

## Phase 2 Final Report



# 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: September 2020 – May 31, 2025

Submitted by Grace Carroll, Ph.D.

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## **Executive Summary**

### **Overview**

The Village Project Incorporated (TVPI), a mental health service organization based in Seaside, CA, initiated the Emanyatta Program, the only CDEP program specifically targeting young children of African descent in preschool through fourth grade. Named after the Maasai warrior camps, the Emanyatta Program aimed to serve not only as an intervention for children experiencing stress and mental health challenges but also as a robust prevention program designed to foster protective factors that mitigate the impact of stressors unique to children of African descent. This report outlines the Emanyatta Program and the progress made during Phase 2 and its extension, encompassing five years of implementation and building upon the final report of Phase 1, covering the years 2017 to 2020.

The Emanyatta Program was developed as a pilot initiative to assess the effects of participation in an African-centered Saturday school on a diverse group of young children of African descent. The five goals of the Afrocentric curriculum, as outlined in the Phase 1 final report and delineated by Giddings (2001), remain critical to the Emanyatta experience:

1. Assist students in developing the intellectual, moral, and emotional skills necessary for a productive and affirming life.
2. Provide educational instruction that deconstructs established hegemonic structures and prevents the construction of new ones.
3. Offer culturally relevant educational techniques aligned with students' learning styles.
4. Support students in maintaining a positive self-concept and achieving a sense of collective accountability.
5. Serve as a model for Banks's (1988) "Transformation" and "Social Action" approaches to multicultural education.

The primary mission of the Emanyatta Program is to prevent and reduce symptoms of clinical depression and anxiety in the participating children, while fostering resilience through the promotion of self-esteem, cultural awareness, and pride in their African heritage.

### **Program Components**

The Emanyatta Program has three primary components:

1. **Saturday School:** Each Saturday, students engaged in a structured school-like experience that emphasized African cultural values of communalism and collective empowerment. Participants, referred to as "Warriors," learned respectful behaviors, self-discipline, and community responsibility through various activities, including guest speakers of African descent who discussed and modeled significant contributions of Africans and African Americans.
2. **Summer Program:** Prior to the Emanyatta Program, the summer program was a well-received initiative of TVPI. Emanyatta students were given priority for this program, which operated five days a week for six weeks, lasting seven hours each day over the summer.

3. Clinical Component: Early intervention through clinical assessment and treatment was available for Warriors identified as needing support, based on assessments by the clinical director or parent requests. These intervention strategies include referring the Warriors and their families to therapy with agency therapist while they continue to attend Emanyatta.

A fourth component, not included in the original proposal, involved TVPI's after-school program, where Emanyatta students were encouraged to participate with priority access. This longitudinal study allowed some participants to engage with the program over multiple years. The implementation of these components remained consistent, with only minor adjustments made based on the experiences gathered over eight years. The program expanded from serving 43 children over three years to 103 children over these eight years, demonstrating critical success factors such as consistency, partnerships, staff commitment, and community involvement.

### **Evaluation/Methodology**

This Phase 2 report is structured into two parts. Part 1 outlines the overall program, providing detailed annual descriptions of implementation year by year. The evaluation questions, data collection methods, and qualitative analyses mirror those used in Phase 1. Part 2 presents case studies of six families, encompassing fourteen children, with one child from each family having participated in Emanyatta for five to eight years.

To measure self-esteem in Phase 1, an abridged version of the Thomas Self-Concept Values Test was employed, recommended by noted psychologist Dr. Margaret Beal Spencer. Although the original test was lengthy and complex, an abbreviated version was developed using key items from the full assessment. Ten items from Thomas's measure were utilized as the Emanyatta self-esteem measure, with group data illustrating the positive impact of program participation on self-esteem. This measure was repeated at the onset of Phase 2. However, with older Warriors, the ten items of the Rosenberg Self-Esteem Scale were used at the end of Phase 2. Parent interviews, focus groups, and surveys were collected to assess family perspectives on the program in relation to six key research questions:

1. Does participation in the Emanyatta Program increase academic achievement?
2. Does participation in the Emanyatta Program decrease behavioral problems and 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 symptoms of mental illness?
6. Does participation in the Emanyatta Program decrease or prevent involvement with the justice system?

### **Findings and Conclusions**

Feedback from students, staff, and families indicates that the Emanyatta Program has been successful in enhancing cultural awareness and pride among participants and their families. Affirmative responses were recorded for each of the six research questions. Participation in the

Emanyatta Program has been shown to support positive academic achievement, behavior, and self-concept among students. Notably, participants demonstrated no signs of mental illness and no direct involvement with the juvenile justice system. The program has emerged as a showcase for the cities of Seaside, Marina, and Monterey, with Emanyatta Warriors participating in public events, city council meetings, and annual Black History events.

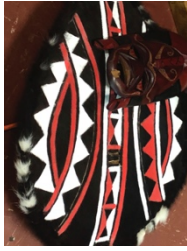
The following conclusions are drawn from the observations, surveys, and interview data:

1. Culturally congruent habits, rituals, and routines established boundaries and order, facilitating engagement among Warriors.
2. No Warriors exhibited signs or symptoms of mental illness, although some entered the program pre-existing issues which were/are partially mitigated by their participation.
3. Young children of color can effectively manage crisis and everyday challenges related to childhood, racism, and identity through culturally appropriate therapeutic interventions.
4. Despite the challenges posed by the Covid-19 pandemic, Emanyatta Warriors and their families continued to engage with the program and derived benefits from their participation.
5. Warriors shared their learned experiences with family members and utilized their newfound knowledge in school settings.
6. The presence of committed and culturally sensitive/aware staff is critical to the program's success.
7. Warriors formed strong attachments to their Cultural Warrior Healers, staff, and volunteers, providing a buffer against challenges encountered at home and school.
8. Staff members acted as knowledgeable advocates, assisting with educational, mental health, and family issues.
9. Both staff and family members engaged in a learning process within the program, gaining insights from speakers and experiences alongside their students.
10. Parents expressed relief in having a safe space for themselves and their children.
11. Parents and students valued the presence of speakers from diverse professions who served as relatable role models.
12. There is a pressing need for African American families to have safe spaces for constructive interaction, as being part of a minority often elicits defensive thoughts and actions detrimental to mental health.
13. The majority of K-4 students who initially came to the Emanyatta Program entered with high self-concepts, which continued to strengthen alongside their growing cultural knowledge and identity. Those that have remained part of Emanyatta are doing well in Middle and High School.
14. The benefits of the Emanyatta Program extended beyond the participants, as they became cultural ambassadors in the communities of Seaside, Monterey, and Marina.

Over the eight-year span of the Emanyatta Program, it has cultivated a positive reputation within families and the local community. Warriors actively engaged in programs centered on their history and culture, interacting with African and African American role models across various careers who demonstrated genuine concern for their well-being. Staff witnessed significant progress in the behavior, self-perception, and attitudes of the young Warriors while experiencing their own personal growth and development.







## **The Emanyatta Story**

### **Introduction**

In order to understand the Emanyatta story, it is important to revisit the goals and importance of The Village Project, Inc. (TVPI). 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.

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 4<sup>th</sup> grade and to increase their positive image of themselves and their community. It is also intended to prevent the possibility of the Warriors from ever developing any long term mental health issues that will become severe and disabling. 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 success of Phase 1 encouraged staff and community partners to continue this work in Phase 2.

The Emanyatta Program was the only CDEP program that specifically targeted young children, from K – 3<sup>rd</sup> grade, for recruitment. 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 Phase 2 of implementation (2020 – 2025). This report will include thorough descriptions of the program in Phase 2 plus case studies of six families who have had at least one child in Emanyatta for seven or eight years. In four of these families, siblings of these children are also part of the Emanyatta experience and thus these five families represent twelve children.

The case study approach allows for more detailed reporting of impact as our Warriors are 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 alone would not show significant differences, progress, or accurately depict the success of the program. The added bonus of having longitudinal data, allowed for showcasing the growth and change on key study variables, but more importantly, the impact on the lives of the participant. OHE staff and their TA consultants agreed this approach could be a valuable asset in reporting the full impact of the Emanyatta experience. Thus, this report includes mini case study reports on five of the Emanyatta Warriors who participated in Emanyatta for four or more years.

### **Literature Review Summary/Reflections**

The literature reviewed in the Phase I final report is still the foundation for this work. From Carter T. Woodson's book, *The Miseducation of the Negro* published in 1933, to the work of current Black psychologists referenced in the Phase 1 report, the current disparity between black and white school achievement, self-esteem, incarceration, and professional opportunities and outcomes has not changed significantly.

The Emanyatta Program was founded on this research of the past and present Black educators and psychologist referenced in the Phase 1 report. Emanyatta creators used the goals delineated by Giddings (2001), as they were consistent with the overarching goals of the Emanyatta Program. After Giddings 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). This is consistent with the 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.

The various studies cited in the Phase 1 report and the success of the Phase 1 implementation of Emanyatta, spearheaded the continuance of the work in Phase 2. The purpose, strategies and implementation of Emanyatta remained consistent in Phase 2 as that reported in Phase 1. A brief recap follows.

## **Emanyatta Program**

### *Purpose*

The Emanyatta Program is prevention and early intervention program. Originally it was intended to prevent and/or reduce symptoms of clinical depression and anxiety in children from kindergarten to 4th grade. However, as the program continued, it was clear that students that started in the program were making progress and thus, they were encouraged to continue. Consequently, some of the participants in Phase 2, are high school students. The program fosters resilience through building self-esteem via cultural awareness and pride in their African heritage. Consistent with this African cultural theme, the name "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 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. Emanyatta staff and speakers taught lessons about and modeled the strengths and resiliency of African and those that descended from Africa. These lessons and Emanyatta activities served through early intervention efforts, to prevent or reduce symptoms of the two most prevalent clinical issues which many of TVPI's children suffer – namely depression and anxiety.

### *Program Description*

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

- 1) Saturday school - Each Saturday students participated in a school – like experience where they learned rituals, habits and routines consistent with African cultural values of communalism and the power of the collective. Breakfast and snacks were provided.



Speakers of African descent spoke on various topics highlighting the contributions of Africans and African Americans. Through these activities, the young Warriors (Emanyatta called each of the participants Warriors) were learning to act respectfully with self-discipline and the power of the community. It was similar to the traditional rite of passage programs in Africa. For participants the program served as the beginning steps leading them out of childhood into and through adolescence. Along with discipline and respect, compassion and empathy were two of the most valuable "ways of being" frequently spoken about and modeled in the Emanyatta Program.

2) Summer Program - The summer program was a popular TVPI program prior to the Emanyatta Program. Emanyatta students were given priority to be part of the summer program. It was five days per week and lasted seven hours per day for six weeks. As in the Emanyatta Saturday Program, rituals, cultural warrior healers (CWH), 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.

3) Clinical component - Early intervention through clinical assessment and treatment was provided to Warriors who needed it based on the clinical director's assessment or request by parent. The clinical director kept results of assessments and notes on each child documenting issues, problems, successes, and progress. The clinical director worked closely with the program director, cultural warrior healers and evaluator to synthesize information and to develop strategies to improve the mental health of the participants. Equine therapy was introduced in Phase 2 as a result of a partnership with a local stable and donations from TVPI supporters.

In addition to these three components that were identified and allocated in the budget for Emanyatta, TVPI's afterschool program was also incorporated as an optional component. Parents of Emanyatta students were encouraged and given priority to participate in TVPI's afterschool program.

#### *Schedule: Habits, Rituals, and Routines*

When crafting the Emanyatta Program, it was important to make sure that it included meaningful habits, rituals and routines. Research indicates that children do well with routines because by having a consistent schedule helps them understand what to expect throughout the day, and consequently, reducing anxiety and enhancing their sense of security. We established a schedule that included specific rituals and routines consistent with our emphasis on African traditions. We began each Saturday morning with a communal hot breakfast. In Ghana, Ethiopia, and many other African cultures, sharing a communal meal is common. Sharing food is a way to build and strengthen relationships and thus fostering a sense of community and belonging. After the meal was shared in one of the portable classrooms with a kitchen, drums were heard from the auditorium just a short distance away. Drums have always been a way of communication in Africa. In the case of Emanyatta, the drumming meant that mealtime was over and the young 'Warriors' were to move to the auditorium for circle time. In Africa, sitting in a circle is a powerful cultural practice that signifies unity, equality, and collective strength.

The first order of business in circle time is our ritual of libation. In most African culture, libation is a sacred ritual of pouring a liquid as an offering to the divine and ancestors, symbolizing a deep connection between the living and the spiritual realm. It is a way of honoring and communicating with ancestors and seeking blessings and protection. Like so many other rituals, it fosters community bonds. It is a way a calling to the ancestors, so they are present in the activities. Libation is a vital component of daily life and special occasions, serving as a profound spiritual sacrament and a way to acknowledge and activate the presence of the ancestors. Emanyatta students are each given the opportunity to call upon an ancestor during libation.



Once the ritual of libation is done, two key concepts are regularly discussed – respect and discipline – after which the speaker for the session is introduced. Speakers are role models for our students. They come from a variety of professions, trades, and walks of life. They commonality is that each has African ancestry. Speakers complete an information form prior to coming to Emanyatta with their topic and brief biographical sketch. As part of our routine, a young warrior reads the bio sketch to introduce the speaker to the group. Thus, students are able to learn about the speaker, see role models, ask them questions, practice speaking in front of a group, and engage in activities with them. Following their session, an Emanyatta warrior, presents the speaker with a certificate and a check for \$100 as tokens of appreciation.



After the speaker, the Warriors get a brief ‘recess’ where they go outside for 10 – 15 minutes to do physical activities as they had been sitting for most of the program thus far. Upon return they get into small groups for the “Read Loud, Read Proud” segment of Emanyatta, where students either read aloud or are read to by a staff member or volunteer. Books chosen for this segment also have strong themes that support Black children in their learning journey. TVPI partners with Akira’s Book Club for books, recommendations, and reading activities.

After ‘Read Loud, Read Proud,’ students once again form a circle for closing words and their ritual of standing, holding hands and chanting: I am the child of my parents; the hope of my grandparents, and the legacy of my ancestors. Let us go forth and be the best we can be! Ashay!

These habits, rituals and routines of Emanyatta have served to help our Emanyatta Warriors be more responsible,



better manage their time, enhance their ability to focus and create a stronger sense of community and pride. They build both their interpersonal/social skills as well as their academic skills and are an essential part of the success of the Emanyatta Program. The Emanyatta Program aims to create a nurturing environment that promotes academic achievement and cultural appreciation. By incorporating breakfast, libations, circle time, group activities, role models, engaging sessions, reading, and affirmations, students will thrive both academically, personally and socially. This comprehensive approach is in preparation so they can achieve future success while celebrating their African identity. This is particularly important in an environment that often negates and denigrates this identity.

### *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 and did not change over the eight years of the program.

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 symptomology of mental illness?
6. Does participation in the Emanyatta Program decrease/prevent involvement with the justice system?

### *Evaluation Design and Recruitment*

Recruitment, data collection and data analyses were consistent with our Phase 1 evaluation design. The snowball, word of mouth, recruitment strategy remained very successful, often creating the need to have a waiting list for potential participants. Qualitative data collected via interview, survey and observation were the primary sources for evaluation purposes. Given the method, type of data and context of data collection, The Village Project's CRDP was given an IRB Exemption in this Phase 2 Extension on October 15, 2023.

The following logic model describes the rationale and indicators of how data for the six evaluation questions were to be analyzed. It summarizes our many discussions and planning meetings and was used for program planning, implementation, and evaluation with the six research questions as the backdrop.



**The Village Project, Inc.**  
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**(Help Me and Let me Help You)**

## **Emanyatta Program- LOGIC MODEL**

### **INPUTS**

- Funding from State of CA, CDEP
- Collaboration between Monterey Unified School District, The Village Project, Inc, Akira's Book Club, City of Seaside
- In Kind contributions
- Community agency and support based on past and current community service projects
- Financial donations from local supporters and agencies
- Experienced evaluator specializing in assessing impact of community based projects



### **ACTIVITIES**

- Conduct community awareness campaign
- Recruitment of participants/families
- Saturday Emanyatta Sessions
- Clinical Assessments
- Offer trauma informed therapy
- Provide advocacy for participants at school when needed/requested
- Conduct annual surveys, focus groups and interviews
- Engage with community (city, college and non profit organization events)
- Provide field trips to expose participants to experiences outside of local community
- Conduct ongoing process and outcome evaluation



### **OUTPUT**

- Number of family intake/baseline assessments
- Number of participants enrolled in Emanyatta; weekly attendance of participants
- Number of participants engaged in clinical /therapy sessions (including equine therapy) resulting in more positive behavior and greater emotional regulation
- Number of participants who are positively engaged in school (academic and socially); lack of suspensions
- Number of participants who exhibit positive cultural awareness and pride in African heritage
- Number of participants who exhibit positive self-esteem
- Number of evaluation tasks completed (self-reports/surveys/interviews)



### **OUTCOMES**

#### **Short Term**

- Fewer school suspension
- Better school grades/achievements
- More positive self-esteem
- Positive behavioral changes (self-report and staff feedback)
- More positive view of Africa/African Americans
- Exposure to role models

#### **Long Term**

- Continued academic achievement
- High self-esteem
- Greater involvement with family/community
- Improved mental and physical health
- Greater understanding of African / African American history
- Greater understanding of the 'possibilities' for African Americans (personally/professionally)



### **IMPACT**

- Fewer school suspensions/greater school achievement
- Reduction of involvement with criminal justice system
- Reduction of mental illness/negative mental health issues
- Higher self-esteem leading to positive, affirming behavior (reduction of negative and self-destructive attitudes and behaviors)
- More positive community involvement
- Greater resilience when facing racism and anti-black behaviors



### *Year End Summaries*

During Years 4 through 6 of the Emanyatta Program, the local evaluator provided annual summaries to Emanyatta staff, offering reflections on the activities and key issues that shaped the program each year. These summaries captured essential data on attendance, guest speakers, program activities, and evaluation feedback from both Warriors and their families. This current report builds upon those foundational summaries, integrating key elements from each to present a comprehensive overview of Years 4 through 6, while also incorporating more recently collected comparable data for Years 7 and 8. To further illustrate the program's impact, Part II of this report features six case studies that highlight the real-life experiences and outcomes of six Emanyatta Warriors and their families all of whom have participated in Emanyatta from 5 to 8 years.

## **Year End Summary (Year 4/2020-2021)**

### *Introduction*

Year 4 of the Emanyatta Program was marked by significant disruption due to the COVID-19 pandemic, requiring a shift from in-person gatherings to virtual programming. Despite these challenges, TVPI successfully fulfilled its obligations under the fourth year of the CDEP contract by transitioning the Emanyatta Saturday School to Zoom. Thus, in Year 4, all sessions were conducted virtually, with the only in-person gathering being an outdoor celebration at the end of the year.

Emanyatta serves both as an intervention and a prevention initiative, supporting young children experiencing mental health stress while also helping them build resilience and protective factors, particularly those of African descent. Students, known as "Warriors," may remain in the program as long as they choose. Some have participated since its inception and are now in middle school.

To align with Emanyatta's early intervention goals, new recruitment focuses primarily on kindergarten and first-grade students. Over time, the program has found that its capacity is best maintained at 40 students, with around 20 attending regularly each week. Common barriers to attendance include illness, transportation issues, family responsibilities, and athletic commitments.

