

**2004 AIR/ NPEC DISSERTATION PROPOSAL**

The Effect of the Immigrant Family Experience on College Application and Attendance

Grant Amount Requested: \$15,000

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Principal Investigator

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Authorized Institutional Representative

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Faculty Dissertation Director

## PROJECT SUMMARY

This project will elucidate the relationship between immigrants and their American-born children. How does this intergenerational relationship impact the college application process and college attendance of the immigrant second generation? Ninety recent graduates from an urban high school will be interviewed, 30 from each of three groups: Chinese second generation, Jamaican second generation, and Caucasian-American third or higher generation. One parent of each subject will also be interviewed.

Children of immigrants have varied rates of academic achievement by national origin. The literature on this differential achievement does not account for all the variation between groups. While some family-based explanations are put forth, few delve into parent-child dynamics as an explanatory variable. This study explicitly examines the role of the parent-child relationship in college application and attendance.

The findings from this study will be made available to a wide audience of academics and educational practitioners. This study appeals to and can be published and presented within various areas in sociology: education, immigrant incorporation, and international migration. The results of this study will inform postsecondary institutions in their recruitment of minority students, especially those who are children of immigrants, by describing the obstacles unique to these students. Many students in the study will have taken part in the College Opportunity And Career Help (COACH) Program run out of the Kennedy School of Government. The findings from this research will be integrated into this mentoring program to improve its services to urban and minority high school students. All interview transcripts will be made available to other researchers through the Murray Center, an organization for the sharing of qualitative data.

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## PROJECT DESCRIPTION

### A. Statement of Problem and Variables

The post-1965 wave of immigrants has changed the ethnic, economic, and educational landscape of America. The majority of new immigrants hail from Asia and Latin America. While some groups, notably East Asian immigrants, that is Koreans, Chinese, and Japanese, have attained high socioeconomic status and high levels of education; others, for example Mexican immigrants, have elevated high school dropout rates and low levels of social and economic mobility (Portes and Rumbaut 2001: 242-258). The literature on this differential achievement does not account for all the variation between groups. While some family-based explanations are put forth, few delve into parent-child dynamics as an explanatory variable. Moreover, there is largely unexplored variation within immigrant groups in terms of differential rates of family acculturation and gender-biased viewpoints and actions.

In this country, college is arguably the one post-secondary pathway most associated with the promise of economic and social success. This study investigates family dynamics and their effect on college application and attendance. Many studies use grade point average or standardized test scores when examining educational outcomes; however, college application and attendance are concrete steps toward a financially successful future. This study explicitly examines intergenerational acculturation within families and how that affects the college application process and college admissions.

#### *Alternate explanations*

There are many theories elucidating factors affecting immigrant educational outcomes. Among them are socioeconomic explanations, cultural theories, explanations

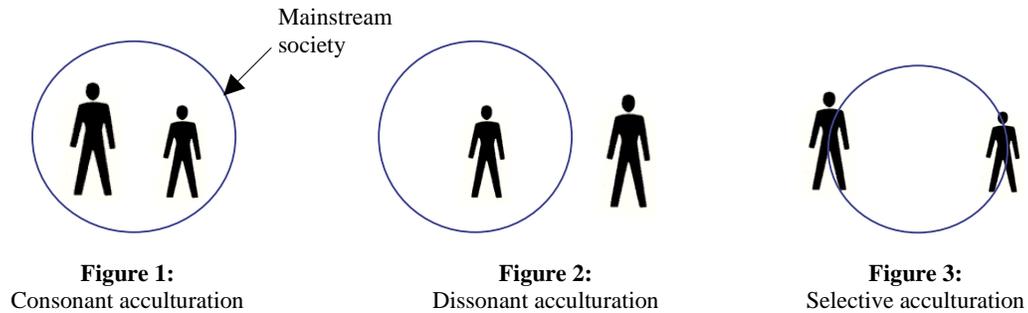
which take sociohistorical context into account, family-based explanations and theories about gender. This study draws upon the rich literature concerning immigrants and educational achievement while focusing on the theory of intergenerational acculturation put forth by Portes and Rumbaut (2001).

*Intergenerational models of acculturation*

Portes and Rumbaut's (2001) intergenerational models of acculturation provide the theoretical framework for this study. They introduce a theoretical framework to understand parent-child dynamics in immigrant families (Portes and Rumbaut, 2001: 53-54). They explain how those dynamics, interacting with contextual factors such as racial discrimination, urban subcultures, and labor market opportunities, can affect the child's social, academic, and economic outcomes.

