

Welcome to our Partnership Engagement Event

November 29th, 2021

Partnership for Student Transitions, Access, and Research in Tertiary Education
funded by SSHRC “Connecting Partners” Partnership Development Grant

Objectives & Goals for Today

- Bring our partners and researchers together
- Make sure everyone is up to date and informed
- Share the findings of the Descriptive Report
- To get meaningful input and feedback from our partners

Today's Event Agenda

- Welcome and Overview/Update on the Partnership to date
- Participant Introduction Activities
- Presentation on Key findings from the Descriptive Report
- Discussion and Input in Breakout Rooms
- Wrap up and next steps

Housekeeping

- We will be recording two presentation sections of this event
 - But not the interactive sections
- We have a live transcript running
 - You should have an option to turn it on if you want to see it
- If you have other accessibility needs or concerns, please send Caroline a direct message

Welcome from the Project Director

Connecting Partners: Promoting Access Across
Education, Skills and Employment Pathways

Dr. David Walters

Overview of the Partnership

Goals

- Identify barriers experienced by many youth who pursue postsecondary education and employment
- Connect partners who share similar goals and objectives

Intended Outcomes

- Unparalleled springboard for knowledge mobilization and transfer among numerous stakeholders, including academic, administrative, and policy audiences

Partners





Dr. David Walters
Primary Investigator
University of Guelph



Dr. David Zarifa
Co-Investigator
Nipissing University



Dr. Karen Robson
Co-Investigator
McMaster University



Dr. Gillian Parekh
Co-Investigator
York University



Dr. Scott Davies
Co-Investigator
University of Toronto



Dr. Rob Brown
Co-Investigator
York University



Dr. Cathlene Hillier
Collaborator
Crandall University



Dr. Marc Frenette
Collaborator
Statistics Canada



Dr. Kristyn Frank
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Statistics Canada



Christine Mishra
Project Manager
University of Guelph



Dr. Terry Yip
Post-Doctoral Fellow
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Avery Beall
Project Facilitator
Nipissing University



Alexandra Pulchny
PhD Student
McMaster University



Anthony Moots
Doctor of Education Student
University of Toronto



Alain Carlson
PhD Student
Nipissing University

Update on the Partnership to Date

- Data linkages and analyses
- Several mini-workshops
- Reports
- First full workshop

Key Findings from the Descriptive Report

- Welcome Dr. Rob Brown

Connection of TDSB and PSIS Data: An Introduction



Robert S. Brown, York University
Co-Investigator, “Connecting Partners”



The Data

The TDSB Grade 9 Cohort Datasets: Students who started Grade 9 in the Toronto District School Board (TDSB) from Fall 2000-Fall 2012
(Approx. 230, 000 students in total)

- Matched to Statistics Canada's Education and Labour Market Longitudinal Platform (ELMLP), which includes:
 - PSIS (postsecondary enrolment and graduation)
 - RAIS (apprenticeship)
 - CSLP (federal loans/grants)
 - T1 Family File (including income)

This Report's Focus

- Initial focus on the TDSB Grade 9 cohorts who started Grade 9 in Fall 2004, 2005, 2006.
 - Moved into postsecondary starting in 2008-09, and most would have graduated by 2017.
 - They are the best current fit with PSIS data.
 - There are around 50K in the three cohorts.
- Note: many students take up to ten years after completing secondary school to graduate from postsecondary - therefore the postsecondary graduation information here may not include all who graduated

The TDSB Grade 9 Cohort Dataset

TDSB Cohort	What This Means...	'Standard' Year to Postsecondary
Fall 2000 cohort	Grade 9 in Fall 2000- Followed to Fall 2005	Fall 2004
Fall 2001 cohort	Grade 9 in Fall 2001- Followed to Fall 2006	Fall 2005
Fall 2002 cohort	Grade 9 in Fall 2002- Followed to Fall 2007	Fall 2006
Fall 2003 cohort	Grade 9 in Fall 2003- Followed to Fall 2008	Fall 2007
Fall 2004 cohort	Grade 9 in Fall 2004- Followed to Fall 2009	Fall 2008
Fall 2005 cohort	Grade 9 in Fall 2005- Followed to Fall 2010	Fall 2009
Fall 2006 cohort	Grade 9 in Fall 2006- Followed to Fall 2011	Fall 2010
Fall 2007 cohort	Grade 9 in Fall 2007- Followed to Fall 2012	Fall 2011
Fall 2008 cohort	Grade 9 in Fall 2008- Followed to Fall 2013	Fall 2012
Fall 2009 cohort	Grade 9 in Fall 2009- Followed to Fall 2014	Fall 2013
Fall 2010 cohort	Grade 9 in Fall 2010- Followed to Fall 2015	Fall 2014
Fall 2011 cohort	Grade 9 in Fall 2011- Followed to Fall 2016	Fall 2015
Fall 2012 cohort	Grade 9 in Fall 2012- Followed to Fall 2017	Fall 2016

Table 1: Postsecondary Outcomes to 2017 (TDSB Grade 9 Cohorts Fall 2004-Fall 2006)

