

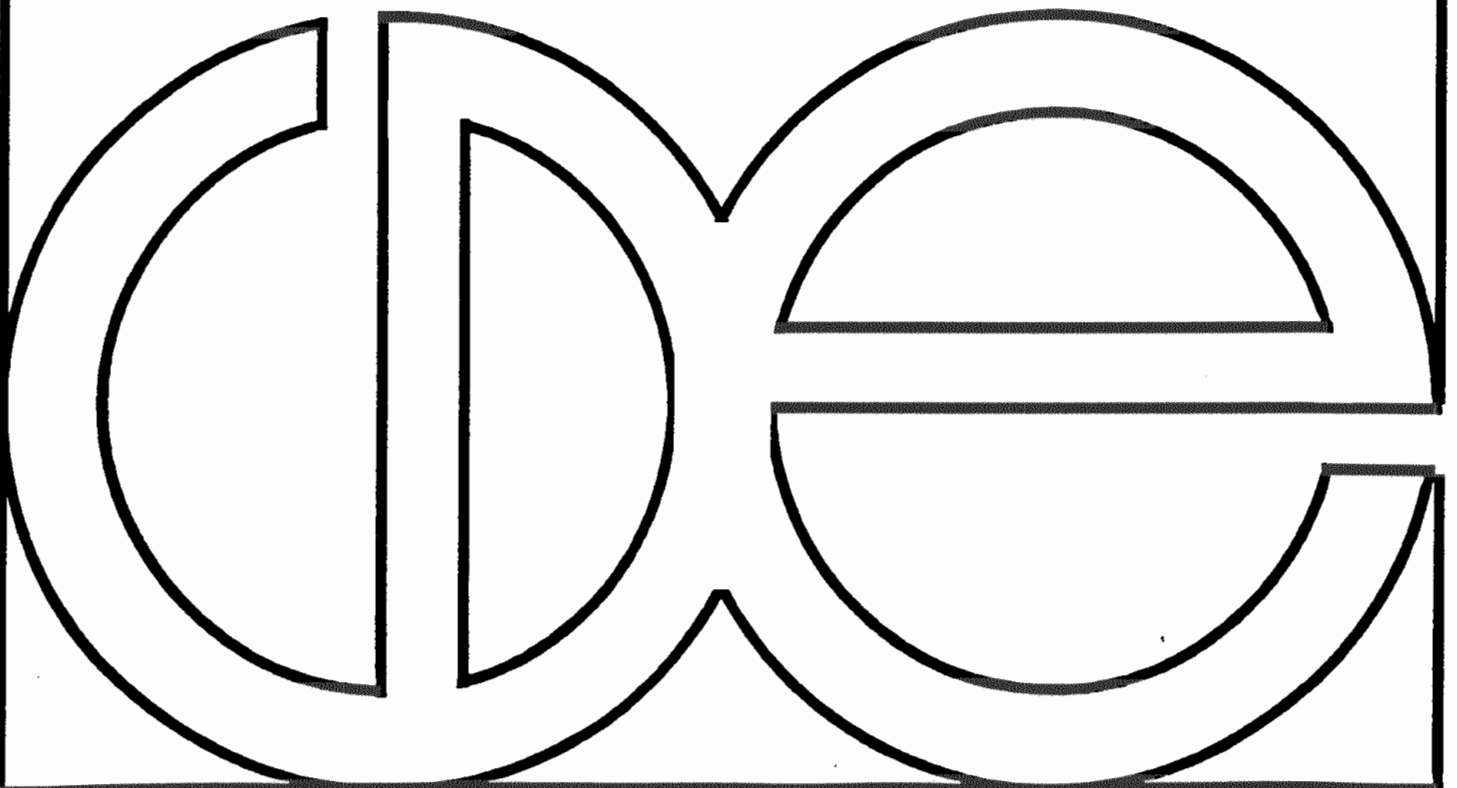
Center for Demography and Ecology

University of Wisconsin-Madison

**Social Background, Migration History, and English Language Ability:
Educational Attainment Among White and Mexican Origin Children in the
American Southwest, 1990**

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ABSTRACT

Children of Mexican origin complete fewer years of schooling than non-Hispanic white children. Later in life, this puts them at a serious disadvantage when competing with whites for economic resources and jobs. Explanations for the educational situation of children of Mexican origin have been disjointed; analysts focusing primarily on social background, English language ability, migration history, or other factors have often neglected the potential associations and interactions among these factors. Using data from the 1990 Public Use Microdata Sample, this analysis integrates several explanations for the educationally disadvantaged position of children of Mexican origin.

Social background factors are the best predictors of children's school success. While there is an association between children's English language ability and their school success, this association becomes weaker when social background factors are held constant. Age at immigration among Mexican origin children has only a modest effect on school success, once language ability is controlled; this calls into question the findings of several researchers who observe a consistently negative association between age at immigration and educational attainment. Finally, migration history (whether a child has moved in the past 5 years) is found to have independent effects on children's school success, net of the effects of language ability and social background factors. However, even after taking social background, English language ability, and migration history into account, children of Mexican origin are still at an educational disadvantage relative to white children.

**Social Background, Migration History, and English Language Ability:
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The powerful consequences of ethnic group differences in educational attainment for labor market outcomes and economic well-being have been described by numerous observers (Fogel 1966; Duncan 1968; Duncan and Duncan 1968; Carliner 1975; Gwartney and Long 1978; Lieberman 1980; Borjas 1982; Hirschman and Wong 1984; Bean and Tienda 1987; Gonzalez 1990; Ready 1991). Only a fraction of this literature has focused explicitly on the situation of Hispanic groups, despite the fact that Hispanics are now the second largest ethnic minority group in the United States. In work that has focused specifically on Hispanic groups, differences in levels of formal schooling between Hispanics and whites and between different Hispanic groups have been important predictors of ethnic group differences in income, job skills, and labor market participation (Chiswick 1978; Borjas 1982; Portes 1985; Stephenson 1985; Bean and Tienda 1987). For example, Borjas (1982), in comparing the economic progress made by "immigrant" Hispanic groups and "refugee" Hispanic groups, explains that the relatively higher earnings of Cuban immigrants are primarily a result of their greater investment in education; a resounding point in Borjas' analysis is that observed differences in educational attainment influence the economic circumstances of each group. Likewise, Bean and Tienda (1987) find that "most of the differentials in labor market outcomes between Hispanic and non-Hispanic white workers reflect differing stocks of human capital, especially education and job experience" (p.281).

Differences in educational attainment certainly do not account for all of the social and economic disparities between Hispanics and non-Hispanic Americans. Such factors as employment opportunities, English language ability, family configurations, ethnic discrimination, and geographic location and concentration, to name a few, also influence the relative labor market position and economic well-being of Hispanics. Nonetheless, because Hispanic individuals tend

to complete fewer years of school than non-Hispanic whites, they are at a serious disadvantage when competing with non-Hispanic whites for jobs and other economic resources. In short, any explanation of why Hispanics complete fewer years of school will go a long way toward explaining why Hispanics suffer inordinate social and economic disadvantages.

In this paper I will attempt to combine, both theoretically and empirically, several prominent explanations for the differences in schooling outcomes between white and Mexican origin individuals.¹ I limit my analyses to white and Mexican origin individuals for two practical reasons: first, a paper of this size cannot adequately address the important differences between all of the several Hispanic nation-of-origin groups; second, given that the Mexican origin population in the United States is the largest and one of the fastest growing Hispanic origin groups in the United States (Bean and Tienda 1987), and given the current political turmoil surrounding the issue of immigration to the United States from Mexico, it is important to understand why members of this group complete fewer years of schooling than non-Hispanic whites.

¹ By "people of Mexican origin" I mean people who claim to be of Mexican ancestry, regardless of their nation of birth; when I mention people of "Mexican origin," I am referring to both Mexican immigrants and Chicanos (as defined below).

For the sake of clarity, in this paper I will use the following terms to describe three distinct ethnic populations: "Mexican immigrants," "Chicanos," and "Whites." The three groups are defined (and operationalized in my analyses) as follows: Mexican immigrants: those who were born in Mexico and who identify themselves as being of Mexican ancestry, regardless of their racial self-identification. Chicanos: those who were born in the United States and who identify themselves as being of Mexican ancestry, regardless of their racial self-identification; in other words, American-born people of Mexican origin. Whites: those who were born in the United States, who identify themselves as not being of Hispanic origin, and who identify their race as "white." In other words, native-born, non-Hispanic whites.

Again, when I mention people of "Mexican origin" I am referring to both Mexican immigrants and Chicanos simultaneously. I realize that these terms are not without problems; it is particularly troubling to me to use terms which imply that people of Mexican origin are not "white," but I see no better alternatives.

A Survey of Factors Hypothesized to Influence the Success of Mexican Origin Children in American Schools

The following discussion outlines several of the most prominent explanations for the educationally disadvantaged position of Mexican origin children. For the sake of organization, I have divided these explanations into three categories: (1) explanations that emphasize factors which influence the educational attainment of all children, regardless of ethnicity or immigrant status; (2) explanations that emphasize factors that influence the educational attainment of children who migrate during their schooling, regardless of the distance or type of migration (local, intra-national, or international migration); and (3) explanations that emphasize factors that uniquely influence Mexican origin children, including such factors as English language ability, school segregation, cultural differences, and ethnic discrimination. These three categories of explanations are neither mutually exclusive nor comprehensive; however, this framework will allow me to present and compare these several explanations and to consider how they might be related to one another. I do not intend this discussion to be merely a means of justifying the inclusion of certain variables in my later statistical models; rather, I hope to justify the inclusion of entire explanatory schemes, based on careful consideration of quantitative and ethnographic evidence.

Social Background, Economic Circumstances, and Household Structure: Factors that Influence the Educational Attainment of all Children

The factors that determine the educational attainment of all children are widely discussed in the social stratification literature: the influences of family structure, parental education, family income, and parental occupational status on children's educational attainment have been carefully explored in recent decades (Blau and Duncan 1967; Sewell and Hauser 1975; Featherman and Hauser 1978; McLanahan 1985; Astone and McLanahan 1991). To summarize, this literature has found that children whose parents are better educated, make more money, have more prestigious

jobs, and are married tend to attain higher levels of education than children from other social backgrounds. In relation to ethnic and immigrant groups, several observers have found that these same social origin variables explain much of the inter-ethnic variation in educational attainment (Duncan 1968; Lieberman 1980; Fligstein and Fernandez 1985; Bean and Tienda 1987).

Many researchers in this area have argued that once parental education and socioeconomic status are held constant, there are few independent effects of ethnic group-specific characteristics such as language ability or national origin on children's educational success (Duncan and Duncan 1968; Carliner 1975; Jones 1987; Bean and Tienda 1987; Tienda 1988). For example, Tienda (1988) concludes that "once an individual's social background [is] taken into account, the effects of 'cultural markers' – Spanish retention, home bilingualism, and immigrant status – disappear[ed]." In short, she finds that class is a more important factor than ethnicity in determining educational attainment. Similarly, Fligstein and Fernandez (1985) find that "among the background variables that we expected could disproportionately affect Mexican-Americans – migration history and language type – only migration history is consistently related to high school and college attendance and to delay in high school." Although the two studies differ in their conclusion about the effects of migration history, the emphasis is the same: social background is the driving force behind differences in educational attainment between Mexican origin and non-Hispanic children. Tienda uses the case of recent Cuban immigrants as an example of a more economically advantaged Hispanic group whose children have succeeded in school: "despite their higher immigrant composition and the recency of their arrival, as a group they possess two critical ingredients for success that generally are lacking among Mexican and Puerto Rican youth: less extensive material deprivation and higher education of parents."

Besides the social and economic backgrounds of children, two other closely related factors, the impact of regional variations in school quality and the residential segregation of minority

groups, may also have important consequences for how well children do in school. First, because school systems are primarily funded on the local and state level by income and property taxes, and because local tax bases and resources vary dramatically from area to area, it is clear that school quality will vary with the general economic situation of different communities (Flores 1984). Second, the relationship between educational inequality among ethnic groups and the geographic concentration² of ethnic minorities has been discussed at length, and may be importantly linked to variations in school quality (Tienda and Lii 1985; Frisbie and Neidert 1977); in communities which are predominantly populated by Mexican immigrants or Chicanos, the level of economic inequality between whites and the Mexican origin groups tends to be more severe. School quality suffers as a result of these local-level inequalities in economic resources.

The Disruptive Effects on Educational Attainment of Moving to a New Community During Adolescence

Aside from factors that influence all children's educational attainment, regardless of ethnicity or place of birth, other factors may only affect the educational attainment of children who move to a new community during their schooling years. The impact of migration, whether from one country to another or simply from one school district to another, may have consequences for a child's social and academic development (Inbar 1977; Taft 1979; Borjas 1982; Fligstein and Fernandez 1985). Inbar (1977), in examining the social and educational assimilation of immigrant children in Canadian schools, found that children who move during the "juvenile era" are at an educational disadvantage, because this era "is a prerequisite for establishing fundamental patterns of social adjustment" and because movement at this time disrupts the child's acceptance of cooperation and social control through socially agreed-upon rules (their so-called

² By geographic concentration I mean the proportion of people in a community who are members of a certain ethnic group. In my statistical analyses, I will consider only the five Southwestern states, but even within these states there is considerable community-level variation in the residential concentration of Mexican immigrants and Chicanos.

