Online Appendix

The Long-Run Effects of School Racial Diversity on Political Identity

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March 30, 2021

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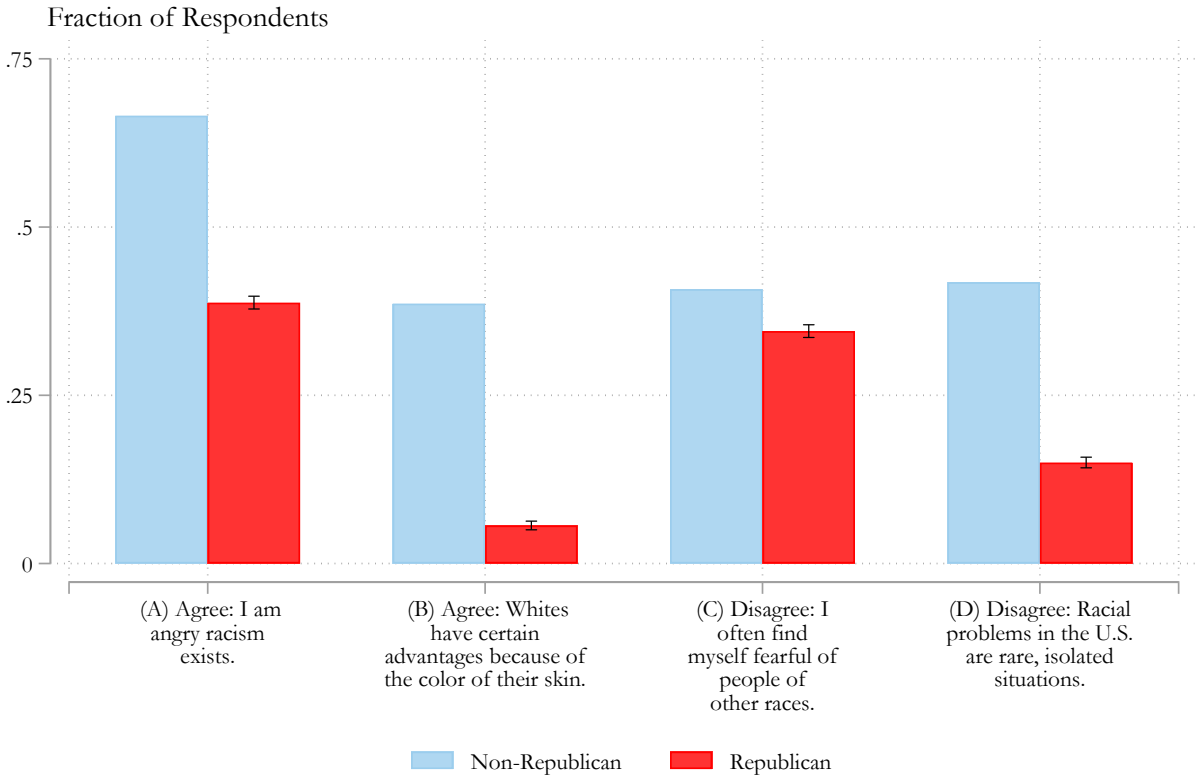
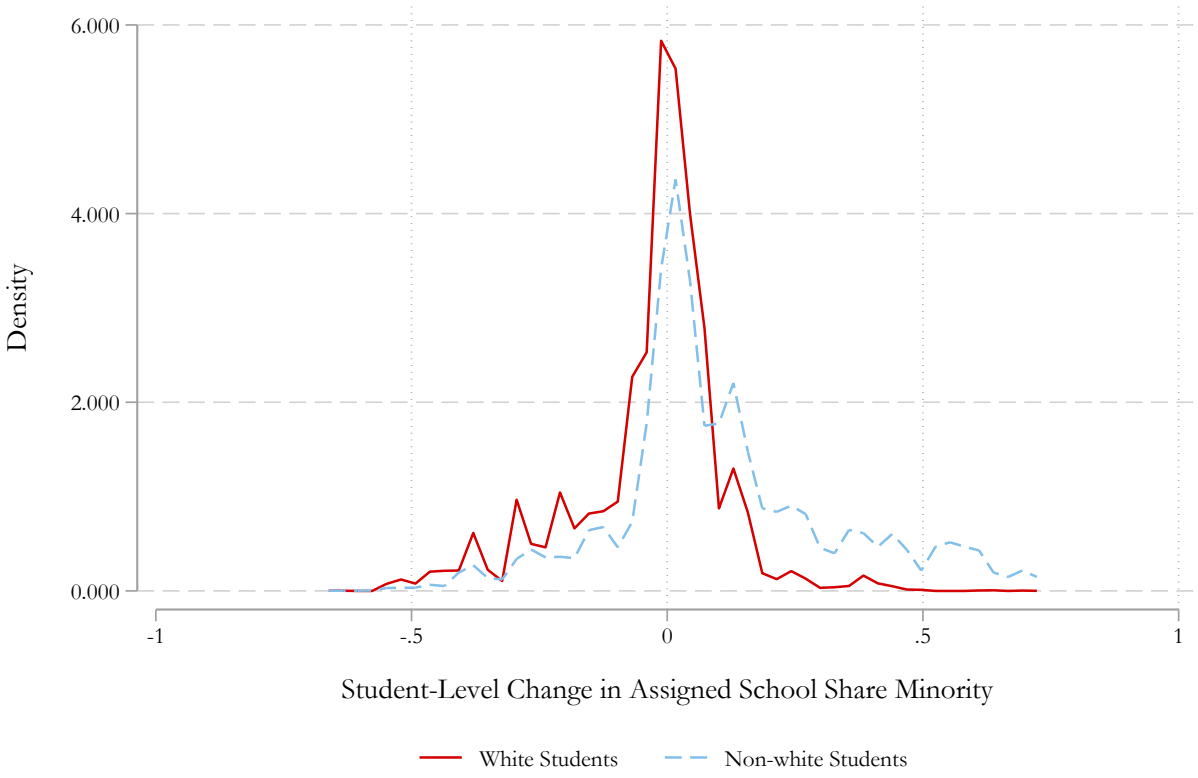
Appendix A: Figures and Tables

