

Recent Findings from the Gateway Cities Project: Intersecting Identities and Postsecondary Pathways

Alternate title: Can Structural Racism Really
Exist in a Nice Place Like Toronto?



Karen Robson and the Gateway Cities
Research Team

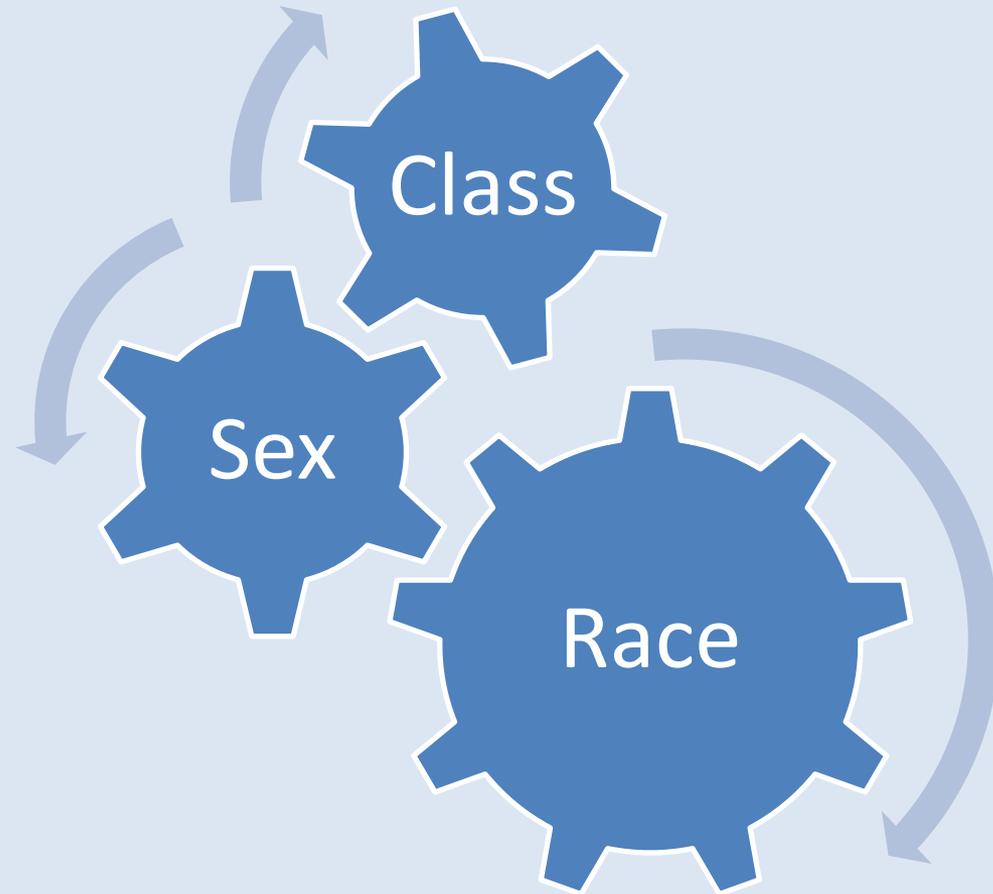
Colleagues

- Professor Paul Anisef (York University)
- Dr. Rob Brown (Toronto District School Board)
- Rhonda George (York University)
- Jenny Nagaoka (University of Chicago)
- Dr. Gillian Parekh (Toronto District School Board)
- Professor Carl James (York University)

Three pieces of research

- 2014. Robson, K., Anisef, P., Brown, R. S., and Parekh, G. “The Intersectionality of Postsecondary Pathways: The Case of High School Students with Special Education Needs” *Canadian Review of Sociology*, 51(3), 193-215.
- *In progress*. A Comparison of Factors Determining the Transition to Postsecondary Education among Marginalized Youth in Toronto and Chicago (Robson, Anisef, Nagaoka & Brown)
- *Forthcoming*. Have Post-Secondary Policies Helped Marginalized Youth?” (Robson, Anisef, Brown & George) *Canadian Journal of Higher Education*

Theoretical framework





INTERSECTIONALITY

AN EVIDENCE-BASED POLICY
FRAMEWORK FOR EDUCATION

INTERSECTIONALITY....

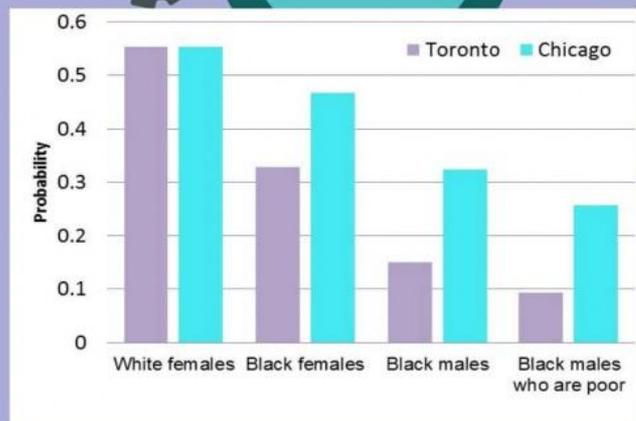
RELATIONSHIPS
BETWEEN FACTORS
AND SOCIETAL OR
INSTITUTIONAL
PROCESSES THAT
CREATE DIFFERENCES
IN EXPERIENCES,
OPPORTUNITIES, AND
OUTCOMES

AN EXAMPLE!

THE PROBABILITY OF
GOING TO UNIVERSITY
USING DIFFERENT
FACTORS:
GENDER, RACE, AND
CLASS



ASK WHAT OTHER
FACTORS COULD BE
IMPACTING THE
OUTCOME?



WANT TO LEARN MORE ABOUT OUR WORK? CHECK OUT THE GATEWAY CITIES PROJECT
<http://gatewaycitiesproject.info.yorku.ca/toronto/>

Copyright Karen Robson



INTERSECTIONALITY

AN EVIDENCE-BASED POLICY
FRAMEWORK FOR EDUCATION

1. I WANT TO FOCUS ON ONE SPECIFIC AREA
OF STUDENT ACHIEVEMENT OR SUCCESS.

HOW DO I USE INTERSECTIONALITY?

Find the known factors that have been consistently proven to impact your chosen area of student achievement or success!

- *ASK AN EXPERT
- *LOCATE OTHER RESEARCH REPORTS AND STUDIES
- *COLLABORATE

2. I HAVE SELECTED THE CHARACTERISTICS
THAT IMPACT MY AREA OF STUDENT
ACHIEVEMENT OR SUCCESS.

WHERE CAN I FIND THESE VARIABLES?

RESEARCH PROJECTS, INSTITUTIONS, SCHOOLS, ORGANIZATIONS, A CENSUS

- *COLLECT NEW DATA
- *USE EXISTING DATA

3. MY DATA ARE READY TO BE ANALYZED.
HOW DO I SHOW THE LINKS BETWEEN MY
FACTORS AND EFFECTS ON STUDENTS'
OUTCOMES USING AN INTERSECTIONALITY
FRAMEWORK?

*Build a statistical model or models!
Be sure to include factors deemed important by
previous researchers.

*Keep it simple!
Show how the combination of the key factors
selected predict positive or negative student
outcomes for certain groups. Be sure to include
gender, race, and social class.

*Be clear!
Show how the intersectionality of specific status
traits or factors impacted the outcome you are
examining.



4. I HAVE CLEAR STATISTICALLY SIGNIFICANT
EFFECTS FROM CERTAIN FACTORS OR
STATUS TRAITS ON THE STUDENT
OUTCOME AREA I STUDIED.

HOW CAN I BEST SHOW MY
INTERSECTIONALITY FRAMEWORK?

*Share the key findings!
Start by showing how one key factor impacted
students differently.

*Show the predictive ability of using an
intersectionality framework!
Present the intersectional combinations that different
factors had on predicting the likelihood of student
success or failure in your area of study.

*Intersectionality supports an evidence-based model
of policymaking!



WANT TO LEARN MORE ABOUT OUR WORK? CHECK OUT THE GATEWAY CITIES PROJECT
<http://gatewaycitiesproject.info.yorku.ca/toronto/>



Research Question

- How do axes of difference (race, sex, class, special education needs) impact on postsecondary transitions of youth?

Data from Toronto, Canada

- Constructed from various sources:
 - Survey of all Toronto secondary school students (2006)
 - 2006 Toronto student Census
 - Administrative data from the school board
 - College and university application centers
 - Neighbourhood census information (2001)
 - N=approximately 17,000

