

ONLINE APPENDIX for

**Channeling Remittances to Education: A Field Experiment Among Migrants
from El Salvador**

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Online Appendix A: Project Marketing Materials

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Note: Source for all photos in the marketing materials is FEPADE.

Promoviendo la Educación en El Salvador

Estudio de los Hermanos Lejanos para el Desarrollo de El Salvador (EHLD Salvador)

LA SITUACION

El Salvador está enfrentando un desafío en los niveles educativos superiores. A pesar de que 9 de cada 10 niños en edad escolar están matriculados en el nivel básico, **solamente 3 de cada 10 jóvenes llegan a matricularse en bachillerato.** Los jóvenes Salvadoreños necesitan apoyo para continuar sus estudios en estos niveles educativos superiores y poder desarrollar las habilidades y obtener los conocimientos que necesitan para salir adelante.



COMO LAS REMESAS PUEDEN AYUDAR

Sus remesas pueden hacer mucho para mejorar esta situación. Una manera efectiva de apoyar a un estudiante es la siguiente:

Cada año, destine una suma de dinero cuyo propósito es apoyar con la educación de un estudiante específico en El Salvador. De esta manera usted puede estar seguro que el estudiante tendrá soporte económico para todo el año escolar. Los montos de dinero típicamente destinados están entre \$300-\$500 anuales para estudiantes en el nivel bachillerato, y \$600-\$800 anuales para estudiantes en el nivel técnico superior.

En lugar de enviar el dinero al padre o tutor del estudiante, **puede ser más eficaz permitirles a los estudiantes recibir y gastar el dinero que va destinado para su educación.** De esta manera, puede estar seguro de que el dinero será utilizado para apoyar su educación y no en otros gastos del hogar. ¡Esto también enseña al estudiante a ser responsable y puede ser fuente de motivación para que les vaya mejor en la escuela! Para mandar el dinero directamente al estudiante, una cuenta bancaria puede ser abierta a nombre del estudiante.

Usted puede enviar el dinero en 10 cantidades iguales durante el transcurso del año escolar con el fin de que el estudiante utilice el dinero responsablemente y no envíe todo el dinero a la vez. Otra manera importante como usted puede ayudar a su familiar a que tenga éxito es **pedirle que le envíe sus calificaciones al final de cada ciclo académico.** ¡Su supervisión también puede servir como motivación para que el estudiante se esfuerce más y le vaya mejor en sus estudios!



¿Preguntas? ¡Contáctenos!
202-695-EHLD (202-695-3453)
info@ehld.org

¿Quienes Somos?

EduRemesas

EduRemesas es un iniciativa de:

FEPADE

La Fundación Empresarial para el Desarrollo Educativo (FEPADE) es una organización salvadoreña sin fines de lucro dedicada al desarrollo integral de la educación y capacitación de los salvadoreños. Desde sus inicios FEPADE se propuso capacitar efectivamente a la mayor cantidad de personas, con el fin de ayudarles a obtener empleos y así mejorar su nivel de vida.



Contáctenos!

**Por favor incluya su ID único en
todas las comunicaciones*

FEPADE

eduremesas@fepade.org.sv
011+ (503) 2212-1609

IPA

info@ehld.org
+01-202-695-EHLD
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IPA

Innovaciones para la Acción contra la Pobreza (IPA) es una organización sin fines de lucro. Con experiencia trabajando en más de 40 países, IPA se dedica a desarrollar y promover programas que realmente ayudan al desarrollo de los países. IPA trabaja con una variedad de organizaciones, incluyendo otras organizaciones sin fines de lucro, universidades, gobiernos, y empresas privadas.



Hermanos Lejanos

Ayoyando **EL SALVADOR**

En colaboración con FEPADE, el Banco-Interamericano de Desarrollo, e Innovaciones para la Acción contra la Pobreza

EduRemesas

Detalles y Preguntas Frecuentes

¿Qué es EduRemesas?

EduRemesas es un servicio de FEPADE que **les permite a los migrantes salvadoreños patrocinar a un estudiante en El Salvador.**

¿A quién puedo patrocinar?

El alumno puede ser cualquier persona que usted conozca, **siempre y cuando el estudiante se encuentre en el nivel de bachillerato o técnico superior durante el año escolar 2012.**

¿Cuáles son las ventajas de EduRemesas?

- ¡Usted puede dirigir su dinero directamente a un estudiante en vez de mandarlo a otras personas, como su tutor u otro adulto!
- ¡El estudiante tendrá dinero para pagar sus gastos educativos a la vez que aprenderá a manejar sus fondos educativos y a ser responsable!
- ¡Usted hace un solo envío de dinero al inicio del año escolar y el estudiante recibirá una cuota cada mes, durante de los 10 meses que dura el año escolar !

¿De cuánto es EduRemesas?

Normalmente, el 15% de cada EduRemesa sería utilizado para cubrir los costos administrativos de FEPADE. Sin embargo, por un tiempo limitado y únicamente para participantes del EHLD Salvador, EHLD Salvador subsidiará todos los costos de las EduRemesas. ¡Esto significa que Usted sólo necesita pagar la tarifa del envío de la remesa a FEPADE!

El monto que usted puede enviar para apoyar al estudiante dependerá del nivel de estudio del estudiante. Hay dos montos para cada nivel de estudio y usted puede elegir enviar uno de los dos:

• Bachillerato

USD 300 anual (\$30 cada mes por 10 meses)
USD 500 anual (\$50 cada mes por 10 meses)

• Técnico superior

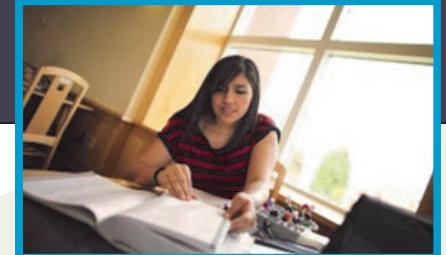
USD 600 anual (\$60 cada mes por 10 meses)
USD 800 anual (\$80 cada mes por 10 meses)

¿Cómo funciona?

- Usted envía a FEPADE una remesa a través de cualquier agente de Viamericas antes del inicio del año escolar 2012. Usted incluirá con esta remesa:
 - **Su EHLD ID único**
 - **Nombre, dirección y número de teléfono del estudiante al que quiere patrocinar.**
- Después de recibir esta remesa, FEPADE se comunicará con el estudiante para que **el estudiante mande a FEPADE copias de sus documentos de identificación** (DUI y NIT si tiene 18 años o más, o carnet de minoridad si es menor de 18).
- FEPADE encargará de abrir una cuenta bancaria al nombre del estudiante para que pueda acceder al dinero que usted le manda y reunirá con el estudiante para entregarle su tarjeta de débito. **FEPADE no puede abrir esta cuenta si no tiene copias de sus documentos de identidad.**
- FEPADE depositará el dinero enviado por usted mensualmente en la cuenta bancaria del estudiante en cantidades iguales durante cada uno de los 10 meses del año escolar 2012.
- ¡Cada mes el estudiante retirará el dinero depositado por FEPADE con su tarjeta de débito y con ella pagará los costos relacionados a su educación!

¿Puedo patrocinar a más de un estudiante?

Cada estudiante solamente puede beneficiarse de **una EduRemesa para el año escolar 2012.** Sin embargo, no hay un límite al número de EduRemesas que usted puede mandar.



¡Quiero mandar una EduRemesa!

¿Qué hago para registrarme?

Llenar la Aplicación Inicial ahora, inclusive si es que no está seguro de que quiere participar. FEPADE necesitará la información para procesar su aplicación, **pero no se le obligará a participar!**

Si usted no terminó la aplicación durante de su entrevista inicial, llame a IPA para poder terminarla. ¡También, llame a IPA con cualquier pregunta que tenga!

Hablar con el estudiante y su familia en El Salvador para contarles de esta oportunidad.

Mandar una remesa a FEPADE a través de Viamericas con el monto que usted ha elegido.

***Llame 1-800-401-7626 para encontrar un Viamericas cerca a usted.**

Notificarle al estudiante en El Salvador que será contactado por FEPADE y que deberá de tener los números (y copias) de sus documentos de identificación listos para entregar a FEPADE. Esto incluye copias de:

- **Carnet de minoridad** para estudiantes menores de 18 años
- **DUI y NIT para** estudiantes de 18 años o más.

✓ ¡Listo! ¡FEPADE coordinará la reunión con el estudiante, abrirá una cuenta para el estudiante, y realizará los desembolsos al estudiante!

¡EDUREMESAS PROMOCION ESPECIAL!

¡NO SE TE COBRARÁ EL 15% DE LOS GASTOS ADMINISTRATIVOS!

