

African-Canadian and Other Minority Children and Youth at Risk: Systems and Strategies to Stimulate Survival and Viability

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Introduction

We speak today of a number of formal strategies and structures in Canada to motivate the survival and viability of “at risk” African-Canadians and other minority children and youth. Our discourse is enveloped by a number of significant markers- events with strong effects on the nation. The effects of these markers may be nearly as strong as those from the Report on Bilingualism and Multiculturalism of Because of this we perceive each other differently across the barriers of race, gender, ideology and institutions and across the shrinking spaces in our cities.

I speak of the following realities, some of which are only barely older than the millennium, which we entered 3 months ago. I will list a few of these markers:

- the governor-general for the first time is a first generation Chinese woman-an accomplished writer and broadcaster.
- B.C. has witnessed (Feb. 2000) the swearing in of Canada’s first Indo-Canadian premier
- Two new autonomous regions, the Northwest Territories (NWT) and Nunavut now exist, and the aboriginal treaty process is speeding up.
- Blacks, in Nova Scotia in our oldest black communities, formerly among those most excluded from assured equality of outcomes in provincial affairs and educational institutions, now manage their own innovations in community relations and schooling.
- In Ontario, the richest province, in its largest city however, the opposite trend, a “reversal of fortune,” is in place for blacks. Commissions reported in 1990-1999 and urged in their recommendations a quasi Nova Scotia-like thrust. Instead, a provincial Equity Commission was closed, and an anti-racist civil service department was quickly downsized then closed, and a different political correctness mode and pattern ensued.
- The National Council of Black Educators of Canada (NCBEC) founded in Toronto October 1991 now sees the growth of bonds so strong that they link east, west and the center of Canada with pedagogical ties and outcomes affecting the destinies of many generations, and carry forward a momentum that many hope will soon mollify some minority educational reversals in the centre of the region and better educate our “at risk”-alienated-dropping out- children and youth.

The BLAC

To help resolve a deep-seated problem that existed in education for a long time, the Black Learners Advisory Committee emerged in 1990 as a formal structural force with the

trust of the black populations of Nova Scotia. BLAC, mandated and funded by the provincial government reported (Uppshaw P.46) on the past and current conditions of Black Learners and recommended strategies to change the conditions.

For the black communities "at risk" for 2 centuries the Graham Commission had, earlier, in 1974, recommended that the minister should: "direct all schools to take special pains to ensure that ...members of minority and disadvantaged groups be neither excluded as topics for such study or slighted, nor misrepresented...[and should] develop programs and materials especially intended to provide for students enrolled in schools having a significant number of black students a full opportunity to explore and acquire knowledge, appreciation, and understanding of the black people and their heritage, culture, traditions and problems and their contribution to our society.

BLAC researchers noted in their compendium the many Graham recommendations which acknowledged the educational needs of the black communities and that he had outlined STRATEGIES and funding arrangements to ensure implementation of the new structures.

Working alongside BLAC and at times incorporated in BLAC was the Black Educators Association (BEA) a primarily teachers group formed in 69-71. The BEA had scripted its own "List of Concerns" which included its worry over the under-performance of black students at all levels. BEA named as concerns many realities that for it put almost all black NS students "at risk". These were: "alienation of black students, a lack of visibility of black students, a high drop-out rate of black students, teacher insensitivity towards black students, and a low expectation of black students by teachers".

1. African Canadian Services Division (ACSD)

A division was established within the N.S. Ministry of Education Program Branch in 1996 to implement the Department's response to the BLAC Report on Education. The ACSD has a full time staff of eight, with knowledge of the issues and the experience, and expertise to design programs. It is responsible for:

- providing support to African Canadian students, establishing Africentric preschool programs , and providing adult education opportunities;
- working with teachers and school boards on programs and services to improve student performance and graduation rates;
- working with external partners such as the Black Educators Association (BEA)to ensure the equality of the cultural and academic enrichment programs by providing material support and professional development for the co-ordinators;

Partners of ACSD

The ACSD works in conjunction with the Council on African Canadian Education (CACE). The Council is both instrumental and vital in promoting the rights and interests of African Canadians by providing recommendations to the Minister on programs and services in

public schools and adult education. The Division partners with all levels of government, the post-secondary system, and community agencies to help carry out its mandate.

African –Canadian Education (ACE)

African Canadian Education is the development of programs, resources, and materials that provides information about and promotes understanding of African Canadians and their history, heritage, culture, tradition, contributions to society, and that recognizes their origins as Africans.

