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**The Center for Comparative Immigration Studies**  
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## **Language Assimilation Today: Bilingualism Persists More Than in the Past, But English Still Dominates**

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Research Assistants Karen Marotz and Jacob Stowell contributed toward the preparation and analysis of the data reported here.

## *Summary*

Because of renewed immigration, fears about the status of English as the linguistic glue holding America together are common today. In a very different vein, multiculturalists have expressed hopes of profound change to American culture brought on by the persistence across generations of the mother tongues of contemporary immigrants. In either case, the underlying claim is that the past pattern of rapid acceptance of English by the children and grandchildren of the immigrants may be breaking down.

Using 2000 Census data, the Mumford Center has undertaken an analysis of the languages spoken at home by school-age children in newcomer families in order to examine the validity of the claim. We find that, although some changes have occurred, it greatly exaggerates them. English is almost universally accepted by the children and grandchildren of the immigrants who have come to the U.S. in great numbers since the 1960s. Moreover, by the third generation, i.e., the grandchildren of immigrants, bilingualism is maintained only by minorities of almost all groups. Among Asian groups, these minorities are so small that the levels of linguistic assimilation are scarcely different from those of the past. Among the Spanish-speaking groups, the bilingual minorities are larger than was the case among most European immigrant groups. Nevertheless, English monolingualism is the predominant pattern by the third generation, except for Dominicans, a group known to maintain levels of back-and-forth travel to its homeland.

Some of our specific findings are:

- Bilingualism is common among second-generation children, i.e., those growing up in immigrant households: most speak an immigrant language at home, but almost all are proficient in English. Among Hispanics, 92 percent speak English well or very well, even though 85 percent speak at least some Spanish at home. The equivalent percentages among Asian groups are: 96 percent are proficient in English and 61 percent speak an Asian mother tongue.
- In the third (and later) generation, the predominant pattern is English monolingualism: that is, children speak only English at home, making it highly unlikely that they will be bilingual as adults. Among Asians, the percentage who speak only English is 92 percent. It is lower among Hispanics, but still a clear majority: 72 percent.
- The very high immigration level of the 1990s does not appear to have weakened the forces of linguistic assimilation. Mexicans, by far the largest immigrant group, provide a compelling example. In 1990, 64 percent of third-generation Mexican-American children spoke only English at home; in 2000, the equivalent figure had risen to 71 percent.
- Much third-generation bilingualism is found in border communities, such as Brownsville, Texas, where the maintenance of Spanish has deep historical roots and is affected by proximity to Mexico. Away from the border, Mexican-American children of the third generation are unlikely to be bilingual.

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The potential for threats to English from contemporary mass immigration has created either anxiety or anticipation for many Americans. Some commentators have envisioned speakers of other languages as seizing economic and political power in large regions of the United States and creating disadvantages for English-speaking Americans; this argument was made recently by the eminent Harvard political scientist, Samuel Huntington, in his book, *Who Are We?* Other observers have welcomed the possibilities of bilingualism and language pluralism because they could usher in a new era of true cultural pluralism, in which the hegemony of Anglo-American culture will be broken.

There is a widespread assumption that an older pattern of linguistic assimilation, evident among the descendants of the European immigrants of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, no longer holds because of globalization and multiculturalism. This earlier pattern involved a three-generation shift to English monolingualism. The first, or immigrant, generation typically arrived in the U.S. as young adults and spoke mainly their mother tongue, learning just enough English to get by. Their children, the second generation, were raised in homes where parents and older adults spoke the mother tongue to them, but they preferred to speak English, not only on the streets and in schools, but even in responding to parents. When they were old enough to raise their own families, they spoke English with their children. Those children, the third generation, were thus the first generation to be monolingual in English, though they may have learned fragments of the mother tongue from their grandparents.

This pattern, which did characterize the experiences of many European groups, such as the Italians, is nevertheless a simplification. Not all European groups conform to it: thus, German speakers in the Midwest were successful in maintaining their mother tongue across generations and founded many public school systems that were bilingual in English and German; such schools lasted until World War I. French Canadians in New England used bilingual and French-speaking parochial schools as an anchor for maintaining French, which was widely spoken until the 1950s.

Nevertheless, the contemporary immigration era is believed to involve less pressure to assimilate to the dominant U.S. pattern of English monolingualism. To test this assumption, the Mumford Center has completed an analysis of the home languages of school-age children (ages 6-15) in newcomer families, as reported in the 2000 Census. We have chosen this focus because the roots of bilingualism typically lie in the language or languages spoken at home during childhood. Relatively few people fluently speak a language learned only in school or during adulthood.

***Census data about language***

The census language questions are:

11a. Does this person speak a language other than English at home?

Yes

No→Skip to 12

11b. What is this language?

11c. How well does this person speak English?

Very well

Well

Not well

Not at all

Answers to these questions are not tabulated for children less than 5 years old. When children are of school age, their parents presumably complete the questions on the census form in the great majority of cases.

For the analysis to follow, we have used a special version of the 5 percent public-use sample data, known as the Integrated Public Use Microdata Samples (or IPUMS), prepared at the University of Minnesota (see Ruggles et al., 2004). The reason for this choice and other methodological details are explained in an appendix.

## *Findings*

### **1. Contemporary generational patterns for specific groups**

In Table 1 and Figure 1, we present a three-generation depiction of children's home languages for specific Hispanic and Asian groups. These groups are currently immigrating to the U.S. in large numbers and account for roughly 80 percent of the total immigrant flow.

The data show clearly that home language shifts across the generations. Among foreign-born children being raised in the United States (the first generation, or sometimes described as the 1.5 generation), the levels of lack of proficiency in English are relatively high, though in every group the great majority speak English well. Thus, among first-generation Mexican children, 21 percent do not speak English well; among first-generation Chinese children, the comparable figure is 12 percent. In other words, 79 percent of first-generation Mexican children and 88 percent of Chinese speak English well (or very well).

#### ***Bilingualism in the second generation***

Among U.S.-born children with immigrant parents, the second generation, the levels of English proficiency increase further and, for many groups, become virtually universal. Among second-generation Cuban children, for instance, 97 percent speak English well. Among second-generation Chinese children, the figure is 96 percent. There are a few

groups in which the lack of English proficiency remains relatively, but not absolutely, high. In general, these are groups where: 1) there is a high level of back-and-forth migration, suggesting that some second-generation children have spent time in their parents' home country; or 2) many immigrant families came as refugees, who in some cases have been unable to integrate economically and socially with the mainstream society. Mexicans are an example of the first type, though the percentage of second-generation children who do not speak English well is only 9 percent. The Hmong are an example of the second type: 13 percent of second-generation Hmong children do not speak English well.

For the second generation, the percentage of children who speak only English at home is higher than it is in the first generation, though it is usually not high in an absolute sense. In some cases, children may speak only English because one parent is not an immigrant. The Mexicans are a good example of the pattern among Hispanic groups: 11 percent of second-generation children speak only English at home, compared to 5 percent in the first generation. However, for Puerto Ricans and Cubans, two other large Hispanic groups, the second-generation percentages of English monolinguals are noticeably higher: 29 and 27 percent, respectively.

The levels of English monolingualism are notably higher among a few Asian groups, typically, those that come from countries where English is an official language or is widely used. In immigrant families from these countries, then, English, as well as another tongue, may be used by parents, thus favoring the conversion to English monolingualism among children: for instance, 76 percent of second-generation Filipino children speak only English at home, as do 40 percent of Indian children.

### ***English monolingualism in the third generation***

Much larger intergenerational changes are found in the shift to the third generation, whose parents are U.S.-born. The major change comes in the much higher percentages of children who are English monolinguals at home. In general, this pattern is characteristic of large majorities of the children in each group. For Hispanic groups, 60-70 percent of the third generation speaks only English at home: this is the case for 68 percent of third-generation Cubans, for instance; among Mexicans, the figure climbs to 71 percent. The only exception is found among Dominicans: 44 percent of their third generation is monolingual in English at home.

