The Growing Educational Attainment Gap Between Second-Generation and Third-Generation Immigrants in Canada

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Abstract

This paper examines the growing educational attainment gap, in terms of obtaining a university degree, between Canadians with and without immigrant parents. I exploit the 1995, 2001, 2006, and 2011 waves of the General Social Survey to estimate whether the educational transmission profiles for second-generation and third-generation (or more) immigrants have changed over time. I find that, in recent years, having immigrant parents of any education level is correlated with a higher likelihood of obtaining a university degree.

1. Introduction

Educational attainment plays an important role in economic outcomes, with those who have more educational attainment generally having higher incomes and better career prospects (e.g. Aydemir, Chen, and Corak (2013)). In Canada, second-generation immigrants tend to have higher levels of educational attainment than those with two Canadian-born parents. In Canada, as of 2011, 34.2% of second-generation immigrants and 23.6% of third-generation immigrants have at least a bachelor's degree.[1] Since second-generation immigrants make up 19.0% of the population 15 years and older, it is important to know which attributes are correlated with this educational attainment gap, and to see if the nature of this gap changes over time.

Canadian immigration policy (with its points system) favours those who have completed post-secondary education. In light of this, second-generation immigrants tend to have higher levels of parental educational attainment than third-generation immigrants. It is also well documented that parents with higher educational attainment generally have children who go on to obtain a relatively high level of educational attainment themselves (e.g. Childs, Finnie, and Mueller (2017)). The key question that this paper tries to answer is whether second-generation immigrants are still more likely to obtain a university degree if parental education is controlled for.

In this paper I exploit data from the 10th, 15th, 20th, and 25th cycles of the General Social Survey (GSS) to estimate a model of the intergenerational transmission of education for second-generation and third-generation immigrants. The GSS provides rich information

[1] In this paper "second-generation immigrants" are individuals who were born in Canada and have at least one parent who was born outside of Canada. "Third-generation immigrants" are those individuals who are born in Canada and both of their parents are born in Canada. Note that third-generation immigrants do not necessarily have parents who are second-generation immigrants.

regarding educational attainment for the respondent and, most importantly for this study, their parents. The GSS also provides the country of birth for the respondent and each of the respondent's parents, so that it is possible to separate second-generation and third-generation immigrants.

The existing Canadian literature on the topic, which relies on the Census (e.g. Bonikowska and Hou (2011)) and the Ethnic Diversity Survey (EDS) (e.g. Abada, Hou, and Ram (2009)), face important data limitations. The Census has multiple years of data; however there is no information regarding parental education, and therefore the papers based on the Census have to manufacture a synthetic level of parental education using previous years of the Census. In light of this, papers using the Census must restrict their sample to a tight age range in order to have their synthetic parental cohort make sense. The EDS has parental education data, however it is only available for a single year, meaning that trends over time cannot be observed. The GSS provides multiple years of data for parental educational attainment, and that allows for one to investigate whether the intergenerational transmission of education has changed over time. No other paper addressing this topic, to the best of my knowledge, has used the GSS.

Following the literature on the intergenerational transmission of education, I regress the individual's level of education on his or her parents' educational attainment. I am interested in determining if there is a difference in educational transmission profiles for second-generation immigrants when compared to third-generation immigrants, and if this profile changes over time. As such my dependent variable is a binary variable that equals one if the respondent has completed one or more university degrees. I include, as additional explanatory variables, a second-generation dummy variable on its own (as an intercept shifter) as well as interacted with

the parental education to allow for second-generation and third-generation immigrants to have separate educational transmission profiles.

The results indicate that in the earlier data, the educational attainment gap is primarily correlated with second-generation immigrants having higher levels of parental education, with the coefficient estimate of being a second-generation immigrant being negligible when controlling for parental education. However, for the later years of data, there is a level effect in which second-generation immigrants of any level of parental education are more likely than third-generation immigrants, with similar levels of parental education, to obtain a university degree across.

The points system introduced in Canadian immigration policy was introduced 1962. Separating the sample based on whether the respondent's parents came to Canada before or after the introduction of the points system yields different transmission profiles for the two sub-groups. In 2011, second-generation immigrants have a positive correlation between having a father who did not complete high-school and completing university themselves, and this correlation holds for controlling for whether the respondent`s parents came to Canada before or after the introduction of the points system.

The rest of the paper is as follows: section 2 reviews the relevant literature. Section 3 summarizes the relevant immigration policy in Canada. Section 4 discusses the data and sample restrictions. Section 5 presents and explains the econometric model presented in this paper. Section 6 discusses results. Section 7 presents the robustness checks. Section 8 concludes.

2. Literature Review

When considering the current literature regarding the correlation between being the child of an immigrant and educational attainment in Canada, it is important to look at papers from other countries in order to understand the ways in which Canada's situation is unique. These differences in educational outcomes for the children of immigrants may be related to differences in immigration policies as well as differences in how potential immigrants self-select to immigrate.

Riphahn (2003) looks at the educational attainment of second-generation immigrants in Germany. The paper exploits the public use file for the Mikrozensus as its dataset.[2] The author uses attendance of secondary school for those born from 1970-1980 and educational attainment for those born from 1956-1974 as measures of education. The goal of the paper is to determine whether second-generation immigrants have the same educational attainment as third-generation immigrants in Germany and to see whether it is possible to find the variables that are correlated with this gap. Riphahn (2003) finds that there is an educational attainment gap according to which the second-generation immigrants have lower educational attainment than third-generation immigrants. Even when adding controls for parental education there is still an educational attainment gap, and when using Mikrozensus data from later years, the educational attainment gap widens as the educational attainment levels of second-generation immigrants remains stagnant while the educational attainment of third-generation immigrants increases over time.

[2] While Germany has a census every ten years, there is a smaller census every year known as the "Mikrozensus" which only surveys one percent of the population. The years of the Mikrozensus used are 1989, 1991, 1993, and 1996. Riphahn notes that while there are multiple years of data it is not possible in the public use file to identify households. For this reason the data used is multiple cross-sections rather than time-series.

Bauer and Riphahn (2007) look at data from Switzerland to determine the effect of the parent's education on the educational attainment of their children across different ethnic groups. The dataset used in Bauer and Riphahn (2007) is the Swiss Census from 2000. The parameter of interest for the paper is the level of secondary schooling attained by 17-year olds.[3] The main finding of the paper is that second-generation immigrants see a higher educational effect from parental education than the children of native Swiss citizens do; Bauer and Riphahn (2007) also finds that the effect of parental education is much larger than the effect of being the child of immigrants.

Ours and Veenman (2003) use a Dutch national survey to determine the educational attainment levels of second-generation immigrants and investigate whether they are equal to the attainment levels of the children of native Dutch parents when controlling for other factors. The dataset used is the SPVA-1998.[4] The main finding of the paper is that second-generation immigrants generally have a lower educational attainment than third-generation immigrants, and that this is caused by lower levels of parental education. When the parental education gap is controlled for, the educational attainment gap among the children shrinks by a large margin, but is still present. The paper concludes that the children of second-generation immigrants will have a closer level of educational attainment to the children of the native Dutch population, and future generations will shrink the gap even further.

[3] Bauer and Riphahn (2007) notes that, in Switzerland, youths are allowed to, between the ages of 14-16, choose to either pursue an advanced secondary school education that allows them to later pursue a university degree, enter into an apprenticeship, or enter a vocational school for the pursuit of a particular field of employment.

[4] The SPVA-1998 is a national survey from 1998 that polls the children of immigrants from Turkey, Morocco, Suriname, and the Caribbean islands. The children of native Dutch are used as a reference group. The survey only polled those in the thirteen largest cities by population of The Netherlands. Ours and Veenman (2003) mentions that the focus on larger cities might cause errors to arise as the immigrant population in The Netherlands reside primarily in these major cities. This means that the survey is not comparing the second-generation immigrant population to the general population of native Dutch, but rather they are being compared to the population of urban-dwelling children of the native Dutch population.

From the European papers, it is clear that Canada's situation regarding the educational attainment of second-generation immigrants is unique among developed countries. Across multiple European countries, there is a consistent trend according to which second-generation immigrants perform poorly in terms of educational attainment even when controlling for them having lower parental education. In the Canadian papers it is clear that this trend is reversed in Canada, in which second-generation immigrants perform better than third-generation immigrants.

Beyer (2005) uses Canadian census data to determine the educational relationship between immigrant parents and their second-generation children and the variables related to variations in the educational attainment of the second-generation children, with religious affiliation being a variable of particular interest. The primary dataset used is the public use file for the 2001 Canadian Census, with additional data being drawn from the public use files for the Canadian Census from 1971, 1981, and 1991. The data used is therefore repeated cross-sections and not time-series data, as the public use files do not have the identifying info necessary to create time-series data. The main finding of Beyer (2005) is that there is a relationship between religious affiliation and educational attainment among first-generation immigrants, but among their second-generation children this correlation between religion and education is effectively zero. This paper suggests that including religious affiliation in my model will not materially affect my results, so it can be safely excluded from the model.

Childs, Finnie, and Mueller (2017) use time-series data to determine the variables correlated to second-generation immigrants in Canada being more likely to attend university than

their third-generation counterparts. The dataset used is the Youth in Transition Survey.[5] Childs, Finnie, and Mueller (2017) find that there is a relationship for immigrants by which lower parental education can result in higher educational attainment for their second-generation children. The paper suggests that this may be caused by parents wanting to give their children what they never had, which in this case is post-secondary education. The paper also finds that second-generation children from certain ethnic backgrounds will almost be guaranteed to attend post-secondary education regardless of the impact of other variables. The size of the correlation between being a second-generation immigrant and the likelihood of completing post-secondary education is larger for university than it is for college.

The main goal of Halli (2007) is to examine the social mobility of second-generation immigrants in Canada. Halli (2007) uses educational attainment as a measure of social mobility, as educational attainment will influence the individual's occupation and wage. The dataset used is the 1999 Equality, Security, and Community survey. The main finding is that there is a sizable difference between the performance levels of those with one immigrant parent as opposed to those with two immigrant parents. Halli (2007) also finds that second-generation children are not doing as well as suggested by other studies, but that they are still performing better than the third-generation immigrants. The results from this paper show that second-generation immigrants with one immigrant parent and one Canadian parent are more likely to attain a university degree when compared to those with two immigrant parents. Second-generation immigrants, regardless of whether they have one or two immigrant parents, are more likely to complete university than individuals who immigrated when they were children, and all

[5] The Youth in Transition Survey is a time-series survey that surveys individuals born in 1984 starting in 2000 with three additional interviews occurring with the same respondents every two years (ie. 2002, 2004, and 2006). The survey is restricted to those who were in a Canadian high school when they were 15-years old, and the respondents are thus 21 years old in the final year of data collection.

immigrants, first and second-generation, performed better than Canadians with two Canadian-born parents.

Abada, Hou, and Ram (2009) look at the role of ethnic background in relation to the educational attainment of second-generation immigrants. The authors use the 2002 Ethnic Diversity Survey, which sampled 42,000 Canadian residents over the age of 15. The authors find that most ethnic groups see educational gains from one generation to the next, with non-Filipino Asians having the largest educational gain. The authors find that the first language of an individual being neither English nor French does not have a statistically significant effect on their educational outcomes

Worswick (2001) looks at the educational performance, in terms of test scores, of second-generation immigrants in Canada using data from the 1994-1998 samples of the National Longitudinal Survey of Children and Youth. The paper finds second-generation immigrants perform equally as well as those who are third-generation immigrants, and that the second-generation immigrants who know English or French as a first language perform much better than their third-generation peers. The findings regarding language contradict the findings regarding language in Abada, Hou, and Ram (2009). The importance of this paper, and the contradictory evidence regarding first-language, is that it shows the importance of controlling for whether or not the individual's first language is an official language of Canada, as it may possibly be correlated with educational outcomes.

Aydemir, Chen, and Corak (2013) look at the intergenerational mobility of education among Canadian immigrants. The authors use the 2002 Ethnic Diversity Survey and the 2001 Canadian Census. The income of immigrant parents is shown to have a negative relationship

with their child's education; however the magnitude of this relationship is small. This could be a result of high income parents not needing to rely on their children`s support when they are elderly, and so they have less incentive to push their children into higher education. The size of the correlation between an immigrant parent's education and the education of their Canadian-born children is found to remain constant since the end of World War Two. The findings of this paper would suggest that the growing educational attainment gap I find in recent years may not be correlated with an increase in the degree of intergenerational transmission of education over time, but rather with something else.

Aydemir and Sweetman (2007) compare the educational attainment and labour market outcomes of adult immigrants, child immigrants, second-generation immigrants, and third-generation immigrants in Canada and the US. For the Canadian dataset, the authors use the 2001 Census. The paper finds that second-generation immigrants in Canada have higher educational attainment than their third-generation counterparts; however, they do not have proportionally higher income.

