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ABSTRACT

This report, commissioned by the College Board's National Task Force on Minority High Achievement, contains an analysis of possible changes in the racial and ethnic composition of the student-age population in the United States between 1990 and 2015. The data are presented disaggregated by social class, as measured by parent education and family income levels, and by native-born/immigrant status. To project the student population by 2015, a systemic and dynamic model of the flows of the U.S. population through the U.S. primary, secondary, and postsecondary education system was used. The model was calibrated using the educational transition probabilities and educational attainment measured in the 1992, 1993, and 1994 Current Population Surveys of the U.S. Census. A least squares regression technique was used to project family incomes in 2015, and a method was developed to assign the projected 2015 population aged 0-17 to families by the income and education of their presumed parents. Projections of the number of children that will be reared by parents with four different levels of education are included, along with projections of the number of children by family income quartile. All racial and ethnic adult groups are projected to increase their educational attainment, but disparities in educational attainment between racial and ethnic groups are also projected to increase. Four appendixes discuss: (1) in-school and out-of-school transition probabilities; (2) births, death rates, and annual immigration flows; (3) family income estimates model; and (4) children per adult, per educational attainment, and family income. (Contains 14 tables.) (SLD)

PROJECTED SOCIAL CONTEXT FOR EDUCATION OF CHILDREN: 1990–2015

The College Board

Projected Social Context for Education of Children: 1990–2015

by Georges Vernez and
Richard Krop

National Task Force on
Minority High Achievement

The College Board

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Preface

This report was commissioned by the College Board's National Task Force on Minority High Achievement, which has been charged with developing recommendations for how the number of academically successful African-American, Latino, and Native American students can be increased substantially. These groups remain extremely underrepresented among individuals who earn bachelor's, master's, doctoral, and professional degrees in the United States. They also have a limited presence at all levels of the educational system among top students as measured by such traditional indicators as grades and standardized test scores. As a result, these groups continue to have much less access to selective institutions of higher education and, subsequently, to career tracks in many professions that offer promising avenues to leadership positions in many sectors.

Until much higher percentages of students from underrepresented minority groups enjoy high levels of educational success, it will be virtually impossible to integrate our society's institutions completely, especially at leadership levels. Without such progress, the United States also will continue to be unable to draw on the full range of talents of our population in an era in which the value of an educated citizenry has never been greater.

The limited presence of Blacks, Hispanics, and Native Americans among top students is one aspect of an overall pattern of lower academic achievement that these groups have relative to European Americans and Asian Americans at a time when the racial/ethnic composition of the United States is changing dramatically. Thus, gaining a better understanding of how the racial/ethnic composition of the student age-population may evolve over the next few decades can contribute to a more accurate assessment of the challenges

and opportunities that lie ahead for those who are concerned with raising achievement levels of educationally underrepresented groups.

In this report, Georges Vernez and Richard Krop of RAND present an analysis of possible changes in the racial/ethnic composition of the student-age population in the United States between 1990 and 2015. Unlike most other studies of the demographic composition of the student-age population that have been made over the past decade, Vernez and Krop present racial/ethnic data disaggregated by social class (as measured by parent education and family income levels) and by native-born/immigrant status. The Task Force asked Vernez and Krop to develop their analysis on this basis for several reasons. First, there is a strong relationship between students' socioeconomic status (SES), as measured by family income and parent education level, and their academic achievement levels. High SES students tend to be much more successful academically than low SES students, not only in the United States, but in virtually all industrialized nations.

Second, African Americans, Latinos, and Native Americans have much higher percentages of low SES students and much lower percentages of high SES students than is the case for the non-Hispanic White majority and Asian Americans. Moreover, immigration has been amplifying these differences because immigrants from East and South Asia have generally had much higher levels of educational attainment than have immigrants from Latin America and the Caribbean. There is also evidence that within some racial and ethnic groups there are differences in academic achievement between native-born and immigrant students, such as between some Blacks from the Caribbean and African Americans or between some immigrants from East Asia and native-born students of East Asian descent.

Third, there continue to be large within-social-class differences in academic achievement among the major racial/ethnic segments of the American population. More specifically, at virtually all social class levels, students of European and Asian descent are enjoying much higher levels of academic success as measured by grades and standardized test scores than their Black, Hispanic, and Native American counterparts. This is the case whether social class is defined in terms of family income or parent education level. For example, among all students who have parents with college degrees in the United States, African-American, Latino, and Native American students tend to score significantly lower on standardized tests, on average, than their European-American and Asian-American counterparts.

Owing to patterns such as these, developing a sense of the changes taking place in the absolute and relative sizes of several different subpopulations of students—defined simultaneously by race/ethnicity, social class, and native-born/immigrant status—should provide helpful guidance in many areas for education policymakers. For example, if the absolute number of Latino immigrant students from families in which the parents have little formal education grows as rapidly as indicated by the projections of Vernez and Krop, it will probably be necessary to make large investments over the next two decades

to strengthen elementary and secondary schools serving these youngsters. Or, if as their projections indicate, the number of middle class African-American and Hispanic students grows substantially in coming years, working to improve schools that many of these students attend could be an increasingly important means of raising the overall achievement levels of these groups. Or, if the large increases in the number of Asian-American and European-American students from homes in which the parents have college degrees take place as projected, there are likely to be many more high achieving high school graduates from these groups in 2015 than is now the case. Unless there is a corresponding expansion in the size of the selective sector of colleges and universities, admission competition at these institutions could intensify considerably.

The projections presented by Vernez and Krop in this report are intended to be illustrative, not definitive. Changing assumptions about several important factors, such as long-term immigration patterns or the rate of economic growth, might produce forecasts of the characteristics of the student-age population in 2015 that vary considerably from the one presented here. Nonetheless, Vernez and Krop make clear that the composition of the student-age population is likely to change in complex ways in the years ahead. Educational policymakers have every incentive to understand the likely course of these changes as much as is humanly possible.

On behalf of the members of the National Task Force on Minority High Achievement, we would like to extend our thanks and deep appreciation to Messrs. Vernez and Krop. They have produced a report that should be of great assistance to many educators, policymakers, and others concerned with responding more effectively to the educational needs of our increasingly diverse society.

Eugene H. Cota-Robles and Edmund W. Gordon
Co-chairs
National Task Force on Minority High Achievement

Chapter 1

INTRODUCTION

Purpose of This Study

Three major trends are converging to make the education of future generations of America's children particularly challenging. First, long-term shifts in America's economy are making education in general, and higher education in particular, necessary to compete in today's labor market and to command an adequate living wage. Second, the nation's educational institutions must educate an increasingly larger and more diverse student population, a growing share of which is lagging behind in educational attainment. And third, they must do so with what is a declining public budgetary support. The challenge is to be taken seriously, for these trends are not recent, nor are they cyclical. They are structural, having their roots in long-term trends that have been developing since the 1970s and that have accelerated during the 1990s.

To better understand the nature of this challenge, the National Task Force on Minority High Achievement of the College Board has asked RAND to assess the possible changes in the racial/ethnic composition of the under-24 population of the United States between 1990 and 2015, broken down by social class within each racial/ethnic group. Understanding how the student-age population may change simultaneously along these dimensions has potentially important educational and social policy ramifications for several reasons. First, there continue to be significant differences in educational outcomes among racial/ethnic groups in the United States. Second, research has consistently found that students' educational attainment (years of schooling and degree levels) and academic achievement (grades and standardized test scores) are significantly associated with two primary measures of social class—parent education and family income.

Third, there continue to be major differences in the social class composition of racial/ethnic groups in America.

The next section of this introduction outlines our approach to making projections up to the year 2015 for the student population and for the education and income of their parents. The second section of this report then presents our projections of the size and distribution by racial/ethnic groups of the population aged 0–24 in 2015. Within each group, we distinguish between individuals who are native- and foreign-born. We also present our projections of the educational distribution of the adult population (i.e., population aged 25 or more) in 2015. The projected distributions of the 0–24 population by the projected education and income of their parents are presented in the third section. In every case, we compare our 2015 projections with the size and characteristics of the actual population in 1990.

Approach

Projecting the Population by Age and Education

To project the student population to 2015 by the education and income of their parents, we used a systemic and dynamic model of the flows of the U.S. population through the U.S. primary, secondary, and postsecondary education system. Briefly, the model uses cohort-survival methodology to keep track of the entire U.S. population. In any given year, the inflows into the population are births and immigration, and the outflows are death and outmigration. The model simulates the detailed flows of students into and out of each school and college grade starting with the ninth grade. For each year, the model projects the number of students who remain in a grade for another year, the number who leave school, and the number who continue on to the next grade. It also projects the annual number of people who return to school at various levels after having been out of school for some time. Most importantly, the model projects the level of education attained when people leave the educational system. Attainment is tracked at four levels: not a high school graduate, high school graduate, only some college completed (including associate degrees), and bachelor's degree and higher. Because educational attainment has historically varied between different groups in the population, the model tracks 24 population groups differentiated by the following characteristics:

Race/Ethnicity	Immigration Status	Gender
Asian	U.S. born	Male
Black	Foreign born	Female
Mexican		
Other Hispanic		
Non-Hispanic White		

We distinguish between people of Mexican origin and other Hispanics because the first are the largest group of Hispanics and their educational attainment has consistently lagged behind that of any other group.

Our model was calibrated using the educational transition probabilities and educational attainment measured in the 1992, 1993, and 1994 Current Population Surveys (CPS). The CPS asks whether a person is currently in school, and whether he/she was in school last year. If in school, CPS asks the grade, and if not in school, CPS asks the highest educational attainment. Answers to these questions provided the information needed to estimate transitional probabilities from out of school into school, from one grade to another, and from school to out of school. Finally, we adjusted the CPS transition probabilities to replicate the educational attainment of each group as measured by the 1990 census. There are two reasons to do so: the CPS contains few observations for some of the model's population groups and it does not contain information on immigration status. In short, our educational probabilities reflect educational attainment as it prevailed in the mid-1980s to the early 1990s. Appendix A shows the transition probabilities from grade 8 to college graduation.

Finally, we used the birth and death rates that the U.S. Bureau of the Census used in making its "middle series" projection of the U.S. residents' population to year 2050. For immigration, we used the immigration rates that prevailed during the 1985–1990 time period, which averaged an aggregate 900,000 new legal and illegal immigrants annually. If anything, this latter flow is conservative, as immigration since then has exceeded this level. The annual number of immigrants in the 1990s has averaged in excess of 1 million. The birth, death, and immigration rates used in our projections are included in Appendix B.

The model described above was used to project the following to 2015:

1. The size of the 0–6, 7–14, 15–18, and 19–24 populations by race/ethnicity and immigration status.
2. The size and educational attainment of the 25 and older adult population by race/ethnicity and immigration status (i.e., the parents of the children and youths projected under 1 above).

Although our model provides a projection of the educational attainment of the adult education (i.e., parents) in 2015, it does not provide a projection of the family incomes in which children in year 2015 will eventually be raised. To estimate family incomes in year 2015, we proceeded as outlined below.

Projecting Family Incomes

Using least squares regression analysis, we first estimated the relationship between family income, age, and educational attainment for each of the population subgroups that prevailed in 1991. The data from the 1990 and 1991 panels of the Survey of Income and Program Participation (SIPP) were used to estimate this relationship. These regression models provide an estimate of the median family income received by an individual given his or her race/ethnicity, immigration status, age, and education in 1991. It also provides an estimate of the standard error of the prediction, which is used to estimate the full

distribution of family income assuming a log-normal distribution of family income. Appendix C shows our estimated regression model.

We then used this model, along with the projected 2015 age and educational attainment, to estimate the family income of families in the year 2015. This family income is estimated in constant dollars. The assumption here is that a family in the year 2015 will have the same family real income as a similar family had in 1991. For instance, a family of four with two parents with only a high school degree in 2015 is projected to have the same real income as a 1991 family of four with the same family composition and parental education. Again, this assumption is conservative. Indeed, real family income has declined over the past 20 years for families with adults who have only a high school degree or less.

Matching Children with Families

The last step in our methodology required assigning the projected 2015 population aged 0–17 to families by the income and education of their presumed parents. Here, we assumed that the average number of children per adult of a specified level of education[1] and/or specified income level in each racial/ethnic and immigration status subgroup would be the same in 2015 as it was in 1990. This assumes that the family formation and fertility of families with similar characteristics in 1990 and 2015 would remain the same. We first computed the average 1990 number of children aged 0–17 by age, race/ethnicity, nativity, parents' education, and income. For instance the 1990 average number of children aged 0–17 per Mexican origin adult with only a high school degree was .41. We applied this same ratio to the 2015 adults with the same characteristics. Finally, we adjusted this number to account for the growth in number of children aged 0–17. Appendix D contains the "children per adult" ratios used in the projections.

We did not attempt to assign youths aged 18–24 to families in the year 2015. The majority of young adults in this age group no longer live at home, and thus can not be paired with parents on any of the currently available data files.

Validation and Limitations

Making long-term projections of population growth and its educational and income characteristics is a difficult and risky business. Doing so requires making many behavioral assumptions that past experience suggests often end up not being realized. Hence, population projections are not to be used as a description of what is likely to be. Rather, they are to be used as a picture of what might be if current behavior and policies were not to change. The parameters of behavior and educational outcomes that we used in our projections are those that prevailed in the late 1980s and early 1990s. But, these parameters and outcomes are not static. They are constantly changing over time and these changes are not reflected in our projections.

[1] *In families with parents of different levels of education, the children were allocated to the parent with the highest level of education.*

Hence, at the outset and prior to discussing the results of our projections, it is appropriate to review the main behavioral assumptions we have used and to briefly review what is known about their trends. First, our projected total population for the year 2015 of 289,556,736 is only slightly above the lowest projection (285,472,000) by the U.S. Bureau of the Census. In its middle and high series the Census Bureau projects that the U.S. population may reach 310 to 335 million by 2015, respectively. The main difference between our estimates and the Census Bureau's higher estimates is our more conservative projection of immigration.[2] Immigration has increased from a low 493,000 new immigrants annually in the 1970s to 855,000 in the 1980s and to 1,055,000 in the 1990s. In 1990, Congress increased the numerical ceiling for admission of legal immigrants annually, and this policy is still in effect. Recent legislation seeking to decrease the level of immigration has not succeeded to date. However, Congress has recently increased funding for efforts to curb illegal immigration. The effectiveness of these efforts remain to be seen.

Our own projection of continued immigration at about 900,000 a year is conservative by today's level. It takes two factors into consideration. First, it assumes that current efforts to curb illegal immigration will be sustained and, eventually, will reduce it. Second, it considers that the 1970s and 1980s conflicts that fueled large flows of refugees from Southeast Asia and Central America are over. Therefore, we can expect that immigration from these regions will diminish of their own accord, although family reunification will assure that immigration will continue at some level.

Second, the fertility rates used in our projections are those prevailing in recent years. But these rates may increase or decrease, especially over a 25-year period. Typically, today's immigrants have higher fertility rates than natives. However, these rates will decrease in subsequent generations, at least if the past is a guide to the future as far as fertility is concerned.

Third, our educational transition rates are those prevailing in the early years of the 1990s. It is well known that both high school graduation rates as well as college-going and graduation rates have increased for all racial/ethnic groups over the past 20 years, although large differences between racial/ethnic groups remain. Whether these rates will continue to grow, stabilize, or even possibly decrease is difficult to gauge. A priori, we would expect these rates to continue their secular increase, if for no other reasons than the return to education continues to be high and most net new jobs added to the economy are filled by workers who have at least some college education. At the same time, public investments in education, particularly postsecondary education, have declined over time. It may well be that access to postsecondary education will be curtailed in years to come due to the dual pressures of tight public budgets and of the increasing admission requirements. If so, we could see college-going rates and college-completion rates stabilize or even decrease.