They created three ideal type relationships between parents and child. First, consonant acculturation (see Figure 1) describes the situation in which both the parents and the child abandon their native culture and assimilate to the dominant American culture. A variant of this is the situation in which parents and child resist acculturation and remain rooted within their ethnic community. Portes and Rumbaut hypothesize that these families are most likely to return to their home countries. Second, dissonant acculturation (see Figure 2) occurs when the child abandons his native culture in favor of integration into the American mainstream while parents lag behind. This situation can lead to intergenerational conflict. If the parents do not have ties to the ethnic community, role reversal is possible wherein the parents rely upon their child to interact with institutions and others in society. Lastly, selective acculturation (see Figure 3) is a

situation in which both parents and child maintain ties to their native culture while also learning the English language and American customs.



Researchers have found strong associations between continued contact with ethnic communities and academic achievement (Bankston and Zhou 1995, Portes and Hao 2002). Portes and Rumbaut (2001: 52) predict little intergenerational conflict and fluent bilingualism for the children in the selective acculturation situation.

#### *Empirical test of the model*

Portes and Rumbaut (2001: 24) test their model using data from their Children of Immigrants Longitudinal Study (CILS), a national sample of Asian and Latin American second-generation youth. They measure dissonant acculturation by limited bilingualism, a state in which the respondent is fluent in one language and has poor command of another (Portes and Rumbaut 2001: 116) and parent-child cultural conflict, a measure of the difference in viewpoints and frequency of arguments between parents and child. Using this measure and controlling for other background variables, they found a strong negative influence of dissonant acculturation on middle school grade point average. Dissonant acculturation retains its consistently strong negative effect on grade point average through high school. On the other hand, selective acculturation, indexed by

fluent bilingualism and the presence of co-ethnic friendships, has a strong positive effect on middle school grades. This effect is not significant for high school grades. Thus, there is some empirical evidence bolstering their models of intergenerational acculturation.

However, Portes and Rumbaut's measures of dissonant and selective acculturation are limited to language acquisition and weak indices. The degree of parent-child cultural conflict is an expected outcome, but in this analysis it is treated as an indicator variable. If families have dissonant acculturation, then according to Portes and Rumbaut, parent-child conflict should occur. However, this relationship is not empirically tested. It is assumed that the relationship exists and parent-child conflict is used as an indicator for dissonant acculturation. In addition, the presence of co-ethnic friendships measures the child's level of acculturation, but not the parents'. In order to assess the family model of acculturation, information about the parents' co-ethnic friendships should be a factor. By using an interview format and asking specifically about the parents' and child's involvement with both the ethnic community and dominant American society, the proposed research will be able to clearly and directly define the types of intergenerational acculturation and their effects on educational aspirations and attainment.

### *Research questions*

1. In what way are the models of consonant, dissonant, and selective acculturation useful concepts to understand parent-child relationships in Chinese American and Jamaican American families? In what way are the models inadequate?
2. Using college application and attendance as the educational outcome variables, do young adults have the expected outcomes with respect to their type of intergenerational acculturation?
3. Is the type of intergenerational acculturation related to ethnicity or gender?

4. How is the matching of intergenerational acculturation and college decision-making process affected by gender?

### *Variables*

Analytical categories relevant to the research question have been determined from the literature. In terms of parent-child interactions, the models of intergenerational acculturation – consonant, dissonant, and selective (Portes and Rumbaut 2001) – will be used as a framework for analysis. Drawing from grounded theory (Glaser and Strauss 1967: 170-172), the researchers are open to the emergence of categories from the data and the continual revision of categories as the data demands. Moreover, an open-mindedness concerning the generation of substantive theory will mark the analysis of the data.

The unit of analysis for this study will shift between family unit and racial/ethnic group. Within-group variation due to gender or type of intergenerational acculturation may emerge from the data. These findings will be explored. However, group trends for a racial or ethnic group may also emerge. Thus, the data will guide the level of analysis.

Immigrant informants and informants of the immigrant 1.5 and second generation will be asked about their degree of assimilation, specifically their language ability, the ethnicity of their closest friends, the ethnicity of their boyfriend/ girlfriend/ spouse, and their involvement in the ethnic community and ethnic church.

