

**AN ANALYSIS OF PROVINCIAL AND  
INSTITUTIONAL POLICY AROUND THE  
INCLUSION OF MARGINALIZED  
STUDENTS IN ONTARIO POST-  
SECONDARY EDUCATION**

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# Today's Workshop



## Agenda

- 1:30 - 2:00 Project Presentation
- 2:00 - 2:30 Q&A
- 2:30 - 2:40 Break
- 2:40 - 3:00 Small group discussions
- 3:00-3:30 Concluding remarks from small group summaries

## Workshop Purpose

- To share our project's policy analysis results
- Discuss findings amongst the different agency and professional perspectives in attendance
- Engage in discussion on the:
  - » Gaps in PSE access policies
- Consider responses to the question:
  - » How to fix the problem?



# Project Background

- An earlier 2014 OHCRIF Project- *Identifying the Complexities of Barriers Faced by Marginalized Youth in Transition to Post-secondary Education in Ontario (2014)*
- Conclusions-
  - ✓ *Income, race, and gender were intimately linked in explaining PSE confirmations*
  - ✓ *Students with SEN had limited PSE horizons and if they were to stand the chance of attending college then only those with sufficient economic resources could do so* (Robson, Brown, Anisef, p. 13, 2014)

## Why was this Report Important to Our Work?

Their “research was motivated by an intersectionality approach, which [was] based on the premise that individuals’ combinations of characteristics put them at the ‘intersection’ of various ‘social groupings’” (p. 13, 2014)

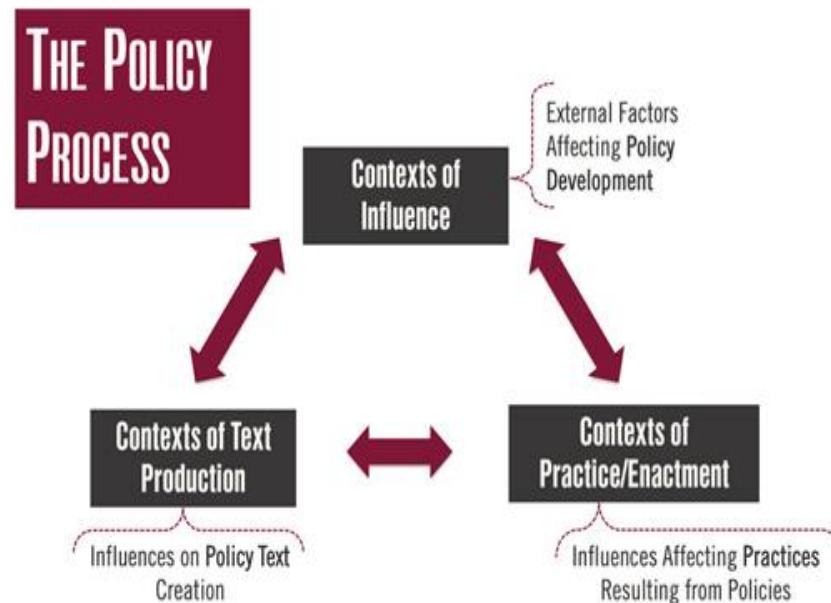
## And Policy?

Their findings revealed evidence of distinctly different PSE outcomes based on the intersectionality of race, sex, class, and SEN. Clearly, a one-size fits all policy approach will be of limited use, as it denies the existence of a starting place of disadvantage for a large proportion of students. Policymakers must look at the intersections of students’ lives and target initiatives to them. (p. 17, 2014)

# Policy

- Policy: a process of becoming, changing from the outside in and inside out. This process involves bidirectional flows between
  - contexts of policy text production (e.g. factors influencing policy text such as other policies, personalities, and backgrounds of policy actors),
  - contexts of influence ( e.g. other policies, resources, networks, community and place specific factors)
  - contexts of practice (e.g. power dynamics among policy actors) (Bowe, Ball & Gold (1992). (Ball, 2012:4)