[2] *The scope of this project did not permit the analysis of alternative scenarios regarding fertility and immigration rates. Since the share of immigrants with less than 12 years of education has increased relative to the native-born population, we would expect that levels of immigration above those assumed in our projections would lead to an increase in the relative share of children aged 0–17 raised in families with low educated parents and in low income families.*

Fourth, our income projections assume constant return to education over the time period of our projections. This, however, has not been the case in past decades. As we now know, relative return to education for college graduates has increased, while that for high school graduates and high school dropouts has decreased. Real income for the latter two groups is lower today than it was 20 years ago. Should these trends continue, our projections underestimate the share of children in low income families.

Fifth, our racial/ethnic groupings reflect the categorization used in 1990. This categorization may well no longer be so clear by 2015. The frequency of intermarriages across racial/ethnic groups is on the rise—particularly between Hispanics and non-Hispanic Whites on one hand, and between Asians and non-Hispanic Whites, and Asians and Hispanics on the other hand. How the children of these increasingly numerous mixed marriages are going to classify themselves is anyone's guess. And if they do, what will be the meaning of the resulting categorization?

Finally, a last word of caution in interpreting the projections discussed in subsequent sections. Some of the results of our projections will strike some people as being surprising, if not counterintuitive. The reader should remember that our model is dynamic. People who went to school in the first half of the century are now dying, while others who have reached higher levels of education in the post-war period are replacing them on an ongoing basis. We try to point out such instances and provide an explanation for the projected outcomes.

Chapter 2

Student and Adult Population Projections[3]

Student Population: 1990 and 2015

We project a 15 percent increase in the size of the 0–24 population, from 88 million in 1990 to 102 million in 2015 (see Table 1).

Immigrant Children

The share of immigrants in this population will remain relatively small. It was 5 percent in 1990 and it is projected to remain about the same, 5.6 percent, in 2015. There are two reasons why this share is expected to remain small in spite of a steady, continuing flow of new immigrants into the country. First is the aging process. Immigrant children who enter the country at age 15 in, say, the year 2000 will be 30 years old in 2015 and hence no longer children. Indeed, the slight increase in the number of immigrants projected from 4.4 million in 1990 to 5.8 million in 2015 is due to the net effect of new school-age entrants and the aging process of these children into adulthood. The second reason is that the majority of the children of immigrants (today estimated at two-thirds or more of their children) are born in the United States, and hence are counted in our projections with native-born children.

The relatively small share of immigrant children in the 0–24 age group for the nation as a whole is somewhat misleading for another reason as well. Immigrants are highly concentrated in a few states, including California (32 percent), Florida (8 percent), Illinois (5 percent), New York (15 percent), New Jersey (5 percent), and Texas (7 percent). To

[3]*These projections by racial/ethnic groupings exclude the "American Indian" and "Other" categories. Because of their small sample sizes, their educational transition probabilities could not be estimated reliably.*

Table 1. 0–24 Population by Race, Ethnicity, Age, and Nativity, 1990–2015

Race/Ethnicity	Nativity	Age	1990		2015	
			Sum of Population	Population Percentage*	Sum of Population	Population Percentage*
Asian	Native	0–3	378,243	0.43	987,159	0.96
		4–6	269,645	0.30	678,564	0.66
		7–14	557,188	0.63	1,585,929	1.55
		15–17	141,946	0.16	523,002	0.51
		18–24	278,201	0.31	1,115,011	1.09
	Native Total		1,625,223	1.83	4,889,666	4.78
	Immigrant	0–3	43,884	0.05	57,820	0.06
		4–6	61,115	0.07	87,217	0.09
		7–14	306,215	0.35	380,363	0.37
		15–17	179,688	0.20	198,386	0.19
		18–24	571,553	0.64	661,359	0.65
	Immigrant Total		1,162,455	1.31	1,385,144	1.35
Asian Total			2,787,678	3.15	6,274,810	6.13
Black	Native	0–3	2,142,789	2.42	2,686,026	2.62
		4–6	1,544,405	1.74	1,938,823	1.89
		7–14	4,106,058	4.63	4,847,044	4.73
		15–17	1,453,867	1.64	1,739,785	1.70
		18–24	3,340,018	3.77	3,987,481	3.90
	Native Total		12,587,137	14.20	15,199,159	14.85
	Immigrant	0–3	13,756	0.02	22,576	0.02
		4–6	13,532	0.02	26,707	0.03
		7–14	74,519	0.08	106,818	0.10
		15–17	37,137	0.04	52,736	0.05
		18–24	147,065	0.17	168,884	0.16
	Immigrant Total		286,009	0.32	377,501	0.37
Black Total			12,873,146	14.53	15,576,660	15.22
Mexican	Native	0–3	1,183,503	1.34	1,879,099	1.84
		4–6	808,994	0.91	1,280,956	1.25
		7–14	1,893,185	2.14	2,934,491	2.87
		15–17	547,356	0.62	963,557	0.94
		18–24	1,043,164	1.18	2,075,965	2.03
	Native Total		5,476,202	6.18	9,134.069	8.92
	Immigrant	0–3	80,125	0.09	108,138	0.11
		4–6	90,310	0.10	150,058	0.15
		7–14	318,843	0.36	565,925	0.55
		15–17	191,402	0.22	278,886	0.27
		18–24	867,766	0.98	1,009,054	0.99
	Immigrant Total		1,548,446	1.75	2,112,061	2.06
Mexican Total			7,024,648	7.93	11,246,130	10.99
Other Hispanic	Native	0–3	572,379	0.65	1,868,813	1.83
		4–6	391,314	0.44	1,273,944	1.24
		7–14	888,243	1.00	2,918,427	2.85
		15–17	282,962	0.32	958,282	0.94
		18–24	665,541	0.75	2,064,601	2.02
	Native Total		2,800,459	3.16	9,084,066	8.87
	Immigrant	0–3	31,070	0.04	41,134	0.04
		4–6	38,299	0.04	60,558	0.06
		7–14	203,508	0.23	266,158	0.26
		15–17	104,851	0.12	143,714	0.14
		18–24	404,946	0.46	498,028	0.49
	Immigrant Total		782,674	0.88	1,009,591	0.99
Other Hispanic Total			3,583,133	4.04	10,093,658	9.86
Non-Hispanic White	Native	0–3	9,897,590	11.17	9,363,405	9.15
		4–6	7,491,780	8.45	6,910,146	6.75
		7–14	19,274,383	21.75	18,114,086	17.69
		15–17	6,863,637	7.75	6,958,099	6.80
		18–24	18,199,024	20.54	16,960,258	16.57
	Native Total		61,726,414	69.66	58,305,993	56.95
	Immigrant	0–3	29,117	0.03	34,446	0.03
		4–6	35,104	0.04	54,990	0.05
		7–14	145,619	0.16	239,203	0.23
		15–17	81,494	0.09	124,960	0.12
		18–24	327,843	0.37	422,050	0.41
	Immigrant Total		619,177	0.70	875,649	0.86
Non-Hispanic White Total			62,345,591	70.36	59,181,642	57.81
Grand Total			88,614,196	100.00	102,372,899	100.00

* Due to rounding, totals may not add up to 100 percent.

Table 1. Continued

Nativity	Age	1990		2015	
		Sum of Population	Population Percentage	Sum of Population	Population Percentage
	0–3	14,174,504	16.00	16,784,502	16.40
	4–6	10,506,138	11.86	12,082,433	11.80
	7–14	26,719,057	30.15	30,399,978	29.70
	15–17	9,289,788	10.48	11,142,724	10.88
	18–24	23,525,948	26.55	26,203,316	25.60
Native Total		84,215,435	95.04	96,612,953	94.37
Immigrant	0–3	197,952	0.22	284,113	0.26
	4–6	238,360	0.27	379,530	0.37
	7–14	1,048,704	1.18	1,558,467	1.52
	15–17	594,572	0.67	798,881	0.78
	18–24	2,319,173	2.62	2,759,155	2.70
Immigrant Total		4,398,761	4.96	5,759,946	5.63
Grand Total		88,614,196	100.00	102,372,899	100.00

Age	1990		2015	
	Sum of Population	Population Percentage*	Sum of Population	Population Percentage*
0–3	14,372,456	16.22	17,048,615	16.65
4–6	10,744,498	12.13	12,461,963	12.17
7–14	27,767,761	31.34	31,958,445	31.22
15–17	9,884,360	11.15	11,941,404	11.66
18–24	25,845,121	29.17	28,962,471	28.29
Grand Total	88,614,196	100.00	102,372,899	100.00

*Due to rounding, totals may not add up to 100 percent.

the extent this residential pattern of immigrants continues in the future as it has over the last 40 years or so, we can expect this concentration of immigrants to continue. In these states, therefore, the share of school-age immigrant children will also continue to be higher. For instance, in California, the 1990 share of immigrant children exceeded 20 percent of the total school-age population. In year 2015, we project this share to increase to about 22 percent.

Age Distribution

By and large, the age distribution of the 0–24 population in 2015 is projected to resemble that of 1990. But there are differences in the growth of the size of the various cohorts between 1990 and 2015:

Age Cohort	1990–2015 Projected Growth (Percent)
0–3	18.6
4–6	16.0
7–14	15.1
15–17	20.8
18–24	12.1
0–24	15.5

Because immigrant children enter at all ages, and because relatively more older than younger children immigrate with or without their parents, the share of immigrant children increases with age. For instance, 1.4 percent of children aged 0–3 in 1990 were foreign born compared to 6.0 percent of the 15–17 age cohort. The corresponding projected 2015 share are 1.5 and 6.7 percent, respectively.

The relatively large number of immigrant youths entering the country between the ages of 15 and 17 presents a special issue. There were about 600,000 immigrant youths between those ages in 1990, and we project there will be 800,000 in the year 2015. About half of these youths are Hispanics. The issue is that a significant share of these youths, mostly those of Mexican and Central American origin, do not complete their education after arriving in the United States. Typically, they have left school in their country at the fifth to sixth grade level and have been out of school for several years even before coming to the United States. Certainly, educational attainment in Mexico is increasing over time and can be expected to continue to do so. However, progress is slow and mandatory schooling is not required beyond the ninth grade, a change that was implemented only recently. The previous mandatory schooling level in Mexico was sixth grade.

Racial/Ethnic Distribution

The largest changes in the 0–24 population are in its racial/ethnic composition. These occur for primarily two reasons: the projected continuation of relatively high levels of immigration through the time period considered and the historically higher fertility rates of immigrants, particularly Hispanic immigrants. Key changes include the following (see also Table 2).

Asians are projected to double their share of the 0–24 population, and more than double their numbers. The share of foreign-born children among Asians, however, is projected to decrease from 42 percent in 1990 to 22 percent in 2015.

The share of Blacks aged 0–24 is projected to remain constant, although their numbers are projected to increase by 21 percent. Their share of the foreign-born population is projected to remain below 3 percent. (Note: If economic development in Africa continues to lag and recent upward trends in immigration from Africa to the United States continue, this projection may be significantly altered.)

The share of Hispanics is projected to nearly double from 12 percent in 1990 to 21 percent in 2015, and the numbers will double from 11 to 21 million. Slightly more than half of the Hispanic population in 2015 is expected to be of Mexican origin. In 2015, the number of Hispanics is projected to exceed that of Blacks by 5 million. The foreign-born share among Hispanics aged 0–24 is also projected to decrease from 22 percent in 1990 to 16 percent. (Note: The disproportionate increase in numbers of "Other Hispanics" reflect the large influx of relatively young immigrants from Central America during the decade of the 1980s. Due to the stabilization of the political and economic situation in this part of the world, we would expect a decline in immigration from this region. Should that be the case, our projections probably overstate the relative Hispanic shift.)

Finally, the share of non-Hispanic Whites is projected to decline from 70 percent in 1990 to 58 percent in 2015. The number of non-Hispanic Whites aged 0–24 is also projected to decline from 62 to 59 million.

Table 2. 0–24 Population by Race/Ethnicity and Immigration Status, 1990–2015

Race/Ethnicity	1990			2015		
	Native born	Immigrant	Total	Native born	Immigrant	Total
Asian	1.9	26.4	3.2	5.1	24.0	6.1
Black	14.9	6.5	14.5	15.7	6.6	15.2
Mexican	6.5	35.3	7.9	9.4	36.6	11.0
Other Hispanic	3.4	17.7	4.0	9.4	17.6	9.9
Non-Hispanic White	73.3	14.1	70.4	60.3	15.3	57.8
Total (percent)*	100.0	100.0	100.0	100.0	100.0	100.0
Total (thousands)	84,200	4,400	88,600	96,600	5,800	102,400

*Due to rounding, totals may not add up to 100 percent.

Adult Population: 1990 and 2015

We project a 19 percent increase in the adult population (aged 25 or older) from 157 million in 1990 to 187 million in 2015. Table 3 (see page 13) compares the 1990 and 2015 composition of these populations by educational attainment, race/ethnicity, and nativity. The table shows the composition of these populations separately for the 25–29 age cohort, for the 30-plus age cohort, and for the total adult population who are aged 25 or older.

Focusing on the 25–29 age cohort allows us to assess the changes in the educational attainment of new entrants in the labor force due to changes in the racial/ethnic composition of the population that has taken place to date, holding their performance through the education system constant. Members of this cohort were born between 1986 and 1990.

Focusing on the entire adult population allows us to assess the aggregate net changes in the overall educational attainment of the population. These changes reflect the racial/ethnic changes in the composition of the population as well as the dynamic process—over a 25-year period—of older, less educated people dying (they were educated in the first half of the century before the post-war expansion of educational opportunities, particularly in higher education) and being replaced by better educated new entrants.

Education

The shift in racial/ethnic composition of the 25–29 cohort is projected to result in a slight decrease in the educational attainment of the same age 2015 cohort relative to the 1990 cohort. A slightly larger share of this population is projected to have less than a high school education in 2015 (13.5 percent) than in 1990 (12.9 percent). Conversely, a smaller share of this cohort is projected to graduate from college with a bachelor's degree in 2015 (20.7 percent) than in 1990 (22.1 percent). Four hundred twenty-three thousand fewer 25 to 29-year-olds are projected to be college graduates in 2015 than in 1990. Two hundred ninety-five thousand of these are due to the shift in racial/ethnic composition, and the remaining are due to the smaller size of the cohort (about 3 percent smaller).

The educational attainment of the overall adult 25-plus age population, however, is projected to increase significantly by 2015 relative to 1990. The share of high school dropouts is projected to drop from 21 percent in 1990 to 13 percent in 2015, and their numbers are projected to decline from 33 to 24 million people. Conversely, the share of college graduates (bachelor's degree or more) is projected to increase from 20 percent in 1990 to 26 percent in 2015, adding some 17 million college graduates to the 25-and-older population, an increase of 52 percent over 1990. The share of the 25-and-older population with some college is also expected to increase, while the share with a high school diploma only is expected to decrease.

As noted, this upgrading in the educational attainment of the overall adult population reflects primarily the dying of the older less educated generations and their disproportionate replacement by new entrants into adulthood who have benefited by the post-war expansion of educational opportunities.

