



**FULL PROGRAM  
EFFECTIVENESS**

# PROGRAM EFFECTIVENESS

## *EVIDENCE DRIVEN AND EVIDENCE-BASED*

The Winners Sankofa Intervention is evidence-driven and is a community driven evidence-based (CDE) program. *Evidence based* refers to scientifically tested programs that meet rigid criteria to achieve the scientifically tested label. Generally speaking, evidence based programs:

- Are based on a clearly articulated and empirically-supported theory
- Have a detailed description of the intervention and measurement design--what outcomes were produced in what populations with what intervention
- Have measurable outcomes that have been assessed with psychometrically strong measures, including long-term follow-ups, where indicated
- Have been tested in a scientifically-sound way with comparison conditions, optimally through randomized controlled studies.

The Winners Sankofa Intervention is *evidence-driven*. The theories which form the basis of the intervention are grounded in research and the findings of investigators examining the relationship between racial identity and substance use and school performance.

- Minority adolescents and young adults who have high levels of racial identity appear to be able to resist or delay substance use initiation, have more negative attitudes toward substances, and are more likely to perceive substance use as being non-normative among their racial group than are youths who have low levels of racial identity (Belgrave, Brome, & Hampton, 2000; Corneille & Belgrave, 2007; Pugh & Bry, 2007).
- Racial identity has been cited as a factor that protects against substance use (e.g., Brook, Balka, Brook, Win, & Gursen, 1998).
- Black youth who felt more positive about their racial group reported less alcohol use, especially among those for whom race was more central to their identity (Caldwell, Sellers, Bernat, & Zimmerman, 2004).

*Community Defined Evidence* (CDE) practices are program models, interventions, curriculum and evaluation designs that are developed to meet the needs of, and are based on the values and experiences of, the targeted community or cultural group. The Winners Sankofa Program was independently reviewed by the California Institute for Mental Health (CIMH) in 2010 and was selected as a Community Defined Evidence (CDE) model

## *EVIDENCE OF PROGRAM EFFECTIVENESS*

A program evaluation and analysis of program data collected from 2008 to 2018 examined the impact of an ATOD prevention program for 1,255 African American and Latino youth in Central Los Angeles that promoted cultural assets while improving attitude towards school and alcohol and drug awareness. Results showed that participants in Winners had: significantly higher racial identity, self-esteem and cultural values; significantly better attitudes towards school; and significantly higher ATOD awareness

than similar youth in a comparison group. All results were at the .05 and .01 level of significance when compared to results from our comparison group.

*Design:* The program utilizes a quasi-experimental pre-test/post-test design to measure the extent of change as a result of the Winners Sankofa intervention. Intact 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade classrooms participate in the program as experimental or comparison groups from 2008 to 2018; program participants were not randomized. Experimental group youth received @ 30-35 workshops per year while the youth in the comparison groups received no workshops.

*Assessments:* Four evaluation instruments were used to assess outcomes related to participants' racial identity, cultural values, attitudes towards school and ATOD awareness: 1) Africentric (Cultural) Values Scale, 2) Children's Racial Identity Scale, 3) the ATOD Awareness Scale, 4) the Rosenberg Self-Esteem Scale and 5) the School Sentiment Index. Assessments are administered during the first weeks of the school semester and during the last month of the school semester.

#### Africentric (Cultural) Value Scale for Children

Developed by Belgrave (1993), the Africentric Value Scale for Children (AVSC) consists of 19 questions that address how African-American children internalize themselves and their community. It should be noted that questions containing the words, "African American and Black" in the original scale were replaced with "Latino and Brown" for use with Latino participants.

#### Children's Racial Identity Scale:

Also developed by Belgrave (1993), the Children's Racial Identity Scale focuses on how the respondent feels about being African American and about African Americans in general. The scale, similar to the AVS, was modified for use by Latino participants.

#### School Sentiment Index

The School Sentiment Index (SSI) consists of statements regarding various aspects of school and attitudes towards education and learning.

