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Walden University

2018

Abstract

Assimilation for Hispanics, Generational Standing, Education, and Income: A

Correlational Empirical Study

by

Tammy Belle Burroughs

MA, Morgan State University, 2007

BA, Norfolk State University, 2001

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy and Administration

Walden University

November 2018

Abstract

Latino immigrants who lack assimilation into U.S. society often experience discrimination and immigrant backlash. The purpose of this exploration was to better understand the historical lack of assimilation of Latino immigrants, so they may avoid discrimination and have more access to goods and services. Self-determinism helped explain why the Latino immigrant group has a problem assimilating due to exclusionary practices, while segmented assimilation offered explanations on why assimilation is difficult. In this study, assimilation was measured according to English mastery by Spanish speakers. The research question was focused on what extent the level of generational standing, education, and income relate to assimilation for Latinos in the United States. A correlational design with multiple regression analysis was used in this study to analyze the Latino National Survey of 2006 secondary data ($N=8634$). Results indicated that every variable was significant except grandparents born outside the United States. The implications for positive social change include providing research-based information that might assist policymakers to develop programs and laws that better assist the Hispanic ethnic group to assimilate into United States.

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Dedication

I am dedicating this paper to my deceased grandparents, Samuel Nelson Burroughs Senior, Farrie Belle Burroughs, Dan Christopher Merritt, and Margaret Elizabeth Merritt. I pray that you are pleased that I have accomplished what my ancestors have failed to accomplish.

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I first want to thank God. Next, I thank my chair, Dr. Lydia, who was always patient with me during the process of writing the draft and she always encouraged me to progress. Also, Dr. Li offered valuable advice that I incorporated into this project. Thanks to Morgan State University Professor Dr. Asha Layne for helping me get this project together, tutoring me and explaining statistics. Thank you to my parents, Charles and Daisy Burroughs, for always pushing me and supporting me. Last, thanks to my two sisters, Tracy Bonita Burroughs and Terry Bolinda Burroughs (Stevenson), who encouraged and supported me during this process.

Table of Contents

List of Tables	iv
List of Figures	v
Chapter 1: Introduction to the Study.....	1
Introduction.....	1
Problem Statement	1
Purpose.....	2
Significance.....	3
Background.....	4
Rationale for the Study	5
Framework	6
Research Questions.....	7
Nature of the Study	9
Definitions.....	11
Assumptions.....	12
Scope and Delimitations	13
Summary	14
Chapter 2: Literature Review	15
Introduction.....	15
Research Topics	15
Background	16
Theoretical Framework.....	17

Immigrant Migration.....	20
Generational Standing, Education, Income, and Assimilation	21
Immigrant Legislation and Court Cases	25
Procedural Justice	29
The Latino Race and Stereotypes	31
Immigration Industrial Complex.....	33
Fear and Neoliberalism	33
Brexit, Sanctuary Cities, and Deferred Actions for Childhood Adolescence	
(DACA).....	34
Brexit.....	34
Sanctuary Cities	35
Deferred Action for Childhood Arrivals (DACA).....	36
Chapter 3: Research Method.....	40
Introduction.....	40
Research Design and Analysis.....	40
Methodology	42
Population	42
Sampling and Sampling Procedures	42
Data Analysis Plan: Statistical Analysis	45
Threats to Validity	48
Contributions.....	51
Ethical Procedures	51

Implication for Social Change	52
Summary	52
Chapter 4: Results	53
Introduction.....	53
Results.....	60
Bivariate Pearson Correlation Results	60
Multiple Regression Results	62
Chapter 5: Discussion, Conclusions, and Recommendations	72
Introduction/Discussion	72
Generational Standing.....	73
Education	74
Annual Income.....	75
Interpretation of Findings	76
Limitations of the Study.....	80
Recommendations.....	82
Implications for Social Change.....	83
Conclusion	84
References.....	85

List of Tables

Table 1. A Sample Table Showing Variables for Doctoral Research	5
Table 2. Ancestry	52
Table 3. Nationality	53
Table 4. Highest Level of Education Completed.....	53
Table 5. Total Annual Income	54
Table 6. Fluency of English	55
Table 7. Pearson Correlations Between Independent and Dependent Variables.....	57
Table 8. F Change Statistics for Multiple Regression Model.....	59
Table 9. Coefficient Table for Multiple Regression Model.....	60
Table 10. Odds (ExpB) for Logistic Regression Model	62

List of Figures

Figure 1. List of Figures is the Studentized Residuals.....57

Chapter 1: Introduction to the Study

Introduction

Hispanics have dealt with discrimination when immigrating in the United States. Still, there is an identified gap in research literature existed regarding Latino immigration in the United States. Newman and Johnson (2012) uncovered the need, while conducting an aggregate-level analysis on Hispanic immigration assimilation they found few studies dedicated to assimilation deterrents. The potential positive social change implications for this study were that Hispanic immigration assimilation in the United States may become more habitable and friendly and Hispanic immigrants' transition into UNITED STATES culture may be eased. This chapter will include discussions of the problem statement, the purpose of the study, the background, the rationale of the study, the framework, research questions, nature of the study, definitions, assumptions, limitations and delimitations, and significance. I will then conclude the chapter with a summary.

Problem Statement

In the United States, Latinos struggle with assimilation more than people of other races and ethnicities do, while also experiencing immigrant backlash and discrimination, possibly due to a lack of generational status, education, and income (Quiroga, Medina, and Glick, 2014). Quiroga, Medina, and Glick (2014) noted that more empirical data should be procured the consequences of hostile practices of nonassimilation through law and public policy. I could only find one researcher who had investigated the 2006 Latino National Survey (LNS) data, and this lack of research provides the justification for my further research in this study to address this gap in the literature. Maryland, North

Carolina, and 12 other states have seen an increase in Hispanic immigration over the past several years (Passell & D’Vera, 2014). Little research exists that explores the dynamics of diversity regarding race and ethnic groups at the microlevel and their relationship to the population and lawmakers (Newman & Johnson, 2012). Citrin, Reingold, and Green (1990) revealed that official English laws limit Latino freedoms in the United States and result in failed assimilation. According to Newman and Johnston (2012), insufficient public policy research exists awareness of E-Verify laws targeted at Latinos, specifically how the hegemony related to public concerns over Hispanic immigration and policy outcomes of the state and immigration. The findings supplied in the evidence proves that assimilation for Hispanic migrants in the United States needs assistance.

Purpose

The purpose of this study was to quantify whether Hispanic immigrants, identified as a race in the United States, assimilate easily and whether assimilation has any relationship with the immigrant group through correlation. To accomplish this, I focused on identifying how the independent variables of generational standing, education, and income within the Latino immigrant group in the United States related to the Hispanic immigrant group dependent variable of assimilation. The findings of this study could increase awareness for lawmakers and other stakeholders regarding the needs of Latino immigrant groups, both documented and undocumented. The gap in the literature suggested a need for increased understanding on issues of assimilation and nonassimilation.

The goal of this study was to identify factors affecting Latino immigrant groups in the assimilation process. I used a correlational analysis through multiple regression. The results of this study may help determine a correlation of Latino immigrant groups with Latino immigration laws through the identification of independent and dependent variables. It will also shed more light on why assimilation for the Hispanic population was problematic in the United States.

Significance

This study is significant because the topic is at the center of intense debate among UNITED STATES lawmakers. The immigration debate centers around whether illegal immigrants may stay within the United States (The White House, 2014). In November 2014, President Obama vowed to take executive action to allow work permits for many undocumented workers (Shear, 2014). Republicans argued the executive action would damage future bipartisanship resolutions (Shear, 2014). Zingler (2014) believed the Republican stance was simply a ploy to combat social and economic ramifications, which they felt would ultimately burden the states (p. 91). Numerous lawmakers, however, welcomed undocumented workers, regardless of their rate of assimilation (Zingler, 2014).

Despite the immigration debate, an influx of unauthorized immigrants is on the rise in many states. This list included Florida, New Jersey, Pennsylvania, Virginia, Nebraska, Idaho, and Maryland, as recorded by the Pew Center's estimates from 2009 to 2016 (Passell & D'Veira, 2014). The findings of this study will be of great significance. The findings will be advantageous to stakeholders who are the citizenry, Latino immigrants, and lawmakers.

I used the 2006 LNS because it had a sample size of approximately 87.5% of the 11 million Latino UNITED STATES population (LNS, 2006). In this quantitative study investigation, the entire United States was the focal point because drawing from a large sample gives a more accurate reading of statistics. Surveying Latino immigrants for this study using secondary data contributed to filling the gap identified in the problem statement by allowing lawmakers to learn more about assimilation and perhaps mandate new legislation to assist the Latino population. The findings of this study could lead to positive social change by assisting government entities throughout the United States, both at the state and national level, in addressing undocumented workers by implementing or advancing state and local laws that assist the community at large. More than 10 states have experienced an increase in Hispanic immigration (LNS, 2006).

Background

Some scholars have likened immigration to the slave trade because both groups came to the United States to help primarily with labor purposes (Bosnaik, 2012). The international slave trade officially stopped in 1808, but the concept still exists today (Bosnaik, 2012). Presently, the United States has a need to fill jobs for low-skilled labor and Hispanics undoubtedly fill this gap (Bosnaik, 2012). Because Latino labor is most needed in this area, the labor intertwines UNITED STATES economies (i.e., North and South America) with illegal immigration to fill job markets.

According to Newman and Johnson (2012), “The focus of the hypothesis under consideration is on ethno-demographics” (p. 415). The researchers found that attitudes and perceptions of White citizens and their discontent toward Latino immigrants

throughout California are well known, but other factors such as generational standing have not been surveyed and tested against assimilation in the states. Newman, Johnston, Strickland, and Citrin (2012) observed that when the power threat hypothesis was applied to immigration, the citizenry experienced increased anti-immigrant sentiment. The power threat hypothesis explains that Caucasians are threatened by other minority groups rising population and power. How immigrants respond and feel toward the power threat hypothesis remains unknown. Also, the power threat hypothesis was essential, if not critical, but a neglected factor in most studies on immigration. Finally, Zingler (2014) claimed that Republican-dominated legislatures in all 50 states pass laws to combat immigration and harm the process of assimilation more so than Democratic legislatures.

Scholars have not yet investigated how Latino immigrant factors, such as generational standing, education, and income, correlate with assimilation, anti-immigrant sentiments, and immigration law when tested empirically. Many scholars have tested variables such as White race, antiimmigrant sentiment, and anti-immigrant perceptions and attitudes of the government (Newman et al., 2012). The focus of this study was to investigate the independent variables of generational standing, education, and income. Also, their interactions with the dependent variable of immigration assimilation lessened the gap in the literature.

Rationale for the Study

Hidalgo's (2014) rationale for change in immigration laws and policies in the United States was that many citizens regard the deportation of ordinary immigrants as unconstitutional. Deportation also interfered with a person's liberty by limiting the rights

and freedom to associate (Hidalgo's 2014). Deportation has caused more harm than good; for example, isolating immigrants from friends and families lowers their standard of living (Hidalgo's 2014). Immigrants' economic mobility is limited because they cannot escape poverty or unemployment (Hidalgo's 2014). My rationale for this study was to add to the literature on assimilation nationally. With this investigation, my intent was to uncover the challenges and barriers to explain these immigrants' lack of assimilation in UNITED STATES and to suggest solutions to help the Hispanic immigrant population in its pursuit of happiness. The expected outcome of this research was the creation and implementation of more impartial and rational laws nationwide.

Framework

There are two theories that explain plausible reasons why assimilation is difficult for Hispanic immigrants in the United States. Walzer and Miller (1997) claimed states should have rights to self-determination, arguing that they should be able to control their culture. Some authors have used an analogy to explain this phenomenon, stating clubs have rights to exclude nonmembers from membership (Hidalgo, 2014). Hidalgo (2014) believed political theorists have rights to restrict immigration. The self-determinism theory states restricting immigration and the legal exercising of deportation are permissible for lawmakers to decide due to sovereign democratic processes (Hidalgo, 2014). Furthermore, self-determinism theory explained that the vulnerable United States enacted policies to protect against immigrant population growth (Hidalgo, 2014).

The assimilation theory contended immigrants should try to blend in with their host countries, which may lessen immigrant backlash (Samson, 2014). Challenges to

assimilation arise when an ethnic group attempts to assimilate into mainstream culture, sometimes facing an environment of prejudice. Samson (2014) differentiated between three modes of assimilation theory within segmented assimilation, which was termed, straight-line assimilation. The 19th- and 20th-century European immigrants' smooth transitions into a new UNITED STATES culture after the slaughter of American Indians was the first type of segmented assimilation (Samson, 2014). A second mode of assimilation generated upward mobility tied with the coethnic community in power (Samson, 2014). For example, most British, Italians, German, English, and French people easily assimilated into the United States through upward mobility and shared power with the host country (Samson, 2014). Samson (2014) identified the last categorization of segmented assimilation as producing downward or straight mobility that ties with prejudice, discrimination, and the poor people of the United States. The theory of assimilation provides a plausible explanation of the lack of assimilation or slow rate phenomenon happening in the United States for Latinos.

Research Questions

I developed the following research question and hypotheses to guide this quantitative study regarding Latino assimilation in the United States. I measured the variables through multiple regression by Pearson correlation coefficient.

RQ: To what extent does the level of generational standing, education, and income individually relate to assimilation in the Latino immigrant group in the United States?

H_{0a} : None of the three predictors (level of generational standing, education, and income) individually relate to assimilation in the Latino immigrant group in the United States.

H_{a1} : At least one of the three predictors (level of generational standing, education, and income) individually relates to assimilation in the Latino immigrant group in the United States.

