

**2015 National Exemplary Awards for  
Innovative Substance Abuse Prevention Programs, Practices and Policies  
APPLICATION COVER SHEET  
(INCLUDE WITH APPLICATION)**

1. Has this intervention been submitted for an Exemplary Award in previous years? [Circle one]

Yes  No

2. What is the primary target for this program, practice or policy? [Circle one]

Individual  **School-Based**  Family/Parent  Peer/Group   
Workplace  Environmental/Community-Based  Other

If Other, explain: \_\_\_\_\_

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9/2/15  
Date

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## ABSTRACT

The Winners Sankofa Program of Avalon Carver Community Center is a 31 year old, culturally relevant, elementary school-based intervention designed to reduce risk factors and increase protective factors for ATOD use by promoting cultural assets, improving attitudes towards school, and increasing alcohol and drug awareness among 4<sup>th</sup> and 5<sup>th</sup> grade African American youth attending the Tom Bradley Global Awareness Magnet Elementary School in Los Angeles. The intervention is a strength based, African centered model that promotes cultural values and awareness and identity development to mitigate the effects of discrimination and racism.

The centerpiece of the Winners culture-based intervention is its Winners Curriculum. The intervention is a year-long development and training program. It is delivered in modular form and consists of a written curriculum, lesson plans, and extra-curricular activities. The lessons of the curriculum address the themes of Self-Identity, Self-Esteem, Feelings Validation, Substance Use & Abuse, and Decision-Making & Coping Skills from an Africentric perspective and are spread across several workbooks. Formatted on the alphabet, workbooks contains creative writing assignments that focus on an important value/character trait and a Black role model associated with that trait, e.g., Assertiveness of Maxine Waters, Eloquence of Jesse Jackson, Kingliness of Dr. Martin Luther King, Magnificence of Marcus Garvey, etc.

The activities of the intervention can be categorized as classroom activities and after school activities.

Classroom Activities: Classroom activities (lessons), facilitated by program staff, are taken from the intervention's curriculum, target @ 90 -120 youth, and are facilitated in our selected 6 classrooms once per week over the entire school year from September to June. Each classroom receives approximately 30-35 weekly sessions –lasting 55 minutes each –during the year.

After School Activities: The after school activities are facilitated daily (Monday thru Thursday) and consists of homework assistance workshops, ATOD (Alcohol, Tobacco and Other Drug) Awareness and Leadership Development Workshops –lasting 45 minutes each) and facilitated once a week on the school's campus throughout the school year.

The goals of the Winners Sankofa Intervention are: 1) to improve knowledge of and increase intolerance of drugs; 2) to strengthen cultural values; 3) to increase racial identity; and 4) to improve attitudes towards school of participating youth. Winners' uses a quasi-experimental, non-equivalent group design to determine its impact on participating youth. Pre and post data collected from participants in the intervention and comparison groups from 2008-2014 and outcomes from four self-report measures – School Sentiment Index, Children's Racial Identity Scale, Africentric Values Scale and ATOD Awareness Scale -indicated significant program effects for program participants on all of the dependent variables and provides evidence supporting the effectiveness of the intervention as a strategy to prevent drug use and improve educational outcomes for African American pre-teen youth.

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## A. PHILOSOPHY

### 1. What is the mission statement or rationale of the program?

The vision of the of Avalon Carver Community Prevention Program is to provide effective preventive health and health promotion services to high-risk persons, including children and teens, to enable them to reach the maximum of their potential. Research has indicated that youth that are from families with substance abuse problems, live in a community with high rates of substance abuse and are exposed to a variety of negative living conditions are at high risk for involvement with alcohol, tobacco, and other drugs (ATOD). Avalon Carver proposes to break the cycle of substance abuse and become proactive in the movement to save children from an almost inevitable path of substance abuse. The mission of the Avalon Carver Community Prevention Program is to reduce the incidence of drug use and abuse by improving the quality of life and promoting the personal and social growth of program participants through the implementation of a comprehensive prevention program focused on self-esteem/self-identity development, increased cultural awareness and decision-making skills, feelings validation and values clarification, leadership development and a myriad of alternative community-oriented activities.

### 2. What is the philosophy or conceptual framework on which it is based?

The Winners Sankofa Program is based on research that links positive racial identity with increased school achievement and delayed substance use initiation. Racial identity has been cited as a factor that protects against substance use (e.g., Brook, Balka, Brook, Win, & Gursen, 1998) and that 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).

Several studies also confirm that racial identity and achievement are positively related. Aultschul, I., Oyserman, D., & Bybee, D. (2006) found that three aspects of racial identity—feeling connected to one's racial, ethnic group, being aware that others may not value your group, and feeling that one's group is academically achieving—were related to better grade-point averages. Macintosh and Miller (1999) found that a strong racial identity was related both to higher educational involvement and self-reported grade-point averages.

### 3. How does the program's philosophy reflect a "no illegal or high-risk use" message for ATOD prevention?

The program understands that to achieve our mission, two key areas of AOD use have to be addressed: the supply of alcohol and other drugs, as well as the demand for them. Reducing the accessibility and availability of alcohol and marijuana is achieved through our community/environmental work with local alcohol outlets, medical marijuana dispensaries, and our work with the community's two major organizations, the Cherrywood/Leimert Park Block Club and the Baldwin Hills West Area Empowerment Council.

However, even with the most successful "supply" oriented approaches, the reality remains that alcohol and drugs will still exist in society. Ultimately, it is up to the individual to decide whether or not to use it. This is the "demand" side of the equation. Less demand may also push drug dealers and alcohol retailers out of business, but more importantly it means that youth have actively decided to choose a better life for themselves. Avalon Carver's Winners Sankofa culture-based curriculum and related school-based activities "culturally frames" and imbeds the "no illegal or high-risk use" message within all of its curriculum-based lessons and activities.

## B. NEEDS ASSESSMENT

### 1. What epidemiological data and/or other information are available in the community that led to the establishment of this particular program?

