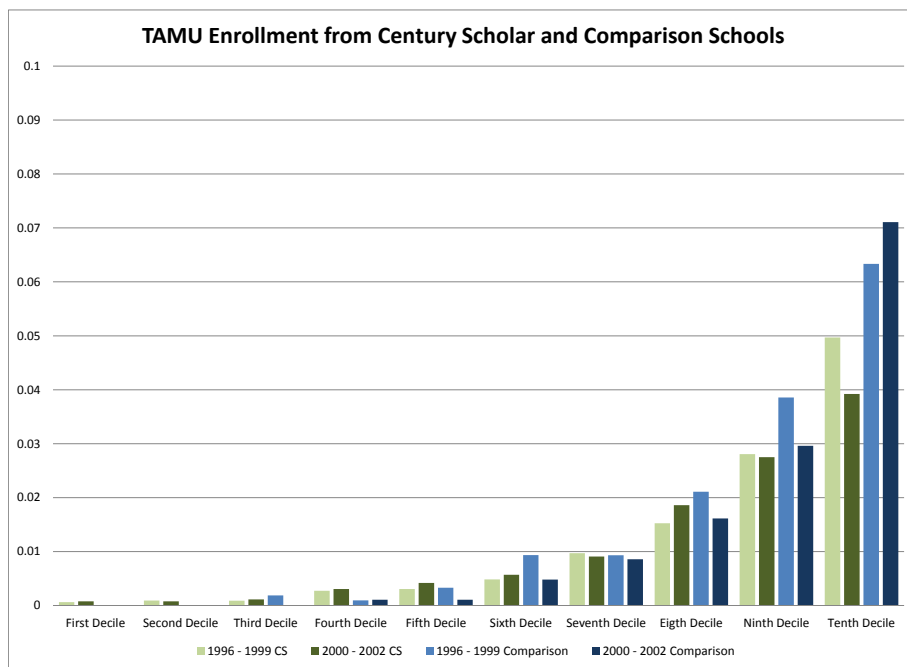
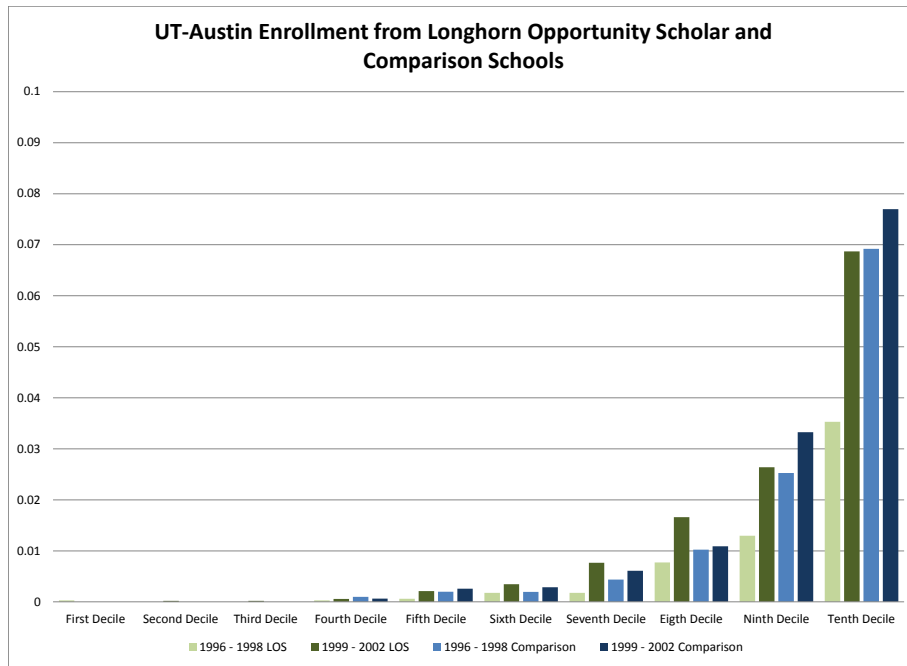


