

Continuation of NLS Discussion Paper 93-16
Part 3 of 3

This version of the paper was split for web delivery.

Appendix A

This appendix describes the procedures used in the construction of the data set analyzed in this study. The first section briefly describes the data set and details the selection criteria applied in choosing the analysis sample. The second section describes the construction of the variables contained in the analysis data set.

A.1 The Sample

The data used in this study are from the first ten rounds of the National Longitudinal Survey - Youth Cohort (NLSY). The NLSY covers both a randomly chosen, nationally representative sample of 6,111 young people, and a supplemental sample of 5,295 Black, Hispanic, or economically disadvantaged non-Hispanic, non-Black youth. The investigation concentrates on the labor market experiences of male respondents from both components of this survey. These young men were 14 to 21 years of age as of January 1, 1979. The youths themselves were interviewed annually beginning in 1979 and information about the labor market experiences of these young men is drawn from the first ten rounds of the NLSY covering the years 1978 to 1988.

This paper analyzes a data set of 2,699 young men drawn from the nationally representative sample of the NLSY and the supplemental samples of young Black and Hispanic men. The economically disadvantaged non-Black, non-Hispanic sub-sample is excluded from the analysis data set because there are a number of shortcomings in the way this supplemental sample was originally constructed. This exclusion restriction

reduces the available sample size from the 5,579 men in the non-military samples of the NLSY to 4,837. Inclusion in the analysis sample also required a young man to pass two other screens. The first screen required the person to be interviewed in every year of the first ten rounds of the NLSY. This restriction reduces the analysis sample from 4,837 to 3,744 young men. Table A.1 details the number of men dropped from the analysis sample by the year in which they first missed an interview. Finally, to ensure we are capturing a man's experiences from the first time he permanently enters the labor market an individual must have permanently left school sometime between January 1978 and the 1988 interview date to be included in the analysis data set. This last screen eliminates 1,045 men from the data set.

To determine if these selection rules result in an "unrepresentative" sample of young men, Table A.2 presents a breakdown of the male respondents in the NLSY and our analysis data set by sample component and racial origin. A casual survey of this table suggests that our analysis sample is representative of the male population represented in the entire NLSY.

A.2 The Variables

The variables that enter into the data set analyzed in this study can be grouped into five categories: (1) labor market experiences; (2) regular school attendance; (3) participation in other educational programs; (4) sources and amount of nonlabor income; and (5) demographic variables. Each subsection below details the construction of the

specific variables within these categories. A weekly series beginning with January 1978 and running through the week of the 1988 interview is created for every variable. These weekly series are combined in various ways to construct the data sets for the empirical analyses reported in the main body of the paper. The specific methods we use to combine the weekly series are outlined in the relevant section of the paper.

A.2.1 Labor-Market Experiences

The NLSY provides an exhaustive amount of information about the labor market experiences of youths. The specific data that are relevant to this analysis include the information collected on the dates of employment, the usual weekly hours and the usual wage rate. This detailed information is obtained for every significant job held by the youth from 1978 on; however, respondents are not asked these detailed questions for extraneous jobs. Specifically, for a job held for less than nine weeks or involving less than twenty hours per week, wage information is missing for this job unless it is the main job at the interview date, or it is not part of a government training program. In addition, these detailed questions are not asked if the respondent is less than 16 years of age at the time of the interview.

Even though the earnings and hours of work from these extraneous jobs should account for a negligible fraction of total labor income and hours of work, we explored two approaches to impute any missing information. The first method imputes a missing wage rate and/or hours of work for a specific job by using available information

regarding this job from other survey years. Specifically, if the respondent worked at the same job in any other year of the survey and he reported a value corresponding to the missing wage rate/hours of work information, this value is used in place of the missing variable. In the case of a missing wage rate the imputed value is adjusted to account for general changes in wages. The adjustment factor we used to deflate or inflate the value is based on the observed year to year percentage changes in hourly earnings from the analysis sample. The second approach to impute missing information uses the self-reported annual earnings and hours of work information in the survey. In particular, the procedures reported in Cameron, Gritz and MaCurdy (1989) are used to construct alternative measures of annual quantities to compare to the reported values.

Unfortunately, this approach resulted in numerous negative values for wage rates and hours of work. Therefore, we only use the first method to impute any missing values.

Missing information concerning the hourly wage rate at a specific job does not allow us to make the distinction between low-wage employment and high-wage employment that is a critical feature of our analysis. Thus, we are forced to drop an individual from the analysis sample the first time after he holds a job that does not have a reported or imputed wage rate. Missing wage information for jobs held before the individual permanently leaves school are ignored because the analysis only examines the low-wage and high-wage employment experiences of men after they permanently enter the labor market. For example, consider a young man who acquires a new job with a missing wage four years after leaving school. This man's labor market experiences for

the first four years are included in the sample analyzed in the paper; however, any experiences after the date he first held this job are excluded from the analyses.

We create eight weekly series to characterize the low-wage and high-wage employment experiences of respondents for each of the two concepts of low-wage employment (i.e., the LQ and M thresholds) presented in the paper. For every job held during a week we compare the reported or imputed wage rate to the relevant threshold to classify a job as either low-wage or high-wage employment. If the reported or imputed wage rate is below the low-wage threshold a job is considered low-wage employment. Conversely, if the wage is above the threshold the job is classified as high-wage employment. There are four series to summarize low-wage experiences, and four analogous series to capture high-wage experiences. In particular, the four low-wage series are: (1) the number of low-wage jobs held during the week; (2) the total number of hours worked in low-wage jobs that have either a reported or imputed value; (3) weekly earnings in all low-wage jobs that have a valid measure of hours; and, (4) the number of low-wage jobs that have a missing value for hours of work. These eight series provide information on the extent of multiple job holding, the division of hours of work between low-wage and high-wage jobs, and the fraction of total earnings derived from low-wage employment on a weekly basis.

A.2.2 Regular School Attendance

Regular schooling refers to educational activities designed to culminate in the award of a high school diploma or a college degree. These diploma/degree programs will generally be available in primary/secondary schools, community/junior colleges, 4-year colleges and universities. With regard to regular school attendance the NLSY obtains information relating to participation in regular schooling at each interview including whether the respondent is currently enrolled in school, if the individual was enrolled in school at any time since the last interview, the highest grade attended if enrolled since the last interview, and the last date of attendance if the person is not currently enrolled but he attended school since the last interview. In addition, information is collected regarding the highest grade completed by the respondent and whether he has obtained either a high-school diploma or a GED certificate since the last interview, as well as the month he received the diploma/certificate.

Two weekly series are created to summarize the regular schooling activities of respondents. The first series summarizes the highest grade completed by the respondent prior to each week. The second series consists of an indicator variable that equals one if the respondent is classified as attending regular school during a particular week and zero otherwise. We cannot determine the exact weeks of participation in regular schooling so we use a simple assignment scheme based upon schooling status at the interview date and the reported last date of attendance. Specifically, if the individual was enrolled in school at an interview date, the series is set equal to one for each week since the last interview

week (January 1978 for the first interview) including the current interview week.

Further, if the respondent is not enrolled at the interview but he has attended school since the last interview, we can only determine the last month he was enrolled in school.

Accordingly, as long as the reported last date of attendance is after the last interview date, the series is set equal to one for each week since the last interview week up to and including the last full week in the month of last attendance. Finally, if neither of the above conditions are met, the series is equal to zero for each week since the last interview.

A.2.3 Participation in Other Educational Programs

NLSY respondents are also asked about their participation in educational programs other than regular schooling. These other educational programs primarily consist of several government training programs (e.g., CETA, JTPA, Job Corps) and a wide variety of privately provided training including formal company training programs as well as vocational schools. To be included in this category of educational activities the training program must last at least four weeks but it does not have to result in any formal degree or certificate.

The training data obtained at each annual interview consists of information on participation in training programs before 1978, the beginning and ending dates of training spells that occur after January 1978, the respondent's success in completing the training program, the type of program, the occupation being trained for (if applicable), and the

usual number of hours per week spent in the program. Although we are interested in the role training plays in determining individuals' employment experiences, we create a single weekly series to summarize the training activities of the young men in our sample. Specifically, we create a weekly series consisting of an indicator variable that is equal to one if the person is participating in either a government or private training program during a given week.

A.2.4 Sources and Amount of Nonlabor Income

To construct the tables in Section 3 of the paper we require information on the amount of nonlabor income by source. At each interview annual information is obtained about numerous income sources and the amount of income derived from each source during the previous calendar year for both the respondent and other members of the respondent's household. These measures include income from unemployment compensation, business or farm income, alimony and child support payments, educational benefits, the cash value of transfer payments from government welfare programs, and income from other persons or sources. Further, if the respondent was married at the time of the interview, annual information covering the previous calendar year is also obtained concerning a spouse's labor market earnings, business or farm income, income from unemployment compensation, educational benefits, and income received from other persons or sources. Alternatively, if the respondent was cohabitating with an opposite

sex adult as a partner at the time of the interview, information is collected about the total income received by this person in the previous calendar year.

We create three weekly series to capture other sources of household income. The first series characterizes the nonlabor, nontransfer income of the male respondents including income from unemployment compensation, business or farm income, alimony and child support payments, educational benefits and income from other persons or sources. The second series summarizes the total income of a respondent's spouse or opposite sex adult partner. The third series captures transfer income from three government welfare programs (i.e., Aid to Families with Dependent Children (AFDC), Food Stamp Program (FSP) and Supplemental Security Income and/or any "other public assistance" (OPA) programs). The measures that enter into the first two series are annual quantities and we use a simple averaging scheme to assign weekly amounts. For the respondent's other income series, weekly income is equal to $1/52$ of the sum of the annual measures. The procedure used for the second series depends upon the household structure during the relevant week. If the respondent is married during the previous calendar year, the second series is equal to $1/52$ of the spouse's total income for the weeks he was married in the past year. If the respondent is not married but living with an opposite sex adult as a partner at the time of the interview and he was living with a partner at the last interview, the second series is equal to $1/52$ of the partner's total income in each week of the previous calendar year. Finally, if neither of the above conditions are met, the second series is set equal to zero for the entire 52-week period

covering the relevant calendar year. Data for the third series are recorded on a monthly basis and we can determine the exact months of receipt as well as an average monthly amount for total welfare benefits. Thus, for each week that begins during a particular month the third series is equal to the sum of the total benefits received during this month divided by 4.3 to obtain an average weekly amount of transfer income.

A.2.5 Demographic Variables

The NLSY provides an extensive amount of demographic information. The demographic variables of interest for our analysis are the marital status of the man, his age and his racial origin. The NLSY collects data at each interview regarding the month and year of any change in marital status since the last interview. These changes include information not only on marriages and divorces but also on separations, reconciliations and the death of a spouse. With respect to age and racial origin, the respondents self-reported their date of birth and we base their racial origin upon the assignment of the respondent to a specific sample component in the NLSY. Specifically, the three sample components are: non-Hispanic, non-Black (referred to as White in the paper); Black; and Hispanic.

We create three weekly series of demographic variables. The first series consists of an indicator variable that equals one in a given week if the respondent reported being married with their spouse present and zero otherwise. For instance, this indicator variable is set to one in the first week of the month an individual reports a marriage or

reconciliation and remains equal to one until the next time he reports a divorce, separation or death of a spouse. The second series measures the age of the respondent in years and months in each week from January 1978 to the last interview week. Finally, the third series is simply the racial origin of the respondent and is constant over the entire period.

Table A.1

Year of Interview	Number of Observations Deleted for Missing Interview	Number of Observations Remaining
1979	--	4837
1980	210	4627
1981	92	4535
1982	89	4446
1983	55	4391
1984	106	4285
1985	125	4160
1986	139	4021
1987	158	3863
1988	119	3744

Table A.2

Sample Component and Racial Origin	Number of Observations in Entire NLSY Sample ^a	Number of Observations in Analysis Sample ^b
Random Sample, non-Hispanic, non-Black	2439 (50.4)	1394 (51.6)
Random Sample, Black	346 (7.2)	192 (7.1)
Random Sample, Hispanic	218 (4.5)	109 (4.1)
Supplemental Sample, Black	1105 (22.8)	636 (23.6)
Supplemental Sample, Hispanic	729 (15.1)	368 (13.7)

^a The number in parentheses is the proportion of the original sample of the NLSY men from each sub-sample.

^b The number in parentheses is the proportion from each sub-sample of the original sample of the NLSY men interviewed in each of the 10 years and who permanently entered the labor market after January 1978.

Appendix B

This appendix describes the empirical specifications that are estimated to construct the comprehensive picture of the labor market experiences of young men presented in the main body of the paper. This appendix contains two subsections. The first subsection describes the empirical specifications employed to estimate the spell distributions that characterize the amount of time an individual continuously occupies each of the five labor market statuses outlined in Section 2 of the paper. The second subsection specifies the empirical model used to estimate the entrance probabilities that summarize the likelihood an individual enters each of the alternative statuses given he has left a particular status.

B.1 An Econometric Framework for Estimating Duration Distributions

A duration distribution characterizes the likelihood an individual experiences a specific number of weeks in a particular labor market status given initial entry into the status. A formulation for the duration distribution is given by

$$(B.1) \quad f_i(\tau) = S_i(\tau-1)[1 - P_i(\tau, Z)],$$

with

$$(B.2) \quad S_i(\tau-1) = \prod_{t=1}^{\tau-1} P_i(t, Z),$$

where $P_i(t, Z)$ represents the probability of continuing in a particular status that conditions on the variables t and Z , and i designates an arbitrary labor market status. The function $f_i(\tau)$ specifies the probability that duration in status i will last exactly τ weeks for

individuals characterized by attributes Z . The quantity $S_i(\tau-1)$, referred to as the survivor function, represents the probability that individuals with attributes Z will experience at least $\tau-1$ weeks in status i .

Specifying the likelihood that a man experiences a sequence of weeks in a particular labor market status, recognizing the possibility that he may still be in that status at the end of the observation period (i.e., the spell is right censored), provides a framework for estimating the duration distribution in status i . The likelihood of observing a spell of length T for an individual with attributes Z is

$$(B.3) \quad L_i(T, Z) = \prod_{t=1}^{T-1} P_i(t, Z) [1 - P_i(T, Z)]^{1-c},$$

where $c = 1$ if the spell is right censored and $= 0$ otherwise. To obtain unbiased estimates of the transition probabilities $P_i(t, Z)$ that determine the duration distributions we must implement weighted maximum likelihood methods to account for the nonrepresentative samples included in the NLSY. Introducing weights (ω) into the likelihood of observing a particular duration for an individual with attributes Z results in a log-likelihood function of

$$(B.4) \quad \ln L_i(T, Z) = \left\{ \sum_{t=1}^{T-1} \omega_t \ln [P_i(t, Z)] \right\} + \omega_T (c-1) \ln [1 - P_i(T, Z)].$$

Maximizing the sum of the individual contributions represented by (B.4) over spells and individuals yields consistent parameter estimates that possess an asymptotic normal distribution with a known variance-covariance matrix (see Amemiya (1985) pp. 319-338).

In the specification of the probabilities $P_i(t,Z)$, the variables Z are set at the time of entry into the status, and the variable t represents the level of duration in status i accumulated up to the point of evaluation. The literature terms the influence of t on P as duration dependence and exploratory data analysis reveals that P is a highly nonlinear function of t , ruling out simple parametric formulations of duration dependence. Further, this preliminary data analysis suggests there are sophisticated interactions between individual attributes Z and the pattern of duration dependence. Accounting for this latter feature of the data rules out "proportional hazards" as a specification for P , which represents one of the most popular choices in the literature.

The following logit specification for the probabilities $P_i(t,Z)$ incorporates the desired features:

$$(B.5) \quad P_i(t,Z) = \frac{1}{1 + e^{Z_1\beta_i + g_i(t,Z_2,\alpha_i)}}$$

where Z_1 and Z_2 are vectors of variables made up of the attributes Z , β_i and α_i are appropriately dimensioned parameter vectors, and the function $g_i(t,Z_2,\alpha_i)$ is given by

$$(B.6) \quad g_i(t,Z_2,\alpha_i) = \sum_{j=1}^{K_i} [\Phi_{ij}(t) - \Phi_{ij-1}(t)] [\alpha_{ij0}Z_2 + t\alpha_{ij1}]$$

The quantities $\Phi_{ij}(t)$ denote the cumulative distribution function (cdf) of a normal random variable possessing mean μ_{ij} and variance σ_{ij}^2 and their inclusion in $g_i(\bullet)$ results in a smooth spline function that determines the duration properties associated with the time spent in labor market status i .

To understand the nature of these splines, consider the properties of $g_i(\bullet)$ which allow for increasing, decreasing or non-monotonic forms of duration dependence. The presence of the cdf's in (B.6) incorporates spline features in $g_i(\bullet)$ so that the polynomial $\alpha_{ij0} Z_2 + t \alpha_{ij1}$ represents $g_i(\bullet)$ over only a prespecified range of t and the inclusion of Z_2 in $g_i(\bullet)$ allows the patterns of duration dependence to vary according to all the attributes included in this vector of variables. To describe the basic properties of $g_i(\bullet)$, suppose for the moment that Z_2 consists only of an intercept (i.e., $\alpha_{ij0} Z_2 + t \alpha_{ij1} = \alpha_{ij0} + t \alpha_{ij1}$). In particular, suppose one wishes to set $g_i(\bullet) = \alpha_{i10} + t \alpha_{i11}$ for values of t between 0 and t^* and set $g_i(\bullet) = \alpha_{i20} + t \alpha_{i21}$ for values of t between t^* and an upper bound of t^u . To create a specification of $g_i(\bullet)$ that satisfies this property assign $K_i = 2$ in (B.6); fix the three means determining the cdf's as $\mu_{i0} = 0$, $\mu_{i1} = t^*$, $\mu_{i2} = t^u$; and pick small values for the three standard deviations σ_{i0} , σ_{i1} , and σ_{i2} . These choices for the μ 's and the σ 's imply that the quantity $\Phi_{i1}(t) - \Phi_{i0}(t) = 1$ over the range $(0, t^*)$ and $= 0$ elsewhere, and the quantity $\Phi_{i2}(t) - \Phi_{i1}(t) = 1$ over the range (t^*, t^u) and $= 0$ elsewhere. The function $g_i(\bullet)$ possess the desired property and it is differentiable in t . Further, with the values of the μ_{ij} 's and the σ_{ij}^2 's set in advance of estimation, $g_i(\bullet)$ is strictly linear in the parameters α_i and known functions of t and Z_2 . One can control where each spline or polynomial begins and ends by adjusting the values of the μ_{ij} 's. Similarly, one can also control how quickly each spline cuts in and out by adjusting the values of the σ_{ij}^2 's, with higher values providing for a more gradual and smoother transition from one polynomial to the next.

Preliminary analyses of the Kaplan-Meier hazard functions suggest $K_i = 5$ for each of the five labor market statuses: low-wage employment (ℓ); high-wage employment (h); simultaneous employment in both a low- and high-wage job (b); training activities (e); and nonemployment (n). Table B.1 presents the prespecified values of the five μ_{ij} 's and σ_{ij}^2 's. Separate empirical analyses are conducted for the four education categories denoted in the paper and the μ_{ij} 's and σ_{ij}^2 's are the same for all education categories. Further, extensive testing indicates the null hypothesis of $\alpha_{ij1} = 0$ for all i and j cannot be rejected at conventional significance levels and all of the estimated duration distributions imposed this restriction on the parameters.

Table B.1
Means and Standard Deviations of Smooth Spline Functions in Duration Distributions

Labor Market Status	μ_0, σ_0	μ_1, σ_1	μ_2, σ_2	μ_3, σ_3	μ_4, σ_4	μ_5, σ_5
ℓ	0, 0.1	8, 1.0	20, 2.0	50, 4.0	100, 8.0	1000, 1.0
h	0, 0.1	15, 1.0	50, 2.0	100, 4.0	200, 8.0	1000, 1.0
b	0, 0.1	4, 0.5	8, 0.5	20, 2.0	40, 2.0	1000, 1.0
e	0, 0.1	8, 1.0	20, 2.0	50, 4.0	100, 8.0	1000, 1.0
n	0, 0.1	4, 0.5	12, 1.0	30, 2.0	80, 4.0	1000, 1.0

The effects of the covariates Z are incorporated entirely through Z_2 by setting the β_i 's equal to zero for all i . In addition to an intercept term, the empirical results in

reported in the paper include two distinct sets of variables in the covariates Z_2 : demographic characteristics represented by X ; and variables H that summarize an individual's particular work history prior to the start of the current spell. The only attributes included in X are two indicator variables for racial origin (BLACK and HISPANIC). The work history variables H consist of the following measures: potential labor market experience measured as total number of weeks since the individual left school (EXP); two indicator variables for previous low-wage employment in the past 52 weeks and in the past 104 weeks since leaving school (LWJ1 and LWJ2); six indicator variables for schooling and the five labor market statuses to capture the economic status occupied by the individual prior to entering the current status ($P_s, P_l, P_h, P_b, P_e, P_n$); the total number of weeks employed since leaving school (EMP); the fraction of the last 52 weeks (or the time since leaving school if individual left school less than a year ago) spent in employment (EMP52); and the total number of weeks spent in training programs since leaving school (TRN).