"transition to autonomy"). Along the same lines, Taft (1979) discusses "the transition of an immigrant from the environment of the home country, with its social networks and familiar institutions and mores, to an alien country with strange ways and disrupted networks." Peer networks and community contacts are disrupted by moving, and many researchers argue that this puts children who migrate (at least temporarily) at a disadvantage in school. While numerous American-born white and Chicano children migrate during their schooling years, by definition a large proportion of Mexican immigrant children residing in the United States have done so.³ If the act of migration has an important effect on the schooling of migrant children, then this impact may fall most heavily upon immigrant children.

Additionally, the age at which migration occurs is another closely related factor that may uniquely affect the educational attainment of children who move during their schooling years; the disruptive impact of migration on social networks and community contacts may be mediated by the point in a child's development at which migration occurs. The literature on this issue has been primarily concerned with international migration, but has occasionally been applied to intra-national migration as well.

English Language Ability, Segregation, Discrimination, and Cultural and Social Differences: Factors which Uniquely Influence the Educational Attainment of Mexican Origin Children

Finally, some factors are believed to uniquely influence the educational attainment of Mexican origin children; these factors may act independently of those influences already described. Three of the most important of these factors include English language ability, school segregation, and cultural, social, or psychological differences between Mexican origin children and white children.

³ Of course, some Mexican immigrant children come to the United States before they first enter school.

The inability of many Mexican immigrant and Chicano children to speak English fluently may put them at a unique and serious disadvantage in American schools (Sowell 1981; Ready 1991). Besides the obvious communication difficulties, some researchers have found that teachers treat students with English language deficiencies as slow learners or as intellectually lacking (Natalicio and Natalicio 1975; Clifton et al. 1986). On top of this, school track assignments may be heavily influenced by a student's English language ability, leading many otherwise talented and capable Mexican origin children to find themselves in remedial or vocational tracks (Donato, Menchaca, and Valencia 1991, p.36). It is important to note that there is a great deal of debate about the net effects of language ability on educational attainment. As mentioned above, numerous researchers have concluded that language ability plays no significant independent role in determining academic achievement, once social origin variables are taken into consideration (Carliner 1975; Taft 1979; Fligstein and Fernandez 1985; Jones 1987; Tienda 1988). Likewise, the effects of deficits in English language ability on the educational success of Mexican immigrant children might also be mediated by the age at which immigration occurs (Inbar 1977; Veltman 1988).

Another factor which may uniquely influence the school success of Mexican origin children is educational segregation. Only careless analyses of school segregation can conclude either that the segregation of Mexican children no longer exists or that this segregation has no deleterious effect on the affected children. Mexican immigrants, relating their stories to Marilyn Davis (1991), frequently spoke of the "Mexican schools" within their (American) communities; many others who were allowed to go to predominantly white schools reported being segregated into separate classrooms or parts of classrooms. Similarly, Gilbert Gonzalez' historical account of Chicano School segregation makes clear that "while Mexicans integrated into the economy and as their numbers increased, school boards established a de jure segregationist policy..." (p.21).

Gonzalez describes the schools to which Mexican children were segregated in the early part of this century, and which are still predominantly attended by Mexican students today: "Inadequate resources, poor equipment, and unfit building construction made Mexican schools vastly inferior to Anglo schools." Regarding the effects of this segregation on the schooling outcomes of Mexican origin children, Fligstein and Fernandez (1985) and Del Castillo et al. (1988) each reach the same conclusion: Mexican children in schools which are less than 50 percent Mexican achieve at higher rates than other Mexican children.

Finally, a great deal of ethnographic work has focused in detail on the specific aspects of American schooling which may conflict with Mexican origin children's social orientation and sense of identity. John Ogbu, Henry Trueba, and their colleagues have written extensively about the educational consequences of "cultural differences" between minority students and the schools they attend (Ogbu 1983, 1987, 1989; Trueba 1991). While Ogbu and Trueba differ considerably in their approaches, both start from two basic observations: many minority children face inequalities in access to quality schooling, and many minority children face "cultural conflicts" in their everyday interactions with majority children and school authorities. In addressing the situation of Mexican origin children, the "cultural conflict" research paradigm has focused on two broad issues. First, the competitive nature of the traditional American classroom is hypothesized to conflict with the more "cooperative orientation" of children of Mexican origin (Drake 1975; Kagan 1983; McClintock and McClintock 1983). Second, while American teachers and school authorities tend to control most aspects of children's activities in school, Mexican origin children are accustomed to having the freedom to complete tasks in their own way and at their own pace; in short, the authority structure common in American schools conflicts with the traditional authority relationship between Mexican origin children and adults (Drake 1975; Kagan 1983). As a result, it may be the case that Mexican origin students are graded and judged on tasks with

which they are unfamiliar. Furthermore, the implied or overt rejection of their culture, of their heritage, and of their way of looking at the world lowers the aspirations and motivations for success among Mexican origin children (Trueba 1991).

To summarize my discussion of previous attempts to explain the educationally disadvantaged position of Mexican origin children, there are explanations which emphasize factors that influence the educational attainment of all children, regardless of ethnicity or immigrant status; explanations which emphasize factors that influence the educational attainment of children who migrate during their schooling, regardless of the distance or type of migration (local, intra-national, or international migration); and explanations which emphasize factors that uniquely influence Mexican origin children.

The purpose of the foregoing discussion was to review and compare several hypothesized explanations for the gap in educational attainment between non-Hispanic and Mexican origin children and to consider how these explanations might be related to one another. In the rest of this paper, I will use 1990 Public Use Microdata Sample data for the American Southwest⁴ to test the merit of many of these explanations individually and in light of the other explanations. I do not seek to "validate" any one of the explanations for the educationally disadvantaged position of Mexican origin children; all are probably true to some extent, but obviously the different issues and factors are interrelated. I do hope to shed light on the exact relationships among these factors, and to develop a more comprehensive understanding of the educational situation of Mexican origin children.

⁴ In this paper, the American Southwest includes California, Texas, New Mexico, Arizona and Colorado. These five states contain approximately 80% of all Mexican Americans, and were the states of intended residence for more than 77% of Mexican immigrants admitted in 1991 (U.S. Immigration and Naturalization Service 1992, p.59).

Data Used to Answer these Questions

Data from the 1990 Public Use Microdata (PUMS) 5% A Samples were used to explore the issues discussed above. To accept any such data set as being ideal for this purpose would be exceptionally naive. Volumes have been written about the inability of survey data, especially cross-sectional survey data, to capture the nuances of phenomena like international migration or educational inequality. The 1990 Public Use Microdata Samples are no exception. As Doug Massey and others have argued at length, immigration is a process, not an event (Massey 1985; Massey and Goldring 1992), and is therefore poorly represented by static cross-sectional data; the patterns of immigration found among individuals, families and communities are complex and dynamic. Furthermore, as suggested in the discussion above, the factors which may influence any child's educational attainment are equally complex and dynamic.

There are several issues which cannot be appropriately or fully explored using the 1990 PUMS data set (or any comparable data set). First, the 1990 Census data provide no information about school segregation, curriculum tracking, teachers' attitudes toward students, children's educational aspirations, school quality, or discrimination. Second, using a variable which reports "years of education completed" for the purposes of this type of analysis is somewhat problematic; the transferability of educational credentials from Mexico to the United States is little understood, and no clues are offered by these data: the differences between the Mexican and American school systems are unexamined. Third, like most cross-sectional data sets, the 1990 PUMS treats immigration as an event which occurs in one specific year for any individual (Massey and Goldring 1992; Hirschman 1978). For example, the 1990 Census asked respondents who were born abroad to indicate in which year they came to the United States to stay for the last time. No account is taken of whether the respondent had been in the United States for any period of time before this date, or for what purpose. Fourth, there is the issue of selection into the samples

which were a part of the 1990 PUMS. Specifically, a cross-sectional sampling design such as that used in the 1990 PUMS can make observations only for those Mexican immigrants who have remained in the country until Census Day and who were counted in the Census. Given the history of the repression, periodic deportation, and institutionalized exploitation of Mexican immigrants (Sowell 1981; Gonzalez 1990; Davis 1991), the reluctance of some Mexican immigrants to make themselves known and visible to government surveys is understandable. This is especially true for Mexicans in the United States without legal documentation.

Despite these serious limitations, the 1990 PUMS A sample is well suited for studying many of the issues at hand. The sample includes a large enough number of Mexican immigrants for relatively complex analyses, and the questions asked allow examination of most of the issues discussed earlier. Information collected includes place of birth, ethnic background, year of immigration,⁵ English language ability, years of schooling completed for all members of each household, and basic economic and demographic variables such as sex, age, income and size of household. No other data set offers all of these variables and includes a large enough sample of both Mexican-born and American-born respondents.

For the purposes of this paper, I have extracted individual and household data records for 12 to 20 year old white, Chicano, and Mexican immigrant children⁶ in the five Southwestern states from the 5 percent A samples. All Mexican immigrant cases were extracted from these files, but only 1 in 20 randomly selected white and Chicano cases were extracted from this 5

⁵ Unfortunately, the responses to the year of immigration question are coded in categories. For example, the response options offered in the 1990 Public Use Tapes include, "Before 1950," "1950 to 1959," "1960 to 1964," and so forth, up through "1987 to 1990." I will describe later how I made use of these unfortunate response options.

⁶ The sample is limited to children of household heads so that I can use information about parents in the analyses. By excluding 12 to 20 year old individuals who are themselves household heads, I am introducing some degree of bias. Preliminary analyses indicate that very few individuals start their own households by age 18 or 19, which indicates that the bias is not very large.

percent sample. This technique yielded unweighted sample sizes of 34,481 whites, 12,154 Chicanos and 16,737 Mexican immigrants.⁷ The purpose of sampling Mexican immigrant, non-Hispanic white, and Chicano individuals at different rates was to maximize the number of Mexican immigrant observations without being overwhelmed by the number of white and Chicano cases. The purpose of limiting the samples to individuals between the ages of 12 and 20 is similarly pragmatic; since my dependent variable is the odds of making a given school transition, and since nearly everyone makes all school transitions up through about grade 8, I excluded people below age 12. Finally, since I am unable to look at transitions beyond the completion of high school, there was no reason to include people older than age 20.

Successful Educational Transitions among Mexican Immigrant, Chicano, and White Children

Social Background, Economic Circumstances, and Household Structure

Mexican origin children are less likely than white children to have made each of the individual educational transitions required to complete high school;⁸ the cumulative effect, shown in Figure 1, is that among those children who have completed grade 9 and who are old enough to have completed grade 12, white children are considerably more likely than Mexican origin children to have actually completed grade 12.

Table 1 shows the results of a series of logistic regression analyses which include ethnicity and gender as independent variables; in this and all subsequent tables, the reported model is estimated four times: the first 3 columns in each table correspond to models predicting the likelihood of making each of the three observed transitions, and the fourth corresponds to a model

⁷ For the first time in 1990, the data contained in the PUMS files require weighting in order to approximate population characteristics. After weighting, my sample represents 676,907 whites, 326,370 Mexican immigrants, and 230,944 Chicanos.

⁸ In other words, among children who have completed grade "X" and are old enough to have completed grade "X+1," Mexican origin children are less likely to have actually completed grade "X+1."

which predicts the likelihood of completing high school given the completion of grade 9. As Table 1 shows, white children are much more likely than either Mexican immigrant or Chicano children to have made these transitions. For example, among children who have completed grade 11 and are old enough to have completed grade 12, Mexican immigrant children are only 28 percent as likely as white children to have actually completed grade 12; likewise, Chicano children are only 43 percent as likely as white children to have completed grade 12. Whether Mexican origin children who have not made these transitions are far behind the modal grade level for their age or have stopped going to school altogether, the result is the same: Mexican origin children attain fewer years of schooling than white children of the same age.

As expected, the data reveal broad social and economic background differences among white, Chicano, and Mexican immigrant children. For example, only one in four Mexican immigrant mothers and fathers have completed grade 9, and only about half of Chicano mothers and fathers have completed grade 11. In contrast, almost 60 percent of white mothers and fathers have attended college. In almost every category of educational attainment, the percentage of Chicano mothers and fathers falls somewhere in the middle of the percentages of Mexican immigrant and white mothers and fathers. With few exceptions, the associations between ethnic group, parents' education, and students' success at making each year-to-year transition are linear and monotonic; regardless of ethnicity, children whose mothers or fathers have graduated from high school (or attended college) are considerably more likely than other children to have made these transitions.

In this sample, the fathers of children of Mexican origin are twice as likely as the fathers of white children to be unemployed. Furthermore, the employed fathers of white children are several times more likely than the employed fathers of Mexican origin children to be working in managerial or professional occupations, but only one-third as likely to be working as operators

or laborers. Finally, on average, the fathers of white children work considerably more hours per week than the fathers of Mexican origin children. Similarly, the mothers of white children enjoy considerable advantages in the labor market relative to the mothers of Mexican origin children. The mothers of white children are substantially more likely than the mothers of Mexican origin children to work; among those who work, mothers of white children are much more likely than the mothers of Mexican origin children to work in "white collar" occupations and to work full time.

