Dreams Achieved and Denied: Mexican Intergenerational Mobility.

Robert Courtney Smith 2024
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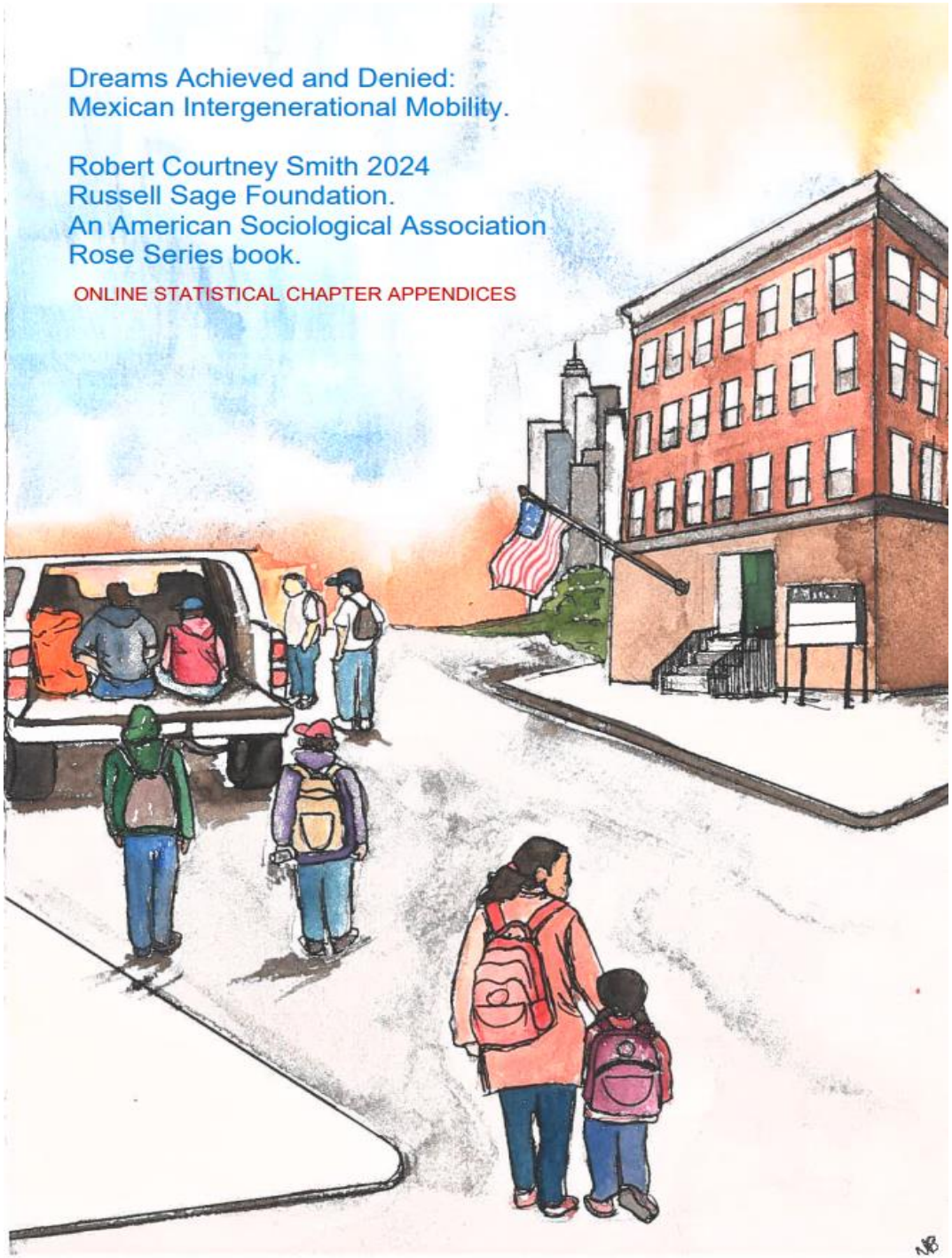
ONLINE STATISTICAL CHAPTER APPENDICES



STATISTICAL CHAPTER APPENDICES for

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The Russell Sage Foundation
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Robert Courtney Smith

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STATISTICAL CHAPTER APPENDICES for *Dreams Achieved and Denied: Mexican Intergenerational Mobility.* by Robert Courtney Smith.
Introduction to Chapter Appendices by Robert Courtney Smith and Dirk Witteveen.

These Online Statistical Chapter Appendices present fuller versions of statistical analysis briefly presented in the in-book chapters 2, 3, 4, 6, and 7. While the in-book chapter may only highlight key take-aways from the statistical analysis to bolster the case oriented, process tracing analysis, the Online Statistical Appendices fully define and explain variables and expected direction of correlation, and follow an additive strategy going from simple correlations to regression without and with controls. Chapter 8 on friendship strategies presented all the statistical analysis in the book, and hence does not need an appendix. Chapter 5, on DACA, does not have a statistical chapter here because it draws on statistical runs for other chapters.

Statistical tables in the book chapter govern the numbering, so all tables in these appendices that also appear in the book take the same number as in the book. Sometimes an appendix presents two versions of a table, a and b – e.g. a regression with and without controls – where the book had only presented the version with controls. In such cases, I note the book's table number in the title of the corresponding table in the appendix. Tables not presented in the book are given a new number, taking up where the numbering in the book ended. Please note that we include both percentages and Ns in tables where it makes it easier to understand the results, but do not include percentages and Ns for tables with cells with small Ns, where the trends are easy to see just by the numbers or percentages.

I again thank the coauthor of these statistical appendices, Dr. Dirk Witteveen of Oxford University. While I had run the first round of statistical analyses and drafted all the appendices below before working with Dirk, he and I then walked together through the epistemic and analytical intent in each chapter, and he reran the statistics, often adapting the types of operations to better fit the understandings he gained from those conversations. He also reviewed these appendices just before publication. These have been fun conversations in which I learned a great deal. In the text below, the "I" voice is Smith's; the "we" voice is Smith and Witteveen, unless otherwise noted.

I also extend hearty thanks to Dr. Mara Getz Sheftel for her help, especially on the educational tables, Andy Beveridge and Susan Stoger-Weber of Social Explorer for their generous, repeated, collegial, and quick runs of Census data, and Andres Besserer Rayas, my doctoral student at CUNY, for help on many parts of this work and for reading the whole book manuscript, twice. Finally, I thank my Marxe School colleague Prof. Frank Heiland for a vital, critical, read of these appendices.

Dr. Guillermo Yrizar Barbosa, a professor at the IberoAmericana University in Puebla, was the architect of the Variable Oriented DataBase (VODB) coding template, which was the framework and database for our statistical analysis. Mil gracias, Guille! A copy of the VODB is attached at the end of these appendices.

STATISTICAL APPENDIX for Chapter 2: Intergenerational Bequeathal of Dis/Advantage and the Immigrant Bargain: The Impact of Legal Status on Intrafamily Mechanisms Promoting Upward Mobility.
For *Dreams Achieved and Denied: Mexican Intergenerational Mobility.* By Robert Courtney Smith.
Chapter appendix by Robert Courtney Smith and Dirk Witteveen.

We ran a series of statistical analyses to gauge how family strategies and legal status were related to overall outcomes, education and income as individuals and families moved into the next stage of the life course, as measured at Time 2, median age 28, on average 9 years after the first interviews. As stated elsewhere, we run most statistical analyses using outcomes at Time 2 because we have T2 outcomes for all cases. We use Time 3 outcomes (median age 33, usually 13.5 years after the first interviews) for specific purposes, for example, to capture how getting DACA or other legal status changed outcomes for those who were undocumented at Time 3 (some participants legalized their status after Time 2 but by Time 3). Below, we present descriptive statistics showing the mean outcomes linked to various family processes, and parent or participant legal status. Means tables usefully show average direct correlations between a variable and outcome, and can provide the broader "social facts" or context for analyzing cases. We then run regressions, a method that enables us to calculate the correlation between a key independent variable (sometimes called "treatment" or "predictor") with the dependent variable or outcome, while controlling for correlates of the dependent variable (called "control variables"). In the first regression below, we take "Keeping the Immigrant Bargain" – an intra-family process – as the key independent (treatment) variable, and include legal status of the participant at Time 2 and their mother at Time 1 (as the participant grew up) as control variables. The overall story these statistical analysis tell reinforces the one told in our narrative case analysis in the book, and in the set theoretical analyses – long term undocumented status for parents and children derails the intra-family processes by which families with legal status achieved upward mobility, while having or gaining legal status promotes long term mobility for individuals and families engaging in mobility promoting practices.

Uses and Claims Made (and not Made) through Statistical Analysis Of the NYCOMP Database.

Before discussing how I sought to leverage the strengths and weaknesses of case oriented and variable oriented approaches and methods, I want to clarify the claims made and not made about causality, correlation, and significance using the NYCOMP dataset (these four paragraphs repeat in the Overall Online Book Appendices).

We use statistical analysis in this book to complement narrative case-oriented analysis. The causal arguments we make are based on process tracing (with qualitative data) through and across cases. We then use statistical analysis to assess if relationships among processes and later outcomes identified in our case-oriented analyses emerge in statistical analysis too. (In some cases, Dirk Witteveen or I ran and reran statistical analyses to suss out hunches about relationships I then wrote about in the case-oriented process tracing analysis in the book.) Hence, we use statistics to address a weakness in much case-oriented and ethnographic work, which cannot usually put all cases into play in analysis. My research design and nonrandom dataset prevent me from making statistical causal inferences, but the design and dataset strongly support making causal arguments and logical inferences based on case-oriented methods and data. I use the statistical correlations to bolster those case-based causal arguments and subsequent *logical* inferences.

The findings and insights from my longitudinal, intra- and cross-case process tracing in the book chapters guide my interpretation of statistical results I mostly use cross tabulations and means tests whose interpretations are straightforward, but also do some regression analyses to assess how correlations between key independent and outcome variables hold up when control variables are introduced. To borrow from James Mahoney and Gary Goertz's 2012 book, *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*, my case oriented epistemic approach is to analyze the *causes of effects* by tracing processes to known outcomes. I know NYCOMPers' adult outcomes (Mahoney and Goertz's *effects*) and trace the processes that caused them through their own cases or comparatively through other cases. The statistical analyses I present can strengthen my process tracing analysis, but cannot establish that there are *effects* interpretable as *causes* – Mahoney and Goertz's *effects of causes* -- for several reasons, including that the sample is not random.[1]

While I report p values or other statistical significance tests, *none* of my statistical analyses rely on statistical significance tests to enable meaningful interpretation. Indeed, the statistical programs that routinely generate significance scores presume that the sample is randomly drawn from the population in order to generate those scores. It is the case oriented, process tracing analyses in the book chapters that create a context to interpret the

[1] George and Bennett 2005; Ragin 2000, 2008; Brady and Collier 2005; see especially Brady's 2005 critique of differences in differences assumptions and assertions about the impacts of early closing polls in the Florida panhandle. See especially Brady 2010; Brady and Collier 2010; see also Cho and Trent 2006; Remler and Van Ryzin 2014; Ziliak and McCloskey 2007; Goertz and Mahoney 2012.

statistics. Moreover, in interpreting statistical results, I clearly discuss how the direction and strength of the statistics align or divert from the expected relationships analyzed in the case narratives in the book chapters.

Significance tests such as p values are reported not to extrapolate to a larger population, but rather to follow the regular practice in sociology of reporting significance tests on statistical results even from nonrandom samples, including in experiments, medical studies, or even analyses of Census data, where no inference is needed, because one analyzes the whole population.[2] In a real sense, I report p values to preempt questions about why I did not report them.

While I do not seek to extrapolate to the larger population from the nonrandom NYCOMP dataset, it is useful to see in table 2.6 below that NYCOMPers' mean family income at time 1 (1997-2002) for Mexicans who are U.S.-born, foreign born (which includes both the undocumented and category changer NYCOMPer), and combined US-and-foreign born, fall into the same ranked order as these groups do in the 2000 US Census for income linked to the head of household (this measure reports all the income the head of household is linked to in Census data for all household members. It is the closest corresponding Census measure to our mean family income). We restricted the cases in the Census data to more closely match the NYCOMP dataset, including by excluding negative income cases or cases earning over $200,000, which no NYCOMP families had then ("We" here means Dirk.) The mean amounts linked to foreign born heads of household in the Census and foreign born NYCOMP families at time 1 are quite close, with less than $2000 separating their earnings. Similarly, there is less than $1000 difference in family income for the U.S.-borns NYCOMPers at time 1 and the U.S.-born heads of households income in the 2000 Census data. The largest difference of about $7,000 is between NYCOMPers' time 1 family income ($49,817) and the 2000 Census head of household measure ($42,749), which likely reflects that the NYCOMP dataset was mostly U.S.-born, while the 2000 Census reported more foreign born than U.S.-born Mexicans. The rough correspondence between how the NYCOMP and Census reported family incomes fall out suggests NYCOMP is not a dataset of outliers, but rather resembles the larger population to some (non-statistically inferable) extent.

[2] My 2014 Black Mexicans article in *American Sociological Review* also reported p values on the nonrandom NYCOMP dataset.

Please recall that figure and table numbers continue from the numbers they had in the book, so new tables, like the one below (2.6), begin after the last in-book table (Table 2.5), but we then return to tables with lower numbering (e.g., Table 2.1). The tables can appear out of numerical order for this reason.

TABLE 2.6. Mean Family Income at Time 1 in NYCOMP v Census Data by Nativity and Legal Status.

Legal Status/Time	NYCOMP Time 1 (1997-2002) Family Income	US Census 2000 (5%) Household Income
All Mexicans (US or foreign born)	$ 49,817	$ 42,749 (here US and foreign born combined)
Undocumented	$ 38,600	$ 40,732 (here foreign born Mexican)
Category Changer	$ 39,704	
US Born	$ 54,515	$ 55,224

Source: NYCOMP dataset; 2000 5% Census, which are based on the adult respondent who was assigned as "head of household" (which is random and therefore close to perfectly gender balanced), ages 18 thru 64, negative and >$200,000 values excluded, and weights applied. By Dirk Witteveen.

The Four Outcome Categories

This book follows 96 children of Mexican immigrants into and through early adulthood, into middle or established adulthood. Book chapters do extensive process tracing analysis to explain how cases ended up in their adult outcomes (explaining *causes of effects*). The statistical analyses assess correlations between independent variables and adult outcomes, including income, years of education, and overall outcome category at Time 2 at about age 28 (and sometimes Time 3 at about age 33). While income and years of education are straightforward outcome variables, a brief explanation of the four outcome categories is warranted. (Some of this exposition is repeated in the *Overall Online Book Appendices*.)

A key task in this book is to analyze how cases ended up in one of four outcome categories – Stuck Muddlers, Shallow Slopers, College Graduates, and High-Fliers. Each case was coded into an overall outcome category based on their score on four factors: educational level; individual income; occupational prestige, stability and potential; and individual and family wealth and security.[3] The four adult outcome categories describe a typology of early and middle adult life conditions, outcomes, and sets of linked traits, like syndromes doctors use to diagnose illness.[4]

Stuck Muddlers, scored as 1s in our coding for statistical analysis, typically had a high school degree or less in education, earned less than $25,000/year doing unskilled work, or worked irregularly; lived in rented housing; and often lived paycheck to paycheck. Stuck Muddlers usually felt a fair bit of frustration with their lives, struggling to cover basic needs and offer their children basic opportunities. Shallow Slopers, scored as 2s, were the surprising category. These were early adults who typically had a high school degree, and perhaps some college or an Associate's degree; usually earned $25,000-$45,000/year at Time 2; worked in a steady job that offers some, but limited, advancement opportunity, often in the immigrant economy; usually rented an apartment, and had some

[3] The wealth group ranking is a composite generated from case data. We ranked each case into categories 1-4 based on how much they earned and saved; if they rented or owned a home; their overall security, including if they lived paycheck to paycheck, if they had more earners, and some with stable jobs with career steps. The Occupational Ranking is a 9-category ranking we developed from the universe of jobs our informants held, and what their pay, conditions, and prospects were, as evaluated by them and by us as researchers. We believe this ranking is better than standard sociological occupational prestige rankings because those are externally established measures of prestige, while ours are empirically derived categories linked back to thick case data on what pay, conditions, and prospects different types of jobs offered study participants over time, and how the types of jobs were assessed by participants and their families. Income and educational groupings followed the ranges in the text.

[4] George and Bennett 2005.

savings. Shallow Slopers often lived fairly stable lives, and felt proud of the opportunities they could give their children. College Graduates had either gone to college, or had developed commensurate human capital in their own business or in their jobs, usually making $45,000-$65,000 per year. They had jobs in the formal economy, usually offering benefits and greater chance for advancement. Some came from families with more wealth, to which their greater education then added more potential success. Finally, High-Fliers usually had gone to graduate school, or been to college and been very successful in business or self-employment. They had disproportionately high earnings, over $65,000 per year, and strong earnings potential, and often owned their own home, sometimes arranging with parents to buy a home.

These categories emerged as ways to describe the natural grouping among participants as they moved through early and into middle or established adulthood. As in most typologies, the categories for inclusion are not all mutually exclusive. Suzie (the Second Chance Girl), profiled in the *Mentors* chapter, was coded in the College Graduate Category, though she has only a high school diploma. But she earned over $80,000/year at Time 2 and had developed strong skills and a mentoring relationship in her field. She used luck and shrewdness to buy and flip a house, and use the profits to move her young family to a neighborhood with better schools, offering her children a College Graduate lifestyle. Similarly, many college graduates made little money in their late 20s right out of college, while some undocumented people made more, because they had started working earlier.

We confirmed the strength of our sorting of cases into overall outcome categories (Stuck Muddlers, etcetera based on elements in the types described above) by also sorting them using a K-means cluster algorithm, a statistical technique that sorts the cases into subgroups based on their scores for (see table 1.2 below. Table numbering draws on numbers assigned in the book, so it does not follow the numbering of the tables above) four outcome variables: education, income, occupational ranking, and overall wealth group.

Table 1.2 below shows that the K means cluster algorithm groups just over 80 percent of the cases in the same way as our case narrative grouping. Moreover, the main differences in classification were between those who were classified by us as College Graduates but were grouped by the K cluster algorithm as High-Fliers, the two higher outcome groupings. This 80 percent coincidence is a very strong score that should give readers confidence in the narrative analysis. Thanks to Dirk Witteveen for suggesting and doing this analysis.

Table 1.4 Comparison of Clustering Algorithm based on Dependent Variables and Qualitative Typologies.

	K-means clusters classification Outcome variables: education, income, occupation, wealth.					
qualitative typology	**category 1** ≈ "Stuck muddlers"	**category 2** ≈ "Shallow slopers"	**category 3** ≈ "College graduates"	**category 4** ≈ "High-Fliers"	**total**	percent agreement
"Stuck muddlers"	**31**	0	0	0	31	100.0 percent
"Shallow slopers"	2	**14**	1	1	18	77.8 percent
"College graduates"	0	**5**	**16**	**6**	27	59.3 percent
"High-Fliers"	0	0	4	**16**	20	80.0 percent
total	[redacted]	[redacted]	[redacted]	[redacted]	96	**80.2 percent**

Notes. K-means cluster algorithm – forced to cluster four groups – was applied based on the four dependent variables (education, income, occupational ranking, and overall wealth group). Dissimilarity measure = L1 (Manhattan distance). Random start.
Source: NYCOMP database, by Dirk Witteveen.

A quick note on interpreting the K-means cluster classification. The table should be read left to right along the rows. The bolded numbers indicate where K-means cluster analysis classified respondents in the same or a similar categories as NYCOMP (i.e., along the diagonal). The **NYCOMP total** column (just "total" in the book) at the far right is how NYCOMP classified the cases. So, the 100 percent agreement for Stuck Muddlers means that the K-means classification and NYCOMP both sorted the same 31 cases into that category; 31/31= 1, or 100 percent. The NYCOMP placed 18 cases in the Shallow Sloper category, whereas K-means cluster classification placed 14 cases into the Shallow Sloper category, leading to a 14/18=77.8 percent agreement. Similarly, NYCOMP placed 27 cases in the College Graduate category and K-means classification placed 16 of these cases in the same category (59.3 percent agreement). Finally, 16 K-means classification High Fliers are 80.0 percent of the 20 NYCOMP High Flier classified cases. We blacked out the totals (bottom line) for the classifications 1-4 (though it appears in the book) because those totals are not meaningful for our analysis.

