VII Main Figures and Tables

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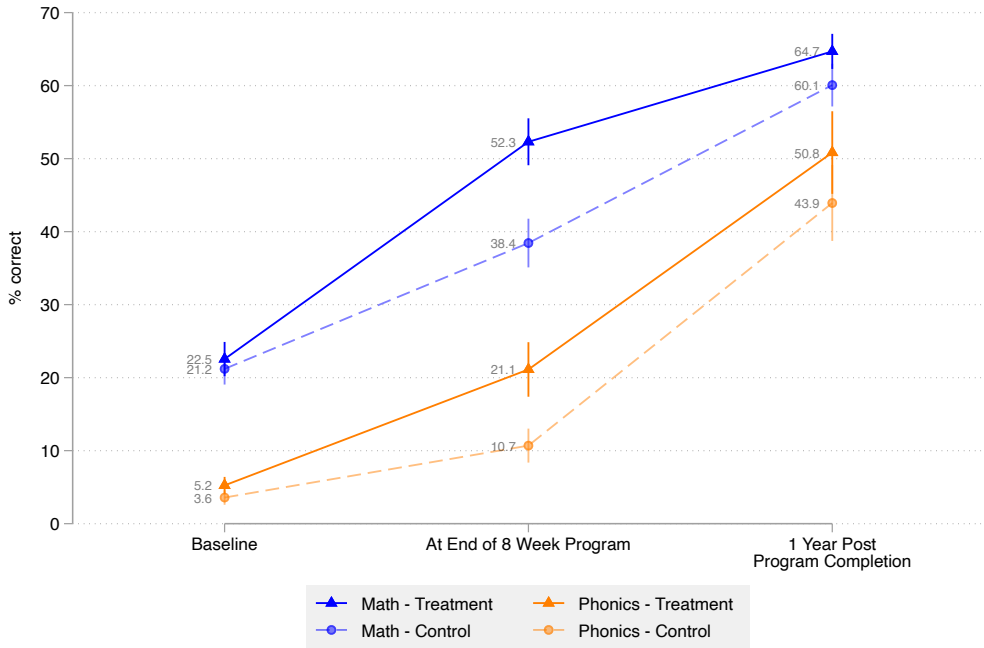
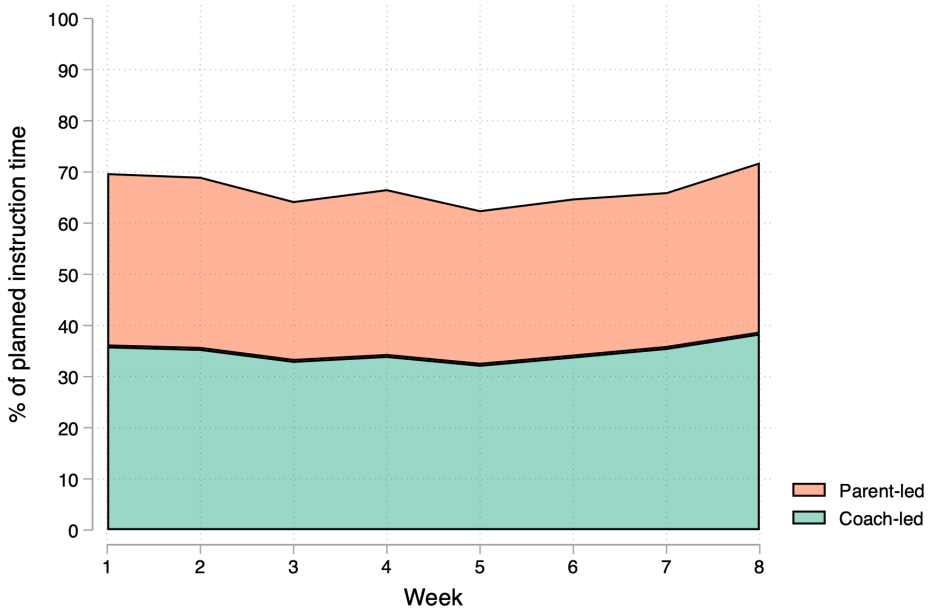
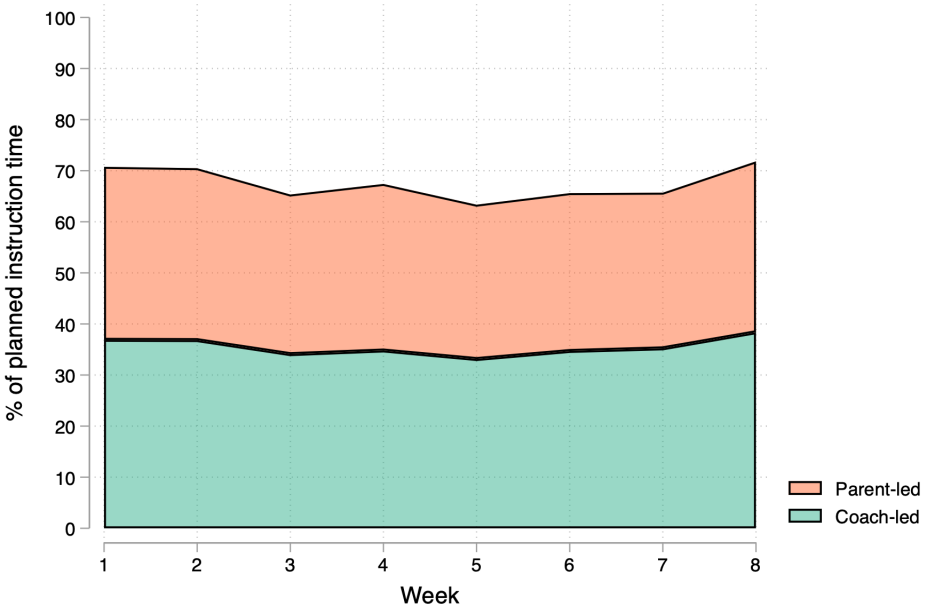


Figure 1: Learning over time

Note: This figure displays mean estimates of learning scores over time across treatment and control groups for Math and Phonics tests, along with 90% confidence intervals. Robust standard errors are clustered at the community level.



(a) Math



(b) Phonics

Figure 2: Parent and Coach Direct Educational Instruction

Note: This figure shows parent-led and coach-led session time as self-reported by the coach in weekly reports, in terms of % of total planned session time. In total there were eight 45-minute sessions of math and eight 45-minute sessions of phonics planned, with one session of each every week.

