

A photograph of graduates in red gowns and caps, with a semi-transparent blue overlay on the left side containing the title and date. The graduates are walking on a red track, and some are wearing blue stoles with gold tassels. The background shows a large crowd of graduates and spectators.

EMH & IYT Annual Report

June 6, 2024

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Overview



Empower Student Growth and Success

The Dream and College Academies empower students to unlock their full potential by prioritizing holistic development through personalized mentoring and targeted interventions.

Partner with Students, Families and Our Community

Authentic partnership enhances success of programs

Foster a Diverse, Inclusive & Thriving Work Environment

Our partners ensure that students being served have access to cultural representation.

Optimize Systems and a Culture of Innovation

Promoting an environment that cultivates innovation and fosters critical thinking skills among the students being served.



Earth Mama Healing

Rolanda Wilkins, Executive Director



BLACK GIRL EMPOWERMENT

Cordova High,
Mills & Mitchell Middle Schools

June 2024



PROGRAM GOALS & OBJECTIVES



- Empower Black girls by fostering their academic excellence.
- Improve attendance rates and reduce absenteeism.
- Promote positive behavior and create a supportive environment.
- Enhance personal growth and development.

PROGRAM COMPONENTS



- Weekly Empowerment Sessions
- One on One Sessions
- Ongoing Case Management
- Academic Support
- Workshops and Seminars
- Community Engagement
- Home Visits
- Parent Education and Engagement

ACADEMIC PERFORMANCE CORDOVA HIGH



Overall academic achievement among the participants at Cordova High School, over 50% were freshmen we had previously in middle school last year. Their grade point averages this year were as follows:

- 3.5 and above: 15% of participants
- 3.0 and above: 18% of participants
- 2.5 and above: 51% of participants
- 2.0 and below: 16% of participants

40% of the girls experienced improvements in their GPA, while another 40% maintained a consistent GPA throughout the entire school year. Most of the participants struggled academically throughout the school year especially with Math.

ACADEMIC PERFORMANCE CORDOVA HIGH



- The program initially had an average attendance of about 17 girls per session, but by the end, it averaged 11 girls per session, primarily Black girls aged 14-18.
- Attendance remained steady throughout the year, with participants consistently attending sessions. Some girls participated in school activities such as sports, cheer, band, and theater, which coincided with our sessions, and some youth changed schools during the year.
- We averaged three sessions a month over nine months, overall we held 33 sessions for the school year.

ACADEMIC PERFORMANCE CORDOVA HIGH



- Around 70% of girls consistently arrived on time for school, while approximately 30% faced challenges with tardiness or missing classes.
- Transportation difficulties, especially for those with early morning classes, lead to tardiness for some girls.
- A lack of motivation to be punctual can also stem from boredom with certain classes or teachers.
- We actively addressed attendance concerns by collaborating with counselors to help girls overcome these challenges. Specific efforts highlighted the importance of punctuality and its impact on academic success and future goals.
- Some girls have concerns about racism and sexism at their school. We discussed these issues extensively and explored ways to address them.
- Most girls participated in extracurricular activities like sports, theater, music, and band, demonstrating their eagerness to be active in their school community.



ACADEMIC PERFORMANCE MILLS MIDDLE

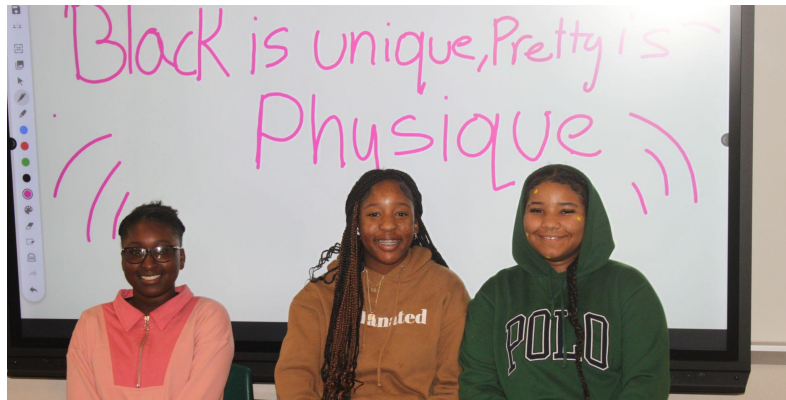


Overall academic achievement among the participants at Mills Middle School were as follows:

- 3.5 and above: 15% participants
- 3.0 and above: 18% participants
- 2.5 and above: 51% participants
- 2.0 and above: 16% participants

Significant efforts were made by the majority of these youth to improve their grades. They also worked on strengthening the social emotional competencies.