Bonikowska and Hou (2011) investigate whether there is a cohort effect in which the time period of immigration could be correlated with educational attainment and income. The authors use multiple years of the Canadian Census (1971, 1981, 1986, 1991, 1996, and 2006) to estimate a linear probability model of the subject of having a higher degree that controls for parental education. Since the Census for many years lacks a question regarding whether the respondent's parents are immigrants, the authors argue that childhood immigrants and second-generation immigrants are similar enough to use them (childhood immigrants) in the place of actual second-generation immigrants. The authors also must create a synthetic level of parental

education due to a lack of data on the parental educational background of the respondent.[6] The authors find that while second-generation immigrants and childhood immigrants attain more education when parental education levels are controlled for, they do not earn proportionally more income from their higher education levels. A key element of this paper to take note of is the measures that the authors had to take to make their dataset suitable to estimate their model. Later in this paper I will discuss that these measures are not necessary when using a dataset, namely the GSS, that directly has all of the needed parental information.

Looking at these papers, we find that Canada's situation is unique in terms of the educational attainment of second-generation immigrants. The results from foreign countries show that there is some variable which is correlated with the low educational attainment of second-generation immigrants independent of them having lower levels of parental education when compared those who are third-generation immigrants. Therefore there is something correlated with being a second-generation immigrant that is related with their educational attainment being lower in these countries. This is not the case for Canada however, as Canadian second-generation immigrants do better in terms of educational attainment than those who are third-generation immigrants, even when controlling for their higher parental education. Determining whether the increasing educational attainment gap between second-generation and third-generation immigrants is simply correlated to higher parental education, or whether there is some unique element correlated with being a second-generation immigrant, is a key aspect of this paper.

[6] The 1971 Census respondents are used as the parents of the respondents to the 1986 Census. The 1981 and 1996 editions are similarly linked, and so are the ones for 1991 and 2006.

3. Policy

Canada is quite unique in terms of the size and nature of its immigrant population. Canada's immigration policy is such that those immigrating to Canada as adults are primarily highly educated and skilled workers. Canada, along with Australia, has the highest immigration rate for a developed country in the Western World, bringing 200,000 to 350,000 immigrants into the country annually. Based on a Canadian population of approximately 36,000,000, this results in new immigrants representing a 0.7 percent increase in the Canadian population each year. For comparison, the United States takes in approximately 1,000,000 new immigrants per year, which based on a population of 325,000,000 means that immigration is correlated with an annual population increase of only 0.3 percent.[7] The entirety of the EU sees an average immigration rate of 0.46%, with the UK having an immigration rate of 0.9% and Germany having a rate of 1.25%.[8] However it is important to note that in the largest EU countries, approximately 40-50% of immigrants come from within the EU, and when these immigrants are excluded, Canada has the highest rate of immigration.

In 1962 Canada switched away from the previous system in which immigrants were considered based on whether they were coming from certain preferred countries, and began to use a points system in which potential immigrants are given preference for things such as work experience, whether they have a background in Canada, and their educational attainment.[9] The introduction of the points system meant that Canada went from focusing on bringing in

[7] Data for US immigration statistics is taken from https://www.migrationpolicy.org/article/characteristics-foreign-born-united-states-results-census-2000/#2.

[8] Data for EU immigration statistics is taken from https://ec.europa.eu/eurostat/statistics-explained/index.php/Migration_and_migrant_population_statistics.

[9] For more detailed information on the changes in Canadian immigration policy over time, including information not pertaining specifically to educational attainment of immigrants, see Ferrer, Picot, and Riddell (2014).

individuals from certain countries to focusing on bringing in individuals who would most greatly benefit the Canadian economy through their high levels of human capital.

As noted in Ferrer, Picot, and Riddell (2014), the points system itself has seen changes over time in which the focus has shifted from bringing in immigrants to work in specific occupations to a more general goal of bringing in immigrants that will benefit the economy as a whole. The original emphasis of the points system was to bring in highly skilled immigrants with experience in occupations for which Canada had an ongoing shortage of labour. Over time immigration policy, and thus the points system, shifted focus away from solving short term labour shortages in specific occupations and began focusing on bringing in individuals who had high levels of human capital, with a preference for those with valid job offers. This shift occurred in the 1990s. This overall focus on high levels of human capital, whether occupation-specific or not, meant that potential immigrants with high levels of education would be seen favourably when evaluated by the points system.

In the 2000s there has been a renewed focus on industry and occupation specific labour shortages as well as regional needs for labour. An example of this regional and occupational focus is the resource-extraction industries in the Prairies, and the region's public demand that there be enough labour supply to ensure continued economic growth. Note that the region specific aspects of the point system mentioned here may focus on bringing in not just individuals who would work in that region's primary industry, but also those who would work in industries that are necessary to support the workforce.[10]

[10] For example, there may be a focus on bringing in doctors and nurses if there is an excess demand for family doctors and hospitals in oil-heavy regions.

The points system is important to consider in regards to how it affects the educational attainment of second-generation immigrants. As outlined below, those with high levels of educational attainment, especially those who received their education in Canada as foreign students, will receive much higher preference compared to those with low levels of educational attainment. There are more people applying to come to Canada than there are spots in the yearly quota for the amount of immigrants to accept. Therefore those being admitted to Canada (due to having high amounts of points) will, on average, be highly educated.

The current point system is described as follows.[11] A candidate for the Federal Skilled Workers Program needs 67 points or higher out of a possible total of 100 points in order to qualify. A maximum of 28 points is awarded based on knowledge of Canada's official languages, which are English and French. The candidate can receive up to 24 points based on their abilities in their choice of first official language and 4 additional points for their abilities in their second official language. The candidate can receive up to 25 points for their educational background.[12] 15 points are awarded for work experience.[13] A maximum of 12 points are awarded for age, with those between 18-35 years old receiving preference and being awarded 12 points. One point is subtracted for each year over 35 to a minimum of zero points at 47 years old or older. The candidate can receive up to 10 points for having an offer for a job in Canada that

[11] Numbers are taken from the Canadian Government website. For specific details on the point values for the categories in the points system, refer to https://www.canada.ca/en/immigration-refugees-citizenship/services/immigrate-canada/express-entry/eligibility/federal-skilled-workers/six-selection-factors-federal-skilled-workers.html.

[12] The points awarded for level of highest educational attainment (or equivalent) are: 25 points for a PhD, 23 points for a professional degree needed to practice in a licensed profession, 23 points for a Master's degree, 22 points for two or more certificates, diplomas, or degrees, 21 points for a single Bachelor's degree or college diploma requiring three or more years of work, 19 points for an associate degree or diploma requiring two years of work, 15 points for a college certificate requiring one year of work, and 5 points for the completion of high school.

[13] Points are awarded for years of full-time work experience (30 hours a week or more). Part time work awards half the points per year that full-time work does. The points per year of experience are as follows: 15 points for six or more years of experience, 13 points for four to five years, 11 points for two to three years, and 9 points for one year of experience.

will last a minimum of one year and will be continuous, paid, full-time work. There is an additional 10 points awarded to the candidate based on how well they and their spouse will be able to settle in Canada.[14]

The region of origin of immigrants to Canada has changed a lot over the years. Before 1971, approximately 90% of immigrants to Canada came from Europe and the Americas.[15] Between 1981 and 1990, approximately half of all immigrants came to Canada from Asia and the Middle East. This is a fundamental change in the nature of immigrants coming to Canada, and thus a shift in the nature and composition of immigrant parents. The timing of this shift is close to the time of the introduction of the points system, and the shift away from using preferred countries of origin. This signals that it will be important to see whether separating the sample into sub-groups based on whether the respondent's parents likely came to Canada before or after the introduction of the points system has a significant change in the educational transmission profiles.

4. Data

This paper relies on the public-use files of the 10th, 15th, 20th, and 25th cycles of the GSS.[16] The target population of the GSS consists of individuals, 15 years of age and up, who live in Canada, except for those residing in the territories. The sample sizes range from 10,749 in

[14] Points are awarded for the respondent's past study experience in Canada and past work experience in Canada. Points are also awarded for the respondent's spouse/partner's official language level, past study experience in Canada, and past work experience in Canada. Points are also given for having relatives in Canada who are over 18 years old and are permanent residents or Canadian citizens. If the candidate has fewer than 10 points in adaptability from the previously listed possible point opportunities they can receive up to 5 additional points for their valid job offer, if they have one.

[15] Numbers are taken from Statistics Canada. For more detail and more recent data, refer to https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/2011001/c-g/c-g02-eng.cfm.

[16] The years that these editions of the GSS were taken are 1995, 2001, 2006 and 2011, respectively.

1995, 24,310 in 2001, 23,608 in 2006, and 22,435 in 2011. Given that the GSS does not follow individuals over time, the GSS is treated as repeated cross-sections.

Each year the GSS focuses on a certain theme, with these themes reappearing at regular intervals.[17] The theme of importance for this paper is the "Family Transitions" module that provides extensive information regarding the respondent's parents. The Family Transitions module appears in the 10th, 15th, 20th, and 25th cycles of the GSS. Respondents to these years of the GSS provide information about themselves and their parents. Most importantly for this paper, it provides detailed information on the educational attainment for both parents, and also their country of birth.[18] As such, one can use this rich data to investigate whether the intergenerational transmission profile of education is different for second-generation immigrants compared to third-generation immigrants, and whether this has changed over time. The GSS is the only Canadian dataset to have consistent parental education data over time.

Much of the literature regarding immigrants in Canada relies on the Canadian Census and the Ethnic Diversity Survey (EDS).[19] The Census provides information regarding whether or not each of the respondent's parents was born in Canada or in another country.[20] The Census does not, however, provide any information regarding the educational attainment of a respondent's parents. Papers that use the Census to look at the intergenerational transmission of education (e.g. Aydemir, Chen, and Corak (2013)) are forced to use previous years of the Census to

[17] In the GSS there is a core set of socio-economic questions that re-occur each year.

[18] The data regarding educational attainment for both the respondent and his or her parent is very detailed. The categories for educational attainment are: doctorate/masters, bachelors, diploma/certificate from community college, diploma/certificate from trade or technical school, some university, some community college/CEGEP/nursing, some trade or technical school, high school diploma, some high school, and elementary or no schooling.

[19] The EDS was a one-time survey in 2002 that provided more extensive information than the Census regarding ethnic and family background.

[20] Question 32 of the 2001 census asks whether the respondent's father was born in Canada, and if not it asks the respondent to write down the country in which their father was born. This is then repeated for the respondent's mother.

manufacture a synthetic value for parental education by looking at Census data for individuals with similar ethnic backgrounds two decades earlier. This forces the authors to restrict the age range of their sample to ensure that the respondents to the earlier Census could theoretically be the parents of the respondents to the more recent Census. As for the EDS, it does provide information regarding the educational attainment of a respondent's parents, but since the survey was only conducted once, it is not possible to see how the relationship between parental and child educational attainment changes over time.

My GSS sample is restricted to those between the ages of 25 and 65 who are born in Canada. The lower age restriction is imposed as teenagers and young adults are in a phase where they are still attaining education, and so their responses regarding their current educational attainment level will skew the level of respondent education. The sample is restricted to those born in Canada, since the goal of the paper is to compare the effects of parental educational attainment on second-generation and third-generation immigrants, and members of both of these groups are, by definition, born in Canada. Finally, those with incomplete responses are removed. Incomplete information usually comes from the questions regarding parental education, with approximately 15% of respondents not knowing the educational attainment of at least one of their parents. I checked for a systematic pattern of missing information, and the proportion of individuals with missing information is similar across second-generation and third-generation immigrants in all years.

Tables 1 and 2 present the distributions of ages and levels of educational attainment for men and women, respectively, from Aydemir, Chen, and Corak (2013) which uses the 2001 Census. Tables 3 and 4 present the same distributions (again by gender), but drawn from the 2001 GSS. This is done to show that the GSS sample is representative of the population as

reflected in the Census. The distributions of immigrant population share, ages, and education seen from these two datasets are broadly similar. In both datasets, those with one or more immigrant parents are found to be more likely to have a post-secondary education when compared to those whose parents are both born in Canada. In both datasets, men are found to be somewhat more likely to have a graduate degree than women who have a similar parental immigration background. The age distributions are roughly similar between the Census sample and the GSS sample, with the exception of those between 55 and 65 years old. From this it can be concluded the GSS sample is representative of the population.

Tables 5 to 8 contain the age and education distributions, by year, for all years of the GSS. For these tables, men and women are pooled in the same sample. This is done as there are not fundamental differences between the summary statistics for men and women.[21] Over the years, there is a noticeable trend of education levels increasing for all individuals regardless of their parental immigration background. However, the size of the university education gap between second-generation immigrants and third-generation immigrants is increasing over time. In 1995, 14% of third-generation immigrants had a university-level education, and 17.5% of second-generation immigrants had a university degree.[22] In 2011, 19.6% of third-generation immigrants, and 28.1% of second-generation immigrants, had a university education. Third-generation immigrants saw an increase of 5.6 percentage points from 1995 to 2011, and second-generation immigrants saw an increase of 10.6 percentage points over the same period. Not only is there an educational attainment gap between second-generation and third-generation immigrants, but the gap is also increasing over time.

[21] Separate summary statistic tables for men and women for all years are available upon request.

