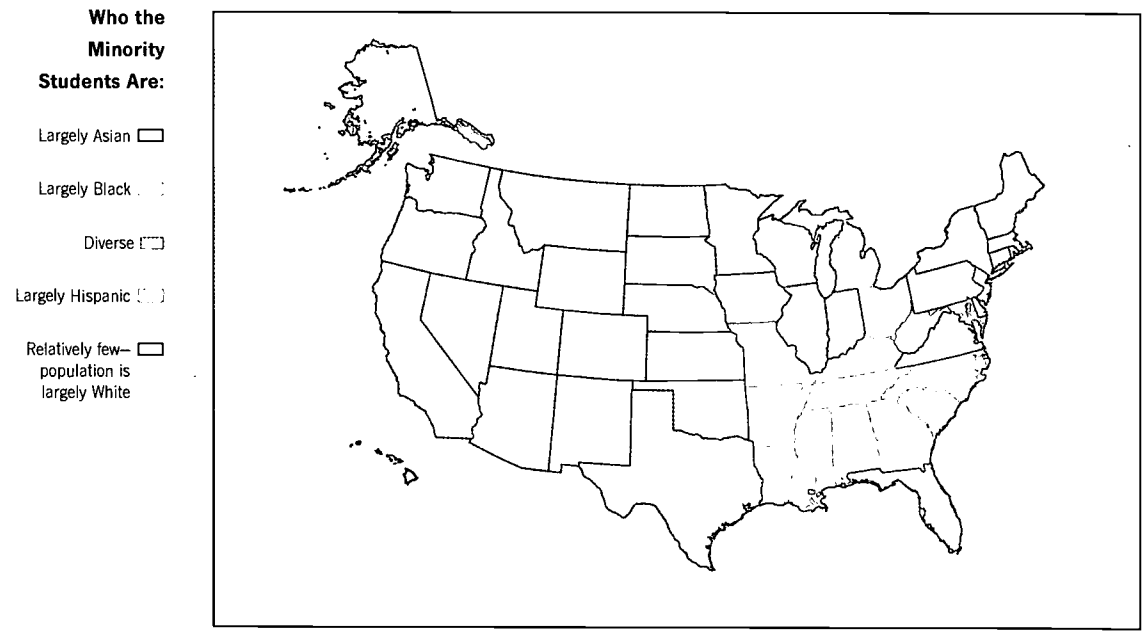
The proportions of students enrolled in public versus private colleges and universities are not expected to change between 1995 and 2015. We project undergraduate enrollment at public institutions to grow by about 2.1 million, a 19 percent increase, while enrollment at private institutions will grow by about a half a million, an increase of 18 percent. As in the past, public institutions will enroll about 80 percent of undergraduates.

Southern State Campuses Will Be Least Diverse

Aside from Florida, with a substantial Hispanic population, the traditional southern states will have less diverse campuses than the rest of the country in 2015. Undergraduates in these states will remain largely White and African American.

FIGURE 15

Race/Ethnic Relations Are Becoming Less "Black and White" and More "Diverse" Over the Next 20 Years



ETS analysis of U.S. Census Bureau data and population projections.

In most other states, there will be a substantial minority student contingent on campus, but no single racial/ethnic minority will account for the lion's share of minority undergraduates. These states will be "diverse *(see Figure 15)*."

Five States Account for Half of Overall Enrollment Gains

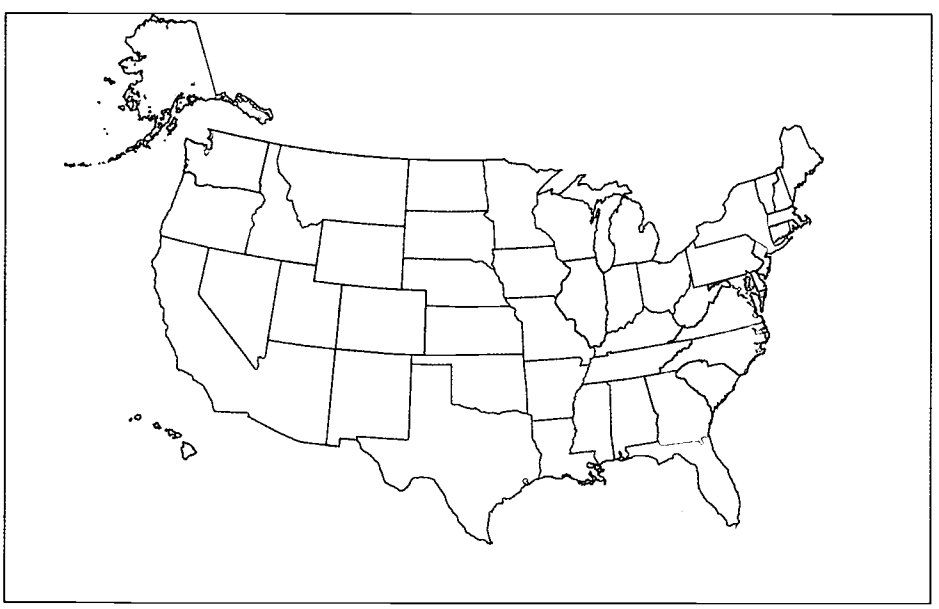
More than 50 percent of the overall increase in undergraduates between 1995 and 2015 will be in five states—California, Texas, Florida, New York, and Arizona. These five states with big enrollment gains will increase their projected undergraduate enrollment by 1.4 million students over the twenty years *(see Figure 16)*.

Four of the five states with big enrollment gains already have the largest current enrollments. Arizona, the exception, now ranks 20th among the states in undergraduate enrollment. Arizona's expected increase of 90,000 undergraduates would largely be the result of natural population increase. But in Arizona, as well as in the four other big gainers, immigration will play an important role.

Between 1995 and 2015, California, Texas, Florida, New York, and Arizona are expected to increase their undergraduate enrollment by 1.4 million students.

FIGURE 16

14 States Account for 75% of the Undergraduate Increase



Top 5 increases in undergraduate enrollment

Other above average increases in undergraduate enrollment

Smaller increases in undergraduate enrollment

ETS analysis of U.S. Census Bureau data and population projections.

Nationally, most of the new undergraduates will be minority undergraduates—and the states with diverse undergraduate campuses today will be the ones tending to grow over the foreseeable future.

By 2015, all five of the states with the largest enrollment gains will have large minority student populations. In California, two-thirds of all undergraduates are projected to be African American, Hispanic, or Asian/Pacific Islander. Texas, Florida, and New York will be nearly evenly split between White and minority students *(see Table 1)*.

Nine States Register Modest Overall Campus Growth

Nine states will experience modest overall enrollment gains between 1995 and 2015. All nine will exceed the average state enrollment gain of about 51,000. Increases in Illinois and Massachusetts will be largely due to immigration. Gains in Georgia, North Carolina, Colorado, and Washington State will result almost solely from an increase in Generation Y births.

Most of these states are not in the traditional bastion of higher education, the northeast and north central United States. What they share in common is that they tend to presently have substantial minority enrollments on their campuses. Nationally, most of the new undergraduates will be minority undergraduates. Similarly, at the state level, states with diverse undergraduate campuses today will be the ones tending to grow over the foreseeable future *(see Table 2)*.

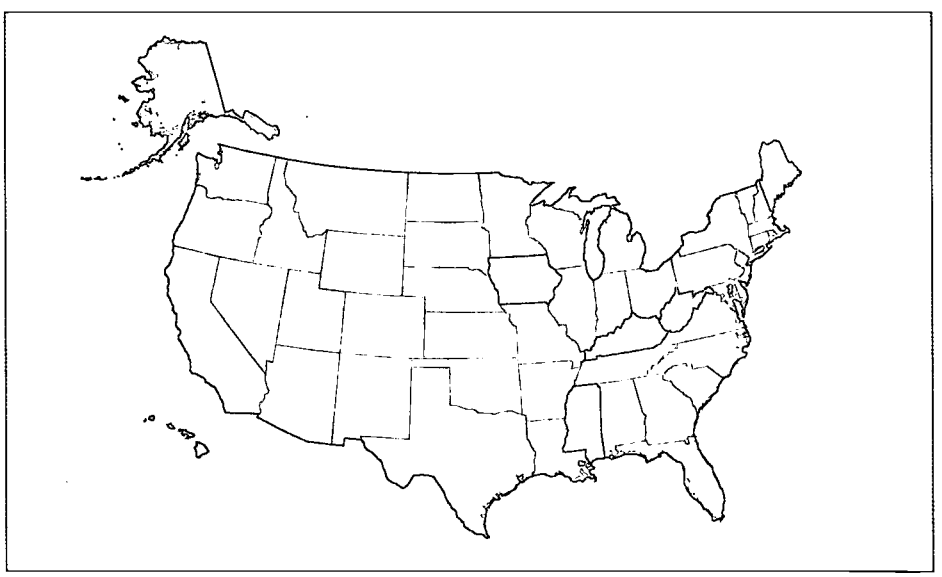
FIGURE 17

Some States Will Have Flat or Declining Undergraduate Enrollments

Smallest Undergraduate Enrollment Increases

Number of students

- ▷West Virginia . . . . . -11,000
- ▷Kentucky . . . . . -0
- ▷Maine . . . . . +1,000
- ▷Iowa . . . . . +1,000
- ▷Mississippi . . . . . +2,000



[ ] Smallest increases in undergraduate enrollment Larger increases in undergraduate enrollment

ETS analysis of U.S. Census Bureau data and population projections.

TABLE 1

All Five States with the Largest Undergraduate Gains Will Have Large Minority Enrollments

State	—Total undergraduates, 1995-2015—		—Minority enrollment in 2015—	
	Enrollment growth	Change in rank	Percent of all undergraduates	State rank
California	729,000	1 → 1	62%	3
Texas	315,000	2 → 2	50%	5
Florida	186,000	4 → 4	43%	8
New York	105,000	3 → 3	47%	6
Arizona	92,000	20 → 15	39%	13

ETS analysis of U.S. Census Bureau data and population projections.

TABLE 2

States with Modest Gains Will Show Mixed Picture on Minorities

State	—Total undergraduates, 1995-2015—		—Minority enrollment in 2015—	
	Enrollment growth	Change in rank	Percent of all undergraduates	State rank
Georgia	79,000	13 → 11	40%	12
Washington	77,000	16 → 14	25%	26
Illinois	69,000	5 → 5	36%	15
Colorado	64,000	23 → 21	27%	25
North Carolina	61,000	10 → 10	30%	20
New Jersey	58,000	9 → 9	43%	9
Virginia	55,000	12 → 13	35%	17
Massachusetts	54,000	11 → 12	28%	24
Maryland	53,000	18 → 17	46%	7

ETS analysis of U.S. Census Bureau data and population projections.

Most States Will Register Minimal Enrollment Gains

Thirty-seven states will experience relatively small increases in undergraduate enrollment. West Virginia is projected to show a decrease of about 10,000 students. Four states with very large college enrollments in 1995 will each grow by less than 25,000 students, half the national average. These states—Michigan, Ohio, Pennsylvania, and Wisconsin—have not experienced much growth in births since the 1970s nor attracted many immigrants. For some other states in this category, enrollment figures will remain flat because of a decline in the birth rate compared to 20 years ago. These states include Iowa, Kentucky, and Maine *(see Figure 17 and Table 3)*.

TABLE 3

Most States Are Expected to Add Fewer than 25,000 Undergraduates by 2015

State	Total undergraduates, 1995-2015		Minority enrollment in 2015	
	Enrollment growth	Change in rank	Percent of all undergraduates	State rank
Utah	47,000	31 → 27	15%	41
Oregon	38,000	28 → 25	18%	34
Tennessee	37,000	21 → 22	25%	27
Minnesota	36,000	19 → 20	16%	38
New Mexico	32,000	35 → 34	56%	4
Missouri	29,000	17 → 19	18%	35
Nevada	28,000	38 → 37	37%	14
Wisconsin	22,000	15 → 18	17%	36
Kansas	21,000	32 → 31	20%	31
Connecticut	21,000	30 → 30	29%	22
Oklahoma	21,000	25 → 26	28%	23
Louisiana	21,000	24 → 24	42%	10
Hawaii	20,000	40 → 38	77%	1
Indiana	19,000	14 → 16	16%	37
Alabama	19,000	22 → 23	29%	21
South Carolina	18,000	27 → 28	34%	18
Idaho	18,000	39 → 39	14%	43
Pennsylvania	16,000	8 → 8	20%	32
New Hampshire	12,000	43 → 41	6%	50
Ohio	11,000	7 → 7	20%	33
Michigan	11,000	6 → 6	25%	28
Alaska	11,000	50 → 48	35%	16
Nebraska	9,000	36 → 36	14%	42
Dist. Columbia	9,000	48 → 47	63%	2
Wyoming	8,000	49 → 49	16%	40
Rhode Island	7,000	41 → 42	24%	29
Delaware	6,000	45 → 45	31%	19
Arkansas	6,000	34 → 35	22%	30
Montana	5,000	44 → 44	16%	39
North Dakota	3,000	46 → 46	13%	45
South Dakota	3,000	47 → 50	13%	44
Vermont	3,000	51 → 51	6%	49
Mississippi	2,000	33 → 33	41%	11
Iowa	1,000	29 → 32	10%	47
Maine	1,000	42 → 43	5%	51
Kentucky	0	26 → 29	12%	46
West Virginia	**-11,000**	-37 → 40	7%	48

ETS analysis of U.S. Census Bureau data and population projections.

Four "Wild Cards" Could Influence Our Projections

Economists have identified four variables that exert strong influence on college enrollment—any one of which could impact our projections. If these factors change radically from the status quo, the projections here could be either too high or too low.

Tuition increases. A big factor in the demand for seats in college lecture halls is how much higher education costs. Economists emphasize that the largest cost is not tuition and fees, but foregone earnings. Since real earnings of the typical high school graduate have fallen since 1979, lost earnings from attending college have fallen, too. Even so, studies show that college enrollment is still sensitive to tuition and fee costs.

This correlation between cost and attendance is especially true for low-income youth. One empirical study found that a $1,000 increase in tuition at public community colleges produced a 6 percent drop in undergraduate enrollment (Kane, 1995).

A big factor in the demand for seats in college lecture halls is how much higher education costs. One study found that a $1,000 increase in tuition at public community colleges produced a 6 percent drop in undergraduate enrollment.

How likely are tuition increases of that magnitude? Higher education spending by most state governments has been strong over the last five years. There is no guarantee, however, that such investment will continue. A report issued under the auspices of the National Center for Public Policy and Higher Education (1999) contends that recent increases in state funding for education reflect "extraordinarily" strong fiscal conditions and will disappear when state economies cool down. The report's author, Harold A. Hovey, estimates that at least 40 states will face new budget deficits by 2008. If so, states are likely to raise tuition at most public colleges and universities. And if that happens, our overall enrollment projections—and especially the numbers we project for minority students—could be too high.

Labor market returns. Our college enrollment projections also are sensitive to conditions in the labor market and, in particular, to the financial returns from a college degree (Averett and Burton, 1996). Economists call this the college-wage premium. During the 1970s, male college graduates earned 20 percent more than high school graduates. Two decades later, the differential had soared to 50 percent (Kosters, 1998). Recent data suggest that the premium has probably now peaked, but in today's economy, it is unlikely to fall below the historical average of 25 percent (Krueger, 1997). However, if the college-wage premium drops unexpectedly, our enrollment projections would probably be too high.

The entrance of a baby boomlet into the labor market may depress wages of recent college graduates more than it depresses the wages of recent high school graduates. This would reduce the financial payoff of a college degree—and thus might reduce the college enrollment total for 2015.

Parental background. Teenagers whose parents have a college education are more likely to go to college, and today's parents are better educated than earlier cohorts. However, the steady trend toward better-educated parents has been interrupted in states with high rates of Hispanic immigration. A substantial number of Hispanic students live in families where parents did not complete high school. This is true for about one-third of Hispanic eighth-graders whose parents were born abroad. And if the child was also born abroad, chances are only 50-50 that either parent has a high school diploma (Driscoll, 1998).

Size of the youth cohort. Studies suggest that young people born during periods of high birth numbers are less likely to attend college than children in smaller cohorts. The reasoning has to do with the employers' ability to substitute workers by age and education level. Younger workers with a high school education can easily replace older workers with a high school diploma. New college graduates, by contrast, are generally not considered by employers to be good substitutes for older college graduates. The entrance of larger birth cohorts into the labor market may depress wages of recent college graduates to a greater extent than it depresses the wages of recent high school graduates. This, in turn, would reduce the financial payoff of a college degree (Macunovich, 1996). If this happens, the college enrollment total for 2015 projected here could be too high.

Closing the Gap

The Playing Field Still Isn't Level

The rising minority undergraduate enrollment reflected in our analysis is part of an encouraging pattern that has been working its way through our labor markets for nearly two decades.

As Table 4 indicates, African American men and women went to college in 1996 at triple their rate in 1973. Hispanic men were twice as likely to enter college and Hispanic women nearly three times more so. White students, too, more than doubled their college attendance over two decades.

These higher education pursuits translated into a significantly more educated workforce. By 1996, one in three White men in the workforce had a B.A. degree, compared to only one in five two decades earlier. As our research has indicated, rising enrollment totals, especially among minorities, will continue into the next century *(see Table 4)*.

But the good news about higher educational performance among African American and Hispanic youth needs to be tempered by sobering realities. Despite steady gains, the proportion of Blacks and Hispanics attending college still lags. The gap is pronounced among minority youth in the traditional college-age brackets, where both Blacks and Hispanics enroll in college in smaller proportions than their numbers in the overall traditional college-age population. A wide disparity also persists between minority and White college students in the number and percentage of who actually graduates from college.

In 1996, African American men and women went to college at triple their 1973 rates. Hispanic men were twice as likely to enter college and Hispanic women nearly three times more so.

TABLE 4

Trends in College Attainment in Prime-Age Labor Force, 1973-1997

Percent of labor force

	Black		Hispanic		White	
	1973	1997	1973	1997	1973	1997
Men						
Attended college, no degree	7.4	27.4	9.2	17.7	13.3	26.7
College degree	6.0	17.8	6.6	12.3	19.9	33.2
Women						
Attended college, no degree	9.2	31.6	7.5	22.2	11.9	29.4
College degree	8.4	19.4	6.1	15.0	12.8	30.2

ETS analysis of U.S. Current Population Surveys.

College enrollment gap persists among minority 18- to 24-year-olds. By 2015, African Americans are projected to make up 14.5 percent of all 18- to 24-year-olds (Day, 1996), but we project them to account for only 11.9 percent of 18- to 24-year-old undergraduates. Similarly, Hispanics will be 18.9 percent of all youth in the traditional college-age bracket, but account for only 13.1 percent of 18- to 24-year-old undergraduates. Put another way, our college campuses will be missing 250,000 African Americans and 550,000 Hispanic undergraduates.

If the economy continues to demand ever-higher skills for good jobs, minorities will have to run faster just to stay in place *(see Figure 3 on page 10)*.

If the economy continues to demand ever-higher skills for good jobs, minorities will have to run faster just to stay in place.

Why the gap? Many African American and Hispanic students have the academic skills to attend a four-year college, but don't go. Studies show that 47 percent of Black high school graduates are college-qualified, but only 42 percent actually enroll. The statistics are even more discouraging for Hispanics, where 53 percent are college-qualified but only 31 percent actually attend (NCES, 1997a). Some students who could go to four-year schools opt instead for a two-year program. About one-half of all Hispanic students in college go to two-year programs, compared to only one-third of White students (NCES, 1996a).

There is nothing wrong, of course, with community colleges. They provide access to good jobs and offer students a lower-cost ramp onto the higher education highway. The problem is that many potential four-year graduates stop after only two years. Among traditional college-age students, only 29 percent of Whites, 27 percent of Hispanics, and 20 percent of African Americans transfer to four-year schools after completing two-year programs. This has an important impact on future earnings. While a worker with an associate degree earns 21 percent more than a high school graduate, a bachelor's degree commands 31 percent more in salary and a master's degree 35 percent more. People with professional and high academic degrees—doctors, lawyers, and Ph.D.s—earn 63 percent more than workers who stopped their formal education after high school (Jaeger and Page, 1996).

The biggest gap is in college graduation rates. The percentage of academically prepared Black high school graduates attending college is very similar to the percentage of White high school graduates (NCES, 1997a). However, far more White undergraduates actually graduate. Overall, minority women are making more progress in catching up, while Hispanic men lag farthest behind. Among students who enrolled in four-year colleges in 1989-90, more than one-half of White undergraduates—58 percent—had earned bachelor's degrees by spring 1994, compared to 49 percent of Hispanic students and 44 percent of Black students (NCES, 1996b).

The Link Between College and Jobs

Closing the gap in minority educational achievement is more important than ever in today's global economy and should be a high national priority. More highly trained workers are essential to fuel our country's continued economic growth. The United States already confronts a looming shortage of workers with college credentials to fill jobs requiring advanced skills. By taking steps to improve minorities' college prospects now, we can ensure that highly trained workers are available when we need them.

Today's Jobs Require More Education

Fundamental changes in the structure of the economy and the workforce put a much higher premium on academic achievement. In 1959, only 20 percent of workers needed at least some college for their jobs. Today, 56 percent do.

One reason for the higher education requirements is the decline in the number of manufacturing jobs that fueled the American economy for nearly a century. Many of those jobs paid good wages but did not require more than a high school diploma. Production output from the manufacturing sector has not fallen at all since the heyday of our blue-collar economy, despite the downsizing of our industrial labor force. That's because remarkable productivity gains brought by new technologies enable our industries to manufacture goods faster, more efficiently, and more cheaply than ever before, and with fewer workers.

The greatest job growth in the United States today is in high-paying, high-skilled service sector jobs in such areas as management, finance, marketing, and business services.

The traditional manufacturing base has been superseded by a rapidly growing service sector. When this "deindustrialization" began in the 1970s, many economists predicted, often with great trepidation, that America would become a nation of hamburger flippers. Service jobs, they said, would pay less, require less education, and fail to support a higher-wage economy. That economic assumption turned out to be wrong.

In fact, the greatest job growth in the United States today is in high-paying, high-skilled service sector jobs in such areas as management, finance, marketing, and business services. Many demand strong general knowledge, not job-specific skills. On average, these positions require about 16 years of formal education.

American employers across these sectors are making college degrees a prerequisite for new jobs. "Where did you go to college?" has replaced "Did you go to college?" as the question facing applicants in job interviews and application forms.

Education attainment level of people holding the nation's 30 million most elite jobs

Year	B.A. Degree	Some College	High School Diploma	High School Dropout
1959	41%	22%	22%	15%
1996	62%	24%	12%	2%

Women are much less likely to hold low-wage "counter jobs" today than a generation ago.

Low-wage jobs stagnate. There has been no percentage growth at all over the past four decades in low-wage, low-skilled jobs requiring no postsecondary education. Such jobs, including restaurant and retail workers, comprise about 20 percent of all jobs in the U.S. economy today—the same as in the 1950s.

There has been a shift, however, in who fills those jobs. As Table 5 indicates, women are much less likely to hold low-wage "counter jobs" today than a generation ago. This shift is due to improved education for women, rapid job growth in such traditionally female sectors as education and health care, and women's expanding managerial and professional opportunities. The increase in male counter workers, by contrast, reflects shrinkage in the number of blue-collar jobs for less-skilled men.

TABLE 5

The Percent of Women in Counter Jobs Has Fallen...

	1973	1997	Percent Change
White	21%	16%	-5%
African American	33	17	-16%
Hispanic	23	25	+2%
All Females	**23**	**17**	**-6%**

...While for Men the Share Is Up

	1973	1997	Percent Change
White	10%	12%	+2%
African American	11	16	+5%
Hispanic	15	23	+8%
All Males	**10**	**14**	**+4%**

ETS analysis of U.S. Current Population Surveys.

Knowledge-based professions boom. As our population ages and Generation Y children crowd schools and colleges, demand for workers in the health care and education fields has grown rapidly. Such jobs, which typically require a "human touch," are not easily replaced by technology. Health care positions have grown from 3.7 percent of all U.S. jobs in 1959 to 6.6 percent in 1997; education jobs have risen from 5.6 to 8.3 percent. Most of these jobs require higher education. More than three-quarters of all education and health care workers have some college.

Who holds the one-quarter of health care and education jobs requiring no college? Only one in three Hispanic workers in these fields has a managerial or professional job requiring a college degree. Instead, Hispanics are more likely to be orderlies and cafeteria workers than doctors, nurses, teachers, or school administrators. African Americans have a larger representation overall than Whites in the education and health care fields, but Blacks are more likely to hold lower-skilled jobs requiring less education.

Office jobs are where the growth is. The U.S. economy has traded in its hard hat for a briefcase. The country that made the assembly line famous now employs more office workers than factory workers. U.S. office jobs—including office workers in the headquarters of manufacturing companies—number about 54 million, or 41 percent of the 133 million jobs in the American economy. And the number is growing. By 2006, office jobs are expected to swell by 4.4 million *(see "Technology's Impact").*

The U.S. economy has traded in its hard hat for a briefcase. The country that made the assembly line famous now employs more office workers than factory workers.

Technology's Impact

The rapid proliferation of advanced technologies across the U.S. economy has dramatically altered the employment landscape—adding new jobs and taking away old ones. Technology has created new industries—from software manufacturing to Internet services. It also has altered the way all other industries conduct business. In the process, the skill levels required for good jobs have increased.

Traditional factory jobs fell from 33 percent of the workforce in 1959 to 19 percent in 1997. Even so, real manufacturing output *increased* by more than $2 billion annually

during the same period. Today's technologies enable companies to make their products with far fewer laborers. In addition, an estimated 2 million manufacturing jobs lost since 1959 are the result of stiffer foreign competition or the movement of U.S. jobs abroad. In general, the jobs lost to international trade have been low-wage, low-skilled jobs, while jobs gained through trade tend to be high-skilled, higher-paying positions.

The factory workers on the job today have more skills and more education than their counterparts in previous generations. In 1959, only about 8 percent of workers on the factory floor had ever attended college. By 1997, more than 34 percent had. Unskilled Hispanics—who have traditionally relied on factory jobs as a ticket to the middle class—have been particularly hard hit by this shift. About 43 percent of all employed Hispanics in 1973 worked in factories. By 1997, the share had fallen to 28 percent. The percentage of African Americans in factory jobs fell from 34 to 23 percent, while White workers in factory jobs dropped from 30 to 19 percent.

The loss of factory jobs is not being fully offset by the demands from growing high-technology industries for engineers, chemists, computer systems analysts, programmers, medical technicians, and other jobs using specialized equipment. Nor are high-technology occupations the answer for displaced factory workers unless they have the ways and means to go back to school. Some 86 percent of high-technology jobs require at least some college, and many require B.A. or graduate degrees.

Hispanic and African American workers are underrepresented in the high-technology field. In 1997, 7.2 percent of White workers held such jobs, compared to 4.2 percent of African Americans and 3.2 percent of Hispanics. The gap is even wider for high-technology jobs requiring college or graduate degrees.

