Online Appendix

# *When Do the Advantaged See the Disadvantages of Others? A Quasi-Experimental Study of National Service*

# A First Stage and Survey Response

## A.1 Total Sample Size

While over 380,000 applied to TFA during this period, we restrict our focus to the third of applicants who were finalists for admission, and hence, at least close to being admitted. This amounts to a sample size of 120,417. The original file contained 134,808 observations. We removed 5,463 applicants with contact restrictions, 7,221 applicants with invalid email addresses, and 1,568 duplicate cases due to applicants who applied to TFA multiple times. To ensure applicants who applied more than once would be contacted once, we preserved contact information for only the most recent application year. The remaining 139 applicants were removed when checking for duplicate errors. We utilized the contact information from the application file only to ensure that the share of contact information errors in our file would be the same for admits and non-admits.

Since the 2014 and 2015 cohorts are currently participating in TFA, they have not fully been "treated," and are excluded from the main analyses. For the 2007 to 2013 cohorts, we have data on 91,752 applicants. TFA provided 104,853 email addresses total, and 91,752 addresses (87.5 percent) were valid for use in the survey. For the 2014 and 2015 cohorts, TFA provided 29,955 email addresses, and 28,665 cases (95.7 percent) were valid.

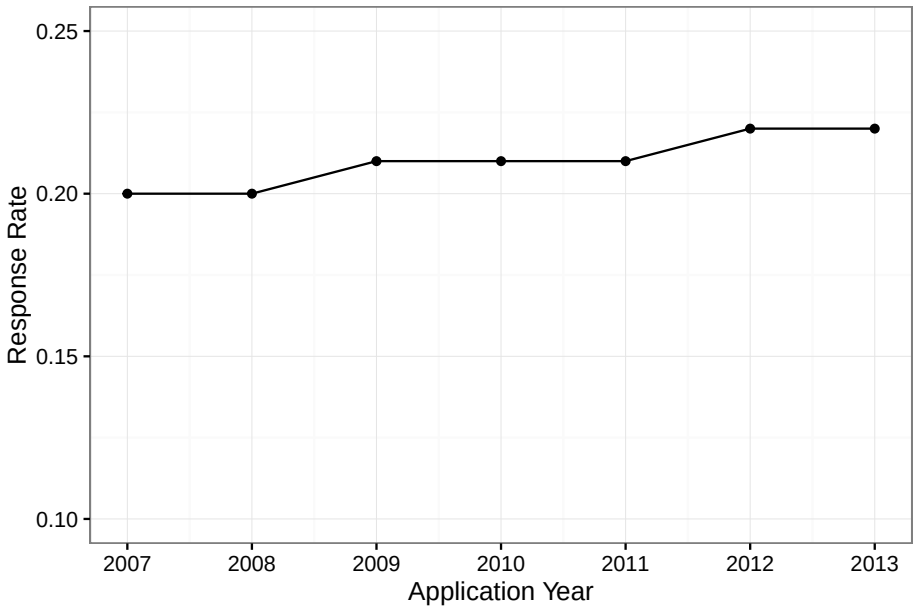
## A.2 Tables and Figures

Table A.1: First Stage Results and Survey Response Rate Differences at the Cutoff Score

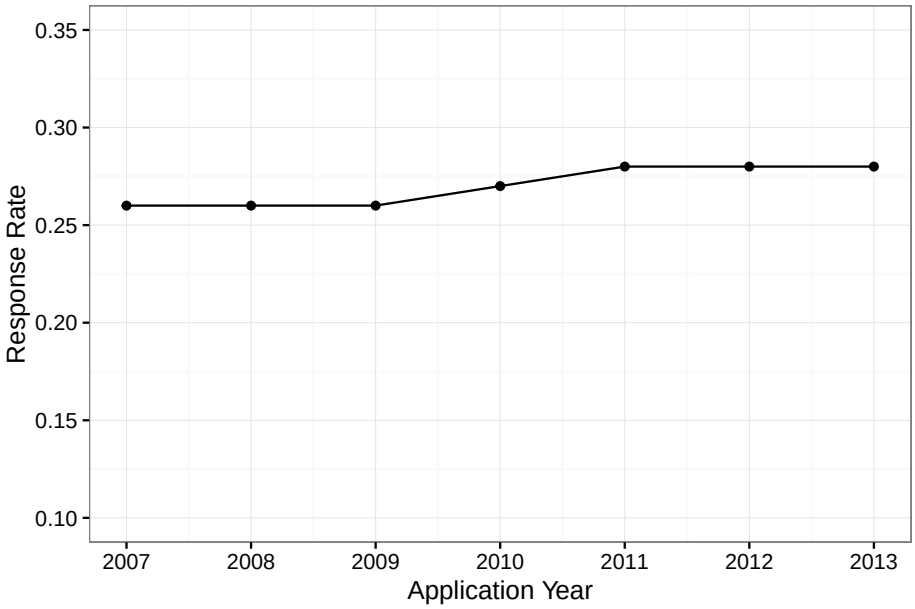
| | 2SLS |
|---|---|
| *Panel A: First Stage Results* | |
| Admission Rate | 0.287*** |
| | (0.031) |
| Matriculation Rate | 0.249*** |
| | (0.032) |
| Observations | 24,920 |
| *Panel B: AAPOR Standard Definition Response Rates* | |
| RR1 | 0.011 |
| | (0.010) |
| RR2 | 0.016 |
| | (0.010) |
| Observations | 91,687 |

*Notes:* First stage results employ the optimal bandwidth according Imbens and Kalyanaraman (2011). Standard errors are clustered at the selection score level. $^{*}p < 0.10$, $^{**}p < 0.05$, $^{***}p < 0.01$.

Figure A.1: Survey Response Rates

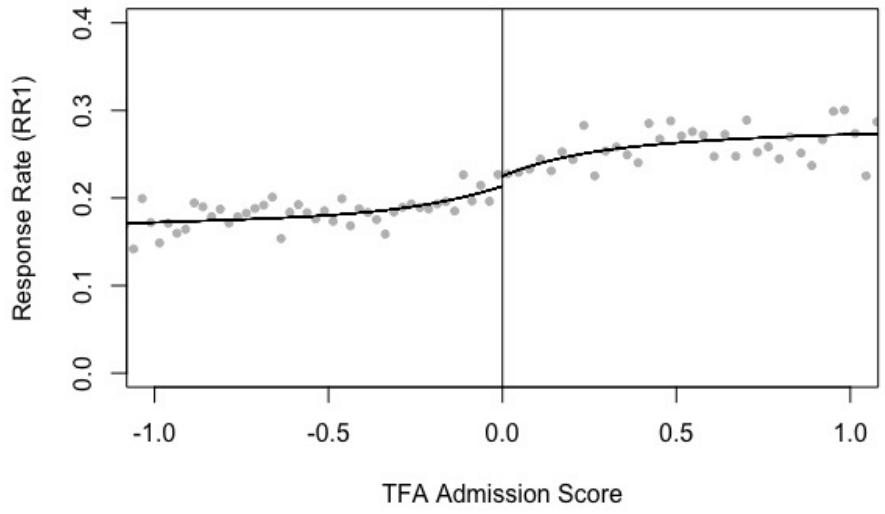



(a) Response Rate (AAPOR Standard Definition: RR1)

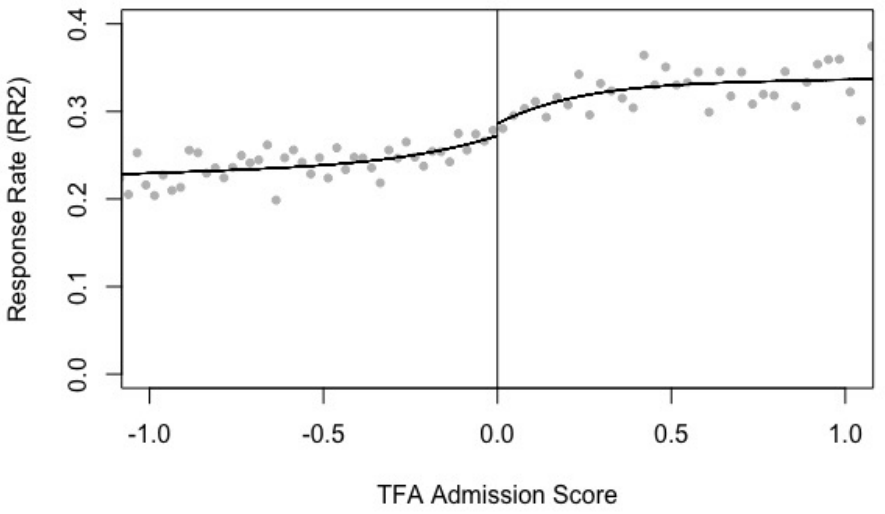



(b) Response Rate (AAPOR Standard Definition: RR2)

Figure A.2: Survey Response (Balance Test)

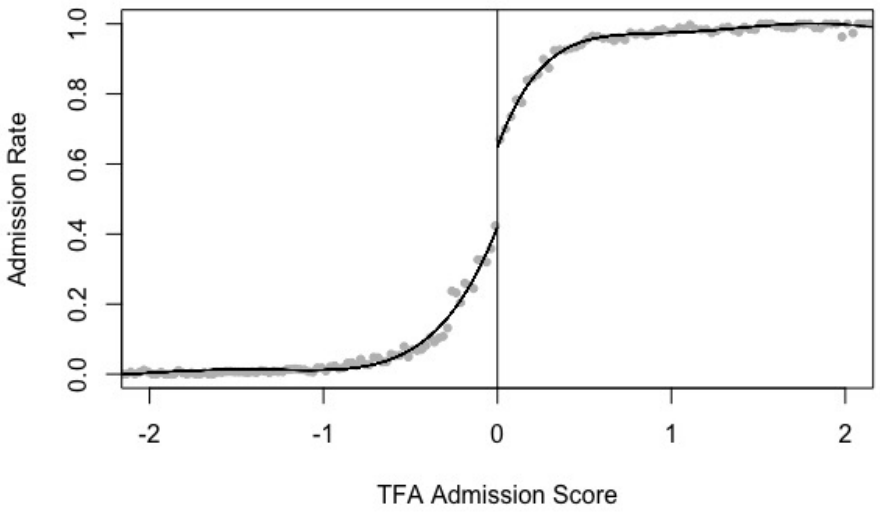



(a) Response Rate (AAPOR Standard Definition: RR1)



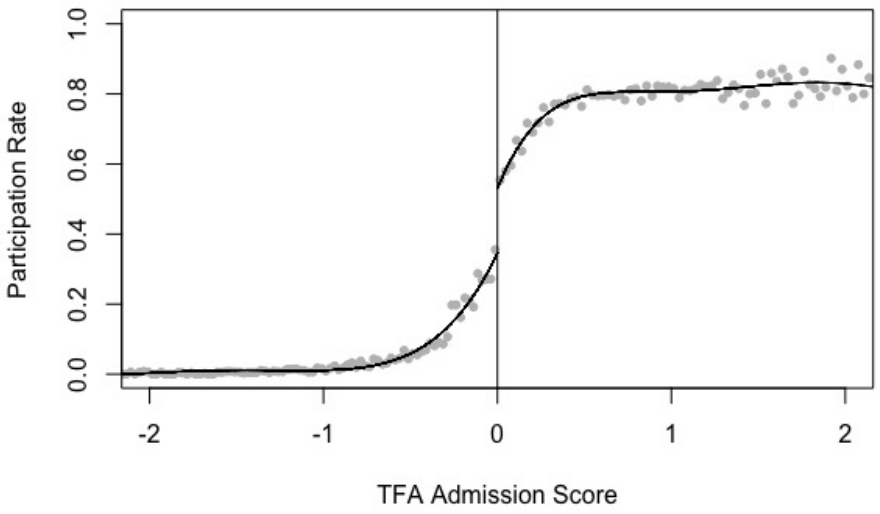

(b) Response Rate (AAPOR Standard Definition: RR2)

Figure A.3: First Stage Results




*Notes:* $\beta = 0.287$ ($p < 0.001$).

(a) Selection into Teach For America




*Notes:* $\beta = 0.249$ ($p < 0.001$).

(b) Participating in Teach For America

# B Summary Statistics

Table B.2 presents demographic summary statistics of study participants. To consider how representative our sample is, we consider demographic characteristics from the TFA admissions data for our survey sample and the full sample. Our alumni survey sample is 0.09 years younger, 1.9 percentage points more likely to be female, 7.3 percentage points more likely to be white, have a college GPA that is 0.02 points higher, have attended a university that is 0.01 percentage points more selective, 2.4 percentage points less likely to have been received a Pell Grant, has a selection score that is 0.017 standard deviations higher, and has 0.014 year difference in the application year than the full alumni sample. Our non-admit sample is 0.67 years younger, 2.1 percentage points more likely to be female, 7.9 percentage points more likely to be white, have a college GPA that is 0.02 points higher, has attended a university that is 1.5 percentage points more selective, 2.1 percentage points less likely to have received a Pell Grant, has a selection score that is 0.027 standard deviations higher, and has a 0.08 year difference in the application year than the full non-admit sample.

Table B.2: Summary Statistics: Baseline Characteristics of Survey Participants

| Variable | Observation | Mean | Standard Deviation | Minimum | Maximum |
|---|---|---|---|---|---|
| Age | 22,801 | 29.297 | 4.905 | 17 | 66 |
| Female | 24,879 | 0.725 | 0.447 | 0 | 1 |
| White | 24,683 | 0.698 | 0.459 | 0 | 1 |
| College GPA | 24,888 | 3.516 | 0.385 | 0 | 4 |
| Undergraduate School Selectivity | 19,247 | 0.790 | 0.190 | 0 | 1 |
| Parental Education (Received Post-Secondary Education) | 24,874 | 0.941 | 0.235 | 0 | 1 |
| Received Pell Grant | 24,215 | 0.310 | 0.463 | 0 | 1 |
| Upper Class | 22,657 | 0.036 | 0.186 | 0 | 1 |
| Upper Middle Class | 22,657 | 0.454 | 0.498 | 0 | 1 |
| Lower Middle Class | 22,657 | 0.363 | 0.481 | 0 | 1 |
| Upper Lower Class | 22,657 | 0.077 | 0.266 | 0 | 1 |
| Lower Class | 22,657 | 0.070 | 0.256 | 0 | 1 |
| Identify with Religion | 22,672 | 0.581 | 0.493 | 0 | 1 |

