

THE VILLAGE PROJECT, INC



Boa | Me Na Me Mmoa Wo
(“Help Me and Let Me Help You”)

Local Evaluation Report

Emanyatta Program
Enriching Young African American Warriors
Evaluation Report: August 9, 2017 – August 31, 2020

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Program made possible by CRDP Phase 2, CDPH funding

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Executive Summary

Overview

The Village Project Incorporated (TVPI) is a mental health service providing organization in Seaside, CA. This CDEP project was named the Emanyatta Program in the spirit of the Maasai warrior camps with the same name. The Emanyatta Program is an intervention plan for the young children who may have been experiencing stress and mental health issues, as well as a prevention program to help develop protective factors to reduce the impact of the stress they inevitably experience as children of African descent.

Many factors come into play when looking at academic and life trajectory issues of Black children. Data on school achievement frequently suggest that children with positive self-concepts and strong affirming networks are more likely to avoid the pitfalls of school failure and becoming part of the pipeline to prison. Research indicates that self-concept and self-esteem may be linked to having strong, positive cultural connections. Colorism also has a long history in the research as a factor that may impact one's sense of self, beginning with the infamous Clark and Clark study in 1947. Although these findings are not new, they have not led to significant actions to change the status quo.

Using data that connect self-concept, positive cultural awareness and affirming environments as a foundation, the Emanyatta Program was created to document the impacts of participation in an African centered environment. Giddings (2001) after she reviewed the literature and work on Afrocentric curriculum delineated five goals, which were incorporated and interwoven in each aspect of the Emanyatta Program,

1. Assist students in developing the necessary intellectual, moral, and emotional skills for accomplishing a productive, affirming life in this society.
2. Provide such educational instruction as to deconstruct established hegemonic pillars and to safeguard against the construction of new ones.
3. Provide students of African descent with educational instruction that uses techniques that are in accord with their learning styles.
4. Assist students of African descent in maintaining a positive self-concept, with the goal of achieving a sense of collective accountability.
5. Serve as a model for James Banks' (1989) "Transformation" and "Social Action" approaches to multicultural education.

These goals were consistent the Emanyatta Program goals to prevent and/or reduce symptoms of clinical depression and anxiety in children while facilitating resilience through building self-esteem via cultural awareness and pride in their African heritage. The Emanyatta Program consists of three components, 1) a Saturday School, 2) a Summer School and, 3) a Clinical Component.

This is a longitudinal study as families were encouraged to stay in the program for the duration of the program. A snowball approach was used for recruiting participants. This approach was successful and yielded the maximum number of students over the course of the program. The Emanyatta Program served 43 children over three years.

This report has two parts. Part 1 describes all components of Emanyatta's implementation and research. Due to the internal diversity of the participants and their young ages, the local evaluator's recommendation to complete brief 'case studies' on each child was accepted by Emanyatta staff and OHE consultants. Thus, Part 2 of this report includes the 43 case studies of the Emanyatta Warriors and is only available internally to respect the confidentiality of participating families.

Measures and Data Collection

Two major pre/post measures were created to directly and indirectly assess self- concept. The literature yielded a paucity of measures that targeted young African American children. Those that did exist were mainly for older children or adults. Noted psychologist, Dr. Margaret Beale Spencer, was consulted and recommended looking at the Thomas Self-Concept Values Test. A much shortened, abridged version of this tool was used in addition to Thomas' forced-choice methodology. The second measure of ten questions was created to look at colorism, the Children's Color Identity Index (CCII). The intent was to see if these young Warriors had bought into any of the stereotypes about color and what their perceptions were. Both of these measures were administered to the Warriors the month they entered the program and again at the end of Year three of the program. Cultural Warrior Healers were trained to give each warrior a color rating using a five point scale ranging from very dark to very light. Because report cards and data from schools were extremely variable in how they reported progress, the Cultural Warrior Healers also used a Likert scale to provide an academic rating for each warrior. Attendance, notes from the Clinical Director, Program Director and Cultural Warrior Healers were also collected.

Parents participated in an initial interview with either the Clinical Director or Local Evaluator to get demographic data and baseline perceptions of their child plus expectation for the program. An annual feedback focus group with parents was conducted. Parents also completed an end of Year 3 interview with the local evaluation team.

Research Questions, Data Analyses

TVPI included six research questions in their Emanyatta proposal:

1. Does participation in the Emanyatta Program increase academic achievement?
2. Does participation in the Emanyatta Program decrease behavioral problems? Suspensions?
3. Does participation in the Emanyatta Program increase cultural awareness and pride?
4. Does participation in the Emanyatta Program increase self-concept/self-esteem?
5. Does participation in the Emanyatta Program reduce early symptomatology of mental illness?
6. Does participation in the Emanyatta Program decrease/prevent involvement with the justice system?

To answer these questions descriptive and inferential data were gathered. Repeated measure analyses of variance (ANOVA) were generated for both the self-concept and the CCII assessments. Focus group and interview data were transcribed and staff submitted their input in writing to the Local Evaluator. Qualitative data were reviewed and key themes were created from transcripts and notes that had been submitted. In

addition to these group analyses, careful reading and syntheses of notes and interviews plus results of assessments were compiled to create each case study in Part II of this report.

Findings and Conclusions

The Emanyatta Program has been a success. Based on parent and staff reports participating Warriors showed improved behavior, both in the program, at home and in school. Only one warrior was suspended from school over the three years of Emanyatta and this occurred during a family crisis. All parents report that being part of the Emanyatta Program definitely improved their children's cultural awareness and has bolstered their pride in their history and culture. Although there were no significant differences in the group pre- and post-assessments on both the self-concept, and the CCII assessments, there were important findings in the three key research areas:

1. Self Concept – Colorism

- a. Young African American children entered the Emanyatta Program with high self-concepts regarding how they think about themselves and how they believe their parents, teachers and other kids think of them. This was true for even those children living in traumatic situations.
- b. The most consistent item on the self-concept assessment where students did not choose the positive response was about sharing. A significant number of children did not want to share their things. This could be due to developmental stages or lack of having many things in some cases.
- c. The CCII assessment results indicate that these children do not overwhelmingly choose the white or light images. They chose the darker brown and the brown images more often than the white images on both pre- and post-tests
- d. Even with the initial selection of the darker images, the pattern of change, collectively and individually, was toward more 'dark' or more Afrocentric selections for Emanyatta Warriors on the CCII from pre- to post-test

2. Mental Health

- a. There is a great need for African American children and their families to have a space where they feel safe, can see, and constructively interact with one another. Always being in the 'minority' often creates defensive thoughts and actions that can be deleterious to one's mental health.
- b. Parents wanted a space to be their authentic selves without having to worry about what white people would think. They shared openly and were responsive to questions about racism and colorism.
- c. Racism is still problematic in local schools. A few Warriors and their parents shared conflicts due to racism at their schools and the lack of support in addressing racism.
- d. None of the Warriors developed signs or symptoms of mental illness.
- e. Young children can be successfully helped to cope with crisis issues as well as the mundane issues surrounding childhood, racism and identity with culturally appropriate therapy.
- f. None of the Emanyatta Warriors were placed in the juvenile justice system (aka the school to prison pipeline). Although there was one case where the mother truly believed the school was attempting to put her son in that pipeline, she took action and moved her sons out of that school district.

3. Staff / Curriculum

- a. Warriors became attached to their Cultural Warrior Healers, staff and volunteers in the Emanyatta Program. Thus, they had a 'buffer' to cope with issues at home and in school. They were able to share problems and issues with one of the CWHs, the program director and clinical director who were all present during most Emanyatta Saturday session.
- b. Use of culturally congruent habits, rituals and routines established boundaries and order and facilitated the engagement and participation of Warriors. Newer Warriors learned from the inaugural Warriors that helped fast track newer Warriors into the program.
- c. Warriors took what they learned in the Emanyatta Program and shared with family members plus used their newfound knowledge in school.
- d. Students were not the only ones who benefitted from Emanyatta. Parents, staff and local community members shared how wonderful and needed the program was and that they, too, learned much about their history and culture as a result of participating in the Emanyatta Program. Speakers repeatedly left their Emanyatta sessions saying, "There should be Emanyatta Programs in every city."
- e. There is a great need for African American children and their families to have strong, knowledgeable advocates that can help with school, mental health and family issues.

Overall, the Emanyatta Program has been very successful at creating a space for young children of African descent and their families. Over the course of these first three years the program has established a very positive reputation in the local community to the point where there is a waiting list to join the Emanyatta Program. Warriors were actively engaged in programs that focused on their history, culture and the contributions of Africans to the world. They were exposed to, and were able to interact with, African and African American role models from a wide array of careers who showed concern for them, and motivate them. Staff witnessed major progress in the behavior and attitudes of the young Warriors while experiencing their own growth and development.

The Emanyatta Story

Introduction

The Village Project (TVPI) was established in 2008 to help meet the needs of the under-served African American Community. TVPI was able to come to life as a result of the passage of the Mental Health Services Act (MHSA) of 2004. This Act was passed by the voters in CA and placed a special tax on millionaires in the state to fund special programs so that historically under-served and unserved communities could access mental health services. TVPI's services are based on community-defined practices. Prior to TVPI becoming a reality, focus groups were held with a myriad of community members, such as grandparents, social workers, therapist, relative caregivers, civic organizations, pastors and grassroots individuals. The initial focus group was held at the offices of the Monterey Peninsula Branch NAACP (now known as the Monterey County Branch NAACP because of the Salinas and Monterey Peninsula Branches merging). The focus group was co-sponsored by Monterey County Behavioral Health Department and headed by Jesse Herrera, Monterey County Behavioral Health Division's Ethnic Services Manager. As a result of input from individuals in the focus group, it was clear that the community wanted a place where Black people could go to work through the challenges they faced and do so with the help of trusted practitioners in the community who looked like them and understood their cultural dynamics.

In addition, the closure of Fort Ord severely impacted the number of Black people in Seaside and the surrounding communities. The numbers dropped significantly. On the other hand, the number of Spanish speaking families in the area has increased significantly. This has shifted the focus of schools in the area to bilingual education and often African American children are isolated due to their small numbers and are frequently lost in the shuffle at schools. There are not many role models, Black businesses, or other support systems in the area as shared by the focus group respondents. Over the years of TVPI's existence, TVPI's staff and clinicians have noticed that these problems have been exacerbated.

In August 2015 the California Department of Public Health issued a report entitled, *Portraits of Promise: The California Statewide Plan to Promote Health and Mental Health Equity*. It was a report to the CA Legislature submitted by The Office of Health Equity (OHE). This office was established in 2012 to take a leadership role in facilitating the reduction of health and mental health disparities in "vulnerable" communities. *Portraits of Promise* documented the consistent data showing how systemic inequities impact these communities and how these communities consequently suffer disproportionately from diseases. These illnesses and diseases were shown to be directly associated with the stresses that accompany racism, discrimination and poverty. One of the programs created to help reduce these documented disparities is the California Reducing Disparities Project where organizations that daily service these communities were invited to develop interventions and apply for state funding to implement them. The

programs were labeled Community Defined Evidence Projects (CDEP) as their common goal was to create and implement programs based on their understanding of, and experiences with, their target “at risk” communities. Given the priorities of TVPI and the data that were being reported about Black children and families in the area, TVPI was ready to answer the call for proposals to create a culturally sensitive, appropriate and relevant program to address the needs of Black children and families in the Monterey Bay community.

Through active collaboration and input from schools, local organizations and the community, TVPI was successful in getting a CDEP contract to establish the Emanyatta Program in Seaside, CA. The Emanyatta Program is a prevention and early intervention program that is intended to prevent and/or decrease symptoms of clinical depression and anxiety in children from kindergarten to 4th grade and to increase their positive image of themselves and their community. The project necessarily involves families of these children for the purposes of support in these efforts as well as to strengthen the resilience and internal strengths of the children. It is through this involvement that the Phase I priority of family psycho-education was achieved. A significant component to strengthen the internal resources of the children is the project’s focus on building pride in cultural and ethnic heritage as a means of achieving higher levels of academic achievement and self-esteem.

The Emanyatta Program was the only CDEP program that specifically targeted young children from K – 4th grade. It was intended to not only be an intervention plan for the young children who may have been experiencing stress and mental health issues, but to also be a strong prevention program to help children develop protective factors to reduce the impact of the stress they inevitably experience as children of African descent. This report describes the Emanyatta Program and the progress made over three years of implementation. We called each of our participating students Emanyatta ‘Warriors’ as our program’s name is also the name used for the Maasai warrior training camps in Kenya. Given the age of our Warriors and the lack of longitudinal data combining the interactions among self-esteem, cultural awareness, colorism and academic variables, a case study approach to reporting data was taken to provide greater insight to each of our Emanyatta Warriors. Another reason for taking a case study approach was that although all of our Warriors are of African descent, they were extremely diverse in clinical needs, socioeconomic status, former exposure to culture and race issues, age, type of school they attend and type of family household from which they came. Given the type of program intervention and the variables that are being targeted in this program for research purposes, the local evaluator projected that group data would not show significant differences and that individual variability in growth and change on key variable would be best shown using a case study approach. Thus at the end of Year 1, the OHE staff and their consultants who provide technical assistance to TVPI agreed that this approach could be used for evaluation. Part I of this report documents the group findings across Warriors. Part II follows it with the individual case studies of the forty-three Emanyatta Warriors.

Literature Review

Carter T. Woodson's book, *The Miseducation of the Negro*, was originally published in 1933. Since that seminal publication, there has been a plethora of literature in education showing the disparity in the education by comparing white student achievement to that of African American students. Inevitably, whites perform better. This is reinforced by the nation's data sets used each year that document these inequities such as data from the National Center for Education Statistics (NCES) and the National Assessment of Educational Progress (NAEP). Sadly, the documentation of these inequalities has not led to significant actions to reduce them. Esteemed educator, Dr. Linda Hammond-Darling, make this point in her recent book (2020), *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*, where she writes that "American public schools have failed to provide a quality education for Black students." International data indicates that collectively we are falling behind even less wealthy countries in education. When this is true about overall Americans, one can assume that Black and brown students are falling even further behind.

One of the major issues that many African American parents, including those who receive services at TVPI, grapple with is how can their children succeed in school environments that have persistently failed Black children. This is particularly true for Black boys who make up the largest percent of children caught up in the "school to prison" pipeline (Skinner, 2019). The Emanyatta Program was partially born out of the frustrations of these parents, clinicians, and other service providers who want to see different outcomes for Black boys and girls – success vs. failure in school; positive vs. negative self-esteem; accurate vs. revisionist Black history; and affirming vs. combative learning environments. The Emanyatta Program was founded on the research of prominent Black psychologist such as Wilson (1978), Whaley (1993) and educational researchers such as Ladson-Billings (1989) who focus on successful pedagogy to boost self-esteem and positive developmental growth of Black children. It was created as a pilot to see what the impacts would be of participation in an African centered Saturday school on very diverse, very young children of African descent.

There has been much written about the need for, and positive impact of, an African centered curriculum. Emanyatta creators used the goals delineated by Giddings (2001), as they were consistent with the overarching goals of the Emanyatta Program. After he reviewed the literature and work on Afrocentric curriculum, he concluded that it strives to accomplish five goals:

1. Assist students in developing the necessary intellectual, moral, and emotional skills for accomplishing a productive, affirming life in this society.
2. Provide such educational instruction as to deconstruct established hegemonic pillars and to safeguard against the construction of new ones.
3. Provide students of African descent with educational instruction that uses techniques that are in accord with their learning styles.
4. Assist students of African descent in maintaining a positive self-concept, with the goal of achieving a sense of collective accountability.

5. Serve as a model for Banks (1989) "Transformation" and "Social Action" approaches to multicultural education.

These five goals were central to the conception of Emanyatta and are the basis of the habits, rituals and routines utilized in each Emanyatta session. The program was intent on manifesting Wilson's thesis that one has the power to awaken the natural genius of black children (1992)

Other relevant literature and research does exist that supports the aforementioned goals and substantiate the processes and procedures being piloted in Emanyatta. Research conducted by Harvard University professor Dr. James P. Huguley and Dr. Ming-Te Wang of the University of Pittsburgh. They concluded racial socialization and the enhancement of Black racial pride is beneficial to the mental health of African American youth, which also leads to greater academic achievement as well (2013). Dr. Huguley wrote,

Our study provides empirical evidence that the long standing practice in the African American community of cultivating racial pride and preparing children to face racial bias in society should be considered among appropriate and beneficial practices in parenting Black children.

Another study by lead author Professor Jelani Mandara from Northwestern University, suggests that ethnic pride plays a positive role in the mental health of African American youth (2009). The study found a correlation between increased ethnic pride and improved mental health especially among African American boys in the pivotal years of middle school. This research also found that ethnic pride among African American youth played a positive role in both preventing and overcoming depression. According to Mandara, therapists and other practitioners should expose African American youth to material and environments that help foster a sense of ethnic pride and regardless of self-esteem, as feelings of ethnic pride go up, mental health tends to increase as well. Mandara and others viewed self-esteem as the way youth feel about themselves as individuals and ethnic pride as the way they feel about their ethnic group. It was noted that in previous studies of this sort, ethnic pride was only viewed as a sub-set of self-esteem. This study spoke to the importance of ethnic pride separate and apart from self-esteem. Mandara writes

Our empirical evidence indicates that we will see African American youth with fewer depressive symptoms and other mental health problems if we pay more attention to building ethnic pride.

The study repeatedly emphasizes that strategies at home, in the classroom and in mental health settings can boost both ethnic identity and assist African American youth in reconciling their group- and self-identities. TVPI staff is acutely aware that African American youth are literally bombarded with negative images of African Americans in the media and agree with Mandara's conclusion that "they need exposure to African Americans who are doing well to minimize the derogatory images they see." As recently as 2019 National Public Radio aired a discussion facilitated by Mayowa Aina featuring and article entitled "To Get to College, It Helps Black Students to

Have a Black Teacher Early On” which cited research by the National Bureau of Economic Research. This research showed that having just one Black teacher not only lowers Black students' high school dropout rates and increases their desire to go to college, but also can make them more likely to enroll in college (2019). Youth involved in TVPI's programs are intentionally and constantly in the presence of African Americans who are accomplished professionals. The Emanyatta Saturday School features African American speakers from a wide array of professions and careers so Warriors can see and interact with role models who affirm and look like them. Kunjufu focused on the importance of having positive images for the development of Black boys (1984). This is particularly important as of TVPI's clients are disproportionately male.

Robert Sellers' and his colleagues' research through the Center for the Study of Black Youth in Context at the University of Michigan focused on the psychological, social and educational development of African American children and youth (1998,2003). This body of research studied the many assets and resources, including historical resiliency, of Black youth. Their studies suggest that strengths, as well as the supportiveness of their families and communities, need to be taken into account in the creation and operation of successful programs to facilitate grown and positive development of Black youth. With this in mind, the work of Tyler, Boykin, Miller and Hurley (2006) on communal and vervistic learning is operationalized in the Emanyatta Program to better incorporate learning styles and child/family assets.

In addition to highlighting assets, and seeing possibilities via role models, an African centered curriculum is also a major component that was taken into account when creating the Emanyatta Program. It seemed intuitive that the materials used in working with the students should reflect the African centered values of the program. Research validates this premise. Research by Durden (2007) and Duncan (2012) both show positive effects of African Centered curriculum and African Centered schooling. In her dissertation at Nova Southeastern University entitled, *The Effects of an Afrocentric Curriculum on Reading Scores of African American Third, Fourth, and Fifth Grade Students*, Trisha Baker found a statistically significant difference in the reading scores of third, fourth, and fifth grade African American students enrolled in an Afrocentric classroom compared to the African American students enrolled in non-Afrocentric classrooms (2017). Graves and Aston found that 6th and 7th grade males demonstrated an increase in Afrocentric values but not necessarily racial identity or resiliency in their research that was the first to evaluate an Afrocentric social emotional curriculum in a school based pilot study. Emanyatta is not school-based and doesn't have to adhere to school rules and district curricular mandate. Thus TVPI staff has the opportunity to pilot an African centered curriculum, taught by staff and speakers of African descent to transform students by moving them toward more positive self-reflection, self-awareness, self-esteem and collective responsibility.

Emanyatta Program

Purpose

The Village Project, Inc.'s Emanyatta Program is prevention and early intervention program intended to prevent and/or reduce symptoms of clinical depression and anxiety in children from kindergarten to 4th grade while facilitating resilience through building self-esteem via cultural awareness and pride in their African heritage. Research cited previously has shown that knowledge and pride in one's culture go hand in hand with self-esteem and better outcomes for African American children. There is also a large body of research showing that children with higher self-esteem not only show fewer symptoms of clinical depression and anxiety, but also do better academically. Consequently, the Emanyatta Program has many interconnected threads including cultural awareness, self-esteem, mental health and academic performance.

"Emanyatta" is a Maasai word meaning "Warrior's Camp", a training ground for young Maasai to become Warriors and protectors of their families, village and nation. In order to become Warriors, young Maasai are taught their history and identity, academic education and how to be mentally and physically healthy so as to be able to carry out the responsibilities they have as Warriors. It was TVPI's intent to create a "Warrior's Camp of Learners". Like the young Maasai, the intent was for participating children to learn their true identity and develop a deep understanding and strong pride in what it means to be a person of African descent. They were taught that they were descendants of Queens and Kings from the continent where human life began and brought civilization to the world. They were taught that Africa was historically the center of world learning and that the white world sent its best scholars to be taught by people who look like them. This knowledge of history was provided to induce pride in who they are and served to help Warriors develop a stronger level of self-confidence and self-esteem. It also served to "deconstruct established hegemonic pillar" that to be Black is to be intellectually inferior to whites. Many of our Black children begin to receive these negative messages at a very early age. While the project was certainly geared toward increasing self-confidence in these children, it was understood that, mental health issues afflicting many African American youth stem from the struggles they have had to wage as a result of racial socialization practices by white establishments. Emanyatta staff sought to build upon their strengths and resiliency, and thus served to prevent and/or, through early intervention efforts, reduce symptoms of the two most prevalent clinical issues which many of TVPI's children suffer – namely depression and anxiety.

As an agency, whose primary function is the provision of therapy and other related clinical services, TVPI's staff found that depression and anxiety are the two most profound clinical issues besetting many children who come in for services. Staff attempted to find data within Monterey County that listed the mental health diagnoses that were most prevalent among children and youth of African Ancestry. No such data existed in disaggregated form. There was documentation on mental health diagnoses for children and youth, but they were not broken out by ethnicity. Thus staff used their own documentation to delineate the mental health issues that affected the African

descended children and youth with whom they worked over the course of nine years. Additionally, it should be noted that as African American professionals, TVPI therapists continue to distrust diagnoses that are given to Black children and youth by the county's Behavioral Health system. The Emanyatta Program's mission was to provide prevention and early intervention strategies to reduce and, ultimately, prevent any type of mental health issues in the participants. In 2013, for instance, Kidsdata.org, a research project of the Packard Foundation reported that, in Monterey County, which has a continually dwindling African American population making up less than 2 percent of the county, an average of 41.7% of African American youth between the ages of 13 and 17 were arrested for felonies. From information available about the histories of these youth, staff became aware that many of them had behavioral problems that warranted school interventions to provide clinical supports that were never offered. Many of these students had been suspended from school multiple times and, in some cases, expelled. During the first year of TVPI's existence, therapists were able to prevent six African American males ranging from ages 8 to 15 from being expelled from the local school district by advocating for them and offering the kind of therapeutic behavioral intervention process the school district never offered these students. All six of these students graduated from high school. In working with these students therapeutically, staff was able to determine that they were suffering from depressive and anxiety symptomologies. The work of TVPI clinicians with them served both as an early intervention and a prevention strategy for what could well have become severe and disabling mental illnesses for these six young students. The Emanyatta Program wanted to instill pride and cultural awareness, build self-esteem and to prevent the young Warriors from being statistics in the juvenile and prison systems. Very young children from Pre K through 4th grade were specifically recruited for this early intervention. They, like older children, are exposed to the negative impacts of media messaging and systemic racism faced by their families. Because this exposure begins very early, staff took the position that prevention is less expensive, less time consuming and more productive in the long run than intervention after children are entangled in the prison industrial complex beginning with school suspensions and the juvenile justice system.

Program Description

The following three components comprised the Emanyatta Program. Participating students were invited take part in each of these components for as long as the program existed.

1) Emanyatta Saturday School

The central component of the Emanyatta Program was the Saturday School. The goal was to engage 30 – 40 children over the course of this grant in a Saturday school from 8:30am -12:30pm. Each child was encouraged to participate every year. With the understanding that some children would not be able to come for three years straight, replacements were invited to participate as long as there was space and they met the prerequisite requirements of age and African ancestry. Our maximum capacity was forty participants. Students learned rituals, habits and routines consistent with African cultural values of communalism and the power of the collective. The use of rituals was

an extremely important part of Emanyatta. For example the welcoming ritual in the opening circle involved acknowledgment, acceptance and sharing. These served as the means by which the Warriors became connected to each other and helped them develop a sense of Sisterhood and Brotherhood with each other, much like the Emanyatta in a Maasai Village. Another cultural ritual used was the act of inviting an Ancestor into a particular activity. The Young Warriors were not required to say which Ancestor they invited into the activity even though they were encouraged to do so. Inviting an Ancestor also served to strengthen the bond between the young warrior and her/his entire family, even the family members who have passed on. This ritual was also a way of coping with signs of depression or anxiety or other situational as well as clinical difficulties some of these youth were encountering. In a broader sense, the young Warriors were learning to act respectfully and disciplined at home, in school, in church and any other social setting away from the Emanyatta. Emanyatta was a Rite of Passage for the Warriors and served as beginning steps leading them out of childhood into and through adolescence. Compassion and empathy were two of the most valuable "ways of being" that were frequently spoken about in Emanyatta so that the Warriors would hear and see these values modeled.

There were two full time staff members, or Cultural Warrior Healers (CWH), who facilitated and supported Emanyatta. Also included in the Saturday school were healthy breakfasts, snacks and a bag lunch at the end of our session. The Saturday School was the center of our program. In addition to the 30 - 40 African American and African American/bi or multiracial students from K – 4th grade initially recruited, parents or guardians were encouraged to participate. In between the opening and closing rituals/activities, guest speakers and activities designed to enhance the cultural awareness and self-esteem of all participants made up the core curriculum. TVPI had a memorandum of understanding with the local school district that made it possible to have the program in the auditorium of the school site TVPI had been using, and continues to use, for the afterschool program.

2) Summer Program

The summer program was five days per week. It lasted seven hours per day for six weeks. Emanyatta students had priority in participating in the summer program. As in the Emanyatta Saturday Program, rituals, CWHs, facilitators, and culturally focused habits, rituals and routines enhanced the core curriculum. The learning activities throughout the day targeted core academic skills of reading, writing, math and geography. Also included were healthy breakfasts and snacks. Too often the summer activities of students do not offer the consistency or provide children with the rigorous academics of the regular school day. Many low-income students particularly miss out and fall behind in the summer. To avoid this pitfall, staff created a summer program that mimicked the regular school day - a full day for six weeks with an academic as well as a cultural emphasis. Although invited to attend, all of our Emanyatta Saturday School students did not attend the summer school.

3) Clinical Component

One of the major program objectives was to reduce and/or prevent the potential mental health issues that many children of African descent acquire at a very young age. Early intervention was provided so as to avoid the problems associated with low self-

esteem, worry and poor performance (both behavioral and academic). The clinical director conducted initial and on-going mental health assessments of participants and conducted follow up sessions with participants where deemed necessary. Some participants had more sessions than others based on the outcome of their mental health assessment and the need for greater mental health intervention. The clinical director kept the results of assessments, and notes on each child to document issues, problems, successes, and progress. The clinical director worked closely with the program director, cultural warrior healers and local evaluator to synthesize information and to develop strategies to improve the mental health of the participants.

Critical Need for Appropriate Staffing

The appropriate staff for the Emanyatta Program was critical. Staff worked tirelessly for a few months without salary due to issues in getting the funding approved and sent to CDEP's in a timely fashion. Staff commitment to get Emanyatta started by the beginning of the school year in Year 1 of the implementation phase was truly a work of love for the children. Without the type of staffing TVPI put together for this project, success would not have been possible. The Project Director, Ms. Regina Mason, the Clinical Director, Mr. Mel Mason and the two Cultural Warrior Healers, Mr. Jamelle Jones and Ms. April Dunham, collaborated with the evaluator, Dr. Grace Carroll throughout the summer to advertise the program, do recruitment, create a set of habits, rituals and routines that were culturally appropriate and empowering, recruit speakers, create measures to meet objectives, and secure all logistics for Emanyatta.¹ All core staff lived in the community and had experience working with children from Seaside.

The qualifications and commitment of staff make the difference between success and failure of a community-based program such as Emanyatta. Bio sketches of the staff that made the Emanyatta Program work are in Appendix 1. They only touch on the commitment, skill and dedication of the Emanyatta staff.

At the time of the writing of this report TVPI had completed three years of each of the three components described. This report incorporated the experiences and data gathered over this period of time from the August 2017 through August 2020.

Evaluation Questions

Based on the research described in the literature review and the experience of TVPI staff, the six questions that follow framed the evaluation of the Emanyatta Program. They did not change over the course of the program.

1. Does participation in the Emanyatta Program increase academic achievement?
2. Does participation in the Emanyatta Program decrease behavioral problems? Suspensions?

¹ Emanyatta began on time at the beginning of the school year without payment. The version of the SWE Pre Test that was sent to us for parents to complete was also completed in their initial interview. However, this version was changed by SWE and the initial data collected was not accepted. This was the downside of starting our program in advance of final approval of SWE measures. However the upside of beginning the program at the beginning of the school year made Year 1 extremely successful in being able to get school, parent and community support. SWE data is not being used in this report.

3. Does participation in the Emanyatta Program increase cultural awareness and pride?
4. Does participation in the Emanyatta Program increase self-concept/self-esteem?
5. Does participation in the Emanyatta Program reduce early symptomatology of mental illness?
6. Does participation in the Emanyatta Program decrease/prevent involvement with the justice system?

Although the evaluation questions did not change, due to time constraints and issues that arose while implementing, the initial proposed schedule of assessments was adjusted. Repeat intermittent assessments were not needed on the self-concept and colorism measures. These were only administered twice, once when students entered the program and again at the end of Year 3. Additionally modifications in source of data were made because of logistical issues encountered. Participants came, not only from Seaside schools, but also from schools across the Monterey Unified School District, the Salinas City Elementary District, home schooling and from private schools in the area. Thus interviewing and meeting with teachers was too time consuming and was deleted as a source of data. Table 1 delineates these changes by evaluation question.

Table 1 - Key Study Variables and Data Collection Instruments/Sources

Evaluation Questions	Indicators	Original data sources projected to measure key indicators	Description of schedule/data source changes
1) Does participation in the Emanyatta Program increase academic achievement?	Attendance; teacher, staff parent feedback & quarterly grades	Cultural Warrior Healers summaries; Grades on report cards; teacher and parent feedback regarding academic work of participants	Due to the wide range of school attended by our Warriors, and the time needed for the actual implementation of the program, teachers were not contacted. If available, grades plus tutor reports, and work were summarized by Cultural Warrior Healers who gave each warrior an academic rating. Parent also rated their child's academic achievement
2) Does participation in the Emanyatta Program decrease behavioral problems? Suspensions? Fewer behavioral problems?	CWH notes & observations; parent/teacher reports	DCIS records (clinical) School records; Cultural Warrior Healer (CWH) summaries	It became clear that each student had very specific and unique issues. Thus we gained permission to use a case study approach where 'back story' information gathered by staff from schools, parents and social services are used to answer this question and will be reported in each case study where applicable.
3) Does participation in the Emanyatta Program increase cultural awareness and pride?	Participation in activities; clinical & parent feedback; results of Children's Color Identity Index (CCII)	Children's Identity Index pre/post annually. Parent interview CWH feedback and summaries	The CCII was not given annually as originally conceived. At that time we did not know how many students would be transitioning in and out of the program. Due to time factors, the stability of those who participated over the course of the program plus the doubling of students in the second year of program, a decision to administer the CCII as pre and post measures only to be administered at the beginning of the students' involvement and at the end of the program. Also parent feedback re: this question was gathered in annual focus groups, and an end of program interview.
4) Does participation in the Emanyatta Program increase self- esteem?	Same as #3 plus the self-concept measure	Same as #3 plus the self-concept measure	Same as #3 above with the self-concept measure
5) Does participation in the Emanyatta Program	Clinical notes; parent feedback	School and police records;	No school site or police records were reviewed. Family, nuclear and extended, reporting of issues

reduce early symptomology of mental illness?			were key information sources along with the clinical reports by TVPI clinicians and CWHs
6) Does participation in the Emanyatta Project decrease/prevent involvement with the justice system? Fewer interactions with the justice system?	Same as #5 above	Same as #5 above	Same as #5 above

The unique setting of Seaside, being a location of a major military base for decades, plus the experiences gained working with the Emanyatta Warriors led to other evaluation modifications. Emanyatta Warriors included a significant number of mixed race children. Thus whether this impacts their results of the Children's Color Identity Index (CCII) and the self-concept measure became an additional query. More importantly, the diversity of the Emanyatta Warriors was not limited to racial background. Emanyatta Warriors ranged from those that TVPI served because of mental health concerns, to those from families with no prior history of involvement with mental health agencies. Some came from families needing government support through welfare to those families who were strongly middle class without financial concerns. Some children were in need of much academic support while others were doing fine in school. With this internal diversity, it became evident that basic group data analyses would not reveal the richness of the Warriors. Although group data are reported in this section of this report, brief case studies on each warrior are presented in Part II. This approach facilitates the telling of 'our story' with all the individual differences that were presented by the Warriors and their journey with TVPI.

Parents described Emanyatta as the only place where their children could learn about their history and get support in dealing with the stress and issues with which children are confronted due to racism. The community support was extremely high and many families learned about Emanyatta during the first year of operation based on it being reported in the local newspaper and via word of mouth by participating families, in churches and other community venues as further described in the following outreach and recruitment section.

Method/Implementation

Outreach and Recruitment

TVPI staff specifically recruited children of African descent. TVPI is one of the few organizations in the community that serves African American families. It is located in the heart of the Seaside Community and has had a stellar reputation for the work conducted. Over the course of TVPI's 10-year existence, contact and relationships were established with many parents, community groups, churches, corporate groups and students. Outreach included speaking to community/church groups; working with school administrators and teachers and inviting families currently being served to apply and for them to encourage other families they knew with qualifying children to apply as

well. The superintendent of Monterey County Schools and local health agencies were also involved. They were all excited about the program and provided their support in recruitment of students and with material support. For example the memorandum of understanding generated with the school district to use one of their schools as the Emanyatta's program base location. African American children from K – 4th grade were targeted for participation. One challenge faced was that the local universe of these students was not very large. Consequently, information dissemination to parents, schools, churches, community groups and mental health agencies was necessary. A recruitment flier was created and use of a snowball technique via word of mouth was the primary recruitment strategy. This was a powerful strategy in the community. The Emanyatta Program was described and fliers were left for parents, teachers, and others who potentially had students who fit the criteria. By year two of Emanyatta, the recruitment goal of forty Kindergarten through 4th graders, who live in Seaside, Monterey, Salinas, or Marina, and were of African descent was achieved. The summer numbers were smaller as many students did not participate in summer programs. However, all Emanyatta students were invited to participate. The need was so great that once the program was established, there was a waiting list for the Emanyatta Saturday School. Staff and resources only allowed TVPI to successfully accommodate 40 enrolled students. This was only possible because in Year 1 staff was able to work closely with many of the troubled students since the number of participants who eventually participated in Year 1 was only 22. In the first few weeks of Year 1 staff even considered lowering the number of targeted students to 30 based on the extreme amount of work it took to get students actively engaged and understanding of the respect/discipline code that underscored Emanyatta. However, over the first few months of the program, staff successfully managed to have students not only understand the basic values of the program, but also be able to share them with new students. Staff also learned that students came regularly but many could not come every Saturday as the program time clashed with soccer, football and other activities in which students participated plus there were often family issues that prevented a student from attending. Thus 40 students were recruited and accepted in Year 2 and with this number, an average of 15 – 20 students attended each Saturday. This led to a ratio of approximately one Cultural Warrior Healer per 7 – 10 students. The project director and, at times, the speakers, parents and volunteers, helped with students' participation and management. Many students needed one-on-one support due to behavior issues and this was made available thanks to volunteers. Table 2 describes key demographics of the Emanyatta Warriors by program year.

Table 2 - Gender, Age and Ethnic/Racial Identity of Emanyatta Participants

# Students added to Emanyatta each year	Gender		Age at entry			Ethnic/Racial Identification			
	Boys	Girls	7/8 yrs	9/10 yrs	11/12 yrs	Black/ African	Black/ Latino	Black/ Asian	Black/ White
Year 1	15	7	3	8	11	17	3	0	2
Year 2	8	7	7	8	0	11	2	2	0
Year 3	1	2	2	1	0	2	0	1	0

Emanyatta Program Components/Fidelity to Plan

Per TVPI's proposal, the CDEP consisted of three separate but related components as described previously in the Program Description Section of this report:

Component 1 - The Saturday School was the center of our program. Based on resources and our experience program staff decided to recruit a maximum of 40 students. TVPI was successful in recruiting these students and only invited others on our waiting list to participate when one of the students left the program. In addition to the students parents and guardians were encouraged to also participate in our Saturday program. Each Saturday we incorporated key rituals, habits and routines into our program. These included group breakfast, opening and closing circle time, libations honoring ancestors, a thank you chant for our speakers, a closing chant of affirmation, providing bag lunches, and a weekly schedule of activities that allowed participants to know what to expect (See Table 3). Guest speakers were instructed in advance to do three things: 1) incorporate African/Black history or culture into their presentations; 2) facilitate the building of skill and/or self-esteem; and, 3) create a presentation that was actively task engaged. This was consistent with the program's objective to enhance the cultural awareness and self esteem of all participants. A summary of the participation in the Saturday School is presented in Tables 3 and Table 4.

Table 3 - Emanyatta Saturday School Participation

	# weeks	# Warriors in program	# who completed program	Average weekly attendance	# who left program prior to completion	Reason for leaving program
Year 1	29	22	21	17	1	1 moved from area
Year 2	26	36	36	25	0	not applicable
Year 3	27	38	33	20	5	1 moved from area 4 dropped out (three from one family citing lack of interest/transportation)

Table 4 – Emanyatta Saturday School Schedule²

Time	Activity	Objective
9:00 – 9:30	Families/Children are greeted by staff as they arrive; breakfast is available	<ul style="list-style-type: none"> To insure families they are welcome To provide an incentive for early arrivals To provide nutrition for those who may not get it at home
9:35 – 9:45	Drumming to assemble <ul style="list-style-type: none"> Sign in for children and parents. Circling of parents and students. Parents in outer circle, students in inner circle. We open with greeting of “Hotep”, which, in Ancient Kemetan (“Egyptian”) means “The God in me greets the God in you.” Libation to ancestors (each student given opportunity to participate) Staff to provide participants with order of the day 	<ul style="list-style-type: none"> Practice of opening rituals Practice of sitting quietly and showing discipline and respect Create habit of honoring ancestors Inform students of what to expect for the day
9:50 – 11:00	Speaker/Facilitator for the session <ul style="list-style-type: none"> Introduction of the speaker/facilitator Speaker facilitates the session to include information sharing and related activities 	<ul style="list-style-type: none"> To provide student enrichment, knowledge and understanding of their personal greatness and power To actively engage students in activities
11:00 – 11:05	Student presents speaker with thank you token (closing ritual)	<ul style="list-style-type: none"> To have students model the showing of appreciation for their elders
11:05 – 11:15	Exercise/movement activity	<ul style="list-style-type: none"> Allow students to move and release energy Promote physical health
11:15 – 11:50	Students move to their age appropriate/reading level groups for Read Loud / Read Proud where they are read to; read aloud with one another; and engaged in reading activities	<ul style="list-style-type: none"> To improve/promote reading and listening skills To engage students in books/activities that accurately reflect their African heritage/Black history
11:50 – 12:00	Closing African Ritual – Drumming to sound the call to return to large group for closing of session <ul style="list-style-type: none"> We hold hands in circle Thank ancestors for their presence Share any closing announcements Recite our closing mantra “I am the child of my parents, the hope of my grandparents and the legacy of our ancestors. May we go forward with purpose and in peace? Ashe’!” 	<ul style="list-style-type: none"> To create a learning environment which provides structure for our students. To provide cultural enrichment for the children so that they develop pride in their history. To create a feeling of camaraderie among students and staff To illustrate through modeling how positive rituals are important in one’s life
12:00 – 12:30	Bag Lunches Distributed/Session Ends/Clean Up (Students either go home with their bag lunch or eat at the site while clean up occurs)	<ul style="list-style-type: none"> To model cleaning up habit for students To provide lunch for students who may not have it at home

² This schedule was ‘tweaked’ a few times based on experiences with families and children. For example the exercise piece was added due to the realization that the children needed a physical break and transition in the schedule. Timing was adjusted depending on the needs of the speaker.

Component 2 – A six-week summer program was created to continue academic and personal growth in the summer when school is not in session. The morning was typically filled with academic activity and students were engaged in more ‘fun’ activities in the afternoons. Table 5 shows the participation of Emanyatta Students in the Summer Program.

Table 5 - Emanyatta Summer Program Participation

	# weeks of summer program	# Warriors who attended	# students who completed program	Average weekly attendance	# who left program prior to completion	Reason for leaving program
Year 1	6	16	16	11	0	n/a
Year 2	6	31	31	23	0	n/a
Year 3	5	8	8	5	1	COVID 19

Component 3 – Under the auspices of the California Department of Public Health’s Office of Health Equity (OHE), TVPI’s IPP is intended to prove that the use of Community Defined Evidence Practices (CDEP’s) will prevent any mental health issues in that population from becoming severe and disabling. Further, the IPP’s are also a means of more easily detecting group members who might need more extensive mental health treatment such as child, group and family therapy. Having an IPP also creates an atmosphere where the issue of stigma can be lessened if not eliminated so that acceptance of mental health treatment will be seen as Warrior strength. Staff hypothesized and firmly believed that having children of African Ancestry learn more about their true identity going back to the Great African Empires and their Ancient African Ancestors’ everlasting contributions to Civilization and the world, would serve as a source of strength, therapeutically, to prevent disabling and severe mental health issues. Emanyatta itself was being used is a Community Defined Evidence Practice (CDEP) whose circles for libation, gratitude ritual, closing circle chant, collective work and sense of togetherness bring about healing and empowerment. These habits/rituals and routines are part of the Emanyatta and infused in the Saturday School and in our clinical practices. It should also be noted that while clinical evaluations and the treatment focuses on the child, therapy is actually carried out as family therapy with the parents necessarily being actively involved in the therapeutic process. Based on assessments by the clinical director and parent requests students were provided additional clinical services. Behavior problems in school and negative family dynamics were the primary initiating factors cited by parents for their requests for clinical services. In Year 1, two students were provided individual clinical services. In Year 2 four additional students were provided individual clinical services and in Year 3 two additional students were served individually. Thus a total of eight Warriors received additional, ongoing one-to-one services by TVPI clinicians. Often families did not request individual clinical services, but wanted TVPI staff to serve as advocates for their children by going to the schools, speaking with teachers or social workers and / or helping them resolve other issues surrounding their children. The Emanyatta Saturday school was a

time that parents would often speak with our clinical director to get input and share issues as he attended and opened the vast majority of the sessions.

Implementation Year 1

To best understand the details and nature of the Emanyatta Program and how it evolved over the course of the three years, the description of program activities will be described by year.

The first year of Emanyatta was challenging yet very successful. Although TVPI had a memorandum of understanding with the local school district regarding space, the space was not ready the first couple of weeks of the program. An alternative space was used. Staff had not anticipated how time intensive the work with students and families would be. Some students, particularly a few of our young male Warriors, had many behavioral challenges and needed much individual time to redirect their energy so they could actively engage in Emanyatta tasks. Thus, given the time needed to be successful with the Warriors and the staff size, it was decided to reduce the number of students to be recruited to 30 instead of the original plan of 40 participants over the course of the program. The decision was also made to reduce the number of times evaluation measures would be administered. Instead of quarterly or semi-annual assessment, it was decided to conduct the student assessments once in the beginning of the students' participation in the program and again at the end of their participation or at the end of Year 3 whichever came first. A case study approach was also decided upon at the end of Year 1. A brief exit interview with parents for those who were leaving the program was added to our evaluation based on the departure of one of our students who was very active in Emanyatta (See Appendix 5). His family moved to Los Angeles. Other program challenges included transportation for some students, conflict with sports activities, and the recruitment of consistent volunteers.

Although there were the aforementioned challenges, the program had many highlights in Year 1. The community and participating parent response was excellent. Snowball recruiting proved to be successful. The smaller numbers of students in the beginning of the program gave staff time to closely work with students who had emotional and/or behavioral issues and to understand what to expect as the program grew. Excellent speakers were recruited to share their knowledge and experiences with students and provide tangible examples of the talent in the African American community and role models for students. In addition to staff and parents who presented to the Emanyatta Warriors, Year 1 Saturday School speakers included:

- Artist, Milton Bowens
- Horticulture Specialist, Abeni Ramsey
- Author and Illustrator, Robert Liu-Trijilo
- Architect and Entrepreneur, Tajai Massey
- College Counselor and Basketball Coach, Stan Armstead
- Members of the Delta Sigma Theta Sorority
- Second place winner on Top Chef Jr, Rahanna Bisseret
- Retired UC Berkeley Director of Recreational Sports, Michael Sawyers

- Motivational Speaker, Emille Bryant

The highlight of the year for many was when Maasai poet and dancer, Mr. Sironka, brought a few of his Maasai friends, pictured below, to speak with and entertain Emanyatta student. He learned of our project through the Monterey newspaper and was happy to know that the name Emanyatta was used as it honored his people. The children were excited to see the traditional dress and dances of the Maasai and listen to his words. Mr. Sironka created and dedicated a poem to the Emanyatta Warriors entitled, *Like a Tree*.



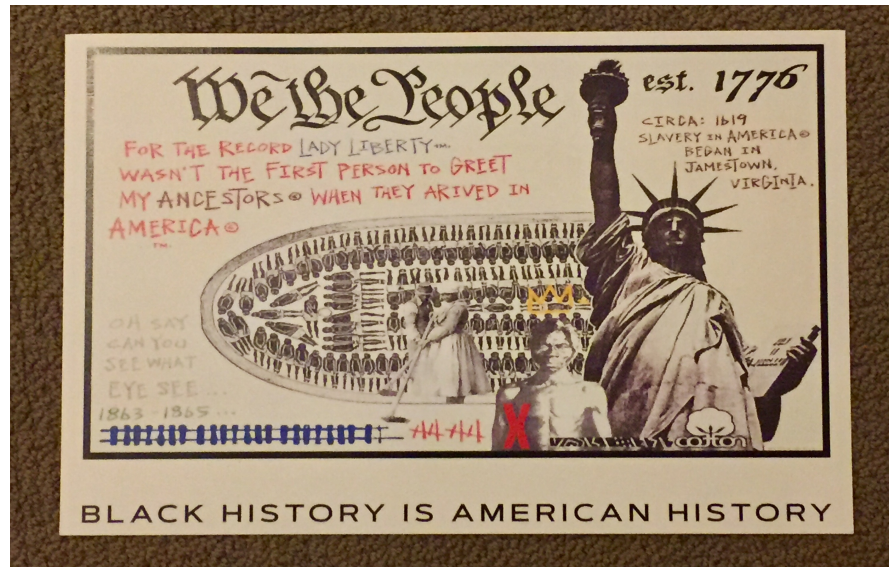
Three field trips added to the program in Year 1. Students traveled to Oakland to participate in the Akira's Book Club launch where they were exposed to the Young Gifted and Black (YGB) spoken word performers and the Prescott Circus performers, a troupe of children from Prescott Elementary School in Oakland who are trained to be circus entertainers and do acrobatics (see below).



A second trip to Oakland, pictured below, was to the Joyce Gordon Gallery in Oakland, where Warriors experienced an art installation by doing a gallery walk viewing the art of one of their Emanyatta guest speakers, Mr. Milton Bowens.



Mr. Bowens did an artist talk just for Emanyatta Warriors, The print, pictured below, was given to each Warrior, and signed to them by Mr. Bowens at the end of his talk.



The final field trip in Year 1 was to the Museum of the African Diaspora (MOAD) in San Francisco. Emanyatta Warriors were given a guided tour through the museum and were able to experience some of the new technology in art. We saw amazing progress in the behavior and engagement of the Warriors. One Warrior, who had been particularly difficult, asked very insightful questions of the tour docent.





Year 1 – Summer Program 2018

The summer component ran for six weeks, June 11 - July 20, from 8:00am-5:00pm. Twenty-eight students participated including thirteen Emanyatta students. The habits, rituals and routines of the Emanyatta Program were adapted to fit into the summer program.

The mornings in the summer were academically oriented. Circle time, with key topics such as bullying and self-empowerment, was also implemented each morning. As in the Saturday School, the summer school featured guest speakers. A variety of activities were incorporated during the 6-weeks to include the Read Loud/Read Proud Emanyatta segment. Afternoons were spent on various enrichment activities: field trips to local and away sites, hiking, swimming, museums, and amusement parks.

The Cultural Warrior Healers were the primary staff of the Summer Program. However, paid college students and community volunteers provided additional support. Summer speakers were also invited to participate. In Year 1 the following speakers presented to the summer students:

- Motivational speaker, Sam Cunningham
- Politician, John Wizard
- Seaside Firemen
- Police Chief, Abdul Pridgen
- Seaside Councilwoman, Kayla Jones

The Village Project partnered with Bialik Gardens in Carmel, CA whereby 5 students and their chaperones were able to participate in a one-week horticulture camp that taught them horticultural information including plant propagation, healthy eating habits and cooking fresh food grown and harvested in the ground.

