Yingying Dong and Arthur Lewbel, "Identifying the Effect of Changing the Policy Threshold in Regression Discontinuity Models," the Review of *Economics and Statistics*, forthcoming.

This paper's primary estimates are from the 1982 HRS sample of data on the Superfund program compiled by Michael Greenstone and Justin Gallagher. Detailed data sources and description can be found in Greenstone and Gallagher (2008) and references therein. We obtained our data from Justin Gallagher.

We do not reproduce the datafiles here directly, because they are large (2 GB) and are freely available at
http://faculty.weatherhead.case.edu/jpg75/research.html
and can be directly downloaded by clicking on this link:
http://faculty.weatherhead.case.edu/jpg75/research_files/greenstone_gallagher_superfund.7z

The sample we use includes data on sites with 1982 HRS scores between 8.5 and 48.5. The dependent variable is the natural logarithm of 2000 median house price in a Census tract, in tracts that share a border with the hazardous waste site, in an area within a circle of two-mile radius from the site, or in an area within a circle of three-mile radius from the site. The list of covariates include an indicator for being eligible for the Superfund cleanups, the 1982 HRS score, interaction between eligibility and the 1982 HRS score, the 1980 housing price, housing characteristics, economic and demographic variables and state fixed effects.

The class 2005 data from Goodman (2008) is based on the Massachusetts Department of Education's Student Information Management System (SIMS). Our estimates are based on estimation results complied by Joshua Goodman, with detailed data sources and description in Goodman (2008). The outcome variable is college choices. The list of covariates include an indicator for being eligible for Adams Scholarship, distance (measured by the number of grade points) from the eligibility threshold, distance squared, interaction between eligibility and distance, interaction between eligibility and distance squared, female, black, Hispanic, poverty status (based on participation in a reduced price lunch program), vocational education status, special education status, limited English proficiency status, English-as-second-language status, and whether a student is from a medium poverty district (if the poverty rate of their graduating class is between 20% and 40%) or a high poverty district (if the poverty rate of their graduating class is above 40%).

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