English monolingualism is, by a large margin, the prevalent pattern among Asian groups. In general, 90 percent or more of third-generation Asians speak only English at home: among the Chinese, the figure is 91 percent, and among Koreans, 93 percent. The only groups for which the level of English monolingualism is below 90 percent in the third generation are the Laotians, Pakistanis and Vietnamese. Nevertheless, for none of these three is the level less than 75 percent.

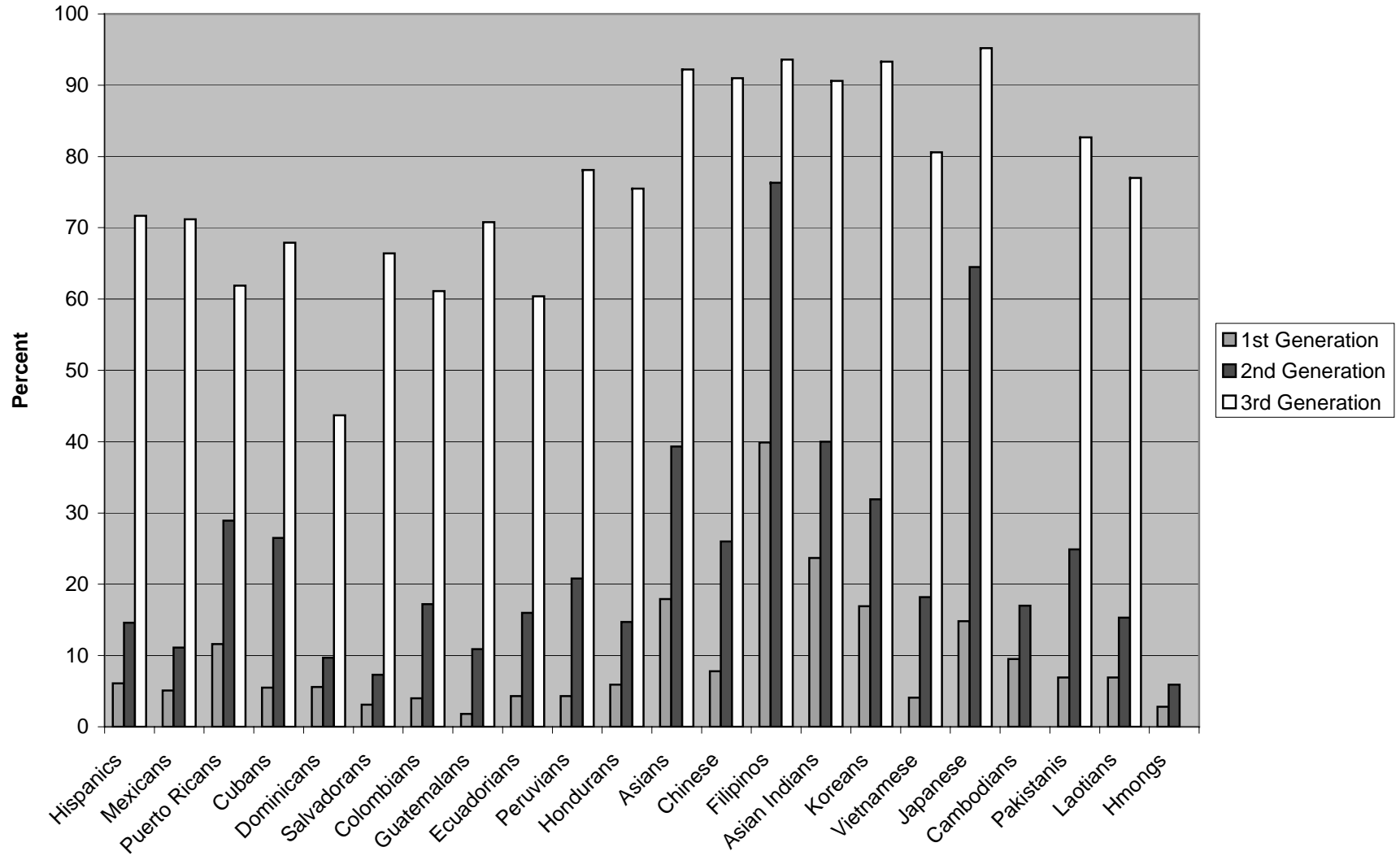
Table 1  
Percent Distribution of Home Language of Children (Ages 6-15) by Generation

	1st Generation			2nd Generation			3rd Generation		
	English only	Other Language		English only	Other Language		English only	Other Language	
		English well	English not well		English well	English not well		English well	English not well
Hispanics	6.1	74.5	19.4	14.6	77.7	7.7	71.7	25.4	2.9
Mexicans	5.1	73.8	21.1	11.1	80.0	8.9	71.2	25.8	3.0
Puerto Ricans	11.6	76.5	11.9	28.9	65.1	6.1	61.9	34.2	3.9
Cubans	5.5	75.9	18.6	26.5	70.0	3.4	67.9	29.6	2.5
Dominicans	5.6	79.8	14.6	9.7	85.2	5.1	43.7	52.1	4.2
Salvadorans	3.1	72.0	24.8	7.3	86.5	6.3	66.4	32.0	1.7
Colombians	4.0	78.9	17.1	17.2	79.7	3.1	61.1	37.3	1.6
Guatemalans	1.8	75.7	22.4	10.9	82.9	6.2	70.8	28.6	0.6
Ecuadorians	4.3	74.1	21.6	16.0	81.2	2.8	60.4	35.6	4.0
Peruvians	4.3	84.0	11.7	20.8	76.1	3.1	78.1	20.9	1.0
Hondurans	5.9	72.8	21.3	14.7	79.6	5.7	75.5	23.6	0.8
Asians	17.9	71.8	10.3	39.3	56.5	4.3	92.2	6.9	0.9
Chinese	7.8	80.1	12.1	26.0	69.8	4.2	91.0	8.0	1.0
Filipinos	39.9	56.0	4.1	76.3	21.9	1.9	93.6	5.6	0.8
Asian Indians	23.7	71.8	4.5	40.0	57.0	3.0	90.6	8.9	0.5
Koreans	16.9	67.2	15.9	31.9	63.1	5.0	93.3	5.5	1.2
Vietnamese	4.1	80.4	15.5	18.2	75.4	6.4	80.6	16.5	2.8
Japanese	14.8	61.0	24.3	64.5	32.4	3.1	95.2	4.2	0.6
Cambodians	9.5	79.6	10.9	17.0	74.4	8.6	n/a	n/a	n/a
Pakistanis	6.9	85.8	7.3	24.9	72.7	2.4	82.7	15.8	1.6
Laotians	6.9	87.2	5.8	15.3	77.5	7.2	77.0	23.0	0.0
Hmongs	2.8	81.0	16.2	5.9	81.2	13.0	n/a	n/a	n/a

Note: n/a = percentages are suppressed because the population is less than 1,000.

For a version of this table that shows the number of children in each generation for each group, see the appendix.

Figure 1  
 Percent of children who speak only English by generation and group





## 2. Comparisons with the past

### *Comparison to the early 20<sup>th</sup> century: Asians resemble the Europeans, but Hispanics exhibit more bilingualism*

Any comparison of the linguistic assimilation of contemporary immigrants groups with that of past groups, who came primarily from Europe, must be approximate because we lack equivalent language data from the census for the high point of mass immigration in the past, which occurred a century ago. The best we can do is to rely on data from censuses taken after the end of European mass immigration in the 1920s because only they have usable questions on the languages spoken by children (see the data in Alba et al., 2002).

