### **In-person** Session 11

#### **November 1, 2021**

PMAP 8521: Program evaluation Andrew Young School of Policy Studies

### **Plan for today**

### Diff-in-diff effect sizes

#### Miscellaneous R stuff

**RDD fun times** 

IV fun times

### Diff-in-diff effect sizes

# What the heck was happening at the end of problem set 5?!

### Miscellaneous R stuff

### Is there a way to make the date update automatically in the title area?



### What do all those things like "AIC" mean in model tables?

# Can we control what shows up in those tables?

#### See this

### **RDD fun times**

## With RDD we rely on "the rule" to determine treatment and control groups

How do you decide on the rule? You mentioned that it's arbitrary we can choose whatever rule we want?

### Can we use RDD to evaluate a program that doesn't have a rule for participation?

### If a program is implemented in City A and not City B, can we use RDD to analyze its effect?

## Is there a rule of thumb to determine which quasi-experiment method we should use?

### Where do these eligibility thresholds come from? Do policy makers research them first and reexamine them later?

### **Discontinuities everywhere!**

Size	Annual	Monthly	138%	150%	200%
1	\$12,760	\$1,063	\$17,609	\$19,140	\$25,520
2	\$17,240	\$1,437	\$23,791	\$25,860	\$34,480
3	\$21,720	\$1,810	\$29,974	\$32,580	\$43,440
4	\$26,200	\$2,183	\$36,156	\$39,300	\$52,400
5	\$30,680	\$2,557	\$42,338	\$46,020	\$61,360
6	\$35,160	\$2,930	\$48,521	\$52,740	\$70,320
7	\$39,640	\$3,303	\$54,703	\$59,460	\$79,280
8	\$44,120	\$3,677	\$60,886	\$66,180	\$88,240



### The US's official poverty measure



Formula created in 1963

Based solely on food expenses from a survey of household budgets in 1955

Mollie Orshansky

### The US's official poverty measure

**Official formula:** 

### 1955 annual food budget × 3

That's all!

In 1963 poverty line was 50% of median income; in 2005 it was 28%; 18% today





### What's the difference between weighting with kernels and inverse probability weighting?

### There must be some math behind for the nonparametric lines. Should we care about that or should we just trust in R?

### How should we think about the impact of the program on people who score really high or low on the running variable?

If we're throwing most of the data away and only looking at a narrow bandwidth of people, what does this say about generalizability?

### IV fun times