

Home Alone vs. After-School Programs: The Effects of Adult Supervision on Child Academic Outcomes

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Abstract

We study the unintended effects of a “Kids Club” after school program (ASP) that introduced free adult supervision for after-school care to eligible families in Chile. We use experimental variation in children’s access to this new ASP to study the impacts on children’s grades and school attendance, outcomes that were not specifically targeted by the program. While the ASP had no average impact on these academic outcomes, we find heterogeneous treatment effects related to the nature of counterfactual care. Children randomized into the ASP had higher school attendance and higher grades if, initially, they were not supervised by a parent at baseline. The largest positive impacts on school outcomes were found for children who at baseline spent after-school hours at home alone. For this group of counterfactually unsupervised children, the program’s effect on student attendance persisted one year after program enrollment. Our findings suggest that governments may want to consider criteria related to counterfactual care arrangements when designing eligibility rules for public after-school programs.

Keywords: Childcare; randomized control trial; after-school programs

JEL Codes: J13, I25

1. Introduction

Female labor force participation (LFP) is on the rise in Latin America and the Caribbean (e.g. Klasen, 2019, World Bank Research Observer). Between 1990 and 2018, the share of women working in these areas rose from 41.4% to 51.7% (World Bank 2019). As women enter the labor market, the share of young children being cared for at home by a parent has fallen over time. In Chile, 64% of first graders are cared for by one of their parents after school (Junaeb, 2017).¹ Many school-age children are supervised by older siblings or non-familial adults before their parents return home from work. And, a large share of children is simply unsupervised.

Studies have shown that a lack of adult supervision of school-aged children is associated with antisocial behavior (Aizer, 2004), poor school performance (Bettinger, Hægeland, and Rege, 2014), teen pregnancy (Dwyer et al., 1990), and abortion (Reynoso and Rossi, 2019). One policy solution to these negative effects of reduced supervision is to lengthen the school day. This directly increases adult supervision, and gives children time to devote to their academic activities. Such policies have been found to be effective in both developed and developing country settings. For example, Berthelon and Kruger (2011) find declines in teen pregnancy in Chile in response to extended school hours. Extending the school day also raises math and reading scores (e.g. Bellei, 2009, Hincapie, 2016, Battistin and Meroni, 2016 a) and college enrollment rates (Lavy & Schlosser, 2005).

An alternative to extending the school day is to provide adult supervision through after school programs (ASP). Like extended school hours, ASPs are structured, adult-supervised programs offered after school throughout the academic year. Unlike extended school hours, ASPs supervise and facilitate a variety of activities such as homework time, social interaction, snacks, sports, crafts, etc., or achieve a specific goal such as a programming camp. Evidence on these programs from developed country settings is mixed, but suggests that *at-risk* students (in terms of grades or socioeconomically) benefit from ASPs the most (Levine & Zimmerman, 2010) and that these benefits depend on the quality of the intervention.² There is scant evidence on how ASPs affect child outcomes in developing countries, where female LFP is increasing the most rapidly.³

In this paper, we study the effects of a new publicly provided ASP designed to facilitate women's work outside of the home in Chile. The ASP exposed children to recreational activities such as art, sports, and games and devoted very few resources to academic activities. We focus on how randomized access to adult supervision through this

¹ Of these, 54.6% are cared for by their mothers, 20.9% by their grandparents, 9.8% by other family members, and 3.4% by non-family members.

² Goerlich, Lauver, & Maynard, 2006; Kremer, Maynard, Polanin, Vaughn, & Sarteschi, 2015.

³ Dinarte and Egaña's (2019) study found that attending an ASP in El Salvador increased grades and attendance and reduced bad behavior reports among students in the implementing year.

program among children ages 6 to 13 years affected non-targeted school outcomes, specifically school attendance and grades. We consider both average effects among the entire sample as well as heterogeneous treatment effects related to pre-program after-school care arrangements. At baseline, 43% of the study participants were supervised by one or both of their parents after school, while the remaining 57% was distributed as: 19% by grandmothers, 19% by other adults, 8% by siblings, and 11% are left alone.

On average, we find no economically meaningful impacts of the program on academic outcomes. However, there is significant heterogeneity in these treatment effects related to counterfactual after-school care. Among those children who were not initially being supervised by a parent during after school hours, the average GPA rises as well as the probability of ranking at the top half of the class GPA. School attendance also rises in the implementing year. The largest positive impacts are found for children who were either completely unsupervised, or cared for by non-familial adults (i.e., individuals who are not parents or grandparents) after school at baseline. For these children, the positive impacts on attendance persist into the year following the program.

We can rule out that our results are driven by income effects generated by the program. In our prior paper, we found that, although the program was designed to help mothers enter the labor market, there were no impacts on labor market outcomes on average nor for mothers of children who were receiving non-familial or no adult supervision at baseline. Instead, it seems that the program mostly shifted after school-care arrangements for children whose mothers were already working. We also show that the ASP effect depend neither on our measures of program quality nor on the activities implemented. However, take-up and ASP effects are larger for students enrolled in the implementing school.

Our study makes two main contributions to the literature. First, we measure the causal effect of a publicly-implemented ASP on academic outcomes using an RCT in a developing country. We show that the program on average has no significant effects on academic outcomes. This is perhaps not surprising, given the mixed results in the empirical literature on ASPs in developed countries. Second, taking advantage of baseline information about after-school care arrangements, we compare the program's effects on children with and without adult supervision at baseline. We find that among children who were receiving non-parental counterfactual care after school, the after-school program had positive impacts on school attendance and on grades. This effect is particularly pronounced for girls and is not the result of an income effect for mothers. Our findings have implications for the targeting of future ASPs. Specifically, governments might want to consider criteria related to counterfactual care arrangements when designing eligibility rules for such public programs.

The following sections describe the intervention and the experimental design, data, empirical strategy, results, and conclusions.

2. The Intervention and Experimental Design

2.1 The Intervention

In 2011, the Chilean government implemented the “4 to 7 ASP” (4pm to 7pm) in order to support its female workforce by providing childcare to children ages 6 to 13 years. The program provided three hours of daily after-school care during the school week (i.e., Monday-Friday, 4 to 7pm). The Ministry of Women and Gender Equity of Chile (MWGEC) oversaw the program in municipalities where a high demand for childcare was expected due to the number of children and high female labor force participation.

Public schools applied to host the program through their municipality and were selected based on the following three eligibility criteria: 1) adequate infrastructure, 2) no existing ASPs, and, if possible, 3) an improved standardized test score in the previous year. The government then transferred funds for the ASP to the municipalities, which subsequently used a bidding process to select a nongovernmental organization (NGO) to manage the ASP.

Once programs were established, mothers could apply for the 4 to 7 ASP through the public schools. Children were eligible to participate in the program if their mothers met the following eligibility criteria: 1) economically active, 2) age ≥ 18 years, 3) working or living within the municipality where the ASP is offered, and 4) a low score on the socioeconomic targeting scale. Not all children of working mothers had to be enrolled in the program or in the same school that hosted the program. The only eligibility requirement was that children either resided in or attended a school in the same municipality where the 4 to 7 ASP was offered. Participation in the ASP was voluntary and provided to parents free of charge.

The MWGEC established the terms of reference that designated the minimum features of the ASP. Each 4 to 7 ASP had to be established in an eligible public school and have a maximum of either 50 or 100 beneficiaries, which was determined based on potential demand. A coordinator who had to have formal training in education, psychology, or business and who supervised monitors led each ASP. Monitors were ideally chosen from among the teachers who worked at the implementing school; however, this was the case only for 85% of the monitors in the evaluation sample. Among the participating schools, 77.3% hosted ASPs that could oversee 50 beneficiaries each and 22.7% hosted ASPs that could accommodate 100 beneficiaries each.

Since not all participating schools followed the same daily schedule, the times at which the ASP was offered varied across schools. However, most schools in the evaluation (18 out of 25) offered the program from 4:00 pm to 7:00 pm.⁴ The program was required to follow the following schedule: arrival (10 minutes), motivation (20 minutes), schoolwork

⁴ Only one school offered the program in the morning. The rest of the schools offered the program in the afternoon, and the starting time varied from anywhere between 2:00 pm to 5:00 pm.

support (30 minutes), recess with a snack provided (30 minutes), and a thematic workshop (90 minutes). During time allotted for schoolwork support, program monitors could help students with their homework, teach study methods, and reinforce lessons. Thematic workshops involved art, sports, or information and communication technology (ICT). Each ASP decided which thematic workshops were to be offered based on the students' interests and ages. The most common workshops offered were related to the arts (e.g., crafts, theater, dance, music, cinema, circus) followed by ICTs and sports.

2.2 Experimental Design

We conducted impact evaluations at 25 schools where the program was implemented for the first time in 2012. The government was not involved in selecting participating schools randomly. In our companion paper (Martínez A. and Peticar, 2017), we reported that there were no observable differences in school size, vulnerability, or the mothers' and children's characteristics in experimental and comparable schools. Of course, since our analysis compares individuals within the same school, we do not rely on this comparability to estimate the ASP's causal impact.

At the beginning of the school year (i.e., March), the mothers or the legal guardians of children ages 6 to 13 years were invited to apply for the ASP. They were required to fill out an application, specifying the number of children they wished to attend, demographic information, and school data. Women were also asked to complete an extensive questionnaire about their individual and family labor and socioeconomic characteristics. These responses were used to determine whether a family met the eligibility requirements.

Taking program over-enrollment into consideration (there were 1.7 applicants for every available slot), the available vacancies were randomized between eligible applicants within each school. The mother was the unit of randomization; therefore, when a mother was selected, all of the children that she reported on her application were invited to participate in the ASP. This was done to fulfill the program's main objective: help women find employment. Randomization was stratified considering the mothers' baseline work status and whether she had young children (younger than 5 years). Whichever NGO oversaw the ASP extended an invitation to participate to the mothers selected. The mothers who accepted the invitation subsequently enrolled their children in the program before the school year began. The program commenced at the beginning of the school year (i.e., March or April) and ran until the end of the school year (i.e., December).

Concurrent with the impact evaluation, an external firm conducted an independent process evaluation at 22 out of the 25 schools that participated in the study. We visited each ASP twice in order to document its implementation.

3. Data and Descriptive Statistics

3.1 Data

We used Chile's Ministry of Education's administrative data on attendance and grades during the implementing year (2012) and the following year (2013) as outcomes. The Ministry of Education reported monthly attendance as the fraction of school days that a child attends school each month. For 2012, the Ministry of Education reported the grades as the end-of-year average by subject and overall GPA. For 2013, we only obtained the average grades. We merged the administrative data with the experimental data described below (treatment assignment, strata, and baseline characteristics), with the self-reported information on baseline childcare use that mothers provided on the ASP application form, and with the follow-up household survey, from which we obtained reported program use. Finally, we included data from the process evaluation to measure the program's quality.

Although the agencies that implemented the ASP were required to collect data on program attendance, this requirement was not strictly enforced. As a result, the data that we collected in this area are unreliable, so we did not include attendance rate in our impact analysis. Instead, we used mothers' reports on children's use of the ASP as measure of attendance.

