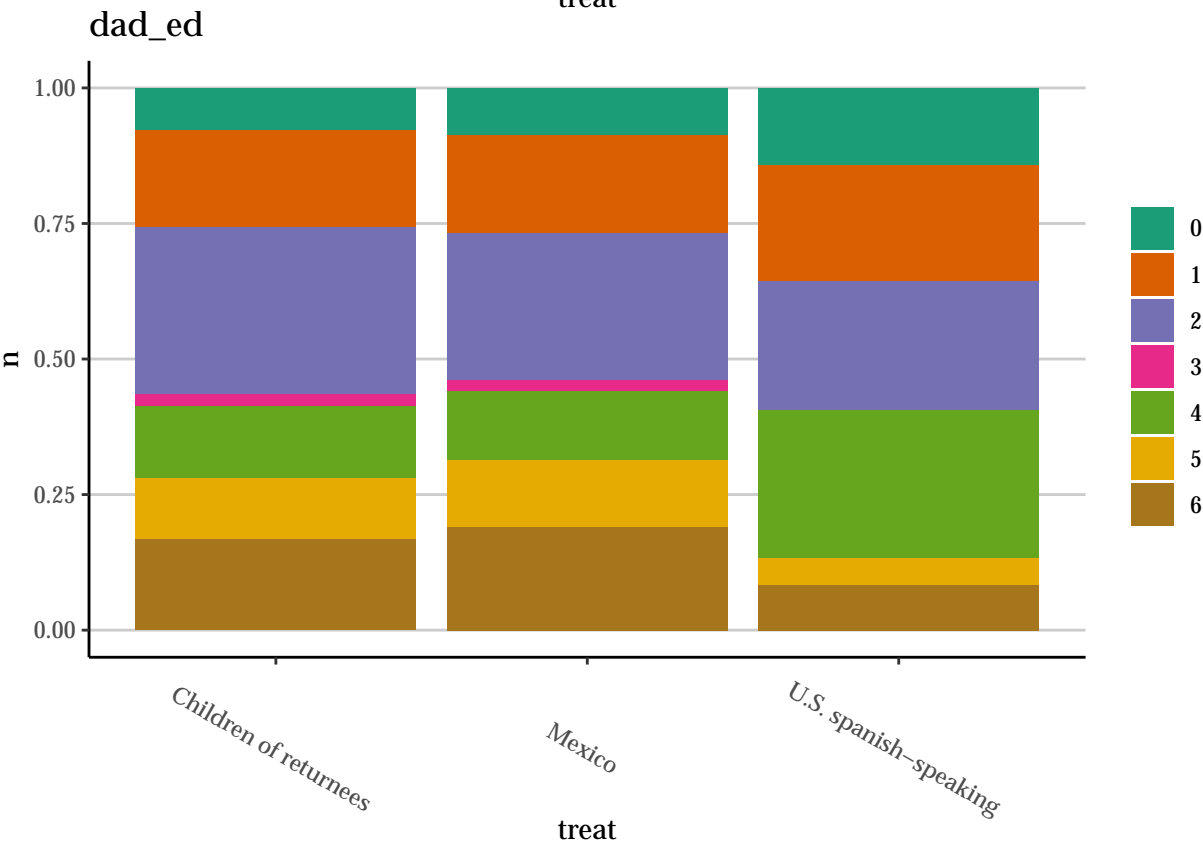
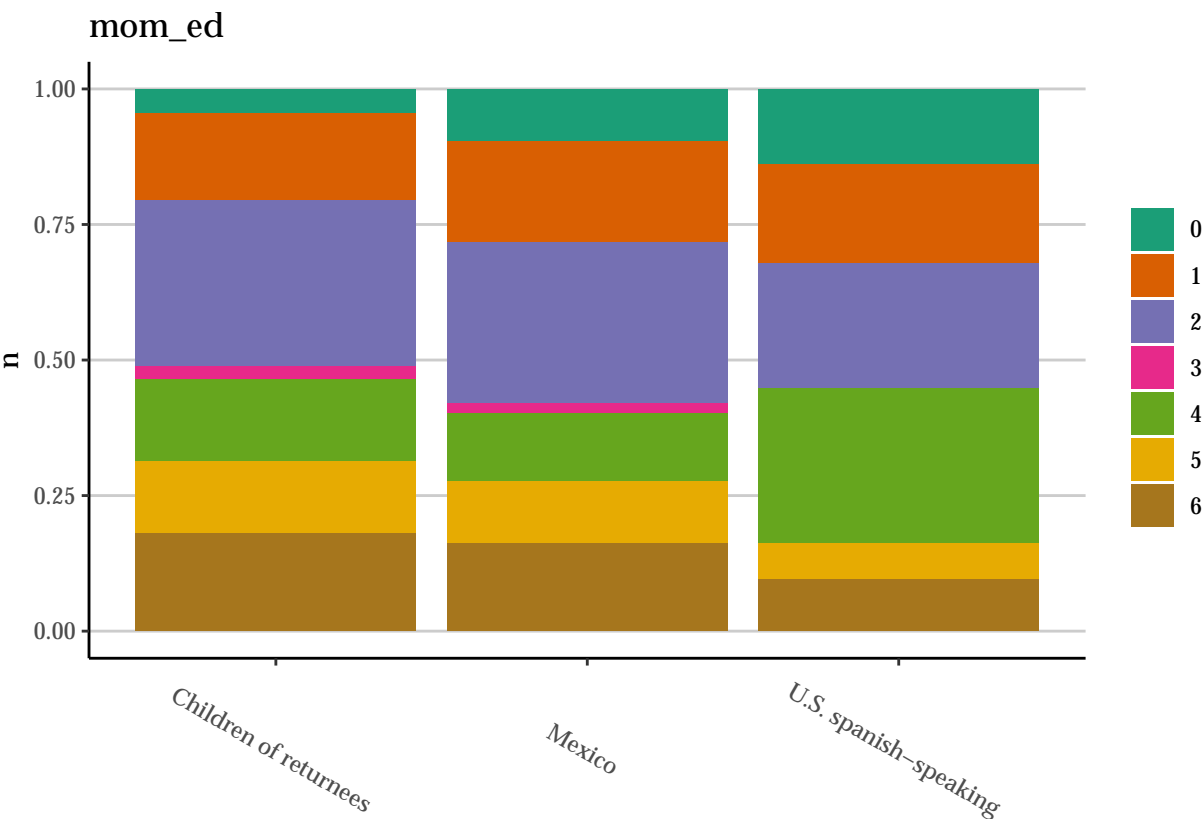


