Online Appendix A

A.1 Control Group Survey

Many thanks for participating in this brief survey. It will only take you 5 to 10 minutes.

The purpose of the survey is to identify aspects of teaching that may dissuade talented applicants like yourself from entering *Enseñá por Argentina* (ExA) and what may the program do to solve these aspects.

We ask that you answer all questions honestly. Your answers will not be used to decide whether you move on to the next stage of ExA.

Since the order of questions is key, it will not be possible to edit your answer to your question once you move on to the next.

You may send any questions that you have about the survey to alejandro_ganimian@mail.harvard.edu.

1. Name and last name. *This is only to ensure that everyone answered the survey. Your information will not be used for ExA's selection process.*
2. Sex
   a. Male
   b. Female
3. Marital status
   a. Single
   b. Married
   c. Separated
   d. Divorced
   e. Widow
4. Children
   a. Yes
   b. No
5. Country of residence
   a. [Drop down menu]
6. [If answer to Q5="Argentina"] Province of residence
   a. [Drop down menu]
7. [If answer to Q5="Argentina"] City/village of residence
   a. [Drop down menu]
8. Highest level of education attained
   a. Primary
   b. Secondary
   c. Tertiary (not university)
   d. Teacher's college
   e. Bachelor's
   f. Master's

g. Doctorate
9. [If Bachelor's or above] Year in which you graduated from college
    a. [Drop down menu]
10. [If Bachelor's or above] Major in college
    a. [Drop down menu]
11. [If Bachelor's or above] University from which you graduated
    a. [Drop down menu]
12. [If Bachelor's or above] College GPA
    a. [1 to 10 scale]
13. Work experience
    a. Less than 1 year
    b. 1 year
    c. 2 years
    d. 3 years
    e. 4 years
    f. 5 years
    g. 6 years
    h. 7 years
    i. 8 years
    j. 9 years
    k. 10 years
    l. More than 10 years
14. Did you ever work as a teacher?
    a. Yes
    b. No
15. If you are selected by ExA, how much do you expect to make per month <u>during</u> the program?
    a. Less than ARS 2,000
    b. Between ARS 2,000 and ARS 3,000
    c. Between ARS 3,000 and ARS 4,000
    d. Between ARS 4,000 and ARS 5,000
    e. More than ARS 5,000
16. If you are selected by ExA, how much do you expect to make per month <u>after</u> the program?
    a. Less than ARS 2,000
    b. Between ARS 2,000 and ARS 3,000
    c. Between ARS 3,000 and ARS 4,000
    d. Between ARS 4,000 and ARS 5,000
    e. More than ARS 5,000
17. If you are <u>not</u> selected by ExA, how much do you expect to make per month?
    a. Less than ARS 2,000
    b. Between ARS 2,000 and ARS 3,000
    c. Between ARS 3,000 and ARS 4,000
    d. Between ARS 4,000 and ARS 5,000
    e. More than ARS 5,000
18. How important was the initial pay in your decision to apply to ExA?
    a. It did not influence my decision
    b. It influenced my decision a little

    c. I considered it together with other factors
    d. It was one of the main factors I considered
    e. It was a decisive factor

19. How important was the prospect of pay increases in your decision to apply to ExA?
    a. It did not influence my decision
    b. It influenced my decision a little
    c. I considered it together with other factors
    d. It was one of the main factors I considered
    e. It was a decisive factor

20. How important were the (health and pension) benefits that you would get as a teacher in your decision to apply to ExA?
    a. It did not influence my decision
    b. It influenced my decision a little
    c. I considered it together with other factors
    d. It was one of the main factors I considered
    e. It was a decisive factor

21. How important was the possibility of working at a public school in your decision to apply to ExA?
    a. It did not influence my decision
    b. It influenced my decision a little
    c. I considered it together with other factors
    d. It was one of the main factors I considered
    e. It was a decisive factor

22. How important was the possibility of starting work in February or March in your decision to apply to ExA?
    a. It did not influence my decision
    b. It influenced my decision a little
    c. I considered it together with other factors
    d. It was one of the main factors I considered
    e. It was a decisive factor

23. How important was the possibility of working close to home in your decision to apply to ExA?
    a. It did not influence my decision
    b. It influenced my decision a little
    c. I considered it together with other factors
    d. It was one of the main factors I considered
    e. It was a decisive factor

24. If you are selected for ExA, in how many schools would you like to work?
    a. 1
    b. 2
    c. 3
    d. 4
    e. 5
    f. More than 5

25. If you are selected for ExA, how many subjects would you like to teach?
    a. 1

b. 2
c. 3
d. 4
e. 5
f. More than 5

26. If you are selected for ExA, in what setting would you like to work?
    a. Classroom teacher
    b. After-school program
    c. Either

27. If ExA wanted to make some changes to make sure that you entered the program, which of the following changes would you prefer? Please, rank them according to their importance to you from most (first rank) to least important (last rank).
    a. Increasing the amount of classroom resources (e.g., school supplies, textbooks, access to Internet)
    b. Assigning more than one corps member per school
    c. Providing training opportunities tailored to the needs of corps members
    d. Increasing initial pay
    e. Guaranteeing that the principals managing ExA's corps members are capable instructional leaders
    f. Increasing the maximum pay
    g. Providing scholarships for corps members to get certified though a teacher training program of their choice
    h. Paying corps members based on their students' achievement

28. After completing this survey, are you still interested in pursuing your application to ExA?
    a. Yes, nothing has changed
    b. Yes, but with some reservations
    c. I don't know—I have to think about it
    d. I don't think so, but I'm not sure
    e. No, I'm no longer interested

A.2 Working Conditions Survey

Many thanks for participating in this brief survey. It will only take you 5 to 10 minutes.

The purpose of the survey is to identify aspects of teaching that may dissuade talented applicants like yourself from entering *Enseñá por Argentina* (ExA) and what may the program do to solve these aspects.

We ask that you answer all questions honestly. Your answers will not be used to decide whether you move on to the next stage of ExA.

Since the order of questions is key, it will not be possible to edit your answer to your question once you move on to the next.

You may send any questions that you have about the survey to alejandro_ganimian@mail.harvard.edu.