By the conclusion of Year 3, 43 children had participated in Emanyatta. Four moved away, and two did not return in Year 4. Their experiences are detailed in the *Final Phase 1 Report* submitted to the funder. In March of Year 4, three siblings joined the program, and others participated via Zoom, some regularly, others intermittently. A key benefit of virtual delivery was the ability to include four former students who had relocated to Southern California. Six new students were recruited during the year, while two local participants were inactive throughout

### *Implementation*

Year 4 presented significant challenges for program implementation. The COVID-19 pandemic required a shift from in-person Saturday sessions to online Zoom classes. At the same time, many families faced increased stress due to work disruptions, health concerns, and financial

hardship brought on or intensified by the pandemic. Despite these obstacles, many of our young Warriors remained engaged with Emanyatta, demonstrating resilience and commitment. On average, 16 students participated in the virtual sessions each week. One key advantage of the Zoom format was the ability to connect with guest speakers from across the country, enriching the students' learning experience. Table 1 provides an overview of guest speakers, weekly attendance, and session topics by date.

**Table 1 – Emanyatta Speakers, Attendance and Topics**

Date	# students attending	Speaker/Topic
October 3, 2020	15	Emanyatta Staff – Parent Orientation
October 10	17	Maasai Warrior/Poet Nicholas Soronka – “Be like a Living Tree”
October 17	8	Ryan Davis, DDS – “The Road to Dentistry”
October 24	9	Mr. Mel & Mrs. Regina Mason – “Be the living tree”
October 31	17	Ms. Guada Perez – “Day of the Dead”
November 14	14	Ms. Ashley Farley – “Importance of Travel”
November 21	15	Ms. Abeni Ramsey – “Building Business, Builds Community”
December 5	16	Mr. Alonzo Henderson from Kingmakers of Oakland – “Can you Haiku?”
December 12	16	Mr. Toussaint Stone from Kingmakers of Oakland – “Kwanzaa Part 1”
December 19	19	Grace Carroll – “Kwanzaa Part 2 – Daily Practices”
January 9, 2021	19	Ms. Jenay Hatchell – The Great Debate
January 16	22	Mr & Mrs Mason – The Life and Legacy of Dr. Martin Luther King Jr
January 23	27	Ms. Deanna Jimenez, family therapist – Self Care and Self Love
January 30	17	Ms. Diane Castellano – “African Influence in Philippines and its Implications”
February 6	15	Mr. Andrew W. Harris – Who are the Freemasons?
February 13	26	CSUMB Super Saturday featuring Ise Lyfe speaking about “Our Legacy of Greatness”
February 20	20	Ms. Pamela Farley, DDS - Dental Hygiene
February 27	19	Dr. Jay Edmonds – “The Doctor Is In”
March 6	12	Mr. Rico Jones - The Journey of Becoming an Athletic Referee
March 13	15	Ms. Maria Meji - "Afro Mexican Identity"
April 3	12	Ms. Courtney Townsend – African Foods arrive to the Americas: The Middle Passage
April 10	18	Chef Rahanna Bissere Martinez – "Learning to Cook"
April 17	15	Mr. Kobi Allen - One Door Closes Another Door Opens
April 24	12	Ms. Jhsiri Emerson Massey – Graffiti: an educational experience about street art!
May 1	19	Ms. Kathy Cotton – The story of the African American Pioneers of Silicon Valley
May 8	13	Mr. Runoko Rishidi – The African Presence in the Pacific Islands
May 15	21	Ms. Sabrina Guice – Goals, Grit and Gratitude
May 22	12	Tajai DeNeil Massey – My Dream Room - Creating My Own Personal Dream Space

### *Summer Activities*

The Emanyatta Summer Program ran from June 14 through July 23, 2021. Due to ongoing COVID-19 concerns, activities were carefully curated to minimize indoor gatherings and close

contact. As a result, the schedule prioritized outdoor experiences, as reflected in the June and July calendars shown on the right.

A total of 28 Emanyatta Warriors participated in the summer program. Mr. Mason and his clinical team continued to provide clinical services as needed throughout the program. One of the highlights of the summer was the introduction of the Equine Program, which staff described as *"very helpful for participating Emanyatta students."*

#### *End of Year Celebration*

On June 5, The Village Project hosted a community-wide Emanyatta celebration event marking the successful completion of Year 4. The outdoor area surrounding The Village Project's portable building at the school site was transformed into a vibrant community marketplace, featuring booths with food and resources from local nonprofits and vendors. Masks were required for safety, as COVID-19 remained a concern. In addition to the community booths, the event featured a petting zoo, drum circle, and bouncy house for the children to enjoy. As families arrived, a sample of Emanyatta students were invited into a classroom to participate in interviews about their experiences over the past school year.

Meanwhile, parents were asked to complete end-of-year assessment forms. Inside the auditorium, Emanyatta's in-person session space, a red carpet experience was created for this special occasion. Families entered one at a time and were greeted at the end of the red carpet by Emanyatta staff who presented them with certificates and gifts in recognition of their participation. The event was a resounding success, drawing not only Emanyatta students and their families but also community members, local leaders, and state politicians. Notably, Ms. Mason was interviewed by a local TV station, helping to further highlight the impact of TVPI's programs within the broader community.

June 14th 1pm - 4pm Welcome Back BBQ	June 15th 1pm - 4pm Welcome Back BBQ	June 16th 1pm - 4pm STEM DAY	June 17th 1pm - 4pm STEM DAY	June 18th 1pm - 4pm Welcome Back BBQ
June 21st 1pm - 4pm Beach -Del Monte	June 22th 1pm - 4pm Beach -Del Monte	June 23st 1pm - 4pm Beach Clean Up -Del Monte	June 24th 1pm - 4pm Beach Clean Up -Del Monte	June 25th 1pm - 4pm Beach -Del Monte
June 28th 1pm - 4pm Escape Room	June 29th 1pm - 4pm Escape Room	June 30th 1pm - 4pm Laser Tag	July 1st 1pm - 4pm Laser Tag	July 2nd 1pm - 4pm Escape Room
July 5th <b>CLOSED</b>	July 6th 1pm - 4pm Hike Garrapata	July 7th 1pm - 4pm Hike Garrapata	July 8th 1pm - 4pm Hike Garrapata	July 9th 1pm - 4pm Hike Garrapata
July 12th 11pm - 5pm Morgan Hill Aquatic Center	July 13th 1pm - 4pm Swim	July 14th 1am - 5pm Gilroy Rock in Jump	July 15th 1pm - 4pm Swim	July 16th 1pm - 4pm Swim
July 19th 9am - 12pm Wahine Project -Sand City Beach (students will attend daily)	July 20th 9am - 12pm Wahine Project -Sand City Beach (students will attend daily)	July 21st 9am - 12pm Wahine Project -Sand City Beach (students will attend daily)	July 22nd 9am - 12pm Wahine Project -Sand City Beach (students will attend daily)	July 23rd 9am - 12pm Wahine Project -Sand City Beach (students will attend daily)





### *Data Collection*

As previously noted, no in-person sessions were held during Year 4 of the Emanyatta Program due to the pandemic. Prior to this, The Village Project had completed and submitted the required local evaluation report documenting progress through Year 3. After review and minor

revisions, the report was formally accepted. While there were no additional mandates or specific requirements for further local evaluation, the ongoing need to assess program impact remained clear. In response, a brief parent end-of-year survey was developed to gather feedback on their child(ren)'s experience in Emanyatta during Year 4. It was determined that the survey would be administered during the only in-person event of the year, the Year 4 End-of-Year Celebration. In addition, a sample of 15 students was interviewed on video to capture their reflections and insights about the program. The one-page parent survey consisted of ten forced-choice Likert scale questions, a comment section, and a few items specifically related to COVID-19. Surveys were distributed to 20 parents attending the celebration. Some parents had more than one child in the program, meaning these respondents collectively represented 25 Emanyatta Warriors.

### Results

To assess the impact of the program, parents were asked to respond to 10 prompts about their own and their child(ren)'s experience with Emanyatta. Responses were recorded using a 5-point Likert scale, where 5 indicated "Strongly Agree" and 1 indicated "Strongly Disagree." All participating parents selected either a 4 or 5 for each question, reflecting a consistently positive perception of the program. The full set of responses from all 20 parents is presented in Table 2 below. As the data show, parents were overwhelmingly in support of the Emanyatta Program and agreed that participation was a positive experience for their children.

**Table 2 – Parent's Forced Choice Responses**

	5		4		3	2	1
	%	N	%	N			
1. The information presented was helpful to me	100%	20	0%	0	0%	0%	0%
2. I learned valuable new information	100%	20	0%	0	0%	0%	0%
3. My children actively participated	75%	15	25%	4	0%	0%	0%
4. It increased my child(ren)'s cultural awareness	100%	20	0%	0	0%	0%	0%
5. It helped my child(ren)'s social/emotional growth	95%	19	10%	1	0%	0%	0%
6. It helped build my child(ren)'s self-esteem	100%	20	0%	0	0%	0%	0%
7. It helped support my child(ren)'s mental health	95%	19	10%	1	0%	0%	0%
8. It helped my child(ren)'s academic achievement	75%	15	25%	4	0%	0%	0%
9. It helped my child(ren) become more responsible	80%	16	20%	4	0%	0%	0%
10. It sparked family discussions about topics presented	100%	20	0%	0	0%	0%	0%

Feedback from parents was also very positive as shown in their following comments:

- My daughter has made tremendous growth in her cultural awareness and competency. She is proud to have Black Girl Magic.

- I liked how the topic wove a common thread with other under-represented populations and communities. This program brings hope and makes difficulties they might face with a safety net of support.
- Very informative, helpful, and culturally enriching. My daughter really loves Saturdays to be able to learn and be with all her peers and teachers. It is a very valuable piece of our lives.
- I am grateful and thankful for the program and the ideas and concepts that have been taught and instilled. Also, for the leadership and staff.
- The guests were amazing!
- Just can't wait until it starts in person learning again.
- Such a valuable resource for children, Families, and community. It has brought a wealth of opportunities and education to our household. It's been the greatest enhancement that we could provide our child
- *My son* has benefited a lot from the program. He is more aware of his culture, and it has helped with his self-identity.
- Congratulations on managing classes on zoom. I love the guest speakers. They were great.
- Loved the program, hopefully we can continue with it further.
- I really like Emanyatta because it shows [my children] that they can do whatever they want to do in the world.
- Emanyatta has helped my daughter with her cultural awareness, Self-esteem, and world outlook. In the future I would love to see the other Emanyatta students present and become leaders during the session.
- Over the years we have watched our kids grow into confident and strong black young men. This is greatly attributed to the Emanyatta Program.
- I think that my daughter gained confidence the small things gave her a voice. She feels she can speak in public. One thing that stood out is the one thing they did about money she liked that. Like more participatory activities. Some things were over her head. I'm happy she got the chance to participate she learned and grew a lot.

The majority of the parents preferred in-person sessions with 11 stating they did.

However, two parents shared they preferred the Zoom classes and five parents shared they would like to have a combination of both. Outside of continuing the program, the recommendations parents offered included:

1. Continue with field trips
2. Continue having guest speakers
3. Create more projects [for Warriors]
4. Create a folder/reflectional tool to take with them [when they have to leave project or at end of year]
5. Make sure the speakers aware of audience [age and capabilities]

Regarding the pandemic, many parents indicated that COVID19 did impact their families, often in negative ways but in some cases in positive ways. The parents that responded that the pandemic did impact their children shared the following reasons they answered yes:



- My child has been impacted both positively and negatively. Positively by seeing speakers from outside of our area share their knowledge / negatively by not being able to see or comfort his friends and fellow Warriors.
- The online format was at first hard to adjust to and we prefer in person.
- Somewhat, [it impacted their] attention span, [like being on] house arrest (lol)
- [The pandemic impacted my child] emotional, academically, and socially.
- Fatigue, and the need for more support at home
- For *my son*, he participates better in person. He's very shy and being in person helps him to work to overcome that.
- The kids missed a whole school year even though it was online it had a big impact on them.
- Children not being able to mix. But ok working remotely.
- Since we were home and have access to internet, COVID19 improved my student participant. On the other hand, she really does miss her peers.
- Harder [during pandemic] because they liked going in person; not the content but missed being in person

Students were interviewed by Ms. Kim Caldwell and her daughter, Cali Rose McDuffy. Kim is the host of an on-line community awareness show in the San Francisco Bay Area and her daughter is a student at Tulane University. Both have been past speakers to Emanyatta Warriors and supporters of the program. Thus, the Warriors felt at ease speaking with them. Below are a few of the questions used in the interviews:

1. How has the program supported you during the pandemic?
2. What parts of the program were most important to you?
3. What was one of the things you experienced this year that really made a difference
4. What would you like to say to the program?

Student interviews revealed overwhelmingly positive experiences with the Emanyatta Program. A common theme among the responses was an appreciation for learning about their history and culture, including “how great we as a people are.” Students expressed excitement about learning about Africa and discovering the global presence and contributions of Black people. Many shared that they enjoyed having speakers and role models who looked like them, describing it as empowering and affirming. Several students mentioned that the program helped them with challenging school subjects. Others reflected on the value of having access to mentors and tutors, which provided a safe space to talk about personal challenges. Overall, the Warriors felt they learned a great deal about their culture and how to participate meaningfully in a communal group. These interviews were recorded and are available for viewing on The Village Project’s website.



### *Summary*

It is evident that The Village Project continues to be a vital asset to the local community, particularly for Black families, who view it as a safe and supportive space. During the COVID-19 pandemic, The Village Project also took on an expanded role by securing funding to support the broader community. This included distributing accurate COVID-19 information and offering essential support such as food vouchers and rental relief. Despite the many challenges of Year 4, the Emanyatta Program was highly successful, as reflected in positive feedback from staff, students, and families. Survey results and interview responses were consistently encouraging and affirming. Although the shift to virtual learning required many adjustments, Emanyatta and Village Project staff adapted in ways that enhanced the experience for participating families. Notably, attendance during Zoom sessions was not lower than in-person sessions in previous years. In fact, average weekly attendance increased slightly to 16 Warriors, compared to previous years. This increase may be attributed to several factors:

- Former students who had moved away were able to participate virtually.
- New students were recruited, keeping enrollment at its target of 40.
- High-quality guest speakers, who may not have been available for in-person sessions, were able to join remotely.

The highest recorded attendance was 27 Warriors, while the lowest was eight.

Despite the limitations of the pandemic, the Emanyatta Program remained on schedule and fully met its objectives, delivering culturally informed, high-quality instruction, engaging activities, and vital services to Emanyatta Warriors and their families

## **Year End Summary (Year 5/2021-2022)**

### *Introduction*

The COVID-19 pandemic continued to affect the Emanyatta Program beginning in 2020; however, Year 5 marked the return to in-person sessions. While some families had relocated or were unable to continue participating, an additional 16 students joined the program during Year 5. Minor adjustments, or “tweaks,” were made to the structure of the Emanyatta sessions (outlined below), but the overall format remained consistent with the program’s pre-pandemic model.



### ***Emanyatta Saturday School Schedule***

<b>Time</b>	<b>Activity</b>	<b>Objective</b>
8:30 – 9:30	Families/Children are greeted by staff as they arrive; breakfast is available	<ul style="list-style-type: none"> <li>To insure <u>families</u> they are welcome</li> <li>To provide an incentive for early arrivals</li> <li>To provide nutrition for those who may not get it at home</li> </ul>
9:35 – 9:50	Drumming to assemble <ul style="list-style-type: none"> <li>Community Circle</li> <li>Libation to ancestors (each student given opportunity to participate)</li> <li>Staff to provide participants with order of the day</li> </ul>	<ul style="list-style-type: none"> <li>Practice of opening rituals</li> <li>Practice of sitting quietly and showing discipline and respect</li> <li>Create habit of honoring ancestors</li> <li>Inform students of what to expect for the day</li> </ul>
9:50 – 11:00	Speaker/Facilitator for the session <ul style="list-style-type: none"> <li>Speakers are role models for our children.</li> <li>Speakers connect their topic to African Americans /Africa</li> <li>Speakers asked to create an active tasked engagement activity</li> </ul>	<ul style="list-style-type: none"> <li>To provide student enrichment, knowledge and understanding of their personal greatness and power</li> <li>To actively engage students in activities</li> </ul>
11:00 – 11:05	Student presents speaker with thank you token (closing ritual)	<ul style="list-style-type: none"> <li>To have students model the showing of appreciation for their elders</li> </ul>
11:05 – 11:15	Exercise/movement activity	<ul style="list-style-type: none"> <li>Allow students to move and release energy</li> <li>Promote physical health</li> </ul>
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"> <li>To improve/promote reading and listening skills</li> <li>To engage students in books/activities that accurately reflect their African heritage/Black history</li> </ul>
11:50 – 12:00	Closing African Ritual <ul style="list-style-type: none"> <li>Closing announcements <u>ar</u> made</li> <li>Group recites our closing <u>mantra</u> “I am the child of my parents, the hope of my grandparents and the legacy of our ancestors. May we go forth and be the best we can be!”</li> </ul>	<ul style="list-style-type: none"> <li>To create a feeling of camaraderie among students and staff</li> <li>To illustrate through modeling how positive rituals are important in one’s life</li> </ul>
12:00	Session Ends/Children are provided a bag lunch that they can eat while clean up takes place or take home.	<ul style="list-style-type: none"> <li>To provide nutrition for those who may not get it at home</li> <li>To create a feeling of camaraderie among students and staff</li> </ul>

### ***Emanyatta Saturday School***

In its fifth year, the Emanyatta Saturday School continued to follow the Monterey Union School District calendar. Sessions were not held on district holidays, maintaining alignment with the academic year. A total of 26 in-person Saturday sessions were conducted. Attendance fluctuated throughout the year, with the highest number of participants, referred to as "Warriors," reaching 31, and the lowest at 8. The average attendance per session was 19 students. At the beginning of the year, masking was strongly encouraged, and most students complied during the initial months. However, a few students contracted COVID-19 during the school year, which impacted overall attendance, particularly since the program includes multiple sibling groups, where one case often resulted in the absence of several students. A plan was initially developed to divide the students into two age-specific groups to provide more tailored instruction and engagement. However, due to COVID-related challenges, inconsistent attendance, funding, and the broad applicability of speaker topics across age groups, the program opted to continue with the full-group model.

The Year 5 speaker series featured a diverse range of presenters, from young college students to seasoned professionals. All speakers were people of color, chosen not only for their expertise but also for their ability to serve as positive role models for the students. Each speaker was asked to connect their topic to the African American experience, include activities that required active participation, and support the program's overarching goal of building student self-esteem. The accompanying collage highlights many of the guest speakers who participated during the year.



Many speakers shared not only knowledge of their subject areas but also their personal journeys as people of color, offering students meaningful connections and real-life examples of resilience and achievement. In addition to community presenters, two Emanyatta parents served as speakers and activity facilitators this year. Mr. Mason and the Emanyatta Cultural Warrior Healers also returned as facilitators. Through this range of voices, students were

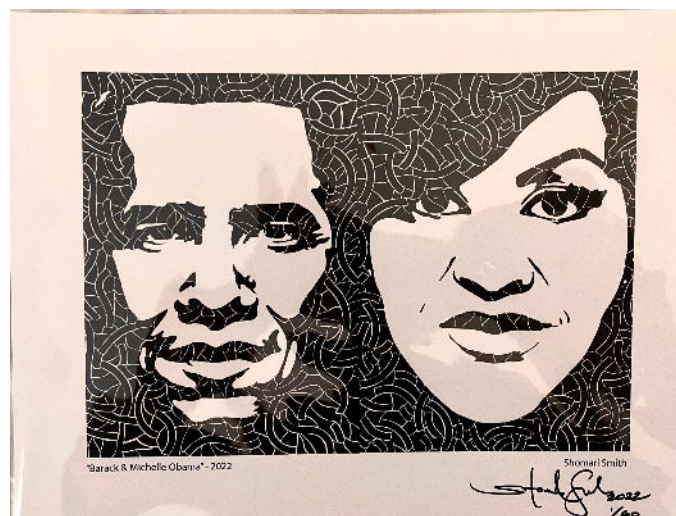
exposed to a variety of perspectives and topics that aligned with the core goals of the Emanyatta Saturday School. Table 3 below lists the Year 5 speakers and their topics.

