Web Appendix to "The American Family in Black and White: A Post-Racial Strategy for Improving Skills to Promote Equality"[1]

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[1]This appendix is compiled from three sources: (a) the unpublished University of Chicago Ph.D. thesis material of Seong Moon, "*Decomposing Racial Skill Gaps in the U.S.*," (b) original extracts from various data sources prepared by Nick Mader, a resident scholar at the University of Chicago, and (c) comments by Molly Schnell regarding *Freakonomics* on the value of parenting.

Abstract

This appendix provides background material that supports the claims in the paper "The American Family in Black and White: A Post-Racial Strategy for Improving Skills to Promote Equality" and supplementary material on the disparity in parenting resources between advantaged and disadvantaged individuals.

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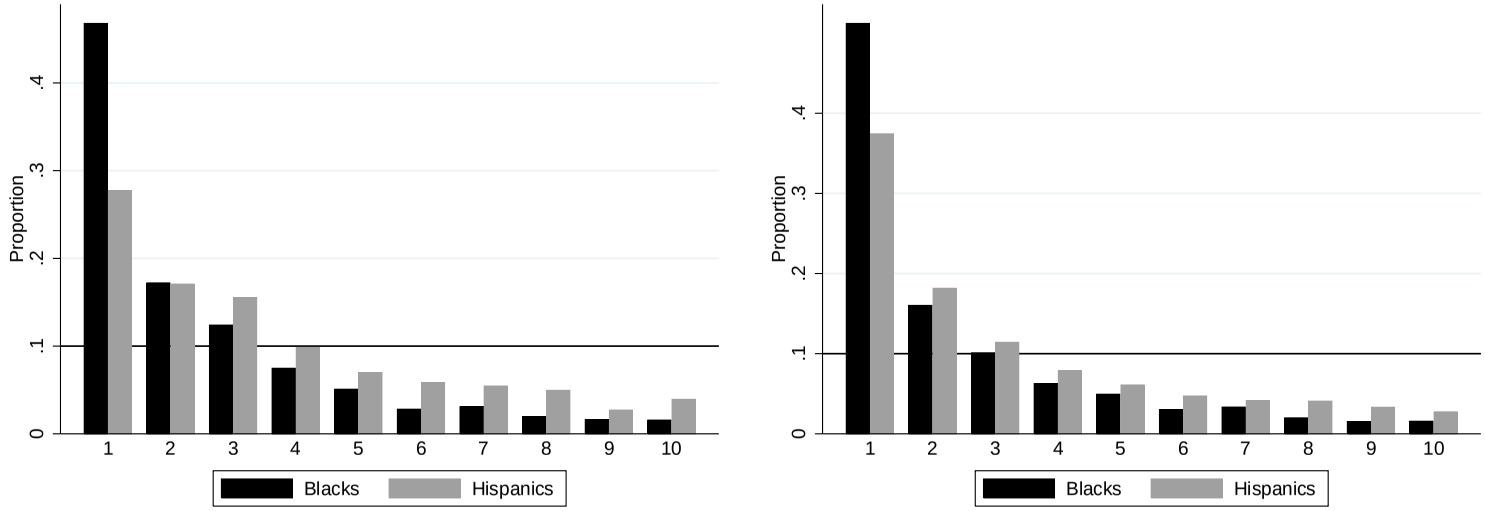
Comparison of AFQT Distributions

Figure 1 places the Black and Hispanic scholastic ability distribution in the overall White distribution. The measures of ability is based on achievement tests for reading and math skills. The tests are taken in the teenage years. If abilities were distributed equally across groups, minorities would be distributed evenly across the deciles of the White ability distribution. (A decile is a measure of location in a distribution. The first decile is a measure of the average scores for persons in the bottom 10% of the White test score distribution. The tenth decile measures the average score for people at the top of the White distribution.) By construction, 10% of Whites are in each decile. Blacks and Hispanics are over-represented in the lower end of the White ability distribution with Blacks faring slightly worse than Hispanics.

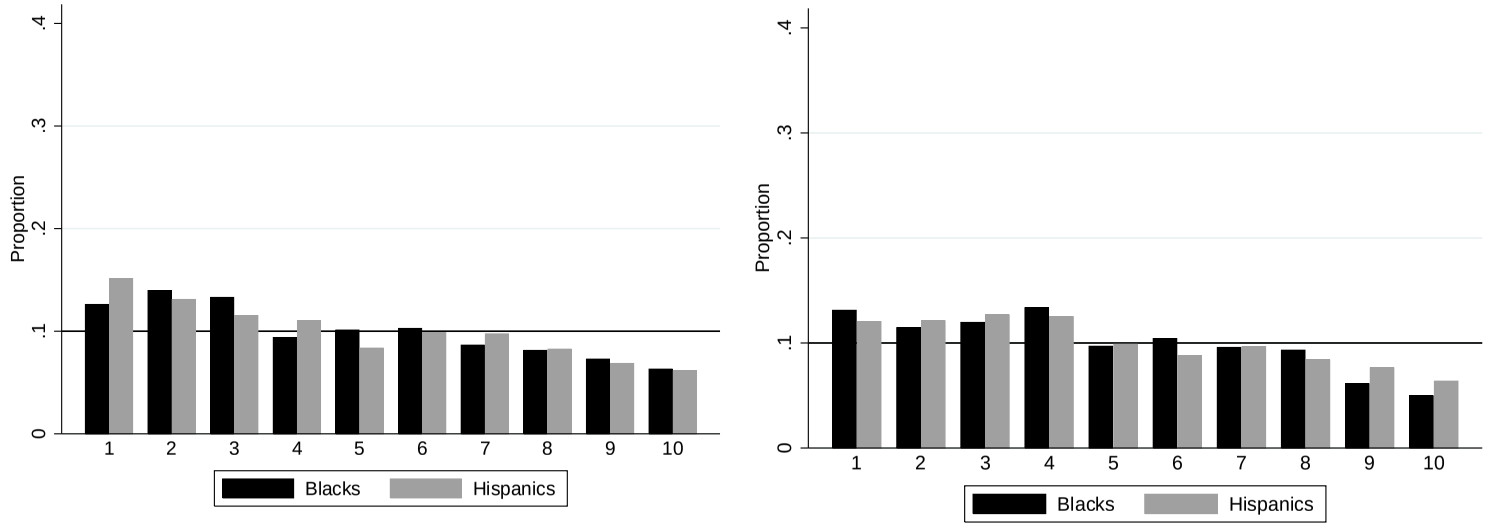
Figure 1: Minority AFQT Scores Placed in the White Distribution - Males (left) and Females (right)



Source: National Longitudinal Survey of Youth 1979. Notes: Because individuals are at different ages when given the AFQT, the scores have been adjusted to reflect an estimated value at the time just prior to high school using the method described in Heckman et al. (2011).

Comparison of Rotter Locus of Control Distributions

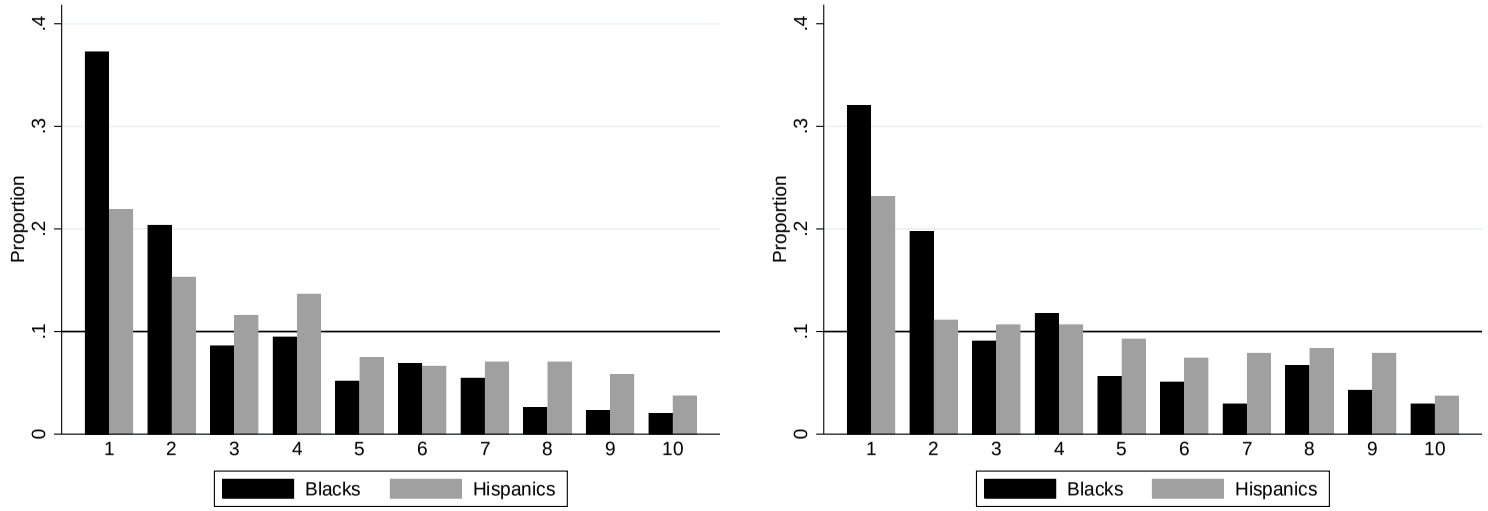
Figure 2: Minority Rotter Scores Placed in the White Distribution - Males (left) and Females (right)



Source: National Longitudinal Survey of Youth 1979. Notes: Because individuals are at different ages when given the Rotter Locus of Control assessment, the scores have been adjusted to reflect an estimated value at the time just prior to high school using the method described in Heckman et al. (2011).

Comparison of PIAT Distributions

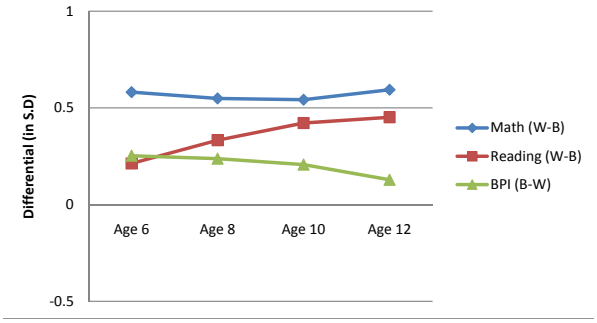
Figure 3: Minority PIAT Scores Placed in the White Distribution - Males (left) and Females (right)



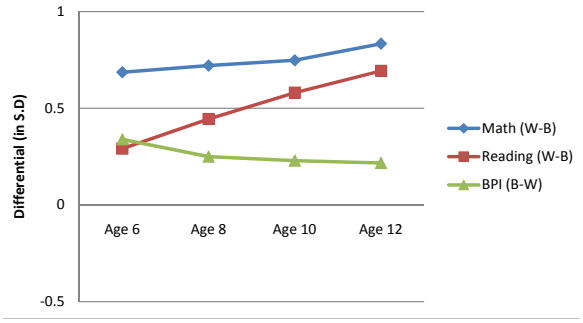
Source: Children of the National Longitudinal Survey of Youth 1979.

Figure 4: Black-White Gaps in Skill Measures over Ages

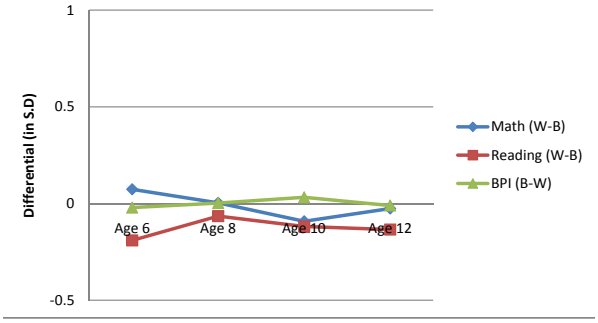
(a) Girls: Scores



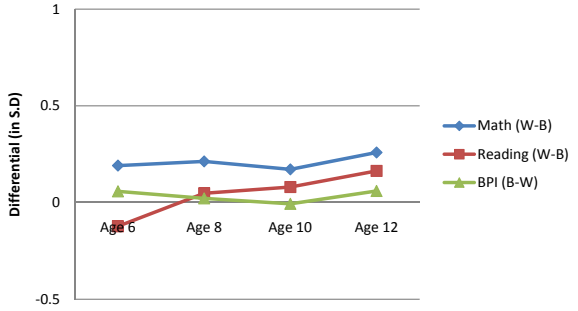
(b) Boys: Scores



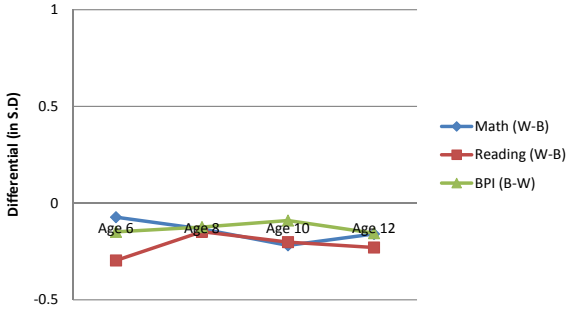
(c) Girls: Residuals (1) - w/o HOME



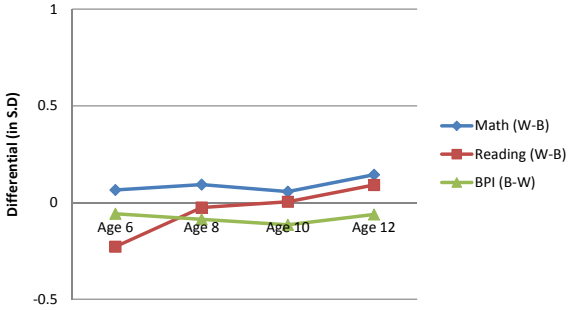
(d) Boys: Residuals (1) - w/o HOME



(e) Girls: Residuals (2) - w/ HOME



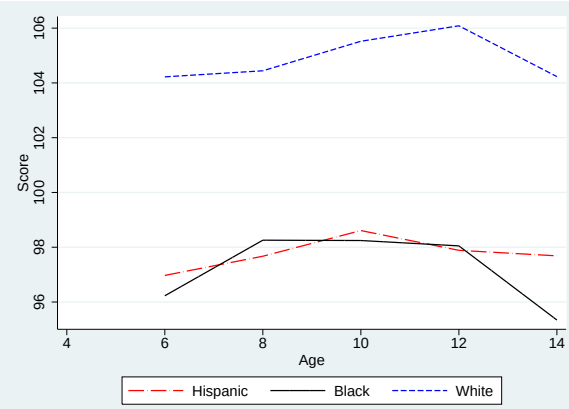
(f) Boys: Residuals (2) - w/ HOME



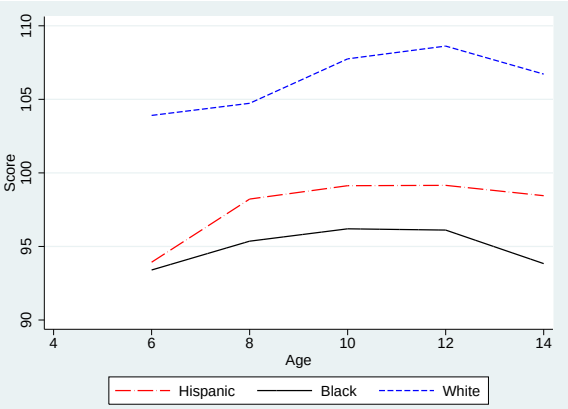
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Note: (a) Skill measures are standardized scores of PIAT Math and Reading, and Behavior Problem Index (BPI); (b) Residuals (1) are taken from a regression of skill measures on mother's AFQT, mother's highest grade completed, family income averaged over the whole childhood (from birth to age 15), and a dummy indicator for whether a child was born to an "intact" family. An "intact" family is defined as a family headed by a couple in wedlock who both are the kid's biological parents.
(c) Residuals (2) are taken from another regression with three types of parental investment (material resource, cognitive stimulation, and emotional support) in the kid's early childhood (from birth to age 8) estimated by a factor analysis using all individual indicators in HOME-SF Inventory.
Source: Moon (2010).

Figure 5: Skill Measures over Childhood across Ethnic Groups

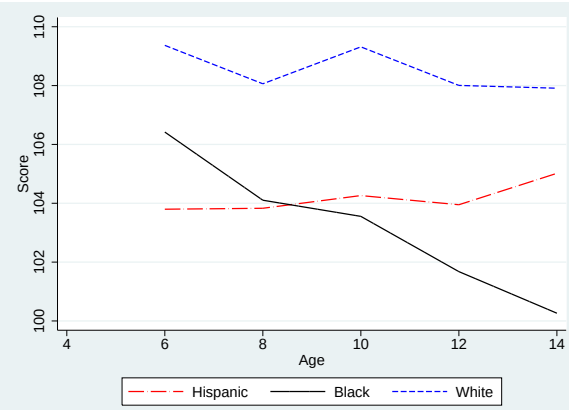
(a) Girls: Math Score (standardized)



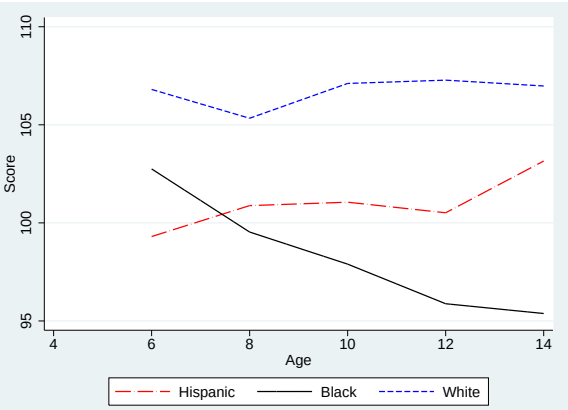
(b) Boys: Math Score (standardized)



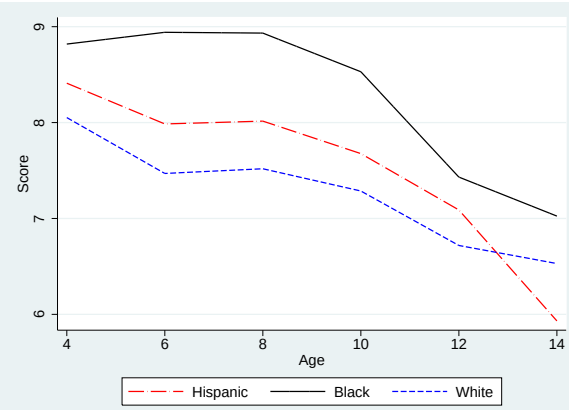
(c) Girls: Reading Score (standardized)



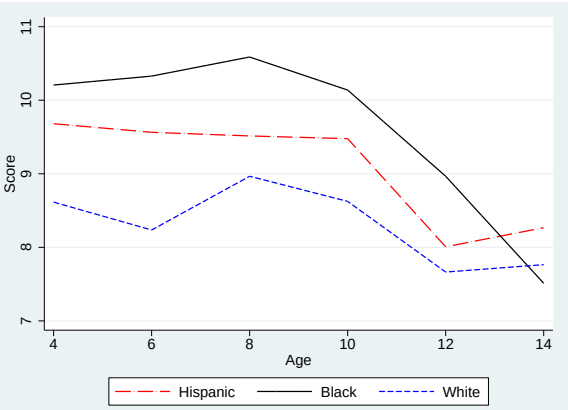
(d) Boys: Reading Score (standardized)



(e) Girls: BPI (Raw score)



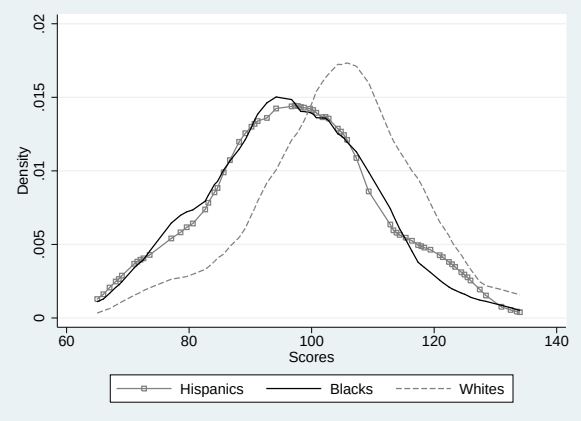
(f) Boys: BPI (Raw score)



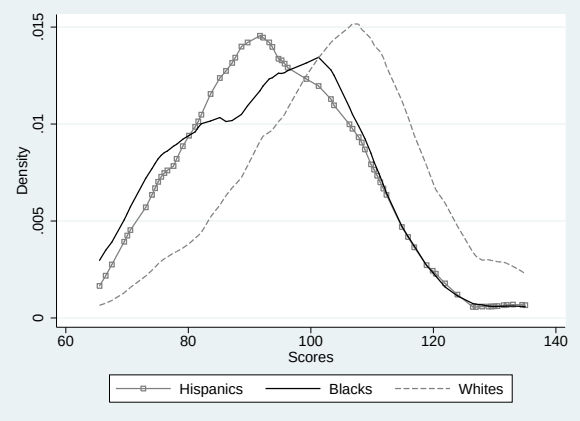
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 6: Distribution of Skill Measures across Ethnic Groups: Age 6

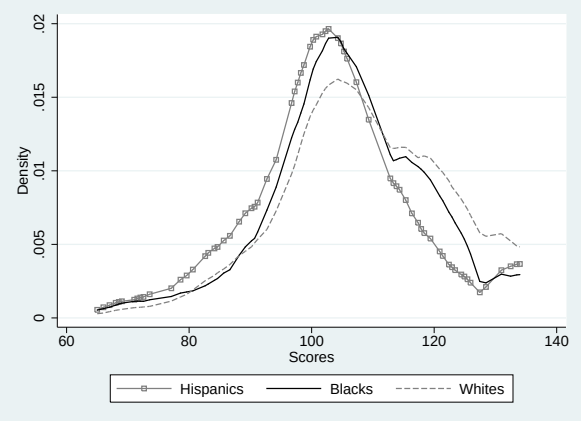
(a) Girls: Math Score (standardized)



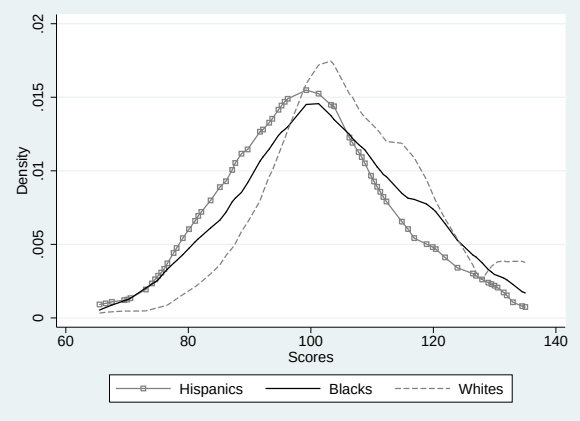
(b) Boys: Math Score (standardized)



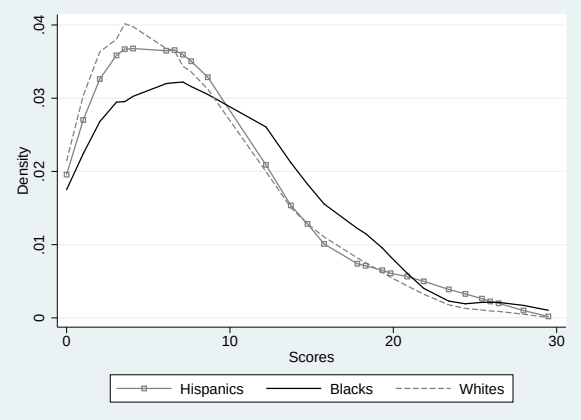
(c) Girls: Reading Score (standardized)



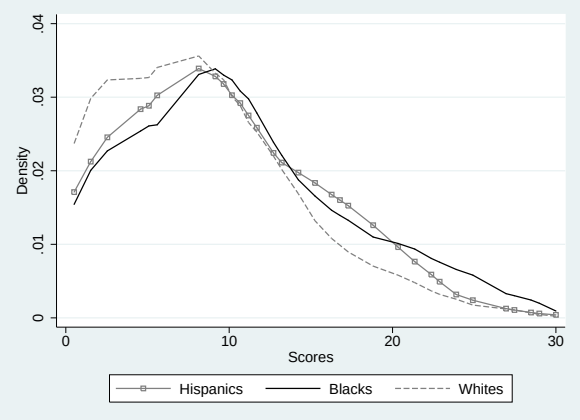
(d) Boys: Reading Score (standardized)



(e) Girls: BPI (Raw score)



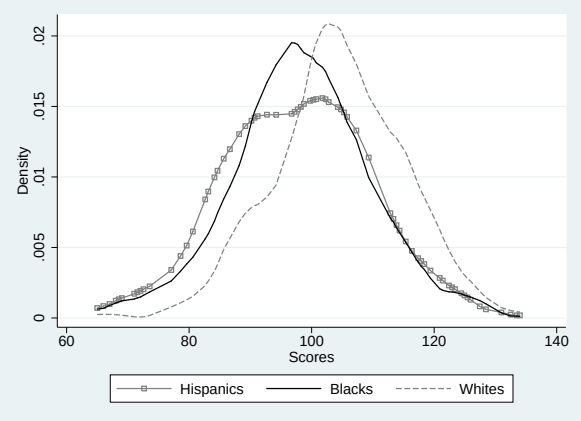
(f) Boys: BPI (Raw score)



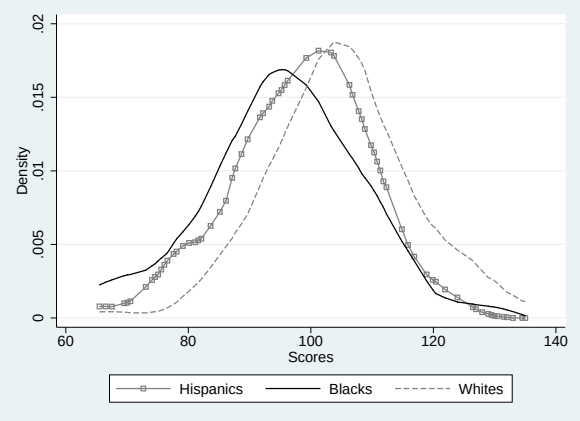
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 7: Distribution of Skill Measures across Ethnic Groups: Age 8

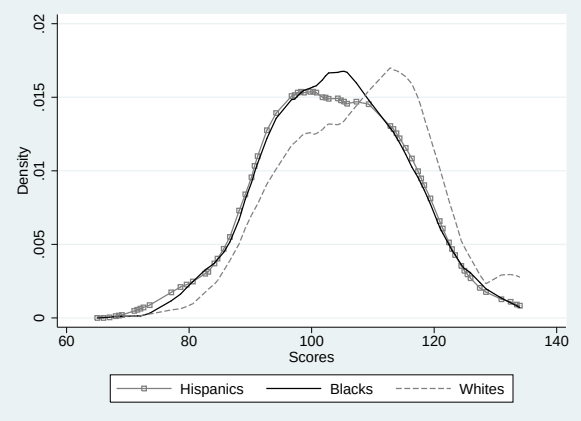
(a) Girls: Math Score (standardized)



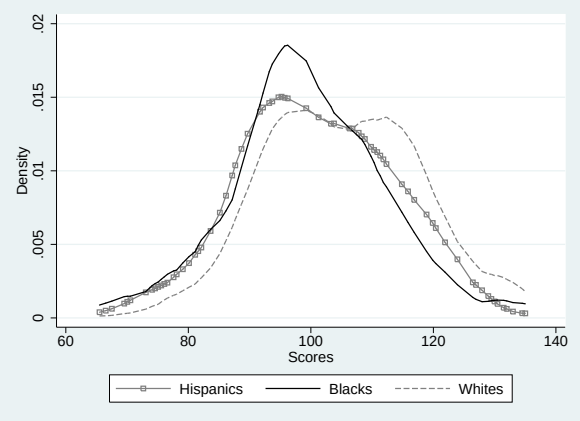
(b) Boys: Math Score (standardized)



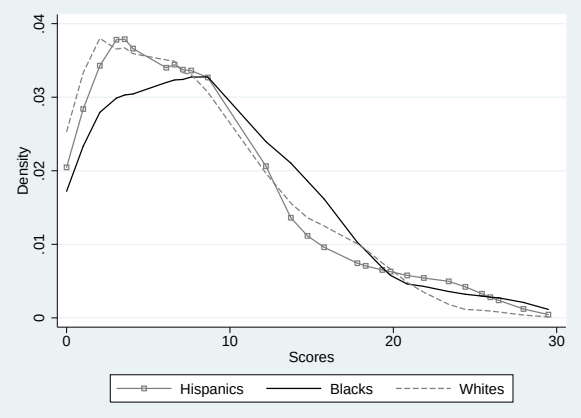
(c) Girls: Reading Score (standardized)



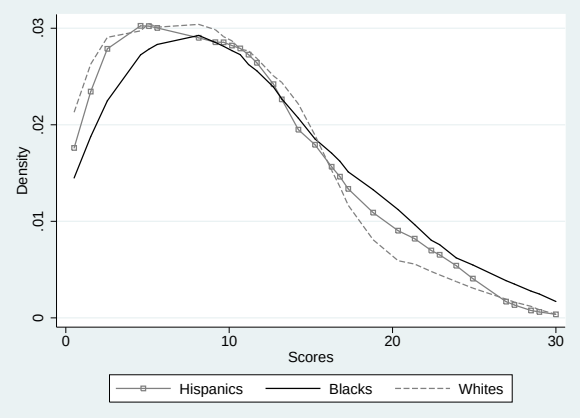
(d) Boys: Reading Score (standardized)



(e) Girls: BPI (Raw score)



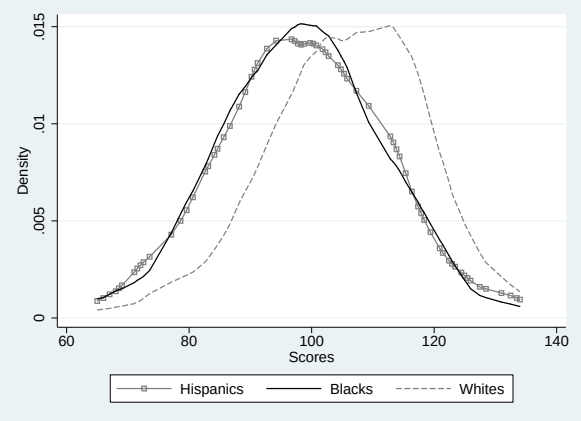
(f) Boys: BPI (Raw score)



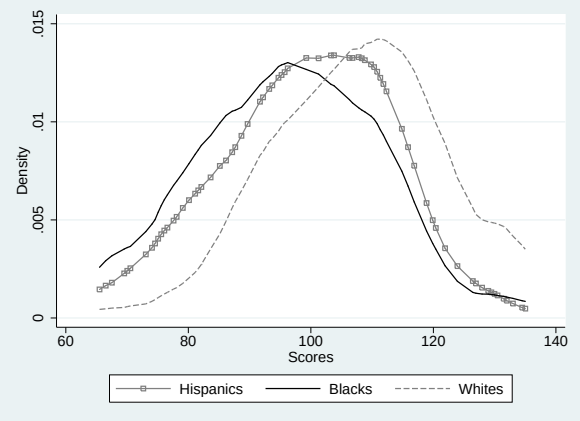
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 8: Distribution of Skill Measures across Ethnic Groups: Age 10

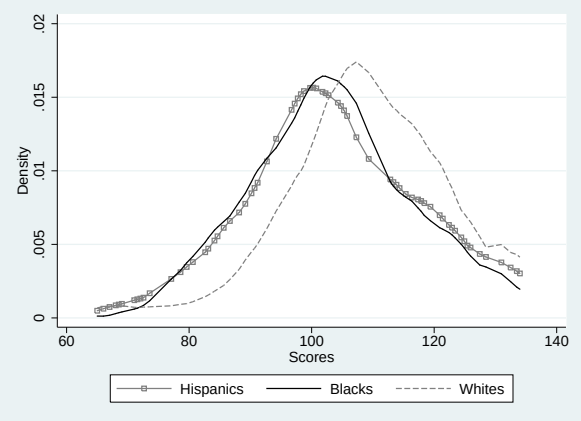
(a) Girls: Math Score (standardized)