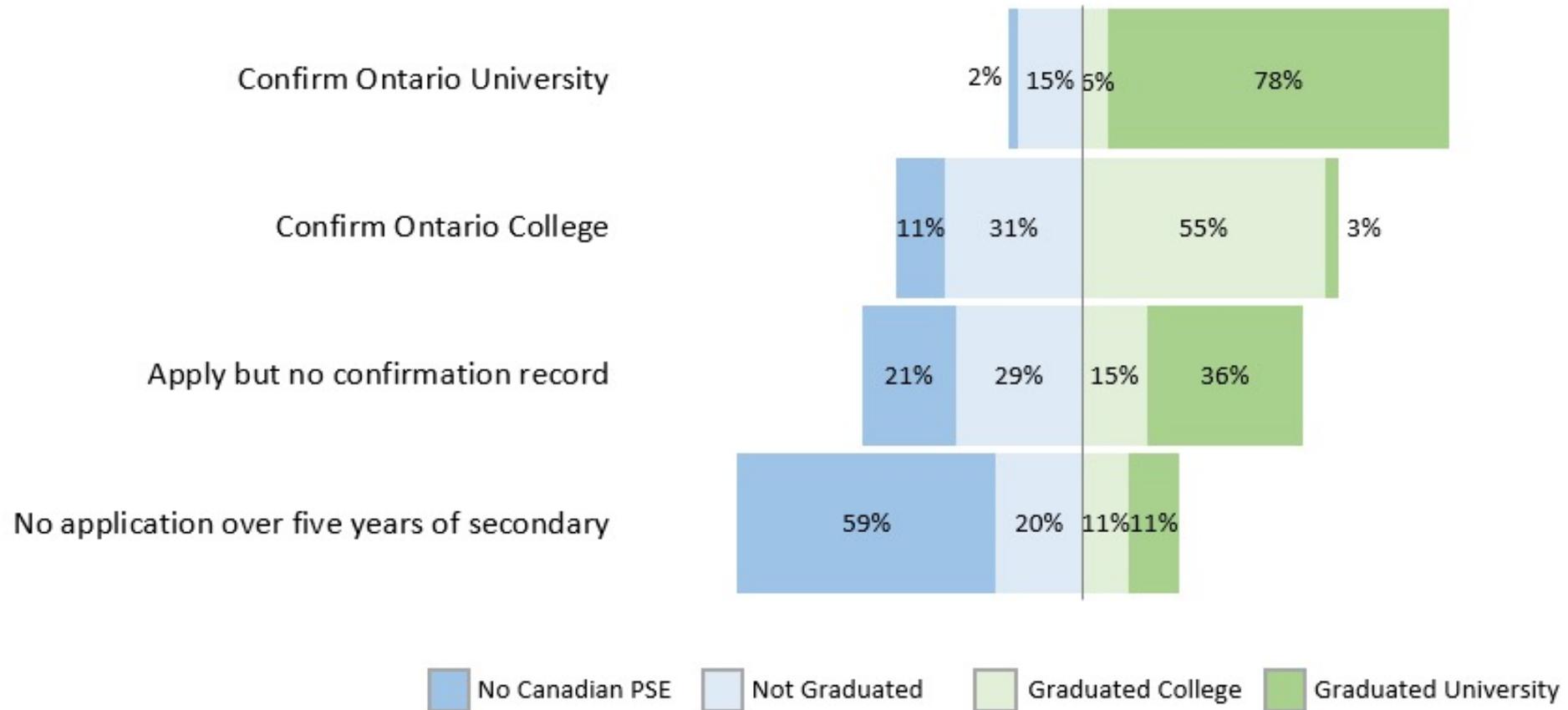
Postsecondary Graduation Status	Frequency (N)	Percent
No postsecondary in Canada	12640	25.1
Postsecondary but did not graduate	9800	19.4
Graduated college	6800	13.5
Graduated university	21210	42.0
Total	50450	100.0

- 75% of students went into postsecondary
- 56% graduated from university or college