Table 1: Impact of Family Academy Program on Child Learning Outcomes

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	At Program Completion				1 Year Post Program Completion			
	Treatment	s.e/p-val	Control Mean/S.D	N	Treatment	s.e/p-val	Control Mean/S.D	N
Math (SD)	0.52***	(0.08)	0.00	987	0.15*	(0.08)	0.00	894
		[0.00]	{1.00}			[0.06]	{1.00}	
Math Components								
Add	0.20***	(0.03)	0.32	984	0.04	(0.04)	0.65	894
		[0.00]	{0.43}			[0.26]	{0.43}	
Shape	0.18***	(0.03)	0.54	985	0.05**	(0.02)	0.70	894
		[0.00]	{0.35}			[0.03]	{0.30}	
Count	0.19***	(0.03)	0.55	984	0.05*	(0.03)	0.77	894
		[0.00]	{0.42}			[0.08]	{0.35}	
Color	0.15***	(0.03)	0.57	986	0.03	(0.02)	0.79	894
		[0.00]	{0.40}			[0.24]	{0.31}	
Identify	0.20***	(0.03)	0.36	983	0.05*	(0.03)	0.69	894
		[0.00]	{0.41}			[0.06]	{0.39}	
Comparison	0.15***	(0.03)	0.47	983	0.03	(0.03)	0.57	894
		[0.00]	{0.43}			[0.42]	{0.34}	
Missing	0.16***	(0.03)	0.42	983	0.06**	(0.03)	0.66	894
		[0.00]	{0.43}			[0.03]	{0.40}	
Recite	0.14***	(0.04)	0.39	983	0.02	(0.02)	0.89	894
		[0.00]	{0.42}			[0.38]	{0.29}	
Phonics (SD)	0.51***	(0.10)	0.00	987	0.13	(0.09)	0.00	894
		[0.00]	{1.00}			[0.12]	{1.00}	
Phonics Components								
Identify	0.13***	(0.03)	0.17	983	0.03	(0.03)	0.52	894
		[0.00]	{0.32}			[0.32]	{0.41}	
Beginning Sound	0.14***	(0.03)	0.08	983	0.05	(0.04)	0.41	894
		[0.00]	{0.24}			[0.20]	{0.43}	
Point to sound	0.11***	(0.02)	0.08	983	0.08**	(0.04)	0.39	894
		[0.00]	{0.23}			[0.03]	{0.42}	
Recite	0.13***	(0.04)	0.29	984	–0.02	(0.04)	0.58	894
		[0.00]	{0.46}			[0.69]	{0.49}	

Note: * p < 0.1; ** p < 0.05; *** p < 0.01. This table reports the impact of the program on average scores in the math and phonics tests, expressed in standard deviations relative to the control group, along with their respective component subtasks. The subtasks for Math include simple addition (10 items), shape identification (8 items), counting (10 items), color identification (10 items), number identification (10 items), number comparison (10 items), missing number identification (10 questions) and number recitation (1 item). The subtasks for Phonics include letter identification (20 items), beginning sound identification (20 items), point to sound identification (20 items) and alphabet recitation (1 item). Robust standard errors are clustered at the community level and each specification controls for randomization strata fixed effects. Coefficients from an OLS regression are included in column (1) and (5), standard errors in parentheses in column (2) and (6) and p-values in brackets in column (2) and (6). Control means are included in column (3) and (7) and standard deviations for the control group are included in squiggly brackets in column (3) and (7).

Table 2: Learning Outcomes: Heterogeneity by Baseline Measures

	At Program Completion		1 Year Post Program Completion	
	(1) Math (SD)	(2) Phonics (SD)	(3) Math (SD)	(4) Phonics (SD)
Panel A: HTE by mother's education				
Treatment	0.516***	0.445***	0.192*	0.157
	(0.097)	(0.112)	(0.099)	(0.103)
	[0.000]	[0.000]	[0.054]	[0.130]
Senior High School or above	0.158	0.206*	0.221**	0.162*
	(0.111)	(0.105)	(0.108)	(0.092)
	[0.158]	[0.051]	[0.042]	[0.079]
Treatment × Senior High School or above	0.060	0.122	-0.104	0.034
	(0.157)	(0.178)	(0.136)	(0.130)
	[0.701]	[0.494]	[0.445]	[0.793]
Observations	782	782	729	729
Control Mean	0.00	0.00	0.00	0.00
Panel B: HTE by child gender				
Treatment	0.613***	0.571***	0.081	-0.025
	(0.100)	(0.129)	(0.097)	(0.100)
	[0.000]	[0.000]	[0.402]	[0.802]
Female	0.053	0.017	-0.032	-0.084
	(0.073)	(0.084)	(0.093)	(0.079)
	[0.472]	[0.840]	[0.731]	[0.294]
Treatment × Female	-0.167	-0.083	0.145	0.297***
	(0.116)	(0.147)	(0.118)	(0.110)
	[0.151]	[0.572]	[0.221]	[0.008]
Observations	978	978	885	885
Control Mean	0.00	0.00	0.00	0.00
Panel C: HTE by household income				
Treatment	0.524***	0.512***	0.134	0.147
	(0.114)	(0.136)	(0.114)	(0.118)
	[0.000]	[0.000]	[0.242]	[0.216]
Above Median Income	-0.045	0.063	0.097	0.031
	(0.100)	(0.106)	(0.101)	(0.104)
	[0.651]	[0.556]	[0.340]	[0.765]
Treatment × Above Median Income	0.097	0.015	0.002	0.006
	(0.142)	(0.178)	(0.140)	(0.154)
	[0.495]	[0.931]	[0.991]	[0.971]
Observations	763	763	712	712
Control Mean	0.00	0.00	0.00	0.00
Panel D: HTE by baseline enrollment in schooling				
Treatment	0.341**	0.276	0.264	0.296**
	(0.153)	(0.183)	(0.163)	(0.149)
	[0.027]	[0.132]	[0.108]	[0.049]
Enrolled in School at Baseline	0.328***	0.088	0.603***	0.537***
	(0.117)	(0.122)	(0.137)	(0.112)
	[0.006]	[0.473]	[0.000]	[0.000]
Treatment × Enrolled in School at Baseline	0.217	0.258	-0.125	-0.165
	(0.173)	(0.189)	(0.176)	(0.161)
	[0.212]	[0.174]	[0.479]	[0.308]
Observations	814	814	760	760
Control Mean	0.00	0.00	0.00	0.00

Note: * p < 0.1; ** p < 0.05; *** p < 0.01. This table presents the heterogeneous treatment effects of the program on math and phonics test scores, expressed in standard deviations relative to the control group, by various baseline measures. Panel (A) includes a dummy for mother's education ('Senior High School or above') and its interaction with treatment. Panel (B) includes a dummy for child gender (Female=1) and its interaction with treatment. Panel (C) includes a dummy for household income above the median and its interaction with treatment. Income refers to total household income in the previous month. Panel (D) includes a dummy for baseline enrollment of child in any form of schooling (including pre-school or kindergarten) and its interaction with treatment. Each specification controls for strata fixed effects and robust standard errors are clustered at the community level.

