Table 1: Summary Statistics

	All	*No TV*	*TV*
	(1)	(2)	(3)
Panel A: American Time Use Survey			
Hispanics	0.251	0.254	0.248
	(0.434)	(0.432)	(0.436)
Minutes of TV watched	170.846	172.140	169.649
	(177.361)	(177.897)	(176.858)
TV watched with children	19.061	19.139	18.990
	(63.577)	(63.481)	(63.666)
TV watched with parents	1.644	1.773	1.526
	(14.243)	(14.721)	(13.785)
Observations	68,373	32,844	35,529
Panel B: Schools, Civil Rights Data Collection			
IHS(SAT/ACTs taken)	1.719	1.233	2.006
	(1.926)	(1.515)	(2.079)
IHS(calculus taken)	1.907	1.197	1.760
	(1.717)	(1.373)	(2.333)
IHS(Hispanic AP Passes)	4.081	3.564	4.174
	(0.951)	(0.706)	(0.960)
IHS(limited English proficiency)	2.061	1.503	2.349
	(1.943)	(1.660)	(2.015)
IHS(harassment based on ethnicity or race)	0.032	0.016	0.041
	(0.229)	(0.163)	(0.257)
Log Income	9.547	9.430	9.608
	(0.303)	(0.200)	(0.328)
Log Population	12.484	11.559	12.964
	(1.576)	(1.471)	(1.405)
Fraction County Hispanic	0.107	0.037	0.143
	(0.160)	(0.079)	(0.179)
# School Teachers	39.591	32.684	43.169
	(30.764)	(24.090)	(33.146)
# Hispanic Students	164.343	68.500	214.011
	(259.096)	(117.433)	(295.883)
# Total Students	581.524	478.166	635.086
	(482.595)	(383.924)	(518.467)
Observations	83,004	22,504	60,500
Panel C: Schools, archive.org TV transcripts			
% programs on identity	-	-	0.108
	-	-	(0.017)
% programs on education	-	-	0.150
	-	-	(0.028)
% programs with role models	-	-	0.005
	-	-	(0.008)
Observations	-	-	60,500
Panel D: Establishments, Safegraph foot traffic			
Restaurants — IHS(visitors)	2.673	2.183	3.685
	(2.273)	(2.291)	(3.685)
Restaurants — Hispanic dummy	0.116	-	-
	(0.321)	-	-
Observations	203,236	101,806	101,806
Recreation — IHS(visitors)	2.642	1.943	3.341
	(2.259)	(2.106)	(2.190)
Recreation — Hispanic dummy	0.107	-	-
	(0.103)	-	-
Observations	70,096	35,048	35,048

Notes: The table presents means (and standard deviations). All panels only keep observations within 100 KM of the Spanish language TV contour boundary. Data in Panel A are at the individual level from the American Time Use Survey. Data in Panel B are at the school level from the Civil Rights Data Collection. Data in Panel C are at the school level from the archive.org TV transcript database—columns 1 and 2 are omitted because transcript data only applies where there is television. Data in Panel D are at the establishment level from the Safegraph traffic data—columns 2 and 3 are omitted for the location dummy because although visitor home location is used to instrument for the presence of TV, the location of the establishment is not. Column 1 shows data for all observations. Columns 2 and 3 show data for the subsample without and with SLTV coverage, respectively.

Table 2: Effect of TV contour regulation on TV watched by ethnicity

	Minutes of TV watched			
	(1)	(2)	(3)	(4)
Panel A: Total TV watched				
TV dummy × Hispanic	10.822***	9.050***	11.060***	10.362***
	(3.013)	(3.021)	(3.038)	(3.034)
TV dummy	−1.341	−0.172	0.948	2.039
	(1.594)	(1.597)	(1.605)	(1.605)
Panel B: TV watched with children				
TV dummy × Hispanic	3.171**	2.857**	3.211**	3.172**
	(1.410)	(1.411)	(1.412)	(1.412)
TV dummy	−0.008	0.206	0.411	0.470
	(0.592)	(0.592)	(0.598)	(0.599)
Panel C: TV watched with parents				
TV dummy × Hispanic	0.481**	0.507**	0.523**	0.522**
	(0.241)	(0.242)	(0.244)	(0.244)
TV dummy	−0.318**	−0.336**	−0.327**	−0.328**
	(0.135)	(0.136)	(0.135)	(0.135)
N	91,315	91,315	91,315	91,315
Indiv. demographic	Yes	Yes	Yes	Yes
County log(income)	Yes	Yes	Yes	Yes
County % Hispanic	No	Yes	Yes	Yes
County log(pop.)	No	No	Yes	Yes
Foreign born × Hispanic	No	No	No	Yes