VALIDA SOLAMENTE POR EDUREMESAS PARA EL AÑO ESCOLAR 2012



SU EHLD ID
200109

¡PARA ASEGURAR TU DESCUENTO, INCLUYE TU EHLD ID EN LA REMESA QUE ENVIES POR VIAMERICAS! Este cupón expira 31/3/2012

¡EDUREMESAS PROMOCION ESPECIAL!

¡NO SE TE COBRARÁ EL 15% DE LOS GASTOS ADMINISTRATIVOS

y

POR CADA \$1 QUE ENVIES A FEPADE, EHLD Salvador ENVIARÁ \$1 ADICIONAL!

VALIDA SOLAMENTE POR EDUREMESAS PARA EL AÑO ESCOLAR 2012



Si usted envía...	EHLD Salvador enviará..	y su estudiante recibirá una EduRemesa de...
\$150	\$150	\$300
\$250	\$250	\$500
\$300	\$300	\$600
\$400	\$400	\$800

SU EHLD ID

200108

¡PARA ASEGURAR TU DESCUENTO, INCLUYE TU EHLD ID EN LA REMESA QUE ENVIES POR VIAMERICAS! Este cupón expira 31/3/2012

¡EDUREMESAS PROMOCION ESPECIAL!

¡NO SE TE COBRARÁ EL 15% DE LOS GASTOS ADMINISTRATIVOS

y

POR CADA \$1 QUE ENVIES A FEPADE, EHLD Salvador ENVIARÁ \$3 ADICIONALES!

VALIDA SOLAMENTE POR EDUREMESAS PARA EL AÑO ESCOLAR 2012



Si usted envía...	EHLD Salvador enviará..	y su estudiante recibirá una EduRemesa de...
\$75	\$225	\$300
\$125	\$375	\$500
\$150	\$450	\$600
\$200	\$600	\$800

SU EHLD ID
200110

¡PARA ASEGURAR TU DESCUENTO, INCLUYE TU EHLD ID EN LA REMESA QUE ENVIES POR VIAMERICAS! Este cupón expira 31/3/2012

Online Appendix B: Variable definitions

Data used in this paper came from three surveys. Baseline surveys were conducted with migrants between early November 2011 and early February 2012. Follow-up surveys were conducted by phone with migrants and the target household in El Salvador (both the target student and a responsible adult) from mid July 2012 to late October 2012. A second follow-up was conducted approximately one year after the first in October and November 2013. We also use administrative data from the EduRemesa project. Because El Salvador uses the US dollar as its official currency, all monetary figures are in US dollars. Following are descriptions of all variables used for baseline summary statistics and dependent variables in regressions.

Variables from baseline survey

Migrant is female is equal to one if migrant is female and zero if migrant is male.

Migrant age is migrant's age in years, calculated from reported date of birth.

Migrant is married is equal to one if migrant reports being married or cohabiting and zero otherwise. It is derived from asking for the migrant's civil status.

Migrant household size in the US is the total number of persons (including the migrant) living in the migrant's home in the United States.

Migrant annual remittances to target household is the total amount sent by the migrant to the target household in the 12 months preceding the survey. This equals the frequency of regular remittance transactions over the past 12 months multiplied by the average amount per regular remittance transaction, plus the total amounts reported to have been sent for special occasions in various categories.

Migrant annual remittances to other households is the total amount sent by the migrant to households that are not the target household in the 12 months preceding the survey. This equals the frequency of regular remittance transactions over the past 12 months multiplied by the average amount per regular remittance transaction for each household, plus the total amounts reported to have been sent for special occasions in various categories.

Target student is female is equal to one if the migrant reports the target student is female and zero if migrant reports the target student is male.

Target student age is the migrant's report of the target student's age.

Target student is migrant's child is equal to one if the migrant reports the target student is his/her child and zero if a different relationship is reported. It is derived from a question that asks the migrant to describe his/her relationship with the target student.

Target student is migrant's sibling is equal to one if the migrant reports the target student is his/her sibling and zero if a different relationship is reported. It is derived from a question that asks the migrant to describe his/her relationship with the target student.

Target student is migrant's niece/nephew is equal to one if the migrant reports the target student is his/her niece/nephew and zero if a different relationship is reported. It is derived from a question that asks the migrant to describe his/her relationship with the target student.

Target student is migrant's cousin is equal to one if the migrant reports the target student is his/her cousin and zero if a different relationship is reported. It is derived from a question that asks the migrant to describe his/her relationship with the target student.

Target student is in school is equal to one if the migrant reports that the target student currently attends school and zero if the migrant reports that the target student does not currently attend school.

Target student years of education is the target student's total number of years of education reported by the migrant. It is the total number of years completed for those students not currently in school and includes the current year for those still in school. It is derived from questions about current level of schooling and number of years within that level.

Variables from EduRemesa administrative data

EduRemesa sent is equal to one if the migrant sent at least one EduRemesa to any student and zero otherwise.

Number of EduRemesas sent is the total number of EduRemesas sent by each migrant.

Total amount sent by migrant is the total dollar amount contributed by each migrant to EduRemesas, summing across all EduRemesas sent by each migrant.

Total amount sent by migrant plus subsidy is the total dollar amount contributed by each migrant to EduRemesas plus the project subsidy, summing across all EduRemesas sent by each migrant.

EduRemesa sent to target student is equal to one if the migrant sent an EduRemesa to his/her designated target student and zero otherwise.

Total amount sent by migrant to target student is the total dollar amount contributed by each migrant to EduRemesas for his/her target student.

Total amount sent by migrant plus subsidy to target student is the total dollar amount contributed by each migrant to EduRemesas for his/her target student plus the project subsidy.

Variables from the El Salvador follow-up survey

These variable descriptions refer to the main variables from the 2012 follow-up surveys. Parallel variables from the 2013 follow-up data are constructed in the same way, but refer to 2013 instead of 2012.

Target student expenditures on education:

Spending on all categories is asked with reference to the period since January 1, 2012 (2013 for second follow-up) and then annualized in the manner described below for each category. For all categories both target students and the responsible adult were asked if there were expenditures in each category. If yes, they were asked how much was spent. The student report is given priority and the responsible adult report is used when the student report is missing. If both are missing, the value is imputed to allow for consistent sample size. Imputations were performed by regressing expenditure in each category on student age, gender, whether student is in school, the type of school, education level, and number of people 22 and under in the student's household using the control group. The data comes from the student reports in El Salvador follow-up survey. This regression is then used to predict values for the missing values in each expenditure category.

Target student expenditure on:

Tuition is the annual amount spent on tuition for the target student. It is sum of two categories: annual tuition paid in a lump sum at the beginning of the school and monthly tuition paid every month. Monthly tuition report is multiplied by ten (for ten month school year) to arrive at annual figure.

Follow-up 2012:

Student report: 99.2%
Adult report: 0.7%
Imputed value: 0.1%

Follow-up 2013:

Student report: 99.6%
Adult report: 0.4%
Imputed value: 0.0%

School supplies is the annual amount on school supplies for the target student.

Follow-up 2012:

Student report: 97.7%
Adult report: 2.2%
Imputed value: 0.1%

Follow-up 2013:

Student report: 99.4%
Adult report: 0.4%

Imputed value: 0.2%

Uniforms is the annual amount spent on school uniforms for the target student.

Follow-up 2012:

Student report: 99.2%

Adult report: 0.7%

Imputed value: 0.1%

Follow-up 2013:

Student report: 99.6%

Adult report: 0.2%

Imputed value: 0.2%

Books is the annual amount spent on school books for the target student.

Follow 2012:

Student report: 98.6%

Adult report: 1.0%

Imputed value: 0.4%

Follow-up 2013:

Student report: 99.4%

Adult report: 0.2%

Imputed value: 0.4%

Transport is the annual amount spent on transportation to and from school for the target student. It is reported as a weekly expenditure and multiplied by 43 for a 10 month school year.

Follow-up 2012:

Student report: 99.7%

Adult report: 0.3%

Imputed value: 0.0%

Follow-up 2013:

Student report: 100.0%

Adult report: 0.0%

Imputed value: 0.0%

Food is the annual amount spent by the target student for food purchased while at school. It is reported as a weekly expenditure and multiplied by 43 for a 10 month school year.

Follow-up 2012:

Student report: 99.9%

Adult report: 0.1%

Imputed value: 0.0%

Follow-up 2013:

Student report: 99.8%
Adult report: 0.2%
Imputed value: 0.0%

Computer use is the annual amount spent by the target student for computer use related to school work. It is reported as a weekly expenditure and multiplied by 43 for a 10 month school year.

Follow-up 2012:

Student report: 99.4%
Adult report: 0.5%
Imputed value: 0.1%

Follow-up 2013:

Student report: 99.2%
Adult report: 0.2%
Imputed value: 0.6%

Other are expenditures that do not fit into any category. These are reported in the frequency of the respondent's choice and multiplied by the appropriate number to annualize for the 10 month school year.

