

DOWNLOAD PDF SCHOOL: EDUCATIONAL ATTAINMENT OF IMMIGRANTS AND THE SECOND GENERATION

Chapter 1 : Immigrants and Educational Attainment - Public Policy Institute of California

Educational Attainment of Second Generation Immigrants JIMS - Volume 3, number 2, 65 As the integration process, as well as the related problems and policies.

This article has been cited by other articles in PMC. Abstract We supplement earlier published findings on the academic achievement of the immigrant second generation with an analysis of school contextual effects based on the same large data set used by the best-known prior analyses, the Children of Immigrants Longitudinal Study. A hierarchical model of contextual and individual-level effects on academic achievement and school attrition reveals patterns that reproduce those found in national student surveys but also others that are unique to the second generation. Among the latter are the resilient negative effect of length of U. Mexican-origin students display significant disadvantages in achievement and retention that are generally compounded, not alleviated, by the schools that they attend. A theoretical explanation of this pattern is advanced, and its practical implications are discussed. The rapid growth of immigration during the past three decades has transformed the demographic structure of the United States and the nature of its interethnic relations. Immigrant children and U. By , they approached 15 million or 1 in 5 of all young Americans 3 , 4. Unlike first-generation immigrants whose concerns and aspirations are commonly centered in their country of origin and who frequently return there, the second generation is composed of U. Most of this population is still young and the majority are still in school 4 , 7. Hence, the principal outcomes of the adaptation process at this stage are educational: In this article, we examine the effects of the class and ethnic composition of the schools that second-generation youths attend in early adolescence on these key outcomes. Using data from the Children of Immigrants Longitudinal Study CILS , the most extensive data source on the immigrant second generation to date, Portes and Rumbaut 8 analyzed the educational adaptation process of this population. Results were published in a series of articles and in a recent book, *Legacies: The Story of the Immigrant Second Generation*. The main findings from their analysis will be summarized below. However, potential effects of school contextual variables on academic achievement and school retention were not examined exhaustively. The purpose of the present article is to extend and supplement these prior results by applying more advanced and appropriate statistical methods to the CILS data set. The longitudinal character of the study makes it possible to examine how school compositional factors at an early age can bear on subsequent academic achievement and on the likelihood of second-generation youths remaining in school until graduation. Specifically, we inquire about the effects of the class and ethnic composition of schools attended in early adolescence on the probability of graduation and on level of educational attainment. The abundant literature about this topic has paid particular attention to the differential performance of students in Catholic and other private schools, as contrasted with those in lay public schools 10 , 13 “ Many minority schools are of low SES, which is a major reason why minority schools are associated with low achievement. School segregation is most pronounced in large metropolitan areas where immigrants are concentrated. During the period from to , the between-district segregation in metropolitan areas steadily increased School segregation among Hispanics has become substantially more pronounced than among other minority groups, including Black Americans, and Hispanic school segregation grew substantially faster than that of other minority groups Few studies so far have focused, however, on the long-term consequences that early class and ethnic composition of schools can have on subsequent educational outcomes. The sociology of immigration and, in particular, the study of the second generation, has made several significant empirical contributions, indicating that the growing population of children of immigrants is similar to the general student population in some respects, but it also differs in systematic ways. These analyses, including those performed on the basis of CILS data, show positive effects of family status, student ambition, self-esteem, and gender female on achievement. They also point to the very strong effect of intact families on school retention and significant positive influences of coethnic friendships and fluent bilingualism on academic attainment 30 “ These effects have