Figure A1: Racial Attitudes and Party Affiliation



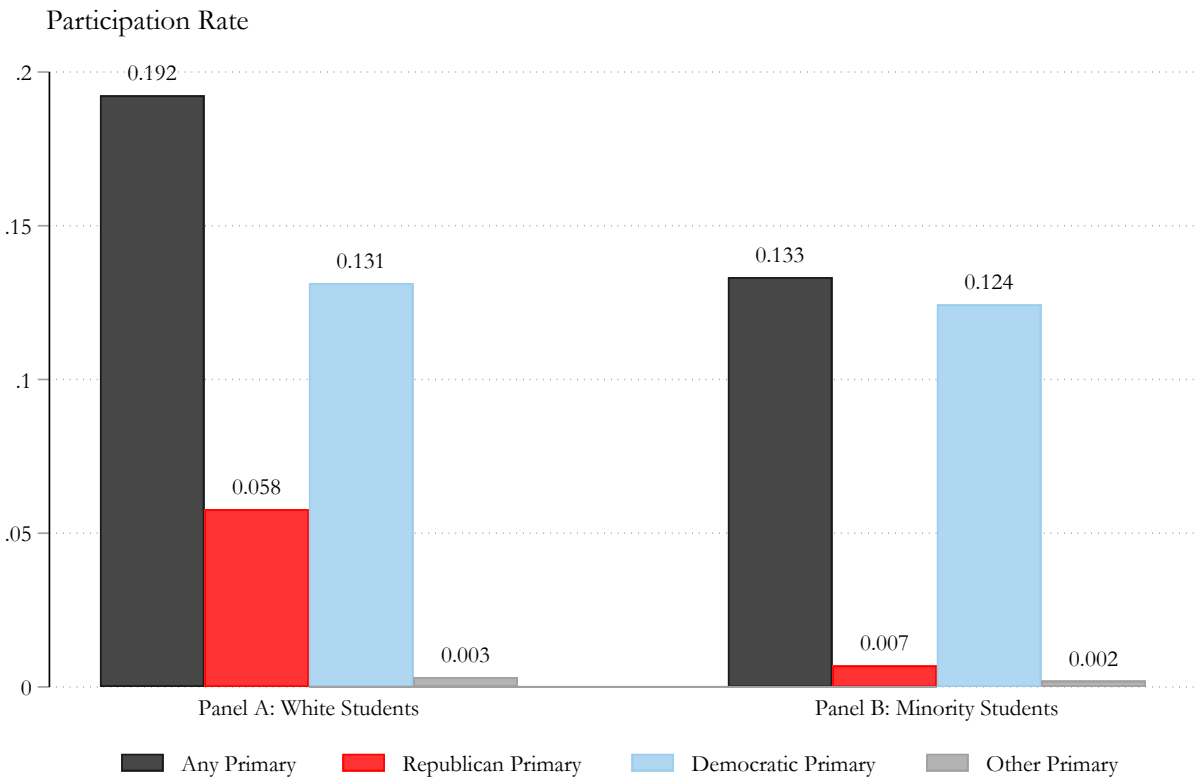
Notes: This table presents an analysis of survey questions from the 2016 wave of the Cooperative Congressional Election Study (CCES). In this survey, respondents are asked to report their *agreement* on a 1-5 scale with the statements (A) "I am angry racism exists." and (B) " Whites have certain advantages because of the color of their skin." In the results above, we report the fraction of the sample that has the highest agreement (1) with these statements. Respondents are also asked to report their *disagreement* with the statements (C) "I often find myself fearful of people of other races." and (D) "Racial Problems in the U.S., are rare, isolated situations. In the results above, we report the fraction of the sample that has the highest disagreement (5) with these statements.

Figure A2: Distribution of the Change in School Minority Share After 2002 Rezoning



Notes: This figure displays densities for the change in school minority share for each student in our analysis sample. For each student, we compute the change as the difference between the school assigned for the 2002-2003 academic year and the school assigned for the 2001-2002 academic year.

Figure A3: Participation in 2016 Primary Elections by Unaffiliated Voters



Notes: This figure presents an analysis of participation 2016 primary elections in North Carolina for Unaffiliated registrants in our main sample. Panels A and B present results separately by race. From left-to-right, each panel reports the likelihood of participating in any party primary (black), a Republican (red), a Democratic (blue) or an "other" (grey) party primary.