#### ATOD Awareness Scale

The ATOD scale measures the impact of the ATOD Prevention and Educational workshops on the attitudes, opinions and behaviors of program participants.

#### Rosenberg Self-Esteem Scale

The Rosenberg Self-Esteem Scale, a widely used self-report instrument for evaluating individual self-esteem.

*Sample:* Evaluators gathered data on 1,255 fourth through eighth grade students over ten academic years. The sample included 693 African American youth (583 in the experimental group and 110 in the comparison group) and 465 Latino youth (283 in the experimental group and 282 in the comparison group).

*Hypotheses:* The Winners Sankofa intervention assessed four critical interacting variables in substance use prevention; racial identity, cultural values, school sentiment and ATOD awareness. The following are the four hypotheses associated with the evaluation of the Winners Sankofa intervention:

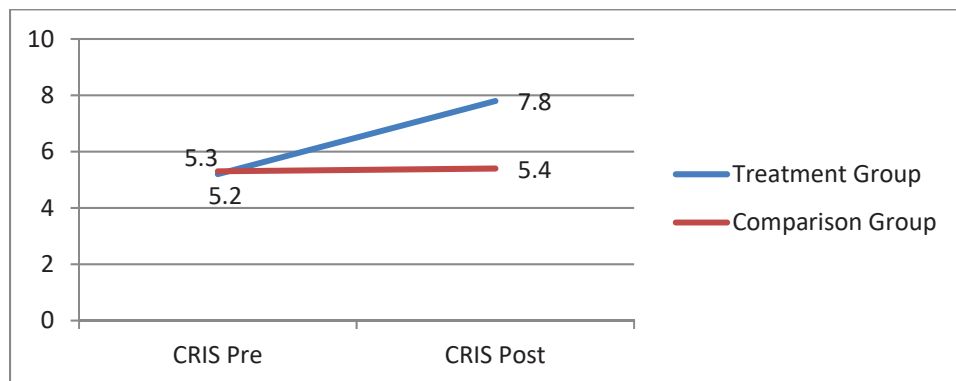
1. African American participants in the experimental intervention will have significantly stronger racial identity awareness at the end of the school year than African American youth in the comparison group as measured by the Children's Racial Identity Scale.
2. African American participants in the experimental intervention will have significantly stronger self-esteem at the end of the school year than African American youth in the comparison group as measured by the Rosenberg Self-Esteem Scale.
3. African American youth in the experimental intervention will have significantly stronger cultural values at the end of the school year than African American youth in the comparison group as measured by the African (Cultural) Values Scale.
4. African American youth in the experimental group will have significantly better attitudes towards school at the end of the school year than African American youth in the comparison group, as measured by higher scores on the School Sentiment Index
5. African American participants who receive the intervention curriculum will have significantly higher ATOD awareness scores at the time of post-test than those of African American youth in the comparison groups.

## Results

*Hypothesis 1: African American participants in the experimental intervention will have a significantly stronger racial identity at the end of the school year than African American youth in the comparison group as measured by the Children's Racial Identity Scale.*

African American participants in the intervention had significantly higher scores at post-test on the racial identity assessment than those in the comparison group (see Figure 2). The experimental group showed significant growth of 2.60 points while the comparison group remained virtually unchanged with a growth of .01 confirming the hypothesis.