[22] The combined 17.5% value for all second-generation immigrants in 1995 is found by averaging the values based on the size of each sample (ie. [(16.0*426)+(15.3*331)+(20.3*500)]/[426+331+500] = 17.52). This method is also used to obtain the 2011 value.

Tables 9 to 12 present data for each year of the GSS regarding the parental educational attainment for groups based on their parental immigration background. As discussed in the policy section earlier, it can be seen that those with an immigrant parent have higher levels of parental education, specifically in terms of either parent having a bachelor's or graduate degree. In all time periods, regardless of whether you are looking at the educational attainment of the mother or the father, those with one or more immigrant parents will on average have higher parental education than those with two Canadian-born parents. Immigrant mothers will on average have more education than Canadian-born mothers. Immigrant fathers will generally have more education than Canadian-born fathers. However, the parental university education gap between immigrant parents and Canadian-born parents is not increasing over time.[23] These trends remain the same regardless of whether one is comparing third-generation immigrants to second-generation immigrants with one or two immigrant parents.

From the descriptive data, it can be seen that educational attainment is rising over time for all of those who are born in Canada, but there is an increasing educational attainment gap between those with immigrant parents and those with Canadian-born parents. For parents there is also an educational attainment gap, where immigrant parents generally have more educational attainment than Canadian-born parents; however, the size of this gap remains consistent over time.

There are two possible explanations for the increasing educational attainment gap between second-generation and third-generation immigrants. The first possibility is that immigrant parents, across all education levels, are more likely to pressure their kids to pursue

[23] From 1995-2011, the percentage point gap between second-generation and third-generation immigrants in terms of university educated fathers for each year of data is: 3.6, 7.3, 3.1, and 5.6. The gap for mothers for each year of data is: 4.6, 3.2, 3.5, and 3.4. While there is variation from one year to the next, the gap is not generally increasing year-over-year.

higher education. This is a pure level effect that shifts the intercept of the educational transmission profile. The second possibility is that the profile for the intergenerational transmission of education is steeper or may have became steeper over time for second-generation immigrants.

5. Econometric Model

The model estimated in this paper is as follows:

$$Educ_{i,t} = \beta_0 + \beta_1 SecondGen_{i,t} + M\text{-}Educ_{i,t}\beta_2 + F\text{-}Educ_{i,t}\beta_3 + SecondGen_{i,t}*M\text{-}Educ_{i,t}\beta_4$$

$$+ SecondGen_{i,t}*F\text{-}Educ_{i,t}\beta_5 + \beta_6 Female_{i,t} + \beta_8 F\text{-}Lang_{i,t} + \beta_9 H\text{-}Lang_{i,t} + \varepsilon_{i,t} \quad (1)$$

Where $Educ_{i,t}$ is a binary variable that equals one if individual i in period t has completed a bachelor's or graduate degree, and zero otherwise. $SecondGen_{i,t}$ is a binary variable that equals one if the individual has at least one parent who was born outside of Canada. $M\text{-}Educ_{i,t}$ and $F\text{-}Educ_{i,t}$ are vectors of (four) indicator variables representing the highest educational attainment of the respondent's mother and father, respectively. For each parent the four educational attainment categories are: less than high school, certificate or diploma from a college or trade school, bachelor's degree, and graduate degree (master's and doctorate).[24] The reference group for the mother's and father's education is mothers and fathers, respectively, who are high school graduates.

[24] The 1995 GSS reports bachelor's degree and graduate degree in a single combined educational attainment category. As such, the regressions for the 1995 GSS data only include three educational attainment indicator variables for each parent: less than high school, diploma/certificate, and bachelor's/graduate.

Female$_{i,t}$ is a binary variable that equals one if the individual is a female, and zero otherwise.[25] *F-Lang*$_{i,t}$ is a binary variable for whether the individual's first-language is neither English nor French.[26] Looking at first language is important, as Worswick (2001) showed that the first language of an individual not being English or French has a significant effect on educational outcomes. Finally, *H-Lang*$_{i,t}$ is a binary variable for whether the individual's language most commonly spoken at home is neither English nor French. The reason that there are two language variables is because there are differing causes for these two language effects. Those with a first language that is not English or French will likely be the result of their parents using that language during the individual's early childhood. The individuals who use a language other than English or French at home may have learned that language in adulthood.[27]

The parameters of interest are the coefficients of the second generation dummy variable, and those of the education vectors, and their interaction terms. If β_1 equaled 0.05, for example, it would indicate that a second-generation immigrant with high-school educated parents has a 5 percentage point higher likelihood of having a university degree than a third-generation immigrant with similarly educated parents. The β_2 parameter vector measures the impact of changing the mother's education level, but for third-generation immigrants only. One would expect this transmission profile to have a positive slope, i.e. the higher the mother's education

[25] On first glance it may seem like including a gender variable in unnecessary, as having an immigrant parent has no bearing on whether you are male or female assuming there is no gender-based pregnancy termination. However, it is possible that having an immigrant parent will increase the parent's desire to have their daughter have a high educational attainment if they came from a country where women do not have the same opportunities as men when it comes to education.

[26] Since third-generation immigrants are more likely to be Aboriginal, this binary variable is usually positive for those whose first language is an Aboriginal language. For second-generation immigrants it is usually positive for the native language of the immigrant parents.

[27] There are other possible controls, such as the parent's region of origin, whether the respondent is a visible minority, and whether the respondent is Aboriginal. However, data for these controls are not available for all years. A model including all of these controls is examined in section 7 as a robustness check. The results are robust to adding these controls.

level, the higher the probability the child will have a university degree. For second-generation immigrants, one would need to add β_2 and β_4 to measure the effect of changing the mother's education level. As such, second-generation and third-generation immigrants would have similar intergenerational transmission profiles, with respect to the mother's education, only if all estimates of β_2 and β_4 are close to zero. Finally, the effect of the father's education is similarly defined, with β_3 measuring the effect for third-generation immigrants, whereas $\beta_3$and β_5 would pick up the effect for second generation immigrants.

Equation (1) is estimated separately for each year of GSS data (i.e. 1995, 2001, 2006, and 2011). This is done as to document how the intergenerational transmission of education for second-generation and third-generation immigrants has changed over time.

6. Results

Table 13 presents the regression results for equation (1) where the estimation is carried out for each year separately.[28] Column (1) of table 13, for example, shows the findings for the 1995 GSS sample, whereas column (4) focuses on the most recent year of data (i.e. 2011). Although part of the same regression, I have placed next to each column (and in italics) the estimates for the interaction terms. This is done for ease of presentation only. It makes the table more manageable, and makes it easier to compare the educational transmission profile of second-generation and third-generation immigrants.[29] Finally it should be noted that the dependent

[28] All regressions are weighted using the weight variables given in the GSS.

[29] Recall that the education transmission profile of third-generation immigrants is characterized by the coefficient estimates of the parental education variables, whereas for second-generation immigration one must add the coefficient estimate for the corresponding interaction term.

variable is binary, and as such the estimates must be interpreted in probabilistic terms.[30] More precisely, they measure how a change of one unit in the explanatory variable affects the probability of completing university.[31]

The correlation between the trait of having immigrant parents, both of whom have high school diplomas, and the event of completing university is small in 1995 and 2001. In 1995 the coefficient estimate is negative, representing a 1.1 percentage point decrease in the likelihood of getting a university degree, but the size of the robust standard error would suggest that this is not a statistically significant negative value.[32] In 2001 this estimate switches to being positive at 1.5 percentage points. While this result is more significant than the 1995 value, the significance is small enough that no strong conclusions can be drawn from it. In 2006 and 2011 the estimate of having immigrant parents (who are both high-school graduates) is positive, and both economically and statistically significant. In 2006 and 2011, the gap between second-generation and third-generation immigrants, in terms of likelihood of completing university if both parents are high school graduates, had grown to 6.78 percentage points and 5.36 percentage points, respectively.

For all years the educational transmission profile for third-generation immigrants is positively sloped, meaning that an increase in parental education is correlated with an increase in the likelihood that the individual will have a university degree, as compared to having parents

[30] For example, if the value of a coefficient estimate is equal to 0.07, it represents a 7 percentage point increase in the likelihood of the dependent variable being positive.

[31] For example, the coefficient estimate for third-generation immigrants in 2011 for having a mother with a certificate or diploma from a college or trade school is a 4.38 percentage point increase in the likelihood of getting a university degree as compared to having a mother who is a high school graduate. For second generation immigrants, the difference is 5.87 percentage points. Therefore, second-generation immigrants who have a mother with a certificate or diploma have a 10.25 percentage point increase in their likelihood of having a university degree over second-generation immigrants whose mother has a high-school diploma.

[32] Recall that the estimate of the second-generation dummy represents the case of both parents being high school graduates.

who are high school graduates. For all years, the coefficient estimate of having a parent with less than a high school education (as compared to completing high-school), is negative for third-generation immigrants. The coefficient estimate of having a university-educated parent is large, positive, and significant (as compared to the case where the parent has a high-school diploma). The estimated effect of a father with a bachelor's degree has remained rather consistent, ranging from a low of 21.9 percentage points in 2011 to a high of 24.9 percentage points in 2006. For mothers the estimated effect is increasing in recent years, ranging from 12.2 percentage points in 2006 to 18.2 percentage points in 2011.

The sizes of the coefficient estimates for fathers of third-generation immigrants with university degrees (undergraduate and graduate) are both at fairly consistent sizes over time. The estimate of the coefficient for the attribute of having a father with a graduate degree (which is statistically significant) is larger than the estimate of a father with a bachelor's degree. The size of the coefficient estimate for fathers with a bachelor's degree is on average approximately 23.2 percentage points, and the coefficient estimate for fathers having a graduate degree being approximately 34.4 percentage points. For mothers with graduate degrees the educational coefficient estimate is 2-3 percentage points larger than that of mothers with bachelor's degrees, therefore these effects are not significantly different from each other.

From the interaction terms, it can be seen that the profile of intergenerational transmission of educational attainment is broadly similar between second-generation immigrants and third-generation immigrants in terms of the slope of the profile. The main exception to this is in 2006, for which third-generation immigrants have a much steeper profile for their father's education, and second-generation immigrants have a steeper profile for their mother's education. This difference in profiles exists for either parent having a graduate degree, and it only exists for

fathers in the case of them having a bachelor's degree. In 2001 and 2011, second-generation immigrants with fathers with less than a high-school education were more likely to have a university degree than those whose father had completed a high school diploma. In 2001 this was a 6.82 percentage point increase, and in 2011 it was an 8.45 percentage point increase, both in terms of the increase over the estimate for the father being a high-school graduate. A possible explanation for this empirical pattern is that immigrant fathers with low levels of education would have faced many challenges in life, especially in regards to the points system, which favours high levels of education. These challenges may have inspired these fathers (who overcame these barriers to immigrate to Canada) to be more likely to push their children into university when compared to Canadian-born fathers. This finding regarding fathers with low educational attainment is in line with the findings of Childs, Finnie, and Mueller (2017). While there are some differences at the lower end of the profile, the slope for the profile remains generally similar when comparing second-generation to third-generation immigrants.

It is important to note that while the profiles for second-generation immigrants are broadly similar in both 2001 and 2011 (as compared to third-generation immigrants from the same year), the reference groups for these profiles (i.e. second-generation immigrants with high-school educated parents) are different. This would suggest that there is a level effect in recent years, according to which second-generation immigrants (of all parental education levels) are more likely than third-generation immigrants, of the same parental education levels, to complete university.

These results can best be illustrated graphically. Figures 1.A and 1.B show how the father's educational transmission mechanism has changed from 2001 to 2011.[33] Figures 2.A and 2.B focus on the mother's education level. In both sets of figures it can be seen that the profile of the intergenerational transmission of education is near-identical for second-generation immigrants and third-generation immigrants in 2001, with a few exceptions. However, for second-generation immigrants, there is a clear level effect related to having immigrant parents that shifts their profile upwards in 2011. For the father's transmission profile in 2011 level effect does not exist at the graduate level. However, in the event that the father of a second-generation immigrant has a graduate degree there is still a level effect coming from the mother's transmission profile.

These results regarding the similar transmission profile between second-generation and third-generation immigrants in the late 1990s and early 2000s are in line with the literature for Canada. For example, Childs, Finnie, and Mueller (2017), finds that the transmission profiles (for college and trade school), in the early 2000s, for third-generation immigrants is nearly identical to the profile for second-generation immigrants whose parents came to Canada from Europe or the Americas. Recall, as seen in section 3, that the majority of immigrant parents whose children are old enough to be included in the sample came to Canada from Europe or the Americas. However, the results add to the literature in regards to the effect of being a second-generation immigrant in recent years (2006 and 2011). Few papers in the subject use data this recent due to the preference for using the EDS from 2002 when the authors utilize direct data on parental education (e.g. Abada, Hou, and Ram (2009)). Both Childs, Finnie, and Mueller (2017)

[33] 2001 is used instead of 1995 as the 1995 GSS does not include separate categories for undergraduate and graduate degrees. Also the results for 1995 and 2001 are generally similar, so using 2001 in the place of 1995 does not affect the results.

and Bonikowska and Hou (2011) have data from 2006. However, Childs, Finnie and Mueller (2017) have a sample for which none of the respondents are over 21 years old, and so they are not able to examine the topic of university education. Bonikowska and Hou (2011) are able to examine university education, but since the authors use the Census, they must use manufacture a synthetic level of parental education. None of the literature in the subject, to the best of my knowledge, uses data from after 2006.