As a result of these differences in education and labor market position, white children lived in households which enjoyed much higher earnings than the households in which Mexican immigrant or Chicano children lived. While the median income for white households was \$48,000, the median incomes for Mexican immigrant and Chicano households were only \$23,104 and \$28,500 respectively. Regardless of the specific measure of income, the result is the same: white children live in households which have much higher levels of income than the households of children of Mexican origin. This situation is made worse by the fact that Mexican immigrant and Chicano households contain more people than white households; as a result, per capita income differences between Mexican origin and white households are more dramatic than differences in household income. While white households have median incomes of almost \$11,000 per person, Mexican immigrant households have median incomes of only about \$3,300 per person and Chicano households have median incomes of about \$5,000 per person.

Regardless of ethnicity, children's chances of making each of the observed educational transitions are strongly associated with their family background, as Figures 2 through 5 show. Children with parents who are better educated or who work in managerial or professional occupations and children whose parents make more money are considerably more likely than other children to succeed in completing a given year of high school. Unfortunately for Mexican

origin children, their parents are less likely to work in profession or managerial occupations and tend to make less money than white children's parents; furthermore, even within each Census occupational category, Mexican origin children's parents earn less than white children's parents.

Table 2 contains the results of a series of models which include terms for parents' education, household income, parents' occupations, and household structure. As expected, among all three ethnic groups, children with parents who are better educated, who hold better jobs, and who earn more money are more likely than other children to succeed in making the observed transitions. The most striking result of the models presented in Table 2 is the reduced magnitude of the coefficients for the ethnicity terms. In the models in Table 1 which contained only ethnicity and gender as independent variables, Mexican immigrant and Chicano children were less than half as likely as white children to have made each of the observed transitions. Holding constant these household structure and social background variables, Mexican origin children are at much less of a disadvantage relative to white children. For example, all else constant, Chicano children who have completed grade 10 are equally as likely as white children to have completed grade 11 by age 18. In short, a majority of the observed gap between white and Mexican origin children in the likelihood of making these educational transitions can be attributed to differences in social and economic background.

Migration History and Age at Immigration

The 1990 PUMS captures respondents' migration histories by comparing where they lived in 1985 to where they currently live. In this paper, children were placed into one of three categories: those who have moved from another country since 1985, those who have moved from another community within the United States since 1985, and those who have not moved outside of their community since 1985. There is one immediate problem with this approach. Specifically, the relevant variables do not capture any child's entire migration history; it is

impossible to distinguish children who have moved once from those who have moved several times. Furthermore, if a child lives in the same community as in 1985 but lived elsewhere between 1985 and 1990, this is not reflected in the data.

In any case, and for obvious reasons, Mexican immigrant children are much more likely to have moved from abroad since 1985. However, a sizeable fraction of these Mexican immigrant children live in the same community as in 1985, and relatively few have moved within the United States. Many Chicanos and whites are still living in the same community or house as in 1985, but a significant proportion of each group has moved within the United States over this time period. In sum, there is a great deal of mobility among members of all three groups of children.

Unfortunately, the variable which reports Mexican immigrants' "year of immigration" in the 1990 PUMS is seriously limited in its usefulness; the categories tabulated do not allow analysts to determine exact year of immigration. Instead, groups of years are reported; for example, an immigrant may have come to the United States "Before 1950," "1950 to 1959," "1960 to 1964," and so on through "1987 to 1990." In order to make this a continuous variable, I have randomly allocated an exact year for each case, thus introducing a small error in age at immigration: for example, if a child came to the United States between 1965 and 1969, then a year between 1965 and 1969 (inclusive) was randomly selected as the "year" of immigration. More than half of all Mexican immigrants in this sample came to the United States before they reached age 7. Beyond age 7, however, the distribution of ages at immigration is fairly smooth.

As Table 3 demonstrates, there is some connection between migration history and school transition success in these data. Mexican origin children who migrated between 1985 and 1990 are at a disadvantage relative to those Mexican origin children who have not migrated; this is especially true for Mexican immigrant children who have moved from Mexico since 1985.

Looking at the connection between age at immigration and school transition completion, Mexican immigrant children who came to the United States before age 9 are at an advantage relative to those children who immigrated later in their lives. Table 3 also shows that even after holding constant these migration history variables, Mexican immigrant and Chicano children are still at a considerable disadvantage relative to white children. For example, among children who have completed grade 9 and who are old enough to have completed grade 10, Mexican immigrant children are only 36 percent as likely as white children to have completed grade 10.

Table 4 reports the results of a series of models which include migration history and social background characteristics as independent variables; in short, this model is designed to show the independent effects of the migration history variables, net of the effects of social background characteristics. As Table 4 shows, the effects of migration history which were observed in Table 3 persist even after social background factors are held constant. Even after considering the array of social background characteristics, Mexican immigrant children who migrated to the United States since 1985 or who immigrated after age 9 (regardless of what year they immigrated) are significantly less likely than other children to have successfully completed these transitions.

English Language Ability and Household Linguistic Isolation

As discussed earlier, English language ability, school segregation patterns, tracking, ethnic discrimination, and cultural, social, or aspirational differences are the primary factors hypothesized to uniquely affect the educational attainment of Mexican origin children, above and beyond those factors discussed above. Again, there are no variables in the 1990 PUMS which measure tracking, ethnic discrimination, or cultural, social, or aspirational differences. These issues will have to be left for other analyses with more complete data sets.

I do have measures of English language ability. The Census Bureau defines linguistic isolation as follows: "A household in which no person age 14 years or over speaks only English

and no person age 14 or over who speaks a language other than English speaks English 'Very Well' is classified as 'linguistically isolated.'" In these data, 32.4 percent of Mexican immigrant children live in households which are considered to be linguistically isolated; in contrast, 4.2 percent of Chicano children and only 0.1 percent of white children live under similar circumstances. Of course, nearly all white children and their parents speak only English. But for Mexican immigrants, the story is quite different; more than half of the Mexican immigrant children in this sample speak English well or very well, while nearly two-thirds of their parents speak English not well or not at all. In the sample of Chicanos, about 80 percent of the children and more than half of their parents speak English well or very well. The difference between Mexican origin children and their parents makes sense, since the children have spent a larger proportion of their lives in the United States. As expected, among Mexican origin children, those who speak English very well or who speak only English are more likely to have made these transitions than children who speak English less fluently.

The models in Table 5 include terms for ethnicity, gender, children's English language ability, household linguistic isolation, and parents' English language ability as independent variables. The coefficients for ethnicity in this model remain quite similar to those in the baseline model; in other words, holding constant all of these aspects of language ability, Mexican origin children are still at a large and statistically significant disadvantage relative to white children. Nonetheless, there is still a strong association between children's English language ability and their odds of successfully completing these transitions. Children who do not speak English at all or who do speak English but not well are at an obvious disadvantage relative to children who speak only English. For example, for a child who has completed grade 9 but who does not speak English, the odds of having completed grade 12 are less than half of the odds for English-only speakers.

The coefficients for household linguistic isolation in this model indicate that, even after the English language ability of children and parents is controlled, there is a negative consequence of living in a linguistically isolated household. I interpret this to mean that even if a child does not speak English fluently, he or she is better off if at least one person in the household speaks English very well.

Table 6 presents a series of models which include terms for social background characteristics, parents' and children's English language ability, and household linguistic isolation. This model is designed to show the effects of English language ability factors net of the effects of social background characteristics. As Table 6 shows, the effects observed in the models in Table 5 are changed only modestly by the inclusion of social background variables. As in the models which included only children's and parents' English language ability and household linguistic isolation as independent variables, in these models children who do not speak English well or who live in households which are defined as linguistically isolated are less likely to succeed in making these transitions.

Table 7 describes a series of models which include migration history, English language ability, and household linguistic isolation as independent variables. The table shows that in general, the effects of migration history, English language ability, and household linguistic isolation remain the same in these models as they were in simpler models. After controlling for migration history variables, children who do not speak English well or who live in linguistically isolated homes are less likely than other children to succeed. Likewise, after controlling for English language ability and household linguistic isolation, children who came to the United States since 1985 and children who immigrated after age 9 are also at a relative disadvantage. The most notable exception to this observation is that unlike in earlier models, children who have completed grade 10 and who live in linguistically isolated households are no less likely than other

children to have completed grade 11. In short, these data do not support the claim that the educational disadvantages associated with poor English language ability are attributable to the fact that many children who have difficulty with English are recent immigrants; nor do the data support the often heard claim that the educational disadvantages associated with recent immigration are attributable to many immigrants' poor English language skills.

Assessing the Independent Influences of Each of These Factors

Table 8 describes the results of my final logistic regression models; the purpose of this model is to statistically compare the independent impact of each of the discussed causes of the educationally disadvantaged position of Mexican origin children, net of the impact of each of the other causes. The first notable finding is that even after all of the many factors included in the model are held constant, Mexican origin children are still less likely than white children to have made these transitions. For example, even after statistically controlling for social background characteristics, migration history, and English language ability, Mexican immigrant children who have completed grade 9 and who are old enough to have completed grade 12 are only two-thirds as likely as similar white children to have completed grade 12. This leaves open the possibility that issues discussed above but not addressed in my empirical analyses, like discrimination, school segregation, differences in aspirations, and others, play significant roles in creating and maintaining the observed inequalities in educational attainment.

Turning to the models in Table 8, holding all else constant, children who live in households which are headed by women or unmarried individuals are less likely than other children to have made these individual transitions. Furthermore, the effect of household size is negative for each transition observed. Also in the full model, the association between household income and the successful completion of transitions is strongly and significantly positive. Likewise, the effects of parents' education and occupation are substantively the same as they were

in the models which contained only these social background variables as independent variables.

The independent effects of children's English language ability are different than they were when these effects were considered in isolation. Specifically, for the final three transitions, the full model indicates that the association between English language ability and the odds of having successfully completed these three transitions is inconsistent and unconvincing. For the first transition, the effects of not speaking English well or of not speaking English at all are still significant and negative; for example, all else constant, among children who have completed grade 9 and who do not speak English, the odds of having completed grade 10 are only half as great as they are among children who only speak English. However for later transitions the pattern is not so clear.

The effects of parents' language ability were not large in the model which contained only English language ability variables, and they are even smaller in the full model. I see no consistent or significant relationship between mothers' or fathers' English language ability and children's likelihood of having completed these four transitions. On the other hand, in the full model there are still fairly significant negative effects on children's likelihood of having completed these transitions of living in a household which is linguistically isolated. For example, among children who have completed grade 11, those who live in households which are linguistically isolated are only 74 percent as likely as other children to have completed grade 12.

Finally, in the full model the negative association between school transition probabilities and migration within the United States persists. All else constant, children who moved from one community to another between 1985 and 1990 are less likely to have made these transitions. On the other hand, in the full model the evidence regarding the association between age at immigration and school success is mixed: in the final transition (grade 11 to grade 12) and in the overall transition from grade 9 to grade 12, age at immigration has no significant effects on the

odds of completing the transition. For the earlier transitions, however, children who immigrated after age 9 are at a disadvantage relative to other children.

Discussion and Conclusions

By way of conclusion, I will review each of the major explanations for the educationally disadvantaged position of Mexican origin children; in this review, I will discuss how the quantitative analyses in this paper either support or refute each of these explanations. Finally, I will consider which of these explanations seem to have "survived" the tests of empirical verification, and I will try to develop a more comprehensive explanation for the educational situation of Mexican origin children.

A clear finding in this paper is that social background factors play a large role in determining the education success of children from different ethnic origins. Given the frequency of this finding in the social stratification literature, this should come as no surprise. Parents' education, household income, household size, and the gender and marital status of the household head were found to have major effects on educational success as measured in the logistic regression analyses. This finding remained true even after other variables, like English language ability and migration history, were held constant. In other words, these social background variables have strong and consistent independent effects on the educational success of all children.

The research I reviewed in the beginning of this paper indicated that moving during the schooling years has detrimental effects on children's schooling outcomes, and that these effects are more severe at different points in children's educational careers. First in models which considered only migration history, and then in the models which considered migration history in conjunction with language ability and social background, I found that children who had migrated within the United States between 1985 and 1990 were less successful than non-migrants at making the observed educational transitions. Although Fligstein and Fernandez (1985)

operationalized "migration history" in a somewhat different way, they also came to the conclusion that migration history has independent effects on educational attainment.

However, I found mixed evidence regarding the association between age at immigration to the United States and school success, especially once language ability and social background were held constant. This seems to partially refute the findings made by Inbar (1977), Neidert and Tienda (1981), and Fligstein and Fernandez (1985) that there is a systematic association between age at immigration and school success.. However, it is not true, as Inbar (1977) and Veltman (1988) conclude, that the observed association between age at immigration and school success, to the extent that it exists, is due to factors relating to English language ability. As Table 7 showed, the effects of migration history and age at immigration were significant even after English language ability was held constant; their effects appeared weaker only after social background factors were also held constant (in Table 8).

As has been found by numerous other researchers, children who cannot speak English well are at a disadvantage in school. Using these data, I was able to confirm that children who are not fluent in English are at a relative disadvantage, but I could not evaluate different theories about why this association might exist. Furthermore, once social background factors were taken into consideration, children's English language ability had generally smaller and often statistically insignificant effects on the dependent variables in the logistic regression models. This finding lends support to the conclusion, reached by numerous researchers (Carliner 1975; Taft 1979; Fligstein and Fernandez 1985; Jones 1987; Bean and Tienda 1987; Tienda 1988), that language ability has little or no independent effect on educational attainment net of social background characteristics.

