

TV Identities: TITLE*

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Abstract

Here's an abstract

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1 Introduction

Mass media lets us know what the outside world thinks, and this shapes the way that we think.

- Media plays a large role in shaping our lives
- Latino consumption of broadcast TV remains relevant
- Relevant subquestion: how identity is affected

Three domains

- Education
- Firms
- Politics

The high level research question is to look at the effect of reinforcing identity within Hispanic populations on their schooling outcomes. Specifically, I'll be using the influence of Spanish language television as the channel by which identity is reinforced, and look at how it affects everything from graduation rates to disciplinary action taken to math abilities and English proficiency for Hispanic students in public schools. In short, if I have access to more programming from my home country, does this make me less engaged in school (perhaps because there are more distractions or because it socially ostracizes me etc.), or does this make me perform better (perhaps because I have more role models or because I have something to talk with peers about in school, and hence motivation to attend/perform)?

There's good reason to believe that identity, as reinforced through mass media, has a large effect on the lives people lead. @CITE Oberholzer-Gee, Waldfogel (AER 2009) demonstrate that the presence of Spanish language local news increases Hispanic voter turnout, while @CITE Yanigazawa-Drott (QJE 2014) shows that radio broadcasts in Rwanda contributed to the violence and genocide that took place in the 90s. It would be reasonable to think then, that there could be a meaningful effect of Spanish language TV on education.

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2 Data

2.1 Broadcast TV

To build the coverage contours of SLTV stations in the US, we collected a list of the callsigns for all SLTV stations via the TMS (a large provider of data on TV, movies, and other media) API.¹ These callsigns are then matched against data from the FCC's OET-69 Bulletin and the FCC's CDBS Database to directly obtain the relevant coverage contour boundaries as prescribed and regulated by the FCC.²

¹ A TV station is defined to be SLTV if at least one of the primary broadcasts languages are Spanish.

² 2015 coverage contour data is used due to the 'FCC Spectrum Repack' that began in 2018, which relocates a number of signals, affecting the reception and coverage for a substantial number of stations.

For data that take the form of spatial points (such as the location of a school), determining whether the datapoint falls within the coverage boundary (and receives SLTV coverage) and its distance to the boundary is a straightforward process. For data that cover a wider area (such as a county), in the standard specification, the area is said to fall within the coverage boundary if at least some portion of it does, and the distance from the area to the boundary is taken as the minimum distance from the boundary to the area. In locations covered by multiple SLTV stations, the distance to the boundary is taken as the distance to the closest boundary.

2.2 Controls and Other Non-Outcome Data

Controls at the county level are sourced from IPUMS, and consist of basic relevant demographic information: population, income, percent of county that is Hispanic etc.

Data on migration comes from the 2011-2015 ACS, which reports the number of people moving from each origin county to destination county (aggregated over the years).³ This sample also contains migration flows by Hispanic origin, allowing us to determine whether they move based on geographic boundaries.

Finally, data for specific outcomes are discussed under their relevant section.

3 Empirical Strategy

To isolate the causal effect of Spanish language television, I adopt the technique used in Velez and Newman (2019) and generalize it from three counties to the entirety of the US. Newman and Velez exploit a FCC (Federal Communications Commission) regulation which determines the distance from a TV station in which the station’s broadcast signal is protected from interference.

(An example of a contour boundary can be seen in Figure 1)

The instrument consists of two variables interacted: First, a dummy whether the outcome data falls

This creates a natural regression discontinuity, where the decaying strength of a signal over distance is combined with this cutoff in broadcast protection to create a split among people just inside and outside these coverage ‘contours’ that are presumably comparable save for their access to broadcast TV.

In the case of Spanish language TV in particular, this should allow me to examine its causal effect on Hispanic populations for spatially located outcomes, such as public schooling results. It’s worth noting that these contours are purely determined by an algorithm that looks at things like local elevation and antennae strength, so that the cutoffs are located in more or less random locations, and that coverage is large enough that these contours tend to cut across towns and

³ Historically, approximately 15% of the ACS migration data has been allocated (imputed based on salient characteristics). @CITTE(<https://www.census.gov/acs/www/methodology/sample-size-and-data-quality/>)

suburbs, rather than cities. Finally, regressions using US census data indicate that Hispanic people do not migrate across counties in response to these contours.