1. Name and last name. *This is only to ensure that everyone answered the survey. Your information will not be used for ExA's selection process.*
2. Sex
    a. Male
    b. Female
3. Marital status
    a. Single
    b. Married
    c. Separated
    d. Divorced
    e. Widow
4. Children
    a. Yes
    b. No
5. Country of residence
    a. [Drop down menu]
6. [If answer to Q5="Argentina"] Province of residence
    a. [Drop down menu]
7. [If answer to Q5="Argentina"] City/village of residence
    a. [Drop down menu]
8. Highest level of education attained
    a. Primary
    b. Secondary
    c. Tertiary (not university)
    d. Teacher's college
    e. Bachelor's
    f. Master's
    g. Doctorate
9. [If Bachelor's or above] Year in which you graduated from college

       a. [Drop down menu]
10. [If Bachelor's or above] Major in college
       a. [Drop down menu]
11. [If Bachelor's or above] University from which you graduated
       a. [Drop down menu]
12. [If Bachelor's or above] College GPA
       a. [1 to 10 scale]
13. Work experience
       a. Less than 1 year
       b. 1 year
       c. 2 years
       d. 3 years
       e. 4 years
       f. 5 years
       g. 6 years
       h. 7 years
       i. 8 years
       j. 9 years
       k. 10 years
       l. More than 10 years
14. Did you ever work as a teacher?
       a. Yes
       b. No

[In random order]

15. In the City and the Province of Buenos Aires, the two locations where ExA currently places its corps members, an individual who wishes to enter teacher must follow an enrollment procedure for public schools. ExA helps applicants with this procedure. However, these procedures give priority to individuals who already have a teaching degree. Therefore, it is possible that ExA may not be able to assign all of its admitted applicants to public schools. How does this information influence your decision to continue to apply to ExA?
       a. It does not change my mind at all; I already knew this or this does not affect my decision
       b. It influenced my decision a little; I will take it into account, together with other factors
       c. It influenced my decision somewhat; it makes me rethink my decision to apply
       d. It influenced my decision a lot; I'm leaning towards not pursuing my application
       e. It definitely influenced my decision; I no longer want to pursue my application
16. ExA cannot always assign all of its corps members to public schools. When this occurs, it must assign some of its admitted applicants to private schools serving students who are similar to those who attend public schools. The way in which ExA determines this is approaching private subsidized schools with a monthly fee of less than ARS 300. How does this information influence your decision to continue to apply to ExA?
       a. It does not change my mind at all; I already knew this or this does not affect my decision

b. It influenced my decision a little; I will take it into account, together with other factors
c. It influenced my decision somewhat; it makes me rethink my decision to apply
d. It influenced my decision a lot; I'm leaning towards not pursuing my application
e. It definitely influenced my decision; I no longer want to pursue my application

17. ExA cannot always each corps member to only one school. Therefore, it is possible that ExA assigns an admitted applicant to teach subjects in multiple schools (e.g., 10 hours in school X and 10 more hours in school Y). It is possible that a corps member may be assigned to up to three schools. How does this information influence your decision to continue to apply to ExA?
   a. It does not change my mind at all; I already knew this or this does not affect my decision
   b. It influenced my decision a little; I will take it into account, together with other factors
   c. It influenced my decision somewhat; it makes me rethink my decision to apply
   d. It influenced my decision a lot; I'm leaning towards not pursuing my application
   e. It definitely influenced my decision; I no longer want to pursue my application

18. ExA regularly monitors the availability of teaching posts. However, these posts not always open at the start of the year. Therefore, it is possible that ExA cannot assign an applicant admitted at the end of 2012 until February or March 2013. From the start of the school year until corps members are assigned, it is possible that they end up teaching an after-school program, but not as classroom teachers. How does this information influence your decision to continue to apply to ExA?
   a. It does not change my mind at all; I already knew this or this does not affect my decision
   b. It influenced my decision a little; I will take it into account, together with other factors
   c. It influenced my decision somewhat; it makes me rethink my decision to apply
   d. It influenced my decision a lot; I'm leaning towards not pursuing my application
   e. It definitely influenced my decision; I no longer want to pursue my application

19. Many of the teaching posts that ExA uses to assign its corps members are from regular teachers who have taken medium- or long-term leaves. Therefore, it is possible that ExA corps members start teaching at a grade in a given school on the first year and then have to move to another grade and/or school on the second year of the program. How does this information influence your decision to continue to apply to ExA?
   a. It does not change my mind at all; I already knew this or this does not affect my decision
   b. It influenced my decision a little; I will take it into account, together with other factors
   c. It influenced my decision somewhat; it makes me rethink my decision to apply
   d. It influenced my decision a lot; I'm leaning towards not pursuing my application
   e. It definitely influenced my decision; I no longer want to pursue my application

[In prescribed order]

20. If ExA wanted to make some changes to make sure that you entered the program, which of the following changes would you prefer? Please, rank them according to their importance to you from most (first rank) to least important (last rank).
     a. Increasing the amount of classroom resources (e.g., school supplies, textbooks, access to Internet)
     b. Assigning more than one corps member per school
     c. Providing training opportunities tailored to the needs of corps members
     d. Increasing initial pay
     e. Guaranteeing that the principals managing ExA's corps members are capable instructional leaders
     f. Increasing the maximum pay
     g. Providing scholarships for corps members to get certified though a teacher training program of their choice
     h. Paying corps members based on their students' achievement

21. After completing this survey, are you still interested in pursuing your application to ExA?
     a. Yes, nothing has changed
     b. Yes, but with some reservations
     c. I don't know—I have to think about it
     d. I don't think so, but I'm not sure
     e. No, I'm no longer interested

A.3 Pay Survey

Many thanks for participating in this brief survey. It will only take you 5 to 10 minutes.

The purpose of the survey is to identify aspects of teaching that may dissuade talented applicants like yourself from entering *Enseñá por Argentina* (ExA) and what may the program do to solve these aspects.

We ask that you answer all questions honestly. Your answers will not be used to decide whether you move on to the next stage of ExA.

Since the order of questions is key, it will not be possible to edit your answer to your question once you move on to the next.

You may send any questions that you have about the survey to alejandro_ganimian@mail.harvard.edu.

1. Name and last name. *This is only to ensure that everyone answered the survey. Your information will not be used for ExA's selection process.*
2. Sex
    a. Male
    b. Female
3. Marital status
    a. Single
    b. Married
    c. Separated
    d. Divorced
    e. Widow
4. Children
    a. Yes
    b. No
5. Country of residence
    a. [Drop down menu]
6. [If answer to Q5="Argentina"] Province of residence
    a. [Drop down menu]
7. [If answer to Q5="Argentina"] City/village of residence
    a. [Drop down menu]
8. Highest level of education attained
    a. Primary
    b. Secondary
    c. Tertiary (not university)
    d. Teacher's college
    e. Bachelor's
    f. Master's
    g. Doctorate
9. [If Bachelor's or above] Year in which you graduated from college

a. [Drop down menu]
10. [If Bachelor's or above] Major in college
    a. [Drop down menu]
11. [If Bachelor's or above] University from which you graduated
    a. [Drop down menu]
12. [If Bachelor's or above] College GPA
    a. [1 to 10 scale]
13. Work experience
    a. Less than 1 year
    b. 1 year
    c. 2 years
    d. 3 years
    e. 4 years
    f. 5 years
    g. 6 years
    h. 7 years
    i. 8 years
    j. 9 years
    k. 10 years
    l. More than 10 years
14. Did you ever work as a teacher?
    a. Yes
    b. No

15. [In random order]