3.2 Baseline Characteristics and Balance

Our original sample consisted of the treatment group (N=1,358) and a control group (N=1,208). Table 1 presents the data on the outcome of the randomization process. We defined ASP attendance as attending the program at least one day per week in any given month. Fifty-six percent of children invited to the ASP attended the program (as reported by their mothers). In the follow-up survey, the main reasons that the mothers reported for their children not attending the ASP were: they were unaware that a spot was available (19.8%), transportation (12.8%), mother changed her mind about enrolling her children (12%), and children did not want to attend (9.5%). Since the NGOs were responsible for implementing the ASPs and contacting mothers to offer their children a place in the program, we cannot explain why almost 20% of mothers in the treatment group reported that they were not contacted. This anomaly could be due to the fact that mothers forgot that they were contacted or that the NGOs truly did not contact them. In the control group, the take-up was 25% (see column [4]). Attendance of children in the control group was possible because we randomized the invitation to the program (and not program access). Furthermore, the results of the process evaluation conducted in this study demonstrated that the attendance rate was low, reaching an average of 17.5 students. Consequently, we can assume that spots for children in the control group were open.

Low take-up decreases the power of the experiment, making it harder for us to find program effects. To characterize participants, in Appendix Table B1, we show that those who attended the ASP were more likely to be enrolled in the school where the ASP is offered: 73% of attendees versus 38% of non-attendees. The mothers of the former group of children had lower income per capita (US\$110 vs. US\$119) and fewer years of education (8.9 vs. 9.9 years). However, when we estimate the probability of program take-up on all of these variables, then only the measures of participating in an ASP offered in one's school of enrollment and being completely unsupervised after school at baseline remain significant (see Appendix Table B2). In a subsequent section, we analyze whether there are heterogeneous effects by the program site.

Table 2 reports descriptive statistics and balance. Panels A and B of Table 2 report characteristics for children and mothers, respectively. For each variable, we show the sample mean, the standard deviation, the number of observations at baseline (columns [1] to [3]), the treatment and control mean (columns [4] and [5]), and the p -value of the null that the treatment and control group means are equal (column [6]).⁵

On average, students were 9.7 years old and in the fourth grade. Forty-seven percent of the study population was female. Only 56% of the students were accepted into the ASP offered at their school of enrollment. The average grade of participants in the previous academic year was 5.6 (in Chile, grades range between 1 and 7, 4 being the minimum required to pass), and their average attendance rate was 89% (an attendance rate of 85% is required to pass, with some exceptions). Almost 60% of the children were not under parental supervision at baseline, and within this group: 38% were under the care of another adult (e.g., grandmother, neighbor, other family member), and 11% were completely unsupervised by an adult.

On average, mothers were 37 years old, had 2.2 children, received 9.4 years of education, and had a US\$116 monthly household income per capita. Fifty-four percent of these mothers have their spouse or partner present in the household. Finally, 63% of the children were in the stratum characterized by mothers working at baseline and not having children younger than five years old. The p -values in column [6] show that the treatment and control groups were balanced in all of these variables.

⁵ Note that some of these variables are missing in some observations. For this reason, the sample size varies in each row of the table.

3.3 Attrition

The Ministry of Education compiled the two outcome variables—grades and attendance—into different datasets each year; consequently, when the experimental data is merged with the two different datasets, the resulting rates are different/ merge rate and the experimental data are different. Based on this data, we found an approximately 93% rate of attendance at baseline in 2012 and 2013. The level of attrition is higher (almost 11%) for grades in 2012 than it is for grades (9%) in 2013. In the final estimation sample, 2,284 children comprised the grade data and 2,379 made up the attendance data in 2012. In 2013, the numbers were 2,338 and 2,379, respectively.

We analyzed whether attendance and grade attrition correlated with treatment assignment, and our results are shown in Annex Table A1. The dependent variable is the probability of being in the administrative data and the parameters of interest are the coefficients of the treatment variable. Panel A reports results for 2012 and Panel B for 2013. Columns [1] and [4] report the correlation of treatment assignment with the probability of being in final regressions for attendance and grades, respectively, without controls. Columns [2] and [5] include the control variables (child’s age; if child is female; a dummy indicating if the mothers used childcare at baseline; a dummy indicating if a partner/spouse is present; mother’s age and education; if mother is the household head; household income per capita; and the number of children). Finally, in columns [3] and [6] we interact the control variables with treatment assignment (not shown). In all cases, the coefficients of treatment assignment are not statistically significant. Furthermore, the full set of interactions is jointly not different from zero. Therefore, there is no difference in attrition by treatment arm.

We did find, however, that the older the children, the more likely they were to have follow-up data on their grades in 2012. We also find that presence of a partner/spouse increased the likelihood of locating the student in the administrative data. We controlled for age and presence of a partner/spouse in all of our regressions.

4. Results

4.1 Estimated Equation and Interpretation

We used the following equation:

$$Y_{ij} = \alpha_j + \beta T_{ij} + \delta y_{ij,t-1} + \gamma X_{ij} + v_{ij} \quad (1)$$

where i refers to the individual, j to school strata (defined by the mother’s employment status and whether she had children younger than 5 years at baseline). T_{ij} is an indicator of the treatment assignment, $y_{ij,t-1}$ is the lagged value of the independent variable, and X_{ij} , which includes the student’s age and an indicator that takes the value of 1 if a partner is present in

the household. α_j are school strata fixed effects.⁶ Whenever the baseline value of the dependent variable is missing, we impute a zero and include a dummy indicating whether the value was imputed. Standard errors are clustered at school level.⁷ β represents the intent-to-treat (ITT) estimate. Since there was substantial imperfect compliance, these estimates might differ from the average treatment effect (ATE).

We also investigated the existence of differential effects according to the baseline use of childcare (what we think of as counterfactual care), program quality, site, and the type of program activities. In order to study these heterogeneities for a given subgroup, we defined a dummy variable $D_{ijk} = 1$ if individual i in school j and strata k belongs to this particular group and subsequently estimate the ASP effect by subgroup using a difference and difference specification⁸. Then we estimated the following equation:

$$Y_{ijk} = \alpha_{jk} + \beta T_{ij} + \theta T_{ij} * D_{ijk} + \pi D_{ijk} + \delta y_{ijk,t-1} + \gamma X_{ijk} + v_{ijk} \quad (2)$$

where β represents the program impact for students not belonging to the subgroup D_i , and θ represents the heterogeneous impact of the treatment on the subgroup with $D = 1$. The term πD_{ijk} was included to control for outcome differences by each specific subgroup. X_{ijk} includes children' age and a dummy of partner presence. Since multiple hypotheses were analyzed on several different outcomes, Annex Tables D1 to D4 present multiple hypothesis-adjusted p -values using Romano and Wolf's (2005) stepdown hypothesis testing algorithm.⁹

4.2 Average Effects

Table 3 presents the average effects. Columns [1] and [2] report the ASP's impact on attendance rate for the implementation period (May to November 2012) and the probability of passing the 95% attendance rate. We observed that average attendance rates are high (90.7%) in 2012 and that the program had no impact on any measurement of attendance. Columns [10] and [11] show the coefficients for 2013, during which there was no increase in attendance of the ASP as well.

⁶ Results are robust to the inclusion of age and partner present controls. Tables are available upon request.

⁷ We have 25 clusters that might lead to over-rejection of the null. Our results are robust to this correction (reported in Annex Tables C1 to C6) and are consistent with Cameron, Gelbach, and Miller's (2008) simulations that show that, with 20 clusters and using clustered robust standard errors, the size of the tests is close to the nominal one.

⁸ The first difference corresponds to the treatment assignment, and the second is the differential effect of the program on each subgroup.

⁹ We used the algorithm that Clarke (2016) coded.

Regarding academic outcomes (columns [3] to [9] for 2012 and [12] to [13] for 2013), the point estimates of the program effects are all positive for 2012 but small in magnitude and only significant for grades for physical education. However, the effect is not robust to the consideration of the multiple tests used (Annex Table D1). In 2013, the coefficient is positive for average grade but negative, small for the probability of being above the median, and not statistically significant. These results are consistent with the ASP's design, which designated only 30 minutes for homework and offered mostly workshops on the arts and sports.

4.3 Heterogeneous Treatment

We investigated the presence of heterogeneous effects to shed light on how the program could have impacted students' outcomes. First, the literature reports that ASP effects depend on alternative childcare. Therefore, we analyzed the program's effects according to who took care of the children at baseline. Second, we study if the program characteristics affect the ASP's effects. Since take-up was higher for students in the same school, we explored whether there were differential effects by program site. We also explore if traditional measures of program quality and the activities that the ASP offered influence the ASP's effects. Finally, we study if the program has an impact through an effect in female labor supply.

4.3.1 Baseline Childcare

Regarding childcare, mothers were asked at baseline about who cared for their child(ren) after school. For the purpose of analysis, we defined a variable (nonparental care) that takes the value of 1 if the children were in any way supervised by an adult after school or were completely unsupervised at baseline, and of 0 if their parent(s) took care of them after school. The results in panel A, Table 4 report the interactive effect for children with nonparental care.

Since all reported results correspond to ITT, it is relevant to look at the program's take-up in these two groups. Although take-up is slightly higher among children with nonparental care at baseline, which is consistent with families substituting the ASP for other forms of childcare, the difference between the two groups is not statistically different from zero (Table 4, column [1]). This suggests, therefore, that results are not mechanically driven by differences in use but could be driven by differences in alternative care.

The first row of Table 4, panel A shows that the program's assignment for the base category (parental care at baseline) had a negative impact on attendance in 2012, although the coefficients were not always significant. For students under nonparental care at baseline, however, coefficients were always positive and significant when the outcome was attendance

rate above 95%. In 2013, however, these effects on attendance were no longer significant, even though the point estimates were still positive.

Regarding grades, the coefficients for students under parental care at baseline were insignificant in all grade outcomes in 2012 and 2013. They were also always negative, suggesting that substituting institutional care for parental care did not necessarily improve children's outcomes. On the other hand, the coefficients for students under nonparental care at baseline were positive and significant for art, language, average GPA, and the probability of having a GPA above the median in the implementing year. The overall average GPA increased by 0.12 (column [9] of Table 4); the average grade in art increased by 0.15 (column [4]); and the grade in language and literature increased by 0.13 (column [6]). The program also increased the probability of being above the median by 8.6 percentage points (column [10]). The coefficients on other grade outcomes were also positive, but not significant. The bottom of Panel A depicts the full effect and its p -value. For example, the full effect on average GPA was a 0.07 increase, corresponding to 0.11 standard deviations.¹⁰ The point estimates for 2013 were also positive for children who were not taken care of by their parents after school, but the interaction was not significant. Therefore, we concluded that the program had a positive impact on these children.

In Table 4, panel B, we expand “nonparental care at baseline” and distinguish the following subcategories of care by: other adults, siblings, and alone after school. Again, column [1] shows that, although take-up was higher for some categories of childcare at baseline, all of these coefficients were not statistically different from zero.