For the Chinese-American informants, native language monolingualism, the presence of co-ethnic friends and a co-ethnic boyfriend/ girlfriend/ spouse, and participation in groups organized around ethnicity will indicate that the informant is not assimilated into mainstream American culture. If the informant is bilingual and some but

not all of the above indicators are present, then the informant is selectively assimilated. And if the informant is monolingual in English, does not have co-ethnic friends or a co-ethnic boyfriend/ girlfriend/ spouse, and does not participate in groups organized around ethnicity, this will indicate that the adolescent is completely assimilated into mainstream American culture.

For the Jamaican-American informants, language ability will not be a telling indicator. English is the official language of Jamaica, so immigrants are already English proficient. The researchers will rely on the other indicators of assimilation to determine the degree of informant assimilation. Of course every informant may not fit into the categories detailed above. The creation of categories or modifications to the existing categories may be necessary.

In terms of the family models of acculturation, the information for each adolescent will be paired with information from their parent. If the two are not assimilated into mainstream American culture or if the two are completely assimilated into mainstream American culture, they exhibit consonant acculturation. If the two vary in their degree of assimilation, they are an example dissonant acculturation. Lastly, if both are selectively assimilated, then their intergenerational acculturation is also selective assimilation. As with the individual-level categories, these typologies may need revision.

The control group of Caucasian parents and adolescents will help the researchers determine if educational outcomes are due to immigrant effects. Informants will be chosen such that socioeconomic status is constant, thus differences between the Caucasian informants and immigrant informants can be attributed to the immigrant

experience. Furthermore, differences between the Jamaican sub-sample and the Chinese sub-sample might be attributed to language effects.

## B. Proposal of Work

### *Participant selection: Adolescents*

There will be two related sub-samples, one of adolescents and another of their parents. The adolescent sample will consist of 90 recent college freshmen:

- 30 Chinese Americans, 1.5 or second generation
- 30 Jamaican Americans, 1.5 or second generation
- 30 Caucasian Americans, third or higher order generation

My informants will come from two immigrant groups and one native group. Students of Chinese and Jamaican descent will constitute the immigrant groups. Adolescents of Chinese descent were chosen for this study because of their high numbers in the area. People of Chinese descent make up the largest Asian ethnic group in Boston, constituting 3.3% of the population. The Jamaicans constitute an interesting sub-sample because they are immigrants yet their native language is English. Thus, differences between groups can be tentatively attributed to immigrant status (when compared to the native sub-sample) or language acquisition (when compared to the Chinese sub-sample).

These student informants will belong to an immigrant family, which is defined as a group consisting of a child and a parent, parents, or a guardian wherein the parent(s)/guardian was born abroad and the child was either born in America or born abroad and immigrated by age 10. Children born in America are considered part of the immigrant second generation. Those children who immigrated by age 10 are classified as belonging to the 1.5 generation (Rumbaut 1991: 61). The third group of adolescents will be Caucasian students who are third or higher order generation in America. They will

represent a comparison group to gauge whether effects are results of uniquely immigrant experiences or simply typical parent-child interactions during adolescence. Within each of the three groups, an equal number of males and females will be selected in order to assess gender differences.

The researchers have selected Charlestown High School's class of 2003 as an appropriate population from which to draw the sample for this study. Charlestown High School is a Boston Public School (BPS) and is one of 17 district high schools. Graduates of this school were chosen in order to control for socioeconomic class. Within the BPS system, 62% of students are eligible for free or reduced lunch based on their families' income levels and, with regard to socioeconomic status, the students of Charlestown High School are a good reflection of the BPS system. In addition, the 2003 graduates of Charlestown High School are an excellent source of subjects who meet the ethnic and immigrant criteria for informants.

*Participant selection: Parents*

To obtain the second set of interviews, that of the parents, adolescent informants will be asked for parental or guardian contact information. It is possible that some adolescent informants will be unwilling to allow the researchers to contact their parents. In this case, the wishes of the adolescent informant will be respected. If the adolescent informants are willing to have their parents interviewed, a letter will be sent to the parent(s) or guardian, the researcher will contact the potential respondents, and an interview will be scheduled. Among the concerns regarding the parent interviews, language barriers and low response rates are most salient. Bilingual interviewers will be used with any informants who are not comfortable speaking English.

The target sample size for the adolescent sample is 90. The target sample size for the parent sample is 90 also, although this may be less due to low response rates.

