

Educational Disparities between the Native and Immigrant Populations in the United States

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The majority of literature argues that immigrants, especially those of Asian-origin, have higher educational attainment than the native population in the United States. This study examines the educational attainment of the native and immigrant population in the United States. The purpose of the study is to be able to identify which racial and immigrant groups have the highest and lowest levels of educational attainment. The three levels of educational attainment that will be measured are high school graduate, bachelors' degree and graduate degree (Masters and PhD). The data that will be used in this analysis comes from the 2000 Census; there are approximately 1, 452, 355 individuals between ages 25 and 65 in the study all of whom are of either Black, White, Hispanic, or Asian origin.

"Education has opened many, many doors. However, there are still innumerable doors shut tight -- unopened yet. These are the doors of the future. Perhaps one of my children will open one of these doors -- I shall help give him the key."

-Anonymous

*W*hat drives an individual to succeed? Is it family background, personal ambition, or the desire to be and do better than what is expected? All of these factors and more can contribute to an individual's educational attainment. Education is the solution to many of the world's evils like poverty, violence and ignorance (Prospect.org). So what leads to high levels of educational attainment and achievement? In this study, we examine educational attainment using US census information on highest level of degree completed.

Specifically, this study examines the determinants of educational attainment in the native and immigrant population in the United States. The ultimate goal of the study is to see if there are differences in educational attainment between the native and immigrant population and whether these differences can be found across racial groups. In the course of the empirical analysis, we expect to be able to identify which racial and immigrant groups have the highest and lowest levels of educational attainment.

One of the goals of this research is to be able to learn why certain groups have higher educational attainment and why others have lower levels. Although the United States is one of the most industrialized nations in the world we are still lagging behind other countries in educational attainment (highereducation.org). In an age where new technological ideas are running rampant, it has become increasingly important to give American youth the educational tools they need to compete with the rest of the world. President Barack Obama has been quoted as saying that one of his goals is to reform the educational system and to provide high quality education for all Americans (whitehouse.gov). If we are able to learn what variables are holding back American children's educational attainment, we can better formulate a plan to change those variables and replicate the successful ones into the society.

In the United States 1 in every 5 child is an immigrant or the child of an immigrant (Feliciano, 2006), it is crucial that our native population is able to keep up with the immigrant population. It is an all too common thing that immigrant youth are able to come into the United States and perform far better than native youth in high school and post-secondary education (Glick and White, 2004). There undeniably needs to be a change in the American educational system to ensure all of the children in the system can perform to the best of their ability.

Literature Review

The main factors associated with educational attainment among the native and immigrant populations are migrant status (voluntary or involuntary), location, parental involvement and expectations, family characteristics, pre-immigration characteristics, age of arrival of immigrants, English proficiency, generation status and duration of residence in the United States. These factors determine not only an individual's education achievement and success, but also influence how well they will adapt to the American culture.

Whether or not a person came into the United States voluntarily or involuntarily (i.e. through annexation or slavery) has a tremendous impact on their educational attainment. Voluntary immigrants are more optimistic about their future success in the United States and therefore work harder to obtain their piece of the American dream (Goyette and Xie, 1999). Voluntary immigrants also emphasize education as a tool needed for upward mobility (Glick and White, 2004). Involuntary minority groups are more likely to resist educational goals in opposition to the values of the dominant society (Hirschman and Lee, 2005). Although some involuntary minorities have been in the United States for hundreds of years (African-Americans, Latinos and Native-Americans) they may be unable to assimilate to the dominant white majority because they view school success as "selling out" to the dominant culture (Schmid, 2001). Rong and Brown (2001) argue that voluntary black immigrants are likely to perform better than their native involuntary counterparts, but the authors also make a distinction in their research that immigrant Africans are more likely to have higher educational attainment than immigrant Caribbean's.

Immigrants and minorities have been known to settle in large metropolitan cities and sometimes that could either be a hindrance or an advantage in terms of educational attainment. Studies have shown that students in predominantly African-American and Hispanic high schools are less likely to earn a high school diploma and/or college degree (Goldsmith, 2009) whereas less segregated heterogeneous communities tend to have higher levels of educational attainment (Massey et al, 2007). The low performance of schools that are predominantly African-American and Hispanic can be attributed to funding issues and expectations (Goldsmith, 2009).

Predominantly minority schools tend to have lower funding than predominantly white schools (Goldsmith, 2009). Another crucial factor that can be attributed to the low performance of inner-city children is the low expectations that the teachers and the community hold for them (Goldsmith, 2009). If the children in these communities are constantly told that they will not reach their full potential, they will believe that, and continually perform at substandard levels. The influx of immigrants in a community could potentially deter their education further (Lloyd, Tienda, and Zajacova, 2001). When a community sees an increasing amount of immigrants entering their schooling systems, the schools will have to change their curriculum to meet the needs of the new students (more ESL classes...etc) (Betts, 1998). When that happens money that can be potentially be used to help native students is used on the immigrant newcomers (Betts, 1998).

Immigrants who settle in large enclaves tend to do better than those who are isolated because in immigrant communities the “it takes a village to raise a child” mentality settles in (Hao and Bonstead-Burns, 1998). Many recent immigrants live in homogenous communities and have their neighbors and community members monitor their child, and because they are from similar ethnic backgrounds the respect and the solidarity still exist and translates into success for many of the children (Hirschman, Lee and Emeka, 2003).

Those immigrants who lack the financial resources to live in more desirable neighborhoods or those who are isolated from members of their ethnic group, tend live in less attractive parts of town (Hao and Bonstead-Burns, 1998). When this happens, they are exposed to the unprivileged parts of American society and according to Hao and Bonstead-Burns (1998) they will find themselves assimilating to the culture of the disadvantaged.