The following programs and services of ACSD are especially relevant for the “*at risk*” students.

- The creation of an African Canadian Studies Course (ACS), which is offered as a Social Studies credit beginning September 1997.
- Support for school preparation programs and supplementary education programs to provide academic and cultural enrichment.
- The review of curriculum materials for anti-racism practices, and a major role in reshaping curriculum at all levels to better reflect the needs of a diverse student population, with particular emphasis on African Canadian learners.

Objectives

Three major objectives that ACSD aspires to accomplish are:

- Acquire adequate resources to respond significantly in redressing the educational needs of African Canadian Students, parents and adult learners.
- Respond effectively to the current educational needs of African Canadians on issues such as accessibility, achievement, school-to work- transitions, citizenship, and satisfaction.
- Respond consistently to the many overwhelming technological and operational changes that will occur in the planning and operation of education for the future.

(i)PEER TUTORING

BLAC proposed supplementary education for the children and youth most 'at risk'. They argued that it is less costly in money and human suffering to provide supplemental instruction during the years of schooling than to attempt corrective action. The Supplemental is crucial, and must form part of the educational strategy.

Six supplemental education projects begun in 1991 delivered peer tutoring or academic/cultural enrichment in our communities. By January 2000 the number of centres or / peer tutoring community locations served increased to twenty-one.

From the start BLAC and BEA and its successor the African Canadian Services Division (ACSD) operated the centres through partnerships between parents, teachers and black community organizations. Where for instance a community hall was too dilapidated

and had closed, unemployed persons under the skills aid program repaired them. Local businesses assisted. Parents were employed as centre supervisors. Grades eleven and twelve, and community college students assumed the roles of peer tutors of the elementary and junior school under- achievers some of who were drop-outs, alienated and mischievous.

Experience here has shown that peers as tutors often influence the 'at risk' students more strongly than the teachers were able to. Thus teachers, parents as supervisors, peers as teachers work together to support the pupils to achieve the desired outcome of improved learning in the supplemental classrooms and return the remedial to their regular schools.

The department of education (ACSD) spends \$250 per student p.a. Each peer tutors six children. They hold classes two nights weekly. Each class lasts for two hours during the months from October to May. Some communities prefer the tutoring to be done on Saturday mornings.

Reclamation of the teaching/learning environment in which the 'at risk' elementary students, the Peer Tutoring Guide itself, and the formative evaluation of new BLAC curriculum products employed, at this level - all three form an experiential context that requires ongoing evaluative probing. That task requires the energies of a Measurement and Evaluation staff member. She/he would be a special addition to the team currently available to the Director of the ACSD division. This M&E recruit could, ideally, work as a cross appointee 70% ACSD and 30% Education Faculty, in Mount Saint Vincent. Such recruitment could be duly orchestrated between the two organizations. The M&E officer must have the requisite education and experience in educational testing and evaluation.

Peer tutors get assistance with their lesson plans from the teachers of the feeder schools that supply at risk students. Currently ACSD is finalizing a TUTOR GUIDE, which should be ready in April. This T.GUIDE will outline sample lesson plans, objectives and the desired outcomes at each level in the "at risk" curriculum (in Reading/Language arts, Arithmetic/ Mathematics, African-Canadian Studies/ Social Studies). Here the T.GUIDE is a vital part of the evaluation process.

(ii)Camp KUJICHAGULIA: Maths, Computing, African Cultures and Anger Management

The BEA summer Maths Camp housed at Dalhousie U and reported by Gerald A. C. Clarke in Black Innovations 1994 maintained its popularity but was never targeted at risk black students as some of the local N.S. communities had hoped.

Another innovation holds that honor: the annual Camp Kujichagulia (meaning 'self determination' from the second principle of Kwanzaa) started in summer 1997 in the education faculty building at Acadia University in the Annapolis Valley. It aimed for an equal number of male and female youth 11 to 18 years of age and ran for one week.

Applicants knew of the camp regulations and what was expected of them: attendance in all workshops and community events; participant sharing with the chaperones who shared the campers' spaces night and day and an adherence to a list of Acadia residence rules.

Of the thirty campers selected only about one half were of the "at risk" category, i.e were under-performing at their grade level in mathematics and language arts. Student recruitment for camp had been through the regional educator's office. The intent was to

have in residence a range of adjustment patterns as well as of developed abilities in maths and computing, two of the main subjects in the program. Other courses include African Drumming, Racism and Anger Management, and Black History and Culture.