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been interpreted as supporting the enduring influence of coethnic communities and the intergenerational transmission of advantage and disadvantage associated with the modes of incorporation of different immigrant groups 30 , 36 , We hypothesize that the socioeconomic and ethnic composition of schools attended early in life can have enduring consequences on chances for educational success of immigrant children. Based on the existing research literature, we predict that the average SES of schools attended in early adolescence will be positively associated with educational performance and negatively associated with dropping out among second-generation youths 10 , On the other hand, the ethnic composition of schools can play an equally enduring but different role. Although tentative at this point, these ideas will serve as guide points for the exploration of a question not analyzed before, namely, how early school ethnic composition bears on the subsequent academic fate of the new second generation. The sample was limited to eighth and ninth graders to control for the well known censoring bias created by school dropouts in later grades. The sample design was based on a selection of schools in each area that represented different socioeconomic levels, ethnic compositions, and geographic locations. In total, 42 schools in the three metropolitan areas took part in the study. In all, 77 different nationalities are represented in the study. Lauderdale and San Diego were selected because of the different compositions of their immigrant populations. Three years after the original survey and at the time when most respondents were in their senior year of high school, a follow-up was conducted. Its purpose was to examine the evolution of key adaptation outcomes during adolescence. Survey data were supplemented by data provided by school systems on school inactivity and senior high school grades. These records are the data used as dependent variables in the following analysis. Sampling bias analysis, reported in earlier publications, indicates that the second survey is representative, in almost every respect, of the original sample 8. In addition, however, data on school attrition and academic grades were provided by the schools themselves and are available for most original respondents, including those not re-interviewed in the follow-up. Therefore, the data allow us to examine the effects of individual, family, and school predictors, measured during early adolescence, on academic outcomes 3 years later. Several prior studies have analyzed different aspects of educational attainment in this sample. In the only multilevel study of contextual effects on the performance of the second generation published so far, Portes and MacLeod 38 found that children from relatively advantaged ethnic communities, such as Cubans in Miami and the Vietnamese in San Diego, performed well academically, regardless of the composition of the schools that they attended. In contrast, disadvantaged students, such as Mexican Americans in California and Haitian Americans in Florida, performed differently depending on school context. In agreement with results based on prior national samples, this study found that family and school SES supported each other so that the academic advantage of children from high-status families was compounded in high-status schools. Results published in Legacies 8 focused on academic outcomes by the senior year of high school. The analysis found that, in addition to the positive effects of family SES and intact families on grade point averages GPAs , early educational aspirations and self-esteem also yielded strong positive effects. In contrast, length of U. The same analysis modeled determinants of school attrition. Living in an intact family both parents present proved a paramount factor in keeping children in school; early educational expectations and self-esteem also prevented second-generation youths from dropping out. Most ethnic effects disappeared after controlling for individual and family variables, with one important exception: Mexican-origin children continued to have a significantly higher probability of abandoning school prematurely. We inquire in the following analysis on how these results are affected by contextual characteristics that have not been examined in prior analyses. Results Table 1 presents results of an individual-level ordinary least-squares regression of GPAs in senior high school and of a multinomial logistic regression of the probabilities of dropping out or being declared inactive by the school system. The model includes predictors derived from the previous theoretical review and found to have statistically significant effects in all previous analyses. Because our purpose is to examine possible interaction effects between school contextual factors and individual-level predictors of educational attainment, it is appropriate to limit the level I models to predictors found to have statistically reliable effects. Results in Table

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1 provide a baseline for our analysis as they replicate those reported by prior studies.

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Chapter 2 : Second-Generation Americans | Pew Research Center

Second-generation immigrants are more educated compared to first generation immigrants, exceeding parental education in many instances. A greater percentage of second-generation immigrants have obtained a level of education beyond a high school diploma, with % having at least some college education in

