



**Let's Start the 2022/2023
School Year Right:
Restored, Dedicated, & Fired Up!**



Summer 2022 is coming to a close, and we are moving quickly into the Fall 2022 season. For many students and school staff, classes for the 2022/2023 school year have already begun. For others, there are only a few more weeks of Summer break left to savor before beginning the upcoming school year. Although this can be an extremely busy and hectic time, we encourage you to devote time to optimize HOW you (and your students/children) begin the school year because this sets the stage for what will be achieved during the year. It is very demanding (physically and emotionally) to be an educator, parent, and/or clinician (particularly, for Black children and other children of color in a society that often marginalizes them). In addition, we are all continuing to cope with general life stressors combined with a wide variety of international and national stressors (i.e., the COVID-19 pandemic, political, economic, and social challenges). Accordingly, it is imperative that we prioritize ourselves NOW and optimize our health in order to become RESTORED to physical, emotional, mental, and spiritual wellness (i.e., to actively counteract the adverse effects of our ongoing life stressors). In addition, it is important for us to begin the school year DEDICATED to

incorporating culture-centered, trauma-informed care practices into our efforts to promote academic excellence and emotional well-being in Black children (and other socially marginalized children). The CRESTSprogram is here to equip you with the information, strategies, and interventions that you need in order to follow through on this dedication. Finally, we encourage you to begin this school year FIRE UP about the many successes that you will achieve this year when working with Black children (and other socially marginalized children)!

This Summer/Fall 2022 issue of UPLIFT, the newsletter for the CRESTSprogram, includes an article about the recent upgrades to the CRESTSprogram website (www.crestsprogram.com). In addition, this current issue includes information about our recent/upcoming training events and credentialing programs (i.e., CRESTS-Achieve and CRESTS-Liberate). We encourage you to complete our training programs and to access our resources in order to help you to become (and stay) restored, dedicated, and fired up throughout this school year! Together, we RISE!

September Webinar: Black Children Speaking Up & Out on Experiences With Race-Based Trauma

Black children are impacted by race-based stress as early as pre-birth. Current studies in the area of race-based stress show the relationship between perceived racism and pre-term births for Black



mothers. Additionally, research has shown the correlation between bias/discrimination and low-birth weight. Health disparities, job discrimination, educational hegemony, and racism in housing all contribute to negative emotional and psychological wellbeing for Black children. This webinar will bring together Black youth to form a panel to talk about their exposure to race-based stress, the social-justice interventions and outreach they have performed, and their research activities related to historical trauma within the Black experience. This webinar brings their voices to center stage. Join us to witness Black

Excellence!

Sunday, September 18, 2022 @ 5:00-6:30pm CDT

Register Now!

Summer/Fall 2022 Webinar Schedule

JUL 12	Putting R(ace) into ACES: Considering Race-Based Traumatic Events as Adverse Childhood Experiences of Black Children
SEP 18	Black Children Speaking Up & Out on Their Experiences With Race-Based Trauma
OCT 4	LGBTQ Black Youth: Acceptance, Protection, & Support
NOV 15	Preventing Suicide & Homicide Among Black Men & Boys
DEC 13	Infusing Culture Into December Holiday Celebrations, Part II

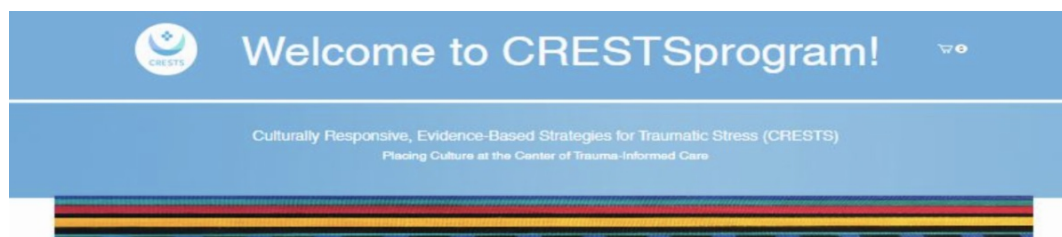
Summer/Fall 2022

The CRESTSprogram WEBSITE: REORGANIZED, EXPANDED, & ENHANCED!