Tables B.2 present the final specifications estimated for the four education groups. The first column in each table lists the definition of the variables included in Z_2 for all of the five labor market statuses and the rest of the table presents details of the parameter restrictions imposed in the final specification. In addition to parameter restrictions that are necessary to secure identification, we restrict the coefficients on the variables in Z_2 , other than the constant term, in two ways: first, if none of the individual coefficients are significantly different from zero at conventional significance levels and a joint hypothesis

test suggests that all of the parameters are equal to zero we impose this zero restriction; and second, we restrict the coefficients to be equal across spline points whenever a joint hypothesis test indicates this is a valid restriction. The upper entry in each cell of the table specifies the spline segments that contain the relevant variable. For example, consider Table B.2 for education category 11-, in the column corresponding to low-wage employment the intercept term has an entry of "1, 2, 3, 4, 5" indicating that this variable enters all five spline segments, whereas the covariate BLACK has an entry "1, 2, 3, 4" indicating that this variable is included in the first four splines but is not included in the last segment. The lower entry in a cell indicates the presence of any across spline segment parameter restrictions. For instance, the column corresponding to labor market status b in Table B.2 for education category 12, the lower entry for the variable indicating that the individual entered this status from a low-wage job ($P\ell$) is "2-3-4" indicating that the parameter for this variable is constrained to be equal across the second, third and fourth spline segments.

Table B.2
Specifications for Duration Distributions
High-School Dropouts (11-)

Variable	Labor Market Status				
	<i>l</i>	<i>h</i>	<i>b</i>	<i>e</i>	<i>n</i>
Intercept	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5
BLACK	1, 2, 3, 4	1, 2, 3, 4	1, 2 1-2	1, 2, 3	1, 2, 3, 4
HISPANIC	1, 2, 3, 4	1, 2, 3, 4	1, 2 1-2	1, 2, 3	1, 2, 3, 4
P_l		1, 2, 3, 4	1, 2 1-2	1, 2, 3	1, 2, 3, 4
P_h	1, 2, 3, 4			1, 2, 3	
P_b	1, 2, 3, 4	1, 2, 3, 4			
P_e	1, 2, 3, 4	1, 2, 3, 4			1, 2, 3, 4
P_n					
P_s	1, 2, 3, 4	1, 2, 3, 4		1, 2, 3	1, 2, 3, 4
ln(EXP)	1, 2, 3, 4	1, 2, 3, 4	1, 2 1-2	1, 2, 3	1, 2, 3, 4
ln(EXP) * (EMP/EXP)	1, 2, 3, 4	1, 2, 3, 4	1, 2 1-2	1, 2, 3	1, 2, 3, 4
(EMP/EXP)	1, 2, 3, 4	1, 2, 3, 4	1, 2 1-2	1, 2, 3	1, 2, 3, 4
EMP52	1, 2, 3, 4	1, 2, 3, 4	1, 2 1-2	1, 2, 3	1, 2, 3, 4
LWJ1	1, 2, 3, 4	1, 2, 3, 4	1, 2 1-2	1, 2, 3	1, 2, 3, 4
LWJ2	1, 2, 3, 4	1, 2, 3, 4	1, 2 1-2	1, 2, 3	1, 2, 3, 4
TRN	1, 2, 3, 4	1, 2, 3, 4	1, 2 1-2	1, 2, 3	1, 2, 3, 4

Table B.2 (cont.)
High-School Graduates (12)

Variable	Labor Market Status				
	<i>l</i>	<i>h</i>	<i>b</i>	<i>e</i>	<i>n</i>
Intercept	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5
BLACK	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4 2-3-4	1, 2, 3	1, 2, 3, 4
HISPANIC	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4 2-3-4	1, 2, 3	1, 2, 3, 4
<i>P_l</i>		1, 2, 3, 4	1, 2, 3, 4 2-3-4	1, 2, 3	1, 2, 3, 4
<i>P_h</i>	1, 2, 3, 4			1, 2, 3	
<i>P_b</i>	1, 2, 3, 4	1, 2, 3, 4			
<i>P_e</i>	1, 2, 3, 4	1, 2, 3, 4			1, 2, 3, 4
<i>P_n</i>					
<i>P_s</i>	1, 2, 3, 4	1, 2, 3, 4		1, 2, 3	1, 2, 3, 4
ln(EXP)	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4 2-3-4	1, 2, 3	1, 2, 3, 4
ln(EXP) * (EMP/EXP)	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4 2-3-4	1, 2, 3	1, 2, 3, 4
(EMP/EXP)	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4 2-3-4	1, 2, 3	1, 2, 3, 4
EMP52	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4 2-3-4	1, 2, 3	1, 2, 3, 4
LWJ1	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4 2-3-4	1, 2, 3	1, 2, 3, 4
LWJ2	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4 2-3-4	1, 2, 3	1, 2, 3, 4
TRN	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4 2-3-4	1, 2, 3	1, 2, 3, 4

Table B.2 (cont.)
Some College (13-15)

Variable	Labor Market Status				
	<i>l</i>	<i>h</i>	<i>b</i>	<i>e</i>	<i>n</i>
Intercept	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5
BLACK	1, 2, 3	1, 2, 3, 4	1, 2, 3 2-3	1, 2, 3, 4 2-3-4	1, 2, 3
HISPANIC	1, 2, 3	1, 2, 3, 4	1, 2, 3 2-3	1, 2, 3, 4 2-3-4	1, 2, 3
<i>P_l</i>		1, 2, 3, 4	1, 2, 3 2-3	1, 2, 3, 4 2-3-4	1, 2, 3
<i>P_h</i>	1, 2, 3			1, 2, 3, 4 2-3-4	
<i>P_b</i>	1, 2, 3	1, 2, 3, 4			
<i>P_e</i>	1, 2, 3	1, 2, 3, 4			1, 2, 3
<i>P_n</i>					
<i>P_s</i>	1, 2, 3	1, 2, 3, 4		1, 2, 3, 4 2-3-4	1, 2, 3
ln(EXP)	1, 2, 3	1, 2, 3, 4	1, 2, 3 2-3	1, 2, 3, 4 2-3-4	1, 2, 3
ln(EXP) * (EMP/EXP)	1, 2, 3	1, 2, 3, 4	1, 2, 3 2-3	1, 2, 3, 4 2-3-4	1, 2, 3
(EMP/EXP)	1, 2, 3	1, 2, 3, 4	1, 2, 3 2-3	1, 2, 3, 4 2-3-4	1, 2, 3
EMP52	1, 2, 3	1, 2, 3, 4	1, 2, 3 2-3	1, 2, 3, 4 2-3-4	1, 2, 3
LWJ1	1, 2, 3	1, 2, 3, 4	1, 2, 3 2-3	1, 2, 3, 4 2-3-4	1, 2, 3
LWJ2	1, 2, 3	1, 2, 3, 4	1, 2, 3 2-3	1, 2, 3, 4 2-3-4	1, 2, 3
TRN	1, 2, 3	1, 2, 3, 4	1, 2, 3 2-3	1, 2, 3, 4 2-3-4	1, 2, 3

Table B.2 (cont.)
College Graduates (16+)

Variable	Labor Market Status				
	<i>l</i>	<i>h</i>	<i>b</i>	<i>e</i>	<i>n</i>
Intercept	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5
BLACK	1, 2, 3 2-3	1, 2, 3, 4	1, 2 1-2	1, 2, 3 1-2-3	1, 2, 3
HISPANIC	1, 2, 3 2-3	1, 2, 3, 4	1, 2 1-2	1, 2, 3 1-2-3	1, 2, 3
P_l		1, 2, 3, 4	1, 2 1-2	1, 2, 3 1-2-3	1, 2, 3
P_h	1, 2, 3 2-3			1, 2, 3 1-2-3	
P_b	1, 2, 3 2-3	1, 2, 3, 4			
P_e	1, 2, 3 2-3	1, 2, 3, 4			1, 2, 3
P_n					
P_s	1, 2, 3 2-3	1, 2, 3, 4		1, 2, 3 1-2-3	1, 2, 3
ln(EXP)	1, 2, 3 2-3	1, 2, 3, 4	1, 2 1-2	1, 2, 3 1-2-3	1, 2, 3
ln(EXP) * (EMP/EXP)	1, 2, 3 2-3	1, 2, 3, 4	1, 2 1-2	1, 2, 3 1-2-3	1, 2, 3
(EMP/EXP)	1, 2, 3 2-3	1, 2, 3, 4	1, 2 1-2	1, 2, 3 1-2-3	1, 2, 3
EMP52	1, 2, 3 2-3	1, 2, 3, 4	1, 2 1-2	1, 2, 3 1-2-3	1, 2, 3
LWJ1	1, 2, 3 2-3	1, 2, 3, 4	1, 2 1-2	1, 2, 3 1-2-3	1, 2, 3
LWJ2		1, 2, 3, 4	1, 2 1-2	1, 2, 3 1-2-3	1, 2, 3
TRN	1, 2, 3 2-3	1, 2, 3, 4	1, 2 1-2	1, 2, 3 1-2-3	1, 2, 3

B.2 Empirical Specifications of Initial Status and Entrance Probabilities

Multinomial logit specifications are used to estimate both types of entrance probabilities outlined in the main body of the paper. Simple specifications are used to estimate the initial labor market status probabilities that capture the probability an individual enters one of the five labor market statuses upon leaving school. More complex specifications are implemented to estimate the parameters of the entrance probabilities that determine the likelihood an individual enters a particular labor market status given he has just ended a spell in a different status. This sub-section first outlines the general statistical framework; it then turns to a presentation of the particular specifications used for the initial labor market status probabilities; and finally, the discussion addresses the specifications estimated for the entrance probabilities.

The statistical framework needed to examine the process that determines the probability an individual occupies a particular economic status when it is known he has just switched statuses involves what can generally be termed an "entrance" probability. These entrance probabilities reflect the likelihood an individual enters each of the alternative statuses immediately upon ending a period of time spent in a given status. Specifically, upon terminating an episode in status k , define the probability that an individual enters status i as

$$(B.7) \quad Pr(k \rightarrow i) = Pr(k \rightarrow i | T, Z), \quad k \neq i,$$

after experiencing a spell of T weeks in status k . Formally, the quantity in (B.7) represents the probability an individual moves from residency in status k to occupancy of

labor market status i conditional on ending a spell of T weeks in status k and on the covariates Z .

The inclusion of the supplemental samples from the NLSY requires us to implement weighted maximum likelihood procedures to estimate these entrance probabilities. Introducing weights ω_k into the likelihood of observing a transition out of status k for an individual who has occupied status k for T weeks with attributes Z yields a log-likelihood function of

$$(B.8) \quad \ln L_k(T, Z) = \omega_k \left\{ \sum_{i=1}^M m(i) \ln Pr(k \rightarrow i | T, Z) \right\},$$

where there are M possible destination statuses and $m(i)$ is an indicator variable that = 1 if the observed status change is to status i and = 0 otherwise. Maximizing the sum of the individual contributions represented by (B.8) over all observed transitions out of status k produces consistent and asymptotically normally distributed parameter estimates with a known variance-covariance matrix (see Amemiya (1985) pp. 319-338).

We parameterize the entrance probabilities using a multinomial logit specification with a general form given by

$$(B.9) \quad Pr(k \rightarrow i | T, Z) = \frac{e^{Z_1 \beta_{ki} + g_{ki}(T, Z_2, \alpha_{ki}) + a_{ki}(A, Z_3, \gamma_{ki})}}{\sum_{j \neq k} e^{Z_1 \beta_{kj} + g_{kj}(T, Z_2, \alpha_{kj}) + a_{kj}(A, Z_3, \gamma_{kj})}}, \quad k \neq i,$$

where A is a particular attribute of an individual, Z_1 , Z_2 and Z_3 are vectors of individual attributes, α_{ki} , β_{ki} , and γ_{ki} are suitably dimensioned parameter vectors, and $g_{ki}(\bullet)$ and $a_{ki}(\bullet)$ are smooth spline functions that permit very flexible relationships between the

entrance probability and the variables T , Z_2 , A and Z_3 . The functions $g_{ki}(\bullet)$ are identical to functions $g_i(\bullet)$ specified in B.6 with the normal cdf's now evaluated at the completed spell length of T . Whereas the functions presented in B.6 determine the characteristics of duration dependence, the smooth spline functions in these specifications determine how the likelihood of various entrances change with the length of the spell that has just terminated in status k . The functions $a_{ki}(\bullet)$ are defined very similarly to the $g_{ki}(\bullet)$ except the spline properties now relate to different values of the individual attribute A . Specifically, the quantity $a_{ki}(\bullet)$ is given by

$$a_{ki}(A, Z_3, \gamma_{ki}) = \sum_{j=1}^{K_{ki}^a} [\Phi_{kij}(A) - \Phi_{kij-1}(A)] [\gamma_{kij} Z_3],$$

where the $\Phi_{ki}(A)$ denotes a normal cdf with a prespecified mean and variance evaluated at the value of attribute A . These smooth spline functions permit the variables included in Z_3 to have a different influence on the entrance probability depending upon an individual's value of attribute A .

The initial labor market status probabilities reflect the likelihood an individual leaves school (status s) and enters each of the five labor market statuses ℓ , h , b , e , and n . We specify these probabilities as a simplification of the multinomial logit specification given in equation (B.9). Different models are estimated for each of the four education categories with the attributes Z measured at the time the individual permanently leaves school. The attributes Z only include demographic characteristics X because the nature of these probabilities rules out the possibility that they depend upon any labor market

history variables. Specifically, Z_1 includes the two racial origin variables (BLACK and HISPANIC), the α 's are all set to zero resulting in the $g_{si}(\bullet)$'s dropping out of the probability, Z_3 only includes an intercept, and the attribute A , which determines the nature of the $a_{si}(\bullet)$ functions, is equal to the age of the individual measured in months. The particular parameterization of the $a_{si}(\bullet)$ has $K_{si}^* = 2$ with the mean and variance of the normal cdf's being equal for the five potential labor market statuses but differing across the four educational groupings as shown in Table B.3.

Table B.3
Means and Standard Deviations for Smooth Splines in Initial Labor Market Probabilities

Education Category	11-	12	13-15	16+
Mean (weeks)	216.0	228.0	276.0	288.0
Standard Deviation	1.00	1.00	1.00	1.00

The entrance probabilities that characterize the likelihood of entering an alternative status given an individual has just ended a spell in a particular labor market status are estimated using a general specification of equation (B.9) including both the $g_{ki}(\bullet)$ and $a_{ki}(\bullet)$ smooth spline functions. The spline points determined by the duration of the preceding spell, which characterize the $g_{ki}(\bullet)$ functions, differ across the origin status k but are equal for the four educational categories. The adopted specification sets $K_{ki} = 2$ for all statuses k and i . Table B.4 presents the prespecified means and standard deviations for the entrance probabilities. To account for non-linear effects of labor

market experience on these entrance probabilities the $a_{ki}(\bullet)$ spline functions set the attribute A equal to the total number of weeks of potential labor market experience measured at the beginning of the spell in status k that is just ending (i.e., the covariate EXP). We specify $K_{ki}^a = 2$ for all possible statuses and the locations of the spline points are identical across the statuses k but differ only slightly for the four educational categories. Table B.5 lists the means and standard deviations used in the $a_{ki}(\bullet)$ spline functions for the four educational categories.

Table B.4

Means and Standard Deviations for $g_{ki}(\bullet)$ Splines in Entrance Probabilities

Labor Market Status Exiting From	l	h	b	e	n
Mean (duration in weeks)	20.0	50.0	4.0	20.0	12.0
Standard Deviation	2.0	2.0	0.5	2.0	1.0

Table B.5

Means and Standard Deviations for $a_{ki}(\bullet)$ Splines in Entrance Probabilities

Education Category	11-	12	13-15	16+
Mean (weeks of EXP)	200.0	200.0	200.0	104.0
Standard Deviation	50.00	50.00	50.00	50.00

The influence of individual attributes (Z) on the entrance probabilities are accounted for through all three covariate vectors, Z_1 , Z_2 and Z_3 . In addition to the

demographic and labor market history variables discussed above in Section B.1, there are two additional covariates included in the entrance probabilities. The first additional covariate is the length of the spell in status k that is just ending (T) and is the same variable that determines the spline points in the $g_{ki}(\bullet)$ functions. The second added covariate is an indicator variable that is equal to 1 if the individual enrolled in any training program prior to the start of the just terminated spell (ANYTRN) and is included to account for any possible qualitative effects of participating in a training program after leaving school.

Table B.6 summarizes the covariates included in the final empirical specification distinguishing among the variables included in the vectors Z_1 , Z_2 and Z_3 . The columns in Table B.6 correspond to the labor market status the individual is leaving. The upper entry in each cell details whether the variable is included in the entrance probability for each particular destination status the person can enter from the relevant origin status. For example, from the origin status n , an entry of (ℓ, h, e) implies the entrance probabilities include this variable in the estimation of the probability of entering the possible destination statuses of low-wage employment, high-wage employment and training. If a possible destination status does not appear in an entire column, this implies that the estimated probability of entering this excluded status is identically zero for everyone leaving the relevant status. For instance, the probability of entering both low-wage and high-wage employment from nonemployment is set equal to zero and the status b does not appear in the column corresponding to status n . The lower entry in each cell indicates

whether the variable is included in the final model for each of the four educational categories. Specifically, an entry of (11-, 12, 13-15, 16+) indicates the variable is included in the model for all educational categories while an entry of (11-, 12, 13-15) implies the variable is excluded from the model describing the entrance probabilities for college graduates.

Table B.6
Model Specifications for Entrance Probabilities

Variable	Origin Labor Market Status				
	<i>l</i>	<i>h</i>	<i>b</i>	<i>e</i>	<i>n</i>
Variables included in Z ₁					
<i>P_l</i>		<i>l, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, h</i> 11-, 12, 13-15, 16+	<i>l, h, n</i> 11-, 12, 13-15, 16+	<i>l, h, e</i> 11-, 12, 13-15, 16-
<i>P_h</i>					
<i>P_b</i>	<i>h, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, b, e, n</i> 11-, 12, 13-15, 16+			
<i>P_e</i>	<i>h, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, b, e, n</i> 11-, 12, 13-15, 16+			<i>l, h, e</i> 11-, 12, 13-15, 16-
<i>P_n</i>	<i>h, b, e, n</i> 11-, 12, 13-15, 16+			<i>l, h, n</i> 11-, 12, 13-15, 16+	
<i>P_s</i>	<i>h, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, h</i> 11-, 12, 13-15, 16+	<i>l, h, n</i> 11-, 12, 13-15, 16-	<i>l, h, e</i> 11-, 12, 13-15, 16+
<i>P_s*BLACK</i>					<i>l, h, e</i> 11-, 12, 13-15, 16+
<i>P_s*HISPANIC</i>					<i>l, h, e</i> 11-, 12, 13-15, 16+
ln(EXP) * (EMP/EXP)	<i>h, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, b, e, n</i> 11-, 12, 13-15, 16-	<i>l, h</i> 11-, 12, 13-15, 16+	<i>l, h, n</i> 11-, 12, 13-15, 16-	<i>l, h, e</i> 11-, 12, 13-15, 16-
(EMP/EXP)	<i>h, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, h</i> 11-, 12, 13-15, 16+	<i>l, h, n</i> 11-, 12, 13-15, 16+	<i>l, h, e</i> 11-, 12, 13-15, 16+
EMP52	<i>h, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, h</i> 11-, 12, 13-15, 16+	<i>l, h, n</i> 11-, 12, 13-15, 16+	<i>l, h, e</i> 11-, 12, 13-15, 16+
LWJ1	<i>h, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, h</i> 11-, 12, 13-15, 16+	<i>l, h, n</i> 11-, 12, 13-15, 16+	<i>l, h, e</i> 11-, 12, 13-15, 16+
LWJ2	<i>h, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, h</i> 11-, 12, 13-15, 16+	<i>l, h, n</i> 11-, 12, 13-15, 16+	<i>l, h, e</i> 11-, 12, 13-15, 16+
TRN	<i>h, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, h</i> 11-, 12, 13-15, 16+	<i>l, h, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, h, e</i> 11-, 12, 13-15, 16+
ANYTRN	<i>e</i> 11-, 12, 13-15, 16+	<i>e</i> 11-, 12, 13-15, 16+			<i>e</i> 11-, 12, 13-15, 16+

Table B.6 (cont.)
Model Specifications for Entrance Probabilities

Variable	Origin Labor Market Status				
	<i>l</i>	<i>h</i>	<i>b</i>	<i>e</i>	<i>n</i>
Variables included in Z_2					
Intercept	<i>h, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, b, e, n</i> 11-, 12, 13-15, 16-	<i>l, h</i> 11-, 12, 13-15, 16+	<i>l, h, n</i> 11-, 12, 13-15, 16+	<i>l, h, e</i> 11-, 12, 13-15, 16+
BLACK ¹	<i>h, b, e, n</i> 11-, 12, 13-15	<i>l, b, e, n</i> 11-, 12, 13-15	<i>l, h</i> 11-, 12, 13-15	<i>l, h, n</i> 11-, 12, 13-15	<i>l, h, e</i> 11-, 12, 13-15
HISPANIC ¹	<i>h, b, e, n</i> 11-, 12, 13-15	<i>l, b, e, n</i> 11-, 12, 13-15	<i>l, h</i> 11-, 12, 13-15	<i>l, h, n</i> 11-, 12, 13-15	<i>l, h, e</i> 11-, 12, 13-15
T	<i>h, b, e, n</i> 11-, 12, 13-15, 16-	<i>l, b, e, n</i> 11-, 12, 13-15, 16-	<i>l, h</i> 11-, 12, 13-15, 16-	<i>l, h, n</i> 11-, 12, 13-15, 16+	<i>l, h, e</i> 11-, 12, 13-15, 16+
Variables included in Z_3					
Intercept	<i>h, b, e, n</i> 11-, 12, 13-15, 16+	<i>l, b, e, n</i> 11-, 12, 13-15, 16-	<i>l, h</i> 11-, 12, 13-15, 16+	<i>l, h, n</i> 11-, 12, 13-15, 16+	<i>l, h, e</i> 11-, 12, 13-15, 16+
ln(EXP) ²	<i>h, b, e, n</i> 11-, 12, 13-15	<i>l, b, e, n</i> 11-, 12, 13-15	<i>l, h</i> 11-, 12, 13-15	<i>l, h, n</i> 11-, 12, 13-15	<i>l, h, e</i> 11-, 12, 13-15

¹ For education group 16+, the coefficients corresponding to the BLACK and HISPANIC variables in the second term of the $g(\bullet)$ spline are set to zero.