A significant number of data sources were reviewed prior to the development and subsequent refinements of the program with the most recent refinement taking place in 2012. The information reviewed included the following data sources: The Los Angeles County Department of Public Health June 2009 Key Indicators of Health by Service Planning Area, the Los Angeles County Profile By SPA 2009, Sentinel and Wave Newspaper articles associated with substance abuse, the U.S. Census 2009, the California Healthy Kids Survey 2009, Los Angeles City Ordinances related to alcohol outlet and medical marijuana dispensaries, Law Enforcement Crime Reports, and California State level data on alcohol and drug use patterns. Data from these sources provided an overview of the problem and the extent to which it was occurring, but very little content on the root causes of drug and alcohol use, particular by ethnic populations.

Data obtained from our own Needs Assessment Survey and Day of Dialogue Survey proved to be much valuable in the development of the program because it looked at community conditions and root causes associated with substance use and abuse in SPA 6 and in the Crenshaw Corridor of Los Angeles. Our most recent Needs Assessment was administered November 2012 to 150 individuals including the staff and parents of youth attending Tom Bradley Elementary, as well as clients of Avalon Carver, and community members living near Avalon Carver and Leimert Park- 131 individuals responded (87% response rate).

### 2. What type of analysis has been conducted to clarify and articulate the scope and nature of the substance abuse problem in the community?

Our analysis of our Needs Assessment Survey confirmed the perceptions shared by community members over the years, as well as in the literature, that AOD use is a symptom of larger, more systemic problems in the community. Although all respondents agreed that AOD use in their community was problematic, when asked whether AOD use is the biggest problem in the community 78% of respondents said no. The “biggest” problems identified in the community included (1<sup>st</sup>) unemployment/lack of jobs and opportunity, (2<sup>nd</sup>) youth gangs, (3<sup>rd</sup>) crime and (4<sup>th</sup>) poverty. Furthermore, 70% of respondents thought that race and racism played a significant role in the contributing factors listed. Not surprisingly, when asked about root causes or contributing factors for AOD use the top reasons listed were largely the same as those identified as the biggest problems in their community: (1<sup>st</sup>) unemployment/lack of jobs and opportunity, (2<sup>nd</sup>) youth gangs/crime, (3<sup>rd</sup>) poverty, as well as youth drop-out rate and quality of education/schools (4<sup>th</sup>). This is to say that AOD use is not in and of itself the issue in the community; it is a symptom of the other problems experienced by the residents. Consistent with these findings, research also shows that many ethnic minorities are more likely to ‘anesthetize’ with AOD to counter the emotional effects of racism, poverty, oppression and lack of opportunities.

The major finding from our ‘Day of Dialog’ on June 25, 2010, an event that brings together community members and students from Avalon Carver’s Youth Leadership Program was that the majority of participants shared that they were ready for change, as long as it was the right change. Reducing liquor stores, enforcing and creating liquor and drug laws are useful. However those interventions assume that it is primarily access to the alcohol or drug itself that is the problem. They do not address the root cause of AOD issues, the helplessness and hopelessness that many residents feel due in large part to the lack of opportunity and high rates of poverty in their community. Involving community members and ensuring that youth and young adults are instilled with hope and confidence about themselves and their future, and are knowledgeable of how alcohol and other drugs can negatively impact their lives, is the only way to truly prevent individuals from accessing alcohol and other drugs.

The data from these two instruments played a significant role in the development of the Winners Sankofa Program model. The corresponding activities in the project are then designed to reduce many of the identified environmental (home/school/community) and social (family/peers/societal) risk factors associated with historical trauma such as Post-Traumatic Slavery Syndrome (PTSS).

In the Winners Sankofa Project, the African American's historical, social-cultural context and contemporary experience is strategically integrated into dynamic spirituality and rituals, culturally-relevant curriculum lessons, and holistic family-school-community activities as protective factors. The following "protective factors" are identified and assessed in Winners:

1. Positive and resilient (attitude);
2. Social competencies;
3. Perception of social support from adults and peers;
4. Healthy sense of ethnic self-identity;
5. Cultural connectedness;
6. Positive expectations/optimism for the future;
7. High expectations;
8. School motivation/positive attitudes towards school;
9. Student bonding and connectedness (attachment to teachers, belief, commitment);
10. Academic achievement/reading ability and mathematical skills; and
11. Opportunities and rewards for pro-social involvement.

In addition, the identification of debilitating risk factors that make it difficult for African Americans to function intra-personally, inter-personally and within institutions is also addressed. These risk factors are:

1. Lack of ethnic self-identity, cultural anomie (traditional values and morals);
2. Poor self-esteem/Self-worth;
3. Antisocial behavior and alienation/delinquent beliefs/general delinquency;
4. Involvement in drug dealing;
5. Favorable attitudes toward drug use/early onset of drug use;
6. Early onset of aggression/violence;
7. Intellectual or developmental disabilities;
8. Poor refusal skills;
9. Life stressors;
10. Mental disorder/mental health problems; and
11. Low academic achievement./

### 3. What are the long & short term planning processes that include a needs assessment and reflect a research base?

Our long and short term planning processes mirrored the SPF by being inclusive of Environmental Scans, Political Record Reviews, Media Coverage Reviews, Archival Data Reviews and the administration of a needs assessment survey created by our county substance abuse department. The program also developed its own needs assessment that examined the relationship between substance abuse and unemployment, academic underachievement, poverty, helplessness/hopelessness, etc. By providing us with input on a monthly or quarterly basis, our local Community Prevention Council, Cherrywood/Leimert Park Block Club and Baldwin Hills West Area Empowerment Council are part of our long term needs assessment planning process.

### 4. What actions were taken to involve representatives of the target population in the program planning and implementation to ensure that the program is responsive to their needs?

It is imperative that local residents are involved in program planning and implementation to ensure that program services are responsive to the needs of the community. Towards this end, Avalon Carver Community Center continually conducts formal and informal assessments to ensure that the prevention programs meet the needs of the community. Our annual Days of Dialogue event and administering of local needs assessment/surveys allow us to gather invaluable information from local residents. In addition to the creation of a Community Prevention Council comprised of community residents that provides program oversight, program staff's participation in the monthly meetings of the community's two major mobilization entities provides community members with the opportunity to provide input related to our program services.

## **C. POPULATION(S) SERVED**

### 1. What target population does the program serve?

The target population for Avalon Carver Community Center's substance abuse prevention program -Winners Sankofa Program – are African American and Latino high-risk latency age youth who reside in Service Planning Area (SPA) 6 of Los Angeles, a community plagued by a high incidence of substance use, gang-related crime, low school success and a preponderance of liquor stores. More specifically, the program focuses on 4<sup>th</sup> and 5<sup>th</sup> grade youth attending the Tom Bradley Global Awareness Magnet Elementary School in the Leimert Park community of SPA 6.