However, no matter what variables I held constant, including English language ability and social background factors, the negative effect of living in a linguistically isolated household was

impressive. In all, for a child who has completed grade 9 and who lives in a linguistically isolated household, the odds of having completed grade 12 were 24 percent less than the odds for other children. This suggests that some processes, occurring within households, which foster children's educational development are disrupted when no adult in the household speaks English effectively.

In the end, based on the hypothesized explanations which I was able to examine, I find that social background factors are the overwhelming force behind the educationally disadvantaged position of Mexican origin children. While recent migration and deficits in English language ability negatively affect many Mexican origin children, these factors do relatively little to explain the gap in educational attainment between white and Mexican origin children. The effects of parents' education, household income, and household structure on educational attainment are powerful; given the social background disadvantages suffered by many Mexican origin children, it is no surprise that they do not match the educational attainments of white children. The negative repercussions of deficits in English language ability, while powerful on their own, are at least partially surmountable by children who come from advantaged backgrounds; they appear to be largely insurmountable by children from disadvantaged backgrounds. How some advantaged children overcome the negative influences of English language difficulties is an important and relatively unexplored area of research.

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Table 1.

Logistic Regression Model: The Association Between Ethnicity, Gender, and School Transition Likelihoods, 1990

	P(10 9), Age=17+		P(11 10), Age=18+		P(12 11), Age=19+		P(12 9), Age=19+	
	Beta	B/S.E. Exp(B)	Beta	B/S.E. Exp(B)	Beta	B/S.E. Exp(B)	Beta	B/S.E. Exp(B)
Intercept Term	3.55	(194.31)	2.90	(175.79)	1.69	(129.42)	1.40	(120.93)
<i>Ethnicity</i>								
Mexican Immigrant	-1.56	(71.49)	0.21		-1.08	(50.28)	0.34	
Chicano	-0.91	(33.39)	0.40		-0.63	(23.29)	0.53	
<i>Gender</i>								
Female	0.31	(10.56)	1.36		0.34	(12.67)	1.40	
Female X Mexican Immigrant	0.05	(1.46)	1.05		-0.03	(0.73)	0.98	
Female X Chicano	0.09	(2.06)	1.09		-0.16	(3.88)	0.85	
Scaled Deviance	163,456		142,193		154,020		192,526	
Degrees of Freedom	20,908		13,919		8,039		8,880	
N	20,914		13,925		8,045		8,886	

SOURCE: Census of Population and Housing, 1990: Public Use Microdata A Sample

DEFINITION OF ETHNIC CATEGORIES: 1) Mexican Immigrant: Born in Mexico, of Mexican Descent; 2) Non-Hispanic White: Born in U.S., White, and not of Hispanic Origin; 3) Chicano: Born in U.S., of Mexican Descent.

NOTE: P(X|Y) = The Probability of Having Completed Grade X, Given the Completion of Grade Y, by the Indicated Age EXCLUDED CATEGORY: White Males

Table 2.
Logistic Regression Model: The Association Between Ethnicity, Gender, Social Origin
Characteristics, and School Transition Likelihoods, 1990

	P(10 9), Age=17+			P(11 10), Age=18+			P(12 11), Age=19+			P(12 9), Age=19+		
	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)
Intercept Term	0.47	(7.71)		0.89	(12.59)		-1.10	(14.00)		-1.96	(27.18)	
<i>Ethnicity and Gender</i>												
Mexican Immigrant	-0.30	(10.08)	0.74	-0.06	(2.16)	0.94	-0.15	(5.61)	0.86	-0.18	(7.63)	0.84
Chicano	-0.10	(3.10)	0.91	0.04	(1.25)	1.04	-0.15	(6.16)	0.86	-0.11	(4.99)	0.89
Female	0.32	(10.89)	1.38	0.36	(13.52)	1.44	0.53	(23.75)	1.70	0.47	(23.85)	1.60
Female X Mexican Immigrant	0.03	(0.93)	1.03	-0.03	(0.83)	0.97	-0.07	(2.38)	0.93	0.01	(0.22)	1.01
Female X Chicano	0.09	(2.09)	1.10	-0.17	(4.07)	0.84	0.16	(4.36)	1.17	0.15	(4.68)	1.16
<i>Household Structure</i>												
Household Size (# of Persons)	-0.07	(19.53)	0.94	-0.10	(28.70)	0.90	-0.09	(26.40)	0.91	-0.11	(35.94)	0.89
Nonrelatives in HH? (Yes=1)	-0.06	(2.53)	0.94	-0.04	(1.69)	0.96	0.05	(2.32)	1.06	-0.03	(1.75)	0.97
Household Head is Female	-0.22	(7.41)	0.80	-0.25	(8.10)	0.78	-0.28	(9.84)	0.76	-0.26	(10.30)	0.77
Household Head is Unmarried	0.03	(1.11)	1.03	-0.02	(0.52)	0.98	-0.01	(0.44)	0.99	0.02	(1.01)	1.02
<i>Fathers' Educational Attainment</i>												
Grade 9-11	0.00	(0.03)	1.00	-0.10	(3.62)	0.91	-0.21	(8.72)	0.81	-0.17	(7.90)	0.85
High School Diploma	0.48	(15.43)	1.62	0.04	(1.25)	1.04	0.14	(5.35)	1.15	0.20	(8.56)	1.22
At Least Some College	0.62	(20.26)	1.85	0.27	(9.35)	1.32	0.18	(7.30)	1.20	0.27	(12.19)	1.31
<i>Mothers' Educational Attainment</i>												
Grade 9-11	0.11	(4.85)	1.12	0.08	(3.39)	1.08	-0.12	(5.68)	0.89	-0.08	(4.13)	0.92
High School Diploma	0.45	(16.53)	1.57	0.39	(14.28)	1.47	0.49	(20.73)	1.63	0.51	(24.32)	1.66
At Least Some College	0.76	(24.42)	2.13	0.69	(22.67)	1.99	0.77	(30.00)	2.16	0.82	(36.14)	2.27
<i>Household Income</i>												
Ln(Household Income)	0.23	(47.27)	1.25	0.17	(28.25)	1.19	0.23	(32.49)	1.26	0.28	(41.93)	1.32

Continued...

Table 2. (Continued...)
 Logistic Regression Model: The Association Between Ethnicity, Gender, Social Origin
 Characteristics, and School Transition Likelihoods, 1990

Continued...	P(10 9), Age=17+			P(11 10), Age=18+			P(12 11), Age=19+			P(12 9), Age=19+		
	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)
<i>Fathers' Occupation</i>												
Managerial, Professional	0.06	(1.29)	1.06	0.38	(8.59)	1.46	0.35	(9.07)	1.42	0.43	(12.68)	1.54
Technical, Sales, Administrative	-0.09	(2.09)	0.92	0.16	(3.78)	1.17	0.07	(1.79)	1.07	0.15	(4.54)	1.16
Service	-0.22	(5.69)	0.80	0.01	(0.24)	1.01	-0.11	(2.87)	0.90	-0.06	(1.82)	0.94
Farming, Forestry	-0.15	(3.92)	0.86	0.07	(1.78)	1.07	-0.01	(0.39)	0.99	0.04	(1.22)	1.04
Precision Production	-0.02	(0.68)	0.98	0.06	(1.66)	1.06	-0.01	(0.28)	0.99	0.06	(2.11)	1.06
Operator, Laborer	-0.13	(3.98)	0.88	0.04	(1.01)	1.04	-0.11	(3.38)	0.90	-0.06	(2.17)	0.94
Military	0.43	(1.36)	1.54	-0.30	(1.39)	0.74	-0.77	(3.86)	0.46	-0.63	(3.47)	0.53
<i>Mothers' Occupation</i>												
Managerial, Professional	0.21	(5.90)	1.23	0.08	(2.37)	1.08	0.12	(4.18)	1.12	0.09	(3.59)	1.09
Technical, Sales, Administrative	0.18	(6.91)	1.20	-0.10	(3.96)	0.90	0.11	(4.83)	1.11	0.12	(6.00)	1.13
Service	0.13	(6.34)	1.14	-0.29	(13.60)	0.74	-0.02	(0.92)	0.98	-0.01	(0.44)	0.99
Farming, Forestry	0.28	(8.00)	1.32	0.02	(0.56)	1.02	-0.09	(2.70)	0.91	0.05	(1.82)	1.06
Precision Production	-0.07	(1.70)	0.93	-0.22	(4.88)	0.80	-0.30	(7.44)	0.74	-0.25	(6.90)	0.78
Operator, Laborer	0.04	(2.02)	1.04	0.09	(3.42)	1.09	-0.08	(3.47)	0.93	-0.05	(2.48)	0.95
Military	3.17	(0.66)	23.76	2.65	(0.91)	14.11	aliased			aliased		
Scaled Deviance	157,247			137,593			147,193			181,510		
Degrees of Freedom	20,883			13,894			8,015			8,856		
N	20,914			13,925			8,045			8,886		

SOURCE: Census of Population and Housing, 1990: Public Use Microdata A Sample
 DEFINITION OF ETHNIC CATEGORIES: 1) Mexican Immigrant: Born in Mexico, of Mexican Descent; 2) Non-Hispanic White: Born in U.S., White, and not of Hispanic Origin; 3) Chicano: Born in U.S., of Mexican Descent.
 NOTE: P(X|Y) = The Probability of Having Completed Grade X, Given the Completion of Grade Y, by the Indicated Age
 EXCLUDED CATEGORY: White Males Living in Households Which are Headed by Married Males and Which contain no Non-Relatives; For Parents' Education, Excluded Category is "Less Than Grade 9;" For Parents' Occupation, Excluded Category is "No Occupation."

Table 3.

Logistic Regression Model: Association Between Migration History and School Transition Likelihoods, 1990

Intercept Term	P(10 9), Age=17+			P(11 10), Age=18+			P(12 11), Age=19+			P(12 9), Age=19+		
	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)
<i>Ethnicity</i>												
Mexican Immigrant	-1.01	(22.98)	0.36	-0.59	(11.99)	0.55	-1.13	(27.76)	0.32	-1.19	(32.55)	0.31
Chicano	-0.93	(33.80)	0.40	-0.66	(24.28)	0.52	-0.86	(38.79)	0.42	-0.92	(46.09)	0.40
<i>Gender</i>												
Female	0.31	(10.61)	1.36	0.35	(12.92)	1.41	0.51	(23.24)	1.66	0.45	(23.79)	1.57
Female X Mexican Immigrant	0.03	(0.94)	1.03	-0.05	(1.34)	0.96	-0.07	(2.23)	0.94	0.00	(0.14)	1.00
Female X Chicano	0.09	(2.07)	1.09	-0.16	(3.91)	0.85	0.13	(3.63)	1.14	0.12	(4.02)	1.13
<i>Migration History</i>												
Moved Within U.S., 1985–1990	-0.18	(12.52)	0.83	-0.42	(28.30)	0.66	-0.29	(22.10)	0.75	-0.36	(31.14)	0.70
<i>Age at Immigration from Mexico</i>												
Age 0–4	-0.17	(3.96)	0.84	-0.01	(0.17)	0.99	-0.04	(0.87)	0.96	0.02	(0.66)	1.03
Age 5–9	-0.30	(6.96)	0.74	-0.40	(8.07)	0.67	-0.06	(1.55)	0.94	-0.07	(1.96)	0.93
Age 10–14	-0.77	(17.60)	0.46	-0.83	(16.26)	0.44	-0.38	(8.66)	0.68	-0.55	(14.03)	0.58
Age 15–20	-1.22	(28.00)	0.30	-0.92	(17.77)	0.40	-0.24	(5.32)	0.79	-0.63	(16.28)	0.53
Scaled Deviance	161,338			140,300			153,318			190,573		
Degrees of Freedom	20,903			13,914			8,034			8,875		
N	20,914			13,925			8,045			8,886		

SOURCE: *Census of Population and Housing, 1990: Public Use Microdata A Sample*

DEFINITION OF ETHNIC CATEGORIES: 1) Mexican Immigrant: Born in Mexico, of Mexican Descent; 2) Non–Hispanic White: Born in U.S., White, and not of Hispanic Origin; 3) Chicano: Born in U.S., of Mexican Descent.

NOTE: P(X|Y) = The Probability of Having Completed Grade X, Given the Completion of Grade Y, by the Indicated Age

EXCLUDED CATEGORY: White Males Who Did Not Migrate Between 1985 and 1990; for Age at Immigration, Excluded

Category is "Never Migrated from Mexico."

Table 4.