Furthermore, the positive effects in panel A were mostly observed in children who were either completely unsupervised (alone) at home or placed under the care of another adult (e.g., relatives and nonrelatives). In fact, the greater effects were seen for children completely unsupervised after school, which could be due to the fact that the program provided them with a safe environment. For these children, there was a strong impact (3 percentage points) on attendance rates, suggesting that the program might have had a deterrent effect on absenteeism. This effect was relatively large, considering that attendance rates were high (approximately 91% for the control group). There was also a positive effect on grades: The effect on the average GPA was 0.19 points (column [9]), and the effect on the probability of having a GPA above the median was 13.4 percentage points (column [10]). The full effect on average GPA corresponds to 0.21 standard deviations of the control group. All these effects are robust to wild cluster (Annex Table C2), and some are not significant when considering multiple hypotheses (Annex Table D1). Still, the general conclusion does not change: The effect on attendance was still significant in 2013, indicating an increase by 17.1 percentage points in the probability of attending school more than 95% of the time.

¹⁰ Standard deviations from the control group.

The fact that the positive effects of ASP are restricted to nonadult or nonparental adult supervision is consistent with previous studies on the importance of counterfactual care for ASP impact. Note that, given equation (2), θ measures outcome differences between children in the treatment group with and without parental care at baseline. For these children, the program provided or increased institutional supervision. Thus, a positive θ could be interpreted as the value of substituting domestic care for institutional care.

The ITT effects that we found are larger than those found in Durlak, Weissberg, and Pachan (2010) meta-analysis, which reported that ASPs in the United States have an average impact of 0.12 and 0.10 standard deviations on school grades and attendance, respectively.¹¹

Since we are interpreting a positive θ (from equation (2)) as the value of substituting domestic (non-parental) care for institutional care, we further study whether there are any differential effects of the program depending on its characteristics.

4.3.2 Program Characteristics

We then studied the effect of program characteristics. If we measure quality in relation to the inputs and processes involved in the ASP: quality of the infrastructure, teachers, and program material; monitors' experience and whether they taught in the same school where the ASP was run; planning; and the student-monitor ratio, we find that these measures of quality do not seem to have an impact on attendance or grade outcomes (Annex Table A2).¹² Since the ASP could directly impact academic outcomes through the provision of high-

¹¹ Estimated ITT coefficients can be scaled up by the differential take-up of the treatment and control groups in order to estimate the treatment-on-the-treated (TOT). We focus our analysis on the ITT results because the take-up was larger for students attending the ASP in their school, and there were heterogeneous effects by this characteristic.

¹² The above median quality index is a dummy that takes the value of 1 if the program was above the median quality. In this instance, we measured quality by an index that captured the quality of infrastructure, teachers, and materials as measured in the process evaluation. The second and third rows of Annex Table A2 present the measures of monitors' quality: a dummy that takes the value of 1 if at least 25% of the ASP monitors were schoolteachers at the school in which the ASP was offered and had an average of at least 3 years of teaching experience. The next two quality measures (rows 4 and 5) concern the program's planning and components. The first indicator reported whether the program components were determined at the beginning of the school year, and the second index measured whether the 30-minute time slot dedicated to schoolwork was fixed in advance. Finally, we studied the existence of an interactive effect among the planned activities (whether the activities listed in the process evaluation were the same as those set forth in the plans at the beginning of the year) and the observed student-monitor ratio. Annex Table A2 presents the results, for which each coefficient reported corresponds to θ in equation (2), while controlling for the treatment and quality measure dummies, respectively. Each row of Annex Table A2 corresponds to a different measure of quality. Some coefficients in Annex Table A2 are significant; however, when the multiple hypotheses are considered in Annex Table D2, this significance disappears.

quality care and recreational activities,¹³ we also investigated the impact that the type of activities that the ASP offered had on the program's outcome. Annex Table A3 (and corresponding Appendix Tables C4 y D3) shows the interactive effect of different measures of activities if an ASP offered at least one course of ITC, social science, personal care, and sports.¹⁴ We did not find differential effects for the topic of the workshop.¹⁵

Finally, we study if being exposed to a familiar environment influences the ASP effects by analyzing the effect of applying and being assigned to an ASP in the same school in which children are already enrolled, which is the case for 56.1% of students. Annex Table A4 indicates that there was a larger take-up for students applying to an ASP offered at their school of enrollment; a large and significant effect on attendance in 2012 and 2013 of 1.6 and 2.4 percentage points respectively; and improved grades for the same type of students in 2012. On the other hand, the point estimates for students not enrolled in the implementing school are frequently negative and never significant. We concluded that traditional measures of quality do not seem to have an impact on the ASP effects, but that the location of the ASP is relevant.

4.3.3 Female Labor Supply

The ASP could have an indirect and positive effect on a family's disposable income by enabling female employment and decreasing childcare cost (Black, Devereux, Loken, & Salvanes, 2014; among others). In fact, in an earlier work (Martínez A. and Peticar, 2017), we found that the ASP had a positive impact on mothers' employment. To understand if these effects drive the students' outcomes, we analyzed the existence of heterogeneous effects on female labor market outcomes (i.e., labor force participation, employment, and income) according to the children's care at baseline. To explore the potential existence of an income effect, we investigated whether the program had changed employment outcomes of mothers in the group of children whose academic outcomes increased the most with the ASP (i.e., children without parental care at baseline). Based on these results depicted in Annex Table A5, the ASP has no systematic impact by baseline parental care on any of the labor market

¹³ Recreational activities such as music, sports, and art reduce stress levels and improve creativity and, therefore, have the potential to improve children's academic outcomes (Foster & Jenkins, 2017 among others).

¹⁴ All the schools offered at least one course in the arts (dance, drama, and painting), so we could not distinguish the effect that each of these disciplines had.

¹⁵ These results about the impact of quality should be accepted with caution because, first, our quality measures might not capture all relevant differences in quality because this study was limited by what we observed in the process evaluation, and, second, because the average quality was high. For example, 70% of ASPs determined the program components by March, and 80% of ASPs decided that they would spend 30-minutes on schoolwork in the same period.

outcomes. These results are not consistent with the labor market effects that drive the program's impact on student outcomes

5. Conclusion

We studied the impacts of an ASP on children's academic outcomes in Chile using an experimental strategy and determined that the program had no average impact on grades and attendance. However, when we consider heterogeneity by different subgroups, we found large and statistically significant effects for children who were completely unsupervised or supervised by nonparental adults after school at baseline. These results show that a safe environment and adult supervision might increase attendance rates and academic achievement among children.

Furthermore, we find that ASPs positive impact on children that were not initially supervised by their parents in the after-school hours are only significant for girls. The ASP has a negative impact on girls supervised by their parents at the same hours, and no significant impact on boys independent of their counterfactual care. This evidence has important policy implications insofar as the ASP could have negative impacts on academic outcomes depending on the alternative care. We also find that the ASP's impacts are only significant for students enrolled in the implementing school. These results should be considered in the design and targeting of such programs. Research designs that directly address the mechanisms underlying the programs' heterogeneous impacts would also be relevant.

Due to data constraint, our analysis was limited to academic outcomes. Further research on the effects of institutional care on children's socioeconomic outcomes is warranted. As Baker, Gruber, and Milligan (2008) report, institutional care could theoretically expose children to more stressful situations (e.g., longer school days, lack of free time, bullying) that, in turn, could negate the positive impacts of an ASP. Therefore, studying these potential effects might put to rest concerns regarding the welfare of children who spend long hours at school.

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Table 1: Compliance Rates

	Baseline	In Follow Up	Participating	Participation Rate
	[1]	[2]	[3]	[4] = [3]/[2]
Control	1.208	1.073	267	0.25
Treatment	1.358	1.184	668	0.56
Total	2.566	2.257	935	

Note: Columns [1] and [2] indicate the number of applicants who were surveyed at the baseline and follow-up. Column [3] presents take-up, or the number of applicants who report having participated in the program.

Table 2: Balance between Treatment and Control Group at Baseline

Variables	Average [1]	Standard Deviation [2]	Number of observations [3]	Treatment [4]	Control [5]	<i>P</i> -value T = C [6]
Panel A: Students						
Age	9.72	2.26	2,566	9.76	9.68	0.424
Female	0.47	0.50	2,566	0.47	0.47	0.352
Grade	4.04	2.03	2,557	4.06	4.03	0.775
= 1 if attended school where the program was offered	0.56	0.50	2,379	0.55	0.57	0.689
GPA (previous year)	5.59	0.65	2,014	5.58	5.6	0.564
GPA (previous year) missing	0.22	0.41	2,566	0.22	0.21	0.671
Attendance rate (previous year)	0.89	0.13	2,379	0.89	0.89	0.656
Attendance rate (previous year) missing	0.07	0.26	2,566	0.07	0.07	0.911
= 1 if used nonparental childcare at baseline	0.57	0.50	2,105	0.55	0.59	0.73
= 1 if child was taken care of by an adult at baseline	0.38	0.49	2,105	0.38	0.38	0.41
= 1 if child was left alone at home at baseline	0.11	0.31	2,105	0.10	0.11	0.49
= 1 if child was left with siblings at baseline	0.09	0.28	2,105	0.07	0.09	0.32
Panel B: Mothers						
Age	36.89	8.55	2,561	36.92	36.87	0.82
= 1 if household head	0.53	0.50	2,566	0.52	0.54	0.87
Number of children	2.19	1.16	2,566	2.19	2.18	0.95
Years of education	9.37	3.22	2,482	9.35	9.39	0.82
Income per capita of household (US\$)	116	86	2,544	117	116	0.29
= 1 if spouse/partner is present	0.54	0.50	2,539	0.55	0.53	0.82
Works and children <5 years old	0.20	0.40	2,566	0.20	0.20	0.25
Does not work and children <5 years old	0.06	0.23	2,566	0.06	0.06	0.68
Works and children >5 years old	0.63	0.48	2,566	0.63	0.62	0.34
Does not work and children >5 years old	0.11	0.32	2,566	0.11	0.12	0.68

Note: Baseline survey data collected from March to May 2012. The sample size varies according to the amount of data without observations for each respective variable. Income variable is measured in US\$ dollars (March 2013). Columns [1], [2], and [3] show the variable mean for the total of the sample, the standard deviation, and the number of observations, respectively. Columns [4] and [5] show the variable mean for the treatment and control groups, respectively. Column [6] is the *p*-value of the null hypothesis that Treatment = Control.

