

AVALON CARVER COMMUNITY CENTER

SPECIAL SUMMARY REPORT

2014 – 2022

This updated report on the effectiveness of the Winners Sankofa Intervention follows up on the initial analysis of program data 2008 – 2014 as highlighted on the website. A couple of fidelity-related issues warrant mentioning that made the 2014 -2022 programming different from the 2008 – 2014 program implementation.

- (1) From 2008 – 2014, the Winners Sankofa Intervention was a complimentary activity within the Winners Sankofa Model; a comprehensive program model that included intertwined classroom workshops, afterschool workshops, parent workshops and community activities targeting a specific school campus and specific community residents.

From 2014 – 2022, the Winners Sankofa Intervention was implemented as a stand-alone intervention without the complimentary afterschool, parent and community workshops that were part of the Winners Sankofa Model.

- (2) From 2008 – 2014, the Winners Sankofa Model, a culture-based model developed specifically for African -Americans youth, targeted a predominantly African-American elementary school in Los Angeles' predominantly African-American Leimert Park community.

From 2014 – 2022, Winners program services transitioned from a predominantly African-American, LAUSD-based school campus to predominantly Latino, parochial-based middle school campuses in South-Central Los Angeles. To meet the needs of this new target population, the curricula of the Winners Sankofa Intervention was expanded to make it more culturally appropriate for our LatinX participants.

This summary report looks at the program's pre and post test data on four program assessments – School Sentiment Index, Rosenberg Self-Esteem Inventory, Children's Racial Identity Scale and ATOD Awareness Scale – from program years 2014-2015 thru 2021-2022. The analyzed data represented 475 elementary and middle school youth in the program's treatment/experimental group who participated in Winners Sankofa Intervention workshops and 496 elementary and middle school youth in the program's comparison group who did not participate in Winners Sankofa Intervention workshops.

Hypothesis 1:

African American and Latinx youth in the experimental group will have significantly better attitudes towards school at the end of the school year than African American and Latinx youth in the comparison group, as measured by higher scores on the School Sentiment Index.

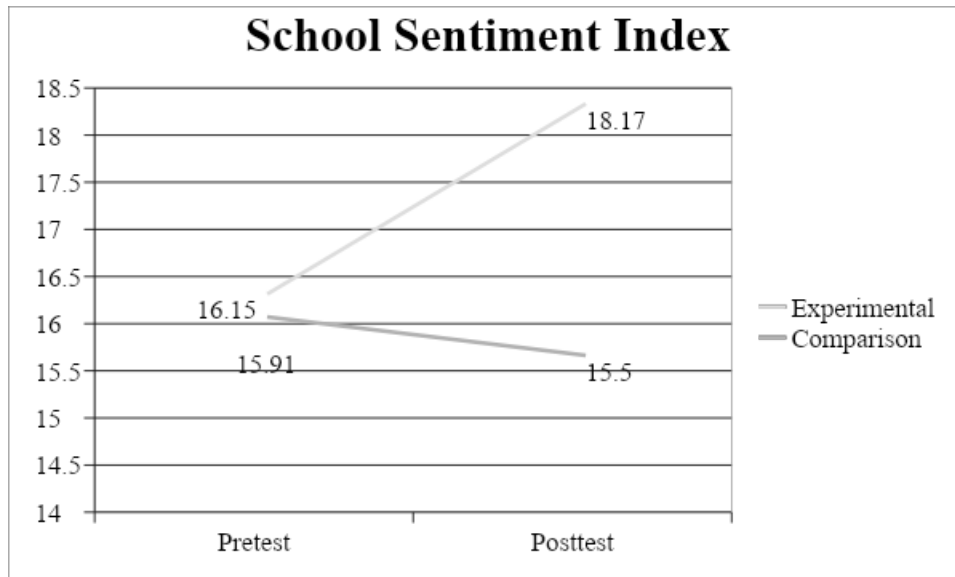
Assessment: School Sentiment Index

The School Sentiment Index (SSI) developed by Instructional Objectives Exchange (IOX), consists of 80 statements regarding various aspects of school. An overall score for attitude toward school in general was obtained from this analysis instead of the subscale scores for seven other dimensions. The SSI, modified for the target population, was reduced from 80 to 25 statements. An internal consistency estimate based on the Kuder-Richardson 20 formula of $r = .72$ ($N = 108$) and a test-retest (two-week interval) reliability index of $r = .87$ ($N = 151$) was obtained for the Primary Level of the SSI. (Popham,1972).