ACADEMIC PERFORMANCE MILLS MIDDLE



The program initially had an average attendance of about 15 girls per session, but by the end, it averaged 13 girls per session, primarily Black girls aged 12-14.

We averaged three sessions a month over nine months, totaling 32 sessions for the school year.



ACADEMIC PERFORMANCE MITCHELL MIDDLE



- Overall academic achievement among the participants at Mitchell Middle School were as follows: 40% are achieving a B average, 30% are maintaining an A average, 15% fall within the C average range, and 15% are below average, receiving D or failing grades (F).
- Efforts were made to support students with below-average performance by collaborating with their counselor to improve grades. One-on-one conversations identified specific assistance needed, yet some still faced comprehension challenges despite extra help. Encouragingly, improvements in overall grades were noticeable for some students. Overall, Mitchell's participants demonstrated high levels of maturity, valued their grades highly, and were supportive of each other, making extra efforts to be positive and kind.

ACADEMIC PERFORMANCE MITCHELL MIDDLE



- The program initially had an average attendance of about 22 girls per session, but by the end, it averaged 20 girls per session, primarily Black girls aged 12-14.
- We averaged three sessions a month over nine months, totaling 31 sessions for the school year.

BEHAVIOR AND SOCIAL DEVELOPMENT MILLS & MITCHELL



- 60% of participants exhibited positive behavior, resulting in fewer disciplinary actions such as detentions.
- Approximately 10% of participants encountered behavior incidents, but efforts were made to empower them to resolve conflicts.
- Participants generally acknowledged the uselessness of fighting but found it challenging to experiment with new approaches, evade conflict, and study for tests.
- While some participants consistently demonstrated positive behavior, others focused on improving their responses and disregarding negative influences. Despite some participants changing schools, endeavors were made to sustain connections and offer continuous support and guidance.

IMPORTANT INFLUENCER

- Grandmothers play a significant role in the lives of the participants, with 90.2% reporting active involvement from their grandmothers.
- Conversations with grandmothers, especially sharing childhood experiences, have a positive impact on the girls' confidence and motivation to excel in various aspects of their lives, including academics.
- Grandmothers emphasize the importance of education, health, and making wise choices in life.
- We heavily relied on the support and influence of Grandmothers and older siblings during home visits.



SUMMITS & WORKSHOPS

Participants engaged in a range of extracurricular activities outside of school, including organized outings such as bowling and movie screenings. They also attended the "Black Girl Essence" youth summit, which brought together Black girls from various school districts (FCUSD, SCUSD, EGUSD, TRUSD, and SCOE Community Schools).

The conference provided a valuable opportunity for bonding, learning, and participating in enjoyable workshops and activities. Spanning a full day, the event featured interactive sessions by guest speakers who facilitated discussions fostering a deeper understanding and positive relationships.



2ND ANNUAL

SAVE THE DATE

YOUTH SUMMIT

APRIL 27TH

BLACK GIRL ESSENCE

Black Girls ages 13-18 join Earth Mama Healing & Our Rightful Place for a day of food, fun, friendships and self development.



TIME
9am - 2pm

LOCATION
Unite International Academy
5201 Street
Bakersfield, CA 93309

Give us a call for more information
916-708-2838

Or send us an email
EPINETWORK@GMAIL.COM

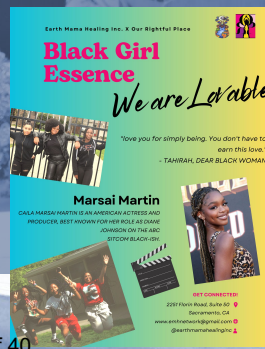
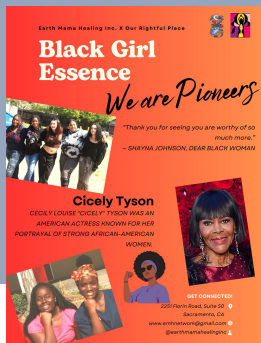