Table 3: Intent-to-Treat Effects in Attendance and Grade

	Outcomes 2012							Outcomes 2013					
	Attendance		Grades					Attendance		Grades			
	Attrition rate May–Nov.	= 1 if attrition rate is >0.95	Art	Physical Educ.	Lang. and Lit.	Math	Science	GPA	= 1 if above the median	Attrition rate May–Nov.	= 1 if attrition rate is >0.95	GPA	= 1 if above the median
	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]
Treatment	0.006 (0.005)	0.015 (0.026)	0.043 (0.029)	0.055** (0.026)	0.010 (0.032)	0.030 (0.032)	0.012 (0.027)	0.020 (0.022)	0.017 (0.023)	0.008 (0.006)	−0.014 (0.025)	0.011 (0.020)	−0.000 (0.015)
Observations	2,379	2,379	2,280	2,277	2,280	2,280	2,280	2,284	2,284	2,379	2,379	2,338	2,338
R-squared	0.279	0.220	0.309	0.277	0.372	0.349	0.397	0.489	0.362	0.192	0.152	0.400	0.247
Control group mean	0.907	0.365	5.926	6.250	5.134	5.149	5.231	5.532	0.494	0.888	0.315	5.532	0.497

Note: Columns [1] to [13] report the intent-to-treat (ITT) estimates and standard errors (in parentheses) of program assignment. The sample size varies according to the number of observations with missing values in the respective outcome variable. This sample was obtained by merging both baseline and administrative data. All regressions include school strata fixed effects and control for age (of the child) and the presence of partner/spouse in the household. Cluster standard errors at school level are shown in parentheses. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

Table 4: Heterogeneous Effects by Childcare Use at Baseline

	Outcomes 2012										Outcomes 2013				
	First Stage Program Particip.	Attendance			Grades							Attendance		Grades	
		Att. rate May–Nov.	= 1 if att. rate is >0.95	Art	Physical Educ.	Lang. and Lit.	Math	Science	GPA	= 1 if above the median	Att. rate May–Nov.	= 1 if att. rate is >0.95	GPA	= 1 if above the median	
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]		
Panel A: Parental versus nonparental care															
Treatment	0.255***	-0.001	-0.070**	-0.030	-0.014	-0.076	-0.030	-0.052	-0.051	-0.032	0.004	-0.066*	-0.030	0.002	
	(0.057)	(0.007)	(0.027)	(0.052)	(0.045)	(0.049)	(0.068)	(0.062)	(0.038)	(0.028)	(0.008)	(0.035)	(0.038)	(0.039)	
Treatment*Nonparental care at BL	0.056	0.012	0.108**	0.147**	0.100	0.129*	0.075	0.107	0.123**	0.086**	0.002	0.053	0.041	-0.019	
	(0.059)	(0.009)	(0.051)	(0.055)	(0.069)	(0.072)	(0.080)	(0.079)	(0.053)	(0.037)	(0.009)	(0.047)	(0.052)	(0.047)	
R-squared	0.232	0.281	0.224	0.313	0.281	0.374	0.350	0.398	0.491	0.365	0.193	0.155	0.403	0.247	
Nonparental care at BL full effect	0.311	0.011	0.039	0.117	0.086	0.053	0.045	0.055	0.072	0.054	0.005	-0.013	0.011	-0.017	
p-value full effect	0.000	0.112	0.359	0.001	0.069	0.237	0.330	0.169	0.043	0.123	0.492	0.728	0.614	0.317	
Panel B: By type of care															
Treatment	0.254***	-0.001	-0.070**	-0.031	-0.014	-0.076	-0.031	-0.053	-0.051	-0.032	0.004	-0.066*	-0.030	0.002	
	(0.057)	(0.007)	(0.026)	(0.052)	(0.045)	(0.049)	(0.067)	(0.062)	(0.038)	(0.029)	(0.008)	(0.035)	(0.038)	(0.039)	
Treatment * Other adults	0.026	0.007	0.054	0.147*	0.125	0.136	0.111	0.160*	0.144**	0.090**	-0.006	0.035	0.043	-0.027	
	(0.066)	(0.009)	(0.057)	(0.071)	(0.078)	(0.080)	(0.088)	(0.090)	(0.062)	(0.041)	(0.009)	(0.050)	(0.057)	(0.055)	
Treatment * Siblings	0.083	0.010	0.095	0.040	-0.016	-0.020	-0.127	-0.110	-0.044	0.007	-0.000	-0.026	0.014	-0.012	
	(0.097)	(0.016)	(0.068)	(0.092)	(0.102)	(0.144)	(0.170)	(0.133)	(0.104)	(0.076)	(0.027)	(0.142)	(0.087)	(0.074)	
Treatment * Alone	0.123	0.031**	0.303***	0.226***	0.110	0.219*	0.123	0.106	0.187***	0.134*	0.029*	0.171**	0.051	-0.002	
	(0.089)	(0.011)	(0.074)	(0.068)	(0.089)	(0.115)	(0.097)	(0.096)	(0.056)	(0.076)	(0.016)	(0.062)	(0.082)	(0.077)	
R-squared	0.234	0.284	0.229	0.314	0.282	0.374	0.352	0.401	0.493	0.366	0.194	0.158	0.403	0.248	
Other adults full effect	0.281	0.006	-0.016	0.116	0.111	0.059	0.080	0.107	0.092	0.058	-0.002	-0.032	0.014	-0.025	
p-value	0.000	0.441	0.747	0.024	0.038	0.324	0.186	0.053	0.050	0.176	0.773	0.501	0.670	0.400	
Alone full effect	0.378	0.030	0.234	0.196	0.096	0.142	0.091	0.052	0.136	0.102	0.032	0.104	0.021	0.000	
p-value	0.000	0.002	0.004	0.002	0.241	0.151	0.437	0.630	0.044	0.184	0.085	0.100	0.755	0.999	
Observations	2,131	2,379	2,379	2,280	2,277	2,280	2,280	2,280	2,284	2,284	2,379	2,379	2,338	2,338	
Control group mean	0.254	0.907	0.365	5.926	6.250	5.134	5.149	5.231	5.532	0.494	0.888	0.315	5.532	0.497	

Note: Columns [2] to [14] report the intent-to-treat (ITT) estimates and standard errors (in parentheses) of program assignment. Column [1] reports the first stage of program participation. The sample size varies according to the number of observations with missing values in the respective outcome variable. In panel A, nonparental care is a dummy variable that takes the value of 1 for all the children who were not taken care of by their parents at baseline, zero otherwise. In panel B, the base category is taken care of by parents. All regressions include school strata fixed effects and control for the child's age and the presence of partner/spouse in the household. Cluster standard errors at school level are shown in parentheses. *** $p < 0.01$, ** $p < 0.05$, * $p < 0$

Table A1: Attrition and Base Line Characteristics

	In final regressions (attendance)			In final regressions (grades)		
	[1]	[2]	[3]	[4]	[5]	[6]
Panel A: 2012 Outcomes						
Treatment (T)	-0.001 (0.012)	-0.003 (0.012)	0.032 (0.062)	-0.008 (0.012)	-0.006 (0.011)	-0.086 (0.083)
Age		0.004 (0.003)	0.004 (0.003)		0.017*** (0.003)	0.012*** (0.004)
Mother's Age		-0.003** (0.001)	-0.002 (0.002)		-0.002 (0.001)	-0.002 (0.002)
=1 if spouse/partner is present		0.045*** (0.015)	0.054** (0.019)		0.025 (0.021)	0.025 (0.023)
Constant		0.991*** (0.072)	0.980*** (0.088)		0.847*** (0.076)	0.891*** (0.110)
Observations	2,566	2,006	2,006	2,566	2,006	2,006
R-squared	0.104	0.139	0.141	0.078	0.126	0.128
F-test: all interactions with T (p-value)			0.612			0.307
Panel B: 2013 Outcomes						
Treatment (T)	-0.001 (0.012)	-0.003 (0.012)	0.032 (0.062)	0.008 (0.013)	0.008 (0.013)	0.024 (0.094)
Age		0.004 (0.003)	0.004 (0.003)		-0.000 (0.003)	0.001 (0.004)
Mother's Age		-0.003** (0.001)	-0.002 (0.002)		-0.002* (0.001)	-0.002 (0.002)
=1 if spouse/partner is present		0.045*** (0.015)	0.054** (0.019)		0.038* (0.020)	0.044* (0.024)
Constant		0.991*** (0.072)	0.980*** (0.088)		1.018*** (0.076)	1.013*** (0.110)
Observations	2,566	2,006	2,006	2,566	2,006	2,006
R-squared	0.104	0.139	0.141	0.091	0.130	0.131
F-test: all interactions with T (p-value)			0.612			0.996
Controls	No	Yes	Yes	No	Yes	Yes
Interactions of Controls and treatment	No	No	Yes	No	No	Yes

Note: The dependent variable takes a value of 1 if the individual was found on either attendance data (columns [1]-[3]) or grades data (columns [4]-[6]) in 2012 (panel A) or 2013 (panel B). The sample are all students participating in the study (with baseline). The sample size varies according to the missing covariate data. Only statistically significant regressors are shown. Regressions include school-strata fixed effects and other control for child gender, mother's age, if household head, # of kids in the household, if parents use any kind of childcare, per-capita income in household. Cluster standard errors at school level are given in parentheses. *** p < 0.01, ** p < 0.05, * p < 0.1.