Activities of the Winners' culture-based intervention are facilitated on the campus of Tom Bradley Global Awareness Magnet Elementary School located in the Crenshaw Corridor of South-Central Los Angeles. The school and the

surrounding community are located in SPA 6 which has historically –according to reports from the Los Angeles County Department of Health Services – ranks...

- last in a number of indicators pertaining to education/workforce readiness among school students
- lowest number of fully credentialed teachers of all the service planning areas
- last among public school students reading at or above the national average in the third grade and doing math at or above the national average in the third grade
- last in the percentage of public high school students who graduate with their class or take the SAT
- second to the last in the percentage of public school students who are fluent in English.
- highest percentage of low-income children
- highest percentage of public school students enrolled in subsidized school lunch programs
- highest child death rate per 100,000
- highest teen birthrate per 1000 live births among youth aged 15-19
- highest percent of drug related deaths among adults per 100,000
- one of the highest concentrations of gang activity
- third greatest rate of violent crime, drug dealing, and trafficking in Los Angeles

Unfortunately, residents of SPA 6 must battle poverty, low educational achievement, lack of opportunity, high rates of crime and violence, and the resulting hopelessness and helplessness; all of which are risk factors for AOD use and abuse. Fortunately, many in the SPA 6 community also have resiliency, social competency, problem solving skills, cultural connectedness, perception of social support from family and peers; all of which are shown to be strong protective factors.

## 2. What was done to recruit and retain members of the targeted population into this program?

Recruiting the targeted population into the program required getting the approval of the principal of our elementary school and subsequent school district approval, getting approval from the targeted classroom teachers and finally getting permission from parents of the 4<sup>th</sup> and 5<sup>th</sup> grader to participate in our program activities. Our initial meeting with our school principal included an overview of program services, specific information on our culture-based approach to ATOD prevention, and providing the principal with copies of the program curricula, staff resumes and prior program year-end reports. After being approved by the school principal, we were invited to attend the teacher staff meeting to present our program and to recruit classrooms. After being accepted by the principal and classroom teachers, our information packet containing program overview, curricula, resumes, and year-end reports were submitted to the LAUSD for approval. The final step in the process was getting approval/consent from parents for participation. This was accomplished from attending Parent Days and Parent Nights at the school, participation in parent and community meetings held on the school campus and talking to parents when they would come to pick up their child from school.

## 3. How is staff trained in the cultural patterns of the program's target population?

Very little training is necessary to facilitate the services/lessons of the Winners curriculum, however, the effectiveness of the intervention is greatly increased when staff has training in, and a conceptual understanding of, issues related to the design and of the underlying conceptual foundations of culture-based prevention programming, Africentric curriculum development, the mental health needs of the black community, the impact of racism and oppression on the psyche of black children, and post-traumatic slavery disorder.

We have been fortunate in the Winners Program. The need to train staff in the cultural patterns of our target population is almost non-existent. We paid special attention to hire staff from the community who had prior experience working with youth of color in a school or community agency setting, who had a solid understanding of some of the issues associated with working with and understanding the needs of our children, and who had experience as community activists and who had an understanding of the importance of culture, racism and poverty in

the lives of our children. Because services are “school-based”, we hired staff with bachelors or graduate degrees with coursework in Ethnic Studies, Community Organizing, etc.

To help program staff better understand the principles of the Winners culture-based intervention, training, though not “manualized” is available. Several power point presentations developed by the program or associated with the Association of Black Psychologist are available to help staff better understand some of the issues associated with working with and understanding the needs of Black youth.

#### 4. What was done to ensure cultural competency in the program?

To meet the needs of African American youth in the community, the activities of the Winners’ culture-based intervention are focused on preserving and rejuvenating an Africentric world view in our children and fostering child and youth development from a cultural perspective with the main activities of the program model on the school’s campus consisting of self-esteem/cultural identity workshops, leadership development, community campaign/mobilization workshops, substance abuse prevention workshop, tutoring and educational enrichment workshops, West African Pen Pal Writing Program, performances, recreation and outings. Again, all activities of Winners are culture-based and curriculum-driven. Because of the special needs of the predominantly African American population, the centerpiece of the model is its culture-based curriculum “Winners Curriculum” - to better serve our participants. All of Winners’ program lessons - regardless of the topic area - incorporate the values and reflect the cultural experiences of African American youth and consequently, increases the potential of Winners to positively impact black youth.

The foundation of Winners culture-based, prevention intervention with African American youth is consistent with the work and research of prominent African-American psychologist, educators and researchers, especially the work of Drs. Wade Nobles and Lawford Goddard of Oakland’s Institute for the Advanced Study of Black Family Life & Culture. The Winners’ intervention addresses simultaneously the problems of drugs, gang violence, academic failure, low aspirations, hopelessness, negativism, and poor self-esteem associated with trauma. The intervention is intended to “overtly and intentionally develop competent, confident and conscious African-American boys and girls” and thereby reduce the incidence of trauma-related, self-destructive behavior among African-American youth. The intervention is “based on the philosophy, culture, and values of African and African-American people and seeks through the use of African American culture to assist Black children in gaining a full and complete understanding of their duties and responsibilities as Black boys and girls. By introducing our youth to the qualities, attributes, and responsibilities of African and African-American men and women of excellence, the intervention stimulates in their character the desire to become high achievers and the best at whatever they do.”

### **D. BUILDING CAPACITY**

#### 1. Describe the mobilization and/or building of capacity to address the needs of your program.

To build capacity for the needs of the project to be achieved, the project elected to become intricately involved with the two major community development/mobilization organizations of the Leimert Park community – the Cherrywood/Leimert Park Block Club and Baldwin Hills West Area Empowerment Council. These two well respected community groups, composed by residents, had been involved in mobilizing around substance abuse and the high concentration of liquor outlets since the 1992 uprising in Los Angeles. Having been trained by the Community Coalition against Substance Abuse, residents organized to restrict the number of liquor licenses and liquor stores and motels being rebuilt in the community after the uprising, and more recently, organize to limit the number of medical marijuana dispensaries in Leimert Park. Staff regularly attends the monthly meetings of these two entities and sits on their subcommittees that monitor liquor stores and liquor store traffic, medical marijuana dispensaries and alcohol and drug-related city ordinances.