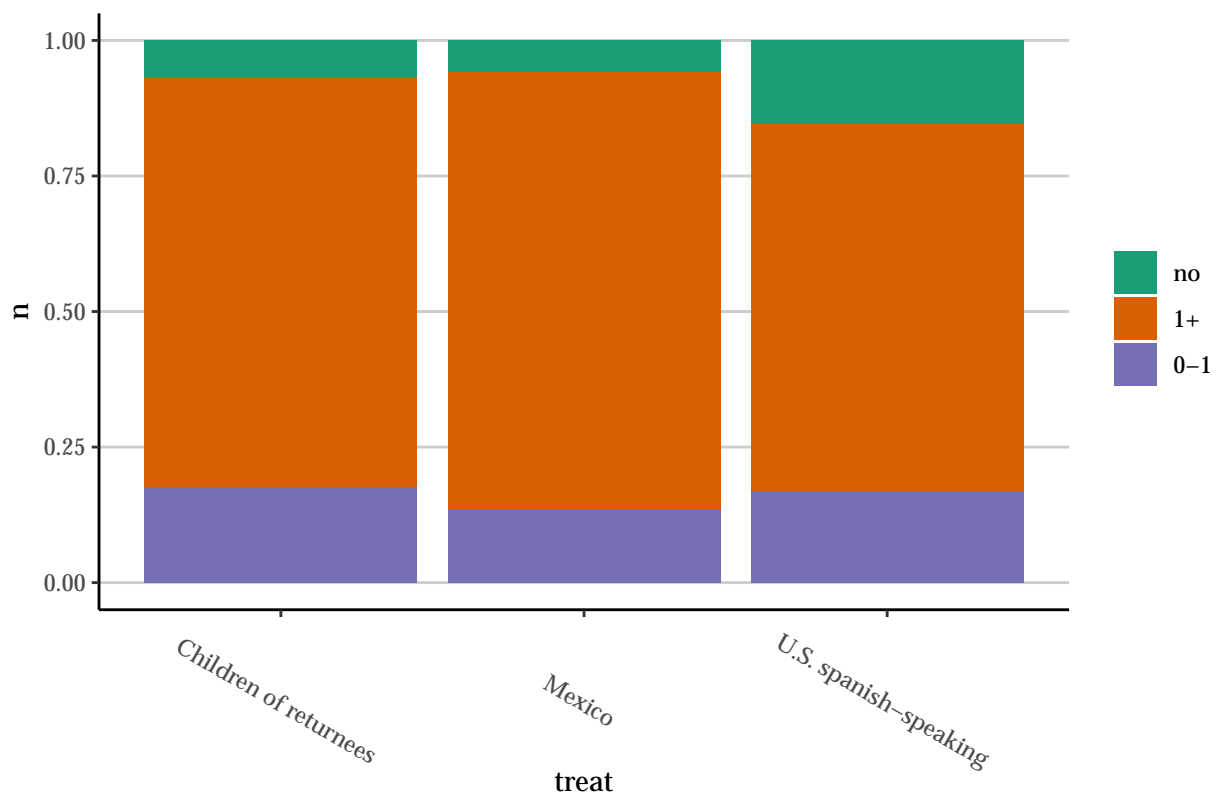
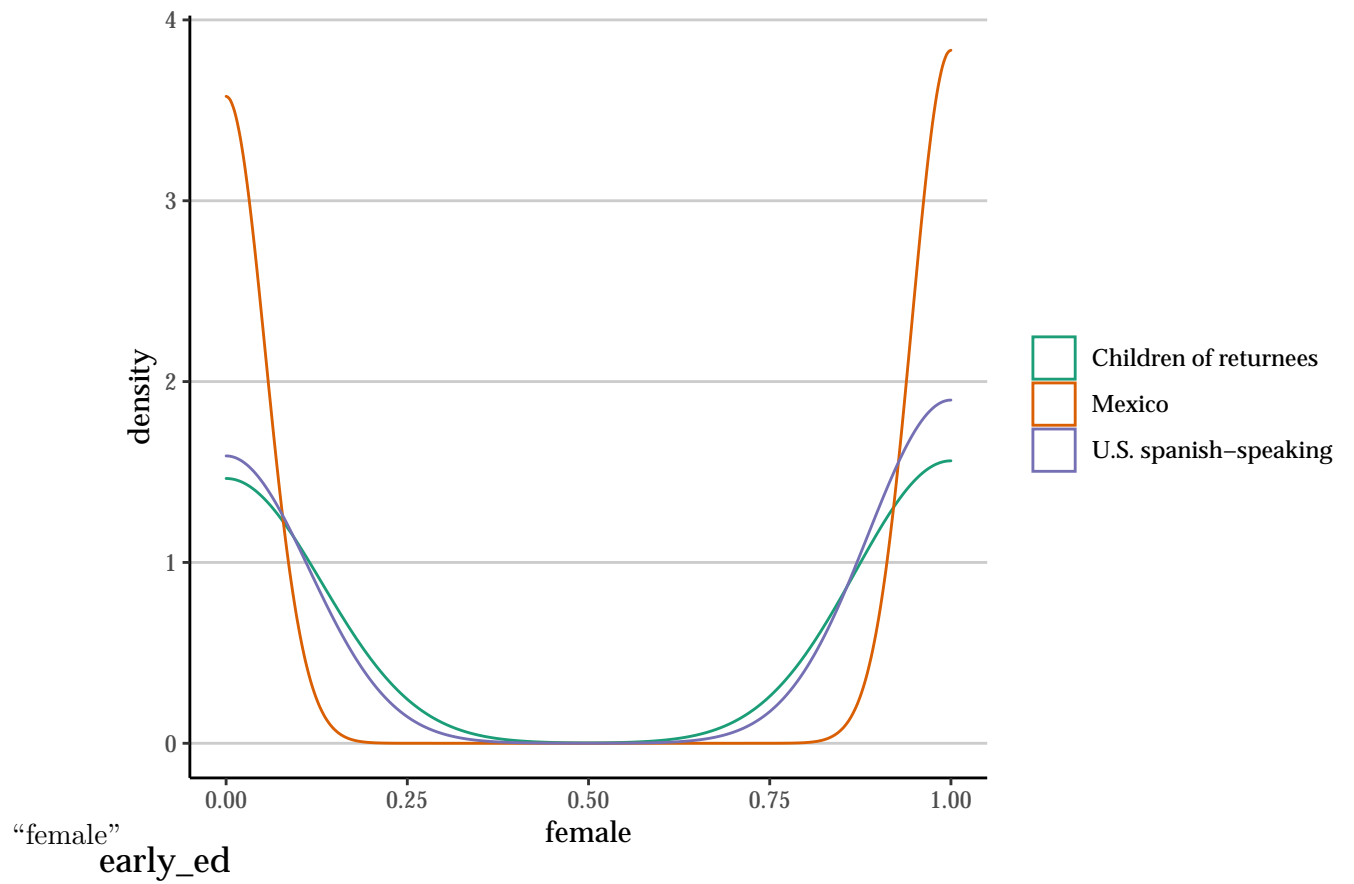
Data Analysis

Strangers in the Homeland? The Academic Performance of Children of Return Migrants in Mexico

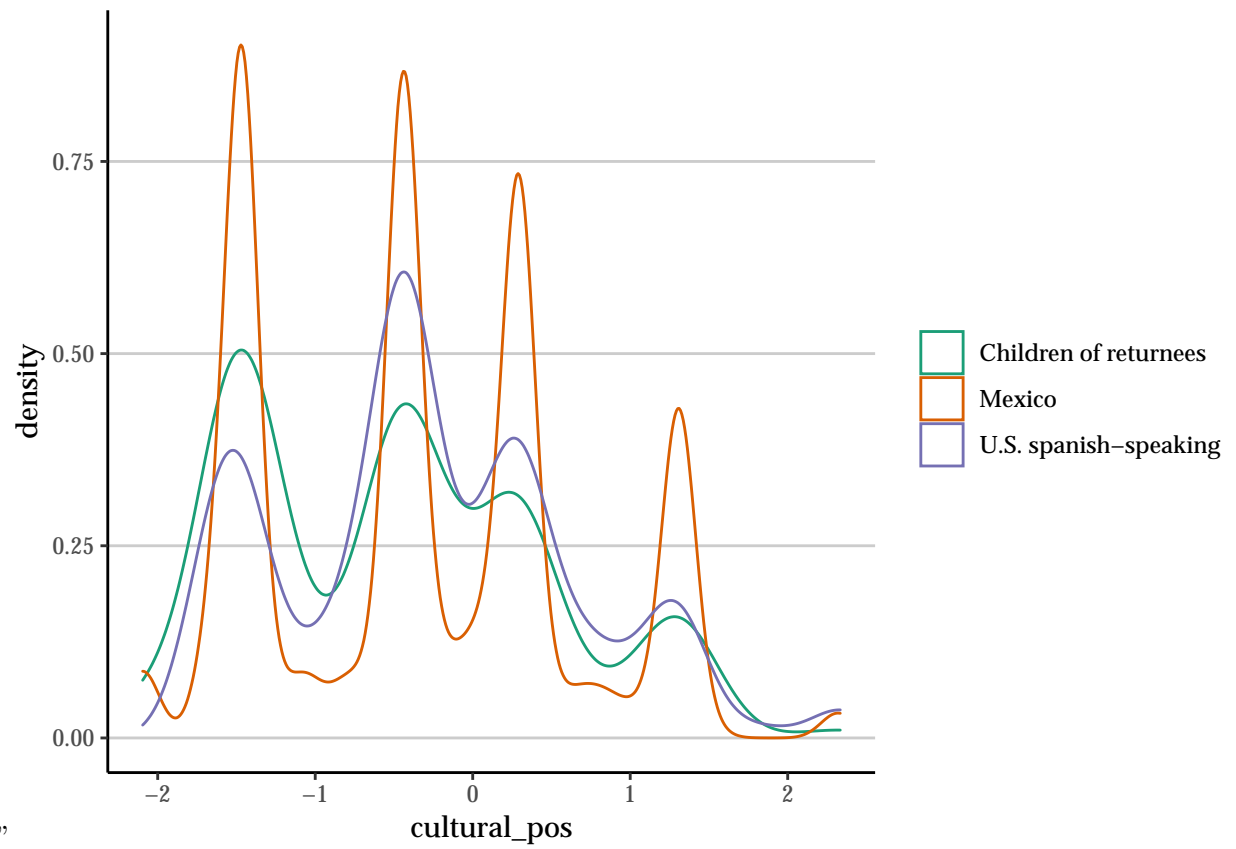
Nathan I. Hoffmann
Department of Sociology, UCLA