Statistics Describing Intra-Family Processes and Intergenerational Bequeathals among NYCOMP Cases

Table 2.1 below presents the mean Time 2 of years of education and income, and the percentage of cases in the two top (College Graduates and High-Fliers) versus two bottom (Stuck Muddlers and Shallow Slopers) categories, for a variety of intra-family processes and legal status. We anticipate that the "positive" side of these variables (keeping or wanting to keep the immigrant bargain, having legal status, etcetera) will correlate with higher adult outcomes.

There are three variables related to intra-family processes. "Feels obliged to keep the immigrant bargain" means that, in telling their story, the person expressed a desire to keep the immigrant bargain, most often in substantially the following form: my parents sacrificed a lot to come here, and have worked hard, so I want to do well in school and have a good career and be a good person to make their sacrifice worth it.[5] "Keeps the immigrant bargain" describes whether the person actually kept the immigrant bargain by taking the "proper" steps (discussed below and in the book), preferably in the "right" order. Those feeling obliged to keep the immigrant bargain or who kept it earned more money, had more education, and had higher proportions in the top outcome categories at Time 2, than those who did not. Interestingly, *not feeling obliged* to keep the immigrant bargain was linked to lower outcomes compared to *not actually keeping it*: the former earned a mean income of $18,360 versus $28,397 for the latter; only 10 percent of the former ended up in the top two outcome categories, versus 18 percent of the latter. Those feeling obliged (or not) to keep the immigrant bargain and those keeping it (or not) had the same educational outcomes: 14.6 years for those keeping it or feeling obliged, versus 11.3 for those not. To avoid collinearity, we drop the "feeling obliged…" variable from the regression, and only include "keeps the immigrant bargain." Independent variables are collinear when their relationship to the dependent variable is so close they "appear" in the regression like the same variable, making it hard to estimate their respective impacts on the dependent variable. In essence, they "steal" correlational impact from each other. Our practical strategy is to drop one or more variables that seem collinear, or that seem to tap into the same underlying concept.

The third variable, *feeling the urge to keep the immigrant bargain partly as a duty or out of a desire to help their younger siblings*, was coded when we noticed that some youth, especially high achievers, repeatedly voiced their desire to do well

[5] Smith 2006; Louie 2012; Agius Vallejo 2012.

to help their younger siblings. The smaller correlational differences with outcomes between those voicing and not voicing this sentiment (compared to keeping the immigrant bargain or not) likely reflects that this was an element of wanting to keep the immigrant bargain, putting them in the higher outcome category. Hence, the differences in years of education, income and proportion in top versus bottom outcome categories are smaller than the other two variables.

Table 2.1. The Relationship between Immigrant Bargain and Family History and Outcomes at T2.

	education years	**income**	**College Graduate / High-Flier** (vs. stuck muddler / shallow sloper)
	mean	mean	percent
feels obliged to keep the immigrant bargain			
no	11.3	$18,360	10.0 percent
yes	14.6	$42,435	61.6 percent
unknown (3)	9.7	$24,388	-
feels urge to keep the immigrant bargain /w younger sibling			
no	13.4	$35,841	46.3 percent
yes	14.7	$45,000	65.2 percent
unknown, not applicable (6)	13.0	$17,394	16.7 percent
keeps the immigrant bargain			
no	11.3	$28,397	18.2 percent
yes	14.6	$45,543	79.6 percent
unknown (3)	9.7	$20,054	-
reported their family was ever mixed status			
no	14.3	$44,118	66.7 percent
yes	13.6	$36,022	44.3 percent
unknown (8)	13.3	$28,020	50.0 percent

living at home as an early adult			
moved out	11.0	$22,160	4.8 percent
home T2 thru 20's	14.0	$35,712	48.9 percent
home, own HH later 20s	15.8	$57,442	92.3 percent
home until middle adulthood	14.9	$43,176	70.6 percent
buying a house together			
no	13.4	$36,026	42.2 percent
yes	14.4	$39,000	65.5 percent
unknown (3)	13.7	$32,667	33.3 percent
domestic violence reported in the house			
no	14.3	$37,346	54.1 percent
yes	11.8	$36,273	35.0 percent
unknown (2)	11.5	$22,000	-
mother's legal status T1			
citizen	14.1	$44,233	55.0 percent
visa holder	15.1	$43,508	76.2 percent
undocumented	13.2	$21,433	16.7 percent
unknown (43)	13.0	$34,290	41.9 percent
participant's legal status history T2			
citizen	14.0	$41,710	59.1 percent
undocumented to legal status	13.7	$32,026	50.0 percent
undocumented	12.6	$21,013	6.3 percent
sample mean	**13.7**	**$36,797**	**49.0 percent**

Source: NYCOMP dataset, by Dirk Witteveen. No observation is indicated with "-".

Three variables appear to relate to legal status, and with anticipated variations in education, income and proportions in top versus bottom categories at Time 2. Reporting that one's family was ever mixed status – meaning some members had legal status or citizenship, and others did not – seems related only to smaller differences in Time 2 outcomes than subjects having an undocumented mother at Time 1 (while one was a teen

or young early adult) or being undocumented themselves at Time 2. Subjects whose families were ever mixed displayed small disadvantages in education attained (less than one year), and with about $17,000 less a year of income, and were 21 percent less likely to be in the top two versus bottom two outcome categories. In contrast, those whose mothers were citizens or visa holders on average ended up at Time 2 with one to two years more education, made $22,000-$23,000 more per year, and were 39 percent and 60 percent more likely to be in the top two outcome categories than those whose mothers were undocumented at Time 1. Similarly, participants who were citizens or had gotten legal status ended up with 1.1 to 1.4 more years of education, and made between $11,000 and $20,000, and were 44 percent and 53 percent more likely to be in the top outcome categories than those who were themselves undocumented at Time 2.

These descriptive statistics match our expectations. Most participants lived in families that had, at some point, been mixed status, though many later adjusted – benefitting from the 1986-1988 legalization program -- removing the obstacles that held longer term undocumented families back. Longer term undocumented status, such as having an undocumented parent when one was a teen, or being undocumented as a teen or early adult, should have bigger impacts for two reasons. First, it darkens the calculus one will likely make as a teen about one's future, closing doors that would otherwise be open, for example, if one stayed in school. Second, it is as teens that legal status begins to close doors, for example, to legal employment, that directly affect life chances. These are elements of "illegality" becoming a master status.[6] We included the "ever mixed status" in earlier runs of the regression presented below, but it was not significant, and did not seem to have impact in our cases, so we do not present it here.

There are three variables on family practices beyond keeping the immigrant bargain. "Living at home as an early adult" and "buying a house together" are correlated with more education, more income, and higher proportions in the top outcome categories at Time 2. The key statistic for the "Living at Home as an early adult" variable is the difference between those who moved out, and those who lived at home at Time 2 through their 20s: the former ended up with 11, and the latter, 14, years of education, and had $22,160 versus $35,172 of yearly income, and a 4.8 percent versus 48.9 percent membership in the higher outcome categories. Contrasting these two categories best captures the living at home strategy, because the other two categories, especially the third, are more

[6] Gonzales, 2011, 2016; de Genova, 2002, 2005; Menjivar and Abrego 2008.

"incestuous" with the outcome: those who moved out and into their own house in their 20s were likely to have more education and income to be able to do it, as were those moving out in middle or established adulthood. Because cause and outcome conceptually comingle in this variable, we drop it from the regression below, to more accurately capture the correlation of keeping the immigrant bargain and legal status.

The third family-oriented variable – the presence or absence of domestic violence – emerged from the repeated stories of such violence we heard from some NYCOMP families. The correlation here is mainly on years of education – living in a household with domestic violence is correlated with getting 2.5 years less of education at Time 2 than their counterparts who do not, and with a lower proportion in higher outcome categories (35 percent versus 54 percent). We do not include domestic violence in the regression equation because it is not explicated in this chapter's cases, but do discuss it in Vicky Falda's case in the mentoring and school chapters.

Table 2.2's regression describes how keeping the immigrant bargain correlates with years of education at Time 2, controlling for mother's Time 1 and participant's Time 2 legal status. As can be seen, keeping the immigrant bargain correlates with increases in one's Time 2 years of education by 2.105 years, while being undocumented is linked to having fewer years of education, by 1.870 years (p>.001). Including legal status also explains more of the variance in the outcome, increasing the R-squared (R^2) from .172 or 17 percent to .294 or 29 percent.

Table 2.2. The Correlation Between Keeping the Immigrant Bargain and Years of Education at T2.

	baseline	**+ legal statuses**
	β	β
keeps immigrant bargain (yes)	2.031***	2.105***
mother's legal status T1 (ref=citizen)		
visa holder		0.628
Undocumented		0.612
Unknown		-1.069
participant's legal status history T2 (ref=citizen)		
undocumented to legal status		-0.962
Undocumented		-1.870*
summary statistics		
N	96	96
R^2	.172	.294
F	19.54	6.19
prob. > F	.000	.000

Notes: *p ≤ .05 **p ≤ .01 ***p ≤ .001.

Source: NYCOMP data set, by Dirk Witteveen.

Similarly, Table 2.3's regression shows that keeping the immigrant bargain is associated with a 57.4 percent increase in income at Time 2, and even more when controlling for legal status, by 66.9 percent. This table also shows that, compared to US citizens, those who had moved from being undocumented to having legal status earned 68.9 percent less than their U.S.-born counterparts at Time 2 (the undocumented youth statistic is negative, but not significant, so is not analyzed). The summary statistics of this model show a respectable R-squared of .201 or 20 percent of variance explained, and p-value of .003.

Table 2.3. Correlations Between Keeping the Immigrant Bargain and Income at T2.

	baseline		**+ legal statuses**	
	β	percent Δ	β	percent Δ
keeps immigrant bargain (yes)	0.454*	57.4 percent	0.512*	66.9 percent
mother's legal status T1 (ref=citizen)				
visa holder			-0.070	
undocumented			-0.223	
unknown			-0.600	
participant's legal status history T2 (ref=citizen)				
undocumented to legal status			-1.167**	-68.9 percent
undocumented			-0.676	
summary statistics				
N	95		95	
R^2	.042		.201	
F	4.06		3.69	
prob. > F	.047		.003	

Notes: *p ≤ .05 **p ≤ .01 ***p ≤ .001. Source: NYCOMP dataset, by Dirk Witteveen.

Table 2.4's regression results describe the relationship between keeping the immigrant bargain and having or lacking legal status, and the chance of being a College Graduate or High-Flier at Time 2 and Time 3. Keeping the immigrant bargain is linked with higher odds -- 1.884 times as likely -- to be in these top two versus bottom two outcome categories, not controlling for legal status. This is equal to a marginal effect (*marginal effect* is a term of art that does not imply the finding of an established effect in a quantitative study) of 37.2 percent. Controlling for legal status yields higher odds of being in the top two outcome categories (2.844 at Time 2 and 2.661 at Time 3). The size of the association between keeping the immigrant bargain and being a College Graduate or High Flier is a 36.4 percent marginal effect – meaning one is 36.4 percent more likely to be in the College Graduate or High Flier outcome categories – at Time 2 and a 39.9 percent marginal effect at Time 3. Participant's legal status at Time 2, which is used as a control (not treatment) variable, is linked with a reduced chance of being in the top two outcome categories at Time 2. Specifically, being undocumented rather than a US citizen yields a marginal effect (or likelihood) of -60.3 percent at Time 2 and -54.8 percent at Time 3 away from ending up as a College Graduate or High Flier. The slight reduction in the marginal effect at Time 3 might reflect the fact that some who were undocumented at Time 2 had higher outcomes at Time 3 after getting DACA, as we discuss in the DACA chapter.

Table 2.4. Correlations Between Keeping the Immigrant Bargain and Outcome at T2 and T3: Being a College Graduate or High-Flier.

	T2				T3			
	baseline		+ legal statuses		baseline		+ legal statuses	
	β	margin	β	margin	β	margin	β	margin
keeps immigrant bargain (yes)	1.884***	37.2 percent	2.844***	36.4 percent	2.056***	38.1 percent	2.661***	39.9 percent
mother's legal status T1 (ref=citizen)								
visa holder			1.691				0.641	
undocumented			1.859				1.614	
unknown			-0.460				-1.098	
inf.'s legal status history T2 (ref=citizen)								
undocumented to legal status			-1.365				-1.002	
undocumented			-5.737*	-60.3 percent			-3.966*	-54.8 percent
summary statistics								
N	96		96		80		80	
pseudo R^2	.160		.415		.178		.314	
Chi^2	21.22		55.18		19.11		33.81	
prob. > Chi^2	.000		.000		.000		.000	

Notes: *p ≤ .05 **p ≤ .01 ***p ≤ .001. Source: NYCOMP dataset, by Dirk Witteveen.

Rising Income and Institutional Knowledge Across the Lifecourse, Diverging by Legal Status.

Above, and in the Bequeathal chapter (chapter 2), we posited that All-Documented (with only US citizen or legal status possessing parents and older children) families' incomes would rise as the family moved through its life course. While a rise in income over any family's life course is to be anticipated because older, more experienced workers make more money, the book chapter reports that it was not the parents' incomes that mattered most. Rather, most parental incomes did not rise very much over the course of the study. Rather, the main increase in family income came from the movement of older US citizen or legal status possessing siblings into early adulthood and full-time work. For All-Undocumented families, the biggest impacts on income, which were much smaller than for their US citizen or legal status possessing counterparts, came from an increase in the number of wage earners in a household. For those families where the older (US citizen and legal status possessing) siblings went to college or into a career with strong earnings (including police officer), the increase in family income came both from gaining more earners, and because these adult child earners made much more than their parents.

Legal status dramatically affects how much younger siblings benefit from their older siblings' and families' movement along their life courses, as shown in the book chapter. Table 2.5 below bolsters that argument. It presents individual and family incomes at Time 1, Time 2 and Time 3 for long term undocumented families, U.S.-born participants' families, and category changer participants' families – those participants who had been undocumented, but were able to legalize before or during the course of the study. (Those getting DACA are not included as category changers here in the Time 1 to Time 2 analysis, because DACA began in 2012, when most Time 2 interviews were done. DACA manifests an impact on category changers at Time 3.) Time 1 covers the participants' life at the time of and before the first interview for this project, usually up to their mid-late teens/early 20s. Time 2 covers the participant's life when we re-interviewed them, 9 years on average after our first interview (though for many cases, there was intermittent contact, including interviews, often several), when the participant was, on average, age 28. The round of Time 3 interviews were done after DACA was passed in 2012. We re-interviewed long term undocumented youth who were DACA eligible, to see if they needed help getting DACA, and to document the impacts of lacking and then getting legal status or DACA. DACA functions like legal status for mobility because it enables recipients to work legally, get a drivers' license and access to health insurance, and protects them from deportation due to being undocumented (not for even minor infractions, though). We also

re-interviewed some key participants, including U.S.-borns and category changers who had interesting developments in their lives or were anchor cases whose empirical stories we wanted to deepen. Given that many did not know what their parents income at Time 1, we have less complete data on family income then. At Time 2, our early adult participants were more likely to know their parents' and family's income, or to have formed families of their own. We have fewer Time 3 family income data because we did not try to interview everyone in the dataset again for Time 3. We had Time 1 family income data for 39 of 97 participants, on 55 of 97 at Time 2, and 25 of 97 at Time 3. These numbers tell the same dramatic story our participants do in the book.

The trends across legal status categories across the three time periods show income differentials growing strikingly and in ways reflecting the case analysis in the book chapter. In Table 2.5, the mean family income at Time 1 for families of those still undocumented at Time 2 was $38,600, versus $54,515 for U.S.-born participants, and $39,704 for Category Changers, who had been undocumented but legalized their status. At Time 2, the family income of participants who were still undocumented was $58,727, compared to family incomes for U.S.-born families of $84,079, and Category Changers family income of $96,000. At Time 3, undocumented family incomes have risen to a mean of $82,000, while U.S.-borns have risen to $116,144 and Category Changers to $78,000. The anomalous fall in Category Changer family income at Time 3 is an artifact, driven by the fact that more Category Changers had been economically successful enough to leave home and start their own households – as reflected in their having fewer household members, and fewer earners at Time 3, than the other two categories, as can be seen in table 2.5. (The statistics also have reasonable significance levels for a small N study.)

Table 2.5 also shows how many wage earners and overall household members, and how much income/person they had at Times 1 (t-1), 2 (t-2), and 3 (t-3). At Time 1, the statistics for the Undocumented, U.S.-born and Category Changers families look more similar than different. Each has about 5 total members. Undocumented families have fewer earners (2.0) than US citizen (2.5) or Category Changer (2.7) households. The income per household member between the three groups does not vary too much – less than $4,000 separates the income/person of U.S.-borns and Undocumented participant households.

Table 2.5. Household Earnings (Means) at Time 1, Time 2, Time 3.

	family earnings			# family members			# family earners		
	t-1	t-2	t-3	t-1	t-2	t-3	t-1	t-2	t-3
status from arrival to t-2									
citizen	$54,515	$84,079	$116,144	5.0	3.8	3.8	2.5	2.4	2.2
undocumented to legal status	$39,704	$96,000	$78,000	4.8	4.2	3.0	2.7	2.8	2.2
undocumented	$38,600	$58,727	$82,000	4.8	5.4	4.8	2.0	2.4	3.0
overall / constant	$49,816	$80,309	$106,264	5.0	4.1	3.8	2.5	2.5	2.3
N	**39**	**55**	**25**	**63**	**78**	**37**	**65**	**78**	**36**

	income per family earner			income per family member		
	t-1	t-2	t-3	t-1	t-2	t-3
status from arrival to t-2						
citizen	$32,651	$39,484	$51,398	$11,446	$28,907	$31,736
undocumented to legal status	$21,606	$45,333	$57,250	$9,381	$33,319	$46,875
undocumented	$21,067	$25,106	$27,833	$7,840	$13,995	$21,250
overall / constant	$29,092	$37,162	$46,784	$10,568	$26,262	$30,813
N	**38**	**53**	**23**	**37**	**52**	**24**

Source: NYCOMP dataset, by Dirk Witteveen.

The difference legal status makes is seen at Times 2 and 3. At Time 2, the number of earners stayed about the same for U.S.-borns and Undocumenteds, but the undocumented participants' households increased in size to 5.4 persons, while the U.S.-born households size had dropped to 3.8. The increase in the size of undocumented households usually reflected the birth of another child to the mother or to an early adult child in the house, while the drop in the U.S.-borns' household size mostly reflects early adults forming their own households. At Time 3, undocumented households had 3.0 earners and 4.8 members, and U.S.-borns had 2.2 earners and 3.0 members on

average. It is noteworthy that the initial gap in Time 1 average total family income of about $16,000 between undocumented and U.S.-born participants increased to about $26,000 at Time 2 and $34,000 at Time 3, despite undocumented households having 3 wage earners to U.S.-borns 2.2 earners.

Family income changes for Category Changers at Time 2 and Time 3 are larger than for both other groups, reflecting that more Changers were high achieving, dual career couples. Most families who made over $200,000/year at T3 were category changers. Category Changers per person income went from $9,381/person at Time 1 -- less than $2000 more than for undocumented people at Time 1 -- to over $33,000/person at Time 2 – more than double the $13,995 /person for undocumented families – and $46,875/person at Time 3 – versus $21,250 per person for undocumented families at Time 3, over double.[7]

Let's concretize the impacts of these differences in someone's daily life. At Time 1, undocumented families earned $7,840/household member, while U.S.-born families earned about $11,446/person, and Category Changers earned $9,381. All three had low incomes/household member, and the difference between them was notable but not huge. However, U.S.-born persons would also be eligible for other kinds of public subsidies, such as the earned income tax credit and the child tax credit for low income workers, which effectively boosts overall income (and promotes other positive outcomes, like better child health), while undocumented people would not be.[8] (In the pandemic, increases in payments from safety net programs like unemployment insurance kept US citizen households in the US afloat – indeed, decreasing child poverty by 46 percent in 2021! – but undocumented immigrants were excluded from such programs.[9] That is a story for another study.) At Time 2, undocumented families earned $13,995/member, while U.S.-born participants' families earned $28,907/person, a huge difference of over $15,000/person. Category Changers families made even more, $22,219/member, owing to the larger share of dual career young couples, roughly $20,000/member more than undocumented households. The differences

[7] An outlier who made over $360,000/year was excluded from the analysis so as not to skew the data.