Table A1: Summary Statistics for Main Analysis Sample

	(1)	(2)	(3)	(4)
		School Percent Minority (2003)		
	All	< 0.47	$0.47 - 0.69$	> 0.69
White	0.43	0.63	0.42	0.23
Black	0.48	0.32	0.48	0.65
Hispanic	0.05	0.02	0.05	0.07
Other minority	0.04	0.03	0.05	0.05
Reassigned in 2003	0.47	0.41	0.47	0.54
Registered Voter	0.61	0.61	0.62	0.62
Registered Republican	0.08	0.12	0.08	0.04
Registered Democrat	0.33	0.26	0.33	0.40
Registered Unaffiliated	0.20	0.22	0.20	0.18
Voted, General Elections 2010-2018	0.51	0.51	0.51	0.50
N	35,757	12,439	11,540	11,778

Notes: This table reports descriptive statistics for the main analysis sample. Column 1 provides statistics for the entire sample, while Columns 2-4 report statistics based on the tertiles of the school-level percent of minorities in one's assigned school (2002-2003 academic year). Measures of schooling characteristics and voting outcomes are based on administrative records from CMS and voting records, respectively. Note that registered voters in North Carolina (NC) may choose from one of five recognized political parties or they can choose to be unaffiliated. Appendix Figure B1 reproduces the NC voter registration form.

Table A2: Assigned School Minority Share and Student Characteristics

	(1)	(2)	(3)	(4)
	Assigned Percent Minority			
Pre-policy, Avg. Math z-score	-0.000	-0.001	-0.000	-0.000
	(0.001)	(0.001)	(0.001)	(0.001)
Pre-policy, Avg. Read z-score	-0.001	-0.001	-0.001	-0.001
	(0.001)	(0.001)	(0.001)	(0.001)
Pre-policy, Avg. Absences	0.000	-0.000	0.000	0.000
	(0.000)	(0.000)	(0.000)	(0.000)
Pre-policy, Avg. Suspensions	0.001	0.006	-0.000	0.003
	(0.002)	(0.004)	(0.002)	(0.002)
=1 if Male	-0.001	-0.000	-0.000	-0.001
	(0.001)	(0.001)	(0.001)	(0.001)
=1 if Minority	0.003			
	(0.002)			
N	35,757	15,383	20,374	21,893
R^2	0.970	0.969	0.951	0.971
DepVarMean	0.621	0.449	0.751	0.630
Controls?	Yes	Yes	Yes	Yes
All Students?	Yes	No	No	No
White Students Only?	No	Yes	No	No
Minority Students Only?	No	No	Yes	No
Registered Voters Only?	No	No	No	Yes

Notes: This table reports balance test results which examine whether the assigned school minority share (i.e., the key treatment variable of interest) is predicted by student-level characteristics measured in the academic years observed before the end of school busing and school boundary rezoning (referred to as "pre-policy" measures). All regressions include pre-reform school zone by Census block group fixed effects. Standard errors are clustered at the pre-reform school zone by Census block group level.

Table A3: First-stage Effects of 2002 Rezoning on School Racial Composition

	(1)	(2)	(3)	(4)
	Actual Percent Minority			
Assigned Percent Minority	0.252	0.303	0.217	0.252
	(0.040)	(0.044)	(0.053)	(0.053)
N	35,046	15,030	20,011	21,486
R^2	0.583	0.617	0.315	0.587
DepVarMean	0.578	0.424	0.694	0.585
Controls?	Yes	Yes	Yes	Yes
All Students?	Yes	No	No	No
White Students Only?	No	Yes	No	No
Minority Students Only?	No	No	Yes	No
Registered Voters Only?	No	No	No	Yes

Notes: This table reports point estimates and standard errors from estimating Equation 1 where the dependent variable is the share of minority students in one's school during the 2002-2003 academic year (the first year after the end of school busing and rezoning of school boundaries). All columns control for pre-reform school zone by Census block group fixed effects, gender, cohort fixed effects, and pre-reform mean absences, mean suspensions, and second order polynomials in mean math and reading test scores. The sample for this analysis is restricted to students who enrolled in a CMS school in the 2002-2003 academic year. The overall enrollment rate for the main sample is 98 percent. Standard errors are clustered at the pre-reform school zone by Census block group level.

Table A4: Effects of Assigned School Minority Share on Party Affiliation (Additional Results)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Registered as Republican			Registered as Democrat			Registered as Unaffiliated		
Panel A: White Students									
Assigned Percent Minority	-0.183	-0.191	-0.275	0.054	0.071	0.135	0.030	0.057	0.152
	(0.072)	(0.068)	(0.127)	(0.048)	(0.048)	(0.092)	(0.074)	(0.074)	(0.103)
N	15,383	15,383	8,697	15,383	15,383	8,697	15,383	15,383	8,697
R^2	0.071	0.090	0.137	0.080	0.089	0.133	0.075	0.088	0.114
DepVarMean	0.164	0.164	0.287	0.136	0.136	0.237	0.264	0.264	0.461
Controls?	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes
Registered Voters Only?	No	No	Yes	No	No	Yes	No	No	Yes
Panel B: Minority Students									
Assigned Percent Minority	0.003	0.002	-0.013	-0.027	-0.028	-0.134	0.089	0.106	0.137
	(0.020)	(0.020)	(0.027)	(0.084)	(0.082)	(0.078)	(0.048)	(0.047)	(0.071)
N	20,374	20,374	13,042	20,374	20,374	13,042	20,374	20,374	13,042
R^2	0.066	0.068	0.097	0.077	0.098	0.117	0.064	0.075	0.116
DepVarMean	0.016	0.016	0.025	0.476	0.476	0.739	0.149	0.149	0.230
Controls?	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes
Registered Voters Only?	No	No	Yes	No	No	Yes	No	No	Yes