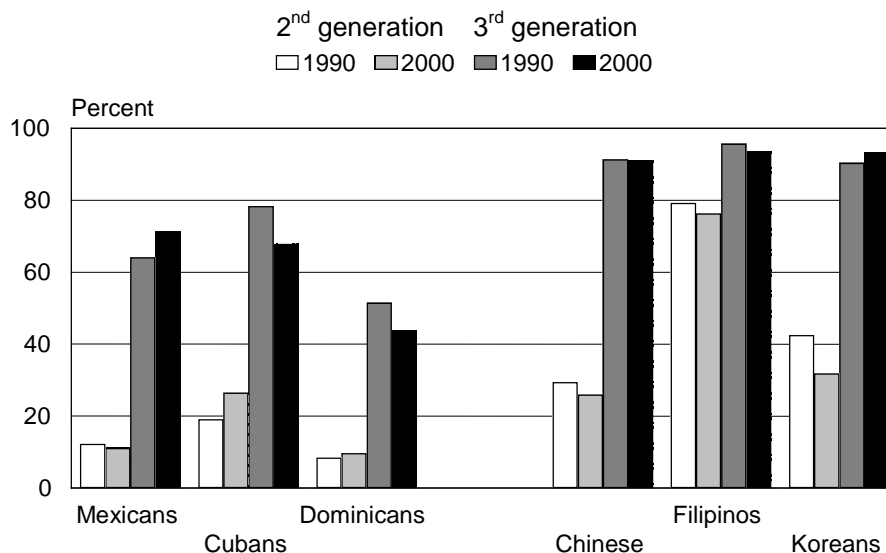
This comparison indicates that:

- 1) in the third generation, the language assimilation of contemporary Asian groups comes close to that of the Europeans. The levels of English monolingualism among the Europeans hovered, with a few exceptions, around 95 percent, while those of contemporary Asian groups are mostly in the 90-95 percent range.
- 2) bilingualism in the third generation is more common among Hispanic groups than it was among Europeans. However, less than 30 percent of third-generation Hispanic children today speak some Spanish at home, and almost all of them also speak English well. Though bilingualism persists more strongly across generations among Hispanics than it did for Europeans, the prevalent third-generation pattern for Hispanics is still English monolingualism. It should also be remembered in this context that not all European groups experienced the extinction of bilingualism by the third generation: Germans and French Canadians are two well-known counterexamples.

### *Comparison to 1990: A decade of very high immigration brought little overall change in language assimilation*

Another kind of comparison to the past, in this case the recent past, is informative. A comparison of linguistic assimilation between the 1990 and 2000 censuses can reveal possible impacts of large-scale immigration, whose absolute level in the 1990s was higher than at any time in American history. Prior research has estimated the children's rates of English monolingualism by generation for several large Hispanic and Asian groups in 1990 census data (Alba et al., 2002). The comparison between these data and those from the 2000 census is shown in Figure 2.

Figure 2  
Percent of children speaking only English at home:  
Comparison between 1990 and 2000



Overall, this comparison indicates stability of language assimilation patterns, though there are some shifts for individual groups.

1) In the second generation, the levels of English monolingualism seem very similar for the major Hispanic immigrant groups (the Puerto Ricans, who are not an immigrant group, were not tabulated in 1990). Thus, 12 percent of second-generation Mexican children spoke only English at home in 1990, compared to 11 percent in 2000. In the case of Cubans, there seems to have been an increase over time in English monolingualism, which was reported for 19 percent of the second generation in 1990 and 27 percent in 2000.

For the second-generation Asian groups, there seems to be a pattern of small declines in English monolingualism over time. For the Chinese, for instance, speaking only English at home was indicated for 29 percent of children in 1990 and 26 percent in 2000. The magnitude of change is very similar for the Filipinos: 79 percent in 1990 and 76 percent in 2000. Koreans are the one group exhibiting a sharper decline: in 1990, 43 percent of the second generation spoke only English at home, but in 2000 the figure had dropped to 32 percent.

2) In the third generation, English monolingualism appears to have become stronger in the largest Hispanic group, Mexicans, but weaker among Cubans and Dominicans. In 1990, 64 percent of Mexican children with U.S.-born parents spoke only English at home, but in 2000, the figure had risen to 71 percent. In contrast, the level of English monolingualism dropped from 78 to 68 percent among Cubans. It also appears to have dropped among Dominicans, the one group that has a level of English monolingualism below 50 percent in the third generation; however, in 1990, the Dominican third generation was so small that the estimate is unreliable.

Among Asian groups, there is little change one way or the other in levels of English monolingualism, which are very high in the third generation. Among the Chinese, for instance, the figure is the same in 1990 and 2000: 91 percent. Among the Koreans, there is a small rise, from 90 percent in 1990 to 93 percent in 2000, while among Filipinos there is an equally small decline, from 96 percent in 1990 to 94 percent in 2000.

It is impossible to infer from the complexity of the changes during the 1990s that a continuing inflow of immigrants is weakening language assimilation over time. The Mexicans are by far the largest immigration stream, and the relative size of their annual number of arrivals was one of the most prominent aspects of immigration in that decade. Yet, despite the extensive media infrastructure that has arisen to deliver programming in Spanish and the many communities in the U.S. where Spanish is spoken on a daily basis in homes and on the streets, the language assimilation of Mexican-American children did not weaken; it may, at least in the third generation, even have strengthened.

However, it is clear that, by comparison with the previous paradigmatic experience, that of the European immigrants of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, there have been changes. The key here is the conversion to English monolingualism by the third generation. This was close to universal for most European groups. Contemporary Asian immigrant groups are not far behind this pattern, but bilingualism persists to a greater extent among third-generation Hispanic groups. In this respect, there is some truth to the claims from nativist and multiculturalist perspectives that an older pattern of language assimilation—mother-tongue extinction, in fact—has broken down. But English hardly seems endangered. Not only is competence in English close to universal among the U.S.-born children and grandchildren of today's immigrants, but even among those groups where bilingualism persists, the predominant pattern by the third generation is English monolingualism.

### **3. Variations by geography**

#### ***Sizes of Asian and Hispanic populations: Not an important factor***

Language assimilation does not vary much across metropolitan regions by the size of their immigrant populations. In Los Angeles, a consistent magnet for immigration from Asia and Latin America since the 1960s and the region with the largest concentrations of Asians and Latinos, the pattern of language shift across the generations is very similar to what it is in the nation as a whole (see Table 2, at end). In the second generation, bilingualism is a bit more common than in the nation as a whole, but English language proficiency is just about as high. Among Hispanics, for example, 91 percent of second-generation speaks some Spanish at home, but the same percentage can speak English well. In the third generation, English monolingualism is as high as it is nationally: Among Hispanics, 72 percent speak only English at home, the same figure as found nationally.

### *The exceptional metropolitan regions: Few in number and frequently near the border*

The main departures from national patterns occur among Hispanics and are found near the U.S.-Mexican border or in other regions where there are strong connections to Latin America. There are a handful of metropolitan regions where more than 10 percent of second-generation children do not speak English well; they are either Texas border areas, such as El Paso, or California agricultural regions, such as Salinas. In either case, many second-generation children, even though born in the U.S., may move back and forth between Mexico and the U.S. with their families.

There are also a small number of regions where less than 60 percent of the third generation is monolingual in English. These again include several border regions, such as Laredo, Texas. In these areas, the persistence of Spanish across several generations has deep historical roots and probably has not been affected much by recent immigration. Other areas are Miami, which has extensive connections to Latin America, and several northeastern regions, such as Newark and New York, where Dominicans are concentrated.

These variations across areas of the U.S. do little to dispel the basic stability we have found in language assimilation patterns. That intergenerational shifts are not affected very much by the numbers of Hispanics and Asians suggests that language assimilation is unlikely to be undermined by continuing growth in these populations because of immigration. Moreover, that the main deviations are found in border regions where bilingualism has long been prevalent also suggests that persisting bilingualism is at least as much a matter of older patterns of language maintenance as of contemporary immigration.

#### **4. Consistency with other studies**

Since Spanish-speakers form by far the largest minority language population in the U.S., there has been other research on their language practices. Although the important national studies have been surveys of adults, rather than children, the picture they yield is consistent in broad strokes with what we have found in this analysis of census data. Thus, the other studies also demonstrate that: 1) with infrequent exceptions, U.S.-born Hispanics speak English well, as do the majority of immigrants who have lived in the U.S. for 10 years; 2) about half of the second generation is English dominant; 3) and by the third generation English dominance, if not monolingualism, is the prevalent pattern. The seemingly high rates of Spanish use among Hispanics today are due mainly to very high rates of recent immigration: in 2000, the foreign born made up 40 percent of the entire Hispanic population.