**Table 3: Emanyatta Speakers/Topics 2021-2022 Year 5**

<b>Name of Speaker</b>	<b>Topic</b>
1. Vertis Elmore	Orientation/Shofar/Importance of African Tradition
2. Mr. Tam Demabgo	Countries in Africa
3. Mr. Soronka	Be Like a Living Tree
4. Shira Dialo and Family	Entrepreneurship
5. Reyna Vasquez / Cecilia Rodriques	Day of the Dead
6. NAACP Youth Council	Civil Rights
7. Jhsiri Massey	Art: Self Portraiture
8. Pamela Farley / Michael Fare	Kwanzaa
9. Dr. Jay Edmonds	The Doctor is In
10. Dr. Grace Carroll	Honoring Ancestors (Tombs and other burial rituals)
11. Marie Carter	Art of Frank Frazier and Jewelry Making
12. Shomari Smith	Oakland Field Trip – Gallery Walk and Art Talk
13. Maisha Simmons	Vision Boards
14. Ebony Glover	Community: Working as a Team
15. Deanna Carroll	Self-Care and Self Love
16. Tajai Massey	Origins of Hip Hop
17. George Pitman III	Black Owned Businesses / Field trip to Barber Shop
18. MPC A2Mend	Journey of college / Student Athletes
19. Nyla Choates	Young Black Author of My Roots are Rich
20. Jeanette Walton	Quilting
21. Emanyatta Staff	Covid 19 Time Capsules
22. Daniel Summerhill	Poetry – I, Too
23. Pam Farley	12 Great Dynasties of Africa
24. Mary Ann Carbone	Native American Heritage Month
25. Eraya Johnson	Running a Small Business

Each February, a field trip is organized for the young Warriors and their parents. This year, the group visited the E14 Gallery in Oakland, owned by artist Shomari Smith. Mr. Smith has created a series of large-scale public artworks displayed across several blocks near the gallery. Students participated in a gallery walk, where they learned about the individuals featured in his artwork. Following the walk, Mr. Smith hosted an art talk, sharing insights into his creative process and answering student questions. His wife, Ms. Vivianna Smith, generously arranged a complimentary pizza lunch for the students, held at the outdoor tables behind the gallery. As a special gift, Mr. Smith presented each student with a signed black-and-white print he created of Barack and Michelle Obama.





As in previous years, the final day of the Emanyatta Saturday School was marked by a celebration. This year's event also commemorated the conclusion of the program's first funding cycle and the beginning of Phase II. Dr. Carroll prepared a video highlighting activity from Year 5 and featuring photographs of many of the Warriors who have participated since the program's inception. The celebration included remarks from program representatives, members of The Village Project Board, and parents. Each student was recognized with an end-of-year completion certificate and received an African print stole. Following the ceremony, students, their families, volunteers, and staff enjoyed a traditional African meal together.



### *Parent Feedback*

At the conclusion of the program, parents were invited to complete a survey reflecting on their child(ren)'s experience in the Emanyatta Saturday School. A total of eleven parents, representing twenty students, participated in the survey. In the first section, parents responded to ten statements using a Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). The overwhelming majority of respondents selected "strongly agree" for all items. Notably, no parent selected "disagree" or "strongly disagree" for any question. A summary of the results is presented in Table 4.

**Table 4: Parent Forced Choice Survey Responses**

	5-Strongly Agree	4-Agree	3-Neither agree nor disagree
1. The information presented was helpful to me	10	1	
2. I learned valuable new information	9	1	1
3. My children actively participated	10	1	
4. It increased my child(ren)'s cultural awareness	11		
5. It helped my child(ren)'s social/emotional growth	9	2	
6. It helped build my child(ren)'s self-esteem	9	2	
7. It helped support my child(ren)'s mental health	8	2	1
8. It helped my child(ren)'s academic achievement	9	2	
9. It helped my child(ren) become more responsible	7	4	
10. It sparked family discussions about topics presented	9	2	

Parents were asked if Covid19 impacted their child(ren)'s participation in Emanyatta. Only three answered that it did and shared the following comments:

- Yes, Covid impacted everyone

- The lack of physical contact and connection with their leaders, teachers and peers. It stagnated them in some ways. Thankful they are back in full participation and education with motivation and the zeal they have prior to the covid pandemic.
- The impact of covid 19 had on my children's participation [is that they] had to stay logged in and engaged the entire time (in reference to the previous year)

When asked to share any comments/recommendations or ideas parents had regarding the Emanyatta Program, respondents were very supportive and grateful for the program.

- We love the Emanyatta Program because it is helping our son's awareness of his African Culture, and we also enjoy the connection with Mexican culture and African.
- I really liked the on-site leaders/staff, April and Jamelle. They are very loving and patient with the children. I can't say enough good things about them. I also love the exposure to new things this program has allowed my children [to experience]. I am very grateful to God for the program.
- I am grateful for the Emanyatta Program as it has allowed my grandchildren to learn, explore, and grow in their roots. They have become teacher to their peers. They also have a sense of strength and pride in their ancestors as well as in themselves
- The current program topics are filled with cultural awareness and social emotional growth. Please continue to expand on the lessons as our children will flourish with their self-esteem, mental health, and academic achievement - all affirming qualities to be responsible and conscious citizens of the world.
- I like that everyone comes together.
- Emanyatta has changed [my youngest daughter's] life in so many ways. She has grown in her self-esteem, academic achievement and knowledge of self. She has feelings of love, support and encouragement.
- Emanyatta has been the light of love that our family yearned for each week. I love this program. The children have learned as have we, the parents.
- Emanyatta overall is a wonderful program. My daughter comes home discussing the dentists, artists, and amazing professionals she has met who all look like her. She sees the possibilities for her future are endless and she has learned so much about her history and culture.
- The Emanyatta Program changed the conversation we have at family dinner each night. It is one of culture, pride, awareness and education about the power that is our Blackness.
- Excellent program. Love all the speakers; enjoyed the younger speakers and scholars.

One of the Emanyatta parents became a Board Member of The Village Project in Year 5 and is currently a staff member of TVPI. She spoke at the end of Year 5 celebration and represented both the Board and parents.

Before the celebration of the end of Year 5 began, seven parents were asked to state their perspectives about Emanyatta. These brief one-minute interviews were extremely positive and consistent with the survey data. Parents shared how much they appreciate the program, what it teaches their children and how it positively impacted their children. Their comments were as follows:

#1 – I am the mother of [a young girl] and I believe she's been in the program for three years now. We are transplants to this area, so I've been here about 10 years, but um there's not a lot of diversity in the area. So, I was worried about that, but I really enjoy this program. I love this program since. I was worried about the diversity but since I found this program, I feel like she's getting um she's getting all of that. She's getting community. She's learning about her culture. She's growing confident in who she is as a person and I can see all of that from this program, so it has really been a blessing and some help to us. I hope it continues throughout, until she's in high school and graduated

#2 – I am the site coordinator for the Del Monte manor, The Village Project's May C. Johnson after-school academy. I am honored to be here today to celebrate this milestone for Emanyatta. My granddaughter who's unable to be here today is part of the program. The reason I put her in the program is because I wanted her to know more about our African rich heritage and the major parts that we have played in today's society... also her being a dark skinned little girl, I wanted her to know her skin complexion is beautiful that she matters and that this is the place where it's all going to start for her to understand who she as a young black African American Queen. So, thank you!

#3 – Hi good morning I have 3 children in Emanyatta. They are 10, 8, and 8. They've been doing the Emanyatta Program for about 3 years now. We really enjoyed it, um they've learned so much about our culture and history and they will be back next year, thank you!

#4 – I'm hi a single mom. I've got 3 black boys here. On the Monterey Peninsula I discovered The Village Project and Emanyatta by chance. It has been fabulous for my boys in just reinstating their pride in who they are and their black culture and the beauty in that, and the royalty in that. And it also just gives them a sense of awareness, understanding, that it's not just them you know especially on the Monterey Peninsula where there is not a lot of culture and there/s not a lot of black culture. So, when they go back to their school, where maybe everyone is mainly predominantly white, they just have that strength and they've got that pride to get them through to know who they are. I think that matters they have to know who they are to succeed as young black boys

#5 – I have 3 kids [in Emanyatta] and they were in the Emanyatta for a while for a couple of months until football and basketball started. But they enjoyed it, and I liked it too...the different things that you teach them, with our culture, I enjoyed that. I love that you guys taken the time out to do it with all these kids and teach them different things. I love that, and I've been knowing Mel Mason and Regina Mason for a long time. I grew up in this town

#6 – Emanyatta has been such a blessing and a joy for our family and for our daughter. It has definitely given her an opportunity to be in a space where she is appreciated and loved, and she can express herself and learn more about her culture. It has definitely increased her self-confidence and her ability to articulate how she is able to be proud of




herself and to affirm herself as well. And so, for that I'm very grateful for the program and for what it has...the changes that it's made in her life and her attitude and perspective for the future...She is 10 years old

#7 – Good morning. [I am the mother of two Emanyatta students.] Emanyatta has been a wonderful program. We have learned whole lot of things for me, and my children far as cultural thing I have never learned in school. I want this to continue, and I think it's an excellent program.




### *Summer Program*

Thirty-nine of the students on the Emanyatta Roster also participated in The Village Project's summer enrichment program. This six-weeks focused predominately on enrichment activities to support students and families (See following June and July calendars).

 <b>The Village Project Inc.</b> <b>Mae C. Johnson Summer Education Cultural &amp; Enrichment Academy</b>						
<b>June</b>						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13 Wahine Project	14 Wahine Project	15 Wahine Project	16 Wahine Project	17 Wahine Project	18
19	20 Jump House BBQ	21 Veteran's Park Hike	22 Swim Center	23 Johnny Wicks Candle Making	24 Pam Farley Art Workshop	25
26	27 Field Day at Cutino Park	28 Lovers Point Beach / Whale watching	29 Horse Back Riding Lesson	30 Point Lobos Hike		



 <b>The Village Project Inc.</b> <b>Mae C. Johnson Summer Education Cultural &amp; Enrichment Academy</b>						
<b>July</b>						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Jump House BBQ	2
	3 4 <b>CLOSED</b>	5 <b>Big Sur Camp</b> Little's Bike Day	6 <b>Big Sur Camp</b> Swim Center	7 <b>Big Sur Camp</b> Point Lobos Hike	8 Seaside Fire Department	9 Black Rodeo
	10 11 Outdoor Training/ Sewing with Nicole <b>Bring Camp Supplies</b>	12 <b>TVPI Camp</b> Leave at 9:00 am	13 <b>TVPI Camp</b>	14 <b>TVPI Camp</b> Arrive at 1:00 pm	15 <b>CLOSED</b>	16
	17 18 Food & Entrepreneurship Park Day	19 Swim Center	20 Monterey Bay Aquarium	21 Seaside Beach/ Kindness Rocks	22 Monterey Water Sanitation Plant	23
	24 25 Swim Center	26 Big Sur River	27 Beach Clean Up	28 Morgan Hill Aquatic Center	29 Talent Show & Dance	30

The majority of the summer program was resourced by Camp Asili, a program of The Village Project to expose children to the outdoors. Asili means “nature” in Swahili. Camp Asili, brought youth outdoors to learn about the environment and their communities, eco-education and sustainability. Students were encouraged to eat healthy and engage in movement through exposure to hiking, equine, gardening, and camping. Youth also learned about being entrepreneurs thru art projects, like making birdhouses. This was especially important following COVID 19.

The summer program also included the incubation of a youth development component “Elevate Youth”, with an emphasis on systems change. Children began learning about local government, politics, and how much their voice matters.

### *Clinical Component*

A primary objective of Emanyatta is to intervene early with young children of African descent so they would not develop psycho-social problems which have plagued many of our students as they move forward in traditional schools. Thus, children are observed in the Emanyatta sessions and those that need additional clinical intervention are provided clinical services. In some cases, the parent requests these services. In Year 5, five of our Warriors received on-going clinical services:

- 1) Warrior A – Clinical work involved learning anger management strategies and managing depression symptomology. Therapy involved use of mantras from Emanyatta rituals

2) Warrior B – Clinical work involved managing intermittent explosive anger episodes and anxiety by use of Kemetan meditation, early warning sign triggers and use of Emanyatta rituals.

3) Warrior C – Clinical work involved strategies for managing depressive symptoms and lifting colorism-produced low self-esteem issues. using rituals from Emanyatta and education about the true color of her ancestors who were richly dark like she is.

4) Warrior D – Clinical work involved managing depressive symptoms, anger episodes and building confidence in his learning ability by his self-reminders that he has “an African Mind!”. Attempts by white counselors, child psychiatrist and faculty to have him diagnosed with attention deficit hyperactivity disorder and placement in Special Education were all thwarted by the work this Young Warrior and therapist did together. Warrior D went on to end last school year with a 3.7 GPA and stayed in mainstream classes.

5) Warrior E – This Young Warrior presented as having frightening hallucinations of “a shadowy person who sometimes whispered to him.” Father brought him to therapy. Clinical work ultimately involved this Young Warrior bringing Ancestors into sessions with his therapist to protect him from the shadowy figures. His Ancestors continued to be called on between sessions until the shadowy figure left and until now has not returned. The Young Warrior credits the Spirits of his Ancestors and himself for driving the shadowy figure away.

Periodic clinical check ins with each of these Young Warriors outside of Emanyatta sessions continued throughout the year.

#### *After-school Program*

While not originally part of the Emanyatta Program, The Village Project’s May C. Johnson Education, Cultural, and Enrichment Academy (after-school program) has become a significant component in supporting the ongoing growth and development of participating Warriors. Currently, approximately 75% of Emanyatta students are enrolled in the after-school program. These students attend daily from 3:30 to 5:30 p.m., where they receive homework assistance and participate in enrichment activities. In addition to academic support, students are assessed and tracked both academically and psycho-socially to monitor progress and identify areas of need. Emanyatta students are given priority enrollment in the after-school program due to its high demand and lengthy waiting list. This year, staff began addressing a challenge where some parents enroll their children in Emanyatta primarily as a means to gain access to the after-school program, but do not consistently bring their children to Saturday sessions. In response, attendance is now being monitored more closely, and this issue will be discussed directly with parents to ensure program integrity and commitment

### *Data Collection*

During Year 5, baseline assessments were conducted with 15 students who were new to the Emanyatta Program. No formal data was collected on returning students during this cycle. Post-self-concept assessments are scheduled to be conducted at the end of Phase 2 of the current funding cycle. In addition to formal assessments, the Cultural Warrior Healers provided brief qualitative evaluations of each Emanyatta Warrior who participated this year, offering insights into their engagement and development.

As referenced earlier in the report, parent feedback was gathered through surveys and short interviews. Seven parents, ranging from those who have been involved with Emanyatta since its inception to families newly joining the program, shared their perspectives by responding to a few interview questions ahead of the end-of-year celebration. Their responses provided valuable insight into parent perceptions and overall program impact.

### *Summary*

Based on observations, baseline data assessments and feedback from the Cultural Warrior Healers, and parents, findings indicate that the Emanyatta program is successful in engaging students and their families in a set of culturally informed activities and experiences. While minor adjustments have been made to the program schedule over the past five years, the core structure has remained unchanged, reflecting its effectiveness. Students and parents appreciate the consistency, and no changes were made between the 2022 in-person sessions in Year 5 and the planned schedule for Year 6. The current format aligns well with the foundational goals of the Emanyatta Program. As some students have aged out or shown inconsistent attendance, new younger participants have been recruited to maintain engagement and ensure continuity.



## **Year End Summary (Year 6/2022-2023)**

### *Introduction*

The Village Project, Incorporated (TVPI) continues its commitment to supporting the underserved African American community in Seaside, CA. Recognizing the limited availability of programs for Black children within the Monterey area, TVPI has expanded its outreach to serve

families across the entire Monterey Peninsula. As a result, the Emanyatta Program now includes participants from Seaside as well as more distant locations such as Salinas. Notably, several of our original families, who have since relocated to Los Angeles, remain engaged and occasionally participate in Emanyatta activities. Launched over six years ago, the Emanyatta Program initially recruited children from kindergarten through third grade. As a longitudinal initiative, students are encouraged to remain enrolled for as long as they choose, allowing early participants to now be in middle school and preparing to enter high school. Over time, the program has developed a strong reputation as a positive outlet for youth and a valuable asset to the community. Emanyatta Warriors are frequently invited to perform libations and take part in city and other local events, reflecting the program's meaningful role in civic and cultural life.

### *Emanyatta Saturday School*

In Year 6, the Emanyatta Saturday School continued to follow the established processes, routines, and rituals developed in Year 5. Initially, there was a plan to hold two concurrent sessions, with separate programming designed to better engage older students by addressing middle school interests. However, this plan was not implemented due to the need for additional planning, funding, and staffing. It remains evident that older students require more age-appropriate activities, as some have expressed feeling disengaged when grouped with younger children. Addressing this need by modifying the Saturday School to actively engage older students should be a priority.

In addition to program staff facilitating sessions, Year 6 speakers once again represented a diverse range of backgrounds, from young college students to experienced professionals of color. This element is foundational to the Emanyatta Program, as these speakers serve as vital role models for our young Warriors. Equally important as the content of their presentations is the opportunity for students to learn about the speakers' personal journeys and various professional pathways. One of the program's key goals is to inspire greater academic discipline, and accordingly, speakers often share their educational backgrounds alongside their current careers. These introductions are typically followed by interactive talks, discussions, or projects



led by the speakers (see Table 5). A new addition in Year 6 was the introduction of “Senior Talks,” where community elders were interviewed by Ms. Regina Mason, Emanyatta’s Program Director, to provide Warriors with insights into the past and the changes over time. The accompanying collage features many of the Emanyatta speakers from the 2022-2023 year. Students ranged in attendance from three to twenty-three. On average, there were between 10 - 16 students in attendance each week.