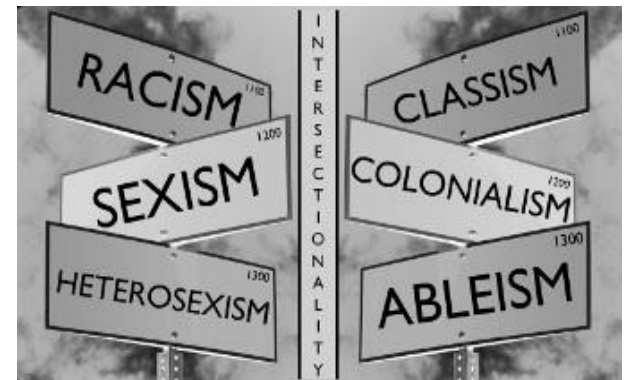
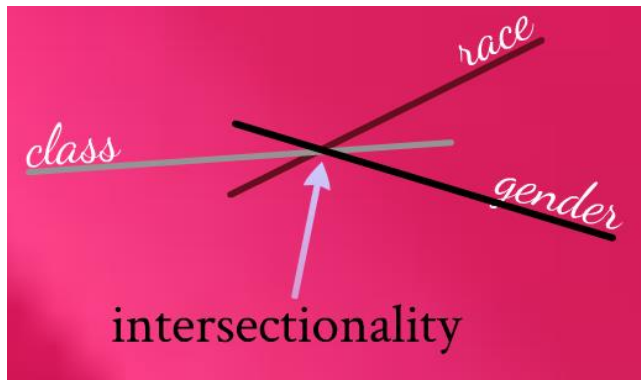
## The Policy Process



# Intersectionality Definition

**Intersectionality**- An intersectionality approach begins with the premise that forms of oppression overlap, and thus posits that the consequences cannot be understood sufficiently by studying these phenomena separately (Robson, Brown, Anisef, 2014)

**Intersectionality** is concerned with bringing about a conceptual shift in how researchers, civil society, public professionals and policy actors understand social categories, their relationships and interactions. It requires a consideration of the complex relationship between mutually constituting factors of social location and structural disadvantage so as to more accurately map and conceptualize determinants of equity and inequity... (Hankivsky, 2012)



# Section I: Content Analysis Results for EDU, MTCU, TDSB



# Section 1: Methods and Data Analysis



- Completed searches on the web sites of the ministries, EDU & MTCU, and TDSB
- Initial population of documents included EDU (30), MTCU (27 ), and TDSB (14)
- Created 3 separate large pdfs (one for each agency source) that contained all policy documents by source and completed content analysis
- The search criteria for a document to be included in the project was:
  - » at least one reference to at least one of our nine search terms
  - » EDU 30 down to 20, and TDSB 14 down to 8
- Number of references for each term recorded in a database and data visualisations created

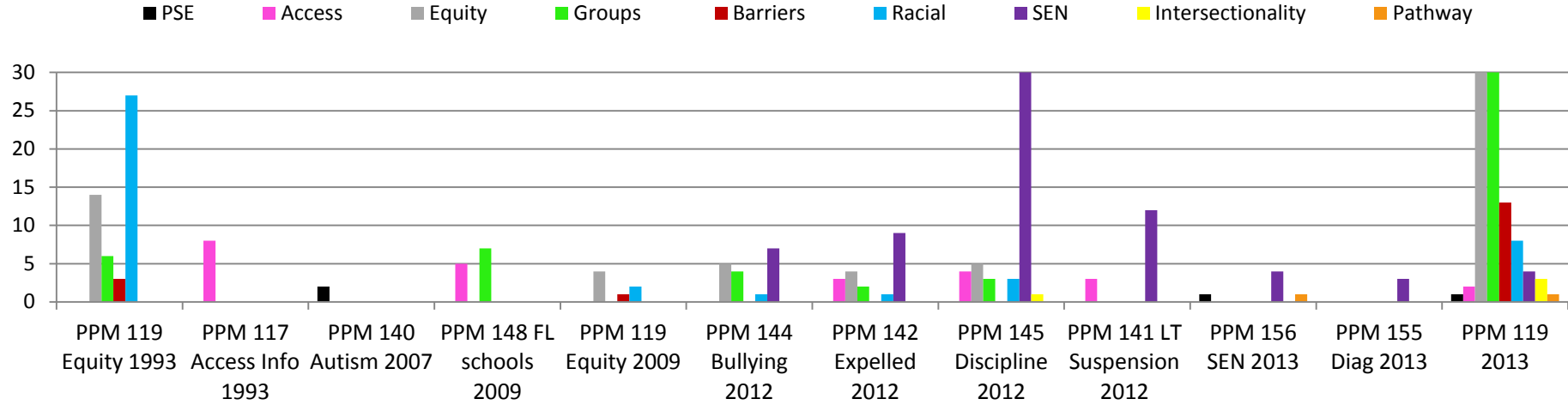
# Nine Terms and Phrases in Content Analysis

