
Application Content TPP Evaluation Progress Report

For PREIS Grantees

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**MATHEMATICA
Policy Research**

What and why?

- **Data on two key elements**
 - Sample intake (CONSORT diagram)
 - Baseline equivalence
- **We will assess that data**
 - Against the HHS evidence standards for attrition and equivalence
 - To look for areas in which evaluation implementation could be strengthened
 - To look for issues that need to be clarified/implemented in reporting

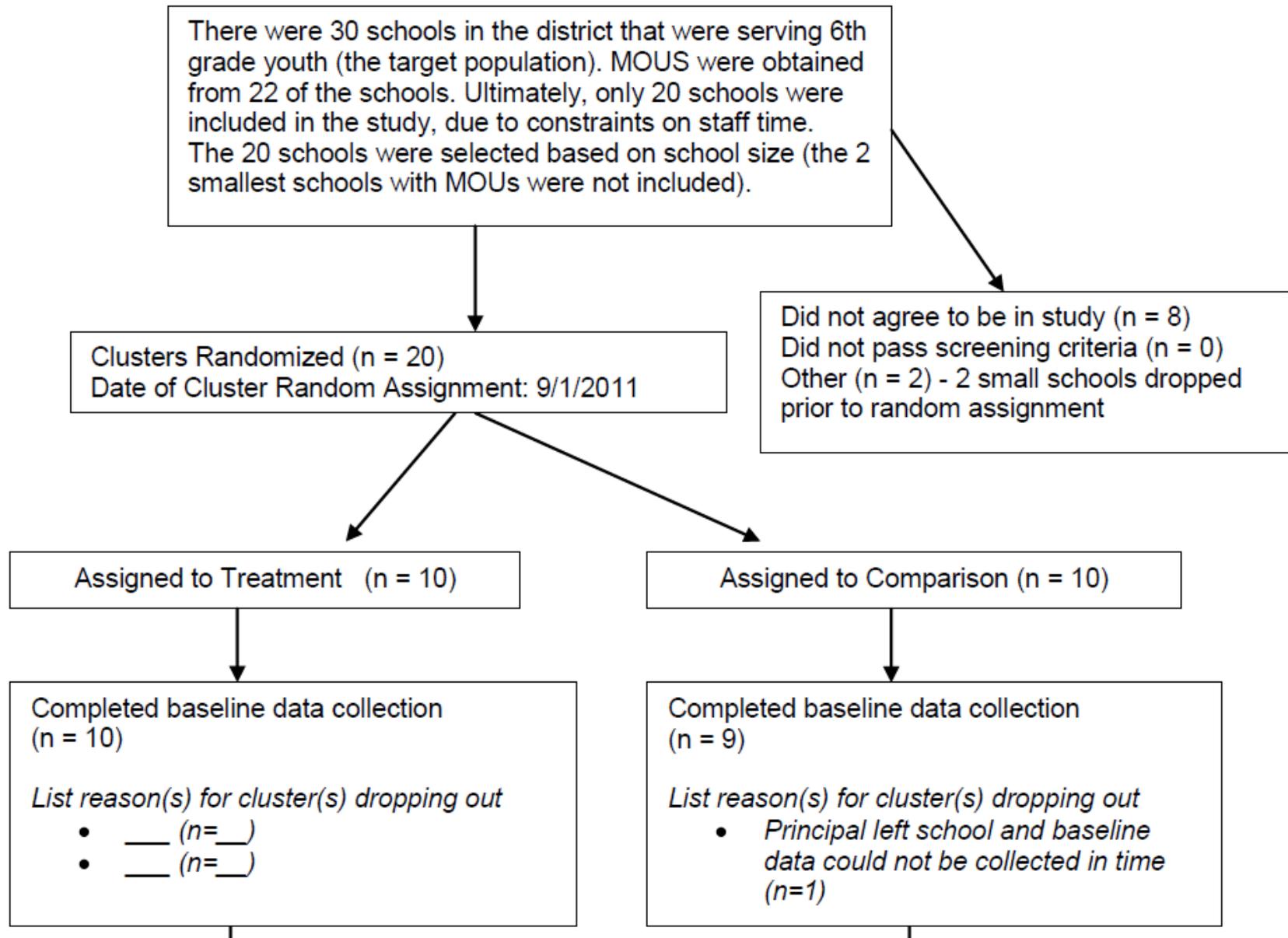
General guidance

- **Do not provide data on your evaluation pilot**
- **Provide data pooled across cohorts and sites currently enrolled**
- **Provide baseline equivalence data for:**
 - Full sample at baseline
 - Sample responding to follow-up surveys
- **Provide as much data as possible, at least through period for which performance measures are required**

