

MEASURING AMERICA

100 YEARS
AND
COUNTING

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Measure of America is a nonpartisan project of the nonprofit Social Science Research Council founded in 2007 to create easy-to-use yet methodologically sound tools for understanding well-being and opportunity in America. Through reports, interactive apps, and custom-built dashboards, Measure of America works with partners to breathe life into numbers, using data to identify areas of highest need, pinpoint levers for change, and track progress over time.

The root of this work is the human development and capabilities approach, the creation of Harvard professor and Nobel laureate Amartya Sen. Human development is about improving people’s well-being and expanding their choices and opportunities to live freely chosen lives of value.

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INTRODUCTION

When Measure of America released its first national report in July 2008, the country was caught in the Great Recession's icy grip. The housing, stock, and labor markets had collapsed; the country was in the midst of most severe, longest-lasting economic downturn since the Great Depression. Between the start of the Great Recession in December, 2007 and its official end in June, 2009, the unemployment rate doubled from 5 percent to 10 percent, home prices fell by 30 percent, and stock values plummeted by 57 percent.¹ More than half of all American families lost at least 25 percent of their wealth as a result of the economic collapse, and one in four lost at least 75 percent of their wealth. Low-income and minority families were hit the hardest by the housing bust,² and unemployment skyrocketed among the least educated, reaching 15.8 percent for those without a high school diploma.³

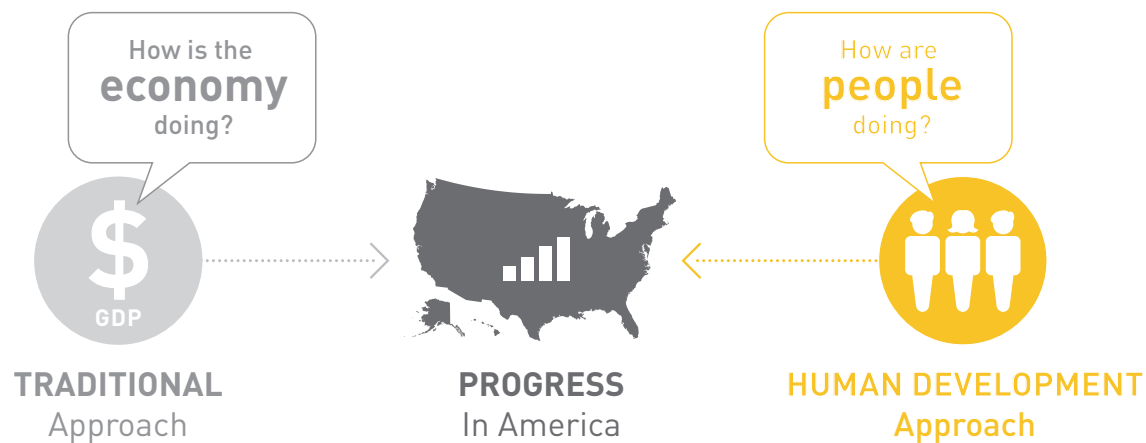
Ten years out from our first report, what can we say about how the Great Recession affected human well-being and shaped people's choices and opportunities? Which groups of Americans lost their footholds on economic security, and which groups had capabilities like education and family support that allowed them to weather the crisis? Whose fortunes have rebounded, whose have stalled, and whose have taken off?

Unlike economic indicators like GDP (updated quarterly) and stock prices (updated moment-by-moment), data on human well-being is typically released just once per year, almost always one, two, or more years after it is collected. Thus the data in our 2008 report was collected in 2005, and the data in this report is from 2016. **This time period—starting in 2005, when the economy was booming, ending in 2016, when the economy had recovered, and encompassing the painful recessionary years in between—was a remarkable one in modern US history.** It provides the backdrop for our exploration of a decade of human development progress and setbacks.

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ABOUT HUMAN DEVELOPMENT

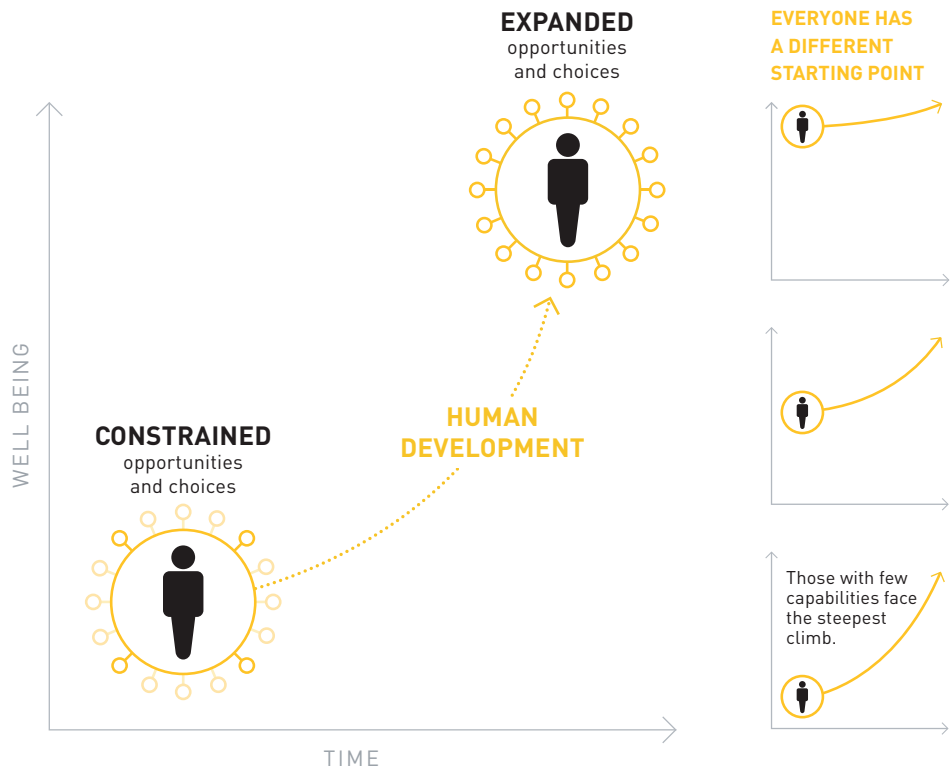
The idea of human development is the brainchild of the late economist Dr. Mahbub ul Haq. Through his work at the World Bank in the 1970s, and later as minister of finance in his home country, Pakistan, Dr. Haq came to believe that common measures of progress failed to account for the true purpose of development: to improve people's lives. He argued that GDP was a particularly inadequate gauge of well-being. To explain why, Dr. Haq often cited the example of Vietnam and Pakistan. **In the late 1980s, the two countries had the same GDP per capita—around \$2,000 per year—but Vietnamese lived a full eight years longer than Pakistanis and were twice as likely to be able to read. In other words, money alone did not tell the whole story; the same income bought two dramatically different levels of well-being.** Working with Harvard professor and Nobel laureate Amartya Sen and other gifted economists, Dr. Haq devised not only the idea of human development but also a way to measure it: the Human Development Index. He introduced this new way of thinking about and measuring progress in the first Human Development Report, which was released in 1990 under the auspices of the United Nations Development Program. The report ranked all the world's countries not by the size of their economies but rather by the well-being of their people.



Since then, the annual Human Development Report has served as the global gold standard for understanding and tracking human well-being. In addition, more than 160 countries have produced national human development reports over the last quarter century. Measure of America adapted the approach and index, which were designed with developing countries in mind, to the context of an affluent democracy, releasing the first-ever American Human Development Report a decade ago in 2008.

The human development approach rests on a sturdy conceptual framework: Amartya Sen’s seminal work on capabilities. Capabilities can be understood as a person’s “tool kit” for living a freely chosen life of value. **Capabilities shape the real possibilities open to people, govern the freedom they have to lead the kind of lives they want to live, and ultimately determine what a person can do and become.** We tend to think of capabilities as an individual’s skills and talents. In the human development approach, the word’s meaning is far more expansive. Valued capabilities include good health, access to knowledge, sufficient income, physical safety, religious freedom, political participation, love and friendship, societal respect, equality under the law, social inclusion, agency, the ability to influence decisions that affect one’s life, and more. Some capabilities are built through one’s own efforts, such as working hard in school, eating a healthy diet, and getting physical exercise; others are the result of the conditions and institutions around a person, such as having access to high-quality schools, stores that sell nutritious food, and parks in which to safely walk or jog; many result from the interplay between the two. Some capabilities are bestowed on people through an accident of birth: having rich parents or well-connected, powerful relatives. Others are impeded by neglect or family violence. Capabilities can stem from legally protected rights, such as freedom of conscience or assembly, or freedom from arbitrary detention. Capabilities can be built or eroded by the state of the economy, the state of the natural environment, the state of public discourse, or the state of our democracy.

Capabilities can be understood as a person’s “tool kit” for living a freely chosen life of value.



Trying to measure all the facets of this expansive concept would be a fool's errand. Thus, the UN Human Development Index as well as the adapted American Human Development Index measure just three fundamental human development dimensions: a long and healthy life, access to knowledge, and a decent standard of living. **Why only three areas, and why these three in particular? People around the world view them as core building blocks of a life of value, freedom, and dignity; healthy lives, good educations, and decent wages are not controversial aims.** In addition, these foundational capabilities make possible other capabilities, such as adequate housing in safe neighborhoods. From a practical perspective, these are areas that one can measure comparatively easily; reliable and regularly collected proxy indicators are available for each. From both a methodological and a communications point of view, indexes with large numbers of indicators can be tricky. Using many indicators can lead to counting the same phenomenon two or three times, to confusing results, and to a false equivalence between fundamental and derivative issues. Indexes that include scores of indicators can be difficult to explain and understand, diluting their advocacy power.

It is important, however, to be realistic about the limitations of a parsimonious index like this one. It doesn't include environmental indicators or indicators amenable to very short-term change, for example. To address these limitations, this report is accompanied by an online mapping tool with scores of well-being indicators available by place and demographic group, including a Sustainable Development Goals dashboard that features indicators across a wide range of sectors. The Human Development Index is not the end of a discussion on well-being; it is the start.

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Building the American Human Development Index

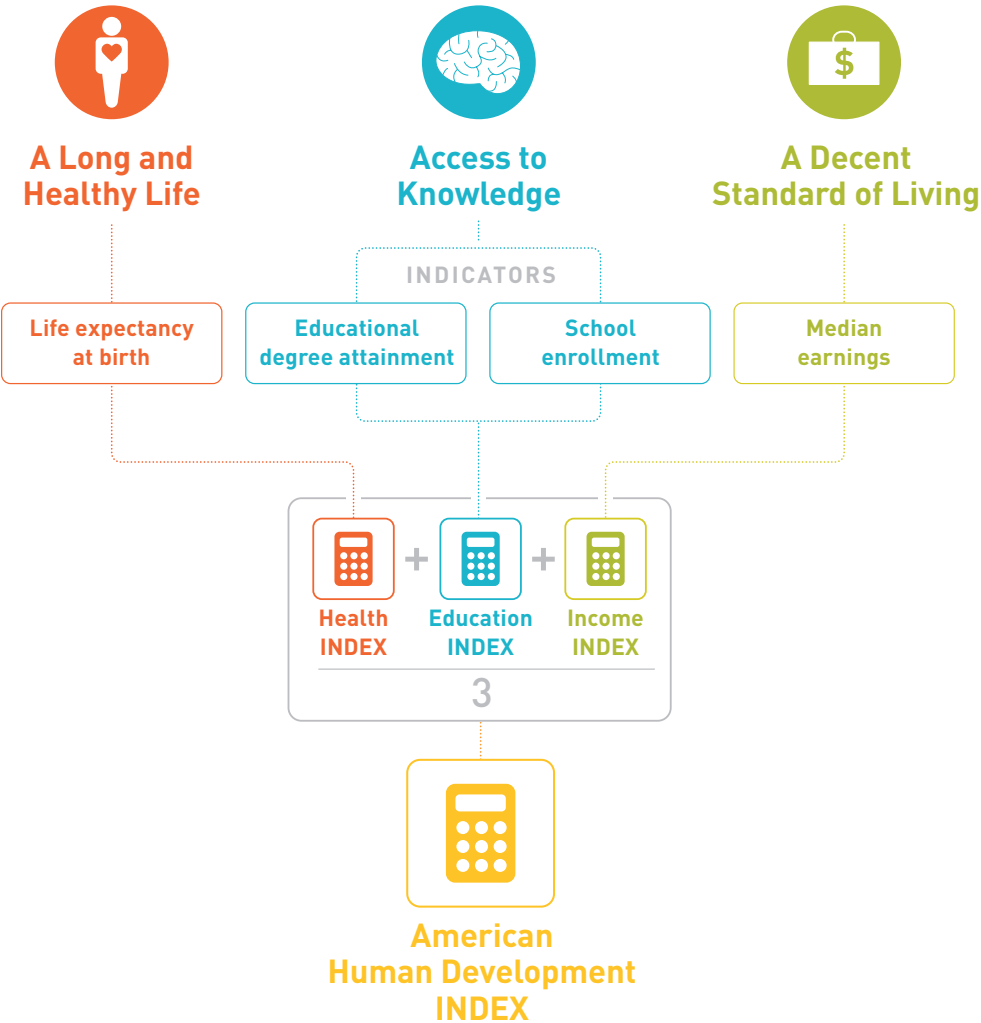
The American Human Development Index is comprised of the following indicators:

A Long and Healthy Life is measured using life expectancy at birth. Measure of America calculates life expectancy at birth using mortality data from the Centers for Disease Control and Prevention National Center for Health Statistics for 2016 and 2016 CDC Wonder Population Estimates.