Descriptive Statistics

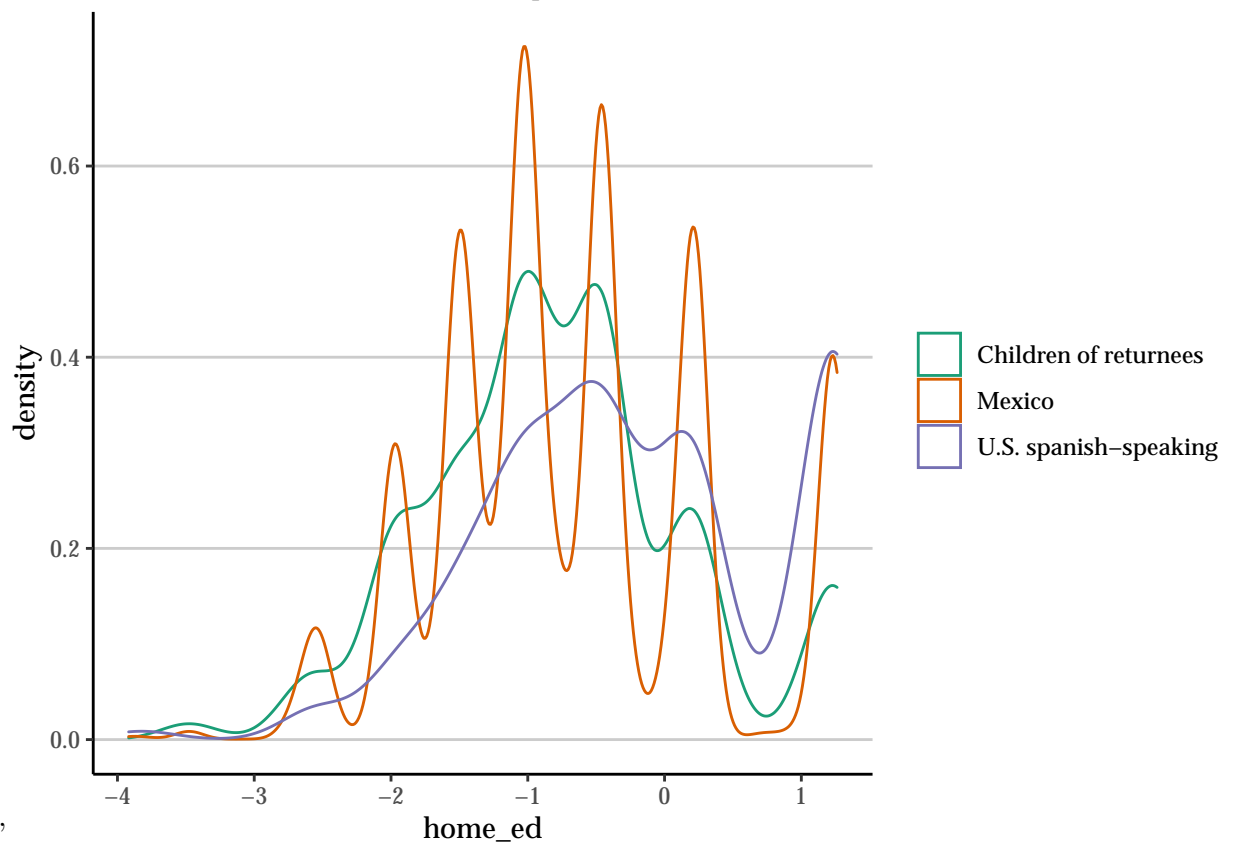




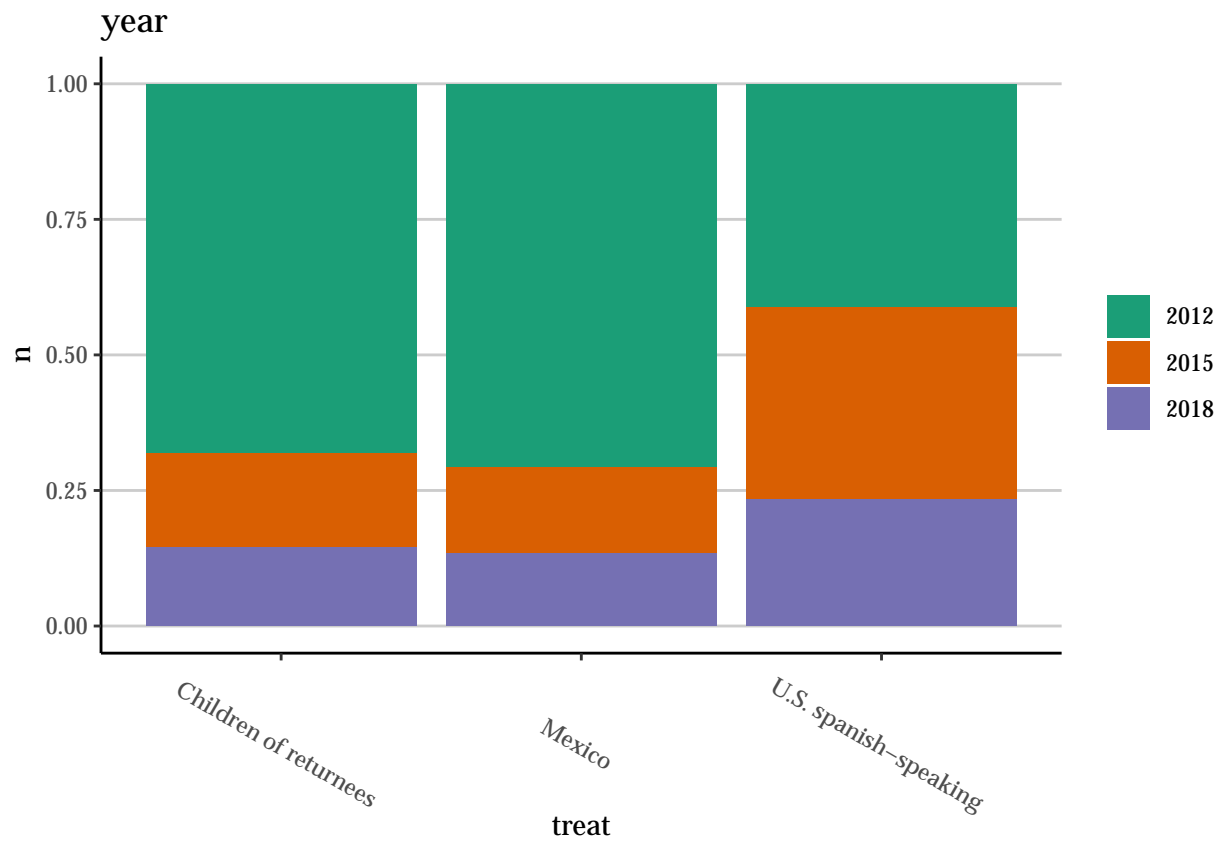
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