**2. Provide information on the program and/or agency's involvement with community coordination and networking.**

Since Avalon Carver has been in the community for 70 years, it benefits from an abundance of collaborative relationships that address the needs of parents and youth. These relationships both support our prevention efforts as well as ensure a continuum of services for individuals requiring assistance outside the scope of our Winners Sankofa Program. To ensure a continuum of services Avalon Carver has collaborative relationships with several existing service agencies that provide substance abuse treatment and recovery support activities ranging from residential alcohol and drug treatment services, outpatient drug and alcohol counseling, 12 step programs and parenting services, as well as supportive relationships with agencies that allow our prevention effort to flow flawlessly. These relationships are outlined in the tables below.

<b>COLLABORATIVE RELATIONSHIPS FOR AVALON CARVER'S COMMUNITY WINNERS SANKOFA PREVENTION PROGRAM</b>	
<b>ENTITY</b>	<b>SERVICE</b>
Alicia Lara	Parenting services
Avalon Carver Community Center	Outpatient drug and alcohol services
House of Uruhu	Residential treatment
Jefferson Adult School Parenting Program	Parenting program
Milatti Islami	12-Step program
Mini Twelve Step House	Women residential treatment
People Coordinated Services of Southern Ca	Residential alcohol and drug treatment
Project Fatherhood	Parenting program
SHIELDS for families	Adolescent alcohol and drug outpatient treatment

<b>SUPPORTIVE RELATIONSHIPS FOR AVALON CARVER'S COMMUNITY PREVENTION PROGRAM</b>	
<b>AGENCY</b>	<b>SUPPORT</b>
Tom Bradley Elementary School	Program space on campus
LAUSD District 3 Resource Coordinating Council	Educational resources & developmental services
SPA 6 Coordinating Council	Youth and parent community resources
Community Coalition Against Substance Abuse	Community mobilization & organization workshops
YMCA	After school recreational activities
L. A. Bridges Program	After school program resources
Gang Reduction Youth Development – LAPD/ Newton	After school program resources
Toys For Tots	Holiday toys and gifts for participants
Housing Authority - City of L. A.	Field trip bus transportation resources
Congresswoman Maxine Waters Office	Field trip bus transportation resources
South Central Prevention Coalition	Community event/health fair space
For Square Pegs Only	Education materials & culture-based curricula
District 9 Los Angeles City Councilman Curren Price	Holiday toys, program expansion and support
FAME Renaissance Emergency Transportation	Transportation assistance: bus tokens and vouchers

**3. How does your program relate to the community's overall prevention strategy and/or systems?**

Our program services are consistent with the overall prevention strategy developed by the Substance Abuse Department (SAPC) of L.A. County. The SPA-specific strategy involves providing services identified in our local needs assessments to address the specific community's AOD issues, working with the collaborative agency (the Community Coalition) assigned to your SPA to develop SPA-wide campaigns (e.g., nuisance abatement campaign), to address AOD and to mobilizing local residents around its underage youth substance abuse issues. Our program provides services at our targeted school site and works closely with The Community Coalition and with the

community's two local, resident-comprised, mobilization-oriented entities - Cherrywood/Leimert Park Block Club and the Baldwin Hills/West Area Neighborhood Empowerment Council.

4. How does your program support and make use of collaboration and linkages, especially with Federal, State and local organizations?

The program supports and works closely with the two major local organizations and with the Community Coalition (formerly called the Community Coalition against Substance Abuse). The Cherrywood/Leimert Park Block Club and Baldwin Hills West Area Empowerment Council are the two major resident-comprised groups in the community. Staff regularly attends the monthly meetings of these two entities and sits on their subcommittees that monitor liquor stores and liquor store traffic, medical marijuana dispensaries and alcohol and drug-related city ordinances.

We have worked the Community Coalition since its inception in @1990 when their focus was exclusively substance abuse; they brought community members together to build leadership and launch action campaigns to address the high number of liquor outlets in community and the devastation resulting from the crack epidemic in South L.A. Project staff continues to participate in their Prevention Network and community mobilization/education campaigns.

5. What community outreach strategies do you employ?

Winners provides outreach to and educates community members utilizing the SAMHSA CSAP Information Dissemination Strategy by participating in monthly Cherrywood/Leimert Park Block Club and Baldwin Hills West Area Empowerment Council meetings, conferences, health fairs, and holding community events such as an annual Red Ribbon Week celebrations, Day of Dialog Community Forums and Signage and Sticker Shock campaigns to ensure that community residents are aware of AOD problems in their community, and how they can get involved to be part of the solution. Staff of the program lives in the community and they are regular, vested participants in all of its activities.

6. What type of grassroots participation is included in your program?

The Winners Program includes a Community Prevention Council (CPC) to ensure that grassroots, community stakeholder have a vehicle for participating in, providing direction to and oversight of, our program, in the Leimert Park community. The 9-person, CPC meets on a quarterly basis and includes residents who are current and retired school district employees, ATOD preventionists, community activists, etc. Meetings of the CPC occur on a quarterly basis.

**E. STRATEGIC PLANNING**

1. What are the goals and objectives of the program?

Winners is a culturally relevant, school-based intervention designed to reduce risk factors and increase protective factors for ATOD use by promoting cultural assets, improving attitudes towards school, and increasing alcohol and drug awareness among 4<sup>th</sup> and 5<sup>th</sup> grade African American youth attending the Tom Bradley Global Awareness Magnet Elementary School. The intervention is a strength based, African centered model that promotes cultural values and awareness and identity development to mitigate the effects of discrimination and racism. The overall goals of the Winners Sankofa Intervention are: 1) to improve knowledge of and increase intolerance of drugs; 2) to strengthen cultural values; 3) to increase racial identity; and 4) to improve attitudes towards school of participating youth.