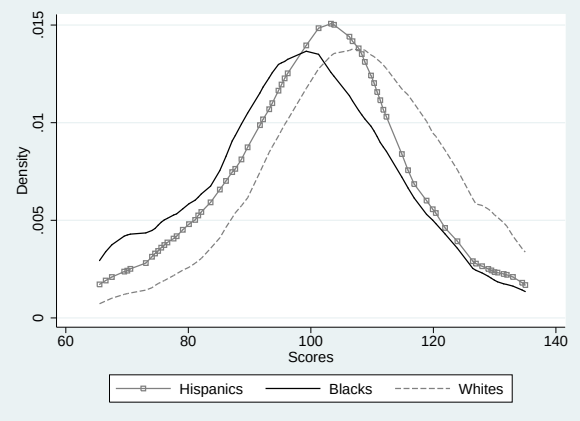
(b) Boys: Math Score (standardized)



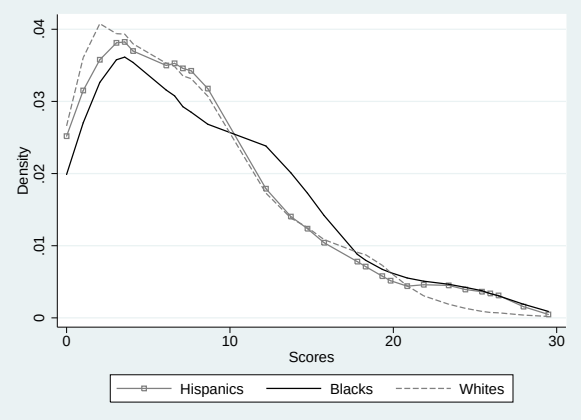
(c) Girls: Reading Score (standardized)



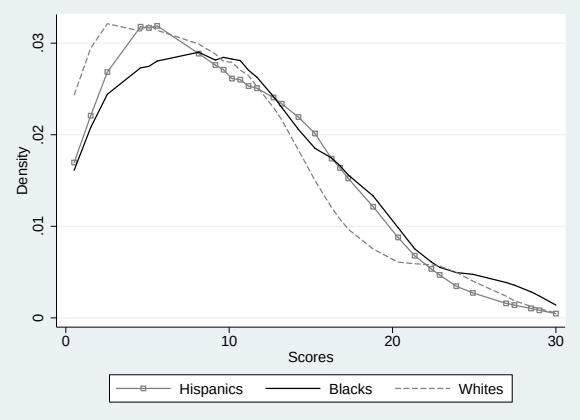
(d) Boys: Reading Score (standardized)



(e) Girls: BPI (Raw score)



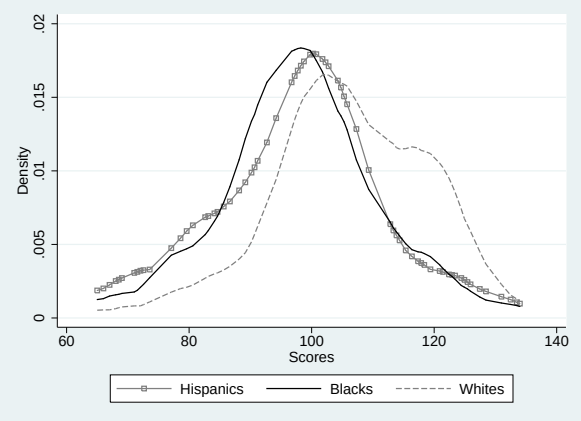
(f) Boys: BPI (Raw score)



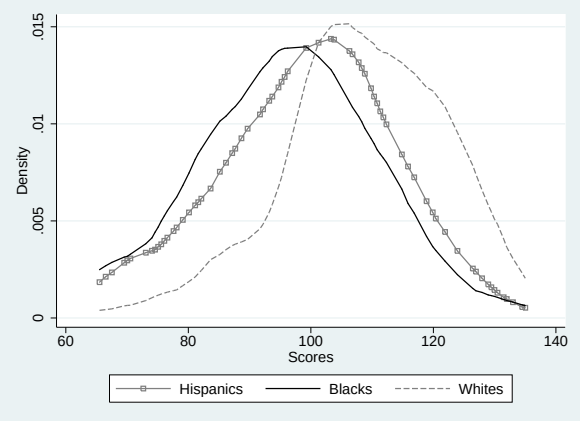
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 9: Distribution of Skill Measures across Ethnic Groups: Age 12

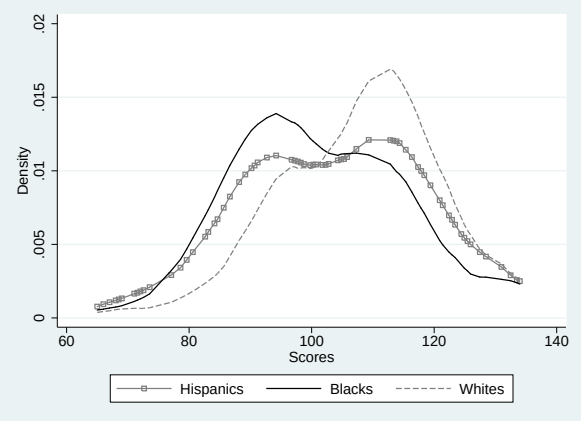
(a) Girls: Math Score (standardized)



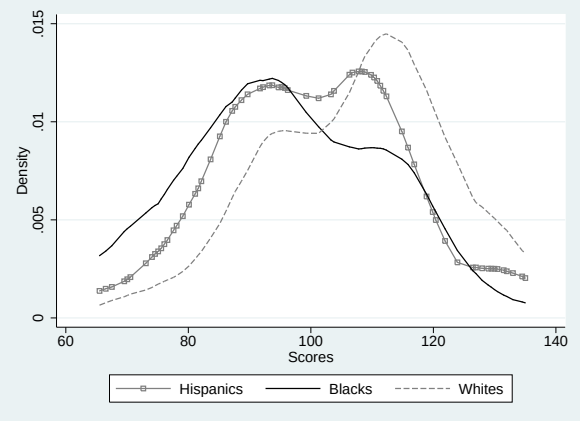
(b) Boys: Math Score (standardized)



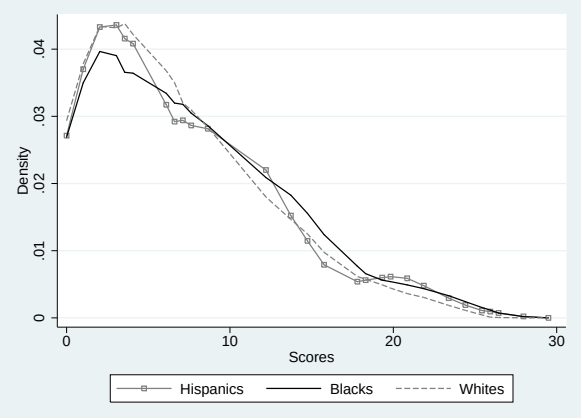
(c) Girls: Reading Score (standardized)



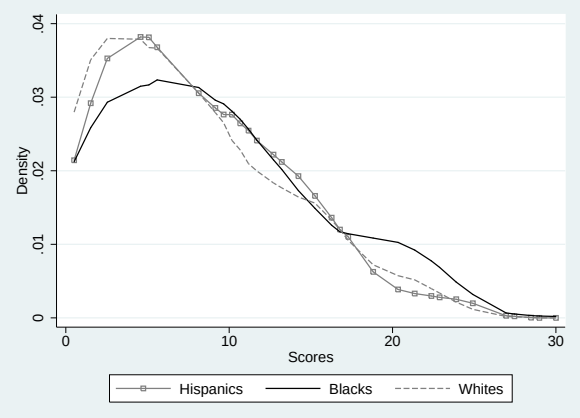
(d) Boys: Reading Score (standardized)



(e) Girls: BPI (Raw score)



(f) Boys: BPI (Raw score)



Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

2 Ability Comparisons by Parent Characteristics and Investments

Differences in Academic Ability by Race and Socioeconomic Status - NLSY79 and CNLSY

Table 1: Comparison of Within-Race AFQT Gaps Across Socioeconomic Status - NLSY79 - Males and Females

	Average AFQT Score						Across-Race Difference			
	Whites		Blacks		Hispanics		W-B Gap		W-H Gap	
	Avg	SE	Avg	SE	Avg	SE	Diff	SE	Diff	SE
Unconditional AFQT Averages	0.52	(0.88)	-0.55	(0.87)	-0.16	(0.92)	1.07	(0.04)	0.68	(0.05)
Mother's Educational Status										
Mother is a dropout	0.11	(0.92)	-0.70	(0.75)	-0.33	(0.88)	0.81	(0.05)	0.44	(0.06)
Mother is a high school graduate	0.60	(0.81)	-0.36	(0.89)	0.22	(0.94)	0.96	(0.06)	0.38	(0.12)
Mother is a college graduate or more	0.91	(0.77)	0.01	(0.98)	0.70	(0.68)	0.90	(0.19)	0.21	(0.16)
Difference: college graduate - dropout	0.80	(1.20)	0.71	(1.24)	1.03	(1.12)	0.09	(0.19)	-0.23	(0.17)
Family Income										
Family income from 1979 in bottom tercile	0.28	(0.93)	-0.66	(0.82)	-0.38	(0.90)	0.94	(0.05)	0.66	(0.07)
Family income from 1979 in middle tercile	0.50	(0.85)	-0.40	(0.88)	-0.02	(0.90)	0.90	(0.08)	0.52	(0.11)
Family income from 1979 in top tercile	0.72	(0.82)	-0.16	(0.86)	0.36	(0.83)	0.88	(0.11)	0.36	(0.12)
Difference: top - bottom tercile	0.44	(1.24)	0.50	(1.19)	0.74	(1.22)	-0.06	(0.12)	-0.30	(0.14)
Family Structure										
Child raised in broken home	0.29	(0.91)	-0.54	(0.89)	-0.24	(0.88)	0.83	(0.06)	0.53	(0.09)
Child raised in intact home	0.58	(0.86)	-0.56	(0.84)	-0.12	(0.95)	1.14	(0.05)	0.70	(0.06)
Difference: intact - broken	0.29	(1.26)	-0.02	(1.23)	0.12	(1.29)	0.31	(0.08)	0.17	(0.11)

Source: National Longitudinal Survey of Youth 1979, nationally-representative subsample.

Notes: AFQT is measured in 1979 when individuals are aged 14-21. To account for the differences in AFQT due to schooling and other growth due to aging, AFQT measures are the "post-school" constructions are calculated as described in Heckman et al. (2011). "SE" columns show both standard deviations of ability, and calculations of the standard error of the difference of sample means.

Table 2: Comparison of Within-Race PIAT Gaps Across Socioeconomic Status - CNLSY - Males and Females

	Average PIAT Score						Across-Race Difference			
	Whites		Blacks		Hispanics		W-B Gap		W-H Gap	
	Avg	SE	Avg	SE	Avg	SE	Diff	SE	Diff	SE
Unconditional PIAT Averages	0.30	(0.93)	-0.45	(0.96)	-0.11	(0.94)	0.75	(0.04)	0.41	(0.05)
Mother's Educational Status										
Mother is a dropout	-0.28	(0.94)	-0.97	(0.83)	-0.50	(0.94)	0.69	(0.11)	0.22	(0.12)
Mother is a high school graduate	0.16	(0.89)	-0.46	(0.97)	-0.14	(0.89)	0.62	(0.07)	0.30	(0.08)
Mother is a college graduate	0.81	(0.83)	0.07	(0.87)	0.34	(0.80)	0.74	(0.10)	0.47	(0.12)
Difference: College Graduate - Dropout	1.09	(1.25)	1.04	(1.20)	0.84	(1.24)	0.05	(0.15)	0.25	(0.17)
Mother's AFQT										
Mother's AFQT is in the bottom tercile	-0.39	(0.92)	-0.76	(0.86)	-0.40	(0.91)	0.37	(0.09)	0.01	(0.10)
Mother's AFQT is in the middle tercile	0.07	(0.84)	-0.07	(0.91)	0.03	(0.84)	0.14	(0.07)	0.04	(0.08)
Mother's AFQT is in the top tercile	0.59	(0.87)	0.44	(0.93)	0.58	(0.83)	0.15	(0.14)	0.01	(0.11)
Difference: Top - Bottom Tercile	0.98	(1.26)	1.20	(1.26)	0.98	(1.23)	-0.22	(0.16)	0.00	(0.14)
Family Income										
Average family income in 1st quartile	-0.26	(1.10)	-0.77	(0.88)	-0.44	(1.00)	0.51	(0.11)	0.18	(0.13)
Average family income in 2nd quartile	0.10	(0.86)	-0.36	(0.89)	-0.14	(0.89)	0.46	(0.08)	0.24	(0.09)
Average family income in 3rd quartile	0.27	(0.87)	-0.07	(0.94)	-0.04	(0.84)	0.34	(0.10)	0.31	(0.09)
Average family income in 4th quartile	0.64	(0.84)	0.23	(1.03)	0.39	(0.82)	0.41	(0.14)	0.25	(0.10)
Difference: Top - Bottom Quartile	0.90	(1.39)	1.00	(1.36)	0.83	(1.29)	-0.10	(0.17)	0.07	(0.16)
Family Structure										
Single parent, never married	-0.06	(0.94)	-0.59	(0.94)	-0.20	(0.93)	0.53	(0.09)	0.14	(0.12)
Broken or blended family	0.14	(0.89)	-0.43	(0.95)	-0.35	(0.94)	0.57	(0.12)	0.49	(0.14)
Intact family	0.38	(0.92)	-0.21	(0.98)	0.00	(0.93)	0.59	(0.07)	0.38	(0.06)
Difference: Intact - Single Parent	0.44	(1.32)	0.38	(1.36)	0.20	(1.31)	0.06	(0.12)	0.24	(0.13)

Source: Children of the National Longitudinal Survey of Youth.

Notes: The Armed Forces Qualifying Test (AFQT) is assessed of mothers in 1979. Individuals in the CNLSY are given the PIAT assessment every 2 years from ages 6 to 14. The measure shown here is a sum of child z-score measures of PIAT math and PIAT reading performance at age 14, which is then normalized to population mean 0, standard deviation 1. "SE" columns show both standard deviations of ability, and calculations of the standard error of the difference of sample means. Average family income is averaged from child's birth to age fifteen.

Table 3: Comparison of Within-Race AFQT Gaps Across Socioeconomic Status - NLSY97 - Males and Females

	Average AFQT Score						Across-Race Difference			
	Whites		Blacks		Hispanics		W-B Gap		W-H Gap	
	Avg	SE	Avg	SE	Avg	SE	Diff	SE	Diff	SE
Unconditional AFQT Averages	0.09	(1.00)	-0.19	(0.98)	-0.08	(1.01)	0.28	(0.05)	0.17	(0.06)
Mother's Educational Status										
Mother is a dropout	-0.08	(0.92)	-0.14	(0.96)	-0.21	(0.99)	0.06	(0.11)	0.13	(0.11)
Mother is a high school graduate	0.02	(0.99)	-0.21	(1.08)	-0.01	(1.01)	0.23	(0.09)	0.03	(0.10)
Mother is a college graduate	0.28	(1.07)	-0.07	(0.91)	0.21	(1.32)	0.35	(0.12)	0.07	(0.22)
Difference: College Graduate - Dropout	0.36	(1.41)	0.07	(1.32)	0.42	(1.65)	0.29	(0.17)	-0.06	(0.25)
Family Income										
Family income from 1997 in 1st quartile	0.05	(0.99)	-0.18	(0.91)	-0.01	(1.07)	0.23	(0.10)	0.06	(0.12)
Family income from 1997 in 2nd quartile	0.14	(1.03)	-0.22	(1.05)	-0.07	(0.88)	0.36	(0.11)	0.21	(0.12)
Family income from 1997 in 3rd quartile	0.10	(1.01)	-0.27	(0.92)	-0.11	(0.99)	0.37	(0.14)	0.21	(0.13)
Family income from 1997 in 4th quartile	0.09	(1.00)	-0.15	(1.05)	0.11	(1.20)	0.24	(0.17)	-0.02	(0.16)
Difference: Top - Bottom Quartile	0.04	(1.43)	0.03	(1.48)	0.12	(1.49)	0.01	(0.19)	-0.08	(0.20)

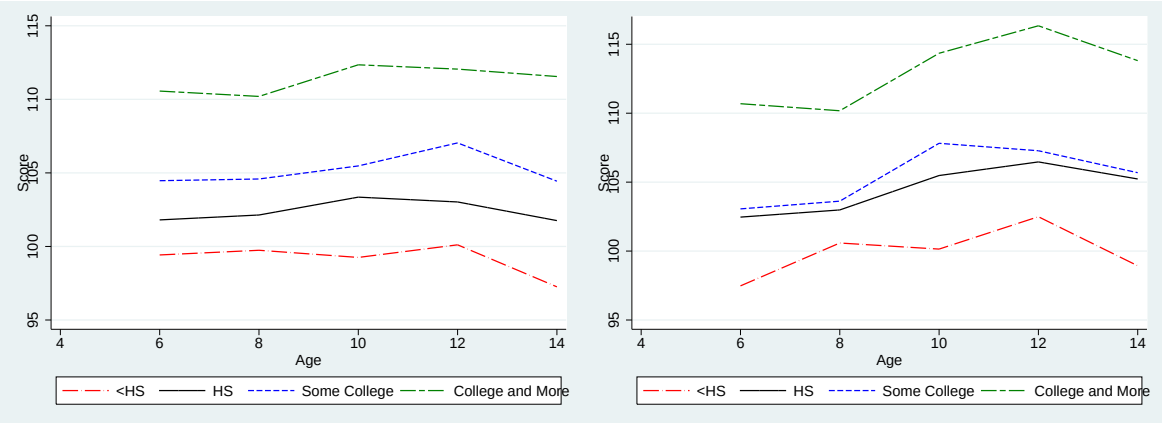
Source: National Longitudinal Survey of Youth 1997.

Notes: AFQT is measured in 1997 when individuals are aged 12-16. To account for the differences in AFQT due to schooling and other growth due to aging, AFQT measures are the "post-school" constructions are calculated as described in Heckman et al. (2011). "SE" columns show both standard deviations of ability, and calculations of the standard error of the difference of sample means

Figure 10: Skill Measures over Childhood by Mother's Education: White

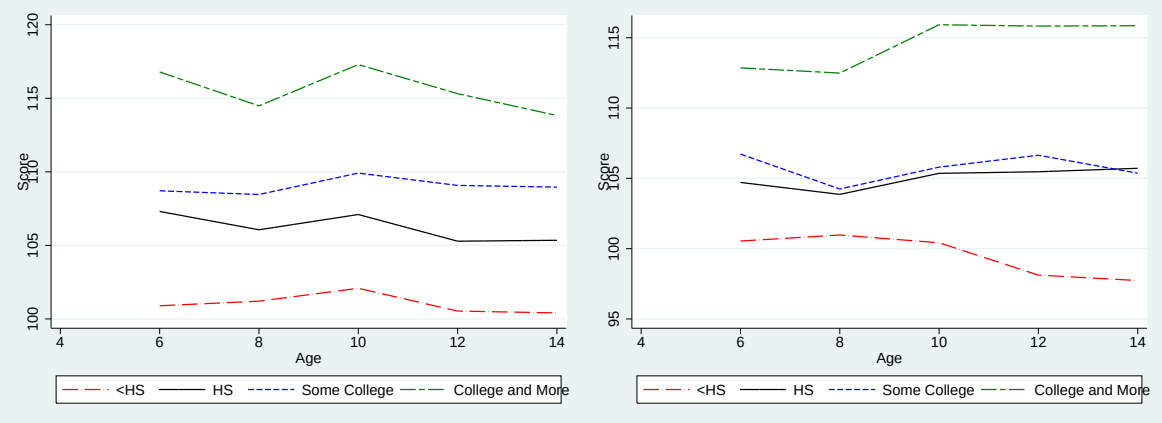
(a) Girls: Math Score (standardized)

(b) Boys: Math Score (standardized)



(c) Girls: Reading Score (standardized)

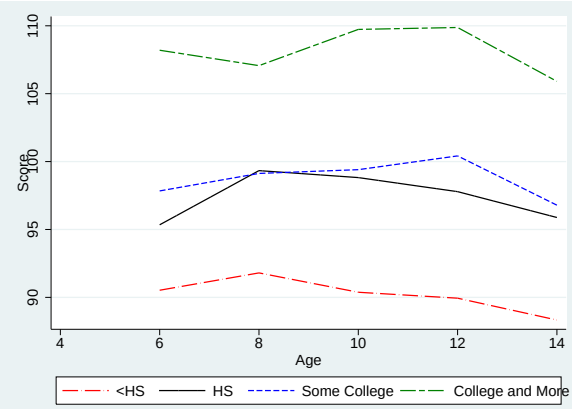
(d) Boys: Reading Score (standardized)



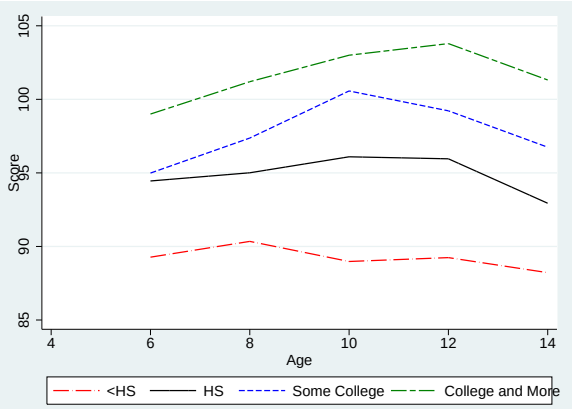
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 11: Skill Measures over Childhood by Mother's Education : Black

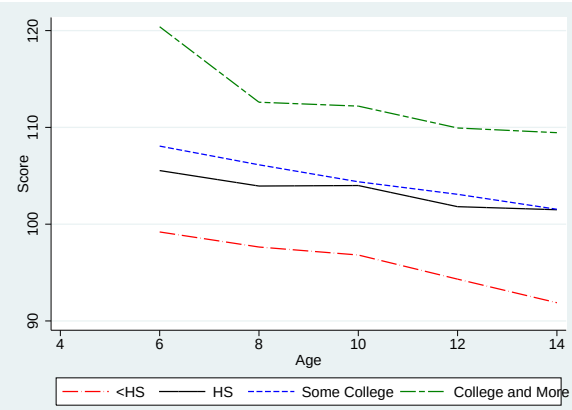
(a) Girls: Math Score (standardized)



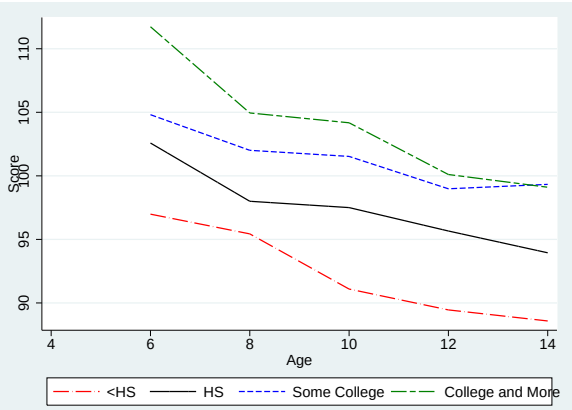
(b) Boys: Math Score (standardized)



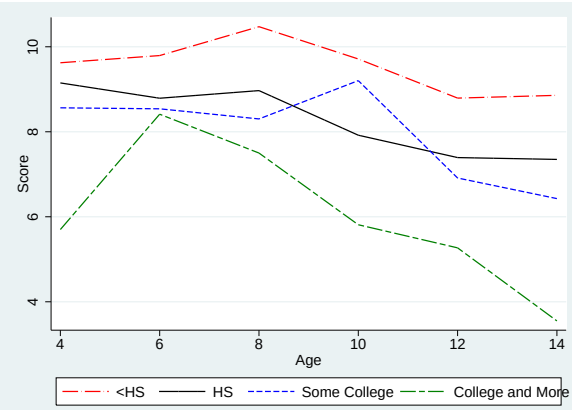
(c) Girls: Reading Score (standardized)



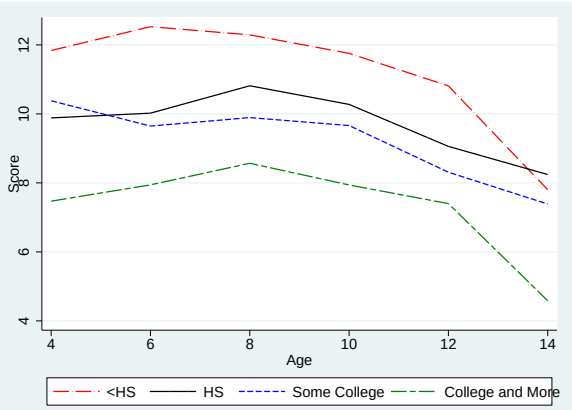
(d) Boys: Reading Score (standardized)



(e) Girls: BPI (Raw score)



(f) Boys: BPI (Raw score)

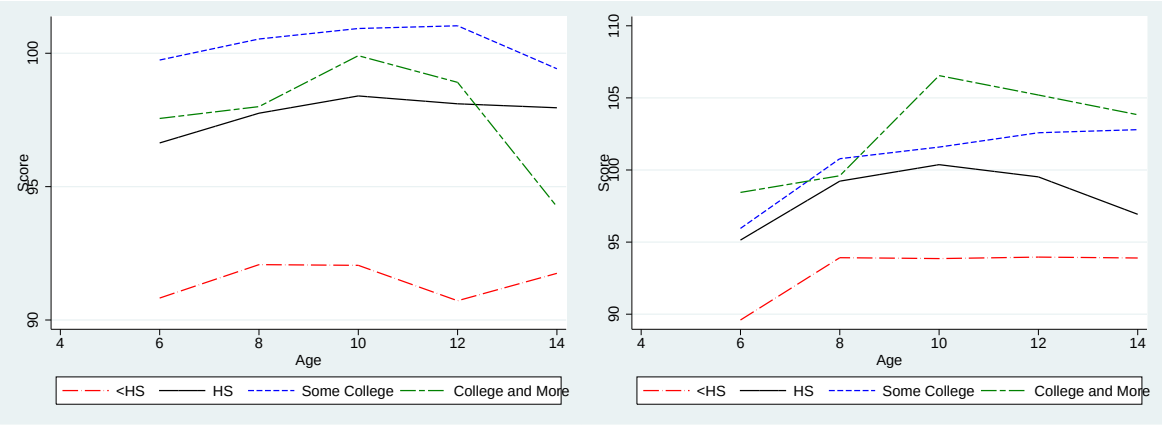


Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 12: Skill Measures over Childhood by Mother's Education : Hispanic

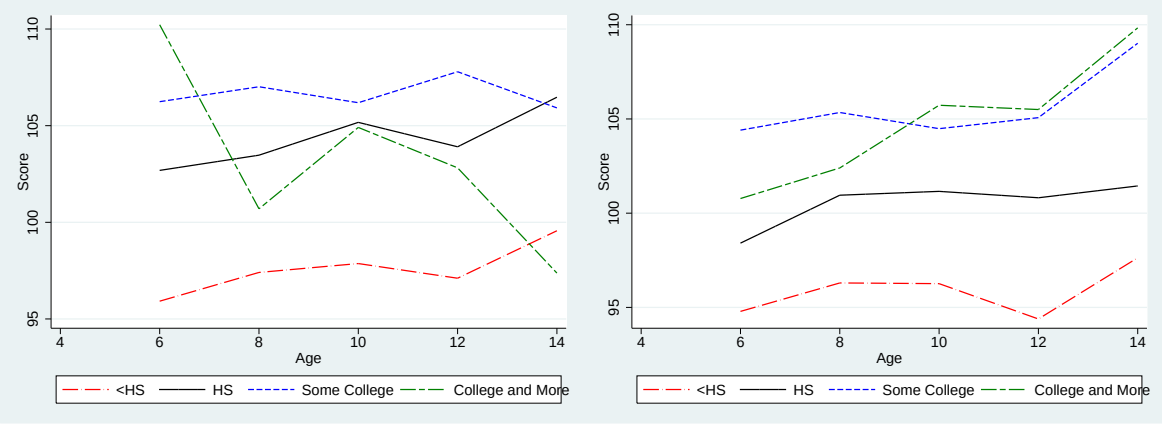
(a) Girls: Math Score (standardized)

(b) Boys: Math Score (standardized)



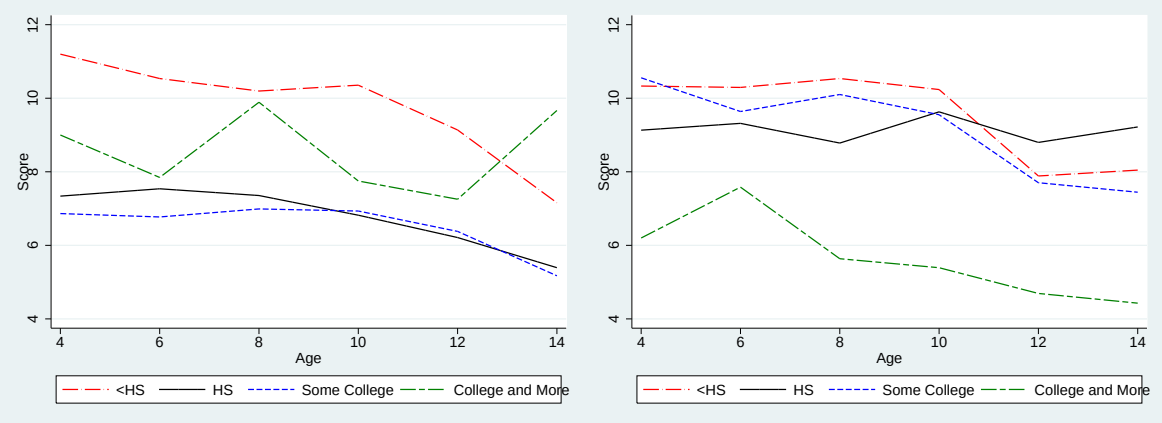
(c) Girls: Reading Score (standardized)

(d) Boys: Reading Score (standardized)



(e) Girls: BPI (Raw score)

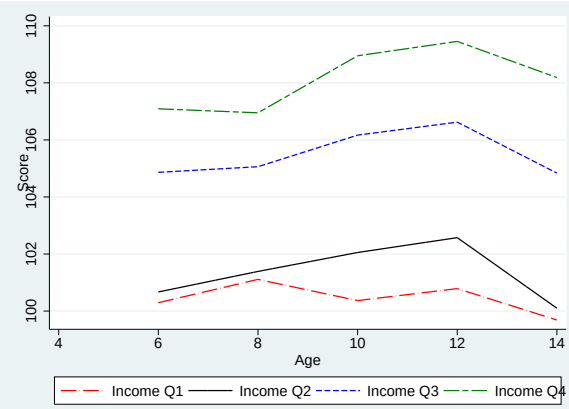
(f) Boys: BPI (Raw score)



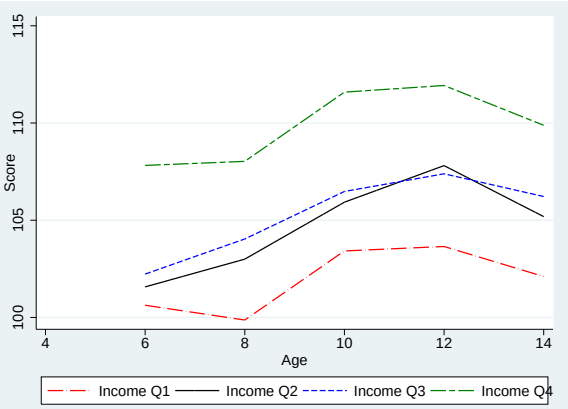
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 13: Skill Measures over Childhood among Whites by Family Income Quartile