TVPI also partnered with the Big Sur Land Trust. This partnership enabled Emanyatta Warriors to travel to open-space parks. During these trips, students were guided by a biologist that provided information on trapping, mountain lions and other wild life that inhabit the area. Additionally, several Emanyatta Warriors with older sisters were able to go on a 3-day camp out at a local preserve in Big Sur, CA, where they engaged with a local Artist in Residence who facilitated self-esteem building exercises and female self-empowerment workshops.

TVPI staff participated in a Black Excellence in Education workshop held over two-days at Stanford University that provided workshops on Best Practice pedagogies for engaging students of African Ancestry. Participating staff brought back to other TVPI staff and students information and strategies to better provide ongoing enhancements and techniques for engaging targeted students.

In the 3rd week of July of 2018, 20 Emanyatta Warriors performed their libation and showcase the Emanyatta Program to an audience of over 300 participants. As a result of this marketing, several attendees referred new students to the Emanyatta Program.

All Emanyatta Warriors participated in a youth summit at the end of the summer co-sponsored by TVPI, the City of Seaside and the NAACP Youth Council. All participants received a free backpack and school supplies, as well as being able to participate in a host of age-appropriate workshops.

Year 1 – Parent Feedback

Parents were given the opportunity to provide feedback each Emanyatta Session via survey or verbally. On average 3 – 5 parents stayed each week. Their feedback was consistently extremely positive. Additionally, 7 parents participated in the annual focus group held toward the end of the school year where they shared their thoughts about Emanyatta and provided input for improvement. Parents were extremely thankful for Emanyatta. Many shared that their children don't like to get up in the morning for school, however, wake up ready to go to Emanyatta on Saturday. One parent summed it up beautifully,

To say that I am grateful for the Emanyatta Program would be truly and understatement. Since moving to Monterey almost 10 years ago, I have never been in a space with Black children with the goal of empowerment and educating kids on their culture! So often our children sit in rooms where they are the 'only one', they are so often the 'other' and it is my belief that they are subject to direct and indirect mistreatment! So, to offer a space such as this provides a resting place. The word 'Hotep' summarizes this feeling exactly. The God in me recognizes the God in you. Thank you!

One warrior had to leave Emanyatta as his family moved to Los Angeles for work and to be around more family who live in southern CA. A very brief exit interview with the mother was conducted by the local evaluator who often stayed for the Emanyatta sessions (See Appendix 5). The parent shared how the program exceeded her expectations in that her son was very excited each week to come to Emanyatta. She also

indicated that the Emanyatta Program was one of the things she wished she could take with her to Los Angeles.

Overall parents were extremely supportive of Emanyatta. The few who stayed were helpful when asked to participate but mostly wanted to listen to the speakers and learn along with their students. One shared that she did not know much about African American history and that she looked forward to Emanyatta as a personal learning experience. Most parents, however, dropped off their children on Saturday morning and picked them up at the end of our sessions. Based on the limited number of parents providing feedback, we made the decision to actively encourage more parents to participate in the Year 2 focus group by having it at a convenient time for them and by offering snacks.

Implementation Year 2

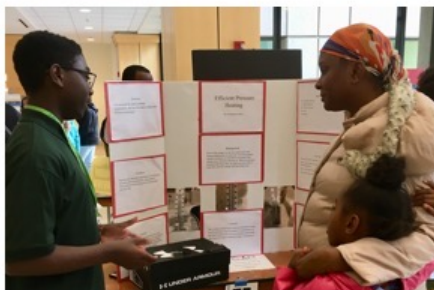
There were no major changes in Emanyatta for Year 2. The Saturday sessions continued on the same schedule developed in Year 1. Over the summer students were recruited through word of mouth and referrals from both TVPI staff and current parents. The returning students were familiar with the schedule, the habits, rituals and routines of Emanyatta. Staff also learned of the attendance patterns in Year 1. Children had athletic commitments and other issues that prevented them from attending each week. Thus, staff decided they could handle up to the original goal of having 40 students enrolled in Emanyatta. Twenty-three Year 1 students returned and over the course of Year 2, seventeen new students joined Emanyatta. The goal to have a total of forty Emanyatta Warriors was reached. Given the attendance records and behavioral issues documented in Year 1, the enrollment of 40 was the maximum number the program could support with staff and resources. This meant that on average 15 - 20 students would be in attendance each week based on illness, sports and other conflicts on Saturday morning. With two staff members, the director and at times the speaker plus volunteers, this ratio of students to helpers made it possible for the very active students to get the support they needed to focus and participate in the activities.

As in Year 1, wonderful speakers for Year 2 were recruited. Speakers spoke on and facilitated activities on any topic they chose. However, as previously stated, they were asked to include three core components in their session with our students: 1) reference to Africa or African American culture via traditions or pertinent information regarding their session; 2) information sharing and activities that increased self-esteem of our students and/or academic skills and awareness; 3) make presentations actively task engaging to our children. Speakers followed these requests and students were able to participate in a wide range of activities and gain valuable insights. Parents reported that they, too, enjoyed the speakers. In addition to our core staff members who presented, a few Year 1 speakers returned and others were recruited. Over the course of the second year of the Emanyatta Saturday School the following speakers participated:

- UC Santa Barbara Professor, Ingrid Banks, Ph.D.
- Musicians, The Heart Drum Band
- Local clinician, Jenality Thurman

- Local Seaside Resident, Barbara Joyce
- Architect, Tajai Massey
- Crafts teacher, Sandra Gray
- Online Show Host, Kim Caldwell
- Police Chief, Abdul Pridgen
- Author, Tamera Shiloh
- Attorney, Mia Mitchell
- Musicians, Fitz Band
- Egyptologist, Anthony Browder
- Author, Angela Dalton
- Athletes, players on the Monterey High School basketball team
- CSUMB students representing the Deltas
- Conflict Resolution Specialist, James Carter
- Graduating High School Senior (and one of TVPI's volunteers), Sabria Henry Hunter
- Artist, Milton Bowens

Students took two field trips during the school year. They traveled to Stanford where they were able to hear African American Stanford students talk about their experiences, tour a dorm and have lunch prior to going to see African American students in the Greene Scholars Science Fair on campus.



Warriors traveled to San Francisco to participate in the Akira's Book Club family event where they were able to be read aloud to, dance, and engage in art activities (pictured below).



Year 2 – Summer Program 2019

The Year 2 summer program ran between June 17 – July 26, from 8:00am-5:00pm. It was far larger than Year 1 with fifty-one students participating. Twenty-seven were from the Emanyatta Saturday program. TVPI hired 6 high school students as a result of a grant from the Mayor's Youth Fund in order to provide the students with a summer job. This was the first job for all six students and they received on-the-job training thru TVPI in addition to their salary.

TVPI was informed late that there would be construction at the permanent site used for the Emanyatta Program. Thus TVPI staff had to spontaneously move the summer program to a new location. The program was held at Bay View Academy, a charter school located in Monterey, CA. One benefit of the new, temporary site was that summer school students and staff were able to take advantage of Bay View Academy's science lab and technology.

All students were tested to assess their reading comprehension skills. It was found that nine of the students were below grade level. The students that fell below their grade level were pulled out individually and received one-on-one reading support. By the end of the summer, these students were re-tested and all 9 of them were back up at grade level.

During the morning sessions (8:00am-12:00pm), students engaged in literature, writing and arithmetic. Each session lasted 50 minutes with frequent breaks. Individual tutors had caseloads of between 5 to 7 students, along with a classroom aide to support the tutor, escorted students to the restroom or run errands when necessary. Literature consisted of students selecting a book and circling up to take turns reading. Students read aloud and the tutor was responsible for discussion and instructions. Students

received breaks and went on to their writing sessions. Each student received a journal for daily writing. Students were encouraged to reflect on the previous day and write their thoughts and not worry about spelling. Their level of age appropriateness regarding writing skills was assessed via their journals. Tutors also supported students by giving instructions about journaling. The final academic component during the morning was arithmetic. This focused on building skill sets and learning concepts. Flashcards were used as well as the showing of YouTube videos on math concepts and age appropriate math tests were administered.

Students received lunch, followed by enrichment activities. Many of the outings were a result of information gathered through a survey conducted related to the student's interests. Examples of their enrichment engagements consisted of traveling to parks, swimming, movie day, BBQ parties, beach outings and celebrating students who had birthdays during this time period.

Additional activities for growth and development included:

- Four Emanyatta female Warriors participated with non-Emanyatta students in a 6-week Girls in Transition group, held at a Ranch in Carmel Valley. These girls were 5th graders that were transitioning to middle school. They received Eagala Equine therapy and were able to process their feelings, bond as girls and work through their trauma. The girls were pulled out for 1 day during the enrichment component over the 6 weeks summer program.
- Cultural Warrior Healers and one of the summer tutors were able to participate in the Summer Institute at Stanford University. This training was held over 2 days and allowed the staff to learn educational pedagogies for engaging students of African Ancestry.
- Emanyatta Saturday School Warriors were able to market the Emanyatta Program to an audience of over 300 during TVPI's annual fundraising luncheon.
- Students attended the annual youth summit, participated in workshops, received backpacks and school supplies.

Year 2 – Parent Feedback

In March of Year 2 parents participated in the second annual focus group to give their perspectives on the Emanyatta Program. The focus group was offered in the morning of Emanyatta prior to the time parents were to pick up their children. Light snacks were made available for parents. This strategy was successful in getting eleven Emanyatta parents and one grandmother out to participate. This exceeded our expectation and nearly doubled the number of parents who provided extensive feedback in Year 1. The participants were evenly split between those who have been in the program for one and for two years. The session was recorded and the feedback was extremely positive.

There was unanimous agreement that the program was going very well. Parents discussed how they felt we have created a family; have given their children a safe place to be Black; and have provided role models where children can see themselves in roles other than the stereotypic sports figures. Parents also unanimously agreed that participation in Emanyatta had facilitated the building of self-awareness of history/culture and bolstered their children's self-esteem. They shared that this

program had provided them with a group of peers to share and discuss issues that confront parents

Although children differ in their responses, all parents shared their child has gotten a big boost in self-confidence. Some children shared their Emanyatta knowledge with other students in school as well as teachers. All agreed that their child looks forward to coming to the program and had established friendship with other Black children where there are few in their own schools. Having a full group of children who 'look like them' and 'have similar interests' helped some children cope with the issues of race in their respective schools.

Respondents agreed that self-esteem and self-confidence were raised. They gave examples of how their children now are proud of their hair instead of them wanting to have hair like the other non-Black children in their schools. They also gave examples of how their children now speak up and have come to realize their voice is important both in Emanyatta sessions and in school. All agreed that having information about their history and culture, treating them as little kings and queens, and letting them know they have the power to do anything they set their mind to doing, has been extremely motivating for the students. Some are now performing better in school, others are no longer afraid to speak up or share their culture/history because of newly acquired pride and understanding.

With a show of hands we asked parents to respond to a few support questions. All parents agreed they would recommend the program to others; help the program via volunteering; want to continue the program next year and would like to participate in the summer if available.

There was an overwhelming feeling of 'belonging' in this focus group. Parents shared that having a time to talk about issues relating to their children was therapeutic. They made recommendations and indicated their willingness to support the program in any way they could. They do love the program. They want to have a bigger role in keeping it going and supporting staff.

One child left the program in Year 2 to move with her family to southern California. Due to time constraints instead of doing an exit interview, her mother sent us her feedback in writing. She had been very active in Emanyatta and expressed her gratitude for the program and how it impacted both her and her child (See Appendix 5). Regarding the speakers she shared,

... When the program brings in speakers like Tony Broward who is currently excavating in Kemet (Egypt) and uncovering African history as we speak, Milton the Artist who's passion for art inspired students to research the history of the Statue of Liberty and how this original gift from France was actually paying homage to our ancestors when the United States finally ended slavery, I see their little eyes light up with hope. It's like there is an immediate sense of renewal taking place in their brilliant little minds. These observable sparks of light are due to the program's carefully crafted speakers bureau and continual exposure to knowledgeable scholars, including Mr. Mel Mason himself as he takes students on vicarious journeys to Mexico and makes in an effort to make the connection of Africa's influence on the country and it's culture prior to Columbus and Spanish acquisition.

Implementation Year 3

There were no implementation changes made in Year 3. We were only able to admit a couple of new students as Warriors. Most Year 1 and Year 2 Warriors continued with the program. The mission, core principles, goals and objectives remained as originally proposed. In Year 3, 40 initially were admitted and came to the first session. However there was attrition. Over the course of three years Emanyatta served a total of 43 students.

As in previous years, guest speakers were integrated most weeks of the program and included the following in Year 3:

- Motivational Speaker, Simeon Etoria
- Spiritual Healer, Vertis Elmore
- Health and Wellness Expert, Mary Davis
- Conflict Resolution Speaker, James Carter
- African Costume Celebrations Speaker, Grace Carroll
- Seaside Mayor, Ian Oglesby
- Parent speaking on computer science, Andres Boykin
- African Drumming, Michael Fair
- Creating Holiday Gifts with Ms. Sandra Gray
- Black Historian, Ms. Myrtle Duffel
- Dental Hygienist, Ms. Pamela Farley
- Maasai woman, Dr. Rose Sekuda
- Young Seaside Entrepreneur, Eraya Johnson
- Hip Hop Artist, Tajai Massey
- Artist, Milton Bowens



Each year the Emanyatta Warriors participate in the Martin Luther King, Jr. March in Seaside. In Year 3, students prepared signs and marched along city leaders and TVPI staff. This event helped mobilize young Warriors to action on the information they learn in Emanyatta. We did a special tribute to Martin Luther King, Jr. and shared why he was honored by a National Holiday. Having Warriors understand and integrate what they learn in Emanyatta with the social actions they take is one of the transformational pillars of the Emanyatta Program.



In partnership with Akira's Book Club, the only field trip in Year 3 was to Bishop O'Dowd High School. Warriors participated in the launch of the animation of a book that many were familiar with as it was read in the Read Loud/Read Proud segment of Emanyatta on more than one occasion, Akira's Animal Alphabet Alliterations. The young Warriors, parent chaperones and TVPI staff members viewed the animation, participated in the program, and interacted with other students present and Black book vendors. One of the Warriors was the only student who raised his hand to answer when one of the authors speaking asked for input.

Due to COVID19 and the shutdown of schools and public spaces, April and May sessions were held virtually. TVPI staff created curriculum lessons for parents and Warriors that included a recommended schedule and links to videos. Worksheets to accompany each lesson were emailed to parents. A sample of the format used for these lessons is shown in Table 6.

The format in Table 6 was used for each of the shelter-in-place Emanyatta sessions. In addition to Madam C. J. Walker, other topics included Say No to Drugs, Entrepreneurship/Hip Hop Culture and a Kobe Bryant tribute. In the final session returning speaker, artist Mr. Milton Bowens conducted a ZOOM art lesson for the Warriors. Parents were encouraged to send in pictures of their child(ren) doing their Emanyatta work remotely during the virtual sessions. Attendance was not as high during virtual sessions but the closing session with Mr. Bowens was very well attended.

Another result of COVID19 was there was not a group closing/graduation session as in the previous years. However, activity packets were created that included puzzles, books and activity sheets along with a \$50 VISA gift certificate and given to each family. One-on-one family appointments were made where children were gifted the package and their picture was taken. Assessments and parent end of year interviews were done at this time if parents and/or Warriors had not completed them previously.³



³ Each year pictures that were taken of the children and activities of Emanyatta are put together in a video. For Year 1 and Year 2 the video was featured along with children's testimonials and presentations

Table 6 - Sample of Emanyatta Shelter in Place Schedule/Format

Time	Activity	Materials	Note
9:00	Breakfast	Healthy breakfast (not too much sugar please)	This is a good time to speak with your child about the shelter-in-place and why it is important and the necessity to keep a positive outlook
9:30	Libation Ritual	A plant (or you can go outdoors and pour the libation on the earth) and water	This is one our habits/rituals and routines that we would like to have children continue; it connects us and pays tribute to those who came before us. We call out their name to remember them and our connection.
9:45	Discussion/ Activity	<p>Apr1 4th – Black Beauty</p> <p>View Madam Walker film, Self Made, on Netflix (there are a few inaccuracies)</p> <p>OR, if you don't have Netflix you can see an interview of her granddaughter who wrote the book the movie is based on YouTube using link: https://www.youtube.com/watch?v=7ywbFpOTeE4</p> <p>Or, for younger kids on YouTube: https://www.youtube.com/watch?v=LOj-L2Z-Nxk</p> <p>For those who cannot use YouTube use this link to read her biography on computer and discuss https://www.biography.com/news/madam-cj-walker-invent-hair-care-products</p> <p>Have children draw a hair style or cut they like in a self portrait or portrait of a sibling or parent; For younger children you may want to have them color (sample page attached)</p>	<p>We were to have Black barbers and other come and speak about personal grooming and appearance;</p> <p>Use this time to speak to your child(ren) about self care and perceptions of beauty....hairstyles, haircuts, the importance of cleanliness or any other topic you think appropriate including how big money is made in the beauty industry (barbers, beauticians, beauty supply shops, creams and lotions, etc)</p> <p>Possible activities to use for this lesson</p> <ul style="list-style-type: none"> • Imagine a product they would invent and have them draw it and write what it does • Generate a list of characteristics that Madam CJ Walker had to helped her become a millionaire • Imagine a world where there were no hair products or places to do hair – what would it look like
11:00	Thank You Ritual	We have a clap to give thanks to our speakers that we'd like the children to give to the parent or person having the session with child. Asante Sana clap (they know it)	Discuss the importance of gratitude
11:05	Movement Break	Space to do some stretching or exercise (particularly important as kids are sheltering at home and not getting as much exercise)	Children love to move around so create some fun movement activities (yoga/jujitsu/running/etc.)
1:15	Read Loud/ Read Proud	April 4 th - Review attached 3 page on Madam CJ Walker and discuss with your child	
12:00	Closing Circle Ritual	No materials needed – Briefly discuss how the session went today with your child and if you don't know it already have your child teach you our Emanyatta closing ritual mantra and then say it together.	<p>Closing mantra:</p> <p>I am the child of my parents; the hope of my grandparents; the legacy of my ancestors. Let's go forth and be the best we can be. Ashe'!</p>
12:10	Lunch	Try to eat healthy in this time of being sheltered at home.	If food is a problem please give the Village Project a call.

at TVPI's annual luncheon fundraiser. All three end of year videos are available on TVPI's website (<https://www.villageprojectinc.org/emanyatta>)

Year 3 – Summer Program 2020

The summer enrichment program was initially planned to be virtual because of COVID19. However, the State of CA lifted the shelter-in-place order and TVPI was able to hold both a virtual and on-site program based on student and parent's needs. Some parents wanted and indicated they needed an in-person program. Others still didn't trust public gatherings and wanted a virtual program. Emanyatta staff continued to work diligently along with parents and TVPI staff members to create both a virtual and an in-person summer program. Parents were given the options to choose what suited their needs best. Careful precautions were made to keep children socially distanced and to follow the state regulations for opening of schools. From June 15 thru July 24, twenty-eight students attended the on-site program and fifteen attended the virtual program. The Parent's Advisory Council facilitated the on-site program with several Emanyatta parents volunteering to take leadership roles. The agency provided funds for PPE equipment, supplies and funds for youth mentors. Cultural Warrior Healers with staff support created a template for the schedule and content of the virtual shown in Table 7.

Ten Emanyatta Warriors, their siblings and an adult chaperone along with the Program Director were able to participate in a one-week virtual summer experience to Ghana, West Africa from July 6-10. The tour went from 7:00am-9:00am each morning via zoom. Our local evaluator provided TVPI with this opportunity as a result of ongoing work/partnership with the A Black Education Network (ABEN), ABEN provided scholarships for our Warriors. Participants explored historic Jamestown, Cape Coast Dungeons & Kwame Nkrumah Park, meet leather and carving artisans at the famous Art Center in Accra, experience shopping in the bustling marketplace, see local food prepared, and visit with student in Nzulezo, the Village on Stilts.

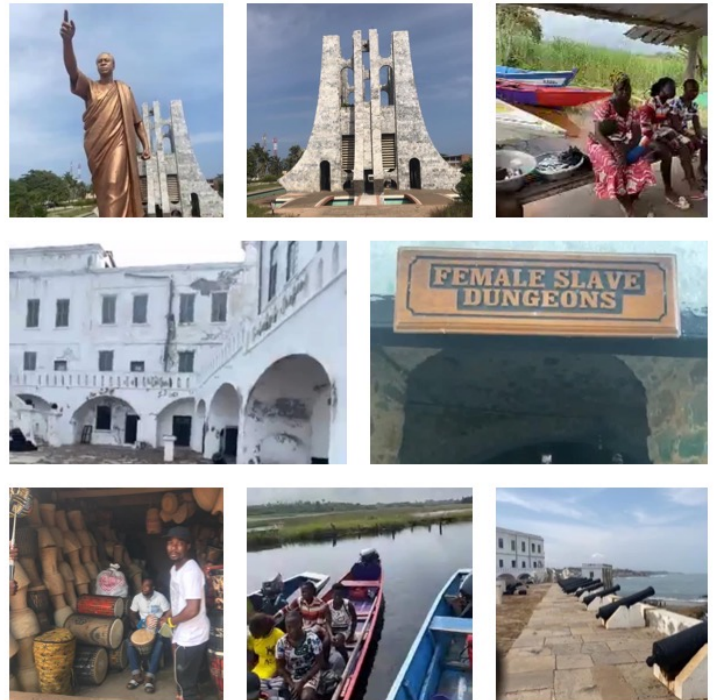


Table 7 - TVPI Virtual Summer School Daily Schedule Template

Date_____ Topic_____			
Time	Activity	Materials Needed/Notes	What staff should be doing.
10:00	Check In Attendance	Your computer and yourself ready to work and learn Everyone should be on at 10 am each morning	Log into Zoom check who is present (attendance) and do individual check ins if time permits.
10:15	Morning Ritual & Day's Instruction	Paper and pencil; Video note taking sheet	Guiding students to participate in morning ritual; listen Focusing and taking notes when necessary about what you will be doing in today's lessons. Ask for and answer any questions for students who may be struggling.
10:30	Video		Watching the video with students/reviewing the Video Note Taking Sheet and vocabulary w/students
10:45	Group Discussion	Notes on video (vocabulary)	Listening to group; answer questions they may have in completing their Video Note Taking Sheet
10:55	Complete Video Note Taking	Video Note Taking Sheet; students need phone or tablet to take picture of the completed sheet to send to TVP! Or staff can take screen shots of work.	Completing the Video Note Taking Sheet; your students can watch the video more than once to get the Sheet completed; Take picture of completed sheets and email to TVPI
11:00	Spanish	Red Group: ⁴	
		Green Group:	
		Yellow Group:	
12:00	Lunch		Get and eat your lunch
12:30	Math	Red Group:	
		Green Group:	
		Yellow Group:	
1:30	Reading Activity	Red Group:	
		Green Group:	
		Yellow Group:	
2:30	Creativity Zone: arts/ crafts/etc.	Red Group:	
		Green Group:	
		Yellow Group:	
2:50	Review of Day and Next Day Preparation	Red Group:	
		Green Group:	
		Yellow Group:	
3:00	Closing Ritual		Actively lead students in closing mantra

Due to COVID-19, TVPI's annual luncheon held each summer was not held in-person, rather, it was held virtually. The Emanyatta Program was featured though film and pictures and in order to market our IPP. Funds generated made it possible to serve Emanyatta parents and families in need of rental assistance, food vouchers, utility payments and gas vouchers.

⁴ Students were divided into three groups according to ability.

Year 3 – Parent Feedback

Parents provided very positive feedback in the Year 3 focus group. A dozen parents participated and shared their views. Some parents had children from the original Emanyatta cohort while others just came to the program in Year 3. The group consisted of one grandmother, two fathers and the 9 mothers. This group was very talkative and jovial. They reiterated what was shared in previous years about the Emanyatta Program being the only program where their children get to see a large group of other children that look like them and where they get massive doses of positive feedback from staff and each other. Parents shared that they, and their children, experience a sense of camaraderie and community in Emanyatta that they do not get in school or in other settings outside of church. They shared the positivity of the program and the emphasis on showcasing Black excellence had a great impact on their children. Parents shared their children are more open about who they are and more proud of their heritage. As the grandmother shared,

“The closeness the kids now can see that they are important and beautiful and look this way and feel “nobody’s going to take that away from me”, so that’s why they are so proud of themselves now, you can see it in their faces...you know I like that.”

Other parents discussed how this feeling of pride extended beyond the program and into the school setting,

“And another thing with the kids too is a lot of kids in school are by themselves and are the only in a couple classes or whatever and this place gives them confidence like when they go now, they used to go like “oh my god they’re picking on me” or whatever, but now the kids go to school and they feel protected within their selves they don’t care if another person looks at them because they feel important.”

“My son started out in a pretty much 98% Hispanic preschool and now his school is about 60% Caucasian and I’d say maybe there’s 10 Blacks total in his entire school and the rest are like Hispanic and Asian and I know that his teacher tells me that when he goes to class he’s always coming in sharing what books they read here on Saturday...and he brought his books from Akira’s Book Club to school and he’s always teaching them something that he’s learned from Saturday. So like when we went to San Francisco last weekend he went back to school and he’s like “Oh we went to San Francisco and my mom got to hear these rappers and they got to talk about their life.” So he goes and talks about everything he learns on Saturdays and he asks me sometimes “can so and so come with us to Emanyatta?” I say like well I don’t know if their parents are going to let them but you know I don’t mind, but he’s always talking about something that he learned at school. He’s always going back to his friends telling them what he learned in here at Emanyatta.”

“So my daughter... she always had issues expressing herself and like performing in front of a crowd. So being in this program allowed her to build alliances as well as build self-confidence and find a sense of security. That’s why I think most of the kids here do well because a kid wants to feel secure. Once they feel secure then they can express themselves and be able to grow into who they are so [my daughter] has

received a student of the month award a few months back...she's like at the top of her class."

Mothers also mentioned and had comments about hair. Four different mothers described how being in Emanyatta helped their children accept their natural hair.

Mom 1 – "So last year she had her kindergarten graduation and you know my daughter, she's just now starting to even like having braids in her hair and things like that. She always wanted to have like, "Mommy I want a ponytail down here" and I'm like "we're not going to get a ponytail like that." She's in first grade now and my mom had bought her this handmaid African skirt and head wrap and so she was like "I wanna wear my hair natural..(afro)" and she wanted to wear her hair scarf and everything and her mission was just to tell everybody where the skirt was from, why her head was wrapped, why her hair looks like that, and so there's this little girl her mom was like "where do you get Kennedy's hair braided, she's begging me to get her hair braided"... I think the influence has been reversed and that's really nice to hear... she doesn't feel so defeated about being different... she feels more empowered to be different and she's like accepting that it's ok to be different and you can still be a leader, you can still be someone of influence even though you're different."

Mom 2 – "She is like the only Black student in her school but she's outgoing and her grades are good and she's like top of her class. The only thing that I had a problem with was her not wanting to wear her natural hair at school. So um, and she didn't want to wear it here either but now she'll wear it here but she's still like hesitant to wear it at school, so that's a change that I've seen in her."

Mom 3 – "I'd just like to piggyback off of that because both of them have mentioned their hair, and with my daughter Kamami, she was just like Dominique's daughter wanting to always wear an Elsa braid. She was so into frozen and like the princess and she just has a problem with that and then her skin tone and then her gums are darker so she asked me a lot of questions about well, "Why is her skin tone like this? Why is her hair like that?" I'm trying to let her know that you know you're still beautiful your hair is beautiful you know and I think that coming to this program she is starting to realize that but we've only been here for a short period of time so I'm hoping that she will love herself and who she is more as we continue to come."

Mom 4 – "My daughter, she had that same issue. When she was younger she would just be home with me and I would tell her you know "you're beautiful you have puffy hair and its so soft and beautiful" and then she went to school and she started with the Elsa braid and all of that and I was like, you know I'm going to have to home school her...that was like my initial reaction. I was like I don't know how I'm going to do it you know but I'm going to have to take her out of school, but being here it's changed."

It was very clear that parents agreed their children developed a greater sense of cultural and racial pride by being part of Emanyatta. It also built their general self-confidence in being able to speak in front of a crowd and being encouraged to share their views.

Seeing role models of Black excellence has also been a factor in their self-acceptance and self-love.

Parents discussed how they, too, learned about their history and culture through participating in Emanyatta. They shared this was a missing link in their own schooling. A few wanted to get more involved and the group suggested that there should be more formal parent meetings so that more parents can get involved. One parent suggested that the children take on more responsibility and perhaps each week some of them could be assigned to give five-minute speeches or information sharing so they are forced to do research and public speaking. There was a feeling of regret that each session was not videotaped so that parents and others could revisit (in some cases see for the first time) sessions and continue to learn about our culture and see the role models. The only complaint was that TVPI staff did not reach out often enough to parents for information sharing and to request support. Most parents also completed a survey at the end of Year 3 and their responses are included in the evaluation section of this report.

Evaluation Study Participants and Recruitment

Due to the shrinking number of African Americans in the area, to reach recruitment goals, TVPI outreached to African American children in Marina, Monterey and Salinas. The goal of increasing self esteem, reinforcing participants internal strengths and instilling cultural pride in self and their African ancestry so that they grow up with pride was front and center in recruiting students. Other culturally recruitment strategies included the creation of church fairs as part of TVPI's marketing material that had information about the Emanyatta Program. The marketing materials were kid friendly with bright colors and words and African cultural symbols. Due to TVPI's relationships with the churches, the NAACP, Black Civic organizations, fraternities and sororities TVPI recruited 27 students who wanted to participate in Year 1. Of these 27 students, 22 fully participated and one had to leave mid program due to the family relocating. Of these Year 1 students, 16 participated in the Summer School Component. In Year 2 additional students were recruited to bring the total number of participants up to the maximum capacity of 40. Thirty-six actually came on a consistent basis and became our Year 2 cohort of Emanyatta Warriors. By the end of Yr 2, the reputation of the program had grown in the community and many parents wanted their children to participate. However, we were limited by staff and resources and thus only were able to add a couple of students from the waiting list for Yr 3 to keep the number at our maximum of 40. All but one showed up for Yr 3, however there was attrition in the second semester of the school year due to COVID 19 issues and 33 students completed the full year.

Since students were asked to continue as Emanyatta students each year, by the end of Year 3, they ranged from K – 6th grade. Slightly over half had been in Emanyatta for the full three years and most were two-year participants. Students were given the CCII and the Self-Concept assessments within the first two weeks of their entering the program. Each was individually assessed in person by the local evaluator either at the school site or TVPI's office. In Year 3, the post-assessment was also conducted in person over the course of two months either at the school site or TVPI's office. The timing was stretched a bit due to

COVID19 adjustments. Parent focus groups were conducted by the local evaluator in one of the portables at the site of the Emanyatta Saturday School. The local evaluator and her staff member conducted parent post-interviews. Half were conducted over the phone due to COVID19 and the other half were conducted in person at TVPI's office when their children came in for his or her scheduled assessment appointment. Appendix 2 lists the total number of Warriors that participated in the Emanyatta Program over three years, date of entry and what data from our measures were collected for each family used for analyses in this report.⁵ The detailed responses of each warrior on their pre- and post-self-concept and CCII assessments are in their case studies.

Measures and Data Collection Procedures

The Emanyatta Program was conceived as a pilot program to see if the intervention would impact students in a positive way. Based on past research and knowledge of how Black students are doing in local schools and other institutional systems in the Monterey Bay Area, this pilot was set up specifically to serve as a buffer for students of African descent. The buffer was needed for them to navigate these environments that often denigrate their heritage and view them negatively. TVPI's intention was to increase their understanding of their history and culture to in turn bolster their self-esteem. Research has shown that students with such knowledge and who have positive self-esteem also do better in school and overall in life. Because this is a pilot study, and because the participants were very diverse in background, a decision was made to report the data in more of a case study format versus merely pre/post survey results. Thus the baseline interview with parents not only contained the forced choice questions required by SWE, but additional open-ended questions regarding parents reasons for participating in Emanyatta and their assessments of their child(ren). Open-ended questions inevitably yield a greater variety of responses from participants and are more difficult to analyze statistically. However, they provide insights that closed-ended questions cannot. In addition to the initial interview, parents signed an agreement to be part of the Emanyatta Program's research, a consent form for data collection and use of photographs of their children.

Two major pre/post measures were created to directly and indirectly assess self-concept. At the beginning of Year 1, a child measure to assess the child's overall self-concept/self-esteem was created. In looking at the literature on self-concept and self-esteem there were few, if any, measures that were directly applicable to our target population. Thus, this measure was adapted from an existing measure and administered orally one-on-one by the evaluator. After reviewing the research and methods currently used with young children and consulting with experts, the decision was made to adapt the process and some of the items used in the Thomas Self-Concept Values Test. A very brief abridged version of this tool was created. We used Thomas' methodology of asking the child to respond to a set of questions four times. The first time we asked for a self-

⁵ Due to COVID19, some of the post interviews with parents and some of the post assessments with the Warriors were done over the phone and others were done one-on-one, social distancing with the evaluator at TVPI's office. Two parents did not want to leave their homes to bring their children to do the post assessments. A couple of others did not respond to calls during this time.

assessment. The second round using the same question set, asked respondents about how they thought their mother would respond. The third round asked about their teacher and finally in the fourth round asked about school classmates. Thomas' forced choice responses were used, i.e. good or bad, happy or sad, and so forth. Questions from Thomas' twelve value areas were reviewed and the following ten questions were selected for this study:

1. Is (_____) **happy** or is he/she **sad**?
2. Does (_____) **like** to play with other kids or **not like** to play with other kids?
3. Is (_____) **smart** or **not very smart**?
4. Does (_____) **like** other kids to play with his/her things or **not like** other kids to play with his/her things?
5. Is (_____) **scared** of a lot of things or **not scared** of a lot of things?
6. Is (_____) **scared** of a lot of people or **not scared** of a lot of people?
7. Is (_____) **strong** or is he/she **weak**?
8. Is (_____) **clean** or is he/she **not so clean**?
9. Is (_____) **well/healthy** or is he/she **sick**?
10. Is (_____) **good looking (pretty)** or is he/she **not good looking (not pretty)**?

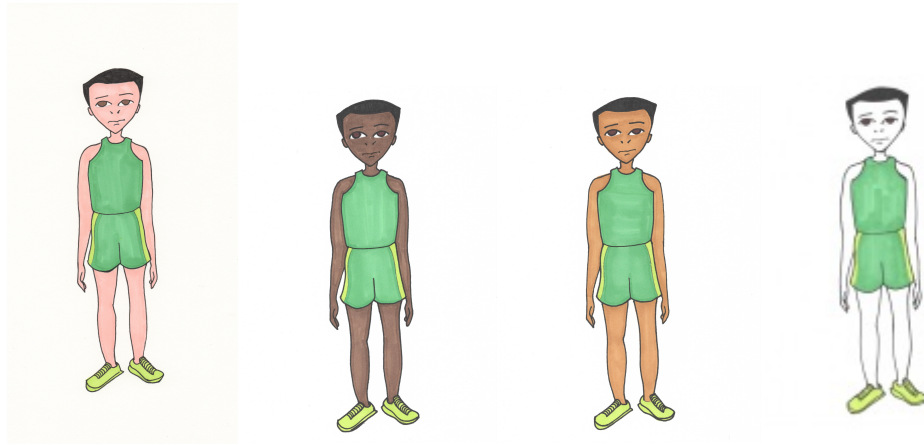
Thus the child would be asked this set of 10 questions four times: for him/herself; for mom; for teacher; for the other kids in his/her school/class. Each child was assessed individually. Using the Thomas methodology, each student was shown a picture of himself or herself prior to answering the first set of questions to focus their attention on answering the questions about themselves. Before asking the subsequent sets of questions, the child was told they were to put themselves in the place of the target respondents, i.e. "Now I would like you to answer these same questions but answer them the way you believe your mother would answer them." Clearly this is not a traditional self-concept or self-esteem measure. The items do not necessarily hang together to create a singular self-concept measure. However, the items are those that reflect some of the concerns staff has for the target population. Emotion, sharing, fearfulness and other individual issues are captured in the measure as well as the child's perception of significant others and peers in school. Thus each item can stand alone and can provide insights around specific issues. Since this is a forced choice measure, it limits analyses of intensity. However, this methodology is easier for young children to understand and more quickly administered. Like Emanyatta in general, the self-concept measure was being piloted with our Warriors. For lack of a better label it is being described as the self-concept assessment. Children were given this assessment within the month they entered the program and once again in the spring of 2020.

The perception of how one's color impacts one's self-concept is a topic that has plagued African Americans since slavery when dark slaves were described as field slaves and the lighter as house slaves. House slaves were thought to be better than field slaves and in

reality were probably treated better. However, It was used to divide the slaves and according to research has persisted through the decades. Clark and Clark's infamous doll test conducted in 1947 showing that Black children prefer white dolls was used in the seminal 1954 Brown vs. Board of Education. In their research article, *The Blacker the Berry: Gender, Skin Tone, Self-Esteem and Self-Efficacy* (2001), Thomson and Keith describe how this division impacts young women. More recently CNN commissioned University of Chicago child psychologist, Margaret Beale Spencer, to replicate the Clark Study. Her "pilot study" (133 participants were used) found many of the same prejudices among white children, but seemed to show that some African-American children now have a more positive attitude toward children of their own race. This issue of colorism has been persistent. A version of the doll study was created for this study to see how Emanyatta students perceived color and if being part of Emanyatta would shift any of these perceptions. The second measure used in this research was created to assess the student's perception of 'color' and was conceived as an 'indirect' measure of self-esteem. The local evaluator consulted with Dr. Margaret Beale Spencer on this measure. Learning how children viewed color in the context of certain activities and to see if these views changed over time was another objective of this assessment. A wide variety of questions were considered. Many focused on societal stereotypes. The following ten were chosen and made up the final assessment that was entitled the Children's Color Identity Index (CCII).

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with? (Use doll for the girls and action figure for the boys)
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage? (Use pictures for #5)
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (picture of afro, braid and straight hair styles)

For nine of these ten questions the children had to choose one of four illustrations. The illustrations were identical except for the color of the person in the illustration. Each of the four options for response was on a separate laminated 8 ½ by 11-inch sheet. The sheets are randomly set in front of the child when the question is asked. The respondent was asked to choose the sheet that had the picture they believe would best answer the question. For example the following were the visual options for question #1 – Who in this picture do you think is the fastest runner?



Below are students as they take the CCII.



The CCII was administered at the same time as the self-concept assessment when time and circumstances permitted. Children could possibly choose illustrations based on their own shade of color, based on their family or a key family member, based on stereotypes with which they may be familiar, based on their developmental stage, or

just randomly make selections. This CCII assessment was piloted with Emanyatta Warriors to generate data to potentially answer these questions.

Parent pre-interviews were conducted by the clinical director at the onset of the child's participation in the Emanyatta Program. The evaluation team conducted parent post-interviews in the spring of 2020 during the COVID19 period of sheltering in. Notes were kept by the clinical and program directors on interactions and issues facing participating families. The Cultural Warrior Healers, based on their work and observations of the participants, provided additional weekly feedback during the academic year. Students came from a variety of schools in three different districts plus from private schools. Frequently, the method of providing progress via the report cards varied from school to school. Given their relationship with the Warriors, the CWH were tasked with providing an academic rating of the Warriors using the report cards where possible, tutor reports and their own assessments. They were to provide a general assessment of participants' academic status using a five-point scale (excellent, good, fair, poor, very poor). Parents were also asked to rate their children's academic standing in their interviews.

All data collection for assessments, surveys and interviews, with the exception of phone interviews, took place at the Emanyatta school site or at TVPI's offices in Seaside. Report cards used by the Cultural Warrior Healers to generate an academic assessment were submitted by parents and in some cases directly from schools. Table 8 shows how the measures were administered.

Table 8 – Method of Assessment Measure Administration

<i>Assessment Measures</i>	<i>Orally one-on- one</i>	<i>Via telephone</i>	<i>Self via pencil/ paper</i>
Parent initial interview and Mandatory SWE pre measure⁶	X		X
Pre and Post Child Self Esteem Measure	X		
Pre and Post Children's Color Identity Index (CCII)	X		
Parent Post Interview	X	X	
Mandatory SWE post measure			X

At the end of Year 1, a template was created for reporting data for each student. Having a uniform format made it easier to make comparisons across cases. The template includes two sections and a demographic cover sheet. The first section, End of Year Summary, included attendance to program; brief school data; whether the student was in therapy; plus descriptive data on students' background, clinical data, parents' initial assessment, and a brief overall summary. The second section, Child Assessment Measures, was a record of the results of our two child assessments – their responses to the Children's Color Identity Index (9 questions with four options for answers and one

⁶ Data from the mandatory SWE measures are not being used in this report. The first cohort of families were given the SWE pre measure along with other baseline questions in one-on-one interviews with the clinical director when they enrolled their child(ren). This was prior to the SWE pre measures being formally approved. Thus these parents self-administered the approved version of the SWE measures via pencil and paper in a group setting at the Emanyatta site.

with three) and their responses to our Self-Concept / Self-Esteem measure. Since this is a longitudinal study and children were encouraged to participate each year of the program, the annual data compiled on the templates were used in this report to answer the evaluation questions and systematically reconfigured for the case studies in Part II.

The evaluation questions and measures have not changed over the course of the program. We administered the pre and post CCII and Self-Concept measure to Emanyatta Warriors. Parents participated in an initial program entry interview and an end of Year 3 interview. A subset of parents participated in annual focus groups to get input, feedback and suggestions from parents on the operations and impacts of the program.

Fidelity and Flexibility

Over the course of the Emanyatta Program only a few changes from the original proposal were made as discussed in previous sections of this report. These changes were based on the experiences gained in implementing the program. The following is a descriptive list of Emanyatta fidelity and flexibility in regards to the initial proposed work.

- Based on experiences in years 1 and 2, regarding time and energy necessary to implement all components of our program successfully and given budgetary constraints and staffing, the program was limited to 30 students in Year 1 and moved back to the originally proposed number of 40 students in Year 2.
- The habits, rituals and routines that emphasized cultural congruence were consistently used throughout the program, across all three components.
- A short 5 – 10 minute exercise/movement activity in between the speaker and the read loud/read proud a segment of the Saturday school was added to the original schedule to allow children to move and reenergize. A specific time for movement was overlooked as a cultural activity originally but was introduced early in Year 1 and maintained throughout the program.
- The number of times student and parent assessment tools were administered was reduced. Students were given the pilot self-concept assessment and the Children's Color Identity Index (CCII) at the beginning of their involvement with the program and at the end of Year 3. Parents are given the baseline interview with the SWE pre questions when they signed up to participate and an interview at the end of Year 3.
- One parent focus group was conducted per year. However, ongoing feedback from parents throughout the year was received via brief surveys after Emanyatta sessions for those who stayed and via verbal feedback.
- A Parent Advisory Board was recommended by parents and created at the end of Year 2 to allow parents to provide more input and support.
- Feedback from the schools via teacher interviews was removed from the evaluation due to time constraints and based on students coming from schools across the county in four cities (Seaside, Monterey, Marina and Salinas).
- A 'debrief' process for parents who left the program was added to get information about family departure from program where possible.

- An individual ‘case study’ approach to analyses and evaluation was developed instead of only using the more traditional pre/post group data analyses. This was due primarily to the fact that there was such a wide range of students in the program. For example participants include those who are experiencing extreme stressful incidents (we have had two parents die over the course of the program); students who are on the spectrum for autism; students who are high achiever; students with an African, Jamaican, White, or Latino parent; students with an incarcerated parent; and students with high and low emotional competency.

Overall, the program stayed true to the original goals of the proposal. The aforementioned changes were minor. There was fidelity to the proposed recruitment, implementation and evaluation of the Emanyatta program.

There were many unintended positive outcomes as a result of the Emanyatta Program. The community support was excellent. The program took root and was viewed as a very positive experience by parents and others, many who were not receiving services from TVPI. A waiting list was generated because TVPI could not accommodate the number of families who wanted to become part of Emanyatta. One family with two young Emanyatta Warriors, moved to Los Angeles and commuted back to Seaside so they could continue to participate in the program. Many Year 1 speakers returned in Year 2 because they felt the program was so valuable to students and they had such a good experience. A community member from San Jose who learned of our project, paid for the bus to enable Emanyatta students to go to Stanford in Year 2 to see other young Black students in the Greene Scholars Program’s science fair. A returning speaker brought Funko Pop collectible action figures to use as models in their art activity and then gifted each Emanyatta Warrior a Pop figure to take home. Some Warriors were provided scholarships to go on a virtual trip to Ghana. Parents in Year 2 wanted to show appreciation of the program and planned an end of year celebration that included a red carpet walk for students and gifts from Senegal for staff members. The fidelity to the original plan with minor changes based on experience has truly generated excitement and positive outcomes. The goals, process and intent of the assessment tools were adhered to. The delivery, including quality and participant responsiveness, was successful.

Data Analyses – Quantitative and Qualitative

Data used for these analyses are described in this section. Attendance data were collected each Emanyatta Saturday School Session and recorded by year. Thirty-four of the total 43 parents who participated over the course of the three years completed the end of Year 3 interview. Most were interviewed over the phone, however a few were interviewed in person at the time their children were given their post assessments in the TVPI offices. Each of these interviews was conducted by the local evaluator and one of her staff members who was trained to conduct the phone interviews. The interviews contained forced choice questions as well as open ended questions focusing on the parents’ perspective of the Emanyatta Program and its impact on their children’s participation. Forced choice questions were coded by the local evaluator. Regarding the

academic performance of children, the Cultural Warrior Healers provided input and participated in a training to be consistent in their rating of the students. Report cards, input from tutors and their own experiences with the students were used to give each student an academic rating on a five point Likert scale (Excellent, Good, Fair, Poor, Very Poor). These data were used to generate:

1. Descriptive Statistics: Frequencies
 - a. Self-concept assessment measure (pre & post separately across all dimensions)
 - b. CCII (pre & post separately across all dimensions)
 - c. Parent Academic Rating
 - d. Parent Rating Program Impact on Academic Achievement
 - e. Parent Rating Program Impact on Social/Emotional Development
 - f. Parent Rating Program Impact on Self-Concept/Self-Esteem
 - g. Parent Rating Program Impact on Work/Play w/Others
 - h. Parent Rating Program Impact on Cultural Awareness
 - i. Parent Rating Program Impact on Racial Awareness
 - j. Parent Rating Program Impact on Color Consciousness
 - k. Parent Rating Program Impact on Mental Health
 - l. Parent Overall Rating of Emanyatta
 - m. Cultural Warrior Healer composite Academic and Skin Tone/Color Ratings
2. Inferential Statistics: Repeated Measures ANOVA
 - a. Dependent Variables:
 - i. Self-Concept Means (pre & post comparison across all dimensions)
 - ii. CCII Means (pre & post comparison across all dimensions)
 - b. Independent Variables:
 - i. Student Age
 - ii. Number of Sessions Attended
 - iii. Cultural Warrior Healer Academic and Skin Tone/Color Ratings

Although for research and evaluation purposes, it was important to collect the aforementioned quantitative data, it became increasingly clear as the project progressed that each Warrior came to the program with different needs and circumstances. The internal diversity of the group was tremendous. Thus the qualitative data was considered to be the primary data from which conclusions would be generated. As described previously in this report, a case study approach was used so that the richness of data generated by ongoing interaction with students and their families would not be lost in group analyses. Qualitative data was collected each week. Cultural Warrior Healers documented Emanyatta Warrior behavior and participation both in the Saturday school and in the After School Program; the Clinical Director worked with some of the Emanyatta Warriors and their families and kept copious clinical notes; and the Program Director worked with individual families as issues arose and also took notes. These notes were synthesized by the local evaluator and used to create brief individual case studies of the Emanyatta Warriors that are included in Part II of this report.

Results

Forty-three students were engaged over the course of three years in the Emanyatta Saturday School. Our age / grade criteria for entry was to recruit students from preschool through fourth grade, ages 6 – 9 years old. The program adhered to these criteria. Because students were encouraged to stay for the entire duration of the

program, by the end of Year 3, some students were 12 years old. The youngest student was 6.7 years old and the oldest 12.5 years old. The mean age of our sample was 9.5 years at the end of Year 3.

Warriors ranged in their attendance from one student only attending seven sessions and then departing the program to one student attending 65 sessions over the three years. The first two years were all in person sessions. However, due to COVID19, the March through the end of the school year sessions in Year 3 were virtual. Many students did not attend the virtual sessions. Staff and Warriors had to learn the ZOOM application and in the first session only one student participated. Table 9 presents Emanyatta Warrior attendance by year.

Table 9 - Descriptive Statistics – Attendance

	Total N Student	Minimum	Maximum	Mean	Std. Deviation
Year 1 Attendance	38	5	23	16.16	5.395
Year 2 Attendance	38	5	26	14.50	5.249
Year 3 Attendance	40	1	19	11.18	4.684

Due to COVID19 the schools were closed for group gatherings based on state and county mandates in the spring of Year 3. TVPI staff was unable to get timely report card data. However, they collaborated with the afterschool tutors, used past academic reports and their own experience with students to give them a 1 – 5 academic ranking. They reported that all of the students improved since their participation in Emanyatta and TVPI's afterschool program. Of the forty students they ranked, eleven were ranked excellent; seventeen were ranked good, eleven were ranked fair and only one was ranked as poor. The poor rating was given to one of our young Warriors who is possibly on the autism spectrum. However, he, too, was reported as having increased his reading and ability to complete academic assignments. The increase in academic ability that is reported by the Cultural Warrior Healers is consistent with parent reports. Many shared that their child has gotten much more self-confident, less fearful of speaking in public and better in reading as a result of their participation in Emanyatta and TVPI's afterschool program activities. These comments as well as a brief academic assessment are recorded in the case studies. Triangulating what the staff, parents and Warriors shared about academics and perceptions of the Warriors can also be seen in the case studies. In the vast majority of the cases the views of these three stakeholders are consistent.