Table B.3: Summary Statistics: Outcome Measures

| Variable | Observation | Mean | Standard Deviation | Minimum | Maximum |
|---|---|---|---|---|---|
| *Panel A: Systemic Injustice* | | | | | |
| Level of Respect of U.S. Political Institutions | 19,830 | 0.490 | 0.238 | 0 | 1 |
| Sense that Citizens' Basic Rights Are Protected by the U.S. Political System | 19,839 | 0.457 | 0.224 | 0 | 1 |
| System Support Index | 19,827 | 0.473 | 0.203 | 0 | 1 |
| *Panel B: Class-Based Injustice* | | | | | |
| Incomes Should be Made More Equal (as Opposed to Unequal to Incentivize Individual Effort) | 19,847 | 0.659 | 0.244 | 0 | 1 |
| Gov't (as Opposed to Individuals) Should Take More Responsibility to Ensure that Everyone is Provided For | 19,853 | 0.666 | 0.259 | 0 | 1 |
| Hard Work Doesn't Generally Bring Success – It's More a Matter of Luck and Connections | 19,850 | 0.476 | 0.260 | 0 | 1 |
| People are Poor Because of an Unfair Society (as Opposed to Laziness and Lack of Willpower) | 19,855 | 0.739 | 0.213 | 0 | 1 |
| Class-Based Injustice Index | 19,822 | 0.635 | 0.190 | 0 | 1 |
| *Panel C: Class-Based Education Inequality* | | | | | |
| Contributor to Education Inequality: Poor Families Do Not Value Education as Much as Richer Families | 19,302 | 0.301 | 0.289 | 0 | 1 |
| Contributor to Education Inequality: Systemic Injustices Perpetuate Inequity Throughout Society | 19,312 | 0.818 | 0.231 | 0 | 1 |
| Agreement that Low Income Students Have the Same Educational Opportunities as High Income Students | 20,871 | 0.092 | 0.172 | 0 | 1 |
| *Panel D: Racial Injustice* | | | | | |
| Agreement that Blacks Have Gotten Less Than They Deserve | 19,525 | 0.779 | 0.249 | 0 | 1 |
| Agreement that Blacks Should Overcome Prejudice Without Special Favors | 19,534 | 0.208 | 0.248 | 0 | 1 |
| Agreement that It's Really Just a Matter of Blacks Working Harder to be Just as Well Off as Whites | 19,531 | 0.131 | 0.207 | 0 | 1 |
| Agreement that Slavery and Discrimination Has Made it Difficult for Blacks to Work Their Way Up | 19,539 | 0.850 | 0.227 | 0 | 1 |
| Extent to Which Racial Discrimination Does Not Limit Particular Racial Groups | 19,473 | 0.776 | 0.217 | 0 | 1 |
| Racial Resentment Index | 19,414 | 0.186 | 0.186 | 0 | 1 |
| Satisfaction with Treatment of Asians | 19,269 | 0.505 | 0.272 | 0 | 1 |
| Satisfaction with Treatment of Hispanics | 19,290 | 0.239 | 0.238 | 0 | 1 |
| Satisfaction with Treatment of Blacks | 19,291 | 0.168 | 0.225 | 0 | 1 |
| Satisfaction with Treatment of Muslims | 19,282 | 0.169 | 0.227 | 0 | 1 |
| Satisfaction with Treatment of Immigrants | 19,290 | 0.191 | 0.234 | 0 | 1 |
| Discrimination Index | 19,250 | 0.379 | 0.158 | 0.167 | 1 |
| *Panel E: Racial Prejudice* | | | | | |
| Skin-Tone Implicit Association Test | 9,444 | 0.281 | 0.440 | -1.858 | 1.595 |
| Feel Close to Blacks | 19,027 | 0.290 | 0.454 | 0 | 1 |
| Feel Close to Hispanics | 19,027 | 0.247 | 0.431 | 0 | 1 |
| Feel Close to Elderly | 19,027 | 0.104 | 0.305 | 0 | 1 |
| Feel Close to Christians | 19,027 | 0.303 | 0.460 | 0 | 1 |

Table B.4: Summary Statistics: Outcome Measures by Application Status

| Variable | Mean by Application Status | | | Difference in Means | |
|---|---|---|---|---|---|
| | Non-Admit | Non-Matriculant | Matriculant | Matriculant vs. Non-Admit | Matriculant vs. Non-Matriculant |
| *Panel A: Systemic Injustice* | | | | | |
| Level of Respect of Political Institutions | 0.482 | 0.496 | 0.497 | 0.016 | 0.001 |
| Sense that Citizens' Basic Rights Are Protected by the Political System | 0.458 | 0.478 | 0.452 | -0.006 | -0.026 |
| System Support Index | 0.470 | 0.487 | 0.475 | 0.005 | -0.012 |
| *Panel B: Class-Based Injustice* | | | | | |
| Incomes Should be Made More Equal (as Opposed to Unequal to Incentivize Individual Effort) | 0.654 | 0.651 | 0.665 | 0.011 | 0.014 |
| Gov't (as Opposed to Individuals) Should Take More Responsibility to Ensure that Everyone is Provided For | 0.653 | 0.669 | 0.680 | 0.027 | 0.011 |
| Hard Work Doesn't Generally Bring Success – It's More a Matter of Luck and Connections | 0.468 | 0.469 | 0.486 | 0.018 | 0.017 |
| People are Poor Because of an Unfair Society (as Opposed to Laziness and Lack of Willpower) | 0.714 | 0.724 | 0.768 | 0.054 | 0.044 |
| Class-Based Injustice Index | 0.623 | 0.629 | 0.650 | 0.027 | 0.021 |
| *Panel C: Class-Based Education Inequality* | | | | | |
| Contributor to Education Inequality: Poor Families Do Not Value Education as Much as Richer Families | 0.350 | 0.320 | 0.244 | -0.105 | -0.076 |
| Contributor to Education Inequality: Systemic Injustices Perpetuate Inequity Throughout Society | 0.782 | 0.797 | 0.861 | 0.079 | 0.064 |
| Agreement that Low Income Students Have Same Educational Opportunities as High Income Students | 0.112 | 0.085 | 0.071 | -0.042 | -0.014 |
| *Panel D: Racial Injustice* | | | | | |
| Agreement that Blacks Have Gotten Less then They Deserve | 0.747 | 0.771 | 0.816 | 0.069 | 0.045 |
| Agreement that Blacks Should Overcome Prejudice Without Special Favors | 0.239 | 0.213 | 0.172 | -0.066 | -0.041 |
| Agreement that It's Really Just a Matter of Blacks Working Harder to be Just as Well Off as Whites | 0.154 | 0.134 | 0.104 | -0.050 | -0.030 |
| Agreement that Slavery and Discrimination Has Made it Difficult for Blacks to Work Their Way Up | 0.817 | 0.848 | 0.887 | 0.070 | 0.039 |
| Extent to Which Racial Discrimination Does Not Limit Particular Racial Groups | 0.749 | 0.758 | 0.808 | 0.059 | 0.050 |
| Racial Resentment Index | 0.216 | 0.194 | 0.153 | -0.063 | -0.041 |
| Satisfaction with Treatment Asians | 0.522 | 0.521 | 0.485 | -0.038 | -0.036 |
| Satisfaction with Treatment Hispanics | 0.270 | 0.244 | 0.204 | -0.066 | -0.040 |
| Satisfaction with Treatment Blacks | 0.198 | 0.168 | 0.135 | -0.063 | -0.032 |
| Satisfaction with Treatment Muslims | 0.188 | 0.161 | 0.149 | -0.039 | -0.012 |
| Satisfaction with Treatment Immigrants | 0.212 | 0.199 | 0.165 | -0.047 | -0.034 |
| Discrimination Index | 0.398 | 0.382 | 0.356 | -0.042 | -0.026 |
| *Panel E: Racial Prejudice* | | | | | |
| Skin-Tone Implicit Association Test | 0.299 | 0.327 | 0.254 | -0.046 | -0.073 |
| Feel Close to Blacks | 0.281 | 0.232 | 0.309 | 0.028 | 0.077 |
| Feel Close to Hispanics | 0.247 | 0.210 | 0.253 | 0.006 | 0.043 |

# C Implicit Attitude Test

We implemented a Skin-Tone IAT to measure skin-color bias, and it was asked at the end of the survey to minimize the degree to which respondents could be primed to think about race in the survey by completing the IAT. The IAT is a method designed to capture the strength of associations linking social categories (dark skin color versus light skin color) to evaluative anchors (good versus bad). Respondents complete two categories of tasks in random order. In the first task, respondents classify whether pictures of faces are "light" or "dark." In the second task, respondents classify whether certain words are "good" or "bad" words. Then, respondents classify both faces and words, and what is randomly manipulated is whether "dark skinned faces"/"good" (and accordingly "light skinned faces"/"bad") are associated with the same key or whether "dark skinned faces"/"bad" (and accordingly "light skinned faces"/"good") are associated with the same key (see Table C.5 for details on the task sequence). The IAT requires individuals to categorize the evaluative anchors and social categories, and individuals who are prejudiced against darker skinned individuals should be quicker at classifying pictures and words when "light skinned faces" ("dark skinned faces") is paired with "good" ("bad") than when "light skinned faces" ("dark skinned faces") is paired with "bad" ("good").

Table C.5: Sequence of Blocks in the Skin-Tone Implicit Association Test (IAT)

| **Block** | **Number of Trials** | **Function** | **Items Assigned to Left-Key Response** | **Items Assigned to Right-Key Response** |
|---|---|---|---|---|
| B1 | 20 | Practice | Light skinned faces | Dark skinned faces |
| B2 | 20 | Practice | Bad | Good |
| B3 | 20 | Practice | Light skinned faces + Good | Dark skinned faces + Bad |
| B4 | 40 | Test | Light skinned faces + Good | Dark skinned faces + Bad |
| B5 | 20 | Practice | Dark skinned faces | Light skinned faces |
| B6 | 20 | Practice | Dark skinned faces + Good | Light skinned faces + Bad |
| B7 | 40 | Test | Dark skinned faces + Good | Light skinned faces + Bad |

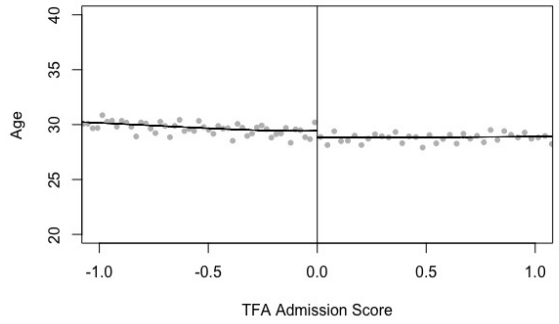
*Notes:* A trial is defined as the time from the onset of a single stimulus to the correct categorization of that stimulus. Trials in which an error is made require the participant to correct the error before proceeding. Blocks B3, B4, B6, and B7 alternate trials presenting a "good" or "bad" word with trials presenting a light skinned or dark skinned face. To avoid concerns of block order, the sorting rules in blocks B3 and B4 are counterbalanced with B6 and B7 between subjects.

The IAT effect is a D score, which ranges from -2 to 2, where negative numbers indicate an implicit bias favoring darker skin-tones over lighter skin-tones, positive values suggest an implicit

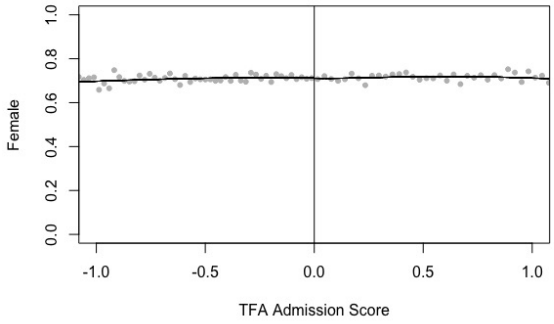
bias favoring lighter skin-tones over darker skin tones, and 0 indicates neutrality. The D score using the following formula: $D = (1/2)(Mean_{stage6} - Mean_{stage3})/\sigma_{stages6,3} + (1/2)(Mean_{stage7} - Mean_{stage4})/\sigma_{stages7,4}$ (see Greenwald, Nosek, and Banaji (2003) for greater details on this scoring algorithm). The IAT measure involves computing two mean differences and dividing each difference score by its associate "inclusive" standard deviation. The part of the IAT D score that accommodates general processing speed—the fact that irrespective of their attitudes, some individuals respond faster than others on a wide range of cognitive tasks—is this "inclusive" standard deviation. Respondents are obliged to correct errors before proceeding and latencies are measured to the occurrence of the correct response. The D effect is then an equal-weight average of two resulting ratios. Stage 6 and 7 are trials in which pictures of dark-skinned individuals are paired with "good" words and pictures of light-skinned individuals are paired with "bad" words. Stage 3 and 4 are trials in which light-skinned individuals are paired with "good" words and dark-skinned individuals are paired with "bad" words. Note that the Stage 6 and 7 trials and the Stage 3 and 4 trials are in random order to avoid order effects. Hence, a positive score would indicate that an individual took longer to associate pictures of dark-skinned individuals with "good" words ($Mean_{stage6}$) than pictures of light-skinned individuals with "good" words ($Mean_{stage3}$), and longer to associate pictures of light-skinned individuals with "bad" words ($Mean_{stage7}$) than pictures of dark-skinned individuals with "bad" words ($Mean_{stage4}$).

# D Plots at the Discontinuity

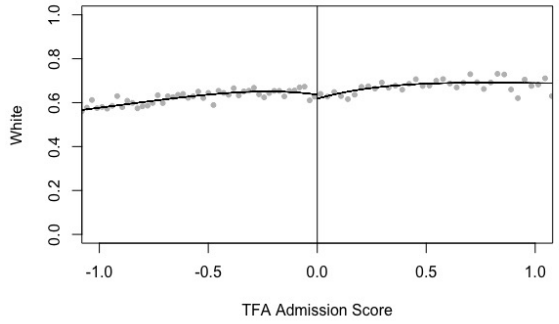
Figure D.4: Pre-Treatment Demographic Characteristics, Balance Test (Part I)



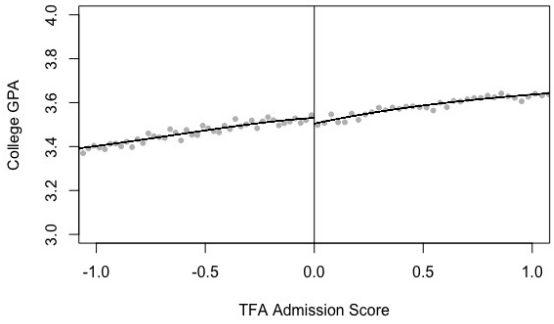

(a) Age



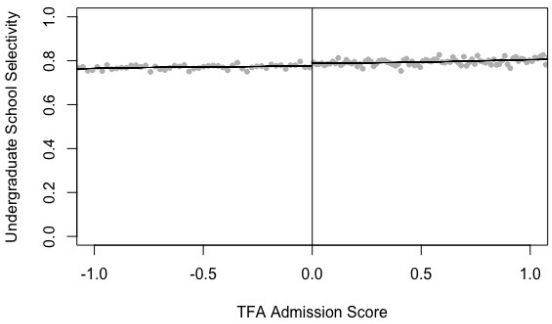

(b) Female



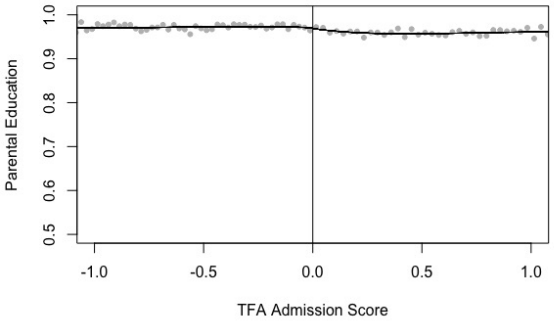

(c) White




(d) College GPA

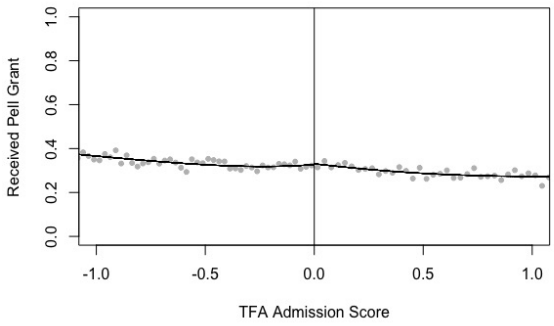



(e) Undergraduate School Selectivity

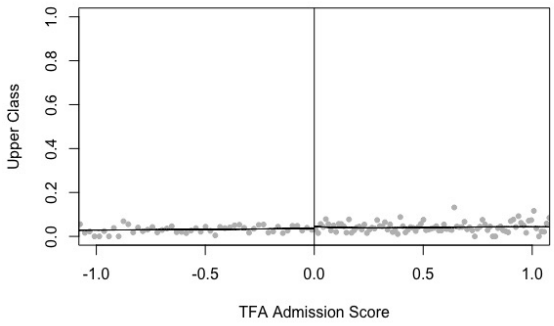



(f) Parental Education (Received Post-Secondary Education)

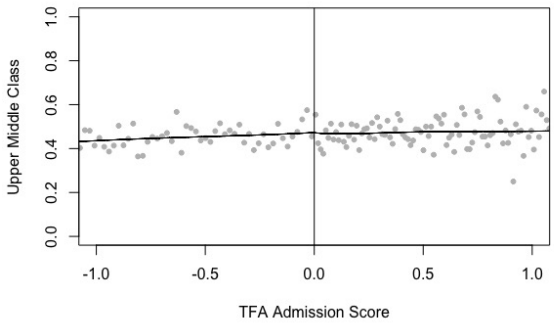
Figure D.5: Pre-Treatment Demographic Characteristics, Balance Test (Part II)