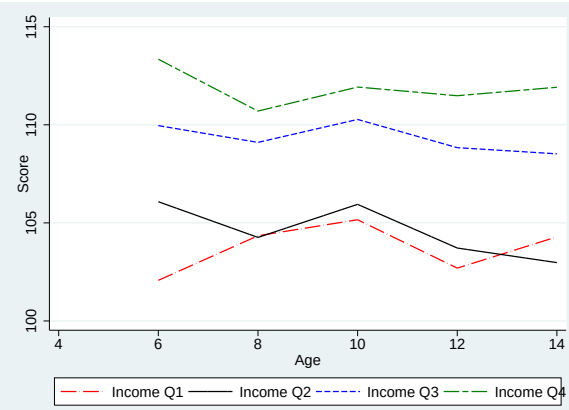
(a) Girls: Math Score (standardized)



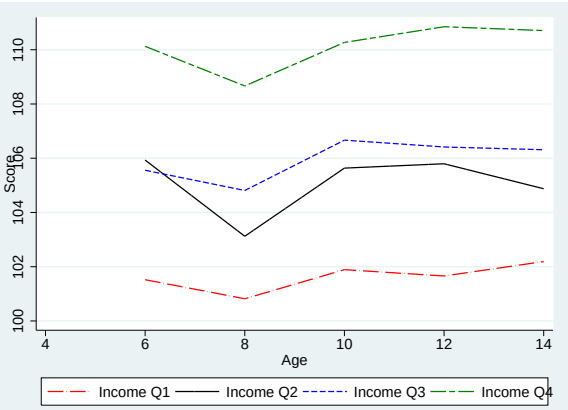
(b) Boys: Math Score (standardized)



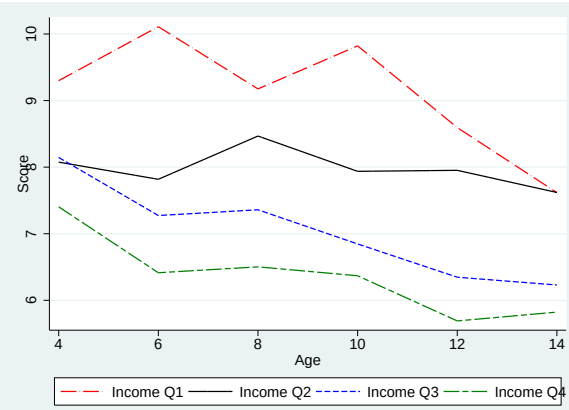
(c) Girls: Reading Score (standardized)



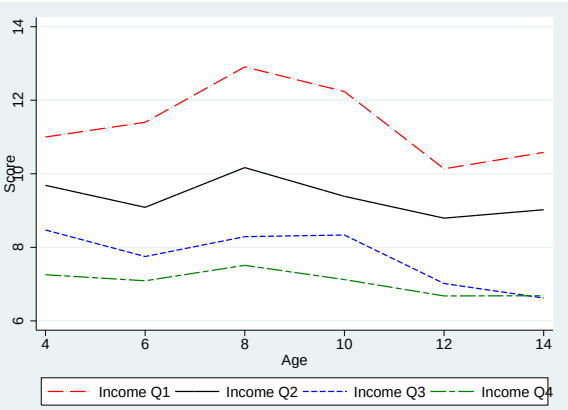
(d) Boys: Reading Score (standardized)



(e) Girls: BPI (Raw score)



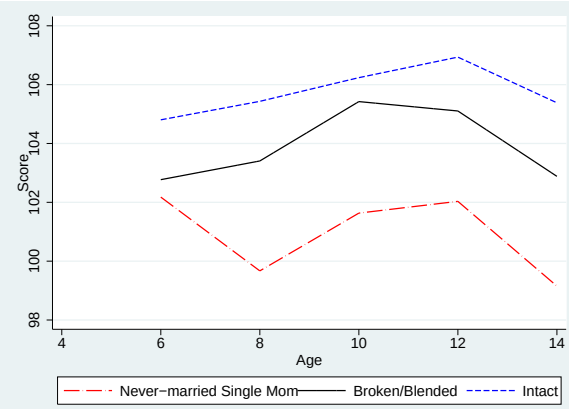
(f) Boys: BPI (Raw score)



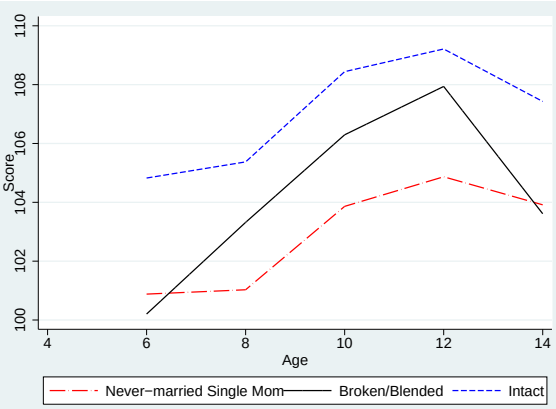
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 14: Skill Measures over Childhood among Whites by Family Type

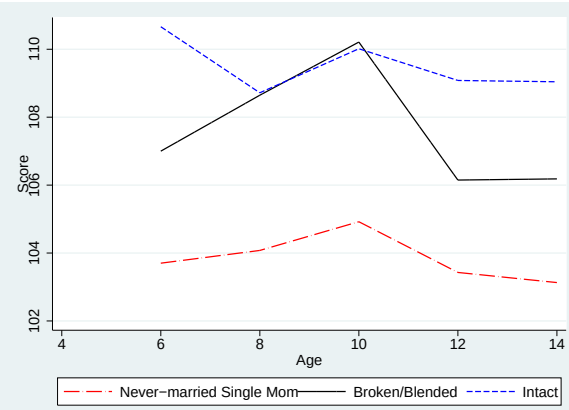
(a) Girls: Math Score (standardized)



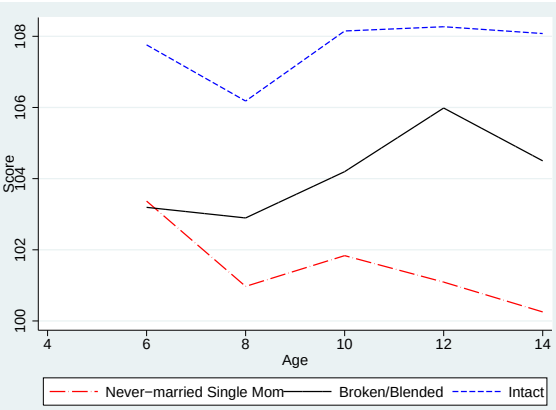
(b) Boys: Math Score (standardized)



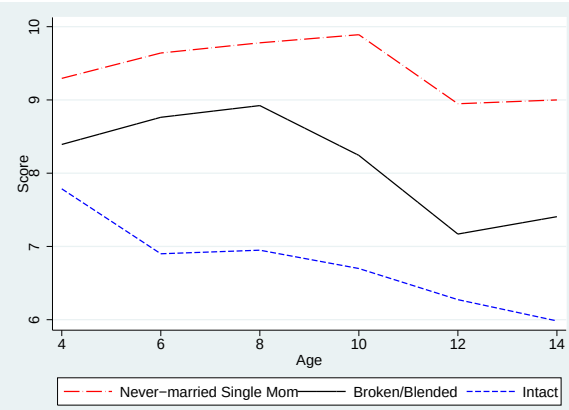
(c) Girls: Reading Score (standardized)



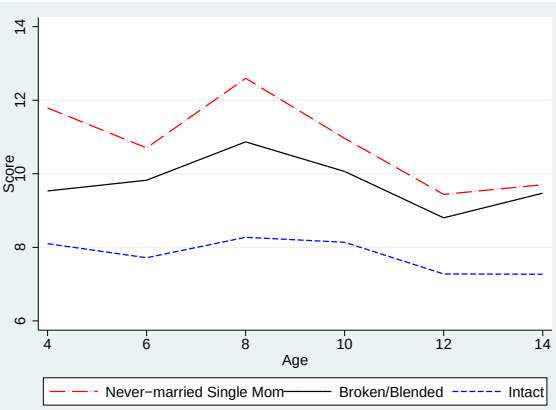
(d) Boys: Reading Score (standardized)



(e) Girls: BPI (Raw score)



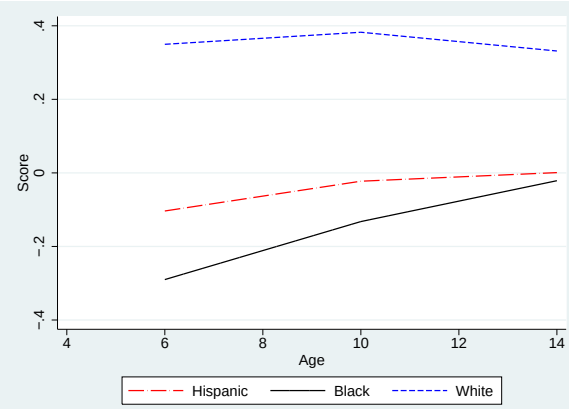
(f) Boys: BPI (Raw score)



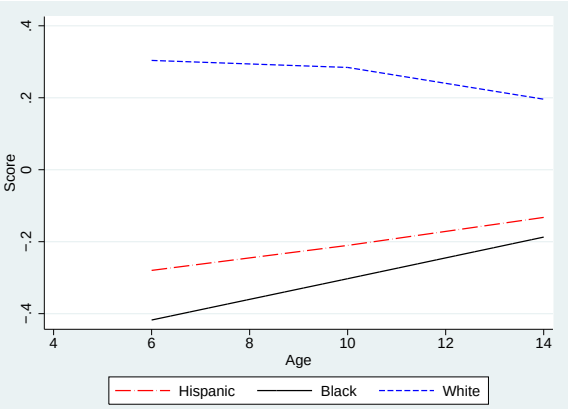
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 15: Parental Investment over Childhood across Ethnic Groups

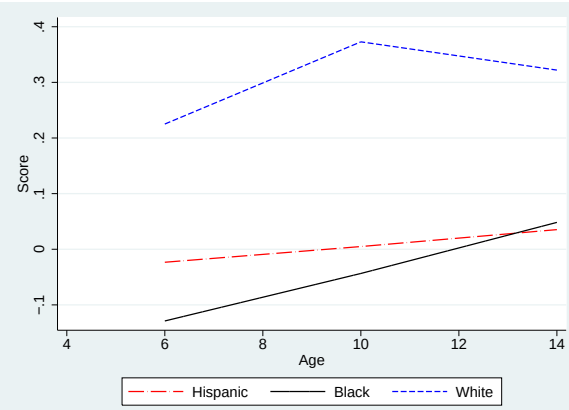
(a) Girls: Material Resource



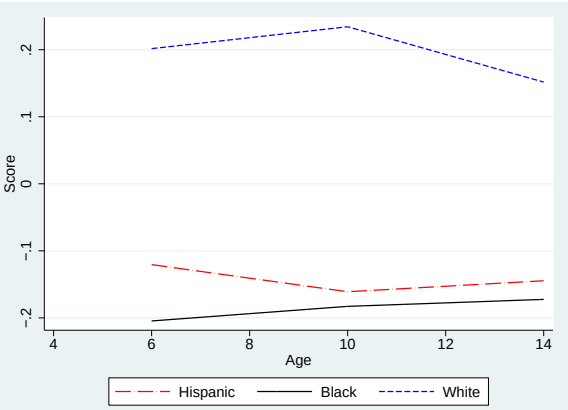
(b) Boys: Material Resource



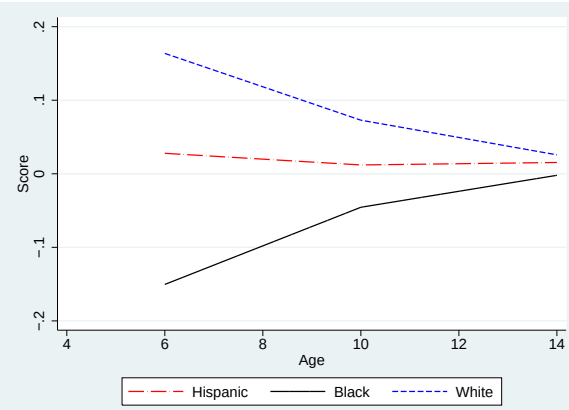
(c) Girls: Cognitive Stimulation



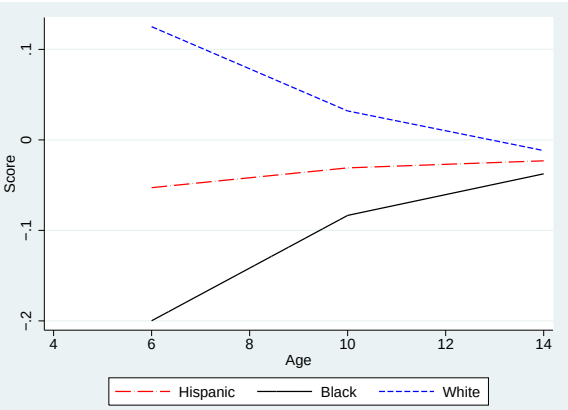
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



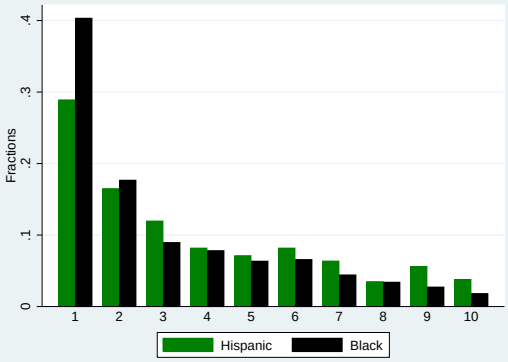
(f) Boys: Emotional Support



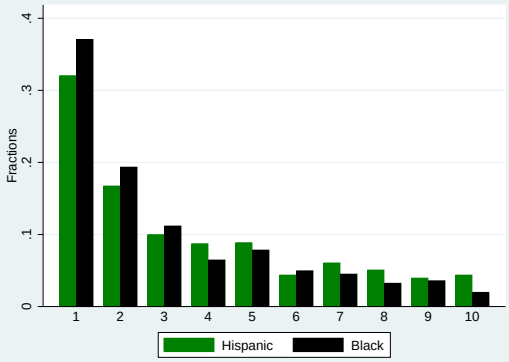
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 16: Hispanic and Black Parental Investment in White Distribution: Full Sample, Age 0-3

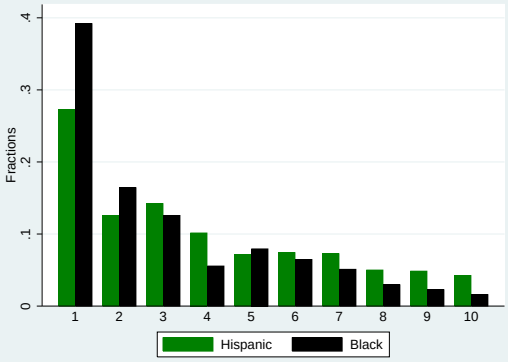
(a) Material Goods (Females)



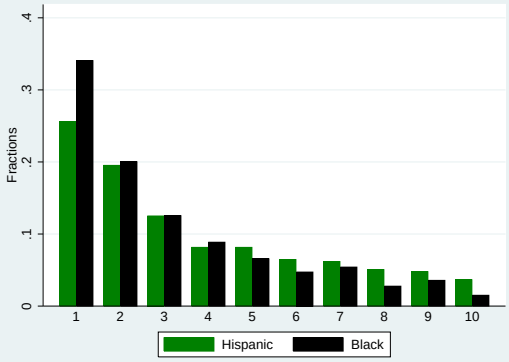
(b) Material Goods (Males)



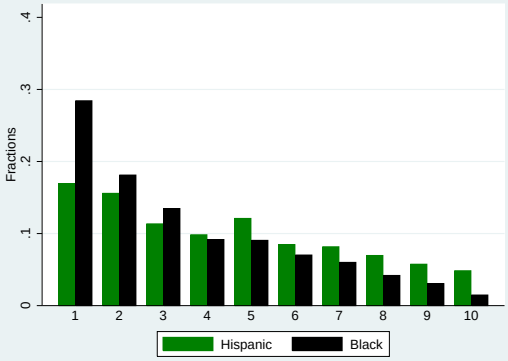
(c) Cognitive Stimulation (Females)



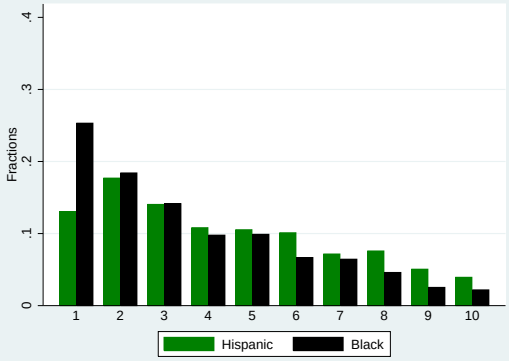
(d) Cognitive Stimulation (Males)



(e) Emotional Support (Females)



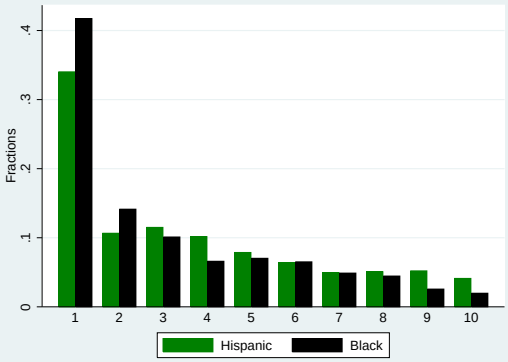
(f) Emotional Support (Males)



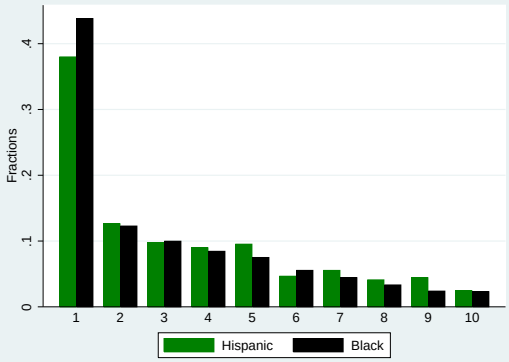
Source: Moon (2010).

Figure 17: Hispanic and Black Parental Investment in White Distribution: Full Sample, Age 4-7

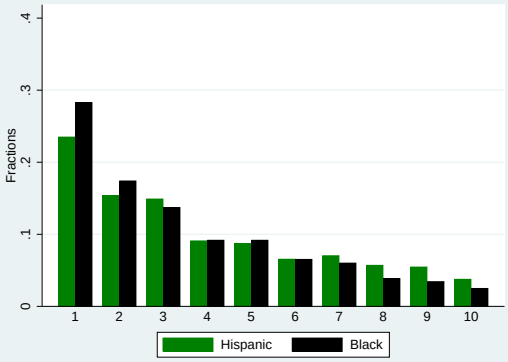
(a) Material Goods (Females)



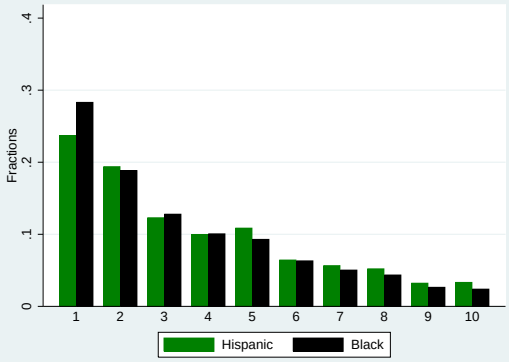
(b) Material Goods (Males)



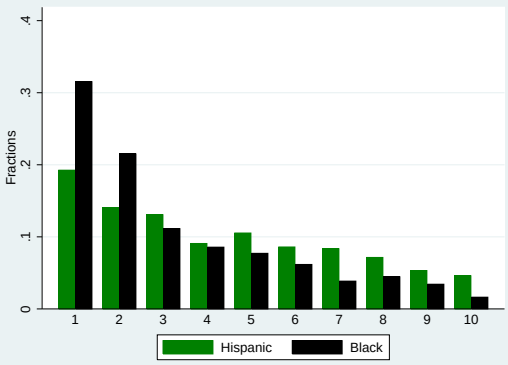
(c) Cognitive Stimulation (Females)



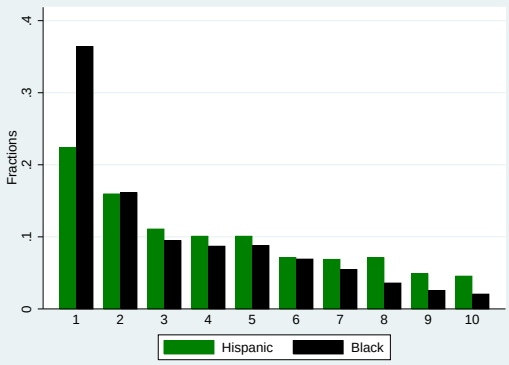
(d) Cognitive Stimulation (Males)



(e) Emotional Support (Females)



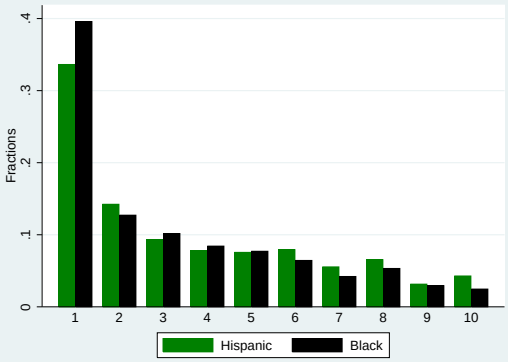
(f) Emotional Support (Males)



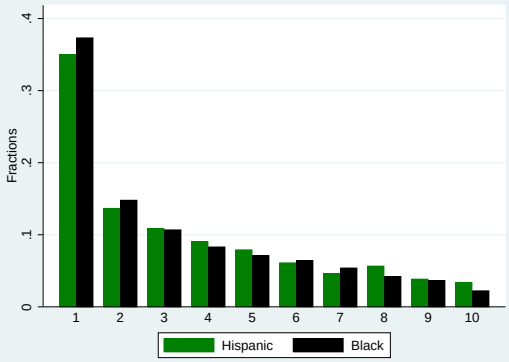
Source: Moon (2010).

Figure 18: Hispanic and Black Parental Investment in White Distribution: Full Sample, Age 8-11

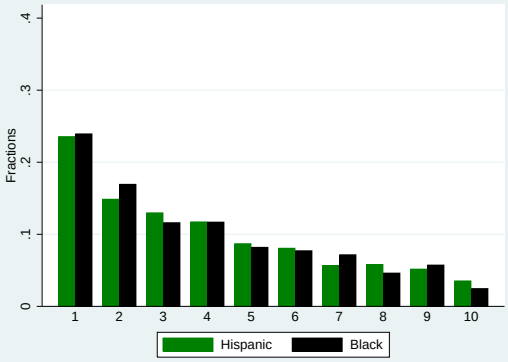
(a) Material Goods (Females)



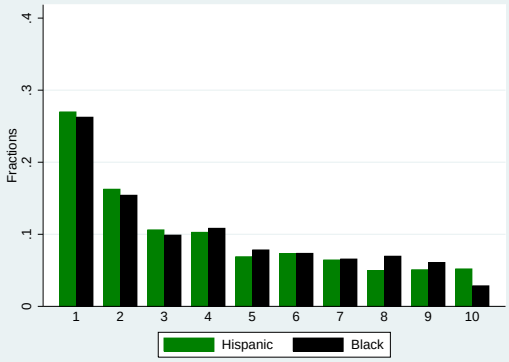
(b) Material Goods (Males)



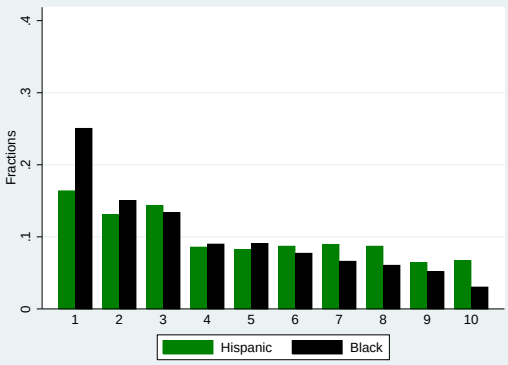
(c) Cognitive Stimulation (Females)



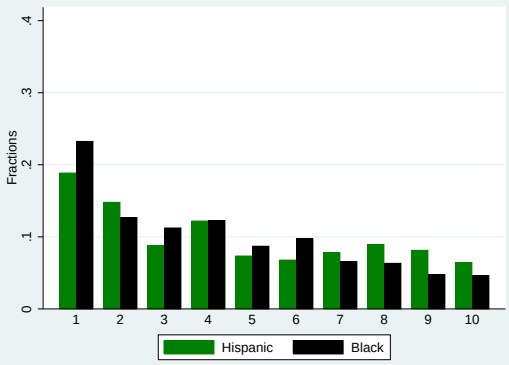
(d) Cognitive Stimulation (Males)



(e) Emotional Support (Females)



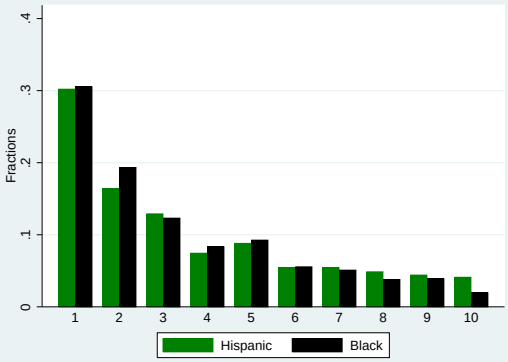
(f) Emotional Support (Males)



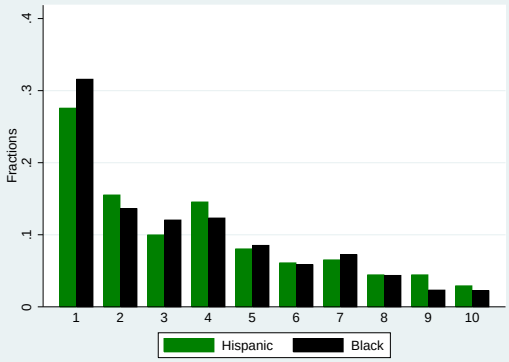
Source: Moon (2010).

Figure 19: Hispanic and Black Parental Investment in White Distribution: Full Sample, Age 12-15

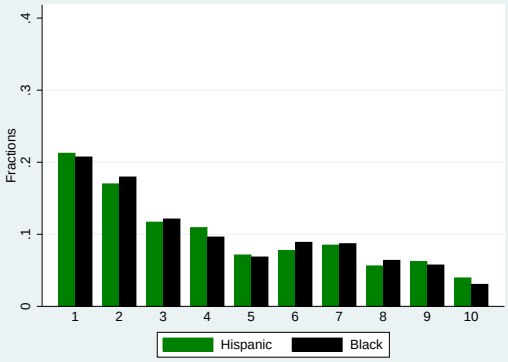
(a) Material Goods (Females)



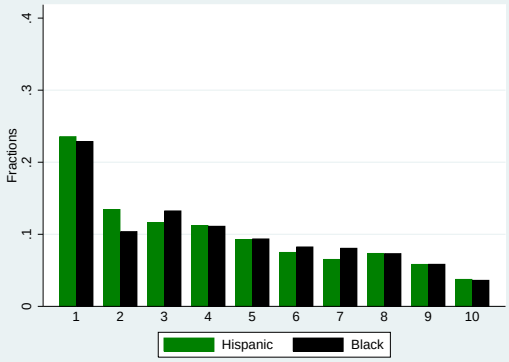
(b) Material Goods (Males)



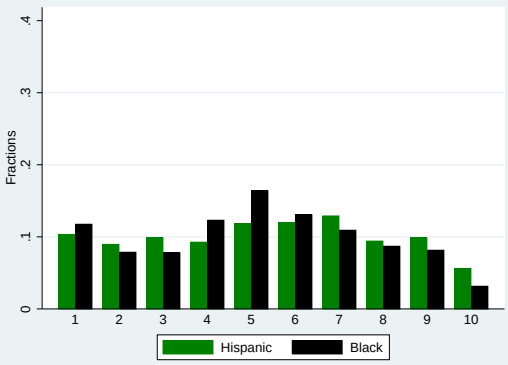
(c) Cognitive Stimulation (Females)



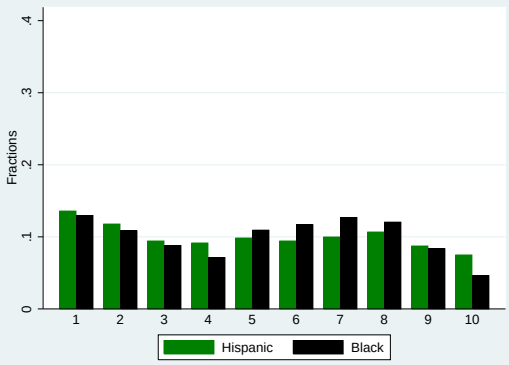
(d) Cognitive Stimulation (Males)



(e) Emotional Support (Females)



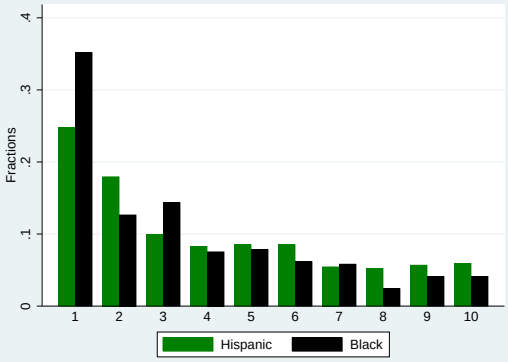
(f) Emotional Support (Males)



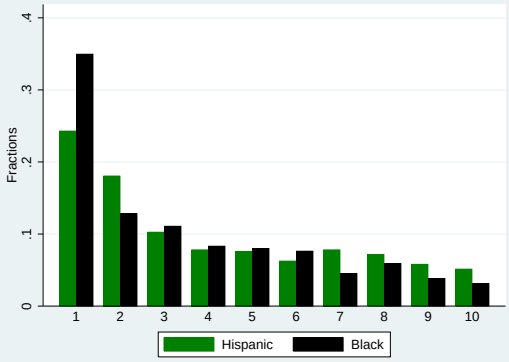
Source: Moon (2010).