- post secondary, PSE, college, university, post
- access/accessible
- equity/equitable/equality
- groups/marginalized/underrepresented/minority/discriminated/excluded/  
groups +low income groups/other groups/population groups/non-  
traditional group
- barriers/factors/negative impacts
- racial/racialized
- special/special needs/special education/special programs/disabilities
- intersect/intersecting/intersectionality/compounding/additive/multiple/ov  
erlapping
- pathways/transitions

Y A W R O N I E T S N E  
H **W O R D** N O D E C A M  
D S F I N **S E A R C H** E  
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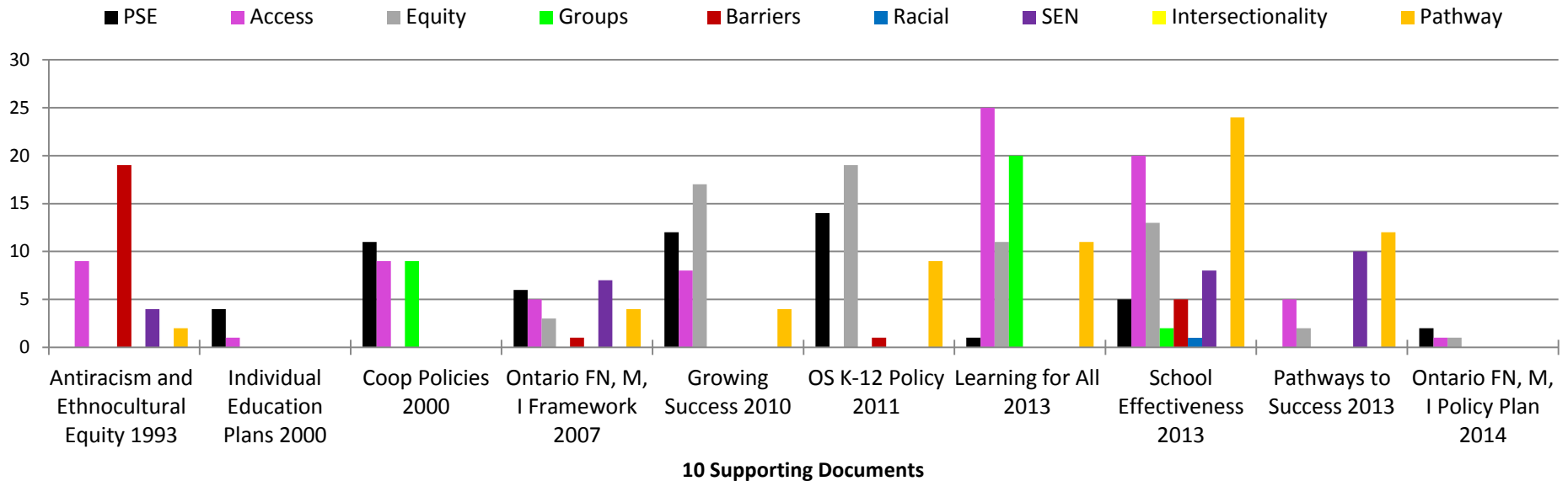


# Section I: Key Findings from Content Analysis for EDU Policies (PPMs)



- **PSE:** 3 policies reference PSE; 2 of the 3 are for underrepresented groups in PSE (students with autism and students with SEN). EDU uses the term ‘outcomes’ more than PSE
- **EQUITY:** Three changes to the equity policy between 1993 and 2013; expanded to include more ‘groups’, SEN, and the term barriers. The term equity in EDU policies was used more for gender-equity and not PSE
- **INTERSECTIONALITY:** Only document in the project that used this term
- Gap in policies between 1993 (NDP, Rae) and 2007 (Liberal, McGuinty); gap during Harris years (1995-2002); now clustering of new policies between 2012 (Liberal, McGuinty) and present