16. ExA does not pay its corps members. If a corps member works in a public school, the government pays him/her. If he/she works in a private school, the school pays him/her. The average monthly salary of an ExA corps member is ARS 3,000, including remuneration for extracurricular activities. How does this information influence your decision to continue to apply to ExA?
    a. It does not change my mind at all; I already knew this or this does not affect my decision
    b. It influenced my decision a little; I will take it into account, together with other factors
    c. It influenced my decision somewhat; it makes me rethink my decision to apply
    d. It influenced my decision a lot; I'm leaning towards not pursuing my application
    e. It definitely influenced my decision; I no longer want to pursue my application
17. The initial salary of a secondary school teacher in Argentina increases about 35% over the first 15 years in the profession. Therefore, the average teacher who makes ARS 3,618 on his/her first year makes ARS 4,788 after 15 years. How does this information influence your decision to continue to apply to ExA?
    a. It does not change my mind at all; I already knew this or this does not affect my decision
    b. It influenced my decision a little; I will take it into account, together with other factors

c. It influenced my decision somewhat; it makes me rethink my decision to apply

d. It influenced my decision a lot; I'm leaning towards not pursuing my application

e. It definitely influenced my decision; I no longer want to pursue my application

18. The maximum salary that a teacher of secondary school in Argentina can make is about 60% of his/her initial salary. Therefore, the average teacher who makes ARS 3,618 on his/her first year makes ARS 5,780 at the end of his/her career. How does this information influence your decision to continue to apply to ExA?

    a. It does not change my mind at all; I already knew this or this does not affect my decision

    b. It influenced my decision a little; I will take it into account, together with other factors

    c. It influenced my decision somewhat; it makes me rethink my decision to apply

    d. It influenced my decision a lot; I'm leaning towards not pursuing my application

    e. It definitely influenced my decision; I no longer want to pursue my application

19. Secondary school teachers in Argentina do not receive a higher pay for increasing their students' achievement. The main ways to receive a raise in the public sector are to: (i) accumulate years of experience; (ii) participate in professional development; or (iii) get a graduate degree (e.g., master's or doctorate). How does this information influence your decision to continue to apply to ExA?

    a. It does not change my mind at all; I already knew this or this does not affect my decision

    b. It influenced my decision a little; I will take it into account, together with other factors

    c. It influenced my decision somewhat; it makes me rethink my decision to apply

    d. It influenced my decision a lot; I'm leaning towards not pursuing my application

    e. It definitely influenced my decision; I no longer want to pursue my application

20. ExA corps members have access to the health and pension benefits of regular teachers in public secondary schools if and only if they have a teaching degree. Those who do not have such degree receive the same benefits as temp or substitute teachers (depending on the teaching position they occupy) and those who work in private schools will have the benefits that the private operator chooses to offer. How does this information influence your decision to continue to apply to ExA?

    a. It does not change my mind at all; I already knew this or this does not affect my decision

    b. It influenced my decision a little; I will take it into account, together with other factors

    c. It influenced my decision somewhat; it makes me rethink my decision to apply

    d. It influenced my decision a lot; I'm leaning towards not pursuing my application

    e. It definitely influenced my decision; I no longer want to pursue my application

21. [In prescribed order]

22. If ExA wanted to make some changes to make sure that you entered the program, which of the following changes would you prefer? Please, rank them according to their importance to you from most (first rank) to least important (last rank).

a. Increasing the amount of classroom resources (e.g., school supplies, textbooks, access to Internet)
b. Assigning more than one corps member per school
c. Providing training opportunities tailored to the needs of corps members
d. Increasing initial pay
e. Guaranteeing that the principals managing ExA's corps members are capable instructional leaders
f. Increasing the maximum pay
g. Providing scholarships for corps members to get certified though a teacher training program of their choice
h. Paying corps members based on their students' achievement

23. After completing this survey, are you still interested in pursuing your application to ExA?
    a. Yes, nothing has changed
    b. Yes, but with some reservations
    c. I don't know—I have to think about it
    d. I don't think so, but I'm not sure
    e. No, I'm no longer interested

Online Appendix B

Table B.1. Application Variables: Balance by Randomization

	(1) All	(2) T0	(3) T1	(4) T2	(5) T1-T0	(6) T2-T0	(7) F-test	(8) p-	(9) N
Panel A. Motivations									
Having a paid job	.073	.072	.064	.083	-.008	.011	.446	.64	1017
	(.26)	(.259)	(.245)	(.276)	(.019)	(.021)			
Change through education	.904	.899	.901	.911	.003	.012	.162	.85	1017
	(.295)	(.302)	(.298)	(.285)	(.023)	(.023)			
Teaching as calling	.396	.422	.391	.374	-.031	-.048	.822	.44	1003
	(.489)	(.495)	(.489)	(.485)	(.037)	(.038)			
Education crisis	.414	.419	.377	.448	-.042	.029	1.783	.169	1017
	(.493)	(.494)	(.485)	(.498)	(.037)	(.038)			
Working with poor children	.301	.306	.293	.304	-.014	-.003	.085	.918	1017
	(.459)	(.462)	(.456)	(.461)	(.035)	(.036)			
Sense of purpose	.409	.37	.452	.405	.082**	.035	2.433	.088	1017
	(.492)	(.483)	(.498)	(.492)	(.037)	(.038)			
International movement	.04	.032	.046	.043	.015	.011	.563	.57	1017
	(.197)	(.176)	(.211)	(.203)	(.015)	(.015)			
Panel B. Concerns									
Low teacher pay	.426	.431	.403	.445	-.028	.014	.629	.534	1017
	(.495)	(.496)	(.491)	(.498)	(.038)	(.038)			
Placement in schools	.54	.538	.542	.54	.004	.002	.007	.993	1017
	(.499)	(.499)	(.499)	(.499)	(.038)	(.039)			
Prestige of teaching	.139	.147	.136	.132	-.011	-.015	.178	.837	1017
	(.346)	(.355)	(.344)	(.339)	(.027)	(.027)			
Two-year commitment	.116	.116	.113	.12	-.003	.004	.036	.965	1017
	(.32)	(.32)	(.317)	(.325)	(.024)	(.025)			
Other people's opinions	.285	.269	.33	.255	.062*	-.014	2.617	.074	1017
	(.452)	(.444)	(.471)	(.436)	(.035)	(.034)			
Potential career detour	.323	.321	.325	.322	.004	.001	.006	.994	1017
	(.468)	(.467)	(.469)	(.468)	(.036)	(.036)			
Full-time commitment	.276	.28	.249	.301	-.031	.02	1.14	.32	1017
	(.447)	(.45)	(.433)	(.459)	(.034)	(.035)			
Familiarity with ExA	.685	.682	.684	.69	.002	.008	.028	.973	1017
	(.465)	(.466)	(.466)	(.463)	(.035)	(.036)			
Difficulty of teaching	.205	.217	.217	.178	.001	-.039	1.101	.333	1017
	(.404)	(.413)	(.413)	(.383)	(.031)	(.031)			

Notes: (1) Standard deviations in parentheses in columns 1-4; standard errors in parentheses in columns 5-6. (2) $^*p < 0.10$, $^{**}p < 0.05$, $^{***}p < 0.01$. (3) Applicants' GPAs and selection scores are standardized.