8 Online Appendix

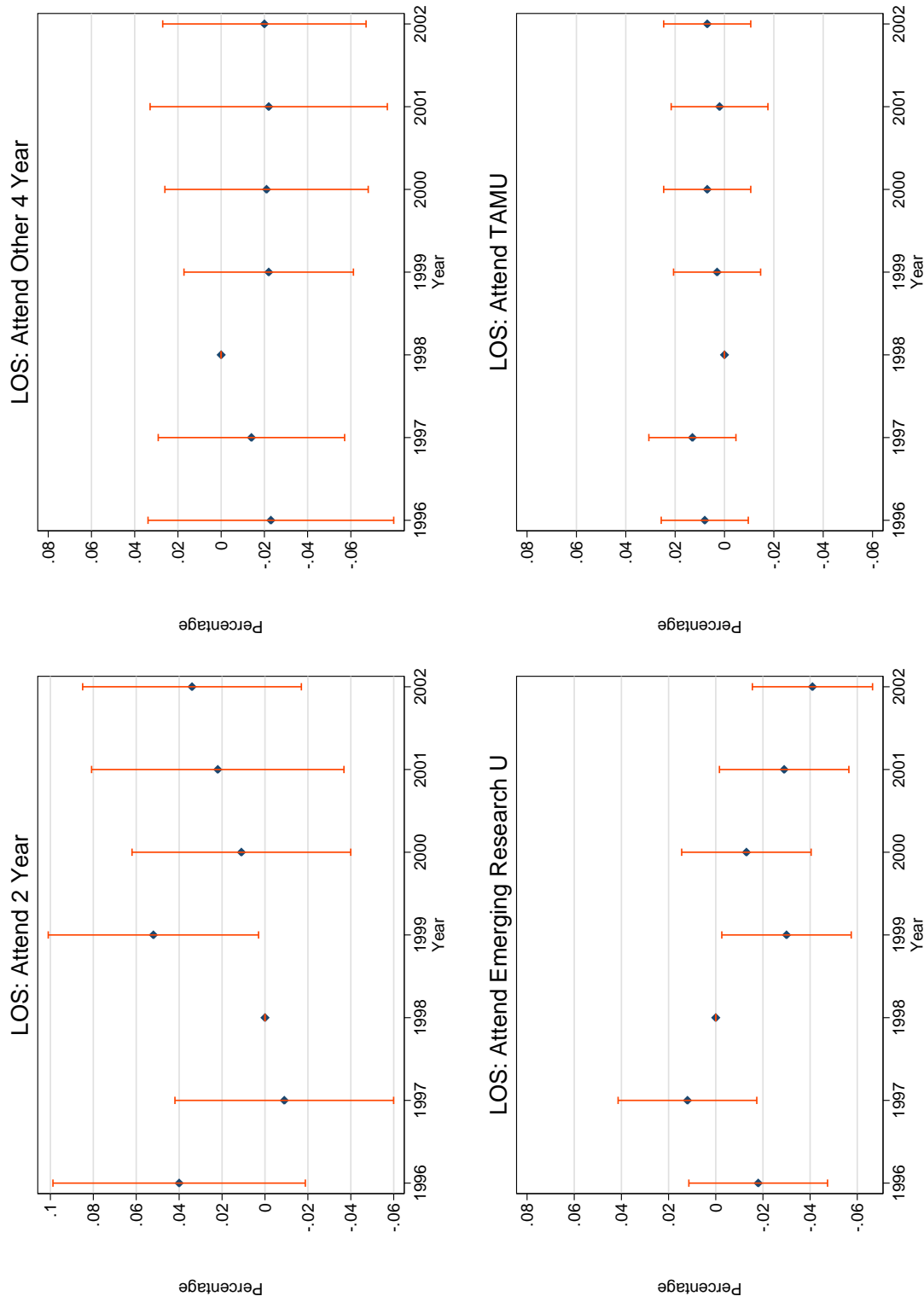
Online Appendix: Not for Publication

Figure A-1: Flagship Enrollment as a Share of All High School Graduates by Within High School Achievement Decile



All schools with estimated propensity scores below 0.2 are dropped from the estimation sample.

