



# Effect of a Center-Based Early Childhood Care and Education Program on Child Nutritional Status: A Secondary Analysis of a Stepped-Wedge Cluster Randomized Controlled Trial in Rural Sindh, Pakistan

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Effect of a center-based early childhood care and education program on child nutritional status: A secondary analysis of a stepped wedge cluster randomized controlled trial in rural Sindh, Pakistan

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Supplemental Figure 1. Timeline of enrolment, randomization, intervention, and outcome assessments of LEAPS Trial (December 2018 – March 2021), Sindh, Pakistan

| Months                            | Dec-18             | Jan-19 | Feb-19 | Mar-19 | Apr-19 | May-19 | Jun-19  | Jul-19 | Aug-19 | Oct-19 | Nov-19 | Dec-19 | Jan-20  | Feb-20      | Mar-20           | Apr-20       | May-20 | Jun-20  | Jul-20 | Aug-20                             | Sep-20 | Oct-20 | Nov-20               | Dec-20 | Jan-21 | Feb-21 | Mar-21 |
|-----------------------------------|--------------------|--------|--------|--------|--------|--------|---------|--------|--------|--------|--------|--------|---|-------------|------------------|--------------|--------|---------|--------|------------------------------------|--------|--------|----------------------|--------|--------|--------|--------|
| Cluster screening                 | X                  |        |        |        |        |        |         |        |        |        |        |        |   |             |                  |              |        |         |        |                                    |        |        |                      |        |        |        |        |
| Cluster randomization             | x                  |        |        |        |        |        |         |        |        |        |        |        |   |             |                  |              |        |         |        |                                    |        |        |                      |        |        |        |        |
| Intervention                      |                    |        |        |        |        |        |         |        |        |        |        |        |   |             |                  |              |        |         |        |                                    |        |        |                      |        |        |        |        |
| Step 1 (33 study clusters)        | Control            |        |        |        |        |        |         |        |        |        |        |        |   | ntervention |                  |              |        |         |        |                                    |        |        |                      |        |        |        |        |
| Step 2 (33 study clusters)        | Control            |        |        |        |        |        |         |        |        |        |        |        | Intervention  |             |                  |              |        |         |        |                                    |        |        |                      |        |        |        |        |
| Step 3 (33 study clusters)        | Control            |        |        |        |        |        |         |        |        |        |        |        |   |             |                  | Intervention |        |         |        |                                    |        |        |                      |        |        |        |        |
| Preschool closure due to COVID 19 |                    |        |        |        |        |        |         |        |        |        |        |        | LEAPS Emergency Response (Remote learning activities and LEAPS workbooks) |             |                  |              |        |         |        | Partial Closure of LEAPS Preschool |        |        |                      |        |        |        |        |
| Assessments                       |                    |        |        |        |        |        |         |        |        |        |        |        |   |             |                  |              |        |         |        |                                    |        |        |                      |        |        |        |        |
| Population-based surveys          | Round 1 (Baseline) |        |        |        |        |        | Round 2 |        |        |        |        |        | R<br>3  |             |                  |              | R      | Round 3 |        |                                    |        |        | Round 4<br>(Endline) |        |        |        |        |
| Demographics                      |                    |        |        | X      |        |        |         |        |        | Х      |        |        |   | Х           |                  |              |        |         | х      |                                    |        |        |                      | х      |        |        |        |
| Food insecurity                   | X                  |        |        |        |        |        |         |        | X      |        |        |        |   | Х           | Interruption due |              |        |         | X      |                                    |        |        |                      | х      |        |        |        |
| Child anthropometry               |                    |        |        | Х      |        |        |         |        |        | Х      |        |        |   | х           | to COVID 19      |              |        |         |        |                                    |        |        |                      | х      |        |        |        |
| School Readiness                  |                    |        |        | X      |        |        |         |        |        | X      |        |        |   | Х           |                  |              |        |         | X      |                                    |        |        | _                    |        | Х      |        |        |
| Executive function                |                    |        |        | X      |        |        |         |        |        | Х      |        |        |   | Х           |                  |              |        |         | X      |                                    |        |        |                      |        | Х      |        |        |