Figure 2: Children's Racial Identity Means at Pre-test and Post-test



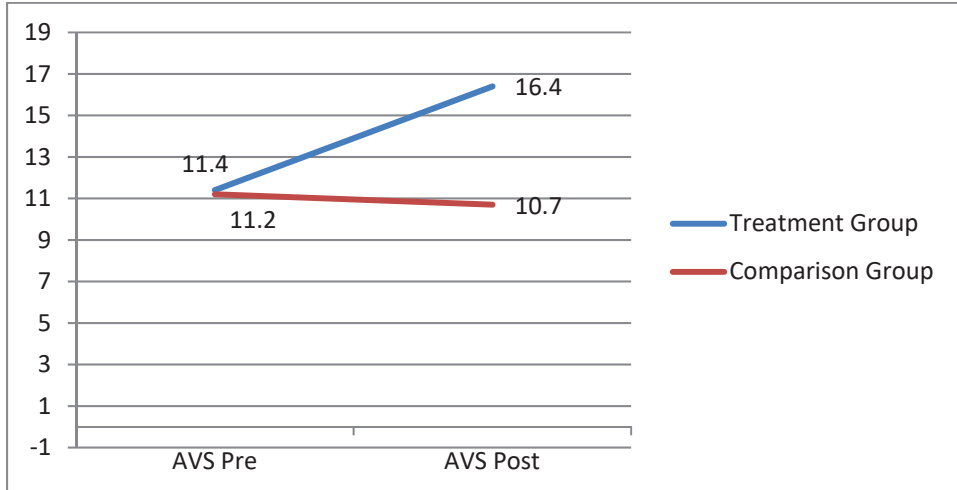
N=570 youth in experimental group and 109 in comparison group

*Hypothesis 2: African American youth in the experimental intervention will have significantly stronger cultural values than African American youth in the comparison group by the end of the school year as measured by the African (Cultural) Values Scale.*

African American participants in the intervention had significantly higher scores at post-test on the cultural values assessment than those in the comparison group (see Figure 3). The Winners Sankofa Project had a significantly positive impact on cultural values in African American pre-adolescents. This

comparison shows significant growth of 5.0 points for the experimental group vs. a loss of .50 points for the comparison group confirming the hypothesis.

Figure 3: Africentric (Cultural) Values Means at Pre-test and Post-test

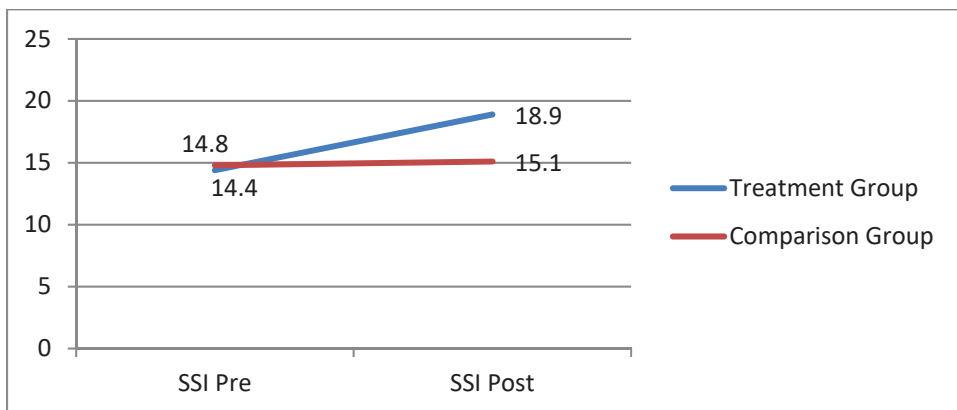


N= 436 youth in experimental group and 91 youth in comparison group

*Hypothesis 3: African American youth in the experimental group will have significantly better attitudes towards school at the end of the school year than African American youth in the comparison group, as measured by higher scores on the School Sentiment Index.*

African American youth in the experimental group had significantly better attitudes towards school at the end of the school year than African American youth in the comparison group (see Figure 4). This comparison shows significant growth of 4.5 points for the experimental group vs. a gain of .30 points for the comparison group confirming the hypothesis.

