that by the last follow-up, those in baseline and Time 2); that by the last follow-up, those in programs who began to have sex during ninth grade (i.e., between the comparison group were less likely than others to use alcohol when having sex; and that condom use declined slightly in all groups.

Results of multivariate analysis show that our first three hypotheses were not supported. That is, students in the two Reducing the Risk groups did not differ from each other in their likelihood of initiating sexual activity (Table 5), or in their condom use or use of alcohol at the last sexual encounter (not shown). Furthermore, the modified Reducing the Risk intervention was not more effective than the original intervention at changing behavior among high sensation-seeking or impulsive students (not shown).

However, the analyses support our fourth hypothesis. Comparison group participants had significantly greater odds of initiating sexual activity than participants in both Reducing the Risk groups combined (odds ratio, 2.4—Table 5). Students who received the curricula in the fall, those who lived in Cleveland and those who were in a relationship also had increased odds of initiating sexual activity (odds ratios, 1.5, 1.6 and 3.1, respectively). The effects of both interventions were greater for blacks than for whites (5.6 vs. 1.8—not shown).

Our final two hypotheses were not confirmed. Alcohol use with sex and condom use did not differ between students who received the standard school curriculum and those who received either version of Reducing the Risk (not shown).

Despite extensive follow-up efforts, retention declined to 52% of the initial sample at Time 3 (12–18 months after baseline). A major factor that accounted for this attrition is the low graduation rates in the school districts in which the study took place. The Cleveland public school system has one of the lowest graduation rates in the United States, 28%; one of the Kentucky school districts that participated in the study, the Jefferson County public schools, has a graduation rate of 66%.34 Thus, the average graduation rate across these school districts is 47%; most dropouts leave school during the 10th or 11th grade.35 Similar differences to those noted above were observed between those who were retained in the follow-up sample at Time 3 and those who completed the survey at Time 1 but were no longer in the sample at Time 3. The only different result was that males were less likely than females to have been retained; 56% of females from the baseline sample completed Time 3 surveys, while only 50% of males did.

The effects of both interventions were greater for blacks than for whites (5.6 vs. 1.8—not shown). Our final two hypotheses were not confirmed. Alcohol use with sex and condom use did not differ between students who received the standard school curriculum and those who received either version of Reducing the Risk (not shown).

**Program Impact**

Bivariate analyses reveal no significant differences among curriculum groups in any of the outcome variables at any time (Table 4). However, the results suggest that students in the modified intervention were less likely than others to begin to have sex during ninth grade (i.e., between baseline and Time 2); that by the last follow-up, those in time (Table 4). However, the results suggest that students in the modified intervention were less likely than others to begin to have sex during ninth grade (i.e., between baseline and Time 2); that by the last follow-up, those in

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