



AFRICENTRIC PARENTING PROGRAM FINAL EVALUATION REPORT OCTOBER 2025

YOUTH ASSOCIATION FOR ACADEMICS, ATHLETICS, AND
CHARACTER EDUCATION (YAAACE)

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EXECUTIVE SUMMARY



The Africentric Parenting Program was designed to provide culturally grounded, trauma-informed support to Black parents as they navigate the complex realities of parenting within contexts shaped by systemic racism, community violence, intergenerational trauma, and structural inequities. The program sought to strengthen parenting confidence, enhance emotional and relational capacity, support cultural affirmation, and increase parents' ability to navigate key systems. This report presents findings from a pre- and post-program evaluation and a staff evaluative survey conducted to assess participant needs, experiences, and perceived impacts of the program. The evaluation prioritized parents' and staff's voices, lived experience, and contextual understanding.

OBJECTIVES OF THE EVALUATION PROCESS



The evaluation process was designed to assess the overall impact, relevance, and effectiveness of the Africentric Parenting Program in achieving its core goal. The program's goals and objectives aimed to strengthen Black families by improving parenting skills, fostering resilience, affirming cultural identity, and enhancing system navigation. This evaluation sought to capture both measurable outcomes and lived experiences through a combination of pre-, and post-program participant surveys, and staff reflections.

By examining growth across key areas (parenting confidence, mental and physical well-being, system navigation, and cultural affirmation), the evaluation aimed to identify progress and areas needing improvement. The findings were intended to document successes and inform future programming, ensuring that YAAACE continues to offer responsive, culturally grounded, and sustainable supports that validate the strengths and voices of African parents and their communities.



EVALUATION FRAMEWORK AND METHODOLOGY



Baseline (pre-program) and post-program survey data were collected from parents using a mixed-methods approach. Quantitative measures captured self-reported parenting confidence, skill areas, stress levels, coping strategies, and comfort navigating systems (education, health care, justice, and child welfare). Qualitative responses provided detailed insight into parents' experiences, concerns, hopes, and reflections before and after program participation. Percentages from participant responses were calculated to demonstrate progress throughout the program. Qualitative data from the survey's open-ended responses were analyzed using thematic analysis. Recurring patterns and emerging themes were extracted.



METHODOLOGY CONTINUED



Additionally, an effort was made to triangulate all the findings, comparing qualitative insights with quantitative data to ensure accuracy and transparency. Research triangulation includes: 1- data collected (including both quality and quantity), 2- relevant research data/statistics, 3- professional experience and judgement. While this evaluation framework yielded meaningful insights into participant and staff experiences, several limitations may have influenced both data collection and interpretation. Time constraints limited some participants' ability to complete surveys. Some participants required one-on-one individualized support to complete the survey. Differences in participants' literacy levels may also have affected the precision of some responses. To enhance data reliability in future evaluations, it is recommended that additional time be allocated for survey completion and that dedicated staff support be provided during data collection to better accommodate diverse literacy levels.

Although the findings indicate notable growth among participants, it is essential to recognize that these outcomes cannot be attributed exclusively to the Africentric Parenting Program. External factors, including personal circumstances, prior parenting experiences, existing community supports, and individual resilience, may have also influenced participants' progress. Accordingly, the findings should be interpreted as reflecting the program's contribution to participants' growth rather than as the sole cause of the outcomes described.



SURVEY FINDINGS



Pre-program data indicated that parents entered the program with strong cultural values, deep commitment to their children, and moderate to high confidence in their parenting roles. However, notable challenges were identified, including frequent stress and overwhelm, concerns related to community violence and gun safety, limited confidence navigating justice-involved systems, and gaps in digital and financial literacy. Many parents expressed fear for their children, particularly Black boys and a desire for tangible, culturally responsive support.

Post-program findings suggest positive shifts across multiple domains. Parents reported increased confidence in their parenting abilities, greater clarity in communication with their children, and enhanced awareness of how culture, identity, and history inform parenting practices. Participants demonstrated stronger language for understanding intergenerational trauma, systemic racism, and community violence.

Importantly, parents described feeling less isolated and more supported, highlighting the program's relational impact. While stressors such as housing insecurity, health challenges, and systemic inequities remained present, post-program responses reflected improved emotional insight and greater openness to mental health support.



KEY RECOMMENDATIONS AND NEXT STEPS



The table below summarizes priority recommendations to strengthen the impact of the Africentric Parenting Program. These recommendations reflect both demonstrated program strengths and identified opportunities for growth, with a focus on practical parenting supports, mental health and housing needs, inclusive outreach, and system-level advocacy.

Table 1. Executive Summary: Key Recommendations and Next Steps

Priority Area	What the Data Indicates	Recommended Direction
Practical Parenting Instruction	parents want more tangible, skill-based lessons; time constraints limited depth	Balance relational dialogue with structured parenting tools; expand session length or number
Mental Health & Counselling	Increased openness to therapy; ongoing emotional strain linked to housing and stress	Embed clear counselling and therapy referral pathways; normalize continued mental health support
Targeted Outreach & Inclusion	Underrepresentation of younger parents, men, Somali, and Canadian-born Black parents	Implement targeted, culturally specific outreach through schools, faith groups, and community partners
Housing, Health & Stability	Housing and medical concerns directly impact parenting capacity	Strengthen partnerships with housing, healthcare, and social services; integrate navigation support
System Navigation & Advocacy	Greater system awareness reflects advocacy, not blind trust	Position program as preventive and protective; support system literacy as a parenting skill
Program Growth & Sustainability	Strong engagement with identified implementation refinements	Extend program duration, clarify staff roles, and deepen referral partnerships

A detailed summary of recommendations and implementation considerations is provided in Table 2.

EXECUTIVE SUMMARY CONCLUSION



The findings from this evaluation indicate that the Africentric Parenting Program is a responsive and impactful initiative that addresses both immediate and underlying needs of parents and families. Participants demonstrated increased confidence, greater emotional awareness, and strengthened capacity to engage with systems that shape their children's wellbeing. Importantly, these outcomes reflect not only skill development but shifts in how parents understand their roles, access support, and navigate complex social and institutional environments. Enclosed is a detailed review of these findings.