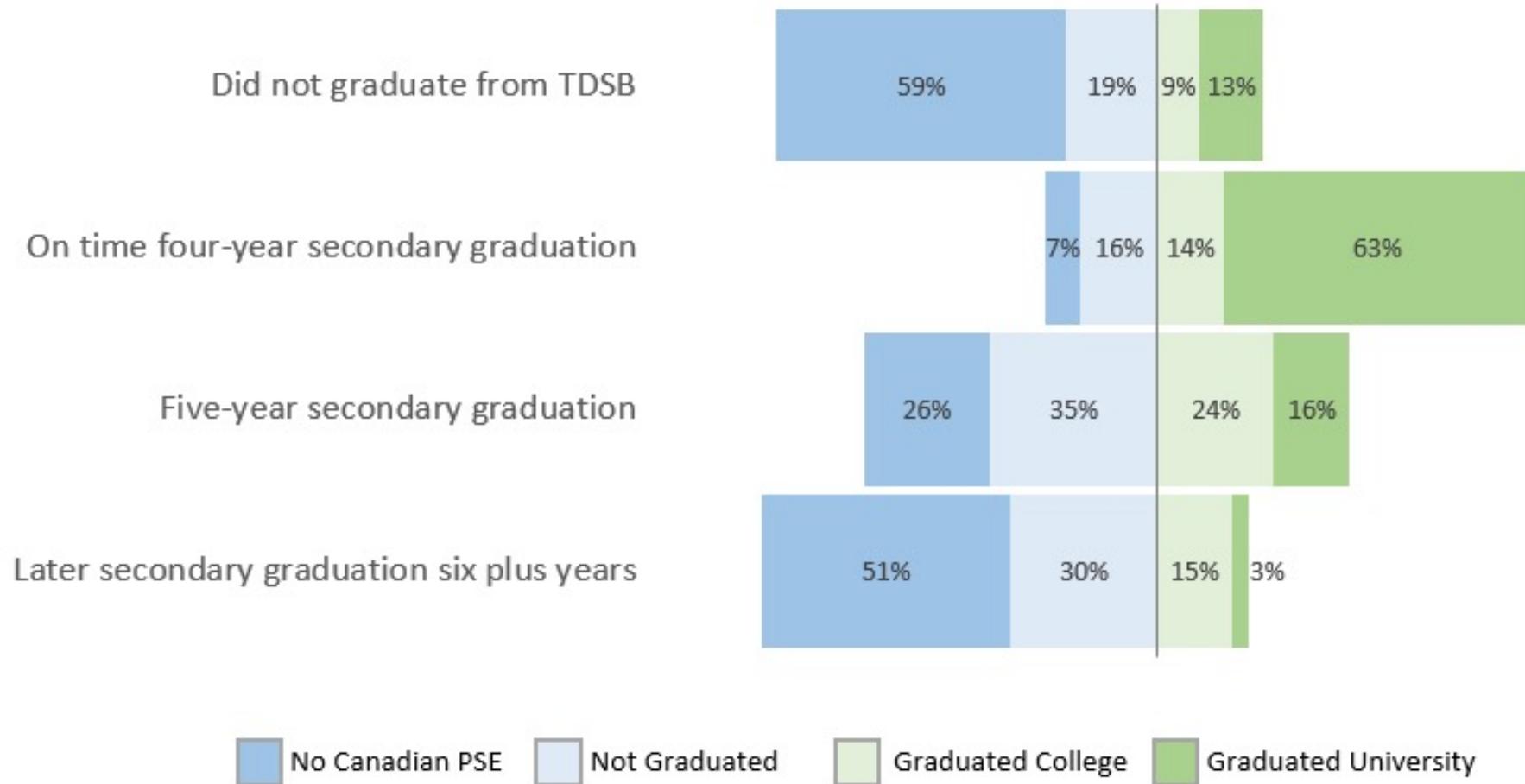
Hypothesis 1

- There is an extremely strong relationship between the post-secondary pathway chosen at the end of five years of high school (based on OUAC and OCAS data) and postsecondary attendance and completion patterns.
- **Results:** Yes. there was a very strong relationship of both postsecondary pathways and secondary graduation patterns, to postsecondary graduation.
 - Interestingly, most students who applied but did not confirm postsecondary, did ultimately make the transition to postsecondary; and the majority who made that transition did also graduate.

Five-Year Postsecondary Confirmation Status and Postsecondary Graduation



Secondary School Graduation Status and Postsecondary Graduation Status



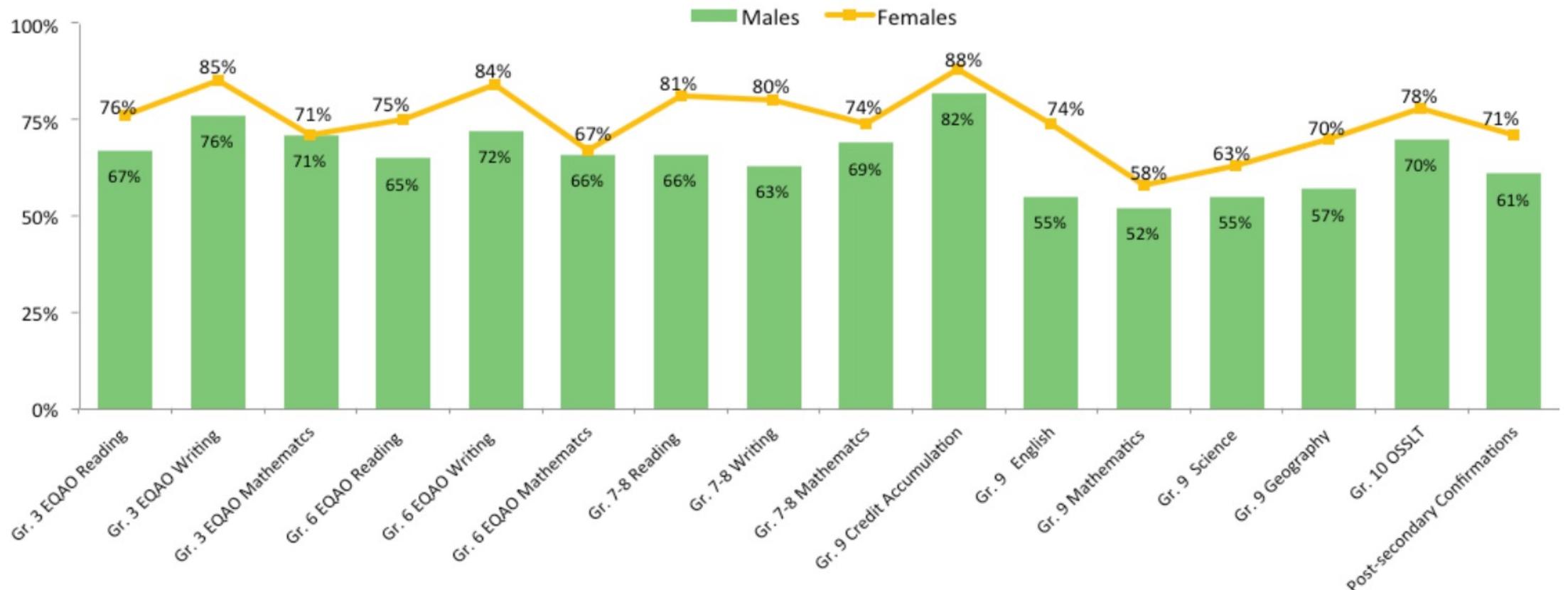
Hypothesis 2:

- The relationship of demographic and school variables to five-year high school graduation found in previous board research will be replicated in the examination of postsecondary attendance and completion patterns.
- **Results: Yes.** The general picture of postsecondary attainment of the 2004-2006 cohorts reflects previously found high school graduation patterns.
- The first two examples show:
 - TDSB gender differences 2013-14 over multiple grades (from the 2015 Environmental Scan) followed by gender and postsecondary completion patterns
 - Grade 9 Credit Accumulation and high school graduation of the 1987 and 2011 Grade 9 cohort, followed by similar Grade 9 credit accumulation and postsecondary completion patterns.