CONSORT diagrams

- **Examples are available in the continuation application guidance**
- **For clustered RCTs,**
 - **Cluster intake consort diagram**
 - **Youth intake consort diagram, based on youth in remaining clusters**
- **For individual-level RCTs and QEDs, youth intake consort diagram only**

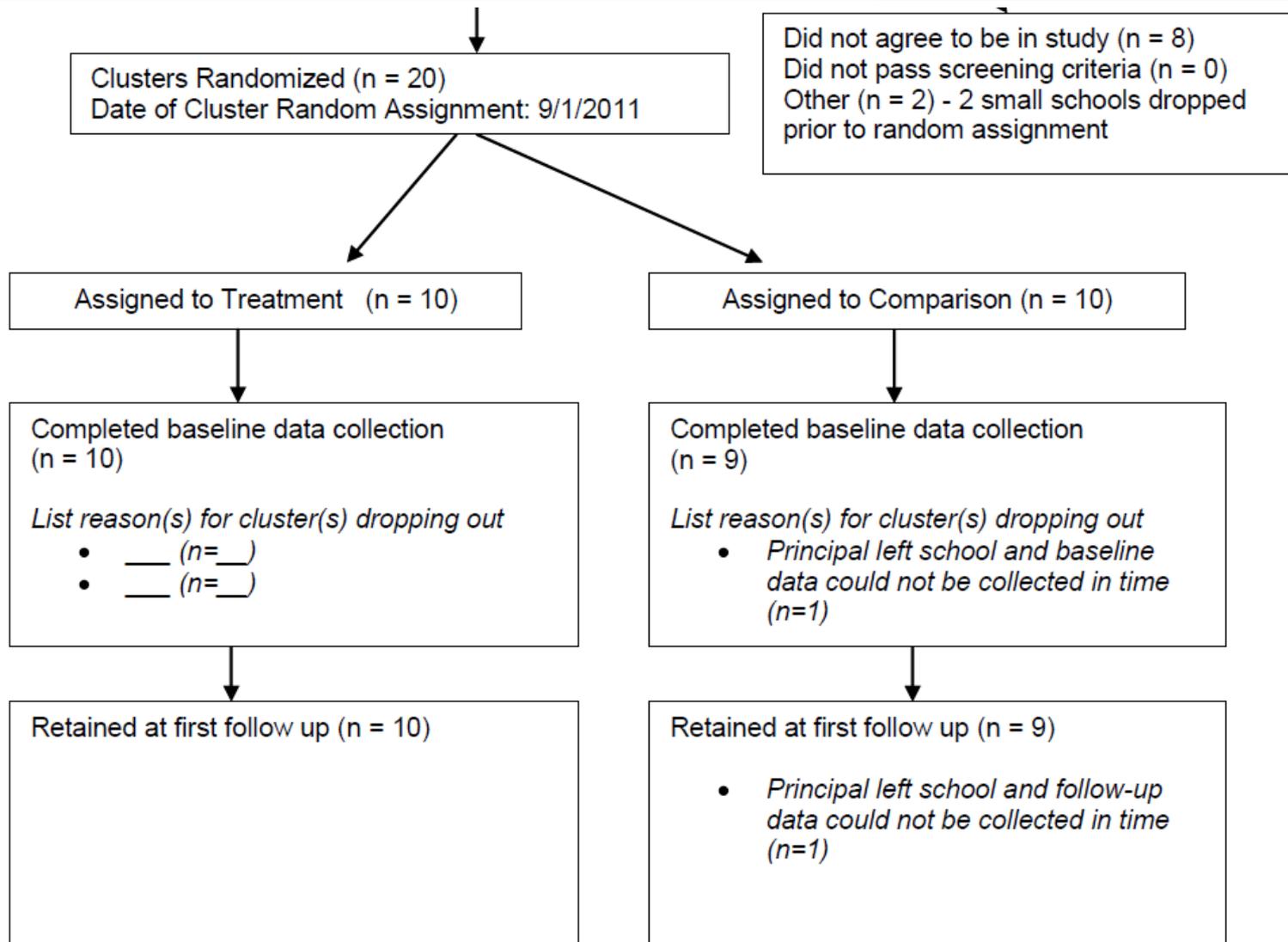
CONSORT Diagram for Clusters in a Cluster Randomized Controlled Trial