For instance, according to the 2002 survey of the Pew Hispanic Center (2004), nearly half of the second generation is English dominant, and nearly half is bilingual, when the definitions of language proficiency entail both speaking and reading. Only a small percentage of the second generation (7 percent) is scored as Spanish dominant. In the

third and later generations, more than three-quarters is English dominant, and less than a quarter bilingual; Spanish dominance is no longer a significant pattern.

These language shifts are revealed in a variety of ways. For instance, a Washington Post/Kaiser Foundation survey of Hispanics at the end of the 1990s found that two-thirds of the second generation watched mainly English-language television programs (compared to only a quarter of the immigrant generation); in the third and later generation, the fraction rose to about 90 percent (Goldstein and Suro, 2000).

The most important survey of school-age children is a longitudinal study in Miami and San Diego conducted by sociologists Alejandro Portes and Rubén Rumbaut (Portes and Rumbaut, 2001). Their findings suggest that the pressures to convert to English remain potent. At the time of the first interview, in 1992, with first- and second-generation eighth and ninth graders, the overwhelming majority were already proficient in English, though a large proportion at that point retained fluency in the mother tongue. Yet even where such fluency persisted, the prestige of English was high: overall, nearly three-quarters of respondents preferred to speak English, and this figure was greater still among the members of the second generation. By the time of the second interview three years later, the position of English had been strengthened while that of a mother tongue had deteriorated. The preference for English had expanded to nine-tenths of the youngsters overall. Moreover, reported competency in English had also grown, while that in the mother tongue declined. This study strengthens the doubts about whether bilingualism can be maintained across the generations as other than a minority pattern in the face of the virtually universal proficiency in English and clear preference for it as the language of everyday interaction.

### *Conclusion*

The language assimilation patterns of today are not precisely those of the early 20<sup>th</sup> century, but they do not appear to pose any threat to English as the language that cements the nation and its culture.

Bilingualism is more common today than in the past. Most children of immigrants speak to some extent in the mother tongue at home, especially if their parents have come from Latin America. However, if they are born and raised in the U.S., they are highly likely to speak English well or very well. Among second-generation Hispanic children, only 8 percent do not (and some of those probably belong to families that move back and forth between the U.S. and their countries of origin).

By the third generation, English monolingualism is still the prevalent pattern; that is, parents report that their children speak only English at home. Among Asians, the dominance of English monolingualism in this generation is so high that any difference from the European-American pattern is faint and uncertain. Among Hispanics, a minority of children, about a third, still speak some Spanish at home. By the evidence of other studies, some of these children do not speak Spanish well and will grow up to be

English dominant. Bilingualism, then, is very much a minority pattern by the third generation.

The high migration level of the 1990s did not affect the fundamental shift towards English across the generations. Moreover, many of the main exceptions to the basic pattern are found in border communities where bilingualism is a historically rooted phenomenon, not one that has arisen from recent immigration.

We conclude that both the anxieties about the place of English in an immigration society and the hopes for a multilingual society in which English is no longer hegemonic are misplaced. Other languages, especially Spanish, will be spoken in the U.S., even by the American born; but this is not a radical departure from the American experience. Yet the necessity of learning English well is accepted by virtually all children and grandchildren of immigrants.

## *Methodological Appendix*

Because we are analyzing children, we can make in this report a generational distinction that is otherwise impossible with census data: we can distinguish between the second generation, i.e., U.S.-born children with at least one foreign-born parent, and the third (or a later) generation, i.e., U.S.-born children whose parents are also U.S. born. We can do this by linking children to their parents in the same household. To take maximal advantage of family linkages in census data, we use a special version of public-use sample data, known as the Integrated Public Use Microdata Samples (or IPUMS), prepared at the University of Minnesota, in which some family linkages in each household have been inferred (see Ruggles et al., 2004).

Further, because intermarriage in the parental generation represents one route to linguistic assimilation, we retain children with mixed ancestral backgrounds in the analysis for each group. To make sure that we do not overlook them, we include children with mixed racial backgrounds and those for whom a group origin is reported as an ancestry rather than a race or Hispanic origin. For instance, our analysis of Mexican Americans includes children: 1) who are reported as “Mexican” on the Hispanic-origin question of the census, or 2) for whom “Mexican” is reported as an ancestry (regardless of what was reported for them on the Hispanic-origin question). Our analysis of Chinese-American children includes those: 1) who are reported only as Chinese on the race question; 2) who are reported as Chinese and another race on the race question; or 3) for whom “Chinese” is reported as an ancestry (regardless of what was reported on the race question). (Note: The Hispanic-origin question, unlike the race question on the 2000 census, does not allow more than one group to be reported.)

In general, the inclusion of mixed-ethnic and mixed-race children does not make a large difference for the results, but the difference tends to be larger for the Asian groups than for the Hispanic ones. This result follows from the higher intermarriage rates of the Asian groups. For example, if membership in the Chinese group were restricted to individuals who are only Chinese on the race question, then in the second generation just 18 percent (versus 26 percent in Table 1) would be reported as speaking only English at home; in the third, 84 percent (versus 91 percent) would be reported as English monolinguals. For Mexicans, by contrast, the figures would change by less than 1 point. Of the major conclusions, the only one that might seem open to question concerns the resemblance of Asian language assimilation to that among Europeans. However, when one takes into account that a substantial fraction of the European third generation also had mixed ancestry, then the resemblance would be restored.

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Table 2  
Children's home language by generation in metro areas with highest Hispanic and Asian concentrations  
Hispanics

	Total Hispanic Population	1 <sup>st</sup> Generation			2 <sup>nd</sup> Generation			3 <sup>rd</sup> Generation		
		English only	English well	English not well	English only	English well	English not well	English only	English well	English not well
Los Angeles-Long Beach, CA	4,242,213	4.4	76.3	19.2	8.9	82.0	9.0	72.3	25.6	2.1
New York, NY	2,339,836	6.0	77.6	16.4	14.6	79.4	5.9	50.3	44.6	5.1
Chicago, IL	1,416,584	4.7	71.3	24.0	11.2	79.5	9.3	67.6	29.0	3.4
Miami, FL	1,290,224	4.0	78.7	17.3	8.3	88.3	3.4	34.3	63.1	2.5
Houston, TX	1,248,586	4.6	70.2	25.2	12.0	77.5	10.6	68.1	28.3	3.7
Riverside-San Bernardino, CA	1,228,962	4.6	78.6	16.8	15.8	77.3	6.9	82.2	16.4	1.4
Orange County, CA	875,579	4.1	77.3	18.7	10.6	80.0	9.4	83.2	15.8	1.0
Phoenix-Mesa, AZ	817,012	4.9	70.9	24.2	13.9	76.5	9.5	77.2	20.3	2.4
San Antonio, TX	816,037	12.8	71.9	15.3	23.7	71.4	4.9	67.6	28.0	4.4
Dallas, TX	810,499	2.9	70.6	26.5	11.0	79.4	9.6	64.1	32.0	3.9
San Diego, CA	750,965	6.2	77.2	16.6	12.7	77.6	9.7	73.5	24.6	1.9
El Paso, TX	531,654	8.6	73.7	17.8	6.7	81.4	11.9	37.4	56.3	6.4
McAllen-Edinburg-Mission, TX	503,100	3.3	78.3	18.4	3.6	86.9	9.5	25.2	68.9	6.0
Oakland, CA	441,686	5.2	73.0	21.8	16.4	76.0	7.7	84.4	13.4	2.2
Washington, DC-MD-VA-WV	432,003	6.8	75.3	17.9	15.4	80.7	3.9	81.0	15.9	3.2
Fresno, CA	406,151	10.1	68.5	21.4	13.4	77.5	9.2	79.5	19.1	1.5
San Jose, CA	403,401	5.6	77.3	17.1	16.0	76.7	7.2	83.6	14.4	2.0
Denver, CO	397,236	6.4	60.7	32.8	16.8	74.2	9.0	87.8	10.5	1.7

For a version of this table that shows the number of children in each generation by metropolitan region, see the appendix.