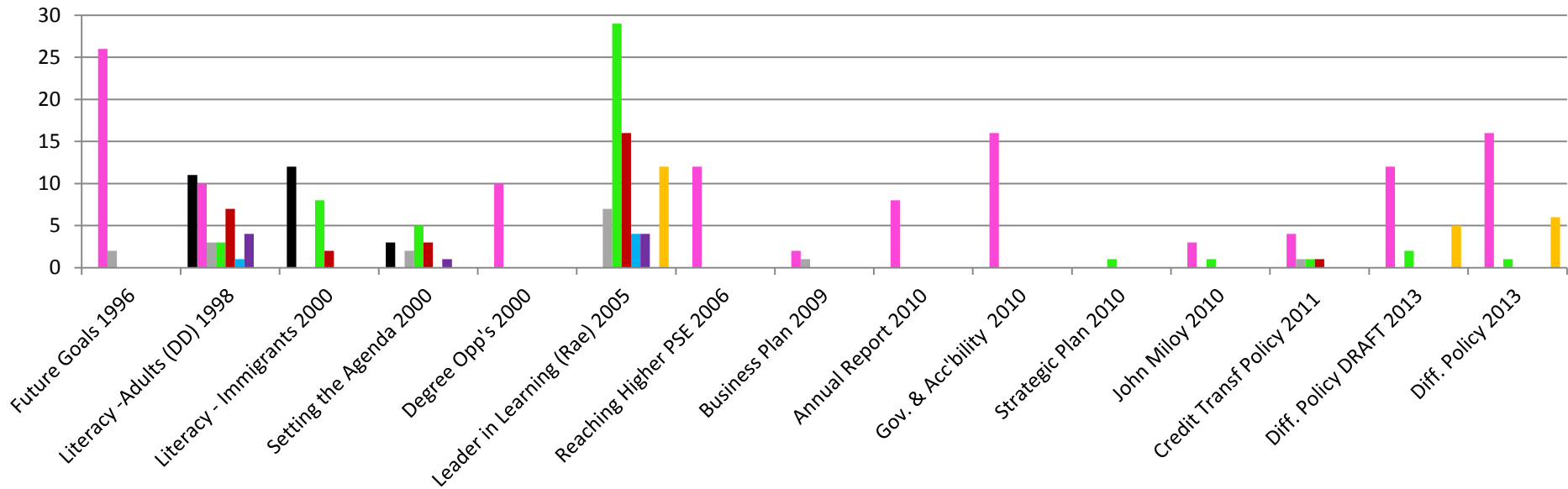
# Section I: Key Findings from Content Analysis for EDU (Supporting Documents)



- **ACCESS AND PATHWAYS:** Higher number of references to these terms over time
- **PSE:** Importance of PSE used in IEP document (2000) and Cooperative Education Policies (2000)
- **BARRIERS:** The EDU documents that discuss access, equity, groups, and pathways together *rarely* mention barriers. The term barriers externalizes problems rather than focusing on individual deficiencies.
- **INTERSECTIONALITY:** The most promising supporting document for intersectionality would be EDU's School Effectiveness Framework from 2013

# Section I: Key Findings from Content Analysis for MTCU

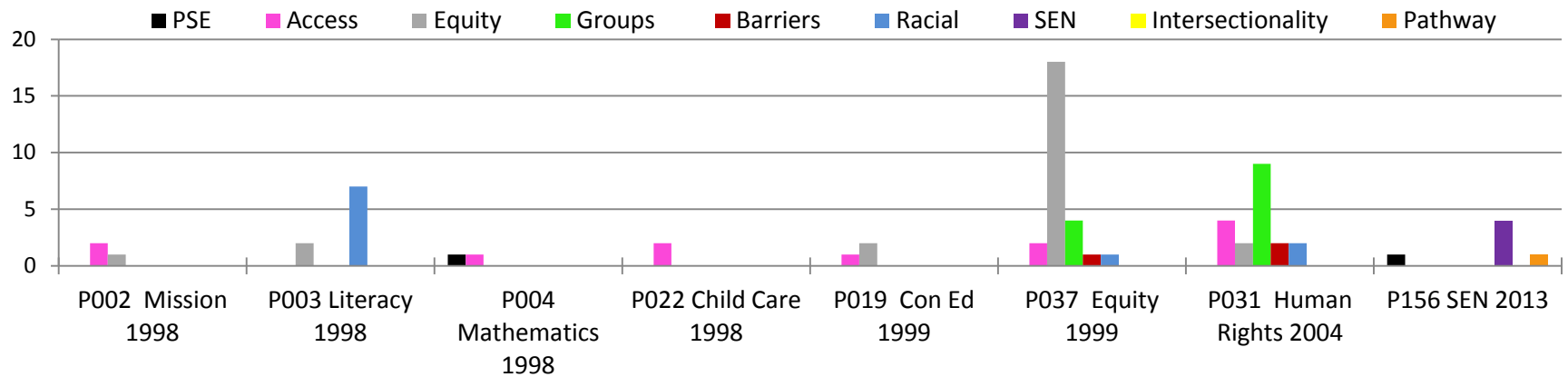
■ PSE 
 ■ Access 
 ■ Equity 
 ■ Groups 
 ■ Barriers 
 ■ Racial 
 ■ SEN 
 ■ Intersectionality 
 ■ Pathway