Logistic Regression Model: Association Between Social Background Characteristics, Ascriptive Characteristics, Migration History, and School Transition Likelihoods, 1990

	P(10 9), Age=17+			P(11 10), Age=18+			P(12 11), Age=19+			P(12 9), Age=19+		
	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)
Intercept Term	0.06	(9.43)	1.06	-1.01	(12.95)	0.37	-1.76	(24.44)	0.17	1.06	(14.86)	2.87
<i>Ethnicity</i>												
Mexican Immigrant	0.02	(3.54)	1.02	-0.08	(1.75)	0.93	-0.02	(0.48)	0.98	0.31	(5.92)	1.37
Chicano	-0.10	(3.33)	0.90	-0.17	(7.00)	0.84	-0.14	(6.27)	0.87	0.00	(0.16)	1.00
<i>Gender</i>												
Female	0.32	(10.84)	1.38	0.54	(24.41)	1.71	0.48	(24.21)	1.61	0.37	(14.04)	1.44
Female X Mexican Immigrant	0.02	(0.63)	1.02	-0.08	(2.62)	0.92	-0.01	(0.34)	0.99	-0.05	(1.32)	0.96
Female X Chicano	0.09	(2.02)	1.09	0.16	(4.29)	1.17	0.15	(4.69)	1.16	-0.17	(4.20)	0.84
<i>Fathers' Educational Attainment</i>												
Grade 9-11	0.03	(1.07)	1.03	-0.21	(9.08)	0.81	-0.15	(7.29)	0.86	-0.08	(2.92)	0.93
High School Diploma	0.54	(17.31)	1.71	0.14	(5.72)	1.15	0.22	(10.05)	1.25	0.08	(2.69)	1.08
At Least Some College	0.66	(21.83)	1.93	0.19	(7.79)	1.21	0.29	(13.27)	1.34	0.32	(10.90)	1.37
<i>Mothers' Educational Attainment</i>												
Grade 9-11	0.12	(5.50)	1.13	-0.12	(5.82)	0.88	-0.08	(4.32)	0.92	0.09	(3.57)	1.09
High School Diploma	0.46	(16.93)	1.58	0.49	(21.39)	1.64	0.51	(25.70)	1.67	0.40	(14.63)	1.48
At Least Some College	0.78	(25.18)	2.18	0.78	(31.04)	2.17	0.84	(38.09)	2.31	0.70	(23.48)	2.02
<i>Household Structure</i>												
Household Size (# of Persons)	-0.06	(19.00)	0.94	-0.09	(24.65)	0.92	-0.11	(35.00)	0.90	-0.09	(25.56)	0.91
Nonrelatives in HH? (Yes=1)	0.02	(0.70)	1.02	0.06	(2.40)	1.06	0.00	(0.20)	1.00	-0.01	(0.31)	0.99
Household Head is Female	-0.18	(6.20)	0.84	-0.27	(9.37)	0.77	-0.24	(9.28)	0.79	-0.22	(7.05)	0.80
Household Head is Unmarried	0.05	(1.96)	1.06	0.03	(1.30)	1.03	0.08	(3.54)	1.09	0.06	(2.04)	1.06
<i>Household Income</i>												
Ln(Household Income)	0.21	(43.67)	1.24	0.22	(31.64)	1.25	0.26	(39.41)	1.30	0.16	(25.70)	1.17

Continued...

Table 4. (Continued...)
 Logistic Regression Model: Association Between Social Background Characteristics, Ascriptive Characteristics,
 Migration History, and School Transition Likelihoods, 1990

	P(10 9), Age=17+			P(11 10), Age=18+			P(12 11), Age=19+			P(12 9), Age=19+		
	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)
<i>Fathers' Occupation</i>												
Managerial, Professional	0.06	(1.45)	1.07	0.36	(9.47)	1.43	0.45	(13.12)	1.56	0.39	(8.76)	1.48
Technical, Sales, Administrative	-0.06	(1.37)	0.95	0.07	(2.00)	1.08	0.16	(4.94)	1.17	0.18	(4.19)	1.19
Service	-0.18	(4.82)	0.83	-0.08	(-2.05)	0.93	-0.02	(0.69)	0.98	0.07	(1.70)	1.07
Farming, Forestry	-0.12	(3.32)	0.88	0.01	(0.22)	1.01	0.08	(2.34)	1.08	0.11	(2.81)	1.12
Precision Production	-0.03	(0.78)	0.97	-0.01	(0.12)	1.00	0.07	(2.28)	1.07	0.06	(1.72)	1.06
Operator, Laborer	-0.14	(4.09)	0.87	-0.11	(3.28)	0.90	-0.06	(2.18)	0.94	0.04	(1.03)	1.04
Military	0.44	(13.89)	1.56	-0.68	(3.41)	0.51	-0.50	(2.80)	0.60	-0.26	(1.20)	0.77
<i>Mothers' Occupation</i>												
Managerial, Professional	0.18	(5.14)	1.20	0.11	(4.15)	1.12	0.08	(3.42)	1.09	0.07	(2.18)	1.08
Technical, Sales, Administrative	0.15	(5.79)	1.16	0.11	(4.91)	1.11	0.11	(5.63)	1.12	-0.11	(4.24)	0.90
Service	0.13	(6.21)	1.14	-0.01	(0.45)	0.99	0.00	(0.04)	1.00	-0.27	(12.29)	0.76
Farming, Forestry	0.24	(6.99)	1.27	-0.11	(3.18)	0.90	0.02	(0.67)	1.02	0.02	(0.54)	1.02
Precision Production	-0.13	(3.02)	0.88	-0.30	(7.58)	0.74	-0.27	(-7.97)	0.76	-0.26	(6.01)	0.77
Operator, Laborer	0.00	(0.00)	1.00	-0.08	(3.42)	0.93	-0.06	(3.03)	0.94	0.08	(3.30)	1.09
Military	3.08	(0.64)	21.85	aliased		1.00		aliased		2.51	(0.86)	12.34
<i>Migration History</i>												
Moved Within U.S., 1985-1990	-0.15	(10.00)	0.86	-0.26	(18.97)	0.77	-0.32	(26.25)	0.73	-0.37	(24.53)	0.69
<i>Age at Immigration from Mexico</i>												
Age 0-4	-0.12	(2.75)	0.89	0.00	(0.08)	1.00	0.08	(2.18)	1.09	0.05	(0.88)	1.05
Age 5-9	-0.25	(5.79)	0.78	0.01	(0.24)	1.01	0.03	(0.79)	1.03	-0.31	(6.10)	0.74
Age 10-14	-0.69	(15.73)	0.50	-0.28	(6.30)	0.76	-0.43	(10.70)	0.65	-0.71	(13.90)	0.49
Age 15-20	-1.12	(25.49)	0.33	-0.12	(2.58)	0.89	-0.49	(12.13)	0.62	-0.79	(15.29)	0.45
Scaled Deviance	155,466			146,700			180,115			136,149		
Degrees of Freedom	20,878			8,010			8,851			13,889		
N	20,914			8,045			8,886			13,925		

Table 5.

Logistic Regression Model: The Association Between English Language Ability and School Transition Likelihoods, 1990

Intercept Term	P(10 9), Age=17+			P(11 10), Age=18+			P(12 11), Age=19+			P(12 9), Age=19+		
	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)
	3.80	(122.28)		2.99	(87.69)		1.97	(60.31)		1.70	(59.54)	
<i>Ethnicity</i>												
Mexican Immigrant	-1.25	(34.72)	0.29	-0.91	(24.99)	0.40	-1.13	(35.49)	0.32	-1.24	(44.00)	0.29
Chicano	-0.95	(27.59)	0.39	-0.58	(16.74)	0.56	-0.84	(29.20)	0.43	-0.86	(33.72)	0.42
<i>Gender</i>												
Female	0.31	(10.66)	1.36	0.34	(12.83)	1.41	0.50	(22.97)	1.65	0.44	(23.40)	1.56
Female X Mexican Immigrant	0.02	(0.58)	1.02	-0.03	(0.79)	0.97	-0.05	(1.63)	0.95	0.03	(0.97)	1.03
Female X Chicano	0.09	(2.03)	1.09	-0.17	(4.07)	0.84	0.11	(3.21)	1.12	0.11	(3.47)	1.11
<i>English Language Ability</i>												
Speaks English Very Well	-0.01	(0.30)	0.99	0.08	(2.64)	1.08	0.14	(5.39)	1.15	0.15	(6.58)	1.16
Speaks English Well	-0.44	(12.64)	0.64	-0.37	(10.27)	0.69	-0.35	(10.67)	0.71	-0.45	(15.74)	0.64
Speaks English Not Well	-1.08	(29.20)	0.34	-0.63	(15.36)	0.53	-0.36	(8.96)	0.70	-0.57	(16.48)	0.57
Does Not Speak English	-1.58	(35.09)	0.21	-0.60	(9.95)	0.55	-0.26	(4.24)	0.77	-0.81	(16.02)	0.45
<i>Household Linguistic Isolation</i>												
Linguistically Isolated	-0.25	(9.92)	0.78	-0.09	(2.97)	0.92	-0.28	(7.93)	0.75	-0.30	(11.42)	0.74

Continued...

Table 5. (Continued)
 Logistic Regression Model: The Association Between English Language Ability and School Transition Likelihoods, 1990

	P(10 9), Age=17+		P(11 10), Age=18+		P(12 11), Age=19+		P(12 9), Age=19+	
	Beta	B/S.E. Exp(B)	Beta	B/S.E. Exp(B)	Beta	B/S.E. Exp(B)	Beta	B/S.E. Exp(B)
<i>Mothers' English Language Ability</i>								
Speaks English Very Well	0.21	(6.71)	1.23	(6.16)	0.82	(4.97)	0.88	(8.35)
Speaks English Well	0.17	(5.32)	1.19	(11.95)	0.66	(2.49)	0.93	(4.68)
Speaks English Not Well	0.21	(7.34)	1.23	(6.32)	0.81	(8.18)	0.79	(8.58)
Does Not Speak English	-0.06	(2.01)	0.95	(12.10)	0.67	(9.59)	0.75	(14.12)
<i>Fathers' English Language Ability</i>								
Speaks English Very Well	0.06	(2.24)	1.06	(9.52)	1.30	(7.40)	1.20	(10.04)
Speaks English Well	0.08	(3.15)	1.09	(13.84)	1.47	(9.51)	1.27	(14.20)
Speaks English Not Well	0.13	(5.38)	1.14	(13.88)	1.43	(3.82)	1.10	(8.79)
Does Not Speak English	-0.01	(0.20)	0.99	(10.11)	1.38	(5.88)	1.20	(8.78)
Scaled Deviance	158,353		140,649		152,382		188,975	
Degrees of Freedom	20,895		13,906		8,026		8,867	
N	20,914		13,925		8,045		8,886	

SOURCE: Census of Population and Housing, 1990: Public Use Microdata A Sample
 DEFINITION OF ETHNIC CATEGORIES: 1) Mexican Immigrant: Born in Mexico, of Mexican Descent; 2) Non-Hispanic White: Born in U.S., White, and not of Hispanic Origin; 3) Chicano: Born in U.S., of Mexican Descent.
 NOTE: P(X|Y) = The Probability of Having Completed Grade X, Given the Completion of Grade Y, by the Indicated Age
 EXCLUDED CATEGORY: White Males Who Only Speak English and Who Live in Households Which are Not Linguistically Isolated; For Parents' English Language Ability, Excluded Category is "Only Speaks English."

Table 6.

Logistic Regression Model: Association Between Social Background Characteristics, Ascriptive Characteristics, Language Ability, and School Transition Likelihoods, 1990

	P(10 9), Age = 17+			P(11 10), Age = 18+			P(12 11), Age = 19+			P(12 9), Age = 19+		
	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)
Intercept Term	0.73	(10.61)	2.08	1.01	(12.61)	2.74	-0.74	(8.51)	0.48	-1.56	(19.50)	0.21
<i>Ethnicity</i>												
Mexican Immigrant	-0.38	(9.72)	0.68	-0.18	(4.51)	0.84	-0.39	(11.30)	0.67	-0.42	(13.23)	0.66
Chicano	-0.31	(8.30)	0.73	-0.05	(1.50)	0.95	-0.35	(11.23)	0.71	-0.31	(11.04)	0.73
<i>Gender</i>												
Female	0.32	(11.17)	1.38	0.36	(13.85)	1.43	0.53	(24.09)	1.70	0.47	(24.68)	1.60
Female X Mexican Immigrant	0.01	(0.19)	1.01	-0.03	(0.98)	0.97	-0.08	(2.50)	0.93	0.01	(0.22)	1.01
Female X Chicano	0.08	(1.70)	1.08	-0.17	(4.20)	0.84	0.13	(3.62)	1.14	0.13	(4.02)	1.14
<i>Fathers' Educational Attainment</i>												
Grade 9-11	0.09	(3.68)	1.10	0.00	(0.10)	1.00	-0.15	(6.25)	0.86	-0.08	(3.68)	0.92
High School Diploma	0.57	(17.50)	1.77	0.17	(5.63)	1.19	0.23	(8.33)	1.25	0.31	(12.92)	1.36
At Least Some College	0.71	(22.81)	2.03	0.43	(13.84)	1.54	0.28	(10.73)	1.32	0.41	(17.70)	1.50
<i>Mothers' Educational Attainment</i>												
Grade 9-11	0.11	(4.96)	1.12	0.10	(4.02)	1.10	-0.13	(5.68)	0.88	-0.06	(3.22)	0.94
High School Diploma	0.51	(18.04)	1.66	0.44	(16.11)	1.54	0.54	(22.67)	1.72	0.59	(27.28)	1.81
At Least Some College	0.82	(26.52)	2.28	0.71	(23.01)	2.04	0.82	(31.38)	2.26	0.89	(38.20)	2.44
<i>Household Structure</i>												
Household Size (# of Persons)	-0.05	(16.36)	0.95	-0.10	(27.22)	0.91	-0.09	(26.00)	0.91	-0.11	(34.69)	0.89
Nonrelatives in HH? (Yes = 1)	0.06	(2.46)	1.06	-0.03	(1.04)	0.97	0.07	(2.89)	1.07	0.00	(0.00)	1.00
Household Head is Female	-0.26	(8.70)	0.77	-0.16	(4.76)	0.85	-0.25	(8.28)	0.78	-0.21	(8.12)	0.81
Household Head is Unmarried	0.13	(4.54)	1.14	0.04	(1.32)	1.04	0.04	(1.57)	1.04	0.09	(3.72)	1.10

Continued...