Immigrant Adults

Immigrant adults are projected to increase from 9.7 percent of the total adult population in 1990 to 15.8 percent in 2015. Half of the increased 30 million in adult population between 1990 and 2015 is projected to be due to the arrival of new immigrants (excluding the U.S.-born children of immigrant parents). The racial/ethnic distribution of immigrants is projected as shown below.

Race/Ethnicity	1990	2015
Asian	21.9	29.1
Black	6.0	5.7
Mexican	19.2	26.4
Other Hispanic	16.9	18.1
Non-Hispanic White	36.0	20.8
Total (percent)*	100.0	100.0
N (000)	15,216	29,645

*Due to rounding, totals may not add up to 100 percent.

Non-Hispanic Whites immigrated mostly during the pre-war period and immediately after the war. The decline in their share reflects the aging and dying of these earlier immigrants. Since 1970, immigrants have been primarily of Hispanic and Asian origin. This pattern is projected to continue, increasing the share of Hispanics to almost half of the 2015 immigrant adult population and the share of Asians to slightly less than one-third.

Table 3. Adult Population Aged 25 or More by Race/Ethnicity, Age, and Nativity, 1990–2015

Race/Ethnicity	Nativity	Data	Year and Age					
			1990			2015		
			25–29	30+	1990 Total	25–29	30+	2015 Total
Asian	Native	Not High School Graduate	6,895	87,668	94,564	22,974	74,652	97,625
		High School Graduate	35,534	209,233	244,767	114,242	343,557	457,799
		Some College	46,915	198,619	245,533	213,969	600,705	814,674
		Bachelor's Degree Plus	60,331	213,382	273,713	181,180	742,299	923,479
		Total Population	149,675	708,902	858,577	532,364	1,761,213	2,293,578
	Immigrant	Not High School Graduate	59,378	622,092	681,470	60,037	1,093,016	1,153,053
		High School Graduate	101,264	596,144	697,408	119,451	1,385,946	1,505,397
		Some College	133,246	537,841	671,087	240,083	1,810,962	2,051,045
		Bachelor's Degree Plus	224,033	1,058,941	1,282,974	277,750	3,624,924	3,902,674
		Total Population	517,921	2,815,018	3,332,939	697,320	7,914,849	8,612,169
Black	Native	Not High School Graduate	416,343	4,408,633	4,824,976	493,487	2,764,336	3,257,823
		High School Graduate	1,064,289	4,380,945	5,445,234	1,006,561	6,606,030	7,612,592
		Some College	746,221	2,850,219	3,596,440	849,878	5,450,704	6,300,582
		Bachelor's Degree Plus	268,010	1,431,812	1,699,822	287,020	2,643,090	2,930,110
		Total Population	2,494,863	13,071,609	15,566,472	2,636,946	17,464,161	20,101,107
	Immigrant	Not High School Graduate	19,979	166,262	186,241	22,590	223,080	245,669
		High School Graduate	53,104	255,097	308,200	57,785	466,566	524,351
		Some College	59,348	182,278	241,626	55,038	468,725	523,763
		Bachelor's Degree Plus	29,789	148,745	178,534	23,489	359,749	383,238
		Total Population	162,220	752,382	914,602	158,902	1,518,120	1,677,022
Mexican	Native	Not High School Graduate	161,588	1,021,868	1,183,436	347,725	1,416,411	1,764,136
		High School Graduate	292,251	858,790	1,151,041	552,692	2,292,265	2,844,957
		Some College	205,736	604,701	810,437	452,620	1,970,384	2,423,004
		Bachelor's Degree Plus	64,887	229,678	294,565	100,699	713,724	814,423
		Total Population	724,441	2,715,038	3,439,479	1,453,736	6,392,783	7,846,519
	Immigrant	Not High School Graduate	432,144	1,628,477	2,060,620	420,824	3,954,173	4,374,997
		High School Graduate	160,601	332,833	493,433	276,485	1,519,484	1,795,969
		Some College	80,081	184,016	264,097	204,436	1,005,379	1,209,815
		Bachelor's Degree Plus	27,571	75,854	103,425	49,990	405,084	455,074
		Total Population	700,396	2,221,180	2,921,576	951,735	6,884,120	7,835,855
Other Hispanic	Native	Not High School Graduate	100,682	676,163	776,825	227,395	808,560	1,035,955
		High School Graduate	151,725	534,317	686,042	271,133	1,093,003	1,364,135
		Some College	133,985	384,170	518,155	239,742	1,038,478	1,278,220
		Bachelor's Degree Plus	66,791	221,951	288,742	114,457	656,612	771,069
		Total Population	453,163	1,816,600	2,269,763	852,727	3,596,653	4,449,380
	Immigrant	Not High School Graduate	143,870	858,083	1,001,953	156,866	1,641,436	1,798,303
		High School Graduate	133,522	597,075	730,596	144,767	1,288,766	1,433,533
		Some College	108,005	386,341	494,347	130,407	1,070,140	1,200,547
		Bachelor's Degree Plus	54,483	291,629	346,112	71,675	852,032	923,707
		Total Population	439,880	2,133,128	2,573,008	503,716	4,852,374	5,356,090
Non-Hispanic White	Native	Not High School Graduate	1,341,192	19,684,094	21,025,286	965,909	8,934,613	9,900,522
		High School Graduate	5,321,295	36,684,225	42,005,521	3,962,561	34,574,347	38,536,907
		Some College	4,589,417	26,152,633	30,742,050	4,285,028	34,717,559	39,002,587
		Bachelor's Degree Plus	3,711,964	22,723,817	26,435,781	2,971,472	32,436,451	35,407,924
		Total Population	14,963,869	105,244,769	120,208,638	12,184,970	110,662,970	122,847,940
	Immigrant	Not High School Graduate	36,349	1,429,080	1,465,429	35,862	617,052	652,914
		High School Graduate	113,406	1,552,933	1,666,338	118,624	1,452,739	1,571,363
		Some College	112,689	1,023,182	1,135,871	158,343	1,499,030	1,657,373
		Bachelor's Degree Plus	135,444	1,071,519	1,206,963	142,002	2,140,529	2,282,530
		Total Population	397,887	5,076,714	5,474,601	454,830	5,709,350	6,164,180
Total Not High School Graduate			2,718,380	30,582,420	33,300,801	2,753,689	21,527,328	24,280,997
Total High School Graduate			7,426,990	46,001,591	53,428,581	6,624,299	51,022,704	57,647,003
Total Some College			6,215,642	32,504,001	38,719,643	6,829,543	49,632,066	56,461,609
Total Bachelor's Degree Plus			4,643,303	27,467,328	32,110,631	4,219,733	44,574,493	48,794,227
Total Population			21,004,315	136,555,340	157,559,655	20,427,245	166,758,592	187,183,837

Table 3. Continued

Race/Ethnicity	Nativity	Data	Percentage* Distribution					
			1990			2015		
			25–29	30+	1990 Total	25–29	30+	2015 Total
Asian	Native	Not High School Graduate	4.6	12.4	11.0	4.3	4.2	4.3
		High School Graduate	23.7	29.5	28.5	21.5	19.5	20.0
		Some College	31.3	28.0	28.6	40.2	34.1	35.5
		Bachelor's Degree Plus	40.3	30.1	31.9	34.0	42.1	40.3
		Total Population	100.0	100.0	100.0	100.0	100.0	100.0
	Immigrant	Not High School Graduate	11.5	22.1	20.4	8.6	13.8	13.4
		High School Graduate	19.6	21.2	20.9	17.1	17.5	17.5
		Some College	25.7	19.1	20.1	34.4	22.9	23.8
		Bachelor's Degree Plus	43.3	37.6	38.5	39.8	45.8	45.3
		Total Population	100.0	100.0	100.0	100.0	100.0	100.0
Black	Native	Not High School Graduate	16.7	33.7	31.0	18.7	15.8	16.2
		High School Graduate	42.7	33.5	35.0	38.2	37.8	37.9
		Some College	29.9	21.8	23.1	32.2	31.2	31.3
		Bachelor's Degree Plus	10.7	11.0	10.9	10.9	15.1	14.6
		Total Population	100.0	100.0	100.0	100.0	100.0	100.0
	Immigrant	Not High School Graduate	12.3	22.1	20.4	14.2	14.7	14.6
		High School Graduate	32.7	33.9	33.7	36.4	30.7	31.3
		Some College	36.6	24.2	26.4	34.6	30.9	31.2
		Bachelor's Degree Plus	18.4	19.8	19.5	14.8	23.7	22.9
		Total Population	100.0	100.0	100.0	100.0	100.0	100.0
Mexican	Native	Not High School Graduate	22.3	37.6	34.4	23.9	22.2	22.5
		High School Graduate	40.3	31.6	33.5	38.0	35.9	36.3
		Some College	28.4	22.3	23.6	31.1	30.8	30.9
		Bachelor's Degree Plus	9.0	8.5	8.6	6.9	11.2	10.4
		Total Population	100.0	100.0	100.0	100.0	100.0	100.0
	Immigrant	Not High School Graduate	61.7	73.3	70.5	44.2	57.4	55.8
		High School Graduate	22.9	15.0	16.9	29.1	22.1	22.9
		Some College	11.4	8.3	9.0	21.5	14.6	15.4
		Bachelor's Degree Plus	3.9	3.4	3.5	5.3	5.9	5.8
		Total Population	100.0	100.0	100.0	100.0	100.0	100.0
Other Hispanic	Native	Not High School Graduate	22.2	37.2	34.2	26.7	22.5	23.3
		High School Graduate	33.5	29.4	30.2	31.8	30.4	30.7
		Some College	29.6	21.1	22.8	28.1	28.9	28.7
		Bachelor's Degree Plus	14.7	12.2	12.7	13.4	18.3	17.3
		Total Population	100.0	100.0	100.0	100.0	100.0	100.0
	Immigrant	Not High School Graduate	32.7	40.2	38.9	31.1	33.8	33.6
		High School Graduate	30.4	28.0	28.4	28.7	26.6	26.8
		Some College	24.6	18.1	19.2	25.9	22.1	22.4
		Bachelor's Degree Plus	12.4	13.7	13.5	14.2	17.6	17.2
		Total Population	100.0	100.0	100.0	100.0	100.0	100.0
Non-Hispanic White	Native	Not High School Graduate	9.0	18.7	17.5	7.9	8.1	8.1
		High School Graduate	35.6	34.9	34.9	32.5	31.2	31.4
		Some College	30.7	24.8	25.6	35.2	31.4	31.7
		Bachelor's Degree Plus	24.8	21.6	22.0	24.4	29.3	28.8
		Total Population	100.0	100.0	100.0	100.0	100.0	100.0
	Immigrant	Not High School Graduate	9.1	28.1	26.8	7.9	10.8	10.6
		High School Graduate	28.5	30.6	30.4	26.1	25.4	25.5
		Some College	28.3	20.2	20.7	34.8	26.3	26.9
		Bachelor's Degree Plus	34.0	21.1	22.0	31.2	37.5	37.0
		Total Population	100.0	100.0	100.0	100.0	100.0	100.0
Total Not High School Graduate			12.9	22.4	21.1	13.5	12.9	13.0
Total High School Graduate			35.4	33.7	33.9	32.4	30.6	30.8
Total Some College			29.6	23.8	24.6	33.4	29.8	30.2
Total Bachelor's Degree Plus			22.1	20.1	20.4	20.7	26.7	26.1
Total Population			100.0	100.0	100.0	100.0	100.0	100.0

*Due to rounding, totals may not add up to 100 percent.

Our projection assumed a continuation of the relatively lower educational level of adult immigrants relative to native-born adults, and this is reflected in Table 4, which compares the 1990 and 2015 educational distribution of immigrants and natives. One-third of adult high school dropouts in 2015 are projected to be immigrants, compared to 16 percent in 1990. More than one-quarter (28 percent) of immigrants are expected to have less than 12 years of education in 2015, reflecting a 2.8 million increase in their numbers since 1990. Two-thirds of these are projected to be Hispanics. At the same time, we also project a sizable increase in the share of immigrants with college degrees, from 21 percent in 1990 to 27 percent in 2015—a share that is similar to that of native-born adults.

Table 4. Adult Population Aged 25 or More, by Nativity and Educational Attainment, 1990–2015

Dynamic Model of Population							
		Year and Age					
		1990			2015		
Nativity	Data	25–29	30+	1990 Total	25–29	30+	2015 Total
Native	Not High School Graduate	2,026,660	25,878,426	27,905,087	2,057,491	13,998,571	16,056,062
	High School Graduate	6,865,094	42,667,510	49,532,604	5,907,188	44,909,202	50,816,390
	Some College	5,722,273	30,190,342	35,912,615	6,041,236	43,777,830	49,819,067
	Bachelor's Degree Plus	4,171,983	24,820,640	28,992,623	3,654,828	37,192,176	40,847,004
	Total Population	18,786,011	123,556,918	142,342,929	17,660,743	139,877,779	157,538,523
Immigrant	Not High School Graduate	691,720	4,703,994	5,395,714	696,178	7,528,757	8,224,935
	High School Graduate	561,895	3,334,081	3,895,976	717,111	6,113,502	6,830,813
	Some College	493,369	2,313,659	2,807,028	788,307	5,854,236	6,642,543
	Bachelor's Degree Plus	471,320	2,646,688	3,118,008	564,906	7,382,318	7,947,223
	Total Population	2,218,304	12,998,422	15,216,726	2,766,502	26,878,813	29,645,314
Total Not High School Graduate		2,718,380	30,582,420	33,300,801	2,753,669	21,527,328	24,280,997
Total High School Graduate		7,426,990	46,001,591	53,428,581	6,624,299	51,022,704	57,647,003
Total Some College		6,215,642	32,504,001	38,719,643	6,829,543	49,632,066	56,461,609
Total Bachelor's Degree Plus		4,643,303	27,467,328	32,110,631	4,219,733	44,574,493	48,794,227
Total Population		21,004,315	136,555,340	157,559,655	20,427,245	166,756,592	187,183,837

Table 4. Continued

		Percentage Distribution					
		1990			2015		
Nativity	Data	25–29	30+	Total	25–29	30+	Total
Native	Not High School Graduate	10.8	20.9	19.6	11.7	10.0	10.2
	High School Graduate	36.5	34.5	34.8	33.4	32.1	32.3
	Some College	30.5	24.4	25.2	34.2	31.3	31.6
	Bachelor's Degree Plus	22.2	20.1	20.4	20.7	26.6	25.9
	Total Population	100.0	100.0	100.0	100.0	100.0	100.0
Immigrant	Not High School Graduate	31.2	36.2	35.5	25.2	28.0	27.7
	High School Graduate	25.3	25.6	25.6	25.9	22.7	23.0
	Some College	22.2	17.8	18.4	28.5	21.8	22.4
	Bachelor's Degree Plus	21.2	20.4	20.5	20.4	27.5	26.8
	Toral Population	100.0	100.0	100.0	100.0	100.0	100.0
Total Not High School Graduate		12.9	22.4	21.1	13.5	12.9	13.0
Total High School Graduate		35.4	33.7	33.9	32.4	30.6	30.8
Total Some College		29.6	23.8	24.6	33.4	29.8	30.2
Total Bachelor's Degree Plus		22.1	20.1	20.4	20.7	26.7	26.1
Total Population (percent)*		100.0	100.0	100.0	100.0	100.0	100.0

* Due to rounding, totals may not add up to 100 percent.