Follow-up 2012:

Student report: 99.9%
Adult report: 0.1%
Imputed value: 0.0%

Follow-up 2013:

Student report: 100.0%
Adult report: 0.0%
Imputed value: 0.0%

Total target student education expenditures is the sum of all the preceding target student education expenditure variables.

Follow-up 2012:

All categories are student report: 95.4%
At least one adult report: 4.0%
At least one imputed value: 0.8%

Follow-up 2013:

All categories are student report: 98.0%
At least one adult report: 0.9%
At least one imputed value: 1.1%

Total household expenditures on education:

Spending on all categories is asked with reference to the period since January 1, 2012 (2013 for second follow-up) and then annualized in the manner described below for each category. For all categories amounts are the target student amount described above plus the amount spent on each additional child in the household in that expenditure category. The additional student reports come from the responsible adult. For each category and for each additional child the responsible adult was asked if there were expenditures in each category. If yes, they are asked how much was spent. If report is missing, the value is imputed to allow for consistent sample size.

Imputations were performed by regressing expenditure in each category on additional student age, gender, whether student is in school, the type of school, education level, and number of people 22 and under in the student's household using the control group. The data comes from the adult reports in El Salvador follow-up survey. This regression is then used to predict values for the missing values in each expenditure category.

Total household expenditure on:

Tuition is the annual amount spent on tuition. It is sum of two categories: annual tuition paid in a lump sum at the beginning of the school and monthly tuition paid every month. Monthly tuition report is multiplied by ten (for ten month school year) to arrive at annual figure.

At least one imputed value:

2012: 0.8%

2013: 1.3%

School supplies is the annual amount on school supplies.

At least one imputed value:

2012: 1.1%

2013: 2.8%

Uniforms is the annual amount spent on school uniforms.

At least one imputed value:

2012: 0.3%

2013: 1.5%

Books is the annual amount spent on school books.

At least one imputed value:

2012: 1.9%

2013: 2.2%

Transport is the annual amount spent on transportation to and from school. It is reported as a weekly expenditure and multiplied by 43 for a 10 month school year.

At least one imputed value:

2012: 0.1%

2013: 0.9%

Food is the annual amount spent on food purchased while at school. It is reported as a weekly expenditure and multiplied by 43 for a 10 month school year.

At least one imputed value:

2012: 0.2%

2013: 1.5%

Computer use is the annual amount spent on computer use related to school work. It is reported as a weekly expenditure and multiplied by 43 for a 10 month school year.

At least one imputed value:

2012: 0.5%

2013: 2.0%

Other are expenditures that do not fit into any category. These are reported in the frequency of the respondent's choice and multiplied by the appropriate number to annualize for the 10 month school year.

At least one imputed value:

2012: 1.3%

2013: 0.0%

Total household education expenditures is the sum of all the preceding household education expenditure variables.

At least one imputed value:

2012: 4.5%

2013: 5.9%

Target student education outcomes:

Target student is in school is equal to one if the target student reports he/she is currently attending school and zero if he/she reports that he/she is not.

Target student is in any private school is equal to one if the target student reports that he/she attends either parochial school or non-parochial private school. It is equal to zero if target student reports attending public school or the target student is not currently in school.

Target student is in parochial school is equal to one if the target student reports that he/she attends parochial school. It is equal to zero if target student reports attending non-parochial private school, public school, or the target student is not currently in school.

Target student is in other private school is equal to one if the target student reports that he/she attends a non-parochial private school. It is equal to zero if target student reports attending parochial private school, public school, or the target student is not currently in school.

Target student labor force outcomes:

Paid work is equal to one if the target student reports currently spending time working at a job where he/she receives pay and zero otherwise.

Average hours per week paid work is the number of weekly hours the target student reports spending on average at the job(s) where he/she receives pay. It is equal to zero for target students who said they did not perform paid work.

Unpaid work is equal to one if the target student reports currently spending time working at a job where he/she does not receive pay and zero otherwise.

Average hours per week unpaid work is the number of weekly hours the target student reports spending on average at the job(s) where he/she does not receive pay. It is equal to zero for target students who said they did not perform unpaid work.

Any work is equal to one if the target student reports doing any work and zero otherwise. It is derived from responses to *paid work* and *unpaid work*.

Average hours per week any work is the number of weekly hours the target student reports spending on average at any job. It is the sum of *average hours per week paid work* and *average hours per week unpaid work*.

Variables from the migrant follow-up survey

Remittances sent by migrant:

All remittance variables refer to the total amount sent by the migrant since January 1, 2012. For each category (regular and special occasion remittances to the target household and other households) missing values are imputed to ensure consistent sample size. Imputations are done by regressing the amount in each category on migrant age, migrant gender, years the migrant has been in the US, annual regular and special occasion remittances to the target household and other households, migrant years of education, an indicator variable for whether or not the migrant's spouse is in the US, the number of children the migrant has living in the US, and an indicator variable for whether or not the migrant has a child under 23 living in El Salvador using the control group. The data comes from the baseline survey. This regression is then used to predict values for the missing values.

Remittances to target household is the total amount sent by the migrant to the target household since January 1, 2012. This equals the number of regular remittances sent since January 1, 2012 multiplied by the average amount of each remittance, plus the total amounts reported to have been sent for special occasions in various categories since January 1, 2012. This figure *does not* include any funds that may have been sent as an EduRemesa.

Imputed value: 16.2%

Remittance to other households is the total amount sent by the migrant to households that are not the target household since January 1, 2012. This equals the number of regular remittances sent to other households since January 1, 2012 multiplied by the average amount per regular remittance for each household, plus the total amounts reported to have been sent for special occasions in

various categories. This figure *does not* include any funds that may have been sent as an EduRemesa.

Imputed value: 4.6%

Inverse hyperbolic sine transformation of remittance variables is the above remittance variables transformed as follows: $\log(y_i + (y_i^2 + 1)^{1/2})$.

Online Appendix C: Discussion and Additional Analyses

In this online appendix we provide additional discussion and analyses to clarify the interpretation of results. We also report on results of an additional treatment.

Ruling out marketing effects

One might be concerned that some other aspect of the 3:1 match treatment is contributing to the observed increase in education expenditures, aside from the EduRemesa funds provided. In particular, participants received encouragement to channel remittances to education as part of the marketing of the EduRemesa, so it is possible that some of the increase in expenditures could be the result of a marketing effect.

Our experiment was designed precisely to eliminate such concerns. While migrants in the control group did not receive the offer of an EduRemesa, they did receive a flyer that suggested ways migrants could enhance remittance impacts on education that highlighted the features of the EduRemesa (specifically, the flyer suggested sending funds directly to the sponsored student and disbursing funds in monthly installments).

In addition, we can compare the results in the 3:1 match group to the no match group where the EduRemesa was also offered but without subsidy. The marketing effect should be the same in both groups, while take up was zero in the no match group, so the difference in outcomes between these groups should only be due to the EduRemesa funds received. Across most of the outcomes where the 3:1 match treatment had a statistically significant effect (target student education expenditures, household education expenditures, and the labor supply outcomes), the 3:1 match effect is also statistically significantly different from the effect of the no match treatment. The exception to this is the impact on private school attendance. We therefore view the results as ruling out the possibility that the 3:1 match effect is partly due to the encouragement to invest in education that was part of the marketing of the EduRemesa.¹

Relative magnitudes of the 3:1 and 1:1 match treatment effects

We focus most of our attention on the substantial impacts of the 3:1 match, but it is also important to consider these effects next to the effects of the 1:1 match. Take up was highest in the 3:1 match group, but it was also positive in the 1:1 group. For example, take up for target students

¹ We also note that the marketing treatments were administered to the migrants, not the family members. If the marketing of the EduRemesa increased migrant interest in promoting education in target student households, we would expect to see increases in remittances sent to these households. But as discussed above, we find no increase in remittances sent by migrants to the target households.

was 6% in the 1:1 group compared to 15% in the 3:1 match group (Table 3, column 5). Given this level of take up and the large effects of the 3:1 treatment, one might have expected to see positive, but smaller, effects of the 1:1 treatment on expenditures and other outcomes. We do find this for some key outcomes: the 1:1 match increases tuition expenditures and reduces labor supply (point estimates are smaller in magnitude than those of the 3:1 match, but not statistically significantly so). However, we do not find statistically significant increases in total target student expenditures due to the 1:1 match (although the coefficient on total expenditures for the 1:1 match treatment in column 1 of Table 4 is positive.) Looking across outcome variables, the broad pattern of these findings is that the 1:1 match also has positive effects but that are smaller in magnitude and less often statistically significant compared to the effects of the 3:1 match.