Table B.2. Selection Variables: Balance by Randomization

	(1) All	(2) T0	(3) T1	(4) T2	(5) T1-T0	(6) T2-T0	F-test	p-value	N
Accomplishment	3.249	3.241	3.244	3.263	.004	.022	.296	.744	827
	(.368)	(.389)	(.371)	(.343)	(.032)	(.032)			
Leadership	2.681	2.767	2.737	2.53	-.029	-.236**	3.97	.019	827
	(1.07)	(1.128)	(1.028)	(1.042)	(.091)	(.094)			
Perseverance	3.051	3.063	3.072	3.015	.009	-.048	.212	.809	827
	(1.048)	(1.009)	(1.013)	(1.127)	(.085)	(.093)			

Notes: (1) Standard deviations in parentheses in columns 1-4; standard errors in parentheses in columns 5-6. (2) $^{*}\,p < 0.10$, $^{**}\,p < 0.05$, $^{***}\,p < 0.01$.

Table B.3. Survey Variables: Summary Statistics

	(1) T0 (Control)	(2) T1 (Working conditions)	(3) T2 (Pay)	(4) N
Panel A. Control Survey				
Importance of initial pay	2.336 (1.139)			217
Importance of pay increases	2.112 (1.099)			214
Importance of benefits	2.102 (1.112)			216
Importance of working at a public school	3.401 (1.179)			217
Importance of job start date	2.115 (1.217)			217
Importance of working close to home	2.894 (1.211)			217
Number of schools he/she wants to teach	2.765 (1.242)			217
Number of subjects he/she wants to teach	2.7 (1.174)			217
Panel B. Working Conditions Survey				
Not being assigned to a public school		1.386 (.614)		202
Being assigned to a private school		1.223 (.594)		202
Being assigned to multiple schools		1.335 (.504)		200
Waiting to be assigned for up to a month		1.284 (.504)		201
Switching schools from one year to the next		1.203 (.492)		202
Panel C. Pay Survey				
Making ARS 3,000 per month			3.97 (1.238)	202
Making ARS 4,788 per month after 15 years			3.886 (1.189)	202
Making ARS 5,780 per month by end of career			3.886 (1.213)	201
Requirements to increase pay			3.045 (.627)	201
Getting certified to receive benefits			3.055 (.789)	201

Notes: (1) Standard deviations in parentheses.

Table B.4. Application and Selection Variables: Balance by Attrition

	Non-Attritors	Attritors	Difference	N
Argentine	.931	.929	-.002	1017
	(.254)	(.257)	(.017)	
Female	.71	.683	-.027	1017
	(.454)	(.466)	(.03)	
Age	28.988	28.712	-.275	1003
	(5.945)	(5.702)	(.381)	
City of Buenos Aires	.533	.459	-.074**	1017
	(.499)	(.499)	(.033)	
Province of Buenos Aires	.425	.505	.08**	1017
	(.495)	(.501)	(.033)	
Double-shift bilingual HS	.147	.142	-.005	1017
	(.355)	(.35)	(.023)	
Speaks English	.813	.77	-.042	1017
	(.391)	(.421)	(.027)	
College GPA (out of 10)	7.389	7.377	-.012	1004
	(.954)	(.849)	(.058)	
STEM major	.149	.117	-.032	1017
	(.356)	(.322)	(.022)	
Education major	.049	.057	.008	1017
	(.216)	(.233)	(.015)	
Graduate degree	.418	.399	-.019	1017
	(.494)	(.49)	(.032)	
Volunteered	.482	.432	-.051	1017
	(.5)	(.496)	(.032)	
Worked (paid)	.751	.716	-.035	1017
	(.433)	(.452)	(.029)	
Applied to teach	.132	.158	.026	1017
	(.339)	(.366)	(.023)	
Worry: teacher pay	.436	.407	-.029	1017
	(.496)	(.492)	(.032)	
Worry: placement	.53	.557	.027	1017
	(.499)	(.497)	(.033)	
Worry: prestige	.141	.134	-.007	1017
	(.349)	(.341)	(.022)	
Worry: two years	.12	.109	-.011	1017
	(.325)	(.312)	(.021)	
Worry: people's opinions	.286	.284	-.002	1017
	(.452)	(.452)	(.03)	
Worry: career detour	.329	.311	-.017	1017
	(.47)	(.464)	(.03)	
Worry: full-time job	.284	.262	-.022	1017
	(.451)	(.44)	(.029)	
Worry: don't know ExA	.665	.721	.056*	1017
	(.472)	(.449)	(.03)	
Worry: can't do it	.209	.197	-.012	1017
	(.407)	(.398)	(.026)	
Accomplishment	3.246	3.255	.009	827
	(.38)	(.347)	(.026)	
Leadership	2.75	2.563	-.187**	827
	(1.054)	(1.088)	(.078)	
Perseverance	3.078	3.003	-.075	827
	(1.043)	(1.058)	(.076)	

Notes: (1) Standard deviations in parentheses in columns 1-2; standard errors in parentheses in column 3. (2) $^{*}p <$ 0.10, $^{**}p < 0.05$, $^{***}p < 0.01$.

