

ACKNOWLEDGMENTS

The ideas for this study were first fleshed out during a series of walks around Town Lake in Austin just south of the Texas state capitol, later named in honor of Lady Bird Johnson and her work for the community. Later, we solidified the plans on a walk around the grounds of the National 9/11 Memorial in Washington, DC. Although these walks involved significant symbolic backdrops for our study—Texas is in the process of becoming a Latino-majority state as the politicians at the state capitol are keenly aware, and our nation’s understanding of global issues and peoples were transformed at the turn of this new century—we were pondering the implications of our work on immigrant high school students’ course taking and linking it to their intellectual and political coming of age.

We first joined forces when Callahan came to work with Muller on her Adolescent Health and Academic Achievement (AHAA) project (funded by the National Institute of Child Health and Human Development [NICHD R01 HD40428-02S1] and the National Science Foundation [HRD-0523 046]). The study was investigating how education and the high school context shaped adolescents’ transition to adulthood. The project focused on the use of high school transcripts to quantify students’ experiences in academic subjects. Prior to and during her graduate study, Callahan spent nine years as a K-12 educator specializing in English language learners and ESL issues. With the support of an AERA-IES post-doctoral fellowship, Callahan led a component of the AHAA that used high school course taking records to understand the experiences of English language learners. Drawing on our individual areas of expertise in this early collaboration, we developed a series of studies exploring the experiences of immigrant, language minority students in U.S. high schools.

Much of this early work was conducted with Muller’s former graduate student, Lindsey Wilkinson, now an assistant professor at Portland State Uni-

versity. With Wilkinson, Callahan and Muller wrote a series of articles that estimated the effects of ESL placement on immigrant, language minority students' academic outcomes (Callahan, Wilkinson, and Muller 2008; Callahan, Wilkinson, and Muller 2010; Callahan, Wilkinson, Muller, and Frisco 2009). Of particular interest to the team was the apparent interaction between school context and individual student characteristics. One journal editor stands out as having been especially influential in this process; Drew Gitomer, former editor of *Educational Evaluation and Policy Analysis*, helped us disentangle differences in the estimated effects of ESL placement among different groups of immigrant students—distinguishing the most recent immigrants who benefited from the ESL support services from their more English-proficient peers who had been educated primarily in U.S. schools.

Our early work was instrumental to our present work as it allowed us to investigate how schools processed immigrant, language minority students relative to their native-born, native-English-speaking peers and highlighted academic experiences of children of immigrant parents and the importance of schools and communities in the process. We were eager to consider other consequences of the high school experiences of children of immigrants.

We found what felt like a good fit for our research in the *Immigration Program* at the Russell Sage Foundation (RSF). We began to ask how high schools might prepare children of immigrants for citizenship in young adulthood. Muller's expertise in school context and the math and science pipeline, along with prior work on civic development, combined with Callahan's linguistic focus allowed us to question whether and how children of immigrants might interact with different school and community contexts to engage as young adults in the civic lives of their communities. The Add Health/AHAA dataset with its early adulthood indicators was poised to allow us to ask and answer these questions. We are deeply indebted to the Russell Sage Foundation for the opportunity to pursue this line of inquiry (RSF Grant #: 88-06-12; *The Roles of Language and Education in Adolescent Immigrants' Civic Integration during the Transition to Adulthood*). We take this opportunity to thank the anonymous reviewers at Russell Sage Foundation for their insight and feedback, which allowed us to strengthen our initial proposal and provided us the foundation for the book you see in front of you. We thank Suzanne Nichols for her consistent, clear support and encouragement throughout this project, Aixa Cintrón-Velez, our initial program officer, and the very patient and diligent copyeditors, Cindy Buck and Jean Blackburn. We are also grateful to Eric Wanner, president of RSF, and the Russell Sage grants board for their support of our work.

