

Online Appendix For Quantile Treatment Effects of College Quality on Earnings

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Table A-1: Quantile Treatment Effects of College Sector on Earnings - UT Austin

Quantile	Family Background Sample						
	Baseline (i)	1996-1998 Cohort (ii)	HS Fixed Effects (iii)	Without Back- ground Variables (iv)	With Back- ground Variables (v)	College Attendees (vi)	All Earnings (vii)
1	0.120	-0.159	0.117	0.258	0.258	0.126	-0.320
	[-0.051, 0.288]	[-0.349, 0.136]	[-0.036, 0.251]	[-0.070, 0.476]	[-0.051, 0.480]	[-0.031, 0.310]	[-0.583, -0.137]
5	0.049	-0.063	0.075	0.136	0.162	0.122	-0.099
	[-0.026, 0.115]	[-0.184, 0.039]	[-0.019, 0.193]	[-0.002, 0.294]	[0.015, 0.325]	[0.052, 0.193]	[-0.213, -0.006]
10	0.034	-0.042	0.073	0.067	0.081	0.115	-0.050
	[-0.013, 0.075]	[-0.099, 0.008]	[0.017, 0.137]	[-0.026, 0.158]	[-0.016, 0.172]	[0.070, 0.162]	[-0.112, 0.013]
15	0.037	-0.004	0.077	0.071	0.083	0.100	-0.023
	[0.007, 0.075]	[-0.040, 0.041]	[0.039, 0.115]	[0.014, 0.125]	[0.019, 0.133]	[0.073, 0.139]	[-0.083, 0.029]
20	0.047	0.018	0.085	0.068	0.083	0.109	0.008
	[0.023, 0.074]	[-0.018, 0.051]	[0.054, 0.119]	[0.018, 0.118]	[0.036, 0.135]	[0.086, 0.142]	[-0.028, 0.048]
25	0.063	0.039	0.099	0.096	0.109	0.114	0.016
	[0.038, 0.087]	[0.006, 0.066]	[0.063, 0.126]	[0.050, 0.130]	[0.060, 0.145]	[0.092, 0.140]	[-0.020, 0.052]
30	0.074	0.056	0.100	0.087	0.097	0.113	0.027
	[0.056, 0.091]	[0.031, 0.074]	[0.071, 0.121]	[0.063, 0.116]	[0.067, 0.130]	[0.096, 0.136]	[-0.009, 0.059]
35	0.080	0.063	0.097	0.088	0.097	0.108	0.044
	[0.060, 0.097]	[0.037, 0.084]	[0.074, 0.117]	[0.063, 0.117]	[0.064, 0.123]	[0.089, 0.127]	[0.012, 0.064]
40	0.092	0.078	0.107	0.090	0.095	0.115	0.050
	[0.074, 0.110]	[0.057, 0.110]	[0.085, 0.127]	[0.060, 0.119]	[0.067, 0.124]	[0.096, 0.139]	[0.023, 0.071]
45	0.108	0.120	0.126	0.100	0.102	0.135	0.074
	[0.092, 0.125]	[0.090, 0.151]	[0.105, 0.145]	[0.072, 0.122]	[0.072, 0.125]	[0.117, 0.156]	[0.050, 0.092]
50	0.121	0.149	0.144	0.102	0.105	0.146	0.087
	[0.102, 0.141]	[0.115, 0.175]	[0.121, 0.163]	[0.074, 0.131]	[0.075, 0.136]	[0.127, 0.163]	[0.066, 0.103]
55	0.135	0.164	0.157	0.125	0.127	0.154	0.096
	[0.118, 0.155]	[0.135, 0.189]	[0.135, 0.173]	[0.096, 0.151]	[0.100, 0.154]	[0.139, 0.174]	[0.078, 0.115]
60	0.150	0.178	0.170	0.136	0.139	0.166	0.116
	[0.134, 0.167]	[0.154, 0.200]	[0.147, 0.191]	[0.109, 0.162]	[0.111, 0.165]	[0.152, 0.181]	[0.095, 0.135]
65	0.162	0.179	0.178	0.132	0.132	0.169	0.123
	[0.142, 0.177]	[0.157, 0.209]	[0.154, 0.197]	[0.111, 0.159]	[0.112, 0.161]	[0.152, 0.185]	[0.105, 0.138]
70	0.164	0.186	0.177	0.141	0.139	0.170	0.135
	[0.145, 0.177]	[0.155, 0.215]	[0.154, 0.195]	[0.122, 0.162]	[0.115, 0.165]	[0.156, 0.187]	[0.114, 0.154]
75	0.168	0.188	0.171	0.145	0.141	0.174	0.147
	[0.152, 0.179]	[0.163, 0.213]	[0.148, 0.193]	[0.128, 0.168]	[0.122, 0.162]	[0.160, 0.190]	[0.128, 0.167]
80	0.165	0.190	0.175	0.156	0.153	0.168	0.156
	[0.147, 0.184]	[0.162, 0.217]	[0.149, 0.198]	[0.140, 0.178]	[0.134, 0.174]	[0.154, 0.186]	[0.135, 0.172]
85	0.176	0.201	0.186	0.168	0.166	0.173	0.161
	[0.159, 0.196]	[0.167, 0.229]	[0.166, 0.202]	[0.148, 0.189]	[0.142, 0.186]	[0.157, 0.191]	[0.140, 0.177]
90	0.189	0.229	0.194	0.186	0.181	0.181	0.175
	[0.173, 0.217]	[0.187, 0.268]	[0.162, 0.226]	[0.155, 0.219]	[0.150, 0.217]	[0.161, 0.204]	[0.154, 0.197]
95	0.280	0.336	0.278	0.257	0.255	0.247	0.221
	[0.244, 0.313]	[0.273, 0.386]	[0.236, 0.314]	[0.197, 0.304]	[0.185, 0.299]	[0.210, 0.283]	[0.182, 0.247]
99	0.278	0.191	0.302	0.326	0.337	0.238	0.236
	[0.208, 0.326]	[0.058, 0.332]	[0.258, 0.357]	[0.269, 0.409]	[0.270, 0.415]	[0.135, 0.287]	[0.173, 0.288]
N	57,772	21,849	52,832	21,397	21,397	71,512	57,772

The table shows quantile treatment effect estimates with the bounds of bootstrapped 95% confidence intervals in brackets. All models control for quartics in the state math, reading and writing tests as well as each student's relative rank in their high school on each exam, student ethnicity/race, Title I status, English proficiency, free and reduced price lunch status, enrollment in gifted programs, special education, career and technology courses, whether the student had a college plan, and whether he was at risk of dropping out. The estimates also control for high school characteristics in the year of graduation: the ethnic composition of the high school, the percentage of students in each economic status group, the percentage of gifted students and students at risk, the percentage of title I eligible students, and total school enrollment.