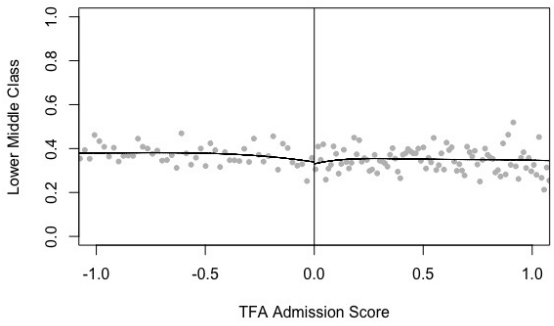

(a) Received Pell Grant



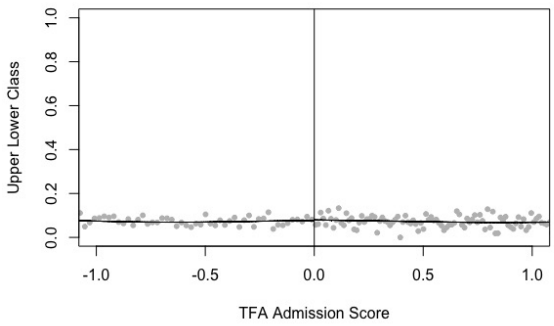

(b) Upper Class



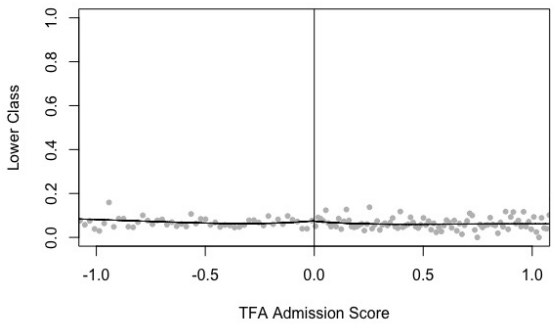

(c) Upper Middle Class



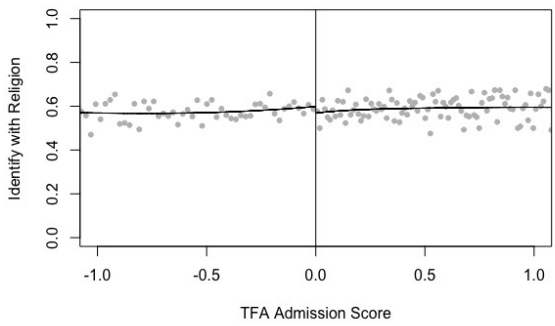

(d) Lower Middle Class




(e) Upper Lower Class

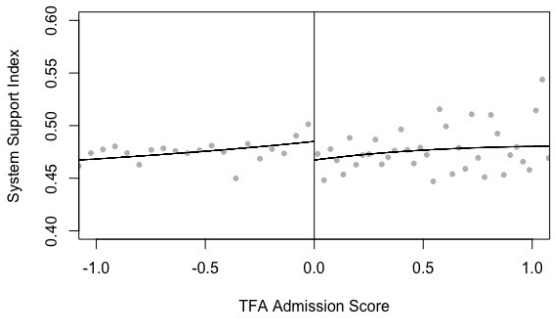



(f) Lower Class

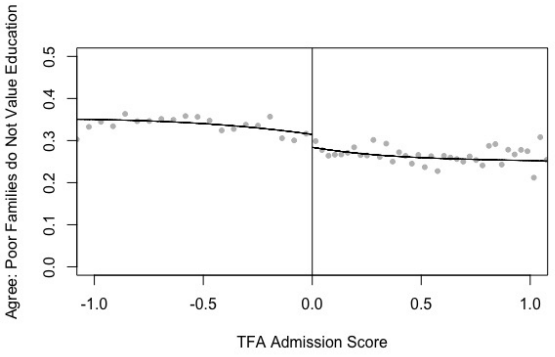



(g) Identify with Religion

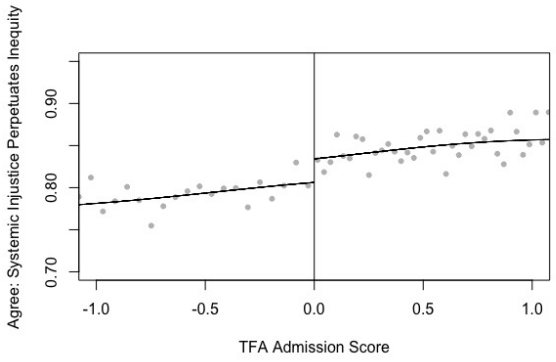
Figure D.6: Outcome Measures by Admission Score (Part I)



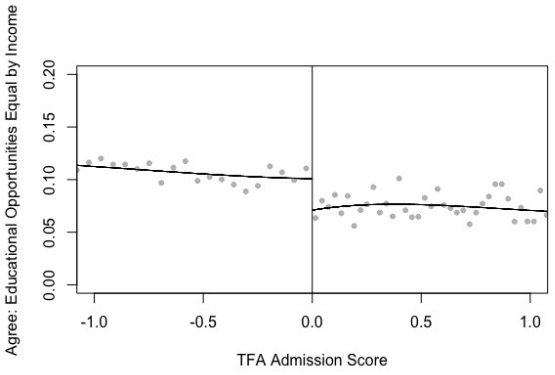

(a) System Support Index



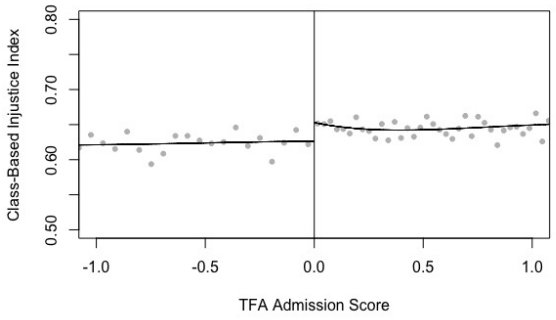

(b) Contributor to Education Inequality: Poor Families Do Not Value Education



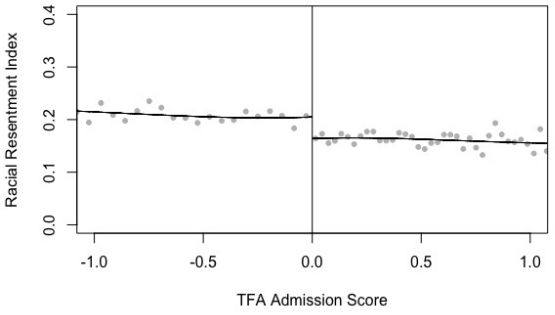

(c) Contributor to Education Inequality: Systemic Injustice




(d) Agreement That Low and High Income Students Have the Same Educational Opportunities

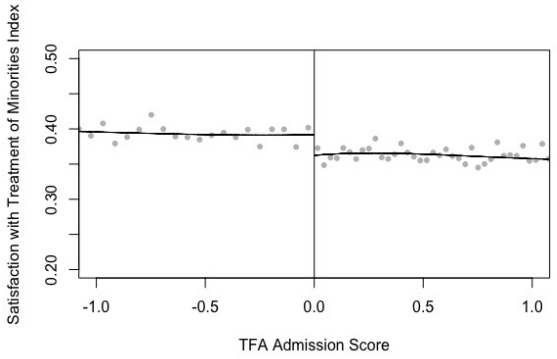



(e) Class-Based Injustice Index

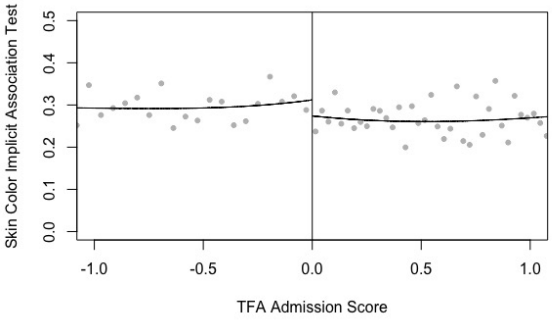



(f) Racial Resentment Index

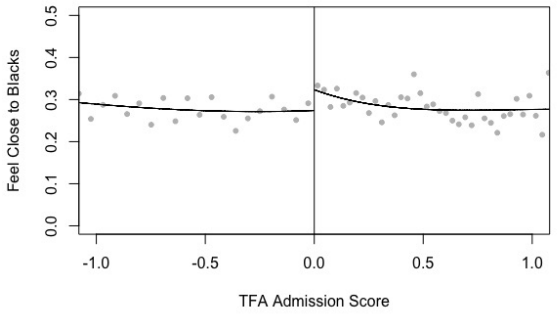
Figure D.7: Outcome Measures by Admission Score (Part II)



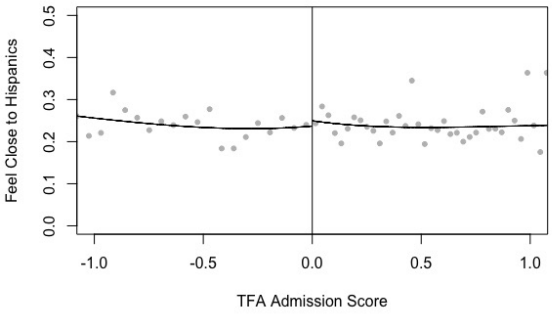

(a) Discrimination Index




(b) Skin-Tone Implicit Association Test




(c) Feel Closeness to Blacks




(d) Feel Closeness to Hispanics

# E Regression Results

Table E.6: Baseline Pre-Treatment Characteristics (Balance Tests)

| | First Stage (1) | Reduced Form (2) | 2SLS (3) | Observations (4) |
|---|---|---|---|---|
| Age | 0.272*** | -0.005 | -0.017 | 22,801 |
| | (0.023) | (0.004) | (0.014) | |
| Female | 0.319*** | 0.000 | 0.000 | 24,879 |
| | (0.019) | (0.016) | (0.050) | |
| White | 0.363*** | -0.013 | -0.036 | 24,683 |
| | (0.017) | (0.014) | (0.038) | |
| College GPA | 0.334*** | 0.001 | 0.003 | 24,888 |
| | (0.018) | (0.015) | (0.044) | |
| Undergraduate School Selectivity | 0.325*** | 0.008 | 0.026 | 19,247 |
| | (0.025) | (0.009) | (0.028) | |
| Parental Education (Received Post-Secondary Education) | 0.344*** | -0.009 | -0.026 | 24,874 |
| | (0.018) | (0.008) | (0.022) | |
| Received Pell Grant | 0.341*** | -0.025 | -0.073 | 24,215 |
| | (0.018) | (0.016) | (0.046) | |
| Upper Class | 0.316*** | 0.004 | 0.014 | 22,657 |
| | (0.020) | (0.007) | (0.023) | |
| Upper Middle Class | 0.341*** | -0.003 | -0.008 | 22,657 |
| | (0.019) | (0.017) | (0.049) | |
| Lower Middle Class | 0.319*** | -0.005 | -0.014 | 22,657 |
| | (0.020) | (0.017) | (0.055) | |
| Upper Lower Class | 0.318*** | 0.002 | 0.005 | 22,657 |
| | (0.020) | (0.010) | (0.032) | |
| Lower Class | 0.334*** | 0.001 | 0.002 | 22,657 |
| | (0.019) | (0.009) | (0.027) | |
| Identify with Religion | 0.356*** | -0.018 | -0.049 | 22,672 |
| | (0.018) | (0.016) | (0.045) | |

*Notes:* The table reports first stage, reduced form, and two-stage least square (2SLS) estimates. The 2SLS estimates instruments for Teach For America admission using an indicator for scoring above the cutoff. All specifications include controls for cohort year. Standard errors are clustered at the selection score level. $*p < 0.10$, $**p < 0.05$, $***p < 0.01$.

Table E.7: Robustness of Results by Bandwidth

| | Optimal Bandwidth (1) | 0.5 $X$ Bandwidth (2) | 2 $X$ Bandwidth (3) | Observations (4) |
|---|---|---|---|---|
| *Panel A: Systemic Injustice* | | | | |
| Level of Respect of U.S. Political Institutions | -0.091** | -0.100 | -0.036 | 19,830 |
| | (0.043) | (0.062) | (0.023) | |
| Sense that Citizens' Basic Rights Are Protected by the U.S. Political System | -0.102*** | -0.122** | -0.054*** | 19,839 |
| | (0.034) | (0.052) | (0.018) | |
| System Support Index | -0.104*** | -0.109** | -0.050** | 19,827 |
| | (0.037) | (0.053) | (0.020) | |
| *Panel B: Class-Based Injustice* | | | | |
| Incomes Should be Made More Equal (as Opposed to Unequal to Incentivize Individual Effort) | 0.058** | 0.078 | 0.029* | 19,847 |
| | (0.030) | (0.048) | (0.016) | |
| Gov't (as Opposed to Individuals) Should Take More Responsibility to Ensure that Everyone is Provided For | 0.075** | 0.088* | 0.038** | 19,853 |
| | (0.030) | (0.049) | (0.017) | |
| Hard Work Doesn't Generally Bring Success – It's More a Matter of Luck and Connections | 0.093** | 0.088 | 0.053** | 19,850 |
| | (0.042) | (0.062) | (0.022) | |
| People are Poor Because of an Unfair Society (as Opposed to Laziness and Lack of Willpower) | 0.072*** | 0.087** | 0.054*** | 19,855 |
| | (0.022) | (0.039) | (0.013) | |
| Class-Based Injustice Index | 0.093*** | 0.072 | 0.058*** | 19,822 |
| | (0.033) | (0.046) | (0.018) | |
| *Panel C: Class-Based Education Inequality* | | | | |
| Contributor to Education Inequality: Poor Families Do Not Value Education as Much as Richer Families | -0.085** | -0.081 | -0.098*** | 19,302 |
| | (0.034) | (0.057) | (0.019) | |
| Contributor to Education Inequality: Systemic Injustices Perpetuate Inequity Throughout Society | 0.074*** | 0.067 | 0.067*** | 19,312 |
| | (0.026) | (0.045) | (0.015) | |
| Agreement that Low Income Students Have Same Educational Opportunities as High Income Students | -0.113*** | -0.139*** | -0.064*** | 20,871 |
| | (0.024) | (0.036) | (0.013) | |
| *Panel D: Racial Injustice* | | | | |
| Agreement that Blacks Have Gotten Less then They Deserve | 0.108*** | 0.106* | 0.077*** | 19,525 |
| | (0.039) | (0.058) | (0.021) | |
| Agreement that Blacks Should Overcome Prejudice Without Special Favors | -0.158*** | -0.156*** | -0.101*** | 19,534 |
| | (0.041) | (0.060) | (0.022) | |
| Agreement that It's Really Just a Matter of Blacks Working Harder to be Just as Well Off as Whites | -0.123*** | -0.122** | -0.077*** | 19,531 |
| | (0.036) | (0.051) | (0.019) | |
| Agreement that Slavery and Discrimination Has Made it Difficult for Blacks to Work Their Way Up | 0.118*** | 0.124*** | 0.082*** | 19,539 |
| | (0.029) | (0.045) | (0.016) | |

Continued on next page...

| | Optimal Bandwidth (1) | 0.5 $X$ Bandwidth (2) | 2 $X$ Bandwidth (3) | Observations (4) |
|---|---|---|---|---|
| Extent to Which Racial Discrimination Limits Particular Racial Groups | 0.117*** | 0.130*** | 0.088*** | 19,473 |
| | (0.026) | (0.043) | (0.014) | |
| Racial Resentment Index | -0.126*** | -0.125*** | -0.087*** | 19,414 |
| | (0.030) | (0.043) | (0.016) | |
| Satisfaction with Treatment of Asians | -0.100*** | -0.110* | -0.067*** | 19,269 |
| | (0.037) | (0.057) | (0.020) | |
| Satisfaction with Treatment of Hispanics | -0.100*** | -0.154*** | -0.073*** | 19,290 |
| | (0.037) | (0.057) | (0.020) | |
| Satisfaction with Treatment of Blacks | -0.173*** | -0.178*** | -0.105*** | 19,291 |
| | (0.042) | (0.062) | (0.022) | |
| Satisfaction with Treatment of Muslims | -0.128*** | -0.112* | -0.065*** | 19,282 |
| | (0.044) | (0.065) | (0.024) | |
| Satisfaction with Treatment of Immigrants | -0.104*** | -0.151*** | -0.068*** | 19,290 |
| | (0.027) | (0.050) | (0.015) | |
| Discrimination Index | -0.106*** | -0.118*** | -0.066*** | 19,250 |
| | (0.027) | (0.041) | (0.014) | |
| *Panel E: Racial Prejudice* | | | | |
| Skin-Tone Implicit Association Test | -0.121* | -0.117 | -0.086** | 9,444 |
| | (0.073) | (0.119) | (0.042) | |
| Feel Close to Blacks | 0.089** | 0.091 | 0.075*** | 19,027 |
| | (0.041) | (0.075) | (0.025) | |
| Feel Close to Hispanics | 0.020 | 0.019 | 0.034 | 19,027 |
| | (0.057) | (0.091) | (0.032) | |

*Notes:* The table reports the two-stage least square (2SLS) estimates for the optimal bandwidth, half that bandwidth, and double that bandwidth. The 2SLS estimates instruments for Teach For America participation using an indicator for scoring above the cutoff. All specifications include controls for cohort year. Standard errors are clustered at the selection score level. *$p < 0.10$, **$p < 0.05$, ***$p < 0.01$.

