

#### Cross-generational differences in educational outcomes in the second great wave of U.S. immigration

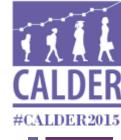
Umut Ozek, American Institutes for Research/CALDER David Figlio, Northwestern University and CALDER



#### + Introduction

- In the second half of the 20<sup>th</sup> century, both the U.S. and Western Europe experienced large immigration waves
- Western Europe: Share of foreign born individuals rose from 3.5% to 10.3% over past five decades
- **USA:** Since 1965, 2<sup>nd</sup> largest immigration in history
  - Share foreign-born rose from 5% to 13%
  - Mostly from Latin America or Asia
  - First/second generation immigrants to account for 1/3 of school-aged children by 2050
- How immigrant youth fare in school has significant implications





## Summary of existing literature

- Lots of research on educational attainment of immigrants but comparatively little regarding immigrant performance in school
- Two streams of research based on survey data and administrative data
- General conclusions from literature:
  - Early entering immigrants perform comparably to or better than natives
  - Significant variation by country of origin
  - Once differences in SES and language proficiency are accounted for, first generation outperform comparable natives

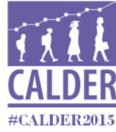




### Limitations with existing data

#### Survey data

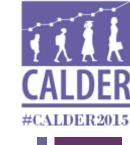
- Allow comparisons between first, second, third generations
- Limited number of student outcomes, no information on schools
- Small sample size, hinders subgroup analysis
- Administrative data
  - Large sample size, detailed info on educational experiences
  - Limited information on family characteristics
  - Comparisons limited to first generation vs. all other U.S. born students







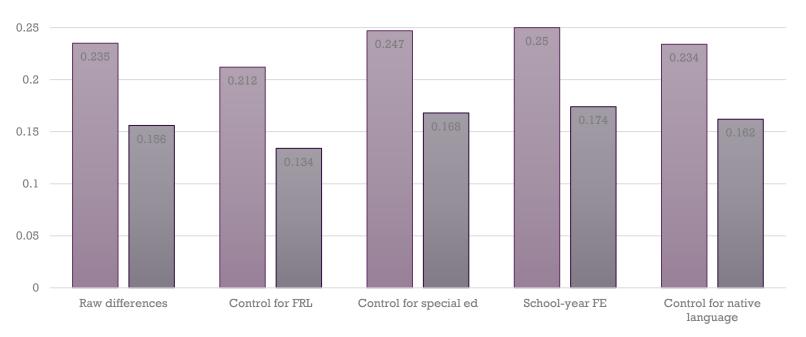
- Unique student-level data from Florida, linked to birth records
  - Allows us to distinguish second generation immigrants
  - Provides variables not observed in school records (e.g., parental education, marital status, maternal age)
- Follow 2 million individual students from 2002-2011
  - Look at progress of individual immigrant students over time
  - Conduct subgroup analysis and observe explanations for gaps
  - Hispanic students: 210k 1<sup>st</sup> gen, 213k 2<sup>nd</sup> gen, 103k 3<sup>rd</sup> gen
  - Asian students: 28k 1<sup>st</sup> gen, 21k 2<sup>nd</sup> gen, 3k 3<sup>rd</sup> gen
- Wide array of outcomes
  - Test scores, high school graduation, disciplinary incidents, truancy



### Comparing 2<sup>nd</sup> vs. 1<sup>st</sup> generation Hispanic students

Standardized test score differences

#CALDER201.



