

Provincial African Nova Scotian Education Partners (PANSEP) Community Consultations May – November, 2016

Dated: February 27, 2017



Council on African Canadian Education



Black Educators Association



Delmore "Buddy" Daye
Learning Institute

Provincial African Nova Scotian Educational Partners (PANSEP) Community Consultations



In 2015, the provincial African Nova Scotian organizations and the Minister of Education and Early Childhood Development concluded that educational partners needed to consult the African Nova Scotian community on educational services for African Nova Scotian learners. This report reflects the outcomes of these meetings and recommendations for changes to improve the educational experience for African Nova Scotian learners.

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- Review of Services for African Nova Scotian Learners - Summary Report (December 2014)
- Individual Program Plan (IPP) Review - Themes and Recommendations (February 2016)
- Nova Scotia Assessments - Disaggregated Results

Reconnecting with Our Roots

Acknowledgements

The Provincial African Nova Scotian Educational Partners (PANSEP) would like to extend thanks to those individuals who supported the consultations with African Nova Scotian communities across Nova Scotia. We thank the community organizations for their assistance in organizing and participating in the sessions. These sessions would not have been possible without the collaboration of local Education Committees, Community Church groups, other community based organizations and individual community members.

PANSEP wanted to let community know about our organizational mandates and to hear community perspective on educational issues affecting our African Nova Scotian learners. Thank you for ensuring that both those goals were achieved. The contributions of students, parents, guardians, family and community elders brought authentic voices to the realities that our learners are facing daily. Thank you for sharing your time and your wisdom on these very important issues.

Many educational partners including Regional School board staff (Senior Staff Team, RCH Coordinators, Student Support Workers, etc.) and School board members participated in the community sessions to hear firsthand the issues and concerns of the community members. Many school board members also assisted with promotion of the sessions through internal channels. PANSEP would also like to extend its appreciation to these individuals for their involvement and support.

Finally, the organizing bodies would like to extend thanks to the Regional Educators, presenters, facilitators, recorders and central office staff who were instrumental in the day to day efforts making this series of consultations a success.

Sincerely,

Irvine Carvery, Chairperson
Council on African Canadian Education
On behalf of the Provincial African Nova Scotian Educational Partners (PANSEP)

ABBREVIATIONS & TERMS

ACSD	African Canadian Services Division
ADHD	Attention Deficit Hyperactivity Disorder
ALI	Africentric Learning Institute
ANS	African Nova Scotian
ANSSS	African Nova Scotian Student Scholarship
ANSSBC	African Nova Scotian School Board Caucus
AUBA	African United Baptist Association
BEA	Black Educators Association
BLAC	Black Learners Advisory Committee
CACE	Council on African Canadian Education
CAEP	Cultural and Academic Enrichment Program
CLI	Community Learning Initiatives
EECD	Department of Education and Early Childhood Development
DBDLI	Delmore “Buddy” Daye Learning Institute
FLI	Family Learning Initiative
IB	International Baccalaureate
IPP	Individual Program Plan
ILA	Imhotep Legacy Academic
NSCC	Nova Scotia Community College
RCH	Race Relations, Cross Cultural Understanding and Human Rights
SSW	Student Support Workers

Background

In 1990, in response to African Nova Scotian community concerns with the education challenges faced by learners, the Nova Scotia government established the Black Learners Advisory Committee (BLAC) to conduct an extensive review of the education system for African Nova Scotian learners. In 1994, the BLAC submitted the BLAC Report on Education to the Nova Scotia Government. It was a three-volume report that included quantitative data, qualitative data, and recommendations that, if adopted fully, promised to transform the education system for African Nova Scotian learners. In 1996, the Nova Scotia government accepted the 46 recommendations from the BLAC Report.

In 2010, the Nova Scotia Department of Education (DoE) commissioned Dr. Enid Lee and Clem Marshall to complete a review of eight recommendations that focused on equity support for African Nova Scotian learners and communities from BLAC Report. Dr. Lee and Mr. Marshall presented to the Minister of Education sixty-four recommendations including detailed actions and timelines based on the review of eight recommendations from the BLAC Report (2010).

One of the key recommendations from Reality Check Report was that the Nova Scotia Department of Education via African Canadian Services Division (ACSD), Black Educators Association (BEA), and Council on African Canadian Education (CACE). The Tripartite Monitoring Committee was subsequently established and conducted thirteen community consultations during 2011-12 to clarify the roles of each of the organizations.

Another key recommendation from the Reality Check Report (2010) was to establish the Africentric Learning Institute as a separate entity from the Council on African Canadian Education. This recommendation was actioned and the first Delmore “Buddy” Daye Africentric Learning Institute’s inaugural Board was established in September 2012. The Institute was later renamed the Delmore “Buddy” Daye Learning Institute.

The Department of Education and Early Childhood Development (EECD) conducted a review of services to clarify mandates and roles from a policy perspective for African Nova Scotian organizations in December 2014. The completion of this report outlined the roles and responsibilities of each organization.

After the release of the Report, the Minister of Education and Early Childhood Development requested that the African Nova Scotian organizations that were highlighted in the report meet to discuss priorities and how they could collaborate to support each other’s mandates. The Provincial African Nova Scotian Educational Partnership (PANSEP), previously known as the Tripartite Monitoring Committee, is comprised of the African Canadian Services Division (ACSD), Black Educators Association (BEA), Council on African Canadian Education (CACE) and the Delmore “Buddy” Daye Learning Institute (DBDLI).

The Provincial African Nova Scotian Educational Partnership (PANSEP) with the Minister of Education and Early Childhood Development decided that reaching out to the community to share roles, responsibilities and provide an organizational overview would be the logical first step to re-engage all parties through a spirit of cooperation. In 2016-17, the PANSEP conducted fifteen community consultations across the province. These consultations focused on sharing information on each of the African Nova Scotian educational organizations and listening to the concerns of community members, partners, parents and students. This report represents a consolidation of these consultations with recommendations for key partners based on community feedback.