Figure 20: Hispanic and Black Parental Investment in White Distribution: Intact Family, Adjusted for Mother's Education, Age 0-3

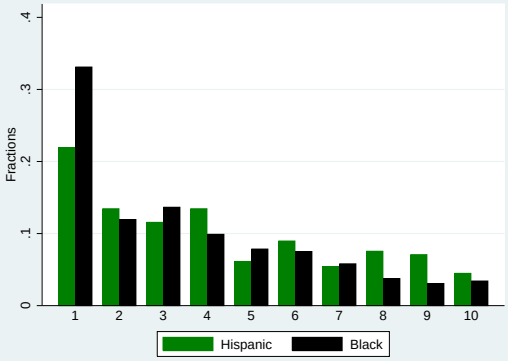
(a) Material Goods (Females)



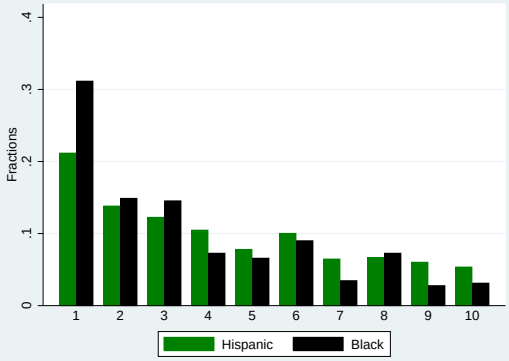
(b) Material Goods (Males)



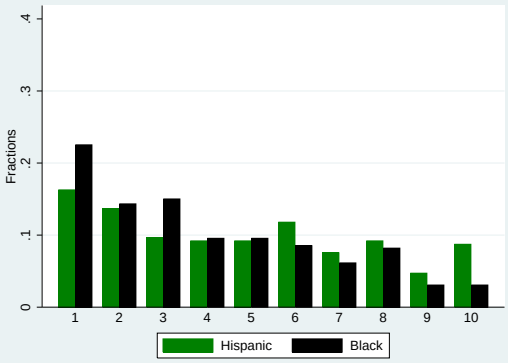
(c) Cognitive Stimulation (Females)



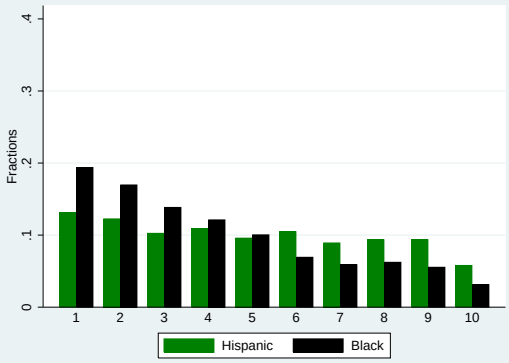
(d) Cognitive Stimulation (Males)



(e) Emotional Support (Females)



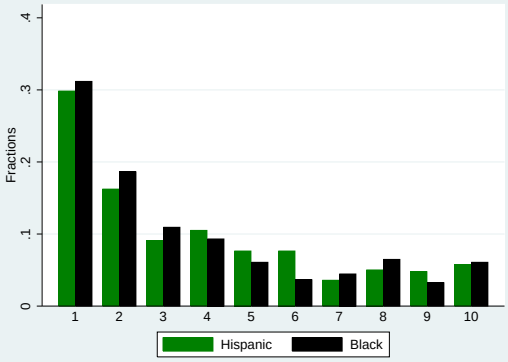
(f) Emotional Support (Males)



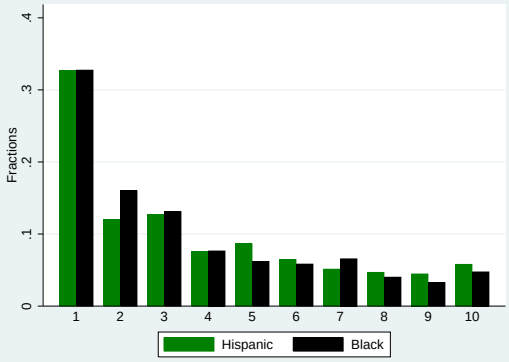
Source: Moon (2010).

Figure 21: Hispanic and Black Parental Investment in White Distribution: Intact Family, Adjusted for Mother's Education, age 4-7

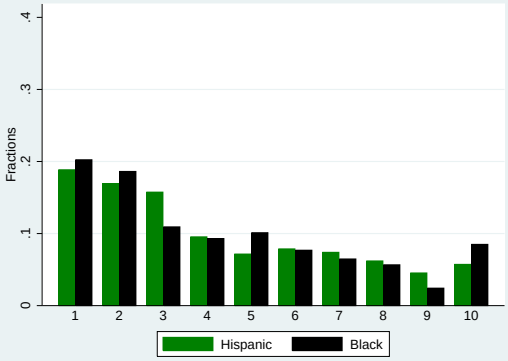
(a) Material Goods (Females)



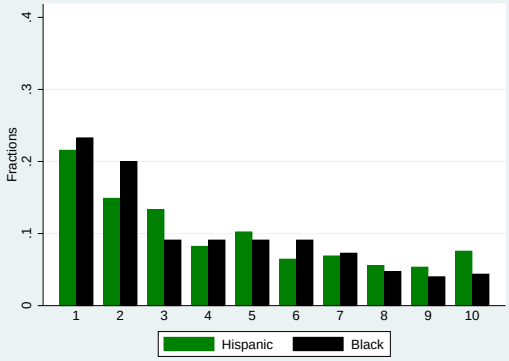
(b) Material Goods (Males)



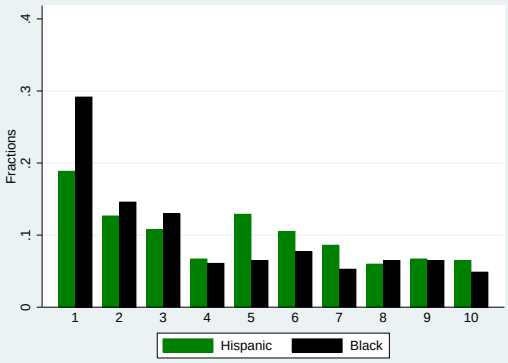
(c) Cognitive Stimulation (Females)



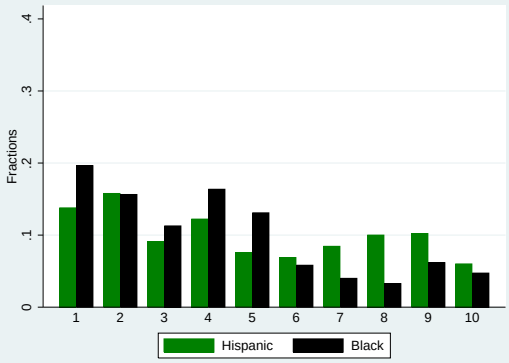
(d) Cognitive Stimulation (Males)



(e) Emotional Support (Females)



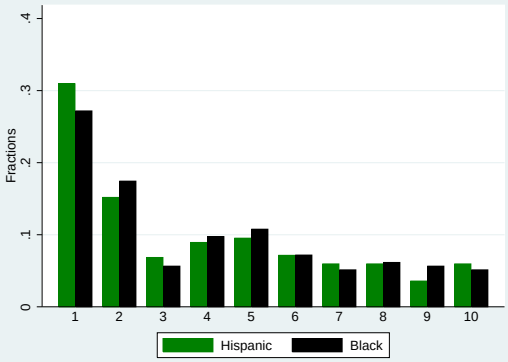
(f) Emotional Support (Males)



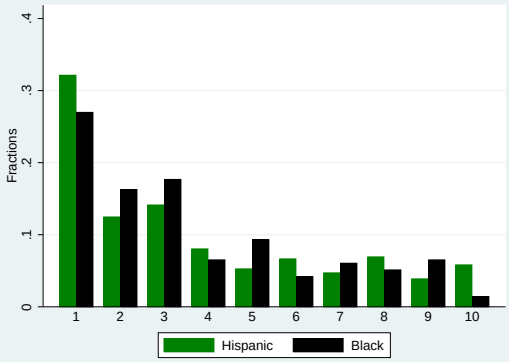
Source: Moon (2010).

Figure 22: Hispanic and Black Parental Investment in White Distribution: Intact Family, Adjusted for Mother's Education, age 8-11

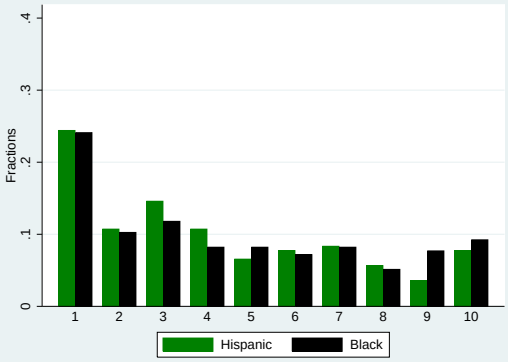
(a) Material Goods (Females)



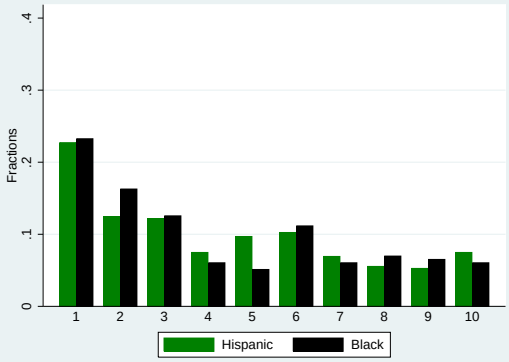
(b) Material Goods (Males)



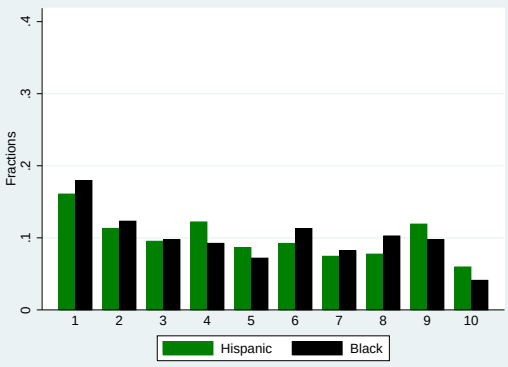
(c) Cognitive Stimulation (Females)



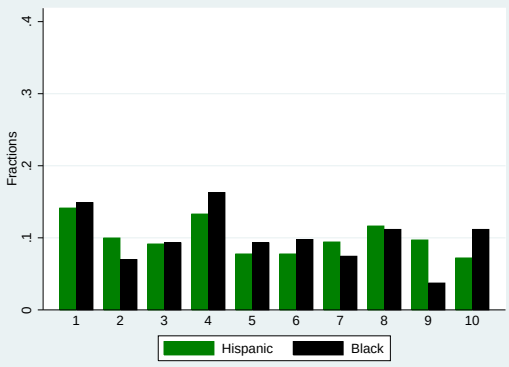
(d) Cognitive Stimulation (Males)



(e) Emotional Support (Females)



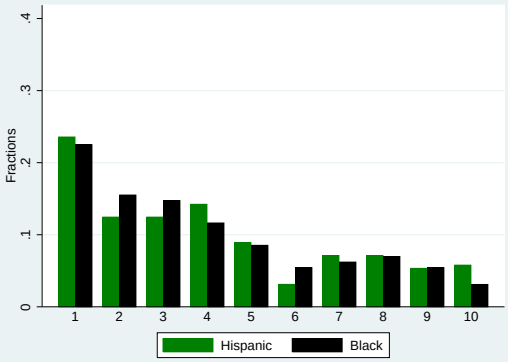
(f) Emotional Support (Males)



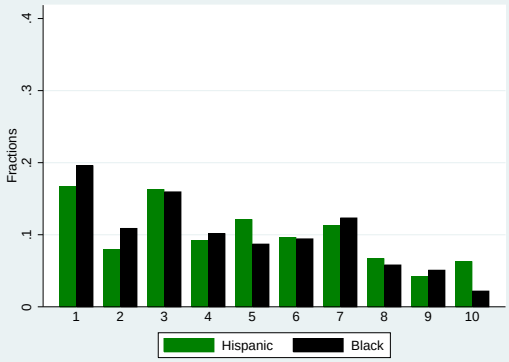
Source: Moon (2010).

Figure 23: Hispanic and Black Parental Investment in White Distribution: Intact Family, Adjusted for Mother's Education, age 12-15

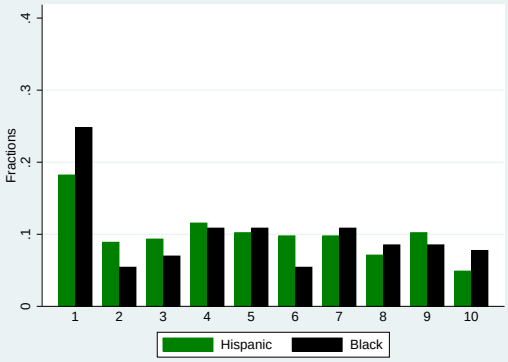
(a) Material Goods (Females)



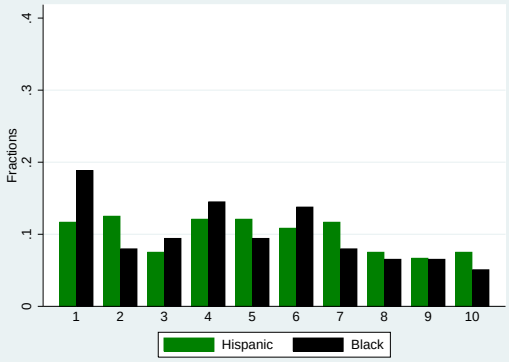
(b) Material Goods (Males)



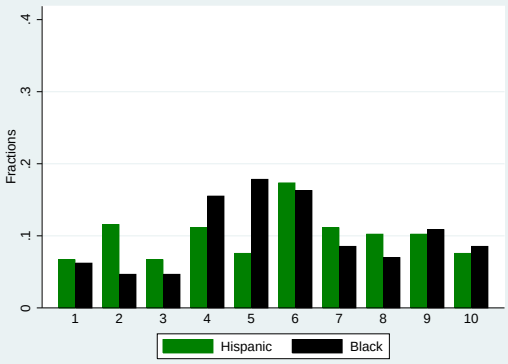
(c) Cognitive Stimulation (Females)



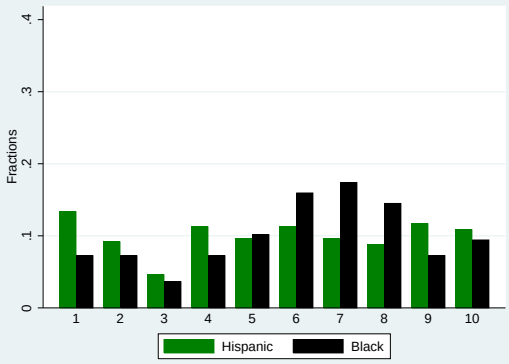
(d) Cognitive Stimulation (Males)



(e) Emotional Support (Females)



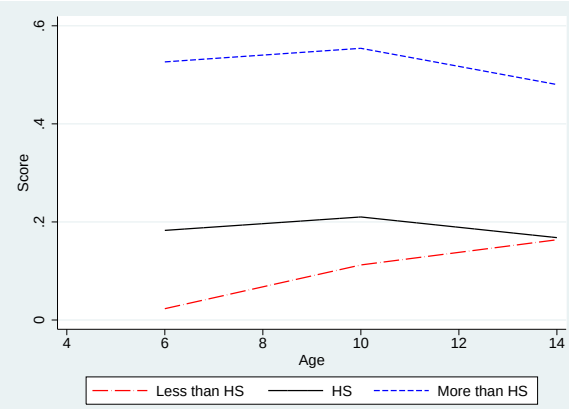
(f) Emotional Support (Males)



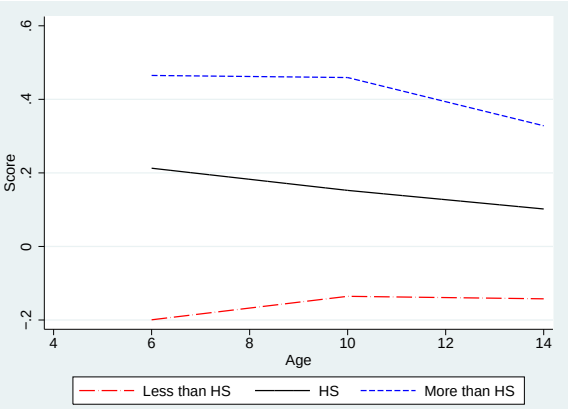
Source: Moon (2010).

Figure 24: Parental Investment over Childhood among Whites by Mother's Education

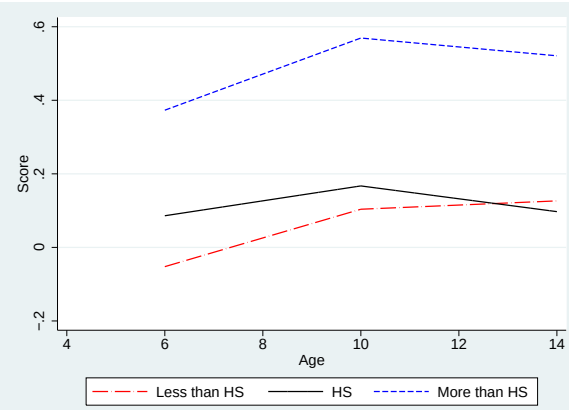
(a) Girls: Material Resource



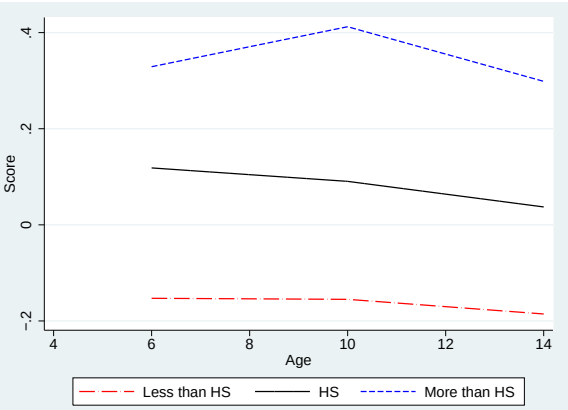
(b) Boys: Material Resource



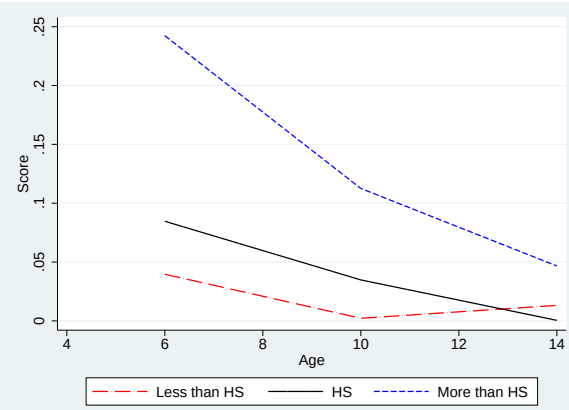
(c) Girls: Cognitive Stimulation



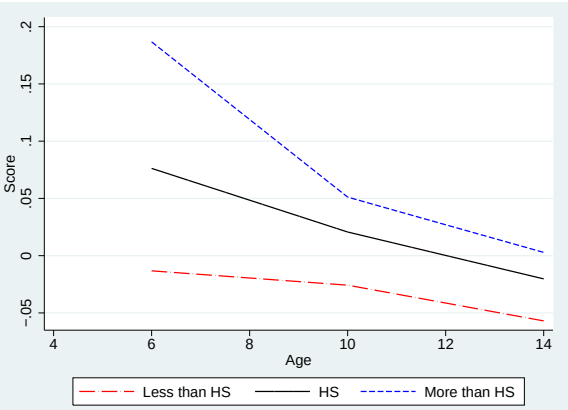
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



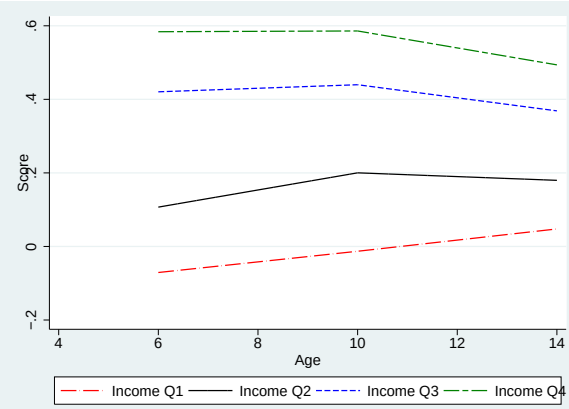
(f) Boys: Emotional Support



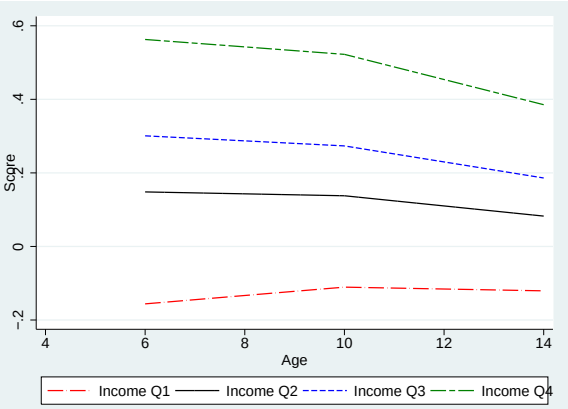
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 25: Parental Investment over Childhood among Whites by Family Income Quartile

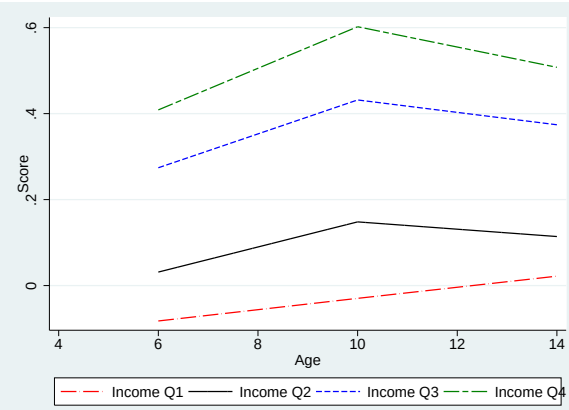
(a) Girls: Material Resource



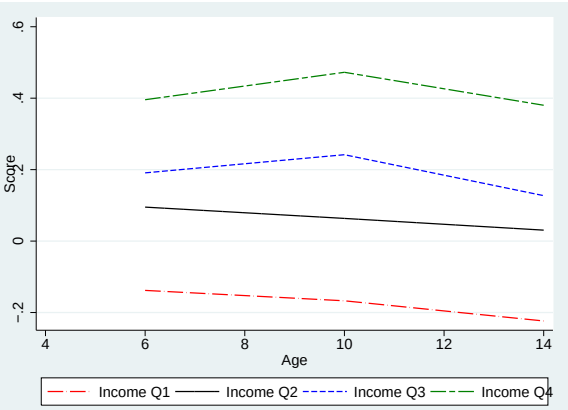
(b) Boys: Material Resource



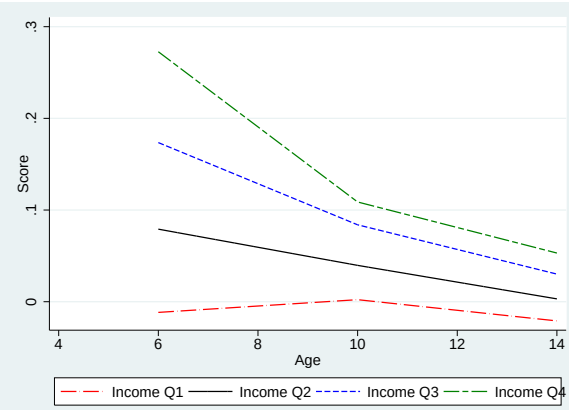
(c) Girls: Cognitive Stimulation



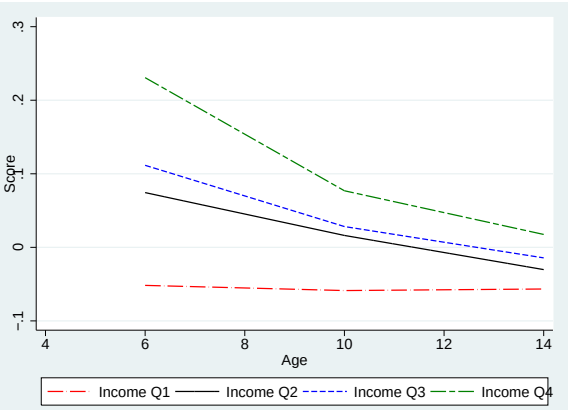
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



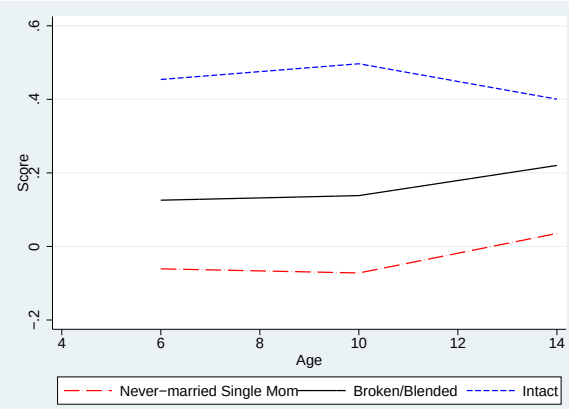
(f) Boys: Emotional Support



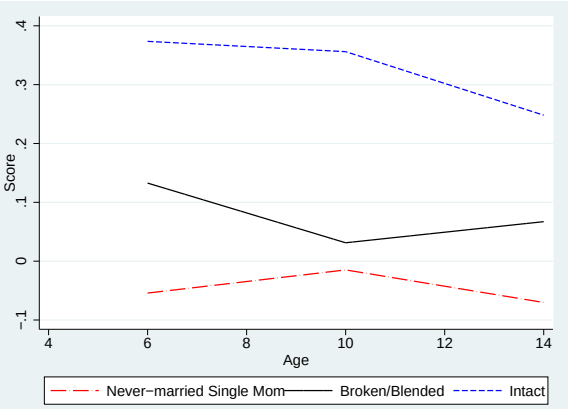
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 26: Parental Investment over Childhood among Whites by Family Type

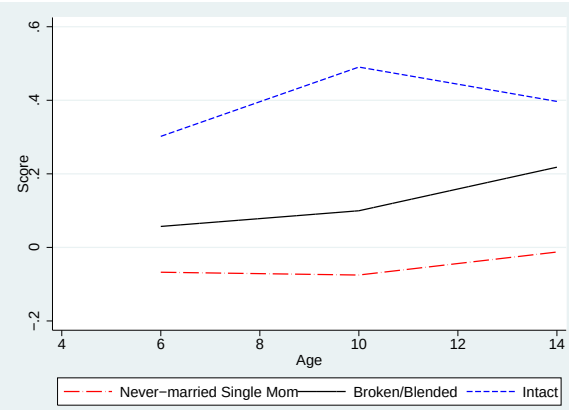
(a) Girls: Material Resource



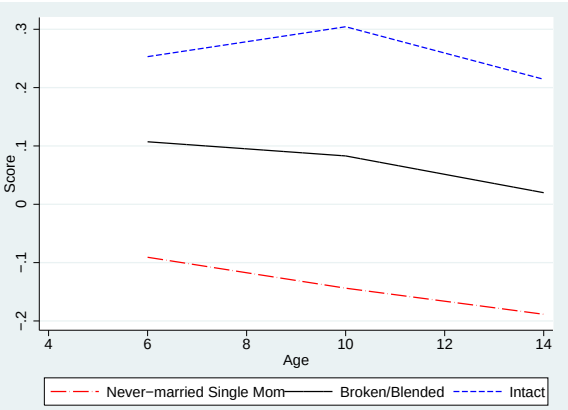
(b) Boys: Material Resource



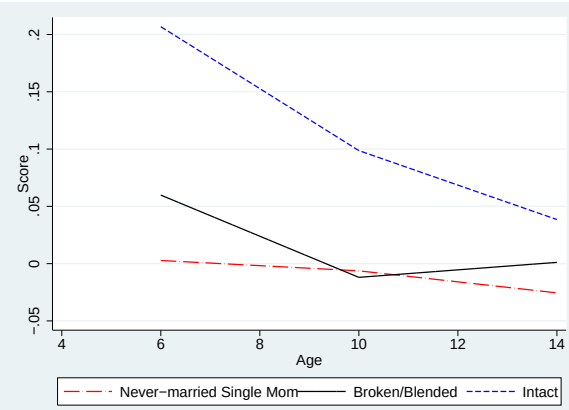
(c) Girls: Cognitive Stimulation



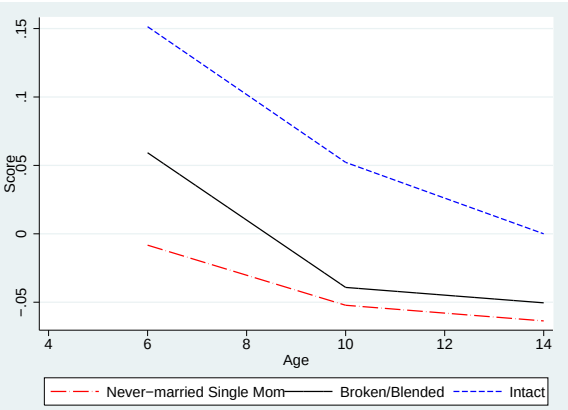
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



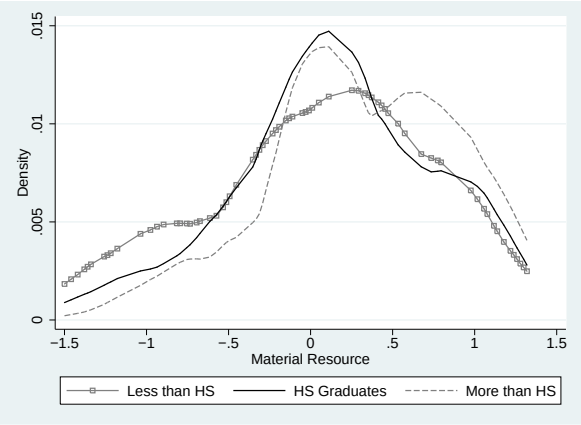
(f) Boys: Emotional Support



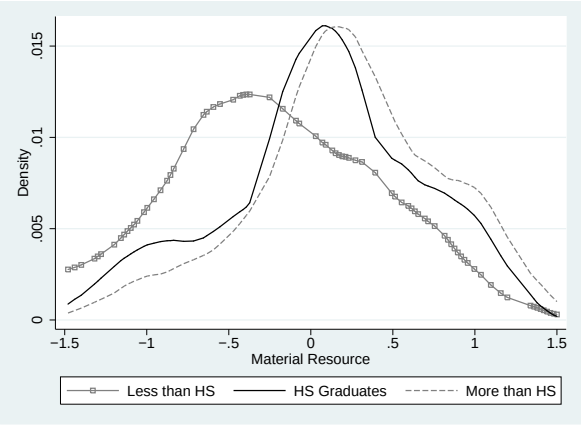
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 27: Parental Investment among Whites by Mother's Education: Age 0-3

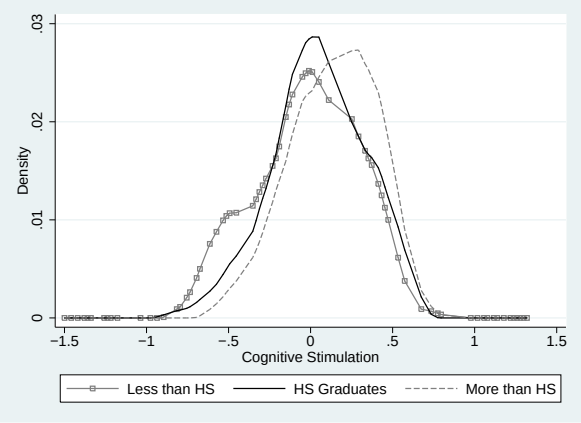
(a) Girls: Material Resource



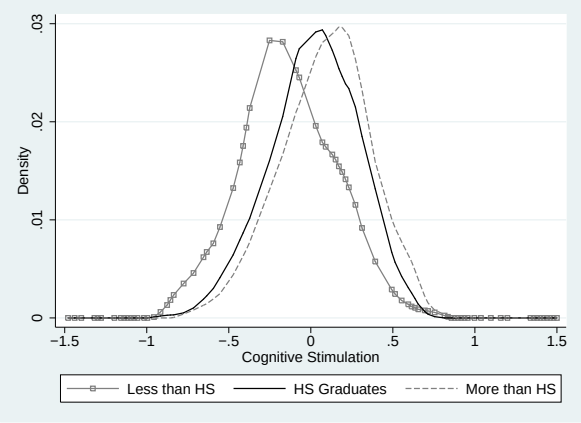
(b) Boys: Material Resource



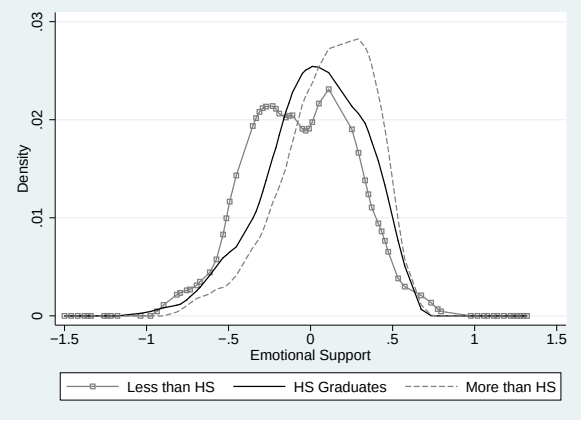
(c) Girls: Cognitive Stimulation



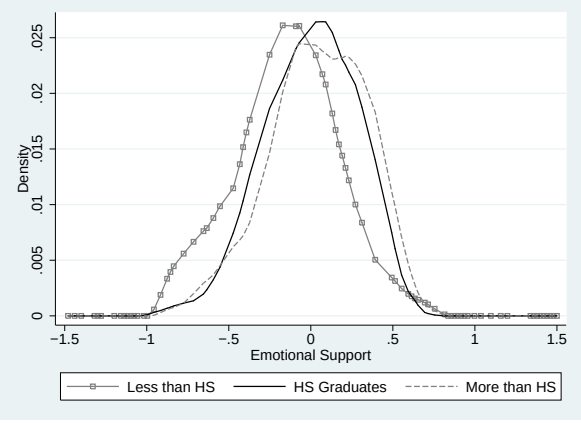
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