Table E.8: Intent-to-Treat (ITT) versus Treatment-on-the-Treated (TOT) 2SLS Estimates

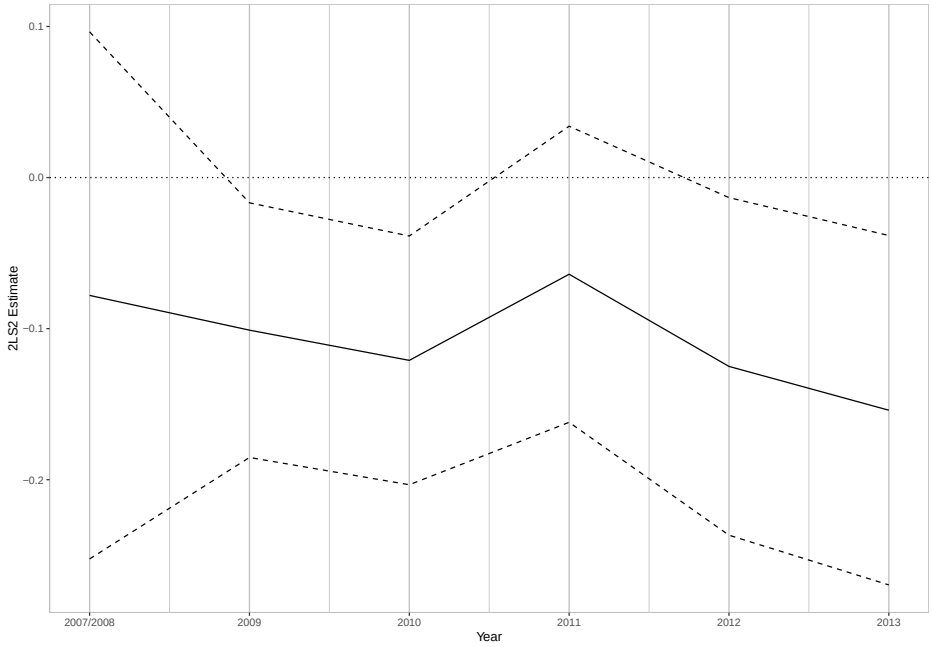
| | ITT (1) | TOT (2) |
|---|---|---|
| *Panel A: Systemic Injustice* | | |
| Level of Respect of U.S. Political Institutions | -0.081** | -0.091** |
| Sense that Citizens' Basic Rights Are Protected by the U.S. Political System | -0.091*** | -0.102*** |
| System Support Index | -0.092*** | -0.104*** |
| *Panel B: Class-Based Injustice* | | |
| Incomes Should be Made More Equal (as Opposed to Unequal to Incentivize Individual Effort) | 0.052** | 0.058** |
| Gov't (as Opposed to Individuals) Should Take More Responsibility to Ensure that Everyone is Provided For | 0.067** | 0.075** |
| Hard Work Doesn't Generally Bring Success – It's More a Matter of Luck and Connections | 0.083** | 0.093** |
| People are Poor Because of an Unfair Society (as Opposed to Laziness and Lack of Willpower) | 0.063*** | 0.072*** |
| Class-Based Injustice Index | 0.083*** | 0.093*** |
| *Panel C: Class-Based Education Inequality* | | |
| Contributor to Education Inequality: Poor Families Do Not Value Education as Much as Richer Families | -0.076** | -0.085** |
| Contributor to Education Inequality: Systemic Injustices Perpetuate Inequity Throughout Society | 0.066*** | 0.074*** |
| Agreement that Low Income Students Have Same Educational Opportunities as High Income Students | -0.101*** | -0.113*** |
| *Panel D: Racial Injustice* | | |
| Agreement that Blacks Have Gotten Less then They Deserve | 0.096*** | 0.108*** |
| Agreement that Blacks Should Overcome Prejudice Without Special Favors | -0.140*** | -0.158*** |
| Agreement that It's Really Just a Matter of Blacks Working Harder to be Just as Well Off as Whites | -0.109*** | -0.123*** |
| Agreement that Slavery and Discrimination Has Made it Difficult for Blacks to Work Their Way Up | 0.105*** | 0.118*** |
| Extent to Which Racial Discrimination Does Not Limit Particular Racial Groups | 0.104*** | 0.117*** |
| Racial Resentment Index | -0.113*** | -0.126*** |
| Satisfaction with Treatment Asians | -0.090*** | -0.100*** |
| Satisfaction with Treatment Hispanics | -0.090*** | -0.100*** |
| Satisfaction with Treatment Blacks | -0.155*** | -0.173*** |
| Satisfaction with Treatment Muslims | -0.115*** | -0.128*** |
| Satisfaction with Treatment Immigrants | -0.093*** | -0.104*** |
| Discrimination Index | -0.095*** | -0.106*** |
| *Panel E: Racial Prejudice* | | |
| Skin-Tone Implicit Association Test | -0.109* | -0.121* |
| Feel Close to Blacks | 0.079** | 0.089** |
| Feel Close to Hispanics | 0.018 | 0.020 |

Table E.9: Benchmarking Effect Sizes

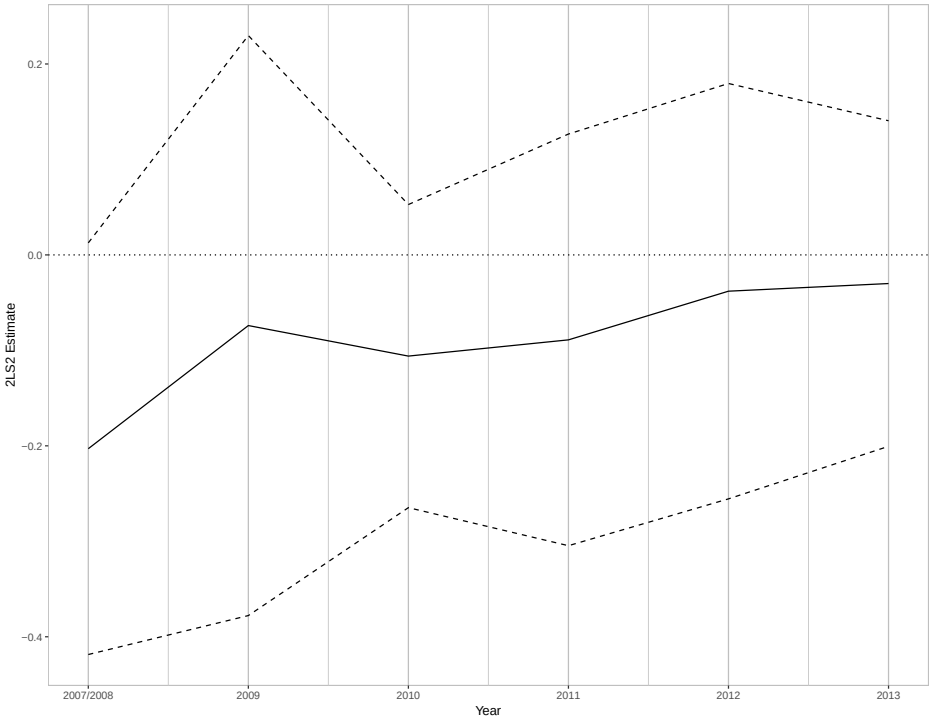
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) |
|---|---|---|---|---|---|---|---|
| **Systemic Injustice - AmericasBarometer (2010)** | **United States** | **Haiti** | **Diff.** *Haiti-U.S.* | **ITT** | **TOT** | **ITT Diff.** | **TOT Diff.** |
| (1) Level of Respect of Political Institutions | 0.437 | 0.352 | -0.085 | -0.081** | -0.091** | 95% | 107% |
| (2) Sense that Citizens' Basic Rights Are Protected by the Political System | 0.450 | 0.294 | -0.156 | -0.091*** | -0.102*** | 58% | 65% |
| (3) System Support Index | 0.444 | 0.323 | -0.121 | -0.092*** | -0.104*** | 76% | 86% |
| **Class-Based Injustice - World Values Survey (1995-1998)** | **United States** | **Germany** | **Diff.** *Germany-U.S.* | **ITT** | **TOT** | **ITT Diff.** | **TOT Diff.** |
| (4) Incomes Should be Made More Equal (as Opposed to Unequal to Incentivize Individual Effort) | 0.495 | 0.688 | 0.193 | 0.052** | 0.058** | 27% | 30% |
| (5) Gov't (as Opposed to Individuals) Should Take More Responsibility to Ensure that Everyone is Provided For | 0.403 | 0.604 | 0.201 | 0.067** | 0.075** | 33% | 37% |
| (6) Hard Work Doesn't Generally Bring Success – It's More a Matter of Luck and Connections | 0.308 | 0.412 | 0.105 | 0.083*** | 0.093*** | 79% | 89% |
| (7) Class-Based Resentment Index* | 0.403 | 0.568 | 0.166 | 0.081*** | 0.091*** | 49% | 55% |
| **Racial Injustice - American National Election Study (2008)** | **Whites** | **Blacks** | **Diff.** *Black-White* | **ITT** | **TOT** | **ITT Diff.** | **TOT Diff.** |
| (8) Agreement that Blacks Have Gotten Less then They Deserve | 0.347 | 0.628 | 0.281 | 0.096*** | 0.108*** | 34% | 38% |
| (9) Agreement that Blacks Should Overcome Prejudice Without Special Favors | 0.734 | 0.625 | -0.108 | -0.140*** | -0.158*** | 129% | 146% |
| (10) Agreement that It's Really Just a Matter of Blacks Working Harder to be Just as Well Off as Whites | 0.636 | 0.557 | -0.079 | -0.109*** | -0.123*** | 138% | 156% |
| (11) Agreement that Slavery and Discrimination Has Made it Difficult for Blacks to Work Their Way Up | 0.430 | 0.637 | 0.207 | 0.105*** | 0.118*** | 51% | 57% |
| (12) Racial Resentment Index* | 0.648 | 0.480 | -0.168 | -0.108*** | -0.121*** | 64% | 72% |
| **Racial Prejudice - Project Implicit (2015)** | **Whites** | ***Group*** | **Diff.** *Group-White* | **ITT** | **TOT** | **ITT Diff.** | **TOT Diff.** |
| (13) Skin-tone Implicit Association Test (*Group*=Black) | 0.366 | 0.047 | -0.319 | -0.109* | -0.121* | 34% | 38% |
| (14) Skin-tone Implicit Association Test (*Group*=Hispanic) | | 0.257 | -0.109 | | | 100% | 111% |

*Notes:* The two variables that make up the *System Support Index* measures are available in the 2010 wave of the AmericasBarometer. The three measures that are part of our *Class-Based Injustice Index* are available in Wave 6 of the World Values Survey. The four racial resentment variables that make up part of the *Racial Resentment Index* are part of the 2008 ANES survey. The *Skin-Tone Implicit Association Test* is also part of Harvard's *Project Implicit*, and we access the data available in 2015 here. We use these four datasets that draw form the general population to benchmark our effect sizes. ITT represents the 2SLS intention-to-treat effect, while TOT denotes the 2SLS treatment-on-the-treated effect. "*" denotes that due to what questions were available in the World Values Survey and the ANES survey, the *Racial Resentment Index* and the *Class-Based Injustice Index* are modified to contain only the measures explicitly noted in the table. We recompute the ITT and the TOT with these modified indices so that our benchmarking analysis is accurate.