Although high-technology jobs are not growing as fast as jobs in offices, schools, or health care institutions, the U.S. economy still has a shortage of qualified Americans for such positions. At the urging of the U.S. business community, Congress in 1998 authorized 142,000 additional visas over the next three years to enable companies to recruit college-educated, high-technology workers from overseas.

Office workers—including stockbrokers, accountants, managers, lawyers, editors, bankers, and salespeople—are among America's best-paid employees. On average, a male office worker with at least a B.A. earned $63,500 in 1997, compared to $58,600 for his male counterpart in health care or education. Women office workers earned an average $39,000, compared to $33,800 for women in health care and education. Office workers tend to be well educated: two-thirds have at least some college, and 30 percent have graduated from college.

Hispanics, in particular, are not getting many of these new office jobs. Only one in four Hispanic men and one in three Hispanic women held office jobs in 1997, compared to almost one-half of all White workers and 36 percent of African Americans in the labor force.

More Higher-Level General Skills Required

Academic proficiency isn't the only competency in higher demand in today's economy. There's also a new premium placed on high-level general skills, including leadership, problem solving, and communication.

Service job sectors clearly require more workers with these competencies. But that's not all. As machines take over repetitive functions, workers in *all* fields are spending more time managing technology and working with colleagues and customers.

Becoming a high-level generalist is especially important in a fast-paced global economy, where workers must continuously upgrade their skills and job-hopping is routine. And more and more employees are being asked to take *responsibility* for the final products and services their companies sell, irrespective of job assignment. The phrase "it's not my job" doesn't cut it in a workplace committed to quality.

Becoming a high-level generalist is especially important in a fast-paced global economy, where workers must continuously upgrade their skills and job-hopping is routine.

What general skills are most in demand? Problem-solving skills and creativity are increasingly required to satisfy growing consumer demand for customization. This is true in services as well as manufacturing, where a shift has occurred from long production runs of standardized products to short runs for specialized customers. Leadership and learning qualities are important, too, to continuously improve products and services. Good customer service requires interpersonal and communication skills.

Minorities are as likely as anyone else to have high-level general skills—perhaps even more likely, some would argue, for having learned to thrive as a

minority in a predominantly White society. Nevertheless, evidence still suggests that linguistic, racial, and class bias limits the job prospects and incomes of minority workers in white-collar employment (Holzer and Ihlanfeldt, 1998). And because our ability to teach or assess general skills is primitive, employers tend to use educational attainment, especially at the college level, as a proxy. Hence, people *without* higher education are likely to be penalized, even when they have the sought-after general skills.

The Economic Returns of Diversity

Diversity Pays High Dividends in Today's Workplace

The U.S. labor force has become more diverse over the past three decades. The Bureau of Labor Statistics (BLS) predicts that by 2005 the nation will have 151 million workers, up from about 125 million in 1990. Blacks will constitute 11.8 percent of the workforce, Hispanics 11.1 percent, and Asians 4.8 percent. Put another way, almost 28 percent of our workforce will be comprised of minorities in a few years.

While the workforce has been growing more diverse for some time—not only in racial and ethnic terms, but also gender and age—the implications for economic performance have not, until recently, drawn much attention. The focus instead has been on the ethical and legal issues associated with fairness and opportunity in the job market. The economic effects of diversity are only now beginning to come into bolder relief.

In an earlier industrial era, manufacturing businesses favored homogenous workforces, especially for routinized production tasks. Studies in group dynamics, along with experience on the factory floor, supported the notion that members of homogenous work crews tended to have less friction than more diverse organizations. They trusted one another more, felt freer to speak up, and believed they were being treated more fairly.

Research shows that more diverse work teams produce ideas and solutions that are more creative and of higher overall quality than homogenous groups.

In today's economy, by contrast, many businesses strive to incorporate diversity because they believe a more diverse workforce can be a competitive advantage. Assertions about the value of diversity in the workplace used to be based largely on anecdotal evidence. Now, however, such claims are backed up by empirical evidence. A growing body of group process research consistently shows that more diverse work teams produce ideas and solutions that are more creative and of higher overall quality than homogenous groups. Diverse teams also tend to be more open-minded and flexible.

"These experiments demonstrate persuasively that a dissenting minority prompts the group to consider the solution to the task from a variety of viewpoints, and in most cases, the group settles on a better quality solution than would be the case in the absence of dissent," writes Nancy Rhodes in the introduction to *Group Process and Productivity* (1992).

The rationale behind diverse work groups is the notion that people from divergent backgrounds will bring different perspectives to a group task and thereby enhance creativity and performance. Or put another way, cultural differences probably reflect real differences in expertise, values, and habits that, when joined together, can produce a better result (McGrath, Berdahl, and Arrow, 1995). Work teams made up of individuals with overlapping assignments, now increasingly prevalent, seek to foster the exchange of information among experts with different knowledge bases and perspectives to encourage creative cross-fertilization of ideas.

In a recent experiment on the effects of ethnic diversity on creativity in small groups, researchers Poppy Lauretta McLeod and Sharon Alisa Lobel compared performance in a brainstorming task among groups comprised of all Whites versus groups with Whites, African Americans, Asians, and Hispanics. The ideas produced by the ethnically diverse group were judged to be of higher quality—more effective and more feasible—than the ideas produced by the homogeneous group (McLeod and Lobel, 1996).

The value of diversity extends beyond work teams developing products or delivering services. Some studies suggest that companies with diversity among top management also are more adaptive.

Other studies point to similar findings about the value of diversity. Some researchers have found, for example, that during early stages of group development, homogenous groups do fare better than heterogeneous groups. Over time, however, the more diverse groups start performing better on specific tasks (Watson, Kumar, and Michaelsen, 1993).

Other researchers go even further, asserting that the special insights and sensitivities of more diverse groups may help companies widen their market appeal (Cox and Blake, 1991). In fact, merely having small numbers of people whose opinions are very different from the group as a whole can stimulate creativity (Moscovici, 1985; Nemeth, 1992). The value of diversity extends beyond work teams developing products or delivering services. Some studies suggest that companies with diversity among top management also are more adaptive (Bantel and Jackson, 1989).

Professor L. Richard Hoffman of the University of Chicago's Graduate School of Business has been researching diversity in groups since the 1960s. "The greater the variety of perspectives on a problem, the more likely a high-quality solution is to emerge," he concludes. "Groups with different personalities, leadership abilities, types of training, and points of view have been shown to be more creative and innovative than groups with more similar member characteristics." "Furthermore," Hoffman writes, "groups with varied personality composition are no less cohesive than groups with similar personalities" (Hoffman, 1979).

What's wrong with homogeneity? One concern is that members of homogenous groups tend to adopt the views of the majority even when their own senses tell them otherwise, a phenomenon known as "groupthink." Groupthink can lead to bad decisions.

"Minority views have an important role to play in fostering quality of thought, performance, and decision making," says group process expert Charlan Jeanne Nemeth. The minority viewpoint does not necessarily have to be correct or even persuasive, merely expressed. "Minority views, even when they are wrong, foster the kinds of attention and thought processes that, on balance, permit the detection of new truths and raise the quality of group decision making and performance" (Nemeth, 1992).

In other words, if these researchers are right, expanding minority enrollment on campus can help raise the productivity and creativity of the U.S. workforce. A diverse workforce, however, does not automatically assure a better product. What really matters, studies show, is how teams manage their diverse components. When well managed, diversity becomes a productive resource. When ignored, diversity can allow problems to fester that diminish a team's productivity.

Techniques that can help improve the management of diverse teams include educational programs to instill an appreciation of each person's differences, physical and organizational structures that encourage interaction, and rewards based on team results, not individual accomplishments. A general rule of thumb that many businesses use is to introduce diversity gradually, and, once achieved, continue to take proactive steps to maintain diverse viewpoints. Studies suggest that groups that start out being diverse tend to become more homogenous over time as their members build relationships within the group (Northcraft et al., 1995).

Diversity Improves International Competitiveness

Creating a racially and ethnically diverse workforce is especially important for companies that engage in international trade. Diverse organizations are more likely to be attuned to the diverse markets characteristic of global competition. And there is compelling evidence that cultural differences affect buying behavior in global markets. Hence, sensitivity to diversity inside organizations translates into greater sophistication in diverse markets. If it can be effectively

Creating a racially and ethnically diverse workforce is especially important for companies that engage in international trade. Diverse organizations are more likely to be attuned to the diverse markets characteristic of global competition.

FIGURE 18

African American Gains in Earnings from Additional Education Would Be Relatively Widely Dispersed...

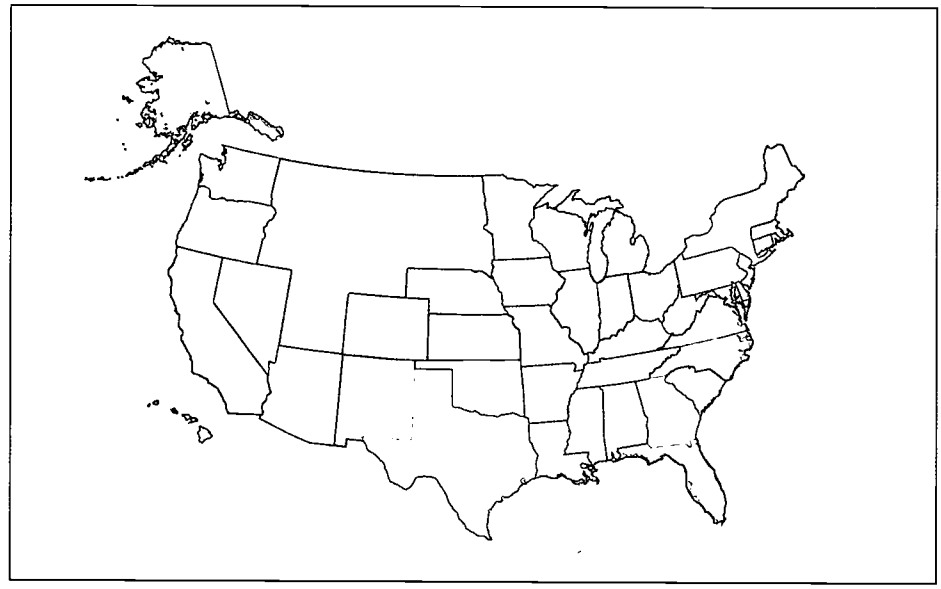
Where the Gains Would Be

Percent of new earnings among African Americans

States gaining >$10 billion
31% ($35.8 billion total)

States gaining $5–10 billion
28% ($32.7 billion total)

States gaining $0–5 billion
42% ($48.6 billion)



Gains of $10–15 billion
Gains of $5–10 billion
Gains of $0–5 billion
Losses *(total of all states <$1 billion)*
Data not available

ETS analysis of U.S. Current Population Surveys.

FIGURE 19

...While Hispanic Gains in Earnings from Additional Education Would Be Concentrated in California and Texas

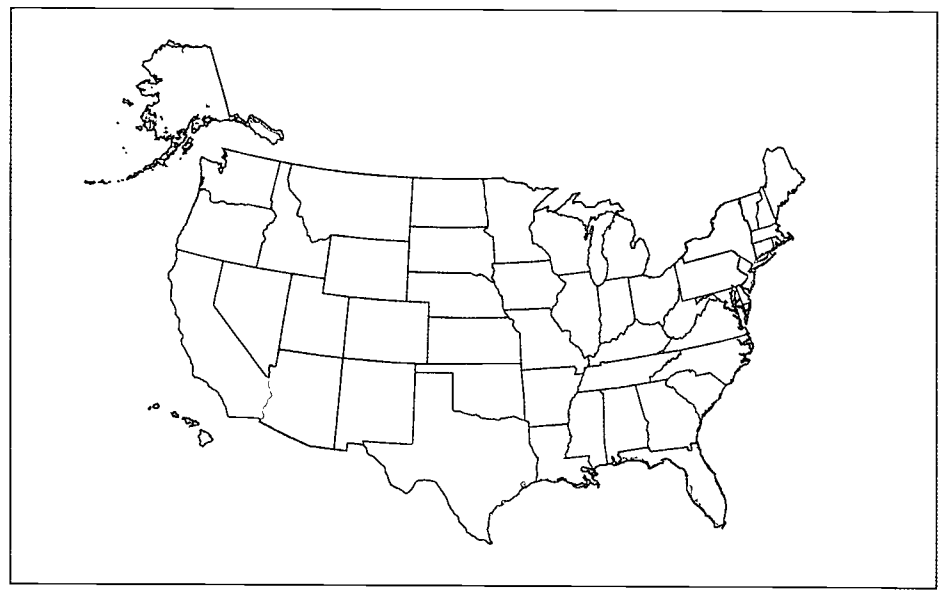
Where the Gains Would Be

Percent of new earnings among Hispanics

States gaining >$10 billion
65% ($80.0 billion total)

States gaining $5–10 billion
21% ($26.2 billion total)

States gaining $0–5 billion
11% ($13.4 billion)



Gains of $10–15 billion
Gains of $5–10 billion
Gains of $0–5 billion

ETS analysis of U.S. Current Population Surveys.

TABLE 6

Gains in State Income from Equalizing Education Opportunity for Minorities

State	African American gains (descending order) Gains (in billions of dollars)	State	Hispanic gains (descending order) Gains (in billions of dollars)	State	Total minority gains (descending order)[1] Gains (in billions of dollars)
Texas	$13	California	$51	California	$73
Georgia	11	Texas	29	Texas	44
New York	11	New York	8	New York	22
Florida	9	Florida	7	Florida	17
California	7	Arizona	6	Georgia	12
North Carolina	7	New Jersey	5	New Jersey	11
Virginia	5	Illinois	3	Illinois	9
Illinois	5	Massachusetts	2	North Carolina	8
New Jersey	5	New Mexico	2	Virginia	7
Louisiana	5	Nevada	1	Arizona	6
Alabama	5	Maryland	1	Michigan	5
Michigan	4	Washington	1	Louisiana	5
Mississippi	4	Oregon	1	Alabama	5
South Carolina	4	Connecticut	1	Maryland	4
District of Columbia	3	Georgia	1	District of Columbia	4
Pennsylvania	3	District of Columbia	1	Mississippi	4
Ohio	3	Michigan	1	South Carolina	4
Maryland	3	North Carolina	0	Ohio	4
Tennessee	2	Utah	0	Pennsylvania	3
Arkansas	1	Colorado	0	Massachusetts	3
Missouri	1	Minnesota	0	Tennessee	2
Oklahoma	1	Idaho	0	Washington	2
Wisconsin	1	Ohio	0	Nevada	2
Delaware	1	Pennsylvania	0	Oklahoma	2
Connecticut	1	Rhode Island	0	New Mexico	2
Massachusetts	0	Virginia	0	Hawaii	2
Arizona	0	Missouri	0	Arkansas	2
Nevada	0	Nebraska	0	Missouri	1
Minnesota	0	Oklahoma	0	Oregon	1
Kentucky	0	Alabama	0	Connecticut	1
Colorado	0	Iowa	0	Wisconsin	1
West Virginia	0	Louisiana	0	Colorado	1
Washington	0	Kentucky	0	Delaware	1
Alaska	0	Arkansas	0	Minnesota	0
Oregon	0	Wisconsin	0	Alaska	0
Nebraska	0	Tennessee	0	Utah	0
Rhode Island	0	Kansas	0	Kansas	0
Iowa	0	Delaware	0	Kentucky	0
New Mexico	0	Wyoming	0	Idaho	0
Kansas	0	Hawaii	0	Nebraska	0
Indiana	0	Montana	0	Rhode Island	0
Hawaii	n.a.	Alaska	0	Iowa	0
Idaho	n.a.	South Dakota	0	Montana	0
Maine	n.a.	Indiana	0	West Virginia	0
Montana	n.a.	Maine	0	South Dakota	0
New Hampshire	n.a.	Mississippi	0	North Dakota	0
North Dakota	n.a.	New Hampshire	0	Wyoming	0
South Dakota	n.a.	North Dakota	0	Maine	0
Utah	n.a.	South Carolina	0	New Hampshire	0
Vermont	n.a.	Vermont	0	Vermont	0
Wyoming	n.a.	West Virginia	0	Indiana	0

[1] Total gains from increased minority enrollment can exceed that of African Americans plus Hispanics due to the gains of Asian Americans, Native Americans, and other minorities that are not separately shown.

ETS analysis of U.S. Current Population Surveys.

mobilized, America's cultural heterogeneity and tolerance for differences give us a major advantage over less diverse and less tolerant nations.

Encouraging Minorities to Go to College Could Cut Poverty Dramatically

As this paper is being written, the U.S. unemployment rate hovers below 5 percent, the lowest since 1973. The federal budget deficit has been transformed into a surplus, and the stock market is making new millionaires every day.

Despite this rosy picture, however, 41 percent of African Americans and 33 percent of Hispanics live in households with incomes below the "minimum but adequate" level set by the U.S. Department of Labor. That level, 75 percent more than the poverty line, is about $28,000 for a family of four. Meanwhile, the economy continues to produce more good jobs than it can fill and suffers a shortage of college-educated workers.

Raising the academic achievement of minority students to the level of Whites would go a long way toward both reducing poverty and addressing labor shortages at the high end of the job market. If African Americans and Hispanics had the same distribution of college education as Whites, the nation could fill college-level jobs that now go begging or go to foreign workers.

Moreover, the upsurge in national wealth that would result from this infusion of human capital would be startling. African Americans would add $113 billion annually in new wealth and Hispanics another $118 billion.[2] Assuming an average federal, state, and local tax rate of 35 percent, the new wealth created by this new human capital would result in more than $80 billion in new public revenues.

The newly generated wealth would not be distributed evenly over the country *(see Table 6)*. African American workers are more widely dispersed across the nation, such that educational improvements would generate at least $1 billion in new wealth in 25 states *(see Figure 18)*. Texas, Georgia, and New York would gain the most, between $11 to $13 billion in each state. Hispanic workers are more concentrated in California and Texas *(see Figure 19)*. These states would gain roughly $51 and $29 billion, respectively, if Hispanics had the same education and commensurate earnings per worker as non-Hispanic Whites.

Minority families, too, would benefit dramatically from higher education. Raising minority college attainment levels to those of Whites would reduce the share of Hispanic families with inadequate incomes from 41 to 21 percent and African Americans from 33 to 24 percent.[3]

[2] In 1995, 12 million Hispanic workers earned, on average, $18,300 for a total of $220 billion. If their earnings per worker equaled that of White workers, with average earnings of $28,200, total Hispanics' earnings would have been $338 billion or $118 billion more. In 1995, 14 million African American workers earned, on average, $20,200, for a total of $287 billion. If their earnings equaled that of White workers, their total earnings would have risen to $400 billion, or $113 billion more.

[3] When all reported incomes are adjusted for family size, 41 percent of Hispanics, 33 percent of African Americans, and 14 percent of Whites subsist below the minimum but adequate income level. However, if Hispanics and African Americans had the same education level and commensurate earnings as Whites, the earnings of Hispanic men would increase by 71 percent, Hispanic women by 34 percent, African American men by 53 percent, and African American women by 15 percent. The resulting household income distribution would leave 21 percent of Hispanic families and 24 percent of African American families in households with incomes below the minimum but adequate level.

Even after equalizing educational attainment, African American and Hispanic families still have a much higher proportion than White families with minimum but adequate incomes or below—7 percent more for Hispanics and 10 percent more for African Americans. This remaining difference is principally because, compared to Whites, both Hispanics and African Americans have larger families, a younger age and earnings profile, and more single female-parent households.

Diversity in College Improves Education

Unequal access to any mainstream institution is cause for concern. When the institution is higher education, the problem is compounded. Minorities without college degrees have fewer options in the job market. And yet, advancing diversity on college campuses won't merely improve the economic prospects of Blacks, Hispanic, and other minorities. All students benefit from having people of diverse backgrounds and viewpoints in their college faculties, dorms, and student bodies. There, they can learn skills that better prepare them to be good neighbors, citizens, and workers. A diverse student body, like a diverse workforce, becomes a source of fresh ideas in a society that increasingly values innovation.

Diversity Has Measurable Educational Value

Late in the 19th century, as colleges and universities evolved broad intellectual interests and moved away from narrow religious roots, many schools began to consciously seek a diverse mix of students. Then as now, most educators believed that a diverse student body enhances the environment for learning, enriches intellectual dialogue, and helps students develop the mutual respect vital to the effective functioning of our civic life.

Until the 1960s, schools themselves pretty much determined what diversity on campus meant. Since then, however, outside social and legal forces have influenced notions of diversity. New attitudes about women, for example, produced an increase in female enrollment and ended most single-gender campuses. New civil rights laws encouraged colleges and universities to admit more minorities, or even required them to give extra weight to race in selecting applicants. The Supreme Court upheld the constitutionality of such laws in its 1978 *Bakke* ruling.

By the 1990s, however, attitudes about affirmative action had turned 180 degrees. In 1995, regents of the huge University of California system eliminated race as a factor in admissions. A year later, the U.S. Circuit Court of Appeals for the Fifth Circuit, in *Hopwood v. Texas*, struck down the University of Texas Law School's race-conscious admissions system. The decision was appealed to the U.S. Supreme Court, which declined to hear the case. Changing attitudes toward affirmative action are again raising the question of whether a racially diverse student population enhances educational quality. Research studies to determine the impact of diversity on campus nearly all conclude that it does confer benefits.

Changing attitudes toward affirmative action are again raising the question of whether a racially diverse student population enhances educational quality. The clear answer from research is that it does.

Using an extensive student database, Chang (1996) found that diversity on campus has a positive influence on White students' inclination to socialize with someone of a different racial group. Chang discovered that colleges with a diverse student body typically put more institutional and faculty emphasis on diversity, and students were more likely to attend cultural awareness workshops and take ethnic studies courses. These characteristics of a racially diverse campus, in turn, had positive impacts on overall college satisfaction, college grade point average, and intellectual and social self-confidence.

But if White students clearly benefit from a diverse mix on campus, students of color may not. Among his findings, Chang found that "racial diversity has a negative effect on college satisfaction among students of color" and does not necessarily enhance these students' cross-racial interaction during the college years. It will be interesting to see if this trend holds in the future as minority enrollment rises and students of color become less isolated on campus.

Students from diverse campuses showed growth in the areas of leadership, critical thinking, ability to work cooperatively, interpersonal skills, and problem solving.

In another study, Kaminski (unpublished) concluded that diversity in a student body enhances the educational experience for *some* students. Kaminski polled second-year students at the Sloan Graduate School of Management at Massachusetts Institute of Technology. She asked the students if they were aware of the diversity of students in their classrooms, and whether or not they learned something from someone of a different racial or ethnic background. In analyzing the responses Kaminski found that a significant share of students did benefit from diversity.

In yet another study of the impact of diversity, Hurtado et al. (1999) found that diversity on campus may help students be more tolerant. The researchers found that students whose schools had more diverse faculties and who had greater contact with students from different backgrounds said they were more accepting of people of different races/cultures and more culturally aware. The students from diverse campuses also showed growth in the areas of leadership, critical thinking, ability to work cooperatively, interpersonal skills, and problem solving. Another outcome associated with diversity, albeit to a lesser extent, was more competitiveness among students.

Some studies have found that racial diversity has positive effects on students, but that excessive diversity can take away from the educational experience. In *What Matters in College?,* Astin (1993) concluded that the positive impacts of diversity include self-reported gains in cognitive development, more satisfaction in most areas of the college experience, and an increased commitment to promoting racial understanding. But Astin also discovered that too much

diversity could undermine strong peer relationships and make it harder for students to forge strong common bonds.

The most detailed attempt to date to assess the impact of diversity on college campuses is *The Shape of the River* (Bowen and Bok, 1998). This study analyzes admissions policies at 28 highly competitive colleges and universities and tracks student cohorts from three widely spaced years. "Overall," the authors conclude, "there is no mistaking the predominantly favorable impression that students of all races share about the value of diversity in contributing to their education."

Bowen and Bok concede that the benefits of diversity don't eliminate the difficulties that can arise when students of different races live and work together. "Many encounters between students of different races can be unpleasant and hurtful," they write. "But if the experience of racial diversity on campus were all kindness and understanding, the college experience would not resemble real life, and little true learning would take place."

The benefits of diversity don't eliminate the difficulties that can arise when students of different races live and work together. But as society and the workforce become more diverse, the benefits of being able to bridge racial divides will only increase.

The authors endorse affirmative action because of the growing diversity in society and the workforce. "Going to school only with the likes of oneself will be increasingly anachronistic," Bowen and Bok write. "The advantages of being able to understand how others think and function, to cope across racial divides, and to lead groups composed of diverse individuals are certain to increase."

Achieving Greater Diversity Among Undergraduates

Increased racial and ethnic diversity has already affected the hiring practices of American businesses. Many companies, perhaps most, now quietly use affirmative action hiring policies in choosing workers. Some do so because they believe diversity makes their firm more effective, creative, and flexible. Others seek diversity as a defense against possible lawsuits or to satisfy hiring targets in federal, state, or local contracts.

To ensure that companies can create diverse work teams, especially teams of elite workers, more minorities must go to college and graduate. Clearly, no single strategy can deal with all the reasons why many minority students lose out in the quest for a college degree. But it is equally clear that affirmative action, in one form or another, will continue to be a necessary part of the overall strategy.

No single strategy can deal with all the reasons why many minority students lose out in the quest for a college degree. But it is clear that affirmative action—in one form or another—will continue to be a necessary part of the overall strategy.

African Americans constitute 12 percent of the nation's population and Hispanics 11 percent, but each accounts for fewer than 6 percent of entering students at the nation's 120 most competitive colleges and universities. Put another way, these two minorities together garner about 15,000 of the 133,000 freshman seats at the best schools. Without affirmative action, these numbers would be even lower.

Affirmative action's limited scope does not diminish its importance in American life. The students who graduate from the country's best colleges and universities subsequently get most of the best jobs. To ensure diversity among future leaders, efforts to achieve wider racial and ethnic diversity on the most competitive campuses must continue.

More diversity should be promoted on less competitive campuses, too. The U.S. economy has about 30 million managerial and professional jobs, and about 1 million of them become vacant annually. Since the most competitive schools graduate only a few hundred thousand students every year, there are plenty of good jobs left to be filled by graduates from the country's other 3,000 institutions of higher education. Even modestly stronger initiatives to encourage minority enrollment could swell their ranks at colleges and universities by about 185,000 students each year. Upon graduation, these students would then join White graduates in a labor market that is increasingly anxious to employ them.

Conclusion

The rise in minority enrollment on the nation's campuses is a positive development that should be celebrated. And yet, while minority enrollment in higher education is growing, the playing field will not be level in the near future. Among minority groups, only Asian youth will be attending college in numbers roughly proportionate to their share of the U.S. college-age population. African American and Hispanic students will continue to lag behind.