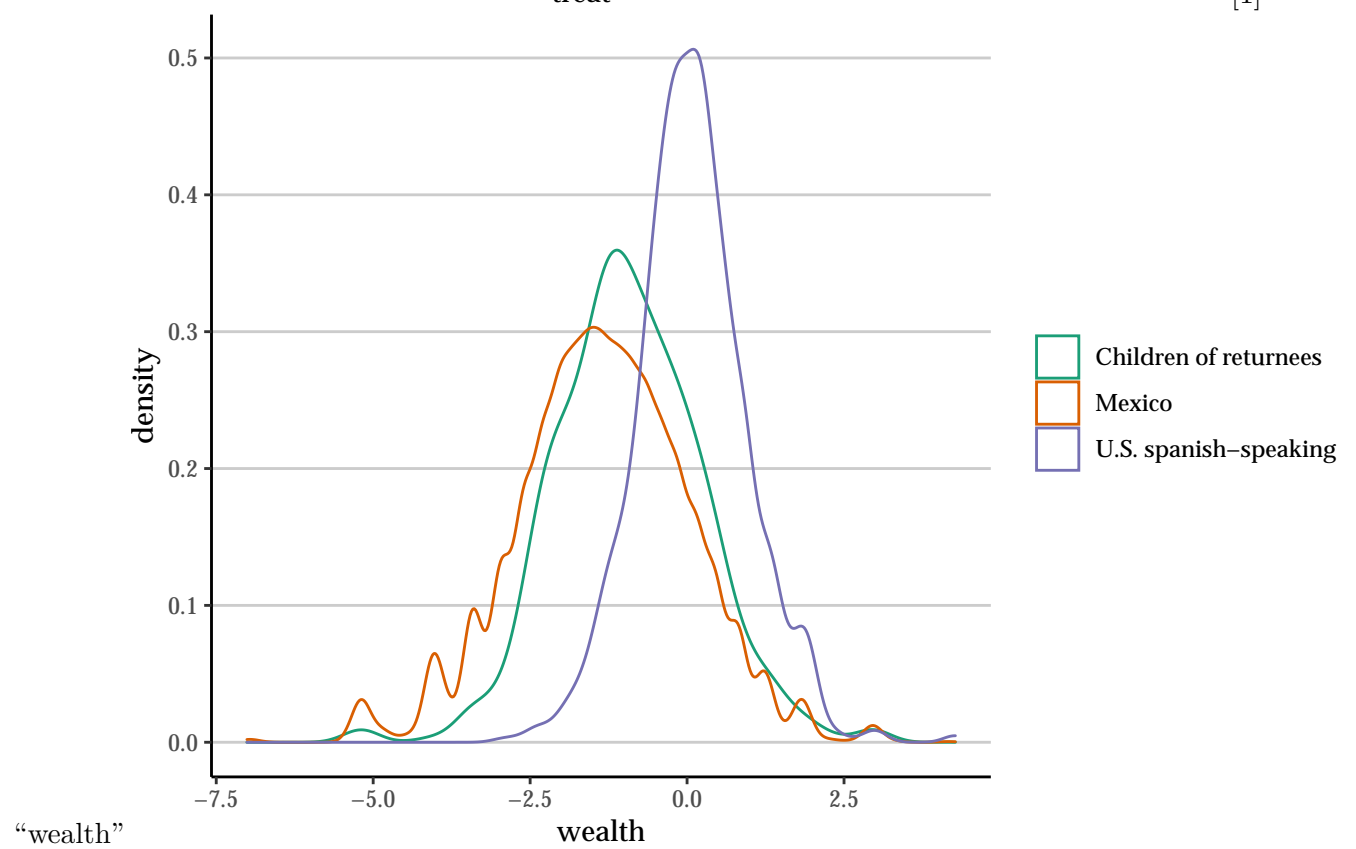
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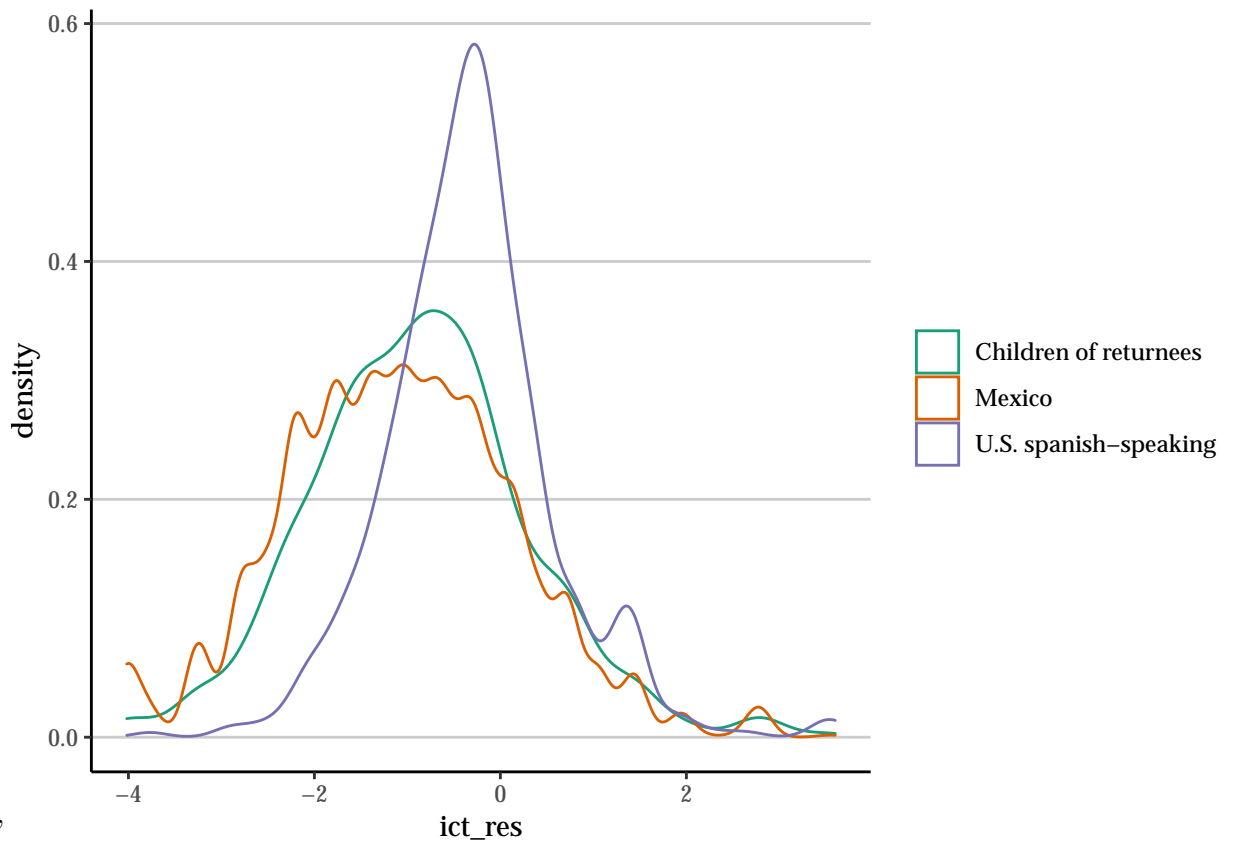
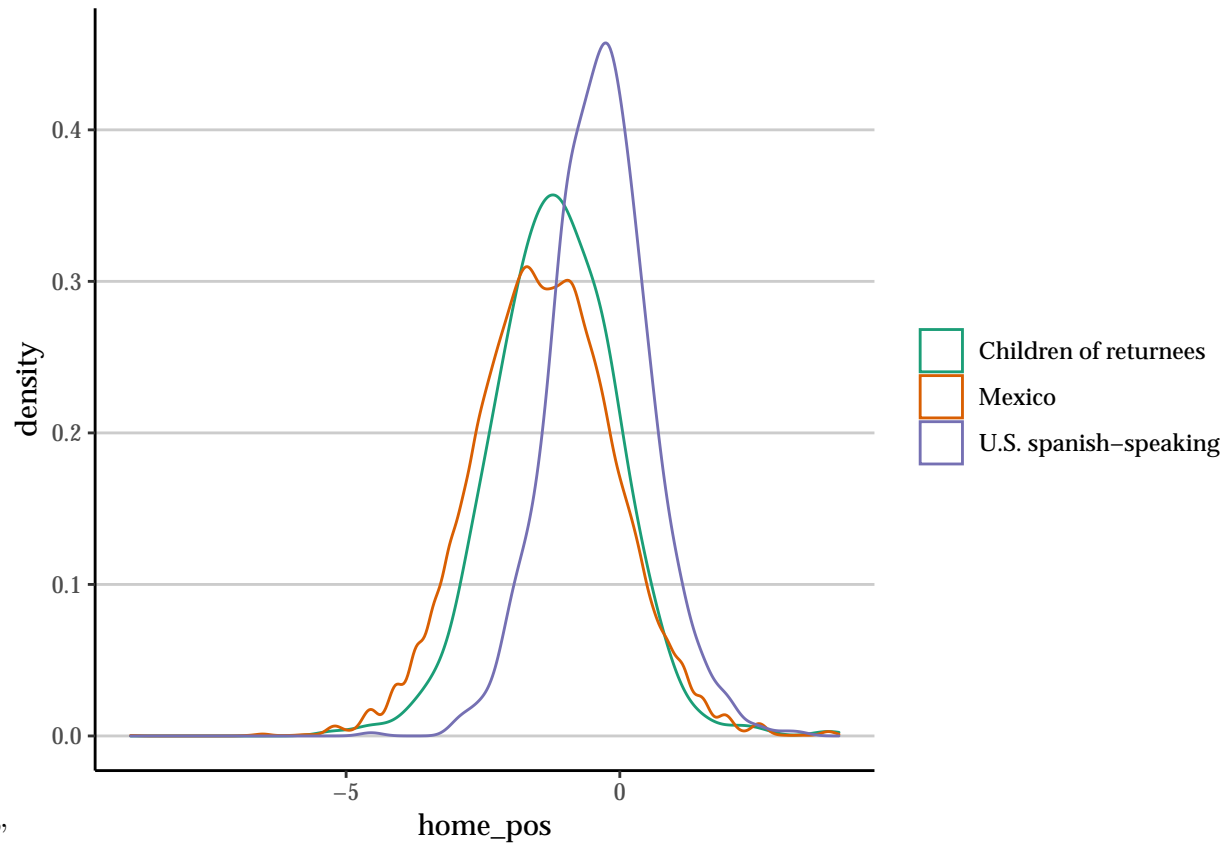