² For education group 16+, the coefficients corresponding to the variable ln(EXP) in the second term of the $a(\bullet)$ spline are set to zero.

Figure 1
Low Wage Definitions

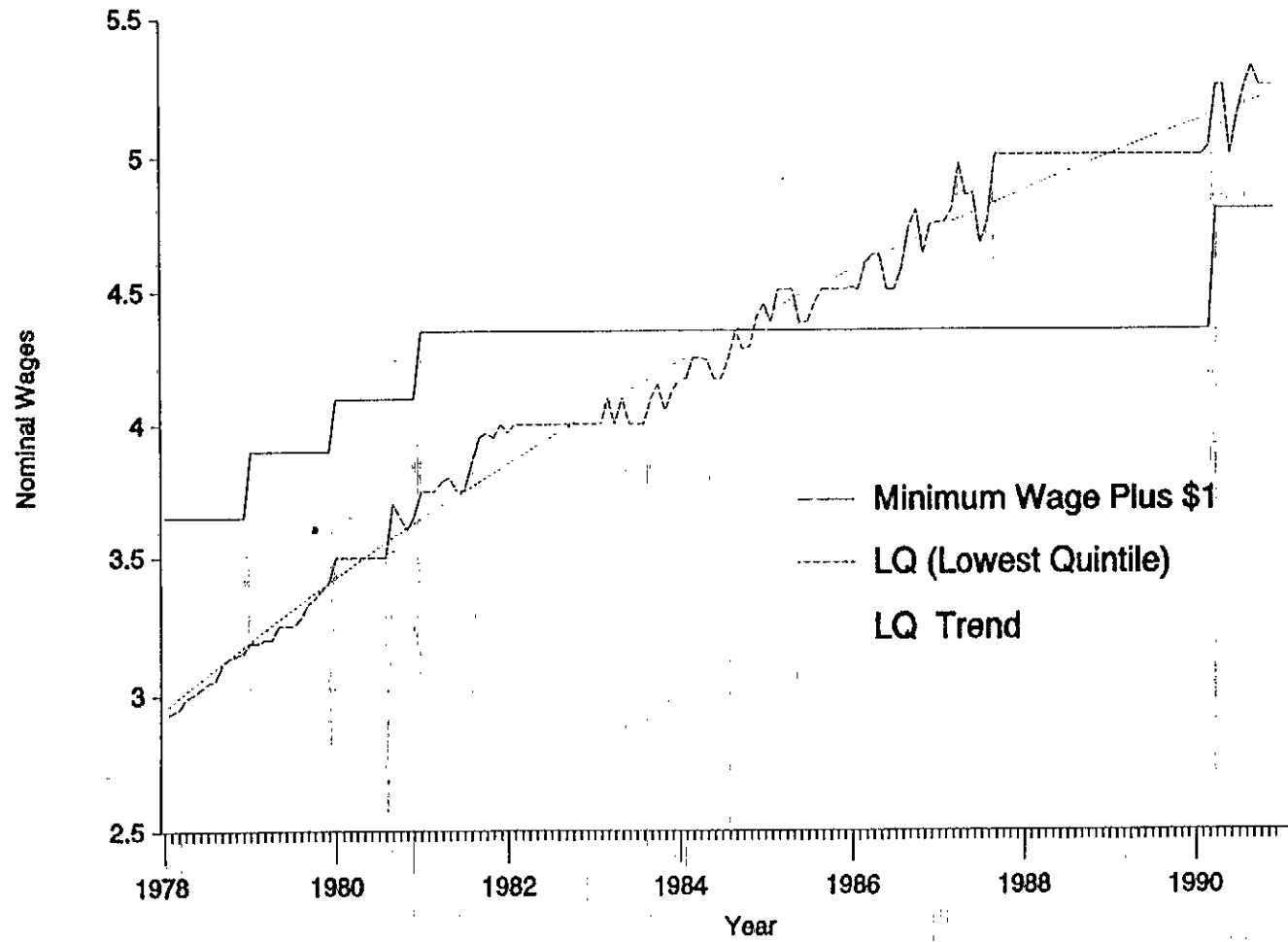


TABLE 2.1
Summary Statistics of Individual Labor Market Experiences by Education Category

Variable	Mean	Std. Dev	5%	25%	50%	75%	95%
Less Than 12 Years of Education(11-): Number of Individuals = 667							
Age Left School	17.41	1.22	17	17	17	18	21
Years of Education	9.99	1.14	8	9	10	11	11
Percent Black	0.36						
Percent Hispanic	0.26						
Proportion with Any Employment	0.84						
Fraction of Observation Period Employed	0.59	0.3	0.07	0.36	0.63	0.86	1
Proportion with Any Low-Wage Employment-M	0.72						
Proportion with Any Low-Wage Employment-LQ	0.64						
Fraction of Observation Period Employed in Low-Wage Jobs-M	0.27	0.24	0.02	0.1	0.2	0.39	0.8
Fraction of Observation Period Employed in Low-Wage Jobs-LQ	0.24	0.22	0.02	0.08	0.17	0.34	0.7
Proportion of Time Employed Spent in Low-Wage Jobs-M	0.53	0.36	0.04	0.19	0.47	1	1
Proportion of Time Employed Spent in Low-Wage Jobs-LQ	0.49	0.36	0.04	0.15	0.4	0.87	1
Proportion with Any High-Wage Employment-M	0.65						
Proportion with Any High-Wage Employment-LQ	0.71						
Fraction of Observation Period Employed in High-Wage Jobs-M	0.44	0.28	0.03	0.2	0.42	0.69	0.9
Fraction of Observation Period Employed in High-Wage Jobs-LQ	0.46	0.3	0.03	0.19	0.43	0.73	0.95
Proportion with Any Simultaneous Low- and High-Wage Employment-M	0.16						
Proportion with Any Simultaneous Low- & High-Wage Employment-LQ	0.17						
Fraction of Observation Period Employed in Both High- & Low-Wage Jobs-M	0.04	0.08	0.002	0.003	0.01	0.05	0.19
Fraction of Observation Period Employed in Both High- & Low-Wage Jobs-LQ	0.05	0.1	0.002	0.003	0.02	0.07	0.21
Proportion with Any Training	0.32						
Number of Episodes of Training	1.53	0.82	1	1	1	2	3
Fraction of Observation Period Spent in Training	0.19	0.19	0.02	0.06	0.15	0.26	0.68
Fraction of Time in Training Also Employed	0.45	0.42	0	0	0.31	0.95	1
Proportion with Any Nonemployment	0.94						
Fraction of Observation Period Spent in Nonemployment	0.47	0.33	0.03	0.16	0.43	0.75	1

TABLE 2.1 (Cont.)

Variable	Mean	Std. Dev	5%	25%	50%	75%	95%
12 Years of Education(12): Number of Individuals = 911							
Age Left School	18.72	1.55	17	18	18	19	21
Years of Education	12						
Percent Black	0.33						
Percent Hispanic	0.16						
Proportion with Any Employment	0.91						
Fraction of Observation Period Employed	0.75	0.25	0.15	0.63	0.83	0.95	1
Proportion with Any Low-Wage Employment-M	0.69						
Proportion with Any Low-Wage Employment-LQ	0.61						
Fraction of Observation Period Employed in Low-Wage Jobs-M	0.3	0.26	0.02	0.1	0.21	0.43	0.89
Fraction of Observation Period Employed in Low-Wage Jobs-LQ	0.28	0.26	0.02	0.07	0.2	0.39	0.86
Proportion of Time Employed Spent in Low-Wage Jobs-M	0.46	0.35	0.04	0.14	0.37	0.8	1
Proportion of Time Employed Spent in Low-Wage Jobs-LQ	0.43	0.35	0.03	0.13	0.32	0.74	1
Proportion with Any High-Wage Employment-M	0.77						
Proportion with Any High-Wage Employment-LQ	0.81						
Fraction of Observation Period Employed in High-Wage Jobs-M	0.6	0.28	0.08	0.38	0.63	0.84	0.99
Fraction of Observation Period Employed in High-Wage Jobs-LQ	0.62	0.29	0.08	0.4	0.67	0.86	1
Proportion with Any Simultaneous Low- and High-Wage Employment-M	0.2						
Proportion with Any Simultaneous Low- & High-Wage Employment-LQ	0.2						
Fraction of Observation Period Employed in Both High- & Low-Wage Jobs-M	0.07	0.11	0.002	0.003	0.02	0.1	0.29
Fraction of Observation Period Employed in Both High- & Low-Wage Jobs-LQ	0.07	0.11	0.002	0.003	0.03	0.11	0.3
Proportion with Any Training	0.3						
Number of Episodes of Training	1.48	0.76	1	1	1	2	3
Fraction of Observation Period Spent in Training	0.16	0.17	0.01	0.05	0.11	0.2	0.47
Fraction of Time in Training Also Employed	0.73	0.38	0	0.44	0.98	1	1
Proportion with Any Nonemployment	0.86						
Fraction of Observation Period Spent in Nonemployment	0.31	0.33	0.01	0.06	0.17	0.45	1

TABLE 2.1 (Cont.)

Variable	Mean	Std. Dev	5%	25%	50%	75%	95%
More Than 12 and Less Than 16 Years of Education(13-15): Number of Individuals = 531							
Age Left School	22.3	2.61	19	20	22	24	27
Years of Education	13.83	0.77	13	13	14	14	15
Percent Black	0.33						
Percent Hispanic	0.2						
Proportion with Any Employment	0.94						
Fraction of Observation Period Employed	0.84	0.21	0.38	0.77	0.92	1	1
Proportion with Any Low-Wage Employment-M	0.4						
Proportion with Any Low-Wage Employment-LQ	0.37						
Fraction of Observation Period Employed in Low-Wage Jobs-M	0.28	0.28	0.01	0.07	0.16	0.4	1
Fraction of Observation Period Employed in Low-Wage Jobs-LQ	0.29	0.29	0.02	0.08	0.16	0.4	1
Proportion of Time Employed Spent in Low-Wage Jobs-M	0.39	0.35	0.02	0.1	0.26	0.67	1
Proportion of Time Employed Spent in Low-Wage Jobs-LQ	0.4	0.35	0.02	0.12	0.26	0.7	1
Proportion with Any High-Wage Employment-M	0.88						
Proportion with Any High-Wage Employment-LQ	0.88						
Fraction of Observation Period Employed in High-Wage Jobs-M	0.76	0.27	0.16	0.62	0.85	0.99	1
Fraction of Observation Period Employed in High-Wage Jobs-LQ	0.76	0.27	0.17	0.61	0.85	0.99	1
Proportion with Any Simultaneous Low- and High-Wage Employment-M	0.13						
Proportion with Any Simultaneous Low- & High-Wage Employment-LQ	0.13						
Fraction of Observation Period Employed in Both High- & Low-Wage Jobs-M	0.11	0.19	0.002	0.01	0.04	0.16	0.51
Fraction of Observation Period Employed in Both High- & Low-Wage Jobs-LQ	0.13	0.23	0.002	0.01	0.04	0.16	0.87
Proportion with Any Training	0.27						
Number of Episodes of Training	1.4	0.78	1	1	1	2	3
Fraction of Observation Period Spent in Training	0.15	0.18	0.01	0.03	0.07	0.18	0.48
Fraction of Time in Training Also Employed	0.82	0.34	0	0.85	1	1	1
Proportion with Any Nonemployment	0.64						
Fraction of Observation Period Spent in Nonemployment	0.26	0.3	0.01	0.03	0.14	0.38	1

TABLE 2.1 (Cont.)

Variable	Mean	Std. Dev	5%	25%	50%	75%	95%
16 and More Years of Education(16+): Number of Individuals = 591							
Age Left School	23.69	2.13	21	22	23	25	28
Years of Education	16.54	1.06	16	16	16	17	19
Percent Black	0.18						
Percent Hispanic	0.08						
Proportion with Any Employment	0.93						
Fraction of Observation Period Employed	0.86	0.2	0.34	0.81	0.94	1	1
Proportion with Any Low-Wage Employment-M	0.2						
Proportion with Any Low-Wage Employment-LQ	0.2						
Fraction of Observation Period Employed in Low-Wage Jobs-M	0.21	0.25	0.01	0.04	0.12	0.27	0.91
Fraction of Observation Period Employed in Low-Wage Jobs-LQ	0.23	0.27	0.01	0.04	0.12	0.27	1
Proportion of Time Employed Spent in Low-Wage Jobs-M	0.26	0.3	0.01	0.05	0.14	0.34	1
Proportion of Time Employed Spent in Low-Wage Jobs-LQ	0.28	0.31	0.01	0.06	0.15	0.39	1
Proportion with Any High-Wage Employment-M	0.9						
Proportion with Any High-Wage Employment-LQ	0.9						
Fraction of Observation Period Employed in High-Wage Jobs-M	0.83	0.22	0.28	0.74	0.91	1	1
Fraction of Observation Period Employed in High-Wage Jobs-LQ	0.82	0.22	0.28	0.74	0.91	1	1
Proportion with Any Simultaneous Low- and High-Wage Employment-M	0.1						
Proportion with Any Simultaneous Low- & High-Wage Employment-LQ	0.11						
Fraction of Observation Period Employed in Both High- & Low-Wage Jobs-M	0.14	0.2	0.003	0.01	0.07	0.17	0.73
Fraction of Observation Period Employed in Both High- & Low-Wage Jobs-LQ	0.14	0.21	0.003	0.01	0.07	0.16	0.74
Proportion with Any Training	0.29						
Number of Episodes of Training	1.49	0.84	1	1	1	2	3
Fraction of Observation Period Spent in Training	0.18	0.24	0.02	0.04	0.08	0.2	1
Fraction of Time in Training Also Employed	0.91	0.23	0.18	0.98	1	1	1
Proportion with Any Nonemployment	0.61						
Fraction of Observation Period Spent in Nonemployment	0.24	0.24	0.01	0.03	0.1	0.27	1

TABLE 2.2-LQ
Summary Statistics for Spells by Education Group

Variable	Mean	Std. Dev	5%	25%	50%	75%	95%
Episodes of Low-Wage Employment for Education Group 11:- Number of Spells = 1081							
Age at Beginning of Spell	20.05	2.68	16.0	18.0	20.0	22.0	25.0
Weeks Since Left School (measured at beginning of Spell)	142.47	129.36	0.0	28.0	111.0	227.0	398.9
Fraction Black	0.41						
Fraction Hispanic	0.25						
Fraction Right Censored	0.07						
Length of Completed Spells	23.91	28.28	1.0	7.0	14.0	29.0	76.6
Episodes of High-Wage Employment for Education Group 11:- Number of Spells = 696							
Age at Beginning of Spell	20.59	2.67	17.0	18.0	20.0	23.0	25.0
Weeks Since Left School (measured at Beginning of Spell)	166.82	133.92	0.0	47.0	144.0	265.0	410.5
Fraction Black	0.10						
Percent Hispanic	0.12						
Fraction Right Censored	0.18						
Length of Completed Spells	41.14	52.52	2.0	9.0	22.0	48.0	155.0
Episodes of Both High- and Low-Wage Employment for Education Group 11:- Number of Spells = 166							
Age at Beginning of Spell	20.95	2.90	17.0	18.8	21.0	23.3	26.0
Weeks Since Left School(measured at beginning of Spell)	190.72	136.86	2.7	69.0	169.5	290.8	435.3
Fraction Black	0.31						
Percent Hispanic	0.19						
Fraction Right Censored	0.03						
Length of Completed Spells	9.49	12.70	1.0	1.0	2.0	14.0	39.6
Episodes of Training for Education Group 11:- Number of Spells = 329							
Age at Beginning of Spell	20.21	2.58	17.0	18.0	20.0	22.0	25.0
Weeks Since Left School (measured at beginning of Spell)	155.01	125.81	0.0	52.0	122.0	245.0	394.5
Fraction Black	0.42						
Percent Hispanic	0.24						
Fraction Right Censored	0.06						
Length of Completed Spells	36.06	33.07	4.0	13.0	26.0	52.0	100.0
Episodes of Nonemployment for Education Group 11:- Number of spells = 2096							
Age at Beginning of Spell	19.96	2.71	16.0	18.0	20.0	22.0	25.0
Weeks Since Left School(measured at beginning of Spell)	138.46	131.49	0.0	17.0	105.0	229.8	395.0
Fraction Black	0.38						
Percent Hispanic	0.26						
Fraction Right Censored	0.17						
Length of Completed Spells	26.20	36.17	1.0	4.0	13.0	35.0	93.0

TABLE 2.2-LQ (cont.)

Variable	Mean	Std. Dev.	5%	25%	50%	75%	95%
Episodes of Low-Wage Employment for Education Group 12: Number of Spells = 1180							
Age at Beginning of Spell	20.76	2.53	18.0	19.0	20.0	23.0	25.0
Weeks Since Left School (measured at beginning of spell)	117.44	118.94	0.0	13.0	82.0	195.0	353.9
Fraction Black	0.40						
Fraction Hispanic	0.14						
Fraction Right Censored	0.10						
Length of Completed Spells	29.43	33.59	2.0	9.0	19.0	39.0	91.8
Episodes of High-Wage Employment for Education Group 12: Number of Spells = 1233							
Age at Beginning of Spell	21.20	2.64	18.0	19.0	21.0	23.0	26.0
Weeks Since Left School (measured at Beginning of spell)	142.35	127.70	0.0	32.0	114.0	234.0	389.3
Fraction Black	0.09						
Fraction Hispanic	0.06						
Fraction Right Censored	0.21						
Length of Completed Spells	51.87	64.93	2.0	11.0	27.0	64.8	192.5
Episodes of Both High- and Low-Wage Employment for Education Group 12: Number of Spells = 267							
Age at Beginning of Spell	21.50	2.67	18.0	19.0	21.0	23.0	26.0
Weeks Since Left School (measured at beginning of spell)	154.35	122.83	5.0	46.0	138.0	230.0	401.0
Fraction Black	0.24						
Fraction Hispanic	0.16						
Fraction Right Censored	0.03						
Length of Completed Spells	15.79	24.91	1.0	1.0	4.0	19.0	71.0
Episodes of Training for Education Group 12: Number of Spells = 405							
Age at Beginning of Spell	21.66	2.88	18.0	19.0	21.0	24.0	27.0
Weeks Since Left School (measured at beginning of spell)	158.42	140.16	0.0	35.0	117.0	266.5	445.5
Fraction Black	0.31						
Fraction Hispanic	0.17						
Fraction Right Censored	0.10						
Length of Completed Spells	24.80	20.51	4.0	9.0	21.0	34.0	69.0
Episodes of Nonemployment for Education Group 12: Number of Spells = 2350							
Age at Beginning of Spell	20.97	2.55	18.0	19.0	21.0	23.0	26.0
Weeks Since Left School (measured at beginning of spell)	126.98	119.92	0.0	22.0	95.0	207.0	365.5
Fraction Black	0.37						
Fraction Hispanic	0.15						
Fraction Right Censored	0.15						
Length of Completed Spells	16.17	26.06	1.0	3.0	7.0	20.0	58.6

TABLE 2.2-LQ (cont.)

Variable	Mean	Std. Dev.	5%	25%	50%	75%	95%
Episodes of Low-Wage Employment for Education Group 13-15: Number of Spells = 305							
Age at Beginning of Spell	22.56	2.29	19.0	21.0	22.0	24.0	27.0
Weeks Since Left School (measured at beginning of spell)	70.69	87.35	0.0	3.0	38.0	100.0	262.4
Fraction Black	0.37						
Fraction Hispanic	0.17						
Fraction Right Censored	0.12						
Length of Completed Spells	29.68	30.54	1.4	10.0	21.0	42.0	88.4
Episodes of High-Wage Employment for Education Group 13-15: Number of Spells = 559							
Age at Beginning of Spell	23.71	2.77	20.0	21.0	23.0	26.0	29.0
Weeks Since Left School (measured at Beginning of spell)	92.10	112.38	0.0	0.0	51.0	146.0	342.0
Fraction Black	0.13						
Fraction Hispanic	0.07						
Fraction Right Censored	0.35						
Length of Completed Spells	55.23	65.83	2.3	12.5	31.0	69.5	199.5
Episodes of Both High- and Low-Wage Employment for Education Group 13-15: Number of Spells = 106							
Age at Beginning of Spell	23.23	2.68	20.0	21.0	23.0	25.0	28.7
Weeks Since Left School (measured at beginning of spell)	106.82	99.59	0.0	26.5	90.0	148.8	344.4
Fraction Black	0.27						
Fraction Hispanic	0.15						
Fraction Right Censored	0.06						
Length of Completed Spells	18.73	34.32	1.0	1.0	7.5	24.3	73.8
Episodes of Training for Education Group 13-15: Number of Spells = 200							
Age at Beginning of Spell	24.54	2.82	20.0	22.0	25.0	27.0	29.0
Weeks Since Left School (measured at beginning of spell)	143.51	130.06	0.0	35.0	111.0	216.0	402.6
Fraction Black	0.22						
Fraction Hispanic	0.18						
Fraction Right Censored	0.13						
Length of Completed Spells	16.99	17.54	4.0	5.0	9.0	22.0	56.0
Episodes of Nonemployment for Education Group 13-15: Number of Spells = 726							
Age at Beginning of Spell	23.15	2.58	20.0	21.0	23.0	25.0	28.0
Weeks Since Left School (measured at beginning of spell)	87.48	94.47	0.0	7.0	56.0	135.5	291.0
Fraction Black	0.40						
Fraction Hispanic	0.17						
Fraction Right Censored	0.15						
Length of Completed Spells	13.76	20.46	1.0	2.0	6.0	17.0	51.1

TABLE 2.2-LQ (cont.)