Table 6. (Continued...)
 Logistic Regression Model: Association Between Social Background Characteristics, Ascriptive Characteristics,
 Language Ability, and School Transition Likelihoods, 1990

	P(10 9), Age=17+			P(11 10), Age=18+			P(12 11), Age=19+			P(12 9), Age=19+		
	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)
<i>Fathers' Occupation</i>												
Managerial, Professional	0.09	(2.00)	1.09	0.31	(6.87)	1.36	0.31	(7.87)	1.36	0.37	(10.97)	1.45
Technical, Sales, Administrative	-0.06	(1.48)	0.94	0.09	(1.98)	1.09	0.02	(0.61)	1.02	0.09	(2.76)	1.10
Service	0.18	(4.62)	1.20	-0.07	(1.74)	0.93	-0.13	(3.50)	0.88	-0.12	(3.61)	0.89
Farming, Forestry	-0.08	(2.08)	0.92	-0.02	(0.38)	0.98	-0.06	(1.47)	0.95	-0.02	(0.47)	0.98
Precision Production	-0.02	(0.42)	0.99	-0.04	(0.95)	0.96	-0.07	(2.09)	0.93	-0.02	(0.77)	0.98
Operator, Laborer	-0.15	(4.26)	0.86	-0.08	(2.16)	0.92	-0.19	(5.29)	0.83	-0.16	(5.62)	0.85
Military	0.35	(1.09)	1.42	-0.40	(1.85)	0.67	-0.88	(4.40)	0.42	-0.74	(4.09)	0.48
<i>Mothers' Occupation</i>												
Managerial, Professional	0.13	(3.83)	1.14	0.08	(2.32)	1.08	0.11	(4.07)	1.12	0.08	(3.38)	1.08
Technical, Sales, Administrative	0.10	(3.68)	1.10	-0.10	(4.05)	0.90	0.11	(4.77)	1.11	0.11	(5.38)	1.11
Service	0.04	(1.77)	1.04	-0.28	(12.91)	0.76	-0.03	(1.60)	0.97	-0.03	(1.50)	0.97
Farming, Forestry	0.22	(6.17)	1.24	0.04	(1.00)	1.04	-0.10	(2.82)	0.91	0.06	(1.99)	1.06
Precision Production	-0.26	(5.95)	0.77	-0.26	(5.70)	0.77	-0.33	(8.25)	0.72	-0.31	(8.59)	0.73
Operator, Laborer	-0.09	(3.91)	0.92	0.06	(2.56)	1.07	-0.11	(5.00)	0.90	-0.09	(4.74)	0.91
Military	3.10	(0.65)	22.20	2.67	(0.92)	14.44	aliased			aliased		
<i>Household Income</i>												
Ln(Household Income)	0.21	(41.40)	1.23	0.16	(26.07)	1.17	0.21	(29.79)	1.24	0.26	(38.10)	1.29
<i>English Language Ability</i>												
Speaks English Very Well	0.38	(12.00)	1.47	0.35	(11.16)	1.41	0.47	(16.79)	1.60	0.55	(22.16)	1.74
Speaks English Well	-0.08	(2.14)	0.93	-0.07	(1.81)	0.94	0.01	(0.26)	1.01	-0.02	(0.60)	0.98
Speaks English Not Well	-0.71	(18.21)	0.49	-0.32	(7.42)	0.73	-0.03	(0.79)	0.97	-0.19	(5.11)	0.83
Does Not Speak English	-1.22	(26.07)	0.30	-0.23	(3.67)	0.80	0.18	(2.84)	1.20	-0.31	(5.94)	0.73

Continued...

Table 6. (Continued...)
 Logistic Regression Model: Association Between Social Background Characteristics, Ascriptive Characteristics,
 Language Ability, and School Transition Likelihoods, 1990

	P(10 9), Age=17+		P(11 10), Age=18+		P(12 11), Age=19+		P(12 9), Age=19+		
	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)
<i>Household Linguistic Isolation</i>									
Linguistically Isolated	-0.19	(7.52)	0.83	-0.10	(3.33)	0.90	-0.28	(9.13)	0.75
<i>Mothers' English Language Ability</i>									
Speaks English Very Well	0.25	(7.81)	1.28	-0.13	(4.03)	0.88	-0.11	(3.86)	0.90
Speaks English Well	0.25	(7.44)	1.29	-0.29	(8.26)	0.75	0.06	(1.67)	1.06
Speaks English Not Well	0.38	(12.60)	1.46	0.01	(0.18)	1.01	-0.01	(0.33)	0.99
Does Not Speak English	0.16	(5.31)	1.18	-0.19	(5.14)	0.83	-0.03	(0.94)	0.97
<i>Fathers' English Language Ability</i>									
Speaks English Very Well	-0.21	(6.30)	0.81	0.10	(3.33)	1.11	0.08	(2.90)	1.09
Speaks English Well	-0.08	(2.26)	0.93	0.29	(8.37)	1.34	0.22	(7.10)	1.25
Speaks English Not Well	0.03	(0.88)	1.03	0.32	(9.35)	1.37	0.12	(3.55)	1.12
Does Not Speak English	-0.02	(0.61)	0.98	0.36	(9.00)	1.43	0.25	(6.73)	1.28
Scaled Deviance	152,857			136,490			145,761		178,445
Degrees of Freedom	20,870			13,881			8,002		8,843
N	20,914			13,925			8,045		8,886

SOURCE: Census of Population and Housing, 1990: Public Use Microdata A Sample
 DEFINITION OF ETHNIC CATEGORIES: 1) Mexican Immigrant: Born in Mexico, of Mexican Descent; 2) Non-Hispanic White: Born in U.S., White, and not of Hispanic Origin; 3) Chicano: Born in U.S., of Mexican Descent.
 NOTE: P(X|Y) = The Probability of Having Completed Grade X, Given the Completion of Grade Y, by the Indicated Age

Table 7.

Logistic Regression Model: Association Between Language Ability, Migration History, and School Transition Likelihoods, 1990

	P(10 9), Age=17+			P(11 10), Age=18+			P(12 11), Age=19+			P(12 9), Age=19+		
	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)
Intercept Term	3.85	(120.49)		3.11	(88.50)		2.08	(62.56)		1.82	(62.29)	
<i>Ethnicity</i>												
Mexican Immigrant	-0.99	(18.98)	0.37	-0.51	(8.83)	0.60	-1.09	(22.54)	0.34	-1.12	(26.03)	0.32
Chicano	-0.94	(27.29)	0.39	-0.56	(16.11)	0.57	-0.84	(29.13)	0.43	-0.85	(33.23)	0.43
<i>Gender</i>												
Female	0.31	(10.69)	1.37	0.35	(13.07)	1.42	0.51	(23.38)	1.67	0.46	(23.99)	1.58
Female X Mexican Immigrant	0.01	(0.39)	1.01	-0.04	(1.30)	0.96	-0.06	(1.87)	0.95	0.01	(0.31)	1.01
Female X Chicano	0.09	(2.03)	1.09	-0.17	(4.11)	0.84	0.11	(3.16)	1.12	0.11	(3.50)	1.11
<i>English Language Ability</i>												
Speaks English Very Well	-0.03	(0.90)	0.97	0.06	(1.88)	1.06	0.14	(5.43)	1.15	0.14	(6.25)	1.15
Speaks English Well	-0.43	(12.17)	0.65	-0.31	(8.63)	0.73	-0.36	(10.89)	0.70	-0.43	(15.03)	0.65
Speaks English Not Well	-1.00	(26.29)	0.37	-0.51	(12.02)	0.60	-0.42	(10.20)	0.66	-0.55	(15.37)	0.58
Does Not Speak English	-1.48	(31.59)	0.23	-0.45	(7.24)	0.64	-0.36	(5.71)	0.70	-0.80	(15.18)	0.45
<i>Household Linguistic Isolation</i>												
Linguistically Isolated	-0.22	(8.53)	0.81	-0.03	(1.12)	0.97	-0.30	(9.84)	0.74	-0.28	(10.76)	0.75
<i>Mothers' English Language Ability</i>												
Speaks English Very Well	0.19	(6.29)	1.21	-0.21	(6.61)	0.81	-0.13	(5.01)	0.87	-0.21	(8.92)	0.81
Speaks English Well	0.15	(4.52)	1.16	-0.45	(13.10)	0.64	-0.07	(2.34)	0.93	-0.15	(5.51)	0.86
Speaks English Not Well	0.19	(6.70)	1.21	-0.22	(6.63)	0.81	-0.21	(7.47)	0.81	-0.21	(8.48)	0.81
Does Not Speak English	-0.08	(2.91)	0.92	-0.45	(13.37)	0.64	-0.30	(9.65)	0.74	-0.41	(15.14)	0.67

Continued...

Table 7. (Continued)

Logistic Regression Model: Association Between Language Ability, Migration History, and School Transition Likelihoods, 1990

	P(10 9), Age=17+			P(11 10), Age=18+			P(12 11), Age=19+			P(12 9), Age=19+		
	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)
<i>Fathers' English Language Ability</i>												
Speaks English Very Well	0.04	(1.58)	1.04	0.20	(7.21)	1.22	0.15	(6.14)	1.16	0.17	(8.03)	1.19
Speaks English Well	0.05	(1.84)	1.05	0.30	(10.63)	1.35	0.20	(7.66)	1.22	0.25	(11.22)	1.29
Speaks English Not Well	0.11	(4.78)	1.12	0.31	(11.87)	1.36	0.07	(2.84)	1.07	0.15	(6.79)	1.16
Does Not Speak English	-0.02	(0.77)	0.98	0.31	(9.59)	1.36	0.15	(5.05)	1.17	0.20	(7.49)	1.22
<i>Migration History</i>												
Moved Within U.S., 1985-1990	-0.20	(13.90)	0.82	-0.43	(28.48)	0.65	-0.29	(21.50)	0.75	-0.37	(31.39)	0.69
<i>Age at Immigration from Mexico</i>												
Age 0-4	-0.12	(2.65)	0.89	0.01	(0.10)	1.01	-0.02	(0.56)	0.98	0.04	(1.04)	1.04
Age 5-9	-0.19	(4.29)	0.83	-0.36	(7.08)	0.70	0.00	(0.10)	1.00	0.00	(0.03)	1.00
Age 10-14	-0.33	(7.21)	0.72	-0.62	(12.06)	0.54	-0.11	(2.48)	0.89	-0.22	(5.52)	0.80
Age 15-20	-0.45	(9.68)	0.64	-0.64	(11.88)	0.53	0.17	(3.62)	1.19	-0.12	(2.77)	0.89
Scaled Deviance	158,024			139,338			151,803			187,860		
Degrees of Freedom	20,890			13,901			8,021			8,862		
N	20,914			13,925			8,045			8,886		

SOURCE: Census of Population and Housing, 1990: Public Use Microdata A Sample

DEFINITION OF ETHNIC CATEGORIES: 1) Mexican Immigrant: Born in Mexico, of Mexican Descent; 2) Non-Hispanic White: Born in U.S., White, and not of Hispanic Origin; 3) Chicano: Born in U.S., of Mexican Descent.

NOTE: P(X|Y) = The Probability of Having Completed Grade X, Given the Completion of Grade Y, by the Indicated Age

EXCLUDED CATEGORY: White Males Who Only Speak English and Who Live in Households Which are Not Linguistically Isolated; For Parents' English Language Ability, Excluded Category is "Only Speaks English;" For Migration History, Excluded Category is "No Migration, 1985-1990;" For Age at Immigration, Excluded Category is "Never Migrated from Mexico."

Table 8.