Table A-2: Quantile Treatment Effects of College Sector on Earnings - Texas A&M

Quantile	Family Background Sample						
	Baseline (i)	1996-1998 Cohort (ii)	HS Fixed Effects (iii)	Without Back- ground Variables (iv)	With Back- ground Variables (v)	College Attendees (vi)	All Earnings (vii)
1	0.364	0.422	0.315	0.360	0.367	0.398	0.101
	[0.254, 0.499]	[0.234, 0.642]	[0.214, 0.452]	[0.143, 0.505]	[0.154, 0.515]	[0.299, 0.516]	[-0.120, 0.346]
5	0.314	0.242	0.300	0.341	0.341	0.370	0.300
	[0.267, 0.345]	[0.185, 0.306]	[0.250, 0.368]	[0.262, 0.411]	[0.262, 0.415]	[0.319, 0.413]	[0.210, 0.382]
10	0.279	0.231	0.285	0.314	0.310	0.359	0.295
	[0.253, 0.304]	[0.203, 0.265]	[0.253, 0.325]	[0.256, 0.363]	[0.251, 0.357]	[0.328, 0.394]	[0.240, 0.351]
15	0.247	0.200	0.254	0.292	0.291	0.320	0.300
	[0.226, 0.267]	[0.172, 0.225]	[0.229, 0.277]	[0.245, 0.318]	[0.244, 0.317]	[0.299, 0.340]	[0.257, 0.332]
20	0.214	0.178	0.227	0.253	0.253	0.292	0.271
	[0.201, 0.231]	[0.153, 0.199]	[0.211, 0.246]	[0.228, 0.279]	[0.228, 0.278]	[0.276, 0.311]	[0.250, 0.292]
25	0.205	0.171	0.211	0.238	0.238	0.264	0.251
	[0.192, 0.219]	[0.151, 0.187]	[0.197, 0.227]	[0.214, 0.265]	[0.214, 0.265]	[0.251, 0.283]	[0.234, 0.269]
30	0.208	0.181	0.209	0.226	0.225	0.252	0.225
	[0.196, 0.220]	[0.162, 0.197]	[0.195, 0.224]	[0.205, 0.251]	[0.204, 0.250]	[0.241, 0.266]	[0.211, 0.243]
35	0.209	0.191	0.212	0.222	0.221	0.247	0.220
	[0.199, 0.222]	[0.176, 0.205]	[0.202, 0.227]	[0.203, 0.238]	[0.202, 0.238]	[0.235, 0.260]	[0.206, 0.233]
40	0.213	0.207	0.215	0.212	0.211	0.243	0.218
	[0.202, 0.225]	[0.190, 0.220]	[0.203, 0.230]	[0.196, 0.231]	[0.194, 0.230]	[0.231, 0.254]	[0.205, 0.231]
45	0.215	0.221	0.223	0.211	0.209	0.243	0.221
	[0.202, 0.225]	[0.206, 0.237]	[0.210, 0.239]	[0.194, 0.228]	[0.192, 0.227]	[0.232, 0.258]	[0.211, 0.235]
50	0.218	0.229	0.228	0.213	0.211	0.244	0.223
	[0.207, 0.228]	[0.215, 0.246]	[0.217, 0.241]	[0.199, 0.227]	[0.195, 0.226]	[0.234, 0.257]	[0.209, 0.234]
55	0.215	0.231	0.223	0.207	0.205	0.240	0.221
	[0.206, 0.224]	[0.216, 0.247]	[0.213, 0.237]	[0.192, 0.221]	[0.189, 0.219]	[0.231, 0.250]	[0.208, 0.233]
60	0.211	0.226	0.223	0.209	0.206	0.232	0.218
	[0.200, 0.221]	[0.209, 0.241]	[0.213, 0.237]	[0.192, 0.223]	[0.190, 0.221]	[0.221, 0.244]	[0.206, 0.229]
65	0.206	0.219	0.218	0.196	0.193	0.226	0.212
	[0.196, 0.217]	[0.203, 0.233]	[0.209, 0.231]	[0.182, 0.213]	[0.180, 0.209]	[0.216, 0.237]	[0.200, 0.229]
70	0.194	0.208	0.210	0.189	0.186	0.210	0.203
	[0.183, 0.204]	[0.190, 0.224]	[0.200, 0.221]	[0.175, 0.204]	[0.173, 0.202]	[0.201, 0.220]	[0.192, 0.213]
75	0.187	0.195	0.203	0.182	0.178	0.197	0.191
	[0.175, 0.196]	[0.178, 0.211]	[0.192, 0.213]	[0.166, 0.195]	[0.162, 0.193]	[0.188, 0.206]	[0.180, 0.202]
80	0.181	0.187	0.195	0.176	0.172	0.193	0.184
	[0.172, 0.192]	[0.167, 0.205]	[0.183, 0.205]	[0.162, 0.191]	[0.158, 0.188]	[0.182, 0.204]	[0.174, 0.197]
85	0.177	0.186	0.189	0.175	0.170	0.184	0.186
	[0.166, 0.190]	[0.161, 0.205]	[0.176, 0.202]	[0.154, 0.190]	[0.150, 0.187]	[0.175, 0.198]	[0.173, 0.201]
90	0.178	0.191	0.187	0.166	0.163	0.176	0.180
	[0.163, 0.194]	[0.166, 0.213]	[0.169, 0.202]	[0.146, 0.186]	[0.141, 0.183]	[0.161, 0.191]	[0.165, 0.196]
95	0.201	0.234	0.207	0.165	0.163	0.198	0.185
	[0.180, 0.224]	[0.194, 0.265]	[0.182, 0.235]	[0.140, 0.201]	[0.136, 0.198]	[0.175, 0.223]	[0.170, 0.202]
99	0.192	0.173	0.206	0.184	0.182	0.170	0.182
	[0.152, 0.240]	[0.086, 0.258]	[0.166, 0.255]	[0.134, 0.247]	[0.134, 0.241]	[0.138, 0.206]	[0.143, 0.228]
N	61,371	23,782	61,371	22,775	22,775	74,573	61,732

The table shows quantile treatment effect estimates with the bounds of bootstrapped 95% confidence intervals in brackets. All models control for quartics in the state math, reading and writing tests as well as each student's relative rank in their high school on each exam, student ethnicity/race, Title I status, English proficiency, free and reduced price lunch status, enrollment in gifted programs, special education, career and technology courses, whether the student had a college plan, and whether he was at risk of dropping out. The estimates also control for high school characteristics in the year of graduation: the ethnic composition of the high school, the percentage of students in each economic status group, the percentage of gifted students and students at risk, the percentage of title I eligible students, and total school enrollment.