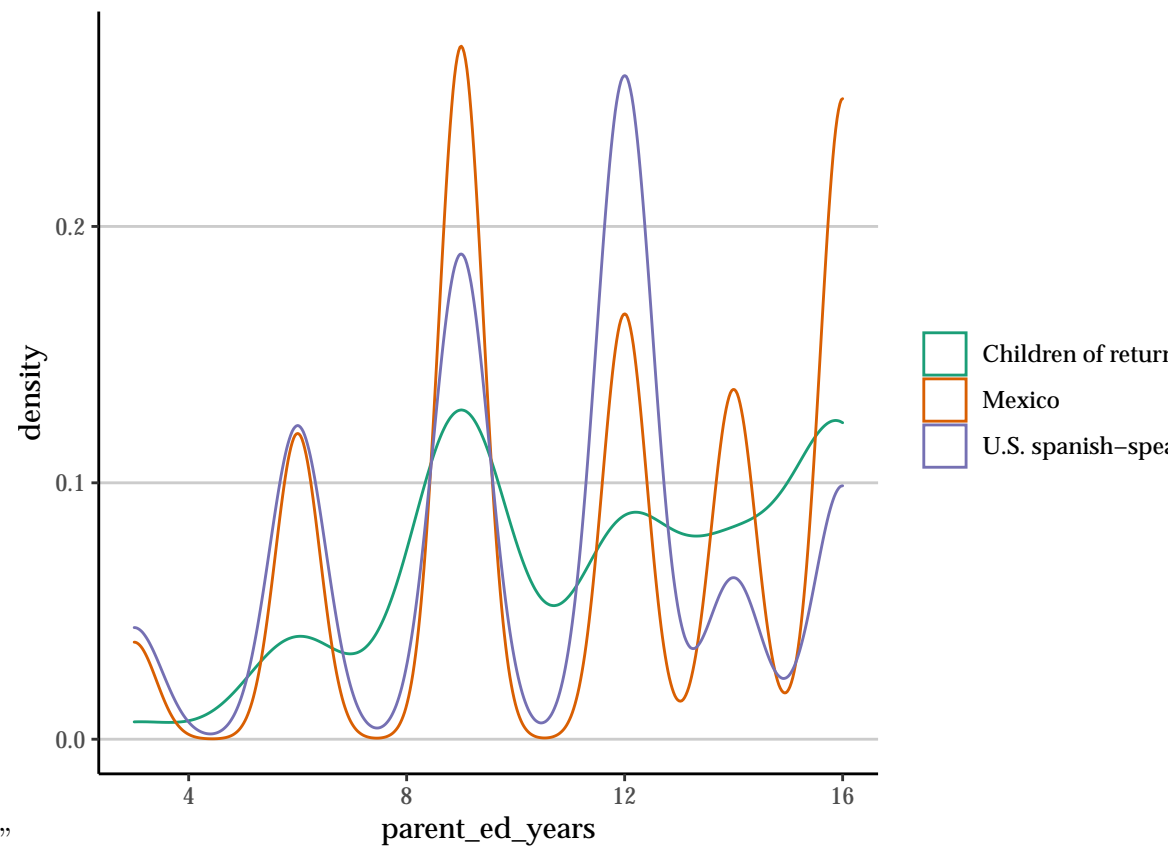
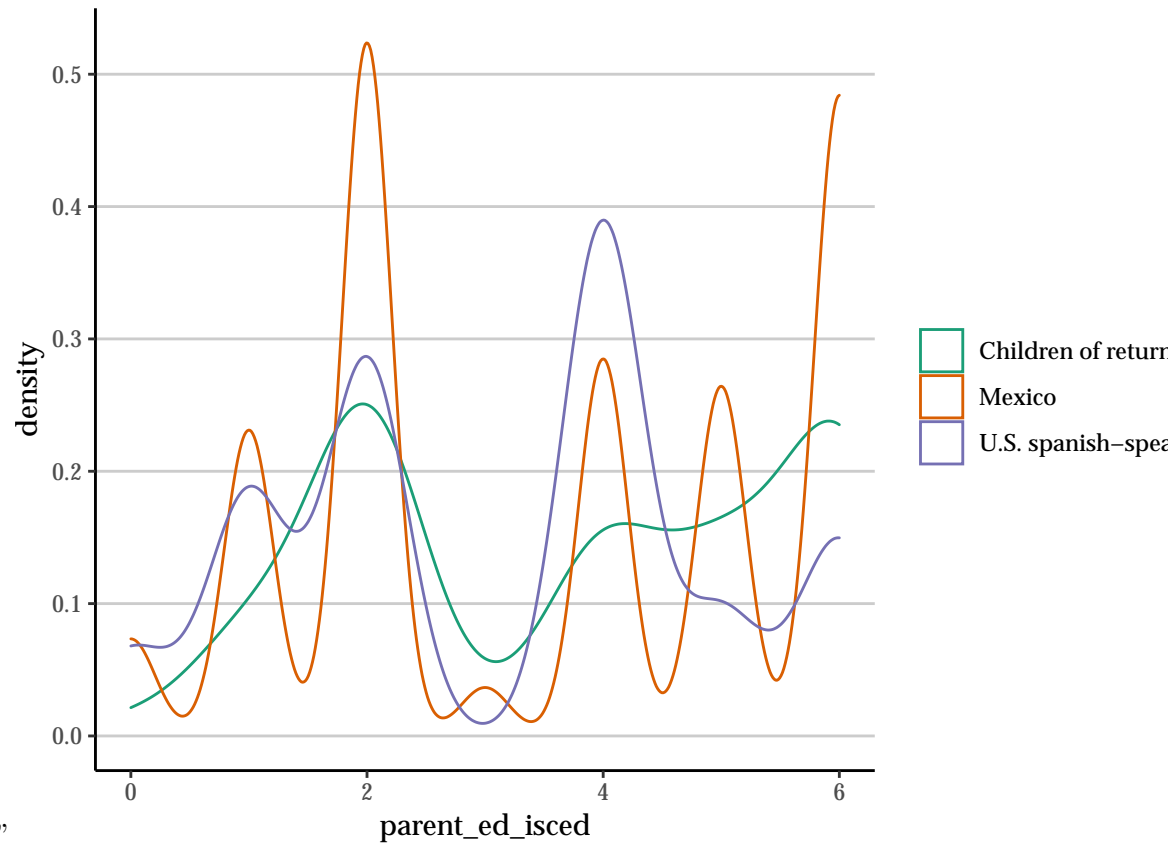
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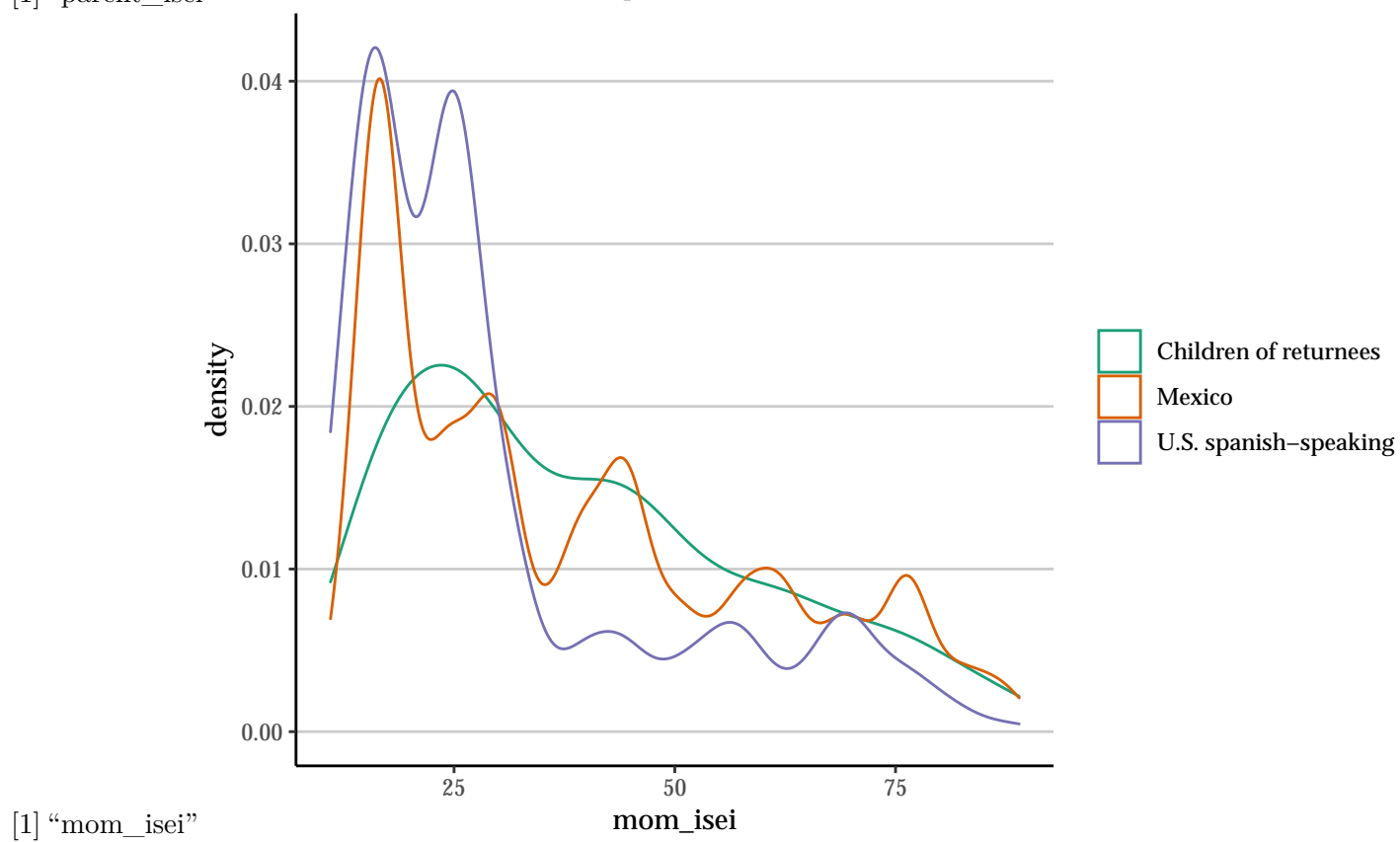
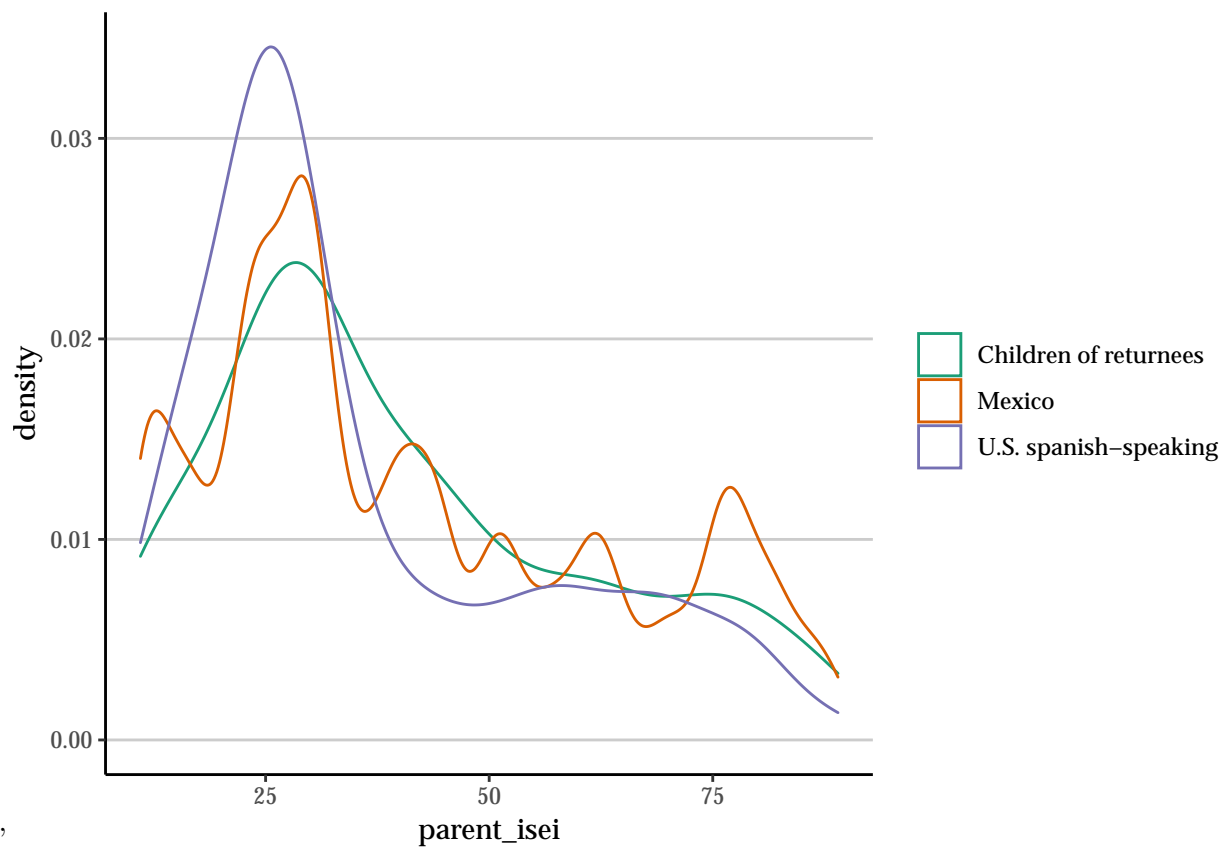