[8] See Center for the Budget and Policy Priorities. 2023. *Policy Basics: The Earned Income Tax Credit*. https://www.cbpp.org/research/policy-basics-the-earned-income-tax-credit; Rita Hamad, David H. Rehkopf. 2016. "Poverty and Child Development: A Longitudinal Study of the Impact of the Earned Income Tax Credit." *American Journal of Epidemiology*, 183(9): 775–784.

[9] Kalee Burns, Kalee, Liana Fox, and Danielle Wilson. 2022. Expansions to Child Tax Credit Contributed to 46% Decline in Child Poverty Since 2020. September 13. U.S. Census. https://www.census.gov/library/stories/2022/09/record-drop-in-child-poverty.html

remain large at Time 3, with $21,250/member for undocumented people, $31,736/member for U.S.-borns, and a whopping $46,875/member for Category Changers, which again reflects the larger number of dual career couples. Perhaps most dramatically, undocumented families at Time 2 and Time 3 have the most total members (5.4 and 4.8, respectively), and by T3 the most earners (3.0 v 2.2 for both Category Changers and US citizens) but make less overall and per member. These statistics dramatically illustrate the negative impacts of current immigration policy on the life chances of all children -- US citizen or undocumented -- who live in households with undocumented parents, and on the contributions they could make to America.

STATISTICAL APPENDIX for Chapter 3. How Did You Pick That School? Institutional Settings, Counterfactual Choices, Race, and Value Added (or Subtracted) in New York City High Schools.
For *Dreams Achieved and Denied: Mexican Intergenerational Mobility.* By Robert Courtney Smith.
Chapter appendix by Robert Courtney Smith and Dirk Witteveen.

This appendix presents a fuller explication of the statistical analysis done in the in-book chapter on *How Did You Pick That School?* It presents all tables, more fully describes variables, and explains predicted directions of correlations. Concretely, it statistically assesses how the school choice system and the three linked sets of processes discussed in the book chapter, and legal status, are linked to adult life outcomes at Time 2, when these youth were, on average, 28 years old. We include legal status in these statistical analyses to do placeholder work showing how undocumented students who did the same "right" things did not benefit from them as much as adults at Time 2 as their US citizen peers. The in-book chapter only deeply analyzed cases of US citizen or legally resident youth, leaving explication of undocumented cases for the DACA chapter. Below, we do means tables and regression assessing how these factors correlate with Time 2 overall outcomes, years of education, and income.

Proportions and Means Tables: Assessing Single Relationships Between Variables and Time 2 Outcomes

Table 3.1 below shows simple descriptive statistics of the relationship between our three key Time 2 outcomes and the school choice or institutional, personal, legal status, and ethnic conjunctural or social facts variables. We present the proportion of cases at Time 2, about age 28, in the College Graduate or High-Flier categories, and then the mean years of education and yearly income. We present significance (p values), number of cases (N) and how much variance is explained (eta squared) for each outcome variable.

The first set of variables (1-4) describes institutional contexts, including being in a zoned or non-zoned school, in a Special Program or not, and reporting feeling they benefited from being in a better school, even if not in a Special Program. Being in a Special Program enhanced one's educational experience, even if in a zoned school; some zoned schools created honors programs to attract stronger students. The second set of variables (5-9) captures data on the participant's habits of mind, including their planfulness and counterfactual stories. A student was planful (variables 6 and 7) if they described realistic goals and had knowledge of the steps to achieve them, and

substantively followed through on their plans, as shown in the case narrative. Planful students showed forward oriented, conditional thinking – choosing something now with an informed assessment of how it would impact their later lives – and made and followed through on plans to choose supportive contexts (a good, non-zoned school, a mentoring program) or avoided dangerous contexts (not joining a gang). Did the student tell an exceptional story (variable 5) about themselves? Such stories usually took the following form, and could also be collective – I/we (siblings too) am/are the only Mexican/s of all my cousins to go to college, or I am the only Mexican in my school to graduate high school and go to college. These stories reflected the contemporaneous conjuncture of settlement, when it was believed that it was exceptional for Mexicans in New York to go to college, and they felt they had to fight the image of Mexicans in New York as dropouts. As discussed in the book, I think these exceptional stories also reflect how much they had internalized such images, and were trying to explain their success in a way that made sense to what they believed was the larger social reality. Variable 8 asks if the participant told any counterfactual story in telling their life story, which reflected such planful thinking, even if it was a regretful counterfactual story (I would have done better if I had not gone to my zoned school). Variable 9 codes for telling (or not) the most common counterfactual story – that the participant did better by avoiding their zoned school and going to their better high school. This story is conditional and strategic, reflecting how these young NYCOMPers choose better high schools to avoid problems in their zoned high schools.

The third set of variables (10-11) concern student habits of conduct, including if they did their homework or cut school or went to hooky parties. The fourth set has one variable (12), asking if the participant had legal status at Time 2 or not? The final set of variables (13-17) captures data on the participant's beliefs on how ethnicity and race link to education, and were reflected in their school choices, reflecting Mexicans' conjunctural ethnicity at the time. These include questions on the participant's friendship and high school choice strategies. These variables get empirical purchase on the school choice strategies and other processes analyzed in chapters 2 and 8 of the book. For example, we get purchase on the Reset Button or Safety and Comradeship in Number strategies by the last set of questions – (16) Did they Avoid their Mexican friends in choosing a high school? Or (17) specifically choose to go to school with them? (13) Did they have Only Mexican friends at school and at home? Or (14) have non-Mexican friends also at school? Or (15) did they believe having Black friends or going to Black school or other institution help them become upwardly mobile? These issues were first analyzed in Smith 2014.

Table 3.1 below presents the proportion of people who scored Yes for that variable who ended up in the two higher outcome categories, because our overall outcome variable is ordinal. In contrast, with interval level data on education and income, we compare the means of cases scored yes or no for the presence of that trait. The ethnographic variables (e.g. being planful, or telling a counterfactual story) are coded as 1=yes and 0=no, to facilitate such statistical analysis, enabling us to assess the relationship between ethnographically identified process variables and later outcomes. Hence, for Variable 1, Go to a Zoned High School, only 30 percent of those who attended a Zoned High School ended up as College Graduates or High-Fliers, versus 60 percent who did not. Moreover, those attending Zoned High Schools also got a mean of 13.1 years of education and made a mean income of $29,473, versus 14.6 years and $48,530 for non-Zoned School attenders. All the directions, means, and proportions are as we would expect.

I include so many variables in this one table because it shows one way this project used statistical methods within a long-term, ethnographic, case-based approach that gained insights from case development, including having adult outcomes. Table 3.1 operationalizes the processes theorized above by identifying and coding them as "ethnographic variables" that tap into these institutional, individual, legal status, and conjunctural ethnicity realities. Each variable was coded from each finished case narrative, and all other data, including interview transcripts, ethnographic notes, and triangulating data from other cases (especially siblings or close friends).

TABLE 3.1 Institutional, Habitual, Legal and Conjunctural Variables' Relationships[10] with Time 2 Outcomes (about age 28)
– Proportion of College Graduates or High-Fliers, Mean Years of Education, and Income.

Var #	Variable (trait, habit or institutional setting)	Time 2 percent are College Graduate or High-Fliers	p	N	Eta sq	Mean T2 years of education	p	N	Eta sq	Mean Time 2 yearly income $	p	N	Eta sq
1	Go To Zone High School	Yes 30 percent No – 63 percent	.016	80	.321	Yes – 13.1 (went to Zone School) No – 14.6	.006	80	.093	Yes – 29,473 No – 48,539	.059	77	.047
2	Go to NonZone High School	Yes – 66 percent No – 30 percent	.003	76	.392	Yes – 14.6 (went to nonZone school) No – 12.9	.002	76	.118	Yes – 49,336 No – 28,970	.056	73	.051
3	Went to Special Program in High School	Yes – 85 percent No – 44 percent	.014	86	.292	Yes – 15.5 No – 13.7	.011	86	.074	Yes – 54,638 No – 38,141	.190	83	.021
4	Reported benefit to going to better high school?	Yes – 76 percent No – 34 percent	.000	75	.416	Yes – 15.1 No – 13.1	.000	75	.170	Yes – 54,391 No – 30,362	.019	72	.076
5	Tells exceptional story about self?	Yes – 69 percent No – 17 percent	.000	93	.502	Yes – 15.1 No – 11.8	.000	92	.378	Yes – 49,214 No – 26,294	.008	91	.077
6	Planful as teen or early adult?	Yes – 70 percent No – 6.6 percent o	.000	95	.563	Yes – 15.1 No – 11.5	.000	94	.448	Yes – 48,800 No –25,037	.006	92	.081

[10] Table 3.1 in the book is labeled using "correlations" rather than "relationships," but is the same table, and does the same work of presenting descriptive statistics of the adult outcomes for NYCOMPers in each variable category,

7	Planful thru early adulthood?	Yes – 70 percent No – 6.7 percent	.000	94	.560	Yes – 15.0 No – 11.6	.000	94	.401	Yes – 49,000 No – 24,475	.005	91	.086
8	Had counterfactual story?	Yes – 65 percent No – 42 percent	.048	75	.228	Yes – 14.8 No – 13.1	.006	75	.099	Yes – 43,027 No – 34,027	.088	73	.040
9	Counterfactual strategic, conditional positive story versus negative/no story	Yes – 82 percent No – 18 percent	.022	36	.563	Pos – 15.0 Neg/No – 12.0	.060	34	.103	Pos – 45,696 Neg/No – 27,000	.260	35	.038
10	Did Homework always?	Yes – 74 percent No – 11.5 percent (did homework rarely, never)	.000	76	.580	Yes – 15.4 No – 12.2	.000	76	.424	Yes – 49,204 No – 29,306	.050	73	.053
11	Did "hookies"/cut school regularly?	Yes – 16 percent No – 70 percent (did them a few times or never)	.000	83	.516	Yes – 11.9 No – 15.2	.000	83	.444	Yes – 28,665 No – 46,350	.067	80	.042
12	Had legal status? USCitizen or Legal Permanent Resident or LPR=yes; undocumented =no	57percent (US citizen or LPR) 0 percent Undocd	.000	96	.413	Yes – 14.0 No – 12.2	.000	95	.053	Yes – 44,126 No – 17,800	.022	92	.057
13	Had Only Mexican Friends in HS	Yes – 9 percent No – 71 percent	.000	82	.563	Yes – 12.0 No – 15.0	.000	74	.274	Pos – 48,760 Neg – 28,413			

	Had nonMexican Friends in HS	Yes – 68 percent No – 11 percent	.000	80	.475	Yes – 15.0 No – 11.8	.000	75	.285	Yes – 24,973 No – 49,476	.033	73	.062
14	Black friends, institutions promoted up mob?	Yes – 82 percent No – 0 percent	.000	83	.454	Yes – 15.3 No – 13.2	.002	75	.121	Yes – 48,801 No – 24,117	.038	73	.058
15	Avoid Mex friends in choosing HS	Yes – 76 percent No – 42 percent	.016	64	.313	Yes – 15.0 No – 13.5	.021	61	.086	Yes – 60,608 No– 31,154	.005	74	.105
16	Chose to Go to a Mex HS	Yes – 0 percent No – 61 percent	.001	73	.386	Yes – 11.4 No – 14.4	.002	67	.133	Yes – 24,312 No – 40,315	.055	72	.052

Overall, these statistics show that having better habits of mind and conduct (such as thinking counterfactually, doing your homework), choosing non-zoned over zoned schools, and seeking to avoid social dynamics (cutting with your friends) that could derail your academic career are all correlated to better outcomes in your late 20s.

We can discuss one or two of each set of variables to clarify the point. The strongest individual correlations with outcomes were for the habits of mind. Hence, 100 percent of NYCOMPers who were Planful as teens ended up as College Graduates or High-Fliers, and they got 15.1 years of education and made $48,800, compared to 11.4 years and $25,037 for those who were not Planful. Habits of conduct also had big impacts on correlations with outcomes. Some 74 percent of those who always did their homework were College Graduates or High-Fliers at Time 2, and got more education (15.4 v 12.2 years) and made more money ($49,204 versus $29,306) than those who did not always do it. Choices of high school linked to the NYCOMPer community's contemporaneous beliefs about how race and school are linked, or how racial and ethnic groups relate – conjunctural ethnic social processes discussed in the book and in Smith 2014– are strongly associated with Time 2 outcomes. None (0 percent) of those choosing to go the high school mainly to be with their Mexican friends were in the top two outcome categories, and they got fewer years of education (11.4 v 14.4 years) and made less money ($24,312 versus $40,315) than those who did not so choose their high school. Similarly, 76 percent of those choosing a high school to *avoid* Mexican friends who cut for hooky parties (or for other reasons) were in the College Graduate or High-Flier

categories, and had more education (15.0 v 13.5 years) and income ($60,608 versus $31,154) at Time 2 than those who did not chose on that basis. To prevent misreading: These relationships reflect a particular conjunctural ethnicity for Mexicans in New York City around the year 2000, as explained in depth in the book, and do not reflect immutable traits in Mexican culture.

Legal status merits brief, separate discussion. Unlike other variables which tap into one process, legal status is a master status that affects the other processes jointly analyzed in the book chapter, whose associations are examined in this appendix. For example, having legal status is associated with an increase in years of education of only 1.8 years, among the smallest differences in Table 3.1, but is linked to an increase in income of over $26,000/year, among the largest. I suspect that these different means reflect that New York City's educational system does not formally "see" legal status (for example undocumented New York high school graduates get instate tuition, and now some can qualify for free tuition at CUNY and SUNY), while the labor market, regulated by federal immigration law, *only and first* sees legal status. This means undocumented college graduates cannot get work commensurate to their educations; their knowledge of this exclusion dampens effort in school and creates the Hooky Party Moratorium, discussed in the book. The analytical point is that legal status affects the other processes discussed in the table, as discussed in the DACA chapter and others. Such conflicting impacts underline a cruelty in America's current immigration policies – long term undocumented Americans are included as full members of their school communities, but excluded as criminals when they try to convert that educational effort into a better life by working.[11]

Statistical Model of How the School Choice System Interacts with Three Linked Processes

In the *How Did You Pick that School?* chapter, I analyzed how New York City's system of unequal educational opportunities relates to students habits of mind and conduct, their own and their parents perceptions of how Blackness and Mexicanness related to schooling at this time, and the value added or not inside the school by it and

[11] Gonzales 2016; Smith et al 2021; Terriquez 2014; Dreby 2010, 2015; Dreby 2010, 2015; Garcia 2019; Menjivar and Kanstrom, 2014; Menjivar et al 2016; Knowles, Persico, and Todd 2001; Toomey, Umaña-Taylor, Williams, Harvey-Mendoza, Jahromi, and Updegraff 2014; Abrego 2008; Nichols 2013; Abrego and Gonzales 2010; Menjivar and Abrego 2012; Gonzales 2016; Hamilton, Patler, and Hale 2019; Hamilton, Hale, and Savinar 2019; Castañeda, Holmes, Madrigal, DeTrinidad Young, Beyeler, and Quesada 2015; Winham, Donna M., and Traci L. Armstrong Florian. 2015; Besserer Rayas 2023.

by student actions. The statistical runs below analyze statistical relationships among these processes, operationalized as variables.

Table 3.2 presents descriptive statistics of independent/treatment or control and dependent/outcome variables in the analysis described above by which New York's school choice system combined with other processes to promote or derail upward mobility. These variables include: one's high school quality; legal status at Time 1 and Time 2; gender; the age at which one had their first child (or did not have a child); how often one did one's homework, or cut school; and how planful one was. For these analyses, I coded high school quality using three rankings, with higher rankings anticipated to correlate with stronger adult outcomes. The lowest was for a participant's zoned school or an equivalent non-zoned school (e.g., if they changed school for safety transfer, or chose to go with friends, making it was a lateral move from one to another bad school). Next was positive academic track schools, as reported by participants, and as we assessed from their Board of Education (BOE) school report cards or other BOE data. Highest were Exceptional Value Schools where participants reported extra value in the form of internships, readily available Advanced Placement or AP classes or honors programs, and BOE school report card data; or Catholic schools (NYCOMPers who went to Catholic schools through high school mostly became College Graduates and High Fliers; research also shows Catholic schools can boost student outcomes.[12]) Not attending high school is expected to correlate with lower adult outcomes.

This zoned school variable will do double theoretical duty in this analysis. It clearly captures the correlation of adult outcomes with New York's school choice system (the type of school one attended variable), but we also use it to stand in for the student's friendship strategy variable (analyzed fully in chapter 8), because those variables are collinear. That is, Black Mexicans variables such as whether one had Black friends or not, or chose to go to the high school with one's Mexican friends, correlate so closely that it violates regression model assumptions. The regression cannot sort out the separate impacts of these variables on correlations with outcomes. So, we use zoned school to represent both the school choice system's variable, and the variable describing corresponding choices

[12] Keith, T. Z., & Page, E. B. 1985. "Do Catholic High Schools Improve Minority Student Achievement?" *American Educational Research Journal. 22*(3), 337-349.

reflecting and enacting the beliefs about the links between blackness, Mexicanness, and schooling discussed in chapter 3.

We next coded for legal status categories: US citizens through the whole study, usually by birth; category changers who had gone from undocumented to documented; having had a visa upon arrival (but likely then falling into undocumented status); and being undocumented at Times 1 and 2. We theorize having US citizenship, or moving from undocumented to documented, will be linked with better adult outcomes than being undocumented, or only having a visa on arrival. The "offspring" variable is coded for having children before age 20, between age 20-23, and after age 24, or having no children, with positive anticipated impacts on correlations with Time 2 adult outcomes for having children later or not having children. Similarly, we anticipate that doing homework always or often will be strongly linked with better adult outcomes compared to doing it never or rarely, and that cutting school almost never or only sometimes will be linked to better outcomes than cutting it regularly.[13] Finally, we coded for whether the participant was planful or not, meaning that the participant described realistic goals and had knowledge of the steps to achieve them, and substantively followed through on their plans, as shown in the case narrative. Being planful is theorized to correlate to higher Time 2 adult outcomes.

Table 3.2 shows in the first column the proportion of all participants in each subcategory of each independent treatment or control variable, to show how common each subcategory was. The next four columns show the mean score for the four outcomes of education, income or occupational ranking, and the proportion in the highest of four wealth categories for each subcategory of treatment (independent) variable. Mean years of education and income have been explained. The wealth group ranking is similarly a composite generated from the case data. We ranked each case into categories 1-4 based on how much they earned and saved; if they rented or owned a home; their overall security, including if they lived paycheck to paycheck, if the household had more earners, and some had stable jobs with career steps (this is discussed more in the *Strategy, Epistemology, and Methods*… appendices).

The Occupational Ranking is a 9-category ranking we developed from the universe of jobs our participants held, and what their pay, conditions, and prospects were, as evaluated by them and by us as researchers. We believe this ranking is better than standard sociological occupational prestige rankings because those are externally

[13] We also coded for cutting school "not mentioned" or "mentioned but unclear how much they cut," so as not to lose cases in the analysis.

established measures of prestige, while ours are empirically derived categories linked back to thick case data on what pay, conditions, and prospects different types of jobs offered study participants over time, including their adult earnings at Time 2, and how the types of jobs were assessed by participants and their families. The nine categories are:

- 0 Illicit Activity in Underground Economy (e.g., sells drugs, steals from people, etc.).
- 1 No job/not working (when would be expected, e.g., final education – post HS/college).
- 2 Immigrant economy (mainly immigrants, mostly undocumented, work off books, little advancement potential - e.g., factory laborer; green grocery; entry level, low paid, no advancement job in deli or restaurant; OR self-employed in informal or low income business e.g., single coffee cart).
- 3 Immigrant economy with career steps (such as construction, or tech; documented or undocumented, but with some advancement potential. OR Self-employed in single restaurant or store
- 4 Mainstream, lower rung service/manufacturing economy w few steps (on books, some benefits, better pay– waiter, low-level retail sales rep hourly jobs, low level tech worker (data entry).
- 5 Solid Blue Collar or white collar = jobs/lower middle class (can earn decent income and/or advance (construction, mailman/woman, long term waiter; 2nd+ step tech, retail sales or =)
- 6 Mainstream pink-collar econ = (skilled work w benefits, w career/pay steps etcetera; travel agent, receptionist).
- 7 Solidly middle-class semi-professional with career steps; perhaps overtime pay, or union (teacher, cop, military; nonprofit) OR Self-employed in business with more than 10 employees, offering good income over $65K/year.
- 8 Professional job with career steps (lawyer, accountant, finance etc)

These categories end up scoring some participants higher than they would in standard occupational prestige rankings, placing them in the College Graduate category even without a BA, due to their higher income. For example, the police and the military – jobs not requiring a BA, though having an AA or some college helped in applying – are listed in the same category as teachers or nonprofit workers – who mostly need a BA. We placed

them all in Category 7 "Solidly middle-class semi-professional with career steps," because participants earned similar incomes, had pay scales or career steps for advancement, and had benefits. These jobs were all regarded as prestigious successes by participants and their families.