Self-Concept Assessment

As described previously our Self-Concept Assessment is adapted from Thomas Self-Concept Values Test to measure child's concept of self and their perception of what parent, teacher and kids think about them across 10 items. Thus four subscales were created, one each for

- Self
- Parent
- Teacher

- Kids

Each subscale is comprised of 10 items that each are rated either positively or negatively by asking the students forced choice questions (i.e. Is Sandy smart or not so smart?). Items #5-#6 (scared/not scared of things and of people) were reverse coded for each subscale for analysis. The mean scores of the 10 items were generated for each subscale across both test phases, namely pre- and post. Repeated measures analysis of variance (ANOVA) were conducted to examine significant differences in child's concept of self, parent, teacher or kids. Only children who completed the assessment at both pre- and post-phases were included in these analyses. There were no significant differences. The mean pre- and post-scores for each subscale are delineated below in Table 10.

Table 10 – Repeated Measures ANOVAs of Pre & Post Self-Concept Subscale Means

Within-Subjects Factors		
	MEAN	STD. ERROR
PRE Self Concept	.947	.013
POST Self Concept	.881	.013
PRE PARENT Self Concept	.890	.000
POST PARENT Self Concept	.859	.052
PRE TEACHER Self Concept	.934	.000
POST TEACHER Self Concept	.903	.000
PRE OTHER KIDS Self Concept	.831	.013
POST OTHER KIDS Self Concept	.784	.039

Although there are no significant ANOVA differences between the Warriors' pre and post self concept assessment data, the self-concept assessment shows that the Warriors generally think positively about themselves along the ten variables assessed. The vast majority of them responded by selecting the positive option on their forced choice selections on both the pre- and post-self-concept assessment. This was true for themselves and their perceptions of their mother (main caregiver), teacher and other kids (See Table 11).

Sharing was the only variable where less than half of the respondents gave a negative response, not liking to share. However, developmentally this may be very appropriate. Based on our case studies and observations, many children are just learning about sharing; others in our sample are protective of their things as they don't have many; and still others are having to share for the first time in the school setting or with a new younger sibling and don't like it. Although there were not significant differences between pre- and post-assessment, participants maintained a positive sense of self from pre- to post-assessment on this pilot self-concept measure.

**Table 11 - Students with Positive Response to Questions
On Pre and Post Self-Assessments (in %)⁷**

	Self		Mother		Teacher		Other Kids	
Forced Choice Variable:	pre	post	pre	post	pre	post	pre	post
1. Happy vs. Sad	97.2	94.3	97.2	88.6	100	100	88.9	85.7
2. Like to play with other Kids vs. Not Like	100	97.1	91.7	88.6	94.4	91.4	85.7	62.9
3. Smart vs. Not smart	97.2	97.1	97.2	97.1	91.7	97.1	80.0	86.6
4. Like to share vs. Does not like to share	75.0	45.7	72.2	48.6	63.9	51.4	63.9	48.6
5. Scared of things vs. Not scared	77.8	88.6	86.1	74.3	88.9	82.9	83.3	77.1
6. Scared of a lot of people vs. Not scared	94.4	85.7	83.3	91.4	91.7	94.3	83.3	80.0
7. Strong vs. Weak	97.2	97.1	91.7	97.1	94.4	100	83.3	91.4
8. Clean vs. Not so clean	94.4	94.3	91.7	80	94.4	97.1	80.6	85.7
9. Healthy/well vs. Not healthy/sick	97.2	97.1	97.2	97.1	97.2	94.3	86.1	91.4
10. Good looking vs. Not good looking	97.2	94.3	94.4	100	97.2	100	80.6	82.9

Colorism

Colorism is defined as prejudice and discrimination against individuals with a dark skin tone, typically among people of the same ethnic or racial group. Research indicates that colorism issues in the Black community may be linked to self-esteem (Thompson, M.S. & Keith, V.M. 2001). Seaside has been traditionally described as a very diverse and unique community (McKibben, Carol Lynn 2012). Emanyatta has the most diverse group of African American children in the area. The CCII was created to see whether and how issues of colorism might impact young children. Outside of the doll studies in the past and replications of it, very little has been done regarding this issue and it's potential impacts on very young children. Thus the CCII was piloted in Emanyatta to see if differences occurred and if programs such as Emanyatta would have any impact on perceptions of color among young children of African descent.

On the Children's Color Identity Index (CCII), Warriors were shown four pictures of the same image varying only by skin color, dark brown, brown, white and stark white, and were asked ten hypothetical questions about which image the children would expect to experience the most favorable outcomes. Their responses were rated along a 4-pt scale, ranging from:

- 0=Stark White
- 1=White
- 2=Brown
- 3=Dark Brown

Mean scores of items #1-9 were generated for both pre- and post-testing. The tenth question asked children which was their preferred hairstyle. The hairstyle options were:

⁷ Table 11 shows the pattern of responses. To see each self-concept variable's mean and standard deviation, see Appendix 4

1=Straight; 2=Braids, and 3=Afro. An overall mean hairstyle score of the children's pre- and post-test hairstyle scores was also generated. Cultural Warrior Healers used a five-point scale ranging from very dark to very light also rated skin tone. After training for consensus, a score representing their consensus ratings was created. Finally the children's mixed heritage identification was included in analyses, with two options, mixed race or not. Repeated measures analysis of variance (ANOVA) were conducted to examine significant differences in child's CCII assessments from pre-test to post-test due to skin tone rating and mixed heritage. Only children who completed the CCII assessment at both pre- and post-phases were included in these analyses. No significant differences were found along these two variables. The mean scores are delineated in Table 12.

Table 12 – Repeated Measures ANOVAs – CCII Means

Within-Subjects Factors		
CCII		
Dependent Variable	Mean	Standard Deviation
PRE: Colorism	2.28	.554
POST: Colorism	2.31	.367
Independent Variable		
Mixed ⁸	Mean	
.00 (not mixed)	2.34	
1.00 (mixed)	2.18	
Independent Variable		
Skin Tone Scale		
1.00 (very light)	2.78	
2.00	2.04	
3.00	2.47	
4.00	2.32	
5.00 (very dark)	2.61	

Although no statistically significant differences were found, looking at the means in Table 12 there was slight movement toward non-mixed children choosing darker images than the mixed children. This could possibly be due to the skin tone of mixed children are lighter or the family/home context they live in. Ironically, the very light children and very dark children were those whose means leaned more toward the darker images. Warriors varied in their responses to the images they selected on the CCII. Overall students did select mostly the dark brown and brown images for most of the items on both the pre and the post CCII.

Once again, there is no statistically significant movement from pre- to post-CCII assessment on each individual item, however, there is a pattern that emerges. The pattern of movement toward the darker images from pre- to post-test was seen in

⁸ Mixed and Skin Tone Scale, are collapsed independent variables and thus we are able to provide means and standard deviations for these in Colorism (dependent variable) to correspond with that provided in the repeated measures ANOVA.

seven of the ten questions (See Table 13). There were interesting and curious differences in the variation from pre- to post-testing for each Warrior. The responses in context may be better discerned when one looks at the full case study where choices are individually presented (In Part II of this report).

Table 13 - Pre and Post CCII Mean Scores

4 Choice Items (3 = Dark Brown; 2 = Brown; 1 = White; 0 = Stark White)	Mean Pre - Assessment	Standard Deviation	Mean Post - Assessment	Standard Deviation	Direction of Change
1. Fastest Runner	2.40	.777	2.44	.704	+ (.04)
2. Preferred Teacher	2.25	.869	2.47	.787	+ (.22)
3. Preferred Toy	2.00	1.109	2.02	.904	+ (.02)
4. Prettiest Lady	2.27	.960	2.55	.503	+ (.28)
5. Smartest Boy	2.42	.675	2.23	.923	- (.19)
6. Who should be Princess	2.22	.946	2.17	.869	- (.05)
7. Who should be the Prince to save the Princess	2.45	.814	2.47	.825	+ (.02)
8. Who should be Ballerina	2.07	.971	2.11	.945	+ (.04)
9. Best Chef (cook)	2.35	.863	2.29	.798	- (.06)
3 Choice Item (3 = afro; 2 = braids; 1 = straight hair)					
10. Preferred Hair Style	1.62	.740	1.91	.792	+ (.29)

Correlations between Self-Concept and CCII measures

A two-tailed Pearson correlation analysis was performed to examine if there were any significant relationships among children's self-concept, their concepts of how their parent, teacher and other kids perceive them, and their CCII mean pretest and post-test scores. It should be noted that the CCII scoring was set up to have the more Afrocentric score be the highest (3). The vast majority of the correlations were not statistically significant. As mentioned previously the patterns were more telling than the correlations. However the following is a listing of the correlations that did show low levels of statistical significance (See Appendix 3).

- Children's self-concept at pretest was positively related to their concept of how other kids perceived them at pretest ($p < .05$), and how their teacher perceived them at both pretest ($p < .001$) and post-test ($p < .01$); That is, higher pre-self-concept was related to higher pre-kids-concept, pre-teacher-concept and post-teacher-concept.
- Children's self-concept at post-test was positively related to their concept of how their teacher perceived them at pretest ($p < .05$) and how their parent perceived them at post-test ($p < .05$); That is, higher post-self-concept was related to both higher pre-teacher-concept and higher post-teacher-concept.
- Children's concept of how their parent perceived them at pretest was positively related to their concept of how other kids perceived them at pretest ($p < .001$); That is, higher pre-parent-concept was related to higher pre-kids-concept,
- Children's self-concept at post-test was positively related to their concept of how their parent perceived them at post-test ($p < .05$); That is, higher post-self-concept was related to higher post-parent-concept.

- Children's concept of how their other kids perceived them at post-test was positively related to their concept of how other kids perceived them at pretest ($p < .01$), how their teacher perceived them at post-test ($p < .05$), and how their parent perceived them at both pretest ($p < .01$) and post-test ($p < .05$); That is, higher post-kids-concept was related to higher pre-kids-concept, higher post-teacher-concept, and both higher pre- and post-parent-concept.
- Children's CCII at post-test was negatively related to their concept of how their parents perceived them at post-test ($p < .01$) and how other kids perceived them at pretest ($p < .01$); That is, higher post-CCII score was related to lower post-parent-concept and lower pre-kids-concept

Parent Perspectives

When parents were asked in their post assessment about their assessment of Emanyatta, their feedback was extremely positive across all variables. Thirty-four parents were interviewed at the end of Year 3. Overall parents were the greatest cheerleaders for the Emanyatta Program. They shared stories of how the program helped their children build social skills and a better understanding of who they were. They were asked about the impact of Emanyatta on their children along a variety of dimensions on a scale of 1 – 10, with 10 being extremely positive impact and 1 being a negative impact, all parents responded positively as shown on Table 14. Cultural awareness ranked the highest with 70.5% indicating that Emanyatta had an extremely positively impact on their child's cultural awareness. The majority of parents marked 7 – 10 along all of the dimensions. In addition to impacting the children staff has also seen impact on parents. As one of the Cultural Warrior Healers shared in their evaluation, "I believe that parents have benefited from the program especially the one who were actively involved [had] and consistent attendance." Another staff member observed, "Parents are getting involved and learning as much as their children about our history and our contributions."

Table 14 - Parent Rating of Emanyatta Impact on Their Child in %

N = 34 respondents		Scale: 10 (Extremely Positive Impact)-----0 (No Impact)						
Program Impact on:	10	9	8	7	6	5	4	0 - 3
1. Academic Achievement	35.3	30.6	26.5	2.9	2.9	5.9	5.9	0
2. Social/Emotional Development	35.3	29.4	29.4	5.9	0	0	0	0
3. Self Concept/Self Esteem	52.9	17.6	17.6	5.9	5.9	0	0	0
4. Ability to work/play w/others	47.1	17.6	20.6	11.8	2.9	0	0	0
5. Cultural Awareness	70.5	14.7	5.9	8.8	0	0	0	0
6. Racial Awareness	52.9	23.5	14.7	5.9	2.9	0	0	0
7. Color Consciousness	50.0	11.8	11.8	14.7	8.8	2.9	0	0
8. Mental Health	38.1	16.7	16.7	4.8	4.8	0	0	0
9. Overall Emanyatta Rating	61.9	14.3	4.8	0	0	0	0	0

Table 14A – Parent Rating Descriptives (Mean and Standard Deviations)

	N	Mean	Std. Deviation
1. Program Impact on Academic Achievement	34	8.4	1.777
2. Program Impact on Social/Emotional Development	34	8.9	.951
3. Program Impact on Self-Concept/Self-Esteem	34	9.0	1.229
4. Program Impact on Work/Play w/Others	34	8.9	1.204
5. Program Impact on Cultural Awareness	34	9.7	2.045
6. Program Impact on Racial Awareness	34	9.1	1.086
7. Program Impact on Color Consciousness	34	8.7	1.567
8. Program Impact on Mental Health	34	8.9	1.218
9. Overall Rating of Emanyatta	34	9.7	.578

Discussion

When the Emanyatta Program was conceived TVPI staff was interested in answering six interrelated evaluation questions:

1. Does participation in the Emanyatta Program increase academic achievement?
2. Does participation in the Emanyatta Program decrease behavioral problems? Suspensions?
3. Does participation in the Emanyatta Program increase cultural awareness and pride?
4. Does participation in the Emanyatta Program increase self-concept/self-esteem?
5. Does participation in the Emanyatta Program reduce early symptomatology of mental illness?
6. Does participation in the Emanyatta Program decrease/prevent involvement with the justice system?

Regarding academic achievement, based on the reports from parents, Cultural Warrior Healers and the Summer School tutors, participation in Emanyatta has definitely improved the academic achievement of the Warriors. Many had difficulty reading and were able to get one-on-one tutoring through the summer program. For example, in the summer of Year 2, nine students were reported as testing below grade level in reading at the beginning of the summer. At the end of the summer they were retested and all nine tested at grade level. Unfortunately, the academic data are not as rigorous or consistent as staff originally intended to collect. Emanyatta students came from three different school districts plus private and charter schools. These schools kept very different academic records some using grades, some descriptions and others numbers. Time and distance factors along with the wide variety of schools and school progress record keeping made getting consistent and comparable data difficult. These issues were coupled with COVID19 delays thus making it difficult to retrieve more rigorous, comprehensive academic data.

Only one of our Warriors was suspended from school during the course of his involvement with the Emanyatta Program. This young warrior had suffered abuse, both physically and emotionally, from his mother's boyfriend and was removed along with his two younger siblings from his mother's home and placed with his grandmother. Shortly

thereafter his biological father came to watch a football game with the children and died of a heart attack at the game. There was acting out behavior among all of the siblings after the death. The young warrior was put on medication by social services. However, even with all of these issues, this young warrior has been able to regroup with therapy and support from TVPI staff. He has been doing much better at home and in school and family is working to reduce medication. He even was selected as 'student of the semester' in Year 3. The other 42 Emanyatta Warriors have not had suspensions from school. Some have had problems with racism resulting in some Warriors leaving a school and moving to another. For example, two families (3 Warriors) have moved to Los Angeles. Another warrior's mother is currently suing the school for racism and bullying. Emanyatta has served as a buffer for many of the parents and a safe space for them to discuss issues surround race as it impacts their children. These individual circumstances are described more fully in the case studies. Overall staff and parents felt strongly that participation in Emanyatta and the afterschool program has strengthened their children's academics, given them a sense of cultural pride and taught them about respect and discipline leading to better academic results and fewer behavioral incidents in school.

Evaluation questions three and four target the core of the Emanyatta Program, cultural pride and self-concept. The data show that Emanyatta Warriors came into the program with very positive perceptions of themselves. Their perception of how others think of them was also high. We did not use the traditional measures of self-concept for assessment. Too often, the current measures are not appropriate for the young Warriors and target older children. Thus we used some of the tenets and methods used in the Thomas Self-Concept Values Test to create a pilot self-concept assessment for Emanyatta.

The ANOVA analyses show that there were no statistically significant pre- to post-self-concept assessment differences. Students came into the program with high self-concept and ended with high-self concept. However the pattern, though not statistically significant, showed slightly lower ANOVA means on the post self-concept assessment. The Warriors were quite young when they entered the program. Many five and six-year-old children haven't left the confines of home and are just starting school and venturing out for the first time without their parents. Experiencing others and growing developmentally may have led to more inclusive and reflective responses in the post assessment. However, the overall conclusion is that young Warriors who are in both positive and negative home situations still think positively about themselves and those around them. It would be interesting to see if these positive self-assessment hold up as the Warriors get older and more exposed to an ever-present environment that doesn't always appreciate what African Americans bring to the table.

When a two-tailed Pearson correlation analysis was performed to examine significant relationships among children's responses on all four of the subjects of their ratings (self, parent, teacher and other kids) and their CCII mean pretest and posttest scores, there were only a few low level significant correlations that did not have any obvious patterns. Generally self-concept is correlated with how you believe others think of you. However,

once again, the individual comparisons in context of the Warriors case study yield more clear and interpretable data.

The Emanyatta Program created a family atmosphere where the talents and gifts of the young Warriors were not only appreciated but also cultivated. Warriors were affirmed and even when disciplined it was with warmth and caring. The lessons focused on cultural achievements and pride. A major goal of Emanyatta was to enhance the Warriors' sense of pride in their African roots. This goal was met according to all stakeholders. Parents constantly discussed how their children were learning things they didn't learn in school and how this positively impacted what they thought of themselves. Parents confessed that they, too, learned to have greater cultural pride in their African ancestry. Over seventy percent of parents who responded to the post interview shared that their participation in Emanyatta has had an extremely positive impact on their cultural awareness. The vast majority of parents indicated positive impacts on ALL of the areas questioned: academic achievement, social emotional development, self-concept/self-esteem, ability to work/play with others, cultural awareness, racial awareness, color consciousness and mental health.

This cultural pride and self-awareness extended beyond the young Warriors and their families. The two Cultural Warrior Healers (CWH) frequently expressed their newfound pride and became more entrenched in the program over time. The male CWH wrote in a summary "Emanyatta has impacted me in many positive ways, identifying more ways to be confident with who I am." The female CWH also expressed these sentiments and wrote the following in her summary,

"Emanyatta has been a life-changing program for me, I have personally learned so much about my history and it has given me a new love and pride about myself and my culture. I also have been blessed enough to watch the children or Warriors as we call them, being greatly impacted by the program. Little girls, who were once ashamed of the curly coils in their hair, being proud to rock their latest curly hairstyle. Little boys who once sat with their hood on and head down ashamed of who they are standing tall and saying loud that they too are a genius just like their ancestors. I would like to share our closing mantra with you "I am the child of my parent, the hope of my grandparents, and the LEGACY of my ancestors, let us go fourth and be the BEST WE CAN BE." Our Warriors take that mantra very seriously, and have shown nothing but greatness or Black boy/girl magic, as I like to call it since being a part of our Emanyatta Program. Emanyatta has become so much more than just a Saturday School, we are FAMILY."

Research shows that pride in one's cultural background and racial identity are often directly linked to self-concept and self-esteem. Historically one of the issues related to self-esteem is that of colorism. The Emanyatta colorism data show that these very young children generally prefer the dark brown and brown images both in pre- and post-testing. Once again, not statistically significant, but the mean data show Warriors moved slightly more toward the darker images in the post test on seven of the ten items: fastest runner, teacher, toy, prettiest lady, prince, ballerina, and hairstyle. The three where the movement was slightly toward the lighter images include smartest boy, princess and chef. Overall, with this pilot instrument, it appears that the young Warriors did not prefer the whiter images as the mean scores were between 2 (brown image) and

3 (dark brown image). The tenth question only had three responses versus the four of the previous nine questions. It didn't have color difference in the images from which Warriors selected answers, but instead hairstyle difference. The same facial image had the following three hairstyles, Afro (3 points), a braided hairstyle (2 points) and a straight hairstyle (1 point). The mean pre-test score was 1.62 and the mean post-test score was 1.91 (See Table 13). This represented the highest change score with Warriors moving toward the more Afrocentric styles. This was of particular interest as there were parents who discussed how coming to Emanyatta changed their daughters' perception of their hair, sharing that their daughters were now more proud of their hair instead of wanting to have hair like the other non-Black girls at school. Participation in Emanyatta has definitely given the Warriors a greater sense of pride in their culture and in themselves. Although the specific measures do not show statistical significance, the initial positive sense of self was maintained throughout the program. Additionally the vast majority of patterns of change have been in the positive direction, toward a more Afrocentric perspective. Although there are individual differences that can be seen in the case studies, when you look at the group data overall Warriors' self awareness, self-concept and perceptions of others regarding self are stable and positive.

Fortunately the last two evaluation questions dealt with issues that the Emanyatta Warriors did not have to grapple with. None of the children in the program were diagnosed with mental illness issues. The focus of the clinical interventions was predominately depression and acting out behavior. Those who were in clinical treatment with TVPI have made progress as described in their case studies. There were no signs of serious symptomologies of mental illness. This could possibly be due to the fact that intervention around less serious issues were attended to prior to them becoming more serious and potentially leading to mental illness symptoms. Finally, regarding our last evaluation question, Emanyatta staff was pleased to report that none of the Warriors became involved with the justice system. Intervention with a couple of young Warriors at their school by the Clinical Director prevented escalation of issues that may have resulted in police involvement. In one of these cases the school policeman was present but was asked to leave by the Clinical Director.

In addition to retrieving data regarding the six evaluation questions posed at the onset of this program, so many additional issues, both practical and theoretical have been raised. Regarding the practical day-to-day issues, Emanyatta tweaked the Saturday school and the summer program focusing on what worked, what we learned from experiencing the children and culturally congruent practices. They were very successful in making the program successful. Staff confirmed that caring, consistency and structure were extremely necessary and facilitated the engagement of young Warriors. Even when the youngest of students were initially clinging to their caregiver, not eating and not wanting to be apart from the caregiver, by the 3rd sessions, they were making friends with peers and engaging to a point that allowed the caregiver to engage with other parents and caregivers. Each of these young Warriors benefited as was evidenced by our own observations, parent, speaker and volunteer input and directly from comments, hugs and affect from the Warriors. They came into the program with a variety of concerns and issues but based on our self-concept assessment, they came in

with positive thoughts about themselves and others. The Emanyatta Program was able to build upon this positivity. Young Warriors were found to be resilient and able to adapt to the learning environment and understand the material they were learning about regarding the history of their ancestry.

There was a level of control in the Emanyatta Program that allowed staff to make changes and adapt to students' needs. However, through Emanyatta, TVPI staff members and volunteers were exposed to other family and community members' need and had the opportunity to witness firsthand, the myriad of unmet needs in the community for people of African ancestry. These were beyond the control of Emanyatta staff however TVPI attempted to support families with these unintended and unforeseen inequities in each of the systems with which our families were grappling (i.e., child welfare, criminal justice, social services, etc.). Through the Emanyatta Program, TVPI staff has created a larger space for family members, friends and community members to unload their traumas with systems existing in the county. It has allowed people to become empowered, to learn advocacy skills, to learn to think for themselves and to become self-determined. There are limited services that truly meet the needs of the members of this community. The Emanyatta Project brought to light many of the need areas confronting the families of the Warriors. The Project Director described the following areas that have deleterious impacts on the target population. They describe services that are truly needed but unfortunately not available to most of the target families:

Income Insecurity – Many families are suffering greatly and are desperate regarding having sufficient funds to house and support their children. TVPI found it hard to turn them away because it is part of our agency's mission to help those in need and part of our culturally congruent approach to helping our people. Many systems receiving funding but these funds were not going towards community-defined needs for people of African ancestry. For example, there are agencies that provide housing assistance. They received referrals from TVPI they would come back and say they were turned away. As a result, TVPI staff ended up writing for grants to secure housing support.

Advocacy Limitations - There are people in our community who are afraid to ask their doctor a question so they tend to call us as trusted advocates to help empower them to ask for what they need. There are countless stories like this where through word of mouth, someone that has gotten TVPI services will share with people and they will call for help. TVPI is not staffed nor does it have the capacity to help all those in need. This is taxing on the agency and on the families. There is a great need for other advocates to fill this void to support such families in need.

Education Advocacy – TVPI paired up some families and children with an adult Jegna/Mentor⁹ to help them navigate the educational systems. We found that once we helped a person in our program, word would get out, organically, to come to our agency for help. This, too, became taxing on our limited resources, as well. We have a wait-list

⁹ Jegna – In the African culture, Jegna is a title of distinction. The word Jegna has been translated into English as meaning: hero, warrior, soldier, courage, strength and protection of our culture, land and people, and elder.

of kids needing both academic support and mental health counseling. Other issues happening are the fact that some of the older siblings of our Emanyatta African American children are put on a certificate track as opposed to a high school diploma track. Parents are often signing off on plans that they do not fully understand. During this pandemic, we also found that when the schools in low-income communities closed and went to shelter in place, those students did not have academic work for multiple weeks and months. Our agency was called on to assist students with getting work in order for them not to fall further behind. There are countless stories of situations that have a domino effect when children are not prepared academically.

Court Support – Many people come to our agency when they are in trouble with the judicial system. They need everything from someone showing up to court with them to someone writing a letter to support them. This became such a need that TVPI wrote for a grant to hire a case manager and to incorporate therapy so that people that traumatized clients could get help for their unresolved issues from their childhood. We wanted to structure Emanyatta so that potential trauma would be identified and treatment could be provided early. We found that the criminal justice system in this county, as current events have proven in the rest of the country as well, is so unfair to African Americans that we ended up forming a Court Emergency Response Team of people with allies that could be put on the emergency list to show up to court for people and to write letters to the judges pleading for prevention and intervention as opposed to sending people to prison.

Inmate support for incarcerated parents – The school to prison pipeline has been operating in the Monterey area for some time. TVPI has created a relationship with Monterey County Sheriff. Their office controls the jail. Our staff has been on hiring panels for under-sheriff and promotional staff, etc. As a result of this relationship, we have access to see, conduct assessments and to speak with inmates. It is not uncommon for an inmate to have a situation happen, like a fall resulting in injury. We get calls from loved ones in the community trying to check on humane treatment and one such example is a female inmate fell down stairs resulting in injury. She contacted her family to say she was feeling ill as a result and guards were not helping her medically. We received a call about the situation from the inmate's father and we were able to have the higher ups check into the incident and the inmate was able to get the help she needed. This inmate has 5 kids ranging in ages 1 to 12 years old. She is a single parent. Her father, who's retired, had a heart attack only 6 months earlier, but now has to care for his 5 grandchildren. The rent is due and if it is not paid, the inmate will lose her housing when she gets out of county jail. Due to our housing funds, we were able to pay her rent for at least 2 months and are advocating to get her out of jail due to her underlying medical issues. This mother's younger kids were not able to participate in Emanyatta due to various factors, mainly transportation issues. However, the family continues to be helped by our agency. Children like hers are the targets for the Emanyatta Program. In a one-week time span, we get at least 3 to 5 calls from inmates needing and asking for this type of help. Many have children that could be being served in our Emanyatta program if the capacity were there. We strongly believe that their participation could help prevent severe and debilitating mental illness in their future and perhaps change their school to prison trajectory. Even though our community's African American population is low, like other communities across the country, our African Americans are overrepresented in jails and prisons.

Assessment Instruments

Both the self-concept and the CCII were created for and piloted in the Emanyatta Program. They were designed to be easily and quickly administered to and understood

by very young children. Students did not have any problems taking the assessments. The self-concept assessment clearly identified when children were having a difficult time in school. In the few cases where trouble existed, there was a major contrast between what their perception of the other kids and teacher was compared to what they thought about themselves. The data also call into question when do negative self-concepts begin. The Emanyatta Warriors had positive self-concepts on this assessment irrespective of their home situation, academic standing, skin color or past trauma. The question also arises as to collective self-concept vs. individual self-concept. In hindsight, a section focused on collective self-concept may have been helpful to have had in this study. The pilot use of the CCII also was based on individual choice of student vs. what they thought most Black or White children would have preferred. The CCII results were also very positive indicating that these children do not prefer white over Black images. However, the older Warriors and a few of the very observant younger ones mentioned that they knew the images were the same but just a different color. The test administrator acknowledged this and the children were told to just select one they thought would best fit the question posed. No one refused. It was fun for many of the younger children and they seemed very engaged and happy to be doing the assessment with the shuffling of images and looking at their options. Results indicate that it may be a good method to get at a very young child's perception of color vis-à-vis the questions posed. The pattern of movement toward the darker images in post-assessment may be attributed to participation in Emanyatta (information presented and seeing Black role models) if compared to past research where whiteness is more valued. Since there was not a control group this conclusion is speculative.

Limitations of Study

The Emanyatta Program's success is unquestionable. There are some unique variables that impact success and the ability to expand the program to other locations. Seaside and the Monterey community are small compared to larger urban areas where the school to prison pipeline is very large. Because Seaside is small, the TVPI staff members personally know all of the key political representatives in the area and are very familiar with the schools and other agencies that work with Black families. Thus phone calls could be made to make major decisions such as creating the M.O.U. for space use or having the Mayor come to speak to the Warriors. This access and understanding of community were great assets for the Emanyatta Program and may not be readily available in other sites. Additionally, the local evaluator was from Seaside and recruited many of the speakers from the entire Bay Area. The speakers were one of the components of the program that parents appreciated as too often Seaside is not exposed to African Americans from outside of the community. The staff was also extremely committed to the goals and to the children of the community. It is not likely to consistently get a staff that will work with the promise of pay and continue to work for weeks prior to getting paid as this staff did.

The assessment methods and measures were each pilot measures and the sample was small. Thus, conclusions cannot be generalized but can serve as a springboard for future studies using the methods and measures.

Planning for the Future/Next Steps

Three areas of planning and concern regarding the future of Emanyatta were raised. All of them have a bottom line of whether TVPI can solicit enough resources to continue and/or expand the Emanyatta Program. The first area of concern was to respond to the needs of current families. Parents in the focus groups truly wanted Emanyatta to continue throughout the schooling of their children. They wanted to support the program and made the following recommendations for strengthening Emanyatta.

- a. Have more meetings for parents to get together to discuss issues concerning raising children in Seaside/Monterey Bay area where there are no schools with large groups of Black students and thus few opportunities to share academic and other pertinent issues with other Black families;
- b. Continue having a parents advisory group to help with programming and operations to get more parent involvement;
- c. Create a listing of parents with their contact info to share with all parents (
- d. Have parents serve as presenters/facilitators of sessions focusing on their own areas of expertise;
- e. Film the Emanyatta sessions and make them available to others;
- f. When parents sign in, have a place where they can share an achievement, award or acknowledgement that their child received so that the child can be acknowledged in circle time;
- g. Have incentives for the children such as 'Emanyatta Warrior of the Week' for children who have shown positive participation or some criteria that is consistent with program goals/success;
- h. Have a time where we ask children what they'd like parents to do in Emanyatta? What topics? What speakers? What field trips?
- i. Create a set of questions each week for the parents to ask their children after they get home to keep the conversations going about what happens in Emanyatta beyond the end of the morning;
- j. Have students do brief presentations where they can share experiences;
- k. Continue building a sense of family among students and parents as it is much needed and appreciated.

Some of these recommendations may be easy to implement. However, others take time, staffing and resources currently not available. TVPI will focus on implementing as many of the parent recommendations as possible moving forward.

The second area of concern focused on the capacity of the current program. Based on the success of the program, many other families want their children to be part of Emanyatta. Thus there is a considerable waiting list of students that TVPI cannot afford to serve as they can now can only add a student if a current students leaves the program.

The third area of concern was what to do as students get older. If funds were available does Emanyatta follow and support the older children that have had years of Emanyatta experience or move to generate a new cohort. Older children have different needs although they still benefit from the culturally congruent and sensitive programming. A shift in age groups to follow current student changes the nature of Emanyatta to focus on older children. Without additional funding to create such a follow up program, doing so would be at the expense of losing an Emanyatta Program to intervene at earlier ages based on the concerns in our initial proposal. Should another program be created for older children adhering to the basic cultural tenets forming the basis of our Emanyatta Program? These concerns are a major challenge to TVPI in planning for the future.

Conclusions

Overall, the Emanyatta Program has been very successful at creating a space for young children of African descent and their families. Over the course of these first three years the program has reached the stated recruitment and implementation goals. Students were actively engaged in programs that focus on their history, culture and the contributions of Africans to the world. Staff members witnessed major progress in the behavior and attitudes of the participants and have garnered much community support.

The Emanyatta schedule, the timeframe for administering evaluative measures and our method for reporting data were adjusted based on experience with students and families, the demands of our contract and pivots made as a result of COVID19. However, these changes did not impact the integrity of the program or the strength of the data. Quite the contrary, they improved the quality and strengthen the impact of the Emanyatta story. The following conclusions, based on the findings, are presented in three key clusters consistent with our research design and program goals:

1. Self Concept – Colorism

- e. Young African American children entered the Emanyatta Program with high self-concepts regarding how they think about themselves and how they believe their parents, teachers and other kids think of them. This was true for even those children living in traumatic situations.
- f. The most consistent item on the self-concept assessment where students did not choose the positive response was about sharing. A significant number of children did not want to share their things. This could be due to developmental stages or lack of having many things in some cases.
- g. The CCII assessment results indicate that these children do not overwhelmingly choose the white or light images. They chose the darker brown and the brown images more often than the white images on both pre- and post-tests
- h. Even with the initial selection of the darker images, the pattern of change, collectively and individually, was toward more 'dark' or more Afrocentric selections for Emanyatta Warriors on the CCII from pre- to post-test

2. Mental Health

- g. There is a great need for African American children and their families to have a space where they feel safe, can see, and constructively interact with one another. Always being in the 'minority' often creates defensive thoughts and actions that can be deleterious to one's mental health.
- h. Parents wanted a space to be their authentic selves without having to worry about what white people would think. They shared openly and were responsive to questions about racism and colorism.
- i. Racism is still problematic in local schools. A few Warriors and their parents shared conflicts due to racism at their schools and the lack of support in addressing racism.
- j. None of the Warriors developed signs or symptoms of mental illness.
- k. Young children can be successfully helped to cope with crisis issues as well as the mundane issues surrounding childhood, racism and identity with culturally appropriate therapy.
- l. None of the Emanyatta Warriors were placed in the juvenile justice system (aka the school to prison pipeline). Although there was one case where the mother

truly believed the school was attempting to put her son in that pipeline, she took action and moved her sons out of that school district.

3. Staff / Curriculum

- f. Warriors became attached to their Cultural Warrior Healers, staff and volunteers in the Emanyatta Program. Thus, they had a 'buffer' to cope with issues at home and in school. They were able to share problems and issues with one of the CWHs, the program director and clinical director who were all present during most Emanyatta Saturday session.
- g. Use of culturally congruent habits, rituals and routines established boundaries and order and facilitated the engagement and participation of Warriors. Newer Warriors learned from the inaugural Warriors that helped fast track newer Warriors into the program.
- h. Warriors took what they learned in the Emanyatta Program and shared with family members plus used their newfound knowledge in school.
- i. Students were not the only ones who benefitted from Emanyatta. Parents, staff and local community members shared how wonderful and needed the program was and that they, too, learned much about their history and culture as a result of participating in the Emanyatta Program. Speakers repeatedly left their Emanyatta sessions saying, "There should be Emanyatta Programs in every city."
- j. There is a great need for African American children and their families to have strong, knowledgeable advocates that can help with school, mental health and family issues.

Through the Emanyatta Program, TVPI staff met Giddings curriculum goals, which were foundational to the program. The Emanyatta program successfully assisted students in developing intellectual, moral and emotional skills; successfully provided educational information and role models to deconstruct the hegemonic pillars that support holding up 'whiteness' as being the sole model for what is good in the world; provided culturally congruent methods for instruction while working to provide attention to individual issues and differences; promoted and supported Black students in enhancing and/or maintaining of a positive self-concept; promoted the value of the collective ("I am because we are."); and, got Black children and their families exposed to social actions and activities that ideally lead to transformation of the systemic and institutional biases against Black people. Ashay!

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Appendices

APPENDIX 1 – Staff Biographical Sketches

Project Director – Ms. Regina Mason is a Co-Founder of The Village Project, Inc. She is an agent of change with the systems that operate within the county that do not equitably serve people in a culturally congruent way. She is a grass roots community organizer, a retired Child Welfare social worker and the Program Manager for the Emanyatta Program, a Saturday school for children k-4th grades of African Ancestry. She is immediate past President of the Monterey County branch NAACP has spent over 20 years mentoring and working with youth of color and families of the unserved and under-served communities throughout Monterey County. Regina is currently serving as Interim Executive Director for The Village Project. Regina has received many awards for her volunteer work in the community and holds a Master's Degree in Social Work from San Jose State University and an under graduate degree in Business Management from St. Mary's College.

Clinical Director – Mr. Mel Mason is Co-Founder of The Village Project, Inc. He is a licensed therapist (LCSW), and serves as Executive Director and Clinical Director of the agency. Mel is also a trainer who focuses on developing cultural awareness and culturally appropriate practices in professionals working in the area of mental health. Along time Civil and Human Rights Activist and leader, he was a member of the Black Panther Party, a City Council member in the mid 80's in Seaside and was the Socialist Workers Party's candidate for President of the United States in 1984. He is a past three-term President of the Monterey County Branch of the NAACP and is a former Vice-President of the California State Conference of the NAACP. A star basketball player in his youth, he was inducted into the California Community College Athletic Association's Hall of Fame in 2011.

Cultural Warrior Healer – Mr. Jamelle Jones lives in Seaside and has served as a Lead Tutor for The Village Project, Inc. for nearly a decade. As a graduate of Monterey High and a Seaside local, Jamelle understands the struggles of young people in this community and has developed a passion for helping them to reach their full potential. As a Cultural Warrior Healer for the Emanyatta Saturday School he continuously inspires the students to engage with content that is culturally congruent. He is both academically and musically inclined and his talent serves as motivation for the students he interacts with on a daily basis. He currently attends Monterey Peninsula College and is pursuing a degree in Psychology. Jamelle is a community leader and a prime example of a Black male who is determined to never stop learning.

Cultural Warrior Healer – Ms. April Dunham is 22 years old resident of Seaside. She is a Lead Tutor and Site Coordinator for The Village Project, Inc. She encourages young students to be proud of their African American heritage and maintain academic literacy as a Cultural Warrior Healer at the Emanyatta Saturday School. April dreams of opening her own preschool in the hopes of inspiring the youth of her community to have a strong foundation both educationally and socially before transitioning into school. She married the love of her life, Antoine Dunham. She also faithfully attends Friendship

Missionary Baptist Church in Seaside, California, where she grew up and currently resides. Her care for the students with whom she works is obvious in her interaction, follow-up and tireless work with them.

Local Evaluator – Dr. Grace Carroll went to high school in Seaside. She has always been passionate about helping our children reach their maximum potential. She has over five decades experience in teaching, research, assessment, training and program development with an emphasis on the sociology of education, family, evaluation and diversity. She received her Bachelors of Arts in Sociology from Stanford University where she also received two Masters of Arts degrees, and her Ph.D. in Sociology of Education in 1975. Dr. Carroll holds a California teachers credential and has taught students from pre-K through college levels. She served ten years as the Director for African American Student Development at the University of California, Berkeley, and three years as the Associate Director of the Center for Research on the Education of Students Placed at Risk (CRESPAR) at Howard University. She is currently the CEO of Wordsmith Jr, LLC, focused on facilitating literacy among young children, particularly African American children, and has created Akira's Book Club as a non-profit to support this literacy effort.

Parent, Community and Collegiate Volunteers – Throughout the course of Emanyatta a few parents consistently stayed each session to learn and to help where necessary. Other parents in Year 2 created a Parent's Advisory Council to support the program. They also created and managed the end of year celebrations in Years 2. Local community members not only volunteered their time to present to our Emanyatta students, but at times would come and participate in our Read Loud/Read Proud segment of the program or just provide help when asked around behavior management or distribution of supplies. The program also recruited volunteer students for California State University at Monterey Bay.

APPENDIX 2 – Attendance & Data Collected

Table of Emanyatta Program Attendance and Data Collected by Warrior

ID	Entry date	Total Sessions Attended	Post Parent/ Caregiver Interview				
				CCII		Self Concept	
				Pre	Post	Pre	Post
1. Mtoto #20	1/28/18	55	X	X	X	X	X
2. Mtoto #7	1/28/18	46	X	X	X	X	X
3. Mtoto #10	11/20/18	28	X	X	X	X	X
4. Mtoto #30	11/20/18	28	X	X	X	X	X
5. Mtoto #25	2/23/18	28	X	X	X	X	X
6. Mtoto #37	8/19/18	51	X	X	X	X	X
7. Mtoto #13	2/10/18	31	X	X	X	X	X
8. Mtoto #2	6/11/19	36		X	X	X	X
9. Mtoto #6	8/15/19	11	X		X		X
10. Mtoto #1	8/10/17	27	X	X	X	X	X
11. Mtoto #19	11/1/18	44	X	X	X	X	X
12. Mtoto #24	8/27/18	52	X	X	X	X	X
13. Mtoto #35	8/27/18	54	X	X	X	X	X
14. Mtoto #15		7	X				
15. Mtoto #15	8/7/17	24		X		X	
16. Mtoto #12	8/10/18	55	X	X	X	X	X
17. Mtoto #28	9/8/17	42		X		X	
18. Mtoto #6	9/8/17	40		X		X	
19. Mtoto #22	9/8/17	44		X		X	
20. Mtoto #34	9/6/17	43	X	X	X		X
21. Mtoto #27	9/7/18	54	X	X	X	X	X
22. Mtoto #3	9/7/18	55	X	X	X	X	X
23. Mtoto #33	8/10/17	10	X	X	X	X	X
24. Mtoto #18	9/7/18	37	X	X	X	X	X
25. Mtoto #31	9/6/18	55	X	X	X	X	X
26. Mtoto #41		13		X	X	X	X
27. Mtoto #29	8/8/17	50	X	X	X	X	X
28. Mtoto #21	2/23/18	35	X	X	X	X	X
29. Mtoto #23	10/20/18	11	X	X	X	X	X
30. Mtoto #42	12/2/17	32	X	X		X	
31. Mtoto #4	8/10/17	45	X	X	X	X	X
32. Mtoto #36	9/6/18	32	X	X	X	X	X
33. Mtoto #5	2/13/19	34	X	X	X	X	X
34. Mtoto #14	13-Feb	30	X	X	X	X	X
35. Mtoto #26	5/22/18	48	X	X	X	X	X
36. Mtoto #9	8/30/18	48	X	X	X	X	X
37. Mtoto #40	8/31/18			X		X	

38. Mtoto #39	9/7/17	39	X	X	X	X	X
39. Mtoto #8	9/7/17	42	X	X	X	X	X
40. Mtoto #38	8/10/17	49	X	X	X		X
41. Mtoto #11	8/10/17	65	X	X	X		X
42. Mtoto #32	8/10/17	61	X	X	X		X
43. Mtoto #43	8/29/17	13	X	X			

APPENDIX 3 – Statistically Significant Correlations

Emanyatta - Significant Correlations between Self-Concept & CCII Assessment*

	POST Mean: Self Concept - SELF	PRE Mean: Self Concept - PARENT	POST Mean: Self Concept - PARENT	PRE Mean: Self Concept - TEACHER	POST Mean: Self Concept - TEACHER	PRE Mean: Self Concept - KIDS
PRE Mean: Self Concept - SELF				.514**	.470**	.335*
				0.001	0.009	0.046
				36	30	36
POST Mean: Self Concept - SELF			.395*	.425*		
			0.019	0.019		
			35	30		
PRE Mean: Self Concept - PARENT						.720**
						0.000
						36
POST Mean: Self Concept - PARENT	.395*					
	0.019					
	35					
POST Mean: Self Concept - KIDS		.572**	.408*		.360*	.489**
		0.001	0.015		0.034	0.006
		30	35		35	30
POST-Colorism: SCORE			-.478**			-.518**
			0.004			0.004
			34			29

* The vast majority of the correlations between the various items on these two assessment measures were not found to be statistically significant. The very few that were, are highlighted in yellow in this table.

APPENDIX 4 – Pre Post Means and Stand Deviations Self-Concept

Variable Means and Standard Deviations for Table 11
Descriptives – Emanyatta Program PRE & POST: Self-Concept

	N	Mean	Std. Deviation
PRE-Self-Concept: HAPPY - Self	36	.9722	.16667
PRE-Self-Concept: HAPPY - Parent	36	.9722	.16667
PRE-Self-Concept: HAPPY - Teacher	36	1.0000	.00000
PRE-Self-Concept: HAPPY - Kids	36	.8889	.31873
PRE-Self-Concept: PLAY - Self	36	1.0000	.00000
PRE-Self-Concept: PLAY - Parent	36	.9167	.28031
PRE-Self-Concept: PLAY - Teacher	36	.9444	.23231
PRE-Self-Concept: PLAY - Kids	35	.8571	.35504
PRE-Self-Concept: SMART - Self	36	.9722	.16667
PRE-Self-Concept: SMART - Parent	36	.9722	.16667
PRE-Self-Concept: SMART - Teacher	36	.9167	.28031
PRE-Self-Concept: SMART - Kids	35	.8000	.40584
PRE-Self-Concept: SHARE - Self	36	.7500	.43916
PRE-Self-Concept: SHARE - Parent	36	.7222	.45426
PRE-Self-Concept: SHARE - Teacher	36	.6389	.48714
PRE-Self-Concept: SHARE - Kids	36	.6389	.48714
PRE-Self-Concept: SCARED THINGS - Self (REVERSED)	36	.7778	.42164
PRE-Self-Concept: SCARED THINGS - Parent (REVERSED)	36	.8611	.35074
PRE-Self-Concept: SCARED THINGS - Teacher (REVERSED)	36	.8889	.31873
PRE-Self-Concept: SCARED THINGS - Kids (REVERSED)	36	.8333	.37796
PRE-Self-Concept: SCARED PEOPLE - Self (REVERSED)	36	.9444	.23231
PRE-Self-Concept: SCARED PEOPLE - Parent (REVERSED)	36	.8333	.37796
PRE-Self-Concept: SCARED PEOPLE - Teacher (REVERSED)	36	.9167	.28031
PRE-Self-Concept: SCARED PEOPLE - Kids (REVERSED)	36	.8333	.37796
PRE-Self-Concept: STRONG - Self	36	.9722	.16667
PRE-Self-Concept: STRONG - Parent	36	.9167	.28031
PRE-Self-Concept: STRONG - Teacher	36	.9444	.23231
PRE-Self-Concept: STRONG - Kids	36	.8333	.37796
PRE-Self-Concept: CLEAN - Self	36	.9444	.23231
PRE-Self-Concept: CLEAN - Parent	36	.9167	.28031
PRE-Self-Concept: CLEAN - Teacher	36	.9444	.23231
PRE-Self-Concept: CLEAN - Kids	36	.8056	.40139
PRE-Self-Concept: HEALTHY - Self	36	.9722	.16667
PRE-Self-Concept: HEALTHY - Parent	36	.9722	.16667
PRE-Self-Concept: HEALTHY - Teacher	36	.9722	.16667
PRE-Self-Concept: HEALTHY - Kids	36	.8611	.35074
PRE-Self-Concept: CUTE - Self	36	.9722	.16667
PRE-Self-Concept: CUTE - Parent	36	.9444	.23231

PRE-Self-Concept: CUTE - Teacher	36	.9722	.16667
PRE-Self-Concept: CUTE - Kids	36	.8056	.40139
POST-Self-Concept: HAPPY - Self	35	.9429	.23550
POST-Self-Concept: HAPPY - Parent	35	.8857	.32280
POST-Self-Concept: HAPPY - Teacher	35	1.0000	.00000
POST-Self-Concept: HAPPY - Kids	35	.8571	.35504
POST-Self-Concept: PLAY - Self	35	.9714	.16903
POST-Self-Concept: PLAY - Parent	35	.8857	.32280
POST-Self-Concept: PLAY - Teacher	35	.9143	.28403
POST-Self-Concept: PLAY - Kids	35	.6286	.49024
POST-Self-Concept: SMART - Self	35	.9714	.16903
POST-Self-Concept: SMART - Parent	35	.9714	.16903
POST-Self-Concept: SMART - Teacher	35	.9714	.16903
POST-Self-Concept: SMART - Kids	35	.8857	.32280
POST-Self-Concept: SHARE - Self	35	.4571	.50543
POST-Self-Concept: SHARE - Parent	35	.4857	.50709
POST-Self-Concept: SHARE - Teacher	35	.5143	.50709
POST-Self-Concept: SHARE - Kids	35	.4857	.50709
POST-Self-Concept: SCARED THINGS - Self (REVERSED)	35	.8857	.32280
POST-Self-Concept: SCARED THINGS - Parent (REVERSED)	35	.7429	.44344
POST-Self-Concept: SCARED THINGS - Teacher (REVERSED)	35	.8286	.38239
POST-Self-Concept: SCARED THINGS - Kids (REVERSED)	35	.7714	.42604
POST-Self-Concept: SCARED PEOPLE - Self (REVERSED)	35	.8571	.35504
POST-Self-Concept: SCARED PEOPLE - Parent (REVERSED)	35	.9143	.28403
POST-Self-Concept: SCARED PEOPLE - Teacher (REVERSED)	35	.9429	.23550
POST-Self-Concept: SCARED PEOPLE - Kids (REVERSED)	35	.8000	.40584
POST-Self-Concept: STRONG - Self	35	.9714	.16903
POST-Self-Concept: STRONG - Parent	35	.9714	.16903
POST-Self-Concept: STRONG - Teacher	35	1.0000	.00000
POST-Self-Concept: STRONG - Kids	35	.9143	.28403
POST-Self-Concept: CLEAN - Self	35	.9429	.23550
POST-Self-Concept: CLEAN - Parent	35	.8000	.40584
POST-Self-Concept: CLEAN - Teacher	35	.9714	.16903
POST-Self-Concept: CLEAN - Kids	35	.8571	.35504
POST-Self-Concept: HEALTHY - Self	35	.9714	.16903
POST-Self-Concept: HEALTHY - Parent	35	.9714	.16903
POST-Self-Concept: HEALTHY - Teacher	35	.9429	.23550
POST-Self-Concept: HEALTHY - Kids	35	.9143	.28403
POST-Self-Concept: CUTE - Self	35	.9429	.23550
POST-Self-Concept: CUTE - Parent	35	1.0000	.00000
POST-Self-Concept: CUTE - Teacher	35	1.0000	.00000
POST-Self-Concept: CUTE - Kids	35	.8286	.38239
Valid N (listwise)	29		

APPENDIX 5 – Parent Exit Response

When staff become aware that a parent plans to exit the program they are asked to do an exit interview. Two parents, both moving to Los Angeles area, complied. The first was in Year 1 and the second in Year 2.