Table A2: Heterogenous Effects by Program Quality

	Outcomes 2012										Outcomes 2013			
	First Stage Program Particip.	Attendance			Art	Physical Educ.	Grades			= 1 if above the median	Attendance		Grades	
		Att. rate May-Nov.	= 1 if att. rate is >0.95				Math	Science	GPA		Math	Science	GPA	= 1 if above the median
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	
(1) Above median quality index (mean = 0.579)	0.032 (0.076)	0.003 (0.011)	0.035 (0.053)	0.052 (0.058)	-0.009 (0.053)	-0.017 (0.071)	0.039 (0.066)	0.031 (0.052)	0.031 (0.046)	0.054 (0.045)	0.011 (0.011)	0.035 (0.048)	0.003 (0.045)	0.020 (0.022)
<i>p</i> -value full effect	0.000	0.220	0.526	0.136	0.225	0.908	0.414	0.652	0.359	0.283	0.202	0.895	0.852	0.806
(2) At least 25% of monitors are school teachers (mean = 0.226)	-0.025 (0.074)	0.011 (0.013)	-0.059 (0.048)	-0.022 (0.088)	0.017 (0.075)	-0.025 (0.082)	-0.074 (0.064)	0.021 (0.061)	-0.018 (0.059)	-0.011 (0.074)	0.008 (0.019)	-0.036 (0.060)	-0.055 (0.033)	0.020 (0.028)
<i>p</i> -value full effect	0.000	0.258	0.338	0.821	0.328	0.813	0.499	0.614	0.955	0.966	0.436	0.381	0.098	0.923
(3) Monitors with above the median experience (4 years) (mean = 0.497)	0.044 (0.081)	-0.004 (0.010)	-0.016 (0.053)	-0.045 (0.059)	0.023 (0.058)	-0.045 (0.067)	-0.039 (0.067)	0.000 (0.059)	-0.005 (0.049)	-0.010 (0.046)	-0.002 (0.012)	0.013 (0.052)	-0.017 (0.039)	0.005 (0.024)
<i>p</i> -value full effect	0.000	0.534	0.959	0.780	0.165	0.672	0.950	0.822	0.714	0.992	0.478	0.710	0.823	0.404
(4) Program components determined by March (mean = 0.697)	-0.019 (0.096)	0.006 (0.007)	0.013 (0.056)	0.097* (0.055)	0.012 (0.051)	0.054 (0.064)	0.085 (0.067)	0.013 (0.046)	0.052 (0.044)	0.101** (0.045)	0.009 (0.007)	0.042 (0.050)	0.025 (0.045)	0.019 (0.024)
<i>p</i> -value full effect	0.000	0.487	0.748	0.060	0.178	0.741	0.244	0.943	0.320	0.083	0.388	0.805	0.475	0.808
(5) Fixed time slot devoted to study (mean = 0.801)	-0.002 (0.098)	-0.021 (0.020)	-0.068 (0.052)	-0.006 (0.052)	-0.057 (0.054)	-0.082 (0.085)	0.063 (0.082)	-0.060 (0.070)	-0.023 (0.054)	0.061 (0.072)	-0.024 (0.019)	-0.035 (0.064)	-0.061 (0.070)	0.001 (0.025)
<i>p</i> -value full effect	0.000	0.499	0.743	0.064	0.189	0.755	0.243	0.959	0.339	0.091	0.406	0.799	0.482	0.825
(6) Plan is closely followed (mean = 0.420)	-0.006 (0.087)	-0.005 (0.010)	0.016 (0.057)	0.033 (0.057)	0.001 (0.056)	0.009 (0.066)	-0.023 (0.067)	-0.021 (0.058)	0.001 (0.046)	0.009 (0.046)	0.005 (0.013)	-0.002 (0.055)	-0.028 (0.039)	-0.030 (0.024)
<i>p</i> -value full effect	0.001	0.612	0.642	0.023	0.181	0.879	0.828	0.927	0.522	0.757	0.295	0.645	0.637	0.135
(7) Students-monitor ratio is below the median (mean = 0.560)	-0.204** (0.075)	-0.002 (0.007)	-0.050 (0.053)	-0.009 (0.062)	-0.014 (0.055)	-0.040 (0.066)	-0.091 (0.069)	0.013 (0.058)	-0.033 (0.047)	-0.118*** (0.041)	-0.003 (0.010)	-0.079 (0.048)	-0.024 (0.040)	-0.000 (0.035)
<i>p</i> -value full effect	0.000	0.939	0.708	0.473	0.257	0.455	0.604	0.922	0.777	0.138	0.762	0.158	0.824	0.827

Note: Columns [2] - [14] report the intent-to-treat (ITT) estimates and standard errors (in parenthesis) of program assignment interacted with different measures of the program quality. Column [1] reports the first stage for program participation. The sample size varies according to the number of observations with missing values in the respective outcome and quality variable. The different high quality dummies are defined in the following way: (1) Above median quality index. The quality index is defined including measures of infrastructure, materials and monitor quality as reported in the process evaluation. The index does not include measures related to children's behavior. (2) At least 25% of monitors are school teachers. (3) On average, monitors have at least 4 years (median) of experience. (4) By march, the program components were already defined. (5) There was a fixed time slot devoted to study. (6) Planification (as describe in the original proposal) is closely followed (all the observed activities are described in the original plan). (7) Students/Monitor ratio is below the median. All regressions include school strata fixed effects and control for age (of the child) and the presence of partner/spouse in the household. Cluster standard errors at school level are given in parentheses. *** p<0.01, ** p<0.05, * p<0.1.

Table A3: Heterogenous Effects by Workshop Topic

	Outcomes 2012							Outcomes 2013						
	First Stage Program Particip.	Attendance		Grades				Attendance		Grades				
		Att. rate May-Nov.	= 1 if att. rate >0.95	Art	Physical Educ.	Lang. and Lit.	Math	Science	GPA	= 1 if above the median	Math	Science	GPA	= 1 if above the median
	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[7]	[8]	[9]	[10]
(1) At least one TICs course (Mean = 0.286)	-0.120 (0.074)	-0.006 (0.009)	0.005 (0.061)	0.075 (0.046)	0.014 (0.061)	0.022 (0.054)	0.109 (0.073)	0.047 (0.053)	0.046 (0.044)	0.031 (0.042)	0.006 (0.012)	-0.013 (0.056)	-0.002 (0.036)	-0.008 (0.028)
<i>p</i> -value full effect	0.001	0.766	0.734	0.004	0.232	0.399	0.114	0.295	0.156	0.183	0.264	0.633	0.683	0.772
(2) At least one science (including social sciences) course (Mean = 0.543)	0.016 (0.078)	0.006 (0.009)	0.027 (0.052)	0.052 (0.063)	0.026 (0.053)	0.068 (0.061)	0.017 (0.068)	0.020 (0.057)	0.024 (0.047)	0.050 (0.045)	0.006 (0.011)	0.007 (0.051)	0.012 (0.040)	-0.018 (0.028)
<i>p</i> -value full effect	0.000	0.231	0.422	0.010	0.037	0.332	0.304	0.556	0.187	0.195	0.194	0.767	0.596	0.725
(3) At least one personal care course (Mean = 0.425)	-0.008 (0.076)	-0.004 (0.009)	0.009 (0.051)	-0.001 (0.063)	0.035 (0.050)	-0.090 (0.058)	0.070 (0.065)	0.052 (0.050)	0.005 (0.045)	0.011 (0.049)	0.001 (0.011)	0.001 (0.049)	-0.029 (0.040)	0.032 (0.030)
<i>p</i> -value full effect	0.000	0.215	0.581	0.447	0.036	0.281	0.201	0.181	0.512	0.578	0.274	0.686	0.874	0.453
(4) At least one sports course (Mean = 0.771)	-0.026 (0.122)	0.000 (0.017)	-0.044 (0.056)	-0.018 (0.062)	-0.042 (0.041)	-0.087 (0.070)	0.034 (0.066)	-0.043 (0.053)	-0.037 (0.047)	0.010 (0.053)	0.009 (0.013)	0.019 (0.063)	-0.082 (0.054)	0.027 (0.024)
<i>p</i> -value full effect	0.000	0.155	0.829	0.267	0.148	0.842	0.343	0.910	0.612	0.491	0.152	0.725	0.781	0.770

Note: Columns [2] - [14] report the intent-to-treat (ITT) estimates and standard errors (in parenthesis) of program assignment interacted with workshop themes dummies. Column [1] reports the first stage for program participation. The sample size varies according to the number of observations with missing values in the respective outcome and workshop theme. Note that at each school children could attend different kind of workshops. Workshop themes dummies are defined to indicate whether at each school at least one workshop was offered in seven different areas: sciences or more academic subjects; personal care; sports, arts, drama/dance/circus; arts; music. All regressions include school strata fixed effects and control for age (of the child) and the presence of partner/spouse in the household. Cluster standard errors at school level are given in parentheses. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table A4: Program is given in the same school

	Outcomes 2012							Outcomes 2013							
	First Stage Program Particip.	Attendance			Grades				Attendance			Grades			
		Att. rate May-Nov.	=1 if att. rate is >0.95	Art	Physical Educ.	Lang. and Lit.	Math	Science	GPA	=1 if above the median	Att. rate May-Nov.	=1 if att. rate is >0.95	GPA	=1 if above the median	
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]		
Treatment	0.214*** (0.057)	-0.002 (0.004)	-0.030 (0.031)	0.004 (0.059)	-0.013 (0.038)	-0.025 (0.044)	0.004 (0.049)	-0.037 (0.050)	-0.027 (0.037)	-0.032 (0.031)	-0.006 (0.006)	-0.014 (0.037)	-0.024 (0.029)	-0.028 (0.023)	
Treatment* Same school	0.150* (0.073)	0.016*** (0.006)	0.082** (0.033)	0.071 (0.075)	0.123*** (0.043)	0.065 (0.068)	0.045 (0.059)	0.085 (0.064)	0.086* (0.045)	0.086* (0.042)	0.024** (0.009)	-0.001 (0.047)	0.060 (0.043)	0.048 (0.039)	
Observations	2,131	2,379	2,379	2,280	2,277	2,280	2,280	2,280	2,284	2,284	2,379	2,379	2,338	2,338	
R-squared	0.268	0.281	0.225	0.310	0.280	0.373	0.350	0.398	0.490	0.364	0.195	0.153	0.402	0.248	
Control group mean	0.254	0.907	0.365	5.926	6.250	5.134	5.149	5.231	5.532	0.494	0.888	0.315	5.532	0.497	
Total effect	0.364	0.013	0.051	0.075	0.110	0.040	0.049	0.048	0.059	0.054	0.019	-0.015	0.036	0.020	
F test total effect	0.000	0.039	0.052	0.029	0.000	0.402	0.220	0.140	0.017	0.070	0.013	0.652	0.201	0.426	

Note: Columns [2] - [14] report the intent-to-treat (ITT) estimates and standard errors (in parenthesis) of program assignment. Column [1] reports the first stage for program participation. The sample size varies according to the number of observations with missing values in the respective outcome variable. In Panel A, variable same school is a dummy variable that takes value of 1 if the child attended a school where the program was given, zero otherwise. In Panel B, this variable is interacted with a dummy variable that equals one if the child was taken care of by any of his parents. Then program effects for the three categories are presented. All regressions include school-strata fixed effects and control for age (of the child) and the presence of partner/spouse in the household. Cluster standard errors at school level are given in parentheses. *** p<0.01, ** p<0.05, * p<0.1.

Table A5: Mother’s Outcomes: Heterogeneous Effects by Childcare Use at Baseline

	Labor Force Participation			Employment			Working Hours	Income	
	Participates (at least one month during May–Dec.)	Participates (always)	Months Participating (May–Dec.)	Works (at least one month during May–Dec.)	Works (always)	Worked Months		Monthly Income	Hourly Income
	[1]	[2]	[3]	[4]		[5]	[6]	[7]	[8]
Panel A: Parental versus nonparental care									
Treatment	–0.045	–0.006	–0.201	–0.002	–0.014	0.169	1.228	23.174	0.155
	(0.029)	(0.036)	(0.238)	(0.027)	(0.032)	(0.280)	(1.449)	(13.446)	(0.162)
Treatment *	0.063	0.022	0.347	0.007	0.019	0.225	–1.741	–10.531	0.200
	(0.041)	(0.038)	(0.253)	(0.037)	(0.041)	(0.341)	(1.994)	(21.296)	(0.337)
R-squared	0.158	0.172	0.184	0.166	0.165	0.238	0.190	0.184	0.125
p-value full effect	0.587	0.711	0.606	0.893	0.912	0.213	0.769	0.407	0.189
Panel B: By type of care									
Treatment	–0.045	–0.006	–0.204	–0.002	–0.015	0.167	1.226	22.928	0.155
	(0.029)	(0.036)	(0.237)	(0.027)	(0.032)	(0.280)	(1.440)	(13.535)	(0.165)
Treatment * Other	0.046	0.016	0.270	–0.020	–0.006	0.065	–2.969	–5.911	0.140
	(0.055)	(0.047)	(0.371)	(0.050)	(0.048)	(0.437)	(2.098)	(21.461)	(0.334)
Treatment *	0.166*	0.069	0.902	0.107	0.065	0.666	3.653	18.097	0.511
	(0.081)	(0.103)	(0.650)	(0.079)	(0.101)	(0.700)	(4.382)	(40.917)	(0.470)
Treatment * Alone	0.041	0.011	0.207	0.019	0.066	0.412	–1.880	–43.447	0.142
	(0.053)	(0.081)	(0.495)	(0.061)	(0.104)	(0.732)	(3.747)	(35.488)	(0.481)
R-squared	0.162	0.175	0.188	0.170	0.166	0.239	0.192	0.186	0.126
Control group	0.680	0.544	4.868	0.646	0.472	6.214	28.323	262.457	1.814
p-value full effect									
Other adult	0.973	0.871	0.893	0.667	0.682	0.669	0.404	0.313	0.299
Alone	0.914	0.945	0.998	0.744	0.618	0.338	0.841	0.486	0.507
Observations	1,858	1,858	1,858	1,858	1,858	1,640	1,579	1,554	1,512
Control group	0.680	0.544	4.868	0.646	0.472	6.214	28.323	262.457	1.814