Race/Ethnicity

Because of large differentials in the age distribution and fertility between racial/ethnic groups, the shift in the racial/ethnic composition of the adult population is moving more slowly than that of their children (compare Table 2 to Table 5).

Table 5. Adult Population Aged 25 or More by Race/Ethnicity, 1990–2015

Race/Ethnicity	1990			2015		
	Native born	Immigrant	Total	Native born	Immigrant	Total
Asian	.6	21.9	2.7	1.5	29.1	5.8
Black	10.9	6.0	10.5	12.8	5.7	11.6
Mexican	2.4	19.2	4.0	5.0	26.4	8.4
Other Hispanic	1.6	16.9	3.1	2.8	18.1	5.2
Non-Hispanic White	84.5	36.0	79.8	77.9	20.8	69.9
Total (percent)*	100.0	100.0	100.0	100.0	100.0	100.0
Total (thousands)	142,342	15,216	157,560	157,538	29,645	187,184

*Due to rounding, totals may not add up to 100 percent.

The number of Hispanics is projected to more than double from 11 million in 1990 to 25 million in 2015 (see Table 6). The share of the Hispanics in the adult population is projected to also double from 7 percent in 1990 to 14 percent in 2015. This latter share is projected to exceed that of the Black population in 2015 by 2 percentage points (13.6 vs. 11.6). Asian immigration is also projected to result in an increase in the share of Asians from 2.7 percent in 1990 to 5.8 percent in 2015. In turn, the share of the non-Hispanic White population is projected to decline from 80 percent in 1990 to 70 percent in 2015. In states where immigrants concentrate, this shift is of course expected to take place much more rapidly than is suggested by our national level projection.

Table 6. Adult Population Aged 25 or More by Race/Ethnicity and Educational Attainment, 1990–2015

Dynamic Model of Population							
		1990			2015		
Race/Ethnicity	Data	25–29	30+	1990 Total	25–29	30+	2015 Total
Asian	Not High School Graduate	66,274	709,760	776,034	83,010	1,167,668	1,250,678
	High School Graduate	136,798	805,377	942,175	233,693	1,729,504	1,963,196
	Some College	180,161	736,460	916,620	454,052	2,411,667	2,865,719
	Bachelor's Degree Plus	284,364	1,272,323	1,556,687	458,930	4,367,223	4,826,153
	Total Population	667,596	3,523,920	4,191,516	1,229,684	9,676,062	10,905,746
Black	Not High School Graduate	436,322	4,574,896	5,011,218	516,077	2,987,416	3,503,493
	High School Graduate	1,117,393	4,636,042	5,753,434	1,064,346	7,072,597	8,136,943
	Some College	805,569	3,032,497	3,838,066	904,916	5,919,429	6,824,345
	Bachelor's Degree Plus	297,799	1,580,557	1,878,356	310,509	3,002,839	3,313,348
	Total Population	2,657,083	13,823,991	16,481,074	2,795,848	18,982,281	21,778,129
Mexican	Not High School Graduate	593,711	2,650,345	3,244,056	768,549	5,370,584	6,139,133
	High School Graduate	452,852	1,191,623	1,644,475	829,177	3,811,749	4,640,926
	Some College	285,816	788,718	1,074,534	657,056	2,975,763	3,632,819
	Bachelor's Degree Plus	92,458	305,532	397,990	150,689	1,118,808	1,269,497
	Total Population	1,424,837	4,936,218	6,361,055	2,405,471	13,276,903	15,682,374
Other Hispanic	Not High School Graduate	244,532	1,534,246	1,778,778	384,262	2,449,996	2,834,258
	High School Graduate	285,247	1,131,391	1,416,638	415,900	2,381,789	2,797,669
	Some College	241,990	770,511	1,012,501	370,149	2,108,618	2,478,767
	Bachelor's Degree Plus	121,274	513,580	634,854	186,132	1,508,644	1,694,776
	Total Population	893,043	3,949,728	4,842,771	1,356,442	8,449,027	9,805,489
Non-Hispanic White	Not High School Graduate	1,377,541	21,113,174	22,490,715	1,001,771	9,551,665	10,553,435
	High School Graduate	5,434,701	38,237,158	43,671,859	4,081,184	36,027,086	40,108,270
	Some College	4,702,106	27,175,815	31,877,921	4,443,370	36,216,589	40,659,960
	Bachelor's Degree Plus	3,847,408	23,795,336	27,642,744	3,113,474	34,576,980	37,690,454
	Total Population	15,361,756	110,321,483	125,683,239	12,639,800	116,372,320	129,012,119
Total Not High School Graduate		2,718,380	30,582,420	33,300,801	2,753,669	21,527,328	24,280,997
Total High School Graduate		7,426,990	46,001,591	53,428,581	6,624,299	51,022,704	57,847,003
Total Some College		6,215,642	32,504,001	38,719,643	6,829,543	49,632,066	56,461,609
Total Bachelor's Degree Plus		4,643,303	27,467,328	32,110,631	4,219,733	44,574,493	48,794,227
Total Population		21,004,315	136,555,340	157,559,655	20,427,245	188,756,592	187,183,837

Table 6. Continued

Percentage* Distribution							
		1990			2015		
Race/Ethnicity	Data	25–29	30+	Total	25–29	30+	Total
Asian	Not High School Graduate	9.9	20.1	18.5	6.8	12.1	11.5
	High School Graduate	20.5	22.9	22.5	19.0	17.9	18.0
	Some College	27.0	20.9	21.9	36.9	24.9	26.3
	Bachelor's Degree Plus	42.6	36.1	37.1	37.3	45.1	44.3
	Total Population	100.0	100.0	100.0	100.0	100.0	100.0
Black	Not High School Graduate	16.4	33.1	30.4	18.5	15.7	16.1
	High School Graduate	42.1	33.5	34.9	38.1	37.3	37.4
	Some College	30.3	21.9	23.3	32.4	31.2	31.3
	Bachelor's Degree Plus	11.2	11.4	11.4	11.1	15.8	15.2
	Total Population	100.0	100.0	100.0	100.0	100.0	100.0
Mexican	Not High School Graduate	41.7	53.7	51.0	32.0	40.5	39.1
	High School Graduate	31.8	24.1	25.9	34.5	28.7	29.6
	Some College	20.1	16.0	16.9	27.3	22.4	23.2
	Bachelor's Degree Plus	6.5	6.2	6.3	6.3	8.4	8.1
	Total Population	100.0	100.0	100.0	100.0	100.0	100.0
Other Hispanic	Not High School Graduate	27.4	38.8	36.7	28.3	29.0	28.9
	High School Graduate	31.9	28.6	29.3	30.7	28.2	28.5
	Some College	27.1	19.5	20.9	27.3	25.0	25.3
	Bachelor's Degree Plus	13.6	13.0	13.1	13.7	17.9	17.3
	Total Population	100.0	100.0	100.0	100.0	100.0	100.0
Non-Hispanic White	Not High School Graduate	9.0	19.1	17.9	7.9	8.2	8.2
	High School Graduate	35.4	34.7	34.7	32.3	31.0	31.1
	Some College	30.6	24.6	25.4	35.2	31.1	31.5
	Bachelor's Degree Plus	25.0	21.6	22.0	24.6	29.7	29.2
	Total Population	100.0	100.0	100.0	100.0	100.0	100.0
Total Not High School Graduate		12.9	22.4	21.1	13.5	12.9	13.0
Total High School Graduate		35.4	33.7	33.9	32.4	30.6	30.8
Total Some College		29.6	23.8	24.6	33.4	29.8	30.2
Total Bachelor's Degree Plus		22.1	20.1	20.4	20.7	26.7	26.1
Total Population		100.0	100.0	100.0	100.0	100.0	100.0

* Due to rounding, totals may not add up to 100 percent.

All racial/ethnic adult groups are projected to increase their educational attainment. However, disparities in educational attainment between racial/ethnic groups are projected to increase, particularly between Hispanics and all other racial/ethnic groups (see Table 7). (Remember that our projections assume no change in current school and college-going probabilities. Changes in public education policies and funding could affect these probabilities relatively rapidly to either increase or lower them.)

The share of Mexican adults with less than 12 years of education, for instance, is projected to decrease from 51 percent in 1990 to 39 percent in 2015. But, whereas in 1990 Mexicans were three times more likely than non-Hispanic Whites to have less than 12 years of education (51 vs. 18 percent), it is projected that in 2015 they will be four times more likely than non-Hispanic Whites to have this low level of education. The disparity between Mexicans and Blacks in the likelihood of having less than 12 years of education also is projected to double between 1990 and 2015.

A similar pattern is projected for other Hispanics. A major reason for this projected pattern is the relatively high share of immigrants among Hispanics. In 1990, 49 percent of Hispanics were foreign born. In 2015, 52 percent of Hispanics are projected to be foreign born.

Table 7. High School Dropouts and College Graduates in Adult Population Aged 25 or More by Race/Ethnicity, 1990–2015

Race/Ethnicity	1990			2015		
	Number (thousands)	Percent Total*	Percent of Group	Number (thousands)	Percent Total*	Percent of Group
High School Dropouts						
Asian	776	2.3	18.5	1,251	5.1	11.5
Black	5,011	15.0	30.4	3,503	14.4	18.1
Mexican	3,244	9.8	51.0	6,139	25.3	39.1
Other Hispanic	1,779	5.3	36.7	2,834	11.7	28.9
Non-Hispanic White	22,491	67.5	17.9	10,553	43.5	10.2
Total	33,301	100.0	21.1	24,281	100.0	13.0
College Graduates						
Asian	1,557	4.9	37.1	4,826	9.9	44.3
Black	1,878	5.9	11.4	3,313	6.8	15.2
Mexican	398	1.3	6.3	1,269	2.6	8.1
Other Hispanic	514	1.6	13.1	1,695	3.5	17.3
Non-Hispanic White	27,643	86.2	22.0	37,690	77.2	29.2
Total	32,111	100.0	20.4	48,794	100.0	26.1

*Due to rounding, totals may not add up to 100 percent.

At the other end of the educational distribution, all racial/ethnic adult groups are projected to increase their respective share of college graduates. For instance, whereas in 1990, 37 percent of Asians were college graduates, 44 percent are expected to be college graduates in 2015. Non-Hispanic Whites are also projected to increase their share of college graduates from 22 to 29 percent. Although Blacks and Hispanics are also projected to increase their share of college graduates, they are projected to continue to significantly lag behind Asians and non-Hispanic Whites. In 2015, only 8 percent of adult Hispanics of Mexican origin and a somewhat higher share of other Hispanics (17 percent) and Blacks (15 percent) are projected to have graduated from college.

Chapter 3

Family Environment: 1990–2015

Research has consistently found that, on the average, youths whose parents have a low level of education and/or a low income are less likely to graduate from high school than youths raised by college-educated parents, and when they do graduate, are also less likely to go on to college and graduate with a bachelor's degree. Projections of the number of children that will be raised by parents with four different levels of education are shown in Table 8. In turn, projections of the number of children by family income quartile are shown in Table 11 (see page 24).

In reading and interpreting the data in these tables, the reader should keep in mind that the nativity shown on these tables is the nativity of the parents, not the nativity of the children. Hence, children of immigrant parents include both their foreign- and their native-born children. This classification departs from the typical reporting of people by immigration status. This departure is warranted by the simple fact that these children will be raised in immigrant families regardless of whether or not they themselves are immigrants. On the other hand, children assigned to native parents include only children who were born in the United States to parents who were also born in the United States.

Only children aged 0–17 were assigned to parents. Youths aged 18–24 more often than not live on their own, are away in college, or are working, so we have no reliable basis on which to assign these individuals to parents.

Table 8. Number of Children Aged 0–17 by Parents' Educational Characteristics

Parents' Demographic Characteristics		1990 - Census			2015	
Race/Ethnicity	Nativity	Parents' Education	Number	Percentage*	Number	Percentage*
Asian	Native	<12	10,865	4.8	21,392	2.9
		12	53,473	23.6	153,939	21.1
		13–15	78,768	34.7	275,534	37.7
		16+	83,611	36.9	279,571	38.3
		Total	226,717	100.0	730,435	100.0
	Immigrant	<12	245,109	16.1	409,907	10.9
		12	242,079	15.9	485,724	12.9
		13–15	334,928	22.0	847,199	22.5
		16+	697,214	45.9	2,025,174	53.7
		Total	1,519,330	100.0	3,768,005	100.0
Black	Native	<12	1,485,598	20.2	1,174,662	12.2
		12	2,844,561	38.6	3,757,900	39.2
		13–15	2,224,387	30.2	3,350,539	34.9
		16+	817,190	11.1	1,312,290	13.7
		Total	7,371,736	100.0	9,595,392	100.0
	Immigrant	<12	205,328	18.8	293,494	16.1
		12	378,435	34.6	601,250	32.9
		13–15	329,283	30.1	587,058	32.2
		16+	181,200	16.6	343,322	18.8
		Total	1,094,246	100.0	1,825,124	100.0
Hispanic	Native	<12	579,987	20.7	971,550	18.3
		12	998,072	20.7	1,862,355	35.0
		13–15	880,917	31.4	1,803,568	33.9
		16+	343,236	12.2	683,610	12.8
		Total	2,802,212	100.0	5,321,083	100.0
	Immigrant	<12	2,219,575	47.5	3,683,571	35.5
		12	1,213,818	26.0	2,813,625	27.1
		13–15	843,776	18.0	2,476,837	23.9
		16+	400,305	8.6	1,397,023	13.5
		Total	4,677,474	100.0	10,371,056	100.0
Non-Hispanic White	Native	<12	2,470,827	6.2	1,150,725	3.0
		12	11,255,393	28.2	9,394,658	24.6
		13–15	13,532,808	33.9	13,562,388	35.5
		16+	12,617,807	31.6	14,042,456	36.8
		Total	39,876,835	100.0	38,150,227	100.0
	Immigrant	<12	288,830	9.4	127,598	3.5
		12	757,621	24.8	662,030	18.1
		13–15	960,598	31.4	1,191,181	32.6
		16+	1,049,745	34.3	1,668,298	45.7
		Total	3,056,794	100.0	3,649,107	100.0
Total	Native	<12	4,547,277	9.0	3,318,329	6.2
		12	15,151,499	30.1	15,168,852	28.2
		13–15	16,716,880	33.2	18,992,029	35.3
		16+	13,861,844	27.6	16,317,927	30.3
		Total	50,277,500	100.0	53,797,136	100.0
	Immigrant	<12	2,958,842	28.6	4,514,570	23.0
		12	2,591,953	25.0	4,562,629	23.3
		13–15	2,468,585	23.9	5,102,275	26.0
		16+	2,328,464	22.5	5,433,817	27.7
		Total	10,347,844	100.0	19,613,291	100.0
Total		<12	7,506,119	12.4	7,832,899	10.7
		12	17,743,452	29.3	19,731,481	26.9
		13–15	19,185,465	31.6	24,094,304	32.8
		16+	16,190,308	26.7	21,751,744	29.6
		Total	60,625,344	100.0	73,410,428	100.0

* Due to rounding, totals my not add up to 100 percent.