Table A-3: Quantile Treatment Effects of College Sector on Earnings - Community College

Quantile	Baseline (i)	1996-1998 Cohort (ii)	HS Fixed Effects (iii)	College Attendees (iv)	All Earnings (v)
1	-0.098 [-0.203, 0.055]	-0.291 [-0.455, -0.114]	-0.113 [-0.228, 0.120]	-0.076 [-0.192, 0.035]	0.142 [-0.089, 0.319]
5	-0.132 [-0.192, -0.090]	-0.194 [-0.307, -0.106]	-0.130 [-0.180, -0.068]	-0.061 [-0.109, -0.032]	-0.092 [-0.158, -0.011]
10	-0.193 [-0.226, -0.162]	-0.223 [-0.288, -0.139]	-0.197 [-0.233, -0.155]	-0.099 [-0.125, -0.064]	-0.095 [-0.138, -0.054]
15	-0.207 [-0.229, -0.185]	-0.232 [-0.263, -0.182]	-0.206 [-0.233, -0.181]	-0.121 [-0.141, -0.101]	-0.140 [-0.173, -0.108]
20	-0.197 [-0.216, -0.174]	-0.206 [-0.227, -0.168]	-0.205 [-0.222, -0.182]	-0.123 [-0.145, -0.098]	-0.147 [-0.179, -0.124]
25	-0.177 [-0.198, -0.160]	-0.177 [-0.202, -0.147]	-0.185 [-0.200, -0.164]	-0.129 [-0.146, -0.096]	-0.153 [-0.174, -0.129]
30	-0.156 [-0.174, -0.144]	-0.150 [-0.170, -0.127]	-0.165 [-0.177, -0.148]	-0.126 [-0.142, -0.101]	-0.133 [-0.153, -0.118]
35	-0.136 [-0.151, -0.124]	-0.129 [-0.147, -0.106]	-0.141 [-0.155, -0.124]	-0.124 [-0.138, -0.108]	-0.123 [-0.138, -0.107]
40	-0.120 [-0.133, -0.107]	-0.112 [-0.127, -0.091]	-0.128 [-0.140, -0.113]	-0.119 [-0.130, -0.101]	-0.106 [-0.120, -0.089]
45	-0.101 [-0.114, -0.091]	-0.092 [-0.112, -0.070]	-0.112 [-0.127, -0.100]	-0.115 [-0.125, -0.099]	-0.092 [-0.105, -0.079]
50	-0.086 [-0.095, -0.075]	-0.064 [-0.082, -0.045]	-0.092 [-0.104, -0.081]	-0.113 [-0.123, -0.099]	-0.075 [-0.086, -0.061]
55	-0.072 [-0.082, -0.059]	-0.047 [-0.062, -0.026]	-0.076 [-0.090, -0.063]	-0.104 [-0.112, -0.092]	-0.061 [-0.073, -0.049]
60	-0.059 [-0.070, -0.047]	-0.036 [-0.051, -0.018]	-0.064 [-0.076, -0.053]	-0.095 [-0.104, -0.085]	-0.049 [-0.060, -0.037]
65	-0.048 [-0.059, -0.036]	-0.022 [-0.039, -0.003]	-0.050 [-0.064, -0.037]	-0.086 [-0.096, -0.075]	-0.036 [-0.047, -0.027]
70	-0.037 [-0.049, -0.025]	-0.014 [-0.030, 0.008]	-0.039 [-0.053, -0.024]	-0.078 [-0.090, -0.068]	-0.023 [-0.035, -0.014]
75	-0.030 [-0.043, -0.018]	-0.016 [-0.034, 0.007]	-0.028 [-0.041, -0.016]	-0.072 [-0.082, -0.062]	-0.017 [-0.029, -0.004]
80	-0.019 [-0.032, -0.008]	-0.019 [-0.037, 0.002]	-0.020 [-0.036, -0.007]	-0.068 [-0.077, -0.058]	-0.005 [-0.017, 0.006]
85	-0.014 [-0.026, 0.000]	-0.030 [-0.049, -0.007]	-0.017 [-0.032, -0.003]	-0.058 [-0.068, -0.049]	0.004 [-0.009, 0.017]
90	-0.008 [-0.019, 0.004]	-0.038 [-0.062, -0.008]	-0.011 [-0.028, 0.001]	-0.050 [-0.060, -0.038]	0.015 [0.001, 0.027]
95	0.015 [0.002, 0.029]	-0.039 [-0.063, -0.013]	0.012 [-0.006, 0.030]	-0.038 [-0.051, -0.025]	0.034 [0.015, 0.051]
99	-0.040 [-0.070, -0.004]	-0.212 [-0.289, -0.138]	-0.043 [-0.080, -0.008]	-0.045 [-0.072, -0.013]	0.011 [-0.024, 0.044]
N	62,882	25,829	62,882	173,151	62,882

The table shows the quantile treatment effects for each school type with the bounds of the 95% confidence intervals that are calculated using 250 bootstrap replications in brackets. All models control for quartics in the state math, reading and writing tests as well as each student's relative rank in their high school on each exam, student ethnicity/race, Title I status, English proficiency, free and reduced price lunch status, enrollment in gifted programs, special education, career and technology courses, whether the student had a college plan, and whether he was at risk of dropping out. The estimates also control for high school characteristics in the year of graduation: the ethnic composition of the high school, the percentage of students in each economic status group, the percentage of gifted students and students at risk, the percentage of title I eligible students, and total school enrollment.

Table A-4: Quantile Treatment Effects of College Sector on Earnings, Including Interactions Between Demographics and Pre-Collegiate Test Scores

Quantile	UT-Austin (i)	Texas A&M (ii)	2-Year (iii)
1	0.120 [-0.060, 0.288]	0.366 [0.255, 0.497]	-0.094 [-0.205, 0.111]
5	0.049 [-0.028, 0.114]	0.314 [0.266, 0.345]	-0.127 [-0.191, 0.085]
10	0.034 [-0.016, 0.075]	0.279 [0.253, 0.303]	-0.190 [-0.224, -0.158]
15	0.038 [0.007, 0.076]	0.246 [0.225, 0.267]	-0.205 [-0.227, -0.183]
20	0.047 [0.022, 0.075]	0.214 [0.201, 0.230]	-0.196 [-0.215, -0.172]
25	0.063 [0.038, 0.087]	0.205 [0.192, 0.219]	-0.175 [-0.196, -0.159]
30	0.074 [0.055, 0.091]	0.208 [0.196, 0.220]	-0.155 [-0.173, -0.141]
35	0.080 [0.060, 0.097]	0.209 [0.191, 0.222]	-0.135 [-0.150, -0.122]
40	0.092 [0.075, 0.110]	0.213 [0.202, 0.225]	-0.119 [-0.132, -0.106]
45	0.108 [0.092, 0.126]	0.215 [0.202, 0.225]	-0.100 [-0.112, -0.090]
50	0.121 [0.102, 0.141]	0.218 [0.207, 0.228]	-0.085 [-0.096, -0.075]
55	0.135 [0.118, 0.155]	0.215 [0.205, 0.224]	-0.070 [-0.081, -0.059]
60	0.150 [0.134, 0.167]	0.211 [0.200, 0.221]	-0.059 [-0.068, -0.046]
65	0.162 [0.142, 0.176]	0.206 [0.195, 0.217]	-0.046 [-0.058, -0.035]
70	0.164 [0.145, 0.177]	0.194 [0.183, 0.204]	-0.036 [-0.049, -0.024]
75	0.168 [0.153, 0.179]	0.186 [0.175, 0.196]	-0.029 [-0.042, -0.016]
80	0.165 [0.146, 0.184]	0.181 [0.172, 0.192]	-0.018 [-0.031, -0.008]
85	0.175 [0.158, 0.196]	0.177 [0.166, 0.190]	-0.013 [-0.025, 0.001]
90	0.190 [0.174, 0.218]	0.178 [0.163, 0.194]	-0.007 [-0.019, 0.006]
95	0.280 [0.243, 0.313]	0.201 [0.180, 0.224]	0.015 [0.002, 0.030]
99	0.277 [0.198, 0.325]	0.191 [0.152, 0.239]	-0.040 [-0.071, -0.004]