A standard regression thus looks like restricting the universe of schools to only those within a small radius of the contour boundary, where the key independent variable of interest is an indicator for the school being inside or outside the boundary.

3.1 Main Specification

A standard regression thus looks like restricting the universe of schools to only those within a small radius of the contour boundary, where the key independent variable of interest is an indicator for the school being inside or outside the boundary, interacted with the distance to the boundary:

$$Y_i^{j,k} = \beta_0 + \beta \mathbb{I}[InsideContour_i] \times Distance_i + \gamma X_i + \delta Z^j + \epsilon_i^k \quad \epsilon \stackrel{iid}{\sim} N(0, \sigma_i^{k^2})$$

where Y_i is an outcome for school i in county j and school district k , X is a vector of school-level controls, and Z is a vector of county-level controls. Errors are often clustered by school district, meaning that $Corr(\sigma_i^k, \sigma_{i'}^k) \neq 0$ is permissible.

By limiting the analysis to a small distance from the contour boundary (100 KM/63 miles by default), we also minimize the potential concerns of omitted variable bias etc., as these schools must now be at least fairly close to one another, meaning that they probably share many overarching characteristics.

3.2 Migration

4 Public Schools

4.1 Data

The data on public schools comes from the US government's CRDC (Civil Rights Data Collection) dataset. It's a very large dataset with a ton of outcome/control variables, but importantly, it breaks down all major variables of interest by ethnicity. These variables includes graduation rates, chronic absenteeism, suspensions, expulsions, arrests, bullying, AP test results, English proficiency, math class performances, gifted program enrolment etc., so I can look at effects on both the top and bottom end of the distribution, and examine potential mechanisms driving outcomes. These are all at the school level, and so I can run this through ArcGIS to get physical locations of these schools as well.

Table 1: School-District Level Summary Statistics

Statistic	N	Mean	St. Dev.	Min	Pctl(25)	Pctl(75)	Max
Distance to Boundary	17,280	136.855	146.751	0.000	15.786	217.567	806.543
SLTV Coverage Dummy	17,280	0.292	0.455	0.000	0.000	1.000	1.000
% County Hispanic	17,280	7.051	11.950	0.000	0.668	6.974	97.216
Log(Population)	17,280	11.618	1.840	5.869	10.242	13.110	15.997
Log(Income)	17,280	9.428	0.257	7.976	9.257	9.593	10.245

Note: Distance to SLTV Boundary measured in KM

Table 2: School Level Summary Statistics

Statistic	N	Mean	St. Dev.	Min	Pctl(25)	Pctl(75)	Max
Total Students	96,349	524.859	449.354	2.000	254.000	662.000	14,164.000
# Hispanic Students	91,019	143.195	243.873	2.000	13.000	166.000	7,675.000
Contains Grade 1	96,350	0.538	0.499	0	0	1	1
Contains Grade 6	96,350	0.364	0.481	0	0	1	1
Contains Grade 9	96,350	0.253	0.435	0	0	1	1
Hispanic Suspension Dummy	94,535	0.382	0.486	0.000	0.000	1.000	1.000
Hispanic Chronic Absentees	94,540	22.920	57.838	0.000	0.000	22.000	2,131.000
# Teachers	93,934	35.219	33.892	1.000	19.000	44.000	6,031.000

Note: Dummies indicate whether event occurred in the school over the past year

4.2 Results

4.3 Discussion

Interpret magnitudes

Evidence of Mechanism Targeting based on identity

5 Firms

5.1 Data

5.2 Results

5.3 Discussion

6 Campaign Contributions

6.1 Data

6.2 Results

Wave 1: Intervention Before the Election.

6.3 Discussion

7 Conclusion

References

- Velez, Yamil Ricardo, and Benjamin J. Newman. 2019. "Tuning In, Not Turning Out: Evaluating the Impact of Ethnic Television on Political Participation." *American Journal of Political Science*, 63(4): 808–823.

