



A Comparison of Factors Determining the Transition to Postsecondary Education among Marginalized Youth in Toronto and Chicago

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Research Question

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



INTERSECTIONALITY

AN EVIDENCE-BASED POLICY
FRAMEWORK FOR EDUCATION

INTERSECTIONALITY....

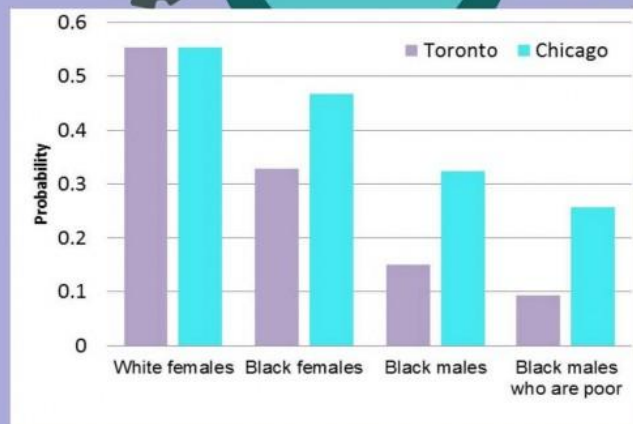
RELATIONSHIPS
BETWEEN FACTORS
AND SOCIETAL OR
INSTITUTIONAL
PROCESSES THAT
CREATE DIFFERENCES
IN EXPERIENCES,
OPPORTUNITIES, AND
OUTCOMES

AN EXAMPLE!

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



ASK WHAT OTHER
FACTORS COULD BE
IMPACTING THE
OUTCOME?



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<http://gatewaycitiesproject.info.yorku.ca/toronto/>

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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?

SOURCES:

- RESEARCH PROJECTS
- SCHOOL BOARDS
- INSTITUTIONS
- ORGANIZATIONS
- CITIES
- A CENSUS

ACTIONS:

- *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!



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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%

