

2020 Annual Report

Quebec Board of Black Educators

Serving the Community



A photograph of several children playing soccer on a grassy field during sunset. The children are seen from behind, and the warm light of the setting sun creates a golden glow across the scene. In the background, there are trees and a distant mountain range.

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President's Message



In 2020, the organization has continued to grow and has fast-tracked programs aimed at supporting families, while continuing to strengthen the academic support programs that have made the QBBE the voice of the English-speaking Black community in matters of education. The rebranding has increased the organization's exposure and visibility, and reconnected the QBBE and its flagship program, the Da Costa Hall summer school. It was revealed to us that many people knew of, and even attended the Da Costa Hall summer school, never knowing that it was a program of the QBBE.

We have also made inroads into our commitment to improve the services to Black English-speaking students attending French schools. We are working with the Ministère de l'Éducation et de l'Enseignement Supérieur (MEES) to extend our agreement to include the 'Uniformsupplementalexams' for students studying in the French sector.

This year has seen an alarming increase of families calling on the QBBE to advocate for them in their children's schools or with social services. It has prompted us to structure and position ourselves as mediators between families, schools, and social services. The rise in violence amongst teenagers is also a disturbing

trend which reinforces our resolve to work closely with families, schools and social services to address delinquency before it develops.

I am also happy to report that our online educational support is growing and many parents have expressed satisfaction with our services, often indicating they have perceived a change in their children's attitude towards learning. We are continuing to gather data to improve our online learning platform making our services accessible to more families. On the flip side, we are also seeing a trend where parents living in the NDG-CDN boroughs necessitate in person tutoring for their children. The QBBE will continue to adapt and provide programs and services catered to the needs of the community.

Our engagement to address contemporary thinking of the impact of prejudice on education will continue. To that effect, we are committed to working with other agencies of the Black community of Greater Montreal and support the initiatives of our community partners that improve the vitality of our community.

ALIX ADRIEN

History

Since its formation in 1969, the Quebec Board of Black Educators has continued to redefine how educational structures are both understood and executed within the Montreal Black community, and beyond. Through the implementation of innovative learning practices, alongside communal and governmental collaboration, the QBBE has been able to create successful programs such as the DaCosta Hall Summer School, the Bana Program, and the 17 Point Agreement—all of which were directly linked to the PSBGM Parity Committee's study on the hindrances of Black students.

To address the needs of Black students, the QBBE evolved as a natural by product of the skillful and dynamic negotiations that took place between varying levels of government, colleges and universities. When this process first begun, it was pioneering in the way that it was created for the Black community, by the Black community, to address problems it faced, at large. As a first attempt to remedy the issues faced by the Black community, the QBBE's first innovation, DaCosta Hall, was formed. The DaCosta Hall Program

was created to remediate and enrich the educational performance of high school students, to facilitate admission to the new college system (CEGEP), and later to tertiary institutions like Concordia and McGill Universities; while ensuring the success of those who chose to study at any of the aforementioned universities.

Here, social entrepreneurs sought to position members of their community to higher points along the social and economic index of Quebec and Canadian society. These integral members were Clarence Bayne, Dr. Leo Bertley, Oswald Downes, Garvin Jeffers, Ivy Jennings, and Roosevelt Williams. Though Marion Lowe McLean, and Mary Robertson completed the contingent, the key researchers and negotiators were Dr. Leo Bertley and Clarence Bayne.

At its core, DaCosta Hall believed that the development of the student was of major focus, and acknowledged that the concern, care and warmth provided by their teachers created a closeness between them, which was instrumental to their success. Mr. Ashton Lewis, a past

president of the QBBE, is quick to point out that, “teachers show genuine concern about the future of the students and the day to day problems they face. Teachers talk with, and listen to the students”. Today, students and observers of the QBBE express the desire to have a similar intimate and comprehensive mentorship—as provided by the summer school—all year round.

When the DaCosta Hall Program opened its doors in July of 1970, all of the necessary tools for its successful operation were in place; teachers, facilities, supplies, guaranteed student placement and scholarships had already been secured by its staff through relentless negotiation. In the program's first and second years, young, Black male students were able to benefit from the Annette Hill Scholarship at McGill University. During that time, McGill and Concordia universities, as well as Dawson College, were also willing to waive entry requirements for DaCosta Hall graduates, due to the recognized caliber of the educational environment these students were graduating from.