Table B.5. Application and Selection Variables: Attrition by Treatment Group

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Non-Attritors			**Attritors**			**Interactions**		**N**
	T0	**T1**	**T2**	**T0**	**T1**	**T2**	**T1**	**T2**	
Argentine	.947	.906	.939	.893	.94	.955	.088**	.07*	1017
	(.225)	(.293)	(.239)	(.311)	(.239)	(.207)	(.043)	(.041)	
Female	.711	.703	.715	.62	.669	.768	.058	.144*	1017
	(.454)	(.458)	(.452)	(.487)	(.472)	(.424)	(.074)	(.074)	
Age	29.277	28.423	29.243	28.701	28.76	28.667	.913	0	1003
	(5.831)	(5.803)	(6.19)	(4.734)	(6.439)	(5.787)	(.902)	(.911)	
City of Buenos Aires	.538	.533	.528	.488	.474	.411	-.009	-.067	1017
	(.5)	(.5)	(.5)	(.502)	(.501)	(.494)	(.079)	(.081)	
Prov. of Buenos Aires	.418	.429	.43	.471	.496	.554	.014	.07	1017
	(.494)	(.496)	(.496)	(.501)	(.502)	(.499)	(.079)	(.081)	
Double-shift bilingual HS	.138	.156	.15	.14	.173	.107	.015	-.045	1017
	(.345)	(.363)	(.357)	(.349)	(.38)	(.311)	(.057)	(.055)	
Speaks English	.796	.825	.818	.793	.774	.741	-.049	-.075	1017
	(.404)	(.38)	(.387)	(.407)	(.42)	(.44)	(.064)	(.067)	
College GPA (out of 10)	7.386	7.4	7.381	7.449	7.355	7.325	-.108	-.118	1004
	(.952)	(.96)	(.955)	(.808)	(.912)	(.817)	(.143)	(.141)	
STEM major	.138	.16	.15	.149	.128	.071	-.044	-.089*	1017
	(.345)	(.368)	(.357)	(.357)	(.335)	(.259)	(.055)	(.053)	
Education major	.044	.042	.061	.05	.075	.045	.028	-.021	1017
	(.207)	(.202)	(.239)	(.218)	(.265)	(.207)	(.036)	(.035)	
Graduate degree	.387	.458	.411	.421	.429	.339	-.064	-.107	1017
	(.488)	(.499)	(.493)	(.496)	(.497)	(.476)	(.078)	(.079)	
Volunteered	.484	.538	.425	.438	.406	.455	-.085	.077	1017
	(.501)	(.5)	(.496)	(.498)	(.493)	(.5)	(.079)	(.081)	
Worked (paid)	.747	.783	.724	.719	.692	.741	-.064	.044	1017
	(.436)	(.413)	(.448)	(.451)	(.464)	(.44)	(.07)	(.072)	
Applied to teach	.156	.108	.131	.083	.203	.188	.167***	.13**	1017
	(.363)	(.312)	(.338)	(.276)	(.404)	(.392)	(.054)	(.056)	
Worry: teacher pay	.431	.41	.467	.43	.391	.402	-.018	-.064	1017
	(.496)	(.493)	(.5)	(.497)	(.49)	(.492)	(.078)	(.08)	
Worry: placement	.542	.528	.519	.529	.564	.58	.049	.075	1017
	(.499)	(.5)	(.501)	(.501)	(.498)	(.496)	(.079)	(.081)	
Worry: prestige	.164	.142	.117	.116	.128	.161	.035	.093*	1017
	(.372)	(.349)	(.322)	(.321)	(.335)	(.369)	(.054)	(.056)	
Worry: two years	.111	.108	.14	.124	.12	.08	-.001	-.073	1017
	(.315)	(.312)	(.348)	(.331)	(.327)	(.273)	(.051)	(.051)	
Worry: people's opinions	.271	.34	.248	.264	.316	.268	-.017	.027	1017
	(.446)	(.475)	(.433)	(.443)	(.467)	(.445)	(.072)	(.072)	
Worry: career detour	.302	.335	.35	.355	.308	.268	-.08	-.136*	1017
	(.46)	(.473)	(.478)	(.481)	(.464)	(.445)	(.074)	(.075)	
Worry: full-time job	.293	.264	.294	.256	.226	.313	-.001	.055	1017
	(.456)	(.442)	(.457)	(.438)	(.42)	(.466)	(.069)	(.074)	
Worry: don't know ExA	.671	.642	.682	.702	.752	.705	.079	-.008	1017
	(.471)	(.481)	(.467)	(.459)	(.434)	(.458)	(.072)	(.075)	
Worry: can't do it	.213	.231	.182	.223	.195	.17	-.045	-.022	1017
	(.411)	(.423)	(.387)	(.418)	(.398)	(.377)	(.065)	(.064)	
Accomplishment	3.207	3.253	3.278	3.3	3.23	3.236	-.116*	-.135**	827
	(.412)	(.376)	(.349)	(.34)	(.363)	(.332)	(.064)	(.064)	
Leadership	2.733	2.829	2.682	2.827	2.589	2.255	-.333*	-.521***	827
	(1.091)	(1.037)	(1.034)	(1.193)	(1)	(1.005)	(.191)	(.196)	
Perseverance	3.052	3.122	3.059	3.082	2.991	2.936	-.16	-.152	827
	(1.01)	(1.004)	(1.118)	(1.012)	(1.027)	(1.144)	(.177)	(.194)	

Notes: (1) Standard deviations in parentheses in columns 1-6; standard errors in parentheses in columns 7-8. (2) * p < 0.10, ** p < 0.05, *** p < 0.01.

Table B.6. Chi-Square Test of Expressed and Revealed Preferences

Panel A. All Survey Respondents

		Applicant dropped out		
		No	Yes	Total
Applicant said	No	371	158	529
he/she wanted to		(70.13%)	(29.87%)	(100%)
drop out	Yes	80	42	122
		(65.57%)	(34.43%)	(100%)
	Total	451	200	651
		(69.28%)	(30.72%)	(100%)

χ^2: 0.9679, p-value: 0.325.

Panel B. Respondents to Control Survey

		Applicant dropped out		
		No	Yes	Total
Applicant said	No	160	64	224
he/she wanted to		(71.43%)	(28.57%)	(100%)
drop out	Yes	0	1	1
		(0%)	(100%)	(100%)
	Total	160	65	225
		(71.11%)	(28.89%)	(100%)

χ^2: 2.4725, p-value: 0.116.

Panel C. Respondents to Working Conditions Survey

		Applicant dropped out		
		No	Yes	Total
Applicant said	No	111	47	158
he/she wanted to		(70.25%)	(29.75%)	(100%)
drop out	Yes	35	19	54
		(64.81 %)	(35.19%)	(100%)
	Total	146	66	212
		(68.87%)	(31.13%)	(100%)

χ^2: 0.5552, p-value: 0.456.

Panel D. Respondents to Pay Survey

		Applicant dropped out		
		No	Yes	Total
Applicant said	No	100	47	147
he/she wanted to		(68.03%)	(31.97%)	(100%)
drop out	Yes	45	22	67
		(67.16%)	(32.84%)	(100%)
	Total	145	69	214
		(67.76%)	(32.24 %)	(100%)

χ^2: 0.0157, p-value: 0.900.

Notes: (1) Row percentages in parentheses.

Table B.7. 2SLS TOT Effects of Information on Revealed Preferences by Stage of Selection Process