Figure 4: School Sentiment Index Means at Pre-test and Post-test

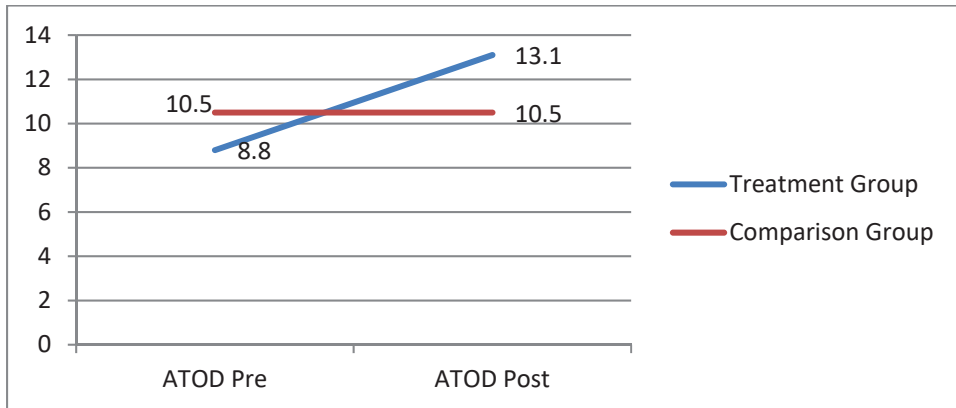


N=580 in treatment group and 110 in comparison group

*Hypothesis 4: African American participants who receive the intervention curriculum will have significantly higher ATOD awareness scores at the time of post-test than those of African American youth in the comparison groups.*

The recipients of the intervention have significantly higher ATOD awareness than their counterparts in the comparison group (see Figure 5). This comparison shows significant growth of 4.3 points for the experimental group vs. no change for the comparison group confirming the hypothesis.

Figure 5: ATOD Awareness Scale Means at Pre-test and Post-test



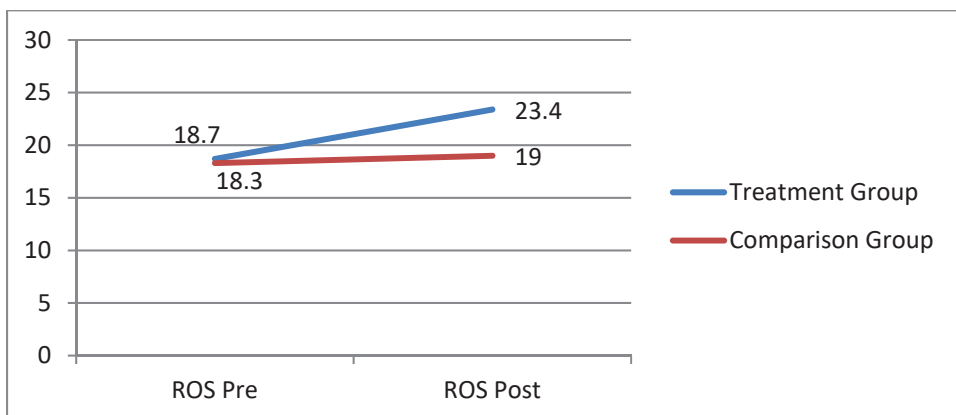
N=569 in experimental group and 109 in comparison group

Figure 5 reveals that the experimental group achieved significant gains while the comparison group had no growth or even a slight recession from pre-test to post-test on all of the assessments.

*Hypothesis 5: African American participants in the experimental intervention will have a significantly stronger self-esteem at the end of the school year than African American youth in the comparison group as measured by the Rosenberg Self-Esteem Scale.*

African American participants in the intervention had significantly higher scores at post-test on the Rosenberg assessment than those in the comparison group (Figure 6). The experimental group showed significant growth of 4.7 points while the comparison group scores increased by .70 point.