\*PSE all documents but 2 with over 35 references

- **ACCESS:** Most frequently used term in MTCU policy documents
- **GROUPS:** 9 of 15 documents; focus of the 2005 Rae report, introduced to new Strategic Plan in 2010 (and onwards because of Reaching Higher 2010)
- **PSE, ACCESS, BARRIERS, GROUPS:** Connected together with literacy focus between 1998 and 2000; and again with Rae Report in 2005 but not elsewhere
- **PATHWAY:** Referenced repeatedly in Rae Report in 2005; reintroduced in 2013 differentiation policy
- MTCU Accessibility Plans (not shown on graph) introduced a focus on barriers and SEN in 2010

# Section I: Key Findings from Content Analysis for TDSB (PPMs)



- **PSE:** 2 policies reference PSE; 1 is Mathematics policy (1998) but does not reference any other terms
- **SEN:** 2013 P156 policy for students with SEN states “...all transition plans must be developed in consultation with the post-secondary institution”
- **LANGUAGE GROUPS:** Literacy policy supports ESL /ELL and cultural groups and equity- but no mention of other terms (PSE, barriers, pathways)
- TDSB policies show few/no updates focused on PSE; the TDSB remains concentrated on secondary school graduation rates which were the focus from the late 1980s
- Policies that focus on equity do not focus on PSE
- Note: Exclusion of P005 policy for The Arts states “... the Arts connect learning to the world of work...and workplace skills...to contribute to workplace success.” (P005, 2000)
- Policy focus on ‘transitions’ for SEN 2013 and Choices supporting document (Liberal, Wynne)

## Section I: Overall Results (combined 3 sources and 41 documents)

- Four search terms showed a general increase in document references over time:
  - **Special Education Needs, Equity, Groups, Pathway**
- There is a trend towards intersectionality
- PSE was rarely referenced in the population of documents between 1993 to 1999; after the year 2000, it was the most referenced term and contained in numerous documents
- SEN has taken a major place in issues of access, other status traits are not as well considered; in 2013 it has expanded beyond specific SEN documents
- Documents *rarely* mention barriers before 2013 (EDU has introduced this term with their equity policy)
- Since 2000 the term pathway has shown increased references over time
- TDSB appears to be lacking policy updating related to new EDU policies

## Section II: Post-secondary Institutions



## Section II: Results for PSE Institutions

- ◆ Second part of the analysis for this project was focused on the institutional policies and practices of universities and colleges in Ontario
- ◆ Created a sampling frame of all PSE institutions in Ontario (in Ontario there are 20 public universities, 24 colleges and over 400 registered private career colleges)
- ◆ Randomly sampled 5 universities and 6 colleges (a 25% sample) using a statistical software program

The five randomly sampled universities consisted of:

- Algoma
- Guelph
- OCAD
- McMaster
- Western

The six colleges consist of  
Cambrian

- Centennial
- George Brown
- Lambton
- Mohawk
- Niagara

# Section II: PSE Institutions

## Key Findings

- Focus of this part of the project: identifying pertinent institutional documents
- Consisted mainly of conducting broad Website searches for each PSE institution, then focusing more specifically on the Admissions, Future and Current Student sections of the main web pages at each of the 11 institutions.
- Examples of search terms employed in when searching the web pages of each PSE institution include:
  - access, equity, marginalized groups, post secondary accessibility, First Generation Students, Students with Disabilities, First Nation Students, Aboriginal Students, Racialized Students, Bridging Programs, Transition Programs, Adult Education, Mature Students.



