Older Adolescent and Young Adult English Learners: A Study of Demographics, Policies, and Programs

Final Summary Report - Task 5b

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List of Abbreviations

ACS	American Community Survey
CPI	Consumer Price Index
CPS	Current Population Survey
EL	English Learner
ESEA	*Elementary and Secondary Education Act*
FAQs	frequently asked questions
GED	General Education Diploma
HS	high school
IPUMS	Integrated Public Use Microdata Series
IT	information technology
MPI	Migration Policy Institute
OCTAE	Office of Career, Technical, and Adult Education
OELA	Office of English Language Acquisition
PIAAC	Program for the International Assessment of Adult Competencies
PUMS	Public Use Microdata Sample

1.0 Introduction

This report is designed to inform the Office of Career, Technical, and Adult Education (OCTAE) and the Office of English Language Acquisition (OELA) about the demographics and other characteristics of English Learners (ELs) ages 14 through 21 as the offices seek to strengthen and expand educational and technical assistance services to meet the educational needs of this population. It provides detailed findings regarding the demographic characteristics, educational attainment, and employment and family status of ELs. The report concludes with implications for program, outreach, and service delivery strategies. This document is for internal use by the U.S. Department of Education and is not intended for release to the general public.

RTI International conducted this study under contract from the U.S. Department of Education (GS-10F-0348U/ ED-VAE-10-O-0102, Task Order 14). The 12-month study was conducted between September 2014 and September 2015.

The following section provides an overview of the background, purpose, and objectives of the report, and presents the study's research questions. It also summarizes the key findings.

1.1 Background

As reported in the U.S. Department of Education's *The Condition of Education 2015*, an estimated 4.4 million ELs were enrolled in K–12 schools in the United States in school year 2012–13, representing 9.2 percent of all public school students (National Center for Education Statistics 2015). At the same time, approximately 42 percent of the more than 2 million adults receiving services from federally funded adult education programs were enrolled in EL programs in 2010-11, with as many as 133,000 (16 percent of those enrolled) between the ages of 16 and 24 (U.S. Department of Education 2013).

A growing number of these ELs are young adults who, due to a host of reasons, are unable to complete high school within the traditional time frame and are discharged before graduation. Many of these young ELs want to continue their education and are enrolling in adult education programs to earn a high school credential and acquire job and English language skills (Young 2005). For example, according to a Migration Policy Institute (MPI) study, in the 2008–09 program year, 27 percent of adults enrolled in federally funded adult education programs in New York State were immigrants ages 16 through 24. Despite being eligible for traditional high school, those who were age 21 or younger were not enrolled for a variety of

reasons—they were advised by school staff to drop out of high school and pursue an alternative high school diploma, or, when immigrating to the United States, they were either unsuccessful enrolling in high school or never intended to enroll (Lukes 2012).

With approximately 11.6 million young immigrants or children with immigrant parents in the United States today, a better understanding of the population is needed. A 2011 analysis of American Community Survey (ACS) and Current Population Survey (CPS) data found that young immigrants ages 16 through 26 were diverse in terms of their origin, legal status, English language skills, socioeconomic status, and family composition. The study also found that children of immigrants were more likely to have better education, workforce, and economic outcomes and stronger English language skills than their immigrant counterparts (Batalova and Fix 2011).

To expand this knowledge base, OCTAE supported an analysis of relevant data from the ACS. The study was designed to document the educational, linguistic, and socioeconomic factors related to the high school performance and education and career needs of ELs ages 14 through 21. The focus on 14–21-year-old ELs as a cohort is important for several reasons. Of particular concern is the interrupted formal education experienced by many young ELs, which is reflected in the increasing numbers who are turning to adult education programs to earn a high school degree and obtain job and language skills. While it is beyond the scope of this study to explore the reasons behind the dropout rate, the risk factors are many and continue to emerge in the literature. For example, in a recent study in six Oregon school districts, researchers found that EL students were suspended or expelled at a higher rate than non-ELs in both middle school and high school (Burke 2015). Furthermore, ELs who were disciplined had lower scores on state assessments in reading and math than ELs who were not suspended or expelled. Another reason for focusing on 14–21-year-olds is that this is the age when the transition to adulthood happens. Individuals are gaining educational and labor market experiences that will have a large impact on their future status as productive members of a working society. The paucity of information available on 14–21-year-old ELs warrants a detailed examination of this subpopulation.

1.2 Purpose and Objectives

The main purpose of this study is to increase our current knowledge of the unique characteristics of older adolescent and young adult ELs ages 14–21, especially with regard to demographics, educational attainment, and employment and family status. Findings will provide OCTAE and OELA a better understanding of the educational needs of this group. Findings will also inform OCTAE's outreach and service delivery strategies and OELA's program priorities and technical assistance.

The study had several objectives:

- Design an analysis of ACS data to achieve the purpose of the study.

  OCTAE requested that RTI use the ACS to conduct all analyses. There are several reasons to recommend use of the ACS as the data source for this study. The ACS is widely used by researchers and thus facilitates replication and comparison of results across studies. Also, the ACS is the only nationally representative data set that includes information on EL status, as well as the wide range of demographics and education and employment outcomes that are the focus of this study. Additionally, because the ACS is so commonly used, the availability of data files that are cleaned and formatted (see section 2.1.2) reduces opportunity for error in creating variables. Although the ACS is the best-suited data source for this study, it should be noted that it has some limitations. In particular, the ACS is a self-administered survey and does not include any evaluations of English language or cognitive ability. For purposes of this study, a self-reported measure of English language ability was constructed to identify the EL population. Additional details about the ACS are presented in section 2.

- Use the ACS to answer key research questions.

  Analyses for this study were designed to address specific questions of interest to OCTAE and OELA, within the limitations of the data collected by the U.S. Census Bureau.

1.3 Research Questions

This study explores three types of research questions: (1) demographic characteristics, (2) educational attainment outcomes, and (3) employment outcomes and family status. The demographic questions lay the framework for the rest of the study by describing characteristics such as gender, race/ethnicity, and citizenship status of the EL population. They examine how the percentage of ELs has changed over time in the United States and, using the most recent data available, explore the current state of ELs. The third set of questions includes information about family status, because an individual's family status can have large effects on his or her labor market outcomes. Throughout the report, many of the key outcomes are reported at the state level. Understanding the current state of ELs' education and employment outcomes, especially at the state level, will help inform future EL adult education programs by providing a baseline for current EL achievement and employment.

A. Demographic characteristics

1. What percentage of people in each state are English Learners, and how have the percentages changed over time? Specifically, how has the distribution of ELs across states changed from 1990 to 2000 to today?

2. What are the distributions of ELs ages 14 through 18 and ELs ages 19 through 21 by gender, race/ethnicity, disability status, nativity, citizenship status, language spoken at home, household income, and poverty level? To what extent do these key demographic indicators vary by state?

3. For ELs ages 14 through 18, what are their parents' education levels, nativities, and citizenship statuses?

4. For non-native ELs ages 14 through 18 and non-native ELs ages 19 through 21, what is their length of residency in the United States? At what age did they arrive?

5. How geographically mobile are ELs in these age ranges? For example, what percentage of ELs live in the same house they did one year ago, moved within the state, moved between states, or moved from abroad?

B. Educational attainment

1. What percentage of ELs ages 14 through 18 and ELs ages 19 through 21 are enrolled in high school? How much do these percentages vary by state and other key demographic variables?

2. What percentage of ELs ages 19 through 21 are enrolled in postsecondary education? To what extent does this percentage vary by state and other key demographic variables?

3. For those ELs ages 14 through 18 and ELs ages 19 through 21 who are not currently enrolled in secondary or postsecondary education, what is the highest level of education completed? What are the demographic characteristics of the EL high school dropout population?

C. Employment and family status

1. What percentage of ELs ages 14 through 18 and ELs ages 19 through 21 are working full or part time? What percentage are in the military? To what extent does this vary by gender, previous educational enrollment, and other key demographic variables?

2. What percentage of ELs in these age ranges are working while enrolled in high school? What percentage are working while enrolled in postsecondary education? To what extent does this vary by gender and other key demographic variables?

3. How much do employed ELs in these age ranges earn?
4. In what occupations do ELs work? Are they in occupations with opportunity for advancement? In what industries do ELs work?
5. What percentage of ELs in these age ranges are parents? What percentage of ELs in these age ranges are single parents?
6. What percentage of these EL parents are currently employed? What languages do the EL parents speak at home?

1.4 Key Findings

Of the nearly 2 million adults receiving services from federally funded adult education programs, approximately 42 percent are ELs. A growing number of these ELs are young adults who, due to a host of reasons, did not complete high school within the traditional time frame and were discharged or dropped out before graduation. These students are at a particularly high risk for experiencing poor socioeconomic outcomes as adults. There are a number of challenges inherent with being an older (14–21-year-old) EL. When these challenges are combined with such risk factors as dropping out of high school and detachment from the labor force, these students have limited options for improving their situation later in life.

The study's main findings can be summarized as follows:[1]

- **There are approximately 1.5 million 14–21-year-old ELs in the United States.** The ACS data used in this report indicate that, as of 2013, there are over 25 million ELs nationwide. Of those, about 779,000 are 14 to 18 years of age, and 675,000 are 19 to 21 years of age.[2]
- **The population of ELs is demographically diverse.**
  - ELs ages 14 to 21 are 55 percent male (800,000 individuals), 45 percent female (654,000 individuals), 15 percent white (218,000 individuals), 5 percent black (73,000 individuals), 37 percent Hispanic (538,000 individuals), 18 percent Asian (262,000 individuals), and 25 percent other or more than one race (363,000 individuals).

[1] As advised by federal reviewers of earlier drafts of this report, the findings that are of particular relevance to OCTAE and OELA are underlined.
[2] As a point of comparison, as of 2013, there were 33.7 million 14- through 21-year-old non-ELs in the United States.

  - Some 43 percent of 14–21-year-old ELs are U.S. born (625,000 individuals), 8 percent are naturalized citizens (116,000 individuals), and 50 percent are not citizens (727,000 individuals).

- **The education outcomes of ELs are significantly worse than those of non-ELs.** Approximately 13 percent of 14–18-year-old ELs (102,000 individuals) are not enrolled in either secondary or postsecondary education. This is much higher than the corresponding percentage of non-ELs, which is approximately 6 percent. Similarly, the percentage of 19–21-year-olds not enrolled in any education is 56 percent for ELs (376,000 individuals) and 40 percent for non-ELs.

- **The percentage of ELs ages 14 to 21 with no high school degree is substantially higher than that of non-ELs**. The fraction of nonenrolled ELs who exited education before completing a high school credential is of particular interest to policy makers.

  - Of 14–18-year-old ELs not currently enrolled, 60 percent do not have a high school degree. The corresponding percentage for non-ELs is only 43 percent.

  - The 60 percent of nonenrolled 14–18-year-old ELs with no high school degree represents about 8 percent of all 14–18-year-old ELs (compared to 3 percent of all 14–18-year-old non-ELs), or about 61,000 individuals.

  - Of 19–21-year-old ELs not currently enrolled, 40 percent do not have a high school degree. The corresponding percentage for non-ELs is only 14 percent.

  - The 40 percent of nonenrolled 19–21-year-old ELs with no high school degree represents about 22 percent of all 19–21-year-old ELs (compared to 6 percent of all 19–21-year-old non-ELs), or about 151,000 individuals.

  - There are approximately 212,000 14–21-year-old ELs in the United States who are not currently enrolled and never completed a high school credential.

- **Although ELs make up only 4 percent of 14–21-year-olds nationwide, they make up 14 percent of nonenrolled 14–21-year-olds without a high school degree.**[3] Compared with high school completers, ELs who are high school dropouts are more likely to be male (64 vs. 53 percent), more likely to be Hispanic (48 vs. 33 percent), more likely to be noncitizens (73 vs. 53 percent), and more likely to live below the poverty line (40 vs. 33 percent).

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[3] Some 4 percent of 14–21-year-olds are categorized as ELs in the ACS data. Individuals are categorized as ELs if they report that they speak English less than "very well." There are several reasons the ACS data on ELs may be different from other data sources. For a detailed explanation of the differences between ACS and other data sources, see section 3.1.1, Overall Findings about Demographic Characteristics.

- **Nationwide, approximately 202,000 16–21-year-old ELs are not enrolled in school and are also not employed.** Some 57 percent of nonenrolled 16–18-year-olds are not employed (51,000 individuals), while another 13 percent are employed only part time (12,000 individuals).[4] Some 40 percent of nonenrolled 19–21-year-olds are not employed (151,000 individuals), while another 15 percent are employed only part time (56,000). Although these percentages of nonenrolled and nonemployed ELs may seem high, they are similar or even lower than the corresponding percentages for non-ELs. Some 64 percent of nonenrolled 16–18-year-old non-ELs are not employed, and 20 percent are employed only part time. Some 42 percent of nonenrolled 19–21-year-old non-ELs are not employed, and another 23 percent are employed only part time.
- **Approximately 89,000 ELs are not employed, are not enrolled in education, and never earned a high school credential.** Among 16–21-year-old ELs who are not enrolled and never earned a high school credential, 44 percent are not employed. Consequently, in the United States, approximately 89,000 ELs are not enrolled or employed and never earned a high school credential. These individuals are at particularly high risk for experiencing difficult later life outcomes given their EL status, lack of a high school credential, and detachment from the labor force. On the other hand, the corresponding non-EL percentage is 70 percent, indicating even worse employment outcomes for non-EL young adults with no high school credential.

In summary, although **ELs have considerably worse education outcomes than non-ELs** (ELs are less likely to be enrolled in any secondary or postsecondary education, and they are also significantly more likely to be high school dropouts), those who are not currently enrolled in secondary or postsecondary education have better employment outcomes than non-ELs. Specifically, among 16–21-year-olds who are not enrolled in secondary or postsecondary education, ELs are more likely than non-ELs to be employed, especially full time. Moreover, of those without a high school credential, ELs are particularly likely to be employed, although**, across the country, there are approximately 89,000 ELs who are not employed, not enrolled in education, and never earned a high school credential.**

It should be noted, however, that there are several confounding explanations for the seemingly better employment outcomes measured for ELs. First, employment outcomes in this report are reported separately by enrollment. Given that 14–21-year-old ELs are much more likely not to be enrolled, it is possible that differential selection into enrollment across the

[4] In the ACS, employment questions are presented only to individuals who are at least 16 years of age. Approximately 496,000 ELs are between 16 and 18 years of age, and 18 percent are not currently enrolled in either secondary or postsecondary education. Part time is defined as working less than 35 hours per week.

two groups is driving the employment findings.[5] Second, a simple measure of employment does not capture an individual's future earnings prospects. For example, perhaps more non-ELs without high school credentials are not employed because they are studying to earn a GED (General Education Diploma) or other high school equivalency credential. Additionally, perhaps non-ELs search for jobs longer, and are thus more likely to be not employed, but have jobs with higher earnings potential or opportunity for advancement when they finally take a job. Lastly, because individuals discontinued their education at different points in time, they have varied amounts of work experience, which affects both wages and the likelihood of employment. ELs may have more attachment to the labor force in their late teens and early 20s, but that does not necessarily mean higher lifetime earnings, especially in our increasingly knowledge-based economy, where higher education is associated with better later-life employment outcomes.

1.5 Organization of this Report

The remainder of this report presents the study design and methodology and presents the final findings. Specifically, section 2 describes the design of the study and analytic approach; section 3 presents the study findings in detail; section 4 discusses the study limitations and recommendations for further research; and section 5 discusses implications for program, outreach, and service delivery strategies. Appendix A includes the standard errors for each calculation included in the report. Appendix B provides greater detail about the methodology.

2.0 Methodology

This study examined the demographics and other characteristics of English Learners (ELs) ages 14 through 21. Data from the American Community Survey (ACS) were used to conduct the analyses. This section presents details regarding the ACS and construction of the analytic sample. It also provides definitions of key measures, ACS survey items selected for analysis, and the analytic approach.

[5] Differential selection means that the characteristics of ELs who are not enrolled may be different than the characteristics of non-ELs who are not enrolled.

2.1 Sample Design

2.1.1 Overview of the ACS Data

The data used in this study are from the ACS and are collected by the U.S. Census Bureau. The ACS is a yearly 1 percent random sample of American households. As such, there are approximately 3 million observations in the sample each year, with 2013 being the most recent year of data collection. Because ELs are such a small fraction of the overall population, and because the desire is to perform a detailed analysis subdividing this population further—by educational attainment or occupation, for example—this study uses the 3-year sample of ACS data. The analysis file for this study combines observations from the 2011, 2012, and 2013 survey years, creating a sample with over 9 million observations. While there is a trade-off with how current the data are, using the 3-year sample allows for much larger sample sizes, even for small populations.

Although most of this report focuses on the most recent data available—using the 2011–13 pooled sample—some analyses examine how the fractions of ELs in the United States have changed over time, going back to 1990. Because the ACS data do not predate the mid-2000s, the historical data used in this report come from the decennial U.S. Census. Every 10 years, the U.S. Census Bureau sends a brief survey to every American household. A nationally representative subset of American households get the long form of the U.S. Census survey. This survey is equivalent to the yearly ACS. To measure the percentage of ELs historically, this report uses the largest decennial census sample publically available—the 5 percent sample—for both 1990 and 2000.

2.1.2 A Comparison of PUMS and IPUMS Data

The ACS data are publically available on the U.S. Census Bureau website in Public Use Microdata Sample (PUMS) files. While the PUMS ACS data are easily downloaded from the website, they require a fair amount of cleaning and data manipulation to be used. This is partly because, over the years of the survey, some variable names and response options have changed. For example, between 2011 and 2012, coding of the variable that measures the language spoken at home was changed, as was the coding of the occupation variable. In order to use these variables across years, as needed in this study, the variables need to be recoded to be consistent over time. An additional coding challenge is that, because of the structure of the data, characteristics of an individual's parents (such as parent education), while included in the data, are not associated with the individual's record but with the parent's record instead. The data need to be reformatted if a user wants to use parent characteristics and child outcomes jointly. Finally, all variables that are measured in dollars (such as family income)

are measured in current dollars, but, for analyses over time, the variables need to be converted to constant dollars.

While many researchers use the PUMS ACS data from the U.S. Census Bureau website, because of the significant work needed to format the PUMS ACS data before analysis can begin, a nonprofit group formed at the University of Minnesota cleans and formats ACS data so that it is easier to use, and then makes the revised data sets publically available (Ruggles et al. 2015). The resulting data sets are known as the Integrated Public Use Microdata Series (IPUMS). The IPUMS data are commonly used by researchers at the Migration Policy Institute and Pew Hispanic Center, among others, as well as researchers in many other fields. The IPUMS data are also commonly used in peer-reviewed journal publications (for a selection, please search the bibliography on https://usa.ipums.org).

The IPUMS data creation starts with the PUMS ACS data and only recodes variables to harmonize them across survey years. Variables that change coding over years are edited to be consistent, and variables that include dollar amounts are edited to be in constant dollars. IPUMS also creates additional variables from the original data included in the ACS. For example, for individuals living at home with their parents, a set of parent variables is created for each individual.

The same analysis can be conducted with PUMS data directly from the U.S. Census Bureau or with IPUMS data. The number of observations in each data source is the same. The underlying data for each observation are the same. The only difference is that the IPUMS data are precleaned and formatted, and thus easier to use.

2.1.3 The Data Source Used in this Report

The analyses in this report are conducted with IPUMS data because of the ease of use of this data file. Using these data saves many programing hours that can instead be put toward conducting a more in-depth analysis of EL outcomes. Additionally, all of the IPUMS reformatting of the data has been extensively checked, so using IPUMS data reduces the likelihood of a coding or programing error affecting the results.

2.1.4 How to Access the IPUMS Data

The IPUMS data can be accessed at https://usa.ipums.org/usa/. From this website, an easy user interface allows researchers to learn more about the variables available and their coding (select Variables on the left-hand side under Documentation), as well as the samples available and their coverage and source (select Samples on the left-hand side under Documentation).

From this website, one can also download data by selecting the variables of interest and the samples needed (select Browse and Select Data on the left-hand side under Data). The data can be downloaded in many common formats, including Stata, SPSS, SAS, and CSV. Codebooks for the variables selected can be downloaded when the data file is extracted.

The IPUMS website also has a helpful frequently asked questions (FAQs) page, which answers many common questions about ACS data, and a Help feature and User Forum that provide additional helpful information.

2.1.5 Constructing the 3-Year Pooled Sample

On both the PUMS and IPUMS websites, the individual year data sets are available (for example, the 2011, 2012, or 2013 individual-year data sets), as well as 3- and 5-year pooled samples (for example, the 2011–13 pooled sample or the 2009–13 pooled sample).

The 3-year pooled sample combines the individual year data sets and makes a few small changes, specifically changing dollars to a constant value and adjusting the weights. Changing the dollars to a constant value is a simple process of multiplying all dollar values by a constant to adjust for inflation. The primary change to the weights is dividing the weights by three. The weights in any given year scale the results so that they are nationally representative. By using a 3-year sample, a researcher is in essence averaging over those 3 years. As such, the weights for every year need to be divided by three, so that they continue to accurately represent the average number of Americans over that period. For more information on sample weights, see section 2.4.1, Use of Sample Weights.

After dividing the weights by three, the U.S. Census Bureau makes a few other small adjustments to the weights before releasing the data. Because the new year of data is released before the most recent 3-year pooled sample, it is common practice for researchers to build their own pooled sample by combining the most recently released data with the two previous years, dividing the weights by three, and adjusting the dollar amounts. Then, when the officially created pooled sample is released, researchers rerun their analyses on the newly released data.

For this report, the analyses were run on a manually created 3-year sample before the pooled 3-year sample was released. IPUMS historically releases multiyear samples within 2 months of their initial release by the U.S. Census Bureau. Unfortunately, between the release of the 2013 data and the pooled 2011–13 data on the IPUMS website, IPUMS made some changes to improve their data creation process, which seriously delayed the release of the 2011–13 pooled sample.

Consequently, the analyses in this report used a 3-year pooled sample that was manually created by combining samples from 2011, 2012, and 2013; dividing the sample weights by three; and adjusting the dollar amounts. In tests conducted between the official 2010–12 pooled sample and a manually created pooled sample, results were very similar across samples. Estimated percentages varied by only a tenth of one percent at most, so percentages rounded to whole numbers had no change. Count numbers varied slightly, but not when the numbers were rounded, as they are in this report. For more details on the manually created pooled sample, see appendix B.

Finally, it should be noted that the manually constructed 3-year sample underwent multiple rounds of review to ensure there were no mistakes in creating the sample. Population estimates were compared between RTI's manually constructed 3-year sample and subject matter expert Dr. Jeanne Batalova's manually constructed 3-year sample. The population estimates were exact matches. Additionally, all codes used to create the sample, as well as all variables used in the analysis, were reviewed by an independent researcher as part of an internal quality control process at RTI.

2.2 Definition of English Learner

2.2.1 Self-reported Measure

To determine who in the ACS is an EL, a self-reported English ability question is used.[6] While there are some disadvantages to using a self-reported measure, due to a lack of other data options, the ACS is commonly used to measure English ability in research studies.[7] The ACS data are also used by the U.S. Department of Education to allocate across states funds from the *Elementary and Secondary Education Act* (*ESEA*) Title III-A (English Language Acquisition, Language Enhancement, and Academic Achievement Act).[8] The Title III-A formula, which is used to make grant allocations to the states based on the proportion of limited English-proficient students in each state, is based on ACS and state-reported data. Additionally, a previous study by the Migration Policy Institute found a high correlation between self-reported English language skills (as measured by the ACS) and English literacy (as measured

[6] The English ability question is described as "self-reported" because individuals are not administered a test to evaluate their English ability. However, because the ACS is a household-level survey, it is often completed by one member of the household. As such, the English ability question is technically household-reported (not necessarily self-reported), meaning that the person answering the English ability question for each individual may be the person him- or herself or another household member.

[7] For example, see http://ncela.ed.gov/files/fast_facts/OELA_FastFacts_AsianLanguages.pdf or http://www.pewhispanic.org/2007/06/06/ii-introduction-7.

[8] See http://www.law.umaryland.edu/marshall/crsreports/crsdocuments/R42154_01182012.pdf.

by the Program for the International Assessment of Adult Competencies [PIAAC]).[9] Given that the ACS is the only national data set that includes information on English language ability, as well as a rich set of other demographic, education, and employment information, this data set is well suited to the current analysis.

2.2.2 English Ability Question

In the English ability question in the ACS, respondents were first asked if they "speak a language other than English at home." Only if they responded "yes" were they asked how well they speak English. The possible responses were "speak very well," "speak well," "speak not well," and "does not speak English." All respondents who reported that they spoke English less than "very well" were considered to be ELs. It should also be noted that the ACS is available in Spanish as well as English and that, since the survey is administered at the household level, family members can help correctly respond to the English ability question for other family members who struggle with the English language.

Throughout the analysis, the outcomes of ELs are often compared with those of non-ELs. Non-ELs are simply defined as everyone who is not an EL. Non-ELs are thus everyone who speaks only English or who speaks English "very well." The non-EL numbers reported in the analysis serve as a point of comparison and are helpful in evaluating how ELs are faring compared with equivalent non-EL peers.

2.3 Selection of Survey Items and Relation to the Research Questions

2.3.1 Variables Used in the Study

Exhibit 1 lists the variables used in the study. Any variable that ends in a "D" is a detailed version of the root variable. For example, RACED is a more detailed version of the RACE variable. To see the variable codes for the detailed version of the variable, one simply clicks "Detailed Codes" when looking at the variable codes for the root variable on the IPUMS website. Additionally, any variable that ends in "_Mom" is the variable for the individual's mother. For example, EDUC_MOM is the response to the EDUC variable (highest grade level completed) for the mother. Similarly, any variable ending in "_POP" is the root variable response for the individual's father. For ease of comparison, the comparable PUMS variables are also listed.

[9] See http://www.migrationpolicy.org/research/through-immigrant-lens-piaac-assessment-competencies-adults-united-states.

Exhibit 1: IPUMS and PUMS variable names for variables used in this report

Variable	IPUMS Name	PUMS Name	Notes
Age	AGE	AGEP	
Children	NCHILD	PAOC	
Citizenship status	CITIZEN	CIT	
Citizenship status of parents	CITIZEN_MOM CITIZEN_POP		Using PUMS data, these variables would be created using CIT (citizenship status), SERIALNO (housing unit number), and RELP (relationship to reference person).
Disability status	DIFFREM DIFFPHYS DIFFMOB DIFFCARE DIFFEYE DIFFHEAR	DREM DPHY DOUT DDRS DEYE DEAR	Sometimes in the report, the disability variables in IPUMS are aggregated due to small sample sizes to create an indicator of any disability. Other times, the most common disabilities—cognitive, ambulatory, and vision or hearing—are summarized individually.
Educational attainment of parents	EDUC_MOM EDUC_POP		Using PUMS data, these variables would be created using SCHL (highest grade/level completed), SERIALNO (housing unit number), and RELP (relationship to reference person).
EL status	SPEAKENG	ENG	This variable is used to define our population of interest, English Learners (ELs). English Learners are defined as any student who speaks English less than "very well."
Employment and military status	EMPSTATD	ESR	
Gender	SEX	SEX	
Household income	FTOTINC	FINCP	
Industry code	INDNAICS	NAICSP	
Language spoken at home	LANGUAGE	LANP05 LANP12	LANP05 is used in PUMS before 2012, LANP12 is used in PUMS after 2012.
Marital status	MARST	MSP	
Mobility status	MIGRATE1	MIG	
Nativity	BPL	NATIVITY	
Nativity of parents	BPL_MOM BPL_POP	NOP	
Occupation code	OCC	OCCP10 OCCP12	OCCP10 is used in PUMS before 2012, OCCP12 is used in PUMS after 2012.
Part/full time status	UHRSWORK	WKHP	In both IPUMS and PUMS, there is no variable that denotes part-/full-time status. Instead, information on weekly hours worked is used. An individual is considered full time if they work 35 hours or more.
Poverty	POVERTY	POVPIP	
Race/ethnicity	RACED HISPAN	RAC1P HISP	

Continued

Exhibit 1: IPUMS and PUMS Variable Names for Variables Used in this Report—Continued

Variable	IPUMS Name	PUMS Name	Notes
Sample weight	PERWT	PWGTP	
School completion	EDUCD	SCHL	
School enrollment	GRADEATTD	SCHG	
State	STATEFIP	ST	
Total person's earnings	INCWAGE	PERNP	
Years in the United States	YRSUSA1	YOEP05 YOEP12	YOEP05 is used in PUMS before 2012, YOEP12 is used in PUMS after 2012.

Note: IPUMS = Integrated Public Use Microdata Series; PUMS = Public Use Microdata Sample.

2.3.2 Years and Variables Used to Answer Each Question

The first panel of exhibit 2 shows the years of data used for each research question A1 through C6 (see section 1.3 for the list of research questions). Only the first question uses data prior to 2011. The second panel of the table shows which variables are used to answer each question.

Exhibit 2: Years and IPUMS variables used to address the research questions

	Research Questions[1]													
	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	C4	C5	C6
Year														
1990	X													
2000	X													
2011	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2012	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2013	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IPUMS Variables														
PERWT	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SPEAKENG	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STATEFIP	X	X				X	X							
AGE	X	X	X	X	X	X	X	X	X	X	X	X		
SEX		X				X	X	X	X	X				
RACED		X						X						
HISPAN		X						X						
DIFFREW		X						X						
DIFFPHYS		X						X						
DIFFMOB		X						X						
DIFFCARE		X						X						
DIFFEYE		X						X						
DIFFHEAR		X						X						
BPL		X						X						
CITIZEN		X						X						
LANGUAGE		X						X						X
FTOTINC		X						X						
POVERTY		X						X						
EDUC_MOM			X											
EDUC_POP			X											
BPL_MOM			X											
BPL_POP			X											
CITIZEN_MOM			X											
CITIZEN_POP			X											
YRSUSA1				X										
MIGRATE1					X									
GRADEATTD						X	X	X		X				
EDUCD								X		X	X			

Continued

Exhibit 2: Years and IPUMS variables used to address the research questions—continued

	Research Questions[1]													
	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	C4	C5	C6
EMPSTATD									X	X	X			X
UHRSWORK									X	X	X			X
INCWAGE											X			
OCC												X		
INDNAICS												X		
NCHILD													X	X
MARST													X	

Note: IPUMS = Integrated Public Use Microdata Series.
[1]See section 1.3 for a list of corresponding research questions.

2.4 Analytic Approach

The descriptive statistics used in this report to describe the EL population do not make any causal claims. For example, if a figure shows ELs are more likely to be high school dropouts than non-ELs, this does not indicate that being an EL *causes* students to drop out. Many factors correlated with being an EL could have contributed to these differences.