Figure E.8: Durability of Effects



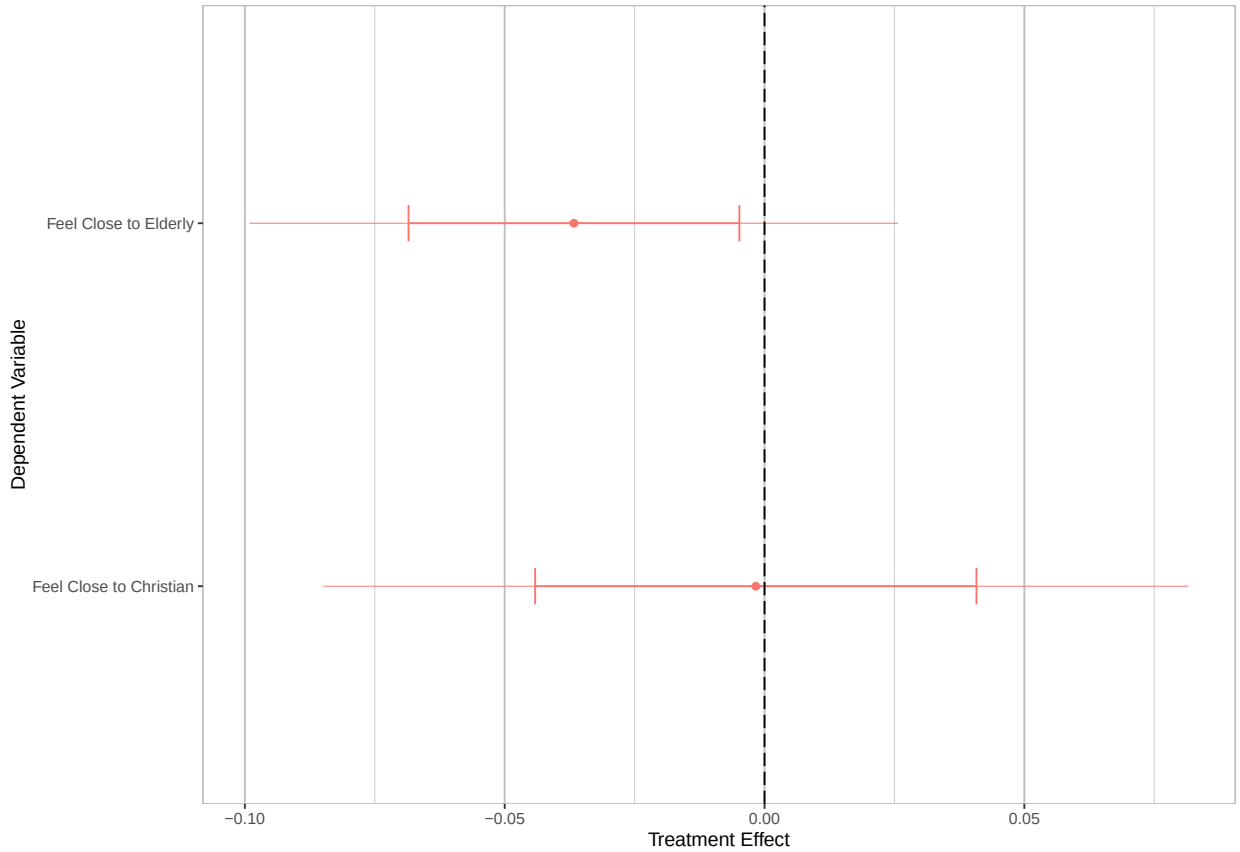

(a) Racial Resentment Index Over Time




(b) Skin-Tone Implicit Association Test Over Time

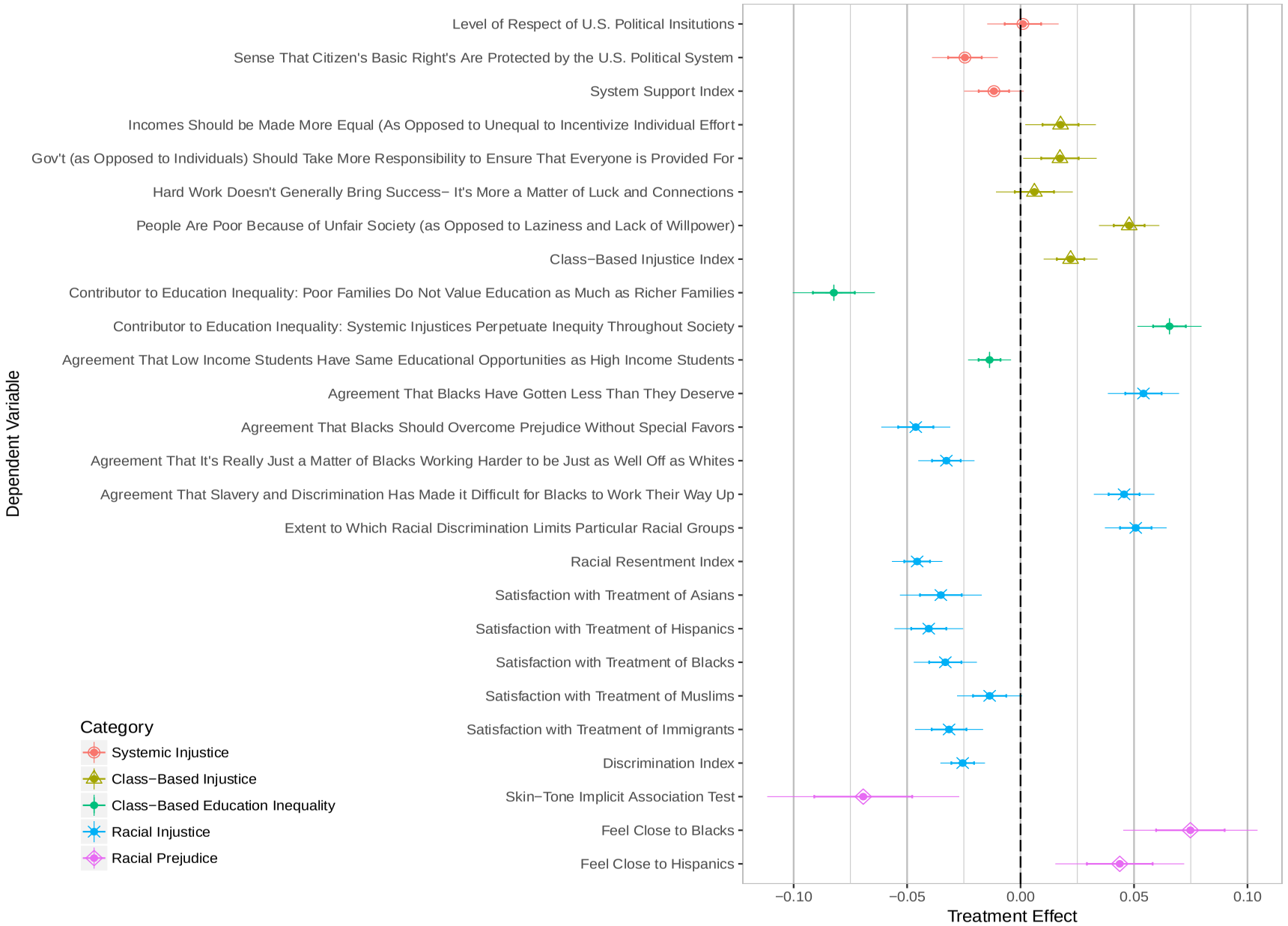
*Notes:* The solid line represents the average causal effect sizes for each cohort, and the dotted lines represent the 95 percent confidence intervals. We combine the 2007 and 2008 cohorts, as the first-stage in 2008 is not robust.

Figure E.9: 2SLS Estimates - Placebo Check on Closeness Measures



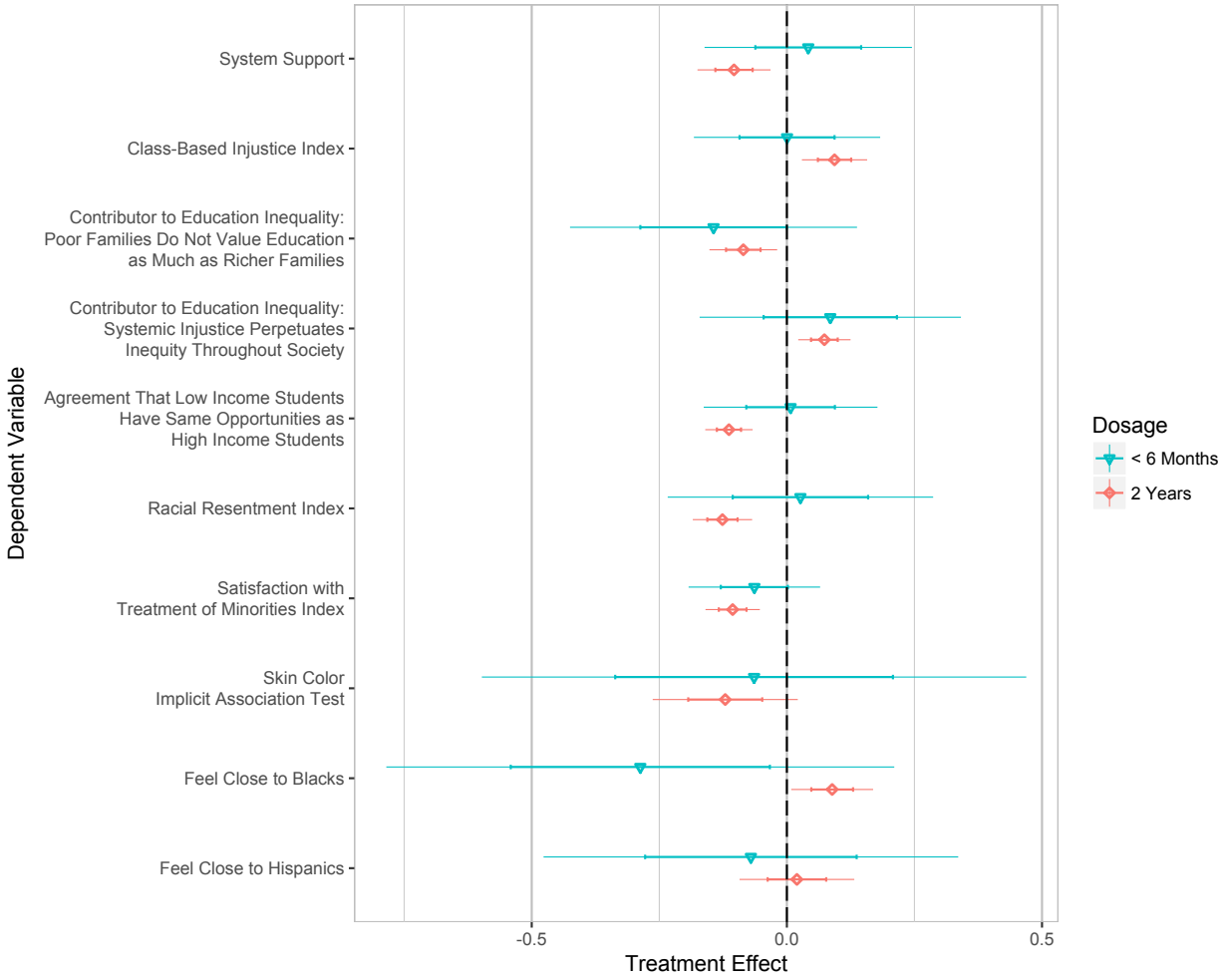

*Notes:* The 95 percent confidence intervals surround point estimates; the thicker lines represent one standard error.

Figure E.10: Effect of Matriculation



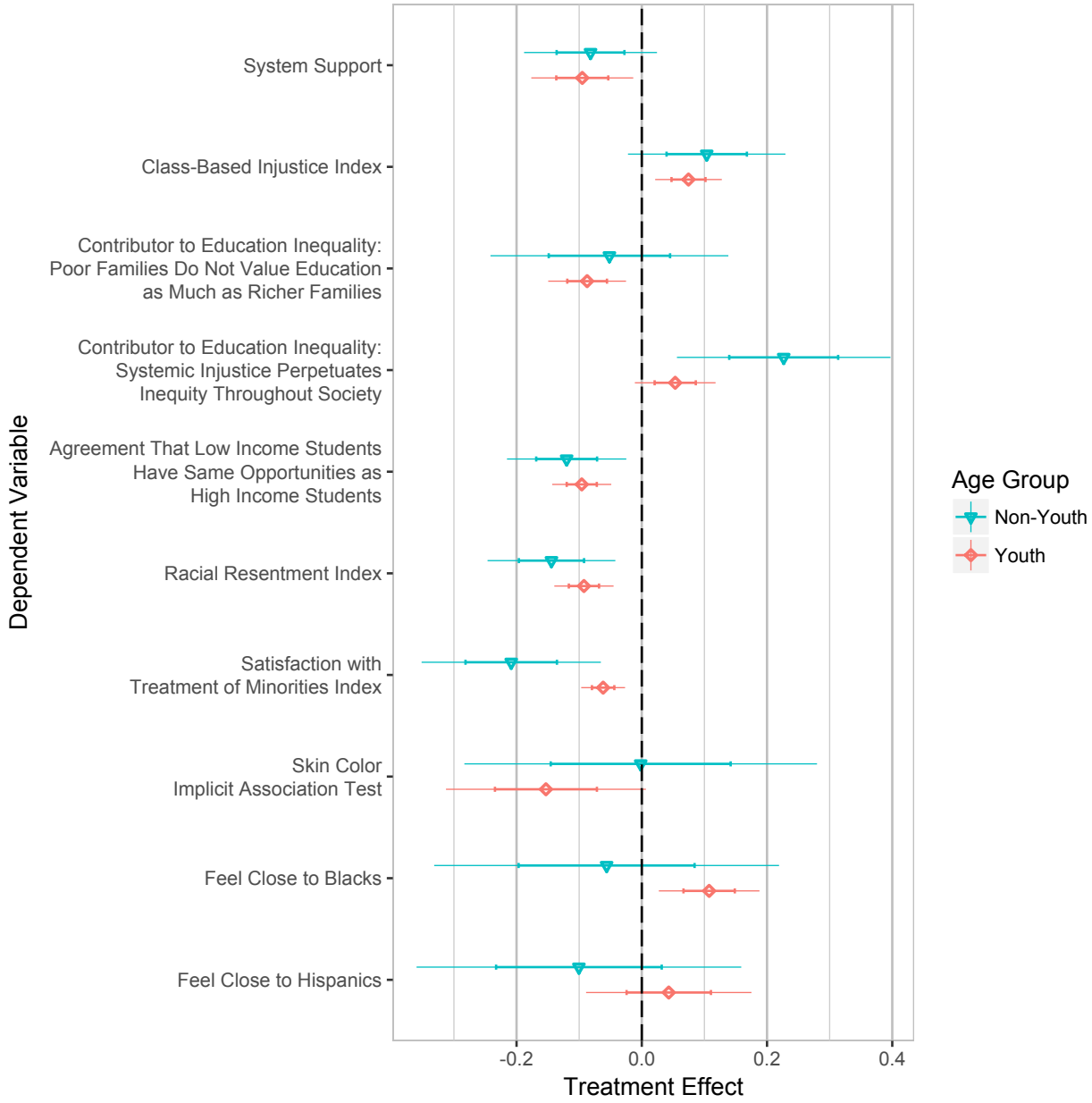

*Notes:* The regression analysis of each outcome measure on matriculation conditional upon admission (1 = matriculated; 0 = declined admission offer), controls for the selection score, demographic characteristics (age, gender, college GPA, undergraduate school selectivity, parental education, receipt of Pell Grant, socioeconomic status, and religiosity), and application year. The 95 percent confidence intervals surround point estimates; the thicker lines between the bars represent one standard error.

Figure E.11: 2SLS Estimates - "Pre-Treatment" versus Post-Treatment Causal Effects



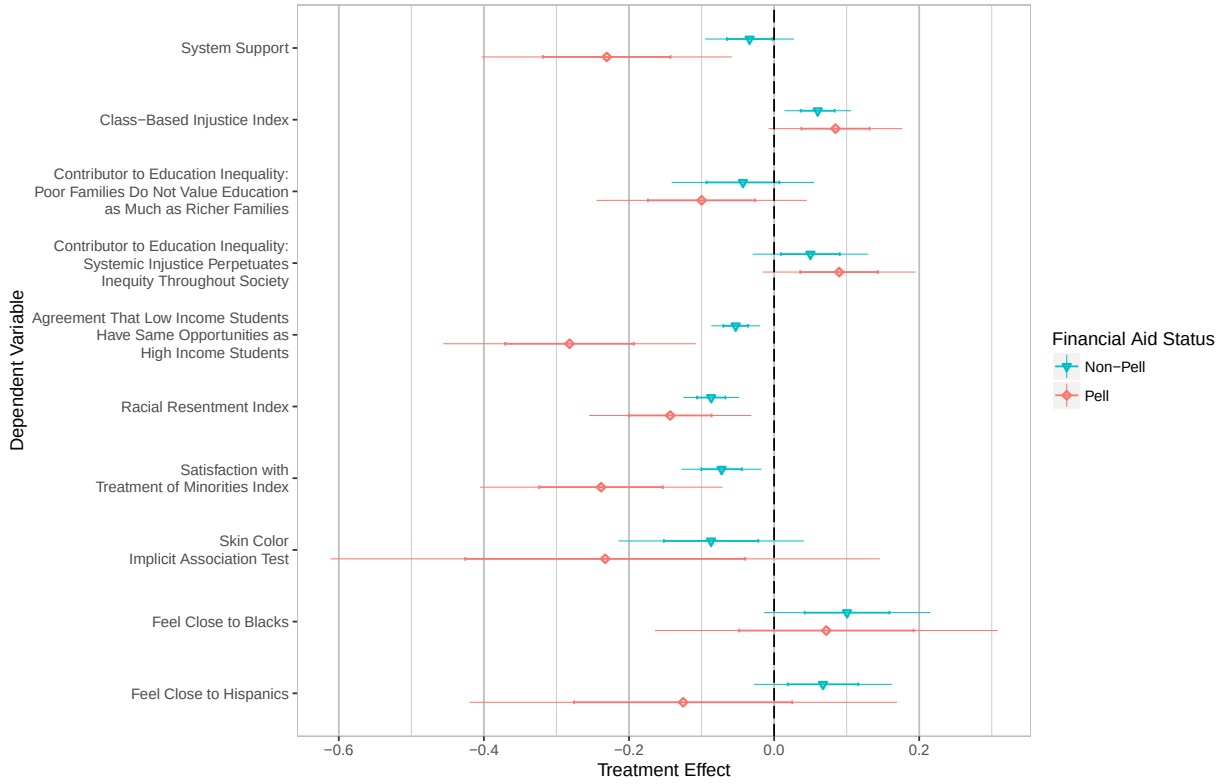

*Notes:* The 95 percent confidence intervals surround point estimates; the thicker lines between the bars represent one standard error.

