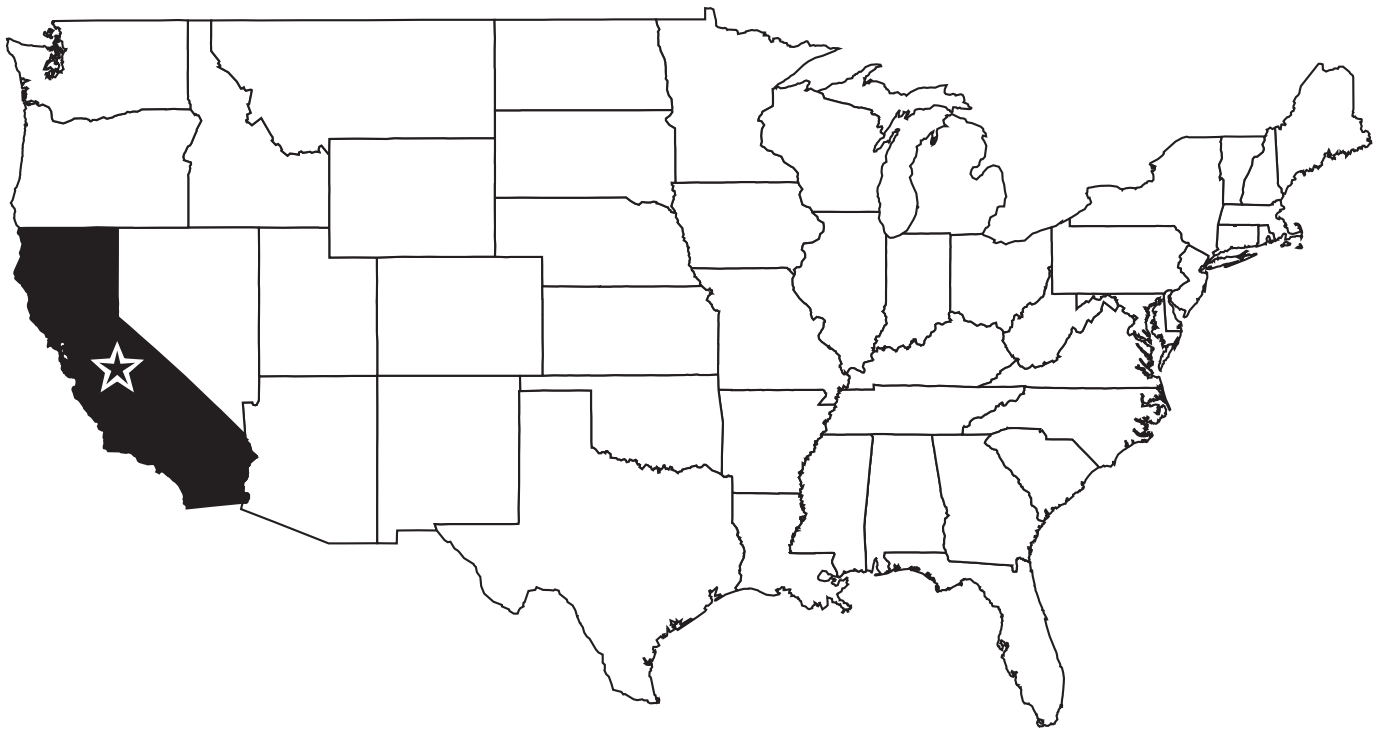


# Women's Education and Earnings in California



**Report of the  
American Association of University Women Educational Foundation**

**Prepared by the Institute for Women's Policy Research**

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## About This Report

This publication is part of a joint project of the American Association of University Women Educational Foundation and the Institute for Women's Policy Research to analyze women's educational status in the 50 states, the District of Columbia, and Puerto Rico. The report includes detailed information on the educational status of women and the economic gains from education in California.

The AAUW Educational Foundation is a leading voice for equity for women and girls in education and the workplace. One of the world's largest sources of funding exclusively for graduate women, the Educational Foundation provides about \$4 million each year in fellowships, grants, and awards for outstanding women around the globe and for community action projects.

The Institute for Women's Policy Research is an independent, nonprofit, public policy research organization dedicated to informing and stimulating the debate on issues of critical importance to women and their families. IWPR focuses on poverty and welfare, employment and earnings, work and family, health and safety, and women's civic and political participation. IWPR also works in affiliation with the graduate programs in public policy and women's studies at George Washington University.

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## Introduction

Women have made remarkable strides in education during the past three decades, but these gains have yet to translate into full equity in pay. Women still earn less than men earn in nearly every profession and at every stage of their careers, and this earnings gap is evident in every state in the nation.

This report focuses on educational attainment and earnings among women in California.<sup>1</sup> California ranked 15th in the nation in 2000 for the proportion of its female population with a four-year college degree or more (Table 1).<sup>2</sup> Women in California have lower levels of education than do men in the state. In 2000, 28.7 percent of men and 24.8 percent of women had completed four or more years of college (Appendix II). In addition, women at every education level in California earn less than similarly educated men earn. While women in California with at least a four-year college degree in 2000 had the fourth highest median annual earnings in the country, compared to similarly educated women, the state ranked ninth for the earnings ratio between women and men at that level of education. Both educational attainment and earnings vary by women's race and ethnicity, urban or rural status, and family income.

**Table 1: California's Rankings on Key Education Indicators**

Indicator	California Value	National Value	National Rank	Regional Rank
Women With a Four-year College Degree or More, 2000	24.8%	22.8%	15	4
Median Annual Earnings of Women With a High School Education, 1999 (In 2003 dollars)	\$27,600	\$24,300	5	2
Median Annual Earnings of Women With a Four-year College Degree or More, 1999 (In 2003 dollars)	\$50,600	\$44,200	4	1
Earnings Ratio Between Women and Men With a Four-year College Degree or More, 1999	72.7%	71.5%	9	5

*Note:* National rankings range from 1 to 52 and include the 50 states, the District of Columbia, and Puerto Rico. Regional rankings range from 1 to 5 and include Alaska, California, Hawaii, Oregon, and Washington.

Women's advances in education throughout the last quarter-century have been substantial. Between 1980 and 2000, the percentage of women with a high school education or more increased by more than 15 percentage points (U.S. Department of Commerce, Bureau of the Census 2004a). In fact, in 2002 throughout the United States, the percentage of women with a high school diploma slightly exceeded the percentage of similarly educated men, at 84.4 and 83.8 percent respectively (*ibid.*). In 2002, 39.7 percent of women and 33.7 percent of men ages 18 to 24 were enrolled in college (U.S. Department of Commerce, Bureau of the Census 2004b).