The range of abilities allowed some peer tutoring. Six adult educators supervised all activities. One goal of the selection of individual participants was to reach a few students living lives of isolation where each had been the only black child in his/her class for a prolonged period. Re-planning of the program based on participant response on evaluation forms has seen greater emphasis on computing sessions, and on West African dance and drumming. The unit that focussed on tour visits to Shelbourne County excavations of earliest black settlements, (1783) have been temporarily discontinued because of time restraints.

(2) TUTORIAL PROGRAMS / SATURDAY MORNING

(i) CAFE (Ontario)

In 1994 Clarence Perry, described its tutorial programs thus:

“A significant number of Black pupils experienced difficulties in adjusting to the school system. Quite a large percentage was found in special education classes in the public schools and in vocational programs in the secondary schools (Wright 1971). This situation did not sit well with West Indian parents and became a source of bitter complaints...

The plight of the West Indian students in the school system, has been of great concern to parents, teachers, officials and community organizations, and received widespread attention. ...

As a result, there have been a variety of initiatives by many Metropolitan Toronto school boards and African Heritage organizations in an attempt to find solutions to the problems of adjustment that confront West Indian students in the school system (Beserve 1976).

The CAFE Saturday tutorial program in Ontario began in October 1980 at Kent Public School of the Toronto Board of Education by Ken and Inez Johnson. A second location was opened in October 1982 at Vaughan Road Collegiate Institute, with help from the York Board of Education under the supervision of former Saturday Morning helpers.

...Tutoring is provided in computer studies, English, French and mathematics to students ranging from grades seven through twelve. Since parents are encouraged to accompany their children and to assist in the program, classes for adult are also offered.

When one takes into consideration that the average life of a volunteer tutorial program in North America is 2.5 years; the CAFE Tutorial Program must be recognized as a success story.

Factors Contributing to Success

The most crucial factors contributing to the success of the Saturday Morning Tutorial programs are:

the availability of a core of qualified and committed individuals within the Black community who are willing and able to administer and tutor in the program; the support by the Toronto and York Boards of Education. ... the support that the parents in the Black community have given to the program's policies and aspirations. ...

The tutorial program offers teachers unlimited scope for the infusion of materials, activities and information more appropriate and relevant to the learning experiences of Black youth. Since the student ratio is much smaller than in regular day school, students have the opportunity to spend more time under guidance on individual tasks, thereby increasing the possibility of more permanent learning.” ...

(ii) Other Tutorial Saturday Morning Schools

Many black organizations have been building their own Saturday Tutorial programs. The Jamaican-Canadian Association has built an effective Saturday morning school tradition. Its school is housed in its headquarters. Another Saturday School has been set up and operated by the African Heritage Educators' Network (AHEN). Ad-hoc groups in many housing complexes in Toronto have established their own Saturday schools to meet the needs of their small groups.

The mushrooming of Saturday and after-hours remedial classes in English, Mathematics, and Black History speak to the failure of the public system to deliver core Curriculum classes effectively. The reasons for the public school failure are many. As the (Dei et al: 1997) the teachers assert:

“More progressive teachers stressed that the role of the school is to promote learning for *all* students, and that many changes need to occur in order for this to happen. Their recommendations called for teachers from more diverse backgrounds, even though in some cases it would jeopardize their own job security...

As well, changes in teaching styles, curricula, and learning environments were recommended by some teachers. They also suggested an increase in peer counselling, community and parental involvement, and resources (e.g, money and staff)...

These teachers also saw a need to develop a more effective method of tracking students who begin to disengage from the system and to find more ways to connect students to their school (e.g., antiracism education, Black heritage clubs). Finally, they suggested that schools should actively consult with students who have dropped out, so that the schools can gain valuable insight into what it is they can do to strengthen the system and eventually render the word 'drop out' obsolete”

(iii) The Quebec Board of Black Educators (QBBE)

The Quebec Board of Black Educators (QBBE) has been in existence since 1969 to provide upgrading classes in subject areas where black students receive failing grades in

the elementary schools as well as high schools. The summer school 1999 referred to (1) as the secondary Dacosta Hall Program runs at Dawson College and (2) the Elementary Bana Summer School which was in three locations numbered 170 pupils. The chief subject areas remediated were French, Maths and English.

There was some cultural enrichment classes at both levels, and much review and other remediation. The emphasis is on academic enrichment: all the teachers are black and more women volunteer to teach than do men. Teachers of Caribbean origins predominate.