Encouraging more minority enrollment on the nation's campuses will translate into a more diverse professional workforce. This, in turn, is very likely to strengthen the United States' ability to compete in a global economy. Studies in group dynamics and group process consistently confirm that diversity in work groups and teams improves problem-solving capabilities and stimulates innovation.

Enabling more minorities to attend college also is a promising approach for reducing poverty. Raising minority college attainment levels simply to those of Whites today would dramatically reduce the share of African American and Hispanic families with inadequate incomes.

Finally, more diversity can strengthen the learning environment at the nation's colleges and universities. More diverse viewpoints will stimulate a broader range of ideas and improve intellectual pursuits. All students benefit from having people of diverse backgrounds and viewpoints in their college faculties, dorms, and student bodies. There, they can learn skills that better prepare them to be good neighbors, citizens, and workers.

As we move into the first decade of the new century, the need for a diverse workforce will become increasingly apparent. Our diversity is a unique advantage in the global economy. To maintain our competitive edge, we will need employees that are creative and agile. To meet that need, we must have diverse workers, with the college education to match.

Encouraging more minority enrollment on the nation's campuses will translate into a more diverse professional workforce. This, in turn, is very likely to strengthen the United States' ability to compete in a global economy.

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Appendix A: Methodology

Projection Methodology

Our enrollment projections are based on a "bottom-up" approach. The smallest unit of analysis is a state/age/race enrollment cell. For the most part, any larger unit of analysis is derived by summing the smaller constituent cells. That is, the parts largely sum to the whole. Since available data permitted us to derive projected enrollment counts for the 50 states and the District of Columbia, three age groups (18 to 24, 25 to 34, and 35 and above), five race/ethnic groups [non-Hispanic Asians and Pacific Islanders, non-Hispanic Blacks, Hispanics, non-Hispanic Whites, and all race/ethnicities (including non-Hispanic American Indians, Eskimos, and Aleuts, and "other races")], and two undergraduate enrollment types, for each year we derived 1,530 undergraduate enrollment counts (equal to *51 x 3 x 5 x 2*).

The projected enrollment for each cell is derived by determining the enrollment levels of the projected population. For each year, projected population levels are available for 765 state/age/race populations. The projected population is allocated to the two undergraduate enrollment types using the most recent undergraduate enrollment behavior for that population. The projected undergraduate level for any cell is derived by multiplying the projected population count by its current enrollment propensity:

$$ENR_{ijklt} = POP_{ijkt} \times e_{ijkl}$$

where ENR = projected undergraduate enrollment level
POP = projected population
e = current undergraduate enrollment propensity of the population
i = the state; Alabama to Wyoming, plus the District of Columbia
j = age; 18 to 24, 25 to 34, and 35 and above
k = race/ethnicity
l = undergraduate type by control; public undergraduate and private undergraduate
t = year; 1995 to 2015

U.S. Census Bureau state population projections. The 765 state/age/race population counts are derived from U.S. Bureau of the Census state population projections (Campbell, 1996, 1997a). We used the A Series, the preferred series. The Bureau projects state populations for ten race/ethnic groups by single year of age for the years 1995 to 2025. Because college enrollment propensities cannot be

accurately derived for many states at that level of detail, we aggregated the ten race/ethnic counts to five race/ethnic groups and aggregated the single year of age counts to three adult age ranges.

The most recent Census Bureau state population projections were completed in 1996. Since then, the Bureau has derived more recent state population estimates and evaluated the accuracy of its 1996 state population projections (Campbell, 1997b). Comparing the 1996 projected state populations to the 1996 estimated state populations, demographers at the Bureau found that the state population projections were fairly accurate (the percent difference from the estimate being less than plus or minus 1.0 percent). Migration flows proved to be particularly difficult to project. As a result, the 1996 projections underestimated the size of California's population in 1996.

Projecting state enrollment levels. College enrollment rates at the state level for age/race groups can be tabulated from Decennial Census data. This is the only U.S. data source that provides detailed estimates of undergraduate enrollment behavior at the state level.[1] The detailed estimates are derived from the 5 percent Public Use Micro Sample (Census of Population and Housing, 1992).

The Bureau publishes less detailed undergraduate counts for the 50 states and the District of Columbia in the CP-3-4 subject report *Education in the United States*. The CP-3 report tabulations are based on the larger 15 percent sample. Appendix Table A–1 compares undergraduate levels for the United States tabulated from the 5 percent Public Use Micro Sample and *Education in the United States*.

At the national level, the 5 and 15 percent samples yield very similar estimated undergraduate counts. Consider, for example, a relatively small specific population, Hispanic females between the ages of 25 and 34. *Education in the United States* indicates that 27,381 Hispanic females age 25 to 34 were undergraduates at private colleges and universities; the 5 percent Public Use Micro Sample found that 28,169 Hispanic women were enrolled in private schools (a difference of less than 3 percent) *(see Table A-1)*.

The college enrollment levels used to construct the enrollment rates are based on respondent reports that they were attending a "regular" public or private school or college at any time between February 1, 1990, and the date of enumeration. Respondents were asked to include only schooling that would lead to a college degree as "regular" school. Enrollment may be either full-time or part-time, during the day or night. Unlike the Current Population Survey (CPS), enrolled persons are classified as enrolled in graduate school (or professional school) or undergraduate, according to their response to the

[1]The sample size available in the monthly Current Population Survey precludes using it as a source for state-level analysis. The Bureau publishes no state-level data from the October school enrollment supplement. The Bureau does publish educational attainment data at the state level from the March CPS. However, it publishes such information only for the 25 largest states and with little age/sex/race detail. The National Center for Education Statistics IPEDS Fall Enrollment Survey does reveal undergraduate enrollments for sex/race groups at the state level, but it has no information on the nonenrolled population.

TABLE A–1

Alternative 1990 Decennial Census Estimates of Select U.S. Undergraduate Groups

	Males 18 years and over				Females 18 years and over			
Undergraduate Group	Total	18 to 24	25 to 34	35 and up	Total	18 to 24	25 to 34	35 and up
Tabulated from ***Education in the United States:***								
All Race/ethnicities								
Undergraduate public	5,028,168	3,111,381	1,145,418	771,369	5,918,931	3,267,835	1,347,181	1,303,915
Undergraduate private	1,302,696	884,511	246,963	171,222	1,525,742	988,789	262,760	274,193
Hispanic								
Undergraduate public	495,189	264,278	148,807	82,104	546,606	278,424	153,244	114,938
Undergraduate private	97,549	52,775	27,387	17,387	107,346	58,197	27,381	21,768
Non-Hispanic White								
Undergraduate public	3,689,451	2,356,916	786,590	545,945	4,280,669	2,404,349	915,864	960,456
Undergraduate private	997,558	705,801	170,917	120,840	1,151,771	773,090	177,433	201,248
Tabulated from ***5% Public Use Micro Sample:***								
All Race/ethnicities								
Undergraduate public	5,009,709	3,099,820	1,142,550	767,339	5,903,729	3,261,364	1,345,208	1,297,157
Undergraduate private	1,301,446	883,874	245,309	172,263	1,528,083	993,486	260,532	274,065
Hispanic								
Undergraduate public	488,802	256,953	149,399	82,450	546,625	277,576	153,777	115,272
Undergraduate private	98,278	54,467	27,267	16,544	106,990	58,332	28,169	20,489
Non-Hispanic White								
Undergraduate public	3,676,097	2,352,584	782,949	540,564	4,272,470	2,402,878	911,315	958,277
Undergraduate private	995,692	703,320	169,998	122,374	1,153,332	774,634	175,578	203,120

question on their educational attainment. Enrolled persons that reported completing high school, some college, or having received an associate degree are classified as undergraduates. Enrolled persons who reported having received a bachelor's, master's, professional, or doctorate degree are classified as graduate students.

Data Sources on National Undergraduate Levels

The projected 1995 undergraduate enrollment level of 13.4 million students nationwide exceeds estimated undergraduate levels from other sources. This discrepancy does not reflect the projection methodology, but the underlying data source utilized. The Decennial Census (the source used herein) indicates that, in spring 1990, about 14 million persons were enrolled in undergraduate

education (Bureau of the Census, 1994). The National Center for Education Statistics (NCES) Fall Enrollment Survey indicates that 12 million undergraduates enrolled in "institutions of higher education" in fall 1990.[2]

[2] The CPS school enrollment supplement indicates that there were 9.7 million 14- to 34-year-old undergraduates in October 1990. The Decennial Census revealed that 11.4 million 14- to 34-year-olds were enrolled in undergraduate education in spring 1990.

It is well known that college enrollment counts can differ substantially across data sources (Hauser, 1991). For example, the October CPS indicates that 745,000 Black males were enrolled in undergraduate studies in fall 1994. The National Center for Education Statistics Fall Enrollment Survey for the same year indicates that 503,000 Black male undergraduates were enrolled in institutions of higher education. Part of this large difference is due to the fact that the CPS figure includes males of Hispanic origin; the NCES figure excludes Black Hispanic undergraduates. However, relatively few Blacks are also Hispanic, so this does not explain much of the difference.

Several differences in the nature of the data collection process could account for some of the difference between the Decennial Census college enrollment count and other sources. The Census figure is based on all resident individuals, whereas the CPS targets only the civilian, noninstitutionalized population. More importantly, the Bureau estimates are derived from household surveys, the NCES estimates from surveys of colleges and universities. In the latter, a student is included depending on the characteristics of the institution he/she is attending—namely, schools that offer programs terminating in a postsecondary degree. Census Bureau tallies are based on the nature of the person's schooling, not on the characteristics of the institution. The student must be enrolled in a class for which credit would be applied toward a degree. Finally, the Decennial Census tallies are based on respondent answers to a mail survey. The CPS is collected by trained interviewers.

Appendix B: Undergraduate Enrollment, 1995-2015, by State

Alabama

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	185,015	201,382	86.6	86.6	125,451	134,557	32,316	30,987	27,247	35,838
Private Colleges	28,620	31,209	13.4	13.4	17,860	19,084	5,734	5,498	5,026	6,626
TOTAL	213,635	232,591	100.0	100.0	143,311	153,642	38,050	36,485	32,274	42,464
UNDERGRADUATES by Race/ethnicity										
Whites	152,083	164,728	71.2	70.8	100,671	108,743	27,751	25,470	23,660	30,514
Blacks	55,003	59,412	25.7	25.5	38,013	39,186	9,174	9,557	7,816	10,669
Hispanics	2,495	4,081	1.2	1.8	1,154	1,911	705	862	636	1,307
Asians & Pacific Islanders	2,365	3,447	1.1	1.5	1,804	2,591	389	478	172	377
Non-Hispanic Other Races	1,688	924	0.8	0.4	N/A	N/A	N/A	N/A	N/A	N/A

Alaska

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	24,140	33,186	84.8	84.9	9,867	14,018	6,177	8,671	8,096	10,497
Private Colleges	4,341	5,889	15.2	15.1	1,619	2,322	808	1,133	1,914	2,435
TOTAL	28,481	39,075	100.0	100.0	11,487	16,340	6,985	9,804	10,010	12,932
UNDERGRADUATES by Race/ethnicity										
Whites	21,400	25,261	75.1	64.6	8,834	10,579	5,185	6,210	7,382	8,473
Blacks	1,684	2,360	5.9	6.0	571	785	388	507	725	1,068
Hispanics	1,597	3,496	5.6	8.9	324	756	451	967	821	1,773
Asians & Pacific Islanders	1,214	6,044	4.3	15.5	519	2,717	420	2,153	275	1,175
Non-Hispanic Other Races	2,586	1,914	9.1	4.9	N/A	N/A	N/A	N/A	N/A	N/A

Arizona

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	213,044	294,047	88.4	88.4	113,987	162,176	49,450	54,526	49,607	77,345
Private Colleges	27,920	38,617	11.6	11.6	11,885	16,855	7,162	7,893	8,873	13,869
TOTAL	240,964	332,664	100.0	100.0	125,872	179,031	56,612	62,419	58,480	91,214
UNDERGRADUATES by Race/ethnicity										
Whites	170,355	203,305	70.7	61.1	87,526	105,828	38,741	35,411	44,088	62,066
Blacks	8,788	12,695	3.6	3.8	4,124	5,555	2,414	2,728	2,250	4,413
Hispanics	42,662	82,338	17.7	24.8	22,245	43,041	11,193	18,014	9,224	21,283
Asians & Pacific Islanders	6,843	11,607	2.8	3.5	4,107	6,871	1,728	2,232	1,007	2,505
Non-Hispanic Other Races	12,316	22,719	5.1	6.8	N/A	N/A	N/A	N/A	N/A	N/A

Arkansas

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	88,191	92,925	83.9	84.0	56,876	56,983	17,641	17,140	13,674	18,802
Private Colleges	16,874	17,752	16.1	16.0	11,582	11,588	2,767	2,693	2,526	3,471
TOTAL	105,066	110,677	100.0	100.0	68,458	68,571	20,408	19,833	16,200	22,273
UNDERGRADUATES by Race/ethnicity*										
Whites	81,981	86,119	78.0	77.8	52,688	53,005	15,919	15,044	13,374	18,070
Blacks	19,432	19,552	18.5	17.7	13,482	12,505	3,824	4,056	2,127	2,991
Hispanics	1,937	3,556	1.8	3.2	1,212	1,939	303	402	422	1,216
Asians & Pacific Islanders	1,353	1,905	1.3	1.7	860	1,054	245	269	248	582

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

California

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	1,644,512	2,278,449	87.4	87.3	796,123	1,256,330	436,045	480,620	412,344	541,499
Private Colleges	237,605	332,862	12.6	12.7	122,581	193,896	56,812	62,477	58,212	76,489
TOTAL	1,882,117	2,611,311	100.0	100.0	918,704	1,450,226	492,857	543,097	470,555	617,988
UNDERGRADUATES by Race/ethnicity*										
Whites	932,150	982,617	49.5	37.6	451,237	549,271	223,003	184,196	257,910	249,151
Blacks	148,464	167,373	7.9	6.4	59,786	74,988	45,948	41,007	42,730	51,377
Hispanics	487,898	863,686	25.9	33.1	221,202	418,535	154,438	210,521	112,258	234,630
Asians & Pacific Islanders	304,580	609,469	16.2	23.3	177,046	372,515	66,686	110,681	60,848	126,273

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

Colorado

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	180,117	234,838	85.3	85.3	103,048	135,320	36,884	42,690	40,185	56,828
Private Colleges	31,097	40,591	14.7	14.7	14,984	19,667	7,304	8,454	8,809	12,470
TOTAL	211,214	275,429	100.0	100.0	118,032	154,988	44,188	51,144	48,994	69,298
UNDERGRADUATES by Race/ethnicity										
Whites	167,769	200,238	79.4	72.7	95,374	113,902	33,359	34,769	39,036	51,567
Blacks	9,861	14,858	4.7	5.4	4,641	7,135	3,012	3,834	2,209	3,889
Hispanics	25,139	43,646	11.9	15.8	12,533	21,112	6,223	10,209	6,382	12,326
Asians & Pacific Islanders	6,778	12,621	3.2	4.6	4,286	7,897	1,400	2,246	1,093	2,478
Non-Hispanic Other Races	1,666	4,065	0.8	1.5	N/A	N/A	N/A	N/A	N/A	N/A

Connecticut

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	100,440	113,886	67.6	67.1	53,585	65,214	21,965	20,742	24,891	27,931
Private Colleges	48,132	55,933	32.4	32.9	33,614	40,908	7,036	6,642	7,482	8,383
TOTAL	148,572	169,819	100.0	100.0	87,199	106,122	29,001	27,384	32,373	36,314
UNDERGRADUATES by Race/ethnicity										
Whites	118,384	120,979	79.7	71.2	70,709	76,428	21,286	17,908	26,388	26,643
Blacks	15,121	20,159	10.2	11.9	7,510	10,279	3,950	4,352	3,661	5,528
Hispanics	10,268	18,866	6.9	11.1	5,323	10,031	2,972	4,335	1,974	4,501
Asians & Pacific Islanders	4,422	8,431	3.0	5.0	2,858	5,547	1,148	1,865	416	1,020
Non-Hispanic Other Races	377	1,384	0.3	0.8	N/A	N/A	N/A	N/A	N/A	N/A

Delaware

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	30,312	35,329	79.4	79.3	18,127	22,014	6,445	5,871	5,740	7,445
Private Colleges	7,852	9,226	20.6	20.7	4,594	5,586	1,523	1,387	1,735	2,254
TOTAL	38,165	44,556	100.0	100.0	22,722	27,600	7,968	7,257	7,475	9,699
UNDERGRADUATES by Race/ethnicity*										
Whites	28,599	30,767	74.9	69.1	17,658	19,722	5,713	4,740	5,228	6,305
Blacks	7,569	10,266	19.8	23.0	3,722	5,085	1,895	2,075	1,953	3,107
Hispanics	996	2,130	2.6	4.8	474	990	147	209	375	930
Asians & Pacific Islanders	955	1,496	2.5	3.4	N/A	N/A	252	334	56	111

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

District of Columbia

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	13,751	15,754	45.5	40.3	5,012	7,849	4,707	3,906	4,033	3,998
Private Colleges	16,443	23,338	54.5	59.7	13,013	20,295	2,213	1,836	1,218	1,207
TOTAL	30,194	39,091	100.0	100.0	18,024	28,144	6,919	5,742	5,251	5,205
UNDERGRADUATES by Race/ethnicity										
Whites	10,020	14,621	33.2	37.4	8,188	13,125	1,221	839	611	656
Blacks	16,201	18,078	53.7	46.2	7,552	10,658	4,474	3,834	4,175	3,586
Hispanics	2,239	4,128	7.4	10.6	1,100	2,474	734	856	405	797
Asians & Pacific Islanders	1,099	2,185	3.6	5.6	839	1,816	167	198	94	171
Non-Hispanic Other Races	635	80	2.1	0.2	N/A	N/A	N/A	N/A	N/A	N/A

Florida

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	519,044	669,756	81.4	81.3	264,899	351,688	125,728	129,290	128,417	188,779
Private Colleges	118,451	153,805	18.6	18.7	64,067	85,069	25,373	26,072	29,012	42,665
TOTAL	637,495	823,561	100.0	100.0	328,965	436,756	151,101	155,362	157,429	231,443
UNDERGRADUATES by Race/ethnicity*										
Whites	414,935	465,939	65.1	56.6	213,092	242,905	91,897	79,795	109,946	143,240
Blacks	96,238	132,213	15.1	16.1	50,298	66,235	24,733	29,926	21,207	36,053
Hispanics	112,349	215,867	17.6	26.2	54,646	111,086	32,922	48,449	24,781	56,332
Asians & Pacific Islanders	14,586	23,252	2.3	2.8	8,910	13,112	3,106	3,995	2,570	6,145

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

Georgia

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	244,387	307,741	80.6	80.5	154,814	199,450	51,092	52,906	38,481	55,385
Private Colleges	58,807	74,364	19.4	19.5	39,239	50,544	10,760	11,139	8,808	12,681
TOTAL	303,194	382,105	100.0	100.0	194,053	249,995	61,852	64,045	47,289	68,066
UNDERGRADUATES by Race/ethnicity										
Whites	200,794	230,884	66.2	60.4	132,471	154,822	37,404	35,060	30,919	41,003
Blacks	88,066	126,531	29.0	33.1	51,800	75,506	21,316	25,877	14,950	25,149
Hispanics	6,593	11,832	2.2	3.1	3,484	6,712	2,222	2,855	886	2,265
Asians & Pacific Islanders	7,065	12,134	2.3	3.2	4,983	8,473	1,214	1,635	868	2,026
Non-Hispanic Other Races	677	724	0.2	0.2	N/A	N/A	N/A	N/A	N/A	N/A

Hawaii

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	52,135	68,572	83.2	83.3	27,181	36,853	10,941	13,051	14,012	18,668
Private Colleges	10,515	13,767	16.8	16.7	5,440	7,378	2,609	3,112	2,465	3,277
TOTAL	62,649	82,339	100.0	100.0	32,622	44,230	13,550	16,163	16,477	21,946
UNDERGRADUATES by Race/ethnicity*										
Whites	16,829	18,673	26.9	22.7	6,490	7,232	4,954	4,632	5,385	6,809
Blacks	1,560	1,852	2.5	2.2	571	675	584	600	405	577
Hispanics	4,568	7,593	7.3	9.2	2,071	3,597	1,508	2,122	989	1,874
Asians & Pacific Islanders	40,264	55,650	64.3	67.6	24,200	34,357	6,571	8,859	9,494	12,434

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

Idaho

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	49,192	63,903	77.1	78.0	27,934	32,496	10,496	14,267	10,762	17,141
Private Colleges	14,579	18,002	22.9	22.0	11,604	13,497	1,020	1,387	1,954	3,118
TOTAL	63,771	81,905	100.0	100.0	39,538	45,992	11,517	15,654	12,716	20,259
UNDERGRADUATES by Race/ethnicity										
Whites	58,219	70,315	91.3	85.8	36,270	39,084	10,059	13,100	11,890	18,131
Blacks	501	812	0.8	1.0	N/A	N/A	N/A	N/A	0	0
Hispanics	2,913	6,206	4.6	7.6	1,631	3,330	829	1,478	454	1,399
Asians & Pacific Islanders	1,574	2,480	2.5	3.0	N/A	N/A	456	654	224	478
Non-Hispanic Other Races	564	2,091	0.9	2.6	N/A	N/A	N/A	N/A	N/A	N/A

Illinois

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	468,254	519,665	76.7	76.5	264,105	305,232	100,199	95,797	103,950	118,636
Private Colleges	142,634	159,954	23.3	23.5	95,601	110,492	22,909	21,898	24,125	27,564
TOTAL	610,889	679,619	100.0	100.0	359,706	415,724	123,108	117,695	128,075	146,200
UNDERGRADUATES by Race/ethnicity*										
Whites	429,462	435,605	70.3	64.1	259,123	272,020	79,083	68,769	91,256	94,816
Blacks	96,026	106,000	15.7	15.6	49,938	56,759	22,909	22,014	23,178	27,228
Hispanics	56,164	92,540	9.2	13.6	28,368	46,192	16,667	22,338	11,129	24,010
Asians & Pacific Islanders	28,112	45,903	4.6	6.8	19,250	31,835	5,409	7,685	3,452	6,382

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

Indiana

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	231,195	246,507	78.9	78.9	142,356	150,371	43,455	41,037	45,384	55,099
Private Colleges	61,857	65,881	21.1	21.1	43,507	45,952	8,655	8,173	9,696	11,756
TOTAL	293,052	312,388	100.0	100.0	185,862	196,323	52,111	49,210	55,080	66,855
UNDERGRADUATES by Race/ethnicity*										
Whites	253,063	262,203	86.4	83.9	163,202	167,684	43,494	39,611	46,367	54,907
Blacks	26,848	31,637	9.2	10.1	13,814	15,698	5,901	6,374	7,134	9,566
Hispanics	8,089	13,045	2.8	4.2	4,911	7,416	1,736	2,622	1,442	3,008
Asians & Pacific Islanders	4,494	7,020	1.5	2.2	3,219	5,119	946	1,228	329	673

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

Iowa

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	116,164	117,378	74.8	75.0	74,112	72,908	19,752	18,780	22,299	25,690
Private Colleges	39,101	39,189	25.2	25.0	27,946	27,488	5,690	5,410	5,465	6,291
TOTAL	155,265	156,567	100.0	100.0	102,058	100,396	25,443	24,190	27,764	31,981
UNDERGRADUATES by Race/ethnicity*										
Whites	144,737	141,042	93.2	90.1	95,289	90,282	23,195	21,326	26,253	29,434
Blacks	4,681	6,476	3.0	4.1	2,445	3,275	1,368	1,686	868	1,515
Hispanics	2,457	4,240	1.6	2.7	1,503	2,372	469	721	485	1,147
Asians & Pacific Islanders	3,283	5,431	2.1	3.5	2,448	3,886	553	781	281	764

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

Kansas

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	123,711	142,280	87.5	87.5	77,772	90,047	22,588	23,606	23,350	28,627
Private Colleges	17,696	20,402	12.5	12.5	10,578	12,267	3,334	3,485	3,784	4,649
TOTAL	141,406	162,682	100.0	100.0	88,350	102,314	25,922	27,091	27,134	33,277
UNDERGRADUATES by Race/ethnicity										
Whites	120,582	130,059	85.3	79.9	76,225	82,315	20,934	20,569	23,423	27,174
Blacks	8,783	11,840	6.2	7.3	4,749	6,481	2,117	2,400	1,917	2,959
Hispanics	5,990	11,729	4.2	7.2	3,315	6,303	1,545	2,641	1,130	2,785
Asians & Pacific Islanders	4,202	6,305	3.0	3.9	2,717	3,910	1,014	1,388	471	1,007
Non-Hispanic Other Races	1,849	2,749	1.3	1.7	N/A	N/A	N/A	N/A	N/A	N/A

Kentucky

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	142,351	142,173	83.5	83.4	90,654	87,010	27,832	25,006	23,865	30,158
Private Colleges	28,090	28,251	16.5	16.6	17,811	17,092	5,009	4,503	5,270	6,657
TOTAL	170,441	170,424	100.0	100.0	108,465	104,102	32,841	29,508	29,135	36,814
UNDERGRADUATES by Race/ethnicity*										
Whites	152,082	149,512	89.2	87.7	98,005	92,366	28,347	25,045	25,730	32,101
Blacks	14,811	16,181	8.7	9.5	8,465	8,849	3,434	3,381	2,912	3,951
Hispanics	2,126	3,485	1.2	2.0	838	1,428	877	1,153	412	904
Asians & Pacific Islanders	1,538	2,236	0.9	1.3	1,102	1,561	295	357	141	319

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

Louisiana

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	174,298	191,409	83.2	83.2	117,470	128,485	30,739	30,799	26,089	32,125
Private Colleges	35,175	38,607	16.8	16.8	23,089	25,224	6,548	6,561	5,538	6,821
TOTAL	209,474	230,016	100.0	100.0	140,559	153,709	37,288	37,360	31,627	38,946
UNDERGRADUATES by Race/ethnicity*										
Whites	133,159	134,185	63.6	58.3	88,187	89,077	24,182	21,295	20,791	23,812
Blacks	63,935	76,115	30.5	33.1	44,346	51,398	10,576	12,417	9,013	12,300
Hispanics	7,094	12,551	3.4	5.5	4,150	7,583	1,654	2,517	1,290	2,452
Asians & Pacific Islanders	4,583	7,359	2.2	3.2	3,081	4,609	911	1,418	591	1,332

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

Maine

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	40,109	41,182	74.4	74.8	21,916	21,094	8,232	7,718	9,961	12,370
Private Colleges	13,826	13,902	25.6	25.2	9,800	9,431	1,742	1,632	2,284	2,839
TOTAL	53,935	55,084	100.0	100.0	31,716	30,525	9,974	9,350	12,245	15,209
UNDERGRADUATES by Race/ethnicity*										
Whites	52,231	52,576	96.8	95.4	30,745	29,118	9,630	8,878	11,856	14,580
Blacks	208	245	0.4	0.4	N/A	N/A	52	52	60	83
Hispanics	416	906	0.8	1.6	269	549	39	75	109	282
Asians & Pacific Islanders	830	1,499	1.5	2.7	N/A	N/A	219	333	235	571