Access to Knowledge is measured using two indicators: school enrollment for the population 3 to 24 years of age and educational degree attainment for those 25 and older. A one-third weight is applied to the enrollment indicator and a two-thirds weight to the degree attainment indicator. Both are from the US Census Bureau's 2016 American Community Survey.

A Decent Standard of Living is measured using median earnings of all full- and part-time workers ages 16 and older from the same 2016 American Community Survey.

The three components are weighted equally on the premise that each is equally important for human well-being. In broad terms, the first steps for calculating the index are to compile or calculate the four indicators that comprise it: life expectancy, school enrollment, educational degree attainment, and median personal earnings. Because these indicators use different scales (years, dollars, percentages), they must be put on a common scale so they can be combined. Three subindexes, one for each of the three dimensions that make up the index—health, education, and earnings—are created on a scale of 0 to 10. They are then added together and divided by three to yield the American Human Development Index value. (A description of how the index is calculated is contained in the [Methodological Note](#).) Measure of America calculates index scores for men and women; for racial and ethnic groups; and for various geographies, including states, congressional districts, metro areas, counties, municipalities, and census tracts. This report presents scores by gender, by race and ethnicity, and by state as well as trends over time.



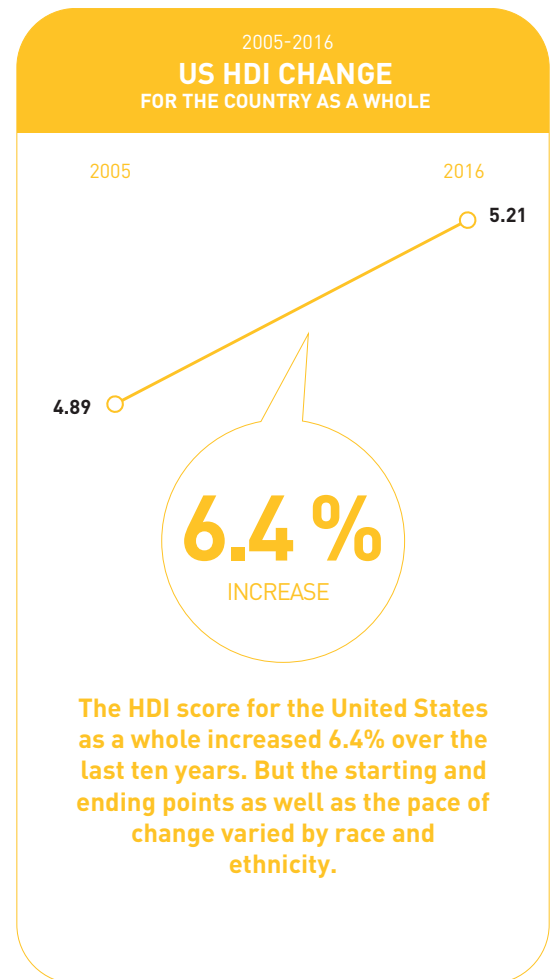
WHAT THE HDI REVEALS

The American Human Development Index (HDI) score for the United States as a whole is 5.21, an increase of 6.4 percent over its 2005 score of 4.89. But the starting and ending points as well as the pace of change vary sharply among the country's racial and ethnic groups.

In 2005, American men scored higher than women, 4.94 compared to 4.75. Today, women edge out men slightly, scoring 5.23 to men's 5.20; women have better health and educational outcomes, but men earn more.

The well-being ranking by race and ethnicity is as follows: Asian residents have the highest score, followed by whites, Latinos, blacks, and Native Americans. In 2005, black residents had the lowest score; today, Native Americans do.

Asian residents, the top-scoring group in 2005, also have the highest well-being score today, 7.69. Asian men top the chart with a score of 7.82, followed by Asian women, with a score of 7.31. **The Asian score improved by more than 10 percent over the last decade, outpacing the improvements in the national score.** Although data limitations prevent us from calculating life expectancy for Asian subgroups and thus make it impossible to create HD Index scores for them, both education and earnings data for many subgroups are available from the American Community Survey. See Indicator Tables on **PAGE 24** for Asian subgroup earnings and educational attainment.



BOX 1 Racial and Ethnic Groups

The racial and ethnic categories we use in our reports are defined by the White House Office of Management and Budget. A disadvantage of these categories is that they are extremely broad. For example, the category "Asian" includes, among others, third- and fourth-generation Americans who trace their heritage to China, Japan, or Korea; immigrants from Vietnam, Laos, and Cambodia who came to the United States as refugees in the 1970s and 1980s; Indians, whose numbers have increased dramatically in recent decades; and their American-born children and grandchildren. The advantage of using these categories is that the lion's share of data we need for our work is collected and presented in this way. In addition, as internally diverse as these racial and ethnic categories are, the fact that such large disparities consistently exist between them, not just at the national level, but also in states, metro areas, and counties, shows that these categories, along with gender, provide a meaningful lens through which to assess well-being despite their drawbacks.

White residents have the second-highest score, 5.63. Whites also had the second-highest score in 2005. White men score 5.67, white women, 5.58. Although white men still outscore their female counterparts due to the former's much higher wages, white women's well-being has improved at a quicker clip over the past decade. **White women's score improved by 10.5 percent, but white men's score improved by just 3.21 percent—the smallest improvement of any group except for Native American men, whose score actually decreased. So while white men still rank third on the well-being chart—after Asian men and Asian women—the gaps between them and white women, black men, black women, Latino men, Latina women, and Native American women have narrowed since 2005.** Although white men still have higher levels of well-being and, particularly, higher incomes than most other groups, it is possible that the narrowing distance between them and both white women and people of color are contributing to a sense that they are losing ground.

Latinos rank third overall, with a score of 4.59. Latinas have a higher score than their male counterparts, 4.65 compared to 4.37. **Latina women and Latino men have seen the greatest well-being gains over the last decade by a huge margin. Though still below the national average, their scores have each increased by more than 22 percent—more than three times the national rate of change.** Although data limitations prevent us from calculating life expectancy for Latino subgroups and thus make it impossible to create HD Index scores for them, education and earnings data are available for some subgroups from the American Community Survey. See Indicator Tables on [PAGE 23](#) for Latino subgroup earnings and educational attainment.

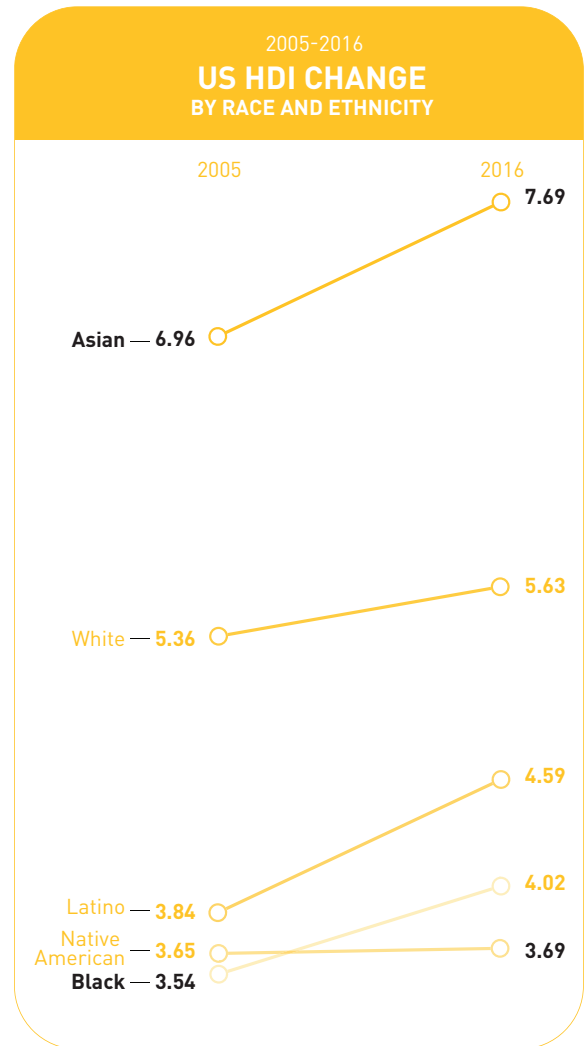
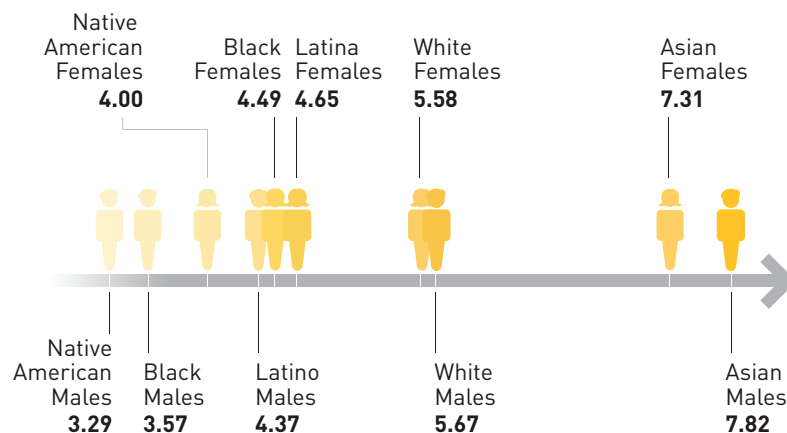


FIGURE 2 HD Index by Gender and Race/Ethnicity 2016



Black Americans rank fourth on the national list with a score of 4.02. The well-being scores of black women and men diverge more than those of any other racial or ethnic group; black women score 4.49 and black men score 3.57. **Black women have seen some of the largest well-being gains over the past decade. Their score has increased by 17.5 percent since 2005; only Latinos made faster progress. Black men's score has also improved, but by much less, 7.1 percent.**

Native Americans have the lowest score of the country's major racial and ethnic groups, 3.69. As with black residents, Native Americans see a sharp gender divide. Native American women score 4.00, Native American men, 3.29. **While women's score has increased by 9.5 percent over the last decade, outpacing national improvements, Native American men's score has actually declined by 7.9 percent since 2005. They are the only group whose well-being score fell over the last decade.**

Native American men (3.29) and black men (3.57) have well-being scores similar to the US national score in the late 1960s.