The student's greatest difficulty center on the language spoken in their homes. It often differs from the language of instruction. Majority of the students hail from the Caribbean and West Africa-anglophone dialect backgrounds. But Bill 101 now requires the pupils to attend French language schools if they are not eligible for English education. The pupils if they are to succeed in school must have instruction in the essentials of grammar i.e. French grammar. Note a francophone teacher teaches Mathematics.

Before 1985 the Protestant School Board of Greater Montreal (PSBGM) gave QBBE substantial funding for the remedial classes of the Bana program. The funding was reduced after that. In 1999 there was a small contribution from PSBGM. Now the parents of elementary as well as of secondary pupils pay an established fee for the courses their children take. A positive aspect of this contribution is that parents now take a more active role in the program.

The QBBE ran Saturday morning tutorials in the past to assist students who were having difficulties and needed remediation in the core subjects. During the 1998-1999 school year this tutorial program was extended to provide service three times per week.

Regular practicing or retired teachers in the regular Summer School program and in the after school tutorials. Some university students are sometimes used as teaching assistants but they work under the supervision of the regular qualified teachers.

In the DaCosta Hall Summer program, students who have failed courses in the regular school can write Ministry approved supplemental exams. The success rate is estimated at approximately 70 percent.

(iv) Higher Marks Educational Institute

Higher Marks Educational Institute on Bathurst Street Toronto, reminds one of some key private education complexes (Buxton, St. Simons, Excelsior, Waulgrove) that succeeded in rescuing *at risk* students receiving inadequate government schooling in Jamaica in the pre-independence days of 1945-65. Of those entrepreneuring ventures one, Excelsior Education Institute, survives gloriously.

Ronald E.A. Blake BA (Hons) Guelph ...directs the HMEI and 2 of his senior staff are his daughters. It is however much more than a family affair. All but one of the 14 teachers on staff hold university degrees, Ontario teaching certification, average of 25 years experience in teaching, and are employees of various GTA school boards. The majority of staff taught in the Caribbean

The 300 students attending HMEI in this session range from 4 years of age to adulthood. Classes run Monday - Friday from 5:30 pm to 7pm for grade one to grade 9 pupils. On Saturdays, teachers schedule the 90-minute classes for grade 10 to OAC and adults during the school year, which runs from September to June. Registration occurs

mostly at the start of a session but is sometimes done when the student appears. Parents must be present at registration.

Methodology for teaching includes extensive blackboard use with the teacher circulating to provide oversight. HMEI follows the Ontario Ministry Curriculum guide but supplements it for the staff considers that GUIDE “weak”. HMEI registers the entering student at 1 grade higher than that in which he/she is doing substandard work and is placed in the public system.

HMEI is a highly structured school. Here motivation and discipline pivot on aspects of deep structure: strict behavior code, a student signs a contract to do all assignments including homework. A few expulsions result from defying the regulation. But recalcitrants are considered for re-enrolment in a subsequent year. To be part of Higher Marks multiracial faculty one must have a comprehensive understanding of black culture and be able to respect these traditions.

Higher Marks has a national reputation for being successful in remediation of learning for “*at risk*” children and youth in language arts, mathematics, and in black history.

(3) Westview

The Westview Family of 11 schools near York University is in the centre of the Greater Toronto Area, Canada’s largest urban metropolis. It comprises a rich mosaic formed by immigration waves and also by racial, linguistic, cultural and socio-economic diversity.

In 1988 the Westview population was estimated to be 56,000. The North York Board of Education Student Census puts the area schools’ number at about 7,200. The community includes a large number of racial minority students of whom 61 percent were born in Canada. (James. Unpublished Paper. 2000). “...others were from Jamaica, Guyana, Vietnam, Sri Lanka, Somalia, Ghana and India. Families were identified as coming from 57 countries, and speaking about 37 languages, including Vietnamese, Spanish, Canotese, Somali and Tamil. With reference to the 1991 Canadian Census, the North York Inter- Agency Community Council (1995) reported that about 18 percent of the residents identified themselves as British (including Scottish), 23 percent Italian, 4 percent Chinese, 6 percent East Indian, 12 percent Black, 3 percent Vietnamese, 4 percent Spanish with many speaking their respective mother tongues. The Council also indicated that the majority of the community members lived in apartments which they rented.”