Logistic Regression Model: Association Between Social Background Characteristics, Ascriptive Characteristics, Language Ability, Migration History, and School Transition Likelihoods, 1990

	P(10 9), Age=17+			P(11 10), Age=18+			P(12 11), Age=19+			P(12 9), Age=19+		
	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)
Intercept Term	0.76	(10.85)		1.09	(13.38)		-0.67	(7.57)		-1.44	(17.99)	
<i>Ethnicity</i>												
Mexican Immigrant	-0.18	(3.21)	0.84	0.12	(1.98)	1.12	-0.43	(8.43)	0.65	-0.41	(8.88)	0.67
Chicano	-0.31	(8.23)	0.73	-0.06	(1.65)	0.94	-0.36	(11.65)	0.70	-0.32	(11.33)	0.73
<i>Gender</i>												
Female	0.32	(10.86)	1.38	0.36	(13.44)	1.44	0.54	(23.98)	1.71	0.48	(24.19)	1.61
Female X Mexican Immigrant	0.00	(0.06)	1.00	-0.05	(1.37)	0.95	-0.08	(2.72)	0.92	-0.01	(0.28)	0.99
Female X Chicano	0.08	(1.71)	1.08	-0.17	(4.14)	0.84	0.13	(3.61)	1.14	0.13	(4.09)	1.14
<i>Fathers' Educational Attainment</i>												
Grade 9-11	0.10	(3.80)	1.10	0.01	(0.27)	1.01	-0.16	(6.49)	0.85	-0.08	(3.51)	0.93
High School Diploma	0.58	(17.74)	1.79	0.20	(6.34)	1.22	0.22	(7.97)	1.24	0.32	(13.03)	1.37
At Least Some College	0.71	(22.35)	2.04	0.45	(14.36)	1.57	0.27	(10.23)	1.31	0.41	(17.31)	1.51
<i>Mothers' Educational Attainment</i>												
Grade 9-11	0.12	(4.92)	1.12	0.11	(4.52)	1.12	-0.12	(5.65)	0.88	-0.06	(3.09)	0.94
High School Diploma	0.50	(17.70)	1.65	0.44	(15.74)	1.55	0.54	(22.00)	1.72	0.59	(27.16)	1.81
At Least Some College	0.82	(25.92)	2.28	0.73	(23.56)	2.07	0.82	(31.07)	2.27	0.90	(38.44)	2.46
<i>Household Structure</i>												
Household Size (# of Persons)	-0.05	(15.53)	0.95	-0.09	(24.97)	0.91	-0.09	(24.36)	0.92	-0.11	(32.76)	0.90
Nonrelatives in HH? (Yes=1)	0.08	(3.21)	1.08	-0.01	(0.55)	0.99	0.06	(2.35)	1.06	0.00	(0.23)	1.00
Household Head is Female	-0.24	(7.86)	0.79	-0.13	(3.89)	0.88	-0.25	(8.39)	0.78	-0.20	(7.57)	0.82
Household Head is Unmarried	0.14	(4.86)	1.15	0.11	(3.38)	1.11	0.08	(2.88)	1.09	0.14	(5.65)	1.15

Continued...

Table 8. (Continued)
 Logistic Regression Model: Association Between Social Background Characteristics, Ascriptive Characteristics,
 Language Ability, Migration History, and School Transition Likelihoods, 1990

	P(10 9), Age = 17 +			P(11 10), Age = 18 +			P(12 11), Age = 19 +			P(12 9), Age = 19 +		
	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)	Beta	B/S.E.	Exp(B)
<i>Fathers' Occupation</i>												
Managerial, Professional	0.10	(2.15)	1.10	0.32	(7.01)	1.38	0.32	(8.07)	1.37	0.39	(11.14)	1.48
Technical, Sales, Administrative	-0.05	(1.27)	0.95	0.10	(2.34)	1.11	0.02	(0.59)	1.02	0.09	(2.74)	1.10
Service	-0.16	(4.08)	0.85	-0.02	(0.49)	0.98	-0.12	(3.05)	0.89	-0.09	(2.73)	0.91
Farming, Forestry	-0.07	(1.85)	0.93	0.00	(0.10)	1.00	-0.05	(1.28)	0.95	0.00	(0.03)	1.00
Precision Production	-0.01	(0.29)	0.99	-0.03	(0.78)	0.97	-0.07	(2.06)	0.93	-0.02	(0.52)	0.98
Operator, Laborer	-0.14	(4.02)	0.87	-0.07	(1.97)	0.93	-0.18	(5.43)	0.83	-0.16	(5.36)	0.85
Military	0.38	(1.21)	1.47	-0.34	(1.57)	0.71	-0.79	(3.98)	0.46	-0.64	(3.59)	0.53
<i>Mothers' Occupation</i>												
Managerial, Professional	0.13	(3.76)	1.14	0.08	(2.33)	1.08	0.11	(3.97)	1.12	0.08	(3.34)	1.09
Technical, Sales, Administrative	0.10	(3.78)	1.11	-0.10	(3.84)	0.90	0.11	(4.96)	1.12	0.11	(5.67)	1.12
Service	0.05	(2.36)	1.05	-0.25	(11.23)	0.78	-0.03	(1.46)	0.97	-0.01	(0.78)	0.99
Farming, Forestry	0.21	(5.85)	1.23	0.05	(1.25)	1.05	-0.10	(2.95)	0.90	0.05	(1.63)	1.05
Precision Production	-0.26	(6.07)	0.77	-0.28	(6.13)	0.76	-0.32	(7.84)	0.73	-0.31	(8.56)	0.73
Operator, Laborer	-0.09	(3.84)	0.92	0.08	(3.16)	1.08	-0.11	(4.80)	0.90	-0.09	(4.42)	0.92
Military	3.04	(0.63)	20.93	2.53	(0.87)	12.58	aliased			aliased		
<i>Household Income</i>												
Ln(Household Income)	0.21	(40.45)	1.23	0.15	(24.18)	1.16	0.21	(29.86)	1.24	0.25	(37.34)	1.28
<i>English Language Ability</i>												
Speaks English Very Well	0.36	(11.03)	1.43	0.31	(9.65)	1.36	0.46	(16.42)	1.59	0.53	(21.12)	1.71
Speaks English Well	-0.08	(2.05)	0.92	-0.04	(0.95)	0.96	-0.02	(0.44)	0.98	-0.02	(0.61)	0.98
Speaks English Not Well	-0.65	(16.20)	0.52	-0.22	(5.04)	0.80	-0.12	(2.70)	0.89	-0.20	(5.12)	0.82
Does Not Speak English	-1.13	(23.32)	0.32	-0.11	(1.72)	0.90	0.05	(0.74)	1.05	-0.34	(6.16)	0.71

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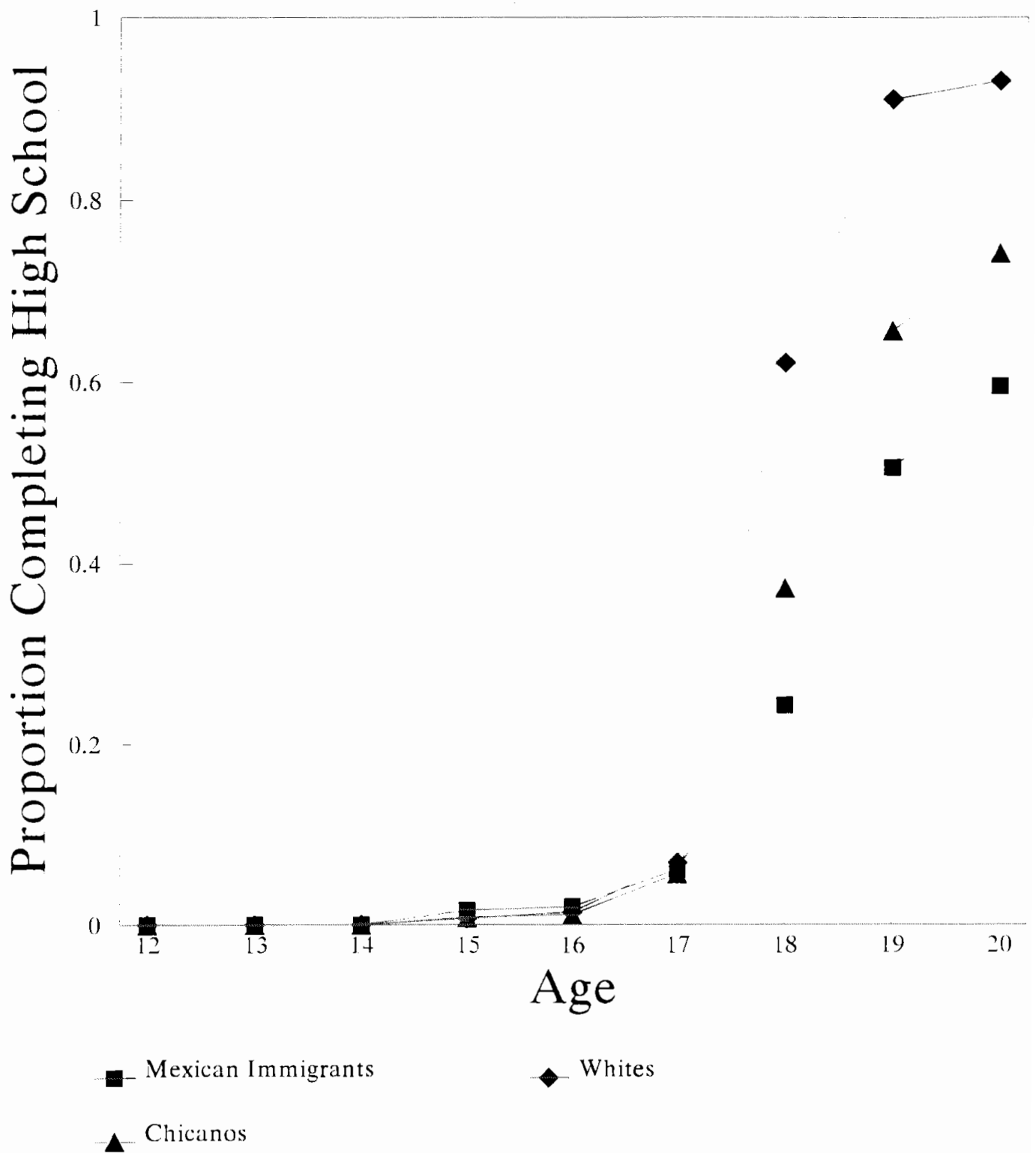
Table 8. (Continued)

Logistic Regression Model: Association Between Social Background Characteristics, Ascriptive Characteristics,
Language Ability, Migration History, and School Transition Likelihoods, 1990

	P(10 9), Age=17+		P(11 10), Age=18+		P(12 11), Age=19+		P(12 9), Age=19+	
	Beta	B/S.E. Exp(B)	Beta	B/S.E. Exp(B)	Beta	B/S.E. Exp(B)	Beta	B/S.E. Exp(B)
<i>Household Linguistic Isolation</i>								
Linguistically Isolated	-0.16	(5.98)	0.86	(1.81)	0.95	(9.77)	-0.30	(10.96)
<i>Mothers' English Language Ability</i>								
Speaks English Very Well	0.24	(7.21)	1.27	(4.44)	0.86	(3.56)	-0.17	(6.69)
Speaks English Well	0.23	(6.63)	1.26	(9.25)	0.72	(2.08)	-0.02	(0.52)
Speaks English Not Well	0.36	(11.65)	1.43	(0.26)	0.99	(0.46)	0.02	(0.88)
Does Not Speak English	0.14	(4.69)	1.15	(6.37)	0.80	(0.79)	-0.11	(3.71)
<i>Fathers' English Language Ability</i>								
Speaks English Very Well	-0.21	(6.12)	0.81	(2.81)	1.10	(2.60)	0.07	(2.61)
Speaks English Well	-0.09	(2.61)	0.91	(7.57)	1.31	(6.42)	0.27	(9.58)
Speaks English Not Well	0.04	(1.09)	1.04	(9.41)	1.39	(3.62)	0.22	(7.97)
Does Not Speak English	-0.02	(0.44)	0.98	(9.99)	1.50	(6.58)	0.34	(10.30)
<i>Migration History</i>								
Moved Within U.S., 1985-1990	-0.17	(11.27)	0.84	(25.42)	0.68	(18.32)	-0.32	(26.41)
<i>Age at Immigration from Mexico</i>								
Age 0-4	-0.07	(1.65)	0.93	(1.12)	1.06	(0.06)	0.08	(2.16)
Age 5-9	-0.18	(3.95)	0.84	(5.44)	0.76	(1.16)	0.07	(1.85)
Age 10-14	-0.30	(6.49)	0.74	(10.62)	0.57	(1.06)	-0.15	(3.69)
Age 15-20	-0.40	(8.57)	0.67	(10.43)	0.57	(5.31)	0.00	(0.03)
Scaled Deviance	152,606		135,410		145,299		177,634	
Degrees of Freedom	20,865		13,876		7,997		8,838	
N	20,914		13,925		8,045		8,886	

Figure 1.

Mexican Immigrant, White, and Chicano Children of Household Heads: Proportion Completing High School, Given the Completion of Grade 9, by Age, 1990



Source: Census of Population and Housing, 1990: Public Use Microdata A Sample

Definitions: 1) Mexican Immigrant: Born in Mexico, of Mexican Descent; 2) Non-Hispanic Whites: Born in U.S., White, and Not of Hispanic Origin; 3) Chicano: Born in U.S., of Mexican Descent.