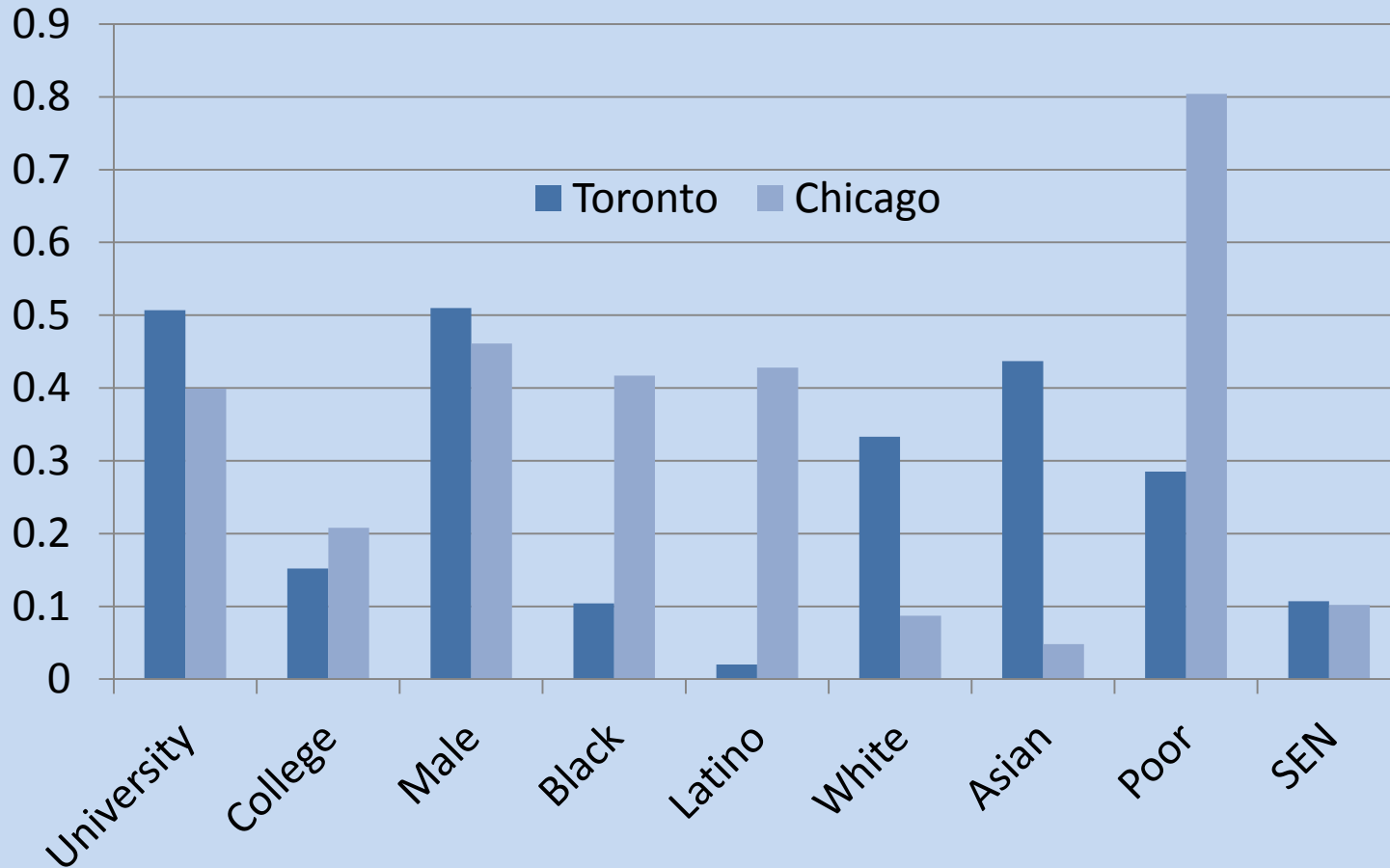
Data

- Toronto : 2006 Student Census (all students grades 8-12, restricted to age-appropriate Grade 12 students)
 - Merged with Ontario College and University Application Centre data
 - Administrative school board data on grades, special education needs
 - Merged neighbourhood information from 2001 Federal census

Data