Figure A-2: LOS Enrollment Impacts at Other Colleges - Top 30% College Attendees



Notes: Authors' estimation as described in the text. Each point represents a coefficient estimate and the bars extending from each point is the 95% confidence interval calculated from standard errors that are clustered at the high school level. The coefficient in 1998 is set to zero. All models include cohort and high school fixed effects as well as controls for the observed characteristics included in equations (1) and (2). Models also include interactions between a school being eligible for both LOS and CS interacted with each year.

**Table A-1: Courses at UT-Austin with LOS Exclusive Sections -
Fall 2000 & Spring 2001**

Field	Course Name
Anthropology	Cultural Anthropology
Biology	Molecules to Organisms
Biology	Ecology, Evolution and Society
Economics	Intro to Microeconomics
Economics	Intro to Macroeconomics
English	Masterworks of Literature: British
Chemistry	Principles of Chemistry I
Chemistry	Introductory Chemistry I
Chemistry	Introductory Chemistry II
Communications	Principles of Speech Communication
Government	American Government
Government	Issues & Policies in American Government
History	Key Ideas & Issues in American History
History	United States, 1492-1865
History	United States Since 1865
Mathematics	Applicable Mathematics
Mathematics	Elementary Functions and Coordinate Geometry
Philosophy	Contemporary Moral Problems
Physical Science	Introduction to Physical Science I
Physical Science	Introduction to Physical Science II
Physics	Elementary Physics Methods
Psychology	Introduction to Psychology
Theater and Dance	Fundamentals of Acting
Theater and Dance	Training Speaking Voice
Sociology	Introduction to the Study of Society

Table A-2: Logit Regressions of the Likelihood a High School is Selected for LOS/CS Treatment

HS Characteristic	Dependent Variable	
	HS is a UT Longhorn School	HS is a TAMU Century School
% Black	26.1*** (7.7)	28.4*** (6.4)
(% Black) ²	-0.0 (8.4)	-3.5 (7.1)
% Hispanic	15.3* (8.1)	29.0*** (7.6)
(% Hispanic) ²	4.1 (7.4)	-10.6 (6.8)
% Econ Disadv	3.3 (10.7)	-8.7 (9.4)
(% Econ Disadv) ²	-10.1 (9.8)	1.2 (9.2)
% Enroll in Flagship 1998	-75 (192)	-44 (34)
(% Enroll in Flagship 1998) ²	-4321 (8380)	154 (400)
% Enroll in Flagship 1997	28 (52)	42 (34)
(% Enroll in Flagship 1997) ²	-1171 (1492)	-1032 (692)
% Enroll in Flagship 1996	215*** (69)	0 (18)
(% Enroll in Flagship 1996) ²	-7840*** (2650)	-17 (692)
Observations	1131	1131

Notes: % Enrolled in Flagship refers to UT-Austin in LOS estimate and TAMU in CS estimate. Estimates are the coefficients from the logit model. The models are estimated on data from 1996-1998 at the school level.

Table A-3: Balance Tests for Trimmed Common Support – Top 30% High School Graduates

Dep. Var. →	Achievement Index (1)	TAAS Scores (SD) Writing (2)	TAAS Scores (SD) Read (3)	TAAS Scores (SD) Math (4)	White (5)	Black (6)	Hisp (7)	G&T (8)	At-Risk (9)	Male (10)	Econ Disadv (11)
Panel A: LOS Sample (N=41,588)											
LOS School	0.003 (0.019)	0.024* (0.014)	-0.014 (0.015)	-0.002 (0.024)	0.006 (0.009)	-0.005 (0.007)	0.000 (0.008)	0.039 (0.035)	-0.007 (0.035)	0.003 (0.010)	0.012 (0.019)
LOS & CS School	0.009 (0.028)	0.012 (0.021)	0.009 (0.020)	-0.002 (0.031)	0.009 (0.007)	-0.022** (0.009)	0.019* (0.010)	0.080*** (0.030)	0.048 (0.033)	0.009 (0.011)	0.018 (0.020)
Panel B: CS Sample (N=30,027)											
CS School	0.009 (0.021)	0.012 (0.018)	0.004 (0.016)	0.004 (0.021)	0.019 (0.012)	-0.019 (0.012)	0.007 (0.013)	-0.004 (0.027)	-0.066 (0.040)	-0.003 (0.014)	0.012 (0.017)
CS & LOS School	0.054 (0.035)	0.050* (0.027)	0.031 (0.022)	0.045 (0.039)	0.020 (0.015)	-0.018 (0.011)	0.001 (0.014)	0.115 (0.072)	0.014 (0.036)	0.017 (0.014)	0.045** (0.018)