Executive Summary

The Provincial African Nova Scotian Educational Partners (PANSEP) conducted fifteen community consultations during 2016. The first round of consultations was held in seven communities across the province in the spring of 2016. The second round of consultations was held in eight communities in the fall of 2016. These facilitated sessions consisted of approximately a one hour presentation followed by an additional one to two hours of discussion focused on priorities related to the education of the African Nova Scotian learners. Community consultations began in May 2016 with sessions being held at each end of the province and the Dartmouth region. The provincial partners felt it important to begin the sessions with representation in both the rural and urban regions within the first round. Community sessions were organized through the Black Educators Association with the support of local education committees.

The open sessions of the community consultations were facilitated by one or two facilitators with recorders capturing questions, concerns and common themes from discussions. Presentations focused on the mandates of each organization and how they work together. Following the presentations partners asked for feedback and ideas on educational issues affecting the communities and African Nova Scotian learners.

Several key issues were identified by the members of the African Nova Scotian community during these consultations. Concerns about the Achievement Gap remained the largest concern expressed by all communities across the province. Community members felt that the ongoing persistent difference in academic performance for African Nova Scotian learners compared with their counterparts was extremely troubling.

The African Nova Scotian community was extremely pleased to see the provincial African Nova Scotian organizations with a provincial mandate working together again. The agreement that the African Nova Scotian organizations and members of the African Nova Scotian communities need to work in a collaborative manner in the best interest of our learners echoed throughout the gatherings. There was consensus that effective collaboration and consultation needed to continue with the ANS community. It was felt that these consultations needed to be scheduled over an extended period and that every effort be made to ensure that all members of the community were aware of the schedule. Scheduling these sessions on a regular basis would address some of the issues of communicating meeting dates, times and locations to members of the community. It would also assist in addressing scheduling conflicts within the communities.

Community members identified the need for additional funding support to community based programs. These programs ranged from summer slide programs to cultural academic enrichment programs. These programs are having success in the communities which often results in a greater demand which cannot currently be met with the level of funding. It was recommended that we increase our investment in these programs.

There continues to be concerns expressed about the over-representation of African Nova Scotians on Individual Program Plans (IPPs). African Nova Scotian learners disproportionately end up on IPPs. The secondary concern is that the African Nova Scotian learners remain on these

programs for their entire education. The result is a learner that has limited post-secondary option and few skills that are transferable to the work environment.

The African Nova Scotian community has expressed concerns regarding the disproportionate number of African Nova Scotian learners being suspended from school. Members of the community felt that this was being used as a tool to push African Nova Scotian learners out of the school system. Several school boards released data before, during and after the consultation sessions on disaggregated suspension rates. The data supports what the African Nova Scotian community has expressed as a concern for several years.

Inclusion of African Nova Scotians within the curriculum and school environment (staff, events and activities) was identified as an area where there needed to be additional work done. Many students and families reported that there is a need to include more African Nova Scotian content within our curriculum.

Youth programming is required for African Nova Scotian Youth across this province, especially in rural Nova Scotia. It was suggested that we focus on leadership and cultural affirmation. The Cultural Awareness Youth Group project is a school and community based model that was suggested.

Concerns were expressed with the lack of a defined plan for African Nova Scotians learners within several key documents recently developed with the Department of Education and Early Childhood Development. The lack of specific recommendation within the Nova Scotia Education Action Plan was most concerning to members of the African Nova Scotian community across the province. It was suggested that there needed to be additional actions taken to address the inequity of results that is the current reality for African Nova Scotian learners within the province.

The structural change that saw Labour and Advanced Education separated from Education and the addition of Early Childhood Development to Education in the early 2000 has created a lack of voice for African Nova Scotian adult learners. To address this concern, the African Nova Scotian community has suggested that the CACE Board also meet regularly with the Minister of Labour and Advanced Education, in the same manner that it meets with the Minister of Education and Early Childhood Development, to share both information and recommendations as relates to the needs of African Nova Scotian adult learners.

Common themes that became apparent during our consultation across the province included:

1. A need for continuous sharing and listening opportunities;
2. A need for adequate resources (financial and Human)
3. Educational disparity for African Nova Scotian learners
4. Supporting equity and Access

*Note: The authors of this report have made every attempt to maintain the comments and language used by the participants during the consultation sessions.

Common Focus Areas:

1. **Communication:** is crucial! It is imperative to be transparent (upfront and honest) about our dealings. Do not assume folks know things or have the information, develop a strategy on how best to communicate and engage with each other and the community at large. We need more members to become involved. Many parents/members indicated that they do not know what is going on because they are not receiving the information from any organizations. There is a lack of information being circulated to parents and community therefore they are not aware of meetings and events taking place along with programs and resources available. We need to be mindful yet open to reaching out to folks in various ways such as social media along with paper versions.
2. **Access:** Parents are not familiar with the number of resources that are available to them. Therefore, they are not aware of the resources, limited in obtaining answers to their problems or people to reflect their opinions, fears, and desires with. We need to have face-to-face access.
3. **Funding:** There is a need for more funding for programming and seats in various camps and cohorts. Having our learners on waitlists does not work to keep them motivated during the gap period. We need access to more seats in various programs. It was recognized that the BEA requires more funding to assist in the hire of more staff provincially to effectively do their jobs in the community namely the Regional Educators Program and the CAEPs.
4. **IPPs:** The need for better understanding of the IPP process is an ongoing concern. Understanding how the IPP and adaptations do not transfer as easily to post-secondary education. Having post-secondary schools involved earlier so that students understand the transition as well as having test runs with these institutions.
5. **Student Support Workers:** There was a great concern about the role of the SSW in the school, the size of their caseload and lack of involvement in the planning meeting for students who are on IPPs. There is a feeling that there is no consistency across the school boards for these positions which can cause problems.
6. **Black Educators:** There was much discussion about the need to have more ANS teachers in the classrooms and how we get our teachers in positions of management so that we can affect the outcomes of policy. The systemic racism our learners face in the school board and navigating ways around this is still prevalent and needs to be addressed.
7. **Unity Among the Black Organizations and members of the African Nova Scotian community:** The community would to see PANSEP continue consultations which create meaningful ways of engaging other parents of African Nova Scotian learners. The audience recognized that this is where educators, parents/guardians and community members will gain strength, knowing they have the support and financial ability to help

our learners. Some parents identified that there is no unity within communities and across Nova Scotia. Communities. Participants identified that there are not enough events where black folks are getting together to discuss the educational needs of the community. They recognize the need to mobilize and deal with this issue, however feel at a loss to know where to begin.