Table 2  
Children's home language by generation in metro areas with highest Hispanic and Asian concentrations  
Hispanics

Austin-San Marcos, TX	327,760	12.7	58.7	28.6	21.3	68.3	10.4	73.5	22.4	4.1
Las Vegas, NV-AZ	322,038	7.2	74.1	18.8	10.8	82.0	7.2	81.5	16.1	2.3
Fort Worth-Arlington, TX	309,851	5.7	72.0	22.3	12.8	79.9	7.3	74.7	22.2	3.1
Albuquerque, NM	295,239	9.4	66.2	24.3	25.8	65.4	8.8	79.9	17.6	2.5
San Francisco, CA	291,563	4.9	77.9	17.2	13.8	80.3	5.9	77.6	21.6	0.8
Brownsville - Harlingen - San Benito, TX	282,736	6.1	74.1	19.7	8.6	82.8	8.7	27.6	62.9	9.5
Nassau-Suffolk, NY	282,693	8.7	79.5	11.8	25.7	70.7	3.6	81.3	17.1	1.6
Fort Lauderdale, FL	271,652	5.8	81.1	13.2	25.2	71.2	3.6	69.2	28.7	2.2
Orlando, FL	271,627	6.8	80.6	12.6	24.2	69.4	6.3	62.2	32.7	5.1
Newark, NJ	270,557	4.1	76.6	19.4	19.7	74.2	6.1	55.8	40.3	3.9
Atlanta, GA	268,851	6.0	69.8	24.3	22.9	71.1	6.0	82.7	14.8	2.5
Philadelphia, PA-NJ	258,606	9.7	73.8	16.5	25.5	67.6	6.9	62.0	31.1	6.8
Bakersfield, CA	254,036	4.0	79.7	16.3	9.9	79.7	10.4	75.5	21.9	2.6
Ventura, CA	251,734	3.1	74.1	22.8	14.6	74.4	11.0	79.8	18.0	2.2
Tampa-St. Petersburg-Clearwater, FL	248,642	7.7	79.0	13.3	27.9	67.3	4.8	76.5	21.0	2.5
Tucson, AZ	247,578	9.0	75.3	15.8	19.0	76.6	4.4	70.0	27.5	2.6
Jersey City, NJ	242,123	3.5	82.2	14.3	10.4	85.7	3.9	46.8	50.3	2.9

Table 2  
 Children's home language by generation in metro areas with highest Hispanic and Asian concentrations  
 Hispanics

Bergen-Passaic, NJ	237,869	2.5	82.1	15.4	17.4	78.2	4.5	58.2	37.8	4.0
Sacramento, CA	234,475	5.1	75.2	19.6	23.2	70.0	6.8	88.0	10.9	1.1
Corpus Christi, TX	208,132	--	--	--	28.6	68.1	3.3	65.0	32.2	2.8
Boston, MA-NH	202,513	4.8	84.4	10.8	16.2	78.6	5.2	62.6	35.3	2.1
Salinas, CA	187,969	2.3	70.6	27.1	8.7	75.7	15.6	68.2	27.8	4.0
Visalia-Tulare-Porterville, CA	186,846	5.3	69.9	24.8	9.0	81.6	9.4	76.5	21.5	1.9
Laredo, TX	182,070	4.2	77.0	18.8	4.0	85.7	10.3	13.1	78.6	8.3
Stockton-Lodi, CA	172,073	5.7	65.7	28.6	14.9	78.9	6.3	82.7	15.7	1.6
Salt Lake City-Ogden, UT	144,600	5.5	75.2	19.3	23.6	72.0	4.4	85.7	13.8	0.5
Portland-Vancouver, OR-WA	142,444	5.1	68.4	26.5	21.0	72.6	6.4	88.0	10.2	1.8
Modesto, CA	141,871	5.8	77.7	16.5	12.1	81.5	6.4	77.1	21.3	1.6
West Palm Beach-Boca Raton, FL	140,675	7.9	73.0	19.1	23.1	72.0	4.9	72.0	26.4	1.6
Santa Barbara-Santa Maria-Lompoc, CA	136,668	7.3	74.6	18.1	7.8	81.5	10.8	82.3	15.0	2.7
Middlesex-Somerset-Hunterdon, NJ	131,122	5.7	73.5	20.9	24.8	70.1	5.1	74.2	23.6	2.2
Detroit, MI	128,075	5.7	68.3	26.0	27.0	66.5	6.5	85.8	12.5	1.7

Table 2  
Children's home language by generation in metro areas with highest Hispanic and Asian concentrations  
Asians

	Total Asian Population	1st Generation			2nd Generation			3rd Generation		
		English only	Other Language		English only	Other Language		English only	Other Language	
			English well	English not well		English well	English not well		English well	English not well
Los Angeles-Long Beach, CA	1,284,112	11.5	76.7	11.8	33.6	62.1	4.4	92.6	6.8	0.5
New York, NY	956,071	14.6	72.6	12.7	28.5	67.2	4.3	77.5	18.0	4.4
Honolulu, HI	619,253	26.0	63.9	10.1	70.7	28.0	1.3	92.6	6.7	0.6
San Jose, CA	472,530	13.1	77.3	9.6	35.6	59.5	4.9	94.8	4.4	0.7
Oakland, CA	461,028	15.0	79.0	6.1	39.9	56.1	4.0	93.7	5.9	0.4
San Francisco, CA	435,082	10.7	76.6	12.7	39.5	58.1	2.4	86.5	12.8	0.7
Orange County, CA	434,778	9.2	77.3	13.5	28.7	66.9	4.4	93.3	6.2	0.5
Chicago, IL	429,533	14.0	77.8	8.2	37.8	58.1	4.1	84.2	14.7	1.2
Washington, DC-MD-VA-WV	379,949	15.1	74.4	10.5	35.6	60.2	4.2	96.6	3.4	0.0
San Diego, CA	303,204	29.1	65.3	5.5	59.5	37.5	3.0	88.8	11.2	0.0
Seattle-Bellevue-Everett, WA	272,961	16.3	70.5	13.2	42.5	52.7	4.8	96.1	3.5	0.4
Houston, TX	245,418	12.5	78.5	9.0	31.1	64.5	4.4	81.1	14.3	4.6
Philadelphia, PA-NJ	196,054	14.2	77.9	8.0	32.4	62.9	4.7	94.8	4.0	1.2
Boston, MA-NH	186,803	13.2	75.4	11.4	27.5	66.7	5.8	92.7	7.3	0.0
Sacramento, CA	178,894	13.3	73.7	12.9	28.8	63.0	8.1	93.7	6.1	0.2
Riverside-San Bernardino, CA	174,117	27.2	67.3	5.5	49.6	46.4	4.0	95.2	4.2	0.7
Dallas, TX	160,971	13.5	76.6	9.9	30.9	64.9	4.2	85.5	13.0	1.5
Atlanta, GA	155,117	10.4	79.6	10.1	30.3	62.8	6.9	96.3	2.9	0.8
Minneapolis-St. Paul, MN-WI	142,322	5.1	80.3	14.6	23.9	67.0	9.2	84.8	15.2	0.0

Table 2  
Children's home language by generation in metro areas with highest Hispanic and Asian concentrations  
Asians