<sup>1</sup> This report is based on calculations using data from the 2000 Decennial Census Public Use Microsample. Throughout the report, the population includes all men and women ages 25 and older. Information on earnings is reported for the population ages 25 and older who worked full time, year-round. See Appendix I for methodology.

<sup>2</sup> See Appendix II for state data and rankings presented in Table 1.

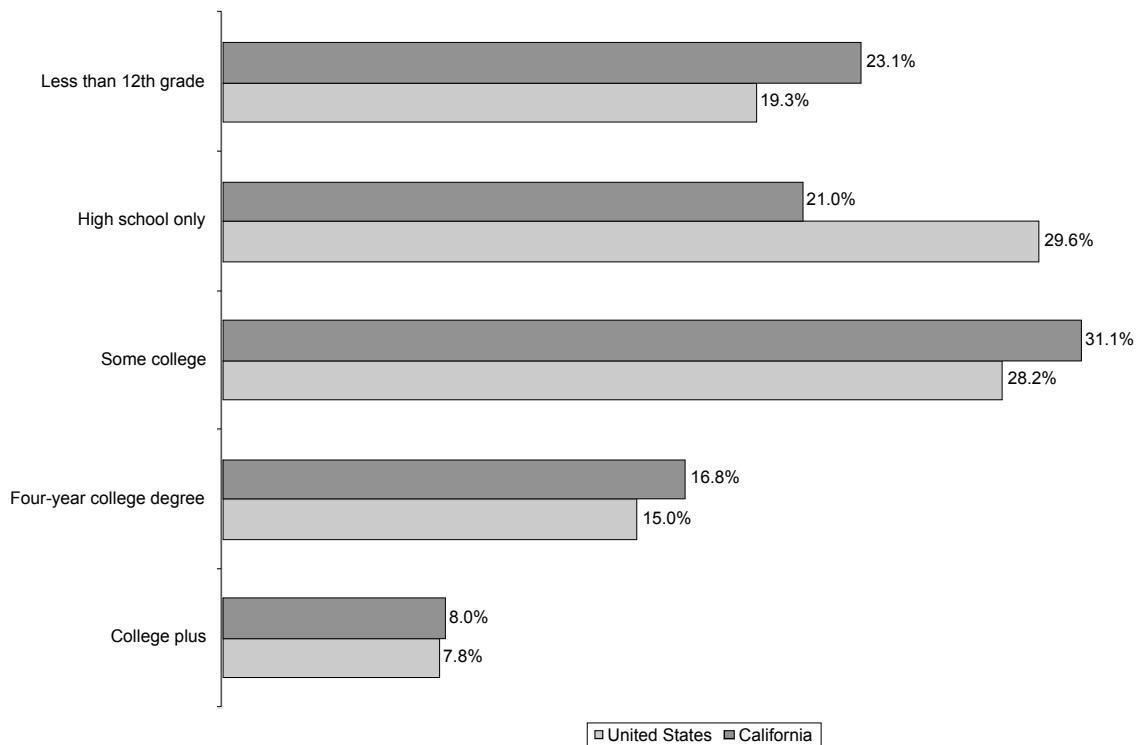
Of all the states, California has the largest number of foreign-born women: 26.2 percent are foreign born, and 13.6 percent are foreign-born Hispanic women. Immigration into California has steadily increased during recent decades, creating unique challenges for integrating immigrants into the public education system (RAND Institute on Education and Training 1997).

Partially because of the high concentrations of Hispanics and Asian Americans, the University of California system has played a central role in the national debate over affirmative action in admissions. These programs have eroded significantly, however, with the 1995 decision of the University of California Board of Regents to end affirmative action in admissions and the passage of Proposition 209 in 1996, which made consideration of race or ethnicity in public education, employment, and contracting illegal (Tierney 1996; Karabel 1999). One particularly serious challenge facing California’s institutions of learning is ongoing funding shortages (Center for the Future of Teaching and Learning 2003). The last section of this report offers links to policy recommendations that promote and protect women’s educational opportunities.

## Educational Attainment

Women in California are more likely to have a four-year college degree than are women nationally (Figure 1). In 2000, 24.8 percent women in California and 22.8 percent of women in the nation had a four-year college degree or more. At the same time, women in the state (23.1 percent) were less likely than women nationally (19.3 percent) to have not completed high school. Thus, California’s population is more sharply divided in terms of education than is the nation’s population as a whole.