Table 3: Impact of Family Academy Program on Parent Outcomes

	(1)	(2)	(3)	(4)	(5)	(6)
	At Program Completion			1 Year Post Program Completion		
Measure	Treatment Difference	s.e/p-val	Control Mean/S.D	Treatment Difference	s.e/p-val	Control Mean/S.D
A. Parent estimate of child's..						
Math Level (SD)	0.18**	(0.07)	0.00	0.04	(0.08)	0.00
		[0.01]	{1.00}		[0.60]	{1.00}
Phonics Level (SD)	0.19**	(0.07)	0.00	0.06	(0.08)	0.00
		[0.01]	{1.00}		[0.45]	{1.00}
B. Parent overestimates child's knowledge of						
Numbers	–0.12***	(0.04)	0.63	–0.03	(0.04)	0.42
		[0.00]	{0.48}		[0.47]	{0.49}
Letters	–0.02	(0.04)	0.64	0.00	(0.04)	0.43
		[0.57]	{0.48}		[0.94]	{0.50}
C: Parent Involvement in..						
Educational Activity	–0.05	(0.05)	0.62	–0.01	(0.00)	1.00
		[0.27]	{0.49}		[0.14]	{0.00}
Schooling	0.02	(0.01)	0.92	0.00	(0.01)	0.95
		[0.22]	{0.15}		[0.91]	{0.13}
D: Parent-Child Interaction						
Parent Engagement Index	0.01	(0.01)	0.77	–0.01	(0.02)	0.78
		[0.44]	{0.15}		[0.41]	{0.16}
Positive Parenting Index	0.03**	(0.01)	0.38	–0.02	(0.02)	0.44
		[0.05]	{0.13}		[0.43]	{0.18}
E: Parent Time Use						
Labour hours of Mother	2.24	(8.07)	55.32	8.17	(6.14)	40.83
		[0.78]	{107.95}		[0.18]	{83.36}
Labour hours of Father	–4.20	(7.55)	138.83	–9.72	(6.91)	126.93
		[0.58]	{101.12}		[0.16]	{98.31}
Recreational activity with child	0.77***	0.29	2.95	–0.18	0.17	2.64
		[0.01]	(2.65)		[0.28]	(2.54)
Learning activity with the child	–0.04	(0.11)	1.06	–0.19**	(0.09)	1.67
		[0.72]	{1.34}		[0.05]	{1.25}
Time spent in care of other child	0.19	(0.12)	0.93	–0.05	(0.10)	1.00
		[0.11]	{1.75}		[0.62]	{1.37}

Note: * $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$. Panel (A) shows parent estimates of their child's level in identifying numbers (for Math) or letters (for Phonics), in standard deviations relative to the control group. Panel (B) shows a dummy variable coded as 1 if the parent's estimate of their child's ability to identify numbers and letters exceeds the child's actual level, and 0 if otherwise. Panel (C) shows indices for educational activity and schooling based on parent involvement in their child's education in general, and in school. Panel (D) shows indices constructed by lasso regularization from a comprehensive set of related measures (as detailed in Table A.4). Panel (E) shows total hours spent on income-generating activities over the last month, and hours per day dedicated to recreational and learning activities as well as childcare for non-program children. The sample size ranges from 983 to 987 for the learning measures and 827 to 863 for the parent survey measures at program completion, and from 894 for the learning measures to 863 to 892 for the parent survey measures at the 1-year follow-up. Robust standard errors are clustered at the community level and each specification controls for randomization strata fixed effects. Coefficients from an OLS regression are included in column (1) and (4), standard errors in parentheses in column (2) and (5) and p-values in brackets in column (2) and (5). Control means are included in column (3) and (6) and standard deviations for the control group are included in squiggly brackets in column (3) and (6).

Appendix

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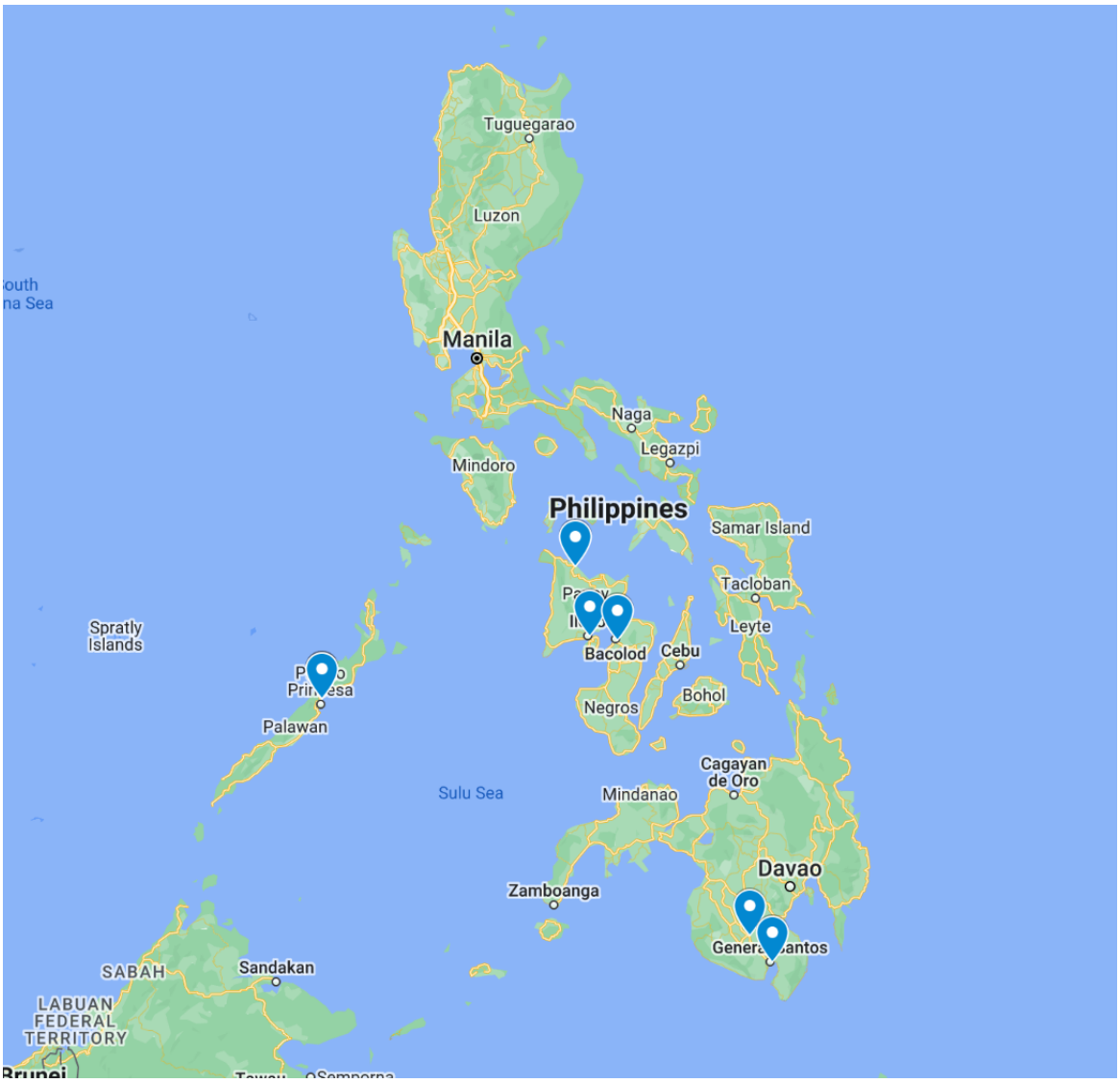