From these results there is a potential explanation for the growing educational attainment gap between second-generation and third-generation immigrants in Canada. The initial gap is explained partially by second-generation immigrants and third-generation immigrants having similar returns to their parent's educational attainment and second-generation immigrants having a higher level of parental education. However, this does not explain the growing gap. The increase in the size of the gap is found to be related to a group-specific effect that has become significant in recent years. Second-generation immigrants, across all parental education levels, are found to be more likely to get a university degree than third-generation immigrants with similar parental education levels.

As discussed in the policy section, there was a change in the nature of Canadian immigration policy. Before 1962 there was a focus on taking in immigrants from certain countries. Starting in 1962 the Canadian government began to use a point system in which educational attainment is highly favoured. To see whether there is a fundamental shift in the nature of immigrant parents around the time of the introduction of the points system, equation (1) is estimated separately for sub-groups based on whether the respondent's parents are more likely to have come to Canada before or after the points system's introduction.

To divide the respondents into pre-points system and post-points system sub-groups, the respondents are separated based on their age. Since the points system was introduced in 1962, second-generation immigrants born before that year are guaranteed to have parents who did not come to Canada through the points system. However, it is not possible to simply say that those born after 1962 are guaranteed to have parents who came in through the points system, as one or more of their parents may have came to Canada before the points system was implemented and had children after the points system was introduced. To account for this, an eight-year age gap after the introduction of the points system is used (i.e. those born on or after 1970 are considered to have post-points system parents). While this eight-year gap does not guarantee that immigrant parents came in through the points system, it does however make it likely that they came in through the points system

Tables 14 and 15 present the regression results for equation (1) using the pre-points system and post-points system sub-groups, respectively. Even though the coefficient estimates for the interaction terms are part of the same regression, I have listed them next to each column (and in italics). This is done only to increase the ease of comparing the results for second-generation and third-generation immigrants. Recall that the reference group for the coefficient estimates for the mother's education and father's education is mothers and fathers, respectively, who are high school graduates.

The correlation between being second-generation and completing university, in the case of both parents being high-school graduates, is found to be small, sometimes negative, and insignificant for the pre-points system sub-group before 2011. In 2011 the correlation becomes positive and significant. For the post-point system sub-group the correlation is positive in all years, with the largest and most significant estimated value occurring in 2006.

The transmission profiles for third-generation immigrants in both sub-groups are similar, increasing as parental education increases.[34] This would signal that third-generation immigrants in the two sub-groups are generally similar, and that the age difference between the two sub-groups does not materially affect the general trend of the transmission profiles. Thus the group against which second-generation immigrants are compared remains constant across the sub-groups. Therefore, any changes in the profiles for second-generation immigrants would signal a change that is correlated to the points system and not to the age differences between the sub-groups.

There are many sizable differences between the transmission profiles in the pre-points system and post-points system sub-groups for the father's education for second-generation immigrants. In 1995, for the profile for the father's education, the coefficient estimates for the interaction terms are large, positive, and statistically significant for the pre-points system sub-group. In the post-points system sub-group, the interaction terms in 1995 for the father's education are large and negative. Second-generation immigrants in 1995the attribute of being in the post-points system sub-group have effectively no estimated correlation between their father having a university degree and obtaining a university degree themselves. This trend of negative coefficient estimates for the interaction terms for fathers with university education in the post-points system sub-group are discerned in all years except for 2001.

In 2011, the coefficient estimate for the interaction term for having a father with less than a high school education is large and significant for the post-points system sub-group, and small and insignificant for the pre-points system sub-group. This would suggest a confirmation of the

[34] There are two exceptions where the correlation decreases for third-generation immigrants when going from undergraduate to graduate for the mother's education. However, due to the smaller size of the graduate educated group of parents this is not seen as overly significant.

earlier hypothesis according to which the positive interaction term found when estimating based on the whole sample is correlated with the points system.

With respect to the interaction terms for the mother's education, there are some fundamental differences between the pre-points system and post-points system sub-groups. For example, the coefficient estimate for the interaction term for having a college-educated mother in 1995 is large and negative for the pre-points system sub-group, and is small, but positive, for the post-points system sub-group. In 2006 the coefficient estimate for the interaction term for a mother with a bachelor's degree is negative 15.0 percentage points for the pre-points system sub-group, and positive 9.3 percentage points for the post-points system sub-group. In 2001 the coefficient estimate for the trait of mothers with a graduate degree goes from negative 23.1 percentage points in the pre-points system sub-group to positive 4.7 percentage points in the post-points system sub-group.

Separating the sample based on age to create pre-points system and post-points system sub-groups raised potential issues that the age difference could be a factor. However, as seen in the third-generation immigrant estimates, the trends are generally similar across age groups. Therefore, the third-generation immigrants to whom second-generation immigrants are compared remain generally constant over time. For second-generation immigrants, the trends are fundamentally different across the pre-points system and post-points system sub-groups. This would suggest that the points system, either through how potential immigrants are selected or how potential immigrants self-select to apply to immigrate, is correlated with a systematic change in the characteristics of immigrant parents. This change is seen through a shift in how the educational attainment of immigrant parents correlates to their children's likelihood of obtaining a university degree.

7. Robustness Checks

In this section I carry out five robustness checks. First, I verify whether restricting my second generation group to only include those that have two immigrant parents affects my findings. Second, I re-estimate my model for men and women separately. Third, I enrich my model by adding language interaction terms. Fourth, I verify whether the use of weights drives my results. Finally, I verify whether the inclusion of additional controls affects the results of the model.

The summary statistics showed that second-generation immigrants with two immigrant parents are more likely to attain higher education than second-generation immigrants with only one immigrant parent, and this difference tends to be economically significant. Therefore I estimate the model with a more restricted sample that only contains third-generation immigrants and second-generation immigrants with two immigrant parents. As such, those with one immigrant parent and one Canadian parent are dropped from the sample. Table A.1 presents the results from this estimation. Comparing these results to the ones from the full-sample (table 13) I find there is no change in the general trends of the intergenerational transmission of education (which is increasing as parental education increases). The coefficient estimate of being a second-generation immigrant with high-school educated parents, and thus the level effect, remains unchanged.

There is not much of a difference across genders in regards to education. Much of the literature that looks at immigration outcomes, such as wages, often does the analysis separately for each gender. Therefore, as a robustness check, the model is estimated separately for each gender. The results for women and men are presented in tables A.2 and A.3, respectively.

Separating the sample into men and women does not have a significant effect on the results. The transmission profiles of education are similar, and the second-generation level effect discerned in recent years (2006 and 2011) remains for both sub-groups.

It is possible that the correlation between having a first language that is not English or French and completing a university degree is different for second-generation and third-generation immigrants. I estimate the model using additional interaction terms for the language variables. Table A.4 presents the regression results. The coefficient estimates for these interaction terms is high, however it is possible that they are capturing the effect of the immigrant parents coming from a country that does not speak English, such as China or Korea. Thus, instead of a language effect, it may reflect a country-of-origin effect. Adding these interaction terms does not significantly affect the results.

Much of the literature relies on the Census, which does not have weights. The GSS, which is survey data, does include weights designed to make the survey representative of the target population. Therefore, I estimate the model using an unweighted regression to see whether using weights affects the results. The unweighted results are presented in table A.5. Comparing the unweighted results (table A.5) to weighted results (table 13) shows that using weights does not materially affect my findings.

As seen in the literature there are other explanatory variables to potentially include in the model. Data on these variables are not consistently available in the GSS for all years. However, the 2006 GSS includes does include such data for these variables. I estimate the model, using 2006 GSS data, with additional binary variables indicating whether the respondent's father or mother immigrated to Canada from Europe or North America, whether the respondent is a

visible minority, and whether the respondent is Aboriginal. The regression results are presented in table A.6. Column (1) presents the results for including additional controls, and column (2) presents the results for not including the additional controls. The inclusion of these variables results in no material change to results.

8. Conclusion

In this paper, I use the GSS to investigate the growing educational attainment gap between second-generation immigrants and third-generation immigrants in Canada. I use a linear probability model to determine whether this gap is simply correlated with their higher level of parental educational attainment or whether there are other influential factors. In the model, I allow for there to be different educational transmission profiles for second-generation and third-generation immigrants. I examine the points system and see if there are potential fundamental differences between those whose parents likely entered Canada before or after its introduction.

Across all years, there is a profile of educational attainment transmission in which higher levels of parental education are highly correlated with completing university for both second-generation and third-generation immigrants. Since second-generation immigrants tend to have higher levels of parental education than third-generation immigrants, this could explain some portion of the educational attainment gap. However, since there is not an increasing parental education gap, this does not explain the growing educational attainment gap between second-generation and third-generation immigrants. In recent years (2006 and 2011), there is a significant and positive correlation between having immigrant parents and obtaining a university degree, regardless of their level of education. This results in a clear level effect. This finding

could explain the increase of the size of the educational attainment gap that has been realized over time.

The point system is found to be related to a fundamental change in the transmission profile of the father's education level. Second-generation immigrants whose parents likely came in through the points system have a strong and positive correlation between having a father who did not complete high school and completing university themselves (in 2011). Second-generation immigrants whose parents came in before the points system have a much smaller correlation in this regard. Since this is not a result of a time-cohort effect, these results indicate that the introduction of the points system is correlated with an increase in the educational attainment of second-generation immigrants.

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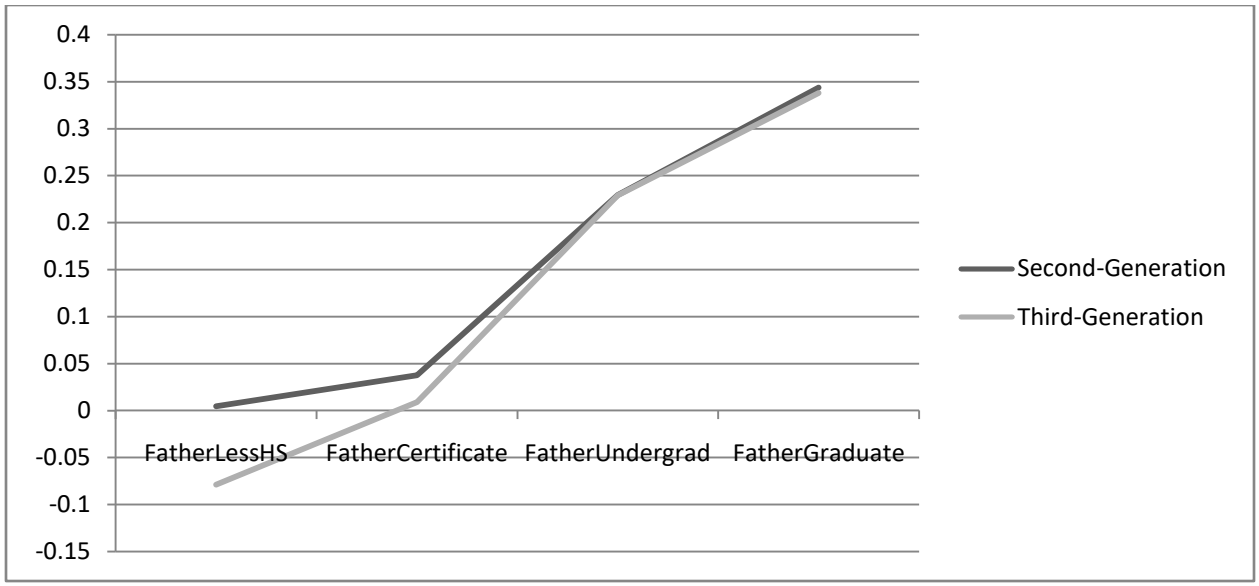

Figure 1.A The transmission profile of the father's education in 2001

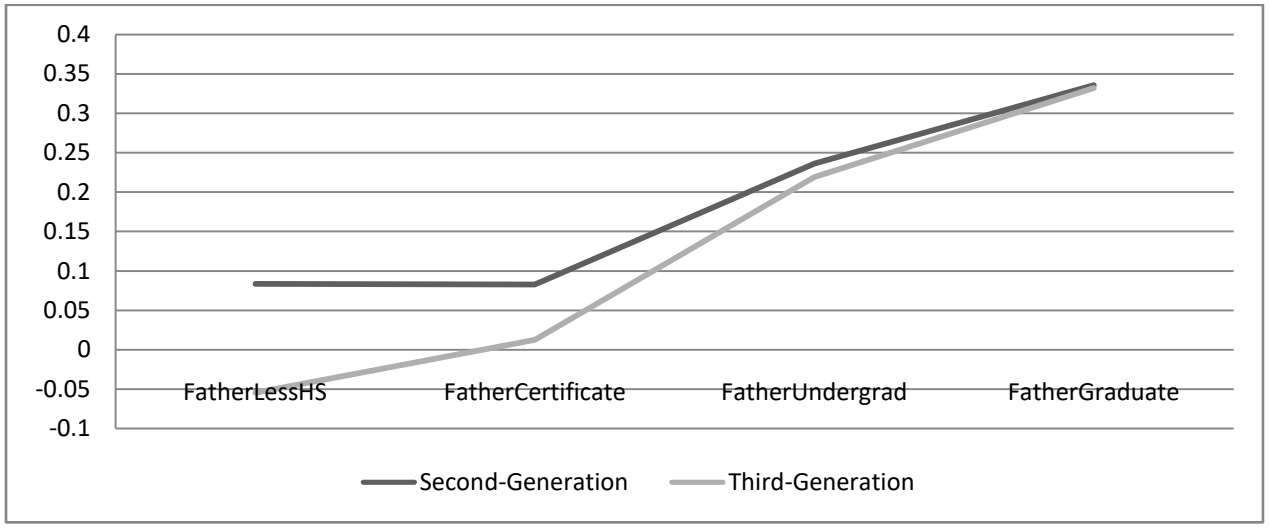

Figure 1.B The transmission profile of the father's education in 2011

Notes. These figures are created using data from table 13.

