



Snapshots from the Evaluation of a Comprehensive Sex Education Program

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Why Middle School Sex education?

- Early sexual debut increases the risks for negative health and educational outcomes
 - 32% of adolescents have had sexual intercourse by 9th grade (CDC, 2010)
 - Need to educate teens before they have sex
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Goals of the Evaluation

To assess the effectiveness of Planned Parenthood's curriculum *Get Real: Comprehensive Sex Education that Works*:

- Delay of sexual initiation
 - Correct and consistent use of protection methods
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Get Real

- 3-year comprehensive sex education program with nine sessions per year for grades 6, 7, and 8
 - Factually accurate, age-appropriate, culturally sensitive information on sexual health and relationships.
 - Change model applies Theory of Planned Behavior (Ajzen, 1991) and social and emotional learning to an ecological perspective (Bronfenbrenner, 1979) to explain healthy sexual development.
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Recruitment


- 402 middle schools identified across the state
 - 207 schools not eligible
 - 195 school identified as possible
- 160 schools/districts were pursued either once or multiple times
 - 82 district or school level meetings were held

24 signed on






Evaluation Design

- 24 Schools randomly assigned to Intervention and Control conditions
 - (13 public, 9 charter, 2 private)
 - Students followed 4 years after baseline measure
 - Assesses knowledge, attitudes, and behavioral outcomes
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Randomization

- Schools recruited over 12 month period
 - Rolling randomization
 - Block randomization not possible
 - Timing of recruitment
 - School needs & expectations
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Intervention Schools

- PPLM educators teach *Get Real* to a cohort of students starting in 6th grade, continuing in 7th and 8th grade.
 - Evaluators survey 6th grade cohort at the beginning of 6th grade, start of 7th, end of 8th grade, and one year beyond middle school.
 - PPLM trains teachers/staff.
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Control Schools

- Sex education is taught as it has been taught in each school
 - Evaluators survey 6th grade cohort at the beginning of 6th grade, start of 7th grade, end of 8th grade, one year beyond middle school
 - PPLM trains teachers/staff
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"Are you just pissing and moaning, or can you verify what you're saying with data?"




Evaluation Status

<u>6th Pre-test</u>	<u>7th Pre-test</u>	<u>8th Post-test</u>	<u>9th grade</u>
Baseline	Follow-up	Follow-up	Longer-term follow-up
Completed	Completed	Spring 2012	2012-2013





Sample Description

- 1230 students baseline & 7th grade data
 - 56% female
 - 57% Intervention
 - 35% Latino, 32% Black, 24% White, 3% Asian, 6% Biracial
 - Age
 - 6th Grade: 11.89 (9.5 to 15 years)
 - 7th Grade: 12.86 (10.3 to 16 years)
 - Parent Education: slightly more than H.S.
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Sample by Intervention/Control

Intervention = 705

- 60% Female*
- 33% White*; 27% Black*; 30% Latino*, 4% Asian, 6% Biracial
- Age 6th: 11.80
- Age 7th: 12.79*
- Parent Ed: HS +

Control = 525

- 40% Female
 - 11% White, 39% Black, 41% Latino, 2% Asian, 7% Biracial
 - Age 6th: 12.01
 - Age 7th: 12.96
 - Parent Ed: HS -
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Who had sex?

Intervention = 705

- baseline:
36 (5.1%)
- 7th grade sexual initiation:
33 (5.3%)

Control = 525


- baseline:
24 (4.6%)
 - 7th grade sexual initiation:
38 (8.5%)
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Year 1 Findings


Predictor	Odds ratio	95% CI
Had sex 6 th grade	4.06**	2.69-6.12
Social Desirability	0.38**	0.21-0.69
Age	1.40**	1.18-1.68
Gender	0.66**	0.49-0.88
Intact family	1.23	0.98-1.56
Black	1.07	0.83-1.38
Intervention Status	1.32*	1.03-1.70

Year 1 Findings

Predictor	Odds ratio	95% CI
Had sex 6 th grade	3.94**	2.56-6.06
Social Desirability	0.39**	0.22-0.70
Age	1.39**	1.17-1.66
Gender	0.66**	0.49-0.88
Intact family	1.17	0.86-1.61
Black	1.48*	1.04-2.10
Latino	1.62**	1.14-2.30
Intervention Status	1.25	0.97-1.61




Results

- Students in intervention schools were 30% less likely to have initiated sex by 7th grade than those in control schools
 - Initial imbalance control vs. intervention
 - gender, age, Black race
 - Latino ethnicity
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What these findings mean

- *Get Real* is effective in reducing 7th grade sex
 - Given sex in middle school is rare, findings are notable
 - Trend-level of intervention effects with Latino students
 - Unclear if intervention is effective with this group
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Limitations

- Self-report measures
 - Lack of block randomization
 - Limited generalizability to non-vaginal sex
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Our next steps

- Assess the impact of *Get Real* on 7th and 8th grade students
 - Evaluate long-term impact of *Get Real* among 9th graders
 - Using on-line survey
 - Control for dosage of sex education in intervention
 - Explore how *Get Real* works for different groups
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Liaison work



- Middle school students
- Teachers/School administrators
- Parents
- PPLM

Chief Relationships Officer






Students

- Captive audience while in middle school, low refusal
- Mostly cooperative
- Introspective (or combative)

“I felt nervous at first, then it became less weird or uncomfortable because I realized it was for a good cause”
(6th grade student, survey comments)

“This survey in my opinion is a waste of time and class. I think we shouldn't take them at all. In a way it is disturbing, nosy, and inconsiderate” (6th grade student, survey comments)

“That was the first time anyone has ever acknowledged that at the age of 12, I can be a lesbian. That meant so much to me. Although I have come out to no one, I have never felt more accepted. Thank you.”
(7th grade student, private note to educator)



Relationship Building



● Students

- Yearly surveys
- Transitioning to online survey
- Incentives (in class, online)
- Continued contact past 8th grade



Relationship Building



● Liaisons in Schools

- Teacher/Administrator
- Intrusion on class time
- Accommodation
 - Consent forms for parents
 - Class space
 - Kids who don't participate
 - Thank-you gifts
- School-level data
- New liaisons and hiccups






Relationship Building

Parents

- Approval
- Interviews

Educators

- Data collection
 - School liaison
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Next Steps

- Online survey 8th and 9th grade
(vendor selection, gift selection, contact database)
 - Spring survey time
 - High school liaisons?
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