Figure E.12: 2SLS Estimates by Age



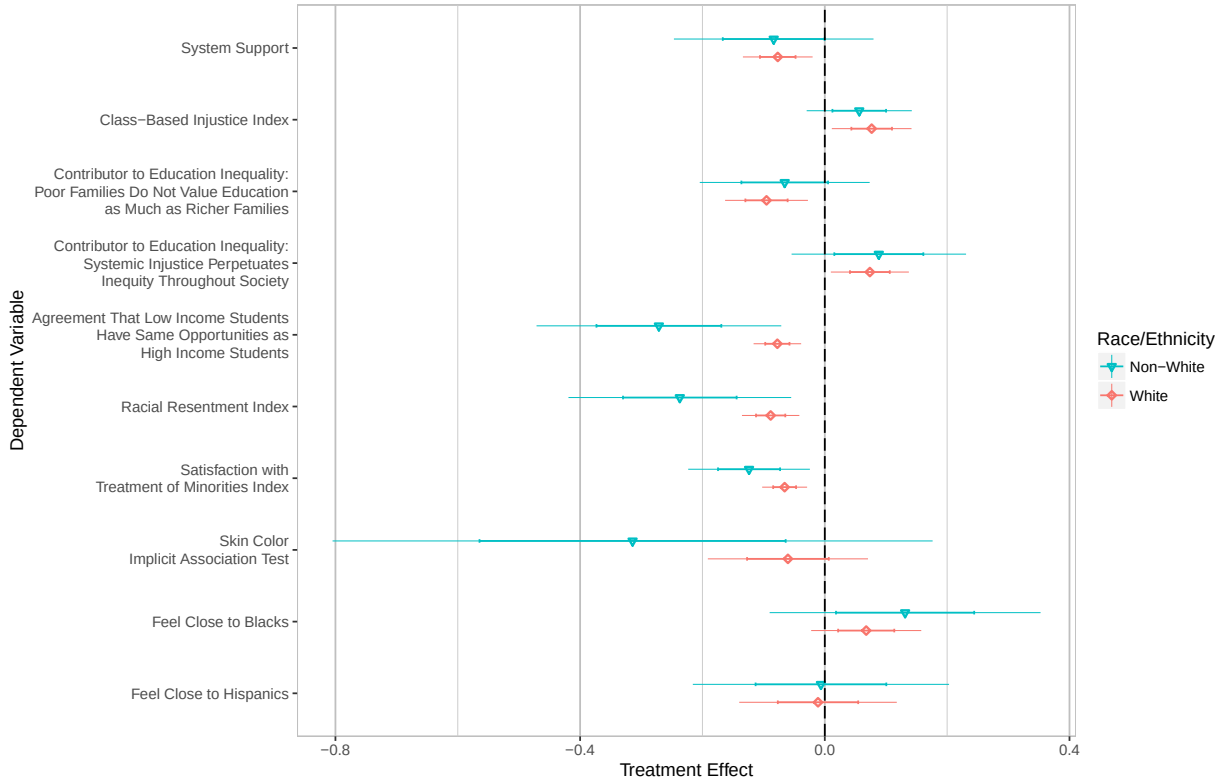

*Notes:* The 95 percent confidence intervals surround point estimates; the thicker lines between the bars represent one standard error. We excluded the 34 respondents who reported that they were not legal adults (under 18) when examining young adult populations.

Figure E.13: 2SLS Estimates by Receipt of Pell Grant



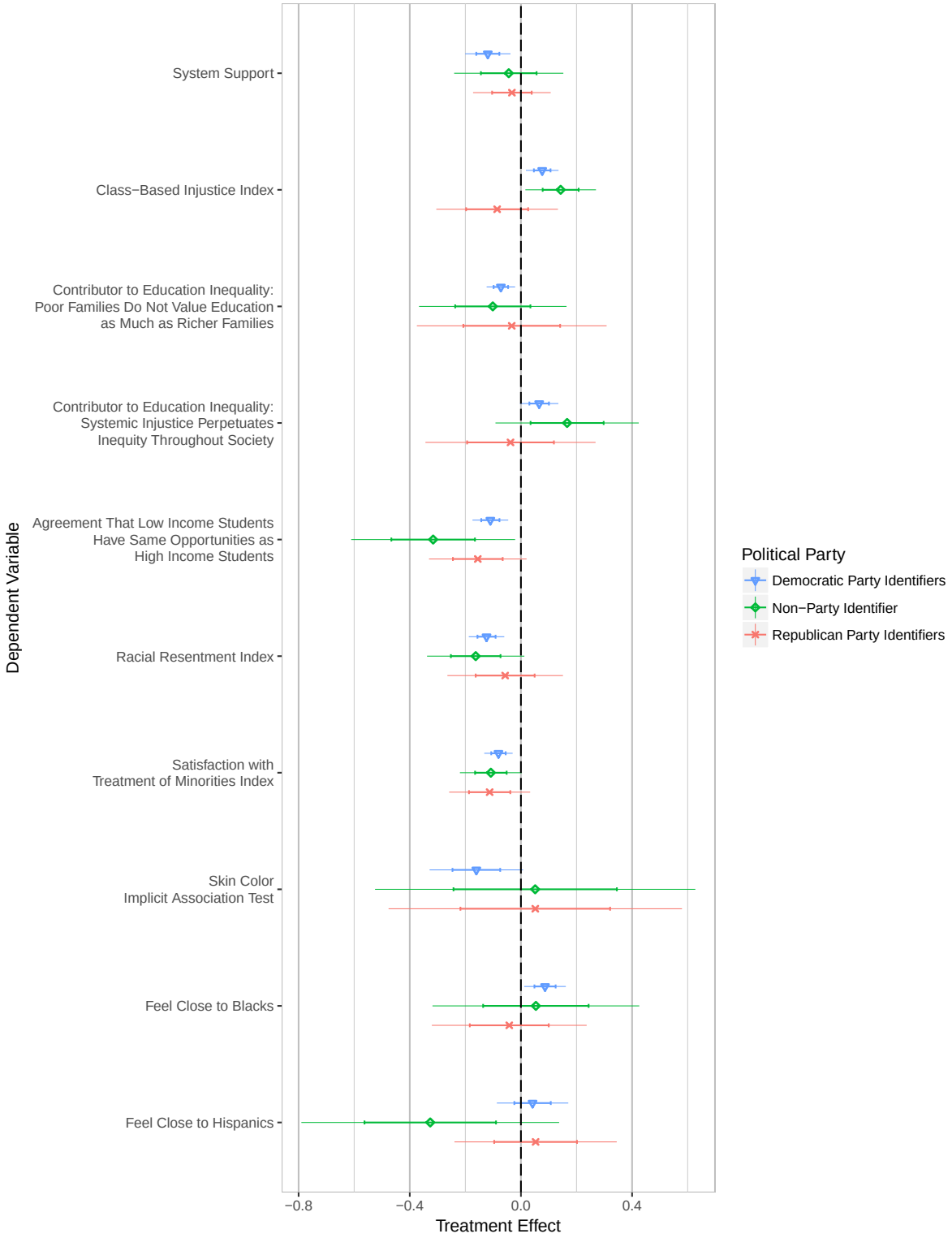

*Notes:* The 95 percent confidence intervals surround point estimates; the thicker lines between the bars represent one standard error.

Figure E.14: 2SLS Estimates by Race



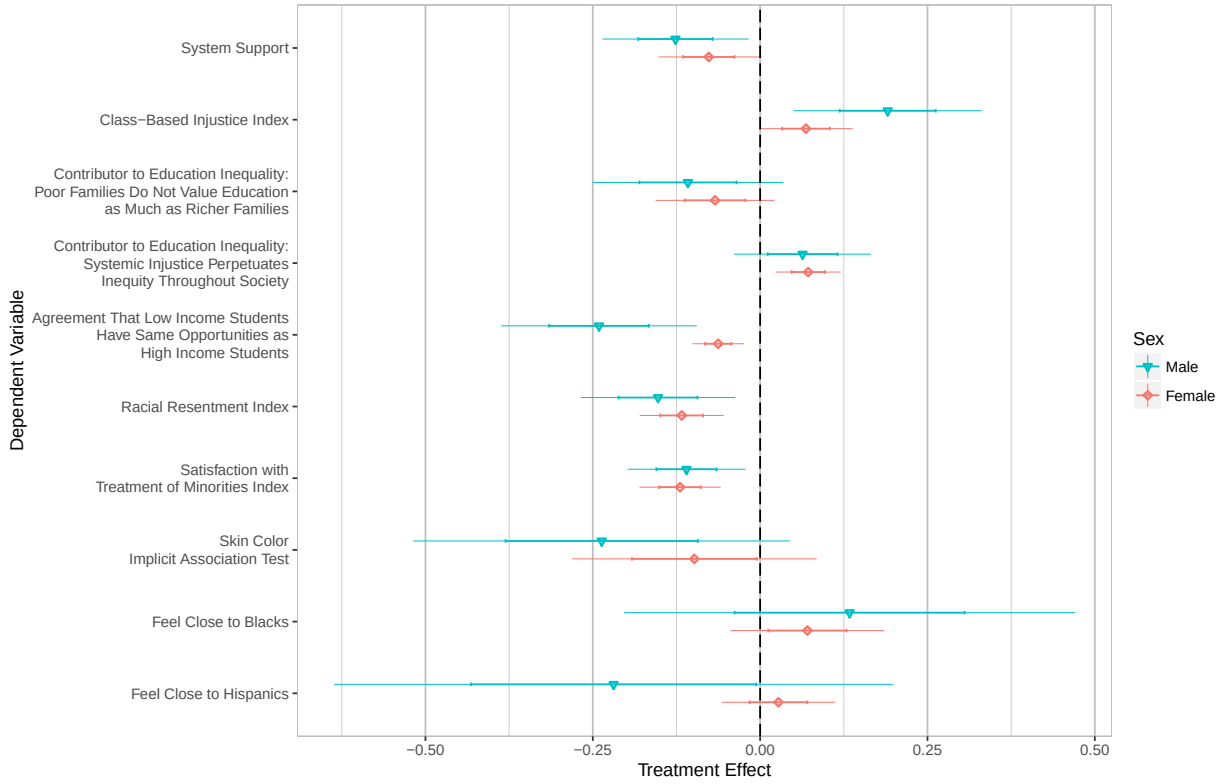

*Notes:* The 95 percent confidence intervals surround point estimates; the thicker lines between the bars represent one standard error.

Figure E.15: 2SLS Estimates by Party Identification



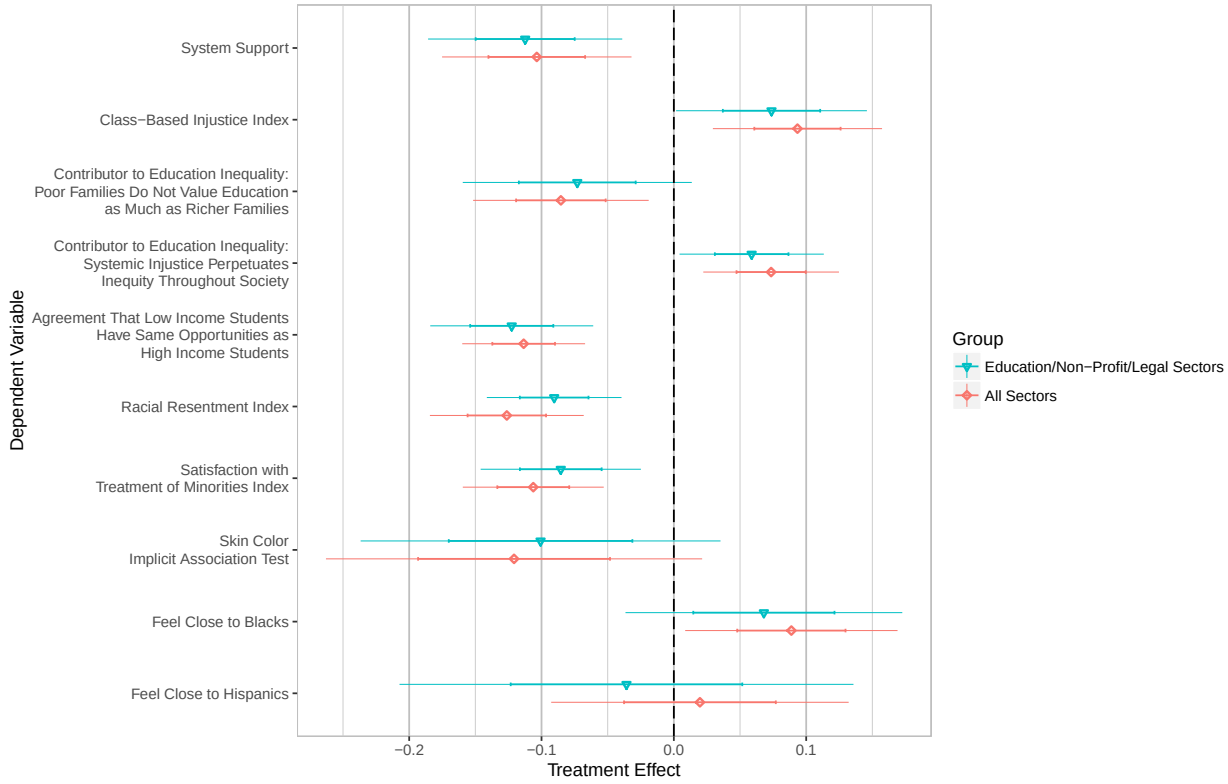

*Notes:* The 95 percent confidence intervals surround point estimates; the thicker lines between the bars represent one standard error. All individuals who at least leaned Democrat are coded as Democratic Party identifiers; all individuals who at least leaned Republican are coded as Republican Party identifiers; and all individuals who did not lean either way were coded as non-party identifiers.

Figure E.16: 2SLS Estimates by Sex



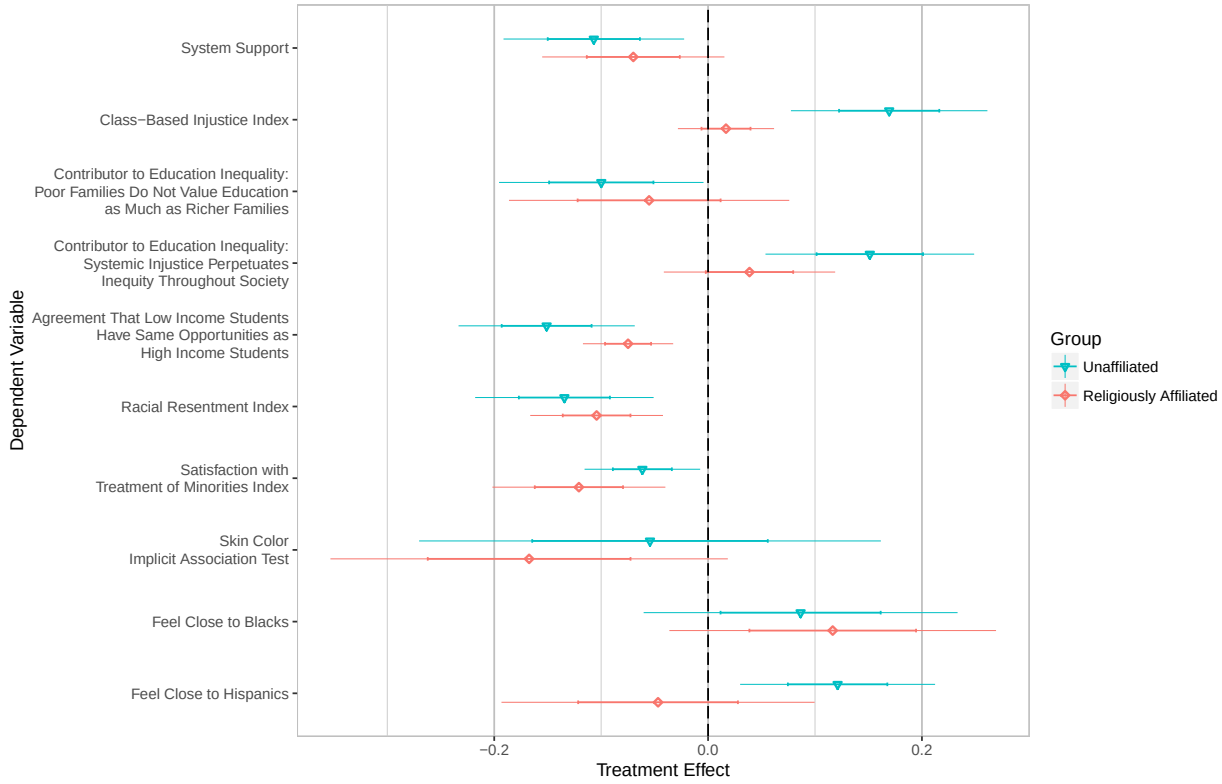

*Notes:* The 95 percent confidence intervals surround point estimates; the thicker lines between the bars represent one standard error.