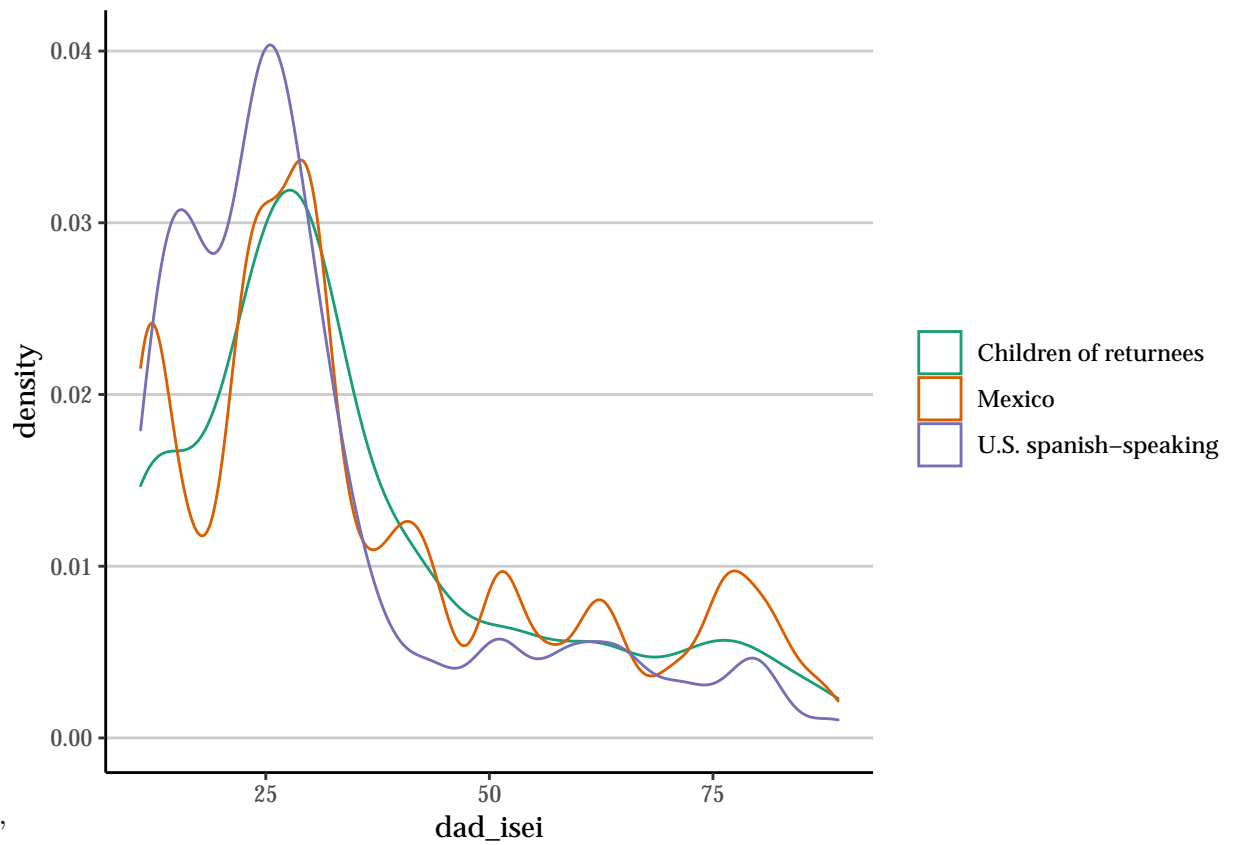
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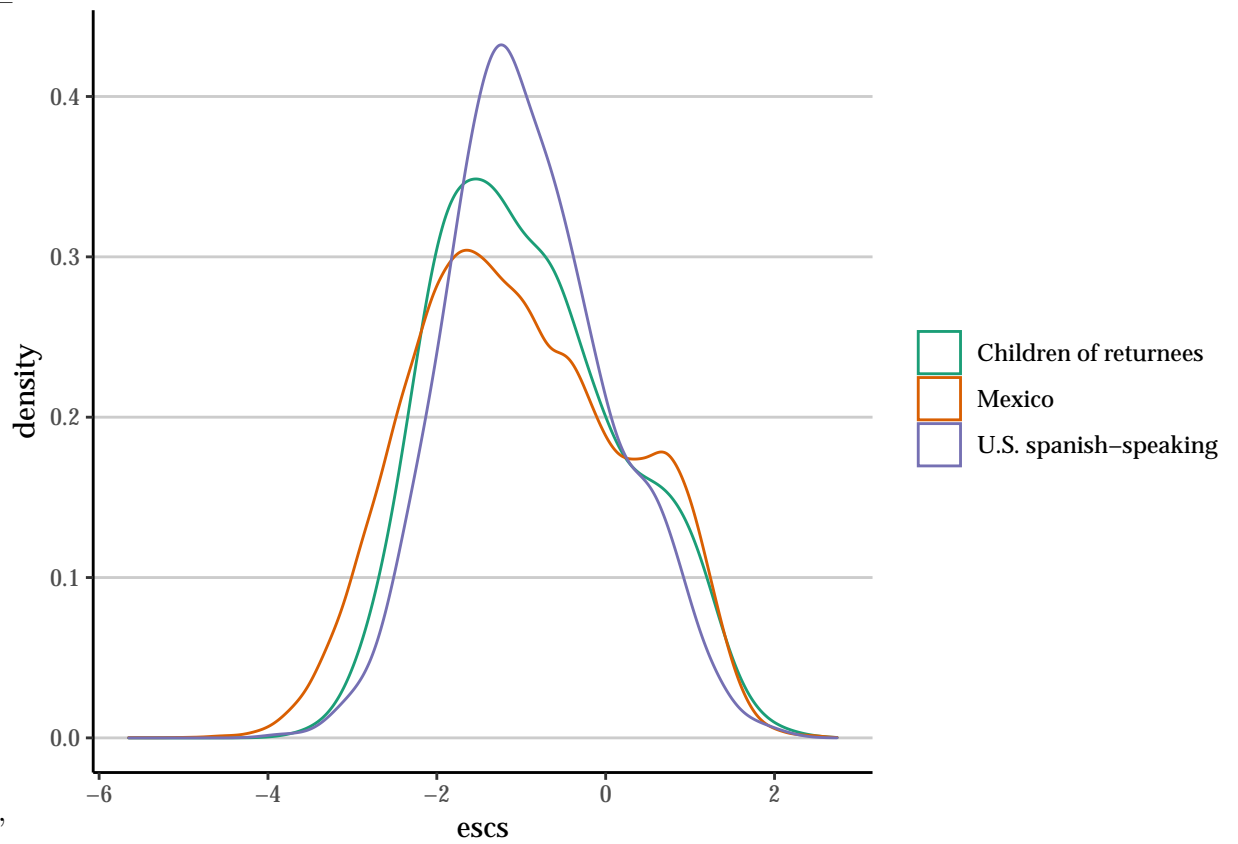