More specifically, the goals of the program are the following:

1. Increase the self-identity and attitude towards school of 150 youth (ages 9-11) attending Tom Bradley Elementary School by facilitating a minimum of 30 in-class self-esteem, cultural identity and education enrichment workshops to 6 upper grade classrooms, facilitated on a weekly basis each academic year.
2. Improve the attitude towards school and school performance of 20 youth (ages 9-11) attending Tom Bradley Elementary School by providing a minimum of 60 after school tutoring and homework assistance workshops on the campus of Tom Bradley Elementary School, facilitated twice a week each academic year.
3. Increase the alcohol, tobacco and other drug (ATOD) awareness of a minimum of 25 youth (ages 9-11) attending Tom Bradley Elementary School by providing a minimum of 30 after school ATOD prevention workshops on the campus of Tom Bradley Elementary School, facilitated on a weekly basis each academic year.
4. Increase the success rate of the Avalon Carver prevention programs by developing a community coalition to mobilize the community to assist with prevention efforts.
5. Decrease access to and availability of alcohol and marijuana among youth and young adults in SPA 6 by collaborating with local law enforcement and working with community stakeholders.

2. How do the goals/objectives directly respond to the information/epidemiological data from the needs assessment?

The goals and objectives of the program are based on the data gathered from our needs assessment process. Data gathered from our own needs assessment survey and Days of Dialogue survey indicated that root causes (e.g., racism, educational underachievement, racial consciousness, etc.) had to be addressed in any prevention effort serving Leimert Park youth. Consequently, these root causes are reflected in our goals and objectives and in all of our Winners' program activities

3. How many members of the population are expected to be reached and in what timeframe?

The program provides self-identity classroom workshops to 125 fourth and fifth grade students annually (August – June) attending our targeted elementary school. These students are also allowed to participate in our 4-day after school program. An additional 55 fourth and fifth grade youth from a neighboring elementary school participate in the program as comparison group participants; they are administered the program assessments in August and June and receive no program services.

4. What mechanisms are in place to ensure long term program sustainability?

2015-2016 represents our 31<sup>st</sup> year of providing services on the campus of our targeted elementary school. The program's long-term sustainability has been aided by several factors including the following:

1. Stability of community – Leimert Park is a very stable community and is multi-generational; characterized by parents raising children, who become parents that remain in the community and raise their children there. A number of key community leaders, organizers and change agents, including our current principal and two instructors in our program, attended our program as elementary school students and have returned to the community to contribute to its advancement.
2. Physical resources – Having a history of being in our program as youth, or being a parent or grandparent of a child in our program, many of our residents volunteer to assist the program as volunteers or to provide the program with resources that can assist us in service delivery.
3. School acceptance – Our long history with the school's administrative staff and teachers and their familiarity with our program curricula adds to our sustainability. On many occasions, our instructors have used lessons

and activities from our Winners curricula to use as extra-credit, holiday or summer assignments for their classroom youth.

## F. IMPLEMENTATION

### 1. What makes the project innovative?

The centerpiece of the Winners intervention is its African-centered curriculum. It is delivered in modular form and consists of written activities, lesson plans, and extra-curricular activities. The project's curricular strategies support the psycho-social developmental needs of African American children, by strengthening racial identity and self-concept. The intervention is a year-long development and training program. It is delivered in modular form and consists of a written curriculum, lesson plans and extra-curricular activities. The activities of the intervention can be categorized as classroom activities and after school activities. The program curricula/model is innovative in that;

1. The model's curriculum is holistic and utilizes school-based, afterschool, religious, parent, neighborhood, and community-based strategies to nurture healthy racial identity and self-esteem in African American youth.
2. The model's curriculum uses culturally-specific rituals, lessons, activities, and events to create high achievement expectations and outcomes for African American youth that ultimately counter the negative psychological effects of racial oppression and trauma on African humanity and culture, e.g., self-hatred, low-self-esteem.

**Winners Curriculum, Number of Lessons and Targeted Role Models**

<b>Title/Focus</b>	<b>Lessons</b>	<b>Study Units: Role Models/Qualities, Values or Personality Traits</b>
Winners: Vol. I	103	Maxine Waters, B.B. King, Count Basie, Fredrick Douglass, Jesse Jackson, Desmond Tutu, Dorothy Dandridge, Dick Gregory, Benjamin Banneker, and Thurgood Marshall study units
Winners: Vol. II	92	M. L. King, Billie Holiday, Marcus Garvey, Malcolm X, Booker T. Washington, Ida B. Wells, Alex Haley & Carter G. Woodson study units
Winners: Vol. III	87	James Brown, Muhammad Ali, Harriet Tubman, Richard Wright, W.E.B Dubois, Mary McCloud Bethune, Whitney Young & Paul Robeson units
Winners: B.R.O.W.N.	30	Cesar Chavez, Fidel Castro, Sonia Sotomayor, Freddie Printz & Celia Cruz study units
Winners: Afterschool ATOD/Leadership Development	70	Enrique Camarena, Whitney Houston, Misguided Warriors, Tom Bradley, Mary Henry, Congresswoman Karen Bass, President Barack Obama, & Supreme Court Justice Sonia Sotomayor study units

Each weekly session is governed by a lesson plan that identifies the methodologies to be used; the tasks to be mastered; the values, principals and attitude to be reinforced; and the classroom and/or community activity to be conducted. The "training nature" of the activities are designed to instill in our youth the ability and skill to reinforce and/or recreate values, pride, positive self-esteem (or self-identity), personal worth and direction relative to their sense of well-being that would facilitate high educational aspirations and performance and reduction in self-destructive behavior.

### 2. What distinguishes the program from similar programs, strategies and practices?

The Winners Sankofa Project (WSP), formerly known as For Square Pegs Only (FSPO), was created for Avalon Carver in the late 1970s by Darnell Kofi Bell, a Los Angeles-based educator and community-activist and it has been located since 1984 on the campus of the Tom Bradley Magnet Elementary School in Los Angeles. Within Winners,

the Afrocentric philosophy and African-centered social services theories provide the foundational frameworks for developing programs and services for African American children and youth.

Programs like Winners are not the norm in mainstream ATOD youth prevention practice. According to Bell, Anderson, and Grills (2011), there is a limited or narrow-band of research available within the National Institute of Health (NIH) that effectively examines the role of culture pertaining to people of African ancestry. In their analysis, mainstream ATOD agencies have not done enough to advocate for cultural competence frameworks in treatment and program evaluation. Winners' is distinguished from other programs for the following reasons:

1. The model's focus is Afrocentric philosophically and African-centered ideologically.
2. The model's focus uses culturally-specific assessment instruments to assess and support the healthy racial-cultural personality development of African American youth.
3. The model's focus provides culturally-specific ATOD prevention awareness and education for maintaining healthy mental functioning in African American youth.
4. The model ultimately aims to liberate African Americans from mental, social, and political racial domination.