2.4.1 Use of Sample Weights

Throughout the report, sample weights are used in all analyses. The sample weights serve two main purposes. First, they ensure that the sample is nationally representative. The sample of individuals sent the ACS is nationally representative but, because certain types of individuals are less likely to respond to the survey than others, the sample of respondents is not necessarily nationally representative. The sample weights add slightly more weight on the types of individuals that are unlikely to respond and slightly less weight on individuals that are over-represented among respondents, so that any resulting analysis is nationally representative. Additionally, because the ACS is only a 1 percent sample of Americans, the sample weights scale up the results so that they represent all Americans. Thus, the weight on each observation is around 100, but it varies based on several factors, such as the response rates of different types of individuals.

2.4.2 Standard Errors

Appendix A includes standard errors for each estimate included in the report. Standard errors are a measure of the precision of population estimates. When estimates are calculated on a small sample size, which can happen when survey data are divided into small subsamples, the standard errors are sometimes large relative to the estimate, which indicates that the

estimate is not precisely measured. Caution should be used when comparing estimates with relatively large standard errors. Estimates with small sample sizes could be state estimates for states with few ELs or estimates of rare outcomes, such as having a disability. For example, if 3 percent of ELs and 4 percent of non-ELs have a cognitive disability, this does not necessarily mean more non-ELs have a cognitive disability. Depending on how large the standard errors are for both these estimates, one may not be able to say with confidence that the percentage of ELs is smaller than the percentage of non-ELs. A t-test can be used to test whether two estimates are statistically different from one another.

3.0 Descriptive Findings

This section describes the study findings in detail. Most data are presented separately for 14–18-year-old and 19–21-year-old English Learners (ELs), as well as overall. Where appropriate, comparisons to non-ELs are made to aid in interpreting the results. Findings are grouped into three major headings: (1) demographic characteristics; (2) educational attainment; and (3) employment and family status. Each section begins with an overview of the key findings for that section.

3.1 Demographic Characteristics

Before thoroughly examining the education outcomes of 14–21-year-old ELs, which is the primary focus of this study, this section provides a broader context for interpreting the later results. The section begins with a description of English language ability in the United States, as measured by the American Community Survey (ACS). This is followed by a discussion of the percentage of 14–21-year-old ELs by state and a description of how those percentages have changed over time. The remainder of the section focuses on describing the current state of the EL population. This includes details on the distribution of young ELs by sex, race/ethnicity, disability status, nativity, citizenship, income, poverty level, language spoken, parental characteristics, length of residency in the United States, age on arrival in the United States, and mobility.

3.1.1 Overall Findings About Demographic Characteristics

The EL population in the United States grew between 1990 and 2000; however, the rate of growth slowed considerably between 2000 and 2013. The ACS self-reported data show a decline in the size of the EL population between 2000 and 2013. Other data sources, such as the U.S. Department of Education's ED Data Express, show a fairly consistent number of

ELs between 2007–08 and 2012–13.[10] There are a few reasons for these apparently inconsistent findings. First, the U.S. Department of Education figures use data on the state-reported number of students identified as ELs. It is possible that the state classifies a number of students as ELs, but these students (or their parents) would not self-report that they are ELs. Second, the Department of Education data only start in 2007–08, so it is possible that most of the decline between 2000 and 2013 occurred in the first half of the decade.[11] Third, this study focuses on all 14–21-year-olds, while the Department of Education data focus on those enrolled in a particular state's K–12 system. Throughout the duration of the report, however, the potential dissimilarities between the ACS self-reported data and other sources of data on ELs, such as state administrative records, should be kept in mind.

Not only did the number of ELs decrease over the sample period, but the percentage of ELs within states generally decreased as well, especially for 14–18-year-olds. Over the entire sample period, 1990–2013, the fraction of 14–18-year-old ELs decreased in most states, while the fraction of 19–21-year-old ELs increased in some but decreased in other states.

Perhaps not surprisingly, ELs vary considerably from non-ELs in terms of demographics, and the characteristics of the EL population vary widely across states. On the whole, ELs are more likely to be male, Hispanic, and Asian than non-ELs. They are also significantly more likely to be noncitizens and less likely to be U.S. born. ELs are more likely to come from the lower income quartiles and are more likely to be below the poverty line than non-ELs. Furthermore, ELs have less educated parents than non-ELs and also have parents who are less likely to be citizens or native born.

The vast majority of ELs speak Spanish. The percentages of ELs speaking other languages are much smaller, even among those languages that make up the 10 most common.

Finally, 19–21-year-old ELs are more likely than 14–18-year-old ELs to have moved within their states in the past year. Compared with non-ELs, both age groups are more likely to have moved from abroad within the past year. Only about a fifth of non-native ELs have been in the United States for more than 10 years, and over three-quarters of non-native ELs were older than 10 years of age when they arrived.

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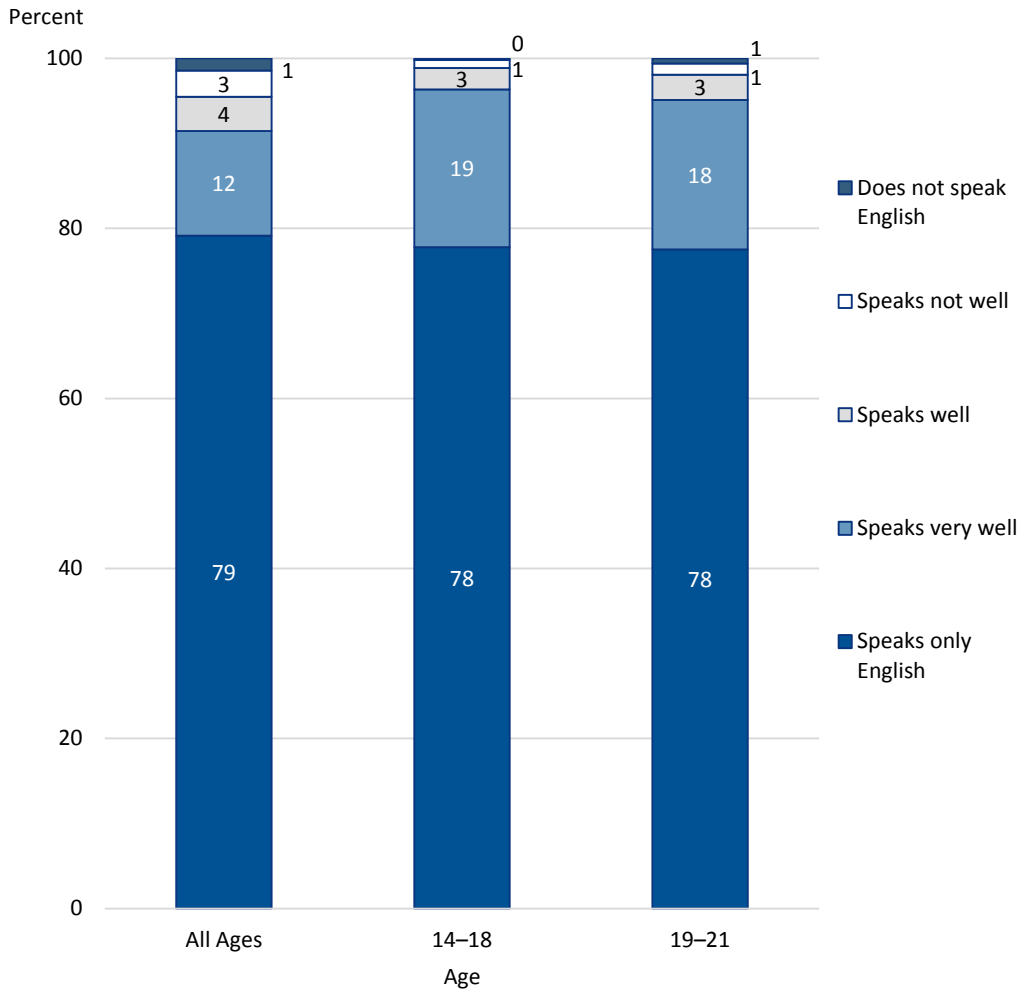
[10] See http://eddataexpress.ed.gov/data-element-explorer.cfm/tab/trend/deid/4557/state/US.

[11] The ACS was being tested in 2001 through 2004, so the estimates from those years are not reliable. Thus, testing the hypothesis that most of the decline in the number of ELs occurred in the early 2000s is difficult to do with the ACS data.

3.1.2 Description of ELs

Figure 1: Distribution of English language ability, by age: 2011–13



NOTE: Person-level sample weights (PERWT) divided by three were used. The weighted number of observations included in this table is 294,038,958 for all ages; 21,310,542 for 14–18-year-olds; and 13,858,016 for 19–21-year-olds. The unweighted number of observations in this table is 8,848,214 for all ages; 629,279 for 14–18-year-olds; and 384,982 for 19–21-year-olds. The English ability question was asked of all those 5 years old or older, so 509,628 respondents (19,839,308 weighted respondents) did not answer the question because they were 0–4 years old. The zero is not an exact zero. The zero represents a number less than one half of 1 percent, which rounds to zero.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

In the ACS sample examined (2011–13), 8,848,200 respondents were asked if they speak a language other than English, and 1,611,600 respondents reported that they did. Of the individuals that reported speaking a language other than English, some 655,100 of these individuals reported that they speak English less than "very well" and are therefore classified as ELs. There were 629,300 respondents ages 14–18, of which 23,000 are classified as ELs. There are 385,000 respondents ages 19–21, of which 17,300 were classified as ELs.

Because ACS surveys only 1 percent of American households, sample weights can be used to determine how many Americans fall into each of these categories. Using the sample weights, the 655,100 ELs in the entire sample represent 25,097,900 ELs nationwide. The 23,000 14–18-year-old EL respondents represent 779,200 ELs nationwide. The 17,300 19–21-year-old EL respondents represent 675,300 ELs nationwide.

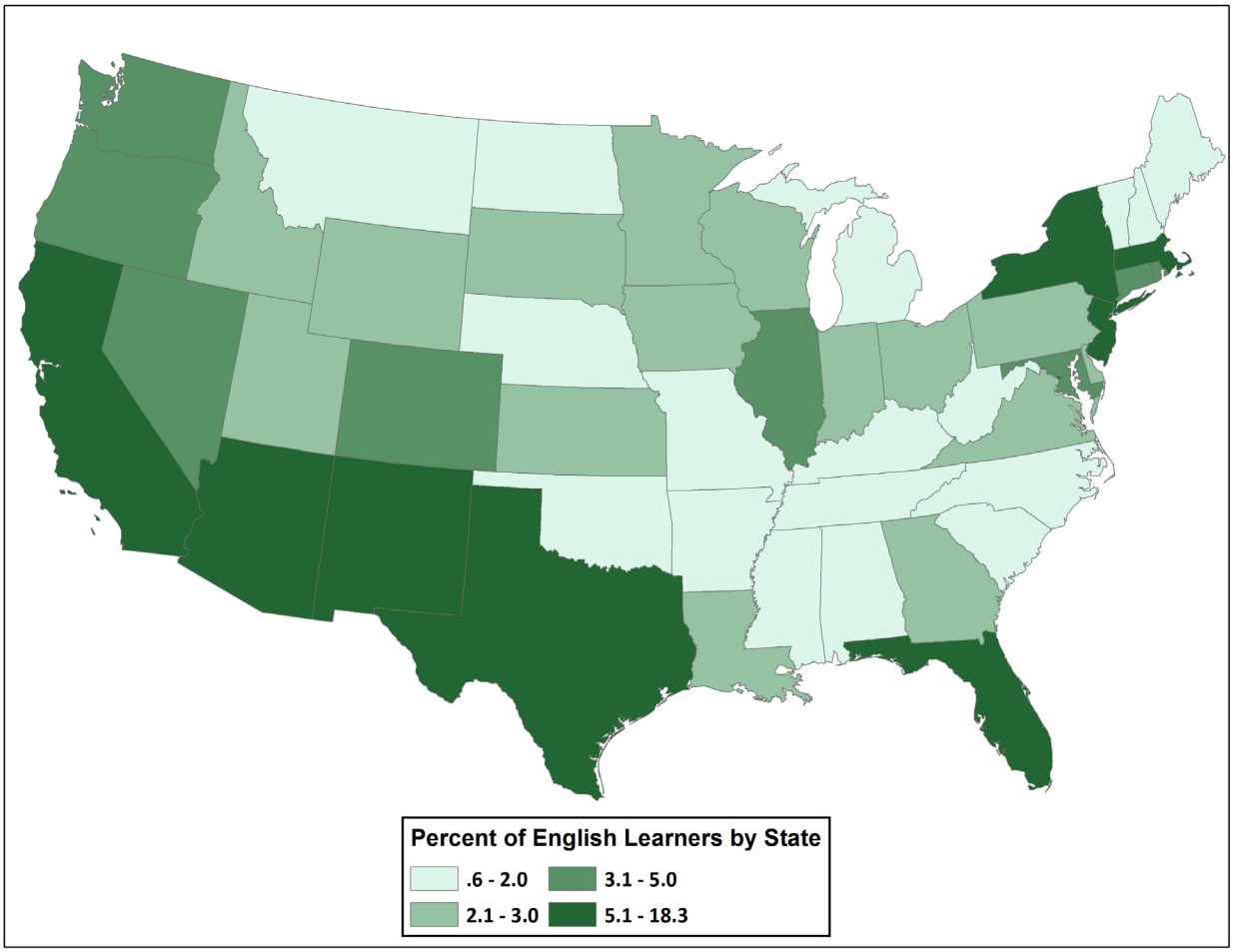
Although the number of Americans who speak only English is similar across the total population and the younger age groups examined in this report (79 percent for the total population, 78 percent for both 14–18- and 19–21-year-olds), there is a smaller fraction of individuals who speak English very well in the total population (12 percent in the total population vs. 19 percent and 18 percent for 14–18- and 19–21-year-olds, respectively). This in turn causes variation in the size of the EL population across age groups. ELs (those who speak English less than "very well") are 8 percent of the total population but only 4 percent of 14–18-year-olds and 5 percent of 19–21-year-olds.

3.1.3 Percentage of ELs Over Time, by State

Research Question A1:

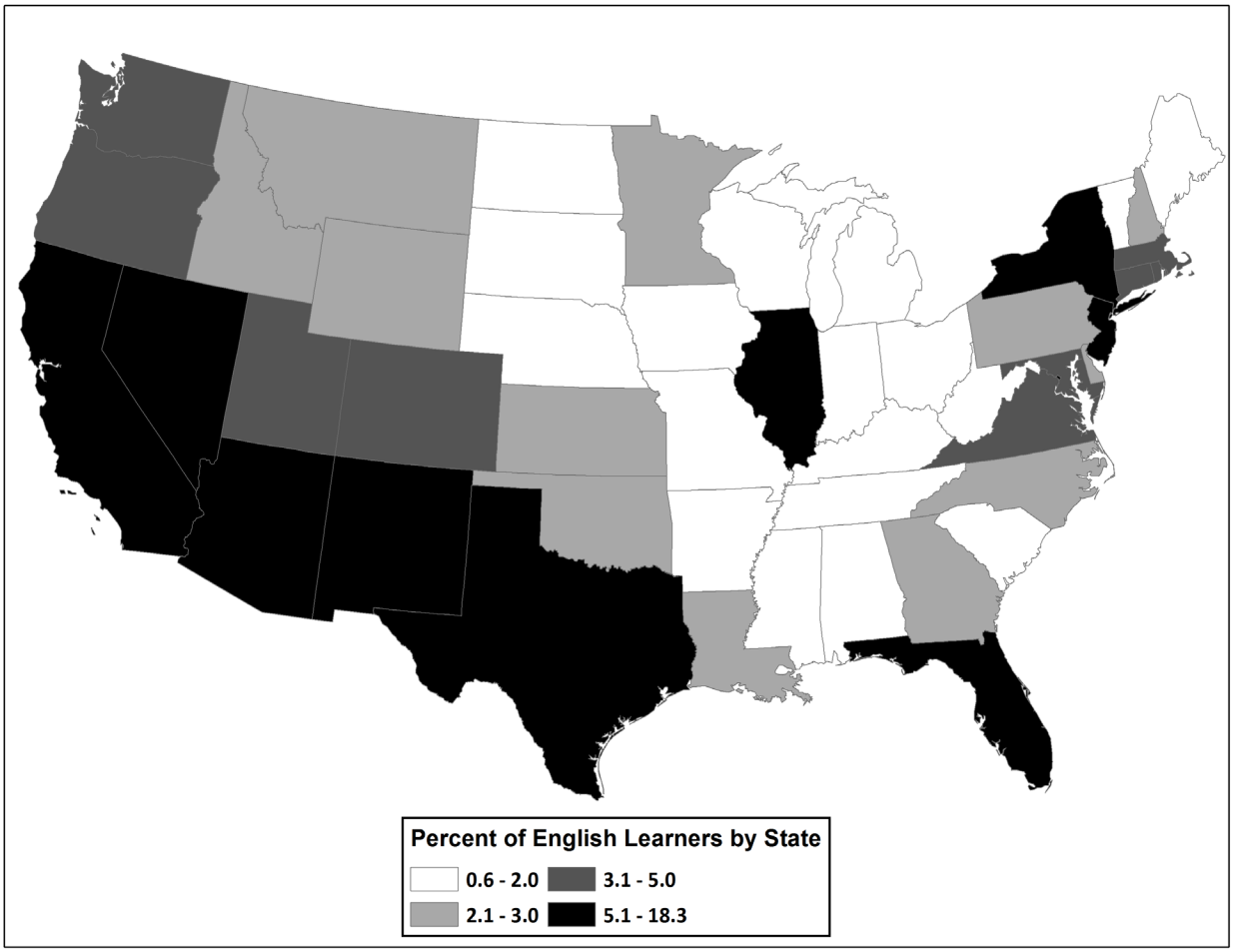
- What percentage of people in each state are ELs, and how have the percentages changed over time?
- Specifically, how has the distribution of ELs across states changed from 1990 to 2000 to today?

Figure 2a: Percentage of English Learners ages 14–18, by state: 1990



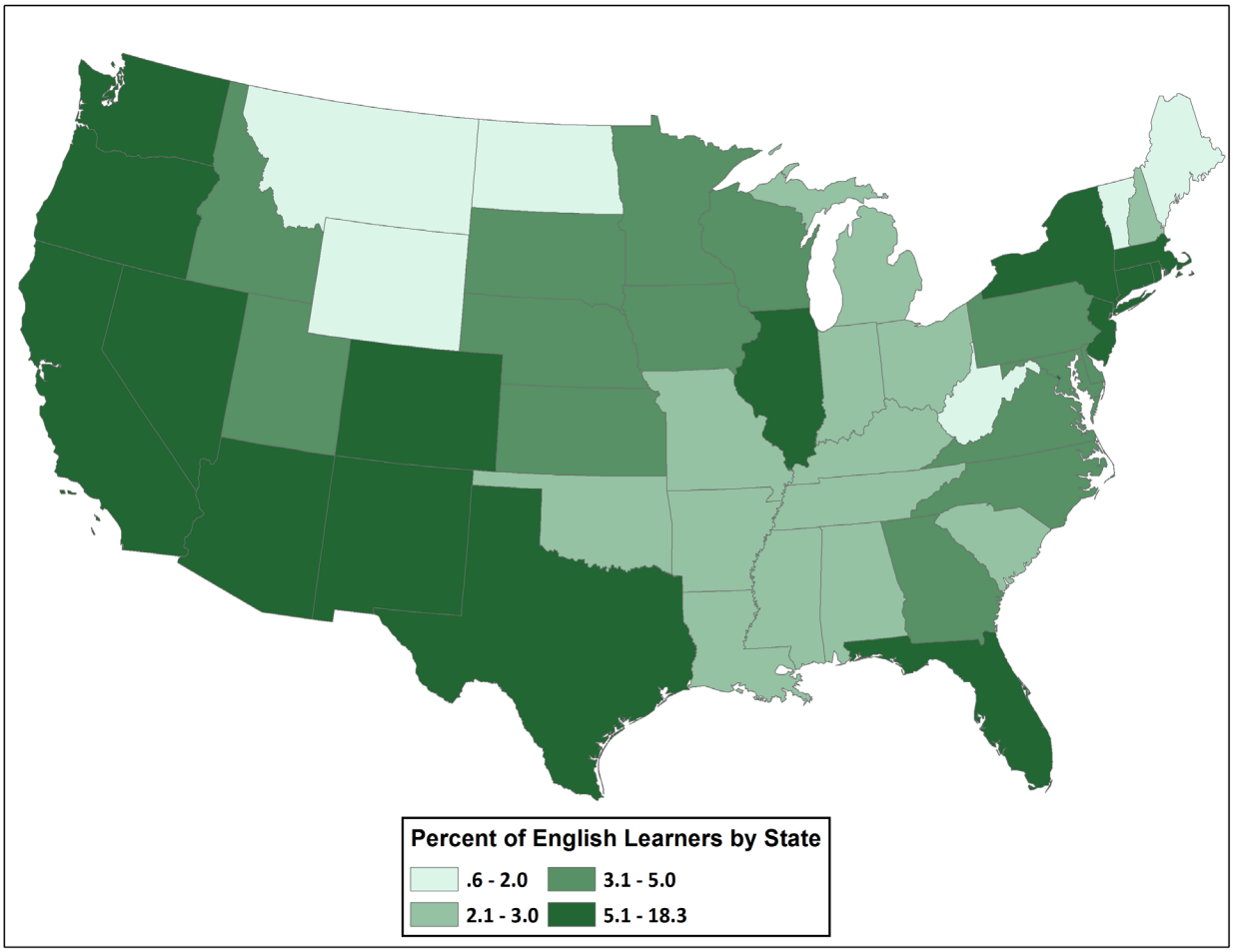
NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations in this figure is 866,567. The bins of percentages represent quartiles of state percentages across the various years and age groups. For states with a small percentage of ELs, see section 2.4.2, Standard Errors, for information on using standard errors to understand the precision of estimates with small sample sizes.
SOURCE: U.S. Census Bureau, 5 percent sample of the 1990 Decennial Census. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

Figure 2b: Percentage of English Learners ages 19–21, by state: 1990



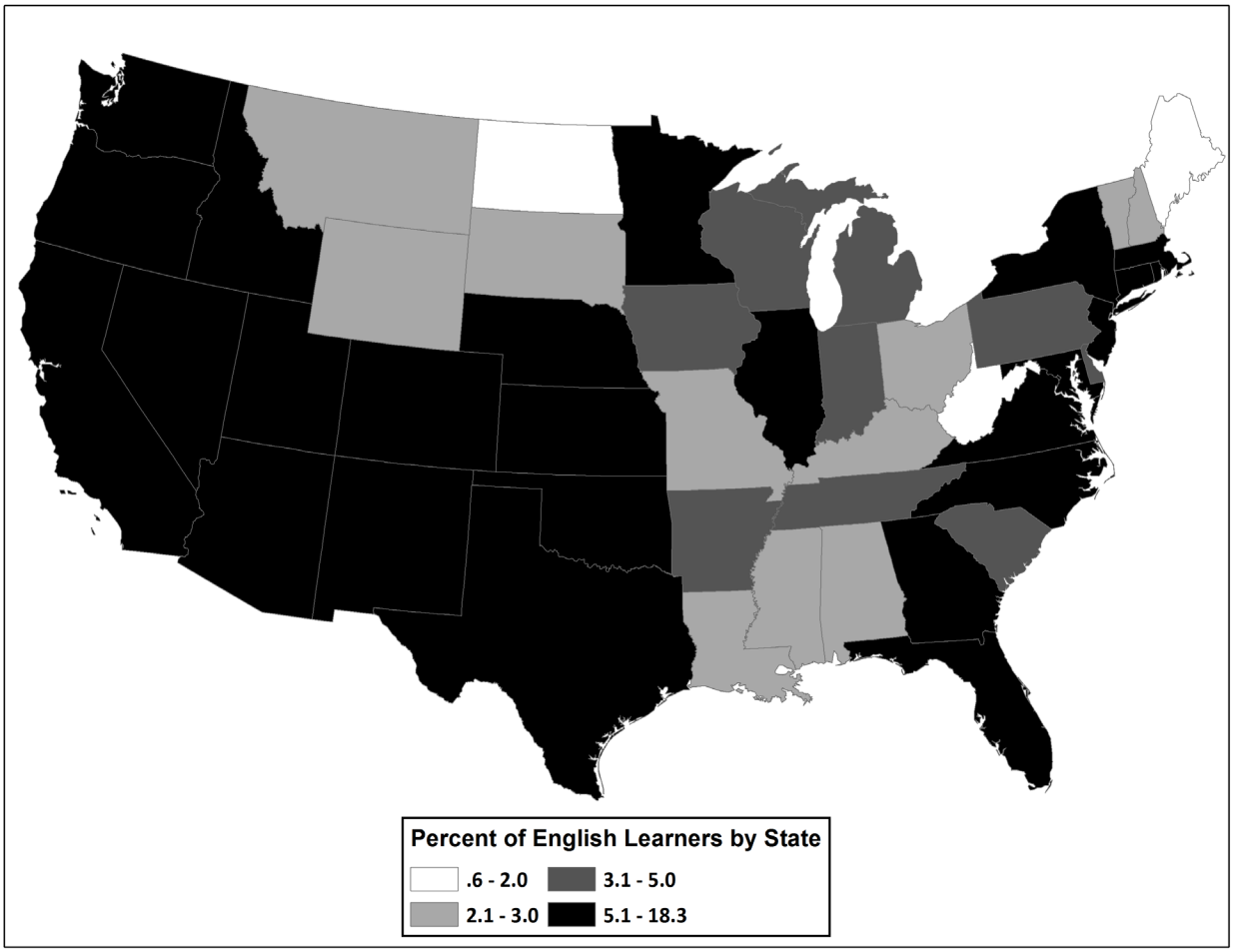
NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations in this figure is 551,876. The bins of percentages represent quartiles of state percentages across the various years and age groups. For states with a small percentage of ELs, see section 2.4.2, Standard Errors, for information on using standard errors to understand the precision of estimates with small sample sizes.
SOURCE: U.S. Census Bureau, 5 percent sample of the 1990 Decennial Census. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

Figure 2c: Percentage of English Learners ages 14–18, by state: 2000



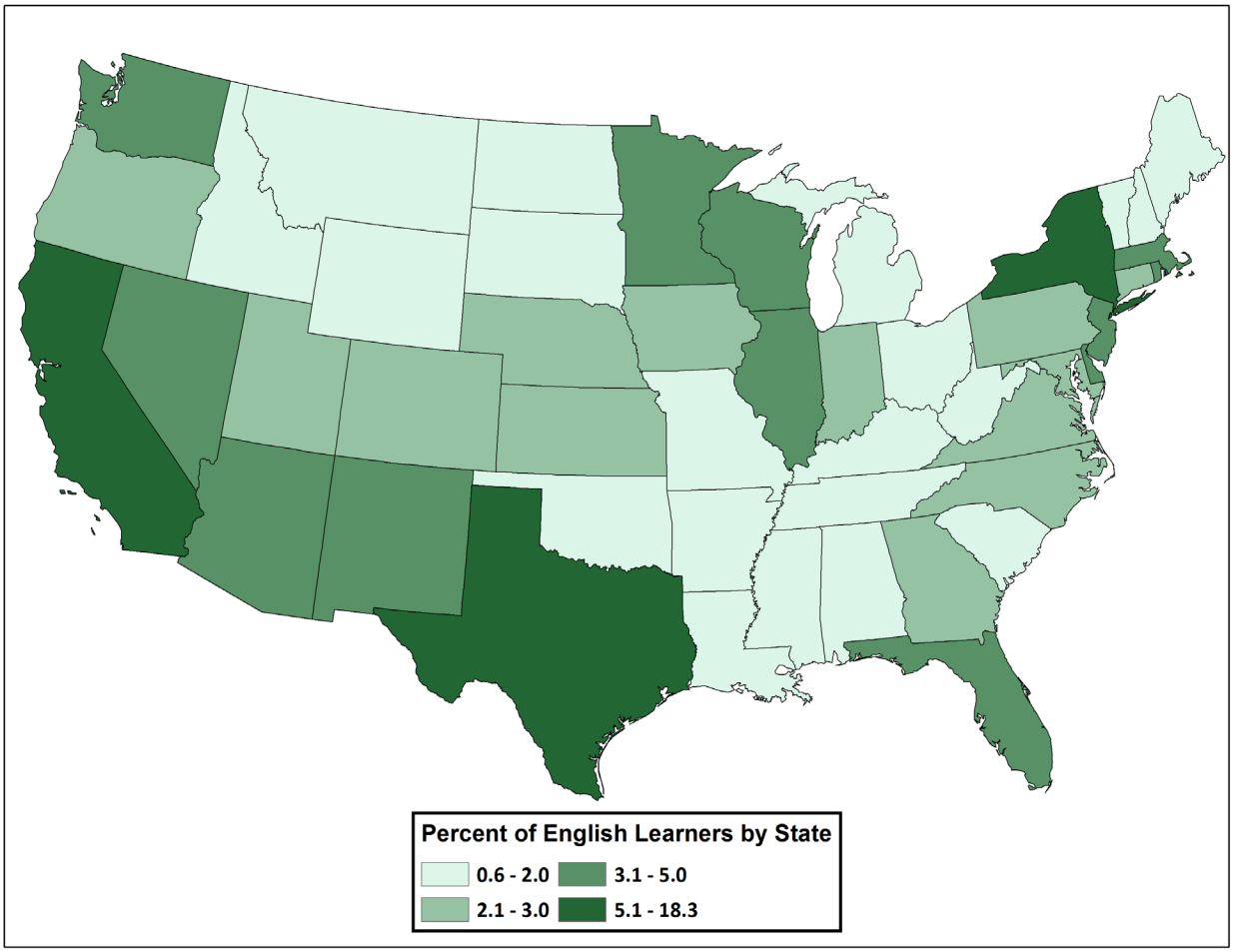
NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations in this figure is 1,024,977. The bins of percentages represent quartiles of state percentages across the various years and age groups. For states with a small percentage of ELs, see section 2.4.2, Standard Errors, for information on using standard errors to understand the precision of estimates with small sample sizes.
SOURCE: U.S. Census Bureau, 5 percent sample of the 2000 Decennial Census. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