EduRemesa with and without monitoring of beneficiary student grades

During the first stage randomization migrants offered the EduRemesa were randomized into being offered one of two versions of the product: half of migrants were randomly assigned to be offered a version of the EduRemesa where they would receive official reports of their beneficiary students' grades at the end of every grading period ("EduRemesa with grades"), and the remaining migrants were offered the EduRemesa without this grade reporting ("EduRemesa without grades").

We included this randomization to test whether the impact of the EduRemesa offer could be enhanced by providing the migrant improved monitoring of student performance. We hypothesized that migrants offered the EduRemesa with grades might take up the product at higher rates. In addition, conditional on taking up, the EduRemesa with grades could have provided greater incentive for households to spend more on education.

Online Appendix Table 11 analyzes take up separately for the EduRemesa with grades and the EduRemesa without grades. Take up in the 3:1 match group does not vary by whether or not the migrant was offered grade reports, and this is true across all measures of take up. The similarity in treatment effects for the EduRemesa with and without grades is also evident in the analysis of target student educational expenditures (Online Appendix Table 12). The only evidence of differences across the EduRemesa with and without grades is in take up in the 1:1 match group, which is higher for the EduRemesa without grades. It is not obvious why the EduRemesa without grades would have led to higher take up, but we speculate that migrants may have not wanted to bear the effort cost of monitoring students in El Salvador that would be expected with the

EduRemesa with grades treatment. We do not place great emphasis on this result, however, since the corresponding pattern (higher take up for the EduRemesa without grades) does not hold for the 3:1 match treatment. Overall, we conclude from this analysis that migrants do not appear to place value on monitoring the performance of students funded via the EduRemesa.

Online Appendix D: Longer-Term Impacts

In this online appendix we present the results of the second follow-up survey intended to study the longer-term impacts of the EduRemesa program. Because the EduRemesa transfers were offered only for the 2012 school year, this longer-term follow-up, conducted at the end of the 2013 school year, examines impacts on behavior after the EduRemesa transfers have ended. The second follow-up was almost identical in content to the first, and was also conducted over the phone, but was limited to the target student and a knowledgeable adult. Because the second follow-up survey instrument was similar to the first, we are able to replicate the same analyses, using the same econometric specifications. A larger degree of attrition resulted in a smaller estimation sample for the second follow-up (459 target students), but in Online Appendix Table 13, we show that attrition is not related to treatment for the combined student-adult sample or either sample separately. The combined sample will be used for all analyses in this online appendix. Table structure is as in the main analysis.

Online Appendix Table 14 reports the effect of the EduRemesa treatments on annualized target student education expenditure for 2013. Although the coefficients are imprecise, the pattern and magnitude of the results are similar to the results in Table 4 for expenditures in 2012, suggesting that the EduRemesa may have led families to maintain this higher level of expenditures even after the transfer ended. However, only two coefficients are statistically significantly different from zero at the 10% level (food expenditures for the 3:1 match and tuition expenditures for the 1:1 match) so very little should be interpreted from these results. It should also be noted that while the impact of the 3:1 match treatment on total target student expenditures is larger in magnitude for females than for males, this difference is much more subtle than in the results in Table 4, and again, neither coefficient is statistically significant.

The impacts of the EduRemesa treatments on household education expenditures in 2013 are presented in Online Appendix Table 15. Again, the same very rough pattern of results from Table 5 is present, but the standard errors are even larger here than in the estimates presented in Online Appendix Table 14, and the coefficients are not stable across treatments and subsamples. Overall, the results on educational expenditures, both at the target student and household level, are somewhat suggestive of continued impacts, but due to lack of power no definitive conclusions can or should be drawn from the results. Given the lack of a first stage in these analyses, we do not

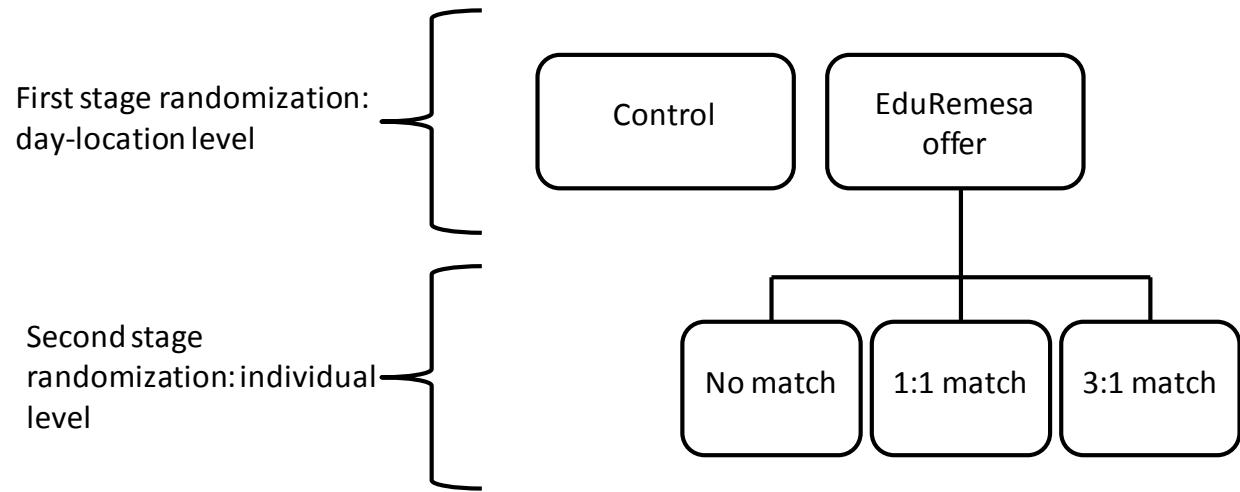
repeat the instrumental variables regressions from Table 6 with the data from the second follow-up.

Online Appendix Table 16 shows the estimates for the impact of the EduRemesa treatments on target student education outcomes in the second follow-up sample. Again, the coefficients are imprecise due to our small sample, but, as in the first follow-up, there is no evidence that the EduRemesa treatments affect whether or not a target student is in school (column 1). In contrast to the first follow-up, here the point estimate for whether or not a target student is in private school (column 2) is close to zero in the pooled sample. That point estimate is however larger in magnitude and positive in the female sub-sample only, which is more consistent with the results from the first follow-up round. This would suggest that some of the female target students who switched to private school because of the EduRemesa were able to stay in private school for the 2013 school year. However, again, none of these coefficients are statistically significant and the confidence intervals are large enough to encompass a wide range of possible outcomes.

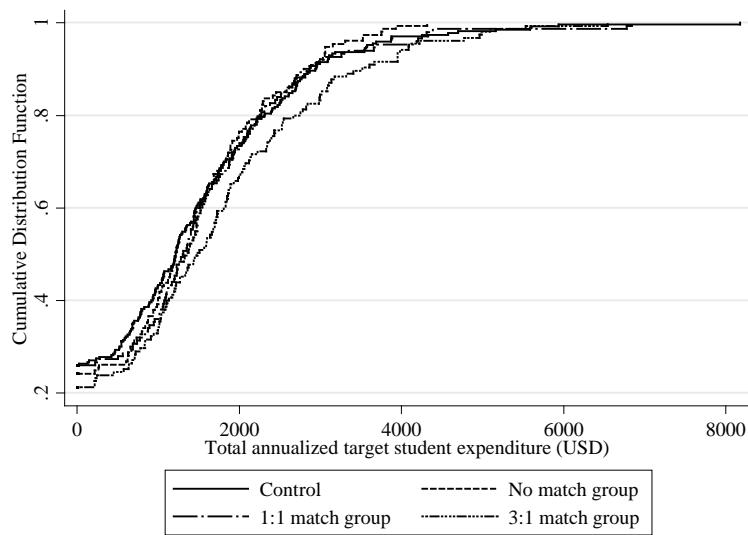
As a final analysis using the second follow-up, we analyze the impact of the EduRemesa treatments on student labor force participation in 2013. The results are shown in Online Appendix Table 17. Here, as in the other analyses, there are not statistically significant results for labor force participation either on the extensive or the intensive margin. In contrast to the large impacts found for both male and female target students in 2012 (Table 8), not only are the coefficients for 2013 imprecise, but they are also much smaller in magnitude than in 2012, suggesting that the labor supply effects did not, in fact, persist into 2013.