SCAN ME



AWARENESS CAMPAIGN: BLACK GIRL ESSENCE

To address the concerns voiced by the girls regarding the portrayal of Black girls in the media, we initiated and launched the "Black Girl Essence" campaign. The primary goal of this campaign was to showcase the positive aspects of being a Black girl. We achieved this by featuring accomplished Black women, recognizable to most people, alongside everyday Black girls. The intention was to underscore that these notable individuals were once young Black girls themselves, thereby bridging the gap between influential figures and everyday Black girls. As part of the campaign, students from Mills, Mitchell, and Cordova High actively participated in the photo shoots and collaborated on creating impactful posters. Our aim is to distribute these posters throughout school districts citywide, with the objective of promoting public understanding and fostering meaningful conversations around these significant issues.



MILLS & MITCHELL TESTIMONIALS

- “It’s a positive space where we Black girls can come together without judgment. I feel comfortable here, and I’ll definitely be back next year.” – Yexsenia
- “I feel comfortable here; I learn about who I am, my race, and my culture. I’m proud to be a Black girl and continue to learn how to stay true to myself and my family.” – Sarah’Irene
- “I love hanging out with my peers without any drama. Thanks to this group, I’ve made new sisters.” – Kendra
- “I love coming to this group. I get to hang out with other girls and discuss things that matter to us. I especially enjoy learning about being a young Black woman and the significance and power that comes with it.” – Tatyanna
- “I enjoy attending this program; it helps me improve my teamwork skills, especially with teachers. I feel excited and prepared for high school.” – Jaylah



CORDOVA HIGH TESTIMONIALS

- “The session offers a secure environment for me to articulate my emotions and discuss the events in my life. It’s a space where I can establish connections and evolve alongside other girls.” – Lyric
- “Being with girls who have similar backgrounds is empowering. Within this group, we openly and authentically discuss various topics. We share things that we wouldn’t normally talk about, which helps us see each other’s true selves. It’s a supportive environment where we listen to and comprehend each other’s emotions and thoughts.” – Queen
- “I am incredibly grateful for this class. I truly appreciated how Ms. Ro created a space for all Black girls to embrace their unique identities. There’s no room for bullies here.” – Nyla
- “It’s fantastic being in the company of fellow Black girls and engaging in discussions about our experiences. It facilitates friendship-building and enhances our understanding of our classmates.” – Brooklyn



PARENTAL TESTIMONIALS

The parents acknowledge the positive impact of the program on their daughters' lives and express gratitude for the love, care, and options provided. These testimonials highlight the program's ability to create a nurturing and supportive environment that is highly valued by the parents.

- “My twin daughters participate in this program, and as their father, I’ve witnessed their growth and excitement about what their learning. I’m deeply thankful for the impact this program and its leader have had on their lives. They eagerly anticipate continuing their journey with you next year as they transition to high school. – Mr. Fay.”
- “My daughter thoroughly enjoys this class and has gained a wealth of knowledge from the program. Initially, she was hesitant to explore her Ugandan heritage, as her father is from Uganda. However, being part of this program has sparked her excitement about her Ugandan roots, and she’s also eager to learn more about her African American heritage. Thank you, Ms. Ro, for fostering this curiosity and appreciation!” - Ms. Njuku
- “My daughter really loves your class. Thanks for all you do for my daughter; she loves your class.” – Ms. Dunn



OVERALL IMPACT OF PROGRAM

In summary, the program has had a profound and multi-faceted impact on participants, bolstering their self-esteem, confidence, and academic prowess. It fosters a deep sense of belonging and camaraderie among participants, who benefit from academic support and excel in their studies. Furthermore, the program instills valuable leadership skills and personal growth, motivating participants to contribute positively to their schools and communities.

The program's influence extends beyond academics, shaping participants' career aspirations by exposing them to successful Black women across various professions. Positive behavior and discipline have improved, resulting in fewer disciplinary incidents. Additionally, participants report enhanced emotional well-being, resilience, and the development of effective coping strategies.

Feeling empowered and assertive, participants advocate for themselves and their peers, expressing a keen desire to remain engaged with the program. Despite facing racial aggression, discussions on local history and cultural differences foster inclusivity and understanding. Addressing disrespectful behavior and bullying ensures a more respectful and welcoming environment for all participants, underscoring the program's commitment to holistic growth and support.





