

# Campaigns and Informational Approaches to Increase Physical Activity: Classroom-Based Health Education Focused on Providing Information

## Summary Evidence Table

| Study   | Intervention and comparison  | Population  | Effect measure  | Value used in summary  | FU time                     |
|---|--|---|---|--|-----------------------------|
| <b>Author (Year):</b> Holcomb et al. (1998)<br><br><b>Design Suitability:</b> Moderate<br><br><b>Study Design:</b> time series<br><br><b>Quality of Execution:</b> Fair<br><br><b>Setting:</b> Elementary school      | <b>Location:</b> 5 <sup>th</sup> grade classrooms, Webb County, TX<br><br><b>Components:</b> Student workbook integrating health ed (NIDDM) with other subjects; interactive, hands-on activities, exercise section emphasizing obesity prevention. Recommended personal fitness goals<br><br><b>Comparison:</b> Pre vs. Post  | <i>Teachers</i> C N=30 from 13 campuses (Grp A); N=9 from six campuses who used <i>JIA</i> , but did not attend training (Grp B); <i>Students</i> C N=835 at FU | Δ1 B Ipost-Ipre/Ipre<br><br>Δ2 B IFU - Ipost/Ipost<br><br>Δ1 and Δ2 measurements made on different sets of people | Outcome                      Δ1                      Δ2<br>Knowl exer regimens (0-5) <b>11.4%</b><br>Exercise self-efficacy (5-20) <b>8.5%</b><br>Freq. Ex-related behrs (5-15) <b>10.4%</b>   | Δ1 = 3 mos<br><br>Δ2 = 1 mo |
| <b>Author (Year):</b> Killen et al. (1989)<br><br><b>Design Suitability:</b> Greatest<br><br><b>Study Design:</b> randomized group trial<br><br><b>Quality of Execution:</b> Fair<br><br><b>Setting:</b> High schools | <b>Location:</b> 4 high schools in 2 N. Calif school districts<br><br><b>Components:</b> 20 classroom sessions of 50 mins, 3x/wk for 7 weeks. Modules focused on PA, nutrition, smoking and delivered special, trained teachers as part of regular PE. Included self-change project, personal change workbook, videos, homework. Student teams competed for prizes.<br><br><b>Comparison:</b> not discussed. Assume standard health ed, PE | Schools C N = 4; I: 2; C: 2; Students C n = 1130 (I = 622, C = 508)   | net % Δ from baseline, intervention group - control   | Outcome    Δgirls    Δboys    p*<br>Exer score 48.2%    44.1%    0.0001<br>BMI            -1.5%    -0.9%    0.05<br>HR             -3.6%    -5.5%    0.0001<br>Tricep SF    4.5%    -9.9%    0.004<br>Supsc SF    1.1%    -11.0%    0.01<br>* I vs. C<br>% becoming regular exercisers 51.0% $\chi^2(1)$ = 8.6, p = 0.0003<br>I * sex effects evident for TSF, SSF |                             |
| <b>Author (Year):</b> Davis et al. (1995)<br><br><b>Design Suitability:</b> Greatest<br><br><b>Study Design:</b>  | <b>Location:</b> Fifth grade classrooms in 11 rural elementary schools in central and NW NM.<br><br><b>Components:</b> Multi-factorial comprehensive, culturally sensitive CVD curriculum - CV system, nutrition,  | Schools C N = 11 (9 BIA, 2 public), I: 8, C: 3; Students C n = 1766 (I = 1352, C = 508)   | net % Δ from baseline, intervention group - control<br><br>Exercise: (Ipost-Cpost)/Cpost                          | Pop Subgroup    Outcome    Δ                      p<br>Navajo girls<br>Gen Knowledge    27.7%                      0.0001<br>Navajo boys<br>Gen Knowledge    31.9%<br>Pueblo girls<br>Gen Knowledge    23.4%                      0.0001   |                             |

| Study   | Intervention and comparison  | Population  | Effect measure                                      | Value used in summary  | FU time |   |   |                   |      |       |           |             |              |                                 |      |       |        |
|---|--|---|---|--|---------|---|---|-------------------|------|-------|-----------|-------------|--------------|---------------------------------|------|-------|--------|
| randomized group trial<br><br><b>Quality of Execution:</b> Fair<br><br><b>Setting:</b> Elementary Schools   | exercise, tobacco, obesity, habit change, and social influences. Taught <b>2 hrs/week for 13 weeks</b> ; divided into 5 teaching units by project staff, classroom teachers and tribal elders<br><br><b>Comparison:</b> Comparison group received assessments only during years 1-3; received intervention in last two years at schools request  |   |   | Pueblo boys<br>Gen Knowledge 25.1%<br><br>Navajo % Δ exercise <b>31.4%</b><br><br>Pueblo % Δ exercise <b>24.1%</b><br><br>All % Δ exercise <b>27.3%</b><br><br>Hχ <sup>2</sup> [2] = 35.8, p < 0.001   |         |   |   |                   |      |       |           |             |              |                                 |      |       |        |