Parental involvement in their children’s education (parent-teacher interaction, monitoring homework...etc), can also lead to higher levels of educational attainment (Hirschman, Lee and Emeka, 2003). As previous studies indicate, immigrant parents have higher levels of involvement and high expectations for their children; these expectations more often than not translate into academic success for immigrant children (Hao and Brunstead-Burns, 1998). “Asian parents have much higher academic expectations than U.S. parents do and often push their children to attain as much education as possible” (Goyette and Xie, 1998, p.27). As much as parent-teacher interaction is important to a child’s educational attainment, parent-child interaction is as equally important. High levels of parent-child interaction will not only increase a parent’s educational expectations but also increases the child’s expectation for themselves.

The structure and characteristics of a family (immigrant or native) is important for a child’s educational attainment. Children living with one parent or neither parent generally tend to have lower levels of educational attainment because of the lack of social support (Lloyd, Tienda, and Zajacova, 2001). Parents who stay and live together, and extended families where older relatives monitor and motivate adolescents, can increase a youth’s chances of upward mobility (through higher levels of educational attainment) (Portes and Fernandez-Kelly, 2008). Immigrants generally come from either two-parent families or from families with strong social networks where there are more stable psychological conditions that lead to higher academic achievement and educational aspirations than of those children who live in single parent isolated homes (Zhou, 1997). Another family characteristic that could potentially affect a child’s educational attainment is the number of children in a family. Previous studies have found an inverse relationship between family size and completed levels of schooling of individuals in a

household (Lloyd, Tienda, and Zajacova, 2001). Socio-economic status (SES) is arguably one of the most debated issues on whether or not it affects an immigrant's educational attainment (Schmid, 2001). In the United States, socio-economic status can be a strong predictor of educational attainment because rich people can afford to go to school (Schmid, 2001). When it comes to immigrants, SES can be a neutral predictor of educational attainment because rich and poor immigrants both have an opportunity to be successful in the United States.

An immigrants SES in their country of origin is an important variable determining their future success in the United States. According to Cynthia Feliciano (2006), it is unknown if host countries are sending the 'best and the brightest' or the 'poorest of the poor'. Their pre-migration status can show where they will measure up amongst America's elitist. If an immigrant is poor in their country of origin, they are likely to be poor in the United States, if they are rich in their country of origin they have a potential to be rich in the U.S. or less rich in the United States. Some immigrants who have high SES in their country of origin, drop down a couple of rankings when they come to the U.S., but are willing to do so to further their children's educational attainment and achievement (Feliciano, 2006).

The age of arrival of an immigrant can predict two things: likelihood of adaptation and educational attainment. Younger immigrants have an increased probability for higher levels of educational attainment than older immigrants (Chiswick and Burman, 2003). Younger immigrants also fare better than older immigrants because they haven't spent years of non-transferable human capital in their country of origin (Chiswick and Burman, 2003). The more time spent in their home country, the more resources (education and employment) invested in that country; at times those resources do not transfer into their host country, which essentially means an individual will have to start over.

English language proficiency can be a somewhat controversial and sensitive topic (Glick and White, 2004). There are those who believe that once an immigrant moves to the United States they need to adopt English as their primary language (Glick and White, 2004). There are also others who believe proficiency in the English language does not translate into success for an immigrant (Glick and White, 2004). For immigrants, keeping their native tongue but also adapting to the language of the majority, it is an essential key in their adaptation and future success in the United States. Glick and White (2004) believe that parents who are confident in their English speaking skills are more likely to engage in contact with their child's school and therefore can better assist their children's educational needs. Children that come from bi-lingual families can sometimes have an upper hand. Studies have shown that having bi-lingual parents can improve academic achievement because such parents can both connect with school system and immigrant community leading to a bigger support system for the child (Glick and White, 2004). Holding all other variables constant, retention of native language promotes academic achievement (Hao and Bonstead-Bruns, 1998).

Immigrant generation plays an important role in educational attainment and school performance (Chiswick and Burman, 2003). Second generation youth academically outperform native youth (Chiswick and Burman, 2003). But as immigration generation increases (third, fourth, and fifth) the playing field between immigrant and native populations becomes level and they begin to perform the same. This could be attributed to the fact that the longer a family stays in the United States the more American they become and start losing their traditional values like the importance of education (Chiswick and Burman, 2003).

The reasons immigrants come into a country vary, some come primary for an education, some come to work, and others come to live in the United States. Those immigrants who stay in the United States for longer periods of time generally have higher educational attainment and are more familiar with American society (Chiswick and Burman, 2003). Those who have a higher propensity to return to their country of origin will have a lower incentive to invest in human capital for themselves and their children in their host country (Chiswick and Burman, 2003). They do not want to waste human capital in a country that they are only planning to stay a short period of time in.

Hypothesis

After gathering information from the literature review three hypotheses were formed. The first being that immigrant Asians will have the highest levels of educational attainment among all other groups, followed closely by immigrant blacks. The literature has shown that the Asian culture highly values education and sees it as a means for upward mobility. Asians in the United States also have the highest income levels among all other racial groups so it is very plausible that they would have the highest levels of educational attainment. African immigrants could possibly have the highest educational attainment, but Caribbean immigrants could potentially be bringing down the levels of educational attainment for black immigrants. Though there are slight discrepancies in literature on whether either African immigrants or Caribbean immigrants have higher levels of educational attainment, more literature seems to agree on the fact that African immigrants have higher levels of educational attainment than those of their Caribbean counterparts. The second hypothesis was Hispanic natives will have the lowest educational attainment. One of the main variables in the literature review is English proficiency. When an individual in the United States is not proficient in the English language studies show that their levels of educational attainment will be low as a result. The literature also tends to show that those of Hispanic origin (especially those of Mexican heritage) struggle more with English proficiency than any other race. Immigrant Hispanics could potentially struggle as much as native Hispanics when it comes to English proficiency, but a great deal of scholars in the field have shown the immigrants have higher levels of educational attainment than natives in the United States. With the combination of lower levels of English proficiency and the large amount of literature that states that immigrants have higher educational attainment, it extremely probable that Hispanic natives will have the lowest levels of educational attainment. Lastly the final hypothesis states that there will be little to no disparities in the educational attainment of native Whites and native Asians. The literature has shown that Asians historically have higher levels of educational attainment than all other races. Since native whites have moderate levels of educational attainment it would be possible that a third or fourth generation Asian native would have similar levels of educational attainment as a white native.