Paragraph on intake process for clusters

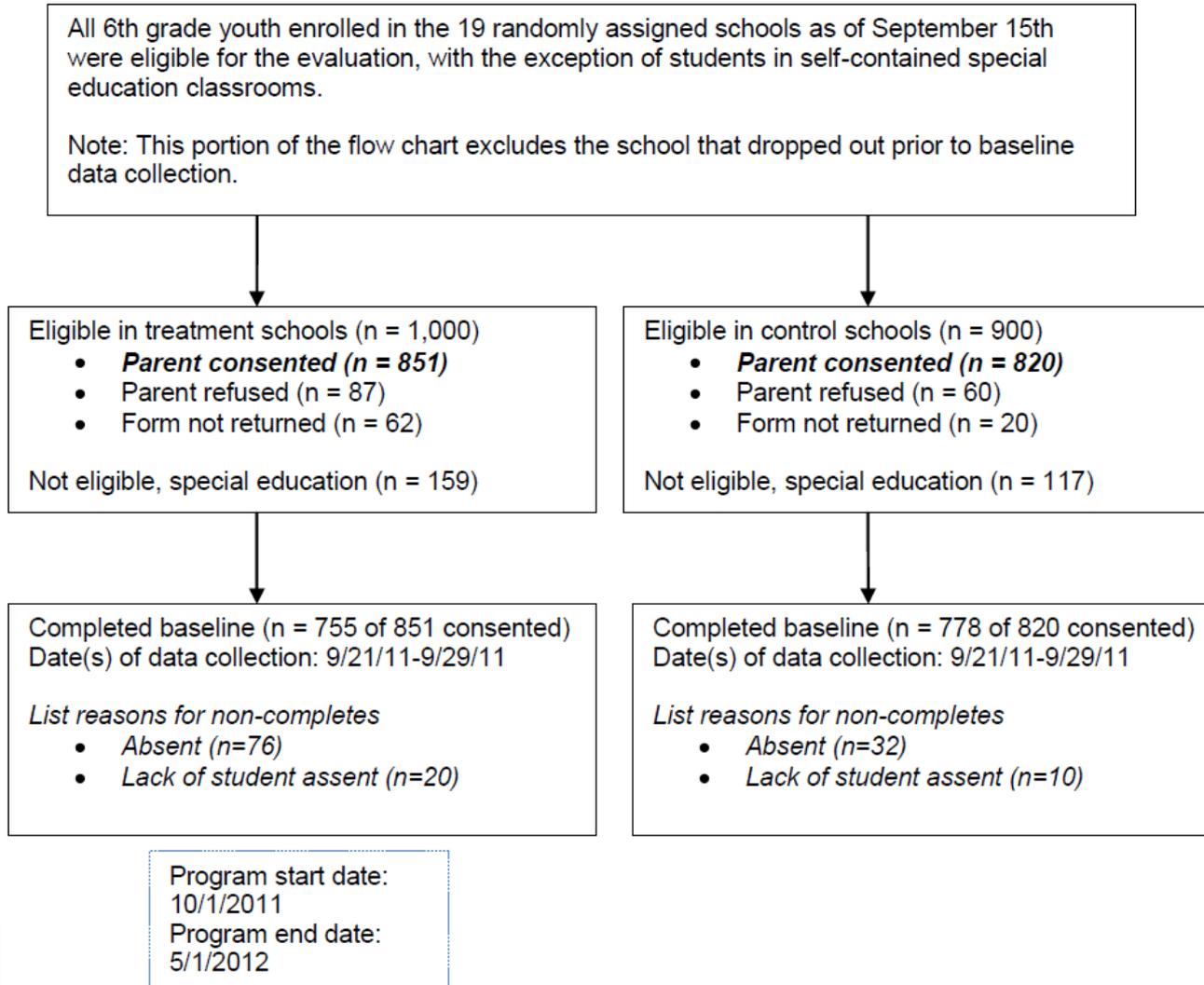
There were 30 schools in the district that were serving 6th grade youth (the target population). MOUS were obtained from 22 of the schools. Ultimately, only 20 schools were included in the study, due to constraints on staff time. The 20 schools were selected based on school size (the 2 smallest schools with MOUs were not included).