Figures and Tables

Figure 1: Coverage Map for WUVC-DT

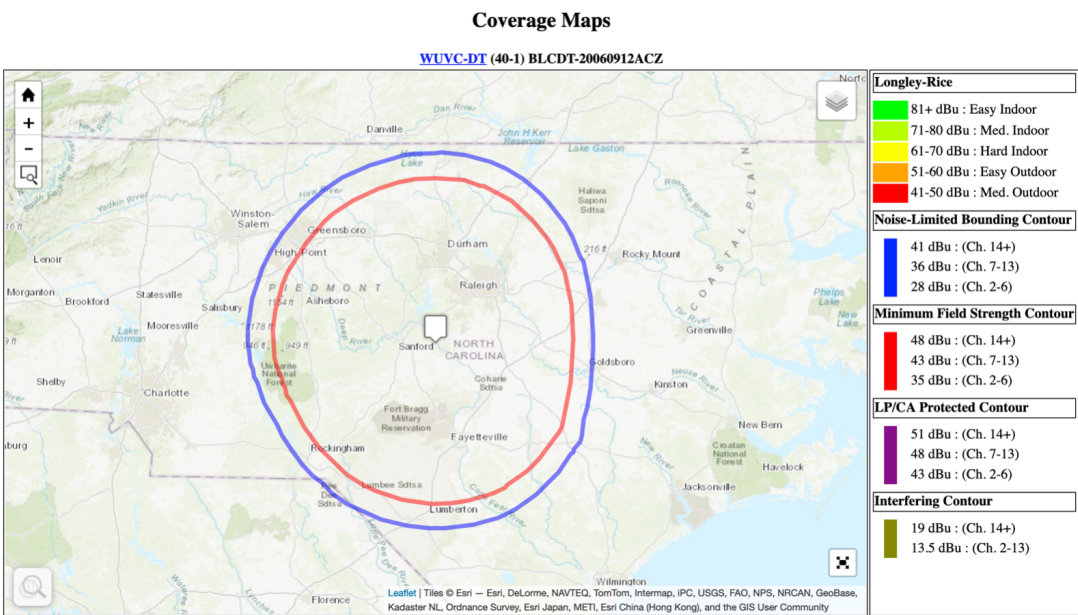


Figure 2: The Coverage Contours of Spanish Language TV stations

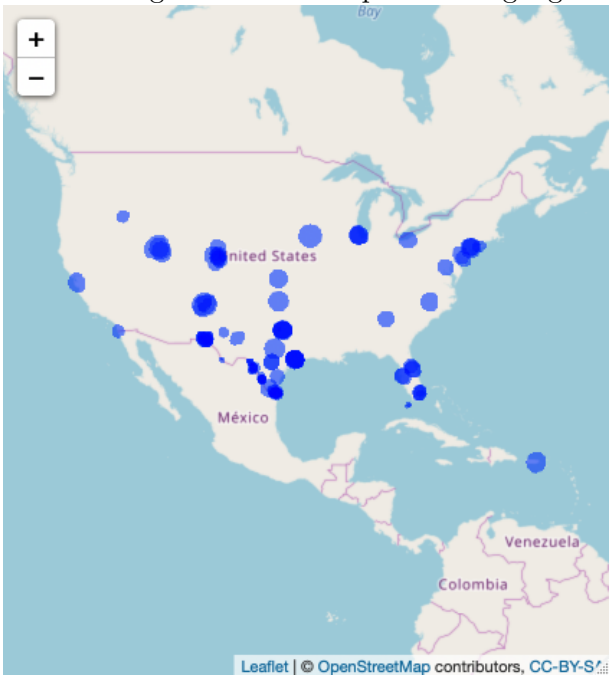


Table 3: Effect of TV on Migration, Outside Sample Distance Dummy

	<i>Dependent variable:</i>		
	mig		
	(1)	(2)	(3)
TV	−138.970*** (50.833)	−160.743*** (55.860)	−164.748*** (58.288)
origLogPop	55.128*** (16.276)	49.692*** (10.915)	54.916*** (17.009)
destLogPop	79.360** (31.339)	75.183** (29.864)	72.917** (28.813)
origpcHisp		424.714*** (149.604)	380.709*** (130.054)
destpcHisp		490.885*** (145.334)	518.338*** (159.358)
origLogInc			−58.140 (90.270)
destLogInc			29.220 (25.991)
mi_to_county	−0.181*** (0.061)	−0.219*** (0.064)	−0.220*** (0.065)
Constant	−1,446.295*** (520.832)	−1,395.887*** (457.051)	−1,156.459** (584.710)
Observations	3,704	3,704	3,704
R ²	0.045	0.064	0.064
Adjusted R ²	0.044	0.062	0.062
Residual Std. Error	646.360 (df = 3699)	640.108 (df = 3697)	640.222 (df = 3695)

Note:

*p<0.1; **p<0.05; ***p<0.01

Table 4: Effect of TV on Reverse Migration, Outside Sample Distance Dummy

	<i>Dependent variable:</i>		
	revMig		
	(1)	(2)	(3)
TV	−272.468*** (87.512)	−302.891*** (96.017)	−290.716*** (95.484)
origLogPop	161.229*** (59.972)	136.370*** (40.537)	138.851*** (47.270)
destLogPop	148.127** (63.158)	144.794** (64.019)	156.419** (66.248)
origpcHisp		894.758** (372.920)	890.891*** (323.861)
destpcHisp		683.396*** (191.365)	574.860*** (178.543)
origLogInc			−17.479 (161.210)
destLogInc			−121.820** (62.089)
mi_to_county	−0.442** (0.176)	−0.504*** (0.172)	−0.506*** (0.172)
Constant	−3,472.526** (1,386.592)	−3,281.295*** (1,181.058)	−2,122.032* (1,169.812)
