I investigate whether the intent-to-treat (ITT) effects of winning the lottery vary depending on the students' ages or social-economic status. The hypotheses are that: 1. the effect of technology-aided afterschool instruction on student's learning outcomes may be decreasing with age as students' learning ability might increase with age; 2. the effect may depend on the student family's social-economic status because one might expect families with higher SES index may have more resources to allocate to increase the student's human capita. The heterogeneity of ITT of winning the lottery is estimated using:

$$Y_{iks2} = \alpha_s + \gamma \cdot Y_{iks1} + \beta_s \cdot Treatment_i + \mu_s \cdot X_s + \omega_s \cdot Treatment_i \times X_s + \phi_k + \epsilon_{iks2}$$

where i, k, s are indices for student, randomization stratum, and subject respectively. ϕ_k is a vector of stratum fixed effect. As reported in the table, there is no evidence of heterogeneity (notice that we reported robust standard errors in the parentheses).

VARIABLES	(1) Endline math score	(2) Endline Hindi score	(3) Endline math score	(4) Endline Hindi score
Treatment	1.21	1.48	0.38	0.26
	(0.64)	(0.45)	(0.065)	(0.062)
Age	0.064	0.060		
	(0.043)	(0.039)		
Treatment * Age	-0.069	-0.095		
	(0.052)	(0.035)		
Baseline math score	0.53		0.57	
	(0.056)		(0.048)	
Baseline Hindi score		0.70		0.65
		(0.034)		(0.031)
SES index			-0.0028	0.099
			(0.035)	(0.021)
Treatment * SES index			0.023	-0.0041
			(0.050)	(0.041)
Constant	-0.52	-0.65	0.32	0.17
	(0.52)	(0.48)	(0.032)	(0.031)
Observations	395	397	535	537
R-squared	0.380	0.470	0.398	0.494
Number of strata	19	19	19	19

Notes: Robust standard Errors reported in parentheses. All regressions include the strata fixed and controls baseline test results.