### *Protocol*

The interview guide will be semi-structured and contain mostly open-ended questions. The interviews should last anywhere from forty minutes to one hour. Participants will be asked to sign a consent form, informing them of their rights and protections. As an incentive for respondents and in gratitude for their time and expertise, the informants will be paid \$20. Written consent will be obtained from each interviewee and interviewee payment will occur before the interview begins.

### *Research Schedule*

Beginning in June 2004, the adolescent sample will be collected. Potential informants will be contacted via telephone and/or email and asked to respond if they are interested in participating in this study. Interviews will take place at the student's school or in public areas near the adolescent's school or home, to maximize the comfort level of the interviewees. The first six of these interviews will be a pilot test, two informants from each of the three groups. Barring radical changes in the interview protocol, respondents in the pilot test will be counted in the final sample. With the PI and an undergraduate research assistant conducting these interviews, they are scheduled to take place through December 2004. Interviews will be transcribed as soon as possible and some initial coding can take place while interviews are still being conducted.

Once we have information about parent informants, those interviews will take place. Projected start date for these interviews is October 2004. These interviews can be near or in the work or home of the respondents. Prior to these interviews, a pilot test will

be conducted with the first two respondents from each ethnic/racial group. The pilot test will consist of six informants. After the parent interview guide has been revised with input from the pilot test, the interviews will commence. Depending on how many parent respondents are willing and able to participate, this portion of the interviewing could take six to nine months since the timing of these interviews is concurrent with continuing and completing the adolescent interviews. It is estimated that interviews will be completed by February 2005.

Although some coding of the transcribed interviews will take place beforehand, the bulk of the coding will occur during Spring 2005. Data analysis and writing will commence Spring 2005. Writing is projected to be completed July 2005.

### *Conclusion*

With an abundance of theories to explain why some immigrant groups fare better than others, unaccounted variation still remains. Socioeconomic, language ability, sociocultural explanations, and the group's cultural model each account for some of the picture. This study delves deeply into the sociocultural explanation and explores the micro level interactions within families. Results from this study will add to the literature about family interaction and intergenerational dynamics as well as differential educational achievement of immigrant groups. The substantive theory that emerges from this study will not be generalizable to all immigrant groups, but can serve as a framework to understand other ethnic groups, as well as the variation within those groups.

### C. Dissemination Plan

Articles resulting from this study will be submitted for publication to *Sociology of Education*, the top sociology journal within the sub-field of education. This journal encourages qualitative research by publishing excellent articles that use interview and ethnographic data. Theoretically, substantively, and methodologically, this journal is a good choice for this research.

After the initial studies are published, all interview transcripts will be made available to other researchers through the Murray Center, an organization for the sharing of qualitative data.

### D. Description of Policy Relevance

Identifying the micro-level factors that affect college application and attendance is a crucial step in the effort to help immigrants and their children become successful. It benefits society to encourage the full intellectual and academic development of each of its members. As a growing number of high school students are immigrants or children of immigrants, the unique experiences of these groups must be addressed so that these students realize their full potential.

### E. Discussion of Innovative Aspects of Project

This study will bring a unique perspective to the literature by focusing on the effects of parent-child dynamics, specifically intergenerational acculturation, on college application and attendance. In addition, the explicit focus on gender will inform the discussion of within-group variability, and will aid in the understanding of gendered family interactions and differential outcomes. The findings from this research will

illuminate the mechanisms of differentiation among those immigrant groups studied as well as differentiation by gender.

Children of immigrants have varied rates of academic achievement by national origin. The literature on this differential achievement does not account for all the variation between groups. While some family-based explanations are put forth, few delve into parent-child dynamics as an explanatory variable. This study examines family dynamics by interviewing adolescents and their parents.

Currently, studies use grade point average, standardized test scores, or educational expectations and aspirations as their outcome variables. However, college attendance is salient when gauging the social and economic mobility of immigrants. A college education is a concrete step toward a financially successful future in this country. This study explicitly examines the role of the parent-child relationship in college application and attendance.

#### F. Discussion of Audience to Whom the Project will be Important

This research will enable teachers, counselors, and personnel in college-preparation programs to better serve immigrant students, especially 1.5 and second-generation women. Many students in the study will have taken part in the College Opportunity And Career Help (COACH) Program run out of the Kennedy School of Government. The findings from this research will be integrated into this mentoring program to improve its services to urban and minority high school students. The majority of the study's participants will be graduates of the Boston Public School (BPS) system in Massachusetts. The results of the study will be of practical use to administrators, teachers, and guidance counselors throughout BPS.

