

Online Tutoring by College Volunteers:
Experimental Evidence from a Pilot Program
Online Appendix

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A Appendix: Balance of student characteristics by treatment

We balanced our randomization on each of the variables that appear in the balance tables displayed below. Table A1 reports balance of these characteristic across treatment and control for the entire sample. Table A2 reports balance for students who entered the experiment in wave 1 only. Table A3 reports balance for students who entered the experiment in wave 2 or wave 3 only.

As the p -values reported in column 3 of each table, there are no statistically significant differences between our treatment and control groups for any of these characteristics.

Baseline math and reading scores are 2020 iReady scores standardized by grade. CHECC treatment indicators are controls for participation in an experiment that began with preschool-age children in Chicago Heights, IL, where our experiment was also conducted. The authors of that study are following long-term outcomes for the students who were part of that experiment. To avoid biasing their results, we balanced our randomization on that experiment's treatment groups. Many of the children who were part of that experiment were in 6th, 7th, or 8th grade at the time of our experiment. Students who were not part of the CHECC study are the omitted category in our regressions.

Table A1: Balance of student characteristics by treatment and control: All waves

	Control (1)	Treatment (2)	<i>p</i> -val of diff (3)
Baseline math score	-0.033 (0.956)	-0.031 (0.920)	0.939
Baseline reading score	-0.036 (0.897)	-0.084 (0.993)	0.556
Female	0.470 (0.500)	0.473 (0.500)	0.848
Black	0.314 (0.465)	0.303 (0.460)	0.736
Hispanic	0.632 (0.483)	0.636 (0.482)	0.875
ELL status	0.270 (0.445)	0.261 (0.440)	0.782
CHECC control	0.199 (0.400)	0.182 (0.386)	0.675
CHECC treatment 1	0.047 (0.213)	0.057 (0.232)	0.632
CHECC treatment 2	0.108 (0.311)	0.095 (0.293)	0.594
CHECC treatment 3	0.091 (0.288)	0.095 (0.293)	0.862
Observations	296	264	

Table A2: Balance of student characteristics by treatment and control: Wave 1

	Control (1)	Treatment (2)	<i>p</i> -val of diff (3)
baseline math score	-0.013 (0.937)	0.025 (0.894)	0.735
baseline reading score	0.001 (0.892)	-0.022 (1.006)	0.842
Female	0.463 (0.500)	0.493 (0.502)	0.625
Black	0.291 (0.456)	0.284 (0.452)	0.892
Hispanic	0.649 (0.479)	0.687 (0.466)	0.517
ELL status	0.284 (0.452)	0.276 (0.449)	0.893
CHECC control	0.194 (0.397)	0.187 (0.391)	0.877
CHECC treatment 1	0.060 (0.238)	0.060 (0.238)	1.000
CHECC treatment 2	0.127 (0.334)	0.112 (0.316)	0.695
CHECC treatment 3	0.112 (0.316)	0.097 (0.297)	0.691
Observations	134	134	

Table A3: Balance of student characteristics by treatment and control: Waves 2 and 3

	Control (1)	Treatment (2)	<i>p</i> -val of diff (3)
baseline math score	-0.049 (0.974)	-0.088 (0.946)	0.835
baseline reading score	-0.067 (0.903)	-0.147 (0.980)	0.531
Female	0.475 (0.501)	0.454 (0.500)	0.832
Black	0.333 (0.473)	0.323 (0.469)	0.739
Hispanic	0.617 (0.488)	0.585 (0.495)	0.699
ELL status	0.259 (0.440)	0.246 (0.432)	0.799
CHECC control	0.204 (0.404)	0.177 (0.383)	0.665
CHECC treatment 1	0.037 (0.189)	0.054 (0.227)	0.477
CHECC treatment 2	0.093 (0.291)	0.077 (0.268)	0.719
CHECC treatment 3	0.074 (0.263)	0.092 (0.291)	0.494
Observations	162	130	