Analysis:

School Sentiment Index data from a total of 971 elementary and middle school youth completing both the pre and posttest was analyzed. The total represented scores from 475 youth receiving Winners classroom services and 496 youth not receiving Winners classroom services from 2014-2015 through 2021-2022. Scores of the youth receiving program services increased by 8.0% while scores of youth not receiving program services decreased by 1.8%. This improvement in scores by youth receiving program services was statistically significant at the .001 level. School Sentiment Index data for all participants is presented on the following chart (Figure 1) and table.

Figure 1: School Sentiment Index Means at Pre-test and Post-test



STATUS	N	PRETEST	POSTTEST	CHANGE	% CHANGE	SIG.
Treatment	475	16.15	18.17	+ 2.02	+ 8.0%	.001
Comparison	496	15.91	15.50	- .41	- 1.6%	

School Sentiment Index data was also analyzed to determine and differentiate the impact of services on participants related to race (African American vs Latinx), gender (male vs females), grade level (elementary vs middle school-age), and school (LAUSD vs parochial). Across all of the above variables, the improvement in scores of youth receiving Winners classroom services was statistically significant at the .001 level when compared to scores of youth not receiving services. This data is represented in the following tables.

RACE

AFRICAN AMERICAN YOUTH

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	268	16.09	18.04	+ 1.95	.001
Comparison	53	14.94	14.92	- .02	

Winners sankofa evaluation4

LATINX YOUTH

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	207	16.22	18.33	+ 2.11	.001
Comparison	443	16.03	15.57	- .47	

GENDER

MALES

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	249	16.20	18.06	+ 1.86	.001
Comparison	242	15.55	15.30	- .25	

FEMALES

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	226	16.09	18.28	+ 2.19	.001
Comparison	254	16.26	15.69	- .57	

SCHOOL LEVEL

ELEMENTARY SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	238	16.39	17.95	+ 1.56	.001
Comparison	247	15.91	15.22	- .69	

MIDDLE SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	237	15.91	18.38	+ 2.47	.001
Comparison	249	15.91	15.78	- .13	

SCHOOL CLASSIFICATION

PUBLIC-LAUDS SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	184	16.29	17.65	+ 1.36	.001
Comparison	193	15.89	15.75	- .14	

PAROCHIAL SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	291	16.06	18.49	+ 2.43	.001
Comparison	303	15.93	15.34	- .59	

Hypothesis 2:

African American and Latinx youth in the experimental intervention will have stronger self-esteems than African American and Latinx youth in the comparison group by the end of the school year as measured by the Rosenberg Self-Esteem Inventory.

Assessment: Rosenberg Self-Esteem Scale

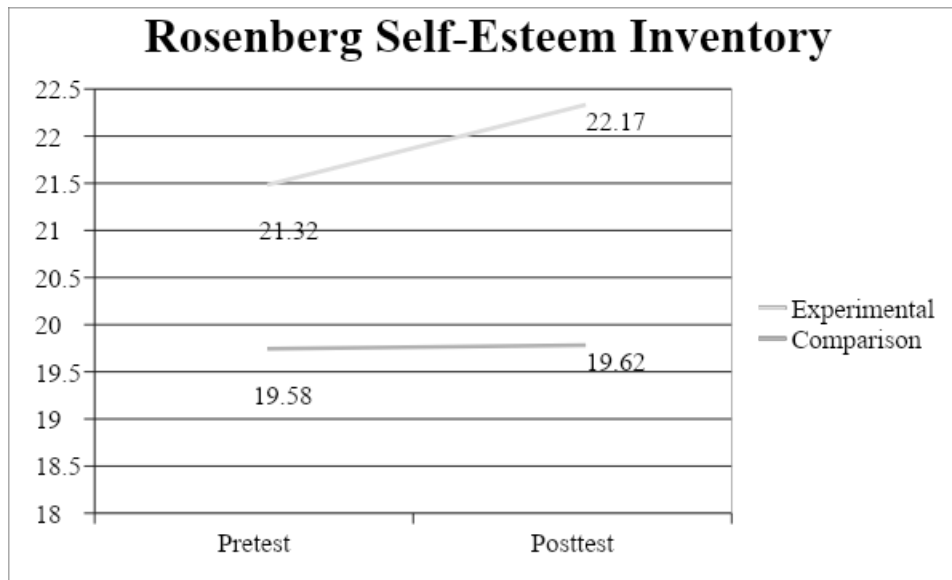
Developed in the 1960's by Morris Rosenberg, the purpose of the 10 item RSE scale is to measure self-esteem. Originally the measure was designed to measure the self-esteem of high school students. However, since its development, the scale has been used with a variety of groups including adults, with norms available for many of those groups. The RSE demonstrates a Guttman scale coefficient of reproducibility of .92, indicating excellent internal consistency. Test-retest reliability over a period of 2 weeks reveals correlations of .85 and .88, indicating excellent stability. The RSE demonstrates concurrent, predictive and construct validity using known groups. The RSE correlates significantly with other measures of self-esteem, including the Coopersmith Self-Esteem Inventory.