Variable	Mean	Std. Dev.	5%	25%	50%	75%	95%
Episodes of Low-Wage Employment for Education Group 16+: Number of Spells = 159							
Age at Beginning of Spell	24.37	2.31	21.0	23.0	24.0	26.0	29.0
Weeks Since Left School (measured at beginning of spell)	64.26	87.76	0.0	0.0	31.0	91.0	264.0
Fraction Black	0.15						
Fraction Hispanic	0.07						
Fraction Right Censored	0.16						
Length of Completed Spells	23.28	29.38	1.0	6.0	14.0	36.3	60.5
Episodes of High-Wage Employment for Education Group 16+: Number of Spells = 743							
Age at Beginning of Spell	24.72	2.29	22.0	23.0	24.0	26.0	29.0
Weeks Since Left School (measured at Beginning of spell)	63.29	85.71	0.0	1.0	25.0	96.0	256.0
Fraction Black	0.06						
Fraction Hispanic	0.01						
Fraction Right Censored	0.44						
Length of Completed Spells	52.24	66.56	2.0	10.0	28.0	65.0	208.0
Episodes of Both High- and Low-Wage Employment for Education Group 16+: Number of Spells = 87							
Age at Beginning of Spell	24.91	2.34	22.0	23.0	25.0	27.0	29.0
Weeks Since Left School (measured at beginning of spell)	77.28	87.03	0.0	12.0	50.0	119.0	293.6
Fraction Black	0.18						
Fraction Hispanic	0.07						
Fraction Right Censored	0.09						
Length of Completed Spells	13.03	18.15	1.0	1.0	6.0	16.0	61.0
Episodes of Training for Education Group 16+: Number of Spells = 260							
Age at Beginning of Spell	25.39	2.33	22.0	24.0	25.0	27.0	30.0
Weeks Since Left School (measured at beginning of spell)	107.42	101.54	0.0	22.0	76.0	159.8	321.0
Fraction Black	0.16						
Fraction Hispanic	0.06						
Fraction Right Censored	0.10						
Length of Completed Spells	12.86	15.26	4.0	4.0	5.0	17.0	48.0
Episodes of Nonemployment for Education Group 16+: Number of Spells = 604							
Age at Beginning of Spell	24.19	2.23	22.0	22.0	24.0	26.0	29.0
Weeks Since Left School (measured at beginning of spell)	56.15	83.25	0.0	0.0	16.0	81.0	250.8
Fraction Black	0.18						
Fraction Hispanic	0.06						
Fraction Right Censored	0.12						
Length of Completed Spells	12.19	17.97	1.0	2.0	6.0	15.0	48.0

TABLE 2.2-M
Summary Statistics for Spells by Education Group

Variable	Mean	Std. Dev.	5%	25%	50%	75%	95%
Episodes of Low-Wage Employment for Education Group 11:- Number of Spells = 1204							
Age at Beginning of Spell	19.61	2.49	16.0	18.0	19.0	21.0	24.0
Weeks Since Left School (measured at beginning of Spell)	120.22	119.04	0.0	18.0	85.0	192.0	367.0
Fraction Black	0.38						
Fraction Hispanic	0.26						
Fraction Right Censored	0.06						
Length of Completed Spells	26.79	32.24	1.7	8.0	16.0	34.5	87.3
Episodes of High-Wage Employment for Education Group 11:- Number of Spells = 1226							
Age at Beginning of Spell	21.11	2.60	17.0	19.0	21.0	23.0	25.0
Weeks Since Left School (measured at Beginning of spell)	190.81	133.54	4.0	77.0	174.0	291.3	424.0
Fraction Black	0.30						
Fraction Hispanic	0.26						
Fraction Right Censored	0.21						
Length of Completed Spells	42.83	55.29	2.0	10.0	24.0	50.0	167.8
Episodes of Both High- and Low-Wage Employment for Education Group 11:- Number of Spells = 148							
Age at Beginning of Spell	21.02	2.74	17.0	19.0	21.0	23.0	26.0
Weeks Since Left School (measured at beginning of spell)	190.77	131.82	16.9	77.5	170.5	286.3	435.1
Fraction Black	0.29						
Fraction Hispanic	0.20						
Fraction Right Censored	0.03						
Length of Completed Spells	8.35	12.53	1.0	1.0	1.0	12.8	39.0
Episodes of Training for Education Group 11:- Number of Spells = 329							
Age at Beginning of Spell	20.21	2.58	17.0	18.0	20.0	22.0	25.0
Weeks Since Left School (measured at beginning of spell)	155.01	125.81	0.0	52.0	122.0	245.0	394.5
Fraction Black	0.42						
Fraction Hispanic	0.24						
Fraction Right Censored	0.06						
Length of Completed Spells	36.06	33.07	4.0	13.0	26.0	52.0	100.0
Episodes of Nonemployment for Education Group 11: Number of Spells = 2096							
Age at Beginning of spell	19.96	2.71	16.0	18.0	20.0	22.0	25.0
Weeks Since Left School(measured at beginning of spell)	138.46	131.49	0.0	17.0	105.0	229.8	395.0
Fraction Black	0.38						
Fraction Hispanic	0.26						
Fraction Right Censored	0.17						
Length of Completed Spells	26.20	36.17	1.0	4.0	13.0	35.0	93.0

TABLE 2.2-M (cont.)

Variable	Mean	Std. Dev.	5%	25%	50%	75%	95%
Episodes of Low-Wage Employment for Education Group 12: Number of Spells = 1352							
Age at Beginning of Spell	20.19	2.27	18.0	18.0	20.0	21.0	25.0
Weeks Since Left School (measured at beginning of spell)	91.48	104.47	0.0	3.0	54.0	140.8	314.4
Fraction Black	0.38						
Fraction Hispanic	0.14						
Fraction Right Censored	0.07						
Length of Completed Spells	31.93	36.66	2.0	9.0	20.0	43.0	99.0
Episodes of High-Wage Employment for Education Group 12: Number of Spells = 2078							
Age at Beginning of Spell	21.67	2.59	18.0	20.0	21.0	23.0	26.0
Weeks Since Left School (measured at Beginning of spell)	156.78	126.86	0.0	42.8	138.0	245.0	397.0
Fraction Black	0.29						
Fraction Hispanic	0.16						
Fraction Right Censored	0.24						
Length of Completed Spells	52.20	64.56	3.0	12.0	29.0	64.0	195.0
Episodes of Both High- and Low-Wage Employment for Education Group 12: Number of Spells = 262							
Age at Beginning of Spell	21.27	2.40	18.0	19.0	21.0	23.0	26.0
Weeks Since Left School (measured at beginning of spell)	136.86	106.26	3.0	47.5	127.5	205.8	336.0
Fraction Black	0.22						
Fraction Hispanic	0.18						
Fraction Right Censored	0.03						
Length of Completed Spells	14.82	23.54	1.0	1.0	4.0	18.0	71.0
Episodes of Training for Education Group 12: Number of Spells = 405							
Age at Beginning of Spell	21.66	2.88	18.0	19.0	21.0	24.0	27.0
Weeks Since Left School (measured at beginning of spell)	158.42	140.16	0.0	35.0	117.0	266.5	445.5
Fraction Black	0.31						
Fraction Hispanic	0.17						
Fraction Right Censored	0.10						
Length of Completed Spells	24.80	20.51	4.0	9.0	21.0	34.0	69.0
Episodes of Nonemployment for Education Group 12: Number of Spells = 2350							
Age at Beginning of Spell	20.97	2.55	18.0	19.0	21.0	23.0	26.0
Weeks Since Left School (measured at beginning of spell)	126.98	119.92	0.0	22.0	95.0	207.0	365.5
Fraction Black	0.37						
Fraction Hispanic	0.15						
Fraction Right Censored	0.15						
Length of Completed Spells	16.17	26.06	1.0	3.0	7.0	20.0	58.6

TABLE 2.2-M (cont.)

Variable	Mean	Std. Dev.	5%	25%	50%	75%	95%
Episodes of Low-Wage Employment for Education Group 13-15: Number of Spells = 326							
Age at Beginning of Spell	22.15	2.29	19.0	20.0	22.0	24.0	26.7
Weeks Since Left School (measured at beginning of spell)	59.04	81.11	0.0	0.0	26.5	85.0	238.1
Fraction Black	0.35						
Fraction Hispanic	0.17						
Fraction Right Censored	0.10						
Length of Completed Spells	31.97	37.12	1.8	8.0	22.0	45.0	99.0
Episodes of High-Wage Employment for Education Group 13-15: Number of Spells = 980							
Age at Beginning of Spell	23.65	2.63	20.0	22.0	23.0	25.0	28.0
Weeks Since Left School (measured at Beginning of spell)	92.07	105.63	0.0	0.0	5.5	147.0	314.0
Fraction Black	0.31						
Fraction Hispanic	0.18						
Fraction Right Censored	0.38						
Length of Completed Spells	55.01	63.92	2.5	13.0	32.0	74.0	189.5
Episodes of Both High- and Low-Wage Employment for Education Group 13-15: Number of Spells = 99							
Age at Beginning of Spell	23.12	2.76	20.0	21.0	23.0	25.0	29.0
Weeks Since Left School (measured at beginning of spell)	96.74	96.93	0.0	23.0	75.0	145.0	351.0
Fraction Black	0.29						
Fraction Hispanic	0.14						
Fraction Right Censored	0.04						
Length of Completed Spells	20.79	35.59	1.0	1.0	8.0	29.0	74.6
Episodes of Training for Education Group 13-15: Number of Spells = 200							
Age at Beginning of Spell	24.54	2.82	20.0	22.0	25.0	27.0	29.0
Weeks Since Left School (measured at beginning of Spell)	143.51	130.06	0.0	35.0	111.0	216.0	402.6
Fraction Black	0.22						
Fraction Hispanic	0.18						
Fraction Right Censored	0.13						
Length of Completed Spells	16.99	17.54	4.0	5.0	9.0	22.0	56.0
Episodes of Nonemployment Group 13-15: Number of Spells = 726							
Age at Beginning of Spell	23.15	2.58	20.0	21.0	23.0	25.0	28.0
Weeks Since Left School (measured at beginning of spell)	87.48	94.47	0.0	7.0	56.0	135.5	291.0
Fraction Black	0.40						
Fraction Hispanic	0.17						
Fraction Right Censored	0.15						
Length of Completed Spells	13.76	20.46	1.0	2.0	6.0	17.0	51.1

TABLE 2.2-M (cont.)

Variable	Mean	Std. Dev.	5%	25%	50%	75%	95%
Episodes of Low-Wage Employment for Education Group 16+ : Number of Spells = 156							
Age at Beginning of Spell	23.97	2.26	21.0	22.0	23.0	25.0	29.0
Weeks Since Left School (measured at beginning of spell)	54.75	83.61	0.0	0.0	18.0	67.8	262.2
Fraction Black	0.17						
Fraction Hispanic	0.09						
Fraction Right Censored	0.12						
Length of Completed Spells	24.47	32.54	1.0	5.5	13.0	34.5	87.0
Episodes of High-Wage Employment for Education Group 16+ : Number of Spells = 1029							
Age at Beginning of Spell	24.73	2.29	22.0	23.0	24.0	26.0	29.0
Weeks Since Left School (measured at Beginning of spell)	63.79	86.27	0.0	0.0	24.0	98.5	256.0
Fraction Black	0.17						
Fraction Hispanic	0.08						
Fraction Right Censored	0.45						
Length of Completed Spells	51.95	64.33	2.0	11.0	29.0	66.0	191.3
Episodes of Both High- and Low-Wage Employment for Education Group 16+ : Number of Spells = 80							
Age at Beginning of Spell	24.81	2.36	22.0	23.0	24.0	27.0	29.0
Weeks Since Left School (measured at beginning of spell)	69.44	78.93	0.0	9.3	49.5	108.8	230.3
Fraction Black	0.20						
Fraction Hispanic	0.08						
Fraction Right Censored	0.09						
Length of Completed Spells	12.96	17.96	1.0	1.0	5.0	16.5	60.9
Episodes of Training for Education Group 16+ : Number of Spells = 260							
Age at Beginning of Spell	25.39	2.33	22.0	24.0	25.0	27.0	30.0
Weeks Since Left School (measured at beginning of spell)	107.42	101.54	0.0	22.0	76.0	159.8	321.0
Fraction Black	0.16						
Fraction Hispanic	0.06						
Fraction Right Censored	0.10						
Length of Completed Spells	12.86	15.26	4.0	4.0	5.0	17.0	48.0
Episodes of Nonemployment for Education Group 16+ : Number of Spells = 604							
Age at Beginning of Spell	24.19	2.23	22.0	22.0	24.0	26.0	29.0
Weeks Since Left School (measured at beginning of spell)	56.15	83.25	0.0	0.0	16.0	81.0	250.8
Fraction Black	0.18						
Fraction Hispanic	0.06						
Fraction Right Censored	0.12						
Length of Completed Spells	12.19	17.97	1.0	2.0	6.0	15.0	48.0

TABLE 2.3-LQ
Summary Statistics for Entrances by Education Group

Origin Status	Destination Status				
	Low-Wage Employment	High-Wage Employment	Both High- & Low-Wage Employment	Training	Nonemployment
Education Group 11-					
Low-Wage Employment		0.16	0.53	0.16	0.31
High-Wage Employment	0.17		0.40	0.25	0.41
Both High- & Low-Wage Employment	0.05	0.08		0.01	0.00
Training	0.05	0.06	0.01		0.08
Nonemployment	0.62	0.63	0.03	0.51	
School	0.12	0.07	0.03	0.07	0.20
Education Group 12					
Low-Wage Employment		0.13	0.48	0.15	0.25
High-Wage Employment	0.20		0.44	0.53	0.54
Both High- and Low-Wage Employment	0.06	0.08		0.01	0.00
Training	0.04	0.10	0.03		0.04
Nonemployment	0.53	0.57	0.01	0.24	
School	0.17	0.12	0.03	0.06	0.17
Education Group 13-15					
Low-Wage Employment		0.09	0.38	0.08	0.17
High-Wage Employment	0.20		0.45	0.66	0.60
Both High- & Low-Wage Employment	0.07	0.07		0.02	0.00
Training	0.04	0.13	0.05		0.03
Nonemployment	0.46	0.44	0.02	0.15	
School	0.22	0.27	0.10	0.10	0.20
Education Group 16+					
Low-Wage Employment		0.04	0.32	0.05	0.09
High-Wage Employment	0.25		0.49	0.76	0.51
Both Low- & High-Wage Employment	0.13	0.05		0.02	0.00
Training	0.03	0.20	0.05		0.02
Nonemployment	0.33	0.44	0.01	0.08	
School	0.27	0.27	0.13	0.09	0.38

TABLE 2.3-M
Summary Statistics for Entrances by Education Group

Origin Status	Destination Status				
	Low-Wage Employment	High-Wage Employment	Both High- & Low-Wage Employment	Training	Nonemployment
Education Group 11-					
Low-Wage Employment		0.19	0.53	0.19	0.37
High-Wage Employment	0.10		0.42	0.22	0.35
Both High- & Low-Wage Employment	0.04	0.08		0.01	0.00
Training	0.05	0.07	0.01		0.08
Nonemployment	0.67	0.63	0.02	0.51	
School	0.15	0.04	0.01	0.07	0.20
Education Group 12					
Low-Wage Employment		0.17	0.54	0.19	0.30
High-Wage Employment	0.12		0.39	0.49	0.49
Both High- and Low-Wage Employment	0.05	0.08		0.01	0.00
Training	0.05	0.10	0.03		0.04
Nonemployment	0.56	0.56	0.01	0.24	
School	0.22	0.09	0.04	0.06	0.17
Education Group 13-15					
Low-Wage Employment		0.09	0.46	0.08	0.21
High-Wage Employment	0.14		0.37	0.66	0.56
Both High- & Low-Wage Employment	0.07	0.07		0.02	0.00
Training	0.04	0.14	0.05		0.03
Nonemployment	0.47	0.44	0.02	0.15	
School	0.28	0.26	0.09	0.10	0.20
Education Group 16+					
Low-Wage Employment		0.04	0.33	0.05	0.09
High-Wage Employment	0.16		0.49	0.76	0.50
Both Low- & High-Wage Employment	0.12	0.05		0.01	0.00
Training	0.02	0.21	0.05		0.02
Nonemployment	0.37	0.44	0.01	0.08	
School	0.33	0.26	0.13	0.09	0.38

TABLE 2.4-LQ
Summary Statistics for Exits by Education Group

Origin Status	Destination Status				
	Low-Wage Employment	High-Wage Employment	Both High- & Low-Wage Employment	Training	Nonemployment
Education Group 11-					
Low-Wage Employment		0.22	0.09	0.05	0.64
High-Wage Employment	0.15		0.06	0.07	0.72
Both High- & Low-Wage Employment	0.31	0.66		0.01	0.02
Training	0.16	0.29	0.01		0.54
Nonemployment	0.39	0.51	0.00	0.10	
School	0.19	0.15	0.01	0.03	0.61
Education Group 12					
Low-Wage Employment		0.29	0.12	0.06	0.53
High-Wage Employment	0.13		0.07	0.12	0.69
Both High- and Low-Wage Employment	0.29	0.66		0.02	0.02
Training	0.12	0.61	0.02		0.25
Nonemployment	0.31	0.64	0.00	0.05	
School	0.23	0.31	0.01	0.03	0.42
Education Group 13-15					
Low-Wage Employment		0.34	0.15	0.06	0.45
High-Wage Employment	0.09		0.07	0.20	0.64
Both High- & Low-Wage Employment	0.22	0.73		0.04	0.01
Training	0.07	0.79	0.03		0.11
Nonemployment	0.23	0.72	0.00	0.05	
School	0.13	0.53	0.02	0.04	0.28
Education Group 16+					
Low-Wage Employment		0.31	0.21	0.09	0.39
High-Wage Employment	0.07		0.07	0.34	0.52
Both Low- & High-Wage Employment	0.25	0.68		0.05	0.01
Training	0.02	0.91	0.02		0.05
Nonemployment	0.10	0.86	0.00	0.04	
School	0.07	0.47	0.02	0.04	0.39

TABLE 2.4-M
Summary Statistics for Exits by Education Group

Origin Status	Destination Status				
	Low-Wage Employment	High-Wage Employment	Both High- & Low-Wage Employment	Training	Nonemployment
Education Group 11-					
Low-Wage Employment		0.20	0.07	0.05	0.67
High-Wage Employment	0.12		0.06	0.07	0.74
Both High- & Low-Wage Employment	0.30	0.67		0.01	0.01
Training	0.19	0.26	0.01		0.54
Nonemployment	0.46	0.44	0.00	0.10	
School	0.27	0.08	0.00	0.03	0.61
Education Group 12					
Low-Wage Employment		0.28	0.11	0.06	0.55
High-Wage Employment	0.10		0.06	0.12	0.71
Both High- and Low-Wage Employment	0.28	0.68		0.02	0.02
Training	0.17	0.57	0.02		0.25
Nonemployment	0.38	0.57	0.00	0.05	
School	0.33	0.20	0.01	0.03	0.42
Education Group 13-15					
Low-Wage Employment		0.28	0.16	0.05	0.51
High-Wage Employment	0.07		0.06	0.21	0.65
Both High- & Low-Wage Employment	0.23	0.72		0.04	0.01
Training	0.08	0.78	0.03		0.11
Nonemployment	0.25	0.70	0.00	0.05	
School	0.18	0.49	0.02	0.04	0.28
Education Group 16+					
Low-Wage Employment		0.31	0.19	0.09	0.41
High-Wage Employment	0.04		0.07	0.35	0.54
Both Low- & High-Wage Employment	0.25	0.70		0.04	0.01
Training	0.01	0.92	0.02		0.05
Nonemployment	0.11	0.85	0.00	0.04	
School	0.09	0.46	0.02	0.04	0.39

Table 3.1-LQ
Participation Rates in Low-Wage Labor Markets
Percentages for Young Men by Age and Education¹

Education	Period	Late 70s, Early 80s ²									Mid 80s ²								
		Late Teens ³			Early 20s ³			Late 20s ³			Late Teens ³			Early 20s ³			Late 20s ³		
11-	3m	24			12			11			34			22			21		
		22	27	23	10	22	15	9	18	7	32	35	32	20	30	24	19	26	16
	6m	30			17			14			41			28			25		
		28	34	28	13	27	18	11	22	8	41	43	38	26	36	28	24	31	18
	1y	41			23			18			54			36			31		
		39	45	41	18	35	25	15	28	12	54	56	51	33	46	35	30	39	22
	2y	59			36			25			72			49			38		
		59	59	58	31	47	39	21	37	22	74	72	64	46	60	45	36	50	28
12	3m	25			10			5			33			18			13		
		24	25	23	10	15	8	4	12	5	32	34	32	18	24	17	12	21	14
	6m	30			13			7			38			21			15		
		30	31	29	12	19	9	6	15	6	38	40	39	20	28	19	14	24	16
	1y	39			17			9			49			27			19		
		38	42	40	16	25	15	7	19	12	48	52	51	26	35	26	17	29	23
	2y	56			27			15			66			37			25		
		56	57	56	25	39	26	12	32	16	66	65	68	35	47	38	22	40	28
13-15	3m	31			15			6			37			21			12		
		31	31	30	15	17	15	4	14	5	37	36	36	21	22	21	10	19	11
	6m	38			18			6			46			26			14		
		38	38	37	18	20	19	5	15	6	46	44	43	26	26	25	13	21	12
	1y	48			24			8			56			32			16		
		48	49	46	24	28	24	7	22	4	56	55	56	32	34	34	15	28	14
	2y	52			38			15			60			46			23		
		50	67	50	38	45	35	13	34	3	59	67	66	47	45	51	22	34	19
16+	3m	-			13			8			-			13			8		
		-	-	-	13	17	18	7	9	19	-	-	-	13	15	12	7	7	13
	6m	-			17			9			-			17			9		
		-	-	-	15	21	20	8	11	21	-	-	-	17	17	16	10	7	17
	1y	-			20			10			-			22			12		
		-	-	-	20	25	28	10	10	32	-	-	-	22	25	17	12	10	21
	2y	-			28			9			-			37			18		
		-	-	-	27	28	42	7	11	53	-	-	-	37	37	20	17	20	31

¹ The percentages reported in this table are estimated using weighted least squares. The upper entry in each cell corresponds to figures for a nationally representative sample, and the three lower entries are for the race-ethnic groups White, Black, and Hispanic, respectively.