These nine categories also recognize and accommodate a key insight in sociologist Guillermo Yrizar Barbosa's work, that some undocumented workers are quite skilled, despite limited education, and can advance in their jobs and careers, and earn more money (even if paid less than their US citizen peers).[14] Lorencio, from the *Bequeathal* and other chapters, earned $40,000 as a construction foreman. While much lower than a USC would likely earn, his income growth over time reflected his increased skill and value to the company, and put him into Category 3, the "Immigrant Economy with Career Steps," rather than Category 2, "Immigrant Economy," which would include jobs like working in a factory, where there is little internal job ladder or chance to earn more money. No participants worked long-term in the illicit underground economy, and those who worked in it sometimes also nearly always had formal or licit economy jobs, so this category is not discussed or included in the analysis.

The treatment variables tap into each of the categories of variables discussed regarding Table 3.1 above, but are recalibrated in Table 3.2 here to better reflect differences in high school quality. For the "high school quality" variable, "zoned school" indicates one attended the school one was zoned into (in some cases, it could be an equivalent quality high school into which one transferred, often as a safety transfer to avoid gang or other problems in the school); "positive academic track" schools were non-zoned schools the students attended because they believed it would offer more opportunity; and "exceptional value" schools were non-zoned schools that offered better instruction and more extra programming (internships, mentoring programs). Some NYCOMPers were in zoned schools, but in honors or other specialized tracks within those schools; based on participant reports, we coded most of these as "positive track" schools. "No high school" is self-explanatory. (None of our participants lived in catchment areas for high quality high schools, so there are no outliers of academically strong zoned high schools.) We theorized that those attending "exceptional" or "positive academic track" high schools would present higher adult outcomes.

[14] Hagan, Hernandez-Leon, and Demonsant 2015; Yrizar Barbosa 2020.

The legal status treatment variable was coded for those who had citizenship by birth or from a young age, those who had any visa upon arrival, and those who were undocumented at Time 2; we posited more positive to more negative impacts on correlations with adult outcomes in these categories, in that order. Critically, we also coded for Category Changers, who went from being undocumented to documented by Time 2. These cases are counterfactual proxies in themselves, because they switch category on the treatment variable during the study. Changes catalyzed by getting legal status should be detected in our statistical correlations, and were explained in the case narrative in the book.

Table 3.2 also lists control variables we theorized would affect how the treatment variables would correlate with outcomes. The first is legal status at Time 1, about age 19, which we expected would affect correlations with outcome variables, but a smaller one than Time 2 legal status. This expectation is confirmed. We also included gender and age when one had a first child as control variables that might affect correlations with later outcomes. Finally, we included variables tapping into habits of mind and conduct: whether the person was planful; how often they did their homework; and how often they cut school or went to hooky parties.

Table 3.2. Descriptive Statistics of Independent and Dependent Variables.

	Proportion of cases in each category	**Education in years** (mean)	**Income in dollars** (mean)	**Occupation ranking 1-8** (mean)	**Wealth group (1-4)** (percent in top: 4)
Treatment variables					
High school quality					
Exceptional value school	18.8 percent	15.8	$69,778	6.5	33.3 3 percent
positive academic track	43.8 percent	14.7	$41,258	5.2	33.3 percent
zoned school	33.3 percent	12.0	$24,652	3.6	31.0 percent
No high school attendance	04.2 percent	7.3	$19,500	3.0	0.0 percent

Legal status history: arrival to T2					
citizenship by birth	64.6 percent	14.0	$46,438	5.0	37.1 percent
undocumented to lawful permanent status	14.6 percent	13.7	$32,026	5.3	14.3 percent
undocumented in both	14.6 percent	12.2	$17,800	2.8	07.1percent
any visa upon arrival	06.3 percent	15.0	$46,500	5.7	50.0 percent
Control variables					
Legal status at T1 (about age 19)					
citizen	65.6 percent	13.9	$45,986	5.1	36.5 percent
undocumented	20.8 percent	12.4	$23,468	3.2	5.0 percent
temporary visa	02.1 percent	17.0	$27,000	5.0	0.0 percent
permanent visa / Green Card	11.5 percent	14.4	$39,564	6.0	45.5 percent
Gender					
male	51.0 percent	13.4	$45,068	4.6	26.5 percent
female	49.0 percent	14.0	$35,050	5.0	34.0 percent
Offspring					
no children	55.2 percent	14.2	$44,723	4.6	32.1 percent
parent as teenager (< 20)	10.4 percent	12.4	$22,236	4.6	0.0 percent
parent in college (20 - 23)	10.4 percent	12.4	$38,100	4.7	20.0 percent
parent at 24 or older	24.0 percent	13.8	$38,348	5.3	43.5 percent
homework					
never / rarely	29.2 percent	11.7	$28,262	3.5	0.0 percent
often / always	20.8 percent	12.8	$39,000	4.3	30.0percent
not enough information	50.0 percent	15.3	$47,591	5.7	47.9percent

cutting school					
regularly	32.3 percent	11.9	$29,407	3.8	06.5percent
sometimes	5.2 percent	15.2	$40,100	5.4	20.0 percent
almost never	42.7 percent	15.4	$49,375	5.3	43.9 percent
not	06.3 percent	14.2	$29,867	6.3	33.3 percent
unclear	13.5 percent	12.1	$41,538	4.8	46.2 percent
planful					
no	36.5 percent	11.3	$25,358	3.7	5.7 percent
yes	63.5 percent	15.1	$48,658	5.4	44.3 percent
sample	10.0 percent	13.7	$40,163	4.8	30.2 percent

Notes. N = 96. Occupational status is an ordinal variable whereby 1 = …, 2 = …, 3 = …. Wealth status summarizes several factors (…) and is classified as: 1 (top) = …, 2 = …, 3 = …, and 4 (bottom) = ….
Source: NYCOMP database, table by Dirk Witteveen.

The overall results of the table confirm our expectations that being in a better high school, being a US citizen or having legal status, not having children or having them later, doing your homework and not cutting school, and being planful, are all correlated with stronger long term outcomes. Participants in the better categories of these variables present stronger adult Time 2 outcomes: they earn more money, get more education, have more stable, well paid jobs, and are more likely to be wealthier, than those in the worse categories.

We also ran several regressions to assess effects on correlations between treatment variables and outcomes, both not controlling and controlling for other independent variables. We present these findings below, mainly focusing on significant correlations, unless the lack of significance itself matters, especially for Category Changers. Table 3.3a (not presented in the book) shows a baseline regression analysis (with no control variables) of how legal status correlates with the four key outcomes of education, income, occupational status, and wealth category. (We edited the results of this multinomial logistic regression to present odds ratios only for the probability of being in a higher ranked occupational status measure, and being in the bottom versus top categories of the wealth). In this model,

lacking legal status at Time 2 is strongly negatively associated with adult outcomes, compared to the reference category of US citizen participants. Undocumented youth at Time 2, about age 28, have 1.7 years less of education, and earn $23,497 dollars per year less than their US citizen counterparts. Their odds of being in the top occupational category are much lower. And they have higher odds of being in bottom wealth category versus the top one compared to US citizens. Being a category changer (or having had a visa) does *not* show a statistically significant association with Time 2 outcomes, compared to US citizens. These findings fit our expectation that changing legal status before early adulthood mitigates longer term effects on correlations with adult outcomes.

Table 3.3a. Baseline Coefficients of Legal Status History Predicting T2 Outcomes (no controls).

	Education (years)	**Income** (dollars)	**Occupational status** (ranked 1-8)		**Wealth status** (ref = bottom category vs. top category)	
	β (logit)	β (logit)	β (logit)	OR	β (logit)	OR
Legal status history (ref = citizen consistent)						
undocumented to legal	-0.237	-9,271	0.194		0.902	
	(.794)	(5,839)	(.525)		(.974)	
undocumented in both	-1.737*	-23,497***	-1.915***	0.147	2.799*	16.428
	(.284)	(5,281)	(.550)		(1.102)	
any visa upon arrival	1.048	5,203	0.588		-14.737	
	(1.147)	(8,430)	(.788)		(1.173)	
Constant	13.952***	41,297***			-0.496	
	(.341)	(2,523)			(.339)	
Summary statistics						
N	96	95	96		96	
F	2.08	6.16	14.78		24	
Prob.>F	.108	.001	.002		.004	
R^2	.033	.141	.040		.092	

Notes. Models applied: ordinary least squares regression (education, income), ordinal logistic regression (occupational status), multinomial logistic regression (wealth status). One outlier was dropped from the model predicting income. Although a full multinomial logistic regression was fitted on the data, the table only displays the significant contrast between the bottom category and the top category (wealthiest). OR = (proportional) odds ratio. *p ≤ .05 ** p ≤ .01 *** p ≤ .001.

Source: NYCOMP database; table by Dirk Witteveen.

Table 3.3b (presented in the book as Table 3.3) assesses the association between having or lacking legal status and adult outcomes, controlling for other variables. Here, again, participants who were undocumented at both Time 1 and Time 2 presented with lower adult outcomes – had 1.7 years less of education, earned $23,762 dollars less per year and displayed lower odds of being in the top occupational rankings. They also were more likely to be in the lower wealth rankings. Three other independent variables in the model indicate significant associations with the outcomes, even when controlled for other variables. Being a woman correlates with earning $8,067 less per year. Being planful correlated with having 3.2 years more of education, and $26,123 more income per year. Finally, being in a zoned school correlated with lower earnings ($12,376 per year less); and the odds of those in zoned schools to be in the lower versus the top wealth category at Time 2 are over 5 times greater than of those in a positive academic track. The equation's overall significance levels are p>.001, with R-squared scores ranging from .166 to the stronger .460, .539, and .578.

Taken together, these three tables show that lacking legal status, even controlling for other variables, has strong negative correlations with Time 2 adult outcomes. The size and direction of the correlations remain consistent even after controls are added.

Table 3.3b (presented as table 3.3 in the book). Adjusted Coefficients of Legal Status History Predicting T2 Outcomes (all controls added).

	Education (years)	**Income** (dollars)	**Occupational status** (ranked 1-8)		**Wealth status** (ref = bottom category vs. top category)	
	β (logit)	β (logit)	β (logit)	OR	β (logit)	OR
Legal status history (ref = citizen consistent)						

undocumented to legal	-0.222	-5,816	0.228		0.743	
	(.600)	(5,336)	(.668)		(2.663)	
undocumented in both	-1.673**	-23,671***	-2.556***	0.078	7.746**	2311.967
	(.560)	(5,291)	(.709)		(2.919)	
any visa upon arrival	1.635*	5,780	1.480		-18.478	
	(.777)	(6,959)	(.839)		(7.824)	
Gender (female)	-0.782	-8,067**	-0.555		1.446	
	(.418)	(3,776)	(.446)		(1.412)	
Offspring (ref = no children)						
parent as teenager (< 20)	0.177	-3,262	0.954		17.627	
	(.703)	(6,227)	(.712)		(3.601)	
parent in college (20 - 23)	-1.143	1,395	-0.426		3.089	
	(.662)	(6,191)	(.775)		(2.693)	
parent at 24 or older	-0.691	-5,929	0.167		4.914	
	(.477)	(4,620)	(.521)		(2.502)	
Homework (ref = never / rarely)						
often / always	-0.154	55	0.181		-16.1750	
	(.860)	(7,736)	(.864)		(2.760)	
not enough information	1.295	-1,036	1.994*		-19.580	
	(.785)	(7,210)	(.781)		(2.023)	
Cutting school (ref = regularly)						
sometimes	1.857	-1,897	0.997		-1.640	
	(1.057)	(9,381)	(.999)		(9.672)	
almost never	0.409	-11,456	-0.981		0.696	
	(.859)	(7,747)	(.845)		(3.558)	
not	0.217	-17,214	0.022		-0.741	

	(1.108)	(9,875)	(1.081)	(4.175)
not enough information	0.399	7,134	1.128	-6.846
	(.901)	(8,459)	(.967)	(4.220)
Planful (yes)	3.170***	26,123***	1.282	-4.015
	(.648)	(6,425)	(.726)	(3.848)
High school quality (ref = pos. academic)				
zoned school		-12,376**	-0.955	5.425*
		(4,196)	(.502)	(2.123)
exceptional value school		6,266	0.669	-16.908
		(5,154)	(.603)	(4.975)
did not go to high school		-695	0.319	21.316
		(12,061)	(1.548)	(1.318)
Constant	11.584***	38,514***		15.022
	(.419)	(4,717)		(2.760)
Summary statistics				
N	96	95	96	96
F	10.29	5.71	61.52	140.11
Prob.>F	.000	.001	.000	.000
R^2	.578	.460	.166	.539

Notes. Models applied: ordinary least squares regression (education, income), ordinal logistic regression (occupational status), multinomial logistic regression (wealth status). One outlier was dropped from the model predicting income. Although a full multinomial logistic regression was fitted on the data, the table only displays the significant contrast between the bottom category and the top category (wealthiest). OR = (proportional) odds ratio. *p ≤ .05 **p ≤ .01 ***p ≤ .001.

Source: NYCOMP database; table by Dirk Witteveen.

Table 3.4a (not presented in the book) presents simple baseline associations between high school quality and our four outcome variables. Compared to being in a positive academic track, being in a zoned school is associated with attaining 2.7 fewer years of education, earning $16,606 less per year, and lower odds of being in the top occupational categories, and higher odds of being in the bottom versus the top wealth categories. Being in an exceptional value high school, rather than a positive academic school, is associated with one additional year of education, $11,448 more per year, and odds of 3.6 of being in the top occupational status category. Going to a zoned school was associated with poorer adult outcomes at Time 2: having less income and education, and a lower occupational ranking; and have 3.7 times greater odds to be in the bottom versus the top wealth category. Finally, and predictably, not going to high school at all has strong negative correlations with Time 2 outcomes -- one ends up with 7.5 fewer years of education and $21,758 less income per year.

Table 3.4a. Baseline Coefficients of High School Quality Predicting Time 2 Outcomes (no controls).

	education (years)	**income** (dollars)	**occupational status** (ranked 1-8)		**wealth status** (ref = bottom category vs. top category)	
	β (logit)	β (logit)	β (logit)	OR	β (logit)	OR
high school quality (ref = pos. academic)						
zoned school	-2.707***	-16,606***	-1.452**	0.234	3.737**	41.993
	(.441)	(4,362)	(.439)		(1.137)	
exceptional value school	1.095*	11,448*	1.271*	3.565	-15.987	
	(.529)	(5,344)	(.518)		(1.209)	
no high school attendance	-7.488***	-21,758*	-1.856*	0.156	17.716	
	(.982)	(9,727)	(.893)		(2.657)	
constant	14.738***	41,258***			-0.847	
	(.290)	(2,868)			(.488)	
summary statistics						
N	96	95	96		96	
F	36.18	10.66	28.55		53.91	
Prob.>F	.000	.000	.000		.000	
R^2	.526	.236	.077		.208	

Notes. Models applied: ordinary least squares regression (education, income), ordinal logistic regression (occupational status), multinomial logistic regression (wealth status). One outlier was dropped from the model predicting income. Although a full multinomial logistic regression was fitted on the data, the table only displays the significant contrast between the bottom category and the top category (wealthiest). OR = (proportional) odds ratio. *p ≤ .05 **p ≤ .01 ***p ≤ .001.

Source: NYCOMP dataset; table by Dirk Witteveen.

Table 3.4.b (presented as Table 3.4 in the book) introduced controls to this model. It shows that going to a zoned high school, compared to a positive academic track high school, was linked with 1.5 fewer years of education, and $14,110 less of income; and made one much less likely to be in a higher occupational status category, and to be in the lowest rather than the highest wealth status categories. Gender and age of first child were not significantly associated with outcomes. Cutting school sometimes, instead of regularly, correlated with an on average of two years more education at Time 2. Finally, being planful correlated with $16,771 more income per year, and significantly increased the odds to be in the top occupational status categories, and reduced the odds of being in the bottom versus the top wealth status categories. All these equations have p>.001, and R-squared scores ranging from .162, to .419, .500, to a very strong .681.

Table 3.4.b (presented as table 3.4 in the book). Adjusted Coefficients of High School Quality Predicting Time 2 Outcomes (all controls added).

	education (years)	**income** (dollars)	**occupational status** (ranked 1-8)		**wealth status** (ref = bottom category vs. top category)	
	β (logit)	β (logit)	β (logit)	OR	β (logit)	OR
high school quality (ref = pos. academic)						
zoned school	-1.504***	-14,110**	-1.098*	0.334	4.842**	126.742
	(.411)	(4,325)	(.507)		(1.849)	
exceptional value school	0.211	5,212	0.657		-16.946	
	(.504)	(5,399)	(.609)		(4.336)	
no high school attendance	-5.009***	812	0.597		13.631	
	(1.239)	(13,062)	(1.455)		(1.143)	
gender (female)	-0.586	-7,906	-0.543		1.140	
	(.377)	(3,982)	(.449)		(1.243)	
offspring (ref = no children)						

parent as teenager (< 20)	-0.196	-8,697	0.446	19.935
	(.607)	(6,388)	(.696)	(3.470)
parent in college (20 - 23)	-0.701	-1,621	-0.692	3.513
	(.606)	(3,418)	(.746)	(2.307)
parent at 24 or older	-0.057	-5,484	0.182	3.161
	(.451)	(4,783)	(.515)	(1.652)
homework (ref = never / rarely)				
often / always	0.217	-981	0.273	-16.193
	(.762)	(8,011)	(.841)	(2.451)
not enough information	0.988	-3,287	1.745	-18.401
	(.712)	(7,494)	(.775)	(2.148)
cutting school (ref = regularly)				
sometimes	2.002*	-1,903	1.264	-0.088
	(.927)	(9,748)	(.990)	(3.641)
almost never	0.498	-12,309	-1.105	2.823
	(.765)	(8,053)	(.843)	(3.015)
not	-0.170	-18,106	0.005	-0.717
	(.960)	(10,107)	(1.119)	(4.427)
not enough information	0.718	3,050	0.616*	-1.434
	(.848)	(8,916)	(.953)	(3.430)
planful (yes)	1.913**	27,270***	1.293	-4.598
	(.644)	(6,781	(.733)	(2.958)
legal status T1 (ref = citizen)				
undocumented	-0.666	-16,771**	-2.147**	5.311**
	(.462)	(4,868)	(.630)	(1.665)
temporary visa	1.525	-17,664	0.231	4.227

	(1.170)	(12,309)	(2.924)	(4.195)
permanent visa / Green Card	0.698	4,605	1.154	-3.500
	(.573)	(6,031)	(.660)	(2.442)
constant	12.662***	40,896***		14.738
	(.456)	(4,795)		(2.451)
summary statistics				
N	96	95	96	96
F	12.92	4.98	60.14	129.99
Prob.>F	.000	.000	.000	.000
R^2	.681	0.419	.162	.500

Notes. Models applied: ordinary least squares regression (education, income), ordinal logistic regression (occupational status), multinomial logistic regression (wealth status). One outlier was dropped from the model predicting income. Although a full multinomial logistic regression was fitted on the data, the table only displays the significant contrast between the bottom category and the top category (wealthiest). OR = (proportional) odds ratio. *p ≤ .05 **p ≤ .01 ***p ≤ 0.01.

Source: NYCOMP dataset; table by Dirk Witteveen.

In sum, these statistical tables show that going to a better high school, and having or *getting* legal status, correlate strongly with better adult lives for NYCOMPers at Time 2, average age 28, in their late early adulthood or early middle adulthood. US citizens, or those who always had or later got legal status – Category Changers – earned more money and got more education, and were more likely to be in higher occupational categories, and less likely to be in the bottom versus the top wealth categories.

STATISTICAL APPENDIX for Chapter 4 Mentors: Boosting Adult Outcomes and Offering Paths Out of a Hard Life.