**Table 5: Emanyatta Speakers/Topics 2022-2023 Year 6**

<b>Date</b>	<b>Speaker</b>	<b>Topic</b>
9/10	Emanyatta Staff and Volunteers	Emanyatta habits/rituals/routines Parent Orientation
9/17	Ahmad Anderson	What do you want to be when you grow up?
9/24	Helen Rucker	Growing up in the 30’s compared to now
10/1	Mr. Randy	Overcoming adversity
10/22	Tam Demagbo	Learning about the beauty of Africa
10/29	Matsiko Children’s International African Children’s Choir	Field Trip to Monterey Peninsula College where Warriors participated in song, dance and spoken word along with children from Monrovia, Liberia
11/5	Elder John Nash	Growing up during Jim Crow and Black Veterans
11/19	Regina and Mel Mason	Regina interviewed Mel about history of Blacks in Seaside
12/3	Tajai Massey	Building Black Wealth thru Home/Land Ownership
12/10	Jhsiri Massey	African Masks
12/17	Grace Carroll	Teaching Kwanzaa
1/7	Kim Caldwell	There is an artist in everyone
1/21	Artist Sandra Geay	Zoom Black History Art presentation leading to the Seaside City Hall field trip
1/28	Brian McGhee	Life after sports
2/4	Beatrice Bailey	Competitive Body Building
2/25	Emanyatta Staff	Field trip to the Seaside City Hall
3/11	Mel and Regina Mason	History of African Americans in Seaside
3/18	Steve Dorsey	Graphic Art – Guardians of Accure
4/15	Nivea Black	African Americans in sports: the need for self- discipline as an African American athlete
4/22	Jhsiri Emerson Massey	Creating Community Murals
4/29	Ainka Fulani	My life’s journey (Break Through Coaching owner)
5/6	Deanna Carroll Jimenez	My Tree of Life
5/13	Grace Carroll	What is evaluation and why do we need it?
5/20	Tino and Tron Hardy	From E. San Jose to Doctor of Physical Therapy
6/3	Emanyatta Staff	End of year celebration



### *Student Assessment/ Feedback*

Some Emanyatta Warriors are now in middle school. Given their age and the length of their experience with Emanyatta, it was particularly important to get their feedback. Thus, in addition to informal observations and conversations staff continually have with them, seventeen Warriors participated in four focus groups and responded to a short survey in the last month of Emanyatta. Prior to their participation, Warriors participated in an educational workshop focusing on why evaluations are importance and exposed to the different tools used in evaluation. They were strongly encouraged to always respond honestly and ask the focus group facilitator if they should have any questions. After the focus group, participants completed a brief ten statement forced choice survey. Results of the survey are presented in Table 2.

As shown in Table 6 most students agreed with the affirming statements about Emanyatta. Two-thirds of all respondents agreed with all ten of the affirming statements. The statement that received the highest level of agreement was “taught you things you didn’t learn in school about African Americans.” Every student who responded to this question agreed with it. All who responded also agreed with the statement that being in Emanyatta helped them think more positively about their history. Approximately one third of the respondents, however, did not agree with three statements: that being in Emanyatta, 1) helped them think more positively about themselves, 2) helped them stay out of ‘trouble’, 3) gave them a safe place to talk about things on their minds. These responses can be interpreted to mean that more attention should be paid to these issues. However, an alternative interpretation of the first couple of statements could be that students already think more positively about themselves and that they already stay out of trouble. Twenty-four percent of the responses shared they disagreed with the statement that Emanyatta helped them with their regular schoolwork. This may be because they don’t see a direct link between the subject matter. As a couple of students shared:

- ...because um like my school doesn’t like ask questions like what we learn [in Emanyatta] so like it doesn’t do anything [to help] but it might in the future.
- My school doesn’t really teach us about any of this stuff. I mean it doesn’t help us in school but like she said it could help us in the future and like even though they don’t teach us that stuff in school at least we still know like some of it from here.



**Table 6 – Emanyatta Warriors Responses to Forced Choice Statements**

	AGREE							DISAGREE				N/R	
Please tell me how much you agree or disagree with the following: The Emanyatta Program has	Strongly Agree		Agree		Somewh at Agree			Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%		N	%	N	%	N	%
1) helped you in your regular schoolwork/participation?	6	35	3	18	4	24		4	24	0	0	0	0
2) helped you think more positively about your history?	8	47	8	47	0	0		0	0	0	0	1	6
3) helped you think more positively of yourself?	8	47	2	12	1	6		3	18	1	6	2	12
4) helped you think more positively about your community?	6	35	6	35	2	12		1	6	1	6	1	6
5) given you a safe place to talk about things on your mind?	4	24	3	18	5	29		2	12	2	12	1	6
6) helped you stay out of “trouble” (at school/w/law)?	5	29	3	18	3	18		3	18	1	6	2	12
7) been fun?	5	29	6	35	2	12		1	6	1	6	2	12
8) made you think more about your future?	8	47	4	24	2	12		1	6	0	0	2	12
9) taught you things you didn’t learn in school about Af Am?	12	71	3	18	1	6		0	0	0	0	1	6
10)given you new ideas about things that are possible for African Americans	10	59	4	24	1	6		1	6	0	0	1	6

Some students have six full years of experience with Emanyatta. It was important to not only get their forced-choice responses, but to also give them the opportunity to share their feelings and thoughts about school and Emanyatta. Thus, students who completed surveys also participated in brief thirty minute focus groups with staff members. The seventeen participants were divided into four focus groups and ranged from inaugural students to a couple of students who had only one year in Emanyatta. Participants were asked about their experiences being a child of color in their schools and what they liked and disliked about school and the Emanyatta Program.

- Warriors generally liked school and their teachers.
- I like my school I like my teachers I think they’re all really cool and they’re all really nice and they’re very open to like helping if you need help.
- I like my school they teach us things in like different subjects

Of course, there were a few exceptions with one student sharing he hated school. Additionally, one of our parents had to leave as she felt her children's school truly did not meet the needs of African American students and felt her children were singled out in very negative ways. Some students felt school was difficult and others felt it was boring. A couple students indicated they did not like wearing uniforms. Unfortunately, a few shared how they felt they were treated badly by other students at their school:

- ...most of these white kids in class they be talking bout be quite with your African booty scratcher looking self and then um they be talkin bout, that's why you're like yeah calling us monkeys calling us dark chocolate and stuff...yeah some of the kids are racist
- If somebody said something to me like, you're ugly or something, and I say something back like not some actual physically like not like a bad thing, but when I say something back I just tell the teacher they're telling me to go, basically I get in trouble and then if I didn't say anything and they tell on me have to go to the [principal's] office and then there's a whole different type of thing and then after the students be lying on my name and stuff so I want to switch school.
- ...my teachers I think that they treated us ok but sometimes there's students saying means words to us and stuff
- ...like Black kids like Asians, Mexicans, they're all treated unfairly and mostly like they're all coming at each other
- There's like this thing going on in my school in the older grades like sort of butchering every single race like they are making fun of like Asians Africans, yeah like every race so it feels like everyone's kind of mistreating each other like being racist to each other and the teachers don't really do anything about it

Lack of diversity in their schools, or the lack of Black children, was repeated across the spectrum, from those that were doing well to those that were struggling. Respondents shared that being the only black students in class or one of few in the school was mentioned as problematic:

- It's [school] not really diverse but they treat us well there's just not a lot of diversity there sometimes like when the students get in a fight and like sometimes um I'm basically the only black kid in my class so that makes me feel bad that I'm the only black kid and sometimes people say that why are you in the school cause your black and stuff.
- ...my schools pretty chill most of the teachers are really nice um it would be nice if there were more representation because basically yeah everyone's white there's like two Asian teachers but other than that the teachers are white basically um that's kinda sad.
- There are only 9 Black kids in the whole school.



- At our school the teachers treat us well, but some students don't because there's barely any Black people at our school. There's like maybe like 4.

A few Warriors felt that having Emanyatta on Saturday was a problem because of having to get up early or miss out on some of their other Saturday activities like sports.

- I don't really like it on Saturday. We had to go to Emanyatta and then we have don't have a lot of time to play and then on Sunday we have to get ready for school.
- I don't really like cause every single time I go to Emanyatta [on Saturday morning] then every single Sunday I have to go to church.
- ... have to wake up really early in the morning so I'm like really, really tired so I'm like, yeah, I'm tired so I don't wanna get up.

Another complaint of the Warriors shared was not liking sitting down on the pillows for extended times.

- I don't like that I have to sit on the pillow and uh listen to a person talk for like an hour.
- I don't like sitting down for a long time.
- ...then like places in my body start hurting because of sitting down a LONG time.
- Sitting on the pillows they make my legs hurt when I get up.

Warriors liked the fact that different speakers came to share but were clear that they preferred speakers that were not "boring" and that made them get up and do something instead of sitting down on the pillows. Some indicated that topics were, at times, repetitive. One student mentioned how they keep learning about Martin Luther King, Jr.

Irrespective of the aforementioned problems, Warriors had mainly positive things to say about Emanyatta. They liked the staff and felt they learned things they did not learn in school regarding their culture, history, and Africa. They liked the breakfast, snacks, and field trips.

- They [Emanyatta] teach us like about our culture because they don't teach us that stuff at school
- It's helped me in school like she said we only learn about slavery and stuff, so if I talk to my teachers about like Black history and all that stuff, he can probably be like change it up and talk to the whole class about that
- [Tajai] made me more confident made me want to like to inspire other people.
- I think it's [Emanyatta] really cool because in school we don't learn much about anything other than slavery and it's really good to like actually learn we're not like actually just descendants of slaves. We're descendants of

people who were enslaved but those same people are the people who shaped our world so that's cool.

- I like Emanyatta because we learn like about our history and our roots and stuff.

In addition to having sessions be more active, less boring and with less time sitting on the pillows, once again, the primary recommendation of Warriors was to separate the older from the younger students. As one of the older students shared,

- It's not just the speakers because every time I mean it's a little different...I feel like younger students would get more out of it if ...they were talked to in a different way than older students... because I mean there is a different level of like understanding and it would help if people actually knew what they were talking about but at the same time had a little more challenge like when they're older.

Overall, Warriors enjoyed their Emanyatta experiences and want to return to the program in the fall. They realize participation has had a positive impact on participants:

- I just hope it continues cause I've seen the impact on like different people and like how much people have changed so that's really nice.

#### *Parent Assessment/Feedback*

Nine parents, representing 13 Warriors, participated in a brief end-of-year focus group where they were able to share their thoughts about the impact of Emanyatta and provide suggestions for improvement. There was consensus that being in Emanyatta was a positive experience for their children. Parents shared examples of how their children learned a lot about culture, history, discipline and respect. Additionally, parents gave high praise to the quality and variety of speakers who shared their stories with the Warriors.

- I know [my daughter] has learned a lot. She comes home and tells me about what happens you know in the car, and she'll tell me what the topic of the day was... just the sessions that I've sat in on. It's amazing what they are learning here and the quality of the speakers and what they're actually learning about their culture and their history.
- [My son] was struggling with his mom's sickness and then she died. So, you could see him like he's spinning. I think here he gets to interact with different age group so he's more rounded...emotionally discipline and all of that because it's a lot of interacting with all the other kids [and staff].
- I think the program is helpful. It picks his mind. It also picks mine. I love it because he doesn't get talked down to...so I think it's good for him and he's been here for 2 years going on 3. It's just been a good experience.

- My youngest child is a privileged intellectual and now is a perfect time for her to be asked to analyze and interpret what it means to be African American; what does it mean for the people of color that are not as privileged as her; what does it mean to struggle for equal rights? Now is the perfect time to engage her because she may or not tell me anything about what she feels but if you asked her to write a paper and give her a book then we can figure out what's going on in her head.
- I just really like the quality of the speakers and just what you're presenting to them, You know it's amazing and sometimes I feel like maybe it's not even appreciated enough... and also the community is amazing for my daughter to come every week and you know be greeted and speak to people who look like her and have done amazing things in the world. Sometimes I feel like maybe the speakers, I know I'm getting a lot from it, but I know maybe sometimes it's going over kids' heads.

As described in previous reports, Emanyatta has a very internally diverse participants of African descent. All are treated with respect and are taught to respect one another and their respective cultural differences. One father was particularly pleased that his daughter understood that she did have African descent and was taught to be proud of it via Emanyatta. He shared his journey with his daughter's identity:

- My daughters have multiple identities. I used to struggle with their mom you know because I wanted them to identify as I identified [African American]. My daughter told me one day that, "you don't have any family, and all my family is from Mexico, my grandmother, my mother, and Dada, and I will identify as I wish." So, I kind of let the argument go and then I brought them to Mel and Regina. One of the things that I want to share is that it's not only the program but it's the intelligence that is brought to the program by the people that facilitate it. So, you could talk about the program but unless you talk about Mel's intelligence and Regina doggedly working to be able to do something that empowers the community, then you're missing a lot of what it is because you can't recreate something without that type of mentorship. My daughters have an identity. My middle child right now has a real identity. She was interviewing with Regina today talking about the historical contribution of African Americans and the discrimination in the community and that she really identifies with being African American not because of what I told her, but what she's learned about being Black within this community. When Mel and Regina come to watch her performance and give her hugs and kisses and tell her that she's intelligent, that she's loved, not only in this program but in our lives. I think that's something that the kids also get. Because if I am emotional about these relationships and what it means to me, then you know I can just imagine what a 7 year old child who's dealing with discrimination gets

coming to an environment where they know that they are really loved and cared about by the mentors and the facilitators in this program.

This father mentions the importance of the Emanyatta community and the importance of being accepted. This was characterized as “like being part of a family” by many of the parents. Emanyatta Warriors and staff members make them feel connected and emphasize the collective community.

- I’ve been here since day one and the children enjoy it. We are all like one big family.
- because what I really like about this program, in addition to what they learn and the foundation that he gets to embrace the culture and history, is the dedication of the directors’ leaders and everyone involved. That’s a commitment they are here every day you know without fail it’s really a village it’s really great...I know that [my son] feels comforted knowing that he always has this place and that he’s always welcome here.
- We have come from being in West Africa and uh stayed here like 3 years ago. I really like the program because coming from very far away...my kids were like left to themselves. Beside the parents, we don’t have any family here. So, at school they feel like they are different... so starting with Emanyatta was very helpful for them. At home we try to implement a kind of education which is kind of a little bit different than what we have here [in the schools]. So Emanyatta makes it like easier for us because whatever we are teaching them at home when they came here, it’s like the same dynamic.
- One thing that I like best about the program again is the reminding them that they are not alone, that your ancestors are with you that we are with you, that your cousins and your aunts, that you see every week, are with you. I love the social aspect that’s what I love best because we are family. I don’t have family out here either because we are alone and so my kids get that here. That is one of the most important things for me.

The single parents’ recommendation for the Emanyatta Saturday School was to address the issues of the older children needing a different level of instruction than the younger students. One parent of an older students felt that her son ‘may have aged out’ even though she would like him to continue in the program, he may not come back and has had sporadic attendance this year. Another shared how the curriculum clearly helped her younger daughter, but her older daughter often gets bored. On the other hand, a parent of one of the younger students felt that the level was a bit too difficult. The following statements by three parents reflect the concerns and recommendation of parents to have a higher level of challenge and instruction for the older Warriors:

- If I could change something, it would be really accessing the teenagers because if like my oldest daughter she’s been here the whole time. There’s

a redundancy, it feels redundant to her even though I know like her vision board this last week was better than the one she did 3 years ago and 2 years before that, but she herself she has some different things going on being in 9th grade, her first year of high school...it's a square peg sometimes so I wish that you know [there was something for her age]...

- [I know] he is listening because he will say something out of the blue to me and I think, oh okay I know that came from Emanyatta...but um yeah I do feel that definitely, for the older kids, as far as the challenge [and hope] that can change. Maybe something a little grittier for them to get into and kind of have their affinity moment with it would be appreciated in my opinion
- I think it's the age appropriateness [of materials] ... he easily loses focus because it's not interesting or fast enough for him...He really enjoys like the specific programs like the equestrian therapy or like any of the outings... [but] even on the camping trips, he was like. "everyone's so much younger", So then I was thinking about maybe some type of leadership program or a leader in training program...

### Summer Program

The 2023 Mae C Johnson Education and Cultural Enrichment Academy summer program ran for eight weeks, from June 12th to July 28th, with 52 enrolled students. Thirty-three of the 52 participants were from the Emanyatta Program. The program featured diverse activities such as academics, horticulture, workshops, and field trips. Notably, students experienced the Wahine Project, focusing on beach conservation and water sports. They also explored horticulture and enjoyed a three-day camping trip at Lake Nacimiento including lots of other activities like swimming, Theater, horse care and more (for example, see June calendar).

 **THE VILLAGE PROJECT, INC.**

**MAE C JOHNSON EDUCATION & CULTURAL SUMMER ENRICHMENT ACADEMY**

**JUNE 2023**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1	2	3	4
5	6	7	8	9	10	11
12	13 Swimming 1:30 - 3:30pm	14	15 Swimming 1:30 - 3:30pm	16 Active Shooter Drill 1-2pm Dental Workshop 2pm	17	18
19 Wahine 9-12pm	20 Wahine 9-12pm	21 Wahine 9-12pm	22 Wahine 9-12pm	23 Wahine 9-12pm	24	25
26	27 Swimming 1:30 - 3:30pm Big Sur Land Trust camp	28 Big Sur Land Trust camp	29 Swimming 1:30 - 3:30pm Big Sur Land Trust camp	30		



### Important Info:

#### Daily Schedule

**Breakfast**  
8:30am - 9:30am

**Recess (20 min)**  
9:30am - 9:50am

**Academic Block**  
10am - 12pm

**Recess (20 min)**  
12pm - 12:20pm

**Lunch**  
12:30pm - 1:30pm

**Recess**  
1:30pm - 2:50pm

**Electives**  
3pm - 5pm

**closed**  
5:30pm



Academic enrichment, particularly in reading, was a central focus for students from kindergarten to 5th grade. Those in sixth grade and above engaged in Elevate Youth, involving workshops on systemic change and mentoring younger students.

In summary, the 2023 summer program offered a diverse and enriching educational experience for students of varying age groups, combining education, exploration, and personal development.

### *Clinical Component*

One of the primary objectives of Emanyatta is to intervene early with young children of African descent so they would not develop psycho-social problems which have plagued many of our students as they move forward in traditional schools. Emanyatta Warriors are eligible to receive counseling along with their families if needed. In year 6 the following Warriors were provided these services.

1. Young middle school male - presenting issue: Depression; services began May 24, 2023, and carried on through June 28, 2023; treatment to continue after school starts in the Fall.
2. Middle school male continuing clinical services - presenting issue: Depression with racing thoughts that give negative commands; services restarted on May 17, 2023, after 1 year. Therapy is ongoing.
3. Elementary school male continuing clinical services- presenting issue: Emotional Dysregulation, anger; service began February 2023 and is ongoing.
4. New Emanyatta early elementary male - presenting issue: Emotional Dysregulation, anger; service began February 2023 and is ongoing.
5. Middle school female continuing clinical services- presenting issue: Depression, negative Self Image; service began April 2023 through May 2023 and will resume when school starts in the Fall.

In addition to clinical services, 17 Emanyatta Warriors from 10 families receive equine therapy. The following Emanyatta Warriors got weekly equine sessions for six weeks. Thanks to generous donors, Warriors who want riding lessons in addition to their equine therapy can receive it without cost.

### *After-school Program*

As previously noted, The Village Project's May C. Johnson Education, Cultural, and Enrichment Academy (the after-school program) has become a critical component of the Warriors' overall growth and development. Currently, 75% of Emanyatta students participate in the after-school program, attending daily from 3:30 to 5:30 p.m. During this time, students receive homework support and engage in various enrichment activities. Academic and psycho-social assessments are regularly administered to monitor student progress. Given the program's high demand and lengthy waiting list, Emanyatta students receive priority enrollment. This year, staff have begun addressing a challenge where some parents enroll their children in Emanyatta primarily to gain access to the after-school program but do not consistently bring their children to Saturday

sessions. As a result, attendance is being monitored more closely, and these concerns will be discussed directly with parents to ensure commitment and program integrity.

### *Data Collection*

In Year 6, baseline assessments were conducted with 12 new Emanyatta Warriors. Additionally, 17 students participated in three end-of-year focus groups. Due to the unexpected relocation of two families, no exit data were collected from them. Post self-concept assessments are scheduled to be completed at the end of Phase 2. Parent feedback, presented earlier in this report, includes insights from nine parents who participated in the end-of-year focus groups. These parents, representing 13 Emanyatta Warriors, included both inaugural families and those new to the program this year, providing a broad range of perspectives on the program's impact.