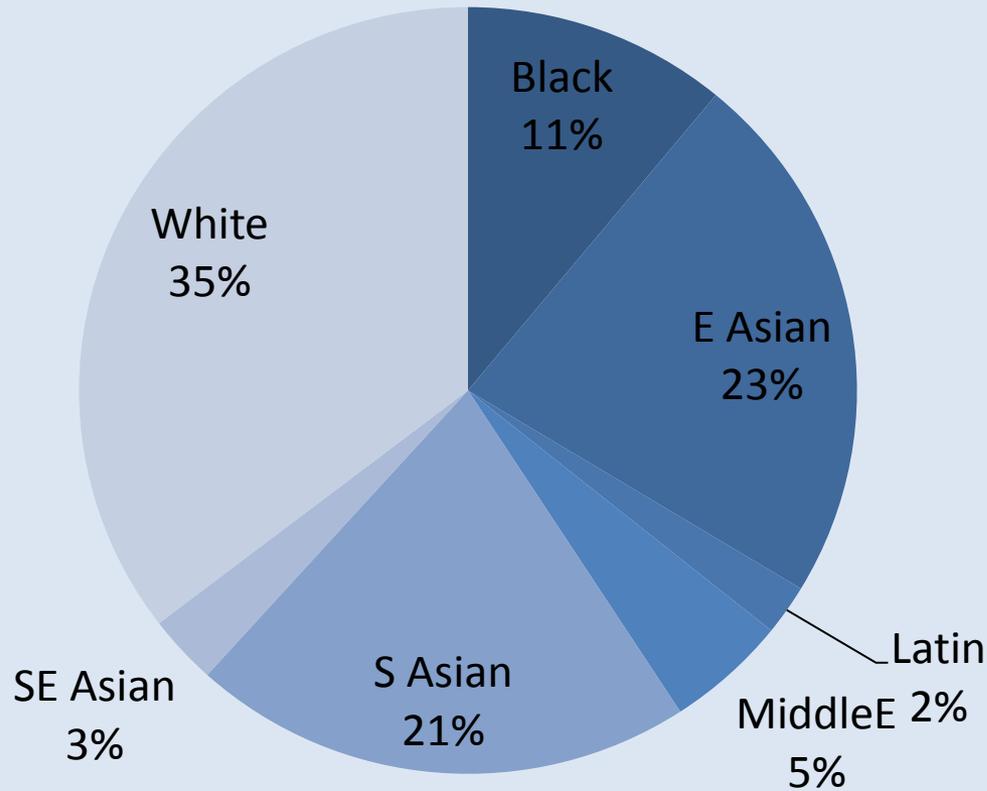


Race

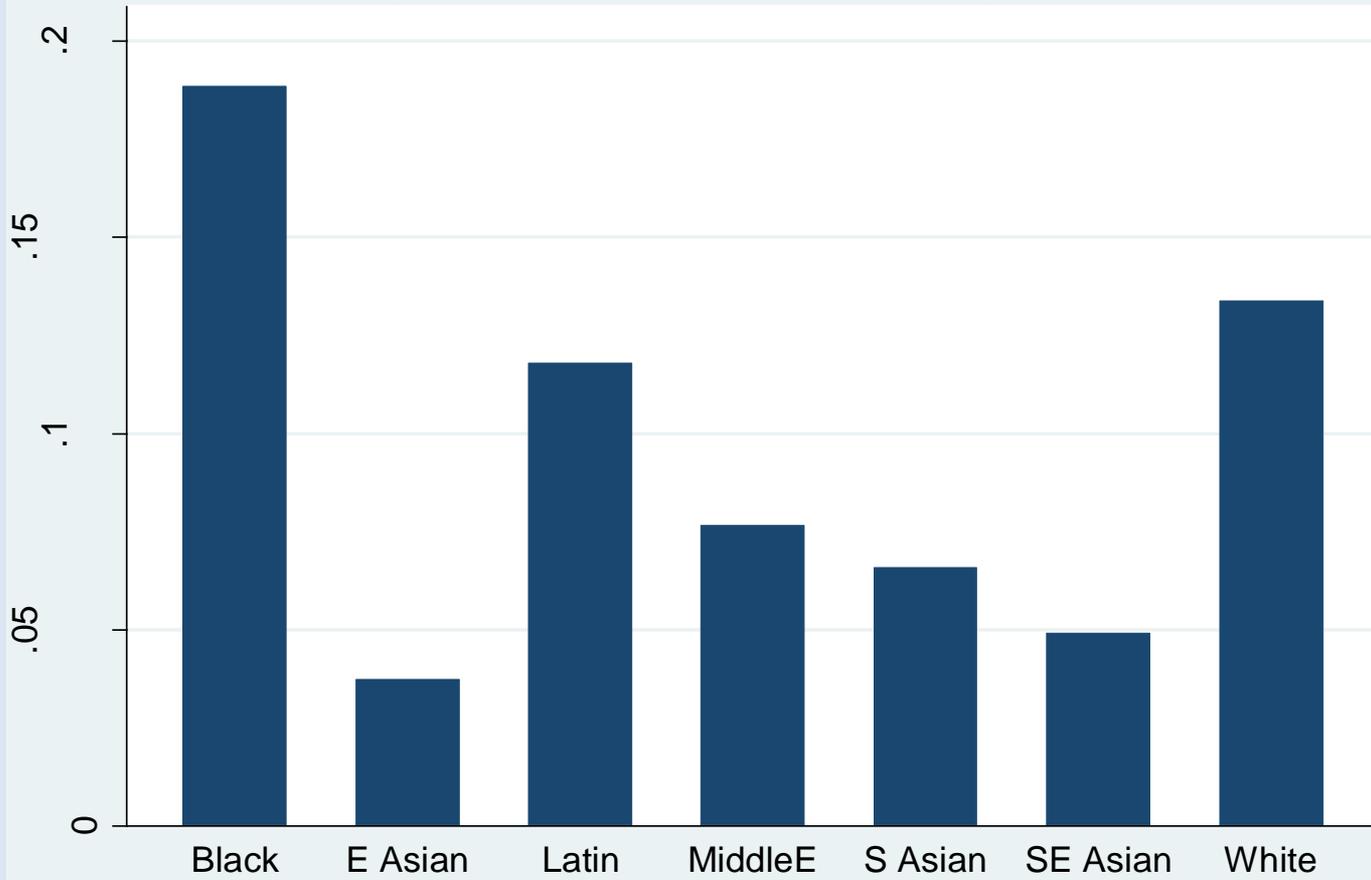
Sex

Special
Education
Need

Race/region of origin in our sample



Within Group Proportions of Students with Special Education Needs



The data revealed

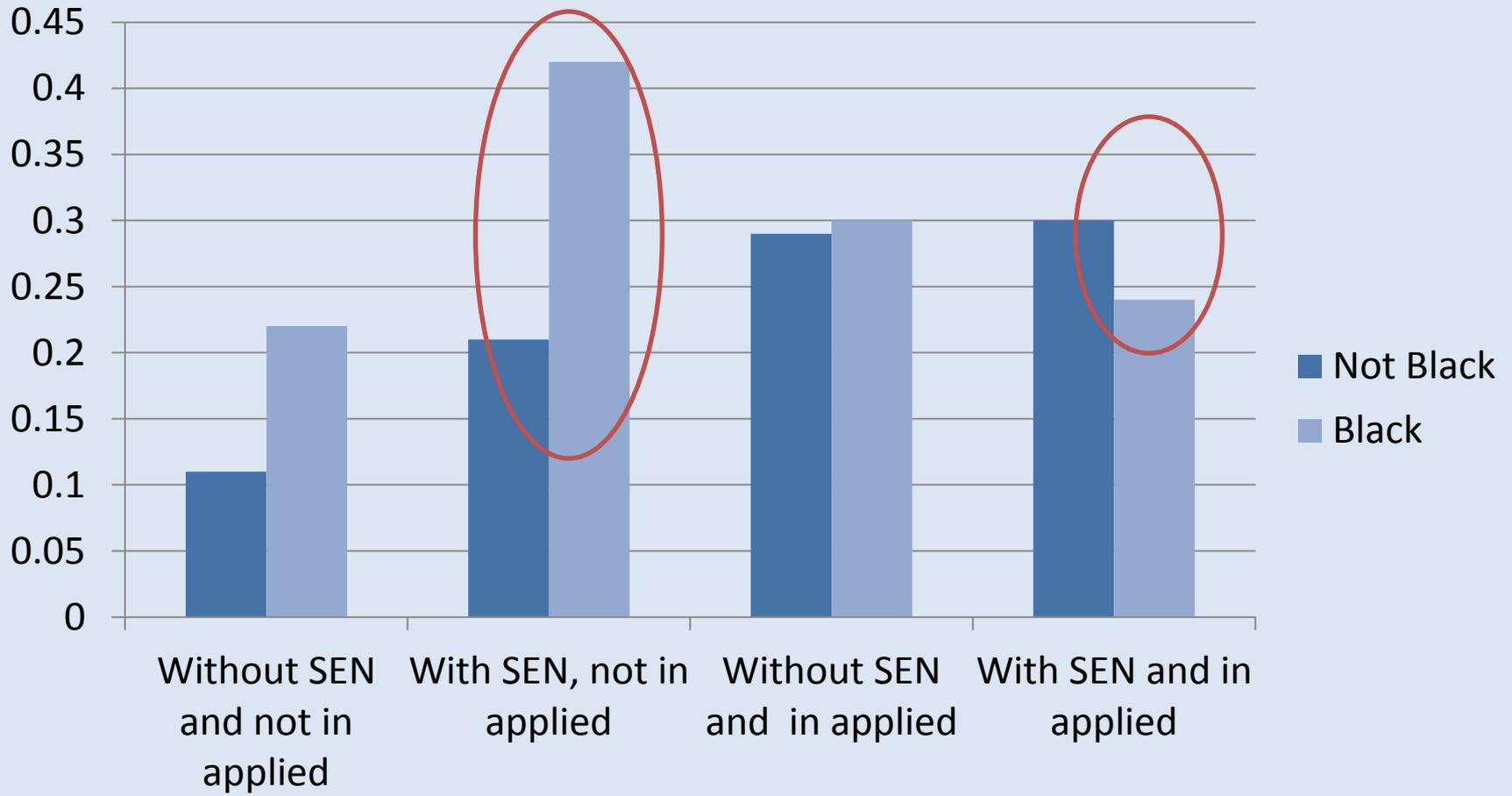
- 67% of students with special education needs are MALE
- Black students are more likely to be identified with special education needs
- Students with special education needs more likely to be in APPLIED courses
- Having a special education need *decreases* the likelihood of going to university
- Having a special education need *increases* the likelihood of going to college

Interactions (technical stuff)



- Many interesting findings in the social sciences involve “interaction” effects, also known as “moderator” or “synergistic” effects
- Two variables have an interaction effect on a dependent variable if the relationship of either independent variable with the dependent variable changes across values of the other independent variable.

Average Probabilities of Confirming College - Interaction of Black*SEN*Applied



PEOPLE FOR EDUCATION
because education matters most

CHOOSE A LANGUAGE ▼

We are an independent organization working to support public education in Ontario's English, French and Catholic schools.