For *Dreams Achieved and Denied: Mexican Intergenerational Mobility.* By Robert Courtney Smith.
Chapter appendix by Robert Courtney Smith and Dirk Witteveen.

This Appendix more fully explains the statistical analyses presented in this book chapter. It first presents overall statistical correlations of positive adult mentorship with later life outcomes such as education, income, or membership in the High-Flier or College Graduate Categories, and then introduces controls for the presence or absence of hard life conditions, including the presence of domestic violence, having an undocumented parent at Time 2, being planful or not, or having a Negative Peer Mentor.

To reiterate definitions from the *Mentors* chapter: Positive adult mentors are nonfamily adults who help mentees in one or more of four ways: helping reframe how mentees imagine their possible futures; offering access to new experiences and opportunities; they help mentees navigate turning points that affect later life trajectories; and they are especially helpful to youth facing difficult circumstances. Negative adult mentors impact their mentees' lives in the opposite ways or directions, e.g. reinforcing mentees' negative thinking about their future or leading them into actions or contexts that harm their later life trajectories. Positive peer mentors are usually successful friends or relatives about the same age as or slightly older than the mentee, who can pass on lessons they have learned in their lives or from their mentors, helping promote mentees' better future life trajectories. Negative peer mentors are also friends or relatives, but their interventions can harm the mentee's future life trajectories. Relevant research on mentoring is cited in the book chapter.

Statistical analysis of our data shows that positive adult mentoring, and to lesser extent, positive peer mentoring, are strongly linked to better early and middle adult outcomes, while negative peer or adult mentoring are not. These data also show that positive adult and peer mentoring are significantly linked to each other, and to other traits promoting upward mobility, such as being planful, while negative peer and negative adult mentoring are not so linked. Finally, our correlations support the analysis in the book that positive adult peer mentors are especially important to help youth in difficult circumstances to prosper. Having a positive adult mentor helps all youth, but matters especially for those who have an undocumented mother, or live with domestic violence. These statistical

relationships sync with our participants' accounts of how mentors helped and with research cited in the book chapter.

Below, we pursue an additive strategy of assessing the simplest correlations for all US citizen or legal permanent resident cases between having a mentor and later life outcomes like education and income, or Time 2 adult outcome category, and then controlling for challenging conditions, such as having an undocumented mother. Table 4.1 below shows how simply having or not having a positive adult mentor was linked to later life outcomes. Some 67 percent (29 of 43 cases) of those having a positive adult mentor ended up as College Graduates or High-Fliers at Time 2, versus only 31 percent (15 of 48 cases) for those who did not have a positive adult mentor. These percentages increased to 90 percent and 53 percent by Time 3. Similarly, those with positive adult mentors got nearly three more years of education at Time 2 (12.5 v 15.3 years), and made over $17,000/year more. These numbers increased more at Time 3, to 3.6 years more, and over $20,000/year more for those with mentors.

Table 4.1 Dichotomous Measure (Having/Not Having) of Positive Adult Mentorship: Correlations with Overall Outcomes, Years of Educational and Income

PAME/outcome	T2 Outcome percent College Graduate or High-Fliers	T3 Outcome percent College Graduate or High-Fliers	T2 Educ in years	T3 Educ in years	T2 annual income $	T3 annual Income $
Don't have Positive Adult Mentor	31 percent (15 of 48 cases)	53 percent (8 of 15 cases)	12.5 (n=48)	13.2 (n=17)	$32,485 (n=46)	$61,222 (n=9)
Have Positive Adult Mentor	67 percent (29 of 43 cases)	90 percent (9 of 10 cases)	15.3 (n=43)	16.8 (n=12)	$49,950 (n=42)	$81,775 (n=12)
Total N	N=91	N=25	N=91	N=29	N=88	N=21

Source: NYCOMP database; table by Dirk Witteveen.

Our data enable us to parse out the relationships among the various types of mentorship, and related processes that participants reported mattered for their mobility. Having a positive *adult* mentor was significantly linked to having a positive *peer* mentor: 14 of 32 (44 percent) of those with positive adult mentors also have positive peer mentors, while only 9 of 40 (2.3 percent) without a positive adult mentor had a positive peer mentor (p=.013). Interestingly, however, there is *not* a strong relationship between having a positive adult mentor and having a negative peer mentor. Theoretically, one might expect an *inverse* relationship – that those with negative peer mentors would be less likely to have positive adult mentors. But most NYCOMPers had negative peer mentors embedded in their lives, for example siblings or friends from earlier childhood who cut high school or were in gangs. Many participants grew up in contexts with negative peers, but still made good choices. Others grew up in better circumstances, but made poor choices. These statistical correlations fit our participants' accounts and my understanding of how adult and peer mentoring worked.

The statistical analyses presented below bolster the book chapter's argument that having a positive adult mentor helped support better choices linked to better longer term outcomes. Having a positive adult mentor was strongly linked to avoiding or de-escalating problems as a teen or early adult. Indeed, only 4 of 30 (13 percent) of those who did not avoid or de-escalate problems had a positive adult mentor, while 39 of 61 (64 percent) of those avoiding or de-escalating problems did have such a mentor. These correlations with positive adult mentoring persisted into early and middle adult lives. Only 4 of 32 people (11 percent) with positive adult mentors as teens had continuing conflict as an early or middle adult, while 18 of 30 (60 percent) who lacked a positive adult mentor had such continued conflict as an early adult (p=.013). Continuing conflict into early and middle adulthood (Time 2) is a key predictor of lower long term outcomes, as we see in *Masculinities and Outcomes* chapter. Many of the specific mechanisms by which these correlations worked in the lives of participants are closely described in other book chapters. They often involve complex, reciprocal causality. For example, those with positive adult mentors were often less conflictual, and their mentors further helped them avoid conflictual contexts, or to de-escalate conflicts, or control the impacts on their lives of their embedded negative peer mentors (for example a gang member brother). I also observed such dynamics in collectively designing and supervising a mentoring program (not involving NYCOMPers; as nonprofit pro bono work) for part of my time in the field.

Table 4.2. Correlations Between Having/Not Having a Positive Adult Measure and having/not having Positive Peer Mentor, Negative Peer Mentor, and Escalating Conflict in Teen and Early or Middle Adulthood.

Mentorship status (below)/other variable (across)	Reports positive peer mentor	Reports negative peer mentor	Escalates conflicts as teen early adult	Continued escalation of conflict as adult
HAVE pos adult mentor	14 of 32 (44 percent)	8 of 33 (24 percent)	4 of 30 (13 percent)	4 of 32 (11 percent)
Does NOT have pos adult mentor	9 of 40 (22 percent)	25 of 64 (39 percent)	39 of 61 (64 percent)	18 of 30 (60 percent)
Total and p	23 of 72. p=.013	33 of 82. p=.682	43 of 91. p>.001	22 of 62. p=.013

Source: NYCOMP database; table by Dirk Witteveen.

Enhanced Mentoring Measure Correlations with Time 2 Outcomes.

To better describe mentoring's relationship with adult outcomes, we recoded and recalibrated positive adult mentoring relationships into categories reflecting their depth and length, how much help was offered and accepted, and if it was offered before or during key decisions or turning points. Those with no positive adult mentor are listed in the "No Mentor" category in Table 4.3a below. A "Minimal Mentor" describes adult mentors who helped the participant in an institutional setting (for example, school) for a relatively short period, but did not foster game changing social or human capital development. A "Strong Mentor" offers substantive mentoring for a longer time, usually years, helping them develop human, cultural and social capital, and/or gain access to contexts with more resources. Finally, an "Exceptional Mentor" substantively altered the participant's trajectory by mentoring them especially effectively over many years – often, over a decade – advising them in their professional and personal lives, teaching them how to succeed in and opening doors to different contexts. Table 4.3 below shows how the overall Time 2 Outcome Categories and the Positive Adult Mentor Score categories correlated. Some 73 percent of those without a mentor ended up in the Stuck Muddler category at Time 2, while only 17 percent

were in the High-Flier category. Conversely, some 33 percent of those with Exceptional Mentors were in the High-Flier category, while only 3 percent of them ended up in the Stuck Muddler category. The percentages fall into other categories in ways that also make sense.

Table 4.3a. Mentor Quality and T-2 Outcomes: Distributions.

Positive Adult Mentor score	Stuck Muddlers	Shallow Slopers	College Graduates	High-Fliers
No Mentor	73.3 percent	50.0 percent	33.3 percent	16.7 percent
Minimal Mentor	16.7 percent	27.8 percent	33.3 percent	27.8 percent
Strong Mentor	6.7 percent	5.6 percent	14.8 percent	22.2 percent
Exceptional Mentor	3.3 percent	16.7 percent	18.5 percent	33.3 percent

N = 93.
Source: NYCOMP database; table by Dirk Witteveen.

Table 4.3b below describes the relationships between these four mentor types and the percentage of cases in the High-Flier or College Graduate outcome categories, years of education, and income, at Time 2 and Time 3. This table shows that the stronger and longer the mentoring relationships, the bigger the correlated gains in later outcomes. Time 2 overall outcome categories, years of education, and income vary predictably with the strength of mentoring relationships. Only 28 percent of those with No Positive Adult Mentor ended up as High-Fliers or College Graduates, versus 73 percent of those with Strong or Exceptional Mentors. Similarly, years of education at Time 2 was linked to having stronger, deeper mentoring relationships, from 12.2 years for those with no positive adult mentors, 14.6 years for those with a minimal mentor, 15.4 years for those with a strong mentor and 15.6 years for those with an exceptional mentor. Income varied similarly, from a low of just under $30,000 for those

with no positive adult mentor, to over $70,000 for those with exceptional mentors. These proportional differences carried forward at Time 3 in overall outcomes, years of education, and income. Of special note is the Time 3 educational outcome of 17.2 years for those with exceptional mentors, who were more likely to go to graduate school than other groups, and also earned the highest income, nearly $100,000.

Table 4.3b. Mentor Quality Score and Overall Outcomes, Education and Income.

Positive Adult Mentor Type/outcome	T2 Outcome percent College Graduate or High-Flier	T3 Outcome percent College Graduate or High-Flier	T2 Years Education	T3 Years Education	T2 income $	T3 income$
No Positve Adult Mentor	28 percent (12 of 43 cases)	0 cases	12.2 (n=43)	13.2 (n=14)	$29585 (n=41)	$51000 (n=6)
Minimal Mentor	58 percent (14 of 24 cases)	0 cases	14.6 (n=24)	15.7 (n=6)	$37792 (n=24)	$61000 (n=5)
Strong Mentor	73 percent (8 of 11 cases)	44 percent (4 of 9 cases)	15.4 (n=11)	15.3 (n=4)	$43000 (n=10)	$77500 (n=2)
Exceptional Mentor	73 percent (11 of 15 cases)	57 percent (4 of 7 cases)	15.6 (n=15)	17.2 (n=5)	$70680 (n=15)	$98757 (n=7)
Total N	N=93	N=24	N=93	N=29	N=90	N=20

Source: NYCOMP database; table by Dirk Witteveen.

The tables above support the first part of the argument made in the book chapter -- that mentoring helps later life outcomes. The tables below buttress the other side of the argument in the book chapter – that mentorship is especially important to those living in difficult circumstances. Table 4.4 only includes participants who were US citizens or had permanent legal status, to avoid the dampening effect (established through process tracing) of undocumented status on adult outcomes. Table 4.4 shows how having or not having a positive adult mentor is correlated with a higher probability (the RRR or relative risk reduction) of ending up as a Stuck Muddler versus the other three outcome categories, controlling for the anticipated negative impact on correlations with adult outcomes of having an undocumented mother at Time 2, living in a house with domestic violence, and having a negative peer mentor. The Table shows that having a positive adult mentor, while controlling for those negative factors, is linked to being 12.6 times more likely to be a Shallow Sloper than a Stuck Muddler, 31.4 times more likely to be a College Graduate than a Stuck Muddler, and 37.2 times more likely to be a High-Flier than a Stuck Muddler, at Time 2. It is particularly noteworthy that having a stronger mentor is strongly correlated with later outcomes of US citizen or legally resident youth, even after accounting for the presence of domestic violence, negative peer mentors, or the disadvantages linked to having an undocumented mother.

Table 4.4. Mentor Quality and T-2 Outcomes: Predictive Models among Legal Participants Only N = 68).

	Base = Stuck Muddlers					
	Shallow Slopers vs. 'Stuck M.'		College Graduates vs. 'Stuck M.'		High-Fliers vs. 'Stuck M.'	
	coef.	RRR	coef.	RRR	coef.	RRR
Mentor score (none/neg = ref)						
positive	2.536*	12.6	3.447**	31.4	3.616*	37.2
Domestic violence (no = ref)						
yes	-.030		-.896		-.598	
unclear	1.466		-17.415		-17.305	
Mother's status T2 (citizen = ref)						
visa	-18.145		.417		.082	
undocumented	-21.240		-19.439		-19.598	
unclear	-1.819		-1.258		-1.230	
Negative peer mentor (no = ref)						
yes	-.176		-1.417		-.155	
unclear	16.910		18.073		17.290	
constant	.353		.037		-.365	

Notes. N = 68. R^2 = .239. Significance levels of key variable indicated: ** = p<.01, * = p <.05. RRR = relative risk ratio.
Source: NYCOMP database; table by Dirk Witteveen.

These results are driven further home by Table 4.5 below, showing how having a positive adult mentor is strongly correlated with the probability of being in the College Graduate or High-Flier Categories for those US citizens or legally resident participants growing up in neutral versus negative conditions. Negative youth conditions include having an undocumented mother or undocumented father at Time 2, having a negative peer mentor, or living in a house with domestic violence. As one can see, of those growing up with one of these negative conditions, 87 percent of them with positive adult mentors ended up in the top two outcome categories, versus only 7 percent of those with such negative conditions who lacked a positive adult mentor. In contrast, among those who had neutral conditions – did not have any of these negative conditions – 82 percent of them ended up as College

Graduates or High-Fliers, while 48 percent of those without a positive adult mentor were in those two top categories. Drawing on the process oriented analysis in the book, these correlations support the argument that having a positive adult mentor can be seen as nearly a necessary condition for those in negative conditions to end up in the top two outcome categories, while it is only helpful to those in neutral conditions.

Table 4.5. Positive Adult Mentor Quality and T-2 Outcomes Distributions: USC+Legally Resident (N = 80).

Youth conditions	Adult mentor	Prob. T-2 college graduate or High-Flier
negative (29)	positive (15)	.867
	neg / absent (14)	.071
neutral (51)	positive (22)	.818
	neg / absent (39)	.483

Source: NYCOMP database; table by Dirk Witteveen.

When we ran this probability analysis with undocumented participants included, in Table 4.6, the overall probability of positive outcomes for those with negative conditions and positive adult mentors went down, because the mentors could not open doors for undocumented youth, as documented in the *Mentor* and *DACA* book chapters. With undocumented participants included, only 61 percent of those with negative circumstances but positive adult mentors were in the top two outcome categories, while only 6 percent of those in negative conditions and lacking a mentor were in those categories. The corresponding probabilities for those with neutral conditions changed very little, to 78 percent versus 44 percent of those in neutral conditions with, and without, a positive adult mentor. This table reinforces the case narrative analysis in the *DACA* chapter that lacking legal status blocks the help that mentors gave because their undocumented mentees could not walk through the doors mentors opened for them.

Table 4.6. Positive Adult Mentor Quality and T-2 Outcomes Distributions. (N = 94).

Youth conditions	Adult mentor	Prob. T-2 college graduate or High-Flier
negative (39)	positive (23)	.609
	neg / absent (16)	.063
neutral (54)	positive (23)	.783
	neg / absent (32)	.438

Notes. 'Negative youth situation' = undocumented mother or undocumented father at Time 2 or negative peer mentor as teen or early adult or domestic at any time.

Source: NYCOMP database; table by Dirk Witteveen.

STATISTICAL APPENDIX. Chapter 6. Second Chance Mechanisms: Hitting the Reset Button for U.S. Citizens and the Derailment Button for Undocumented Americans.

For *Dreams Achieved and Denied: Mexican Intergenerational Mobility.* By Robert Courtney Smith.
Chapter appendix by Robert Courtney Smith and Dirk Witteveen.

In the *Second Chance Mechanisms* book chapter, I traced processes within and across cases to argue that second chance mechanisms strongly helped US citizen NYCOMPers, but not their undocumented counterparts. Lacking legal status blocked legal second chance mechanisms, because being undocumented was the only (or at least main) thing the legal system saw. Educational second chances helped undocumented students to do better academically, but could not change their adult Time 2 outcome category or income, because their access to the formal labor market – the main way educational achievement converts to positive adult outcomes – was blocked by federal law.

The statistical analyses in this appendix differ from others, because the relationship between adult life outcomes and using second generation mechanisms is less consistent than it was for other variables, such as legal status, or the quality of high school. The book chapter analysis shows that second chance mechanisms helped US citizen NYCOMPers to better adult outcomes, but because more people who did *not* use a second chance mechanism – because they did not make mistakes requiring their use – also had higher outcomes, the larger correlational impact of the second chance mechanisms gets swamped. Similarly, while fewer undocumented NYCOMPers used second chance mechanisms (and only educational ones, because legal ones were denied them), this use did not correlate with higher Time 2 outcomes, because they were blocked from the labor market.

Hence, this appendix only uses simple crosstabulations of using a second chance mechanism with adult outcomes and other conditions correlated with outcomes, such as legal status. These crosstabulations reinforce the arguments made by tracing processes within and across the cases and the families, including the Pachecos, Buendias, and Vaqueros, in the *Second Chance Mechanisms* chapter.

Table 6.1 below shows the simple correlations between Using Second Chance Mechanisms (1=yes, 0=no) and Time 2 overall outcome categories, coded 1= Stuck Muddlers, 2=Shallow Slopers, 3=College Graduates, 4= High-Fliers. Table 6.2 shows correlations between Time 2 overall outcomes and Use of Second Chance Mechanisms

recoded into 0=No use, 1= Use of Educational second chance mechanism and 2= Use of Legal second chance mechanism.

The use of second chance mechanisms is widespread across the whole dataset. There are 22 Stuck Muddler or Shallow Sloper cases that used any second chance mechanism, and 17 College Graduates or High-Fliers who did. When we break second chance mechanisms into educational and legal types, we get interesting patterns. First, as anticipated, High-Fliers used second chance mechanisms less often than other outcome groups – only 3 of 20 High-Fliers used a second chance mechanism. Second, more people used educational second chance mechanisms than legal ones. Third, there were equal numbers (2) of legal second chance mechanisms used in each of the outcome groups, reinforcing insights from the case analysis in the book that Youthful Offender Status or prosecutorial discretion enabled youth to move past stupid mistakes into productive adult lives.

Table 6.1. Crosstabs for Overall Outcome Categories by Use of Second Chance Mechanism.

Outcome category	Did NOT use second chance mechanism	Did use a second chance mechanism	Total
Stuck Muddler	19	12	31
Shallow Sloper	8	10	18
College Graduate	12	14	26
High-Flier	17	3	20
Total	56	39	95

Source: NYCOMP database; table by Dirk Witteveen.

Table 6.2. Crosstabs for Overall Outcome Categories by Use of Educational or Legal or No Second Chance Mechanism.

Outcome category	Did NOT use second chance mechanism	Did use educational second chance mechanism	Did use legal second chance mechanism	Total
Stuck Muddler	19	10	2	31
Shallow Sloper	8	8	2	18
College Graduate	12	12	2	26
High-Flier	17	1	2	20
Total	56	30	8	95

Source: NYCOMP database; table by Dirk Witteveen.

Crosstabs of legal status at Time 2 and types of Second Chance mechanism used similarly reinforce the findings in the book chapter's narrative case analysis. Table 6.3 below shows how legal status at Time 2 correlates with the type of Second Chance mechanism used. Undocumented cases mostly did not use second chance mechanisms, save for three who used educational second chances. As per the chapter's case analysis, none used legal second chances, because their undocumented status became the only relevant fact about them in legal proceedings, pre-empting consideration for a legal second chance. Similarly, all cases using legal second chances were US citizens. Thirty one of 74 US citizens used second chances, versus only 3 of 14 undocumented participants. Second chance mechanisms helped US citizen youth who needed them, but were less often used or were denied to their undocumented American peers, as discussed in the book chapter.

Table 6.3. Use of Second Chance Mechanisms by Legal Status.