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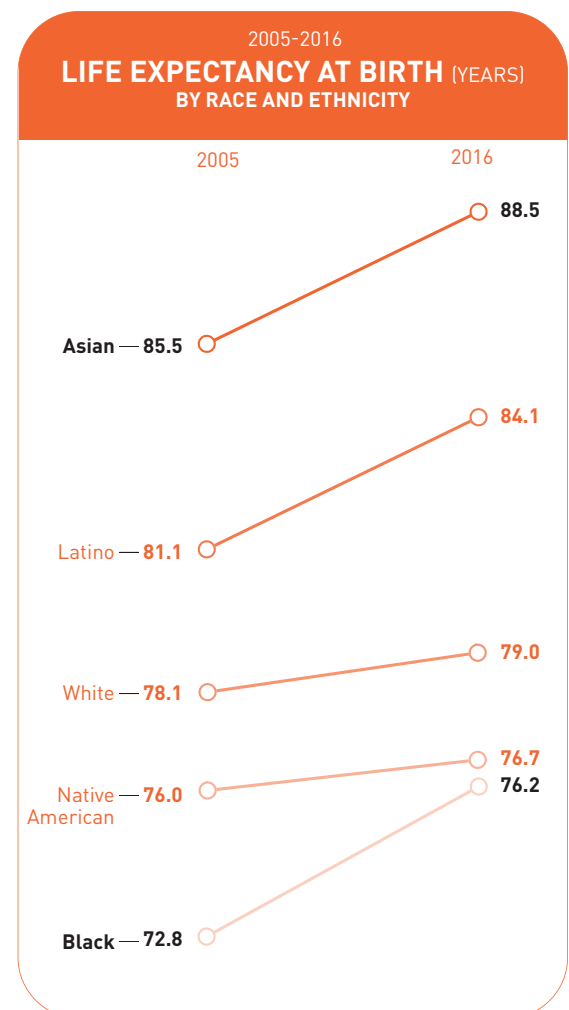
A Long and Healthy Life

In the American Human Development Index, life expectancy at birth serves as a proxy for the capability to live a long and healthy life. It counts as one-third of the overall index value. Life expectancy is the number of years a baby born today can expect to live if current patterns of mortality continue throughout that baby's life; it is a widely used summary measure of population health. Knowing how long different groups of people live is vitally important for understanding what contributes to long lives, for designing and delivering health services, and for monitoring the impact of efforts made to improve health.

Advancing human development requires, first and foremost, expanding the real opportunities people have to avoid premature death by disease or injury, to enjoy protection from arbitrary denial of life, to live in a healthy environment, to maintain a healthy lifestyle, to receive quality medical care, and to attain the highest possible standard of physical and mental health.

Life expectancy in the US is now 79.4 years, an increase of 1.6 years since 2005.

American women outlive American men by five years—81.9 as compared to 76.8. Around the world, women tend to live longer than men, pointing to some biological



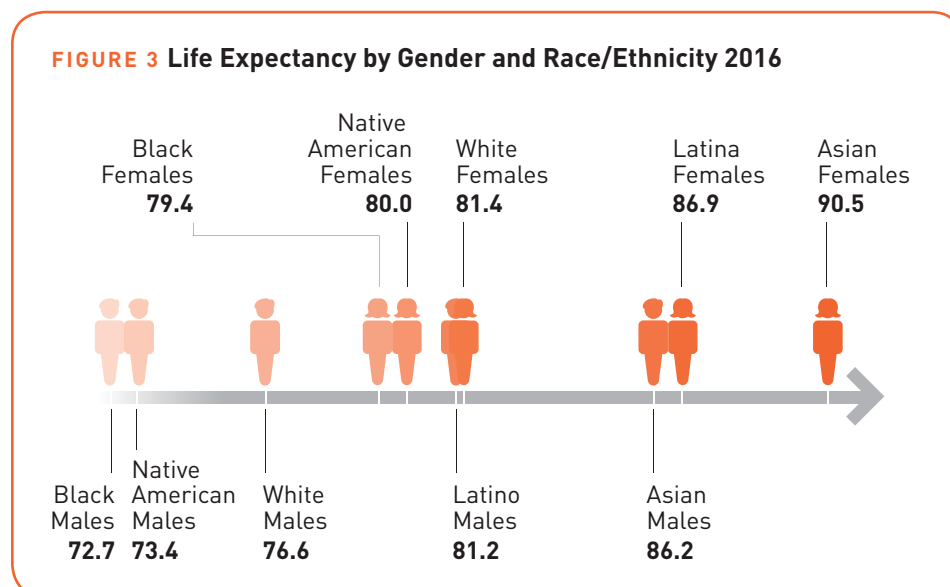
differences between the sexes that advantage women. But the male-female life expectancy gap in different places and among different racial and ethnic groups in the United States varies, indicating the existence of social contributors as well. **Gender norms—which define what girls and boys, women and men, are expected to do and be in specific social contexts—create differing patterns of health-promoting and health-risk behaviors.** Compared to US girls and women, boys and men are more likely to die by homicide, by suicide, and as a result of unintentional injuries like car crashes; are more likely to engage in substance abuse; are more likely to be exposed to health risks at work; and more often resort to violence. They are also less likely to seek medical care. These social realities shorten men’s lives.

Adding race and ethnicity to gender widens the life expectancy gap to 17.8 years. Asian women enjoy the longest lives by a huge margin; their life expectancy is an astonishing 90.5 years. Latina women come in second, with a life expectancy of 86.9 years—nearly four years less. Although women live longer than men on average, US Asian men (86.2 years) outlive white, black, and Native American women.

Life expectancy for white women is 81.4 years, just a matter of months longer than Latino men (81.2 years). Native American women can expect to reach their eightieth birthdays, and black women are close behind, with a life expectancy of 79.4 years. White men (76.6 years), Native American men (73.4 years), and black men (72.7 years) have the shortest lives.

Life expectancy has increased 4.4 percent for black women and 4.9 percent for black men over the last decade, the fastest rates of change among the major racial and ethnic groups. Nonetheless,

Life expectancy increased more for black Americans than for any other racial and ethnic group between 2005 and 2016.



disparities in the leading causes of deaths for black Americans compared with Asians, Latinos, and whites begin early, remain large, and persist across the life span. **Infant mortality among whites ranges from 2.52 per 100,000 in DC to 7.04 per 100,000 in Arkansas; among blacks, the range is 8.27 per 100,000 in Massachusetts to 14.28 per 100,000 in Wisconsin.** In other words, the lowest state infant mortality rate for blacks is greater than the highest state rate for whites.⁴ Black Americans have higher death rates than whites for all causes of mortality in all age groups up to age 65.⁵

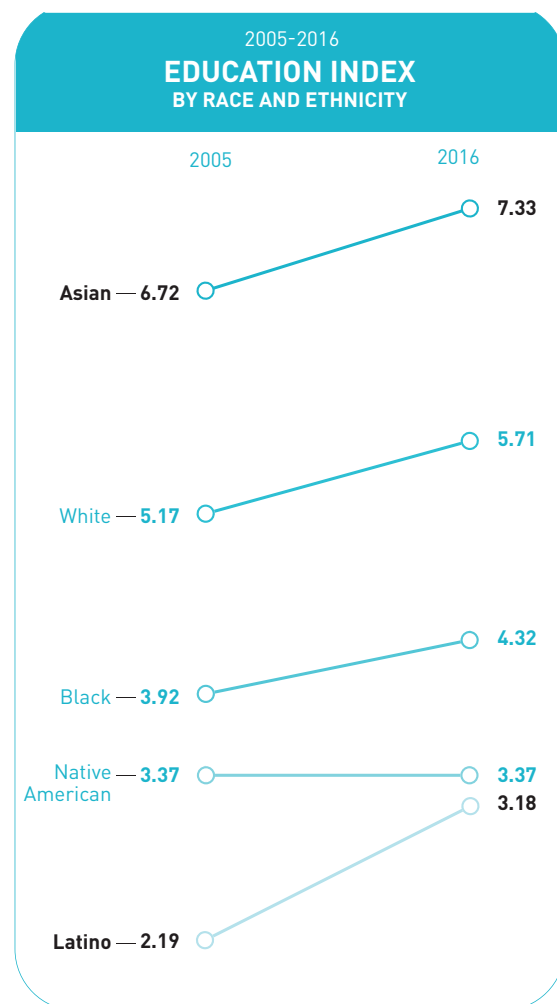
While overall health trends from the past decade are positive, data from the last two years are cause for serious concern. Life expectancy in the US has plateaued since 2015. Among the causes are a rise in opioid use, especially abuse of prescription painkillers, and an increase in suicides.⁶

Although women live longer than men on average, Asian men (86.2 years) outlive white, black, and Native American women.

Access to Knowledge

The second component of the American Human Development Index is access to knowledge, measured by degree attainment for all adults age 25 and older and school enrollment for children and young adults ages 3–24.

Education is essential to agency, self-sufficiency, and the real freedom a person has to decide what to do and who to be. Education is a means to a host of desirable ends, better jobs and bigger paychecks being two. People with higher levels of education earn more and are less likely to be unemployed than those whose formal educations ended with high school; they are also concentrated in higher-paying occupations that tend to be more interesting and engaging and to offer better working conditions, greater societal respect, more autonomy, and more extensive benefits. But the benefits of education are not just economic. For society as a whole, higher levels of educational attainment are associated with less crime, lower incarceration rates, and greater civic engagement, political participation, tolerance of difference, and support for the rights of others. For individuals, more education is associated with better health and longer lives; lower divorce rates; more effective coping skills; increased resilience; and greater ability to adjust to change.



For the nation as a whole, the Education Index score increased over half a point, from 4.70 in 2005 to 5.24 in 2016, an 11.6 percent increase.

Women have a higher Education Index score than men, 5.42 as compared with 5.06. In 2005, women and men had the same Education Index score, 4.70. Both women and men's scores improved over the past decade, but women's score increased twice as fast. Women ages 25 and up have become slightly more likely than their male counterparts to have earned bachelor's and graduate degrees. **Girls and young women are also slightly more likely to be enrolled in school than boys and young men.**

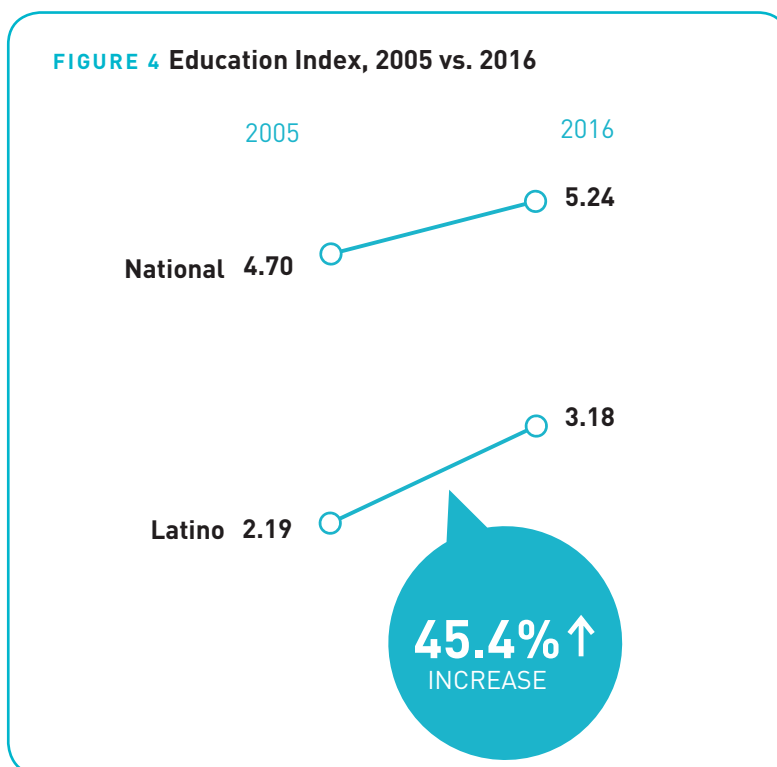
Among racial and ethnic groups, Asians have the highest Education Index score overall, 7.33. This represents an increase from their 2005 score of 6.72. Asian men outperform Asian women in education, scoring 7.62 as compared to 7.10. Asians are the only group in which men have a higher education score than women. More than half of Asian adults have at least a four-year bachelor's degree.