Analysis:

Rosenberg Self-Esteem Scale data from a total of 956 elementary and middle school youth completing both the pre and posttest was analyzed. The total represented scores from 469 youth receiving Winners classroom services and 487 youth not receiving Winners classroom services from 2014-2015 through 2021-2022. The scores of the youth receiving program services increased by 2.8%; scores of youth not receiving program services showed no increase.

This improvement in scores by youth receiving program services was statistically significant at the .001 level. Rosenberg Self-Esteem Scale data for all participants is presented on the following chart (Figure 2) and table.

Figure 2: School Sentiment Index Means at Pre-test and Post-test



STATUS	N	PRETEST	POSTTEST	CHANGE	% CHANGE	SIG.
Treatment	469	21.32	22.17	+ .85	+ 2.80%	.001
Comparison	487	19.58	19.62	+ .04	.001%	

Rosenberg (RES) data was also analyzed to determine and differentiate the impact of services on participants related to race (African American vs Latinx), gender (male vs females), grade level (elementary vs middle school-age), and school (LAUSD vs parochial). Across all of the above variables, the improvement in scores of youth receiving Winners classroom services was greater than the scores of youth not receiving services. The improvement in scores of African American youth, males, elementary school youth and LAUSD youth were statistically significant at the .001 level when compared to scores of youth not receiving services. This data is represented in the following tables.

Winners sankofa evaluation7

RACE

AFRICAN AMERICAN YOUTH

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	268	19.89	20.89	+ 1.0	.005
Comparison	53	22.48	23.41	+ .93	

LATINX YOUTH

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	206	19.84	20.60	+ .76	
Comparison	434	19.55	19.47	- .08	

GENDER

MALES

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	245	21.68	22.62	+ .94	.005
Comparison	240	19.65	20.11	+ .46	

FEMALES

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	224	20.92	21.68	+ .76	
Comparison	247	19.51	19.14	- .37	

SCHOOL LEVEL

ELEMENTARY SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	232	20.73	21.71	+ .98	.005
Comparison	241	19.10	18.93	- .17	

MIDDLE SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	237	21.90	22.63	+ .73	
Comparison	246	20.06	20.30	+ .24	

SCHOOL CLASSIFICATION

PUBLIC-LAUDS SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	179	20.02	21.50	+ 1.48	.001
Comparison	187	18.29	18.74	- .45	

PAROCHIAL SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	290	22.12	22.59	+ .47	
Comparison	300	20.39	20.17	- .22	

Hypothesis 3:

African American youth in the experimental intervention will have significantly stronger cultural identities than African American and Latinx youth in the comparison group by the end of the school year as measured by the Children's Racial Identity Scale.