| <b>Author (Year):</b> Walter et al. (1985)<br><br><b>Design Suitability:</b> Greatest<br><br><b>Study Design:</b> randomized group trial<br><br><b>Quality of Execution:</b> Fair<br><br><b>Setting:</b> Elementary schools | <b>Location:</b> 4 <sup>th</sup> grade classrooms in 22 elementary schools in the Bronx, NY<br><br><b>Components:</b> curriculum with units on nutrition, physical fitness and cigarette smoking prevention. PA component encouraged adoption of regular program of endurance exercise. Behavioral skills training. Intervention delivered by trained classroom teachers for 2 <b>hrs/wk over entire school year</b> .<br><br><b>Comparison:</b> Control group did not receive Know Your Body                    | Schools C N = 22; I: 14; C: 8; Students - N = 2283 eligible; 1563 (68.5%) participated in BL; 1115 (71.3%) completed FU.        | net % Δ from baseline, intervention group - control | <table><tr><th>Outcome</th><th>Δ</th><th>p</th></tr><tr><td>Ponderosity index</td><td>0.0%</td><td>0.368</td></tr><tr><td>Tricep SF</td><td>-1.3%</td><td>0.787</td></tr><tr><td>Recovery indx score (step test)</td><td>1.4%</td><td>0.744</td></tr></table>              | Outcome | Δ | p | Ponderosity index | 0.0% | 0.368 | Tricep SF | -1.3%       | 0.787        | Recovery indx score (step test) | 1.4% | 0.744 | 1 year |
| Outcome   | Δ  | p   |   |  |         |   |   |                   |      |       |           |             |              |                                 |      |       |        |
| Ponderosity index   | 0.0%   | 0.368   |   |  |         |   |   |                   |      |       |           |             |              |                                 |      |       |        |
| Tricep SF   | -1.3%  | 0.787   |   |  |         |   |   |                   |      |       |           |             |              |                                 |      |       |        |
| Recovery indx score (step test)   | 1.4%   | 0.744   |   |  |         |   |   |                   |      |       |           |             |              |                                 |      |       |        |
| <b>Author (Year):</b> Walter et al. (1986)<br><br><b>Design Suitability:</b> Greatest<br><br><b>Study Design:</b> randomized group trial<br><br><b>Quality of Execution:</b> Fair<br><br><b>Setting:</b> Elementary schools | <b>Location:</b> 4 <sup>th</sup> grade classrooms in 22 elementary schools in Westchester County (6 districts)<br><br><b>Components:</b> curriculum with units on nutrition, physical fitness and cigarette smoking prevention. PA component encouraged adoption of regular program of endurance exercise. Behavioral skills training. Intervention delivered by trained classroom teachers for 2 <b>hrs/wk over entire school year</b> .<br><br><b>Comparison:</b> Control group did not receive Know Your Body | Schools C N = 22; I: 11; C: 11; Students - N=1822 eligible; 1525 completed BL measurements ; FU observed N=1215, I: 590; C: 625 | net % Δ from baseline, intervention group - control | <table><tr><th>Outcome</th><th>Δ</th><th>p</th></tr><tr><td>Ponderosity index</td><td>0.9%</td><td>0.115</td></tr><tr><td>Tricep SF</td><td><b>6.3%</b></td><td><b>0.000</b></td></tr><tr><td>Recovery indx score (step test)</td><td>0.5%</td><td>0.546</td></tr></table> | Outcome | Δ | p | Ponderosity index | 0.9% | 0.115 | Tricep SF | <b>6.3%</b> | <b>0.000</b> | Recovery indx score (step test) | 0.5% | 0.546 | 1 year |
| Outcome   | Δ  | p   |   |  |         |   |   |                   |      |       |           |             |              |                                 |      |       |        |
| Ponderosity index   | 0.9%   | 0.115   |   |  |         |   |   |                   |      |       |           |             |              |                                 |      |       |        |
| Tricep SF   | <b>6.3%</b>  | <b>0.000</b>  |   |  |         |   |   |                   |      |       |           |             |              |                                 |      |       |        |
| Recovery indx score (step test)   | 0.5%   | 0.546   |   |  |         |   |   |                   |      |       |           |             |              |                                 |      |       |        |

| Study  | Intervention and comparison   | Population   | Effect measure   | Value used in summary  | FU time |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