Improve Your Tomorrow

Michael Casper, COO & Co Founder



MISSION

To increase the number of young men of color to attend and graduate from colleges and universities.



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VISION

A nation in which young men of color are overrepresented in higher education, underrepresented in the criminal justice system, and are leaders in their community.



College Academy Services

Near-Peer
Mentorship

College Advising

College Trips

Member
Development

Academy
Study Hall

Internships

Parent Engagement

College Attainment that builds Community

IYT's programs provide up to 12-years of service and are building a college to community pipeline.



Middle School &
High School



Community College



College & University



AmeriCorps

Community-based Internships.

12- Year Commitment



IYT FCUSD Members

Total members	21-22	22-23	23-24
Cordova HS	58	73	89
Mills MS	21	25	39
Mitchell MS	13	36	30
	District: 92	District: 134	District: 158



Program Capacity

Total members	23-24
Cordova HS	100%
Mills MS	115%
Mitchell MS	125%
	District 113%

Program Retention

Total members	23-24
Cordova HS	65.2%
Mills MS	59%
Mitchell MS	83.3%
	District 69.2%



IYT FCUSD

Spring 2024 Dosage

Student Dosage Tier

High: >75% of target participation

Medium: 50% - 75% of target participation

Low: <50% of target participation

Total members

Low

Medium

High

Cordova HS

15%

23%

62%

Mills MS

0%

39%

61%

Mitchell MS

24%

12%

64%

District

13.89%

24.07%

62.04%

District
Med/High:

87%

Total
Interventions

3,393

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Interventions include individual mentorship sessions, academic study hall, member development workshops, college tours, and additional program activities



SEL Member Success Findings (IYT vs School) Spring 2024

FCUSD IYT Member Survey

How well do people “___”
understand you as a
person?

47%

75%

How connected do you feel
to the adults“___”?

44%

79%

How much respect do
students“___”show you?

62%

63%

How much do you matter to
others“___”?