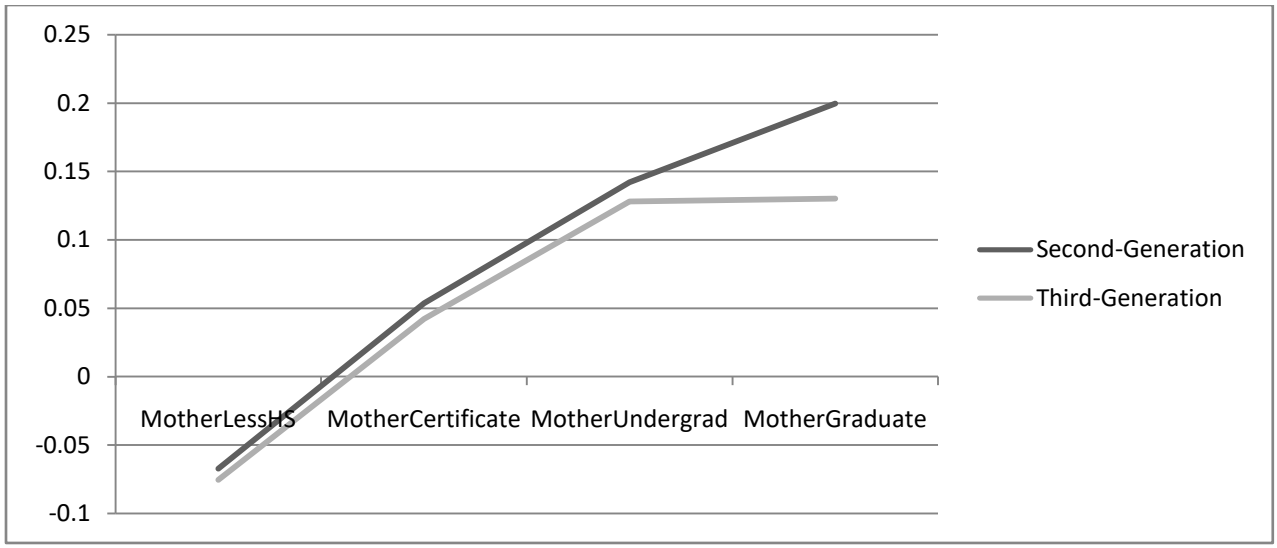

Figure 2.A The transmission profile of the mother's education in 2001

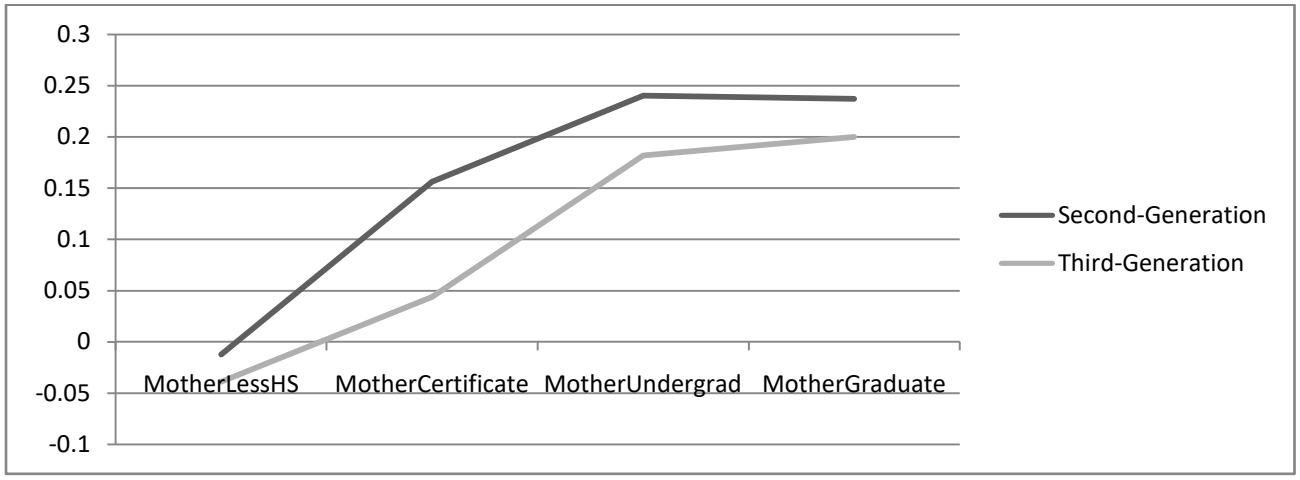

Figure 2.B The transmission profile of the mother's education in 2011

Notes. These figures are created using data from table 13.

Table 1: Characteristics of Canadian men by parental immigrant status, using 2001 Census data

	Canadian-Born Parents	One or More Immigrant Parents		
	Third Generation or More	Father	Mother	Both
Number (unweighted)	1,288,804	84,983	61,683	143,115
Population Share (%)	78.02	7.60	4.78	9.60
Average Age (Years)	38.4	39.7	39.3	34.9
Age (% Distribution)				
16-24	19.6	21.5	20.7	16.1
25-34	19.7	18.3	18.7	26.8
35-44	25.5	19.3	20.0	25.8
45-54	21.6	19.8	25.1	11.0
55-65	13.5	21.1	15.7	10.3
Highest Degree (%)				
Less than High School	30.3	24.1	23.2	19.7
High School	30.8	30.9	30.8	31.8
Certificate	25.9	26.7	26.7	27.7
Undergrad	10.3	14.2	15.1	17.2
Graduate	2.6	4.1	4.2	3.7

Notes. All summary statistics are calculated using weights. The "father" column represents the second-generation immigrants whose father is an immigrant and whose mother is Canadian-born. The "mother" column represents the second-generation immigrants with an immigrant mother and Canadian-born father. The "both" column represents the second-generation immigrants with two immigrant parents.

Source: Aydemir, Chen, and Corak (2013)

Table 2: Characteristics of Canadian women by parental immigrant status, using 2001 Census data

	Canadian-Born Parents	One or More Immigrant Parents		
	Third Generation or More	Father	Mother	Both
Number (unweighted)	1,319,603	84,983	61,683	143,115
Population Share (%)	77.93	7.63	4.80	9.64
Average Age (Years)	37.9	40.2	39.6	35.1
Age (% Distribution)				
16-24	18.1	19.9	19.9	25.4
25-34	19.4	18.4	18.9	26.9
35-44	25.3	19.5	20.0	25.9
45-54	21.3	20.4	25.1	11.1
55-65	13.4	21.9	16.2	10.8
Highest Degree (% Distribution)				
Less than High School	25.7	21.7	20.8	16.1
High School	30.3	30.8	30.8	31.2
Certificate	28.0	29.0	29.2	29.1
Undergrad	11.5	15.4	15.9	20.4
Graduate	2.0	3.1	3.26	3.19

Notes. All summary statistics are calculated using weights. The "father" column represents the second-generation immigrants whose father is an immigrant and whose mother is Canadian-born. The "mother" column represents the second-generation immigrants with an immigrant mother and Canadian-born father. The "both" column represents the second-generation immigrants with two immigrant parents.

Source: Aydemir, Chen, and Corak (2013)

Table 3: Characteristics of Canadian men by parental immigrant status, using 2001 GSS data

	Canadian-Born Parents	One or More Immigrant Parents		
	Third Generation or More	Father	Mother	Both
Number (unweighted)	5,750	439	276	554
Population Share (%)	81.92	6.25	3.93	7.89
Average Age (Years)	38.6	39.1	38.9	33.7
Age (% Distribution)				
16-24	20.2	23.0	20.1	29.5
25-34	19.9	16.5	21.8	27.8
35-44	25.5	22.1	17.9	25.2
45-54	21.1	22.3	27.4	10.4
55-65	13.0	15.9	12.5	6.9
Highest Degree (% Distribution)				
Less than High School	23.1	24.4	26.6	16.4
High School	33.3	28.9	29.7	37.0
Certificate	25.7	22.6	23.7	24.4
Undergrad	13.3	15.7	15.6	16.7
Graduate	4.4	8.1	4.2	5.2

Notes. All summary statistics are calculated using weights. The "father" column represents the second-generation immigrants whose father is an immigrant and whose mother is Canadian-born. The "mother" column represents the second-generation immigrants with an immigrant mother and Canadian-born father. The "both" column represents the second-generation immigrants with two immigrant parents.

Table 4: Characteristics of Canadian women by parental immigrant status, using 2001 GSS data

	Canadian-Born Parents	One or More Immigrant Parents		
	Third Generation or More	Father	Mother	Both
Number (unweighted)	6,959	489	384	654
Population Share (%)	82.00	5.76	4.52	7.70
Average Age (Years)	38.9	40.3	40.4	33.9
Age (% Distribution)				
16-24	20.3	19.1	20.3	30.0
25-34	18.9	19.9	13.4	25.8
35-44	25.2	17.9	22.5	26.2
45-54	21.9	23.8	28.1	9.0
55-65	13.5	19.0	15.4	8.7
Highest Degree (% Distribution)				
Less than High School	20.7	18.5	19.5	15.7
High School	34.7	35.1	34.3	33.0
Certificate	27.1	26.4	24.0	23.2
Undergrad	14.1	15.8	17.5	23.8
Graduate	3.2	3.9	4.4	4.0

Notes. All summary statistics are calculated using weights. The "father" column represents the second-generation immigrants whose father is an immigrant and whose mother is Canadian-born. The "mother" column represents the second-generation immigrants with an immigrant mother and Canadian-born father. The "both" column represents the second-generation immigrants with two immigrant parents.

Table 5: Characteristics of Canadians by parental immigrant status, using 1995 GSS data

	Canadian-Born Parents	One or More Immigrant Parents		
	Third Generation or More	Father	Mother	Both
Number (unweighted)	6,216	426	331	500
Population Share (%)	83.18	5.70	4.43	6.69
Average Age (Years)	36.8	38.4	39.6	34.8
Age (% Distribution)				
16-24	21.7	26.2	18.6	29.1
25-34	25.1	15.9	18.9	27.9
35-44	25.7	21.9	24.3	20.9
45-54	17.7	19.7	23.9	7.9
55-65	9.6	16.3	14.3	14.1
Highest Degree (% Distribution)				
Less than High School	26.8	20.9	22.6	18.3
High School	35.8	40.4	36.1	36.5
Certificate	23.2	22.5	25.8	24.8
Undergrad & Graduate	14.0	16.0	15.3	20.3

Notes. All summary statistics are calculated using weights. The "father" column represents the second-generation immigrants whose father is an immigrant and whose mother is Canadian-born. The "mother" column represents the second-generation immigrants with an immigrant mother and Canadian-born father. The "both" column represents the second-generation immigrants with two immigrant parents. In the 1995 GSS the undergraduate and graduate categories for educational attainment are combined.

Table 6: Characteristics of Canadians by parental immigrant status, using 2001 GSS data

	Canadian-Born Parents	One or More Immigrant Parents		
	Third Generation or More	Father	Mother	Both
Number (unweighted)	12,709	928	660	1,208
Population Share (%)	81.97	5.99	4.26	7.79
Average Age (Years)	38.8	39.7	39.8	33.8
Age (% Distribution)				
16-24	20.3	21.1	20.2	29.8
25-34	19.4	18.2	17.6	26.8
35-44	25.4	20.0	20.2	25.7
45-54	21.5	23.1	27.8	9.7
55-65	13.3	17.5	14.0	7.8
Highest Degree (% Distribution)				
Less than High School	21.9	21.5	23.1	16.1
High School	34.0	32.0	32.0	35.0
Certificate	26.4	24.5	23.9	23.8
Undergrad	13.7	15.8	16.6	20.3
Graduate	3.8	6.0	4.3	4.6

Notes. All summary statistics are calculated using weights. The "father" column represents the second-generation immigrants whose father is an immigrant and whose mother is Canadian-born. The "mother" column represents the second-generation immigrants with an immigrant mother and Canadian-born father. The "both" column represents the second-generation immigrants with two immigrant parents.

