

Q3: Entry Effects, What are They?

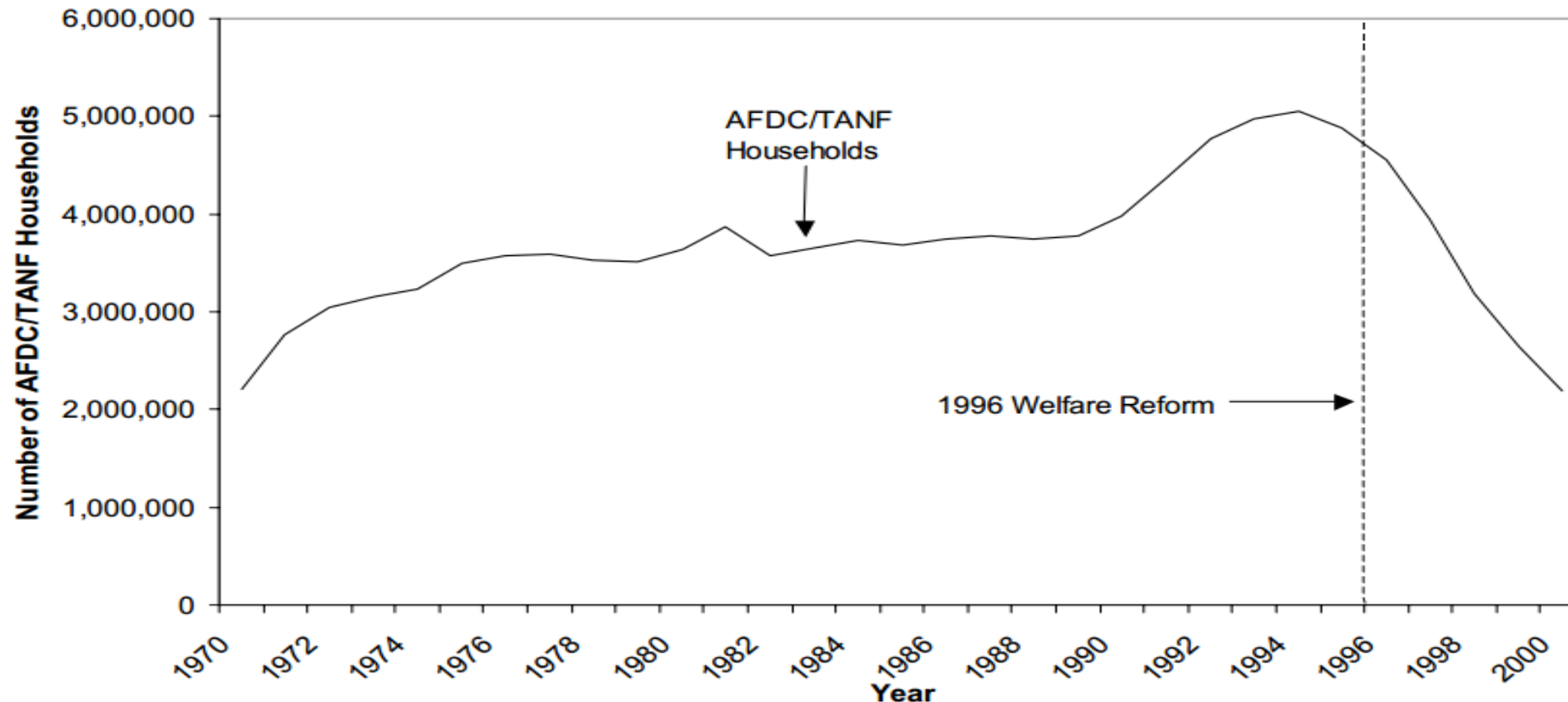
- Most program evaluations are conducted among participants already receiving benefits
- But programs can draw new people in or divert people from entering
- These effects are not typically captured by program evaluations and they can sometimes be quite large

Q3: Why Are There Entry Effects?

- Deterrence: Applications reduced to avoid hassle, mandates, sanctions, work requirements etc.
- Induced entry: Increased entry in order to take advantage of financial supplements, free employment training, other beneficial services.
- Can vary based on prevailing wages, economy, perceptions, stigma, time frame.
- The SNAP demos can have either positive or negative entry effects depending on what is tested.

Q3: Entry Effects, The TANF experience

Total AFDC/TANF Caseloads



Source: Agency for Children and Families, Department of Health and Human Services (<http://acf.dhhs.gov>)

Excerpted from “Evaluating Welfare Reform in the United States” by Rebecca Blank.

Q3: Entry Effects, Most WTW Studies Underestimated Reductions in Welfare

Outcome	FTP Group	AFDC Group	Difference	Percentage Change
Ever received any AFDC/TANF payments, years 1-4 (%)	84.5	83.7	0.8	0.9
Year 1	81.9	81.1	0.8	1.0
Year 2	57.7	56.4	1.3	2.3
Year 3	37.8	42.7	-4.9 ***	-11.4
Year 4	19.9	31.5	-11.6 ***	-36.8

Bloom et al. , 2000. Family Transition Program: Final Report on Florida's Time Limited Welfare Program

Q3: Entry Effects, Measurement Strategies

- Hard to measure well.
- Most commonly: microsimulations (Moffitt), caseload/panel data analysis: PSID etc.
- Can be done experimentally:
 - SSP entry effect demonstration (detected small, positive entry effects into a wage supplement program). Randomize new applicants before the intervention and see if there is delayed or expedited exit in response to the onset of the intervention (Card, Robins & Lin, 1997)
 - Nested designs: Do Mandates Matter (Nov, 2000)

Q6: Outcomes, General points

- Need to think hard about program theory/logic model and program goals.
- Think through the sequence of activities and the time to outcome.
- Measure mediators and outcomes.
- Limit outcomes to manage multiple comparison bias.
- Pre-specify and tier outcomes into “primary,” “secondary” categories.

Q6: Outcomes, Establish Treatment Contrast

- Many tests are undermined by weak differentials (e.g. due to heavily served control groups or low take-up among the program group).
- Measure participation in services. Depends on intervention, but generally things like...
 - Pre-employment services (e.g. resume prep, soft skills)
 - Employment and training
 - Job search/placement
 - Supportive services
- To assure a good test: Measure these kinds of factors early to enable corrections/technical assistance/adjustments in design.

Q6: Outcomes, Typical Outcomes

- Employment
- Employment retention
- Earnings, wages, hours, weeks
- Benefits, job quality etc.
- Income (individual and hh)
- TANF and SNAP benefits
- Health insurance
- EITC
- Food security
- Overall well being (physical/mental)
- Assets/debt/material hardship
- Social networks/peer effects
- Child outcomes
- Accuracy of benefit payments (QC issues increase w/employment transitions)
- Household composition

Questions?

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