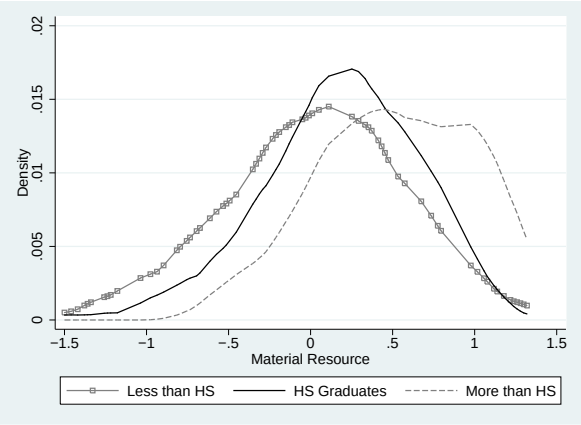
(f) Boys: Emotional Support



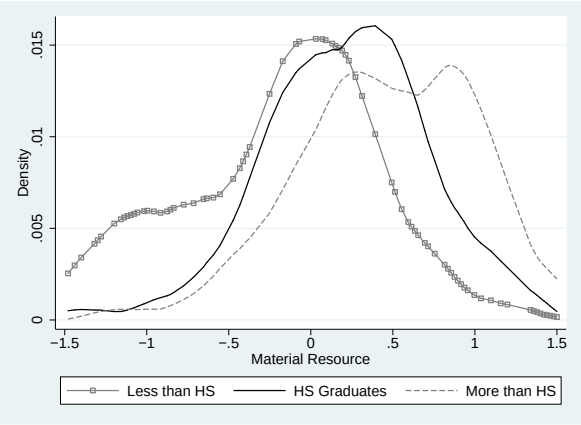
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 28: Parental Investment among Whites by Mother's Education: Age 4-7

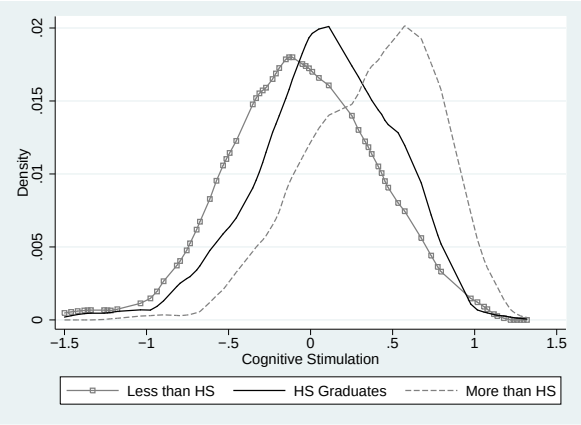
(a) Girls: Material Resource



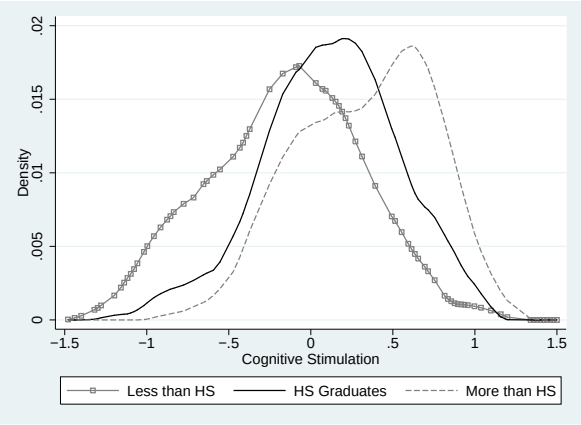
(b) Boys: Material Resource



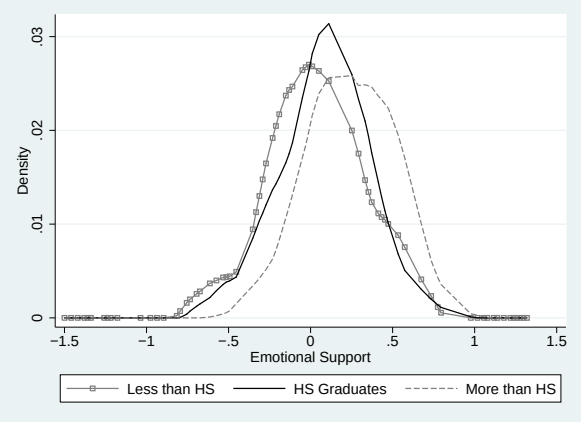
(c) Girls: Cognitive Stimulation



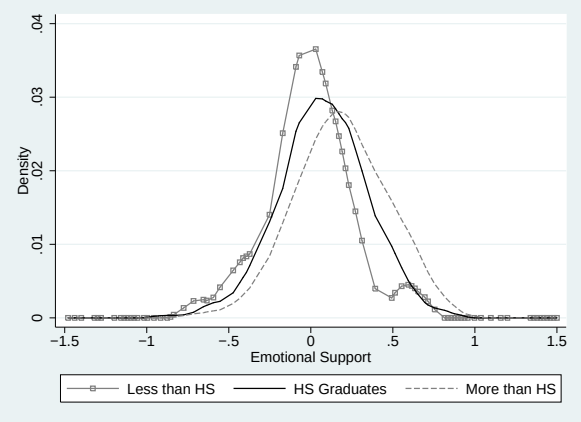
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



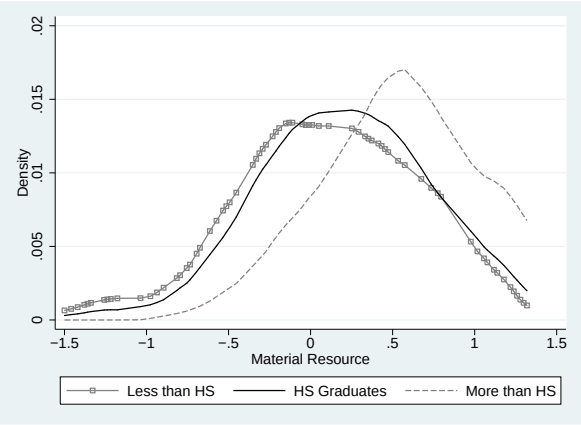
(f) Boys: Emotional Support



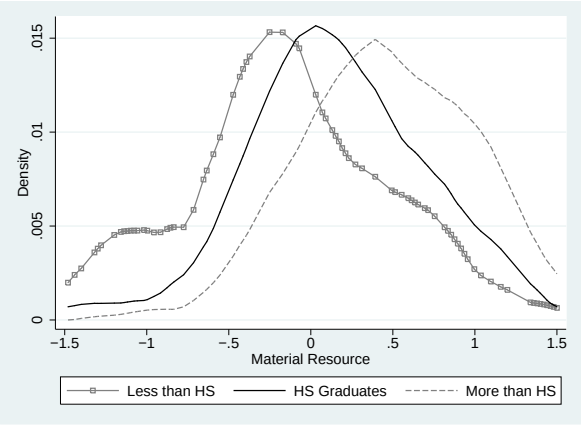
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 29: Parental Investment among Whites by Mother's Education: Age 8-11

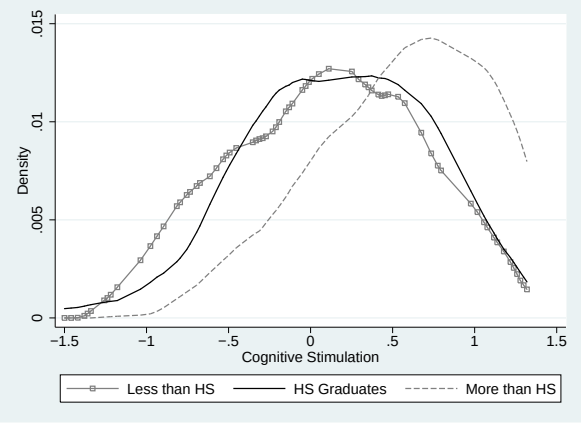
(a) Girls: Material Resource



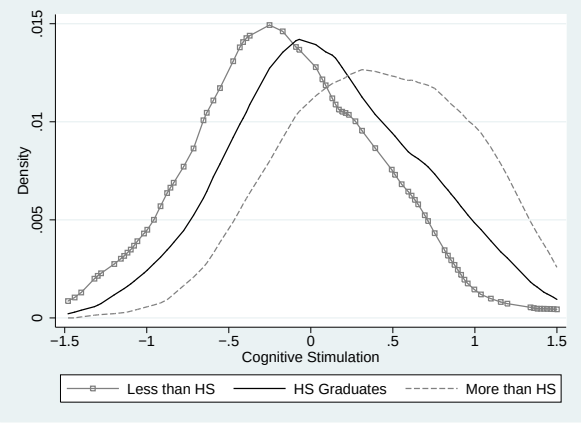
(b) Boys: Material Resource



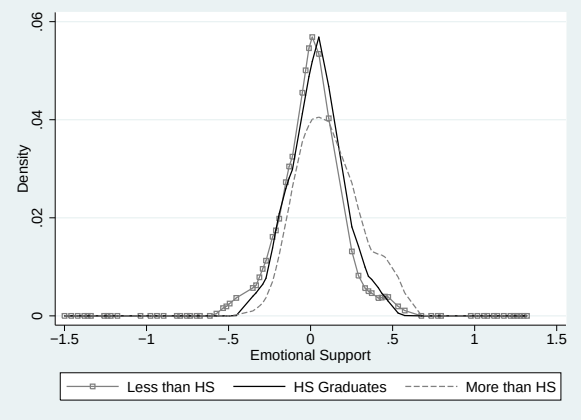
(c) Girls: Cognitive Stimulation



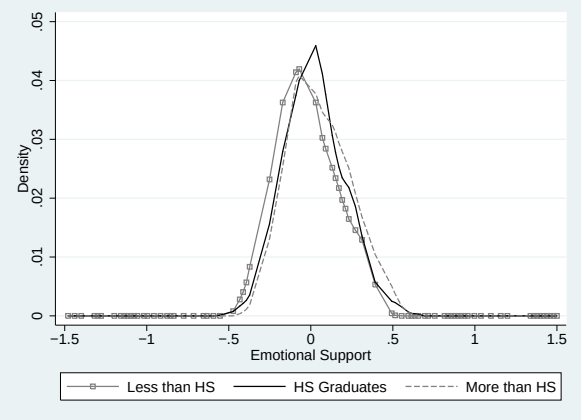
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



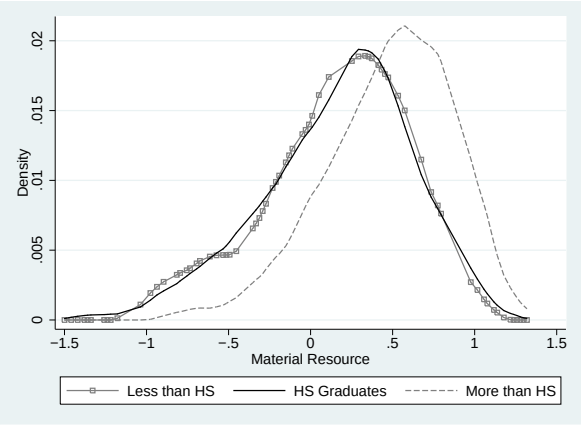
(f) Boys: Emotional Support



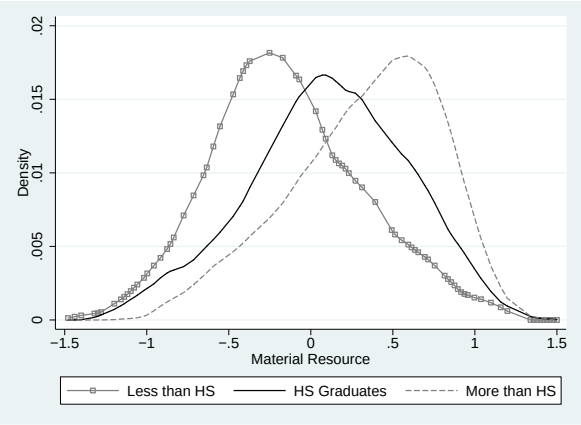
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 30: Parental Investment among Whites by Mother's Education: Age 12-15

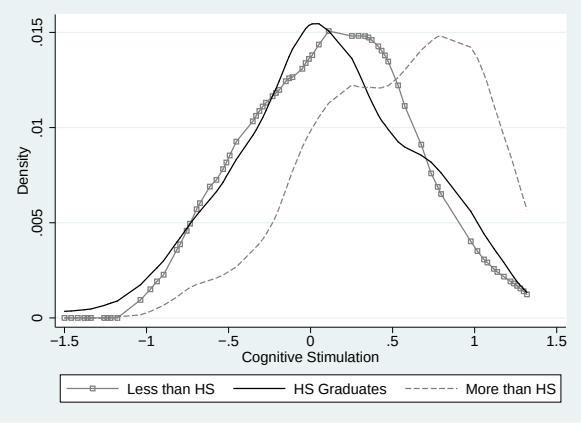
(a) Girls: Material Resource



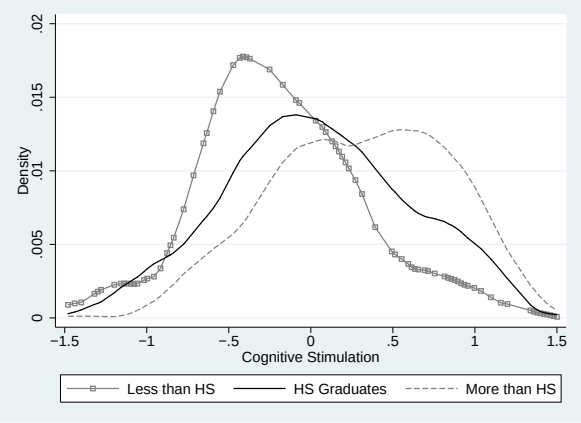
(b) Boys: Material Resource



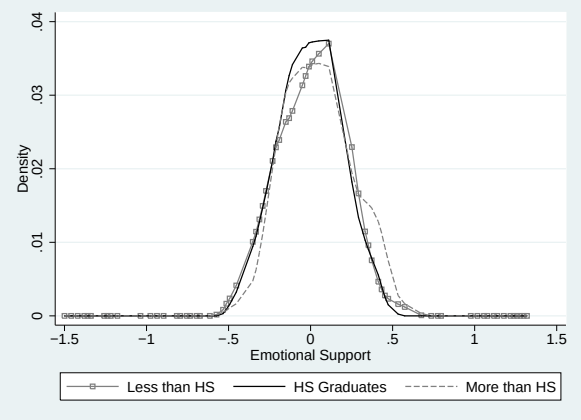
(c) Girls: Cognitive Stimulation



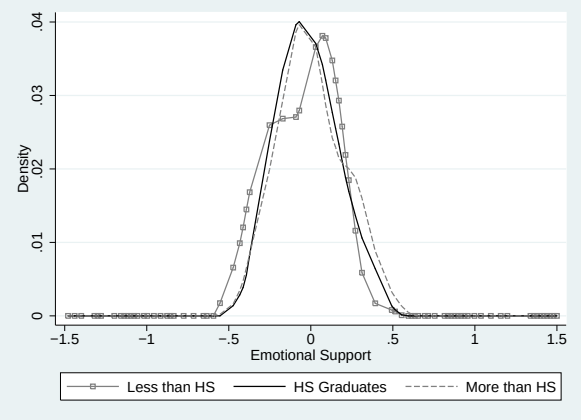
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



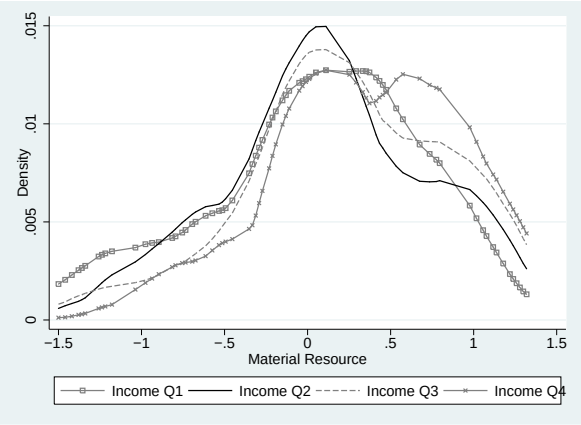
(f) Boys: Emotional Support



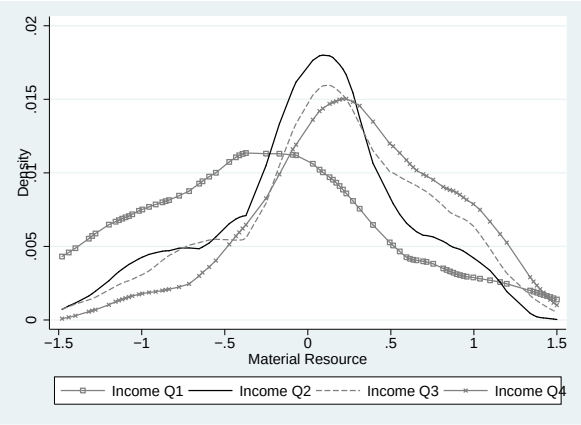
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 31: Parental Investment among Whites by Family Income Quartile: Age 0-3

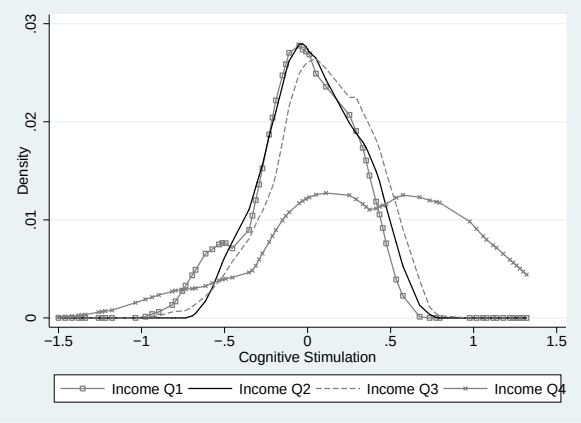
(a) Girls: Material Resource



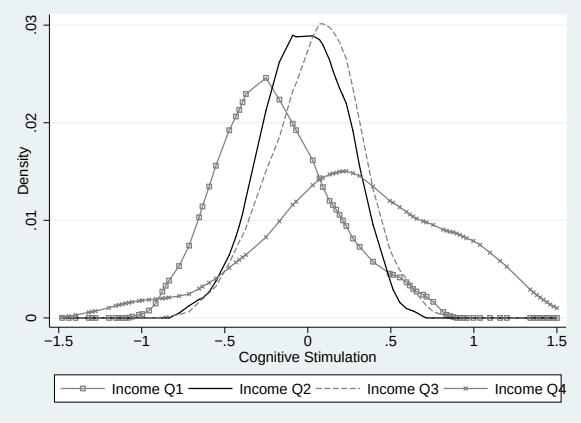
(b) Boys: Material Resource



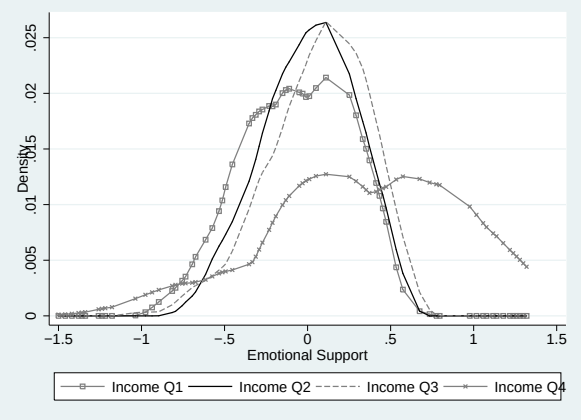
(c) Girls: Cognitive Stimulation



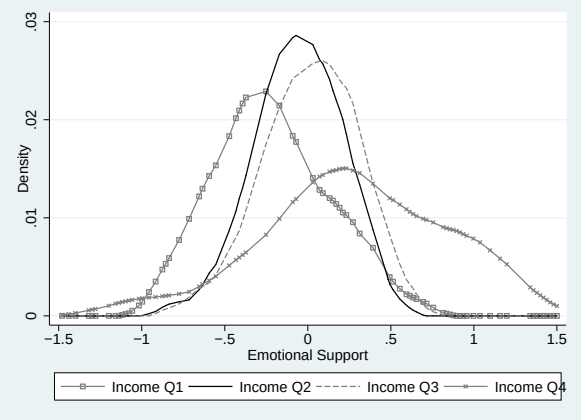
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



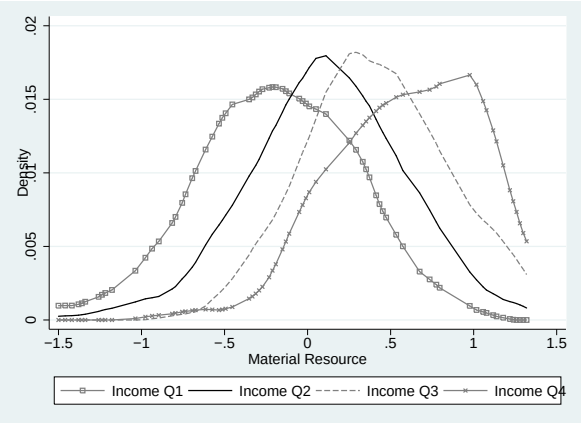
(f) Boys: Emotional Support



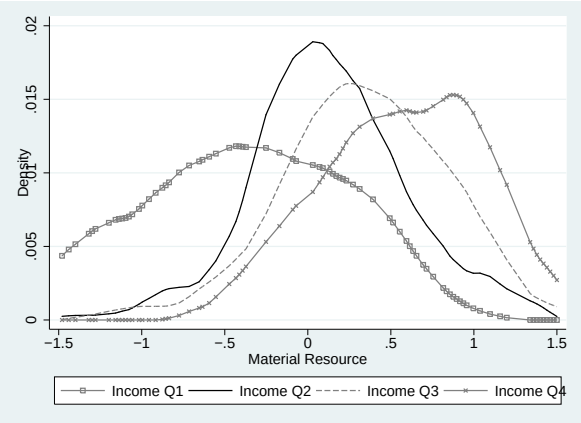
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 32: Parental Investment among Whites by Family Income Quartile: Age 4-7

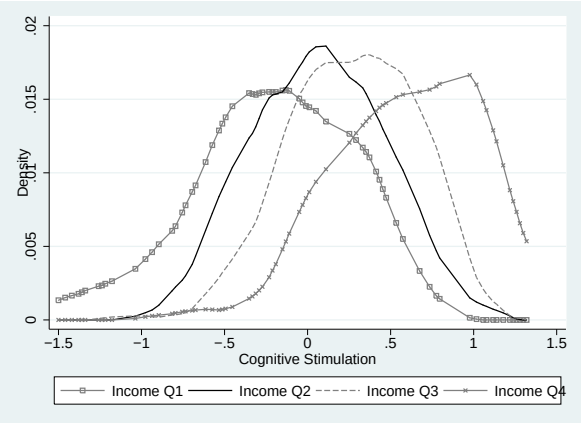
(a) Girls: Material Resource



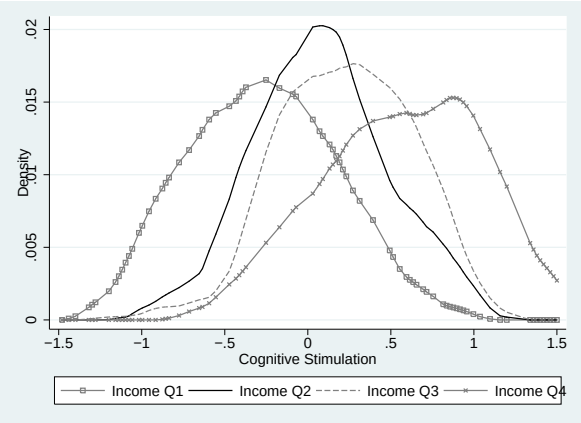
(b) Boys: Material Resource



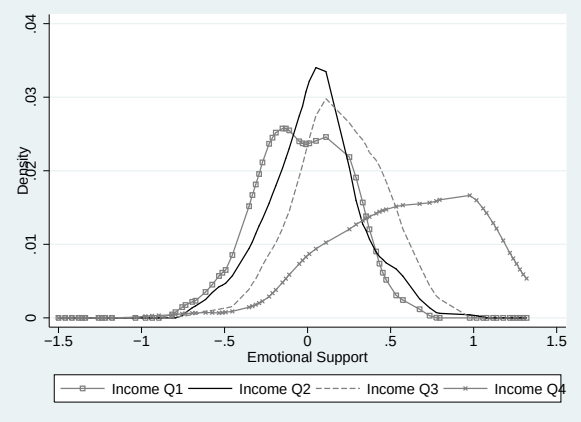
(c) Girls: Cognitive Stimulation



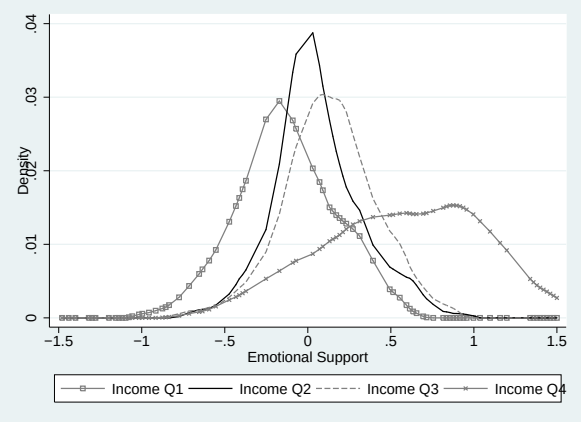
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



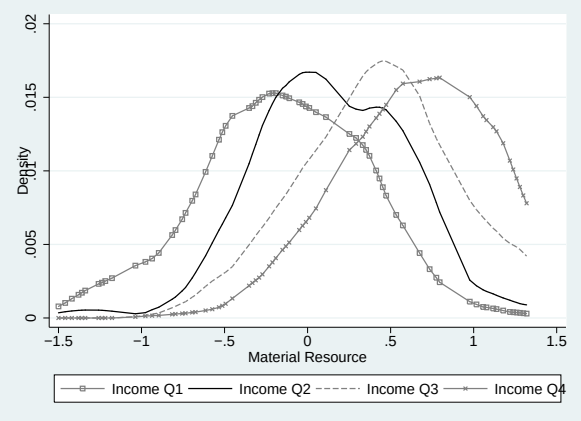
(f) Boys: Emotional Support



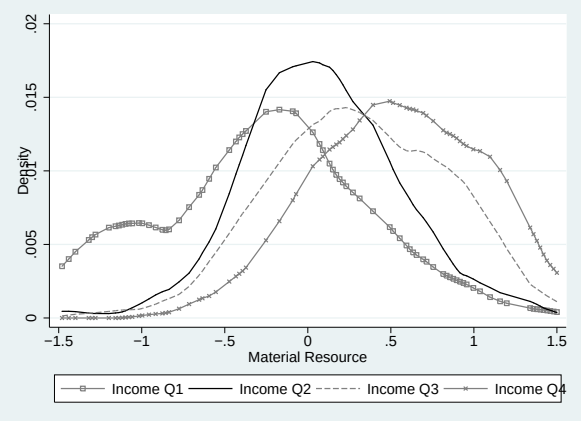
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 33: Parental Investment among Whites by Family Income Quartile: Age 8-11

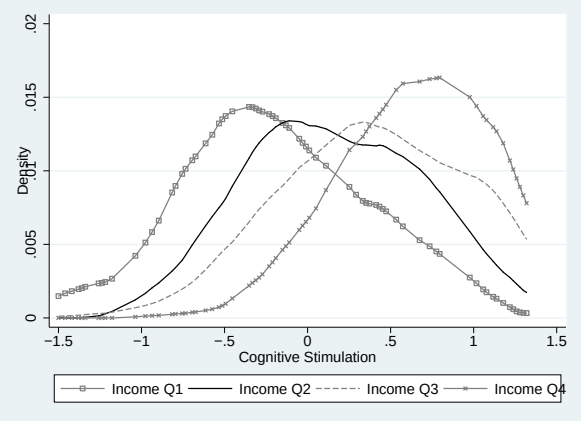
(a) Girls: Material Resource



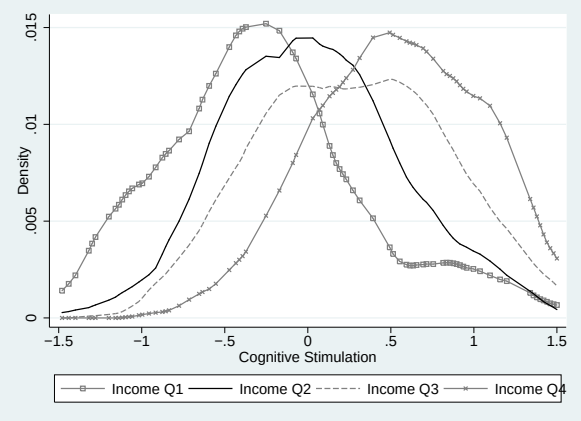
(b) Boys: Material Resource



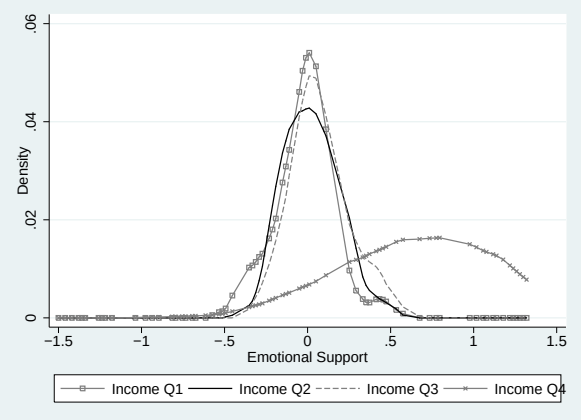
(c) Girls: Cognitive Stimulation



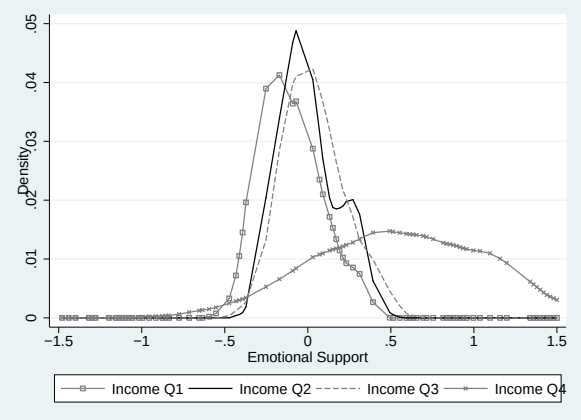
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