8. **Support:** There is not enough support (human & financial) for organizations who deliver community based programming. Educators require additional support to run programs and get education committees up and running. It is not enough to provide the resources to do programs. Individuals who participated in consultations indicated that they need to have access to those who know how to facilitate the programs and assess the learners to ensure the needs of the children are met when learners are often at various educational levels.

Issues and Concerns by Region

Spryfield – May 24, 2016

1. Community and Parent engagement is a huge concern – how do we reach those members who are not currently active? A need for a strategy is critical considering the upcoming changes in the fall.
2. How can the PANSEP work collaboratively for the community? What do they (the organizations) need from the community and each other?

Hammonds Plains – May 25, 2016

1. Interested to learn more about Teens Now Talk (TNT) magazine.
2. CAEP: Struggle for more staff and parents, have 36 learners in their program. The cap is 20 but very difficult to turn learners away. Need more funding and staff along with an increase in wages.
3. There is a strong need for leadership opportunities in our schools for our students. Developing a parent committee within the school may be a way of changing the lack of opportunities.
4. The community was glad to see that these meetings are taking place to inform the community of changes within the educational system and listen to their concerns for our learners.
5. Concern was raised over the lack of communication from the school (i.e. the DBDLI history challenge information was not shared).

Yarmouth– June 9, 2016

1. Unity among the host organizations – this was of great importance to the audience members. They were reminded of a time when the school board was afraid of the Black United Front because as leaders in the Black community, we stood together. Many felt that we are divided as a community and that the black youth are falling through the cracks.

2. We are not working together as a collective to ensure that our Black youth are being mentored. Although we have black leaders in these organizations we are still missing them.
3. We do not have the statistics to ensure that we are aware of the number of Black youth who are entering high school, but not moving forward due to drop out. How do we impress upon the School Board the importance of collecting and collating these numbers?
4. One focus was concerning the level of historical understanding of the teachers who are facilitating African Canadian Studies courses. There was a concern that our students are not learning about their history because they do not like the teachers nor have no connection to the teachers.
5. There was a great concern that African Nova Scotians are not present at the Board level to ensure that our issues are always in the forefront of the Department of Education. How do we get more Black principals to take over the work?
6. Concern that the BLAC Report has failed us overall in ensuring that more Black replacements for principals on the Board. We need to be our people in our systems so that our children can see themselves represented within the school board.
7. Acknowledgement of the organizations who brought African Canadian Studies into the high school curriculum.
8. There was some concern about how to get more community engagement as well as ensuring that we are inviting the youth to be a part of these community consultations to ensure we capture their true voices.

Digby – June 10, 2016

1. Is there consistency for the progress across the board?
Is the responsibility for the kids on IPP on the caseload of the SSW? Are the SSW being invited to the program planning process meetings?
2. There needs to be conversations with the principle's as to the responsibilities of the SSW. There needs to be more understanding of the role of SSW at the program planning process meetings.
3. Students outside the catchment area, I have a growing number of student that are in Cornwallis right now our school is considered the middle of nowhere. We are not designated as Black communities in regards to BEA (Bridgetown, Middleton, and Cornwallis) as a lot of people are leaving that area. We have eight ANS students, three are on IPP as a direct result they can access the programs in Digby, we are seeing a lot of good things going on here the folks in Digby can take advantage of. To get this to work

would be to allow kids in Cornwall to come to Digby. Who's going to pay for that? RCH said they would, but when the numbers came in. Clark Rutherford, they said they couldn't do that. It's hard to get the funding, because the community is fragmented. The principal was willing to host it at the school, but the children cannot get to the area.

4. How do we support students who need testing? What supports are available? Lack of support is a very common problem.
 IPP's: There is a disconnect between IPP adaptations and the post-secondary system. When students cross over there is a disconnect. If children don't have an assessment done, the paperwork can be helpful. Children have been put on adaptations for long periods of time without the evaluations.
 Everyone on an adaptation for more than a year should have a prescreening.
 We need to get our kids ready to write the TOEWS exam.
 We need to build in self-advocacy piece.
 We need to have psychological testing for our students.
 We need a real understanding of an IPP. IPP are adaptations in post-secondary and show case their learning.

5. Black teachers: What we need are black decision makers in the management level
 This is a systematic problem. We need to nurture those black teachers. Systemic racism is a big problem to get black decision-makers within HR. We struggle to get the teachers in the key positions, we need that cross representation.

Comments:

- Centrally located organizations need to come to the remote areas because we need to have more of this dialogue about what is happening out there.
- Some of the issues raised are province wide issues looking at consistency across the boards. Especially those pieces that benefit the ANS learners
- Very interesting, learning more about the IPP and the gaps in reporting – concerns about the fact that history is repeating itself - nothing has changed
- Appreciate the conversation; there were a few activities that are exclusive to black learning in rural areas. Rural organizations do reach out and get a blank stare – there is willingness to support this. Skills-Up is an initiative that was helpful.
- What is coming next with skills training? There are a lot of jobs that are not being filled.
- I wish that there were more people in attendance. Somehow, we are not reaching the parents. They are convinced that the system is not going to change so they have given up we need them to come out.
- Achieve program – it is a free program they cannot get support because it is not an accredited program. We cannot get financial support to travel to the program. ACSD needs to talk about funding for students going into that program – this is a barrier.
 Action: please write a letter to Steve and cc: Martin to see if we can find some funding.