Middlesex-Somerset-Hunterdon, NJ	140,599	14.8	77.6	7.6	31.4	65.1	3.5	--	--	--
Detroit, MI	122,559	18.5	72.3	9.3	38.5	57.5	4.0	94.5	5.5	0.0
Bergen-Passaic, NJ	122,218	9.5	75.1	15.3	27.4	65.5	7.1	--	--	--
Nassau-Suffolk, NY	112,848	18.1	74.4	7.5	42.4	54.5	3.1	97.3	2.7	0.0
Portland-Vancouver, OR-WA	111,064	13.1	76.8	10.1	42.4	52.6	5.0	95.9	3.3	0.8
Las Vegas, NV-AZ	96,503	35.5	58.1	6.4	53.7	43.1	3.2	85.2	12.6	2.1
Newark, NJ	92,362	22.2	70.5	7.3	43.7	53.9	2.4	--	--	--
Phoenix-Mesa, AZ	87,518	24.4	66.9	8.7	52.4	45.1	2.5	91.2	8.8	0.0
Baltimore, MD	80,757	17.8	75.7	6.5	42.4	55.5	2.2	93.1	6.3	0.6
Denver, CO	78,976	18.2	72.4	9.4	33.9	63.5	2.6	92.9	6.1	1.0
Stockton-Lodi, CA	78,691	18.7	71.6	9.7	23.5	66.0	10.5	92.0	7.4	0.7
Fresno, CA	77,539	6.1	80.1	13.9	16.5	74.2	9.3	98.5	1.0	0.5
Vallejo-Fairfield-Napa, CA	67,477	27.2	52.9	19.9	70.4	24.7	4.8	93.3	6.7	0.0
Jersey City, NJ	63,388	10.5	83.8	5.7	37.6	59.3	3.2	--	--	--
Fort Worth-Arlington, TX	62,438	15.1	79.8	5.1	33.4	62.1	4.5	--	--	--
Tampa-St. Petersburg-Clearwater, FL	55,977	27.5	60.8	11.7	42.3	55.1	2.6	90.5	8.3	1.2
Norfolk-Virginia Beach-Newport News, VA-NC	55,245	53.3	42.2	4.5	64.4	34.1	1.5	96.2	3.8	0.0
Orlando, FL	55,101	21.9	72.6	5.5	54.3	44.7	1.0	--	--	--
Austin-San Marcos, TX	51,985	22.9	71.0	6.0	38.4	56.3	5.3	--	--	--

Table 2  
 Children's home language by generation in metro areas with highest Hispanic and Asian concentrations  
 Asians

Tacoma, WA	50,724	37.8	51.5	10.7	48.9	46.5	4.5	95.7	4.3	0.0
Ventura, CA	50,137	20.7	74.0	5.3	55.6	42.3	2.1	94.2	5.8	0.0
Fort Lauderdale, FL	46,658	42.9	50.7	6.4	51.7	48.1	0.2	--	--	--
St. Louis, MO-IL	45,725	21.3	67.5	11.3	43.4	49.0	7.6	92.0	8.0	0.0
Columbus, OH	43,206	19.7	70.9	9.4	41.5	51.5	7.0	--	--	--
Miami, FL	41,734	21.6	78.4	0.0	42.0	56.1	1.9	--	--	--
Raleigh-Durham- Chapel Hill, NC	39,573	14.9	76.3	8.8	29.8	61.4	8.7	--	--	--
Salt Lake City- Ogden, UT	38,550	21.2	71.8	7.0	43.1	56.2	0.6	100.0	0.0	0.0
Cleveland-Lorain- Elyria, OH	37,403	--	--	--	50.4	45.7	3.9	--	--	--
Milwaukee- Waukesha, WI	36,874	13.1	77.0	9.8	18.2	73.8	8.0	93.8	6.2	0.0
Kansas City, MO- KS	35,674	29.7	56.1	14.2	39.2	58.2	2.7	98.0	2.0	0.0
Monmouth-Ocean, NJ	35,424	22.2	73.8	4.0	48.5	48.5	3.0	--	--	--

Appendix Table 1  
Percent Distribution of Home Language of Children (Ages 6-15) by Generation, with Ns by generation

	1st Generation				2nd Generation				3rd Generation			
	1 <sup>st</sup> Gen. Children (1000's)	English only	Other Language		2 <sup>nd</sup> Gen. Children (1000's)	English only	Other Language		3 <sup>rd</sup> Gen. Children (1000's)	English only	Other Language	
			English well	English not well			English well	English not well			English well	English not well
Hispanics	1,126.3	6.1	74.5	19.4	3,173.6	14.6	77.7	7.7	2,238.5	71.7	25.4	2.9
Mexicans	733.2	5.1	73.8	21.1	2,075.2	11.1	80.0	8.9	1,393.6	71.2	25.8	3.0
Puerto Ricans	101.6	11.6	76.5	11.9	274.0	28.9	65.1	6.1	311.9	61.9	34.2	3.9
Cubans	28.3	5.5	75.9	18.6	114.8	26.5	70.0	3.4	46.7	67.9	29.6	2.5
Dominicans	49.2	5.6	79.8	14.6	121.2	9.7	85.2	5.1	15.9	43.7	52.1	4.2
Salvadorans	27.4	3.1	72.0	24.8	114.0	7.3	86.5	6.3	6.1	66.4	32.0	1.7
Colombians	29.2	4.0	78.9	17.1	60.4	17.2	79.7	3.1	9.3	61.1	37.3	1.6
Guatemalans	19.4	1.8	75.7	22.4	53.1	10.9	82.9	6.2	4.1	70.8	28.6	0.6
Ecuadorians	13.0	4.3	74.1	21.6	33.7	16.0	81.2	2.8	4.0	60.4	35.6	4.0
Peruvians	14.7	4.3	84.0	11.7	30.3	20.8	76.1	3.1	4.6	78.1	20.9	1.0
Hondurans	13.5	5.9	72.8	21.3	28.2	14.7	79.6	5.7	3.0	75.5	23.6	0.8
Asians	432.1	17.9	71.8	10.3	1,059.1	39.3	56.5	4.3	299.6	92.2	6.9	0.9
Chinese	71.6	7.8	80.1	12.1	223.2	26.0	69.8	4.2	53.1	91.0	8.0	1.0
Filipinos	76.6	39.9	56.0	4.1	225.1	76.3	21.9	1.9	75.7	93.6	5.6	0.8
Asian Indians	83.2	23.7	71.8	4.5	152.1	40.0	57.0	3.0	11.3	90.6	8.9	0.5
Koreans	47.5	16.9	67.2	15.9	109.5	31.9	63.1	5.0	14.6	93.3	5.5	1.2
Vietnamese	50.9	4.1	80.4	15.5	122.9	18.2	75.4	6.4	4.0	80.6	16.5	2.8
Japanese	20.7	14.8	61.0	24.3	43.9	64.5	32.4	3.1	91.7	95.2	4.2	0.6
Cambodians	7.8	9.5	79.6	10.9	40.9	17.0	74.4	8.6	0.5	n/a	n/a	n/a
Pakistanis	21.3	6.9	85.8	7.3	27.7	24.9	72.7	2.4	1.1	82.7	15.8	1.6
Laotians	8.5	6.9	87.2	5.8	34.6	15.3	77.5	7.2	1.1	77.0	23.0	0.0
Hmongs	19.1	2.8	81.0	16.2	42.0	5.9	81.2	13.0	0.2	n/a	n/a	n/a

Note: n/a = percentages are suppressed because the population is less than 1,000.