Clustered RCT – cluster sample to date



Clustered RCT – youth sample to date

CONSORT Diagram for the Youth in the Clustered Randomized Controlled Trial
Presented on the Prior Page

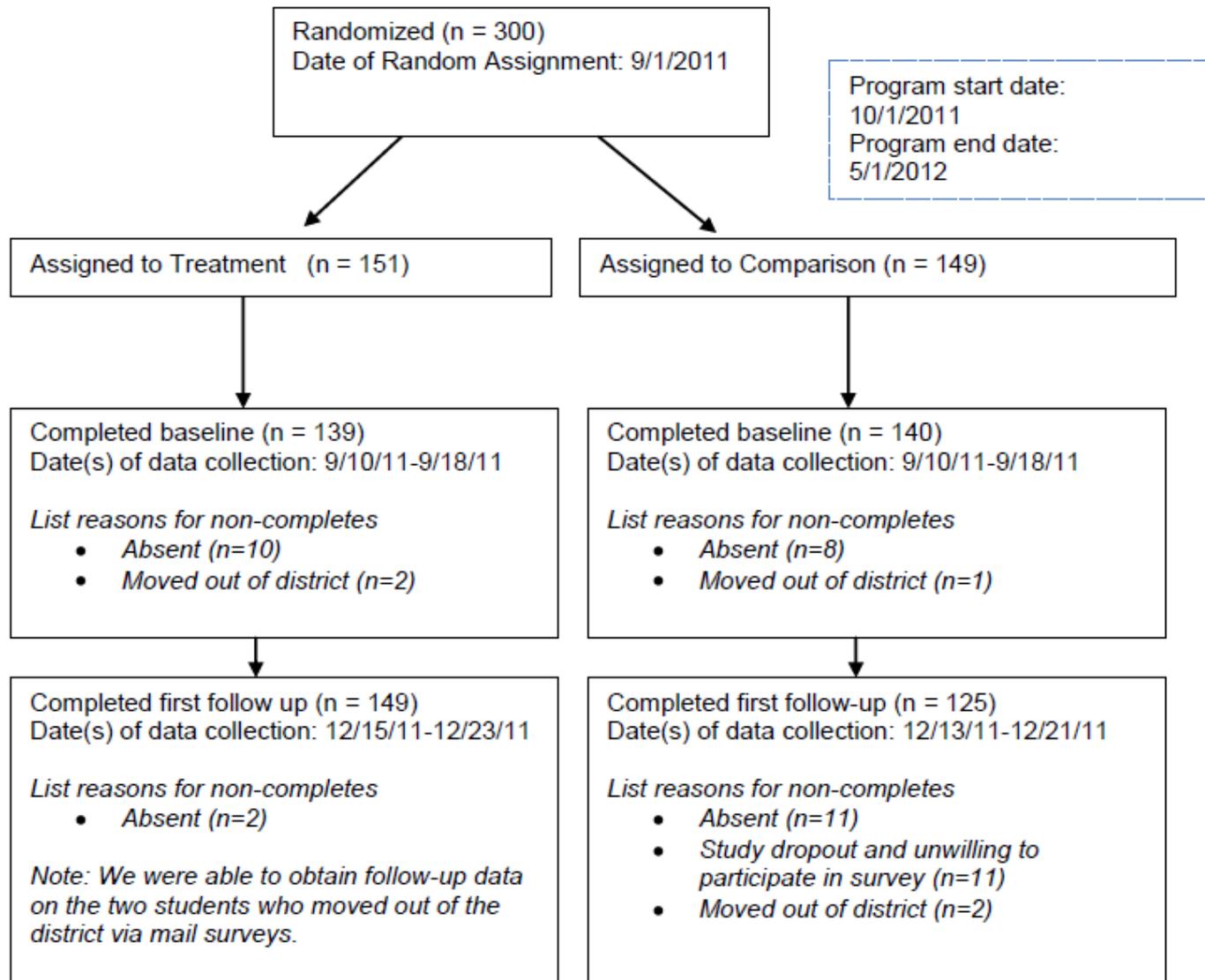


Individual-level RCT or QED - youth enrollment process

7th grade youth in 4 middle schools were eligible for program participation. 600 youth expressed interest in the afterschool program. 200 were in 8th grade and were ineligible. Of the 400 eligible, only 300 provided consent. Thus, only 300 students were considered for the randomization procedure.