| | *Outcome: Applicant dropped out at…* | | | | | | | | | | | |
| | *…before assessment center* | | | | *…before summer training institute* | | | | *…before starting school year* | | | |
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Replied (working conditions)	-0.0605	-0.0876*			0.0620	0.0402			-0.00939	-0.0129		
	(0.0442)	(0.0505)			(0.0450)	(0.0519)			(0.00941)	(0.0118)		
Assigned (pay)	-0.0511*	-0.0496			0.0359	0.0339			-0.00254	-0.00391		
	(0.0269)	(0.0323)			(0.0279)	(0.0329)			(0.00661)	(0.00835)		
Replied (pay)			-0.0778*	-0.0766			0.0548	0.0521			-0.00386	-0.00612
			(0.0413)	(0.0499)			(0.0426)	(0.0506)			(0.0101)	(0.0128)
Assigned (working conditions)			-0.0372	-0.0543*			0.0381	0.0248			-0.00577	-0.00803
			(0.0271)	(0.0314)			(0.0275)	(0.0322)			(0.00577)	(0.00729)
Female		0.0611**		0.0594**		0.0310		0.0324		-0.00191		-0.00198
		(0.0264)		(0.0266)		(0.0299)		(0.0298)		(0.00745)		(0.00765)
Age		-0.000018		0.000270		-0.00257		-0.00272		-0.000313		-0.000277
		(0.00331)		(0.00326)		(0.00317)		(0.00317)		(0.00045)		(0.00044)
College GPA (std.)		-0.0106		-0.0111		-0.0206		-0.0204		-0.00285		-0.00291
		(0.00685)		(0.00705)		(0.0150)		(0.0148)		(0.00278)		(0.00283)
Currently employed		0.0246		0.0229		-0.0163		-0.0159		0.00325		0.00289
		(0.0268)		(0.0268)		(0.0280)		(0.0280)		(0.00602)		(0.00583)
Currently teaching		-0.0211		-0.0194		-0.0246		-0.0262		-0.00634		-0.00631
		(0.0333)		(0.0334)		(0.0364)		(0.0364)		(0.00508)		(0.00494)
Applied to teaching post		0.0120		0.0146		0.0409		0.0408		0.00456		0.00529
		(0.0415)		(0.0418)		(0.0446)		(0.0448)		(0.00886)		(0.00914)
Selection score (std.)		0.164***		0.165***		0.155***		0.155***		0.00183		0.00177
		(0.0177)		(0.0178)		(0.0182)		(0.0181)		(0.00423)		(0.00422)
Applied to ExA before		-0.0535		-0.0534		0.0252		0.0248		0.0246		0.0245
		(0.0653)		(0.0666)		(0.0771)		(0.0770)		(0.0312)		(0.0310)
STEM major		0.0766*		0.0764*		0.0950*		0.0945*		0.00307		0.00285
		(0.0455)		(0.0456)		(0.0488)		(0.0488)		(0.0114)		(0.0112)
Constant	0.168***	0.145	0.168***	0.139	0.136***	0.222**	0.136***	0.226**	0.00867*	0.0192	0.00867*	0.0184
	(0.0201)	(0.0990)	(0.0201)	(0.0971)	(0.0184)	(0.0956)	(0.0184)	(0.0950)	(0.00499)	(0.0211)	(0.00499)	(0.0205)
Observations	1017	810	1017	810	1017	810	1017	810	1017	810	1017	810

Notes: (1) Standard errors in parentheses. (2) $^*p < 0.10$, $^{**}p < 0.05$, $^{***}p < 0.01$. (3) All models include robust standard errors.

Table B.8. 2SLS TOT Effects of Changes Demanded

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	Ensuring that principals are good instructional leaders		*Assigning more than one corps member per school*		*Ensuring classrooms have adequate resources*		*Giving bonuses to teachers based on student performance*		*Offering professional development tailored to corps members' needs*	
Replied (working conditions)	0.0529*		0.0688***		0.0596**		0.00971		0.0878**	
	(0.0314)		(0.0249)		(0.0287)		(0.0143)		(0.0362)	
Assigned (pay)	0.0375		0.0210		0.101***		0.0470***		0.0625*	
	(0.0313)		(0.0249)		(0.0286)		(0.0142)		(0.0361)	
Replied (pay)		0.0375		0.0210		0.101***		0.0470***		0.0625*
		(0.0313)		(0.0249)		(0.0286)		(0.0142)		(0.0361)
Assigned (working conditions)		0.0529*		0.0688***		0.0596**		0.00971		0.0878**
		(0.0314)		(0.0249)		(0.0287)		(0.0143)		(0.0362)
Constant	0.0933***	0.0933***	0.0444**	0.0444**	0.0489**	0.0489**	0.00444	0.00444	0.124***	0.124***
	(0.0219)	(0.0219)	(0.0174)	(0.0174)	(0.0200)	(0.0200)	(0.00993)	(0.00993)	(0.0252)	(0.0252)
Observations	651	651	651	651	651	651	651	651	651	651

Notes: (1) Standard errors in parentheses. (2) $^{*}p < 0.10$, $^{**}p < 0.05$, $^{***}p < 0.01$. (3) All models include robust standard errors.

Table B.9. ITT Effects of Information on Expressed Preferences

| | Outcome: Applicant said he/she wanted to drop out | | | |
| | Linear Probability Model | | Probit Model | |
	(1)	(2)	(3)	(4)
Assigned (working conditions)	0.154***	0.164***	0.333***	0.326***
	(0.0198)	(0.0224)	(0.0571)	(0.0606)
Assigned (pay)	0.203***	0.206***	0.395***	0.394***
	(0.0226)	(0.0260)	(0.0605)	(0.0692)
Female		-0.0288		-0.0172
		(0.0255)		(0.0179)
Age		-0.00468*		-0.00378*
		(0.00266)		(0.00219)
College GPA (std.)		0.00227		0.00160
		(0.00474)		(0.0176)
Employed		0.0522**		0.0373**
		(0.0234)		(0.0164)
Teaching		0.00211		0.000987
		(0.0273)		(0.0190)
Applied to teach		-0.0420		-0.0205
		(0.0329)		(0.0203)
Selection score (std.)		0.0232		0.0167
		(0.0156)		(0.0119)
Applied to ExA before		-0.0681		-0.0442**
		(0.0457)		(0.0220)
STEM major		0.0513		0.0381
		(0.0371)		(0.0285)
Constant	0.00289	0.119		
	(0.00289)	(0.0759)		
Test of joint significance	69.02	53.67	33.83	27.10
p-value	<0.001	<0.001	<0.001	<0.001
Observations	1017	810	1017	810

Notes: (1) Standard errors in parentheses. (2) $^*p < 0.10$, $^{**}p < 0.05$, $^{***}p < 0.01$. (3) All models include robust standard errors. (4) The coefficients in the probit regression are shown in terms of marginal effects for ease of interpretation, which is why there is no constant term. (5) The test of joint significance tests the null that the coefficients on being assigned to the working conditions survey and on being assigned to the pay survey are both equal to zero. It is an F-test for the linear probability models and a chi-squared test for the probit models.