In 1972, through the initiatives of Garvin Jeffers, the Bana Program was started, and named after the famous Black medical doctor, Dr. Charles Drew. The direction of this elementary level program was geared towards the academic deficiencies, and cultural development of the Black child. To ensure the success of this new initiative, Mr. Jeffers secured a grant solely for a remedial program for elementary level students, a few years later.

In 1976, the QBBE Liaison Committee was established to negotiate with the PSBGM and other educational institutions. Its initiatives ultimately led to the creation of the PSBGM/Black Community Liaison Committee, and numerous other significant changes within the formal school system of the PSBGM.





QBBE Today

WHO WE SERVE

Today, as the landscape of Quebec has grown to include various communities of colour, so has the Quebec Board of Black Educators. Now, over 50 years later, the organization serves multicultural and intercultural families, as well as elementary and high school students across the French, English and private sectors.

OUR MISSION

To encourage and support continuous improvements within the educational system of Quebec, and to oversee the equitable distribution of its benefits to communities of colour. This is done through the implementation of programs that will guarantee effective opportunities in the pursuit of higher learning, which, in turn, will allow its recipients to attain successful and impactful social and economic achievements.

WE ARE GUIDED BY AND INSPIRED BY OUR VISION

At the Quebec Board of Black Educators (QBBE), we are dedicated to being a learning and research centred institution, who remains committed to the pursuit of excellence, through academic achievement and effective opportunities for multicultural/intercultural communities.

Board of Directors



**Alix
Adrien**
President



**Dr. Clarence
Bayne**
Vice-President



**Martial
Joseph**
Chair of Governance
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**Qaadira
Coteau**
Board Member

CORE EDUCATION PROGRAMS

Summer 2020 Institute

Online Academic Support

SUMMER 2020 INSTITUTE

During the summer of 2020, the QBBE had to alter the delivery of its services, due to the COVID-19 pandemic, which shut down schools and cancelled regular summer school programs.

To quickly adapt to the everchanging crisis, the QBBE made the pivot to an online educational platform to continue to service its community. Though new for most, the response to our initiative was quite favourable, as expressed by many parents. This new platform allowed a total of 25 students to benefit from our program by the end of the summer—of the 25, 20 students required marks for promotion to a higher grade, while the remaining five received assistance with summer assignments provided by their respective school boards.

In our first summer online, our registration was able to offer a total of 35 courses, with five teachers hired to provide online support—this could not have been possible without the funding provided

by Centraide, who offered free online services to families in need. This was integral to our success, as the economic crisis brought on by COVID-19 left many families without the ability to cover summer school fees. Local organization, The Summit, was also instrumental in our success through their donation of free laptops and high-speed internet to families earning a household income less than \$40, 000 a year; a requisite that most registered families qualified for.



Table 1: Student enrollment per school board

School board	# of students	% of students
English Montreal School Board	6	30
Lester B. Pearson School Board	8	40
Commission Scolaire de Montréal	1	5
Commission Scolaire Marguerite-Bourgeoys	2	10
Commission Scolaire Marie-Victorin	1	5
Private School	2	10
Total	20	100

The majority of students who attended our online program this summer came from the EMSB (Table 1). The majority attended one of three high schools, located in the western most region of the EMSB (Graph 1): Royal-Vale, Marymount and Westmount high schools. Students who attend these high schools often come from impoverished families.