Table 7: Characteristics of Canadians by parental immigrant status, using 2006 GSS data

	Canadian-Born Parents	One or More Immigrant Parents		
	Third Generation or More	Father	Mother	Both
Number (unweighted)	12,793	880	645	1,139
Population Share (%)	82.77	5.69	4.17	7.37
Average Age (Years)	39.5	39.1	39.7	35.6
Age (% Distribution)				
16-24	20.1	24.5	21.3	25.0
25-34	19.1	19.8	21.1	25.5
35-44	21.4	16.0	16.1	22.9
45-54	23.2	19.5	21.2	20.3
55-65	16.0	20.0	20.1	6.2
Highest Degree (% Distribution)				
Less than High School	18.9	15.4	13.2	12.6
High School	30.7	33.6	36.5	32.2
Certificate	29.9	27.0	23.9	27.0
Undergrad	15.6	18.3	19.5	23.4
Graduate	4.8	5.5	6.7	4.7

Notes. All summary statistics are calculated using weights. The "father" column represents the second-generation immigrants whose father is an immigrant and whose mother is Canadian-born. The "mother" column represents the second-generation immigrants with an immigrant mother and Canadian-born father. The "both" column represents the second-generation immigrants with two immigrant parents.

Table 8: Characteristics of Canadians by parental immigrant status, using 2011 GSS data

	Canadian-Born Parents	One or More Immigrant Parents		
	Third Generation or More	Father	Mother	Both
Number (unweighted)	11,319	715	549	1,078
Population Share (%)	82.86	5.23	4.02	7.89
Average Age (Years)	40.0	38.0	40.3	37.1
Age (% Distribution)				
16-24	20.6	21.9	21.1	24.0
25-34	19.5	24.2	17.6	22.4
35-44	17.4	19.4	18.9	21.9
45-54	23.2	18.7	20.4	21.8
55-65	19.2	15.6	21.8	9.9
Highest Degree (% Distribution)				
Less than High School	17.5	13.4	10.4	11.3
High School	32.0	33.1	36.4	30.3
Certificate	30.7	29.4	27.3	26.3
Undergrad	14.9	18.2	17.8	24.4
Graduate	4.7	5.7	8.0	7.6

Notes. All summary statistics are calculated using weights. The "father" column represents the second-generation immigrants whose father is an immigrant and whose mother is Canadian-born. The "mother" column represents the second-generation immigrants with an immigrant mother and Canadian-born father. The "both" column represents the second-generation immigrants with two immigrant parents.

Table 9: Parental educational attainment distribution in 1995, using GSS data

	Canadian-Born Parents	Immigrant Parents		
	Third Generation	Father	Mother	Both
Number (unweighted)	6,216	426	331	500
Father Education (%)				
Less than High School	56.1	42.3	48.3	48.3
High School	24.4	25.6	29.2	23.3
Certificate	8.9	11.9	5.1	14.1
Undergrad & Graduate	10.6	20.1	17.3	14.2
Mother Education (%)				
Less than High School	52.0	35.2	38.7	51.1
High School	29.7	37.8	32.5	26.6
Certificate	11.8	12.2	20.0	11.2
Undergrad & Graduate	6.5	14.8	8.7	11.1

Notes. All summary statistics are calculated using weights. The "father" column represents the second-generation immigrants whose father is an immigrant and whose mother is Canadian-born. The "mother" column represents the second-generation immigrants with an immigrant mother and Canadian-born father. The "both" column represents the second-generation immigrants with two immigrant parents. In the 1995 GSS the undergraduate and graduate categories for educational attainment are combined.

Table 10: Parental educational attainment distribution in 2001, using GSS data

	Canadian-Born Parents	Immigrant Parents		
	Third Generation	Father	Mother	Both
Number (unweighted)	12,709	928	660	1,208
Father Education (%)				
Less than High School	48.8	44.4	38.9	39.6
High School	27.1	25.0	27.2	24.5
Certificate	10.6	13.5	10.7	15.0
Undergrad	9.6	12.4	16.3	13.0
Graduate	3.8	4.7	6.9	7.7
Mother Education (%)				
Less than High School	41.7	29.8	30.0	38.9
High School	35.7	36.2	41.0	32.4
Certificate	12.1	18.7	13.3	15.0
Undergrad	9.0	12.8	12.4	10.5
Graduate	1.5	2.4	3.4	3.2

Notes. All summary statistics are calculated using weights. The "father" column represents the second-generation immigrants whose father is an immigrant and whose mother is Canadian-born. The "mother" column represents the second-generation immigrants with an immigrant mother and Canadian-born father. The "both" column represents the second-generation immigrants with two immigrant parents.

Table 11: Parental educational attainment distribution in 2006, using GSS data

	Canadian-Born Parents	Immigrant Parents		
	Third Generation	Father	Mother	Both
Number (unweighted)	12,793	880	645	1,139
Father Education (%)				
Less than High School	41.6	29.0	31.2	37.6
High School	30.9	32.1	35.1	24.9
Certificate	11.2	15.2	10.6	18.1
Undergrad	11.6	15.8	15.9	11.6
Graduate	4.5	7.7	7.0	7.6
Mother Education (%)				
Less than High School	35.5	23.3	22.0	37.3
High School	38.5	40.2	45.5	35.6
Certificate	13.5	17.2	14.1	11.1
Undergrad	10.3	15.2	12.3	13.3
Graduate	2.2	3.9	5.9	2.7

Notes. All summary statistics are calculated using weights. The "father" column represents the second-generation immigrants whose father is an immigrant and whose mother is Canadian-born. The "mother" column represents the second-generation immigrants with an immigrant mother and Canadian-born father. The "both" column represents the second-generation immigrants with two immigrant parents.

Table 12: Parental educational attainment distribution in 2011, using GSS data

	Canadian-Born Parents	Immigrant Parents		
	Third Generation	Father	Mother	Both
Number (unweighted)	11,319	715	549	1,078
Father Education (%)				
Less than High School	37.6	26.9	24.2	34.6
High School	30.7	35.3	33.1	25.8
Certificate	15.7	15.6	15.1	17.6
Undergrad	11.6	14.1	20.7	15.0
Graduate	4.8	8.0	6.9	7.0
Mother Education (%)				
Less than High School	30.7	20.5	20.9	34.8
High School	37.7	40.5	43.7	33.0
Certificate	17.5	19.2	16.0	14.5
Undergrad	11.8	14.5	15.7	13.8
Graduate	2.4	5.3	3.6	3.8

Notes. All summary statistics are calculated using weights. The "father" column represents the second-generation immigrants whose father is an immigrant and whose mother is Canadian-born. The "mother" column represents the second-generation immigrants with an immigrant mother and Canadian-born father. The "both" column represents the second-generation immigrants with two immigrant parents.

Table 13: OLS regression results by year

	(1)		(2)		(3)		(4)	
Sample	1995	Interaction Terms	2001	Interaction Terms	2006	Interaction Term	2011	Interaction Terms
SecondGen	-0.0111		0.0154		0.0678**		0.0536*	
	(0.0543)		(0.0301)		(0.0296)		(0.0315)	
FatherLessHS	-0.0930***	*0.0176*	-0.0791***	*0.0682**	-0.0683***	*-0.0503*	-0.0545***	*0.0845***
	(0.0227)	*(0.0595)*	(0.0138)	*(0.0351)*	(0.0142)	*(0.0375)*	(0.0145)	*(0.0398)*
FatherCertificate	-0.0449	*0.149*	0.00872	*0.0135*	0.0492**	*-0.0442*	0.0123	*0.0170*
	(0.0343)	*(0.0917)*	(0.0237)	*(0.0504)*	(0.0224)	*(0.0487)*	(0.0211)	*(0.0508)*
FatherUndergrad			0.229***	*-0.0152*	0.249***	*-0.130***	0.219***	*-0.0362*
			(0.0256)	*(0.0589)*	(0.0244)	*(0.0568)*	(0.0270)	*(0.0609)*
FatherGraduate			0.338***	*-0.00979*	0.364***	*-0.196***	0.332***	*-0.0571*
			(0.0355)	*(0.0702)*	(0.0352)	*(0.0764)*	(0.0357)	*(0.0731)*
FatherGradBach	0.258***	*0.0352*						
	(0.0406)	*(0.0906)*						
MotherLessHS	-0.0730***	*0.0601*	-0.0755***	*-0.00726*	-0.0598***	*0.0419*	-0.0390***	*-0.0269*
	(0.0203)	*(0.0546)*	(0.0128)	*(0.0329)*	(0.0135)	*(0.0357)*	(0.0139)	*(0.0378)*
MotherCertificate	0.0680**	*-0.0945*	0.0421*	*-0.00388*	0.00888	*0.0499*	0.0438**	*0.0587*
	(0.0329)	*(0.0737)*	(0.0215)	*(0.0493)*	(0.0199)	*(0.0492)*	(0.0199)	*(0.0516)*
MotherUndergrad			0.128***	*-0.00128*	0.122***	*0.0255*	0.182***	*0.00446*
			(0.0251)	*(0.0565)*	(0.0249)	*(0.0567)*	(0.0258)	*(0.0611)*
MotherGraduate			0.130**	*0.0543*	0.156***	*0.214***	0.200***	*-0.0166*
			(0.0587)	*(0.104)*	(0.0522)	*(0.0914)*	(0.0508)	*(0.104)*
MotherGradBach	0.136***	*0.0113*						
	(0.0477)	*(0.102)*						
Female	-0.00989		-0.00843		-0.00442		0.0461***	
	(0.0140)		(0.00964)		(0.0101)		(0.0109)	
FirstLanguage	0.0812*		0.0623**		0.0631**		0.0953***	
	(0.0449)		(0.0270)		(0.0289)		(0.0321)	
HomeLanguage	-0.00909		-0.0143		0.0422		0.0499	
	(0.112)		(0.0401)		(0.0403)		(0.0386)	
Constant	0.274***		0.280***		0.280***		0.210***	
	(0.0235)		(0.0137)		(0.0133)		(0.0127)	
Observations	4,744		10,289		10,525		9,881	
R-squared	0.113		0.115		0.110		0.119	

Notes. The dependent variable is a binary for having a university degree. Robust standard errors are presented in parentheses. All regressions are weighted using weight variables in the GSS. The FatherGradBach and MotherGradBach variables represent the combined undergrad and graduate categories in 1995. The interaction terms are presented in italics next to the level of parental education to which they correspond. This is done only for ease of comparing the effects for second-generation and third-generation immigrants. *** p<0.01, ** p<0.05, * p<0.1.

Table 14: OLS regression results by year

	(1)	Interaction	(2)	Interaction	(3)	Interaction	(4)	Interaction
Sample	1995	Terms	2001	Terms	2006	Terms	2011	Terms
SecondGen	-0.0491		0.00966		-0.00705		0.0646**	
	(0.0598)		(0.0368)		(0.0378)		(0.0315)	
FatherLessHS	-0.112***	0.0357	-0.0847***	0.0602	-0.0865***	-0.000778	-0.0682***	0.0465
	(0.0260)	(0.0649)	(0.0166)	(0.0411)	(0.0184)	(0.0461)	(0.0197)	(0.0509)
FatherCertificate	-0.0759*	0.232**	-0.0304	0.0676	0.0131	-0.00788	-0.0137	0.0181
	(0.0388)	(0.104)	(0.0298)	(0.0659)	(0.0332)	(0.0704)	(0.0329)	(0.0760)
FatherUndergrad			0.235***	-0.0951	0.242***	-0.0363	0.225***	-0.0376
			(0.0327)	(0.0750)	(0.0330)	(0.0780)	(0.0399)	(0.0943)
FatherGraduate			0.345***	-0.0249	0.391***	-0.142	0.262***	0.0447
			(0.0444)	(0.0933)	(0.0447)	(0.116)	(0.0568)	(0.116)
FatherGradBach	0.213***	0.180*						
	(0.0462)	(0.0998)						
MotherLessHS	-0.0801***	0.0765	-0.0810***	-0.0105	-0.0612***	0.0842**	-0.0229	-0.0174
	(0.0232)	(0.0604)	(0.0153)	(0.0388)	(0.0170)	(0.0422)	(0.0181)	(0.0477)
MotherCertificate	0.0825**	-0.115	0.0149	0.0230	-0.0230	0.0661	0.0743**	0.00988
	(0.0382)	(0.0814)	(0.0270)	(0.0617)	(0.0272)	(0.0658)	(0.0312)	(0.0771)
MotherUndergrad			0.128***	-0.0321	0.150***	-0.150*	0.164***	-0.00953
			(0.0316)	(0.0742)	(0.0341)	(0.0887)	(0.0403)	(0.113)
MotherGraduate			0.0784	0.0850	0.169**	0.213	0.332***	-0.231
			(0.0843)	(0.164)	(0.0792)	(0.139)	(0.0941)	(0.189)
MotherGradBach	0.133**	-0.0334						
	(0.0549)	(0.110)						
Female	-0.0157		-0.0370***		-0.0464***		-0.00554	
	(0.0152)		(0.0111)		(0.0124)		(0.0139)	
FirstLanguage	0.0578		0.0672**		0.0201		0.0811**	
	(0.0470)		(0.0299)		(0.0335)		(0.0406)	
HomeLanguage	-0.0573		-0.0245		0.0671		-0.0103	
	(0.114)		(0.0483)		(0.0503)		(0.0548)	
Constant	0.306***		0.308***		0.324***		0.240***	
	(0.0269)		(0.0168)		(0.0183)		(0.0183)	
Observations	4,045		7,506		6,646		5,630	
R-squared	0.115		0.104		0.104		0.086	

Notes. The dependent variable is a binary for having a university degree. Robust standard errors are presented in parentheses. All regressions are weighted using weight variables in the GSS. The sample is restricted to those born before the introduction of the points system. The FatherGradBach and MotherGradBach variables represent the combined undergrad and graduate categories in 1995. The interaction terms are presented in italics next to the level of parental education to which they correspond. This is done only for ease of comparing the effects for second-generation and third-generation immigrants. *** p<0.01, ** p<0.05, * p<0.1.