■reading ■math

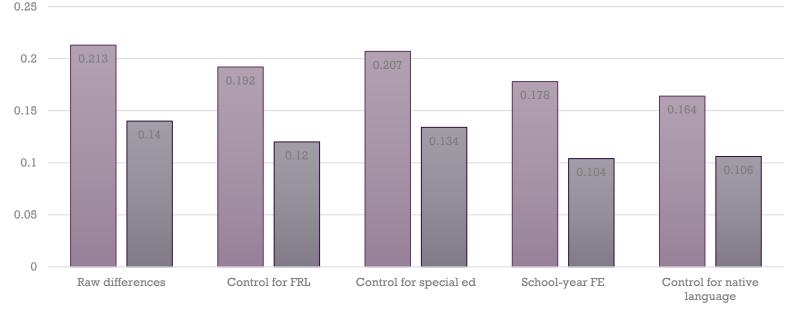


0.3

### Comparing 2<sup>nd</sup> vs. 1<sup>st</sup> generation Asian students

Standardized test score differences

#CALDER2015



■reading ■math

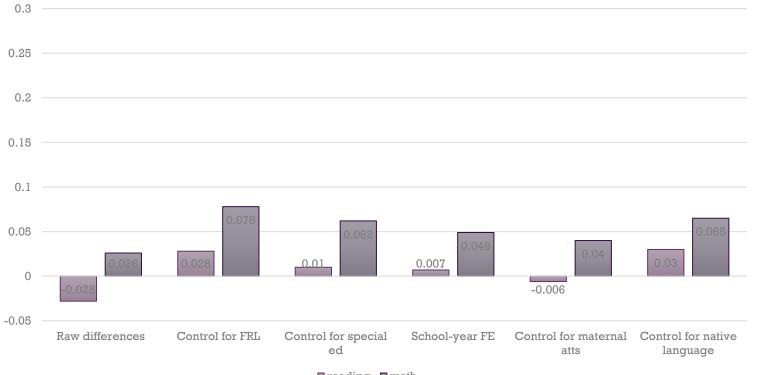


0.3

### Comparing 2<sup>nd</sup> vs. 3<sup>rd</sup> generation Hispanic students

Standardized test score differences

#CALDER201

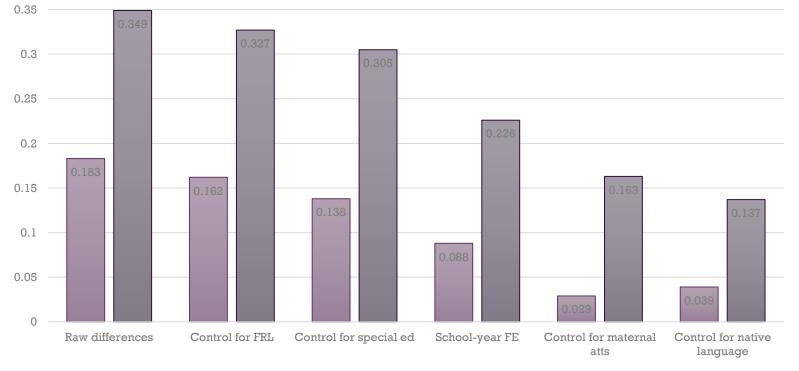




### Comparing 2<sup>nd</sup> vs. 3<sup>rd</sup> generation Asian students

Standardized test score differences

#CALDER2015

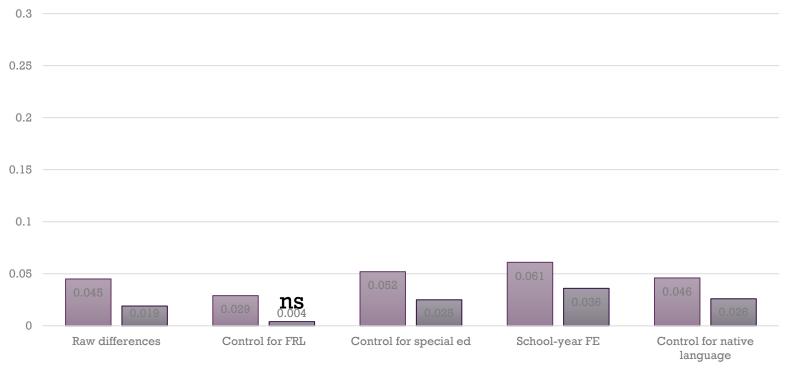




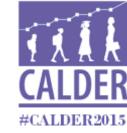
# Comparing 2<sup>nd</sup> vs. early-arriving 1<sup>st</sup> generation Hispanic students