**REFERENCES**

- Bankston, Carl L., and Min Zhou. 1995. "Effects of Minority-Language Literacy on the Academic Achievement of Vietnamese Youths in New Orleans." *Sociology of Education* 68:1-17.
- Glaser, Barney G., and Anselm L. Strauss. 1967. *The Discovery of Grounded Theory: Strategies for qualitative research*. New York: Aldine de Gruyter.
- Portes, Alejandro, and Lingxin Hao. 2002. "The Price of Uniformity: Language, family and personal adjustment in the immigrant second generation." *Ethnic and Racial Studies* 25:889-912.
- Portes, Alejandro, and Rubén Rumbaut. 2001. *Legacies: The story of the immigrant second generation*. Berkeley: University of California Press.
- Rumbaut, Rubén. 1991. "The Agony of Exile: A study of the migration and adaptation of Indochinese refugee adults and children." Pp. 53-91 in *In Refugee children: Theory, research, and practice*, edited by Frederick L. Ahearn, Jr. and Jean Athey. Baltimore: Johns Hopkins University Press.

**BIOGRAPHICAL SKETCH**  
**AUDREY ALFORQUE THOMAS**

In preparation for conducting a qualitative research project, I have taken a qualitative methods course taught by Professor Katherine S. Newman and Professor Prudence L. Carter (Fall 2001). For this course, I conducted a small project examining Harvard Business School and the socialization process of their students. According to the final paper comments, my paper “exhibited [my] solid grasp on asking good research questions, obtaining informative interview data, and bridging the two for solid analysis.” Additional comments said that my paper was “very well done,” “convincing,” and “intriguing.” I am currently a research assistant for Professor Mariko Chang on her project on wealth and gender. I conduct interviews for Professor Chang and analyze those interviews. I am well trained to carry out this project and will benefit professionally from the publications that result from it.

**Professional Preparation**

***University of California, Berkeley***

A.B. Integrative Biology, May 1996

Undergraduate Teaching Fellow

Issues in Medical Ethics, Fall 1994, Fall 1995

Environmental Science, Spring 1994

***California State University, Hayward***

Certificate in Applied Statistics, June 2001

Sampling and Survey Methods (A)

Statistical Packages for Data Analysis (A-)

Statistical Methods for the Social Sciences (A)

Regression Analysis (A)

Research Methodology I (A)

Research Methodology II (A)

***Harvard University, Cambridge, Massachusetts***

Ph.D. Sociology, In Progress

Teaching Fellow

Gender Stratification, Fall 2003

Medical Ethics and Health Policy, appointment Spring 2004

Methods Courses

Qualitative Methods (A-)

Quantitative Methods (A)

Event History Analysis (A-)

***Current Academic Status and Degree Progress***

Sociology General Written Exam, passed September 2002

Coursework, completed May 2003

Research Assistantship Requirement, completed July 2003

Teaching Requirement, will complete Fall 2003  
Qualifying Paper, will complete November 2003  
Sociology General Oral Examination, will complete May 2004  
Dissertation Propsectus, will complete June 2004  
The student currently in good academic standing.

### **Publications**

Barnes, D.B., Alforque, A., & Carter, K. 2000. "Like I Just Got A Death Sentence: Conditions affecting women's reactions to being told their HIV antibody test results and the impact on access to care" *Research in the Sociology of Health Care* (18): 3-33.

### **Research Experience**

#### ***Research Assistant to Professor Mariko Chang, Harvard University***

September 2003- present

Conduct and analyze interviews for a project on gender inequality and wealth.

#### ***Research Assistant to Professor Prudence Carter, Harvard University***

Summer 2003

Performed three extensive literature reviews on race and education, gender inequality in schools, and school desegregation research.

#### ***Research Assistant to Professor Stanley Lieberman, Harvard University***

Summer 2002

Conducted a content analysis of evolutionary biology articles for a project on methodology in the social sciences.

#### ***Research Assistant to Professor Katherine Newman, Harvard University***

Summer 2001

Conducted library research for and edited a book on aging in the inner city. Transcribed and cleaned interviews for a project on school violence.