**Figure 1: Women's Educational Attainment in California and the United States, 2000**

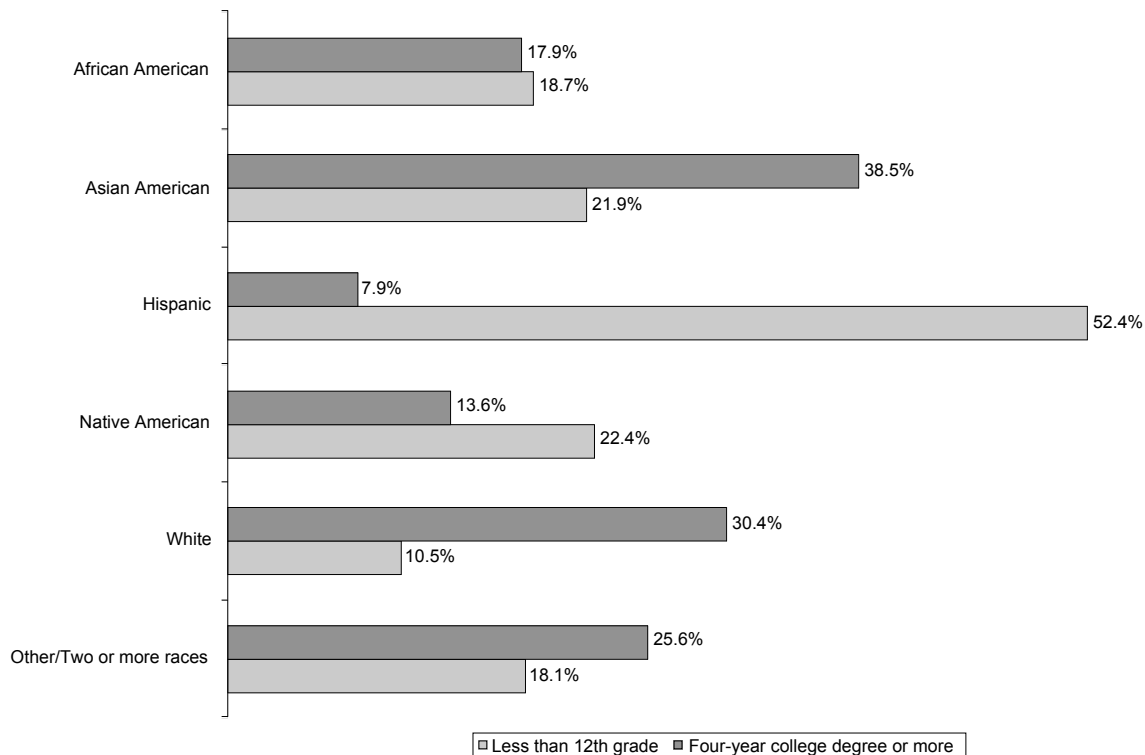


Men in California are more likely than men nationally to have a four-year college degree or more (28.7 and 26.1 percent respectively in 2000) (Appendix II). As in the United States as a whole, men in California have higher levels of educational attainment than do women. More than a quarter (28.7 percent) of men and 24.8 percent of women in California had a four-year college degree or more in 2000. While men and women in California are almost equally likely to have only a four-year college degree (17.6 and 16.8 percent respectively in 2000), men are more likely than women to have more than a four-year college degree (11.1 and 8.0 percent respectively in 2000). Men and women in California are equally likely to have not completed high school (23.2 and 23.1 percent respectively in 2000) (see Table 2 on page 8).

### **Racial and Ethnic Differences**

Women’s educational attainment differs dramatically by race and ethnicity (Figure 2). Among racial and ethnic groups in California in 2000, Asian American women were the most likely to have a four-year college degree or more (38.5 percent), white women were the second most likely (30.4 percent), and Hispanic women were the least likely (7.9 percent). African American and Native American women in California also had relatively low levels of college completion: Only 17.9 percent of African American women and 13.6 percent of Native American women held a four-year college degree or more in 2000.

**Figure 2: Women’s Educational Attainment in California, by Race and Ethnicity, 2000**



In the attainment of a high school diploma, differences by race and ethnicity are more dramatic. More than half of Hispanic women (52.4 percent) in California did not have a high school diploma in 2000, compared to 10.5 percent of white women. Wide inequalities in education exist

among Asian American women. While Asian American women were more likely than all other racial and ethnic groups to complete college in 2000, they were also among the least likely (21.9 percent) to complete high school.

**Table 2: Educational Attainment in California and the United States, by Race and Ethnicity, 2000**

**California**

		Less than 12th grade		High school only		Some college		Four-year college degree		College plus		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
African American	Women	128	18.7%	153	22.4%	282	41.1%	81	11.8%	42	6.1%	686	100.0%
	Men	124	19.8%	165	26.5%	234	37.5%	67	10.8%	34	5.4%	624	100.0%
Asian American	Women	292	21.9%	213	15.9%	317	23.7%	377	28.2%	137	10.2%	1,337	100.0%
	Men	189	16.5%	155	13.5%	289	25.2%	322	28.1%	190	16.6%	1,144	100.0%
Hispanic	Women	1,433	52.4%	534	19.5%	552	20.2%	145	5.3%	70	2.6%	2,734	100.0%
	Men	1,492	54.2%	528	19.2%	518	18.8%	144	5.2%	71	2.6%	2,752	100.0%
Native American	Women	14	22.4%	16	26.0%	23	38.0%	5	8.7%	3	4.9%	61	100.0%
	Men	14	25.6%	14	24.7%	20	36.0%	5	8.3%	3	5.4%	56	100.0%
White	Women	617	10.5%	1,324	22.6%	2,134	36.4%	1,178	20.1%	605	10.3%	5,859	100.0%
	Men	545	9.9%	1,068	19.3%	1,851	33.5%	1,238	22.4%	819	14.8%	5,520	100.0%
Other/Two or More Races	Women	50	18.1%	58	21.1%	97	35.2%	48	17.5%	22	8.1%	274	100.0%
	Men	44	16.6%	59	22.2%	84	31.9%	48	18.3%	29	11.1%	264	100.0%
Total	Women	2,533	23.1%	2,299	21.0%	3,405	31.1%	1,835	16.8%	879	8.0%	10,951	100.0%
	Men	2,408	23.2%	1,988	19.2%	2,995	28.9%	1,823	17.6%	1,146	11.1%	10,361	100.0%

**United States**

		Less than 12th grade		High school only		Some college		Four-year college degree		College plus		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
African American	Women	2,827	26.4%	3,059	28.5%	3,194	29.8%	1,080	10.1%	559	5.2%	10,718	100.0%
	Men	2,549	28.9%	2,771	31.4%	2,348	26.6%	778	8.8%	383	4.3%	8,829	100.0%
Asian American	Women	794	22.0%	636	17.6%	747	20.6%	968	26.8%	473	13.1%	3,619	100.0%
	Men	529	16.7%	469	14.8%	666	21.0%	821	25.9%	688	21.7%	3,173	100.0%
Hispanic	Women	4,171	46.0%	2,029	22.4%	1,897	20.9%	635	7.0%	342	3.8%	9,073	100.0%
	Men	4,517	49.2%	1,995	21.7%	1,733	18.9%	578	6.3%	356	3.9%	9,180	100.0%
Native American	Women	160	26.2%	177	28.9%	201	32.8%	50	8.2%	24	3.9%	612	100.0%
	Men	155	27.4%	176	31.1%	168	29.8%	42	7.5%	24	4.2%	565	100.0%
White	Women	10,153	14.6%	21,895	31.4%	20,403	29.3%	11,349	16.3%	5,952	8.5%	69,753	100.0%
	Men	9,330	14.6%	18,255	28.5%	17,704	27.7%	11,586	18.1%	7,125	11.1%	64,000	100.0%
Other/Two or More Races	Women	282	20.7%	356	26.1%	430	31.5%	196	14.4%	99	7.3%	1,363	100.0%
	Men	256	19.7%	339	26.1%	378	29.2%	199	15.3%	125	9.6%	1,298	100.0%
Total	Women	18,387	19.3%	28,152	29.6%	26,872	28.2%	14,278	15.0%	7,449	7.8%	95,138	100.0%
	Men	17,337	19.9%	24,005	27.6%	22,997	26.4%	14,005	16.1%	8,700	10.0%	87,044	100.0%

Note: Number (No.) is the population number in thousands.