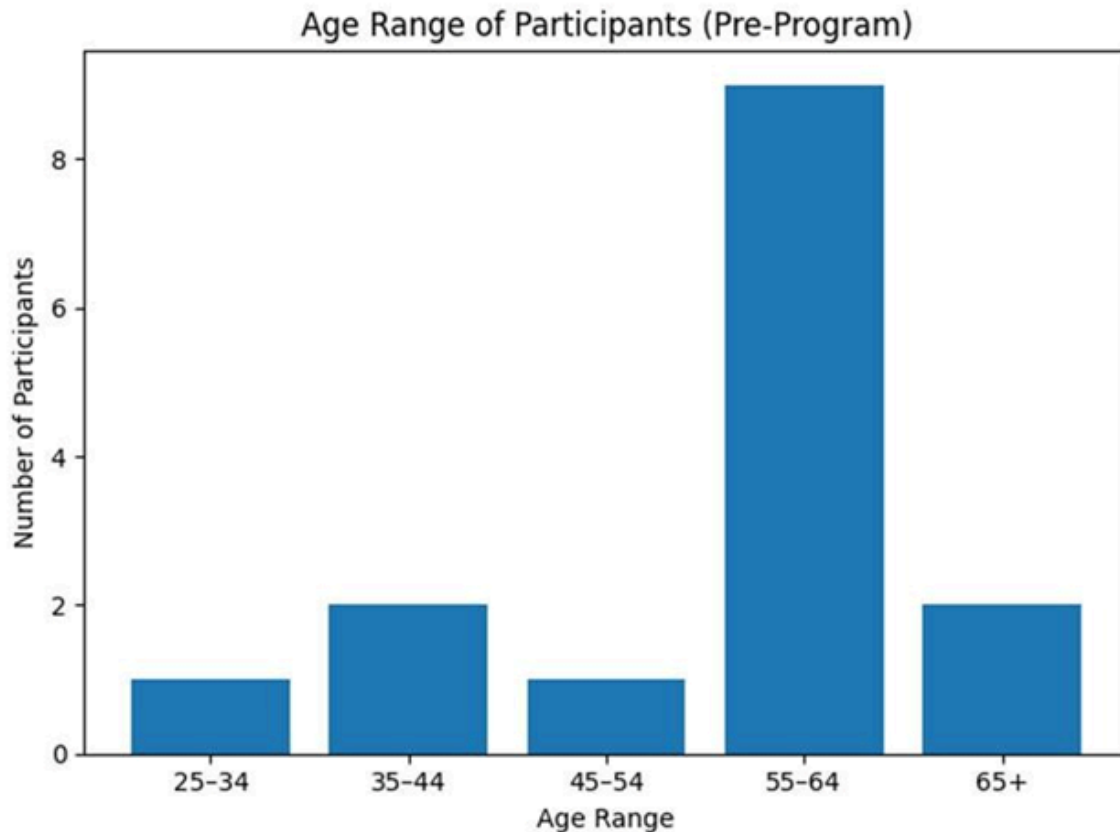
SECTION 1: PARTICIPANT DEMOGRAPHIC

Age Range

Participants in the Africentric Parenting Program were predominantly middle-aged and older adults. Most parents fell within the 55-64 age range, followed by smaller representations from parents aged 35-44, 45-54, and 65 years and older. This distribution reflects a participant group primarily composed of parents with extensive parenting experience, many of whom are supporting adolescents, adult children, or multiple generations within their families.

Figure 1. Age Range of Participants (Pre-Program)

This bar graph illustrates the distribution of participants by age range based on pre-program survey responses.



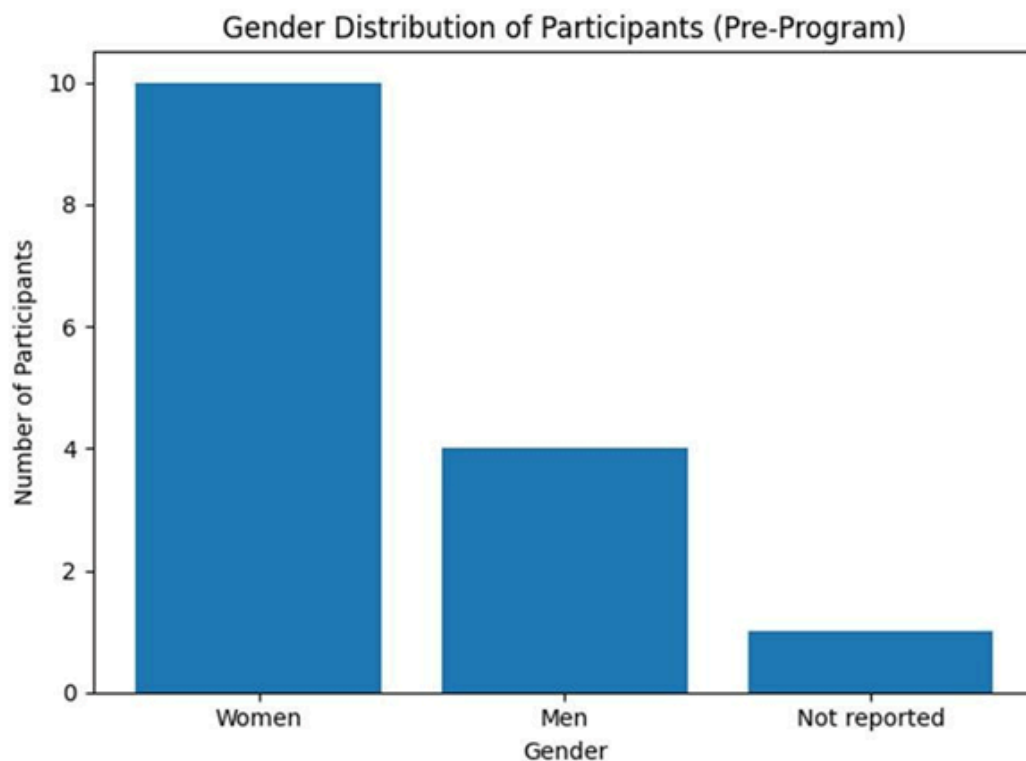
SECTION 1: PARTICIPANT DEMOGRAPHIC

Gender

The Africentric Parenting Program primarily engaged female parents, with some participation from males. This distribution reflects broader trends observed across parenting and caregiving programs, where women are often more likely to access structured supports. Targeted outreach may strengthen gender-inclusive participation in future iterations of the program.

Figure 2. Gender Distribution of Participants (Pre-Program)

This bar graph presents the gender distribution of participants who completed the pre-program survey.

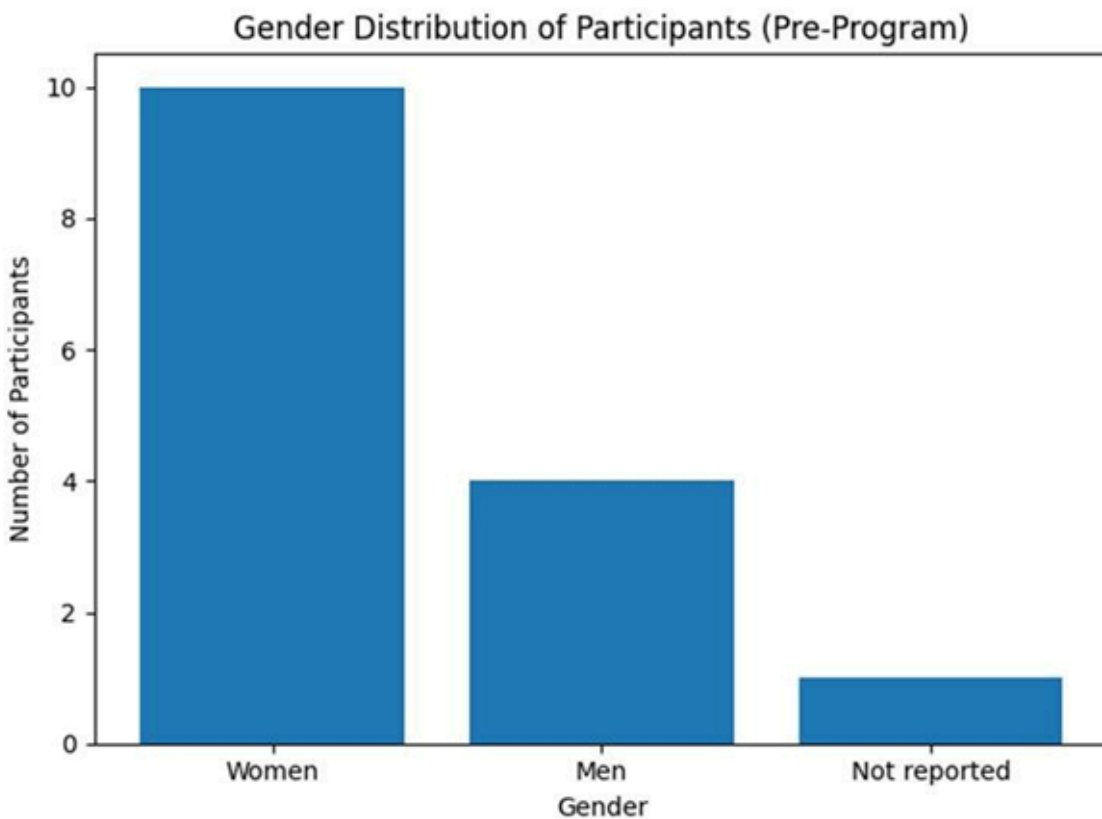


SECTION 1: PARTICIPANT DEMOGRAPHIC

Culture

Figure 3. Cultural Identity of Participants (Pre-Program)