Did not pass screening criteria (n = 200)
Did not provide consent (n = 100)

Individual-level RCT or QED – sample to date



Baseline equivalence documentation

- **Focus on variables assessed under HHS evidence standards**
 - Age, gender, race/ethnicity
 - Measures of sexual behavior
- **Excel template available on Eval TA website**
 - Two tabs in workbook – blank template and populated example
- **What to provide**
 - For binary measures, percent (in decimal form, e.g. 0.05) and sample size
 - For continuous measures, mean, standard deviation, and sample size
 - For categorical measures (e.g. race), counts in each category
 - Any documentation of deviations from those basic statistics (e.g. you calculate statistical tests accounting for clustering)

Required data processing

- **Construct race variable**
 - Recode those selecting multiple races into a two or more races category

- **Construct dummy (binary) variables for yes/no survey items, gender, and Hispanicity**

- **Construct full sample sexual behavior variables**
 - Youth that did not have sex should be in sample, but coded as zero
 - Youth that did not have sex in the past 3 months should be coded as zero in the number of times had sex in the past three months and included in the denominator
 - Youth that did not have sex in the past 3 months should be coded as “no” or zero in the numerator and included in the denominator for the measure regarding sexual intercourse without a condom in past three months

Baseline equivalence excel template

<i>Please indicate the sample for which you are assessing baseline equivalence:</i>				<i>Sample with baseline data</i>					
<u>Treatment Group</u>				<u>Comparison Group</u>			<u>Group differences</u>		
Characteristics at BASELINE	Percentage or Unadjusted Mean	Standard Deviation (for continuous variables)	Sample Size	Percentage or Unadjusted Mean	Standard Deviation (for continuous variables)	Sample Size	t-statistic (calculated by the worksheet)	df (calculated by the worksheet)	p-value (calculated by the worksheet)
Demographic characteristics									
Age (in years)	12.3	1.1	150	12.4	0.9	160	0.878	308	0.3804
Female (%)	0.5		150	0.49		160	0.176	308	0.8604
Hispanic (%)	0.2		150	0.1		160	2.475	308	0.0139
Race (% and counts) ¹			150			160			0.0008
American Indian or Alaska Native			20			30			
Asian			30			40			
Black			40			60			
White			60			29			
Two or more races			0			1			

Baseline equivalence excel template

Characteristics at BASELINE	Treatment Group			Comparison Group			Group differences		
	Percentage or Unadjusted Mean	Standard Deviation (for continuous variables)	Sample Size	Percentage or Unadjusted Mean	Standard Deviation (for continuous variables)	Sample Size	t-statistic (calculated by the worksheet)	df (calculated by the worksheet)	p-value (calculated by the worksheet)
<u>OAH behavioral performance measures</u>									
Ever had sexual intercourse (%)	0.03		150	0.02		160	0.565	308	0.5722
Got someone pregnant or been pregnant (%) ²	0.01		150	0.01		160	0.000	308	1.0000
Number of times (mean)	0.02	0.01	150	0.00	0.005	160	21.356	308	0.0000
Sexual intercourse in prior 3 months (%) ²	0.2		150	0.15		160	1.160	308	0.2470
Number of times (mean)	0.1	0.11	150	0.12	0.08	160	1.839	308	0.0669
Sexual intercourse in prior 3 months without using condom (%) ³	0.10		150	0.08		160	0.616	308	0.5384
Number of times (mean)	0.1	0.22	150	0.09	0.08	160	0.538	308	0.5908
Sexual intercourse in prior 3 months without using effective contraception (%) ³	0.15		150	0.12		160	0.774	308	0.4397
Number of times (mean)	0.2	0.1	150	0.3	0.2	160	5.511	308	0.0000

Templates

- Located on Eval TA Website under [Shared Documents/Annual Progress Report Requirements](#)
- [Word templates](#) for CONSORT diagram
- Excel workbook for baseline equivalence
 - [Excel 2007 version](#)
 - [Excel 1997-2003 compatible version](#)

Questions?

Thank you for your time today!