INCREASED GRADUATION RATES OF RACIALIZED YOUTH

who are farthest away from opportunities

Young people face complex barriers to graduation that extend well beyond the classroom. We need coordinated efforts across sectors to truly support academic success.[22] Here's a snapshot of the research:

HEALTH

- Young people with mental health disorders are at a greater risk of dropping out and ending up incarcerated. [1]
- Youth who are supported by at least one caring and consistent adult find it easier to develop their identity, empathize, and regulate their emotions.[2]
- **Youth who experience racial discrimination are more likely to have lower grades, more problem behaviours, and poorer mental health. [3]**
- Racialized students are less likely to meet daily physical activity guidelines compared with White students. [4]
- 18% of Toronto students reported that they did not feel comfortable talking to anyone about their personal problems. [5]

EDUCATION / ECONOMIC RESOURCES

- Students born in English-speaking Caribbean, Eastern Africa, and Central and South America and Mexico are less likely to graduate (50.8%, 69.2%, and 70% respectively vs 83% overall grad rate). [6]
- Students from low-income households are 17% less likely to graduate, and 24% less likely to pass the OSSLT. [7]
- **School belonging is key to the relationship between student motivation and academic success, particularly for African-American and Latin American students. [8]**
- Racialized families and individuals are 1.5-3 times more likely to live in poverty than the general Toronto population. [9]

ENGAGEMENT

- **There is a strong link between sense of community belonging and physical and mental health. [10]**
- Youth involvement in a range of extracurricular activities is linked to higher grades and educational expectations. [11]
- Young people who are civically engaged have higher self-esteem and grades, are more physically active, and show more commitment to their friends, families and communities. [12]
- Low voter turnout is the greatest among Aboriginal, ethnocultural and unemployed youth as well as youth with disabilities or special needs. [13]

JUSTICE

- Self-identified Black (8.6%), Latin American (3.6%), Mixed (4.8%) and Middle Eastern (4.1%) students have relatively higher suspension rates. [14]
- 34.7% of youth charged with a violent offence are unemployed and not in school. [15]
- **Racialized students are more likely than White students to recognize discrimination in the way they are treated by teachers, use of suspensions, school's use of police and police treatment. [17]**
- There is a strong link between suspension & expulsions in school and involvement in the criminal justice system. [16]

SAFETY

- **Students of West African and Caribbean background are less likely than their peers, to feel their school is a safe and welcoming place. [18]**
- LGBTQ students are much more likely to experience bullying, including insults, exclusion, theft, physical bullying and cyber bullying. [19]
- Black/African Americans and Latin American youth who are victimized in school are at higher risk of dropping out. [20]
- Danger and violence in a young person's community is associated with poorer educational outcomes. [21]

CITY: BUILDING AN INTEGRATED SYSTEM OF CARE AND SUPPORT.

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- Positive student relationships (with parents, peers, teachers) have a strong link to emotional wellbeing. [9]

- Self-identified Aboriginal, Black, and Southeast Asian students have the highest rates of screen time. [1]

- 73% of students between Grades 9-12 worry about their future. [5]

- One in ten Ontario youth has experienced feeling suicidal or wanting to inflict self-harm. [3]

- Young people with mental health disorders are at a greater risk of dropping out and ending up incarcerated. [4]

- Students who eat well and exercise regularly have improved academic achievement. [3]

- 1 in 5 young people are affected by mental health problems; however fewer that 25% of these youth receive specialized treatment. [3]

- Youth who are supported by at least one caring and consistent adult find it easier to develop their identity, empathize, and regulate their emotions. [3]

- Youth who experience racial discrimination are more likely to have lower grades, more problem behaviours, and poorer mental health. [8]

- Youth who have a strong connection to their ethnic identity are less likely to be negatively impacted by discrimination. [8]

- Positive school environments and higher levels of teacher support are associated with better mental health and fewer behavioural problems for students. [2]

- Toronto's youth obesity rate in 2014 was 27%; higher than both the provincial and national average. [6]

- Only 7% of Toronto youth meet Canada's physical activity guidelines. [6]

- In 2014, 1 in 10 students reported purposely hurting themselves and seriously considering suicide. [6]

- 45% of individuals who suffer from mental health problems will experience difficulties such as learning problems, substance use, risk-taking behaviour, and criminal behaviour. [7]

- Racialized students are less likely to meet daily physical activity guidelines compared with white students. [7]

- Newcomer youth are less likely to meet vegetable and fruit consumption guidelines, compared with Canadian-born students. [7]

- 18% of Toronto students reported that they did not feel comfortable talking to anyone about their personal problems. [7]

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- Students born in English-speaking Caribbean, Eastern Africa, and Central and South America and Mexico are less likely to graduate (50.8%, 69.2%, and 70% respectively vs 83% overall grad rate). [4]

- TDSB students of Aboriginal Heritage have lower graduation rates (50%), a higher proportion of students returning the following year (34%), and a higher annual dropout rate (12%) than the overall average. [5]

- Students from low-income households are 17% less likely to graduate, and 24% less likely to pass the OSSLT. [4]

- Heterosexual students are more likely to graduate (82%) than LGBTQ/two-spirited students (69%). [4]