Search

ABOUT US | RESEARCH | EDUCATION IN ONTARIO | NEWS | PEOPLE FOR EDUCATION EVENTS | INDIGENOUS EDUCATION

Applied or academic: High impact decisions for Ontario students

OUR NEWS & VIEWS

April 13, 2015

DONATE NOW

A new report recommends significant changes in Ontario high schools. According to the report, forcing students to choose between academic and applied courses in grade 9 is disadvantaging many students.



The report is based on survey results from 1,196 schools. It uncovers significant gaps between Ontario's stated goals for students in secondary school and the reality on the ground. The report points to a continued failure rate for students in applied courses, but says there is a solution.

Gap between policy and reality

According to the report, the reality in Ontario schools looks substantially different from Ontario policies which point to the importance of a system that keeps "options open for all students" and that does not require students "to make binding decisions about a particular educational and career path." Ontario policy also states that applied and academic courses are to cover the same "essential concepts" while responding to students' different interests and needs.

Among the findings:

Students are making binding decisions in Grade 9:

- 60% of students who take applied mathematics in grade 9, take the majority of their courses in the applied stream.

In this section

News and views

Education in the news

Press releases

Newsletters and eBulletins

Subscribe

Browse P4E News by Topic

- Aboriginal education (6)
- Accommodation review committees- ARCs (2)
- Advocating for your child (2)
- Arts (3)
- Assessment (3)

Next research Question

- How do race, sex, and class influence the transition to postsecondary education in Toronto and Chicago?



Toronto



Chicago



Are they comparable?

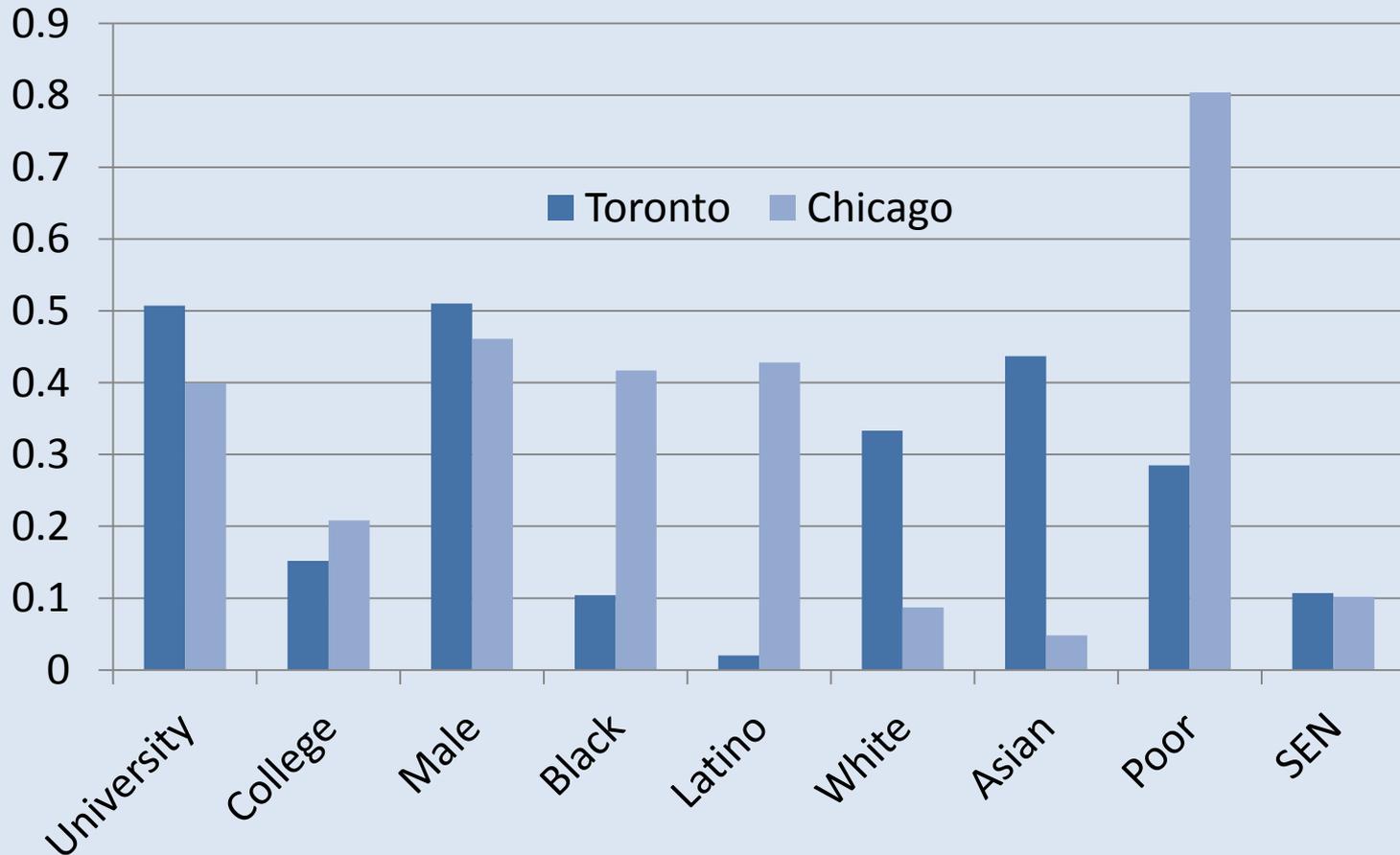
Chicago and Toronto

- Chicago Public Schools (CPS) oversees 681 schools, serving 400,000 students.
- Toronto District School Board (TDSB) oversees around 600 schools serving 250,000 students
- City of Chicago population 2,707,120 (2011 Census)
- City of Toronto population 2,791,140 (2011 Census)
- Chicago 65% percent for the 2012–2013 school year
- Toronto's comparable graduation rate was 66%

Data

- Chicago: 2006 CPS archive data
 - -Chicago Public Schools (CPS) that contains complete administrative records for all students (since 1992), including high school course transcripts; school enrollment history, transfer, and dropout data; and elementary and high school achievement test scores.
 - The CPS data has been linked to the National Student Clearinghouse data that allows for tracking students to their postsecondary enrollment and graduation.