Dating back to 1977 and designed specifically for African American youth, the project aims to ameliorate the causal impacts of "cause and effect" relationships between substance abuse and racism, psycho-social trauma and misorientation, cultural oppression, poverty, and miseducation. The Winners Sankofa Project prescribes to six culturally-specific strategies and practices that foster:

1. an interpretation of reality from an African American perspective and historical experience (centering);
2. an emphasis on higher order, critical analytical thinking, and creative thought in relation to understanding and ending the negative effects of racism, discrimination, prejudice, and oppression (emotional and mental health);
3. the promotion of Afrocentric ideas such as self-determination to foster shared kinship, ideas, knowledge, and beliefs (community empowerment);
4. the promotion of language, symbols, customs, and values that provide protective tools and resiliency in the development of healthy functioning and the social, moral and intellectual development of at-risk individuals and families (ways of knowing and ways of feeling);
5. an emphasis on a liberating value orientation (the Nguzo Saba/Ma'at) and the development of positive and pro-active self-concepts in relation to society and the world (Karenga, 1977); and,
6. a recognition and respect for human and cultural diversity (cultural pluralism).

### 3. How does the program operate?

The project consists of classroom and after-school activities and lessons designed to focus on developing critical thinking prowess and writing skills using culturally relevant pedagogical strategies that inculcate knowledge of African and African American role models.

The lessons of the Winners curriculum address seven themes: 1) Self-Identity, 2) Self-Esteem, 3) Feelings Validation, 4) Substance Use & Abuse, 5) Leadership Development, 6) Decision-Making, and 7) Coping Skills. Workbook lessons target an important value or character trait and an African American or Latino role model associated with that trait, e.g., Assertiveness of Maxine Waters, Courage of Cesar Chavez, Eloquence of Jesse

Jackson, Kingliness of Dr. Martin Luther King, Magnificence of Marcus Garvey, Nationalism of Malcolm X, Opinions of Sonia Sotomayor, etc.

**Classroom Activities:** Classroom activities (lessons), facilitated by program staff, are taken from the intervention's curriculum and are facilitated in three 4<sup>th</sup> grade and three 5<sup>th</sup> grade classrooms per week over the entire school year from August thru June. Each classroom receives approximately 30-35 weekly sessions, lasting 55 minutes each, during the year. 4<sup>th</sup> graders have two years of exposure to the intervention (approximately 60 – 65 sessions) since they will also receive the intervention when they are 5<sup>th</sup> graders. Each weekly session is governed by a lesson plan that identifies the methodologies to be used; the tasks to be mastered; the values, principals and attitude to be reinforced; and the classroom and/or community activity to be conducted. The "training nature" of the activities is designed to instill in the youth the ability and skill to reinforce and/or recreate values, pride, positive self-esteem (or self-identity), personal worth and direction relative to their sense of well-being, in order to facilitate high educational aspirations and performance and a reduction in self-destructive behavior. The program's lessons are very complimentary to and reinforces the efforts of classroom instructors in regards to the acquisition of basic academic skills and abilities by addressing the following California State standards -

Written and Oral English Language 1.1  
Written Conventions 1.0  
Reading 1.0

Writing 1.1  
Writing Applications 2.1  
Speaking 2.4

**After School Activities:** The activities of the intervention facilitated after school are similar to those facilitated in the classrooms during the school day. In addition to daily (Monday thru Thursday) homework assistance workshops, the Alcohol, Tobacco and Other Drug (ATOD) Awareness/ Leadership Development Workshops, lasting 45 minutes each, are facilitated once a week from August thru June on the school's campus. Lessons from the Winners Curriculum that have a leadership focus or substance abuse focus form the basis of these workshops for the 20 – 25 youth referred by school staff. While all children can participate in the Homework Assistance Workshops, only 20 -25 of the most consistent participants are tracked for evaluation purposes. Homework Assistance Workshops last 90 minutes two days during the week. On the other two days, the Homework Assistance Workshop lasts 45 minutes, followed by either an ATOD Awareness Workshop (one day a week) or a Leadership Development Workshop (one day a week). During the school year, approximately 30 ATOD, 30 Leadership Development and 60 Homework Assistance Workshops are facilitated as part of the after school program.

Winners, formatted around the alphabet, uses positive black role models as vehicles for presenting values, facts and concepts of importance to black youth. Each Winners' activity is opened with the facilitator "setting up the activity". This includes defining, or breaking, terms used in the assignment down to the level of the class. Facilitator should relate personal examples and experiences to help youth better understand what the lesson involves, and to solicit examples from participants to gage how well they understand the lesson.

Following lesson introduction, youth spend @ 25 minutes completing their worksheets. They are encouraged to complete the entire worksheet. Facilitator expectations are related to the age or grade level of participants, previous writing experiences of youth, and extent of experience with program/facilitator (you would expect in week #4 compared to week #2).

As youth are working on their papers, facilitator "float" around classroom encouraging youth to not give up, giving youth "clues" as to how they can expand their "stories", and giving positive feedback on what the youth have written. After papers are completed, 15- 20 minutes are devoted to having youth read their papers aloud - either soliciting volunteers or recruiting youth. One of the objectives of this activity is to improve the youth's confidence in his work and values.

The remainder of the class time is spent discussing any issues or recurring themes from youth papers. This is an opportunity to really hear youth values and feelings, and to possibly interject your own feelings and values. This

portion of the lesson should produce many “teachable” moments, instances when you can intervene and provide youth with some “perspective”, or direction. For classes, or youth groupings, in which writing is “impossible”, the lessons/ worksheets are used as themes/topics for discussion.

One of the most important aspects of this intervention is the back-and-forth exchange that takes place between program participant and the lessons facilitator in the actual classroom discussions and in response to issues raised on the youth papers, completed written assignments. Facilitators are responsible for reading each completed assignment and providing written comments on the assignments designed to encourage participants, positively reinforce a value or perspective, or to ask thought-provoking questions and raise challenges. These assignments are returned to each participant, inclusive of the facilitator comments, and program youth are asked to save their work in a journal.