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

Maryland

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	198,620	240,486	80.6	80.3	103,633	135,548	48,370	46,516	46,617	58,422
Private Colleges	47,766	58,903	19.4	19.7	29,554	38,646	8,821	8,482	9,392	11,774
TOTAL	246,386	299,388	100.0	100.0	133,187	174,194	57,190	54,998	56,009	70,196
UNDERGRADUATES by Race/ethnicity*										
Whites	153,319	161,873	62.2	54.1	87,408	98,427	33,184	28,004	32,727	35,442
Blacks	69,619	95,892	28.3	32.0	30,821	45,750	19,175	20,274	19,624	29,867
Hispanics	11,625	24,790	4.7	8.3	5,674	12,485	3,067	4,778	2,883	7,528
Asians & Pacific Islanders	13,023	23,742	5.3	7.9	8,851	16,325	2,193	3,297	1,978	4,120

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

Massachusetts

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	181,889	208,283	56.6	55.5	95,206	120,922	43,448	37,909	43,236	49,452
Private Colleges	139,513	166,956	43.4	44.5	102,037	129,505	20,055	17,501	17,421	19,950
TOTAL	321,403	375,238	100.0	100.0	197,243	250,426	63,503	55,410	60,656	69,402
UNDERGRADUATES by Race/ethnicity*										
Whites	265,319	271,031	82.6	72.2	164,560	179,967	49,778	38,050	50,981	53,014
Blacks	21,870	31,523	6.8	8.4	10,975	17,565	6,311	6,990	4,584	6,967
Hispanics	18,447	39,963	5.7	10.7	9,895	22,555	4,838	7,769	3,714	9,639
Asians & Pacific Islanders	15,166	34,720	4.7	9.3	10,694	25,611	2,627	4,243	1,845	4,867

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

Michigan

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	469,659	478,313	84.6	84.5	272,106	277,308	99,389	90,082	98,165	110,923
Private Colleges	85,395	87,420	15.4	15.5	45,903	46,758	17,785	16,124	21,708	24,538
TOTAL	555,055	565,732	100.0	100.0	318,008	324,066	117,173	106,206	119,873	135,461
UNDERGRADUATES by Race/ethnicity										
Whites	438,276	426,985	79.0	75.5	256,318	250,246	88,812	75,904	93,146	100,835
Blacks	84,907	94,457	15.3	16.7	41,712	45,426	21,704	22,045	21,491	26,987
Hispanics	16,841	25,229	3.0	4.5	8,749	12,204	4,498	6,294	3,594	6,731
Asians & Pacific Islanders	10,848	17,740	2.0	3.1	7,518	11,683	1,917	2,887	1,412	3,170
Non-Hispanic Other Races	4,183	1,321	0.8	0.2	N/A	N/A	N/A	N/A	N/A	N/A

Minnesota

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	196,837	225,414	80.1	80.1	116,473	133,687	42,019	43,075	38,345	48,652
Private Colleges	48,964	56,108	19.9	19.9	36,295	41,575	6,295	6,448	6,375	8,084
TOTAL	245,802	281,522	100.0	100.0	152,767	175,262	48,314	49,524	44,720	56,737
UNDERGRADUATES by Race/ethnicity*										
Whites	221,043	237,124	89.9	84.2	139,049	148,376	41,598	39,815	40,396	48,933
Blacks	8,375	15,468	3.4	5.5	3,447	6,247	3,087	4,778	1,841	4,444
Hispanics	5,049	10,488	2.1	3.7	2,475	4,838	1,686	3,128	888	2,523
Asians & Pacific Islanders	10,059	20,238	4.1	7.2	6,125	11,525	2,435	4,531	1,500	4,183

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

Mississippi

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	119,428	121,061	88.4	88.3	85,213	82,762	18,302	17,495	15,913	20,805
Private Colleges	15,701	16,006	11.6	11.7	10,581	10,238	2,625	2,507	2,496	3,261
TOTAL	135,129	137,068	100.0	100.0	95,793	93,000	20,928	20,002	18,408	24,066
UNDERGRADUATES by Race/ethnicity										
Whites	81,617	81,178	60.4	59.2	56,844	54,775	12,954	11,530	11,819	14,873
Blacks	49,345	50,929	36.5	37.2	36,066	34,854	7,196	7,590	6,084	8,484
Hispanics	1,689	2,541	1.2	1.9	1,030	1,434	326	400	332	706
Asians & Pacific Islanders	1,437	2,066	1.1	1.5	949	1,270	307	389	181	406
Non-Hispanic Other Races	1,041	354	0.8	0.3	N/A	N/A	N/A	N/A	N/A	N/A

Missouri

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	197,910	220,424	77.6	77.6	120,774	134,902	38,701	38,175	38,435	47,347
Private Colleges	57,020	63,643	22.4	22.4	36,599	40,860	9,765	9,632	10,656	13,152
TOTAL	254,930	284,068	100.0	100.0	157,373	175,762	48,466	47,807	49,091	60,499
UNDERGRADUATES by Race/ethnicity										
Whites	215,319	232,394	84.5	81.8	133,536	143,907	40,245	38,536	41,538	49,950
Blacks	29,481	36,092	11.6	12.7	16,677	20,668	6,353	6,725	6,451	8,698
Hispanics	4,769	8,646	1.9	3.0	3,047	5,454	1,049	1,681	674	1,511
Asians & Pacific Islanders	4,586	6,365	1.8	2.2	3,572	4,905	667	782	347	678
Non-Hispanic Other Races	775	571	0.3	0.2	N/A	N/A	N/A	N/A	N/A	N/A

Montana

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	38,555	43,120	87.2	86.8	24,423	24,766	6,630	8,002	7,501	10,352
Private Colleges	5,656	6,530	12.8	13.2	3,024	3,067	943	1,135	1,688	2,328
TOTAL	44,211	49,650	100.0	100.0	27,448	27,833	7,574	9,137	9,190	12,680
UNDERGRADUATES by Race/ethnicity										
Whites	39,513	41,865	89.4	84.3	25,362	24,046	6,193	7,087	7,958	10,732
Blacks	199	251	0.5	0.5	N/A	N/A	N/A	N/A	25	44
Hispanics	932	1,876	2.1	3.8	492	889	314	662	126	325
Asians & Pacific Islanders	459	852	1.0	1.7	N/A	N/A	N/A	N/A	62	165
Non-Hispanic Other Races	3,107	4,806	7.0	9.7	N/A	N/A	N/A	N/A	N/A	N/A

Nebraska

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	73,984	81,669	80.7	80.7	47,056	51,131	14,472	15,358	12,455	15,180
Private Colleges	17,731	19,543	19.3	19.3	11,953	12,912	2,599	2,758	3,178	3,873
TOTAL	91,715	101,212	100.0	100.0	59,009	64,042	17,071	18,116	15,634	19,053
UNDERGRADUATES by Race/ethnicity										
Whites	82,349	86,556	89.8	85.5	53,356	54,889	14,645	14,824	14,348	16,843
Blacks	3,864	5,439	4.2	5.4	2,047	2,813	1,252	1,680	565	946
Hispanics	3,421	6,007	3.7	5.9	2,208	3,693	620	984	593	1,330
Asians & Pacific Islanders	1,568	2,668	1.7	2.6	1,054	1,806	451	713	63	149
Non-Hispanic Other Races	512	542	0.6	0.5	N/A	N/A	N/A	N/A	N/A	N/A

Nevada

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	58,981	83,557	89.4	89.1	25,346	37,189	16,572	17,251	17,062	29,118
Private Colleges	7,029	10,182	10.6	10.9	2,007	2,945	2,002	2,087	3,020	5,151
TOTAL	66,010	93,739	100.0	100.0	27,354	40,133	18,575	19,338	20,082	34,268
UNDERGRADUATES by Race/ethnicity										
Whites	49,172	59,460	74.5	63.4	19,941	24,265	13,338	11,622	15,892	23,574
Blacks	4,982	7,507	7.5	8.0	2,175	3,264	1,803	2,054	1,005	2,188
Hispanics	7,619	18,678	11.5	19.9	3,110	7,522	2,391	3,965	2,118	7,191
Asians & Pacific Islanders	3,166	6,260	4.8	6.7	1,799	3,415	468	668	899	2,177
Non-Hispanic Other Races	1,071	1,835	1.6	2.0	N/A	N/A	N/A	N/A	N/A	N/A

New Hampshire

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	34,839	42,561	66.2	65.8	19,393	24,626	8,013	8,048	7,433	9,887
Private Colleges	17,815	22,087	33.8	34.2	11,359	14,420	2,834	2,847	3,622	4,819
TOTAL	52,654	64,648	100.0	100.0	30,752	39,047	10,847	10,895	11,055	14,706
UNDERGRADUATES by Race/ethnicity*										
Whites	50,552	60,736	96.0	93.9	29,648	36,730	10,304	10,110	10,600	13,895
Blacks	530	795	1.0	1.2	318	483	114	161	98	151
Hispanics	683	1,455	1.3	2.3	167	368	213	374	303	713
Asians & Pacific Islanders	931	1,896	1.8	2.9	578	1,282	268	402	84	212

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

New Jersey

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	258,295	299,926	73.0	72.9	142,440	173,449	54,536	53,738	61,320	72,739
Private Colleges	95,351	111,543	27.0	27.1	60,886	74,128	17,206	16,945	17,259	20,470
TOTAL	353,646	411,469	100.0	100.0	203,326	247,576	71,742	70,683	78,578	93,209
UNDERGRADUATES by Race/ethnicity*										
Whites	237,796	235,194	67.2	57.2	140,257	144,489	42,910	35,861	54,629	54,843
Blacks	52,448	64,671	14.8	15.7	26,380	33,404	14,031	14,728	12,038	16,538
Hispanics	44,424	74,619	12.6	18.1	21,347	36,739	12,467	16,401	10,609	21,479
Asians & Pacific Islanders	19,905	40,276	5.6	9.8	14,870	29,773	3,067	5,632	1,968	4,871

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

New Mexico

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	83,205	112,064	90.3	90.3	43,808	57,951	19,283	24,594	20,113	29,519
Private Colleges	8,922	12,075	9.7	9.7	4,086	5,406	2,251	2,870	2,585	3,799
TOTAL	92,127	124,139	100.0	100.0	47,894	63,357	21,534	27,465	22,699	33,317
UNDERGRADUATES by Race/ethnicity										
Whites	46,801	54,138	50.8	43.6	24,513	27,461	10,192	10,861	12,096	15,817
Blacks	2,490	3,050	2.7	2.5	1,133	1,276	720	800	637	974
Hispanics	33,541	51,090	36.4	41.2	17,993	26,397	7,598	11,090	7,950	13,603
Asians & Pacific Islanders	1,231	1,957	1.3	1.6	755	1,116	269	399	207	442
Non-Hispanic Other Races	8,064	13,904	8.8	11.2	N/A	N/A	N/A	N/A	N/A	N/A

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	646,886	711,997	67.1	66.5	347,449	416,009	143,255	127,473	156,183	168,516
Private Colleges	317,741	358,116	32.9	33.5	214,570	256,914	53,284	47,383	49,887	53,819
TOTAL	964,627	1,070,114	100.0	100.0	562,019	672,923	196,539	174,856	206,069	222,335
UNDERGRADUATES by Race/ethnicity*										
Whites	585,195	569,570	60.7	53.2	367,558	381,148	96,363	75,228	121,275	113,194
Blacks	169,917	187,532	17.6	17.5	77,641	93,302	48,381	44,546	43,895	49,684
Hispanics	148,454	215,328	15.4	20.1	70,413	109,535	43,294	48,296	34,747	57,497
Asians & Pacific Islanders	59,269	106,124	6.1	9.9	39,523	74,090	11,693	15,949	8,053	16,086

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	282,865	332,880	81.2	81.2	165,938	195,115	60,516	57,615	56,411	80,150
Private Colleges	65,670	77,092	18.8	18.8	46,214	54,405	10,515	10,011	8,942	12,676
TOTAL	348,535	409,972	100.0	100.0	212,152	249,520	71,031	67,626	65,352	92,826
UNDERGRADUATES by Race/ethnicity										
Whites	251,125	286,373	72.1	69.9	153,624	176,053	50,004	45,071	47,496	65,249
Blacks	82,498	102,241	23.7	24.9	49,886	60,528	17,217	18,559	15,396	23,154
Hispanics	5,986	10,157	1.7	2.5	2,399	4,068	2,129	2,285	1,458	3,804
Asians & Pacific Islanders	5,868	10,320	1.7	2.5	3,781	6,262	1,152	1,548	935	2,510
Non-Hispanic Other Races	3,058	881	0.9	0.2	N/A	N/A	N/A	N/A	N/A	N/A

North Dakota

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	33,882	36,642	89.7	89.6	23,834	25,560	5,646	5,862	4,402	5,220
Private Colleges	3,891	4,239	10.3	10.4	2,627	2,839	673	698	592	701
TOTAL	37,773	40,881	100.0	100.0	26,461	28,399	6,319	6,560	4,993	5,921
UNDERGRADUATES by Race/ethnicity										
Whites	34,583	35,532	91.6	86.9	24,462	24,798	5,518	5,414	4,603	5,319
Blacks	504	773	1.3	1.9	N/A	N/A	N/A	N/A	97	260
Hispanics	367	776	1.0	1.9	N/A	N/A	N/A	N/A	25	72
Asians & Pacific Islanders	631	886	1.7	2.2	N/A	N/A	N/A	N/A	0	0
Non-Hispanic Other Races	1,688	2,915	4.5	7.1	N/A	N/A	N/A	N/A	N/A	N/A

Ohio

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	435,509	443,845	78.9	78.9	261,598	266,537	87,323	79,328	86,588	97,980
Private Colleges	116,198	118,661	21.1	21.1	75,969	77,332	18,758	17,047	21,471	24,282
TOTAL	551,707	562,506	100.0	100.0	337,568	343,869	106,081	96,375	108,058	122,262
UNDERGRADUATES by Race/ethnicity*										
Whites	464,068	451,138	84.1	80.2	290,679	281,073	84,927	73,282	88,462	96,783
Blacks	67,130	81,589	12.2	14.5	33,243	41,052	17,202	18,996	16,686	21,541
Hispanics	9,880	15,656	1.8	2.8	5,520	8,065	2,224	3,261	2,137	4,330
Asians & Pacific Islanders	9,377	15,495	1.7	2.8	6,797	11,195	1,732	2,455	849	1,845

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

Oklahoma

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	146,131	163,750	84.0	84.0	87,603	95,469	28,719	30,112	29,809	38,170
Private Colleges	27,823	31,162	16.0	16.0	16,763	18,269	5,551	5,822	5,508	7,071
TOTAL	173,954	194,912	100.0	100.0	104,366	113,737	34,271	35,934	35,317	45,241
UNDERGRADUATES by Race/ethnicity										
Whites	135,162	140,328	77.7	72.0	81,199	82,031	25,674	24,374	28,289	33,922
Blacks	15,509	21,864	8.9	11.2	9,266	12,480	2,986	3,815	3,257	5,568
Hispanics	6,173	11,707	3.5	6.0	3,366	6,056	1,477	2,221	1,330	3,430
Asians & Pacific Islanders	4,564	6,924	2.6	3.6	2,654	3,921	1,234	1,491	677	1,512
Non-Hispanic Other Races	12,546	14,089	7.2	7.2	N/A	N/A	N/A	N/A	N/A	N/A

Oregon

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	138,080	170,666	85.6	85.6	72,496	85,985	28,070	31,139	37,513	53,542
Private Colleges	23,261	28,735	14.4	14.4	13,662	16,209	3,689	4,094	5,910	8,431
TOTAL	161,341	199,402	100.0	100.0	86,158	102,195	31,760	35,233	43,423	61,974
UNDERGRADUATES by Race/ethnicity*										
Whites	139,793	162,514	86.6	81.5	74,557	82,478	26,252	27,461	38,983	52,574
Blacks	3,719	5,131	2.3	2.6	1,707	2,021	978	1,186	1,034	1,925
Hispanics	7,462	15,951	4.6	8.0	3,649	7,237	2,281	3,993	1,531	4,721
Asians & Pacific Islanders	9,234	15,463	5.7	7.8	5,403	8,430	2,265	3,200	1,567	3,834

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

Pennsylvania

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	366,277	376,970	67.4	67.3	221,173	230,784	66,331	59,086	78,773	87,099
Private Colleges	177,305	182,980	32.6	32.7	126,460	131,971	24,052	21,429	26,793	29,580
TOTAL	543,583	559,950	100.0	100.0	347,634	362,755	90,383	80,515	105,566	116,680
UNDERGRADUATES by Race/ethnicity										
Whites	461,969	448,014	85.0	80.0	299,644	291,566	74,163	62,796	88,162	93,652
Blacks	54,676	64,789	10.1	11.6	28,981	36,296	11,909	11,729	13,787	16,764
Hispanics	12,399	23,023	2.3	4.1	7,524	13,875	2,476	3,711	2,399	5,436
Asians & Pacific Islanders	13,771	23,018	2.5	4.1	10,178	16,502	1,990	2,802	1,603	3,714
Non-Hispanic Other Races	768	1,106	0.1	0.2	N/A	N/A	N/A	N/A	N/A	N/A

Rhode Island

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	35,915	39,757	62.7	61.8	18,933	22,710	8,711	7,649	8,271	9,398
Private Colleges	21,406	24,557	37.3	38.2	15,490	18,588	2,962	2,601	2,954	3,368
TOTAL	57,321	64,314	100.0	100.0	34,423	41,298	11,673	10,250	11,224	12,766
UNDERGRADUATES by Race/ethnicity*										
Whites	49,183	48,645	85.8	75.6	29,664	30,991	9,861	7,600	9,658	10,054
Blacks	2,763	3,833	4.8	6.0	1,428	2,012	433	487	902	1,333
Hispanics	3,888	8,452	6.8	13.1	1,837	4,270	1,333	2,215	718	1,967
Asians & Pacific Islanders	1,542	3,217	2.7	5.0	1,360	2,872	152	263	31	82

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	137,165	151,929	80.7	80.7	86,658	94,071	26,410	24,700	24,097	33,158
Private Colleges	32,814	36,263	19.3	19.3	23,851	25,877	4,434	4,155	4,529	6,231
TOTAL	169,978	188,192	100.0	100.0	110,509	119,948	30,844	28,855	28,626	39,389
UNDERGRADUATES by Race/ethnicity*										
Whites	112,533	123,682	66.2	65.7	73,968	80,962	20,009	17,680	18,557	25,040
Blacks	51,778	57,101	30.5	30.3	32,792	34,064	9,625	9,935	9,361	13,101
Hispanics	2,471	4,143	1.5	2.2	1,432	2,438	680	823	360	881
Asians & Pacific Islanders	2,149	3,407	1.3	1.8	1,265	1,853	477	603	407	950

Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	27,507	29,698	79.1	79.0	19,638	20,488	4,291	4,667	3,579	4,542
Private Colleges	7,254	7,882	20.9	21.0	4,686	4,866	1,337	1,455	1,231	1,561
TOTAL	34,762	37,579	100.0	100.0	24,324	25,354	5,628	6,122	4,810	6,103
UNDERGRADUATES by Race/ethnicity										
Whites	31,626	32,550	91.0	86.6	22,526	22,252	4,821	4,975	4,279	5,323
Blacks	437	614	1.3	1.6	N/A	N/A	N/A	N/A	32	63
Hispanics	195	357	0.6	1.0	N/A	N/A	N/A	N/A	0	0
Asians & Pacific Islanders	439	671	1.3	1.8	N/A	N/A	N/A	N/A	0	0
Non-Hispanic Other Races	2,065	3,387	5.9	9.0	N/A	N/A	N/A	N/A	N/A	N/A

Tennessee

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	176,248	204,930	78.0	77.9	110,133	127,818	34,935	34,658	31,180	42,455
Private Colleges	49,802	58,027	22.0	22.1	35,737	41,479	7,058	7,008	7,007	9,540
TOTAL	226,050	262,958	100.0	100.0	145,870	169,296	41,993	41,666	38,187	51,995
UNDERGRADUATES by Race/ethnicity*										
Whites	175,982	198,020	77.9	75.3	115,068	129,016	31,734	30,317	29,180	38,687
Blacks	44,207	56,626	19.6	21.5	27,162	34,481	8,921	10,013	8,124	12,132
Hispanics	2,727	4,728	1.2	1.8	1,345	2,377	902	1,189	480	1,162
Asians & Pacific Islanders	2,802	4,385	1.2	1.7	2,134	3,211	378	484	290	689

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

Texas

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	838,297	1,106,186	85.4	85.3	482,282	659,722	192,655	218,946	163,360	227,517
Private Colleges	143,455	190,145	14.6	14.7	84,549	115,707	29,325	33,226	29,582	41,211
TOTAL	981,752	1,296,330	100.0	100.0	566,831	775,430	221,980	252,173	192,941	268,728
UNDERGRADUATES by Race/ethnicity										
Whites	567,588	651,620	57.8	50.3	334,428	398,626	118,014	114,324	115,147	138,670
Blacks	118,254	164,525	12.0	12.7	63,440	89,150	30,300	37,013	24,515	38,362
Hispanics	252,266	399,116	25.7	30.8	137,926	218,019	66,187	91,320	48,153	89,777
Asians & Pacific Islanders	34,045	61,648	3.5	4.8	21,156	39,646	7,110	10,493	5,779	11,509
Non-Hispanic Other Races	9,599	19,422	1.0	1.5	N/A	N/A	N/A	N/A	N/A	N/A

Utah

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	102,058	135,934	70.7	71.1	62,108	79,949	23,284	29,162	16,666	26,822
Private Colleges	42,367	55,183	29.3	28.9	32,463	41,669	6,747	8,435	3,157	5,079
TOTAL	144,425	191,117	100.0	100.0	94,571	121,619	30,031	37,597	19,823	31,901
UNDERGRADUATES by Race/ethnicity										
Whites	130,918	163,271	90.6	85.4	87,310	104,471	25,893	31,290	17,715	27,511
Blacks	1,533	2,523	1.1	1.3	754	1,378	561	700	218	444
Hispanics	6,048	12,299	4.2	6.4	3,536	7,478	1,453	2,381	1,059	2,440
Asians & Pacific Islanders	4,817	9,233	3.3	4.8	2,522	5,094	1,652	2,561	643	1,578
Non-Hispanic Other Races	1,109	3,792	0.8	2.0	N/A	N/A	N/A	N/A	N/A	N/A

Vermont

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	17,090	18,771	60.6	60.7	11,594	12,644	2,656	2,544	2,840	3,583
Private Colleges	11,115	12,162	39.4	39.3	8,277	9,024	1,449	1,387	1,389	1,752
TOTAL	28,205	30,934	100.0	100.0	19,870	21,668	4,105	3,930	4,229	5,335
UNDERGRADUATES by Race/ethnicity*										
Whites	27,018	29,061	95.8	93.9	18,965	20,256	3,950	3,702	4,104	5,103
Blacks	246	383	0.9	1.2	N/A	N/A	N/A	N/A	41	125
Hispanics	444	1,069	1.6	3.5	N/A	N/A	N/A	N/A	73	182
Asians & Pacific Islanders	341	600	1.2	1.9	N/A	N/A	N/A	N/A	16	41

**Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.*

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	250,329	294,436	80.6	80.4	148,870	179,467	54,173	52,133	47,286	62,836
Private Colleges	60,222	71,552	19.4	19.6	39,297	47,375	9,936	9,558	10,990	14,618
TOTAL	310,551	365,988	100.0	100.0	188,167	226,842	64,109	61,691	58,276	77,455
UNDERGRADUATES by Race/ethnicity*										
Whites	224,303	238,598	72.2	65.2	139,523	150,333	43,078	37,400	41,702	50,864
Blacks	59,903	78,990	19.3	21.6	33,015	44,576	14,633	16,028	12,255	18,386
Hispanics	10,946	22,424	3.5	6.1	4,970	10,695	3,378	4,887	2,598	6,842
Asians & Pacific Islanders	15,910	29,475	5.1	8.1	10,416	19,313	3,329	5,094	2,164	5,067

Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	227,469	292,422	84.9	84.9	122,312	156,635	49,618	55,138	55,539	80,649
Private Colleges	40,342	51,977	15.1	15.1	22,691	29,094	8,030	8,910	9,621	13,972
TOTAL	267,810	344,398	100.0	100.0	145,003	185,729	57,647	64,048	65,160	94,622
UNDERGRADUATES by Race/ethnicity*										
Whites	215,971	257,265	80.6	74.7	117,443	138,445	44,261	45,388	54,267	73,432
Blacks	10,561	13,298	3.9	3.9	4,442	5,198	3,218	3,223	2,901	4,876
Hispanics	14,270	30,806	5.3	8.9	6,412	13,107	4,450	7,751	3,408	9,949
Asians & Pacific Islanders	24,988	46,353	9.3	13.5	15,411	27,662	5,435	8,966	4,141	9,726

Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	71,272	61,929	85.3	85.2	49,828	40,151	10,299	8,987	11,145	12,791
Private Colleges	12,273	10,747	14.7	14.8	8,319	6,697	1,764	1,539	2,190	2,510
TOTAL	83,545	72,676	100.0	100.0	58,147	46,848	12,063	10,527	13,335	15,301
UNDERGRADUATES by Race/ethnicity*										
Whites	78,638	67,306	94.1	92.6	54,812	43,360	11,253	9,648	12,573	14,297
Blacks	3,418	3,283	4.1	4.5	2,286	2,055	548	545	584	683
Hispanics	662	1,301	0.8	1.8	293	563	172	290	197	448
Asians & Pacific Islanders	921	1,366	1.1	1.9	740	1,062	181	304	0	0

Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	224,310	242,971	83.6	83.5	140,021	149,836	42,836	42,073	41,452	51,062
Private Colleges	44,017	47,848	16.4	16.5	28,036	29,998	7,282	7,153	8,699	10,697
TOTAL	268,327	290,819	100.0	100.0	168,057	179,833	50,119	49,226	50,151	61,759
UNDERGRADUATES by Race/ethnicity*										
Whites	237,235	242,095	88.4	83.2	150,765	151,189	42,417	39,099	44,053	51,808
Blacks	14,848	22,456	5.5	7.7	7,152	10,273	3,891	5,200	3,806	6,982
Hispanics	6,847	11,600	2.6	4.0	3,442	5,141	1,867	2,902	1,538	3,557
Asians & Pacific Islanders	7,040	15,139	2.6	5.2	4,360	9,203	1,860	3,431	819	2,505

Undergraduate percentages for the four race/ethnic groups shown do not sum to 100 due to the difficulty of apportioning students self-identifying as Other race. See the appendix for details.