Observations	1,526	1,526	1,526
R ²	0.091	0.118	0.119
Adjusted R ²	0.089	0.115	0.114
Residual Std. Error	1,015.579 (df = 1521)	1,001.034 (df = 1519)	1,001.478 (df = 1517)

Note:

*p<0.1; **p<0.05; ***p<0.01

Table 5: Effect of TV on Hispanic Donations to Trump, 100 KM Radius

	<i>Dependent variable:</i>		
	donations		
	(1)	(2)	(3)
intersects	2.941*** (1.079)	2.506** (1.093)	2.175** (1.072)
distance	0.061 (0.123)	0.062 (0.123)	0.068 (0.120)
dist2	-0.0002 (0.001)	-0.0002 (0.001)	-0.0002 (0.001)
logPop	12.674*** (0.586)	12.919*** (0.595)	8.877*** (0.674)
pcHispanic		9.646** (4.019)	37.604*** (4.584)
income			0.004*** (0.0004)
intersects:distance	-0.049 (0.083)	-0.039 (0.083)	-0.059 (0.082)
intersects:dist2	0.004*** (0.001)	0.004*** (0.001)	0.004*** (0.001)
Constant	-125.487*** (6.528)	-129.366*** (6.721)	-139.563*** (6.643)
Observations	3,479	3,479	3,479
R ²	0.193	0.194	0.226
Adjusted R ²	0.191	0.192	0.224

Note:

*p<0.1; **p<0.05; ***p<0.01

Table 6: Effect of TV on Hispanic Donations to Trump, 100 KM Radius

	<i>Dependent variable:</i>		
	donations_d		
	(1)	(2)	(3)
intersects	1.767*** (0.682)	1.342* (0.690)	1.191* (0.684)
distance	0.024 (0.078)	0.025 (0.077)	0.028 (0.077)
dist2	0.00001 (0.001)	0.00005 (0.001)	0.0001 (0.001)
logPop	6.643*** (0.371)	6.881*** (0.376)	5.039*** (0.430)
pcHispanic		9.393*** (2.538)	22.133*** (2.923)
income			0.002*** (0.0002)
intersects:distance	-0.012 (0.053)	-0.003 (0.053)	-0.012 (0.052)
intersects:dist2	0.002** (0.001)	0.002** (0.001)	0.002** (0.001)
Constant	-66.314*** (4.128)	-70.092*** (4.245)	-74.738*** (4.237)
Observations	3,479	3,479	3,479
R ²	0.140	0.143	0.161
Adjusted R ²	0.138	0.141	0.159