In the heart of this rapidly expanding high-density multiracial sector in the Jane-Finch Corridor, as it is called, York University Faculty responded to the many challenges on its doorstep. Wilson Head, social work faculty York, formed the Urban Alliance on Race Relations (UARR) Toronto. Head wrote on “Housing: A Critical Element in Ethnic Adaptation in Canadian Urban Life” and made Anti-Racism and Discrimination his continuing mission. UARR sought to bring together community and self-help groups from visible minorities and to deal with the placement of their children in educational institutions. In the tense racial atmosphere of the 70’s and the next decade, many parental and other community groups advocated equality of outcomes for all children (Braithwaite & James:86). The Westview schools were in the front line of those that wrestled with the schooling of the new urban mix.

Continuing in the tradition etched by Wilson Head, York education Dean Shapson wrote in 1994 to the National Council of Black Educators of Canada (NCBEC) and indicated the extent to which his faculty accepted the challenge to train a new wave of relevant urban teachers. To NCBEC distressed by these conditions in the urban schools of Montreal and Toronto, Shapson explained his faculty's new plan. It consisted of (A) 3 components:

- An agreement with North York's School Board to collaborate
- A Westview Cooperative Project
- York's Access Initiative

and (B) 3 main goals:

- Increase the academic success of students in the Westview Family
- Support joint school/university work in curriculum, research and professional development
- Increase the number of teachers prepared to teach in urban settings

The Westview Cooperative project has supported: (1) the growth of multiracial staffing and school administration in the Westview area, (2) the concerted efforts to make curriculum relevant for minority groups, and (3) seen the beginnings of peer tutoring for 'at risk' minority pupils.

Deepening /Extending Westview is recommended

The continuing failing of sizeable percentage of black students at elementary and secondary levels at Westview suggest the following thrusts could be considered:

- (1) Extend peer tutoring at Westview using the ACSD model.
- (2) Emphasize more performance testing and evaluation built around test item banks by subjects and for the whole Westview area. There are already established test item banks (see McIntosh) in science, (chemistry, biology and maths) in some high schools adjoining Westview. Item banks enable the creation of 'particularised' short tests. Thus measures can be geared to discrete ethnic/racial sub-populations. Also performance measures in language arts (Brathwaite & James: ch 8) could be especially relevant for blacks and First Nations. Extend the deepened Westview to families of schools in the surrounding region.

It is essential for the York faculty to add a Measurement & Evaluation professor who should hold a cross appointment to Westview and with the North York School Board section of the GTA. That person would deal with these school- based evaluation issues.

In corresponding manner the Measurement section of the Curriculum and Teaching...department of OISE should add a faculty member to be cross- appointed to the Toronto Board section of the GTA. She/he would deal with the Evaluation issues in the relevant families of schools. Attention to differential validity and Curriculum issues important to minorities would advance the learning of 'at risk' minorities and others as well. In this way the world of the 'urban school' would be more meaningful for all participants and the intentions of the Inclusive Curriculum, may be advanced a step.

(4) First Nations 'At Risk': Two Cases

(i) Shxweterilthet - The Sto:lo First Nations "Shelter" and Alternate Place to Learn

In 1994, B.C. Skills Now initiative, provided to school boards target funds for First Nations development. These boards implemented plans to focus on First Nation's children at risk. School boards named teachers to this task and built alternate school programs. One initial service funded in 1994 in Chilliwack, B.C., was at Chilliwack Senior Secondary to help first Nation's students remain in the mainstream public school.

Shxweterilthet was the brainchild of First Nations Advisor Adams. It was initiated in 1996 by Adams for Sto:lo Nation and district principal Trish Williams through District 33, because of their efforts, Shxweterilthet has become a credible program. Principals understand that when they have native students seeking to drop out that a solution can be found with the help of the Shxweterilthet staff and support networks. The program receives direct funding from the Education Ministry and the First Nations. All students are first nations, although, they are not necessarily Sto:lo. They range from full status to students not knowing their ancestry. The students are introduced to the program in three ways. First of all, district counsellors can refer students. Secondly, First Nation's advisors can refer students. Finally, the district principal can also refer students. . Despite the manner of referral, all students applying to the Sto:lo alternate program are required to meet the district counsellor before being admitted to Shxweterilthet.

The Program, Participation, and Length of Stay

District counsellor and student services decides who attends the Sto:lo site as the program is bound by union rules. Based on these criteria, alternate or special education programs allow 15 students per classroom as opposed to 28 to 30 students. For the 1999-2000 year, the Sto:lo program admitted 51 students and the previous year 44. Daily attendance averages between 25 to 30 students daily. The program serves grades 6 – 10. Shxweterilthet employs two teachers and one doubles as the vice-principal. Each teacher has two teaching assistants (TA) each.