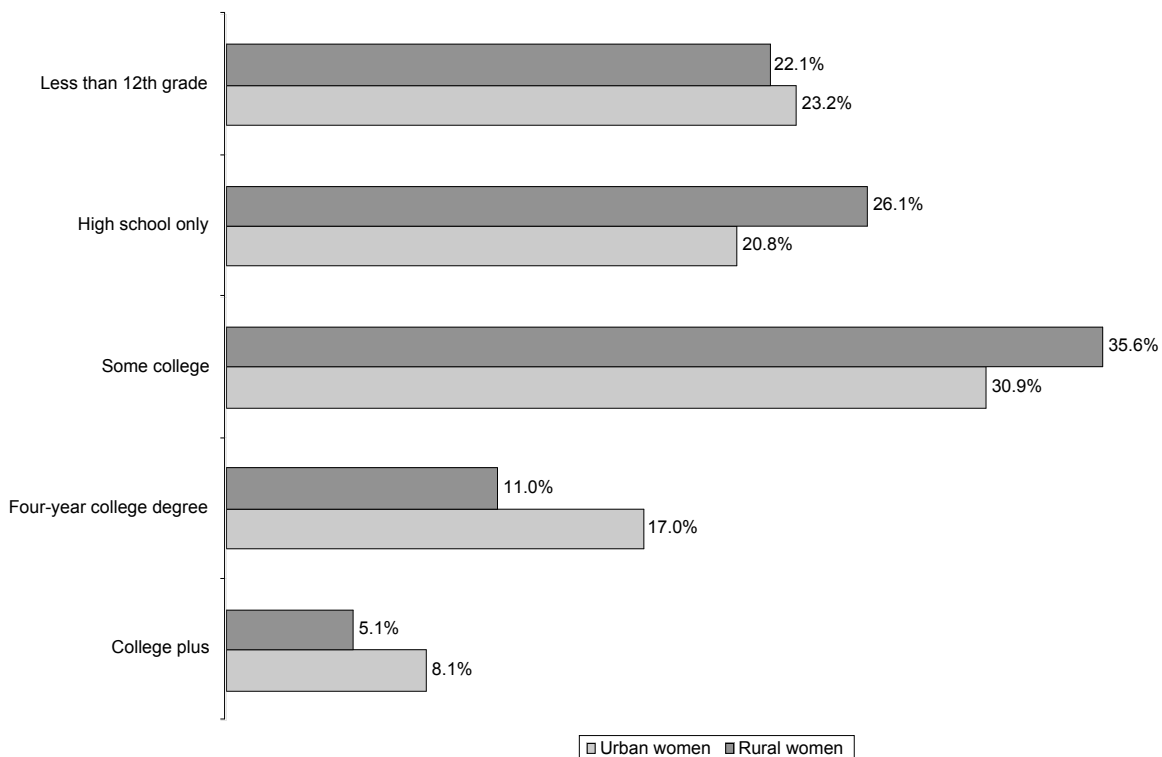


Compared with their male counterparts in California, white women are less likely to have a four-year college degree or more in 2000 (Table 2). African American women were more likely than African American men to have a four-year college degree or more. Asian American, Native American and Hispanic women and men in California were almost equally likely to have a four-year college degree. This pattern matches the national pattern, where white and Asian American women are less likely than their male counterparts to have a four-year college degree or more, and Hispanic, Native American, and African American women are more likely than men of these racial and ethnic groups to have a four-year college degree or more.

### **Urban and Rural Differences**

Nationally and in California, women in urban areas have much higher educational attainment than do women in rural areas. As Figure 3 shows, 25.1 percent of women in urban areas and 16.1 percent of women in rural areas in California had a four-year college degree or more in 2000. Urban women (23.2 percent) were more likely than rural women (22.1 percent) to have not completed high school, but rural women were much less likely to continue their education after high school (26.1 percent of rural women and 20.8 percent of urban women have a high school diploma only).

**Figure 3: Women's Educational Attainment in California, by Urban/Rural Status, 2000**



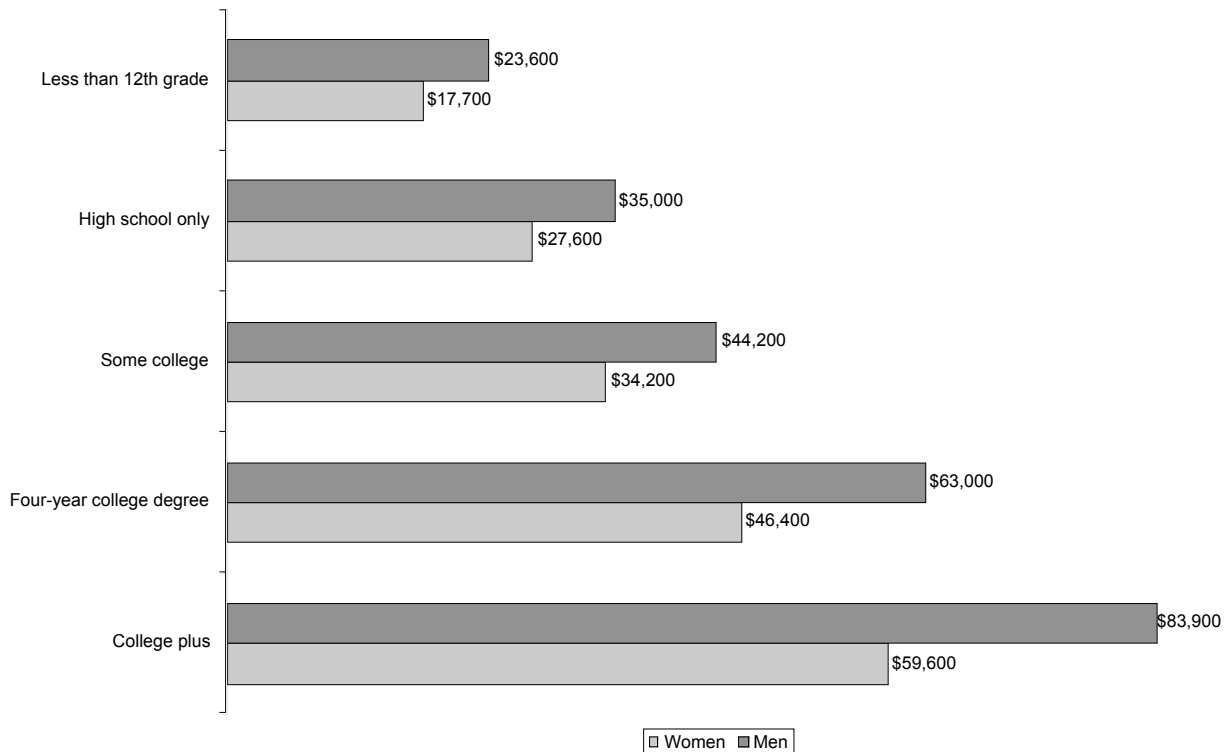
Rural schools face larger funding shortages, lower teacher salaries, and higher rates of poverty than do many urban schools (Beeson & Strange 2003; Miller & Weber 2004). Nationwide, rural schools receive approximately 13 percent less funding per pupil than do urban schools (Loveless 2003). Rural students also have less access to technology than do their urban counterparts

(Beeson & Strange 2003), which can affect rural students' preparedness for higher education and careers in higher paying fields.