Figure 6: Rosenberg Self-Esteem Scale Means at Pre-test and Post-test

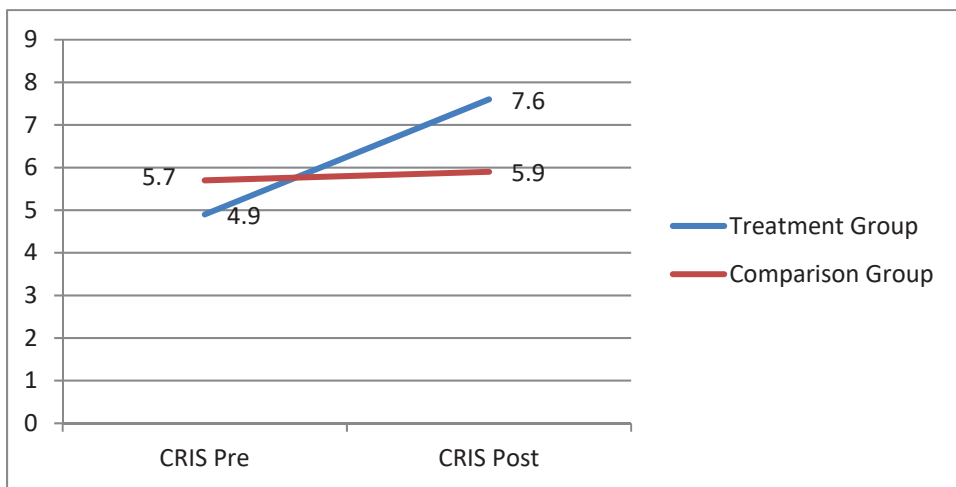


N=569 in experimental group and 110 youth in comparison group

## Latinos Participants & Impact

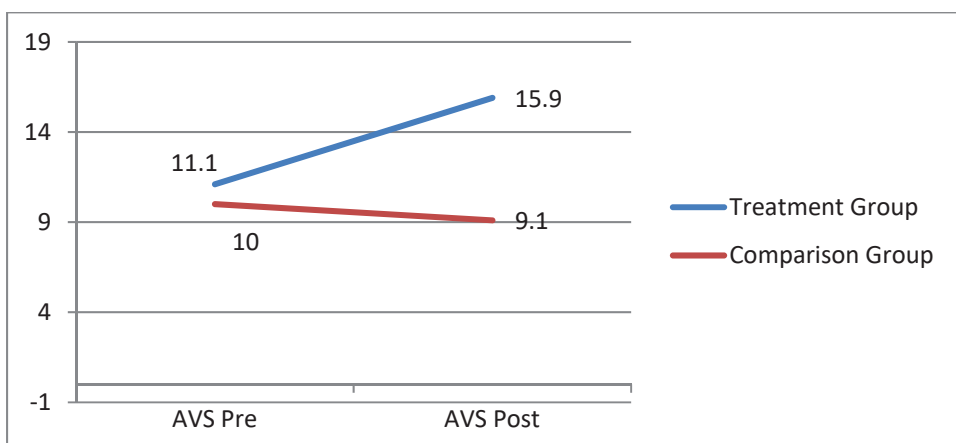
Because of the growing number of Latino students in our targeted elementary and middle schools, researchers continued to be interested in the impact of an African-centered, culture-based program for Latino youth. In 2015, program developers expanded its African-centered, culture-based curriculum and developed additional study units that focused on Latino role models. For each program measure and in both experimental and comparison groups, Latino participant gains and losses continued to be comparable to those of African American youth. The fact that similar gains were seen between Latino experimental and comparison groups supports the effectiveness of African-centered programming on Latino youth (see Figures 7 – 11). Again, the impact of the program services on each of our hypotheses on our Latino youth was at the .05 and .01 levels of significance.

Figure 7: Children Racial Identity Scale Means at Pretest and Posttest



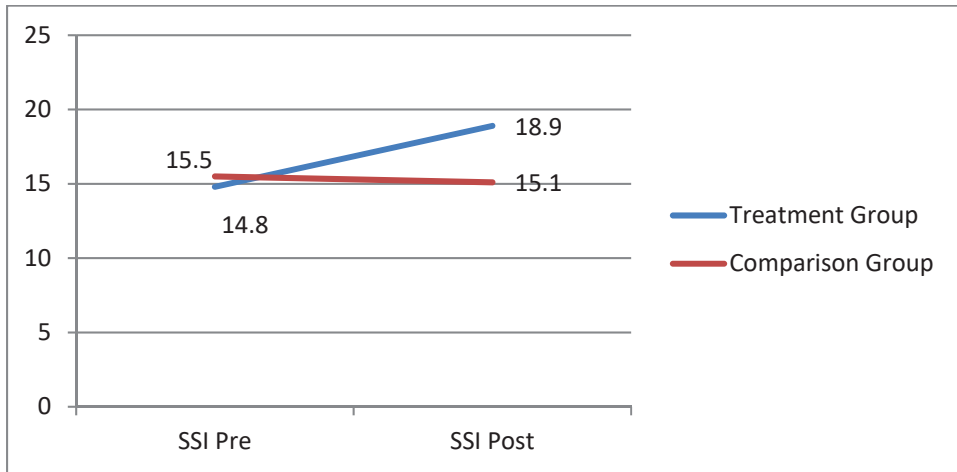
N=275 in experimental group and 278 in comparison group