Figure A.1: Family Academy Study Sites

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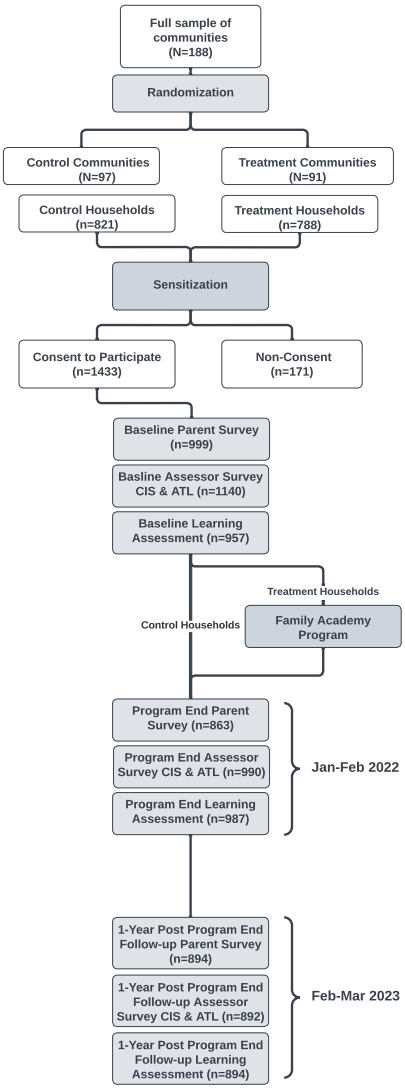
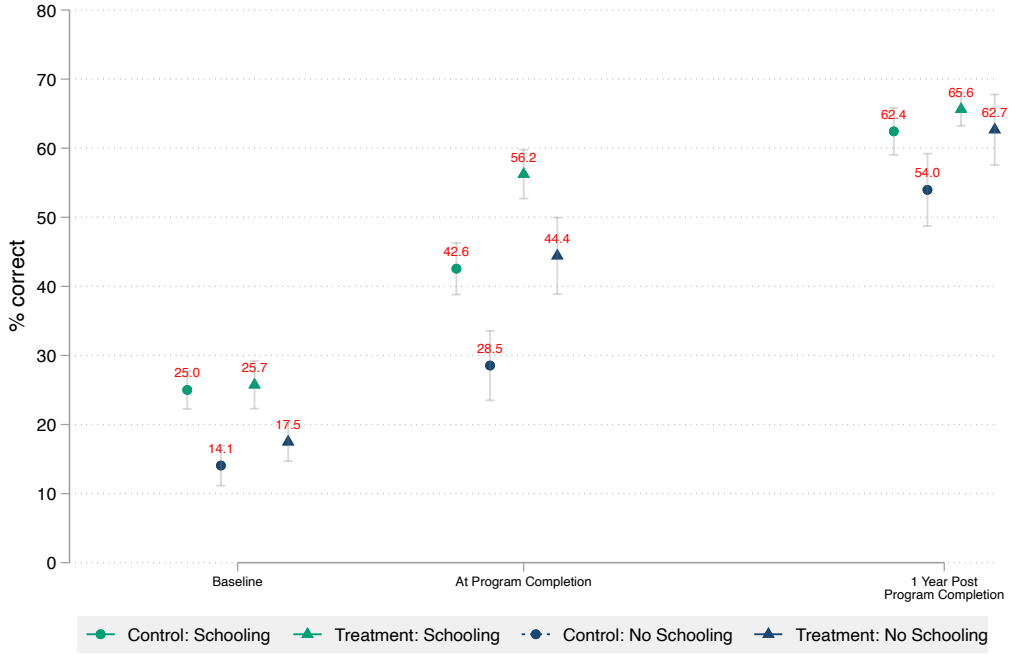
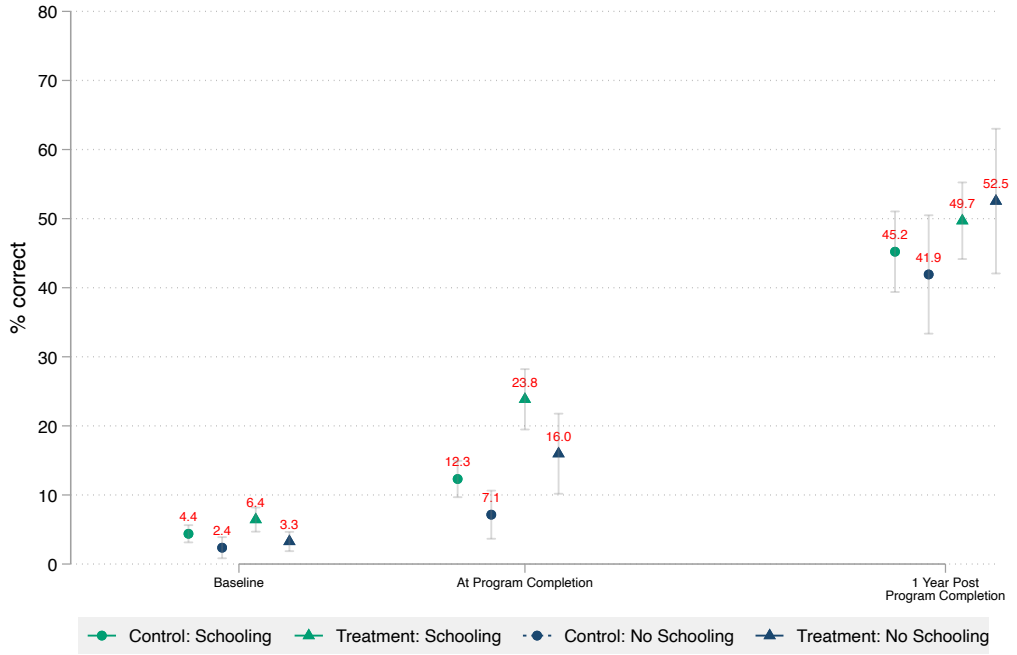