Online Appendix E: Appendix Tables and Figures

Appendix Figure 1: Treatment groups

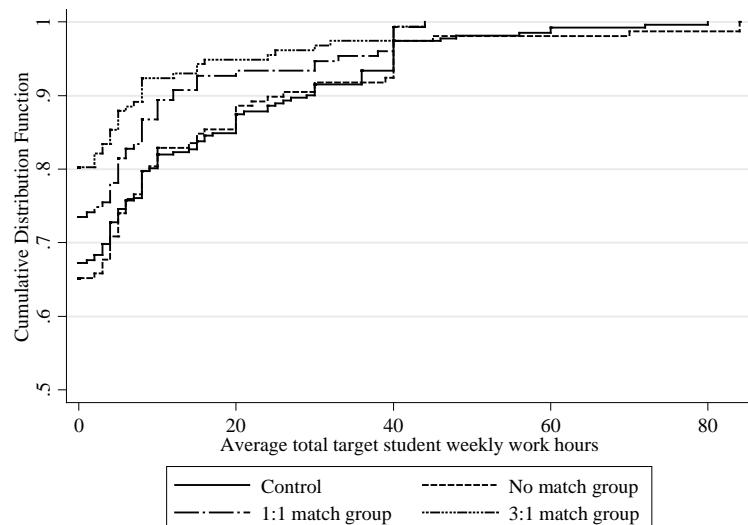


Appendix Figure 2: Cumulative distribution functions of total target student education expenditure



Notes: Sample is all migrant-student pairs with completed El Salvador follow-up surveys. Expenditures in US dollars.

Appendix Figure 3: Cumulative distribution functions of total target student hours worked



Notes: Sample is all migrant-student pairs with completed El Salvador follow-up surveys.

**Appendix Table 1: Type of school by school level, current students,
El Salvador**

	Primary	Secondary	Tertiary
Public	89.06%	78.90%	38.92%
Private	10.94%	21.10%	61.08%
<i>Parochial</i>	4.34%	5.31%	5.76%
<i>Other private</i>	6.60%	15.78%	55.32%

Notes: Source is El Salvador Encuesta de Hogares de Propositos Multiples 2010.

**Appendix Table 2: EduRemesa amounts and migrant contributions
by treatment group**

		<i>Treatment groups</i>		
		No match	1:1 match	3:1 match
<i>EduRemesa amounts (USD)</i>	Secondary	\$300	\$300	\$150
		\$500	\$500	\$250
	Tertiary	\$600	\$600	\$300
		\$800	\$800	\$400
				\$75
				\$125
				\$150
				\$200

Appendix Table 3A: Baseline summary statistics

Variable	Mean	Std. Dev.	Min	10th pct.	Median	90th pct.	Max	N
Migrant is female	0.50	0.50	0	0	0	1	1	728
Migrant age	36.88	9.43	15	26	36	49	74	709
Migrant is married	0.60	0.49	0	0	1	1	1	724
Migrant hh size in US	4.48	2.09	1	2	4	7	13	728
Migrant years of education	9.12	4.66	0	1	9	14	21	717
Migrant years in US	11.22	6.37	0	5	10	21	38	726
Migrant annual remittance to target hh (USD)	2,684	3,463	0	0	1,750	7,050	31,620	713
Migrant annual remittances to other hhs (USD)	1,182	2,002	0	0	0	3,600	15,600	721
Target student is female	0.53	0.50	0	0	1	1	1	728
Target student age	18.50	3.20	11	15	18	23	38	713
<i>Target student is migrant's...</i>								
...child	0.26	0.44	0	0	0	1	1	727
... sibling	0.25	0.43	0	0	0	1	1	727
...niece/nephew	0.33	0.47	0	0	0	1	1	727
...cousin	0.10	0.31	0	0	0	1	1	727
Target student is in school	0.92	0.27	0	1	1	1	1	728
Target student years of education	11.81	2.18	8	9	12	15	24	678

Notes: Sample is all migrant-student pairs with completed El Salvador follow-up surveys. Variables all come from migrant baseline survey. Sample size varies slightly with missing values for each variable. All money amounts are in US dollars.

Appendix Table 3B: Baseline summary statistics: Full sample

Variable	Mean	Std. Dev.	Min	10th pct.	Median	90th pct.	Max	N
Migrant is female	0.49	0.50	0	0	0	1	1	991
Migrant age	36.79	9.52	15	25	36	49	74	963
Migrant is married	0.60	0.49	0	0	1	1	1	986
Migrant hh size in US	4.39	2.03	1	2	4	7	13	990
Migrant years of education	9.22	4.63	0	1	9	14	21	976
Migrant years in US	11.22	6.34	0	5	10	21	38	987
Migrant annual remittance to target hh (USD)	2,658	3,344	0	0	1700	6950	31620	973
Migrant annual remittances to other hhs (USD)	1,116	1,907	0	0	0	3600	15600	983
Target student is female	0.53	0.50	0	0	1	1	1	991
Target student age	18.57	3.40	11	15	18	23	40	967
<i>Target student is migrant's...</i>								
...child	0.26	0.44	0	0	0	1	1	989
... sibling	0.23	0.42	0	0	0	1	1	989
...niece/nephew	0.33	0.47	0	0	0	1	1	989
...cousin	0.11	0.32	0	0	0	1	1	989
Target student is in school	0.92	0.27	0	1	1	1	1	990
Target student years of education	11.79	2.15	8	9	12	14	24	913

Notes: Sample is all migrant-student pairs interviewed at baseline. Variables all come from migrant baseline survey. Sample size varies slightly with missing values for each variable. All money amounts are in US dollars.

Appendix Table 3C: Baseline summary statistics: Migrant follow-up sample

Variable	Mean	Std. Dev.	Min	10th pct.	Median	90th pct.	Max	N
Migrant is female	0.50	0.50	0	0	0	1	1	735
Migrant age	37.28	9.56	17	26	36	50	74	717
Migrant is married	0.62	0.49	0	0	1	1	1	733
Migrant hh size in US	4.52	2.09	1	2	4	7	13	735
Migrant years of education	9.07	4.69	0	0	9	14	21	724
Migrant years in US	11.08	6.34	0	5	10	21	38	733
Migrant annual remittance to target hh (USD)	2,765	3,413	0	0	1,800	7,200	31,620	724
Migrant annual remittances to other hhs (USD)	1,189	2,048	0	0	0	3,675	15,600	730
Target student is female	0.55	0.50	0	0	1	1	1	735
Target student age	18.51	3.40	11	15	18	23	40	724
<i>Target student is migrant's...</i>								
...child	0.28	0.45	0	0	0	1	1	735
... sibling	0.23	0.42	0	0	0	1	1	735
...niece/nephew	0.33	0.47	0	0	0	1	1	735
...cousin	0.09	0.29	0	0	0	0	1	735
Target student is in school	0.92	0.28	0	1	1	1	1	735
Target student years of education	11.74	2.18	8	9	12	14	24	683

Notes: Sample is all migrant-student pairs with completed migrant follow-up surveys. Variables all come from migrant baseline survey. Sample size varies slightly with missing values for each variable. All money amounts are in US dollars.

Appendix Table 4: Comparison of migrants in study with DC-area Salvadorans in the American Community Survey

	<i>Baseline survey</i>	<i>American Community Survey: 2008-2010 3-year sample</i>
	El Salvador follow-up sample	Salvadoran-born, not US citizen
Migrant is female	0.50	0.46
Age of migrant	35.91 [11.01]	36.05 [10.39]
Migrant's years in the US	11.19 [6.38]	12.93 [7.89]
Migrant's hh size in the US	4.48 [2.09]	4.95 [2.12]
Migrant has less than high school education	0.61	0.61
Migrant has high school education or more	0.39	0.39
Observations	728	2,208

Notes: Baseline survey sample is all migrant-student pairs with completed El Salvador follow-up surveys. Because of missing values, sample size for baseline survey education variables is 723. ACS sample is the IPUMS three year 2008-2010 ACS sample restricted to individuals 18-65 in the Washington, DC metro area (as defined by the ACS, includes MD and VA suburbs). Standard deviation in brackets for continuous variables.

Appendix Table 5A: Baseline balance: Full sample

	<i>Means</i>				<i>P-values:</i>	
	Control	No match	1:1 match	3:1 match	C = NM = 1:1 = 3:1	<i>N</i>
Migrant is female	0.47	0.48	0.51	0.54	0.233	991
Migrant age	36.63	36.42	36.67	37.53	0.665	963
Migrant is married	0.58	0.59	0.65	0.61	0.535	986
Migrant hh size in US	4.48	4.47	4.37	4.18	0.466	990
Migrant years of education	9.32	9.11	9.21	9.16	0.970	976
Migrant years in US	10.87	11.13	10.97	12.15	0.147	987
Migrant annual remittance to target hh (USD)	2,838	2,419	2,520	2,717	0.372	973
Migrant annual remittances to other hhs (USD)	1,223	1,021	996	1,147	0.635	983
Target student is female	0.56	0.56	0.50	0.46	0.038	991
Target student age	18.48	18.65	18.65	18.55	0.693	967
<i>Target student is migrant's...</i>						
...child	0.25	0.23	0.27	0.29	0.481	989
...sibling	0.23	0.28	0.21	0.23	0.227	989
...niece/nephew	0.32	0.33	0.37	0.32	0.520	989
...cousin	0.12	0.13	0.10	0.09	0.446	989
Target student is in school	0.91	0.90	0.93	0.94	0.434	990
Target student years of education	11.80	11.47	11.98	11.92	0.101	913

Notes: Sample is all migrant-student pairs interviewed at baseline. Variables all come from migrant baseline survey. Sample size varies slightly with missing values for each variable. P-values come from regressions of each baseline variable on the treatment variables, including stratification cell fixed effects for week and location of baseline survey, with standard errors clustered at the level of the day and location of the baseline survey. All money amounts are in US dollars.