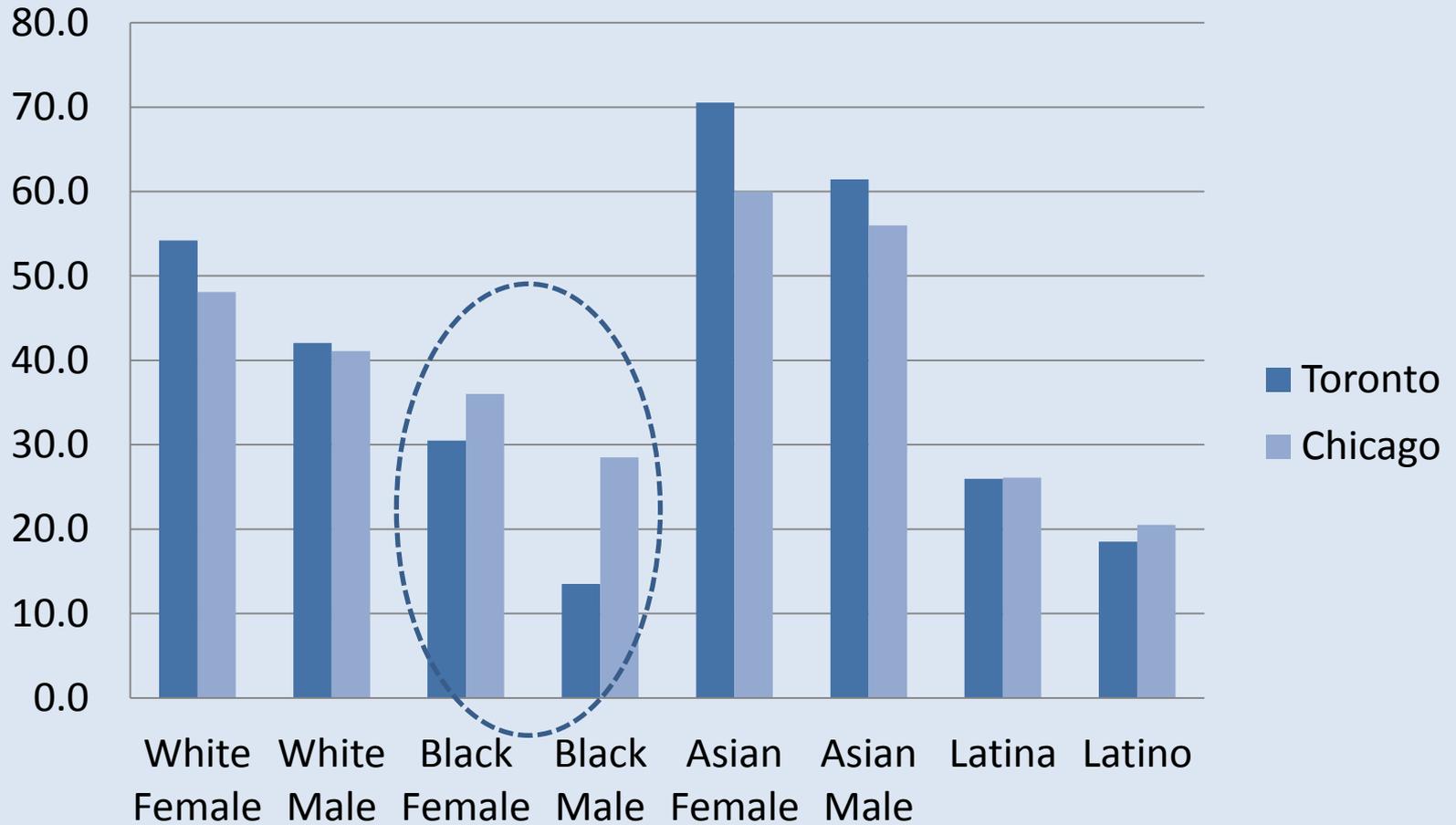
Variable comparisons



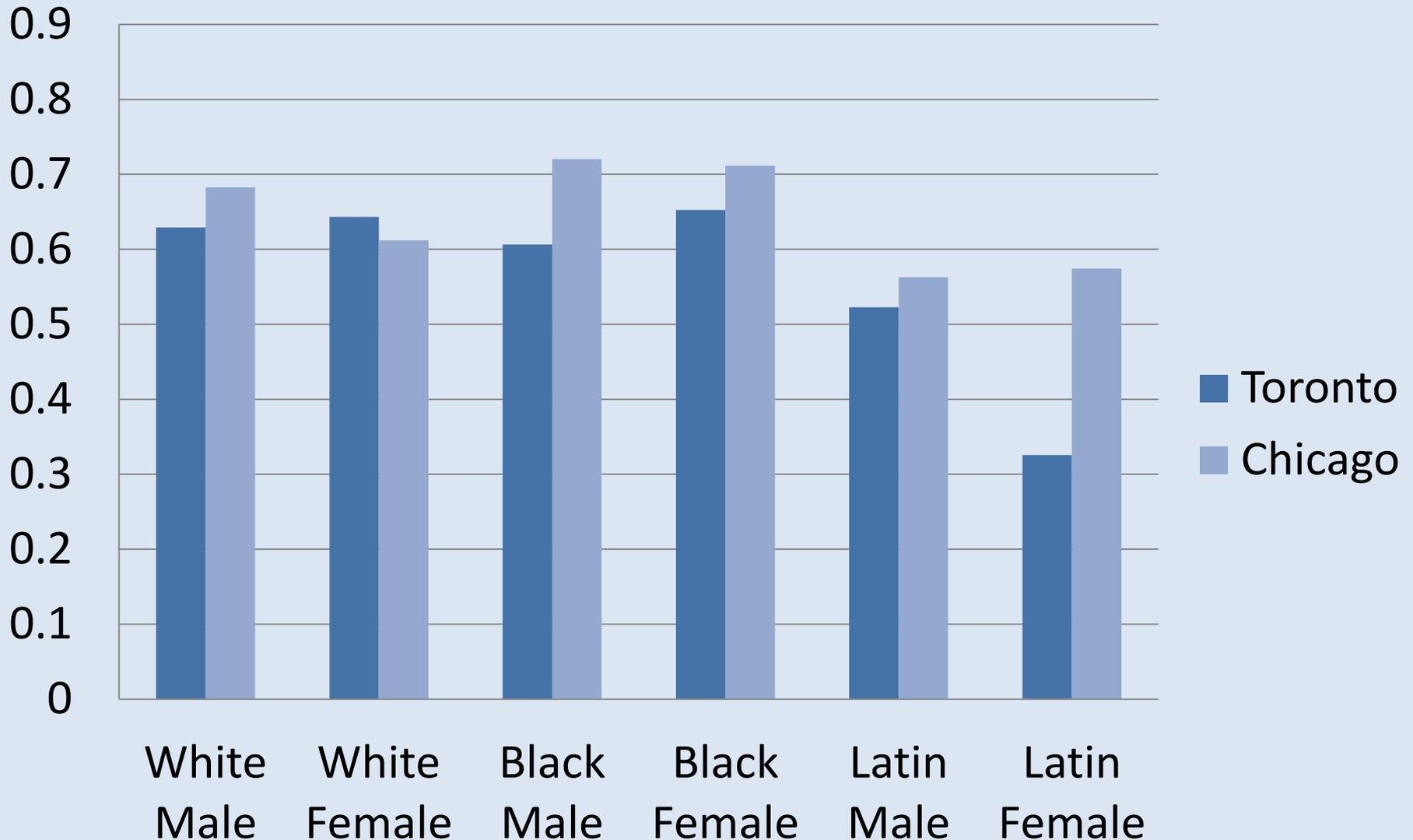
Toronto $N=13,652$

Chicago $N=16,364$

Four-year College Enrollments (as % of race and sex sub-group)

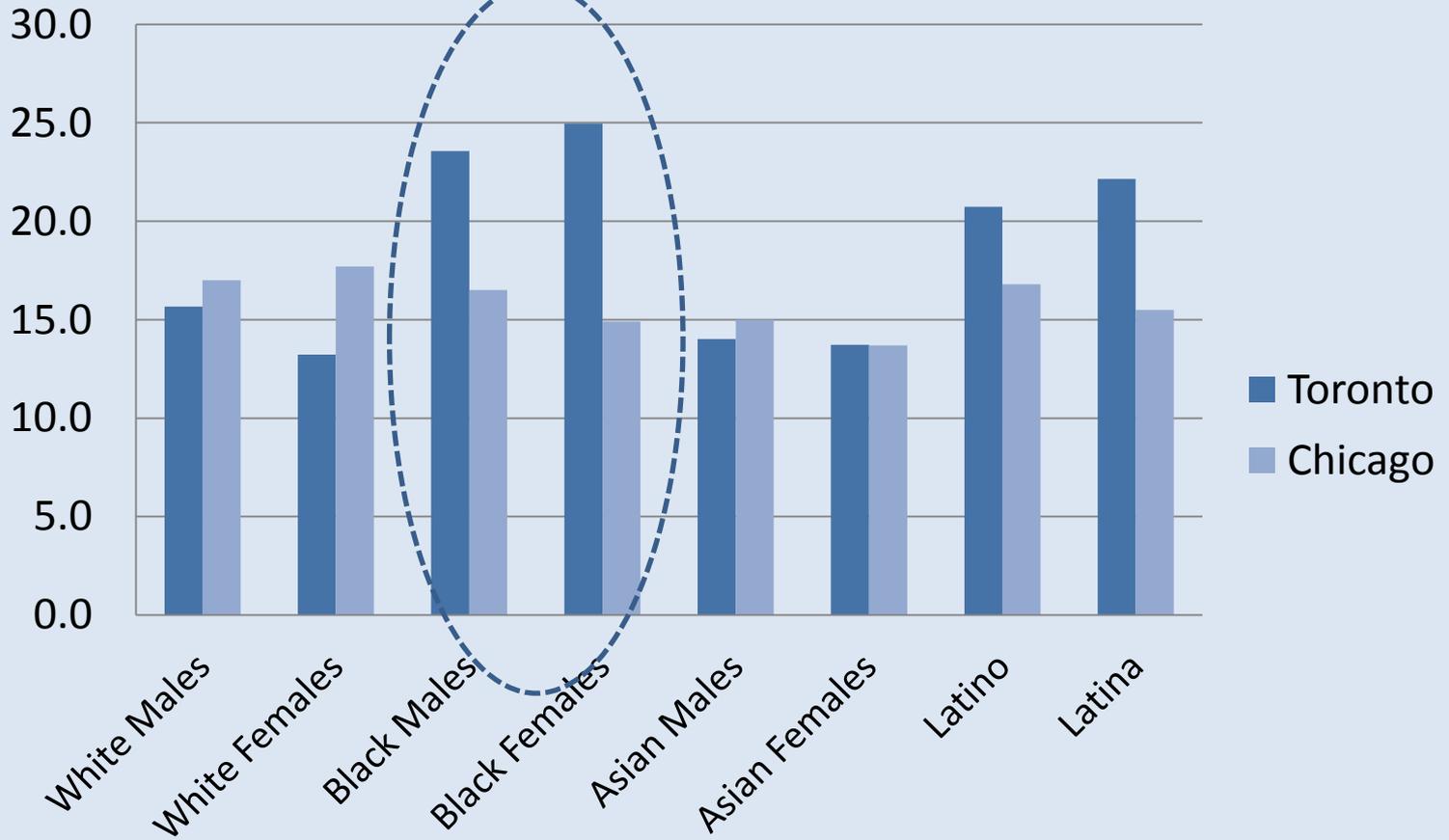


Probability of Four Year College if Poor, No SEN, GPA=3.0

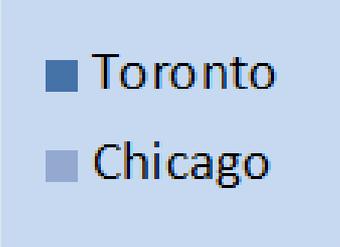


BlackXMale interaction sig in both cities, *LatinXMale* sig in Chicago

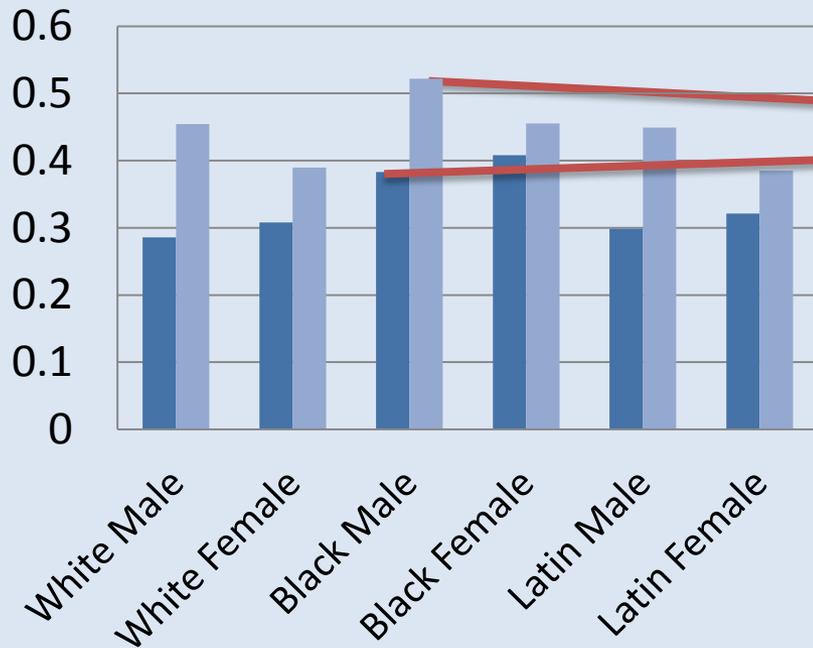
Two-year College Enrollments (as % of race and sex sub-group)