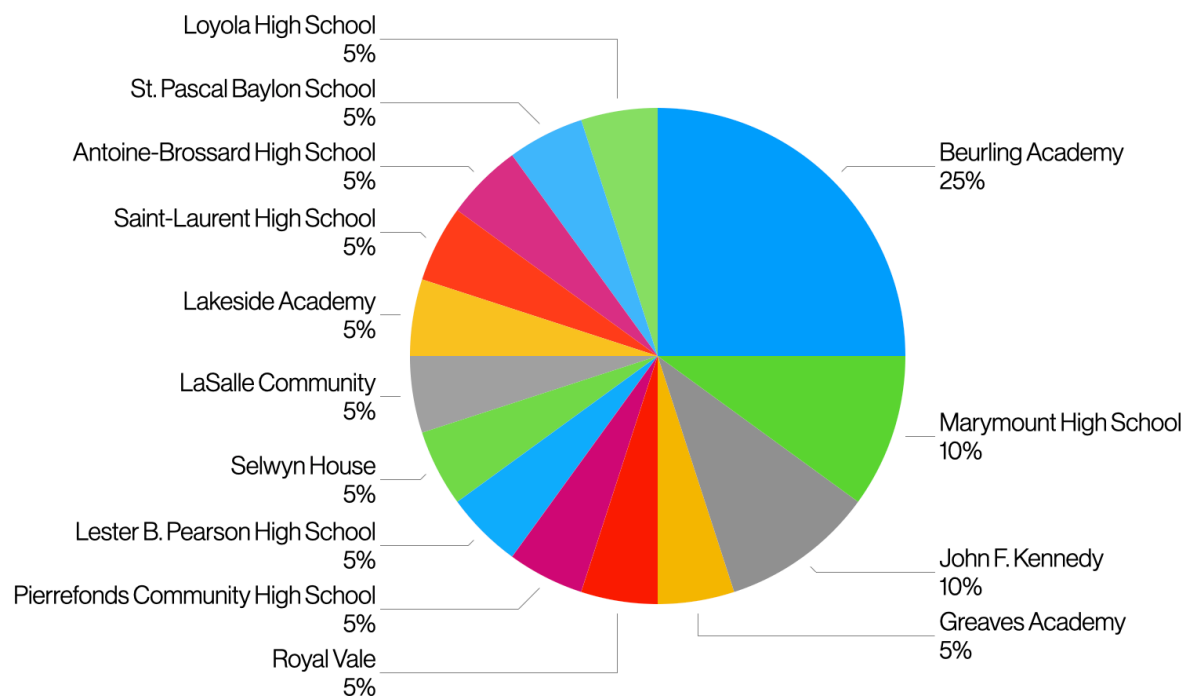
By choosing to enroll their children in the DaCosta Hall summer program, these families are able to benefit from the following:

- proximity to Dawson College from these boroughs, which often feels more secure, and prevents families from having to travel to far distances, like the East End.
- access to dedicated teachers who invest part of their summer to help bridge the opportunity gap for marginalized students. Most teachers often travel long distances and

incur a personal cost by accepting a modest honorarium for their service.

- access to smaller classes (Table 2) allowing teachers to provide diverse and tailored teaching.
- benefit of the CORE Educational program, which helps to support students who are registered in our Aide aux Devoirs program, or for students who need extra remediation in numeracy and literacy skills.
- privilege of a longer teaching session which spans four weeks, in comparison to the two weeks offered by other summer programs. This represents twice the teaching time allotted by similar summer programs.
- lower structure summer school tuition fees; unimpacted by the longer summer school sessions.

Graph 1: Summer enrollment per school



In addition, the funding generously provided by Centraide allowed the QBBE to rebrand and redesign the QBBE website to accommodate this new endeavor. This transformation expanded the reach of our services, offering support and assistance needed to youth in low-income communities, while allowing them to benefit from learning from experienced teachers.

Most importantly, the funding provided by Centraide allowed QBBE to implement its online classes, tutoring, and academic support on a permanent basis, throughout the year; beneficial to students who may have studied in the Spring. Additionally, the QBBE now had the means to introduce intensive courses during the summer months.

Table 2: Student enrollment per course and level

Course and level	# of student
English Sec 1	1
French Sec 4	4
Math - Cycle 1	2
Math 10	11
History	3
Total	20



ONLINE ACADEMIC SUPPORT

Following the occurrence of the global COVID-19 pandemic, in 2020, inequalities and gaps within the educational system have been brought to the limelight. Across Montreal, and Canada at large, the vast majority of those negatively impacted by the effects of the pandemic were low-income and racially segregated communities (Rocha, Shingler, & Montpet, 2020). These marginalized groups—overwhelmingly Black minorities—bear the highest economic impacts within the health and academic sectors.

As an organization mandated to advocate and provide academic support to minority groups, especially Black students, the Online Academic Support program was birthed, as a pilot project to minimize the educational and digital inadequacies within minority groups.

The goal of the Online Academic Support program is to provide online teaching, technological support, and socio-cultural sensitive programs within a professional setting. It aims to minimize the educational gap minority students faced as schools transitioned to online platforms, due to COVID-19, while ensuring students' academic success for both elementary and high school levels. Aside from

academic support, the program sought to provide students with social, emotional, and culturally sensitive support to develop their communication, critical thinking, and technological skills. The target student population for the project was 100 students, between the ages of 4 and 17.