Glance Bay – June 10, 2016

1. Would like more information on the Imhotep Legacy program as it is not offered in Glance Bay.
2. Would like to see more seats available in the various camps such as the BEA Math camp.
3. Why do they not have a Regional Educator?
4. CACE does not have a representative from Cape Breton; it may help to break the region into smaller areas to find a representative from smaller communities.
5. We need to mobilize the community? How do we do this – need assistance?
6. Are there any members from Cape Breton in the DBDLI cohort? Were the applicants all educators? Could you jump in now and catch up?
7. Concerned that folks accessing the master's cohort have already been sponsored. Is there a way to prevent that from happening to ensure others have an opportunity to access this funding/seat?
8. Concerned that folks should not be able to have more than one degree paid for through this type of sponsorship.
9. It would be nice to see people in the community who do not have a degree and are working to build them up – try bottom up approach.
10. Who can apply for funding with DBDLI? Can a group/committee partner with another group? Can an individual apply?
11. Who decides who should be on an IPP?
12. There is a need for improved communication, a lot of the community members were not aware of this meeting. How do we get the word out there?

Sydney – June 11, 2016

1. How do we prevent learners from dropping out of post-secondary? Something happens in their first and second year, they are smart enough; however, often a lot of our learners drop out. How do we help them? This is worth considering – a possible research project.
2. Education committee; we need support to make it stronger?

3. Regional Educator vacancy, why don't we have one? It has been two years. When will it be addressed and what support will the community get from BEA.
4. Where is the money for the position? Where did it go?
5. If there is no money due to budget cuts then why not communicate that with the community and partners. There is no clear communication. Why post a job without having the funds? It is very challenging to advocate for our learners without a Regional Educator and majority of them are falling through the cracks.
6. It was recommended to hold a BEA meeting in Sydney regarding the Regional Educator situation.
7. It is crucial to develop a plan moving forward by all parties. Transparency and communication is of the utmost importance to rebuild trust.
8. Lack of communication within the community regarding meetings such as this. Need to engage more parents and community members.

Halifax Consultation - October. 18, 2016

1. Do we have two organizations in an advisory role (CACE, ACSD) to the department? If so what are the differences, if any?
Who do we go to? Please be specific and name them?
Which organization can act on behalf of the community? The system is broken!
What is the turnaround time frame for responses?
Cannot wait 3 months for a response – need to protect the learners in the system now!
The educational system needs to be held accountable for our learners and stop putting the onus on the community.
2. Why hasn't the open letter sent out to the community members?
Is it available to be sent to members?
Are the power points available for distribution?
3. Where does ALI fit in all of this?
4. What are you doing to increase the number of scholarships available to third and fourth year students?
5. Who is DBD accountable to?
Who has been hired as the researcher?
6. What is the term/length of Board members?

- Who selects the board members?
Are your financial statements available to the public?
7. Has the process to elect/appoint members changed?
How do members at large get appointed elected?
 8. If you cannot download items how can you obtain a hard copy of the documents (Education Action Plan & Reality Check)?
 9. What are you doing to ensure indigenous African NS receive the 4500.00 and 2500 scholarships?
 10. Is ALI still active? Where are they in this system?

Dartmouth North - October 19, 2016

1. What are you doing to increase the number of black teachers in the system?
2. What are the terms for Board members?
Are your terms of reference public?
Are your finances public?
How are you accountable to the public?
2. Is it possible for education committee members to talk to CACE about funding for fourth year post-secondary learners?
3. Is there an equity hire policy? When our black teachers retire are they replaced with other black teachers in the system? What is the process? How do we ensure our teachers are present?
4. IPP, do the teachers namely Black know the difference between adaptations and IPP? Are they educated on this prior to entering the education system or is it on the job training?
5. Student Support workers, how are they hired and assigned schools and what do they do? Would like to know the hiring an orientation process and why are they under paid and overworked?
6. Is there any way to ensure the African Heritage challenge can ensure that African Nova Scotians are showcased?
7. What are you doing about third and fourth year students looking for scholarships? Is it possible for the education committee members to talk to CACE about funding for this and have them take it to the Minister?

8. You say that EECD is addressing the achievement gap suffered by ANS learners. Is there a plan in place that we can see, who is advising the person at the EECD?
9. How does DBD feel it is accountable to the public when it fills its board members through an internal process?
10. Do we have a never-ending supply of scholarship funding if I go to a country in Africa or the Caribbean would we qualify for money that indigenous folks fought for? Despite never denying an individual are we going to be faced with a situation where that money is gone and future generation are denied?

Cherrybrook - October 20, 2016

1. Have you compared the differences and gaps between the Reality Check report and the Education Action Plan?
2. How is the funding distributed among the Black education organizations?
A: Based on service agreements

3

How can we meet the needs of our learners? Why does DBD have the largest amount of funding?

4. What is the formula and how is the funding distributed to the communities, as some communities do not receive funds?
5. Who advised the minister of Education to shut down the CACE office?
6. Did the Department advise that the minister regarding the naming of DBD? Why was the community not consulted?

Who is doing the monitoring and implementation now of CACE with no office staff?

7. Where have you and the other organizations been? Why are you seeking our input now when you have not been present before?
8. Can these sessions have childcare to make it more accessible for parents? How often will these meetings take place with the community?
What law or policy dictates your mandate (PANSEP)?
9. Are you collecting data/research on CAEP's re: tracking gains? Can you partner with other organizations to assist to present a case to the Minister?