The CRESTSprogram website (www.crestsprogram.com) has recently undergone some dramatic changes, including a major reorganization, expansion, and enhancements. These changes were implemented by the CRESTSprogram Graphic Designer (Ms. Jonae Bond) in consultation with Dr. Cirecie West-Olatunji (CRESTS-Program, C.E.O.) and Dr. Constance West (Co-Founder, CRESTS-Achieve). The most substantial change to our website is that it was reorganized to highlight the overarching CRESTSprogram (rather than to focus on our 1st

credentialing program, CRESTS-Achieve). Accordingly, the new landing page for our website includes information about CRESTSprogram, providing an overview of our first 4 credentialing programs (CRESTS-Achieve and CRESTS-Liberate, to be followed by CRESTS-Pediatric and CRESTS-Theories). In addition, our website has been expanded to include information about CRESTS-Liberate (our 2nd credentialing program), including: an overview, its guiding principles, and curriculum description. In addition, our website has been expanded to include several new pages, including : “Events,” “Merchandise,” “Engage,” and “Endorsements & Partnerships”. More specifically, the “Events” page includes registration links to upcoming training events, video links to recent training events, and a link to our YouTube channel where videos of more distant training events can be accessed. The new “Merchandise” page offers CRESTSprogram pens, notepads, and blankets available for purchase. The new “Engage” page provides links to our credentialing programs, the most recent issue of our newsletter, CRESTSprogram merchandise, donation information, current job openings, and the “Contact Us” section. Finally, the new “Endorsements & Partnerships” presents an exciting set of information, including: testimonials, data regarding “proven results”, inspiring quotes from past training participants, and the logos of partner agencies/organizations/businesses. We encourage you to visit our newly upgraded website, subscribe to our newsletter (if you are not already a subscriber), and share any feedback that you may have.



About Us

The CRESTSprogram is an online community offering courses that place culture at the center of knowledge acquisition. We provide space for professionals and parents/caregivers to decolonize their thinking as it relates to their work for and with Black people and other persons of color.

Our training offers short-term workshops as well as full credentialing programs in a variety of disciplines, such as mental health and education. These courses are offered asynchronously so that individuals can enroll and begin learning at any time. Additionally, participants can work at their own pace and when their busy schedules allow.



Cecile A. West-Olatunji, Ph. D.
Founder and CEO

Our Programs

CRESTS-Achieve

CRESTS-Achieve is a culture-centered, trauma-informed care credentialing program for educators, mental health professionals, and parents. This training program helps adults who work with Black children to counter race-based trauma and continuous traumatic stress. The goal is to transform children's home and school environments to promote academic excellence and socio-emotional well-being.

[Learn More](#)

CRESTS-Liberate

CRESTS-Liberate is an emancipatory research credentialing program for individuals in grassroots, community-based, K-12 education, academic, and practitioner-based settings. Designed to liberate scholars and community members alike from colonialist thinking about who research is for and its purpose. Learners acquire concrete decolonized research skills to collect, analyze, and interpret data from a culture-centered perspective.

[Learn More](#)

CRESTS-Pediatric

CRESTS-Pediatrics is a culture-centered credentialing program for individuals who work with young children (0-5 years) who have experienced some form of trauma. This training program has a special focus on race-based trauma, intergenerational trauma, and historical trauma for Black children and other children of color.

[Coming Soon!](#)

CRESTS-Theories

CRESTS-Theories is a credentialing program that introduces culture-centered counseling theories for mental health professionals to expand their knowledge of evidence-based practice, particularly when working with clients of African descent and other non-White clients. Learners will acquire knowledge of the diverse African, Indigenous, Latino, and Asian-centered theories, interventions, and assessment tools.

[Coming Soon!](#)

Creating an Emancipatory Educational Research

Ecosystem: Our Partnership with BERA

CRESTSprogram is partnering with the Broward Educational Research Alliance, L3C (BERA) with the help of a grant from the Kellogg Foundation to train representatives from non-profit entities about Emancipatory Research™. The Emancipatory Research™ training introduces participants to research methods that are decolonizing, more truthful, and engage community stakeholders as active participants in the process. Over the next year, a total of 50 representatives from national organizations will be selected to participate in the live 8-unit Emancipatory Research™ training program. Additionally, they will engage in peer-to-peer interactions in the online learning community and have the opportunity to earn certification badges by electing to complete a project-based activity at the conclusion of their training. Other participant activities include a think tank related to Emancipatory Research™. All participants will receive an Emancipatory Research™ toolkit. Be on the lookout for updates on this project throughout the year.