This bar graph illustrates participants' cultural identity as reflected in the pre-program survey. Participants in the Africentric Parenting Program represented a diverse range of African diasporic identities. Most parents identified as Caribbean, followed by a substantial proportion identifying as Continental African, with a smaller number identifying as Canadian-born Black.



SECTION 2: PARENTING KNOWLEDGE & SKILLS

COMPARATIVE ANALYSIS

Pre- and post-survey responses indicated growth in parents' self-reported parenting confidence. At baseline, approximately 21% of parents identified as extremely confident, 64% as confident, and 14% as somewhat confident in their parenting skills. However, despite self-identifying as moderate to high confidence, many parents described their need for additional guidance and support. When directed to share their thoughts, they expressed sentiments such as "I need more guidance in counselling my child" and "I am just looking forward to understanding more." These reflections indicated a need for more profound clarity and support.

Post-program results demonstrated a notable increase in the proportion of parents identifying as extremely confident. 35% of parents reported being extremely confident in their parenting skills and knowledge, while those identifying as confident decreased to 41%. Additionally, those reporting somewhat confident increased to 24%. This pattern indicated an upward movement in confidence, with a greater proportion of parents shifting into the highest confidence category. It also showed increased parenting knowledge. Post-program qualitative feedback reinforced this shift, with parents stating, "This experience strengthened my confidence as a parent," and "I've learned more than just new parenting skills; I gained more wisdom, knowledge, and found identity." These reflections indicate not only increased confidence but a deeper internalization of parenting skills.

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SECTION 2: PARENTING KNOWLEDGE & SKILLS

COMPARATIVE ANALYSIS

Furthermore, increased parenting confidence was also reflected in parents' comfort level engaging in difficult conversations with their children about violence and gun violence. Pre-program responses highlighted uncertainty and frustration. Parents suggested "They (their children) still don't understand why we have guns" and "My worry is my children not having access to the information that can help them or save their lives." However, post-program reflections suggest greater clarity and intentionality. Parents described feeling more equipped to frame these conversations within broader social and systemic contexts, noting, "I talk to my kids about the system," and "Parenting in our culture is rooted in history, community, and responsibility." This shift suggests an increased readiness to engage children in meaningful, protective dialogue about community safety.

Financial literacy emerged as one of the most salient and impactful components of the Africentric Parenting Program, addressing a critical area of need closely tied to parent competency, stress, stability, and parenting capacity. Pre-program responses suggested that many parents felt less confident in their financial skills compared to other parenting knowledge. They often described economic strain and limited access to practical financial knowledge. Post-program feedback, however, indicates that parents found the financial literacy content concrete, relevant, and immediately applicable to their daily lives. Parents described gaining clarity and practical insight, with one noting, "I gained a lot from financial help and parenting support from other women." Others reflected on the value of receiving tangible information, expressing appreciation for sessions that addressed real-life challenges rather than abstract concepts.

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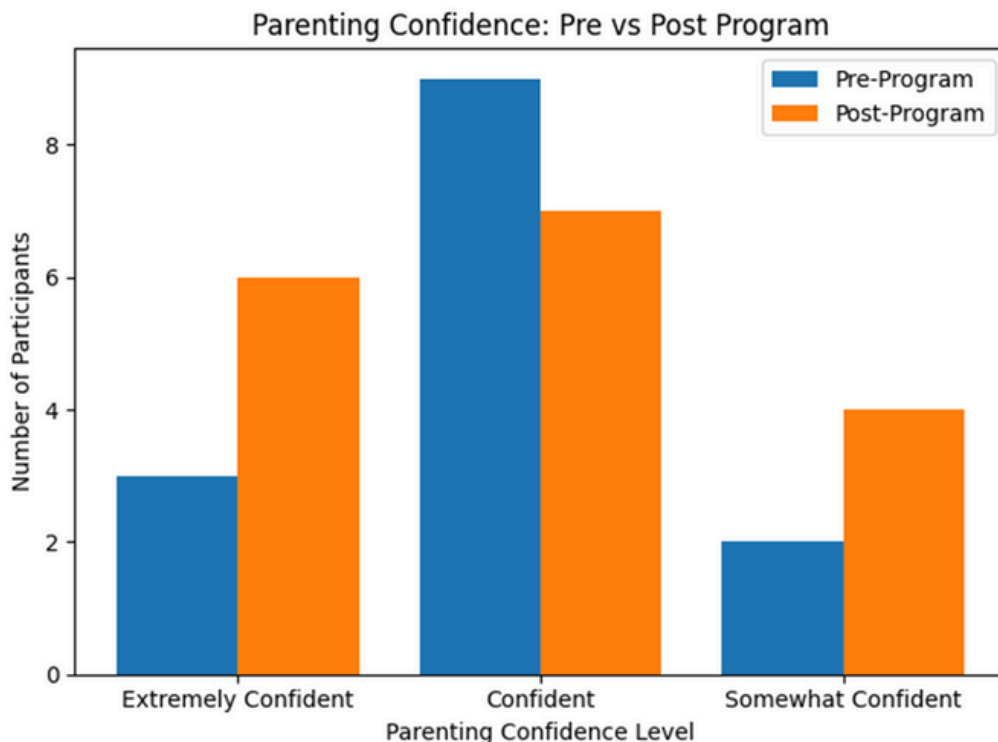
SECTION 2: PARENTING KNOWLEDGE & SKILLS

COMPARATIVE ANALYSIS

The growth of parents and increased confidence suggest strengthened self-efficacy, greater clarity in parenting practices, and reinforced trust in parents' ability to support their children. Conversely, parents described feeling more grounded and intentional, noting, "I learned that as Black people we need to focus more on our kids and their concerns," and "I found everything I needed in this program." These shifts suggest that the Africentric Parenting Program contributed meaningfully to the enhancement of parents' internal resources. The numerical changes from pre- to post-survey, with parent voice, reflect a clear movement toward greater parental understanding, stability, and increased culturally grounded parenting capacity.