10. How can we contact CACE is there another way to reach them other than going through the Department of Education and Early Childhood Development?
11. DBD – Is there Community Engagement in policy analysis? – how are you going to implement the research findings?
12. Need funding?
The Education Committees have been told the whole Dartmouth region only has three parenting workshops available to our five communities in the Dartmouth region. Will there be additional funding for these workshops?
13. How is the information among the four organizations communicated to the community effectively, frequently and how are they accountable?
14. How do we speak the truth and move forward when the community does not trust the entities that have power? How do we move forward when we have never dealt openly, so that the folks who work with ANS learners can work together? We need to have a community healing process.
15. With the issues that took pace since 2012, Aboriginal folks have a healing session to deal with issues. Why can't Black organizations have a healing session to deal with hurt that still exist among our organizations?
16. How come the five Black principals have not been contacted to be part of the research?
17. CACE is a few members short of a full board, and has no dedicated staff or phone line. How can they fulfill its mandate without the basic supports and where is the money going?
18. What is the process of getting on the DBD and CACE board?
Who hires members to be on the board?
19. How do the four organizations work collaboratively?
20. Are there any learning opportunities within government for African Nova Scotians?
Will we have an Afrocentric learning college?

North Preston – October 21, 2016

1. Indigenous is in the BLAC Report page 129. The report was done for Blacks who have been here for centuries. At the Black youth summit in 2015 a report was done.
2. What is being done with the survey at the Summit? Youth – DBDLI –

3. How come we are not doing more for youth from DBD organization?
4. The BLAC Report, what are we saying about the scholarships and what are the criteria?
5. What are you doing to help curb that infighting so that when some of these things come up that minimizes the dissention? We have fought too hard to go back now. CACE has been asked to speak to the department of education. What are we doing to curb this conflict?
6. How much are you doing these forums? The department should not be directing our conversations.
7. How are you working with the community to ensure that our voices are heard?
8. Accountability:
How do you ensure that the community is involved in the naming of these organizations and their representation?
How are people selected? How are they accountable to the community?
Why do we have private invitations to meetings?
How is research included?
Who is asked?
9. Why is someone from outside of NS (Clem Marshall) doing our research when we have research experts in our community?
10. How long are the terms? Three years and then two with staggered to ensure continuity.
11. Is the process transparent?
12. Is it merit based?
13. Do these groups help African Nova Scotian Non-profit groups?
14. Are the minutes of your AGM accessible to the ANS community?
15. How does the community know when it is being done?
16. What type of research is being done?
17. How do we get research on our community?
18. Can we request this data from the school board?
19. How can DBDLI really feel that their current process of selection new board members by the existing board is fair, accountable and transparent process?

20. TeensNowTalk magazine is for all youth not just ANS so who are they doing leadership training with, all youth or just ANS youth?
21. Is there anyone on the board from North Preston?

Upper Big Tracadie - November 3, 2016

1. Regarding the letter -
“Work in an Afrocentric way to do better” – Community is hurt as the kids are falling through the cracks. Really hope you mean what you say in order to do better as many members do not want to be involved because there is no trust.
2. Where are we with the recommendations from the Black report?
3. Where are we now?
Why are we not improving – our learners are still falling through the cracks despite the resources and supports available?
4. IPP’s - Why are so many of our children placed on IPP’s and not removed which means they are not eligible to enter post-secondary training?
5. Scholarships – why are more Africans receiving scholarships than indigenous NS?
6. Why do we not have a black psychologist? How many are there?
How many Black Guidance counselors are there? There is only one in Dartmouth – Adrian Glasgow.
7. Where is the excess money? We didn’t have a regional educator for a while so where did the money go that was allocated?
8. Communication: Need to circulate reports and other information to Education committees? Why are we not getting information?
9. The use of home language and concessions in the classroom, why is it not permitted?
10. Why do we not have funding and support for FLI programs?
11. How can we improve self-identifying?
12. How can student support workers do their jobs effectively when they are spread to numerous schools?
13. Time span for returning to the community –can we trust you and why should we, what’s different?

14. How did the organization get into this position resulting in not having money?
15. What is the impact for our students with the pending teachers strike? What is the plan for our children?
16. Regarding, the Spelling Bee, why are the older children up against the younger children in the spelling Bee?
17. Have you thought about another event other than the spelling Bee? Is that going to be the only event forever? Are there any other ways to highlight other aspects of our learners?
18. Grading systems: the school board is passing students who do not meet the requirements to advance.
19. We still need more Black content in the curriculum. What is being done about that?
20. Regarding post-secondary education, we need more support for our learners, follow-up of graduates and preparing our students better for post-secondary. How can these organizations assist with this issue?
21. We would like to have some follow up from the IPP workshop as well as support for CAEP which requires more funding, realistic structured programming and more community support.
22. Would like clarification on the naming of DBDLI.

Antigonish - November 4, 2016

1. Have any other school boards besides the Strait Regional School Board elevated their RCH position to the senior management table yet?
~There is not a RCH in the Antigonish school.
2. What are the roles and the responsibilities of student success teachers?
3. How can BEA staff afford to attend NABSE when they are in financial hardship especially when programs such as CAEP's are suffering?
4. Need more funding to do more outside activities.
5. The use of the term "Culturally relevant" is over used in the action plan. There are an overwhelming number of teachers who are not culturally competent. Is there a plan to change that within the school boards and with teachers? (Cultural responsive pedagogy)

6. Regarding the achievement gap:
We would like to have the board desegregated data breakdown in the Strait area as well as Provincially of ANS and First Nation student's achievements.
7. Wondering what happened to the staff at CACE?
8. Can we get funding for a wellness day or weekend for our senior high students?
9. What accountability do the other departments have in ensuring ANS student needs are addressed in their department without the overseeing of ACSD?

Bridgewater - November 4, 2016

1. What is the connection with the school boards seven RCH Directors? Where is the connection? Is their primary task to ensure equity?
2. The frontline, teachers, directors, elected members or staff need to hear this. They need to know what is out there and it is very important. I am isolated down here, the incident that happened last year in this area, I felt all alone, nobody called me to say what do you need from us. I still have no help. I guess I expected too much. We need to know who is here to help us.
3. We have these organizations that don't have funding ongoing? If the government was totally committed, they would fund us long term so that we can begin to make strides toward the real issues, instead of being caught up in trying to justify the money year over year.
4. How can you move forward with limited funding? If you (government) are committed, the funding should be continuous.
5. How do you get information? There has never been an education committee in this area?
6. Can the community approach you and get services?
7. Who is our representative in Lunenburg County? No one seemed to know for sure. How do we find out?
8. With regard to what happened in the south shore regional school board (Racial incident), it would have been helpful for board members to connect with support groups. We had a policy but the policy was not implemented. There was a disagreement about what the implementation would look like. What are the indicators of a successfully implemented policy? There was such long delay, and there was not proper treatment of the issue, when we were bringing it up. They never talked with the whole student body. Gordon Earle

came in to talk and that's where some of those issues got addressed – that was affected. Gordon talked about his lived experience and that was affective.