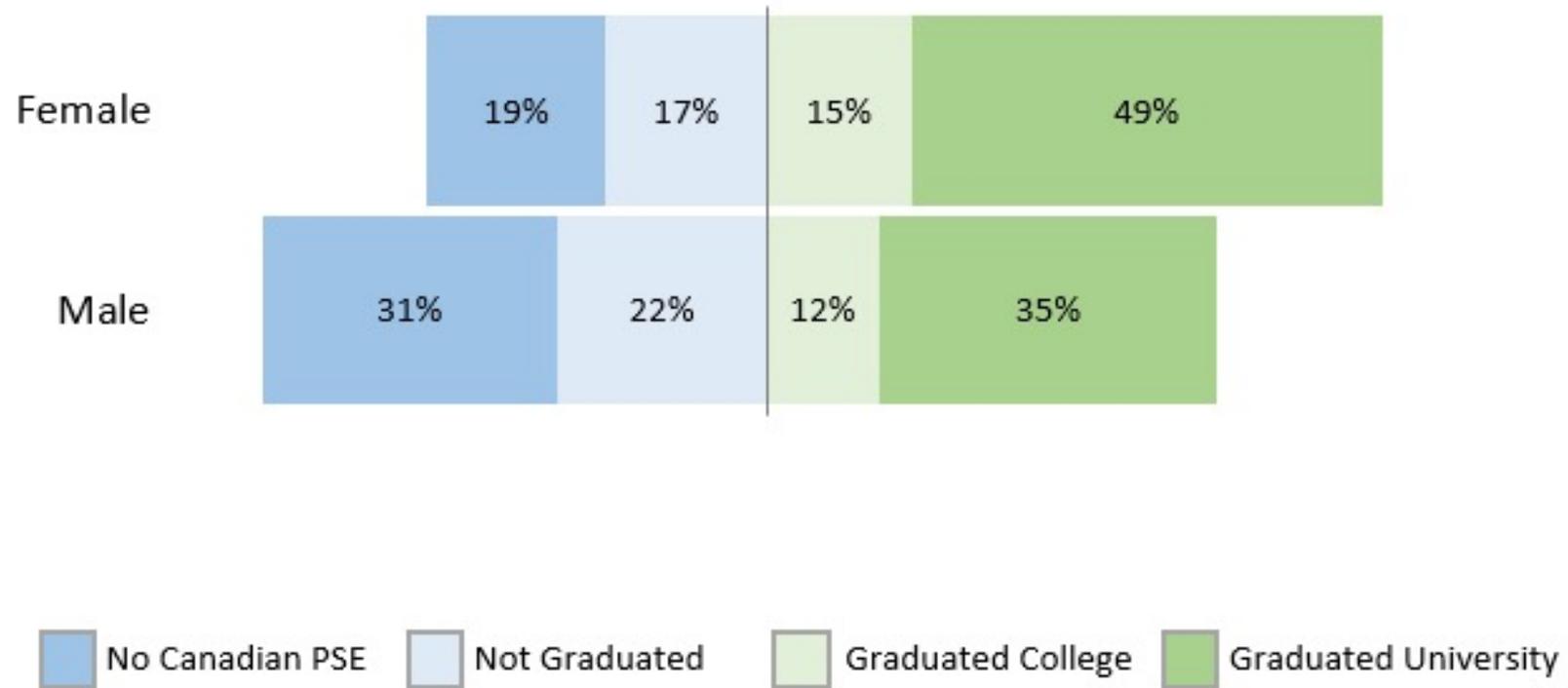
Achievement Gaps by Gender Across Grades

Previous research in the TDSB has found that achievement gaps by gender across many grades. Figure 3 below shows the gender gap from primary grades through secondary school and into post-secondary confirmations.

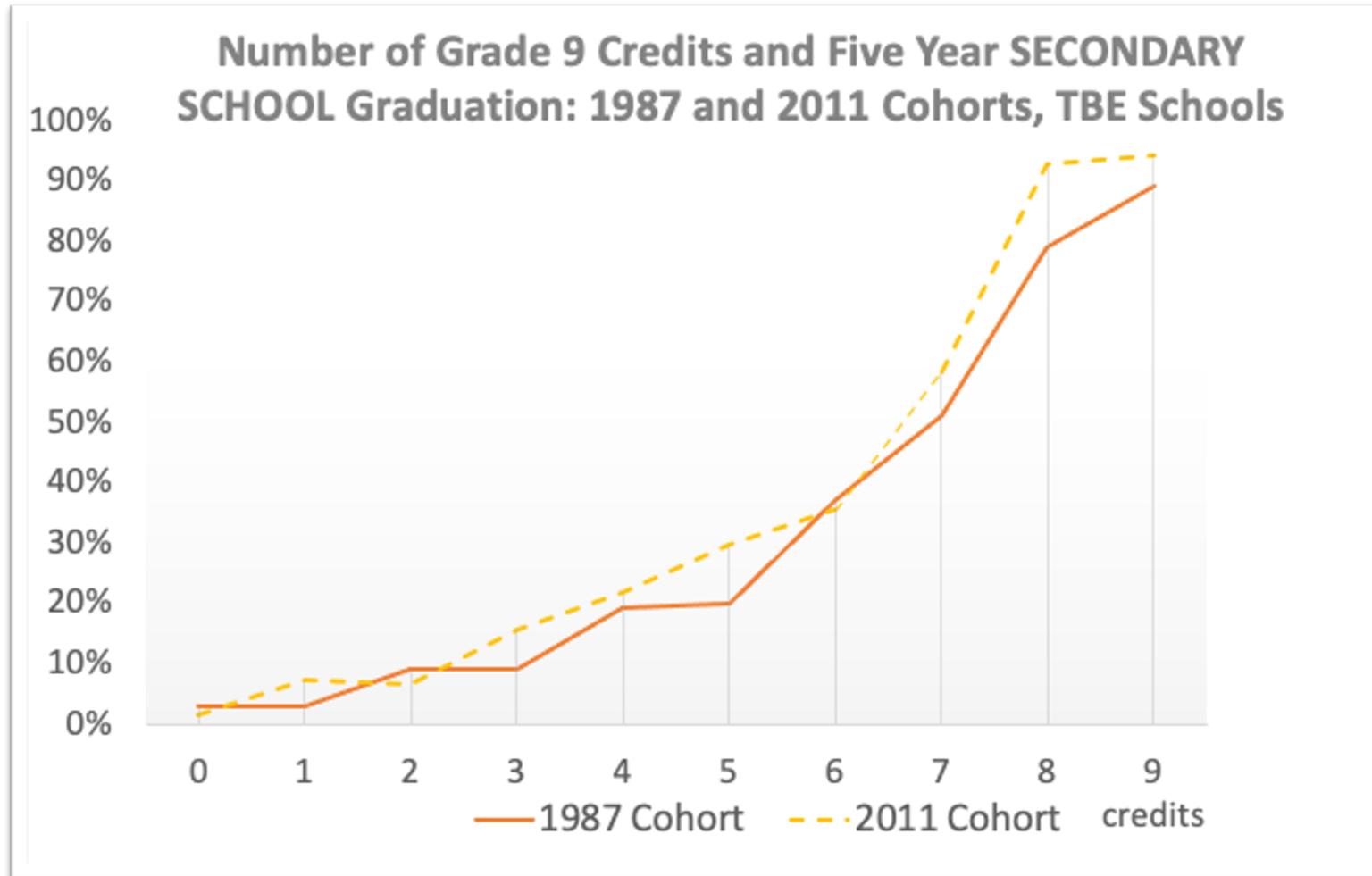
Figure 3: Achievement Results by Gender, Percentage of Students Meeting Expectations, 2013-14