Figure 4. Parenting Knowledge & Skills: Pre- and Post-Program Comparison

Figure 4 displays changes in parents' self-reported parenting confidence before and after participation in the Africentric Parenting Program. At baseline, most parents identified as confident, with fewer reporting extreme confidence. Post-program results show a shift toward higher confidence



SECTION 3: PARENT MENTAL HEALTH AND WELL-BEING COMPARATIVE ANALYSIS

Parent reflections from both the pre- and post-program surveys highlight the significant emotional weight many participants carried into the Africentric Parenting Program, as well as how they managed stress and sought relief. Prior to program participation, parents frequently described feeling overwhelmed and relying primarily on informal coping strategies. For example, pre-survey responses indicate that approximately 53% of parents reported feeling stressed or overwhelmed sometimes, while 33% reported feeling stressed often or on most days. Parents spoke openly about feeling isolated and having limited outlets for emotional support. They shared experiences such as “Sometimes I am very lonely,” and “A lot of things are going on in life.” Others described managing stress independently through spirituality or personal reflection. One participant shared that “Sometimes I do some writing to clear my mindset.” These responses reflect notable resilience, while also pointing to a lack of consistent, structured, and culturally safe support.

Furthermore, pre-program data showed that approximately 73% of parents had not spoken with a therapist, counsellor, or elder about emotional or mental health concerns. In comparison, 13% had sought support from an elder or therapist, and an additional 13% expressed interest in doing so. Together, these findings suggest that although parents were experiencing ongoing stress, most were managing their well-being privately or within informal networks, with limited engagement in formal or culturally affirming mental health supports.

“Coming out to the program gets me out of the house and helps with the stress.”

SECTION 3: CAREGIVER MENTAL HEALTH AND WELL-BEING COMPARATIVE ANALYSIS

Post-program responses indicate that while stressors remained present, parents demonstrated greater emotional awareness, openness, and willingness to seek support. Post-survey data showed that approximately 47% of parents reported having spoken with a therapist, counsellor, or elder, representing a substantial increase from baseline. An additional 12% indicated that they would like to speak with someone, while 41% reported no engagement with formal supports. This shift reflects increased openness to help-seeking. Parents described their experiences with greater clarity and honesty, noting “I isolate myself at home,” and “Coming out to the program gets me out of the house and helps with the stress.” Others emphasized the emotional value of connection and shared space, highlighting the program’s role in reducing isolation and providing grounding support.

Coping strategies remained largely relational and culturally rooted across both surveys, with parents continuing to rely on spirituality, family, community connection, and personal reflection. Post-program responses, however, suggest that these strategies were engaged with greater intentionality and self-awareness. Parents increasingly acknowledged when informal coping was insufficient by overtly expressing a need for professional support, stating, “I would like to talk to someone.” This reflects a meaningful shift from managing stress privately toward articulating emotional needs within a supportive, culturally affirming environment.

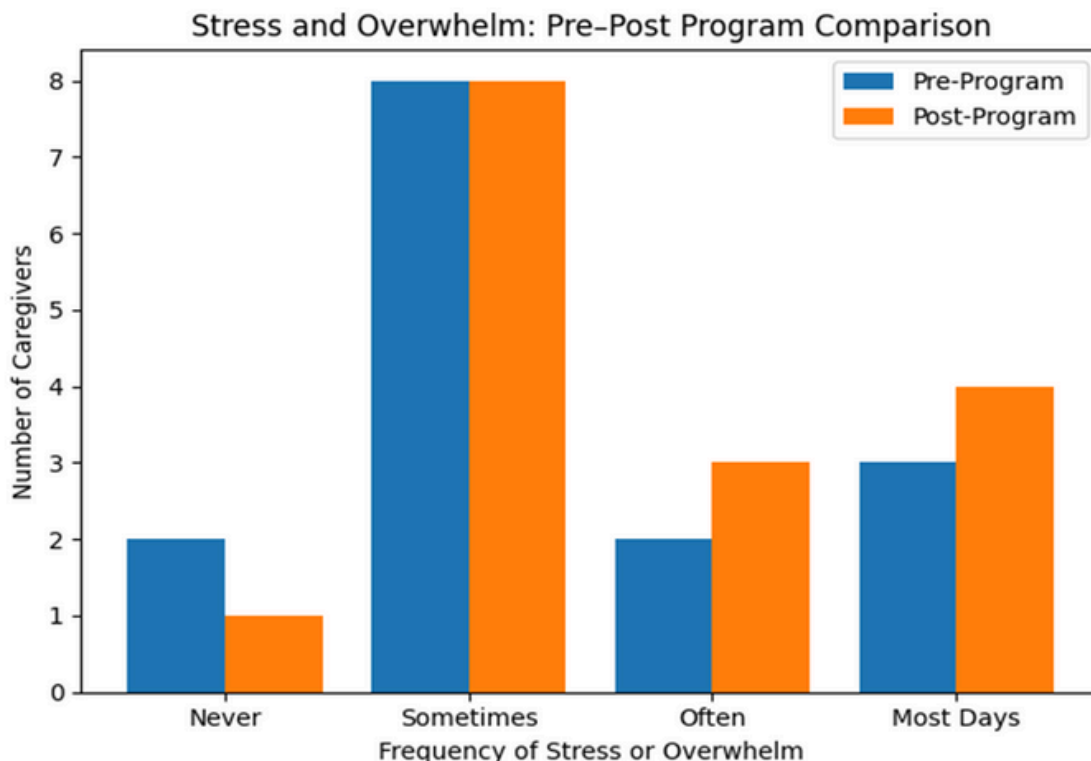
“Coming out to the program gets me out of the house and helps with the stress.”

SECTION 3: CAREGIVER MENTAL HEALTH AND WELL-BEING COMPARATIVE ANALYSIS

These findings suggest that while participation in the Africentric Parenting Program did not reduce parents' stress, it supported them in naming their experiences and emotional strain and in expanding their coping and help-seeking capacity. These findings indicate an increase in parents' emotional literacy, reduced isolation, strengthened internal and relational resources, and increased readiness to engage with both informal and formal supports.

Figure 5. Stress and Overwhelm: Pre-Post Program Comparison

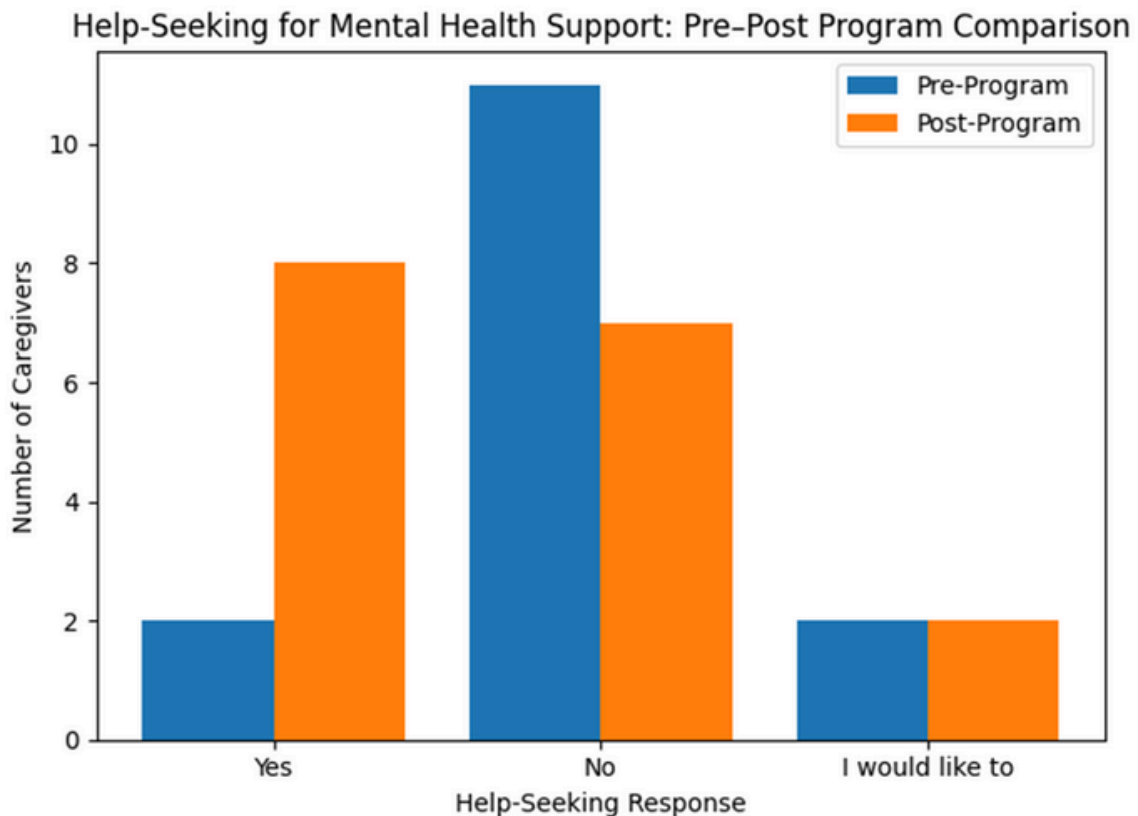
Figure 5 illustrates parents' self-reported frequency of stress or overwhelm before and after participation in the Africentric Parenting Program. Across both time points, most parents reported feeling stressed sometimes, highlighting the ongoing emotional demands associated with caregiving. Rather than indicating worsening well-being, this pattern suggests increased emotional awareness, normalization, and a willingness to acknowledge stress openly.