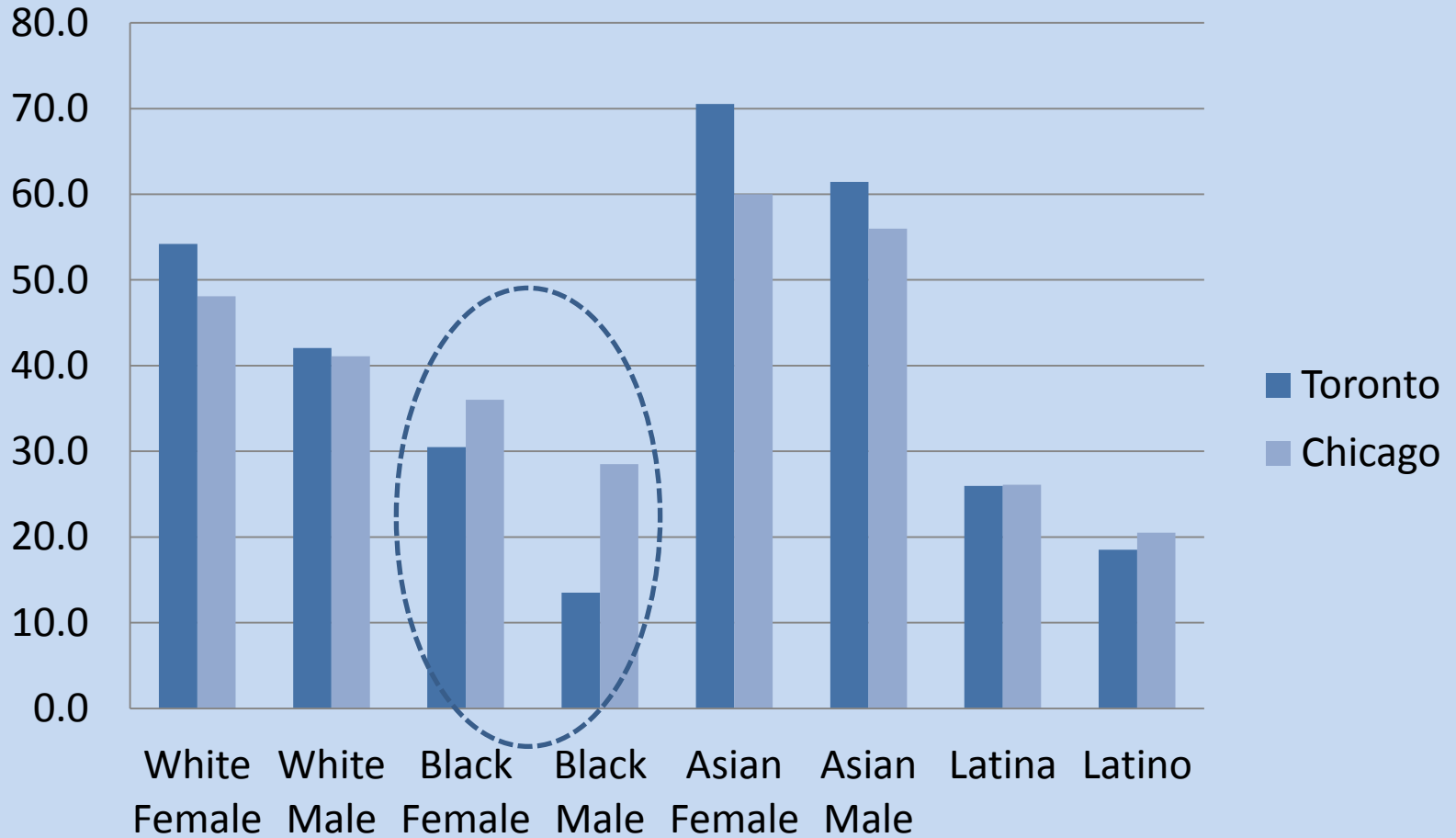
- Chicago: 2006 CPS archive data
 - -Chicago Public Schools (CPS) that contains complete administrative records for all students (since 1992), including high school course transcripts; school enrollment history, transfer, and dropout data; and elementary and high school achievement test scores.
 - The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