Notes: This table replicates Table 1 of the paper (Columns 1, 2, 4, 5, 7, 8) and adds additional results for subsamples of students who are registered to vote (Columns 3, 6, and 9). This table reports point estimates and standard errors from estimating a model where the dependent variable is a measure of party affiliation from voting records (e.g., an indicator variable taking on value one if the individual is registered with the Republican party, and zero otherwise). The key independent variable is the share of minority peers in the school assigned to a student in the 2002-2003 academic year. In North Carolina, voters can register as Republican, Democrat, Unaffiliated, or as one of the other three officially recognized parties. Appendix Figure B1 reproduces the NC voter registration form. Columns 1, 4 and 8 report results from a specification that controls only for pre-reform school zone by Census block group fixed effects. Columns 2, 5, and 8 report results that additionally control for gender, cohort fixed effects, and pre-reform mean absences, mean suspensions, and second order polynomials in mean math and reading test scores. Columns 3, 6, and 9 report results for the sample of students who are registered to vote. Standard errors are clustered at the pre-reform school zone by Census block group level.

Table A5: Effects of Assigned School Out-Group Share on Party Affiliation

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Registered as Republican			Registered as Democrat			Registered as Unaffiliated		
Panel A: White Students									
Assigned Percent Non-White	-0.183	-0.191	-0.275	0.054	0.071	0.135	0.030	0.057	0.152
	(0.072)	(0.068)	(0.127)	(0.048)	(0.048)	(0.092)	(0.074)	(0.074)	(0.103)
N	15,383	15,383	8,697	15,383	15,383	8,697	15,383	15,383	8,697
R^2	0.071	0.090	0.137	0.080	0.089	0.133	0.075	0.088	0.114
DepVarMean	0.164	0.164	0.287	0.136	0.136	0.237	0.264	0.264	0.461
Controls?	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes
Registered Voters Only?	No	No	Yes	No	No	Yes	No	No	Yes
Panel B: Black Students									
Assigned Percent Non-Black	-0.008	-0.005	-0.004	0.073	0.066	0.135	-0.071	-0.085	-0.120
	(0.015)	(0.015)	(0.021)	(0.076)	(0.074)	(0.058)	(0.042)	(0.041)	(0.055)
N	17,090	17,090	11,817	17,090	17,090	11,817	17,090	17,090	11,817
R^2	0.068	0.070	0.092	0.066	0.086	0.100	0.063	0.074	0.100
DepVarMean	0.014	0.014	0.021	0.532	0.532	0.766	0.145	0.145	0.208
Controls?	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes
Registered Voters Only?	No	No	Yes	No	No	Yes	No	No	Yes

Notes: This table reports point estimates and standard errors from estimating a model where the dependent variable is a measure of party affiliation from voting records (e.g., an indicator variable taking on value one if the individual is registered with the Republican party, and zero otherwise). The key independent variable is the fraction of "out-group" peers in the school assigned to a student in the 2002-2003 academic year. Out-groups are specific to each student (e.g., the out-group for Black students are non-Black students). Note that to compare the results in Panel B of this table to that of Table 1, coefficients should be multiplied by -1 (i.e., "Percent Non-Black" is similar to (1 - "Percent Minority")) – Panel A directly replicates that of Table 1. Columns 1, 4 and 8 report results from a specification that controls only for pre-reform school zone by Census block group fixed effects. Columns 2, 5, and 8 report results that additionally control for gender, cohort fixed effects, and pre-reform mean absences, mean suspensions, and second order polynomials in mean math and reading test scores. Columns 3, 6, and 9 report results for the sample of students who are registered to vote. Standard errors are clustered at the pre-reform school zone by Census block group level.

Table A6: Comparing Effects of Assigned School Minority Share & Parent Party Affiliation

	(1)	(2)	(3)	(4)	(5)	(6)
	Matched Birth Rec.	Parent Registered	Parent Reg. Republican	Registered as Republican		
Assigned Percent Minority	-0.043	-0.052	0.004	-0.251		-0.253
	(0.116)	(0.149)	(0.148)	(0.108)		(0.108)
Parent is a Registered Republican					0.165	0.156
					(0.012)	(0.012)
N	15,383	7,155	7,155	7,155	7,155	7,155
R^2	0.297	0.306	0.180	0.121	0.165	0.152
DepVarMean	0.474	0.617	0.338	0.185	0.185	0.185
Controls?	Yes	Yes	Yes	Yes	Yes	Yes
All Students?	No	No	No	No	No	No
White Students Only?	Yes	Yes	Yes	Yes	Yes	Yes
Minority Students Only?	No	No	No	No	No	No
Registered Voters Only?	No	No	No	No	No	No
Matched to Parents Only?	No	Yes	Yes	Yes	Yes	Yes