Notes: Authors' estimation of equations (1) and (2) in the text using data for the 1996-2002 high school graduating cohorts, excluding all student characteristics and using the variable listed in the column title as the dependent variable. Each group of two coefficient estimates in each column comes from the same regression. Restricted to trimmed common support and top 30% of HS class as defined by TAAS achievement index. Standard errors clustered at the high school level are in parentheses: ***, **, * indicate significance at the 1%, 5% and 10% levels, respectively.

Table A-4: The Effect of the Longhorn Opportunity and Century Scholar Programs on College Enrollment - HS Graduate Sample

Treatment	Attend Any TX College (1)	Attend UT (2)	Attend TAMU (3)	Attend Other Research U (4)	Attend Other 4 Yr (5)	Attend 2yr (6)
Panel A: Longhorn Opportunity Scholar Program						
LOS School	0.003 (0.012)	0.015*** (0.004)	-0.006 (0.004)	-0.018** (0.007)	-0.003 (0.011)	0.015 (0.012)
LOS & CS School	-0.015 (0.012)	-0.008 (0.006)	0.008** (0.004)	0.005 (0.008)	-0.015 (0.012)	-0.006 (0.013)
Panel B: Century Scholar Program						
CS School	-0.022 (0.014)	-0.001 (0.007)	-0.001 (0.006)	-0.025** (0.010)	0.018 (0.013)	-0.014 (0.012)
CS & LOS School	-0.006 (0.013)	0.016** (0.008)	-0.002 (0.008)	0.005 (0.011)	-0.026** (0.010)	0.001 (0.013)

Notes: Estimation of equations (1) and (2) in the text using the linked ERC-THECB data for the 1996-2002 high school graduating cohorts. Each group of two coefficient estimates in each column comes from the same regression. All models include high school and year fixed effects as well as the demographic, high school and test score controls discussed in Section 4 of the text. Restricted to trimmed common support and top 30% of HS class as defined by TAAS achievement index. Sample sizes for the LOS and CS samples are 41,588 and 30,027, respectively. Standard errors clustered at the high school level are in parentheses: ***, **, * indicate significance at the 1%, 5% and 10% levels, respectively.

Table A-5: The Effect of the Century Scholar Program on Education Outcomes – College Attendees

	Panel A: Graduation, Transferring, and Graduate School								
	Grad A&M in 6 Yrs (1)	Grad Any Public in 4 Yrs (2)	Grad Any Public in 6 Yrs (3)	Grad Any Public in 8 Yrs (4)	Grad Public Transfer (5)	Enroll in Public Grad School (6)	Health (7)	Other (8)	Undeclared (9)
CS School	0.002 (0.007)	-0.003 (0.010)	0.007 (0.014)	0.006 (0.014)	0.002 (0.014)	0.008 (0.012)			
CS & LOS School	0.002 (0.009)	-0.018** (0.007)	-0.006 (0.016)	0.008 (0.014)	0.008 (0.016)	0.023** (0.010)			
Arts & Hum (1)		Business (2)	Social Sci (3)	Panel B: Major STEM (4)	Field Agr (5)	Comm (6)	Health (7)	Other (8)	Undeclared (9)
CS School	-0.009 (0.013)	0.001 (0.015)	-0.005 (0.008)	0.014 (0.009)	0.000 (0.002)	-0.006 (0.010)	0.010 (0.008)	0.004 (0.009)	-0.010 (0.006)
CS & LOS School	-0.001 (0.015)	-0.000 (0.012)	0.013 (0.009)	-0.005 (0.011)	0.001 (0.002)	-0.018 (0.014)	0.001 (0.009)	-0.007 (0.010)	0.018** (0.006)

Notes: Estimation of equation (2) in the text using the linked ERC-THECB data for the 1996-2002 high school graduating cohorts. Each group of two coefficient estimates in each column comes from the same regression. All models include high school and year fixed effects as well as the demographic, high school and test score controls discussed in Section 4 of the text. Restricted to trimmed common support and top 30% of HS class as defined by TAAS achievement index. Sample size is 21,327. Standard errors clustered at the high school level are in parentheses: ***, **, * indicate significance at the 1%, 5% and 10% levels, respectively.