The table shows quantile treatment effect estimates with the bounds of bootstrapped 95% confidence intervals in brackets. All models control for quartics in the state math, reading and writing tests as well as each student's relative rank in their high school on each exam, student ethnicity/race, Title I status, English proficiency, free and reduced price lunch status, enrollment in gifted programs, special education, career and technology courses, whether the student had a college plan, and whether he was at risk of dropping out. We also include interactions between each demographic variable and each of the three test score measures. The estimates control as well for high school characteristics in the year of graduation: the ethnic composition of the high school, the percentage of students in each economic status group, the percentage of gifted students and students at risk, the percentage of title I eligible students, and total school enrollment.

Table A-5: Quantile Treatment Effects of College Sector on Earnings by Race/Ethnicity – Graduates

Panel A: UT-Austin				
Quantile	White (i)	Black (ii)	Asian (iii)	Hispanic (iv)
1	0.118 [-0.054, 0.320]	0.601 [-0.304, 1.385]	0.423 [-0.053, 0.727]	-0.247 [-0.762, 0.033]
5	0.039 [-0.053, 0.117]	0.175 [-0.094, 0.978]	0.171 [-0.013, 0.529]	-0.092 [-0.256, 0.148]
10	0.021 [-0.032, 0.074]	0.018 [-0.189, 0.371]	0.095 [-0.012, 0.302]	-0.035 [-0.149, 0.110]
20	0.049 [0.022, 0.079]	0.061 [-0.112, 0.236]	0.136 [0.020, 0.223]	-0.045 [-0.100, 0.014]
30	0.090 [0.067, 0.106]	0.024 [-0.089, 0.117]	0.105 [0.032, 0.156]	0.007 [-0.040, 0.052]
40	0.111 [0.088, 0.132]	-0.017 [-0.088, 0.060]	0.123 [0.073, 0.185]	0.025 [-0.002, 0.059]
50	0.140 [0.122, 0.156]	-0.017 [-0.100, 0.052]	0.160 [0.118, 0.206]	0.044 [0.012, 0.078]
60	0.168 [0.148, 0.187]	0.030 [-0.104, 0.091]	0.180 [0.121, 0.216]	0.070 [0.032, 0.108]
70	0.181 [0.164, 0.199]	0.061 [-0.032, 0.117]	0.168 [0.121, 0.206]	0.081 [0.044, 0.127]
80	0.187 [0.169, 0.209]	0.042 [-0.021, 0.123]	0.172 [0.123, 0.211]	0.091 [0.051, 0.134]
90	0.220 [0.196, 0.253]	0.028 [-0.053, 0.152]	0.184 [0.124, 0.237]	0.069 [0.033, 0.109]
95	0.315 [0.270, 0.356]	0.136 [-0.045, 0.432]	0.227 [0.152, 0.298]	0.104 [0.044, 0.177]
99	0.289 [0.222, 0.348]	0.184 [-0.136, 0.604]	0.288 [-0.058, 0.378]	0.332 [0.089, 0.476]
N	38,901	4,247	3,968	10,544

Panel B: Texas A&M - College Station				
Quantile	White (i)	Black (ii)	Asian (iii)	Hispanic (iv)
1	0.367 [0.255, 0.514]	0.988 [0.408, 1.521]	0.433 [-1.674, 0.966]	0.161 [-0.166, 0.567]
5	0.309 [0.256, 0.370]	0.507 [0.063, 0.957]	0.344 [0.067, 0.725]	0.256 [0.110, 0.463]
10	0.290 [0.259, 0.317]	0.402 [0.109, 0.577]	0.253 [0.007, 0.446]	0.207 [0.094, 0.304]
20	0.225 [0.210, 0.241]	0.219 [0.130, 0.327]	0.180 [0.071, 0.295]	0.169 [0.103, 0.215]
30	0.216 [0.205, 0.231]	0.164 [0.064, 0.257]	0.147 [0.069, 0.243]	0.156 [0.112, 0.198]
40	0.222 [0.210, 0.235]	0.123 [0.039, 0.243]	0.155 [0.091, 0.237]	0.163 [0.124, 0.196]
50	0.224 [0.212, 0.234]	0.145 [0.059, 0.219]	0.170 [0.088, 0.248]	0.161 [0.131, 0.188]
60	0.216 [0.204, 0.228]	0.131 [0.074, 0.176]	0.159 [0.104, 0.241]	0.179 [0.131, 0.218]
70	0.196 [0.183, 0.207]	0.114 [0.047, 0.208]	0.144 [0.090, 0.231]	0.177 [0.141, 0.218]
80	0.181 [0.171, 0.195]	0.139 [0.055, 0.296]	0.178 [0.112, 0.243]	0.173 [0.131, 0.221]

90	0.178 [0.160, 0.195]	0.220 [0.099, 0.316]	0.200 [0.129, 0.262]	0.157 [0.116, 0.211]
95	0.203 [0.179, 0.227]	0.182 [0.097, 0.402]	0.156 [0.105, 0.247]	0.196 [0.114, 0.290]
99	0.186 [0.147, 0.244]	0.229 [-0.051, 0.637]	0.219 [0.040, 0.377]	0.287 [0.130, 0.425]
N	44,034	4,196	2,739	10,285

Panel C: Community College				
Quantile	White (i)	Black (ii)	Asian (iii)	Hispanic (iv)
1	-0.063 [-0.244, 0.297]	-0.091 [-0.375, 0.546]	-0.016 [-1.474, 0.380]	-0.125 [-0.344, 0.046]
5	-0.121 [-0.192, -0.043]	-0.102 [-0.299, 0.090]	-0.199 [-0.723, 0.358]	-0.135 [-0.238, 0.057]
10	-0.176 [-0.222, -0.140]	-0.183 [-0.263, -0.056]	-0.290 [-0.649, 0.058]	-0.215 [-0.297, -0.131]
20	-0.160 [-0.185, -0.141]	-0.157 [-0.212, -0.085]	-0.358 [-0.547, -0.113]	-0.262 [-0.301, -0.199]
30	-0.124 [-0.142, -0.107]	-0.162 [-0.213, -0.098]	-0.281 [-0.467, -0.175]	-0.192 [-0.234, -0.132]
40	-0.090 [-0.107, -0.077]	-0.150 [-0.201, -0.108]	-0.283 [-0.434, -0.175]	-0.151 [-0.176, -0.114]
50	-0.060 [-0.073, -0.045]	-0.139 [-0.170, -0.095]	-0.240 [-0.409, -0.156]	-0.125 [-0.151, -0.089]
60	-0.043 [-0.056, -0.029]	-0.093 [-0.138, -0.052]	-0.198 [-0.402, -0.120]	-0.091 [-0.107, -0.057]
70	-0.032 [-0.048, -0.017]	-0.090 [-0.128, -0.053]	-0.157 [-0.377, -0.082]	-0.045 [-0.060, -0.023]
80	-0.021 [-0.035, -0.010]	-0.082 [-0.121, -0.042]	-0.134 [-0.245, -0.067]	-0.009 [-0.031, 0.012]
90	-0.010 [-0.027, 0.008]	-0.006 [-0.059, 0.065]	-0.107 [-0.180, -0.056]	0.021 [-0.008, 0.055]
95	0.002 [-0.016, 0.026]	0.074 [-0.011, 0.130]	-0.074 [-0.182, 0.030]	0.030 [0.001, 0.063]
99	-0.091 [-0.133, -0.033]	0.155 [0.028, 0.248]	-0.063 [-0.150, 0.011]	0.058 [-0.036, 0.092]
N	46,004	5,458	2,855	16,084