## Earnings and Education

Higher earnings are associated with higher levels of education for both men and women. For example, women with a high school diploma in California earned, on average, almost \$10,000 more in 1999 than women without a high school diploma earned (Figure 4).

Figure 4: Earnings in California, by Educational Attainment, 1999 (In 2003 Dollars)



The earnings gain from a college degree is substantial. In 1999, women in California with only a four-year college degree earned \$18,800 (68.1 percent) more, on average, than women with only a high school diploma earned. Men with only a four-year college degree earned \$28,000 (80.0 percent) more than men with only a high school diploma earned. Yet the relative gain from a high school diploma, taking into account the initial earnings of men and women, was actually higher for women than for men. Women with only a high school diploma earned 55.9 percent more than women without a diploma earned, while men with only a high school diploma earned 48.3 percent more than did men without one (Figure 4).

Women in California, like women across the United States, earn less than men earn at every level of education, and college-educated women earn more than women without this credential earn. The ratio between women's and men's earnings in 1999 was worst for women with more

than a college degree (71.0 percent) and best for women with only a high school degree (78.9 percent) (Table 3).

Women in California typically earn more than do women in the United States as a whole at every level of education except less than a high school degree. The median annual earnings of women with only a high school education in California (\$27,600) were higher than the national average (\$24,300) in 1999 and ranked fifth in the country and second of five states in the region (see Table 1 on page 5). The median annual earnings of women with a four-year college degree or more in California (\$50,600) ranked fourth nationally and first in the region. California ranked ninth in the nation and last in the region for the earnings ratio between men and women with a college degree or more. The disparity between California’s national rankings for women’s earnings (fourth) and the earnings ratio (ninth) at this level of education shows that while women’s earnings were relatively high for female college graduates in the state, women still earned substantially less than comparably educated men earned. In fact, women in California actually needed to earn a four-year college degree to exceed the median annual earnings of men with only some college (Figure 4). As a result of women’s lower earnings throughout the labor market, higher education is especially important for women’s economic security.

**Table 3: Earnings Ratios in California, by Educational Attainment, 1989–1999**

<b>Educational Attainment</b>	<b>Earnings Ratio, 1989</b>	<b>Earnings Ratio, 1999</b>	<b>Change in Earnings Ratio, 1989–1999</b>
Less than 12th grade	73.3	75.0	1.7
High school only	76.0	78.9	2.9
Some college	76.7	77.4	0.7
Four-year college degree	73.8	73.7	-0.1
College plus	74.0	71.0	-3.0
All	73.3	79.0	5.7

Between 1989 and 1999, women in California narrowed the gender earnings gap by 5.7 percentage points (Table 3). Changes in the earnings ratio varied among populations with different educational levels: Women with less education narrowed the earnings ratio, while women with more education saw little change or a widening in the earnings ratio. The increase in the of earnings men with more than a college education exceeded the earnings increases of women at that level, resulting in a widening of the gap among those with more than a college degree and no real change among those with a four-year degree. Overall, however, the earnings ratio between men and women increased to 79.0 percent (i.e., full-time, year-round female workers earned 79 cents for every dollar earned by full-time, year-round male workers). Women’s gains in educational attainment were partly responsible for narrowing the gap.

## Racial and Ethnic Differences

Earnings among women workers vary by racial and ethnic background at all levels of education. Among women in California with only a high school diploma in 1999, white women had the highest median annual earnings (\$29,900), followed by African American women (\$27,900) (Table 4). Among women with only a four-year college degree, white women had the highest earnings (\$49,700), followed by African American and Native American women (\$46,400 each) and Asian American women (\$44,200). Hispanic women had the lowest earnings at both the high school (\$23,900) and college (\$40,900) levels. At all education levels and among all racial and ethnic groups, men earned more than women earned.

**Table 4: Earnings and the Percentage Gain in Earnings Associated With a Four-year College Degree in California, by Race and Ethnicity, 1999 (In 2003 Dollars)**

Race/Ethnicity	Median Annual Earnings, High School Only		Median Annual Earnings, Four-year College Degree Only		Gain	
	Women	Men	Women	Men	Women	Men
African American	\$27,900	\$32,000	\$46,400	\$55,200	66.3%	72.5%
Asian American	\$24,300	\$30,700	\$44,200	\$55,200	81.9%	79.8%
Hispanic	\$23,900	\$28,700	\$40,900	\$49,700	71.1%	73.2%
Native American	\$24,000	\$30,900	\$46,400	\$55,200	93.3%	78.6%
White	\$29,900	\$40,900	\$49,700	\$66,300	66.2%	62.1%
Other/Two or More Races	\$26,500	\$33,100	\$44,200	\$55,200	66.8%	66.8%
All	\$27,600	\$35,000	\$46,400	\$63,000	68.1%	80.0%

Note: To calculate the percentage earnings gain from a college education, the median annual earnings of high-school-educated women and men of each race/ethnicity were subtracted from the median annual earnings for college-educated women and men of each race/ethnicity, and the result was then divided by the median annual earnings of high-school-educated women and men of each race/ethnicity.

For women and men from all racial and ethnic groups, earnings were much higher with a college degree than a high school diploma in 1999 (Table 4). The percentage gain in earnings associated with a four-year college degree was lowest for white and African American women and men and highest for Asian American and Native American women and men. In fact, Native American women in California with a four-year college degree earned 93.3 percent more than those with only a high school diploma earned. This suggests large inequalities among Native American and Asian American women, with those at the bottom levels of education doing much worse than those at the top.

Separate analyses of the earnings of Asian American women nationwide suggest that their heritage is important to their economic status. For example, nationally, full-time, year-round Japanese American women workers earn \$39,300, almost \$13,000 more than Vietnamese American women earn. The same kinds of differences are evident among Hispanic women, with Cuban American women earning much more than do Mexican American and Central American women (Caiazza, Shaw, & Werschkul 2004). Although this analysis was conducted for the nation, similar inequalities may occur in California.

The earnings ratios between women from each major racial and ethnic group and white men further illustrate the economic disparities associated with inequalities in education in California. As Table 5 shows, among high school and college graduates, white women's earnings were

closest to white men's (ratios of 73.1 and 75.0 percent, respectively), followed by African American women's earnings (68.2 and 70.0 percent respectively). Hispanic women had the lowest earnings compared to white men at both levels of education (58.4 and 61.7 percent, respectively). All racial and ethnic groups had higher earnings ratios with a four-year college degree than with a high school diploma.