Where do we go from here? We are doing a review with that policy? We need help with indicators for this type of incident.

9. How do we begin these discussions about race?
How do we imbed them in our policies, practices and procedures?
10. How do we segregate the data and get the real numbers?
11. What is the time frame for being back in the region for a follow up meeting? Is there going to be consistency? Is it every six months, every year?
12. Will there be a summary report? What are the themes for the meetings?
13. Why are children being pulled from class to speak with children without parents knowing?
14. We need our CAEP back in this area. Our children are falling behind with no support. We need a cultural support worker here.

Kentville - November 5, 2016

1. The kids here in Windsor need some help. We need to mobilize. The expectations for these students are low. The children need individual coaching and they are all at different levels. There is no teacher at the two sites. Why do we not have a teacher?
2. Kids do not have the structure. We need to take this seriously, if the kids do not have personal expectations they do not thrive.
3. How can we make it easier for parents to be involved? Our kids are falling behind, they need assistance with reading they should be reading by grade three not learning to read!

New Glasgow - November 5, 2016

1. Is the division working with the board to implement the changes/recommendations from the realty report?
2. Where is the money that CACE had for staff, what is it being used for?
3. The Reality check recommendations - what is happening with those? Such as:

- The elevation of the coordinator of race relations, cross cultural understanding and Human Rights and identify any areas of need with the student support workers program and addressing these concerns?
4. Will the Dept. of Ed. provide more funding for another regional educator for the most geographically challenged area?
 5. Identify funding requirements to ensure the ongoing successful implantation of this Regional Educator & CAEP programs?
 6. Where does the funding for the counselling cohort come from?
 7. Is DBD going to invite community into the fellowship and offer degrees to folks in the trenches (Reg. Ed. & student support workers)?
 8. Are you allowed to give money directly to communities? If so, wouldn't it make sense to transfer the money to BEA and let them distribute it to the community? The Community is educationally discriminated by the purses in control of disseminating monies for the advancement of our community.
 9. Educationally discriminated by the purses in control of disseminating monies for the advancement of our community.
 10. How many years can a CACE member sit on the board? ACS D is being stretched and tasked with the administration of CACE activities.
 11. Would like to see the local partners come together before CACE meets to bring their concerns.
 12. Has there been Afrocentric learning for CACE board members?
 13. How does the community get information regarding what is happening with CACE?
 14. Will you come back to the community? We do not get the information, if it was not for Mary Desmond's - DRUM we would not have known. Need better communication.
 15. How did you advise the association regarding their current service agreement/budget?
 16. How will a community member know how to contact community representatives from the various boards? Contact the Student support worker first.
 17. DBD - What happened to the parent's summit?
 18. The teachers teaching the African Canadian studies should be of African descent, why is this not happening?

19. Coordinator of African Canadian success – why only at Pictou NSCC campus? What happens to ANS students in other campuses in the Northern region? What happens to the students in Truro?
20. Master's in Education: how are they selected for this program? It seems that the same people or their family members are getting in this program getting 2-3 Masters. It is not fair to others who are trying to get their masters.
21. The masters of Counselling cohort – how are they selected? Need to spread it around. It seems that folks with a master's degree are selected when there are many who do not have a degree.
22. Scholarship: Will there come a time where our learners of ANS descent will compete for post-secondary dollars? Is there a commitment for sustainability for the scholarship – has the increased usage translated to an increase in funding? Can we talk to CACE to discuss with the minister to increase the funding?
23. Can we increase funding for our third and fourth year students?
24. Why are our community and services to the ANS population under systemic attack? There has been a systemic dismantling of organizations and services in our community. We have not reached equity or inclusion but in some realms, there was an investment in some to be raised up in education (cohorts) but since that, services and support positions have been slowly and sometimes quickly dismantled. Almost like “they” want us to get ahead but not ahead of them, two steps forward and then five steps back.
25. We continue to be in a negative deficit status. Stop fooling us with smoke and mirrors of a particular issue like IPP's. Diversity vs. specificity We cannot have “diversity” if there has been no demonstration of inclusion. Where are the stats on employment regarding inclusion?
26. We need to stop attacking each other in organizations because that is part of the legacy of slavery in psychological chains. Change will only come from parents and through CACE. African Heritage ELA no longer offered at NNEC. Major issue is “soul trauma”.
27. If it is the ACSD's position or role to advise and guide and not to advocate for ANS learners for their interests in closing the gap; then why is it that recommendations of the BEA Board of directors (of whom I represent) were not or are not supported nor accepted? For example, the 2015-2017 service agreement (which we are currently under) was negotiated at 200,000 less than what was necessary for the full staffing complement and more importantly what was your position as Director of ACSD in that process and what advice did you offer.... i.e. CLI fund now at \$30, 000 from 50,000?

28. IPP's - What are we going to do if we do not get grant money to fund special projects like the parent summit? We have to find some way to engage this generation of parents to help bring them up.
29. Who is not here? We need the youth here and men. We need to get the message out. We need to ask that the larger community be invited to the meeting.

Truro - November 5, 2016

1. Our ANS learners and Math, they are not graduating with academic math which prevents them from gaining access to trades program and post-secondary. Is there something that can be done to respond to the issue?