Notes: This table presents results based on matching our main analysis sample to North Carolina birth records (1990-2001). Appendix Section B provides details on the birth record matching process. We link parents (observed in the birth records) to voting records using the same process that we used for children. Column 1 reports point estimates and standard errors from estimating Equation 1 where the dependent variable is an indicator for whether a child matched to a birth record with parent information. Columns 2-6 are restricted to students who matched to a birth record with parent information. Columns 2 and 3 report results from Equation 1 where the dependent variable is an indicator for whether either of the child's parents are a registered voter or whether either of the child's parents are registered as a Republican. Columns 4-6 report results from Equation 1 where the dependent variable is an indicator for whether the student is registered as a Republican. All columns control for pre-reform school zone by Census block group fixed effects, gender, cohort fixed effects, and pre-reform mean absences, mean suspensions, and second order polynomials in mean math and reading test scores. The sample for this analysis is restricted to students who enrolled in a CMS school in the 2002-2003 academic year. Standard errors are clustered at the pre-reform school zone by Census block group level.

Interpretation: Column 1 shows that we obtained birth record matches for 47.4 percent of white students and that the treatment variable (Percent Minority) does not significantly predict whether a student is matched to a parent using their birth record. Of this sample, we match 61.7 percent of students' parents to the Voter File, and again Column 2 shows that treatment does not significantly predict matching. In Column 3, we find that the policy did not affect parents' partisanship, suggesting that the policy's effects on students' later life partisanship are not mediated through parents. Finally, Column 4-5 provide parental transmission benchmarks. First, Column 4 re-estimates effects of the policy on this matched sub-sample, and shows a similar effect to the full sample—a 10 percentage point increase in the percent minority causes a 2.5 percentage point (vs. 1.9 percentage point in the full sample) increase in the likelihood of registering as a Republican. In Column 5, we estimate that having a Republican parent is associated with a 16.5 percentage point increase in the likelihood of registering as a Republican in adulthood – relative to the mean of 18.5 percent, this is an 89 percent increase. Thus, the effect of a 10-percentage point increase in the percent minority in one's school is roughly 15 percent of the size of the intergenerational party transmission correlation estimated in the same sample (this is estimated by (0.1 * .251) / .165)).

Table A7: Effects of Assigned School Minority Share by Grade Cohort at the Time of the CMS Reform

	(1)	(2)	(3)	(4)	(5)	(6)
	Registered as Republican		Registered as Democrat		Registered as Unaffiliated	
Panel A: White Students						
Assigned Percent Minority	-0.138	-0.169	0.018	0.015	0.030	-0.032
	(0.048)	(0.059)	(0.049)	(0.055)	(0.056)	(0.068)
Assigned Percent Minority X Middle School Cohort		0.010		0.006		0.142
		(0.042)		(0.038)		(0.048)
Assigned Percent Minority X High School Cohort		0.068		0.004		0.049
		(0.057)		(0.053)		(0.060)
N	26,457	26,457	26,457	26,457	26,457	26,457
R^2	0.069	0.069	0.061	0.061	0.071	0.071
DepVarMean	0.160	0.160	0.128	0.128	0.235	0.235
Controls?	Yes	Yes	Yes	Yes	Yes	Yes
Panel B: Minority Students						
Assigned Percent Minority	-0.001	0.003	-0.004	0.007	0.091	0.102
	(0.012)	(0.017)	(0.055)	(0.065)	(0.031)	(0.042)
Assigned Percent Minority X Middle School Cohort		0.003		-0.017		0.014
		(0.013)		(0.041)		(0.031)
Assigned Percent Minority X High School Cohort		-0.009		-0.013		-0.030
		(0.017)		(0.060)		(0.043)
N	31,925	31,925	31,925	31,925	31,925	31,925
R^2	0.050	0.050	0.087	0.087	0.059	0.059
DepVarMean	0.016	0.016	0.451	0.451	0.136	0.136
Controls?	Yes	Yes	Yes	Yes	Yes	Yes

Notes: The sample for this analysis are all students enrolled in elementary (grades 3-5), middle (grades 6-8) and high schools (grades 9-11) in the year before CMS reforms. The table reports point estimates and standard errors from estimating an augmented version of Equation 1 where we include an interaction term for whether a student was in high school and the fraction of minority peers in one's assigned school and an interaction for whether a student was in middle school and the fraction of minority peers in one's assigned school. All results control for pre-reform school zone by Census block group fixed effects, gender, cohort fixed effects, and pre-reform mean absences, mean suspensions, and second order polynomials in mean math and reading test scores. Note that we do not have data on pre-reform test scores for high-school students so we set their pre-reform test score controls to zero and include missing test score indicators in the specification. Standard errors are clustered at the pre-reform school zone by Census block group level.