Table 8. Continued

Parents' Demographic Characteristics		1990 - Census		2015	
Race/Ethnicity	Parents' Education	Number	Percentage*	Number	Percentage*
Asian	<12	255,974	14.7	431,299	9.6
	12	295,552	16.9	639,662	14.2
	13–15	413,696	23.7	1,122,733	25.0
	16+	780,825	44.7	2,304,745	51.2
	Total	1,746,047	100.0	4,498,439	100.0
Black	<12	1,690,926	20.0	1,468,155	12.9
	12	3,222,996	38.1	4,359,151	38.2
	13–15	2,553,670	30.2	3,937,597	34.5
	16+	998,390	11.8	1,655,613	14.5
	Total	8,465,982	100.0	11,420,516	100.0
Hispanic	<12	2,799,562	37.4	4,655,122	29.7
	12	2,211,890	29.6	4,675,979	29.8
	13–15	1,724,693	23.1	4,280,405	27.3
	16+	743,541	9.9	2,080,633	13.3
	Total	7,479,686	100.0	15,692,139	100.0
Non-Hispanic White	<12	2,759,657	6.4	1,278,323	3.1
	12	12,013,014	28.0	10,056,688	24.1
	13–15	14,493,406	33.8	14,753,569	35.3
	16+	13,667,552	31.8	15,710,753	37.6
	Total	42,933,629	100.0	41,799,334	100.0
Total	<12	7,506,119	12.4	7,832,899	10.7
	12	17,743,452	29.3	19,731,481	26.9
	13–15	19,185,465	31.6	24,094,304	32.8
	16+	16,190,308	26.7	21,751,744	29.6
	Total	60,625,344	100.0	73,410,428	100.0

Note: Does NOT include 18-to-24-year-olds. Children were assigned to the parent with the highest level of education. Therefore, children in the "Parents' Education of less than 12 years" category have both parents with less than 12 years of education. Children in the "Parents' Education of 12 years" category may have either one parent with less than 12 years of education and one with 12 years or both parents with 12 years. Similarly, children in "Parents' Education of 16 or more years" category may have both parents at this level of education or one at this level and the other at a lower level.

* Due to rounding, totals may not add up to 100 percent.

Source: 1990 Census, Dynamic Population Model.

Children by Level of Parental Education

Children Raised in Families with Dropout Parents

Slightly more children are projected to be raised in families with both parents having less than 12 years of education in 2015 than in 1990. The share of these children, however, is projected to decline from 12.4 percent in 1990 to 10.7 percent in 2015 (see Table 9).

Although the numbers and share of children to be raised by high school dropout parents are not projected to change much, their racial/ethnic composition is projected to change significantly. A majority of these children are projected to be Hispanics, compared to about one-third in 1990. Their numbers are projected to nearly double. Thirty percent of all Hispanic children are projected to be raised in such families compared to 37 percent in 1990.

Table 9. Share of Children Aged 0–17 in Families with Both Parents with Less than 12 Years Education by Race/Ethnicity

Race/Ethnicity	Share of Children (Percent)		Distribution of Children (Percent*)	
	1990	2015	1990	2015
Asian	14.7	9.6	3.4	5.5
Black	20.0	12.9	22.5	18.7
Hispanic	37.4	29.7	37.2	59.4
Non-Hispanic White	6.4	3.1	36.7	16.3
Total (percent)	12.4	10.7	100.0	100.0
Total (millions)	—	—	7.5	7.8

*Due to rounding, totals may not add up to 100 percent.

By contrast, the number and share of Black children to be raised in such families are both projected to decline. Whereas 20 percent of Black children were raised in such families in 1990, 13 percent are projected for 2015. However, Black children are projected to still account for 19 percent of all children projected to be raised in such families, compared to 23 percent in 1990.

All told, nearly 85 percent of children to be raised in families with high school dropout parents are projected to be minorities. Indeed, fewer non-Hispanic White children than Black children are projected to be raised in such families in 2015. In 1990, nearly twice as many White than Black children were raised in such families.

Immigration is projected to be the main, although not the sole, reason for this projected pattern. Children born to immigrant parents are projected to account for 58 percent of the children to be raised in families with both parents having less than 12 years of education, up from 40 percent in 1990. The parents of most of these children are projected to be Hispanics.

Children Raised in Families with College-Educated Parents

The share of children to be raised in families with college-educated parents is projected to increase from 27 percent in 1990 to 30 percent in 2015 (see Table 10). The number of these children is projected to increase by some 5 million. Asians are projected to contribute proportionately the most to this increase. More than half (51 percent) of Asian children are projected to be raised by college-educated parents in 2015, compared to 45 percent in 1990. By contrast, 15 percent of Black children and 13 percent of Hispanic children are projected to be raised by such parents, compared to 12 and 10 percent in 1990, respectively. The share of non-Hispanic White children raised by such parents is projected to increase from 32 percent in 1990 to 38 percent in 2015.

More than twice as many minority children are projected to be raised by college-educated parents in 2015 than in 1990. Their share among these children is projected to increase from 16 to 28 percent. Asians are projected to contribute the largest share of any minority group, Hispanics the second largest share, and Blacks the lowest.

Table 10. Share of Children Aged 0–17 in Families with at Least One Parent College Graduate by Race/Ethnicity

Race/Ethnicity	Share of Children (Percent)		Distribution of Children (Percent)	
	1990	2015	1990	2015
Asian	44.7	51.2	4.8	10.6
Black	11.8	14.5	6.2	7.6
Hispanic	9.9	13.3	4.6	9.6
Non-Hispanic White	31.8	37.6	84.4	72.2
Total (percent)	26.7	29.6	100.0	100.0
Total (millions)	—	—	16.7	21.7

Children by Family Income

Table 11 compares the distribution of children aged 0–17 in 1990 and projected in 2015 by family income, race/ethnicity, and nativity. Children were assigned to families at four different income levels:

Low	Less than $19,868 (First income quartile in 1990)
Low-Middle	Between $19,869 and $34,797 (Second income quartile in 1990)
High-Middle	Between $34,798 and $54,000 (Third income quartile in 1990)
High	More than $54,000 (Fourth income quartile in 1990)

These income brackets are expressed in real income, and thus are the same for 1990 and 2015. However, while each income bracket has the same share (25 percent) of families in 1990, the share of families in 2015 in each bracket may differ. This share is lower than 25 percent of families for real income below $19,868 and greater than 25 percent for families with real income exceeding $54,000.

Table 11. Number of Children Aged 0–17 by Parents' Income

Parents' Demographic Characteristics			1990—Census		2015	
Race/Ethnicity	Nativity	Family Income	Number	Percentage*	Number	Percentage*
Asian	Native	First Quartile	44,317	19.5	133,116	18.2
		Second Quartile	47,092	20.8	236,090	32.3
		Third Quartile	56,458	24.9	191,610	26.2
		Fourth Quartile	78,850	34.8	169,619	23.2
		Total	226,717	100.0	730,435	100.0
	Immigrant	First Quartile	410,474	27.0	764,144	20.3
		Second Quartile	317,594	20.9	1,137,481	30.2
		Third Quartile	319,657	21.0	876,932	23.3
		Fourth Quartile	471,605	31.0	989,448	26.3
		Total	1,519,330	100.0	3,768,005	100.0
Black	Native	First Quartile	4,197,878	56.9	4,193,168	43.7
		Second Quartile	1,510,615	20.5	2,814,921	29.3
		Third Quartile	1,031,890	14.0	1,590,633	16.6
		Fourth Quartile	631,353	8.6	996,670	10.4
		Total	7,371,736	100.0	9,595,392	100.0
	Immigrant	First Quartile	591,839	54.1	722,836	39.6
		Second Quartile	234,973	21.5	520,421	28.5
		Third Quartile	156,678	14.3	315,837	17.3
		Fourth Quartile	110,756	10.1	266,030	14.6
		Total	1,094,246	100.0	1,825,124	100.0
Hispanic	Native	First Quartile	1,185,688	42.3	2,056,832	38.7
		Second Quartile	679,531	24.2	1,645,292	30.9
		Third Quartile	572,959	20.4	1,019,970	19.2
		Fourth Quartile	364,034	13.0	598,989	11.3
		Total	2,802,212	100.0	5,321,083	100.0
	Immigrant	First Quartile	2,286,502	48.9	4,257,558	41.1
		Second Quartile	1,250,459	26.7	3,362,720	32.4
		Third Quartile	733,874	15.7	1,697,119	16.4
		Fourth Quartile	406,639	8.7	1,053,660	10.2
		Total	4,677,474	100.0	10,371,056	100.0
Non-Hispanic White	Native	First Quartile	8,171,521	20.5	5,738,740	15.0
		Second Quartile	9,896,470	24.8	11,184,367	29.3
		Third Quartile	11,469,255	28.8	10,837,505	28.4
		Fourth Quartile	10,339,589	25.9	10,389,615	27.2
		Total	39,876,835	100.0	38,150,227	100.0
	Immigrant	First Quartile	766,097	25.1	729,453	20.0
		Second Quartile	689,293	22.5	1,106,313	30.3
		Third Quartile	746,780	24.4	946,858	25.9
		Fourth Quartile	854,624	28.0	866,483	23.7
		Total	3,056,794	100.0	3,649,107	100.0
All	Native	First Quartile	13,599,404	27.0	12,121,856	22.5
		Second Quartile	12,133,708	24.1	15,880,670	29.5
		Third Quartile	13,130,562	26.1	13,639,718	25.4
		Fourth Quartile	11,413,826	22.7	12,154,892	22.6
		Total	50,277,500	100.0	53,797,136	100.0
	Immigrant	First Quartile	4,054,912	39.2	6,473,990	33.0
		Second Quartile	2,492,319	24.1	6,126,935	31.2
		Third Quartile	1,956,989	18.9	3,836,745	19.6
		Fourth Quartile	1,843,624	17.8	3,175,622	16.2
		Total	10,347,844	100.0	19,613,291	100.0
Total		First Quartile	17,654,316	29.1	18,595,846	25.3
		Second Quartile	14,626,027	24.1	22,007,606	30.0
		Third Quartile	15,087,551	24.9	17,476,463	23.8
		Fourth Quartile	13,257,450	21.9	15,330,514	20.9
		Total	60,625,344	100.0	73,410,428	100.0

* Due to rounding, totals may not add up to 100 percent.

Table 11. Continued

Parents' Demographic Characteristics		1990 - Census		2015	
Race/Ethnicity	Family Income	Number	Percentage*	Number	Percentage*
Asian	First Quartile	454,791	26.0	897,260	19.9
	Second Quartile	364,686	20.9	1,373,571	30.5
	Third Quartile	376,115	21.5	1,068,542	23.8
	Fourth Quartile	550,455	31.5	1,159,066	25.8
	Total	1,746,047	100.0	4,498,439	100.0
Black	First Quartile	4,789,717	56.6	4,916,004	43.0
	Second Quartile	1,745,588	20.6	3,335,342	29.2
	Third Quartile	1,188,568	14.0	1,906,470	16.7
	Fourth Quartile	742,109	8.8	1,262,700	11.1
	Total	8,465,982	100.0	11,420,516	100.0
Hispanic	First Quartile	3,472,190	46.4	6,314,389	40.2
	Second Quartile	1,929,990	25.8	5,008,012	31.9
	Third Quartile	1,306,833	17.5	2,717,088	17.3
	Fourth Quartile	770,673	10.3	1,652,649	10.5
	Total	7,479,686	100.0	15,692,139	100.0
Non-Hispanic White	First Quartile	8,937,618	20.8	6,468,192	15.5
	Second Quartile	10,585,763	24.7	12,290,680	29.4
	Third Quartile	12,216,035	28.5	11,784,363	28.2
	Fourth Quartile	11,194,213	26.1	11,256,098	26.9
	Total	42,933,629	100.0	41,799,334	100.0
All	First Quartile	17,654,316	29.1	18,595,846	25.3
	Second Quartile	14,626,027	24.1	22,007,606	30.0
	Third Quartile	15,087,551	24.9	17,476,463	23.8
	Fourth Quartile	13,257,450	21.9	15,330,514	20.9
	Total	60,625,344	100.0	73,410,428	100.0

Note: Does NOT include 18-to-24-year-olds.
* Due to rounding, totals may not add up to 100 percent.
Source: 1990 Census, Dynamic Population Model.

Overall we project a proportional decrease in the share but not in the number of children in low income families, i.e., with real annual income below $19,868, from 29 percent in 1990 to 25 percent in 2015. We also project a decline in the share, but again not in the number of children in high income families, i.e., with real income exceeding $54,000, from 22 to 21 percent. It is children raised in middle income families, particularly in the lower middle income range (between $19,868 and $34,797) whose share (and numbers) are projected to increase the most, from 24 percent in 1990 to 30 percent in 2015. Nearly two-thirds (60 percent) of the projected net 12.8 million increase in the number of children aged 0–17 between 1990 and 2015 are projected to be raised in families in the lower middle income bracket.

Children in Low Income Families

The number of children in low income families is projected to increase even though the share of children in such families is projected to decline. The share of minority children among children in low income families is also projected to increase significantly from 49 percent in 1990 to 65 percent in 2015. About half of these children are projected to be Hispanics and the other half Blacks. Relatively few Asian children are projected to be raised in such families (see Table 12).

Table 12. Children Aged 0–17 in Low Income Families by Race/Ethnicity and Immigration Status, 1990–2015

Race/Ethnicity	Share of Group		Share of All Such Children	
	1990	2015	1990	2015
Native Families				
Asian	19.5	18.2	3.3	1.1
Black	56.9	43.7	30.9	34.6
Hispanic	42.3	38.7	8.7	17.0
Non-Hispanic White	20.5	15.0	60.1	47.3
Total (percent)*	27.0	22.5	100.0	100.0
Total (millions)	50.3	53.8	13.6	12.1
Immigrant Families				
Asian	27.0	20.3	10.1	11.8
Black	54.1	39.6	14.6	11.2
Hispanic	48.9	41.1	56.4	65.8
Non-Hispanic White	25.1	20.0	18.9	11.3
Total (percent)*	39.2	33.0	100.0	100.0
Total (millions)	10.3	19.6	4.1	6.5
All Families				
Asian	26.0	19.9	2.6	4.8
Black	56.6	43.0	27.1	26.4
Hispanic	46.4	40.2	19.7	34.0
Non-Hispanic White	20.8	15.5	50.6	34.8
Total (percent)*	29.1	25.3	100.0	100.0
Total (millions)	60.6	73.4	17.6	18.6

Note: Low income families are families with real income below $19,868 in both 1990 and 2015.
*Due to rounding, totals may not add up to 100 percent.

In 1990, within racial/ethnic groups, Hispanic children were twice as likely as non-Hispanic White and Asian children to be raised in low income families, and Blacks were nearly three times as likely. These disparities between racial/ethnic groups are projected to increase by the year 2015. Hispanic children were 2.2 times as likely as non-Hispanic White children to be raised in low income families in 1990, but they are projected to be 2.6 times more likely to be so in 2015.

Whereas one out of five children raised in low income families had immigrant parents in 1990, one out of three are projected to have such parents in 2015. Among Hispanics, two out of three children raised in low income families are projected to be raised in immigrant families in 2015, roughly the same share as in 1990.

Looking at these projections in another way, all of the net increase in the number of children in families with low income parents (and more) is projected to occur in immigrant families.

Children in Low-Middle Income Families

As income increases, the share of minority children declines sharply. Minorities are projected to account for 44 percent of children raised in low-middle income families in 2015, compared to 65 percent projected among children raised in low income families (see Tables 12 and 13).

All racial/ethnic groups are projected to increase their share of children raised in low-middle income families relative to 1990. This increase is the largest among Asians and Blacks and lowest among Hispanic and non-Hispanic Whites. About half of the increase in the number of children in low-middle income families is projected to occur in immigrant families.