Legal Status	Did not use a second chance mechanism	Used educational second chance mechanism	Used legal second chance mechanism	Total
Long term undocumented	11	3	0	14
Any visa	0	0	0	0
Permanent legal resident	3	4	0	7
US citizen	43	23	8	74
Total	57	30	8	95

Source: NYCOMP database; table by Dirk Witteveen.

STATISTICAL APPENDIX. Chapter 7. Masculinities and Long-Term Outcomes: How Mexican Mobility Masculinity Promotes and Gang Masculinity Inhibits Mobility.

For *Dreams Achieved and Denied: Mexican Intergenerational Mobility*. By Robert Courtney Smith. Chapter appendix by Robert Courtney Smith and Dirk Witteveen.

This online appendix analyzes how a set of variables linked to gang masculinity or Mexican mobility masculinity correlated with various adult outcomes at Time 2 (age 28), including one's years of education, income, and odds of being in the top two (versus bottom two) overall outcome categories. We present means tables and regression analyses to assess correlations between models of masculinity and adult outcomes. We report significance tests following the common practice of reporting them, and as part of our assessment of whether associations exist between variables within the NYCOMP dataset. We do not extrapolate these relationships to the larger population, which NYCOMP data cannot do. Rather, our statistical analysis can tell how common the processes and outcomes I analyze in cases in the book are in the NYCOMP dataset (not beyond). We draw on the case oriented analysis in the book chapter to interpret the meaning of the statistics, which are presented in analytical steps.

Gang Membership's Correlations with Adult Life Outcomes

We identified six different types of relationships to gangs, which differed interestingly in their adult outcomes. These types were: Gang Leader, Inducted member (having been formally "jumped in" or inducted) Negotiated Associator (described below), Avoided Gangs (actively), or Never Associated with gangs, or Did Not Mention gangs (but whose habits, such as going right home after school, led us to treat them as non-gang affiliated). The third group, the Negotiated Associators, is perhaps the most interesting, because they did hang out with gang members sometimes, but also had the highest outcomes. As described in the book, negotiated associators were often organically linked to gang members, who were their brothers or childhood friends. Their high outcomes reflects skilled navigation of these relationships.

Fascinatingly, this 3rd group of Negotiated Associators who had strong but negotiated associations with gang members, but were not inducted members, had the highest outcomes – 14 of 17 had post-secondary schooling, and 12 of 18 were in the top two overall outcome groups. As we show below, this "associated" stance reflected a

skilled negotiation of the shoals of adolescence in contexts with gangs, including one's school, neighborhood, or family.[15]

Table 7.2 below shows how much gang masculinity correlated with lower adult outcomes at Time 2. We ran a means test with the whole NYCOMP dataset comparing the proportion in the College Graduate or High Flier categories, and mean years of education and income at Time 2 for those who were Gang Leaders or Members (inducted) compared to all others, labelled in Negotiator/Avoider in table 7.2. Gang Leaders or Members present with 3 full years less of education, and make nearly $21,000 less per year; and only 9.5% of them end up in the College Graduate or High Flier Categories, compared to 61.6% of All Other Categories.

Table 7.2. GANG MEMBERSHIP AND TIME 2 OVERALL LIFE OUTCOMES, EDUCATION AND INCOME – All Informants.

Ever in Gang?	Proportion in College Graduate or High Flier at T2	Mean Educ T2	Mean $ T2
Leader/member	9.5%	11.5	$26,000
Negotiator/Avoids	61.1%	14.5	$46,995
N	96	93	91
	p>.001	p>.001	p=.063

In table 7.3, we rerun the means tests, excluding undocumented cases to remove its overdetermining impact on correlations with Time 2 outcomes. Removing the undocumented cases increased the association between adult life outcomes for Gang Leaders and Members versus all other categories: while 10.5% of Leaders or Members end up as College Graduates or High Fliers, some 73.4% of the others did; the difference in relationship with education and income between the groups also increased, to 3.6 years, and nearly $23,000 per year. To better understand

[15] Morrill and Musheno, 2018.

how these rather sobering overall correlations might work, we analyze how specific gang habits correlate with later life outcomes.

Table 7.3. GANG MEMBERSHIP AND TIME 2 OVERALL LIFE OUTCOMES, EDUCATION AND INCOME – *Only* US Citizens or Informants with Legal Status at Time 2.

Ever in Gang?	Proportion in College Graduate or High Flier at T2	Mean Educ T2	Mean $ T2
Leader/member	10.5%	11.4	$27,263
Negotiator/Avoider	73.4%	15.0	$49,879
N	79	60	58
	p>.001	p>.001	p=.054

Statistical Analysis of Gang and Mobility Masculinities Correlations with Adult Outcomes

Table 7.4 below presents results from a regression that assesses the correlation between key traits of Mexican mobility masculinity (for example, keeping the immigrant bargain) and gang masculinity (for example, looking back, and not down, when one is given a hard look in high school) at Time 2 (mean age 28). We control for gender, because men are more likely to enact gang inflected gender models. As noted in the book chapter, gang masculinity demands one Look Back when challenged, and impedes the ability to actually keep the immigrant bargain (rather than just express a desire to keep it), and should affect men more than women. The results fit our expectations.

Table 7.4. Means of T2 outcomes by Gang Membership and Practices and Background Factors.

	years of education at T2		**income at T2**		**probability of college graduate or high flier** (vs. stuck muddler or shallow sloper)	
	gang member	non-gang member	gang member	non-gang member	gang member	non-gang member
gender						
male	11.2	14.8	$24,882	$46,172	.118	.645
female	12.8	14.3	$30,750	$35,350	.000	.585
keeping immigrant bargain						
yes	11.5	15.5	$26,000	$45,543	.095	.796
no	-	12.7	-	$29,927	-	.238
looking						
down	-	14.9	-	$43,826	-	.591
back	11.3	16.0	$24,000	$51,000	.105	1.000
overall	**11.5 N=96**	**14.5**	**$26,000 N=95**	**$39,923**	**.095 N=96.**	**.611**

Notes. "Gang member" here means leader or inducted member. Source: NYCOMP dataset, by Dirk Witteveen.

Table 7.5 presents results from a regression analysis that takes being a gang leader or member as the treatment variable, and age at last interview and gender as controls.[16] We included gender because men are more likely to be in and remain gang members; we include age at last interview because most youth leave gang life by their mid-20s.

[16] We do not include Looking Back/Down, or Keeping the Immigrant Bargain, because gang members must look back, and none in our study fully kept the immigrant bargain. Including them would "steal" some of the correlation with outcomes. In preliminary runs, these variables were collinear – overlapped too much – with gang membership, so we dropped them below.

With controls for age and gender, on average, being a gang member or leader is associated with 2.984 fewer years of education, $18,169 less income per year, and makes one 2.843 times less likely to be a College Graduate or High Flier at Time 2, at age 28.

Table 7.5. Correlations of Gang Membership With T2 outcomes.

	education at T2	**income at T2**	**college graduate or high flier** (vs. stuck muddler or shallow sloper)
	β	β ($)	logit
active gang member (no = ref)			
Yes	-2.984***	-$18,169**	-2.843***
Unclear	-3.511*	-$577	-1.116
age at last interview	-0.052	$547	0.021
gender (female)	-0.171	-$7,974	-0.231
summary statistics			
N	96	95	96
R^2	.220	.083	.152

* p ≤ .05 ** p ≤ 0.01 *** p ≤ 0.001

Notes. Active gang member defined as either leader or member. Variables 'keeping the immigrant bargain' and 'looking back/down' are collinear with gang membership, and thus dropped from the predictive model of T2 outcomes). Source: NYCOMP dataset, by Dirk Witteveen.

VARIABLE ORIENTED DATABASE CODING TEMPLATE.

For *Dreams Achieved and Denied: Mexican Intergenerational Mobility.* By Robert Courtney Smith

6-20-14 (7-15) VODB CODING. FINAL VERSION – VARIABLE ORIENTED DATABASE

Section for Black Mexican only (Filled out by RS ONLY)

PARTICIPANT NAME _____
1. PARTICIPANT ID# _____
2. Date of coding (yyyymmdd) _____

3. T2 ORIGINAL Outcome category (T2)-- individual -- 4HF 3CG 2 SS 1SM (Rob/Nico coding at T2)
4. T3 Outcome category (If T3 done;otherwise, leave blank). 4 3 2 1
5. T3 OUTCOME CATEGORY (to capture DACA etc and getting older): 4 3 2 1
6. Family Outcome Category T1 (to be developed)
7. Family Outcome Category T2 (to be developed) 4 3 2 1
8. FAMILY Outcome category T3-- (TO BE DEVELOPED): 4 3 2 1
9. Contingent outcome category -- Guille idea: 4 3 2 1
10. INF Educ years T2_____
11. INF Educ years T3_____
12. T2 Income: Hourly wage____ Annual_____ Occupation_____
13. T3Income: Hourly wage____ Annual_____
a. Occupation _____
14. T1Income: Hourly wage____ Annual_____
a. Occupation _____
15. Black Mexican Y/N
16. Used Blackness or non-Mexican ethnic process or organization in upward mobility? (black fraternities etc.) Y/N
17. (…) in downward mobility? Y/N
18. Had Mexican friends at home/ non-Mexican in HS? Y/N
19. Had mainly Mexican friends at home *and* at school/in public? Y/N
20. Avoided where Mexicans other friends in choosing HS? Y/N
21. (…) other stuff? _____
22. Mexican ethnicity used to/figures into Upward Mobility story? Y/N
a. Downward Mobility story? Y/N
23. Choose to go to high school *with* Mexican friends/relatives? Y/N

PARTICIPANT NAME (rewrite) _____

24. Date of coding (yyyymmdd) _____
25. # WHO FILLED OUT the rest of the TABLE *Beyond* the Black Mexican variables_____
26. # WHO ADD INFO TO DATABASE_____*NOTE: CODE ALL Yes=1; All No=0. All missing =99 N/A= not applicable*

Section I. Basic Information & Gender

27. Participant Gender (circle): Male = 1/ female =2
28. PARTICIPANT AGE at last Interview _____
29. PARTICIPANT AGE at T2 _____
30. PARTICIPANT AGE at T3 _____
31. Year of birth _____
32. Participant Marital Status at last interview (codes below) _____
33. Participant Marital Status at T2) _____
34. Participant Marital Status at T3) _____

(1) Married (2) Divorced/separated (3) Single, never married (4) Lives with novio/a (5) Union Libre/domestic partnership (6)
Other, specify:_____

35. IF single, INF is -- 1 Long Term Single/"single for life" (never had or not in serious relationship in past 5 years) or
2 Has serious boy/girlfriend now or w/in last 5 years)

36. type of Relationship -- write in number below (at T2, or T3, last substantive contact:
INF ____ #
37. with Sig Other ____#
38. Participant spouse/novio/partner ever undocumented (in their whole life, not just T2,3)? Y/N

Number types:
1 US born Mex Am
2 Mexico born (docd) NOTE: docd/undoc refers to T2 or T3 – outcome measurement times.
3 Mexico born Undocd
4 US born, other Latino (citizen)
5 Latin Am born, other Latino, docd
6 Latin Am born, other Latino, undocd
7 White citz/docd

8 Black citz/docd
9 Italian US citz _____
10 Jewish _____
11 OTHER _____

PARTICIPANT YOUNG ADULT OWN FAMILY STATUS.

39. Age at first pregnancy/fatherhood? ____
  a. (…) Married at the time? Y/n

40. Reports or evidence shows directly that having child negatively (held back school, work) or positively (focused them on doing better) affect future? 1 neg 2 pos or no mention 99 missing or NA =no kids.

41. How many kids does participant have now? ____
  b. (…) At participant age _____

42. Unmarried/unpartnered at birth of any child? Y/N

43. PARTICIPANT's CHILDREN:

Name (if avail)	Year Born	Gender M/F	INF Relationship Status at child's birth

Relationship Status at kid's birth: 1married 2 union libre/cohabitating couple 3stable relationship; NONcohabitating
4 unstable/unsupportive partner 5 single/ended relationship 6 single/never partnered
NOTE: DO NOT LEAVE CELLS BLANK IN **ANY** TABLE: cross the cell with a diagonal line if N/A (not applicable) or mark 99 if missing

GENDER

44. Gender plays a significant role in their telling of their story? Y/N

45. Thought their gender required extra work? Y/N (eg girls have to do all the work at home, etc?)

46. OR -- it gave them extra freedom? Y/N (eg boys got extra freedom?)

47. WHAT ARE THE ELEMENTS THAT MAKE YOU A grown MAN/WOMAN**? circle and write them in at T1,T2, T3.**
(FOR DACA LATE ENTRANTS, do retrospective T1; late first int as T2; post DACA or last as T3)
We code here only what they explicitly said, answering a question, or expressed directly about being a man or woman. We are NOT inferring from actions, bc it will be too complicated to code 100 cases this way. We ca analyze specific cases that way if we want.). Write up to 5 #s at T1,T2 T3, but only if Q asked or belief expressed directly**.**

At T1(up to 5#): _____ **(b)** at T2: _____ **(c)** At T3: _____

1 be responsible
2 pay own bills (eg cell phone)
3 get your education (meaning college)
4 have a wife/husband/be married
5 have a family (kids)
6 not look down/ be tough.
7 take care of others
8 dont care what others think/say
9 do what you want/no fear/concern of others
10 autonomous; independent.
11 have a good job/career
12 buy a house
13 WORK (v career with upward mobility)
14 Avoid altercations
15 Other:_____

48. By what age do you need to do these things/become a man/woman? (code explicit answer to Q or expressed belief.
INF reports at T1_____ T2_____ T3_____

Section II. Legal Status Questions

49. *Current Legal Status _____ (at last interview/update)*
(1) US citizen by birth; raised in US (2) naturalized US citizen or PR (3) other visa (4) undocd (5) born in US, raised part in MX. (6) got DACA! (7) deported (8) -1.5 Generation Kid (US born, Mx Raised, US return)

50. If Ever had undocumented status, what was legal status at T2?
put number from below ____

after teens (13 or >) 3 undocd at T2

FOR status coding in below set of 9 questions, use codes 1-7 above in italics.

51. Age of Legalization _____
52. Age at Arrival in US _____
53. Status at Arrival _____
54. Age at T1 _____
55. Status at T1 _____
56. Age at T2 _____
57. Status at T2 _____
58. Age at T3 _____
59. Status at T3 _____

(T3 is usually a DACA follow up, but could be other change in legal status after T2).

60. If legalized, specific mechanism for legalization:
1) IRCA or other preIRCA route; 2) PR/USC via marriage to USCitizen 3) PR via work 4) DACA 5) via Domestic Violence 6) via gang/violent crime 7)other:

T3 LEGAL STATUS -- POST DACA (for long term Undocumented ONLY)

61. DACA eligible? Y/N
62. Applied for DACA? Y/N
63. Got DACA? Y/N
- **c.** When: month _____
- **d.** When: year _____

64. How old when got DACA (in years):_____
65. Has DACA catalyzed significant positive changes in participants' life? Y/N
66. Describe briefly:

QCA CODING Participant Legal Status

67. At arrival in US:_____at **(a)** T1____ at **(b)** T2_____ at **(d)** T3_____

QCA coding: 1=citizen; .75=legal or DACA; .25= tourist to overstayer; 0= undocd.

68. Has health insurance? Y/N

Parent Variables.

INF MOM

69. Year Mom arrived in NY: _____
70. Inf Mom ever undocumented? Y/N
71. Mom got IRCA (or other pre-IRCA legalization)? Y/N ("amnestia" or "Simpson-Rodino" -- this is most common, but we are also coding for preIRCA legalization which was easier than post; the key thing is they got legalized back then).
72. INF's MOM's LEGAL STATUS AND WORK Trajectory

Legal status --use categories from q 49, p3	Year	Yearly income	occupation	Labor market niche (ie 0-8 from page 16)
T1				
T2				
T3				

73. Mom is from State_____
74. Mom is from Mcpio_____
75. Mom ever lived in DF or other big city? Y/N

INF Dad

76. Year Dad arrived in NY: _____
77. Inf Dad ever undocumented? Y/N
78. Dad got IRCA? Y/N ("amnestia" or "Simpson-Rodino" -- this is most common, but we are also coding for preIRCA legalization which was easier than post; the key thing is they got legalized back then).
79. INF's DAD's LEGAL STATUS AND WORK Trajectory

Legal status--use categories from q 49, p3	Year	Yearly income	occupation	Labor market niche (ie 1-7)
T1				
T2				
T3				

80. Dad is from State_____

81. Dad is from Mcpio_____

82. Dad ever lived in DF or other big city? y/n

83. Parent > educ level Mom_____

84. Parent > educ level Dad_____

85. Mom occupation(at last time they lived with them) _____

86. Dad occupation (at last time they lived with them.) _____

87. Living Arrangement at Each Period, using types below.

Time devel Period--->	**JHS**	**HS1**	**HS2**	**College age18-25**	**College age/ Early adult**	**Early adult2 age 25-30**	**Full adult age30 or over**
Type primary							
Type secondary							

Types of Living Arrangement (if more than one arrangement for a significant part of a period, put both, one on each line)

1 inf lives with two parents and siblings if any

2 inf lives with one parent and siblings if any

3 inf lives with one or two parents, siblings and other adults/another family, in same domicile.

4 inf moves out of parents house to live with friends or novio/a or alone, apart from parents

5 inf moves out of parents house to live with novio/a's family

6 inf moves out of parents house to live AWAY at college

7 Inf moves out of parents house to live with wife/husband/own new family

8 inf incarcerated

9 Inf raised or lives with other relatives (not parents)

10 INF lives with non relatives/friends/other renters

11 other gang members.

12 OTHER:

13 Info and family live with parents in parents apt

14 inf and family live in parents house/building in separate apt.

MULTIPLE EARNER HOUSEHOLD (multiple earner households are those that have more than just Father and/or Mother working, but may also include adult children, other adult relatives, etc).

88. MULTIPLE EARNER HH at last interview or update (T2,T3)? Y/n

MULTIPLE EARNER HH INCOME?