Table B.10. ITT Heterogeneous Effects of Information on Expressed Preferences (Linear Probability Model)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
					Outcome: Applicant said he/she wanted to drop out							
Assigned (working conditions)	0.208***	0.154***	0.155***	0.155***	0.182***	0.154***	0.153***	0.154***	0.156***	0.157***	0.148***	0.153***
	(0.0429)	(0.0198)	(0.0207)	(0.0200)	(0.0318)	(0.0199)	(0.0219)	(0.0198)	(0.0215)	(0.0218)	(0.0213)	(0.0198)
Assigned (pay)	0.203***	0.189***	0.202***	0.202***	0.205***	0.147***	0.203***	0.209***	0.201***	0.202***	0.204***	0.192***
	(0.0227)	(0.0470)	(0.0226)	(0.0233)	(0.0227)	(0.0328)	(0.0227)	(0.0251)	(0.0252)	(0.0253)	(0.0227)	(0.0239)
Female	-0.00574	-0.0398*										
	(0.0237)	(0.0227)										
x Female	-0.0790	0.0222										
	(0.0512)	(0.0562)										
College GPA (std.)			-0.00070	-0.00075								
			(0.0020)	(0.0022)								
x College GPA (std.)			-0.00294	-0.00055								
			(0.104)	(0.0991)								
Employed					0.0532**	0.00662						
					(0.0219)	(0.0203)						
x Employed					-0.0447	0.0961**						
					(0.0450)	(0.0482)						
Applied to teach							-0.0272	-0.0117				
							(0.0302)	(0.0280)				
x Applied to teach							0.00792	-0.0381				
							(0.0616)	(0.0648)				
Selection score (std.)									0.00578	0.0314**		
									(0.0161)	(0.0156)		
x Selection score (std.)									0.0595*	-0.0177		
									(0.0355)	(0.0396)		
STEM major											0.0601*	0.0453
											(0.0360)	(0.0323)
x STEM major											0.0323	0.0909
											(0.0725)	(0.0842)
Constant	0.00679	0.0299*	0.00299	0.00300	-0.0305**	-0.00126	0.00643	0.00441	0.00357	0.00298	-0.00562	-0.00353
	(0.0161)	(0.0155)	(0.0030)	(0.0030)	(0.0138)	(0.0128)	(0.0050)	(0.0048)	(0.0037)	(0.0040)	(0.0060)	(0.0056)
Observations	1017	1017	1011	1011	1017	1017	1017	1017	827	827	1017	1017

Notes: (1) Standard errors in parentheses. (2) $^*p < 0.10$, $^{**}p < 0.05$, $^{***}p < 0.01$. (3) All models include robust standard errors.

Table B.11. ITT Heterogeneous Effects of Information on Expressed Preferences (Probit Model)

| | *Outcome: Applicant said he/she wanted to drop out* | | | | | | | | | | | |
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Assigned (working conditions)	0.384***	0.332***	0.336***	0.334***	0.397***	0.333***	0.330***	0.333***	0.318***	0.325***	0.333***	0.331***
	(0.0682)	(0.0576)	(0.0570)	(0.0584)	(0.0684)	(0.0565)	(0.0581)	(0.0570)	(0.0600)	(0.0605)	(0.0610)	(0.0573)
Assigned (pay)	0.393***	0.354***	0.392***	0.394***	0.402***	0.341***	0.396***	0.398***	0.390***	0.397***	0.396***	0.390***
	(0.0607)	(0.0703)	(0.0616)	(0.0599)	(0.0604)	(0.0687)	(0.0604)	(0.0619)	(0.0664)	(0.0677)	(0.0616)	(0.0636)
Female	-0.00346	-0.0379*										
	(0.0207)	(0.0227)										
x Female	-0.0327	0.0300										
	(0.0239)	(0.0342)										
College GPA (std.)			-0.0197	-0.0198								
			(0.0409)	(0.0433)								
x College GPA (std.)			0.0181	0.0192								
			(0.0615)	(0.0596)								
Employed					0.0436**	0.00749						
					(0.0189)	(0.0188)						
x Employed					-0.0348*	0.0436						
					(0.0198)	(0.0367)						
Applied to teach							-0.0213	-0.0115				
							(0.0220)	(0.0250)				
x Applied to teach							0.0150	-0.00961				
							(0.0460)	(0.0348)				
Selection score (std.)									0.00541	0.0319**		
									(0.0157)	(0.0155)		
x Selection score (std.)									0.0298	-0.0256		
									(0.0239)	(0.0227)		
											0.0558	0.0435
											(0.0361)	(0.0330)
											-0.00393	0.0158
											(0.0339)	(0.0431)
Observations	1017	1017	1011	1011	1017	1017	1017	1017	827	827	1017	1017

Notes: (1) Standard errors in parentheses. (2) $^*p < 0.10$, $^{**}p < 0.05$, $^{***}p < 0.01$. (3) All models include robust standard errors. (4) The coefficients in the probit regression are shown in terms of marginal effects for ease of interpretation.

Table B.12. ITT Effects of Information on Revealed Preferences

| | Outcome: Applicant dropped out | | | |
| | Linear Probability Model | | Probit Model | |
	(1)	(2)	(3)	(4)
Assigned (working conditions)	0.00382	-0.0280	0.00380	-0.0323
	(0.0355)	(0.0365)	(0.0353)	(0.0446)
Assigned (pay)	-0.0142	-0.0187	-0.0143	-0.0204
	(0.0358)	(0.0372)	(0.0357)	(0.0457)
Female		0.0887***		0.123***
		(0.0338)		(0.0399)
Age		-0.00373		-0.00856*
		(0.00379)		(0.00499)
College GPA (std.)		-0.0334*		-0.341***
		(0.0203)		(0.119)
Employed		0.0120		0.0146
		(0.0311)		(0.0382)
Teaching		-0.0612		-0.0726
		(0.0396)		(0.0451)
Applied to teach		0.0549		0.0728
		(0.0469)		(0.0611)
Selection score (std.)		0.330***		0.461***
		(0.0188)		(0.0365)
Applied to ExA before		-0.0153		-0.0142
		(0.0789)		(0.0887)
STEM major		0.179***		0.208***
		(0.0484)		(0.0622)
Constant	0.318***	0.420***		
	(0.0251)	(0.113)		
Test of joint significance	0.141	0.302	0.280	0.528
p-value	0.869	0.739	0.870	0.768
Observations	1017	810	1017	810

Notes: (1) Standard errors in parentheses. (2) $^*p < 0.10$, $^{**}p < 0.05$, $^{***}p < 0.01$. (3) All models include robust standard errors. (4) The coefficients in the probit regression are shown in terms of marginal effects for ease of interpretation, which is why there is no constant term. (5) The test of joint significance tests the null that the coefficients on being assigned to the working conditions survey and on being assigned to the pay survey are both equal to zero. It is an F-test for the linear probability models and a chi-squared test for the probit models.

Table B.13. ITT Heterogeneous Effects of Information on Revealed Preferences (Linear Probability Model)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
	Outcome: Applicant dropped out											
Assigned (working conditions)	-0.0186	0.00291	0.0225	0.00635	0.0380	0.00425	0.00237	0.00480	-0.0270	-0.0276	0.000530	0.00273
	(0.0553)	(0.0354)	(0.0366)	(0.0359)	(0.0505)	(0.0356)	(0.0379)	(0.0355)	(0.0361)	(0.0364)	(0.0371)	(0.0353)
Assigned (pay)	-0.0172	0.0273	-0.0154	-0.0111	-0.0132	-0.00816	-0.0134	-0.0268	-0.0123	-0.0118	-0.0112	-0.00634
	(0.0359)	(0.0596)	(0.0360)	(0.0365)	(0.0358)	(0.0517)	(0.0358)	(0.0380)	(0.0367)	(0.0371)	(0.0356)	(0.0371)
Female	0.0554	0.0852**										
	(0.0385)	(0.0370)										
x Female	0.0317	-0.0630										
	(0.0653)	(0.0681)										
College GPA (std.)			-0.0080	-0.0027								
			(0.0060)	(0.0089)								
x College GPA (std.)			0.325***	0.0608								
			(0.0860)	(0.107)								
Employed					0.0226	0.00508						
					(0.0364)	(0.0361)						
x Employed					-0.0595	-0.0101						
					(0.0624)	(0.0631)						
Applied to teach							-0.0394	-0.0659				
							(0.0502)	(0.0492)				
x Applied to teach							0.0140	0.0927				
							(0.0865)	(0.0877)				
Selection score (std.)									0.347***	0.325***		
									(0.0214)	(0.0211)		
x Selection score (std.)									-0.0267	0.0440		
									(0.0387)	(0.0398)		
STEM major											0.159***	0.176***
											(0.0561)	(0.0534)
x STEM major											0.0156	-0.0373
											(0.0936)	(0.0986)
Constant	0.280***	0.260***	0.319***	0.318***	0.304***	0.315***	0.323***	0.326***	0.399***	0.400***	0.295***	0.293***
	(0.0352)	(0.0345)	(0.0253)	(0.0253)	(0.0334)	(0.0333)	(0.0262)	(0.0262)	(0.0260)	(0.0260)	(0.0258)	(0.0257)
Observations	1017	1017	1011	1011	1017	1017	1017	1017	827	827	1017	1017