Standardized test score differences

#CALDER201

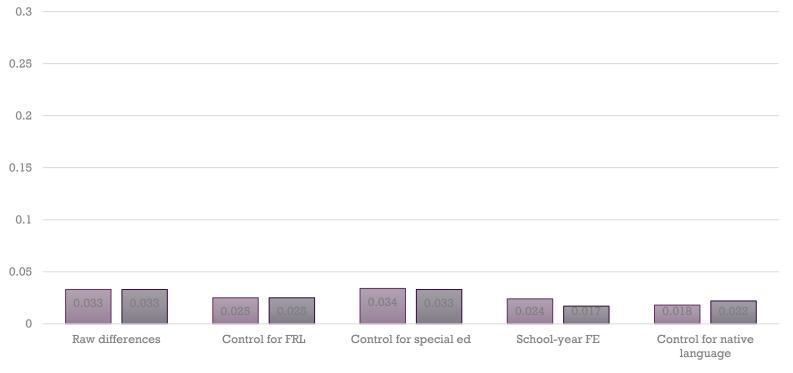






#### <sup>C</sup>Comparing 2<sup>nd</sup> to early arriving 1<sup>st</sup> generation Asian students

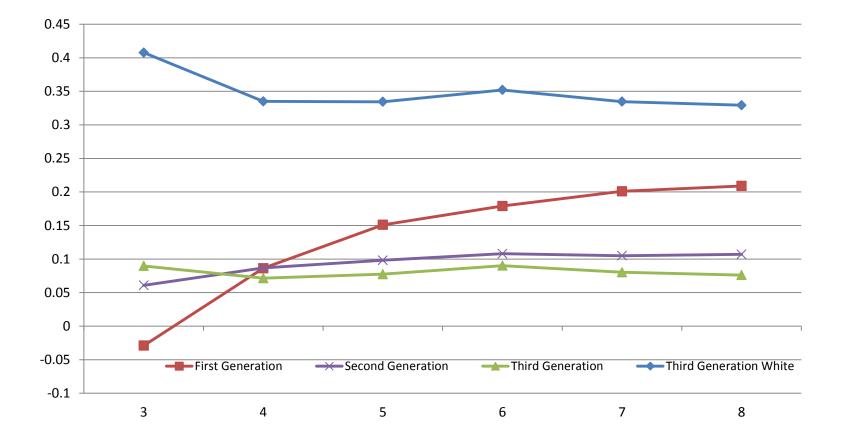
Standardized test score differences

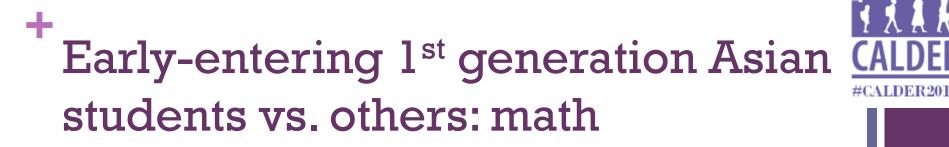


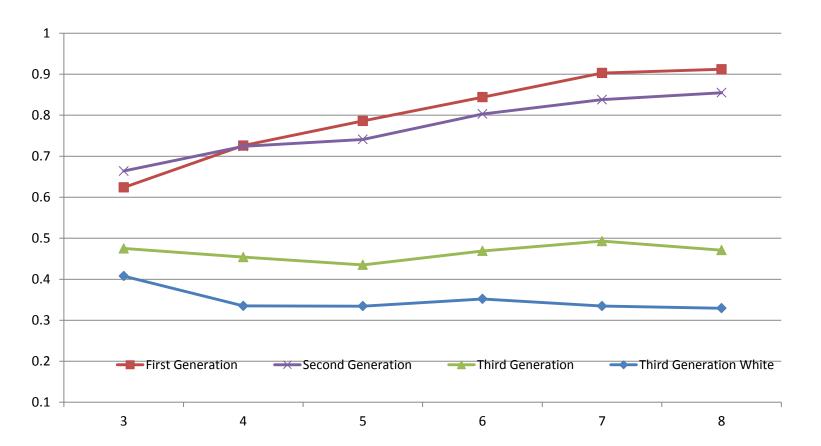


### Early-entering first generation Hispanic students vs. others: math

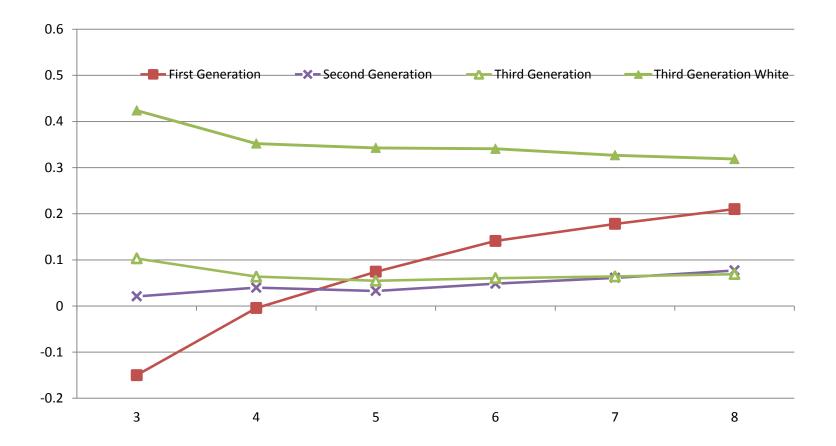
#CALDER201

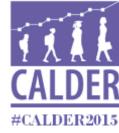




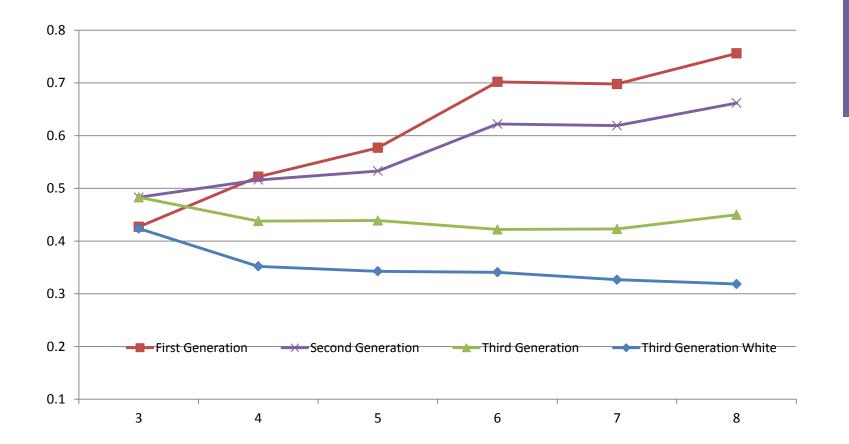


### Early-entering 1<sup>st</sup> generation Hispanic students vs. others: read





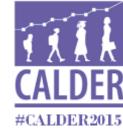
## Early-entering 1<sup>st</sup> generation Asian CALDER students vs. others: reading



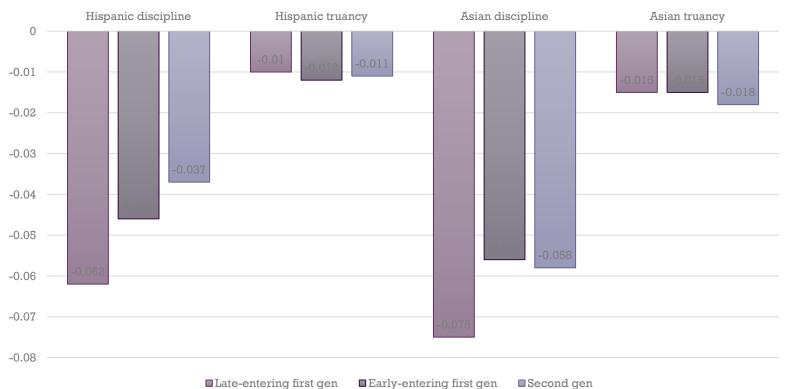
## Summary of findings: Test score differences vs. 3<sup>rd</sup> generation

0.4 0.2 0 -0.2 -0.4 -0.6 -0.8 -1 Hispanic reading Hispanic math Asian reading Asian math ■ Late-entering first gen ■ Early-entering first gen ■ Second gen