Figure A.2: Family Academy Sample

Note: This figure illustrates the sample sizes of participants in each survey type and wave. The evaluation included three main waves: baseline, after program completion, and a follow-up survey a year after. The evaluation had three main survey types: (1) Parent Survey (PS) (2) Assessor Survey (AS) and (3) Learning Assessment (LA). The PS assessed various characteristics of the parents, including demographic, educational, and income information, as well as parent beliefs on schooling and perceptions of the current learning level. The AS collected outcomes on parent-child interactions (CIS) and the child's approach towards learning (ATL), as observed during a typical learning session. The LA assessed learning outcomes and included a math and phonics test.



(a) Math



(b) Phonics

Figure A.3: Learning scores over time (by enrollment at baseline)

Note: This figure displays mean learning scores for (a) Math and (b) Phonics over time, along with 90% confidence intervals, separated by whether the students were enrolled in any form of schooling (including pre-school or kindergarten). Robust standard errors are clustered at the community level. The 'after program completion' learning assessment immediately followed the eight week learning program and the follow-up learning assessment took place 1 year following the endline.

Table A.1: Balance Table

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	Sample at Baseline				Sample at Program End			Sample 1-Year Follow-Up		
Measure	Full	Treat.	Control	p-val	Treat.	Control	p-val	Treat.	Control	p-val
A. Baseline learning										
Average Score	0.131	0.139	0.124	0.241	0.146	0.135	0.438	0.147	0.134	0.380
	(0.006)	(0.010)	(0.008)		(0.010)	(0.010)		(0.011)	(0.010)	
B. Employment of Mother										
Unemployed	3.448	4.545	2.326	0.312	4.545	3.008	0.552	4.895	3.175	0.533
	(1.105)	(1.667)	(1.423)		(1.821)	(1.829)		(1.972)	(1.929)	
Self employed	35.920	38.636	33.140	0.280	37.013	33.835	0.576	34.965	33.333	0.779
	(2.539)	(3.435)	(3.748)		(3.645)	(4.350)		(3.835)	(4.366)	
Wage worker	60.632	56.818	64.535	0.137	58.442	63.158	0.413	60.140	63.492	0.565
	(2.604)	(3.530)	(3.780)		(3.707)	(4.406)		(3.794)	(4.425)	
C. Employment of Father										
Unemployed	0.248	0.000	0.487	0.151	0.000	0.602	0.152	0.000	0.635	0.151
	(0.174)	(0.000)	(0.338)		(0.000)	(0.419)		(0.000)	(0.441)	
Self employed	19.455	18.182	20.681	0.482	18.885	21.988	0.436	18.121	22.222	0.318
	(1.780)	(2.459)	(2.569)		(2.767)	(2.859)		(2.866)	(2.933)	
Wage worker	80.297	81.818	78.832	0.399	81.115	77.410	0.351	81.879	77.143	0.247
	(1.773)	(2.459)	(2.546)		(2.767)	(2.844)		(2.866)	(2.915)	
D. Mother's Education										
Primary school or below	25.026	22.314	27.766	0.145	21.465	26.425	0.220	20.219	27.273	0.086*
	(1.876)	(2.694)	(2.580)		(2.810)	(2.906)		(2.766)	(3.011)	
High school	55.659	56.405	54.906	0.654	56.061	55.699	0.921	56.831	54.545	0.547
	(1.668)	(2.342)	(2.389)		(2.514)	(2.650)		(2.625)	(2.742)	
College or Vocational	19.315	21.281	17.328	0.176	22.475	17.876	0.135	22.951	18.182	0.121
	(1.469)	(2.381)	(1.679)		(2.474)	(1.822)		(2.487)	(1.789)	

Note: * $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$. Robust standard errors clustered at the community level. This table reports balance on baseline measures for the sample under study at each survey wave. Column (1) reports mean estimates of the entire sample at baseline. No education or primary includes parents with no formal education and parents with only pre-school or primary school education. High school includes any level of high school education. College or vocational includes either partial or complete completion of college or vocational training.

Table A.2: Attrition

	Baseline	At Program Completion			1-year Follow-up		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Participated in Study	Learning Assessment	Parent Survey	Assessor Survey	Learning Assessment	Parent Survey	Assessor Survey
Treatment	-0.002	0.002	0.010	0.017	0.015	0.015	0.013
	(0.026)	(0.034)	(0.033)	(0.034)	(0.035)	(0.035)	(0.035)
	[0.939]	[0.964]	[0.769]	[0.613]	[0.658]	[0.658]	[0.712]
Observations	1609	1609	1609	1609	1609	1609	1609
Control Mean	0.89	0.61	0.53	0.62	0.55	0.55	0.55

Note: * p < 0.1; ** p < 0.05; *** p < 0.01. Standard errors in parentheses; p-values in square brackets. Treatment is a dummy variable indicating random assignment into the program. Robust standard errors are clustered at the community level. Column (1) shows parent consent to participate in the program. Columns (2) to (4) and (5) to (7) represent participation in learning assessments and surveys at the endline and follow-up, respectively.