Table 13. Children Aged 0–17 in Low-Middle Income Families by Race/Ethnicity and Immigration Status, 1990–2015

Race/Ethnicity	Share of Group		Share of All Such Children	
	1990	2015	1990	2015
Native Families				
Asian	20.8	32.3	.4	1.5
Black	20.5	29.3	12.4	17.7
Hispanic	24.2	30.9	5.6	10.4
Non-Hispanic White	24.8	29.3	81.6	70.4
Total (percent)*	24.1	29.5	100.0	100.0
Total (millions)	50.3	53.8	12.1	15.9
Immigrant Families				
Asian	20.9	30.2	12.7	18.6
Black	21.5	28.5	9.4	8.5
Hispanic	26.7	32.4	50.2	54.9
Non-Hispanic White	22.5	30.3	27.6	18.1
Total (percent)*	24.1	31.2	100.0	100.0
Total (millions)	10.3	19.6	2.5	6.2
All Families				
Asian	20.9	30.5	2.5	6.2
Black	20.6	29.2	11.9	15.2
Hispanic	25.8	31.9	13.2	22.8
Non-Hispanic White	24.7	29.4	72.4	55.8
Total (percent)*	24.1	30.0	100.0	100.0
Total (millions)	60.6	73.4	14.6	22.0

Note: Low-Middle income families are families with real income ranging between $19,868 and $34,797 in 1990 and 2015. One-quarter of 1990 families had an income in this bracket.

* Due to rounding, totals may not add up to 100 percent.

Children in High Income Families

Like the share of children in low income families, the share of children in high income families is projected to decline from 22 percent in 1990 to 21 percent in 2015. Their numbers, however, are projected to increase (see Table 14).

Table 14. Children Aged 0–17 in High Income Families by Race/Ethnicity and Immigration Status, 1990–2015

Race/Ethnicity	Share of Group		Share of All Such Children	
	1990	2015	1990	2015
Native Families				
Asian	34.8	23.2	.7	1.4
Black	8.6	10.4	5.5	8.2
Hispanic	13.0	11.3	3.2	4.9
Non-Hispanic White	25.9	27.2	90.5	85.8
Total (percent)*	22.7	22.6	100.0	100.0
Total (millions)	50.3	53.8	11.4	12.2
Immigrant Families				
Asian	31.0	26.3	25.6	31.1
Black	10.1	14.6	6.0	8.3
Hispanic	8.7	10.2	22.0	33.2
Non-Hispanic White	28.0	23.7	46.4	27.3
Total (percent)*	17.8	16.2	100.0	100.0
Total (millions)	10.3	19.6	1.8	3.2
All Families				
Asian	31.5	25.8	4.1	7.6
Black	8.8	11.1	5.6	8.2
Hispanic	10.3	10.5	5.8	10.8
Non-Hispanic White	26.1	26.9	84.4	73.4
Total (percent)*	21.9	20.9	100.0	100.0
Total (millions)	60.6	73.4	13.3	15.3

Note: High income families are defined as families with real income exceeding $54,000.
* Due to rounding, totals may not add up to 100 percent.

Children raised in high income families are projected to continue to be predominantly non-Hispanic Whites in 2015, although less so than in 1990 (73 percent in 2015 compared to 84 percent in 1990). All minorities are projected to increase their share of children raised in high income families, with Asians projected to increase their share the most.

Still, the already relatively low 1990 share of Hispanic and Black children raised in high income families is not projected to increase at all for Hispanics and relatively nominally for Blacks. Asians, on the other hand, are projected to lower their share of children raised in high income families in 2015 relative to 1990.

APPENDIX A

In- and Out-of-School Transition Probabilities

A1. Annual Flow Rates from Ninth, Tenth, and Eleventh Grades, U.S. in 1992, Ages 12–29, by Group

	From Ninth Grade			From Tenth Grade			From Eleventh Grade		
Group	Stay in 9th	Advance to 10th	Exit to Some HS	Stay in 10th	Advance to 11th	Exit to Some HS	Stay in 11th	Advance to 12th	Exit to Some HS
White-M	0.024	0.963	0.012	0.021	0.949	0.029	0.014	0.946	0.040
White-F	0.013	0.974	0.013	0.014	0.957	0.029	0.010	0.947	0.043
Black-M	0.056	0.926	0.017	0.055	0.898	0.047	0.028	0.915	0.057
Black-F	0.031	0.950	0.019	0.025	0.921	0.054	0.021	0.933	0.047
Asian-M	0.021	0.961	0.019	0.000	0.983	0.017	0.021	0.945	0.035
Asian-F	0.019	0.966	0.015	0.025	0.965	0.010	0.043	0.936	0.021
Hispanic Mexican-M	0.022	0.932	0.046	0.049	0.907	0.044	0.009	0.913	0.079
Hispanic Mexican-F	0.017	0.935	0.048	0.059	0.889	0.053	0.037	0.879	0.084
Hispanic Other-M	0.032	0.944	0.024	0.027	0.941	0.032	0.096	0.854	0.050
Hispanic Other-F	0.043	0.885	0.071	0.034	0.911	0.055	0.016	0.847	0.138
Other-M	0.024	0.966	0.010	0.032	0.912	0.057	0.000	0.969	0.031
Other-F	0.000	0.996	0.004	0.000	0.940	0.060	0.007	0.920	0.074
Average	0.024	0.959	0.018	0.025	0.941	0.034	0.017	0.935	0.048

Source: Current Population Survey, 1992-94. The denominator of flow rates is the previous year, so the average of the 1992-94 surveys describes 1992 behavior.

A2. Annual Flow Rates from Twelfth Grade and College Year One, U.S. in 1992, Ages 12–29, by Group

	From Twelfth Grade					From College Year One		
Group	Stay in 12th	Advance to College	Exit to Some HS	Exit to 12th ND	Exit to to HSD	Stay in C1	Stay C2	Exit to Some Col
White-M	0.037	0.609	0.018	0.014	0.321	0.113	0.677	0.210
White-F	0.025	0.651	0.024	0.016	0.284	0.120	0.674	0.206
Black-M	0.089	0.463	0.030	0.028	0.389	0.125	0.618	0.257
Black-F	0.044	0.497	0.047	0.020	0.392	0.144	0.577	0.279
Asian-M	0.022	0.784	0.017	0.012	0.165	0.084	0.787	0.129
Asian-F	0.049	0.814	0.016	0.000	0.120	0.111	0.829	0.061
Hispanic Mexican-M	0.085	0.448	0.075	0.028	0.363	0.169	0.555	0.276
Hispanic Mexican-F	0.046	0.562	0.039	0.030	0.323	0.254	0.544	0.202
Hispanic Other-M	0.076	0.526	0.027	0.016	0.355	0.239	0.575	0.185
Hispanic Other-F	0.018	0.626	0.042	0.059	0.256	0.157	0.563	0.281
Other-M	0.032	0.406	0.093	0.033	0.436	0.081	0.487	0.432
Other-F	0.150	0.407	0.016	0.016	0.411	0.103	0.574	0.323
Average	0.039	0.605	0.026	0.018	0.312	0.127	0.658	0.215

Source: Current Population Survey, 1992-94. The denominator of flow rates is the previous year, so the average of the 1992-94 surveys describes 1992 behavior.

A3. *Annual Flow Rates from College Years Two and Three, U.S. in 1992, Ages 12–29, by Group*

	From College Year Two				From College Year Three			
Group	Stay in C2	Advance to C3	Exit to Some Col	Exit to AD	Stay in C3	Advance to C4	Exit to Some Col	Exit to AD
White-M	0.120	0.669	0.114	0.067	0.100	0.779	0.081	0.040
White-F	0.131	0.651	0.151	0.067	0.097	0.743	0.102	0.057
Black-M	0.097	0.578	0.283	0.041	0.102	0.720	0.143	0.036
Black-F	0.116	0.606	0.217	0.060	0.117	0.705	0.133	0.046
Asian-M	0.132	0.790	0.070	0.008	0.084	0.875	0.011	0.031
Asian-F	0.150	0.774	0.049	0.027	0.108	0.820	0.022	0.050
Hispanic Mexican-M	0.154	0.558	0.243	0.046	0.117	0.378	0.430	0.076
Hispanic Mexican-F	0.244	0.485	0.217	0.053	0.205	0.701	0.094	0.000
Hispanic Other-M	0.111	0.732	0.093	0.065	0.025	0.837	0.138	0.000
Hispanic Other-F	0.210	0.534	0.228	0.028	0.131	0.590	0.125	0.154
Other-M	0.105	0.730	0.127	0.038	0.000	0.808	0.192	0.000
Other-F	0.073	0.606	0.115	0.206	0.084	0.783	0.000	0.132
Average	0.129	0.649	0.160	0.062	0.101	0.755	0.097	0.047

Source: Current Population Survey, 1992-94. The denominator of flow rates is the previous year, so the average of the 1992-94 surveys describes 1992 behavior.

A4. *Annual Flow Rates from College Year Four and Graduate School, U.S. in 1992, Ages 12–29, by Group*

	From College Year Four					From Graduate School Year One				From Graduate School Year Two+		
Group	Stay in C4	Advance to Grad 1	Exit to Some Col	Exit to AD	Exit to BA	Stay in Grad 1	Advance to Grad 2+	Exit to BA	Exit to GD	Stay in Grad 2+	Exit to BA	Exit to GD
White-M	0.160	0.244	0.049	0.019	0.528	0.265	0.474	0.194	0.067	0.572	0.051	0.377
White-F	0.160	0.219	0.048	0.030	0.543	0.265	0.427	0.246	0.061	0.479	0.147	0.374
Black-M	0.164	0.140	0.025	0.000	0.571	0.276	0.470	0.254	0.000	0.626	0.204	0.170
Black-F	0.138	0.152	0.129	0.009	0.572	0.499	0.238	0.263	0.000	0.431	0.214	0.355
Asian-M	0.130	0.453	0.034	0.031	0.351	0.453	0.474	0.041	0.032	0.793	0.035	0.173
Asian-F	0.159	0.379	0.025	0.000	0.437	0.328	0.423	0.154	0.095	0.613	0.030	0.357
Hispanic Mexican-M	0.216	0.064	0.162	0.104	0.454	0.207	0.358	0.434	0.000	1.000	0.000	0.000
Hispanic Mexican-F	0.000	0.127	0.078	0.000	0.796	0.039	0.378	0.539	0.044	0.493	0.192	0.316
Hispanic Other-M	0.186	0.301	0.193	0.103	0.240	0.441	0.385	0.174	0.000	0.321	0.478	0.201
Hispanic Other-F	0.191	0.289	0.000	0.020	0.500	0.263	0.344	0.323	0.070	0.380	0.000	0.620
Other-M	0.092	0.742	0.000	0.061	0.104	0.137	0.571	0.000	0.291	0.000	0.000	1.000
Other-F	0.000	0.447	0.100	0.000	0.452	0.272	0.265	0.463	0.000	1.000	0.000	0.000
Average	0.157	0.236	0.052	0.024	0.530	0.277	0.442	0.220	0.051	0.540	0.096	0.361

Source: Current Population Survey, 1992-94. The denominator of flow rates is the previous year, so the average of the 1992-94 surveys describes 1992 behavior.

APPENDIX B

Births, Death Rates, and Immigration Annual Flows

B1. Births, Death Rates, and Immigration in Dynamic Population Model

Births by Year, Race/Ethnicity, and Gender																		
	White Non-Hispanics			Black Non-Hispanics			Asian/Pacific Islanders			Mexicans			Other Hispanics			All Groups		
Year	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1990	1,267,777	1,203,941	2,471,718	297,198	290,034	587,232	81,030	77,888	158,918	152,699	146,570	299,270	151,864	145,768	297,631	1,950,568	1,864,201	3,814,769
1991	1,267,777	1,203,941	2,471,718	297,198	290,034	587,232	81,030	77,888	158,918	152,699	146,570	299,270	151,864	145,768	297,631	1,950,568	1,864,201	3,814,769
1992	1,267,777	1,203,941	2,471,718	297,198	290,034	587,232	81,030	77,888	158,918	152,699	146,570	299,270	151,864	145,768	297,631	1,950,568	1,864,201	3,814,769
1993	1,267,777	1,203,941	2,471,718	297,198	290,034	587,232	81,030	77,888	158,918	152,699	146,570	299,270	151,864	145,768	297,631	1,950,568	1,864,201	3,814,769
1994	1,267,777	1,203,941	2,471,718	297,198	290,034	587,232	81,030	77,888	158,918	152,699	146,570	299,270	151,864	145,768	297,631	1,950,568	1,864,201	3,814,769
1995	1,267,777	1,203,941	2,471,718	297,198	290,034	587,232	81,030	77,888	158,918	152,699	146,570	299,270	151,864	145,768	297,631	1,950,568	1,864,201	3,814,769
1996	1,247,569	1,184,774	2,432,343	297,426	290,059	587,485	83,138	79,961	163,099	155,812	149,495	305,307	154,959	148,677	303,636	1,938,904	1,852,966	3,791,870
1997	1,229,617	1,167,689	2,397,306	298,172	290,587	588,759	85,239	82,030	167,269	159,065	152,567	311,632	158,194	151,732	309,926	1,930,287	1,844,605	3,774,892
1998	1,214,090	1,152,894	2,366,984	299,368	291,555	590,923	87,339	84,104	171,443	162,511	155,830	318,341	161,622	154,977	316,599	1,924,930	1,839,360	3,764,290
1999	1,200,470	1,139,968	2,340,438	300,752	292,725	593,477	89,441	86,183	175,624	166,110	159,240	325,350	165,200	158,368	323,568	1,921,973	1,836,484	3,758,457
2000	1,189,134	1,129,138	2,318,272	302,374	294,086	596,460	91,501	88,234	179,735	169,823	162,769	332,592	168,894	161,878	330,772	1,921,726	1,836,105	3,757,831
2001	1,179,782	1,120,236	2,300,018	304,131	295,599	599,730	93,594	90,312	183,906	173,713	166,458	340,171	172,763	165,546	338,309	1,923,983	1,838,151	3,762,134
2002	1,172,743	1,113,472	2,286,215	306,110	297,332	603,442	95,678	92,382	188,060	177,720	170,263	347,983	176,748	169,331	346,079	1,928,999	1,842,780	3,771,779
2003	1,167,954	1,108,806	2,276,760	308,481	299,409	607,890	97,816	94,509	192,325	181,916	174,240	356,156	180,920	173,287	354,207	1,937,087	1,850,251	3,787,338
2004	1,165,382	1,106,313	2,271,695	311,229	301,884	613,113	100,015	96,697	196,712	186,338	178,434	364,772	185,317	177,458	362,775	1,948,281	1,860,786	3,809,067
2005	1,165,793	1,106,579	2,272,372	314,674	305,011	619,685	102,307	98,980	201,287	191,062	182,923	373,985	190,016	181,922	371,938	1,963,852	1,875,415	3,839,267
2006	1,167,837	1,108,488	2,276,325	318,517	308,536	627,053	104,722	101,375	206,097	196,188	187,784	383,972	195,114	186,757	381,871	1,982,378	1,892,940	3,875,318
2007	1,172,183	1,112,375	2,284,558	322,746	312,410	635,156	107,245	103,874	211,119	201,745	193,057	394,802	200,641	192,000	392,641	2,004,560	1,913,716	3,918,276
2008	1,178,021	1,117,776	2,295,797	327,126	316,411	643,537	109,879	106,481	216,360	207,760	198,765	406,524	206,622	197,676	404,299	2,029,408	1,937,109	3,966,517
2009	1,184,415	1,123,697	2,308,112	331,242	320,161	651,403	112,612	109,181	221,793	214,087	204,763	418,850	212,916	203,642	416,558	2,055,272	1,961,444	4,016,716
2010	1,190,821	1,129,656	2,320,477	335,203	323,727	658,930	115,399	111,934	227,333	220,532	210,877	431,409	219,325	209,723	429,048	2,081,280	1,985,917	4,067,197
2011	1,196,607	1,134,963	2,331,570	338,763	326,910	665,673	118,266	114,763	233,029	226,965	216,964	443,929	225,722	215,776	441,498	2,106,323	2,009,376	4,115,699
2012	1,201,739	1,139,610	2,341,349	341,971	329,743	671,714	121,146	117,602	238,748	233,160	222,823	455,984	231,884	221,604	453,487	2,129,900	2,031,382	4,161,282
2013	1,205,940	1,143,428	2,349,368	344,917	332,351	677,268	124,078	120,495	244,573	239,087	228,424	467,511	237,779	227,173	464,952	2,151,801	2,051,871	4,203,672
2014	1,208,869	1,146,124	2,354,993	347,528	334,633	682,161	127,042	123,416	250,458	244,718	233,738	478,456	243,378	232,458	475,836	2,171,535	2,070,369	4,241,904
2015	1,211,076	1,148,056	2,359,132	350,078	336,872	686,950	130,020	126,359	256,379	250,106	238,818	488,924	248,737	237,511	486,248	2,190,017	2,087,616	4,277,633