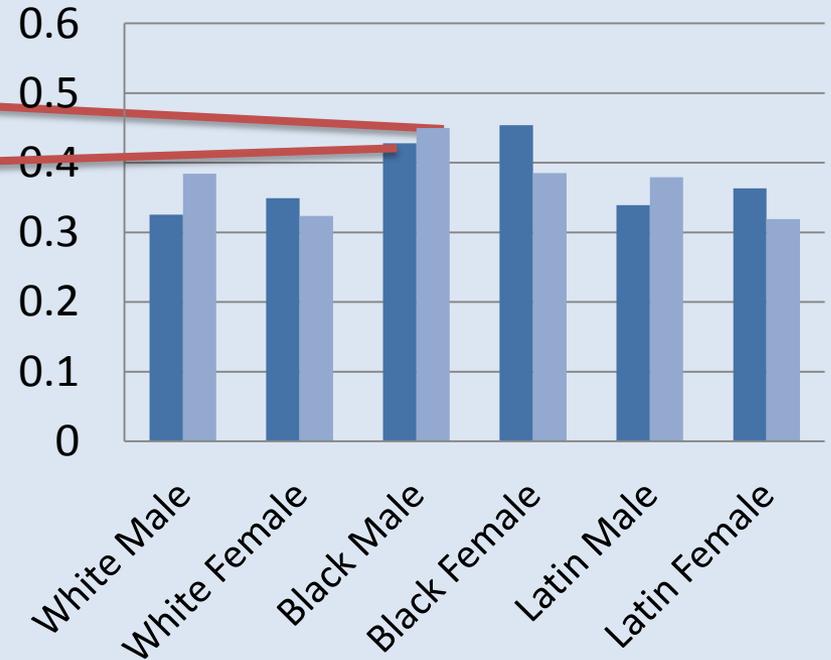
The different effect of SEN on two-year college enrollments



Probability of Two-Year College if Poor, No SEN and GPA=2.5



Probability of Two-Year College if Poor, Have SEN and GPA=2.5



Summary

- All things considered, Black students more likely to go to four-year college in Chicago
- Sex differentially effects the probability of four-year college depending on race (less pronounced for Blacks and Latinos compared to Whites)
- 2-year colleges serve different purposes in Toronto and Chicago
 - Serve students with special education needs more in Toronto
 - Students with special ed needs disproportionately racialized/male/poor

Context

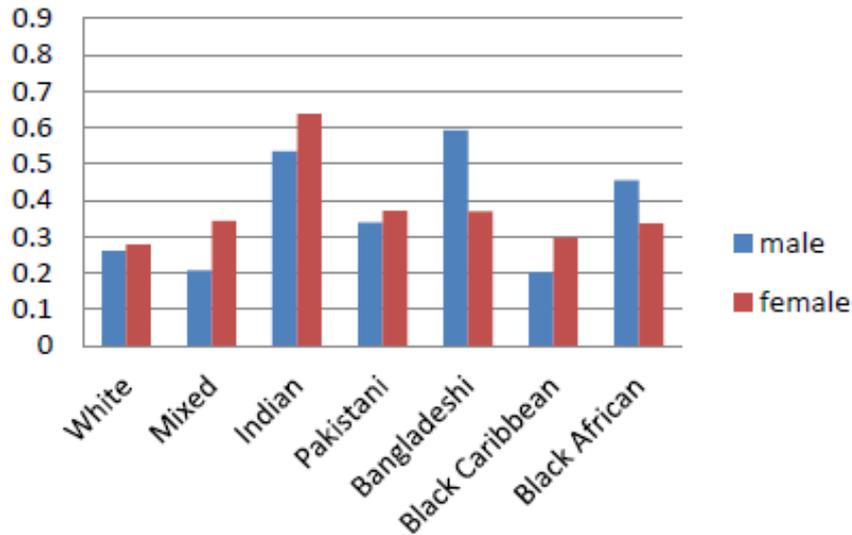
1. Over half of all eligible white students go to private school in Chicago
2. Chicago Public Schools phased out “tracking” about a decade ago
3. Blacks in Chicago are African American, third generation or higher; in Toronto 1st and 2nd generation Caribbean or African.
4. Discourse on, measurement of race – largely absent in Canada

Context continued

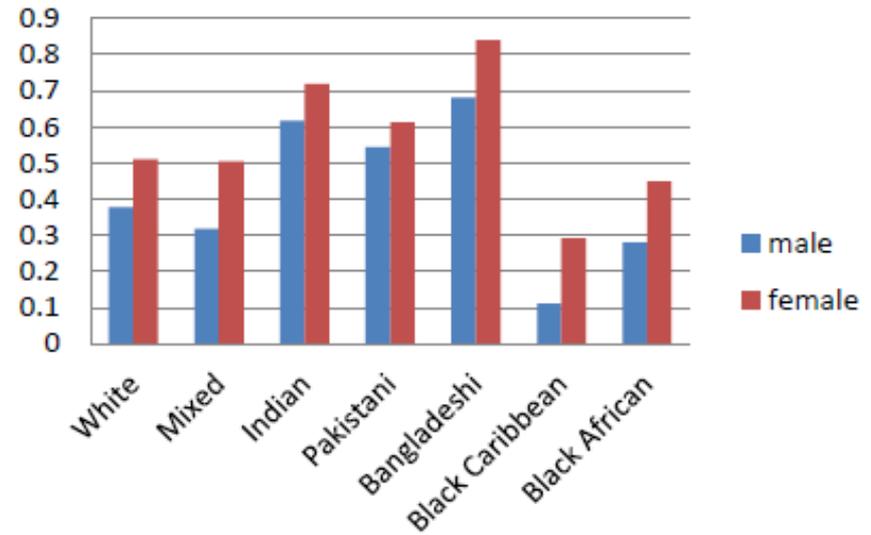
5. Historically Black Colleges and Universities in the US (no such tradition in Canada)
6. Absence of mentoring/targeted programs at racialized youth in Toronto

Recent London findings (still to be fleshed out)

Probability of University, London Sample



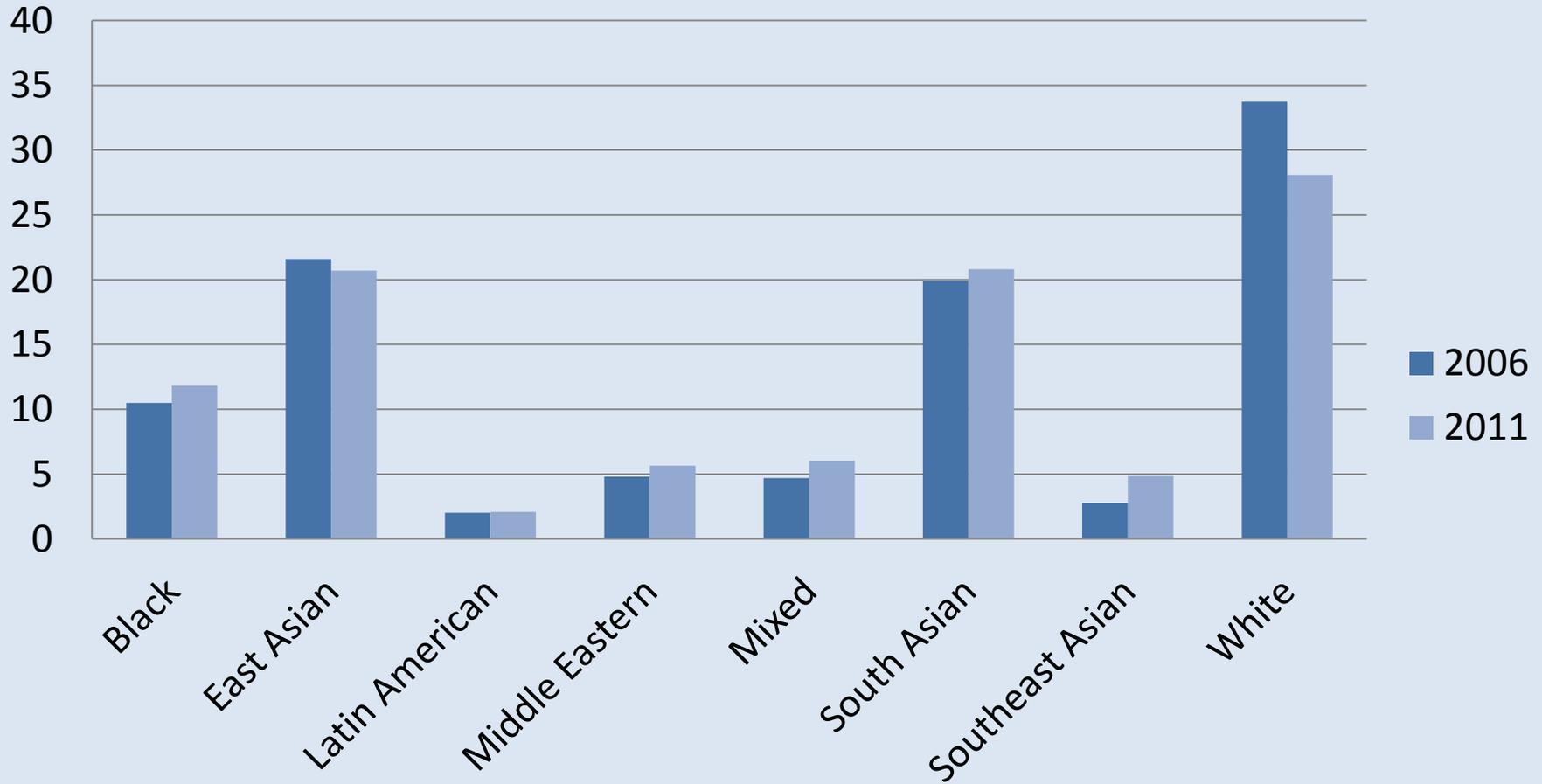
Probability of Confirming University, Toronto