Variable comparisons

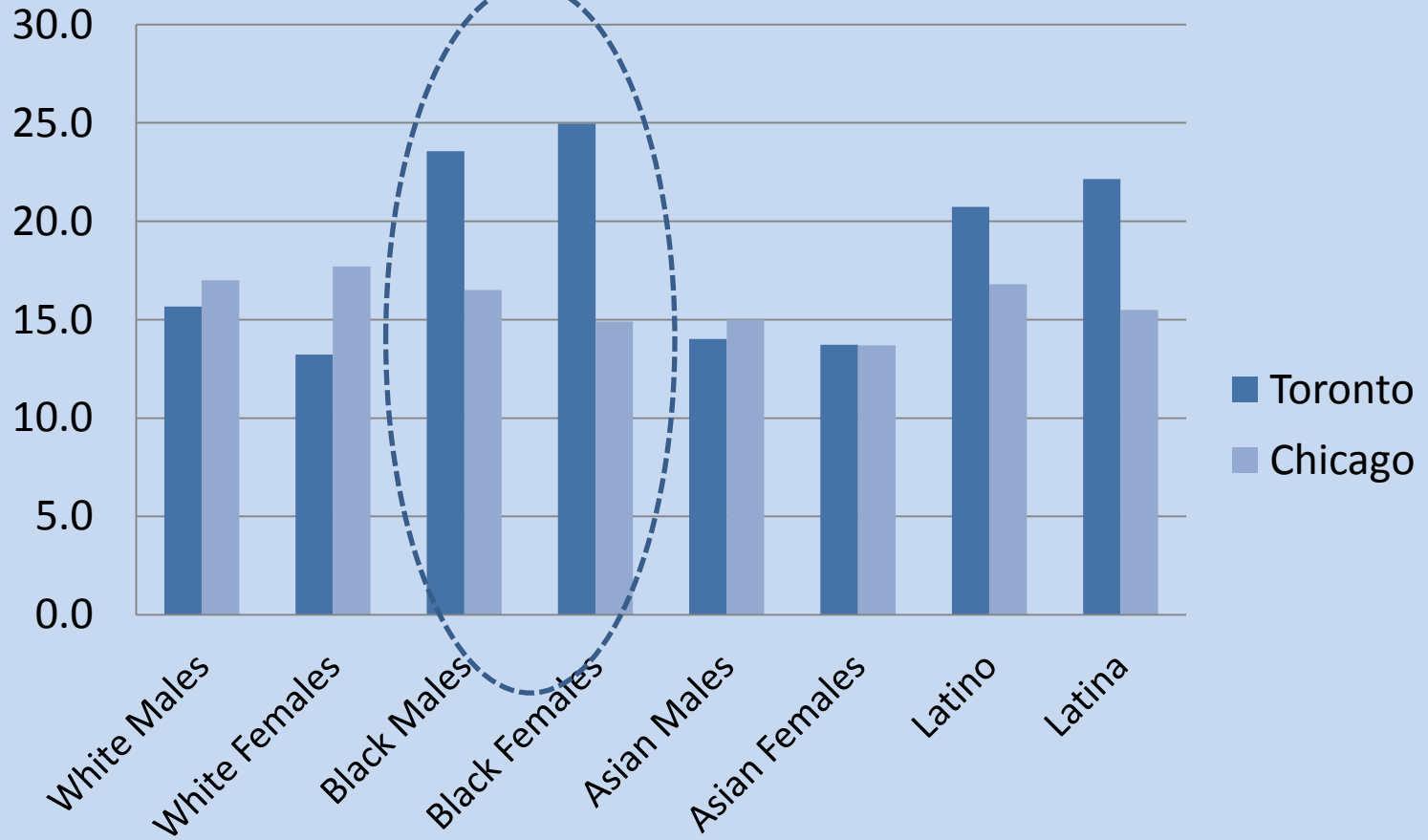


Toronto $N=13,770$ Chicago $N=14,194$

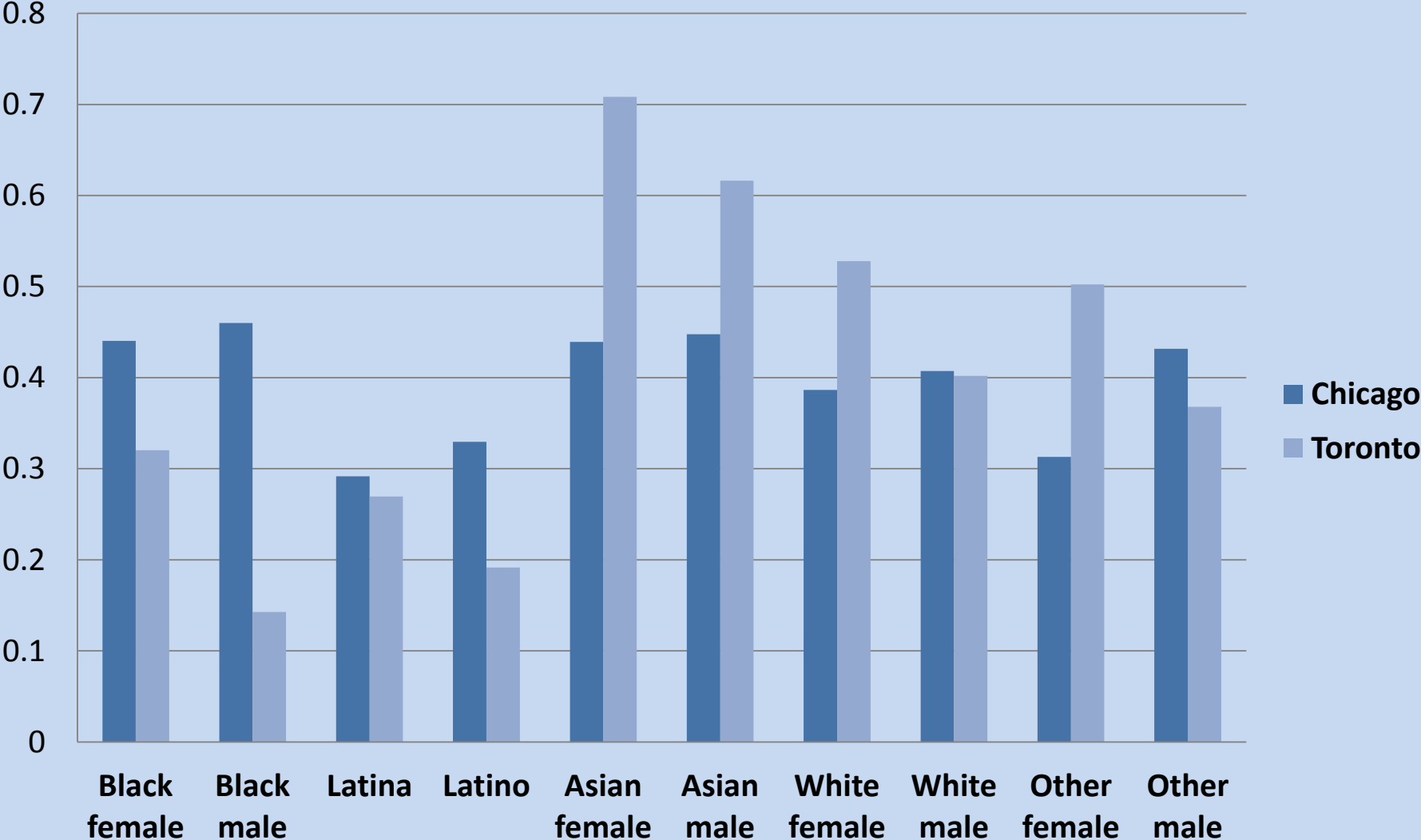
Four-year College Enrollments (as % of race and sex sub-group)