The program was funded by the Canadian Red Cross, due to a generous donation of \$91, 652.65. The project commenced in December 2020 and ended in May, 2021. During this time, a total of 75 students enrolled in the courses offered. These courses included Mathematics, English, Science, French and History, at both elementary and high school levels.

By the end of the program, 741 classes were conducted by qualified teachers in Quebec. Of the 11 teachers who were a part of this program, 10 were onboard, with only 1 listed as a volunteer.

Despite our targeted amount, the program was able to enroll 75% of the projected student population. Though our initial projection assumed that 20-25% of the students would join the online program closer to the last month, leading into final exams, to fulfill our commitment to the Red Cross, who requested our reporting by



May 28th, 2021, we were forced to close our portal at the beginning of May; turning away several families looking for help before the end of year evaluations. At that time, students who were able to participate in the program saw an improvement in their academic performance and their overall disposition to learning.

The program was able to achieve its goal of providing academic, social, technical, and emotional support to students. However, upon its conclusion, we were able to identify the challenges that inhibited the smooth implementation of the project. These include, but are not limited to:

- difficulty recruiting qualified teachers in the subject areas of Mathematics and Science. To accommodate the deficit, existing teachers were forced to take on more than one course at a time.
- the time period over which the program occurred. As most students have a need for academic support in preparing for final exams, this could not be addressed due to the project

end date. The premature closing of the program denied registration to students who would have greatly benefited from the program.

- projected late enrollees, which also accounts for the reason the program was unable to reach the intended target of 100 students, as we anticipated an influx of student registration during examination period.
- students who had a difficult time keeping track of their classes. This resulted in constant reminders being sent out to students and parents.

With the identification of challenges and recommendations from the surveys conducted, the QBBE intends to adopt the lessons learnt into subsequent projects that we will organize. For instance, in the future, the project end date will need to be negotiated to account for exam periods. The QBBE hopes to continue supporting the community through initiatives like this, to aid in the reduction of academic inequities within the minority population.

FAMILY FIRST PROGRAMS

Black Family Support Program

The Black Family Support Program (PSFN) supports families in their social and economic integration efforts, by providing parents and children with the tools needed to strengthen the family dynamic. In addition, the program helps children discover their self-identity, acquire skills to control their emotions, and develop responsible and respectful behaviours towards their parents and others.

To achieve this, supportive material



was provided to families on a weekly basis to reinforce the previous session's content, during weekly QBBE food basket deliveries. Planned activities were an integral aspect of the QBBE family assistance services, as it allowed the organization to address the following objectives:

- educate families on COVID 19 preventions.
- break isolation, due pandemic health and safety guidelines.
- assist parents of English-speaking Black youths to develop better communication with the schools their

children attend by

- encouraging parents to attend teacher-parent meetings and seek to participate in the activities of the school and governing bodies of the school.
- helping parents develop more effective skills in representing the educational interests of their child/ren, and in turn, counsel their child/ren to make such representations autonomously.
- engaging parents and children to participate in activities that increase the attachment between the child/ren, the home and the school; to improve a sense of community to reduce alienation, improve self-esteem and self-control, while generally improving academic success.
- inform parents of the resources available across the City to assist them in carrying out their roles as parents in the academic journey of their child/ren.
- provide supplementary homework assistance to Black youth, who may be at risk of failing.
- provide support and counseling to families on parenting strategies for the parental involvement in the education of their child/ren.

In creating the Black Family Support Program, the QBBE team experienced a few structural problems which required our team to be innovative when presenting this program in a virtual setting, instead of face-to-face.

The time allocated to the sessions, and the interactive approach used, did not allow for the topics to be covered in as much depth as the parents would have liked. Despite the families' learning, they often expressed the need for more time and additional materials on the respective topics.



'Say No to Drugs' Poster Competition



Meal cooked by participants

“ I really appreciate all the organizer[s] because all the topics treated was useful for me and my family. Moreover the food supply given to us every week goes a long way. The program make me to feel that I have my family around me. God bless you all. We love every member of QBBE. Thank you all.

“ It was a warm, kind, fun and enlightening experience. I had a good time throughout the workshop and appreciated the depth at which we were connecting with families inside their home, together with them and with us.