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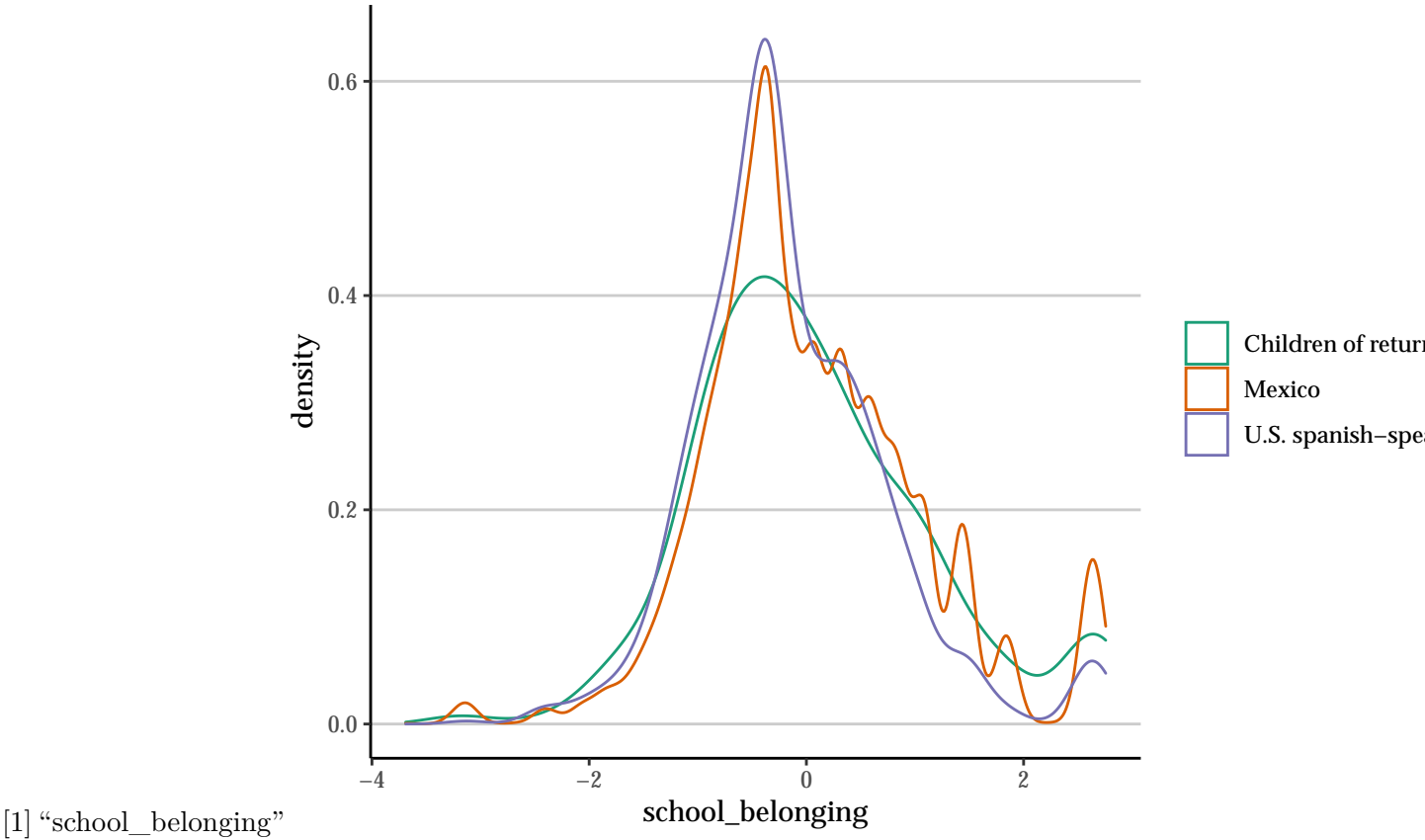