Figure E.17: 2SLS Estimates by Sector of Non-Participants



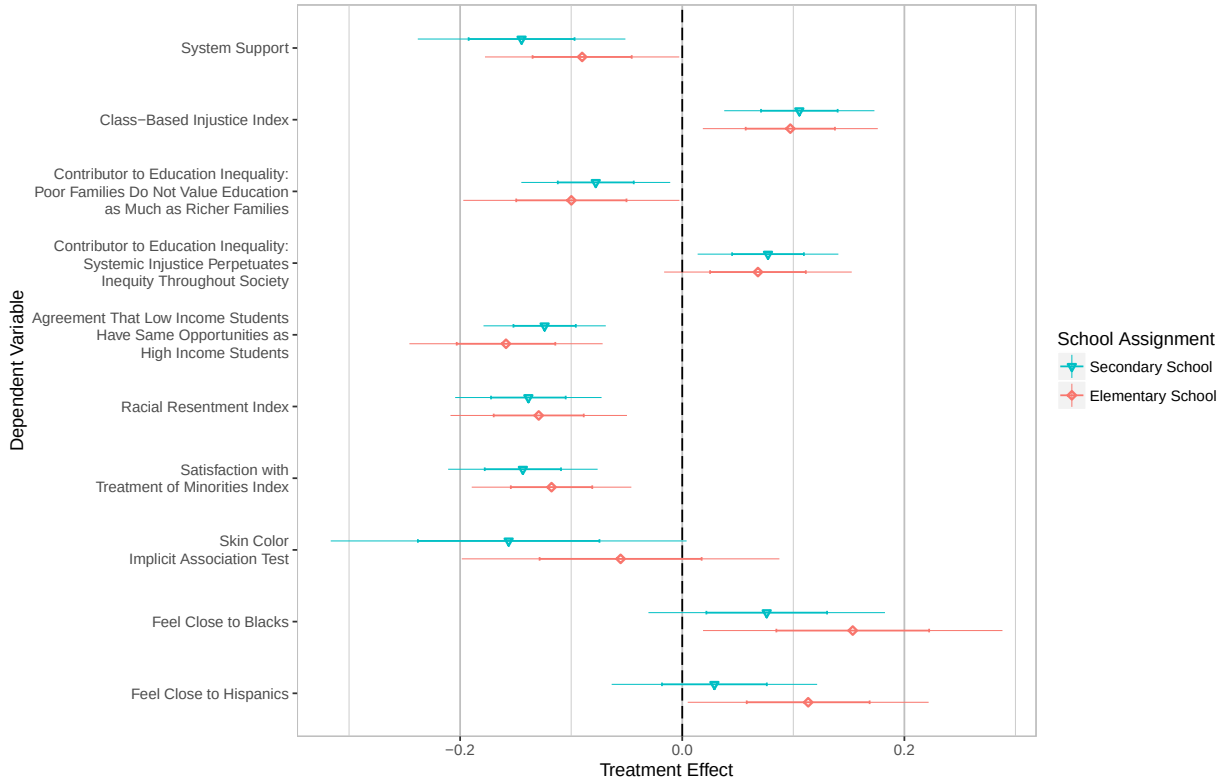

*Notes:* The 95 percent confidence intervals surround point estimates; the thicker lines between the bars represent one standard error.

Figure E.18: 2SLS Estimates by Having a Religious Affiliation




*Notes:* The 95 percent confidence intervals surround point estimates; the thicker lines between the bars represent one standard error.

Figure E.19: 2SLS Estimates by School Assignment




*Notes:* The 95 percent confidence intervals surround point estimates; the thicker lines between the bars represent one standard error.

# F Details on Study Question Wording and Coding Rules

Details of the data we received from Teach For America, as well as the original online survey administered between October 1, 2015 and March 31, 2016, are provided below. Exact question wording and information on our response recoding of question items that were recoded are provided.

## Baseline Characteristics

### *Application Information*

1. *Application Year* - The cohort an applicant was applying for was provided. (Response Options: 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, and 2015)

2. *Admission Score* - Applicant's final admission score was provided. Only individuals who made it to the final round of the admission process received an admission score, and our target sample focused on individuals that made it to this final round only.

3. *Admission Cutoff Score* - Information on the cutoff score was provided for each application year. To combine cohorts, we standardized each year such that the cutoff is at 0, higher values indicate scoring better, and values can be interpreted as the number of standard deviations away from the cutoff the applicant was.

4. *Admission Decision* - Information on whether an applicant was admitted into TFA was provided (Response Options: 0 = No; 1 = Yes)

5. *Matriculation Decision* - Information on whether an admitted applicant matriculated into TFA was provided. (Response Options: 0 = No; 1 = Yes)

6. *Contact Information* - Up to two email addresses were provided for each applicant.

7. *Placement Region* - Information on which region matriculants were assigned to teach.[1]

### *Demographic Characteristics*

1. *Age* - The applicant data provided by TFA contained information on applicant birth date information, which could be used to compute an applicant's age at the time of the survey. The survey also asked: "What year were you born?" Respondents indicated the year in which they were born, and this was recoded such that the variable indicates their age in years. For all analyses aside from descriptive analyses, the variable was coded to be between 0 and 1.

2. *Female* - The applicant data provided by TFA contained information on applicant gender. The survey also asked: "What is your gender?" (Response Options: 0 = Male; 1 = Female)

3. *Ethnicity* - The applicant data provided by TFA contained information on applicant race/ethnicity. The survey also asked: "What racial or ethnic group best describes you?" (Response Options: 1 = White; 2 = Black or African American, 3 = Hispanic or Latino; 4 = Native American; 5 = Asian; 6 = Native Hawaiian or Pacific Islander; 7 = Other (please specify:))

[1]The list of TFA regions are listed here: www.teachforamerica.org/join-tfa/leading-classroom/what-where-youll-teach.

(a) *White* (Response Re-Coding: 0 = All Else; 1 = White)

(b) *Black* (Response Re-Coding: 0 = All Else; 1 = Black or African American)

(c) *Hispanic* (Response Re-Coding: 0 = All Else; 1 = Hispanic or Latino)

(d) *Asian* (Response-Coding: 0 = All Else; 1 = Asian)

4. *College GPA* - The applicant data provided by TFA contained information on college grade point average (GPA), which theoretically ranges from [0.00,4.00]. Given information on the range of the GPA for each applicant's college is not provided, this measure should be interpreted with caution.

5. *School Selectivity* - The applicant data provided by TFA contained information on the undergraduate college of the applicant. Selectivity of the applicant's undergraduate was determined using USA Today rankings. (Response Options: 0 = Least Selective; 0.25 = Less Selective; 0.5 = Selective; 0.75 = More Selective; 1 = Most selective or Premier)

6. *Parental Education - Received Post-Secondary Education* - "What is the highest level of education completed by your most educated parent/guardian?" (Response Options: 1 = Less than High School; 2 = High School Graduate (High School Diploma or GED); 3 = Some College; 4 = College Degree; 5 = Advanced or Professional Degree; 999 = Don't Know)(Response Re-Coding: 0 = High School Graduate or Less; 1 = Some College or Higher)

7. *Received Pell Grant* - The applicant data provided by TFA contained information on whether the applicant qualified to receive a Pell Grant (e.g., financial aid) in college. (Response Options: 0 = No; 1 = Yes)

8. *Social Class* - "When you were growing up, would you describe your family as belonging to the...?" (Response Options: 1 = Upper Class; 2 = Upper Middle Class; 3 = Lower Middle Class; 4 = Upper Lower Class; 5 = Lower Class)

   (a) *Upper Class* - "Upper Class" (Response Re-Coding: 0 = All Else; 1 = Upper Class)

   (b) *Upper Middle Class*(Response Re-Coding: 0 = All Else; 1 = Upper Middle Class)

   (c) *Lower Middle Class* (Response Re-Coding: 0 = All Else; 1 = Lower Middle Class)

   (d) *Upper Lower Class* (Response Re-Coding: 0 = All Else; 1 = Upper Lower Class)

   (e) *Lower Class* (Response Re-Coding: 0 = All Else; 1 = Lower Class)

9. *Identify with Religion* - "What is your religious affiliation?" (Response Options: 1 = Roman Catholic; 2 = Protestant; 3 = Orthodox (Russian/Greek/etc.); 4 = Jewish; 5 = Muslim; 6 = Hindu; 7 = Buddhist; 8 = Agnostic; 9 = Atheist; 10 = Not Religious; 11 = Some Other Religion (please specify:))(Response Re-Coding: 0 = Agnostic, Atheist, or Not Religious; 1 = Any Denomination Selected or Given)

10. *Party Identification* - Q1: "Generally speaking, do you think of yourself as a Republican, a Democrat, an Independent, or what?" [If answered Republican/Democrat to Q1] Q2: "Would you call yourself a strong Republican/Democrat?" [If answered Independent or Other to Q1] Q3: "Do you think of yourself as closer to the Republican or to the Democratic party?" (Response Options: 0 = Strong Republican; 0.167 = Not very strong Republican; 0.33 = Closer to Republican party; 0.5 = Neither; 0.67 = Closer to Democratic party; 0.83 = Not very strong Democrat; 1 = Strong Democrat)

## Outcome Measures

***Panel A: Systemic Injustice***

1. *Level of Respect of U.S. Political Institutions* - "To what extent do you respect the political institutions of the United States?" (Response Options: 0 = Not At All; .17; .33; .5; .67; .83; 1 = A Lot)

2. *Sense That Citizens' Basic Rights Are Protected by the U.S. Political System* - "To what extent do you think that citizens' basic rights are well protected by the political system of the United States?" (Response Options: 0 = Not At All; .17; .33; .5; .67; .83; 1 = A Lot)

3. *Systemic Injustice Index* - Additive index created from the two measures above.

***Panel B: Class-Based Injustice***

1. *Class-Based Injustice Series* - "Now we'd like you to tell us your views on various issues. How would you place your views on this scale? 0 means you agree completely with the statement on the left; 1 means you agree completely with the statement on the right; and if your views fall somewhere in between, you can choose any number in between."

   (a) *Incomes Should be Made More Equal (as Opposed to Income Differences Being Necessary to Incentivize Individual Effort)* - "0-We need larger income differences as incentives for individual effort.; 1-Incomes should be made more equal." (Response Options: 0; .11; .22; .33; .44; .56; .67; .78; .89; 1)

   (b) *Gov't (as Opposed to Individuals) Should Take More Responsibility to Ensure that Everyone is Provided For* - "0-People should take more responsibility to provide for themselves.; 1-Government should take more responsibility to ensure that everyone is provided for." (Response Options: 0; .11; .22; .33; .44; .56; .67; .78; .89; 1)

   (c) *Hard Work Doesn't Generally Bring Success—It's More a Matter of Luck and Connections* - "0-In the long run, hard work usually brings a better life.; 1-Hard work doesn't generally bring success—it's more a matter of luck and connections." (Response Options: 0; .11; .22; .33; .44; .56; .67; .78; .89; 1)

   (d) *People are Poor Because of an Unfair Society (as Opposed to Laziness and Lack of Willpower)* - "0-People are poor because of laziness and lack of will power.; 1-People are poor because of an unfair society." (Response Options: 0; .11; .22; .33; .44; .56; .67; .78; .89; 1)

   (e) *Class-Based Injustice Index* - Additive index created from the four items in the *Class-Based Injustice Series* questions.

***Panel C: Class-Based Education Inequality***

1. *Contributors to Education Inequality Series* - "Students from poor communities often perform worse academically than other students in the US. How much do you think each of the following issues are contributors to the inequality in educational achievement in the US?"

   (a) *Poor Families Do Not Value Education as Much as Richer Families* - "Poor families do not value education as much as richer families" (Response Options: 0 = Not a Contributor/Does not Occur; .25 = A Little Contributor; .5 = Moderate Contributor; .75 = Important Contributor; 1 = Main Contributor)

   (b) *Systemic Injustices Perpetuate Inequity Throughout Society* - "Systemic injustices perpetuate inequity throughout society" (Response Options: 0 = Not a Contributor/Does not Occur; .25 = A Little Contributor; .5 = Moderate Contributor; .75 = Important Contributor; 1 = Main Contributor)

2. *Agree that Low Income Students Have Same Opportunities as High Income Students* - "To what extent do you agree or disagree with the following statement? In the US today, students from low income backgrounds have the same educational opportunities as students from high income backgrounds." (Response Options: 0 = Strongly Disagree; .25 = Disagree; .5 = Neither Agree Nor Disagree; .75 = Agree; 1 = Strongly Agree)

***Panel D: Racial Injustice***

1. *Racial Resentment Series* - "To what extent do you agree or disagree with the following statements?"

   (a) *Agree That Blacks Have Gotten Less Than They Deserve* - "Over the past few years, blacks have gotten less than they deserve." (Response Options: 0 = Strongly Disagree; .25 = Moderately Disagree; .5 = Neither Agree Nor Disagree; .75 = Moderately Agree; 1 = Strongly Agree)

   (b) *Agree That Blacks Should Overcome Prejudice Without Special Favors* - "Irish, Italian, Jewish, and other minorities overcame prejudice and worked their way up. Blacks should do the same without any special favors." (Response Options: 0 = Strongly Disagree; .25 = Moderately Disagree; .5 = Neither Agree Nor Disagree; .75 = Moderately Agree; 1 = Strongly Agree)

   (c) *Agree That It's Really Just a Matter of Blacks Working Harder to be Just as Well Off as Whites* - "It's really a matter of some people not trying hard enough; if blacks would only try harder they could be just as well off as whites." (Response Options: 0 = Strongly Disagree; .25 = Moderately Disagree; .5 = Neither Agree Nor Disagree; .75 = Moderately Agree; 1 = Strongly Agree)

   (d) *Agree That Slavery and Discrimination Has Made It Difficult for Blacks to Work Their Way Up* - "Generations of slavery and discrimination have created conditions that make it difficult for blacks to work their way up." (Response Options: 0 = Strongly Disagree; .25 = Moderately Disagree; .5 = Neither Agree Nor Disagree; .75 = Moderately Agree; 1 = Strongly Agree)

2. *Extent to Which Racial Discrimination Limits Particular Racial Groups* - "How much RACIAL discrimination do you feel there is in the US today, limiting the chances of individuals from particular RACIAL GROUPS to get ahead?" (Response Options: 0 = None at All; .25 = A Little; .5 = A Moderate Amount; .75 = A Lot; 1 = A Great Deal)

3. *Racial Resentment Index* - Additive index created from the *Extent to Which Racial Discrimination Does Not Limit Particular Racial Groups* and the four *Racial Resentment Series* questions. Note that the *Extent to Which Racial Discrimination*, *Agree That Blacks Have Gotten Less Than They Deserve*, and *Agree That Slavery and Discrimination Has Made It Difficult for Blacks to Work Their Way Up* were reverse coded when constructing the index so that a negative effect can be interpreted as a reduction in racial resentment.

4. *Discrimination in the US Series* - "Next, we'd like to know how you feel about the way various groups in societies are treated. For each of the following groups, please say whether you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with the way they are treated."