Appendix B: Data Construction

The analysis in this paper is based on a sample of students in the Charlotte Mecklenburg School (CMS) district linked to voting records from North Carolina, South Carolina and Virginia. The process for creating the sample consists of the following steps:

1. **Cleaning the sample of CMS students:** The sample construction process begins with administrative records that track all CMS school students from 1998-99 to 2010-11. The data include information on student demographics (e.g., gender, race), home address in each academic year, and measures of academic outcomes such as state test scores (grades 3-8), absences, and suspensions. We create an initial sample (prior to matching to voting records) of 36,487 students in grades 3-8 who were enrolled in CMS in the academic year 2001-2002 (the baseline year immediately before the change in busing regime), had address and name information (which is necessary for linking to voting outcomes), and had non-missing demographic and previous academic performance measures. We use address information based on the 2001-2002 academic year to define the main independent variable of interest. The home address information allows us to identify a student's assigned school in the academic year 2002-2003, which was the first post-busing period. The main independent variable of interest for our analysis is the minority share of students based on one's post-busing assigned school in the 2002-2003 academic year. We also link each student's home address in the pre-business academic year (2001-2002) to 2000 Census geographies. We use the block groups from the 2000 Census to define neighborhoods for each student.

2. **Linking students to voting records:** We link the initial sample of 36,487 students to voting registration and history records from North Carolina (current as of July 2019), South Carolina (current as of January 2019), and Virginia (current as of January 2019). The voting records from North Carolina were downloaded from the North Carolina State Board of Elections (NCSBE) website in July 2019. The voting records for South Carolina and Virginia were obtained from L2, Incorporated. Voting data from L2 has been used in prior research (Velez and Newman, 2019; Yoder, 2019; Enamorado et al., 2019; Chyn and Haggag, 2019). The NCSBE voting records include voter registration for the full state, as well as voter turnout in the 2010-2018 general and primary elections (as well as local elections which we do not use). The voting records from South Carolina and Virginia include voter registration for both states, as well as turnout in the 2000-

2018 general and primary elections. The voting records from North Carolina contain self-reported party affiliation. Five political parties are recognized in North Carolina: Constitution, Democratic, Green, Libertarian and Republican. Registered voters may choose one of these political parties when completing a voter registration application, *or* they may choose not to register with any political party and be designated as unaffiliated. In the records from L2, there is an L2-proxied party affiliation variable.[1] To link the voting records to the sample of CMS children, we use first name, middle initial, last name, year of birth, and geography. Prior studies have used name and date of birth information to link administrative and voting records.[2] Ideally, we would use birthday for record linking, but the North Carolina voting records only contain year of birth. We use geography in our linking process as follows. First, we link all CMS students to the North Carolina records based on first name, middle initial, last name and year of birth. Second, we match the remaining persons who fail to match to voting records from North Carolina to the records from South Carolina and Virginia. Based on the two-step linking, we retain all persons who uniquely matched to a voting record. Note that about 1 percent of the sample of children match to more than one voting record. We remove all children who have duplicate matches in the voting records. We also drop 1 percent of the remaining students in our sample who are the only individuals in our sample that live a given pre-reform school zone by Census block group combination. This is because these students will be omitted from our regressions since the neighborhood fixed effects that we use will not be identified. The final sample that we study contains 35,757 children who attended 107 different schools in the 2002-2003 academic year. We matched 59 percent of students to a voting record in North Carolina. As mentioned in the main text, we can compare this statistic to Census statistics on voter registration. In 2019, the average child in the sample is about 29 years old. Based on the November 2018 election, 65.7 percent of age 25 to 34 citizens were registered voters in North Carolina (U.S. Census, 2018). While our match rate in North Carolina is lower than the statewide voter registration rate, it is important

[1]The voting records from Virginia and South Carolina are from L2, Incorporated. The Virginia and South Carolina records are current as of January 2019. Unlike North Carolina, both Virginia and South Carolina do not register voters by party – instead L2 measures party affiliation by the most recent primary in which a voter cast a partisan ballot.

[2]For example, Baicker and Finkelstein (2018) use full name, date of birth, and gender to link data from the Oregon Health Experiment to voting records. Akee et al. (2018) use first name, last name, and date of birth to link the Great Smoky Mountains Study survey data to voting records. Holbein (2017) use first name, last name, and birthday to match individuals who participated in the Fast Track intervention to voter records.

to note that we expect that some CMS children move out of North Carolina later in life. This possibility is the justification for matching the sample to voting records from Virginia and South Carolina as part of the second step in our matching process. We matched about 2 percent of the sample to a voting record in Virginia or South Carolina. Overall, we match 61.4 percent of students in our sample to a voting record.

A. Using Birth Records To Study Parental Impact on Party Affiliation

To provide a sense of the magnitude of our findings, Appendix Table A6 studies one of the primary theorized determinants of party affiliation – the partisan identity of one's parents (Campbell et al., 1960; Jennings and Niemi, 1968). For example, Jennings et al. (2009) use a 7-point Party Identification survey measure and find a correlation of 0.37 between parents and their children in their late 20s in 1997 (they also find a correlation of 0.33 in a binary self-report of Presidential vote choice). While this intergenerational correlation in self-reported partisan affiliation is a useful guide, to provide a more directly comparable estimate to our treatment effects (i.e. using the same empirical specification, outcome measures, and sample) we estimate this parent-child party registration association in the voter file.