Figure 2d: Percentage of English Learners ages 19–21, by state: 2000



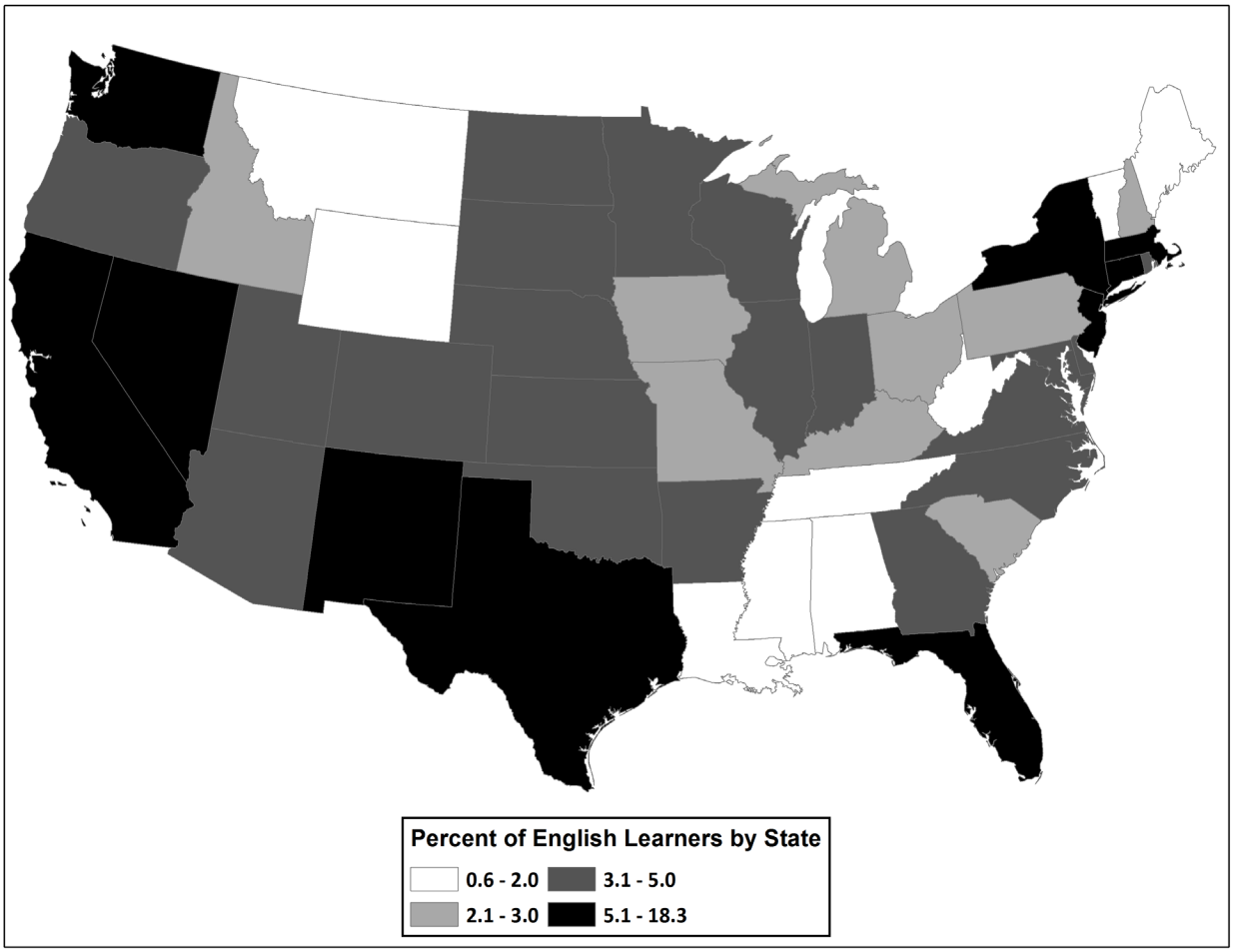
NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations in this figure is 567,562. The bins of percentages represent quartiles of state percentages across the various years and age groups. For states with a small percentage of ELs, see section 2.4.2, Standard Errors, for information on using standard errors to understand the precision of estimates with small sample sizes.
SOURCE: U.S. Census Bureau, 5 percent sample of the 2000 Decennial Census. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

Figure 2e: Percentage of English Learners ages 14–18, by state: 2011–2013



NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations in this figure is 629,279. The bins of percentages represent quartiles of state percentages across the various years and age groups. For states with a small percentage of ELs, see section 2.4.2, Standard Errors, for information on using standard errors to understand the precision of estimates with small sample sizes.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

Figure 2f: Percentage of English Learners ages 19–21, by state: 2011–2013



NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations in this figure is 384,982. The bins of percentages represent quartiles of state percentages across the various years and age groups. For states with a small percentage of ELs, see section 2.4.2, Standard Errors, for information on using standard errors to understand the precision of estimates with small sample sizes.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

Table 1a: Percentage of English Learners ages 14–18, by state: 1990, 2000, and 2011–13

	1990	2000	2011–13	% Change from 1990 to 2000	% Change from 1990 to 2013	% Change from 2000 to 2013
U.S. Total	**5.2**	**6.1**	**3.7**	**16**	**-30**	**-40**
Alabama	1.3	2.0	1.5	56	10	-29
Alaska	3.4	3.8	3.4	13	2	-10
Arizona	8.0	9.1	3.6	14	-56	-61
Arkansas	1.5	2.8	1.9	79	24	-31
California	14.2	12.7	6.5	-10	-54	-49
Colorado	3.5	6.1	2.6	75	-26	-58
Connecticut	4.9	5.4	3.0	10	-40	-45
Delaware	2.9	5.0	3.5	72	22	-29
District of Columbia	5.0	6.1	2.5	21	-50	-58
Florida	5.3	6.7	4.6	26	-14	-32
Georgia	2.4	4.9	2.2	107	-6	-54
Hawaii	7.5	6.5	8.2	-12	9	25
Idaho	2.6	3.2	1.8	26	-31	-45
Illinois	4.8	6.4	3.3	32	-32	-49
Indiana	2.2	2.9	2.2	31	-1	-25
Iowa	2.4	3.4	2.5	38	4	-25
Kansas	2.0	3.6	2.1	75	4	-41
Kentucky	1.6	2.0	1.4	25	-13	-30
Louisiana	2.3	2.0	1.3	-12	-44	-36
Maine	1.8	1.7	0.7	-5	-59	-57
Maryland	3.4	4.3	2.5	27	-26	-42
Massachusetts	5.1	5.4	3.6	6	-30	-34
Michigan	1.8	3.0	1.9	64	3	-37
Minnesota	2.7	4.4	3.1	66	15	-31
Mississippi	1.7	2.1	0.8	25	-54	-63
Missouri	1.9	2.6	1.7	33	-15	-36
Montana	1.9	1.7	1.2	-8	-34	-28
Nebraska	1.6	3.8	2.9	143	82	-25
Nevada	4.7	6.8	4.0	45	-16	-42
New Hampshire	1.5	2.1	1.2	42	-18	-42
New Jersey	5.5	6.6	4.1	20	-26	-38
New Mexico	10.2	8.6	4.2	-16	-59	-52
New York	7.7	8.7	5.9	12	-24	-32
North Carolina	1.9	4.2	2.3	124	20	-46
North Dakota	1.6	1.8	1.4	15	-9	-21
Ohio	2.2	2.7	1.7	21	-21	-35
Oklahoma	1.6	3.0	1.9	91	21	-37
Oregon	3.1	5.6	2.4	82	-21	-57
Pennsylvania	2.8	3.3	2.7	20	-3	-19

Continued

Table 1a: Percentage of English Learners ages 14–18, by state: 1990, 2000, and 2011–13—continued

	1990	2000	2011–13	% Change from 1990 to 2000	% Change from 1990 to 2013	% Change from 2000 to 2013
Rhode Island	4.9	6.3	3.4	29	-30	-45
South Carolina	1.9	2.8	1.0	49	-46	-64
South Dakota	2.2	3.2	1.3	46	-41	-60
Tennessee	1.6	2.7	1.4	66	-14	-48
Texas	10.3	10.1	6.3	-1	-39	-38
Utah	2.6	3.8	2.1	45	-21	-46
Vermont	1.0	1.6	0.7	59	-35	-59
Virginia	2.8	4.2	2.8	48	-1	-33
Washington	4.1	5.1	3.8	22	-7	-24
West Virginia	1.4	1.4	1.3	3	-4	-6
Wisconsin	2.4	3.6	3.1	55	31	-15
Wyoming	2.7	1.7	1.2	-35	-57	-34

NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations in this table is 866,567 for 1990; 1,024,977 for 2000; and 629,279 for 2011–13. For states with a small percentage of ELs, see section 2.4.2, Standard Errors, for information on using standard errors to understand the precision of estimates with small sample sizes.
SOURCE: U.S. Census Bureau, 5 percent samples of the 1990 and 2000 Decennial Censuses and 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

Overall, most states saw increases in the percentages of 14–18-year-old ELs between 1990 and 2000. Between 2000 and 2013, however, most states experienced decreases in this fraction. The total net change over the sample period, from 1990 to 2013, was negative for most states.

The increases in the percentage of ELs between 1990 and 2000 were so great that three states more than doubled their share of ELs over that time: Nebraska (143 percent), North Carolina (124 percent), and Georgia (107 percent). Only eight states decreased their share of 14–18-year-old ELs between 1990 and 2000, with Wyoming (-35 percent), New Mexico (-16 percent), and Hawaii and Louisiana (both -12 percent) experiencing the largest decreases.

Over the entire sample period (1990–2013), most states experienced decreases in their 14–18-year-old EL population, with the largest decreases occurring in New Mexico and Maine (both -59 percent) and Wyoming (-57 percent). Only 13 states experienced an increase in their share of the 14–18-year-old EL population over the sample period, with Nebraska (82 percent), Wisconsin (31 percent), and Arkansas (24 percent) experiencing the biggest increases.

Even though states experienced similar changes to their EL populations across years, there was large variation in the actual percentages of ELs by state. In 1990, the states with the

smallest percentages of 14–18-year-old ELs were Vermont (1.0 percent), Alabama (1.3 percent), and West Virginia (1.4 percent). The states with the largest percentages were California (14.2 percent), Texas (10.3 percent), and New Mexico (10.2 percent).

In 2013, the states with the smallest percentages of 14–18-year-old ELs were Vermont and Maine (both 0.7 percent) and Mississippi (0.8 percent). The states with the largest percentages were Hawaii (8.2 percent), California (6.5 percent), and Texas (6.3 percent).

Table 1b: Percentage of English Learners ages 19–21, by state: 1990, 2000, and 2011–13

	1990	2000	2011–13	% Change from 1990 to 2000	% Change from 1990 to 2013	% Change from 2000 to 2013
U.S. Total	**5.9**	**8.4**	**4.9**	**43**	**-17**	**-42**
Alabama	1.4	2.9	1.8	112	32	-38
Alaska	2.8	4.3	2.8	56	0	-35
Arizona	7.9	13.5	4.8	71	-39	-65
Arkansas	1.6	3.8	3.3	133	99	-15
California	18.2	18.2	8.6	0	-53	-53
Colorado	3.4	9.3	3.6	174	6	-61
Connecticut	4.7	7.3	5.8	54	22	-21
Delaware	2.4	4.4	3.5	87	49	-20
District of Columbia	5.2	7.6	2.8	47	-47	-64
Florida	5.6	9.4	5.8	66	3	-38
Georgia	2.8	8.6	3.7	208	33	-57
Hawaii	8.6	8.4	8.9	-2	4	6
Idaho	2.5	5.1	2.7	102	7	-47
Illinois	6.1	9.7	4.4	59	-27	-54
Indiana	1.5	4.0	3.0	166	101	-24
Iowa	2.0	4.2	2.9	110	48	-30
Kansas	2.3	5.7	3.6	150	58	-37
Kentucky	1.4	2.6	2.4	83	67	-8
Louisiana	2.1	2.3	1.3	9	-37	-42
Maine	1.7	1.5	1.3	-11	-24	-15
Maryland	3.4	5.9	3.9	74	14	-34
Massachusetts	4.9	7.1	5.3	44	8	-25
Michigan	1.6	3.6	2.4	129	57	-31
Minnesota	2.4	5.2	4.3	117	76	-19
Mississippi	1.6	2.2	1.2	35	-28	-47
Missouri	1.8	2.6	2.2	43	19	-17
Montana	2.0	2.8	0.8	36	-61	-72
Nebraska	1.9	5.5	3.9	190	102	-30
Nevada	6.2	15.1	6.6	145	7	-56
New Hampshire	2.2	2.5	2.0	14	-7	-19

Continued

Table 1b: Percentage of English Learners ages 19–21, by state: 1990, 2000, and 2011–2013—continued

	1990	2000	2011–13	% Change from 1990 to 2000	% Change from 1990 to 2013	% Change from 2000 to 2013
New Jersey	6.3	11.0	6.0	75	-5	-46
New Mexico	9.3	10.1	6.3	8	-32	-37
New York	7.7	11.3	7.2	47	-6	-36
North Carolina	2.0	7.6	3.4	277	71	-55
North Dakota	0.9	1.3	3.0	36	218	134
Ohio	1.8	2.7	2.3	44	23	-14
Oklahoma	2.3	5.1	3.1	121	32	-40
Oregon	4.5	8.1	4.1	78	-9	-49
Pennsylvania	2.2	3.5	2.7	57	24	-21
Rhode Island	4.0	6.1	3.6	52	-11	-42
South Carolina	1.8	4.2	2.5	137	44	-39
South Dakota	1.7	2.8	4.6	59	167	68
Tennessee	1.2	3.7	1.9	196	50	-49
Texas	10.8	13.9	8.0	29	-26	-43
Utah	3.0	5.8	3.1	93	4	-46
Vermont	1.9	2.1	1.1	11	-39	-45
Virginia	3.2	5.7	3.9	82	25	-32
Washington	4.3	7.7	5.9	78	35	-24
West Virginia	1.6	1.1	1.0	-33	-39	-8
Wisconsin	1.8	4.2	3.5	138	102	-15
Wyoming	2.7	2.4	0.9	-11	-65	-61

NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations in this table is 551,876 for 1990; 567,562 for 2000; and 384,982 for 2011–13. For states with a small percentage of ELs, see section 2.4.2, Standard Errors, for information on using standard errors to understand the precision of estimates with small sample sizes.
SOURCE: U.S. Census Bureau, 5 percent samples of the 1990 and 2000 Decennial Censuses and 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

Overall, most states saw increases in the 19–21-year-old EL population between 1990 and 2000. Between 2000 and 2013, however, most states experienced decreases in the EL population. The total net change over the sample period, from 1990 to 2013, was negative for about half the states and positive for the other half.

The increase in the percentages of ELs between 1990 and 2000 was so large that two states more than tripled the share of their EL populations over that period: North Carolina (277 percent) and Georgia (208 percent). Only four states decreased their share of the 19–21-year-old EL populations between 1990 and 2000, with West Virginia (-33 percent), Wyoming and Maine (both -11 percent) experiencing the largest decreases.

Over the entire sample period (1990–2013), changes in the percentages of 19–21-year-old ELs across states were more mixed. The states with the largest increases in the share of their

EL populations were North Dakota (218 percent), South Dakota (167 percent), and Nebraska and Wisconsin (both 102 percent). The states that experienced the largest decreases in the share of their EL populations over the sample period were Wyoming (-65 percent), Montana (-61 percent), and California (-53 percent).

Similar to the 14–21-year-old ELs, there is large variation in the percentages of 19–21-year-old ELs by state. In 1990, the states with the smallest percentages of 19–21-year-old ELs were North Dakota (0.9 percent), Tennessee (1.2 percent), and Alabama and Kentucky (both 1.4 percent). The states with the largest percentages were California (18.2 percent), Texas (10.8 percent), and New Mexico (9.3 percent).

In 2013, the states with the smallest percentages of 19–21-year-old ELs were Montana (0.8 percent), Wyoming (0.9 percent), and West Virginia (1.0 percent). The states with the largest percentages were Hawaii (8.9 percent), California (8.6 percent), and Texas (8.0 percent).

Table 1c: Number of English Learners, by age and state: 1990, 2000, and 2011–13

	14–18 years old			19–21 years old		
	1990	2000	2011-13	1990	2000	2011-13
U.S. Total	**882,300**	**1,209,800**	**779,200**	**685,800**	**1,005,700**	**675,300**
Alabama	4,000	6,500	4,800	2,800	5,800	3,900
Alaska	1,300	1,900	1,700	600	1,100	1,100
Arizona	20,100	32,700	16,100	13,300	30,200	13,800
Arkansas	2,700	5,400	3,800	1,700	4,500	4,200
California	273,000	307,700	175,000	262,600	263,900	149,100
Colorado	7,500	18,600	8,700	5,000	17,100	7,800
Connecticut	9,800	11,900	7,300	7,100	8,700	8,900
Delaware	1,200	2,600	2,100	800	1,500	1,400
District of Columbia	1,700	1,900	800	1,900	2,500	1,000
Florida	40,600	67,700	54,700	28,700	54,100	46,200
Georgia	11,300	28,600	16,000	9,000	30,900	16,500
Hawaii	5,200	5,200	6,800	4,500	4,200	4,900
Idaho	2,000	3,500	2,100	1,100	3,100	1,900
Illinois	37,700	55,900	29,200	31,400	50,400	24,400
Indiana	9,100	13,100	10,200	4,100	11,100	9,000
Iowa	4,600	7,400	5,200	2,600	5,900	4,200
Kansas	3,400	7,400	4,300	2,600	7,000	4,600
Kentucky	4,400	5,800	4,100	2,500	4,600	4,500
Louisiana	7,500	7,200	4,000	4,100	4,900	2,800
Maine	1,500	1,600	600	900	700	700
Maryland	9,900	15,500	9,600	7,100	11,600	9,500

Continued

Table 1c: Number of English Learners, by age and state: 1990, 2000, and 2011–2013—continued

	14–18 years old			19–21 years old		
	1990	2000	2011-13	1990	2000	2011-13
Massachusetts	19,000	22,200	15,800	15,400	18,100	17,000
Michigan	12,100	21,400	12,800	6,900	14,900	11,000
Minnesota	7,800	16,500	11,100	4,700	10,800	9,300
Mississippi	3,600	4,700	1,700	2,200	3,200	1,800
Missouri	6,700	10,500	6,600	4,200	6,300	5,700
Montana	1,100	1,200	800	600	1,000	400
Nebraska	1,800	5,100	3,600	1,300	4,200	3,200
Nevada	3,400	8,800	7,200	2,900	11,300	7,200
New Hampshire	1,000	1,900	1,100	1,100	1,200	1,200
New Jersey	27,000	35,700	24,300	20,300	31,100	20,000
New Mexico	11,300	12,600	6,000	6,100	8,000	5,900
New York	88,800	110,600	75,100	64,600	85,800	63,500
North Carolina	8,700	22,400	14,800	7,100	27,100	15,100
North Dakota	800	1,000	600	300	400	1,300
Ohio	16,900	21,600	13,600	9,200	12,700	11,300
Oklahoma	3,500	7,800	4,900	3,300	8,200	5,100
Oregon	5,800	13,600	5,900	5,300	11,300	6,700
Pennsylvania	21,200	27,900	22,600	12,300	17,500	15,800
Rhode Island	3,100	4,600	2,400	2,100	3,100	2,000
South Carolina	5,000	8,100	3,200	3,300	7,700	5,700
South Dakota	1,100	2,000	700	500	900	1,900
Tennessee	5,600	10,400	5,900	2,900	8,900	5,100
Texas	129,300	164,000	120,100	86,300	132,800	93,200
Utah	4,100	8,000	4,800	2,600	7,800	4,200
Vermont	400	700	300	600	600	400
Virginia	11,400	19,900	14,900	9,900	17,200	14,300
Washington	12,900	21,600	17,100	9,200	18,700	17,000
West Virginia	1,900	1,700	1,500	1,300	800	800
Wisconsin	7,800	14,600	12,000	4,000	9,700	8,500
Wyoming	900	700	400	500	500	200

NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations in this table for 14–18-year-olds is 866,567, 551,876, and 23,004 for 1990, 2000, and 2011–13, respectively. The unweighted number of observations in this table for 19–21-year-olds is 1,024,977, 567,562, and 17,342 for 1990, 2000, and 2011–13, respectively. For states with a small percentage of ELs, see section 2.4.2, Standard Errors, for information on using standard errors to understand the precision of estimates with small sample sizes.
SOURCE: U.S. Census Bureau, 5 percent samples of the 1990 and 2000 Decennial Censuses and 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

Just as there was large variation in the percentages of ELs by state, the number of ELs also varies greatly by state, although the number of ELs is also related to the size of the state. Among 14–18-year-olds in 2013, California (175,000), Texas (120,100), and New York

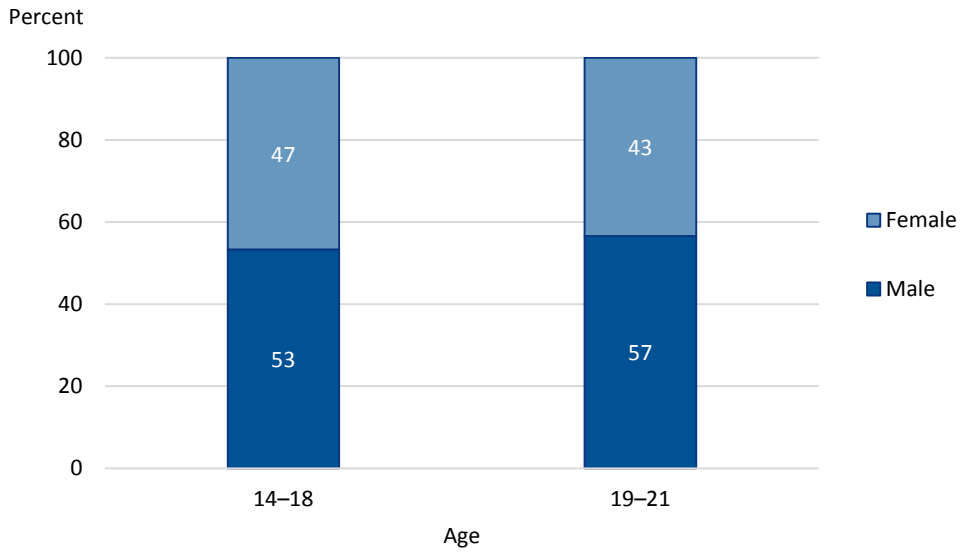
(75,100) had the largest numbers of ELs. Vermont (300), Wyoming (400), and Maine (600) had the smallest numbers. Among 19–21-year-olds in 2013, California (149,100), Texas (93,200), and New York (63,500) also had the largest numbers of ELs. Wyoming (200), and Vermont and Montana (400 each) had the smallest numbers.

3.1.4 Characteristics of ELs

Research Question A2:

- What are the distributions of ELs ages 14–18 and ELs ages 19–21 by gender, race/ethnicity, disability status, nativity, citizenship status, language spoken at home, household income, and poverty level?
- To what extent do these key demographic indicators vary by state?

Figure 3: Distribution of sex of English Learners, by age: 2011–13



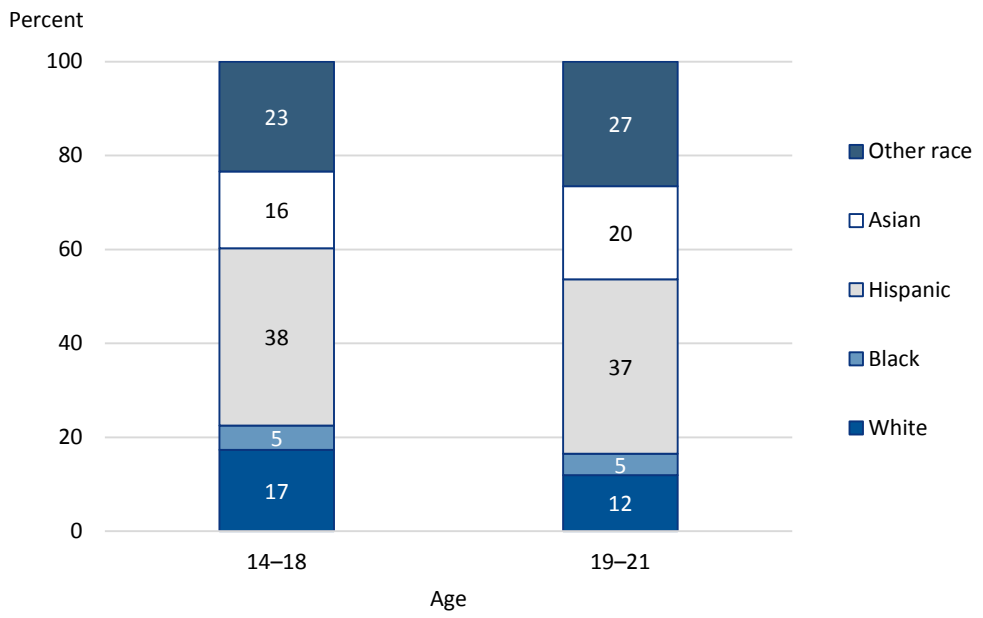
NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this figure is 23,004 for 14–18-year-olds and 17,342 for 19–21-year-olds.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- 14–18-year-old non-ELs are 49 percent female and 51 percent male.
- 19–21-year-old non-ELs are 49 percent female and 51 percent male.

ELs, especially those 19–21, are more likely to be male than non-ELs (53 percent and 57 percent for 14–18- and 19–21-year-olds, respectively, compared with 51 percent of non-ELs).

Figure 4: Distribution of race/ethnicity of English Learners, by age: 2011–13



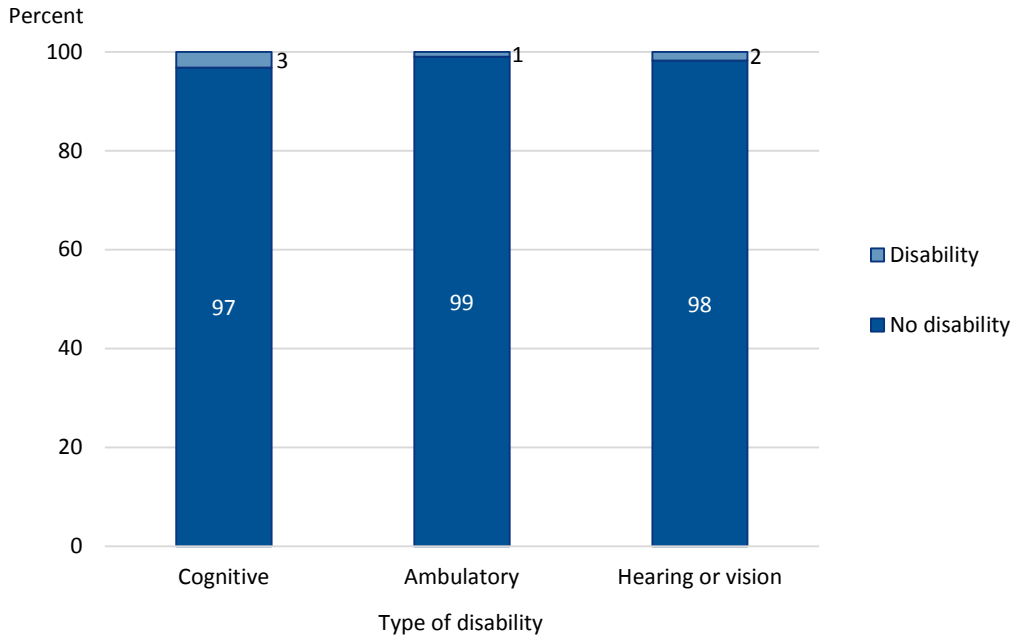
NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this figure is 23,004 for 14–18-year-olds and 17,342 for 19–21-year-olds.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- 14–18-year-old non-ELs are 56 percent white, 15 percent black, 13 percent Hispanic, 4 percent Asian, and 12 percent other/more than one race.
- 19–21-year-old non-ELs are 58 percent white, 15 percent black, 12 percent Hispanic, 4 percent Asian, and 11 percent other/more than one race.

Among ELs, the distribution of race/ethnicity is similar across the age groups. ELs of both age groups are most likely to be Hispanic (38 percent for 14–18-year-olds and 37 percent for 19–21-year-olds), followed by other/two or more races (23 percent for 14–18-year-olds and 27 percent for 19–21-year-olds), Asian (16 percent for 14–18-year-olds and 20 percent for 19–21-year-olds), white (17 percent for 14–18-year-olds and 12 percent for 19–21-year-olds), and black (5 percent for both 14–18- and 19–21-year-olds).

Figure 5: Distribution of disability status of English Learners ages 14–21, by disability: 2011–13



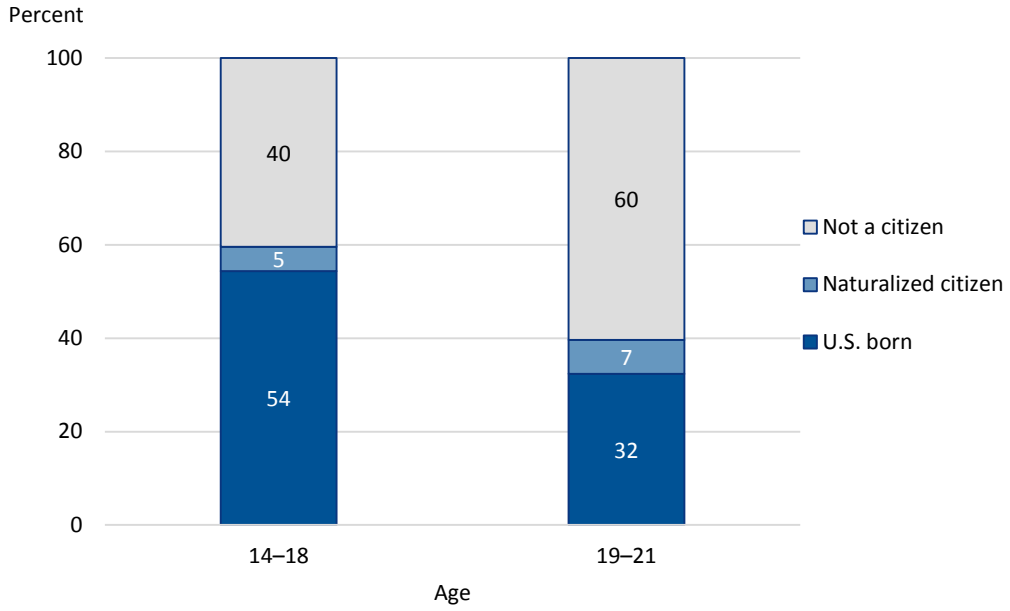
NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this figure is 40,346.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- Four percent, 1 percent, and 1 percent of non-ELs have a cognitive, ambulatory, or hearing or vision disability, respectively.

ELs and non-ELs have similar likelihoods of self-reporting being disabled. Caution should be used when interpreting these numbers, however, because these are self-reported rates of disability, and individuals may vary in their awareness of their disabilities and their willingness to self-report them.