Notes: (1) Standard errors in parentheses. (2) $^{*} p < 0.10$, $^{**} p < 0.05$, $^{***} p < 0.01$. (3) All models include robust standard errors.

Table B.14. ITT Heterogeneous Effects of Information on Revealed Preferences (Probit Model)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
	Outcome: Applicant dropped out											
Assigned (working conditions)	-0.0193	0.00288	0.0193	0.00630	0.0380	0.00427	0.00244	0.00505	-0.0231	-0.0312	0.000731	0.00276
	(0.0588)	(0.0354)	(0.0361)	(0.0356)	(0.0506)	(0.0354)	(0.0374)	(0.0353)	(0.0431)	(0.0430)	(0.0378)	(0.0354)
Assigned (pay)	-0.0170	0.0292	-0.0155	-0.0112	-0.0131	-0.00816	-0.0132	-0.0266	-0.0138	-0.0240	-0.0112	-0.00658
	(0.0357)	(0.0633)	(0.0357)	(0.0364)	(0.0357)	(0.0518)	(0.0357)	(0.0376)	(0.0452)	(0.0436)	(0.0358)	(0.0380)
Female	0.0555	0.0844**										
	(0.0386)	(0.0365)										
x Female	0.0324	-0.0624										
	(0.0695)	(0.0667)										
College GPA (std.)			-0.0105	-0.00317								
			(0.0098)	(0.0108)								
x College GPA (std.)			0.380***	0.0631								
			(0.110)	(0.113)								
Employed					0.0226	0.00508						
					(0.0366)	(0.0358)						
x Employed					-0.0576	-0.0101						
					(0.0586)	(0.0629)						
Applied to teach							-0.0395	-0.0654				
							(0.0504)	(0.0487)				
x Applied to teach							0.0150	0.0995				
							(0.0903)	(0.0969)				
Selection score (std.)									0.435***	0.392***		
									(0.0394)	(0.0357)		
x Selection score (std.)									-0.0556	0.0772		
									(0.0631)	(0.0712)		
STEM major											0.159***	0.175***
											(0.0561)	(0.0533)
x STEM major											0.0132	-0.0316
											(0.0864)	(0.0862)
Observations	1017	1017	1011	1011	1017	1017	1017	1017	827	827	1017	1017

Notes: (1) Standard errors in parentheses. (2) $^{*}p < 0.10$, $^{**}p < 0.05$, $^{***}p < 0.01$. (3) All models include robust standard errors. (4) The coefficients in the probit regression are shown in terms of marginal effects for ease of interpretation.

Table B.15. 2SLS TOT Heterogeneous Effects of Information on Revealed Preferences by Stage in Selection Process

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	Applicant dropped out at any stage		*Applicant dropped out after online application*		*Applicant dropped out before individual and group selection activities*		*Applicant dropped out before summer training*		*Applicant dropped out before starting to teach*	
Replied (working conditions)	0.00622		-0.0605		0.0620		-0.00939		0.0142	
	(0.0578)		(0.0442)		(0.0450)		(0.00941)		(0.0124)	
Assigned (pay)	-0.0142		-0.0511*		0.0359		-0.00254		0.000355	
	(0.0358)		(0.0269)		(0.0279)		(0.00661)		(0.00595)	
Replied (pay)		-0.0217		-0.0778*		0.0548		-0.00386		0.000540
		(0.0545)		(0.0413)		(0.0426)		(0.0101)		(0.00907)
Assigned (working conditions)		0.00382		-0.0372		0.0381		-0.00577		0.00871
		(0.0355)		(0.0271)		(0.0275)		(0.00577)		(0.00763)
Constant	0.318***	0.318***	0.168***	0.168***	0.136***	0.136***	0.00867*	0.00867*	0.00578	0.00578
	(0.0251)	(0.0251)	(0.0201)	(0.0201)	(0.0184)	(0.0184)	(0.00499)	(0.00499)	(0.00408)	(0.00408)
Observations	1017	1017	1017	1017	1017	1017	1017	1017	1017	1017

Notes: (1) Standard errors in parentheses. (2) $^{*}p < 0.10$, $^{**}p < 0.05$, $^{***}p < 0.01$. (3) All models include robust standard errors.

Table B.16. 2SLS TOT Effects of Information on Revealed Preferences (Survey Sample Only)

	Outcome: Applicant dropped out			
	(1)	(2)	(3)	(4)
Replied (working conditions)	0.0224	-0.0396		
	(0.0440)	(0.0465)		
Assigned (pay)	0.0335	0.00502		
	(0.0441)	(0.0475)		
Replied (pay)			0.0335	0.00502
			(0.0441)	(0.0475)
Assigned (working conditions)			0.0224	-0.0396
			(0.0440)	(0.0465)
Female		0.117***		0.117***
		(0.0429)		(0.0429)
Age		-0.00249		-0.00249
		(0.00575)		(0.00575)
College GPA (std.)		-0.396***		-0.396***
		(0.0916)		(0.0916)
Employed		0.00673		0.00673
		(0.0407)		(0.0407)
Teaching		-0.0599		-0.0599
		(0.0481)		(0.0481)
Applied to teach		0.0348		0.0348
		(0.0575)		(0.0575)
Selection score (std.)		0.354***		0.354***
		(0.0287)		(0.0287)
Applied to ExA before		-0.0362		-0.0362
		(0.0919)		(0.0919)
STEM major		0.132**		0.132**
		(0.0583)		(0.0583)
Constant	0.289***	0.343**	0.289***	0.343**
	(0.0303)	(0.167)	(0.0303)	(0.167)
Observations	651	513	651	513

Notes: (1) Standard errors in parentheses. (2) $^{*}p < 0.10$, $^{**}p < 0.05$, $^{***}p < 0.01$. (3) All models include robust standard errors.