Whites have the next-highest Education Index score, 5.71. Women score higher than men—5.85 compared to 5.57. White women and men saw increases to their Education Index scores, but men's score improved by just 6.78 percent, about half as much as the countrywide improvement.

Black residents saw their Education Index score improve by about 10 percent, from 3.92 in 2005 to 4.32 in 2016. Black women have a much stronger performance in education than black men, scoring 4.71 compared to 3.91.

The 2016 Native American score on the Education Index is 3.37—the exact same score as in 2005. This disheartening lack of progress is one reason for the overall well-being decline among Native American men. Native American women (3.70) have a higher score than Native American men (3.04).

Although Latinos still have the lowest education scores among the major racial and ethnic groups—3.18 overall, 3.46 for women, and 2.90 for men—they have made astonishing progress over the last decade. The increase in their Education Index score, 45.4 percent, is four times the national average.



A Decent Standard of Living

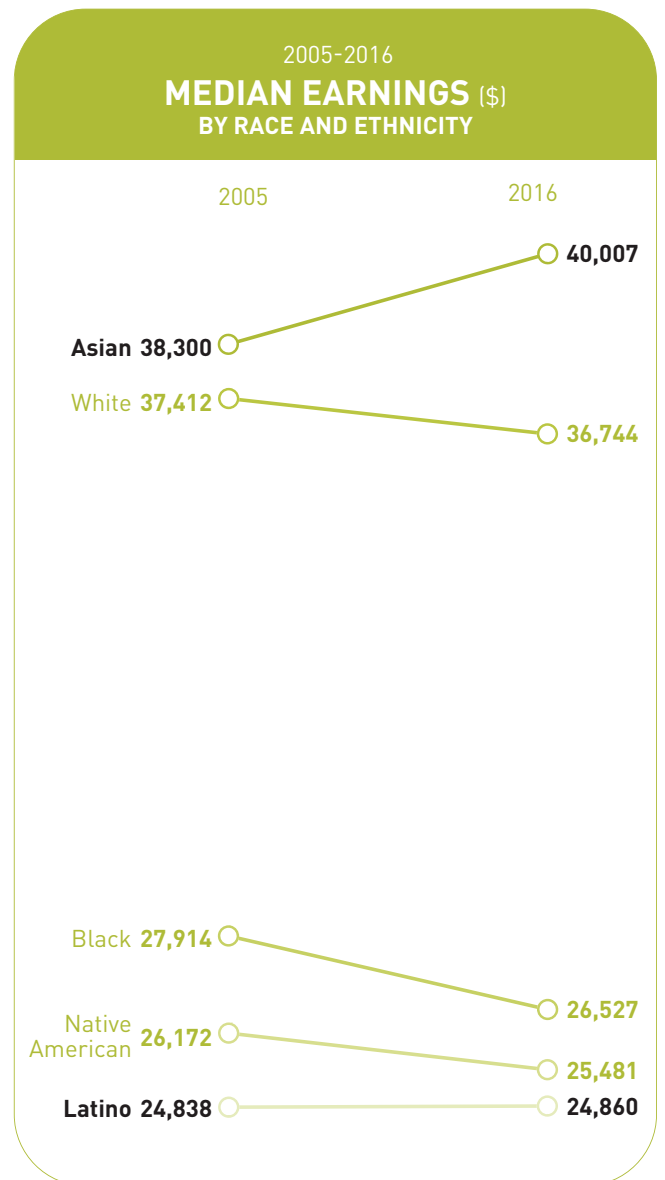
Money isn't everything, but it's not nothing, either; it is a critical ingredient of overall well-being. Thus, one-third of the American Human Development Index is devoted to the capabilities people have to enjoy a decent material standard of living: to have the money necessary to live well, afford health care, be well-nourished, feel secure about the future, pursue educational opportunities and leisure activities, and much more. Many different measures can be used to gauge people's material standard of living. The American Human Development Index uses median personal earnings—the wages and salaries of all full- and part-time workers 16 years of age and older. These earnings figures may seem low; this is because many researchers use household earnings rather than personal earnings to gauge material well-being. Measure of America uses personal rather than household earnings to better understand the differences between women and men when it comes to pay.

Median personal earnings is the only component of the HD Index to have decreased nationwide over the last ten years. US median earnings were \$33,288 in 2005 (converted to 2016 dollars) and \$32,024 in 2016. This is a 3.8 percent wage decrease for the typical worker, and a major red flag. Despite the booming economy of recent years, most Americans have seen a pay cut.

In every racial and ethnic group, men earn more than women, though the size of the gap varies.

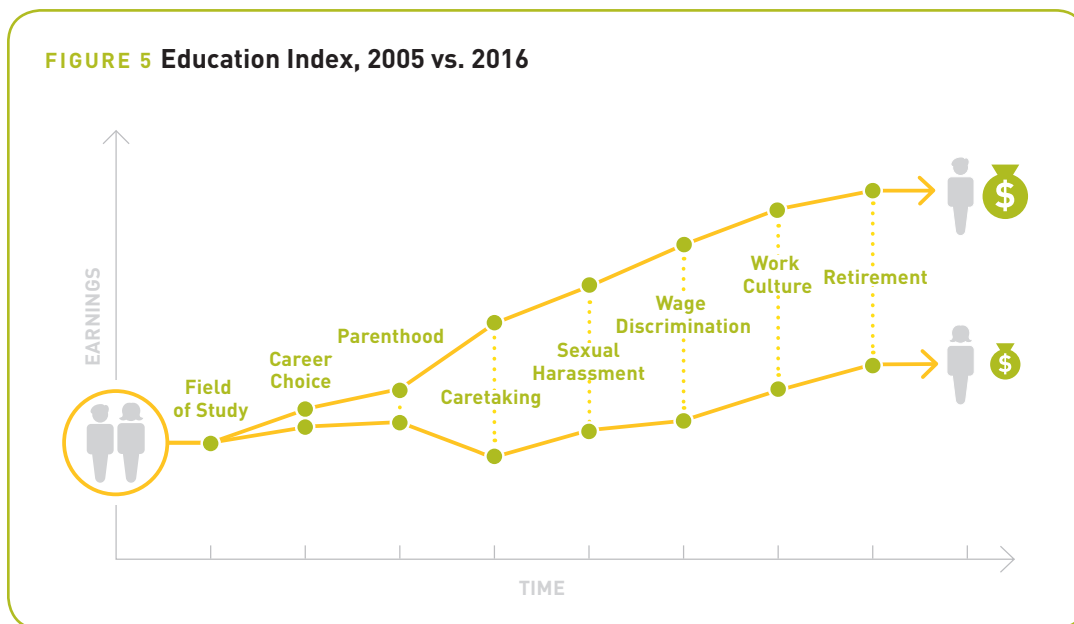
Asian men (\$46,894) and white men (\$44,080) top the earnings chart. The next-highest earners, Asian women (\$32,161) and white women (\$30,480), earn roughly two-thirds of what their male counterparts do. Among these top-earning racial and ethnic groups, the gender earnings gap is around \$14,000.

Black men (\$28,473), Latino men (\$27,966), and Native American men (\$27,457) earn within \$1,000 of one another. Black women (\$25,265), Native American women (\$22,820), and Latina women (\$20,769) all earn less than their male counterparts—despite having higher Education Index scores. Among these three racial and ethnic groups, gender earnings gaps range from about \$3,000 to about \$7,000.



Women earn less than men for a variety of reasons. Women are less likely than men to study subjects like computer science or engineering that lead to high-paying jobs. Research shows having children hurts women's careers but boosts men's; while men's paychecks tend to grow if they have children—especially for high-income men—women pay a wage penalty for each child they have.⁷ Sexual harassment and inflexible work cultures hamper the career progression of many women, and wage discrimination is still alive and well.^{8,9}

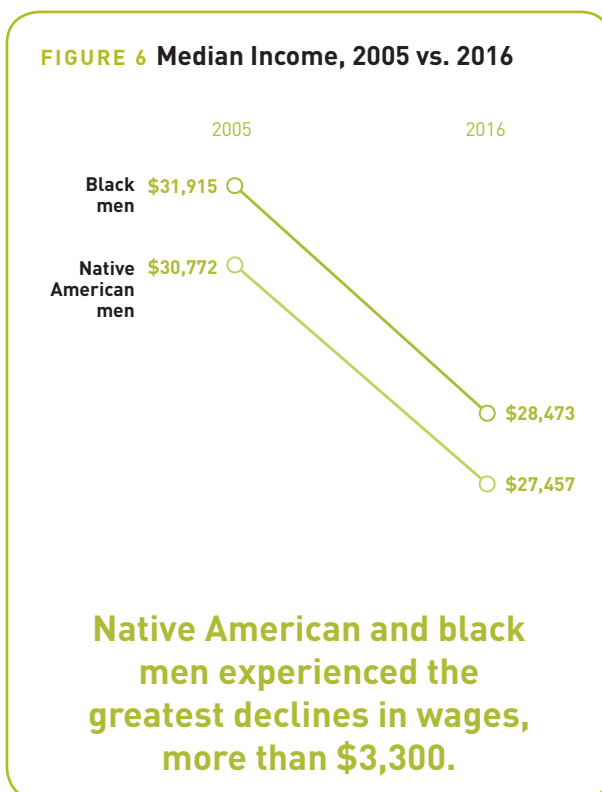
FIGURE 5 Education Index, 2005 vs. 2016



As mentioned above, median personal earnings fell in real terms between 2005 and 2016 by 3.8 percent, or \$1,264. But not everyone saw their wages decline. White women saw an earnings gain of \$2,042, the largest boost of any race-gender combination. Asian men's earnings increased by \$1,784, Latina women's by \$1,016, and Latino men's by \$620. Black women saw their wages decline by \$364, and white men saw theirs drop by \$1,544. The greatest wage declines, more than \$3,300, were experienced by Native American and black men.

Wages are not growing for struggling and middle-class Americans; only upper-income families have reaped the rewards of the post-recession economic recovery. In fact, over the last half century, the gap between high-income earners and middle- and low-wage workers has steadily grown, a trend that shows no signs of abating.¹⁰