**Table 5: Comparison of Earnings of Full-time, Year-round Female Workers With Earnings of White Male Workers in California, by Race and Ethnicity, 1999 (In 2003 Dollars)**

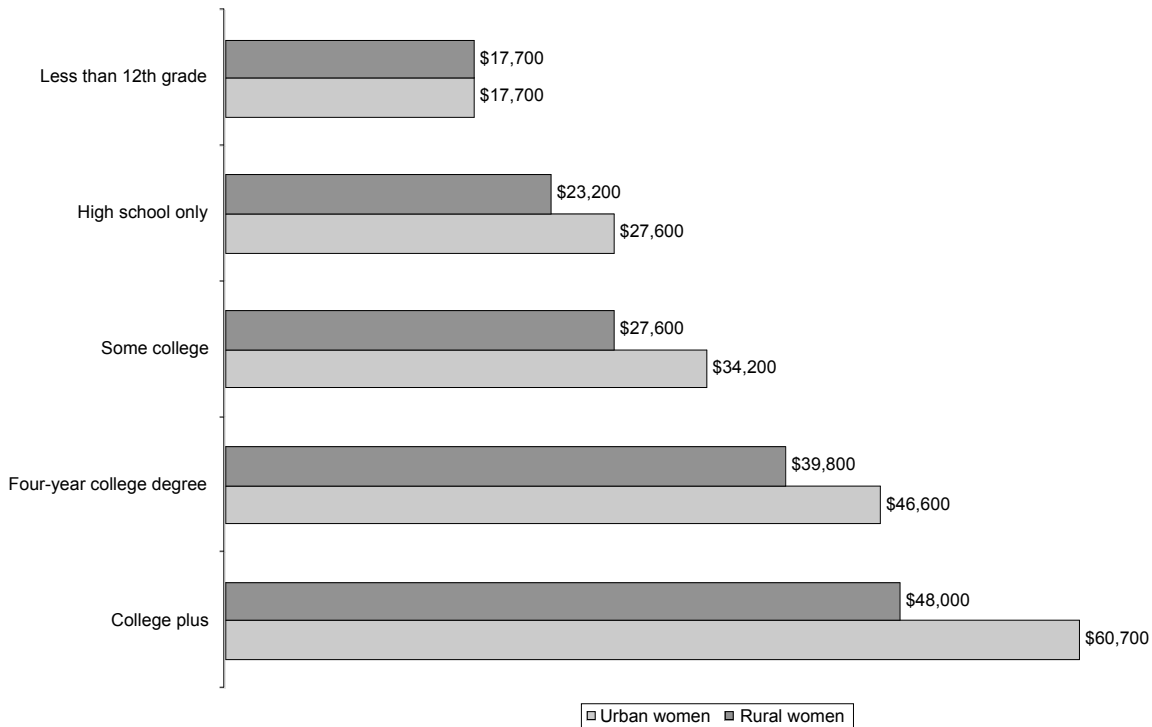
Race/Ethnicity	High School Only		Four-year College Degree Only	
	Women's Median Annual Earnings	Women's Earnings Compared to White Men's Earnings	Women's Median Annual Earnings	Women's Earnings Compared to White Men's Earnings
African American	\$27,900	68.2%	\$46,400	70.0%
Asian American	\$24,300	59.4%	\$44,200	66.7%
Hispanic	\$23,900	58.4%	\$40,900	61.7%
Native American	\$24,000	58.7%	\$46,400	70.0%
White	\$29,900	73.1%	\$49,700	75.0%
Other/Two or More Races	\$26,500	64.8%	\$44,200	66.7%
All Races and Ethnicities	\$27,600	67.5%	\$46,400	70.0%

### ***Urban and Rural Differences***

Women's earnings were higher in urban areas than in rural areas in California in 1999 at every level of education except less than a high school education, where urban and rural women's earnings were equal (Figure 5). This differs from the national pattern where urban women with less than a high school education earn \$2,200 more on average than rural women earn. The gap in earnings between urban and rural women in California grew as their levels of education increased. Urban women with more than a college degree earned \$12,700 more than did similarly educated women in rural areas.

The earnings ratio between women and men was also higher in urban areas than in rural areas for all levels of education except more than a four-year college degree, where the ratio was almost equal. For example, among those with only a four-year college degree, the earnings ratio was 74.0 percent for urban women and 72.1 percent for rural women.

**Figure 5: Women's Earnings in California, by Urban/Rural Status and Educational Attainment, 1999 (In 2003 Dollars)**



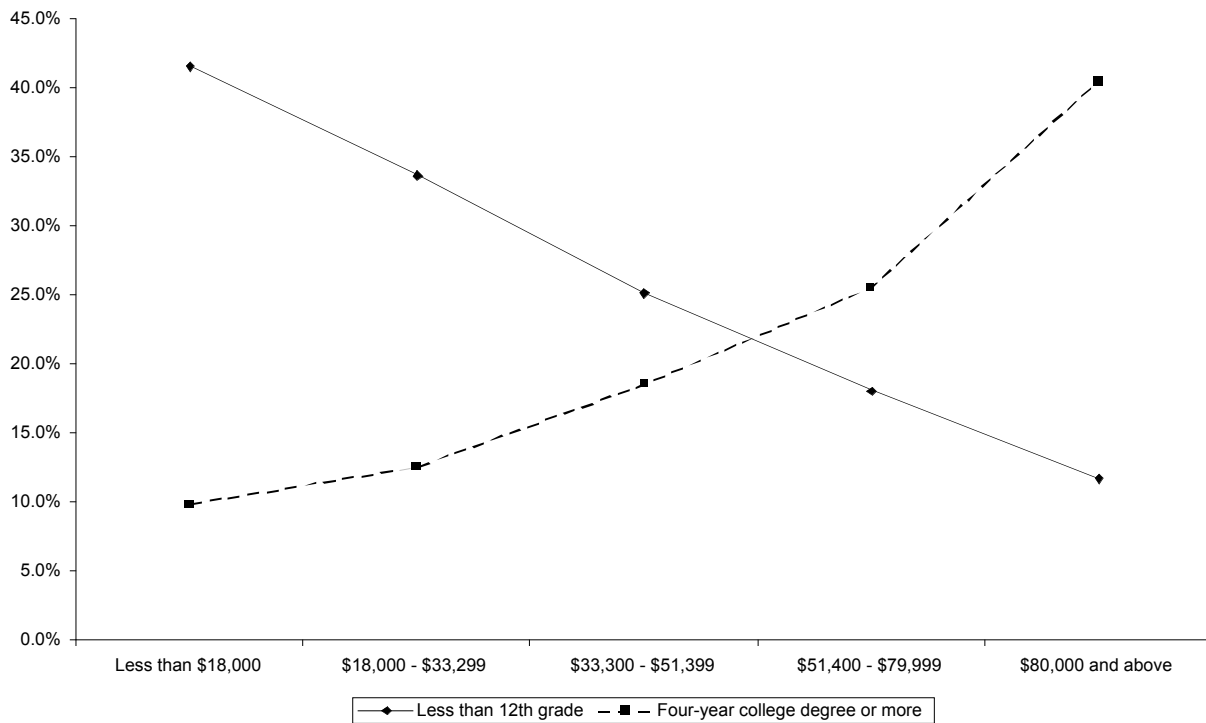
## Family Income and Women's Educational Attainment

Women's educational attainment affects not only women's earnings; it also affects the income of their families. Women's earnings increasingly provide support for their families, contributing, on average, more than one-third of their family income (U.S. Department of Labor, Bureau of Labor Statistics 2004).