Data and Methods

In this study of educational attainment data from the 2000 United States Census Bureau will be used to analyze the levels of educational attainment between the native and immigrant populations. The United States Census data is a reliable, up to date, and widely used data set and

is clearly representative of the American population. There will be four main racial groups that will be compared to one another and the groups will be as follows: native Black-origin Americans against Black-origin immigrants, native Hispanic-origin Americans against Hispanic-origin immigrants, native Asian-Americans against immigrant Asians, and native European-origin white Americans against immigrant European-origin whites. These four racial groups are important to the study because they are the most visible and prominent racial groups in the United States.

European-origin white immigrants are those who identify themselves within the white-non Hispanic race. Black immigrants are foreign-born individuals who identify their race as non Hispanic black. Asian immigrants are foreign-born individuals who identify themselves as belonging to the Asian race. Hispanic immigrants are those immigrants who were born in a Hispanic country and are of Hispanic origin.

The Census data set includes 1,452,355 individuals, 49.14% are male and 50.86% are female. All individuals in the study range from twenty-five years of age to sixty five years of age. Using twenty-five as the lower limit is appropriate because by twenty-five most people have completed their education. Sixty-five is known as the upper limit and is appropriate to use because it is the upper limit for the working age population.

Immigrants in this study will be defined as anyone who was born abroad (excluding military personal) and migrated to the United States. Natives are defined as persons who were born in the United States. One of the main variables in the study that will be analyzed is English proficiency. English proficiency will be measured as the ability to speak English very well or speak only English. Other variables in the study include sex, year of immigration.

In this study educational attainment will be measured in terms of highest degree attained. The three levels of educational attainment will be high school degree, Bachelors degree, and Masters/PhD degrees.

The programs used to analyze that Census data will be SPSS and STATA. STATA will be the primary program used to run frequencies and SPSS will be used to test statistical significance and to conduct multivariate regression analysis.

Findings

Table 1 presents the distribution of the important demographic variables used in the analysis for immigrant and natives in all of the four racial categories. The table reports the frequencies of mean age, percentage of males, percentage of those who believe they are proficient in English, and generational status. White immigrants have the highest mean age of all individuals in the study with an average age of 44.1, whereas Hispanics immigrants have the lowest mean age at 39.3. A great deal of literature argues that men are more likely to migrate than females so gender, more specifically the percentage of males is an important demographic variable. Table 1 shows that within the immigrant groups, Hispanics have a higher percentage of males (52.9%) than any other group. The table also shows that immigrant Asians have the lowest percentage of males at 46.7%.

As the literature review noted, language proficiency is an important variable in determining educational attainment. Hispanics, out of all other racial groups in this study, have been historically disadvantaged in terms of this variable. Table 1 shows that among both natives

and immigrants, Hispanics have the lowest percentage of English proficiency in relation to all other groups. Hispanic immigrants' percentage of English proficiency stands at 29.5% whereas the highest percentage of English proficiency in immigrants belongs to those of Black origin, with a percentage of 80.7. Hispanic natives also have the lowest percentage of English proficiency at 83.4%; native Whites have the highest at 99.4%.

Another variable used in this study was generational status; most scholars tend to agree that time of arrival into the host country is an important factor in educational attainment. In this study, there are four generational groups. Those who belong to the 1.75 generational group are immigrants who came into the host country between the ages of 0-5. The 1.5 generation is classified as those immigrants who come into a country between the ages of 6-12 years of age. 1.25 generation immigrants are individuals who come into a host country between the ages of 13-17 and consequently immigrants who come into the country after the age of 18 are labeled as "other generation".

Asian immigrants have the highest percentage of other generation immigrants at 81.1%, whereas white immigrants have the lowest at 64%. Asians are the least likely immigrant group to belong to the 1.75 generational cohort with only 4.5% of Asian immigrants coming into the country from the ages of 0-5. White immigrants have the highest percentage of immigrants coming in from both the 1.75 and the 1.5 generational cohorts. Hispanic immigrants have the highest percentage of immigrants that belong to the 1.25 generation with 16%. In all the immigrant racial categories the largest percentages of immigrants are from the "other generation" which means that most of the immigrants in the study came into the United States after the age of 18.

Table 1: Distribution of Demographic Variables

	Blacks		Whites		Asians		Hispanics	
	Immigrant	Native	Immigrant	Native	Immigrant	Native	Immigrant	Native
Age (Mean)	41.2***	42.2	44.1**	43.9	41.7***	39.8	39.3***	40.1
Males (%)	48.1%***	45.6%	48.5%***	49.5%	46.7%***	49.5%	52.9%***	48.1%
English Proficient (%)	80.7%***	99.2%	74.7%***	99.4%	51.3%***	96.2%	29.5%***	83.4%
Generational Status								
1.75	5.2%	-	18.1%	-	4.5%	-	5%	-
1.5	7.4%	-	9.8%	-	6.5%	-	7.8%	-
1.25	10.4%	-	8.1%	-	7.9%	-	16%	-
Other	77%	-	64%	-	81.1%	-	71.2%	-
Sample Size	13,375	143,385	51,317	1,042,084	49,733	9,958	90,753	66,543