Wyoming

	All Undergraduates				Undergraduates by Age Group					
	Level		Percent of Total		18 to 24		25 to 34		35 and Above	
	1995	2015	1995	2015	1995	2015	1995	2015	1995	2015
UNDERGRADUATES by Public or Private Colleges										
Public Colleges	27,797	35,614	94.3	94.3	15,894	18,504	4,627	6,592	7,276	10,519
Private Colleges	1,666	2,152	5.7	5.7	870	1,009	208	297	587	846
TOTAL	29,463	37,767	100.0	100.0	16,764	19,513	4,836	6,889	7,863	11,365
UNDERGRADUATES by Race/ethnicity										
Whites	26,558	31,908	90.1	84.5	15,245	16,392	4,196	5,592	7,117	9,924
Blacks	191	272	0.6	0.7	N/A	N/A	N/A	N/A	0	0
Hispanics	2,160	4,281	7.3	11.3	1,086	1,959	533	1,168	541	1,153
Asians & Pacific Islanders	270	609	0.9	1.6	N/A	N/A	N/A	N/A	43	133
Non-Hispanic Other Races	285	697	1.0	1.8	N/A	N/A	N/A	N/A	N/A	N/A

Appendix C: Undergraduate Enrollment, 1995–2015, by Age, Race/Ethnicity, and College Type

The tables on the following pages detail the projected changes in undergraduate enrollment between 1995 and 2015 for the following groups:

TABLE C–1

Non-Hispanic Asians and Pacific Islanders, Ages 18 and Above

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	911	1,680	2,532	3,482	4,606	304	530	795	1,098	1,438
Alabama	2,058	2,215	2,474	2,679	2,979	307	333	382	418	468
Arkansas	1,097	1,229	1,351	1,434	1,576	256	274	291	303	329
Arizona	5,871	7,225	8,426	9,021	9,879	972	1,226	1,444	1,573	1,729
California	264,968	304,645	370,515	446,628	529,656	39,612	45,760	55,852	67,312	79,813
Colorado	5,757	7,348	8,766	9,519	10,644	1,021	1,321	1,600	1,758	1,978
Connecticut	2,533	2,918	3,498	4,143	4,860	1,889	2,102	2,557	3,032	3,571
District of Columbia	267	282	341	408	470	832	964	1,242	1,487	1,715
Delaware	512	604	692	732	800	442	519	601	634	696
Florida	11,542	12,988	14,791	16,371	18,489	3,044	3,389	3,833	4,222	4,762
Georgia	5,158	6,153	7,217	8,009	8,962	1,907	2,221	2,577	2,836	3,172
Hawaii	34,730	36,067	38,820	42,556	47,966	5,535	5,759	6,210	6,809	7,684
Iowa	2,227	2,635	3,040	3,263	3,626	1,055	1,275	1,497	1,620	1,804
Idaho	1,180	1,463	1,642	1,699	1,850	394	476	550	571	631
Illinois	19,328	22,277	25,337	28,047	31,544	8,783	10,112	11,525	12,747	14,358
Indiana	3,827	4,368	4,976	5,370	5,966	667	753	868	943	1,054
Kansas	3,528	4,051	4,499	4,807	5,282	674	789	877	935	1,023
Kentucky	1,197	1,310	1,461	1,547	1,694	341	391	451	491	542
Louisiana	3,871	4,269	4,846	5,412	6,205	712	807	912	1,014	1,154
Massachusetts	6,045	7,673	9,719	11,720	13,655	9,121	11,549	15,023	18,131	21,064
Maryland	9,970	11,955	14,066	15,996	18,138	3,052	3,675	4,347	4,941	5,604
Maine	444	513	584	678	783	386	450	535	622	716
Michigan	9,039	10,434	12,235	13,464	14,888	1,809	2,032	2,372	2,587	2,852
Minnesota	8,508	11,096	13,702	15,329	17,106	1,551	2,013	2,493	2,798	3,133
Missouri	2,628	2,811	3,065	3,290	3,653	1,958	2,050	2,264	2,424	2,711
Mississippi	1,074	1,240	1,383	1,451	1,583	363	389	430	440	482
Montana	305	383	461	499	553	154	210	244	270	299
North Carolina	4,403	5,372	6,373	7,081	7,917	1,466	1,717	1,997	2,170	2,403
North Dakota	547	584	648	692	763	84	87	102	111	123
Nebraska	943	1,168	1,336	1,463	1,645	624	687	802	889	1,024
New Hampshire	455	540	643	756	882	476	616	764	877	1,013
New Jersey	13,554	17,201	20,647	23,767	27,499	6,351	8,050	9,638	11,050	12,777
New Mexico	1,051	1,259	1,423	1,525	1,692	180	209	229	240	265
Nevada	2,708	3,801	4,582	4,853	5,320	459	644	784	864	940
New York	36,374	41,206	48,443	56,533	65,117	22,894	25,861	30,455	35,571	41,007
Ohio	6,672	7,663	8,821	9,780	10,967	2,705	3,118	3,625	4,032	4,528
Oklahoma	3,546	3,900	4,379	4,848	5,429	1,018	1,095	1,217	1,337	1,495
Oregon	7,955	9,376	10,723	11,897	13,339	1,279	1,500	1,717	1,898	2,125
Pennsylvania	7,840	8,816	10,272	11,588	13,230	5,931	6,509	7,624	8,563	9,787
Rhode Island	516	590	741	888	1,055	1,026	1,147	1,504	1,815	2,162
South Carolina	1,799	1,919	2,206	2,491	2,826	350	382	447	510	581
South Dakota	341	401	448	473	515	98	112	132	143	157
Tennessee	1,770	2,059	2,358	2,516	2,770	1,032	1,185	1,372	1,463	1,615
Texas	28,239	33,602	39,378	44,496	51,015	5,807	6,937	8,168	9,251	10,633
Utah	3,910	5,132	6,088	6,777	7,496	908	1,197	1,420	1,574	1,737
Virginia	13,243	15,432	18,539	21,357	24,532	2,667	3,125	3,742	4,308	4,943
Vermont	230	268	329	351	396	111	133	165	180	204
Washington	20,910	25,307	29,894	33,713	38,806	4,077	4,932	5,819	6,549	7,548
Wisconsin	5,943	8,011	10,048	11,346	12,865	1,097	1,453	1,814	2,017	2,274
West Virginia	786	894	995	1,062	1,175	135	144	160	172	191
Wyoming	233	310	400	453	530	37	48	60	68	79
United States	**572,544**	**664,640**	**790,151**	**918,260**	**1,065,194**	**147,953**	**172,260**	**205,531**	**237,667**	**274,396**

TABLE C–2

Non-Hispanic Blacks, Ages 18 and Above

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	1,403	1,631	1,759	1,882	1,957	281	331	361	386	403
Alabama	45,987	46,463	46,421	48,392	49,718	9,016	9,077	9,054	9,439	9,695
Arkansas	17,084	17,752	17,352	17,276	16,996	2,348	2,469	2,512	2,549	2,557
Arizona	7,645	8,881	9,947	10,711	10,942	1,144	1,363	1,544	1,675	1,753
California	127,243	120,665	123,943	136,726	143,446	21,221	20,151	20,689	22,807	23,927
Colorado	8,265	9,872	11,019	11,898	12,409	1,596	1,933	2,170	2,347	2,450
Connecticut	11,165	11,700	12,576	13,988	14,881	3,956	4,146	4,466	4,986	5,278
District of Columbia	10,489	9,089	9,478	10,546	11,122	5,712	5,146	5,804	6,689	6,956
Delaware	6,350	6,977	7,622	8,315	8,629	1,219	1,339	1,467	1,600	1,637
Florida	78,190	85,941	94,720	102,889	107,312	18,048	19,944	22,034	23,934	24,901
Georgia	68,956	77,605	84,836	93,691	99,092	19,110	21,577	23,564	26,061	27,439
Hawaii	1,192	1,262	1,302	1,356	1,396	369	409	427	444	456
Iowa	3,619	4,072	4,431	4,821	5,068	1,062	1,178	1,265	1,368	1,408
Idaho	437	581	668	696	694	64	101	117	121	118
Illinois	74,720	75,017	75,217	78,783	82,382	21,305	21,397	21,392	22,524	23,618
Indiana	22,255	23,423	24,195	25,419	26,139	4,593	4,867	5,063	5,321	5,498
Kansas	7,298	8,054	8,668	9,380	9,836	1,485	1,641	1,769	1,913	2,004
Kentucky	12,819	13,035	13,206	13,779	13,987	1,992	2,038	2,068	2,147	2,194
Louisiana	54,142	57,621	59,715	62,346	64,496	9,793	10,415	10,776	11,239	11,619
Massachusetts	13,458	14,150	15,620	17,998	19,107	8,412	8,998	10,161	11,856	12,416
Maryland	57,184	62,060	67,401	74,169	78,549	12,435	13,655	14,916	16,439	17,343
Maine	194	200	207	220	228	14	16	16	17	17
Michigan	68,691	68,342	69,289	74,314	76,272	16,216	16,300	16,588	17,656	18,185
Minnesota	6,907	8,646	10,215	11,702	12,704	1,468	1,917	2,268	2,596	2,764
Missouri	23,586	24,763	25,856	27,692	28,859	5,895	6,202	6,479	6,943	7,233
Mississippi	44,103	44,999	44,059	44,577	45,461	5,242	5,346	5,257	5,342	5,468
Montana	170	212	223	221	221	29	30	30	30	30
North Carolina	69,529	72,891	77,479	84,221	86,251	12,969	13,537	14,403	15,730	15,989
North Dakota	381	514	567	596	619	124	149	152	154	153
Nebraska	3,073	3,428	3,778	4,119	4,316	792	889	980	1,064	1,123
New Hampshire	320	373	410	451	481	209	248	278	307	314
New Jersey	40,312	41,770	43,308	47,023	49,680	12,136	12,592	13,057	14,200	14,991
New Mexico	2,105	2,297	2,400	2,494	2,534	385	427	462	489	515
Nevada	4,500	5,515	6,240	6,676	6,759	482	583	661	715	747
New York	126,351	123,412	125,888	133,539	139,066	43,567	42,831	43,896	46,645	48,466
Ohio	53,768	56,295	58,724	63,290	65,334	13,362	13,988	14,602	15,724	16,256
Oklahoma	12,784	14,047	15,383	17,035	17,876	2,725	3,030	3,346	3,721	3,988
Oregon	3,224	3,625	3,937	4,228	4,355	495	585	662	733	777
Pennsylvania	38,915	39,285	40,772	44,213	46,090	15,762	15,854	16,461	17,936	18,699
Rhode Island	1,607	1,699	1,876	2,081	2,225	1,157	1,208	1,350	1,513	1,608
South Carolina	42,637	43,037	43,893	46,378	47,138	9,141	9,171	9,313	9,866	9,963
South Dakota	170	214	230	236	242	267	343	363	368	373
Tennessee	35,403	38,358	40,511	43,693	45,372	8,804	9,557	10,071	10,889	11,254
Texas	100,638	110,651	121,343	132,556	139,889	17,616	19,431	21,325	23,297	24,635
Utah	1,475	1,880	2,210	2,414	2,443	58	66	67	72	79
Virginia	47,462	49,942	53,854	59,153	62,477	12,442	13,138	14,256	15,731	16,514
Vermont	71	99	130	152	165	174	188	209	221	219
Washington	9,029	9,576	10,164	10,885	11,372	1,532	1,623	1,720	1,842	1,926
Wisconsin	12,289	14,206	15,803	17,320	18,581	2,559	2,962	3,296	3,614	3,875
West Virginia	2,936	2,787	2,751	2,826	2,812	481	456	452	472	470
Wyoming	191	230	257	271	272	0	0	0	0	0
United States	**1,382,721**	**1,439,143**	**1,511,849**	**1,629,637**	**1,698,251**	**331,268**	**344,844**	**363,639**	**393,729**	**410,302**

TABLE C–3

Hispanics, Ages 18 and Above

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	1,345	1,815	2,227	2,605	2,963	252	336	407	470	533
Alabama	1,886	2,135	2,421	2,769	3,096	609	686	775	883	985
Arkansas	1,150	1,446	1,727	1,998	2,259	787	928	1,059	1,189	1,298
Arizona	38,378	47,614	56,648	65,790	73,893	4,284	5,365	6,433	7,496	8,445
California	437,322	485,364	556,049	666,922	773,625	50,576	56,316	64,705	77,693	90,061
Colorado	21,776	26,245	30,413	34,331	37,816	3,363	4,033	4,670	5,276	5,830
Connecticut	7,101	8,218	9,433	11,309	13,020	3,167	3,690	4,236	5,112	5,846
District of Columbia	1,114	1,185	1,406	1,744	2,016	1,126	1,216	1,461	1,839	2,112
Delaware	827	1,114	1,354	1,588	1,805	170	214	249	288	325
Florida	89,875	105,291	125,488	150,464	172,779	22,474	26,315	31,306	37,471	43,089
Georgia	4,923	5,960	6,921	7,906	8,793	1,669	2,037	2,375	2,721	3,040
Hawaii	3,877	4,285	4,796	5,700	6,455	692	758	845	1,007	1,138
Iowa	1,975	2,356	2,754	3,133	3,472	481	555	633	707	768
Idaho	2,363	3,140	3,790	4,411	5,005	550	740	903	1,056	1,201
Illinois	42,326	48,037	54,009	61,690	69,459	13,838	15,781	17,879	20,506	23,081
Indiana	5,827	6,845	7,753	8,655	9,462	2,261	2,639	2,970	3,298	3,583
Kansas	5,197	6,405	7,739	9,020	10,173	794	979	1,178	1,374	1,555
Kentucky	1,636	1,940	2,192	2,446	2,704	490	571	641	712	780
Louisiana	4,860	5,527	6,449	7,563	8,567	2,234	2,554	3,002	3,527	3,984
Massachusetts	10,963	13,545	16,312	20,128	23,349	7,483	9,436	11,532	14,481	16,615
Maryland	9,205	11,532	13,805	16,673	19,400	2,420	3,119	3,811	4,620	5,390
Maine	385	476	582	719	842	31	38	45	56	64
Michigan	13,773	15,295	16,969	19,038	20,681	3,069	3,389	3,732	4,176	4,548
Minnesota	3,938	5,185	6,286	7,360	8,327	1,111	1,454	1,708	1,963	2,162
Missouri	3,509	4,214	4,950	5,729	6,396	1,260	1,501	1,764	2,035	2,250
Mississippi	1,481	1,633	1,831	2,046	2,245	208	219	246	276	296
Montana	824	1,130	1,342	1,516	1,673	109	146	169	188	203
North Carolina	4,723	5,587	6,472	7,321	8,132	1,263	1,450	1,658	1,858	2,025
North Dakota	323	445	524	602	666	44	61	79	95	110
Nebraska	2,803	3,372	3,893	4,404	4,885	618	751	879	1,004	1,121
New Hampshire	423	527	634	758	882	260	331	406	491	573
New Jersey	32,004	36,288	40,585	47,457	53,961	12,420	13,969	15,538	18,176	20,658
New Mexico	30,753	34,859	38,496	42,511	46,853	2,788	3,137	3,480	3,846	4,238
Nevada	6,680	9,781	12,421	14,561	16,502	938	1,333	1,663	1,934	2,176
New York	108,129	114,704	124,198	141,643	156,765	40,325	42,633	46,140	52,889	58,563
Ohio	7,722	8,881	9,981	11,219	12,187	2,159	2,500	2,826	3,185	3,469
Oklahoma	4,845	5,792	6,942	8,179	9,243	1,327	1,559	1,838	2,163	2,463
Oregon	6,495	8,369	10,103	11,994	13,821	967	1,260	1,538	1,838	2,129
Pennsylvania	8,200	9,751	11,350	13,506	15,262	4,199	4,973	5,777	6,919	7,761
Rhode Island	2,601	3,136	3,775	4,743	5,609	1,287	1,568	1,909	2,402	2,843
South Carolina	2,001	2,214	2,557	3,001	3,370	470	516	591	690	773
South Dakota	195	273	314	337	357	0	0	0	0	0
Tennessee	1,911	2,329	2,702	3,039	3,350	815	977	1,124	1,255	1,378
Texas	221,183	246,209	275,416	310,081	349,739	31,084	34,705	38,869	43,779	49,378
Utah	4,717	6,035	7,353	8,592	9,591	1,331	1,709	2,087	2,440	2,708
Virginia	8,309	10,495	12,577	14,961	17,097	2,637	3,302	3,931	4,659	5,327
Vermont	176	269	338	414	460	268	353	446	537	609
Washington	12,188	15,568	18,860	22,593	26,329	2,082	2,656	3,213	3,848	4,477
Wisconsin	5,706	6,998	8,117	9,090	9,833	1,141	1,352	1,521	1,673	1,767
West Virginia	581	709	837	990	1,126	81	100	126	151	175
Wyoming	1,971	2,481	2,949	3,434	3,919	189	235	272	318	361
United States	**1,192,475**	**1,353,006**	**1,547,039**	**1,808,682**	**2,060,214**	**234,200**	**266,445**	**304,649**	**356,573**	**404,264**

TABLE C–4

Non-Hispanic Whites, Ages 18 and Above

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	18,224	19,614	20,657	21,391	21,549	3,176	3,432	3,590	3,693	3,713
Alabama	133,224	130,818	135,072	141,402	144,290	18,859	18,571	19,109	19,963	20,437
Arkansas	68,671	69,597	71,137	72,320	72,216	13,310	13,477	13,769	13,982	13,903
Arizona	150,357	165,175	177,581	181,660	179,336	19,997	21,816	23,320	23,977	23,969
California	809,200	741,449	763,877	830,960	851,163	122,950	113,541	118,021	128,776	131,454
Colorado	142,948	160,415	171,653	173,175	170,534	24,822	27,600	29,468	29,911	29,704
Connecticut	79,412	76,490	78,378	81,628	80,533	38,972	37,916	39,539	41,490	40,446
District of Columbia	1,596	1,544	1,699	1,841	1,864	8,424	9,766	11,910	12,983	12,757
Delaware	22,538	23,168	24,547	24,903	24,181	6,061	6,279	6,658	6,757	6,586
Florida	339,493	343,429	362,469	379,082	380,610	75,443	76,898	81,617	85,355	85,329
Georgia	164,349	170,120	179,835	187,713	188,700	36,445	37,915	40,221	42,009	42,184
Hawaii	12,917	13,171	13,552	14,078	14,326	3,912	3,999	4,114	4,272	4,347
Iowa	108,319	111,746	111,403	108,703	105,780	36,418	37,679	37,479	36,391	35,262
Idaho	44,772	52,368	55,063	55,301	54,864	13,447	15,784	16,088	15,798	15,451
Illinois	330,793	331,711	334,830	338,733	334,769	98,669	99,946	101,307	102,457	100,836
Indiana	198,995	201,813	205,151	207,059	206,277	54,067	54,907	55,874	56,329	55,926
Kansas	106,128	111,252	115,217	115,550	114,430	14,454	15,151	15,679	15,751	15,629
Kentucky	126,771	125,636	124,580	125,064	124,480	25,311	25,158	24,993	25,129	25,032
Louisiana	110,806	109,106	110,388	111,672	111,654	22,353	21,984	22,226	22,505	22,531
Massachusetts	151,248	144,906	151,426	155,784	152,274	114,071	110,086	119,010	123,414	118,757
Maryland	123,176	121,932	126,620	131,037	129,597	30,143	30,145	31,689	32,888	32,275
Maine	38,847	38,277	38,851	39,524	39,325	13,383	13,169	13,364	13,515	13,250
Michigan	374,217	371,495	372,365	372,056	364,227	64,059	63,805	64,036	64,012	62,758
Minnesota	176,575	191,262	198,790	195,578	189,493	44,468	49,333	51,356	49,795	47,631
Missouri	167,312	175,073	181,173	182,781	180,491	48,008	50,408	52,206	52,622	51,903
Mississippi	71,962	69,743	70,261	71,346	71,547	9,655	9,386	9,448	9,586	9,631
Montana	34,383	37,869	38,411	37,326	36,235	5,131	5,662	5,802	5,720	5,630
North Carolina	201,681	204,646	218,242	229,425	229,977	49,443	50,035	53,901	56,791	56,396
North Dakota	31,159	33,262	34,532	33,260	31,991	3,425	3,660	3,802	3,673	3,541
Nebraska	66,700	70,440	72,468	71,520	70,124	15,650	16,595	17,060	16,788	16,432
New Hampshire	33,675	36,084	38,917	40,643	40,280	16,878	18,347	19,956	20,806	20,456
New Jersey	172,847	168,519	168,864	174,453	170,548	64,949	63,600	64,013	66,521	64,646
New Mexico	42,134	45,562	47,585	48,640	48,640	4,667	5,077	5,326	5,465	5,498
Nevada	44,051	52,051	55,759	55,084	53,046	5,120	6,095	6,573	6,562	6,415
New York	377,424	356,482	360,451	372,915	364,090	207,772	196,958	202,491	211,979	205,481
Ohio	366,265	365,171	365,284	362,782	355,942	97,803	97,885	98,083	97,289	95,196
Oklahoma	113,747	113,270	116,151	117,785	118,144	21,415	21,332	21,889	22,165	22,184
Oregon	119,346	129,268	134,490	137,968	138,798	20,447	22,296	23,173	23,680	23,716
Pennsylvania	310,811	304,576	308,525	310,240	301,423	151,158	148,312	151,140	152,030	146,591
Rhode Island	31,153	28,776	29,589	30,851	30,477	18,030	16,617	17,740	18,724	18,168
South Carolina	89,971	86,644	90,790	96,965	98,803	22,563	21,644	22,890	24,559	24,879
South Dakota	25,083	27,690	28,218	27,001	25,768	6,543	7,161	7,314	7,060	6,782
Tennessee	136,824	142,127	148,337	153,090	153,842	39,158	40,815	42,754	44,145	44,178
Texas	480,945	500,686	530,837	550,125	551,600	86,643	90,783	96,537	99,969	100,020
Utah	90,969	105,486	111,609	113,957	114,431	39,948	46,648	48,784	49,154	48,840
Virginia	181,630	176,668	184,109	191,962	192,784	42,673	41,726	43,843	45,792	45,814
Vermont	16,502	16,988	18,070	18,334	17,778	10,517	10,825	11,565	11,714	11,283
Washington	183,625	195,590	206,377	215,512	218,619	32,346	34,631	36,585	38,163	38,647
Wisconsin	198,422	208,741	213,984	209,336	202,297	38,813	41,040	42,131	41,178	39,798
West Virginia	67,094	63,429	59,520	58,305	57,376	11,544	10,937	10,292	10,086	9,930
Wyoming	25,126	27,881	29,243	29,845	30,159	1,432	1,588	1,670	1,717	1,749
United States	**7,514,414**	**7,569,216**	**7,806,935**	**8,007,660**	**7,961,681**	**1,974,943**	**1,988,421**	**2,061,405**	**2,115,090**	**2,083,968**

TABLE C–5

All Race/Ethnicities, Ages 18 and Above

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	24,140	26,800	29,305	31,563	33,186	4,341	4,825	5,242	5,616	5,889
Alabama	185,015	183,695	187,961	196,697	201,382	28,620	28,464	29,118	30,429	31,209
Arkansas	88,191	90,110	91,617	93,019	92,925	16,874	17,242	17,525	17,797	17,752
Arizona	213,044	241,454	267,468	285,146	294,047	27,920	31,549	34,824	37,179	38,617
California	1,644,512	1,648,834	1,798,748	2,065,804	2,278,449	237,605	239,611	262,753	302,268	332,862
Colorado	180,117	205,587	223,956	231,905	234,838	31,097	35,249	38,336	39,850	40,591
Connecticut	100,440	99,578	104,045	111,473	113,886	48,132	48,195	51,133	55,242	55,933
District of Columbia	13,751	12,481	13,364	14,918	15,754	16,443	16,520	19,630	22,581	23,338
Delaware	30,312	31,935	34,192	35,517	35,329	7,852	8,317	8,927	9,272	9,226
Florida	519,044	545,663	593,343	642,438	669,756	118,451	125,114	136,506	147,855	153,805
Georgia	244,387	261,585	280,448	299,479	307,741	58,807	63,135	67,826	72,482	74,364
Hawaii	52,135	54,458	57,993	62,975	68,572	10,515	10,951	11,651	12,641	13,767
Iowa	116,164	120,679	121,364	119,565	117,378	39,101	40,742	40,888	40,089	39,189
Idaho	49,192	58,196	62,117	63,386	63,903	14,579	17,296	17,999	18,054	18,002
Illinois	468,254	476,664	488,351	507,591	519,665	142,634	146,318	150,355	156,497	159,954
Indiana	231,195	236,357	241,504	245,675	246,507	61,857	63,322	64,752	65,837	65,881
Kansas	123,711	131,472	138,178	141,215	142,280	17,696	18,805	19,753	20,215	20,402
Kentucky	142,351	141,683	141,079	142,340	142,173	28,090	28,033	27,969	28,259	28,251
Louisiana	174,298	177,438	182,198	187,720	191,409	35,175	35,769	36,712	37,838	38,607
Massachusetts	181,889	180,346	192,780	205,542	208,283	139,513	139,950	154,723	166,801	166,956
Maryland	198,620	205,434	218,679	233,943	240,486	47,766	49,990	53,718	57,621	58,903
Maine	40,109	39,650	40,372	41,222	41,182	13,826	13,655	13,906	14,117	13,902
Michigan	469,659	467,995	472,501	481,693	478,313	85,395	85,310	86,206	87,873	87,420
Minnesota	196,837	216,217	228,338	228,941	225,414	48,964	55,059	58,276	57,677	56,108
Missouri	197,910	207,714	215,904	220,524	220,424	57,020	60,074	62,497	63,774	63,643
Mississippi	119,428	118,449	118,006	119,723	121,061	15,701	15,606	15,575	15,810	16,006
Montana	38,555	42,912	44,310	43,827	43,120	5,656	6,303	6,558	6,562	6,530
North Carolina	282,865	290,448	309,958	329,220	332,880	65,670	67,173	72,203	76,928	77,092
North Dakota	33,882	36,482	38,301	37,562	36,642	3,891	4,199	4,410	4,336	4,239
Nebraska	73,984	78,850	82,010	82,170	81,669	17,731	18,955	19,701	19,693	19,543
New Hampshire	34,839	37,500	40,581	42,618	42,561	17,815	19,485	21,289	22,318	22,087
New Jersey	258,295	262,506	271,301	290,836	299,926	95,351	97,146	100,617	108,417	111,543
New Mexico	83,205	91,861	99,020	105,892	112,064	8,922	9,846	10,634	11,386	12,075
Nevada	58,981	72,497	80,592	83,042	83,557	7,029	8,653	9,653	10,013	10,182
New York	646,886	630,706	650,308	694,148	711,997	317,741	311,045	324,646	350,178	358,116
Ohio	435,509	438,684	442,906	447,332	443,845	116,198	117,425	118,725	119,869	118,661
Oklahoma	146,131	149,173	156,102	161,452	163,750	27,823	28,392	29,711	30,729	31,162
Oregon	138,080	151,513	160,023	166,842	170,666	23,261	25,691	27,129	28,200	28,735
Pennsylvania	366,277	362,857	371,226	380,479	376,970	177,305	175,794	180,908	185,797	182,980
Rhode Island	35,915	34,307	36,137	38,822	39,757	21,406	20,438	22,300	24,286	24,557
South Carolina	137,165	134,546	139,720	148,898	151,929	32,814	32,031	33,407	35,746	36,263
South Dakota	27,507	30,573	31,543	30,683	29,698	7,254	8,010	8,276	8,102	7,882
Tennessee	176,248	185,089	193,976	202,215	204,930	49,802	52,449	55,100	57,491	58,027
Texas	838,297	897,559	973,021	1,046,243	1,106,186	143,455	154,230	167,408	179,953	190,145
Utah	102,058	119,509	128,597	133,525	135,934	42,367	49,988	53,302	54,741	55,183
Virginia	250,329	251,984	267,705	285,840	294,436	60,222	60,878	65,125	69,680	71,552
Vermont	17,090	17,699	18,913	19,268	18,771	11,115	11,509	12,351	12,562	12,162
Washington	227,469	246,628	264,912	281,682	292,422	40,342	43,908	47,198	50,140	51,977
Wisconsin	224,310	239,163	248,471	247,337	242,971	44,017	47,119	49,005	48,730	47,848
West Virginia	71,272	67,574	63,748	62,740	61,929	12,273	11,664	11,036	10,876	10,747
Wyoming	27,797	31,306	33,371	34,664	35,614	1,666	1,874	1,996	2,082	2,152
United States	**10,737,651**	**11,082,401**	**11,690,559**	**12,407,350**	**12,818,571**	**2,705,105**	**2,783,306**	**2,939,486**	**3,112,489**	**3,182,015**