### *Summary of Findings*

The Village Project's Emanyatta Program has consistently served as a positive influence on the Monterey Peninsula. Over the course of six years, the program has engaged more than sixty students and their families, providing opportunities to learn about their culture and history, as well as to connect with African American role models from a broad range of professions. Both parents and students affirm that the program offers a safe, supportive environment that fosters self-confidence and self-esteem. While no formal post-assessments of self-esteem were conducted in Year 6, feedback from parents and staff indicates that the Warriors have developed a strong, positive connection to their cultural heritage, which research links to improved self-identity. The speakers were well received and helped broaden students' visions of future possibilities. Additionally, the introduction of equine therapy has been a highly beneficial addition to the range of services available to Emanyatta Warriors. Overall, the program operated smoothly and was well regarded by the community, parents, and students alike.

A distinctive feature of the program is its longitudinal nature, allowing students to return year after year. This model was developed in response to the identified need for a community space specifically for young African American children, a safe space that was not available elsewhere. Initially, program developers were uncertain whether students would continue to participate over time or if the program would maintain its viability. However, sustained participation over six years has brought to light a challenge described by both students and parents during focus groups: older students sometimes find the material repetitive and less engaging, as it often revisits content from previous years. These students require programming that better aligns with their developmental needs.

Originally designed for kindergarten through third grade, the program now includes Warriors who have been involved for its full duration and are currently in middle school. To address this, one recommendation is to revisit the concept of offering two separate sessions tailored to different age groups. The Year 6 attempt to implement this model was unsuccessful due to funding and staffing constraints. A potential solution is to alternate weeks, with younger students attending on the first and third Saturdays, and older students on the second and fourth Saturdays. Offering concurrent sessions every week would require additional resources but would better serve the diverse age range of participants. Without such modifications, meeting the age-appropriate needs of all Warriors will remain a challenge.

## Year End Summary (Year 7 and 8 /August 2023- August 2025)

### Introduction/Overview

This section of the report summarizes the last two years of funding for the Emanyatta Program. Since these are the closing funding years for the program, it will also include some summary information targeting the full eight years of the program. Although, it focuses on the centerpiece of the program, the Emanyatta Saturday school, it also serves to briefly summarize program activities on all the TVPI's school activities and services.

Table 7 – Overall Emanyatta Warriors Listing (Yr 7 and Yr 8 Participation)

ID	Year 7			Year 8		
	EMANYATTA	AFTER SCHOOL	SUMMER PROGRAM	EMANYATTA	AFTER SCHOOL	SUMMER PROGRAM
001						
002		X				
003		X			X	
004						
005	X			X		
006		X			X	
007						
008	X	X			X	
009						
010						
011	X	X	X	X		X
012	X			X		
013	X			X		
014						
015						
016						
017	X			X		
018						
019						
020						
021						
022	X			X		
023						
024						
025						
026				X		
027	X	X	X	X	X	X
028	X	X	X	X	X	X
029	X	X	X	X	X	
030	X			X		
031	X			X		
032	X			X		
033						
034	X	X		X	X	
035	X	X		X	X	
036	X	X		X	X	
037	X	X		X	X	
038						
039	X	X		X		
040	X	X		X		
041						
042	X	X		X	X	
043						
044	X	X	X	X	X	X
045	X	X		X	X	
046	X	X	X	X	X	X
047	X	X		X		
048	X	X	X	X	X	X
049	X	X	X	X	X	X
050	X	X		X		

Table 7 Continued – Overall Emanyatta Warriors Listing (Yr 7 and Yr 8 Participation)

ID	Year 7			Year8		
	Emanyatta	After School	Summer Program	Emanyatta	After School	Summer Program
051	x			x		
052						
053	x	x	x	x	x	x
054	x	x		x		
055	x	x		x		
056	x	x		x		
057	x			x	x	x
058						
059						
060						
061						
062	x	x		x	x	x
063	x	x		x	x	x
064						
065	x					
066	x	x		x	x	x
067	x	x	x	x	x	x
068	x			x		
069	x	x		x	x	
070	x	x	x	x	x	x
071	x	x	x	x	x	x
072	x	x	x	x	x	x
073	x	x	x	x	x	x
074	x	x	x	x	x	x
075	x	x				
076	x	x				
077	x					
078	x	x		x		
079	x	x		x		
080	x			x		
081	x	x	x	x	x	x
082	x	x	x	x	x	x
083	x	x		x	x	
084	x					
085	x	x	x	x	x	x
086	x	x	x	x	x	x
087	x	x	x	x	x	x
088	x					
089	x					
090	x					
091	x	x		x	x	
092				x		
093		x		x	x	x
094		x		x	x	x
095				x	x	x
096				x	x	x
097				x		
098				x		
099				x	x	
100		x		x	x	x
101		x		x	x	x
102				x	x	x

Over the course of the 8 years of Emanyatta, 102 families were served (See Table 7). As the numbers show, 18 families participated in all TVPI's school programs in years 7 and 8 – Emanyatta, Summer School and Afterschool Programs. Although over sixty participants were signed up for Emanyatta in these last two years, attendance to sessions continued to range from 7 – 34 depending on many factors such as participating in sports and other competing activities that required their presence on Saturday. Some Warriors had transportation issues as many of live outside of Seaside.

### *Emanyatta Saturday School*

The Emanyatta Saturday Program in the last two years, followed the same process, habits, rituals and routines used in previous years. The design for two separate sessions that met concurrently was planned so that the older children would get sessions that targeted middle school interests. This plan was partially implemented in Year 7 and posed an additional cost to the program. The older children needed a different set of age appropriated activities. Thus, in these two years, a few of the Saturday School sessions separated the older from the younger Warriors where possible. This worked well when it could happen and was appreciated by both the older Warriors and their parents. However, budget and logistics made it impossible to have two sessions each week. These sessions that did occur for the older students focused on high school, college preparations and professions. All students participated in the annual Black History Field trips.

Each year the Warriors and their families are invited to go on a Black History Month field trip. In year 7, the group was hosted by three Oakland Organizations - Hieroglyphics, Kingmakers of Oakland and the Black Panther Museum. The group did libations, heard motivational speakers and did activities at the “Hiero Building” in East Oakland. Leaving the Hiero Building on their way to West Oakland, a group photo was taken in front of one of the murals honoring Souls of Mischief, part of the Hieroglyphics collective. In West Oakland at the Kingmakers of Oakland’s headquarters, Emanyatta Warriors and their families were treated to lunch after which they were given a tour of the Black Panther Museum by Huey P. Newton’s widow, Fredrika Newton.



The Black History Month trip in Year 8 was hosted by the Presidents of Chabot College and Merritt College, both African American men. They collaborated to provide the students with encouraging words, a tour of Chabot College and a panel of current students to share their views and answer questions about attending Community Colleges.





Parent, staff and student feedback regarding the Black History Month trips have consistently been extremely positive. Many rank these trips as the highlight of the Emanyatta Program.

### *Attendance and Speakers*

Speakers were recruited from the Monterey Bay community as well as volunteers from across the country but particularly from the Bay Area.

They ranged from seasoned professions, i.e. a female Judge from Fulton County, Georgia, to young college students. As in previous years, a small stipend of \$100 was given to each speaker as a token of appreciation. The collage below includes most, but not all, of the speaker who shared their insights with our young Warriors in Year 7 and 8. As in previous years they were asked to submit a brief bio and a short description



of their presentations prior to coming. They were asked to share their journey and focus on issues that often disproportionately impact Black children and families. Active task engagement was also encouraged.

Attendance to sessions ranged for a low of seven students to a high of 29 students. Tables 8 and 9 show the attendance at each session along with speaker and topic information.

#### *Summer Activities 2024*

In the summer of 2024, the students enrolled in the Mae C. Johnson Summer program participated in various academic, artistic, horticultural, and physically enriching activities. For the first three weeks of June, the students participated in Natural and Physically enriching activities such as wellness walks, meditation, swimming, and nature art (bird feeders). Most enrichment activities take place during the second half of the day—after lunch. During the first half of the day, after breakfast and morning recess, the students participate in Academic Block—a portion of the day dedicated to working on different skills such as reading, writing, and mathematics (See sample June calendar). The Mae C. Johnson Academy was lucky enough to have a retired educator, Tammy Moulton, assist with the academic activities. The result is a well-rounded, enriching experience for the students.

The month of July was filled with a variety of activities—primarily STEM related, focusing on the natural world and activities surrounding that. For example, the students visited the Monterey Bay Aquarium and participated in their CLAMS (Communities Learn About Marine Science) program. During their visit, they had the opportunity to decorate their own bucket hats, as well as touch different marine animals. They also visited the Elkhorn Slough Foundation and participated in a nature hike, learning about their connection to the environment and their community.

In line with exploring the natural world and their community, the students also had the opportunity to enjoy a day at the Del Monte State Beach, where all students ate fruit, sandwiches, and beverages. Younger students played in the water (knee height) and sand, while older students played sports (football + catch). All in all, it was a memorable experience where all age groups had the opportunity to share and enjoy outdoor activities.

Lastly, The Village Project partnered with The Monterey Museum of Arts, wherein the students created their own design prints. The students learned about a new medium of art—printmaking—and the different ways it can be used to express ideas, thoughts, and creativity. Students were able to take their projects home and share with their families and peers.

#### *Summer Activities 2025*

In the summer of 2025, the children from the Mae C. Johnson Academy and the Emanyatta Program participated in a variety of physical activities. These included swimming lessons at the Patullo Swim Center, one-hour hikes, and a fun obstacle course(See sample calendars). The obstacle course was a friendly competition that involved both staff and children, and everyone received medals for participating.

The children also developed new skills through creative workshops. In the baking workshop, they learned to make cookies and brownies, while the art workshop allowed them to express their creativity by sculpting and painting clay figures of their choice.

All age groups took part in STEM-related activities, including baking Rice Krispies treats, building towers, creating DIY instruments, making paper mâché balloons, and participating in a slime workshop.

The group also visited the aquarium, where the children explored marine life and received photo frames as souvenirs. After the tour, they had the chance to get creative by painting their frames, making it a hands-on and enjoyable learning experience. The children also got to enjoy a beach day at South Monterey Dunes Beach, where the older children played football with the staff while the younger ones had fun playing in the sand. This was a fun and memorable day where all age groups had the opportunity to come together and enjoy shared outdoor activities.

Lastly, The Village Project partnered with Ventana Wildlife Society (VWS) to offer enriching outdoor learning experiences. The younger children (K–3rd grade) visited Laguna Grande Park, where they did arts and crafts, enjoyed playtime, and learned about bugs—collecting and then releasing them. The older children (4th–12th grade) visited Lover’s Point for swimming lessons and rock studies. They also hiked at Jack’s Peak where they learned about plants and participated in small group activities. A highlight of the summer was their trip to the Ventana Wildlife Society in Big Sur. There, they learned about endangered animals, experienced animal textures, swam in the river, and painted shirts gifted to them by VWS.



## Mae G Johnson Academy Summer Program

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10 Meditation W/ Trey 1:30 Garden Signs	11 Wellness Walk	12 Bird Feeders	13 Wellness Walk	14 Swimming	15	16
17 Meditation W/ Trey 1:30 SLIME SCIENCE	18 Swimming	19 Program Closed Juneteenth	20 Elephant Toothpaste	21 Swimming	22	23
24 Meditation W/ Trey 1:30 Airplanes	25 Rocket Design	26 Rocket Design	27 Rocket Launch	28 Swimming	29	30

## JUNE 2024

### Basic Daily Structure

- 8:00 AM: Site Opens
- 8:30 AM - 9:30 AM: Breakfast
- 10:00 AM Academic Block
- 11:00 AM - 11:30 PM: Horticulture
- 12:00 PM - 1:00 PM: Lunch
- Activities: 1:30 – 4:30 PM
- Closed: 5 PM

### Enrichment Activities: 3pm

- June 10: Garden Signs
- June 12: Bird Feeders
- June 17: Slime Making
- June 19: Lava Lamps
- June 20: Elephant Toothpaste
- June 24: Airplanes
- June 25,26: Rocket Design
- June 27: Rocket Launch 1:30P

### Swimming Dates:

- June 14, 18, 21, 28

### Wellness/Nature Walks 1:30

June 11, 13,20,26

### Program Closed:

Junes 19 - Juneteenth

# July 2025

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
30 Swimming – Patulla	1 Movie Theater Day	2 Wellness Walk	3 Art Workshop: Wood Decor	4 SITE CLOSED	5	6
7 Art Workshop: Paper Whale	8 Beach Day	9 Wellness Walk/Picnic	10 Tie Dye Day	11 Indoor Game Day	12	13
14 Swimming – Patulla	15 Baking Workshop: Brownies	16 Art Workshop: Paint & Sip	17 Mtry Bay Aquarium CLAMS Field Trip	18 Water Balloon Fight Pizza & Smores	19	20
21 V.Wildlife Society Wee ones + NSDC Camp	22 V.Wildlife Society Wee ones + NSDC Camp	23 V.Wildlife Society Wee ones + NSDC Camp	24 V.Wildlife Society Wee ones + NSDC Camp	25 V.Wildlife Society Wee ones + NSDC Camp End of Year BBQ	26	27
28	29	30	31			

## EVENTS

### Week 4 (7<sup>th</sup>-11<sup>th</sup>)

- Beach day
- Art Workshop: Paper Whale
- Wellness Walk/Picnic
- Tie Dye Day
- Indoor Game Day

### Week 5 (14<sup>th</sup>-18<sup>th</sup>)

- Swimming
- Baking Workshop: Brownies
- Art Workshop: Paint & Sip
- Mtry Bay Aqm Field trip
- Waterballoon Fight

### Week 6 (21<sup>st</sup>-25<sup>th</sup>)

- V.Wildlife Society
- Wee Ones in the Woods
- Natural Science Discovery Camp
- End of Year BBQ

### Clinical Assessment Summary

Over the course of Yr 7 and 8, ten Emanyatta Warriors from six families were provided consistent clinical services. These services included one-on-one therapeutic sessions, sessions and observations at school sites and equine therapy. The presenting issues included depression, IEP or parent referrals, and family trauma. Three of the Warriors who have received clinical services in Yrs 7 and 8 are siblings who moved to Texas at the end of Year 8. Their parents wish to continue participating when they can via zoom if possible. An equine referral to an organization in Texas has also been made on their behalf. Another set of three siblings who have experience extreme family trauma continue receiving services which have provided a ‘safe space’ for the brothers over their involvement with Emanyatta, however, more support at school is needed.

Nine Warriors received equine therapy in 2024 and in 2025. Although this marks the end of the formal Emanyatta Program, these young Warriors continue to need and will continue receiving clinical services at TVPI.



**Table 8 – Attendance/Speakers/Topics**

**EMANYATTA 2023-2024**

<b>Date</b>	<b># Students Attending</b>	<b>Speaker</b>	<b>Topic</b>
9/9	<b>27</b>	Staff	Orientation
9/16	<b>22</b>	Mel and Regina Mason	Interview with Elder Mason
9/23	<b>20</b>	Denise Maiden	Wisdom of the Elders
9/30	<b>23</b>	Tam Demagbo	Exploring Benin & The Continent of Africa
10/14	<b>18</b>	Alexis Nino	Buffalo Soldiers Museum
10/21	<b>16</b>	Sandra Gray	My Life as an Artist of African Descent
10/28	<b>13</b>	Maria Mejia	Dia De los Muertos
11/4	<b>21</b>	Pete Maiden	How to Tack a Horse
11/18	<b>26</b>	Georgia Hilliard	What do I Want to be When I Grow Up?
12/2	<b>16</b>	Grace Carroll	Kwanzaa
12/9	<b>29</b>	Jacqueline Simon	Unspoken Conversation
12/16	<b>22</b>	Maria Mejia and Carlos	Origins of Christmas & New Year's Resolutions
1/6	<b>8</b>	Mel and Regina	Colorism
1/13	<b>7</b>	MLK March	MLK March
1/20	<b>20</b>	Dr. Lomax	The Role of Family, Ancestry and Mentorship
1/27	<b>15</b>	Bianca Pierre Lewis	Perspective to our Warriors and Jeggas
2/3	<b>28</b>	MPC	Af. Am. in Arts: Supporting Black Scholars
2/10	<b>25</b>	Tajai and Jhsiri Massey/Maisha Simmons	Hieroglyphics/Kingmakers of Oakland,/Black Panther Museum
2/24	<b>9</b>	Mel Mason	Black Panther Party
3/2	<b>12</b>	Ann T. Jealous and Germain Hatcher	Inspiring Black Children with Black Art
3/9	<b>16</b>	Tiffany Avery	Love, Peace and Napiness
3/16	<b>17</b>	Alonzo from Kingmakers	'I'm a King' – Collaborating to make music and videos
4/6	<b>13</b>	Patricia Hicks/ Crystal Swan	Jump at the Sun: Zora Neal Hurston College Life
4/13	<b>11</b>	Jerry Robinson	Knowing Who You Are
4/20	<b>10</b>	Elroy Gardenhire	Support Programs for African American Students
4/27	<b>15</b>	Tanya Thompson Grace Carroll	Mindful Warriors UC Berkely Tour
5/4	<b>14</b>	Martha Henry/Ainka Fulani	The Heirloom Collard Project/The Power of Play
5/11	<b>14</b>	Jeremias Zunguze	The African Diaspora Returns to the Motherland
5/18	<b>20</b>	Grace Carroll	The Importance of Evaluation
6/1	<b>21</b>	Grace Carroll	End of Year Celebration and Exploring Egypt



**Table 9 – Attendance/Speakers/Topics**

**EMANYATTA 2024-2025**

<b>Date</b>	<b># Students Attending</b>	<b>Speaker</b>	<b>Topic</b>
9/14	<b>17</b>	<b>Orientation, Afterschool Site</b>	Orientation, Afterschool Site
9/21	<b>23</b>	George	Side <u>Affects</u> : Entrepreneurship
9/28	<b>16</b>	Lois Corrin	The Making of To Be Young, Gifted and Black
10/19	<b>18</b>	Elroy Gardenhire	The Importance of Education
10/26	<b>19</b>	Mel & Jamelle	Respect & Discipline
11/2	<b>17</b>	Cecilia Contreras	Dia De Los Muertos
11/16	<b>14</b>	Sandra Gray	Thankfulness
12/7	<b>19</b>	Tam Demagbo	The Agojie Women Warriors of Dahomey Kingdom
12/15	<b>9</b>	Grace Carroll	Kwanzaa
1/11	<b>24</b>	Jeremias Zunguze	Africa Before European Colonialism
1/29	<b>31</b>	Martha Henry	Planting Plugs & Creating Gardden Journals
2/8	<b>10</b>	Germain Hatcher	Happy Valentine's Day
2/26	<b>22</b>	Sandra Gray	Seaside Art Exhibit
3/1	<b>15</b>	Chabot College Tour	Chabot College Tour
3/15	<b>22</b>	Jacqueline Simon	My Pathways to Education, Employment and Entrepreneurial Development
3/19	<b>12</b>	Regina Mason	Making Pasta from Scratch
4/2	<b>20</b>	Regina and Reyna	Easter
4/9	<b>26</b>	Ron Manjares	Native-American Culture
4/26	<b>12</b>	Tiffany Avery	Love, Peace & <u>Nappiness</u>
5/7	<b>17</b>	Tanya Thompson	Your Story, Your Power: Reclaiming the Narrative Through Movement and Mindfulness
5/14	<b>15</b>	Ayele Djehuti-Mes	Our Food System: Learning about Chickens
5/21	<b>13</b>	Regina Mason	Memorial Day
5/31	<b>15</b>	Grace Carroll	Ghana, Africa
6/7	<b>28</b>	Graduation Ceremony	Graduation Ceremony

*After-school Program*

Forty-four Warriors in year 7, and forty Emanyatta Warriors in year 8, took advantage of the academic support provided by TVPI's afterschool program. Homework support is the primary goal for most participants along with tutoring in reading and in math where needed. Based on the success of the Emanyatta Saturday Program, some of the 'habits, rituals, and routines' have

been incorporated in the afterschool program such as libations, emphasis on respect and discipline and culturally consistent training of staff.