Figure 6: Distribution of nativity and citizenship status of English Learners, by age: 2011–13



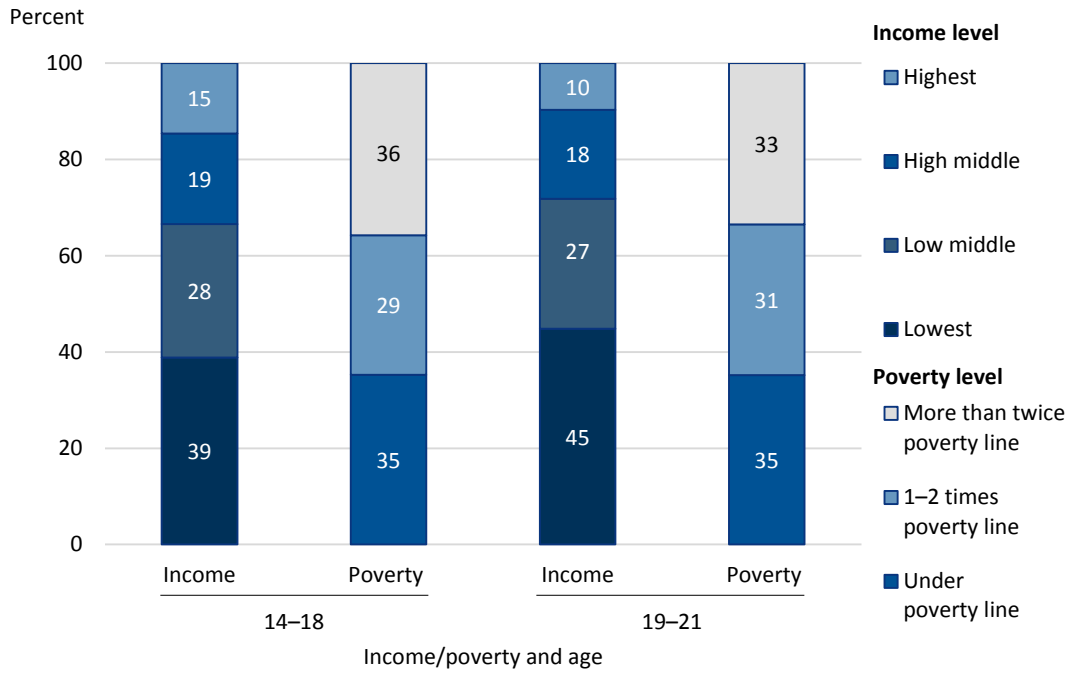
NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this figure is 23,004 for 14–18-year-olds and 17,342 for 19–21-year-olds. "Not a citizen" includes all individuals who are not American citizens but who are living in the United States either legally—for example, the children of diplomats or parents working in the country on work visas—or illegally.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- 14–18-year-old non-ELs are 95 percent U.S. born, 2 percent naturalized citizens, and 4 percent noncitizens.
- 19–21-year-old non-ELs are 94 percent U.S. born, 2 percent naturalized citizens, and 4 percent noncitizens.

Among ELs, 14–18-year-olds are more likely to be U.S. born and less likely to be noncitizens than 19–21-year-olds (54 percent U.S. born and 40 percent noncitizens vs. 32 percent U.S. born and 60 percent noncitizens).

Figure 7: Distribution of household income quartiles and poverty level of English Learners, by age: 2011–13



NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in the income analysis is 21,646 for 14–18-year-olds and 14,313 for 19–21-year-olds. The unweighted number of observations included in the poverty analysis is 21,748 for 14–18-year-olds and 14,641 for 19–21-year-olds.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- Of 14–18-year-old non-ELs, 23 percent are from the lowest income quartile, 24 percent are from the low-middle income quartile, 25 percent are from the high-middle income quartile, and 28 percent are from the highest income quartile.
- Of 14–18-year-old non-ELs, 19 percent are below the poverty line, 21 percent are between one and two times the poverty line, and 60 percent are more than twice the poverty line.
- Of 19–21-year-old non-ELs, 38 percent are from the lowest income quartile, 21 percent are from the low-middle income quartile, 21 percent are from the high-middle income quartile, and 20 percent are from the highest income quartile.
- Of 19–21-year-old non-ELs, 29 percent are below the poverty line, 21 percent are between one and two times the poverty line, and 50 percent are more than twice the poverty line.

Among ELs, both age groups have similar income and poverty levels, although 19–21-year-old ELs are more likely to have family income in the lowest income quartile (45 percent vs. 39 percent). Both age groups of ELs are more likely to come from the two lowest income quartiles compared with non-ELs. Additionally, both age groups of ELs are more likely to be below the poverty line compared with non-ELs.

Table 2: Distribution of languages spoken at home by English Learners, by age: 2011–13

Language	14–18 years old	19–21 years old
Spanish	68	65
Chinese	5	8
French	4	3
Hindi	2	2
Vietnamese	3	2
Arabic	2	3
German	2	1
Korean	2	2
Filipino/Tagalog	2	2
Russian	1	1
Other	11	11

NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this figure is 22,989 for 14–18-year-olds and 17,332 for 19–21-year-olds. In response to this question, 15 14–18-year-olds and 10 14–18-year-olds responded that English was the language other than English spoken at home, so these observations were not included. Chinese includes Cantonese and Mandarin. French includes Patois, French or Haitian Creole, and Cajun. Hindi includes Urdu. German includes Pennsylvania Dutch. Filipino/Tagalog includes Bisayan, Sebuano, Llocano, and Hocano.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

Spanish is by far the most common language spoken by ELs of both age groups (68 percent for 14–18-year-olds and 65 percent for 19–21-year-olds). The nine most common languages spoken by ELs, after Spanish, make up much smaller shares when compared with Spanish, ranging from 1 to 5 percent for 14–18-year-olds and 1 to 8 percent for 19–21-year-olds. Only 11 percent of ELs, in both age groups, speak all other languages besides the 10 most common languages.

Table 3a: Percentage of English Learners ages 14–18, by sex, race/ethnicity, disability status, nativity, citizenship status, poverty level, and state: 2011–13

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
U.S. Total	**47**	**38**	**16**	**6**	**54**	**60**	**35**
Alabama	44	19	17	2	66	75	40
Alaska	36	12	43	2	48	57	20
Arizona	46	50	9	8	59	62	42
Arkansas	48	38	7	3	53	58	32
California	46	45	22	5	53	59	35
Colorado	56	37	17	4	55	61	33
Connecticut	47	34	12	10	62	67	23
Delaware	34	33	3	4	73	79	26
District of Columbia	53	10	29	17	33	36	45
Florida	48	57	5	6	43	50	37
Georgia	46	29	17	4	49	56	35
Hawaii	45	0	54	2	51	54	23
Idaho	41	36	10	6	46	47	61
Illinois	48	32	12	5	63	68	29
Indiana	55	16	16	6	71	72	28
Iowa	46	17	19	5	67	70	28
Kansas	49	40	7	3	47	54	30
Kentucky	56	5	10	4	65	70	39
Louisiana	42	28	17	5	54	58	31
Maine	79	4	5	7	70	70	20
Maryland	49	12	20	6	55	61	18
Massachusetts	47	25	23	10	49	58	40
Michigan	55	8	26	5	55	61	44
Minnesota	46	10	35	3	56	63	34
Mississippi	55	20	19	4	63	67	39
Missouri	48	14	15	5	64	66	33
Montana	41	4	15	16	70	70	45
Nebraska	44	28	17	3	47	55	21
Nevada	48	45	12	7	57	61	29
New Hampshire	59	23	15	1	77	84	19
New Jersey	48	39	18	6	41	50	23
New Mexico	41	66	2	10	57	58	41
New York	44	15	19	5	51	58	39
North Carolina	45	30	16	6	47	49	40
North Dakota	77	0	0	0	56	56	41
Ohio	54	9	14	4	70	72	25
Oklahoma	38	42	14	1	35	42	39

Continued

Table 3a: Percentage of English Learners ages 14–18, by sex, race/ethnicity, disability status, nativity, citizenship status, poverty level, and state: 2011–13—continued

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
Oregon	43	20	27	4	48	55	27
Pennsylvania	48	21	23	10	63	70	40
Rhode Island	44	20	13	14	42	45	38
South Carolina	55	17	18	4	54	56	34
South Dakota	66	13	31	6	63	63	12
Tennessee	47	31	16	6	39	46	45
Texas	44	67	6	6	60	62	40
Utah	40	31	17	8	46	53	38
Vermont	34	0	0	0	56	56	38
Virginia	47	24	22	6	49	52	26
Washington	49	22	25	6	49	55	31
West Virginia	71	1	3	0	92	93	36
Wisconsin	46	23	18	5	68	74	29
Wyoming	44	40	26	0	70	94	8

NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. For the unweighted numbers of observations included in this table, see the notes for Figures 3–7. Native Born includes individuals born in the United States and its territories. Citizen includes individuals born in the United States, individuals born abroad to American parents, and naturalized citizens. The zeroes are not exact zeroes. They represent numbers less than one half of 1 percent, which round to zero. For states with a small percentage of ELs, see section 2.4.2, Standard Errors, for information on using standard errors to understand the precision of estimates with small sample sizes.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

There is considerable variation across states in characteristics of their 14–18-year-old EL population in terms of gender, race/ethnicity, disability, nativity, and socioeconomic status.

- Gender: The percentage of female ELs varies from 34 percent (Delaware) to 79 percent (Maine).
- Race/ethnicity: The states with the smallest percentages of 14–18-year-old Hispanic ELs are Vermont, Hawaii, and North Dakota (all nearly 0 percent); and the states with the highest percentages are Texas (67 percent), New Mexico (66 percent), and Florida (57 percent). The states with the smallest percentages of 14–18-year-old Asian ELs are Vermont and North Dakota (both nearly 0 percent) and New Mexico (2 percent); and the states with the highest percentages are Hawaii (54 percent), Alaska (43 percent), and Minnesota (35 percent).
- Disability status: The percentage of disabled 14–18-year-old ELs by state varies from nearly 0 percent (Vermont, North Dakota, West Virginia, and Wyoming) to 17 percent (District of Columbia).

- Nativity/citizenship status: The percentage of native-born 14–18-year-old ELs varies from 33 percent (District of Columbia) to 92 percent (West Virginia). The percentages of ELs who are citizens is similarly distributed and varies from 36 percent (District of Columbia) to 94 percent (Wyoming).
- Poverty level: The states with the smallest percentages of 14–18-year-old ELs below the poverty line are Wyoming (8 percent), South Dakota (12 percent), and Maryland (18 percent); and the states with the highest percentages are Idaho (61 percent) and Montana, Tennessee, and the District of Columbia (all 45 percent).

Table 3b: Percentage of non-English Learners ages 14–18, by sex, race/ethnicity, disability status, nativity, citizenship status, poverty level, and state: 2011–13

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
U.S. Total	**49**	**13**	**4**	**6**	**95**	**96**	**19**
Alabama	48	2	1	7	99	99	23
Alaska	47	4	5	5	97	99	12
Arizona	49	30	2	5	94	96	24
Arkansas	48	5	1	8	98	98	22
California	49	29	10	4	92	94	21
Colorado	47	20	3	5	94	96	15
Connecticut	48	9	4	6	94	97	13
Delaware	50	6	3	6	97	98	15
District of Columbia	52	5	3	10	94	96	36
Florida	49	21	2	5	92	95	21
Georgia	49	6	3	6	95	97	23
Hawaii	50	2	30	5	94	96	13
Idaho	49	10	1	5	98	99	17
Illinois	49	12	4	5	95	97	18
Indiana	48	4	1	6	98	98	18
Iowa	49	5	1	6	97	98	13
Kansas	49	10	1	6	97	98	15
Kentucky	49	2	1	7	98	99	22
Louisiana	48	3	1	8	99	99	24
Maine	48	2	2	10	98	99	14
Maryland	49	5	5	5	93	95	12
Massachusetts	49	6	5	6	94	96	14
Michigan	48	4	2	7	97	98	21
Minnesota	48	4	4	6	96	98	12
Mississippi	49	2	1	7	99	99	29
Missouri	48	3	1	7	98	99	19

Continued

Table 3b: Percentage of non-English Learners ages 14–18, by sex, race/ethnicity, disability status, nativity, citizenship status, poverty level, and state: 2011–13—continued

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
Montana	50	4	0	7	99	99	19
Nebraska	49	9	1	5	97	98	13
Nevada	49	21	6	5	92	94	20
New Hampshire	48	3	2	6	98	99	9
New Jersey	48	11	7	5	92	95	12
New Mexico	48	39	1	5	95	96	25
New York	49	8	6	5	92	95	19
North Carolina	48	5	2	6	96	97	22
North Dakota	47	1	0	6	98	98	10
Ohio	49	2	1	7	98	99	19
Oklahoma	48	6	1	7	97	98	20
Oregon	49	11	3	6	95	97	19
Pennsylvania	49	4	3	7	97	98	16
Rhode Island	50	8	3	6	93	96	17
South Carolina	48	3	1	6	97	98	23
South Dakota	48	2	0	6	99	99	12
Tennessee	49	4	1	7	97	98	22
Texas	49	35	3	6	93	94	21
Utah	49	9	2	5	95	96	15
Vermont	50	2	3	9	97	99	14
Virginia	49	6	5	5	94	96	14
Washington	49	10	6	6	94	96	16
West Virginia	49	1	1	7	99	99	22
Wisconsin	49	5	3	7	97	99	16
Wyoming	48	7	1	7	97	98	11

NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table is 606,275 for the first six columns and 555,718 for the final column. Native born includes individuals born in the United States and its territories. Citizen includes individuals born in the United States, individuals born abroad to American parents, and naturalized citizens. The zeroes are not exact zeroes. They represent numbers less than one half of 1 percent, which round to zero. For states with a small percentage of ELs, see section 2.4.2, Standard Errors, for information on using standard errors to understand the precision of estimates with small sample sizes.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

Table 3b, which includes descriptive statistics of 14–18-year-old non-ELs by state, serves as a point of comparison to Table 3a, which shows the same statistics for ELs. Table 3b is a reference to determine whether differences in EL characteristics across states are being driven by differences across states in general or by differences in which individuals are ELs within states.

Table 3c: Percentage of English Learners ages 19–21, by sex, race/ethnicity, disability status, nativity, citizenship status, poverty level, and state: 2011–13

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
U.S. Total	**43**	**37**	**20**	**4**	**32**	**40**	**35**
Alabama	42	34	20	4	29	33	51
Alaska	59	9	45	21	49	58	25
Arizona	46	51	11	6	38	43	47
Arkansas	45	42	11	3	31	35	33
California	45	41	24	5	35	41	35
Colorado	46	47	14	5	27	36	30
Connecticut	42	26	15	5	34	41	30
Delaware	52	35	24	0	42	54	39
District of Columbia	48	11	12	8	14	31	45
Florida	44	61	6	5	30	40	31
Georgia	44	29	22	2	19	27	33
Hawaii	44	3	64	3	33	46	25
Idaho	59	52	7	12	27	29	42
Illinois	42	35	24	3	26	31	29
Indiana	45	13	35	2	35	36	51
Iowa	33	20	35	9	25	30	53
Kansas	44	30	21	7	28	32	28
Kentucky	44	26	16	5	31	32	40
Louisiana	40	25	22	7	41	49	40
Maine	30	0	25	33	46	63	12
Maryland	45	11	21	2	24	35	27
Massachusetts	42	20	23	4	33	43	36
Michigan	48	12	28	8	31	38	45
Minnesota	54	19	36	2	28	43	43
Mississippi	53	38	8	2	30	36	28
Missouri	44	13	23	4	26	31	55
Montana	82	0	26	0	69	69	0
Nebraska	39	35	17	3	29	33	26
Nevada	42	40	29	5	39	48	37
New Hampshire	74	19	21	6	36	42	57
New Jersey	42	34	10	2	25	36	28
New Mexico	46	52	4	3	48	51	33
New York	43	18	24	4	34	44	36
North Carolina	38	41	13	3	21	28	36
North Dakota	44	1	22	15	60	71	48
Ohio	45	9	27	4	43	47	43
Oklahoma	24	41	13	4	17	18	28

Continued

Table 3c: Percentage of English Learners ages 19–21, by sex, race/ethnicity, disability status, nativity, citizenship status, poverty level, and state: 2011–13—continued

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
Oregon	47	32	24	2	18	25	37
Pennsylvania	43	17	26	8	45	54	33
Rhode Island	46	9	21	10	36	40	44
South Carolina	33	36	16	2	22	27	28
South Dakota	26	5	35	4	13	22	39
Tennessee	44	29	11	1	25	34	35
Texas	42	64	8	5	39	43	35
Utah	46	27	28	10	29	46	45
Vermont	87	0	0	0	18	18	0
Virginia	45	34	24	5	21	29	29
Washington	39	21	39	3	23	31	46
West Virginia	17	1	45	1	35	35	51
Wisconsin	48	36	28	4	38	49	26
Wyoming	32	26	0	8	16	16	74

NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. For the unweighted numbers of observations included in this table, see the notes for figures 3–7. Native born includes individuals born in the United States and its territories. Citizen includes individuals born in the United States, individuals born abroad to American parents, and naturalized citizens. The zeroes are not exact zeroes. They represent numbers less than one half of 1 percent, which round to zero. For states with a small percentage of ELs, see section 2.4.2, Standard Errors, for information on using standard errors to understand the precision of estimates with small sample sizes.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

Similar to 14–18-year-old ELs, there is substantial variation in the characteristics of 19–21-year-old ELs across states in terms of gender, race/ethnicity, disability, nativity, and socioeconomic status.

- Gender: The percentage of female 19–21-year-old ELs varies from 17 percent (West Virginia) to 87 percent (Vermont).
- Race/ethnicity: The states with the smallest percentages of 19–21-year-old Hispanic ELs are Maine, Montana, and Vermont (all nearly 0 percent); and the states with the highest percentages are Texas (64 percent), Florida (61 percent), and Idaho (52 percent). The states with the smallest percentages of 19–21-year-old Asian ELs are Vermont and Wyoming (both nearly 0 percent) and New Mexico (4 percent); and the states with the highest percentages are Hawaii (64 percent) and Alaska and West Virginia (both 45 percent).
- Disability status: The percentage of disabled 19–21-year-old ELs by state varies from nearly 0 percent (Vermont, Delaware, and Montana) to 33 percent (Maine).

- Nativity/citizenship status: The percentage of native-born 19–21-year-old ELs varies from 13 percent (South Dakota) to 69 percent (Montana). The percentages of ELs who are citizens is similarly distributed and varies from 16 percent (Wyoming) to 71 percent (North Dakota).
- Poverty level: The states with the smallest percentages of 19–21-year-old ELs below the poverty line are Vermont and Montana (both nearly 0 percent) and Maine (12 percent); and the states with the highest percentages are Wyoming (74 percent), New Hampshire (57 percent), and Missouri (55 percent).

Table 3d: Percentage of non-English Learners ages 19–21, by sex, race/ethnicity, disability status, nativity, citizenship status, poverty level, and state: 2011–13

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
U.S. Total	**49**	**12**	**4**	**6**	**94**	**96**	**29**
Alabama	49	2	1	7	98	98	32
Alaska	45	6	4	6	97	98	14
Arizona	50	27	2	5	93	95	32
Arkansas	48	4	1	7	97	98	32
California	48	26	11	5	90	93	26
Colorado	49	17	2	5	94	96	31
Connecticut	49	9	3	6	93	95	18
Delaware	53	4	3	7	95	97	25
District of Columbia	54	3	5	7	92	95	44
Florida	49	19	2	5	90	94	28
Georgia	49	5	3	7	94	96	32
Hawaii	44	3	24	4	93	96	17
Idaho	51	11	1	7	96	97	37
Illinois	49	11	4	6	94	96	27
Indiana	50	4	2	6	97	97	31
Iowa	48	3	2	7	97	98	36
Kansas	48	9	2	6	95	97	30
Kentucky	48	2	1	7	98	99	32
Louisiana	49	3	1	6	99	99	32
Maine	49	2	1	10	97	98	27
Maryland	49	5	5	5	92	95	18
Massachusetts	53	6	6	6	92	95	25
Michigan	49	4	2	7	96	98	34
Minnesota	50	2	4	6	95	97	30
Mississippi	49	1	1	6	99	99	38
Missouri	50	3	2	6	98	98	32
Montana	49	3	2	5	98	98	42

Continued

Table 3d: Percentage of non-English Learners ages 19–21, by sex, race/ethnicity, disability status, nativity, citizenship status, poverty level, and state: 2011–13—continued

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
Nebraska	48	8	1	4	95	97	28
Nevada	49	20	5	5	91	94	25
New Hampshire	51	3	2	6	97	97	23
New Jersey	48	12	7	5	90	94	16
New Mexico	49	38	1	6	94	96	35
New York	50	8	6	5	90	94	25
North Carolina	49	5	2	6	96	97	33
North Dakota	46	2	1	4	98	98	38
Ohio	49	2	1	7	98	99	31
Oklahoma	49	5	1	7	97	98	30
Oregon	49	9	4	8	94	95	36
Pennsylvania	49	4	3	6	96	98	30
Rhode Island	50	6	4	6	92	96	26
South Carolina	49	3	1	5	98	98	32
South Dakota	49	2	1	7	98	99	30
Tennessee	49	2	1	8	98	98	29
Texas	48	32	3	6	91	93	28
Utah	54	9	2	6	95	96	25
Vermont	48	2	1	7	98	99	33
Virginia	48	5	4	5	94	96	27
Washington	48	8	6	7	93	95	29
West Virginia	49	1	0	8	99	99	33
Wisconsin	50	4	3	6	98	98	33
Wyoming	49	10	0	4	99	99	29

NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table is 367,640 for the first six columns and 274,624 for the final column. Native born includes individuals born in the United States and its territories. Citizen includes individuals born in the United States, individuals born abroad to American parents, and naturalized citizens. The zeroes are not exact zeroes. They represent numbers less than one half of 1 percent, which round to zero. For states with a small percentage of ELs, see section 2.4.2, Standard Errors, for information on using standard errors to understand the precision of estimates with small sample sizes.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

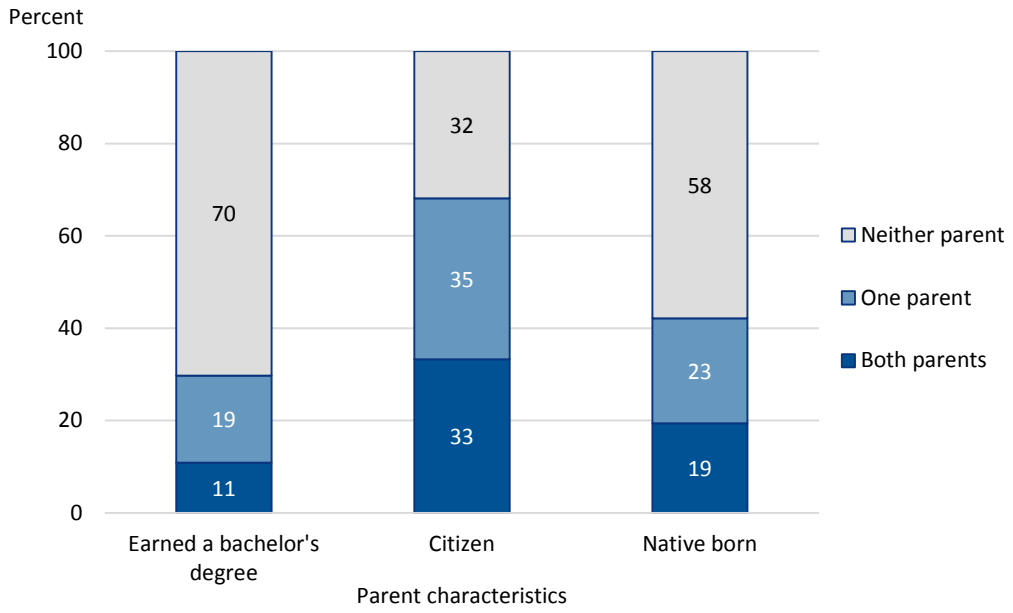
Table 3d, which includes descriptive statistics for 19–21-year-old non-ELs by state, serves as a point of comparison to Table 3c, which shows the same statistics for ELs. Table 3d is a reference to determine whether differences in EL characteristics across states are being driven by differences across states in general or by differences in which individuals are ELs within states.

3.1.5 Parents' Characteristics

Research Question A3:

- For ELs ages 14–18, what are their parents' education levels, nativities, and citizenship statuses?

Figure 8: Distribution of English Learners' parental education levels, nativities, and citizenship statuses, ages 14–18: 2011–13



NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table is 13,697 for bachelor's degree attainment; 16,152 for citizenship status; and 14,920 for nativity status. This table includes only 14–18-year-olds because the American Community Survey only includes parental information for individuals still living with their parents.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- Twenty percent, 30 percent, and 50 percent of 14–18-year-old non-ELs have both parents with a bachelor's degree, one parent with a bachelor's degree, and neither parent with a bachelor's degree, respectively.
- Fifty-seven percent, 38 percent, and 5 percent of 14–18-year-old non-ELs have both parents who are citizens, one parent who is a citizen, and neither parent who is citizens, respectively.
- Fifty percent, 37 percent, and 12 percent of 14–18-year-old non-ELs have both parents who are native born, one parent who is native born, and neither parent who is native born, respectively.

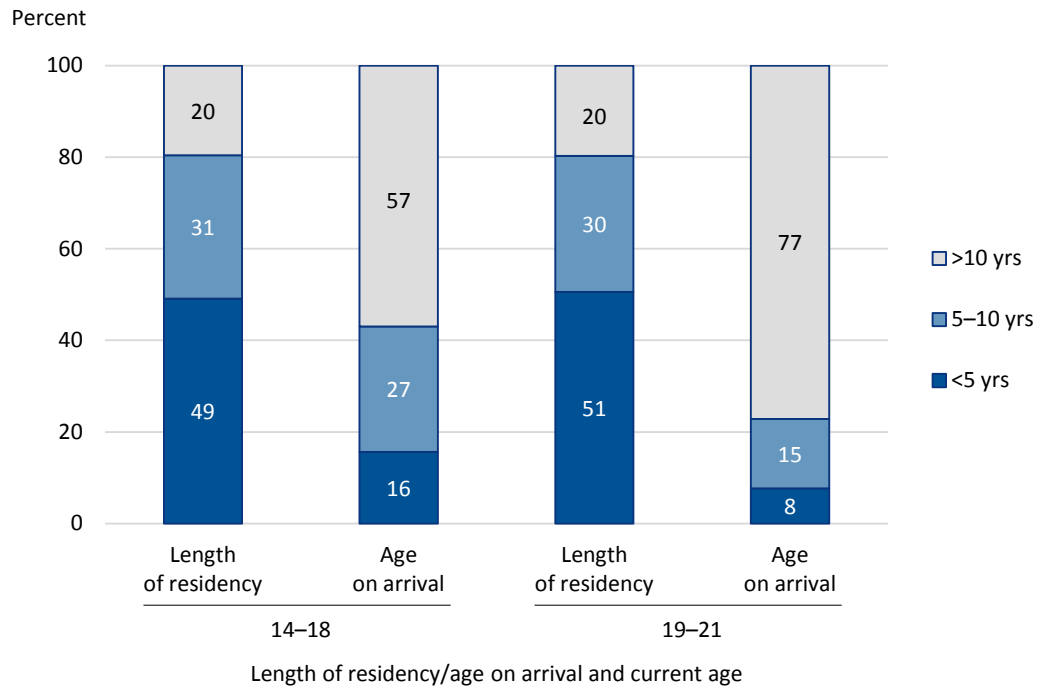
EL parents have very different characteristics from non-EL parents. ELs are less likely than non-ELs to have two parents who hold bachelor's degrees (11 percent vs. 20 percent) and more likely not to have any parents who hold a bachelor's degree (70 percent vs. 50 percent). ELs are also less likely than non-ELs to have two parents who are citizens (33 percent vs. 57 percent) and more likely not to have any parents who are citizens (32 percent vs. 5 percent). Finally, ELs are less likely than non-ELs to have two parents who are native born (19 percent vs. 50 percent) and more likely not to have any parents who are native born (58 percent vs. 12 percent).

3.1.6 Length of residency

Research Question A4:

- For non-native ELs ages 14–18 and non-native ELs ages 19–21, what is their length of residency in the United States? At what age did they arrive?

Figure 9: Distribution of length of residency and age on arrival in the United States of non-native English Learners, by age: 2011–13



NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table is 10,223 for 14–18-year-olds and 11,481 for 19–21-year-olds.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- Of 14–18-year-old non-native non-ELs, 15 percent have been in the United States for less than 5 years, 32 percent have been in the United States for 5–10 years, and 52 percent have been in the United States for more than 10 years.
- Of 14–18-year-old non-native non-ELs, 44 percent were younger than 5 years old when they arrived, 36 percent were 5–10 years old when they arrived, and 20 percent were older than 10 years old when they arrived.
- Of 19–21-year-old non-native non-ELs, 19 percent have been in the United States for less than 5 years, 22 percent have been in the United States for 5–10 years, and 59 percent have been in the United States for more than 10 years.
- Of 19–21-year-old non-native non-ELs, 32 percent were younger than 5 years old when they arrived, 31 percent were 5–10 years old when they arrived, and 37 percent were older than 10 years old when they arrived.

The length of residency for both age groups of ELs is similar. Forty-nine percent of 14–18-year-old ELs and 51 percent of 19–21-year-old ELs have been living in the United States for less than 5 years. Twenty percent of both 14–18- and 19–21-year-olds have been living in the United States for more than 10 years.