The table shows the quantile treatment effects for each school type by race/ethnic group with the bounds of the 95% confidence intervals that are calculated using 250 bootstrap replications in brackets.

Table A-6: Quantile Treatment Effects of College Sector on Earnings by Race/Ethnicity – Attendees

Panel A: UT-Austin				
Quantile	White (i)	Black (ii)	Asian (iii)	Hispanic (iv)
1	0.096 [-0.076, 0.327]	0.203 [-0.719, 1.140]	0.663 [0.182, 1.084]	-0.123 [-0.898, 0.178]
5	0.091 [0.012, 0.125]	0.388 [0.084, 0.691]	0.351 [0.075, 0.606]	-0.012 [-0.176, 0.189]
10	0.097 [0.039, 0.148]	0.254 [0.029, 0.477]	0.135 [0.033, 0.342]	0.111 [0.011, 0.211]
20	0.110 [0.086, 0.142]	0.241 [0.114, 0.355]	0.130 [0.054, 0.232]	0.063 [0.003, 0.144]
30	0.125 [0.104, 0.150]	0.129 [0.033, 0.246]	0.112 [0.060, 0.174]	0.077 [0.026, 0.137]
40	0.131 [0.111, 0.160]	0.108 [0.027, 0.186]	0.132 [0.079, 0.204]	0.080 [0.046, 0.121]
50	0.166 [0.148, 0.190]	0.041 [-0.007, 0.124]	0.153 [0.104, 0.200]	0.082 [0.038, 0.122]
60	0.186 [0.170, 0.206]	-0.009 [-0.054, 0.123]	0.159 [0.118, 0.199]	0.094 [0.057, 0.132]
70	0.190 [0.176, 0.209]	0.055 [-0.040, 0.162]	0.154 [0.115, 0.191]	0.111 [0.073, 0.139]
80	0.193 [0.176, 0.214]	0.077 [-0.003, 0.133]	0.141 [0.102, 0.182]	0.109 [0.076, 0.140]
90	0.216 [0.191, 0.245]	0.027 [-0.078, 0.123]	0.121 [0.064, 0.194]	0.073 [0.048, 0.125]
95	0.297 [0.257, 0.345]	0.083 [-0.047, 0.248]	0.147 [0.078, 0.239]	0.120 [0.055, 0.183]
99	0.290 [0.220, 0.331]	0.313 [-0.018, 2.301]	-0.055 [-0.110, 0.185]	0.235 [0.024, 0.389]
N	45,283	7,960	3,982	14,208

Panel B: Texas A&M - College Station				
Quantile	White (i)	Black (ii)	Asian (iii)	Hispanic (iv)
1	0.409 [0.309, 0.547]	0.599 [-2.349, 1.181]	0.695 [0.226, 1.116]	0.229 [-0.128, 0.575]
5	0.355 [0.311, 0.414]	0.256 [-0.014, 0.611]	0.381 [0.097, 0.661]	0.287 [0.113, 0.528]
10	0.365 [0.332, 0.393]	0.364 [0.081, 0.594]	0.258 [0.056, 0.450]	0.307 [0.211, 0.431]
20	0.295 [0.278, 0.314]	0.373 [0.214, 0.485]	0.212 [0.090, 0.270]	0.267 [0.191, 0.326]
30	0.259 [0.244, 0.273]	0.253 [0.183, 0.362]	0.135 [0.054, 0.230]	0.232 [0.184, 0.274]
40	0.250 [0.238, 0.261]	0.214 [0.133, 0.317]	0.173 [0.070, 0.227]	0.199 [0.157, 0.233]
50	0.253 [0.242, 0.266]	0.221 [0.121, 0.300]	0.149 [0.078, 0.198]	0.201 [0.172, 0.235]
60	0.238 [0.227, 0.251]	0.198 [0.112, 0.260]	0.115 [0.061, 0.185]	0.192 [0.154, 0.235]
70	0.211 [0.202, 0.223]	0.156 [0.112, 0.251]	0.115 [0.054, 0.182]	0.193 [0.160, 0.230]
80	0.194 [0.184, 0.203]	0.182 [0.086, 0.299]	0.132 [0.055, 0.196]	0.173 [0.140, 0.211]

90	0.180 [0.164, 0.195]	0.232 [0.098, 0.353]	0.129 [0.057, 0.191]	0.162 [0.121, 0.192]
95	0.203 [0.176, 0.227]	0.242 [0.086, 0.357]	0.074 [-0.014, 0.201]	0.179 [0.101, 0.240]
99	0.179 [0.143, 0.213]	0.205 [-0.192, 0.655]	-0.082 [-0.269, 0.182]	0.224 [0.055, 0.367]
N	49,993	7,907	2,711	13,892