Note: *p<0.1; **p<0.05; ***p<0.01

Table 7: Effect of TV on Hispanic Donations to Clinton, 100 KM Radius

	<i>Dependent variable:</i>		
	donations		
	(1)	(2)	(3)
intersects	0.966 (0.777)	0.610 (0.787)	0.454 (0.781)
distance	0.090 (0.088)	0.091 (0.088)	0.093 (0.088)
dist2	-0.001 (0.001)	-0.001 (0.001)	-0.001 (0.001)
logPop	5.182*** (0.422)	5.382*** (0.428)	3.480*** (0.491)
pcHispanic		7.899*** (2.895)	21.049*** (3.340)
income			0.002*** (0.0003)
intersects:distance	-0.066 (0.060)	-0.057 (0.060)	-0.067 (0.060)
intersects:dist2	0.003*** (0.001)	0.003*** (0.001)	0.003*** (0.001)
Constant	-52.593*** (4.703)	-55.770*** (4.841)	-60.566*** (4.841)
Observations	3,479	3,479	3,479
R ²	0.078	0.080	0.095
Adjusted R ²	0.076	0.078	0.093

Note: *p<0.1; **p<0.05; ***p<0.01

Table 8: Effect of TV on Hispanic Donations to Clinton, 100 KM Radius

	<i>Dependent variable:</i>		
	donations_d		
	(1)	(2)	(3)
intersects	0.153 (0.181)	0.049 (0.183)	0.014 (0.182)
distance	0.009 (0.021)	0.009 (0.021)	0.009 (0.020)
dist2	-0.00002 (0.0002)	-0.00001 (0.0002)	-0.00000 (0.0002)
logPop	1.274*** (0.098)	1.333*** (0.100)	0.900*** (0.114)
pcHispanic		2.305*** (0.673)	5.296*** (0.777)
income			0.0005*** (0.0001)
intersects:distance	0.003 (0.014)	0.005 (0.014)	0.003 (0.014)
intersects:dist2	0.0004* (0.0002)	0.0004* (0.0002)	0.0004* (0.0002)
Constant	-12.861*** (1.094)	-13.788*** (1.125)	-14.879*** (1.126)
Observations	3,479	3,479	3,479
R ²	0.084	0.087	0.102
Adjusted R ²	0.082	0.085	0.100

Note: *p<0.1; **p<0.05; ***p<0.01

Table 9: Effect of TV on IHS(Hispanic Out of School Suspension)

	<i>Dependent variable:</i>			
	IHS(# Hispanic Out of School Suspension)			
	(1)	(2)	(3)	(4)
TV Dummy	0.189*** (0.020)	0.053*** (0.016)	0.072*** (0.016)	0.033** (0.016)
TV Dummy \times Distance to Boundary	0.013*** (0.001)	0.003*** (0.001)	0.005*** (0.001)	0.005*** (0.001)
TV Dummy \times Distance2	-0.0002*** (0.00002)	-0.00001 (0.00002)	-0.00003 (0.00002)	-0.00002 (0.00002)
Distance to Boundary (meters)	-0.006*** (0.001)	-0.004*** (0.001)	-0.004*** (0.001)	-0.006*** (0.001)
Distance2	0.00005*** (0.00001)	0.00004*** (0.00001)	0.00004*** (0.00001)	0.00005*** (0.00001)
% County Hispanic	1.356*** (0.044)	-0.300*** (0.041)	-0.326*** (0.040)	-0.550*** (0.042)
Log(Population)	-0.218*** (0.023)	-0.430*** (0.019)	-0.371*** (0.019)	-0.575*** (0.022)
# Teachers at School		0.007*** (0.0003)	0.005*** (0.0003)	0.006*** (0.0003)
# Hispanic Students		0.002*** (0.00003)	0.002*** (0.00003)	0.002*** (0.00003)
Total Students		0.0001*** (0.00002)	0.0001*** (0.00002)	0.00004* (0.00002)
Contains Grade 1			-0.545*** (0.011)	-0.558*** (0.011)
Contains Grade 6			0.202*** (0.010)	0.192*** (0.010)
Contains Grade 9			0.011 (0.013)	0.010 (0.013)
Log(Income)				0.067*** (0.004)
Observations	45,947	45,947	45,947	45,947
R ²	0.067	0.344	0.400	0.404
Adjusted R ²	0.067	0.344	0.400	0.403