Table A.3: Total household caregivers' time spent with child by socioeconomic status

	Learning activities (mins. per day)	
	(1) Mean	(2) SD
Panel A: Mother's Education		
Primary School or below	99.68	79.61
High School	105.82	91.15
College or Vocational	122.83	137.15
Panel B: Father's Education		
Primary School or below	102.29	81.52
High School	101.10	85.01
College or Vocational	140.95	164.32
Panel C: Income		
Less than 3000	101.89	77.70
3000-6000	110.89	116.17
6000-9000	116.22	110.98
More than 9000	101.85	93.39
Panel D: Mother's Employment		
Self employed	119.24	145.40
Wage worker	122.74	99.75
Panel E: Father's Employment		
Self employed	113.09	88.23
Wage worker	104.45	100.97

Note: The table shows descriptive statistics of time spent in learning activities with child stratified by various socio-economic indicators. Time spent in learning with child refers to the time that caretaker(s) spend on a typical day engaging in learning activities with the child, as reported in the program end parent survey, and is measured in minutes per day. This time includes all caregivers in the household and is not calculated per parent or caregiver.

Table A.4: Measures of Parent Child-Interaction and Selected Indices

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	At Program Completion				1 Year Post Program Completion			
	Treatment	s.e/p-val	Control Mean/S.D	N	Treatment	s.e/p-val	Control Mean/S.D	N
⊕ Selected by LASSO regularization								
Positive Parenting Index	0.03**	(0.01)	0.38	989	–0.02	(0.02)	0.44	892
		[0.05]	{0.13}			[0.43]	{0.18}	
⊕Exercises too much control	0.15*	(0.09)	1.63	1007	–0.05	(0.11)	1.86	892
		[0.07]	{0.80}			[0.66]	{0.98}	
Expects children to self-control	0.23*	(0.13)	2.60	994	0.01	(0.09)	3.02	892
		[0.08]	{1.00}			[0.89]	{0.89}	
Fails to supervise	–0.01	(0.09)	1.57	996	–0.18*	(0.10)	1.74	892
		[0.95]	{0.85}			[0.06]	{0.92}	
Finds fault easily	0.20**	(0.09)	1.67	1000	0.00	(0.12)	1.86	892
		[0.04]	{0.97}			[0.99]	{0.91}	
High value on obedience	0.05	(0.08)	3.14	1010	–0.08	(0.08)	3.22	892
		[0.50]	{0.82}			[0.28]	{0.78}	
⊕Low interaction with child	0.08	(0.13)	1.87	1003	–0.30**	(0.13)	2.11	892
		[0.56]	{1.10}			[0.02]	{1.08}	
⊕Prohibits children	0.23***	(0.09)	1.59	996	0.04	(0.12)	1.84	892
		[0.01]	{0.77}			[0.73]	{0.94}	
Punishes without explanation	–0.03	(0.09)	1.51	1001	–0.05	(0.09)	1.48	892
		[0.75]	{0.86}			[0.62]	{0.78}	
⊕Reprimands Strongly	0.05	(0.10)	1.63	1004	–0.11	(0.10)	1.70	892
		[0.63]	{0.95}			[0.29]	{0.93}	
Seems critical of children	0.06	(0.08)	1.57	1010	–0.07	(0.11)	1.79	892
		[0.44]	{0.85}			[0.50]	{0.93}	
⊕Seems distant	0.16*	(0.09)	1.45	1009	–0.16	(0.11)	1.87	892
		[0.07]	{0.78}			[0.15]	{0.98}	
⊕Speaks with irritation	0.11	(0.07)	1.40	1007	–0.04	(0.09)	1.51	892
		[0.14]	{0.72}			[0.64]	{0.77}	
⊕Threatens children	0.00	(0.09)	1.65	1005	–0.06	(0.10)	1.70	892
		[0.98]	{0.92}			[0.57]	{0.87}	
Uninterested	0.05	(0.09)	1.54	996	–0.02	(0.12)	1.79	892
		[0.53]	{0.84}			[0.89]	{0.92}	
⊕Unnecessarily harsh	0.11	(0.08)	1.28	992	–0.13	(0.10)	1.66	892
		[0.16]	{0.61}			[0.19]	{0.91}	
Parent Engagment Index	0.01	(0.01)	0.77	990	–0.01	(0.02)	0.78	892
		[0.44]	{0.15}			[0.41]	{0.16}	
⊕Encourages children to try new things	0.01	(0.08)	3.22	1006	–0.06	(0.08)	3.22	892
		[0.89]	{0.90}			[0.42]	{0.84}	
⊕Enthusiastic about Children	0.01	(0.09)	3.10	1004	–0.02	(0.07)	3.22	892
		[0.90]	{0.91}			[0.76]	{0.85}	
Good communication with child	0.03	(0.12)	3.08	1001	0.00	(0.07)	3.22	892
		[0.81]	{0.99}			[0.98]	{0.86}	
⊕Individual Attention	0.12	(0.09)	3.05	1002	–0.13	(0.08)	3.22	892
		[0.19]	{0.96}			[0.11]	{0.82}	
⊕Listens attentively	0.05	(0.07)	3.33	1010	–0.05	(0.07)	3.28	892
		[0.49]	{0.78}			[0.44]	{0.74}	
⊕Explains rules when misbehaving	0.01	(0.10)	2.96	1006	–0.05	(0.10)	2.93	892
		[0.92]	{0.85}			[0.60]	{0.95}	
⊕Seems to enjoy the children	–0.04	(0.06)	3.27	1007	–0.05	(0.07)	3.26	892
		[0.53]	{0.71}			[0.48]	{0.80}	
⊕Sits at level	0.16*	(0.09)	2.80	994	0.01	(0.09)	2.87	892
		[0.10]	{0.95}			[0.88]	{0.97}	

Note: * p < 0.1; ** p < 0.05; *** p < 0.01. Robust standard errors are clustered at the community level. Randomization strata fixed effects included. Positive Parenting Index and Parent Engagement Index are constructed by averaging LASSO selected measures from a bucket of measures relating to positive parenting behaviors and parent engagement with child behaviors respectively. The indices are used in Table 3 to identify impacts on educational investments and parent-child relationship. Coefficients from an OLS regression are reported in columns (1) and (5). Standard errors in parentheses in columns (2) and (6) and p-values in brackets in columns (2) and (6). Control means are included in columns (3) and (7) and standard deviations for the control group are reported in squiggly brackets in columns (3) and (7).