|--|---|--|--|--|---------|---|---|-----------------------------------|--------|-------|--|-------|------|-------------------------------|---------|----|---|-------|----|-----------------|-------|----|------------|-------|----|--------------------|-------|----|----------------|--|--|-----------|------|--------|----------------|--------|--------|-----------------|--------|--------|-----------------|-------|--------|------------|-------|----|--------------------|------|----|--------------------|
| <b>Author (Year):</b> Perry et al. (1987)<br><br><b>Design Suitability:</b> Greatest<br><br><b>Quality of Execution:</b> Good<br><br><b>Setting:</b> High School | <b>Location:</b> 10 suburban high schools in the Twin cities Metropolitan area, MN<br><br><b>Components:</b> 10 sessions (Slice of Life) high school curriculum. Included information on tracking and analyzing eating and activity patterns, goal setting, and identification of consequences<br><br><b>Comparison:</b> Usual health science curriculum        | 9 <sup>th</sup> graders; ages 14-15; largely white, 51.8% female<br>I: n=173, C: n=97                              | net % Δ from baseline, intervention group - control<br><br>outcomes measured by 16 page questionnaire  | <table><thead><tr><th>Outcome</th><th>Δ</th><th>p</th></tr></thead><tbody><tr><td colspan="3"><b>Males</b></td></tr><tr><td>knowledge</td><td>-3.4%</td><td>NS</td></tr><tr><td>reg ex program</td><td>-0.7%</td><td>NS</td></tr><tr><td>intensity of ex</td><td>-0.1%</td><td>NS</td></tr><tr><td>intention to ex</td><td>-1.4%</td><td>NS</td></tr><tr><td>time in ex</td><td>-2.2%</td><td>NS</td></tr><tr><td>healthy ex choices</td><td>-1.4%</td><td>NS</td></tr><tr><td colspan="3"><b>Females</b></td></tr><tr><td>knowledge</td><td>4.0%</td><td>p&lt;0.05</td></tr><tr><td>reg ex program</td><td>-15.1%</td><td>p&lt;0.05</td></tr><tr><td>intensity of ex</td><td>-22.2%</td><td>P&lt;0.01</td></tr><tr><td>intention to ex</td><td>-1.4%</td><td>p&lt;0.05</td></tr><tr><td>time in ex</td><td>-4.7%</td><td>NS</td></tr><tr><td>healthy ex choices</td><td>7.4%</td><td>NS</td></tr></tbody></table> | Outcome | Δ | p | <b>Males</b>                      |        |       | knowledge                                | -3.4% | NS   | reg ex program                | -0.7%   | NS | intensity of ex                                   | -0.1% | NS | intention to ex | -1.4% | NS | time in ex | -2.2% | NS | healthy ex choices | -1.4% | NS | <b>Females</b> |  |  | knowledge | 4.0% | p<0.05 | reg ex program | -15.1% | p<0.05 | intensity of ex | -22.2% | P<0.01 | intention to ex | -1.4% | p<0.05 | time in ex | -4.7% | NS | healthy ex choices | 7.4% | NS | 3 mo (10 sessions) |
| Outcome  | Δ   | p  |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| <b>Males</b>   |   |  |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| knowledge  | -3.4%   | NS   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| reg ex program   | -0.7%   | NS   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| intensity of ex  | -0.1%   | NS   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| intention to ex  | -1.4%   | NS   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| time in ex   | -2.2%   | NS   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| healthy ex choices   | -1.4%   | NS   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| <b>Females</b>   |   |  |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| knowledge  | 4.0%  | p<0.05   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| reg ex program   | -15.1%  | p<0.05   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| intensity of ex  | -22.2%  | P<0.01   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| intention to ex  | -1.4%   | p<0.05   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| time in ex   | -4.7%   | NS   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| healthy ex choices   | 7.4%  | NS   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| <b>Author (Year):</b> Bush et al. (1989)<br><br><b>Design Suitability:</b> Greatest suitability  | <b>Location:</b> Elementary and middle school classrooms in Washington, DC.<br><br><b>Components:</b> Know Your Body curriculum taught 45 min twice weekly through the school year. Parents received copies of baseline screening. Teacher training in curriculum was done.<br><br><b>Comparison:</b> Received none of the curriculum or screening results      | 4th-6th graders. Mean age 10.5, 54% F, 36.4 low SES, 28.6 middle SES, 35% upper SES<br><br>N=431<br>I=283<br>C=148 | net% change from baseline, intervention group-control.<br><br>Adjusted net change from baseline.