TABLE C–6

Non-Hispanic Asian and Pacific Islanders, Ages 18 to 24

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	457	867	1,283	1,765	2,399	62	116	171	234	318
Alabama	1,529	1,609	1,818	1,967	2,199	275	289	325	351	392
Arkansas	706	735	773	795	873	154	155	162	166	181
Arizona	3,692	4,494	5,331	5,644	6,179	415	500	593	631	691
California	153,449	177,220	224,096	271,687	322,793	23,597	27,304	34,535	41,853	49,722
Colorado	3,627	4,588	5,542	5,917	6,666	659	843	1,021	1,092	1,231
Connecticut	1,329	1,470	1,834	2,178	2,569	1,529	1,702	2,123	2,524	2,977
District of Columbia	118	141	185	222	257	721	861	1,129	1,352	1,559
Delaware	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Florida	7,021	7,551	8,513	9,189	10,344	1,888	2,025	2,284	2,461	2,768
Georgia	3,508	4,081	4,813	5,308	5,963	1,475	1,717	2,025	2,234	2,510
Hawaii	20,799	21,388	23,049	25,591	29,511	3,401	3,518	3,789	4,205	4,846
Iowa	1,671	1,916	2,242	2,381	2,657	777	897	1,042	1,103	1,229
Idaho	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Illinois	12,809	14,696	16,900	18,662	21,177	6,442	7,393	8,503	9,392	10,658
Indiana	2,678	2,985	3,482	3,779	4,250	541	605	710	773	869
Kansas	2,338	2,563	2,856	3,034	3,365	378	417	465	492	546
Kentucky	902	968	1,099	1,166	1,285	200	210	237	251	276
Louisiana	2,691	2,796	3,149	3,483	4,031	390	405	453	500	579
Massachusetts	3,201	4,105	5,480	6,642	7,713	7,493	9,574	12,747	15,421	17,898
Maryland	6,531	7,879	9,373	10,613	12,045	2,321	2,798	3,329	3,771	4,280
Maine	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Michigan	6,066	6,673	7,874	8,551	9,420	1,453	1,598	1,889	2,055	2,263
Minnesota	5,154	6,520	8,145	8,806	9,680	970	1,230	1,543	1,675	1,845
Missouri	1,816	1,888	2,081	2,237	2,514	1,756	1,811	1,996	2,131	2,391
Mississippi	601	646	717	734	806	348	372	413	423	464
Montana	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
North Carolina	2,652	3,071	3,639	3,957	4,389	1,129	1,309	1,553	1,689	1,874
North Dakota	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Nebraska	461	535	646	723	835	592	644	756	841	971
New Hampshire	162	209	271	314	365	416	550	692	794	917
New Jersey	9,854	12,486	14,953	17,059	19,737	5,016	6,360	7,611	8,674	10,036
New Mexico	622	699	775	818	921	133	149	165	174	196
Nevada	1,781	2,483	2,969	3,067	3,379	19	26	32	33	36
New York	23,508	26,732	32,221	38,009	44,069	16,015	18,212	21,952	25,893	30,021
Ohio	4,754	5,340	6,242	6,929	7,816	2,043	2,298	2,693	2,995	3,379
Oklahoma	1,984	2,081	2,365	2,603	2,931	670	703	798	878	990
Oregon	4,565	5,132	5,845	6,368	7,122	838	944	1,075	1,170	1,308
Pennsylvania	5,216	5,592	6,585	7,369	8,448	4,962	5,321	6,272	7,027	8,054
Rhode Island	387	429	567	685	818	973	1,079	1,427	1,723	2,055
South Carolina	1,058	1,043	1,208	1,357	1,549	207	205	237	266	304
South Dakota	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Tennessee	1,260	1,413	1,627	1,721	1,904	874	974	1,120	1,182	1,307
Texas	17,358	20,662	24,637	27,903	32,513	3,799	4,534	5,408	6,123	7,133
Utah	1,980	2,655	3,217	3,586	4,001	542	730	883	982	1,093
Virginia	8,789	9,996	12,266	14,141	16,298	1,627	1,852	2,271	2,617	3,015
Vermont	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Washington	12,762	15,136	17,929	19,819	22,909	2,649	3,150	3,726	4,115	4,753
Wisconsin	3,572	4,731	6,066	6,670	7,532	788	1,042	1,340	1,478	1,671
West Virginia	605	641	719	776	870	135	144	160	172	191
Wyoming	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
United States	**348,313**	**401,491**	**488,506**	**567,537**	**660,800**	**101,899**	**117,979**	**143,307**	**165,675**	**191,767**

TABLE C–7

Non-Hispanic Blacks, Ages 18 to 24

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	504	598	629	683	692	67	79	84	92	93
Alabama	31,647	31,258	30,463	31,997	32,656	6,366	6,265	6,101	6,400	6,530
Arkansas	12,332	12,735	11,947	11,782	11,446	1,150	1,179	1,106	1,091	1,059
Arizona	3,776	4,410	4,990	5,323	5,092	348	402	453	484	463
California	51,332	51,166	55,823	64,301	64,331	8,454	8,465	9,245	10,653	10,657
Colorado	3,873	4,936	5,558	5,944	5,956	768	978	1,101	1,178	1,180
Connecticut	5,318	5,655	6,227	7,090	7,279	2,192	2,331	2,567	2,923	3,001
District of Columbia	3,812	3,655	4,469	5,281	5,395	3,739	3,577	4,365	5,154	5,263
Delaware	2,979	3,351	3,746	4,120	4,079	743	830	926	1,016	1,006
Florida	40,397	45,158	50,082	53,640	53,199	9,902	11,066	12,272	13,145	13,036
Georgia	39,353	45,640	49,818	55,467	57,350	12,447	14,443	15,767	17,557	18,156
Hawaii	415	455	465	488	492	155	172	175	181	183
Iowa	1,685	1,909	2,070	2,248	2,262	760	855	925	1,004	1,013
Idaho	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Illinois	37,263	37,535	37,085	39,935	42,352	12,675	12,768	12,616	13,585	14,407
Indiana	11,882	12,411	12,564	13,333	13,501	1,932	2,019	2,044	2,169	2,197
Kansas	3,922	4,476	4,838	5,244	5,359	827	938	1,015	1,098	1,122
Kentucky	7,551	7,576	7,564	7,961	7,894	914	917	915	963	955
Louisiana	37,446	40,130	41,014	42,409	43,420	6,900	7,385	7,540	7,792	7,978
Massachusetts	6,045	6,614	7,853	9,527	9,679	4,930	5,393	6,403	7,764	7,886
Maryland	24,793	28,389	31,868	35,821	36,802	6,028	6,901	7,747	8,709	8,948
Maine	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Michigan	34,920	33,230	33,418	37,906	38,031	6,792	6,462	6,498	7,371	7,395
Minnesota	2,564	3,430	4,037	4,571	4,636	883	1,195	1,404	1,589	1,610
Missouri	13,269	14,108	14,686	15,959	16,444	3,408	3,623	3,772	4,099	4,224
Mississippi	32,378	32,233	30,496	30,726	31,320	3,688	3,649	3,444	3,467	3,534
Montana	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
North Carolina	41,053	42,290	45,259	50,294	49,811	8,833	9,100	9,739	10,822	10,718
North Dakota	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Nebraska	1,698	1,917	2,115	2,295	2,320	349	405	450	488	494
New Hampshire	129	154	174	193	197	188	225	253	280	286
New Jersey	20,015	21,060	21,785	24,304	25,345	6,364	6,696	6,926	7,727	8,059
New Mexico	1,098	1,209	1,229	1,265	1,235	35	39	40	42	41
Nevada	2,056	2,678	3,094	3,264	3,085	118	155	179	189	179
New York	56,535	56,746	60,149	65,974	67,934	21,106	21,183	22,458	24,635	25,368
Ohio	26,860	28,508	29,711	32,964	33,177	6,383	6,769	7,053	7,824	7,875
Oklahoma	8,114	8,930	9,740	10,770	10,928	1,152	1,269	1,383	1,530	1,553
Oregon	1,491	1,636	1,744	1,850	1,764	216	238	253	269	256
Pennsylvania	20,114	20,253	21,549	24,442	25,193	8,867	8,928	9,499	10,773	11,104
Rhode Island	701	714	822	941	986	726	741	854	977	1,026
South Carolina	26,262	25,794	25,821	27,575	27,269	6,529	6,423	6,432	6,869	6,796
South Dakota	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Tennessee	21,079	23,060	24,114	26,275	26,758	6,083	6,655	6,959	7,583	7,722
Texas	54,484	61,870	68,499	74,677	76,563	8,955	10,172	11,261	12,277	12,587
Utah	754	1,025	1,300	1,434	1,378	0	0	0	0	0
Virginia	25,116	26,611	29,404	32,947	33,911	7,899	8,372	9,249	10,363	10,665
Vermont	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Washington	3,819	4,080	4,310	4,534	4,463	623	671	710	747	736
Wisconsin	5,891	6,884	7,511	8,121	8,465	1,260	1,471	1,604	1,735	1,808
West Virginia	1,963	1,779	1,735	1,816	1,767	323	292	282	296	288
Wyoming	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
United States	**729,633**	**769,410**	**813,034**	**888,987**	**903,492**	**182,534**	**192,270**	**204,695**	**225,553**	**230,087**

TABLE C–9

Hispanics, Ages 18 to 24

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	300	427	514	617	698	24	35	42	51	58
Alabama	876	989	1,137	1,318	1,450	278	315	362	420	462
Arkansas	558	649	737	826	892	654	761	865	968	1,047
Arizona	20,071	25,364	30,397	35,361	38,852	2,174	2,735	3,276	3,812	4,190
California	197,571	219,179	260,224	324,951	373,756	23,632	26,250	31,174	38,931	44,779
Colorado	11,037	13,599	15,650	17,399	18,592	1,496	1,843	2,122	2,359	2,521
Connecticut	3,303	3,914	4,503	5,518	6,228	2,019	2,393	2,752	3,370	3,802
District of Columbia	458	554	706	908	1,031	643	776	987	1,270	1,443
Delaware	409	554	649	762	853	65	89	105	123	137
Florida	44,393	52,876	65,226	80,072	90,247	10,252	12,208	15,060	18,489	20,839
Georgia	2,679	3,338	4,024	4,679	5,161	805	1,003	1,210	1,407	1,552
Hawaii	1,728	1,917	2,140	2,682	3,004	343	379	424	530	593
Iowa	1,129	1,291	1,485	1,662	1,782	374	428	492	551	590
Idaho	1,339	1,757	2,107	2,452	2,734	291	383	459	534	596
Illinois	20,284	22,793	25,677	29,585	33,059	8,084	9,062	10,207	11,755	13,133
Indiana	3,420	3,939	4,384	4,840	5,166	1,491	1,718	1,911	2,108	2,250
Kansas	2,956	3,644	4,461	5,133	5,622	359	442	541	622	682
Kentucky	582	706	818	923	1,003	256	305	350	392	425
Louisiana	2,736	3,160	3,784	4,482	4,995	1,413	1,635	1,960	2,322	2,588
Massachusetts	4,743	6,040	7,427	9,516	10,772	5,151	6,588	8,129	10,408	11,783
Maryland	4,547	5,785	6,979	8,626	10,009	1,127	1,430	1,726	2,134	2,476
Maine	237	285	343	424	485	31	38	45	56	64
Michigan	7,259	7,841	8,602	9,664	10,114	1,490	1,613	1,774	1,995	2,090
Minnesota	1,656	2,212	2,596	2,977	3,236	819	1,095	1,285	1,473	1,602
Missouri	2,117	2,532	2,992	3,467	3,786	930	1,112	1,317	1,526	1,667
Mississippi	830	864	968	1,081	1,154	200	209	234	262	280
Montana	409	544	618	691	741	83	108	123	139	148
North Carolina	1,675	1,978	2,344	2,649	2,833	724	860	1,020	1,154	1,235
North Dakota	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Nebraska	1,815	2,167	2,483	2,791	3,045	393	465	529	595	648
New Hampshire	97	122	151	188	214	70	88	109	135	154
New Jersey	15,114	16,955	18,710	22,757	26,012	6,233	6,992	7,716	9,384	10,727
New Mexico	16,671	19,144	20,586	22,437	24,456	1,321	1,518	1,633	1,780	1,941
Nevada	2,701	4,088	5,184	5,986	6,540	409	613	777	898	982
New York	49,577	52,689	58,112	69,521	77,124	20,836	22,147	24,425	29,217	32,411
Ohio	4,334	4,938	5,460	6,071	6,334	1,186	1,350	1,492	1,659	1,731
Oklahoma	2,806	3,315	3,972	4,619	5,049	560	661	792	921	1,007
Oregon	3,167	4,030	4,790	5,630	6,278	483	615	731	860	959
Pennsylvania	4,556	5,377	6,247	7,583	8,399	2,969	3,505	4,073	4,946	5,477
Rhode Island	1,235	1,485	1,867	2,462	2,868	603	725	913	1,204	1,403
South Carolina	1,164	1,274	1,509	1,795	1,982	268	295	349	414	456
South Dakota	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Tennessee	927	1,132	1,352	1,527	1,645	417	504	601	679	731
Texas	121,706	135,109	151,103	170,194	192,374	16,220	18,017	20,147	22,690	25,646
Utah	2,651	3,525	4,392	5,143	5,601	885	1,178	1,471	1,723	1,877
Virginia	3,880	5,037	6,121	7,409	8,358	1,090	1,412	1,715	2,073	2,337
Vermont	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Washington	5,415	6,869	8,194	9,749	11,070	997	1,264	1,508	1,794	2,037
Wisconsin	2,822	3,444	3,883	4,181	4,220	620	752	849	914	921
West Virginia	271	320	386	469	522	22	25	30	37	41
Wyoming	927	1,142	1,297	1,488	1,663	159	199	227	263	296
United States	**581,725**	**661,733**	**768,299**	**916,424**	**1,033,278**	**121,080**	**138,308**	**160,264**	**191,616**	**215,107**

TABLE C–9

Non-Hispanic Whites, Ages 18 to 24

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	7,639	8,669	9,129	9,358	9,140	1,195	1,359	1,435	1,473	1,438
Alabama	89,622	86,939	90,932	95,973	96,831	11,050	10,704	11,189	11,806	11,913
Arkansas	43,233	43,528	44,230	44,552	43,502	9,456	9,507	9,660	9,732	9,503
Arizona	79,585	91,025	100,623	101,469	96,257	7,940	9,055	10,003	10,088	9,570
California	386,699	375,726	419,979	472,624	470,591	64,538	62,774	70,209	79,019	78,680
Colorado	83,560	97,815	105,787	104,451	99,798	11,814	13,825	14,951	14,762	14,104
Connecticut	43,012	42,656	45,802	48,618	46,491	27,697	27,467	29,493	31,306	29,937
District of Columbia	675	823	1,023	1,115	1,090	7,513	9,089	11,292	12,312	12,036
Delaware	14,184	14,980	16,548	16,772	15,836	3,474	3,672	4,059	4,115	3,885
Florida	171,438	178,734	195,672	203,849	195,418	41,654	43,436	47,548	49,539	47,487
Georgia	107,816	113,020	121,713	127,555	126,003	24,655	25,845	27,841	29,173	28,819
Hawaii	4,993	5,273	5,507	5,681	5,563	1,497	1,584	1,653	1,705	1,670
Iowa	69,356	73,073	72,293	68,868	65,715	25,933	27,323	27,024	25,743	24,567
Idaho	25,391	29,842	29,700	28,511	27,364	10,878	12,785	12,720	12,211	11,720
Illinois	191,368	199,492	204,420	206,532	200,884	67,755	70,633	72,387	73,134	71,136
Indiana	124,004	126,284	128,846	129,496	127,414	39,198	39,915	40,721	40,928	40,271
Kansas	67,505	73,102	76,338	75,157	72,886	8,720	9,460	9,874	9,723	9,429
Kentucky	81,566	79,977	78,236	78,184	76,878	16,439	16,113	15,763	15,752	15,488
Louisiana	73,909	73,895	75,476	75,739	74,667	14,278	14,267	14,567	14,618	14,411
Massachusetts	80,538	79,042	89,375	93,440	88,111	84,022	82,416	93,169	97,403	91,855
Maryland	67,442	69,609	75,631	79,025	75,959	19,966	20,587	22,371	23,380	22,468
Maine	21,262	20,834	21,121	21,125	20,137	9,482	9,292	9,420	9,422	8,981
Michigan	220,517	223,335	226,154	224,597	215,308	35,801	36,244	36,698	36,445	34,939
Minnesota	105,819	122,210	127,627	120,823	112,978	33,230	38,294	39,970	37,850	35,398
Missouri	102,951	111,417	116,038	115,190	110,961	30,585	33,086	34,454	34,201	32,947
Mississippi	50,587	47,886	48,267	49,118	48,755	6,257	5,914	5,958	6,064	6,020
Montana	22,541	24,884	24,329	22,705	21,371	2,821	3,114	3,045	2,841	2,674
North Carolina	118,606	119,115	131,823	139,847	135,854	35,018	35,240	39,006	41,376	40,198
North Dakota	22,135	24,376	25,503	23,858	22,424	2,327	2,576	2,699	2,526	2,374
Nebraska	42,725	46,548	47,762	45,874	43,995	10,631	11,537	11,827	11,363	10,894
New Hampshire	18,983	21,410	23,943	24,824	23,520	10,665	12,026	13,447	13,942	13,210
New Jersey	97,006	97,030	99,217	104,841	99,942	43,251	43,254	44,225	46,732	44,547
New Mexico	22,388	24,711	25,624	25,807	25,081	2,125	2,344	2,431	2,448	2,380
Nevada	18,567	23,733	25,804	24,659	22,593	1,374	1,756	1,909	1,825	1,672
New York	215,422	207,433	219,803	233,736	223,387	152,136	146,493	155,230	165,070	157,761
Ohio	224,682	227,361	228,809	225,264	217,310	65,997	66,730	67,137	66,101	63,763
Oklahoma	67,634	67,853	69,969	69,750	68,327	13,565	13,608	14,032	13,989	13,704
Oregon	62,526	69,898	71,702	71,426	69,169	12,031	13,446	13,796	13,744	13,310
Pennsylvania	190,365	187,775	194,441	195,755	185,232	109,279	107,793	111,620	112,375	106,334
Rhode Island	16,502	15,140	16,953	18,157	17,236	13,162	12,080	13,529	14,493	13,755
South Carolina	57,406	53,985	58,117	63,009	62,843	16,562	15,566	16,757	18,169	18,120
South Dakota	18,284	20,692	20,843	19,365	18,083	4,242	4,784	4,808	4,466	4,169
Tennessee	86,658	90,518	95,358	98,382	97,161	28,410	29,676	31,263	32,255	31,854
Texas	280,954	305,155	331,766	341,884	334,867	53,474	58,091	63,167	65,097	63,759
Utah	56,313	67,090	69,372	68,672	67,463	30,997	36,844	38,052	37,668	37,008
Virginia	110,973	107,296	115,459	121,546	119,571	28,551	27,604	29,704	31,270	30,762
Vermont	11,143	11,528	12,577	12,673	11,902	7,822	8,093	8,828	8,895	8,354
Washington	99,161	109,513	116,118	119,146	116,876	18,283	20,203	21,425	21,988	21,569
Wisconsin	125,851	137,231	141,426	134,382	126,207	24,914	27,165	27,995	26,601	24,982
West Virginia	47,005	42,843	38,824	37,987	37,191	7,807	7,106	6,438	6,300	6,169
Wyoming	14,526	16,168	16,315	15,964	15,621	719	800	804	787	770
United States	**4,363,029**	**4,508,471**	**4,748,323**	**4,857,334**	**4,707,762**	**1,311,185**	**1,342,577**	**1,417,604**	**1,454,225**	**1,402,764**

TABLE C–10

All Race/Ethnicities, Ages 18 to 24

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	9,867	11,521	12,706	13,654	14,018	1,619	1,898	2,099	2,260	2,322
Alabama	125,451	122,784	125,851	132,717	134,557	17,860	17,441	17,862	18,824	19,084
Arkansas	56,876	57,749	57,928	58,242	56,983	11,582	11,743	11,779	11,844	11,588
Arizona	113,987	133,876	152,243	161,707	162,176	11,885	13,920	15,821	16,806	16,855
California	796,123	833,042	968,602	1,152,236	1,256,330	122,581	128,488	149,477	177,827	193,896
Colorado	103,048	122,512	134,797	137,173	135,320	14,984	17,807	19,592	19,937	19,667
Connecticut	53,585	54,794	59,764	65,437	65,214	33,614	34,372	37,490	41,048	40,908
District of Columbia	5,012	5,340	6,611	7,666	7,849	13,013	13,816	17,098	19,822	20,295
Delaware	18,127	19,651	21,855	22,747	22,014	4,594	4,984	5,545	5,772	5,586
Florida	264,899	286,686	322,105	349,544	351,688	64,067	69,340	77,907	84,547	85,069
Georgia	154,814	168,842	183,629	197,355	199,450	39,239	42,792	46,541	50,015	50,544
Hawaii	27,181	28,536	30,510	33,564	36,853	5,440	5,712	6,108	6,719	7,378
Iowa	74,112	78,534	78,486	75,652	72,908	27,946	29,616	29,590	28,520	27,488
Idaho	27,934	33,147	33,730	33,152	32,496	11,604	13,774	14,009	13,768	13,497
Illinois	264,105	277,057	287,122	300,116	305,232	95,601	100,290	103,936	108,640	110,492
Indiana	142,356	146,008	149,508	151,685	150,371	43,507	44,620	45,688	46,353	45,952
Kansas	77,772	85,261	90,506	91,118	90,047	10,578	11,618	12,328	12,414	12,267
Kentucky	90,654	89,260	87,732	88,228	87,010	17,811	17,534	17,234	17,331	17,092
Louisiana	117,470	121,137	124,619	127,455	128,485	23,089	23,795	24,467	25,022	25,224
Massachusetts	95,206	97,439	112,488	122,706	120,922	102,037	104,379	120,471	131,410	129,505
Maryland	103,633	112,192	124,395	134,967	135,548	29,554	31,994	35,474	38,486	38,646
Maine	21,916	21,547	21,920	22,015	21,094	9,800	9,633	9,800	9,842	9,431
Michigan	272,106	273,795	278,671	285,015	277,308	45,903	46,170	46,988	48,055	46,758
Minnesota	116,473	136,316	144,912	140,381	133,687	36,295	42,402	45,052	43,652	41,575
Missouri	120,774	130,649	136,599	137,921	134,902	36,599	39,577	41,374	41,774	40,860
Mississippi	85,213	82,596	81,162	82,328	82,762	10,581	10,230	10,041	10,184	10,238
Montana	24,423	27,267	27,228	25,951	24,766	3,024	3,378	3,372	3,214	3,067
North Carolina	165,938	168,403	185,074	199,035	195,115	46,214	46,961	51,609	55,496	54,405
North Dakota	23,834	26,461	28,022	26,774	25,560	2,627	2,933	3,110	2,973	2,839
Nebraska	47,056	51,635	53,633	52,497	51,131	11,953	13,056	13,545	13,261	12,912
New Hampshire	19,393	21,989	24,682	25,754	24,626	11,359	12,877	14,453	15,081	14,420
New Jersey	142,440	148,073	155,197	170,462	173,449	60,886	63,284	66,327	72,853	74,128
New Mexico	43,808	49,135	52,306	55,513	57,951	4,086	4,584	4,880	5,179	5,406
Nevada	25,346	33,524	37,967	38,334	37,189	2,007	2,654	3,006	3,035	2,945
New York	347,449	346,081	372,518	410,364	416,009	214,570	213,720	230,049	253,427	256,914
Ohio	261,598	267,399	271,533	273,250	266,537	75,969	77,600	78,782	79,282	77,332
Oklahoma	87,603	90,124	94,895	96,703	95,469	16,763	17,245	18,159	18,505	18,269
Oregon	72,496	81,780	85,448	86,949	85,985	13,662	15,413	16,107	16,391	16,209
Pennsylvania	221,173	220,374	230,603	238,050	230,784	126,460	126,012	131,866	136,127	131,971
Rhode Island	18,933	18,025	20,591	22,818	22,710	15,490	14,750	16,853	18,677	18,588
South Carolina	86,658	83,018	87,284	94,293	94,071	23,851	22,840	24,012	25,941	25,877
South Dakota	19,638	22,376	22,832	21,611	20,488	4,686	5,327	5,424	5,133	4,866
Tennessee	110,133	116,397	122,797	128,273	127,818	35,737	37,772	39,849	41,626	41,479
Texas	482,282	531,989	587,031	630,782	659,722	84,549	93,308	102,962	110,637	115,707
Utah	62,108	74,832	79,211	80,178	79,949	32,463	39,046	41,285	41,788	41,669
Virginia	148,870	149,714	164,056	177,406	179,467	39,297	39,521	43,307	46,831	47,375
Vermont	11,594	12,067	13,223	13,384	12,644	8,277	8,613	9,437	9,550	9,024
Washington	122,312	136,961	148,021	155,085	156,635	22,691	25,437	27,493	28,807	29,094
Wisconsin	140,021	154,626	161,550	156,654	149,836	28,036	30,957	32,343	31,363	29,998
West Virginia	49,828	45,532	41,550	40,898	40,151	8,319	7,594	6,930	6,822	6,697
Wyoming	15,894	17,965	18,486	18,515	18,504	870	982	1,008	1,008	1,009
United States	**6,089,524**	**6,426,020**	**6,914,189**	**7,364,314**	**7,461,790**	**1,735,227**	**1,813,812**	**1,949,935**	**2,073,881**	**2,084,417**