Rebranding of the QBBE

Deeply committed to improving its visibility and recognition in the community, in the spring of 2020, at the height of the first wave of the pandemic, the QBBE felt it was time for a major brand update. As a first step, since October 15, 2020, the QBBE has begun to look a little different. After months of preparation, the QBBE's Board of Directors is proud to launch its visual rebranding.

In a world where virtual connection has never been so critical, we are proud to be launching a platform on our website that will support our educational staff, students', and the organization's critical need to virtually connect. To honour our heritage, the tagline: "Serving the Community" was added to our new logo, as we believe this embodies our love, dedication, and care for our community.

We are also more active on our Social Media platforms (Facebook, Instagram, Twitter, LinkedIn, YouTube) where our posts reflect the new QBBE. Follow us at @qbbe_mtl, on all platforms.

Lastly, we are launching the QBBE newsletter with a dynamic and fresh new look. Within each issue, we will showcase a personality from our community. We hope this addition will render your experience more enjoyable and allow us to take you along on this new journey with us. Over 50 years have gone by and with the QBBE's longevity at heart, we hope to re-energize and thrive for many more!

Here are a few of the advantages that rebranding will bring to our organization:



QBBE's previous logo

REMAINING CURRENT

Rebranding with an updated logo and website keeps our organization's image current. A professional and polished look plays a major role in how the community, at large, perceives an organization and all it has to offer. It was also important that the new QBBE website have multiple browser functionalities (cellphone, tablet, laptop etc.) and be dynamic and engaging.

QBBE QUÉBEC BOARD of
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NOIRS du QUÉBEC

How
can
we
help
?

QBBE's new website layout

ATTRACTING NEW PARTNERS

A polished website helps generate interest from new members and organizations alike. An up-to-date and engaging website allows us to increase our virtual presence, launch our online learning platforms, and promote our initiatives and activities on professional platforms, such as LinkedIn, to attract corporate sponsorships. To begin, we have launched our Fall online platforms, where 150 students who otherwise would have been left out, can now benefit from, and have access to online learning.

REFLECTING ON OUR VISION AND MISSION

It's hard to demonstrate how our organization is evolving if our branding doesn't reflect it! To accommodate our growing visions, the QBBE offices have moved to 317-5165 Sherbrooke W, Montréal, Québec, H4A 1T6. The new

office, which reflects the professionalism of the rebranding, allows us to keep expanding our capacity, and continue offering effective activities, all while keeping the staff safe and healthy by respecting the social distancing guidelines. When needed, the team will be also able to work hard from the safety of their homes.



The new QBBE website showcases our vision and mission, while centralizing our communications, across our departments and teams. It offers a student and educational staff-only portal, for easy access to markings and grade distribution. It streamlines our online registration process and with e-commerce functionality now available, the website also simplifies and accelerates payments for paying online registration fees and collecting donations. To keep our community up to date on all QBBE happenings, we now offer past event recordings and a photo gallery (to come).

With a deep desire to remain connected in 2020 and beyond, the QBBE Board of Directors hopes the community will enjoy the modern, professional and dynamic virtual tools that await them!

Previous Office



New Office



Our new board room equipped with an interactive board



Our new office spaced out for social distancing

Financial Overview

Accounting Standard

- Part III of the CPA handbook
- Deferral method for recognition of contribution
- Reported on an aggregate basis
- In the process of conducting our internal audit

FINANCIAL PERFORMANCE

INCOME STATEMENT OVERVIEW

CONTRIBUTIONS

	2020-2021	2019-2020	YOY GAIN
QBBE Services: <ul style="list-style-type: none">• Online tutoring• Summer School Programs Donations GoFundMe Grants	\$348,174.52	\$319,487	\$28,687 9%

EXPENSES

	2020-2021	2019-2020
<ul style="list-style-type: none"> • Rent • Payroll • Services • Workshop expenses 	\$333,474	\$205,491

SURPLUS

2020-2021	2019-2020
\$14,701	\$113,997

PRIMARY FUNDERS

Canadian
Red Cross

Canadian
Red Cross



GoFundMe
#NoStudentLeftBehind
campaign



Grant Réseau
Réussite Montréal
(GRRM)