Notes: The table presents coefficient estimates from regressions at the individual level, only keeping those living in a county within 100 KM of a Spanish language TV contour boundary. The dependent variable in Panel A is the total number of minutes of TV watched, in Panel B the number of minutes of TV watched with children, and in Panel C the number of minutes of TV watched with parents. TV dummy is an indicator variable for a person living in a county with access to Spanish language television based on the FCC regulation OET Bulletin 69, which is interacted with an indicator for whether the individual is Hispanic. Columns 1-4 include individual demographic controls for sex, age, and age squared, as well as the mean log(income) of the county. Columns 2-4 control for the percentage of the county that is Hispanic. Columns 3-4 control for the county's log(population). Column 4 controls for whether the individual is foreign born, interacted with a Hispanic dummy. Standard errors are robust. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively.

Table 3: Effect of Spanish language TV on Hispanic vs. Asian academic achievement

	(1)	(2)	(3)
Panel A: IHS(SAT/ACTs taken)			
TV dummy × Hispanic	0.160***	0.160***	0.160***
	(0.011)	(0.010)	(0.010)
TV dummy	−0.057***	−0.055***	−0.059***
	(0.008)	(0.007)	(0.007)
N	21,610	21,610	21,610
Panel B: IHS(calculus taken)			
TV dummy × Hispanic	0.272***	0.272***	0.272***
	(0.012)	(0.011)	(0.011)
TV dummy	−0.098***	−0.094***	−0.097***
	(0.010)	(0.010)	(0.010)
N	11,460	11,460	11,460
Panel C: IHS(APs passed)			
TV dummy × Hispanic	0.079***	0.081***	0.080***
	(0.014)	(0.014)	(0.014)
TV dummy	−0.002	−0.0001	0.0001
	(0.013)	(0.013)	(0.013)
N	3,757	3,757	3,757
County controls	Yes	Yes	Yes
School size controls	No	Yes	Yes
School type controls	No	No	Yes

Notes: The table presents coefficient estimates from regressions at the school-ethnicity level, only keeping schools within 100 KM of a Spanish language TV contour boundary. The dependent variable are inverse hyperbolic sine transformed counts of the number of students taking the SAT or ACT in Panel A, the number of students enrolled in calculus in Panel B, and the number of Advanced Placement tests passed in Panel C. TV dummy is an indicator variable for a person living in a county with access to Spanish language television based on the FCC regulation OET Bulletin 69, which is interacted with an indicator for whether the demographic is Hispanic (the omitted group are Asians). Columns 1-3 include county level controls for log(income), log(population), and percentage of the county that is Hispanic, as well as school level controls for the number of Hispanic and Asian students enrolled. Columns 2-3 control for the number of teachers and total number of students at the school. Column 3 controls for indicators denoting whether the school contains a primary, middle, and high school division. Standard errors are robust. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively.

Table 4: Effect of Spanish language TV on Hispanic vs. Asian identity outcomes

	(1)	(2)	(3)
Panel A: IHS(limited English proficiency)			
TV dummy × Hispanic	0.304***	0.304***	0.304***
	(0.005)	(0.005)	(0.005)
TV dummy	−0.092***	−0.091***	−0.100***
	(0.004)	(0.004)	(0.004)
N	83,004	83,004	83,004
Panel B: IHS(bullied based on ethnicity or race)			
TV × Hispanic	0.001*	0.001*	0.001*
	(0.001)	(0.001)	(0.001)
TV Dummy	0.001**	0.001***	0.001***
	(0.0004)	(0.0004)	(0.0004)
N	52,068	52,068	52,068
County controls	Yes	Yes	Yes
School size controls	No	Yes	Yes
School type controls	No	No	Yes

Notes: The table presents coefficient estimates from regressions at the school-ethnicity level, only keeping schools within 100 KM of a Spanish language TV contour boundary. The dependent variable are inverse hyperbolic sine transformed counts of students classified as having limited English proficiency in Panel A and the number of students bullied on the basis of their ethnicity or race in Panel B. TV dummy is an indicator variable for a person living in a county with access to Spanish language television based on the FCC regulation OET Bulletin 69, which is interacted with an indicator for whether the demographic is Hispanic (the omitted group are Asians). Columns 1-3 include county level controls for log(income), log(population), and percentage of the county that is Hispanic, as well as school level controls for the number of Hispanic and Asian students enrolled. Columns 2-3 control for the number of teachers and total number of students at the school. Column 3 controls for indicators denoting whether the school contains a primary, middle, and high school division. Standard errors are robust. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively.