Figure 2.
 Bivariate Association Between Fathers' Education and the Completion of Grade 10, Given the Completion of Grade 9, Among 17 to 20 year old non-Household Heads, 1990

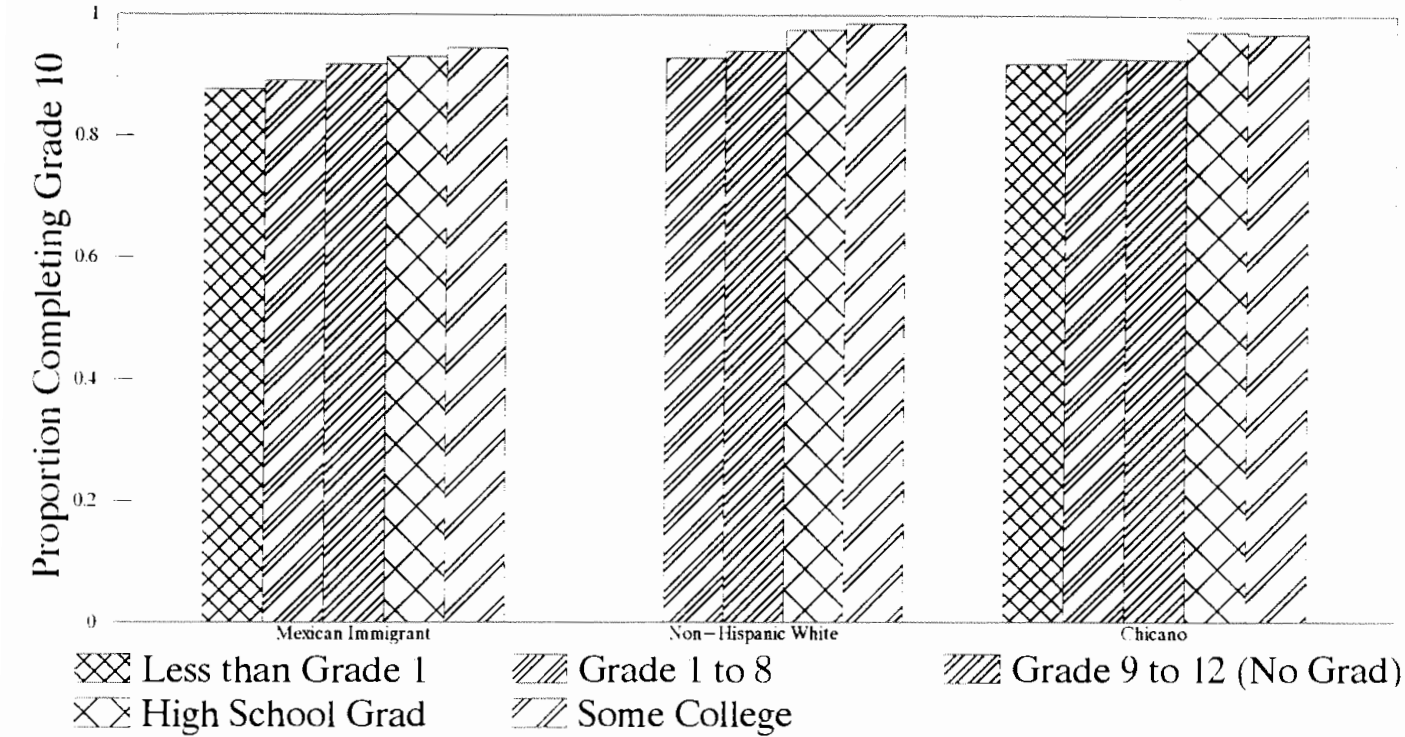
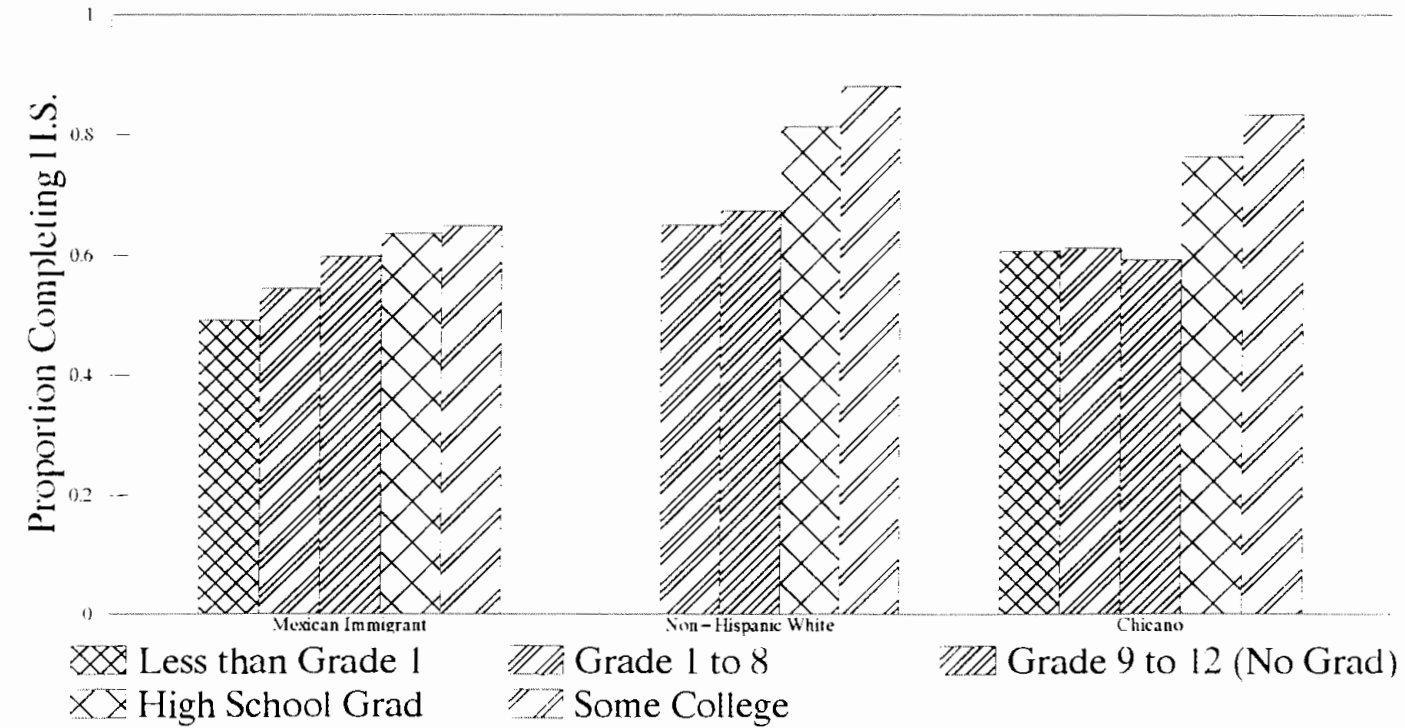


Figure 3.
 Bivariate Association Between Fathers' Education and the Completion of High School, Given the Completion of Grade 9, Among 17 to 20 year old non-Household Heads, 1990



Source: Census of Population and Housing, 1990: Public Use Microdata A Sample
 Definitions: 1) Mexican Immigrant: Born in Mexico, of Mexican Descent; 2) Non-Hispanic Whites: Born in U.S., White, and Not of Hispanic Origin; 3) Chicano: Born in U.S., of Mexican Descent.
 Note: Non-Household Head Respondents Living in Group Quarters are Excluded from Figs. 16 & 17.

Figure 4.

Bivariate Association Between Per Capita Household Income and the Completion of Grade 10, Given the Completion of Grade 9, Among 17 to 20 year old non-Household Heads, 1990

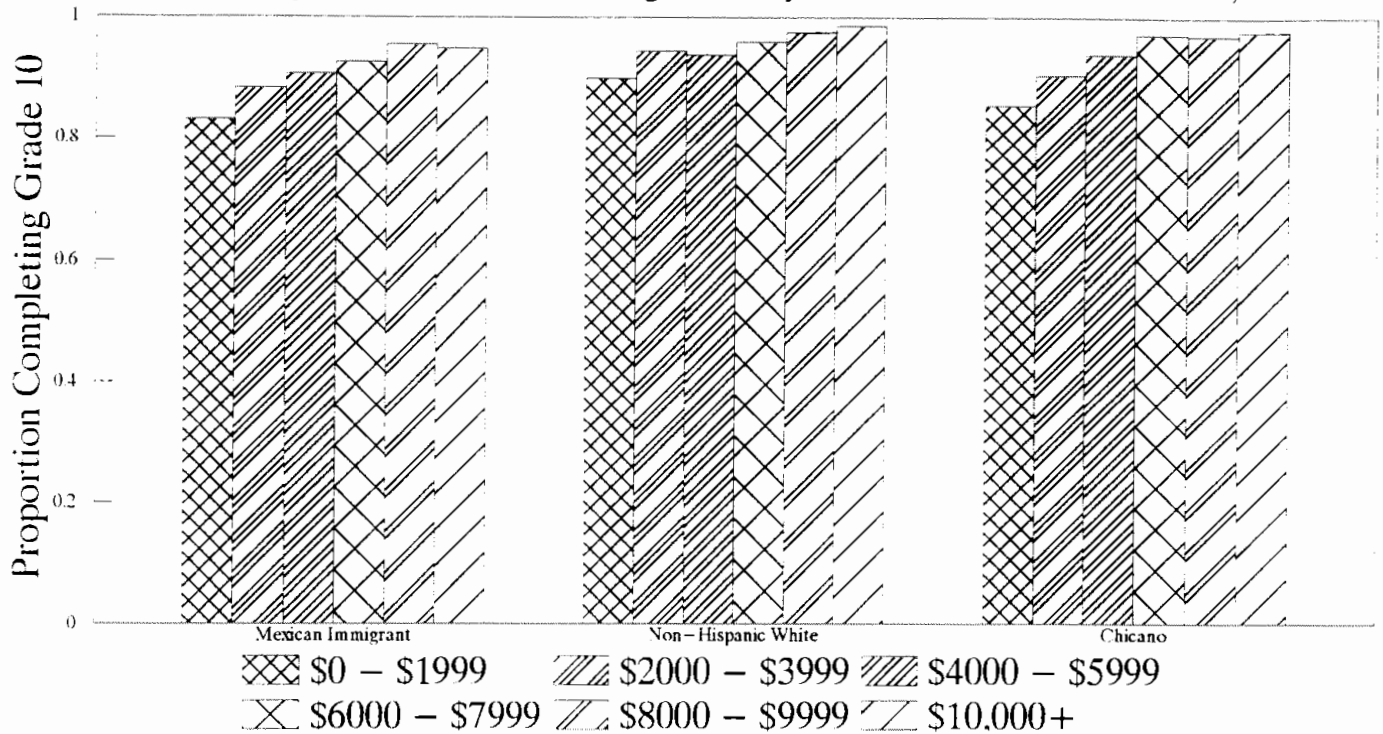
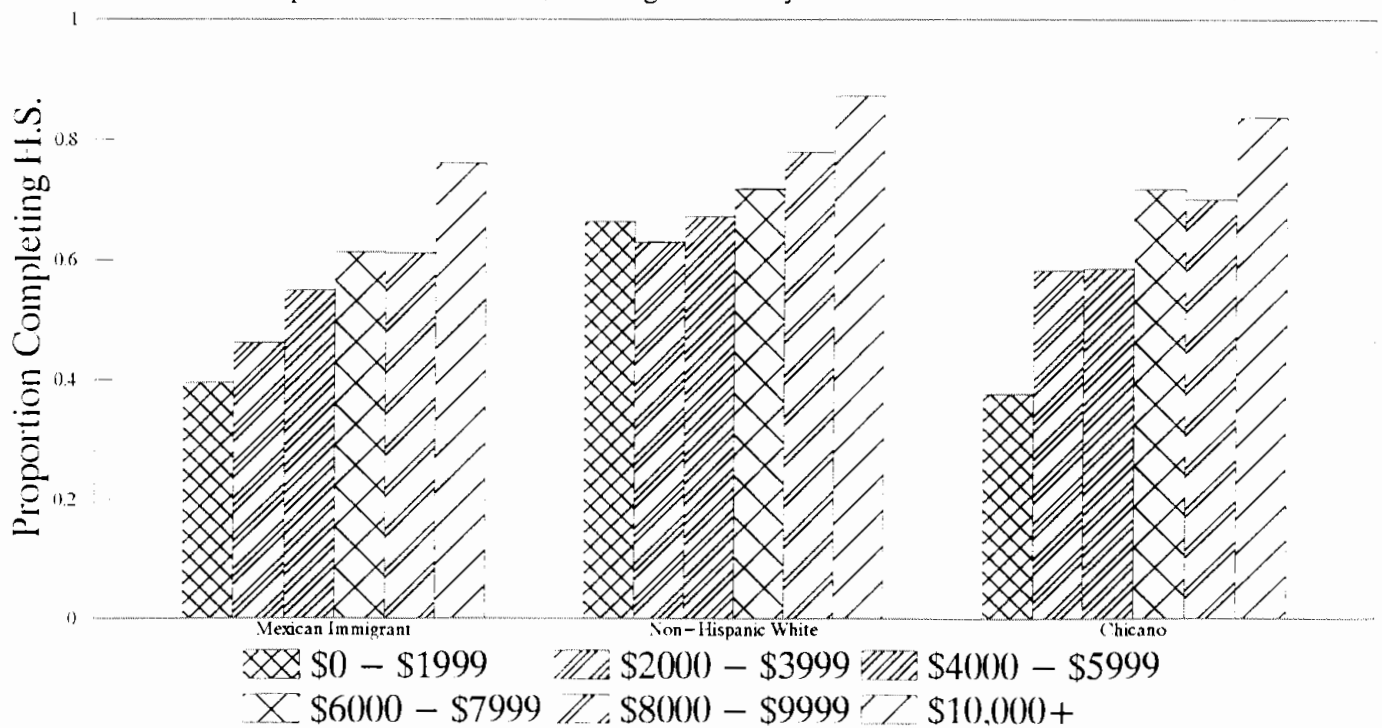


Figure 5.

Bivariate Association Between Per Capita Household Income and the Completion of High School, Given the Completion of Grade 9, Among 17 to 20 year old non-Household Heads, 1990



Source: Census of Population and Housing, 1990: Public Use Microdata A Sample

Definitions: 1) Mexican Immigrant: Born in Mexico, of Mexican Descent; 2) Non-Hispanic Whites: Born in U.S., White, and Not of Hispanic Origin; 3) Chicano: Born in U.S., of Mexican Descent.

Note: Non-Household Head Respondents Living in Group Quarters are Excluded from Figs. 26 & 27.

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