Note: ***P<0.001, **P<0.01., *P<0.05

Table 2 presents an in-depth analysis of the educational attainment of the 1.75, 1.5, and other generational categories. The table shows the relationship between the generational groups and the four racial categories in their attainment of a high school, bachelors, and graduate degrees. The table also shows how the generational immigrants compare relative to the US born group. When it comes to Blacks, 1.75 and 1.5 generation immigrants outperform US born Blacks in the attainment of high school, bachelors and graduates degrees. Other first generation immigrants have lower percentage of getting high school degrees than US born Blacks, but 1.75, 1.5, 1.25 and other first generation immigrants are more likely to get both bachelors and graduate degrees at higher rates than US born Blacks. US born Whites have higher levels of high school graduates than both 1.5 and other generation White immigrants, but all other generational groups of White immigrants have higher rates of bachelors and graduate degrees than US born Whites. The educational attainment patterns of Asians are somewhat unsystematic. US born Asians have higher rates of high school graduation than both 1.5 and other generation groups, but have the lowest rates of bachelor’s degrees than 1.75, 1.5, and other first generation groups. When it comes to graduate degrees, US born Asians have higher levels of graduate degree attainment than 1.5 generation, but other first and 1.75 generations have higher percentages of graduate degrees than US born Asians. Other 1st generation Asians have the highest percentage of graduate degree at 19.1% compared to not only other Asian generational immigrants but than all other generational immigrants and US born racial groups. This seems to contradict what most

literature says about other 1st generation immigrants. Most researchers tend to agree that other 1st generation immigrants (those 17 and older) have lower levels of educational attainment because they don't want to waste human capital in their host country when they already spent human capital in their home country(Chiswick and Burman, 2003).

When it comes to Hispanics, 1.75 generation immigrants have the higher educational attainment than all other Hispanic groups (including US born); they have the highest percentage of high school, bachelors, and graduate degrees. Other 1st generation Hispanic immigrants have the lowest education attainment followed by 1.5 generation Hispanic immigrants. US born Hispanics closely trail behind 1.75 generation immigrants in educational attainment.

Graphs 1-4 show the educational attainment of the native and immigrant populations of the four racial categories. Although unlike Table 2, the graphs are not broken down into generational status. However, they still provide a clear interpretation of the data. In all the groups (except Blacks), the native population has higher rates of high school graduates than the immigrant populations. Yet in all groups (except Hispanics), immigrants have higher levels of attainment of bachelors and graduate degrees than natives. In all categories of educational attainment (high school, bachelors, and graduate degrees) native Hispanics have higher rates than their immigrant counterparts. Graphs 1-4 are important to the study because the tables reinforce the findings in Table 2. They also show that the older first generation immigrants bring down the educational attainment of all immigrants as a whole. With the exception of Hispanics, immigrants are still able to outperform the native population when it comes to post-secondary education.

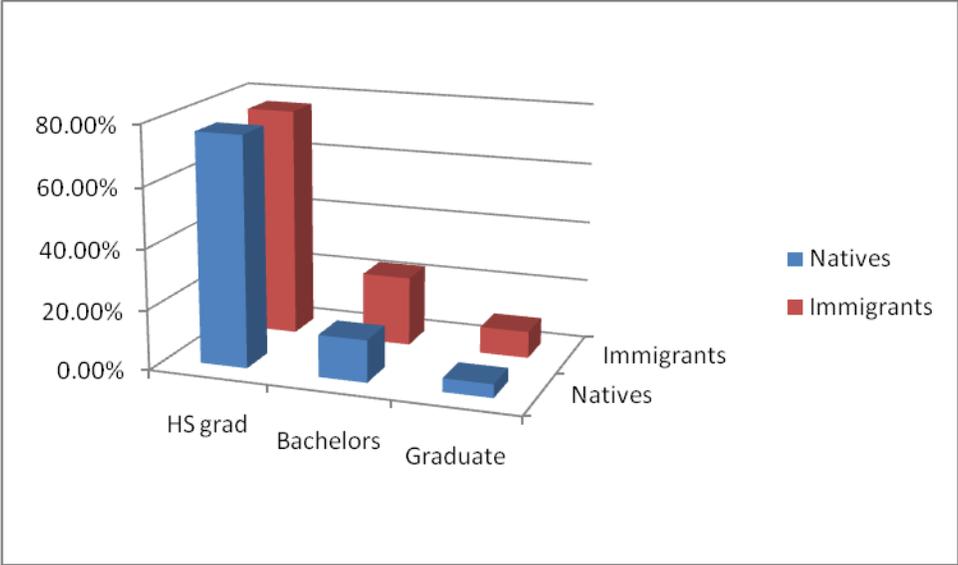
The low educational performance of immigrant Hispanics may possibly be attributed to their English Language proficiency. Graph 5 shows that Hispanic immigrants have the lowest level of English proficiency and that only 29.52% are proficient in English. Additionally, although Hispanic natives have higher educational attainment when compared to Hispanic immigrants, Hispanic natives have the lowest educational attainment of all other native racial groups. This could be attributed to their low levels of English Proficiency Graph 6 provides evidence that Hispanic natives have far less English proficiency (83.42%) than other native racial groups.