Oral Feedback (interview w/ Local Evaluator) – Parent Exiting in Year 1 (Mtoto #42)

Local Evaluator: Is the Emanyatta Program what you expected it to be when you signed Mtoto #42 up?

Mother: I thought it [Emanyatta] was going to be just a bunch of activities and sort of rituals. I think it's been so much more than that. Mtoto #42's been really excited every Saturday to come and to learn and to tell other people about what he's learned. So I think it's been great! It's superseded our expectations.

Local Evaluator: So what do you mean when you say more than that? We do have activities and we do have rituals what makes it more than that?

Mother I think the speakers coming in are amazing and I think just having Mr. mason sort of pour into them and just kids having the opportunity to spend the time with you and Mr. and Mrs. Mason has been amazing. But I think the speakers coming in have been really helpful and have really opened their eyes to a lot of things that we weren't even expecting

Local Evaluator: I wasn't here when the Warriors came but Mr. Mason told me a story you shared. Do you mind sharing that story?

Mother: Well Mtoto #43 is definitely my sensitive boy and when we were here you know the Maasai Warriors came in and they were dancing and they were singing and it was kind of loud and all of the movements they were doing were with their body. I saw that Mtoto #43 was a little bit tearful and I thought maybe it was a little loud for him and he was afraid and so you know I asked him to come sit with me and he did that. Then later on he got up and went to go participate and he was ok. But I still saw that he was tearful a little bit the entire time so I asked him after I said "Mtoto #43 you know, were you afraid?" "Were they singing a little bit too loud?" you know "Was it different?" And he goes "Nah I wasn't afraid. I felt like those songs were there and they were meant to protect me. And I felt like the songs were covering me and protecting me." And it's just like....I'm getting emotional even just thinking about it right now...because for that to come out of the mouth of a 6 year old, you know was something that was amazing to me. I pulled over and I texted Mrs. Mason to let her know what he had said and that showed that it had a huge impact on him

Local Evaluator: Wow. When you said he shares, whom does he share with when he leaves?

Mother: He shares with me he shares with his dad he shares with my sisters; all of our family is back home in LA so whenever they call he talks about it. He also shares with his grandmother who had the opportunity to visit, so he shares with quite a few people.

Local Evaluator: Great. So outside of feeling protected what do you feel Mtoto #43 has gotten from this program

Mother: I feel like it's been a lot of reinforcement and validation for some of the things we try and teach him at home and I appreciate that because I know that when he goes out into the world that's not necessarily something that he's getting, He doesn't see it reflected at school or any of those things and so when we're teaching him about different Black heroes at home, you know, it just seems like this is just something Mom and Dad wanted you to know about, but when he comes here and he has that sort of immersive experience with multiple people and other children he understands that things are much bigger than Mom and Dads opinion for me.

Local Evaluator: I know time is a factor but do you have any other comments or thoughts?

Mother: I am sad that we are leaving and there were a few things that I would love to take with me and take home to LA and this is definitely one of those things. I don't know how we can replicate this experience in other places but I know for me this type of experience was definitely something I was looking for in Monterey County because it's not something that we see at all. So you know I'm grateful for the time that we had and hope we can participate possibly in the future going forward

Mtoto #43: I like that we enjoyed um Martin Luther King projects and that we had a good time. I just want to thank you for having me to come with you guys and join, thank you.

Written Feedback - Parent Exiting in Yr 2 (Mtoto #43)

Coordinators' admirable commitment to the community: I am deeply moved by the passionate commitment both Dr. Carroll and the Masons possess for the Emanyatta Program.

There are not enough positive words to describe Dr. Carroll's dedication to this invaluable program. The fact that she drives over 100 miles nearly every Saturday to give back to students in the community in which she grew up in speaks volumes to her character.

The Mason's are equally committed and passionate about this community (Seaside) and constantly strive to implement programs and services to students and families.

Ironically, the Masons also grew up in this community and know many of the student's families in the area.

It is my belief Dr. Carroll and the Mason's shared ties with the community, along with unadulterated determination are the key factors for Emanyatta's overall success.

Facilitator's Participation:

Jamelle, April and Robert: Jamelle Jones, April Dunham and Robert are also from the community and equally share passionate views about the children in the community they serve. Over the last year, I have observed their growth in the program as they continually work with the students and parents on Saturdays to reinforce Emanyatta values and objectives. Some of the children also benefit from seeing Jamelle and April during the week at the Village Project.

Parental Involvement: The program is so informative that as a parent, it's oftentimes hard for me to break away for three hours. With the dynamics of either being a single parent, working parent(s) or guardian, it is quite natural for most parents – including myself – to take “breaks” from their children on Saturdays in order to run errands or catch up with friends. However, due to the nature and overall structure of the Emanyatta Program, many of us parents are highly intrigued about topics that we are either unaware of or just need a refresher course or reminder. Case in point, the Maasai Warriors visit from last year along with the visit to the Museum of the African Diaspora in San Francisco were extremely knowledgeable and impactful.

Speaker's Bureau and effects of Program Beyond Saturday:

Based on my observations, it is of my opinion that the quality of speakers Dr. Carroll and the Masons bring to the program spiritually uplifts the souls of our Emanyatta children who are being harmed on a daily basis in school – oftentimes experiencing race-based trauma, toxic teaching and social isolation from peers that share the same or similar cultural heritage. The schools in Monterey County are teaching from a culturally irresponsible and deficit paradigm. This deleterious way of educating children harms everyone, including children of African descent who must sit through classes and learn about their culture in the framework of either slavery (snatched up from our Motherland and brought to a foreign place) or struggle in the 60's during the Civil Rights Movement.

I have personally witnessed Emanyatta ask students what they learn in school about their culture and how they feel towards what's being taught to them and their peers in school. The children, including my own 6-year old daughter, express feelings of sadness,

depression, confusion and trauma. These complex emotions can/have adversely take a toll on their overall emotional wellbeing.

However, when the program brings in speakers like Tony Broward who is currently excavating in Kemet (Egypt) and uncovering African history as we speak, Milton the Artist who's passion for art inspired students to research the history of the Statue of Liberty and how this original gift from France was actually paying homage to our ancestors when the United States finally ended slavery, I see their little eyes light up with hope. It's like there is an immediate sense of renewal taking place in their brilliant little minds. These observable sparks of light are due to the program's carefully crafted speakers bureau and continual exposure to knowledgeable scholars, including Mr. Mel Mason himself as he takes students on vicarious journeys to Mexico and makes in an effort to make the connection of Africa's influence on the country and it's culture prior to Columbus and Spanish acquisition.

What I will personally miss about the program:


I will personally miss the impact Emanyatta has on my daughter's overall social and emotional well being as she navigates through race and trauma in public schools here in Monterey County. While my child has experienced incidents ranging from 4-year olds at school telling her she is Black and Stupid to sitting in class with a toxic teacher who plasters a fake smile on her face while modeling unacceptable behavior in the classroom to the point where my daughter was being targeted and socially 'excluded' from her peers, the Emanyatta has been a saving grace for my daughter and our family. My gratitude far exceeds this written reflection of the program.

6-year old Daughter's feelings about Emanyatta:


There was a point where my daughter would struggle with waking up to go to school but would hop out of bed at 6:30/7:00am in the morning to wake up for Emanyatta. Her enthusiasm for the program was and still remains a shining bright spot in her loving heart. When I ask her how much she loves Emanyatta, her response is always, "Mommy, on a scale of 1-10, I love Emanyatta 100!" As we set forth on a new chapter in our lives, my daughter expressed how much she is going to miss everyone at Emanyatta. I know they will miss her and quite honestly, I will miss everyone more. We need more funding to sustain and expand this phenomenal program to other parts of the state (including San Diego where we are relocating and I don't mind running) and eventually throughout the nation. Thank you Dr. Carroll and Mr. and Mrs. Mason. Thank you everyone, and Hotep!

PART II – Emanyatta Case Studies

The following template was completed for each Emanyatta Warrior representing their 'case study'. Mtoto means child in Swahili. A random table of numbers for our 43 case studies was generated and used to give each Warrior an identifying Mtoto number. This number is used in the case studies and in Appendix 2 where attendance is recorded along with data collected per case. If the child participated in any of the afterschool or summer program, a yes was recorded irrespective of how many years, or times the student participated. These Mtoto case studies are each followed by the child's detailed results from their pre- and post-assessments.

Emanyatta Warrior Mtoto #				
	Age at Entry		Pre/Post CCII Score	
	Date of Entry		Pre/Post Self Concept Score	
	Grade at Entry		Part of Afterschool Program?	
	In Therapy?		Part of Summer Program?	

Back Story
Emanyatta Cultural Warrior's /Program Director's Assessment
Academic Assessment
Child Assessments/Clinical Therapy Diagnosis (If Applicable)
Parent Input/Feedback
Overall Summary

Mtoto #1				
	Age at Entry	9	Pre/Post CCII Score	29/30
	Date of Entry	08/10/17	Pre/Post Self-Concept Score	28/30
	Grade at Entry	Fourth	Part of Afterschool Program?	yes
	In Therapy?	yes, through Y3	Part of Summer Program?	yes

Backstory
<p>Mtoto #1 lives in a single-parent household. There are a few older siblings residing in the household. Recently, the older brother was able to get hired full-time and move into his own home with his newborn and the mother of his child. The family attends church regularly, and has a large extended support system in the community. It was recently shared that the teenage brother is dealing with the juvenile justice system due to trouble he had at school. Mtoto #1, on the other hand, has done and is doing well in school. It is not known if she has any contact with her birthfather. Her mother and birthfather were married but are no longer in a relationship. The father was reported to be extremely abusive, and it is not known if Mtoto #1 has witnessed domestic violence. Mtoto #1's father was formerly incarcerated, and she has three older adult siblings who have two different fathers.</p> <p>Mtoto #1 is academically very bright, but has self-esteem issues. She has been observed to have some conflict with certain peers during her time in the afterschool program. It is not known why Mtoto #1 misses Emanyatta at times. She is one of the oldest students in the program as she was going into the fourth grade when the program began. Although we targeted those in pre-K through third grade, it was felt that Mtoto #1 (who was in therapy at TVPI) would greatly benefit from the program. She received individual therapy from the clinic and equine therapy at the ranch, whereby she attended a six-week "girls in transition to middle school" summer group during the summer of Year 2. She rarely missed attendance in the afterschool program, possibly due to the fact that the agency provides transportation.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #1 is one of the oldest and largest children in the program (9 years old and a fourth grader). She has been a very positive influence on the others in the program. We are looking at her to be a reader to the 6-year-olds in Year 2, as she reads well and enjoys working with and helping the younger students. Mtoto #1 was always very engaged. She was always happy to be there. She arrived late often and would be upset she couldn't eat, but that didn't affect her participation. She was great working with the younger children, and she was able to lead a few reading groups for the kindergarteners. She played softball so towards the end of the year we didn't see her often; but when she didn't have a game, she came.</p> <p>She has three older siblings who are all very protective of her. Unfortunately, her father has not played a role in her life, but recently has tried to come and build a relationship. Her mom has had a friend that has played a father's role in Mtoto #1's life. Since speaking with her mother's friend, Mtoto #1 has become more confident in herself and loves their relationship. Growing up, Mtoto #1 has always been taller than her peers and very soft-spoken, which results in her being bullied by all of her friends; she wants to be liked so she takes the mistreatment. Mtoto #1 also struggles with bladder control, which resulted in her using the restroom in the bed up until she was 10 years old. Mtoto #1's mother is proactive in the community, and also provided service for The Village Project. Her mother has worked hard to help her daughter build confidence by putting her in programs like Emanyatta, girls group, and therapy through our office. This participation has positively impacted Mtoto #1's life. Mtoto #1 is also very strong in her faith and is very vocal about her beliefs. Mtoto #1 is active in sports; she is currently playing city league basketball, travel basketball, and city league softball. Mtoto #1 is very mature, sweet, caring, kind-hearted, and a high-achieving academic student. Since being in this program, Mtoto #1 has greatly matured and gained a ton of confidence in herself. She no longer allows others to mistreat her, and she picks her friends very wisely. She is always supporting her friends, and even shares stories about Emanyatta with them so they can grow too. Mtoto #1 is very passionate, and proud of who she is and her history. You often hear Mtoto #1 speaking about women empowerment and supporting Black-owned businesses.</p>

Academic Assessment
<p>Mtoto #1 meets expectations on all of the indicators in her report card. She is a solid student who “demonstrates sufficient understanding of concepts and skills with standards at this time.” Her tests scores are “at grade level or above” in all tested areas: math, reading, and language usage. Her teachers describe her as a “motivated and hardworking student,” and she actively participates in class and is regularly engaged in the work. She is very bright and intelligent, yet she struggles with self-esteem issues. She has shown steady improvement, and is working on using more Spanish in her dual immersion program. This is her first year in middle school, and she has been on honor roll every semester.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>In both the pre- and post-CCII assessments, Mtoto #1 selected all of the dark responses; except for one that she marked as brown in the pre-assessment. She reported mostly positive responses on the 10-item self-concept measure for herself and those attributed to her mother. Like other students, sharing is a problem. When taking the teacher’s perspective, Mtoto #1 also had mainly positive responses. She believed that her teacher knows that she doesn’t like to play with other kids or share her things with them. The most negative responses were focused on Mtoto #1’s perception of how the other kids at school viewed her. This group is where the negative responses on the pre- and post-self-concept assessments were indicated. She felt the kids thought she was sad, not so smart, weak, not clean, not good looking, etc.</p> <p>Mtoto #1 began weekly therapy with The Village Project on 04/06/18. Her diagnosis is acute anxiety, along with night terrors. Her clinician summarizes her treatment:</p> <p>Reason for Referral</p> <p>Mtoto #1 was referred by her mother who noted that her older daughter had reported that Mtoto #1 had been waking up in the middle of night with cold sweat, crying, and trembling. According to her mother, the oldest daughter said this had been happening for a period of two months with the episodes seeming to become more severe. Mtoto #1 was among the first cohort that started Emanyatta in 2017. At the time, a rising third grader, she was one of the oldest of the Young Warriors.</p> <p>Clinical Outcomes</p> <p>Mtoto #1 was assigned to a female therapist with whom she worked with from February 2018 to June 2019. Goals for Mtoto #1 in therapy were to reduce the numbers of times she would have episodes of “night terrors” by writing down her dreams immediately, and calling on her ancestors after waking up as a means of diminishing their impact; working to determine the origin of the fear; and by carrying around with her the sense of strength she felt on Emanyatta days as a result of being with fellow Young Warriors. During the course of therapy, Mtoto #1 was able to determine that the fear came from witnessing her father abusing her mother in front of her when she was quite little. Terrors came from knowing that, despite her parents being divorced and even with her father in prison on an unrelated charge. Mtoto #1 related that as long as she knew he was no longer around, she felt safe. Knowing that he was to be released soon caused her to feel terror. Her mother was surprised at these revelations, but was supportive of her daughter and assured Mtoto #1 she would keep her safe. The father had called on two or three occasions to speak to former wife and daughter, but Mtoto #1 did not want to talk to him. The father was paroled to another part of the state, and eventually promised to leave her and [her] family alone. Mtoto #1 has since moved on to middle school where her grades are good, and she has not had night terrors since she and her mother decided to end therapy one year ago. Her mother reported that Saturdays at Emanyatta has provided Mtoto #1 with the ongoing support and sense of empowerment she needs. Therapy remains an option for Mtoto #1 and mother if the need arises.</p>
Parent Input / Feedback
<p>Mtoto #1’s mother learned about Emanyatta as a result of her involvement with the Parent Advisory Council. She wanted Mtoto #1 to participate to become more self-aware and knowledgeable of her history. She describes her daughter as book-smart, and having a great deal of common sense as well. She believes that Mtoto #1 suffers from not having a father around, and she is also very sensitive. She wants Mtoto #1 to learn more about self-care, and shared that she is still a bedwetter and suffers from anxiety. She attributes this to the family breakup five</p>

years ago. She states that Mtoto #1 is extremely color-conscious. Mtoto #1 is much lighter than her mother. Her mom also indicated that Mtoto #1 is generally well-behaved and does well in school. She acknowledges Mtoto #1's emotional difficulties, anxieties, and worries, and their subsequent negative impact in the home. She is so very appreciative of Emanyatta and TVPI overall, stating "The opportunity for her to interact in a program for children of color in a learning atmosphere has been a blessing." Additionally, she shared that Mtoto #1 is now more accepting of herself; "She is able to identify her own self-worth, and now values herself as a person, and it shows in her work." She wished that the program had begun years ago, as she believes that children should learn about themselves at an early age.





Overall Summary

Mtoto #1 has had a very traumatic background, having witnessed domestic violence and other related family problems. However, her mother has been extremely protective of, and has advocated for Mtoto #1. Consequently, Mtoto #1 has been a very positive member of Emanyatta. Her mother is very active in the community, and Mtoto #1 is very active in our community. She participates, and often takes the lead as one of the few fourth graders in the program. She continues to grow and learn. It appears that she has a very positive sense of self, but believes that others do not value her as much. She is having a positive experience with the teacher at school, and is progressing on grade level. With therapy and continued positive involvement with Emanyatta, Mtoto #1 continues to build her self-esteem and will hopefully remove much of her self-doubt to become a more confident person. Her entry into middle school has been positive, as she has done very well academically and appears much more self-assured. Although currently not in therapy, the family realizes that this option is open to them and has had positive outcomes from treatment.

Children's 'Color' Identity Index Score

Mtoto #1

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3		X			
4	X				
5	X				
6	X				
7	X				
8	X				
9	X				
10	X				
SUB SCORE	27	2			
TOTAL SCORE			29		





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	-
8. clean/not so clean	+	-
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	-
2. like to play with kids/doesn't	-	-
3. smart/not smart	+	-
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	+
7. strong/weak	+	-
8. clean/not so clean	+	-
9. well(healthy)/sick	+	+
10. good looking/not	+	-

Children's 'Color' Identity Index Score


Mtoto #1

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4	X				
5	X				
6	X				
7	X				
8	X				
9	X				
10	X				
SUB SCORE	30				
TOTAL SCORE					

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	-
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	-
7. strong/weak	+	-
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	-

Mtoto #2				
	Age at Entry	6	Pre/Post CCII Score	19/25
	Date of Entry	06/11/19	Pre/Post Self-Concept Score	37/38
	Grade at Entry	First	Part of Afterschool Program?	Year 2
	In Therapy?	no	Part of Summer Program?	Year 2

Backstory
<p>Mtoto #2 joined Emanyatta in Year 2. She also attended the TVPI's afterschool program in Year 2. Mtoto #2's mother had her in her last year of high school. Mtoto #2's dad was a freshman in high school. With both her parents being very young themselves, this caused Mtoto #2 to have a very hard start at life. Her mother did the best she could, and was able to finish high school and became the city's NAACP youth council president. Her father's focus at the time was football so he did not have time to be a father. Though her parents gave their relationship many tries, they finally both agreed they were better off separated. During Mtoto #2's younger years, both parents made mistakes that cost them custody of their daughter. They both were in and out of jail for drug charges, prostitution, and gang-related activities. Mtoto #2 currently lives with her grandmother, though her parents both still live in this community. Her parents are both in and out of her life. Her grandmother is the former enrichment coordinator for The Village Project's afterschool program, and is currently the coordinator for her community center within the apartment complex. Her grandmother has a history of drug use, but she has overcome many obstacles and has countless years of being clean and sober. She plays a huge role in our community impacting the lives of our youth. Mtoto #2 loves gymnastics and has made it to the competition level, which keeps her very busy on the weekends, resulting in her missing many Emanyatta sessions. Mtoto #2 struggles with making and keeping friends, but is working on her communication skills and the ability to maintain relationships with peers. Due to her being absent so often, she is still not very comfortable with her peers in the program. When she comes, she stays mainly with her cousin who is also in the program, and doesn't speak much to other peers or staff.</p> <p>The grandmother shared that she has tried to get the father to see his daughter, but Mtoto #2 really doesn't know him. Because her mother is addicted to drugs and has been incarcerated a great deal of time during this child's young life, Mtoto #2 doesn't see her either. She has limited contact with her paternal family, but the maternal great-grandmother and great-great-grandmother continue to provide support to the grandmother by providing respite support.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #2 is very social and enjoyed the social aspect of having Emanyatta on Saturdays. Late entry to the program did not stop her from making some friends, but she mainly interacts with her cousin. The grandmother is under a tremendous amount of stress and is a smoker. She has other underlying health issues and is in recovery, clean and sober for 15 to 20 years. She carries a heavy burden, and frequently needs counseling to process her trauma. She often has to do "under the table" work in order to make ends meet, as she balances her family needs and her rent situation. In spite of the traumas experienced by this family, the child is resilient and engages in gymnastics. She does well, and has been observed to blossom with high ego functioning. The grandmother said, "I don't know what I would do if it were not for The Village Project. It is the only thing we, as African Americans, can call on in our community that has been helping."</p>
Academic Assessment
<p>Mtoto #2 is "excellent" academically and was at the top of her class this school year. Her personal test scores exceeded the overall class scores. She is very confident and has shown that she is comfortable with who she is.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #2 is so very resilient. In her self-concept pre-assessment, she scored high; and only had negative responses to sharing, and her mother's perception of her liking to play with other kids. These were all moved to</p>

positive responses in her self-concept post-assessment, but she indicated that she was scared of a lot of things. She indicated that her grandmother was, as well. On her pre-CCII, Mtoto #2 chose mostly all brown images and none of the dark brown images. In her post-CCII responses she moved some responses from the brown to the dark brown images like herself, instead of choosing all brown images as she did in her pre-CCII assessment.

Parent Input / Feedback

Mtoto #2's grandmother believes that Mtoto #2 is very smart and shared that she tested very highly in school. She learns quickly. She states that although Mtoto #2 is very smart, she is "headstrong" and doesn't follow directions at times. She has to be told numerous times to do things. She wants Mtoto #2 to learn more about her culture and her identity so that she is prouder of her heritage. She wants her to be able to handle issues of bullying and racial epithets in a more effective way. She also would like the program to help Mtoto #2 better follow instructions. She believes that Mtoto #2 knows a little about race and colorism.





Overall Summary

Overall, Mtoto #2 is a very outgoing and friendly child. Although she doesn't have contact with her parents, her grandmother seems to be handling the responsibility of raising her granddaughter. She struggles with getting Mtoto #2 to follow instructions, but this is the only issue she raised as a problem. Mtoto #2 is thriving in the afterschool and Emanyatta programs. We were unable to get a post-program interview with the grandmother. However, she has been a strong supporter of Mtoto #2's participation in Emanyatta.

Children's 'Color' Identity Index Score

Mtoto #2

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1		X			
2		X			
3		X			
4		X			
5		X			
6		X			
7		X			
8		X			
9			X		
10		X			braids
SUB SCORE					
TOTAL SCORE 19					





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	+
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #2

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3		X			
4	X				
5		X			
6	X				
7	X				
8		X			
9		X			
10		X			
SUB SCORE	15	10			
TOTAL SCORE			25		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	-	-
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #3				
	Age at Entry	7	Pre/Post CCII Score	20/28
	Date of Entry	09/07/18	Pre/Post Self-Concept Score	32/33
	Grade at Entry	First	Part of Afterschool Program?	yes
	In Therapy?	yes	Part of Summer Program?	yes

Backstory
<p>Mtoto #3 came into the program at the beginning of Year 2. He has a brother and stepbrother that attend the program with him. He also attends TVPI's afterschool program. Mtoto #3 and his brother have been very committed to the program. He came regularly. He joined soccer and basketball where his games were on Saturdays, and he still would come to Emanyatta first. Upon starting the program, he was the youngest child on both his mom's and dad's sides; but while being in the program, his father had two more children, and his mother had a son. He did not take any of this lightly; the adjustment of having to share his mom and dad, and no longer being the baby of the families, was really hard for him. Also during his years with us, Mtoto #3's family dynamic changed even more. Unfortunately, there was a case of domestic violence in his father's household that resulted in his mother getting full custody. Though the violence was not directed at Mtoto #3, it affected him in many ways; he was no longer spending time with his father. Mtoto #3 loves his dad very much, and started to resent his brother and his father's wife for taking his dad from him. He and his brother started to receive therapeutic services through our counseling site to help cope. He started to spend weeknights with his father. He really enjoyed these visits and stated he is ready to start spending more time with his dad. A big change in his behavior and attitude on the days he was going with his dad was exhibited. He acts out and needs reassurance that his father is coming because he feels his dad lets him down a lot. He has expressed that he is carrying a lot of hurt with him, and has not found the best way for him to release it. (See Mtoto #27 Backstory)</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>This student is very energetic and fully participates in the programming, both Emanyatta and the afterschool program. Mtoto #3 is very committed to the program. He, like his brother, played basketball and soccer, but still came before games even if it was just an hour. His reading skills have greatly improved while being in the program, and his confidence has as well. He now can speak in front of crowds, and will raise his hand to answer questions. He has been emotionally impacted by the stress of the family system and participated in therapy at TVPI. He and his brother also were able to spend time at the ranch to be with the horses this past year.</p>
Academic Assessment
<p>Mtoto #3's end-of-school-year report card the first year in Emanyatta represented only one-quarter as he had just moved to this school. His grades indicated that he is working "at grade level" and doesn't have any outstanding problems in school. His teacher shared that even though she has only had Mtoto #3 a short time, she has really enjoyed working with him. She would like "Mtoto #3 to continue working on his reading and his comprehension of a text. He really excels in math, and it would be great for him to continue with his mathematics so he is as successful as he can be going into the second grade." Although Mtoto #3 came into our program reading below his grade level, after a few months, he is meeting the reading standards for his current grade. His mother rates him as "average" when asked about his academic ability, and the Cultural Warrior Healers rate him as "fair."</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>On the pre-CCII assessment, Mtoto #3 selected mostly brown images. On the post, this shifted to more of the dark brown images. His views shifted on his pre- vs. post-self-concept assessment as well. In his pre-self-concept assessment, he rated himself, his teacher, and mother positively; and most of the negative ratings were on his perception of how the other kids viewed him. On the post-assessment, he had very positive responses for his perception of the other kids; but a couple of negative ones for himself, mother, and teacher. He indicates that he</p>

doesn't like to share things; that both he and his mom think he is scared of a lot of people; and that his mom, teacher and other kids don't think he is very clean.

Parent Input / Feedback

In the initial parent interview, Mtoto #3's parents described him as athletic, charismatic, funny, and artistic. They believed he is good with numbers and gets along well with a diversity of people. He is very competitive and does have a desire to learn. However, he has difficulty understanding some things, and he struggles with doing the right thing. He is somewhat sensitive, and gets his feelings hurt at times when his brother doesn't want to play with him. He does play well with others, but has difficulty expressing his feelings at times. His mother shared that she wants him to learn more about his identity as a descendent of Africans. Additionally, she states she wants him to develop a sense of pride and become empowered by learning, and to embrace his responsibilities better to become more self-sufficient.

Mtoto #3's mother has become very involved with Emanyatta and TVPI. She was one of the lead parents who created and implemented the Year 2 graduation for Emanyatta, and has been active in working with the virtual summer school program. She notes that the staff, presenters, and the dialogue between them and the Warriors, is a great aspect of Emanyatta; and encourages the Warriors to speak up and become more confident. She wanted more parent participation and modeled it. Although under a great amount of stress, Mtoto #3's mother continues to support Emanyatta as TVPI supports her.





Overall Summary

Mtoto #3 seems to really enjoy Emanyatta and participates fully. He can be easily distracted, but once redirected, comes back to focus on what is being said and done. His mother has been a very strong supporter of our program, and has worked closely with a couple of other parents to create this year's end-of-year ceremony. Although the transition from being with his father and mother vs. being only with his mom may have been disruptive and problematic, he hasn't acted out in any negative ways in his time with us. He is a very active young boy, and is very curious as shown by his participation in activities. His academic work has improved, in part because of his involvement with the afterschool program. This additional support has helped him in building his reading skills and focus.

Children's 'Color' Identity Index Score

Mtoto #3

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2		X			
3		X			
4		X			
5		X			
6		X			
7		X			
8		X			
9		X			
10			X		straight hair
SUB SCORE	3	16	1		
TOTAL SCORE 20					





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	-
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	-
4. likes to share things/doesn't	+	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	-
7. strong/weak	+	-
8. clean/not so clean	+	-
9. well(healthy)/sick	+	-
10. good looking/not	+	-

Children's 'Color' Identity Index Score


Mtoto #3

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4	X				
5	X				
6	X				
7	X				
8	X				
9		X			
10		X			
SUB SCORE	24	4			
TOTAL SCORE	28				

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	-	-
7. strong/weak	+	+
8. clean/not so clean	+	-
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	-	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	-	-
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #4				
	Age at Entry Date of Entry Grade at Entry In Therapy?	7 08/19/17 Second no	Pre/Post CCII Score Pre/Post Self-Concept Score Part of Afterschool Program? Part of Summer Program?	20/23 37/38 yes yes

Backstory
<p>Mtoto #4 is multiracial with black, Japanese, and Puerto Rican heritage. She was one of the pilot students when we started the program. She was already enrolled in our afterschool program, and her mother jumped on this opportunity. She comes from a family that has many community leaders in it. Her maternal step-grandfather is Seaside's mayor. He is also very active in the local NAACP as its political action chair and is a veteran with the US Army. Mtoto #4's support system consists of her mom, dad, and maternal grandparents who are her caregivers at times when her parents have to work. Mtoto #4 has a younger sister, and resides with her mother and father. Mtoto #4 has a half-brother that resided with them when she first entered the program. He has since left the household. During the time her half-brother resided with them, there was a lot of tension in the home due to the birthmother of that child and the father having conflict with one another. While she was part of Emanyatta, her paternal grandfather suffered a heart attack. Mtoto #4 is a very resilient and happy girl. She was very excited about being in Emanyatta because she loves to learn.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #4 is very enthusiastic and very happy. She never presented any problems for the staff and followed instructions without hesitation. The only issue she had with Emanyatta was that she would often want to eat food after the eating portion of the program was over. She was in sports throughout Emanyatta but still never missed one. She made Emanyatta a priority. She is also a great reader and enjoys activities, especially art. She worked well with her peers, she was very social, and was able to answer questions when asked. Her confidence also changed for the better. When she first started, she followed behind the older girls; now, she is leading the younger Warriors and sometimes even the older ones. Her mom didn't stay, but was always available to come or speak to.</p>
Academic Assessment
<p>According to her school records, Mtoto #4 is a "good" student. She has consistent "3s" in a "0-4" point grade system. The "3" means "meeting expectations"; and her teacher wrote, "The student shows a complete and correct understanding of the concepts or ability to perform the skills as articulated in the grade level/courts standards. The student, with limited errors, grasps and applies the key concepts, processes, and skills for the grade level/course. The student has solid preparations for more advanced learning." This assessment is consistent with the work Mtoto #4 does at Emanyatta; however, the Cultural Warrior Healers rate her as "excellent" this year.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #4 is not in need of therapy. On the pre-self-concept measure, Mtoto #4 had positive responses for herself and her mother on nine of the 10 items. She indicated that both she and her mother think that she is scared of a lot of people. When she responded for her teacher, all 10 items were positively marked. Her responses in regards to other children were also positive (nine of 10). She thinks that the other kids believe she doesn't like to share things. On her post-self-concept assessment, she marked all items positively for herself and her mother; and only has a single negative response for both the teacher and other students. She responded that her teacher would say she doesn't like to share, and the other kids think she's afraid of a lot of things. On her CCII assessment, most of her selections were of the dark brown and brown images on both pre- and post-assessments. The higher score on the post-assessment was due to her moving some of the brown image responses to the dark image responses.</p>

Parent Input / Feedback

Mtoto #4's mother learned of the program through her participation in The Village Project's afterschool program. She shares that Mtoto #4 is compassionate, caring, helpful, social, and loves to learn. She currently struggles with her relationship with her dad, really likes to please, and wants to be liked by everyone. She is a quick learner, thus does well in school; but can get distracted easily. Mtoto #4's mother shared that Mtoto #4 doesn't understand hate and can't see color. She currently has some understanding of her Japanese and Puerto Rican ancestry, but not of her African heritage. Her mother wanted Mtoto #4 to know more about her history as a child of African descent so she could take pride in it. In her post-interview, she shared, "I think it [Emanyatta] helped her better understand and identify who she is. She is at the international school and they do a lot of cultural stuff, and she has been able to bring stuff to the table... I think Emanyatta has been great. It's nice to have this program for her to better understand her culture and her history in terms better than I can explain to her. Nice to have the hands-on."





Overall Summary

Mtoto #4 had a successful Year 3 school year. Her mom and dad are in a committed relationship, and both parents reside in the home. Mtoto #4 is a strong student, and benefits greatly from being in Emanyatta and the afterschool program. She also has a strong support system in her maternal grandmother and grandfather. Mtoto #4 is very pleasant and has enjoyed her Emanyatta experience. She says she likes coming; and likes the activities, food, and children in the program. Mtoto #4 has not been difficult and has been a positive contributor to the program. Her grades, parent's report, and staff assessments have all been consistently positive.

Children's 'Color' Identity Index Score

Mtoto #4

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	+				
2		+			
3		+			
4		+			
5			+		
6		+			
7	+				
8			+		
9		+			
10		+			
SUB SCORE	6	12	2		
TOTAL SCORE			20		





Adapted from the Thomas Self-Concept Values Test	Date 5/14/18	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	-	-
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test	5/14/18	
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #4

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1		X			
2	X				
3		X			
4		X			
5			X		
6	X				
7		X			
8	X				
9	X				
10		X			
SUB SCORE	12	10	1		
TOTAL SCORE			23		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #5				
	Age at Entry Date of Entry Grade at Entry In Therapy?	7 09/17/11 First no	Pre/Post CCII Score Pre/Post Self-Concept Score Part of Afterschool Program? Part of Summer Program?	26/24 32/34 yes yes

Backstory
<p>Mtoto #5 and his twin brother Mtoto #14 are Emanyatta Warriors and attend TVPI's afterschool program. They are fraternal twins. The boys reside in a two-parent household. Mtoto #5 also has a younger sister who lives with her mother. He started the program at the beginning of Year 2, when his parents found out about the program through Regina Mason at a dental office. They jumped on the opportunity because their children attend a private school in Carmel, CA; and Mtoto #5 needed to learn more about his heritage and be around kids that look like him. There are times when prior engagements and commitments to his church conflict with some Saturdays, but he does attend Emanyatta regularly.</p> <p>Mtoto #5 is very quiet, attentive, receptive, intelligent, and does very well retaining information. Both of his parents are native to the Seaside community and very supportive. He struggles with jealousy towards his twin brother. His brother has very serious medical problems so his parents give him a lot more attention; this results in Mtoto #5 feeling left behind or that his brother is the favorite. Mtoto #5 is full of energy; he is often found doing flips and summersaults as he really enjoys gymnastics. He came into the program knowing a lot of information about his Black history. He really enjoys talking, and reading about Gandhi and other historical leaders. Since he already had a strong love and eager spirit about his African history, this program has helped him dive deeper and have more information to share.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #5 and his brother have adjusted very well to the program. They also attend the summer enrichment program. At the private school they attend, they are the only African Americans in their class. There are few children of African ancestry attending the school. Emanyatta and their church are the only places where the twins see other students that look like them, and they seem to thrive in the setting. They participate in all of the activities, and are engaged with the speakers and habits, rituals, and routines.</p>
Academic Assessment
<p>The Cultural Warrior Healers give Mtoto #5 an "excellent" rating. He seems to love learning, reads and writes well, and has no difficulty in any of the academic endeavors in and out of the program.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #5 is a very well-adjusted young man. His pre- and post-self-concept assessments indicate that he may be afraid of things and doesn't see himself as clean. He believes his mother has the same views, but also thinks he is afraid of a lot of people too. His perception of the teacher and other kids is that they don't think he likes to share; and the other kids also think he is not clean. In his post-assessment, he indicates that all four groups think he doesn't like to share; and although his mom, the teacher, and other kids think he likes to play with other kids, he said he did not like to play with them; and his mother still thinks he is not clean. I believe he, like many of the warriors, relates being clean with cleaning his room and cleaning up after himself instead of being dirty. In his CCII assessments, he marked mainly the dark brown and the brown images. In his pre-assessment, he marked the white image as most pretty; but marked the brown image as most pretty in his post-assessment. He marked the white figure as the image that should be the princess in the story and the ballerina onstage in his post-survey, which were not chosen on his pre-CCII assessment.</p>
Parent Input / Feedback

His parents describe him as well-behaved without any problems in school or at home. His mother shared in her post-survey that both of her sons “have grown in self-esteem and being proud about who they are, and also enjoyed learning about culture and were able to experience a community that was supportive.” She also stated that being in Emanyatta has “helped build their confidence and made them proud of their culture, and they can share Black history with others now.”





Overall Summary

Mtoto #5 and his brother Mtoto #14 are both very friendly and seem to enjoy the program. They come into the program with full support from their parents. Neither has had any major issues, or problems either academically or behaviorally. Their parents support the program, and have expressed gratitude for being able to expose their children to the many speakers and experiences via Emanyatta.

Children's 'Color' Identity Index Score

Mtoto #5

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro/braids/straight)

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4			X		
5	X				
6	X				
7	X				
8		X			
9	X				
10		X			braids
SUB SCORE					
TOTAL SCORE 26					





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	-	-
6. scared of a lot of people/not	+	-
7. strong/weak	+	+
8. clean/not so clean	-	-
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	-
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #5

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro/braids/straight)

	3 	2 	1 	0 	NOTES:
1	X				
2		X			
3	X				
4	X				
5		X			
6			X		
7	X				
8			X		
9	X				
10	X				
SUB SCORE	18	4	2		
TOTAL SCORE			24		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	-	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	-
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #6				
	Age at Entry Date of Entry Grade at Entry In Therapy?	8 09/08/17 Second no	Pre/Post CCII Score Pre/Post Self-Concept Score Part of Afterschool Program? Part of Summer Program?	22/not taken 35/not taken yes yes

Backstory
The mother learned of the Emanyatta program from a Village Program staff member. She worked during weekends and could not come to Emanyatta sessions. However, the children came regularly the first two years, but decided to leave the program in the middle of the third year. The children have a different last name than the mother, and currently there is no information about the home situation. Toward the end of the year, the mother expressed that she and the children would be moving to Sacramento soon. Recently, however, she submitted an application to the afterschool program for the 2018-19 school year for all three of her children to return. There are three siblings participating in Emanyatta: Mtoto #6, his twin brother, and their little sister. They, along with their mother, currently reside with their maternal grandmother. We were unable to contact them to get post-child-assessment or post-interviews.
Emanyatta Cultural Warrior's / Program Director's Assessment
Mtoto #6 struggled with his behavior when he first joined Emanyatta. He always seemed to wanted to "fit in" with his peers. Week by week, staff noticed a change for the better in his behavior. Mtoto #6 became very socially interactive; however, he was still a bit shy when it came to public speaking or any type of presentation. He is into sports and is very active. He does struggle when it comes to reading, but he builds up confidence when we do Read Loud/Read Proud. He still shows little interest in reading overall. He gets easily distracted and is not always fully engaged in activities.
Academic Assessment
Mtoto #6's mother reports that he is a "good" student, but he doesn't like to read aloud. He does try in our small group sessions. The Cultural Warrior Healers rate him as a "good" student.
Child Assessments / Clinical Therapy Diagnosis (if applicable)
On the self-concept measure, Mtoto #6 rated himself very positively. He indicated that he doesn't like to share things. From his mother's and teacher's perspectives, Mtoto #6 marked the same responses. They, too, think he doesn't like to share his things. Regarding his thought of other kids at his school, he believed they thought he was scared of a lot of things and scared of a lot of people. Mtoto #6 checked all of the dark brown and brown images on the CCII, except for one. He marked the white image in response to who should be the princess in the story. In our initial interview, color was an issue that came up when the evaluator was told that "cousins" preferred Mtoto #6 because he was lighter than his brother.
Parent Input / Feedback
Mtoto #6's mom did not share much about Mtoto #6 (probably because she was registering three children, including Mtoto #6's twin brother, and did not have much time). She indicated she wanted him to learn about the history of Black people, that he was a good student, played well with others, and had a very positive self-concept. Like his brother, he was aware of color issues but not about race/racism. She also shared that Mtoto #6 hadn't had any emotional or behavior issues over the past six months nor had he been in any therapy or treatment, but she felt he did have some "anger" issues.





Overall Summary

Mtoto #6 has evolved in Emanyatta. Initially very shy and not vocal when asked to participate, he now participates fully, and raises his hand to answer and ask questions. He is a very positive young man, although still a bit shy. Mtoto #6 participates in all activities. He responds to questions and has not had any major issues in the program. He struggles with reading at times and thus doesn't like to read aloud; but tries, and is successful with support. He is making progress. Overall, Mtoto #6 has a positive sense of self, gets along and works well with the Emanyatta staff and others in the program. Cultural Warrior Healers were disappointed when this family left the program.

Children's 'Color' Identity Index Score

Mtoto #6

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?


	3 	2 	1 	0 	NOTES:
1		X			
2	X				
3	X				
4		X			
5		X			
6			X		
7		X			
8		X			
9	X				
10		X			braids pic
SUB SCORE	9	12	1		
TOTAL SCORE			22		

Notes that friends think he is strong
but other kids don't #7 below

Adapted from the Thomas Self-Concept Values Test	Date 3/15/18	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+-
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Says mom thinks he is not so clean at times

Adapted from the Thomas Self-Concept Values Test	3/15/18	
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	-
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #7				
	Age at Entry	6	Pre/Post CCII Score	11/17
	Date of Entry	01/28/18	Pre/Post Self-Concept Score	38/34
	Grade at Entry	First	Part of Afterschool Program?	yes
	In Therapy?	yes	Part of Summer Program?	yes

Backstory
<p>Mtoto #7 and his brother entered the program late January of Year 1. They came in with their mother, and both were extremely active. According to Ms. Mason, they are living in a traumatic situation. The mother's boyfriend was not a good father figure. Quite the contrary, the boys witnessed domestic violence in the home. Mtoto #7 has witnessed his oldest brother, Mtoto #20, be bullied and beaten up by the mother's live-in boyfriend. As a result of the home environment, both Mtoto #7 and his brothers have serious acting-out problems. Both are extremely active and engage in oppositional behavior, in and out of school. Their first day of Emanyatta was very trying as Mtoto #7 and his brother both acted out, and helped others do so as well. However, he has definitely improved. The family dynamics have now changed as his maternal grandmother has taken over the caregiver responsibilities of all three brothers. Mtoto #7 entered therapy with TVPI's clinical staff. (See Mtoto #20 Backstory)</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #7 is one of the youngest children in Emanyatta. He has experienced so much in his life that is negative; however, he keeps a very positive presence. He is extremely active and friendly. Like his brother, self-control is an issue. His brother is very protective of him, and in the first year, he would often sit next to him and guide him to do activities. Mtoto #7 seems to really enjoy coming to Emanyatta. His behavior is that of a hyperactive child with very little self-control. This is consistent with what his mom shared. He has improved in his behavior, seems more engaged, and has a bit more self-control. When he first started, he was very difficult, he didn't want to stay seated, he would talk instead of listen, and he also would talk to his peers and adults very disrespectfully. He still struggles but has gotten better to work with, and he listens and engages. In the reading groups, he now reads and is very involved. He does have trouble speaking, and this makes it difficult for him to read. He is a firecracker and very spontaneous. Both Cultural Warrior Healers share that Mtoto #7 has shown improvement in his behavior the last few months.</p> <p>Mtoto #7 is involved in sports, and staff is recommending an individual Jegna. He will be on track to plug him into a Jegna that can support him in the Year 4 program. He learned that his father died on the football field while he was playing. He was concerned that his father wasn't able to see him make a touchdown. He is very active, and being in the Emanyatta program with his brother has truly impacted him in a positive manner. He has calmed down a bit, but is hyperactive still and needs attention. (See Mtoto #20 for further information about this case.)</p>
Academic Assessment
<p>Parent reports that she believes him to be "above average" in his academics; and shared that both he and his brother used to not care about school but now do, thanks to Emanyatta. Although no report card has been received for Mtoto #7, the Cultural Warrior Healers rate him as a good student. He has definitely overcome some of the problems that plagued him when he first started the program. He is still working on others; however, his work is improving steadily.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #7 shared that he is sad and not happy in his first self-concept assessment; but in his post-assessment, he shared he was happy. He also rated everything else positively (self, mother, teacher, and friends), except for indicating that he does not like to share. His mother states that he is "confident." Mtoto #7 was one of the only students who selected the stark white image more than once. He did so on four occasions. He selected the brown</p>

image five times, and the white image once. He never once selected the dark brown image. In his post-assessment, he only chose the stark white image once, to be the ballerina. Mtoto #7 began weekly therapy with The Village Project on 05/11/18. His diagnosis is ADHD, anger, and acute anxiety issues. The following is a summary of his clinical reports:

Reason For Referral

Mtoto #7 is the younger brother of Mtoto #20, another of our Emanyatta Warriors. He was referred by staff with consent of grandmother/guardian for behaviors that mirror his older brothers. Explosiveness and disruptive behaviors; disrespect of Emanyatta staff, peers, and faculty/staff at his school. Same therapy approaches used with his older brother were the approaches used with Mtoto #7 as well.

Clinical Outcomes

As a result of the combination of trauma-informed, culturally affirming approaches, coupled with participation in Emanyatta, Mtoto #7's explosiveness and disruptive, disrespectful behaviors have diminished greatly. In this past school year especially, he has demonstrated that he is able to put into practice the strategies he has learned to manage his behaviors. While he has had a small number of incidents of near explosiveness, he has been practicing a level of mindfulness, which appears to be a useful strategy in reducing the intensity of the times when he was upset. Coupled with participation in Emanyatta that emphasizes his true heritage and identity, he has been able to develop a level of resolve regarding being successful in school and social settings. Therapy is ongoing.

Parent Input / Feedback

Mtoto #7's mother shared in the initial interview that both of her sons exhibit oppositional behavior. She says that he is a "miniature firecracker" and very confident for his age. She also shared that he understands a little about racism, colorism, and culture, and that she wanted him to learn more about his African roots to help him gain a more positive sense of identity.

According to his grandmother, Mtoto #7 has become more focused: "He is not just wild." She believes that he is a free spirit. Being a part of Emanyatta has taught him some discipline, and has given him and his brother the ability to be around others and learn. It has allowed them to be more aware of who they are, that they "come from kings and queens." She states that it helps put them in the frame of mind to be contenders in this world. She shares, "It's been a godsend. It's been consistently good, and they want to go. They jumped up to go on Saturday. I don't have to force them."





Overall Summary

Mtoto #7 has been, and continues to be, a very friendly and eager participant in Emanyatta. He seemed to truly enjoy coming on Saturdays. However, he was often asked to settle down; and on a few occasions, a staff member had to sit with him to keep him from getting up and being disruptive. He really used his brother as a role model and mimics his behavior. Although they came from a traumatic situation, there is definitely progress in how they are handling their situation. TVPI is working on getting him a personal mentor.