H_{0b} : First-generation, less educated, and poor Latinos will not assimilate into UNITED STATES society.

H_{a1b} : First-generation, less educated, and poor Latinos have a harder time assimilating into UNITED STATES society.

H_{0c} : The more educated Latinos are and the more income they have, the more likely Latinos will not assimilate into UNITED STATES society.

H_{a1c} : The more educated Latinos are and the more income they have, the more likely they will assimilate into UNITED STATES society.

H_{0d} : The more income Latinos have and the further removed from their generation, the more likely Latinos will not assimilate into UNITED STATES society.

H_{a1d} : The more income Latinos have and the further removed from their generation, the more likely Latinos will assimilate into UNITED STATES society.

Nature of the Study

Frankfort-Nachmias and Nachmias (1988) proposed the following question when preparing for a project design: “Who, what, when, and how will the data be collected?” (p. 88) Creswell (2015) asserted the rationale of a quantitative study is to generalize inferences about a population, such as characteristics or attitude. Furthermore, the purpose of conducting quantitative research is to verify and test quantifiable data from respondents and then ask specific questions (Creswell, 2010). In the case this study, my intent was to assess the ability or inability of the Latino population to assimilate into UNITED STATES culture based on the 2006 LNS. At the University of Michigan, the Inter-university Consortium for Political and Social Research (ICPSR) compiled over 8,000 quantitative datasets from surveys conducted around the United States (LNS, 2006). This mathematical assessment provided data needed for stakeholders, such as inquisitive students, to have a better understanding of dynamics of assimilation. Subsequently, my analysis of the data can be used to provide a deeper understanding for lawmakers wishing to ease Latinos’ woes assimilating into UNITED STATES culture or perhaps help them respect and preserve Hispanic culture.

The qualitative method was not appropriate for acquiring the necessary data and information for stakeholders to use to lessen the specific problem in this study because my objectives were entirely different from a quantitative standpoint. Qualitative studies investigate and discover lived experiences with open-ended questions where the researcher serves as the instrument of study; the level of significance and other scientific considerations are not investigated (Frankfort-Nachmias & Nachmias, 1988). The 2006

LNS ICPSR, which was a quantitative study, used closed-ended questions, where information from secondary surveys served as the instrument of the study (Frankfort-Nachmias & Nachmias, 1988). Standardized questions reduce the risks of biases and errors (Frankfort-Nachmias & Nachmias, 1988). Therefore, to address the research question of this study a quantitative approach was valid.

The correlational model was an appropriate research design to explore data needed to provide information for stakeholders to lessen the specific problem of Latinos not gaining access to goods and services when nonassimilating in the United States. A correlational design was appropriate for this quantitative study because the design allowed for measurement and determination of the relationship between independent and dependent variables, positive direct relationship, and a negative inverse correlation or lack of correlation (Frankfort-Nachmias & Nachmias, 1988). Researchers have used correlational designs to find the extent to which there could be a relationship with independent, mediating, and dependent variables in a model (Frankfort-Nachmias & Nachmias, 1988). The research design does not constitute a causality design. Causality designs help determine the cause and effect (Frankfort-Nachmias & Nachmias, 1988). Rather, the focus of this research study was to determine if the independent variables of generational standing, education, and income were related to the dependent variable of assimilation.

Generational standing was the first independent variable that I evaluated. The 2006 LNS has a codebook to interpret this variable, and the definition included whether a first-generation Latino surveyed was born in mainland United States, Puerto Rico, or

some other country (LNS, 2006). The criterion was whether one or both of the respondent's parents were born in the United States or another country going back a generation or two and rated the respondent if any of the four grandparents were born outside the United States (LNS, 2006). The second criterion was education, while the third one was income. The control groups of the 2006 LNS were racial identity and age (LNS, 2006). A Likert-type scale helped with authenticating responses toward generational standing, education, and income when measuring assimilation (LNS, 2006). Neutral variables helped balance the study and make my interpretations more objective.

Definitions

According to the LNS (2006) survey, *first-generation immigrants* are defined as themselves. *Second-generation immigrants* are defined as having parents who migrated, and *third-generation immigrants* are defined as having grandparents who migrated to the United States (CITE). Still, concise definitions for the independent variable of education are as follows. *Education* was assessed based on nine groups as defined by the 2006 LNS, which are: (a) grade school dropout (anything below the eighth grade), (b) high school dropout, (c) high school diploma or GED, (d) some college, (e) college degree, (f) some graduate school, (g) graduate degree, (h) post graduate college experience, and (i) postgraduate degree. The last independent variable of *income* was assessed the same way as the 2006 LNS-defined levels, with data collected and synthesized using the statistical application of multiple regression.

Since the population was an aggregate of all cases, testing occurred in the Latino immigrant group, both legal and undocumented, nationally. A large national sampling

unit with an increased concentrated number of Hispanic immigrant populations was administered the research question for increased accuracy. The possibility of an incomplete frame existed because it was impossible to count all illegal Hispanic residents in each state due to undocumented residents. Even secondary data, such as the UNITED STATES Census Bureau (2006), were imprecise to collecting data within the United States, thus necessitating estimation of the number of illegal immigrants.

Assumptions

Assumptions always exist when conducting a quantitative correlational study. They exist because researchers need to assume things that may not be true. For this study, I made an assumption that the sample represented a whole. In addition, when examining data from the survey, I assumed respondents provided honest input.

Another assumption I made was that respondents in the study would give objective answers when responding to generational standing, education, and income inquiries. The facilitators of the 2006 LNS ensured anonymity and confidentiality to the survey questions. This action was designed to reduce dishonesty in response to survey queries. Sometimes, dishonesty may be impossible to avoid in research from respondents.

I also assumed that respondents comprehended the survey questions and concepts. Every respondent received the choice of a preferred language to respond to the survey appropriately. Allowing the participants to choose their preferred language increased their comprehension of questions and lessened any confusion survey questions may have caused. All assumptions were necessary for the context of the study for the results to be strong and valid.

Scope and Delimitations

Many internal threats existed to the validity of the LNS (2006) regarding how it was conducted and specific threats to the research problem. There were notable weaknesses in the computer-assisted telephone interviewing (CATI) process. Frankfort-Nachmias and Nachmias (1988) found 4% of telephone interviews are “broken-off” (p. 224). This means the caller hung up the phone before the interview was successfully concluded. Frankfort-Nachmias and Nachmias (1988) further determined that telephone interviews produce limited amounts of information, which is the opposite of personal interviews. For example, intricate details like body language or facial expressions are not captured. Frankfort-Nachmias and Nachmias (1988) reported telephone respondents are often uneasy and unsettled when interviewed and that this usually happens when the interviewer probes into financial information and political attitudes. The internal validity of the LNS was also affected if someone passed away before the study was complete, thereby skewing data. If a person lied and claimed to be Latino when he or she was not, this would have also skewed data.

It was impossible to document all illegal Hispanic immigrants. Also, it is impossible to then generalize to the population. This was a threat to the LNS’s external validity, which could have influenced the generalizability and biases of surveys. Researchers take reasonable measures to address limitations, and in the 2006 LNS, facilitators prioritized anonymity and confidentiality (LNS, 2006).

Summary

Both illegal and legal Latinos face a harder time assimilating than other immigrant groups in the United States (Passell and D’Vera, 2014). Factors, such as generational standing, level of education, and income level, contribute to the lack of assimilation (Passell and D’Vera, 2014). For this study, I focused on the relationship between these three independent variables. Before the investigation could take place, devising a theoretical framework through examination and conducting a literature review provided me with the information needed to synthesize the project. Next, Chapter 2 will include this review of the literature.

Chapter 2: Literature Review

Introduction

One problem for Hispanics in the United States is they have difficulty assimilating into UNITED STATES culture, which also has prevented them from accessing many goods and services and made them subject to discrimination and immigrant backlash (Passell and D’Vera, 2014). The purpose of this study was to investigate the independent variables of generational standing, education, and income within the confines of Latino immigrant assimilation challenges. I reviewed the extant literature and developed a concise synopsis to establish the relevance of the problem. Major sections of the literature review in this chapter will include a discussion of background on the topic and the theoretical framework as well as the independent variables of generational standing, education, and income. I will also present interactions between these variables that led to immigration legislation and court cases as well as procedural justice that affects the Latino race and stereotypes. Other outcomes investigated in this chapter will be the immigration industrial complex, fear, and neoliberalism. A brief survey of the implications of Brexit, sanctuary cities, and Deferred Action for Childhood Arrivals (DACA) will also appear in this chapter.

Research Topics

Using the Walden University Library, I first researched immigration topics, including the *LNS 2006*, *immigration*, and *correlational design*, with zero results found. Researchers have conducted only two quantitative studies to date using data from the LNS 2006 applied to the assimilation theory with a correlational design. The first

dissertation was published by Rodriguez (2009) and focused primarily on the topic of communication, while Urbano (2010) studied political participation. To date, no research exists using this dataset regarding generational standing, education, and income among Hispanic immigrants in the United States. Continuing my search of the literature, in the Thoreau search tool, I used *immigra**, *Latino*, *United States*, *generation**, and *201** in the “select a field” section, which returned 52 articles. The subsequent keywords used were *immigra**, *Latino*, *socioeconomic*, *United States*, *income*, and *Hispanic*, with nothing in the “select a field” box. These inquiries returned 65 topics. Last searched were *Brexit*, *sanctuary cities*, and *Trump executive orders for DACA* which yielded more than 50 results.

Background

The ethnic change is evident in the United States, with Hispanics as the country’s largest ethnic-minority group (Bohon, Conley, & Brown, 2014). Passell and D’Vera (2014) and Newman and Johnson (2012) also reported Latinos are the largest Hispanic minority group nationally and in several states are the fastest-growing population. Hispanics account for 50% of the population growth and 15% of the total population in the United States, which ranks about the same to the national average for the state of Maryland, according to the American Community Survey (ACS; 2006). Trujillo-Pagan (2014) found the Department of Homeland Security (DHS) expanded from 9 billion dollars pre-9/11 to 59 billion dollars in 2013 in response to the terror attacks and immigration control efforts, including the expansion of departments such as the UNITED

STATES Immigration and Customs Enforcement (ICE) and the UNITED STATES Customs and Border Patrol.

Theoretical Framework

Lichter, Parisi, and Taquino (2015) found that immigration halted from the 1920s to 1965 with the passage of the Immigration Act, which gave a green light to migration. Prior to 1920, the immigration wave came mainly from European countries, and post-1965 immigrants came predominantly from Latin America and Asia (Lichter, et al, 2015). The theoretical framework of immigration-segmented assimilation is viewed by various theorists. Researchers such as Lichter et al. (2015) revealed some Hispanics integrate spatially with Whites and Blacks. Hajnal and Trounstein (2014) suggested assimilation is included in the field of urban politics, further purporting religion, age, gender, class, and morality all play a significant role in the theoretical framework that is the perceived threat of one ethnic group ousting another in the process of assimilation. The originators of the theory, Walzer and Miller (1997), proposed this thought of perceived threat to be the driving force of the theory of self-determinism (Hidalgo, 2014) when integrating the assimilation theory. Restricting immigration and visas was part of a sovereign democracy, according to the self-determinism theory (Hidalgo, 2014). Those citizens—predominantly Europeans whose ancestors came here, did not obtain visas, but migrated here before there was a process of legality—saw many other ethnic groups as perceived threats throughout history, questioning their legality (Hidalgo, 2014).

Based on the previous work of Bobo (1983), competition between racial groups is prominent in social, political, and economic realms during assimilation and realistic

conflict theory, which is still applied. Further, Tran (2016) found there is intergenerational progress, and many are potentially assimilating. Alba and Nee (2003) thought that Latinos would eventually blend in with their European counterparts in the new segmented theory analysis in how it relates to the present study and research questions on assimilation. Perhaps Hispanics will eventually blend in with the hegemony. Within the realistic conflict theory (RCT), political empowerment is also a key driving element. According to RCT, economic stress intensifies among group competition, causing a sharp divide economically within the Hispanic ethnic group (Alba and Nee, 2003). This economic stress was another factor that I addressed in this study.

Both old and new theories about crime and assimilation have been used to attempt to describe and examine Hispanic migration. According to Hajnal and Trounstein (2014), current Hispanic migration trends challenged old assimilation theory that immigration was good and predestined (Ueda, 2015). Unlike in the early part of the last century, Hispanics who once tried to blend into the culture of the United States are now moving to suburban and rural neighborhoods, away from the gateway communities to which they were accustomed during old assimilation trends Harris and Feldmeyer (2013). In the new assimilation theory, Harris and Feldmeyer (2013) stated determinism is needed to understand previous immigrant gateway communities along the border, such as El Paso, Texas, and San Diego, California, and why these cities are no longer housing new waves of Latino immigrants.

Other states that have experienced an influx of Hispanic immigrants include Nevada, Texas, Arizona, Virginia, North Carolina, Florida, New York, and New Jersey

(Newman & Johnson, 2012; Passell & D’Vera, 2014). Latinos continue to experience immigrant backlash within these states as they increase in population that corresponds to elements of the RCT mantra (Passell & D’Vera, 2014). Citrin et al. (1990) linked official English laws with increased Hispanic populations within a state, which justified the theory of self-determinism. The federal government mandated the use of E-Verify laws as a system to verify and strengthen citizenship (Citrin et al., 1990). Anti-immigrant laws, however, imposed boundaries on Latinos, making it difficult for them to join society (Flores, 2014). Understanding how Hispanic immigrants assimilate to crime helps researchers understand the stratification of predictors in crime during new assimilation. Harris and Feldmeyer (2013) explained three theoretical explanations for this, including economic growth, increased jobs, and less enforcement outside of border cities.