Math has been an issue for a long time now. This is the time for action!
2. Community does not know who their representatives are on the various boards. Some parents do not know who to go to person is to get answers to issues when they arise.
3. We need to get to the parents – we need to have them involved.
4. Community Mobilization” we need to have the parents push for more financial support.
5. Your mandate states you are to deal with the achievement gap? What does that mean?
6. Who is responsible for the recommendations of the Reality check report?
7. Have we closed the achievement gap?
8. What school is predominately black?
It is challenging to have an accurate count when the students do not self-identify. How do we encourage students to self-identify?
9. Re: low numbers of men involved? How can we get the men out and involved in all aspects (committees and hiring)?
10. How do we get young girls/people involved?

Recommendations

The following recommendations are based on common areas of focus identified during the community consultation sessions.

EECD

1. Develop and share a plan to address the persistent Achievement Gap that exists for African Nova Scotian learners.
2. Develop a coordinated response to readdress and address the over-representation of African Nova Scotians on Individual Program Plans.
3. Greater accountability for educational institutions (e.g. schools, school boards, EECD) to consult with the African Nova Scotian communities on the educational reality and programming specific for African Nova Scotian learners.
4. Provide additional funding supports to the Education Committees to enable them to be support community based initiatives and programming;
5. Improve and increase representation of African Nova Scotians and African Nova Scotian history and heritage within the curriculum and school environment.
6. Improve and disseminate more frequently information across a broader spectrum within the African Nova Scotian communities:
 - Develop an annual report for the community (in plain language) to provide an update on improvements to the education system specific to African Nova Scotian learners.
 - Create a guide to inform/direct the public to the appropriate organizations for questions.
 - Quarterly Newsletter which shares information on each of the four key bodies (CACE, DBDLI, BEA and EECD).

CACE

7. Establish a framework that would enable ongoing community consultations between the African Nova Scotian Community and educational partners.
8. Ongoing collaboration between educational partners within the Provincial African Nova Scotian Educational Partnership. This would result in better coordination of services between all organizations that have a mandate to provide support to the African Nova Scotian community.
9. Establish a direct line of communication with the Minister of Labour and Advanced Education to address educational issues that exist for adult learners.
10. Create an African NS Educational Professionals Conference (Regional Educators, Student Support Workers, stakeholders and partners) in the area to join us – a collective.
11. Create stronger relationship between local school board and the African Nova Scotian community to support African Nova Scotian learners.
12. Create more educational opportunities for parents/community on how to better support African Nova Scotian learners, such as the re-establishment of African Nova Scotian parent forums.
13. Collaborate with Communications Nova Scotian and various organizations to ensure better coordination and communications for the community consultation process to reach out to more African Nova Scotians.

DBDLI

14. Continue to develop province wide initiative (as per the BLAC Report) to support youth development such as the Cultural Awareness Youth Group.
15. Engage in quantitative, qualitative and participatory research to provide leadership to address the theme areas: Educational Disparity, Supporting Equity and Access.
16. Engage in partnerships (e.g. BBI – BIJ) to support African Nova Scotian Youth in community based educational opportunities (i.e. NSCC business/co-op work terms) to address the link and cyclical connection of education and economic success.

17. Deliver an annual Africentric Research Conference focused on improvement of the educational experiences, opportunities and outcomes of Nova Scotian learners of African Ancestry and African Nova Scotian communities

BEA

18. Once adequately resourced ensure the Regional Educators Program is fully staffed and resourced appropriately to meet their mandate of support to local communities.
19. Once adequately resourced ensure the Cultural Academic Enrichment Programs are fully staffed and appropriately resourced to meet the changes and demands of the program.

Appendices

Appendix A **Open letter to the African Nova Scotian community**

I am reading this statement on behalf of the President of the Black Educators Association (BEA), the Board Chair of the Council on African Canadian Education (CACE), the Chair of the Delmore “Buddy” Daye Learning Institute (DBDLI), and the Director of the African Canadian Services Division (ACSD).

In response to the Reality Check report of 2009, the government established the Tripartite Monitoring Committee in 2011, which included the BEA, CACE, and ACSD. The Committee was expanded with the establishment of DBDLI, and renamed the Provincial African Nova Scotian Education Partners (PANSEP). We are committed to a forward-looking action plan that we believe will play a significant role in support of African Nova Scotian learners.

We know that, in the past, there have been several organizational issues that have reached deep into our communities. We understand that, because of our inability to build consensus and resolve issues among ourselves, such as the naming of the learning institute, major damage was done to the notion of “working together” in the interest of our learners.

Animosity, mistrust, anger, and frustration have left bitterness, inaction, and a sense of hopelessness in some of our communities. In some situations, colleagues and peers, and friends and allies in each of our organizations were at odds with each other. We recognize this and accept responsibility.

We acknowledge that, in our organizations, we did not do all that we should have done to correct the situation. We accept that we let our community and our African Nova Scotian learners down by not resolving our differences in an Africentric way.

In the spirit of Sankofa, we commit to learning from the past, and to bringing forward what is good.

We will strive to ensure that these events never happen again. From now on we will work together so that situations are resolved in a positive and co-operative manner.

We collectively agree from now on to work in the African-centered principle of UNITY. We will do better. We will do more to keep African Nova Scotian learners at the forefront of every action we take.

We, the Provincial African Nova Scotian Education Partners, have also agreed to re-focus and re-new our commitment so that we participate more in collaborative and partnership activities.

An African proverb states that “sticks in a bundle are unbreakable.” We have much to do as we respond to the recommendations from the BLAC Report, the response to the Reality Check, and the Education Action Plan.

Let us be linked and entwined to ensure our collective strength is used to realize our collective purpose – success for African Nova Scotian learners and the community.

We know that we must work to rebuild trust. We ask that you join with us in this new beginning of working together for the betterment of our African Nova Scotian learners and all learners in our system.

Thank you.

Appendix B

Letter to Educational Partners

Dear Educational Partner:

The Provincial African Nova Scotian Educational Partners (PANSEP) consisting of Council on African Canadian Education (CACE), Delmore “Buddy” Daye Learning Institute (DBDLI), Nova Scotia Department of Education and Early Childhood Development (EECD) and the Black Educators Association (BEA) have agreed to meet on a regular basis to coordinate efforts that will make an impact on addressing educational issues as identified by the African Nova Scotian community.