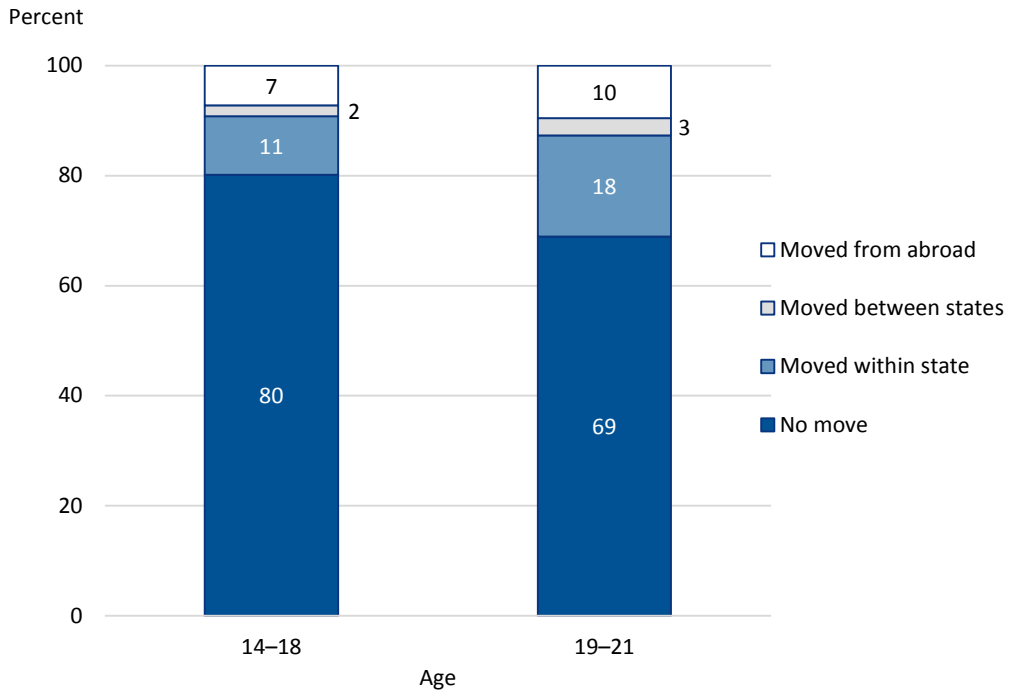
The age on arrival in the United States is similar across age groups as well. The majority of ELs came to the United States when they were older than 10 years old. Only 16 percent of 14–18-year-olds and 8 percent of 19–21-year-old ELs came to the United States when they were under 5 years old.

3.1.7 Mobility

Research Question A5:

- How geographically mobile are ELs in these age ranges? For example, what percentage of ELs live in the same house they did one year ago, moved within the state, moved between states, or moved from abroad?

Figure 10: Distribution of mobility of English Learners within the last year, by age: 2011–13



NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table is 23,004 for 14–18-year-olds and 17,342 for 19–21-year-olds.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- Of 14–18-year-old non-ELs, 85 percent are in the same house that they were in a year ago, 12 percent moved within the state, 2 percent moved between states, and nearly 0 percent moved from abroad.
- Of 19–21-year-old non-ELs, 70 percent are in the same house that they were in a year ago, 24 percent moved within the state, 5 percent moved between states, and 1 percent moved from abroad.

Among ELs, 19–21-year-olds are more likely than 14–18-year-olds to have moved within the state (18 percent vs. 11 percent) and less likely to have not moved at all (69 percent vs. 80 percent). Additionally, compared with non-ELs, both age groups of ELs are more likely to have moved from abroad in the last year (7 percent vs. 0 percent for 14–18-year-olds and 10 percent vs. 1 percent for 19–21-year-olds).

3.2 Educational Attainment

The particular focus in this section is the population of EL high school dropouts, although this section also details educational enrollment and achievement at all education levels. Specifically, this section explores the level of education in which ELs are currently enrolled, the highest degree earned for ELs not currently enrolled, and demographics of the EL high school dropout population.

3.2.1 Overall Findings About Educational Attainment

About 13 percent of 14–18-year-old ELs are not enrolled in any schooling. This number is consistent across gender. Not surprisingly, the percentage of ELs not enrolled in school among 19–21-year-olds is considerably higher, at 56 percent.

In terms of college enrollment, over a third of 19–21-year-old ELs are enrolled in college. Female ELs are considerably more likely than male ELs to be enrolled in college. These current enrollment percentages, for both high school and college, vary considerably across states.

Among ELs not currently enrolled in education, over half of the 14–18-year-olds and over a third of the 19–21-year-olds did not earn a high school credential. EL high school dropouts have characteristics different from those of non-EL dropouts, especially in terms of race/ethnicity and disability status. However, EL and non-EL high school dropouts are similarly likely to be below the poverty line. Among ELs, high school dropouts and completers are also dissimilar on a number of demographic characteristics, including gender, race/ethnicity, citizenship/nativity status, and poverty level.

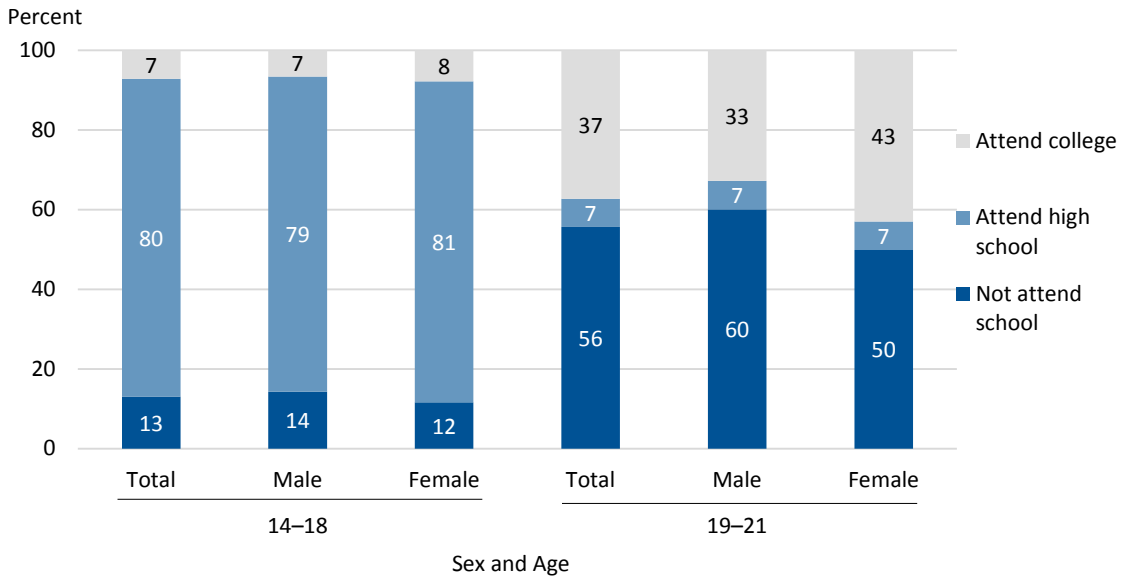
The number of ELs not currently enrolled in education varies considerably across educational attainment and states. No matter the level of attainment, however, California, Texas, and New York have the greatest number of ELs.

3.2.2 High School and Postsecondary Enrollment

Research Questions B1 and B2:

- What percentage of ELs ages 14–18 and ELs ages 19–21 are enrolled in high school?
- What percentage of ELs ages 19–21 are enrolled in postsecondary education?
- To what extent do these percentages vary by state and other key demographic variables?

Figure 11: Distribution of school enrollment of English Learners, by sex and age: 2011–13



NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table is 23,004; 12,225; and 10,779 for all, male, and female 14–18-year-olds, respectively. The unweighted number of observations included in this table is 17,342; 9,633; and 7,709 for all, male, and female 19–21-year-olds, respectively.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- Of all 14–18-year-old non-ELs, 6 percent were not enrolled in any school, 85 percent were enrolled in high school, and 9 percent were enrolled in college.
- Of all male 14–18-year-old non-ELs, 6 percent were not enrolled in any school, 86 percent were enrolled in high school, and 7 percent were enrolled in college.
- Of all female 14–18-year-old non-ELs, 5 percent were not enrolled in any school, 84 percent were enrolled in high school, and 10 percent were enrolled in college.
- Of all 19–21-year-old non-ELs, 40 percent were not enrolled in any school, 4 percent were enrolled in high school, and 56 percent were enrolled in college.
- Of all male 19–21-year-old non-ELs, 45 percent were not enrolled in any school, 5 percent were enrolled in high school, and 50 percent were enrolled in college.
- Of all female 19–21-year-old non-ELs, 35 percent were not enrolled in any school, 3 percent were enrolled in high school, and 61 percent were enrolled in college.

ELs generally have lower educational enrollment than non-ELs. ELs ages 14–18 are more likely to not be attending any school than non-ELs (13 percent vs. 6 percent). ELs ages 19–

21 are less likely to be enrolled in postsecondary education than non-ELs (37 percent vs. 56 percent). Additionally, ELs ages 19–21 are more likely to be enrolled in secondary school (7 percent vs. 4 percent) indicating that they take longer to graduate high school than non-EL students.

Table 4: Percentage of individuals enrolled in school, by English language status, school level, age, and state: 2011–13

	ELs				Non-ELs			
	14–18 years old		19–21 years old		14–18 years old		19–21 years old	
	Attend middle/ high school	Attend college	Attend middle/ high school	Attend college	Attend middle/ high school	Attend college	Attend middle/ high school	Attend college
U.S. Total	**80**	**7**	**7**	**37**	**85**	**9**	**4**	**56**
Alabama	83	4	4	32	86	7	4	51
Alaska	86	0	25	17	90	3	9	32
Arizona	80	5	5	30	85	7	5	48
Arkansas	69	6	3	30	84	8	3	48
California	79	8	6	40	85	10	4	58
Colorado	82	7	10	31	86	8	4	54
Connecticut	74	7	5	30	85	11	5	62
Delaware	93	1	6	39	83	10	4	60
District of Columbia	67	21	18	50	70	22	6	63
Florida	80	6	8	32	86	8	5	54
Georgia	80	8	7	29	85	8	5	51
Hawaii	79	12	5	36	83	8	2	46
Idaho	89	2	16	25	87	6	5	45
Illinois	81	6	7	39	87	8	4	59
Indiana	79	8	6	55	87	7	4	56
Iowa	78	13	3	61	86	9	3	60
Kansas	84	6	0	52	87	8	4	59
Kentucky	77	4	8	41	86	8	3	50
Louisiana	75	9	13	32	84	7	5	47
Maine	89	11	47	43	85	11	4	54
Maryland	82	8	9	32	83	11	4	58
Massachusetts	80	10	10	47	84	12	4	71
Michigan	77	13	5	56	84	10	4	56
Minnesota	80	10	9	47	88	8	4	59
Mississippi	73	0	3	35	84	9	5	54
Missouri	72	8	5	53	87	7	3	54
Montana	66	9	0	37	86	7	2	49
Nebraska	88	6	7	35	86	10	4	59
Nevada	81	3	12	37	87	6	4	41

Continued

Table 4: Percentage of individuals enrolled in school, by English language status, school level, age, and state: 2011–13 —continued

	ELs				Non-ELs			
	14–18 years old		19–21 years old		14–18 years old		19–21 years old	
	Attend middle/ high school	Attend college	Attend middle/ high school	Attend college	Attend middle/ high school	Attend college	Attend middle/ high school	Attend college
New Hampshire	92	4	8	50	86	10	2	64
New Jersey	81	6	8	30	87	8	4	64
New Mexico	85	4	10	32	84	8	5	48
New York	81	8	8	42	82	12	4	63
North Carolina	78	5	6	23	84	10	5	53
North Dakota	90	10	9	54	83	10	1	61
Ohio	66	10	3	54	87	8	5	55
Oklahoma	68	13	1	24	86	7	4	48
Oregon	87	7	9	43	86	7	3	52
Pennsylvania	79	8	8	46	85	10	3	62
Rhode Island	65	14	5	55	79	16	3	68
South Carolina	81	8	3	16	83	9	4	51
South Dakota	82	15	49	24	87	8	4	54
Tennessee	80	3	6	32	86	7	3	50
Texas	82	4	8	26	87	7	5	51
Utah	89	6	1	50	86	8	3	48
Vermont	83	17	0	88	83	13	1	69
Virginia	76	9	10	40	85	10	3	56
Washington	79	9	4	48	87	7	5	48
West Virginia	76	1	0	82	83	9	3	50
Wisconsin	83	7	7	40	86	8	4	59
Wyoming	100	0	0	26	87	8	4	53

Note: EL = English Learner. English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table is 23,004 for 14–18-year-old ELs; 17,342 for 19–21-year-old ELs; 606,275 for 14–18-year-old non-ELs; and 367,640 for 19–21-year-old non-ELs. The zeroes are not exact zeroes. They represent numbers less than one half of 1 percent, which round to zero. For states with a small percentage of ELs, see section 2.4.2, Standard Errors, for information on using standard errors to understand the precision of estimates with small sample sizes.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

The educational enrollment of ELs varies considerably across states. The states with the smallest percentages of 14–18-year-old ELs enrolled in middle or high school are Rhode Island (65 percent) and Montana and Ohio (66 percent each). The states with the largest percentages are Wyoming (100 percent), Delaware (93 percent), and New Hampshire (92 percent).

The states with the smallest percentages of 19–21-year-old ELs enrolled in middle or high school are Montana, West Virginia, Vermont, Kansas, and Wyoming (nearly 0 percent). The

states with the largest percentages of 19–21-year-old ELs enrolled in middle or high school are South Dakota (49 percent), Maine (47 percent), and Alaska (25 percent).

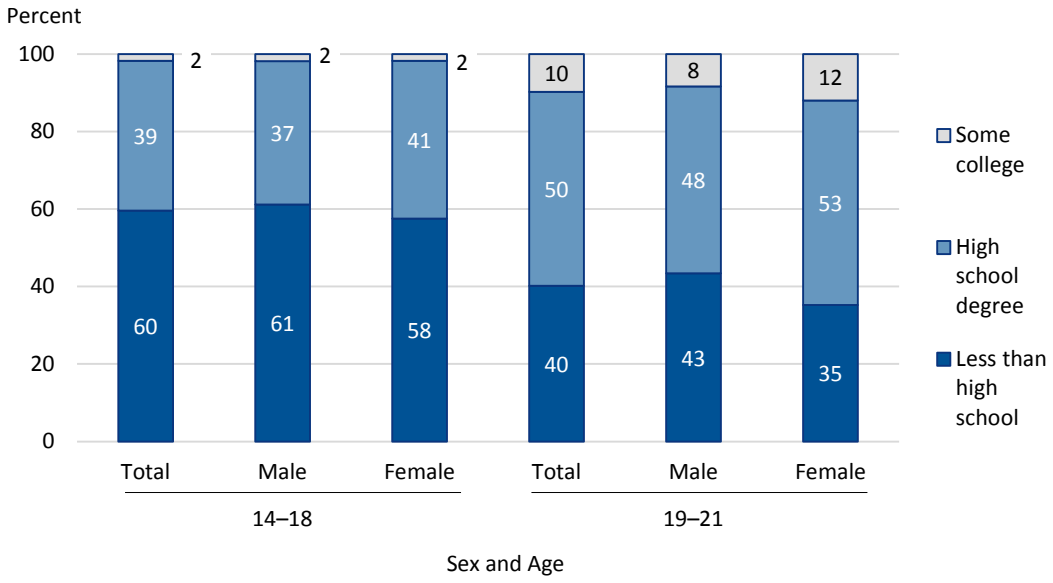
The states with the smallest percentages of 19–21-year-old ELs attending college are South Carolina (16 percent), Alaska (17 percent), and North Carolina (23 percent). The states with the largest percentages of 19–21-year-old ELs attending college are Vermont (88 percent), West Virginia (82 percent), and Iowa (61 percent).

3.2.3 Highest Level of Education Completed

Research Question B3:

- For those ELs ages 14–18 and ELs ages 19–21 who are not currently enrolled in secondary or postsecondary education, what is the highest level of education completed?
- What are the demographic characteristics of the EL high school dropout population?

Figure 12: Distribution of highest level of education attained for English Learners who are not currently enrolled in education, by sex and age: 2011–13



NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table is 2,697; 1,568; and 1,129 for all, male, and female 14–18-year-olds, respectively. The unweighted number of observations included in this table is 8,473; 5,151; and 3,322 for all, male, and female 19–21-year-olds, respectively.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- Of all 14–18-year-old non-ELs who are not currently enrolled in school, 43 percent had less than a high school degree, 55 percent had a high school degree, and 2 percent had enrolled in some college.
- Of male 14–18-year-old non-ELs who are not currently enrolled in school, 44 percent had less than a high school degree, 54 percent had a high school degree, and 2 percent had enrolled in some college.
- Of female 14–18-year-old non-ELs who are not currently enrolled in school, 42 percent had less than a high school degree, 55 percent had a high school degree, and 3 percent had enrolled in some college.
- Of all 19–21-year-old non-ELs who are not currently enrolled in school, 14 percent had less than a high school degree, 68 percent had a high school degree, and 17 percent had enrolled in some college.
- Of male 19–21-year-old non-ELs who are not currently enrolled in school, 15 percent had less than a high school degree, 70 percent had a high school degree, and 15 percent had enrolled in some college.
- Of female 19–21-year-old non-ELs who are not currently enrolled in school, 13 percent had less than a high school degree, 66 percent had a high school degree, and 21 percent had enrolled in some college.

Current level of enrollment is a good measure of academic achievement for those enrolled. But, for those not enrolled, investigating individuals' highest level of education completed is a useful measure as well. Examining highest level of education also helps define the high school dropout population, which is the focus of this report. A high school dropout is defined as any individual who is not currently enrolled and has not earned his or her high school credential.

Among ELs, 14–18-year-olds who are not currently enrolled in school are less likely to have completed a high school degree than non-ELs (39 percent vs. 55 percent). The same pattern holds for males (37 percent vs. 54 percent) and females (41 percent vs. 55 percent), although females are more likely to complete high school than males.

ELs ages 19–21 who are not currently enrolled in school are also less likely to have completed a high school credential (50 percent vs. 68 percent). The same pattern holds for males (48 percent vs. 70 percent) and females (53 percent vs. 66 percent), with females again more likely to have completed a high school credential.

Correspondingly, among 14–18 year olds, ELs are more likely to be high school dropouts than non-ELs (60 percent of non-enrolled ELs never completed a high school credential compared with 43 percent of non-enrolled non-ELs). Again, the pattern holds for males (61 percent vs. 44 percent) and females (58 percent vs. 42 percent).

Finally, among 19–21 year olds, ELs are also more likely to be high school dropouts than non-ELs (40 percent of non-enrolled ELs never completed a high school degree compared with 14 percent of non-enrolled non-ELs). Again, the pattern holds for males (43 percent vs. 15 percent) and females (35 percent vs. 13 percent).

Table 5: Characteristics of English Learners who are high school dropouts and completers, ages 14–21: 2011–13

Language	High school dropouts	High school completers
Sex:		
Male	64	53
Female	36	47
Race:		
White	9	15
Black	2	5
Hispanic	48	33
Asian	5	24
Other	36	23
Disability:		
Not disabled	95	96
Disabled	5	4
Citizenship/nativity status:		
U.S. born	22	38
Naturalized citizen	5	9
Not a citizen	73	53
Poverty:		
<100%	40	33
100–200%	36	30
>200%	25	37

NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table for high school dropouts is 4,963 for all outcomes except the poverty level, which is 4,560. The unweighted number of observations included in this table for high school completers is 17,260 for all outcomes except the poverty level, which is 14,052.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison, non-ELs high school dropouts have the following characteristics:

- Fifty-nine percent male and 41 percent female;
- Forty-seven percent white, 22 percent black, 15 percent Hispanic, 1 percent Asian, and 14 percent other/more than one race;
- Eighty-six percent not disabled and 14 percent disabled;

- Ninety-four percent U.S. born, 2 percent naturalized citizens, and 5 percent noncitizens; and
- Forty-one percent below the poverty line, 27 percent between 1 and 2 times the poverty line, and 33 percent above twice the poverty line.

Relative to non-EL high school dropouts, ELs who leave high school before graduating are more likely to be male (64 percent vs. 59 percent), more likely to be Hispanic or other/more than one race (48 percent vs. 15 percent for Hispanic, 36 percent vs. 14 percent for more than one race), less likely to be disabled (5 percent vs. 14 percent), and more likely to not be a citizen (73 percent vs. 5 percent). There is little difference between ELs and non-ELs in the percentage of high school dropouts whose income is below the poverty line (40 percent vs. 41 percent).

Relative to ELs who are high school completers, EL high school dropouts are more likely to be male (64 percent vs. 53 percent), more likely to be Hispanic or other/more than one race (48 percent vs. 33 percent for Hispanic, 36 percent vs. 23 percent for more than one race), less likely to be Asian (5 percent vs. 24 percent), more likely to not be a citizen (73 percent vs. 53 percent), and more likely to be below the poverty line (40 percent vs. 33 percent).

Table 6: Number of 14–21-year-olds who are not currently enrolled in education, by English language status and highest level of education achieved: 2011–13

	ELs			Non-ELs		
	Less than HS	HS	Some college	Less than HS	HS	Some college
U.S. Total	**211,600**	**227,200**	**38,500**	**1,275,200**	**4,281,400**	**947,300**
Alabama	2,300	700	100	27,100	75,100	14,100
Alaska	300	500	100	4,100	17,800	3,700
Arizona	4,900	5,500	900	35,200	102,000	24,200
Arkansas	1,600	2,000	200	14,200	49,400	10,600
California	40,800	53,200	8,300	105,800	507,100	119,600
Colorado	2,100	3,500	0	22,500	66,100	18,200
Connecticut	2,400	4,300	500	9,900	39,400	8,600
Delaware	300	400	200	5,200	11,700	1,600
District of Columbia	200	200	0	3,200	8,600	1,600
Florida	13,900	17,800	3,300	81,400	240,600	50,800
Georgia	6,900	4,800	700	58,900	149,800	26,700
Hawaii	500	2,700	300	3,200	25,000	5,300
Idaho	500	800	100	7,400	29,500	5,900
Illinois	7,200	9,000	1,000	47,500	153,200	38,900
Indiana	2,400	2,000	300	37,500	89,900	14,900
Iowa	1,000	800	200	10,400	38,800	11,400
Kansas	700	1,800	100	10,900	36,500	10,000

Continued

Table 6: Number of 14–21-year-olds who are not currently enrolled in education, by English Language status and highest level of education achieved: 2011–13—continued

	ELs			Non-ELs		
	Less than HS	HS	Some college	Less than HS	HS	Some college
Kentucky	1,600	1,400	100	19,800	70,600	13,900
Louisiana	1,400	700	200	33,600	76,700	16,000
Maine	100	0	0	3,700	18,100	3,900
Maryland	3,200	2,400	900	20,000	73,800	17,300
Massachusetts	2,600	5,600	800	17,500	61,500	13,200
Michigan	2,900	2,500	300	45,600	139,000	30,900
Minnesota	2,800	1,900	500	15,600	57,700	17,700
Mississippi	800	700	0	19,800	46,500	11,000
Missouri	2,000	1,500	300	27,700	90,700	17,600
Montana	300	100	0	6,400	16,300	4,600
Nebraska	1,200	700	200	5,000	22,000	8,000
Nevada	1,800	2,800	300	14,900	43,900	9,000
New Hampshire	100	200	200	2,600	16,900	4,300
New Jersey	6,400	7,600	1,600	20,200	84,600	20,300
New Mexico	1,900	1,400	700	13,300	29,900	7,700
New York	17,800	18,300	4,200	72,500	190,500	61,400
North Carolina	7,700	4,900	500	48,400	140,100	33,100
North Dakota	100	300	0	3,900	11,000	3,600
Ohio	5,400	2,400	300	45,100	160,200	27,500
Oklahoma	2,700	1,900	200	22,500	63,600	11,200
Oregon	1,700	1,400	500	15,600	59,700	11,200
Pennsylvania	4,500	4,400	1,400	49,400	162,800	28,700
Rhode Island	800	500	0	4,200	12,500	3,100
South Carolina	2,200	2,000	800	27,500	80,400	16,600
South Dakota	200	200	100	4,000	11,900	3,000
Tennessee	2,400	1,600	200	24,100	110,700	18,700
Texas	37,200	36,000	5,100	117,500	389,100	81,500
Utah	600	1,600	0	11,400	53,200	13,100
Vermont	0	0	0	1,600	8,200	1,300
Virginia	4,500	4,100	700	22,900	120,400	25,800
Washington	4,200	4,900	1,100	24,200	105,000	23,800
West Virginia	400	0	100	9,100	31,700	5,100
Wisconsin	2,000	3,100	600	19,100	73,500	15,400
Wyoming	100	100	0	2,200	8,600	1,900

NOTE: EL = English Learner; HS = high school. English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table for ELs is 11,170 and for non-ELs is 166,622. For states with a small percentage of ELs, see section 2.4.2, Standard Errors, for information on using standard errors to understand the precision of estimates with small sample sizes. A value of zero represents a number less than 50, which rounds to zero.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

The number of ELs varies by educational attainment across states, although most of this variation is related to the size of the state. In terms of the number of high school dropouts by state, California (40,800), Texas (37,200), and New York (17,800) have the largest number

of ELs who are not currently enrolled but did not complete a high school credential. Vermont, New Hampshire, North Dakota, Maine, and Wyoming have the smallest number (all have 100 or less).

California (53,200), Texas (36,000), and New York (18,300) also have the largest number of ELs who are not currently enrolled but completed a high school credential. Maine, Vermont, and West Virginia have the smallest number (all have approximately 0).

Similarly, California (8,300), Texas (5,100), and New York (4,200) have the largest number of ELs who are not currently enrolled but attended some college previously. Ten states (the District of Columbia, Colorado, Maine, Mississippi, Montana, North Dakota, Rhode Island, Utah, Vermont, and Wyoming) have approximately 0.

3.3 Employment and Family Status

The previous section indicated that the educational enrollment and attainment of ELs generally lags behind that of their non-EL peers. An important extension of that analysis, however, is how this gap in educational attainment translates into disparate labor market outcomes. Because an individual's family status is also closely related to labor market outcomes, family outcomes are investigated here as well. Specifically, this section examines employment (overall and by current educational enrollment), mean and median wages, whether ELs are working in high-wage occupations or industries, the types of occupations and industries in which ELs work, and characteristics of EL parents.

3.3.1 Overall Findings about Employment and Family Status

The vast majority (about four-fifths) of ELs ages 16–18 are not working, and about one-half of ELs ages 19–21 are not working.[12] Not surprisingly, older ELs and those who are not enrolled in school are more likely to work than other groups. Generally, male ELs are more likely to work than male non-ELs, and females are less likely to work than female non-ELs. Among those enrolled in college, male and female ELs are equally likely to work, but among those not enrolled, male ELs are more likely to work than female ELs.

Generally, ELs earn slightly more than non-ELs, although this could be related to the average number of hours worked. There are not large differences in earnings across educational attainment groups for ELs. ELs are less likely than non-ELs to be in high-wage occupations but more likely to be in high-wage industries.

[12] In the ACS, employment questions are only asked to individuals who are at least 16 years of age.

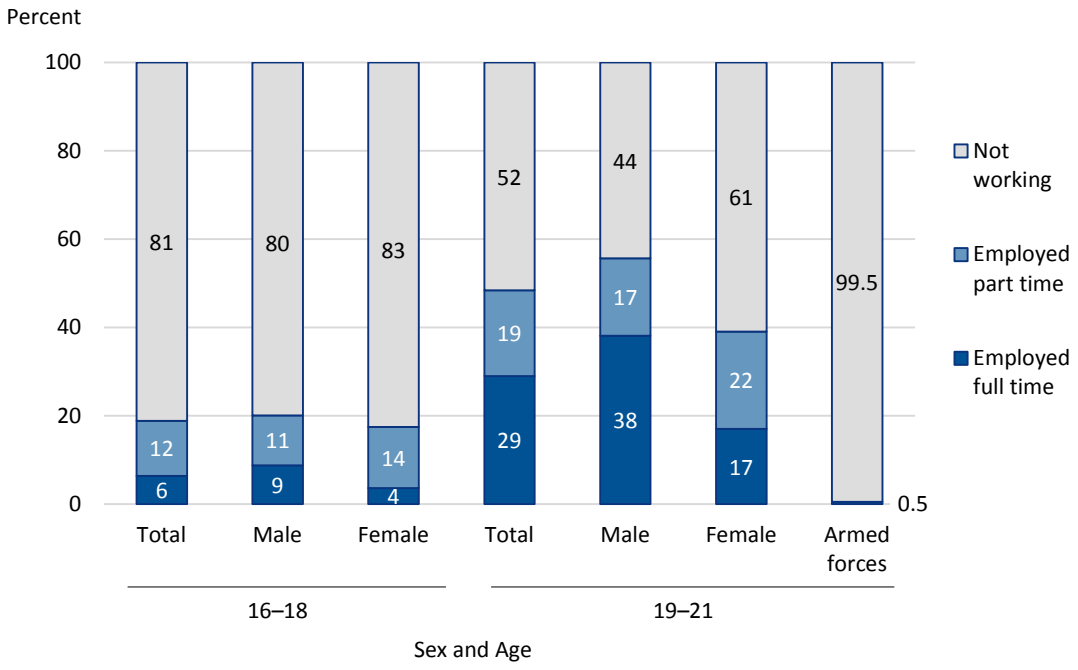
Lastly, ELs ages 14–21 are more likely to be parents than non-ELs, and among parents, ELs are more likely to work full time and more likely to be single parents than non-ELs.

3.3.2 Work Status, Military Enlistment, and Working While Enrolled

Research Questions C1 and C2:

- What percentage of ELs ages 14–18 and ELs ages 19–21 are working full or part time?
- What percentage are in the military?
- What percentage of ELs in these age ranges are working while enrolled in high school?
- What percentage are working while enrolled in postsecondary education?
- To what extent do these vary by gender, previous educational enrollment, and other key demographic variables?