In California, as in the United States as a whole, a clear relationship exists between women's educational attainment and their family income (Figure 6). Among women who lived in families with incomes of \$80,000 and more in 1999, 40.5 percent had a four-year college degree or more. In contrast, among women with family incomes of less than \$18,000, 9.9 percent had a four-year college degree or more.

Men's educational attainment in California is similarly associated with family income: 44.5 percent of men with family incomes of \$80,000 or more had a college degree or higher, compared with 13.9 percent of men with family incomes of less than \$18,000.

**Figure 6: Percentage of College-educated and Least-educated Women in Families of Different Income Levels in California, 1999 (In 2003 Dollars)**



Just as education influences family income, family income affects the ability to obtain education. High tuition costs make pursuing higher education impossible for many men and women, even though the gains from education, as measured by added earnings, are high and usually outweigh the costs of education (Taubman 1989).

Women’s educational attainment can also influence their children’s educational attainment (Stinebrickner & Stinebrickner 1998; Taubman 1989). This means that women’s educational attainment has lasting effects on future generations.

## For Further Information

The educational status of women has improved substantially both nationally and in California since the passage of Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq., which prohibits discrimination based on sex in all federally funded education programs and activities (U.S. General Accounting Office 2000). Nonetheless, there is much room for improvement. State and national governments can contribute to improving women's educational attainment and earnings by adopting and implementing policies that promote and protect women's educational opportunities.

The AAUW Educational Foundation and the Institute for Women's Policy Research share a commitment to advancing gender equity in education and the workplace. Recommendations on higher education, affirmative action, and pay equity can be found on the AAUW website at <http://www.aauw.org>.

Information about issues affecting women in California and other states, including poverty and welfare, work and family, and women's health and safety, can be found on the IWPR website at <http://www.iwpr.org>.



## **Appendix I: Methodology**

This report is based on calculations using data from the 2000 Decennial Census Public Use Microsample. Details on each indicator are presented below. The 2000 Census was used to ensure adequate sample sizes for minority women and men at the state level. Unless otherwise noted, Hispanics are a separate group and not included in whites, African Americans, Asian Americans, and Native Americans. As a result, the numbers often will not match numbers produced by the Census Bureau, which frequently includes Hispanics in calculations for racial groups.

In addition, in the 2000 Census, respondents could indicate for the first time that they belonged to two or more racial categories. Only 1.6 percent of the non-Hispanic population did so (U.S. Department of Commerce, Bureau of the Census 2001). For this reason, and because social scientists who have been analyzing this group of respondents have not found consistent patterns, people of “two or more races” were grouped with the “other” category, which is also small, at 0.2 percent of the population without Hispanics (ibid.). Thus, when this report refers to racial and ethnic groups, it refers only to those people who indicated one race alone. The largest impact of this strategy is on the American Indian/Alaska Native population figure, which jumps from 0.9 to 1.5 percent of the national population if those who report American Indian or Alaska Native in combination with another race are included (these numbers include Hispanics) (ibid.).

### ***Educational Attainment***

The percentage of women and men at each level of education was calculated for those ages 25 and older in 2000 and includes the full population regardless of work status. The total national sample size for indicators of women’s and men’s educational attainment was 9,144,986 individuals. The sample sizes for women with a four-year college degree but with no advanced degree ranged from 1,123 in Wyoming to 91,862 in California; the sample sizes for men with a four-year college degree but with no advanced degrees ranged from 1,126 in Wyoming to 90,095 in California.

### ***Women’s Median Annual Earnings and the Earnings Ratio***

Calculations of median annual earnings included noninstitutionalized women and men ages 25 and older at each level of education who worked full time, year-round (more than 49 weeks during the year and more than 34 hours per week) in 2000. The ratio of women’s to men’s earnings was calculated by dividing the median annual earnings of women by the median annual earnings of men. The total national sample size for indicators of women’s and men’s earnings was 4,286,786 individuals. The sample sizes for educational attainment and earnings indicators differ in part because not all individuals worked full time, year-round in the survey year. The sample sizes for women with a four-year college degree only ranged from 412 in Wyoming to 38,226 in California; for men with a four-year college degree only, the sample sizes ranged from 657 in Wyoming to 55,830 in California.