[1] “escs”

Table 1: Sample sizes and PISA score means and standard deviations. The USA sample includes only children born to Spanish-speaking immigrant parents.

Country	Birth Country	n	Reading	Reading SD	Math	Math SD	Science	Science SD
Mexico	Mexico	40,710	433	78	422	73	424	70
Mexico	USA	465	439	76	432	70	430	70
USA	USA	926	490	87	460	76	474	84

Source: OECD PISA data for 2012, 2015, and 2018. Author’s calculations.



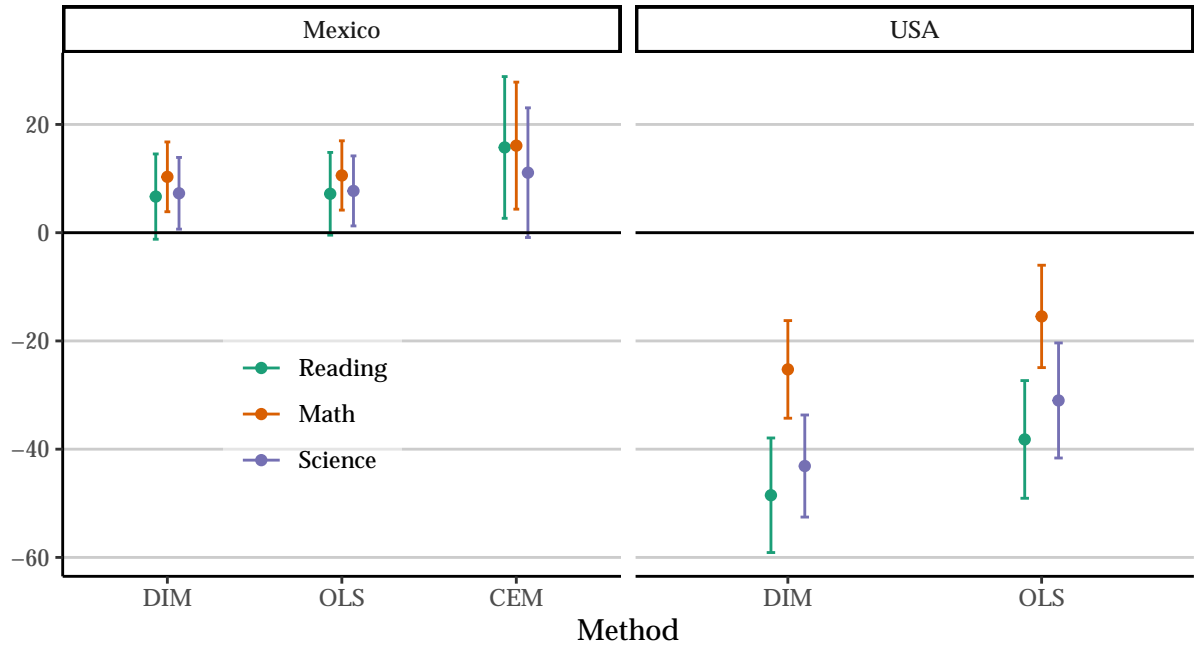


Figure 1: Difference-in-means (DIM), OLS, and coarsened exact matching (CEM) estimates, comparing children of return migrants in Mexico to children in Mexico and children of Spanish-speaking immigrants in the U.S. Error bars represent 95% asymptotic confidence intervals. OLS and CEM models adjust for parents' education, cultural possessions, home educational resources, age, ECEC, gender, and survey year.