HEAL Emancipatory Research™ Training: Collaborating with CSC- Broward

The Children's Services Council-Broward (CSC) issued a call for proposals to provide Emancipatory Research™ training for their staff and HEAL (Healing and Empowering All Living With Trauma) providers. CRESTSprogram submitted a proposal and was awarded the contract with CSC to provide Emancipatory Research™ training. The project has begun with the initial orientation sessions for the CSC staff and HEAL providers. Additionally, we will provide pre-training workshops (live, virtual) on emancipatory research definitions and translational research for both groups. The CRESTSprogram team will also offer technical assistance and support to all of the Emancipatory Research™ program participants and provide a final report at the end of the first segment of the project. It is anticipated that we will collaborate with CSC to engage in Emancipatory Research™ training and support over the next 2-3 years. We look forward to working with the CSC staff and HEAL providers!

Thirsty for More?

[**CRESTS-Achieve - Pre-Register Now!**](#)

The overarching goal of this credentialing

program is to train educators (and other school staff), mental health clinicians, and parents/guardians to apply relevant research and educational/parenting strategies to transform the school and home environments in consideration of culture-centered, trauma-informed care.



African-Centered Counseling - [Enroll Now!](#)

This is a 3-part series primarily designed for mental health professionals introducing African-centered counseling theories and interventions, including theories advanced by Drs. Wade Nobles, Kobi Kambon, and Frederick Phillips.

CRESTS-Liberate - [Pre-Register!](#)

CRESTS-Liberate is an emancipatory research credentialing program designed for anyone engaged in research about culturally marginalized communities, whether quantitative, qualitative, or mixed methods. Researchers may be formally trained in conventional educational settings or members of grassroots organizations using the Community Stakeholder-Scholars (CSS) model who want to fully participate in the research process.

Culture-centered Mondays - [Enroll Now!](#)

Culture-centered Mondays is a 4-part series highlighting the need for culture-centered trauma-informed care when working with Black children. Each lecture provides cultural context for mitigating the effects of structural racism.

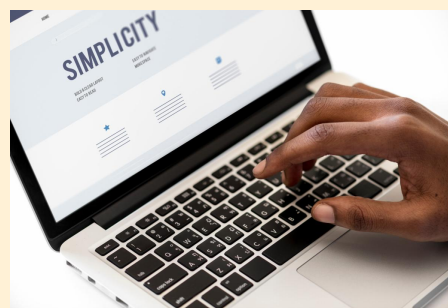
We're Hiring!

CRESTSprogram is looking to grow our team with a new Graduate Assistant and Social Media Intern.



Graduate Assistant

Are you a doctoral student in a mental health or education discipline (e.g., counseling, social work, psychology, education) seeking additional



Social Media Intern

Are you an energetic, tech-savvy intern interested in Black education and/or mental health? Are you proficient in major social media platforms

professional experience in culture-centered, trauma-informed care?

(e.g., Instagram, Facebook, Twitter, YouTube, LinkedIn)?

CRESTSpogram Graduate Assistants perform a variety of roles including:

- Composing and disseminating *UPLIFT*, the official CRESTSpogram newsletter
- Coordinating webinars and managing chats/Q&As during events
- Assisting in the development of CRESTSpogram promotional materials (e.g., podcasts, practitioner briefs, etc.)
- Other assigned duties

CRESTSpogram Social Media Interns perform a variety of roles including:

- Creating, editing, and disseminating specialized content for CRESTSpogram social media accounts
- Advertising CRESTSpogram events and promotions on social media accounts
- Increasing CRESTSpogram's social media following and engagement

If either of these roles interests you, please send your resume or CV, a cover letter, and a letter of recommendation to CEO@CRESTSpogram.com. We look forward to learning more about you!

Keep up with CRESTSpogram online!



CRESTSpogram, LLC | 4955 West Napoleon Avenue, #303, Metairie, LA 70001 504-499-1476

[Unsubscribe crestsprogram@gmail.com](mailto:unsubscribe_crestsprogram@gmail.com)

[Update Profile](#) | [Constant Contact Data Notice](#)

Sent by crestsprogram@gmail.com in collaboration with



Try email marketing for free today!