<br><br>Outcome measured by exam and Harvard Step Test | <table><thead><tr><th>Outcome</th><th>Δ</th><th>p</th></tr></thead><tbody><tr><td>Ponderosity index (kg/m2)</td><td>2.12%</td><td>0.000</td></tr><tr><td>Triceps skinfold (mm)</td><td>4.03%</td><td>NS</td></tr><tr><td>Fitness score (1=high, 6=low)</td><td>-10.00%</td><td>NS</td></tr></tbody></table><br><u>Adjusted net change:</u><br><br>PI 0.23 p=.070<br>TS 0.24 p=.636<br>FS -0.38 p=.011  | Outcome | Δ | p | Ponderosity index (kg/m2)         | 2.12%  | 0.000 | Triceps skinfold (mm)                    | 4.03% | NS   | Fitness score (1=high, 6=low) | -10.00% | NS | Measurement after 2 years of 5 year intervention. |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| Outcome  | Δ   | p  |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| Ponderosity index (kg/m2)  | 2.12%   | 0.000  |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| Triceps skinfold (mm)  | 4.03%   | NS   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| Fitness score (1=high, 6=low)  | -10.00%   | NS   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| <b>Author (Year):</b> Petchers et al. (1988)<br><br><b>Design Suitability:</b> Greatest<br><br><b>Quality of Execution:</b> Fair                                 | <b>Location:</b> 3 regions (residential urban, suburban, rural) in Northeast Ohio<br><br><b>Components:</b> Chicago Heart Health Program taught at least three 45 min sessions during school year. Modules for CV system, anatomy/physiology, smoking, nutrition, exercise, risk factors. Teacher training involved.<br><br><b>Comparison:</b> Usual curriculum | 6 <sup>th</sup> graders. Mean age 11.1, 47.7% M, 97.3% White<br><br>N=325<br>I=178 (54.8%)<br>C=147 (45.2%)        | net% change from baseline, intervention-control group  | <table><thead><tr><th>Outcome</th><th>Δ</th><th>p</th></tr></thead><tbody><tr><td>Knowledge scale (end school year)</td><td>18.21%</td><td>&lt;.01</td></tr><tr><td>Knowledge scale (1 yr post-intervention)</td><td>5.7%</td><td>&lt;.05</td></tr></tbody></table><br>Experimental group increased knowledge through the F/U period. Control group increased knowledge by the F/U period although still less than intervention group.   | Outcome | Δ | p | Knowledge scale (end school year) | 18.21% | <.01  | Knowledge scale (1 yr post-intervention) | 5.7%  | <.05 | 1 year F/U                    |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| Outcome  | Δ   | p  |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| Knowledge scale (end school year)  | 18.21%  | <.01   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| Knowledge scale (1 yr post-intervention)   | 5.7%  | <.05   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |
| <b>Author (Year):</b> Marcus et al. (1987)   | <b>Location:</b> two CA school districts (Los Angeles and Santa Monica-Malibu, CA)  | 4 <sup>th</sup> and 5 <sup>th</sup> grade<br>1508 elementary   |  |  |         |   |   |                                   |        |       |  |       |      |                               |         |    |   |       |    |                 |       |    |            |       |    |                    |       |    |                |  |  |           |      |        |                |        |        |                 |        |        |                 |       |        |            |       |    |                    |      |    |                    |

| Study  | Intervention and comparison  | Population   | Effect measure  | Value used in summary   |         |        | FU time |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
|--|--|--|---|---|---------|--------|---------|-----------------------|----------------|---------------|----------------|-------|--------|----------------|---------|---------|----------------|---------|--------|------------|--------|--|------------|--------|--|------------------|-------|--------|------------------|-------|-------|------------------|---------|--------|------------------|--------|-------|------------------|---------|--------|------------------|---------|--------|--------------|---------|--|--------------|--------|--|--------------------|---------|--------|--------------------|--------|---------|--|