Ville de Montreal
Grant



Grant Groupe
3737



Commission scolaire
English-Montréal
English Montreal
School Board

EMSB



The Summit 4C

Government
agencies

UPCOMING BUDGET

THREE YEAR PROJECTION

	EXPENSES			
	YEAR 1 2022	YEAR 2 2023	YEAR 3 2024	GRAND TOTAL
Project expense	\$513,840.00	\$529,255.20	\$555,717.96	\$1,598,813.16
Consultant - Professional Fees	\$17,600.00	\$17,600.00	\$17,600.00	\$52,800.00
Equipment Expenses	\$10,000.00	\$8,815.00	\$7,415.00	\$26,284.00
Training/Professional Development	\$6,000.00	\$6,500.00	\$7,000.00	\$19,500.00
Travel	\$4,000.00	\$4,000.00	\$4,000.00	\$12,000.00
Event/Venues	\$4,250.00	\$15,400.00	\$15,400.00	\$35,050.00
Promotion and Communication	\$15,050.00	\$15,050.00	\$15,050.00	\$45,150.00
Administration costs amount requested for your projects	\$18,800.00	\$18,800.00	\$18,800.00	\$56,400.00
GRAND TOTAL PROJECT EXPENSES	\$589,540.00	\$ 615,474.00	\$640,983.00	\$1,845,997.00

REVENUE SOURCES

	YEAR 1 2022	YEAR 2 2023	YEAR 3 2024	GRAND TOTAL
Federal government	\$200,000.00	\$100,000.00	\$80,000.00	\$380,000.00
Other levels of government	\$35,000.00	\$35,000.00	\$35,000.00	\$105,000.00
Other types of funding/contribution from partners	\$325,000.00	\$550,000.00	\$495,500.00	\$1,375,500.00
Applicant contribution (QBBE Services)	\$29,540.00	\$30,474.00	\$30,483.00	\$90,497.00
GRAND TOTAL PROJECT REVENUES	\$589,540.00	\$615,474.00	\$640,983.00	\$1,945,997.00

UPCOMING AUDIT**AUDIT REVIEW OF FINANCIAL STATEMENTS: 2019-2021**

- Projected to be completed in Q2 of 2022

Thank you to our GoFundMe Donors

#NoStudentLeftBehind

The goal of the campaign was to raise money to fund programs that would provide academic support for multicultural students in hopes of preventing them from being left behind, and ensure that there is an equitable distribution of services and resources for neglected communities. Thank you so much for your donations and support!

James Connors
Ralph Adrien
Marie-Eve Choquet
Neil Banerjee
Lorna D'Sa
Campbell McBingBong
Lianne Xiao
Alix Prosper Adrien
Erin Thompson
Corey Seaton
Andrea Finlay
Andy Kulakowski
Geoffrey Kelley
Charone Switzman
Rachel Lau
Lilika Kukiela
Kathy Forde
Chris Love
Remi Laraque
Elisabeth Faure
Patrick Adrien
Tania Futu
Melanie Forest
Qiurong Deng
Panny-Farrah Diegue
Otis Delaney
Laurent Legouté
Lucy Glave

Mary Janeiro
Slim Williams
Shadé Agnant
John Ngala
Dianne James- Hosten
Dione Watts
Angie Geranio
Lynn Dallaire
Gail Callender
Lil Johnny
Oonagh O'Neill
Sarah Duncan
Tom Rhymes
Sheila Marcotte
Joan Fraser
Jeannie Lynn
Melissa Harris
Julia Valente
Corinne Guy
Pamela Smith
Karen Diaz
Charlene Altimas
David Abracen
Kanika Martineau-Small
Lynn Griffith
Joanne Graham
Elijah Johnson
Qaadira De Coteau

Louise Outland
Alice Pierre
Jackie Pierre
Virginia Pavlis Esler
Lily Pavlis
Gregory Adrien
Didier Adrien
Marlon Adrien
Annie Bienvenue
Dorothy Wills
Georgie Lubin
Daphné Jean-Baptiste
Emmanuel Bois
Marie Henry
Rennes B Edmond
Marie Armand
Olivier Adrien
Richard Masters
Haik Kazarian
Irvens Lauture
Gordon Beckles
Anne-Valerie Daniel-Laveus
Clarence Bayne
Pierre-Antoine Cherubin
Kwasi Yeboah

QBBE

QUÉBEC BOARD of
BLACK EDUCATORS

CONSEIL des ÉDUCATEURS
NOIRS du QUÉBEC

5165 Rue Sherbrooke Ouest,
Suite 317, Montréal, QC H4A 1T6

(514) 481-9400

info@qbbe.ca

qbbe.ca

@QBBE_mtl