Chomsky (2014) noted the concept of immigration illegality emerged around 1965 and affected immigration waves. Supported by the passing of civil rights and immigration legislation in the 1970s, there was an influx of Mexicans onto United States soil, causing illegal immigration to become a top issue (Chomsky, 2014). Only persons who lack permission legally to enter into the United States are denied entry. Contrary to widespread belief, Chomsky found illegal Latino immigrant crime to be substantially lower than that of native-born citizens. However, Harris and Feldmeyer (2013) contended there is still little known about the relationship between crime and large-scale immigration, especially for Latinos, Blacks, and Whites.

Segmented and classical assimilation could explain the lack of assimilation for Hispanics. Ueda (2015) found few studies that concentrated on Hispanic outcomes within

education. The author stated segmented assimilation, otherwise known as immigrant incorporation theory or integration theory, caused unsafe environments and prejudice for Hispanic immigrants, resulting in them disengaging with their experiences and the host population during assimilation. Tam and Freisthler (2015) suggested that segmented assimilation is based on acculturation. Based on Portes and Zhou's (1997) ideas, Ueda identified incorporation as aided by host government policies that tend to favor a small segment of immigrants. Johnson and Marchi (2009) explained that classical assimilation theory allowed immigrants to blend into the middle class more easily, unlike segmented assimilation. According to segmented assimilation theory, upward mobility is attained when blending with the mainstream middle class is present (Tam & Freisthler, 2015). Segmented assimilation is reached when dominance and violence are present and through intergenerational ties (Ueda, 2015). Finally, coethnic communities can foster positive school attitudes and educational outcomes in acculturation (Ueda, 2015).

Immigrant Migration

According to the DHS (2018), countries such as Mexico and El Salvador increased international migration to the United States. Trujillo-Pagan (2014) stated the North American Free Trade Agreement led supporters to expect a spike in migration from Mexico. Yet, the DHS documented a decline of permits of legal residents after 1994. Migration documented by DHS revealed an increase after 2000, but never compared to the high levels of the early 1990s.

Mexico and El Salvador led the migration of undocumented workers to Maryland. The ACS (2006) explained that the strong birth rate to a very young Latino population

contributed greatly to the population burst within the state. The survey revealed the median age for Latinos in the state to be approximately 28 years old, which is about a decade younger than the national average of 37 years old. Latino women have the highest birth rate in the state, which contributed to a high population presence (ACS 2006). Immigrant children are the fastest-growing section of the UNITED STATES population (Bersani, 2014). Flores (2014) contended that Latinos have gained political representation because of their increased presence nationally. They could vote their own people into office, just like other races, as Europeans could vote for their people. Flores found the electorate need Hispanic support if they want to be elected.

Generational Standing, Education, Income, and Assimilation

Generational standing has been a topic of in-depth discussion in the research, with several existing generations of immigrants available for the purposes of investigation. Hudley (2016) delineated between different native-born and immigrant groups, explaining if the persons were born in the United States, they were considered native born. First-generation immigrants came from another country and settled in the United States, while second-generation immigrants are individuals who were born abroad or individuals with one parent born abroad (Hudley, 2016). Portes and Zhou (1993) reported that second-generation immigrants assimilate in an underclass and have downward mobility consistent with the scope of this study. Bersani (2014) explained an approach to the downward mobility of the second-generation immigrant who is caught between the old, traditional way of life as taught by his or her parents, which is a weakness, and new opportunities offered by the United States, which is a strength. This explanation

supported the rationale of my selection of the immigrants. Bersani further reported second-generation immigrants involved themselves in risky behavior compared to natives.

Third-generation immigrants were born in the United States, and their only traces of a different culture are in their grandparents (who are first-generation immigrants; (Martin, Van Hook, and Quiros 2015). Third-generation immigrants speak the host country's language fluently and enjoy the local food (Martin, et al 2015). Martin, et al (2015) found a connection between second-generation immigrants' socioeconomic statuses and the ability to shield their children from dietary declines. Martin et al. notably discovered generational status was directly correlated with socioeconomic factors and a healthy diet. For example, it was naïve to think the better off an immigrant was financially, the better their eating habits would be and that they would stay close to the authentic Mexican diet. Research has shown low socioeconomic status immigrants eat healthier than their native counterparts do within generations (Martin et al., 2015). Body mass index is higher for first-generation and second-generation Latino kindergarteners who came from a family with a high income (Martin, et al (2015). Bersani (2014) explained that despite this information, little is known about the assimilation process within immigrant groups. It is possible that immigrants who are first generation, uneducated, and poor are excluded from UNITED STATES society. Regardless of generational standing, Allard, Mortimer, Gallo, Link, and Wortham (2014) stated that mastering the English language was the ultimate measure of an immigrant's desire to

assimilate into UNITED STATES culture, which lent support to my rationale for measuring it in this study.

Immigrant status is used to delineate differences between Latinos and Anglos in the areas of economics, education, and other conditions (Bohon et al., 2014, p. 1912). Education added to generational standing, along with income, contributed to Latino immigrants' standings, which added to the rationale for my selection of these variables in this study. According to the National Center for Education Statistics (NCES; 2011), only 61.9% of Latinos have attained a college degree, which is far less than their White, Black, and Asian counterparts. The Pew Hispanic Center (2011) documented Latino immigrants' growth to be by birth and not by immigration which is a misconception by many. Ueda (2015) contended many Hispanic children are held up in the educational pipeline from overpopulation. The amount of education immigrant children received ranks high in the state of Maryland when compared to Hispanics in other states. The ACS (2006) reported Maryland is ranked third at 9% with the number of bachelor's degrees for Hispanics and is second at 21% with the number of professional and graduate degrees for Hispanics. The ACS noted that Maryland reported 4% of Latinos had professional or graduate degrees and 12% had a bachelor's degree. According to the most recent UNITED STATES Census (2016), the Latino population has experienced exponential growth.

The Department of Legislative Services (2008) identified Latinos as better educated and possessing higher incomes in Maryland, for example, than their Hispanic counterparts in many other states. In 2006, there were an estimated 76,000 Latino

students enrolled in public schools in Maryland, according to the Department of Legislative Services (2008). This number accounts for 9% of the total enrollment of students. Over the past 8 years, the Latino group accounted for a 106.3% increase in student enrollment in Maryland. The 2008 Maryland Report Card, an annual report developed by the Maryland State of Education on the progress of student performance, found Latinos fell behind Whites and Asians in mathematics and reading, but they were ahead of Blacks, who are behind their peers. The report card highlighted continuing concerns of an increased dropout rate among the Latino group and a below-margin average of the graduation rate within the state of Maryland. Potochnick (2014) proposed a way of reduced dropout rates among the Latino through laws, mandates, and policies. Many immigrants know their legal status prevented them from attaining a good job, regardless of their educational status (Greenman & Hall, 2013). Jan (2017) reported 12% of immigrants have bachelor's degrees, 3% have advanced degrees, 84% completed high school, and 2% do not complete high school.

Education led to increased employment opportunities and the attainment of more income. Hudley (2016) purported there is great economic benefit from attaining a college degree, and that such achievement is dependent on immigrant history and socioeconomic factors. In the Northeast United States, for example, Maryland has one of the highest employment opportunities for Latinos. The unemployment rate for Maryland is 4.7% and the poverty rate of 10% is low when compared nationally, according to the UNITED STATES Census Bureau (2011). Hispanics had lower household income than Caucasian and Asian groups but are higher than Black groups. A Latino family's median household

income, according to the UNITED STATES Census Bureau (2011), was about \$58,093. Latinos received income through employment and are less likely received any sort of public assistance, contrary to the stereotype of them draining public resources (Greenman & Hall, 2013). Flores (2014) believed that, by definition, Hispanic immigrants were an illegitimate group that drains local resources (p. 1747). Hispanics are employed mostly in construction and service occupations in the state of Maryland, as noted by the ACS (2006). Latinos are not likely to work in a professional field or in management positions. Latino families allocated money for family expenditures and obligations more so than for education, due to strong family values (Vasquez-Salgado, Greensfield, & Burgos-Cienfuegos, 2015). Martin et al. (2015) found parental education and financial status influenced purchasing decisions.

For this study, I looked at five variables. I measured the variable of assimilation by quantifying how well and many Hispanics have learned the English language, with the dependent variable found in the LNS (2006). Assimilation measured the rate at which a Latino adapted to the United States ways, such as learning English. The assimilation measuring rate was a common notion believed by the Hispanic immigrants in the United States.

Immigrant Legislation and Court Cases

During the early 20th century, Eastern Europeans, slaves, and Italians comprised the new immigrant population, as reported by Benton-Cohen (2009). She suggested many Anglo-Saxons desired stricter restraints on immigration, and they believed that, in the United States, darker races threatened to disrupt the homogeneity of the nation. Benton-

Cohen noted the Dillingham Commission did not define terms such as assimilation, and found poverty was the defining factor separating races. Benton-Cohen (2009) stated the Commission led to the promulgation of the Immigration Act of 1907, which instituted quotas and literacy tests that weeded out immigrants who did not fit the model. Although the law was eventually abolished in 1965, the Commission failed to consider Mexican immigrants in the study because they were insignificant. Mexicans and other Latin Americans make up the most immigrants within the United States. The influx of immigrants is continually growing.

Chomsky (2014) noted that the city of Tucson, Arizona, processed an average of 70 migrants a day into the Operation Streamline Program. This legislative program, which was piloted after Texas in 2005, charges and imprisons illegal migrants. Illegal immigrants were left without money, dehydrated after the long trip, and disoriented for their upcoming trials. Translators and overworked immigration lawyers work tirelessly to aid in the conviction of the majority. However, there were a few individuals who migrated illegally, who speak the indigenous Indian language, and who are turned away because there is not a translator for that language (Chomsky, 2014).

Documentation existed regarding unequal protection under the law in states throughout the country. Bohon et al. (2014) explained that Smith, an immigrant man tried for murder in Georgia, was held with his accomplices at a more relaxed standard because the Sixth Amendment, which guaranteed a jury of one's peers, was not enforced. In the Georgia case, non-Hispanic Whites were the peers for the jury and not the majority; but Hispanics were the majority in the township (Bohon et al., 2014). Since the founding of

the United States, Caucasians have been the majority. Demographics of race continue to evolve in the United States. By failing to consider the races of jurors in jury composition, death penalty sanctions and mass incarceration may not be representative of different racial constituencies. Bowers et al. (2001) studied an initiative called the Capital Jury Project, which says White presence on juries will radically increase the probability of a death sentence. On the contrary, the presence of minority jurors lessens the chance of a death sentence.

Immigrants in the United States continue to have an unsubstantiated and complex relationship with the UNITED STATES Constitution and the law. For example, Kirk, Papachristos, Fagan, and Tyler (2012) reported laws such as freedom of speech, the right to due process, and other guaranteed rights that attracted immigrants to the United States, were the same laws that posed challenges for immigrants. In a survey of news coverage, Seate and Mastro (2015) noticed *harming behavior* like English-only laws served as a disadvantage to the outgroup, which would be the Hispanics in this case. Kirk et al. (2012) reported immigrants have strong political and social values that are harmonious with the UNITED STATES laws.

A tenuous relationship existed because immigrants' perceptions keep them on guard with the United States legal system hegemony, specifically the police. Trujillo-Pagan (2014) reported that civil and criminal legal systems treated immigrants worse than the native-born citizens; this was evident in laws such as the Naturalization Act of 1790, the Chinese Exclusion Act of 1882, and the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001

(USA Patriot Act, 2001). The USA Patriot Act allowed intrusions on things like privacy without the need for due process (Kirk, et al, 2012). In 1954, a program called Operation Wetbacks deported undocumented and increased detention rates (Trujillo-Pagan, 2014). Trujillo-Pagan later indicated policies like the Immigration Act of 1920, the New Deal, and the Bracero Program all excluded Mexican involvement in United States society. The New Deal strengthened Mexican marginalization because it did not include agricultural workers (Trujillo-Pagan, 2014). Policies such as these weakened the ability of immigrants to gain upward mobility. Even some court cases restricted equality for immigrants in the United States, such as *Korematsu v. UNITED STATES* (1942) and *Martinez-Fuerte v. UNITED STATES* (1973). States displayed stricter sentencing policies in the criminal system for immigrant groups. An example is the State bill passed by Arizona in spring 2010 (Kirk et al., 2012). According to Trujillo-Pagan (2014), 90% of federal court criminal cases involve illegals. Immigrants are also the fastest-growing population behind bars (Sklansky, 2016). The cynicism immigrant communities hold about laws led to unwillingness to report crimes within communities. Immigrant backlash is experienced when states use deportation as a tool to slow or stop the influx of Hispanic immigrants within their borders, as justified by the RCT and the theory of self-determinism. Brexit in the United Kingdom and how it connects to the immigration happening in the United States, and sanctuary cities and DACA in the United States, were prime examples of the establishment trying to stifle immigration growth.

Procedural Justice

Immigrants were more likely to listen to the police and abide by laws when procedural justice is in place. Cooperation is heightened when police enforced fairness and legal procedures. The reverse also holds true, as cynicism and immigrant backlash increased when cruel laws are enforced. Also, this phenomenon of failed assimilation led to increased scrutiny. When legitimate authority is questioned, more people will abide by laws if they feel procedural justice in place. History shows this was significant for immigrants because they have more exposure to the police than native-born citizens. Kirk et al. (2012) stated immigration enforcement continues to undermine public safety because of this paradigm.