Figure 8: Africentric Values Scale Means at Pre-test and Post-test



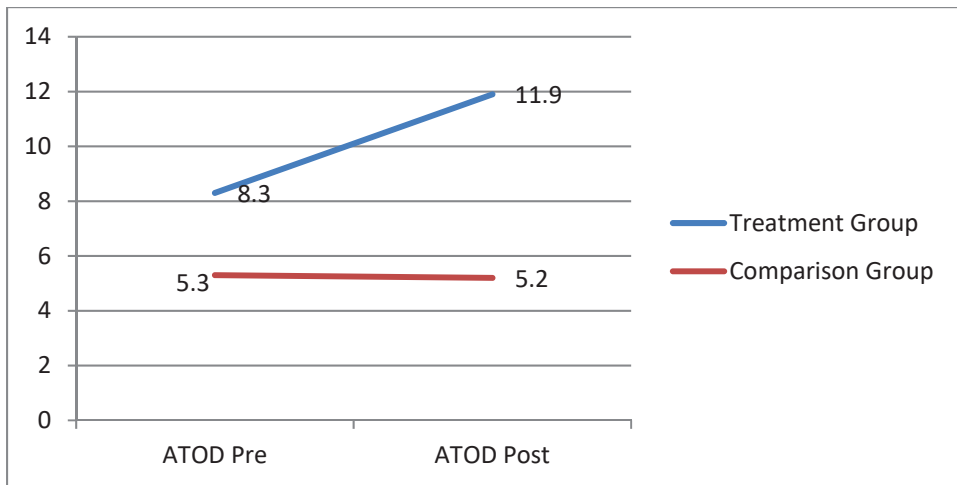
N=183 in experimental group and 67 in comparison group

Figure 9: School Sentiment Index Means at Pre-test and Post-test



N=283 in experimental group and 282 in comparison group

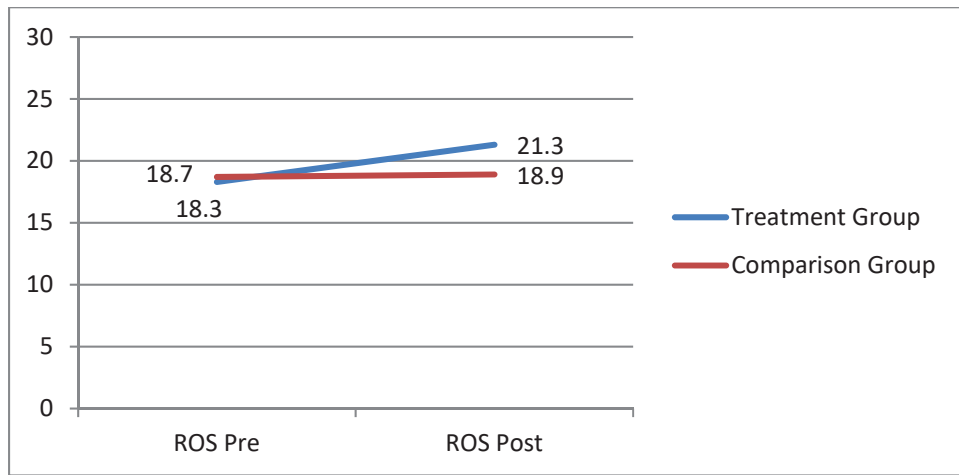
Figure 10: ATOD Awareness Scale Means at Pre-test and Post-test



N=281 in experimental group and 281 in comparison group



Figure 11: Rosenberg Self-Esteem Scale Means at Pre-test and Post-test



N=284 in experimental group and 281 in comparison group