#### 4. How does implementation address the cultural needs of the target population?

The Winners’ strategy for addressing the needs of African American youth dates back to @ 1977. The practice stemmed from a frustration at the lack of program models and program curricula being developed to address the substance abuse-related and mental health needs of black youth and adults. All of the programs (models) and materials (curricula) promoted and distributed by SAMHSA as “state of the art” for addressing substance abuse and mental health problems in the nation’s communities were developed from a Eurocentric worldview; it was a “one size fits all” approach that ignored the specific needs and issues of the nation’s diverse populations. It was an approach that did not acknowledge the strengths in our differences and presumed that Eurocentric program developers knew what was best for everyone. Though the discipline that would grow to become known as “africentricity” was still in its infancy in 1977, and out of frustration and dissatisfaction with the currently available resources, the centerpiece of the Winners intervention, its curriculum, was developed to address the needs of black youth.

#### 5. What is the infrastructure/support system used to implement this program?

Crucial to the implementation of a school- based program is support from your local school administrator and school district. Because youth program staff of Avalon Carver Community Center was actively involved in the community’s schools, it was easy to identify school administrators/principals that shared the intervention’s belief in the importance of “culture” in addressing the needs of African American youth. It was also easy identifying which of the interested schools were located in predominantly African American communities and which school would be the “perfect fit” for the intervention. The principal of our initially targeted elementary school shared our beliefs related to the cultural needs of African American youth, was impressed by the intervention’s fundamental concepts, curricula, and staff and became our largest advocate in our fight for L.A. Unified School District level approval. Following LAUSD approval, similar meetings were held with the school’s 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade teachers to recruit classrooms for the intervention’s services. Additionally, local community meetings were held to explain the intervention to parents of youth attending the school. Six instructors agreed to participate in the program – during the actual school day – on that fateful day in 1984 and since that first meeting in 1984, the intervention has continued to target and provide services to the school’s upper grade students. Over the course of our 31 years of providing classroom and after school services on Tom Bradley’s campus, we have become fully integrated in the school’s environment and academic culture.

In 2014, the principal that we had worked with since 1984 retired. Her replacement as the school’s new principal in 2014 was a student in our program in 1988. This, along with the fact that two of the school’s instructors that are currently allowing us to work with their classrooms, were former students in our program during the 1980’s, gives us a level of school support that is rarely experienced in prevention.

#### 6. Describe program’s ability to effect community-wide change: At what scale or level is outreach conducted? Does it succeed in changing community norms? Is there adequate capacity to elicit community-wide change?

Winners is based on the belief that a program with sustained funding, a culturally appropriate program working with youth in a stable, culture rich community could create change agents & positively impact the norms of that same community. Over the 31 years of working at the same site in Leimert Park, anecdotally we know that many of our former students still reside in the same community and more importantly, are now creating change in the community as school administrators, teachers, community organizers and activists in the local block club and empowerment council. In the right communities and with the support of sister agencies to support youth as they transition from elementary to middle to high school, programs can create community-wide change.

### 7. What is the number of individuals in the community, or percentage of these individuals were impacted through the implementation of this program?

Based on testing results, more than 75% of participating youth are positively impacted by our program. Anecdotally from feedback from our block club members, 40% of them state that their children, grandchildren, or great grandchildren have been participants in our Tom Bradley program over the last 31 years and that they all have been positively impacted.

### 8. What aspects or elements of the program can be replicated or adapted to other sites?

Because the work experience of the creator of the Winners Project (also known as “For Square Pegs Only”) also included stints as director of the Youth Education & Prevention Program of the Watts Health Foundation and director of the Heros & Sheros Program of SHIELDS for Families, elements of the program curricula were replicated in both youth ATOD prevention programs.

YEPP Program: The YEPP program was an elementary school-based ATOD prevention program which used the “For Square Pegs Only” curriculum, a curriculum specifically developed to meet the needs of children of color. The program featured weekly curriculum driven classroom workshops and an after school program that targeted the 4<sup>th</sup> – 6<sup>th</sup> graders of a local elementary school.

Heros & Sheros Program: Services of the Heros & Sheros Program were facilitated in apartment complexes that housed clients of the SHIELDS’ treatment programs. Activities and lessons from the Winners curriculum were part of the program that served youth between the ages of 8 – 18 on a daily basis.

## **G. EVALUATION**

### 1. What are the major outcomes, impacts, and changes accomplished due to this program? We are looking for measures and data that demonstrate impact.

The program uses a quasi-experimental, non-randomized, pre/post experimental/comparison group evaluation design and uses four evaluation instruments were used to assess outcomes:

1. Africentric (Cultural) Value Scale for Children; Belgrave (1993)
2. Children’s Racial Identity Scale; Belgrave (1993)
3. School Sentiment Index; Popham (1972)
4. ATOD Awareness Scale; Bell (1984)

Our most recent evaluation looked at program participants from 2008-2015 and examined the impact of the Winners Sankofa ATOD prevention program for 582 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 and cultural values; significantly better attitudes towards school; and significantly higher ATOD awareness than similar youth in a comparison group.

## 2. What evidence can be used to support the answer described above?

As is commonly done with pre-test/post-test conditions, paired sample t-tests were conducted to test for significant differences between the experimental and control groups in the two settings.

*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.*

Despite the differences at pre-test, African American participants in the intervention had significantly higher scores at post-test on the racial identity assessment than those in the comparison group. The Winners Sankofa Project had a significantly positive impact on racial self-identity in African American pre-adolescents. The experimental group showed significant growth of 3.92 points (44%) while the comparison group remained virtually unchanged (-.02%), confirming the hypothesis.

*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. The Winners Sankofa Project had a significantly positive impact on cultural values in African American pre-adolescents. This comparison shows significant growth of 6.47 points (34%) for the experimental group vs. a loss of 1.03 points (-.05%) for the comparison group confirming the hypothesis.

*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, as measured by higher scores on the School Sentiment Index. The null hypothesis was successfully rejected with respect to School Sentiment for African American 4<sup>th</sup> and 5<sup>th</sup> graders. This comparison shows significant growth of 7.38 points (30%) for the experimental group vs. a gain of .28 points (.01%) for the comparison group confirming the hypothesis.