Figure 13: Distribution of employment status of English Learners, by sex, armed forces status, and age: 2011–13



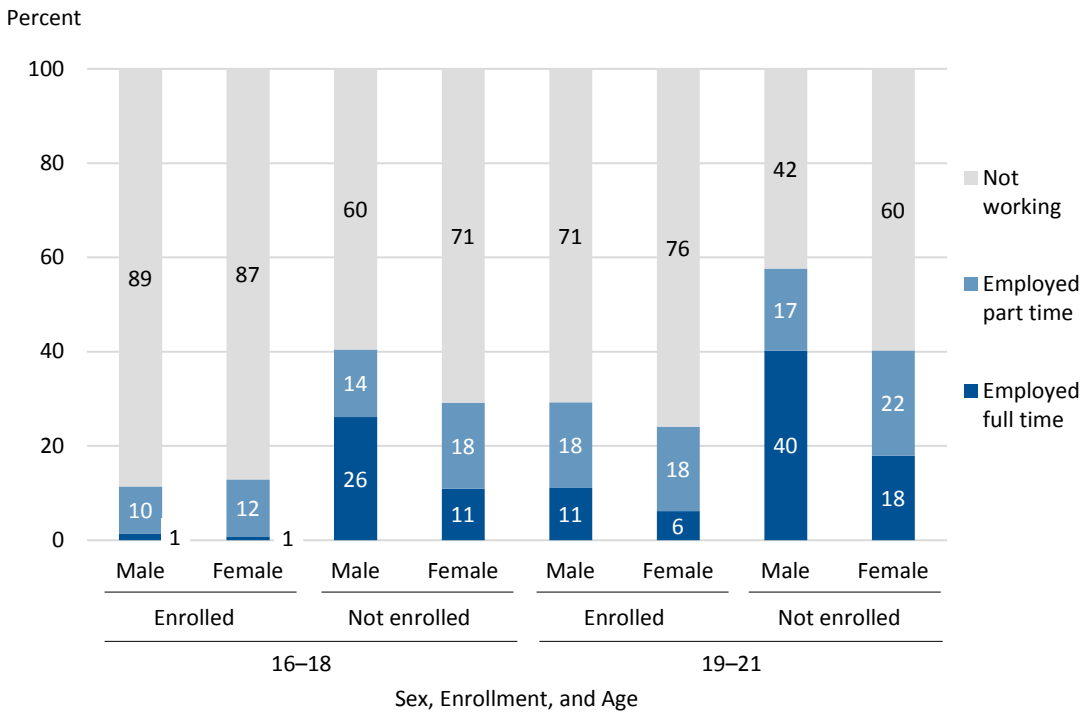
NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table is 14,695; 7,872; and 6,823 for all, male, and female 16–18-year-olds, respectively. The unweighted number of observations included in this table is 17,342; 9,633; and 7,709 for all, male, and female 19–21-year-olds, respectively. In the American Community Survey (ACS), only individuals ages 16 or greater are asked about employment. Full time is defined as working at least 35 hours a week.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- Of all 16–18-year-old non-ELs, 3 percent are employed full time, 19 percent are employed part time, and 78 percent are not working.
- Of male 16–18-year-old non-ELs, 3 percent are employed full time, 17 percent are employed part time, and 80 percent are not working.
- Of female 16–18-year-old non-ELs, 2 percent are employed full time, 22 percent are employed part time, and 76 percent are not working.
- Of all 19–21-year-old non-ELs, 20 percent are employed full time, 32 percent are employed part-time, and 48 percent are not working.
- Of male 19–21-year-old non-ELs, 24 percent are employed full time, 27 percent are employed part time, and 49 percent are not working.
- Of female 19–21-year-old non-ELs, 16 percent are employed full time, 37 percent are employed part time, and 47 percent are not working.
- Of all 19–21-year-old non-ELs, 1 percent are in the armed forces and 99 percent are not.

Among ELs, 19–21-year-olds are more likely to be working (both full and part time) than 16–18 year olds. ELs ages 16–18, especially males, are more likely to be working full time and less likely to be working part time than non-ELs (for example, 9 percent of male ELs work full time compared to only 3 percent of non-ELs). The same pattern holds for ELs ages 19–21, with ELs, especially males, being more likely to work full time and less likely to work part time (for example, 38 percent of male ELs work full time compared to 24 percent of non-ELs). There is little difference in the percentage of ELs and non-ELs who are in the armed forces.

Figure 14: Distribution of employment status of English Learners, by middle or high school enrollment, sex, and age: 2011–13



NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table is 5,539 for males and 4,873 for females for 16–18-year-olds enrolled in middle or high school. The unweighted number of observations included in this table is 2,333 for males and 1,950 for females for 16–18-year-olds not enrolled in middle or high school. The unweighted number of observations included in this table is 695 for males and 529 for females for 19–21-year-olds enrolled in middle or high school. The unweighted number of observations included in this table is 8,938 for males and 7,180 for females for 19–21-year-olds not enrolled in middle or high school. In the American Community Survey (ACS), only individuals ages 16 or older are asked about employment. Full time is defined as working at least 35 hours a week.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

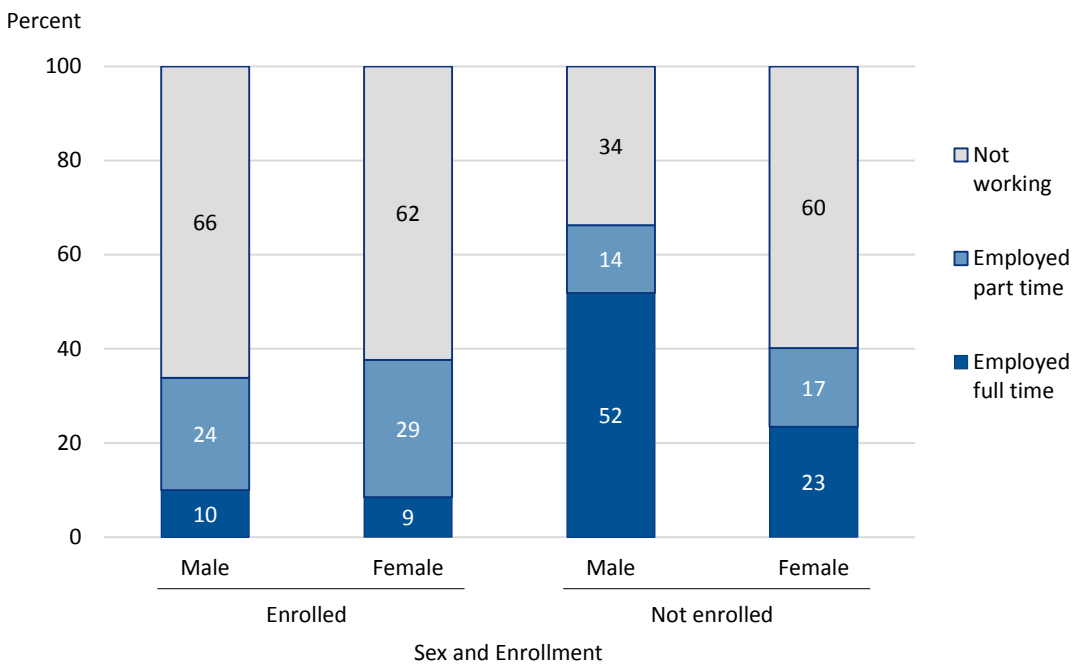
- Of male 16–18-year-old non-ELs who are enrolled in secondary school, 2 percent are employed full time, 15 percent are employed part time, and 83 percent are not working.
- Of female 16–18-year-old non-ELs who are enrolled in secondary school, 1 percent are employed full time, 20 percent are employed part time, and 79 percent are not working.
- Of male 16–18-year-old non-ELs who are not enrolled in secondary school, 11 percent are employed full time, 22 percent are employed part time, and 68 percent are not working.

- Of female 16–18-year-old non-ELs who are not enrolled in secondary school, 6 percent are employed full time, 28 percent are employed part time, and 65 percent are not working.
- Of male 19–21-year-old non-ELs who are enrolled in secondary school, 8 percent are employed full time, 19 percent are employed part time, and 74 percent are not working.
- Of female 19–21-year-old non-ELs who are enrolled in secondary school, 6 percent are employed full time, 20 percent are employed part time, and 74 percent are not working.
- Of male 19–21-year-old non-ELs who are not enrolled in secondary school, 25 percent are employed full time, 27 percent are employed part time, and 48 percent are not working.
- Of female 19–21-year-old non-ELs who are not enrolled in secondary school, 17 percent are employed full time, 38 percent are employed part time, and 46 percent are not working.

For both male and female 16–18-year-olds enrolled in middle or high school, ELs are more likely to not work than non-ELs (89 percent vs. 83 percent for males, 87 percent vs. 79 percent for females). For males 16–18 years old and not enrolled in school, ELs are less likely to not work than non-ELs (60 percent vs. 68 percent). For females, ELs are more likely to not work (71 percent vs. 65 percent).

For males 19–21 years old and enrolled in secondary school, ELs are less likely to be nonemployed than non-ELs (71 percent vs. 74 percent). For females, ELs are more likely to be nonemployed (76 percent vs. 74 percent). A similar pattern holds for 19–21-year-old males and females not enrolled in school. Male ELs are less likely to be nonemployed than non-ELs (42 percent vs. 48 percent), and female ELs are more likely to be nonemployed (60 percent vs. 46 percent).

Figure 15: Distribution of employment status of English Learners ages 19–21, by postsecondary enrollment and sex: 2011–13



NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table is 3,787 for males and 3,858 for females for 19–21-year-olds enrolled in college. The unweighted number of observations included in this table is 5,846 for males and 3,851 for females for 19–21-year-olds not enrolled in college. Full time is defined as working at least 35 hours a week.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- Of male 19–21-year-old non-ELs who are enrolled in college, 11 percent are employed full time, 34 percent are employed part time, and 54 percent are not working.
- Of female 19–21-year-old non-ELs who are enrolled in college, 9 percent are employed full time, 43 percent are employed part time, and 47 percent are not working.
- Of male 19–21-year-old non-ELs who are not enrolled in college, 37 percent are employed full-time, 19 percent are employed part time, and 44 percent are not working.
- Of female 19–21-year-old non-ELs who are not enrolled in college, 27 percent are employed full time, 27 percent are employed part time, and 46 percent are not working.

Among those enrolled in college, both male and female ELs are more likely than non-ELs to not work (66 percent vs. 54 percent for males, 62 percent vs. 47 percent for females).

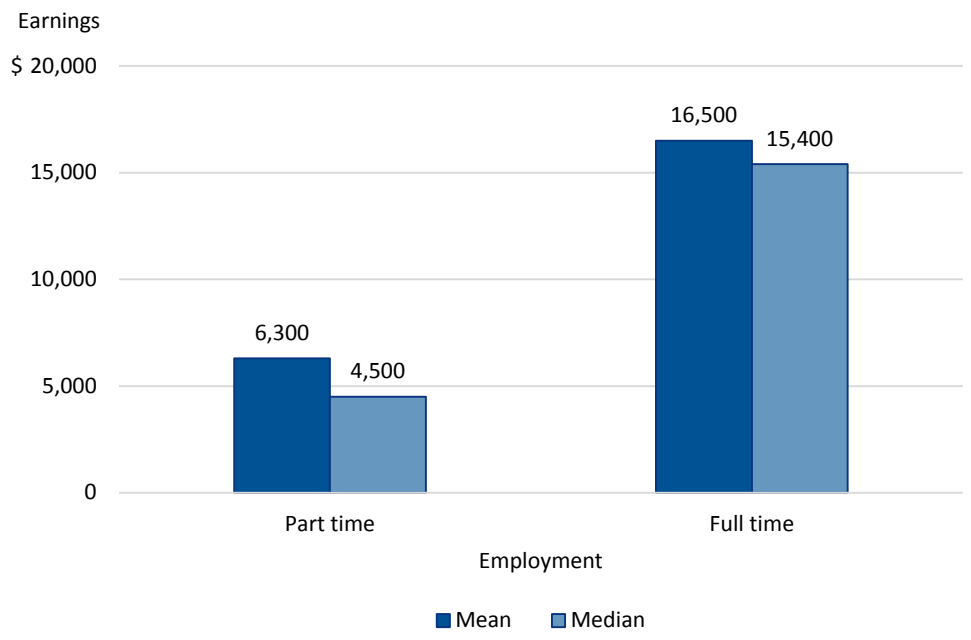
Among those not enrolled in college, male ELs are more likely than non-ELs to work full time (52 percent vs. 37 percent), while female ELs are less likely than non-ELs to work full time (23 percent vs. 27 percent).

3.3.3 Earnings

Research Question C3:

- How much do employed ELs in these age ranges earn?

Figure 16a: Mean and median yearly earnings of English Learners who are employed, by employment status, ages 16–21: 2011–13



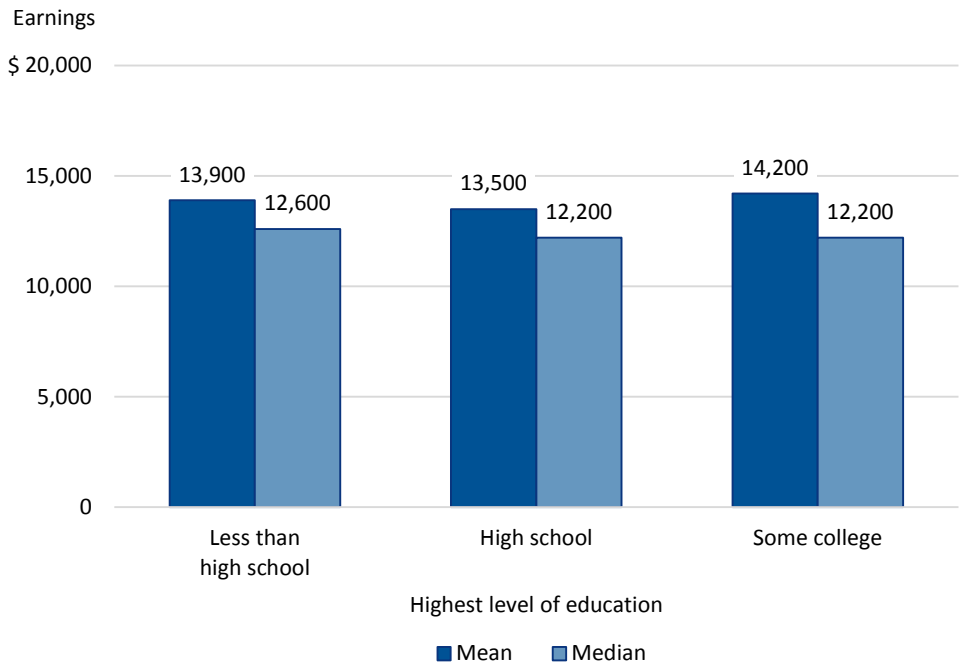
NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this figure is 5,163 for part time and 4,765 for full time. Only earnings greater than 0 are included in the mean and median calculations. In the American Community Survey (ACS), only individuals ages 16 or greater are asked about employment. Full time is defined as working at least 35 hours a week. Earnings are in constant 2014 dollars.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- Non-ELs who are employed part time have mean earnings of $5,800 and median earnings of $4,200.
- Non-ELs who are employed full time have mean earnings of $16,800 and median earnings of $15,200.

For both ELs and non-ELs, and across both employment statuses, mean earnings are higher than median earnings. There are not large differences in mean and median yearly earnings among ELs and non-ELs, although ELs generally earn slightly more than non-ELs (except for mean full-time earnings). It should be noted that part of these differences could be caused by the average number of weekly hours worked.

Figure 16b: Mean and median earnings of English Learners who are employed, by highest level of education completed, ages 16–21: 2011–13



NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this figure is 2,608 for less than high school; 3,341 for high school; and 577 for some college. Only earnings greater than 0 are included in the mean and median calculations. In the American Community Survey (ACS), only individuals ages 16 or greater are asked about employment. Earnings are in constant 2014 dollars.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- The mean and median earnings of non-ELs with less than a high school degree are $10,100 and $6,300, respectively.
- The mean and median earnings of non-ELs with a high school degree are $12,200 and $9,800, respectively.
- The mean and median earnings of non-ELs who attended some college are $14,500 and $11,800, respectively.

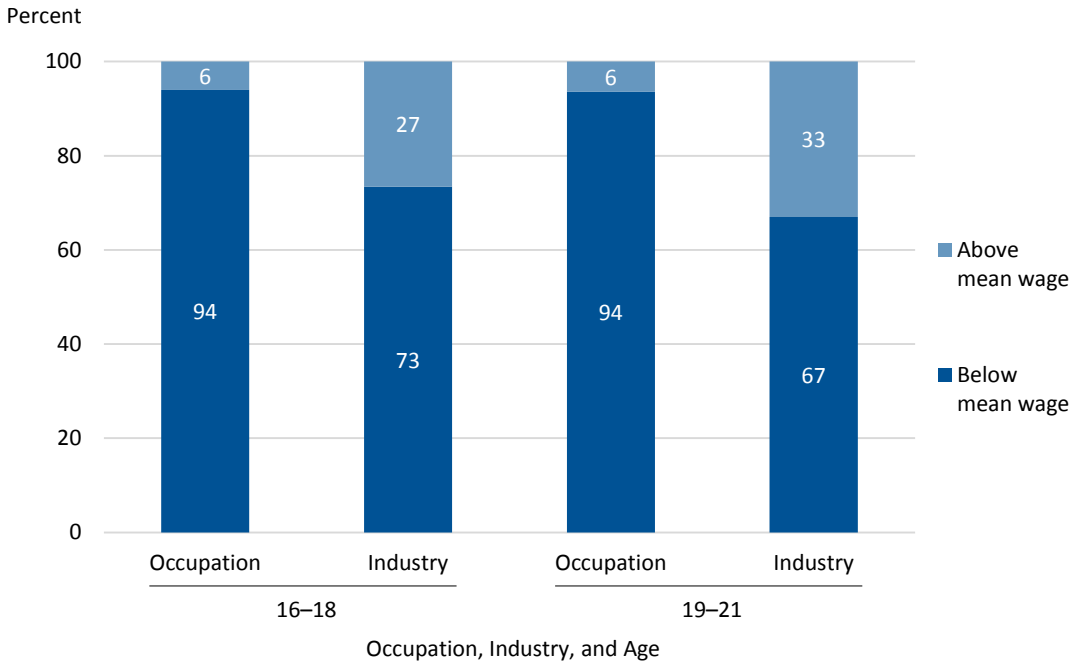
There is not much variation in mean or median yearly earnings across the different educational attainment groups. Those ELs with less than a high school degree earn slightly more than those with a high school degree, but this could be related to the fact that they have had additional years of labor market experience because they left school earlier. Similar to the part-time and full-time analysis, ELs generally have higher earnings than non-ELs (except for the mean earnings of those with some college experience).

3.3.4 Occupations and Industries

Research Question C4:

- In what occupations do ELs work?
- Are they in occupations with opportunity for advancement?
- In what industries do ELs work?

Figure 17: Distribution of the wage level of the occupation/industry of English Learners, by age: 2011–13



NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this figure is 4,182 for 16–18-year-olds and 11,061 for 19–21-year-olds. In the American Community Survey (ACS), only individuals ages 16 or greater are asked about employment. To create this figure, the mean wage across all individuals in the ACS was calculated for each occupation and industry. Occupations with a mean wage higher than the mean wage of the entire sample were counted as above-mean-wage occupations. Industries with a higher mean wage higher than the mean wage of the entire sample were counted as above-mean-wage industries.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- Of 16–18-year-old non-ELs, 8 percent are in above-mean-wage occupations and 17 percent are in above-mean-wage industries.
- Of 19–21-year-old non-ELs, 10 percent are in above-mean-wage occupations and 24 percent are in above-mean-wage industries.

Industry and occupation are two different systems for categorizing jobs and providing information about what someone does for a living. The industry describes the type of company you work for (for example, you may work in a school or hospital or accounting firm), and occupation describes the type of work you do (for example, you may help other employees with their information technology [IT] problems, you may be a janitor, or you may help clients with their taxes). For some jobs, just about everyone who does that job is in the same industry and occupation. For example, most teachers work in schools. However, for other jobs, they fit into a wide number of industries or occupations. For example, people who have an IT occupation may work in many different industries (you could do IT at a hospital, an accounting firm, or a school). Similarly, people who work in the hospital industry may work in many different occupations (janitors, x-ray technicians, or doctors).

ELs, especially 19–21-year-olds, are less likely than non-ELs to be in high-wage occupations (6 percent vs. 8 percent for 16–18-year-olds, 6 percent vs. 10 percent for 19–21-year-olds) and more likely to be in high-wage industries (27 percent vs. 17 percent for 16–18-year-olds, 33 percent vs. 24 percent for 19–21-year-olds).

Table 7: Distribution of English Learners ages 16–21, by occupation: 2011–13

Occupation	Percent of English Learners	Percent of non-English Learners
Business, science, and professional occupations	3.3	4.3
Education, training, and library occupations	2.4	3.0
Arts, design, entertainment, sports, and media occupations	1.1	2.1
Healthcare practice and technical occupations	0.7	0.9
Healthcare support occupations	1.3	2.1
Protective service occupations	1.4	2.6
Food preparation and serving-related occupations	19.0	20.5
Building and grounds cleaning and maintenance occupations	8.9	4.8
Personal care and service occupations	4.6	7.5
Sales and related occupations	15.2	20.3
Office and administrative support occupations	10.7	13.9
Farming, fishing, and forestry occupations	5.8	1.5
Construction occupations	8.0	3.1
Extraction occupations	0.1	0.2
Installation, maintenance, and repair occupations	1.7	1.8

Occupation	Percent of English Learners	Percent of non-English Learners
Production occupations	6.7	3.8
Transportation and material moving occupations	8.6	6.8
Military-specific occupations	0.4	0.9

Note: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table is 15,243 for ELs and 442,511 for non-ELs. In the American Community Survey (ACS), only individuals ages 16 or greater are asked about employment.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

ELs are less likely than non-ELs to be in business, education, arts, healthcare, protective service, food preparation, personal care, sales, office and administrative support, and military occupations. ELs are more likely to be in building, farming, construction, production, and transportation.

Table 8: Distribution of English Learners ages 16–21, by industry: 2011–13

Industry	Percent of English Learners	Percent of non-English Learners
Agriculture, forestry, fishing, hunting, and mining	6.7	2.1
Construction	8.1	3.3
Manufacturing	8.1	4.6
Wholesale trade	2.1	1.2
Retail trade	16.8	22.2
Transportation, warehousing, and utilities	2.1	1.7
Information and communications	0.9	1.5
Financial and insurance, real estate, and rental and leasing	1.6	2.1
Professional, scientific, management, administrative, and waste management services	8.5	6.2
Educational services and health care and social assistance	10.7	14.8
Arts, entertainment, recreation, and accommodation and food service	27.7	32.9
Other services, except public administration	5.3	4.8
Public administration	0.8	1.3
Military	0.7	1.5

Note: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table is 15,243 for ELs and 442,511 for non-ELs. In the American Community Survey (ACS), only individuals ages 16 or greater are asked about employment.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

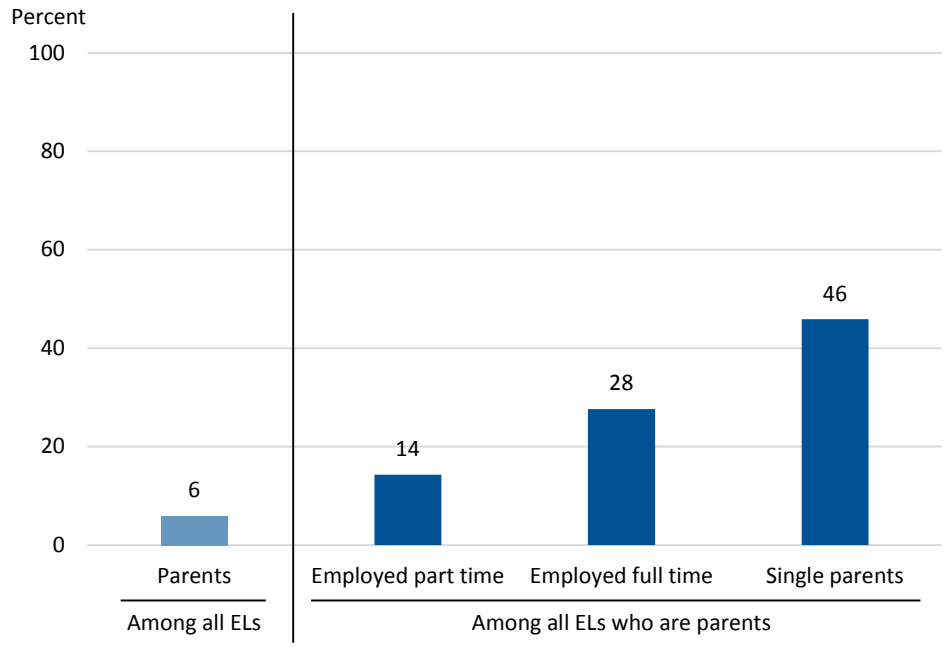
ELs are less likely than non-ELs to be in retail trade, information, financial, education, arts, public administration, and military industries. ELs are more likely to be in agriculture, construction, manufacturing, wholesale trade, transportation, professional services, and other services industries.

3.3.5 ELs Who Are Parents

Research Questions C5 and C6:

- What percentage of ELs in these age ranges are parents?
- What percentage of ELs in these age ranges are single parents?
- What percentage of these EL parents are currently employed?
- What languages do the EL parents speak at home?

Figure 18: Percentage of English Learners ages 14–21 who are parents, and of English Learner parents, the percent who are employed part time, employed full time, and single parents: 2011–13



NOTE: EL = English Learner. English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this table is 32,037. Only respondents 16 years or older were asked the employment questions in the survey, so the percentages of parents employed part time and full time are only out of those parents who are at least 16 years of age. Full time is defined as working at least 35 hours a week.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

For comparison:

- Of 14–21-year-old non-ELs, 4 percent are parents. Of those parents, 22 percent are employed part time, 24 percent are employed full time, and 24 percent are single parents.

ELs 14–21 years-of age are more likely than non-ELs to be parents (6 percent vs. 4 percent). Among those who are parents, ELs are less likely to work part time and more likely to work full time than non-ELs (14 percent vs. 22 percent for part time, 28 percent vs. 24 percent for full time). Additionally, ELs who are parents are twice as likely to be single parents as non-EL parents (46 percent vs. 24 percent).

Table 9: Distribution of languages spoken at home by 14–21-year-old English Learners who are parents: 2011–13

Language	14–21-year-old parents
Spanish	87
Chinese	0
French	1
Hindi	1
Vietnamese	1
Arabic	2
German	0
Korean	0
Filipino/Tagalog	0
Russian	0
Other	7

NOTE: English Learners are those who self-reported that they speak English less than "very well." Person-level sample weights (PERWT) divided by three were used. The unweighted number of observations included in this figure is 1,655. Chinese includes Cantonese and Mandarin. French includes Patois, French or Haitian Creole, and Cajun. Hindi includes Urdu. German includes Pennsylvania Dutch. Filipino/Tagalog includes Bisayan, Sebuano, Llocano, and Hocano. The zeroes are not exact zeroes. They represent numbers less than one half of 1 percent, which round to zero.
SOURCE: U.S. Census Bureau, 2011–2013 (pooled) American Community Survey. Data from IPUMS-USA, University of Minnesota, www.ipums.org.

The vast majority (87 percent) of 14–21-year-old ELs who are parents speak Spanish at home. Two percent or less of 14–21-year-old ELs who are parents speak each of the other 9 most common languages. Only 7 percent of 14–21-year-old ELs who are parents speak all other languages besides the 10 most common.

4.0 Limitations and Extensions

This study met its main objective of providing a detailed analysis of demographic and other characteristics of English Learners (ELs) ages 14–21. The extensive new information gained through this study adds to the current understanding of the needs and challenges of this sub-population. However, as with any study, there are limitations as well as opportunities for additional research. This section reflects on both of these elements.

4.1 Limitations of the Study

This study has several important limitations that should be noted. First, as mentioned throughout the study, the American Community Survey (ACS) uses a self-reported (or household-reported, see footnote 5) measure of English ability. Individuals were not tested to assess their English ability level, so there may be bias in the measure of English ability. Additionally, the ACS only provides a broad set of outcome measures. For educational outcomes, the ACS includes information on current enrollment and highest level of education completed but does not provide more detailed information on specific educational skills, nor does it include any educational assessment data.

Likewise, the employment measures do not provide any longitudinal individual-level data and only include employment status, earnings, and occupation/industry at one point in time, which makes it impossible to assess the individual respondent's economic trajectory in the future. As mentioned in section 1.4, Key Findings, there are several reasons to be cautious in the interpretation of the employment findings. First, employment outcomes are reported separately by enrollment status. Given that 14–21-year-old ELs are much more likely not to be enrolled than their non-EL counterparts, it is possible that differential selection into enrollment across the two groups is biasing the employment findings.[13] Second, a simple measure of employment and a snapshot of earnings do not capture an individual's future earnings prospects. For example, perhaps non-ELs search for jobs longer and are thus more likely to be not employed, but have jobs with higher earnings potential or opportunity for advancement when they finally take a job. Similarly, perhaps young non-ELs are more likely to take slightly lower-paying jobs, with more opportunity for advancement, while young ELs, who earn slightly more, are in fact in jobs with flat earnings trajectories. Lastly, because individuals discontinued their education at different points in time, they have varied amounts of work experience, which affects both wages and the likelihood of employment. Overall, using employment and earnings of young individuals at one point in time is often not a strong measure of their lifetime earnings prospects.

In addition to the study being limited by the available variables in the ACS, it is also limited by its descriptive nature. None of the findings in this report is meant to suggest a causal relationship. For example, if a figure shows that ELs are more likely to be high school dropouts than non-ELs, this does not indicate that being an EL *caused* more students to drop out. Many factors correlated with being an EL could have contributed to these differences.

[13] Differential selection means that the characteristics of ELs who are not enrolled may be different than the characteristics of non-ELs who are not enrolled.

4.2 Recommendations for Further Research

The current study is a broad overview of demographic, education, and employment outcomes of ELs 14–21 years of age. There are several ways the study could be extended. First, the primary outcome variables could be explored by additional demographic variables. The education outcomes are summarized separately by sex, but they could also be summarized separately by race, foreign-born status, parental characteristics, language spoken at home, or any of the other demographics included in the study. Likewise, the employment outcomes are currently calculated separately by sex and enrollment, but they could also be investigated separately by the other demographic variables included in the study.

Second, the study could be extended to include other ages or other years of data. The focus of this study is on 14–21-year-olds, but it would be interesting to compare them to slightly older ELs, perhaps those 22–30 years of age. The study could also be extended to include additional years of data. For example, replicating the study on data from 2005–07 or 2008–10 would allow for analysis of trends in these outcomes before and after the 2007–09 Great Recession. For another example, with longitudinal data one could investigate whether the percentage of ELs who are high school dropouts has increased or decreased over time.

Third, the study could be extended to look specifically at changes in states that experienced growth or decline in their EL populations over time. One potential research question could investigate labor market changes or immigration trends that occurred in states with significant gains in EL numbers. Another potential research question could examine changes in laws at the state level that led to decreases in the EL population. For example, laws that made it more difficult for noncitizens to enroll in school and/or obtain work could have large effects on the EL population of a given state.

Fourth, this investigation could benefit from exploring longitudinal or qualitative data, not just cross-sectional survey data. The ACS provides a snapshot of individuals' outcomes at one point in time, but there is no way of knowing how any of these outcomes are evolving over time. For instance, perhaps some individuals in the ACS would have been counted as ELs in previous years but have taken actions to improve their English language skills and are no longer ELs. It would be very interesting to understand how the population of former ELs varies from the population of current ELs and what steps former ELs took to improve their English skills. Additionally, it would be interesting to investigate how outcomes of ELs are evolving over time. For instance, there is a large population of EL high school dropouts, but perhaps, over time, some of them eventually earn a GED (General Education Diploma) or other high school equivalency credential. It would be interesting to know the characteristics of EL high school dropouts that eventually earn a high school credential and what steps they take to complete this credential. Additional variables of interest could be respondents'

literacy level in their native language and whether they applied for and received federal financial aid, both of which might explain variation in education and employment outcomes. To our knowledge, no longitudinal data set of ELs at the national level exists to answer these research questions. As such, a survey to study ELs over time would need to be created, perhaps with qualitative questions to explore the mechanisms and motivations behind various EL outcomes.