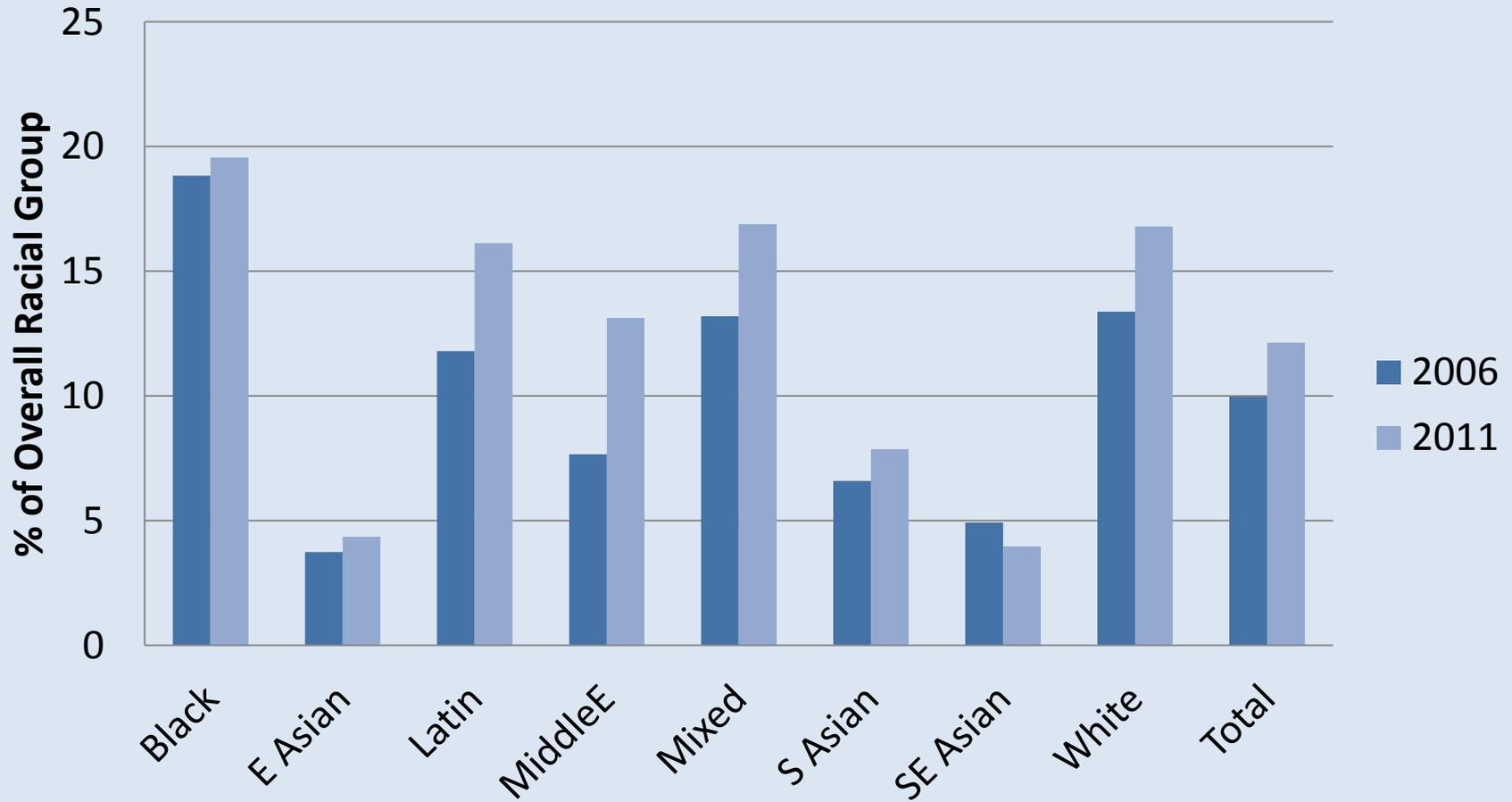
Next question...

So did things get better or worse in 2011?

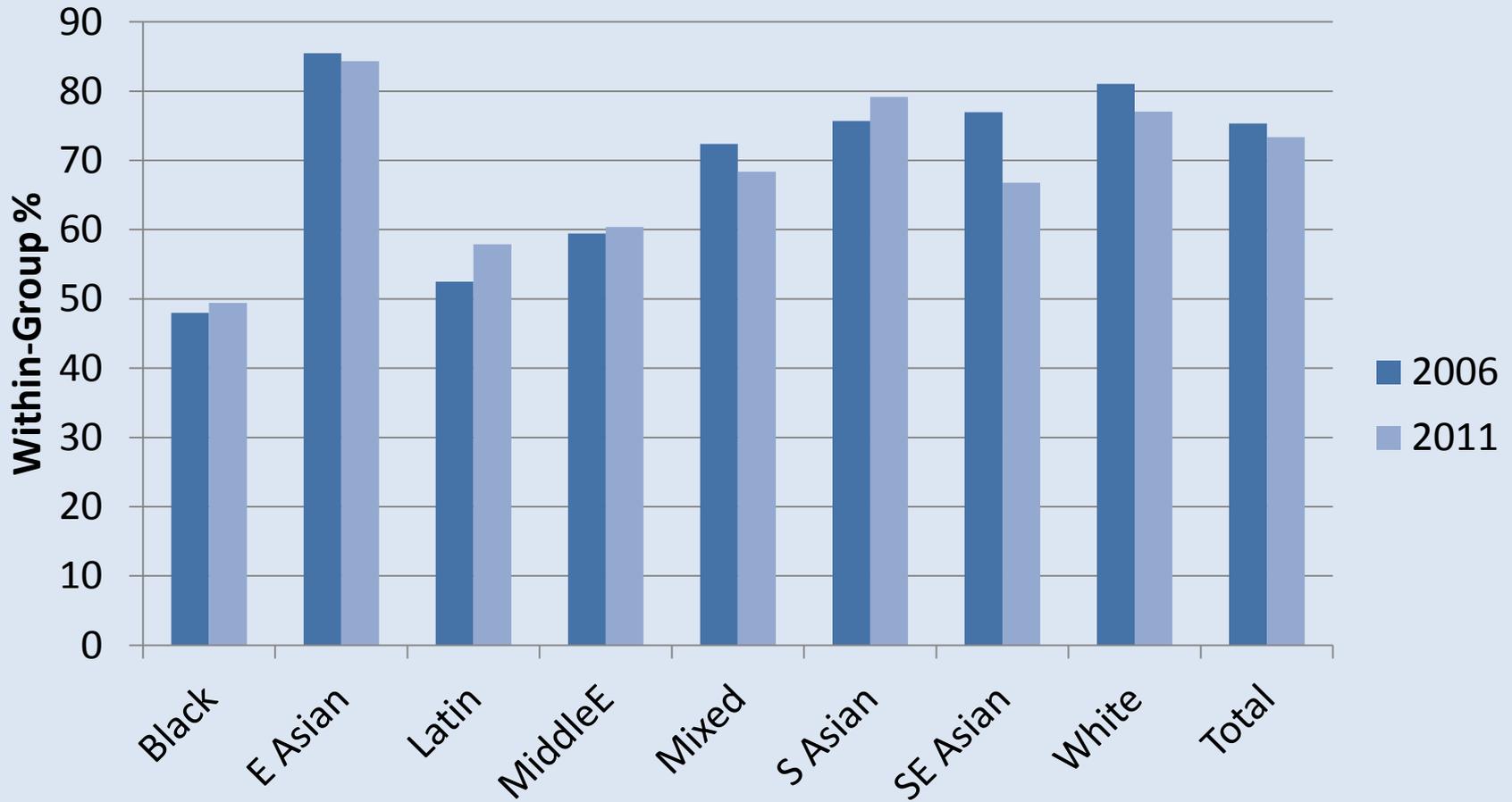
Racial Composition of Samples (%)



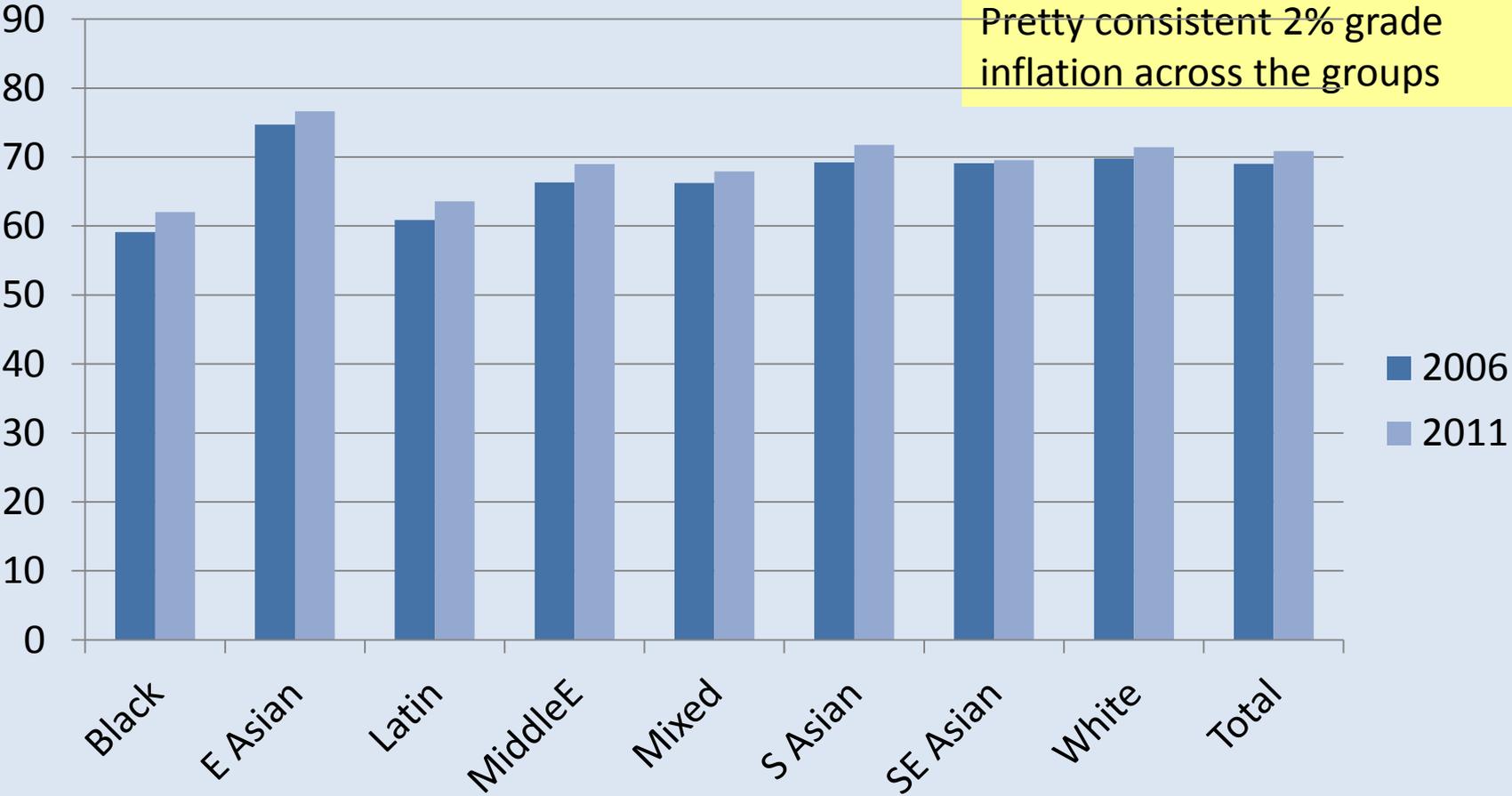
Within-Group % of students with Special Education Needs