The four organizations have agreed that it is important to establish a series of meetings with the African Nova Scotian community to discuss their mandate and receive feedback from the community on the status of education for African Nova Scotian learners. The Minister of Education and Early Childhood Development has met with each of the organizations and is supportive of this direction.

We would like to extend an invitation for you to attend an upcoming session in your region. Given your role as an educational leader, we feel that this will be a valuable opportunity for us to listen to and engage with the African Nova Scotian communities. We believe that this will be a positive experience for those who attend. We will give a presentation that shares our mandates and we will provide an opportunity for further discussions with the African Nova Scotian communities on their priorities.

Attached please find the schedule for the community meetings. We ask that you share the attached poster throughout your community networks. If you have any questions regarding the session in your area, please feel free to contact your local Regional Educator Office with the Black Educators Association. On behalf of the organizations within the partnership, I sincerely hope that you can support and participate these community events.

Sincerely,

Irvine Carvery, chairperson – Council on African Canadian Education
On behalf of CACE, BEA, DBDLI and ACSD

Appendix C Information Flyers



Come learn about each organization's mandate, their key initiatives and how we work together.
Come give us your input on educational issues affecting African Nova Scotian learners and communities.

HALIFAX REGION	CAPE BRETON REGION	SOUTHWEST REGION
<p>May 24, 2016 6:00pm – 8:00pm Spryfield & Area Greystone Tenant Association 33 Lemon Walk Lane</p>	<p>June 10, 2016 6:00pm – 8:00pm Glace Bay UNIA Hall 35 Jessome Street, Glace Bay</p>	<p>June 9, 2016 6:00pm – 8:00pm Yarmouth/Shelburne Yarmouth Consolidated Memorial High School, 146 Forrest Street, Yarmouth</p>
<p>May 25, 2016 6:00pm – 8:00pm Upper Hammonds Plains/ Lucasville Upper Hammonds Plains Community Centre 711 Pockwock Road</p>	<p>June 11, 2016 12:00pm – 2:00pm Sydney Menelik Hall 88 Laurier Street, Sydney</p>	<p>June 10, 2016 6:00pm – 8:00pm Digby/Weymouth/Danvers Digby Elementary School 20 Shreve Street, Digby</p>
<p>June 16, 2016 6:00pm – 8:30pm Central Halifax Halifax North Branch Library 2285 Gottingen Street</p>		

to RSVP and for more information:
Black Educators Association
phone: **902-424-7036** or email at: **info@theblackeducators.ca**
or contact your local regional educator



Come learn about each organization's mandate, their key initiatives and how we work together. Come give us your input on educational issues affecting African Nova Scotian learners and communities.

November 3, 2016

6:00pm - 8:00pm

UBT/ Sunnyville/Lincolnvile

Upper Big Tracadie
Community Center

November 4, 2016

6:00pm - 8:00pm

Antigonish

Antigonish Peoples Place Library
283 Main St, Antigonish

to RSVP and for more information:
Black Educators Association
phone: **902-424-7036** or email at: **info@theblackeducators.ca**
or contact your local regional educator



Provincial African Nova Scotian Educational Partners (PANSEP)

African Nova Scotian Community Consultations

NORTHERN REGION



Delmore "Buddy" Daye
Learning Institute
Excellence in Africentric Education

Come learn about each organization's mandate, their key initiatives and how we work together. Come give us your input on educational issues affecting African Nova Scotian learners and communities.

November 5, 2016

12:00pm - 2:00pm

New Glasgow

Ward One Community Center
487 Brother St., New Glasgow

November 5, 2016

5:00pm - 7:00pm

Truro

Zion Baptist Church
454 Prince St, Truro

to RSVP and for more information:

Black Educators Association

phone: **902-424-7036** or email at: **info@theblackeducators.ca**

or contact your local regional educator



Come learn about each organization's mandate, their key initiatives and how we work together. Come give us your input on educational issues affecting African Nova Scotian learners and communities.

November 5, 2016

12:00pm - 2:00pm

Kentville

Aldershot Elementary School
446 Aldershot Rd, Kentville

November 5, 2016

6:00pm - 8:00pm

Three Mile Plains/Windsor


Windsor Plains United Baptist Church
4841 Highway 1, Three Mile Plains

to RSVP and for more information:
Black Educators Association
phone: **902-424-7036** or email at: **info@theblackeducators.ca**
or contact your local regional educator


Provincial African Nova Scotian Educational Partners (PANSEP)


African Nova Scotian Community Consultations


HALIFAX REGION











Come learn about each organization's mandate, their key initiatives and how we work together. Come give us your input on educational issues affecting African Nova Scotian learners and communities.

<p style="text-align: center;">October 18, 2016 6:00pm – 8:00pm Halifax Region Community YMCA Gottingen Street 2269 Gottingen Street Halifax</p>	<p style="text-align: center;">October 20, 2016 6:00pm – 8:00pm Cherry Brook Area Henry G. Bauld Centre 1018 Main Street, Westphal</p>
<p style="text-align: center;">October 19, 2016 6:00pm – 8:00pm Dartmouth North John Martin Jr. High School, Library 7 Brule St., Dartmouth</p>	<p style="text-align: center;">October 21, 2016 6:00pm – 8:00pm North Preston Area North Preston Recreation Centre 44 Simmonds Rd, North Preston</p>

to RSVP and for more information, contact:
Black Educators Association of NS
phone: **902-424-7036** or email: **info@theblackeducators.ca**
or contact your local regional educator

Appendix E
Documents requested by community:

- PANSEP Community Consultation PowerPoint Presentation

- Review of Services for African Nova Scotian Learners - Summary Report (December 2014).pdf

- Individual Program Plan (IPP) Review - Themes and Recommendations (February 2016).pdf

- Nova Scotia Assessments - Disaggregated Results.pdf

All documents can be found at - <http://www.acs.ednet.ns.ca/publications>