Table A-6: The Effect of the Longhorn Opportunity Scholar Program on Education Outcomes – High School Graduates

	Panel A: Graduation, Transferring, and Graduate School								
	Grad UT in 6 Yrs (1)	Grad Any Public in 4 Yrs (2)	Grad Any Public in 6 Yrs (3)	Grad Any Public in 8 Yrs (4)	Graduate School Transfer (5)	Enroll in Public Grad School (6)	Health (7)	Other (8)	Undeclared (9)
LOS School	0.012**** (0.003)	-0.005 (0.005)	0.003 (0.010)	-0.002 (0.010)	0.006 (0.009)	0.008 (0.006)			
LOS & CS School	-0.004 (0.004)	-0.013** (0.006)	-0.004 (0.011)	-0.005 (0.011)	-0.003 (0.011)	0.008 (0.006)			
	Arts & Hum (1)	Business (2)	Social Sci (3)	Panel B: Major STEM (4)	Field Agr (5)	Comm (6)	Health (7)	Other (8)	Undeclared (9)
LOS School	0.012 (0.008)	-0.006 (0.007)	0.012** (0.006)	-0.008 (0.006)	-0.003** (0.001)	-0.002 (0.006)	0.002 (0.006)	-0.014 (0.012)	0.007* (0.004)
LOS & CS School	-0.009 (0.010)	0.001 (0.008)	-0.003 (0.005)	-0.003 (0.006)	0.001 (0.001)	-0.025*** (0.006)	0.005 (0.005)	0.031** (0.011)	0.003 (0.004)

Notes: Estimation of equation (1) in the text using the linked ERC-THECB data for the 1996-2002 high school graduating cohorts. Each group of two coefficient estimates in each column comes from the same regression. All models include high school and year fixed effects as well as the demographic, high school and test score controls discussed in Section 4 of the text. Restricted to trimmed common support and top 30% of HS class as defined by TAAS achievement index. Sample size is 41,588. Standard errors clustered at the high school level are in parentheses: ***, **, * indicate significance at the 1%, 5% and 10% levels, respectively.

Table A-7: The Effect of the Century Scholar Program on Education Outcomes – High School Graduates

	Panel A: Graduation, Transferring, and Graduate School								
	Grad A&M in 6 Yrs (1)	Grad Any Public in 4 Yrs (2)	Grad Any Public in 6 Yrs (3)	Grad Any Public in 8 Yrs (4)	Grad Any Public Transfer (5)	Enroll in Public Grad School (6)	Health (7)	Other (8)	Undeclared (9)
CS School	-0.000 (0.005)	-0.005 (0.007)	-0.002 (0.011)	-0.004 (0.011)	-0.004 (0.012)	0.003 (0.007)			
CS & LOS School	0.002 (0.006)	-0.012** (0.005)	0.005 (0.011)	0.005 (0.011)	0.003 (0.012)	0.018** (0.007)			
Arts & Hum (1)		Business (2)	Social Sci (3)	Panel B: Major STEM (4)	Field Agr (5)	Comm (6)	Health (7)	Other (8)	Undeclared (9)
CS School	-0.014 (0.010)	-0.001 (0.009)	-0.004 (0.006)	0.005 (0.007)	-0.000 (0.002)	-0.008 (0.008)	0.007 (0.007)	0.023 (0.014)	-0.008* (0.004)
CS & LOS School	-0.004 (0.011)	-0.001 (0.010)	0.009 (0.006)	-0.003 (0.008)	0.000 (0.001)	-0.014 (0.010)	0.001 (0.006)	0.001 (0.013)	0.012** (0.004)

Notes: Estimation of equation (2) in the text using the linked ERC-THECB data for the 1996-2002 high school graduating cohorts. Each group of two coefficient estimates in each column comes from the same regression. All models include high school and year fixed effects as well as the demographic, high school and test score controls discussed in Section 4 of the text. Restricted to trimmed common support and top 30% of HS class as defined by TAAS achievement index. Sample size is 30,027. Standard errors clustered at the high school level are in parentheses: ***, **, * indicate significance at the 1%, 5% and 10% levels, respectively.