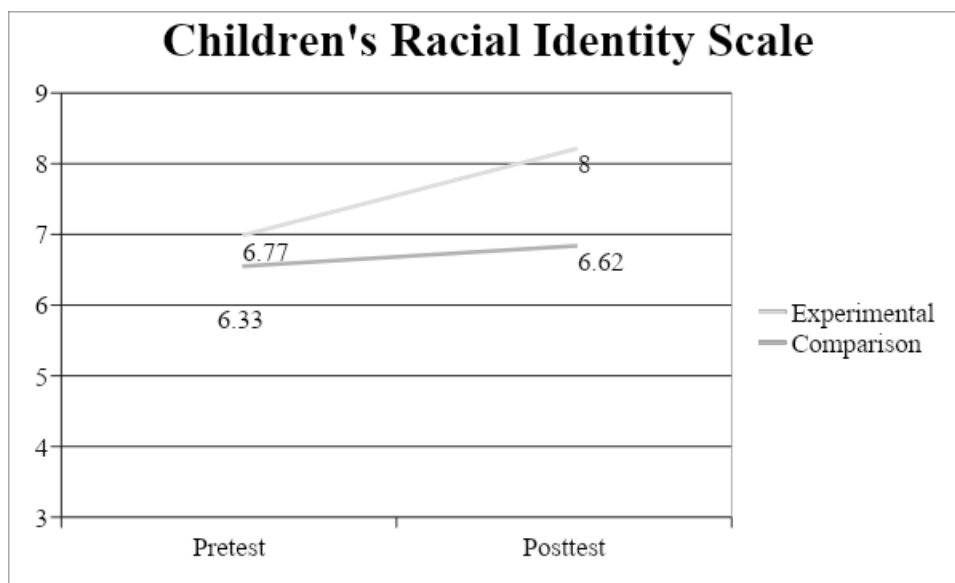
Assessment: Children's Racial Identity Scale:

Also developed by Belgrave (1993), the Children's Racial Identity Scale is a nine-item instrument that focuses on how the respondent feels about being African American and about African Americans in general. Responses to the questions are yes, no or not sure. Only the "yes" responses are counted, except for four questions that are reverse scored. The higher the respondent's score the higher their racial identity. The Cronbach's alpha for this scale has been reported as .67 (Belgrave, 1997). The scale, similar to the AVS, was modified for use by Latino participants.

Analysis:

Children’s Racial Identity Scale (CRIS) data from a total of 929 elementary and middle school youth completing both the pre and posttest was analyzed. The total represented scores from 469 youth receiving Winners classroom services and 460 youth not receiving Winners classroom services from 2014-2015 through 2021-2022. Scores of the youth receiving program services increased by 14.3% while scores of youth not receiving program services increased by .03%. This improvement in scores by youth receiving program services was statistically significant at the .001 level. Children’s Racial Identity Scale data for all participants is presented on the following chart (Figure 3) and table.

Figure 3: Children’s Racial Identity Means at Pre-test and Post-test



STATUS	N	PRETEST	POSTTEST	CHANGE	% CHANGE	SIG.
Treatment	469	6.77	8.00	+ 1.23	+ 14.3%	.001
Comparison	460	6.33	6.62	+ .29	+ .03%	.005

CRIS data was also analyzed to determine and differentiate the impact of services on participants related to race (African American vs Latinx), gender (male vs females), grade level (elementary vs middle school-age), and school (LAUSD vs parochial). Across all of the above variables, the

Winners sankofa evaluation10

improvement in scores of youth receiving Winners classroom services was statistically significant at the .001 level when compared to scores of youth not receiving services. This data is represented in the following tables.

RACE

AFRICAN AMERICAN YOUTH

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	267	7.03	8.25	+ 1.22	.001
Comparison	52	6.06	6.42	+ .36	

LATINX YOUTH

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	205	6.42	7.67	+ 1.25	.001
Comparison	408	6.37	6.65	+ .28	

GENDER

MALES

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	248	6.60	7.91	+ 1.31	.001
Comparison	220	6.10	6.35	+ .25	

FEMALES

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	224	6.96	8.10	+ 1.14	.001
Comparison	240	6.55	6.88	+ .33	

SCHOOL LEVEL

ELEMENTARY SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	236	5.92	7.72	+ 1.8	.001
Comparison	222	5.72	6.02	+ .30	

MIDDLE SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	236	7.61	8.28	+ .67	.001
Comparison	238	6.90	7.18	+ .38	

SCHOOL CLASSIFICATION

PUBLIC-LAUDS SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	183	5.73	7.55	+ 1.82	.001
Comparison	168	5.65	5.87	+ .22	

PAROCHIAL SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	289	7.43	8.28	+ .85	.001
Comparison	292	6.72	7.06	+ .44	.005

Hypothesis 4:

African American and Latinx participants who receive the intervention curriculum will have significantly higher ATOD awareness scores at the time of post-test than those of African American and Latinx youth in the comparison groups.