Table 15: OLS regression results by year

	(1)	Interaction	(2)	Interaction	(3)	Interaction	(4)	Interaction
Sample	1995	Terms	2001	Terms	2006	Terms	2011	Terms
SecondGen	0.104		0.0394		0.144***		0.0437	
	(0.133)		(0.0536)		(0.0438)		(0.0457)	
FatherLessHS	-0.0300	*0.0122*	-0.0749***	*0.0947*	-0.0481**	*-0.0923*	-0.0425*	*0.122***
	(0.0403)	*(0.155)*	(0.0250)	*(0.0680)*	(0.0229)	*(0.0645)*	(0.0219)	*(0.0610)*
FatherCertificate	0.0885	*-0.197*	0.0652*	*-0.0585*	0.0750**	*-0.103*	0.0262	*0.0239*
	(0.0696)	*(0.190)*	(0.0379)	*(0.0793)*	(0.0303)	*(0.0663)*	(0.0268)	*(0.0685)*
FatherUndergrad			0.220***	*0.0632*	0.259***	*-0.213****	0.217***	*-0.0310*
			(0.0411)	*(0.0951)*	(0.0355)	*(0.0792)*	(0.0359)	*(0.0777)*
FatherGraduate			0.334***	*0.00357*	0.345***	*-0.253***	0.382***	*-0.103*
			(0.0577)	*(0.111)*	(0.0508)	*(0.102)*	(0.0455)	*(0.0895)*
FatherGradBach	0.433***	*-0.448****						
	(0.0805)	*(0.173)*						
MotherLessHS	-0.0553	*-0.0284*	-0.0676***	*0.0197*	-0.0697***	*-0.0138*	-0.0595***	*-0.0240*
	(0.0398)	*(0.122)*	(0.0241)	*(0.0644)*	(0.0231)	*(0.0649)*	(0.0226)	*(0.0597)*
MotherCertificate	0.0258	*0.0360*	0.0852**	*-0.0508*	0.0370	*0.0171*	0.0271	*0.0782*
	(0.0587)	*(0.152)*	(0.0350)	*(0.0815)*	(0.0287)	*(0.0700)*	(0.0256)	*(0.0674)*
MotherUndergrad			0.137***	*-0.00530*	0.108***	*0.0930*	0.188***	*0.00359*
			(0.0403)	*(0.0891)*	(0.0353)	*(0.0741)*	(0.0338)	*(0.0743)*
MotherGraduate			0.194**	*-0.00267*	0.160**	*0.196**	0.155***	*0.0468*
			(0.0780)	*(0.134)*	(0.0671)	*(0.117)*	(0.0585)	*(0.120)*
MotherGradBach	0.157*	*0.176*						
	(0.0952)	*(0.214)*						
Female	0.0255		0.0719***		0.0593***		0.0957***	
	(0.0355)		(0.0193)		(0.0171)		(0.0166)	
FirstLanguage	0.273*		0.0334		0.132***		0.101**	
	(0.144)		(0.0577)		(0.0493)		(0.0508)	
HomeLanguage	0.0157		-0.00507		0.00966		0.0733	
	(0.205)		(0.0709)		(0.0652)		(0.0508)	
Constant	0.140***		0.214***		0.223***		0.185***	
	(0.0397)		(0.0239)		(0.0192)		(0.0176)	
Observations	699		2,783		3,879		4,251	
R-squared	0.169		0.139		0.123		0.142	

Notes. The dependent variable is a binary for having a university degree. Robust standard errors are presented in parentheses. All regressions are weighted using weight variables in the GSS. The sample is restricted to those born 8 or more years after the introduction of the points system. The FatherGradBach and MotherGradBach variables represent the combined undergrad and graduate categories in 1995. The interaction terms are presented in italics next to the level of parental education to which they correspond. This is done only for ease of comparing the effects for second-generation and third-generation immigrants. *** p<0.01, ** p<0.05, * p<0.1.

Appendix

Table A.1: OLS regression results by year

	(1)	Interaction	(2)	Interaction	(3)	Interaction	(4)	Interaction
Sample	1995	Terms	2001	Terms	2006	Terms	2011	Terms
SecondGen	0.00327		0.0329**		0.0311*		0.0530***	
	(0.0241)		(0.0158)		(0.0170)		(0.0183)	
FatherLessHS	-0.0977***	*0.0965*	-0.0732***	*0.0980**	-0.0810***	*0.0328*	-0.0511***	*0.124***
	(0.0214)	*(0.0885)*	(0.0130)	*(0.0503)*	(0.0134)	*(0.0529)*	(0.0138)	*(0.0534)*
FatherCertificate	-0.0451	*0.267***	0.00965	*0.0186*	0.0333	*0.0483*	0.0119	*0.0263*
	(0.0323)	*(0.113)*	(0.0220)	*(0.0623)*	(0.0208)	*(0.0592)*	(0.0199)	*(0.0643)*
FatherUndergrad			0.229***	*-0.0352*	0.231***	*-0.100*	0.222***	*-0.101*
			(0.0238)	*(0.0866)*	(0.0228)	*(0.0817)*	(0.0250)	*(0.0846)*
FatherGraduate			0.329***	*0.0461*	0.344***	*-0.229***	0.314***	*0.00154*
			(0.0327)	*(0.0948)*	(0.0326)	*(0.104)*	(0.0333)	*(0.0942)*
FatherGradBach	0.257***	*0.0996*						
	(0.0375)	*(0.128)*						
MotherLessHS	-0.0624***	*-0.000104*	-0.0770***	*-0.0149*	-0.0583***	*0.0563*	-0.0468***	*0.00453*
	(0.0191)	*(0.0879)*	(0.0120)	*(0.0485)*	(0.0128)	*(0.0538)*	(0.0133)	*(0.0525)*
MotherCertificate	0.0611**	*-0.167*	0.0439**	*-0.0337*	0.0196	*-0.0164*	0.0478**	*0.0714*
	(0.0300)	*(0.116)*	(0.0201)	*(0.0700)*	(0.0189)	*(0.0687)*	(0.0189)	*(0.0723)*
MotherUndergrad			0.132***	*-0.0529*	0.122***	*0.0621*	0.185***	*-0.0246*
			(0.0233)	*(0.0884)*	(0.0233)	*(0.0814)*	(0.0242)	*(0.0888)*
MotherGraduate			0.134**	*0.0606*	0.173***	*0.325****	0.168***	*0.159*
			(0.0529)	*(0.130)*	(0.0477)	*(0.0914)*	(0.0475)	*(0.140)*
MotherGradBach	0.135***	*0.00855*						
	(0.0437)	*(0.163)*						
Female	-0.00908		-0.00820		-0.00405		0.0464***	
	(0.0139)		(0.00964)		(0.0101)		(0.0108)	
FirstLanguage	0.0633		0.0451		0.0427		0.0706**	
	(0.0434)		(0.0286)		(0.0302)		(0.0339)	
HomeLanguage	-0.00546		-0.0202		0.0467		0.0496	
	(0.110)		(0.0398)		(0.0404)		(0.0400)	
Constant	0.271***		0.277***		0.288***		0.212***	
	(0.0219)		(0.0129)		(0.0127)		(0.0124)	
Observations	4,744		10,289		10,525		9,881	
R-squared	0.115		0.116		0.111		0.121	

Notes. The dependent variable is a binary for having a university degree. Robust standard errors are presented in parentheses. All regressions are weighted using weight variables in the GSS. The FatherGradBach and MotherGradBach variables represent the combined undergrad and graduate categories in 1995. The interaction terms are presented in italics next to the level of parental education to which they correspond. This is done only for ease of comparing the effects for second-generation and third-generation immigrants. *** p<0.01, ** p<0.05, * p<0.1.

Table A.2: OLS regression results by year, for women only

	(1)	Interaction	(2)	Interaction	(3)	Interaction	(4)	Interaction
Sample	1995	Terms	2001	Terms	2006	Terms	2011	Terms
SecondGen	-0.0260		0.0811*		0.0890**		0.0503	
	(0.0754)		(0.0432)		(0.0392)		(0.0422)	
FatherLessHS	-0.101***	*-0.0235*	-0.0612***	*0.0134*	-0.0255	*-0.129****	-0.0432**	*0.0786*
	(0.0304)	*(0.0820)*	(0.0179)	*(0.0466)*	(0.0187)	*(0.0478)*	(0.0197)	*(0.0521)*
FatherCertificate	-0.00315	*0.227*	0.0161	*0.0563*	0.0764***	*-0.0911*	0.0529*	*0.0133*
	(0.0483)	*(0.140)*	(0.0301)	*(0.0676)*	(0.0291)	*(0.0614)*	(0.0304)	*(0.0698)*
FatherUndergrad			0.253***	*-0.0559*	0.220***	*-0.119**	0.210***	*0.0690*
			(0.0342)	*(0.0801)*	(0.0319)	*(0.0722)*	(0.0356)	*(0.0772)*
FatherGraduate			0.367***	*-0.123*	0.439***	*-0.179***	0.390***	*-0.0152*
			(0.0510)	*(0.0932)*	(0.0415)	*(0.0897)*	(0.0448)	*(0.0892)*
FatherGradBach	0.253***	*0.123*						
	(0.0564)	*(0.121)*						
MotherLessHS	-0.0558**	*0.0910*	-0.118***	*-0.0151*	-0.0722***	*0.0869**	-0.0542***	*-0.0430*
	(0.0262)	*(0.0680)*	(0.0167)	*(0.0455)*	(0.0177)	*(0.0446)*	(0.0192)	*(0.0506)*
MotherCertificate	0.107**	*-0.132*	0.0171	*-0.114**	0.0529**	*0.00595*	0.0434	*0.00578*
	(0.0426)	*(0.0941)*	(0.0283)	*(0.0618)*	(0.0261)	*(0.0609)*	(0.0274)	*(0.0668)*
MotherUndergrad			0.150***	*-0.0699*	0.207***	*-0.0104*	0.215***	*-0.0725*
			(0.0347)	*(0.0762)*	(0.0328)	*(0.0716)*	(0.0346)	*(0.0753)*
MotherGraduate			0.154*	*0.0861*	0.211***	*0.287****	0.239***	*-0.156*
			(0.0833)	*(0.132)*	(0.0657)	*(0.0967)*	(0.0613)	*(0.151)*
MotherGradBach	0.194***	*0.0607*						
	(0.0693)	*(0.127)*						
FirstLanguage	0.0306		0.0550		0.112***		0.142***	
	(0.0491)		(0.0337)		(0.0367)		(0.0427)	
HomeLanguage	0.0513		0.0497		-0.0353		0.0626	
	(0.148)		(0.0585)		(0.0492)		(0.0509)	
Constant	0.252***		0.278***		0.244***		0.247***	
	(0.0319)		(0.0175)		(0.0157)		(0.0167)	
Observations	2,598		5,701		5,981		5,582	
R-squared	0.144		0.143		0.132		0.136	

Notes. The dependent variable is a binary for having a university degree. Robust standard errors are presented in parentheses. All regressions are weighted using weight variables in the GSS. The FatherGradBach and MotherGradBach variables represent the combined undergrad and graduate categories in 1995. The interaction terms are presented in italics next to the level of parental education to which they correspond. This is done only for ease of comparing the effects for second-generation and third-generation immigrants. *** p<0.01, ** p<0.05, * p<0.1.