Second-generation immigrants are doing better overall and are assimilating more successfully into U. Income[edit] In comparison to first generation immigrants, second-generation immigrants are more likely to achieve higher earnings. Census Bureau on educational attainments for immigrant generations in the year On the contrary, many immigrant adolescents perform equally or even better than national adolescents, specifically in school. Reports have shown that immigrant adolescents earn better grades in school than their national contemporaries, despite their lower socio-economic status. For Latino immigrants, free access to education is a major factor in deciding to immigrate to the U. Native bilingualism allows immigrants a distinct advantage in the completion of composite tasks. The children of such immigrants in the U. The process by which these second-generation immigrants assimilate into society is increasingly being researched, and multiple theories on the cultural assimilation of second-generation immigrants have been proposed. Segmented assimilation[edit] The theory of segmented assimilation for second-generation immigrants is highly researched in the sociological arena. Segmented assimilation focuses on the notion that people take different paths in how they adapt to life in the United States. Some immigrants assimilate smoothly into the white middle class of America, others experience downward assimilation, and others experience rapid economic success while preserving the values of their immigrant community. These factors are created by the underlying policies of the government, the strength of prejudice in the society, and the makeup of coethnic communities within the society. Factors that enhance such vulnerability include racial discrimination, location, and changes in the economy that have made it harder for intergenerational mobility. If the child belongs to a group that has been exempt from the prejudice experienced by most immigrants, such as European immigrants, they will experience a smoother process of assimilation. A second generation immigrant can also make use of established networks in the coethnic community. These networks provide these children with additional resources beyond those offered by the government, such as gateways into well paying jobs in businesses established by the ethnic community. The lack of good pay and resources available to immigrant parents affects the likelihood of their U. Children born to low skilled immigrants may experience assimilation into the impoverished groups of the United States. Instead of adapting to the mainstream values and expectations of U. This theory predicts that each succeeding immigrant generation exhibits greater assimilation into mainstream society. This theory emphasizes that the process of assimilation for certain immigrant groups is blocked due to their race or ethnicity, meaning that discrimination in society and in the workplace hinders assimilation into mainstream U. Hispanics , Asian Americans , and African Americans are three of the major groups that make up the population of second-generation immigrants in the United States. Latinos[edit] In , the Pew Research Center projected that in the next twenty years, second generation Latinos will account for the largest percentage of the U. In relation to educational achievement, second generation Latinos follow the general trend for second-generation immigrants in the United States. In comparison to first generation Latino immigrants, second generation Latinos are more likely to intermarry with members of other racial groups. These higher rates of racial intermarriage leads to an increase in the birthrates of interracial children, aiding in the elimination of disparities in the U. When location is controlled for, the employment rate of Mexican American second-generation immigrants surpasses that of native born, non-Hispanic whites. This gap in labor participation increases for those with less than a high school diploma. Historically the predominant Asian ethnicity in the U. The diversification of the pool of Asian immigrants, where many are highly educated, plays a pivotal role in the assimilation of the second generation. Highly skilled Asian immigrants tend to settle in suburbs upon their arrival to the United States, further promoting the assimilation of their children into white

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middle class society. This focus on success, in combination with the common Asian cultural value of family honor , helps explain the high educational successes seen by second generation Asian immigrants. College graduation rates are relatively high among second generation Asian Americans, with the two highest rates seen among the Chinese and Indian second generation. These generalizations are mostly based on outward appearance. Today, however, because of awareness made known by second generation Asian Americans, people are learning to associate and recognize the diverse cultures that exist under the umbrella term of Asian Americans. A popular destination for these black immigrants is New York City , where the second generation black immigrant population is significant. In this community, also referred to as "Little Haiti", the Caribbean influence is clear as shops are decorated in bright Caribbean colors and decorations. In addition, the assimilation into black society and black culture in the U. These first generation Haitians attempt to instill this same Haitian pride in their children as they want the children to succeed on the basis of ethnic solidarity and the preservation of Haitian culture, and not by giving in to American culture. Thus, these children face conflicting pressures from family, non-second generation immigrant peers, and discrimination by the larger society. They make use of so-called "black spaces," which are spaces exclusive to the black community, such as networks and ethnic enclaves designed for African Americans. Thus these spaces are free of racism and are used to connect with other African Americans and reconnect with the cultures of their parents.

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Chapter 3 : Immigrant Families and Educational Attainment | Community Commons

Among immigrants, educational attainment will differ by immigrant generation. The second-generation of immigrants (children of immigrants) will exhibit higher educational attainment than the first-generation and may receive more schooling than those with native born parents.