### *Student Data Collection – Focus Groups*

At the end of years 7 and 8 data were collected to get Warrior impact and assessments. At the end of year 7, three student focus groups were conducted. Warriors were divided into three separate focus groups to reflect on and discuss their experiences over the past school year, both in school and in Emanyatta, on May 18, 2023. There were 8 ‘older’ Warriors who were in high school in Group 1. Many Group 1 Warriors expressed that they found their current school year challenging compared to previous years, particularly with heavy workloads and difficult teachers. They mentioned the stress of homework and tests, especially during finals. Some noted that while their earlier classes were easier, their current classes require more effort and adjustment to varied teaching styles. They also reported experiencing and witnessing racism at their schools, including derogatory language and insensitivity towards Black History Month celebrations. They highlighted a lack of significant recognition or activities related to Black history at their school, contrasting with events for other cultural months. There was a consensus that schools often downplayed or ignored the importance of Black History Month, leading to feelings of erasure among Black students. This was particularly true at the private school a few of the Warriors attended. This school’s demographic is predominantly White and Asian, and students noted a lack of representation and support for Black students. Some students described their experiences with classmates making offensive jokes and the difficulty of addressing these issues with faculty.

Although students felt comfortable and enjoyed Emanyatta, they expressed a desire for more variety in the food. They were also concerned about the understaffing and the lack of breaks during sessions, with calls for more downtime to alleviate fatigue. A couple of the long-term attendees noted that the program can feel repetitive, especially with familiar speakers returning each year.

Group 1 students shared that Emanyatta has helped them improve their public speaking and social skills, particularly through participation in events and group activities. Most students mentioned that their parents were involved when they were younger but have become less active as they have grown older. Some parents still participate in the Saturday School, with a few on the board or volunteering regularly.

Overall, the focus group highlighted significant concerns about academic expectations, racial treatment, and the need for more engaging and supportive environments both at their schools and the Saturday School. This is one of the major dilemmas of Emanyatta – students can stay and as the students become older separate sessions for them were recommended in the past. It happened just a few times. However, due to staff issues and lack of sufficient funding, it was not sustained.

Group 2 consisted of six younger Warriors in elementary school. They, too, had mixed feelings about their school. Some described it as dirty with strict rules and unhelpful teachers, while others noted the kindness of teachers and the variety of extracurricular activities. There were concerns about rude behavior from peers and a lack of effective administration. Students reported a lack of representation, with only a few African American students in each class. Some felt they were treated equally, while others experienced moments of discomfort,

especially when discussions centered on race. Despite these issues, most students in Group 2 felt they were doing well academically, with some identifying as straight-A students.

Group 2 participants felt that Emanyatta offered a supportive learning environment that contrasted with their school. They appreciated its focus on culture and history, as well as the quality of food. They also appreciated the supportive teaching methods and engaging activities. Regarding parent support, responses varied, with some students reporting their parents' active participation in school and Emanyatta activities, while others noted that their parents were busy but had previously been involved. Overall, however, they enjoyed coming to Emanyatta.

Group 3 consisted of 7 of the youngest elementary students. There were mixed feelings about 'liking school.' Some shared they liked it while others did not. A couple of students expressed concern that African American students were more frequently sent to the office for discipline compared to their white peers. One student noted that while white students received multiple chances, Black students faced stricter consequences, which they viewed as unfair.

Many Group 3 students felt that learning about their culture helped them cope with negative experiences. They talked about the importance of understanding their heritage and contributions to society, which gave them a sense of pride and diminished their sadness over unfair treatment. Warriors described instances of teasing and name-calling, often not directly related to their race, but also mentioned feeling targeted at times. There were mixed feelings about whether the teasing was racially motivated or simply typical childhood dynamics.

Group 1 also varied in their perceptions of support from teachers and administrators. While some felt that staff addressed issues of racism adequately, others believed that consequences for offenders were insufficient. Many felt that merely speaking to the offenders did not effectively change behavior. Additionally, concerns about personal safety were raised, with instances of feeling uncomfortable in school settings. However, some students reported generally positive experiences and supportive friendships, indicating a mix of feelings about their school environment.

Each of the Warriors expressed appreciation for the Emanyatta Saturday school, particularly the discussions about black history and cultural teachings. They noted that the staff were helpful and engaging, and they did not report any dislikes about the program.

### *Student Data Collection – Student Self Concept*

Consistent with our evaluation focus on self-concept, 19 students provided responses to the abridged Rosenberg self-concept scale at the end of year 7 or 8. The majority of Warriors (95%) were satisfied with themselves and thought they had several good qualities. All respondents felt that they were persons of worth, who were at least on an equal plane with others. The majority also responded they had a positive attitude toward themselves, and they were able to do things as well as most people. However, over two thirds of the Warriors (68%) did report that they wished they could have more respect for themselves. Overall responses indicate that Warriors had positive self-esteem (See Table 10).

**Table 10 – Self Concept: Emanyatta Warriors Responses to Forced Choice Statements  
In Rosenberg Self-Esteem Scale**

	Strongly Agree	Agree	Disagree	Strongly Disagree
	N	N	N	N
1. On the whole, I am satisfied with myself.	11	7	1	0
2. At times I think I am no good at all.	0	6	6	7
3. I feel that I have a number of good qualities.	12	6	1	
4. I am able to do things as well as most other people.	8	10	1	0
5. I feel I do not have much to be proud of.	1	1	8	9
6. I certainly feel useless at times.	1	5	3	10
7. I feel that I'm a person of worth, at least on an equal plane with others.	9	10	0	0
8. I wish I could have more respect for myself.	6	7	3	3
9. All in all, I am inclined to feel that I am a failure.	0	2	8	9
10. I take a positive attitude toward myself.	7	10	2	0

Rosenberg self-esteem scores are calculated as follows:

<i>For items 1, 3, 4, 7, and 10:</i>	<i>For items 2, 5, 6, 8, and 9 (which are reversed in valence):</i>
Strongly agree = 3	Strongly agree = 0
Agree = 2	Agree = 1
Disagree = 1	Disagree = 2
Strongly disagree = 0	Strongly disagree = 3

#### *Parent Assessment/Feedback*

Surveys targeting our evaluation questions were distributed and returned by parents at the end of Year 7. Parents of nine Emanyatta Warriors responded. They were asked to rate a series of items on a scale of 1 – 10, regarding the impacts they felt participation in Emanyatta had on their children. In all areas listed on the survey, the vast majority of parents indicated that participating on the Emanyatta Program has a very positive impact (rated 7 – 10 on scale): Academic achievement; social-emotional development; overall self-concept; ability to work/play with others; cultural awareness; racial awareness, 'color' consciousness; and mental health. Cultural and racial awareness were given the highest rating of 10 by seven of the nine respondents followed by socio-emotional development which was rated 10 by six of the nine respondents.

Parents were also asked about their children being involved with the police or juvenile justice system or had been suspended from school. They all answered no to both questions. When asked what they liked best and least about the program as part of our on-going process evaluation and quality control efforts. Their responses are listed below.

***Liked Best***

- The introduction of the Jegna program for the older Emanyatta Warriors
- Emphasis on culture and diversity
- Separating the older from the younger Warriors
- Creating a separate group for the older Warriors
- The community Emanyatta reinforces
- Learning about culture and the beauty of being of African descent
- Program is 'intelligent' and fills gaps for Warriors
- Program builds self-awareness (if it ends, it will 'leave a large gap in the community')
- Love the overall concept of Emanyatta and the delivery model of the program (great program design)
- Wealth of experiences and information shared

***Liked Least***

- Starts too early on Saturday
- The wide age difference among Warriors makes some of the content inappropriate for the younger Warriors

***Suggestions for Improvement***

- Get the Emanyatta Warriors to 'tell their story,' and have more team building exercises
- Reinforce discipline as some Warriors are bringing negative behavior that impacts others
- Have more one-on-one talks with the kids that are disrespectful, or problem causing/speak with their parents
- Combine ceremony of excellence at the end of Emanyatta evaluation
- Better gauge potential applicants' emotional and self-esteem prior to them coming into the program.

***Parent Focus Group***

Seven parents, representing 16 Emanyatta Warriors or former Warriors participated in the end of year 2024 focus group. They shared that many of their children enjoy learning about their heritage and participating in activities, but some express frustration over early Saturday mornings. Parents noted their children's appreciation for specific program elements like note-taking skills and group discussions.

A couple of the parents raised concerns about disrespectful behavior among children, both towards their peers and adults, which they believe has led to a loss of volunteers and staff. This was followed by a discussion about how negative behaviors from older children may influence younger ones and the need for a separation between age groups. This is a repeated theme that TVPI is working on to resolve.

Despite these challenges, parents emphasized the program's unique ability to empower children through cultural education and community support. They emphasized how Emanyatta has taught them the importance of building a strong sense of identity, particularly for children of mixed backgrounds. They appreciated the various activities, field trips and activities to engage students in both academic and social growth.

Parents suggested implementing trauma-informed practices and better supervision to



address behavioral issues. The idea of creating modules for discussions on respect and discipline was proposed to help foster a more positive environment. There was a call for parents to be more engaged and for mental health services to be integrated into the program.

Various ideas were shared for improving Emanyatta, including check-in mechanisms for children to express their emotional states, role-playing activities, and peer-led discussions to foster collaboration and understanding among participants. Parents also discussed the need for structured opportunities for older children to take leadership roles in facilitating discussions.

Overall, the focus group offered a mix of positive feedback and constructive criticism, aiming to enhance the program's effectiveness while addressing the specific needs and challenges faced by the children and their families. All participants indicated they would like to have Emanyatta continue as it supported their students in ways that their regular schools did not – the teaching of accurate African and African American history, exposure to Black role models in various fields, and the emphasis on self-discipline and respect.

### *Summary of Findings*

The final two years of the Emanyatta Program were transitional years. TVPI staff infused parts of the program's successful 'habits, rituals and routines' into their summer and afterschool programs.

Many lessons were learned over the course of the eight years of Emanyatta. The need for culturally consistent and culturally sensitive services was reinforced. Community members, parents and students all shared their appreciation for the time and energy spent on ensuring students had accurate historical accounts about African Americans, professional role models and activities that were self-affirming and uplifting. Students were engaged and improved in both their academic and socioemotional development. The Emanyatta Program also served to support and bond participating families with one another and give them a 'safe space' to share issues about family, racism and a myriad of other topics related to rearing healthy Black children in environments that can often be hostile and unsupportive.

## Part II – Case Studies

### *Introduction*

When the Emanyatta Program began, it was clear to the staff and local evaluator that traditional, experimental and quantitative research methods would not adequately tell the Emanyatta story. The nature of the variables in the six evaluation research questions require more context versus numbers and percentages. Although important, the numbers and percentages presented in Part 1 of this report only tell part of the story.

Case studies allow for a more detailed examination of the impact on the whole person, Each Emanyatta Warrior selected in the five case studies is unique in many ways. These individual case studies help us better understand the context surrounding our Warriors' participation in Emanyatta. These Warriors come from a wide range of families – from having IEPs in school to high achieving, from lower income to upper middle class income, from being an only child to having many siblings. Our case studies allow for focusing on real-life situations and real-life changes that can be related to participation in Emanyatta. The lives of our Warriors and their families are very complex and involve multiple issues and interconnections. These are often difficult to analyze in more rigid research designs. Thus, from the very beginning of the CDEP funding, TVPI argued to have case studies as a tool to evaluate impact. A case study approach would provide a more comprehensive view of the participating Warriors.

Emanyatta Warriors and their families were encouraged to stay in the program throughout the 8 years of funding. Although many families came and went, there were a core of families that participated for most of the eight years. Some did so sporadically, while others were consistent in their participation. Consequently, we can take a longitudinal approach in our case studies. This made it possible for TVPI staff to gather data over an extended period, providing a deeper understanding of changes and trends in our Warriors educational and personal development journey. By focusing on Warriors that have participated for six or more years, we're able to better establish causal relationships between variables. These longitudinal case studies also highlight individual differences over time, revealing how different Warriors may benefit from, or struggle with the same interventions. Clearly, social-economic factors, family history, and academic circumstances vary. This is definitely the situation with the six case studies presented in this report. They were selected based on their on-going participation and the variety of family circumstances. However, their commonality is their on-going participation in the Emanyatta Program. In Phase 1 brief anonymous case studies were shared in the final report to be viewed only by staff and not for public use. That is not the case for the following six case studies. All six of the families agreed to be part of the case study cohort and had no issue with being open versus anonymous. They agreed that their data and story could be featured in this report. Thus, our case study families have given permission to share these data and their images. To get a self-concept indicator, the Rosenberg Self-Concept Scale of ten questions was completed by each of the case study Warriors. Various data collection methods were used to generate these case studies: parent interviews, Warrior surveys, observations, and clinical services. Each family is different as is each case study. Similar data may appear but there is not a formula for presentation. In each case the primary caregiver at the end of the Emanyatta Program was interviewed to authentically share their perspectives of their child represented in

the case study, their family and the Emanyatta Program. All six of the case study Warriors traveled to Ghana, Africa as the Emanyatta culminating 'field trip.' A brief summary of the trip is attached in Appendix 1.

### **Case Study #1 (CS1)**

CS1, is currently a 11th grader. Her family is one of the very few families that live in Monterey. She joined the Emanyatta Program at the very beginning, in 2017. She's an active participant in both the Emanyatta Program and TVPI's Mae C Johnson After School Academy. Supported by a deeply involved family, CS1's mother plays an active role in her success. Her mother regularly comes and participates in the Emanyatta Program. Since her initial participation in Emanyatta, two of her younger siblings have also joined the program. She comes from a blended family with older siblings, both in college, from her father who is originally from Senegal. Her mother is African American born and raised in California and is a local real estate agent. Her mother shared that CS1 was not well accepted in her elementary school when she first moved to Monterey. She experienced isolation and was often unhappy with her experiences in her classes, both with teachers and students. Mom credits the Emanyatta Program as one of the major factors to change CS1's attitude about herself and her role in society.

CS1 is also one of the students from The Village Project to be accepted to a local highly ranked High School, York School. She is a highly focused, well-organized, and studious individual with exceptional literacy skills and strong leadership qualities. She co-founded and served as president of the school's first-ever Black Student Union (BSU). Her advocacy efforts were instrumental in establishing this organization, reflecting her dedication to systems change and community empowerment.

As one of the older Warriors in Emanyatta, CS1 serves as a Jegna. According to the Association of Black Psychologists, a "Jegna" is a translation from the ancient African kingdom of Abyssinian. In this African culture, Jegna is a title of distinction. It's been translated into English as meaning hero, warrior, courage, strength and protection of our culture, land and people. On their website they define Jegna as "a person who deserves respect and honor and whose work it is to synthesize wisdom from lifelong experience and formulate this into a legacy for future generations."<sup>1</sup> Our aim is for young Jegnas to be these heroes and mentors to our younger Emanyatta Warriors. Jegnas need to have a profound understanding of the program's concepts and purpose. CS1 frequently takes on ceremonial roles at events, demonstrating her public speaking skills and cultural leadership. CS1 was also last year's keynote speaker for the Macy Johnson Academy Ceremony of Excellence, further highlighting her abilities as a leader and role model. CS1 scored the maximum score of 40 on the abridged Rosenberg Self-Concept forced choice questions. With her strong self-concept, academic achievements, leadership roles, and respect for her peers, CS1's bright future is underscored by her willingness to learn, take initiative, and inspire others.

#### *Interview with Mother*

An interview was conducted with CS1's mother. Her family is composed of her two parents

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<sup>1</sup> See Association of Black Psychologists' website, <https://abpsi.org/jegnaship-2/>

along with their three children, CS1, age 16, a younger sister, age 10, and a younger brother, age 7. As previously shared, CS1 is now in the 11th grade at a York High School. Her sister is in the 4<sup>th</sup> grade at Monta Vista School where her brother is in the first grade. All three children participate in the Emanyatta Program. This Mom's insights reveal the program's significance in fostering cultural pride, social awareness, and personal growth among its participants.

CS1's Mom learned about Emanyatta from a mutual friend of the program's local evaluator. She expressed a desire for her children to participate in a program that would enrich their understanding of their African heritage. Their father is from Senegal. She signed CS1 up for Emanyatta shortly after the program's inception, motivated by the need for cultural connection and support for her children, particularly in a predominantly non-diverse environment.

Mom shares that her first impressions of Emanyatta were overwhelmingly positive. She described the program as warm and welcoming, providing an enriching experience not only for the children but also for the parents. The program fostered a sense of community among families, allowing parents to connect and share experiences in ways they had not previously encountered. She conveyed that prior to Emanyatta, she felt isolated in a predominantly white neighborhood, and her children lacked exposure to diverse cultural interactions. The program became a vital source of cultural connection, allowing her family to engage with other Black families and gain support in understanding their heritage.

According to Mom, CS1's journey within Emanyatta has been transformative. Initially struggling with behavioral issues in school, where she felt misunderstood and marginalized, her experiences in Emanyatta provided her with a supportive environment that recognized her intelligence and potential. She noted that CS1 felt validated and empowered, as the program's educators communicated with her respectfully and assumed her capabilities.

CS1's self-awareness grew through her participation in Emanyatta, allowing her to embrace her cultural identity and seek leadership roles. The program's environment contrasted sharply with her school experiences, where she often felt that her contributions were undervalued. CS1 flourished in Emanyatta, participating actively, and her demeanor shifted from one of resistance to engagement.

Mom highlighted CS1's new-found confidence, noting that she now seeks out opportunities to help others and participate in community initiatives. This growth has been a significant relief for Mom, who previously worried about her daughter's emotional well-being.

Mom shared that CS1's sister, the middle child, has had a different experience with Emanyatta. Being born into a household that already embraced the program's values, she has grown up within a supportive community from an early age. Mom describes her as reserved and perfectionistic, traits that have been balanced by the nurturing environment of Emanyatta. Her middle daughter's involvement in the program has further solidified her cultural identity and understanding of her heritage. She has benefitted from the rich experiences offered by Emanyatta, including interactions with diverse role models and community leaders. Unlike CS1, who faced social isolation early on, this daughter has thrived in the community setting, which has instilled confidence and a sense of belonging.

CS1's youngest sibling, her brother, is still developing socially and emotionally, but his experiences in Emanyatta show promising results. Mom emphasizes that he has learned respect, discipline, and kindness—values deeply ingrained in the program's teachings. His participation has fostered his ability to interact positively with peers and adults alike. Mom

recounted an anecdote of Muhammad attending a lecture with her, where he demonstrated respect and confidence by engaging with adults in the room. His behavior reflects the values he has absorbed from Emanyatta, highlighting the program's impact on shaping his character.