Note: Columns [1] to [8] report the intent-to-treat (ITT) estimates and standard errors (in parenthesis) of program assignment. In panel A, non-parental care is a dummy variable that takes the value of 1 for all the kids who were not taken care of by their parents at baseline, zero otherwise. In panel B, the base category is taken care of by parents. All regressions include school strata fixed effects and control for child’s age and the presence of partner/spouse in the household. Cluster standard errors at school level are given in parentheses. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

Table B-1: Descriptive Statistics of Takers and Non-Takers

Variables	Average [1]	SD [2]	N° [3]	Non-takers [4]	Takers [5]	P-value Taker =Non-takers [6]
Panel A: Children						
Age	9,68	2,23	1358	9,75	9,64	0.415
Female	0,47	0,50	1358	0,47	0,48	0.604
Grade	4,03	2,02	1354	4,14	4,00	0.349
=1 if attend school where the program is given	0,57	0,49	1261	0,38	0,73	0.000
GPA (previous year)	5,60	0,65	1067	5,66	5,57	0.126
GPA (previous year) is missing	0,21	0,41	1358	0,22	0,19	0.477
Attendance rate (previous year)	0,89	0,13	1261	0,89	0,89	0.849
Attendance rate (previous year) is missing	0,07	0,26	1358	0,06	0,06	0.245
=1 if uses non parental childcare at baseline	0,59	0,49	1124	0,56	0,62	0.243
=1 if child is taken care of by an adult at baseline	0,38	0,49	1124	0,38	0,37	0.852
=1 if child is left alone at home at baseline	0,11	0,32	1124	0,10	0,14	0.140
=1 if child is left with siblings at baseline	0,09	0,29	1124	0,08	0,11	0.312
Panel B: Mothers						
Age	36,87	8,45	1355	36,75	37,19	0.963
=1 if household head	0,54	0,50	1358	0,56	0,52	0.372
# of children	2,18	1,17	1358	2,13	2,21	0.147
Years of education	9,39	3,17	1314	9,87	8,91	0.043
Income per capita of household (US\$)	116	78	1346	119	110	0.057
=1 if spouse/partner is present	0,53	0,50	1344	0,54	0,52	0.596
Works and children <5 years old	0,20	0,40	1358	0,24	0,17	0.121
Does not work and children <5 years old	0,06	0,23	1358	0,06	0,06	0.876
Works and children >5 years old	0,62	0,49	1358	0,59	0,65	0.352
Does not work and children >5 years old	0,12	0,32	1358	0,11	0,12	0.535

Note: Baseline survey data collected from March to May 2012. The sample size varies according to the amount of data without observations for each respective variable. Income variable is measured in US\$ dollars (March 2013). Columns [1], [2], and [3] show the variable mean for the total of the sample, the standard deviation and the number of observations, respectively. Column [4] and [5] show the variable mean for the non-takers and takers, respectively. Column [6] the p-value of the null hypothesis that Non-Takers=Takers.

Table B-2: Take-up Determinants

Dummy (1 if student attends at least one day per week in any given month)

	[1]
Child's age	0.002 (0.017)
Gender	-0.010 (0.033)
Class	-0.016 (0.021)
Same school dummy	0.304*** (0.045)
Mother's age	-0.001 (0.002)
Mother is household head	-0.034 (0.052)
Number of Children	0.022 (0.020)
Taken care of by other adult at baseline	0.037 (0.058)
Alone at baseline	0.142* (0.072)
Taken care of by siblings at baseline	0.070 (0.066)
Mother's education	-0.011 (0.009)
Per-capita household income	-0.000 (0.000)
Dummy if partner/spouse is present	-0.021 (0.066)
Constant	0.551*** (0.138)
Observations	878
R-squared	0.294

Note: Robust standard error in parenthesis, *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table C-1: Intent-to-Treat Effects in Attendance and Grade - Wild Cluster Corrected *P*-Values

	Outcomes 2012									Outcomes 2013			
	Attendance			Grades						Attendance		Grades	
	Att. rate May-Nov.	=1 if att, rate is >0.95	Art	Physical Educ.	Lang. and Lit.	Math	Science	GPA	=1 if above the median	Att. rate May- Nov.	=1 if att, rate is >0.95	GPA	=1 if above the median
	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]
Treatment	0.006	0.015	0.043	0.055**	0.010	0.030	0.012	0.020	0.017	0.008	-0.014	0.011	-0.000
p-value	0,209	0,516	0,146	0,041	0,76	0,355	0,652	0,366	0,475	0,193	0,594	0,54	0,992
Observations	2,131	2,379	2,379	2,280	2,277	2,280	2,280	2,280	2,284	2,284	2,379	2,379	2,338
R-squared	0.229	0.279	0.220	0.309	0.277	0.372	0.349	0.397	0.489	0.362	0.192	0.152	0.400
Control group mean	0.254	0.907	0.365	5.926	6.250	5.134	5.149	5.231	5.532	0.494	0.888	0.315	5.532

Note: This table reproduces results in Table 3 in the text but presents wild-cluster adjusted *p*-values. Columns [1] - [13] report the intent-to-treat (ITT) estimates and wild-cluster adjusted *p*-values of program assignment. The sample size varies according to the number of observations with missing values in the respective outcome variable. This sample is obtained by merging both baseline and administrative data. All regressions include school-strata fixed effects and control for age and the presence of partner/spouse in the household. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

Table C-2: Heterogenous Effects by Childcare Use at Baseline - Wild Cluster Corrected P-Values

	Outcomes 2012									Outcomes 2013				
	First Stage Program Particip.	Attendance			Grades					Attendance			Grades	
		Att. rate May-Nov.	=1 if att. rate is >0.95	Art	Physical Educ.	Lang. and Lit.	Math	Science	GPA	=1 if above the median	Att. rate May-Nov.	=1 if att. rate is >0.95	GPA	=1 if above the median
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	
Panel A: Parental versus non-parental care														
Treatment	0.255***	-0.001	-0.070**	-0.030	-0.014	-0.076	-0.030	-0.052	-0.051	-0.032	0.004	-0.066*	-0.030	0.002
p-value	0,000	0,863	0,012	0,570	0,769	0,144	0,673	0,439	0,209	0,285	0,627	0,066	0,447	0,969
Treatment * Non-parental care at BL	0.056	0.012	0.108*	0.147**	0.100	0.129*	0.075	0.107	0.123**	0.086**	0.002	0.053	0.041	-0.019
p-value	0,322	0,188	0,061	0,012	0,160	0,084	0,358	0,204	0,039	0,028	0,867	0,240	0,452	0,675
p-value full effect	0.000	0.118	0.345	0.003	0.076	0.245	0.311	0.160	0.041	0.137	0.492	0.741	0.608	0.301
Panel B: By type of care														
Treatment	0.254***	-0.001	-0.070**	-0.031	-0.014	-0.076	-0.031	-0.053	-0.051	-0.032	0.004	-0.066*	-0.030	0.002
p-value	0,000	0,844	0,013	0,564	0,767	0,143	0,661	0,423	0,200	0,293	0,632	0,063	0,439	0,958
Treatment * Other adults	0.026	0.007	0.054	0.147**	0.125	0.136	0.111	0.160*	0.144**	0.090**	-0.006	0.035	0.043	-0.027
p-value	0,689	0,461	0,368	0,033	0,118	0,102	0,214	0,099	0,030	0,031	0,545	0,475	0,461	0,629
Treatment * Siblings	0.083	0.010	0.095	0.040	-0.016	-0.020	-0.127	-0.110	-0.044	0.007	-0.000	-0.026	0.014	-0.012
p-value	0,427	0,567	0,147	0,663	0,894	0,912	0,546	0,507	0,703	0,935	0,999	0,838	0,881	0,879
Treatment * Alone	0.123	0.031**	0.303***	0.226***	0.110	0.219*	0.123	0.106	0.187***	0.134	0.029*	0.171**	0.051	-0.002
p-value	0,153	0,016	0,001	0,005	0,230	0,086	0,214	0,281	0,007	0,111	0,078	0,011	0,533	0,976
P-values full effect														
Other Adult	0.000	0.468	0.752	0.020	0.041	0.335	0.175	0.046	0.057	0.166	0.789	0.514	0.667	0.396
Alone	0.000	0.004	0.001	0.004	0.261	0.178	0.444	0.633	0.063	0.196	0.081	0.110	0.754	1.000

Note: This table reproduces results in Table 4 in the text but presents wild-cluster adjusted p-values. Columns [2] - [14] report the intent-to-treat (ITT) estimates and wild-cluster p-values of program assignment. Column [1] reports the first stage of program participation. The sample size varies according to the number of observations with missing values in the respective outcome variable. In panel A, nonparental care is a dummy variable that takes value of 1 for all the kids who were not taken care of by their parents at baseline, zero otherwise. In panel B, the base category is taken care of by parents. All regressions include school-strata fixed effects and control for age and the presence of partner/spouse in the household. *** p < 0.01, ** p < 0.05, * p < 0.1.