B2. *Births, Death Rates, and Immigration in Dynamic Population Model*

Annual Death Rates by Age, Race/Ethnicity, and Gender										
	White Non-Hispanics		Black Non-Hispanics		Asian/Pacific Islanders		Mexicans		Other Hispanics	
Age	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	0.60%	0.44%	1.69%	1.14%	0.37%	0.33%	0.79%	0.70%	0.79%	0.70%
2	0.09%	0.07%	0.19%	0.16%	0.07%	0.07%	0.12%	0.10%	0.12%	0.10%
3	0.06%	0.05%	0.14%	0.11%	0.05%	0.05%	0.08%	0.07%	0.08%	0.07%
4	0.05%	0.04%	0.10%	0.09%	0.04%	0.03%	0.06%	0.05%	0.06%	0.05%
5	0.04%	0.03%	0.09%	0.07%	0.03%	0.03%	0.05%	0.04%	0.05%	0.04%
6	0.03%	0.02%	0.07%	0.05%	0.03%	0.02%	0.04%	0.03%	0.04%	0.03%
7	0.03%	0.02%	0.05%	0.04%	0.02%	0.02%	0.03%	0.02%	0.03%	0.02%
8	0.02%	0.02%	0.04%	0.03%	0.02%	0.01%	0.03%	0.02%	0.03%	0.02%
9	0.02%	0.01%	0.03%	0.02%	0.02%	0.01%	0.02%	0.01%	0.02%	0.01%
10	0.01%	0.01%	0.02%	0.02%	0.02%	0.01%	0.01%	0.01%	0.01%	0.01%
11	0.01%	0.01%	0.01%	0.02%	0.02%	0.01%	0.01%	0.01%	0.01%	0.01%
12	0.01%	0.01%	0.01%	0.02%	0.02%	0.01%	0.00%	0.01%	0.00%	0.01%
13	0.02%	0.01%	0.02%	0.03%	0.02%	0.01%	0.01%	0.02%	0.01%	0.02%
14	0.03%	0.02%	0.05%	0.03%	0.02%	0.01%	0.03%	0.02%	0.03%	0.02%
15	0.05%	0.02%	0.09%	0.03%	0.03%	0.01%	0.06%	0.03%	0.06%	0.03%
16	0.06%	0.03%	0.13%	0.03%	0.03%	0.01%	0.09%	0.03%	0.09%	0.03%
17	0.08%	0.04%	0.17%	0.04%	0.04%	0.02%	0.12%	0.04%	0.12%	0.04%
18	0.10%	0.04%	0.21%	0.05%	0.04%	0.02%	0.14%	0.04%	0.14%	0.04%
19	0.11%	0.05%	0.24%	0.05%	0.05%	0.02%	0.15%	0.04%	0.15%	0.04%
20	0.11%	0.05%	0.27%	0.06%	0.05%	0.02%	0.16%	0.04%	0.16%	0.04%
21	0.12%	0.04%	0.30%	0.07%	0.05%	0.02%	0.16%	0.04%	0.16%	0.04%
22	0.12%	0.04%	0.33%	0.07%	0.05%	0.03%	0.16%	0.04%	0.16%	0.04%
23	0.13%	0.04%	0.35%	0.08%	0.05%	0.03%	0.17%	0.04%	0.17%	0.04%
24	0.13%	0.05%	0.36%	0.09%	0.06%	0.03%	0.18%	0.04%	0.18%	0.04%
25	0.14%	0.05%	0.37%	0.10%	0.06%	0.02%	0.19%	0.05%	0.19%	0.05%
26	0.14%	0.05%	0.37%	0.11%	0.07%	0.02%	0.20%	0.05%	0.20%	0.05%
27	0.14%	0.05%	0.38%	0.12%	0.07%	0.02%	0.21%	0.06%	0.21%	0.06%
28	0.15%	0.06%	0.39%	0.13%	0.07%	0.02%	0.22%	0.06%	0.22%	0.06%
29	0.15%	0.06%	0.40%	0.13%	0.08%	0.02%	0.23%	0.06%	0.23%	0.06%
30	0.16%	0.06%	0.41%	0.14%	0.08%	0.03%	0.24%	0.07%	0.24%	0.07%
31	0.17%	0.06%	0.42%	0.14%	0.08%	0.03%	0.25%	0.07%	0.25%	0.07%
32	0.18%	0.07%	0.44%	0.15%	0.09%	0.04%	0.26%	0.07%	0.26%	0.07%
33	0.19%	0.07%	0.46%	0.16%	0.09%	0.04%	0.27%	0.08%	0.27%	0.08%
34	0.20%	0.07%	0.50%	0.18%	0.09%	0.05%	0.28%	0.08%	0.28%	0.08%
35	0.21%	0.08%	0.55%	0.21%	0.09%	0.05%	0.30%	0.08%	0.30%	0.08%
36	0.22%	0.08%	0.60%	0.24%	0.09%	0.05%	0.31%	0.09%	0.31%	0.09%
37	0.23%	0.09%	0.65%	0.26%	0.10%	0.05%	0.32%	0.09%	0.32%	0.09%
38	0.25%	0.09%	0.70%	0.29%	0.10%	0.05%	0.34%	0.10%	0.34%	0.10%
39	0.26%	0.10%	0.76%	0.31%	0.10%	0.06%	0.35%	0.10%	0.35%	0.10%
40	0.27%	0.11%	0.80%	0.33%	0.10%	0.06%	0.37%	0.11%	0.37%	0.11%
41	0.28%	0.11%	0.86%	0.35%	0.10%	0.07%	0.40%	0.12%	0.40%	0.12%
42	0.29%	0.12%	0.91%	0.37%	0.11%	0.08%	0.42%	0.13%	0.42%	0.13%
43	0.31%	0.13%	0.96%	0.39%	0.11%	0.08%	0.43%	0.14%	0.43%	0.14%
44	0.33%	0.15%	0.99%	0.42%	0.13%	0.09%	0.43%	0.15%	0.43%	0.15%
45	0.35%	0.16%	1.01%	0.44%	0.14%	0.10%	0.43%	0.16%	0.43%	0.16%
46	0.37%	0.18%	1.03%	0.46%	0.16%	0.11%	0.42%	0.17%	0.42%	0.17%
47	0.40%	0.20%	1.06%	0.49%	0.18%	0.12%	0.42%	0.18%	0.42%	0.18%
48	0.43%	0.22%	1.09%	0.53%	0.20%	0.12%	0.43%	0.20%	0.43%	0.20%
49	0.46%	0.24%	1.14%	0.57%	0.22%	0.13%	0.47%	0.22%	0.47%	0.22%
50	0.49%	0.26%	1.19%	0.63%	0.25%	0.13%	0.52%	0.25%	0.52%	0.25%

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B2. Continued

Annual Death Rates by Age, Race/Ethnicity, and Gender										
	White Non-Hispanics		Black Non-Hispanics		Asian/Pacific Islanders		Mexicans		Other Hispanics	
Age	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
51	0.52%	0.29%	1.25%	0.70%	0.28%	0.13%	0.58%	0.28%	0.58%	0.28%
52	0.56%	0.32%	1.32%	0.76%	0.31%	0.13%	0.65%	0.31%	0.65%	0.31%
53	0.61%	0.35%	1.40%	0.82%	0.35%	0.15%	0.70%	0.34%	0.70%	0.34%
54	0.66%	0.38%	1.51%	0.87%	0.38%	0.20%	0.73%	0.36%	0.73%	0.36%
55	0.72%	0.42%	1.63%	0.91%	0.41%	0.26%	0.75%	0.39%	0.75%	0.39%
56	0.78%	0.46%	1.77%	0.95%	0.45%	0.34%	0.76%	0.41%	0.76%	0.41%
57	0.85%	0.50%	1.91%	1.00%	0.49%	0.40%	0.79%	0.44%	0.79%	0.44%
58	0.94%	0.55%	2.06%	1.06%	0.54%	0.46%	0.85%	0.48%	0.85%	0.48%
59	1.05%	0.62%	2.21%	1.14%	0.61%	0.48%	0.93%	0.53%	0.93%	0.53%
60	1.18%	0.70%	2.37%	1.23%	0.69%	0.49%	1.04%	0.58%	1.04%	0.58%
61	1.32%	0.78%	2.54%	1.32%	0.79%	0.50%	1.17%	0.64%	1.17%	0.64%
62	1.47%	0.87%	2.73%	1.42%	0.89%	0.52%	1.30%	0.70%	1.30%	0.70%
63	1.63%	0.96%	2.91%	1.54%	0.97%	0.54%	1.41%	0.77%	1.41%	0.77%
64	1.81%	1.05%	3.10%	1.70%	1.04%	0.58%	1.51%	0.84%	1.51%	0.84%
65	1.99%	1.14%	3.29%	1.87%	1.09%	0.63%	1.59%	0.92%	1.59%	0.92%
66	2.18%	1.24%	3.48%	2.06%	1.14%	0.68%	1.68%	1.00%	1.68%	1.00%
67	2.39%	1.35%	3.69%	2.26%	1.21%	0.74%	1.78%	1.09%	1.78%	1.09%
68	2.61%	1.47%	3.94%	2.44%	1.33%	0.81%	1.90%	1.18%	1.90%	1.18%
69	2.82%	1.61%	4.25%	2.60%	1.52%	0.88%	2.04%	1.29%	2.04%	1.29%
70	3.04%	1.75%	4.61%	2.73%	1.76%	0.96%	2.21%	1.41%	2.21%	1.41%
71	3.26%	1.92%	5.01%	2.87%	2.02%	1.05%	2.40%	1.54%	2.40%	1.54%
72	3.51%	2.09%	5.43%	3.02%	2.29%	1.16%	2.59%	1.68%	2.59%	1.68%
73	3.80%	2.28%	5.84%	3.20%	2.59%	1.29%	2.81%	1.81%	2.81%	1.81%
74	4.16%	2.50%	6.20%	3.41%	2.91%	1.47%	3.05%	1.94%	3.05%	1.94%
75	4.56%	2.74%	6.53%	3.67%	3.25%	1.68%	3.32%	2.07%	3.32%	2.07%
76	5.01%	3.00%	6.84%	3.94%	3.64%	1.92%	3.60%	2.21%	3.60%	2.21%
77	5.50%	3.28%	7.19%	4.23%	4.06%	2.17%	3.91%	2.37%	3.91%	2.37%
78	6.02%	3.61%	7.59%	4.56%	4.45%	2.42%	4.25%	2.57%	4.25%	2.57%
79	6.58%	3.98%	8.08%	4.94%	4.79%	2.68%	4.64%	2.81%	4.64%	2.81%
80	7.19%	4.40%	8.66%	5.37%	5.09%	2.94%	5.06%	3.10%	5.06%	3.10%
81	7.86%	4.85%	9.32%	5.85%	5.34%	3.20%	5.53%	3.41%	5.53%	3.41%
82	8.60%	5.34%	10.03%	6.37%	5.65%	3.49%	6.03%	3.75%	6.03%	3.75%
83	9.43%	5.92%	10.76%	6.91%	6.12%	3.88%	6.58%	4.17%	6.58%	4.17%
84	10.34%	6.64%	11.48%	7.46%	6.88%	4.40%	7.17%	4.70%	7.17%	4.70%
85	11.36%	7.48%	12.18%	8.03%	7.91%	5.05%	7.82%	5.33%	7.82%	5.33%
86	12.58%	8.47%	12.93%	8.64%	9.20%	5.80%	8.55%	6.05%	8.55%	6.05%
87	14.00%	9.57%	13.76%	9.32%	10.63%	6.59%	9.36%	6.82%	9.36%	6.82%
88	15.49%	10.72%	14.62%	10.08%	12.01%	7.38%	10.19%	7.63%	10.19%	7.63%
89	16.91%	11.84%	15.49%	10.94%	13.11%	8.09%	10.97%	8.42%	10.97%	8.42%
90	18.20%	12.94%	16.37%	11.91%	13.89%	8.76%	11.71%	9.23%	11.71%	9.23%
91	19.41%	14.19%	17.18%	13.06%	14.49%	9.45%	12.46%	10.13%	12.46%	10.13%
92	20.67%	15.66%	17.94%	14.38%	15.14%	10.24%	13.29%	11.15%	13.29%	11.15%
93	22.00%	17.26%	18.76%	15.82%	15.80%	11.09%	14.21%	12.26%	14.21%	12.26%
94	23.66%	18.94%	19.85%	17.29%	16.63%	12.04%	15.30%	13.43%	15.30%	13.43%
95	25.76%	20.69%	21.31%	18.79%	17.69%	13.11%	16.58%	14.68%	16.58%	14.68%
96	27.82%	22.48%	23.08%	20.43%	18.68%	14.33%	18.09%	16.12%	18.09%	16.12%
97	29.31%	24.41%	25.02%	22.32%	19.42%	15.71%	19.82%	17.82%	19.82%	17.82%
98	30.60%	26.56%	27.23%	24.42%	20.19%	17.21%	21.73%	19.66%	21.73%	19.66%
99	32.36%	29.23%	29.59%	26.72%	21.26%	18.76%	23.71%	21.56%	23.71%	21.56%
100	35.33%	32.66%	31.91%	29.17%	22.76%	20.36%	25.66%	23.45%	25.66%	23.45%