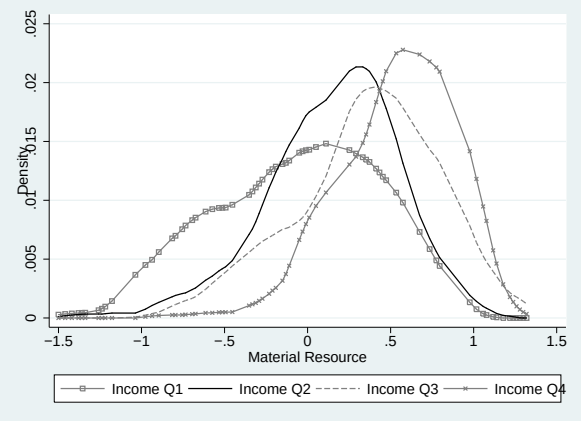
(f) Boys: Emotional Support



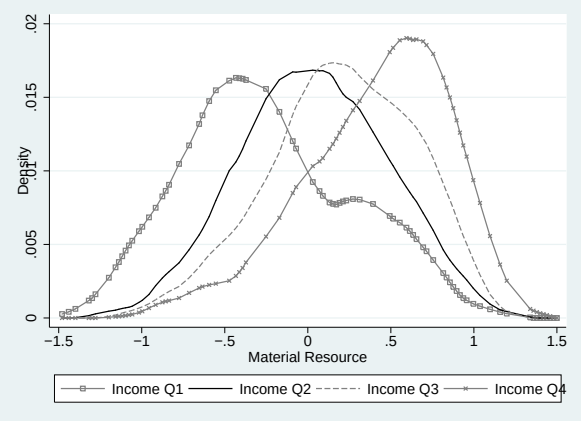
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 34: Parental Investment among Whites by Family Income Quartile: Age 12-15

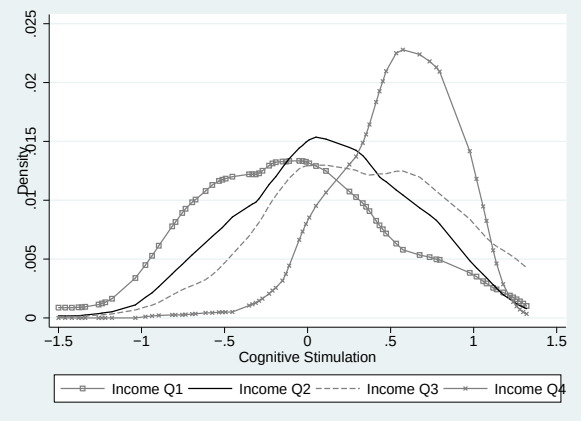
(a) Girls: Material Resource



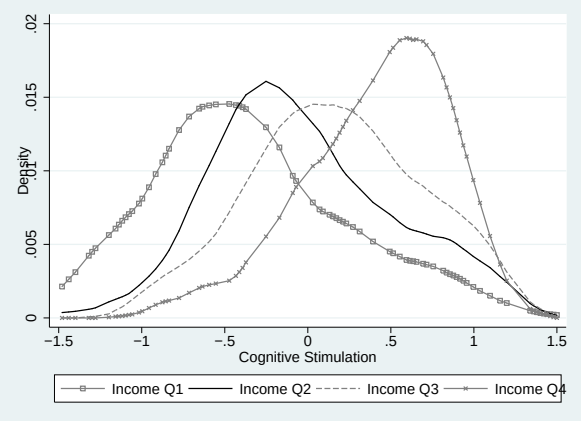
(b) Boys: Material Resource



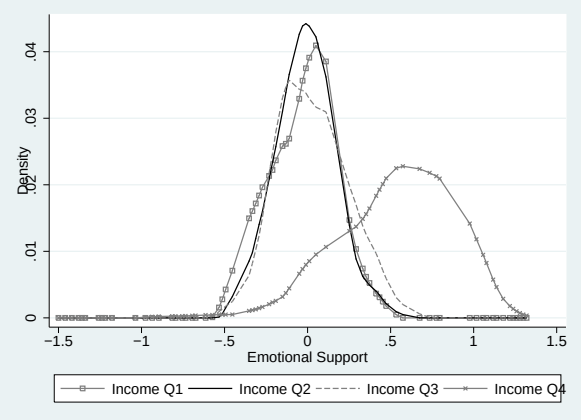
(c) Girls: Cognitive Stimulation



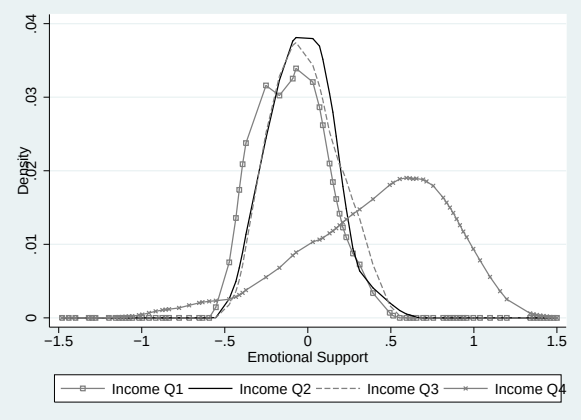
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



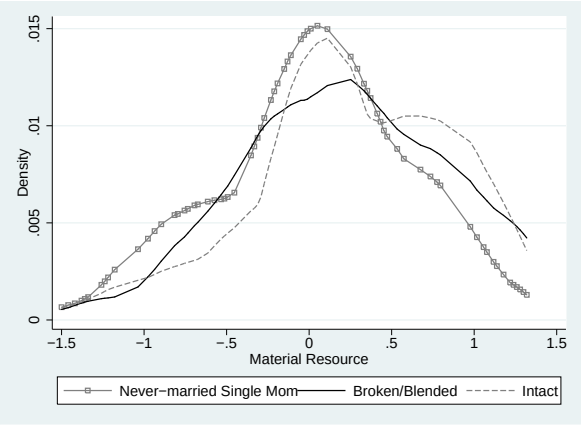
(f) Boys: Emotional Support



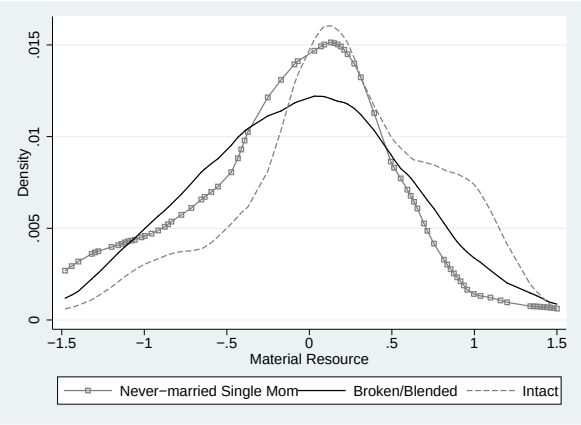
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 35: Parental Investment among Whites by Family Structure: Age 0-3

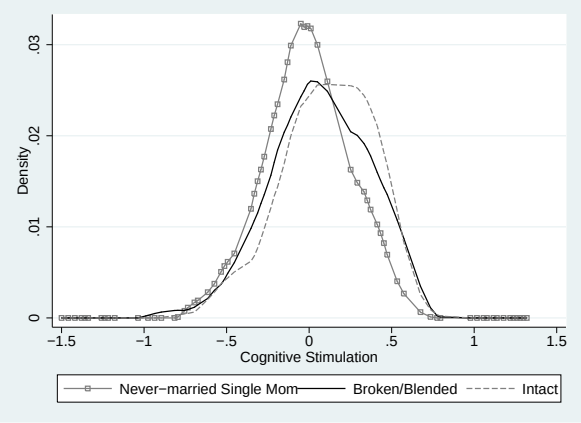
(a) Girls: Material Resource



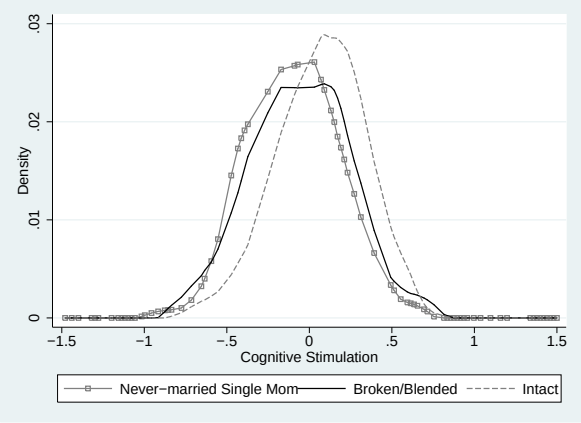
(b) Boys: Material Resource



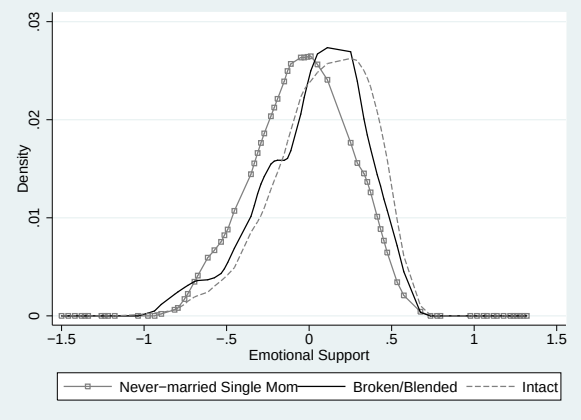
(c) Girls: Cognitive Stimulation



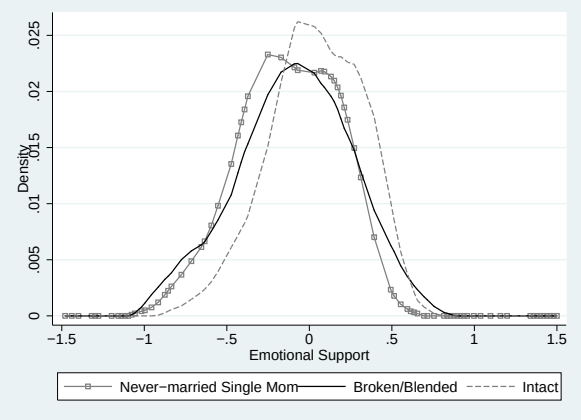
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



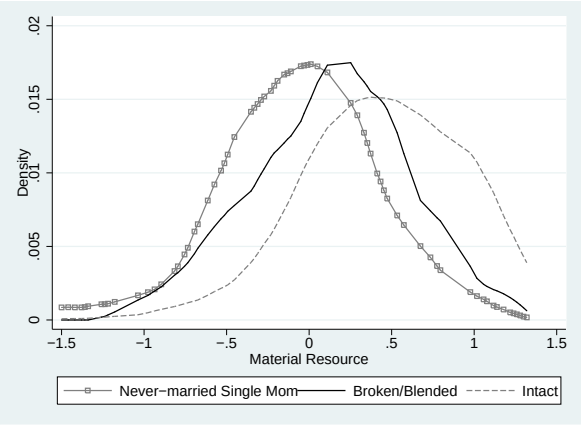
(f) Boys: Emotional Support



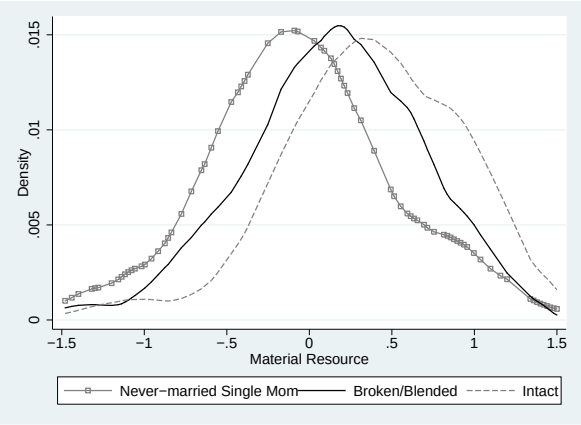
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 36: Parental Investment among Whites by Family Structure: Age 4-7

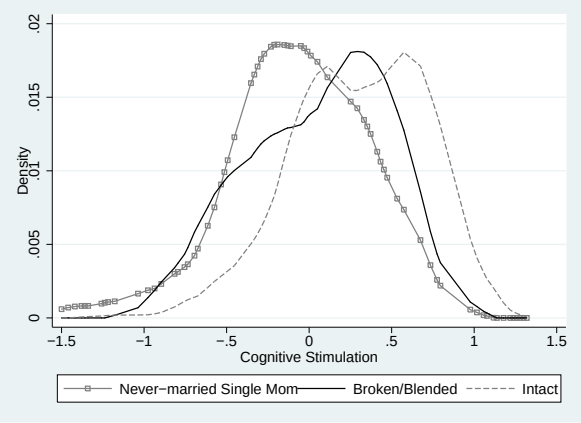
(a) Girls: Material Resource



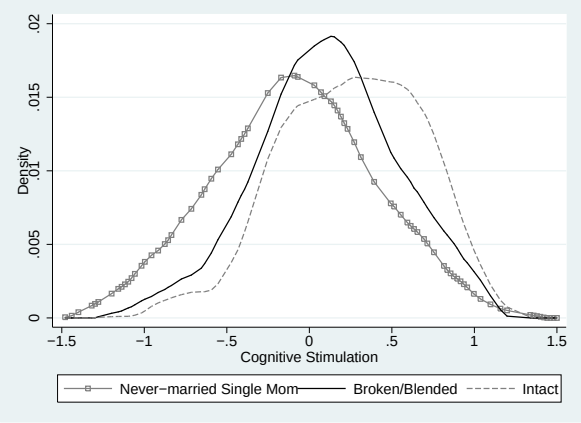
(b) Boys: Material Resource



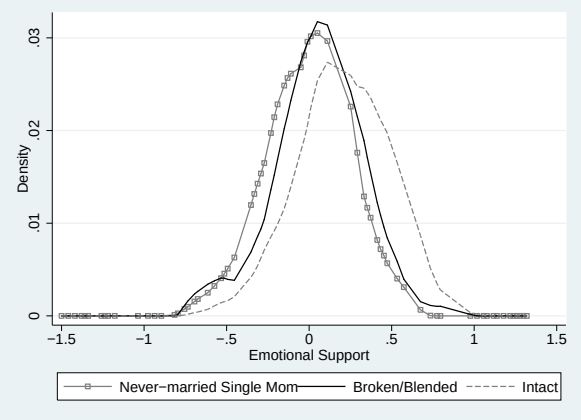
(c) Girls: Cognitive Stimulation



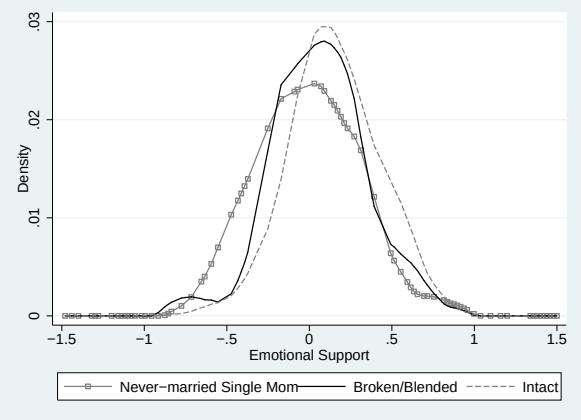
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



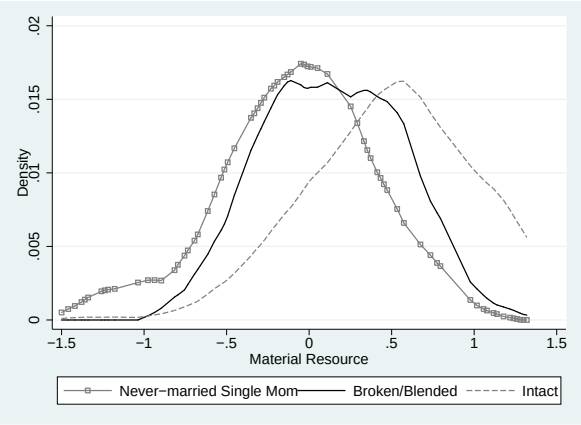
(f) Boys: Emotional Support



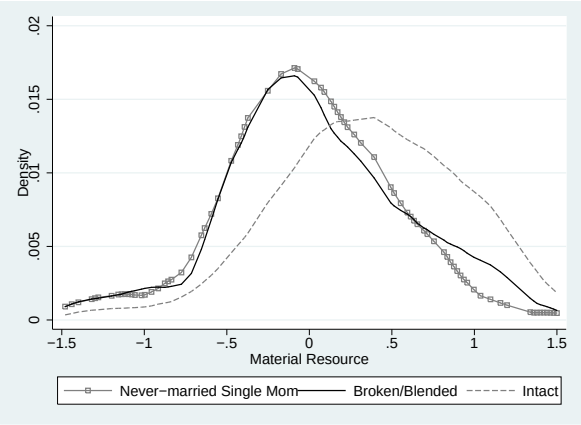
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 37: Parental Investment among Whites by Family Structure: Age 8-11

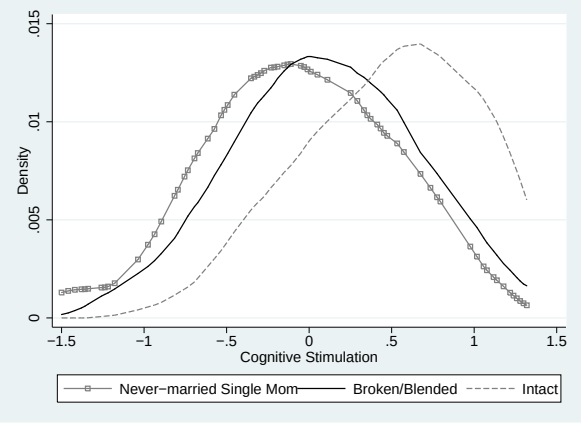
(a) Girls: Material Resource



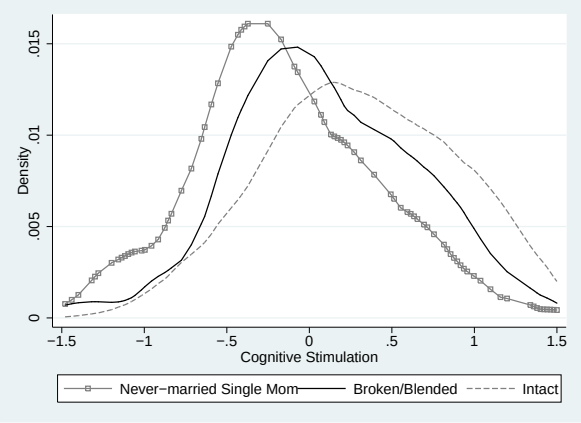
(b) Boys: Material Resource



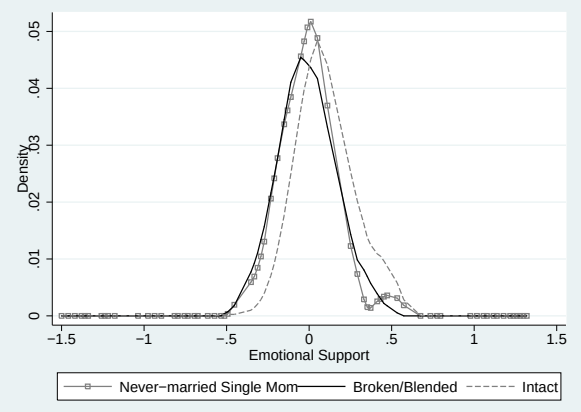
(c) Girls: Cognitive Stimulation



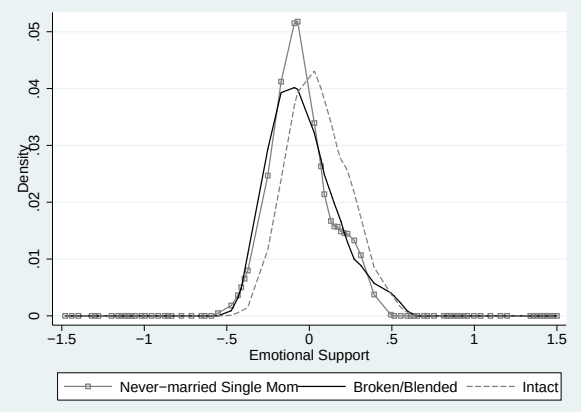
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



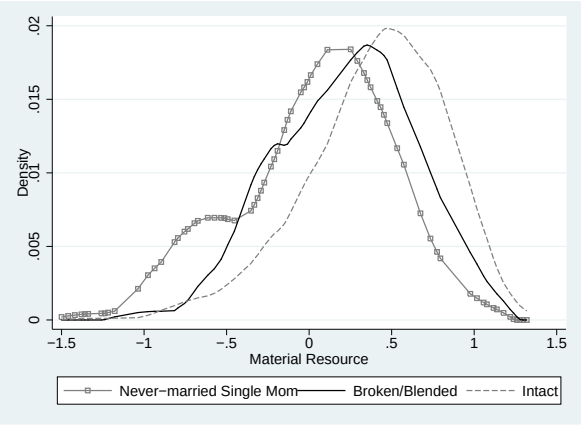
(f) Boys: Emotional Support



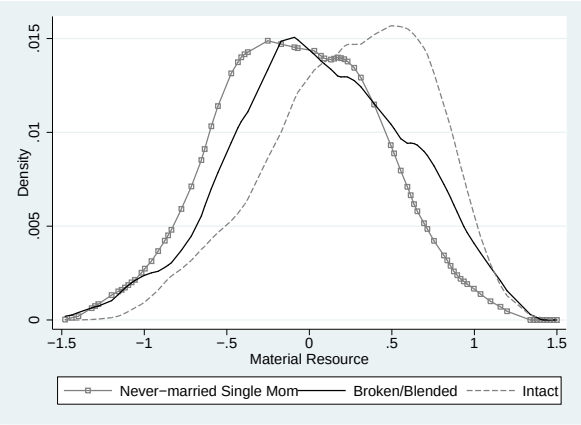
Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

Figure 38: Parental Investment among Whites by Family Structure: Age 12-15

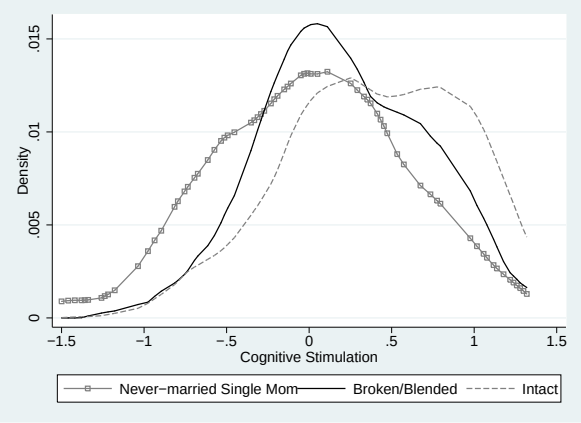
(a) Girls: Material Resource



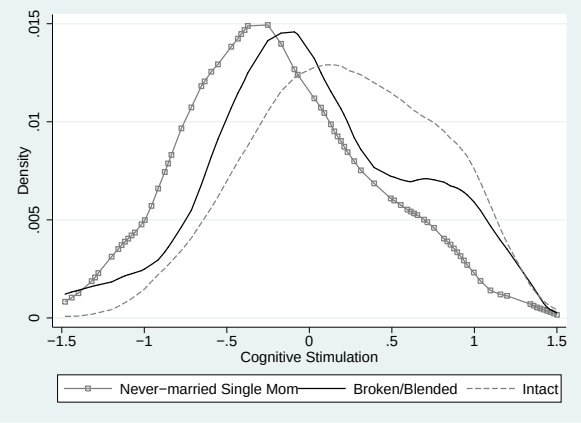
(b) Boys: Material Resource



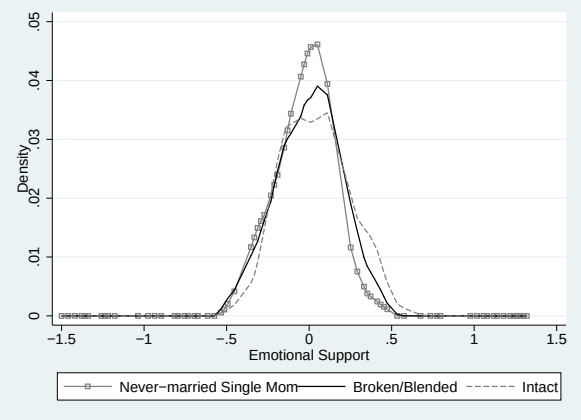
(c) Girls: Cognitive Stimulation



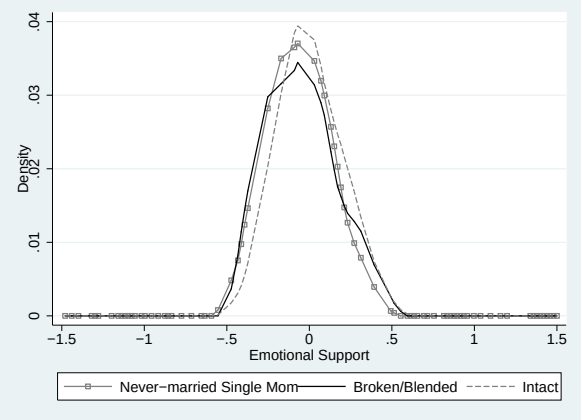
(d) Boys: Cognitive Stimulation



(e) Girls: Emotional Support



(f) Boys: Emotional Support



Data: A balanced panel from Children of National Longitudinal Survey of Youth 1979.
Source: Moon (2010).

3 Regression Tables - Minority Wage Gaps - NLSY79

Males

Table 4: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Males, Log Hourly Wage, Ages 25-45

	I	II	III	IV	V	VI
Black	-0.29***	-0.06***	-0.07***	-0.27***	-0.08***	-0.02
	(0.02)	(0.02)	(0.02)	(0.02)	(0.02)	(0.02)
Hispanic	-0.16***	0.03	-0.01	-0.10***	0.00	0.00
	(0.02)	(0.02)	(0.02)	(0.02)	(0.02)	(0.03)
Observed AFQT	-	0.21***	-	-	-	-
		(0.01)				
Observed AFQT^2	-	0.00	-	-	-	-
		(0.01)				
Corrected AFQT	-	-	0.19***	-	0.17***	0.08***
			(0.01)		(0.01)	(0.01)
Corrected AFQT^2	-	-	0.00	-	0.00	-0.01**
			(0.01)		(0.01)	(0.01)
Rosenberg Self-Esteem Score	-	-	-	0.09***	0.04***	0.01*
				(0.01)	(0.01)	(0.01)
Rotter Locus of Control	-	-	-	0.06***	0.02***	0.02***
				(0.01)	(0.01)	(0.01)
Constant	3.12***	2.87***	2.89***	3.10***	3.06***	2.92***
	(0.04)	(0.07)	(0.07)	(0.05)	(0.04)	(0.06)
Percent of Gap Explained by Controls						
Black	-	80%	78%	9%	73%	93%
Hispanic	-	>100%	97%	37%	>100%	97%
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	39,141	37,323	34,170	34,062	33,072	29,170

Notes: NLSY79 data. Standard errors are clustered by individual, and are shown in parentheses. *** p < .01, ** p < .05, * p < .1. All wages are measured in 2005 dollars. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, and Rosenberg, Rotter measures. Specification VI adds controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, background controls including dummies for central city residence and region of residence, and self-selection into labor force participation, defined as working more than 20 hours per week on average. This selection bias is corrected using the standard parametric selection bias procedure of Heckman (1979). Variables predicting male participation include mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, local unemployment, marriage status, and net family income. Variables predicting female participation additionally include spousal income, and separate indicators of whether a baby or toddler is in the household.

Table 5: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Males, Level Hourly Wage, Ages 25-45

	I	II	III	IV	V	VI
Black	-3.09***	0.75*	0.46	-2.69***	0.34	-0.50
	(0.44)	(0.41)	(0.44)	(0.48)	(0.45)	(0.45)
Hispanic	-1.19**	1.86***	1.58***	-0.02	1.85***	-0.25
	(0.51)	(0.49)	(0.50)	(0.55)	(0.52)	(0.48)
Observed AFQT	-	3.80***	-	-	-	-
		(0.28)				
Observed AFQT^2	-	0.98***	-	-	-	-
		(0.26)				
Corrected AFQT	-	-	3.35***	-	3.21***	1.66***
			(0.30)		(0.35)	(0.21)
Corrected AFQT^2	-	-	1.21***	-	1.23***	0.18
			(0.36)		(0.38)	(0.13)
Rosenberg Self-Esteem Score	-	-	-	1.60***	0.39*	0.27
				(0.27)	(0.21)	(0.18)
Rotter Locus of Control	-	-	-	0.72***	-0.16	0.59***
				(0.26)	(0.34)	(0.18)
Constant	14.32***	9.75***	9.76***	13.91***	12.00***	23.32***
	(1.02)	(1.06)	(1.14)	(1.05)	(1.15)	(1.47)
Percent of Gap Explained by Controls						
Black	-	>100%	>100%	13%	>100%	84%
Hispanic	-	>100%	>100%	99%	>100%	79%
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	56,626	52,881	48,483	48,812	46,799	29,170

Notes: NLSY79 data. Standard errors are clustered by individual, and are shown in parentheses. *** $p < .01$, ** $p < .05$, * $p < .1$. All wages are measured in 2005 dollars. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, and Rosenberg, Rotter measures. Specification VI adds controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, background controls including dummies for central city residence and region of residence, and self-selection into labor force participation, defined as working more than 20 hours per week on average. This selection bias is corrected using the standard parametric selection bias procedure of Heckman (1979). Variables predicting male participation include mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, local unemployment, marriage status, and net family income. Variables predicting female participation additionally include spousal income, and separate indicators of whether a baby or toddler is in the household.

Table 6: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Males, Log Annual Wage, Ages 25-45

	I	II	III	IV	V	VI
Black	-0.40*** (0.02)	-0.12*** (0.03)	-0.13*** (0.03)	-0.37*** (0.02)	-0.15*** (0.03)	-0.04* (0.03)
Hispanic	-0.22*** (0.03)	-0.01 (0.03)	-0.05** (0.03)	-0.16*** (0.03)	-0.05* (0.03)	-0.02 (0.03)
Observed AFQT	-	0.26*** (0.01)	-	-	-	-
Observed AFQT^2	-	-0.02* (0.01)	-	-	-	-
Corrected AFQT	-	-	0.23*** (0.01)	-	0.20*** (0.01)	0.08*** (0.01)
Corrected AFQT^2	-	-	-0.01 (0.01)	-	-0.01 (0.01)	-0.01* (0.01)
Rosenberg Self-Esteem Score	-	-	-	0.12*** (0.01)	0.06*** (0.01)	0.02** (0.01)
Rotter Locus of Control	-	-	-	0.06*** (0.01)	0.02** (0.01)	0.03*** (0.01)
Constant	10.65*** (0.07)	10.55*** (0.08)	10.60*** (0.08)	10.70*** (0.08)	10.56*** (0.06)	10.64*** (0.09)
Percent of Gap Explained by Controls						
Black	-	69%	67%	7%	62%	89%
Hispanic	-	98%	75%	27%	79%	90%
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	43,634	41,566	38,055	37,944	36,829	28,283

Notes: NLSY79 data. Standard errors are clustered by individual, and are shown in parentheses. *** $p < .01$, ** $p < .05$, * $p < .1$. All wages are measured in 2005 dollars. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, and Rosenberg, Rotter measures. Specification VI adds controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, background controls including dummies for central city residence and region of residence, and self-selection into labor force participation, defined as working more than 20 hours per week on average. This selection bias is corrected using the standard parametric selection bias procedure of Heckman (1979). Variables predicting male participation include mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, local unemployment, marriage status, and net family income. Variables predicting female participation additionally include spousal income, and separate indicators of whether a baby or toddler is in the household.