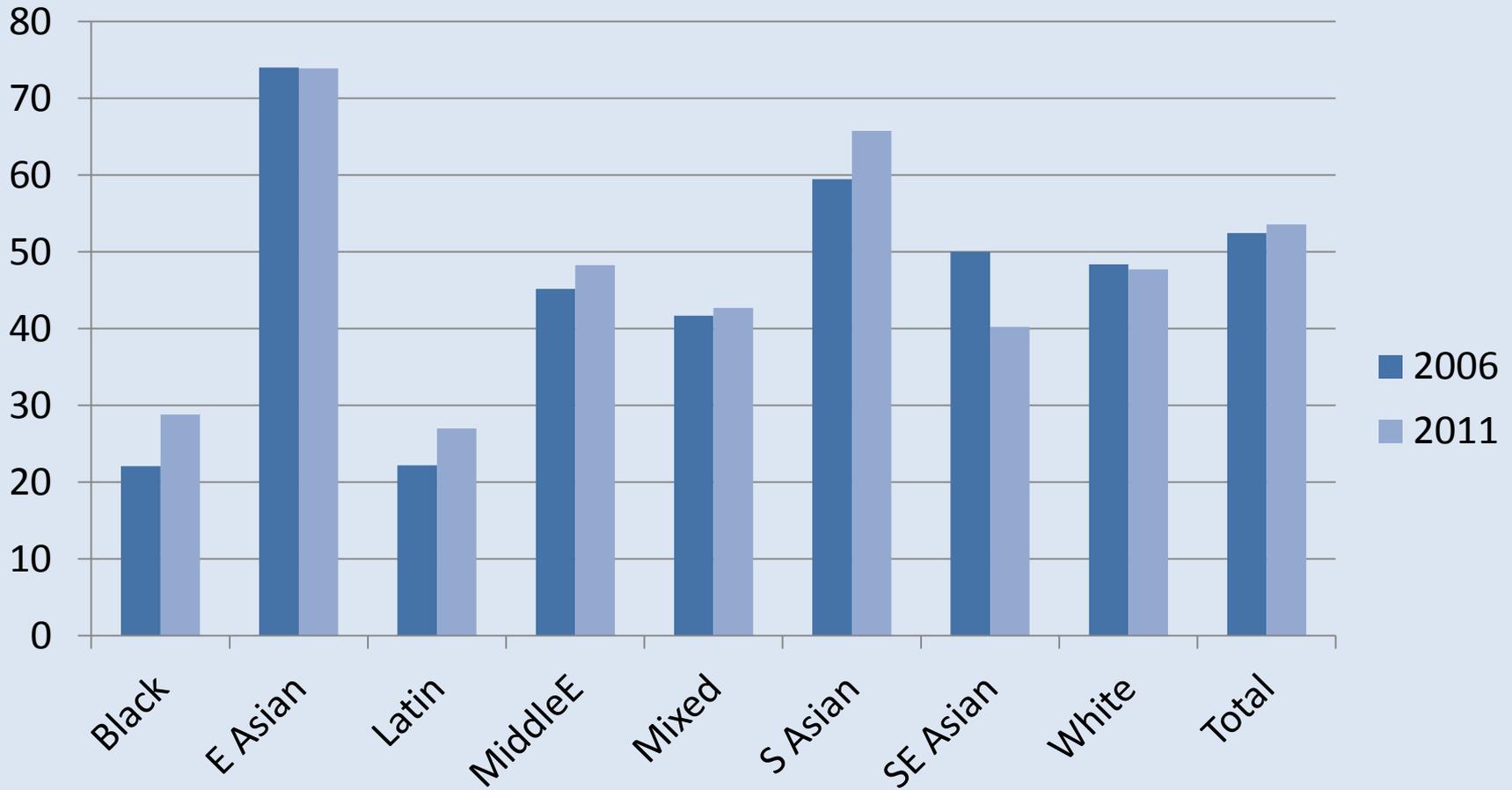
Within-Group % in Majority Academic Courses



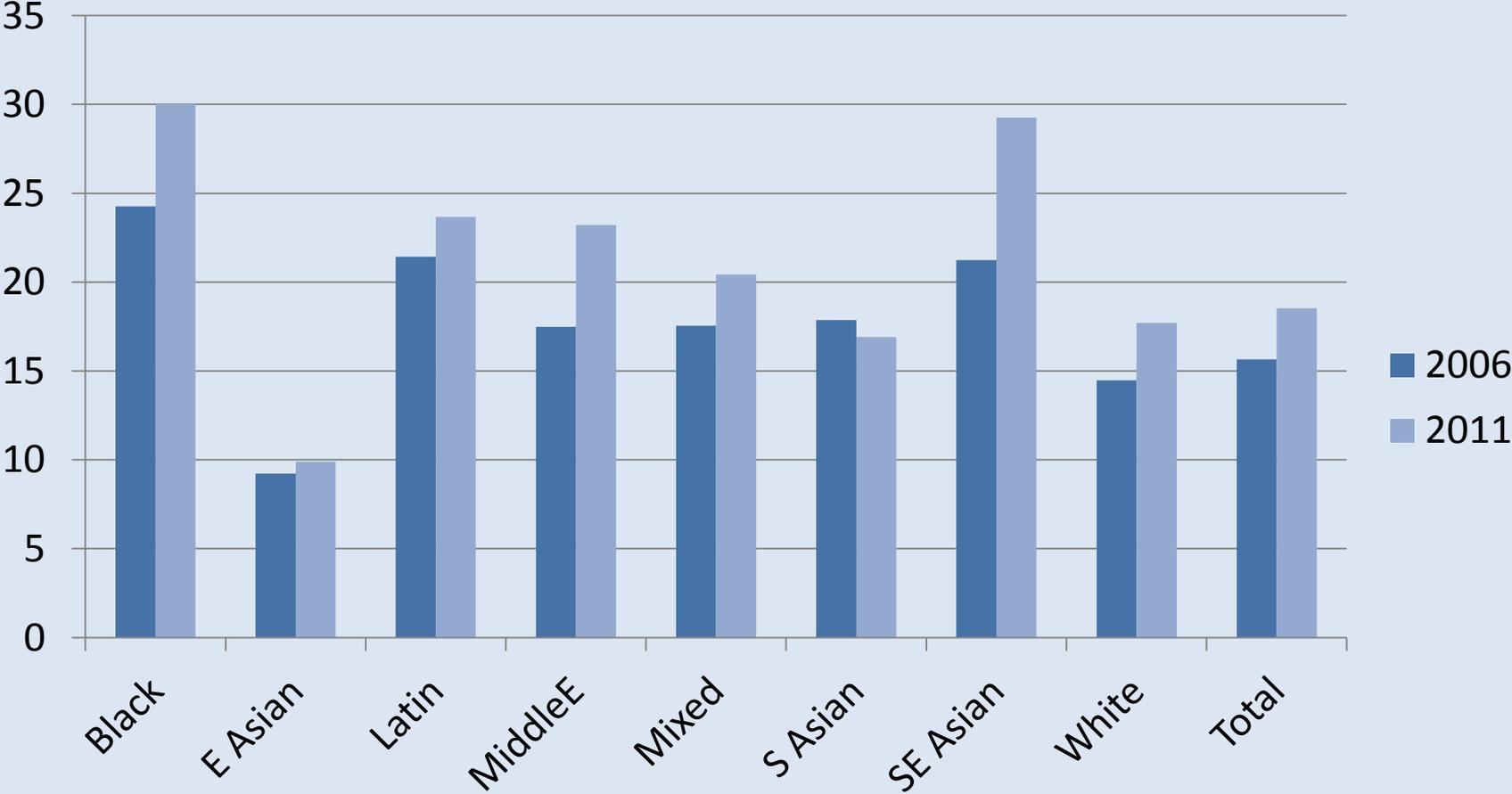
Average Grade 11/12 marks



University confirmations, 2006 and 2011



College confirmations, 2006 and 2011



Main findings

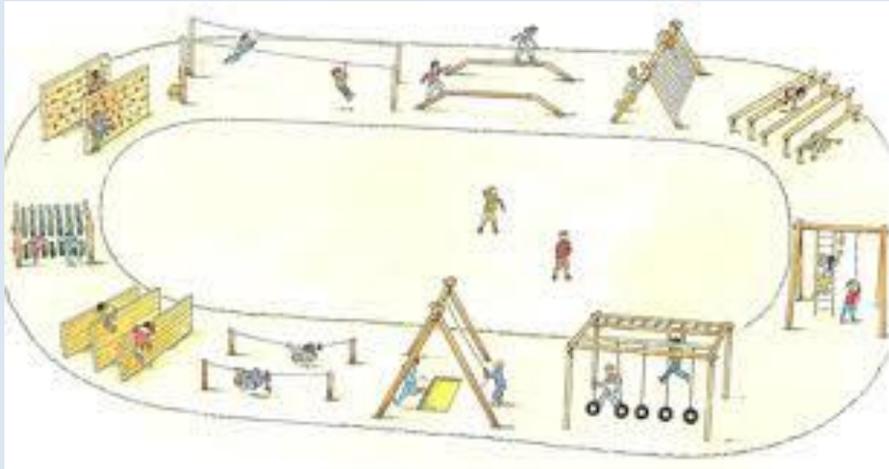
- Black students ended up being *more likely* than white students to confirm university in 2011.
- Southeast Asian students, however, went from being more likely to confirm university than Whites in 2006 to being no different from Whites in 2011.