Table A.5: Impact on school enrollment

	School Enrollment at		
	(1) Baseline	(2) At Program Completion	(3) 1-year Follow-Up
Treatment	0.002	0.045	-0.009
	(0.035)	(0.034)	(0.019)
	[0.943]	[0.194]	[0.621]
Observations	999	863	894
Control Mean	0.81	0.81	0.96

Note: * p < 0.1; ** p < 0.05; *** p < 0.01. Standard errors in parentheses; p-values in square brackets. Robust standard errors are clustered at the community level. Randomization strata fixed effects included. This table reports the impact of the treatment on parent reported school enrollment (including pre-school or kindergarten) of the child at various survey waves.

Table A.6: Heterogeneity by Assessor Change on Learning Outcomes at the 1-Year Follow-up

	(1) Math (SD)	(2) Phonics (SD)
Treatment	0.231	0.374*
	(0.199)	(0.199)
	[0.246]	[0.062]
New assessor	0.173	0.044
	(0.154)	(0.133)
	[0.264]	[0.742]
Treatment x New assessor	-0.102	-0.274
	(0.223)	(0.229)
	[0.649]	[0.233]
Observations	894	894
Control Mean	0.00	0.00

Note: * p< 0.1; ** p < 0.05; *** p < 0.01. This table reports heterogeneous treatment effects on Math and Phonics test scores, expressed in terms of standard deviations relative to control, based on whether the assessor conducting the learning assessment at the 1-year follow-up survey differs from the assessor who conducted the learning assessment at program completion. In some cases, multiple assessors were reported as assigned to one child, in that case, the first assessor is selected. Both regressions include a dummy variable that takes the value 1 if the assessor who measured learning outcomes changed since the last survey, and the interaction of the treatment with this dummy variable. Standard errors are in parentheses, and p-values are in square brackets. Robust standard errors are clustered at the community level and each specification controls for strata fixed effects.

Supplementary Material

A. Family Academy Learning Assessment

Appendix

Assessment Materials

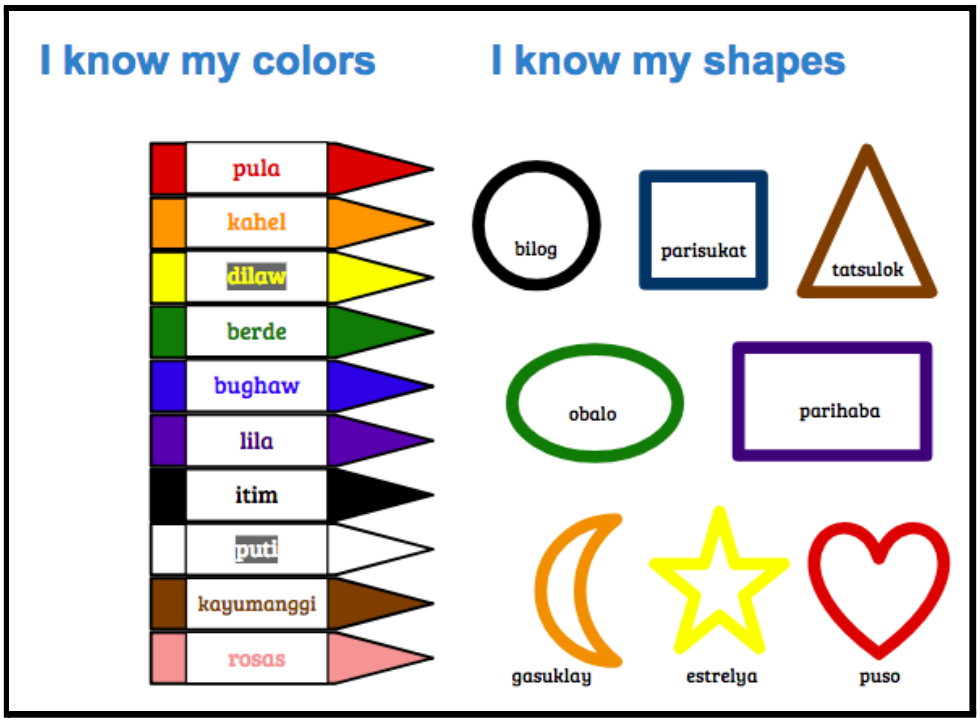
Remember:

- Do not give any hint whether child gets the answer right or wrong; keep calm and follow the instructions until **child completes the activity**, or until **child refuses to participate.**
- Do not give the correct answer.

Math

Colors: (10 points) Use the Color Poster. Ask “What color is this?”

Shapes: (8 points) Use the Shape Poster. Ask “What shape is this?



Rote Counting (10 points) - **"LET'S COUNT"**

Ask child to count to ten.

- If child counts to less than ten, **write last number** the child counted to correctly on score sheet.
- If child counted to ten, write **10** on score sheet
- If child counted beyond ten, write **10+** on score sheet

Object Counting (10 points) - **HOW MANY?**

- **USE RED CARDS** - Show the **pictures**, not the number.
- Mix up the order of the cards. (Do not show the cards in order).
- Pick one card and say (example - no. 2):
  "These are cows. Can you count them?"
  When they finish counting ask: **"How many cows?"**
  Go through all 10 cards to complete the activity or until child refuses to participate.
- Write down the total correct answers on the score sheet.

1 **horse**	**2** **cows**	**3** **pigs**	**4** **sheep**	**5** **dogs**
6 **cats**	**7** **ducks**	**8** **rabbits**	**9** **chicken**	**10** **mice**

Number Identification (10 points) **- "WHAT NUMBER IS THIS?"**

NO NEED FOR CARDS

Show this page to the child. Point to each numeral and say, **"What number is this?"**
Go through each item complete the activity or until child refuses to participate.
Write the answer on the score sheet.

2	5	4	1	3
6	10	8	7	9

Number Comparison (10 points)

ARE THEY THE SAME? WHICH IS MORE? LESS?

For each pair, say each statement and question in each box. Tell the child, **"You can use your fingers." For example, for 2 _ 9. "Show me 2 fingers."** Then, say, **"Now, show me 9 fingers."** Do not help them count. Just give the instructions to use their fingers. Then proceed with the questions (for 2__9, they are, **"Are they the same?"** and **"Which is less?"**)
Go through each question to complete activity or until child refuses to answer. Write total score on score sheet.

2_9	10_4	5_5	1_8	8_6
• These are 2 and 9. • Are they the same? (1 pt) • Which is less? (1 pt)	• These are 10 and 4. • Are they the same? (1 pt) • Which is more? (1 pt)	• These are 5 and 5. • Are they the same? (2 pts)	• These are 1 and 8. • Are they the same? (1 pt) • Which is more? (1 pt)	• These are 8 and 6. • Are they the same? (1 pt) • Which is less? (1 pt)

Missing Number (10 points) – **WHAT IS MISSING? WHAT COMES AFTER…**

Read each question. Tap on the line where number is missing. Go through each item to complete activity ot until child refuses to answer.