Table 7: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Males, Level Annual Wage (Excluding Zero Earners), Ages 25-45

	I	II	III	IV	V	VI
Black	-13,034***	-2,701***	-3,171***	-12,223***	-3,954***	-2,163*
	(797)	(845)	(904)	(836)	(912)	(1,226)
Hispanic	-8,388***	-326	-1,744*	-6,382***	-1,706*	-1,222
	(952)	(954)	(1,010)	(1,024)	(1,019)	(1,302)
Observed AFQT	-	9,804***	-	-	-	-
		(409)				
Observed AFQT^2	-	2,264***	-	-	-	-
		(368)				
Corrected AFQT	-	-	8,856***	-	7,878***	3,981***
			(398)		(426)	(541)
Corrected AFQT^2	-	-	1,861***	-	1,675***	698*
			(331)		(330)	(392)
Rosenberg Self-Esteem Score	-	-	-	4,618***	1,795***	832*
				(432)	(419)	(496)
Rotter Locus of Control	-	-	-	3,040***	1,183***	1,645***
				(418)	(391)	(471)
Constant	56,071***	48,692***	51,518***	57,269***	51,098***	53,626***
	(3,735)	(3,042)	(3,173)	(3,300)	(3,662)	(5,838)
Percent of Gap Explained by Controls						
Black	-	79%	76%	6%	70%	83%
Hispanic	-	96%	79%	24%	80%	85%
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	43,634	41,566	38,055	37,944	36,829	28,283

Notes: NLSY79 data. Standard errors are clustered by individual, and are shown in parentheses. *** $p < .01$, ** $p < .05$, * $p < .1$. All wages are measured in 2005 dollars. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, and Rosenberg, Rotter measures. Specification VI adds controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, background controls including dummies for central city residence and region of residence, and self-selection into labor force participation, defined as working more than 20 hours per week on average. This selection bias is corrected using the standard parametric selection bias procedure of Heckman (1979). Variables predicting male participation include mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, local unemployment, marriage status, and net family income. Variables predicting female participation additionally include spousal income, and separate indicators of whether a baby or toddler is in the household.

Table 8: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Males, Level Annual Wage (Including Zero Earners), Ages 25-45

	I	II	III	IV	V	VI
Black	-8,129***	830	-86	-7,406***	-460	-2,052*
	(740)	(801)	(872)	(796)	(891)	(1,206)
Hispanic	-3,854***	3,252***	1,984**	-1,541	2,447**	-811
	(888)	(909)	(972)	(980)	(989)	(1,266)
Observed AFQT	-	8,850***	-	-	-	-
		(397)				
Observed AFQT^2	-	1,903***	-	-	-	-
		(349)				
Corrected AFQT	-	-	7,697***	-	7,172***	4,158***
			(389)		(419)	(531)
Corrected AFQT^2	-	-	1,753***	-	1,724***	764**
			(318)		(321)	(387)
Rosenberg Self-Esteem Score	-	-	-	3,509***	906**	861*
				(414)	(412)	(487)
Rotter Locus of Control	-	-	-	2,222***	480	1,530***
				(405)	(395)	(463)
Constant	23,520***	18,279***	19,475***	23,153***	15,681***	47,767***
	(1,830)	(1,901)	(2,003)	(1,967)	(1,930)	(5,620)
Percent of Gap Explained by Controls						
Black	-	>100%	99%	9%	94%	75%
Hispanic	-	>100%	>100%	60%	>100%	79%
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	62,433	58,357	53,490	53,812	51,639	28,962

Notes: NLSY79 data. Standard errors are clustered by individual, and are shown in parentheses. *** $p < .01$, ** $p < .05$, * $p < .1$. All wages are measured in 2005 dollars. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, and Rosenberg, Rotter measures. Specification VI adds controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, background controls including dummies for central city residence and region of residence, and self-selection into labor force participation, defined as working more than 20 hours per week on average. This selection bias is corrected using the standard parametric selection bias procedure of Heckman (1979). Variables predicting male participation include mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, local unemployment, marriage status, and net family income. Variables predicting female participation additionally include spousal income, and separate indicators of whether a baby or toddler is in the household.

Table 9: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Males, Annual Hours Worked, Ages 25-45

	I	II	III	IV	V	VI
Black	-321***	-209***	-215***	-310***	-241***	-62***
	(24)	(27)	(29)	(25)	(29)	(19)
Hispanic	-161***	-90***	-122***	-150***	-118***	-50**
	(25)	(27)	(28)	(27)	(28)	(20)
Observed AFQT	-	90***	-	-	-	-
		(11)				
Observed AFQT^2	-	-23**	-	-	-	-
		(10)				
Corrected AFQT	-	-	81***	-	59***	0
			(12)		(12)	(9)
Corrected AFQT^2	-	-	-21***	-	-23***	-12**
			(7)		(7)	(5)
Rosenberg Self-Esteem Score	-	-	-	52***	37***	16**
				(11)	(11)	(8)
Rotter Locus of Control	-	-	-	30***	21*	13*
				(11)	(11)	(7)
Constant	2,039***	2,106***	2,019***	2,027***	2,169***	2,370***
	(57)	(53)	(61)	(60)	(56)	(50)
Percent of Gap Explained by Controls						
Black	-	35%	33%	4%	25%	81%
Hispanic	-	44%	24%	7%	27%	69%
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	49,107	46,672	42,609	42,439	41,169	29,170

Notes: NLSY79 data. Standard errors are clustered by individual, and are shown in parentheses. *** $p < .01$, ** $p < .05$, * $p < .1$. All wages are measured in 2005 dollars. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, and Rosenberg, Rotter measures. Specification VI adds controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, background controls including dummies for central city residence and region of residence, and self-selection into labor force participation, defined as working more than 20 hours per week on average. This selection bias is corrected using the standard parametric selection bias procedure of Heckman (1979). Variables predicting male participation include mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, local unemployment, marriage status, and net family income. Variables predicting female participation additionally include spousal income, and separate indicators of whether a baby or toddler is in the household.

Table 10: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Males, Working Full Time (Average Hours Per Week > 20), Ages 25-45

	I	II	III	IV	V	VI
Black	-0.04*	0.05*	0.02	-0.05	0.02	-0.17***
	(0.02)	(0.03)	(0.04)	(0.03)	(0.04)	(0.04)
Hispanic	0.06**	0.17***	0.14***	0.13***	0.17***	-0.07
	(0.03)	(0.04)	(0.04)	(0.04)	(0.04)	(0.05)
Observed AFQT	-	0.10***	-	-	-	-
		(0.01)				
Observed AFQT^2	-	0.00	-	-	-	-
		(0.01)				
Corrected AFQT	-	-	0.07***	-	0.07***	0.08***
			(0.01)		(0.02)	(0.02)
Corrected AFQT^2	-	-	0.01	-	0.01	-0.06***
			(0.01)		(0.01)	(0.01)
Rosenberg Self-Esteem Score	-	-	-	0.02	-0.01	0.02
				(0.01)	(0.02)	(0.02)
Rotter Locus of Control	-	-	-	0.01	-0.01	-0.01
				(0.01)	(0.01)	(0.02)
Constant	-0.81***	-0.41***	-0.41***	-0.40***	-0.42***	-0.19
	(0.04)	(0.06)	(0.06)	(0.06)	(0.06)	(0.12)
Percent of Gap Explained by Controls						
Black	-	>100%	>100%	-5%	>100%	-290%
Hispanic	-	-	-	-	-	-
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	81,206	59,020	54,070	54,399	52,209	37,282

Notes: NLSY79 data. The estimates reflect coefficients yielded from probit analysis. Standard errors are clustered by individual, and are shown in parentheses. *** p < .01, ** p < .05, * p < .1. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, Rosenberg, Rotter measures. Specification VI adds \controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, and background controls including dummies for central city residence and region of residence, mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, and local unemployment.

Table 11: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Males, Ever Previously Incarcerated, Ages 25-45

	I	II	III	IV	V	VI
Black	0.55***	0.04	0.10	0.54***	0.13**	0.39***
	(0.05)	(0.06)	(0.06)	(0.06)	(0.06)	(0.09)
Hispanic	0.33***	-0.08	-0.01	0.28***	0.00	0.04
	(0.06)	(0.07)	(0.07)	(0.07)	(0.08)	(0.12)
Observed AFQT	-	-0.54***	-	-	-	-
		(0.04)				
Observed AFQT^2	-	-0.08***	-	-	-	-
		(0.03)				
Corrected AFQT	-	-	-0.51***	-	-0.48***	-0.23***
			(0.05)		(0.05)	(0.06)
Corrected AFQT^2	-	-	-0.11***	-	-0.11***	0.02
			(0.03)		(0.03)	(0.03)
Rosenberg Self-Esteem Score	-	-	-	-0.17***	-0.06**	-0.05
				(0.03)	(0.03)	(0.04)
Rotter Locus of Control	-	-	-	-0.06**	0.00	-0.01
				(0.03)	(0.03)	(0.04)
Constant	-0.90***	-0.67***	-0.76***	-1.00***	-0.84***	-0.63**
	(0.09)	(0.09)	(0.10)	(0.09)	(0.10)	(0.26)
Percent of Gap Explained by Controls						
Black	-	92%	82%	3%	76%	30%
Hispanic	-	>100%	>100%	15%	100%	87%
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	130,994	101,340	92,515	92,846	89,254	63,174

Notes: NLSY79 data. The estimates reflect coefficients yielded from probit analysis. Standard errors are clustered by individual, and are shown in parentheses. *** p $<$ .01, ** p $<$ .05, * p $<$ .1. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, Rosenberg, Rotter measures. Specification VI adds \controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, and background controls including dummies for central city residence and region of residence, mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, and local unemployment.

Females

Table 12: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Females, Log Hourly Wage, Ages 25-45

	I	II	III	IV	V	VI
Black	-0.19*** (0.02)	0.11*** (0.02)	0.09*** (0.02)	-0.17*** (0.02)	0.05** (0.02)	0.01 (0.02)
Hispanic	-0.07*** (0.02)	0.16*** (0.02)	0.12*** (0.02)	-0.03 (0.02)	0.11*** (0.02)	0.10*** (0.02)
Observed AFQT	-	0.31*** (0.01)	-	-	-	-
Observed AFQT^2	-	-0.02** (0.01)	-	-	-	-
Corrected AFQT	-	-	0.26*** (0.01)	-	0.22*** (0.01)	0.10*** (0.01)
Corrected AFQT^2	-	-	-0.01* (0.01)	-	-0.01** (0.01)	-0.02*** (0.01)
Rosenberg Self-Esteem Score	-	-	-	0.13*** (0.01)	0.06*** (0.01)	0.04*** (0.01)
Rotter Locus of Control	-	-	-	0.04*** (0.01)	0.01 (0.01)	0.00 (0.01)
Constant	2.69*** (0.09)	2.57*** (0.08)	2.60*** (0.09)	2.73*** (0.10)	2.66*** (0.10)	2.71*** (0.09)
Percent of Gap Explained by Controls						
Black	-	>100%	>100%	9%	>100%	>100%
Hispanic	-	>100%	>100%	52%	>100%	>100%
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	37,192	35,987	33,649	33,436	32,779	35,014

Notes: NLSY79 data. Standard errors are clustered by individual, and are shown in parentheses. *** $p < .01$, ** $p < .05$, * $p < .1$. All wages are measured in 2005 dollars. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, and Rosenberg, Rotter measures. Specification VI adds controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, background controls including dummies for central city residence and region of residence, and self-selection into labor force participation, defined as working more than 20 hours per week on average. This selection bias is corrected using the standard parametric selection bias procedure of Heckman (1979). Variables predicting male participation include mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, local unemployment, marriage status, and net family income. Variables predicting female participation additionally include spousal income, and separate indicators of whether a baby or toddler is in the household.

Table 13: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Females, Level Hourly Wage, Ages 25-45

	I	II	III	IV	V	VI
Black	-1.99***	1.82***	1.45***	-1.65***	1.12**	-0.22
	(0.38)	(0.40)	(0.41)	(0.41)	(0.46)	(0.31)
Hispanic	-1.51***	1.83***	1.42***	-0.60	1.34***	0.90**
	(0.38)	(0.41)	(0.43)	(0.40)	(0.45)	(0.36)
Observed AFQT	-	3.79***	-	-	-	-
		(0.18)				
Observed AFQT^2	-	-0.05	-	-	-	-
		(0.16)				
Corrected AFQT	-	-	3.24***	-	2.81***	1.54***
			(0.17)		(0.20)	(0.15)
Corrected AFQT^2	-	-	0.26*	-	0.26*	0.01
			(0.14)		(0.14)	(0.12)
Rosenberg Self-Esteem Score	-	-	-	1.58***	0.81***	0.60***
				(0.16)	(0.18)	(0.13)
Rotter Locus of Control	-	-	-	0.71***	0.14	0.10
				(0.18)	(0.19)	(0.13)
Constant	10.52***	12.43***	12.45***	13.64***	12.70***	17.42***
	(1.75)	(2.80)	(2.97)	(2.92)	(2.99)	(2.22)
Percent of Gap Explained by Controls						
Black	-	>100%	>100%	17%	>100%	89%
Hispanic	-	>100%	>100%	60%	>100%	>100%
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	57,959	54,619	50,539	50,391	48,928	35,014

Notes: NLSY79 data. Standard errors are clustered by individual, and are shown in parentheses. *** $p < .01$, ** $p < .05$, * $p < .1$. All wages are measured in 2005 dollars. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, and Rosenberg, Rotter measures. Specification VI adds controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, background controls including dummies for central city residence and region of residence, and self-selection into labor force participation, defined as working more than 20 hours per week on average. This selection bias is corrected using the standard parametric selection bias procedure of Heckman (1979). Variables predicting male participation include mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, local unemployment, marriage status, and net family income. Variables predicting female participation additionally include spousal income, and separate indicators of whether a baby or toddler is in the household.

Table 14: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Females, Log Annual Wage, Ages 25-45

	I	II	III	IV	V	VI
Black	-0.15***	0.23***	0.19***	-0.13***	0.15***	0.03
	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.02)
Hispanic	-0.07**	0.22***	0.18***	-0.01	0.16***	0.11***
	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)
Observed AFQT	-	0.39***	-	-	-	-
		(0.01)				
Observed AFQT^2	-	-0.06***	-	-	-	-
		(0.01)				
Corrected AFQT	-	-	0.32***	-	0.28***	0.11***
			(0.01)		(0.02)	(0.01)
Corrected AFQT^2	-	-	-0.02**	-	-0.02**	-0.02**
			(0.01)		(0.01)	(0.01)
Rosenberg Self-Esteem Score	-	-	-	0.16***	0.08***	0.04***
				(0.01)	(0.01)	(0.01)
Rotter Locus of Control	-	-	-	0.05***	0.00	0.00
				(0.01)	(0.01)	(0.01)
Constant	9.96***	9.83***	9.83***	9.95***	9.85***	10.16***
	(0.17)	(0.16)	(0.17)	(0.17)	(0.16)	(0.11)
Percent of Gap Explained by Controls						
Black	-	>100%	>100%	13%	>100%	>100%
Hispanic	-	>100%	>100%	88%	>100%	>100%
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	41,013	39,682	37,091	36,865	36,138	34,307

Notes: NLSY79 data. Standard errors are clustered by individual, and are shown in parentheses. *** $p < .01$, ** $p < .05$, * $p < .1$. All wages are measured in 2005 dollars. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, and Rosenberg, Rotter measures. Specification VI adds controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, background controls including dummies for central city residence and region of residence, and self-selection into labor force participation, defined as working more than 20 hours per week on average. This selection bias is corrected using the standard parametric selection bias procedure of Heckman (1979). Variables predicting male participation include mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, local unemployment, marriage status, and net family income. Variables predicting female participation additionally include spousal income, and separate indicators of whether a baby or toddler is in the household.

Table 15: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Females, Level Annual Wage (Excluding Zero Earners), Ages 25-45

	I	II	III	IV	V	VI
Black	-4,027***	4,111***	3,349***	-3,460***	2,468***	140
	(556)	(553)	(594)	(572)	(614)	(733)
Hispanic	-2,316***	4,047***	3,261***	-942	2,968***	2,103***
	(657)	(632)	(666)	(663)	(665)	(799)
Observed AFQT	-	8,387***	-	-	-	-
		(315)				
Observed AFQT^2	-	925***	-	-	-	-
		(291)				
Corrected AFQT	-	-	7,064***	-	6,121***	3,552***
			(294)		(306)	(341)
Corrected AFQT^2	-	-	836***	-	777***	117
			(254)		(255)	(296)
Rosenberg Self-Esteem Score	-	-	-	3,740***	1,918***	1,375***
				(279)	(264)	(288)
Rotter Locus of Control	-	-	-	1,477***	238	372
				(279)	(264)	(296)
Constant	32,086***	27,573***	28,038***	31,727***	28,617***	25,590***
	(2,657)	(2,411)	(2,462)	(2,497)	(2,402)	(3,543)
Percent of Gap Explained by Controls						
Black	-	>100%	>100%	14%	>100%	>100%
Hispanic	-	>100%	>100%	59%	>100%	>100%
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	41,013	39,682	37,091	36,865	36,138	34,307

Notes: NLSY79 data. Standard errors are clustered by individual, and are shown in parentheses. *** $p < .01$, ** $p < .05$, * $p < .1$. All wages are measured in 2005 dollars. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, and Rosenberg, Rotter measures. Specification VI adds controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, background controls including dummies for central city residence and region of residence, and self-selection into labor force participation, defined as working more than 20 hours per week on average. This selection bias is corrected using the standard parametric selection bias procedure of Heckman (1979). Variables predicting male participation include mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, local unemployment, marriage status, and net family income. Variables predicting female participation additionally include spousal income, and separate indicators of whether a baby or toddler is in the household.

Table 16: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Females, Level Annual Wage (Including Zero Earners), Ages 25-45

	I	II	III	IV	V	VI
Black	-3,087***	4,710***	4,071***	-2,417***	3,549***	157
	(492)	(509)	(555)	(520)	(577)	(718)
Hispanic	-2,717***	4,039***	3,253***	-942	3,217***	2,064***
	(576)	(576)	(615)	(612)	(622)	(779)
Observed AFQT	-	7,765***	-	-	-	-
		(293)				
Observed AFQT^2	-	183	-	-	-	-
		(239)				
Corrected AFQT	-	-	6,753***	-	6,049***	3,718***
			(275)		(292)	(334)
Corrected AFQT^2	-	-	618***	-	635***	142
			(228)		(232)	(291)
Rosenberg Self-Esteem Score	-	-	-	3,044***	1,368***	1,364***
				(251)	(242)	(282)
Rotter Locus of Control	-	-	-	1,469***	260	422
				(251)	(241)	(291)
Constant	11,746***	8,729***	9,129***	11,801***	9,514***	20,747***
	(1,530)	(1,580)	(1,638)	(1,596)	(1,648)	(3,578)
Percent of Gap Explained by Controls						
Black	-	>100%	>100%	22%	>100%	>100%
Hispanic	-	>100%	>100%	65%	>100%	>100%
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	63,314	59,768	55,311	55,131	53,568	34,933

Notes: NLSY79 data. Standard errors are clustered by individual, and are shown in parentheses. *** $p < .01$, ** $p < .05$, * $p < .1$. All wages are measured in 2005 dollars. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, and Rosenberg, Rotter measures. Specification VI adds controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, background controls including dummies for central city residence and region of residence, and self-selection into labor force participation, defined as working more than 20 hours per week on average. This selection bias is corrected using the standard parametric selection bias procedure of Heckman (1979). Variables predicting male participation include mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, local unemployment, marriage status, and net family income. Variables predicting female participation additionally include spousal income, and separate indicators of whether a baby or toddler is in the household.

Table 17: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Females, Annual Hours Worked, Ages 25-45

	I	II	III	IV	V	VI
Black	-76***	200***	165***	-41	151***	46***
	(25)	(26)	(28)	(26)	(29)	(15)
Hispanic	-140***	86***	48	-64**	52*	30*
	(29)	(29)	(31)	(30)	(31)	(16)
Observed AFQT	-	248***	-	-	-	-
		(12)				
Observed AFQT^2	-	-95***	-	-	-	-
		(11)				
Corrected AFQT	-	-	197***	-	181***	21***
			(12)		(14)	(8)
Corrected AFQT^2	-	-	-35***	-	-33***	-3
			(9)		(9)	(5)
Rosenberg Self-Esteem Score	-	-	-	75***	26**	10
				(12)	(12)	(6)
Rotter Locus of Control	-	-	-	28**	-1	-2
				(12)	(12)	(6)
Constant	1,530***	1,399***	1,402***	1,437***	1,490***	2,050***
	(84)	(86)	(90)	(91)	(90)	(64)
Percent of Gap Explained by Controls						
Black	-	>100%	>100%	46%	>100%	>100%
Hispanic	-	>100%	>100%	54%	>100%	>100%
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	55,061	52,852	48,840	48,429	47,365	35,014

Notes: NLSY79 data. Standard errors are clustered by individual, and are shown in parentheses. *** $p < .01$, ** $p < .05$, * $p < .1$. All wages are measured in 2005 dollars. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, and Rosenberg, Rotter measures. Specification VI adds controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, background controls including dummies for central city residence and region of residence, and self-selection into labor force participation, defined as working more than 20 hours per week on average. This selection bias is corrected using the standard parametric selection bias procedure of Heckman (1979). Variables predicting male participation include mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, local unemployment, marriage status, and net family income. Variables predicting female participation additionally include spousal income, and separate indicators of whether a baby or toddler is in the household.

Table 18: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Females, Working Full Time (Average Hours Per Week > 20), Ages 25-45

	I	II	III	IV	V	VI
Black	-0.03	0.24***	0.20***	0.00	0.20***	0.12***
	(0.02)	(0.03)	(0.03)	(0.03)	(0.03)	(0.04)
Hispanic	-0.09***	0.14***	0.10***	-0.02	0.11***	0.06
	(0.03)	(0.03)	(0.03)	(0.03)	(0.04)	(0.04)
Observed AFQT	-	0.26***	-	-	-	-
		(0.01)				
Observed AFQT^2	-	-0.11***	-	-	-	-
		(0.01)				
Corrected AFQT	-	-	0.21***	-	0.19***	0.14***
			(0.01)		(0.02)	(0.02)
Corrected AFQT^2	-	-	-0.04***	-	-0.04***	-0.06***
			(0.01)		(0.01)	(0.01)
Rosenberg Self-Esteem Score	-	-	-	0.07***	0.02	0.01
				(0.01)	(0.01)	(0.02)
Rotter Locus of Control	-	-	-	0.03***	0.00	-0.01
				(0.01)	(0.01)	(0.01)
Constant	-0.78***	-0.37***	-0.44***	-0.41***	-0.43***	-0.42***
	(0.07)	(0.09)	(0.09)	(0.09)	(0.09)	(0.16)
Percent of Gap Explained by Controls						
Black	-	>100%	>100%	84%	>100%	>100%
Hispanic	-	>100%	>100%	78%	>100%	>100%
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	80,003	60,036	55,547	55,367	53,802	41,750

Notes: NLSY79 data. The estimates reflect coefficients yielded from probit analysis. Standard errors are clustered by individual, and are shown in parentheses. *** p < .01, ** p < .05, * p < .1. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, Rosenberg, Rotter measures. Specification VI adds \controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, and background controls including dummies for central city residence and region of residence, mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, and local unemployment.

Table 19: Change in the Minority Wage Gaps by Controlling for Ability, Education, and Background - Females, Ever Previously Incarcerated, Ages 25-45

	I	II	III	IV	V	VI
Black	0.04 (0.10)	-0.44*** (0.14)	-0.29** (0.14)	0.06 (0.12)	-0.24 (0.15)	0.05 (0.19)
Hispanic	0.03 (0.12)	-0.35** (0.14)	-0.28* (0.15)	0.00 (0.14)	-0.24 (0.16)	-0.30 (0.23)
Observed AFQT	-	-0.57*** (0.14)	-	-	-	-
Observed AFQT^2	-	-0.12 (0.08)	-	-	-	-
Corrected AFQT	-	-	-0.40*** (0.12)	-	-0.48*** (0.14)	-0.26** (0.12)
Corrected AFQT^2	-	-	-0.09 (0.08)	-	-0.15* (0.08)	-0.03 (0.07)
Rosenberg Self-Esteem Score	-	-	-	-0.14** (0.06)	-0.06 (0.06)	-0.11 (0.07)
Rotter Locus of Control	-	-	-	-0.03 (0.05)	0.05 (0.06)	0.17** (0.07)
Constant	-1.22*** (0.19)	-1.14*** (0.21)	-1.09*** (0.21)	-1.28*** (0.20)	-1.09*** (0.22)	-1.02** (0.48)
Percent of Gap Explained by Controls						
Black	-	>100%	>100%	-39%	>100%	-27%
Hispanic	-	>100%	>100%	>100%	>100%	>100%
Age Dummies	x	x	x	x	x	x
Controls for Education?						x
Controls for Background?						x
Controls for Self-Selection into LF?						x
Observations	115,692	93,217	85,917	85,019	82,743	64,380

Notes: NLSY79 data. The estimates reflect coefficients yielded from probit analysis. Standard errors are clustered by individual, and are shown in parentheses. *** p $<$ .01, ** p $<$ .05, * p $<$ .1. Observations are included if the individual has never been incarcerated. The decreasing N across ages is due in part to the fact that NLSY79 is sampled only every other year after 1994. Specification I contains only race dummies and dummies for each year of age. Specification II adds observed scores for AFQT and AFQT squared. Specification III is the same as II but uses the pre-schooling adjusted measures of AFQT and AFQT squared, constructed by the method described in Heckman et al. (2011). Specification IV controls for only the race dummies, dummies for each year of age and scores on the Rosenberg Self-Esteem Scale and the Rotter Locus of Control. Specification V combines controls for the AFQT, Rosenberg, Rotter measures. Specification VI adds \controls for educational attainment including dummies indicating possession of a GED, high school degree, two years of college, or a four-year college degree or better, and background controls including dummies for central city residence and region of residence, mother's and father's highest grade completed, dummies for broken home, urban residence, and southern residence at age 14, number of siblings, and local unemployment.

Table 20: Contributions by Components to Racial Skill Gaps at age 6: Static Decomposition, Raw Scores

	Age 6	Math				Reading			
		Mean	s.e.		%Changes	Mean	s.e.		%Changes
Girls	**Actual Gap (=W-B)**	3.0980	0.4870	***		1.2755	0.5055	***	
	Contribution by								
	Mother's Skill	3.3742	0.4675	***	**108.9%**	2.4673	0.3636	***	**193.4%**
	Mother's Cog.	3.1711	0.4366	***	**102.4%**	2.1490	0.3204	***	**168.5%**
	Mother's Non-cog.	0.1583	0.1027		5.1%	0.3776	0.0930	***	**29.6%**
	Parental Investment	1.1734	0.1667	***	**37.9%**	1.3495	0.2367	***	**105.8%**
	Material Resource	-0.1799	0.1312	**	**-5.8%**	0.5737	0.1539	***	**45.0%**
	Cognitive Stimulation	-0.4004	0.1099	***	**-12.9%**	0.7155	0.1607	***	**56.1%**
	Emotional Support	-0.4009	0.1101	***	**-12.9%**	0.7151	0.1565	***	**56.1%**
	Intact Family	0.2097	0.1901		6.8%	0.9881	0.1877	***	**77.5%**
	Family Income	-0.5796	0.1102	***	**-18.7%**	0.6688	0.1515	***	**52.4%**
	All Together Jointly	5.2503	0.4542	***	**169.5%**	4.1330	0.4446	***	**324.0%**
Boys	**Actual Gap (=W-B)**	4.1329	0.5130	***		1.7658	0.5244	***	
	Contribution by								
	Mother's Skill	-0.1985	0.6500		-4.8%	1.0583	0.2884	***	**59.9%**
	Mother's Cog.	0.2108	0.4260		5.1%	1.2406	0.2973	***	**70.3%**
	Mother's Non-cog.	-0.2191	0.1176		-5.3%	-0.1451	0.1060		-8.2%
	Parental Investment	1.6323	0.2001	***	**39.5%**	1.1938	0.1986	***	**67.6%**
	Material Resource	-0.2783	0.0802	***	**-6.7%**	0.0188	0.1257		1.1%
	Cognitive Stimulation	-0.3657	0.0851	***	**-8.8%**	-0.0863	0.1255		-4.9%
	Emotional Support	-0.3945	0.0892	***	**-9.5%**	-0.0861	0.1172		-4.9%
	Intact Family	0.2370	0.1811		5.7%	0.5829	0.1721	***	**33.0%**
	Family Income	-0.4645	0.1129	***	**-11.2%**	-0.0901	0.1061		-5.1%
	All Together Jointly	1.3216	0.6425	***	**32.0%**	1.0808	0.4401	***	**61.2%**

Source: Moon (2010)

Data: A balanced panel from Children of NLSY79.

Note: (a) "Mother's skill" denotes mother's AFQT score, Rosenberg Self-esteem scale, and Rotter Locus of Control scale obtained from NLSY79; (b) "Parental Investment" consists of three latent factors estimated by individual indicators in HOME-SF Inventory up to the corresponding age; (c) "Intact Family" is a continuous variable of fraction of childhood spent in a family headed by his/her biological parents in wedlock up to the age of test taking; (d) "Family Income" include all types of income in the household averaged over the whole childhood up to the age of test taking; (e) "Others" denote all other variables included in the regression such as dummy indicators for teenage mothers and mothers older than 30, dummy indicators for birth order, the number of siblings in the household, dummy indicators for birth cohorts, a dummy indicator for whether the town is in MSA or not, the county-level unemployment rate at child's birth, the county-level crime rate at child's birth, the teacher-student ratio at the county level, the per-pupil educational expenditure at the state-level, and dummy indicators for mother's educational attainment.

Table 21: Contributions by Components to Racial Skill Gaps at age 8: Static Decomposition, Raw Scores

	Age 8	Math				Reading			
		Mean	s.e.		%Changes	Mean	s.e.		%Changes
Girls	**Actual Gap (=W-B)**	5.1382	0.6080	***		3.5628	0.6652	***	
	Contribution by								
	Mother's Skill	2.7338	0.5971	***	**53.2%**	3.2826	0.6781	***	**92.1%**
	Mother's Cog.	2.0687	0.4565	***	**40.3%**	2.4999	0.4463	***	**70.2%**
	Mother's Non-cog.	0.1091	0.2530		2.1%	0.5939	0.1534	***	**16.7%**
	Parental Investment	1.6231	0.4015	***	**31.6%**	0.5680	0.3167	***	**15.9%**
	Material Resource	0.7080	0.1620	***	**13.8%**	-0.3444	0.2347		-9.7%
	Cognitive Stimulation	0.1514	0.1946		2.9%	0.4042	0.2312		11.3%
	Emotional Support	-0.0113	0.2173		-0.2%	0.0922	0.1749		2.6%
	Intact Family	0.9514	0.2729	***	**18.5%**	0.2146	0.2404		6.0%
	Family Income	-0.0319	0.2054		-0.6%	0.4713	0.2168		13.2%
	All Together Jointly	8.4589	1.3849	***	**164.6%**	4.8014	1.2491	***	**134.8%**
Boys	**Actual Gap (=W-B)**	7.8927	0.6951	***		5.7689	0.7598	***	
	Contribution by								
	Mother's Skill	0.1581	0.4175		2.0%	1.3319	0.4175	***	**23.1%**
	Mother's Cog.	0.2596	0.4277		3.3%	1.4343	0.3437	***	**24.9%**
	Mother's Non-cog.	-0.0050	0.2447		-0.1%	0.0821	0.2251		1.4%
	Parental Investment	1.4969	0.4633	***	**19.0%**	1.3132	0.3847	***	**22.8%**
	Material Resource	0.6372	0.2557	***	**8.1%**	-0.2972	0.3007		-5.2%
	Cognitive Stimulation	0.2249	0.2361		2.9%	-0.4098	0.3123		-7.1%
	Emotional Support	-0.5604	0.2807		-7.1%	0.0465	0.2768		0.8%
	Intact Family	0.0615	0.4371		0.8%	0.0837	0.4296		1.5%
	Family Income	-0.0099	0.1697		-0.1%	0.7981	0.2578	*	**13.8%**
	All Together Jointly	1.0499	1.3322		13.3%	1.5758	1.6601	**	**27.3%**

Source: Moon (2010)

Data: A balanced panel from Children of NLSY79.