Overview Second-generation Americans—the 20 million adult U. They have higher incomes; more are college graduates and homeowners; and fewer live in poverty. In all of these measures, their characteristics resemble those of the full U. They are more inclined to call themselves liberal and less likely to identify as Republicans. And for the most part they are more likely to say their standard of living is higher than that of their parents at the same stage of life. In all of these measures, the second generation resembles the immigrant generation more closely than the general public. S-born children of immigrants are under the age of This is a heterogeneous group that includes many younger Hispanic, Asian-American and white adults who are the children of modern-era immigrants as well as many older adults who are mostly the children of European immigrants who arrived as part of an earlier immigration wave that peaked a century ago. Given the diversity of this population, two caveats are in order. First, the data presented here should not be interpreted as proving or disproving that there has been upward mobility between immigrant parents and their children. Whenever possible in this report, we disaggregate findings by these and other relevant demographic characteristics. Here is a summary of key findings: Educational and Economic Attainment: Still, most in the second generation also have a strong sense of identity with their ancestral roots. The second generations of these groups are also more likely than the immigrants to say they have friends outside of their ethnic or country of origin group. Belief in Hard Work. Similar shares of the immigrant generations of these groups agree. Political and Social Values: Second-generation Hispanics and Asian Americans, as well the first generation of each group, identify more with the Democratic Party than the Republican Party and characterize themselves as liberals at higher rates than the general public. About half or more of the second generation believe that abortion should be legal, and more than two-thirds say homosexuality should be accepted by society. The relative youth of the second generation contributes to, but does not fully explain, their liberal political leanings. About nine-in-ten second-generation Hispanic and Asian-American immigrants are proficient English speakers, substantially more than the immigrant generations of these groups. Perceptions of Generational Mobility. Like immigrants, they also rate the U. S more favorably than their ancestral country in terms of treatment of the poor and the opportunity to get ahead. Less than half of both generations rate the U. Immigrants tend to have higher birth rates than do native-born Americans. Hispanics and Asian Americans are the focus of the Pew Research survey research findings in this report. Each of these groups include immigrants from more than a dozen countries, all with unique cultures, characteristics and migration histories. The bulk of Hispanic immigrants have relatively low levels of formal education and work in low-skilled, low-paying jobs, while the majority of Asian immigrants especially those who have arrived in the past few decades have relatively high levels of education and skills that help position them for jobs in higher-skilled occupations. These large racial or ethnic group differences in the human capital of recent immigrants are echoed in the socioeconomic profile of the second generation. There are also gaps in household income and poverty rates among second-generation Hispanics and Asian Americans. But while large gaps remain between groups, it is also the case that within each group, the second generation is doing better than the first on most key measures of economic success. Most of our data trends do not extend that far back in history. And at this stage of their journey, we can provide some empirical assessments of their economic circumstances. For Hispanics and Asian Americans—the groups that comprise the bulk of the modern immigration wave—we can also provide some empirical assessments of their attitudes and beliefs, based on data gathered from our own surveys and those of the Census Bureau. A Roadmap to the Report The remainder of this report is organized as follows: Chapter 2 presents a detailed analysis of U. Census Bureau data on the second generation in comparison with

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immigrants, with third and higher generations and with the U. Generational patterns are also examined separately for each of four racial and ethnic groups: Hispanics, Asian Americans, non-Hispanic whites and non-Hispanic blacks. Chapters 3 through 7 supplement this demographic portrait with an analysis of recent Pew Research Center surveys conducted with a nationally representative sample of Hispanics and a separate representative survey of Asian Americans on a range of topics. These chapters compare the second generation with the first generation in each group. No analysis of third-and higher-generation Hispanics or Asian Americans is included due to the small sample sizes of those subgroups in the survey data. Comparisons to the general public using data from other recent Pew Research Center surveys are included wherever possible. Survey data with an adequate number of second-generation whites and blacks for analysis is not available. Thus, the survey comparisons are limited to the two race or ethnic groups comprising the bulk of the modern immigration wave. These comparisons help illuminate the ways in which the second generation tends to be similar and dissimilar to the first generation within each race or ethnic group, but they cannot be used to characterize the second generation in the U. Chapter 3 looks at questions of self-identity, proficiency in English and attitudes about maintaining their ancestral language. Chapter 4 examines how the generations see their quality of life in relation to their parents, their expectations for their children, and their perception of their financial well-being. Chapter 5 examines attitudes about intergroup relations and intergroup marriage. This chapter includes a detailed analysis of data from the U. Census Bureau on the rate of intergroup marriage for all adults in the U. Chapter 6 focuses on attitudes about political party, ideology and social issues. Chapter 7 considers a wide array of other topics, including views about discrimination, personal goals, values and comparisons between the U. The appendices provide a detailed explanation of the methodologies used and a topline summary of the survey findings for Hispanics and Asian Americans. They also provide detailed tables, drawn from census data, that show the socioeconomic characteristics of first, second and third and higher generations of whites, blacks, Hispanics and Asian Americans.