Children's 'Color' Identity Index Score

Mtoto #7

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1		X			
2				X	
3				X	
4			X		
5				X	
6		X			
7				X	
8		X			
9		X			
10		X			Braids
SUB SCORE		10	1		
TOTAL SCORE			16		





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	-	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	--
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #7

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1		X			
2	X				
3		X			
4		X			
5	X				
6			X		
7			X		
8				X	
9	X				
10				X	
SUB SCORE	9	6	2		
TOTAL SCORE			17		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	-
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #8				
	Age at Entry	9	Pre/Post CCII Score	24/22
	Date of Entry	9/7/2017	Pre/Post Self-Concept Score	40/29
	Grade at Entry	4 th	Part of Afterschool Program?	yes
	In Therapy?	yes	Part of Summer Program?	yes

Backstory
<p>Mtoto #8 lives with his mother and brother. There is no father in the household. They are originally from the Seaside community; but due to finances and the cost of living, they moved to Marina with their aunt, then proceeded to move to Los Angeles. They are now living in Los Angeles, but still travel 318 miles to attend Emanyatta on most Saturdays. Their mother moved them in the middle of the year, but did not want them to miss the opportunities they were having, building friends, and learning more about their history. Both of their fathers do not play a role in their lives; but the mother has a very supportive family, both in Seaside and in Los Angeles, to help when needed. Mtoto #8 struggles with reading, which results in him acting out to avoid reading or working with his peers. Mtoto #8 also has temper issues that cause problems in his school, which is not a supportive environment. The mother expressed that both her children were picked on at school, especially by the school administration. She attributed this due to their race. The mother called for a meeting at the school due to an ongoing incident with Mtoto #8. She solicited the support of the Emanyatta clinical director, Mr. Mason, to attend the meeting with her. Once at the meeting, the police were waiting in the office because the school administration wanted law enforcement present. Law enforcement was asked to leave the meeting by Mr. Mason, as they were not welcome. This is an example of the daily hostility that many Black children, especially boys, face on a daily basis. The school principal had frequently pulled Mtoto #8 out of class for alleged behavioral issues. His mom stated, "I have to get my boys out of here so that they have a chance in life. I appreciate this program [Emanyatta] so much! It is the only program of its kind and they are learning so much." The racism their mother faced in her job, plus the racism she shared her boys faced at school, were major factors in her decision to move to Los Angeles. When the boys were coming regularly, their growth was amazing. They both really understood their responsibility of having respect and discipline towards adults and peers. Now, since they are not able to come often, when they come, they are at times disruptive and want to talk with their friends in the program. Their mom loves the fact that her children are learning about their cultural background and that is why she continues with the program, even though they moved to Los Angeles. Due to COVID-19, Emanyatta has been virtual and the boys have been participating.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #8 initially struggled with being nice and friendly to his peers. He often was involved with confrontations. After many group discussions on bullying, his behavior improved. He was often silly and joking during our groups, but was easy to redirect. His mother stayed every almost session. Although he has some difficulty focusing and listening, he seems to be excited about being a part of Emanyatta. He enjoys being around his fellow Warriors and loves participating in activities. His mother is very supportive of him, and she's really dedicated to Emanyatta. They moved to Los Angeles, but his mother still made sure they were involved and drove to Seaside almost every weekend. He rarely missed a Saturday.</p>
Academic Assessment
<p>Based on the initial report card Emanyatta received Mtoto #8 received the year he was in Seaside, he was performing "below grade level" in school. He has mainly "1" grades on his report card, which indicates "needs improvement" – "demonstrates minimal understanding of concepts and skills within standard at this time." He did have a few "2" grades in math indicators, as well as in speaking orally. The "2" represents that he "demonstrates partial understanding of concepts and skills within standard at this time." He had shown some improvement while in TVPI's afterschool program, but still needs work. The Cultural Warrior Healers rate him as "fair."</p>

Child Assessments / Clinical Therapy Diagnosis (if applicable)

Mtoto #8 scored highly on both the CCII and self-concept pre-assessments. On the CCII, he chose mainly dark brown images; with only a couple of exceptions, including the choice of the stark white image for who should be the ballerina. His CCII responses were more varied on the post-assessment, where he moved from the dark brown to the brown images, and did not select any of the stark white images. On the self-concept measure, he moved from all positive responses to perceiving all four groups thinking he was scared of a lot of people and things. He also indicated that he and his mother know that he does not like to share his things. Mtoto #8 had issues that the mother shared with TVPI staff, and this led to him getting into treatment with our clinical component.

Reason for Referral

Mtoto #8 was referred by his mother who believed that he had anger problems and depression. He had some problems at school in which he was accused of bullying. According to his mother, at times she could only characterize his anger as “explosive and long-lasting”; while also stating that she believed her son’s problems were exacerbated by racist characterizations of her son who is large for his age, by white teachers and administrators, which the mother believes is one source of her son’s anger. Bouts of depression, which can last for 2-3 days “seems painful.” This Clinical Director did attend one disciplinary meeting with this Young Warrior and his mother in which the Principal invited a school resource officer (school police) who was asked to leave the meeting by the mother and this Clinical Director. During the course of the meeting, it was determined that Mtoto #8 was falsely accused of bullying. Mtoto #8 responded to this situation with anger and tearfulness. The following day, the mother said her son became increasingly sad as the evening progressed, and appeared deeply sad when he left for school that day. There were two instances when he was accused of bullying two younger Warriors during Emanyatta. Staff intervened, and Mtoto #8 and his mother had a meeting with this Clinical Director. It was agreed that M-1 would be referred to therapy with an agency therapist so that Mtoto #8’s treatment would be “in-house.” It was explained to the mother that therapy for her son meant she would be involved in therapy with him. She agreed. Treatment started in November 2017 and ended in June 2018, when the mother, he, and his younger brother, who was also a member of Emanyatta, had to move to Los Angeles.

Clinical Outcomes

Whereas Mtoto #8 had numerous explosive anger episodes followed by episodes of deep depression prior to treatment, by the end of the first year of the program, mother and he reported that he had learned to manage his anger. And while he still got angry at times, he utilized strategies such as self-talk and relaxation/deep-breathing techniques he learned in therapy to prevent explosiveness. Also, use of a therapy technique that incorporated “Historical Memory” that was then coupled with teachings he was receiving in Emanyatta sessions served to strengthen his identity and his growing pride in being a descendant of great people. For episodes of deep sadness or depression, the strategy developed in therapy is for him to talk to his mother about how he is feeling, and for his mother to be nonjudgmentally supportive of him during these periods. As his mother stated before leaving for Los Angeles, her son’s strengthened identity had lifted his self-esteem; which, in turn, resulted in his increased ability to manage his anger, and greatly diminished episodes of deep sadness and depression. Since she has family in this area, mother and both sons frequently drive from Los Angeles on weekends because of both sons’ desire to continue participating in Emanyatta. She wanted such for them as well. Mother reports that her son continues to successfully manage his anger appropriately and, while he may appropriately get sad at times, he does not appear to experience episodes of deep sadness or depression. Mother and son report in to this Clinical Director each time they come for Emanyatta sessions to inform about his mental health status. Mother also reported that, as a result of Emanyatta sessions teaching Young Warriors about COVID-19 and precautions, both of her sons are able to cope with the stress and fear produced by this pandemic.

Parent Input / Feedback

Mtoto #8 is described by his mother to be strong-willed and caring. She believes he is a strong reader, but learns slowly. He gives up early when challenged. He is also fidgety at times and can be quite hyperactive. He is also emotional and overly sensitive. His mother is very involved with her children, but feels that Mtoto #8 may have emotional issues due to the lack of father involvement in his life. She has experienced racism, and believes Mtoto

#8 has also experienced it in school. She shares that he is aware to a “certain degree” of racism and color issues. However, he doesn’t know that much about his culture. She wants him to learn about it in Emanyatta, especially where he comes from and who we are as a people. She believes this will help him build more self-esteem, and give him pride and strength in knowing his heritage.





Overall Summary

Mtoto #8 has some issues that interfere with his school and interaction with others. He can be a bully and is large for his age. However, he has really calmed down in his behavior at Emanyatta. He seems to enjoy the sessions and is engaged. He participates in activities. Mtoto #8 is very supported by his mother and by staff, but needs continued support in therapy as well. The family has moved to Los Angeles, but continues to participate and support the Emanyatta program.

Children's 'Color' Identity Index Score

Mtoto #8

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3		X			
4	X				
5	X				
6	X				
7	X				
8				X	
9	X				
10			X		straight
SUB SCORE	21	2	1		
TOTAL SCORE			24		





Adapted from the Thomas Self-Concept Values Test	Date 2/13/18	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+-
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test	2/13/18	
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #8

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1		X			
2	X				
3			X		
4		X			
5		X			
6	X				
7	X				
8			X		
9	X				
10		X			
SUB SCORE	12	8	2		
TOTAL SCORE			22		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	-	-
6. scared of a lot of people/not	-	-
7. strong/weak	+	+
8. clean/not so clean	+	-
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	-	-
6. scared of a lot of people/not	-	-
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #9				
	Age at Entry	8	Pre/Post CCII Score	19/not taken
	Date of Entry	08/08/18	Pre/Post Self-Concept Score	35/24
	Grade at Entry	Third	Part of Afterschool Program?	yes
	In Therapy?	no	Part of Summer Program?	yes





Backstory
<p>Mtoto #9 is a very inquisitive young person. She resides with her mother and father. Mtoto #9 has a younger sister who is two years old. Mtoto #9 struggles academically, but benefits from attending the afterschool program and being exposed to Emanyatta. Navaeh has an active imagination and tells stories that sometimes are exaggerated. She has been observed to be needy and is in need of a Jegna. She is on-track to have a family meeting to find out how the agency and program can benefit Navaeh to meet her individual needs. Navaeh's mother struggled to get her to the program. She is supported by her grandparents and her great-grandmother. Once her great-grandmother found out that Mtoto #9 was not getting to the program, she began transporting her and Mtoto #9 was able to participate. Navaeh has a mixture of many racial and cultural backgrounds. Her maternal grandmother is of African ancestry; her grandfather is Japanese. Navaeh's birthfather is Latino. It is not known if she engages with her paternal family, and there was some tension related to her father not living up to expectations in terms of his support for his family. This caused distress between the mom and her mother. Since Navaeh has been getting academic support from TVPI's afterschool program staff, she has improved academically but still needs help. Due to COVID-19, staff has not received reports of her status in the programming of both virtual Emanyatta and the afterschool programs. Based on Navaeh's mother working and the uncertainty about her father's involvement, this Warrior will need follow-up as she is still struggling academically. It was reported that children in the district were only required to have 1.5 hours of work per week, and Mtoto #9 will fall further behind as she doesn't get much academic support outside of school and the afterschool program.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #9 is very outgoing and curious. She asks a lot of questions, and sometimes struggles with comprehension. She does not have a strong relationship with her peers. Mtoto #9 is constantly looking for acceptance from the other students. When she first joined the program, she was "far below grade level" when it came to reading, but she has grown tremendously over the years. She requires a lot of independent help academically, but she is very creative and excels when it comes to art. Mtoto #9 has a lot of potential and does very well with communicating with peers, but really struggles academically. Mtoto #9 loves talking and connecting with her peers; she enjoys being a leader so she often chooses to befriend younger children. She was very active in the program the first year, but this year she wasn't very active; she was doing Saturday school programs at her school. She doesn't speak about her personal life often; she does speak about her struggling relationship with her dad because he is in and out of her life. She really loves her siblings and enjoys spending time with them; in everything we do, she wants to invite and involve her siblings. She has shown a great love for learning about her history; she often has questions and comments during our sessions. She has greatly improved academically and in her confidence because of both of our programs.</p>
Academic Assessment
<p>Her mom and the Cultural Warrior Healers share that Mtoto #9 needs help in her academics. She is in the fourth grade, but is working at a second grade level with improvements each week. Being in Emanyatta and the afterschool program has helped her tremendously. She has grown a love for school and her education. She works hard daily to improve academically, especially in her reading, which is something Emanyatta really shines a light on.</p>

Child Assessments / Clinical Therapy Diagnosis (if applicable)
Mtoto #9 didn't take the post-CCII assessment. In her pre-assessment, she chose responses from all of the color types, including wanting to play with the stark white image. Regarding her self-concept assessment, Mtoto #9's pre-assessment was much more positive than her post-assessment. She indicated that she thought the other kids perceived her in a negative light. In her post-assessment, she also indicated that she, her mom, and [the] other kids thought she was sad. In this case, it is difficult to interpret what her responses are related to during this COVID-19 period. Staff had not heard from her; and she only came in briefly with her mother to get the gifts at the end of the year, and [only] had a few minutes [when] the post-assessment was administered. Her responses seemed in contrast to her growth pre-COVID-19 in Emanyatta.
Parent Input / Feedback
Mtoto #9's mom described her as a very respectful and helpful girl. She also shared that Mtoto #9 always tries very hard in school, although she is behind in both reading (she avoids it) and math. However, her mom shared that she is slowly getting better in her academic skills. She indicated that Mtoto #9 doesn't understand issues around race/racism or colorism. She also doesn't know about her Black culture. She wanted her to learn more about her culture and heritage in Emanyatta, and believes that she did. In her post-interview, she shared how Mtoto #9 enjoyed the program and was learning more about culture. She also stated, "I like what you guys are doing. You guys work one-on-one and focus on the kids."
Overall Summary
Mtoto #9 is a very friendly girl. She is not shy and appears to be thriving in Emanyatta. Her attendance was very good initially, but was sporadic in the second and third years. She is improving in her academics based on her one-on-one tutoring in the afterschool program. However, she needs much help. Her family tries to be supportive but are facing other day-to-day issues, which make it difficult for them to fully participate in Emanyatta activities. Mtoto #9 has a lot of potential but needs support.

Children's 'Color' Identity Index Score

Mtoto #9

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1			X		
2		X			
3				X	
4	X				
5	X				
6	X				
7	X				
8			X		
9			X		
10		X			braids
SUB SCORE					
TOTAL SCORE 19					





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	-	+
4. likes to share things/doesn't	+	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	-	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	-	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	-

Children's 'Color' Identity Index Score



Mtoto #9

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
SUB SCORE					
TOTAL SCORE					

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	-	-
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	-	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	-	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	-
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	-
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	-	-
6. scared of a lot of people/not	+	+
7. strong/weak	+	-
8. clean/not so clean	+	-
9. well(healthy)/sick	-	+
10. good looking/not	+	-

Mtoto #10				
	Age at Entry	5	Pre/Post CCII Score	32/25
	Date of Entry	11/20/18	Pre/Post Self-Concept Score	39/39
	Grade at Entry	TK	Part of Afterschool Program?	no
	In Therapy?	no	Part of Summer Program?	yes
Mtoto #25				
	Age at Entry	5	Pre/Post CCII Score	22/27
	Date of Entry	11/20/18	Pre/Post Self-Concept Score	39/31
	Grade at Entry	TK	Part of Afterschool Program?	no
	In Therapy?	no	Part of Summer Program?	yes

Backstory
<p>Mtoto #10 and Mtoto #25 are fraternal twins and have another older sibling in the Emanyatta program. During the course of the program, their mother gave birth to a younger sister. The family is new to our community and found out about our program through their church. Their pastor has a seat on TVPI's board, and their mother became close friends with his daughter. Their family is very private and keep to themselves; their parents are also very protective of their children. Both mother and father play a huge role in their life, and they also live with and provide care for their grandfather. Their mother works from home in real estate. They attend a local elementary school. They and their older sister are very well-behaved. They are most comfortable being in each other's presence. Their attendance during the first year was sporadic, as their mother had just had a new baby; however, they became very consistent in the program over time. The twins have gotten very comfortable within the program; they talk more and are building relationships. However, the older sister is still very quiet and often stays to herself.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Although their attendance improved over time, the siblings were frequently absent. They attend one of the lowest performing schools in the district. The mother comes with the children at times, but the father was not actively involved in the program. Mtoto #10 and Mtoto #25 were observed to be happy, with an excited and upbeat affect during participation in the program. Their mother commented on being happy that they were among students that looked like them, which is rare in group settings at their regular school (it is composed of predominately Spanish-speaking children). Although the siblings arrived after breakfast and libations were done, they actively participated in the program when present. Their mom connected to other moms, and was engaged when present as well.</p>
Academic Assessment
<p>Neither Mtoto #10 nor Mtoto #25 have any academic issues. They are friendly, capable young students. They both like to draw and listen without any issues. Both were rated "good students" by the Cultural Warrior Healers that worked with them in Emanyatta and the Year 2 summer program.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #10 scored high on both the pre- and post-self-concept assessments. He felt that his mother, teacher, and other students thought highly of him on all 10 items. In the pre-assessment, he waived and thought the kids thought he was sad. He said that he didn't think they thought he wanted to be their friend. However, this was not the case in the post-assessment. In the post-assessment, the only item marked with a negative was that he didn't think his mom thought he liked to share his things. Overall, Mtoto #10 presents as a very happy child who is very close to his siblings and mother. Regarding his CCII assessments, Mtoto #10 selected all of the dark brown images in his pre-assessment; and in his post-assessment, he moved some of his choices and selected a few more of the brown images.</p> <p>Mtoto #25 scored high on her pre-self-concept assessment. However, in her post assessment, she indicated many</p>

issues regarding her perception of how her mother saw her. She stated her mother thought she was sad, didn't like to play with other kids, was not smart, was scared of a lot of things, and wasn't clean. All of these somewhat negative responses were answered positively in her pre-assessment. She selected mostly dark brown and brown images in her pre CCII. In contrast to her brother, Mtoto #25 chose more of the dark brown images on her CCII post-assessment.

Parent Input / Feedback

Her mother describes Mtoto #25 as very headstrong and that she needs to learn to compromise. She also describes her as a good learner, and marks her "above average" academically and socio-emotionally. Her mother believes that she has a very positive self-concept and gets along well with other children.

Mtoto #10 was described by his mother as being a very happy child who gets along well with others. His challenge is the fact that he often doesn't listen as he should. She believes him to be an excellent student without any ideas regarding race, color, or culture. Their mom shared that all her children loved coming to Emanyatta and that it had such a positive impact on them. She shared that participation helped her children focus and listen, and learn to be more confident. In addition to the children learning new things, she felt she also learned a lot of new things, and lamented that she wished she could have come more often.

Overall Summary





This family had three children in Emanyatta. Mtoto #10 and his twin were among the youngest group of Warriors. Mtoto #10 and Mtoto #25 were very positive and appeared fully engaged. They never presented any behavior issues, and seemed to truly listen and engage with the speakers and materials. Even though their attendance was sporadic, their mother often stayed and participated with the other parents. She believed the program has an extremely positive impact on her children, and felt they learned a lot about their heritage. But even more importantly, she shared, "It's helped them focus, learn the right questions, be more positive, and also more confident."

Children's 'Color' Identity Index Score

Mtoto #10

Who in this picture do you think is the fastest runner?

1. Which teacher's class would you like to be in?
2. Which one of these toys would you like to play with?
3. Which person do you think is most pretty?
4. Which person do you think is most smart?
5. Who should be the princess in the story?
6. Who should be the prince to save the princess in the story?
7. Who should be the star ballerina on stage?
8. Who will cook the best holiday dinner?
9. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4	X				
5	X				
6	X				
7	X				
8	X				
9	X				
10	X				
SUB SCORE		X			Braids
TOTAL SCORE 32					

*Sad below re: other kids because he said some didn't want to be his friend.





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	- *
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #10

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4	X				
5	X				
6		X			
7	X				
8			X		
9		X			
10		X			
SUB SCORE	18	6	1		
TOTAL SCORE			25		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #11				
	Age at Entry	7	Pre/Post CCII Score	19/18
	Date of Entry	08/10/17	Pre/Post Self-Concept Score	not taken/40
	Grade at Entry	2 nd /3 rd combo	Part of Afterschool Program?	yes
	In Therapy?	no	Part of Summer Program?	yes

Backstory
<p>Mtoto #11 and her twin brother are part of the inaugural group of Emanyatta Warriors. They are fraternal twins and have older siblings, one of whom is incarcerated. They were adopted by their maternal great aunt who is a cancer survivor and a very caring mother to the twins. Mtoto #11's birthmother is out of the picture, and she has not seen her children since the twins were taken by child welfare in Fresno County. She and her brother lingered in foster care for several years before their birth family was notified. The twins are currently in the fourth grade. Mtoto #11 resides in the household with her adoptive mother, grandmother, and twin brother Mtoto #32, who is also a student in the program. She attends a charter school and struggles academically. (See "Mtoto #32's Backstory")</p> <p>She was retained due to her reading level. She is very reserved. Mtoto #11's adoptive mother struggles to meet the academic needs of the children. She works out of the area, and leaves early in the morning and returns in the evening. She hired a close family friend to take the children to school, and they attended their school's afterschool program. Mtoto #11 and her brother spend summers with their aunt in Burlingame, CA. They were both adopted out of the child welfare system. Their birthmother has six children, all of whom she abandoned. Her maternal grandmother suffers from an undiagnosed mental illness. She has an extended maternal family that serves as a support system. During the time the children were in foster care, they never got due diligence in terms of assessments and services, and early interventions could have helped them both. Their older siblings are residing with relatives. However, both older brothers present with mental health issues, and the oldest brother is dyslexic.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>When Mtoto #11 first started Emanyatta, she was extremely quiet and did not participate, only listened. She wouldn't leave her mom's side, wouldn't answer any questions, or talk to peers. She never presented behavioral problems. However, she began speaking when asked and started interacting with others, as the weeks progressed. She even would read aloud to the small Read Loud/Read Proud group. She enjoyed the field trip to the museum in San Francisco and the art activities. Mtoto #11 has also gained a lot of self-confidence while being in the program. She has grown to become very independent. She no longer needs her mom or brother to be comfortable, which shows great growth, especially for twins who have always needed each other. It's amazing to see how she has created a very strong bond with another student. They are best friends. She volunteers to speak in front of the group and really has become her own person. She now rarely wants to be with her mom or twin brother. She has really blossomed and attended the program regularly. This family has always been very active in the program and has only missed a handful of Saturday Emanyatta sessions over their three-year involvement.</p>
Academic Assessment
<p>Mtoto #11 struggles in school and initially was very behind in all subjects. However, over the course of the program, staff has seen much improvement. The Cultural Warrior Healers rate Mtoto #11 as "fair." In her post-interview, her mother shared that she has become a good reader.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #11's family issues should warrant therapy, but she is not currently involved in any therapy. On the pre- and post-CCII assessments, Mtoto #11 responses were similar and she selected from across all color options. She switched from her pre-CCII preference for straight hair to the braided hair style in her post-assessment. Although</p>

there is no pre-self-concept measure for Mtoto #11, she selected all positive responses across all four groups (self, mother, teacher, and other kids) in her post-assessment. Staff has seen Mtoto #11 truly gain in her self-esteem, self-confidence, and ability to interact with others over the course of her Emanyatta journey. She is so much more independent, and her transformation from her initial year to the third year is amazing.

Parent Input / Feedback

Mtoto #11's mother shared that Mtoto #11 likes to learn and learns fast, but can be very distracted at times. In her initial interview, she indicated that Mtoto #11 was not aware of race, color, or cultural issues; but wanted her to learn about their "Black identity" via Emanyatta. Based on her responses, one would not know that Mtoto #11 had any difficulties in school or at home. Her mom indicated that Mtoto #11 had no emotional, psychological, or school problems; and had no issues about fear or worries. Her mom participated fully in Emanyatta, along with Mtoto #11 and her twin brother. She shared in her post-interview how very much she enjoyed and appreciated the program. She stated that being part of Emanyatta "helped with Mtoto #11's communication. They [her twins] were able to meet new people, and were exposed to learning things they may never learn in their current educational system." When asked if she had any additional comments, she stated emphatically that she "definitely wants the program to continue because it's unforgettable!"





Overall Summary

Mtoto #11 was adopted by her maternal great aunt. She and her siblings were abandoned by their mother; and unfortunately, she and her twin brother Mtoto #32 languished in foster care for some time in Fresno before the extended family was notified. Given that history, it is amazing to see how Mtoto #11 has blossomed in Emanyatta. The staff and her mother have seen her move from being extremely shy, clingy to her mother, only talking to her mother and twin, and never talking to peer Warriors – to being actively task-engaged, and speaking with peers and staff. She has begun reading out loud in the Read Loud/Read Proud segment of Emanyatta. Although she needs help at times, Mtoto #11 has become a fairly good reader. She is more advanced than her twin brother. Her mother fully supports the children in their participation at Emanyatta.

Children's 'Color' Identity Index Score

Mtoto #11

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2		X			
3	X				
4		X			
5		X			
6			X		
7		X			
8		X			
9			X		
10			X		straight hair pic
SUB SCORE	6	10	3		
TOTAL SCORE			19		





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad		
2. like to play with kids/doesn't		
3. smart/not smart		
4. likes to share things/doesn't		
5. scared of a lot of things/not		
6. scared of a lot of people/not		
7. strong/weak		
8. clean/not so clean		
9. well(healthy)/sick		
10. good looking/not		

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad		
2. like to play with kids/doesn't		
3. smart/not smart		
4. likes to share things/doesn't		
5. scared of a lot of things/not		
6. scared of a lot of people/not		
7. strong/weak		
8. clean/not so clean		
9. well(healthy)/sick		
10. good looking/not		

Children's 'Color' Identity Index Score


Mtoto #11

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1		X			
2	X				
3		X			
4		X			
5			X		
6		X			
7	X				
8			X		
9				X	
10		X			
SUB SCORE	6	10	2		
TOTAL SCORE			18		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #12				
	Age at Entry	8	Pre/Post CCII Score	28/27
	Date of Entry	08/10/18	Pre/Post Self-Concept Score	31/33
	Grade at Entry	Fourth	Part of Afterschool Program?	no
	In Therapy?	yes	Part of Summer Program?	yes





Backstory
<p>Mtoto #12 comes from an intact two-parent household of college-educated parents and is middle class. She was with the program from the beginning and is part of the original cohort. When Mtoto #12 joined the program, she was homeschooled, but then went to a charter school where her mother serves as a board member. Her mother and father are both entrepreneurs and own many businesses in Monterey County. Her mother also has her hand in real estate and online business consulting. Mtoto #12 is a very smart and bright child, and she is very good at outsmarting even the adults in her life; her mother sees this mostly while Mtoto #12 is interacting with her teachers at school. Mtoto #12 has struggled getting along with her peers at school, and she is often bullied. She has a past of sexual behavior and teaching others about her sexual knowledge; where that comes from is still unknown. Her mother has her in therapeutic services at our office to figure out where the behavior comes from and how she can work past them. Mtoto #12 comes from a strong Muslim family; her paternal biological family lives in Africa. She has the opportunity to go visit there often.</p> <p>Mtoto #12 plays a great role in her younger siblings' lives. She has a younger sister and brother; she is very helpful and supports her mother and father well. Mtoto #12 is part of a blended family as she has two half-siblings whose mother is white. Thus, color issues are prevalent. Her mother wants her to understand "that she is enough" just the way she is, and to not continually be seeking outside approval. She feels that Mtoto #12 is "not comfortable in her own skin." Mtoto #12's father is from Senegal, and they travel there to visit often. Her paternal grandmother joined us on one of our field trips while visiting America. Mtoto #12's mother is extremely supportive of Emanyatta and stays most sessions. She shares how thankful she is to have a space where Black children can be at ease and be themselves. This is in contrast to much of the activity, school, and community events on the Monterey peninsula. Mtoto #12 has plans of becoming an entrepreneur. Emanyatta has given Mtoto #12 a strong voice; she uses her experiences and learning in Africa to help the other students. She also has made lifelong friends in the program. She is getting better with respect for herself and others in her life.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #12 is very smart and very active. She would often do ballet movements. We put her energy to work by making her a leader/reader with the younger children. She flourished. She is quite smart, but needs to be able to maintain focus. She rarely missed a session, and seemed very quiet when she first started. We often didn't hear much from her; but after a few weeks, she wanted to always have attention and wanted to be the "class clown." After speaking to her mother about her behavior, it was decided she works better as a leader and having a job. We made her the kindergarten leader/reader in our Read Loud/Read Proud segment of our schedule. She flourished into a wonderful student. It was great and helpful having Mtoto #12 around; she was a wonderful leader. She also knew a lot about her history so it was great hearing from her as well. While in the program, her mother was pregnant with Mtoto #12's baby brother, but her mom stayed at every session until she had the baby. She is an excellent reader and also has leadership qualities. She just needs to work on her focus.</p>
Academic Assessment
<p>Mtoto #12 was being homeschooled when she began the program. Her mother shared that the school was not equipped to deal with children who presented with Mtoto #12's uniqueness. She felt the surrounding schools lacked understanding of issues surrounding race and racism. Mtoto #12 is an excellent reader and reads to the younger children. Her academic status is "excellent."</p>

Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>In both her pre- and post-CCII assessments, Mtoto #12 scored very high and predominately chose the dark brown images that looked most like her and her family. Her pre- and post-self-concept assessments showed her and her mother with positive responses. However, negative responses were marked for the teacher and other students. This is consistent with why Mtoto #12's mother sought clinical treatment for her daughter.</p> <p>Reason for Referral</p> <p>Mtoto #12's mother reported that Mtoto #12 was physically attacked and seriously injured at the school she attended the first year after being homeschooled. Mom reported jealous girls. The ringleader who is also African American told everyone [that] her mother wanted her to beat up Mtoto #12 "because she thinks she's better than everybody, especially other Black people." The mother is in process of suing the school because she feels the school is attempting to "sweep this under the carpet," and has filed charges against the girl and the girl's mother. She feels her daughter has been severely traumatized by the incident and wanted her to have therapy, which was immediately arranged through TVPI.</p> <p>Clinical Outcomes</p> <p>Mtoto #12 began having weekly sessions with an African American female therapist. When COVID-19 occurred, therapy was still being carried out with telehealth therapy. Trauma-informed, focused strategies were used that appeared to work well with Mtoto #12. She participated in the remainder of this year's Emanyatta, which had to be done virtually by Zoom as a result of COVID-19. Mother reports that she is doing well and that legal proceedings are continuing. Mtoto #12 is hoping Emanyatta will not have to be done virtually this coming school year as she misses the Saturdays with her fellow Young Warriors. Observation is ongoing, and continued therapy remains an option if needed.</p>
Parent Input / Feedback
<p>Mtoto #12's mother describes her as precocious, intelligent, determined, articulate, and active. Her major concern was that Mtoto #12 is not comfortable in her own skin. She attributes this to her having two half-siblings who are of mixed race (white and Black), and thus feels the colorism pressure. Living in Monterey where there are very few children who look like Mtoto #12 compounds this. Her mother shared that Mtoto #12 doesn't think she is beautiful. She indicates that she is well aware of racism and colorism, and has cultural knowledge of our African ancestry as her father is Senegalese. She appreciates how Emanyatta helped build a foundation of "discovery and love" so that when Emanyatta students walk into the world, they "can hold their heads high." In her post-interview, she described Emanyatta's impact: "The impact was tremendous. Mtoto #12 was [initially] homeschooled so [Emanyatta] gave her a better understanding of self because she was somewhat isolated. It created community of people like her in a new setting (ages and types of people); it was like the creation of a village." Her mother served on the Parent Advisory committee for Emanyatta; and she helped create the graduation ceremony in Year 2, which included giving the staff beautiful Senegalese dashikis.</p>
Overall Summary
<p>Emanyatta has been a very positive experience for Mtoto #12. She enjoys coming; and based on her mother's reports, she enjoys the lessons, children, and overall experience. Mtoto #12 is very smart and is a very good reader. Thus, in her role as leader/reader, she has been a good role model for the younger students and a help to the Cultural Warrior Healers. She still has some issues regarding her perceptions of acceptance from others.</p>

Children's 'Color' Identity Index Score

Mtoto #12

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4	X				
5	X				
6	X				
7	X				
8	X				
9	X				
10			X		STRAIGHT HAIR STYLE
SUB SCORE	27		1		
TOTAL SCORE			28		





Adapted from the Thomas Self-Concept Values Test	Date 6/10/18	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	-	-
6. scared of a lot of people/not	+	-
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test	6/10/18	
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	-
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	-
7. strong/weak	+	-
8. clean/not so clean	+	-
9. well(healthy)/sick	+	+
10. good looking/not	+	-

Children's 'Color' Identity Index Score


Mtoto #12

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3		X			
4	X				
5	X				
6			X		
7	X				
8	X				
9	X				
10	X				
SUB SCORE	24	2	1		
TOTAL SCORE			27		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	-	+
6. scared of a lot of people/not	+	-
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	-

Mtoto #13				
	Age at Entry	8	Pre/Post CCII Score	18/16
	Date of Entry	02/10/18	Pre/Post Self-Concept Score	36/40
	Grade at Entry	Third	Part of Afterschool Program?	yes
	In Therapy?	yes	Part of Summer Program?	yes

Backstory
<p>Mtoto #13 was one of the inaugural students of Emanyatta and is in the fourth grade now. He is being raised in a single-parent household, and he is an only child. Unfortunately, Mtoto #13 lost his mother at a very young age. She was young when she had him and was not able to handle the responsibility. His father has tried his best to be the guardian in Mtoto #13's life, but he has a lot of childhood trauma that he has not fully overcome. His father did not have a good example of a loving father in his life so he struggles with showing that love to his son. In his few years of living, Mtoto #13 has been faced with and/or exposed to domestic violence, alcoholism, sexual acts, identity confusion, and a lack of love from both a mother and father. He has been abused, left alone, and judged throughout his whole life. He struggles with relationships at school with his peers and with the adults in his life.</p> <p>Mtoto #13's love for animals, cars, and an imaginary life has kept him motivated. He is a very smart, kindhearted, energetic child. He often speaks about owning a car dealership when he is older. He also attends the TVPI's afterschool program. His father works on Saturdays and does not have consistent childcare or transportation, so Mtoto #13 has not been able to come to Emanyatta consistently. However, since being in the Emanyatta program, Mtoto #13 has grown greatly. He has been able to focus in school better, and he has a sense of family. He looks at the leaders as parents. Coming to Emanyatta is his time away from his home life, his time to be a child. He enjoys it so much, he often tells the leaders he wishes he could stay forever.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #13 is a very friendly young boy who seems to truly enjoy coming to Emanyatta. He is energetic and participates fully. He can get distracted by others, but generally is attentive and responds to directions well. Despite his issues, Mtoto #13 presents as a very happy, funny boy. He did great in the sessions; his mind sometimes wanders off, but he's easy to redirect. He comes regularly, but did miss sometimes due to his father's work schedule. He wasn't always attentive when it was reading time, but he is a great and strong reader. It is clear that he is a very bright kid with a strong personality. He has lots of energy and gets easily distracted. He has a very vivid imagination, which can sometimes be a distraction for him in his work. He loves to read books, and does average for his grade level.</p>
Academic Assessment
<p>Mtoto #13 is in a dual immersion program. According to his teacher at the end of Year 1, he is "meeting expectations" on most areas in the English component of the program, but has predominately "needs improvement" marks on the Spanish and math components. Teacher comments indicate that Mtoto #13 is a "sweet boy" and is making improvement, but needs support to gain the skills to reach his potential. He is motivated by positive praise and does want to please. She believes that Mtoto #13 can achieve with support. Although his grades show that he is not performing at high levels in school, the teacher's comments have been positive. She sees Mtoto #13 trying and as a willing student. His minimal level works can be improved with help. The Cultural Warrior Healers rate him as "fair." It is clear that he has potential, but Mtoto #13 needs a lot of support to focus and do his best.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>His scores on our self-concept assessments indicate that he has a healthy sense of self; and in the pre-assessment, he was aware of his shortcoming of not wanting to share. However, he indicates in his post-assessment that this was no longer an issue. In the CCII assessment, he chose one more of the brown images and</p>

one less of the dark brown images, which altered his score slightly.

Mtoto #13 has an IEP and has been supported by the agency with educational advocacy, financial assistance, and therapeutic support. There have been frequent visits to the home by child welfare, and at one point, the child was temporarily moved on a voluntary basis. The child is now back in the home, and his single father is doing his best. The father requires support that he does not have to help him with the child's care during times he has to be at work. For example, the father works out of the area. The child has to attend school by walking from his home, crossing a very busy intersection. The child is very at-risk as he is very friendly. For example, he could be easily persuaded to get into a car with a stranger. In Year 1, the child walked away from his neighborhood and was missing for a time. They reside in an area where another child had been previously abducted, and her body was found in a shallow grave almost a year later. The father has unresolved trauma from his childhood and blames himself for his own mother being murdered by his father, and he is quick to engage with the child in a punitive way. This resulted in the child being temporarily removed. The father has limited followthrough related to the child's educational needs, partly due to working out of the area but also partly due to his own trauma. The father reported, "If I don't put my child on medication, I can't get them (CPI) off my back and D'Marcus could be removed." This is the type of circumstance facing children in underserved communities. The father has tremendous financial needs and puts his work at the forefront, often leaving his child at home alone. If there were supports in place for this father, the child could be thriving. Nevertheless, this child is resilient and inquisitive, and is a great communicator. The father participates in Emanyatta when he can, and truly seems to want to be a good father to Mtoto #13. The clinical director reports:

Reason for Referral

Mtoto #13 had been in therapy at The Village Project for approximately one year before Emanyatta began. He joined Emanyatta the latter half of Emanyatta's second year (2018-19). Mtoto #13 first came into therapy because of behaviors that included disruptiveness at school, to include threats to other students, defiance of teachers, and smearing of feces on bathroom walls. He is being raised by a single father as a result of being abandoned by the mother who has a history of drug problems. His father is African American and his mom is of Mexican descent. Father has had Child Protective Services involvement for allegedly physical abuse of Mtoto #13 when allegedly disciplining him for lying. Of special concern, at the time of initial therapy, was the feces smearing incidents, which, sometimes, has been a result of child abuse. Given father's CPS involvement, this was a concern that was addressed by The Village Project therapist at the time. Mtoto #13 was also doing poorly in school, though everyone who had contact with him – teachers, staff, counselors – all saw him as being very bright. An additional issue that the father was having difficulty accepting was that Mtoto #13 had what the father considered "feminine traits," i.e., wants to be a ballet dancer while the father wanted him to be a football player. Because the initial therapist was in her early 30s and female, the father terminated therapy until a male therapist was available. Male therapist became available in the Spring of 2019. Also, Mtoto #13's participation in Emanyatta was sporadic due to the father's work schedule. To increase participation, staff began picking up Mtoto #13 and transporting him home when father worked late. He became enthusiastic about virtual Emanyatta, and the various activities and guests that came to be with the Young Warriors. However, matters were compounded by his last therapist being diagnosed with cancer and no longer being available.

Clinical Outcomes





While the acts of feces smearing seems to be extinguished, and father's now acceptance of his son's "feminine traits" to include his okaying him to have dance lessons being helpful in the work with Mtoto #13, staff is now concerned about Mtoto #13, stating that he reports he "sees things," i.e., "ghosts" or shadowy figures that no one else sees. These occurrences are in the daytime and not at night. Plans are to have him seen by an African American psychiatrist if father consents. Mtoto #13 is perhaps the most troubled of our Young Warriors and poses a challenge for the project in being able to provide the level of care he might need. While his new knowledge of his African identity has been strengthening for him emotionally and psychologically in a number of ways, there appears to be other levels of treatment needed for him to thrive on a level he seems to be capable of doing. He functioned very well with virtual Emanyatta and seemed to cope well with the COVID-19 restrictions. He still has challenges academically, and requires a high level of attention in the agency's virtual Afterschool Academy. Clinical determinations are still ongoing.

Parent Input / Feedback
<p>In the initial interview, his father shared that Mtoto #13 is “inquisitive and sensitive.” However, he has behavioral and attention-deficit issues. These are the reasons he brought his son to The Village Project for therapy a couple of years ago. He is still involved in therapy, but not on medication. Key issues, from his father’s perspective, are focus, attention, and self-confidence. Through his involvement with The Village Project, he learned of the Emanyatta program. He shared that he “heard so many good things about Emanyatta” and wanted to have his son participate. He wanted him to learn more about Black history and his identity so that it would build his self-confidence. He indicates that his son is an “average” student with little cultural awareness. His father also indicated that Mtoto #13 is worried at times, and can get depressed and tearful. He definitely has emotional issues that may account for his lack of concentration. On the other hand, he is generally well-behaved and does try to meet challenges by trying to figure things out.</p> <p>In the post-interview, the father felt grateful for the Emanyatta program and the afterschool component. He stated that these programs “help with [Mtoto #13’s] work, opened his mind to new things, and exposed him to new experiences to take with him into the classroom.” He shared that Mtoto #13 still has focus problems, and that “he’s capable and has drive, but he isn’t giving his all and is easily distracted.”</p>
Overall Summary
<p>Mtoto #13 has been a very involved student in Emanyatta. He has participated fully and appears to enjoy coming. His father has been slightly more involved recently. His mother is of Mexican descent but is not in his life, and Mtoto #13 identifies as African American. Mtoto #13 suffers from anxiety, fears, and worries, and thus is in therapy with The Village Project staff. The more he attends these therapy sessions, the afterschool program, and Emanyatta, the more successes he has had. However, he still has serious issues that need addressing and be monitored with continued therapy</p>

Children's 'Color' Identity Index Score

Mtoto #13

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2			X		
3			X		
4		X			
5		X			
6	X				
7			X		
8	X				
9				X	
10		X			braid pic
SUB SCORE	9	6	3		
TOTAL SCORE			18		





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
+7.strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7.strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #13

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2			X		
3		X			
4		X			
5			X		
6				X	
7			X		
8	X				
9			X		
10		X			
SUB SCORE	6	6	4		
TOTAL SCORE			16		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #14				
	Age at Entry	7	Pre/Post CCII Score	16/26
	Date of Entry	09/17/11	Pre/Post Self-Concept Score	32/30
	Grade at Entry	First	Part of Afterschool Program?	yes
	In Therapy?	no	Part of Summer Program?	yes

Backstory
<p>Mtoto #14 and his twin brother Mtoto #5 are Emanyatta Warriors and attend TVPI's afterschool program. They are fraternal twins. The boys reside in a two-parent household. Mtoto #14 also has a younger sister who lives with her mother. He started the program at the beginning of Year 2, when his parents found out about the program through Regina Mason at a dental office. They jumped on the opportunity because their children attend a private school in Carmel, CA; and Mtoto #14 needed to learn more about his heritage and be around kids that look like him. There are times when prior engagements and commitments to his church conflict with some Saturdays, but he does attend Emanyatta regularly.</p> <p>Mtoto #14 has been dealing with seizures for most of his childhood. When he was younger, he would have them very frequently; they would be so bad that he would blackout while at school and wake up later not knowing what happened. His parents have worked tirelessly to find a solution to this reoccurring issue. He has visited doctors in our community, Stanford Hospital, and other locations as well. Due to his seizures, his academic journey has been very hard. He now has moments throughout his day where his seizures are happening only in his brain, so he blacks out and does not know what has just happened. This has caused many blank points in his learning. For example, he has days where he can read at his grade level, then has days he cannot read the word "cat." His parents are doing all they can. He was recently put on an IEP to try to get him more one-on-one support at school to see if that will help him learn better and more consistently. MTOTO #14 loves gymnastics and is normally found doing cartwheels in his free time no matter his surroundings. He also regularly attends a local church. Emanyatta has helped MTOTO #14, and his parents have the confidence and support to advocate for themselves.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #14 attends a private school and had the support of our clinical director at a 504 meeting to accommodate his suffering from seizures. His mom was working for a dental office that closed down this year, and as a result, she was relocated to another office in a neighboring city. This caused some stress on the family; but the boys had adjusted to Emanyatta and have made friends, and enjoy learning about their cultural heritage. Mtoto #14 hasn't had any issues in Emanyatta and has adjusted well to the environment. He is close to his brother but has made many friends in the program.</p>
Academic Assessment
<p>The Cultural Warrior Healers give Mtoto #14 a "fair" rating. He is a willing learner, but his medical condition has hampered his ability to reach high academic goals.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>In Mtoto #14's pre-CCII assessment, he selected the white image five times vs. no times in his post-CCII. His selections moved toward all being the dark brown and brown images. Sharing was an issue in both his pre- and post-self-concept assessment. He thought that the teacher had more negative perceptions of him in his post-self-concept selections. In contrast to his pre-assessment, in the post-assessment, he also felt the teacher, his mother, and other kids thought he didn't want to play with other kids.</p>
Parent Input / Feedback
<p>Mtoto #14, like his brother, is well-behaved without any problems in school or at home. He has a medical</p>

condition, which causes his mother to worry about how he is doing when not with her. They have invested a lot of time trying to figure out what is causing the condition and how it can be resolved. His mother shared in her post-survey that both of her sons “have grown in self-esteem and being proud about who they are, and also enjoyed learning about culture and were able to experience a community that was supportive.” She also stated that being in Emanyatta has “helped build their confidence and made them proud of their culture, and they can share Black history with others now.”





Overall Summary

Mtoto #14 and his brother Mtoto #5 are both very friendly and seem to enjoy the program. They come into the program with full support from their parents. Neither has had any major issues, or problems either academically or behaviorally. Their parents support the program, and have expressed gratitude for being able to expose their children to the many speakers and experiences via Emanyatta.

Children's 'Color' Identity Index Score

Mtoto #14

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro/braids/straight)

	3 	2 	1 	0 	NOTES:
1		X			
2		X			
3			X		
4	X				
5			X		
6			X		
7			X		
8		X			
9		X			
10			X		straight
SUB SCORE					
TOTAL SCORE 16					





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	-	-
6. scared of a lot of people/not	+	-
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	-
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #14

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro/braids/straight)


	3 	2 	1 	0 	NOTES:
1		X			
2	X				
3	X				
4	X				
5		X			
6	X				
7	X				
8		X			
9	X				
10		X			
SUB SCORE	18	8			
TOTAL SCORE			26		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	-	-
9. well(healthy)/sick	+	+
10. good looking/not	+	+

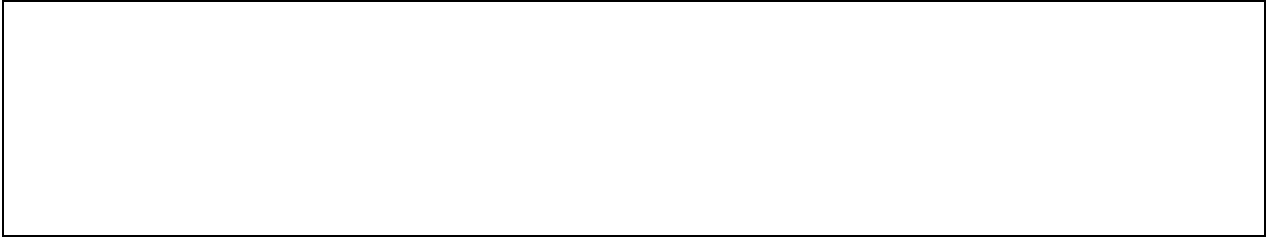
Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	-	-
3. smart/not smart	-	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #15				
	Age at Entry	5	Pre/Post CCII Score	Not Taken
	Date of Entry	9/7/2019	Pre/Post Self Concept Score	Not Taken
	Grade at Entry	preK	Part of Afterschool Program?	no
	In Therapy?	No	Part of Summer Program?	no

Back Story
Mtoto #15 is the newest child admitted to the Emanyatta program. He joined the program through his cousin in the beginning of year 3. He also attends TVPI's after school program. He is part African American and part Asian Pacific Islander. He has a younger sister and they get along very well. His father was born and raised in this community. His father has dreams of becoming a rapper. He has been making music and performs locally. His mother works in a scheduling office. His mother and father are very active in his life. He is also strongly supported by both sets of grandparents. We have very little information about Mtoto #15 as he has only attended a total of seven sessions since he was admitted to the program, six in the September and October and then not again until the end of the program. COVID19 changes have made it problematic to reach some parents toward the end of the year.
Emanyatta Cultural Warrior's /Program Director's Assessment
Mtoto #15 is a very quiet child who loves working and playing independently. He likes to draw, loves animals, and plays baseball. He is great with making new friends. He has only came to the program a handful of times. He plays baseball and attends a lot of his cousin's basketball games. He has been able to grow from the program much because he hasn't learned enough information.
Academic Assessment
Based on his time in TVPI's afterschool program, Mtoto #15 is considered a good student. His mother thinks he is doing excellently in school and TVPI's tutors are pushing him more than the school does.
Child Assessments/Clinical Therapy Diagnosis (If Applicable)
Mtoto #15 is not in therapy and hadn't taken any of the pre or post child assessments due to lack of attendance.
Parent Input/Feedback
His mother states, "I personally think Emanyatta is good for him as he sees others who look like him. It helps with challenges we go thru. It is important for him to learn these things as I don't have all of the knowledge. He loves it. The afterschool program is absolutely great." She affirmed that this program continues because there are no programs that teach and focus on culture.
Overall Summary
Mtoto #15 hasn't been with Emanyatta long enough to do a full case write up. He comes from an intact family environment that is supportive. He is pleasant and cheerful when he comes and seems to enjoy the program. However, his entrance to the program was very late and then COVID happened. His mother did come do the post parent interview via phone and was very supportive of the program, particularly the afterschool component because she believes the children are motivated to do more in the afterschool program than they are in school.

Mtoto #16				
	Age at Entry Date of Entry Grade at Entry In Therapy?	8 9/7/2019 Third no	Pre/Post CCII Score Pre/Post Self-Concept Score Part of Afterschool Program? Part of Summer Program?	not taken/24 not taken/36 mo no





Backstory
Mtoto #16 is a third grader who joined the third-year segment of Emanyatta. She also attends TVPI's afterschool program. She and her brother have a great bond, and she really enjoys being an older sister. Her family has a very close relationship with each other, with their grandparents playing a big role in her life as well. Her mother is currently in college hoping to become a teacher; she also works for our school district at a local middle school. Her father is a track coach at a local community college. Mtoto #16's mother is a very active supporter of The Village Project, taking the role of one of the parent advisors and she has a seat on the board.
Emanyatta Cultural Warriors' / Program Director's Assessment
Mtoto #16 came into the program as a very quiet child. She had a hard time connecting with her peers because she seemed so very shy. While being in the program, she has only connected with a few children. She also doesn't seem very confident within herself, but is working on building relationships. Since being in the program, we have seen great growth with Mtoto #16 as far as her confidence and attitude. She now speaks up for herself, and at times, likes to take a leadership role. Although we have only had her a short time, she is becoming more involved and confident. She is smiling and participating more.
Academic Assessment
She struggles with attention-span issues. Her school is trying to get her on an IEP and possibly medicated, but her mother does not agree. Her mother is working closely with Mr. Mason and The Village Project staff to find alternative ways to work with Mtoto #16. Although her schoolwork is "good" according to the Cultural Warrior Healers, she is not working up to her ability.
Child Assessments / Clinical Therapy Diagnosis (if applicable)
Mtoto #16 did not get a pre-assessment. In her post-self-concept assessment, she scored very positively; with the only negative response given for not liking to share. She indicated this was true for herself, and that her mother, teachers, and other kids also felt she didn't like to share. She chose all dark brown and brown images on her post CCII assessment. Mtoto #16 is not currently in therapy.
Parent Input / Feedback
Mtoto #16 came into the program in the third year, and her mother shared it is a lifeline. She stated in the post-interview, "Emanyatta helped me a lot. If this program wasn't around, I don't know what I would have done. Having peace of mind about who is helping her. The fact that this is no cost is huge, and that it was in the community near our house. We were both really busy and didn't have a lot of money, and this has been a big help; and to have children who look like her is a great bonus." She also feels that the program has helped Mtoto #16's shyness; and in school as well, because she is now "a lot more organized than she was and asked for help. And her teacher says she is more comfortable in class and will do class presentations."
Overall Summary
Mtoto #16 is a very shy young girl. She didn't know the other Emanyatta Warriors when she first came to the program in the third year. However, over the time she has come, she has slowly made friends. She has also begun to participate more and seems to be less shy, and is more open and conversant now. She is becoming more confident in speaking in front of others, and in her ability to take leadership roles. She comes from a very supportive family that just moved into the area from Georgia. They, too, are finding their way in the community, and felt that finding The Village Project and Emanyatta has been a wonderful way to feel connected and engaged. Mtoto #16's mother has gotten very involved with Emanyatta's parent board and supports TVPI's programs.