Appendix Table 5B: Baseline balance: Migrant follow-up sample

	<i>Means</i>				<i>P-values:</i>	
	Control	No match	1:1 match	3:1 match	C = NM = 1:1 = 3:1	<i>N</i>
Migrant is female	0.49	0.47	0.51	0.52	0.662	735
Migrant age	37.14	37.16	36.98	37.87	0.966	717
Migrant is married	0.61	0.60	0.64	0.62	0.937	733
Migrant hh size in US	4.58	4.67	4.45	4.34	0.358	735
Migrant years of education	9.06	9.17	9.04	9.01	0.989	724
Migrant years in US	10.75	11.33	11.12	11.34	0.807	733
Migrant annual remittance to target hh (USD)	3,005	2,445	2,670	2,743	0.438	724
Migrant annual remittances to other hhs (USD)	1,321	1,007	1,035	1,275	0.489	730
Target student is female	0.57	0.58	0.54	0.48	0.107	735
Target student age	18.44	18.57	18.52	18.57	0.869	724
<i>Target student is migrant's...</i>						
...child	0.27	0.25	0.30	0.33	0.411	735
...sibling	0.23	0.26	0.20	0.21	0.512	735
...niece/nephew	0.32	0.34	0.37	0.31	0.572	735
...cousin	0.09	0.12	0.07	0.09	0.501	735
Target student is in school	0.91	0.88	0.94	0.94	0.247	735
Target student years of education	11.77	11.39	11.92	11.85	0.224	683

Notes: Sample is all migrant-student pairs for completed migrant follow-up surveys. Variables all come from migrant baseline survey. Sample size varies slightly with missing values for each variable. P-values come from regressions of each baseline variable on the treatment variables, including stratification cell fixed effects for week and location of baseline survey, with standard errors clustered at the level of the day and location of the baseline survey. All money amounts are in US dollars.

Appendix Table 6: Attrition

	(1)	(2)	(3)
	El Salvador follow-up complete	Migrant follow-up complete	Both follow-ups complete
3:1 match	-0.0345 [0.0355]	0.0178 [0.0365]	-0.000549 [0.0426]
1:1 match	-0.0240 [0.0363]	-0.0459 [0.0368]	-0.0577 [0.0422]
No match	-0.0266 [0.0374]	-0.00370 [0.0390]	-0.0464 [0.0468]
<i>P-values for tests of equality of coefficients</i>			
3:1 = 1:1	0.803	0.089	0.184
3:1 = No match	0.871	0.634	0.376
1:1 = No match	0.952	0.302	0.816
3:1 = 1:1 = No match	0.969	0.209	0.397
Observations	991	991	991
R-squared	0.030	0.040	0.022
Control group mean	0.75	0.76	0.61

Notes: Robust standard errors clustered at the level of the day and location of the baseline survey in brackets. There are 126 dayXlocation clusters in each regression. Sample is all migrant-student pairs interviewed at baseline. All regressions include stratification cell fixed effects for the week and location of the baseline survey.

*** p<0.01, ** p<0.05, * p<0.1

Appendix Table 7: Number of EduRemesas sent by amount and treatment group

		<i>Treatment groups</i>			
		No match	1:1 match	3:1 match	Total
<i>EduRemesa amounts</i>	Secondary	\$300	0	1	5
		\$500	0	6	22
		\$600	0	2	3
	Tertiary	\$800	0	3	10
		Total	0	12	52

Notes: Data comes from EduRemesas administrative data. Sample is all migrant-student pairs interviewed at baseline.

Appendix Table 8A: Takeup of EduRemesa by treatment: Full sample

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	EduRemesa sent	Number of EduRemesas sent	Total amount sent by migrant	Total amount sent by migrant plus matching funds	EduRemesa sent to target student	Total amount sent by migrant to target student	Total amount sent by migrant to target student plus matching funds
3:1 match	0.145*** [0.0245]	0.188*** [0.0354]	26.24*** [4.997]	105.0*** [19.47]	0.120*** [0.0216]	16.92*** [3.131]	67.25*** [11.96]
1:1 match	0.0520*** [0.0153]	0.0633*** [0.0194]	17.03*** [5.446]	36.20*** [11.62]	0.0443*** [0.0144]	13.55*** [4.508]	26.93*** [9.207]
No match	-0.000802 [0.00735]	0.00213 [0.00988]	0.242 [1.853]	1.838 [5.245]	-0.00235 [0.00704]	-0.130 [1.414]	-0.380 [3.701]
<i>P-values for tests of equality of coefficients</i>							
3:1 = 1:1	0.001	0.002	0.232	0.004	0.005	0.541	0.010
3:1 = No match	0.000	0.000	0.000	0.000	0.000	0.000	0.000
1:1 = No match	0.001	0.004	0.004	0.005	0.003	0.003	0.004
3:1 = 1:1 = No match	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Observations	991	991	991	991	991	991	991
R-squared	0.103	0.089	0.063	0.080	0.091	0.059	0.078
Control group mean	0	0	0	0	0	0	0

Notes: Robust standard errors clustered at the level of the day and location of the baseline survey in brackets. There are 126 dayXlocation clusters in each regression. Sample is all migrant-student pairs interviewed at baseline. All regressions include stratification cell fixed effects for the week and location of the baseline survey. Dependent variables are from EduRemesa administrative data. All money amounts are in US dollars.

*** p<0.01, ** p<0.05, * p<0.1

Appendix Table 8B: Takeup of EduRemesa by treatment: Migrant follow-up sample

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	EduRemesa sent	Number of EduRemesas sent	Total amount sent by migrant	Total amount sent by migrant plus matching funds	EduRemesa sent to target student	Total amount sent by migrant to target student	Total amount sent by migrant to target student plus matching funds
3:1 match	0.163*** [0.0302]	0.221*** [0.0453]	30.41*** [6.643]	122.1*** [25.95]	0.137*** [0.0267]	19.08*** [3.912]	76.12*** [14.85]
1:1 match	0.0718*** [0.0215]	0.0923*** [0.0278]	25.09*** [7.838]	54.58*** [16.90]	0.0611*** [0.0202]	19.25*** [6.371]	37.97*** [13.12]
No match	-0.00184 [0.00997]	0.00417 [0.0137]	1.157 [2.572]	4.503 [7.475]	-0.00414 [0.00990]	0.104 [1.931]	-0.359 [5.275]
<i>P-values for tests of equality of coefficients</i>							
3:1 = 1:1	0.010	0.012	0.596	0.021	0.025	0.981	0.055
3:1 = No match	0.000	0.000	0.000	0.000	0.000	0.000	0.000
1:1 = No match	0.001	0.003	0.003	0.003	0.003	0.002	0.003
3:1 = 1:1 = No match	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Observations	735	735	735	735	735	735	735
R-squared	0.123	0.107	0.079	0.095	0.111	0.077	0.096
Control group mean	0	0	0	0	0	0	0

Notes: Robust standard errors clustered at the level of the day and location of the baseline survey in brackets. There are 125 dayXlocation clusters in each regression. Sample is all migrant-student pairs with completed migrant follow-up surveys. All regressions include stratification cell fixed effects for the week and location of the baseline survey. Dependent variables are from EduRemesa administrative data. All money amounts are in US dollars.

*** p<0.01, ** p<0.05, * p<0.1

Appendix Table 9: Attrition by target student gender

	(1)	(2)	(3)
	El Salvador follow-up complete	Migrant follow-up complete	Both follow-ups complete
<i>Panel A: Female target students</i>			
3:1 match	-0.0160 [0.0512]	0.0221 [0.0490]	0.00986 [0.0583]
1:1 match	-0.0412 [0.0535]	-0.0145 [0.0523]	-0.0425 [0.0630]
No match	-0.0649 [0.0491]	-0.0297 [0.0490]	-0.0882 [0.0555]
<i>P-values for tests of equality of coefficients</i>			
3:1 = 1:1	0.673	0.533	0.454
3:1 = No match	0.436	0.341	0.125
1:1 = No match	0.692	0.807	0.522
3:1 = 1:1 = No match	0.737	0.611	0.306
Observations	522	522	522
R-squared	0.052	0.073	0.049
Control group mean	0.76	0.77	0.62
<i>Panel B: Male target students</i>			
3:1 match	-0.0651 [0.0513]	0.0155 [0.0445]	-0.0143 [0.0582]
1:1 match	-0.0133 [0.0462]	-0.0881* [0.0516]	-0.0877 [0.0535]
No match	0.00733 [0.0566]	-0.00127 [0.0595]	-0.0245 [0.0688]
<i>P-values for tests of equality of coefficients</i>			
3:1 = 1:1	0.370	0.063	0.187
3:1 = No match	0.308	0.797	0.894
1:1 = No match	0.732	0.217	0.312
3:1 = 1:1 = No match	0.554	0.164	0.301
Observations	469	469	469
R-squared	0.060	0.066	0.043
Control group mean	0.74	0.74	0.60

Notes: Robust standard errors clustered at the level of the day and location of the baseline survey in brackets. There are 124 dayXlocation clusters in each regression in panel 1 and 119 dayXlocation clusters in each regression in panel 2. Sample is all migrant-student pairs interviewed at baseline. All regressions include stratification cell fixed effects for the week and location of the baseline survey.