Student Gender and Postsecondary Graduation Status



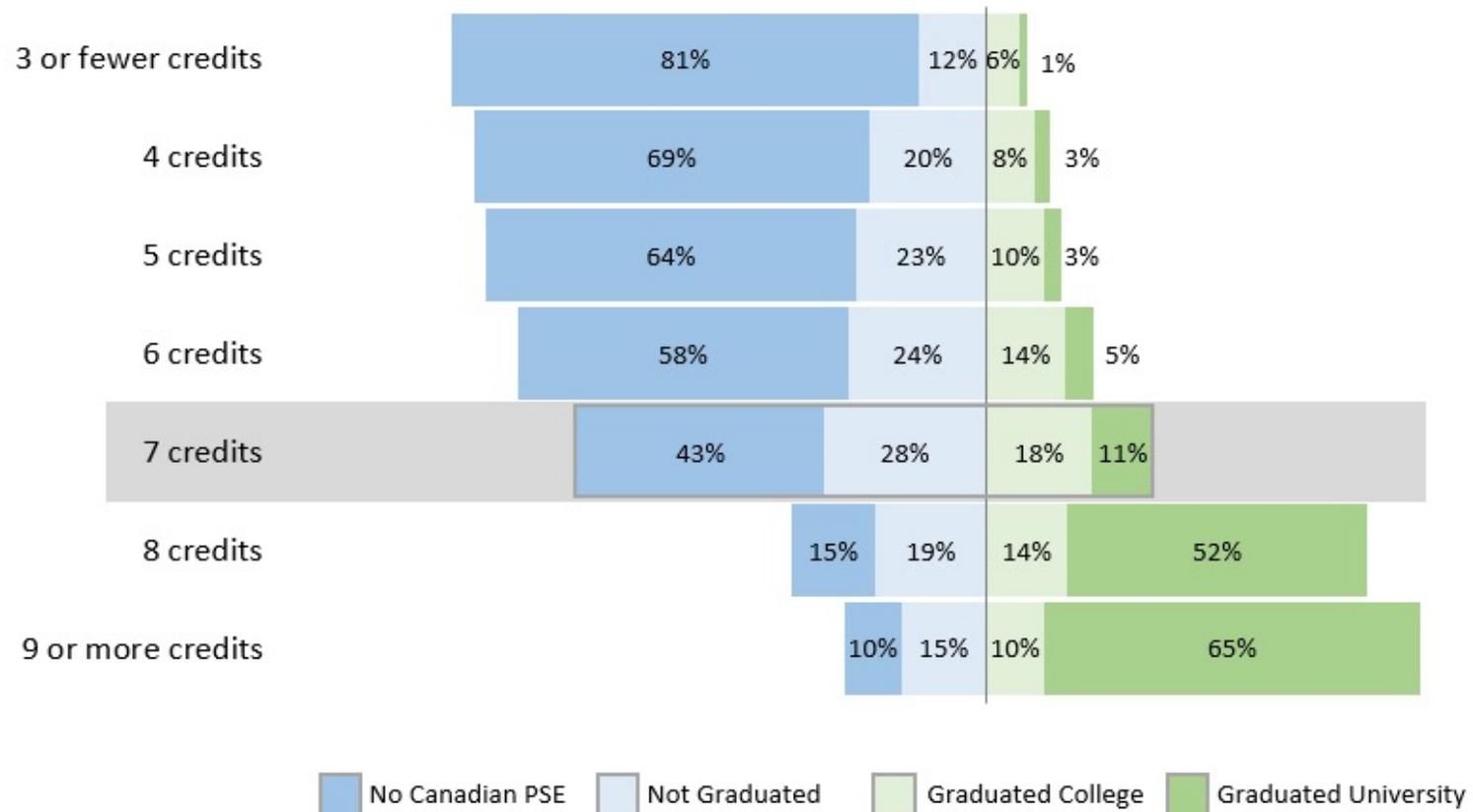
Grade 9 Credits Over a Generation



Cohort definitions: 1987 - Started Grade 9 in Fall 1987. 2011 - Started Grade 9 in Fall 2011