SECTION 3: CAREGIVER MENTAL HEALTH AND WELL-BEING COMPARATIVE ANALYSIS

Figure 6. Help-Seeking for Mental Health Support: Pre-Post Program Comparison

Figure 6 compares parents’ self-reported help-seeking related to emotional and mental health concerns before and after participation in the Africentric Parenting Program. Pre-program data show that most parents had not spoken with a therapist, counsellor, or elder. At the same time, post-program results demonstrate a substantial increase in the number of parents who accessed support. This shift reflects increased openness to help-seeking and reduced isolation. This outcome aligns with the program’s emphasis on culturally-informed, trauma-informed pathways to emotional support.



SECTION 4: SYSTEM NAVIGATION ACROSS SYSTEMS COMPARATIVE ANALYSIS

A comparative analysis of pre- and post-program survey responses indicates distinct patterns in how parents navigate education, health care, legal/justice, and child welfare systems. At baseline, parents generally reported greater comfort navigating education and health care systems, which many described as more familiar and accessible through routine interaction. In contrast, the justice and child welfare systems elicited more discomfort and concern. Parents articulated these concerns clearly, expressing fears rooted in lived experience and observation, such as “I fear the education system doesn’t have the tools to measure how smart my kids are,” and “I feel like the justice system will fail my sons because of their ethnicity.” These reflections highlight that while parents were willing to engage in these systems, they were reluctant and apprehensive due to the systemic risk.

Post-program findings show an overall shift toward increased reported comfort navigating all systems, with the most notable changes observed in the legal/justice system. Parent attitudes toward navigating the justice system reflected a shift from outright discomfort to greater willingness and preparedness. Importantly, parents’ voice makes clear that this shift does not reflect increased trust in the justice system itself. Instead, it reflects greater system literacy and advocacy readiness. As one parent explained, “I talk to my kids about the system,” while another noted the inherent “lack of justice- no support.” These statements indicate that while parent comfort levels have increased, systemic safety remains lacking.



SECTION 4: SYSTEM NAVIGATION ACROSS SYSTEMS COMPARATIVE ANALYSIS

Across systems, parents increasingly named systemic inequities and structural barriers post-program, particularly within justice and child welfare contexts. One parent shared, “They are not safe based on their skin colour, it is unfair,” while another reflected, “I worry my son will get caught up in this terrible legal system.” Such statements reflect growing critical consciousness and a refusal to internalize systemic failures as personal shortcomings.

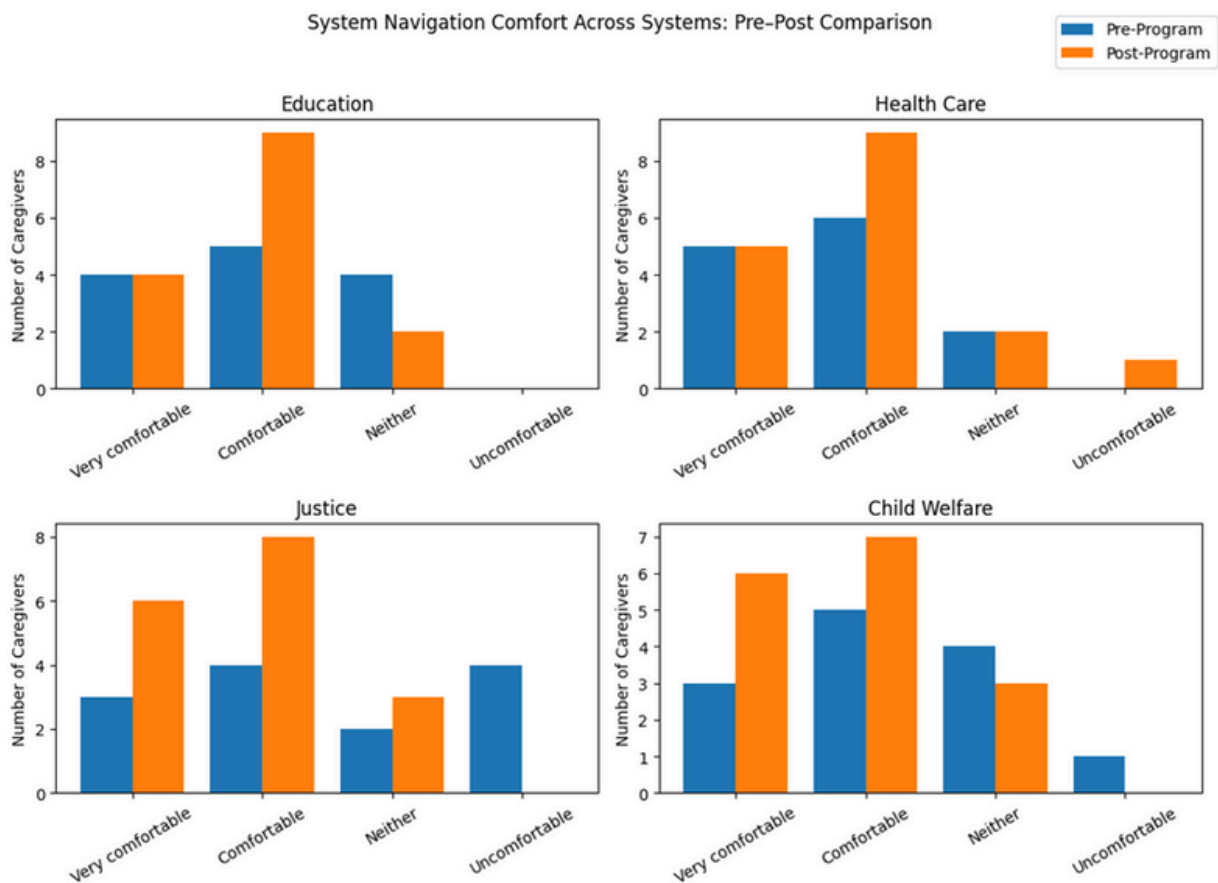
Overall, the Africentric Parenting Program appears to have strengthened parents’ capacity and confidence to navigate systems with greater intentionality and clarity, while maintaining a critical, equity-informed lens. Parents described feeling better equipped to engage education and health systems proactively, and justice and child welfare systems cautiously and strategically. As one participant summarized, “Parenting can be tricky at times. Always plant a positive seed in your children’s brains. Let them know they are loved.”