FIGURE 6 Median Income, 2005 vs. 2016



States

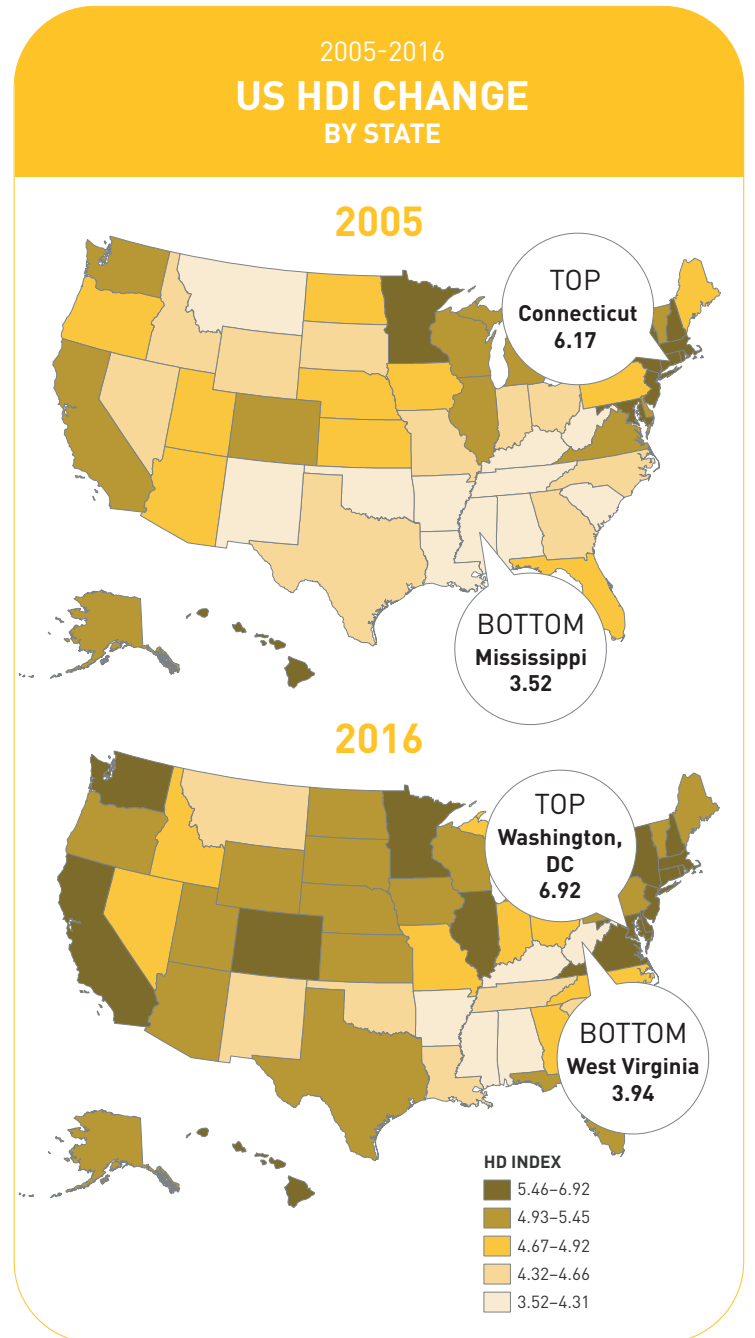
OVERALL HDI

Today, the highest American Human Development Index scores are found in Washington, DC (6.92), Massachusetts (6.36), and Connecticut (6.31). The lowest scores are found in Arkansas (4.17), Mississippi (4.05), and West Virginia (3.94). Generally speaking, **states in the Northeast are faring the best, while most Southern states are struggling.**

The ten states with the lowest HD Index scores today are all found in the South or Southwest. The ten top-scoring states are more regionally diverse, although half are in the Northeast and seven are on the East Coast.

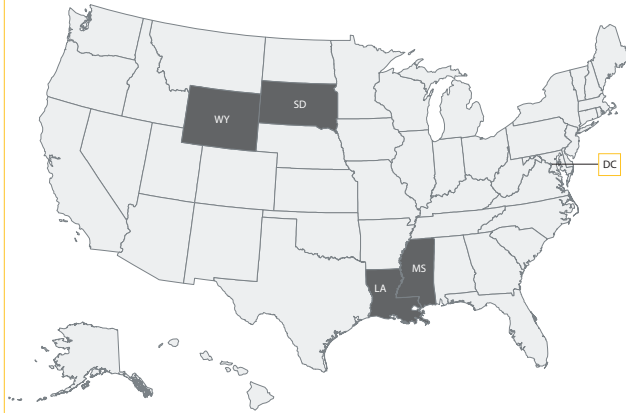
Most states are better off today than they were a decade ago; Washington, DC, and 44 states saw increases in their HD Index scores. **Six states saw no significant change in their HD Index scores:** Michigan, Alaska, West Virginia, New Hampshire, Vermont, and Rhode Island.

The greatest increases in HD Index scores occurred in Washington, DC, Wyoming, Louisiana, Mississippi, and South Dakota. Curiously, this list includes both Washington, DC, which ranks first in the country, and Mississippi, which ranked last a decade ago and ranks fiftieth today. Gains did not always occur evenly across the three areas of the index; some states saw big gains in one area but made no progress in another. The five most-improved states moved up the HD Index scale in different ways. Washington, DC, experienced big gains across all three areas of well-being. Wyoming gained an entire point in its Education Index score. The improvement in South Dakota was due mainly to a big boost in earnings. Louisiana made big gains in life expectancy. Mississippi made improvements in health and education, but saw no significant change in earnings.



2005-2016

FIVE MOST-IMPROVED STATES

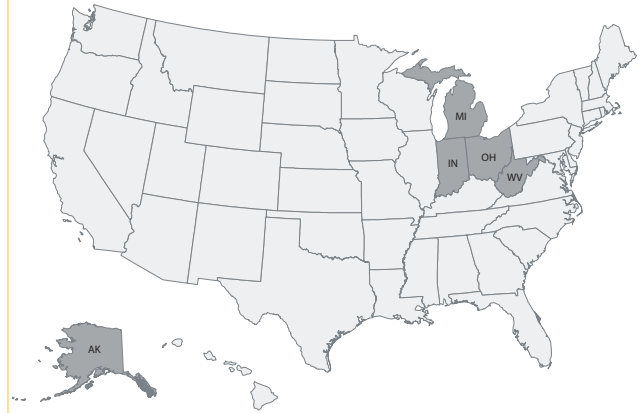


Washington, DC, Wyoming, South Dakota, Louisiana, and Mississippi's scores increased the most between 2005 and 2016.

Curiously, this list includes both Washington, DC, which ranks first, and Mississippi, which ranked last a decade ago and ranks fiftieth today.

2005-2016

FIVE LEAST-IMPROVED STATES



Alaska, Michigan, Indiana, Ohio, and West Virginia saw little-to-no improvement in their HDI scores.

Four of these states are part of the Rust Belt, a region still struggling to recover from the decline in manufacturing and mining.

North Dakota, despite seeing the greatest increase in earnings, is one of a handful of states that saw no increase in life expectancy. Similarly, West Virginia made big strides in education, but also saw no life expectancy gains. Nevada, on the other hand, saw an increase in life expectancy, but experienced the sharpest decline in median earnings.

The bottom line: since 2005, virtually all states have seen an improvement in education, most have longer life expectancies, but only about one in five has higher median earnings.

HEALTH

By and large, Americans in most states are living longer; forty-three states and Washington, DC, have longer life expectancies today than they did ten years ago. Washington, DC, residents are living an impressive 4.6 years longer, on average. California and Louisiana had the second- and third-greatest increases in life expectancy, 2.1 and 2.2 percent, respectively.

EDUCATION

Most parts of the United States have seen a measurable improvement in education, with a few exceptions. **North Dakota, Alaska, Hawaii, and Vermont saw no change to their overall Education Index scores.** Alaska is the only state that saw no change in any of the education indicators that make up the index. The remaining forty-six states and Washington, DC, have higher Education Index scores today than in 2005.

Educational attainment has either increased or seen no significant change across all educational levels and across all states and Washington, DC.

Four states saw no significant change in high school degree attainment: Alaska, Nebraska, Vermont, and Wyoming. These states already had some of the highest rates of adults with at least a high school diploma, so there was less room for improvement. Everywhere else, the rate of adults with at least a high school degree increased between 1.4 and 6.7 points. **The greatest increases in high school attainment took place in Washington, DC** (8 percent), **Kentucky** (7.8 percent), **and Tennessee** (7.2 percent); interestingly, these three states land at opposite ends of the well-being spectrum—Washington, DC, ranks first on the overall HD Index, while Tennessee and Kentucky rank forty-fifth and forty-seventh.

Only one state, Alaska, saw no significant change in college degree attainment. In all other states and Washington, DC, bachelor's degree attainment among adults increased between 8.7 and 26.9 percent. **The greatest increases in the share of adults with at least a bachelor's degree took place in Washington, DC** (26.9 percent), **Nebraska** (23.7 percent), and **South Dakota** (22.9 percent).

In seven states, there has been no significant change in graduate degree attainment: North Dakota, Alaska, New Mexico, Delaware, Idaho, Vermont, and Wyoming. All other states and Washington, DC, saw increases in the share of adults with graduate degrees. **The greatest gains in graduate degree attainment were in Nebraska** (36.8 percent), **South Dakota** (36.2 percent), and **North Carolina** (34.1 percent).

Educational attainment has either increased or seen no significant change across all educational levels and across all states and Washington, DC.

Progress in school enrollment has been less dramatic. Thirty states have seen increases in school enrollment among children and young adults, eighteen states and Washington, DC, saw no significant change, and in two states, North Dakota and Hawaii, the rate of school enrollment declined by 9.1 and 4.5 percent, respectively. **The largest gains in school enrollment took place in Wyoming** (9.6 percent), **Idaho** (7.3 percent), and **Delaware** (7.2 percent).

EARNINGS

While the changes in health and education over the last ten years have been overwhelmingly positive, earnings tell a different story. Only ten states and Washington, DC, have seen increases in median personal earnings. Median earnings are between \$700 and \$6,200 higher today than in 2005 in North Dakota, Washington, DC, South Dakota, Wyoming, Oklahoma, Utah, Louisiana, Arkansas, Nebraska, Iowa, and Texas. With the exception of Washington, DC, most of these states are in the US heartland. **The greatest gains in earnings took place in North Dakota** (\$6,211), **Washington, DC** (\$5,484), and **South Dakota** (\$3,731). In nineteen states, the typical worker makes less today than he or she did ten years ago, and in another twenty-one states, typical paychecks have remained flat. The biggest drops in earnings took place in Nevada (\$3,887), California (\$3,836), and Michigan (\$3,033).



CONCLUSION

The United States saw mixed human progress between 2005 and 2016.

The overall American Human Development Index (HDI) score increased by 6.4 percent largely on the strength of national gains in education; the Education Index increased 11.6 percent. Life expectancy inched up by 2 percent; the average American's life expectancy at birth increased from 77.8 years in 2005 to 79.4 years in 2016. But the Income Index declined as median personal earnings fell from \$33,288 in 2005 to \$32,024 in 2016 (in 2016 dollars), a 3.8 percent drop.

Women's overall score improved about twice as much as men's, up 10.2 percent compared to men's 5.3 percent increase. In 2005, women trailed men in overall well-being, but by 2016, they had moved ahead, scoring 5.23 to men's 5.20. Women's educational gains drove them forward; their score on the Education Index increased by 15.3 percent, about double men's increase of 7.8 percent. Women saw life expectancy gains of 2.0 percent and even earnings growth of 1.2 percent. Men saw a 2.2 percent increase in life expectancy and lost ground in earnings.

Latinx men and women achieved huge human development gains between 2005 and 2016. The overall score for Latino men increased by 22.7 percent, driven by an astounding gain of 49 percent on the Education Index. Their life expectancy increased by 4 percent, twice the rate of increase for the country as a whole, and their earnings bucked the national trend with a 2.3 percent increase. The Latina score rose by 22.5 percent; their Education Index score was up nearly 42 percent, and their earnings increased 5.1 percent.

Black women also saw gains that far outpaced those of the country as a whole, with a 17.5 percent increase in their HDI score, driven by a sharp increase in their Education Index score, 17.9 percent. Black men saw the largest life expectancy gain among race/gender combinations, 4.9 percent; however, their education score remained flat and their earnings decreased by 10.8 percent. As a result, the well-being gap between black women and men grew over the last decade.

Asian Americans, the top-scoring group in both 2005 and 2016, came in third in terms of overall improvements; their score increased 10.4 percent. Asians are the only racial and ethnic group whose wages increased over the last decade.

The HDI score for whites increased 5 percent between 2005 and 2016, a slower rate of improvement than that seen in the country as a whole. **The gender divide in terms of progress was sharp among white Americans;** women's score increased 10.5 percent, men's just 3.2 percent, a more than threefold difference. White women enjoyed the greatest wage increase of all race/gender combinations, 7.2 percent. White men's median personal earnings fell 3.4 percent, and the increase in their life expectancy over the decade was just 1.3 percent.

The score for Native Americans remained flat between 2005 and 2016, and Native Americans now have the lowest score of the five major racial and ethnic groups, 3.69. (Black Americans had the lowest score in 2005.) This average hides a sharp gender divide, however. Native American women saw their score increase by 9.5, outstripping the national rate of change by about 50 percent, whereas the score for Native American men fell by 7.8 percent—they are the only race/gender combination whose HDI score fell between 2005 and 2016.