Table C-3: Heterogenous Effects by Quality - Wild Cluster Corrected P-Values

	Outcomes 2012										Outcomes 2013				
	First Stage Program Particip.	Attendance			Grades							Attendance			Grades
		Att. rate May- Nov.	=1 if att. rate is >0.95	Art	Physical Educ.	Lang. and Lit.	Math	Science	GPA	=1 if above the median	Math	Science	GPA	=1 if above the median	
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]		
(1) Above median quality index (Mean=0.579)	0.032	0.003	0.035	0.052	-0.009	-0.017	0.039	0.031	0.031	0.054	0.011	0.035	0.003	0.020	
p-value	0,678	0,815	0,549	0,473	0,853	0,838	0,552	0,544	0,530	0,303	0,359	0,487	0,945	0,364	
p-value full effect	0,000	0,230	0,508	0,180	0,241	0,911	0,429	0,638	0,350	0,281	0,238	0,896	0,854	0,824	
(2) At least 25% of monitors are sch. teachers (Mean= 0.226)	-0.025	0.011	-0.059	0.022	0.017	-0.025	0.074	0.021	0.018	-0.011	0.008	-0.036	-0.055	0.020	
p-value	0,760	0,466	0,369	0,902	0,840	0,802	0,382	0,719	0,828	0,883	0,715	0,587	0,221	0,517	
p-value full effect	0,097	0,391	0,590	0,879	0,315	0,847	0,617	0,729	0,967	0,921	0,577	0,513	0,331	0,924	
(3) Monitors with above the median exp. (4 yrs) (Mean= 0.497)	0.044	-0.004	-0.016	0.045	0.023	-0.045	0.039	0.000	0.005	-0.010	-0.002	0.013	-0.017	0.005	
p-value	0,606	0,697	0,768	0,486	0,704	0,518	0,579	0,996	0,926	0,842	0,865	0,802	0,675	0,860	
p-value full effect	0,001	0,553	0,962	0,793	0,182	0,691	0,961	0,818	0,714	0,988	0,592	0,697	0,807	0,419	
(4) Prog. components defined by March (Mean= 0.697)	-0.019	0.006	0.013	0.097	0.012	0.054	0.085	0.013	0.052	0.101*	0.009	0.042	0.025	0.019	
p-value	0,873	0,357	0,804	0,205	0,839	0,468	0,252	0,773	0,323	0,096	0,259	0,447	0,608	0,448	
p-value full effect	0,000	0,497	0,738	0,093	0,190	0,707	0,238	0,944	0,312	0,078	0,429	0,827	0,478	0,807	

Table C-3: Cont.

	Outcomes 2012										Outcomes 2013				
	First Stage Program Particip.	Attendance			Grades							Attendance		Grades	
		Att. rate May-Nov.	=1 if att. rate is >0.95	Art	Physical Educ.	Lang. and Lit.	Math	Science	GPA	=1 if above the median	Math	Science	GPA	=1 if above the median	
	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	
(5) Fixed time slot devoted to study (Mean=0.801)	-0.002	-0.021	-0.068	-	-0.057	-0.082	0.063	-0.060	-	0.023	0.061	-0.024	-0.035	-0.061	0.001
p-value	0,987	0,472	0,263	0,910	0,391	0,416	0,474	0,455	0,687	0,453	0,415	0,616	0,406	0,975	
p-value full effect	0,000	0,535	0,732	0,087	0,181	0,776	0,236	0,961	0,338	0,088	0,458	0,796	0,479	0,825	
(6) Planification is closely followed (Mean=0.420)	-0.006	-0.005	0.016	0.033	0.001	0.009	0.023	-0.021	0.001	0.009	0.005	-0.002	-0.028	-0.030	
p-value	0,941	0,685	0,801	0,588	0,982	0,892	0,732	0,728	0,993	0,852	0,692	0,962	0,476	0,253	
p-value full effect	0,007	0,645	0,644	0,073	0,258	0,891	0,830	0,945	0,550	0,759	0,324	0,668	0,627	0,182	
(7) Students/Monitor ratio is below the median (Mean= 0.560)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	0.204**	-0.002	-0.050	0.009	-0.014	-0.040	0.091	0.013	0.033	-0.118**	-0.003	-0.079	-0.024	-0.000	
p-value	0,020	0,678	0,376	0,892	0,810	0,529	0,221	0,847	0,514	0,017	0,771	0,126	0,569	0,988	
p-value full effect	0,004	0,952	0,718	0,506	0,305	0,456	0,599	0,950	0,756	0,172	0,899	0,238	0,824	0,817	

Note: This table reproduces results in Annex Table A-2 in the text but presents wild-cluster adjusted p-values. Columns [2] - [14] report the intent-to-treat (ITT) estimates and wild-cluster p-values of program assignment interacted with different measures of the program quality. Column [1] reports the first stage of program participation. The sample size varies according to the number of observations with missing values in the respective outcome and quality variable.

The different high-quality dummies are defined in the following way: (1) Above median quality index. The quality index is defined including measures of infrastructure, materials, and monitor quality as reported in the process evaluation. The index does not include measures related to children's behavior. (2) At least 25% of monitors are school teachers. (3) On average, monitors have at least 4 years (median) of experience. (4) By March, the program components were already determined. (5) There was a fixed time slot devoted to study. (6) Lesson plans (as describe in the original proposal) are followed closely (all the observed activities are described in the original plan). (7) The students/Monitor ratio is below the median. All regressions include school-strata fixed effects and control for age and the presence of partner/spouse in the household. *** p < 0.01, ** p < 0.05, * p < 0.1.

Table C-4: Heterogenous Effects by Workshop Topic - Wild Cluster Corrected P-Values

	Outcomes 2012										Outcomes 2013			
	First Stage Program Particip.	Attendance			Grades				Attendance			Grades		
		Att. rate May- Nov.	=1 if att. rate is >0.95	Art	Physical Educ.	Lang. and Lit.	Math	Science	GPA	=1 if above the median	Math	Science	GPA	=1 if above the median
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	
(1) At least one TICs course (Mean= 0.286)	-0.120	-0.006	0.005	0.075	0.014	0.022	0.109	0.047	0.046	0.031	0.006	-0.013	0.002	-0.008
p-value	0,171	0,486	0,944	0,171	0,824	0,691	0,201	0,430	0,330	0,483	0,678	0,844	0,951	0,790
p-value full effect	0,049	0,640	0,718	0,082	0,330	0,392	0,166	0,383	0,259	0,213	0,414	0,823	0,633	0,801
(2) At least one science (including social sciences) course (Mean= 0.543)	0.016	0.006	0.027	0.052	0.026	0.068	0.017	0.020	0.024	0.050	0.006	0.007	0.012	-0.018
p-value	0,857	0,532	0,599	0,455	0,640	0,305	0,826	0,733	0,633	0,304	0,601	0,887	0,779	0,527
p-value full effect	0,001	0,267	0,452	0,016	0,062	0,353	0,327	0,589	0,210	0,207	0,206	0,773	0,602	0,729
(3) At least one personal care course (Mean= 0.425)	-0.008	-0.004	0.009	-0.001	0.035	0.090	0.070	0.052	0.005	0.011	0.001	0.001	0.029	0.032
p-value	0,935	0,631	0,870	0,978	0,506	0,161	0,316	0,337	0,895	0,842	0,920	0,970	0,486	0,286
p-value full effect	0,006	0,228	0,601	0,468	0,096	0,404	0,204	0,238	0,515	0,635	0,360	0,715	0,919	0,524
(4) At least one sport course (Mean= 0.771)	-0.026	0.000	-0.044	-0.018	-0.042	0.087	0.034	-0.043	0.037	0.010	0.009	0.019	0.082	0.027
p-value	0,854	0,992	0,463	0,772	0,323	0,293	0,618	0,428	0,460	0,858	0,530	0,768	0,171	0,281
p-value full effect	0,000	0,172	0,819	0,286	0,153	0,856	0,328	0,907	0,598	0,510	0,185	0,733	0,753	0,805

Note: This table reproduces results in Annex Table A-3 but presents wild-cluster adjusted p-values. Columns [2] - [14] report the intent-to-treat (ITT) estimates and wild-cluster p-values of program assignment interacted with workshop themes dummies. Column [1] reports the first stage of program participation. The sample size varies according to the number of observations with missing values in the respective outcome and workshop topic.

Note that at each school children could attend different kind of workshops. Workshop topic dummies are defined to indicate whether at least one workshop was offered in seven different areas at each school: sciences or more academic subjects; personal care; sports, arts, drama/dance/circus; arts; music.

All regressions include school-strata fixed effects and control for age and the presence of partner/spouse in the household. Cluster standard errors at the school level are shown in parentheses. *** p < 0.01, ** p < 0.05, * p < 0.1.

Table C-5: Mother's Outcomes by Childcare at Baseline - Wild Cluster Corrected P-Values

		Labor Force Participation			Employment			Income		
		Participates (at least one month)	Participates (always)	Months Participating	Works (at least one month)	Works (always)	Worked Months	Working Hours	Monthly Income	Hourly Income
		[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	
Panel A: Parental versus non-parental care										
Treatment		-0.045	-0.006	-0.201	-0.002	-0.014	0.169	1.228	23.174	0.155
	p-value	0.119	0.885	0.404	0.926	0.654	0.541	0.371	0.093	0.476
Treatment * Non-parental care at baseline		0.063	0.022	0.347	0.007	0.019	0.225	-1.741	-10.531	0.200
	p-value	0.145	0.562	0.176	0.854	0.651	0.484	0.372	0.611	0.579
P-value full effect		0.585	0.686	0.599	0.911	0.905	0.210	0.759	0.418	0.199
Panel B: By type of care										
Treatment		-0.045	-0.006	-0.204	-0.002	-0.015	0.167	1.226	22.928	0.155
	p-value	0.118	0.881	0.398	0.928	0.651	0.549	0.360	0.101	0.478
Treatment * Other adults		0.046	0.016	0.270	-0.020	-0.006	0.065	-2.969	-5.911	0.140
	p-value	0.400	0.762	0.478	0.706	0.889	0.890	0.155	0.777	0.690
Treatment * Siblings		0.166	0.069	0.902	0.107	0.065	0.666	3.653	18.097	0.511
	p-value	0.063	0.492	0.186	0.192	0.517	0.354	0.416	0.654	0.344
Treatment * Alone		0.041	0.011	0.207	0.019	0.066	0.412	-1.880	-43.447	0.142
	p-value	0.427	0.902	0.667	0.723	0.539	0.597	0.600	0.236	0.784
P-values full effect										
	Other Adult	0.973	0.871	0.893	0.667	0.682	0.669	0.404	0.313	0.299
	Alone	0.914	0.945	0.998	0.744	0.618	0.338	0.841	0.486	0.507

Note: This table reproduces results in Annex Table A-4 but presents wild-cluster adjusted p-values. Columns [2] - [14] report the intent-to-treat (ITT) estimates and standard errors (in parenthesis) of program assignment. Column [1] reports the first stage of program participation. The sample size varies according to the number of observations with missing values in the respective outcome variable. In panel A, non-parental care is a dummy variable that takes value of 1 for all the kids who weren't taken care of by their parents at baseline, zero otherwise. In panel B, the base category is taken care of by parents. All regressions include school-strata fixed effects and control for age and the presence of partner/spouse in the household. Cluster standard errors at the school level are shown in parentheses. *** p < 0.01, ** p < 0.05, * p < 0.1.