Table 2: Distribution of Generational Status and Degree Attained

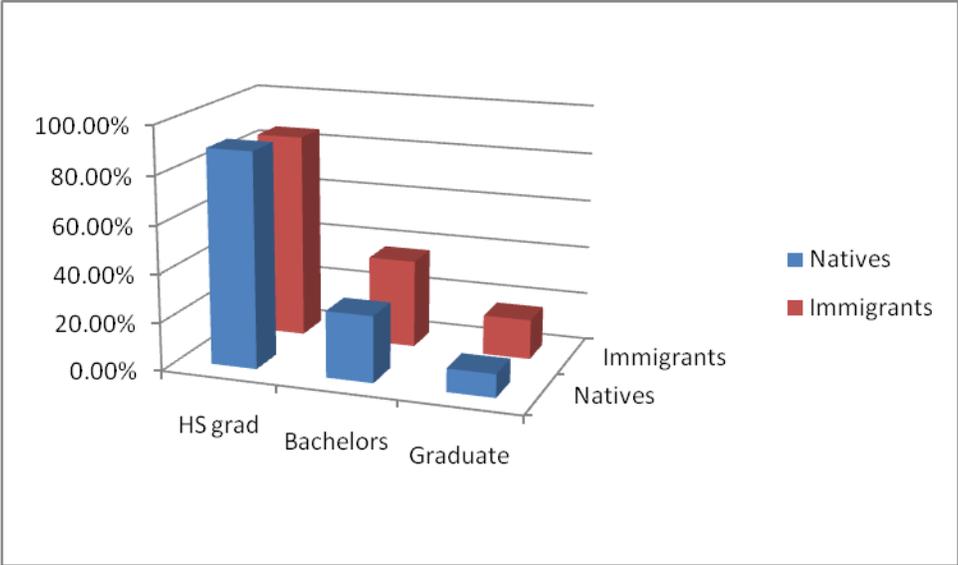
	High School Graduate	Bachelors Degree	Graduate Degree
Blacks			
US-Born	76.2%	13.95%	4.5%
1.75 Gen immigrants	90.2%***	30.3%***	9.9%***
1.5 Gen immigrants	87.3%***	29.1%***	8.7%***
1.25 Gen immigrants	86%***	26%***	9.1%***
Other 1 st gen immigrants	73.2%***	21.5%***	8.7%***
Whites			
US-Born	89.2%	27.5%	9.6%
1.75 Gen immigrants	93.4%***	36.6%***	12.9%***
1.5 Gen immigrants	88.6%	33.2%***	13.3%***
1.25 Gen immigrants	79%***	29.4%**	11.1%**
Other 1 st gen immigrants	83.4%***	37.9%***	18.7%***
Asians			
US-Born	93.2%	43.9%	14.8%
1.75 Gen immigrants	95.4%***	52.9%***	17.1%*
1.5 Gen immigrants	91.9%*	46.5%*	13.5%
1.25 gen immigrants	85.1%***	38.6%***	11.6%***
Other 1 st gen immigrants	80.1%***	45.4%*	19.1%***
Hispanics			
US-Born	71.8%	13.3%	4.1%
1.75 Gen immigrants	73.4%*	16.3%***	5.3%***
1.5 Gen immigrants	59.9%***	11.6%***	3.9%
1.25 Gen immigrants	35.8%***	5%***	1.6%***
Other 1 st gen immigrants	36.9%***	7.9%***	3.5%***