TABLE C–11

Non-Hispanic Asian and Pacific Islanders, Ages 25 to 34

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	317	598	935	1,279	1,628	102	194	303	413	525
Alabama	389	422	429	446	478	0	0	0	0	0
Arkansas	169	182	184	179	185	76	82	81	81	84
Arizona	1,419	1,621	1,675	1,722	1,830	309	354	368	379	402
California	59,092	62,435	68,103	81,734	98,103	7,595	8,009	8,718	10,456	12,577
Colorado	1,284	1,608	1,780	1,909	2,062	116	141	155	169	184
Connecticut	818	929	1,004	1,157	1,341	330	360	384	448	524
District of Columbia	93	78	81	97	111	73	60	62	75	87
Delaware	155	169	181	191	205	97	106	113	119	129
Florida	2,412	2,605	2,707	2,868	3,107	694	743	765	814	889
Georgia	869	982	1,030	1,086	1,175	345	384	401	424	460
Hawaii	5,445	5,660	6,235	6,687	7,341	1,126	1,170	1,290	1,383	1,519
Iowa	416	515	525	549	585	137	172	177	185	196
Idaho	429	557	582	587	615	27	35	38	38	39
Illinois	3,980	4,473	4,751	5,167	5,656	1,429	1,604	1,703	1,853	2,029
Indiana	856	996	1,017	1,046	1,114	90	102	102	106	114
Kansas	809	986	1,016	1,045	1,104	205	252	262	269	284
Kentucky	249	277	281	287	304	46	49	50	50	53
Louisiana	693	846	914	982	1,075	219	271	294	315	344
Massachusetts	1,545	1,745	1,850	2,155	2,501	1,082	1,211	1,279	1,495	1,741
Maryland	1,862	2,042	2,223	2,491	2,799	331	363	395	442	497
Maine	195	219	227	256	294	25	29	31	35	39
Michigan	1,639	1,989	2,141	2,283	2,476	278	331	353	377	411
Minnesota	2,095	2,758	3,146	3,539	3,913	340	436	489	554	618
Missouri	573	616	611	627	668	94	104	105	108	114
Mississippi	292	345	352	354	371	15	17	17	17	18
Montana	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
North Carolina	868	1,004	1,037	1,081	1,166	284	328	339	354	382
North Dakota	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Nebraska	419	547	581	610	661	32	44	47	49	52
New Hampshire	208	212	222	260	305	60	66	72	84	96
New Jersey	2,176	2,640	3,059	3,500	3,993	891	1,085	1,258	1,438	1,639
New Mexico	222	282	305	311	330	47	60	65	66	70
Nevada	317	381	417	431	451	152	182	199	206	217
New York	7,411	7,561	7,923	8,880	10,106	4,283	4,371	4,580	5,133	5,842
Ohio	1,339	1,567	1,638	1,743	1,892	393	466	490	520	563
Oklahoma	972	1,043	1,046	1,097	1,177	262	279	279	292	314
Oregon	2,002	2,339	2,430	2,590	2,819	263	313	330	352	381
Pennsylvania	1,433	1,637	1,678	1,814	2,013	557	640	659	712	789
Rhode Island	116	142	150	173	202	35	43	46	53	61
South Carolina	415	441	449	478	523	63	68	69	74	81
South Dakota	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Tennessee	312	365	375	379	399	67	79	81	82	86
Texas	6,174	6,976	7,555	8,271	9,131	936	1,045	1,123	1,231	1,362
Utah	1,367	1,685	1,851	1,984	2,116	285	353	390	418	445
Virginia	2,696	3,065	3,296	3,653	4,123	634	722	777	861	971
Vermont	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Washington	4,647	5,534	6,133	6,854	7,675	788	934	1,026	1,146	1,291
Wisconsin	1,582	2,090	2,352	2,638	2,918	279	367	412	463	512
West Virginia	181	252	276	285	304	0	0	0	0	0
Wyoming	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
United States	**123,277**	**135,816**	**147,161**	**168,180**	**193,805**	**25,584**	**28,142**	**30,306**	**34,274**	**39,176**

TABLE C–12

Non-Hispanic Blacks, Ages 25 to 34

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	338	366	393	415	440	50	56	60	63	67
Alabama	7,795	8,023	8,211	8,031	8,127	1,379	1,418	1,448	1,415	1,430
Arkansas	3,204	3,303	3,554	3,483	3,375	620	648	710	702	682
Arizona	2,100	2,092	2,105	2,200	2,362	314	318	324	341	366
California	39,309	30,261	27,332	30,326	35,104	6,639	5,114	4,610	5,103	5,903
Colorado	2,635	2,728	2,895	3,119	3,358	377	388	410	441	475
Connecticut	3,001	2,761	2,693	2,923	3,305	949	874	852	925	1,047
District of Columbia	3,326	2,337	2,084	2,411	2,852	1,147	805	717	829	982
Delaware	1,645	1,572	1,540	1,649	1,803	250	239	235	250	272
Florida	20,661	20,163	21,101	22,920	24,998	4,072	3,974	4,159	4,518	4,928
Georgia	17,159	16,910	17,836	19,169	20,807	4,158	4,103	4,337	4,668	5,070
Hawaii	532	514	517	529	547	52	50	50	51	53
Iowa	1,120	1,176	1,214	1,287	1,387	248	258	263	278	299
Idaho	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Illinois	18,577	17,252	17,191	17,269	17,848	4,332	4,025	4,012	4,030	4,165
Indiana	4,867	4,895	5,056	5,089	5,255	1,033	1,040	1,075	1,083	1,119
Kansas	1,795	1,733	1,767	1,886	2,036	322	311	317	338	365
Kentucky	2,812	2,739	2,697	2,670	2,759	622	615	606	601	622
Louisiana	9,007	9,082	9,657	10,203	10,583	1,569	1,582	1,680	1,771	1,834
Massachusetts	4,453	4,081	3,895	4,279	4,926	1,858	1,707	1,633	1,794	2,064
Maryland	16,253	14,306	13,959	15,278	17,186	2,921	2,571	2,509	2,746	3,089
Maine	52	48	47	50	52	0	0	0	0	0
Michigan	17,386	17,419	17,135	16,642	17,667	4,318	4,325	4,252	4,126	4,378
Minnesota	2,793	3,055	3,465	3,921	4,345	294	312	346	389	433
Missouri	5,162	4,919	5,004	5,177	5,465	1,191	1,135	1,155	1,194	1,260
Mississippi	6,492	7,019	7,324	7,054	6,844	704	762	796	768	746
Montana	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
North Carolina	15,000	15,041	14,851	15,023	16,173	2,217	2,221	2,191	2,216	2,386
North Dakota	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Nebraska	928	978	1,056	1,147	1,249	323	342	367	395	430
New Hampshire	114	126	131	144	161	0	0	0	0	0
New Jersey	10,956	10,202	10,136	10,610	11,504	3,074	2,861	2,841	2,974	3,225
New Mexico	570	569	593	608	635	150	148	154	158	165
Nevada	1,566	1,554	1,560	1,653	1,772	237	240	247	263	282
New York	37,359	32,234	30,245	31,496	34,396	11,022	9,513	8,928	9,297	10,151
Ohio	13,690	13,315	13,633	14,109	15,093	3,512	3,422	3,513	3,644	3,903
Oklahoma	2,391	2,428	2,563	2,782	3,052	595	606	641	695	763
Oregon	915	962	983	1,022	1,098	63	71	77	81	88
Pennsylvania	8,520	7,961	7,537	7,665	8,397	3,389	3,155	2,981	3,036	3,332
Rhode Island	282	276	264	282	318	151	147	141	150	169
South Carolina	8,274	8,178	8,227	8,180	8,537	1,351	1,336	1,346	1,339	1,398
South Dakota	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Tennessee	7,471	7,433	7,681	7,932	8,380	1,449	1,443	1,495	1,546	1,634
Texas	25,932	25,133	26,432	28,909	31,677	4,368	4,234	4,453	4,870	5,337
Utah	503	556	537	566	621	58	66	67	72	79
Virginia	12,235	11,621	11,422	12,090	13,399	2,397	2,281	2,242	2,372	2,630
Vermont	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Washington	2,718	2,455	2,368	2,510	2,716	501	454	441	468	507
Wisconsin	3,239	3,407	3,727	4,021	4,324	652	688	754	814	876
West Virginia	528	549	539	510	525	20	20	20	19	20
Wyoming	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
United States	**346,033**	**324,202**	**323,668**	**339,759**	**367,996**	**75,167**	**70,131**	**69,719**	**73,104**	**79,296**

TABLE C–13

Hispanics, Ages 25 to 34

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	362	487	597	688	788	89	119	139	157	178
Alabama	517	520	521	565	631	188	189	191	207	231
Arkansas	216	235	240	256	282	88	98	102	109	120
Arizona	10,308	11,571	12,892	14,587	16,583	885	994	1,110	1,258	1,430
California	139,326	139,140	141,088	160,610	189,982	15,111	15,083	15,271	17,367	20,539
Colorado	5,243	5,893	6,766	7,679	8,609	980	1,100	1,259	1,426	1,599
Connecticut	2,275	2,308	2,450	2,837	3,319	696	706	750	869	1,016
District of Columbia	379	307	312	375	439	355	290	296	357	417
Delaware	84	91	97	109	123	63	66	69	77	87
Florida	25,971	27,080	28,881	32,780	38,182	6,951	7,261	7,766	8,819	10,267
Georgia	1,682	1,803	1,835	1,977	2,201	540	561	552	588	654
Hawaii	1,276	1,315	1,416	1,581	1,795	232	240	258	288	327
Iowa	379	444	480	525	586	89	103	111	121	135
Idaho	694	881	999	1,104	1,241	134	169	191	210	237
Illinois	13,605	14,334	14,894	16,311	18,199	3,061	3,237	3,384	3,711	4,140
Indiana	1,275	1,471	1,619	1,757	1,927	461	531	584	633	695
Kansas	1,277	1,469	1,624	1,878	2,169	269	314	353	409	472
Kentucky	692	754	773	825	906	185	201	208	224	247
Louisiana	1,201	1,266	1,367	1,567	1,818	453	482	526	603	699
Massachusetts	3,604	3,902	4,219	4,925	5,787	1,234	1,336	1,444	1,686	1,982
Maryland	2,613	2,854	3,097	3,534	4,058	454	499	549	628	720
Maine	39	45	54	63	75	0	0	0	0	0
Michigan	3,456	3,748	3,981	4,329	4,845	1,042	1,125	1,188	1,292	1,449
Minnesota	1,450	1,786	2,115	2,426	2,724	236	279	316	359	404
Missouri	783	889	972	1,088	1,240	266	307	346	388	441
Mississippi	326	350	345	362	400	0	0	0	0	0
Montana	288	411	497	549	607	26	38	45	50	55
North Carolina	1,711	1,635	1,568	1,651	1,810	418	412	406	431	474
North Dakota	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Nebraska	582	677	753	832	929	38	42	45	49	55
New Hampshire	158	184	203	236	279	55	63	69	80	95
New Jersey	8,790	9,013	9,429	10,299	11,548	3,677	3,777	3,963	4,330	4,853
New Mexico	6,752	7,112	8,143	9,002	9,855	847	891	1,021	1,129	1,236
Nevada	2,039	2,431	2,687	3,004	3,373	353	423	470	527	592
New York	31,998	30,408	29,927	32,089	35,704	11,296	10,730	10,555	11,316	12,592
Ohio	1,807	1,969	2,138	2,368	2,652	417	455	494	545	609
Oklahoma	1,014	1,071	1,165	1,343	1,545	463	480	510	586	676
Oregon	2,045	2,446	2,739	3,127	3,592	236	278	307	349	401
Pennsylvania	1,824	1,998	2,132	2,387	2,738	651	712	758	848	974
Rhode Island	932	1,048	1,111	1,292	1,548	401	451	479	556	667
South Carolina	535	529	524	577	647	145	143	142	157	176
South Dakota	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Tennessee	600	659	660	699	774	302	340	351	374	414
Texas	58,040	60,639	65,162	71,895	80,105	8,148	8,502	9,124	10,064	11,215
Utah	1,148	1,287	1,425	1,633	1,878	306	344	381	437	502
Virginia	2,483	2,664	2,825	3,178	3,608	896	957	1,006	1,128	1,279
Vermont	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Washington	3,825	4,442	4,987	5,752	6,656	625	728	820	946	1,095
Wisconsin	1,424	1,641	1,827	2,031	2,236	444	498	544	605	666
West Virginia	172	212	229	254	290	0	0	0	0	0
Wyoming	533	714	894	1,030	1,168	0	0	0	0	0
United States	347,840	358,277	374,830	420,157	482,663	63,890	65,661	68,578	76,443	87,282

TABLE C–14

Non-Hispanic Whites, Ages 25 to 34

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	4,660	4,541	4,928	5,318	5,581	525	511	555	599	628
Alabama	23,553	21,920	20,609	20,617	21,617	4,198	3,906	3,672	3,674	3,853
Arkansas	13,924	13,204	12,994	12,970	13,158	1,995	1,891	1,861	1,858	1,885
Arizona	33,475	30,207	28,719	29,652	30,600	5,266	4,752	4,517	4,662	4,811
California	196,513	143,527	126,279	142,020	162,320	26,490	19,355	17,033	19,146	21,876
Colorado	27,609	26,324	26,792	28,069	28,770	5,750	5,486	5,587	5,853	5,999
Connecticut	16,161	13,101	11,829	12,444	13,596	5,125	4,155	3,751	3,946	4,312
District of Columbia	561	363	312	351	387	660	427	364	410	452
Delaware	4,590	4,024	3,584	3,632	3,809	1,123	985	878	888	931
Florida	77,647	65,283	60,744	63,284	67,428	14,251	11,973	11,139	11,606	12,367
Georgia	31,565	28,826	27,595	28,159	29,588	5,839	5,331	5,103	5,207	5,472
Hawaii	3,733	3,290	3,152	3,293	3,467	1,222	1,103	1,067	1,111	1,165
Iowa	17,966	16,649	16,434	16,740	16,518	5,229	4,846	4,783	4,873	4,808
Idaho	9,221	10,520	11,955	12,294	12,010	838	955	1,085	1,116	1,090
Illinois	64,688	54,805	52,476	54,580	56,248	14,395	12,195	11,683	12,151	12,521
Indiana	36,421	33,971	32,759	32,784	33,172	7,073	6,599	6,363	6,365	6,440
Kansas	18,377	16,678	16,637	17,561	18,059	2,557	2,319	2,313	2,441	2,510
Kentucky	24,164	22,729	22,032	21,474	21,352	4,183	3,935	3,812	3,714	3,693
Louisiana	19,892	17,289	16,402	16,924	17,517	4,290	3,724	3,534	3,649	3,779
Massachusetts	33,961	27,536	23,000	23,642	25,954	15,817	12,823	10,712	11,016	12,096
Maryland	28,056	22,997	21,072	22,051	23,677	5,128	4,201	3,850	4,030	4,327
Maine	7,911	7,039	6,799	6,961	7,294	1,719	1,530	1,477	1,512	1,584
Michigan	76,572	67,117	63,449	64,251	65,439	12,240	10,723	10,139	10,273	10,465
Minnesota	36,181	31,353	31,723	34,200	34,630	5,417	4,694	4,750	5,120	5,185
Missouri	32,025	28,745	28,631	29,900	30,665	8,220	7,378	7,349	7,675	7,871
Mississippi	11,149	10,701	10,113	9,775	9,923	1,805	1,735	1,640	1,584	1,607
Montana	5,423	5,776	6,303	6,380	6,208	769	819	892	903	879
North Carolina	42,415	39,245	35,689	35,884	38,231	7,589	7,025	6,388	6,420	6,839
North Dakota	4,939	4,562	4,549	4,809	4,847	579	535	534	564	568
Nebraska	12,472	11,618	11,983	12,545	12,623	2,173	2,023	2,088	2,187	2,201
New Hampshire	7,571	6,644	6,335	6,799	7,426	2,734	2,397	2,287	2,456	2,684
New Jersey	32,947	27,411	25,662	26,141	27,535	9,963	8,291	7,761	7,906	8,327
New Mexico	9,297	9,085	9,343	9,651	9,906	894	875	901	931	955
Nevada	12,023	10,826	10,373	10,492	10,478	1,315	1,183	1,132	1,145	1,144
New York	68,880	56,016	49,129	50,091	53,763	27,483	22,350	19,612	20,000	21,465
Ohio	70,416	63,024	59,843	60,149	60,759	14,510	12,986	12,331	12,396	12,522
Oklahoma	21,877	19,675	19,364	20,068	20,764	3,798	3,417	3,367	3,491	3,610
Oregon	23,135	21,650	22,072	23,481	24,202	3,117	2,917	2,973	3,163	3,260
Pennsylvania	54,657	48,547	44,579	44,661	46,274	19,506	17,321	15,908	15,943	16,522
Rhode Island	7,419	6,207	5,065	5,126	5,718	2,442	2,043	1,667	1,688	1,882
South Carolina	17,133	15,405	13,934	14,052	15,138	2,876	2,584	2,338	2,359	2,541
South Dakota	3,647	3,554	3,738	3,856	3,763	1,174	1,146	1,205	1,243	1,212
Tennessee	26,523	25,109	24,341	24,549	25,335	5,212	4,933	4,784	4,827	4,982
Texas	102,285	89,575	88,264	93,900	99,078	15,729	13,774	13,583	14,452	15,246
Utah	19,882	21,044	22,693	24,013	24,025	6,011	6,350	6,841	7,251	7,265
Virginia	36,902	32,394	29,582	30,113	32,053	6,176	5,413	4,935	5,023	5,347
Vermont	2,577	2,410	2,239	2,285	2,417	1,373	1,284	1,191	1,216	1,286
Washington	38,298	34,259	34,399	37,228	39,271	5,963	5,336	5,360	5,799	6,117
Wisconsin	36,465	32,718	32,092	33,506	33,612	5,952	5,345	5,242	5,470	5,486
West Virginia	9,520	9,545	9,275	8,533	8,162	1,734	1,738	1,689	1,553	1,486
Wyoming	3,990	4,341	4,931	5,247	5,317	206	224	255	272	275
United States	**1,521,266**	**1,323,383**	**1,256,794**	**1,306,505**	**1,369,686**	**310,634**	**269,837**	**254,276**	**263,137**	**275,827**

TABLE C–15

All Race/Ethnicities, Ages 25 to 34

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	6,177	6,336	7,137	7,950	8,671	808	829	933	1,039	1,133
Alabama	32,316	30,990	29,938	29,820	30,987	5,734	5,498	5,311	5,291	5,498
Arkansas	17,641	17,032	17,055	16,993	17,140	2,767	2,669	2,675	2,670	2,693
Arizona	49,450	47,718	47,785	50,886	54,526	7,162	6,910	6,919	7,366	7,893
California	436,045	374,627	360,419	411,124	480,620	56,812	48,813	46,916	53,456	62,477
Colorado	36,884	36,537	38,182	40,712	42,690	7,304	7,236	7,563	8,062	8,454
Connecticut	21,965	18,634	17,410	18,684	20,742	7,036	5,968	5,575	5,982	6,642
District of Columbia	4,707	3,271	2,937	3,387	3,906	2,213	1,536	1,380	1,592	1,836
Delaware	6,445	5,817	5,351	5,523	5,871	1,523	1,376	1,267	1,306	1,387
Florida	125,728	113,049	110,620	118,343	129,290	25,373	22,802	22,305	23,863	26,072
Georgia	51,092	48,170	47,729	49,669	52,906	10,760	10,139	10,045	10,456	11,139
Hawaii	10,941	10,729	11,267	12,019	13,051	2,609	2,568	2,694	2,867	3,112
Iowa	19,752	18,588	18,442	18,863	18,780	5,690	5,354	5,312	5,434	5,410
Idaho	10,496	12,163	13,819	14,330	14,267	1,020	1,182	1,343	1,394	1,387
Illinois	100,199	89,427	87,586	91,502	95,797	22,909	20,444	20,023	20,917	21,898
Indiana	43,455	41,151	40,134	40,323	41,037	8,655	8,197	7,994	8,031	8,173
Kansas	22,588	21,084	21,252	22,609	23,606	3,334	3,112	3,137	3,338	3,485
Kentucky	27,832	26,326	25,586	25,015	25,006	5,009	4,738	4,606	4,505	4,503
Louisiana	30,739	28,388	28,254	29,556	30,799	6,548	6,046	6,018	6,296	6,561
Massachusetts	43,448	36,802	32,198	34,002	37,909	20,055	16,983	14,857	15,694	17,501
Maryland	48,370	41,591	39,572	42,385	46,516	8,821	7,584	7,216	7,729	8,482
Maine	8,232	7,365	7,141	7,340	7,718	1,742	1,559	1,511	1,552	1,632
Michigan	99,389	90,137	86,407	87,315	90,082	17,785	16,123	15,457	15,626	16,124
Minnesota	42,019	37,592	38,618	41,946	43,075	6,295	5,625	5,777	6,278	6,448
Missouri	38,701	35,305	35,362	36,949	38,175	9,765	8,909	8,924	9,323	9,632
Mississippi	18,302	18,422	18,135	17,526	17,495	2,625	2,643	2,601	2,512	2,507
Montana	6,630	7,167	7,877	8,073	8,002	943	1,019	1,117	1,145	1,135
North Carolina	60,516	57,342	53,426	53,883	57,615	10,515	9,966	9,285	9,362	10,011
North Dakota	5,646	5,328	5,385	5,740	5,862	673	635	642	684	698
Nebraska	14,472	13,794	14,322	15,070	15,358	2,599	2,475	2,570	2,706	2,758
New Hampshire	8,013	7,098	6,815	7,344	8,048	2,834	2,507	2,408	2,597	2,847
New Jersey	54,536	48,718	47,650	49,843	53,738	17,206	15,367	15,025	15,716	16,945
New Mexico	19,283	19,661	21,376	22,969	24,594	2,251	2,296	2,495	2,681	2,870
Nevada	16,572	16,005	15,986	16,641	17,251	2,002	1,935	1,933	2,013	2,087
New York	143,255	122,500	112,404	117,017	127,473	53,284	45,544	41,776	43,490	47,383
Ohio	87,323	79,567	76,635	77,595	79,328	18,758	17,087	16,460	16,672	17,047
Oklahoma	28,719	26,855	27,098	28,586	30,112	5,551	5,192	5,240	5,528	5,822
Oregon	28,070	27,072	27,803	29,755	31,139	3,689	3,558	3,655	3,912	4,094
Pennsylvania	66,331	59,962	55,716	56,292	59,086	24,052	21,730	20,190	20,409	21,429
Rhode Island	8,711	7,615	6,517	6,772	7,649	2,962	2,589	2,216	2,303	2,601
South Carolina	26,410	24,503	23,003	23,142	24,700	4,434	4,112	3,864	3,893	4,155
South Dakota	4,291	4,266	4,538	4,716	4,667	1,337	1,331	1,417	1,471	1,455
Tennessee	34,935	33,517	32,926	33,385	34,658	7,058	6,772	6,655	6,750	7,008
Texas	192,655	181,960	186,778	202,180	218,946	29,325	27,658	28,352	30,678	33,226
Utah	23,284	24,876	26,859	28,642	29,162	6,747	7,191	7,750	8,274	8,435
Virginia	54,173	49,286	46,446	48,183	52,133	9,936	9,037	8,516	8,834	9,558
Vermont	2,656	2,507	2,342	2,398	2,544	1,449	1,368	1,277	1,308	1,387
Washington	49,618	46,164	47,131	51,441	55,138	8,030	7,469	7,620	8,312	8,910
Wisconsin	42,836	39,469	39,348	41,390	42,073	7,282	6,712	6,692	7,037	7,153
West Virginia	10,299	10,381	10,108	9,337	8,987	1,764	1,778	1,731	1,599	1,539
Wyoming	4,627	5,162	5,932	6,390	6,592	208	232	268	288	297
United States	2,346,776	2,138,027	2,092,753	2,221,553	2,395,514	475,245	430,407	417,513	440,242	472,931

TABLE C–16

Non-Hispanic Asian and Pacific Islanders, Ages 35 and Above

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	136	215	313	438	579	139	220	322	450	595
Alabama	140	184	227	266	301	32	44	56	67	76
Arkansas	222	312	395	460	519	26	37	48	56	63
Arizona	759	1,110	1,420	1,655	1,869	248	372	482	563	636
California	52,428	64,990	78,316	93,208	108,760	8,420	10,447	12,599	15,002	17,513
Colorado	847	1,151	1,444	1,693	1,915	246	337	424	498	563
Connecticut	386	519	661	807	950	30	40	50	60	70
District of Columbia	56	63	74	89	102	38	43	50	60	69
Delaware	56	73	88	100	111	0	0	0	0	0
Florida	2,108	2,831	3,572	4,315	5,039	462	621	784	947	1,106
Georgia	781	1,090	1,373	1,615	1,824	87	120	151	178	202
Hawaii	8,486	9,020	9,535	10,278	11,115	1,007	1,071	1,132	1,220	1,319
Iowa	140	204	273	332	385	141	207	279	333	379
Idaho	161	218	273	311	343	63	85	107	123	135
Illinois	2,539	3,108	3,686	4,218	4,711	913	1,116	1,320	1,502	1,672
Indiana	293	387	477	545	602	35	46	56	64	71
Kansas	381	502	627	728	814	90	120	151	174	194
Kentucky	47	65	81	94	105	94	131	164	191	214
Louisiana	488	627	783	947	1,100	103	132	165	200	232
Massachusetts	1,299	1,822	2,389	2,923	3,442	545	764	997	1,214	1,425
Maryland	1,578	2,033	2,470	2,891	3,294	400	514	623	727	827
Maine	118	154	196	239	280	117	157	202	248	290
Michigan	1,334	1,772	2,220	2,629	2,991	78	103	130	155	178
Minnesota	1,259	1,818	2,412	2,984	3,513	240	347	461	569	670
Missouri	240	307	372	426	472	108	135	162	186	206
Mississippi	181	250	313	363	406	0	0	0	0	0
Montana	22	34	46	55	64	40	57	74	89	101
North Carolina	882	1,297	1,696	2,043	2,362	53	80	105	128	148
North Dakota	0	0	0	0	0	0	0	0	0	0
Nebraska	63	85	109	130	149	0	0	0	0	0
New Hampshire	84	118	151	182	212	0	0	0	0	0
New Jersey	1,524	2,075	2,634	3,208	3,768	444	605	769	938	1,103
New Mexico	207	278	344	395	442	0	0	0	0	0
Nevada	611	937	1,196	1,355	1,490	288	436	553	625	687
New York	5,456	6,913	8,299	9,645	10,942	2,597	3,278	3,922	4,545	5,144
Ohio	580	756	941	1,108	1,259	269	354	442	518	586
Oklahoma	591	776	968	1,148	1,321	86	113	141	167	192
Oregon	1,389	1,905	2,449	2,938	3,397	178	243	313	376	436
Pennsylvania	1,191	1,587	2,008	2,405	2,769	412	548	693	825	945
Rhode Island	13	18	24	30	36	18	25	32	39	46
South Carolina	327	436	550	657	754	80	110	142	171	197
South Dakota	0	0	0	0	0	0	0	0	0	0
Tennessee	198	280	356	416	467	91	133	171	199	222
Texas	4,707	5,964	7,186	8,322	9,371	1,072	1,359	1,638	1,898	2,138
Utah	563	792	1,020	1,208	1,379	81	114	147	174	198
Virginia	1,758	2,372	2,976	3,563	4,110	406	551	694	830	957
Vermont	0	0	0	0	0	16	22	29	35	41
Washington	3,501	4,637	5,832	7,040	8,222	640	848	1,067	1,288	1,504
Wisconsin	789	1,190	1,629	2,038	2,414	30	45	61	77	91
West Virginia	0	0	0	0	0	0	0	0	0	0
Wyoming	37	58	80	100	118	6	9	11	13	15
United States	**100,954**	**127,333**	**154,483**	**182,544**	**210,589**	**20,470**	**26,139**	**31,917**	**37,719**	**43,453**

