

Learning

Why is this important?

An educated labour force is more critical than ever as the labour market shifts to a focus on knowledge work.

But learning is impacted by many factors (poverty, mental and physical health, safety and the presence of necessary supports). Schools with librarians and day cares, arts programs and robust physical education give children lifelong advantages. Providing equal access to these opportunities needs to be a priority for the city.

What are the trends?

Toronto's schools have an enviable and improving teacher/student ratio (ranking #3 out of 24 global metros on the Toronto Region Board of Trade's 2014 Scorecard on Prosperity). There was significant improvement in 2013, in the percentage of schools with full-time health and physical education teachers at the elementary level. And improved access to childcare fee subsidies meant that the number of low-income children on the waiting list dropped by about 10%.

What's news?

More Toronto students are graduating from high school than ever before (the rate for TDSB students was 83% in 2013). But enrolment in post-secondary education eludes many, as tuition fees in Ontario are reportedly close to the highest among the OECD countries. And new reports confirm that forcing children to choose between academic and applied courses at an early age may contribute to poorer educational outcomes and reinforce disadvantage.

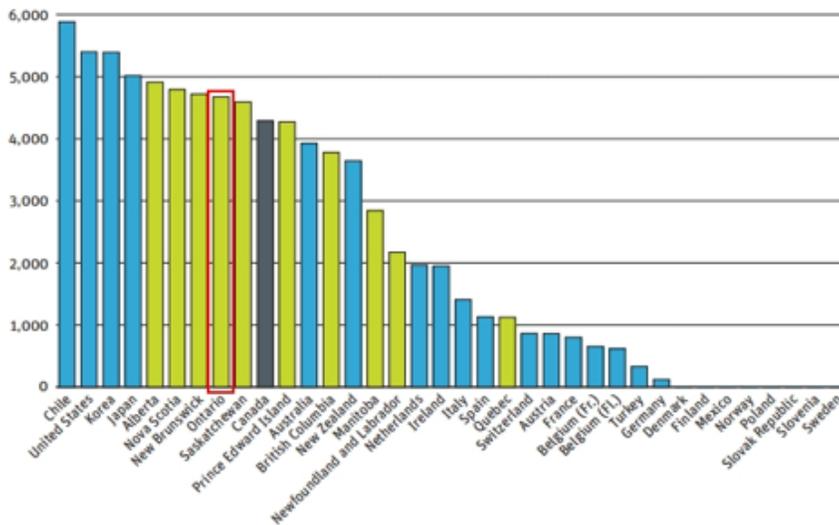
Some Key Learning Trends ⁴⁰⁷	2011	2012	2013
<i>Data refer to the city of Toronto unless otherwise noted.</i>			
1. Percentage of Toronto Region population with a post-secondary credential	56.5%	56.7%	57.1%
2. Percentage of Toronto labour force with post-secondary education	68.26%	68.3%	67.71%
3. Teacher/student ratio in public schools (Toronto Region)	67.8/1000	87.7/1000	—
4. Percentage of Toronto public elementary schools with a health and physical education teacher; Percentage of those schools that employ these teachers full time	— 51%	80% 46%	86% 57%
5. Children on the waiting list for a childcare subsidy (March of the year)	21,075	18,839	16,873

Is access to educational opportunities available to everyone?

Ontario's tuition fees are among the highest in the country (and the world):

- Tuition and compulsory fees for full-time undergrads in Ontario are estimated at \$8,403 for 2013–2014.
- Ontario tuitions averaged \$2,574 in 1990-1991. A report by the Canadian Centre for Policy Alternatives projects that the average will reach \$8,756 in 2016-2017—a 240% increase over 26 years.⁴⁰⁸

Tertiary Tuition Fees across Canada and in OECD Countries, 2011:



Source: OECD Education at a Glance 2011. Statistics Canada, Canadian Millennium Scholarship Foundation and author calculation

Toronto students are graduating at a rate higher than ever before:

- The mid-year progress report on the Toronto District School Board (TDSB)'s Years of Action Plan reports that in 2013, 83% of students graduated from high school, an increase of 3% from the previous year.
 - Since the TDSB began tracking graduation rates in 2000, they have increased by 20.3% (from 69%).⁴⁰⁹
- Ontario's graduation rates remained stable at 83% between 2014 and 2009, up from 68% in 2004.
 - An increasing number of students now graduate in four, rather than five, years: 75%, up from 74% last year.⁴¹⁰

Almost 60% of the Region's population over the age of 15 has completed post-secondary education, but some Toronto neighbourhoods are falling behind:

- 57.1% of the population in the Toronto Region aged 15 and older have a post-secondary degree, diploma or certificate, up slightly from 2012 (56.7%) and greater than both the national (54.0%) and provincial (54.4%) averages. The Toronto Region figure represents a 24.1% increase (from 46%) since 2000.⁴¹¹
- In Toronto, 67.7% of the labour force has a post-secondary diploma or degree.⁴¹²
 - In one-third (32.9%) of Toronto's 140 neighbourhoods, 61% or fewer residents between 25 and 64 have completed post-secondary education, well below the city-wide average of 69%.⁴¹³



Fostering a love of education in youth should be a priority. Without equal access to all its advantages we leave some youth at a disadvantage. Only by incorporating the interests of youth into their education, making it relevant and interesting, and by removing barriers to their progress, including financial, language, and stereotypes are we able to truly prepare them for their future.”

—Bob Clarke
Director, Toronto Lords Basketball

Enrollment remains steady at the Toronto Region’s colleges:

- The Toronto Regions’ five colleges (Centennial, George Brown, Humber, Seneca and Sheridan) reported (full-time equivalent) enrolment of 90,888 for the 2012-2013 year.

Toronto is home to one of the world’s top universities according to Times Higher Education’s World University Rankings:

- The University of Toronto ranks 20th out of 400 global universities based on performance indicators across teaching, research, knowledge transfer and international outlook.



University was 300th. Ryerson University did not make the list.⁴¹⁴

- Three other Canadian universities made the top 100: McGill ranked 25th, University of British Columbia 31st, and McMaster 96th. Toronto’s York

Empowering youth to teach newcomer adults in their own communities:



education. The concept is inspired by the natural phenomenon that exists within many newcomer families, where youth and children help their parents integrate into Canadian society, and aims to change people’s perceptions on how to educate adults and engage youth. Founded by a young leader from Toronto’s Regent Park community,

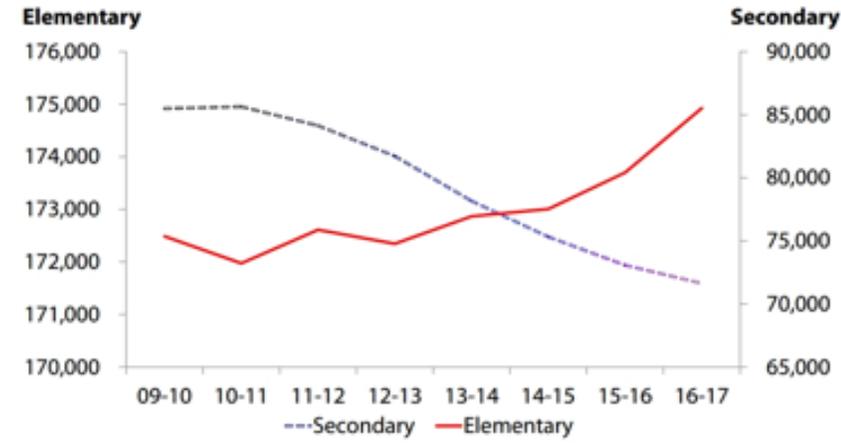
- Youth Empowering Parents provides free, accessible one-on-one tutoring for adults by youth, promoting intergenerational learning while strengthening community relations through

the successful program trains youth with the skills become volunteer tutors for adults in their community, turning the traditional classroom model on its head.⁴¹⁵