About the Authors This report is a joint effort of survey researchers, demographers and writers in the Pew Research Center. Paul Taylor, executive vice president of the Pew Research Center, wrote the overview and provided editorial guidance for the report. Passel and senior researcher Gretchen M. Wendy Wang, research associate, number-checked Chapter 2 along with the detailed demographic tables in Appendix 1 and the analysis of intermarriage in Chapter 5. Chapter 3 was written by Livingston. Chapters 4 and 6 were written by senior researcher Cary Funk. Rich Morin, senior editor, wrote Chapters 5 and 7 with the assistance of Funk and Livingston. The analysis of intermarriage in Chapter 5 also benefited from the advice of Passel and Wang. Research assistant Eileen Patten number-checked Chapters 1, 3, 4 and 5. Research assistant Seth Motel number-checked Chapters 6 and 7 and prepared charts and tables for Chapters 1 and 2. Patten, Motel and Gonzalez-Barrera also assisted with other aspects of the report including compiling and checking the topline of findings, preparing charts and formatting the final report.

Notes on Terminology All references to whites, blacks and others are to the non-Hispanic components of those populations. Asians include a small number of Hispanics. Whites, blacks and Asians are single-race-only groups. Unauthorized immigrants are included in this group. References to demographic data for all adults or the total population are to the civilian noninstitutional population included in the Current Population Survey. See Methodology for more information. For this report, people born in Puerto Rico or other U. People born in Puerto Rico or other U. These population projections were conducted in The population projections will be updated later this year. There are two main reason for this: This figure is higher than the number of immigrants currently in the U. For some examples, see George J. Papers and Proceedings, 93 2:

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Chapter 4 : Educational Attainment of Newly Arrived Immigrants Has Increased | Pew Research Center

Abstract. Drawing on the second wave of the European Social Survey, we analyse the educational attainment of 1, second generation immigrants from different countries of origin in 13 EU countries, relative to that of the natives of these EU countries.

This story also appeared in U. A new study finds that most immigrant groups meet or surpass average U. But a new study indicates that the majority of present-day immigrants and their children may be making real progress toward achieving their American dreams. The key appears to be education because higher educational attainment is associated with economic success, social status, better health, family stability and life opportunities. Generally speaking, the more years in school and the more degrees earned, the better. Two economists from the University of Colorado and the University of Texas at Austin studied data from a monthly survey conducted by the Census Department and the Bureau of Labor Statistics from through and found that U. A big exception to this pattern are immigrants from Mexico, who number more than Click here for a table of years of education by national or regional origin. Data from Table 1 of Socioeconomic Integration of U. Immigrant Groups over the Long Term: Click on any bar to see exact years of education. For example, male immigrants from Africa arrived with That exceeds the First-generation African females arrived with European males coming to the U. However, in the second generation, African immigrants of both genders surpassed the Europeans. First-gen students at elite colleges go from lonely and overwhelmed to empowered and provoking change Other groups tend to arrive with much less education but leap ahead. Haitians, for example, came to the U. Jamaicans follow a similar pattern. Indian immigrants start with the most education, averaging India is now the leading country of origin for new immigrants, followed by China. Mexicans have dropped to third place on an annual basis, but because of many years of high immigration, Mexicans still account for the largest group of foreign-born people in the U. Chinese immigrants also tend to come well-educated, arriving with Other Asian immigrants, including Filipinos, also arrive well-educated. Vietnamese follow the Haitian pattern, arriving less educated but surpassing the average American quickly with the second generation. Hispanic immigrants are a more complicated story. Those arriving from South America and Cuba follow the same catch-up pattern, arriving somewhat under-educated, but quickly exceeding average U. Colombia, Ecuador and Peru are among the leading countries of origin. Nor do Puerto Ricans who move to the U. Puerto Ricans, of course, are U. The second generation the first born in the U. These colleges turn low-income students into middle-class earners “ but how? But the true picture of educational attainment by descendants of Mexican immigrants may be more complex. Based on his analysis of related data , Trejo suspects that as many as a third of Mexican immigrants in the third generation no longer identify as Hispanic because of intermarriage. And descendants of intermarried families tend to be more educated, Trejo says. His father was born in America to low-skilled Mexican immigrant parents. He married a Jewish-American woman of European heritage. Their son earned a Ph. But Trejo says that only two-thirds of people in his position self-identify as Hispanic on the survey forms. In a separate dataset, Trejo found that it could amount to a half year of education. If correct, it might mean that Mexican-Americans are still progressing and will catch up slowly. It could take four or five generations “ a generation longer than the low-skilled Irish and Italian immigrants took for full assimilation in the 20th century. Puerto Rico is another puzzle. For example, Puerto Rican men arrive with But two generations later, the typical American man of Puerto Rican descent had only The Hechinger Report provides in-depth, fact-based, unbiased reporting on education that is free to all readers. Support our mission today and, thanks to NewsMatch, your one time donation will be doubled or your new monthly donation will be multiplied 12 times.