TABLE C–17

Non-Hispanic Blacks, Ages 35 and Above

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	561	667	736	784	825	164	196	217	231	244
Alabama	6,545	7,183	7,747	8,365	8,934	1,271	1,395	1,504	1,624	1,735
Arkansas	1,548	1,714	1,851	2,011	2,175	579	643	696	757	816
Arizona	1,768	2,379	2,852	3,188	3,489	482	643	766	850	924
California	36,602	39,237	40,788	42,099	44,010	6,128	6,573	6,833	7,051	7,368
Colorado	1,758	2,208	2,567	2,835	3,094	451	567	659	728	795
Connecticut	2,846	3,284	3,655	3,975	4,298	815	940	1,046	1,138	1,230
District of Columbia	3,350	3,097	2,925	2,854	2,875	825	764	722	705	711
Delaware	1,726	2,054	2,336	2,546	2,747	226	269	306	334	360
Florida	17,133	20,619	23,536	26,329	29,115	4,074	4,904	5,602	6,271	6,937
Georgia	12,445	15,054	17,183	19,055	20,934	2,505	3,032	3,460	3,836	4,214
Hawaii	244	293	320	339	357	162	188	202	212	220
Iowa	814	987	1,147	1,285	1,418	54	66	77	87	96
Idaho	0	0	0	0	0	0	0	0	0	0
Illinois	18,880	20,230	20,941	21,579	22,182	4,298	4,604	4,764	4,909	5,046
Indiana	5,506	6,117	6,574	6,997	7,383	1,628	1,809	1,944	2,069	2,183
Kansas	1,581	1,846	2,063	2,250	2,442	336	392	438	477	518
Kentucky	2,455	2,721	2,945	3,148	3,334	457	506	546	583	617
Louisiana	7,689	8,409	9,043	9,733	10,493	1,324	1,448	1,557	1,676	1,807
Massachusetts	2,960	3,454	3,872	4,191	4,502	1,623	1,898	2,126	2,299	2,465
Maryland	16,138	19,365	21,574	23,070	24,561	3,486	4,183	4,661	4,984	5,306
Maine	60	67	73	78	83	0	0	0	0	0
Michigan	16,385	17,694	18,735	19,767	20,575	5,106	5,514	5,838	6,160	6,412
Minnesota	1,550	2,161	2,713	3,210	3,723	291	409	518	618	721
Missouri	5,155	5,736	6,166	6,556	6,949	1,296	1,444	1,552	1,650	1,749
Mississippi	5,233	5,747	6,240	6,797	7,297	851	935	1,016	1,107	1,188
Montana	25	35	40	42	44	0	0	0	0	0
North Carolina	13,477	15,559	17,369	18,904	20,267	1,919	2,216	2,474	2,692	2,886
North Dakota	97	169	211	237	260	0	0	0	0	0
Nebraska	446	533	607	677	746	119	142	162	181	199
New Hampshire	77	93	105	115	123	21	24	25	26	28
New Jersey	9,340	10,507	11,387	12,109	12,831	2,698	3,035	3,290	3,499	3,708
New Mexico	437	519	578	621	664	201	240	268	289	310
Nevada	878	1,283	1,585	1,758	1,902	127	189	235	263	286
New York	32,457	34,432	35,493	36,069	36,737	11,438	12,136	12,510	12,712	12,947
Ohio	13,218	14,471	15,380	16,217	17,064	3,467	3,796	4,036	4,256	4,478
Oklahoma	2,279	2,689	3,079	3,482	3,896	978	1,155	1,322	1,495	1,672
Oregon	818	1,026	1,210	1,356	1,492	216	276	332	382	433
Pennsylvania	10,281	11,071	11,686	12,107	12,500	3,505	3,771	3,981	4,127	4,264
Rhode Island	623	709	790	858	920	279	319	355	386	413
South Carolina	8,101	9,065	9,845	10,623	11,332	1,261	1,412	1,536	1,658	1,770
South Dakota	32	45	54	59	63	0	0	0	0	0
Tennessee	6,852	7,866	8,715	9,486	10,234	1,272	1,459	1,617	1,760	1,898
Texas	20,221	23,647	26,412	28,970	31,650	4,293	5,026	5,611	6,149	6,712
Utah	218	299	374	413	444	0	0	0	0	0
Virginia	10,110	11,710	13,027	14,116	15,167	2,146	2,485	2,765	2,996	3,219
Vermont	41	66	91	111	125	0	0	0	0	0
Washington	2,492	3,041	3,486	3,841	4,193	408	497	569	626	683
Wisconsin	3,159	3,914	4,565	5,179	5,792	647	803	938	1,065	1,191
West Virginia	445	459	477	500	520	139	144	149	156	163
Wyoming	0	0	0	0	0	0	0	0	0	0
United States	**307,055**	**345,531**	**375,148**	**400,891**	**426,762**	**73,566**	**82,443**	**89,225**	**95,072**	**100,920**

TABLE C–18

Hispanics, Ages 35 and Above

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	683	901	1,115	1,300	1,476	138	182	226	263	297
Alabama	493	627	763	886	1,015	143	182	222	257	292
Arkansas	376	562	750	917	1,085	46	69	92	112	131
Arizona	7,999	10,679	13,359	15,841	18,458	1,225	1,636	2,046	2,426	2,825
California	100,425	127,044	154,737	181,361	209,887	11,833	14,983	18,260	21,396	24,743
Colorado	5,496	6,753	7,997	9,253	10,615	886	1,089	1,290	1,492	1,710
Connecticut	1,523	1,996	2,480	2,953	3,473	451	591	734	874	1,028
District of Columbia	277	325	387	461	546	128	150	179	213	252
Delaware	334	470	608	716	829	41	58	75	88	101
Florida	19,511	25,335	31,381	37,612	44,350	5,270	6,845	8,480	10,163	11,982
Georgia	562	818	1,062	1,250	1,431	324	473	614	726	834
Hawaii	873	1,053	1,239	1,437	1,656	116	140	163	189	218
Iowa	467	621	789	947	1,105	18	24	30	36	43
Idaho	329	501	684	855	1,030	125	188	254	312	369
Illinois	8,437	10,910	13,438	15,794	18,202	2,693	3,482	4,289	5,040	5,807
Indiana	1,133	1,436	1,750	2,058	2,370	309	390	476	557	637
Kansas	963	1,292	1,655	2,010	2,383	167	223	285	342	401
Kentucky	363	481	601	698	795	49	65	83	96	109
Louisiana	923	1,100	1,298	1,514	1,754	367	438	516	602	698
Massachusetts	2,616	3,603	4,666	5,686	6,789	1,098	1,512	1,959	2,387	2,850
Maryland	2,044	2,893	3,730	4,513	5,334	839	1,190	1,536	1,858	2,194
Maine	109	146	186	232	282	0	0	0	0	0
Michigan	3,057	3,706	4,386	5,045	5,722	537	651	770	888	1,009
Minnesota	832	1,187	1,574	1,957	2,367	56	80	107	131	156
Missouri	610	793	985	1,174	1,370	64	82	101	121	142
Mississippi	324	419	518	603	690	8	10	12	14	16
Montana	126	175	227	275	325	0	0	0	0	0
North Carolina	1,337	1,974	2,559	3,021	3,488	121	179	232	273	316
North Dakota	0	0	0	0	0	25	37	49	61	72
Nebraska	406	527	658	781	912	187	244	305	361	418
New Hampshire	168	221	280	334	389	135	179	229	275	324
New Jersey	8,099	10,320	12,445	14,402	16,401	2,510	3,199	3,860	4,462	5,078
New Mexico	7,330	8,604	9,767	11,072	12,542	620	728	826	936	1,061
Nevada	1,941	3,262	4,550	5,571	6,589	177	298	415	509	602
New York	26,554	31,607	36,158	40,034	43,937	8,194	9,755	11,161	12,356	13,560
Ohio	1,580	1,974	2,382	2,780	3,201	556	695	839	980	1,129
Oklahoma	1,026	1,406	1,804	2,216	2,649	305	418	536	656	781
Oregon	1,283	1,893	2,574	3,238	3,952	249	367	499	629	770
Pennsylvania	1,820	2,376	2,971	3,536	4,126	579	757	946	1,125	1,310
Rhode Island	435	603	797	989	1,193	283	392	517	642	774
South Carolina	302	411	524	630	741	57	78	99	120	140
South Dakota	0	0	0	0	0	0	0	0	0	0
Tennessee	384	539	690	813	931	96	134	172	202	232
Texas	41,437	50,461	59,151	67,993	77,260	6,716	8,186	9,598	11,025	12,517
Utah	918	1,223	1,536	1,817	2,111	141	187	235	280	329
Virginia	1,946	2,794	3,630	4,374	5,131	651	933	1,210	1,458	1,711
Vermont	0	0	0	0	0	73	100	126	154	182
Washington	2,949	4,257	5,678	7,092	8,604	460	664	886	1,107	1,345
Wisconsin	1,460	1,914	2,408	2,878	3,377	78	102	128	154	180
West Virginia	138	176	222	266	313	59	75	95	114	135
Wyoming	511	626	758	917	1,088	30	37	45	55	66
United States	**262,910**	**332,995**	**403,910**	**472,100**	**544,273**	**49,230**	**62,476**	**75,806**	**88,514**	**101,875**

TABLE C–19

Non-Hispanic Whites, Ages 35 and Above

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	5,925	6,405	6,600	6,715	6,827	1,457	1,561	1,600	1,622	1,646
Alabama	20,049	21,960	23,531	24,813	25,843	3,611	3,961	4,249	4,483	4,672
Arkansas	11,514	12,866	13,913	14,798	15,555	1,860	2,079	2,249	2,392	2,514
Arizona	37,297	43,943	48,238	50,538	52,478	6,791	8,010	8,799	9,226	9,588
California	225,988	222,196	217,619	216,316	218,252	31,923	31,412	30,779	30,611	30,899
Colorado	31,779	36,276	39,074	40,654	41,966	7,257	8,289	8,930	9,295	9,601
Connecticut	20,238	20,733	20,746	20,566	20,445	6,150	6,295	6,295	6,237	6,197
District of Columbia	360	357	364	374	386	251	250	254	262	270
Delaware	3,764	4,163	4,415	4,498	4,535	1,464	1,621	1,721	1,754	1,770
Florida	90,408	99,412	106,053	111,948	117,764	19,538	21,489	22,930	24,210	25,476
Georgia	24,968	28,273	30,527	31,999	33,110	5,951	6,740	7,277	7,629	7,893
Hawaii	4,191	4,608	4,893	5,104	5,297	1,194	1,312	1,394	1,456	1,512
Iowa	20,998	22,024	22,677	23,095	23,547	5,255	5,510	5,672	5,775	5,887
Idaho	10,159	12,006	13,407	14,497	15,490	1,730	2,045	2,284	2,471	2,641
Illinois	74,738	77,415	77,934	77,621	77,637	16,519	17,118	17,237	17,172	17,180
Indiana	38,570	41,557	43,547	44,779	45,691	7,796	8,393	8,790	9,035	9,216
Kansas	20,246	21,471	22,242	22,832	23,484	3,177	3,371	3,493	3,586	3,690
Kentucky	21,040	22,931	24,312	25,406	26,250	4,690	5,111	5,419	5,663	5,851
Louisiana	17,005	17,922	18,510	19,009	19,471	3,786	3,993	4,125	4,237	4,341
Massachusetts	36,749	38,329	39,052	38,702	38,209	14,232	14,847	15,129	14,995	14,806
Maryland	27,678	29,326	29,917	29,960	29,961	5,049	5,357	5,468	5,478	5,481
Maine	9,674	10,404	10,931	11,439	11,895	2,182	2,347	2,466	2,582	2,685
Michigan	77,128	81,043	82,762	83,208	83,480	16,018	16,837	17,199	17,294	17,355
Minnesota	34,575	37,698	39,440	40,555	41,886	5,821	6,345	6,637	6,824	7,047
Missouri	32,336	34,911	36,504	37,692	38,866	9,202	9,944	10,403	10,746	11,085
Mississippi	10,227	11,155	11,880	12,453	12,869	1,593	1,737	1,850	1,939	2,004
Montana	6,418	7,209	7,779	8,241	8,656	1,541	1,729	1,865	1,976	2,076
North Carolina	40,660	46,287	50,730	53,693	55,892	6,836	7,770	8,506	8,995	9,358
North Dakota	4,085	4,324	4,481	4,593	4,720	519	549	569	583	599
Nebraska	11,503	12,273	12,723	13,101	13,506	2,845	3,035	3,145	3,238	3,337
New Hampshire	7,121	8,031	8,639	9,020	9,334	3,479	3,924	4,222	4,408	4,562
New Jersey	42,894	44,078	43,986	43,471	43,071	11,735	12,055	12,027	11,884	11,772
New Mexico	10,448	11,766	12,617	13,182	13,653	1,648	1,858	1,994	2,086	2,164
Nevada	13,461	17,493	19,583	19,933	19,974	2,432	3,157	3,531	3,593	3,599
New York	93,122	93,033	91,519	89,087	86,940	28,153	28,115	27,650	26,909	26,255
Ohio	71,167	74,786	76,631	77,369	77,872	17,295	18,170	18,615	18,792	18,911
Oklahoma	24,236	25,742	26,819	27,967	29,053	4,053	4,308	4,490	4,685	4,869
Oregon	33,685	37,721	40,716	43,061	45,428	5,298	5,933	6,405	6,774	7,146
Pennsylvania	65,789	68,253	69,505	69,823	69,918	22,373	23,198	23,612	23,712	23,734
Rhode Island	7,232	7,429	7,571	7,567	7,523	2,426	2,494	2,544	2,544	2,530
South Carolina	15,432	17,255	18,740	19,903	20,822	3,124	3,494	3,795	4,031	4,217
South Dakota	3,152	3,444	3,638	3,779	3,922	1,127	1,231	1,300	1,350	1,401
Tennessee	23,644	26,500	28,638	30,160	31,345	5,536	6,206	6,707	7,064	7,342
Texas	97,706	105,956	110,807	114,341	117,654	17,441	18,919	19,787	20,420	21,015
Utah	14,774	17,352	19,544	21,272	22,943	2,941	3,454	3,890	4,234	4,567
Virginia	33,756	36,978	39,067	40,303	41,160	7,946	8,709	9,204	9,499	9,704
Vermont	2,782	3,050	3,254	3,376	3,460	1,321	1,448	1,546	1,603	1,643
Washington	46,167	51,818	55,860	59,139	62,471	8,100	9,091	9,801	10,376	10,961
Wisconsin	36,106	38,792	40,467	41,449	42,478	7,947	8,530	8,895	9,107	9,329
West Virginia	10,569	11,041	11,421	11,785	12,022	2,004	2,093	2,165	2,232	2,275
Wyoming	6,610	7,372	7,997	8,635	9,221	507	564	611	659	704
United States	**1,630,119**	**1,737,362**	**1,801,818**	**1,843,821**	**1,884,233**	**353,124**	**376,007**	**389,525**	**397,728**	**405,377**

TABLE C–20

All Race/Ethnicities, Ages 35 and Above

	Public School					Private School				
	1995	2000	2005	2010	2015	1995	2000	2005	2010	2015
Alaska	8,096	8,943	9,462	9,960	10,497	1,914	2,098	2,209	2,317	2,435
Alabama	27,247	29,922	32,171	34,160	35,838	5,026	5,525	5;945	6,314	6,626
Arkansas	13,674	15,329	16,635	17,784	18,802	2,526	2,831	3,071	3,283	3,471
Arizona	49,607	59,860	67,440	72,552	77,345	8,873	10,719	12,085	13,006	13,869
California	412,344	441,164	469,727	502,445	541,499	58,212	62,310	66,360	70,985	76,489
Colorado	40,185	46,538	50,977	54,020	56,828	8,809	10,207	11,181	11,851	12,470
Connecticut	24,891	26,149	26,871	27,352	27,931	7,482	7,855	8,069	8,211	8,383
District of Columbia	4,033	3,871	3,816	3,865	3,998	1,218	1,169	1,152	1,167	1,207
Delaware	5,740	6,467	6,986	7,247	7,445	1,735	1,957	2,115	2,194	2,254
Florida	128,417	145,928	160,618	174,551	188,779	29,012	32,972	36,294	39,446	42,665
Georgia	38,481	44,573	49,091	52,456	55,385	8,808	10,205	11,240	12,010	12,681
Hawaii	14,012	15,193	16,216	17,392	18,668	2,465	2,671	2,849	3,055	3,277
Iowa	22,299	23,557	24,437	25,050	25,690	5,465	5,772	5,986	6,135	6,291
Idaho	10,762	12,885	14,569	15,905	17,141	1,954	2,340	2,647	2,892	3,118
Illinois	103,950	110,180	113,643	115,973	118,636	24,125	25,584	26,396	26,941	27,564
Indiana	45,384	49,198	51,861	53,667	55,099	9,696	10,505	11,070	11,453	11,756
Kansas	23,350	25,126	26,420	27,488	28,627	3,784	4,075	4,288	4,463	4,649
Kentucky	23,865	26,096	27,761	29,096	30,158	5,270	5,762	6,129	6,423	6,657
Louisiana	26,089	27,912	29,325	30,709	32,125	5,538	5,927	6,227	6,520	6,821
Massachusetts	43,236	46,105	48,094	48,834	49,452	17,421	18,587	19,396	19,698	19,950
Maryland	46,617	51,652	54,713	56,591	58,422	9,392	10,411	11,029	11,406	11,774
Maine	9,961	10,738	11,311	11,867	12,370	2,284	2,463	2,595	2,723	2,839
Michigan	98,165	104,063	107,423	109,363	110,923	21,708	23,016	23,761	24,191	24,538
Minnesota	38,345	42,309	44,809	46,614	48,652	6,375	7,032	7,447	7,746	8,084
Missouri	38,435	41,760	43,943	45,654	47,347	10,656	11,588	12,199	12,678	13,152
Mississippi	15,913	17,431	18,708	19,868	20,805	2,496	2,733	2,933	3,115	3,261
Montana	7,501	8,479	9,205	9,804	10,352	1,688	1,907	2,069	2,203	2,328
North Carolina	56,411	64,703	71,457	76,303	80,150	8,942	10,246	11,309	12,070	12,676
North Dakota	4,402	4,693	4,895	5,049	5,220	592	631	658	678	701
Nebraska	12,455	13,421	14,055	14,604	15,180	3,178	3,424	3,586	3,726	3,873
New Hampshire	7,433	8,413	9,084	9,520	9,887	3,622	4,101	4,428	4,640	4,819
New Jersey	61,320	65,715	68,454	70,530	72,739	17,259	18,494	19,265	19,849	20,470
New Mexico	20,113	23,065	25,338	27,410	29,519	2,585	2,966	3,259	3,527	3,799
Nevada	17,062	22,968	26,639	28,067	29,118	3,020	4,064	4,713	4,965	5,151
New York	156,183	162,125	165,385	166,768	168,516	49,887	51,781	52,821	53,261	53,819
Ohio	86,588	91,718	94,738	96,486	97,980	21,471	22,737	23,483	23,914	24,282
Oklahoma	29,809	32,195	34,109	36,162	38,170	5,508	5,955	6,312	6,696	7,071
Oregon	37,513	42,660	46,772	50,139	53,542	5,910	6,720	7,367	7,896	8,431
Pennsylvania	78,773	82,521	84,907	86,137	87,099	26,793	28,052	28,852	29,261	29,580
Rhode Island	8,271	8,668	9,028	9,233	9,398	2,954	3,099	3,231	3,306	3,368
South Carolina	24,097	27,024	29,433	31,463	33,158	4,529	5,079	5,531	5,912	6,231
South Dakota	3,579	3,931	4,173	4,356	4,542	1,231	1,352	1,435	1,498	1,561
Tennessee	31,180	35,175	38,253	40,558	42,455	7,007	7,905	8,596	9,114	9,540
Texas	163,360	183,609	199,211	213,280	227,517	29,582	33,264	36,094	38,638	41,211
Utah	16,666	19,801	22,527	24,705	26,822	3,157	3,751	4,266	4,678	5,079
Virginia	47,286	52,984	57,203	60,250	62,836	10,990	12,319	13,303	14,015	14,618
Vermont	2,840	3,125	3,348	3,486	3,583	1,389	1,528	1,637	1,704	1,752
Washington	55,539	63,503	69,761	75,156	80,649	9,621	11,001	12,086	13,021	13,972
Wisconsin	41,452	45,069	47,572	49,293	51,062	8,699	9,450	9,971	10,330	10,697
West Virginia	11,145	11,661	12,090	12,505	12,791	2,190	2,291	2,375	2,455	2,510
Wyoming	7,276	8,179	8,954	9,759	10,519	587	659	721	785	846
United States	**2,301,351**	**2,518,354**	**2,683,617**	**2,821,483**	**2,961,267**	**494,633**	**539,087**	**572,038**	**598,366**	**624,666**

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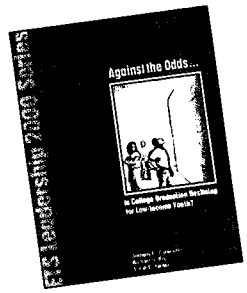

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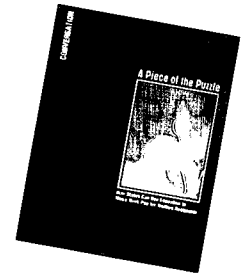

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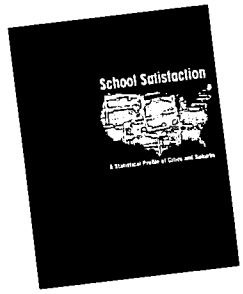
—Lyle Wray, Executive Director of the Citizens League,
***Minnesota Journal*, April 11, 2000**



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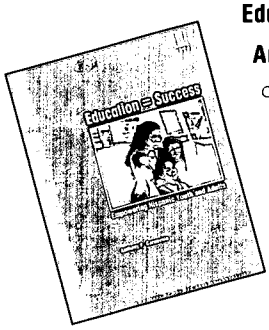
—Lynn Olson, "ETS Analysis Tracks Parent Dissatisfaction,"
***Education Week*, October 27, 1999**



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Anthony P. Carnevale

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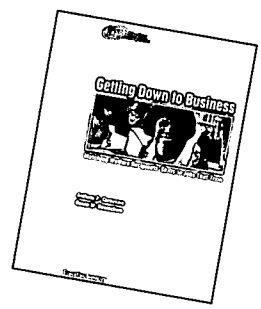
—The Honorable Bob Menendez,
Congressman from New Jersey

Getting Down to Business: Matching Welfare Recipients' Skills to Jobs that Train

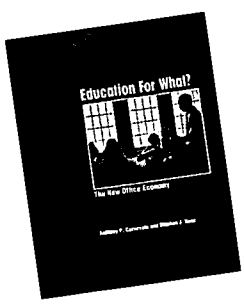
Anthony P. Carnevale and Donna M. Desrochers

EXECUTIVE SUMMARY ORDER NUMBER: 218346; TECHNICAL REPORT ORDER NUMBER: 218350



The labor market, workforce, and demographic data included in Getting Down to Business are truly enlightening. This study has substantial relevance to national workforce development and welfare-to-work policy.

—William Waldman, Executive Director
American Public Human Services Association



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—Jeff Madrick, "Computers: Waiting for the Revolution"
***The New York Review of Books*, March 26, 1998**

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Anthony P. Carnevale and Ernest W. Kimmel

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> **—June Kronholz, "Opponents Sharpen Pencils Over National Testing Plan"**
> ***The Wall Street Journal*, September 8, 1997**

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About the Authors

Anthony P. Carnevale

ETS Vice President for Public Leadership

Anthony P. Carnevale is an internationally recognized authority on education, training, and employment. Carnevale chaired the National Commission for Employment Policy during President Clinton's first term, while serving as vice president and director of human resource studies at the Committee for Economic Development. Earlier, he had been president of the Institute for Workbased Learning, an applied research center affiliated with the American Society for Training and Development. Carnevale has held senior staff positions in the U.S. Senate and House of Representatives and the U.S. Department of Health, Education, and Welfare. He was Director of Legislative Affairs for the American Federation of State, County, and Municipal Employees (AFSCME).

Carnevale received his B.A. from Colby College in Waterville, Maine, and his Ph.D. in economics from the Maxwell School at Syracuse University. While serving as a research economist with the Syracuse University Research Corporation, he co-authored the principal affidavit in *Rodriguez v. San Antonio,* a U.S. Supreme Court action to remedy unequal tax burdens and educational benefits. This landmark case sparked significant educational equity reforms in a majority of states.

Richard A. Fry

ETS Senior Economist

Richard A. Fry is a demographic economist with expertise on the empirical analysis of U.S. labor markets and higher education. His research focuses on the productive skills and educational attainment of the U.S. population, particularly the characteristics of immigrant populations and disadvantaged individuals. Fry's work has been published in numerous professional journals, including *Industrial Relations, Contemporary Economic Policy,* the *Quarterly Review of Economics and Finance,* and *Population Research* and *Policy Review.* At ETS he has collaborated on research on projections of college enrollment at the state level and the determinants and value of the English language abilities of American adults.

Fry received his Ph.D. in economics from The University of Michigan and his B.A. from Calvin College in Grand Rapids, Michigan. He is an active member of the American Economics Association, the Society of Labor Economists, and the Population Association of America. He is included in *Who's Who in the South and Southwest.*

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