Note: ***P<0.001, **P<0.01., *P<0.05

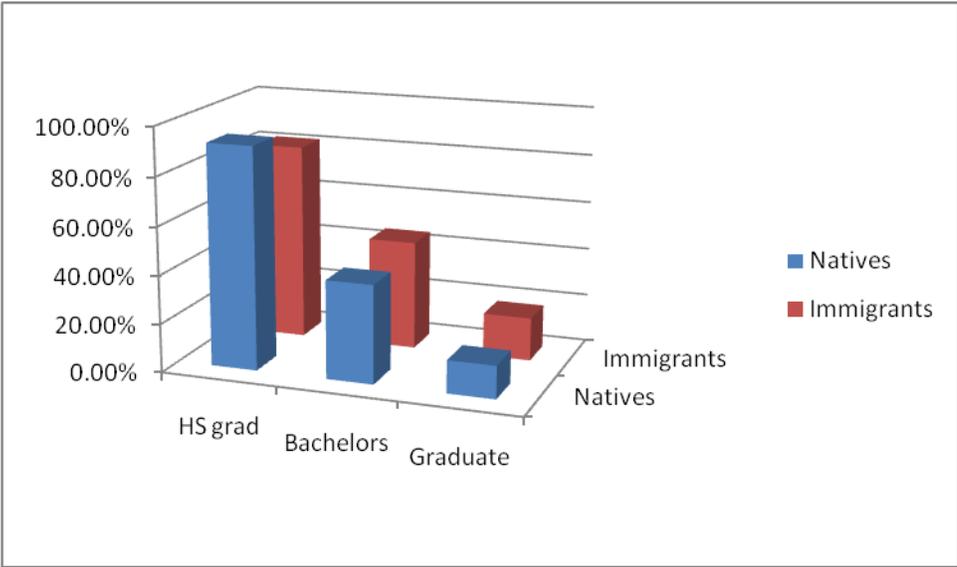
Graph 1: Black Educational Attainment



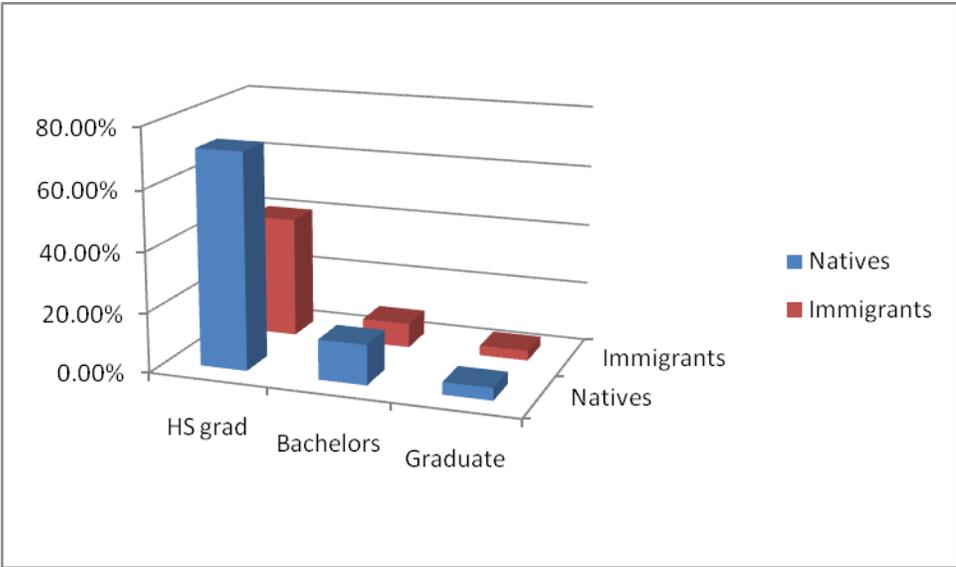
Graph 2: White Educational Attainment



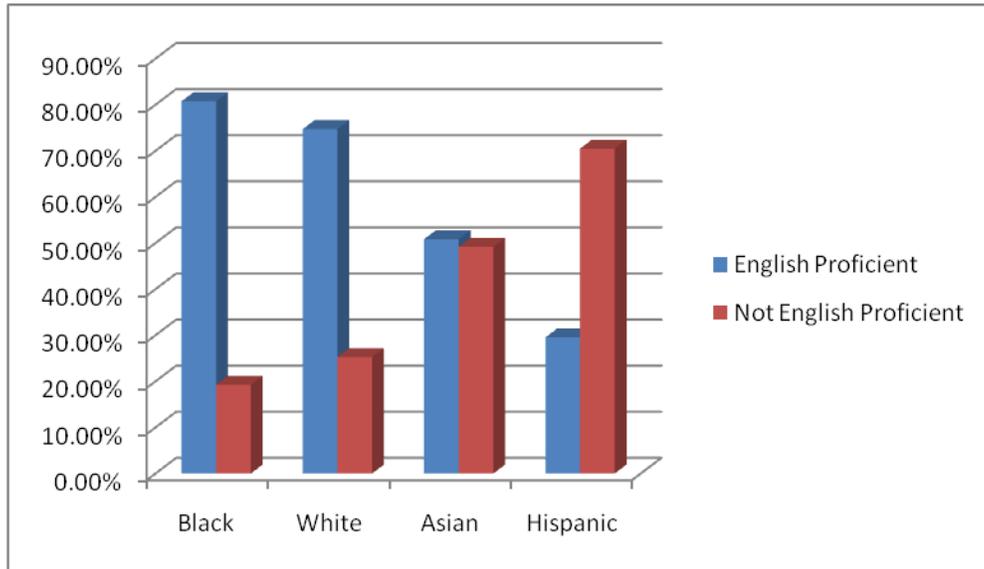
Graph 3: Asian Educational Attainment



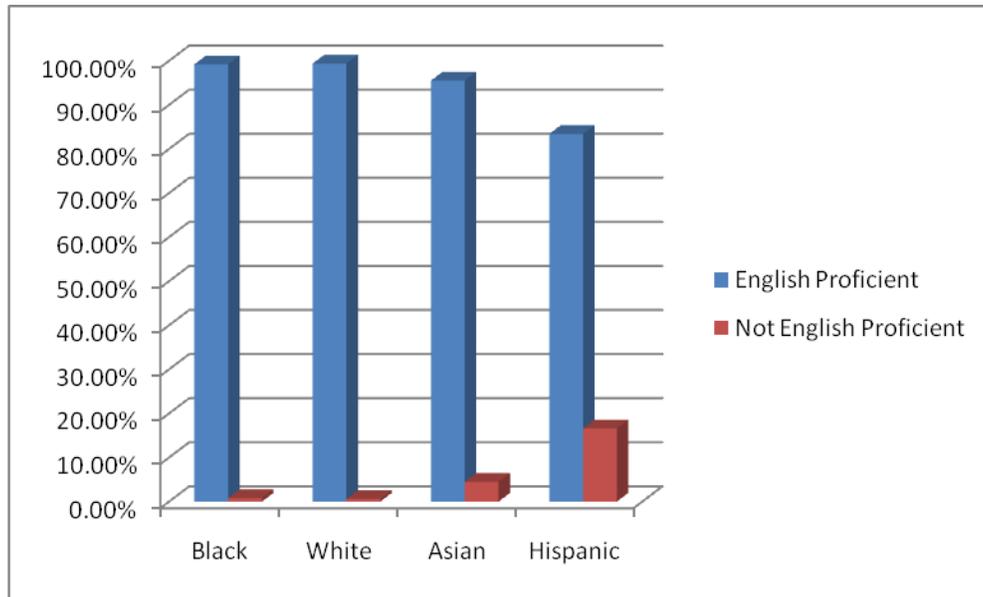
Graph 4: Hispanic Educational Attainment



Graph 5: Immigrant English Proficiency



Graph 6: Native English Proficiency



Findings from the Multiple Regression Analysis

Regression analyses were performed to determine how variables such as age, gender and English proficiency affected the educational attainment of 1.75, 1.5, 1.25, and other 1st generation immigrant groups. As shown in Table 3, high school degree attainment was the first level of education analyzed. When it comes to blacks in the population, age and gender (more specifically if they are male) are negatively associated with complete high school educational attainment. If a black individual is English proficient the logit of his/her probability of attaining a high school degree increases by 0.63. When controlling for all three variable, 1.75 black immigrants had the highest probability of being a high school graduate while ‘other’ 1st generation immigrants than the lowest probability compared to Black natives.