Table 10: Effect of TV on IHS(Hispanic # Harassment Victims)

	<i>Dependent variable:</i>			
	IHS(# Hispanic Victims of Harassment)			
	(1)	(2)	(3)	(4)
TV Dummy	0.021*** (0.004)	0.018*** (0.004)	0.018*** (0.004)	0.022*** (0.004)
TV Dummy \times Distance to Boundary	-0.001* (0.0003)	-0.001** (0.0003)	-0.001** (0.0003)	-0.001** (0.0003)
TV Dummy \times Distance2	0.00000 (0.00000)	0.00000 (0.00000)	0.00000 (0.00000)	0.00000 (0.00000)
Distance to Boundary (meters)	-0.0004** (0.0002)	-0.0004* (0.0002)	-0.0004* (0.0002)	-0.0003 (0.0002)
Distance2	0.00000* (0.00000)	0.00000* (0.00000)	0.00000* (0.00000)	0.00000 (0.00000)
% County Hispanic	0.023** (0.010)	-0.005 (0.011)	-0.005 (0.011)	0.015 (0.011)
Log(Population)	0.060*** (0.005)	0.048*** (0.005)	0.051*** (0.005)	0.070*** (0.006)
# Teachers at School		0.001*** (0.0001)	0.001*** (0.0001)	0.001*** (0.0001)
# Hispanic Students		0.00003*** (0.00001)	0.00004*** (0.00001)	0.00004*** (0.00001)
Total Students		-0.00002*** (0.00001)	-0.00003*** (0.00001)	-0.00002*** (0.00001)
Contains Grade 1			-0.037*** (0.003)	-0.036*** (0.003)
Contains Grade 6			0.027*** (0.003)	0.028*** (0.003)
Contains Grade 9			-0.009** (0.004)	-0.009** (0.004)
Log(Income)				-0.006*** (0.001)
Observations	45,894	45,894	45,894	45,894
R ²	0.008	0.014	0.021	0.022
Adjusted R ²	0.007	0.014	0.021	0.022

Table 11: Effect of TV on IHS(APs Taken)

	<i>Dependent variable:</i>			
	IHS(APs Taken by Hispanic Students)			
	(1)	(2)	(3)	(4)
TV Dummy	0.307*** (0.065)	0.223*** (0.048)	0.232*** (0.047)	0.166*** (0.047)
TV Dummy \times Distance to Boundary	0.016*** (0.005)	0.007* (0.004)	0.006* (0.004)	0.008** (0.004)
TV Dummy \times Distance2	-0.0001* (0.0001)	-0.00002 (0.0001)	-0.00002 (0.0001)	-0.00002 (0.0001)
Distance to Boundary (meters)	-0.0002 (0.004)	0.003 (0.003)	0.003 (0.003)	-0.002 (0.003)
Distance2	-0.00005 (0.00005)	-0.0001* (0.00003)	-0.0001** (0.00003)	-0.00002 (0.00003)
% County Hispanic	2.358*** (0.124)	1.012*** (0.108)	1.042*** (0.107)	0.764*** (0.111)
Log(Population)	-0.319*** (0.072)	-0.033 (0.054)	-0.044 (0.054)	-0.266*** (0.060)
# Teachers at School		-0.005*** (0.0005)	-0.005*** (0.0005)	-0.005*** (0.0005)
# Hispanic Students		0.001*** (0.00003)	0.001*** (0.00003)	0.001*** (0.00003)
Total Students		0.0003*** (0.00003)	0.0003*** (0.00003)	0.0003*** (0.00003)
Contains Grade 1			-0.532*** (0.126)	-0.564*** (0.124)
Contains Grade 6			-0.170** (0.068)	-0.225*** (0.067)
Contains Grade 9			0.153* (0.079)	0.189** (0.078)
Log(Income)				0.098*** (0.012)
Observations	2,342	2,342	2,342	2,342
R ²	0.311	0.626	0.634	0.644
Adjusted R ²	0.309	0.624	0.632	0.642