Panel C: Community College				
Quantile	White (i)	Black (ii)	Asian (iii)	Hispanic (iv)
1	-0.165 [-0.249, -0.052]	0.025 [-0.230, 0.232]	-0.143 [-0.552, 0.254]	-0.118 [-0.295, 0.148]
5	-0.167 [-0.199, -0.103]	-0.108 [-0.243, 0.041]	-0.068 [-0.317, 0.163]	-0.024 [-0.093, 0.036]
10	-0.192 [-0.208, -0.118]	-0.074 [-0.152, 0.014]	-0.173 [-0.297, -0.019]	-0.021 [-0.078, 0.023]
20	-0.174 [-0.193, -0.154]	-0.088 [-0.013, -0.022]	-0.159 [-0.285, 0.074]	-0.079 [-0.110, -0.042]
30	-0.147 [-0.163, -0.136]	-0.083 [-0.118, -0.041]	-0.208 [-0.290, -0.059]	-0.107 [-0.134, -0.078]
40	-0.131 [-0.144, -0.118]	-0.089 [-0.128, -0.062]	-0.190 [-0.264, -0.117]	-0.100 [-0.122, -0.076]
50	-0.102 [-0.113, -0.092]	-0.100 [-0.133, -0.075]	-0.208 [-0.254, -0.141]	-0.100 [-0.124, -0.077]
60	-0.080 [-0.091, -0.069]	-0.095 [-0.119, -0.073]	-0.199 [-0.240, -0.140]	-0.110 [-0.128, -0.089]
70	-0.069 [-0.081, -0.060]	-0.093 [-0.116, -0.070]	-0.173 [-0.227, -0.117]	-0.099 [-0.113, -0.081]
80	-0.055 [-0.069, -0.046]	-0.098 [-0.125, -0.072]	-0.181 [-0.235, -0.128]	-0.080 [-0.097, -0.062]
90	-0.042 [-0.055, -0.027]	-0.075 [-0.092, -0.057]	-0.135 [-0.209, -0.087]	-0.069 [-0.100, -0.044]
95	-0.026 [-0.041, -0.009]	-0.037 [-0.066, -0.005]	-0.143 [-0.205, -0.035]	-0.061 [-0.085, -0.031]
99	-0.053 [-0.092, -0.008]	0.013 [-0.069, 0.086]	-0.218 [-0.416, 0.102]	-0.057 [-0.083, -0.018]
N	101,504	19,003	2,249	47,846

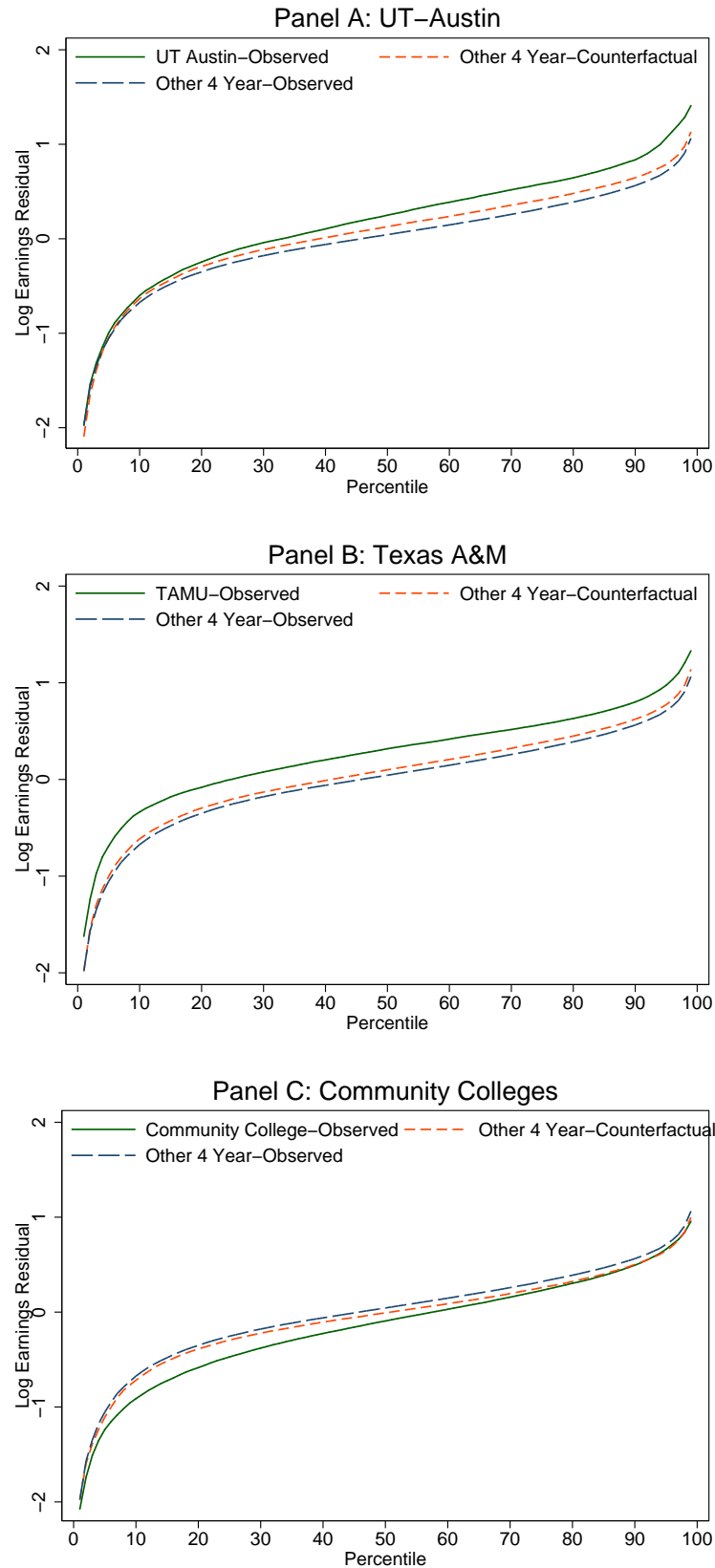
The table shows the quantile treatment effects for each school type by race/ethnic group with the bounds of the 95% confidence intervals that are calculated using 250 bootstrap replications in brackets.

Table A-7: Quantile Treatment Effects of College Sector on Earnings - Controlling for First-year GPA, 2000-2002 Cohorts