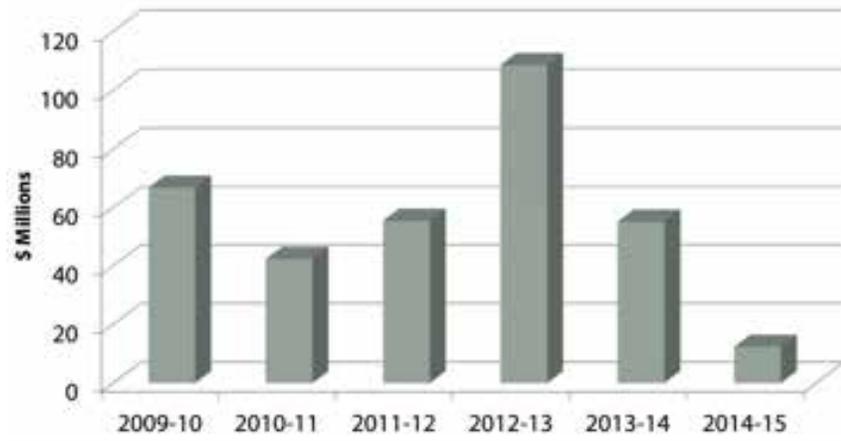
The Toronto District School Board presented a balanced 2014–15 operating budget in March, its first since being created 16 years ago:

- TDSB has an annual operating budget of \$3.0B, \$2.6B of which comes from Provincial grants. The remainder comes from revenues (such as fees from international students and lease revenues). Staff salaries and benefits represent approximately 83% of total expenses. TDSB’s capital budget totals \$200M.⁴¹⁶
- 165 secondary teaching positions were eliminated due to declining secondary enrolment, but growing elementary enrolment was reflected in the addition of 201 elementary teaching positions, 374 lunchroom supervisors and 348 Early Childhood Educators (ECE) for the 2014-15 school year.⁴¹⁷
 - o 138 more elementary students were projected to enroll for the 2014-2015 school year than in 2013-14 (up to 173,007 from 172,869). TDSB has projected enrolment of another 695 in 2015-16 and 1,225 in 2016-17, reaching a total of 174,927 that school year.⁴¹⁸
- In April 2014, the Province announced its funding for the 2014-15 school year, and due to changes to how funding is calculated, TDSB experienced significant cuts to special education (\$7.3M) and school operations funding (\$10M).⁴²⁰
- After having been forced to cut \$300M from the operating budget over the last five years, trustees found themselves wrestling a comparatively small \$12.4M deficit for the 2014–15 budget (less than a quarter of last year’s \$55M deficit).⁴²¹

TDSB Enrollment Trends:⁴¹⁹



TDSB Budget reductions required each year 2009-2010 to 2014-2015:⁴²²



The teacher/student ratio in the Toronto Region’s public schools has improved since 2011, and Toronto schools are more likely to have physical education teachers. But full-time librarian numbers have dropped significantly:

- There were 87.7 teachers for every 1,000 students in 2012, compared to 67.8 per 1,000 in 2011.⁴²³
- The percentage of Toronto elementary schools with full-time librarians continues to decline, from 22% in 2012 to just 15% in 2013, a much greater drop than between 2011 (23%) and 2012 (22%).
- In 2013, 86% of Toronto elementary schools had a specialist Health and Physical Education teacher (a substantial improvement over 80% last year), compared to 47% of schools province-wide.⁴²⁴
 - o In 57% of those schools, the Health and Physical

Education teachers are employed full time (again, a substantial improvement from 46% the year previous), compared to 33% province-wide.

Toronto schools are more likely to have special education teachers than schools in the rest of the province, but changes to funding mean Toronto-area school boards may see funding cuts:

- 14% of Toronto’s elementary school students and 21% of secondary students receive special education assistance, and these proportions have increased steadily over the last decade.
- Elementary schools have far lower average ratios of students with special education needs per special education teacher than secondary schools, 26:1

in elementary schools versus 77:1 in secondary schools.