5.0 Implications for Program, Outreach, and Service Delivery Strategies

The analysis of American Community Survey (ACS) data provides a wealth of knowledge on the characteristics of 14–21-year-old English Learners (ELs) in the United States. This section first presents a review of what was learned about ELs ages 14 through 21, then discusses implications for adult education and other support services.

5.1 Knowledge Gained from the Study

ACS analyses indicate that, while the EL population in the United States grew between 1990 and 2000, the rate of growth has slowed considerably in the last decade. This decrease in the EL population can be seen at the state level as well and is especially evident in the 14–18-year-old group. Today there are approximately 1.5 million 14–21-year-old ELs in the United States. The states with the largest numbers of 14–21-year-old ELs are California (324,100), Texas (213,300), and New York (138,600).

A comparison of EL and non-EL demographic characteristics indicates that young adult ELs are different than their non-EL counterparts. ELs have the following characteristics:

- more likely to be male, Hispanic, and Asian;
- more likely to be noncitizens and less likely to be U.S. born;
- more likely to be in the lower income quartiles and to be below the poverty line;
- more likely to have less educated parents who are noncitizens and non-natives.

Data also show that ELs speak Spanish predominantly and are fairly recent arrivals to the United States (only one-fifth of non-native ELs have been in the United States for more

than 10 years). In fact, over half of non-native 14–21-year-old ELs came to the United States when they were older than 10 years of age.

Overall, the study indicates that ELs generally have worse education outcomes than their non-EL peers. Specifically, ELs are less likely to be enrolled in school. About 13 percent of 14–18-year-old ELs and 56 percent of 19–21-year-old ELs are not receiving any formal schooling. Among those not enrolled, more than half in the younger cohort and over a third in the older cohort did not complete a high school credential. However, despite their poor education outcomes, ELs have equivalent, or sometimes even stronger, employment outcomes. ELs, especially males, are more likely to be employed if not enrolled in school, and they have equivalent, if not slightly higher, yearly earnings.

5.2 Implications

The detailed knowledge gained from this study provides a better understanding of ELs ages 14 to 21 and how best to serve them through adult education programs, the K-12 system, and associated support services such as workforce development and social services.

With regard to adult education programs, the increasing numbers of adolescent ELs seeking adult education services suggest that adult education programs may need to update or restructure their programming to accommodate a younger population of ELs whose background, learning styles and challenges, and education and career goals may be different from those of other participants. Also, as noted by prior research (Young 2005), adult education instructors who serve younger ELs may benefit from courses on adolescent development and mentoring techniques that address the specific needs of adolescent ELs.

Results from this study document a major challenge facing young ELs and the programs that serve them: many ELs do not persist in educational programming long enough to earn a credential, and even fewer transition to postsecondary education. As highlighted in a 2011 Migration Policy Institute (MPI) report, immigrant children and those from immigrant families need clear and accessible career pathways (Batalova and Fix 2011). Adult education programs serve as a strong bridge to these career pathways, which may include nondegree job training and for-credit postsecondary degree programs. Adult education programs are important resources for ELs and can provide the guidance and support needed for individuals to ensure successful transitions.

Although this study provides a wealth of information on ELs ages 14–21, more research is needed to provide context for these findings. For example, is there any correlation between changes in the labor market; political landscape; or federal and state resources for education, support, and employment services in the states that have experienced large fluctuations in

their EL population? Can other causes be identified? Gaining a better understanding of why the young EL population is changing significantly in some states and not others could help the Office of Career, Technical, and Adult Education (OCTAE) (1) better anticipate future population fluctuations and (2) determine how best to allocate resources so that programs can effectively and efficiently address the diverse and changing needs of their student population.

It also would be helpful to compare the study's findings to changes in adult education enrollment by state. For example, have EL population increases or decreases affected program enrollment and the average age of adult education participants? Also, have programs seen any changes in the education and career goals set by their students and their persistence and completion rates? In other words, based on the results of this study, it appears that this population may be focused more on obtaining employment than earning education credentials. One could assume that, if they enroll in adult education programs, they may be more likely to drop out once they have gained the English language skills and any other skills needed for a job, and less likely to complete the program, earn a credential, and transition to postsecondary education (if a credential and postsecondary education degree are not required for the occupations they seek). Examining their student goals and persistence and completion rates could reveal something about their motivation. Examining the education requirements of the occupations sought by ELs may also be indicative of their motivations. The results also suggest that young adult ELs are likely to benefit from programs that combine English training concurrently with work skills development, rather than sequentially, and that working with employers to provide English language job training might be worthwhile.

Additionally, the finding that ELs have equivalent, if not slightly better, yearly earnings than non-ELs, cannot be used to indicate that the future earnings of ELs will be better than those of non-ELs. In this study, ELs were found to be less likely than non-ELs to be in high-wage occupations but more likely to be in high-wage industries. To explore this further, it would be helpful to complete a longitudinal study to get a better sense of long-term employment outcomes and how these outcomes may be affected by ELs' lack of education, their parents' lack of education, and the occupations they choose.

Finally, the finding that ELs have significantly worse education outcomes than their equivalent non-EL peers raises important questions: what can the K-12 system, as well as associated support services such as workforce development and social services, do to better serve this population? How can these different groups work together to retain ELs who are at a high risk of dropping out of high school? Improving the education outcomes of ELs will have a meaningful effect on a population that is at high risk for difficult later life outcomes.

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Appendix A: Standard Error Tables

A.1 Standard Errors of Demographic Characteristics

Table A1: Standard errors for Figure 1

Language	All Ages	Ages 14–18	Ages 19–21
Speaks only English	0.00018	0.00069	0.00091
Speaks very well	0.00015	0.00065	0.00083
Speaks well	0.00009	0.00025	0.00035
Speaks not well	0.00008	0.00015	0.00025
Does not speak English	0.00006	0.00007	0.00018

Table A2: Standard errors for Figures 2a–2f and Tables 1a–1b

	14–18 years old			19–21 years old		
	1990	2000	2013	1990	2000	2013
U.S. Total	0.00027	0.00027	0.00030	0.00035	0.00042	0.00046
Alabama	0.00105	0.00125	0.00193	0.00140	0.00197	0.00263
Alaska	0.00469	0.00376	0.00695	0.00475	0.00564	0.00887
Arizona	0.00269	0.00238	0.00183	0.00332	0.00368	0.00287
Arkansas	0.00153	0.00200	0.00271	0.00233	0.00310	0.00423
California	0.00122	0.00105	0.00102	0.00160	0.00162	0.00155
Colorado	0.00197	0.00219	0.00188	0.00231	0.00354	0.00314
Connecticut	0.00245	0.00239	0.00240	0.00288	0.00386	0.00491
Delaware	0.00433	0.00485	0.00625	0.00475	0.00545	0.00768
District of Columbia	0.00617	0.00698	0.00601	0.00589	0.00765	0.00532
Florida	0.00121	0.00126	0.00152	0.00156	0.00197	0.00221
Georgia	0.00109	0.00149	0.00130	0.00149	0.00259	0.00253
Hawaii	0.00497	0.00444	0.00714	0.00606	0.00630	0.00958
Idaho	0.00295	0.00283	0.00293	0.00381	0.00469	0.00498
Illinois	0.00127	0.00138	0.00162	0.00176	0.00224	0.00228
Indiana	0.00114	0.00128	0.00158	0.00120	0.00197	0.00242
Iowa	0.00184	0.00208	0.00269	0.00220	0.00311	0.00403
Kansas	0.00184	0.00231	0.00253	0.00231	0.00362	0.00450
Kentucky	0.00125	0.00132	0.00161	0.00169	0.00199	0.00297
Louisiana	0.00134	0.00123	0.00152	0.00167	0.00165	0.00186

Continued

Table A2: Standard errors for Figures 2a–2f and Tables 1a–1b—continued

	14–18 years old			19–21 years old		
	1990	2000	2013	1990	2000	2013
Maine	0.00276	0.00213	0.00205	0.00328	0.00273	0.00452
Maryland	0.00164	0.00172	0.00181	0.00207	0.00282	0.00357
Massachusetts	0.00178	0.00173	0.00192	0.00194	0.00259	0.00286
Michigan	0.00086	0.00110	0.00113	0.00102	0.00155	0.00192
Minnesota	0.00166	0.00198	0.00241	0.00216	0.00294	0.00469
Mississippi	0.00142	0.00164	0.00128	0.00170	0.00210	0.00211
Missouri	0.00121	0.00133	0.00136	0.00157	0.00171	0.00229
Montana	0.00288	0.00242	0.00289	0.00442	0.00495	0.00492
Nebraska	0.00196	0.00312	0.00352	0.00293	0.00468	0.00673
Nevada	0.00410	0.00342	0.00320	0.00538	0.00659	0.00593
New Hampshire	0.00240	0.00262	0.00240	0.00345	0.00389	0.00441
New Jersey	0.00158	0.00169	0.00182	0.00213	0.00305	0.00318
New Mexico	0.00451	0.00376	0.00417	0.00554	0.00569	0.00689
New York	0.00129	0.00130	0.00152	0.00155	0.00195	0.00211
North Carolina	0.00098	0.00144	0.00145	0.00119	0.00237	0.00241
North Dakota	0.00343	0.00297	0.00489	0.00319	0.00299	0.00806
Ohio	0.00083	0.00090	0.00100	0.00098	0.00123	0.00170
Oklahoma	0.00133	0.00179	0.00207	0.00207	0.00312	0.00365
Oregon	0.00209	0.00241	0.00211	0.00322	0.00371	0.00416
Pennsylvania	0.00099	0.00103	0.00136	0.00111	0.00143	0.00174
Rhode Island	0.00421	0.00462	0.00478	0.00409	0.00547	0.00541
South Carolina	0.00135	0.00157	0.00125	0.00159	0.00256	0.00306
South Dakota	0.00379	0.00433	0.00405	0.00434	0.00431	0.00920
Tennessee	0.00102	0.00143	0.00140	0.00113	0.00200	0.00201
Texas	0.00132	0.00122	0.00130	0.00174	0.00187	0.00198
Utah	0.00210	0.00243	0.00236	0.00318	0.00372	0.00390
Vermont	0.00266	0.00313	0.00259	0.00512	0.00490	0.00383
Virginia	0.00126	0.00144	0.00178	0.00164	0.00219	0.00276
Washington	0.00183	0.00171	0.00224	0.00228	0.00277	0.00359
West Virginia	0.00166	0.00174	0.00269	0.00258	0.00182	0.00294
Wisconsin	0.00149	0.00159	0.00225	0.00161	0.00239	0.00340
Wyoming	0.00451	0.00338	0.00411	0.00687	0.00543	0.00404

Table A3: Standard errors for Table 1c

	14–18 years old			19–21 years old		
	1990	**2000**	**2013**	**1990**	**2000**	**2013**
U.S. Total	4561	5457	6391	4112	5039	6422
Alabama	318	396	638	283	388	565
Alaska	176	189	345	109	146	345
Arizona	673	854	828	559	823	827
Arkansas	267	391	534	247	367	546
California	2356	2546	2748	2311	2338	2699
Colorado	422	672	640	337	648	675
Connecticut	489	527	593	433	464	760
Delaware	184	250	376	160	189	313
District of Columbia	207	221	200	221	248	187
Florida	927	1266	1822	796	1134	1753
Georgia	519	862	930	480	930	1119
Hawaii	343	356	597	322	314	528
Idaho	234	308	341	165	286	355
Illinois	990	1215	1449	908	1166	1255
Indiana	466	571	730	328	548	718
Iowa	348	458	552	281	437	573
Kansas	305	477	508	264	449	583
Kentucky	338	374	464	301	358	567
Louisiana	438	441	474	333	357	395
Maine	229	194	173	179	129	242
Maryland	483	623	701	431	552	874
Massachusetts	661	709	843	607	659	915
Michigan	575	787	781	450	649	859
Minnesota	485	739	874	420	606	1025
Mississippi	305	362	278	229	302	318
Missouri	419	546	545	360	409	611
Montana	171	172	189	135	186	228
Nebraska	220	422	447	200	352	556
Nevada	300	439	580	256	490	646
New Hampshire	166	234	211	176	181	261
New Jersey	777	908	1080	690	866	1064
New Mexico	500	553	607	367	453	639
New York	1478	1652	1937	1303	1484	1851
North Carolina	448	762	936	417	847	1056
North Dakota	163	156	216	97	102	337
Ohio	631	730	783	490	585	846

Continued

Table A3: Standard errors for Table 1c—continued

	14–18 years old			19–21 years old		
	1990	2000	2013	1990	2000	2013
Oklahoma	303	466	538	292	502	611
Oregon	390	586	512	376	517	679
Pennsylvania	764	874	1145	615	718	1001
Rhode Island	264	334	334	219	277	308
South Carolina	351	447	390	293	470	689
South Dakota	195	264	225	134	146	370
Tennessee	353	551	596	264	485	551
Texas	1662	1976	2489	1394	1787	2324
Utah	324	506	540	279	497	518
Vermont	103	141	107	160	139	118
Virginia	511	686	954	518	658	1007
Washington	570	728	992	487	672	1041
West Virginia	228	213	307	211	143	236
Wisconsin	497	639	875	365	554	816
Wyoming	155	135	151	125	121	101

Table A4: Standard errors for Figure 3

	ELs		Non-ELs	
Sex	**Ages 14–18**	**Ages 19–21**	**Ages 14–18**	**Ages 19–21**
Male	0.00417	0.00482	0.00084	0.00111
Female	0.00417	0.00482	0.00084	0.00111

Table A5: Standard errors for Figure 4

	ELs		Non-ELs	
Race/ethnicity	**Ages 14–18**	**Ages 19–21**	**Ages 14–18**	**Ages 19–21**
White	0.00297	0.00298	0.00084	0.00110
Black	0.00186	0.00215	0.00064	0.00084
Hispanic	0.00409	0.00477	0.00059	0.00074
Asian	0.00301	0.00363	0.00031	0.00042
Other Race	0.00361	0.00441	0.00056	0.00070

Table A6: Standard errors for Figure 5

	ELs			Non-ELs		
Disability Status	**Cognitive**	**Ambulatory**	**Hearing or Vision**	**Cognitive**	**Ambulatory**	**Hearing or Vision**
Disability	0.00107	0.00060	0.00078	0.00026	0.00013	0.00016
No disability	0.00107	0.00060	0.00078	0.00026	0.00013	0.00016

Table A7: Standard errors for Figure 6

	ELs		Non-ELs	
Nativity and Citizenship	**Age 14–18**	**Age 19–21**	**Age 14–18**	**Age 19–21**
U.S. born	0.00419	0.00440	0.00038	0.00055
Naturalized citizen	0.00183	0.00253	0.00021	0.00031
Not a citizen	0.00416	0.00468	0.00032	0.00046

Table A8: Standard errors for Figure 7

	ELs				Non-ELs			
	Ages 14–18		**Ages 19–21**		**Ages 14–18**		**Ages 19–21**	
	Poverty	**Income**	**Poverty**	**Income**	**Poverty**	**Income**	**Poverty**	**Income**
Poverty level:								
Under poverty line	0.00413		0.00498		0.00070		0.00114	
1–2 times poverty line	0.00387		0.00491		0.00072		0.00103	
More than twice poverty line	0.00405		0.00482		0.00086		0.00125	
Income level:								
Lowest		0.00421		0.00524		0.00076		0.00123
Low middle		0.00383		0.00466		0.00075		0.00102
High middle		0.00331		0.00398		0.00075		0.00100
Highest		0.00286		0.00281		0.00075		0.00097

Table A9: Standard errors for Table 2

Language	**14–18 years old**	**19–21 years old**
Spanish	0.00382	0.00451
Chinese	0.00170	0.00241
French	0.00149	0.00167
Hindi	0.00098	0.00116
Vietnamese	0.00122	0.00124
Arabic	0.00115	0.00161
German	0.00116	0.00098
Korean	0.00122	0.00145
Filipino/Tagalog	0.00102	0.00110
Russian	0.00072	0.00087
Other	0.00254	0.00289

Table A10: Standard errors for Table 3a

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
U.S. Total	0.00417	0.00409	0.00302	0.00187	0.00419	0.00416	0.00413
Alabama	0.06699	0.05976	0.05742	0.01009	0.06408	0.05075	0.06986
Alaska	0.09473	0.07292	0.10849	0.01266	0.10124	0.10885	0.06628
Arizona	0.02595	0.02598	0.01423	0.01365	0.02611	0.02607	0.02694
Arkansas	0.07155	0.07549	0.02381	0.01589	0.07223	0.07195	0.06752
California	0.00806	0.00808	0.00636	0.00341	0.00809	0.00805	0.00791
Colorado	0.03666	0.03658	0.02481	0.01407	0.03739	0.03729	0.03644
Connecticut	0.04087	0.04037	0.02390	0.02203	0.04157	0.04117	0.03539
Delaware	0.07978	0.08211	0.02361	0.02212	0.08039	0.07670	0.08020
District of Columbia	0.12027	0.06585	0.09200	0.11156	0.10411	0.10635	0.14070
Florida	0.01707	0.01669	0.00602	0.00816	0.01654	0.01704	0.01697
Georgia	0.02893	0.02764	0.02218	0.00876	0.02928	0.02919	0.02909
Hawaii	0.04555	0.00117	0.04556	0.00940	0.04536	0.04501	0.04023
Idaho	0.08119	0.07958	0.04880	0.02766	0.08209	0.08232	0.07975
Illinois	0.02544	0.02188	0.02001	0.00993	0.02428	0.02370	0.02305
Indiana	0.03597	0.02701	0.03050	0.02458	0.03242	0.03182	0.03431
Iowa	0.05316	0.04279	0.03872	0.02006	0.05050	0.04888	0.05093
Kansas	0.06012	0.06272	0.02335	0.01341	0.05928	0.06085	0.05634
Kentucky	0.05684	0.02106	0.03262	0.01597	0.05923	0.05561	0.05691
Louisiana	0.05966	0.05810	0.04243	0.02643	0.06028	0.06123	0.06153
Maine	0.08245	0.03226	0.03535	0.04214	0.12973	0.12973	0.08895
Maryland	0.03711	0.02314	0.02682	0.02100	0.03705	0.03649	0.03009
Massachusetts	0.02730	0.02448	0.02095	0.01908	0.02719	0.02692	0.02844
Michigan	0.03010	0.01623	0.02732	0.01289	0.03114	0.03070	0.03302
Minnesota	0.03938	0.02361	0.03665	0.01241	0.03923	0.03785	0.03802
Mississippi	0.08416	0.07001	0.06272	0.02126	0.08085	0.07865	0.08343
Missouri	0.04131	0.03039	0.02742	0.01815	0.03973	0.03940	0.04131
Montana	0.11641	0.03219	0.08707	0.10322	0.10816	0.10816	0.12043
Nebraska	0.06050	0.06212	0.04814	0.01668	0.06159	0.06346	0.05064
Nevada	0.04099	0.04083	0.02407	0.01891	0.03996	0.03909	0.03600
New Hampshire	0.09317	0.09219	0.06838	0.01389	0.08184	0.07747	0.07682
New Jersey	0.02270	0.02261	0.01669	0.01095	0.02190	0.02272	0.01958
New Mexico	0.05032	0.04786	0.01447	0.03736	0.05129	0.05134	0.05120
New York	0.01320	0.00933	0.01081	0.00569	0.01333	0.01338	0.01327
North Carolina	0.03171	0.02996	0.02357	0.01542	0.03179	0.03195	0.03284
North Dakota	0.12245	†	†	†	0.16615	0.16615	0.16242
Ohio	0.02885	0.01762	0.02330	0.01046	0.02911	0.02902	0.02742
Oklahoma	0.05385	0.05421	0.03752	0.00818	0.04849	0.05298	0.05716

Continued

Table A10: Standard errors for Table 3a—continued

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
Oregon	0.04374	0.03233	0.04104	0.01671	0.04338	0.04450	0.04045
Pennsylvania	0.02563	0.02327	0.02177	0.01486	0.02559	0.02419	0.02719
Rhode Island	0.07022	0.05446	0.04446	0.05376	0.06971	0.06997	0.07093
South Carolina	0.06083	0.04842	0.04897	0.02576	0.06075	0.06069	0.06044
South Dakota	0.13411	0.07757	0.14703	0.05484	0.14949	0.14949	0.06527
Tennessee	0.05041	0.04788	0.03739	0.02056	0.04756	0.04981	0.05150
Texas	0.01058	0.00992	0.00492	0.00470	0.01052	0.01043	0.01066
Utah	0.05922	0.06019	0.03609	0.02748	0.05543	0.05821	0.05622
Vermont	0.18050	†	0.19307	†	0.19521	0.19521	0.19737
Virginia	0.03248	0.03211	0.02546	0.01601	0.03238	0.03282	0.03207
Washington	0.02973	0.02564	0.02384	0.01293	0.02971	0.02967	0.02886
West Virginia	0.07983	0.01490	0.02084	†	0.03443	0.03220	0.10141
Wisconsin	0.03680	0.03576	0.02916	0.01576	0.03692	0.03515	0.03617
Wyoming	0.17441	0.18334	0.14275	0.00249	0.18873	0.06284	0.07679

† There were no observations in this cell so a standard error could not be calculated.

Table A11: Standard errors for Table 3b

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
U.S. Total	0.00084	0.00059	0.00031	0.00039	0.00038	0.00032	0.00070
Alabama	0.00700	0.00273	0.00112	0.00346	0.00183	0.00158	0.00613
Alaska	0.02134	0.00797	0.01155	0.00884	0.00757	0.00461	0.01224
Arizona	0.00579	0.00543	0.00159	0.00226	0.00263	0.00230	0.00503
Arkansas	0.00882	0.00455	0.00179	0.00448	0.00309	0.00292	0.00770
California	0.00233	0.00212	0.00133	0.00094	0.00126	0.00109	0.00196
Colorado	0.00652	0.00573	0.00208	0.00277	0.00324	0.00286	0.00496
Connecticut	0.00709	0.00441	0.00255	0.00333	0.00327	0.00260	0.00540
Delaware	0.01632	0.00783	0.00525	0.00711	0.00492	0.00431	0.01193
District of Columbia	0.01890	0.00958	0.00673	0.01096	0.00961	0.00866	0.02140
Florida	0.00357	0.00299	0.00109	0.00155	0.00191	0.00161	0.00304
Georgia	0.00484	0.00250	0.00151	0.00218	0.00225	0.00186	0.00421
Hawaii	0.01367	0.00297	0.01204	0.00601	0.00683	0.00530	0.00970
Idaho	0.01221	0.00792	0.00200	0.00493	0.00359	0.00292	0.01008
Illinois	0.00408	0.00287	0.00143	0.00174	0.00188	0.00156	0.00327
Indiana	0.00566	0.00237	0.00106	0.00250	0.00183	0.00169	0.00453
Iowa	0.00892	0.00511	0.00173	0.00405	0.00328	0.00281	0.00679
Kansas	0.00878	0.00572	0.00179	0.00393	0.00318	0.00284	0.00668

Continued

Table A11: Standard errors for Table 3b—continued

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
Kentucky	0.00706	0.00210	0.00130	0.00351	0.00208	0.00161	0.00627
Louisiana	0.00716	0.00291	0.00149	0.00380	0.00162	0.00149	0.00633
Maine	0.01372	0.00354	0.00372	0.00829	0.00310	0.00246	0.00959
Maryland	0.00599	0.00272	0.00232	0.00244	0.00319	0.00268	0.00426
Massachusetts	0.00523	0.00274	0.00229	0.00258	0.00272	0.00219	0.00414
Michigan	0.00458	0.00192	0.00145	0.00230	0.00161	0.00120	0.00405
Minnesota	0.00698	0.00323	0.00306	0.00333	0.00300	0.00225	0.00523
Mississippi	0.00838	0.00208	0.00119	0.00416	0.00158	0.00142	0.00795
Missouri	0.00617	0.00210	0.00120	0.00316	0.00173	0.00134	0.00515
Montana	0.01572	0.00624	0.00098	0.00843	0.00275	0.00248	0.01310
Nebraska	0.01085	0.00738	0.00290	0.00507	0.00424	0.00317	0.00862
Nevada	0.00904	0.00740	0.00480	0.00365	0.00502	0.00440	0.00721
New Hampshire	0.01233	0.00397	0.00296	0.00557	0.00320	0.00215	0.00774
New Jersey	0.00469	0.00319	0.00229	0.00199	0.00263	0.00215	0.00332
New Mexico	0.01094	0.01082	0.00219	0.00512	0.00511	0.00463	0.00955
New York	0.00327	0.00193	0.00145	0.00150	0.00179	0.00147	0.00279
North Carolina	0.00482	0.00243	0.00127	0.00230	0.00210	0.00185	0.00427
North Dakota	0.01984	0.00357	0.00207	0.01069	0.00470	0.00445	0.01259
Ohio	0.00424	0.00143	0.00091	0.00215	0.00114	0.00093	0.00354
Oklahoma	0.00772	0.00380	0.00184	0.00394	0.00266	0.00233	0.00640
Oregon	0.00771	0.00542	0.00271	0.00375	0.00349	0.00313	0.00652
Pennsylvania	0.00428	0.00202	0.00145	0.00221	0.00161	0.00121	0.00369
Rhode Island	0.01360	0.00807	0.00419	0.00684	0.00683	0.00556	0.01126
South Carolina	0.00701	0.00290	0.00164	0.00314	0.00249	0.00217	0.00626
South Dakota	0.01667	0.00397	0.00085	0.00863	0.00316	0.00275	0.01185
Tennessee	0.00584	0.00246	0.00126	0.00286	0.00217	0.00187	0.00503
Texas	0.00294	0.00282	0.00100	0.00135	0.00151	0.00138	0.00245
Utah	0.00789	0.00497	0.00229	0.00338	0.00368	0.00337	0.00634
Vermont	0.01851	0.00570	0.00841	0.01219	0.00704	0.00348	0.01389
Virginia	0.00510	0.00268	0.00205	0.00209	0.00258	0.00216	0.00388
Washington	0.00558	0.00369	0.00257	0.00265	0.00289	0.00246	0.00445
West Virginia	0.01120	0.00252	0.00181	0.00546	0.00195	0.00145	0.00998
Wisconsin	0.00665	0.00325	0.00222	0.00352	0.00229	0.00173	0.00553
Wyoming	0.02029	0.00978	0.00334	0.01043	0.01045	0.00743	0.01305

Table A12: Standard errors for Table 3c

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
U.S. Total	0.00482	0.00477	0.00363	0.00187	0.00440	0.00468	0.00498
Alabama	0.06982	0.07346	0.04177	0.03134	0.06776	0.06911	0.08821
Alaska	0.15015	0.08367	0.16704	0.17249	0.16201	0.15151	0.12294
Arizona	0.03077	0.03046	0.01636	0.01654	0.02912	0.03004	0.03332
Arkansas	0.06619	0.06500	0.03809	0.01552	0.06292	0.06412	0.06878
California	0.00933	0.00934	0.00754	0.00385	0.00879	0.00914	0.00919
Colorado	0.04376	0.04449	0.02565	0.01929	0.03791	0.04144	0.04353
Connecticut	0.04208	0.03817	0.03093	0.01639	0.03839	0.04150	0.04179
Delaware	0.11086	0.11185	0.08436	†	0.11082	0.11177	0.12667
District of Columbia	0.09673	0.06008	0.05537	0.05388	0.05956	0.09086	0.13169
Florida	0.01933	0.01850	0.00856	0.00715	0.01755	0.01899	0.01872
Georgia	0.03525	0.03017	0.02854	0.00761	0.02467	0.02845	0.03558
Hawaii	0.05600	0.01299	0.05320	0.01425	0.05278	0.05617	0.05193
Idaho	0.08668	0.09184	0.03701	0.04637	0.07610	0.07764	0.10608
Illinois	0.02588	0.02526	0.02221	0.00816	0.02074	0.02261	0.02570
Indiana	0.03992	0.02628	0.03692	0.00889	0.03754	0.03791	0.04546
Iowa	0.06161	0.05756	0.06094	0.03810	0.06310	0.06696	0.08149
Kansas	0.06176	0.06639	0.03936	0.04053	0.05499	0.05716	0.06518
Kentucky	0.06368	0.05800	0.03687	0.02436	0.06066	0.06092	0.06875
Louisiana	0.06816	0.05980	0.05851	0.03587	0.07073	0.07169	0.07270
Maine	0.13862	†	0.15443	0.16516	0.17550	0.19569	0.11655
Maryland	0.04643	0.02614	0.03525	0.00888	0.03588	0.04492	0.04726
Massachusetts	0.02682	0.02354	0.02166	0.01100	0.02483	0.02674	0.02978
Michigan	0.03955	0.02726	0.03245	0.02173	0.03346	0.03672	0.04603
Minnesota	0.05520	0.06073	0.04923	0.00826	0.04318	0.05429	0.06022
Mississippi	0.09046	0.08811	0.03951	0.01397	0.08164	0.08857	0.08350
Missouri	0.05453	0.03114	0.04367	0.02015	0.04403	0.04637	0.06322
Montana	0.13796	†	0.18579	†	0.21489	0.21489	0.05121
Nebraska	0.08969	0.08243	0.04823	0.01804	0.08163	0.08292	0.07801
Nevada	0.04613	0.04454	0.04259	0.01661	0.04542	0.04618	0.04599
New Hampshire	0.09164	0.08879	0.10318	0.05389	0.10052	0.10506	0.11620
New Jersey	0.02709	0.02599	0.01599	0.00677	0.02237	0.02572	0.02540
New Mexico	0.05592	0.05611	0.01701	0.01274	0.05569	0.05630	0.05650
New York	0.01503	0.01218	0.01244	0.00559	0.01404	0.01494	0.01575
North Carolina	0.03436	0.03576	0.02136	0.01147	0.02795	0.03124	0.03420
North Dakota	0.13900	0.00897	0.12600	0.12390	0.12432	0.10972	0.15183
Ohio	0.03681	0.02112	0.03010	0.01050	0.03668	0.03756	0.04395
Oklahoma	0.04516	0.05861	0.02998	0.02094	0.03761	0.03963	0.06508

Table A12: Standard errors for Table 3c—continued

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
Oregon	0.05156	0.04969	0.04090	0.00870	0.03579	0.04273	0.05188
Pennsylvania	0.03167	0.02376	0.02675	0.01728	0.03185	0.03208	0.03398
Rhode Island	0.07709	0.03735	0.06591	0.04121	0.06996	0.07223	0.09253
South Carolina	0.05762	0.05837	0.04238	0.01227	0.04227	0.04691	0.06012
South Dakota	0.08178	0.02647	0.09609	0.02377	0.05870	0.08246	0.11206
Tennessee	0.05358	0.05236	0.02426	0.01069	0.04450	0.04970	0.05656
Texas	0.01270	0.01228	0.00622	0.00477	0.01241	0.01269	0.01293
Utah	0.06259	0.06151	0.05692	0.04251	0.05295	0.06341	0.06597
Vermont	0.07599	0.02957	0.15936	†	0.13326	0.13326	†
Virginia	0.03545	0.03622	0.02706	0.01760	0.02750	0.03046	0.03481
Washington	0.02975	0.02508	0.03039	0.00936	0.02497	0.02907	0.03398
West Virginia	0.10514	0.01122	0.14917	0.01122	0.13970	0.13970	0.17450
Wisconsin	0.04889	0.05160	0.04194	0.01717	0.04573	0.04869	0.05072
Wyoming	0.17763	0.15674	†	0.08256	0.11944	0.11944	0.15674

† There were no observations in this cell so a standard error could not be calculated.