*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.*

It was expected that because of the relationship between racial identities, cultural values, attitudes toward school and drug avoidance, African American youth in the experimental group would have significantly higher ATOD awareness scores than those of African American youth in the comparison group. This was indeed the case. The null hypothesis was statistically rejected demonstrating that the recipients of the intervention have significantly higher ATOD awareness than their counterparts in the comparison group. This comparison shows significant growth of 7.08 points (35%) for the experimental group vs. a loss of .87 points (-.04%) for the comparison group confirming the hypothesis.

Post-test means of the experimental and comparison groups were compared for each of the assessments. Even though the comparison group was significantly higher than the experimental group at pre-test, the experimental group is significantly larger than the comparison group at post-test on all measures.

Pooled Sample Mean Differences in Pre-test and Post-test Scores for Black on Four Assessments

	Experimental (n=305)		Comparison (n=68)	
	$\bar{X}_1$	$\bar{X}_2$	$\bar{O}_1$	$\bar{O}_2$
Children's Racial Identity Scale	3.81	7.73**	4.71	4.49
Africentric Values Scale	9.98	16.45**	10.75	9.72
School Sentiment Index	12.42	19.80**	14.65	14.93
ATOD Awareness Scale	9.60	16.68**	11.24	10.37

\* p < .05; \*\* p < .01

Correlations among the dependent variables at post-test

		AVS	SSI	ATOD
CRIS	Pearson Correlation	.67	.44	.65
	Sig. (2-tailed)	.00	.00	.00
	N	365	351	365
AVS	Pearson Correlation		.47	.73
	Sig. (2-tailed)		.00	.00
	N		353	369
SSI	Pearson Correlation			.49
	Sig. (2-tailed)			.00
	N			353

All of the dependent variables are significantly correlated at post-test (p < .01).

3. How do outcomes relate to the program's goals and objectives?

Our positive findings from 2008-2015 are attributed to the Winners program's utilization of environmental and cultural agents that protect African American youth from the many adverse effects of racism, including substance abuse and school failure. The outcomes validate our initial premise that values "culture" as an extremely important protective factor for children of color. The goals and objectives of the program were all based on the premise that black youth with strong cultural self-identities will see more value in school and education and be less susceptible to peer pressure-related ATOD use. The program outcomes indicate that the amount of improvement between pre and post test scores of program participants from 2008-2015, when compared to a comparison group over that same period, were significantly higher (.01) on each of the four assessments previously described. The outcomes validate the premise that a program that increases the self-worth and self-identity of black youth will also have a positive impact on their attitudes towards school and education and ATOD and peer pressure.

4. How do results derived from the evaluation meet the needs for which the program was designed?

Racial identity has been cited as a factor that protects against substance use (e.g., Brook, Balka, Brook, Win, & Gursen, 1998) and that 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). The findings in this study corroborate these earlier discoveries.

Several studies also confirm that racial identity and achievement are positively related. Aultschul, I., Oyserman, D., & Bybee, D. (2006) found that three aspects of racial identity—feeling connected to one's racial, ethnic group, being aware that others may not value your group, and feeling that one's group is academically achieving—were related to better grade-point averages. Macintosh and Miller (1999) found that a strong racial identity was related both to higher educational involvement and self-reported grade-point averages.

## H. PROGRAM MANAGEMENT

### 1. Describe organizational structure of the program and how it is managed with respect to its mission, goals and objectives.

The program's organizational structure consists of a Director of Prevention, Prevention Coordinator, Prevention Specialist, Afterschool Parent Assistant and an Evaluation Consultant. The program director oversees all activities associated with ensuring that the program's activities are consistent with its mission, goals and objectives and overall work plan.

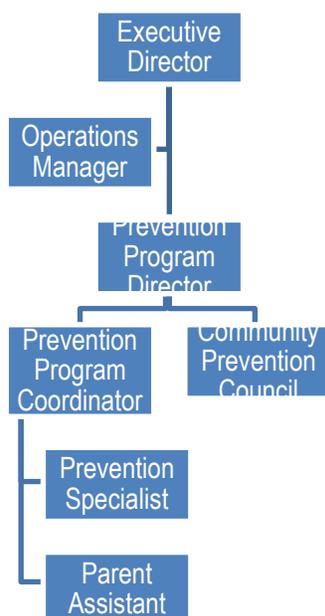
### 2. What resources are available to the program and how is the program able to maximize or optimize the resources available to it?

Los Angeles County's Substance Abuse Prevention-Control (SAPC) department provides the program funding necessary to support the program. The program is able to maximize its funding resources because community residents and members of the local block club and empowerment council as well as school personnel provide the program with volunteers and donate myriad materials and supplies to allow us optimize our county funding.

### 3. What systems are in place to help ensure communication and coordination among staff and administration, consumer/clients, the media, policymakers, and others?

Staff members' participation in monthly block club and empowerment council meetings, monthly agency staff meetings, weekly prevention staff meetings, weekly teacher staff meetings, monthly Community Coalition meetings and quarterly county prevention roundtable meetings ensures that communication and coordination among staff and others takes place.

## ORGANIZATION CHART



## BUDGET NARRATIVE 2015-2016

**TOTAL ANNUAL COST OF PROGRAM \$ 200,000**

### **SALARIES AND EMPLOYEE BENEFITS - \$ 131, 282**

Program Director	\$ 36,714	50% Annual Salary
Prevention Coordinator	\$ 32,000	100% Annual Salary
Program Specialist	\$ 30,000	100% Annual Salary
Afterschool Assistant	\$ 3,328	20% Annual Salary
Employee Benefits	\$ 29,240	26.85% Total Salaries

### **SERVICES, SUPPLIES AND EQUIPMENT DEPRECIATION- \$ 68,718**

Facility Maintenance	\$ 10,000	Building Upkeep, janitorial services and supplies
Insurance	\$ 8,600	Insurances
Office Machine Repair/ Maintenance	\$ 2,500	Copier and fax machine upkeep and supplies
Office Supplies	\$ 5,900	General office supplies
Printing	\$ 2,000	General printing of materials
Telephone	\$ 4,800	Telephone and internet services
Training	\$ 5,000	Staff training and travel expenses
Utilities	\$ 6,548	Lights, gas and water
Other Consultants	\$ 10,000	Evaluator costs
Miscellaneous Services	\$ 13,370	Program specific supplies and accounting services