Children's 'Color' Identity Index Score

Mtoto #16


1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2		X			
3	X				
4		X			
5		X			
6		X			
7	X				
8	X				
9		X			
10		X			
SUB SCORE	12	12			
TOTAL SCORE			24		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Emanyatta Warrior Mtoto #17

	Age at Entry	5	Pre/Post CCII Score	21/not taken
	Date of Entry	08/07/17	Pre/Post Self-Concept Score	39/not taken
	Grade at Entry	K	Part of Afterschool Program?	yes
	In Therapy?	no	Part of Summer Program?	yes

Backstory

Mtoto #17's maternal great-grandparents were highly respected in the community. His great-grandfather was retired from the military; and his great-grandmother ran the Operation Shoestring program, a local preschool with mostly children of African ancestry. His maternal grandmother raised his mother as a married-but-single parent because his grandfather was in prison most of his adult life. The grandfather is out of prison, and is now the successful owner of a local janitorial service. He has reformed his life and provides a support system to Mtoto #17's parents. Mtoto #17 also has a very involved paternal family. His parents are both working class people and are very responsible adults. His father coaches high school basketball and works with special education children. His mother works in the medical field. His older sister (10 years old) volunteers in the Emanyatta program and actively participates during the time Mtoto #17 attends. Thus, Mtoto #17 has strong family support systems in that both his maternal and paternal grandparents reside locally and have demonstrated great support for their grandchildren. Both paternal and maternal grandfathers were formerly incarcerated in state prison, but both are now gainfully employed and have been doing well for over 20 years.

Emanyatta Cultural Warriors' / Program Director's Assessment

Mtoto #17 was one of our inaugural Warriors. He comes from a very supportive family. He also attends the TVPI's afterschool program. Mtoto #17's dream is to become a basketball player. His parents support that dream wholeheartedly. Thus, sports have become number one in their lives. Mtoto #17 plays basketball for his city and also plays on a travel team. He trains with his dad's high school team on his free days. With a schedule like that, Mtoto #17 doesn't have a lot of extra time, so Emanyatta has been placed on the back burner. He has attended all three years a handful of times. He hasn't attended enough for him to have a grand transformation, but he does love the program and expresses that often. He shows great interest in learning more whenever he can about his history and historical Black figures. Mtoto #17 is always very eager to learn, he's academically and athletically inclined, and displays strong leadership characteristics. His mother is a manager at a surgical scheduling center; and his father has a master's degree, and is the manager of the special needs program in our community's school district. His older sister is also a great example for him because she is a consistent 4.0 student. Mtoto #17's sister is very hard on him and wants only what is best for him. She is often found correcting his behavior, even in front of his peers, that results in him feeling embarrassed at times.

Academic Assessment

Mtoto #17 is currently working on schoolwork that is two grades above his grade level. Though he is very capable, Mtoto #17 has had a hard time being a leader this school year. At school and in the afterschool program, Mtoto #17 has displayed negative behaviors that he is picking up from some of his peers. Mtoto #17's parents were great with communicating to staff and Mtoto #17 about his behaviors, and expecting better from him. Currently, Mtoto #17 is doing a wonderful job of being the leader, and is redirecting the negative behaviors into more positive actions.

Child Assessments / Clinical Therapy Diagnosis (if applicable)





Mtoto #17's parents did not want Mtoto #17 to come out during COVID-19 so we do not have the child post-assessments for him. On his pre-self-concept assessment, Mtoto #17 gives all positive responses across the board. The only issue that was not marked positively was that he believes he is scared of a lot of things (although not scared of a lot of people). He believes that his mother, teacher, and friends all have positive views of him. Regarding the CCII, Mtoto #17 chose the dark brown and brown images most of the time. He preferred the straight hairstyle. Mtoto #17 is not in need of therapy and seems very well-adjusted.

Parent Input / Feedback
Mtoto #17's father brought him to the program; it was introduced to him by Ms. Mason. He believed his son would benefit from knowing more about who is and his heritage. He felt that this will help Mtoto #17 take pride in himself. He shared that Mtoto #17 "is like a sponge," and takes things in, thinks things out, and is generally a very caring and smart young boy. He goes to a Christian preschool; and is doing well, but at times, loses focus. He is slowly learning how to ask for help, but is a fairly independent boy. The father believes that Mtoto #17 is aware of race and racism, but not culture or colorism. He wanted Mtoto #17 to understand his African history, his ancestors, and "to be able to embrace himself as who he is and not to be defined by others." Both father and mother have been very supportive of Mtoto #17's participation, but it was secondary to his sports activities.
Overall Summary
Mtoto #17 is a very happy child and is fully engaged in our program when he comes. He participates and seems to enjoy being in the presence of other children, and he responds well to the speakers and activities. He comes from a very supportive family and does well in school. His family also supports Emanyatta. His sister frequently comes and volunteers to do our Read Loud/Read Proud segment of the program with a small group of Warriors. Unfortunately, due to COVID-19, no post-parent interviews or post-child assessments were done.

Children's 'Color' Identity Index Score


Mtoto #17

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1		X			
2	X				
3	X				
4		X			
5		X			
6	X				
7			X		
8		X			
9		X			
10			X		straight hair pic
SUB SCORE	9	10	2		
TOTAL SCORE			21		

Adapted from the Thomas Self-Concept Values Test	Date 3/14/2018	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	-	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test	3/14/2018	
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #18				
	Age at Entry	9	Pre/Post CCII Score	23/20
	Date of Entry	09/07/18	Pre/Post Self-Concept Score	40/36
	Grade at Entry	Fourth	Part of Afterschool Program?	yes
	In Therapy?	no	Part of Summer Program?	yes





Backstory
<p>Mtoto #18 comes from a blended family. His parents were younger when he was born and, unfortunately, did not continue their relationship. His mother has full custody of him, and he visits his father and his father's family occasionally. His mother got married when he was about 7 years old, and he has struggled adjusting to his new life with his stepfather and his two younger stepbrothers. Mtoto #18 started the program in Year Two with his two stepbrothers. He also attends the TVPI's afterschool program. One of the Cultural Warrior Healers attends church with his family, and they heard about the program through her. At first, they were very excited about the program, but sports took over after time. He would pop into the program every so often, but was not attending regularly. Mtoto #18 attends the afterschool program where he receives tutorial and enrichment support, as well as transportation services. Additionally, he enrolled in the summer enrichment program. In Year 2, Mtoto #18 was initially assessed to receive therapy from TVPI. However, due to insurance problems, he was not able to receive services as TVPI no longer has Medi-Cal billing. He suffers from poor self-esteem, resides in a blended family situation, and has conflict with his stepfather. His mother was pregnant when he entered the program, and his birthfather has a limited role in his life. Mtoto #18's mother suffers from depression, and has a lot of stress raising her own two children. Now, she also will be having to care for a third child, and she appears more overwhelmed than ever. Mtoto #18 has strong supportive grandmothers, both maternal and paternal, and a supportive church family. Because he is somewhat isolated in his school, with limited African American peers, he is in need of learning "coping" skills; and Emanyatta will ideally help him have stronger racial and cultural identity. Although he attended some sessions in Year 3, the family shared that he will not be attending Year 4.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #18 is a fairly calm, intellectual student. He was accepted into a charter school at the beginning of his journey with Emanyatta. He faced some struggles with being accepted at his new school by peers and teachers. Staff learned it was a result of racial tension at the school that was reported by his mother. This resulted in him briefly receiving therapeutic services through our counseling site. He is a very quiet and private child; he is normally found by himself on a computer or with his cousin while at the site. He really enjoys going to church on the weekends. He was excited about having a new baby sister. Since being in the program, Mtoto #18 has opened up a lot. He was able to come to the staff during his hard times at school, and the staff was able to help him work through them. Although Mtoto #18 is very shy, he has started coming out of his shell. He is very smart and very curious. Though he didn't really like coming, he always came with a question. His traumatic experience with racism with a teacher at school was a setback for him. Additionally, his mom's marriage and her new child added to Mtoto #18's difficult time adjusting. His biological father is not really active in his life, and he has mentioned that he is not fond of his stepfather. In Year 3's school year, Mtoto #18 seems to be doing better, and was more outgoing during the times he attended Emanyatta. He has a strong support in his church family. Although Mtoto #18's birthfather has been in and out of incarceration, his paternal grandparents were involved in his life, which seemed to help fill the void of having an absent father. Mtoto #18's stepbrothers are bi-racial and attend the program. There was noticeable conflict with his mother and his stepbrother's mother. This caused the boys to be separated from one another as the mothers were not getting along, and this also caused stress for all of the children. Though his relationship with his stepbrothers has gotten better, he still struggles with finding his place in the family's dynamic. Mtoto #18's mother decided to take him out of the program, so he will not be returning when COVID-19 restrictions are lifted and allows in-person programming.</p>

<p style="text-align: center;">Academic Assessment</p> <p>Academically, Mtoto #18 is a scholar that is underachieving. Though school comes very easily to him, there is a lack of motivation when it comes to homework and focus. He likes to learn; however, his lack of motivation has been mentioned by family, teacher, and staff. At times, his calmness made him seem as though he was indifferent to what was going on around him. He showed steady improvement in school based on his report card. One teacher noted, "It has been a pleasure to work with Mtoto #18." She also shared that he has made improvements in his classwork. At the end of the first year Mtoto #18 was in the program, the teacher reported that Mtoto #18 needs to keep up his "enthusiasm." The Cultural Warrior Healers gave Mtoto #18 a "good" rating based on his schoolwork and performance in the afterschool program.</p>
<p style="text-align: center;">Child Assessments / Clinical Therapy Diagnosis (if applicable)</p> <p>Mtoto #18 was not seen as a clinical client at TVPI, although it was recommended for him to be a client by staff. Regarding his assessments, Mtoto #18 has an extremely positive self and perception of how others perceive him scores on all of the 10 items in his pre-assessment. This was before he learned his mother was going to have a baby and get married. In his post-assessment, he indicated that his mother thought he was sad and scared of a lot of things; and that the kids didn't think he wanted to play with them or share his things with them. On his CCII assessments, Mtoto #18 selected mostly dark brown and brown images on his pre assessment. He moved some of his responses from the dark brown image he marked on the pre-assessment to the brown image on his post-assessment.</p>
<p style="text-align: center;">Parent Input / Feedback</p> <p>In the initial interview, Mtoto #18's mother described him as being "calm all of the time." She indicated that he was a good student and likes learning, but "can get lazy." Also, there was a concern that Mtoto #18 can be influenced by others to do things that he shouldn't be doing. His mother felt he got frustrated when others are doing things that are not good, and he knows he isn't allowed to do them. Thus, he was initially described as having an "attitude problem" when these instances occur. His mother indicated that she would like Mtoto #18 to be more excited about school and apply himself more, as well as being more responsible, and take more pride in himself and his work.</p> <p>Mtoto #18's stepfather did the post-interview. He shared that Mtoto #18 learned a lot in Emanyatta. He would have preferred the program to not be every Saturday, as his children are involved with sports and had to miss sessions. Overall, however, he shared that the impact of Emanyatta was very positive, and the children learned about their culture. He felt the program was "convenient," and provided the children with experiences they would not have gotten elsewhere in the community.</p>
<p style="text-align: center;">Overall Summary</p> <p>Mtoto #18 is a very smart young man. He learns easily and appears to enjoy reading. However, he is an underachiever at school, getting average grades, and at times only demonstrating partial understanding of concepts. He doesn't seem motivated, and his teacher noted that he makes careless mistakes in his work. He made constant improvement in school as time went on. He was not very open to coming to the program, but did come, and participated when present. He had slowly opened up, but his family situation was stressful to him. Being in the program with two stepbrothers, and some conflict between his mother and their mother, made it awkward at times. These family issues were not resolved, and thus impacted his attitude and behavior. He was not disruptive, but kept more to himself than the other students. Mtoto #18 is very pleasant when he participates, and it is clear that he can be a thinker based on his questions and comments. He is improving in school, but is not working to his fullest ability. Staff members regret that Mtoto #18 won't be participating in Year 4, as some progress had been made with his opening up and enjoyment of the program.</p>

Children's 'Color' Identity Index Score

Mtoto 18

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

x	3 	2 	1 	0 	NOTES:
1	X				
2		X			
3			X		
4	X				
5	X				
6	X				
7	X				
8		X			
9		X			
10			X		straight
SUB SCORE					
TOTAL SCORE 23					





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto 18

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1		X			
2		X			
3		X			
4		X			
5		X			
6		X			
7		X			
8	X				
9		X			
10			X		
SUB SCORE	3	16	1		
TOTAL SCORE			20		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	-
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	+
4. likes to share things/doesn't	+	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #19				
	Age at Entry	6	Pre/Post CCII Score	22/20
	Date of Entry	11/01/18	Pre/Post Self-Concept Score	40/39
	Grade at Entry	K	Part of Afterschool Program?	no
	In Therapy?	no	Part of Summer Program?	Year 2

Backstory
<p>Mtoto #19 is a bright child, and has become more comfortable with friends she has made in the Emanyatta program. She initially was extremely shy and is a soft-spoken child. However, she is extremely capable when she articulates at group level. She resides in a single-parent household with her mother. Her maternal grandmother had been residing with the family. She went back home to New York during Year 3 to reside with another one of her children. Mtoto #19's father is not a part of her life, and it is unknown if she has had a relationship with her father. Her mom has major depression, and the grandmother also has a mental health diagnosis as well. Her mom came to the area as a visiting nurse and later got hired by a local hospital. The child resides in an area of the county away from where the program is located. However, her mother and grandmother try to get her to Emanyatta as often as they can. They both stay when they come. Due to Mtoto #19's shyness, she was reluctant to participate at first; but both her mother and grandmother are strong supporters of Emanyatta and this seems to have rubbed off on Mtoto #19. Both her mother and grandmother (who is from Jamaica) reported that Mtoto #19 looks forward to coming to Emanyatta because of what she is learning about her identity, due to the fact that she is the only child of African descent in her classes. Both report that Mtoto #19 enjoys being around children who look like her.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #19 started the program the second year. She is a very quiet shy child who avoids public speaking as much as possible. Her mother works in our local hospital as a nurse, night shift. Due to her mother working overnights, Mtoto #19 spends a lot of time with her babysitter. Upon coming into the program, her maternal grandmother was living with them and helping care for Mtoto #19, but she had to go back home to New York. Her grandmother taught Mtoto #19 as much as could about her roots. Mtoto #19 has had a hard time connecting with her peers at Emanyatta and does not have many friends. She would often cry when her mom would leave her on Saturday mornings, and thus her mom and grandmother would often stay with her. This behavior waned as she became more comfortable with staff and students. Since being in the program, Mtoto #19 has really grown. Staff can see more of her personality, and she is now much more talkative with staff. She has also become comfortable being at Emanyatta without her mom or grandmother.</p>
Academic Assessment
<p>Mtoto #19 was not in the afterschool program. She has been described as a "good" student by both her mother and the Cultural Warrior Healers.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>In both her pre- and post-self-concept assessments, Mtoto #19 scored highly. The one-point difference is a result of Mtoto #19 indicating in her post-assessment that she is scared of a lot of people. In her CCII, Mtoto #19's responses almost appeared random, with movement from black to brown responses. She chose the stark white image as her response to who should be the princess in the story on her post-CCII assessment. Mtoto #19 was not seen in therapy by TVPI clinical staff.</p>
Parent Input / Feedback

Mtoto #19's mother describes her as a quick learner and that she loves learning. She has the desire to excel in all things. She is also described as shy, and takes times to adapt to changes and new people. She shares that Mtoto #19 is a good student who knows about racism, but not about color issues or about her own culture. Her mother wanted Mtoto #19 to get a stronger sense of her identity and her pride as an African American. With this enhanced pride, her mom feels that Mtoto #19 will become more confident and more helpful at home. In her post-interview, her mom shared how much she appreciated Emanyatta; and described how Mtoto #19 "is now less shy and likes to hear stories. She learned a lot, and it felt good for her to see a community that looks like her." She was particularly happy about Mtoto #19's growth in confidence since she has been in Emanyatta.





Overall Summary

Mtoto #19 has truly become more open and less shy during her time in Emanyatta. There are times that she is really clingy to her mother and even cries when her mother leaves. She was initially inconsolable, but now can be coaxed back into the group and she participates more. She joins in the activities and seems to have adjusted to the Emanyatta schedule. Mtoto #19 has become friendly with other Warriors and speaks more freely in the group. She is doing ok in school, and her mother reports that she has gained a lot of confidence in herself, which comes through in other areas outside of Emanyatta. Her mother and grandmother are strong supporters of the program, and want Mtoto #19 to learn as much as she can about her history and culture.

Children's 'Color' Identity Index Score

Mtoto #19

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1		X			
2	X				
3	X				
4	X				
5			X		
6		X			
7	X				
8			X		
9	X				
10			X		straight
SUB SCORE					
TOTAL SCORE 22					





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #19

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1			X		
2		X			
3			X		
4	X				
5	X				
6	X				
7				X	
8	X				
9			X		
10	X				
SUB SCORE	15	2	3		
TOTAL SCORE			20		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	-	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #20				
	Age at Entry	8	Pre/Post CCII Score	20/18
	Date of Entry	01/28/18	Pre/Post Self-Concept Score	39/35
	Grade at Entry	Third	Part of Afterschool Program?	yes
	In Therapy?	yes	Part of Summer Program?	yes

Backstory
<p>Mtoto #20 has two younger brothers. He attends the Mae C. Johnson Education & Cultural Enrichment Academy (TVPI's afterschool program). Mtoto #20's mother and father were young when they started their family. This played a huge role in their upbringing and family dynamic. Their father was a football star in the community; but after making a few bad choices, his career ended. Their mother did a great job in the beginning of their lives being a support for them; but she, too, made a bad choice. She chose her boyfriend over her sons. She came from a family where she did not have many positive influences. Mtoto #20 and his brothers were moved by the County Social Services Department to the grandmother's home, due to domestic violence. Their grandmother has full custody of all three boys. Getting the boys into the program was a cry for help because their mother and grandmother no longer knew how to fully help them. During their young age, they have seen a lot. Just while being in this program for two years, we have helped them through major trauma: watching their father have a heart attack that killed him at a football game, right in front of them; watching their younger brother get beaten by their mother's boyfriend causing him to go to the hospital with broken bones; themselves being beaten by the boyfriend; the boys' suicidal thoughts; their mother being found living in the afterschool program shed; and their mother being lit on fire by her boyfriend. The grandmother has played a huge role in keeping the boys on the right track as best as she can. She is married to a pastor that was born and raised in the Seaside community. But due to the grandfather's poor health conditions and obesity, their grandmother is the sole provider of the household. Over time, the grandmother could no longer work long hours and manage the boys on her own, so their aunt moved from San Francisco to help care for them. Their mother was in and out of their lives. The boys struggle with regulating their emotions, which is easy to understand. They are often finding violence as a way to express how they are feeling. Before their mother left, she had them put on medication to assist with ADD/ADHD.</p> <p>Mtoto #20 utilizes different activities to help him cope: Michael Jackson, card tricks, and horse therapy through The Village Project. He receives therapeutic services. This school year, Mtoto #20 was put into the KEY program and onto an IEP within the school district. Thus far, that has been a great help in his educational journey. Mtoto #20 is very smart, loving, funny, and energetic. He enjoys being the center of attention, which sometimes results in poor behaviors. He looks to be accepted by peers and adults. He has overcome a lot of struggles, and being in the Emanyatta program and the afterschool program has truly been an extremely positive impact.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Both Cultural Warriors shared that Mtoto #20 is a very smart young boy. However, they also felt that in a traditional setting, this may get lost due to his hyperactivity and lack of self-control. They worked with these issues in each Emanyatta session and saw improvement. Mtoto #20 and his brother were usually dropped off on Saturday morning. However, during the Year 1 closing ceremony, his mother and their youngest brother stayed. Both Mtoto #20 and his brother, Mtoto #7, participated in the Year 1 draping ceremony and seemed very proud (although still very active and dancing as they were, given their sashes). One Cultural Warrior shared, "Mtoto #20 is great; he's so smart and knows so much, [but] he struggles with dealing with his energy in a positive way. He often has outbursts that he can't control, and struggles with respect for peers and elders; but there has been such an improvement in this student. Watching his growth over the few months we had him was amazing. He's also a very great reader and drummer. The second Cultural Warrior shared that Mtoto #20 started very late in the program, and acknowledged that he did not have the best home background. He noticed that Mtoto #20 got distracted very easily, and was often disrespectful to instructors and adults. He attributed this to Mtoto #20's hyperactivity and lack of self-control. This Cultural Warrior also noted that Mtoto #20 is a very intelligent boy who loves to read, and also learns very fast. He has a great deal of confidence, and has shown tremendous progress in</p>

his behavior in the first year of Emanyatta, that has continued throughout the program. He has participated regularly in all sessions, and attends the TVPI's afterschool program. He and his brothers often arrive at Emanyatta after breakfast and libation.

The Program Director reports that the grandmother had a lot on her plate with three young grandchildren and a disabled husband. The grandfather is also a pastor at a local Baptist church in the community. Mtoto #20 has made tremendous improvements in his mental health well-being, partly due to the fact that he was able to engage in equine exposure and received therapeutic services from TVPI's clinic. He has a mentor that works with him in order to help him learn about horsemanship. During one period over the past year, he was being picked up and taken to the ranch in Carmel Valley, CA, by his mentor and her daughter, who is a few years older than Mtoto #20 and shares a positive relationship with him. His report card reflects he has improved his behavior in school and was awarded. In previous reports from the school, Mtoto #20 had an IEP and was not doing well. He did not get school resources in order to meet his individual needs; rather, like many African American males, he was put on and off meds. Even though his caregivers love, support, and nurture him, without adequate education and enrichment support, this student is at-risk of not being able to meet his full potential because he and his family need greater support than they are receiving from the school system. Like many relative caregivers in Monterey County, the idea that "meeting you were you are and self-determination" are not practices that this population of people has been afforded the opportunity to receive. Mtoto #20's grandmother is the rock in the family. Unfortunately, [while] she is fully capable of making appropriate decisions about what the student needs, there isn't any outreach done by the school to even find out what types of needs the family system has, especially when it comes to supporting the economic educational needs of the student. Staff at TVPI see firsthand that systems as they currently operate are not able to meet the needs of the underserved, particularly African American young males. The school system encouraged Mtoto #20's grandmother to have him on medication, instead of taking a culturally congruent approach to meet his individual needs. She works many jobs to make ends meet to better care for her grandchildren. The school system placed an outside agency into her home for home visits with Mtoto #20, but the grandmother felt they were too intrusive. Due to COVID-19, his contact with horses is very limited, but his grandmother has brought him to the ranch, practicing social distancing. He loves being around the horses, and is in a relaxed state when he is at the ranch.

Academic Assessment

Mtoto #20's behavior impacted his academic work in school. Although he is a good reader and catches on quickly, his grades did not reflect this. Initially, his report card consisted mainly of scores indicating minimal understanding of concepts and skills. His district tests indicate he is reading "at grade level" in fluency, yet his reading, math, and language percentiles are far below his grade level. His first-year report card showed that he had improved from the first trimester to the second in all of the "habits for success" indicators, moving from a "minus" to a "check" in all areas. Mtoto #20 also liked science and visual arts, where he got the only "plus" marks in the first trimester (but went down to "checks" in second trimester). His appreciation for art was reflected in his behavior when we visited the Museum of the African Diaspora (MOAD) in San Francisco. He was truly fascinated by the exhibits. He did not act out and focused on the exhibits, asking questions and answering them as well. His academic work improved as he continued his academic journey.

He received a "fair" academic rating based on compiling his grades, and the assessment of the Cultural Warrior Healers and staff that work with him in the afterschool program. They see much improvement, but he still has to learn more self-control in the classroom. All agree that he could be an exceptional student and that he has so much potential.

Child Assessments / Clinical Therapy Diagnosis (if applicable)

Mtoto #20 gave all positive responses for himself, and all others, in our pre-self-concept values measure. The only negative response was that he did not think his mother thought he was good-looking, although he felt he was, and indicated that the teacher and other kids thought he was good-looking as well. In the post-assessment, it is interesting that he felt the teacher would give him all positive ratings across the 10 items, even though he didn't consider himself smart. Like many of the Warriors, in the post-test, he indicated that he doesn't like to share his things. Regarding the CCII, Mtoto #20 responded that the princess should be the stark white image. But all other

responses were images of color: with four being the dark brown image, two the brown image, and two the white image. He preferred the braided hairstyle. Thus at the onset of the program, his reflections of himself seem very positive. He began weekly therapy at our recommendation on 05/08/18, and was diagnosed with issues surrounding ADHD, anger, and acute anxiety. His home situation was clearly problematic, but became better when his maternal grandmother took on the caregiving responsibilities. He began therapy with TVPI in Year 2 of Emanyatta, and he was one of the eight students that received ongoing individual therapy with TVPI clinicians. In his case, this included equine therapy, which was added in Year 3. What follows is the clinical report on Mtoto #20:

Reason For Referral

Mtoto #20 was referred by staff with consent from his grandmother/guardian as a result of anger outbursts, disrespectful and threatening behaviors to staff and peers in Emanyatta. He was also being frequently disciplined at school for threatening and cursing teachers and staff.

Clinical Outcomes

In work with Mtoto #20, it was found that he had been living with his mother and two younger brothers, ages 7 and 4. All had been subjected to traumatic incidents with mother's different boyfriends, one in particular who had physically assaulted the younger brother in front of the two older brothers. Results of these experiences were anger in the two older brothers, especially, that often bordered on rage. Prior to maternal grandmother becoming guardian for all three brothers, the mother's current boyfriend had beaten the youngest brother, which result in him being hospitalized. Both Mtoto #20 and the second youngest brother were both referred for therapy as both began to exhibit explosive, seemingly uncontrollable anger behaviors. Therapist for Mtoto #20 used a variety of trauma-Informed and culturally focused therapy approaches. Therapists also understood that rage is a trauma response; so simple anger management techniques, alone, were not an effective way of working with someone this young. Culturally-focused, trauma-informed approaches, coupled with participation in Emanyatta sessions was the combined approach. Additionally, it was found that Mtoto #20h found solace and comfort in drumming, so drumming became part of his treatment. He seemed a natural for drumming; and once, when Emanyatta had musicians from Senegal as guests, Mtoto #20h joined them and was allowed to do drumming solos to the applause of the band and his fellow Emanyatta Young Warriors. Unfortunately, during this time, his father, who was becoming more involved in his and his brothers' lives, died on the sidelines of a football game the second oldest brother was playing. Both saw their father die. What became heartening was Mtoto #20 and his brother began to do their libations in their father's memory. Additional solace and grief work was then added to the therapy approaches. Also, as the agency later became involved in equine-assisted therapy, with supporters donating two horses to the agency, it was found that Mtoto #20 had a special love for horses even though he had never been around them. He became one of the early clients of that program, and he took the horses and the horses took to him. His therapist and staff noticed a dramatic decrease in volatility and explosive behaviors. He has become known in the community as "The Seaside Cowboy." He spoke at one of the agency's fundraisers and introduced himself as such. In the latter part of the 2018-19 school year, he was named "Student of the Semester," and this school year was named "Student of the Year" for his class. He had made great improvement academically and behaviorally at his school and in Emanyatta; and, in fact, has prided himself on being able to teach his classes about the true history of Africa and the continent's role in bringing civilization to the world. Work in therapy continues.

Parent Feedback / Input

His mother shared in the initial interview that both of her sons exhibit oppositional behavior. Mtoto #20 was reported to love talking, and was described by her as very "strong-minded." She also shared that he can be overly sensitive. Although he understands a little about racism, colorism, and culture, she wanted him to learn more about his African roots to help him gain a more positive sense of identity. She rated him as an "above average" student but with behavior issues.

Mtoto #20h' grandmother completed our end-of-year interview, and shared that the Emanyatta program has given him a sense of self-awareness about his ancestors, where he comes from, and who he really is. She

mentioned that his school is mainly white with just a few (eight) Black students and so he has a better sense of who he is through Emanyatta. She shared that he is also able to share what he has learned in Emanyatta in school. Teachers and students were impressed when he shared the things that he has learned. As his grandmother states, "It empowers him to be able to share knowledge as a young African American male whose father has passed and mother has had a nervous breakdown. He's more confident. He knows who he is even with all the adversity. He's learned how to manage and engage, and be more positive vs. negative." She wants them to "flourish, in spite of the racism."





Overall Summary

Mtoto #20 is at a crossroad. He is very smart, but his ADHD and at times his home environment create barriers to his success in school. He is extremely active, but can calm down and focus when his interest is peaked (as it was at MOAD). He has shown tremendous improvement in his behavior in our Emanyatta sessions, and has improved somewhat in school over the last few months. Our goal is to continue his therapy sessions to help Mtoto #20 manage his behavior. He thinks positively of himself and is very smart. These aspects need to be encouraged, as much as his behavior needs to be positively channeled. He has improved tremendously over the course of the three years he has been in the program. Due to violence in the household caused by his mother's boyfriend, and the lack of care and support in his early developmental years, Mtoto #20 will need to continue therapy and requires continued support. He is making progress, and is an extremely intelligent and loving young man.

Children's 'Color' Identity Index Score

Mtoto #20

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1			X		
2	X				
3		X			
4	X				
5		X			
6				X	
7			X		
8	X				
9	X				
10		X			Braided style
SUB SCORE	12	6	2		
TOTAL SCORE			20		





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	x	x
2. like to play with kids/doesn't	x	x
3. smart/not smart	x	x
4. likes to share things/doesn't	x	x
5. scared of a lot of things/not	x	x
6. scared of a lot of people/not	x	x
7. strong/weak	x	x
8. clean/not so clean	x	x
9. well(healthy)/sick	x	x
10. good looking/not	x	-

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	x	x
2. like to play with kids/doesn't	x	x
3. smart/not smart	x	x
4. likes to share things/doesn't	x	x
5. scared of a lot of things/not	x	x
6. scared of a lot of people/not	x	x
7. strong/weak	x	x
8. clean/not so clean	x	x
9. well(healthy)/sick	x	x
10. good looking/not	x	x

Children's 'Color' Identity Index Score


Mtoto #20

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2		X			
3	X				
4		X			
5			X		
6			X		
7			X		
8		X			
9		X			
10			X		
SUB SCORE	6	8	4		
TOTAL SCORE			18		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	-	+
2. like to play with kids/doesn't	+	-
3. smart/not smart	-	+
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #21				
	Age at Entry	6	Pre/Post CCII Score	30/25
	Date of Entry	02/28/18	Pre/Post Self-Concept Score	38/36
	Grade at Entry	K	Part of Afterschool Program?	yes
	In Therapy?	no	Part of Summer Program?	yes





Backstory
<p>Mtoto #21 Jones came into our program in the middle of Year 1. She is a very sweet and loving only child. She also attends TVPI's afterschool program. At the time of her starting Emanyatta, she was attending a predominantly white private school. She struggled with being one of the few Black students. Her parents were very excited about her entering the program because she needed to connect with students that looked like her. Mtoto #21 has had some issues related to her mother's recent marriage. She was happy at first, but has decided she was ready for it to be just her and her mother again. She started telling others that her new stepfather wakes her up in the middle of the night and makes her run 10 miles. She also stated she is not treated properly. Her mother spoke to her about knowing the difference between a truth and lie, and trying to also remain honest. She has since fallen in love with her stepfather again. Her stepfather is native to Jamaica and is working on gaining citizenship. Her mother has changed jobs and is now working part-time, closer to home. She had been commuting to San Jose, CA, for work so this is no longer a stressor in the family. She also reported that she was under a lot of stress as a result of her spouse's immigration issues. Although the stepfather now works full-time, the mother reports they are still not as financially secure as they would like to be, as a result of the high rent they pay. However, because they have family support in the area, along with Mtoto #21 attending Emanyatta and the afterschool program, there is clearly some relief expressed by the family.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #21 experienced discrimination at her private school from her peers and was no longer comfortable at the school, so her mother put her in a Christian private school located in Seaside. She really enjoys her new school, and is catching up on the fundamentals she wasn't taught in her previous school. Her grandparents play a huge role in her life. He is a pastor at a local church, and he is also a member on The Village Project, Inc. board. Mtoto #21 is not always able to come to Emanyatta, but she does attend regularly. Since being in the program, Mtoto #21 has become confident in her skin color, with her hair, and with building relationships. She no longer feels like she doesn't belong; she even invites friends with her so they can learn too. She is noticeably more confident in her abilities, and enjoys sharing her views about her interests. She has gone from being a clingy and shy child to a child full of confidence.</p>
Academic Assessment
<p>The Cultural Warrior Healers rate Mtoto #21 as a "fair" student. She has had challenges in the past regarding school and is progressing in her work, but still needs to shore up key skills. Her mother also states that Mtoto #21 is somewhat behind and needs to be caught up, but she needs more self-motivation.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #21 is not in need of therapy. On our self-concept measure, she indicated that she, her mother, and the other children in school would have positive responses to all 10 items. Her teacher, however, thinks that she is afraid of a lot of things and afraid of a lot of people. On her post-self-concept assessment, she indicates that her mom doesn't think she likes to share and doesn't think she is very clean (she mentioned her room was not kept well). She had all positive responses for herself and her new teacher; and indicated that she thinks the other kids think she doesn't want to play with them. On the pre-CCII, Mtoto #21 chose the dark brown image for every question; and preferred the afro hairstyle. She shared that she likes Black people the best, and was definitely making the selections based on her believing that Black people could do all of the activities best. This could be a reflection of the difficulty she was having in school with discrimination. In her post-CCII, her selections were more variable but still she selected all dark brown and brown images; except for the white image selected for the toy she'd play with.</p>

Parent Input / Feedback
Mtoto #21's mother describes her daughter as articulate, energetic, imaginative, and creative. She also believes that Mtoto #21 has the potential to be a strong leader. She processes things differently sometimes, and doesn't always follow instructions. Mtoto #21 is described as being a good student who is academically ready, and is able to work well with others. Her mother laments that they don't teach reading in school, but Mtoto #21 does know how to read. She is well-behaved most of the time, and does not have worries or any major issues of concern. Her mother views her as a healthy and happy child.
Overall Summary
Mtoto #21 is a very happy child. She is full of energy and seems to thrive in the Emanyatta environment. Sometimes she loses focus and wants to talk to other students, but she is easily redirected without attitude. She is engaged and enjoys doing the activities of the program. She has grown in self-confidence, and is more open to interacting with others, sharing in group, and overall positive participation.

Children's 'Color' Identity Index Score

Mtoto #21

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4	X				
5	X				
6	X				
7	X				
8	X				
9	X				
10	X				
SUB SCORE	30				afro style
TOTAL SCORE "I just like Brown people"					





Adapted from the Thomas Self-Concept Values Test	Date 2/23/18	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test	2/23/18	
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	-	+
6. scared of a lot of people/not	-	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #21

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1		X			
2	X				
3			X		
4	X				
5	X				
6		X			
7	X				
8	X				
9		X			
10	X				
SUB SCORE	18	6	1		
TOTAL SCORE			25		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	-
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	-
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+





Mtoto #22				
	Age at Entry Date of Entry Grade at Entry In Therapy?	6 09/08/17 First no	Pre/Post CCII Score Pre/Post Self-Concept Score Part of Afterschool Program? Part of Summer Program?	18/not taken 40/not taken yes yes

Backstory
The mother learned of the Emanyatta program from a Village Program staff member. She worked during weekends and could not come to Emanyatta sessions. However, the children came regularly the first two years, but decided to leave the program in the middle of the third year. The children have a different last name than the mother, and currently there is no information about the home situation. Toward the end of the year, the mother expressed that she and the children would be moving to Sacramento soon. Recently, however, she submitted an application to the afterschool program for the 2018-19 school year for all three of her children to return. There are three siblings participating in Emanyatta: Mtoto #22 and her older twin brothers. They, along with their mother, currently reside with their maternal grandmother. We were unable to contact them to get post-child-assessment or post-interviews.
Emanyatta Cultural Warriors' / Program Director's Assessment
Mtoto #22 is a very friendly and happy participant. She seemed to enjoy the activities and the speakers. She was attentive and engaged, and her attendance was perfect the first year. She was very involved with every session; she did everything with a smile on her face. She was a joy to work with. Her parent stated after every session, she went home to discuss what she learned. She is the youngest sibling of Mtoto #28 and Mtoto #6. She shows excitement and joy, and has a very positive attitude towards all activities. She is very shy and has some difficulty reading, especially out loud during Read Loud/Read Proud.
Academic Assessment
Mtoto #22's report card indicated that, in her academic classes, she "demonstrated partial understanding of concepts and skills within standards" and "meets her grade expectations" across the board. This was true for all areas of instruction. However, her teacher reported that she had problems following directions, staying on task, using time efficiently, and returning homework in a timely fashion. However, the Cultural Warrior Healers did not share this assessment and indicated that Mtoto #22 did very good work and stayed on task when she was in the program. She wanted to please and was always eager to learn.
Child Assessments / Clinical Therapy Diagnosis (if applicable)
Mtoto #22 is not in need of therapy. On the self-concept measure, she indicated positive responses across the board – for herself and her views from her mother's, teacher's, and other children's perspectives. Although she selected images all across the board, she marked most of the items brown or dark brown on the pre-CCII.
Parent Input / Feedback
Her mother reports that Mtoto #22 does better in school than at home. She often gives her mom a hard time and seems to want more attention at home. Her mom reports that she is a "good" student, and considers her "average" regarding her socio-emotional state. Mtoto #22 enjoys playing with others and participates in group activities. She is a very friendly child.
Overall Summary
Mtoto #22 is doing fine in school and in our program. She has participated in all activities, is well-behaved, and seems to really enjoy coming to Emanyatta. There are times that she loses focus, but this is typical behavior for a six-year-old. She seems close to her brothers and has made friends in the program.

Children's 'Color' Identity Index Score


Mtoto #22

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1		X			
2		X			
3		X			
4		X			
5				X	
6	X				
7	X				
8		X			
9			X		
10			X		straight hair pic
SUB SCORE	6	10	2		
TOTAL SCORE			18		

Adapted from the Thomas Self-Concept Values Test	Date 3/15/18	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test	3/15/18	
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #23				
	Age at Entry	6	Pre/Post CCII Score	29/22
	Date of Entry	10/20/18	Pre/Post Self-Concept Score	40/34
	Grade at Entry	K	Part of Afterschool Program?	yes
	In Therapy?	no	Part of Summer Program?	yes

Backstory
<p>Mtoto #23 started the program in Year 2. He was brought into the program through a staff member he is related to. He also attends the TVIP's afterschool program. Mtoto #23's attendance in Emanyatta has been very infrequent. In the very few times he has attended, he does not participate to any strong degree. He was brought into the program as a prerequisite for also being enrolled in the afterschool academy. It is reported that his attendance at the afterschool academy is infrequent as well. He had been spending every afternoon and Saturdays with his grandmother since he started school, but his grandmother got really sick with lupus and no longer had the energy to keep Mtoto #23. Upon hearing about the Emanyatta program at church, his parents were really excited and interested in the program; but wasn't sure based on his maturity level how he would handle being enrolled. He comes from young parents who are still trying to work their way through life. His grandparents play a huge role in supporting both him and his parents. Both of his grandfathers are pastors in the community, and church plays a big role in Mtoto #23's life.</p> <p>Unfortunately, Mtoto #23 was faced with two struggles that created distance from the program. His parents were big sports players growing up, and they want their son to follow in their footsteps so he was enrolled in basketball. He is currently playing for the city league and travel league, and time conflicts result in him not attending Emanyatta. Also, his mother suffers with social anxiety and that has impacted his view on social gatherings as well. When he is available to come, his parents struggle with him being comfortable in the program. He states that there are too many children there and doesn't want to go. He is slowly overcoming this anxiety.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #23 had very low attendance due to sports. He originally did not understand the concept of Emanyatta. He wasn't engaged, and disliked sitting in a circle and participating [in] the tasks of the group. His mother reported that he experiences social anxiety as a reason for his lack of attendance. Although his attendance has been spotty, over the course of his involvement, he has become more familiar with the other children and participated more. His mother thinks he is gaining more confidence and enjoying the program more.</p>
Academic Assessment
<p>His mother shared that he needs to be challenged in school; and when he is not, he loses interest and will sometimes challenge the teacher. He is rated as a "good" student by the Cultural Warrior Healers.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #23 marked all of the darkest images in his initial CCII assessment. However, in his post-CCI, he had responses in all of the color options, except for the stark white one. This pattern was also seen in his pre- and post-self-concept responses. In the pre-assessment, he marked everything positive. In his post-assessment, he noted that he, his mom, his teacher, and the other kids knew he didn't like sharing his things. He also indicated he was afraid of a lot of people, and that the other kids thought he was not so clean. This may be a sign of him growing and understanding the options more clearly as he got older and/or some of the impact of COVID19. He was very happy and engaged during the post-assessment.</p>
Parent Input / Feedback
<p>His mom describes him as being "very bright," and shares that he retains information and that he likes to "draw out stories." She feels that he can get distracted easily, and that when bored, this can become a problem. She</p>

believes he knows about race and color issues, but doesn't have much knowledge about his culture. She would like Emanyatta to fill that void as she is not African American. His mom wants to help Mtoto #23 be proud of his true identity and heritage. She shared in the post-interview that he has become more aware of issues related to his heritage, and has become more verbal and confident. She adds that "he's been having a lot of fun and meeting a lot of kids."





Overall Summary

Mtoto #23 has sporadic attendance to Emanyatta. He initially was very shy and didn't seem to want to participate. It may have been a sign of his age and lack of maturity, and his having anxiety around other children, as his mother shared with staff. Over the course of his attending the program, he has gotten better in his engagement and his understanding of the habits, rituals, and routines of Emanyatta, and does participate more.

Children's 'Color' Identity Index Score

Mtoto #23

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4	X				
5	X				
6	X				
7	X				
8	X				
9	X				
10		X			braids
SUB SCORE					
TOTAL SCORE 29					





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #23

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2			X		
3		X			
4		X			
5	X				
6		X			
7		X			
8			X		
9	X				
10	X				
SUB SCORE	12	8	2		
TOTAL SCORE			22		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	-	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	-
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #24				
	Age at Entry Date of Entry Grade at Entry In Therapy?		Pre/Post CCII Score Pre/Post Self-Concept Score Part of Afterschool Program? Part of Summer Program?	not taken/24 not taken/38 yes yes





Backstory
<p>Mtoto #24 and Mtoto #35 are second-year students. They come from a blended family of four kids, both being the babies of the family. Their parents are very dedicated and supportive in their lives. Recently, their mother faced some chronic health challenges that resulted in surgery and caused her to become very weak. Of course, this scared Mtoto #24 and Mtoto #35, but they wore brave faces. Their father works at the service-learning institute at our local university. Their parents are very excited to be a part of Emanyatta, and mentioned that they are glad a place like this exists. They both often stay for the Emanyatta session and actively participate. Mtoto #24 and his sister are also part of TVPI's afterschool program and attended for a year. They were pulled out of the afterschool program because they needed immediate afterschool care when our program was closed. In their first year, Mtoto #24 and Mtoto #35 were very committed to the program; they rarely missed a session even with their commitments to the church and sports. This year was a little different due to their mother's health status. They did miss a lot of sessions, but whenever they were able, they came. Out of the two, Mtoto #24 is more vocal. Mtoto #24 sometimes engages in violence when he does not get his way; however, he continues to outgrow this part of his life with the help of his parents and staff.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #24 is very high ego functioning, and outgoing. He is quick-witted and very comfortable answering questions. Kamani appears to be talkative with her peers in the group. Mtoto #24 is physically the smallest Warrior in the program, and the other children look to him as a little brother. His parents shared that his "cuteness" can get him into trouble sometimes. He appears to love doing the activities and sharing his work. He, like his sister, has grown a lot through the program with reading, building relationships, and being confident.</p>
Academic Assessment
<p>Mtoto #24 attends TVPI's afterschool program and excels in his work. He is considered an "excellent" student by the Cultural Warrior Healers that work with him. His father rates him "7" on a 10-point scale when asked about Mtoto #24's academic performance, and states that Mtoto #24 "still has to improve but is excelling in reading and math."</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Like many of the children, the only negative responses Mtoto #24 gave in his post-self-concept assessment was the fact that he doesn't like to share. He indicates that he and his mother know this. Mtoto #24's pre and post-CCII score reflected that he chose the dark brown response most of the time. However, he choose the stark white image on his pre-CCII to be his teacher and the stark white image as being the most smart on his post-CCII.</p>
Parent Input / Feedback
<p>Although Mtoto #24 is young, his father thinks that Emanyatta has had a very positive impact on him. He shared that Mtoto #24 knows more about himself and his culture; and also, like his sister, has gained confidence. He really enjoys coming to Emanyatta, and looks forward to interacting with the staff and students.</p>
Overall Summary

Mtoto #24 is an energetic young boy. His enthusiasm shows in his smile and willingness to participate. He is one of the other children's favorite in the program. He and his sister have come consistently, and both seem to enjoy coming. Their parents have a very positive impact on them, and both participate in Emanyatta when they can. Each has shared that they, too, have learned a lot by their participation, and are thankful that their children are having such an informative yet fun experience.

Children's 'Color' Identity Index Score

Mtoto #24

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2				X	
3		X			
4	X				
5	X				
6	X				
7	X				
8	X				
9	X				
10			X		straight
SUB SCORE					
TOTAL SCORE 24					





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score



Mtoto #24

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4	X				
5				X	
6		X			
7	X				
8		X			
9	X				
10		X			
SUB SCORE	18	6			
TOTAL SCORE			24		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #10				
	Age at Entry	5	Pre/Post CCII Score	32/25
	Date of Entry	11/20/18	Pre/Post Self-Concept Score	39/39
	Grade at Entry	TK	Part of Afterschool Program?	no
	In Therapy?	no	Part of Summer Program?	yes
Mtoto #25				
	Age at Entry	5	Pre/Post CCII Score	22/27
	Date of Entry	11/20/18	Pre/Post Self-Concept Score	39/31
	Grade at Entry	TK	Part of Afterschool Program?	no
	In Therapy?	no	Part of Summer Program?	yes

Backstory
<p>Mtoto #10 and Mtoto #25 are fraternal twins and have another older sibling in the Emanyatta program. During the course of the program, their mother gave birth to a younger sister. The family is new to our community and found out about our program through their church. Their pastor has a seat on TVPI's board, and their mother became close friends with his daughter. Their family is very private and keep to themselves; their parents are also very protective of their children. Both mother and father play a huge role in their life, and they also live with and provide care for their grandfather. Their mother works from home in real estate. They attend a local elementary school. They and their older sister are very well-behaved. They are most comfortable being in each other's presence. Their attendance during the first year was sporadic, as their mother had just had a new baby; however, they became very consistent in the program over time. The twins have gotten very comfortable within the program; they talk more and are building relationships. However, the older sister is still very quiet and often stays to herself.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Although their attendance improved over time, the siblings were frequently absent. They attend one of the lowest performing schools in the district. The mother comes with the children at times, but the father was not actively involved in the program. Mtoto #10 and Mtoto #25 were observed to be happy, with an excited and upbeat affect during participation in the program. Their mother commented on being happy that they were among students that looked like them, which is rare in group settings at their regular school (it is composed of predominately Spanish-speaking children). Although the siblings arrived after breakfast and libations were done, they actively participated in the program when present. Their mom connected to other moms, and was engaged when present as well.</p>
Academic Assessment
<p>Neither Mtoto #10 nor Mtoto #25 have any academic issues. They are friendly, capable young students. They both like to draw and listen without any issues. Both were rated "good students" by the Cultural Warrior Healers that worked with them in Emanyatta and the Year 2 summer program.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #10 scored high on both the pre- and post-self-concept assessments. He felt that his mother, teacher, and other students thought highly of him on all 10 items. In the pre-assessment, he waived and thought the kids thought he was sad. He said that he didn't think they thought he wanted to be their friend. However, this was not the case in the post-assessment. In the post-assessment, the only item marked with a negative was that he didn't think his mom thought he liked to share his things. Overall, Mtoto #10 presents as a very happy child who is very close to his siblings and mother. Regarding his CCII assessments, Mtoto #10 selected all of the dark brown images in his pre-assessment; and in his post-assessment, he moved some of his choices and selected a few more of the brown images.</p> <p>Mtoto #25 scored high on her pre-self-concept assessment. However, in her post assessment, she indicated many</p>

issues regarding her perception of how her mother saw her. She stated her mother thought she was sad, didn't like to play with other kids, was not smart, was scared of a lot of things, and wasn't clean. All of these somewhat negative responses were answered positively in her pre-assessment. She selected mostly dark brown and brown images in her pre CCII. In contrast to her brother, Mtoto #25 chose more of the dark brown images on her CCII post-assessment.