Appendix Table 2

Children's home language by generation in metro areas with highest Hispanic and Asian concentrations, with Ns by generation  
Hispanics

	Total Hispanic Population	1st Generation				2nd Generation				3rd Generation			
		1 <sup>st</sup> Gen. Children (1000's)	English only	Other Language		2 <sup>nd</sup> Gen. Children (1000's)	English only	Other Language		3 <sup>rd</sup> Gen. Children (1000's)	English only	Other Language	
				English well	English not well			English well	English not well			English well	English not well
Los Angeles- Long Beach, CA	4,242,213	124.7	4.4	76.3	19.2	537.2	8.9	82.0	9.0	140.9	72.3	25.6	2.1
New York, NY	2,339,836	69.1	6.0	77.6	16.4	212.8	14.6	79.4	5.9	98.4	50.3	44.6	5.1
Chicago, IL	1,416,584	50.5	4.7	71.3	24.0	153.1	11.2	79.5	9.3	51.6	67.6	29.0	3.4
Miami, FL	1,290,224	51.4	4.0	78.7	17.3	109.4	8.3	88.3	3.4	15.3	34.3	63.1	2.5
Houston, TX	1,248,586	44.1	4.6	70.2	25.2	122.6	12.0	77.5	10.6	62.5	68.1	28.3	3.7
Riverside-San Bernardino, CA	1,228,962	30.3	4.6	78.6	16.8	141.1	15.8	77.3	6.9	94.2	82.2	16.4	1.4
Orange County, CA	875,579	33.7	4.1	77.3	18.7	100.2	10.6	80.0	9.4	34.4	83.2	15.8	1.0
Phoenix-Mesa, AZ	817,012	32.9	4.9	70.9	24.2	57.7	13.9	76.5	9.5	60.1	77.2	20.3	2.4
San Antonio, TX	816,037	10.3	12.8	71.9	15.3	35.9	23.7	71.4	4.9	96.2	67.6	28.0	4.4
Dallas, TX	810,499	32.3	2.9	70.6	26.5	73.1	11.0	79.4	9.6	37.0	64.1	32.0	3.9
San Diego, CA	750,965	24.3	6.2	77.2	16.6	83.3	12.7	77.6	9.7	39.5	73.5	24.6	1.9
El Paso, TX	531,654	11.4	8.6	73.7	17.8	51.7	6.7	81.4	11.9	36.1	37.4	56.3	6.4
McAllen- Edinburg- Mission, TX	503,100	13.2	3.3	78.3	18.4	50.1	3.6	86.9	9.5	34.8	25.2	68.9	6.0
Oakland, CA	441,686	14.4	5.2	73.0	21.8	40.9	16.4	76.0	7.7	25.5	84.4	13.4	2.2
Washington, DC-MD-VA- WV	432,003	16.3	6.8	75.3	17.9	39.1	15.4	80.7	3.9	10.3	81.0	15.9	3.2
Fresno, CA	406,151	14.7	10.1	68.5	21.4	39.3	13.4	77.5	9.2	31.4	79.5	19.1	1.5
San Jose, CA	403,401	11.2	5.6	77.3	17.1	34.6	16.0	76.7	7.2	25.3	83.6	14.4	2.0
Denver, CO	397,236	12.3	6.4	60.7	32.8	18.7	16.8	74.2	9.0	37.1	87.8	10.5	1.7

Appendix Table 2  
 Children's home language by generation in metro areas with highest Hispanic and Asian concentrations  
 Hispanics

Austin-San Marcos, TX	327,760	8.7	12.7	58.7	28.6	17.4	21.3	68.3	10.4	26.4	73.5	22.4	4.1
Las Vegas, NV-AZ	322,038	12.3	7.2	74.1	18.8	29.2	10.8	82.0	7.2	14.7	81.5	16.1	2.3
Fort Worth-Arlington, TX	309,851	11.5	5.7	72.0	22.3	25.0	12.8	79.9	7.3	22.0	74.7	22.2	3.1
Albuquerque, NM	295,239	3.9	9.4	66.2	24.3	9.0	25.8	65.4	8.8	37.7	79.9	17.6	2.5
San Francisco, CA	291,563	7.4	4.9	77.9	17.2	24.8	13.8	80.3	5.9	9.1	77.6	21.6	0.8
Brownsville - Harlingen - San Benito, TX	282,736	6.4	6.1	74.1	19.7	28.3	8.6	82.8	8.7	21.8	27.6	62.9	9.5
Nassau-Suffolk, NY	282,693	7.0	8.7	79.5	11.8	27.6	25.7	70.7	3.6	15.2	81.3	17.1	1.6
Fort Lauderdale, FL	271,652	11.8	5.8	81.1	13.2	26.4	25.2	71.2	3.6	8.6	69.2	28.7	2.2
Orlando, FL	271,627	14.8	6.8	80.6	12.6	22.0	24.2	69.4	6.3	12.3	62.2	32.7	5.1
Newark, NJ	270,557	9.7	4.1	76.6	19.4	25.8	19.7	74.2	6.1	9.9	55.8	40.3	3.9
Atlanta, GA	268,851	13.1	6.0	69.8	24.3	14.7	22.9	71.1	6.0	8.3	82.7	14.8	2.5
Philadelphia, PA-NJ	258,606	9.6	9.7	73.8	16.5	22.0	25.5	67.6	6.9	20.7	62.0	31.1	6.8
Bakersfield, CA	254,036	8.3	4.0	79.7	16.3	27.7	9.9	79.7	10.4	17.3	75.5	21.9	2.6
Ventura, CA	251,734	7,129	3.1	74.1	22.8	27.3	14.6	74.4	11.0	15.5	79.8	18.0	2.2
Tampa-St. Petersburg-Clearwater, FL	248,642	9.1	7.7	79.0	13.3	19.1	27.9	67.3	4.8	16.8	76.5	21.0	2.5
Tucson, AZ	247,578	5.7	9.0	75.3	15.8	19.2	19.0	76.6	4.4	23.1	70.0	27.5	2.6
Jersey City, NJ	242,123	8.4	3.5	82.2	14.3	22.3	10.4	85.7	3.9	7.0	46.8	50.3	2.9
Bergen-Passaic, NJ	237,869	7.7	2.5	82.1	15.4	23.3	17.4	78.2	4.5	7.2	58.2	37.8	4.0
Sacramento, CA	234,475	5.4	5.1	75.2	19.6	16.9	23.2	70.0	6.8	25.1	88.0	10.9	1.1

Appendix Table 2  
 Children's home language by generation in metro areas with highest Hispanic and Asian concentrations  
 Hispanics

Corpus Christi, TX	208,132	0.7	--	--	--	3.2	28.6	68.1	3.3	19.4	65.0	32.2	2.8
Boston, MA-NH	202,513	7.9	4.8	84.4	10.8	20.3	16.2	78.6	5.2	7.7	62.6	35.3	2.1
Salinas, CA	187,969	4.3	2.3	70.6	27.1	13.8	8.7	75.7	15.6	4.6	68.2	27.8	4.0
Visalia-Tulare-Porterville, CA	186,846	6.2	5.3	69.9	24.8	20.8	9.0	81.6	9.4	13.7	76.5	21.5	1.9
Laredo, TX	182,070	4.1	4.2	77.0	18.8	16.5	4.0	85.7	10.3	13.8	13.1	78.6	8.3
Stockton-Lodi, CA	172,073	4.8	5.7	65.7	28.6	15.4	14.9	78.9	6.3	14.0	82.7	15.7	1.6
Salt Lake City-Ogden, UT	144,600	5.9	5.5	75.2	19.3	8.2	23.6	72.0	4.4	13.6	85.7	13.8	0.5
Portland-Vancouver, OR-WA	142,444	6.2	5.1	68.4	26.5	10.4	21.0	72.6	6.4	9.1	88.0	10.2	1.8
Modesto, CA	141,871	5.0	5.8	77.7	16.5	15.6	12.1	81.5	6.4	11.0	77.1	21.3	1.6
West Palm Beach-Boca Raton, FL	140,675	5.4	7.9	73.0	19.1	12.7	23.1	72.0	4.9	4.8	72.0	26.4	1.6
Santa Barbara-Santa Maria-Lompoc, CA	136,668	5.1	7.3	74.6	18.1	14.6	7.8	81.5	10.8	7.4	82.3	15.0	2.7
Middlesex-Somerset-Hunterdon, NJ	131,122	4.7	5.7	73.5	20.9	12.4	24.8	70.1	5.1	5.2	74.2	23.6	2.2
Detroit, MI	128,075	3.1	5.7	68.3	26.0	6.5	27.0	66.5	6.5	17.9	85.8	12.5	1.7

Appendix Table 2  
Children's home language by generation in metro areas with highest Hispanic and Asian concentrations  
Asians