² Late 70s, Early 80s refers to the period 1978-1983; and Mid 80s refers to the period 1984-1987.

³ Late Teens corresponds to age 19; Early 20s refers to age 23; and Late 20s corresponds to age 27.

Table 3.1-M
Participation Rates in Low-Wage Labor Markets
Percentages for Young Men by Age and Education¹

Education	Period	Late 70s, Early 80s ²									Mid 80s ²								
		Late Teens ³			Early 20s ³			Late 20s ³			Late Teens ³			Early 20s ³			Late 20s ³		
11-	3m	38			24			20			36			22			18		
		36	38	36	22	32	25	19	25	15	34	36	34	20	30	23	17	23	13
	6m	45			30			24			43			28			22		
		43	45	44	26	38	31	21	29	20	43	43	40	26	36	27	21	27	16
	1y	57			36			28			57			36			28		
		56	59	57	31	47	40	24	36	26	58	57	51	33	45	34	26	34	20
	2y	75			51			36			73			49			34		
		75	72	74	47	60	55	33	41	36	75	74	65	47	62	46	33	43	27
12	3m	38			17			11			38			17			11		
		38	37	39	16	25	17	11	19	15	38	35	37	16	23	15	11	17	13
	6m	45			22			15			43			20			13		
		45	44	49	20	30	22	13	24	20	43	42	46	18	28	19	11	22	17
	1y	56			27			18			54			25			16		
		56	56	59	26	37	28	16	29	26	54	54	55	24	35	24	14	27	22
	2y	75			39			24			73			37			22		
		74	70	80	36	53	42	20	43	33	74	64	74	36	47	36	20	37	27
13-15	3m	47			24			14			43			20			10		
		47	43	40	24	28	18	13	23	9	43	36	42	20	21	20	9	16	11
	6m	55			28			14			53			26			12		
		56	52	49	27	34	24	14	26	12	54	44	49	25	26	24	12	18	12
	1y	67			36			19			63			32			15		
		68	65	57	35	41	31	18	32	13	64	57	59	31	33	33	14	24	15
	2y	72			52			25			68			48			21		
		70	81	70	53	59	44	24	45	14	66	68	74	49	46	48	20	32	18
16+	3m	-			19			13			-			13			7		
		-	-	-	20	23	24	12	12	24	-	-	-	14	17	13	6	6	13
	6m	-			24			16			-			17			9		
		-	-	-	23	28	28	14	15	27	-	-	-	17	20	16	8	7	15
	1y	-			30			18			-			22			10		
		-	-	-	30	37	37	18	19	37	-	-	-	22	27	19	10	9	19
	2y	-			39			17			-			37			15		
		-	-	-	37	44	56	15	19	60	-	-	-	37	42	25	15	17	29

¹ The percentages reported in this table are estimated using weighted least squares. The upper entry in each cell corresponds to figures for a nationally representative sample, and the three lower entries are for the race-ethnic groups White, Black, and Hispanic, respectively.

² Late 70s, Early 80s refers to the period 1978-1983; and Mid 80s refers to the period 1984-1987.

³ Late Teens corresponds to age 19; Early 20s refers to age 23; and Late 20s corresponds to age 27.

Table 3.2-LQ
Percentage of Earnings Received from Low-Wage Employment
Average Percentage by Age and Education¹

Education	Income Measure	Period	Late 70s, Early 80s ²						Mid 80s ²											
			Late Teens ³			Early 20s ³			Late 20s ³			Late Teens ³			Early 20s ³			Late 20s ³		
11.	Total Individual Labor Income	3m	86			83			83			88			85			85		
			83	91	85	79	86	84	80	85	87	87	93	89	83	88	88	84	87	91
		6m	77			70			70			83			76			76		
			73	85	76	66	76	71	65	76	76	81	89	85	74	80	80	73	80	85
		65			59			60			71			65			66			
		61	77	65	53	68	60	54	69	72	69	79	74	61	70	69	62	71	81	
		54			46			46			60			52			52			
		51	67	52	41	56	47	40	57	53	58	69	63	48	58	58	47	59	64	
	Total Family Nontransfer Income	3m	79			74			66			81			76			68		
			76	86	80	69	80	77	58	78	74	80	88	82	73	82	79	62	80	76
		6m	70			62			53			76			68			59		
			66	79	70	56	70	64	43	69	62	75	83	79	65	74	73	52	73	71
	58			51			45			64			57			51				
	53	70	59	43	62	55	34	61	59	63	72	65	53	64	61	44	63	65		
	46			39			36			53			46			43				
	42	58	46	32	49	41	27	49	44	50	62	56	40	53	51	35	53	54		
Total Family Income	3m	77			69			61			81			73			65			
		75	84	76	65	76	69	54	73	61	80	88	82	70	80	75	59	77	67	
	6m	67			57			48			75			65			56			
		64	77	66	52	65	55	39	63	48	73	83	78	61	71	67	48	69	60	
	56			46			40			62			52			46				
	51	67	56	39	56	47	30	55	44	60	71	66	48	60	57	39	59	54		
	44			33			30			52			41			38				
	41	56	45	28	43	36	23	43	32	49	62	58	36	49	49	31	49	45		
12	Total Individual Labor Income	3m	83			72			69			88			77			74		
			81	89	82	68	84	72	66	84	59	87	89	88	74	84	78	72	84	65
		6m	73			61			60			81			69			68		
			72	80	70	58	73	60	58	74	43	80	84	78	66	77	68	66	78	51
		60			47			43			70			57			53			
		59	70	55	45	59	45	39	64	32	70	76	65	56	65	55	50	70	42	
		52			37			33			61			46			42			
		50	59	47	34	49	30	30	46	22	60	65	55	44	55	38	40	52	30	
	Total Family Nontransfer Income	3m	73			61			50			80			68			57		
			70	80	73	57	77	62	44	72	46	78	80	81	65	77	70	52	72	54
		6m	63			52			43			72			61			52		
			61	70	61	48	66	51	37	61	34	71	74	71	58	70	61	47	65	44
	50			40			31			60			50			41				
	49	59	45	37	53	35	26	54	23	60	63	56	48	57	46	37	58	34		
	39			31			26			47			39			34				
	39	44	33	29	43	26	23	40	16	47	48	39	37	47	32	31	44	22		
Total Family Income	3m	72			59			48			79			66			55			
		70	79	73	55	75	61	43	69	45	78	79	80	63	75	68	51	69	52	
	6m	61			48			39			71			58			49			
		60	69	59	46	63	48	36	58	31	70	73	69	56	67	58	46	62	41	
	49			37			29			59			47			39				
	48	58	44	35	51	34	24	49	20	59	62	54	46	55	44	35	53	30		
	38			29			24			46			37			32				
	38	43	32	27	42	24	21	38	14	46	45	38	35	44	30	29	40	20		

Table 3.2-LQ
Cont.

Education	Income Measure	Period	Late 70s, Early 80s ²									Mid 80s ²								
			Late Teens ³			Early 20s ³			Late 20s ³			Late Teens ³			Early 20s ³			Late 20s ³		
13-15	Total Individual Labor Income	3m	84			76			69			88			80			73		
			84	89	89	75	78	84	69	65	85	88	93	87	79	82	82	73	69	83
		6m	77			64			57			81			68			61		
			77	83	83	63	66	74	55	57	72	81	92	81	67	75	72	59	66	70
		66			52			46			70			56			50			
		65	75	73	51	55	63	44	48	55	69	83	69	55	63	59	48	56	51	
		62			38			32			64			40			34			
		62	70	60	38	41	49	30	37	49	62	78	54	38	49	43	30	45	43	
	Total Family Nontransfer Income	3m	62			56			51			68			62			57		
			62	59	62	54	58	69	48	57	59	68	70	62	60	69	69	54	68	59
		6m	55			46			42			61			52			48		
			55	53	55	45	49	59	38	50	48	61	66	57	51	62	61	44	63	50
		45			36			33			51			42			39			
		47	45	43	36	39	50	31	42	34	52	55	43	41	49	50	36	52	34	
		42			27			24			44			29			26			
		44	38	27	26	28	38	22	29	28	46	46	27	28	36	38	24	37	28	
Total Family Income	3m	62			54			48			68			60			54			
		62	58	62	52	57	68	45	56	57	68	68	62	58	67	68	51	66	57	
	6m	55			44			38			61			50			44			
		55	52	55	43	47	57	35	48	47	61	65	57	49	60	59	41	61	49	
	45			35			30			51			41			36				
	46	45	43	35	37	49	28	39	34	51	55	43	40	47	49	33	49	34		
	41			26			22			43			28			24				
	43	38	27	25	26	37	20	27	28	45	46	27	27	34	37	22	35	28		
16+	Total Individual Labor Income	3m	-			71			56			-			71			56		
			-	-	-	72	61	78	56	33	56	-	-	-	72	76	82	56	48	60
		6m	-			60			48			-			62			50		
			-	-	-	60	56	68	48	28	51	-	-	-	62	69	72	50	41	55
		-			43			33			-			47			37			
		-	-	-	43	41	39	33	13	38	-	-	-	48	51	43	38	23	42	
		-			32			26			-			30			24			
		-	-	-	31	36	21	25	10	54	-	-	-	29	38	12	23	12	45	
	Total Family Nontransfer Income	3m	-			52			39			-			54			41		
			-	-	-	53	47	49	38	32	24	-	-	-	55	60	62	40	45	37
		6m	-			42			32			-			46			36		
			-	-	-	44	40	41	33	27	18	-	-	-	46	51	56	35	38	33
		-			30			25			-			32			27			
		-	-	-	30	30	24	25	15	13	-	-	-	32	36	36	27	21	25	
		-			20			14			-			22			16			
		-	-	-	20	20	20	14	6	27	-	-	-	22	24	16	16	10	23	
Total Family Income	3m	-			52			39			-			54			41			
		-	-	-	53	47	49	38	32	23	-	-	-	55	60	62	40	45	36	
	6m	-			42			32			-			46			36			
		-	-	-	43	40	41	33	27	18	-	-	-	45	51	56	35	38	33	
	-			30			25			-			32			27				
	-	-	-	30	30	24	25	15	13	-	-	-	32	36	37	27	21	26		
	-			20			15			-			22			17				
	-	-	-	19	20	20	14	6	27	-	-	-	21	24	16	16	10	23		

¹ The percentages reported in this table are estimated using weighted least squares. The upper entry in each cell corresponds to figures for a nationally representative sample, and the three lower entries are for the race-ethnic groups White, Black, and Hispanic, respectively.

² Late 70s, Early 80s refers to the period 1978-1983; and Mid 80s refers to the period 1984-1987.

³ Late Teens corresponds to age 19; Early 20s refers to age 23; and Late 20s corresponds to age 27.

Table 3.2-M
Percentage of Earnings Received from Low-Wage Employment
Average Percentage by Age and Education¹

Education	Income Measure	Period	Late 70s, Early 80s ²									Mid 80s ²								
			Late Teens ³			Early 20s ³			Late 20s ³			Late Teens ³			Early 20s ³			Late 20s ³		
11-	Total Individual Labor Income	3m	91			89			87			89			87			85		
			90	95	91	88	91	87	85	88	91	88	93	91	86	89	87	83	86	91
		6m	86			80			77			84			78			75		
			84	92	85	77	84	78	74	80	82	82	90	87	75	82	80	72	78	84
	1y	77			70			70			73			66			66			
		74	87	77	68	76	67	67	76	76	68	81	80	62	70	70	61	70	79	
	2y	68			57			55			64			53			51			
		65	80	68	54	65	58	49	67	60	61	73	68	50	58	58	45	60	60	
	Total Family Nontransfer Income	3m	85			80			69			83			78			67		
			83	90	84	77	85	79	63	80	74	81	88	86	75	83	81	61	78	76
		6m	78			70			59			78			70			59		
			76	86	79	66	77	69	51	73	65	76	84	83	66	75	73	51	71	69
1y	69			62			55			65			58			51				
	65	79	70	58	70	60	47	68	62	61	74	72	54	65	62	43	63	64		
2y	58			48			44			56			46			42				
	55	70	62	44	58	52	37	58	51	53	65	62	42	53	52	35	53	51		
Total Family Income	3m	83			76			65			81			74			63			
		81	89	82	73	81	72	59	75	63	79	89	86	71	81	76	57	75	67	
	6m	76			66			54			76			66			54			
		74	84	76	62	72	62	47	67	52	74	84	82	62	72	68	47	67	58	
1y	66			55			48			64			53			46				
	63	76	68	53	63	53	42	61	48	59	74	72	49	61	57	38	59	52		
2y	57			44			39			55			42			37				
	54	68	60	39	53	45	33	52	39	52	64	64	37	49	49	31	48	43		
12	Total Individual Labor Income	3m	90			79			75			88			77			73		
			89	94	89	77	89	79	72	87	62	87	91	91	75	86	81	70	84	64
		6m	82			70			68			82			70			68		
			82	88	79	67	81	67	66	80	46	82	84	83	67	77	71	66	76	50
	1y	72			57			53			72			57			53			
		71	82	68	55	71	52	49	74	34	71	76	74	55	65	58	49	68	40	
	2y	66			47			43			64			45			41			
		65	74	61	45	58	37	40	55	26	63	70	65	43	54	41	38	51	30	
	Total Family Nontransfer Income	3m	81			68			55			81			68			55		
			79	86	80	64	83	68	50	75	49	81	82	84	66	79	72	52	71	53
		6m	72			60			49			74			62			51		
			71	78	71	57	75	57	45	67	37	73	74	77	59	71	63	47	63	43
1y	62			49			40			62			49			40				
	60	69	59	46	65	41	34	63	25	62	63	67	48	59	49	36	57	33		
2y	52			40			34			50			38			32				
	51	55	49	38	52	32	32	47	22	49	51	49	36	48	32	30	43	22		
Total Family Income	3m	79			65			53			81			67			55			
		78	85	79	62	80	67	48	73	46	80	81	83	64	76	71	50	69	50	
	6m	71			57			47			73			59			49			
		70	78	69	54	72	54	43	65	35	72	74	75	56	68	60	45	61	41	
1y	60			46			37			62			48			39				
	59	68	58	44	62	40	33	58	23	61	62	65	46	56	47	35	52	30		
2y	51			38			33			49			36			31				
	51	55	48	37	51	31	31	45	21	49	49	48	35	45	31	29	39	21		

Table 3.2-M
Cont.

Education	Income Measure	Period	Late 70s, Early 80s ²									Mid 80s ²								
			Late Teens ³			Early 20s ³			Late 20s ³			Late Teens ³			Early 20s ³			Late 20s ³		
13-15	Total Individual Labor Income	3m	92			82			75			90			80			73		
			91	93	91	82	83	86	75	69	85	89	93	87	80	83	82	73	69	81
		6m	88			74			66			84			70			62		
			87	91	85	73	75	75	65	62	71	83	91	83	69	75	73	61	62	69
	1y	80			62			56			75			57			51			
		80	83	79	60	68	64	55	58	54	74	79	75	54	64	60	49	54	50	
	2y	82			47			41			74			39			33			
		84	80	60	47	55	51	40	46	48	75	74	52	38	49	43	31	40	40	
	Total Family Nontransfer Income	3m	70			63			57			70			63			57		
			70	66	67	61	67	70	54	64	58	70	68	67	61	69	70	54	66	58
		6m	65			55			50			63			53			48		
			65	61	60	54	59	59	47	57	47	63	65	62	52	63	61	45	61	49
1y	57			45			41			55			43			39				
	59	53	52	44	51	50	40	50	32	55	53	52	40	51	50	36	50	32		
2y	58			34			31			52			28			25				
	62	46	34	33	39	38	30	38	27	56	42	34	27	35	38	24	34	27		
Total Family Income	3m	70			61			53			70			61			53			
		70	65	67	60	65	69	51	62	56	70	67	67	60	67	69	51	64	56	
	6m	65			53			46			63			51			44			
		65	60	60	52	58	57	44	55	45	63	62	62	50	60	59	42	57	47	
1y	57			43			38			55			41			36				
	59	52	51	43	48	49	37	47	32	55	52	51	39	48	49	33	47	32		
2y	57			33			30			51			27			24				
	61	46	34	32	38	37	29	35	27	55	42	34	26	34	37	23	31	27		
16+	Total Individual Labor Income	3m	-			76			60			-			72			56		
			-	-	-	76	72	81	62	39	53	-	-	-	72	79	87	58	46	59
		6m	-			69			55			-			64			50		
			-	-	-	69	64	74	56	36	47	-	-	-	63	70	80	50	42	53
	1y	-			54			41			-			48			35			
		-	-	-	55	46	49	41	18	39	-	-	-	49	54	51	35	26	41	
	2y	-			43			34			-			32			23			
		-	-	-	44	46	34	36	13	54	-	-	-	31	50	22	23	17	42	
	Total Family Nontransfer Income	3m	-			57			43			-			55			41		
			-	-	-	57	54	55	44	38	23	-	-	-	55	61	67	42	45	35
		6m	-			50			38			-			48			36		
			-	-	-	51	45	49	39	34	16	-	-	-	47	51	64	35	40	31
1y	-			38			30			-			34			26				
	-	-	-	38	32	35	31	20	15	-	-	-	34	38	44	27	26	24		
2y	-			27			17			-			25			15				
	-	-	-	26	31	32	17	10	26	-	-	-	24	37	26	15	16	20		
Total Family Income	3m	-			56			42			-			56			42			
		-	-	-	57	54	55	43	38	22	-	-	-	55	61	68	41	45	35	
	6m	-			49			38			-			47			36			
		-	-	-	51	45	48	39	33	16	-	-	-	47	51	63	35	39	31	
1y	-			38			30			-			34			26				
	-	-	-	39	33	34	31	20	14	-	-	-	34	39	44	26	26	24		
2y	-			27			19			-			24			16				
	-	-	-	27	31	32	18	10	27	-	-	-	23	37	26	14	16	21		

¹ The percentages reported in this table are estimated using weighted least squares. The upper entry in each cell corresponds to figures for a nationally representative sample, and the three lower entries are for the race-ethnic groups White, Black, and Hispanic, respectively.

² Late 70s, Early 80s refers to the period 1978-1983; and Mid 80s refers to the period 1984-1987.

³ Late Teens corresponds to age 19; Early 20s refers to age 23; and Late 20s corresponds to age 27.