Parent Input / Feedback

Her mother describes Mtoto #25 as very headstrong and that she needs to learn to compromise. She also describes her as a good learner, and marks her "above average" academically and socio-emotionally. Her mother believes that she has a very positive self-concept and gets along well with other children.

Mtoto #10 was described by his mother as being a very happy child who gets along well with others. His challenge is the fact that he often doesn't listen as he should. She believes him to be an excellent student without any ideas regarding race, color, or culture. Their mom shared that all her children loved coming to Emanyatta and that it had such a positive impact on them. She shared that participation helped her children focus and listen, and learn to be more confident. In addition to the children learning new things, she felt she also learned a lot of new things, and lamented that she wished she could have come more often.





Overall Summary

This family had three children in Emanyatta. Mtoto #10 and his twin were among the youngest group of Warriors. Mtoto #10 and Mtoto #25 were very positive and appeared fully engaged. They never presented any behavior issues, and seemed to truly listen and engage with the speakers and materials. Even though their attendance was sporadic, their mother often stayed and participated with the other parents. She believed the program has an extremely positive impact on her children, and felt they learned a lot about their heritage. But even more importantly, she shared, "It's helped them focus, learn the right questions, be more positive, and also more confident."

Children's 'Color' Identity Index Score

Mtoto #25

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1		X			
2		X			
3	X				
4	X				
5			X		
6		X			
7	X				
8		X			
9	X				
10			X		straight
SUB SCORE					
TOTAL SCORE 22					





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #25

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4		X			
5	X				
6	X				
7	X				
8	X				
9	X				
10			X		
SUB SCORE	24	2	1		
TOTAL SCORE	27				

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	-
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	-
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	-
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	-
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	-
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #26				
	Age at Entry Date of Entry Grade at Entry In Therapy?	7 05/22/18 First no	Pre/Post CCII Score Pre/Post Self-Concept Score Part of Afterschool Program? Part of Summer Program?	17/21 34 (two w/?)/34 yes yes





Backstory
<p>Mtoto #26 resides with a single mother in a primarily Latinx community. She learned about and is able to attend Emanyatta as a result of her aunt who she spends a lot of her weekends with. During the summer, she also attended the summer enrichment program. She has the support of her maternal extended family. Mtoto #26 started the program in Year 2. Her mom is her best friend; they have a very strong mother-and-daughter relationship. Though her father does not live with her, he does help with Mtoto #26 and spends time with her. Mtoto #26 naturally attracts people to her as she has a very bubbly personality. She came into the program and immediately made friends. She is a natural leader. While being in the program, she and her mother moved to the Seaside community from Watsonville; but before that, she would travel roughly 24 miles every Saturday to attend Emanyatta. Even with the distance, she still attended the program regularly. She has made great friendships and has learned a lot. Her mother often expresses how grateful she is for the program. She also has a brand-new baby brother. Mtoto #26 is a great help to her mother and helps with the baby whenever she can. The baby's sleeping routine negatively affected her at first. She was often tired during school and Emanyatta. Since the baby is getting older and his sleep routine is getting better, Mtoto #26 is doing great adjusting. The baby brother's father has been active in both the baby's and Mtoto #26's life. Not being able to find affordable permanent housing in Seaside caused Mtoto #26 to move to Salinas, but this has not affected her involvement in the program.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #26 was initially very shy with the Cultural Warrior Healers. She was very quiet and reserved unless she was with the kids. She liked to be in charge, and her dominant personality is displayed when she is given a leadership role. She is a very good reader and writer. Mtoto #26 is very intuitive when it comes to her identity. She has expressed that she is one of the only Black children at her school and that they have made fun of her hair. She is aware of her identity and can explain things very well.</p> <p>In Year 3, Mtoto #26 traveled back and forth to her home, an hour away from the city she attends school and Emanyatta. Her mom struggles financially, and reports that the help she receives from the agency related to her child being involved in Emanyatta and the afterschool program has reduced her stress. Her mom did report she only resides faraway because she is not able to find a Section 8 unit in Seaside. The exorbitant cost of housing in the community has pushed many African American families away. Mtoto #26 has become quite comfortable with her fellow Warriors, and is more outgoing and expressive this year. However, when her friends (a family with three children in the program) left the program, Mtoto #26 was sharing with her mom that she no longer wanted to come to Emanyatta. She had grown very close to these siblings.</p>
Academic Assessment
<p>Her mom and Cultural Warrior Healers state that Mtoto #26 is a "good" student. She reads and writes well.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #26 has all positive responses on her pre-self-concept measure for herself, her mother, and her teacher; except for the negative response concerning her not wanting to share her things. This was the case in her post-assessment as well; however, she now indicated that her mom thinks she likes to share, and her teacher would respond that she is scared of a lot of people and things. In her CCII, Mtoto #26 had responses across all four color options in her pre-assessment. In her post-CCII, she no longer chose any stark white images, and moved her answers toward the dark brown and the brown images.</p>

Parent Input / Feedback
<p>Her mom describes Mtoto #26 as outgoing, strong, smart, and a good student. She has received awards in both math and reading. She loves arts and crafts. Her mom shares that her greatest weakness is not listening, and she can be clumsy. She believes that Mtoto #26 does see color issues, but doesn't know much about the concept of racism or about her culture. She wanted her to know more about herself and who she is via her attendance in Emanyatta. She also indicated she wanted Mtoto #26 to become more disciplined. She often has to be told many times to do something. Focus can also be a problem, especially when she believes that something is "boring." In her post-interview, her mom shared how much she appreciated the program: "I haven't been really engaging; I have a seven-month-old. The time that I did go, I liked it. I liked it because it was teaching kids about our background. I felt the community was helping the kids. We don't have a lot of that out there. I think the program is a blessing."</p>
Overall Summary
<p>Mtoto #26 lives over an hour away from Emanyatta. She comes to stay with her aunt who lives in Seaside, and thus is able to attend. She is doing well academically and is a strong leader. She has acclimated to Emanyatta, participates, and gets along with others. The departure of some of her friends who moved away has lessened her motivation to come. Overall, this is a different experience for Mtoto #26, as she doesn't have any other Black students at her school.</p>

Children's 'Color' Identity Index Score

Mtoto #26

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro/braids/straight)

	3 	2 	1 	0 	NOTES:
1		X			
2			X		
3				X	
4		X			
5	X				
6		X			
7		X			
8			X		
9	X				
10			X		straight
SUB SCORE					
TOTAL SCORE 17					





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	?
3. smart/not smart	+	?
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	-
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #36

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro/braids/straight)

	3 	2 	1 	0 	NOTES:
1	X				
2		X			
3	X				
4		X			
5		X			
6		X			
7			X		
8			X		
9		X			
10	X				
SUB SCORE	9	10	2		
TOTAL SCORE			21		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	-	+
6. scared of a lot of people/not	-	-
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	-	+
10. good looking/not	+	+

Mtoto #27				
	Age at Entry	8	Pre/Post CCII Score	23/24
	Date of Entry	09/17/18	Pre/Post Self-Concept Score	33/30
	Grade at Entry	Second	Part of Afterschool Program?	yes
	In Therapy?	yes	Part of Summer Program?	yes





Backstory	
<p>Mtoto #34 came into the program at the beginning of Year 2. He has a brother and stepbrother that attend the program with him. He also attends TVPI's afterschool program. Mtoto #34 has been very committed to the program. He came regularly. He joined soccer and basketball where his games were on Saturdays, and he still would come to Emanyatta first. Upon him starting the program, he was living between each of his divorced parents weekly. He came into the program through his father, but his mother has played a larger role supporting this program. She is the parent leader on our parent advisory council. Mtoto #34 is very outgoing, a great leader, and has strong communication skills. He is always willing to help fill any void that is needed. When one of our Warriors was struggling with his mother leaving him at the program, Mtoto #34 was the one that supported the student and stayed with him until he was comfortable. When that same student lost his mother, Mtoto #34 and his family showed for the funeral, and had many playdates and sleepovers to keep the child distracted. His father is an insurance broker, and his mother manages apartment complexes.</p> <p>During his years with us, Mtoto #34 has faced a big change in his family's dynamic. Unfortunately, there was a case of domestic violence in his father's household that resulted in his mother getting full custody. As a result, both Mtoto #34 and his brother receive counseling at TVPI. It was reported that the brothers were physically abused by their stepmother, and as a result, their mom forbid the boys from going to the home. This resulted in the boys seeing their father outside of his home. Their mom strongly dislikes the stepmother. Their mom is very involved with her children's education, and is a strong support to the agency's parents' advisory council. Their mom goes above and beyond to provide support to the program, and frequently takes the lead on organizing other parents to support the program. Their mom recently had a new baby, and now the children have a younger brother in the home. Their mom also recently lost her job and they had to move from their home. All of this has caused stress on the family. Their mom received support from the agency, and moved to a new city within the county but farther away from their school. Their mom has reported that she is has been under a lot of stress as a result of racism she received on her former job. She is involved in a claim against her former employer, and this has caused added stress. Mtoto #34 attended the summer program, practicing social distancing. He has displayed great maturity through this time. He has been very vocal with his feelings and thoughts regarding the situation. Mtoto #34 and his brother started to receive therapeutic services through our counseling site to help cope with these issues. They started to spend weeknights with their father and have enjoyed reconnecting. (See Mtoto #3 Backstory)</p>	
Emanyatta Cultural Warriors' / Program Director's Assessment	
Being in the program has given Mtoto #34 a sense of pride; he speaks about his history and historic Black figures often. [Through] his participation in our Read Loud/Read Proud segment of Emanyatta, his reading has also improved. Mtoto #34 is very good at adapting to different environments. He is academically inclined and very mature for his age. He is very social with the adults in the program. He is very helpful, and loves to be put into a leadership role. He has made lifelong friends through the Emanyatta program.	
Academic Assessment	
Mtoto #34's grades from his first year in the program indicated that he was working "at grade level." His teacher wrote the following about him in her comments: "Mtoto #34 is currently reading at a 2.7, which is 'on grade level.' Mtoto #34 came into our class with great skills in both ELA and math, and has continued to perform 'at or above grade level' in all areas. His writing is consistently 'at or above expectations.' He reads grade-level texts fairly fluently, but could work on expression. In math, Mtoto #34 demonstrates a full understanding of concepts	

<p>taught, and oftentimes asks for extensions and challenge problems. He could work on his focus and staying in his seat during work times, but Mtoto #34 is a very positive and respectful student. He has been a very welcome addition to our class!" The Cultural Warrior Healers also report that Mtoto #34 is an "excellent" student.</p>	
<p align="center">Child Assessments / Clinical Therapy Diagnosis (if applicable)</p>	
<p>On his pre- and post-CCII assessments, Mtoto #34 consistently chose dark brown and brown images. During his post-CCII he jokingly said he was going to choose the "ghost" one for the most smart person. On his pre-self-concept assessment, Mtoto #34 indicated he didn't like to share; but most negative responses came when he reported what the teacher thought. He indicated she didn't think he was smart, that he was weak, and even, not so clean. However, this was not the case in the post-self-assessment. This new teacher got all positive responses from Mtoto #34. The negative responses shifted to the other students who Mtoto #34 reported thought he was sad, scared, and not good-looking. Both boys receive counseling at the clinic and had some trauma during Year 3. It was reported that the brothers were physically abused by their stepmother, and as a result, their mom forbid the boys from going to the home, which resulted in the boys seeing their father outside of his home.</p>	
<p align="center">Parent Input / Feedback</p>	
<p>In the initial parent interview, Mtoto #34's parents describe him as a child that loves to learn. They describe him as being very sociable, loving, friendly, and affectionate. They also feel that he is too sensitive and cries too often. They would like for him to be "tougher" and not fearful. They would like Emanyatta to help their children understand and learn more about African and African American history and culture. They also mention that they want their children to continue to be close as brothers, and indicated that they would like Mtoto #34 to be "nicer" to his brother. Mtoto #34 has had some emotional issues that may be due to the breakup of the marriage. However, the parents wanted to handle these issues alone, and did not seek any outside help of a therapist or social worker in the beginning.</p> <p>Mtoto #34's mother did the post-interview, and stressed how important and valuable this program has been for her and her children. She wished that other parents got more involved. She also stated, "I think it's a great program. It gives the kids a place to call home. I want to do it even if it doesn't get continued with funding. We don't have anything like this in Seaside. We are going to get pushed out of the area. Fewer and fewer people who look like you. It helps to see other AA families in the area."</p>	
<p align="center">Overall Summary</p>	
<p>Mtoto #34 participates well in Emanyatta and always wants to help. He can be distracted like most of our students, but is respectful and follows directions. He seems to enjoy the program, and he and his family have been a welcome addition. Unfortunately, the family dynamic changed over the course of the program, which caused tremendous stress on Mtoto #34, his brother Mtoto #3, and mother. However, with therapy and support, the family is reconciling their differences, and trying to regain a balance where the father can once again have a positive impact on Mtoto #34 and his brother.</p>	

Children's 'Color' Identity Index Score

Mtoto #27

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1		X			
2		X			
3		X			
4		X			
5	X				
6	X				
7	X				
8	X				
9		X			
10			X	straight	
SUB SCORE	12	10	1		
TOTAL SCORE 23					





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	-	+
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	-	+
6. scared of a lot of people/not	+	+
7. strong/weak	-	+
8. clean/not so clean	-	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #27

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3		X			
4	X				
5				X	
6	X				
7	X				
8	X				
9		X			
10		X			
SUB SCORE	18	6			
TOTAL SCORE			24		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	-	+
6. scared of a lot of people/not	-	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	-	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	-
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	-
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	-

Mtoto # 28				
	Age at Entry Date of Entry Grade at Entry In Therapy?	8 09/08/17 Second no	Pre/Post CCII Score Pre/Post Self-Concept Score Part of Afterschool Program? Part of Summer Program?	20/not taken 28/not taken yes yes





Backstory
<p>The mother learned of the Emanyatta program from a Village Program staff member. She worked during weekends and could not come to Emanyatta sessions. However, the children came regularly the first two years, but decided to leave the program in the middle of the third year. The children have a different last name than the mother, and currently there is no information about the home situation. Toward the end of the year, the mother expressed that she and the children would be moving to Sacramento soon. Recently, however, she submitted an application to the afterschool program for the 2018-19 school year for all three of her children to return. There are three siblings participating in Emanyatta: Mtoto #28, his twin Mtoto #6, and their little sister Mtoto #22. They, along with their mother, currently reside with their maternal grandmother. We were unable to contact them to get post-child-assessment or post-interviews as they had left the program earlier in the school year.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #28 is a twin. He, his twin Mtoto #6, and his little sister participate. They are all so very helpful and extremely well-behaved. His work in the sessions has been stellar, and he is quite a good artist. All of the staff loved Mtoto #28. He was very congenial, happy, and fully engaged. His artwork and grasp of instructions when given were excellent. Mtoto #28 is very creative. He took everything we did very serious, and was attentive and alert. He loves art and is highly creative. He has attended the majority of sessions in the first two years.</p>
Academic Assessment
<p>His mother rated him as a "10" (the highest on a 10-point scale) regarding his academic performance in school thus far. The Cultural Warrior Healers also rated him as an "excellent" student, and share that his ability to listen and follow directions are also excellent. He is a fluent reader for his grade level as well.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>On the pre-CCII, Mtoto #28 chose images across the spectrum, but mainly selected the dark brown and brown images. It seemed odd that he chose the stark white image as being the smartest, in contrast to him choosing the afro as his preferred hairstyle. Mtoto #28 was very self-critical on our self-concept measure. Although he indicated positive responses on six of the 10 items, he indicated he did not like to share things, he was scared of a lot of things, that he thought he was weak and not good-looking. He is a very attractive young boy, so this rating may be a result of his peers calling him ugly because of his dark skin. This issue was raised in an initial encounter with him. His brother has lighter skin, and Mtoto #28 mentioned how one relative thought darker was not as good as lighter skin. When taking the perspective of his mother, he gives all positive responses, except for his not wanting to share. Like the mother, the teacher got mostly positive responses; but again acknowledged he doesn't like to share, plus he is scared of a lot of people. This is in contrast to his perception of how the other kids view him. He indicated they think he is not good-looking, not clean, is weak, and not smart.</p>
Parent Input / Feedback
<p>Mtoto #28's mother believes he is a very caring young boy. He likes to help people, has good communication skills, and is very detail-oriented. His peers at school told him that he was ugly because he was Black. She wants him to learn about their true history, and become comfortable with himself as a leader. Boosting his self-esteem given the race issues is also a desired outcome. Mtoto #28 was described as a happy child with few worries and with a good attention span. His mother didn't think that he had any academic, emotional, or behavioral problems.</p>

Overall Summary
Everyone on staff and the other Warriors truly enjoyed Mtoto #28. His energy, willingness to work, and his outstanding art projects made him stand out. He was never a discipline problem and liked helping others. He reads well, and is a student we considered to read to a new, younger student in Year 3. Although his mother worked over the weekends, her children were dropped off regularly. With support, Mtoto #28 will be an outstanding leader. Staff was disappointed that he and his siblings left the program.

Children's 'Color' Identity Index Score


Mtoto #28

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1		X			
2	X				
3			X		
4	X				
5				X	
6		X			
7	X				
8		X			
9			X		
10	X				afro
SUB SCORE	12	6	2		
TOTAL SCORE			20		

Adapted from the Thomas Self-Concept Values Test	Date 3/15/18	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	-	+
6. scared of a lot of people/not	+	+
7. strong/weak	-	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	-	+

Adapted from the Thomas Self-Concept Values Test	3/15/18	
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	-
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	-	+
7. strong/weak	+	-
8. clean/not so clean	+	-
9. well(healthy)/sick	+	+
10. good looking/not	+	-

Mtoto #29				
	Age at Entry	7	Pre/Post CCII Score	28/26
	Date of Entry	08/08/17	Pre/Post Self-Concept Score	20/26
	Grade at Entry	Second	Part of Afterschool Program?	yes
	In Therapy?	no	Part of Summer Program?	yes

Backstory
<p>Mtoto #29 is a third grade student that lives in Salinas. He joined the program the first year. When he came into the program, he was an only child; but this year, his mother gave birth to a baby boy. Mtoto #29's mother also tried her best to raise her younger brother and sister once their mother passed away in their home. Mtoto #29's father does not play an active role in his life, which does hurt him. He often speaks about his father and wanting him to be a part of his life. Mtoto #29 is an exceptional student, but has had many traumas in his young life. His uncle was murdered/shot down in what is locally known as "The Projects." Mtoto #29's maternal grandmother died at an early age, and Mtoto #29's young aunt and uncle came to live with Mtoto #29 and his mother. The uncle presented with serious behavioral issues and was sent away to reside with his biological father. His young aunt continued to reside in the home and graduated from high school. These were some of the family dynamics he experienced. There is a large and loving extended maternal family that serves as a support system to Mtoto #29 and his mother. Mtoto #29's mother shared that she also faces discrimination at her workplace. Mtoto #29 has been very consistent within the program; even with his mother going through pregnancy and working night shifts at a local hospital, he rarely missed a Saturday.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>The Cultural Warrior Healers both shared that Mtoto #29 was great to have. His mother came to every session for breakfast and they would eat together, which was great to see. Mtoto #29 was very involved, and his mother was always there to encourage him if he started to daze off. She was very supportive of the program. Although there were times Mtoto #29 got distracted, it was clear he really loves to learn. He gets along well with others, and can read well. He loves the art projects. Mtoto #29 has a lot of questions about the history of Africa.</p>
Academic Assessment
<p>Mtoto #29 has shown a lot of growth in his reading, his African history knowledge, respect, and discipline. He has gotten so much better with following directions and respectfully listening to our guest speakers. At first, Mtoto #29 followed a lot of his peers' misbehavior. He would never be disrespectful or misbehave, but he would encourage the other students to do so by laughing and agreeing with them. Over time, he has really worked on becoming a leader and directing the students to behave well. He is a very smart young man that loves to learn. He also has wonderful public speaking skills. The Cultural Warrior Healers rate him as a "good" student.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #29 is not in therapy. His selections in the pre-CCII were all the dark brown images; but he preferred the straight hair image. His post-CCII was similar in that he chose all the dark images; except for the stark white image on the question about what toy he would like to play with. His responses to the pre-self-concept measure were a bit puzzling. He perceived himself and his teacher as being extremely positive on all 10 questions. However, he did the complete opposite for his mother and the other kids – all negative responses (e.g., sad, not smart, weak, sick, not good looking). This was particularly puzzling, as he seems very close to his mother who is very encouraging and helpful. On the post-self-concept measure, he indicated that he, his mom, the teacher, and the other kids knew he did not like to share things. He did report his mother as having far more positive responses; with only negative responses to him sharing, and being scared of a lot of things and people. However, he was consistent in thinking that the other kids would have all negative responses to the questions.</p>

Parent Input / Feedback

Mtoto #29's mother learned of Emanyatta on Facebook and through a friend who worked at The Village Project. She says that Mtoto #29 is a very helpful young man. He is a quick learner and loves to learn. She indicates that he has strong academic skills and a positive self-concept. He is a happy boy with little worries, and truly enjoys playing with others. His mother joined Emanyatta because she wanted Mtoto #29 to get a better understanding of his heritage, and gain greater pride in his ancestry and himself. She indicated that Mtoto #29 loses focus at times and may not follow instructions; but generally, he is well-behaved. In her post-interview, she shared that before being in Emanyatta, Mtoto #29 "didn't have a space to meet and be around people like himself... This program helped him gain access to a new social experience where he could feel comfortable around others." She believed that Emanyatta gave Mtoto #29 a sense of community and rated the program highly.





Overall Summary

Mtoto #29 is a student who appears to be on-track both socio-emotionally and academically. Although he has experienced trauma, he remains positive and engaged. He didn't present with any behavioral problems, and got along well with staff and students in Emanyatta although he indicated all negative responses regarding the other kids at his school on his CCII assessments. He is very inquisitive and participated in activities. His mother was also involved and participated in our Emanyatta sessions. Based on how he viewed the other children at his school in the CCII, it appears that Emanyatta truly has given him a space to feel comfortable and be part of an accepting community.

Children's 'Color' Identity Index Score

Mtoto #29

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4	X				
5	X				
6	X				
7	X				
8	X				
9	X				
10			X		straight hair
SUB SCORE	27		1		
TOTAL SCORE			28		





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	-
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	-
4. likes to share things/doesn't	+-	-
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	-
7. strong/weak	+	-
8. clean/not so clean	+	-
9. well(healthy)/sick	+	-
10. good looking/not	+	-

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	-
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	-
4. likes to share things/doesn't	+-	-
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	-
7. strong/weak	+	-
8. clean/not so clean	+	-
9. well(healthy)/sick	+	-
10. good looking/not	+	-

Children's 'Color' Identity Index Score


Mtoto #29

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3				X	
4	X				
5	X				
6	X				
7	X				
8	X				
9	X				
10		X			
SUB SCORE	24	2			
TOTAL SCORE			26		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	-
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	-
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	-
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	-
7. strong/weak	+	-
8. clean/not so clean	+	-
9. well(healthy)/sick	+	-
10. good looking/not	+	-





Mtoto #30				
	Age at Entry	7	Pre/Post CCII Score	18/23
	Date of Entry	11/20/18	Pre/Post Self-Concept Score	38/27
	Grade at Entry	First	Part of Afterschool Program?	no
	In Therapy?	no	Part of Summer Program?	yes

Backstory
Mtoto #30 is one of three siblings in Emanyatta. During the course of the program, her mother gave birth to a fourth child. One of our Cultural Warrior Healers attends church with the family and that is how they learned of the program. Their family is very private and keeps to themselves, but the mother is very open and expressive at Emanyatta. She participates when she comes. The problem has been with attendance, as the family often comes after breakfast and libations, and often do not make it to Emanyatta at all. Mtoto #30 comes from an intact family, and both mother and father play a huge role in the lives of the children. Their grandfather also lives in the home. Mtoto #30's mom works from home.
Emanyatta Cultural Warriors' / Program Director's Assessment
All of the siblings are well-behaved and participate in Emanyatta activities. Of the three siblings, Mtoto #30 is the one who appears most shy in group. She is often by herself and doesn't reach out to the other children. She is very capable, and when called upon, she responds positively. She is shy. Over the course of the program, her attendance has become more consistent. It is clear that she and her siblings are most comfortable being in each other's company. They did not participate in the afterschool program, but did attend the summer program in Year 2.
Academic Assessment
Mtoto #30 is a good student who likes learning new things and does her schoolwork consistently. However, her parents would like her to want to read more at home.
Child Assessments / Clinical Therapy Diagnosis (if applicable)
Mtoto #30 scored high on her pre-self-concept assessment with "sharing" being the only challenge she reported. However, in her post-assessment, she reports that her mother, teacher, and other kids also know she doesn't like to share; plus, they all believe she is afraid of a lot of things. Mtoto #30 chose images across the dark brown, brown and white (none stark white) on both her pre and post CCII. However, she reported preferring more of the dark brown images in her CCII from pre- to post-assessment.
Parent Input / Feedback
Mtoto #30's parents describe her as friendly, very outgoing, confident, and a perfectionist. They also feel that she needs to be liked. She likes to learn, and according to them, does well in school. They think she understands about race and color issues, but doesn't have an understanding of culture. They share that this is the reason they want her in Emanyatta – to learn more about culture and for her to take pride in her ancestry. They would also like her to want to read more at home.
Overall Summary
This family had three children in Emanyatta. Mtoto #30 is the eldest of the three. She, like her siblings, was very positive and appeared fully engaged. They never presented any behavior issues, and seemed to truly listen and engage with the speakers and materials. Even though their attendance was initially sporadic, their mother often stayed and participated with the other parents. She believes the program has an extremely positive impact on her children, and felt they learned a lot about their heritage. But even more importantly, she shared, "It's helped them focus, learn the right questions, be more positive, and also more confident."

Children's 'Color' Identity Index Score

Name/Date Mtoto #30 12/4/2018

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2		X			
3			X		
4		X			
5			X		
6		X			
7		X			
8	X				
9			X		
10			X		straight
SUB SCORE					
TOTAL SCORE 18					





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	*	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Name/Date: Mtoto #30

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3			X		
4		X			
5	X				
6			X		
7	X				
8	X				
9	X				
10			X		
SUB SCORE	18	2	3		
TOTAL SCORE	23				

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	+
7. strong/weak	+	-
8. clean/not so clean	-	-
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	-	-
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	-
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #31				
	Age at Entry	7	Pre/Post CCII Score	23/21
	Date of Entry	09/06/17	Pre/Post Self-Concept Score	40/39
	Grade at Entry	Second	Part of Afterschool Program?	yes
	In Therapy?	no	Part of Summer Program?	yes

Backstory
<p>Mtoto #31 was one of the inaugural Warriors. He is currently in the fourth grade. He attends the International Charter School in our community where he is a high achieving academic student. Mtoto #31 has an older brother that attends the same school, who also volunteers with both the afterschool program and Emanyatta. Mtoto #31 is from an upper middle class family, has a strong support system, and his family is highly successful. His paternal grandparents are lifelong residents in our community, they have lifelong ties to the local NAACP branch, and they support the underprivileged community privately. Unfortunately, his paternal grandmother is currently struggling with dementia that results in family stress. His father is following after his father, and is learning the trade of city development. His mother is a speech teacher for our school district; she is well educationally groomed, and aware of the cultural suppression of African Americans. Even though his mother is not originally from this community, she and her husband work tirelessly to help our community grow economically.</p> <p>Mtoto #31's mother saw a flier for Emanyatta in a beauty shop, and followed up with Ms. Mason. She was concerned about her children dealing with racism. Mtoto #31 and his brother were two of only a few students of African ancestry attending their charter school. His older brother would often come with him to Emanyatta and participate. The older brother was struggling with racism at his school, and got support from our clinical director in terms of how to cope with what was happening to him at school. Mtoto #31 lives with both his parents. Mtoto #31 shared in our initial interview that he likes science and wants to become a CSI photographer, that it would be "a good way to face my fear." His mom and dad are extremely involved in their children's education, and appreciate having them learn about their cultural heritage by being in the program. Mtoto #31 moved to a new school in Year 3. His older brother continues to volunteer in the program, often taking a group for the Read Loud/Read Proud segment of the session. Both Mtoto #31 and his brother are truly trying to learn everything they can about their history and culture, as they are not receiving this type of information or education in their school or community.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #31 possesses strong leadership skills and great public speaking skills. He is full of confidence. Being in the program has given Mtoto #31 pride and full understanding of his history. The program has also impacted his older brother by also giving him the same pride and understanding of his history. Mtoto #31 is one of the students whose hand is the first up, and the last to come down. He wants to be there and is so engaged in every single activity. He is a joy to work with, and he is a great leader in the reading groups. He is reading higher than his grade level. He unfortunately missed many sessions towards the end of this year due to sports, but he still was always willing to hear about what he missed.</p>
Academic Assessment
<p>Mtoto #31 is performing "at or above grade level" and "meets all grade level expectations" according to his report card. His teacher reports that he is a joyful and happy child. In the first year, the teacher reported that he "has some trouble focusing during instruction, which sometimes can lead to frustration when completing his work." However, he is doing very well in school. He is learning to write independently; and is very interested in science, our changing planet, and how landforms were made. The Cultural Warrior Healers rate Mtoto #31 as a "good" student.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)

Mtoto #31 is a very happy child and is not in any therapy. He has a supportive family. He also has a very strong positive sense of self. On the pre-self-concept measure, Mtoto #31 marked all the positive responses for himself, mother, teacher, and other children. On the post-self-concept, he again rated all positively; except for the other kids now don't think he likes to share. Regarding the pre- and post-CCII, Mtoto #31 chose the dark brown and the brown images for all of the items; except for the white image for the question, "Who should be the ballerina on stage?" in the pre-CCII. All of his choices were for the dark and brown in the post-CCII. Some of his responses moved from the dark brown to the brown images from pre to post-CCII assessments.

Parent Input / Feedback

Mtoto #31's mother describes her son as "resilient, energetic, a good reader" (he likes graphic novels), and he gets along with others well. She rates him "slightly above average" as a student. Regarding his weaknesses, she mentioned that he has performance anxiety, and needs coaxing to get his chores and homework done. She wants the Emanyatta program to help him regarding his self-identity and his self-esteem. She wants him to be able to meet new challenges and develop a "positive growth mindset." She reports that Mtoto #31 doesn't have any emotional or behavioral problems, and is generally a happy child without worries. She shared at the end of the Year 3 parent interview that she loves the program, and it has provided her sons access "to meeting new people and learning about new things." She also shared that being a part of Emanyatta has really helped Mtoto #31 to become more confident.





Overall Summary

Mtoto #31 is a joy to have in our program. He and his family are very engaged and supportive. His mother has come on each of the field trips, and has expressed gratitude for the program. He is progressing well in school, seems to be very balanced, and is engaging in age-appropriate behavior.

Children's 'Color' Identity Index Score

Mtoto #31

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2		X			
3	X				
4		X			
5	X				
6		X			
7	X				
8			X		
9	X				
10			X		straight hair pc
SUB SCORE	15	6	2		
TOTAL SCORE			23		





Adapted from the Thomas Self-Concept Values Test	Date 6/10/18	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test	6/10/18	
	Teacher	Other Kids
teacher - Mr. Sanchez	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #31

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1		X			
2	X				
3		X			
4		X			
5		X			
6	X				
7		X			
8		X			
9		X			
10			X		
SUB SCORE	6	14	1		
TOTAL SCORE			21		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #32				
	Age at Entry	7	Pre/Post CCII Score	17/22
	Date of Entry	08/10/17	Pre/Post Self-Concept Score	not taken/38
	Grade at Entry	2 nd /3 rd combo	Part of Afterschool Program?	yes
	In Therapy?	yes	Part of Summer Program?	yes

Backstory
<p>Mtoto #32 and his twin sister are part of the inaugural group of Emanyatta Warriors. They are fraternal twins and have older siblings, one of whom is incarcerated. They were adopted by their maternal great aunt who is a cancer survivor and a very caring mother to the twins. Mtoto #32's birthmother is out of the picture, and she has not seen her children since the twins were taken by child welfare in Fresno County. He and his sister lingered in foster care for several years before their birth family was notified. The twins are currently in the fourth grade. Mtoto #32 resides in the household with his adoptive mother, grandmother, and twin sister Lanasia, who is also a student in the program. He attends a charter school and struggles academically. (See "Mtoto #11's Backstory")</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #32 has displayed mental, emotional, and social challenges. When he first started Emanyatta, he wouldn't allow his mom to leave his side. She would have to sit in the circle with him for him to be comfortable enough to stay. He also would have his hood on with his head down the entire time. He wouldn't talk to any peers or adults. Since attending the program for three years, he is now comfortable with the adults and peers in the program. His mom can leave, and he is fine with staying. He talks to friends, and even plays with them during free time. Academically, Mtoto #32 is not performing at grade level; but Mtoto #32 has definitely made progress in the past two years, both socially and in overall engagement. During our Read Loud/Read Proud segment of Emanyatta, he refused to read aloud; but within the last year, he has begun to participate. Mtoto #32 engages in behaviors to suggest he may be delayed, have autism, or may have suffered some form of trauma. It is not known what happened to the children before and after they entered foster care. Mtoto #32 has not fully participated, and still somewhat clings to his adoptive mother. His behaviors and presentations have led to speculations that he may be on the autism scale. He receives counseling services with TVPI clinicians. His mom shared that doctors say Mtoto #32 is fine, but his demonstrated behaviors suggest something is going on with him related to his social and emotional skills.</p>
Academic Assessment
<p>Mtoto #32's social and emotional issues interfere with his learning and school participation. He is currently on a "home and hospital" schedule, and thus does not attend school regularly. The Cultural Warrior Healers rate him as "poor."</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #32's pre-CCII assessment responses appeared random. He would not look directly in the evaluator's eyes and looked down at the images, and quickly chose one without raising his head. He chose images across all four colors: dark, brown, white, and stark white. He was more engaged with the evaluator in the post-CCII administration, but still was not verbal. He did look longer at the images, and appeared to be thinking about his responses before choosing. In his post-CCII, he did not choose any of the stark white images. No pre-self-concept assessment was administered. In his post-self-concept assessment, Mtoto #32 selected all of the positive responses across the board, except for responding that he and his mom know he doesn't like to share.</p>
Reason For Referral
<p>Staff was concerned about Mtoto #32 almost from the first day he attended Emanyatta, which was the first day of the project in September 2017. He would not leave his guardian; and for weeks, if not months afterward, would never talk. His adoptive mother did not think there was anything different or concerning about Mtoto</p>

#32's behaviors, which at times to staff seemed to be almost infantile. As a result of there being little change in Mtoto #32's behaviors going into the third year of Emanyatta – i.e., he continued to cling to her; cry when she left his side; and still hardly, if ever, spoke – his adoptive mother finally requested therapy for him, as well as possible assessment to find out if he might be on the autistic scale.

Clinical Outcomes

Unfortunately, Mtoto #32 started therapy with the male therapist who was diagnosed with late-stage cancer, and therapy sessions were few. However, the therapist did not believe Mtoto #32 was on the autistic scale, and believed his behaviors to include his appearing mute to be a trauma response from trauma that might have occurred to him when he was a baby. Mom did recount that he does talk when he is home, but is not expressive. Mom, who is also their great aunt, was able to gain custody of the two of them when they were quite young from a foster where they had been placed as a result of the guardian's niece – their mother – not being able to adequately care for them. She has provided them with a nurturing home, and they have extended family members in the area as well. Staff has noticed this past year that when Mtoto #32 is dropped off and mom left when he wasn't looking, Mtoto #32 began to socialize more and seems to be more expressive; though at times, that seems to be brief in duration. With a therapist shortage in the agency, during next year, if COVID-19 lifts, staff will be paying special attention to Mtoto #32's behaviors, which includes lack of sociability and expressiveness. It appears the therapeutic environment created by Emanyatta may have had a positive impact on the emotional and psychological development of Mtoto #32. It should be noted that Mtoto #32 was on "home and hospital" this past school year, but has stated that he wants to go to school this coming school year if schools open. Therapy will continue to be an option for Mtoto #32.

Parent Input / Feedback

In her initial interview, Mtoto #32's mother describes Mtoto #32 as good in math and technology, but having problems in reading and English. He is challenged with socialization problems, and has problems even playing with his twin sister. His mother indicated that he doesn't get along with some people; has concentration problems; and at times, acts out and is easily angered. She stated that Mtoto #32 is unaware of race, color, or culture issues; but she would like him to learn about his Black identity. She marked him in the lowest quartile in social/emotional state, self-concept, and ability to work with others. She hopes that participating in Emanyatta will help him understand who he is, and thus he would take more pride in himself and potentially change his behavior.





Overall Summary

Mtoto #32 was adopted by his maternal great aunt. He and his siblings were abandoned by their mother; and unfortunately, he and his twin sister Lanasia languished in foster care for some time in Fresno before the extended family was notified. Staff is concerned about Mtoto #32 and his likelihood to succeed in school and beyond if he doesn't get the help needed. He has a supportive adoptive mother and family, but needs professional help. Staff has witnessed that he can be motivated to participate and does enjoy some activities. He can be engaged. There was improvement over his time in Emanyatta. However, Mtoto #32 needs help if he is to maximize his potential and integrate well into society. His mother fully supports the children in their participation at Emanyatta, and has come to realize that Mtoto #32 needs help.

Children's 'Color' Identity Index Score

Mtoto #32

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1				X	
2	X				
3				X	
4			X		
5	X				
6			X		
7		X			
8			X		
9	X				
10	X				
SUB SCORE	12	2	3		
TOTAL SCORE			17		





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad		
2. like to play with kids/doesn't		
3. smart/not smart		
4. likes to share things/doesn't		
5. scared of a lot of things/not		
6. scared of a lot of people/not		
7. strong/weak		
8. clean/not so clean		
9. well(healthy)/sick		
10. good looking/not		

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad		
2. like to play with kids/doesn't		
3. smart/not smart		
4. likes to share things/doesn't		
5. scared of a lot of things/not		
6. scared of a lot of people/not		
7. strong/weak		
8. clean/not so clean		
9. well(healthy)/sick		
10. good looking/not		

Children's 'Color' Identity Index Score


Mtoto #32

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1		X			
2	X				
3			X		
4	X				
5	X				
6			X		
7		X			
8		X			
9		X			
10	X				
SUB SCORE	12	8	2		
TOTAL SCORE			22		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #33				
	Age at Entry Date of Entry Grade at Entry In Therapy?	5 08/10/17 K	Pre/Post CCII Score Pre/Post Self-Concept Score Part of Afterschool Program? Part of Summer Program?	27/16 40/not taken yes yes





Backstory
<p>Mtoto #33 is a second grade student that started Emanyatta when we first opened while she was in kindergarten. She also attends TVPI's afterschool program. Mtoto #33's father is not in her life, and her mother unfortunately was on drugs for most of her life. She has been raised by her grandmother and grandfather. Her grandmother also has custody of her husband's nephew who lost his mother in a house fire, as well as a daughter of her own and a stepson. Mtoto #33 is the baby of the house. Due to the lack of adults in her house, Mtoto #33 has been primarily raised by her teenage aunt and uncles. In Mtoto #33's household, she is exposed to alcoholism, depression, people consistently in and out of her house, and drugs. Her grandfather and mother have been in and out of jail on drug charges her whole life. Mtoto #33 is faced daily with struggles in her household and school. Her mother was recently released from jail, and was working towards getting Mtoto #33 into the special education program at her school to see if having a smaller environment would help her learn better. Mtoto #33 is a sweet girl, but struggles with building relationships with peers. She is also embarrassed to do any educational activity in front of her peers. Mtoto #33 does not like doing any activities that require running; at this point, she has not played any sports. Mtoto #33 does not like waking up early Saturday morning so she has irregular attendance to Emanyatta. Mtoto #33 is capable of being a student that can strive in school, and more recently has been very motivated in learning. Due to her not attending the program regularly, she has not been able to grow within the program. However, being in the Emanyatta program has helped her gain access in the afterschool program that has helped her tremendously on her educational journey.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>In Year 1, Mtoto #33 cried every time she was dropped off. She didn't want to be up that early so she wouldn't speak to anyone; the only thing she would say was "I want to go home" or "I want my mom." It was difficult to get her to participate during the morning session; but by the time the Read Loud/Read Proud segment came, she was a little more awake and willing to talk and joke with her peers. Towards the end of the year, we rarely saw her. Transportation was also an issue.</p> <p>Mtoto #33 continues to reside in the home with her grandparents and birthmother. Her birthmom is in recovery from a methamphetamine addiction, and appears to be clean and sober. However, there is a lot of stress in this family system as there are multiple family members being cared for by the grandparents. Two of the older boys are involved with the juvenile justice system, and have been in and out of Juvenile Hall. There are frequent arguments in the home, and the child is hearing the stress in the home. The grandmother seems to allow Mtoto #33 to make her own decisions as to what she wants to do. The grandmother was hospitalized in Year 3, so Mtoto #33's older cousin has looked after her, along with her grandfather. Mtoto #33 appears to have gained weight and appears to be eating emotionally. She likes the fact that her birthmother is in the home. Additionally, there are several animals at the home, and they bring Mtoto #33 comfort. Mtoto #33 mentioned that she has a lot of fears from a range of characters that pop in and out of her video games. Her screen time may not be monitored when it comes to video games, based on what she reports about the "strange character" coming on the screen when she is playing games. Mtoto #33 needs a lot of support in order to achieve grade level. Unless the family gets some support to put some consistent structure in place, she will remain at risk of academic failure.</p>

Academic Assessment
Mtoto #33 is one of our youngest children. She was five years old and in kindergarten when she began Emanyatta. Although no school records are currently available, the Cultural Healer Warriors share that she was making improvements in the afterschool program, and was reading at kindergarten level but suffering in math. Prior to COVID-19, another compounding issue for her not being at grade level was her many absences. The grandmother had frequently reached out to the agency for support for other members of her family; and she has said that Mtoto #33 “is really falling behind as a result of COVID-19 and the fact that she has a hard time trying to get academic help online.” Mtoto #33 struggles with comprehension in both reading and listening. Due to family circumstances compounded by COVID-19, she has not had the academic support she needs.
Child Assessments / Clinical Therapy Diagnosis (if applicable)
Mtoto #33 was the youngest of our students. She is not in therapy, although she should be in therapy given the many issues she is facing at home and at school. She is being cared for by her grandparents. In her initial CCII, she chose all of the dark brown images in the self-concept measure; and in her post-measure, her selections were scattered over all of the images, including the stark white image, which was only infrequently chosen by any of the Warriors as it looks ghostlike. There wasn’t any pattern in her selections. Regarding her self-esteem measure, Mtoto #33 chose all of the positive options for herself, and for parent, teacher, and other children in the pre-assessment. We were unable to get a post-self-concept assessment.
Parent Input / Feedback
Mtoto #33 was brought to the program by her grandfather who was interviewed. He shared that he learned of the program through Ms. Mason, and wanted his granddaughter to be around children her age and learn about her history. She is most often around teenagers at home. He shared that the parents are not around, but felt that Mtoto #33 is a “great kid,” and he wanted her to feel “comfortable in her own skin.” He indicated that she is experiencing some trauma at home because her parents are not around. She comprehends well, and can see something and tell you about it. He believes that she has a positive sense of self, in spite of the circumstances. She is energetic, but spends too much time on computers and watching TV. He shared that she is engaged in these activities because everything is moving and she doesn’t have to do anything. He believes that she can be “kind of lazy” at times. He acknowledges that Mtoto #33 has fears, worries, and some emotional difficulties; but she is not seeing anyone for these issues.
Overall Summary
Mtoto #33 seemed tired and tearful when she came to Emanyatta. It was clear that she was still sleepy and was not in the mood to participate. She would be coaxed into sitting in the circle (often next to April, our Cultural Warrior). As the morning would progress, however, Mtoto #33 would often get more comfortable and participate on a minimal level. She would often be caught smiling during an activity or talk. Mtoto #33’s lack of consistent attendance created a barrier for her full participation and added to her tearful drop-offs. We need to work on getting her to the sessions so that she can fully participate, and consistently see the same children and staff members.

Children's 'Color' Identity Index Score

Mtoto #33

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4	X				
5	X				
6	X				
7	X				
8	X				
9	X				
10			X		straight hair pic
SUB SCORE	27		1		
TOTAL SCORE			28		





Adapted from the Thomas Self-Concept Values Test	Date 5/2018	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test	5/2018	
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #33

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1				X	
2	X				
3			X		
4		X			
5	X				
6			X		
7	X				
8				X	
9			X		
10		X			
SUB SCORE	9	4	3		
TOTAL SCORE			16		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad		
2. like to play with kids/doesn't		
3. smart/not smart		
4. likes to share things/doesn't		
5. scared of a lot of things/not		
6. scared of a lot of people/not		
7. strong/weak		
8. clean/not so clean		
9. well(healthy)/sick	-	-
10. good looking/not		

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad		
2. like to play with kids/doesn't		-
3. smart/not smart		
4. likes to share things/doesn't		-
5. scared of a lot of things/not		
6. scared of a lot of people/not		
7. strong/weak		
8. clean/not so clean		
9. well(healthy)/sick		-
10. good looking/not		

Mtoto #34				
	Age at Entry Date of Entry Grade at Entry In Therapy?	6 09/06/17 First yes	Pre/Post CCII Score Pre/Post Self-Concept Score Part of Afterschool Program? Part of Summer Program?	11/18 not taken/33 yes yes

Backstory
<p>Mtoto #34's mother learned about the program at the West End Celebration in Sand City at The Village Project's outreach table. She is white. She brought Mtoto #34 to Emanyatta because she wanted him to have a space where there were other Black children, and for him to learn more about his African heritage. His father is from and usually lives in Jamaica. His mother states that she would like him to "build life skills and connections to ancestors, to become an activist who is morally grounded." She has late-stage cancer and is concerned about Mtoto #34. Mtoto #34 shared that he would be going to live with his father and family in Jamaica once she is no longer able to care for him. His grandmother has dementia and he has been exposed to this. His mother shared with our clinical director that they are currently living in poverty in spite of her family's wealth. She realizes that she doesn't have long to live and has communicated this to Mtoto #34. A move to Jamaica would be quite an adjustment for Mtoto #34, as he has been in private, predominately white schools and environments most of his life. He has visited his father in Jamaica; and shared in his initial assessment with our local evaluator that he has a brother and sister there. For most of Mtoto #34's life, he was raised by his mother while his father lived in Jamaica. He was raised in a very loving, supportive home. His mother made sure he was fully aware of her illness and prepared for her death. Although he may greatly appreciate this in the later part of his life, it has created a lot of trauma for Mtoto #34. When Mtoto #34 started Emanyatta, he never wanted his mother to leave his sight because he wasn't sure if that was going to be the last time he saw her. He has always struggled with properly expressing his feelings; unfortunately, he finds the best way to show his feelings is by screaming and crying.</p> <p>The plan was, once his mother died from cancer, his father would move him to Jamaica – but his father decided to move to Seaside to help Mtoto #34 cope with losing his mother instead. His father makes a living as a musician so while he performs shows out of town, Mtoto #34 has to spend many weekends with loved ones. His mother left Mtoto #34 with a huge support system. Also, this school year, Mtoto #34 switched from a prestigious private school to a public school. This adjustment has been very hard for him because Mtoto #34 does not like his new school very much, he's trying to adjust to losing his mother, and he's at a brand-new school. It is very challenging for him. Mtoto #34 has two timeout spots at his school: one under his desk, and the other in the back of the classroom. When he is no longer interested in the work for the day, he goes and hides in his timeout spot, which unfortunately has resulted in him falling behind in school. He began attending TVPI's afterschool program. He has been able to build confidence and get excited about his schoolwork once again. Mtoto #34 struggles with making friends because he is often having outbursts throughout the day, which scares his peers. Mtoto #34 is working on trusting the adults in his life, being comfortable and confident that people are staying in his life, and on regulating his emotions. He has been receiving therapy through TVPI. His father is very grateful for this program. He has mentioned he loves Emanyatta, and he feels genuinely supported, which is what he and Mtoto #34 need most right now.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #34 is a very bright student and attended the majority of the sessions. When he first started, he wouldn't leave his mom; he would yell and cry. His mother is very ill, and he struggles with dependency. It took him a little while to get comfortable with all of the staff and students, but now he has blossomed into a wonderful young man. His mother can drop him off, and he comes in and stays with no problem. Again, with his mom being very ill, we didn't get to see him as often; but when he came, he was always a joy. I also noticed his interaction with his peers improved. When he first started, he wanted to always be the victim, and he often said he was being bullied. But after many discussions, he was able to deal with his peers and take responsibility for his actions. His mother stayed for a lot of sessions; again, she was struggling with health, and so sometimes he was just dropped off.</p>

Mtoto #34 did better being dropped off, so his mother was encouraged to go home and get rest. His experience from Emanyatta has diffused some of his anxiety from being separated from his mother. Mtoto #34 has a unique, creative personality. He is one of our best students.

Mtoto #34 is currently residing with his father who moved to Seaside to care for Mtoto #34's mother when she no longer could do so. Mtoto #34 appears to be adjusting much better than when his mother first died. His father has immersed himself around Mtoto #34 and is attentive to his needs. Dad is now raising Mtoto #34 as a single parent, and now has a girlfriend who also helps with Mtoto #34. Mtoto #34 was attending a private school during the time his mother was alive, but has now transitioned to public school. He initially had a lot of breaks from class due to the death of his mother; but this school year, he had less breaks and appears to be adjusting better. He initially had a few sessions at the clinic to process his feelings with a therapist, but he is not able to regulate his emotions and outbursts. Dad is a traveling musician on the weekends and frequently takes Mtoto #34 with him on the road. Dad feels the child benefits from the program and actively participates. Mtoto #34 also attends TVPI's afterschool program where he receives help with his homework and enrichment support. As a result of COVID-19, Mtoto #34 has had virtual schoolwork, and participated in Emanyatta virtually as well. He seems to enjoy the virtual experience.