89. T1_____ **(a)** how many earners? _____ **(b)** how many HH members? _____
(c) Highest earner is 1inf parent/other adult v 2 adult child (info, info spouse or sibling etc) (circle).
If only some earnings are know: **(d)** How much total? _____ **(e)** How many earners?_____

90. T2_____ **(a)** how many earners? _____ **(b)** how many HH members? _____
(c) Highest earner is 1inf parent/other adult v 2 adult child (info, info spouse or sibling etc) (circle).
If only some earnings are know: **(d)** How much total? _____ **(e)** How many earners?_____

91. T3_____ **(a)** how many earners? _____ **(b)** how many HH members? _____
(c) Highest earner is 1inf parent/other adult v 2 adult child (info, info spouse or sibling etc) (circle).
If only some earnings are know: **(d)** How much total? _____ **(e)** How many earners?_____

92. INF receives other tangible benefit from family (reduced rent, free childcare from parents) Y/N
93. Reports that long tenure on job/good boss helps participant? Y/N
94. Reports that long tenure on job/good boss helps participants' parent? Y/N

Section III. Education

95. Attended some kind of PreK or daycare as small child? y/n
96. Type (Circle): 1) relative/neighbor 2) Tia Lencha 3) Institutional public 4) Inst private
97. Parent working arrangements: (0) both parents worked (1) Father main one who worked while mother stayed home OR. (2) Single parent (3) One parent worked full time; other worked part time and did child care.
(4) fostered to other relatives/friends. (5) -1.5 Gen Kid (US born, Mx Raised, US return)
(6) (IF not these, describe here:_____)
98. Ever attended Bilingual/ESL classes? Y/N
99. Eventually switched to English only classes? Y/N
100. Attended an accelerated/honors/Special program (SP) etc in: PS? Y/N
92b. Attended Catholic (or other private) grammar school? Y/N
101. Attended an accelerated/honors/Special program (SP) etc in: JHS? Y/N
93b Attended Catholic (or other private) JHS? Y/N
102. Attended an accelerated/honors/Special program (SP) etc in: HS? Y/N
94b Attended Catholic (or other private) HS? Y/N

What benefits did they mention about the SP/accel/Honors program?____

1) Better teachers/counselors (2) segregated from "general population"
(3) smaller classes (4) more resources, extra programs
(5) internships or other external resource (6) better student peers and better learning environment (no gangs, less cutting, more interest in learning etc)
(7) NOT in (worse) zoned school (8) safer school or hood
(9) encouraged greater aspirations (10) teachers more invested in them
(11)college talk from teachers/counselors or other help in transition to college
(12) help in picking HS (13) other: _____ (14) being AWAY from other Mexicans

103. Did participant mention any of these benefits from being in a better high school (that is, in a better, usually non-zoned school, but not an accelerated/special/honors/AP program)? Y/N
USE NUMBERS FROM 97 above; write them here: _____

104. Did participant mention any of these benefits from being in a CATHOLIC (or other private) high school (but not in an accelerated/special/honors/AP program?) Y/N
104bUSE NUMBERS FROM 97 above; write them here: _____

105. Name of PS/Elementary school_____

106. Name of JHS _____

107. Name of HS _____

108. Name of College_____

109. Name of grad school _____

School HS + Choice Decisions

110. What was their zoned HS?_____

111. What HSs did they actually attend? 1 name:_____#: ____

CODING NOTE: If we know they went to another HS, but dont know name, put 99.
If they did not go to another HS, put NA or Not Applicable

112. What HSs did they actually attend? 2name: _____#:_____ (Names Deleted)

113. Did they go to their ZONED HS? Y/N

114. Did they *seek* to go OUTSIDE their Zoned HS? Y/N

115. Did they *go* to school *outside* their Zoned school? Y/N

116. Did they report being "on their own" in doing school work/ making school decisions etc? Y/N

117. Who advised them in making HS choice? _____ (WRITE OUT and use number from MENTOR LIST List: 1 parents; 2 siblings; 3 current teachers; 4 guidance counselors; 5 school administrators (eg VP); 6 long term mentor (eg teacher); 7) self or no one 8) other: _____

118. Who advised them in making college decisions?_____

119. High school ended with: 1) graduation 2) dropped out
3) kicked out 4) never dropped in (teen mig)

120. Did GED? Y/N

121. INF reports doing homework: 1) always/regularly 2)sometimes 3) never/rarely 4) No, then yes (Second chance) 5) Yes, then no (crashes)

122. They attended hooky parties/cut school: 1 a lot/regularly 2 sometimes/a few times 3 never/almost never. 4 not mentioned

123. Ever had fight in school? Y/n (even if no suspension etc)

124. Ever suspended from school? Y/n

125. For what? (circle all that apply): 1) fighting 2) weapon 3) cutting 4) failing out 5)conflict w/teacher 6) other:

126. Ever expelled from a school? Y/n

127. Ever reassigned to a difficult cases school (eg. Valerio) Y/n

COUNTERFACTUAL HIGH SCHOOL CHOICE QUESTION (only related to HS)

128. Counterfactual high school question asked? Y/N

129. Counterfactual high school assessment offered by inf? Y/*N*

130. Counterfactual story says:

1 i did better going to my school rather than x school (counterfactual of success, generally)
2 i would have done better if i had gone to x school instead of my school (counterfact of regret)
3 other_____
4 I changed from my ZONED to another school- and did better.

131. ***Any other (nonHS Choice) counterfactual assessment of their life offered? Y/N***

132. Which: #_____

1 If I had had a Mexican boyfriend ---> bad outcome
2 If I had hung/ kept hanging w/ wrong crowd ---> bad outcome
3 If i had stayed in a gang --> i'd end up in jail/killed/hurting someone else.
4 If I had been there, negative outcome could have been avoided.
5 If i had stayed undocumented, my life would have been more limited
6 If I had been a documented person/citizen, my life would have been better/more oppt. etc.
7 If I had finished school - life would have been better.
8 If I had stayed in Mexico, I would have been a worse person (bc lack of parental supervision, drinking or whatever reason).
9,other :

POST HIGH SCHOOL TRAINING

133. Did Participant attend any post HS training program? (beauty school, short term computer programming course, tax preparer, real estate, etc) Y/N

134. Which one (write out): _____

135. For how long? (write out):_____ (convert to years--6 months =.5 years)_____

136. Did they find paying work in that field? Y/N

137. Did they use this training and work to live during early adulthood transition to full adulthood (eg during college, or while college age) eg to get a better job as an adult? Y/N

138. Has this field and job (or like job) become their primary adult career? Y/N (eg travel agent).

IV. COLLEGE.

139. Ever attended ANY college? Y/N

140. College/s attended: _____

(write in names of all colleges attended; write in number below for type of college inf graduated/spent most time.

1) CUNY or other Community College
2) Private 2-4 year college (audrey cohen etc or other for profits)
3) CUNY 4 year college
4) private, noncompetitive 4 year (eg PACE)
5) SUNY school
6) Out of state public college
7) competitive private college
8) other: _____

141. Write # here from above selections: _____

142. Graduated Assoc? Y/n

143. Graduated Assoc Year_____

144. BA? Y/N

145. BA Year_____

146. Any graduate School started? Y/n

147. Highest Degree finished: (Write out by hand, and put code):_____

0=attended but not graduated 1=AA 2=BA 3=MA 4=MSW 5=JD 6=PHD=4 7=MD 8=other

148. field of study --major/s_____

149. field of study --minor/s:_____

150. Parents did not want them to live away at college? Y/N

151. Did they 1) live away at college? Y/N

152. …or 2) live home while in College? Y/N

153. Encountered difficulty with college work that surprised them given their past academic success? Y/N

154. INF reports/narrative shows they found academic or career mentor/s in college? Y/N

155. GPA in college:_____

156. How many years from start to finish for Assoc Degree? _____

157. How many years from start to finish for BA? _____

158. How many years from start to finish for MA? _____

159. Delayed entering college after HS or during college career? Y/N

160. … by how many years?_____

161. Changed course in big ways during college (eg new major, requiring more semesters)? Y/N

162. Report student population in college were:

1) largely white, with some minorities
2) mixed white, minority
3) Mainly minority, with some whites
4) minority, almost no whites.

163. Report feeling alienated/not fitting in/being different from other students in college? Y/N

164. Report taking Latino/Ethnic Studies class in College? Y/N

165. Reports making friends/mentors/contacts in college that continue to be helpful in early adulthood and beyond? Y/N.

166. How long before landed first "real" full time job out of final schooling (ASSOC, BA, MA or tech training)? ("Real" job is understood as full time job, with benefits, decent pay, that utilizes the college education the participant got. ***They*** talk about it as a real job, or not.)

1) right out of/while still in college (few month) 2) up to 1 year 3) 1-3 years 4) >3 years
5)s till has not found real job. 6) prevented by lack of legal status from getting "real job". 7) other_____

V. *SOCIAL OPERATING IDENTITIES* – *Questions 167-172 describe Inf's adolescent/early adult identities. 173 and 174 refer to Full Early Adult or young adult period, eg about 25>*

These are identities that people deploy situationally, usually purposefully, or with which they feel tagged/imposed upon and have to figure out how to negotiate. The point here it to capture both when they used a pos ID to advantage, and when they felt they had to negotiate a negative ID. They can also *choose* a neg ID, eg cholo, but we have to suss it out case by case). We are going to code Socially Advantaged and Socially Neutral IDs as one question, bc hard to differentiate and often the same. Socially advantaged ID: Eg Black Mexicans who get ahead by hanging with smart Black kids could also use socially neutral ID (not draw attention to yourself -- eg smart kid who won't raise hand to avoid targeting) or-- I sat with all different groups in the lunch room, I got along with them all -- an advantaged identity (ambassador).

LIST of SOCIAL OPERATING IDENTITIES: (1) Black; (2) Black /Latino hegemonic youth identity;
(3) nonMexicanLatino/Hispanic; (4) Cool kid (5) Good Girl/boy or Nerd;
(6) Cholo/a/gangster/traviesa/o; negative image; (7) Mexican (positive) (8) Mexican (negative: "Illegal", Herb ESL etc)
(9) Puerto Rican, Dominican or Colombian; (10) Special/honors/accelerated Program student
(11) Wannabe (12) Gamer (13) Street Tough/Drug Dealer etc (14) Social Ambassador (could move between different groups easily) (15) White, Italian, or Jewish (16) Other:_____ (17) Athlete
(18) Student Leader 19) American. 20) Hypthenated American
(21) -1.5 Kid (born in US; raised in Mexico; returns to US. (22) Sick/ill (brain tumor/alchoholic) (23) good worker (24) criminal
(25) young professional (pursuing a career you went to college for, either doing or prepping for it, eg via internship)
(26) Good family member (bro/sis/parent, example to younger kids etc). (27) good parent (28) Former gangster/cholo
(29) Undocumented/illegal

167. *Reports positive use of socially neutral or socially advantaged operating identity? Y/*N

168. *Which ones(write and put numbers):* **(a)**_____, **(b)** _____, **(c)**_____

169. Reports feeling identified/tagged with socially negative operating identity? Y/n

170. Which identity/ies?_____

171. Reports feeling that participant's Mexicanness/Mexican identity was socially disadvantaged? y/n

172. How/What was/were negative Mexican images, briefly:_____

T2 or T3 Young Adult Social Operating Identities

173. What Social Operating identities reported at T2 or T3, as fuller adults, eg 25 or older, at last substantive contact?_____

174. What age was participant at this last substantive contact? _____

VI. MENTORS and Role Models – *Mentors* offer external resources, outside regular networks. Usually older, they can offer info, support, make introductions, be role models (but are listed as mentors here bc they are outside regular networks). They can be sustained relationships, or can offer help in a critical period helping the youth launch well into adulthood. Mentors can also be negative, eg teaching how to be a criminal. ***To qualify as a mentor the advice/guidance must be proffered and accepted.*** *Role models* are usually people in youth's regular networks, usually peers, who show by example that a particular path is possible, and who may help them with advice. If person gives access to significant external resources, they can be seen as a mentor. *Gatekeepers* give access to new/unknown resources at key time, but there is not a sustained relationship – eg someone telling an undocumented student they can go to college, and assisting, but then the relationship stops.

175. Reports significant positive peer/sibling mentor? Y/N
176. Reports significant negative peer/sibling mentor? Y/N
177. Reports significant positive adult mentor? Y/N
178. Reports significant negative adult mentoring? Y/N (older gang member))
179. Reports any negative guidance from gatekeeper/door openers? (teacher, bad guidance counselor, etc) Y/N
180. **type of Mentor/Special Teacher at EACH Job at Each point in Time (using types listed above**)

Time devel Period-	**JHS Eg 1(2)1**	**HS1**	**HS2**	**College age(18-25)**	**College age/ Early adult**	**Early adult age 25-30**	**Full adult (age30>)**
Mentor 1 main							
Mentor 2 secondary							
Gatekeeper Y/N							

Mentor Type: 1 Professional, extra family (eg via mentoring program);
2 Educator relationship, guidance counselor etc (including relationship w teacher for years after leaving class);
3 religious leader (eg priest) ; 4 gang leader (eg negative mentor);
5 boss or other older worker/leader who takes participant under wing, etc;
6 Positive coethnic peer mentor 7 Positive noncoethnic peer mentor
8 Other positive mentor _____ 9 Other negative mentor. _____
Mentor OR Gatekeeper Ethnicity: circle 1 Mexican(US or Mexico born); 2 nonMexican Latino;
3 White; 4 Black; 5Asian; 6 Italian (from NY); 7 Jewish. 8 other_____
These two get coded in sequence, thusly, inside the box Type (Ethnicity) OR 1 (2)

VII. INF STORIES ABOUT HIM/HERSELF at T2 or T3, about adol-□early adult movement.

The idea I want to test here is whether or not having an exceptional story narrative that one tells oneself is associated with doing better. I do not think success is as rare as people say/think it is, but they feel like it is, and don't think having that story about why they succeeded could itself have positive effects or at least be correlated with positive outcomes.

181. *INF tells a positive, exceptional story about him/herself? Y/N*

182. INF Tells his/her story substantially via one of more of these elements□CIRCLE main one/s)

(1)ESCAPE/EXCEPTIONALISM NARRATIVE All my friends are either pregnant, in jail, or in dead end jobs/lives. Only me, or only me and my few friends, have escaped that fate.

(2) I am a ROLE MODEL for my siblings/cousins/other Mexicans etc.

(3) I was the ONLY MEXICAN in my school...

(4) TALENTED TENTH – My teachers always told me I was smart, pushed me towards more opportunity.

(5) I succeeded bc I wanted to work; others could do it too.

(6) I wanted to be an elite (street or legit).

(7) I am a responsible family member/brother/father and helped my kids/younger siblings etc by working.

(8) other: _____

(9) I was upwardly mobile bc of location and/or building (perhaps w/family community there; eg park slope guys)

183. *INF tells negative story about self and life. Y/N* CIRCLE WHICH ONE/S

(1) TYPICAL NEGATIVE NARRATIVE: All or most of my friends are all also doing badly, going nowhere. I am just like them.

(2) I made mistakes, and ended up doing badly. It's my fault.

(3) Other people/forces things stopped me from doing well in school and life. OUTSIDE FORCES: _____

(4) OTHER:

184. INF TELLS LATE BLOOMER or Late Keeper of Immigrant Bargain STORY? Y/N

Which one:

(1) I did bad before, but wanted to keep immigrant bargain with parents.

(2) I did bad before, but wanted to help/set good example for younger siblings/own kids/next gen/cohort of kids.

(3) I was doing badly, but did not want negative outcomes (jail, be nobody, hurt somebody badly) OR I wanted to be something/somebody.

(4) Other: _____

185. *Did Participant Tell An Overall Story About Him/Herself at **T1**? Y/N*

186. *Which Type (code only main/dominant story they tell; code >1 type (pos/neg/2nd chance) only if strongly present?)*

186a)Narrative of Success: fill in number/s from above:_____

186b) Narrative of failure/obstructed mobility:_____.

186c) Second Chance Success Story: _____.

186d) Other: _____

187. FRIENDSHIP PATTERNS/Strategies

Reports having x friends in	**JHS**	**HS1**	**HS2**	**College age(18-25)**	**College age2/Early adult 1**	**Early adult abt 25-30**	**Full adult (30 or>)**
Pan ethnic							
Pan latino							
Black fr							
White fr							
Asian friend							
Mexican at school							
Mx (cholo/cutters Hooky partiers etc) only/mainly at school *and* home							
Mx Cholos ALSO at school/or home							
Mx peer/cousins at home, weekend							
Reports sig extra-curriculars? Y/n							
Hood lived in then							
Went to Mx parties regly? y/n							

188. We will later establish patterns that result in a SINGLE NUMBER for paths through the friendship pattern matrix. That number can be recorded here: _____. We can also analyze variables as they are now.

VIII. PLANFULNESS (ABC), Emotional Intelligence and Lifecourse

(ABC: awareness that: Action A □ outcome B□ longer term consequence C/realization-failure to realize long term goal C.) This can be understood as "planfulness" invoking Clausen,1991.)

189. Shows planfulness in choice of friends, schools, and other choices *as a teen* (usually T1)? Y/N

Elements of planfulness include describing realistic goals, and knowledge of steps to achieve them; and/or description of plans/practices to avoid negative influences (eg NOT going to the HS other Mexican friends attended bc they would ask her/him to cut, etc).

190. Carries thru on earlier planfulness in any substantive way thru early adulthood? Y/N

(What I mean here is not – Did they actually become the doctor they planned to be – but rather did their earlier planfulness lead them to do well, eg go to college, pursue a career, etc? Did they follow through with their earlier intentions?).

191. Shows "late bloomer" planfulness in actions as early adult? Y/N

(Eg I messed up, but am trying to do better by doing xyz; eg 25 years old leaving gang bc wants to change his/her life, fears prison, etc.)

192. Reports – in HS/adol – trying to AVOID negative influences/contexts or if hard to avoid, to MANAGE these –eg manage effects of friendships, esp negative ones, on school/life trajectory?Y/N

(Eg participant with gang member brother who avoids being near fights so no one expects him to get into a fight at a Mexican party).

193. Narrative shows participant getting into frequent conflict or a big or life course altering conflict/s? (Eg walking off job, getting arrested-convicted/thrown out of school, big fights with parents/significant others leading to change in domestic life)? Y/N

194. How does he/she negotiate significant conflicts that can affect current life course?

1 escalates conflict or negatively manages, catalyzing rupture? (eg walking off job, running away from home, etc v

2 manages conflict to prevent derailment of longer term goals? 3. OTHER:

IX. Socially Expected Steps and Second Chances.

Socially expected steps in transition to adulthood usually involve finishing schooling, getting a job, getting married, having kids, in that order; this usually keeps the immigrant bargain. So: Do INF and INF family perceive themselves to be keeping/not keeping this bargain, and doing the socially expected next step? Sometimes, parents expect things of INFs that are not realistic (eg why cant you become a doctor?) Other times, INF kids do things out of order (preg before done with school), or just don't do one (eg no college). The SESteps vary across families.

195. INF feels not keeping up with the *Socially Expected Steps* in path through adolescence, and into or through early adulthood? Y/N

196. Which ones (circle or write out):

1) finish HS 2) finish college 3) get real/good job/career 4)get married/permanently partnered

5) have kids 6) buy house 7) other (write in): _____

197. INF utilized second chance/late bloomer mechanisms of any kind? Y/N (DACA is *NOT* 2nd chance mech)

198. Which kind?:

1 educational (summer-night-weekend school)

2 second chance HS/ teen mother HS

3 GED
4 Youthful Offender Status
5 Parental Reset (parents demand or support starting over) OR family extended support: you live home and do HS/College; we will support you, or care for kid, etc.
6 Change college
7Delayed college to have kids, for birth family, or work
8 Took technical/apprentice training program
9 Inf or Inf family moved neighborhood/state (leave brooklyn)or changed job (eg join military) to jump start new life
10 used more than one second chance/late bloomer model
11 other:

X. INTRA FAMILY DYNAMICS -- refers to participants relations with his/her birth family

199. Reports feeling obliged to keep the immigrant bargain? Y/N
200. INF feels or case narrative shows they have kept the Immigrant Bargain without significant faltering? (this means straight thru,without fail,to differentiate from Second Chance in next question) y/n
201. INF reports BREAKING but then LATER KEEPING the Immigrant Bargain? Y/N (late bloomer INCL)
202. Parents or INF ***modify*** the Immigrant Bargain later/during transition to adulthood for INF or for siblings? Y/N
203. HOW (write out): _____
204. INF reports feeling urge to keep immigrant bargain with YOUNGER siblings in mind? (eg I got my GED so my little brother would see me being something...) Y/N.
205. Reports or history shows parent-participant relationship, during adolescence/early adulthood, overall, is:
(1) Positive relationship? (2) Negative?
206. INF reports Mixed Status Family ever? Y/N (eg.some w/legal status/citizenship, some w/out?)
207. Father (or mother) reports feeling bad he was not around when kids were younger and/or family reports change in his behavior to be around more? Y/N
208. Parent tells INF he/she should be doing better using unkept immigrant bargain story (parental version), roughly in this form: You should do better bc you were born here, speak English, while I came without English, documents, or education? Y/N
209. Parent tells INF he/she should be more like X (sibling, cousin, etc Unkept immigrant bargain,peer version) who does better in school, and not matando se como un burro in a restaurant, factory, etc? Y/n

XI. YOUNG ADULT INTERACTION

210. Does pattern of friendships and social interaction etc change significantly in movement from adol to early adult? Y/N

211. Pick main pattern from 5 below (write it): _____

SOCIAL PATTERNS

1 INF hangs out on street/partying/ganging etc as teens/early 20s as main social group; CONTINUE in early adulthood after 20s marry/be parent.

PARTIERetc/CUTTER/STUCK early not so responsible ADULT.

2 INF hangs out on street/partying/ganging etc as teens/early 20s as main social group; BUT decrease/stop after grad HS/entering college or marriage, parenthood, early 20s.

PARTIERetc/CUTTER/Changes to Responsible ADULT.

3 INF hang out on street/partying/ganging etc through mid20s as main social group, then MAKE CONSCIOUS BREAK LATER, deciding to "grow up" and break with old life in mid20s.

PARTIERetc/CUTTER/STUCK/SUCCESS

4 INF partied on weekend BUT kept school life/friends SEPARATE in HS; continued onto college etc in 20s. (Had 'cool' friends and nerdy friends both in HS, but kept them separated.)

PARTIERetc/STUDENT /SUCCESS

5 INF was GOOD GIRL/BOY/Nerd/Lockdown Girl who did NOT hang out on streets/party/gang as adol; continued on SAME path in early 20s, into college, early adulthood etc.