Grade 9 Credit Accumulation and Postsecondary Graduation

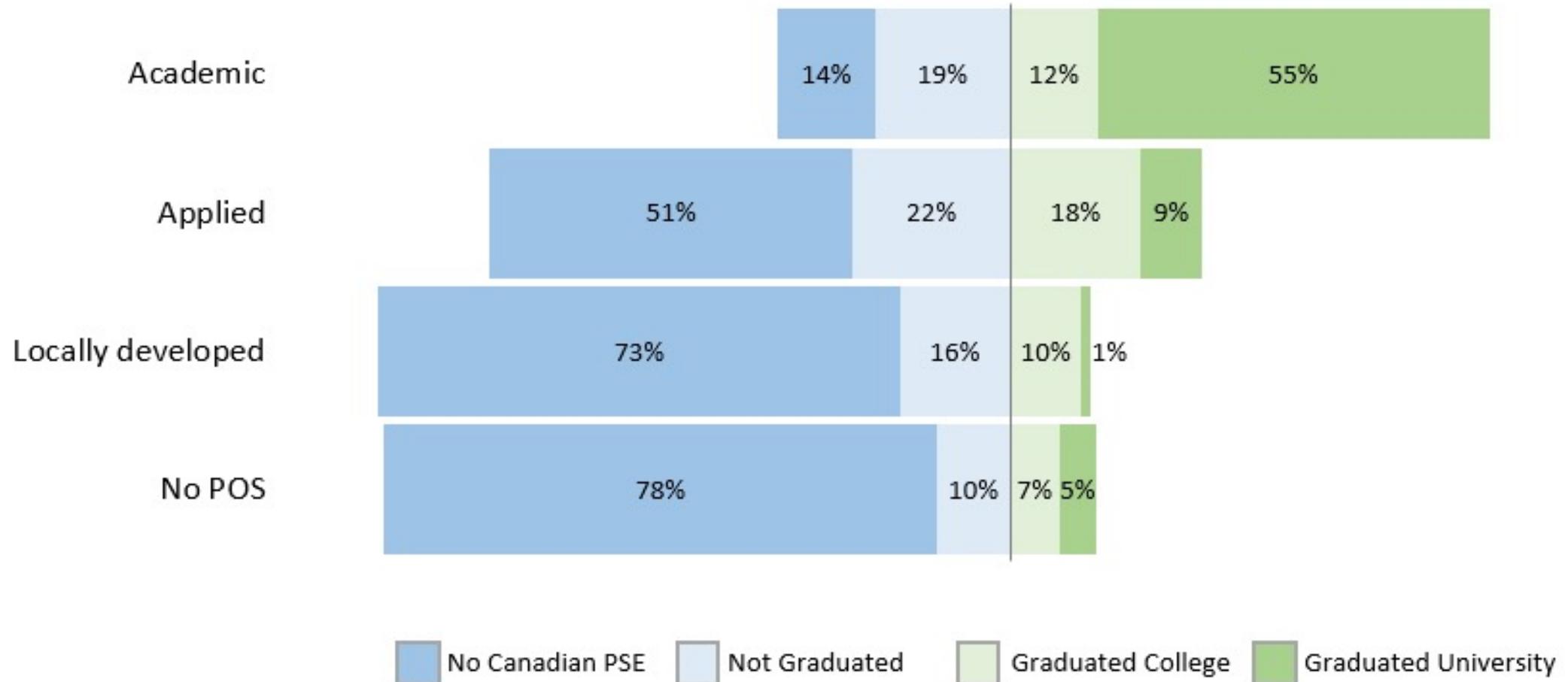
(TDSB Grade 9 Cohorts 2004-2006)



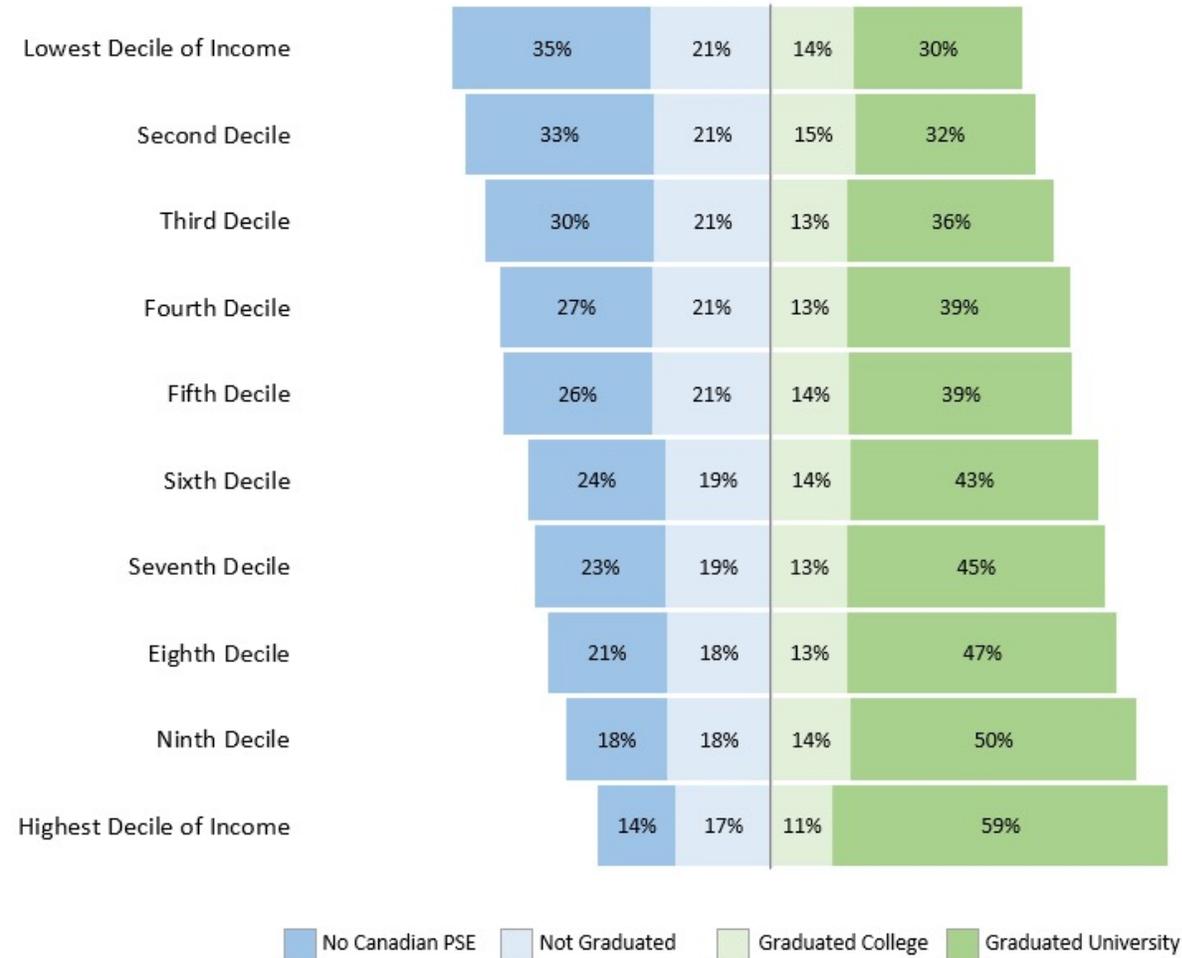
Other Patterns

- Likewise, patterns of postsecondary completion for:
 - Grade 9 Program of Study (streaming),
 - deciles of neighbourhood income,
 - and Special Education Needs,are similar to earlier TDSB research on high school graduation and postsecondary confirmations.