Mom believes the long-term effects of Emanyatta on her children are evident in their increased self-esteem, cultural pride, and social engagement. She also discussed how the program has inspired her children to take on leadership roles and advocate for their peers. CS1 and other Emanyatta participants established the first Black Student Union (BSU) at York School, showcasing their capacity to lead and create supportive spaces for other students.

Her family's experiences illustrate the broader impact of Emanyatta on the community. The program has not only provided individual support for children but has also empowered families to engage in collective advocacy and support networks. Mom noted that witnessing her children navigate challenges with confidence and grace has been one of the most rewarding aspects of their involvement.

### *Self-Assessment*

CS1's score on the Rosenberg Self-Concept Scale is extremely positive. As you can see by her responses in the Table below, she is a very self-assured young lady.

CS1 Responses to Rosenberg's Self-Concept Scale

CS1 responses to Rosenberg's Self-Concept Scale								
Name	CS1							
Date	2/26/24	Age	15	Grade	10	# yrs in Emanyatta		7
					Strongly Agree	Agree	Disagree	Strongly Disagree
1. On the whole, I am satisfied with myself.					X			
2. At times I think I am no good at all.								X
3. I feel that I have a number of good qualities.					X			
4. I am able to do things as well as most other people.					X			
5. I feel I do not have much to be proud of.								X
6. I certainly feel useless at times.								X
7. I feel that I'm a person of worth, at least on an equal plane with others.					X			
8. I wish I could have more respect for myself.								X
9. All in all, I am inclined to feel that I am a failure.								X
10. I take a positive attitude toward myself.					X			

### *Summary*

CS1 has overcome issues that were evident in her initial year of Emanyatta – the feeling of isolation and lack of acceptance at school. She is thriving in school and had become a very active advocate for others. She is a role model for her younger siblings who are currently in Emanyatta as well as for the other young Warriors.

## **Case Study #2 (CS2)**

CS2 has been actively engaged with The Village Project, Inc. since early childhood—beginning around kindergarten—and continues to demonstrate consistent participation nine years later. His long-term involvement has provided a stable and culturally affirming environment that nurtures his emotional, academic, and social growth. CS2 is deeply connected to his community and supported by an intergenerational network of loving family members. His late grandfather, a respected pastor in the local church, and his great-grandmother—who continues to reside in the area—represent sources of grounding, identity, and resilience. These familial and cultural anchors play a significant role in CS2’s sense of belonging and purpose. This is particularly important for CS2 as he and his siblings were taken away from his mother the first year of Emanyatta due to abuse from the mother’s boyfriend. His younger brother was taken to the hospital for a broken arm and upon further investigation, all three siblings were placed with his grandparents and continue to reside with them currently. His father was absent most of his early life due to additional issues. Tragically, once clean and sober, he came to his son’s football game and died of a heart attack on the field. Thus, his grandmother has been instrumental in CS2 continued involvement with Emanyatta and the clinical services her grandson was receiving at TVPI.

### *Current Clinical Assessment*

CS2 exhibits strong interpersonal and verbal communication skills. While he continues to face academic challenges, particularly in reading and writing, he demonstrates advanced expressive ability through oral storytelling, spoken word, and his capacity to articulate complex emotions and life experiences. His natural public-speaking skills stand out as a core strength and serve as a therapeutic outlet for self-expression and empowerment.

Equine therapy continues to be a central part of CS2’s emotional and behavioral support system. As he describes it, “When I’m with the horses, all my troubles go away.” His relationship with the horses fosters self-regulation, patience, and empathy—key components in his ongoing personal development. This therapeutic bond has been instrumental in helping him manage stress and maintain focus both in and outside of school settings.

CS2 currently attends Monterey High School, where he has an Individualized Education Plan (IEP). However, he is not consistently receiving the academic and social-emotional support needed to meet his full potential. Despite these challenges, his continued participation in The Village Project’s programs—including the Emanyatta Saturday School—offers him structure, cultural affirmation, and a safe space to learn and grow.

CS2 thrives in environments that affirm his identity and provide culturally grounded support. The Emanyatta Saturday School begins each session with traditional practices such as libation, a ritual that connects students with their ancestors and creates a calming, reflective atmosphere. Being among peers and mentors who look like him and share similar lived experiences strengthens his self-esteem and emotional resilience.

### *Clinical Impressions/Summary*

CS2 presents as a bright, insightful, and expressive young man with strong community ties and emotional depth. His growth is evident through his ability to self-reflect, engage meaningfully in therapeutic activities, and communicate effectively through speech and creative expression.



Continued support in literacy, academic scaffolding, and consistent access to culturally responsive therapy are recommended to help bridge the gap between his expressive strengths and academic needs.

CS2 continues to make progress emotionally and behaviorally through his involvement in equine therapy and the culturally rooted programming of The Village Project. His connection to the horses, his cultural traditions, and the caring adults around him form a protective network that nurtures his healing and growth. With continued support, CS2 has the potential to thrive academically, emotionally, and socially as he transitions through high school and into adulthood.

### *Self-Assessment*

At the end of Year 7, CS2 completed the Rosenberg Self-Concept Survey. His responses indicate that he has a positive perception of self. Although he responded that there were times he thought he was not good, he strongly agreed that he was satisfied with himself, had several good qualities and was able to do things as well as others, and has a positive attitude toward himself (see survey below).

CS2 Responses to Rosenberg's Self-Concept Scale

Name	CS2						
Date	2/26/24	Age	14	Grade	9	# yrs in Emanyatta	7
					Strongly Agree	Agree	Disagree
							Strongly Disagree
1. On the whole, I am satisfied with myself.					X		
2. At times I think I am no good at all.						X	
3. I feel that I have a number of good qualities.					X		
4. I am able to do things as well as most other people.					X		
5. I feel I do not have much to be proud of.							
6. I certainly feel useless at times.							X
7. I feel that I'm a person of worth, at least on an equal plane with others.					X		
8. I wish I could have more respect for myself.							X
9. All in all, I am inclined to feel that I am a failure.						X	
10. I take a positive attitude toward myself.					X		

### *Interview with Grandmother (with whom he resides along with his two younger brothers)*

This interview was with CS2's maternal grandmother. She is the primary caregiver for him and his two younger brothers. He is currently in the 10th grade; one sibling is in the 8th grade, and the other is in the 5th grade. She openly shares the unique challenges faced by the family and the transformative effects of their participation in Emanyatta both on the children's personal growth, and the broader implications for their future. She shared that she and her husband became the primary guardians of her grandchildren after their mother was involved in an abusive relationship. Initially, she used to pick the children up from school but eventually

became their full-time caregiver. The involvement of Child Protective Services (CPS) led to her assuming custody of her three grandchildren. Soon afterwards, the children's father passed away unexpectedly of a heart attack while watching one of their football games. He was a former addict but was drug free shortly before his death. This, of course, intensified the family's challenges.

She learned about Emanyatta through The Village Project's After School Program. Her first impressions were extremely positive. She described the program as "different" and "unique," exceeding her expectations regarding the educational and cultural learning opportunities provided. Emanyatta aims to foster a sense of identity and knowledge about African heritage, which she felt is often missing in mainstream education.

She shares that when CS2 joined Emanyatta at age eight. He was moody, immature and struggling with the recent family situation. However, over time, she believes he has developed into a confident young man who actively engages in social issues and speaks out against injustices. His participation in Emanyatta has contributed to his self-awareness and ability to articulate complex topics, such as history, particularly regarding African culture. He is now a high school student and enjoys his classes, participates in basketball. He has also slowly improved academically and maintains good grades. She notes that he is much more manageable than in his earlier years, indicating significant personal development.

CS2's brother, the middle child, is described as "wild" and impulsive, and has struggled with self-regulation and decision-making. Although still facing these issues, the grandmother shared that Emanyatta has helped him become more grounded and structured. He is making better choices and exhibits improved self-awareness. His experiences in the program have allowed him to engage in conversations and activities that enhance his understanding of himself and his surroundings.

The youngest sibling faced many challenges. He suffers from stuttering and speech impairments. Participation in Emanyatta has bolstered his confidence and has enabled him to engage more positively with peers and express himself without fear of judgment. He has become more outgoing, comfortable in social settings, and capable of conversing with a diverse range of individuals. He still faces challenges in school.

The interviewee emphasizes that the knowledge and cultural education provided through Emanyatta are critical for the children's development. They learn about their ancestors and cultural history, which she believes instills confidence in their identity that is often overlooked in traditional school settings. She recounts instances where the children apply their learning in real-life contexts, such as engaging in discussions about African history and culture, indicating a strong connection between their education at Emanyatta and their practical experiences in school and in the community.

She expresses optimism about the lasting impact of Emanyatta on her grandchildren. She believes the skills and knowledge they have gained will serve them well into adulthood, providing them with tools for success that extend beyond academic achievement. She acknowledges the program's significant role in their transformation, asserting that if it were to end, the children would experience a notable loss in their educational journey.

### *Summary*

CS2's family have been active participants in Emanyatta, demonstrating remarkable growth under the steady care of their grandmother, who is their primary guardian. The family has faced ongoing challenges with consistency and engagement due to external stressors, yet the boys' resilience remains evident. The middle child channels his emotions through athletics, which serves as a healthy outlet and support for his emotional regulation. Over the past two years, our clinical team has worked closely with the grandmother, connecting her to additional community resources and providing advocacy support within the school system, particularly during Year Seven. This family's experience with services at TVPI exemplify the importance of wraparound community care, cultural connection, and intergenerational strength that are central to the Emanyatta Program's mission. CS2 is doing well in school. He is very interested in music and created a 'rap' about his experience in Ghana which he performed at the Marina City Council as part of the appreciation presentation for funds donated to the trip.

### **Case Study #3 (CS3)**

The family of CS3 joined Emanyatta at the beginning of the COVID-19 pandemic in 2020. CS3's parents are immigrants who have three children in the Emanyatta program. The parents are originally from the Benin Republic, a French-speaking country in West Africa. They have three children, aged 15, 12, and 9, who are navigating their educational journeys in the United States. CS3, his two younger sisters and his parents, became very active with Emanyatta on-line during the pandemic and continued to support Emanyatta until they moved away from the Monterey Bay area in the summer of 2025.

CS3 is a currently 9th grader and is one of the first African American males to attend York School, a rigorous private institution partnered with the program at his former school. CS3 experienced instances of racism that negatively impacted his emotional health. The Village Project worked in collaboration with school administrators to address these concerns. As a result, the school instituted new diversity, equity, and inclusion measures, including hiring a DEI Officer of African ancestry and supporting the formation of a Black Student Union. These efforts created a safer and more affirming school environment for students of color.

### *Clinical Assessment*

Through consistent therapeutic support, CS3 has developed stronger coping skills, self-awareness, and emotional regulation strategies. He has shown the ability to process feelings of isolation and cultural adjustment in healthy ways and to advocate for himself in academic and social settings. The move to Texas represents a new opportunity for continued growth, with a foundation of resilience and insight established through his participation in The Village Project's clinical and educational programs.

CS3's progress over the course of these last two program years reflects significant emotional and academic development. He has grown from a student struggling with low self-esteem to one demonstrating accountability, confidence, and improved decision-making. With continued family and clinical support, he is positioned for success in his new environment and shows potential for ongoing positive adjustment.

As the oldest sibling to two sisters, CS3 is a well-mannered, respectful, and disciplined individual with a strong family support system. He is well-spoken, a good listener, and demonstrates exceptional literacy skills. As an older Warrior, he is a Jegna within the Emanyatta program and takes pride in presenting and hosting ceremonies. He plays a leading role in performing libation ceremonies at various engagements, speaking to and educating audiences about the process, and assisting with carrying out the rituals. This experience highlights his skills in public speaking, leadership, and cultural expression.

CS3's engagement and attendance in Emanyatta are outstanding, reflecting his commitment and active participation. He is also involved in the Elevate Youth program and has benefited from equine experiences, further broadening his development.

### *Interview with Mother*

The mother learned about the Emanyatta Program in 2020 through her husband, who met a Village Project parent while playing tennis. The connection made through community sports became the gateway to discovering the program, which offered support during a challenging period marked by the COVID-19 pandemic.

Her initial impression of Emanyatta was positive, as it provided a structured environment that mirrored the discipline she valued at home. She noted that the program offered her children an opportunity to learn about Black history and culture, which was important for their identity development. The organization also facilitated connections with other families, which she truly appreciated since her family had no relatives nearby.

As the interview progressed, it became evident that the Emanyatta Program exceeded her expectations. She highlighted the alignment between the discipline at home and the values emphasized in the program – respect and discipline. She shared that this reinforcement of cultural values and educational principles contributed significantly to her children's growth.

Mom reported that her children thoroughly enjoyed their involvement in Emanyatta. Unlike their typical weekday routines, they eagerly woke up for Saturday sessions, indicating a strong engagement with the program. The children's participation in cultural activities, including wearing traditional West African clothing, fostered a sense of pride in their heritage. As a result, she observed substantial improvements in her children's academic and social-emotional skills. She noted their increased confidence in public speaking and participation in classroom discussions. The program's focus on empowerment and knowledge-sharing helped them stand out among their peers, with teachers recognizing their contributions and insights. She had real concerns about relocating to Texas and the potential disruption to her children's involvement in Emanyatta. She expressed a desire to continue their participation, potentially through online platforms. She identified several strengths of the Emanyatta Program, including guest speakers and field trips that broadened her children's perspectives on education and opportunities. However, she also emphasized the need for increased parental involvement to enhance the program's effectiveness, especially for younger children.

She truly appreciated the Emanyatta Program and the various families she met through this journey. Her reflections on her family's experiences underscore the significance of community support for immigrant families. The program not only facilitated cultural education but also fostered social-emotional development and academic success for her children. As Emanyatta considers future programming amidst challenges such as relocation and systemic

educational barriers, maintaining engagement with families like CS3's will help sustain its impact.

### *Self-Assessment*

CS3 is a complicated young man. His struggle to find himself was evident in his Emanyatta journey. Initially very quiet and reserved, he later made friends and became more expressive. On the Rosenberg Self-Concept Scale, CS3 agreed that he was satisfied with himself and recognized that he had several good qualities and was able to do things as well as most other people. He indicated that he had a lot to be proud of and that he is a person of worth. He did share that he felt useless at times and wished he could have more respect for himself. He is evolving and learning more about himself and place in the world.

CS3 Responses to Rosenberg's Self-Concept Scale

Name	CS3						
Date	2/26/24	Age	14	Grade	8th	# years in Emanyatta	5
					Strongly Agree	Agree	Disagree
							Strongly Disagree
1. On the whole, I am satisfied with myself.						X	
2. At times I think I am no good at all.							X
3. I feel that I have a number of good qualities.					X		
4. I am able to do things as well as most other people.						X	
5. I feel I do not have much to be proud of.							X
6. I certainly feel useless at times.						X	
7. I feel that I'm a person of worth, at least on an equal plane with others.					X		
8. I wish I could have more respect for myself.					X		
9. All in all, I am inclined to feel that I am a failure.							X
10. I take a positive attitude toward myself.						X	

### *Summary*

CS3's family has been a shining example of excellence, discipline, and family engagement within the Emanyatta Program. All three siblings participated consistently in equine therapy and the Saturday School program during Years Seven and Eight. Their parents have instilled strong values of resilience and academic responsibility, which have been reflected in the children's outstanding performance and leadership. The CS3 and one of his sisters also served as summer interns in our 2025 Summer Work Program, where they gained practical experience in nonprofit operations and community engagement. Although CS3 briefly experimented with vaping in Year Eight, this was addressed through a constructive meeting with our Chief of Police and his mother, resulting in meaningful behavioral change and increased self-awareness. The family relocated to Texas in late summer 2025 for the father's new employment, but they remain deeply connected and will continue participating in Emanyatta through a hybrid model

in the future. This family represent the transformative impact of culturally responsive, family-centered support.

### **Case Study #4 (CS4a and CS4b)**

CS4a and CS4b are fraternal twins. This family was one of the inaugural families in the program. The mother learned about Emanyatta through her brother-in-law and sister who are the founders of TVPI. She was impressed by the program's focus on teaching history and culture through guest speakers, noting that it provided a more comprehensive education on African American history than what she received in high school and what the children are currently learning in school, and came to the first session of the Emanyatta Program. The family has continued being very involved and active since its inception.

CS4a, a 9th grade female who joined the Emanyatta project in 2017 and has demonstrated remarkable growth during her time in the program. She has consistently participated, showing dedication and commitment. CS4a is a reserved but disciplined individual who has grown into a Jegna within the program, leading by example and showcasing strong leadership qualities. This year, CS4a began participating in extracurricular activities, such as sports, which impacted her attendance to Saturday sessions. However, she maintained consistent participation, attending more sessions than many of her peers. She has a strong support system and has proven to be a great role model for the younger participants in the program. Her conservative and respectful nature, combined with her leadership and discipline, highlight her as an outstanding participant with a bright future ahead.

CS4b, a 9th grade male, joined with his sister in 2017. CS4b faced challenges with participation, exhibiting separation anxiety and being very reserved, often avoiding social interactions. He appears to be on the spectrum but is not diagnosed. It is clear his mother does not want him categorized and placed in circumstances where his brilliance is overlooked. Over time, he has demonstrated significant growth, developed self-regulation skills and participated more confidently in program activities. He is a bright with a strong passion for animals and art. While he remains socially conservative, and often seems unresponsive because of lack of facial expressions, his growth in public speaking and willingness to participate in sessions highlight his progress. He, like his sister, is supported by a strong family system, and has shown remarkable improvement. Over the course of his involvement in the Emanyatta Program he has moved from reluctance to active participation. His journey in the program reflects his potential for continued personal and social development.

#### *Interview with Great Aunt (Mom)*

The great aunt has been Mom to CS4a and CS4b for most of their lives and considers them her son and daughter. She is very caring and has supported the children in all ways possible. She discussed her son, significant progress since joining Emanyatta. CS4b is often considered a “special needs” child. He rarely speaks and has little to no facial expressions. She shared that he has shown a 180-degree turn around and attributed this improvement to her active involvement in his IEPs and working closely with schools to ensure his needs are met. He, who is shy but bright, has become more communicative, particularly at school, and developed an interest in animals, which Mom believes has helped him engage more with others. She was so



happy he was able to bring his bird to the Emanyatta Program as it boosted his self-esteem as others were interested in him and the bird. He loves animals. He is also getting much better grades now.

Mom also shared that her daughter, CS4a, experiences in school have been more positive as a result of her participation in Emanyatta, highlighting her ability to communicate and participate in activities like libation. She noted that her daughter often talks about and pours libations for people outside their family, which Mom views as a positive development. She discussed how her children speak about Emanyatta outside of the Saturday sessions, especially when something significant happens. They discuss current events in the context of an Emanyatta perspective and feel they have learned so much that they never learn in school. In school they only are taught about MLK, Jr and Rosa Parks...the folks teachers choose to teach about, but not the full history of the greatness of those of African descent. She strongly believes that the Emanyatta program has a positive on both of her children. They truly enjoy the field trips and college visits, which help them decide their future career paths. She expressed hope that the program would continue, as the children benefit greatly from it. She shared that the program will definitely have a long term impact by stating that the children would miss it if it ended, but the skills and knowledge gained would have a lasting impact on their future.

Mom expressed her appreciation for the Emanyatta Program, highlighting its educational value and the opportunities it provided for both children and parents over the past eight years. She emphasized the importance of communication, group meetings, and educational trips, including a planned visit to Ghana. She also noted that the program has been a blessing, offering valuable experiences and cultural education that she never received in school. She rated the program highly, stating it was a 10 out of 10, and did not have any regrets about her involvement.