*** p<0.01, ** p<0.05, * p<0.1

Appendix Table 10: Baseline balance by gender of target student: El Salvador follow-up sample

	Means				P-values:	
	Control	No match	1:1 match	3:1 match	C = NM = 1:1 = 3:1	N
Panel A: Migrant-student pairs with female target student						
Migrant is female	0.48	0.46	0.52	0.52	0.683	387
Migrant age	36.88	37.21	37.42	36.18	0.619	375
Migrant is married	0.61	0.55	0.68	0.61	0.479	385
Migrant hh size in US	4.63	4.54	4.71	4.41	0.693	387
Migrant years of education	9.29	8.99	8.91	10.21	0.287	384
Migrant years in US	11.24	11.74	11.19	12.15	0.794	386
Migrant annual remittance to target hh (USD)	3,046	2,243	2,580	2,955	0.458	380
Migrant annual remittances to other hhs (USD)	1,110	1,114	1,193	1,315	0.757	385
Target student age	18.42	18.21	18.58	19.35	0.091	380
<i>Target student is migrant's...</i>						
...child	0.25	0.18	0.35	0.25	0.070	387
... sibling	0.25	0.30	0.21	0.31	0.464	387
...niece/nephew	0.35	0.40	0.33	0.28	0.368	387
...cousin	0.08	0.08	0.08	0.09	0.982	387
Target student is in school	0.93	0.90	0.91	0.93	0.906	387
Target student years of education	11.79	11.63	11.88	12.37	0.112	357
Panel B: Migrant-student pairs with male target student						
Migrant is female	0.44	0.52	0.55	0.54	0.391	341
Migrant age	36.60	36.40	36.22	38.06	0.705	334
Migrant is married	0.58	0.54	0.68	0.58	0.495	339
Migrant hh size in US	4.45	4.45	4.11	4.38	0.609	341
Migrant years of education	8.93	8.53	8.57	9.40	0.938	333
Migrant years in US	10.44	10.63	11.00	11.64	0.319	340
Migrant annual remittance to target hh (USD)	2,856	3,003	2,235	2,187	0.223	333
Migrant annual remittances to other hhs (USD)	1,434	980	867	1,368	0.310	336
Target student age	18.22	18.71	18.79	18.05	0.106	333
<i>Target student is migrant's...</i>						
...child	0.28	0.28	0.19	0.26	0.193	340
... sibling	0.21	0.32	0.23	0.20	0.443	340
...niece/nephew	0.25	0.23	0.45	0.38	0.006	340
...cousin	0.16	0.16	0.08	0.09	0.175	340
Target student is in school	0.91	0.90	0.96	0.95	0.174	341
Target student years of education	11.80	11.34	12.19	11.48	0.167	321

Notes: Sample is all migrant-student pairs with completed El Salvador follow-up surveys. Variables all come from migrant baseline survey. Sample size varies slightly with missing values for each variable. P-values come from regressions of each baseline variable on the treatment variables, including stratification cell fixed effects for week and location of baseline survey, with standard errors clustered at the level of the day and location of the baseline survey. All money amounts are in US dollars.

Appendix Table 11: Takeup of EduRemesa by grades treatment

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	EduRemesa sent	Number of EduRemesas sent	Total amount sent by migrant	Total amount sent by migrant plus matching funds	EduRemesa sent to target student	Total amount sent by migrant to target student	Total amount sent by migrant to target student plus matching funds
3:1 match & no grades	0.180*** [0.0444]	0.227*** [0.0670]	31.43*** [8.802]	123.9*** [34.59]	0.138*** [0.0395]	20.83*** [5.768]	81.59*** [22.38]
1:1 match & no grades	0.126*** [0.0315]	0.157*** [0.0414]	44.33*** [12.06]	95.28*** [24.82]	0.111*** [0.0309]	35.10*** [10.00]	71.39*** [20.10]
No match & no grades	0.00794 [0.0123]	0.0139 [0.0171]	2.842 [3.045]	9.908 [9.146]	0.00655 [0.0116]	1.903 [2.197]	5.431 [6.058]
3:1 match & grades	0.190*** [0.0480]	0.269*** [0.0670]	38.55*** [9.677]	155.1*** [39.13]	0.164*** [0.0415]	22.27*** [5.631]	89.16*** [22.64]
1:1 match & grades	0.0100 [0.0140]	0.0101 [0.0163]	1.620 [2.797]	3.453 [7.709]	0.00887 [0.0132]	1.576 [2.489]	2.366 [5.786]
No match & grades	-0.0109 [0.0115]	-0.00508 [0.0146]	-1.044 [2.659]	-1.771 [8.051]	-0.00902 [0.0106]	-1.356 [2.053]	-3.986 [5.686]
<i>P-values for tests of equality of coefficients in no grades and grades treatment:</i>							
3:1 match group	0.876	0.658	0.570	0.537	0.650	0.853	0.810
1:1 match group	0.001	0.001	0.001	0.000	0.002	0.001	0.001
No match group	0.163	0.313	0.193	0.231	0.207	0.114	0.133
Observations	728	728	728	728	728	728	728
R-squared	0.147	0.125	0.107	0.115	0.128	0.106	0.114
Control group mean	0	0	0	0	0	0	0

Notes: Robust standard errors clustered at the level of the day and location of the baseline survey in brackets. There are 125 dayXlocation clusters in each regression. Sample is all migrant-student pairs with completed El Salvador follow-up surveys. All regressions include stratification cell fixed effects for the week and location of the baseline survey. Dependent variables are from EduRemesa administrative data. All money amounts are in US dollars.

*** p<0.01, ** p<0.05, * p<0.1

Appendix Table 12: Target student education expenditures: Interactions with grades treatment

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Dependent variable: Annualized target student expenditure (USD) on							
	Total	Tuition	School supplies	Uniforms	Books	Transport	Food	Computer use
3:1 match & no grades	347.2** [171.1]	129.4*** [44.70]	-7.346 [9.334]	14.14* [7.494]	3.387 [9.713]	103.7* [53.17]	122.9* [71.78]	23.76 [38.25]
1:1 match & no grades	2.681 [131.6]	97.33** [45.66]	-10.08 [9.030]	-5.372 [5.021]	0.968 [8.664]	23.44 [34.50]	0.241 [50.70]	-32.89 [30.07]
No match & no grades	7.252 [144.5]	44.10 [45.52]	5.482 [10.37]	-6.593 [6.037]	-15.02** [7.232]	26.30 [39.73]	31.60 [61.11]	-23.15 [34.91]
3:1 match & grades	256.7 [155.5]	81.95* [42.05]	0.714 [10.62]	-0.154 [8.128]	11.19 [11.17]	50.39 [46.87]	164.3** [77.21]	-23.43 [31.67]
1:1 match & grades	147.6 [162.5]	68.14* [40.78]	-12.26 [9.292]	-12.14* [6.711]	9.203 [11.81]	48.56 [68.43]	97.82 [81.49]	-27.09 [33.22]
No match & grades	32.07 [135.4]	89.51* [49.21]	-8.145 [9.239]	-9.059 [5.762]	-6.785 [7.916]	-27.84 [38.37]	43.28 [57.01]	-17.80 [29.97]
<i>P-values for tests of equality of coefficients in no grades and grades treatment:</i>								
3:1 match group	0.666	0.413	0.519	0.153	0.579	0.418	0.665	0.308
1:1 match group	0.427	0.606	0.852	0.332	0.539	0.717	0.273	0.881
No match group	0.884	0.485	0.283	0.719	0.392	0.255	0.869	0.897
Observations	728	728	728	728	728	728	728	728
R-squared	0.034	0.054	0.033	0.056	0.034	0.044	0.047	0.039
Control group mean	1358	186.8	60.16	35.94	54.68	270.4	442.9	217.5

Notes: Robust standard errors clustered at the level of the day and location of the baseline survey in brackets. There are 125 dayXlocation clusters in each regression. Sample is all migrant-student pairs with completed El Salvador follow-up surveys. All regressions include stratification cell fixed effects for the week and location of the baseline survey. All money amounts are in US dollars. Total expenditures also include an "other" category that is not shown.