The *Language and Education* study built on our prior research about assimilation and language in the context of family and school. We expected to find that the school context, and in particular, the concentration of immigrant language minority students in the school, would impact students' civic

development. To our surprise, however, our preliminary civic models produced largely null effects. Although the literature on immigrant adults' civic engagement highlights the importance of the home language in access to information, the same pattern did not hold true among adolescents. Primary language use relates to achievement and course taking among immigrant youth, with little to no association with civic and political behaviors during early adulthood. Similarly, extracurricular involvement and volunteering shapes adolescents' social experiences, but does so for all adolescents, regardless of parental nativity. Instead, our findings suggested that high school social studies in particular may influence the civic and political behaviors of children of immigrants in a way it does not for their native-born peers. Early findings in this collaboration (Callahan, Muller, and Schiller 2008; Callahan, Muller, and Schiller 2010) inform elements of chapters 4 and 5.

In fact, the Russell Sage Foundation was instrumental in its support of Dr. Wilkinson's dissertation, the completion of some of our early ESL placement effects work, and research carried out by two key graduate assistants on this project. The Russell Sage Foundation supported work investigating the new Latino diaspora with Molly Dondero (Dondero and Muller 2012), who coauthored chapter 1 with us, and analysis of the political identification of children of immigrants by doctoral student Melissa Humphries. Humphries, with Muller and Kathryn S. Schiller (forthcoming) recently completed an article on the political socialization of children of immigrant parents. This article complements our investigations of political socialization in chapter 6.

In general, the work in these pages reflects a true collaboration, one where both authors contributed equally. The exception is the complementary qualitative study, *New Citizens in a New Century*, by Callahan and funded by a Russell Sage Foundation Presidential Award. With the help of her graduate assistant, C. Allen Lynn, Callahan interviewed high school social studies teachers from across the country and their former students, now Latino/a young adults. Input from these teachers and their former students provided a depth and richness to our work; we are grateful to them for taking the time to give us such valuable insights. Callahan would like to extend her appreciation not only to anonymous reviewers of the initial proposal but also to her colleague, Linda Harklau, at the University of Georgia, who helped to shape it into a rich, challenging study.

Interspersed throughout the book, these qualitative data are central to chapter 5, and can be explored in greater detail in two articles published with Callahan's colleague, Kathryn Obenchain (Callahan and Obenchain 2012; Callahan and Obenchain 2013). We appreciate the suggestions of an anonymous reviewer of this book who urged us to incorporate more of the interview data throughout the narrative. Doing so allowed us to forefront the voices of the teachers and most importantly, their former students as they transitioned into adult civic society.

We also owe a debt of gratitude to many other people and organizations that have supported us along the way. Most of our work has been conducted at The University of Texas Population Research Center (NIH 5 R24 HD042849). In addition, we are thankful to Kathryn Schiller for her collaboration and considerable methodological input throughout the process. This would not have been possible without our talented and resourceful graduate research assistants in the Population Research Center, in alphabetical order: Sarah Blanchard, Molly Dondero, Kathryn Henderson, Melissa Humphries, and Lindsey Wilkinson, many of whom have been supported as a trainee by the Population Research Center NIH Training Center Grant (5T32HD007081). Throughout the process, we benefited greatly from the instrumental support and feedback of our colleagues on the twenty-third floor, the ETAG team, Kelly Raley, Catherine Riegle-Crumb, and Keith Robinson. The director of the PRC, Mark Hayward, as well as the talented and invaluable administrative and network support staff have been generous throughout this process and in their continuing support.

In addition to our local colleagues, our earliest collaborations would not have been possible without the encouragement of Felice Levine, Russell Rumberger, and the AERA/IES post-doctoral grants committee. We would have been unable to complete this work as well without the support and substantive insights of our NSF program officers, Mark Leddy and Larry Suter. Likewise, no great idea goes unchallenged by the keen eye of journal editors and reviewers, who also deserve thanks.

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As we continue in our journey, from the trail around Lady Bird Lake to the grounds near our nation's capitol and on to new destinations, we see the promising faces of the future. In front of us we see the children of immigrant parents who come to build a stronger, sounder, more hopeful nation.

—Rebecca M. Callahan and Chandra Muller

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