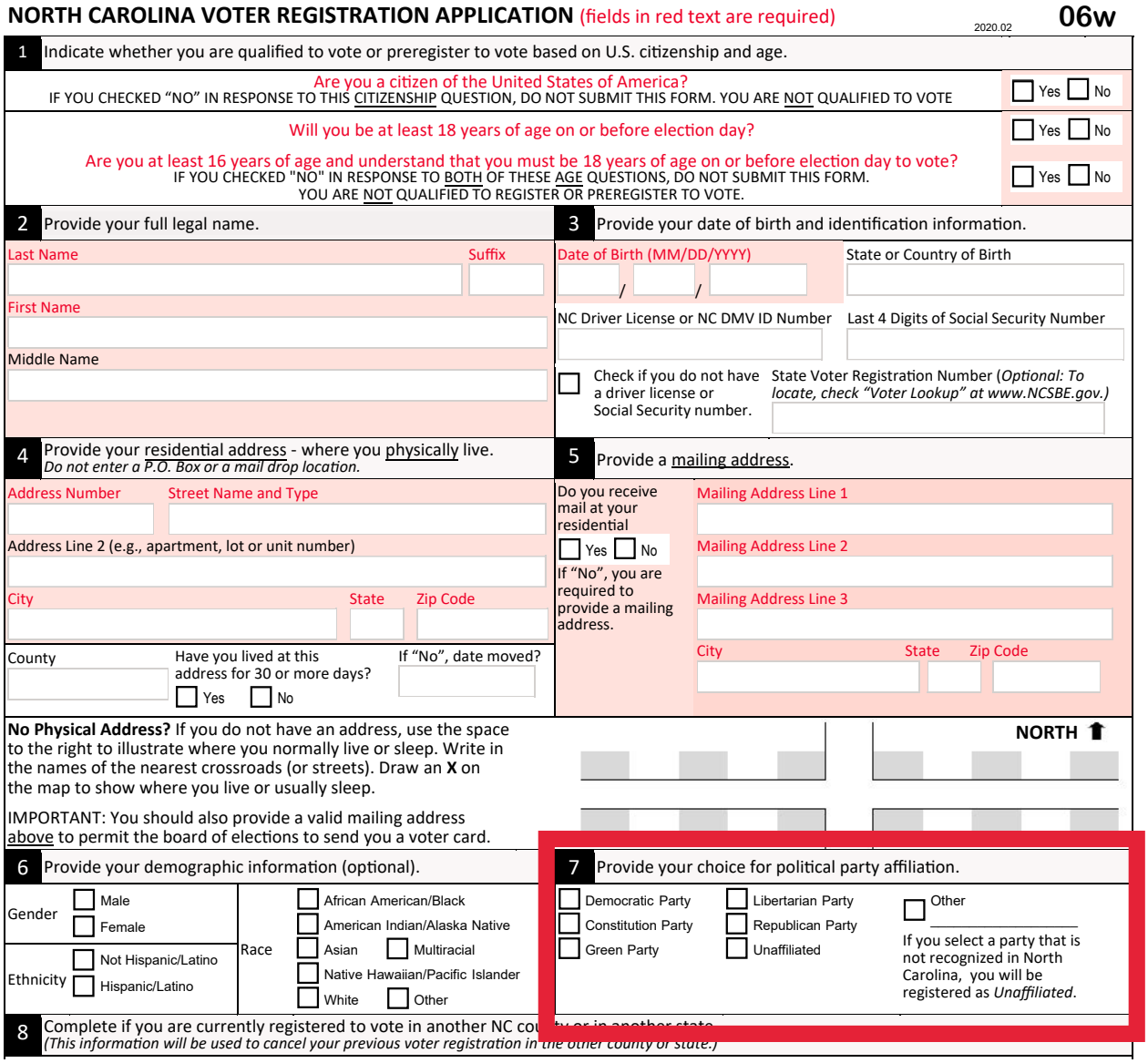
This supplemental analysis is based on linking our main analysis sample of 35,757 students to birth records from 1990 to 2001 obtained from the North Carolina State Center for Health Statistics. Importantly, the years covered by the birth records will *not* cover all students contained in our main analysis sample. Specifically, 38 percent of our sample are born before 1990 (the first year of the birth records). To address this limitation, one approach is to obtain parent information for children born before 1990 by identifying their later-born siblings in the birth records. As detailed below, we pursue this approach and show that our analysis of parental impacts is robust to excluding children matched through sibling links.

We link the final sample to birth records in two steps. The birth records include information for the names of children and their parents, the student's date of birth, and address at the time of birth information. First, we use this information to link children based on their name and date of birth information. We matched 13,601 students using this approach. In total, there are 22,365 children in our sample born after 1990, which is the first year in the birth records. This implies that we obtain a match rate of 61 percent for all children born after 1990. Second, for the remaining children who were not matched to birth records, we matched to the birth records based on the last name and address information. We do this to obtain information on parents for children who were born *before* 1990. Note that these matches rely on younger siblings (born 1990-2001 in North Carolina) who share the same last name and home address. We matched 2,974 students using this approach, which implies

that we obtain a match rate of 22 percent for all children born before 1990.[3] Overall, we linked 16,575 students (46.35 percent) in our main sample to their parents as recorded in birth records. The low match rate is largely due to the fact that, as mentioned above, a large fraction of our sample is born before 1990, the first year of the birth records.