Immigration legislation can cause Latinos to experience immigrant backlash. Newman and Johnson (2012) supported this concept, saying the Latino population significantly experienced increased disapproval of state government, which included all state actors such as the governor, the state legislature, and local representatives (p. 415). This concern, as well as disapproval ratings, led to immigrant backlash of Latinos, something Newman et al. (2012) purported comes from the majority ethnic group showing negative connotation and actions to minority ethnic groups. Realistic group conflict suggested this is evident when homogenous native ethnic groups are absent in counties, states, or regions and there was an increased Hispanic presence (Newman et al., 2012). Brown (2013) added certain racial threat arguments claim that, as minority presence increased, Caucasian discontent also increased toward Latinos. Strict policies

were passed to help in the population control of the Hispanic minority group. Trujillo-Pagan (2014) contended immigration laws were used by lawmakers to control crime.

The approval of state government was dependent on policymaking for its constituents. Brown (2013) felt Latino participation led to leniency in laws, as seen in California. Leniency was also evident in Maryland, per House Bill 1602, which established a commission to analyze the impact of immigrants, race, and policies in the state. A series of failed legislation occurred for the immigrant population in Maryland, for example. Significant numbers of immigration bills have been introduced into the General Assembly since 2008; the following bills failed in the legislative branch of Maryland:

- House Bill 735/885 and Senate Bill 421 proposed to outlaw counties and Baltimore City from using their land as a sanctuary by requiring undocumented immigrants to comply completely with federal immigration law (Brown, 2013).
- House Bill 1232 allowed for registered voters to file a legal complaint against anyone who violated federal immigration laws.
- Senate Bill 52 proposed a task force to study the economic impact of immigrants in the state (Brown, 2013).
- Three bills—House Bill 288, Senate Bill 93, and Senate Bill 621—failed, all proposing to prevent the Motor Vehicle Administration from issuing identification cards or licenses to persons who could not prove their lawful

entry into the country. Later, House Bill 1046 in Maryland was withdrawn from the legislative process (Brown, 2013).

- The State of Maryland had the opportunity to prohibit public services to undocumented immigrants not covered under the federal law in Senate Bill 84 (Brown, 2013).

Brown (2013) noted welfare expansion at the state level is hurt by marginalization of minority groups. Pew Research Center (2011) reported perceptions held by anti-immigrant individuals include the belief that Latino immigration puts an undue strain on economic resources, such as taking employment away from people of the United States. Brown (2013) and Zingler (2014) both found an elected Republican governor increased chances of the state implementing welfare reform, with more restrictions than a Democratic governor would.

Last, interest groups affected policy formulation of welfare (Brown, 2013, p. 297). Legislation existed that has not helped. Brown (2013) believed future research on such policies highlighted. Brown (2013) provided chances for political change.

The Latino Race and Stereotypes

The investigation of bias shed light on the influence of viewer exposure on immigration. Brown (2013) contended some Latinos deserved fair opportunity but are excluded because of race. Since the country's inception, policy and race have been closely related. Beyond the failed welfare reform mentioned earlier, Brown (2013) asserted the theory of racial resentment posited that welfare reform came from stereotypes of Hispanics perceived to be the reason for depletion of public goods and

services in society. Bohon et al. (2014, p. 1912) and Trujillo-Pagan (2014, p. 36) further claimed Latinos were often stereotyped as illegals. Seate and Mastro (2015) discovered highly visible groups harbor the most stereotypes from onlookers. The bias map Seate and Mastro (2015) used in their experiment showed Latinos are deemed cold and incompetent by outsiders, and that undocumented immigrants were viewed as low in key concepts like warmth and competence; hate crimes and discrimination were supported by these concepts.

A UNITED STATES Immigration Commission (1911) study stated that, over the last century, first-generation immigrants were less likely to be criminals, more so than native-born citizens. State officials and local police officers helped to create the stigma of Latinos as often unauthorized, regardless of their immigration or citizenship status (Coleman, 2012). These perceptions or stigmas make Latinos targets of increased enforcement (Conley, 2013), which led to the changing thoughts toward police legal authority in immigrant communities (Kirk et al., 2012, p.82). Furthermore, Brown (2014) stated most stereotypes of immigrants include not harboring strong work ethics, having broken family structures, and exhausting many government resources. Fractionalization theories decrease welfare benefits of the state (Brown, 2013). Last, Seate and Mastro (2015) found some ethnic groups such as Latino immigrants were not presented favorably throughout the media. Things like media coverage put a negative connotation on Hispanics, which increased cultural tensions (Atwell & Mastro, 2015).

Immigration Industrial Complex

The dynamics of the immigration industrial complex were very complicated; in addition, the model also served as global capital for local economies. Trujillo-Pagan (2014) claimed there are many lawmakers who do not understand the need for undocumented workers in global society. It is well known the United States was built on immigration (Brown, 2013). Trujillo-Pagan (2014) found displaced workers fueled the work needed within the United States. An industry of landscaping and housekeeping benefited heavily from immigration, both legal and illegal. Two prominent arguments resound against Hispanic immigration per Trujillo-Pagan (2014), who reported immigrants place a burden on public resources, and they drained wages and job availability from the economy. However, the United States–Mexican and Central American interdependence is necessitated by cross-border relations (Trujillo-Pagan, 2014).

Fear and Neoliberalism

Many scholars like Trujillo-Pagan (2014) recognized neoliberalism as fueling fear, which led to increased security on the borders for migration. Security for migration serves two important roles: (I) Internal migration created economic chances for a global economy in the United States, and (II) external migration offered new chances for capital gains. A consequence of immigration enforcement within the United States is the unintended immigration industrial complex, which also implicated neoliberal policies. Global implications of neoliberalism stroke an uneven balance between immigrants and labor (Trujillo-Pagan, 2014). Seate and Mastro (2015) claimed the investigation of social

and personal identities from individuals to groups for Latinos promoted intergroup biases such as fear, envy, and harm. Hozic (2017) claimed public fear was driven by Islamic State of Iraq and Syria recruits, the media, and other homegrown terrorists took back control of the United Kingdom and the United States.

Brexit, Sanctuary Cities, and Deferred Actions for Childhood

Adolescence (DACA)

Brexit

In 2016, approximately 40% of Great Britain's electorate voted to leave the European Union (McDougall, 2016). The leave voters were the voters who voted to leave the European Union. Hozic (2017) contended the United Kingdom's economy depends on global migrant labor, likewise to the United States. Also, Brexit disrupted poor and migrant women entities. The first argument against Brexit was regarding neoliberal economies, as proponents blamed institutions and the failure of political elites promoted an economic recovery for the region (Hozic, 2017). Hozic (2017) opinion had cosmopolitans' ideas birthed by political divisions and not material elements. The second argument is that Brexit occurred because it grew from socioeconomic divisions (Hozic, 2017). Political economist Morton vigorously defended his leave vote by blaming neoliberalism. The third reason claimed to be a cause of Brexit was that the White elite and English nationalism forced anti-Muslim sentiments, with Eastern European immigrants and refugees running from the backlash of the whole elite. This same recourse happened under the Trump administration with Muslims, Latinos, and other immigrant populations. Kteily and Bruneau (2016) stated Mexicans and Muslims share

experiences of dehumanization that forced reciprocal aggression within groups, otherwise known as backlash.

Hozic (2017) found almost 80% of the migrant workforce in Great Britain was employed by the care sector, because bigger nation states took human resources from poorer countries. Dorries (2016) hoped immigration practices with qualified health workers would stop being insured and would enter the National Health Service in Great Britain, despite Brexit. Similar situations are occurring in the United States. Dorries (2016) stated that many Latino immigrants made up the agricultural, construction, and housekeeping job sectors in the United States, where human capital comes mainly from Central and Latin America. Voters opposed to Brexit were richer and more educated than leave voters were (McDougall, 2016). In the United States, McAuley (2017) found that individuals who voted for Hillary Clinton were also more educated than Trump voters were, and Trump voters agreed with his plan to build a wall and combat illegal immigration.

Sanctuary Cities

Sanctuary cities are increasing because of problems with increased border security, an indirect path to citizenship, and stricter deportation laws in the United States (Cebula, 2015). Bhatt (2016) and Brady (2017) defined sanctuary cities as safe havens for immigrants to reside, free from the fear of deportation or enforcement of immigration laws. The sanctuary movement started in the 1980s (Bhatt, 2016), when churches felt they had a moral obligation to shield those who were fleeing from political unrest in their home countries, likewise to the Underground Railroad era. The sanctuary city debate

continued into the Trump era. In January 2017, President Trump passed an executive order that made it easier for authorities to deport illegal immigrants. Horwitz and Sacchetti (2017) found if Attorney General Sessions could not certify compliance with sharing information, ICE reprimands would occur. Maryland Governor Hogan proposed legislation to make Maryland a sanctuary state. Downfalls exist for cities that become sanctuary cities, however. Hintjens and Pouri (2014) found undocumented persons were more prone and vulnerable to attacks, discrimination, crime, and rape. Horwitz and Sacchetti (2017) reported local and state jurisdictions were not allowed federal funding by not enforcing immigrant laws.

Deferred Action for Childhood Arrivals (DACA)

(DACA) was legislation that shielded approximately 800,000 undocumented workers from deportation out of the United States (Sacchetti, and Stein 2017). The executive order successfully protected DACA recipients, also known as Dreamers, for five years. The law provided in-state tuition, driving permits, and temporary work permits for undocumented workers. Sacchetti and Stein (2017) found immigrants with no criminal records are at higher risk for exploitation under the Trump administration (p. A5). Critics said President Obama overstepped his power by passing an executive order in 2016 allowing Dreamers to receive in-state tuition, driver's licenses, and work permits. Once elected, President Trump made good on the promise to end DACA. On September 5, 2017, Trump issued a 901-word statement repealing DACA and gave Congress 6 months to replace or agree with his decision to deport undocumented immigrants (Sacchetti & Stein, 2017). Lawmakers in Congress were called upon to decide the fate of

Dreamers. Prior to October 5, 2017, Dreamers were allowed to reapply after their 2-year work permit status expired. Following Trump's ruling, more than 2,100 businesses, including Wells Fargo, Google, Microsoft, and JP Morgan Chase, wrote the President, requested to keep the Dreamers within the country. The average age of Dreamers is 26 years old; they predominantly reside in California, Texas, Florida, New York, and Illinois (Jan 2017).

The DACA executive order headlined a social movement in the United States. Hope and Keels (2016) conducted a study to test the activity of two current popular social movements, Black Lives Matter (BLM) and DACA, among students in the midwestern United States. They found Blacks, Latinos, and other low-income students have less political awareness and less knowledge of civic issues compared to middle-class White students. Hope and Keels (2016) later reported young Hispanic and Black minorities participated less in political processes due to the lack of economic resources, reduced political power, government untrustworthiness, and personal views on political responsiveness. Blacks and Hispanics minorities felt they were marginalized. The researchers found Blacks and Hispanics minorities also experienced racial and ethnic discrimination through intentional and unintentional insults, which they termed *microaggression*. However, movements such as DACA created boycotts, social movements, and illegal activism. Political activities become a coping strategy for minorities. Hope and Keels (2016) found that the DACA movement received less publicity than the BLM movement.

Summary

Newman and Johnson (2012) demonstrated a dire need for empirical research on immigrant Hispanic assimilation. This current study filled a gap in the literature by extending knowledge in the discipline and illuminating the research problem for scholar-practitioners. Also, Quiroga and Medina et al. (2014) agreed more investigation is needed on the assimilation phenomenon. These previous studies helped launch the following research question and hypotheses:

RQ: To what extent does the level of generational standing, education, and income individually relate to assimilation in the Latino immigrant group in the United States?

H_{0a}: None of the three predictors (level of generational standing, education, and income) individually relate to assimilation in the Latino immigrant group in the United States.

H_a: At least one of the three predictors (level of generational standing, education, and income) individually relates to assimilation in the Latino immigrant group in the United States.

H_{0b}: First-generation, less educated, and poor Latinos will not assimilate into UNITED STATES society.

H_{ab}: First-generation, less educated, and poor Latinos have a harder time assimilating into UNITED STATES society.

H_{0c}: The more educated Latinos are and the more income they have, the more likely Latinos will not assimilate into UNITED STATES society.

H_{ac}: The more educated Latinos are and the more income they have, the more likely they will assimilate into UNITED STATES society.

H_{0d}: The more income Latinos have and the further removed their generation, the more likely Latinos will not assimilate into UNITED STATES society.

H_{ad}: The more income Latinos have and the further removed their generation, the more Latinos will assimilate into UNITED STATES society.

Now that the research questions were discussed previously, they will be examined next by history in Chapter 3 through the literature review.

Chapter 3: Research Method

Introduction

The purpose of this study was to determine whether generational standing, education, and income were related within the Latino immigrant group. Also, and how these variables correlated to Latinos' ability to assimilate into UNITED STATES culture was determined. In Chapter 3, I will discuss the research design and rationale, population, sampling and sampling procedures, procedures for recruitment and participation, instrumentation and operationalization of constructs, data analysis plan, threats to validity, and ethical procedures. Next, discussed is research design and analysis.