## Appendix II: State and National Data on Women's and Men's Educational Attainment and Earnings

State	Women With a Four-year College Degree or More, 2000		Men With a Four-year College Degree or More, 2000	Median Annual Earnings of Women With a High School Education, 1999 (In 2003 Dollars)		Median Annual Earnings of Men With a High School Education, 1999 (In 2003 Dollars)	Median Annual Earnings of Women With a Four-year College Degree or More, 1999 (In 2003 Dollars)		Median Annual Earnings of Men With a Four-year College Degree or More, 1999 (In 2003 Dollars)	Earnings Ratio Between Full-time, Year-round Employed Women and Men With a Four-year College Degree or More, 1999	
	%	Rank (of 52)	%	\$	Rank (of 52)	\$	\$	Rank (of 52)	\$	%	Rank (of 52)
Alabama	18.0	46	20.2	\$20,900	43	\$32,000	\$38,700	30	\$57,400	67.4	44
Alaska	25.3	13	24.1	\$29,800	1	\$38,700	\$45,300	8	\$60,700	74.6	5
Arizona	21.7	28	25.6	\$24,300	20	\$32,900	\$40,900	24	\$58,500	69.9	27
Arkansas	16.0	51	17.7	\$19,900	45	\$28,700	\$34,600	45	\$50,000	69.2	33
<b>CALIFORNIA</b>	<b>24.8</b>	<b>15</b>	<b>28.7</b>	<b>\$27,600</b>	<b>5</b>	<b>\$35,000</b>	<b>\$50,600</b>	<b>4</b>	<b>\$69,600</b>	<b>72.7</b>	<b>9</b>
Colorado	30.7	3	34.4	\$26,500	11	\$34,200	\$41,900	22	\$59,600	70.3	20
Connecticut	29.4	6	33.3	\$29,800	1	\$40,900	\$51,900	2	\$74,000	70.1	22
Delaware	23.7	19	27.4	\$27,600	5	\$35,100	\$44,200	12	\$63,000	70.2	21
District of Columbia	36.5	1	41.2	\$29,000	4	\$29,000	\$53,000	1	\$68,500	77.4	2
Florida	20.1	37	24.9	\$23,200	27	\$30,900	\$39,800	26	\$56,300	70.7	19
Georgia	23.1	21	25.7	\$23,600	25	\$33,100	\$44,200	12	\$61,800	71.5	15
Hawaii	25.2	14	27.0	\$26,200	13	\$30,900	\$42,100	19	\$54,700	77.0	3
Idaho	18.8	42	23.9	\$21,600	40	\$30,900	\$38,700	30	\$54,100	71.5	15
Illinois	24.5	16	27.8	\$25,400	17	\$37,600	\$45,000	11	\$66,300	67.9	41
Indiana	17.8	47	20.7	\$24,300	20	\$36,400	\$39,800	26	\$57,400	69.3	32
Iowa	20.3	35	22.1	\$22,600	31	\$33,100	\$35,300	42	\$51,700	68.3	37
Kansas	24.3	17	27.2	\$22,100	33	\$32,500	\$38,700	30	\$55,200	70.1	22
Kentucky	16.3	50	18.0	\$22,100	33	\$33,100	\$38,700	30	\$55,200	70.1	22
Louisiana	18.5	44	19.3	\$19,900	45	\$33,100	\$37,300	39	\$55,200	67.6	42
Maine	22.8	24	23.8	\$22,100	33	\$32,400	\$37,600	37	\$51,900	72.4	11
Maryland	29.5	5	33.4	\$27,600	5	\$37,400	\$49,700	5	\$68,500	72.6	10
Massachusetts	31.3	2	35.2	\$27,600	5	\$38,700	\$46,400	7	\$66,300	70.0	26
Michigan	20.2	36	23.5	\$25,400	17	\$38,700	\$45,100	10	\$66,300	68.0	40
Minnesota	26.4	10	28.5	\$26,500	11	\$35,300	\$42,000	20	\$58,500	71.8	13
Mississippi	16.5	49	17.4	\$19,900	45	\$30,800	\$34,200	46	\$51,900	65.9	51
Missouri	20.4	34	23.2	\$22,100	33	\$32,600	\$38,700	30	\$55,200	70.1	22
Montana	23.1	21	25.5	\$19,900	45	\$28,700	\$31,500	49	\$44,200	71.3	17
Nebraska	22.9	23	24.8	\$22,100	33	\$30,900	\$35,300	42	\$50,800	69.5	29
Nevada	16.7	48	19.5	\$26,200	13	\$34,700	\$43,300	16	\$55,200	78.4	1
New Hampshire	26.8	9	30.5	\$26,000	16	\$35,300	\$41,900	22	\$62,400	67.1	46
New Jersey	27.4	8	32.6	\$29,800	1	\$42,000	\$51,900	2	\$75,100	69.1	35
New Mexico	22.4	25	24.7	\$21,000	41	\$28,700	\$37,600	37	\$55,200	68.1	39

State	Women With a Four-year College Degree or More, 2000		Men With a Four-year College Degree or More, 2000		Median Annual Earnings of Women With a High School Education, 1999 (In 2003 Dollars)		Median Annual Earnings of Men With a High School Education, 1999 (In 2003 Dollars)		Median Annual Earnings of Women With a Four-year College Degree or More, 1999 (In 2003 Dollars)		Median Annual Earnings of Men With a Four-year College Degree or More, 1999 (In 2003 Dollars)		Earnings Ratio Between Full-time, Year-round Employed Women and Men With a Four-year College Degree or More, 1999	
	%	Rank (of 52)	%	\$	Rank (of 52)	\$	\$	Rank (of 52)	\$	%	Rank (of 52)			
New York	26.1	11	28.8	\$27,600	5	\$35,800	\$49,700	5	\$66,300	75.0	4			
North Carolina	21.5	30	23.1	\$22,900	30	\$30,900	\$39,500	29	\$57,400	68.8	36			
North Dakota	21.6	29	21.4	\$19,400	50	\$29,800	\$29,900	50	\$44,200	67.6	42			
Ohio	19.3	40	23.0	\$24,300	20	\$35,300	\$42,000	20	\$60,700	69.2	33			
Oklahoma	18.8	42	21.8	\$21,000	41	\$29,300	\$33,700	47	\$50,800	66.3	48			
Oregon	23.5	20	26.3	\$24,300	20	\$33,700	\$40,900	24	\$55,200	74.1	6			
Pennsylvania	20.6	33	24.2	\$24,300	20	\$35,200	\$43,500	15	\$60,700	71.7	14			
Puerto Rico	20.0	38	16.0	\$13,000	52	\$14,600	\$23,200	52	\$35,300	65.7	52			
Rhode Island	24.0	18	27.6	\$26,100	15	\$35,300	\$43,100	17	\$60,700	71.0	18			
South Carolina	19.4	39	21.5	\$22,100	33	\$32,000	\$36,600	40	\$55,200	66.3	48			
South Dakota	20.7	32	22.7	\$20,700	44	\$28,700	\$29,800	51	\$44,200	67.4	44			
Tennessee	18.4	45	21.1	\$22,100	33	\$31,600	\$38,300	35	\$55,200	69.4	30			
Texas	21.4	31	25.1	\$22,200	32	\$32,000	\$42,900	18	\$61,800	69.4	30			
Utah	21.9	26	29.7	\$23,200	27	\$33,100	\$38,100	36	\$57,500	66.3	48			
Vermont	29.9	4	29.5	\$23,200	27	\$30,900	\$36,400	41	\$49,700	73.2	7			
Virginia	27.5	7	31.6	\$23,600	25	\$33,100	\$45,300	8	\$66,300	68.3	37			
Washington	26.0	12	29.7	\$27,100	10	\$37,400	\$44,200	12	\$60,700	72.8	8			
West Virginia	14.0	52	15.7	\$19,300	51	\$30,900	\$35,300	42	\$52,600	67.1	46			
Wisconsin	21.9	26	23.0	\$24,400	19	\$36,000	\$39,800	26	\$55,200	72.1	12			
Wyoming	19.3	40	22.7	\$19,900	45	\$33,100	\$33,100	48	\$47,500	69.7	28			
<b>United States</b>	<b>22.8</b>		<b>26.1</b>	<b>\$24,300</b>		<b>\$33,100</b>	<b>\$44,200</b>		<b>\$61,800</b>	<b>71.5</b>				

Note: Data are for the population 25 years and older. Educational attainment data are for 2000; earnings data are for 1999.

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because  
**equity**  
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an **issue**