Most states—forty-four states plus Washington, DC—saw improvements in their HDI scores over the last decade. **Since 2005, virtually all states have seen improvements in education, most have longer life expectancies, but only about one in five has higher median earnings.** Generally speaking, states in the Northeast are faring the best, while Southern states are struggling.

Most states—
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last decade.

There are many causes for optimism in this sea of numbers, one of which is the major national increase in educational attainment over the last decade, which augurs well for the future. Better educated people tend to have better health, longer lives, higher earnings, higher employment rates, higher voting rates, greater ability to adapt to change, more stable interpersonal relationships, lower poverty rates, and less involvement with the criminal justice system.¹¹

The massive improvement in well-being among Latino men and women is likewise a cause for celebration, as is the striking progress of black women. Asian men and women and white women, who, along with white men, have the country's highest HDI scores, continued to record gains over the last ten years.

Recent surveys have shown Asians and Latinos to be more optimistic about their futures than whites, and these positive human development advances could be one reason why.¹² It is important to note, however, that these surveys are from a few years ago; today's sentiments may differ. White men still perform above the national average, with a score of 5.67, but they have made the slowest progress of any group but Native American men, possibly contributing to the much-reported-on sense that many white men, particularly those who are working class, feel left behind by the economic, social, and demographic changes of recent decades.¹³

The most concerning trends relate to black and Native American men. While black men made welcome progress over the last decade in health, their earnings dropped by 10.8 percent, and their well-being score is the second-lowest among the race-gender combinations, 3.57. The lack of human development progress among Native American men is perhaps this report's most worrisome finding; their educational attainment has not improved, their earnings are down more than 10 percent, theirs is the only HDI score to decrease over the last decade, and they have the lowest score, 3.29. It is imperative that we make their well-being a national priority. Today, more than one in four Native American and one in five black boys and young men between the ages of 16 and 24 are out of school and out of work; helping them navigate the often rocky transition to productive and joyous adulthoods is a good place to start.¹⁴

Endnotes

- ¹ Rich, "[The Great Recession.](#)"
- ² Pfeffer et al., "Wealth Disparities before and after the Great Recession."
- ³ US Bureau of Labor Statistics, "[Unemployment Rates by Educational Attainment, October 2014.](#)"
- ⁴ Mathews et al., "State Variations in Infant Mortality by Race and Hispanic Origin of Mother, 2013–2015."
- ⁵ Cunningham et al., "Vital Signs: Racial Disparities in Age-Specific Mortality Among Blacks or African Americans — United States, 1999–2015."
- ⁶ Murphy et al., "Mortality in the United States, 2017."
- ⁷ Budig, *The Fatherhood Bonus and The Motherhood Penalty: Parenthood and the Gender Gap in Pay.*
- ⁸ Goldin, "How to Achieve Gender Equality."
- ⁹ Goldin et al., "The Expanding Gender Earnings Gap."
- ¹⁰ Kochhar, "[The American Middle Class is Stable in Size, but Losing Ground Financially to Upper-Income Families.](#)"
- ¹¹ Measure of America and United Way. [Common Good Forecaster.](#)
- ¹² Vasilogabros, "[The Ethnic Groups That Still Believe in the American Dream.](#)"
- ¹³ Jones et al., *Beyond Economics: Fears of Cultural Displacement Pushed the White Working Class to Trump | PRRI/ The Atlantic Report.*
- ¹⁴ Burd-Sharps and Lewis, *More than a Million Reasons for Hope: Youth Disconnection in America Today.*

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Indicator Tables

Human Development Index by Race/Ethnicity and Gender

RANK	CATEGORY	HD Index	Life Expectancy (years)	Less than High School (%)	At Least High School Diploma (%)	At Least Bachelor's Degree (%)	Graduate Degree (%)	School Enrollment (%)	Education Index	Median Earnings (2016 \$)
	UNITED STATES	5.21	79.4	12.6	87.4	31.3	12.0	77.4	5.24	32,024
	GENDER									
1	Women	5.23	81.9	11.9	88.1	31.7	12.0	78.7	5.42	27,155
2	Men	5.20	76.8	13.3	86.7	30.9	11.9	76.1	5.06	38,162
	RACE/ETHNICITY									
1	Asian	7.69	88.5	13.3	86.7	52.7	22.7	84.7	7.33	40,007
2	White	5.63	79.0	7.6	92.4	35.0	13.4	77.6	5.71	36,744
3	Latino	4.59	84.1	33.0	67.0	15.3	4.9	76.0	3.18	24,860
4	Black	4.02	76.2	14.6	85.4	20.9	7.8	75.5	4.32	26,527
5	Native American	3.69	76.7	17.1	82.9	14.9	5.3	70.6	3.37	25,481
	GENDER & RACE/ETHNICITY									
1	Asian Men	7.82	86.2	11.6	88.4	55.2	25.9	84.2	7.62	46,894
2	Asian Women	7.31	90.5	14.9	85.1	50.6	19.9	85.2	7.10	32,161
3	White Men	5.67	76.6	8.1	91.9	35.1	13.4	76.4	5.57	44,080
4	White Women	5.58	81.4	7.0	93.0	35.0	13.4	78.8	5.85	30,480
5	Latina Women	4.65	86.9	31.5	68.5	16.7	5.3	77.4	3.46	20,769
6	Black Women	4.49	79.4	13.3	86.7	23.1	9.0	77.3	4.71	25,265
7	Latino Men	4.37	81.2	34.4	65.6	14.0	4.5	74.6	2.90	27,966
8	Native American Women	4.00	80.0	15.5	84.5	15.7	5.7	72.8	3.70	22,820
9	Black Men	3.57	72.7	16.2	83.8	18.3	6.3	73.8	3.91	28,473
10	Native American Men	3.29	73.4	18.7	81.3	14.0	4.9	68.5	3.04	27,457

Sources:

Life Expectancy: Measure of America calculations using 2016 mortality data from the Centers for Disease Control (CDC) and Prevention; National Center for Health Statistics and population data from CDC Wonder.

Education and Earnings: US Census ACS, 2016.

Change Over Time by Race/Ethnicity and Gender

RANK	CATEGORY	HD Index			Life Expectancy (years)			Education Index			Median Earnings (2016 \$)		
		% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005
	UNITED STATES	6.4	5.21	4.89	2.0	79.4	77.8	11.6	5.24	4.70	-3.8	32,024	33,288
	GENDER												
1	Women	10.2	5.23	4.75	2.0	81.9	80.3	15.3	5.42	4.70	1.2	27,155	26,831
2	Men	5.3	5.20	4.94	2.2	76.8	75.2	7.8	5.06	4.70	-3.9	38,162	39,707
	RACE/ETHNICITY												
1	Latino	19.5	4.59	3.84	3.7	84.1	81.1	45.4	3.18	2.19		24,860	24,838
2	Black	13.7	4.02	3.54	4.6	76.2	72.8	10.2	4.32	3.92	-5.0	26,527	27,914
3	Asian	10.4	7.69	6.96	3.5	88.5	85.5	9.1	7.33	6.72	4.5	40,007	38,300
4	White	5.0	5.63	5.36	1.2	79.0	78.1	10.4	5.71	5.17	-1.8	36,744	37,412
5	Native American		3.69	3.65	1.0	76.7	76.0		3.37	3.37		25,481	26,172
	GENDER AND RACE/ETHNICITY												
1	Latino Men	22.7	4.37	3.56	4.0	81.2	78.1	49.0	2.90	1.95	2.3	27,966	27,346
2	Latina Women	22.5	4.65	3.80	3.4	86.9	84.0	41.8	3.46	2.44	5.1	20,769	19,753
3	Black Women	17.5	4.49	3.82	4.4	79.4	76.1	17.9	4.71	4.00	-1.4	25,265	25,629
4	White Women	10.5	5.58	5.05	1.2	81.4	80.5	13.9	5.85	5.14	7.2	30,480	28,438
5	Asian Men	9.7	7.82	7.13	4.0	86.2	82.8	5.8	7.62	7.20	4.0	46,894	45,110
6	Native American Women	9.5	4.00	3.65	1.5	80.0	78.9		3.70	3.49		22,820	21,723
7	Asian Women	8.9	7.31	6.71	3.0	90.5	87.8	12.8	7.10	6.29		32,161	31,734
8	Black Men	7.1	3.57	3.33	4.9	72.7	69.3		3.91	3.84	-10.8	28,473	31,915
9	White Men	3.2	5.67	5.49	1.3	76.6	75.6	6.8	5.57	5.22	-3.4	44,080	45,624
10	Native American Men	-7.8	3.29	3.57		73.4	73.0		3.04	3.26	-10.8	27,457	30,772

Education Indicators Change Over Time for Race/Ethnicity and Gender

RANK	CATEGORY	Education Index			Less than High School (%)			At Least HS Diploma (%)			At Least Bachelor's Degree (%)			Graduate Degree (%)			School Enrollment (%)		
		% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005
	UNITED STATES	11.6	5.24	4.70	-20.2	12.6	15.8	3.8	87.4	84.2	15.2	31.3	27.2	19.5	12.0	10.0	1.8	77.4	76.0
	GENDER																		
1	Women	15.3	5.42	4.70	-22.8	11.9	15.4	4.2	88.1	84.6	21.8	31.7	26.0	30.8	12.0	9.2	2.5	78.7	76.8
3	Men	7.8	5.06	4.70	-17.6	13.3	16.2	3.4	86.7	83.8	8.7	30.9	28.4	9.1	11.9	10.9	1.2	76.1	75.2
	RACE/ETHNICITY																		
5	Latino	45.4	3.18	2.19	-18.6	33.0	40.5	12.7	67.0	59.5	25.0	15.3	12.3	25.2	4.9	3.9	7.0	76.0	71.0
6	White	10.4	5.71	5.17	-31.4	7.6	11.0	3.9	92.4	89.0	16.8	35.0	30.0	20.9	13.4	11.1	0.8	77.6	77.0
7	Black	10.2	4.32	3.92	-26.5	14.6	19.9	6.6	85.4	80.1	20.5	20.9	17.3	31.9	7.8	5.9	-1.0	75.5	76.3
8	Asian	9.1	7.33	6.72	-6.0	13.3	14.2	1.0	86.7	85.8	8.7	52.7	48.5	15.2	22.7	19.7	3.3	84.7	82.0
9	Native American		3.37	3.37	-21.6	17.1	21.8	6.0	82.9	78.2		14.9	14.3		5.3	4.8	-3.7	70.6	73.3
	GENDER AND RACE/ETHNICITY																		
11	Latino Men	49.0	2.90	1.95	-17.6	34.4	41.8	12.6	65.6	58.2	18.5	14.0	11.8	13.7	4.5	4.0	7.7	74.6	69.3
12	Latina Women	41.8	3.46	2.44	-19.6	31.5	39.2	12.7	68.5	60.8	30.7	16.7	12.8	36.9	5.3	3.9	6.3	77.4	72.8
13	Black Women	17.9	4.71	4.00	-32.0	13.3	19.6	7.8	86.7	80.4	28.6	23.1	17.9	43.1	9.0	6.3	1.2	77.3	76.4
14	White Women	13.9	5.85	5.14	-34.6	7.0	10.8	4.2	93.0	89.2	23.2	35.0	28.4	32.1	13.4	10.1	1.5	78.8	77.7
15	Asian Women	12.8	7.10	6.29	-10.9	14.9	16.7	2.2	85.1	83.3	12.8	50.6	44.8	26.7	19.9	15.7	3.6	85.2	82.3
16	White Men	6.8	5.57	5.22	-28.1	8.1	11.3	3.6	91.9	88.7	10.6	35.1	31.7	10.7	13.4	12.1		76.4	76.3
17	Asian Men	5.8	7.62	7.20	1.2	11.6	11.4		88.4	88.6	4.9	55.2	52.6	7.4	25.9	24.2	3.0	84.2	81.8
18	Black Men		3.91	3.84	-20.4	16.2	20.4	5.2	83.8	79.6	10.7	18.3	16.5	17.4	6.3	5.4	-3.2	73.8	76.2
19	Native American Women		3.70	3.49	-28.0	15.5	21.6	7.7	84.5	78.4		15.7	13.9	29.9	5.7	4.4		72.8	74.8
20	Native American Men		3.04	3.26	-15.0	18.7	22.0	4.2	81.3	78.0		14.0	14.6		4.9	5.4	-4.7	68.5	71.9

Sources:

Life Expectancy: Measure of America calculations using 2016 mortality data from the Centers for Disease Control (CDC) and Prevention; National Center for Health Statistics and population data from CDC Wonder.