#### ***Research Assistant, National Institutes of Health, Minority Research Support Program, Hayward, CA***

August 1999- June 2001

Worked under Dr. Donna Barnes on a project focusing on HIV-positive women and their reproductive decision-making processes. Authored papers, presented research findings, and conducted library research using database management programs (EndNote). Used statistical packages (SPSS) and qualitative programs (NUD\*IST) to analyze data.

### **Presentations**

American Sociological Association, Anaheim, CA. 2001.

“Number and Words: Quantitative and qualitative research in sociology”

American Public Health Association, Chicago, IL. 1999.

“Women’s Reactions to Being Told Their HIV Antibody Test Results”

## **Awards**

### ***Harvard University***

Kennedy School of Government, Research Grant, 2003-04  
Sociology Department, Summer Research Grant, 2002 and 2003  
Pre-Doctoral Scholar Summer Internship, 2001

### ***California State University***

Graduate Equity Fellowship, 1999-2000 and 2000-01  
Sally Casanova Pre-Doctoral Scholar, 2000-01

## **Extracurricular Activities**

College Opportunity And Career Help, Kennedy School of Government  
Team Leader, September 2001-present  
Lead a group of Harvard University students in serving Boston Public School students every week during the school year. Coordinate the COACH program at Charlestown High School.

Asian American Civic Association, Boston, MA  
English as a Second Language volunteer tutor, 2002-03

## **Professional Organizations**

American Sociological Association, Student Member, 2000-present  
Sociologists for Women in Society  
Nominations Committee, 2000-2001  
Student Member, 2000-2002  
Section on International Migration  
Student Member, 2002-present

American Public Health Association, Student Member 2000-2002

## **Collaborators and Other Affiliations**

### ***Graduate Advisors***

Harvard University, Sociology Department  
Mary C. Waters, Orlando Patterson, Martin K. Whyte  
Harvard University, Kennedy School of Government  
Christopher Avery  
California State University, Hayward, Sociology Department  
Diane Beeson

### ***Thesis Advisor***

Lily Logan Brown, advised 2002-03  
B.A. Women's Studies, Harvard College, In Progress  
Alrick Sean Edwards, currently advising  
B.A. Economics and Sociology, Harvard College, In Progress

**BIOGRAPHICAL SKETCH  
MARY C. WATERS**

**Professional Preparation:**

B.A. in Philosophy, Johns Hopkins University, 1978  
 M.A. in Sociology, University of California, Berkeley, 1981  
 M.A. in Demography, University of California, Berkeley, 1983  
 Ph.D. in Sociology, University of California, Berkeley, 1986

**Appointments:**

1999- Harvard College Professor, Harvard University  
 1993 - Professor of Sociology, Harvard University  
 1991 - 1993 John L. Loeb Associate Professor of the Social Sciences, Harvard University  
 1986 - 1991 Assistant to Associate Professor, Department of Sociology, Harvard University

**Book Awards for *Black Identities*:** Mira Komarovsky Award for the Best Book Published 1999-2000, Eastern Sociological Society; Otis Dudley Duncan Award for the Best Book in Population, 1999-2000, Section on Population, American Sociological Association; Best Book on Ethnic Incorporation, 2000, American Political Science Association; Best Book on Inequality, 1999-2000, Center for the Study of Inequality, Cornell University

**Teaching Awards**

Harvard College Professorship, 1999, to honor excellence in teaching; George R. Kharl Award for Excellence in Teaching, 1991; Hoopes Award for Excellence in Teaching, 1990, 1996.; Harvard University Extension School, Commendation for Excellent Teaching, 1998, 1989

**Selected Government Service and Professional Consulting**

Testimony Before Congress on Measuring Race and Ethnicity, May 1997, July 1997; Social Science Research Council, Committee on International Migration. Co-Chair, Subcommittee on Fellowships on International Migration. 1993-present.; Member, United States Census Advisory Committee of Professional Associations, 1999-2003; National Academy of Sciences Panel on Demographic and Economic Impacts of Immigration, 1995-97; National Institute of Child Health and Development, National Institutes of Health. Social Sciences and Population Study Section, 1997-1999; Consultant, U.S. Bureau of the Census, Race and Ethnicity Planning Year 2000 Census; Member, U.S. Census Planning Committee on Ancestry for the 1990 Census Consultant, WGBH Radio (The World), Consultant on Radio Coverage of Immigration; Brooklyn Children's Museum, Development of Exhibit on Community, 1994-1998; Strong Museum of History, Rochester, NY, Exhibits on African American History, Immigration, 1994.