### *Self-Assessment*

CS4a and CS4b completed the Rosenberg Self-Concept Scale recently as they did not complete it in Year 7. CS4a received the highest score possible on the survey by answering all of the positive self-esteem questions as strongly agree and all of the negative prompts with strongly disagree (see answers below). It is clear from her responses, that she has a very positive self-concept. This was also evident in her active participation and observable growth over the years of Emanyatta.

CS4a Responses to Rosenberg's Self-Concept Scale

Name	CS4a						
Date	2025	Age	15	Grade	9	# years in Emanyatta	7
					Strongly Agree	Agree	Disagree
							Strongly Disagree
1. On the whole, I am satisfied with myself.					X		
2. At times I think I am no good at all.							X
3. I feel that I have a number of good qualities.					X		
4. I am able to do things as well as most other people.					X		

5. I feel I do not have much to be proud of.				X
6. I certainly feel useless at times.				X
7. I feel that I'm a person of worth, at least on an equal plane with others.	X			
8. I wish I could have more respect for myself.				X
9. All in all, I am inclined to feel that I am a failure.				X
10. I take a positive attitude toward myself.	X			

Although not quite as positive as his sister, CS4b, also indicated by his responses that he has a very positive self-concept. He strongly disagreed with all of the negative statements and agreed to the positive statements as shown below.

CS4b Responses to Rosenberg's Self-Concept Scale

Name	CS4b						
Date	2025	Age	15	Grade	9	# years in Emanyatta	7
					Strongly Agree	Agree	Disagree
							Strongly Disagree
1. On the whole, I am satisfied with myself.					X		
2. At times I think I am no good at all.							X
3. I feel that I have a number of good qualities.						X	
4. I am able to do things as well as most other people.						X	
5. I feel I do not have much to be proud of.							X
6. I certainly feel useless at times.							X
7. I feel that I'm a person of worth, at least on an equal plane with others.						X	
8. I wish I could have more respect for myself.							X
9. All in all, I am inclined to feel that I am a failure.							X
10. I take a positive attitude toward myself.						X	

### Summary

The CS4 twins have shown tremendous personal and developmental growth through their continued participation in Emanyatta. Raised by their maternal great-aunt, who adopted them at age three, both children have benefited from the program's academic, emotional, and cultural support. The son, who likely falls on the autism spectrum despite not having a formal diagnosis, has made notable progress in communication, confidence, and social interaction. He attends every Emanyatta session, maintains straight 'A's in his mainstream classes, and is supported by an outside therapist as well as TVPI's staff. He also volunteers at The Village Project to fulfill his school's service-learning requirement. His twin sister is more extroverted and has developed strong peer relationships through sports participation; she also worked in our Summer Enrichment Program, gaining early employment experience. Their caregiver provides consistent love and structure, and both youth benefit from seeing and connecting with

peers who share their cultural background—a vital component of their identity formation and sense of belonging.

### **Case Study #5 (CS5)**

CS5 is a two-parent family with two sons. CS5 is a attended the International Charter Elementary School in where he did well academically. CS5 is from an upper middle class family and has a strong support system. His paternal grandparents are lifelong residents in the local community and has lifelong ties to the local NAACP branch. They support the underprivileged community privately. His father is learning the trade of city development. His mother is a speech pathologist and is well educationally and aware of the cultural suppression of African Americans. Even though his mother is not originally from his community, she and her husband work tirelessly to help our community grow economically. Being in the program has given Cs5 a stronger sense of pride and full understanding of his history. CS5 has an older brother in college at an HBCU, who had participated in Emanyatta before CS5 became involved. CS5 is currently 15. The mom shares that her sons represent different stages of involvement in Emanyatta. Her oldest son is now a college student and embodies the long-term benefits of Emanyatta. On the other hand, CS5 is a freshman at Monterey High School and is currently still engaged in the program. CS5 has been involved in the program for five years.

#### *Interview with Mother*

The mother shared that her family joined the program around at the end of 2018 with the intent to enhance her children's understanding and pride in their African heritage. She was told that one of the primary focus areas of Emanyatta is to foster cultural pride, leadership skills, and academic progress among participants and felt it would be a good match for her sons. She was glad to learn that the program also facilitates educational trips, cultural activities, and community support networks, significantly impacting participants' self-esteem and personal development.

She shared how Emanyatta has instilled a sense of pride and self-assurance in her sons regarding their heritage. She highlights her personal growth through the program, including learning about Adinkra symbols, the Swahili language, and African history. Although assessing engagement levels can be challenging, Mom observes positive changes in her children's social interactions and worldviews.

Her eldest son decided to go to a Historically Black College and University (HBCU) this past year which in some ways illustrates the program's positive influence. His academic success and independence reflect the support he received through Emanyatta, which helped him navigate cultural differences and develop self-respect in the face of societal pressures.

CS5's journey also exemplifies the program's impact. He has recently exited his Individualized Education Program (IEP) due to improvements in executive functioning. His involvement in the Black Student Union and aspirations for student leadership demonstrate significant personal growth. Additionally, he has pursued opportunities in a prestigious oceanography program, showcasing resilience and determination in overcoming challenges.

Mom also emphasizes the importance of the relationships formed within the Emanyatta

community. The support among parents and children fosters meaningful conversations and a sense of belonging. Notable friendships that are made among staff and other parents enhance the program's value, creating a familial atmosphere that extends beyond the program's activities. Despite setbacks and other issues that arose during her time in Emanyatta, CS5's mother evaluates the program's effectiveness highly, rating it a perfect 10 out of 10. She highlights educational field trips and diverse experiences as critical components of its success. However, she also recognized areas for improvement, advocating for more interactive activities and the incorporation of curriculum elements that align with school education. Ideas include inviting guest speakers and utilizing visual presentations to enhance engagement. She expresses her interest in exploring African root spirituality in future sessions.

CS5's mom shared that the Emanyatta Student Program has proven to be a transformative experience for both her sons, enriching their understanding of their cultural heritage while fostering leadership and personal growth. The strong community support and commitment to continuous improvement were great assets. As a stakeholder, she will continue to advocate for the program. She truly feels that the program had a profound impact of culturally relevant education on her children and the others that participate.

### *Self-Assessment*

CS5 is relatively quiet and very reflective. His responses to the self-concept probes indicate he agrees with all the positive attributes. He agrees that he is satisfied with himself, has several good qualities, can do things as well as most others, is a person of worth and takes a positive attitude toward himself. However, he also agrees that at times he thinks he is no good, feels useless and like a failure at times and wishes that he had more respect for himself. This dichotomy of responses may indicate that he is at the crossroads to developing his true sense of self. Unlike most of the Emanyatta Warriors, CS5's parents and grandparents are high achievers and well known in the community. Thus, the bar is set high for CS5. He may still feel ambivalent about who is and his true worth.

CS5 Responses to Rosenberg's Self-Concept Scale

Name	CS5							
Date	2/24/24	Age	13	Grade	8th	# years in Emanyatta		5
					Strongly Agree	Agree	Disagree	Strongly Disagree
1. On the whole, I am satisfied with myself.						X		
2. At times I think I am no good at all.						X		
3. I feel that I have a number of good qualities.						X		
4. I am able to do things as well as most other people.						X		
5. I feel I do not have much to be proud of.							X	
6. I certainly feel useless at times.						X		
7. I feel that I'm a person of worth, at least on an equal plane with others.						X		
8. I wish I could have more respect for myself.						X		

9. All in all, I am inclined to feel that I am a failure.			X	
10. I take a positive attitude toward myself.		X		

### *Summary*

CS5's family has been an anchor within the Emanyatta community for many years. CS5 now a high school student enrolled in a STEM-focused program at Monterey High, continues to excel academically and socially. Although shy at times, he has become a confident public speaker and has emerged as a youth leader among his peers, embodying the values of the program. His older brother, a longtime participant and volunteer with Emanyatta, recently transitioned to college but continues to volunteer and support our youth programs. Both brothers assisted in Emanyatta programming during Year Seven, and they and their parents traveled with other older Emanyatta Warriors to Ghana, Africa. They each share how the cultural immersion experience left a profound and lasting impact. Their mother, who now serves on TVPI's Board of Directors, is deeply involved in the organization's mission and governance, modeling family engagement and leadership. CS5's family demonstrates the long-term success that can emerge from sustained, culturally grounded youth development and family partnership.

### **Case Study #6 (CS6)**

CS6 was brought to the Emanyatta Program by his mother. She was white and wanted her son to know more about his African heritage as his father is Jamaican. CS6 was raised in a very loving supportive home, his mother made sure he was fully aware of her illness and prepared for her death. This created a lot of trauma for CS6 at his younger age. When he started Emanyatta he never wanted his mother to leave his sight and clung to her. He struggled with properly expressing his feelings, and in the beginning he unfortunately found the best way to show his feelings was by screaming and crying. His father moved to Seaside to help CS6's mother during the last stages of her illness so she could remain at home. Once she transitioned, he stayed in Seaside to help his son cope with losing his mother. His father makes a living as a reggae performer, so Quincy spent many weekends with loved ones while his dad's performed shows out of town. CS6 faced many challenges during the years immediately following his mother's death. However, he had a strong support system and had successfully navigated through this tough time. He is now doing well in school, more outgoing, communicates well and has a love for music and creating videos.

Although CS6's father could not go to Ghana, he wanted his son to have the experience. Thus, the father's significant other, her two children and CS6 traveled to Ghana with the Emanyatta group. His father also did a benefit concert to raise funds for the trip.

### *Clinical Assessment*

CS6 worked hard on trusting the adults in his life, being comfortable and confident that people are staying in his life and regulating his emotions. He initially received therapy through TVPI. The Village Project therapist noted that his previous therapist had done very good work with CS6 in preparing him for his mother's passing. Also, previous therapist was happy that CS6 was working with a TVPI therapist and receiving culturally focused therapy. Therapy for CS6 had goals of coping 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. CS6 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 could not do for a while. With his father's consistent presence, CS6 has become more outgoing. He has mentioned CS6 loves Emanyatta, and he feels genuinely supported. His father also shared that he, too, is very grateful for this program.

### *Self-Assessment*

CS6 responses to the Rosenberg Self-Concept Scale indicated he has a very positive sense of self. He strongly agreed with four of the five positive statements and agreed with the fifth. Thus, he feels very satisfied with himself, feels he has a number of good qualities, is able to do things as well as others, is a person of worth and takes a positive attitude toward himself. CS6 strongly disagreed with the negative prompts.

CS6 Responses to Rosenberg's Self-Concept Scale

Name	QUINCY						
Date	2025	Age	14	Grade	9	# years in Emanyatta	8
					Strongly Agree	Agree	Disagree
							Strongly Disagree
11. On the whole, I am satisfied with myself.					X		
12. At times I think I am no good at all.							X
13. I feel that I have a number of good qualities.					X		
14. I am able to do things as well as most other people.					X		
15. I feel I do not have much to be proud of.							X
16. I certainly feel useless at times.							X
17. I feel that I'm a person of worth, at least on an equal plane with others.					X		
18. I wish I could have more respect for myself.							X
19. All in all, I am inclined to feel that I am a failure.							X
20. I take a positive attitude toward myself.						X	

### *Summary*

After being able to cope with his mother's death at a very young age, CS6 has become an outstanding participant in the Emanyatta Saturday School and the African American After School Program throughout Year Seven and Year Eight. A bright and intellectually gifted student, CS6 was selected as a youth ambassador for the California Youth Behavioral Health Initiative (CYBHI) Stigma Reduction Campaign, a 15-month statewide leadership and advocacy project facilitated by our agency. He also traveled to Ghana, Africa with our program, deepening his global and cultural awareness. Despite the loss of his mother to cancer, an event for which she lovingly prepared him, he has shown tremendous emotional resilience. He now resides in his mother's home with his father, who has provided consistent support alongside



CS6's godmother and our team at The Village Project. His father's significant other has two children of African descent that CS6 views as siblings, as well as siblings in Jamaica. CS6 is truly loved and has made significant gains in his life since his mother's passing. He is currently enrolled at York School and continues to thrive academically and artistically. He participates in theater productions where his confidence and voice have flourished. His growth over the years reflects both his personal strength and the stabilizing influence of his family and the Emanyatta community.

### **Overall Case Study Summary**

These families' journey through Emanyatta highlights the program's profound impact on cultural identity, academic achievement, personal development, and community engagement. The Emanyatta Program has had a profound influence on children navigating difficult family dynamics. Through cultural education and personal development, the program has not only enriched their lives but also equipped them with crucial tools for their future. The stories shared in these case studies highlight the importance of community programs in fostering resilience, identity, and confidence in young individuals facing adversity. As families navigate challenges and celebrates successes, their shared Emanyatta experiences underscore the importance of culturally relevant programs in fostering resilience and pride among children of African descent. The Emanyatta Program is a model for community-driven initiatives that support familial and cultural connections, ultimately enriching the lives of its participants. It stands as a testament to the positive and transformative change that targeted educational initiatives can bring to families in challenging circumstances.

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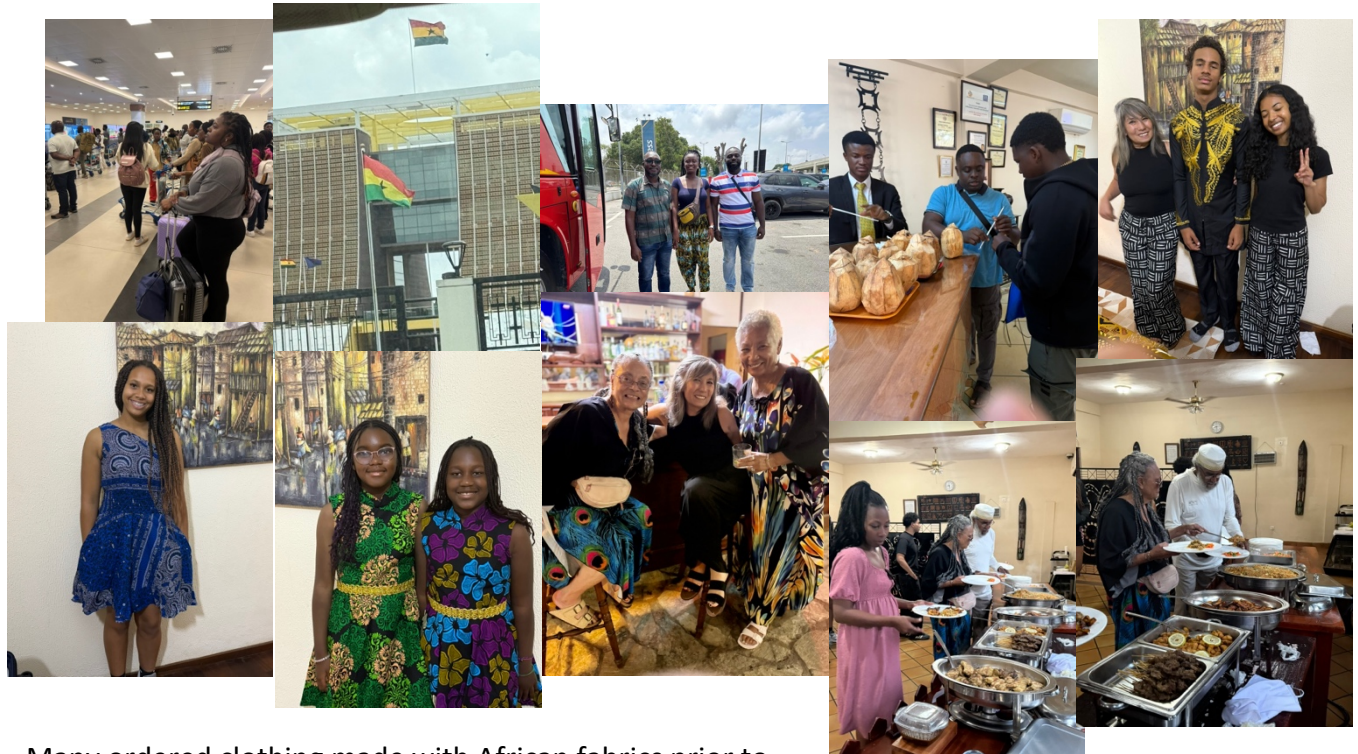
**Appendix 1**  
**Trip to Ghana, West Africa with**  
**15 Emanyatta Warriors, their Chaperones and**  
**Emanyatta Staff Member**  
**7/16 – 7/24/2025**

The following photographs document The Village Project's Emanyatta families' journey to Ghana, West Africa. The trip was transformational for both the adults and the Emanyatta Warriors who were able to come. TVPI's founder, Mr. Mel Mason shared his reflections on this, his first trip to Africa. His words serve to underscore the impact of the experience that Black people have when "going home" to visit the land of their ancestors.

*When the plane landed, my first thought was "I finally made it "Home" before I died. There was elation followed by exhilaration after we left the airport and got to our first hotel. Walking on African soil! The visit to The Last Bath, walking the same dirt path my ancestors walked and touching the waters they forcibly bathed in caused the same feelings that were even more pronounced when I walked in the dungeons - profound anger and sadnesses both mixed together. Our visit to the school and how teacher and students treated me as an Elder made me most proud. Seeing their eagerness to learn was heartwarming. Most of all, I was never more proud of our own Young Warriors. They exuded so much of what they had grown up with in Emanyatta - Respect, Discipline and Pride. They walked, talked and carried themselves as Africans. Visiting the memorials for Kwame Nkrumah and W. E. B. Dubois was icing on this wonderful African cake. – Mr. Mel Mason*



#### Day 1 – Arrival and one night stay at the Coconut Grove Hotel in Accra



Many ordered clothing made with African fabrics prior to coming and we had a mini fashion show of the beautiful outfits made to order.



Day 2 – Travel to Central Region: Last Bath and Visit (took gifts to all students and staff) to Akira's Book Club's Partner School in Elmina





Day 3 – Elmina and Cape Coast Dungeons and cultural dinner/drumming/dancing at Coconut Grove Beach Hotel in Elmina





## Day 4 – Kakum National Park then Back to Accra





Day 5 – Accra City Tour to Kwame Nkrumah Museum, and W.E.B. Dubois Center





Day 6 – Boti Waterfalls and Afrikiko Center for Dinner





Day 7 – Emanyatta Session in Hotel and Travel Home



# Our Trip to Ghana

## By Dedolo Demagbo, Emanyatta Warrior

This trip to Ghana has brought us together  
Now we're all family, birds of the same feather  
Everyone there was friendly and kind  
That was the first impression I had in my mind

We learned about our culture, our history, our roots,  
And got to try some delicious food and some of our fruits.  
We danced to the rhythms that made us feel at home,  
When we were together, we never felt alone

We learned to appreciate what we receive  
And respect all our elders, that's what they believe  
There are great examples at the schools  
They were so grateful when we got them new tools

We learned the dark truth about our history  
Things we've never learned before, it was all a big mystery  
We visited beautiful places like Kakum National Park  
Which has lots of animals, only when it's dark

Dr. Kwame Nkrumah was a very good leader  
First president and prime minister of Ghana, a true succeder  
He cared about his people and all of the land  
He fought for Ghana's independence with a powerful command

W.E.B. Du Bois was an advocate for African American rights  
He fought with his words to shine brighter lights  
He shone many lights so that others could see  
In his heart, everyone deserved to be free

We went to the market and bargained the prices  
If you ever go to Ghana, that's what my advice is:  
Do not let them trick you into paying more  
They'll take all your money and make you poor

From this trip, we learned not to take things for granted  
And some places in Ghana are truly enchanted  
I learned a lot from this trip and would love to go another time  
This whole trip was worth every dime