Research Design and Analysis

The research method for the LNS (2006) was quantitative in nature and had a correlational design. Weiss (2016) stated that a correlation is one of two commonly used methods to determine the relationship among quantitative variables and to make predictions or determine relationships. In this study, I tested Hispanic immigration from data in the 2006 LNS to determine if the relationship correlated between the independent variables of generational standing, education, and income and the dependent variable of Hispanic immigration assimilation. I chose this research design that correlated with the research questions because it allowed me to unbiasedly identify the association, if any, between these variables. This design choice was consistent with research designs needed to advance the knowledge in the discipline because it was objective. The UNITED STATES Census Bureau (2011) showed about 13% of UNITED STATES residents were not naturalized in the United States (Kang, 2014). When compared to the national

average, the state of Maryland take for example is a little higher with 14% of its 5.9 million residents being foreign born (UNITED STATES Census Bureau, 2011). In 2013, the quick facts of the UNITED STATES Census Bureau identified 6.2% Hispanics living in Howard County, Maryland for example. Maryland was considered a microcosm of the overall study. Yet, an extremely large sample was required for observation in this study to draw accurate conclusions. The 2006 LNS polled 8,634 persons who considered themselves Latino (LNS, 2006). The 2006 LNS codebook and the University of Michigan website “Hispanics Living in the United States” (2011) provided me with an enormous sample for research purposes. It was a resource constraint to sample every immigrant all over the country.

A quantitative method was appropriate for this study since the survey population was extremely large ($N = 8,634$). The LNS (2006) was the primary dataset codebook I used to gather quantitative information on the independent variables of generational standing, education, and income on Latino immigrants across the United States, while data on the dependent variable of assimilation was drawn from the 2006 UNITED STATES Census. Multiple stages of sampling occurred. Principal researchers who conducted previous research through CATIs used a systematic approach. In this study, I stratified data samples by identifying generational standing, educational levels, and income.

The research design was correlational because my intent with asking the research questions was to determine to what extent generational standing, education, and income affect the assimilation of Latinos in the United States. The connection of assimilation

with the research question was significant in the identification of any correlation of generational standing, education, and income to the dependent variable of Hispanic assimilation.

Methodology

Population

Formerly known as Geoscape International, the Latino Force Group, LLC (LNS, 2006) constructed respondents' weight for statistical analysis. Hispanic demographics had regional differences reflected in opinions and attitudes on national survey analytics (CITE). The population of this study was based on the LNS (2006) of 8,634 Hispanic immigrants conducted throughout the United States, with surveys taken from the 11 million Hispanic households across the United States. This number included and equated to approximately 87.5% of Latino households nationally (LNS, 2006). The LNS excluded other racial groups and places outside the United States.

Sampling and Sampling Procedures

The random sample taken by LNS (2006) drew from 11 million respondents from 15 states and the District of Columbia, a quantity justified by the tremendous size of the sample. The effect size was 0.50 for a large size and the power level was 0.8 of a standard deviation, also due to a large sample size computed by hand. An additional four states—Georgia, Arkansas, North Carolina, and Iowa—were used to capture changing demographics of increased Hispanic presence (LNS, 2006). Despite a significant number of close-ended questions, respondents could answer “I don't know” or offer no answer at all (LNS, 2006). Forced choices were given to stimulate the respondents in quantifying

their answers (LNS, 2006). The sample size computed to approximately 8,634, with all respondents tested from G*Power (2006). The researchers also gathered salaries for Hispanic immigrants in 15 states.

Procedures for recruitment and participation. In the LNS (2006) study, the survey instrument included 165 items that addressed demographics, policy preferences, social indicators and experiences, and political attitudes. CATI software allowed for survey instrument implementation in English and Spanish, with all respondents greeted in both languages and offered the option to immediately opt out (LNS, 2006). Recruitment encompassed information from a database of households where immigrants identified themselves as Latino or Hispanic, obtained from a sampling firm in Miami, Florida (LNS, 2006).

Instrumentation and operationalization of constructs. The appropriateness of this study lay in the fact that it drew closer attention to the nonassimilation problem for Hispanics. Creswell (2013) felt that Geoscape, the proposal developer of the LNS (2006), provided detailed information about the actual instrument used in the study (p. 159). Therefore, I used this previous assessment intended to survey the Hispanic immigrant population's political attitudes in the United States in this study. Between November 17, 2005, and August 4, 2006, LNS researchers conducted 8,634 unweighted interviews of those who identified as Latino/Hispanic residents of the United States. The survey's 165 distinct items questioned included demographics, ancestry, education, political attitudes, and income, for a total of 702 variables (LNS, 2006). As I mentioned earlier, the

researchers established reliability by ensuring anonymity and confidentiality in the collection process.

For all researchers, consistency is necessary for statistical reliability (LNS, 2006). In this study, comprehension, as I mentioned before, came from allowing respondents to take the survey in the language in which they felt more comfortable. I minimized forces that could have affected a true score and caused errors in measurement, such as distraction or inaccuracy in polling the respondent. I did not plan to test for predictive validity because I was not trying to predict assimilation. However, I conducted a statistical analysis of each variable and verified convergent validity by using the mathematical operation of multiple regression in the Statistical Package for Social Science V23.0 (SPSS, 1995). The SPSS program sufficed in showing instrumentation to answer the research question posed.

I operationalized the independent variables of generational standing, education, and income and the dependent variable of assimilation. The operationalization was according to how well the immigrant knew the English language. I divided immigrant Latino generations into three distinct classes: *first generation* (they immigrated themselves), *second generation* (their parents immigrated), and *third generation* (their grandparents immigrated). Next, operationalized was education using eight categories ranging from an eighth-grade education to advanced degrees. The number of Hispanic households by states and UNITED STATES territories dictated the expression of income.

Procedures. The instrumentation I used in this study was secondary research already conducted by LNS (2006) principal investigators. Every CATI in the LNS

process offered respondents opportunities to respond in English or Spanish, with the choice to opt out during the survey administration. There was a confidentiality review with each respondent, altered to limit the disclosure (LNS, 2006). An online version of the analysis with questions was also available (LNS, 2006). The unit of observation was individual, with approximately 87.5% of the Hispanic population polled (LNS, 2006). The selection of the four additional states of North Carolina, Iowa, Arkansas, and Georgia was due to the influx and evolving environment of Latinos (LNS, 2006). Calibration occurred with only the states and not the District of Columbia (LNS, 2006). The smallest sampling unit was 400, with a +/- 5% sample per state (LNS, 2006). The LNS researchers' methodology included a standalone representation of each state's Latino population. Sample sizes were from the recommendation of funders with state-level weights representative of each state's population (LNS, 2006). The weight of respondents encompassed differences in regions, attitudes, and opinions that provided demographic, attitudinal, and information with continuous scales that included answers ranging from *strongly agree* to *strongly disagree* (LNS, 2006).

Data Analysis Plan: Statistical Analysis

The statistical analysis I conducted in this study was multiple regression synthesized from the statistical software SPSS (1995). Multiple regression facilitated the discovery of variables associated with immigrant assimilation in the United States and allowed for determining whether a correlation existed between any of the three independent variables of generational standing, education, and income and the dependent variable of assimilation to the language in the United States. Multiple regression was an

extension of a linear regression that was both simple and predictive in nature for two or more variables (Field, Miles, & Field, 2013; Mertler & Vannatta, 2013). There were eight assumptions associated with this type of equation, and when the dependent variable was measured at a continuous level, there were two or more categorical or continuous independent variables (LNS, 2006). When a linear relationship exists between the dependent and independent variables, the following are true: There is homoscedasticity, multicollinearity cannot exist, no outliers are present, there is independence of observation, there are not any errors, and residuals are normally distributed (Field et al., 2013; Mertler & Vannatta, 2013). The dependent variable scale ranged from 1 (*less assimilated*) to 5 (*most assimilated*).

My interpretation of results was that, first, the probability value ($p < .05$) had to be significant, and second, the strength of Pearson's correlation coefficient was relevant (Field et al., 2013; Mertler & Vannatta, 2013). The rationale for the inclusion of potential covariates or confounding variables was if the immigrant group had assimilated (Field et al., 2013; Mertler & Vannatta, 2013). Data cleaning involved taking out all elements, such as outliers, that skewed the data from the multiple regression equation (Field et al., 2013; Mertler & Vannatta, 2013). The approval number for the study from the Institutional Review Board approval number is 06-12-18-0280815 from Walden University.

I developed the following research question and hypotheses to guide this quantitative dissertation project regarding Latino assimilation in the United States:

RQ: To what extent does the level of generational standing, education, and income individually relate to assimilation in the Latino immigrant group in the United States?

H_{0a} : None of the three predictors (level of generational standing, education, and income) individually relate to assimilation in the Latino immigrant group in the United States.

H_{a1} : At least one of the three predictors (level of generational standing, education, and income) individually relates to assimilation in the Latino immigrant group in the United States.

H_{0b} : First-generation, less educated, and poor Latinos will not assimilate into UNITED STATES society.

H_{a1b} : First-generation, less educated, and poor Latinos have a harder time assimilating into UNITED STATES society.

H_{0c} : The more educated Latinos are and the more income they have, the more likely Latinos will not assimilate into UNITED STATES society.

H_{a1c} : The more educated Latinos are and the more income they have, the more likely they will assimilate into UNITED STATES society.

H_{0d} : The more income Latinos have and the further removed from their generation, the more likely Latinos will not assimilate into UNITED STATES society.

H_ad: The more income Latinos have and the further removed from their generation, the more likely Latinos will assimilate into UNITED STATES society.

Threats to Validity

Specific aspects of the research problem were necessary for internal validity and external validity. Creswell (2015) provided many explanations as to what may happen during a research experiment. Two types of threats to validity exist, internal and external, with internal validity interpreted as treatments that affect the researcher's ability to draw valid inferences from the data about the population (Creswell, 2015, p. 174). One possible threat to internal validity was maturation. Maturation occurred when something about the respondent changed—for example, getting older during the experiment—and thus influenced the results (Creswell, 2015). To lessen the chances of this happening, I surveyed respondents who matured around the same age throughout the experiment. Creswell (2015) identified regression as a second possible threat to internal validity. Extreme scores or outliers change during the experiment, but over time, scores regress toward the mean. To combat this potential problem, I chose not to select extreme scores when entering data for the experiment. A third possible threat to internal validity was mortality (Creswell, 2015), which happens when a respondent either drops out or passes away. Outcomes were unknown for participants in the experiment. In response to this type of threat, I chose a very large sample which compensated for dropouts.

External threats to validity happen when an experimenter incorrectly inferred conclusions about data related to the sample under study (Creswell, 2015). For example,

an experimenter may not predict results of past or future situations because the experiment was limited by time (Creswell, 2015). Creswell (2015) labeled this as the interaction of history and treatment. Another threat occurred due to the interaction of setting and treatment (Creswell, 2015). An experimenter cannot generalize to another population based on characteristics of respondents' settings during an experiment in another setting (Creswell, 2015). Instead, if researchers wish to generalize, they must conduct additional experiments within a new setting which determined if the same results occur as in the original setting (Creswell, 2015). The final threat to external validity came from the selection, treatment, and boundaries of the study with identifying populations (Creswell, 2015). Due to narrow characteristics of respondents in an experiment, researchers should not generalize to individuals who do not harbor the same characteristics (Creswell, 2015). For this study, I polled Hispanics in the United States, with other nationalities not surveyed (Creswell, 2015). Results from conducting experiments with persons with differing characteristics could not be generalizable (Creswell, 2015).

Addressing the process of construct validation, Frankfort-Nachmias and Nachmias (2008) distinguished three elements as present during construct validity. First, the instrument will measure a certain property. Second, the strength, weakness, and threats of a property under investigation were determined through the application of a theory (Frankfort-Nachmias and Nachmias, 2008). Third, the experimenter collects information, so the hypothesis will be rejected or confirmed. If a researcher finds a relationship, the instrument is deemed strong and valid; however, as Frankfort-Nachmias

and Nachmias (2008) indicated, if there is no relationship found in the data through the instrument, the instrument fails.

Sources of bias in laboratory experiments influenced study outcomes and boundaries. For example, Frankfort-Nachmias and Nachmias (2008) summarized demand characteristics as solicit-and-anticipate responses. One way that prevented against this happening within the experiment was to reduce respondents' awareness of scrutiny. Frankfort-Nachmias and Nachmias (2008) offered another strategy to maximize discussion of project hypotheses and goals. Another type of bias, called experimenter bias, unintentionally came from the researcher (Frankfort-Nachmias & Nachmias, 2008). Such bias influenced results based on researcher response to participants' answers, ultimately shewing data (Frankfort-Nachmias and Nachmias, 2008). To mitigate this, experimenters conducted research that is objective and different from their own feelings about survey questions; alternately, researchers may recruit several researchers to gather data, thus lessening the differences in personalities and other subtle variances (Frankfort-Nachmias & Nachmias, 2008). Finally, measurement artifacts could affect the outcome of an experiment. Biases occur when the purpose formerly unrecognized of the research is uncovered by study participants (Frankfort-Nachmias and Nachmias, 2008). To prevent this from happening, researchers should exercise environmental control as much as possible (Frankfort-Nachmias and Nachmias, 2008). However, measurement procedures will never be free of problems (Frankfort-Nachmias and Nachmias, 2008).

Contributions

An e-mail presented in the Appendix revealed consent to use the LNS (2006) for the Institutional Review Board (IRB) application process. This study involved no human participants. The use of secondary data ensures no ethical concerns with materials, data collection, or processes related to the study. Data collection occurred in an anonymous and confidential fashion (LNS, 2006). Following the completion of the study and for 7 years after, all information will be kept in a locked storage container, with only me having access to the information. After the 7-year retention period, data will be shredded. Potential contributions of this study included advancement of knowledge in the discipline of public policy and administration. Lawmakers will be able to observe why the Latino immigrant group had problems assimilating into the UNITED STATES culture, and learn how they could make this transition easier through federal and state programs and laws. Perhaps Latinos will come up with a plan collectively for smoother assimilation, which will lead to more access to goods and services. With advancement of the knowledge in the discipline, the potential implication for positive social change came into the form of a national effort to ease discrimination and offer better access to goods and services for those who have trouble assimilating.