Table A.3: OLS regression results by year, for men only

Sample	(1) 1995	Interaction Terms	(2) 2001	Interaction Terms	(3) 2006	Interaction Terms	(4) 2011	Interaction Terms
SecondGen	0.00900		-0.0270		0.0487		0.0640	
	(0.0781)		(0.0414)		(0.0438)		(0.0464)	
FatherLessHS	-0.0851**	*0.0791*	-0.0995***	*0.110***	-0.111***	*0.0321*	-0.0653***	*0.0956*
	(0.0342)	*(0.0859)*	(0.0211)	*(0.0518)*	(0.0212)	*(0.0590)*	(0.0214)	*(0.0608)*
FatherCertificate	-0.0916*	*0.117*	0.00322	*-0.0396*	0.0238	*0.000307*	-0.0308	*0.0112*
	(0.0477)	*(0.124)*	(0.0361)	*(0.0718)*	(0.0342)	*(0.0795)*	(0.0288)	*(0.0736)*
FatherUndergrad			0.203***	*0.00219*	0.282***	*-0.145**	0.231***	*-0.146*
			(0.0379)	*(0.0852)*	(0.0363)	*(0.0852)*	(0.0410)	*(0.0930)*
FatherGraduate			0.310***	*0.0967*	0.305***	*-0.197**	0.288***	*-0.0938*
			(0.0497)	*(0.104)*	(0.0532)	*(0.112)*	(0.0540)	*(0.106)*
FatherGradBach	0.261***	*-0.0564*						
	(0.0582)	*(0.133)*						
MotherLessHS	-0.0883***	*0.00543*	-0.0321*	*-0.0156*	-0.0403**	*-0.0113*	-0.0210	*-0.0141*
	(0.0310)	*(0.0849)*	(0.0192)	*(0.0472)*	(0.0203)	*(0.0566)*	(0.0203)	*(0.0563)*
MotherCertificate	0.0295	*-0.0627*	0.0645**	*0.118*	-0.0337	*0.0969*	0.0449	*0.120*
	(0.0501)	*(0.113)*	(0.0328)	*(0.0779)*	(0.0302)	*(0.0800)*	(0.0289)	*(0.0804)*
MotherUndergrad			0.109***	*0.0512*	0.0417	*0.0527*	0.150***	*0.0673*
			(0.0356)	*(0.0837)*	(0.0366)	*(0.0876)*	(0.0383)	*(0.0949)*
MotherGraduate			0.0851	*0.0679*	0.0805	*0.209*	0.135	*0.111*
			(0.0820)	*(0.151)*	(0.0833)	*(0.142)*	(0.0834)	*(0.147)*
MotherGradBach	0.0880	*-0.0433*						
	(0.0654)	*(0.153)*						
FirstLanguage	0.106		0.0772*		0.0133		0.0369	
	(0.0668)		(0.0421)		(0.0447)		(0.0489)	
HomeLanguage	-0.0630		-0.0649		0.121*		0.0130	
	(0.130)		(0.0538)		(0.0643)		(0.0586)	
Constant	0.284***		0.277***		0.306***		0.220***	
	(0.0314)		(0.0187)		(0.0180)		(0.0164)	
Observations	2,146		4,588		4,544		4,299	
R-squared	0.096		0.099		0.101		0.105	

Notes.The dependent variable is a binary for having a university degree. Robust standard errors are presented in parentheses. All regressions are weighted using weight variables in the GSS. The FatherGradBach and MotherGradBach variables represent the combined undergrad and graduate categories in 1995. The interaction terms are presented in italics next to the level of parental education to which they correspond. This is done only for ease of comparing the effects for second-generation and third-generation immigrants. *** p<0.01, ** p<0.05, * p<0.1.

Table A.4: OLS regression results by year

	(1)	Interaction	(2)	Interaction	(3)	Interaction	(4)	Interaction
Sample	1995	Terms	2001	Terms	2006	Terms	2011	Terms
SecondGen	-0.0124		0.0115		0.0632**		0.0489	
	(0.0546)		(0.0301)		(0.0295)		(0.0315)	
FatherLessHS	-0.0921***	*0.0142*	-0.0786***	*0.0657**	-0.0673***	*-0.0577*	-0.0536***	*0.0829***
	(0.0227)	*(0.0596)*	(0.0138)	*(0.0352)*	(0.0142)	*(0.0374)*	(0.0146)	*(0.0398)*
FatherCertificate	-0.0449	*0.150*	0.00890	*0.0134*	0.0489**	*-0.0477*	0.0124	*0.0177*
	(0.0343)	*(0.0917)*	(0.0237)	*(0.0504)*	(0.0224)	*(0.0486)*	(0.0212)	*(0.0508)*
FatherUndergrad			0.230***	*-0.0143*	0.249***	*-0.132***	0.218***	*-0.0351*
			(0.0256)	*(0.0589)*	(0.0243)	*(0.0569)*	(0.0270)	*(0.0608)*
FatherGraduate			0.338***	*-0.00756*	0.363***	*-0.199****	0.332***	*-0.0557*
			(0.0356)	*(0.0702)*	(0.0352)	*(0.0772)*	(0.0357)	*(0.0731)*
FatherGradBach	0.257***	*0.0357*						
	(0.0406)	*(0.0907)*						
MotherLessHS	-0.0718***	*0.0546*	-0.0743***	*-0.0114*	-0.0571***	*0.0321*	-0.0375***	*-0.0336*
	(0.0203)	*(0.0548)*	(0.0128)	*(0.0331)*	(0.0135)	*(0.0359)*	(0.0139)	*(0.0378)*
MotherCertificate	0.0686**	*-0.0957*	0.0419*	*-0.00175*	0.00955	*0.0512*	0.0436**	*0.0580*
	(0.0329)	*(0.0736)*	(0.0215)	*(0.0493)*	(0.0199)	*(0.0492)*	(0.0199)	*(0.0517)*
MotherUndergrad			0.128***	*5.72e-05*	0.123***	*0.0281*	0.182***	*0.00254*
			(0.0251)	*(0.0564)*	(0.0249)	*(0.0569)*	(0.0258)	*(0.0611)*
MotherGraduate			0.131**	*0.0554*	0.158***	*0.214***	0.200***	*-0.0164*
			(0.0586)	*(0.104)*	(0.0521)	*(0.0914)*	(0.0508)	*(0.104)*
MotherGradBach	0.136***	*0.0123*						
	(0.0477)	*(0.102)*						
Female	-0.00977		-0.00841		-0.00464		0.0459***	
	(0.0139)		(0.00964)		(0.0101)		(0.0109)	
FirstLanguage	-0.0182	0.135*	0.0128	0.0613	-0.121***	0.245***	-0.0253	0.150***
	(0.0526)	(0.0777)	(0.0402)	(0.0531)	(0.0321)	(0.0487)	(0.0427)	(0.0578)
HomeLanguage	0.0456	-0.0752	-0.0648*	0.131	0.0932**	-0.0856	0.0390	0.0205
	(0.133)	(0.233)	(0.0364)	(0.0913)	(0.0448)	(0.0908)	(0.0459)	(0.0774)
Constant	0.273***		0.280***		0.280***		0.211***	
	(0.0235)		(0.0137)		(0.0133)		(0.0127)	
Observations	4,744		10,289		10,525		9,881	
R-squared	0.114		0.116		0.112		0.120	

Notes. The dependent variable is a binary for having a university degree. Robust standard errors are presented in parentheses. All regressions are weighted using weight variables in the GSS. The FatherGradBach and MotherGradBach variables represent the combined undergrad and graduate categories in 1995. The interaction terms are presented in italics next to the level of parental education to which they correspond. This is done only for ease of comparing the effects for second-generation and third-generation immigrants. *** p<0.01, ** p<0.05, * p<0.1.

Table A.5: OLS regression results by year

Sample	(1) 1995	Interaction Terms	(2) 2001	Interaction Terms	(3) 2006	Interaction Terms	(4) 2011	Interaction Terms
SecondGen	-0.0547		0.0268		0.0816***		0.0315	
	(0.0409)		(0.0265)		(0.0255)		(0.0251)	
FatherLessHS	-0.0851***	*0.0613*	-0.0766***	*0.0496*	-0.0655***	*-0.0630***	-0.0755***	*0.0872****
	(0.0180)	*(0.0442)*	(0.0118)	*(0.0309)*	(0.0120)	*(0.0314)*	(0.0122)	*(0.0327)*
FatherCertificate	-0.0164	*0.164***	0.000623	*0.0283*	0.0489**	*-0.0420*	0.00754	*0.0284*
	(0.0295)	*(0.0747)*	(0.0202)	*(0.0450)*	(0.0191)	*(0.0430)*	(0.0174)	*(0.0423)*
FatherUndergrad			0.220***	*-0.0438*	0.229***	*-0.120***	0.194***	*0.0310*
			(0.0218)	*(0.0512)*	(0.0207)	*(0.0478)*	(0.0218)	*(0.0483)*
FatherGraduate			0.309***	*0.0198*	0.357***	*-0.145***	0.300***	*0.00396*
			(0.0312)	*(0.0604)*	(0.0292)	*(0.0609)*	(0.0297)	*(0.0577)*
FatherGradBach	0.235***	*0.102*						
	(0.0334)	*(0.0735)*						
MotherLessHS	-0.0840***	*0.0769**	-0.0826***	*0.0122*	-0.0685***	*0.0406*	-0.0426***	*-0.0141*
	(0.0164)	*(0.0425)*	(0.0108)	*(0.0289)*	(0.0113)	*(0.0298)*	(0.0114)	*(0.0313)*
MotherCertificate	0.0695***	*-0.0760*	0.0465**	*-0.00167*	0.0326*	*0.00891*	0.0694***	*0.0388*
	(0.0263)	*(0.0614)*	(0.0185)	*(0.0425)*	(0.0171)	*(0.0409)*	(0.0164)	*(0.0417)*
MotherUndergrad			0.125***	*0.00473*	0.128***	*-0.00926*	0.177***	*0.00545*
			(0.0213)	*(0.0490)*	(0.0209)	*(0.0485)*	(0.0210)	*(0.0490)*
MotherGraduate			0.106**	*0.0893*	0.147***	*0.151**	0.222***	*0.0188*
			(0.0482)	*(0.0902)*	(0.0440)	*(0.0866)*	(0.0408)	*(0.0774)*
MotherGradBach	0.158***	*0.0483*						
	(0.0407)	*(0.0903)*						
Female	-0.0107		0.00526		-0.00241		0.0375***	
	(0.0112)		(0.00827)		(0.00846)		(0.00861)	
FirstLanguage	0.0485		0.0635***		0.0607***		0.0809***	
	(0.0336)		(0.0233)		(0.0233)		(0.0251)	
HomeLanguage	-0.0229		-0.0179		0.0248		0.0397	
	(0.0856)		(0.0350)		(0.0323)		(0.0325)	
Constant	0.274***		0.280***		0.282***		0.234***	
	(0.0190)		(0.0117)		(0.0110)		(0.0108)	
Observations	4,744		10,289		10,525		9,881	
R-squared	0.116		0.112		0.108		0.116	

Notes. The dependent variable is a binary for having a university degree. Robust standard errors are presented in parentheses. Regressions are unweighted. The FatherGradBach and MotherGradBach variables represent the combined undergrad and graduate categories in 1995. The interaction terms are presented in italics next to the level of parental education to which they correspond. This is done only for ease of comparing the effects for second-generation and third-generation immigrants. *** p<0.01, ** p<0.05, * p<0.1.

Table A.6: OLS regression results by year

	(1)	Interaction	(2)	Interaction
Sample	2006	Terms	2006	Terms
SecondGen	0.0667*		0.0678**	
	(0.0353)		(0.0296)	
FatherLessHS	-0.0650***	*-0.0496*	-0.0683***	*-0.0503*
	(0.0142)	*(0.0376)*	(0.0142)	*(0.0375)*
FatherCertificate	0.0501**	*-0.0504*	0.0492**	*-0.0442*
	(0.0223)	*(0.0491)*	(0.0224)	*(0.0487)*
FatherUndergrad	0.246***	*-0.131***	0.249***	*-0.130***
	(0.0244)	*(0.0563)*	(0.0244)	*(0.0568)*
FatherGraduate	0.361***	*-0.201****	0.364***	*-0.196***
	(0.0351)	*(0.0766)*	(0.0352)	*(0.0764)*
MotherLessHS	-0.0591***	*0.0398*	-0.0598***	*0.0419*
	(0.0135)	*(0.0360)*	(0.0135)	*(0.0357)*
MotherCertificate	0.00815	*0.0460*	0.00888	*0.0499*
	(0.0199)	*(0.0500)*	(0.0199)	*(0.0492)*
MotherUndergrad	0.124***	*0.0154*	0.122***	*0.0255*
	(0.0248)	*(0.0566)*	(0.0249)	*(0.0567)*
MotherGraduate	0.157***	*0.207***	0.156***	*0.214***
	(0.0522)	*(0.0915)*	(0.0522)	*(0.0914)*
Female	-0.00410		-0.00442	
	(0.0101)		(0.0101)	
FirstLanguage	0.0590**		0.0631**	
	(0.0298)		(0.0289)	
HomeLanguage	0.0509		0.0422	
	(0.0406)		(0.0403)	
FatherEuropeNA	-0.0154			
	(0.0320)			
MotherEuropeNA	-0.0109			
	(0.0335)			
Vis	0.0853*			
	(0.0495)			
Abor	-0.119***			
	(0.0194)			
Constant	0.283***		0.280***	
	(0.0134)		(0.0133)	
Observations	10,525		10,525	
R-squared	0.114		0.110	

Notes.The dependent variable is a binary for having a university degree. Robust standard errors are presented in parentheses. All regressions are weighted using weight variables in the GSS. The interaction terms are presented in italics next to the level of parental education to which they correspond. This is done only for ease of comparing the effects for second-generation and third-generation immigrants. *** p<0.01, ** p<0.05, * p<0.1.