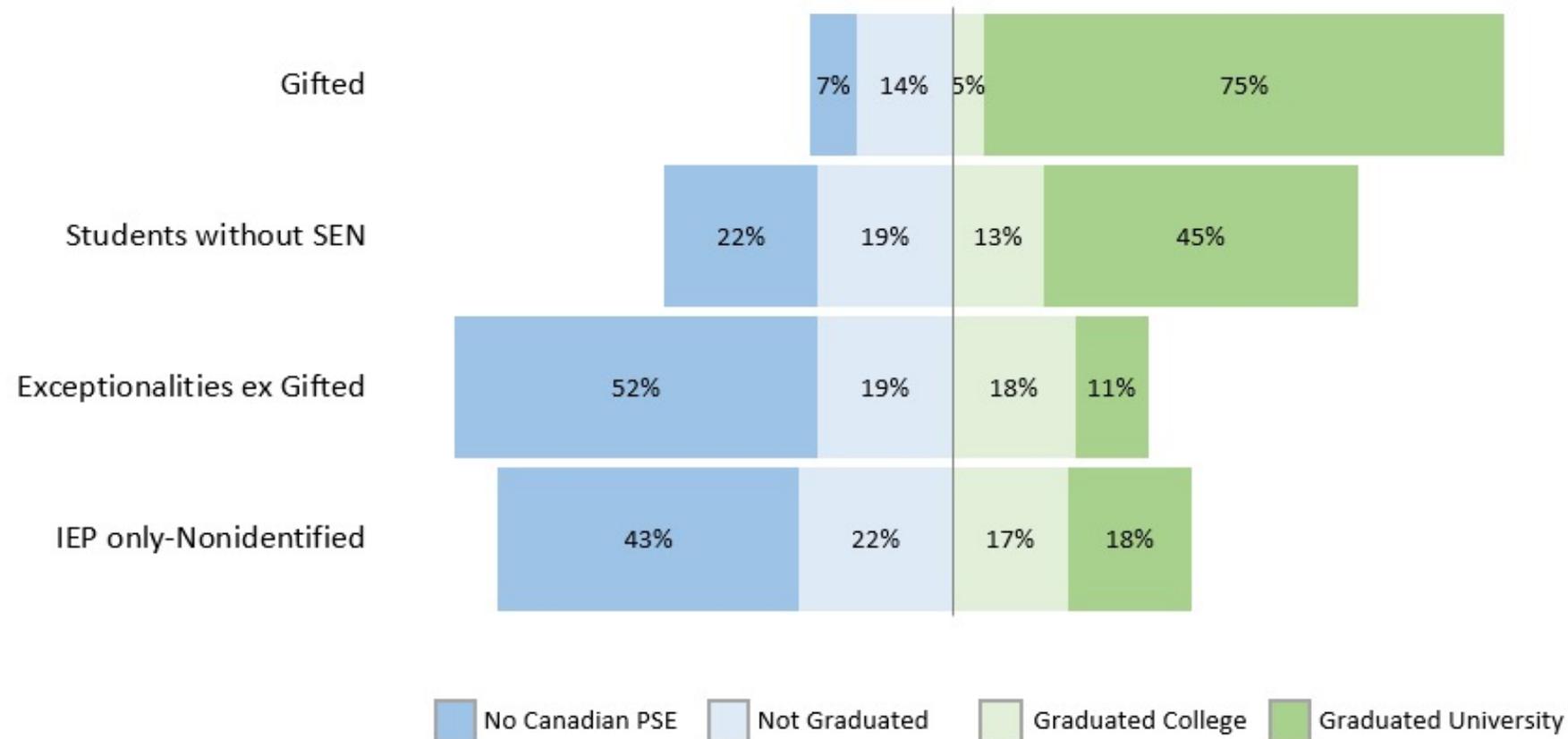
Grade 9 Program of Study (Streaming) and Postsecondary Graduation Status