Table 6.1-LQ
Summary Statistics for Cumulative Experiences
(White, Black, Hispanic)

Labor Market Status	Education	Average Cumulative Weeks								
		Yrs. 1-10			Yrs. 1-5			Yrs. 6-10		
Low-Wage	11-	67	74	77	35	30	37	32	44	40
	12	75	96	76	46	55	44	28	41	32
	13 - 15	39	40	37	28	27	25	11	13	12
	16+	23	23	25	12	14	11	11	10	14
High-Wage	11-	278	143	228	112	57	92	165	86	137
	12	339	263	326	146	106	140	193	157	186
	13 - 15	410	374	420	194	172	198	215	201	223
	16+	405	426	409	195	200	201	210	226	207
Both	11-	8	4	3	4	2	2	5	2	1
	12	9	6	7	6	4	4	3	3	4
	13 - 15	10	16	4	4	7	2	6	9	3
	16+	6	7	6	3	4	3	2	3	3
Training	11-	30	59	31	17	29	17	13	30	14
	12	27	25	23	15	14	12	12	11	10
	13 - 15	33	23	19	11	8	7	21	15	11
	16+	39	18	42	18	8	19	21	9	24
Nonemployment	11-	137	241	180	92	142	113	45	98	68
	12	70	130	88	47	82	60	23	48	28
	13 - 15	28	67	40	22	46	29	7	21	12
	16+	48	46	39	32	34	26	16	12	12
Labor Market Status	Education	Participation Rate								
		Yrs. 1-10			Yrs. 1-5			Yrs. 6-10		
Low-Wage	11-	0.8	0.78	0.78	0.65	0.57	0.63	0.55	0.61	0.56
	12	0.74	0.82	0.75	0.64	0.71	0.65	0.42	0.58	0.44
	13 - 15	0.5	0.51	0.44	0.42	0.39	0.34	0.22	0.26	0.21
	16+	0.44	0.44	0.38	0.31	0.33	0.23	0.24	0.22	0.24
High-Wage	11-	0.98	0.87	0.97	0.93	0.68	0.88	0.96	0.75	0.9
	12	0.99	0.96	0.98	0.95	0.86	0.92	0.96	0.89	0.95
	13 - 15	1	1	1	0.99	0.97	0.99	0.97	0.97	0.98
	16+	1	1	1	0.98	0.98	0.97	0.98	0.99	0.98
Both	11-	0.37	0.23	0.23	0.2	0.11	0.1	0.24	0.14	0.14
	12	0.34	0.32	0.3	0.25	0.22	0.19	0.17	0.15	0.17
	13-15	0.32	0.33	0.16	0.2	0.19	0.09	0.18	0.21	0.08
	16+	0.33	0.31	0.25	0.17	0.17	0.12	0.2	0.19	0.17
Training	11-	0.53	0.69	0.53	0.35	0.5	0.35	0.31	0.5	0.32
	12	0.5	0.49	0.44	0.34	0.32	0.3	0.3	0.31	0.26
	13 - 15	0.62	0.54	0.46	0.34	0.27	0.24	0.46	0.38	0.31
	16+	0.64	0.62	0.59	0.42	0.4	0.39	0.52	0.47	0.51
Nonemployment	11-	0.99	1	0.99	0.98	0.99	0.98	0.86	0.89	0.87
	12	0.91	0.95	0.91	0.84	0.9	0.85	0.68	0.74	0.62
	13 - 15	0.85	0.92	0.86	0.74	0.84	0.72	0.5	0.68	0.6
	16+	0.8	0.82	0.72	0.7	0.72	0.57	0.49	0.5	0.46

Table 6.1-M
Summary Statistics for Cumulative Experiences
(White, Black, Hispanic)

Labor Market Status	Education	Average Cumulative Weeks								
		Yrs. 1-10			Yrs. 1-5			Yrs. 6-10		
Low-Wage	11-	72	76	83	47	42	50	25	35	32
	12	86	95	66	64	63	49	22	32	17
	13 - 15	48	45	37	36	33	28	12	13	9
	16+	31	21	24	15	11	12	16	9	12
High-Wage	11-	271	148	217	100	52	78	171	96	139
	12	330	277	342	131	106	138	199	171	205
	13 - 15	402	378	417	182	167	190	220	212	227
	16+	405	427	423	195	202	207	209	225	216
Both	11-	7	3	4	3	1	1	4	2	2
	12	8	6	10	5	4	6	3	2	4
	13 - 15	10	15	7	5	7	4	5	8	4
	16+	7	8	7	4	4	3	3	4	3
Training	11-	33	48	33	19	21	17	14	27	16
	12	25	20	24	14	11	14	12	9	10
	13 - 15	32	17	18	14	7	8	18	10	9
	16+	29	14	32	13	7	13	16	7	19
Nonemployment	11-	137	245	183	91	144	113	46	101	70
	12	71	122	79	47	76	54	24	45	25
	13 - 15	28	64	41	23	46	30	5	17	11
	16+	49	49	35	33	35	24	16	14	11
Labor Market Status	Education	Participation Rate								
		Yrs. 1-10			Yrs. 1-5			Yrs. 6-10		
Low-Wage	11-	0.83	0.78	0.8	0.75	0.63	0.72	0.49	0.55	0.5
	12	0.79	0.82	0.75	0.74	0.75	0.69	0.37	0.46	0.3
	13 - 15	0.61	0.6	0.53	0.55	0.5	0.44	0.22	0.24	0.17
	16+	0.52	0.52	0.41	0.35	0.39	0.27	0.31	0.26	0.23
High-Wage	11-	0.98	0.85	0.96	0.9	0.6	0.81	0.97	0.77	0.9
	12	0.99	0.97	0.99	0.92	0.87	0.92	0.97	0.93	0.98
	13 - 15	0.99	1	1	0.98	0.98	0.99	0.97	0.98	0.98
	16+	1	1	1	0.99	0.99	0.99	0.98	0.99	0.99
Both	11-	0.33	0.22	0.2	0.2	0.1	0.1	0.18	0.13	0.12
	12	0.3	0.28	0.34	0.23	0.21	0.27	0.12	0.1	0.14
	13-15	0.34	0.35	0.15	0.24	0.24	0.1	0.17	0.19	0.08
	16+	0.35	0.34	0.29	0.17	0.18	0.13	0.22	0.2	0.19
Training	11-	0.54	0.65	0.53	0.36	0.43	0.35	0.32	0.48	0.32
	12	0.5	0.47	0.47	0.34	0.3	0.31	0.32	0.3	0.29
	13 - 15	0.58	0.49	0.43	0.35	0.27	0.26	0.4	0.31	0.26
	16+	0.57	0.55	0.55	0.33	0.32	0.32	0.45	0.43	0.5
Nonemployment	11-	0.99	0.99	1	0.97	0.97	0.96	0.88	0.88	0.88
	12	0.92	0.94	0.9	0.85	0.88	0.85	0.66	0.7	0.58
	13 - 15	0.83	0.9	0.85	0.74	0.84	0.76	0.41	0.61	0.52
	16+	0.82	0.81	0.68	0.71	0.71	0.57	0.52	0.49	0.39

Table 6.2-LQ
Cumulative Experience During 10 Years Following School
(White, Black, Hispanic)

Period Covering Years	Labor Market Status	Education	Percentile														
			10			25			50			75			90		
1 - 10	Low-Wage	11-	0	0	0	9	5	8	48	43	46	98	103	112	158	195	197
		12	0	0	0	0	22	0	49	76	47	112	143	110	196	221	199
		13 - 15	0	0	0	0	0	0	1	6	0	60	54	52	117	115	116
		16+	0	0	0	0	0	0	0	0	0	32	31	28	71	72	78
	High-Wage	11-	94	0	39	187	25	109	290	105	227	377	235	337	432	349	424
		12	148	46	90	266	143	229	358	278	355	437	381	444	489	453	498
		13 - 15	255	199	281	359	311	374	442	402	453	491	464	500	516	501	518
		16+	230	318	246	359	393	360	439	449	443	491	492	502	517	515	520
	Both	11-	0	0	0	0	0	0	0	0	0	3	0	0	21	11	5
		12	0	0	0	0	0	0	0	0	0	3	2	2	37	17	29
		13 - 15	0	0	0	0	0	0	0	0	0	2	7	0	29	55	3
		16+	0	0	0	0	0	0	0	0	0	2	2	1	17	20	16
	Training	11-	0	0	0	0	0	0	5	41	8	45	91	47	84	149	89
		12	0	0	0	0	0	0	0	0	0	34	28	33	72	72	66
		13 - 15	0	0	0	0	0	0	5	3	0	37	23	16	88	63	49
		16+	0	0	0	0	0	0	11	6	8	40	19	46	109	39	126
	Nonem- ployment	11-	29	64	34	56	126	85	110	236	152	183	346	257	283	434	367
		12	1	9	2	16	39	16	49	91	53	90	183	113	157	335	225
		13 - 15	0	2	0	3	20	6	17	49	25	39	92	56	66	153	95
		16+	0	0	0	3	4	0	23	26	16	63	60	51	116	112	98
Low- Wage + Nonem- ployment	11-	57	127	76	107	210	146	183	332	251	283	421	369	387	480	442	
	12	12	40	8	51	100	44	116	202	119	209	339	248	326	454	406	
	13 - 15	1	9	0	13	37	15	46	80	50	93	144	109	163	241	182	
	16+	0	0	0	10	15	7	47	49	37	101	94	85	161	155	156	
1 - 5	Low- Wage	11-	0	0	0	0	0	0	20	9	18	55	48	59	98	91	101
		12	0	0	0	0	0	0	26	39	26	69	85	69	138	137	117
		13 - 15	0	0	0	0	0	0	0	0	0	45	37	32	90	92	85
		16+	0	0	0	0	0	0	0	0	0	10	14	0	43	43	42
	High- Wage	11-	7	0	0	53	0	26	114	28	78	170	97	145	209	168	203
		12	26	0	6	83	30	66	156	100	151	210	170	212	248	225	256
		13 - 15	94	52	92	161	129	161	212	191	220	251	232	255	260	259	260
		16+	94	119	107	162	170	167	215	212	223	253	253	260	260	260	260
	Both	11-	0	0	0	0	0	0	0	0	0	0	0	0	10	1	1
		12	0	0	0	0	0	0	0	0	0	0	0	0	18	9	10
		13 - 15	0	0	0	0	0	0	0	0	0	0	0	0	7	15	0
		16+	0	0	0	0	0	0	0	0	0	0	0	0	6	11	3

Table 6.2-LQ
Cont.

Period Covering Years	Labor Market Status	Education	Percentile														
			10			25			50			75			90		
1 - 5 (cont.)	Training	11-	0	0	0	0	0	0	0	1	0	18	50	22	59	89	61
		12	0	0	0	0	0	0	0	0	0	17	13	13	53	48	44
		13 - 15	0	0	0	0	0	0	0	0	0	8	2	0	41	29	24
		16+	0	0	0	0	0	0	0	0	0	16	9	16	56	25	59
	Nonem- ployment	11-	17	39	21	40	83	57	80	144	103	129	201	164	191	252	221
		12	0	0	0	6	21	9	31	63	39	67	124	88	114	203	155
		13 - 15	0	0	0	0	7	0	9	33	14	32	67	44	58	110	79
		16+	0	0	0	0	0	0	12	16	4	42	47	37	88	91	73
	Low- Wage + Nonem- ployment	11-	36	71	47	72	122	96	119	181	154	181	232	209	231	260	251
		12	2	19	0	29	66	26	77	135	88	142	211	170	216	258	239
		13 - 15	0	0	0	4	19	3	32	56	32	75	105	79	128	183	147
		16+	0	0	0	1	3	0	24	32	15	64	68	56	111	117	99
6 - 10	Low- Wage	11-	0	0	0	0	0	0	6	16	11	48	60	55	95	135	127
		12	0	0	0	0	0	0	0	16	0	40	63	45	90	115	110
		13 - 15	0	0	0	0	0	0	0	0	0	0	8	0	27	39	41
		16+	0	0	0	0	0	0	0	0	0	0	0	0	43	35	53
	High- Wage	11-	44	0	0	108	0	57	182	54	143	236	159	221	255	236	253
		12	74	0	34	159	92	142	217	180	214	254	231	257	260	260	260
		13 - 15	121	96	147	202	174	214	246	227	248	259	254	260	260	260	260
		16+	120	169	117	187	214	179	235	244	232	258	258	257	260	260	260
	Both	11-	0	0	0	0	0	0	0	0	0	0	0	0	11	3	2
		12	0	0	0	0	0	0	0	0	0	0	0	0	4	2	5
		13 - 15	0	0	0	0	0	0	0	0	0	0	0	0	10	30	0
		16+	0	0	0	0	0	0	0	0	0	0	0	0	3	7	5
	Training	11-	0	0	0	0	0	0	0	1	0	10	48	15	51	91	50
		12	0	0	0	0	0	0	0	0	0	4	5	3	35	35	35
		13 - 15	0	0	0	0	0	0	0	0	0	11	10	4	67	39	25
		16+	0	0	0	0	0	0	2	0	1*	20	9	24	56	23	77
	Nonem- ployment	11-	0	0	0	4	20	9	23	84	42	60	167	104	113	222	184
		12	0	0	0	0	0	0	7	21	6	29	61	31	64	151	78
		13 - 15	0	0	0	0	0	0	0	8	2	7	29	15	19	57	30
		16+	0	0	0	0	0	0	0	0	0	18	16	16	47	32	35
	Low- Wage + Nonem- ployment	11-	2	14	3	13	65	24	55	156	95	121	217	177	196	259	241
		12	0	0	0	1	10	0	22	65	20	76	146	92	153	241	203
		13 - 15	0	0	0	0	0	0	2	16	5	16	43	24	48	91	71
		16+	0	0	0	0	0	0	3	3	5	38	27	32	84	63	79

Table 6.2-M
Cumulative Experience During 10 Years Following School
(White, Black, Hispanic)

Period Covering Years	Labor Market Status	Education	Percentile														
			10			25			50			75			90		
1 - 10	Low-Wage	11-	0	0	0	17	3	14	58	47	59	106	117	119	159	192	209
		12	0	0	0	13	18	0	61	70	43	124	138	97	206	221	172
		13 - 15	0	0	0	0	0	0	23	18	9	74	67	56	129	138	107
		16+	0	0	0	0	0	0	6	4	0	42	28	32	96	62	82
	High-Wage	11-	96	0	29	184	25	99	285	110	213	362	250	327	419	362	404
		12	157	57	149	254	172	271	351	293	368	424	384	438	483	454	485
		13 - 15	242	234	292	346	320	372	430	395	443	485	457	490	516	498	517
		16+	247	308	282	356	394	384	435	451	451	484	493	501	516	515	520
	Both	11-	0	0	0	0	0	0	0	0	0	2	0	0	19	6	5
		12	0	0	0	0	0	0	0	0	0	2	1	3	28	13	32
		13 - 15	0	0	0	0	0	0	0	0	0	3	4	0	27	60	8
		16+	0	0	0	0	0	0	0	0	0	1	3	1	23	32	21
	Training	11-	0	0	0	0	0	0	9	27	8	51	71	49	95	126	92
		12	0	0	0	0	0	0	1	0	0	33	27	36	74	63	72
		13 - 15	0	0	0	0	0	0	4	0	0	32	16	13	80	47	49
		16+	0	0	0	0	0	0	5	2	5	28	14	32	73	37	91
	Nonemployment	11-	27	54	32	61	122	82	111	244	153	186	357	266	288	440	387
		12	2	8	1	15	36	13	45	88	47	96	166	101	164	310	195
		13 - 15	0	1	0	3	19	5	16	50	26	38	89	59	69	145	99
		16+	0	0	0	4	4	0	27	25	13	67	65	47	116	121	92
Low-Wage + Nonemployment	11-	73	130	88	118	211	156	188	345	259	280	428	370	387	484	457	
	12	20	46	12	67	104	48	134	195	111	217	311	206	330	433	335	
	13 - 15	1	12	1	19	45	21	54	88	55	110	157	114	183	224	178	
	16+	0	0	0	17	14	4	54	43	33	114	94	85	192	166	146	
1 - 5	Low-Wage	11-	0	0	0	1	0	0	38	16	37	76	66	78	111	121	124
		12	0	0	0	0	0	0	48	48	31	98	102	78	157	152	129
		13 - 15	0	0	0	0	0	0	14	2	0	59	48	42	103	105	88
		16+	0	0	0	0	0	0	0	0	0	15	16	9	54	36	45
	High-Wage	11-	1	0	0	36	0	10	97	17	61	155	93	136	196	163	187
		12	5	0	11	65	32	71	137	103	148	197	168	205	240	217	242
		13 - 15	77	64	89	138	119	152	199	178	207	241	221	249	260	252	260
		16+	96	118	121	163	175	177	212	220	230	251	251	260	260	260	260
	Both	11-	0	0	0	0	0	0	0	0	0	0	0	0	9	1	1
		12	0	0	0	0	0	0	0	0	0	0	0	1	13	5	17
		13 - 15	0	0	0	0	0	0	0	0	0	0	0	0	14	21	0
		16+	0	0	0	0	0	0	0	0	0	0	0	0	7	13	4

Table 6.2-M
Cont.

Period Covering Years	Labor Market Status	Education	Percentile														
			10			25			50			75			90		
1 - 5 (cont.)	Training	11-	0	0	0	0	0	0	0	0	0	20	33	19	69	68	62
		12	0	0	0	0	0	0	0	0	0	17	10	17	47	41	50
		13 - 15	0	0	0	0	0	0	0	0	0	11	3	1	46	23	29
		16+	0	0	0	0	0	0	0	0	0	8	5	7	41	22	39
	Non- employment	11-	9	32	13	35	77	50	79	147	103	134	213	167	188	258	231
		12	0	0	0	6	16	7	28	57	34	67	114	74	123	190	146
		13 - 15	0	0	0	0	8	1	11	34	16	32	71	45	60	106	84
		16+	0	0	0	0	0	0	14	14	5	47	48	31	90	95	71
	Low- Wage + Nonem- ployment	11-	46	79	63	84	139	104	131	197	170	195	248	228	240	260	260
		12	9	29	6	46	74	35	98	139	88	169	207	167	232	255	227
		13 - 15	0	4	0	11	29	8	44	65	43	84	117	87	140	172	145
		16+	0	0	0	3	3	0	30	27	15	70	65	53	128	121	98
6 - 10	Low- Wage	11-	0	0	0	0	0	0	0	5	0	35	48	41	81	108	102
		12	0	0	0	0	0	0	0	0	0	25	42	12	76	110	56
		13 - 15	0	0	0	0	0	0	0	0	0	0	0	0	47	49	36
		16+	0	0	0	0	0	0	0	0	0	15	2	0	59	31	41
	High- Wage	11-	57	0	0	121	4	57	188	71	149	234	174	222	255	241	254
		12	95	16	91	169	119	178	224	193	233	254	250	259	260	260	260
		13 - 15	138	122	159	204	188	215	248	235	252	260	260	260	260	260	260
		16+	119	166	137	180	211	193	236	245	239	259	259	259	260	260	260
	Both	11-	0	0	0	0	0	0	0	0	0	0	0	0	11	2	1
		12	0	0	0	0	0	0	0	0	0	0	0	0	1	1	6
		13 - 15	0	0	0	0	0	0	0	0	0	0	0	0	5	26	0
		16+	0	0	0	0	0	0	0	0	0	0	0	0	5	11	9
	Training	11-	0	0	0	0	0	0	0	0	0	13	42	15	51	81	58
		12	0	0	0	0	0	0	0	0	0	6	4	5	35	33	35
		13 - 15	0	0	0	0	0	0	0	0	0	7	4	1	52	28	19
		16+	0	0	0	0	0	0	0	0	0	13	6	18	39	17	50
	Nonem- ployment	11-	0	0	0	5	22	8	25	86	44	65	171	111	123	226	194
		12	0	0	0	0	0	0	8	17	4	31	65	23	67	134	71
		13 - 15	0	0	0	0	0	0	0	6	1	4	25	13	17	48	31
		16+	0	0	0	0	0	0	1	0	0	19	18	11	49	42	28
	Low- Wage + Nonem- ployment	11-	2	10	3	14	55	23	49	144	86	111	210	171	180	257	236
		12	0	0	0	0	3	0	21	47	9	69	124	53	135	223	141
		13 - 15	0	0	0	0	0	0	1	12	2	16	38	21	59	90	69
		16+	0	0	0	0	0	0	8	3	0	47	31	25	96	68	76

Table 6.3-LQ
Number of Spells During 10 Years Following School
(White, Black, Hispanic)

Period Covering Years	Labor Market Status	Education	Percentile														
			10			25			50			75			90		
1 - 10	Low-Wage	11-	0	0	0	1	1	1	2	2	2	4	3	4	5	5	5
		12	0	0	0	0	1	0	2	2	2	3	4	4	4	5	5
		13 - 15	0	0	0	0	0	0	1	1	0	1	2	1	3	3	2
		16+	0	0	0	0	0	0	0	0	0	1	1	1	2	2	1
	High-Wage	11-	3	0	2	4	1	3	5	3	4	7	4	6	9	5	8
		12	2	1	1	3	2	2	4	4	4	6	5	5	8	7	7
		13 - 15	1	2	1	2	3	2	4	4	3	5	5	5	7	7	6
		16+	1	1	1	2	2	2	4	4	3	6	6	5	7	7	6
	Both	11-	0	0	0	0	0	0	0	0	0	1	0	0	2	1	1
		12	0	0	0	0	0	0	0	0	0	1	1	1	2	1	2
		13 - 15	0	0	0	0	0	0	0	0	0	1	1	0	2	2	1
		16+	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
	Training	11-	0	0	0	0	0	0	1	1	1	1	2	1	2	3	2
		12	0	0	0	0	0	0	0	0	0	1	1	1	2	2	2
		13 - 15	0	0	0	0	0	0	1	1	0	2	1	1	3	2	2
		16+	0	0	0	0	0	0	1	1	1	3	3	3	4	4	4
	Nonemployment	11-	2	2	2	4	3	4	6	5	5	8	6	7	10	8	9
		12	1	1	1	2	2	2	4	4	4	6	6	6	8	8	8
		13 - 15	0	1	0	1	2	1	2	3	2	4	5	4	5	6	5
		16+	0	0	0	1	1	0	2	2	1	3	4	2	5	5	4
1 - 5	Low-Wage	11-	0	0	0	0	0	0	1	1	1	2	2	2	4	3	3
		12	0	0	0	0	0	0	1	1	1	2	2	3	3	3	4
		13 - 15	0	0	0	0	0	0	0	0	0	1	1	1	2	2	2
		16+	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1
	High-Wage	11-	1	0	0	2	0	1	3	1	2	4	2	3	5	3	4
		12	1	0	1	1	1	1	3	2	2	4	3	3	5	4	5
		13 - 15	1	1	1	1	2	1	2	2	2	3	3	3	5	4	4
		16+	1	1	1	1	1	1	2	2	2	3	4	3	5	5	4
	Both	11-	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
		12	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
		13 - 15	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
		16+	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1

Table 6.3-LQ
Cont.