Quantile	UT-Austin		Texas A&M		2-Year	
	No GPA (i)	GPA (ii)	No GPA (iii)	GPA (iv)	No GPA (v)	GPA (vi)
1	0.213	0.197	0.330	0.330	0.006	0.023
	[-0.076, 0.429]	[-0.070, 0.444]	[0.111, 0.572]	[0.129, 0.585]	[-0.151, 0.138]	[-0.139, 0.123]
5	0.065	0.075	0.340	0.357	-0.033	-0.041
	[-0.047, 0.204]	[-0.049, 0.230]	[0.260, 0.416]	[0.256, 0.422]	[-0.125, 0.078]	[-0.132, 0.066]
10	0.077	0.069	0.305	0.301	-0.106	-0.106
	[0.015, 0.155]	[0.013, 0.156]	[0.263, 0.354]	[0.263, 0.353]	[-0.161, -0.052]	[-0.169, -0.055]
15	0.037	0.030	0.266	0.265	-0.147	-0.139
	[-0.028, 0.093]	[-0.044, 0.086]	[0.230, 0.303]	[0.202, 0.279]	[-0.192, -0.097]	[-0.190, -0.094]
20	0.063	0.054	0.252	0.246	-0.157	-0.157
	[0.011, 0.104]	[-0.007, 0.095]	[0.213, 0.283]	[0.196, 0.253]	[-0.193, -0.109]	[-0.192, -0.092]
25	0.078	0.067	0.232	0.231	-0.161	-0.160
	[0.030, 0.117]	[0.012, 0.099]	[0.207, 0.261]	[0.183, 0.235]	[-0.197, -0.130]	[-0.201, -0.125]
30	0.077	0.067	0.215	0.211	-0.153	-0.153
	[0.049, 0.103]	[0.032, 0.095]	[0.191, 0.241]	[0.182, 0.226]	[-0.179, -0.123]	[-0.180, -0.125]
35	0.080	0.069	0.213	0.210	-0.135	-0.137
	[0.052, 0.111]	[0.042, 0.099]	[0.190, 0.231]	[0.175, 0.220]	[-0.159, -0.107]	[-0.160, -0.109]
40	0.081	0.073	0.205	0.203	-0.125	-0.124
	[0.051, 0.110]	[0.038, 0.099]	[0.182, 0.228]	[0.175, 0.227]	[-0.147, -0.100]	[-0.149, -0.102]
45	0.088	0.080	0.208	0.204	-0.115	-0.114
	[0.058, 0.114]	[0.044, 0.106]	[0.182, 0.231]	[0.175, 0.227]	[-0.135, -0.094]	[-0.138, -0.097]
50	0.094	0.089	0.211	0.207	-0.105	-0.103
	[0.065, 0.123]	[0.060, 0.114]	[0.190, 0.228]	[0.182, 0.221]	[-0.122, -0.082]	[-0.124, -0.082]
55	0.121	0.115	0.204	0.201	-0.087	-0.086
	[0.092, 0.146]	[0.081, 0.147]	[0.184, 0.220]	[0.179, 0.214]	[-0.110, -0.068]	[-0.110, -0.068]
60	0.133	0.129	0.204	0.200	-0.069	-0.067
	[0.103, 0.155]	[0.087, 0.146]	[0.183, 0.225]	[0.177, 0.219]	[-0.089, -0.047]	[-0.093, -0.047]
65	0.138	0.131	0.196	0.193	-0.059	-0.058
	[0.111, 0.160]	[0.101, 0.151]	[0.177, 0.212]	[0.168, 0.205]	[-0.081, -0.040]	[-0.084, -0.041]
70	0.143	0.137	0.187	0.185	-0.044	-0.043
	[0.120, 0.161]	[0.101, 0.155]	[0.169, 0.204]	[0.159, 0.200]	[-0.067, -0.027]	[-0.074, -0.048]
75	0.142	0.134	0.178	0.175	-0.034	-0.035
	[0.110, 0.167]	[0.095, 0.155]	[0.160, 0.296]	[0.152, 0.188]	[-0.051, -0.023]	[-0.055, -0.017]
80	0.145	0.139	0.175	0.174	-0.021	-0.023
	[0.147, 0.184]	[0.104, 0.156]	[0.153, 0.190]	[0.143, 0.181]	[-0.037, 0.003]	[-0.044, -0.002]
85	0.155	0.149	0.164	0.161	-0.001	-0.004
	[0.128, 0.176]	[0.118, 0.164]	[0.143, 0.183]	[0.136, 0.177]	[-0.023, 0.022]	[-0.029, 0.018]
90	0.158	0.152	0.160	0.156	0.017	0.015
	[0.129, 0.197]	[0.125, 0.091]	[0.136, 0.182]	[0.130, 0.177]	[-0.013, 0.044]	[-0.019, 0.042]
95	0.257	0.252	0.176	0.173	0.066	0.068
	[0.199, 0.301]	[0.192, 0.297]	[0.144, 0.214]	[0.126, 0.207]	[0.031, 0.092]	[0.018, 0.087]
99	0.304	0.303	0.223	0.217	0.054	0.049
	[0.023, 0.398]	[0.218, 0.390]	[0.142, 0.269]	[0.132, 0.263]	[-0.023, 0.115]	[-0.038, 0.112]

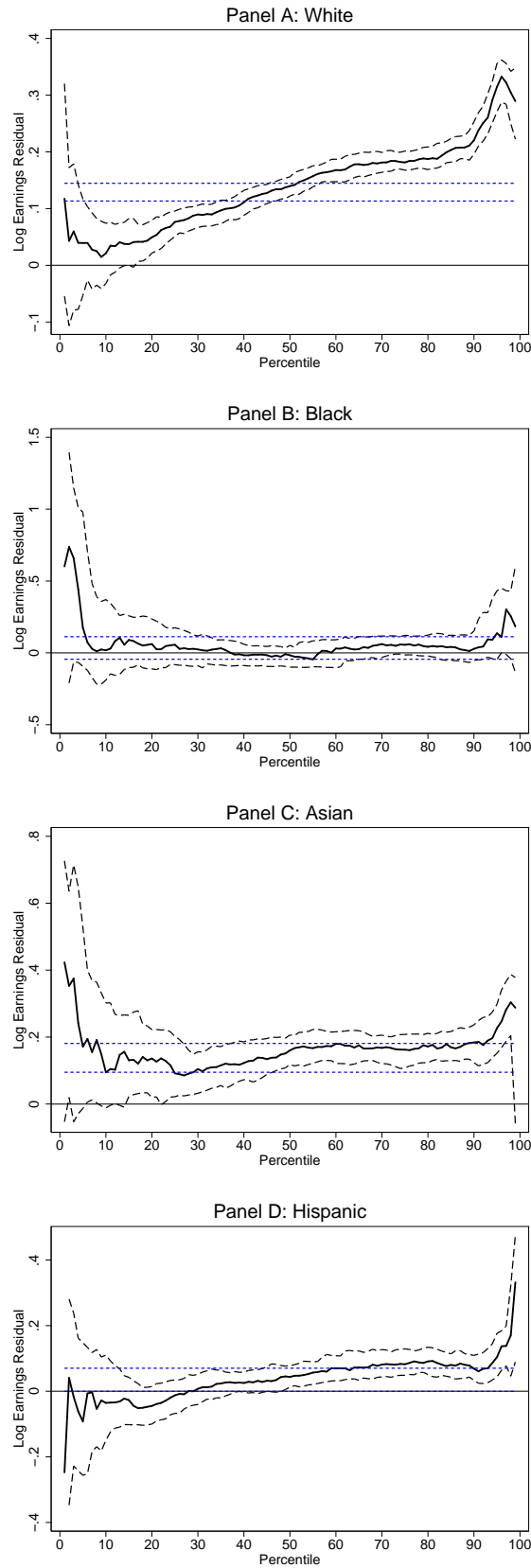
The table shows quantile treatment effect estimates with the bounds of bootstrapped 95% confidence intervals in brackets. All models control for quartics in the state math, reading and writing tests as well as each student's relative rank in their high school on each exam, student ethnicity/race, Title I status, English proficiency, free and reduced price lunch status, enrollment in gifted programs, special education, career and technology courses, whether the student had a college plan, and whether he was at risk of dropping out. The estimates also control for high school characteristics in the year of graduation: the ethnic composition of the high school, the percentage of students in each economic status group, the percentage of gifted students and students at risk, the percentage of title I eligible students, and total school enrollment. The "GPA" columns refer to estimates in which we control for residualized GPA in the first year of college in the logit selection equation. GPAs are residual to a set of school fixed effects in order to take into account different grading standards across schools.