Table 12: Effect of TV on IHS(APs Passed)

	<i>Dependent variable:</i>			
	IHS(APs Passed by Hispanic Students)			
	(1)	(2)	(3)	(4)
TV Dummy	0.305*** (0.061)	0.242*** (0.052)	0.251*** (0.052)	0.184*** (0.052)
TV Dummy \times Distance to Boundary	0.005 (0.005)	-0.003 (0.004)	-0.004 (0.004)	-0.002 (0.004)
TV Dummy \times Distance2	-0.00004 (0.0001)	0.00005 (0.0001)	0.0001 (0.0001)	0.00005 (0.0001)
Distance to Boundary (meters)	0.005 (0.004)	0.007** (0.003)	0.008** (0.003)	0.003 (0.003)
Distance2	-0.0001* (0.00004)	-0.0001*** (0.00004)	-0.0001*** (0.00004)	-0.0001 (0.00004)
% County Hispanic	1.902*** (0.118)	1.306*** (0.117)	1.332*** (0.117)	1.053*** (0.122)
Log(Population)	0.144** (0.069)	0.383*** (0.058)	0.377*** (0.059)	0.153** (0.065)
# Teachers at School		-0.005*** (0.001)	-0.005*** (0.001)	-0.004*** (0.001)
# Hispanic Students		0.001*** (0.00004)	0.001*** (0.00004)	0.001*** (0.00004)
Total Students		0.0004*** (0.00003)	0.0004*** (0.00003)	0.0004*** (0.00003)
Contains Grade 1			-0.216 (0.137)	-0.248* (0.136)
Contains Grade 6			-0.186** (0.074)	-0.241*** (0.074)
Contains Grade 9			0.133 (0.086)	0.169** (0.085)
Log(Income)				0.098*** (0.013)
Observations	2,342	2,342	2,342	2,342
R ²	0.195	0.429	0.433	0.447
Adjusted R ²	0.193	0.426	0.430	0.443

Table 13: Effect of TV on IHS(LEP)

	<i>Dependent variable:</i>			
	IHS(Hispanic # Limited English Proficiency)			
	(1)	(2)	(3)	(4)
TV Dummy	0.388*** (0.027)	0.123*** (0.023)	0.079*** (0.022)	0.068*** (0.022)
TV Dummy \times Distance to Boundary	0.013*** (0.001)	0.010*** (0.001)	0.009*** (0.001)	0.009*** (0.001)
Distance to Boundary (meters)	-0.006*** (0.0004)	-0.005*** (0.0003)	-0.004*** (0.0003)	-0.005*** (0.0003)
% County Hispanic	4.237*** (0.066)	0.977*** (0.062)	1.061*** (0.060)	0.994*** (0.063)
Log(Population)	0.561*** (0.035)	0.367*** (0.029)	0.253*** (0.028)	0.191*** (0.033)
# Teachers at School		-0.0001 (0.001)	0.002*** (0.0005)	0.003*** (0.0005)
# Hispanic Students		0.005*** (0.00004)	0.004*** (0.00004)	0.004*** (0.00004)
Total Students		0.0001*** (0.00003)	0.0003*** (0.00003)	0.0003*** (0.00003)
Contains Grade 1			0.338*** (0.016)	0.334*** (0.016)
Contains Grade 6			-0.278*** (0.015)	-0.281*** (0.015)
Contains Grade 9			-0.840*** (0.019)	-0.840*** (0.019)
Log(Income)				0.020*** (0.006)
Observations	46,709	46,709	46,709	46,709
R ²	0.175	0.427	0.479	0.479
Adjusted R ²	0.175	0.427	0.479	0.479