Period Covering Years	Labor Market Status	Education	Percentile														
			10			25			50			75			90		
1 - 5 (cont.)	Training	11-	0	0	0	0	0	0	0	1	0	1	1	1	1	2	1
		12	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
		13 - 15	0	0	0	0	0	0	0	0	0	1	1	0	2	1	1
		16+	0	0	0	0	0	0	0	0	0	2	1	1	3	3	3
	Nonem- ployment	11-	1	1	1	2	2	2	4	3	3	5	4	4	6	5	6
		12	0	0	0	1	1	1	2	2	3	4	4	4	5	5	6
		13 - 15	0	0	0	0	1	0	2	2	1	3	3	3	4	4	4
		16+	0	0	0	0	0	0	1	1	1	2	2	1	3	3	2
6 - 10	Low- Wage	11-	0	0	0	0	0	0	0	1	0	1	2	2	3	3	3
		12	0	0	0	0	0	0	0	1	0	1	1	1	2	3	2
		13 - 15	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
		16+	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
	High- Wage	11-	0	0	0	1	0	1	2	1	2	4	2	3	5	3	4
		12	0	0	0	1	0	0	2	1	1	3	3	2	4	4	3
		13 - 15	0	0	0	0	1	0	1	2	1	2	3	2	3	4	3
		16+	0	0	0	0	0	0	2	1	1	3	3	2	4	4	3
	Both	11-	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
		12	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
		13 - 15	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
		16+	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
	Training	11-	0	0	0	0	0	0	0	0	0	1	1	1	1	2	1
		12	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1
		13 - 15	0	0	0	0	0	0	0	0	0	1	1	1	2	2	1
		16+	0	0	0	0	0	0	1	0	0	2	1	2	3	2	3
	Nonem- ployment	11-	0	0	0	1	1	1	2	2	2	4	3	3	5	4	5
		12	0	0	0	0	0	0	1	1	1	2	2	2	4	4	3
		13 - 15	0	0	0	0	0	0	0	1	1	1	2	1	2	3	2
		16+	0	0	0	0	0	0	0	0	0	1	1	1	2	2	2

Table 6.3-M
Number of Spells During 10 Years Following School
(White, Black, Hispanic)

Period Covering Years	Labor Market Status	Education	Percentile														
			10			25			50			75			90		
1 - 10	Low- Wage	11-	0	0	0	1	1	1	2	2	2	4	3	4	6	5	5
		12	0	0	0	1	1	0	2	2	2	3	3	3	5	5	5
		13 - 15	0	0	0	0	0	0	1	1	1	2	2	1	3	3	2
		16+	0	0	0	0	0	0	1	1	0	1	1	1	2	2	2
	High- Wage	11-	2	0	1	4	1	2	5	2	4	7	4	5	9	5	7
		12	1	1	1	3	2	2	4	4	4	6	5	5	7	7	7
		13 - 15	1	1	1	2	2	2	4	4	3	5	5	5	7	6	6
		16+	1	1	1	2	2	2	4	4	3	6	5	5	7	7	6
	Both	11-	0	0	0	0	0	0	0	0	0	1	0	0	2	1	1
		12	0	0	0	0	0	0	0	0	0	1	1	1	1	1	2
		13 - 15	0	0	0	0	0	0	0	0	0	1	1	0	2	2	1
		16+	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
	Training	11-	0	0	0	0	0	0	1	1	1	1	2	1	2	3	2
		12	0	0	0	0	0	0	1	0	0	1	1	1	2	2	2
		13 - 15	0	0	0	0	0	0	1	0	0	2	1	1	3	2	2
		16+	0	0	0	0	0	0	1	1	1	2	2	2	4	4	4
	Nonem- ployment	11-	2	2	2	4	3	3	6	4	5	8	6	7	10	8	9
		12	1	1	1	2	2	2	4	4	3	6	6	5	8	7	7
		13 - 15	0	1	0	1	2	1	2	3	2	4	4	4	5	6	5
		16+	0	0	0	1	1	0	2	2	1	4	4	2	5	5	4
1 - 5	Low- Wage	11-	0	0	0	1	0	0	2	1	1	3	2	3	4	3	4
		12	0	0	0	0	0	0	1	1	1	3	3	3	4	4	4
		13 - 15	0	0	0	0	0	0	1	1	0	1	1	1	3	2	2
		16+	0	0	0	0	0	0	0	0	0	1	1	1	2	2	1
	High- Wage	11-	1	0	0	1	0	1	3	1	2	4	2	3	5	3	4
		12	1	0	1	1	1	1	2	2	2	3	3	3	5	4	4
		13 - 15	1	1	1	1	1	1	2	2	2	3	3	3	4	4	4
		16+	1	1	1	1	1	1	2	2	2	3	3	3	5	4	3
	Both	11-	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
		12	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1
		13 - 15	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
		16+	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1

Table 6.3-M
Cont.

Period Coverin g Years	Labor Market Status	Education	Percentile														
			10			25			50			75			90		
1 - 5 (cont.)	Training	11-	0	0	0	0	0	0	0	0	0	1	1	1	1	2	1
		12	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
		13 - 15	0	0	0	0	0	0	0	0	0	1	1	1	2	1	1
		16+	0	0	0	0	0	0	0	0	0	1	1	1	2	2	2
	Nonem- ployment	11-	1	1	1	2	2	2	4	3	3	5	4	5	6	5	6
		12	0	0	0	1	1	1	2	2	2	4	4	4	5	5	5
		13 - 15	0	0	0	0	1	1	2	2	2	3	3	3	4	4	4
		16+	0	0	0	0	0	0	1	1	1	2	2	1	4	4	2
6 - 10	Low- Wage	11-	0	0	0	0	0	0	0	0	0	1	2	1	2	2	2
		12	0	0	0	0	0	0	0	0	0	1	1	0	1	2	1
		13 - 15	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
		16+	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1
	High- Wage	11-	0	0	0	1	0	1	2	1	2	4	2	3	5	3	4
		12	0	0	0	1	0	0	2	1	1	3	2	2	4	4	4
		13 - 15	0	0	0	0	0	0	1	1	1	2	2	2	3	3	3
		16+	0	0	0	0	0	0	1	1	1	3	3	2	4	4	3
	Both	11-	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
		12	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
		13 - 15	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
		16+	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
	Training	11-	0	0	0	0	0	0	0	0	0	1	1	1	1	2	1
		12	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
		13 - 15	0	0	0	0	0	0	0	0	0	1	1	0	2	1	1
		16+	0	0	0	0	0	0	0	0	0	1	1	1	2	2	2
	Nonem- ployment	11-	0	0	0	1	1	1	2	2	2	4	3	3	5	4	5
		12	0	0	0	0	0	0	1	1	1	2	2	2	4	4	3
		13 - 15	0	0	0	0	0	0	0	1	1	1	2	1	2	3	2
		16+	0	0	0	0	0	0	0	0	0	2	1	1	3	2	2

Table 6.4-LQ
Length of Spells During 10 Years Following School
(White, Black, Hispanic)

Period Covering Years	Labor Market Status	Education	Percentile														
			10			25			50			75			90		
1 - 10	Low- Wage	11-	4	3	4	8	8	10	19	18	18	35	37	39	60	74	77
		12	5	6	4	11	12	10	25	25	18	52	51	39	87	89	75
		13 - 15	8	8	6	13	12	16	28	24	36	60	55	67	87	88	105
		16+	4	6	10	11	12	18	23	22	36	51	42	64	77	76	103
	High- Wage	11-	4	5	4	10	11	10	28	30	27	69	72	68	170	221	185
		12	5	6	6	13	15	15	42	38	43	115	100	135	282	284	420
		13 - 15	10	8	13	24	22	33	58	56	84	174	142	213	433	340	492
		16+	7	7	13	20	20	35	58	57	86	155	170	184	410	409	453
	Both	11-	1	1	1	2	2	1	4	9	3	16	18	13	28	32	23
		12	1	1	1	1	1	2	3	3	5	24	16	24	52	43	47
		13 - 15	1	2	1	2	4	2	5	17	4	23	53	31	70	95	72
		16+	1	1	1	1	2	3	3	9	11	16	22	24	40	44	50
	Training	11-	5	8	8	11	17	17	25	38	29	53	61	52	79	83	78
		12	3	3	8	9	8	13	19	18	24	41	39	42	70	66	68
		13 - 15	2	2	2	4	5	4	10	12	10	31	25	24	73	57	58
		16+	2	1	2	4	2	4	9	5	10	19	10	25	54	18	59
	Nonem- ployment	11-	1	3	2	3	8	4	9	26	15	27	61	39	52	146	74
		12	1	2	1	2	4	3	7	14	8	19	34	21	41	68	51
		13 - 15	1	2	1	2	4	2	5	13	8	14	25	19	24	44	36
		16+	1	1	2	3	3	5	9	10	13	23	21	26	50	49	58
1 - 5	Low- Wage	11-	3	3	4	8	8	9	17	17	17	33	37	37	54	65	68
		12	5	6	4	11	12	9	23	24	17	48	50	36	82	93	68
		13 - 15	8	8	5	16	14	19	32	29	35	62	58	66	89	90	112
		16+	4	5	10	10	11	16	20	21	31	43	39	59	72	68	91
	High- Wage	11-	4	5	4	9	11	10	25	28	25	58	63	56	120	168	139
		12	5	5	6	12	13	13	36	35	38	89	84	106	-	-	-
		13 - 15	8	7	11	22	20	30	51	49	83	177	148	-	-	-	-
		16+	7	7	14	20	20	39	58	58	104	196	220	-	-	-	-
	Both	11-	1	1	1	2	2	1	7	8	3	19	18	16	35	36	26
		12	1	1	1	1	2	2	3	3	7	23	16	24	52	36	40
		13 - 15	1	1	1	2	4	2	4	10	5	15	45	24	52	95	64
		16+	1	1	1	2	4	4	7	13	13	21	32	32	44	52	59

Table 6.4-LQ
Cont.

Period Covering Years	Labor Market Status	Education	Percentile														
			10			25			50			75			90		
1 - 5 (cont.)	Training	11-	7	11	10	13	19	18	26	39	29	54	62	56	81	85	82
		12	8	6	9	13	12	15	24	23	25	45	44	42	73	66	62
		13 - 15	2	3	3	6	7	5	14	14	12	31	29	27	61	61	58
		16+	2	1	2	4	2	4	9	6	11	22	11	26	64	20	63
	Nonem- ployment	11-	2	3	2	3	11	5	11	33	19	34	75	46	63	172	88
		12	1	2	1	3	5	3	8	16	9	23	42	25	47	79	57
		13 - 15	1	2	1	2	5	3	6	14	10	16	28	22	27	48	41
		16+	1	1	2	3	3	5	9	11	14	25	28	37	53	60	68
6 - 10	Low- Wage	11-	4	3	5	10	8	11	21	21	22	44	43	50	73	117	131
		12	5	6	4	13	13	10	30	27	23	58	54	52	102	91	112
		13 - 15	7	8	8	11	11	14	17	17	41	57	50	70	96	99	129
		16+	5	7	10	14	14	19	30	25	44	57	54	78	84	91	138
	High- Wage	11-	5	5	5	12	12	12	35	37	33	97	96	100	224	257	248
		12	7	7	8	21	19	23	68	51	70	162	156	245	-	-	-
		13 - 15	12	10	17	31	29	46	88	71	105	243	172	-	-	-	-
		16+	9	9	13	27	26	35	74	85	85	193	198	185	-	-	-
	Both	11-	1	1	1	2	2	2	4	9	2	15	18	11	26	30	16
		12	1	1	1	2	1	2	4	3	5	30	16	26	58	55	54
		13 - 15	1	2	1	2	5	2	8	26	7	41	62	42	88	113	75
		16+	1	1	1	1	2	2	2	6	7	8	17	21	30	33	36
	Training	11-	4	5	5	10	16	13	24	31	29	55	60	52	80	96	79
		12	2	2	4	5	5	11	14	14	23	39	37	41	75	68	77
		13 - 15	1	2	1	3	4	4	8	12	8	37	26	29	-	68	68
		16+	2	1	2	4	2	4	9	5	10	20	10	28	54	18	67
	Nonem- ployment	11-	1	2	2	2	6	4	7	22	11	20	57	33	43	145	72
		12	1	2	1	2	4	3	6	11	7	16	29	18	37	71	50
		13 - 15	1	2	1	2	3	2	4	10	5	11	22	16	19	38	24
		16+	1	1	2	2	2	4	9	8	12	22	16	21	52	26	40

Table 6.4-M
Length of Spells During 10 Years Following School
(White, Black, Hispanic)

Period Covering Years	Labor Market Status	Education	Percentile														
			10			25			50			75			90		
1 - 10	Low-Wage	11-	4	3	4	8	7	9	18	18	17	35	40	37	58	79	74
		12	4	6	4	11	12	10	24	25	20	52	52	43	87	91	70
		13 - 15	5	6	5	11	13	17	30	30	34	56	58	56	84	90	90
		16+	8	7	11	13	11	17	23	17	33	57	29	63	98	59	93
	High-Wage	11-	5	4	4	11	11	11	30	34	30	73	81	76	180	246	215
		12	6	6	6	15	15	14	44	41	45	128	105	164	345	330	421
		13 - 15	9	9	14	24	25	32	63	65	86	186	149	233	-	428	-
		16+	6	8	12	18	22	37	57	65	102	165	200	229	409	439	494
	Both	11-	1	1	1	2	2	1	8	3	3	16	13	13	30	25	29
		12	1	1	1	2	1	2	4	3	5	25	17	24	57	48	55
		13 - 15	1	1	1	1	2	2	3	15	15	19	43	54	61	95	118
		16+	1	1	1	1	2	2	3	13	14	19	27	28	42	52	51
	Training	11-	5	8	7	12	16	15	26	32	32	55	57	57	82	81	84
		12	4	2	7	10	7	15	19	17	25	38	40	40	67	61	65
		13 - 15	2	2	2	4	5	4	10	11	11	26	22	25	62	52	54
		16+	2	1	2	4	2	4	9	5	9	19	11	21	44	19	55
	Nonemployment	11-	1	3	2	3	8	4	9	27	15	28	65	40	57	170	76
		12	1	2	1	3	4	3	8	14	8	20	35	20	42	67	47
		13 - 15	1	2	1	2	4	3	5	13	8	14	25	19	26	46	37
		16+	1	1	2	3	3	5	8	9	12	22	22	27	48	49	55
1 - 5	Low-Wage	11-	4	3	4	9	8	10	18	19	19	36	43	39	56	80	74
		12	4	6	4	11	13	10	24	24	19	50	52	41	87	94	72
		13 - 15	4	6	5	12	14	20	30	31	34	53	54	52	82	88	90
		16+	7	5	11	11	10	16	19	15	28	42	24	54	82	45	83
	High-Wage	11-	5	5	4	11	12	10	27	34	27	59	82	63	156	228	164
		12	6	5	5	14	14	13	39	36	40	106	88	135	-	-	-
		13 - 15	8	8	14	22	22	30	56	59	85	187	154	259	-	-	-
		16+	7	7	12	19	22	41	60	73	120	212	-	-	-	-	-
	Both	11-	1	1	1	2	2	1	4	3	2	15	10	10	26	19	17
		12	1	1	1	2	2	2	4	3	3	19	15	21	52	45	50
		13 - 15	1	1	1	1	2	2	3	9	15	17	36	62	58	78	124
		16+	1	1	1	1	3	5	8	14	17	25	28	36	45	52	57

Table 6.4-M
Cont.

Period Covering Years	Labor Market Status	Education	Percentile														
			10			25			50			75			90		
1 - 5 (cont.)	Training	11-	8	10	9	13	16	15	29	31	32	58	55	55	84	77	81
		12	8	4	11	13	11	17	23	19	26	41	44	41	66	66	68
		13 - 15	2	2	2	6	7	5	12	12	12	28	21	25	66	49	52
		16+	2	1	2	5	3	4	11	6	11	22	12	26	52	26	63
	Nonem- ployment	11-	2	4	2	4	11	6	11	35	20	34	79	48	67	190	98
		12	1	2	1	3	5	3	8	16	9	22	40	23	48	76	54
		13 - 15	1	2	1	2	5	3	6	14	10	16	29	22	29	51	40
		16+	1	1	2	3	3	5	8	10	13	24	26	35	55	57	63
6 - 10	Low- Wage	11-	3	3	3	8	6	9	18	17	17	35	40	39	61	97	111
		12	5	5	4	12	12	10	29	27	22	56	59	47	103	110	81
		13 - 15	7	9	7	11	12	12	25	26	34	63	65	65	103	93	88
		16+	10	9	11	16	13	18	31	22	35	75	38	76	122	88	114
	High- Wage	11-	5	5	5	13	12	12	35	39	37	98	111	106	217	249	251
		12	8	7	8	22	20	24	64	59	83	190	187	-	-	-	-
		13 - 15	16	12	16	35	32	42	102	88	120	-	216	-	-	-	-
		16+	8	10	14	23	27	38	74	85	102	202	222	225	-	-	-
	Both	11-	1	1	1	2	2	2	10	5	7	17	15	16	35	29	40
		12	1	1	1	2	1	2	13	3	14	39	21	32	67	49	68
		13 - 15	1	1	1	2	3	2	5	27	25	33	67	57	79	114	121
		16+	1	1	1	1	2	2	2	10	11	17	23	24	40	49	45
	Training	11-	4	6	5	9	16	14	23	33	31	52	60	59	86	94	100
		12	2	2	3	5	5	11	16	12	23	36	34	40	76	61	63
		13 - 15	1	2	1	3	4	3	7	11	8	32	25	30	96	60	64
		16+	2	1	2	4	2	4	8	5	9	19	9	21	45	16	54
	Nonem- ployment	11-	1	2	1	2	7	4	7	22	12	19	61	35	47	166	75
		12	1	2	1	2	4	3	6	13	7	19	32	18	37	70	42
		13 - 15	1	2	1	2	3	2	4	10	5	11	21	17	18	36	28
		16+	1	1	2	2	2	4	7	7	11	20	18	20	41	35	41

Table 6.5-LQ
Durations To And From Low-Wage Employment During 10-Year Horizon
(White, Black, Hispanic)

Duration Measure	Education	Population Percentage Experiencing Event			Percentage at 0 Weeks			Percentiles Excluding Group at Zero														
								10			25			50			75			90		
Duration Until First Job given	11-	37	46	38	49	29	40	12	30	22	24	52	34	47	110	66	83	210	119	176	320	210
First Employment is Low-Wage	12	43	53	42	60	48	36	8	14	9	17	30	16	32	54	32	57	97	62	95	252	125
	13-15	23	23	20	79	72	69	5	12	7	14	20	22	35	39	42	76	64	74	123	109	109
	16+	15	17	5	53	64	94	5	4	8	9	9	8	41	20	13	89	60	32	340	244	32
Duration Until First Job given	11-	62	48	61	21	12	23	15	23	18	29	38	32	47	78	54	82	170	102	157	319	202
First Employment is High-Wage or Both	12	57	46	57	55	36	59	11	12	9	17	18	14	32	36	32	55	65	56	94	124	81
	13-15	76	77	80	65	46	57	7	10	7	11	18	15	20	28	25	45	48	45	80	76	75
	16+	85	83	95	49	51	58	6	7	11	12	15	22	30	37	50	59	63	77	110	89	178
Duration Until High-Wage or Both given entry into Low-Wage	11-	80	78	78	na	na	na	7	8	11	17	20	24	38	64	55	78	199	122	162	474	266
	12	74	82	75	na	na	na	9	14	9	24	27	20	50	56	47	93	125	104	188	261	216
	13-15	50	51	44	na	na	na	10	10	13	17	16	28	37	42	53	72	89	89	121	186	165
	16+	44	44	38	na	na	na	7	9	11	15	17	22	31	31	43	57	54	72	87	90	126
Duration Until Low-Wage given entry into High-Wage	11-	98	87	97	na	na	na	18	23	17	53	61	54	181	165	183	-	412	-	-	-	-
	12	99	96	98	na	na	na	17	17	13	61	53	44	284	173	237	-	-	-	-	-	-
	13-15	100	100	100	na	na	na	46	44	52	166	194	300	-	-	-	-	-	-	-	-	-
	16+	100	100	100	na	na	na	66	60	78	266	272	295	-	-	-	-	-	-	-	-	-
Duration Until Training given entry into Low-Wage	11-	80	78	78	na	na	na	53	41	53	144	95	146	444	269	500	-	-	-	-	-	-
	12	74	82	75	na	na	na	34	35	44	135	144	160	457	511	-	-	-	-	-	-	-
	13-15	50	51	44	na	na	na	57	26	28	133	119	118	316	393	405	-	-	-	-	-	-
	16+	44	44	38	na	na	na	20	17	28	55	80	64	173	216	225	489	-	-	-	-	-
Duration Until Low-Wage given entry into Training	11-	53	69	53	na	na	na	19	25	24	65	78	64	232	188	167	-	-	-	-	-	-
	12	50	49	44	na	na	na	26	22	29	82	67	69	377	173	201	-	-	-	-	-	-
	13-15	62	54	46	na	na	na	60	26	83	259	162	313	-	-	-	-	-	-	-	-	-
	16+	64	62	59	na	na	na	97	85	93	342	340	303	-	-	-	-	-	-	-	-	-