B3. *Births, Death Rates, and Immigration in Dynamic Population Model*

Annual Immigration by Age, Race/Ethnicity, and Gender																		
	White Non-Hispanics			Black Non-Hispanics			Asian/Pacific Islanders			Mexicans			Other Hispanics			All Groups		
Age	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
0	1,024	1,968	2,992	2,034	1,279	3,313	2,946	2,696	5,642	7,038	5,182	12,220	2,007	1,996	4,003	15,049	13,121	28,170
1	1,699	2,487	4,186	686	1,171	1,857	3,785	3,329	7,113	5,313	5,780	11,093	1,949	2,953	4,903	13,433	15,719	29,152
2	1,881	1,525	3,406	748	669	1,416	2,105	2,718	4,824	4,845	4,452	9,297	2,120	1,782	3,902	11,699	11,147	22,846
3	1,525	1,713	3,237	661	515	1,176	2,129	2,304	4,432	4,156	3,851	8,007	1,627	1,217	2,845	10,098	9,599	19,697
4	1,161	1,103	2,263	243	360	604	1,370	2,121	3,491	2,599	2,371	4,970	1,119	937	2,056	6,492	6,892	13,384
5	1,200	1,068	2,268	351	302	653	1,823	1,864	3,687	2,663	2,379	5,041	1,327	1,434	2,761	7,364	7,047	14,411
6	1,213	1,176	2,389	333	300	632	1,782	1,807	3,588	1,991	2,084	4,075	1,118	1,119	2,237	6,436	6,486	12,922
7	1,071	1,260	2,331	341	294	635	1,467	1,668	3,135	1,994	2,081	4,076	1,236	1,084	2,320	6,109	6,388	12,497
8	1,150	859	2,009	587	582	1,169	1,617	1,730	3,347	2,023	1,725	3,749	1,231	1,206	2,437	6,607	6,102	12,710
9	1,128	916	2,044	339	541	880	1,764	1,817	3,581	1,701	1,682	3,383	1,232	1,262	2,494	6,163	6,218	12,382
10	954	1,001	1,955	333	517	849	1,719	1,444	3,163	1,989	1,899	3,888	906	993	1,899	5,901	5,853	11,754
11	1,092	717	1,809	369	337	706	1,776	1,763	3,539	1,840	1,520	3,360	1,420	1,149	2,569	6,497	5,486	11,983
12	1,149	814	1,964	440	561	1,001	1,959	1,536	3,495	1,826	1,318	3,144	1,150	1,351	2,501	6,525	5,581	12,105
13	1,053	859	1,912	309	323	632	1,214	1,424	2,639	1,523	1,648	3,171	1,591	1,070	2,661	5,690	5,325	11,015
14	1,078	1,201	2,280	267	515	782	1,594	1,807	3,401	1,508	1,874	3,382	1,606	846	2,452	6,053	6,243	12,296
15	1,302	998	2,300	284	317	601	1,512	1,772	3,284	2,329	2,203	4,533	1,445	1,286	2,731	6,873	6,576	13,449
16	1,019	1,267	2,286	400	379	779	2,013	1,944	3,957	3,048	2,269	5,317	1,642	1,769	3,411	8,122	7,627	15,750
17	1,367	1,418	2,784	468	503	971	1,959	1,971	3,930	4,671	2,925	7,595	1,703	1,517	3,220	10,168	8,332	18,500
18	1,727	1,621	3,348	951	495	1,445	2,542	2,553	5,095	6,601	3,865	10,467	2,492	1,784	4,276	14,313	10,318	24,631
19	1,895	1,574	3,469	646	796	1,442	3,016	2,087	5,103	6,958	4,303	11,261	2,750	2,123	4,873	15,265	10,883	26,148
20	2,113	2,629	4,741	835	730	1,565	3,817	3,043	6,860	7,739	4,561	12,300	3,194	2,401	5,595	17,698	13,364	31,062
21	2,253	2,371	4,624	745	682	1,428	3,763	3,800	7,562	7,599	4,677	12,276	2,629	2,223	4,851	16,989	13,753	30,741
22	2,238	1,871	4,110	650	565	1,216	3,201	3,589	6,790	6,694	4,948	11,642	3,364	2,859	6,223	16,147	13,832	29,980
23	2,479	2,298	4,777	846	543	1,389	3,177	3,519	6,696	5,620	4,187	9,807	2,910	2,939	5,849	15,032	13,486	28,518
24	2,534	2,668	5,202	795	925	1,720	3,297	3,971	7,267	4,852	4,060	8,913	2,412	2,520	4,931	13,890	14,143	28,033
25	3,123	3,145	6,268	932	760	1,692	3,839	4,608	8,447	4,935	3,879	8,813	3,150	2,834	5,984	15,979	15,225	31,203
26	3,349	2,743	6,092	887	1,051	1,938	3,833	5,486	9,319	3,770	2,981	6,751	2,406	2,534	4,940	14,245	14,795	29,040
27	3,010	3,225	6,235	985	1,123	2,108	4,430	5,560	9,990	3,474	2,894	6,368	2,839	2,620	5,459	14,738	15,422	30,159
28	2,557	2,595	5,152	1,033	402	1,435	3,759	5,054	8,813	3,198	2,538	5,736	2,606	2,027	4,633	13,151	12,617	25,768
29	3,166	2,543	5,709	732	692	1,424	3,709	5,295	9,003	2,741	2,315	5,056	2,286	1,861	4,147	12,633	12,707	25,340
30	3,043	2,636	5,679	829	874	1,703	3,950	4,311	8,261	3,085	2,606	5,691	2,469	2,333	4,802	13,375	12,760	26,135
31	2,147	1,894	4,041	660	657	1,317	3,148	3,524	6,672	1,719	1,253	2,972	1,732	1,835	3,567	9,406	9,163	18,569
32	3,096	2,315	5,411	693	329	1,021	2,750	3,861	6,611	1,611	1,726	3,337	1,823	1,727	3,549	9,972	9,957	19,929
33	1,855	1,569	3,424	423	285	708	2,856	3,133	5,989	1,929	1,299	3,228	1,629	977	2,607	8,692	7,263	15,955
34	1,872	1,607	3,478	487	583	1,069	2,759	2,780	5,539	1,377	1,149	2,526	1,375	1,590	2,965	7,869	7,709	15,578
35	2,149	1,754	3,903	425	333	758	3,071	2,549	5,620	1,481	1,238	2,719	1,007	1,299	2,305	8,133	7,173	15,305
36	1,620	1,651	3,271	203	247	450	2,301	2,579	4,880	1,075	753	1,827	1,295	1,460	2,755	6,493	6,689	13,182
37	1,825	1,960	3,785	325	183	508	1,864	2,098	3,962	977	778	1,755	953	893	1,846	5,944	5,913	11,857
38	2,155	1,612	3,767	398	109	507	1,681	1,859	3,541	942	747	1,689	958	978	1,936	6,135	5,305	11,440
39	1,452	1,540	2,991	349	113	462	1,781	1,957	3,738	601	724	1,325	896	907	1,803	5,079	5,240	10,319
40	1,942	1,502	3,444	323	338	661	1,949	2,102	4,051	1,174	472	1,646	1,243	808	2,052	6,631	5,222	11,853
41	826	1,301	2,127	254	257	511	1,679	1,666	3,345	624	543	1,167	589	757	1,347	3,971	4,525	8,496
42	1,416	1,230	2,646	245	187	432	1,696	1,161	2,857	746	505	1,252	1,105	810	1,915	5,208	3,893	9,101
43	1,194	1,414	2,607	385	121	506	1,474	1,381	2,855	813	511	1,323	517	724	1,241	4,383	4,150	8,533
44	1,059	615	1,673	110	91	202	1,157	1,110	2,267	471	432	903	586	519	1,105	3,383	2,768	6,151
45	1,161	1,001	2,161	297	116	412	864	1,225	2,089	616	569	1,185	513	510	1,023	3,450	3,420	6,870
46	760	573	1,333	104	152	256	1,026	778	1,803	451	551	1,003	587	338	925	2,928	2,392	5,320
47	801	666	1,467	155	97	253	837	965	1,801	390	373	763	281	583	864	2,464	2,685	5,149
48	497	530	1,027	145	97	242	726	811	1,537	680	512	1,192	456	240	696	2,503	2,190	4,693
49	619	403	1,023	147	59	206	947	744	1,691	241	196	437	218	373	591	2,173	1,775	3,948

B4.

Annual Immigration by Age, Gender, and Education									
	Enrolled in Post-Elementary Education			Not in High School, College, or Graduate School					
Age	High School	College	Graduate School	Completed 8th Grade or Less[a]	Completed Some High School	High School Graduate	Completed Some College[b]	Received Bachelor's Degree or More	Total
Men									
0–14	4,577	0	0	115,452	87	0	0	0	120,115
15–17	17,699	894	0	3,876	1,905	683	106	0	25,163
18–24	11,623	25,541	4,440	27,307	13,014	18,569	6,425	2,416	109,335
25+	3,366	13,493	19,223	50,254	14,700	42,384	25,446	52,815	221,681
Total	37,265	39,928	23,663	196,889	29,705	61,636	31,977	55,232	476,293
Women									
0–14	4,505	0	0	112,598	104	0	0	0	117,207
15–17	16,703	581	0	2,755	1,757	725	14	0	22,536
18–24	9,059	20,553	3,826	17,989	8,721	18,527	7,115	3,978	89,779
25+	3,596	12,994	11,643	56,539	16,076	51,045	29,466	44,655	226,014
Total	33,863	34,128	15,469	189,882	26,659	70,297	36,596	48,633	455,536
Total									
0–14	9,081	0	0	228,050	191	0	0	0	237,322
15–17	34,402	1,475	0	6,631	3,662	1,408	120	0	47,699
18–24	20,692	46,094	8,266	45,296	21,735	37,096	13,540	6,394	199,113
25+	6,962	26,487	30,866	106,793	30,775	93,429	54,912	97,470	447,695
Total	71,138	74,056	39,132	386,770	56,364	131,933	68,572	103,865	931,830

[a] Includes those enrolled in K–8 as well as those out of school with an eighth-grade-or-less education.
[b] Includes associate degrees.

APPENDIX C

Family Income Estimated Model

Ordinary Least Squares Model of Family Income

Parameter	Men	Women
Education parameters		
Educ1: Not high school graduate	-0.0377	-0.0553
Educ2: Attend some college	0.3815*	0.4586*
Educ3: Earned bachelor's degree or more	-0.3621*	0.3485*
Age parameters		
Age	0.0338*	0.0531*
Age^2	-0.0004*	-0.0006*
Age-education interaction		
Age x Educ1	-0.0112*	-0.0174*
Age x Educ2	-0.0113*	-0.0119*
Age x Educ3	0.0303*	0.0013
Age^2 x Educ1	0.0001*	0.0002*
Age^2 x Educ2	0.0001*	0.0001*
Age^2 x Educ3	-0.0003*	0.0000
Other demographic parameters		
Black	-0.2292*	-0.3729*
Asian	0.0152	0.0949
Mexican	-0.1204*	-0.1101*
Other Hispanic	-0.2143*	-0.3347*
Immigrant	-0.0104	0.0322*
In School	0.0092	-0.0427*
Intercept	9.6975*	9.2491*
Percentage increase in family income for 30-year-olds when:		
Graduate from high school	31.6	49.0
Attend some college	16.5	21.5
Earn bachelor's degree or more	15.1	21.0
Observations	25,327	29,909

Note: * indicates parameter is significant at the 5 percent level.

The table shows the relationship between family income and education, age race/ethnicity, immigration status, and whether or not an individual is in school. The relationships will not necessarily be the same as a model of weekly or annual individual wages or income because of the effect of family size on family income (larger families will tend to have larger incomes because more members of the family may be earning income) and because of sources of income other than wages that are only indirectly affected by education. This is a reduced-form model that shows how median family income varies across each group; it does not distinguish between the direct and indirect sources of variation in family income. The return of education on individual income will tend to be higher than its impact on family income. For example, *Postsecondary Education Opportunity* shows average yearly income for men is 75 percent higher for bachelor's degree recipients than high school graduates; those who

earn master's degrees earn over twice that of high school graduates.[1] The model presented here estimates the premium associated with earning a bachelor's degree or more to be 63 percent for men.

Because of the interaction between age and educational attainment, interpretation of the education parameters is not straightforward. The marginal effect of education on family earnings varies by age. The bottom portion of the table shows the effect of completing each level of education on family earnings for 30 year olds. Annual family income increases 31.6 percent for men and close to 50 percent for women upon completing high school. Attending college increases income 16.5 and 21.5 percent per year for men and women, respectively, while earning a bachelor's degree or more adds an additional 15 percent per year to the family income of men and 21 percent per year to the income of women. These findings are consistent with other studies[2] of the relationship between education and income: the income of those without a high school diploma lags behind high school graduates. While education provides a considerable increase in family income, the increase is smaller than the effect of schooling on wages because family size (and the number of potential wage earners) tends to decline with educational attainment.

Age is entered as a quadratic. The signs on the parameters indicate that family income first increases and then declines as age increases. Blacks, Mexicans, and other Hispanics tend to have lower family incomes than whites, while family income tends to be larger for Asians. The family income of immigrant men is lower than native-born men, while that of immigrant women tends to be larger. Women students tend to have lower family income than those out of school; the difference in income of male students and nonstudents is not statistically significant.

[1] *"Is College Still Worth the Cost? The Private Investment Value of Higher Education 1967 to 1996,"* Postsecondary Education Opportunity, *March 1998, p. 11.*

[2] *For a review of human capital models of earnings, see Willis, Robert J., "Wage Determinants: A Survey and Reinterpretation of Human Capital Earnings Functions," in Orley Ashenfelter, Richard Layard, eds.,* Handbook of Labor Economics, *Vol. I, Amsterdam: Elsevier Science Publishers BV, 1986.*

APPENDIX D

Children per Adult, per Educational Attainment and Family Income

D1. Estimated Number of Children per Adult Immigrant by Parents' Educational Attainment, Family Income, and Age

	Parents' Educational Attainment				Family Income (Quartile)			
Age	Not High School Graduate	High School Graduate	Completed Some College	Bachelor's Degree or More	First	Second	Third	Fourth
0–6	0.08	0.11	0.16	0.20	0.16	0.13	0.15	0.11
7–14	0.09	0.13	0.18	0.21	0.13	0.14	0.17	0.15
15–17	0.03	0.05	0.06	0.07	0.04	0.04	0.05	0.06
Total	0.21	0.29	0.40	0.48	0.33	0.31	0.36	0.33

D2. Estimated Number of Children per Adult by Parents' Educational Attainment, Family Income, Race/Ethnicity, and Nativity

	Parents' Educational Attainment				Family Income (Quartile)			
Race/Ethnicity	Not High School Graduate	High School Graduate	Completed Some College	Bachelor's Degree or More	First	Second	Third	Fourth
Native								
White Non-Hispanic	0.11	0.24	0.36	0.46	0.22	0.26	0.35	0.32
Black Non-Hispanic	0.30	0.44	0.51	0.48	0.55	0.40	0.36	0.31
Asian/Pacific Islander	0.11	0.18	0.22	0.28	0.18	0.24	0.23	0.20
Mexican	0.29	0.41	0.47	0.50	0.47	0.40	0.39	0.32
Other Spanish	0.13	0.17	0.22	0.22	0.21	0.16	0.19	0.16
Total	0.15	0.27	0.37	0.45	0.29	0.28	0.34	0.31
Immigrant								
White Non-Hispanic	0.21	0.45	0.78	0.86	0.46	0.51	0.63	0.58
Black Non-Hispanic	1.14	1.11	1.14	0.97	2.19	1.14	0.84	0.58
Asian/Pacific Islander	0.34	0.29	0.37	0.52	0.29	0.43	0.42	0.42
Mexican	0.64	0.85	1.00	1.04	0.71	0.81	0.73	0.56
Other Spanish	0.35	0.45	0.55	0.55	0.51	0.45	0.43	0.36
Total	0.45	0.53	0.68	0.69	0.60	0.60	0.57	0.50
Grand Total	0.21	0.29	0.40	0.48	0.33	0.31	0.36	0.33

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