Table A13: Standard errors for Table 3d

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
U.S. Total	0.00111	0.00074	0.00042	0.00051	0.00055	0.00046	0.00114
Alabama	0.00911	0.00263	0.00191	0.00388	0.00341	0.00305	0.00960
Alaska	0.02744	0.01182	0.01227	0.01416	0.01086	0.00892	0.01895
Arizona	0.00771	0.00707	0.00169	0.00316	0.00366	0.00317	0.00764
Arkansas	0.01204	0.00545	0.00309	0.00635	0.00453	0.00392	0.01274
California	0.00305	0.00271	0.00182	0.00122	0.00182	0.00154	0.00285
Colorado	0.00877	0.00712	0.00225	0.00366	0.00422	0.00381	0.00887
Connecticut	0.00944	0.00586	0.00256	0.00440	0.00509	0.00410	0.00933
Delaware	0.02026	0.00790	0.00596	0.01035	0.01022	0.00929	0.01951
District of Columbia	0.01750	0.00637	0.00705	0.00934	0.00958	0.00763	0.02584
Florida	0.00474	0.00385	0.00141	0.00208	0.00292	0.00248	0.00458
Georgia	0.00638	0.00329	0.00220	0.00330	0.00321	0.00283	0.00653
Hawaii	0.01668	0.00525	0.01406	0.00646	0.00778	0.00643	0.01568
Idaho	0.01691	0.01090	0.00367	0.00931	0.00718	0.00653	0.01755
Illinois	0.00550	0.00367	0.00191	0.00262	0.00278	0.00216	0.00543
Indiana	0.00733	0.00340	0.00209	0.00350	0.00312	0.00266	0.00824
Iowa	0.01150	0.00414	0.00323	0.00543	0.00419	0.00315	0.01408
Kansas	0.01246	0.00837	0.00432	0.00526	0.00578	0.00502	0.01386

Continued

Table A13: Standard errors for Table 3d—continued

State	Female	Hispanic	Asian	Disabled	Native born	Citizen	Below poverty line
Kentucky	0.00926	0.00281	0.00167	0.00466	0.00284	0.00232	0.00997
Louisiana	0.00934	0.00358	0.00188	0.00433	0.00199	0.00163	0.00964
Maine	0.01851	0.00403	0.00320	0.01070	0.00543	0.00414	0.01977
Maryland	0.00767	0.00359	0.00319	0.00338	0.00430	0.00358	0.00689
Massachusetts	0.00629	0.00297	0.00287	0.00292	0.00347	0.00274	0.00734
Michigan	0.00626	0.00274	0.00190	0.00326	0.00233	0.00183	0.00665
Minnesota	0.00984	0.00282	0.00387	0.00495	0.00475	0.00333	0.01086
Mississippi	0.01088	0.00278	0.00170	0.00541	0.00199	0.00169	0.01217
Missouri	0.00801	0.00292	0.00188	0.00381	0.00243	0.00208	0.00870
Montana	0.02224	0.00701	0.00927	0.00845	0.00568	0.00544	0.02452
Nebraska	0.01532	0.00889	0.00306	0.00530	0.00765	0.00541	0.01653
Nevada	0.01276	0.01040	0.00575	0.00632	0.00697	0.00557	0.01155
New Hampshire	0.01610	0.00740	0.00472	0.00679	0.00595	0.00565	0.01820
New Jersey	0.00657	0.00477	0.00302	0.00265	0.00417	0.00337	0.00544
New Mexico	0.01509	0.01505	0.00297	0.00698	0.00726	0.00581	0.01580
New York	0.00415	0.00234	0.00204	0.00180	0.00250	0.00204	0.00426
North Carolina	0.00618	0.00292	0.00138	0.00286	0.00257	0.00223	0.00682
North Dakota	0.02400	0.00522	0.00392	0.00895	0.00777	0.00713	0.02763
Ohio	0.00553	0.00171	0.00126	0.00272	0.00174	0.00155	0.00595
Oklahoma	0.01053	0.00464	0.00250	0.00511	0.00353	0.00289	0.01121
Oregon	0.01055	0.00658	0.00383	0.00544	0.00490	0.00458	0.01114
Pennsylvania	0.00543	0.00250	0.00177	0.00256	0.00229	0.00175	0.00635
Rhode Island	0.01496	0.00806	0.00585	0.00702	0.00853	0.00651	0.01749
South Carolina	0.00863	0.00300	0.00195	0.00356	0.00272	0.00193	0.00928
South Dakota	0.02196	0.00795	0.00477	0.01061	0.00652	0.00365	0.02458
Tennessee	0.00768	0.00236	0.00113	0.00397	0.00257	0.00235	0.00788
Texas	0.00399	0.00377	0.00142	0.00190	0.00238	0.00211	0.00385
Utah	0.01147	0.00782	0.00283	0.00523	0.00524	0.00471	0.01065
Vermont	0.02291	0.00607	0.00384	0.01213	0.00589	0.00322	0.03115
Virginia	0.00658	0.00312	0.00271	0.00292	0.00330	0.00265	0.00693
Washington	0.00756	0.00448	0.00356	0.00379	0.00422	0.00360	0.00774
West Virginia	0.01480	0.00431	0.00142	0.00764	0.00249	0.00210	0.01558
Wisconsin	0.00897	0.00415	0.00328	0.00422	0.00261	0.00228	0.01001
Wyoming	0.02771	0.01845	0.00045	0.00824	0.00465	0.00465	0.02775

Table A14: Standard errors for Figure 8

	ELs			Non-ELs		
Disability status	**Earned a BA**	**Citizen**	**Native born**	**Earned a BA**	**Citizen**	**Native born**
Both parents	0.00333	0.00455	0.00391	0.00079	0.00091	0.00093
One parent	0.00414	0.00473	0.00426	0.00096	0.00090	0.00091
Neither parent	0.00486	0.00468	0.00503	0.00104	0.00040	0.00061

Table A15a: Standard errors for Figure 9 — ELs

	14–18 years old		19–21 years old	
	Length of residency	**Age on arrival**	**Length of residency**	**Age on arrival**
<5 years	0.00620	0.00442	0.00598	0.00318
5–10 years	0.00581	0.00553	0.00549	0.00433
>10 years	0.00488	0.00613	0.00479	0.00504

Table A15b: Standard errors for Figure 9 — Non-ELs

	14–18 years old		19–21 years old	
	Length of residency	**Age on arrival**	**Length of residency**	**Age on arrival**
<5 years	0.00244	0.00334	0.00316	0.00384
5–10 years	0.00319	0.00326	0.00348	0.00377
>10 years	0.00338	0.00271	0.00404	0.00396

Table A16: Standard errors for Figure 10

	ELs		Non-ELs	
Race/ethnicity	**Ages 14–18**	**Ages 19–21**	**Ages 14–18**	**Ages 19–21**
No move	0.00344	0.00449	0.00060	0.00101
Moved within states	0.00274	0.00378	0.00055	0.00096
Moved between states	0.00115	0.00163	0.00024	0.00045
Moved from abroad	0.00218	0.00283	0.00009	0.00017

A.2 Standard Errors of Educational Attainment Characteristics

Table A17a: Standard errors for Figure 11 — ELs

	Ages 14–18			Ages 19–21		
	Total	Male	Female	Total	Male	Female
Not attend school	0.00299	0.00433	0.00404	0.00478	0.00625	0.00732
Attend high school	0.00340	0.00479	0.00481	0.00246	0.00328	0.00371
Attend college	0.00198	0.00259	0.00305	0.00457	0.00588	0.00712

Table A17b: Standard errors for Figure 11 — Non-ELs

	Ages 14–18			Ages 19–21		
	Total	Male	Female	Total	Male	Female
Not attend school	0.00041	0.00059	0.00057	0.00110	0.00156	0.00155
Attend high school	0.00058	0.00079	0.00084	0.00045	0.00066	0.00059
Attend college	0.00043	0.00056	0.00067	0.00111	0.00156	0.00157

Table A18: Standard errors for Table 4

	ELs				Non-ELs			
	14–18 years old		19–21 years old		14–18 years old		19–21 years old	
	Attend middle/ high school	Attend college	Attend middle/ high school	Attend college	Attend middle/ high school	Attend college	Attend middle/ high school	Attend college
U.S. Total	**0.00340**	**0.00198**	**0.00246**	**0.00457**	**0.00058**	**0.00043**	**0.00045**	**0.00111**
Alabama	0.06492	0.02027	0.03183	0.05520	0.00469	0.00313	0.00317	0.00913
Alaska	0.06776	0.00261	0.16902	0.10213	0.01173	0.00622	0.01846	0.02677
Arizona	0.02100	0.00967	0.01272	0.02675	0.00419	0.00302	0.00317	0.00769
Arkansas	0.07333	0.02264	0.01722	0.06078	0.00621	0.00421	0.00406	0.01204
California	0.00670	0.00427	0.00425	0.00901	0.00165	0.00134	0.00114	0.00304
Colorado	0.03171	0.02070	0.02852	0.03886	0.00437	0.00320	0.00373	0.00883
Connecticut	0.03927	0.01611	0.01646	0.03597	0.00493	0.00416	0.00412	0.00958
Delaware	0.03099	0.00764	0.04092	0.09949	0.01282	0.00894	0.00792	0.02060
District of Columbia	0.11566	0.07744	0.08370	0.09695	0.01669	0.01398	0.00949	0.01767
Florida	0.01424	0.00695	0.01013	0.01747	0.00248	0.00186	0.00220	0.00475
Georgia	0.02401	0.01568	0.01539	0.03136	0.00331	0.00224	0.00293	0.00638
Hawaii	0.03520	0.02995	0.03131	0.05328	0.01035	0.00644	0.00485	0.01678
Idaho	0.04170	0.01663	0.06329	0.08683	0.00829	0.00596	0.00683	0.01665
Illinois	0.02209	0.01441	0.01486	0.02490	0.00269	0.00202	0.00232	0.00549

Continued

Table A18: Standard errors for Table 4—Continued

	ELs				Non-ELs			
	14–18 years old		19–21 years old		14–18 years old		19–21 years old	
	Attend middle/ high school	Attend college	Attend middle/ high school	Attend college	Attend middle/ high school	Attend college	Attend middle/ high school	Attend college
Indiana	0.02600	0.01619	0.01683	0.04124	0.00372	0.00260	0.00292	0.00737
Iowa	0.04459	0.03301	0.02279	0.07007	0.00559	0.00439	0.00358	0.01157
Kansas	0.04381	0.03249	0.00253	0.06459	0.00573	0.00424	0.00481	0.01237
Kentucky	0.04590	0.01828	0.03387	0.06266	0.00483	0.00355	0.00295	0.00927
Louisiana	0.04712	0.02579	0.04996	0.06252	0.00522	0.00360	0.00393	0.00931
Maine	0.05572	0.05572	0.18596	0.17017	0.00873	0.00691	0.00690	0.01855
Maryland	0.02745	0.01700	0.02500	0.03974	0.00440	0.00352	0.00320	0.00768
Massachusetts	0.02131	0.01426	0.01825	0.02722	0.00356	0.00301	0.00251	0.00603
Michigan	0.02469	0.01793	0.01555	0.04017	0.00327	0.00256	0.00239	0.00626
Minnesota	0.02996	0.02218	0.02843	0.05536	0.00442	0.00336	0.00423	0.00987
Mississippi	0.07515	†	0.01960	0.08500	0.00598	0.00423	0.00494	0.01085
Missouri	0.03762	0.01975	0.02068	0.05352	0.00400	0.00269	0.00272	0.00803
Montana	0.11415	0.07437	†	0.24462	0.01009	0.00652	0.00460	0.02223
Nebraska	0.03475	0.02242	0.03476	0.07613	0.00756	0.00613	0.00621	0.01554
Nevada	0.03097	0.01087	0.02729	0.04480	0.00613	0.00411	0.00484	0.01258
New Hampshire	0.03559	0.02240	0.06134	0.10928	0.00795	0.00647	0.00345	0.01590
New Jersey	0.01801	0.00975	0.01460	0.02386	0.00315	0.00254	0.00251	0.00643
New Mexico	0.03159	0.01507	0.02920	0.05120	0.00788	0.00578	0.00666	0.01509
New York	0.01030	0.00650	0.00815	0.01484	0.00240	0.00201	0.00184	0.00408
North Carolina	0.02593	0.01034	0.01608	0.02825	0.00347	0.00262	0.00267	0.00620
North Dakota	0.07418	0.07418	0.08212	0.13543	0.01373	0.00990	0.00443	0.02383
Ohio	0.02776	0.01768	0.01233	0.03761	0.00266	0.00199	0.00241	0.00556
Oklahoma	0.05568	0.04246	0.00762	0.04797	0.00516	0.00354	0.00390	0.01054
Oregon	0.02862	0.02239	0.03418	0.05033	0.00526	0.00365	0.00312	0.01059
Pennsylvania	0.01907	0.01123	0.01694	0.03155	0.00276	0.00203	0.00198	0.00546
Rhode Island	0.06608	0.04360	0.02758	0.07853	0.01040	0.00863	0.00500	0.01467
South Carolina	0.04546	0.02781	0.01594	0.03922	0.00504	0.00330	0.00339	0.00865
South Dakota	0.13367	0.13325	0.10218	0.08200	0.01046	0.00748	0.00779	0.02208
Tennessee	0.04126	0.01293	0.02525	0.04488	0.00402	0.00277	0.00253	0.00768
Texas	0.00845	0.00405	0.00674	0.01076	0.00194	0.00141	0.00171	0.00400
Utah	0.02768	0.01926	0.00908	0.06321	0.00562	0.00398	0.00356	0.01139
Vermont	0.15261	0.15261	†	0.08777	0.01237	0.01023	0.00414	0.02207
Virginia	0.02958	0.01631	0.02048	0.03431	0.00354	0.00275	0.00249	0.00663
Washington	0.02702	0.01644	0.01128	0.03149	0.00369	0.00261	0.00338	0.00752
West Virginia	0.08711	0.01490	†	0.10170	0.00802	0.00535	0.00472	0.01480
Wisconsin	0.02638	0.01685	0.02585	0.04626	0.00446	0.00316	0.00324	0.00893
Wyoming	0.00000	†	†	0.17053	0.01347	0.01122	0.01247	0.02764

† There were no observations in this cell so a standard error could not be calculated.

Table A19a: Standard errors for Figure 12 — ELs

	Ages 14–18			Ages 19–21		
	Total	Male	Female	Total	Male	Female
Less than high school	0.01216	0.01610	0.01848	0.00678	0.00876	0.01067
High school degree	0.01207	0.01596	0.01838	0.00688	0.00882	0.01100
Some college	0.00316	0.00409	0.00498	0.00403	0.00473	0.00718

Table A19b: Standard errors for Figure 12 — Non-ELs

	Age 14–18			Age 19–21		
	Total	Male	Female	Total	Male	Female
Less than high school	0.00362	0.00487	0.00540	0.00127	0.00171	0.00191
High school degree	0.00364	0.00489	0.00544	0.00171	0.00222	0.00268
Some college	0.00106	0.00130	0.00173	0.00142	0.00176	0.00232

Table A20: Standard errors for Table 5

	ELs		Non-ELs	
Language	**High school dropout**	**High school completer**	**High school dropout**	**High school completer**
Sex:				
Male	0.00874	0.00489	0.00358	0.00100
Female	0.00874	0.00489	0.00358	0.00100
Race:				
White	0.00436	0.00331	0.00361	0.00100
Black	0.00226	0.00225	0.00300	0.00075
Hispanic	0.00914	0.00471	0.00267	0.00067
Asian	0.00365	0.00398	0.00077	0.00039
Other	0.00885	0.00424	0.00260	0.00063
Disability:				
Not disabled	0.00323	0.00178	0.00246	0.00042
Disabled	0.00323	0.00178	0.00246	0.00042
Citizenship/Nativity Status				
U.S. born	0.00704	0.00466	0.00184	0.00053
Naturalized citizen	0.00373	0.00285	0.00092	0.00036
Not a citizen	0.00763	0.00488	0.00162	0.00040
Poverty:				
<100%	0.00913	0.00510	0.00377	0.00103
100–200%	0.00919	0.00492	0.00342	0.00094
>200%	0.00790	0.00509	0.00356	0.00115

Table A21: Standard errors for Table 6

	ELS			Non-ELs		
	Less than HS	HS	Some college	Less than HS	HS	Some college
U.S. Total	2862	2870	1557	8331	10126	7750
Alabama	234	219	84	1260	1422	956
Alaska	134	136	78	603	755	603
Arizona	394	391	182	1334	1600	1216
Arkansas	293	289	116	908	1156	939
California	1181	1210	658	2315	3183	2670
Colorado	291	291	26	1134	1337	1033
Connecticut	352	366	150	695	883	683
Delaware	133	143	111	552	597	360
District of Columbia	77	77	†	350	393	260
Florida	826	835	470	2050	2417	1767
Georgia	488	471	231	1789	1988	1315
Hawaii	152	181	113	428	647	559
Idaho	127	131	37	720	883	663
Illinois	568	574	246	1534	1934	1554
Indiana	287	292	110	1342	1488	958
Iowa	215	210	151	811	1083	932
Kansas	184	200	86	824	1027	827
Kentucky	230	232	58	1023	1255	955
Louisiana	173	168	76	1308	1486	1063
Maine	13	13	†	494	669	556
Maryland	397	390	276	974	1230	975
Massachusetts	321	350	208	904	1085	812
Michigan	333	329	196	1563	1870	1402
Minnesota	423	388	242	1069	1385	1152
Mississippi	150	151	39	1001	1128	796
Missouri	238	231	123	1242	1474	1072
Montana	90	90	†	660	771	608
Nebraska	248	241	90	563	880	844
Nevada	252	263	142	892	1028	750
New Hampshire	70	96	108	394	586	510
New Jersey	491	501	298	989	1276	1017
New Mexico	276	247	253	863	974	705
New York	775	776	490	1824	2172	1755
North Carolina	498	489	188	1613	1902	1434
North Dakota	97	97	†	539	670	586
Ohio	339	336	122	1530	1827	1337
Oklahoma	300	294	98	1057	1208	821
Oregon	254	238	206	977	1186	876

Continued

Table A21: Standard errors for Table 6—continued

	ELS			Non-ELs		
	Less than HS	HS	Some college	Less than HS	HS	Some college
Pennsylvania	407	425	333	1732	2013	1407
Rhode Island	136	134	39	479	540	404
South Carolina	341	312	236	1242	1444	1033
South Dakota	90	81	52	499	608	489
Tennessee	274	270	115	1185	1500	1154
Texas	1134	1131	550	2527	3052	2310
Utah	165	167	38	853	1093	863
Vermont	†	11	11	310	371	245
Virginia	452	449	243	1163	1554	1254
Washington	446	450	279	1147	1499	1206
West Virginia	62	19	61	745	847	547
Wisconsin	308	342	214	1129	1402	1090
Wyoming	40	43	20	314	422	346

† There were no observations in this cell so a standard error could not be calculated.

A.3 Standard Errors of Employment and Family Characteristics

Table A22a: Standard errors for Figure 13 — ELs

	Ages 16–18			Ages 19–21			
	Total	Male	Female	Total	Male	Female	Armed Forces
Employed full time	0.00291	0.00466	0.00309	0.00461	0.00653	0.00568	0.00057
Employed part time	0.00350	0.00460	0.00536	0.00379	0.00494	0.00588	
Not working	0.00429	0.00610	0.00596	0.00488	0.00641	0.00712	0.00057

Table A22b: Standard errors for Figure 13 — Non-ELs

	Ages 16–18			Ages 19–21			
	Total	Male	Female	Total	Male	Female	Armed Forces
Less than high school	0.00037	0.00057	0.00048	0.00092	0.00137	0.00122	0.00022
High school degree	0.00084	0.00111	0.00126	0.00103	0.00138	0.00152	
Some college	0.00089	0.00121	0.00131	0.00110	0.00155	0.00157	0.00022

Table A23a: Standard errors for Figure 14 — ELs

	Ages 16–18				Ages 19–21			
	Enrolled		Not enrolled		Enrolled		Not enrolled	
	Male	Female	Male	Female	Male	Female	Male	Female
Employed full time	0.00192	0.00155	0.01308	0.00986	0.01523	0.01338	0.00683	0.00601
Employed part time	0.00514	0.00581	0.00954	0.01173	0.01872	0.02115	0.00512	0.00612
Not working	0.00541	0.00597	0.01379	0.01378	0.02199	0.02352	0.00659	0.00743

Table A23b: Standard errors for Figure 14 — Non-ELs

	Ages 16–18				Ages 19–21			
	Enrolled		Not enrolled		Enrolled		Not enrolled	
	Male	Female	Male	Female	Male	Female	Male	Female
Employed full time	0.00042	0.00035	0.00210	0.00159	0.00381	0.00417	0.00142	0.00125
Employed part time	0.00122	0.00141	0.00262	0.00272	0.00583	0.00731	0.00141	0.00155
Not working	0.00127	0.00144	0.00301	0.00288	0.00648	0.00791	0.00159	0.00159

Table A24: Standard errors for Figure 15

	ELs				Non-ELs			
	Enrolled		Not enrolled		Enrolled		Not enrolled	
	Male	Female	Male	Female	Male	Female	Male	Female
Employed full time	0.00656	0.00630	0.00825	0.00860	0.00142	0.00120	0.00222	0.00241
Employed part time	0.00908	0.00927	0.00579	0.00742	0.00201	0.00192	0.00182	0.00238
Not working	0.01006	0.01005	0.00758	0.00993	0.00212	0.00193	0.00225	0.00267

Table A25: Standard errors for Figure 16

	ELs		Non-ELs	
	Mean	Median	Mean	Median
Employed part time	94	167	16	‡
Employed full time	195	102	50	22
Less than high school	292	199	113	138
High school degree	184	232	44	103
Some college	473	719	97	214

‡ The estimate of the standard error was not able to converge.

Table A26: Standard errors for Figure 17

	ELs				Non-ELs			
	Ages 16–18		Ages 19–21		Ages 16–18		Ages 19–21	
	Occupation	Industry	Occupa-tion	Industry	Occupa-tion	Industry	Occupa-tion	Industry
Below mean wage	0.00437	0.00922	0.00280	0.00581	0.00088	0.00124	0.00073	0.00107
Above mean wage	0.00437	0.00922	0.00280	0.00581	0.00088	0.00124	0.00073	0.00107

Table A27: Standard errors for Table 7

Occupation	ELs	Non-ELs
Business, science, and professional occupations	0.00170	0.00040
Education, training, and library occupations	0.00143	0.00032
Arts, design, entertainment, sports, and media occupations	0.00096	0.00027
Healthcare practice and technical occupations	0.00084	0.00020
Healthcare support occupations	0.00114	0.00030
Protective service occupations	0.00115	0.00030
Food preparation and serving-related occupations	0.00415	0.00082
Building and grounds cleaning and maintenance occupations	0.00323	0.00043
Personal care and service occupations	0.00198	0.00051
Sales and related occupations	0.00365	0.00082
Office and administrative support occupations	0.00303	0.00069
Farming, fishing, and forestry occupations	0.00250	0.00023
Construction occupations	0.00302	0.00035
Extraction occupations	0.00045	0.00008
Installation, maintenance, and repair occupations	0.00141	0.00027
Production occupations	0.00263	0.00040
Transportation and material moving occupations	0.00307	0.00051
Military-specific occupations	0.00058	0.00016

Table A28: Standard errors for Table 8

Industry	ELs	Non-Els
Agriculture, forestry, fishing, hunting, and mining	0.00272	0.00027
Construction	0.00303	0.00037
Manufacturing	0.00291	0.00043
Wholesale trade	0.00149	0.00022
Retail trade	0.00379	0.00084
Transportation, warehousing, and utilities	0.00153	0.00027
Information and communications	0.00103	0.00024
Financial and insurance, real estate, and rental and leasing	0.00131	0.00030
Professional, scientific, management, administrative, and waste management services	0.00313	0.00049

Continued

Table A28: Standard errors for Table 8—continued

Industry	ELs	Non-Els
Educational services and health care and social assistance	0.00294	0.00069
Arts, entertainment, recreation, and accommodation and food service	0.00468	0.00094
Other services, except public administration	0.00230	0.00042
Public administration	0.00081	0.00022
Military	0.00071	0.00021

Table A29: Standard errors for Figure 18

Industry	ELs	Non-ELs
Among ELs:		
Parents	0.00176	0.00030
Among ELs who are parents:		
Employed part time	0.01083	0.00371
Employed full time	0.01395	0.00378
Single parents	0.01536	0.00366

Table A30: Standard errors for Table 9

Language	14–21-year-old parents
Spanish	0.01067
Chinese	0.00179
French	0.00484
Hindi	0.00227
Vietnamese	0.00197
Arabic	0.00384
German	0.00117
Korean	0.00129
Filipino/Tagalog	0.00165
Russian	0.00135
Other	0.00825

Appendix B: Additional Methodological Information on the 3-year Pooled Sample

Both the Public Use Microdata Sample (PUMS) and Integrated Public Use Microdata Series (IPUMS) data sources release individual-year data sets for each survey year, as well as 3- and 5-year combined samples. Usually IPUMS releases data a month or two after the PUMS data is available, but IPUMS is currently working on improving their data creation process, which is delaying their data releases. Consequently, the 2011–13 multiyear IPUMS sample, which should have been released in early 2016, is still not available.

To proceed, the three individual-year samples of IPUMS data were combined to create a 3-year pooled sample. The only two differences between the individual-year samples and the combined samples are the variables with dollar amounts—these will need to be converted into constant dollars—and the sample weights. For more information about the multiyear files, see https://usa.ipums.org/usa/acs_multyr.shtml.

Adjusting the dollar amount variables to constant dollars is straightforward; this report used Consumer Price Index (CPI) conversion factors to convert all dollar amounts into 2014 dollars. Correcting the sample weights, however, is more challenging. The first necessary adjustment to the sample weights once the 3-year file is created is to divide all the weights by three. Then the U.S. Census Bureau makes a few additional changes and modifications to the weights. Thus, if the dollar amounts are adjusted and the sample weights are divided by three, the data set created is very similar although not identical to the official 3-year pooled sample file.

After consulting with Dr. Jeanne Batalova, the subject matter expert, it was agreed that using the three individual-year IPUMS files was the best course of action. Dr. Batalova noted that typically the Migration Policy Institute does not wait for the multiyear file to be released before beginning analyses. Instead, they create their own 3-year sample using the method described above.

Additionally, both RTI and Dr. Batalova contacted IPUMS to inquire about the validity of the approach to manually create the 3-year data set. In both responses, IPUMS confirmed that the results would be very similar between the constructed 3-year file and the official multiyear file. Following is the response RTI received from IPUMS regarding creating a 3-

year data file. The bolded text (the bolding was added by RTI for emphasis) is most important.

> The IPUMS-USA Project is currently working on improving their data creation process. This will ultimately improve the IPUMS-USA project as a whole, but with the unfortunate side effect of delaying the release of the 2013 multi-year ACS data files. While there is no current estimated release date for these samples, I do not believe they will become available through IPUMS-USA before February of 2015.
>
> However, your proposed method of "stacking" the three single-year ACS files and adjusting the weights and dollar variables should be a sufficient approximation of the Census Bureau's three-year 2013 ACS file. While the Census Bureau does use more complex methods for generating multi-year weights (see Weighting Methodology from the 2012 three-year Accuracy Statement), **simply dividing by three is the primary adjustment and provides extremely similar values to the Census Bureau calculated weights**. You can verify this by trying to match the 2011–13 PUMS Estimates for User Verification. If you are still uncertain about the "stacking" method, I would recommend replicating your analysis using the stacked 2010 to 2012 ACS samples and compare your results with the actual 2012 three-year ACS sample.

Finally, Dr. Batalova used older data to test the claim that the official 3-year file and the manually created 3-year file would be extremely similar. She reran some analyses on both a 2010–12 IPUMS multiyear data file and a manually created 3-year data file using 2010, 2011, and 2012 IPUMS data. A crosstab follows of the sex and citizenship variables using both data sets. The percentages are very similar between the left-hand columns, which are estimated using the official IPUMS multiyear sample, and the right-hand columns, which are estimated using the 3-year sample that Dr. Batalova manually created out of individual-year data sets.

For the total population, only the percentage of females born in the United States is different across the two data sets. In the official multiyear sample, the percentage of U.S.-born females in the total population is 86.1 percent, and in the manually created 3-year sample, the percentage is 86.2 percent. The difference is only one tenth of one percent, and, because all numbers in the draft are rounded to whole numbers, there would be no difference in the number reported in the report.

For the ages 14–21 sample, there are only two differences: the percentage of females that are U.S. born and the percentage of females that are not citizens. Again, in all cases, the numbers differ by only one tenth of one percent, and, if these numbers were rounded to whole numbers, they would be identical.

	Official IPUMS Multiyear Sample					3-Year Sample Manually Created				
	U.S.-born	Born abroad of American parents	Naturalized citizen	Not a citizen	**TOTAL**	U.S born	Born abroad of American parents	Naturalized citizen	Not a citizen	**TOTAL**
Total Population										
Male	86.3	0.8	5.4	7.5	**100**	86.3	0.8	5.4	7.5	**100**
Female	86.1	0.8	6.2	6.9	**100**	86.2	0.8	6.2	6.9	**100**
Ages 14–21										
Male	90.9	1.0	1.9	6.2	**100**	90.9	1.0	1.9	6.2	**100**
Female	91.4	1.0	1.9	5.7	**100**	91.5	1.0	1.9	5.6	**100**

Given Dr. Batalova's recommendation, IPUMS's confirmation that the results will be extremely similar, and the test that Dr. Batalova ran comparing results with the two samples, this report was produced with the manually created 3-year sample. While the original plan was to update the results when the official 3-year multiyear sample was released, this was not possible due to unforeseen delays at the IPUMS website. It should be stressed that any minor differences in the weighted counts or percentages (on the order of one tenth of one percent) should make no difference with regard to policy implications.