GOOD GIRL-BOY/STUDENT/SUCCESS

6 Other (write in): _____

Section XII. GANGS

212. Gang (ever, but esp as adolescent/early adult): 1 leader 2member
3 assocd (but not down; includes hanging out, having relatives in gang, etc) 4 avoid (actively)
5 never associated. 6 not mentioned/nonissue.
6 no mention/avoid known issue (eg INF husband stabbed, so avoid topic)
IF NO GANG ACTIVITY/ENGAGEMENT, skip to WEAPON question below #*224*).

213. Gang Name: assod/down with: _____
214. Age entered gang/started serious association: _____
215. Age left_____
216. Continued association, even if low level, at last contact T2 or T3? Y/n
217. (…) What age INF?_____
218. Ever involved with bronca/problems/beef with other gangs? Y/n
219. Ever had bronca with own gang or gang member/s? Y/n
220. If exited/aged out of gang, exit was:
1) conflictual/fleeing, etc 2)not conflictual/still says whats up
221. INF's gang spoke
1) mostly Spanish; teen migrants 2)mixed Spanish/English 3) Mostly English
222. INF's gang fought with:
1) mainly Mexican gangs 2) PRs/Blacks/Doms 3) other:
223. IF #1 (Mex), did they fight mainly:
1) Mexican born opponents/Spanish speaker 2) Mixed US/Mex born 3) US born/English spkr

IF NO GANG ENGAGEMENT SKIP TO THIS QUESTION BELOW.
224. Inf Reports ever carrying a weapon? Y/n
225. What? (Circle): 1 knife, 2 gun, 3 chain, 4other:
226. When confronted, INF would : 1) look down (or similarly de-escalate avoid conflict) or
2) look back (escalate conflict)
227. INF left gang life/changed course after Fear of God violent episode? Y/N
228. AS AN ADULT (T2 or T3), has INF had any potentially conflictual encounters with gangster youth?(step ups, hard looks etc) Y/N
229. In response, has INF: 1) escalated them (looked back/talked back) OR
2) de-escalated them (looked down/smooth talked)
230. INF says street conflict less likely bc AS AN ADULT, he/she dresses/walks/cuts hair differently? Y/N

XIII. POLICE

231. Ever stopped by police (eg stop and frisk)? Y/N
232. How many times?_____
233. Ever detained by police (eg in station)? Y/N
234. How many times_____
235. Ever booked/fingerprinted? Y/N
236. Ever asked about being in gang or had picture taken for gang book? Y/N
237. Ever brought before judge to face charges, even if dismissed? Y/N
238. Ever spent time in jail (awaiting trial or post conviction)? Y/N
239. How long? _____
240. Got youthful offender status? Y/N
241. Spouse/boy-girlfriend/immediate-close family relative ever in jail? Y/**N**

XIV. Parents and Parenting Strategy and Abuse

242. Did parents change their parenting strategy with different kids? (e.g. difft with younger than older kids?) Y/N
243. At T1, reported perception of parents support : 1 supportive, with resources and/or knowledge 2 supportive BUT without knowledge/resources. 3 neutral 4 not supportive/abusive 5 absent.
244. At T2: reported perception of parents support : 1 supportive, with resources and/or knowledge 2 supportive BUT without knowledge/resources 3 neutral 4 not supportive/abusive 5 absent.
245. At T3, reported perception of parents support : 1 supportive, with resources and/or knowledge 2 supportive BUT without knowledge/resources. 3 neutral 4 not supportive/abusive 5 absent.
246. INF takes on adult roles in family/1st gen path, to help younger siblings? Y/N (eg leaves school to work to support younger kids; cooks, cleans, gets kids at daycare, etc?)
247. OLDER siblings take on adult roles in family/1st gen path, to help INF + other younger siblings? Y/N

XV. More on Family/Home Life

248. Place in birth order: **(a)** ___ of **(b)**___kids.
249. Oldest boy Y/n
250. Oldest girl? y/n
251. Only boy? Y/n
252. Only girl? y/n
253. Family mobility strategy: living home as an adult y/n
254. … pooling resources, sharing rent, multiple earners in one HH with inf as young adult.Y/N
255. … buy house together, parents/kids/siblings y/n
256. Domestic Violence or Abuse reported at any point in T1 or T2? y/n
257. Corporal punishment reported? y/n

258. Reports feeling close to parents or one parent at T1 Y/N
259. Reports feeling close to parents or one parent at T2 Y/N
260. Reports feeling close to parents or one parent at T3 Y/N
261. Overall (over course of T1T2,3) tone of family relations (parent-participant/siblings) in Account:
1) close, supportive 2) neutral 3) not supportive/negative

XVI. LOCATION and housing –
If we have exact numbers for T1,2,3, great. The most important question will be to describe the pattern at T2 or T3, Q 263

262. Mexico # times returned to Mexico reported (if asked) at T1._____
263. (…) at T2_____.
264. (…) at T3_____
265. If no exact numbers, then broad patterns can be put down: T1_____
266. (MOST IMPORTANT Q OF THESE SIX)… T2_____
267. (…) T3_____

Patterns 1) never 2) one or a few times 3) regularly as adol, less as adult 4) regularly as adol and adult 5) other: ___

268. Housing: 1 Own v 2 rent housing at T2 or T3? (Circle). (goal is to chart change from T1)
269. Have lived in rent controlled/stabilized/long term, low rental? atT1: Y/N;
270. (…) T2: Y/N
271. (…)T3: Y/N
272. If they own, do they: 1) share rent w family members/relatives? y/n
273. If they own, do they: 2) have nonfamily renters? Y/n
274. How many times did they move in their lives?_____
275. Did they ever leave a neighborhood to move to a better hood or get away from danger? Y/N
276. Sig Mex pop where they live? at T1 Y/N
277. …at T2 Y/N
278. …at T3 Y/N
279. Lived in public housing? Y/N
280. Neighborhood lived in growing up at T1_____
281. Neighborhood lived in at T2_____
282. Neighborhood lived in at T3_____
283. Do they say neighborhood at T2 or T3 is "better"? Y/N
284. Moved out of NYC 4 boros (Bx, Brklyn, Queens, Man)? Y/N (eg to Staten Island or NJ or beyond).
285. Moved to Staten Island to live? Y/N
286. Ever moved out of state to live (eg not just college) Y/n
287. What State/s? _____

XVII. WORK

288. Years on the current/most recent job_____ (if months, put decimal: eg 6 months =.5 years)
289. …current, most recent job -- industry _____
290. … actual job_____
291. At this job as of last interview/contact? (w inf or relative etc) Y/N
291b in what year_____
292. Income for most recent job:
hourly_____ 292a
weekly_____292b
yearly_____292c
(yearly is main one we want, but if they report hourly or weekly we can infer maximum earnings list all they report)
293. Note here if Maximum yearly earnings inferred from hourly/weekly: Y/n
294. Has: paid vacation Y/n
295. … health insurance Y/n
296. … retirement plan, pension etc . y/n
297. … other benefits? Y/N
298. Ethnic DOL reported on job? Y/N
299. Ethnic or racial tensions reported at work? Y/N
300. Ethnic or racial discrimination reported at work? Y/N
301. Reports "acting professionally" or similarly well in situations where a racial/ethnic interpretation would be logical? y/n
302. Reports learning to "act/talk professionally" on the job (sometimes framed as "acting white" BUT not as an oppressive thing, as acculturation to occupational culture). y/n.
303. Reports employer is "good" to him/her, eg offering flexibility in job so they can attend school, take care of kids, etc. Y/N
304. Work sector (circle): 1 private 2 public (govt, school etc) 3 nonprofit 4 self employed
305. Size of organization: (We will code this where we have data, or can get it (eg google company; otherwise, blank).
1) major firm, organization, nonprofit or agency
2) large firm, org, nonprofit (over 100 ees min) 3) medium sized firm,org, nonprf (25-100 ees)
4) small firm,org, nonprf (10-25 ees) 5) tiny (under 10 ees).
306. How found job? 1) through personal friends/relatives 2) walk in; own search without help mentioned 3) online search/appl 4) placement through school (HS or college) internship, or other placement program 5) applied to official job announcement/ via website listing etc 6) through professional/educational contacts 7) Other_____
307. Participant perceives mismatch between skills and job? Y/N
308. (…) Which one: _____
1 US citizen with HS diploma working in "immigrant job" ;
2 Assoc or 4 year college degree holder working in incommensurate job (eg immigrant economy or lower entry level work);
3 undocd college graduate forced to work in "immigrant job" or incommensurate job bc status

4) Others_____

309. ***TYPE OF JOB/OCCUPATION To be filled in in TABLE BELOW***

0 Illicit Activity in Underground Economy (eg sells drugs, steals from people, etc).
1 no job/not working (when wd be expected, eg final educ --post HS/college).
2 Immigrant economy (mainly immigs, mostly undocumented, work off books, little advancement potential - eg factory laborer; green grocery; entry level, low paid, no advancement job in deli or restaurant; OR self employed in informal or low income business eg single coffee cart).
3 Immigrant economy with career steps (eg construction, or tech; docd or undocumented, but with some advancement potential. OR Self employed in single restaurant or store
4 mainstream, lower rung service/manufacturing economy w few steps (on books, some benefits, better pay-- waiter, low level retail sales rep hourly jobs, low level tech worker (data entry).
5 Solid Blue Collar or white collar = jobs/Lower middle class (can earn decent income and/or advance (construction, mailman/woman, long term waiter; 2nd+ step tech,retail sales or =)
6 mainstream pink collar econ or = (skilled work w benefits, w career/pay steps etc; travel agent, recept
7 solidly middle class semi professional with career steps; perhaps overtime pay, or union (teacher, cop, military; nonprofit) OR Self employed in business with more than 10 ees, offering good income over 65K/year.
8 professional job with career steps (lawyer, accountant, finance etc)

Type of Job at Each point in Time (using types listed above)

Time devel Period--->	**JHS**	**HS1**	**HS2**	**College age(18-25)**	**Early adult abt 25-30**	**Full adult (age30 or over**	**Most recent T2 T3 update (can be repeat)**
eg 1 immigrant economy)							
Job name: Eg waiter, Programmer, etc							

FOR BELOW QUESTIONS, focus on the JOB THEY HOLD NOW (e.g not on the career they are training for).

310. Advancement potential?

1 little or none. 2 some 3 significant 4 career with identifiable steps/increase pay etc.

311. Happy with work? 1 very 2 somewhat/ok 3 not happy.
312. Mentor at work reported? Y/N
313. Reports 1 optimism or 2 pessimism 3 neither, about job they HOLD NOW? (Circle one).

SELF EMPLOYMENT

314. Ever self employed? y/n.
315. What size business? 1 part time, from home work 2 small scale, part/full time, self only 3 full time, one or more employee 4 full time with several employees
316. How many years: #_____

XVIII. Mexican Adol/Early Adult images – images as adolescent/early adult, say pre 25 or pre-change to more adult outlook.

317. "Passed" or perceived (actively or passively) as a nonMexican (people think I'm Ecuadorian) Y/N
318. Has ever misidentified self now or in past ("I used to say I'm Puerto Rican)? Y/N
319. Reports comments like Youre too "pretty" "smart" etc positive to be a Mexican? Y/N
320. Does narrative note presence of ESLs/undoc or illegals/ immig kids as negatives? Y/N
321. Does narrative note presence of ESLs/undocd-illegals/immig as their peers/close friends/positive? Y/N
322. Does narrative report participant regularly identified by others as being/"looking Mexican"? Y/N
323. Inf believes others see "Mexican" as = "illegal"? Y/N
324. Other students, esp other Latinos, tease Mexicans/Central Americans as "illegals" and treat them worse? Y/N
325. Ostrasized Mexican (Central American) dynamic? (Eg PRs and Doms teasing Mexicans and CAs bc they believe they are all undocd): Y/N

XIX. Physical Appearance

USE FOR 329 330 and 330b: pick from these numbers (all are categories NYCOMPers used in describing themselves) :

1 Mestizo 2 indigenous ("Indio") 3 black 4 white
5 Hispanic 6 Latino/Hisp 7 Asian 8 Mexican 9 Ecuadorian/Colombian/Peruvian
10 PR 11 Chinese 12 Central American 13 Italian 15 white immigrant(eg Russian) 16 Jewish 17) Jewish
18) Other:_____ 19) PR 20) Dominican 21) Filipina/

23 =lighter skinned, 24 = tall or taller, 25 flat note or nose de chata, 26 is NOT flat nose, 27 is short, 28 is Not wearing baggy clothes or stylish (he meant not baggy), and 29 is not straight hair (like Mexicans).

326. How does participant describe his/her physical appearance? (choose any 3 from below) FIRST
(a)_____ **(b)**_____ **(c)**_____

327. How does participant describe his/her physical appearance? (choose any 3 from below) SECOND

(a)_____ **(b)**_____ **(c)**_____

330b What nationalities/ethnicities does participant report that others say he/she looks like? (eg I look Filipino, etc)

a) _____ b)_____ c_____

328. INF family discusses need to "mejorar la raza"? Y/N

329. INF believes that anyone in his/her family is "racist"? Y/N

XX. Language

330.	Reports any difficulty in communicating fully in English at T1	y/n
331.	Reports any difficulty in communicating fully in English at T2	y/n
332.	Reports any difficulty in communicating fully in English at T3	y/n
333.	Reports any difficulty communicating fully in Spanish at T1	y/n
334.	Reports any difficulty communicating fully in Spanish at T2	y/n
335.	Reports any difficulty communicating fully in Spanish at T3	y/n

XXI. Religion

336. Promesas as teen or early adult? y/n

337. own children doing promesas y/n

338. Reported level of religious practice/faith

1 low or none; not discussed

2 only religious in Mexico (eg Padrecito) 3 regular religious practice/service attendance. 4) Evangelical

XXII. TIME USE CHARTS: answers can either be a number 0-onwards, or empty cell, if they did not report it.

339. TYPICAL DAY. USE WEEKDAY. IF THEY TOLD YOU WEEKEND TOO OR ONLY< RECORD IT BUT NOTE IN WRITING THAT IT IS THAT> WE WILL NOT CODE IT IN THE VODB BUT PERHAPS USE IT. Time Spent on/ at

	T1	T2	T3
At Work			
Housework, sibling care etc			
School			
Homework			
Hanging out w friends/ other leisure/**on street**			
Online or TV: screens			
At church/religious			
Taking care of own kids			
Hang out -- **at home.**			
Extra-curriculars – all			
Internship/job training			
Other:			

XXIII. WHITENESS

340. Whiteness question asked, or INF brings up whiteness? Y/N

341. DOES INF REPORT REGULAR, MEANINGFUL CONTACT/RELATIONSHIP WITH WHITES at ANY stage of lifecourse (in chart below)? Y/N

<"meaningful" means friends, teammates, coworkers, other peers w/whom INF interacts regularly. (eg NOT the teacher, not other authority figure unless substantive contact eg boss with whom INF works regularly>.

342. Contexts: 1) school. 2) hood 3) work 4) sports/extracurr. 5) social venues (eg clubs) 6)apt blding 7) friendship 8) other

343. Table for contact and context for periods:

Time devel Period--->	**PS**	**JHS**	**HS**	**College age(18-25)**	**Early adult abt 25-30**	**Full adult (age30 or over**	**Most recent T2 T3 update (can be repeat)**

Sig cont w whites?							
In what contexts?							

XXIV. UNDOCUMENTED STATUS

344. Kept their legal status a secret from most people? Y/N

345. Felt being undocumented was source of shame/other negative feelings? Y/N

346. Had accurate and full information about college options as a HS student? Y/N

347. "Passed" as documented/citizen, purposefully or implicitly? Y/N

348. Knew they were undocumented from early age? Y/N

349. Experienced JUNIOR YEAR CRASH of believing undocumented status would prevent them from going to college or make it too hard to go? Y/N

350. Experienced the ***De-MOTIVATIONAL GODOT EFFECT*** of knowing one is able to attend school BUT also knowing one will not be able to legally gain commensurate, professional work after college? Y/N

351. Had a significant relationship (romantic or otherwise) change/negatively affected bc legal status? Y/n

352. Reports/Believes he/she has lost opportunities/jobs or experienced other negatives (paid less than coworkers) bc of lacking legal status? Y/N

353. Intra-Family Tensions due to legal status? (Eg US citizen younger siblings not working hard/jealousy? Why did you (parents) bring me here? etc? or others?) Y/N

354. Reports feeling underpaid or taken advantage of because of legal status? y/n

355. Reports life negatively affected in other ways because of undocumented status? y/n

356. Age they first felt undocumented status would affect them: age_____

357. … year_____

358. INF reports that HS did not know how to advise/advised wrongly on undocd students ability to go to CUNY/SUNY? Y/N

359. INF engaged with Dreamer Org/movement/group? Y/N

360. INF (Circle): 1) In Closet or 2) Out of Closet about being UNDOCD?

361. INF or parents express MAGICAL THINKING/Magical Faith in America (Eg that If you do well in school, America will give you a scholarship to college and legal status? Magically fix legal status due to good behavior and effort?) Y/N

362. Does not apply for or not able to take and earned opportunity due to legal status? Y/N (earned opportunity = job invited to apply for or offered; a fellowship or internship; etc)

XXV. OVERALL MOBILITY PATHWAYS

363. Circle (or fill in) indicated number. Use Type of Job/Occup from 8 TYPES chart, above. great idea Sara. To get started, let's chart out the primary pathways we see, and give them numbers as a whole. THIS COULD OPEN THE WHOLE THING UP TO A SEQUENCE ANALYSIS! bc it shows us which sequences of steps lead to which outcomes, and how hard it would be to change one outcome to another. (TABLE BELOW)

Time period-->	JHS Accelerated or special program 1 v regular, zoned school 0	HS1 Chose nonzoned or better school 1 v just zoned school 0	HS2 avoided cutting and hookies 1 v Cut/did hookies 0	0 drop out 1 GED 2 grad HS	College age(18-25) 0: went to work (no college) 1: Did assoc degree or technical training 2: Did regular four year college CUNY 3: Did other college (eg SUNY lived away) 4: Did selective/private 4 year college	College age (18-25) Did intern-Ship or other train 1 v not doing it 0	Early adult abt 25-30) worked 0 v did MA or other post BA schooling/ train 1	Early adult: Lived apart from parents fam 0 v lived with parent fam 1	Early adult abt 25-30 Worked in X labor market type___ (first full time job T2	Early adult abt 25-30+ worked in x type labor market ____ most recent full time T2 or T3 job

XXVI. *HAWTHORNE EFFECT*

364. Subject rates Hawthorne effect:

1) none
2) not much effect, eg feel better telling story;
3) small but substantive effect (e.g. job reference, etc)
4) more significant effect (helped with substantive guidance or info (eg re: DACA, or linked them to job or school opportunity);
9) question not asked.

365. Rob/Sara rates Hawthorne effect:

1) none
2) not much effect, eg feel better telling story;
3) small but substantive effect (e.g. job reference, etc)
4) more significant effect (helped with substantive guidance or info (eg re: DACA, or linked them to job or school opportunity);
5) Rob or Sara etc attempted to help substantively, but it had no real effect.
9) question not asked.

366. **RS Hawthorne effect *notes***: Was there any emotional skill/intelligence mentoring or guidance from PI or other Project staff (SGR, mainly)? Y/n

367. Briefly describe_____

XXVII. EMOTIONAL INTELLIGENCE QUESTIONS

DOES PARTICIPANT DEMONSTRATE (cross out with X if there is not data for either one):

368. Overt Emotional Intelligence in negotiating difficult situations y/n OR

369. Lack of emotional intelligence in situation which would call for it Y/n

TURNING POINTS.

370. Significant turning points identified? Y/N

Did Turning points involve:

371. Gang involvement/violence (gang or nongang) Y/N

372. Getting arrested, detained, etc related to criminal justice system? Y/N

373. Decision to leave/separate from gang/violence etc for fear of consequences? Y/N

374. Decision to become somebody/something for self/parents/kids/siblings? Y/N

375. Decision to break with prior, negative life, friends, etc (eg high school choice, relocate to better hood, etc)? Y/N

376. Getting big break/meeting mentor/ or extra-local resource? Y/N

377. Getting tracked into special "Smart People" etc educational program or better or non-zoned school etc? Y/N

378. Getting pregnant? Y/N

379. Cutting a lot or Dropping out of school? Y/N

380. Getting legal status? Y/N
381. Significant illness? Y/N
382. Other turning points identified? Y/N
383. which (write out):
1
2
3
4
5

NOTES

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