SECTION 4: SYSTEM NAVIGATION ACROSS SYSTEMS COMPARATIVE ANALYSIS

Figure 7. System Navigation Comfort Across Systems: Pre-Post Comparison

Figure 7 illustrates parents’ self-reported comfort navigating key child- and family-serving systems. These systems included education, health care, legal/justice, and child welfare. Across systems, post-program responses show a general shift toward greater comfort, with the most notable changes observed in navigating the legal/justice system, where baseline discomfort was highest. The figure highlights how participation in the Africentric Parenting Program supported parents in engaging systems with greater awareness, intentionality, and protective preparedness.



CONCLUSION OF KEY FINDINGS

The key findings from the pre- and post-program surveys indicate a meaningful, multidimensional shift among parents participating in the Africentric Parenting Program. Across domains (parenting confidence, mental health and wellbeing, and system navigation), parents demonstrated increased self-efficacy, greater emotional awareness, and enhanced readiness to engage with complex systems. While parents continued to experience various stressors and concerns, they demonstrated a growing ability to confidently name challenges, seek support, and situate their experiences within broader social and systemic contexts.

One parent stated, “This experience strengthened my confidence as a parent. I have learned more than just new parenting skills; I gained more wisdom, knowledge, and found identity.” Another parent stated, “I have gained wisdom, knowledge, and understanding, better parenting skills, and learned about my culture.” Another shared that they have learned how “To be in control and to have confidence.” The integration of quantitative trends with parent voice underscores that growth occurred not only in skills and knowledge, but also in confidence, consciousness, and connection.



OVERALL EFFECTIVENESS OF THE AFRICENTRIC PARENTING PROGRAM

The Africentric Parenting Program demonstrated impact across all program domains (parenting skills, parent mental health and well-being, and system navigation). Parents reported increased confidence, emotional awareness, and openness in naming stress, isolation, and the need for support. Rather than suppressing or minimizing emotional strain, participants learned to confidently articulate their experiences with clarity and honesty, reflecting growth in emotional literacy and self-compassion. This shift suggests a movement from coping in isolation toward recognizing emotional well-being as a shared, supported process.

Relationally, parents described greater confidence in their parenting roles and greater intentionality in their engagement with their children. Increased parenting confidence was accompanied by reflections emphasizing presence, communication, and cultural grounding, indicating that parents were not only gaining skills but also internalizing values aligned with affirming an Africentric identity, protection, and collective responsibility.

Systemically, the program supported parents in developing greater system literacy and advocacy readiness across education, health care, justice, and child welfare systems. While education and health care systems were generally navigated with greater baseline confidence, justice and child welfare systems emerged as areas of heightened concern and growth. Importantly, increased comfort navigating these systems did not reflect blind trust; instead, it reflected informed vigilance, awareness of rights, and preparedness to advocate for children's safety and dignity. In this way, system navigation, particularly within the justice system, functioned as protective parenting.

ALIGNMENT WITH PROGRAM GOALS

The observed outcomes align closely with the core goals of the Africentric Parenting Program, particularly its emphasis on strengthening parent confidence, affirming cultural identity, promoting emotional well-being, and enhancing parents' capacity to navigate systems that shape their children's lives. Quantitative findings demonstrate measurable growth across these domains. As illustrated in Figure 4 (Parenting Confidence: Pre-Post Comparison), the proportion of parents identifying as extremely confident in their parenting increased from approximately 21% pre-program to 35% post-program, indicating strengthened self-efficacy and clarity in parenting roles. This upward shift reflects progress toward the program's goal of empowering parents through culturally grounded knowledge and affirmation.

The program's focus on emotional well-being and collective care is further supported by findings related to stress, coping, and help-seeking. While parents continued to report ongoing stressors, Figure 5 (Stress and Overwhelm: Pre-Post Comparison) shows that participants became more forthcoming in acknowledging stress and emotional strain. At the same time, Figure 6 (Help-Seeking for Mental Health Support) demonstrates a substantial increase in parents who reported having spoken with a therapist, counsellor, or elder, rising from 13% pre-program to 47% post-program.

"I learned that as Black people we need to focus more on our kids and their concerns. I talk to my kids about the system."

"I was able to get my children in school and, I learn to love myself. Self care"

ALIGNMENT WITH PROGRAM GOALS

Alignment with program goals is also evident in parents' enhanced capacity to navigate the systems that affect their children's lives. As shown in Figure 7 (System Navigation Comfort Across Systems: Pre-Post Comparison), parents reported increased comfort navigating education, health care, justice, and child welfare systems following program participation, with the most notable shifts occurring in the justice system. Importantly, parent reflections clarify that increased comfort reflects system literacy and advocacy readiness, rather than uncritical trust. Parents shared, "I learned that as Black people we need to focus more on our kids and their concerns. I talk to my kids about the system." This aligns closely with the program's Africentric commitment to preparing parents to engage systems with awareness, vigilance, and protective intentionality.

Taken together, the integration of quantitative trends across Figures 4, 5, 6, and 7 with parent voice suggests that the Africentric Parenting Program effectively fosters conditions in which parents feel more capable, connected, and prepared to support their children within complex social and systemic environments. The outcomes reflect not only alignment with program goals but the realization of its broader community-based vision: strengthening families through confidence, cultural grounding, emotional support, and collective advocacy.

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STAFF PERSPECTIVES ON PROGRAM IMPLEMENTATION AND IMPACT

In addition to the pre- and post-parent responses, staff members were asked to share their feedback. Staff feedback is integral to the program analysis as it offers critical insight into the implementation quality, parent engagement, and perceived overall effectiveness of the program. It also complements parent-reported outcomes and strengthens the evaluative triangulation of this report. Conclusively, staff reflections provide both strengths and limitations. Their feedback indicated that the program was experienced as meaningful, culturally affirming, and relationally strong, while also identifying concrete areas for improvement related to logistics, curriculum pacing, and internal coordination. The following sections provide a detailed overview of the staff's perspective on the program's logistics and coordination, parent engagement and sense of community, curriculum effectiveness and engagement, outreach, and promotion.

Program Logistics and Coordination

Staff ratings of program logistics ranged from fair to excellent. Approximately 40% of staff rated logistics as good, 20% as excellent, and 40% as fair, suggesting overall adequacy with notable room for refinement. The most frequently cited logistical challenges included starting and ending on time, coordinating with other staff, and accessing equipment or resources, each identified by multiple staff members. Staff noted that limited preparation windows and evolving session plans contributed to moments of confusion or inefficiency. Descriptive feedback underscores these quantitative patterns. One staff member reflected that "sometimes communication was not always the clearest, which led to confusion or disorganization," while another emphasized the need for "clear directives and roles from the coordinator."