- Self identified Latin and Black students have the lowest confirmed admission to post-secondary (38.7% and 41.4% respectively). [4]

- 61.7% of students born in the English-speaking Caribbean, 50.9% of students from Eastern Africa, and 48.8% of students from Central/South America & Mexico completed fewer than 16 credits by the end of grade 10 and are subsequently at-risk of not graduating. [4]

- Over 2/3 of TDSB students are from immigrant families. [5]

- School belonging is key to the relationship between student motivation and academic success, particularly African-American and Latin American students. [5]

- In Toronto, only 18.6% of teachers are a visible minority, compared to 42.4% of the population. [3]

- About half of students using Individual Education Plans (IEP) have not been formally identified. [5]

- Of the 10% of Toronto youth who are not in Education, Employment or Training (NEET), racialized and newcomer youth, aboriginal youth, youth living in poverty or in conflict with the law, youth in and leaving care, LGBTQ youth, and youth with disabilities and special needs are over-represented. [7]

- Racialized, immigrant and newcomer youth are over-represented in the "hidden" homeless population and are among the most vulnerable. [7]

- Black youth experience an unemployment rate of 28.0% and Aboriginal youth, 24.9%. [2]

- It is estimated that high school drop-outs result in a $307 billion loss in earning potential over a lifetime (35-year span) and $623 billion in private healthcare costs. [2]

- Racialized families and individuals are 1.5-3 times more likely to live in poverty than the general Toronto population. [1]

- Racialized groups are consistently overrepresented in lower quality jobs in Toronto. [1]

- While childcare, rent, and public transportation have all rise significantly over the past 6 years, employment income in Toronto has fallen. [1]

- 40% of young people in Toronto under 17 are living in poverty. [6]

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- One third of Ontario students, grades 7-12, report they have been bullied at school. [3]

- Students of West African and Caribbean background are less likely than their peers, to feel their school is a safe and welcoming place. [5]

- LGBTQ students are much more likely to experience bullying, including insults, exclusion, theft, physical bullying and cyber bullying. [6]

- Seven Toronto teens under the age of 16 were killed by gun violence in 2013; the highest number in over 2 decades. [7]

- In Toronto, people of African, Asian, Middle Eastern, Caribbean and Latin American backgrounds are much more likely to be living in poverty. [7]

- Approximately 2000 youth in Toronto are homeless on any given night, however there are only 400 beds available in Toronto's 10 youth shelters. This number has remained stable since 2010. [8]

- Black/African Americans and Latin American youth who are victimized in school are at higher risk of dropping out. [4]

- Danger and violence in a young person's community is associated with poorer educational outcomes. [1,2]

- On any given night in Toronto, approximately 2000 homeless youth are at risk of human trafficking. [8]

- Toronto's youth crime rate is 39% lower than the national average and 22% lower than the provincial. The youth crime rate decreased 45% between 2004 and 2013. [8]

- Toronto is a hub for human trafficking and the majority of human trafficking victims are young females, 15-24 years old. [8]

- Racialized and newcomer youth are over-represented among Toronto's "hidden homeless" population. Many homeless youth have a history of abuse and physical and mental health issues. [8]

- Homeless LGBTQ youth experience higher rates of harassment and violence and are over- represented in the shelter system. [8]

- In 2014, 80.5% of Toronto youth reported feeling a strong sense of belonging to their local community. [8]

- Although only 8.2% of the Toronto's under 18 population is Black, black children and youth make up 41% of youth in care. [8]

- Children who bully others are 37% more likely to commit crimes as adults. [3]

- Compared with heterosexual students, GBLTTQ students are twice as likely to have experience bullying at least once a month in the past year. [9]

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JUSTICE

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- There is a strong link between sense of community belonging and physical and mental health. [8]

- Student participation in leadership and decision-making is linked to increased life-skills, self-esteem and social status, civic engagement, student-adult relationships, and school ethos. [6]

- Youth involvement in a range of extracurricular activities is linked to higher grades and educational expectations. [1]

- There is a strong connection between service learning (i.e. volunteering) and academic outcomes. [2]

- Youth who are engaged in community service are more likely to volunteer in the future and have higher levels of political engagement. [4,5]

- 80.5% of Toronto youth report a strong sense of belonging to their local community. [9]

- Young people who are civically engaged have higher self-esteem and grades, are more physically active, and show more commitment to their friends, families and communities. [7]

- Ontario youth volunteer at a higher rate than any other population. [7]

- Low voter turnout is the greatest among Aboriginal, ethnocultural and unemployed youth as well as youth with disabilities or special needs. [7]

- 18% of Toronto students reported that they did not feel comfortable talking to anyone about their personal problems. [10]

- For African-American and Latin American students, a sense of school belonging is a key motivator for academic success. [3]

- Students who feel a connection to their schools are less likely to engage in risky behaviours (such as early sexual initiation and violence). [9]

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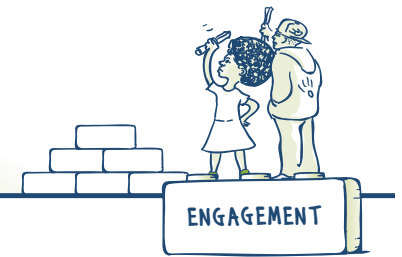
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