Table D-1: Adjusted *P*-values for Multiple Hypothesis Testing (for Tables 4 and Tables 5 in text)

	Outcomes 2012									Outcomes 2013			
	Attendance			Grades						Attendance		Grades	
	Att. rate May- Nov.	=1 if att, rate is >0.95	Art	Physical Educ.	Lang. and Lit.	Math	Science	GPA	=1 if above the median	Att. rate May- Nov.	=1 if att, rate is >0.95	GPA	=1 if above the median
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	
Table 3													
Treatment	0.006	0.015	0.043	0.055	0.010	0.030	0.012	0.020	0.017	0.008	-0.014	0.011	0.000
p-value	0.429	0.797	0.484	0.177	0.943	0.837	0.943	0.837	0.918	0.429	0.797	0.943	0.993
Table 4 - Panel A													
Treatment * Nonparental care at baseline	0.012	0.108	0.147**	0.100	0.129	0.075	0.107	0.123	0.086	0.002	0.053	0.041	-0.019
p-value	0.429	0.116	0.045	0.469	0.295	0.702	0.483	0.106	0.106	0.868	0.429	0.702	0.702
Nonparental care at baseline total effect	0.011	0.039	0.117***	0.086	0.053	0.045	0.055	0.072	0.054	0.005	-0.013	0.011	-0.017
p-value	0.254	0.583	0.003	0.246	0.602	0.616	0.500	0.158	0.401	0.679	0.830	0.649	0.616
Table 4 - Panel B													
Treatment * Other adults	0.007	0.054	0.147	0.125	0.136	0.111	0.160	0.144	0.090	-0.006	0.035	0.043	-0.027
p-value	0.813	0.770	0.175	0.313	0.313	0.461	0.313	0.111	0.139	0.813	0.813	0.617	0.617
Treatment * Alone	0.031**	0.303***	0.226**	0.110	0.219	0.123	0.106	0.187**	0.134	0.029*	0.171***	0.051	-0.002
p-value	0.019	0.001	0.013	0.622	0.276	0.622	0.622	0.013	0.351	0.076	0.010	0.768	0.959
Other adults total effect	0.006	-0.016	0.116*	0.111	0.059	0.080	0.107	0.092	0.058	-0.002	-0.032	0.014	-0.025
p-value	0.837	0.946	0.088	0.134	0.652	0.495	0.171	0.171	0.466	0.946	0.849	0.681	0.652
Alone total effect	0.03***	0.234***	0.196***	0.096	0.142	0.091	0.052	0.136	0.102	0.032*	0.104*	0.021	0.000
p-value	0.004	0.005	0.009	0.614	0.485	0.838	0.929	0.179	0.543	0.081	0.077	0.933	0.979

Note: This table reproduces results in Table 3 and 4 in the text, but presents multiple hypothesis adjusted p-values. Columns [2] - [13] report the intent-to-treat (ITT) estimates. Column [1] reports the first stage of program participation. The sample size varies according to the number of observations with missing values in the respective outcome variable. In panel A, nonparental care is a dummy variable that takes value of 1 for all the kids who were not taken care of by their parents at baseline, zero otherwise. In panel B, the base category is taken care of by parents. All regressions include school-strata fixed effects and control for age and the presence of partner/spouse in the household.. *** p <0.01, ** p <0.05, * p <0.1.

Table D-2: Adjusted P-Values for Multiple Hypothesis Testing - Heterogenous Effects by Quality (Table A-2)

	Outcomes 2012									Outcomes 2013			
	Attendance			Grades						Attendance		Grades	
	Att. rate May-Nov.	=1 if att, rate is >0.95	Art	Physical Educ.	Lang. and Lit.	Math	Science	GPA	=1 if above the median	Att. rate May-Nov.	=1 if att, rate is >0.95	GPA	=1 if above the median
	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]
(1) Above median quality index (Mean= 0.579)	0.003	0.035	0.052	-0.009	-0.017	0.039	0.031	0.031	0.054	0.011	0.035	0.003	0.020
p-value	0.772	0.732	0.865	0.988	0.988	0.948	0.948	0.930	0.718	0.678	0.732	0.988	0.865
p-value full effect	0.439	0.700	0.449	0.607	0.979	0.792	0.963	0.752	0.698	0.439	0.937	0.979	0.979
(2) At least 25% of monitors are school teachers (Mean= 0.226)	0.011	-0.059	-0.022	0.017	-0.025	-0.074	0.021	-0.018	-0.011	0.008	-0.036	-0.055	0.020
p-value	0.641	0.458	0.991	0.991	0.991	0.568	0.991	0.990	0.991	0.699	0.641	0.245	0.893
p-value full effect	0.394	0.449	0.982	0.592	0.980	0.758	0.887	0.994	0.982	0.449	0.394	0.181	0.994
(3) Monitors with above the median experience (4 yrs) (Mean= 0.497)	-0.004	-0.016	-0.045	0.023	-0.045	-0.039	0.000	-0.005	-0.010	-0.002	0.013	-0.017	0.005
p-value	0.954	0.954	0.949	0.988	0.970	0.972	0.998	0.998	0.998	0.954	0.920	0.985	0.998
p-value full effect	0.861	0.994	0.997	0.493	0.982	0.998	0.998	0.990	0.998	0.861	0.994	0.998	0.842
(4) Program components defined by March (Mean= 0.697)	0.006	0.013	0.097	0.012	0.054	0.085	0.013	0.052	0.101	0.009	0.042	0.025	0.019
p-value	0.650	0.828	0.305	0.943	0.861	0.603	0.943	0.641	0.149	0.440	0.719	0.889	0.861
p-value full effect	0.828	0.930	0.237	0.512	0.977	0.602	0.977	0.705	0.279	0.777	0.930	0.856	0.977

Table D-2: Cont.

	Outcomes 2012								Outcomes 2013				
	Attendance		Grades						Attendance		Grades		
	Att. rate May-Nov.	=1 if att, rate is >0.95	Art	Physical Educ.	Lang. and Lit.	Math	Science	GPA	=1 if above the median	Att. rate May-Nov.	=1 if att, rate is >0.95	GPA	=1 if above the median
	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]
(5) Fixed time slot devoted to study (Mean= 0.801)	-0.021	-0.068	-0.006	-0.057	0.082	0.063	-0.060	-0.023	0.061	-0.024	-0.035	-0.061	0.001
p-value	0.448	0.448	0.995	0.749	0.798	0.819	0.819	0.932	0.819	0.448	0.699	0.819	0.995
p-value full effect	0.824	0.913	0.242	0.523	0.977	0.584	0.977	0.712	0.302	0.795	0.913	0.829	0.977
(6) Lesson plan is followed closely (Mean= 0.420)	-0.005	0.016	0.033	0.001	0.009	-0.023	-0.021	0.001	0.009	0.005	-0.002	-0.028	-0.030
p-value	0.968	0.968	0.978	0.998	0.998	0.998	0.998	0.998	0.998	0.968	0.983	0.970	0.739
p-value full effect	0.922	0.922	0.103	0.445	0.991	0.991	0.991	0.911	0.991	0.591	0.922	0.969	0.383
(7) Students/Monitor ratio is below the median (Mean= 0.560)	-0.002	-0.050	-0.009	-0.014	0.040	-0.091	0.013	-0.033	0.118**	-0.003	-0.079	-0.024	-0.000
p-value	0.906	0.654	0.992	0.992	0.970	0.619	0.992	0.948	0.023	0.906	0.335	0.970	0.992
p-value full effect	0.956	0.956	0.896	0.687	0.896	0.935	0.989	0.989	0.463	0.95604	0.47153	0.98901	0.98901

Note: This table reproduces results in Annex Table A-2, but presents multiple hypothesis adjusted p-values. Columns [2] - [10] report the intent-to-treat (ITT) estimates of program assignment interacted with different measures of the program quality. Column [1] reports the first stage of program participation. The sample size varies according to the number of observations with missing values in the respective outcome and quality variable. The different high-quality dummies are defined in the following way: (1) Above median quality index. The quality index is defined including measures of infrastructure, materials and monitor quality as reported in the process evaluation. The index does not include measures related to children's behavior. (2) At least 25% of monitors are school teachers. (3) On average, monitors have at least 4 years (median) of experience. (4) By March, the program components were already determined. (5) There was a fixed time slot devoted to study. (6) Lesson plans (as described in the original proposal) are followed closely (all the observed activities are described in the original plan). (7) The students/monitor ratio is below the median.

Table D-3: Adjusted P-Values for Multiple Hypothesis Testing - Heterogenous Effects by Workshop Topic (Table A-3)

	Outcomes 2012								Outcomes 2013				
	Attendance			Grades					Attendance		Grades		
	Att. rate May-Nov.	=1 if att. rate is >0.95	Art	Physical Educ.	Lang. and Lit.	Math	Science	GPA	=1 if above the median	Att. rate May-Nov.	=1 if att. rate is >0.95	GPA	=1 if above the median
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	
(1) At least one TICs course (Mean= 0.286)	-												
	0.006	0.005	0.075	0.014	0.022	0.109	0.047	0.046	0.031	0.006	-	-	-0.008
p-value	0.847	0.994	0.425	0.991	0.991	0.492	0.861	0.790	0.920	0.918	0.994	0.991	0.991
p-value full effect	0.925	0.925	0.021	0.512	0.656	0.286	0.584	0.380	0.440	0.467	0.925	0.812	0.812
(2) At least one science (including social sciences) course (Mean= 0.543)	0.006	0.027	0.052	0.026	0.068	0.017	0.020	0.024	0.050	0.006	0.007	0.012	-0.018
p-value	0.898	0.898	0.882	0.949	0.737	0.957	0.957	0.949	0.737	0.898	0.898	0.957	0.949
p-value full effect	0.475	0.629	0.040	0.114	0.667	0.660	0.869	0.518	0.527	0.428	0.629	0.869	0.869
(3) At least one personal care course (Mean= 0.425)	-												
	0.004	0.009	0.001	0.035	0.090	0.070	0.052	0.005	0.011	0.001	0.001	0.029	0.032
p-value	0.946	0.993	0.985	0.877	0.447	0.719	0.719	0.985	0.981	0.993	0.993	0.877	0.719
p-value full effect	0.413	0.720	0.796	0.118	0.619	0.496	0.471	0.803	0.803	0.459	0.720	0.879	0.796
(4) At least one sport course (Mean= 0.771)	0.000	-0.044	0.018	-0.042	0.087	0.034	-0.043	0.037	0.010	0.009	0.019	0.082	0.027
p-value	0.978	0.852	0.941	0.734	0.668	0.936	0.792	0.792	0.941	0.852	0.962	0.475	0.734
p-value full effect	0.343	0.897	0.734	0.505	0.990	0.802	0.990	0.969	0.926	0.343	0.897	0.990	0.990

Note: This table reproduces results in Annex Table A-3, but presents multiple hypothesis adjusted p-values. Columns [2] - [14] report the intent-to-treat (ITT) estimates of program assignment interacted with workshop topic dummies. Column [1] reports the first stage of program participation. The sample size varies according to the number of observations with missing values in the respective outcome and workshop topic. Note that children could attend different kind of workshops at each ASP. Workshop topic dummies are defined to indicate whether at least one workshop was offered in seven different areas at each school: sciences or more academic subjects; personal care; sports, arts, drama/dance/circus; arts; music. All regressions include school-strata fixed effects and control for age. Cluster standard errors at school level are shown in parentheses. *** p < 0.01, ** p < 0.05, * p < 0.1.