In terms of attainment of bachelor’s degrees for blacks, in Table 4 the same patterns exist. Again gender and age negatively affect blacks’ likelihood of obtaining a bachelors degree. There is however a slight discrepancy when it comes to English proficiency. English proficiency is not as important of a determinant of bachelor’s degree attainment for blacks as it was for high school degree attainment. Yet again, relative to the reference group (i.e. Black natives), black immigrants belonging to the 1.75 generation group have the highest probability of getting a bachelors degree followed by 1.5, 1.25, and ‘other’ 1st generation immigrants. Gender is the only variable that negatively affects graduate degree attainment; both age and English proficiency have positive effects. The 1.75 generation has the highest probability of obtaining a graduate degree at 1.05 trailing behind is the 1.25, than 1.5 and lastly the other 1st generation immigrants.

White educational attainment was the next group analyzed. Table 3 shows that as with blacks, when it comes to white individual’s attainment of high school degrees, age and gender also have negative effects. Again as with blacks, English proficiency has a positive effect on attainment of a high school degree. Relative to White natives, 1.75 generation white immigrations have a higher probability of obtaining a high school degree at 0.49. However, the results indicate that after age, gender, and language proficiency are controlled 1.5 and other 1st White immigrants are not significantly likely to graduate from high school than White natives and 1.25 generation.

When analyzing bachelor’s degree attainment for whites, it is apparent, when analyzing Table 4, that being a younger English proficient male is an advantage whereas as being older seems to be a disadvantage. Compared to White natives, other 1st generation white immigrants have the highest probability of getting a bachelors degree, after controlling for the three variables, followed by White immigrants in the 1.75, 1.5, and 1.25 generations. Table 5 shows that age, gender and English proficiency are all advantages for white immigrants in terms of graduate degree attainment. Other 1st generation whites have the highest probability of attaining a graduate degree, 1.75 and 1.5 generation have the same probability at 0.41 and 1.25 generation have the lowest probability of attaining a graduate degree.

Table 3 infers that younger English proficient Asian males who belong to the 1.75 generation have the highest probability of being a high school graduate among Asians. Being older (age) negatively affects an Asian’s high school graduate attainment while being male and English proficient are positive factors in their high school graduate attainment. In the population of Asians, those who belong to the 1.75 generation have the highest probability of getting a high school degree, after other factors are controlled, followed by 1.5 (not significant), other 1st, and

1.25 generations. When examining bachelor degree attainment for Asians, Table 4 shows that Younger English proficient Asian males who are part of the other 1st generation cohort have the highest probability of having a bachelor's degree. Being male and English proficient have positive effects on obtaining a bachelors degree, while age (being older) does not. Compared to Asian natives, other 1st generation Asian immigrants have the highest probability of attaining a bachelor's degree whereas 1.25 generation immigrants have the lowest probability although the latter is not significant in the Asian population. The same patterns are present in Table 5, again being male and English proficient are positive indicators of obtaining a graduate degree; age (probability of being older) is still a negative factor. Relative to Asian natives, other 1st generation immigrants have the highest probability of attaining a graduate degree while those belonging to the 1.5 generation have the lowest probability, although the probability is not significant.

The final racial group analyzed in the study is Hispanics. Table 3 shows that younger Hispanic females who are English proficient have a higher probability of getting a high school degree. Being male and older are negative factors in the attainment of a high school degree among Hispanics; English proficiency was the only positive variable. Although not statistically significant in the population, Hispanics belonging to the 1.75 generation have the highest probability of having a high school degree relative to Hispanic natives; Hispanics who belong to the 1.25 generation have the lowest probability.

In Table 4 it is apparent that the same patterns are persistent for bachelor's degree attainment, younger Hispanic females who are proficient in English are more likely to attain a bachelors degree. Compared to Hispanic natives, Hispanic immigrants who identify with the 1.75 generation have a higher probability of having a bachelor's degree; Hispanics who belong to the 1.25 generation have the lowest probability after other factors are controlled. In Table 5 gender, age, and English proficiency are all positive factors when dealing with graduate degree attainment of Hispanic immigrants. Compared to Hispanic natives, other 1st generation immigrants have the highest probability of getting a graduate degree whereas those who belong to the 1.25 generation have the lowest probability.

Table 3: Multiple Regression Analysis for High School Graduate

High School Graduate	Black	White	Asian	Hispanic
Immigrant				
1.75 generation	0.85***	0.49***	0.27*	0.03
1.5 Generation	0.57***	0.03	-0.05	-0.39***
1.25 Generation	0.53***	-0.54***	-0.37***	-1.06***
Other 1st Generation	0.03	0.00	-0.22***	-0.80***
Natives (Reference)	(0.00)	(0.00)	(0.00)	(0.00)
Age	-0.03***	-0.02***	-0.03***	-0.02***
Gender	-0.24***	-0.20***	0.23***	-0.17***
English proficient	0.64***	1.09***	1.63***	1.15***
Not English proficient (Reference)	(0.00)	(0.00)	(0.00)	(0.00)
N	155362	1086373	58126	154085
Pseudo r2	0.0214	0.0147	0.1255	0.1290

Note: ***P<0.001, **P<0.01., *P<0.05

Table 4: Multiple Regression Analysis for Bachelors Degree

Bachelors Degree	Black	White	Asian	Hispanic
Immigrant				
1.75 Generation	0.98***	0.40***	0.17***	0.25***
1.5 Generation	0.94***	0.30***	0.06	0.003
1.25 Generation	0.79***	0.18***	-0.009	-0.55***
Other 1st Generation	0.63***	0.66***	0.72***	0.13***
Natives (Reference)	(0.00)	(0.00)	(0.00)	(0.00)
Age	-0.003***	-0.008***	-0.02***	-0.0006
Gender	-0.23***	0.09***	0.27***	-0.07***
English proficient	0.44***	0.50***	1.38***	1.25***
Not English proficient (Reference)	(0.00)	(0.00)	(0.00)	(0.00)
N	155362	1086373	58126	154085
Pseudo r2	0.0087	0.0039	0.0794	0.0476