Table 6.5-M
Durations To And From Low-Wage Employment During 10-Year Horizon
(White, Black, Hispanic)

Duration Measure	Education	Population Percentage Experiencing Event			Percentage at 0 Weeks			Percentiles Excluding Group at Zero														
								10			25			50			75			90		
Duration Until First Job given	11-	57	58	59	45	28	45	14	20	17	24	35	29	47	78	58	81	193	105	153	297	194
First Employment is Low-Wage	12	56	57	52	70	62	60	8	11	10	12	25	15	26	49	29	55	95	57	82	172	96
	13-15	36	33	33	84	83	78	9	15	12	16	23	17	39	33	38	84	70	73	119	109	90
	16+	21	26	15	54	60	71	5	4	10	11	11	34	40	39	56	71	77	73	130	164	195
Duration Until First Job given	11-	43	37	40	12	5	10	18	24	23	32	48	34	58	92	62	106	202	135	238	365	248
First Employment is High-Wage or Both	12	44	43	47	41	23	41	9	11	10	13	20	15	25	42	28	47	71	59	74	123	90
	13-15	64	67	67	55	37	53	6	10	6	12	18	14	24	34	25	49	55	43	91	88	85
	16+	79	74	85	47	49	58	6	6	8	12	11	15	29	29	36	58	56	63	91	90	97
Duration Until High-Wage or Both given entry into Low-Wage	11-	83	78	80	na	na	na	8	8	12	20	20	27	42	77	63	87	227	141	161	443	285
	12	79	82	75	na	na	na	11	14	9	28	31	19	59	61	49	115	126	98	213	260	182
	13-15	61	60	53	na	na	na	8	10	14	17	18	30	41	45	52	75	89	84	134	156	145
	16+	52	52	41	na	na	na	9	9	13	17	14	22	31	25	40	65	44	73	116	81	107
Duration Until Low-Wage given entry into High-Wage	11-	98	85	96	na	na	na	21	18	21	54	62	54	205	196	229	-	510	-	-	-	-
	12	99	97	99	na	na	na	20	22	19	67	62	73	405	232	-	-	-	-	-	-	-
	13-15	99	100	100	na	na	na	32	39	66	112	149	343	-	-	-	-	-	-	-	-	-
	16+	100	100	100	na	na	na	65	83	117	266	285	347	-	-	-	-	-	-	-	-	-
Duration Until Training given entry into Low-Wage	11-	83	78	80	na	na	na	64	49	49	163	102	144	499	320	473	-	-	-	-	-	-
	12	79	82	75	na	na	na	36	62	40	129	206	143	457	-	-	-	-	-	-	-	-
	13-15	61	60	53	na	na	na	72	72	64	163	210	242	385	487	-	-	-	-	-	-	-
	16+	52	52	41	na	na	na	29	19	21	93	66	72	292	259	237	-	-	-	-	-	-
Duration Until Low-Wage given entry into Training	11-	54	65	53	na	na	na	20	24	19	62	62	61	241	202	209	-	-	-	-	-	-
	12	50	47	47	na	na	na	19	21	28	47	67	66	325	311	-	-	-	-	-	-	-
	13-15	58	49	43	na	na	na	55	23	75	223	130	269	-	488	-	-	-	-	-	-	-
	16+	57	55	55	na	na	na	86	82	186	252	284	383	-	-	-	-	-	-	-	-	-

Table 6.6-1
Cumulative Weeks During Three Years Following Particular Two-Year Work Experience for High-School Dropouts (11-)
(White, Black, Hispanic)

Labor Market Status	Work History	Participation Rate			Average Weeks			Percentile														
								10			25			50			75			90		
Low-Wage	Base Case	0.62	0.62	0.6	25	26	28	0	0	0	0	0	0	12	13	12	40	42	44	71	72	81
	More <i>n</i>	0.68	0.64	0.64	29	28	29	0	0	0	0	0	0	18	13	15	46	45	47	79	80	83
	Recent <i>n</i>	0.62	0.63	0.6	26	28	27	0	0	0	0	0	0	14	15	14	43	44	45	71	76	77
	Training	0.54	0.58	0.59	21	24	26	0	0	0	0	0	0	6	9	12	34	37	41	65	70	76
	Early <i>f</i>	0.52	0.54	0.53	20	23	26	0	0	0	0	0	0	2	6	5	33	36	42	63	70	78
	No <i>f</i>	0.42	0.47	0.42	15	18	19	0	0	0	0	0	0	0	0	0	21	28	28	55	59	64
High-Wage + Both	Base Case	0.98	0.93	0.95	89	75	82	24	5	11	52	29	37	91	68	82	131	120	126	152	154	154
	More <i>n</i>	0.97	0.92	0.94	73	55	66	12	3	6	33	14	25	71	42	59	107	88	101	140	134	136
	Recent <i>n</i>	0.98	0.92	0.95	86	68	76	20	3	8	51	22	32	88	59	73	125	112	117	151	154	152
	Training	0.98	0.94	0.96	90	74	83	23	6	12	53	26	41	94	69	82	129	122	125	153	156	155
	Early <i>f</i>	0.98	0.94	0.95	97	80	86	29	8	11	65	31	46	104	79	88	135	132	131	151	154	151
	No <i>f</i>	0.99	0.94	0.96	110	93	98	39	11	22	81	44	59	123	103	107	148	146	144	156	156	156
Training	Base Case	0.3	0.32	0.28	12	14	11	0	0	0	0	0	0	0	0	0	12	16	11	48	54	41
	More <i>n</i>	0.29	0.4	0.3	10	17	11	0	0	0	0	0	0	0	0	0	10	25	14	39	63	43
	Recent <i>n</i>	0.31	0.32	0.32	13	15	13	0	0	0	0	0	0	0	0	0	13	17	16	51	60	50
	Training	0.42	0.43	0.39	17	20	15	0	0	0	0	0	0	0	0	0	26	33	25	60	66	50
	Early <i>f</i>	0.21	0.27	0.22	9	12	8	0	0	0	0	0	0	0	0	0	0	10	0	38	49	34
	No <i>f</i>	0.2	0.21	0.25	8	10	10	0	0	0	0	0	0	0	0	0	0	0	0	31	47	39
Nonemployment	Base Case	0.86	0.8	0.81	30	41	36	0	0	0	4	4	3	19	30	25	48	69	57	77	101	89
	More <i>n</i>	0.94	0.9	0.92	44	57	51	2	1	2	12	19	17	38	53	44	66	86	76	93	120	109
	Recent <i>n</i>	0.88	0.82	0.86	31	44	40	0	0	0	5	5	7	21	35	30	51	73	63	75	103	95
	Training	0.82	0.78	0.81	27	38	32	0	0	0	2	2	2	16	30	21	44	61	55	70	94	81
	Early <i>f</i>	0.89	0.82	0.84	30	42	35	0	0	0	5	4	4	19	28	22	46	68	58	76	106	87
	No <i>f</i>	0.79	0.74	0.78	23	35	29	0	0	0	2	0	1	12	19	16	33	59	44	65	96	78
Low-Wage + Nonemployment	Base Case	0.92	0.9	0.89	55	67	63	2	0	0	16	24	18	49	67	60	89	105	102	120	136	134
	More <i>n</i>	0.97	0.96	0.96	73	85	79	13	15	12	39	51	43	72	86	80	107	123	118	133	145	143
	Recent <i>n</i>	0.92	0.9	0.9	57	72	67	2	1	0	19	29	24	51	74	64	87	110	107	119	141	134
	Training	0.88	0.87	0.88	48	62	58	0	0	0	11	19	15	41	60	54	78	96	92	112	131	127
	Early <i>f</i>	0.94	0.91	0.93	50	64	61	2	1	2	14	19	18	41	60	56	78	105	95	111	137	135
	No <i>f</i>	0.85	0.83	0.84	38	53	47	0	0	0	4	8	5	22	40	34	61	89	79	101	128	118

Table 6.6-2
Cumulative Weeks During Three Years Following Particular Two-Year Work Experience for High-School Graduates (12)
 (White, Black, Hispanic)

Labor Market Status	Work History	Participation Rate			Average Weeks			Percentile														
								10			25			50			75			90		
Low-Wage	Base Case	0.56	0.63	0.59	28	32	30	0	0	0	0	0	0	8	19	11	50	54	51	82	92	88
	More <i>n</i>	0.68	0.72	0.7	34	38	35	0	0	0	0	0	0	20	28	23	58	63	58	89	93	87
	Recent <i>n</i>	0.58	0.63	0.64	30	33	32	0	0	0	0	0	0	10	17	16	51	57	53	92	93	94
	Training	0.56	0.62	0.6	29	33	30	0	0	0	0	0	0	8	18	11	47	54	51	90	93	94
	Early <i>l</i>	0.42	0.43	0.44	23	23	23	0	0	0	0	0	0	0	0	0	33	33	32	79	83	80
	No <i>l</i>	0.41	0.44	0.46	19	22	22	0	0	0	0	0	0	0	0	0	27	34	33	65	70	72
High-Wage + Both	Base Case	0.97	0.95	0.96	105	92	102	33	17	22	76	53	63	115	97	118	143	134	147	154	153	155
	More <i>n</i>	0.97	0.95	0.95	87	75	85	16	8	8	47	31	38	89	73	89	131	118	135	151	146	151
	Recent <i>n</i>	0.97	0.96	0.96	103	91	98	26	17	22	74	50	61	116	97	109	143	134	143	154	152	155
	Training	0.97	0.95	0.96	103	93	99	29	19	22	69	53	64	113	102	110	145	137	145	155	153	156
	Early <i>l</i>	0.96	0.96	0.96	112	104	111	41	20	32	86	72	81	125	117	127	150	148	152	156	156	156
	No <i>l</i>	0.98	0.97	0.96	113	106	110	45	31	29	87	76	78	127	116	126	151	150	151	156	156	156
Training	Base Case	0.15	0.13	0.14	4	4	4	0	0	0	0	0	0	0	0	0	0	0	0	13	10	15
	More <i>n</i>	0.18	0.17	0.16	5	4	5	0	0	0	0	0	0	0	0	0	0	0	0	17	16	19
	Recent <i>n</i>	0.15	0.13	0.14	4	4	4	0	0	0	0	0	0	0	0	0	0	0	0	15	12	15
	Training	0.26	0.2	0.22	8	5	7	0	0	0	0	0	0	0	0	0	2	0	0	31	18	29
	Early <i>l</i>	0.21	0.18	0.19	6	5	6	0	0	0	0	0	0	0	0	0	0	0	0	21	15	27
	No <i>l</i>	0.15	0.13	0.15	4	4	5	0	0	0	0	0	0	0	0	0	0	0	0	13	7	18
Nonemployment	Base Case	0.82	0.81	0.78	19	28	20	0	0	0	2	3	1	10	19	9	29	43	27	49	72	54
	More <i>n</i>	0.88	0.86	0.87	30	39	32	0	0	0	4	6	5	19	26	19	42	62	45	74	100	85
	Recent <i>n</i>	0.82	0.82	0.79	19	29	22	0	0	0	2	3	2	11	18	11	29	44	31	48	74	61
	Training	0.77	0.79	0.77	17	25	19	0	0	0	1	2	1	9	14	8	24	37	26	47	68	57
	Early <i>l</i>	0.72	0.75	0.7	16	24	16	0	0	0	0	1	0	7	12	6	23	36	22	48	66	47
	No <i>l</i>	0.73	0.73	0.74	19	25	20	0	0	0	0	0	0	9	13	8	30	38	29	55	69	55
Low-Wage + Nonemployment	Base Case	0.92	0.92	0.88	47	61	49	1	2	0	9	19	7	34	54	32	74	97	86	115	134	130
	More <i>n</i>	0.95	0.95	0.94	64	77	66	3	7	4	21	31	18	57	75	59	102	122	113	133	146	145
	Recent <i>n</i>	0.92	0.94	0.89	49	61	54	2	3	0	11	18	10	35	52	41	78	101	92	124	134	132
	Training	0.89	0.92	0.87	46	58	50	0	2	0	7	15	8	33	48	33	74	95	84	118	130	125
	Early <i>l</i>	0.81	0.85	0.78	38	47	39	0	0	0	3	5	2	21	32	19	59	75	59	106	130	118
	No <i>l</i>	0.81	0.82	0.82	38	47	42	0	0	0	3	5	3	25	36	25	62	76	69	102	117	117

Table 6.6-3
Cumulative Weeks During Three Years Following Particular Two-Year Work Experience for Some College (13-15)
 (White, Black, Hispanic)

Labor Market Status	Work History	Participation Rate			Average Weeks			Percentile														
		10	25	50	75	90	10	25	50	75	90	10	25	50	75	90						
Low-Wage	Base Case	0.4	0.36	0.29	18	16	14	0	0	0	0	0	0	0	0	0	24	17	7	67	63	59
	More <i>n</i>	0.45	0.38	0.31	19	16	13	0	0	0	0	0	0	0	0	0	27	19	6	66	55	52
	Recent <i>n</i>	0.46	0.37	0.28	22	18	15	0	0	0	0	0	0	0	0	0	33	24	8	72	66	60
	Training	0.38	0.33	0.28	18	13	14	0	0	0	0	0	0	0	0	0	20	13	6	69	49	61
	Early <i>t</i>	0.3	0.28	0.26	12	10	11	0	0	0	0	0	0	0	0	0	8	6	1	47	38	45
	No <i>t</i>	0.23	0.21	0.19	10	9	11	0	0	0	0	0	0	0	0	0	0	0	0	37	30	50
High-Wage + Both	Base Case	0.98	0.98	0.99	114	112	121	50	46	60	85	83	98	130	125	139	150	148	154	156	156	156
	More <i>n</i>	0.97	0.96	0.98	103	102	113	38	31	49	70	70	85	112	112	126	144	140	149	154	153	156
	Recent <i>n</i>	0.98	0.97	0.98	111	107	120	46	41	60	80	81	95	126	117	137	150	145	153	156	156	156
	Training	0.98	0.97	0.98	118	116	123	56	57	62	93	93	101	134	131	140	151	150	154	156	156	156
	Early <i>t</i>	0.96	0.97	0.99	117	114	124	37	41	60	92	89	101	136	129	146	156	156	156	156	156	156
	No <i>t</i>	0.97	0.97	0.98	127	122	129	69	66	73	114	105	120	142	136	147	154	153	156	156	156	156
Training	Base Case	0.38	0.26	0.23	12	7	6	0	0	0	0	0	0	0	0	0	12	2	0	42	23	19
	More <i>n</i>	0.48	0.34	0.31	15	8	8	0	0	0	0	0	0	0	0	0	18	9	5	55	29	28
	Recent <i>n</i>	0.34	0.25	0.21	9	8	6	0	0	0	0	0	0	0	0	0	8	1	0	33	26	20
	Training	0.32	0.24	0.19	11	7	5	0	0	0	0	0	0	0	0	0	8	0	0	42	27	17
	Early <i>t</i>	0.35	0.28	0.2	16	12	8	0	0	0	0	0	0	0	0	0	11	5	0	59	41	18
	No <i>t</i>	0.27	0.19	0.15	8	7	4	0	0	0	0	0	0	0	0	0	3	0	0	25	19	9
Nonemployment	Base Case	0.68	0.76	0.69	13	21	15	0	0	0	0	1	0	5	13	6	17	34	22	37	57	44
	More <i>n</i>	0.76	0.83	0.78	19	31	22	0	0	0	1	4	1	10	22	14	29	49	35	53	74	59
	Recent <i>n</i>	0.7	0.81	0.72*	13	24	15	0	0	0	0	3	0	5	16	8	19	37	24	38	60	45
	Training	0.64	0.73	0.68	10	19	14	0	0	0	0	0	0	3	9	5	12	31	21	29	54	41
	Early <i>t</i>	0.53	0.57	0.49	11	20	13	0	0	0	0	0	0	1	5	0	16	33	19	36	61	42
	No <i>t</i>	0.65	0.74	0.62	11	18	11	0	0	0	0	0	0	3	9	3	15	27	16	32	51	34
Low-Wage + Nonemployment	Base Case	0.79	0.83	0.74	31	37	29	0	0	0	2	5	0	15	23	11	48	58	47	87	96	86
	More <i>n</i>	0.85	0.89	0.82	38	46	35	0	0	0	4	10	3	24	34	22	59	73	55	103	111	91
	Recent <i>n</i>	0.82	0.87	0.76	36	41	30	0	0	0	3	8	1	20	29	13	57	62	46	100	100	89
	Training	0.74	0.8	0.74	28	32	28	0	0	0	0	3	0	11	17	11	39	48	43	83	86	82
	Early <i>t</i>	0.62	0.64	0.56	23	30	24	0	0	0	0	0	0	6	13	4	34	48	37	74	85	76
	No <i>t</i>	0.72	0.78	0.69	21	27	23	0	0	0	0	2	0	8	14	6	27	38	30	62	75	71

Table 6.6-4
Cumulative Weeks During Three Years Following Particular Two-Year Work Experience for College Graduates (16+)
 (White, Black, Hispanic)

Labor Market Status	Work History	Participation Rate			Average Weeks			Percentile														
								10			25			50			75			90		
Low-Wage	Base Case	0.23	0.21	0.14	7	5	5	0	0	0	0	0	0	0	0	0	0	0	0	30	20	15
	More n	0.19	0.15	0.13	6	4	4	0	0	0	0	0	0	0	0	0	0	0	0	20	13	12
	Recent n	0.25	0.23	0.22	8	6	8	0	0	0	0	0	0	0	0	0	0	0	0	28	22	31
	Training	0.21	0.19	0.14	6	5	5	0	0	0	0	0	0	0	0	0	0	0	0	25	21	13
	Early f	0.25	0.24	0.21	9	8	8	0	0	0	0	0	0	0	0	0	1	0	0	34	31	30
	No f	0.17	0.17	0.19	6	6	8	0	0	0	0	0	0	0	0	0	0	0	0	23	19	30
High-Wage + Both	Base Case	1	1	1	131	137	135	89	107	97	118	127	127	141	143	146	154	155	156	156	156	156
	More n	1	1	1	125	131	127	82	96	80	112	121	114	135	138	137	149	148	150	156	155	156
	Recent n	1	1	1	130	135	130	87	101	86	119	124	117	141	143	141	154	155	155	156	156	156
	Training	1	1	1	132	136	133	92	104	93	118	127	123	141	142	143	154	154	155	156	156	156
	Early f	1	1	1	133	136	137	91	98	100	120	125	127	145	146	147	156	156	156	156	156	156
	No f	1	1	1	136	138	136	93	104	92	124	132	126	149	150	150	156	156	156	156	156	156
Training	Base Case	0.37	0.36	0.41	9	5	11	0	0	0	0	0	0	0	0	0	8	6	12	31	16	37
	More n	0.5	0.52	0.59	14	9	18	0	0	0	0	0	0	1	1	6	17	11	25	43	26	53
	Recent n	0.44	0.42	0.46	11	6	13	0	0	0	0	0	0	0	0	0	13	8	15	36	20	43
	Training	0.38	0.4	0.46	9	6	13	0	0	0	0	0	0	0	0	0	9	6	15	29	18	41
	Early f	0.29	0.26	0.27	6	3	6	0	0	0	0	0	0	0	0	0	4	1	2	19	11	20
	No f	0.26	0.25	0.26	6	3	6	0	0	0	0	0	0	0	0	0	1	1	1	18	11	20
Nonemployment	Base Case	0.56	0.58	0.44	9	9	5	0	0	0	0	0	0	3	3	0	13	15	8	25	25	17
	More n	0.67	0.7	0.52	12	13	7	0	0	0	0	0	0	6	7	2	17	19	10	30	32	21
	Recent n	0.5	0.52	0.38	8	8	5	0	0	0	0	0	0	0	1	0	11	13	6	22	24	17
	Training	0.59	0.59	0.46	9	9	6	0	0	0	0	0	0	4	4	0	14	15	8	25	25	19
	Early f	0.57	0.59	0.46	8	9	5	0	0	0	0	0	0	2	3	0	11	13	7	23	26	17
	No f	0.52	0.51	0.39	9	9	6	0	0	0	0	0	0	1	1	0	11	12	7	29	27	21
Low-Wage + Nonemployment	Base Case	0.63	0.62	0.51	16	14	10	0	0	0	0	0	0	6	6	1	22	21	12	49	40	29
	More n	0.7	0.73	0.59	17	17	11	0	0	0	0	0	0	8	10	4	23	24	14	49	42	30
	Recent n	0.57	0.57	0.5	15	15	12	0	0	0	0	0	0	4	4	0	20	21	16	47	44	38
	Training	0.63	0.63	0.54	15	15	10	0	0	0	0	0	0	6	7	2	21	22	13	46	40	29
	Early f	0.65	0.65	0.57	17	17	13	0	0	0	0	0	0	6	6	3	23	24	18	53	51	42
	No f	0.56	0.56	0.48	15	14	14	0	0	0	0	0	0	2	2	0	20	20	17	51	46	48

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