*** p<0.01, ** p<0.05, * p<0.1

Appendix Table 13: Attrition in 2nd follow-up (2013)

	(1) Adult + student 2nd follow-up complete	(2) Adult 2nd follow- up complete	(3) Student 2nd followup complete
3:1 match	-0.0216 [0.0394]	-0.0311 [0.0366]	-0.00845 [0.0396]
1:1 match	-0.0126 [0.0389]	-0.0148 [0.0375]	-0.00123 [0.0390]
No match	-0.0635 [0.0437]	-0.0604 [0.0421]	-0.0448 [0.0422]
<i>P-values for tests of equality of coefficients</i>			
3:1 = 1:1	0.838	0.709	0.871
3:1 = No match	0.398	0.540	0.439
1:1 = No match	0.299	0.355	0.360
3:1 = 1:1 = No match	0.560	0.649	0.625
Observations	991	991	991
R-squared	0.024	0.023	0.024
Control group mean	0.486	0.536	0.503

Notes: Robust standard errors clustered at the level of the day and location of the baseline survey in brackets. There are 126 dayXlocation clusters in each regression. Sample is all migrant-student pairs interviewed at baseline. All regressions include stratification cell fixed effects for the week and location of the baseline survey.

*** p<0.01, ** p<0.05, * p<0.1

Appendix Table 14: Target student education expenditures in 2nd follow-up (2013)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Dependent variable: Annualized target student expenditure (USD) on							
	Total	Tuition	School supplies	Uniforms	Books	Transport	Food	Computer use
3:1 match	246.7 [187.9]	23.53 [57.20]	0.645 [14.26]	-0.985 [5.577]	1.066 [11.10]	51.62 [62.08]	109.2* [60.89]	10.89 [43.69]
1:1 match	106.7 [190.3]	119.9* [60.76]	-15.34 [12.00]	-8.852 [5.955]	-1.546 [10.70]	25.23 [61.18]	70.82 [61.21]	-51.38 [42.41]
No match	140.2 [180.7]	24.64 [57.66]	-6.825 [13.98]	0.475 [6.132]	-6.745 [9.551]	72.80 [67.60]	39.93 [59.63]	52.48 [57.02]
<i>P-values for tests of equality of coefficients</i>								
3:1 = 1:1	0.530	0.179	0.175	0.254	0.838	0.689	0.619	0.223
3:1 = No match	0.620	0.986	0.494	0.790	0.478	0.798	0.368	0.477
1:1 = No match	0.884	0.179	0.407	0.208	0.635	0.524	0.691	0.133
3:1 = 1:1 = No match	0.798	0.320	0.393	0.424	0.751	0.797	0.665	0.291
Observations	459	459	459	459	459	459	459	459
R-squared	0.081	0.098	0.048	0.075	0.056	0.045	0.064	0.083
Control group mean	1283	243.0	50.68	28.54	46.76	302.5	352.8	215.0

Notes: Robust standard errors clustered at the level of the day and location of the baseline survey in brackets. There are 106 dayXlocation clusters in each regression. Sample is all migrant-student pairs with completed 2nd round follow-up surveys. All regressions include stratification cell fixed effects for the week and location of the baseline survey. All money amounts are in US dollars. Total expenditures also include an "other" category that is not shown.

*** p<0.01, ** p<0.05, * p<0.1

Appendix Table 15: Total household education expenditures in 2nd follow-up (2013)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Dependent variable: Annualized target student expenditure (USD) on							
	Total	Tuition	School supplies	Uniforms	Books	Transport	Food	Computer use
3:1 match	148.4 [262.7]	49.56 [85.46]	-1.651 [16.44]	1.248 [8.258]	4.390 [13.43]	46.21 [85.61]	150.9 [97.99]	-54.14 [63.59]
1:1 match	441.0 [350.3]	176.4* [91.48]	-10.08 [14.72]	-15.29 [9.544]	4.628 [13.70]	170.8 [123.3]	226.9* [130.2]	-48.02 [71.77]
No match	161.3 [316.9]	44.89 [82.84]	4.299 [18.09]	3.937 [10.66]	-2.870 [14.19]	93.10 [96.66]	102.5 [134.7]	-4.224 [79.42]
<i>P-values for tests of equality of coefficients</i>								
3:1 = 1:1	0.402	0.233	0.604	0.117	0.988	0.299	0.569	0.923
3:1 = No match	0.966	0.956	0.751	0.799	0.605	0.673	0.735	0.487
1:1 = No match	0.505	0.180	0.396	0.125	0.628	0.585	0.473	0.618
3:1 = 1:1 = No match	0.699	0.374	0.678	0.219	0.842	0.574	0.760	0.784
Observations	453	453	453	453	453	453	453	453
R-squared	0.066	0.082	0.087	0.061	0.055	0.057	0.070	0.046
Control group mean	2384	343.1	87.07	63.57	83.26	494.8	786.5	439.8

Notes: Robust standard errors clustered at the level of the day and location of the baseline survey in brackets. There are 106 dayXlocation clusters in each regression. Sample is all migrant-student pairs with completed 2nd round follow-up surveys. All regressions include stratification cell fixed effects for the week and location of the baseline survey. All money amounts are in US dollars. Total expenditures also include an "other" category that is not shown.

*** p<0.01, ** p<0.05, * p<0.1

**Appendix Table 16: Target student education outcomes in 2nd follow-up
(2013)**

	(1)	(2)	(3)	(4)
	Target student is in school	Target student is in any private school	Target student is in parochial school	Target student is in other private school
3:1 match	-0.0102 [0.0653]	0.0195 [0.0546]	0.0618 [0.0402]	-0.0424 [0.0440]
1:1 match	-0.0163 [0.0648]	0.0833 [0.0541]	0.0128 [0.0339]	0.0705 [0.0494]
No match	-0.0272 [0.0637]	0.0604 [0.0546]	0.0637 [0.0426]	-0.00335 [0.0524]
<i>P-values for tests of equality of coefficients</i>				
3:1 = 1:1	0.932	0.322	0.274	0.044
3:1 = No match	0.790	0.562	0.973	0.475
1:1 = No match	0.873	0.720	0.223	0.214
3:1 = 1:1 = No match	0.963	0.611	0.312	0.129
Observations	459	459	459	459
R-squared	0.070	0.091	0.054	0.086
Control group mean	0.67	0.27	0.07	0.19

Notes: Robust standard errors clustered at the level of the day and location of the baseline survey in brackets. There are 106 dayXlocation clusters in each regression. Sample is all migrant-student pairs with completed 2nd round follow-up surveys. All regressions include stratification cell fixed effects for the week and location of the baseline survey.

*** p<0.01, ** p<0.05, * p<0.1

Appendix Table 17: Target student labor force outcomes in 2nd follow-up (2013)

	(1)	(2)	(3)	(4)	(5)	(6)
	<i>Dependent variables refer to work currently being done by the target student (2013)</i>					
	Any work	Average hours per week any work	Paid work	Average hours per week paid work	Unpaid work	Average hours per week unpaid work
3:1 match	-0.00833 [0.0685]	-1.210 [2.247]	-0.0529 [0.0586]	-2.059 [2.137]	0.0628 [0.0419]	0.849 [0.682]
1:1 match	-0.0213 [0.0652]	-1.140 [2.147]	-0.0641 [0.0575]	-2.111 [1.945]	0.0405 [0.0428]	0.971 [0.789]
No match	-0.0265 [0.0632]	0.962 [2.256]	-0.0316 [0.0550]	-0.148 [2.062]	0.00115 [0.0379]	1.110 [0.777]
<i>P-values for tests of equality of coefficients</i>						
3:1 = 1:1	0.868	0.977	0.859	0.981	0.705	0.889
3:1 = No match	0.772	0.370	0.701	0.416	0.233	0.775
1:1 = No match	0.946	0.413	0.573	0.363	0.437	0.889
3:1 = 1:1 = No match	0.958	0.618	0.838	0.609	0.452	0.959
Observations	459	459	459	459	459	459
R-squared	0.047	0.059	0.068	0.076	0.080	0.075
Control group mean	0.33	8.07	0.21	6.53	0.13	1.55

Notes: Robust standard errors clustered at the level of the day and location of the baseline survey in brackets. There are 106 dayXlocation clusters in each regression. Sample is all migrant-student pairs with completed 2nd round follow-up surveys. All regressions include stratification cell fixed effects for the week and location of the baseline survey.

*** p<0.01, ** p<0.05, * p<0.1