Summary

- When we look at the different predictors of post-secondary, Black students are way less likely to have what is required to go
 1. lower grades
 2. higher rates of special education needs
 3. Less likely to be in academic streams

This has not changed between 2006 and 2011.

In other words



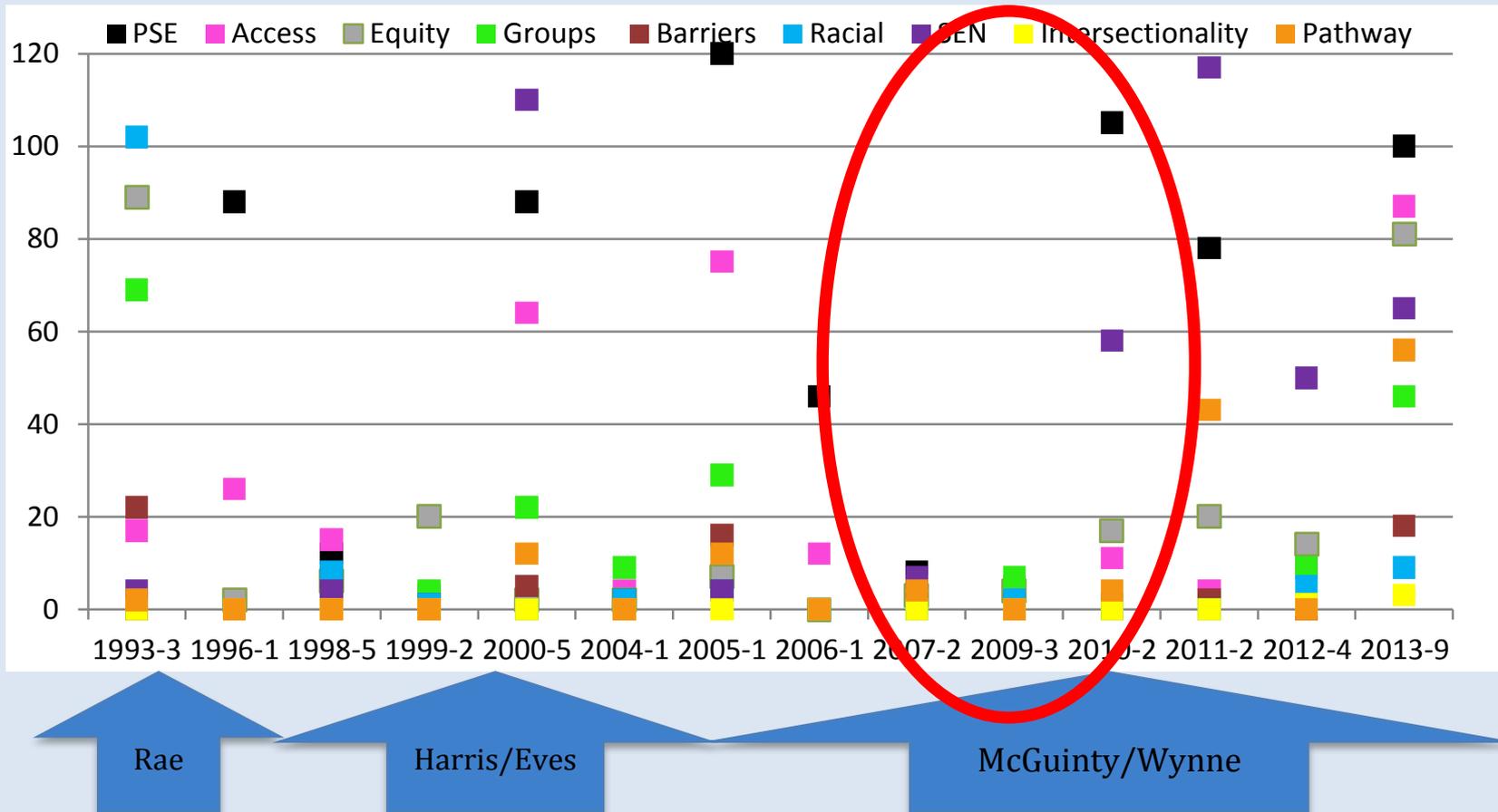
WHY?

- Things are getting better? (Policies are working!)



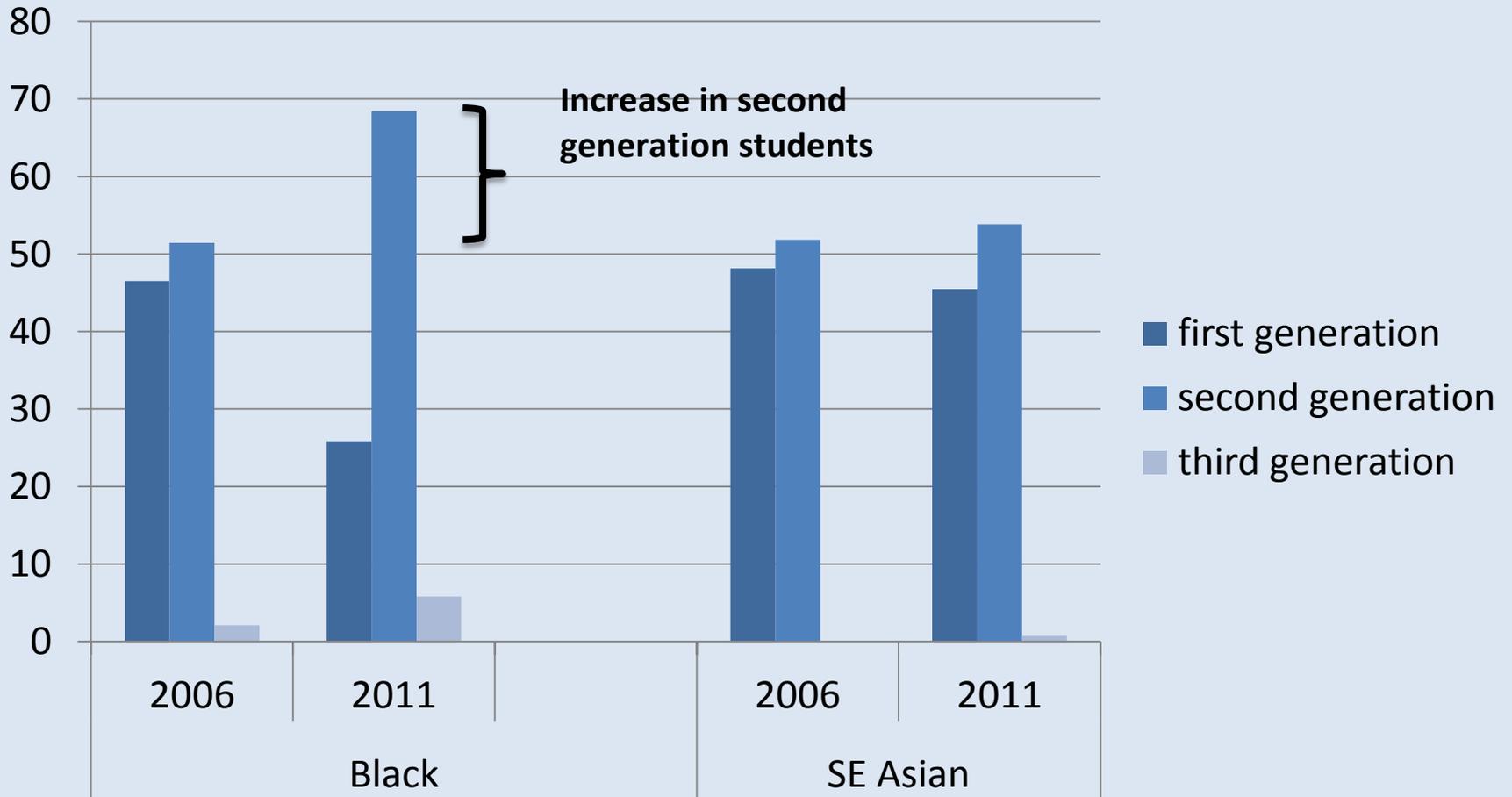
Note: Excerpt from policy analysis by Robson, Anisef, Newton and Teclé, 2015)

Figure 8: Search Criteria Terms from all Three Sources (EDU, MTCU, and TDSB) by Year



Maybe the policies worked! _(ツ)_/

A shift in the composition of ethnic groups – “immigrant drive”



Next steps

- 2011 comparison of Toronto and Chicago
- Bringing London and New York into the mix
- Looking at the idea of PSE completion
- Looking at the idea of PSE “selectivity” in Ontario (elite vs non-elite)

Thank you!



SSHRC  CRSH