Education and Earnings: US Census ACS, 2016.

Note: Blanks indicate that the estimate is not statistically significant.

Human Development Indicators for Asian Subgroups

RANK	CATEGORY	Education Index	Less than High School (%)	At Least High School Diploma (%)	At Least Bachelor's Degree (%)	Graduate Degree (%)	School Enrollment (%)	Median Earnings (2016 \$)
	UNITED STATES	5.24	12.6	87.4	31.3	12.0	77.4	32,024
	ALL ASIAN	7.33	13.3	86.7	52.7	22.7	84.7	40,007
1	Indian	9.58	7.9	92.1	74.0	41.0	87.3	65,340
2	Chinese	7.85	17.7	82.3	54.4	27.7	89.0	40,499
3	Korean	7.80	7.9	92.1	56.1	21.2	86.2	40,168
4	Pakistani	7.61	13.1	86.9	56.2	25.7	84.5	33,614
5	Japanese	7.49	4.3	95.7	51.2	17.6	85.2	47,228
6	Filipino	6.41	6.9	93.1	49.3	9.6	79.7	36,695
7	Vietnamese	5.21	27.2	72.8	29.4	9.2	86.0	29,466
8	Cambodian	3.45	29.8	70.2	16.3	4.9	76.8	29,634
9	Laotian	3.40	27.0	73.0	18.1	3.5	74.9	30,768
10	Hmong	3.34	24.5	75.5	18.5	4.5	72.4	26,706

Change Over Time for Asian Subgroups

RANK	CATEGORY	Education Index			Less than High School (%)			At Least HS Diploma (%)			At Least Bachelor's Degree (%)			Graduate Degree (%)			School Enrollment (%)		
		% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005
	UNITED STATES	11.6	5.24	4.70	-20.2	12.6	15.8	3.8	87.4	84.2	15.2	31.3	27.2	19.5	12.0	10.0	1.8	77.4	76.0
	ALL ASIAN	9.1	7.33	6.72	-6.0	13.3	14.2	1.0	86.7	85.8	8.7	52.7	48.5	15.2	22.7	19.7	3.3	84.7	82.0
1	Cambodian	36.7	3.45	2.52	-24.4	29.8	39.4	15.8	70.2	60.6		16.3	14.1		4.9	3.2		76.8	73.5
2	Hmong	35.1	3.34	2.47	-51.8	24.5	50.7	53.3	75.5	49.3	58.4	18.5	11.7		4.5	2.7	-9.0	72.4	79.6
3	Vietnamese	15.7	5.21	4.50	-1.0	27.2	27.5		72.8	72.5	17.1	29.4	25.2	32.2	9.2	7.0		86.0	81.8
4	Indian	11.7	9.58	8.58	-15.2	7.9	9.3	1.6	92.1	90.7	9.0	74.0	67.9	12.9	41.0	36.3	5.8	87.3	82.5
5	Japanese	9.6	7.49	6.84	-33.5	4.3	6.4	2.3	95.7	93.6	16.6	51.2	43.9	20.1	17.6	14.7		85.2	84.1
6	Chinese	5.3	7.85	7.45	3.1	17.7	17.1		82.3	82.9	3.9	54.4	52.3		27.7	27.5	3.9	89.0	85.7
7	Korean	5.3	7.80	7.41	-13.7	7.9	9.1		92.1	90.9		56.1	53.7	16.2	21.2	18.2		86.2	85.2
8	Filipino	4.9	6.41	6.11	-23.8	6.9	9.1	2.4	93.1	90.9	4.5	49.3	47.2	13.3	9.6	8.5		79.7	79.1
9	Pakistani		7.61	7.41	-7.4	13.1	14.2		86.9	85.8		56.2	56.5		25.7	23.3		84.5	83.8
10	Laotian		3.40	2.83	-24.9	27.0	35.9	13.9	73.0	64.1	52.5	18.1	11.9		3.5	2.7		74.9	76.3

RANK	CATEGORY	Median Earnings (2016 \$)		
		% Δ	2016	2005
	UNITED STATES	-3.8	\$32,024	\$33,288
	ALL ASIAN	4.5	\$ 40,007	\$ 38,300
1	Indian	30.4	\$ 65,340	\$ 50,114
2	Hmong		\$ 26,706	\$ 23,488
3	Korean	8.5	\$ 40,168	\$ 37,015
4	Laotian		\$ 30,768	\$ 29,638
5	Japanese		\$ 47,228	\$ 46,162
6	Chinese		\$ 40,499	\$ 40,793
7	Cambodian		\$ 29,634	\$ 29,930
8	Vietnamese		\$ 29,466	\$ 30,517
9	Filipino	-3.9	\$ 36,695	\$ 38,198
10	Pakistani		\$ 33,614	\$ 35,848

Sources:

Life Expectancy: Measure of America calculations using 2016 mortality data from the Centers for Disease Control (CDC) and Prevention; National Center for Health Statistics and population data from CDC Wonder.

Education and Earnings: US Census ACS, 2016.

Note: Blanks indicate that the estimate is not statistically significant.

Human Development Indicators for Latino Subgroups

RANK	CATEGORY	Education Index	Less than High School (%)	At Least High School Diploma (%)	At Least Bachelor's Degree (%)	Graduate Degree (%)	School Enrollment (%)	Median Earnings (2016 \$)
	UNITED STATES	5.24	12.6	87.4	31.3	12.0	77.4	32,024
	ALL LATINO	3.18	33.0	67.0	15.3	4.9	76.0	24,860
1	Spanish	6.02	8.9	91.1	34.5	14.9	81.0	35,456
2	Colombian	5.59	12.5	87.5	33.6	12.2	79.8	29,183
3	Cuban	4.74	19.9	80.1	27.0	9.7	78.7	27,634
4	Ecuadoran	4.36	22.7	77.3	23.4	6.9	79.0	27,143
5	Puerto Rican	3.91	21.2	78.8	18.4	6.4	76.0	27,337
6	Dominican	3.46	29.6	70.4	18.2	5.4	75.8	23,496
7	Mexican	2.67	38.1	61.9	11.4	3.2	75.7	23,977
8	Salvadoran	1.92	46.8	53.2	9.3	2.6	73.2	23,777
9	Honduran	1.80	47.3	52.7	9.8	2.5	71.9	21,848
10	Guatemalan	1.60	51.1	48.9	9.4	2.5	71.8	21,449

Change Over Time for Latino Subgroups

RANK	CATEGORY	Education Index			Less than High School (%)			At Least HS Diploma (%)			At Least Bachelor's Degree (%)			Graduate Degree (%)			School Enrollment (%)		
		% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005
	UNITED STATES	11.6	5.24	4.70	-20.2	12.6	15.8	3.8	87.4	84.2	15.2	31.3	27.2	19.5	12.0	10.0	1.8	77.4	76.0
1	ALL LATINO	45.4	3.18	2.19	-18.6	33.0	40.5	12.7	67.0	59.5	25.0	15.3	12.3	25.2	4.9	3.9	7.0	76.0	71.0
2	Guatemalan	1304.8	1.60	0.11	-9.8	51.1	56.7	12.8	48.9	43.3	30.8	9.4	7.2	2.5	2.1	23.6	71.8	58.1	
3	Honduran	271.4	1.80	0.48	-7.7	47.3	51.3		52.7	48.7		9.8	9.9	2.5	2.3	24.3	71.9	57.9	
4	Salvadoran	78.1	1.92	1.08	-15.1	46.8	55.2	18.6	53.2	44.8	21.6	9.3	7.7	35.6	2.6	1.9	5.6	73.2	69.3
5	Mexican	76.3	2.67	1.52	-19.0	38.1	47.1	16.9	61.9	52.9	34.6	11.4	8.5	29.1	3.2	2.5	9.1	75.7	69.5
6	Ecuadoran	55.0	4.36	2.81	-27.2	22.7	31.2	12.3	77.3	68.8	33.5	23.4	17.5	6.9	5.7	12.9	79.0	70.0	
7	Spanish	24.2	6.02	4.85	-35.8	8.9	13.8	5.7	91.1	86.2	27.4	34.5	27.1	36.1	14.9	10.9		81.0	76.3
8	Dominican	24.2	3.46	2.79	-24.1	29.6	39.0	15.4	70.4	61.0	31.3	18.2	13.9	41.8	5.4	3.8		75.8	75.9
9	Puerto Rican	20.4	3.91	3.25	-26.6	21.2	28.9	10.8	78.8	71.1	22.1	18.4	15.0	30.0	6.4	5.0		76.0	74.9
10	Cuban	14.6	4.74	4.14	-25.5	19.9	26.8	9.3	80.1	73.2	11.3	27.0	24.2	5.8	9.7	9.2		78.7	77.0
11	Colombian	8.5	5.59	5.15	-21.6	12.5	15.9	4.1	87.5	84.1		33.6	33.3	12.2	11.1			79.8	77.4

Note: Blanks indicate that the estimate is not statistically significant.

RANK	CATEGORY	Median Earnings (2016 \$)		
		% Δ	2016	2005
	UNITED STATES	-3.8	\$32,024	\$33,288
1	ALL LATINO		\$24,860	\$24,838
2	Mexican	3.2	\$23,977	\$23,240
3	Salvadoran		\$23,777	\$23,095
4	Dominican		\$23,496	\$24,404
5	Guatemalan		\$21,449	\$21,178
6	Colombian		\$29,183	\$28,859
7	Honduran		\$21,848	\$21,879
8	Spanish		\$35,456	\$32,929
9	Ecuadoran		\$27,143	\$26,564
10	Puerto Rican	-12.6	\$27,337	\$31,264
11	Cuban	-14.2	\$27,634	\$32,217

Note: Blanks indicate that the estimate is unreliable.

Sources:

Life Expectancy: Measure of America calculations using 2016 mortality data from the Centers for Disease Control (CDC) and Prevention; National Center for Health Statistics and population data from CDC Wonder.
Education and Earnings: US Census ACS, 2016.