Table A-8: The Effect of the Century Scholar Program on Earnings – College Attendees

	In 6 Year Earn Sample (1)	Ln(Adj Earn) 6 Yrs After HS (2)	In 10 Year Earn Sample (3)	Ln(Adj Earn) 10 Yrs After HS (4)	In 12 Year Earn Sample (5)	Ln(Adj Earn) 12 Yrs After HS (6)
CS	0.002	0.019	-0.010	-0.006	-0.010	-0.020
School	(0.008)	(0.023)	(0.011)	(0.022)	(0.012)	(0.025)
CS & LOS	0.007	0.030	0.014	0.035*	0.007	0.045*
School	(0.008)	(0.021)	(0.011)	(0.020)	(0.011)	(0.024)
Observations	21,327	18,750	21,327	17,041	21,327	16,718

Notes: Estimation of equation (2) in the text using the linked ERC-THECB data for the 1996-2002 high school graduating cohorts. Each group of two coefficient estimates in each column comes from the same regression. All models include high school and year fixed effects as well as the demographic, high school and test score controls discussed in Section 4 of the text. Restricted to trimmed common support and top 30% of HS class as defined by TAAS achievement index. Ln(Adj Earn) is calculated as the average residual from a regression of log quarterly earnings on cohort-by-quarter-year indicators. Only earnings among those with 5 quarters of earnings over \$100 in the relevant time period are included. The highest 0.5% of earnings quarters are excluded from the analysis sample. Standard errors clustered at the high school level are in parentheses: ***, **, * indicate significance at the 1%, 5% and 10% levels, respectively.

Table A-9: The Effect of the Longhorn Opportunity Scholar Program on Earnings – High School Graduates

	In 6 Year Earn Sample (1)	Ln(Adj Earn) 6 Yrs After HS (2)	In 10 Year Earn Sample (3)	Ln(Adj Earn) 10 Yrs After HS (4)	In 12 Year Earn Sample (5)	Ln(Adj Earn) 12 Yrs After HS (6)
LOS	-0.024**	-0.001	-0.021*	-0.011	-0.025**	0.016
School	(0.011)	(0.015)	(0.011)	(0.015)	(0.011)	(0.015)
LOS & CS	-0.002	0.024	0.005	0.009	0.005	0.009
School	(0.010)	(0.018)	(0.011)	(0.018)	(0.011)	(0.018)
Observations	41,588	32,046	41,588	29,069	41,588	28,482

Notes: Estimation of equation (1) in the text using the linked ERC-THECB data for the 1996-2002 high school graduating cohorts. Each group of two coefficient estimates in each column comes from the same regression. All models include high school and year fixed effects as well as the demographic, high school and test score controls discussed in Section 4 of the text. Restricted to trimmed common support and top 30% of HS class as defined by TAAS achievement index. Ln(Adj Earn) is calculated as the average residual from a regression of log quarterly earnings on cohort-by-quarter-year indicators. Only earnings among those with 5 quarters of earnings over \$100 in the relevant time period are included. The highest 0.5% of earnings quarters are excluded from the analysis sample. Standard errors clustered at the high school level are in parentheses: ***, **, * indicate significance at the 1%, 5% and 10% levels, respectively.