Note:

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*p<0.1; **p<0.05; ***p<0.01

Table 14: Effect of TV on IHS(Gifted)

	<i>Dependent variable:</i>			
	IHS(Hispanic # Gifted Students)			
	(1)	(2)	(3)	(4)
TV Dummy	0.228*** (0.025)	0.074*** (0.021)	0.080*** (0.021)	0.068*** (0.021)
TV Dummy \times Distance to Boundary	0.029*** (0.002)	0.022*** (0.002)	0.022*** (0.002)	0.022*** (0.002)
TV Dummy \times Distance2	-0.0003*** (0.00003)	-0.0002*** (0.00002)	-0.0002*** (0.00002)	-0.0002*** (0.00002)
Distance to Boundary (meters)	-0.009*** (0.001)	-0.008*** (0.001)	-0.008*** (0.001)	-0.009*** (0.001)
Distance2	0.0001*** (0.00001)	0.0001*** (0.00001)	0.0001*** (0.00001)	0.0001*** (0.00001)
% County Hispanic	4.585*** (0.059)	2.582*** (0.057)	2.644*** (0.056)	2.531*** (0.060)
Log(Population)	0.952*** (0.036)	0.563*** (0.031)	0.630*** (0.031)	0.524*** (0.037)
# Teachers at School		0.002*** (0.0005)	0.001 (0.0005)	0.001 (0.0005)
# Hispanic Students		0.002*** (0.00004)	0.002*** (0.00004)	0.002*** (0.00004)
Total Students		0.001*** (0.00003)	0.001*** (0.00003)	0.001*** (0.00003)
Contains Grade 1			-0.441*** (0.017)	-0.445*** (0.017)
Contains Grade 6			0.062*** (0.015)	0.061*** (0.015)
Contains Grade 9			-0.297*** (0.021)	-0.292*** (0.021)
Log(Income)				0.030*** (0.006)
Observations	28,577	28,577	28,577	28,577
R ²	0.309	0.516	0.532	0.533
Adjusted R ²	0.309	0.516	0.532	0.532

Table 15: Effect of TV on IHS(Gifted)

	<i>Dependent variable:</i>			
	IHS(Hispanic # Gifted Students)			
	(1)	(2)	(3)	(4)
TV Dummy	0.333*** (0.024)	0.149*** (0.020)	0.155*** (0.020)	0.144*** (0.020)
TV Dummy \times Distance to Boundary	0.009*** (0.001)	0.008*** (0.001)	0.008*** (0.001)	0.008*** (0.001)
Distance to Boundary (meters)	-0.003*** (0.0003)	-0.003*** (0.0003)	-0.003*** (0.0003)	-0.003*** (0.0003)
% County Hispanic	4.584*** (0.059)	2.578*** (0.057)	2.640*** (0.056)	2.530*** (0.060)
Log(Population)	0.960*** (0.036)	0.565*** (0.031)	0.630*** (0.031)	0.527*** (0.037)
# Teachers at School		0.002*** (0.0005)	0.001 (0.0005)	0.001* (0.0005)
# Hispanic Students		0.002*** (0.00004)	0.002*** (0.00004)	0.002*** (0.00004)
Total Students		0.001*** (0.00003)	0.001*** (0.00003)	0.001*** (0.00003)
Contains Grade 1			-0.442*** (0.017)	-0.446*** (0.017)
Contains Grade 6			0.059*** (0.015)	0.058*** (0.015)
Contains Grade 9			-0.303*** (0.021)	-0.298*** (0.021)
Log(Income)				0.029*** (0.006)
Observations	28,577	28,577	28,577	28,577
R ²	0.306	0.514	0.531	0.531
Adjusted R ²	0.306	0.514	0.530	0.531

Note:

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*p<0.1; **p<0.05; ***p<0.01

Figure 3: Map of School Districts in the US