Most students have motivational problems or moderate emotional and behavioural problems such as fighting. For example, these may include alcohol and drug abuse issues, or minor criminal offences. The Sto:lo Nation government also alternates as a counselling service. In addition, the staff is liaison to First Nations probation officers; Ministry of

Children and Family; foster parents and group home agencies; the district principal and the district supervisor.

Before entering the program, students' science and literary skills are assessed to determine their "actual" grade level. The self-paced program accommodates the physical and mental well being of the students, allowing more flexibility than in the regular classroom. The Shxweterilthet program school day runs from 8:45 a.m. to 1:45 p.m. In this five hour day, four hours and fifteen minutes are devoted to academics, allowing a total of 45 minutes for lunch and one break. The daily curriculum consists of math, science, social studies, English, reading, sports, and electives focusing on first nations topics, such as carving, crafts, beading, bridge building, yearbook, and others. Staff use prescribed Ministry approved Integrated Resource Packages (IRP) to shape the curriculum. Since this is an alternate program, the staff uses some resource materials and textbooks written by and from the perspective of first nations individuals. The First Nations elders are seen as role models. The staff attempt to create a sense of community within Shxweterilthet by having The Elders give talks on spirituality and culture to the students. The program attempts to take First Nation's students' needs into account through the curriculum. Likewise, staff assists students in their self-paced program by adapting and modifying texts to the students' levels so that they may interact with the materials successfully. Staff emphasises short-term goals encouraging first nations students to move step by step through their academic programs. Furthermore, students receive daily feedback about their academic progress in addition to their annual report cards.

Resiliency

According to Mr. Zhu, resilient best describes the first nations students in the Shxweterilthet program for despite numerous difficulties they are never defeated. Most first Nations students are quite artistic and although some may not "be very good" at particular subjects, they are very smart. They are capable of the work, but lack the discipline to do it. Staff provides a positive atmosphere for example, when students complete a grade level, they are rewarded with a movie pass, or they are given time off for particular activities.

Staff dedication is illustrated by providing to a well-rounded curriculum including monthly field trips to see displays of native art. Field trips are educational and fun. Students are encouraged to participate in youth conferences and are taught cooking skills through the hot lunch program. In addition to these activities, they also participate in the local community by accompanying a TA to an elementary school so that first nation youth can work with any other students needing extra help with reading. Students, parents, the school district, and staff see Shxweterilthet as a "shelter" where first nations build confidence, self-esteem, and thrive on their successes.

(ii) Niji Mahkwa

The Niji Mahkwa school, in its seventh year of operation in the north end of Winnipeg is part of School Division #1. Sixty of its students come from grades 9-12. The elementary grades-nursery to grade 8- have an enrolment of 160 pupils. A staff of 12, always predominantly female operates the school.

Niji Mahkwa is a cultural survival school in which the children maintain many aspects of their culture including the sweat lodge. The principal “a sweat carrier” makes the journey with the students to the lodge, which is 90 minutes away. The sweat process is not compulsory. Pupils are exposed to it; they are not compelled to participate. Many however express the wish to do so.

Some of the schooling experiences are in the Cree and Ojibway languages. Ojibway language speakers predominate among the student body.

Niji Mahkwa operates a breakfast program in the storefront location where there are 2 teachers and 2 teaching assistants.

At the grade 7, 8, and 9 levels there is a high migrancy rate partly because parents experience such great difficulties with housing, and partly because that is the time when students engage much in “running away”. Then students “drop in” and “drop out” of the program. Students are put ‘at risk’ at times by special circumstances of their parents, by poverty, which is endemic, and by harassment of the police.

Summary

African-Canadian and Other Minority Children and Youth at Risk: Systems and Strategies to Stimulate :Survival and Viability

This paper presents a major strategy within the public education system. BLAC and some of its empowering innovations and strategies eg. ACSD and Peer tutoring are outlined. Then the paper looks at Tutorial Schools and Higher Marks: these plants operate outside the public system.

The Westview model scans happens when an Education Faculty partners with the school system and its neighborhood.

Two alternative schools for First Nations ‘at risk’ students are presented as case studies. Because of the ‘unyielding power’ of the established public school system a few statements are made about refinements of a strategy by the addition of an evaluation system.

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