### Collaborators

Carolyn Boyes-Watson, Sociology, Suffolk University; Fiona Divine, Sociology, University of Manchester, United Kingdom; Frank Furstenberg, Sociology, University of Pennsylvania; Phillip Kasnitz, Sociology, City University of New York; Peggy Levitt, Sociology, Wellesley College; John Mollenkopf, Political Science, City University of New York; Joel Perlmann, Jerome Levy Economics Institute, Bard College; Ruben Rumbaut, Sociology, Michigan State University; Reed Ueda, History, Tufts University

### Selected Publications

*The New Race Question: How the Census Counts Multiracial Individuals* (with Joel Perlmann). New York: Russell Sage Foundation, 2002.

*Ethnic Options: Choosing Identities in America*, Berkeley: University of California Press, 1990.

*From Many Strands: Ethnic and Racial Groups in Contemporary America* (with Stanley Lieberson). New York: Russell Sage Foundation Census Monograph, 1988, paperback edition, 1990.

“Immigration, Intermarriage and the Challenges of Measuring Racial and Ethnic Identities” *American Journal of Public Health*. Volume 90, number 11 November 2000 pp. 1735-1737.

*The Changing Face of Home: The Transitional Lives of the Second Generation* (with Peggy Levitt). New York: Russell Sage Foundation Press, 2002.

*Black Identities: West Indian Immigrant Dreams and American Realities*. The Russell Sage Foundation and Harvard University Press. 1999. Paperback edition 2001

“Sociology and the Study of Immigration,” *American Behavioral Scientist*, vol. 42, number 9, July 1999, pp. 1264-1267.

“Immigrant Dreams and American Realities: The Causes and Consequences of the Ethnic Labor Market in American Cities,” *Work and Occupations*, vol. 26, number 3, August 1999, pp. 352-364.

*Social Inequalities in Comparative Perspective* (with Fiona Devine). Oxford: Blackwell Publishers, 2003.

“Becoming American/Becoming New Yorkers: The Second Generation in a Majority Minority City” (with Philip Kasnitz and John Mollenkopf) *International Migration Review*, Volume XXXVI, No. 4, Winter 2002, pp. 1020-1036.

“Once Again, Strangers on Our Shores” in Jonathan Rieder, ed. *A Fractious Nation*. University of California Press, 2003.

**BUDGET**

GRANT PROJECT TITLE: The Effect of the Immigrant Family Experience on College Application and Attendance

Personnel		
Principal Investigator	4.5-FTE academic year months @ \$1,700/mo	\$7,650
Total Salaries and Wages		\$7,650
Fringe Benefits		\$0
Travel (AIR Forum)		\$1,000
	Air fare \$500	
	Lodging/food \$500	
Total Benefits and Travel		\$1,000
Other Direct Costs		\$6,300
	Transcribing \$2,700	
	Payment to Human Subjects \$3,600	
Dissemination Costs		\$50
Materials and Supplies		\$0
Total Other Direct Costs		\$6350
<b>TOTAL AMOUNT OF AWARD</b>		<b>\$15,000</b>

**BUDGET JUSTIFICATION****Personnel**

4.5-FTE academic year months at \$1,700 per month (standard stipend for Harvard Sociology Department graduate student)

**\$7,650**

**Benefits and Travel**

Fringe not applicable

Travel to the AIR Forum  
Air fare \$500  
Lodging and food \$500  
**\$1,000**

**Other Direct Costs**

Transcribing Fees  
Transcription services = \$15/hour  
180 interviews lasting 1 hour each  
**\$2700**

Payments to Human Subjects  
Payment to each informant = \$20  
180 informants  
**\$3600**

Dissemination Costs  
Reprints and Reports  
**\$50**

**PENDING SUPPORT**

Proposal Title: The Effect of the Immigrant Family Experience on College Admissions and Attendance

Source of Support: Spencer Foundation

Total Award Amount: \$20,000

Period Covered: 6/1/04 – 6/1/05

Application submitted: October 2003

10-FTE academic year

2-FTE summer

**Currently under review**

### **FACILITIES, EQUIPMENT AND OTHER RESOURCES**

Office space at Harvard University (576 William James Hall) is available for the duration of the project.

The PI has a personal computer to analyze data and a digital voice recorder to record interviews.