Table 5: Differential effect of Spanish language TV by program content on Hispanic vs. Asian academic achievement

	(1)	(2)	(3)
Panel A: IHS(SAT/ACTs taken)			
TV × Hispanic × % programs on identity	2.313**		
	(0.943)		
TV × Hispanic × % programs on education		−0.516	
		(0.626)	
TV × Hispanic × % programs with role models			−2.085
			(2.151)
N	21,610	21,610	21,610
Panel B: IHS(calculus taken)			
TV × Hispanic × % programs on identity	2.788***		
	(1.034)		
TV × Hispanic × % programs on education		0.829	
		(0.666)	
TV × Hispanic × % programs with role models			1.616
			(2.463)
N	7,112	7,112	7,112
Panel C: IHS(APs passed)			
TV × Hispanic × % programs on identity	1.721		
	(1.280)		
TV × Hispanic × % programs on education		0.903	
		(0.922)	
TV × Hispanic × % programs with role models			−1.184
			(2.989)
N	3,168	3,168	3,168
County controls	Yes	Yes	Yes
School size controls	No	Yes	Yes
School type controls	No	No	Yes

Notes: The table presents coefficient estimates from regressions at the school-ethnicity level, only keeping schools within 100 KM of a Spanish language TV contour boundary. The dependent variable are inverse hyperbolic sine transformed counts of the number of students taking the SAT or ACT in Panel A, the number of students enrolled in calculus in Panel B, and the number of Advanced Placement tests passed in Panel C. % programs on identity, education, and role models are coded based on TV channel network transcripts. TV dummy is an indicator variable for a person living in a county with access to Spanish language television based on the FCC regulation OET Bulletin 69, which is interacted with program content and an indicator for whether the demographic is Hispanic (the omitted group are Asians). Columns 1-3 include county level controls for log(income), log(population), and percentage of the county that is Hispanic, as well as school level controls for the number of Hispanic and Asian students enrolled. Columns 2-3 control for the number of teachers and total number of students at the school. Column 3 controls for indicators denoting whether the school contains a primary, middle, and high school division. Standard errors are robust. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively.

Table 6: Effect of Spanish language TV on Hispanic foot traffic

	IHS(visitors to location)			
	(1)	(2)	(3)	(4)
Panel A.1: Restaurants — Hispanic dummy				
TV × Hispanic × Hispanic food	0.872***	0.872***	0.872***	0.872***
	(0.057)	(0.057)	(0.057)	(0.056)
Panel A.2: Restaurants — Korean dummy				
TV × Hispanic × Korean food	0.233	0.233	0.233	0.233
	(0.225)	(0.225)	(0.225)	(0.223)
Panel A.3: Restaurants — Brazilian dummy				
TV × Hispanic × Brazilian food	0.058	0.058	0.058	0.058
	(0.525)	(0.530)	(0.530)	(0.526)
N	203,236	203,236	203,236	203,236
Panel B.1: Recreation — Hispanic dummy				
TV × Hispanic × Hispanic brand	0.569*	0.569*	0.569*	0.569*
	(0.303)	(0.304)	(0.304)	(0.302)
Panel A.2: Recreation — Korean dummy				
TV × Hispanic × Korean brand	0.190	0.190	0.190	0.190
	(1.020)	(0.989)	(0.977)	(0.804)
Panel A.3: Recreation — Brazilian dummy				
TV × Hispanic × Brazilian brand	0.328	0.328	0.328	0.328
	(0.598)	(0.598)	(0.599)	(0.610)
N	69,980	69,980	69,980	69,980
County log(income)	Yes	Yes	Yes	Yes
County % Hispanic	No	Yes	Yes	Yes
County log(pop.)	No	No	Yes	Yes
County FE	No	No	No	Yes
NAICS code FE	No	No	No	Yes

Notes: The table presents coefficient estimates from regressions at the establishment-visitor identity level, where a visitor identity is one of 4 categories (Hispanic or not × TV or not), only keeping locations within 100 KM of a Spanish language TV contour boundary. The dependent variable are inverse hyperbolic sine transformed counts of visitors to a given location from the ethnicity group. Panel A restricts the universe of locations to food service establishments, while Panel B restricts to arts, entertainment, and recreation establishments. TV dummy is an indicator variable for visitors to the location with home access to Spanish language television based on the FCC regulation OET Bulletin 69, which is interacted with an indicator for whether the visitor group is Hispanic (the omitted group are non-Hispanics). Panels A.1 and B.1 interact these variables with an indicator for Hispanic establishments, Panels A.2 and B.2 interact these variables with an indicator for Korean establishments, and Panels A.3 and B.3 interact these variables with an indicator for Brazilian establishments. Columns 1-4 include controls for the mean log(income) of the county. Columns 2-4 control for the percentage of the county that is Hispanic. Columns 3-4 control for the county's log(population). Column 4 adds fixed effects for the county and NAICS code. Standard errors are robust. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively.