

**THE LONG-RUN IMPACTS OF MEXICAN-AMERICAN SCHOOL DESEGREGATION
IN THE UNITED STATES**

Francisca M. Antman and Kalena E. Cortes*

While historical accounts point to widespread segregation of Mexican-Americans throughout the southwestern United States in the early to mid-20th century, the economics literature has paid relatively little attention to the elimination of *de jure* segregation for this population. In this paper, we provide the first quantitative analysis of the impact of allowing Mexican-Americans to access white schools by examining the impact of the 1947 *Mendez v. Westminster* decision on educational outcomes of Hispanics in California. Our results suggest that the impact of school desegregation led to a significant increase in the quantity and quality of schooling for the cohort exposed to the treatment, relative to the cohorts starting school prior to *Mendez*.

* Antman: Department of Economics, University of Colorado Boulder, Campus Box 256, Boulder, CO 80309; Research Fellow at the Institute for the Study of Labor (IZA) (email: francisca.antman@colorado.edu). Cortes: The Bush School of Government and Public Service, 4220 TAMU, 1049 Allen Building, Texas A&M University, College Station, TX 77843; Research Fellow at the Institute for the Study of Labor (IZA); and Research Associate at the National Bureau of Economic Research (e-mail: kcortes@tamu.edu). Any errors are attributable to the authors. We also thank Stephanie Gullo and Jacob Kirsch who provided outstanding research assistance. Institutional support from Texas A&M University and University of Colorado Boulder are also gratefully acknowledged.