| <b>Design Suitability:</b><br>Greatest<br><br><b>Study Design:</b> non-randomized group trial<br><br><b>Quality of Execution:</b><br>Fair<br><br><b>Setting:</b> Elementary school | <b>Components:</b> Know Your Body curriculum, 10 modules (1 addressed physical fitness and exercise). Taught by public health nurse<br><br><b>Comparison:</b> Control group did not receive any intervention   | school children, 2 CA school districts, 18 schools   |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| <b>Author (Year):</b> Dale et al. (2000)   | <b>Location:</b> AZ high school<br><br><b>Components:</b> 2 successive classes were enrolled in program. Conceptual PE 1 day/wk (concepts of PA, and fitness, behavioral skills, goal setting, program planning) and CPE gym 1 day/wk (personal program-building skills, methods of performing lifetime PA). 3 days in traditional sports-based PE.<br><br><b>Comparison:</b> students who transferred to Project Active Teens after completing 9 <sup>th</sup> grade PE requirement at another school | Ninth grade<br><br>1995 (144 returned):<br>I = 99, C = 39<br>1996 (208 returned):<br>I = 151, C = 44 | net % change from baseline, interv - control<br><br>strength, net % change baseline and post grad | <table><tr><td>Outcome</td><td>Interv</td><td>F/U</td></tr><tr><td><b>mod act 95 men</b></td><td><b>106.40%</b></td><td><b>13.13%</b></td></tr><tr><td>mod act 96 men</td><td>7.14%</td><td>18.33%</td></tr><tr><td>vig act 95 men</td><td>-20.62%</td><td>-13.92%</td></tr><tr><td>vig act 96 men</td><td>-16.53%</td><td>46.41%</td></tr><tr><td>str 95 men</td><td>26.70%</td><td></td></tr><tr><td>str 96 men</td><td>-7.39%</td><td></td></tr><tr><td>sed behav 95 men</td><td>7.64%</td><td>-5.56%</td></tr><tr><td>sed behav 96 men</td><td>7.39%</td><td>9.09%</td></tr><tr><td>mod act 95 women</td><td>-55.76%</td><td>-6.76%</td></tr><tr><td>mod act 96 women</td><td>60.29%</td><td>7.35%</td></tr><tr><td>vig act 95 women</td><td>-33.41%</td><td>-7.74%</td></tr><tr><td>vig act 96 women</td><td>-35.54%</td><td>-9.03%</td></tr><tr><td>str 95 women</td><td>-16.27%</td><td></td></tr><tr><td>str 96 women</td><td>-4.17%</td><td></td></tr><tr><td>sed bahav 95 women</td><td>-22.86%</td><td>-6.74%</td></tr><tr><td>sed behav 96 women</td><td>53.57%</td><td>-55.52%</td></tr></table> | Outcome | Interv | F/U     | <b>mod act 95 men</b> | <b>106.40%</b> | <b>13.13%</b> | mod act 96 men | 7.14% | 18.33% | vig act 95 men | -20.62% | -13.92% | vig act 96 men | -16.53% | 46.41% | str 95 men | 26.70% |  | str 96 men | -7.39% |  | sed behav 95 men | 7.64% | -5.56% | sed behav 96 men | 7.39% | 9.09% | mod act 95 women | -55.76% | -6.76% | mod act 96 women | 60.29% | 7.35% | vig act 95 women | -33.41% | -7.74% | vig act 96 women | -35.54% | -9.03% | str 95 women | -16.27% |  | str 96 women | -4.17% |  | sed bahav 95 women | -22.86% | -6.74% | sed behav 96 women | 53.57% | -55.52% |  |
| Outcome  | Interv   | F/U  |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| <b>mod act 95 men</b>  | <b>106.40%</b>   | <b>13.13%</b>  |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| mod act 96 men   | 7.14%  | 18.33%   |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| vig act 95 men   | -20.62%  | -13.92%  |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| vig act 96 men   | -16.53%  | 46.41%   |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| str 95 men   | 26.70%   |  |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| str 96 men   | -7.39%   |  |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| sed behav 95 men   | 7.64%  | -5.56%   |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| sed behav 96 men   | 7.39%  | 9.09%  |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| mod act 95 women   | -55.76%  | -6.76%   |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| mod act 96 women   | 60.29%   | 7.35%  |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| vig act 95 women   | -33.41%  | -7.74%   |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| vig act 96 women   | -35.54%  | -9.03%   |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| str 95 women   | -16.27%  |  |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| str 96 women   | -4.17%   |  |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| sed bahav 95 women   | -22.86%  | -6.74%   |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |
| sed behav 96 women   | 53.57%   | -55.52%  |   |   |         |        |         |                       |                |               |                |       |        |                |         |         |                |         |        |            |        |  |            |        |  |                  |       |        |                  |       |       |                  |         |        |                  |        |       |                  |         |        |                  |         |        |              |         |  |              |        |  |                    |         |        |                    |        |         |  |