Academic Assessment

His first-year report card indicates that Mtoto #34 is either "meeting expectations for his grade level" or is "progressing with assistance" on all of his subjects. He is described as "bright" and having made "tremendous progress this year in many areas." He has trouble focusing on things he doesn't like. His father and the Cultural Warrior Healers rate his academic achievement as "fair." All agree that he has potential to do better. He likes to learn, and particularly likes dinosaurs, Legos, and making movies with the phone apps.

Child Assessments / Clinical Therapy Diagnosis (if applicable)

His mother shares that Mtoto #34 has some difficulty but is making progress in school. Over the first few months, it was clear that he was less clingy in Emanyatta. He didn't want to take any of the pre-assessments, but did stay with the local evaluator to take the initial CCII assessment before he called for his mother. He seemed to enjoy looking at the pictures in the assessment, but didn't want to talk much. Mtoto #34 is very alert and observant. He selected the images that looked most like his and his mother's color in the pre-CCII assessment. When he selected the stark white image (twice), he indicated that it was the "funny one," and the evaluator got the impression that he was jokingly selecting this image. He selected the dark brown image for the person he thought would be most smart, and the brown image for the person who would cook the best holiday meal. He preferred the straight hairstyle. He shared it didn't matter what race his friends were, but had some ambivalence about feeling good being a young "Black" boy as he felt he was "light" or "yellow." In the post-assessment that occurred nearly a year after his mom's death and after Mtoto #34 lived with his father for nearly a year, Mtoto #34's choices in the CCII went more toward the brown and dark brown images. Additionally, it was a wonderful surprise to see that his post-assessment self-concept score was so positive. He doesn't like to share, and had many negative responses to how other kids see him; however, the self and parent responses were all positive. He has made such progress! His TVPI therapist summarizes his progress:

Reason for Referral

Mtoto #34 was already in therapy with a Caucasian therapist with whom mother was familiar. Once finding out about Emanyatta and The Village Project, Inc., her goal was to have him seen by a therapist from The Village Project, Inc. This did happen during the second year of Emanyatta. Mother wanted to make sure that he received therapy that was culturally affirming and focused. After being one of the more supportive parents in Emanyatta, mother passed away during the second year of Emanyatta. She was visited by Emanyatta's program director and local evaluator shortly before she passed. Mtoto #34's father was taking care of her and she was bedridden. She shared on both visits that she appreciated all that everyone had done for her son whom she believed had been strengthened in his identity by his participation in Emanyatta. Emanyatta recognized his mother in rituals, with staff and some Young Warriors attending her Celebration of Life service.

Clinical Outcomes

TVPI's therapist noted that his previous therapist had done very good work with Mtoto #34 in preparing him for his mother's passing. Also, previous therapist was happy that Mtoto #34 was working with TVPI's therapist and receiving culturally focused therapy. Therapy had goals of helping Mtoto #34 cope with the grief of losing his mother, shoring up pride in his identity, and strengthening his confidence/ability to socialize with his peers. Grief therapy, identity-focused treatment strategies, and participation in Emanyatta with its focus on the strength of African identity were utilized by the therapist. Mtoto #34 has demonstrated that he has become more confident in his participation with peers. He is now able to include his mother by name during rituals, which he was not able to do for a while; and with father's consistent presence, has become more outgoing. Father reports that Mtoto #34 has also been able to cope well with the COVID-19 situation. This was evidenced by his active participation in Emanyatta's virtual sessions once sheltering-in became required. Therapy is ongoing.

Parent Input / Feedback

Mtoto #34's mom described Mtoto #34 as "very musical, very kind, and sweet." He is also very humorous and loves to learn new things. He's friendly and outgoing, but due to her cancer and his concern for her, he had been very clingy to her. He has a tic disorder and it appears when he gets very emotional, mainly triggered by his mom's cancer; and there are times that she says he has uncontrollable anger. She reported that he is also fearful and anxious about being alone. Although she didn't believe he had experienced direct racism, she reports that he was aware of cultural issues, and particularly, differences in color. She wanted him to be proud of his African heritage and to also have a positive "African spirit." Kira reported that Mtoto #34 is a "good" student, but due to the current circumstances, she has him in private therapy and on medication.

Mtoto #34's father attended one of the sessions while in town when Mtoto #34's mother was alive and shared he really appreciated it. He participated and helped Mtoto #34 with the activity. It was clear that Mtoto #34 enjoyed having his father present. He was absent for a couple of weeks because he visited his father in Jamaica. He also participated in the garden camp offered by The Village's summer enrichment program. His father strongly supports the Emanyatta program and facilitated one of the sessions on music. He shared that Emanyatta has had a tremendously positive impact because of the sense of community it offers Mtoto #34. He particularly liked the activities and rituals. When asked in the parent interview what he liked about the program, he shared that Emanyatta was "well put together" and how he personally loved the program. He stated, "I support the program. It doesn't get any higher than that as far as community is concerned. I feel involved. I feel it truly is a village."





Overall Summary

Mtoto #34 has come through a very difficult situation. He was so very attached to his mother and knew that she was dying. She wanted him to learn about and appreciate his African heritage, and was a great supporter of Emanyatta. She and Mtoto #34 donated a drum to the community circle. Mtoto #34 was very clingy initially, which was to be expected. He blossomed as the weeks progressed, and was able to participate even when his mother was not present. He is extremely bright, and he does have some self-control issues at times but has calmed down tremendously. His father moving to Seaside to take care of his mother was a powerful way to show and model love to Mtoto #34. His continued residence in Seaside and active support of Mtoto #34, while juggling his musical career and other family obligations, has been a major factor in Mtoto #34's continued positive growth. Mtoto #34's journey is clearly a difficult one, but having his family, Emanyatta, and therapy have supported this journey.

Children's 'Color' Identity Index Score

Mtoto #34

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1			X		
2			X		
3				X	
4			X		
5	X				
6				X	('the funny one')
7			X		
8			X		
9		X			
10			X		
SUB SCORE	3	2	6		
TOTAL SCORE			11		





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad		
2. like to play with kids/doesn't		
3. smart/not smart		
4. likes to share things/doesn't		
5. scared of a lot of things/not		
6. scared of a lot of people/not		
7. strong/weak		
8. clean/not so clean		
9. well(healthy)/sick		
10. good looking/not		

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad		
2. like to play with kids/doesn't		
3. smart/not smart		
4. likes to share things/doesn't		
5. scared of a lot of things/not		
6. scared of a lot of people/not		
7. strong/weak		
8. clean/not so clean		
9. well(healthy)/sick		
10. good looking/not		

Children's 'Color' Identity Index Score


Mtoto #34

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1		X			
2					
3		X			
4	X				
5		X			
6		X			
7	X				
8			X		
9		X			
10			X		
SUB SCORE	6	10	2		
TOTAL SCORE			18		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	-	-
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	-
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	-
10. good looking/not	+	-

Mtoto #35				
	Age at Entry	6	Pre/Post CCII Score	21/22
	Date of Entry	08/27/18	Pre/Post Self-Concept Score	31/38
	Grade at Entry	First	Part of Afterschool Program?	yes
	In Therapy?	no	Part of Summer Program?	yes





Backstory
<p>Mtoto #35 and her Mtoto #24 are second-year students. They come from a blended family of four kids, both being the babies of the family. Their parents are very dedicated and supportive in their lives. Recently, their mother faced some chronic health challenges that resulted in surgery and caused her to become very weak. Of course, this scared Mtoto #35 and Mtoto #24, but they wore brave faces. Their father works at the service-learning institute at our local university. Their parents are very excited to be a part of Emanyatta, and mentioned that they are glad a place like this exists. Both Mtoto #35 and her brother attended TVPI's afterschool program for a year. They were pulled out of the afterschool program because they needed immediate afterschool care when our program was closed. In their first year, Mtoto #35 and Mtoto #24 were very committed to the program and they rarely missed a session, even with their commitments to the church and sports. This year was a little different due to their mother's health status. They did miss a lot of sessions, but whenever they were able, they came. Mtoto #35 is very shy in public but loves attention. Mtoto #35 has become very comfortable with her peers at Emanyatta and is recently the social butterfly.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #35 is a very good reader. Her parents are very active in her life, and their support has been very helpful to her. She has a very large appetite, and her parents are watching what she eats. She is shyer than her brother, but when prompted to speak, she is thoughtful and thinks before answering.</p>
Academic Assessment
<p>Mtoto #35 is a very smart young girl and works well independently. She was in TVPI's afterschool program, and she was focused and an able student. Mtoto #35 has grown a lot through the program with reading, building relationships, and being confident. She is a good student, but her mother shared that Mtoto #35 still needs help with writing.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #35's scores positively increased in the self-concept measure, with "sharing" being the only negative response. She indicated that both she and her teacher knew she didn't like to share her things with others. On the CCII, her responses indicate a slight move from the brown response to the dark brown response. She did select the white image as being smart in the pre-CCII and moved it to the brown image in her post-CCII.</p>
Parent Input / Feedback
<p>Mtoto #35's parents share that she is quick to learn and gets along well with others. This is consistent with her behavior at Emanyatta. They would like her to obey more quickly at home. Although she is a good student, they would like her to be even better and more focused in school. They believe that learning about her rich history and culture will enhance her ability to achieve both in and out of school. They believe she has a healthy self-concept, and is in a positive emotional state. Her mother shared that Emanyatta was a great experience for her children and herself, and emphasized how good it was for the children to learn about their history and to interact with other Black children.</p>
Overall Summary

Overall, Mtoto #35 does enjoy her time with other students and staff at Emanyatta. She presents no problems, and is an eager, yet shy learner. She is strongly supported by her parents who are also very active in Emanyatta.

Children's 'Color' Identity Index Score

Mtoto #35

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

x	3 	2 	1 	0 	NOTES:
1			x		
2		x			
3		x			
4		x			
5		x			
6		x			
7		x			
8	x				
9	x				
10		x			braids
SUB SCORE					
TOTAL SCORE 21					





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	-
5. scared of a lot of things/not	-	-
6. scared of a lot of people/not	+	+
7. strong/weak	+	-
8. clean/not so clean	+	+
9. well(healthy)/sick	-	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	-
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	-
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #35

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1		X			
2	X				
3	X				
4		X			
5			X		
6		X			
7	X				
8	X				
9			X		
10		X			
SUB SCORE	12	8	2		
TOTAL SCORE			22		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #36				
	Age at Entry	8	Pre/Post CCII Score	28/24
	Date of Entry	09/06/17	Pre/Post Self-Concept Score	38/40
	Grade at Entry	Second	Part of Afterschool Program?	no
	In Therapy?	no	Part of Summer Program?	yes

Backstory

Mtoto #36's father is multiracial with some African ancestry, and her mother is Hispanic. Her father is a computer engineer, and her mother is a teacher. Mtoto #36 is one of the first-year Emanyatta Warriors, and she is the youngest daughter of three. Mtoto #36 is a very attentive, respectful, and a creative student. Her father brought Mtoto #36 to Emanyatta in the very beginning, and expressed his desire for her to learn about her African ancestry. Mtoto #36 is phenotypically Latina. Mtoto #36's household was very stressed due to the mother experiencing racism. She recently took a new job, and Mtoto #36 will be moved to a new local school for the 2018-19 school year. Mtoto #36 does not attend Emanyatta a lot due to soccer, so she has struggled with building relationships with her peers. While at the program, she is normally very quiet and talks only to her sisters who come as volunteers. She does participate fully in all activities.

In Year 3, Mtoto #36's father moved to a new state due to work. As a result, her mom raised the girls alone during this school year, and shared that she intends to make sure Mtoto #36 participates in Emanyatta as long as they are in the area. Dad has now returned to the home, and she is able to participate once again. Her older sister is one of the Emanyatta volunteers, and all three girls are doing well academically.

Emanyatta Cultural Warriors' / Program Director's Assessment

Mtoto #36 played sports throughout the program each spring so we often didn't see her. When she did come, she was late, missing the group session, and normally was there just for the activity and reading. Mtoto #36 is reading at an eighth-grade level. She is the baby in the family and enjoys the support of her entire family. Mtoto #36 is a diligent student, and she enjoys learning and reading. Prior to COVID-19, Mtoto #36 was participating in several extracurricular activities. As a result of her family dynamics, Mtoto #36 is being exposed to the African culture and is attentive to learn about her African ancestry. Both parents are strong supporters of their girls. Mtoto #36's father has overcome a lot of childhood issues, having been in group homes, foster care, and [experienced] abandonment by his birthmother. Dad reported he has never met his birthfather and does not know who he is; he has a host of unresolved childhood trauma and emotional issues that complicates his relationships. He has come a long way and was able to become educated with a Master's degree in Computer Science, and holds a job that allows him to support his family. Mom is from Mexico City, Mexico, and English is her second language. She is working towards passing the CBEST test in order to become a credentialed teacher. She was let go from a school last year because she struggled with the English portion of the test, and this caused financial strain as well as a lot of stress on the family. She is currently working as a teacher, and is taking an English class at the local community college to prepare to take the test to become a credentialed teacher.

Academic Assessment

Mtoto #36 is very smart and intellectually curious. She is a strong student, based on her reading level and father's report. Mtoto #36 is in the third grade. She and all her siblings are very smart and advanced students. They are all fluent in both Spanish and English. Mtoto #36 is reading at advanced levels, and she is gaining great public speaking skills.

Child Assessments / Clinical Therapy Diagnosis (if applicable)

On our pre-self-concept assessment, Mtoto #36 had positive responses to all 10 items, in reference to herself and mother. Regarding her responses for her teacher and other students, Mtoto #36 also had positive responses for nine of 10 items. The one item that she did not have a positive response for was she indicated that both teacher

and other students believed she did not like to share her things. On her post-assessment, Mtoto #36 responded positively to all of the responses for self, mother, teacher, and other kids. On the CCII, Mtoto #36 was bright enough to notice and share that the only difference in the pictures were the color of the skin. She also knew we were an Afrocentric program, and she selected all of the dark brown images. She preferred the straight hair image on the final question. Her responses were more varied on the post-CCII, with all of her responses being the dark brown and brown images.

Parent Input / Feedback

Mtoto #36's father is very involved with his daughter and did the initial interview. He shared that she is gifted and an exceptional reader. She is conscientious, caring, and very thoughtful. He says one of the major issues he has with her is keeping her challenged and stimulated. When bored, she can be lackadaisical. She is actively involved in soccer. He wanted his daughter to participate in Emanyatta to get a better understanding of her full ancestry, and to help her better cope with racism. He wants her to have a strong and positive sense of self. She is well-behaved and doesn't worry much. She is only slightly aware of racism, colorism, and culture. In speaking with her dad throughout the program, he was impressed with the speakers and field trips. However, he thinks that Mtoto #36 needs more challenge from the Read Loud/Read Proud component of the program. I agreed with him and suggested that she become one of the readers to a younger Warrior in the program; and she did so when she was present in Years 2 and 3.

The post-interview was done with Mtoto #36's mother who shared how much she appreciated the program. She shared, "For our family, this program is very important. Mtoto #36 is [the] youngest of three, and the only one to get involved. Anna [Mtoto #36's older sister in middle school] has been volunteering. This is a great way to learn about their culture. We don't have that much in our family. My husband is [an] only child and was raised in [a] white family, and I am Hispanic. Emanyatta has given our kids a sense of belonging and community in the Black community. It opened her eyes. I am amazed about how she analyzes things now... She says that some movies are racist and knows why. It has really opened her eyes. Her jobs in this world as a Black kid is to make more equity and social justice."





Overall Summary

Mtoto #36 has a lot of family support. She is a wonderful student who was the only student that was phenotypically non-Black. She handled this well, but initially didn't seem as comfortable as some of the other students her age. She was quieter and to herself, although she was not antisocial. She did the work and activities with the group, and responded when asked. Mtoto #36 has excellent reading skills and reads to other young Warriors in our Read Loud/Read Proud segment. She and her sister who volunteers with Emanyatta have been valuable assets to the program.

Children's 'Color' Identity Index Score

Mtoto #36

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

P	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4	X				
5	X				
6	X				
7	X				
8	X				
9	X				
10			X		STRAIGHT HAIR PIC
SUB SCORE	27		1		
TOTAL SCORE			28		





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
(doesn't like other kids to play with her things if toy is fragile)	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
(Mom is her homeroom teacher)	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #36

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2		X			
3	X				
4	X				
5		X			
6	X				
7		X			
8		X			
9	X				
10			X		
SUB SCORE	15	8	1		
TOTAL SCORE			24		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto # 37				
	Age at Entry	5	Pre/Post CCII Score	19/22
	Date of Entry	08/19/18	Pre/Post Self-Concept Score	40/37
	Grade at Entry	K	Part of Afterschool Program?	no
	In Therapy?	no	Part of Summer Program?	yes





Backstory
<p>Mtoto #37 resides with his mother and father in the home of his maternal grandparents. His father was previously married, and he has a half sister whom he sees periodically. His mother is Latina, and his father is African American. His grandmother is a lifelong friend of the Masons, and has worked tirelessly to help The Village Project stand for many years. Mtoto #37's father is a senior programmer, and his mother is a medical coder. He has a sister that lives with her mother, but Mtoto #37 spends a lot of time with her. He attends a charter school in Monterey County. He appears to be a shy child, and benefits from attending Emanyatta as is evidenced by reports from his father and paternal grandmother. He has a strong family support system. His father did one of the Emanyatta sessions focusing on the use of computers. It was very well-received. Mtoto #37 was initially extremely shy and did not participate much. However, over the course of his attendance, he has grown tremendously regarding social skills, and in his ability and desire to interact with others. He even speaks in front of the group. His father often stays for the Emanyatta sessions.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #37 is a very sweet and quiet first grader who started the program in the second year. When Mtoto #37 initially came to Emanyatta, he did not enjoy it at all. His favorite Cultural Warrior Healer was April Dunham, and he would try to just sit close to her. He wouldn't engage in any activity that involved other children, and he had very little interest in building relationships with the other kids. He liked looking at books. He paid attention to the details in the books, but was not yet a reader. He could write his letters very well, and was very thorough.</p> <p>Mtoto #37 has a great well-rounded support system on both sides of his family. He is a very smart and very mature child. Although shy, he is slowly working to build relationships with the other Warriors. During Year 3, Mtoto #37 presented with much more verbal participation and was less shy. His father often brought him to the program, and has reported his appreciation for having his son learn about his culture and identity. His father is very hands-on and is extremely engaged with his son. His father is a professional engineer and was a facilitator of one of our Emanyatta sessions. The family enjoys a positive relationship with a large African American and Latino extended family. Mtoto #37 attends a public charter school, but does not attend TVPI's afterschool program. He is very consistent in his attendance and field trips.</p>
Academic Assessment
<p>Mtoto #37 is rated as an "excellent" student by the Cultural Warrior Healers. He has begun reading and is very conscientious about his work. He does well in school.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #37 is an extremely friendly and loving young man. He smiles a lot, and this is reflected in his self-concept assessments. In the pre-assessment, he has all positive responses. In his post-assessment, he also had positive responses; except he now knows that he, his teacher, and the other kids know he does not like to share things. On his CCII, Mtoto #37 chose mainly the brown image, both in the pre- and post-assessment. They varied across the three colored images: dark brown, brown, and white. In his post-assessment, he no longer chose any of the white images, and chose only the dark brown and brown images.</p>

Parent Input / Feedback
In his initial interview, his father described Mtoto #37 as electronically inclined. He shared that Mtoto #37 liked to figure things out quickly, was helpful, and makes friends easily even though he is very shy. He was also described as very emotional. To help him deal with this, his father was taking him to Taekwondo. He shared that Mtoto #37 is “above average” academically, and doesn’t understand race/racism but is aware of color. He wanted Mtoto #37 to get a better sense of his culture and heritage through Emanyatta. He would also like Mtoto #37 to learn to be more confident, and build his own self-esteem, self-control, and self-discipline. In the post-interview, the father shared that “the program helped him [Mtoto #37] open up and gave him more confidence in himself. Learning his history had a really positive impact, and he looks forward to it every time.” He also shared that Mtoto #37 enjoyed coming to Emanyatta, and was appreciative of the fact that Mtoto #37 made new friends in the program.
Overall Summary
Mtoto #37 is a shy but friendly young boy. He has strong family support, and is very attached to his father who brings him to Emanyatta. He is also very attached to one of our Cultural Warrior Healers, April, and truly enjoys coming. He has become more independent in his activities, and adjusted to the environment, habits, rituals, and routines of Emanyatta. Mtoto #37 is always smiling, and tries very hard to do all of the assignments and activities.

Children's 'Color' Identity Index Score

Mtoto #37

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1		X			
2		X			
3			X		
4		X			
5		X			
6		X			
7	X				
8			X		
9			X		
10	X				natural
SUB SCORE					
TOTAL SCORE 19					





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #37

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best?

	3 	2 	1 	0 	NOTES:
1		X			
2		X			
3		X			
4	X				
5	X				
6	X				
7		X			
8		X			
9		X			
10			X		
SUB SCORE	9	12	1		
TOTAL SCORE			22		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #38				
	Age at Entry Date of Entry Grade at Entry In Therapy?	7 08/10/17 Third no	Pre/Post CCII Score Pre/Post Self-Concept Score Part of Afterschool Program? Part of Summer Program?	28/24 not taken/35 no yes

Backstory
<p>Mtoto #38, who likes to be called Mtoto #38, comes from a well-rounded, tightknit family that has a great support system full of successful, strong, determined women. Mtoto #38's mother was a longtime receptionist at The Village Project's main office, which is how Mtoto #38 was transitioned into the Emanyatta project. Mtoto #38 was raised with just his mother; his father did not play a role in his upbringing. Though he did not have his father, he has an active grandfather and uncles. The maternal side of his family has helped raise Mtoto #38 as best they can. His mother has always wanted the best for him and works exceptionally hard to get it. She worked three jobs, and did hair outside of her home in her free time. She also attended school while working; and Mtoto #38 was in the program that enabled her to step into her dream job as a correction officer. She now works at a local jail, and recently was able to purchase a new house for her and her family. The maternal grandmother died, and his mom took in the foster child with special needs who was under the grandmother's guardianship. His mom eventually adopted the child that the grandmother had been caring for; the child has some delays. Mtoto #38 refers to her as his sister. His mom was raised by her paternal grandmother in the local community. The paternal grandmother also has a strong bond with Mtoto #38, and when his mom needs support, she is able to count on her.</p> <p>Mtoto #38's mom exposes him to many educational opportunities, and is a strong support to the program when asked to provide feedback and contribute in other ways. She ensured Mtoto #38 was able to attend Emanyatta, and has arranged for him to be transported by another parent whose children attend the program.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #38 is a very sweet young boy. He is very shy but energetic. He would come into Emanyatta and wouldn't eat anything. Instead, he would run and play during breakfast time. During the morning session, he would always have his jacket/hood over his face. He struggled with paying attention. He got along with his peers very well, but wouldn't stop playing around and would often have to be told to stop repeatedly. Though he has a strong family support system, he still faces some struggles. At the beginning of our Saturday programs, he always wanted to be the class clown; he was often speaking out of turn and being a distraction to his peers. His mother works on Saturdays and is not able to attend with him, so he uses that to his advantage. Mtoto #38 became very close to one of the students in the program; and since, he has picked up some of the other students' negative behaviors. He is now often found not wanting to participate and is having his hood on, trying to escape his surroundings. Staff has been working with Mtoto #38 to help solve these behaviors.</p> <p>Reading was a struggle for Mtoto #38, but he was never ashamed to ask for help. Mtoto #38 is "below grade level" in his reading, but he's shown great progress in reading sessions. Over the years of his participation, staff has seen improvements in his reading. During this third year, he read more confidently and louder. Though his actions cause some concern, it is clear that no matter what, he is always listening to the speaker and the information that is being given. He raises his hands and engages with the speaker more now than he did before. He shows excitement to learn about Africa, and enjoys being involved in physical activities. Mtoto #38 has a lot of potential to grow. He is a fast learner when he is focused. Keeping him focused is the challenge.</p>
Academic Assessment
<p>Mtoto #38 has been diagnosed with dyslexia and struggles in some areas academically. He has an IEP, and staff attended the IEP. The mother asked for the school to pay for the child to attend the local private school that specializes in teaching children with dyslexia. It is not known if his mom has followed through with requesting a</p>

re-engagement with the IEP team to push for the child to attend this school. This school district has paid for multiple white children who have dyslexia to attend the private school. When his mother was denied, the agency staff met with her and went over her procedural rights; but she never followed through. Staff will follow up with mom about Mtoto #38's academic needs. The Cultural Warrior Healers rate him as a "fair" student.

Child Assessments / Clinical Therapy Diagnosis (if applicable)

Mtoto #38 selected all of the dark brown images on the pre-CCII assessment, and then chose the straight hairstyle like his mother's. On the post-CCII assessment, he expanded his choices to include both brown and white images. We do not have a pre-self-concept assessment for Mtoto #38. In his post-self-concept assessment, he chose all positive responses for himself. He indicated that his mom, the teacher, and the other kids didn't think he liked to share; and his mom and the other kids believe he is scared of a lot of things.

Parent Input / Feedback

Mtoto #38's mother worked at The Village Project when Emanyatta began. In her initial interview, she described Mtoto #38 as talkative and eager to learn. He is a sweet child, but doesn't like to listen. She shared that he knew about racism and colorism, but not much about culture. She felt that Emanyatta would inform children and parents about who they are, and give them a better sense of history. She informed us that Mtoto #38 has dyslexia and a short attention span. This was the cause of poor performance in school. She wanted him to participate in Emanyatta so that he would be helped in the area of self-esteem, and to help him become more successful in school. Although all of these problems emerged in the initial interview, when his mom was asked about academic readiness, socio-emotional state, cultural awareness, and self-concept, she rated Mtoto #38 highly. In her post-interview, she shared that the program has positively impacted his analytical thinking and understanding of African American history, and that he really liked coming each Saturday and being around other Black kids. She expressed her gratitude for the program, and ended the interview by saying, "Thank you for everything you do and teaching them about themselves. Especially with the situation like it is right now. They are Black and will go through this...no matter how we sugarcoat it!"





Overall Summary

Mtoto #38 has an extremely supportive mother and extended family. He is a very interesting and complex young man. He is very sweet and gets along well with others most of the time. He would often lose focus and seem to be in his own world. Putting his hood over his face in circle time and playing with the pillows was a common occurrence. However, when he did get engaged in an activity, he was able to focus and get it done. He enjoyed anything that was physical. He tried to read when challenged and was encouraged by the Cultural Warriors Healers to make a good effort, and he would. Mtoto #38 succeeded often when given the opportunity, support, and encouragement.

Children's 'Color' Identity Index Score

Mtoto #38

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4	X				
5	X				
6	X				
7	X				
8	X				
9	X				
10			X		
SUB SCORE	27		1		
TOTAL SCORE			28		





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad		
2. like to play with kids/doesn't		
3. smart/not smart		
4. likes to share things/doesn't		
5. scared of a lot of things/not		
6. scared of a lot of people/not		
7. strong/weak		
8. clean/not so clean		
9. well(healthy)/sick		
10. good looking/not		

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad		
2. like to play with kids/doesn't		
3. smart/not smart		
4. likes to share things/doesn't		
5. scared of a lot of things/not		
6. scared of a lot of people/not		
7. strong/weak		
8. clean/not so clean		
9. well(healthy)/sick		
10. good looking/not		

Children's 'Color' Identity Index Score


Mtotot #38

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1		X			
2	X				
3			X		
4	X				
5	X				
6		X			
7	X				
8	X				
9	X				
10			X		
SUB SCORE	18	4	2		
TOTAL SCORE			24		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	-
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	+	-
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #39				
	Age at Entry	5	Pre/Post CCII Score	15/25
	Date of Entry	09/07/17	Pre/Post Self-Concept Score	38/30
	Grade at Entry	K	Part of Afterschool Program?	yes
	In Therapy?	no	Part of Summer Program?	yes





Backstory
<p>Mtoto #39 lives with his mother and older brother. There is no father in the household. Mtoto #39 needs ongoing encouragement to be a leader instead of a follower. They are originally from the Seaside community; but due to finances and the cost of living, they moved to Marina with their aunt, then proceeded to move to Los Angeles. They are now living in Los Angeles, but still travel 318 miles to attend Emanyatta on most Saturdays. Their mother moved them in the middle of the year; but did not want them to miss the opportunities they were having, building friends, and learning more about their history. Both of their fathers do not play a role in their lives; but the mother has a very supportive family, both in Seaside and in Los Angeles, to help when needed. Both the boys have strong personalities and great leadership skills, but do not always use them in the best way possible. Mtoto #39 is very bright and does very well in academic settings. His brother, Mtoto #8, struggles with reading, which results in him acting out to avoid reading or working with his peers. The racism their mother faced in her job, plus the racism she shared her boys faced at school, were major factors in her decision to move to Los Angeles. When the boys were coming regularly, their growth was amazing. They both really understood their responsibility of having respect and discipline towards adults and peers. Now, since they are not able to come often, when they come, they are at times disruptive and want to talk with their friends in the program. Their mom loves the fact that her children are learning about their cultural background and that is why she continues with the program, even though they moved to Los Angeles. Due to COVID-19, Emanyatta has been virtual and the boys have been participating.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #39 is a very pleasant student. He seemed happy to be at Emanyatta and eager to participate. He sometimes follows the lead of his big brother Mtoto #8i, which leads him to engage in disruptive behavior. However, he is easily redirected to focus on the speaker or activity. Staff has spoken to his mother regarding Mtoto #39 always emulating his older brother who isn't the best role model. The older brother often engages in bullying and confrontations with other students. Mtoto #39 always has a smile [when] in a good mood. At times, the Cultural Warrior Healers had trouble getting him to sit still as he was very distracted and often not paying attention. His mother explained that he has learning disabilities, although he does well in school. He really loves to be involved in the activities and socializing with his peers. Staff has spoken with his mother about Mtoto #39 taking ownership of his choices. Toward the end of the academic year, the family moved to Los Angeles; but his mother still made sure her sons were involved and drove to Seaside almost every weekend. They rarely missed a Saturday Emanyatta session. Mtoto #39's behavior and reading both improved over time. His mother stayed almost every session.</p>
Academic Assessment
<p>During the year, while he was present at Emanyatta and going to school in the area, Mtoto #39 was performing "at grade level." He received mostly "2" grades on his report card, indicating that he is "meeting expectations" and "demonstrates partial understanding of concepts and skills within standards at this time." He received a couple of "3" grades in his speaking and listening skills, indicating he "exceeded expectations." He also received a "3" grade in math. His grades show no indication of having academic or behavior problems in school. The Cultural Warrior Healers rated him as a "fair" student, but didn't have information about his schooling in Los Angeles. In her post-interview, his mom rated him as "slightly above average," and states that his schoolwork is getting harder.</p>

<p align="center">Child Assessments / Clinical Therapy Diagnosis (if applicable)</p> <p>Mtoto #39's choices in the CCII were all over the board. He chose the dark brown image twice, the brown image four times, the white image once, and the stark white image three times (more than any other warrior). He chose braids as his favorite hairstyle. This changed significantly on his post-CCII assessment where chose mostly dark brown; and brown images. There was only one stark white image chosen for the toy he'd like to play with. On our self-concept measure, he gave all positive responses in reference to his mother, the teacher, and other kids. When he reflected on himself, he gave mostly positive responses; but thought he was scared of a lot of things and didn't think he was so clean. His post-self-concept responses were consistent across all four groups: self, mom, teacher, and other kids. He gave mainly positive responses; except thought all believed he didn't like to share things, and was scared of a lot of people and/or things. His mother shares that the children suffer a bit by not having an involved father, in addition to being uprooted midyear due to her negative job experiences. Toward the end of October (10/17/17), Mtoto #39 began seeing a Village Project therapist for depression.</p>
<p align="center">Parent Input / Feedback</p> <p>Mtoto #39 was one of our five-year-old students when he entered Emanyatta. His mother brought him and his older brother based on referrals from Ms. Mason. His mother shared that he likes to learn and is a quick learner/good student. She wanted him to learn more about where we come from and who we are so he can be proud of his heritage. In addition to pride, she has a goal for Mtoto #39 to be more responsible at home, and to be a high-achieving student. She indicated that he is a well-behaved student who gets along with others well. In her post-interview, she shared the reason she commutes to Emanyatta from Los Angeles, "This program gives us something to look forward to and creates a community that unites people. It feels like a little family."</p>
<p align="center">Overall Summary</p> <p>Mtoto #39 has been actively engaged in Emanyatta. He is joyful, smiles a lot, and participates in all activities. He loses focus sometimes, as he tries to keep up and follow his older brother who can lead Mtoto #39 astray. However, he responds well to staff (and his mother), and is easily redirected to be more on task. Mtoto #39 is a "fair to good" student, and hasn't had much of a problem adjusting to the move to Los Angeles.</p>

Children's 'Color' Identity Index Score

Mtoto #39

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2			X		
3				X	
4		X			
5		X			
6				X	
7		X			
8				X	
9	X				
10		X			braids (Mom has braids)
SUB SCORE	6	8	1		
TOTAL SCORE			15		





Adapted from the Thomas Self-Concept Values Test	Date 2/13/18	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	-	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	-	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test	2/13/18	
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #39

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3				X	
4	X				
5	X				
6	X				
7	X				
8		X			
9	X				
10		X			
SUB SCORE	21	4			
TOTAL SCORE			25		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	-	-
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	-	-
6. scared of a lot of people/not	-	-
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+





Mtoto #40				
	Age at Entry	5	Pre/Post CCII Score	27/not taken
	Date of Entry	08/31/18	Pre/Post Self-Concept Score	40/not taken
	Grade at Entry	K	Part of Afterschool Program?	no
	In Therapy?	no	Part of Summer Program?	no

Backstory
Mtoto #40 is extremely at-risk, and is living in a situation where her father is in and out of incarceration. Her mother struggles and is unable to get her to Emanyatta on Saturdays. She has only been able to come to four sessions.
Emanyatta Cultural Warriors' / Program Director's Assessment
Unfortunately, Mtoto #40 is a young Warrior that would have benefited greatly from the Emanyatta program. She was very bright, eager, interested, and participated the few times she came. However, she was dropped from the program due to lack of attendance, and lack of communication between the program and the family.
Academic Assessment
Did not have academic information, and she did not participate in the afterschool program. Her mother shared that she is an "above average" student in her kindergarten class.
Child Assessments / Clinical Therapy Diagnosis (if applicable)
Mtoto #40 only took the pre-assessments when she first enrolled in the program. She was very friendly and seemed to be enjoying the process. She chose all of the dark brown or brown images in the CCII; except for the question, who should be the ballerina on stage where she chose the stark white image. On her self-concept pre-assessment, Mtoto #40 answered positively for all: herself, mother, teacher, and other children.
Parent Input / Feedback
Her mother only completed the parent interview when she enrolled Mtoto #40. She had high hopes for Mtoto #40, and shared that she wanted her to excel in school and get a scholarship to a university. She shared that Mtoto #40 is an "above average" student, and is very confident and outspoken. However, she can be very stubborn at times, and needs to listen more intently as there are times when her attention span is very short. Her mom believes her daughter does know about color issues, but not much about race/racism or culture. She wanted her child to learn more about their "great heritage." She also wanted her to know about what is going on in the African American community, learn to respect herself and others, and continue to be a helpful young child. She rated her daughter "high" on self-concept, social-emotional readiness, ability to play with others, and academics. However, she didn't believe Mtoto #40 has any cultural awareness.
Overall Summary
Mtoto #40 scored highly on self-concept and didn't seem to know that she may be at-risk. Her mother wanted her to be a high achiever and has high expectations for her. However, due to lack of attendance, we don't have any indicators of her academic achievement or how she is coping at home. She was dropped from Emanyatta.

Children's 'Color' Identity Index Score


Mtoto #40

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4	X				
5	X				
6	X				
7	X				
8				X	
9	X				
10		X			braids
SUB SCORE					
TOTAL SCORE 27					

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+





Mtoto #41				
	Age at Entry	6	Pre/Post CCII Score	22/25
	Date of Entry		Pre/Post Self-Concept Score	38/40
	Grade at Entry	First	Part of Afterschool Program?	no
	In Therapy?	no	Part of Summer Program?	no

Backstory
Mtoto #41 is a first grade student that started the program in the third year. She also attends TVPI's afterschool program. She comes from a single-parent household, and unfortunately her father is currently incarcerated. She has an older brother that has stepped up and done the best he can to be a father figure in her life. She struggles with her relationship with her father; her emotions hit her at random times, resulting in tears trying to cope with missing her father. Her mother is a teacher assistant for a local school district, and worked as a tutor for TVPI's afterschool program toward the end of Year 3. She has a strong support system with her maternal grandparents, as well as family friends. Her family is very active in a local church. Mtoto #41 is a very outgoing and loving child. She is very vocal about her emotions
Emanyatta Cultural Warriors' / Program Director's Assessment
Mtoto #41 has not attended the program long enough to do a full assessment, and then COVID-19 prevented group sessions in Year 3.
Academic Assessment
The Cultural Warrior Healers rate her as a "good" student who is eager to learn, and she has definitely learned a lot of her history in this short amount of time.
Child Assessments / Clinical Therapy Diagnosis (if applicable)
Mtoto #41 responded with all dark and brown images in her pre-CCII; except for selecting the white images when asked about the teacher she'd like to have and who the girl should be as the princess in the story. In her post-CCII, she chose only dark brown and brown images. On her pre-self-concept assessment, Mtoto #41 marked all positive responses for herself, her mom, and teacher. In regards to the other kids, she indicated that they didn't think she'd like to play with or share with them. On the post-self-concept assessment, she marked all of the items positively.
Parent Input / Feedback
Her mother has shared that Mtoto #41 enjoys the program, and is grateful that her daughter participates. She feels supported by TVPI.
Overall Summary
Mtoto #41 was one of the last students admitted to Emanyatta. This, combined with COVID-19 issues, didn't allow for much interaction with Mtoto #41's family. There was not a post-interview with her mother. However, Mtoto #41 is a good student and appeared to enjoy being an Emanyatta Warrior. She has family support from her mother and maternal grandparents, as her father is incarcerated.

Children's 'Color' Identity Index Score

Mtoto #41

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1		X			
2			X		
3	X				
4	X				
5	X				
6			X		
7	X				
8	X				
9		X			
10			X		
SUB SCORE	15	4	7		
TOTAL SCORE			22		





Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	+
4. likes to share things/doesn't	+	-
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Children's 'Color' Identity Index Score


Mtoto #41

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1		X			
2		X			
3		X			
4	X				
5	X				
6	X				
7	X				
8		X			
9	X				
10		X			
SUB SCORE	15	10			
TOTAL SCORE			25		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	+
3. smart/not smart	+	+
4. likes to share things/doesn't	+	+
5. scared of a lot of things/not	+	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Mtoto #42				
	Age at Entry Date of Entry Grade at Entry In Therapy?	5 12/02/17 K no	Pre/Post CCII Score Pre/Post Self-Concept Score Part of Afterschool Program? Part of Summer Program?	29/not taken 17/not taken yes yes

Backstory
<p>Mtoto #42's mother is an educator in the local school district. She was looking for a space where her child would be accepted, as she shared this is a problem in the community for young Black children. She shared that she passed by the Emanyatta program and saw a critical mass of Black students, and then followed up to enroll her daughter. She feels that white teachers have not understood her daughter. One even wanted to put her in a special program as she thought Mtoto #42 was nonverbal. She is quite articulate. According to her mom Mtoto #42, "loves her people." Mtoto #42 has a strong personality but can withdraw if she chooses. This happens in all-white environments at times, and thus the teacher's assessment. Mtoto #42's family moved to Los Angeles, and thus was not able to attend the third year of Emanyatta. Her mother keeps in touch with the program and has repeatedly shared that the Emanyatta Program is the only thing she truly misses.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>Mtoto #42 enjoyed participating in Emanyatta. She was very energetic and engaged. Her mother stayed for most of the sessions, and felt it was a "breath of fresh air" to find a space like Emanyatta on the Monterey peninsula. She, too, was very engaged. Mtoto #42 can often be a social butterfly. Because she is so energetic, she didn't do well in the "school" setting. She was late to most sessions as they drove from Salinas to attend. She is very smart and knows much about her history already. When she did speak (she was shy to speak in front of large crowds initially), she always gave correct, useful information. She was very talkative in our reading groups and wasn't a confident reader; but over time, she was volunteering to read or acting out what was being read. She was a joy to have around. Because her smile is contagious, she's also very funny. She loves to be involved, and she loves to learn. Her mother is very supportive of her, and the program and its mission.</p>
Academic Assessment
<p>Mtoto #42 struggles with reading and is working on reading readiness. She is extremely bright and learns quickly. She asks and responds to questions. We did not have a report card. Her mother acknowledges that Mtoto #42 needs to have more reading readiness and has to get used to the structure of school. She was very critical of the school and Mtoto #42's teacher. However, with her background, she is able to advocate for her child and does so.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #42 had one of the most extreme contrasts in her responses to our self-concept assessment. She rates herself, and shares that her mother's perspective on most of the items, very positively. Regarding herself, she acknowledges that she doesn't like to share and that she is scared of a lot of things. She thinks her mother knows that she doesn't like to share, and indicates that her mom thinks she doesn't like to play with other kids. In contrast, ALL of her responses regarding the other kids at school were negative. In other words, she believes they think she is sad, not smart, not attractive, sick, not so clean, etc. This is also true regarding her perceptions of the teacher, except she does think the teacher feels she is happy. This is consistent with her mother's concern of nonacceptance. Mtoto #42 chose all of the dark brown images on the CCII. She preferred the braided hairstyle as well. Because of the timing of the family move to Los Angeles, there are no post-assessments for Mtoto #42h. Her mother did write her exit perceptions and sent them to the evaluator.</p>
Parent Input / Feedback
<p>Her mother shared that Mtoto #42 has always liked "hands-on" work; and now that she is in kindergarten, it is difficult for her to sit and be still as she is quite energetic. She is aware of racism, cultural, and colorism issues,</p>

according to her mom. She feels that Emanyatta will help her child move forward as it helps her build a sense of pride and faith in herself. She realizes that her child needs more reading readiness, and needs to learn to focus and be still at times. Her mom was extremely positive regarding the program. She kept in touch, and even volunteered to do a parent post-interview. In it, she reiterated her issues with the local schools; and shared that the Emanyatta program “served as an amazing buffer from school and provided her [Mtoto #42] with balance and support” and that “her daughter had a space to be herself around people she could relate to.”





Overall Summary

Mtoto #42 is a happy child at Emanyatta. She participates and appears very engaged in all activities. Sometimes she loses focus and moves around at inappropriate times, but this is mainly because she is very young and kinesthetic. She like touching and all hands-on activities. Her mom supports our program and is always willing to help in any way. The staff was sorry to see them move away from the area.

Children's 'Color' Identity Index Score


Mtoto #42

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2	X				
3	X				
4	X				
5	X				
6	X				
7	X				
8	X				
9	X				
10		X			braids
SUB SCORE	27	2			
TOTAL SCORE			29		

Adapted from the Thomas Self-Concept Values Test	Date 3/14/18	
	Self	Mom
	+/-	+/-
1. happy/sad	+	+
2. like to play with kids/doesn't	+	-
3. smart/not smart	+	+
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	-	+
6. scared of a lot of people/not	+	+
7. strong/weak	+	+
8. clean/not so clean	+	+
9. well(healthy)/sick	+	+
10. good looking/not	+	+

Adapted from the Thomas Self-Concept Values Test	3/14/18	
	Teacher	Other Kids
	+/-	+/-
1. happy/sad	+	-
2. like to play with kids/doesn't	-	-
3. smart/not smart	-	-
4. likes to share things/doesn't	-	-
5. scared of a lot of things/not	-	-
6. scared of a lot of people/not	-	-
7. strong/weak	-	-
8. clean/not so clean	-	-
9. well(healthy)/sick	-	-
10. good looking/not	-	-

Mtoto #43				
	Age at Entry	6	Pre/Post CCII Score	26/not taken
	Date of Entry	08/29/17	Pre/Post Self-Concept Score	not taken
	Grade at Entry	First	Part of Afterschool Program?	no
	In Therapy?	no	Part of Summer Program?	no

Backstory
<p>Mtoto #43 was one of our inaugural Warriors. He was attending a newly formed charter school when he entered Emanyatta. He was one of only a handful of African American students at the school. His parents were engaged and active participants in his school. This family ended up leaving the area due to the mother experiencing institutionalized racism at her job. Both of Mtoto #43's parents are educated professionals that could have contributed greatly to our local community. But, as is the case with many African American professionals in Monterey County, they get so discriminated against and shutout from the job market, they end up leaving for jobs elsewhere and to protect their own mental health. His mother shared in her exit interview that the only thing she will miss when she leaves the area is the Emanyatta program. She wished she could take it with her since it has had such a positive impact on Mtoto #43. Staff has maintained contact with the family, and his mother shares that Mtoto #43 still speaks of it frequently. She also did a post-interview for this study.</p>
Emanyatta Cultural Warriors' / Program Director's Assessment
<p>The Cultural Warrior Healers both express sadness and disappointment when they learned that Mtoto #43 was moving to Los Angeles. He was so smart and so engaged. Every question that was asked in the group setting, he was the first one with his hand up. He came to every session before he moved. He knew so much and had an eager spirit to learn more. He was also reading much higher than his grade level. It was clear that Mtoto #43 really enjoyed being a part of Emanyatta. He grasped the concept immediately and was very reflective. Mtoto #43 also displayed a great curiosity and excitement about the subjects and the speakers. It was such a pleasure to have him.</p>
Academic Assessment
<p>Mtoto #43 was a good student, and his mother reports that he still is doing well in school.</p>
Child Assessments / Clinical Therapy Diagnosis (if applicable)
<p>Mtoto #43's mother shared that he was very sensitive. In her exit interview, she spoke of how he was teary after the session when the Emanyatta Warriors came, danced, and sang to our students. She stopped the car on their way home and asked if he was OK as she was concerned. She asked if the Warriors frightened him due to their being loud and boisterous. He responded that he was not sad or frightened at all. He was tearful because he was joyful. He told her that the Warriors were singing "songs of protection" for him. She was so moved by this that she immediately called Mr. Mason and shared the story.</p> <p>There is not a pre-self-concept assessment for Mtoto #43, nor any post-assessments, as his departure was unexpected. On the pre-CCII, Mtoto #43 selected the dark brown image in most of his responses. He marked the brown image twice, and the white once for who should be the princess in the story.</p>
Parent Input / Feedback
<p>Mtoto #43's mother learned of Emanyatta through Ms. Mason. In her initial interview, she shared that she was glad to have such a program as she was very sensitive to race and cultural issues. She describes Mtoto #43 as her "sensitive child." He is thoughtful, charming, smart, picks up quickly, and is humorous. She shares that his sensitivity can be a challenge sometimes; it can prevent him from taking on new tasks and that it can lead him to be uncomfortable in various new situations. She wanted his Emanyatta experience to help him build his self-confidence and establish connections with other children of African descent. She wanted him to be challenged</p>

and to develop a sense of community. His mother described him as being academically inclined. She shared that he knows about racism, colorism, and cultural issues, as they are discussed in the home and experienced outside of the home. In her post-interview, his mom reiterated how much she appreciated the Emanyatta program; and that in his short time there, it “helped him find an appreciation for math, science, and history; and now he can share that knowledge with others.” She also stated that it provided “the opportunity to have a safe space, and connect with others and share experience in a family atmosphere.” Overall, she reflected that being in Emanyatta was a “great experience. It felt good to be around other people that we could identify with and created a sense of community. I really enjoyed that he learned about Black history; and he still talks about it and is always excited.”





Overall Summary

The entire staff lamented the fact that Mtoto #43 and his family moved to Los Angeles. They were such an integral part of Emanyatta. His mother came to most sessions and gave feedback. His father accompanied us on the Oakland field trip, and Mtoto #43’s attendance was excellent. He was a good student and truly actively engaged in the activities. He seemed like a sponge, eager to soak up any and all information shared. He enjoyed working on the projects, and was attentive in the Read Loud/Read Proud smaller groups. We gave him a going-away party his last week with the program, and sent him an honorary sash indicating he was one of our pioneer Emanyatta Warriors.

Children's 'Color' Identity Index Score

Mtoto #43

1. Who in this picture do you think is the fastest runner?
2. Which teacher's class would you like to be in?
3. Which one of these toys would you like to play with?
4. Which person do you think is most pretty?
5. Which person do you think is most smart?
6. Who should be the princess in the story?
7. Who should be the prince to save the princess in the story?
8. Who should be the star ballerina on stage?
9. Who will cook the best holiday dinner?
10. Which hairstyle do you like the best? (afro, braids, straight)

	3 	2 	1 	0 	NOTES:
1	X				
2		X			
3	X				
4	X				
5	X				
6			X		
7	X				
8		X			
9	X				
10	X				afro pic
SUB SCORE	21	4	1		
TOTAL SCORE			26		

Adapted from the Thomas Self-Concept Values Test	Date	
	Self	Mom
	+/-	+/-
1. happy/sad		
2. like to play with kids/doesn't		
3. smart/not smart		
4. likes to share things/doesn't		
5. scared of a lot of things/not		
6. scared of a lot of people/not		
7. strong/weak		
8. clean/not so clean		
9. well(healthy)/sick		
10. good looking/not		

Adapted from the Thomas Self-Concept Values Test		
	Teacher	Other Kids
	+/-	+/-
1. happy/sad		
2. like to play with kids/doesn't		
3. smart/not smart		
4. likes to share things/doesn't		
5. scared of a lot of things/not		
6. scared of a lot of people/not		
7. strong/weak		
8. clean/not so clean		
9. well(healthy)/sick		
10. good looking/not		