Across responses, over half of staff explicitly recommended stronger pre-program planning, including additional team meetings, finalized schedules shared in advance, and clearer role delineation. As one respondent noted, "A clearer definition of roles and responsibilities would have significantly improved collaboration... with more direct and definitive guidelines, all staff members could have had a better understanding of their individual duties and how they supported the collective effort." These findings point to practical opportunities for strengthening program infrastructure while preserving relational strengths.

STAFF PERSPECTIVES ON PROGRAM IMPLEMENTATION AND IMPACT

Parent Engagement and Sense of Community

Despite some logistical challenges, staff overwhelmingly described high levels of parent engagement. Approximately 80% of staff rated parents as “engaged” or “extremely engaged,” with only one respondent indicating moderate engagement. Staff consistently attributed this engagement to facilitation style, culturally relevant content, and intentional community-building practices. Staff also reported strong perceptions of safety and community within the program. Approximately 60% rated the sense of safety and community as good or excellent, while others described it as fair or neutral but still present. Staff reflections emphasized trust, openness, and mutual respect, with one staff member noting that “the program fostered a real sense of trust, where mutual respect and a shared goal made it safe for everyone (staff and parents alike) to speak openly and honestly.” These observations closely mirror parent feedback related to emotional safety, vulnerability, and reduced isolation, reinforcing the program’s relational and Africentric foundation.



STAFF PERSPECTIVES ON PROGRAM IMPLEMENTATION AND IMPACT

Curriculum Effectiveness and Engagement

Staff perceptions of curriculum effectiveness were largely positive, with most curriculum components rated as effective or very effective. Financial literacy emerged as the most consistently identified impactful component, selected by approximately 80% of staff as particularly meaningful for parents. Mental and physical well-being, system navigation, and affirming Black identity were also frequently identified as impactful, each selected by more than half of respondents.

At the same time, staff consistently identified time constraints and curriculum density as significant challenges. Approximately 60% of staff noted that the condensed program timeline limited curriculum depth, with some sessions feeling rushed or incomplete.

One staff member observed that “the program was condensed considerably, which impacted the way in which the curriculum was delivered.” Another staff member reinforced the need for realistic timelines when delivering curriculum content indicating that one recommendation for future improvement is to “make sure we are realistic on timeframe, even though our intention was to make sure we provided participants with their stipends prior to the holidays, the fact we started on Nov 13th and ended on the 16th didn’t allow for a deeper and meaningful experience. Although we made the most of it.” Others recommended fewer topics per session, increased discussion time, and more interactive formats or guest speakers. These findings suggest that while the curriculum content was well aligned with parent needs, its delivery would benefit from expanded time and pacing in future iterations.

STAFF PERSPECTIVES ON PROGRAM IMPLEMENTATION AND IMPACT

Outreach, Promotion, and Logistics Considerations

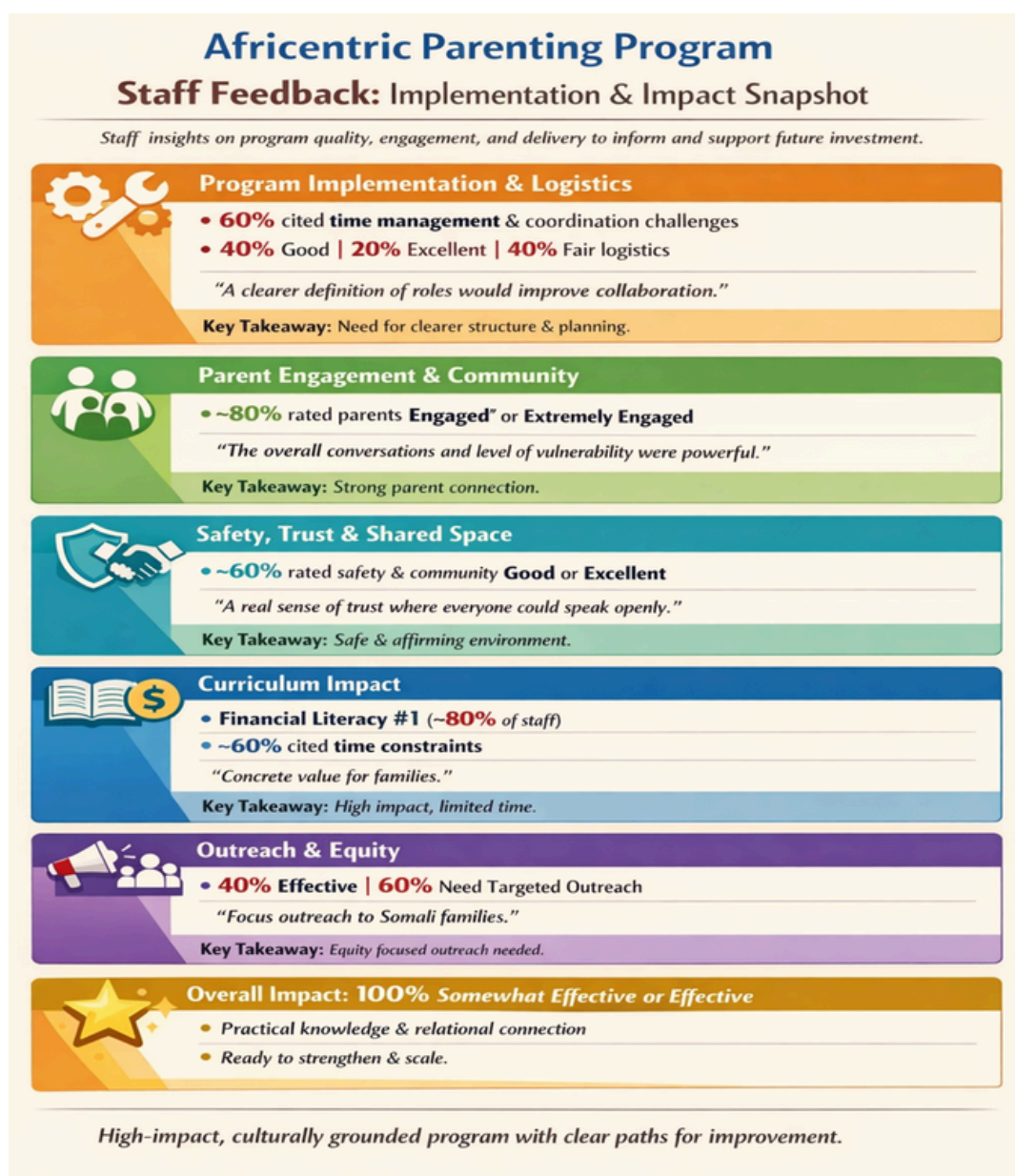
Staff feedback regarding outreach and promotion was mixed. Approximately 40% rated outreach efforts as effective, while 60% described them as somewhat or neither effective nor ineffective. Word-of-mouth was consistently cited as the most successful strategy. Several staff emphasized the need for earlier, more targeted outreach, particularly to strengthen engagement with Somali families and other underrepresented groups. One respondent recommended “developing a targeted promotion plan, identifying specific community channels (such as schools, trusted organizations, and local online groups), and tailoring messages to resonate with distinct audiences.” These recommendations align with parent-identified equity needs and may help address the demographic gaps (males, younger parent age group, and Canadian-born African) highlighted in previous sections.