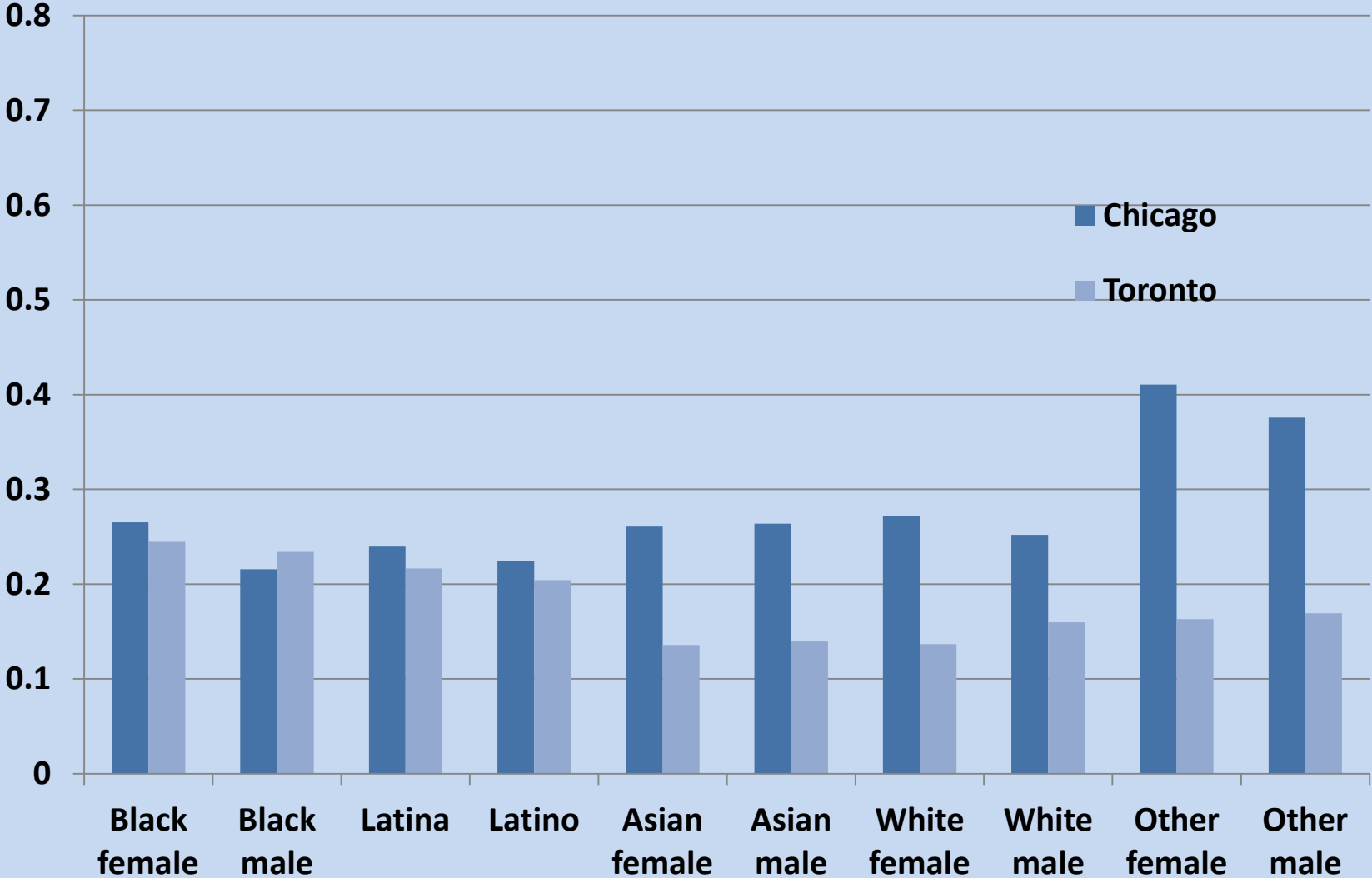
Two-year College Enrollments (as % of race and sex sub-group)



Predicted Probabilities of Enrolling in Four-Year College



Predicted Probabilities of Enrolling in Two-Year College



Summary

- All things considered, Black students more likely to go to four-year college in Chicago
- 2-year colleges serve different purposes in Toronto and Chicago
 - Serve students with special education needs more in Toronto

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

Thank you!



SSHRC  CRSH