Human Development Index for States

RANK	STATE	HD Index	Life Expectancy (years)	Less than High School (%)	At Least High School Diploma (%)	At Least Bachelor's Degree (%)	Graduate Degree (%)	School Enrollment (%)	Education Index	Median Earnings (2016 \$)
	United States	5.21	79.4	12.6	87.4	31.3	12.0	77.4	5.24	32,024
1	District of Columbia	6.92	78.5	10.1	89.9	57.3	33.2	78.6	7.57	50,627
2	Massachusetts	6.36	80.6	9.5	90.5	42.8	19.0	81.0	6.55	40,609
3	Connecticut	6.31	81.0	9.3	90.7	38.8	16.7	80.7	6.25	40,436
4	New Jersey	6.25	80.6	10.8	89.2	38.7	15.1	81.1	6.14	40,959
5	Maryland	6.04	79.2	9.8	90.2	39.2	18.3	78.1	6.06	41,226
6	New York	5.92	81.3	13.7	86.3	35.7	15.5	79.3	5.72	36,286
7	Minnesota	5.90	81.0	7.1	92.9	34.4	11.6	78.9	5.75	36,488
8	Hawaii	5.83	82.5	7.7	92.3	33.0	11.1	72.2	5.00	35,920
9	Colorado	5.74	80.3	8.6	91.4	40.0	15.2	75.2	5.74	35,442
10	New Hampshire	5.73	79.4	7.0	93.0	36.7	14.4	79.1	6.00	35,974
11	Virginia	5.70	79.5	10.9	89.1	38.1	16.4	77.2	5.80	36,306
12	Washington	5.67	80.4	9.3	90.7	34.9	12.9	74.6	5.32	36,307
13	Rhode Island	5.65	80.1	11.6	88.4	34.4	13.6	78.8	5.64	35,103
14	California	5.56	81.5	17.6	82.4	33.0	12.3	78.8	5.24	32,769
15	Illinois	5.53	79.4	11.3	88.7	33.8	12.9	79.5	5.66	34,605
16	Delaware	5.48	78.6	10.3	89.7	31.7	12.4	79.5	5.58	35,914
17	Vermont	5.42	79.7	8.1	91.9	36.1	14.7	76.2	5.66	32,410
18	Nebraska	5.28	79.8	9.2	90.8	32.3	10.7	77.5	5.39	31,465
19	Wisconsin	5.24	79.4	7.8	92.2	29.8	10.2	77.3	5.30	32,097
20	North Dakota	5.23	79.9	8.8	91.2	29.2	7.4	70.7	4.48	35,035
21	Iowa	5.22	79.5	8.4	91.6	28.9	9.5	77.8	5.26	32,050
22	Utah	5.18	79.6	8.1	91.9	32.4	11.1	77.5	5.46	30,257
23	Oregon	5.15	79.7	9.7	90.3	32.6	12.7	75.4	5.27	30,548
24	Alaska	5.15	78.3	7.5	92.5	29.3	11.0	69.4	4.58	36,578
25	Pennsylvania	5.11	78.3	10.1	89.9	30.8	12.0	77.1	5.31	32,416
26	Wyoming	5.10	79.1	6.8	93.2	26.5	9.4	77.5	5.19	31,313
27	Kansas	5.10	78.8	9.5	90.5	33.0	12.2	76.2	5.36	31,216
28	South Dakota	5.09	79.0	8.6	91.4	29.6	9.3	77.0	5.19	31,419
29	Maine	5.08	78.7	7.5	92.5	30.6	11.4	78.1	5.49	30,468
30	Florida	5.04	80.0	12.6	87.4	28.7	10.4	77.5	5.07	29,524
31	Arizona	5.02	79.7	13.2	86.8	28.7	10.8	75.0	4.82	30,686
32	Texas	4.95	79.1	17.1	82.9	28.9	10.0	76.4	4.75	31,271
33	Michigan	4.91	78.1	9.6	90.4	28.2	11.1	77.9	5.24	30,457
34	Georgia	4.88	77.7	13.5	86.5	30.6	11.7	77.6	5.18	31,096
35	North Carolina	4.85	78.0	12.8	87.2	30.5	10.9	76.2	5.04	30,581
36	Missouri	4.83	77.5	10.3	89.7	28.6	10.6	77.0	5.12	30,905
37	Ohio	4.78	77.1	9.9	90.1	27.8	10.4	76.6	5.06	31,292
38	Idaho	4.69	79.3	9.5	90.5	27.3	8.7	76.0	4.93	26,910
39	Nevada	4.68	78.3	14.0	86.0	23.4	8.2	73.8	4.31	31,076
40	Indiana	4.67	77.2	11.8	88.2	25.7	9.3	76.3	4.81	30,873
41	Montana	4.57	78.5	7.6	92.4	31.3	9.9	72.7	4.92	26,776
42	South Carolina	4.57	77.0	13.4	86.6	27.5	9.6	76.2	4.82	29,718
43	New Mexico	4.47	78.0	14.4	85.6	27.4	11.8	75.3	4.78	26,969
44	Oklahoma	4.45	76.0	12.1	87.9	25.5	8.5	75.6	4.69	30,680
45	Tennessee	4.41	76.1	13.1	86.9	26.2	9.5	74.6	4.62	30,200
46	Louisiana	4.41	76.2	15.8	84.2	23.3	8.2	77.0	4.54	30,425
47	Kentucky	4.26	75.3	14.5	85.5	23.4	9.4	75.5	4.52	30,117
48	Alabama	4.21	75.3	15.1	84.9	24.7	9.4	76.7	4.66	28,865
49	Arkansas	4.17	75.9	14.2	85.8	22.1	8.2	76.0	4.46	28,117
50	Mississippi	4.05	74.8	16.0	84.0	21.9	8.4	77.7	4.55	28,149
51	West Virginia	3.94	75.0	13.8	86.2	21.1	8.6	74.3	4.28	27,688

Sources:

Life Expectancy: Measure of America calculations using 2016 mortality data from the Centers for Disease Control (CDC) and Prevention; National Center for Health Statistics and population data from CDC Wonder.
Education and Earnings: US Census ACS, 2016.

Change Over Time for States

RANK	STATE	HD Index			Life Expectancy (years)			Education Index			Median Earnings (2016 \$)		
		% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005	% Δ	2016	2005
	United States	6.4	5.21	4.89	2.0	79.4	77.8	11.6	5.24	4.70	-3.8	32,024	33,288
1	District of Columbia	23.2	6.92	5.61	6.2	78.5	73.9	18.8	7.57	6.37	12.2	50,627	45,143
2	Wyoming	17.3	5.10	4.35	1.8	79.1	77.8	23.7	5.19	4.19	10.4	31,313	28,369
3	Louisiana	15.4	4.41	3.82	2.9	76.2	74.0	12.4	4.54	4.04	5.5	30,425	28,851
4	Mississippi	15.0	4.05	3.52	1.4	74.8	73.8	21.7	4.55	3.74		28,149	26,827
5	South Dakota	14.5	5.09	4.45	0.7	79.0	78.4	18.7	5.19	4.37	13.5	31,419	27,688
6	Oklahoma	13.0	4.45	3.94	1.2	76.0	75.1	13.8	4.69	4.12	9.1	30,680	28,124
7	Arkansas	10.6	4.17	3.77	0.6	75.9	75.5	17.9	4.46	3.78	5.0	28,117	26,778
8	Texas	10.3	4.95	4.49	2.0	79.1	77.5	13.8	4.75	4.18	2.2	31,271	30,596
9	Utah	9.0	5.18	4.75	0.4	79.6	79.3	16.7	5.46	4.68	5.5	30,257	28,676
10	South Carolina	9.0	4.57	4.19	1.8	77.0	75.7	15.5	4.82	4.18		29,718	30,045
11	North Carolina	8.9	4.85	4.45	1.8	78.0	76.6	15.4	5.04	4.36		30,581	30,882
12	Tennessee	8.9	4.41	4.05	1.1	76.1	75.3	20.6	4.62	3.83		30,200	30,469
13	Maine	8.8	5.08	4.67	1.0	78.7	77.9	19.5	5.49	4.59		30,468	30,393
14	Nebraska	8.8	5.28	4.85	1.0	79.8	79.1	13.6	5.39	4.74	4.6	31,465	30,070
15	Alabama	8.6	4.21	3.88	1.0	75.3	74.6	17.6	4.66	3.96		28,865	28,849
16	Idaho	8.5	4.69	4.32	0.8	79.3	78.7	21.8	4.93	4.05		26,910	27,079
17	Missouri	8.2	4.83	4.46	1.0	77.5	76.8	19.7	5.12	4.28		30,905	31,194
18	Delaware	7.9	5.48	5.08	1.8	78.6	77.2	20.6	5.58	4.63	-4.6	35,914	37,648
19	Oregon	7.9	5.15	4.77	1.5	79.7	78.5	15.8	5.27	4.55		30,548	30,909
20	Washington	7.8	5.67	5.26	1.7	80.4	79.1	11.2	5.32	4.79		36,307	35,598
21	North Dakota	7.8	5.23	4.86		79.9	79.6		4.48	4.85	21.6	35,035	28,824
22	Massachusetts	7.2	6.36	5.94	1.4	80.6	79.5	11.8	6.55	5.86		40,609	39,965
23	Iowa	6.6	5.22	4.90	0.4	79.5	79.1	14.0	5.26	4.61	2.7	32,050	31,220
24	Kansas	6.5	5.10	4.79	1.2	78.8	77.9	9.8	5.36	4.88		31,216	30,830
25	Montana	6.5	4.57	4.29	1.0	78.5	77.8	10.3	4.92	4.46		26,776	26,593
26	Colorado	6.1	5.74	5.41	1.6	80.3	79.0	10.2	5.74	5.21		35,442	35,776
27	Hawaii	6.1	5.83	5.50	1.9	82.5	81.0		5.00	4.86		35,920	34,900
28	Georgia	5.9	4.88	4.61	2.0	77.7	76.1	14.9	5.18	4.51	-6.8	31,096	33,364
29	Virginia	5.9	5.70	5.39	2.1	79.5	77.9	11.5	5.80	5.21	-4.6	36,306	38,069
30	Arizona	5.9	5.02	4.74	2.3	79.7	77.9	12.5	4.82	4.28	-6.2	30,686	32,714
31	Illinois	5.8	5.53	5.23	2.0	79.4	77.8	11.3	5.66	5.08	-4.5	34,605	36,230
32	Kentucky	5.5	4.26	4.03		75.3	75.5	18.2	4.52	3.82		30,117	29,802
33	New York	5.5	5.92	5.61	2.5	81.3	79.3	7.7	5.72	5.31	-4.4	36,286	37,956
34	Maryland	5.5	6.04	5.72	1.9	79.2	77.7	11.4	6.06	5.44	-4.2	41,226	43,042
35	Florida	5.2	5.04	4.79	2.1	80.0	78.3	12.3	5.07	4.51	-7.0	29,524	31,738
36	Pennsylvania	4.9	5.11	4.87	1.2	78.3	77.4	11.0	5.31	4.78	-2.7	32,416	33,320
37	Nevada	4.9	4.68	4.46	2.7	78.3	76.3	17.0	4.31	3.69	-11.1	31,076	34,963
38	New Jersey	4.4	6.25	5.99	2.3	80.6	78.8	8.1	6.14	5.68	-6.0	40,959	43,559
39	New Mexico	4.2	4.47	4.29		78.0	77.6	9.7	4.78	4.36		26,969	27,117
40	Minnesota	3.9	5.90	5.68	0.9	81.0	80.2	8.2	5.75	5.32		36,488	36,896
41	Wisconsin	3.8	5.24	5.05	0.8	79.4	78.8	12.2	5.30	4.73	-3.6	32,097	33,286
42	California	3.6	5.56	5.36	2.7	81.5	79.4	9.3	5.24	4.79	-10.5	32,769	36,605
43	Rhode Island		5.65	5.46	1.6	80.1	78.8	10.7	5.64	5.09	-7.1	35,103	37,796
44	Vermont		5.42	5.24		79.7	79.3		5.66	5.24		32,410	32,710
45	Indiana	2.9	4.67	4.54	0.4	77.2	76.8	14.1	4.81	4.22	-4.7	30,873	32,389
46	Ohio	2.9	4.78	4.64	0.3	77.1	76.9	13.0	5.06	4.47	-4.0	31,292	32,586
47	New Hampshire		5.73	5.59		79.4	79.1	12.7	6.00	5.32	-5.3	35,974	37,975
48	Connecticut	2.4	6.31	6.17	1.6	81.0	79.8	6.3	6.25	5.88	-6.4	40,436	43,216
49	West Virginia		3.94	3.86		75.0	75.3	11.6	4.28	3.84		27,688	27,940
50	Alaska		5.15	5.15		78.3	78.3		4.58	4.71		36,578	35,802
51	Michigan		4.91	4.93	0.9	78.1	77.4	6.6	5.24	4.92	-9.1	30,457	33,490

Sources:

Life Expectancy: Measure of America calculations using 2016 mortality data from the Centers for Disease Control (CDC) and Prevention; National Center for Health Statistics and population data from CDC Wonder.

Education and Earnings: US Census ACS, 2016.

Note: Blanks indicate that the estimate is not statistically significant.