52%

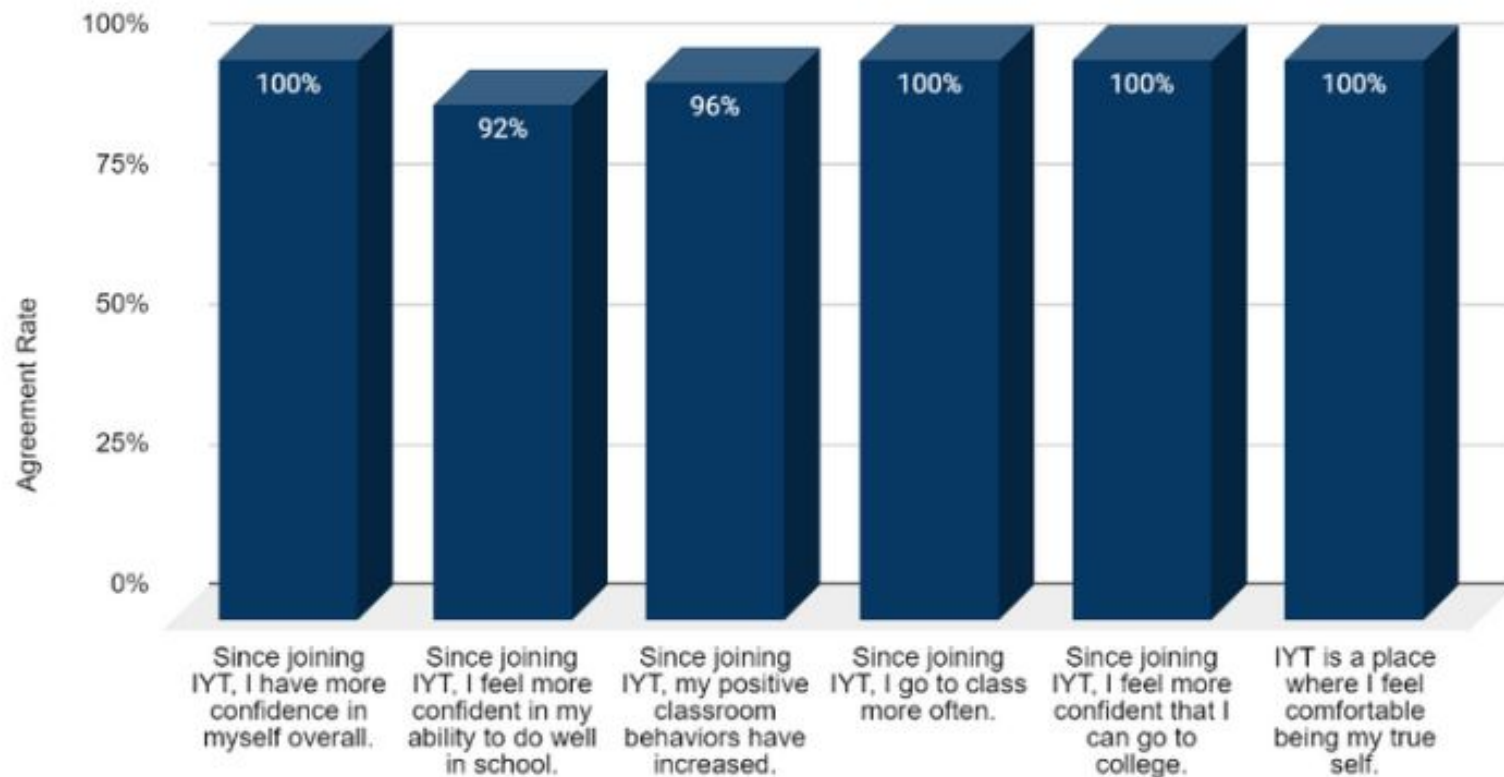
63%

Overall, how much do you
feel like you belong“___”?

57%

83%

Folsom Cordova Confidence and Positive Behaviors Agreement ("Strongly Agree", "Agree") Rates





Member Success Surveys

Students were asked how likely are they to recommend IYT to their friends.

71% said 10 out of 10, 21% said 8 or 9, while just 8% responded 5 - 7.

Member Testimonials

Survey Question:

Please tell us how IYT has impacted your life in ways outside of school.

"It impacted my life just looking up to people that go to IYT, and that they're always there with me." (Mitchell MS, Grade 7)



"Attending IYT built my confidence, allowing me to improve myself being able to expand my small business idea a little further." (Cordova HS, Grade 9)

"Helped me have a happy environment and get work done" (Cordova HS, Grade 10)



IYT's College Academy

23-24 Program Outcomes



Reduction in D's & F's
Semester 1 of AY 22-23 Compared to
Semester 1 of AY 23-24

Cordova: 50% of students had less D's and F's

Mills: 25% of students had less D's and F's

Mitchell: 33% of students had less D's and F's



IYT's College Academy

23-24 Program Outcomes



Attendance & Behavior Incidences/Suspensions
AY 22-23 Compared to AY 23-24
(Students in programming 2+ Semesters)

59% of students had increase in attendance rate

39% of students with chronic absenteeism in 22-23 were no longer chronically absent

45% decrease in overall number of behavior incidences & suspensions



College Tours Survey

AY 23-24

Fall Survey Responses:	17/20
Response Rate:	85%

Spring Survey Responses:	21/24
Response Rate:	88%

Survey Question	Fall Total Agreement Rate (n=17)	Spring Total Agreement Rate (n=21)
Participating in this college tour increased my desire to attend college.	100%	81%
Participating in this college tour has encouraged me to work harder in school to increase the likelihood I will get accepted into college.	100%	95%
Participating in this college tour made me feel more like college is worth the effort.	100%	95%
Participating in this college tour has made me more aware of the college experience (freedoms and ability to make decisions regarding classes, schedules, etc.).	100%	96%
Participating in this college tour has made me more aware of the application process.	100%	90%
Participating in this college tour has made me more aware of the financial aid opportunities.	94%	86%



IYT's College Academy

All-Time Program Outcomes

(n=21 Graduates)



100%
HS Graduation Rate



57% A-G
Completion Rate



90%
College-going Rate



IYT's College Academy Program Outcomes

2+ Semesters in Program
(n=15 Graduates)



100%
HS Graduation Rate



**67% A-G
Completion Rate**



93%
College-going Rate



1 year agreements

- Monthly reports to administrators
- Regular on-site visits
- Scheduled meetings with site and EMH/IYT
- Partnership meetings with program
- Data-driven