

Quiz

1. Between 1979 and 1996 the median earnings of 25-34 year-old males who left school before obtaining a high school diploma fell by what percent?
 - a. 73%
 - b. 30%
 - c. 17%
 - d. 2%

2. Do skills matter among dropouts in this information-age economy?
 - a. no, the annual earning levels of young dropouts are quite low
 - b. yes, especially for white males, higher levels of basic cognitive skills led to higher annual earnings
 - c. yes, for whites and minority-group members, males and females, skills are an important determinant of earnings

3. How did the earnings of minority male dropout compare to those of white male dropouts in 1996?
 - a. averaged 18 % less
 - b. averaged 28% less
 - c. averaged 38% less
 - d. none of the above

4. Which of the following is *not* an issue that the research data in this study was able to address?
 - a. only individuals who are working are included in the analysis, giving concern about the selection effects associated with who is and who is not working
 - b. test scores may provide underestimates of true cognitive skills, especially for individuals who find test-taking distasteful
 - c. correlations between test scores and labor market earnings may reflect the importance of unmeasured motivation, rather than the causal impact of cognitive skills
 - d. measuring labor market earnings five years after dropouts last attempted the GED exams reduces the problem of assessing the direction of causation of the correlation between test scores and earnings

5. Which of the following is *not* a policy or program implication from this research?
 - a. Welfare reform is pushing many low skilled individuals into a labor market where skills increasingly matter.
 - b. The message that teachers should impart to their students is that passing the GED is important, but increasing your skills along the way is also important.
 - c. Young people should be encouraged to dropout of high school because they can get the GED and have adequate annual earnings.