Deciles of Income and Postsecondary Graduation Status



Special Education Needs Status (Secondary) and Postsecondary Graduation Status



The 'Grey Area' of Postsecondary Application and Enrolment

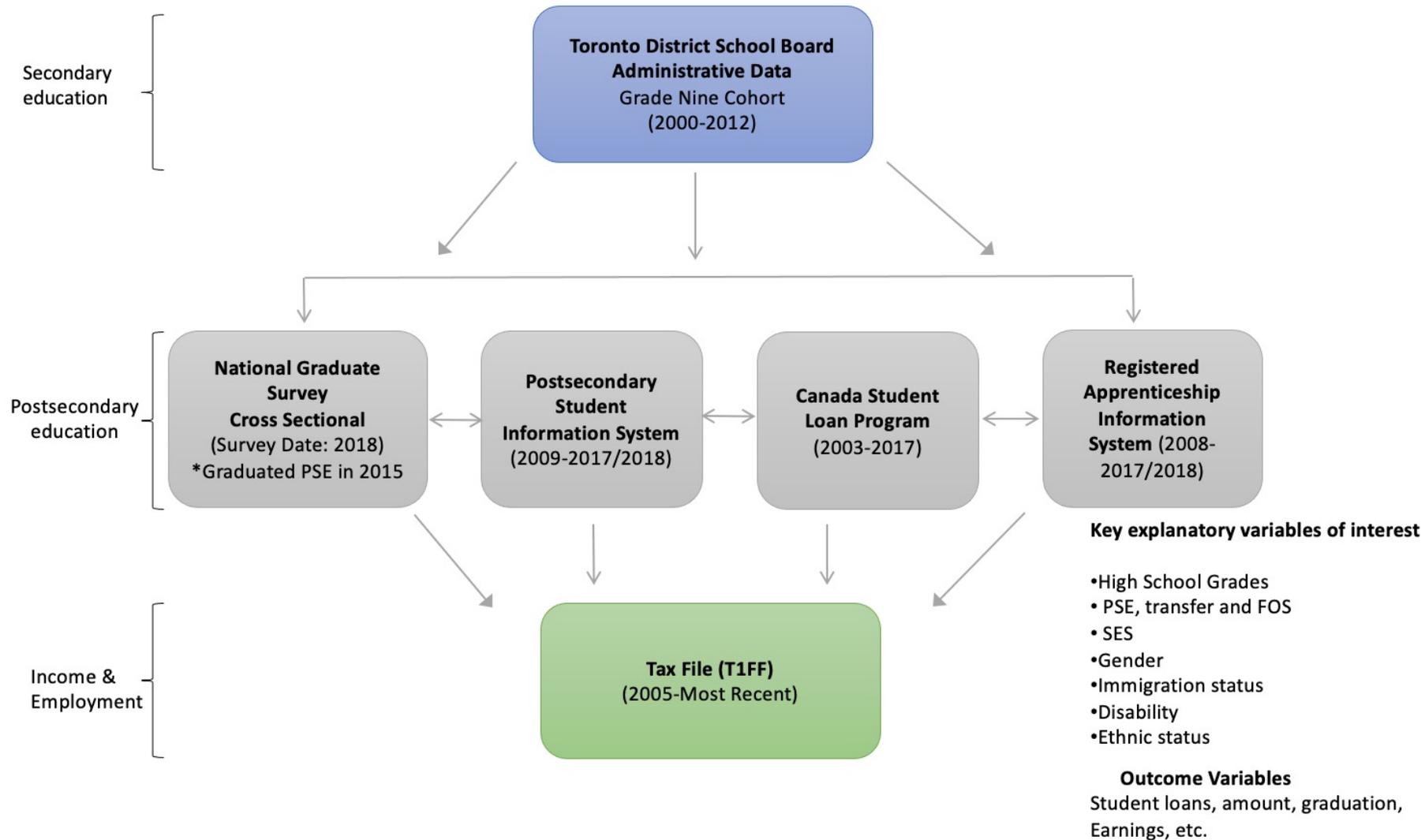
- There are students who make some sort of initial effort to register into postsecondary:
 - they partially fill out a university or college application process (through OUAC and/or OCAS) but do not complete it;
 - apply to postsecondary but have no successful applications or do not confirm offers they get;
 - confirm an offer of admission but do not show up to class;
 - and even attend initial classes, but go no further into postsecondary education.
- And while many may re-enroll at a later point in time, others will not.
- How many students qualify in this way cannot be properly measured, but it is probably a substantive number.
 - Trying to get a handle on this (and what to do about it) may be a useful next step for future research

Other Next Steps

- Examining postsecondary mobility patterns (supplementing current ONCAT research)
- Looking at the relationship of Special Education Needs in secondary school to postsecondary disability
- Focusing on longer term Apprenticeship information (through RAIS)
- **Suggestions for other research?**

Postsecondary Pathways and Outcomes of Transfer Students in Ontario

TDSB + Educational Labour Market Longitudinal Linkage Platform (ELMLP)



Toronto District School Board

- Largest school board in Canada
- Sociodemographic Characteristics
 - Gender, SES, and Immigrant status
- PSE preparation
 - Grades in specific courses (Math, English)
 - Overall Grade 12 average

Education and Labour Market Longitudinal Linkage Platform (ELMLP)

- **Canada Student Loan Program (CSLP)**
 - Borrow, Amount borrowed, parental income, family size
- **Postsecondary Student Information System (PSIS) 2009 cohort**
 - Every student enrolled in a public postsecondary program (college, university + FOS) in Canada
 - Start Date, last date of enrollment, completion
 - Student and school identifiers allow us to track students who transfer schools, and levels anywhere in the province

Future Directions

TDSB linkage with Education and Labour Market Longitudinal Platform (ELMLP)

- Non traditional populations (late semester starters, mature students)
- Interprovincial comparisons
- Multiple Comparisons (Graduates vs Non-completers vs HS only)

Key Variables

- Disability and physical/mental health (NGS, PSIS, TDSB, CSL)
- Job fit, underemployment, satisfaction, occupational sectors (NGS)
- Income and employment status (NGS; T1FF)

Breakout Rooms

- We will be opening 3 breakout rooms
 - Focus on Special Needs and Disabilities
 - What questions and issues would you like to explore further?
 - Future Directions & Questions
 - Other disadvantaged groups & issues
 - Can your question be explored with the current data?
 - Main room: Data Capacity & Branching out beyond Toronto
 - Explore contributing data from your school board/organization

Thank you for your input!

- We will consider all your input and feedback, and use this to help inform our future research directions
- If you have more ideas, suggestions, or questions after this event
 - Can email me mishrac@uoguelph.ca
 - Can include them in the input & involvement survey (later this week)

Next Steps

- We intend to create an Advisory Committee for the Partnership
 - More information about this in the survey
 - Can let us know if you'd be interested in participating
- We are always looking for new partners
- Stay tuned for a follow-up meeting in the new year (date TBD)
 - We'll share the upcoming plans for projects, informed by your input
- We will send you a partner input & involvement survey
 - Further ideas/suggestions/thoughts that come up once you've had time to think about all of what we've discussed today
 - How much you would like to be involved & contacted moving forward

Additional Updates

You'll get a follow up message from me soon

- The full Descriptive Report
- Links to the recordings from today
- Copies of the slides from today
- The input & involvement survey
- Information on our new website