   (a) *Satisfaction with Treatment of Asians* - "Asians" (Response Options: 0 = Very Dissatisfied; .33 = Somewhat Dissatisfied; .67 = Somewhat satisfied; 1 = Very Satisfied)

   (b) *Satisfaction with Treatment Women* - "Women" (Response Options: 0 = Very Dissatisfied; .33 = Somewhat Dissatisfied; .67 = Somewhat satisfied; 1 = Very Satisfied)

   (c) *Satisfaction with Treatment Hispanics* - "Hispanics" (Response Options: 0 = Very Dissatisfied; .33 = Somewhat Dissatisfied; .67 = Somewhat satisfied; 1 = Very Satisfied)

   (d) *Satisfaction with Treatment Blacks* - "Blacks" (Response Options: 0 = Very Dissatisfied; .33 = Somewhat Dissatisfied; .67 = Somewhat satisfied; 1 = Very Satisfied)

   (e) *Satisfaction with Treatment Muslims* - "Muslims" (Response Options: 0 = Very Dissatisfied; .33 = Somewhat Dissatisfied; .67 = Somewhat satisfied; 1 = Very Satisfied)

   (f) *Satisfaction with Treatment Immigrants* - "Immigrants" (Response Options: 0 = Very Dissatisfied; .33 = Somewhat Dissatisfied; .67 = Somewhat satisfied; 1 = Very Satisfied)

5. *Discrimination Index* - Additive index created from the six items in the *Discrimination in the US Series* questions.

***Panel E: Racial Prejudice***

1. *IAT Score* - Created from Skin-tone Implicit Association Test (IAT) test through Project Implicit. Theoretically ranges from [-2,2], where negative numbers indicate an implicit bias favoring darker skin-tones over lighter skin-tones and positive values suggest an implicit bias favoring lighter skin-tones over darker skin tones. More information can be found at: `https://implicit.harvard.edu/implicit/aboutus.html`

2. *Social Proximity Series* - "Here is a list of groups. Please read over the list and check the box for those groups you feel particularly close to - people who are most like you in their ideas and interests and feelings about things. Mark all that apply."

   (a) *Feel Close to Blacks* - "Blacks" (Response Options: 0 = Not Close; 1 = Close)

   (b) *Feel Close to Hispanics* - "Hispanics" (Response Options: 0 = Not Close; 1 = Close)

   (c) *Feel Close to* - "The elderly" (Response Options: 0 = Not Close; 1 = Close)

   (d) *Feel Close to Christians* - "Christians" (Response Options: 0 = Not Close; 1 = Close)

# G Incentives

As noted previously, we offered study subjects one of six incentives in the initial survey invitation, the details of which are provided below:

1. USD 1,000 cash prize lottery (two winners)
2. USD 100 cash prize lottery (twenty winners)
3. USD 1000 cash prize lottery (two winner) and a USD 100 cash prize lottery (twenty winners)
4. $5 charitable donation
5. $10 charitable donation
6. None

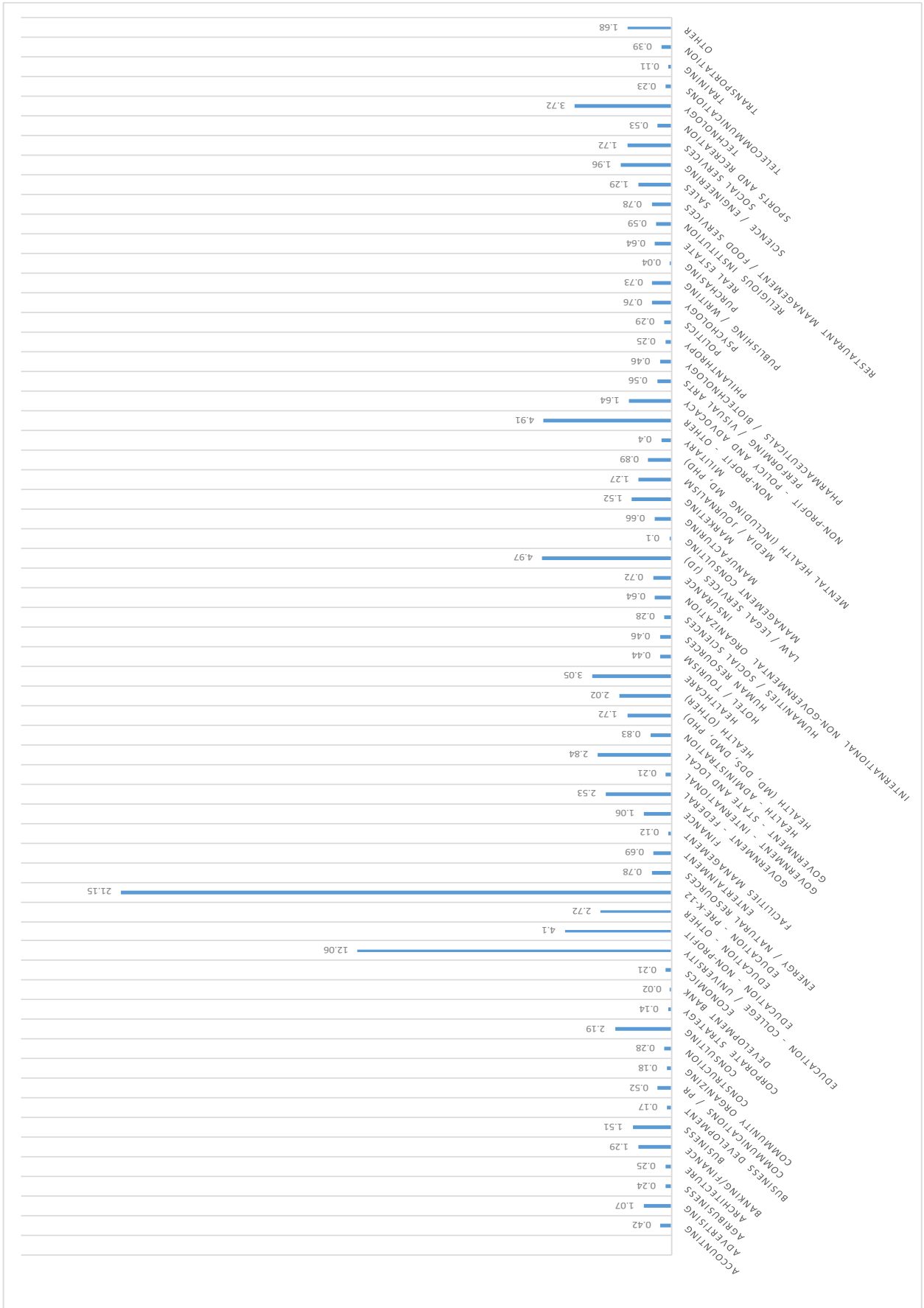
For the two charity incentives, we provided study subjects a choice of 10 charities, representing a wide range of social causes. The charities included the American Cancer Society, the Boys and Girls Club of America, Habitat for Humanity, the Red Cross, the Salvation Army, Save the Children, St. Jude's Childrens Research Hospital, Teach For America, the US fund for UNICEF, and the World Wildlife Federation. Participants could also opt out of the charity donation if they preferred not to participate.

On October 22, 2015, we determined Incentive 3 was most effective in encouraging survey completion. From this date forward, we discontinued the use of Incentives 1, 2, 4, and 5, and extended Incentive 3 to all participants who had not yet completed the survey. On December 10, 2015, we introduced an additional incentive: all survey completers would be entered into a lottery to win a $10 Amazon gift card (100 winners). On February 9, 2016, we expanded upon the Amazon gift card lottery, and offered ten more $10 gift cards and two $50 gift cards. On March 17, we also offered two Apple watches as an incentive.

# H Careers of Non-Admits

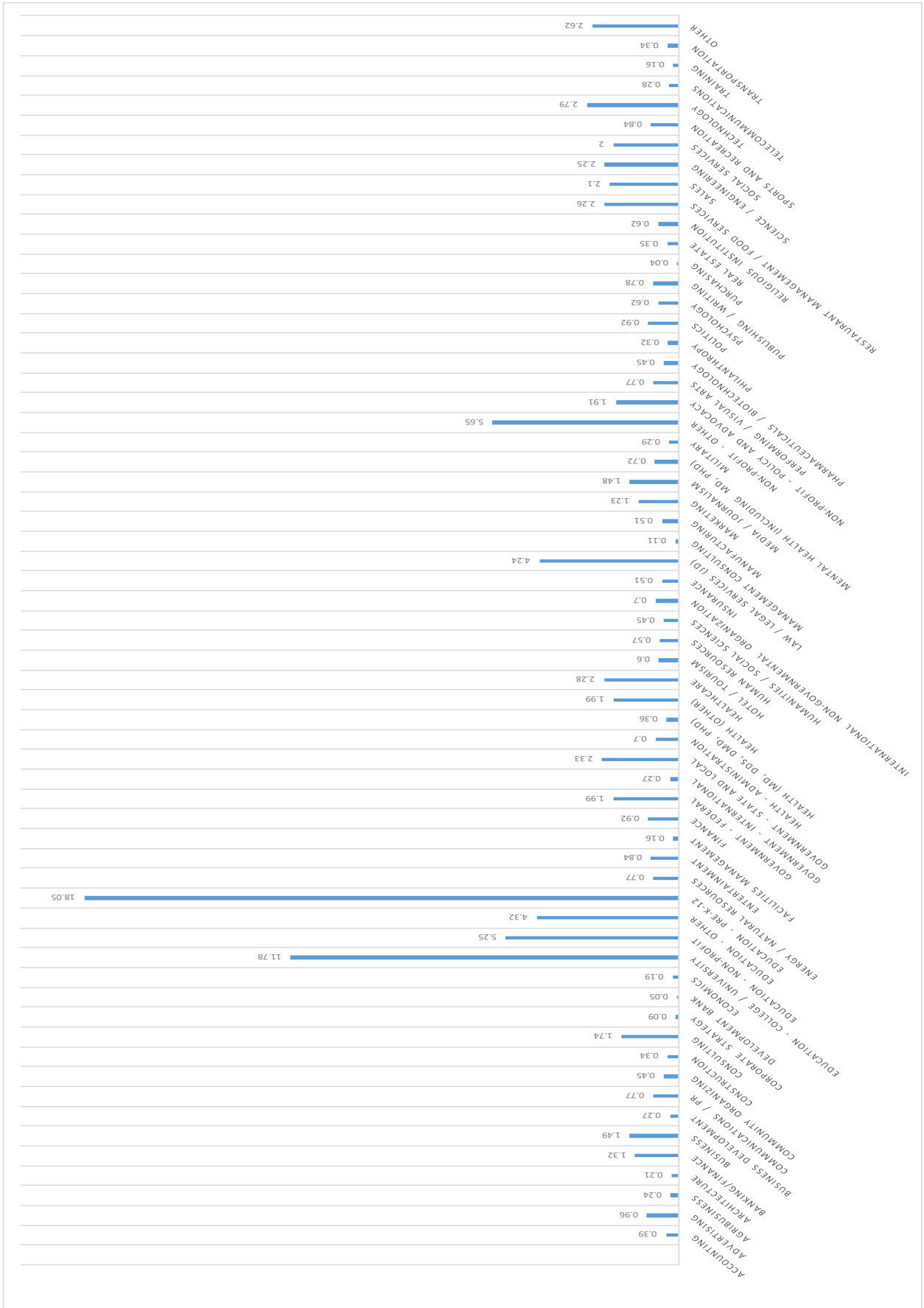
Survey respondents were asked the following question: "We will now ask you about the last three jobs you have held since 2007. For each position, what is your job title, sector, and start and end date for each of these positions?" Figures that break down the share of non-admits in each job sector are provided below.

Figure H.20: Sector of First Job Held Since 2007 of Non-Participants



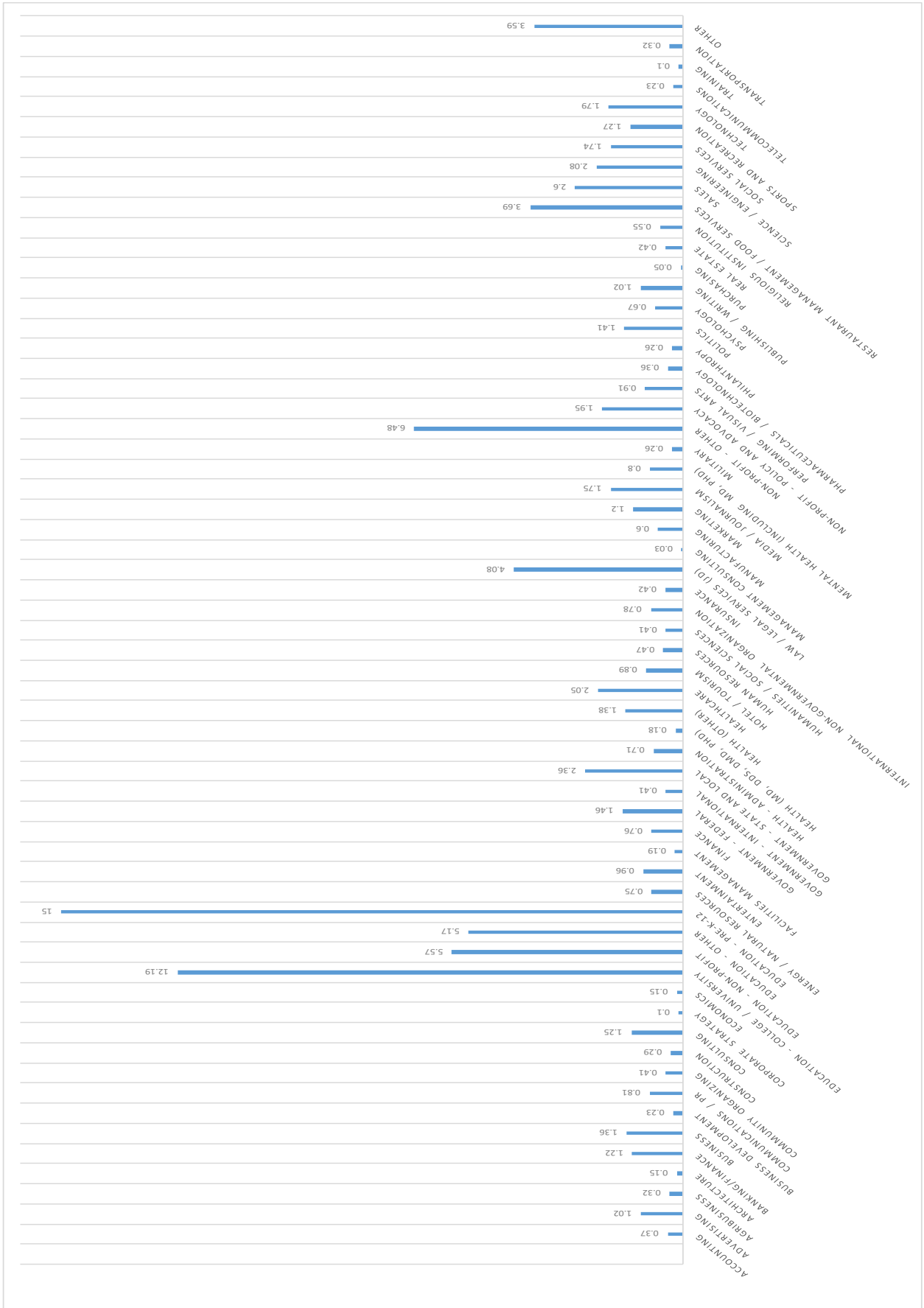

*Notes:* Survey respondents were asked about the last three jobs they have held since 2007, as that is the first cohort year in our study. This figure displays the percentage of non-participant respondents in each job sector for their first job.

Figure H.21: Sector of Second Job Held Since 2007 of Non-Participants




*Notes:* Survey respondents were asked about the last three jobs they have held since 2007. This figure displays the percentage of non-participant respondents in each job sector for their second job.

Figure H.22: Sector of Third Job Held Since 2007 of Non-Participants




*Notes:* Survey respondents were asked about the last three jobs they have held since 2007. This figure displays the percentage of non-participant respondents in each job sector for their third job.