Ethical Procedures

Creswell (2015, p. 92) stated the proposal should anticipate ethical issues. Honest responses were critical to the validity of the study. Also, ethical considerations are important. It is assumed all participants were honest. In the event honest answers were not forthcoming, results may not be completely reflective of reality.

Implication for Social Change

Findings of the research may lead to certain social implications. For example, social implications may lead to including better understanding Latino immigrant groups, passing equitable laws, and treating undocumented workers with more empathy and understanding. Accomplishing these two priorities hopefully created a more empowered and positive future for immigrants of Hispanic origin. Lastly, it is my hope that the revealing of this research will allow for individuals of other races to live peacefully and prosperously with the Hispanic immigrant community.

Summary

Many quantifiable elements merited consideration when taking on a quantitative analysis. Following a chapter introduction, I discussed proper calculation of sample size, methodology needing examination, assumptions and threats to validity, and ethical considerations. In the next chapter was are the results of using multiple regression and statistical equations to determine if a correlation exists between the independent variables of generational standing, education, and income with the dependent variable of assimilation, with assimilation measured by English comprehension for the Spanish speaker.

Chapter 4: Results

Introduction

The purpose of this study was to quantify whether Hispanic immigrants in the United States assimilate easily and if assimilation has any relation to the immigrant group. To accomplish this, I focused on identifying how the independent variables of generational standing, education, and income within the Latino immigrant group in the United States related to the Hispanic immigrant group dependent variable of assimilation. The following main research question and hypotheses were tested using both multiple and binary logistic regression:

RQ: To what extent do each of the three predictors (generational standing, education, and income) individually relate to assimilation in the Latino Immigrant group in the United States?

H_{0a} : None of the three predictors (level of generational standing, education, and income) individually relate to assimilation in the Latino immigrant group in the United States.

H_{a1} : At least one of the three predictors (level of generational standing, education, and income) individually relate to assimilation in the Latino immigrant group in the United States.

H_{0b} : First-generation, less educated, and poor Latinos will not assimilate into the United States society.

H_{a2} : First-generation, less educated, and poor Latinos have a harder time assimilating into the United States society.

H_{0c} : The more educated Latinos are and the more income they have, the more likely Latinos will not assimilate into UNITED STATES society.

H_{ac} : The more educated Latinos are and the more income they have, the more likely they will assimilate into UNITED STATES society.

H_{0d} : The more income Latinos have and the further removed from their generation, the more likely Latinos will not assimilate into UNITED STATES society.

H_{ad} : The more income Latinos have and the further removed from their generation, the more likely Latinos will assimilate into UNITED STATES society.

I will discuss the hypotheses in further detail in chapter 5 that entails the results. In this chapter, I will describe the data collection process, descriptive statistics of the sample, and the results of the analysis. This chapter will conclude with a summary of the findings of the analysis.

Data Collection

The population was based on 8,634 cases of surveys polled throughout the United States on Hispanic immigrants in the LNS (2006). The sample for this current study was made up of a random sampled from this national survey. In a sample of $N = 8,634$ individuals, there were 4,738 (54.9%) women and 3,896 (45.19%) men. The ages of participants ranged from 18 to 97 years ($M = 40.52$, $SD = 15.47$). The ancestry of individuals is shown in Table 2.

Table 2

Ancestry

	<i>N</i>	%
Venezuela	5,704	66.10
Puerto Rico	822	9.50
Cuba	420	4.90
El Salvador	407	4.70
Dominican Republic	335	3.90
Guatemala	149	1.70
Colombia	139	1.60
Spain	105	1.20
Ecuador	103	1.20
Honduras	87	1.00
Peru	65	0.80
Nicaragua	51	0.60
Bolivia	36	0.40
(DO NOT READ) United States	35	0.40
Costa Rica	32	0.40
Don't Know	30	0.30
Argentina	28	0.30
Mexico	27	0.30
Refused	18	0.20
Chile	17	0.20
Panama	14	0.20
Uruguay	7	0.10
Paraguay	3	0.00
Total	8,634	100.00

Most participants were of Venezuelan ancestry (66.1%). This was followed by ancestry from Puerto Rico (9.5%), Cuba (4.9%), El Salvador (4.70%), Dominican Republic (3.90%), Guatemala (1.70%), Columbia (1.60%), Spain (1.20%), Ecuador (1.20%), and Honduras (1.10%). Remaining ancestries were below 1.00%. Table 3 indicates the ethnicities of participants.

Table 3

Nationality

	<i>N</i>	%
Central American	5,704	66.1
Puerto Rican	822	9.5
Hispanic	613	7.1
Cuban	420	4.9
Salvadoran	407	4.7
Dominican	335	3.9
Mexican	333	3.9
Total	8,634	100.0

In terms of ethnicity, most of the participants in this study were Central American (66.1%). This was followed by Puerto Rican (9.5%), Hispanic (7.1%), Cuban (4.9%), Salvadoran (4.7%), Dominican (3.9%), and Mexican (3.9%). I thought as a researcher that it was best to identify from what country the immigrant was from, without making the place where he or she was born a variable. Instead, I only concentrated on generational status. In Table 4, the birthplace of the participants' parents is shown.

Table 4

Where Were Your Parents Born: Were They Both Born In The United States, Was One Born In The United States, Or Were Both Born In Another Country?

	Frequency	Percent
Neither parent born in the UNITED STATES	6,015	69.7
Both parents born in the UNITED STATES	1,803	20.9
One parent born in the UNITED STATES	700	8.1
Do not know	87	1.0
Refused	29	.3
Total	8,634	100.0

Most of the respondents stated that neither parents were born in the United States (69.7%). While 20.0% of the participants said that both parents were born in United States and 8.1% had one parent born in United States. Of all the respondents, 1.3% either did not know or refused to answer. Table 5 indicates the birthplaces of the participants.

Table 5

Were You Born in the Mainland United States, Puerto Rico, or Some Other Country?

	Frequency	Percent
Some other country	5,717	66.2
Mainland United States	2,450	28.4
Puerto Rico	467	5.4
Total	8,634	100.0

Over a quarter of the respondents (28.4%) stated that they were born in the mainland United States. The least (5.5%) were born in Puerto Rico, and most (66.2%) were born in some other country. Table 6 depicts the highest level of education of the subjects.

Table 6

Highest Level of Education Completed

	<i>N</i>	%
High school graduate	2,110	24.4
Eighth grade or below	1,714	19.9
Some college	1,646	19.1
Some high school	1,256	14.5
4-year college degree	818	9.5
Graduate or professional degree	582	6.7
GED	286	3.3
None	222	2.6
Total	8,634	100.0

The most common highest level of education completed for the participants was those who had graduated from high school (24.4%). This was followed by eighth grade or below (19.9%), some college (19.1%), four-year college degree (9.5%), graduate of professional degree (6.7%), GED (3.3%), and no formal education (2.6%). Table 7 provides the annual income levels of the participants. Table 7

Total Annual Income

	<i>N</i>	%
\$15,000–\$24,999	1,525	17.7
Below \$15,000K	1,277	14.8
\$25,000–\$34,999	1,186	13.7
Above \$65,000	1,011	11.7
\$35,000–\$44,999	856	9.9
\$45,000–\$54,999	561	6.5
\$55,000–\$64,999	417	4.8
Answered total	6,833	79.1
Refused	1801	20.9
Total	8634	100.0

The greatest number of participants had a total annual income between \$15,000–\$24,999 (17.7%). This was followed by < \$15,000 (14.8%), \$25,000–\$34,999 (13.7%), > \$65,000 (11.7%), \$35,000–\$44,999 (9.9%), \$45,000–\$54,999 (6.5%), \$55,000–\$64,999 (4.8%), and 20.9% refused to answer. Table 8 depicts the number of participants' grandparents that were born outside of the United States.

Table 8

How Many of Your Grandparents, if any, Were Born Outside the United States?

	Frequency	Percent
All	6,039	69.9
None	1,143	13.2
Two	731	8.5
One	282	3.3
Three	170	2.0
Don't Know	241	2.8
Refused	28	.3
Total	8,634	100.0

Most respondents stated that all four of their grandparents were born outside the United States (69.9%). This was followed by 13.2% that stated that none of their grandparents was born outside of the United States, 8.5% who had two grandparents born outside the United States, 2.0% that had three grandparents born outside of the United States, and 3.1% of the respondents either refused to answer or did not know. The dependent variable under investigation measured the level of English-speaking skills the individual claimed to possess, and this information is presented in Table 9.

Table 9

Fluency of English

	<i>N</i>	%
Just a little	2,735	27.51
Not at all	1,041	12.06
Pretty well	860	9.96
Very well	694	8.04
Missing	3,672	42.53
Total	8,634	100.0

The most common response was that the participant knew “just a little English” (27.51%). This was followed by the responses of “not at all” (12.06%), “pretty well” (9.96%), and “very well” (8.04%), while 42.53% of the participants gave no responses.

Results

Due to the ordered categorical responses of the dependent variable “English proficiency” and also to allow for control of covariates, it was decided to perform both hierarchical multiple and hierarchical logistic regression in order to compare the results. The responses for the dependent variable ranged from 1 to 4 with 1 = “not at all”, 2 = “Just a little”, 3 = “Pretty well”; and 4 = “Very well.” A dichotomous variable was created for logistic regression in which a response less than 2 indicated no mastery of English (coded as 0) and a value greater than or equal to 2 indicated mastery of English (coded as 1).

Bivariate Pearson Correlation Results

Another type of correlation was performed. Pearson correlations were conducted. The results assessed the relationship between five variables. These variables included English speaking skills, the dependent variable, and the independent variables generational standing (*parents born in US, grandparents born outside US, and*

participant born in US), highest education level, and annual income. Table 10 now precedes.

Table 10

Pearson Correlations between Independent and Dependent Variables

		1	2	3	4	5	6
English skills (1)	Pearson Correlation	1					
	<i>N</i>	5336					
Parents born in US (2)	Pearson Correlation	.082	1				
	<i>P</i> -Value	.000					
	<i>N</i>	5261	8518				
Grandparents born outside US (3)	Pearson Correlation	.024	-.009	1			
	<i>P</i> -Value	.079	.422				
	<i>N</i>	5215	8283	8365			
Born in US (4)	Pearson Correlation	.308	.445	.018	1		
	<i>P</i> -Value	.000	.000	.092			
	<i>N</i>	5336	8518	8365	8634		
Education level (5)	Pearson Correlation	.408	.145	.040	.305	1	
	<i>P</i> -Value	.000	.000	.000	.000		
	<i>N</i>	5336	8518	8365	8634	8634	
Annual income (6)	Pearson Correlation	.398	.147	.021	.309	.462	1
	<i>P</i> -Value	.000	.000	.085	.000	.000	
	<i>N</i>	4073	6758	6657	6833	6833	6833

There was a small positive significant correlation between parents born in United States and English-speaking skills ($r = .082, p < .001$). There was a medium positive significant correlation between being born in the United States and English-speaking skills ($r = .308, p < .001$). There was a positive medium significant correlation between education level and English-speaking skills ($r = .408, p < .001$). There was a positive medium significant correlation between house hold income and English-speaking skills. There were no significant correlations between grandparents born outside and United States English speaking skills. The correlation table (Table 10) depicts this information.

Multiple Regression Results

To perform multiple regression, there were several assumptions that needed to be tested: Normality of residuals, no multi-variate outliers and no multicollinearity.

Normality of residuals was assessed by examining both the skewness and kurtosis statistics of the residuals as well as by visual inspection of the histogram. Figure 1 is the studentized residuals.

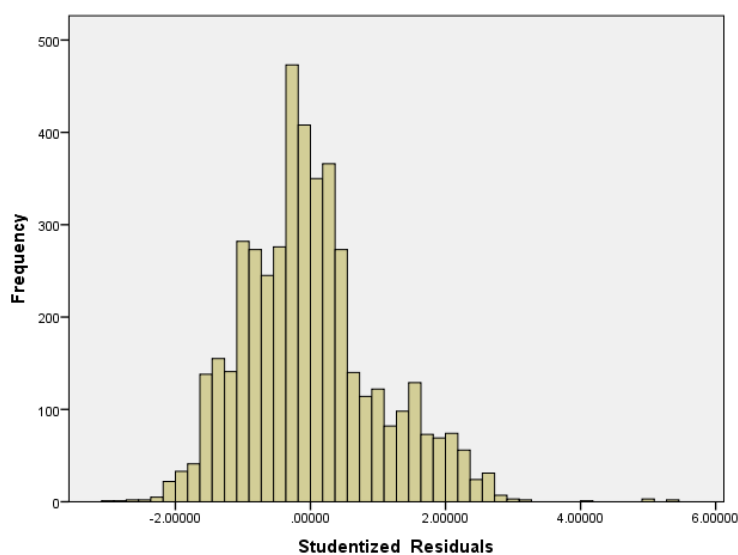


Figure 1. Studentized residuals.

Figure 1 depicted an approximate normal distribution of residuals. Additionally, the skewness (0.614) and kurtosis (0.674) values were within acceptable ranges for normality. Skewness and kurtosis values within ± 3 are considered acceptable values for a normal distribution. Any values outside this threshold may indicate a violation of the normality assumption and may warrant the need for data transformations.

Multivariate outliers occur when unique combinations of the independent variables result in extreme values of the dependent variable. To test for this, SPSS was

used to calculate Mahalanobis distances. Based on the number of predictor variables in the multiple regression model and the Chi-square distribution, any Mahalanobis distance greater than 69 would be considered a multivariate outlier and removed from the dataset. There were 697 cases that fit the criteria and removed from the analysis.