	Total Asian Population	1st Generation				2nd Generation				3rd Generation			
		1 <sup>st</sup> Gen. Children (1000's)	English only	Other Language		2 <sup>nd</sup> Gen. Children (1000's)	English only	Other Language		3 <sup>rd</sup> Gen. Children (1000's)	English only	Other Language	
				English well	English not well			English well	English not well			English well	English not well
Los Angeles-Long Beach, CA	1,284,112	36.5	11.5	76.7	11.8	115.8	33.6	62.1	4.4	18.0	92.6	6.8	0.5
New York, NY	956,071	41.3	14.6	72.6	12.7	68.3	28.5	67.2	4.3	4.7	77.5	18.0	4.4
Honolulu, HI	619,253	8.1	26.0	63.9	10.1	23.5	70.7	28.0	1.3	46.0	92.6	6.7	0.6
San Jose, CA	472,530	14.6	13.1	77.3	9.6	41.1	35.6	59.5	4.9	5.8	94.8	4.4	0.7
Oakland, CA	461,028	13.2	15.0	79.0	6.1	44.2	39.9	56.1	4.0	10.7	93.7	5.9	0.4
San Francisco, CA	435,082	9.4	10.7	76.6	12.7	34.9	39.5	58.1	2.4	6.5	86.5	12.8	0.7
Orange County, CA	434,778	14.1	9.2	77.3	13.5	41.3	28.7	66.9	4.4	7.2	93.3	6.2	0.5
Chicago, IL	429,533	14.7	14.0	77.8	8.2	38.0	37.8	58.1	4.1	5.1	84.2	14.7	1.2
Washington, DC-MD-VA-WV	379,949	15.9	15.1	74.4	10.5	31.5	35.6	60.2	4.2	3.6	96.6	3.4	0.0
San Diego, CA	303,204	10.8	29.1	65.3	5.5	29.1	59.5	37.5	3.0	6.7	88.8	11.2	0.0
Seattle-Bellevue-Everett, WA	272,961	9.2	16.3	70.5	13.2	22.7	42.5	52.7	4.8	7.6	96.1	3.5	0.4
Houston, TX	245,418	10.0	12.5	78.5	9.0	24.3	31.1	64.5	4.4	2.0	81.1	14.3	4.6
Philadelphia, PA-NJ	196,054	8.0	14.2	77.9	8.0	16.7	32.4	62.9	4.7	3.0	94.8	4.0	1.2
Boston, MA-NH	186,803	6.0	13.2	75.4	11.4	13.3	27.5	66.7	5.8	2.3	92.7	7.3	0.0
Sacramento, CA	178,894	6.2	13.3	73.7	12.9	20.5	28.8	63.0	8.1	6.0	93.7	6.1	0.2
Riverside-San Bernardino, CA	174,117	5.3	27.2	67.3	5.5	19.6	49.6	46.4	4.0	5.5	95.2	4.2	0.7

Appendix Table 2  
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 Asians

Dallas, TX	160,971	6.4	13.5	76.6	9.9	14.8	30.9	64.9	4.2	1.8	85.5	13.0	1.5
Atlanta, GA	155,117	6.7	10.4	79.6	10.1	11.7	30.3	62.8	6.9	2.0	96.3	2.9	0.8
Minneapolis- St. Paul, MN- WI	142,322	9.9	5.1	80.3	14.6	15.8	23.9	67.0	9.2	1.3	84.8	15.2	0.0
Middlesex- Somerset- Hunterdon, NJ	140,599	5.2	14.8	77.6	7.6	12.6	31.4	65.1	3.5	0.5	--	--	--
Detroit, MI	122,559	6.2	18.5	72.3	9.3	9.4	38.5	57.5	4.0	1.3	94.5	5.5	0.0
Bergen- Passaic, NJ	122,218	6.8	9.5	75.1	15.3	12.0	27.4	65.5	7.1	0.6	--	--	--
Nassau- Suffolk, NY	112,848	3.7	18.1	74.4	7.5	12.5	42.4	54.5	3.1	1.1	97.3	2.7	0.0
Portland- Vancouver, OR-WA	111,064	3.4	13.1	76.8	10.1	9.8	42.4	52.6	5.0	3.9	95.9	3.3	0.8
Las Vegas, NV-AZ	96,503	3.0	35.5	58.1	6.4	7.5	53.7	43.1	3.2	2.9	85.2	12.6	2.1
Newark, NJ	92,362	3.7	22.2	70.5	7.3	9.5	43.7	53.9	2.4	0.9	--	--	--
Phoenix-Mesa, AZ	87,518	2.9	24.4	66.9	8.7	8.8	52.4	45.1	2.5	3.0	91.2	8.8	0.0
Baltimore, MD	80,757	3.0	17.8	75.7	6.5	7.0	42.4	55.5	2.2	2.0	93.1	6.3	0.6
Denver, CO	78,976	2.3	18.2	72.4	9.4	7.0	33.9	63.5	2.6	2.3	92.9	6.1	1.0
Stockton-Lodi, CA	78,691	3.3	18.7	71.6	9.7	12.5	23.5	66.0	10.5	2.7	92.0	7.4	0.7
Fresno, CA	77,539	4.6	6.1	80.1	13.9	12.0	16.5	74.2	9.3	2.2	98.5	1.0	0.5
Vallejo- Fairfield-Napa, CA	67,477	2.0	27.2	52.9	19.9	6.6	70.4	24.7	4.8	2.2	93.3	6.7	0.0
Jersey City, NJ	63,388	2.9	10.5	83.8	5.7	4.6	37.6	59.3	3.2	0.1	--	--	--
Fort Worth- Arlington, TX	62,438	2.4	15.1	79.8	5.1	6.4	33.4	62.1	4.5	0.9	--	--	--

Appendix Table 2  
Children's home language by generation in metro areas with highest Hispanic and Asian concentrations  
Asians

Tampa-St. Petersburg-Clearwater, FL	55,977	2.5	27.5	60.8	11.7	5.8	42.3	55.1	2.6	1.5	90.5	8.3	1.2
Norfolk-Virginia Beach-Newport News, VA-NC	55,245	2.4	53.3	42.2	4.5	5.1	64.4	34.1	1.5	1.5	96.2	3.8	0.0
Orlando, FL	55,101	2.3	21.9	72.6	5.5	5.3	54.3	44.7	1.0	0.9	--	--	--
Austin-San Marcos, TX	51,985	1,374	22.9	71.0	6.0	3.9	38.4	56.3	5.3	0.7	--	--	--
Tacoma, WA	50,724	2,213	37.8	51.5	10.7	4.9	48.9	46.5	4.5	2.5	95.7	4.3	0.0
Ventura, CA	50,137	1,167	20.7	74.0	5.3	4.8	55.6	42.3	2.1	2.2	94.2	5.8	0.0
Fort Lauderdale, FL	46,658	2,071	42.9	50.7	6.4	4.9	51.7	48.1	0.2	0.5	--	--	--
St. Louis, MO-IL	45,725	2,154	21.3	67.5	11.3	3.3	43.4	49.0	7.6	1.1	92.0	8.0	0.0
Columbus, OH	43,206	1,859	19.7	70.9	9.4	2.9	41.5	51.5	7.0	0.9	--	--	--
Miami, FL	41,734	1,352	21.6	78.4	0.0	3.7	42.0	56.1	1.9	0.6	--	--	--
Raleigh-Durham-Chapel Hill, NC	39,573	1,644	14.9	76.3	8.8	2.3	29.8	61.4	8.7	0.8	--	--	--
Salt Lake City-Ogden, UT	38,550	1,277	21.2	71.8	7.0	3.7	43.1	56.2	0.6	1.6	100.0	0.0	0.0
Cleveland-Lorain-Elyria, OH	37,403	855	--	--	--	3.3	50.4	45.7	3.9	0.8	--	--	--
Milwaukee-Waukesha, WI	36,874	1,493	13.1	77.0	9.8	3.7	18.2	73.8	8.0	1.0	93.8	6.2	0.0
Kansas City, MO-KS	35,674	1,413	29.7	56.1	14.2	2.9	39.2	58.2	2.7	1.2	98.0	2.0	0.0
Monmouth-Ocean, NJ	35,424	1,024	22.2	73.8	4.0	4.4	48.5	48.5	3.0	0.5	--	--	--