Example **Let's count** (point and say) **4, 5, 6, __** (tap on the line after 6) **what comes after 6?**

Let's count: **1, 2, 3, _** What comes **after** 3?	Let's count: **3, 4, _, 6** What is **missing**?
Let's count: **2, 3, 4, _** What comes **after** 4?	Let's count: **5, 6, 7, _** What comes **after** 7?
Let's count: **_, 7, 8, 9** What is **missing**?	Let's count: **3, _, 5, 6** What comes **before** 5?
Let's count: **4, _, 6, 7** What is **missing**?	Let's count: **7, 8, 9, _** What comes **after** 9?
Let's count: **1, _, 3, 4** What comes **before** 3?	Let's count: **6, _, 8, 9** What is **missing**?

Simple Addition (10 points) - "___ **PLUS** ____ **EQUALS"**
Ask each question.
Example:

- **4 plus 3 equals…**
- If a child does not give any answer, do not help him or her. Move to the next item to finish activity or until child stops participating.

2+1 =	3+2 =
4+3 =	5+4 =
5+3 =	6+2 =
9+1 =	6+3 =
7+2 =	8+2 =

Phonics

ABAKADA (10 points)
Rote singing/recitation of alphabet
Have the child sing or recite the alphabet. Give the child freedom to sing in English or Filipino.

Score as follows:

Mastered - 10 points - child recites or sings the alphabet clearly, without help (no hints or prompts from coach, mom, or friends), without starting over, and without pausing.

Achieved - 8 points - child completes the alphabet with very little help (e.g. child stops, and when you say the next letter continues until the end), or had started over before completing the song/recitation.

Developing - 6 points - child recites the alphabet with much more help (e.g. you needed to assist more than once, but mixes up the order of letters or skips letters) but recites until the end, “t,u,w,y”/ ”w,x,y,z”

Emerging - 4 points - child recites the alphabet but (1) completes it only after much assistance, or (2) does not complete singing or reciting.

Not Developed - 0 point **-** child did not recite alphabet at all

WHAT LETTER IS THIS? (Name the letter) (20 points)

Point and say: What letter is this/what is the name of this letter (e.g. “ma”...”a”, “ta”, “sa”...etc) **Give one point for every correct answer.**

Suggestion: Go through the entire alphabet, and subtract the number of mistakes.

Stop the assessment only if the child looks tired or uncomfortable because he/she does not know the answer or is distracted in any way.

Point to each letter following the order below:

m, a, t, s, i / n, g, u, h, p / l, o, k, e, d / r, b, w, y, ng

Aa Bb Kk Dd

Ee Gg Hh Ii

Ll Mm Nn NGng

Oo Pp Rr Ss

Tt Uu Ww Yy

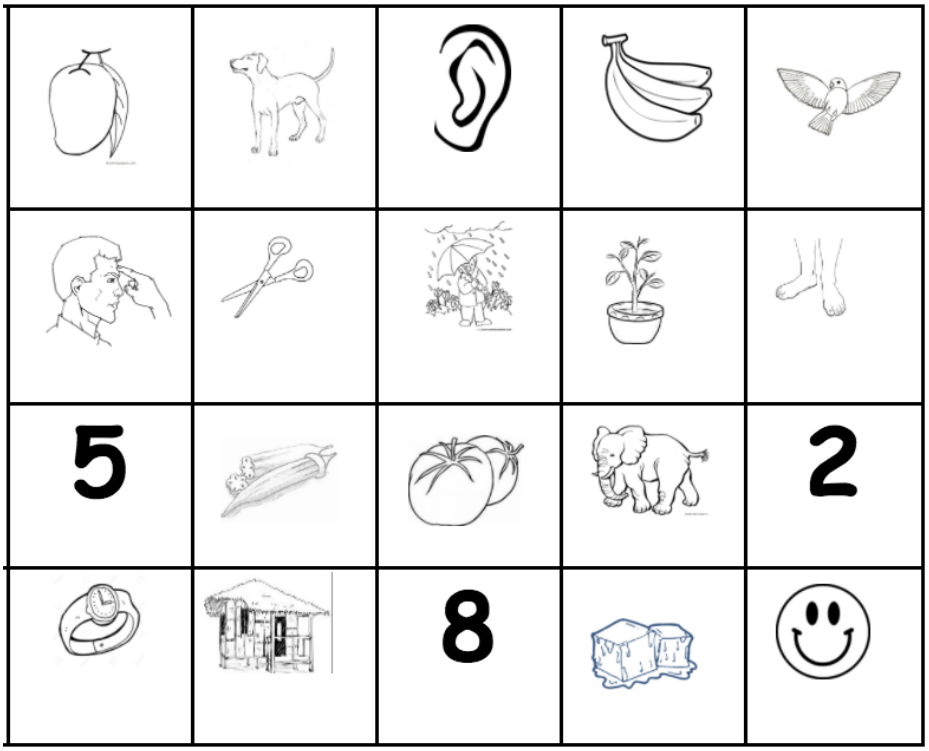
Beginning Sound (20 points) **"What is the beginning sound of…"**

Practice before you begin: Give three examples before you begin. Example:

- Point to a body part. Ex: This is my nose. Nose begins with the sound /n/.
- Look for a familiar object. Ex: This is a cup. Cup begins with the sound /c/.
- Give the child a turn. Pick any object. Ex: "This is a table." Table begins with what sound? /t/ If the child is wrong, give correct answer and ask the child to repeat the sound /t/. Proceed with the assessment.

Assessment:

- Point to picture. **"This is a mango. Mango begins with what sound?"**
- Give 1 point for each correct answer. Proceed from left to right, top to bottom.
- When the child makes a mistake, just go on; do not give the correct answer.
- Go through each item to complete the activity or until child refuses to participate.



Point to the sound.. (20 points)

- Show this page to the child.
- Say, “Point to the sound…” following this order: /m/,/a/,/t/,/s/,/i/, /n/,/g/,/u/,/h,/p/, /l/,/o/,/k/,/e/,/d/, /r/,/b/,/w/,/y/,/ng/
- Give the child one point for each correct answer.
- Go through all letters to complete the activity or until child refuses to participate.

a	b	k	d	e
g	h	i	l	m
n	ng	o	p	r
s	t	u	w	y