Note: ***P<0.001, **P<0.01., *P<0.05

Table 5: Multiple Regression Analysis for Graduate Degree

Graduate Degree	Black	White	Asian	Hispanic
Immigrant				
1.75 Generation	1.05***	0.41***	0.06	0.36***
1.5 Generation	0.94***	0.41***	-0.11	0.17**
1.25 Generation	0.97***	0.23***	-0.09	-0.36***
Other 1st Generation	0.82***	0.90***	0.85***	0.49***
Natives (Reference)	(0.00)	(0.00)	(0.00)	(0.00)
Age	0.02***	0.02***	-0.01***	0.02***
Gender	-0.24***	0.16***	0.58***	0.04
English proficient	0.55***	0.48***	1.30***	1.23***
Not English proficient (Reference)	(0.00)	(0.00)	(0.00)	(0.00)
N	155362	1086373	58126	154085
Pseudo r2	0.0173	0.0090	0.0695	0.0346

Note: ***P<0.001, **P<0.01., *P<0.05

Discussion and Conclusions

In the beginning of this study, three hypotheses were formed. The first one was that immigrant Asians will have the highest levels of educational attainment among all other groups, followed closely by immigrant blacks. After analyzing the data the hypothesis was proven to be partially correct. Given that graduate degrees are the highest level of educational attainment in the study, graduate degree attainment will be used to measure the highest level of educational attainment. Immigrant Asians were proven to have the highest level of graduate degree attainment at 17.89% but immigrant Blacks did not closely follow immigrants Asians instead immigrant Whites did. Immigrant Whites graduate degree attainment stands at 16.53% whereas immigrant Blacks graduate degree attainment is at 8.83%.

The second hypothesis stated that Hispanic natives will have the lowest educational attainment. Again the hypothesis was incorrect. Although Hispanic natives have the lowest educational attainment among all the native groups, Hispanic *immigrants* have the lowest educational attainment among all groups, both natives and immigrants. An explanation for the low performance of immigrant Hispanics could possibly come from the fact that the group has the lowest levels of English proficiency. Table 3 (Immigrant English Proficiency) shows that 70.48% of immigrants Hispanics in the study were not English proficient.

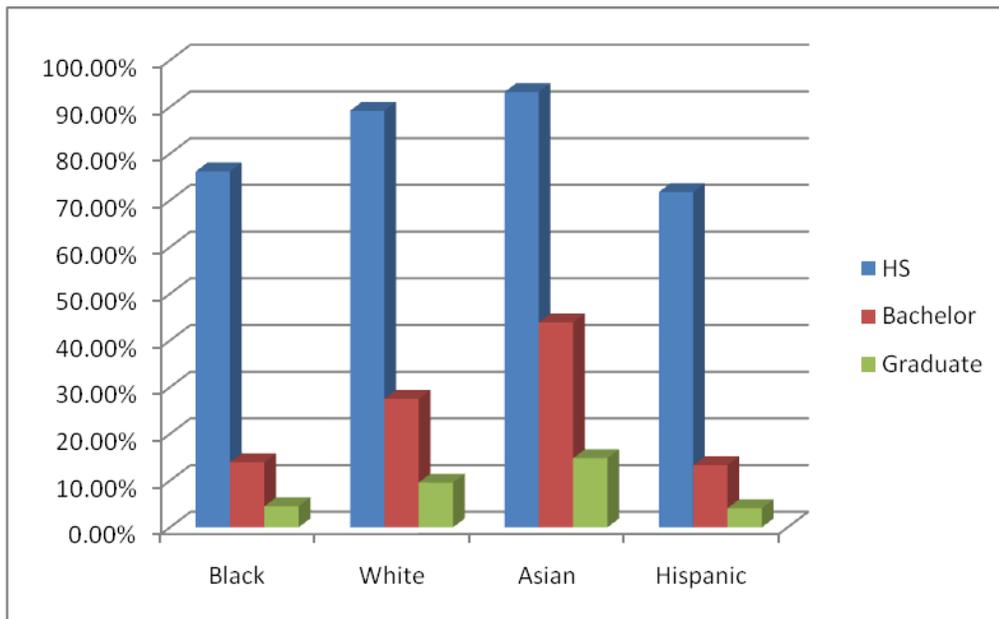
The third and final hypothesis stated that there will be little to no disparity in the educational attainment of native Whites and native Asians. This hypothesis was always proven to be incorrect. Graph 7 shows the breakdown of the educational attainment in the native

population. . Again because graduate degrees are the highest levels of educational attainment in this study, they were the level used to compare native Asians and Whites. The percent of U.S. born Whites, in the population, that have graduate degrees stands at 9.6%; for U.S. born Asians in the population the percentage is 14.8. Native Asians graduate degree attainment is over five percent higher than native Whites.

So again the research question comes up: Why do some people have higher educational attainment than others? Is it race, cultural values or personal ambition? The exact answer to the question may never be known but what is known is that this current generation of college students will be the most educated generation in American history (Stern, 2010).

There is vast amount of literature available on educational attainment but there is more research that needs to be done on the factors that determine future educational success. There needs to be a partnership between government officials and academics in order for us to reform the American educational system so that all pupils can succeed. This data set will continue to be worked with more in depth and the next step will be to determine if country of origin has an effect on educational attainment. Regions in Asia, Europe, and Africa will be separated into north, south, west, and east to establish if country of origin or more specifically region is a determinant of educational attainment.

Graph 7: Native Educational Attainment



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