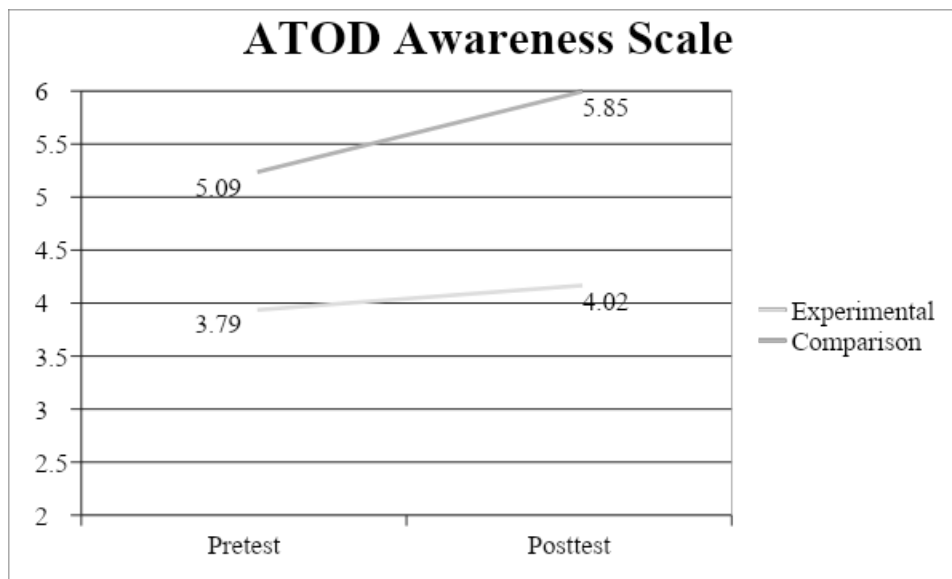
Assessment: ATOD Awareness Scale

A twenty-item instrument that was developed by program staff to measure the impact of the ATOD Prevention and Educational workshops on the attitudes, opinions and behaviors of program participants. The ATOD Awareness Scale was developed from information associated with substance abuse taken from SAMHSA's Substance Abuse Awareness Fact Sheet and changed into True/False statements. The test-retest reliability for this assessment was $r = .87$.

Analysis:

ATOD Awareness Scale data from a total of 952 elementary and middle school youth completing both the pre and posttest was analyzed. The total represented scores from 469 youth receiving Winners classroom services and 483 youth not receiving Winners classroom services from 2014-2015 through 2021-2022. Scores of the youth receiving program services increased by 14.0% while scores of youth not receiving program services increased by .03%. This improvement in scores by youth receiving program services was statistically significant at the .001 level. School Sentiment Index data for all participants is presented on the following chart (Figure 4) and table.

Figure 4: ATOD Awareness Scale Means at Pre-test and Post-test



STATUS	N	PRETEST	POSTTEST	CHANGE	% CHANGE	SIG.
Treatment	469	5.09	5.85	+ .84	+ 14.0%	.001
Comparison	483	3.79	4.02	+ .23	+ .03%	.001

ATOD Awareness Scale data was also analyzed to determine and differentiate the impact of services on participants related to race (African American vs Latinx), gender (male vs females), grade level (elementary vs middle school-age), and school (LAUSD vs parochial). Across all of the above variables, the improvement in scores of youth receiving Winners classroom services was statistically significant at the .001 level when compared to scores of youth not receiving services. This data is represented in the following tables.

RACE

AFRICAN AMERICAN YOUTH

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	266	5.27	6.05	+ .78	.001
Comparison	52	3.88	4.42	+ .57	.005

LATINX YOUTH

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	203	4.85	5.59	+ .74	.001
Comparison	431	3.78	3.97	+ .21	

GENDER

MALES

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	249	5.08	5.79	+ .71	.001
Comparison	235	3.64	3.99	+ .15	.001

FEMALES

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	220	5.10	5.92	+ .82	.001
Comparison	248	3.94	4.06	+ .12	

SCHOOL LEVEL

ELEMENTARY SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.

Winners sankofa evaluation14

Treatment	237	5.70	6.65	+ .95	.001
Comparison	237	3.66	3.94	+ .28	.005

MIDDLE SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	236	4.46	5.03	+ .57	.001
Comparison	246	3.91	4.10	+ .19	

SCHOOL CLASSIFICATION

PUBLIC-LAUDS SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	181	6.15	7.20	+ 1.05	.001
Comparison	182	3.77	4.05	+ .28	

PAROCHIAL SCHOOL

STATUS	N	PRETEST	POSTTEST	CHANGE	SIG.
Treatment	288	4.42	5.00	+ .58	.001
Comparison	301	3.80	4.00	+ .20	