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PPLA Sexuality Education Initiative: Randomized Evaluation Design

The PPLA Sexuality Education Initiative (SEI) has four primary components: (1) classroom curriculum, (2) peer education/advocacy, (3) parent education, and (4) clinic access/integration.

The randomized evaluation will involve two cohorts of schools:

- In fall, 2011, eight Green Dot charter high schools, and 44 of these schools' ninth grade classrooms (5-6 classrooms per school), were randomized. Students are being followed one year post-intervention through spring, 2013.
- In fall, 2012, eight mayoral or charter schools and at least 48 of these schools' ninth grade classrooms (6 per school) will be randomized, with students followed one year post-intervention through spring, 2014.

The year 1 Green Dot cohort will provide useable rigorous results on its own, while the addition of the year 2 cohort data will enhance the statistical power and generalizability of the study.

This design involves two levels of randomization (see Tables 1 and 2):

- All schools will be randomized into one of two conditions, the first receiving each of the first three SEI components (peer, parent, clinic), and the second receiving only one of these three components (clinic). Schools will be randomized within matched pairs of similar schools.
- Then within each school (both those receiving the three components and receiving just the clinic component), classrooms will be randomized into two conditions: basic 3-session PPLA sex education curriculum (control) vs. 12-session PPLA SEI curriculum (intervention).

Primary evaluation questions:

1. Is the 12-session SEI curriculum more effective than the 3-session control curriculum? (comparing randomly assigned intervention classrooms with randomly assigned control classrooms)

- Year 1: 24 intervention classrooms versus 20 control classrooms across 8 schools
- Year 2: 24 additional intervention classrooms versus 24 additional control classrooms across 8 schools

2. Is full SEI package (all four components as a package) more effective than the control condition (control curriculum and just the clinic component)? (comparing randomly assigned intervention classes in randomly assigned SEI schools with randomly assigned control classes in randomly assigned control schools)

- Year 1: 12 intervention classrooms across 4 schools vs. 9 control classrooms across 4 schools
- Year 2: 12 intervention classrooms across 4 schools vs. 12 control classrooms across 4 schools

Secondary (exploratory) evaluation question:

3. What are the relative contributions of the curriculum versus the other components to any positive effects obtained?

Green Dot Charter School	Peer component	Parent component	Clinic component	Curriculum component	
				Control	12-session
P1: Jackie Robinson	X	X	X	3 classrooms	3 classrooms
P1: Ralph Bunche			X	2 classrooms	3 classrooms
P2: Leadership	X	X	X	3 classrooms	3 classrooms
P2: Pat Brown			X	3 classrooms	3 classrooms
P3: Locke 2	X	X	X	2 classrooms	3 classrooms
P3: Locke 3			X	2 classrooms	3 classrooms
P4: Locke Tech	X	X	X	3 classrooms	3 classrooms
P4: Animo Watts			X	2 classrooms	3 classrooms
Total	4 schools	4 schools	8 schools	20 classrooms	24 classrooms

Table 1. Year 1 randomization design (Pn = Pair number)

School tbd	Peer component	Parent component	Clinic component	Curriculum component	
				Control	12-session
P1	X	X	X	3 classrooms	3 classrooms
P1			X	3 classrooms	3 classrooms
P2	X	X	X	3 classrooms	3 classrooms
P2			X	3 classrooms	3 classrooms
P3	X	X	X	3 classrooms	3 classrooms
P3			X	3 classrooms	3 classrooms
P4	X	X	X	3 classrooms	3 classrooms
P[4			X	3 classrooms	3 classrooms
Total	4 schools	4 schools	8 schools	24 classrooms	24 classrooms

Table 2. Year 2 randomization design (Pn = Pair number)