Table A-10: The Effect of the Century Scholar Programs on Earnings – High School Graduates

	In 6 Year Earn Sample (1)	Ln(Adj Earn) 6 Yrs After HS (2)	In 10 Year Earn Sample (3)	Ln(Adj Earn) 10 Yrs After HS (4)	In 12 Year Earn Sample (5)	Ln(Adj Earn) 12 Yrs After HS (6)
CS	-0.011	0.021	-0.016	0.002	-0.016	-0.003
School	(0.014)	(0.020)	(0.012)	(0.020)	(0.012)	(0.023)
CS & LOS	-0.018	0.020	-0.003	0.021	-0.006	0.029
School	(0.015)	(0.018)	(0.013)	(0.017)	(0.013)	(0.022)
Observations	30,027	22,806	30,027	20,666	30,027	20,256

Notes: Estimation of equation (2) in the text using the linked ERC-THECB data for the 1996-2002 high school graduating cohorts. Each group of two coefficient estimates in each column comes from the same regression. All models include high school and year fixed effects as well as the demographic, high school and test score controls discussed in Section 4 of the text. Restricted to trimmed common support and top 30% of HS class as defined by TAAS achievement index. Ln(Adj Earn) is calculated as the average residual from a regression of log quarterly earnings on cohort-by-quarter-year indicators. Only earnings among those with 5 quarters of earnings over \$100 in the relevant time period are included. The highest 0.5% of earnings quarters are excluded from the analysis sample. Standard errors clustered at the high school level are in parentheses: ***, **, * indicate significance at the 1%, 5% and 10% levels, respectively.

Table A-11: The Effect of the Longhorn Opportunity Scholar Program on Earnings – College Attendees Using Different Earnings Measures

Panel A: Earnings > \$100 in Any 3 Quarters of Time Period						
	In 6 Year Earn Sample (1)	Ln(Adj Earn) 6 Yrs After HS (2)	In 10 Year Earn Sample (3)	Ln(Adj Earn) 10 Yrs After HS (4)	In 12 Year Earn Sample (5)	Ln(Adj Earn) 12 Yrs After HS (6)
LOS	-0.011	0.012	-0.015*	0.015	-0.017**	0.033*
School	(0.007)	(0.018)	(0.008)	(0.017)	(0.009)	(0.019)
LOS & CS	-0.001	0.011	0.011	-0.007	0.009	-0.021
School	(0.007)	(0.019)	(0.009)	(0.020)	(0.009)	(0.023)
Observations	30,272	27,257	30,272	25,290	30,272	24,491
Panel B: All Earnings > \$100 in Time Period if Work all 4 Quarters in Year						
	In 6 Year Earn Sample (1)	Ln(Adj Earn) 6 Yrs After HS (2)	In 10 Year Earn Sample (3)	Ln(Adj Earn) 10 Yrs After HS (4)	In 12 Year Earn Sample (5)	Ln(Adj Earn) 12 Yrs After HS (6)
LOS	-0.015*	0.023	-0.025*	0.026	-0.021**	0.028
School	(0.008)	(0.015)	(0.010)	(0.017)	(0.010)	(0.018)
LOS & CS	0.021**	-0.012	0.013	-0.017	0.006	-0.017
School	(0.008)	(0.015)	(0.009)	(0.017)	(0.010)	(0.017)
Observations	30,272	25,860	30,272	23,619	30,272	21,751
Panel C: All Earnings > \$100 in Time Period						
	In 6 Year Earn Sample (1)	Ln(Adj Earn) 6 Yrs After HS (2)	In 10 Year Earn Sample (3)	Ln(Adj Earn) 10 Yrs After HS (4)	In 12 Year Earn Sample (5)	Ln(Adj Earn) 12 Yrs After HS (6)
LOS	-0.005	0.001	-0.012	0.004	-0.015*	0.033
School	(0.007)	(0.020)	(0.009)	(0.022)	(0.009)	(0.021)
LOS & CS	0.003	0.009	0.006	0.009	0.005	-0.002
School	(0.006)	(0.023)	(0.008)	(0.024)	(0.008)	(0.023)
Observations	30,272	28,117	30,272	26,255	30,272	24,991

Notes: Estimation of equation (1) in the text using the linked ERC-THECB data for the 1996-2002 high school graduating cohorts. Each group of two coefficient estimates in each column comes from the same regression. All models include high school and year fixed effects as well as the demographic, high school and test score controls discussed in Section 4 of the text. Restricted to trimmed common support and top 30% of HS class as defined by TAAS achievement index. Ln(Adj Earn) is calculated as the average residual from a regression of log quarterly earnings on cohort-by-quarter-year indicators. The highest 0.5% of earnings quarters are excluded from the analysis sample. Standard errors clustered at the high school level are in parentheses: ***, **, * indicate significance at the 1%, 5% and 10% levels, respectively.