STAFF PERSPECTIVES ON PROGRAM IMPLEMENTATION AND IMPACT

Staff Perceived Overall Impact

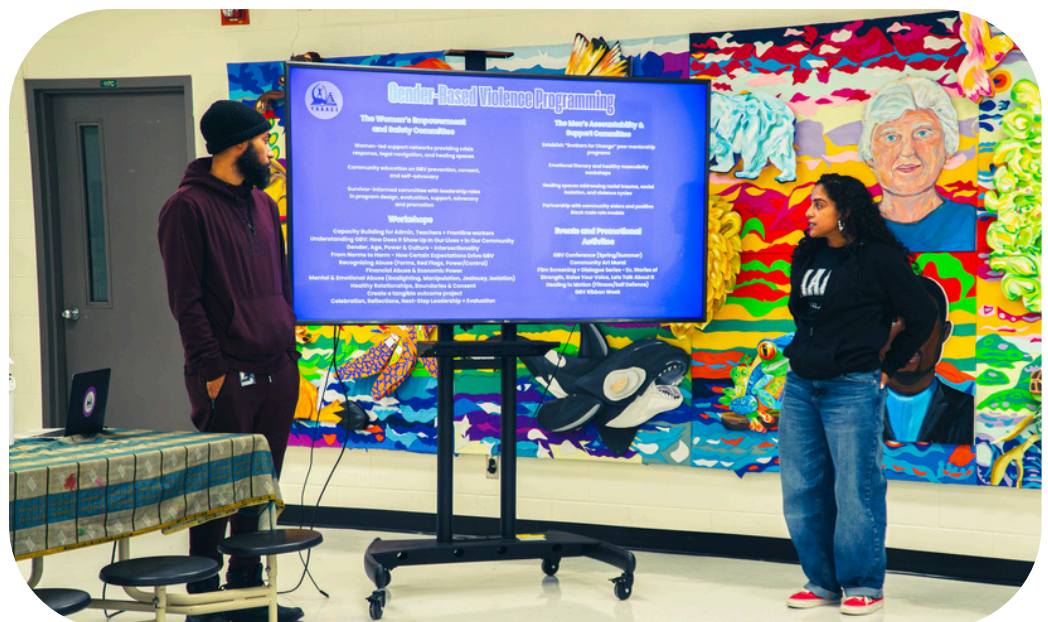
Staff consistently described the Africentric Parenting Program as somewhat to highly effective, with no staff indicating that the program lacked impact. Staff emphasized that the program's strength lay in its content, community orientation, relational delivery, cultural affirmation, and intentional space-making. As one staff member summarized, "The impact came from both practical knowledge and personal connection." Collectively, staff feedback reinforces parent-reported outcomes and highlights strong alignment between program intentions and lived implementation. While logistical and structural refinements are clearly indicated for future iterations, staff perspectives affirm that the Africentric Parenting Program successfully created a safe, engaging, and culturally grounded environment that supported parents and facilitators in learning, connection, and collective growth.



RECOMMENDATIONS AND NEXT STEPS



Drawing on parent and staff feedback and this evaluator’s analysis of the findings, the following table synthesizes key recommendations and next steps for future iterations of the Africentric Parenting Program. It consolidates identified needs, participant voice, and actionable strategies across program delivery, mental health and counselling supports, inclusive outreach, housing and health stability, and system-level considerations. By presenting these priorities in a streamlined format, the table highlights clear opportunities to strengthen program impact, enhance equity of access and involvement, and support sustainable growth.



RECOMMENDATIONS AND NEXT STEPS



Table 2. Recommendations and Next Steps Continued

Focus Area	Key Need Identified	Parent / Staff Voice/ Evaluator Analysis	Recommended Actions
Program Enhancements: Practical Parenting Instruction	Need for more tangible, skill-based parenting lessons; limited depth due to time constraints	"I expected more info in each session with different topics about how to ready our youth vs group discussions about a project that ended up getting cancelled due to time."	• Balance relational dialogue with structured lessons • Provide concrete tools (communication, discipline, boundaries) • Use scenario-based learning on youth safety, identity, and decision-making • Expand session length or number
Mental Health & Counselling Pathways	Ongoing emotional strain; increased readiness for counselling and therapy	"Help with mental health and housing for single young men and single mothers."	• Embed clear referral pathways to counselling, therapy, and elders • Explore expansion of on-site or partnered counselling options • Normalize continued therapeutic support as strength-based care
Strategic Targeting & Inclusive Outreach	Underrepresentation of key groups; reliance on word-of-mouth outreach	Demographic data indicated the need for targeted outreach beyond informal networks	• Target younger parents, male parents, Somali families, and Canadian-born Black parents • Partner with schools, faith groups, and community hubs • Use tailored messaging and earlier outreach timelines

RECOMMENDATIONS AND NEXT STEPS



Table 2. Recommendations and Next Steps

Focus Area	Key Need Identified	Parent / Staff Voice/ Evaluator Analysis	Recommended Actions
Housing, Health & Social Stability Supports	Housing instability, medical concerns, and economic stress are shaping parenting capacity	Parents framed challenges as structural rather than individual	• Strengthen partnerships with housing, healthcare, and social services • Integrate housing and health system navigation into curriculum • Advocate for wraparound support models
Policy, Community & System-Level Considerations	Increased system navigation comfort, awareness, and advocacy skills.	System navigation data shows a correlation between preparing children for systemic realities and parent confidence and decreased anxiety.	• Position the program as preventive and protective • Advocate for sustained funding for culturally grounded parenting programs • Frame parenting confidence and system literacy as pivotal components of children's development and increasing community capacity and connectedness
Next Steps for Program Growth	Need to deepen impact and sustainability	Convergence of parent and staff feedback	• Extend program duration or offer tiered sessions • Increase staff preparation time and clarify facilitation roles • Expand referral partnerships • Continue integrating parent voice into program design and evaluation

REPORT CONCLUSION



The findings from this evaluation demonstrate that the Africentric Parenting Program generated meaningful, multidimensional impacts for parents, families, and the broader community. Across parenting confidence, mental health and wellbeing, and system navigation, parents showed increased self-efficacy, emotional awareness, and readiness to engage complex systems with intention and advocacy. These outcomes did not reflect the absence of stress, but most importantly, a shift in how parents understood and responded to the realities shaping their lives. By centring Africentric values, cultural identity, and parent voice, the program supported growth that extended beyond skill acquisition to include empowerment, consciousness, and relational strength.

“Coming out to the program gets me out of the house and helps with the stress.”

“The program helped me understand how to navigate systems while staying focused on what my children need.”

REPORT CONCLUSION



A central and protective outcome of the Africentric Parenting Program was its ability to move parents out of isolation and into community with one another. Parents repeatedly described the importance of shared space, collective dialogue, and cultural affirmation in reducing loneliness, normalizing emotional strain, and strengthening their capacity to parent effectively. This sense of belonging and mutual support functioned as a buffer against mental health stressors, reinforcing resilience through connection rather than individual coping alone. When parents are supported in community, they are better positioned to regulate stress, seek help, and model relational strength for their children. Continued investment in the Africentric Parenting Program is therefore not only an investment in parenting skills but in collective care, social connection, and increased community capacity.

The Africentric Parenting Program affirms that when parents are supported in community, grounded in culture, and equipped with knowledge and connection, families and communities are strengthened for generations to come.

“Coming out to the program gets me out of the house and helps with the stress.”

“The program helped me understand how to navigate systems while staying focused on what my children need.”

THANK YOU

The logo consists of three semi-circles arranged horizontally. The left and right semi-circles are yellow, and the middle semi-circle is black.

CONTACT INFORMATION FOR FURTHER INQUIRIES

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