Multicollinearity is the condition in which the independent variables are highly correlated with each other. This condition can cause a problem in interpreting the regression model. The assumption of no multicollinearity was tested by calculating variance inflation factors (VIFs). Any VIF larger than 10 may be problematic. There were no VIFs that were problematic in the analysis. Again, multiple regression was performed to answer the following research question:

RQ: To what extent do each of the three predictors (generational standing, education, and income) individually relate to assimilation in the Latino immigrant group in the United States while controlling for nationality and age?

There were three survey questions that operationalized generational standing:

- *Were parents born in UNITED STATES?*
- *Were grandparents born outside UNITED STATES?*
- *Were you born in UNITED STATES?*

There were six categories of education level: graduate, four-year college degree, eighth grade or less, GED, high school graduate, some college, and some high school.

There were six categories of income level: < \$15K, \$15K – \$24,999, \$25K – \$34,999, \$35K – \$44,999, \$45k – \$54,999, \$55k – \$64,999, and >\$65K. Finally, English

proficiency was measured by asking the participant “How good is your spoken English?”

Would you say you could carry on a conversation in English (both understanding and speaking) very well, pretty well, just a little, or not at all? These responses ranged from 1 to 4 with 1 = “not at all”, 2 = “Just a little”, 3 = “Pretty well”; and 4 = “Very well.” Studies have shown that ordered categorical variables may be treated as interval for enough categories (Rhemtulla, 2012).

Due to the correlation of control variables Nationality ($r = .041, p = .001$) and age ($r = -.016, p = .146$) with assimilation (as measured by English language fluency). Also, they were added as covariates in the regression model. Further, the following model was tested using SPSS: $English\ proficiency = \beta_0 + \beta_1 Age + \beta_2 Nationality + \beta_3 Generational\ Standing + \beta_4 Education + \beta_5 Income$

In the first “block” of the regression model, the covariates of age and nationality were entered. In the second block, the predictors generational standing (as measured by the variables *born in UNITED STATES, parents born in UNITED STATES, and grandparents born outside UNITED STATES*), education and annual income were entered. Table 11 is next.

Table 11

F Change Statistics for Multiple Regression Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.230 ^a	.053	.052	.895	.053	38.155	7	4771	.000
2	.530 ^b	.281	.278	.781	.228	100.617	15	4756	.000

The first model with only the covariates of age and nationality was statistically significant, $F(7, 4778) = 38.12, p < .001$. The second model included both the covariates

as well as the independent variables ancestry, education and annual income. The addition of the additional independent variables ancestry, education and annual income significantly improved the first model., as denoted by a significant change in F , $F(15, 4756) = 100.62, p < .001$. Table 11 provides the F change statistics. After controlling for age and nationality, the significance of each predictor was assessed. Table 12 is next.

Table 12

Coefficient Table for Multiple Regression Model

Model	Unstandard-		Standardized		t	Sig.
	ized B	Coefficients Std. Error	Coeffi- cients Beta			
1	(Constant)	2.374	.039		61.603	.000
	Respondent Age	-.006	.001	-.098	-6.417	.000
	Central American	.090	.062	.021	1.459	.145
	Cuban	.356	.061	.088	5.844	.000
	Dominican	.215	.060	.051	3.570	.000
	Hispanic	.441	.052	.122	8.448	.000
	Puerto Rican	.808	.056	.213	14.366	.000
	Salvadoran	.010	.055	.003	.182	.856
2	(Constant)	2.282	.063		36.231	.000
	Respondent Age	-.002	.001	-.041	-2.940	.003
	Central American	.131	.054	.030	2.417	.016
	Cuban	.195	.054	.048	3.614	.000
	Dominican	.167	.053	.040	3.155	.002
	Hispanic	.192	.047	.053	4.083	.000
	Puerto Rican	.629	.050	.166	12.672	.000
	Salvadoran	.069	.048	.018	1.440	.150
	Were parents born in US?	.100	.029	.042	3.395	.001
	Were grandparents born outside US?	-.051	.033	-.019	-1.560	.119
	Were you born in US?	.932	.046	.256	20.339	.000
	Four year college degree	.371	.062	.094	5.971	.000
	8th grade or less	-.386	.046	-.191	-8.384	.000
	GED	.182	.071	.038	2.549	.011
	HS Graduate	-.012	.047	-.005	-.249	.804
	Some College	.344	.051	.126	6.687	.000
	Some HS	-.126	.050	-.051	-2.530	.011
	< \$15K	-.231	.034	-.101	-6.849	.000
	15K - 24999	-.074	.033	-.034	-2.263	.024
	25K - 34999	.089	.037	.035	2.422	.015
35K - 44999	.287	.045	.087	6.419	.000	
45k - 54999	.405	.057	.093	7.133	.000	
55k - 64999	.564	.075	.096	7.530	.000	

Being born in the UNITED STATES was statistically significant ($p < .001$). The estimated difference between those, the estimated difference between those born in the UNITED STATES and those not born in the UNITED STATES is .932 in English proficiency with those born in the UNITED STATES scoring that much higher. Grandparents born outside UNITED STATES was not statistically significant ($p = .119$, $b = -.051$). Education was statistically significant. An increase in education generally resulted in an increase in English language fluency. Specifically, people with only an eighth-grade education resulted in a decrease in English language fluency on average by .386 ($p < .001$) compared with people with a graduate degree, some high school education resulted in a decrease of .126 ($p = .011$). This corresponded to an increase in English language fluency with a GED ($b = .182$, $p = .001$); Those with a four - year degree had a .371 increase ($p = .001$); and this with some college had an increase in English language fluency of .344 ($p < .001$).

Income was found to be statistically significant with increasing income resulting in a general increase in English language fluency. Specifically, those who had an income of less than \$15K resulted in a decrease in English language fluency by .231 ($p < .001$). \$15K - \$24,999 resulted in a decrease by .074 ($p = .024$). This trend continued, when income increased, the resultant change in English fluency improved. Table 12 depicts this information.

Results of Binary Logistic Regression

Binary logistic regression was performed to assess the research question: To what extent do each of the three predictors (generational standing, education, and income)

individually relate to assimilation in the Latino Immigrant group in the United States?

Binary logistic regression was performed to test the following model:

Logit (English proficiency) = $\beta_0 + \beta_1 \text{Age} + \beta_2 \text{Nationality} + \beta_3 \text{Generational Standing} +$

$\beta_4 \text{Education} + \beta_5 \text{Income}$. The covariates of age and nationality were inputted into the

first block of the model. The second block included both covariates as well as the

independent variables of generational standing, education, and annual income. The odds

ratio for each predictor was assessed in Table 13.

Table 13

Odd Ratios (ExpB) for Logistic Regression Model

	<i>B</i>	<i>S.E.</i>	<i>Sig.</i>	<i>Odds Ratio</i>	95% C.I. for Odds	
					Lower	Upper
AGE	.003	.003	.362	1.003	.996	1.010
Mexican (ref)			.000			
Hispanic	-.078	.235	.740	.925	.583	1.467
Central American	-.192	.193	.318	.825	.565	1.204
Cuban	-.367	.266	.168	.693	.411	1.167
Dominican	-.070	.262	.790	.932	.558	1.559
Puerto Rican	1.279	.253	.000	3.593	2.187	5.903
Salvadoran	-.230	.256	.368	.794	.481	1.311
Parents Born in UNITED STATES (1)	-.104	.112	.352	.901	.724	1.122
Grandparents Born Outside UNITED STATES (1)	.131	.132	.322	1.140	.880	1.478
Born in UNITED STATES (1)	-2.421	.193	.000	.089	.061	.130
Graduate (ref)			.000			
No education	-2.723	.454	.000	.066	.027	.160
8th grade	-2.024	.217	.000	.132	.086	.202
Some H.S.	-1.312	.218	.000	.269	.176	.413
GED	-.126	.268	.639	.882	.521	1.491
H.S. grad	-.845	.204	.000	.430	.288	.641
Some college	.092	.211	.663	1.096	.725	1.658
4 year college	-.005	.239	.983	.995	.623	1.589
> \$65K (ref)			.000			
< \$15K	-2.259	.199	.000	.104	.071	.154
\$15k - \$24,999	-1.750	.189	.000	.174	.120	.252
\$25k - \$34,999	-1.150	.190	.000	.317	.218	.460
\$35k - \$44,999	-.681	.201	.001	.506	.341	.751
\$45k - \$54,999	-.287	.227	.206	.751	.481	1.171
\$55k - \$64,999	-.034	.274	.901	.967	.566	1.652
Constant	3.699	.384	.000	40.396		

After controlling for age and nationality, the full model was found to be statistically significant, $\chi^2(23) = 1279.59, p < .001$. The odds of people born in the UNITED STATES relating to assimilation in the Latino group are 0.089 times the odds of those not born in the UNITED STATES. These results are depicted in Table 13. Education was found to be statistically significant in that people with no education

relating to assimilation in the Latino group were 0.066 times the odds of those with education resulted in greater likelihood of being fluent in English. Specifically, those with a no formal education were 15.15 times as likely to not master English, compared to someone with a graduate degree. Those with only an eighth-grade education were 7.58 times as likely not to master English; with some high school education, 3.71 times as likely not to master English; and with only a high school education, 1.13 times as likely to not master English. Other levels were not significant.

Income was found to be statistically significant with increasing levels of income indicating a greater probability of mastering English. Specifically, compared to those who make over \$65,000, people who made less than \$15K were 9.61 times as likely not to master English; \$15,000 - \$24,999 were 5.75 times as likely not to master English; \$25,000 - \$34,999, 3.15 times as likely; and \$35,000 - \$44,999, 1.97 times as likely not to master English. Increasing levels of income resulted in decreased likelihood of not mastering English.

Summary

Both multiple regression and logistic regression were conducted in order to explore the relationships between English fluency, generational standing, education, and annual income while controlling for age and nationality. The results of both analyses yielded similar conclusions. While controlling for age and nationality, increased levels of education resulted in increased levels of mastery of English. This same positive relationship was found in annual income as well. Increased levels of annual income were related to increased levels of English fluency. Finally, being born in the UNITED

STATES resulted in an increased level of English-speaking skills. Additionally, parents born in the UNITED STATES was also statistically significant resulting in increased English language speaking skills. Grandparents, however, born outside the US was not statistically significant.

What follows next in chapter 5 is a discussion of these findings and how they relate to current theories and past research as discussed in the chapter 2 literature review. An interpretation of the findings in the context of the theoretical and conceptual frameworks is given in chapter 5. Additionally, recommendations for further research will be discussed.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction/Discussion

The purpose of this study was to investigate the independent variables of generational standing, education, and income within the confines of assimilation challenges. Specifically, the goal of this study was to identify factors affecting Latino immigrant groups as defined by race in the assimilation process, using a correlational analysis through multiple regression. I measured the assimilation of Hispanics according to the mastery of English by Spanish speakers. With the research question, I addressed to what extent the level of generational standing, education, and income relate to assimilation for Latinos in the United States? I found that every variable was significant except for grandparents not born in the United States.

The Hispanic population in the United States exhibit more difficulty with assimilation compared to other immigrants, and this population is also more exposed to immigrant backlash and discrimination (Quiroga et al, 2014). A call for the procurement of empirical data about the consequences of hostile practices of nonassimilation through the lens of public policy was made by Quiroga et al. (2014). The issue of nonassimilation has been increasing prevalent with the increase of Hispanic immigration in several states of the United States (Passell & D’Vera, 2014). Not all Hispanic immigrants living in the United States immigrated through legal immigration channels, resulting in a significant number of illegal immigrants (Passell & D’Vera, 2014). This has resulted in an immigration debate about allowing illegal immigrants to remain within the United States (The White House, 2014). Illegal Hispanic immigrants fill a gap for low-skilled workers

in the UNITED STATES job market; however, the influx of Latinos together with population growth (Bersani, 2014) has led to them becoming the minority group with the highest majority (Bohon et al., 2014), and therefore, a group to consider in political campaigns and law making (Flores, 2014; Hidalgo, 2014). Deportation, which has been widely practiced, does not provide the ideal solution to curbing illegal immigration; moreover, most of the UNITED STATES citizenry do not perceive this option as constitutional (Hidalgo, 2014).

Samson (2014) discussed three categories of segmented assimilation, the last of which is applicable to the situation of Latino immigrants within the United States. This level of assimilation produces downward or straight mobility and is associated with prejudice, discrimination, and poverty (Samson, 2014). This categorization led me to develop the research question of: To what extent does the level of generational standing, education, and income correlate in Hispanic assimilation and immigration? To explore this question, I used the 2006 LNS data because it comprised a sample of 87.5% of the 11 million Latino UNITED STATES population in 2006 (LNS, 2006). Such a sample from across the United States gave a more accurate reading of statistics. The results of this study indicated that there is a correlation between generational status, education, annual income, and acculturation as measured by fluency in English.

Generational Standing

In the overarching research question, I asked to what extent do each of the three predictors (generational standing, education, and income) individually relate to assimilation in the Latino immigrant group in the United States. Both the multiple

regression and binary logistic regression indicated that the level of generational standing, education, and annual income significantly related to levels of mastery of English, which was used as an indication of the level of assimilation. The results indicated that being born in the United States resulted in an increased level of English-speaking skills. Additionally, having parents born in the United States was also statistically significant, resulting in increased English language speaking skills. Similarly, increased levels of education resulted in greater fluency in English, while a higher annual income was also associated with better fluency in English. Therefore, the null hypothesis (H_{0a}) that at least one of the three predictors—level of generational standing, education, and income—individually relate to assimilation in the Latino immigrant group in the United States, although according to the results all three predictors significantly relate to increased fluency in English, which was an indication of the degree of assimilation in this study. The other hypotheses will be addressed in the chapter.