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Chapter 5 : Second-generation immigrants in the United States - Wikipedia

In seeking to explain why some second-generation children in the United States have higher levels of educational attainment than others, most arguments center on either cultural values or structural differences, such as class background and access to quality schools.

Beginning in 1952, the Immigration and Nationality Act allowed for a significant increase in the flow of immigrants into the United States. In the past three decades alone, more than one million immigrants have entered the country each year, most of whom travel from Asia and Latin America. Today, immigrants and their American-born children make up approximately 26 percent of the overall U.S. population. The educational performance of young immigrants is therefore not only pivotal to their individual success, but also to the economic prosperity of the United States. Despite the importance of educational outcomes for immigrant students, research on the educational attainment of immigrants across generations is lacking. More specifically, we know very little about the school performance of first-, second- and third-generation immigrants relative to one another because studies often fail to control for the effects of peers, family, and school quality. This is partially due to the inadequacies of available data. For example, surveys often collect information from a small sample of individuals, which makes it difficult to extrapolate findings to the broader population of all immigrant students. The surveys used also typically request limited information on the schools the respondents attend, their disciplinary records, and their academic outcomes including test scores, high school graduation, and advanced course selection, which all measure college readiness. Although such information can be found in large administrative data sets, these sets generally still lack other relevant details, such as English proficiency and family immigration history. This unique and exceptionally rich data set links educational outcomes and schooling conditions to family characteristics, which provides the opportunity to study important data on hundreds of thousands of immigrant children throughout the course of their entire education. After controlling for age, gender, school quality, income, language, and family background including maternal education level, the authors find that first-generation immigrants systematically outperform second-generation immigrants. In turn, second-generation immigrants outperform third-generation immigrants. This gap increases to 0. In addition, first-generation students are less likely to be suspended from school, are likely to have better attendance records, and are significantly more likely to graduate from high school. These findings are somewhat counterintuitive, as past evidence has shown that immigrants accumulate wealth and education across generations and that later generations have significantly stronger English skills than recent immigrants. The researchers suggest that waning educational aspirations may contribute to the pattern of diminishing educational outcomes in later generations, despite the linguistic and financial advantages immigrant families accumulate across generations. After holding the level of academic performance in the prior year constant, they find that recent immigrants are more likely to select advanced high school courses or attend high-performing middle schools. The researchers suggest that this difference in ambition could be the cause of consistently deteriorating schooling outcomes across successive generations. The findings suggest that new immigrants, despite the considerable resources they require to overcome linguistic and cultural barriers, quickly match and even exceed the performance of their American-born peers of the same ethnicity. Today, one in four students in American schools is an immigrant or a child of immigrants. This fraction is expected to increase to one in three by 2020. As we transition toward a more technology-intensive economy with increasing demand for high-skill labor, improving the educational outcomes of immigrants is critical to both their personal welfare and the American economy. Yet, the specific causes of declining cross-generational school performance remain unknown. Further research is needed in order to better understand those causes and to identify policies that could help maintain academic ambitions across generations.