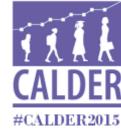
Comparisons to third generation



# Summary of findings: Behavior vs. 3<sup>rd</sup> generation



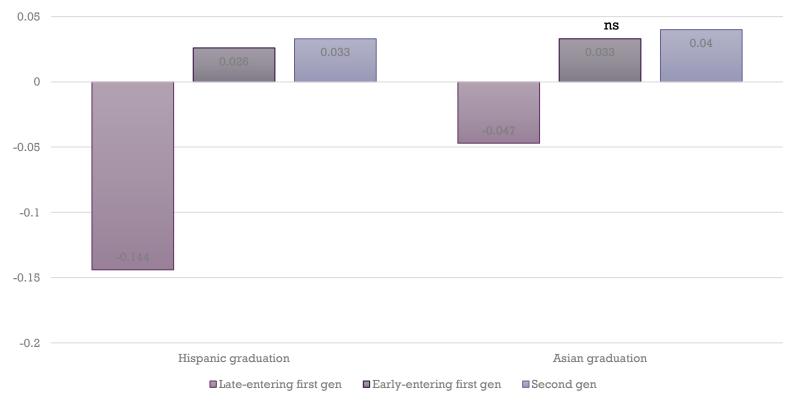
Comparisons to third generation



# Summary of findings: graduation vs. 3<sup>rd</sup> generation

Comparisons to third generation

#CALDER2015





## Preliminary conclusions

- Steady decline in academic performance across immigrant generations
  - Contradicts traditional straight-line assimilation theory
  - Presents evidence supporting new immigrant optimism dissipating over time
- Frictions in integration
  - Mass transportation and communication technologies
  - Increasingly diverse (multilingual and multicultural) mainstream
  - Decline in demand for low-skilled labor, discrimination, prejudice?
- Modest evidence of differences in outcomes depending on whether children of mothers who self-identify as Hispanic/Asian themselves self-identify as Hispanic/Asian