Table A-12: Balance Tests for LOS Earnings Samples - Top 30% College Attendees

Dep. Var. →	Achievement Index (1)	TAAS Scores (SD)				White (5)	Black (6)	Hisp (7)	G&T (8)	At-Risk (9)	Male (10)	Econ Disadv (11)
		Writing (2)	Read (3)	Math (4)								
Panel A: 6+ Years after HS (N=26,512)												
LOS	0.002 (0.020)	0.024 (0.016)	-0.018 (0.016)	-0.000 (0.024)	-0.001 (0.010)	-0.001 (0.009)	-0.000 (0.009)	0.022 (0.039)	-0.011 (0.039)	0.015 (0.013)	0.018 (0.021)	
School	0.015 (0.029)	0.016 (0.023)	0.012 (0.020)	0.007 (0.033)	0.004 (0.009)	-0.017 (0.011)	0.019 (0.012)	0.086*** (0.031)	0.048 (0.033)	-0.015 (0.015)	0.031 (0.021)	
Panel A: 10+ Years after HS (N=24,106)												
LOS	0.002 (0.020)	0.023 (0.016)	-0.019 (0.016)	0.001 (0.024)	-0.001 (0.010)	-0.001 (0.009)	-0.000 (0.010)	0.018 (0.040)	-0.013 (0.039)	0.014 (0.013)	0.022 (0.022)	
School	0.017 (0.029)	0.013 (0.023)	0.015 (0.020)	0.012 (0.034)	0.005 (0.008)	-0.015 (0.011)	0.018 (0.012)	0.088*** (0.032)	0.046 (0.034)	-0.013 (0.017)	0.029 (0.023)	
Panel A: 12+ Years after HS (N=23,627)												
LOS	-0.000 (0.020)	0.023 (0.016)	-0.023 (0.016)	0.001 (0.024)	-0.001 (0.010)	-0.002 (0.009)	0.001 (0.010)	0.017 (0.040)	-0.012 (0.039)	0.016 (0.013)	0.021 (0.022)	
School	0.018 (0.029)	0.017 (0.021)	0.017 (0.021)	0.013 (0.034)	0.007 (0.008)	-0.016 (0.011)	0.017 (0.012)	0.087*** (0.033)	0.046 (0.034)	-0.015 (0.017)	0.032 (0.023)	

Notes: Authors' estimation of equation (1) in the text using data for the 1996-2002 high school graduating cohorts, excluding all student characteristics and using the variable listed in the column title as the dependent variable. Each group of two coefficient estimates in each column comes from the same regression. Restricted to trimmed common support and top 30% of HS class as defined by TAAS achievement index. Standard errors clustered at the high school level are in parentheses: ***, **, * indicate significance at the 1%, 5% and 10% levels, respectively.

Table A-13: The Effect of LOS and CS Programs on Predicted Log Earnings among Those not in 10+ Years Earnings Sample

	LOS Sample			CS Sample	
	College Attendees (1)	High School Graduates (2)		College Attendees (3)	High School Graduates (4)
LOS	0.037***	0.041***	CS	-0.003	0.015*
School	(0.008)	(0.007)	School	(0.013)	(0.010)
LOS & CS	0.002	0.010	CS & LOS	0.052***	0.057***
School	(0.010)	(0.008)	School	(0.011)	(0.010)
Observations	6,166	12,519	Observations	4,286	9,361

Notes: Estimation of equation (1) in the text using the linked ERC-THECB data for the 1996-2002 high school graduating cohorts who are not in the 10+ earnings sample. Each group of two coefficient estimates in each column comes from the same regression. All models include high school and year fixed effects. Restricted to trimmed common support among college attendees and top 30% of HS class as defined by TAAS achievement index. Predicted log earnings are the predicted values from a regression of log quarterly earnings for the 10+ years sample on demographic, high school and test score controls discussed in Section 4 of the text. Standard errors clustered at the high school level are in parentheses: ***, **, * indicate significance at the 1%, 5% and 10% levels, respectively.