Institution	Targeted Groups	Programs
Cambrian	Traditionally under-represented groups, First year student retention	Develop a Strategic Enrolment Management (SEM) Plan. Expand strategic recruitment to include initiatives targeting traditionally underrepresented groups and the general population from Central and South Western Ontario and the GTA Pilot 2 new retention strategies at program level
Centennial	Marginalized youth and Minoritized peoples Single parent students Internationally trained immigrants Students from 'at-risk' communities or low income families	Access programming for underrepresented learners and learners in non-traditional occupations: Helping Youth Pursue Education Program (HYPE) First Generation Student Project
George Brown College	Deaf students People with mental illness and/or addictions New Canadians/Immigrants	Diversity, Equity, Human Rights Services Office Deaf Learn Now Program English for Academic Purposes for ESL students, specialized language instruction for immigrants who are pursuing education in a range of areas including: nursing, business and construction.
Lambton College	Young people who do not see a clear path or a place for them at college or university.	Five-year Access Strategy (2011) First Generation Services
Mohawk College	Young people from priority neighbourhoods throughout the Greater Hamilton Region Vulnerable youth from targeted communities	Motion outreach team School College Work Dual-Credit \$40,000 in access bursaries (2013-2014) Mohawk-Hamilton Wentworth District School Board partnership leading to 100 students earning their OSSD at Mohawk Five-point Student Success Plan aimed at improving access, retention, student success, and graduation rates. Access Initiative promoting access to postsecondary education among vulnerable youth
Niagara College	Academically unprepared students Non-Traditional learners	A Sense of Belonging: Report on Social Inclusion The Career Planning and Academic Advising Centre launched in 2011-2012. This service in provides support to transfer students (from college to university and vice-versa) and especially to First Generation students. Strategic recruitment focused on meeting the needs of mature and non-traditional learners. College initiatives include: A revamped academic schedule to enhance student retention;

# Section II: PSE Institutions

## Key Findings

Institution	Targeted Groups	Programs
<b>Algoma</b>	<p>Particular focus on <i>Anishinaabe</i> Indigenous people (15%), First generation students, and students from small communities. Remote and rural students Crown Wards</p>	<p>As university attainment rates in the region have traditionally been low, Algoma quite consciously takes a relatively liberal approach to admission standards.</p> <ul style="list-style-type: none"> <li>• Maintenance and support of indigenous content across the curriculum, as well as concentration in Indigenous Studies</li> <li>• Off-site offerings and other distance delivery methods to access remote populations.</li> <li>• Development of inter-institutional partnerships that make possible brokered graduate degrees</li> </ul> <p>Crown Ward students studying at the post-secondary level in Sault Ste. Marie will no longer have to worry about paying tuition, thanks to new grants from both Algoma University and Sault College. Both post-secondary institutions have agreed to supplement the Crown Ward Access Grant, introduced by the province in 2010, with a 50% matching tuition grant for eligible Crown wards, to encourage attendance and completion of post-secondary education.</p>

## Section II: PSE Institutions

### Key Findings

- policies and/or programs have been implemented that heavily focus on one axis of difference, for example low income, or Aboriginal, Crown Wards, or First Generation.
  - Interesting to note that “first generation” itself can encompass many characteristics, as can “Crown Wards”
- do the latest policies designed by the Ministry (Reaching Higher, MYAA’s, Ontario’s Differentiation Policy and SMA’s) engender a policy climate that forecloses an approach that considers multiple barriers experienced by students, ie, an intersectional perspective?

## First Half Q&A



## Second Half of Workshop- Discussion Time

- 4 groups will discuss...

Is it possible to make successful PSE  
policy with an intersectionality  
framework?

If so, how?

# References

- Ball, S. J., Maguire, M., & Braun, A. (2012). *How schools do policy: Policy enactment in the secondary school*. London, England: Routledge.
- Hankivsky, O. (Ed.). (2012). *An Intersectionality-Based Policy Analysis Framework*. Vancouver, BC: Institute for Intersectionality Research and Policy, Simon Fraser University. [http://www.sfu.ca/iirp/documents/IBPA/IBPA\\_Framework\\_Complete%20Collection\\_Hankivsky\\_2012.pdf](http://www.sfu.ca/iirp/documents/IBPA/IBPA_Framework_Complete%20Collection_Hankivsky_2012.pdf)
- Robson, K., Brown, R., Anisef, P. (2014). *Identifying the complexity of barriers faced by marginalized youth in transition to post-secondary in Ontario*. (Research Report No. 13/14-07). Toronto, Ontario, Canada: Toronto District School Board.