[3]Note that the results of our analysis of the intergenerational transmission of political preferences in Appendix Table A6 are robust to focusing only on the subset of students identified in birth records using full name and date of birth (i.e., omitting any student linked to parents through last name and address information alone). Appendix Table B1 reports results for the subsample of children linked to parents only using the approach based on full name and date of birth.

Figure B1: North Carolina Voter Registration Form



NORTH CAROLINA VOTER REGISTRATION APPLICATION (fields in red text are required) 2020.02 **06w**

1 Indicate whether you are qualified to vote or preregister to vote based on U.S. citizenship and age.

Are you a citizen of the United States of America? ☐ Yes ☐ No
IF YOU CHECKED "NO" IN RESPONSE TO THIS CITIZENSHIP QUESTION, DO NOT SUBMIT THIS FORM. YOU ARE NOT QUALIFIED TO VOTE

Will you be at least 18 years of age on or before election day? ☐ Yes ☐ No

Are you at least 16 years of age and understand that you must be 18 years of age on or before election day to vote? ☐ Yes ☐ No
IF YOU CHECKED "NO" IN RESPONSE TO BOTH OF THESE AGE QUESTIONS, DO NOT SUBMIT THIS FORM.
YOU ARE NOT QUALIFIED TO REGISTER OR PREREGISTER TO VOTE.

2 Provide your full legal name.

Last Name | Suffix
First Name
Middle Name

3 Provide your date of birth and identification information.

Date of Birth (MM/DD/YYYY) / / | State or Country of Birth
NC Driver License or NC DMV ID Number | Last 4 Digits of Social Security Number
☐ Check if you do not have a driver license or Social Security number.
State Voter Registration Number (*Optional: To locate, check "Voter Lookup" at www.NCSBE.gov.*)

4 Provide your residential address - where you physically live.
Do not enter a P.O. Box or a mail drop location.

Address Number | Street Name and Type
Address Line 2 (e.g., apartment, lot or unit number)
City | State | Zip Code
County | Have you lived at this address for 30 or more days? ☐ Yes ☐ No | If "No", date moved?

5 Provide a mailing address.

Do you receive mail at your residential ☐ Yes ☐ No
If "No", you are required to provide a mailing address.
Mailing Address Line 1
Mailing Address Line 2
Mailing Address Line 3
City | State | Zip Code

No Physical Address? If you do not have an address, use the space to the right to illustrate where you normally live or sleep. Write in the names of the nearest crossroads (or streets). Draw an **X** on the map to show where you live or usually sleep.

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IMPORTANT: You should also provide a valid mailing address above to permit the board of elections to send you a voter card.

6 Provide your demographic information (optional).

Gender ☐ Male ☐ Female
Ethnicity ☐ Not Hispanic/Latino ☐ Hispanic/Latino
Race ☐ African American/Black ☐ American Indian/Alaska Native ☐ Asian ☐ Multiracial ☐ Native Hawaiian/Pacific Islander ☐ White ☐ Other

7 Provide your choice for political party affiliation.

☐ Democratic Party ☐ Libertarian Party
☐ Constitution Party ☐ Republican Party
☐ Green Party ☐ Unaffiliated
☐ Other _____
If you select a party that is not recognized in North Carolina, you will be registered as *Unaffiliated*.

8 Complete if you are currently registered to vote in another NC county or in another state.
(This information will be used to cancel your previous voter registration in the other county or state.)

Notes: This figure reproduces the North Carolina state voter registration form as of 2019.

Table B1: Comparing Effects of Assigned School & Parent Party Affiliation, Robustness (Alternative Sample)

	(1)	(2)	(3)	(4)	(5)	(6)
	Matched Birth Rec. M1	Parent Registered	Parent Reg. Republican	Registered as Republican		
Assigned Percent Minority	0.035	-0.126	0.019	-0.232		-0.235
	(0.055)	(0.143)	(0.165)	(0.119)		(0.118)
Parent is a Registered Republican					0.171	0.171
					(0.012)	(0.012)
N	26,457	5,774	5,774	5,774	5,774	5,774
R^2	0.526	0.213	0.153	0.139	0.178	0.178
DepVarMean	0.220	0.751	0.414	0.189	0.189	0.189
Controls?	Yes	Yes	Yes	Yes	Yes	Yes
All Students?	No	No	No	No	No	No
White Students Only?	Yes	Yes	Yes	Yes	Yes	Yes
Minority Students Only?	No	No	No	No	No	No
Registered Voters Only?	No	No	No	No	No	No
Matched to Parents Only?	No	Yes	Yes	Yes	Yes	Yes

Notes: Column 1 reports point estimates and standard errors from estimating Equation 1 where the dependent variable is an indicator for whether a child was matched to a birth record with parent information using name and date of birth information only (hereafter referred to as "M1"). Columns 2-6 are restricted to students who matched to a birth record with parent information using method M1. Columns 2 and 3 report results from Equation 1 where the dependent variable is an indicator for whether either of the child's parents are a registered voter or whether either of the child's parents are registered as a Republican. Columns 4-6 report results from Equation 1 where the dependent variable is an indicator for whether the student is registered as a Republican. All columns control for pre-reform school zone by Census block group fixed effects, gender, cohort fixed effects, and pre-reform mean absences, mean suspensions, and second order polynomials in mean math and reading test scores. Standard errors are clustered at the pre-reform school zone by Census block group level.

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