Education

For the second set of hypotheses, the null hypothesis (H_{0b}) was also rejected because the findings of this study yielded a significant positive relationship between educational level and fluency in English. Fluency in English indicated a sensitivity to the duration of the individual's stay in the United States. This can be seen in the fact that when grandparents were born outside the United States, there was no significant correlation in English speaking skills. However, positive significant correlations were yielded when parents were born in the United States (immigrant born) and when the individual was born in the United States (native born). The second hypotheses suggested

that there would be a correlation between the level of education of Latinos, together with income level, and their likeliness to assimilate into the United States society as measured by their reported proficiency in English. While controlling for age and nationality, increased levels of education resulted in increased levels of mastery of English; therefore, I rejected the null hypothesis for the second set of hypotheses.

Annual Income

Lastly, the third set of hypotheses concerned annual income and in the null hypothesis (H_{0c}) I posed that a higher annual income for Latinos, coupled with generational standing would result in the increased assimilation of Latinos into UNITED STATES society. The results indicated that the higher Latinos' annual income was, the more fluency in English they reported. The third null hypothesis was therefore also rejected as I found that there was a statistically significant positive relationship between annual income and fluency in English, which signaled assimilation in this study. Put differently, lower annual income was associated with poorer English skills, and therefore, nonassimilation or slower assimilation.

Taken as a whole, the findings generated in this study were significant. In this last chapter, I will offer a summary of the main findings, an interpretation of the results as they relate to the research question, a discussion of the limitations of the study, my recommendations for future study, and the implications for social change. This chapter will end with a conclusion that concludes the research.

Interpretation of Findings

Against the backdrop of immigration-segmented assimilation, which was one of the theoretical frameworks guiding this study, I explored the relationships between assimilation, measured by fluency in English, and generational standing, level of education, and annual income. Different views are incorporated in the immigration-segmented assimilation theory, and some researchers have focused on spatial integration (Lichter et al., 2015), whereas others took a broader view including several demographic aspects such as religion, age, and gender amongst others (Hajnal & Trounstein, 2015). The theory originated from the perception that an ethnic group would oust another by means of assimilation (Walzer & Miller, 1997). This perception together with the self-determinism theory led to restrictions in obtaining visas (Hidalgo, 2014).

The second theory, the RCT of Bobo (1983) is still applied today throughout race relations in the UNITED STATES. This theory revolves around the competition between racial groups during the process of assimilation Bobo (1983). It was originally expected that the Latinos would assimilate with their European counterparts, which did not happen (Alba & Nee, 2003). Economic stress tends to intensify amid group competition which caused a rift in assimilation by the Hispanic ethnic group's nonassimilation to UNITED STATES society, which formed the rationale for this study. The findings of this study indicated that Latinos who are under financial stress due to a low income are struggling with the process of assimilation, which is evident from their poor English skills.

The data set I used in this study did not ask about maintaining links with other Latino groups, so it was therefore not possible to determine to what extent Latinos of

different income levels maintain social connections. However, third generation Hispanics appeared to be more removed from the traditional style of living and becoming more like UNITED STATES citizenry by means of integration. It is interesting to note that lawful entry affected the strength of variables of generational standing, education, and income versus unlawful entry.

Pertaining to the immigrant incorporation or integration theory, Ueda (2015) indicated that for Hispanic immigrants, segmented assimilation led to unsafe environments and prejudice causing disengagement from the host population. Ueda pointed out that coethnic communities can promote positive attitudes towards school and educational outcomes in acculturation. Whereas the classical immigration theory allowed immigrants to be assimilated more easily within the middle class (Johnson & Marchi, 2009), the segmented assimilation theory maintains that by blending with the middle class, upward mobility is achieved (Tam & Freisthler, 2015). The results of this study confirmed the notion of upward mobility linked with assimilation because the results showed that an increase in annual income positively correlated with fluency in English, which I used as an indication of assimilation. In addition, an increase in English skills coincided with increased levels of education, which can be related to more positive attitudes towards education.

I presume in this study that the level of assimilation of a Latino immigrant is related to their proficiency and fluency in English, which was in accordance with Allard et al. (2014). I furthermore assumed that the participants' self-reported knowledge and fluency in English on the LNS (2006) was an accurate estimation of their English skills. I

made the choice to focus on generational standing, educational level, and annual income as variables in exploring the assimilation of Latinos. Accordingly, I used the data depicting generational standing, educational level, and annual income in correlation with the data on English skills as provided by the participants.

The findings of this study indicated that third generation Latinos were more assimilated into UNITED STATES culture as measured by their fluency in English and also their educational level and annual income. According to Hudley (2016), the third-generation immigrant is native born as opposed to the second generation, which Hudley referred to as immigrant born. The findings of this study confirmed the findings of Bohon et al. (2014) who asserted that there was a correlation between a person's immigrant status and economic and educational standing. In this study, the results showed that the further the Latino was removed generationally, the higher their educational level, economic position, and fluency in English. This finding indicates that Latinos who are native born tend to be better assimilated into UNITED STATES society.

Pertaining to the educational level of the Latinos, Jan (2017) reported a higher level of education compared to the LNS (2006) figures. According to Jan (2017), 12% of immigrants have bachelor's degrees and 3% have advanced degrees, whereas the LNS indicated that 9.5% immigrants held bachelor's degrees and 6.7% held advanced or professional degrees. An even more positive trend was that Jan (2017) reported 84% of Latinos completed high school compared to the 24.4% of the LNS. The LNS figures indicated that 14.5% Latinos obtained some high school, meaning that they had dropped out of high school, whereas Jan (2017) indicated that only 2% did not complete high

school. Assuming that these figures mostly reflect the educational attainment of the younger generation of Latinos who were native born (third generation), the findings of this study corroborate with the suggestions of Bohon et al. (2014) that immigration status is linked with educational achievements. The overall increase in educational attainment of Latinos can be interpreted as indicative of their assimilation into UNITED STATES culture. As I stated earlier, an increase in educational level was correlated with an increase in English skills, and therefore, assimilation.

Socioeconomic factors as measured by annual income had not been studied in the field in relation to the assimilation of Latinos prior to this study. Martin et al. (2015) analyzed the diet and body mass index of Latinos in relation to their annual income and found that second generation Latinos of a lower income followed a more traditional diet and were better nourished compared to their counterparts with a higher socioeconomic status. This fact might reflect more assimilation with the UNITED STATES dietary culture, which for the purposes of this study was a possible indication of more assimilation linked with a higher annual income. Educational level is strongly linked with employment opportunities and income Bohon et al. (2014). Hudley (2016) pointed to the association between immigration and economic status of individuals and educational achievements, stating that educational achievements do hold employment and financial benefits for the individual. With the rise in educational achievements reported by Jan (2017), it can be expected that Latinos should find more financially lucrative employment other than the traditional construction work with which they have become associated. The 2006 LNS data did not record type of employment associated with the annual income, but

such a study would shed light on the issue of employment that is appropriate to the level of education of Latinos. The results of this study revealed that there was a significant positive relationship between generational standing, level of income, and fluency in English. This indicates that an increase in annual income is linked with an increase in assimilation and that the further the generation was from being born outside the UNITED STATES (third and higher), the better the individual's English skills will be. Therefore, an increase in annual income and generational distance, Latinos follow the United States ways of living and assimilated more often.

I observed significant positive correlations between generational standing and assimilation where the further the generation is, the more the assimilation as measured by fluency in English. Similarly, education alone related positively to the level of income where an increase in income correlates positively with an increase in assimilation. Thirdly, a significant positive correlation was found between income and generational standing. The further generations removed from being born outside the UNITED STATES displayed increased education which is linked with better employment opportunities and income and increased English proficiency. There is an interrelationship between English proficiency, generation standing, educational level and annual income.

Limitations of the Study

The 2006 LNS ICPSR, which was a quantitative study, used closed-ended questions, where information from secondary surveys served as the instrument of the study (LNS, 2006). Notably the age of the data, albeit representative of a large percentage of the Hispanics, is a limitation of this study. More recent data would constitute a more

accurate picture of the assimilation of Hispanics as it currently stands. However, the results of the study confirmed previous and recent studies in the literature indicating that the trends are similar despite the age of the data.

Another limitation is that data collection was done telephonically via a computer-assisted telephone interviewing process. Frankfort-Nachmias and Nachmias (1988) found that 4% of such interviews were terminated by the interviewee before successfully completing it. In addition, telephone interviews do not yield as much data as face-to-face interviews and it was not possible to verify the participant's ethnical identity. It is therefore possible that some of the respondents might not have been Hispanics. These factors are a threat to the external validity of the study.

Furthermore, although given the opportunity to choose the language in which the interview was conducted, telephone interviews are tiring, and no guarantees can be provided that the participant understood the questions 100%. Moreover, without visual clues the interviewers could not tell whether the participants were open and honest. Hopefully by giving assurances of protecting the participants' anonymity and confidentiality, the answers were honest and objective. A threat to the internal validity of the study is the possibility of someone not completing the due to severe illness or death as this would result in skewing the results. To combat this possibility, a large sample was chosen to compensate for dropouts. Another threat to internal validity comes from the statistical analysis. Regression has the possibility of producing different outliers since extreme sources tend to change with time and move more towards the mean (Creswell, 2015). This possibility was overcome by not selecting extreme sources. Further,

the results of this study can be generalized due to the sample size, and location across the United States. The results of this study can, however, not be generalized to other immigrant population groups since the data were restricted to Hispanics only.

Recommendations

There are a few recommendations to conducting another study. Although it was determined that a quantitative correlational study was the best option for conducting this study, a qualitative study could shed more light on individual experiences and perceptions. Even though results of qualitative studies do not lend themselves to generalization due to the limited number of participants involved, a qualitative study or series of studies in different states could yield different options or combinations of variables that would not otherwise be discovered.

Future studies could be undertaken with a similar national sample but focusing on contemporary data. The Hispanic population in the United States has grown exponentially and new immigrants, legal and illegal, enter the country. This potentially changes the demographics of this group. In addition, previous researchers reported changes in the educational levels and income levels of Hispanics. These changes might impact on the assimilation of Hispanics. Also, obtaining a large dataset such as the LNS 2006, researchers could endeavor to utilize different interview methods and not rely on telephone interviews. By using field workers and a more personal and visual medium such as Skype some of the limitations of this study could be addressed.

Implications for Social Change

Implications for positive social change may emerge from the findings of this study. In terms of the theoretical frameworks it is evident that scholars and politicians may harbor the fear of one ethnic group ousting another. With the dramatic rise in the Hispanic population (UNITED STATES Census Bureau, 2016), this sentiment might increase in political circles leading to more actions against illegal immigrants amongst others. The findings of this study may contribute to a better understanding and appreciation for the plight of Latino immigrants, leading to more empathetic treatment of illegal immigrants and their children.

Moreover, educationalists might use the findings to renew efforts in teaching Latino scholars better English skills to increase their academic performance and employability which could ultimately positively impact on their assimilation. This study highlights the interrelationship between English proficiency, education, employment and assimilation of immigrants such as Latinos. The importance of increased efforts to assist all immigrants to learn English not only to assist everyday communication but more importantly to facilitate assimilation of Latinos.

While these findings cannot be generalized to other immigrants improved and more sympathetic treatment of immigrants could result from understanding the assimilation process and difficulties these groups experience. There is still evidence of discrimination against different ethnic groups in terms of access to goods and services. The findings of this study may serve to create more understanding amongst service delivery groups and result in improved access to services for Latinos.

I drew upon the potential societal contributions of this study, including the advancement of knowledge in the discipline of public policy and administration. Lawmakers may recognize why the Latino immigrant group has problems assimilating into the United States culture and how they might make this transition easier through implementing federal and state laws and programs. Perhaps assimilation or the UNITED STATES culture gaining acceptance for the Hispanic hegemony would produce access to more goods and services and decrease discrimination in society.

Conclusion

This research was aimed at exploring the assimilation of Latino immigrants to better understand why assimilation remains problematic for Latino immigrants. In addressing the lack of assimilation Latinos will be better equipped to avoid backlash and exclusionary practices. The unit of measuring assimilation was fluency in English which proved to be pivotal in the level of assimilation. The results showed an intimate interrelationship between English skills, education and employment or annual income and assimilation. In addition, the further removed the generation, the better English proficiency, education and annual income was. The centrality of English skills in assimilation leads to the realization that more effort should go into teaching immigrant families English. Findings of the research may lead to certain social implications, including better understanding Latino immigrant groups, passing equitable laws, and treating undocumented workers with more empathy and understanding

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Permission to Use LNS (2006)

From: Arun Mathur _XXXXXXXXX
Sent: Wednesday, January 17, 2018 5:20 PM
To: Tammy Burroughs
Subject: Re: ICPSR Latino National Survey

Hi Tammy,

I gather Walden is requiring you to secure permission? Because you don't need it from us - you are free to download the public files and use them in your secondary research. As for signing this Data Use Agreement you sent us - it will have to be sent to the UM attorneys' office. We do not have the authority to sign something like this. Also, the DUA states in the first paragraph that it is an agreement between you and Geoscape, whatever that is. ICPSR and UM is not mentioned.

I think the best thing would be for you to put whomever is asking you to do this to contact us and we will explain our position. You can give my email address and/or telephone number, or the User Support email address is help@icpsr.umich.edu.

Best regards,

Arun Mathur

ICPSR