Note: (a) "Mother's skill" denotes mother's AFQT score, Rosenberg Self-esteem scale, and Rotter Locus of Control scale obtained from NLSY79; (b) "Parental Investment" consists of three latent factors estimated by individual indicators in HOME-SF Inventory up to the corresponding age; (c) "Intact Family" is a continuous variable of fraction of childhood spent in a family headed by his/her biological parents in wedlock up to the age of test taking; (d) "Family Income" include all types of income in the household averaged over the whole childhood up to the age of test taking; (e) "Others" denote all other variables included in the regression such as dummy indicators for teenage mothers and mothers older than 30, dummy indicators for birth order, the number of siblings in the household, dummy indicators for birth cohorts, a dummy indicator for whether the town is in MSA or not, the county-level unemployment rate at child's birth, the county-level crime rate at child's birth, the teacher-student ratio at the county level, the per-pupil educational expenditure at the state-level, and dummy indicators for mother's educational attainment.

Table 22: Contributions by Components to Racial Skill Gaps at age 10: Static Decomposition, Raw Scores

	Age 10	Math				Reading			
		Mean	s.e.		%Changes	Mean	s.e.		%Changes
Girls	**Actual Gap (=W-B)**	4.9991	0.5573	***		5.4490	0.7313	***	
	Contribution by								
	Mother's Skill	2.4316	0.4193	***	**48.6%**	3.1203	0.4861	***	**57.3%**
	Mother's Cog.	1.5777	0.3434	***	**31.6%**	1.9647	0.4150	***	**36.1%**
	Mother's Non-cog.	0.5930	0.2144	**	**11.9%**	0.4168	0.3203	*	**7.6%**
	Parental Investment	1.2101	0.3112	***	**24.2%**	1.4945	0.2420	***	**27.4%**
	Material Resource	0.8562	0.3691	*	**17.1%**	0.9075	0.2961	*	**16.7%**
	Cognitive Stimulation	1.0006	0.3638	*	**20.0%**	0.5114	0.3193		9.4%
	Emotional Support	0.5475	0.2833		11.0%	0.2179	0.2407		4.0%
	Intact Family	0.9134	0.3906	**	**18.3%**	0.3798	0.5135		7.0%
	Family Income	0.0650	0.2297		1.3%	-0.3846	0.2187		-7.1%
	All Together Jointly	4.0526	0.9874	***	**81.1%**	3.9843	2.5116	***	**73.1%**
Boys	**Actual Gap (=W-B)**	8.0250	0.6575	***		8.6815	0.8423	***	
	Contribution by								
	Mother's Skill	1.3211	0.5350	**	**16.5%**	0.4754	0.4171		5.5%
	Mother's Cog.	1.2266	0.4371	***	**15.3%**	0.2970	0.6139		3.4%
	Mother's Non-cog.	0.1876	0.2032		2.3%	0.1242	0.2530		1.4%
	Parental Investment	1.6647	0.3630	***	**20.7%**	0.7054	0.3133	***	**8.1%**
	Material Resource	-0.1786	0.4423		-2.2%	0.8257	0.3458	**	**9.5%**
	Cognitive Stimulation	-0.4240	0.3327		-5.3%	0.5606	0.2828	**	**6.5%**
	Emotional Support	-0.2457	0.2440		-3.1%	0.3140	0.2844		3.6%
	Intact Family	-0.1441	0.3622		-1.8%	0.5578	0.4444		6.4%
	Family Income	0.1845	0.2943		2.3%	0.0647	0.2981		0.7%
	All Together Jointly	0.3526	1.0594		4.4%	1.7944	1.1283	***	**20.7%**

Source: Moon (2010)

Data: A balanced panel from Children of NLSY79.

Note: (a) "Mother's skill" denotes mother's AFQT score, Rosenberg Self-esteem scale, and Rotter Locus of Control scale obtained from NLSY79; (b) "Parental Investment" consists of three latent factors estimated by individual indicators in HOME-SF Inventory up to the corresponding age; (c) "Intact Family" is a continuous variable of fraction of childhood spent in a family headed by his/her biological parents in wedlock up to the age of test taking; (d) "Family Income" include all types of income in the household averaged over the whole childhood up to the age of test taking; (e) "Others" denote all other variables included in the regression such as dummy indicators for teenage mothers and mothers older than 30, dummy indicators for birth order, the number of siblings in the household, dummy indicators for birth cohorts, a dummy indicator for whether the town is in MSA or not, the county-level unemployment rate at child's birth, the county-level crime rate at child's birth, the teacher-student ratio at the county level, the per-pupil educational expenditure at the state-level, and dummy indicators for mother's educational attainment.

Table 23: Contributions by Components to Racial Skill Gaps at age 12: Static Decomposition, Raw Scores

	Age 12	Math				Reading			
		Mean	s.e.		%Changes	Mean	s.e.		%Changes
Girls	**Actual Gap (=W-B)**	6.3731	0.2928	***		5.3663	0.3710	***	
	Contribution by								
	Mother's Skill	3.2826	0.6781	***	**51.5%**	4.1805	0.6452	***	**77.9%**
	Mother's Cog.	2.4999	0.4463	***	**39.2%**	3.2859	0.5356	***	**61.2%**
	Mother's Non-cog.	0.5939	0.1534	***	**9.3%**	0.7779	0.2289	***	**14.5%**
	Parental Investment	0.5680	0.3167	***	**8.9%**	1.4638	0.3502	***	**27.3%**
	Material Resource	-0.3444	0.2347		-5.4%	0.4033	0.2866		7.5%
	Cognitive Stimulation	0.4042	0.2312		6.3%	0.2156	0.2212		4.0%
	Emotional Support	0.0922	0.1749		1.4%	0.8420	0.2343	***	**15.7%**
	Intact Family	0.2146	0.2404		3.4%	1.0145	0.3455	***	**18.9%**
	Family Income	0.4713	0.2168		7.4%	-0.4191	0.2198		-7.8%
	All Together Jointly	4.8014	1.2491	***	**75.3%**	6.3158	0.8482	***	**117.7%**
Boys	**Actual Gap (=W-B)**	9.6089	0.3319	***		10.4059	0.4403	***	
	Contribution by								
	Mother's Skill	1.3319	0.4175	***	**13.9%**	-0.0897	0.7736		-0.9%
	Mother's Cog.	1.4343	0.3437	***	**14.9%**	0.0437	0.5204		0.4%
	Mother's Non-cog.	0.0821	0.2251		0.9%	-0.0802	0.2583		-0.8%
	Parental Investment	1.3132	0.3847	***	**13.7%**	0.7706	0.6831		7.4%
	Material Resource	-0.2972	0.3007		-3.1%	0.5569	0.2899	**	**5.4%**
	Cognitive Stimulation	-0.4098	0.3123		-4.3%	0.6429	0.4213		6.2%
	Emotional Support	0.0465	0.2768		0.5%	0.2388	0.2815	*	**2.3%**
	Intact Family	0.0837	0.4296		0.9%	1.2836	0.5101	*	**12.3%**
	Family Income	0.7981	0.2578	*	**8.3%**	0.4629	0.3622	*	**4.4%**
	All Together Jointly	1.5758	1.6601	*	**16.4%**	2.0414	2.3343		19.6%

Source: Moon (2010)

Data: A balanced panel from Children of NLSY79.

Note: (a) "Mother's skill" denotes mother's AFQT score, Rosenberg Self-esteem scale, and Rotter Locus of Control scale obtained from NLSY79; (b) "Parental Investment" consists of three latent factors estimated by individual indicators in HOME-SF Inventory up to the corresponding age; (c) "Intact Family" is a continuous variable of fraction of childhood spent in a family headed by his/her biological parents in wedlock up to the age of test taking; (d) "Family Income" include all types of income in the household averaged over the whole childhood up to the age of test taking; (e) "Others" denote all other variables included in the regression such as dummy indicators for teenage mothers and mothers older than 30, dummy indicators for birth order, the number of siblings in the household, dummy indicators for birth cohorts, a dummy indicator for whether the town is in MSA or not, the county-level unemployment rate at child's birth, the county-level crime rate at child's birth, the teacher-student ratio at the county level, the per-pupil educational expenditure at the state-level, and dummy indicators for mother's educational attainment.

Table 24: Oaxaca Decomposition of Black-White Skill Gap: PIAT Math and Reading at Age 12

Age 12	Girls		Boys	
	Math	Reading	Math	Reading
Overall Gap (Raw Scores)	**6.618**	**5.256**	**9.811**	**10.163**
Contributions (in %)				
by Endowments				
Mother's Skills	81.3%	122.8%	58.4%	62.2%
Parental Investment	13.2%	45.2%	56.7%	47.7%
Intact Family	4.3%	15.7%	-14.6%	-13.2%
Family Income	4.2%	-2.0%	21.4%	44.1%
Others	8.7%	-2.4%	2.7%	8.6%
Total	**111.6%**	**179.3%**	**124.7%**	**149.4%**
by Coefficients				
Mother's Skills	46.3%	126.2%	9.1%	-14.2%
Parental Investment	-19.9%	-4.8%	22.4%	3.2%
Intact Family	-5.3%	-11.1%	6.8%	9.7%
Family Income	-8.6%	0.2%	-18.5%	-30.0%
Others	53.8%	-7.8%	80.1%	182.9%
Constant	-65.2%	-152.8%	-69.9%	-159.1%
Total	**1.1%**	**-50.1%**	**30.1%**	**-7.6%**
by E-C Interactions				
Mother's Skills	-37.2%	-58.6%	-22.1%	-23.2%
Parental Investment	45.6%	30.6%	-21.0%	6.6%
Intact Family	-7.5%	-14.4%	9.8%	14.1%
Family Income	-3.9%	4.3%	-24.0%	-44.2%
Others	-9.6%	8.9%	2.6%	4.8%
Total	**-12.7%**	**-29.2%**	**-54.8%**	**-41.9%**

Source : Moon (2010)

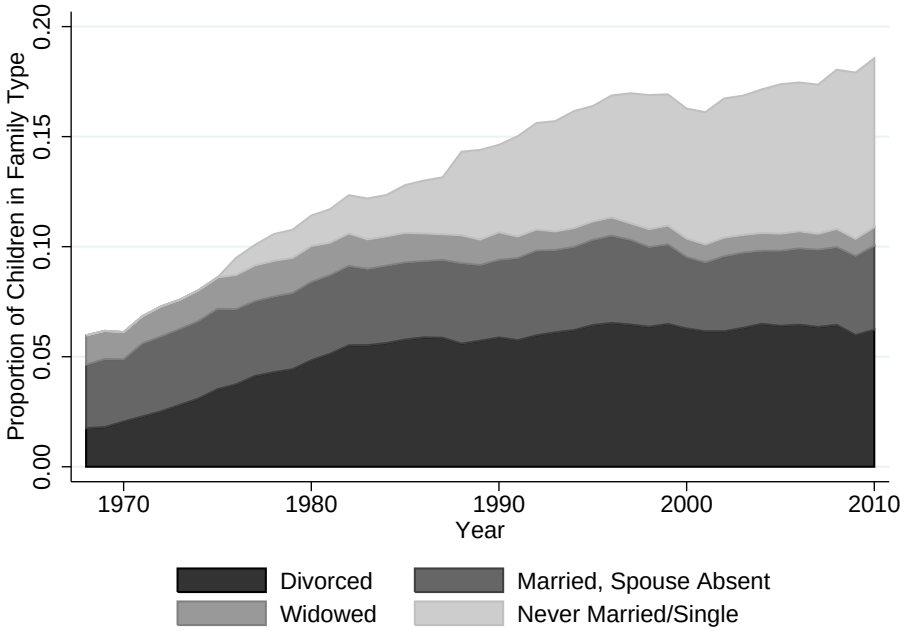
Data: A balanced panel from Children of NLSY79.

Note: (a) "Mother's skill" denotes mother's AFQT score, Rosenberg Self-esteem scale, and Rotter Locus of Control scale obtained from NLSY79; (b) "Parental Investment" consists of three latent factors estimated by individual indicators in HOME-SF Inventory up to the corresponding age; (c) "Intact Family" is a continuous variable of fraction of childhood spent in a family headed by his/her biological parents in wedlock up to the age of test taking; (d) "Family Income" include all types of income in the household averaged over the whole childhood up to the age of test taking; (e) "Others" denote all other variables included in the regression such as dummy indicators for teenage mothers and mothers older than 30, dummy indicators for birth order, the number of siblings in the household, dummy indicators for birth cohorts, a dummy indicator for whether the town is in MSA or not, the county-level unemployment rate at child's birth, the county-level crime rate at child's birth, the teacher-student ratio at the county level, the per-pupil educational expenditure at the state-level, and dummy indicators for mother's educational attainment.

4 Time Trends for Children in Single Parent Households

Trends by Marital Status

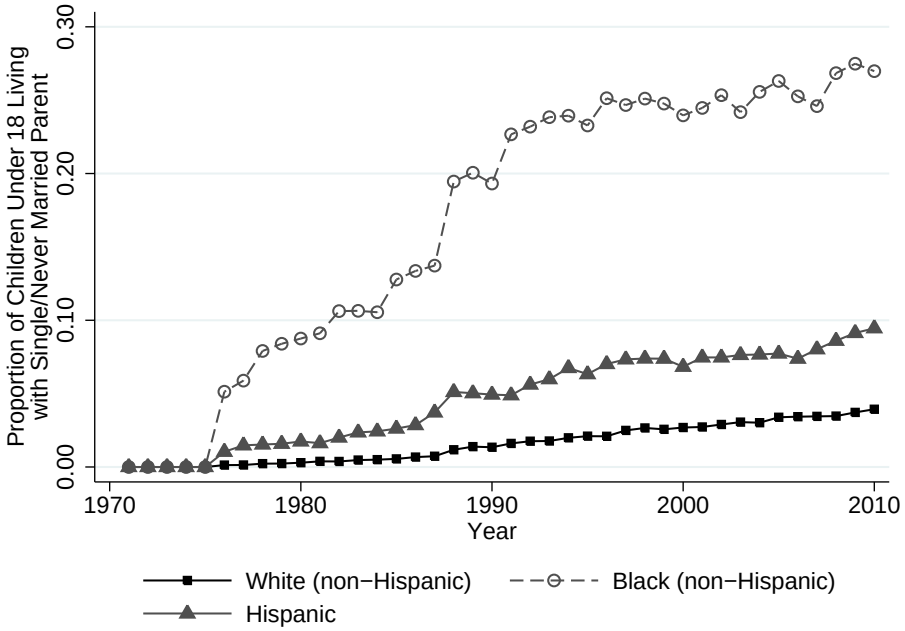
Figure 39: Children in Single Parent Households by Marital Status - All Education Levels, All Races



Source: IPUMS CPS March data, 1968-2010. Notes: Only households with children under 18 are included in the calculations. Household responses are averaged with weights equal to the household weight multiplied by the number of children under 18 in the household. The "Married, Spouse Absent" category includes parents who are separated.

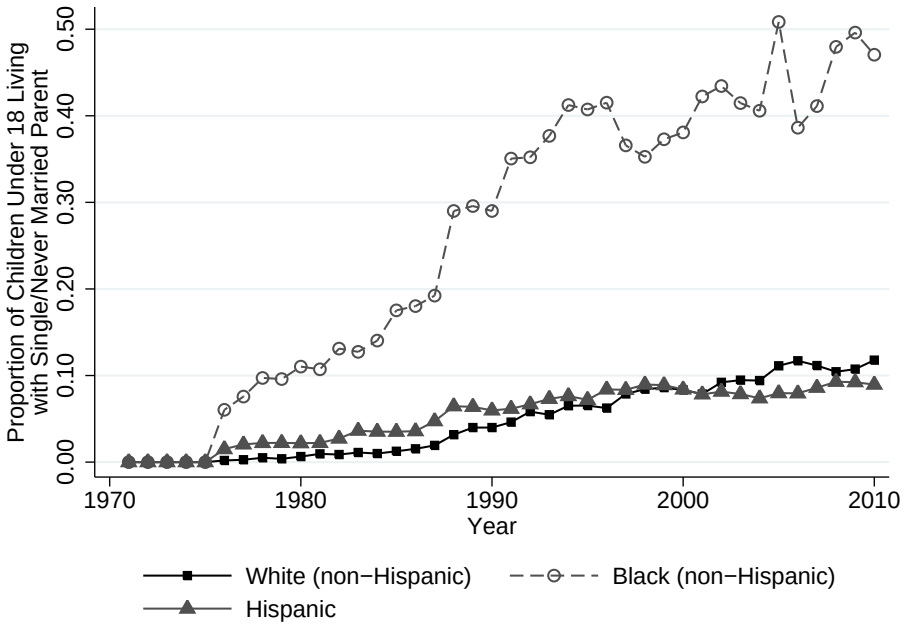
Trends Children in Single/Never Married Households by Race

Figure 40: Children in Households with Single, Never Married Parents by Race



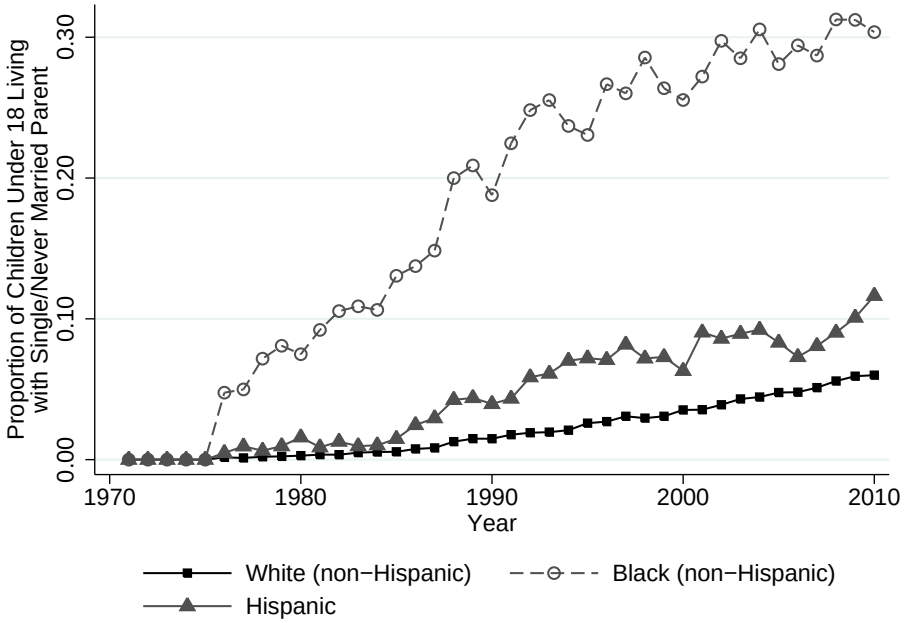
Source: IPUMS CPS March data 1968-2010. Notes: Only households with children under 18 are included in the calculations. Household responses are averaged with weights equal to the household weight multiplied by the number of children under 18 in the household.

Figure 41: Children in Households with Single, Never Married Parents by Race - Dropouts



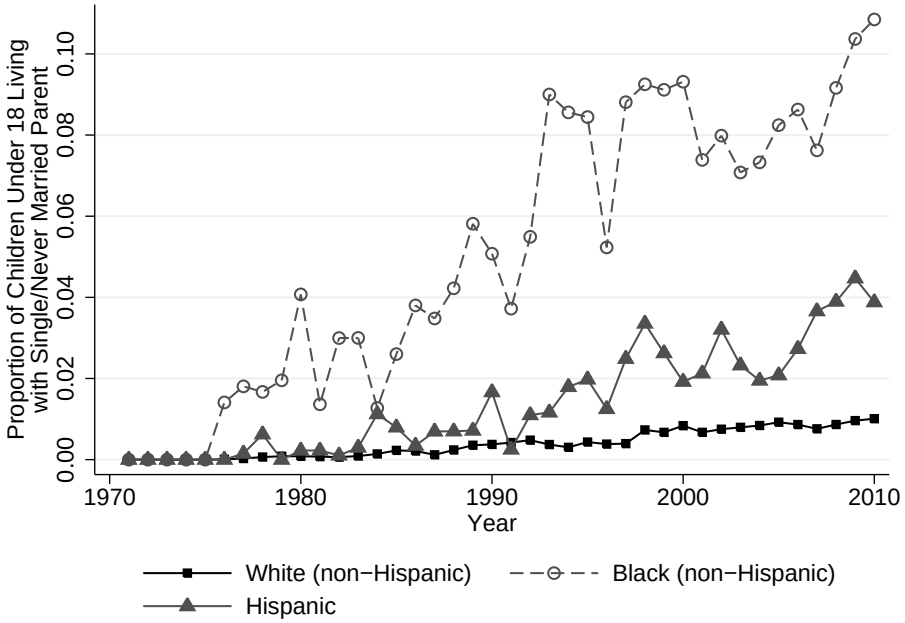
Source: IPUMS CPS March data 1968-2010. Notes: Only households with children under 18 are included in the calculations. Household responses are averaged with weights equal to the household weight multiplied by the number of children under 18 in the household.

Figure 42: Children in Households with Single, Never Married Parents by Race - High School Graduates



Source: IPUMS CPS March data 1968-2010. Notes: Only households with children under 18 are included in the calculations. Household responses are averaged with weights equal to the household weight multiplied by the number of children under 18 in the household.

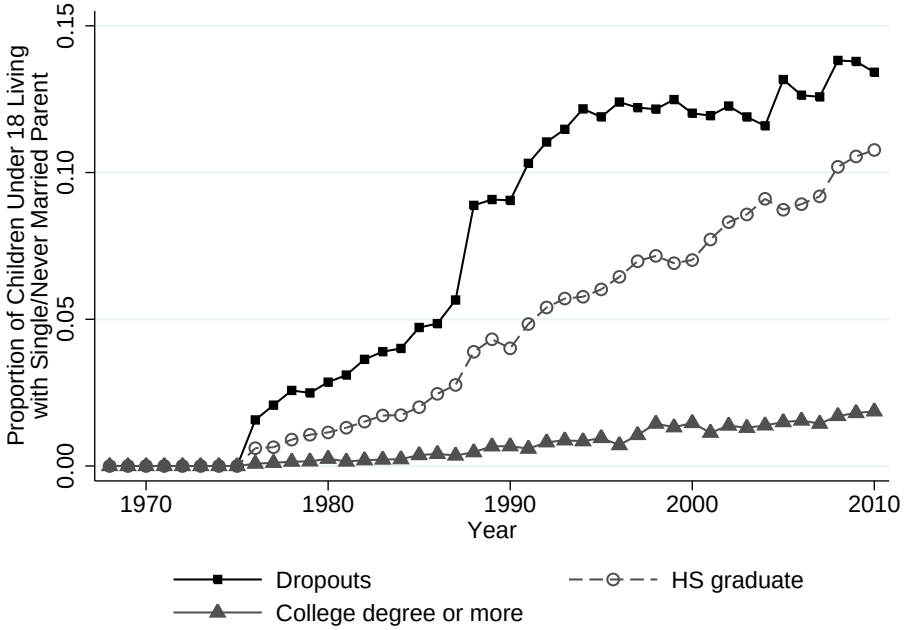
Figure 43: Children in Households with Single, Never Married Parents by Race - College Graduates or More



Source: IPUMS CPS March data 1968-2010. Notes: Only households with children under 18 are included in the calculations. Household responses are averaged with weights equal to the household weight multiplied by the number of children under 18 in the household.

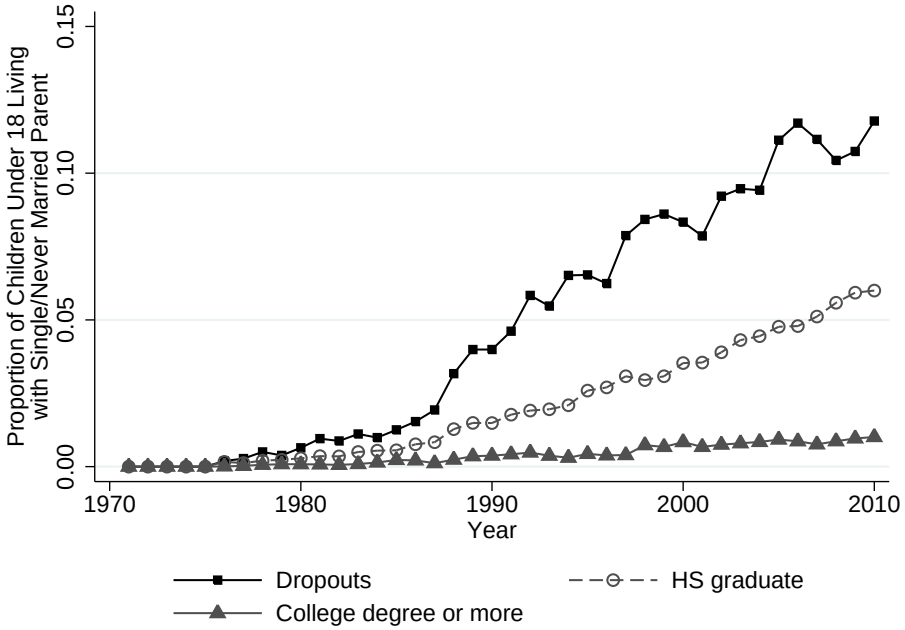
Trends in Children in Single/Never Married Households by Education

Figure 44: Children in Households with Single, Never Married Parents by Education - All Races



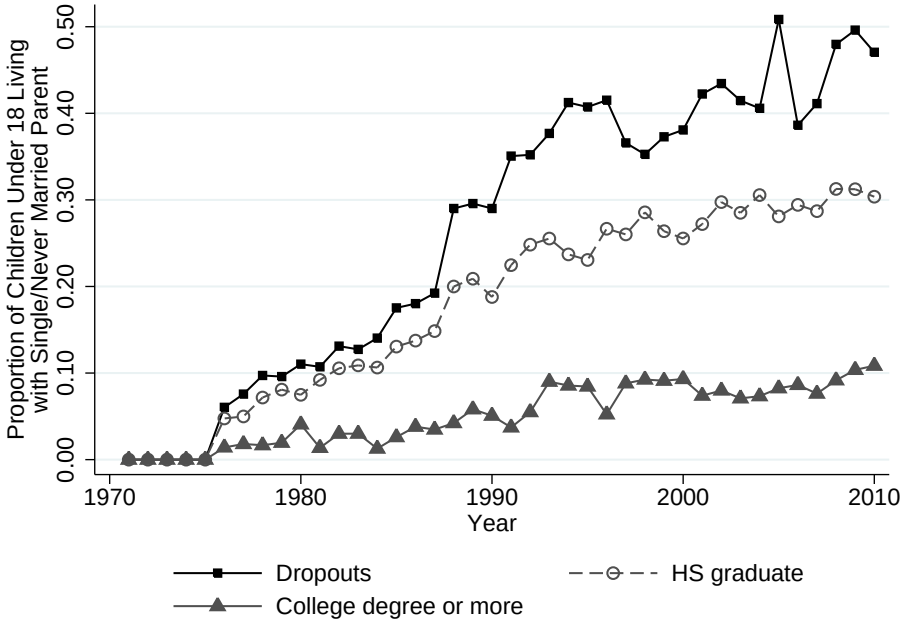
Source: IPUMS CPS March data 1968-2010. Notes: Only households with children under 18 are included in the calculations. Household responses are averaged with weights equal to the household weight multiplied by the number of children under 18 in the household.

Figure 45: Children in Households with Single, Never Married Parents by Education - Non-Hispanic Whites



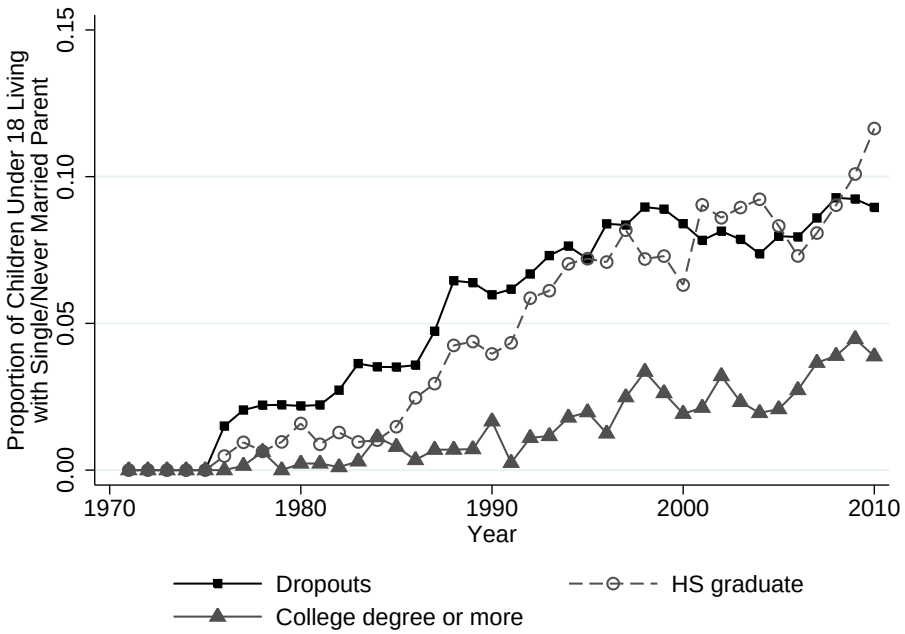
Source: IPUMS CPS March data 1968-2010. Notes: Only households with children under 18 are included in the calculations. Household responses are averaged with weights equal to the household weight multiplied by the number of children under 18 in the household.

Figure 46: Children in Households with Single, Never Married Parents by Education - Non-Hispanic Blacks



Source: IPUMS CPS March data 1968-2010. Notes: Only households with children under 18 are included in the calculations. Household responses are averaged with weights equal to the household weight multiplied by the number of children under 18 in the household.

Figure 47: Children in Households with Single, Never Married Parents by Education - Hispanics



Source: IPUMS CPS March data 1968-2010. Notes: Only households with children under 18 are included in the calculations. Household responses are averaged with weights equal to the household weight multiplied by the number of children under 18 in the household.

5 *Freakonomics* on Parenting

After accepting that nature accounts for 50% of a child's personality and ability (mentions twin studies), Levitt asks the question of what accounts for the other half.

On p.154, Levitt writes that these "nature-nurture discrepancies were addressed in a 1998 book by a little-known textbook author named Judith Rich Harris. The Nurture Assumption was in effect an attack on obsessive parenting, a book so provocative that it required two subtitles: *Why Children Turn Out the Way They Do* and *Parents Matter less Than You Think and Peers Matter More*."

He summarizes Harris's book, mentions the much discussed "unlikeliness of Harris's bombshell" given her lack of credentials, and overviews Steven Pinker's support for her work.

After looking into school-choice and black-white achievement gaps, Levitt then aims to answer the question, "What are the factors that do and do not affect a child's performance in school?"

Using the ECLS data, he looks into 16 factors generally assumed to be correlated with test scores. Levitt claims that the things that are correlated with test scores are things that parents are (educated, have high SES, mother over thirty when first child born, child had low birthweight, speak English at home, adoptive parents, involved in the PTA, own many books), and the things that are not correlated with test scores are things that parents do (remain married, move to better neighborhood, mother didn't work when child was young, child attended Head Start, regularly take child to museums, regularly spank child, child frequently watches television, read to child everyday).

The main argument of the chapter is best summarized near the end: "*The reality is that technique looks to be overrated. But this is not to say that parents don't matter. Plainly they matter a great deal. Here is the conundrum: by the time most people pick up a parenting book, it is far too late. If you are smart, hardworking, well educated, well paid, and married to someone equally fortunate, then your children are more likely to succeed. (Nor does it hurt, in all likelihood, to be honest, thoughtful, loving, and curious about the world.) But it isn't so much a matter of what you do as a parent; it's who you are.*" (p.175)

He ends with a paper by Sacerdote (2000), that finds that parents do matter (compared to similar children who were not put up for adoption, adopted children (adoptive parents were typically smarter, better educated, and more highly paid than the baby's biological parents) were far more likely to attend college, have a well-paid job, and to wait until they were out of their teens to get married).

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