Figure A-1: Observed and Counterfactual Earnings Distributions, by School Type



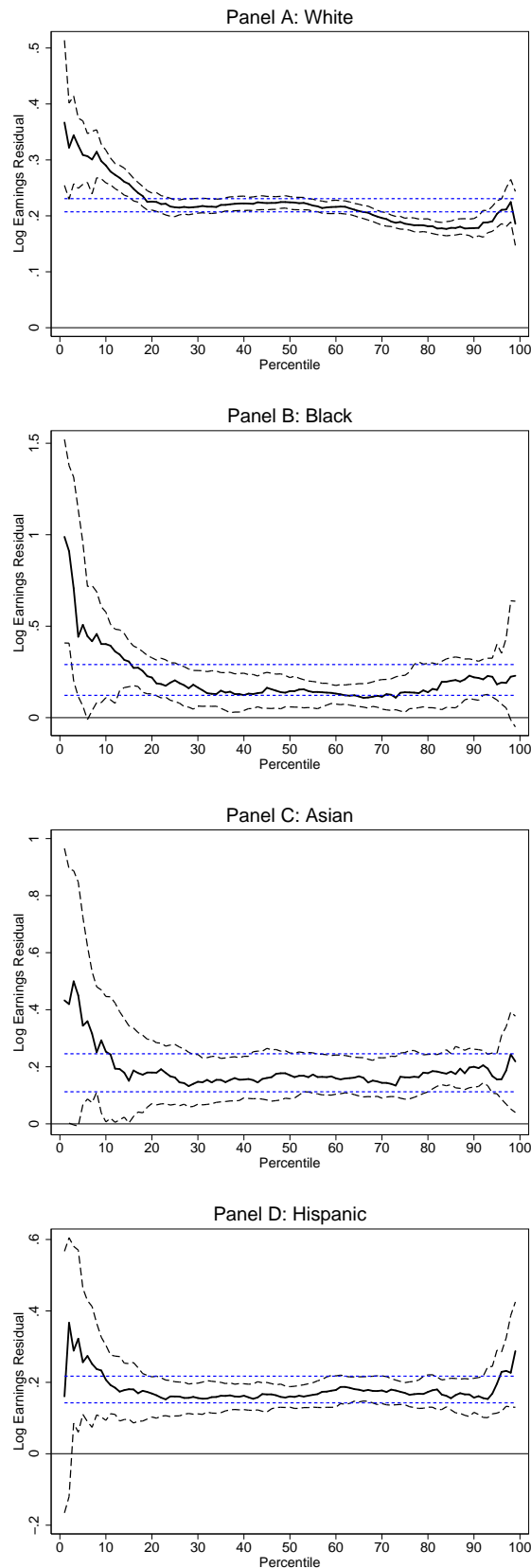
Source: Authors' calculations from the University of Texas at Dallas Education Research Center data and administrative earnings records as described in the text. Each earnings distribution consists of 99 percentile cut-points from the empirical cumulative distribution. The other 4 year counterfactual distribution is the re-weighted other 4 year distribution, where the weights are estimated from equation (8) in the text.

Figure A-2: Quantile Treatment Effects of Graduating from UT-Austin on Earnings by Race



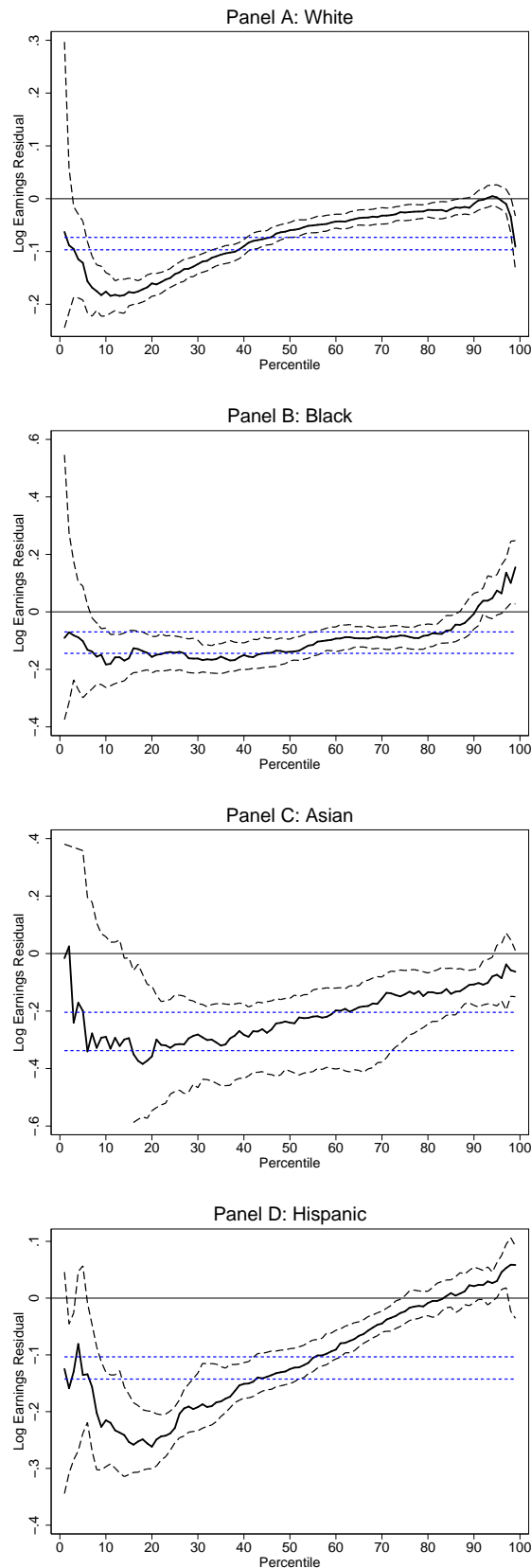
Source: Authors' calculations from the University of Texas at Dallas Education Research Center data and administrative earnings records as described in the text. Each estimated point is the difference between the observed earnings at each percentile for UT-Austin and the associated earnings at that percentile from the counterfactual earnings distribution. The dotted lines show the bounds of the 95% confidence intervals for each percentile point. The horizontal dashed lines show the 95% confidence interval of the mean effect from Table 4.

Figure A-3: Quantile Treatment Effects of Graduating from Texas A&M - College Station on Earnings by Race



Source: Authors' calculations from the University of Texas at Dallas Education Research Center data and administrative earnings records as described in the text. Each estimated point is the difference between the observed earnings at each percentile for Texas A&M and the associated earnings at that percentile from the counterfactual earnings distribution. The dotted lines show the bounds of the 95% confidence intervals for each percentile point. The horizontal dashed lines show the 95% confidence interval of the mean effect from Table 4.

Figure A-4: Quantile Treatment Effects of Graduating from a Community College on Earnings by Race



Source: Authors' calculations from the University of Texas at Dallas Education Research Center data and administrative earnings records as described in the text. Each estimated point is the difference between the observed earnings at each percentile for community colleges and the associated earnings at that percentile from the counterfactual earnings distribution. The dotted lines show the bounds of the 95% confidence intervals for each percentile point. The horizontal dashed lines show the 95% confidence interval of the mean effect from Table 4.