- 45% of elementary principals and 29% of secondary principals have had to ask parents to keep a student home for all or part of a school day. While the majority have made the recommendation for safety reasons, one third did so because necessary supports were unavailable.
- 59% of elementary schools and 44% of secondary schools have access to a regularly scheduled psychologist, compared to provincial averages of 39% and 32% respectively.
- In 45% of elementary schools and 33% of secondary schools, not all students have access to the assistive technology recommended in their [Individual Education Plans](#) (IEPs) or psycho-educational assessments.⁴²⁵
- The Province's new funding model, being phased in over four years, is intended to recognize current differences among boards and considers a range of demographic factors that influence a child's learning, including parental education, median income, unemployment, and length of time in Canada.
 - Under the changes, the TDSB lost \$7.3M in special education funding.⁴²⁶
 - Peel District School Board (which serves Mississauga, Brampton, and Caledon) championed the funding changes and will benefit from them.
- Previously the Peel Board had to route \$14M from other areas to make up for a shortfall in special education funding caused by demographic changes in the area. About 14% of Peel students have special education needs.⁴²⁷

Learning in the arts builds skills required for success in school and beyond—critical and creative thinking, problem solving, and communication. Toronto's publicly funded schools fare better than those elsewhere in the province:

- Although Ontario has detailed, compulsory arts curriculum for the arts up to grade 8, the Province provides no specific funding for the arts. Principals report that having a music teacher, for example, is part "good luck" and fortunate circumstances.
 - Ontario has the lowest proportion of schools with music teachers of any province in Canada, but in Toronto schools:
- 58% of Toronto elementary schools have a music teacher, compared to a provincial average of 43%.
- 71% of elementary schools have an itinerant music teacher (compared to a provincial average of 40%). This figure has steadily increased, but because these teachers are not based in one school, it is difficult for them to integrate arts into regular classes and curriculum, or build arts into the school community.
- 7% of Toronto schools have neither a music teacher nor an itinerant music teacher.⁴²⁸

There were 81 licenced childcare spaces in Malvern in 2011, compared to an average was 125 across all neighbourhoods (see [Wellbeing Toronto](#) for more detail).

“If Plato believed, above all other disciplines, that teaching children the patterns in music and all the arts are the keys to learning, what's keeping our leaders from deeply investing in these young minds and creative spirits? What's changed in 2500 years? Nothing.”

—David Visentin
Executive and Artistic Director, Sistema Toronto

What are some of the challenges low-income families have accessing affordable child care?

The City added 668 new subsidized childcare spaces in its 2014 budget:

- Although an allocation of \$20M in provincial funding for child care allowed the City to add the spaces⁴²⁹, there were still almost 17,000 low-income children on the wait list for subsidies in March 2014. The wait list was, however, 10% lower than in March of the previous year, a result of improved access to fee subsidies.⁴³⁰
- Although schools are required to have extended day programs (both before and after school and during school breaks) for students in full-day kindergarten (FDK) if there is sufficient demand, only half of Toronto schools are offering them:
- Only 51% of Toronto's elementary schools offer extended day programs (before and after school) for children in kindergarten.
 - Of those, only 43% offer the programming year round.
- 41% of elementary schools that have no extended day programs report that parents have requested one. Schools are required to offer extended program if there are requests from the parents of 20 or more children.
- Cost is a barrier to many families. Programs are funded by fees typically ranging from \$100–150 per week. Childcare subsidies for low-income families are available, but waitlists are long, and not all schools have subsidized spaces.
 - Extended day programs have been shown to be especially beneficial for disadvantaged families. Yet the families who are most likely to benefit from the programs are the least likely to have access.
 - Provincial data confirm that extended day programs are more likely to be offered in schools where average family incomes are higher.⁴³¹

How equitable and inclusive are Toronto's schools?

All students would benefit from knowledge of Aboriginal history, cultures, perspectives and experiences, but many schools are not offering Aboriginal students and others this learning opportunity:

- The majority of Ontario's Aboriginal students attend publicly funded schools in Ontario school boards. A 2012 report from the Auditor General raised grave concerns as to whether current education policy was giving these students sufficient support.
- The majority of Ontario's Aboriginal students live in urban areas such as Toronto.
- 18% of provincially-funded secondary schools in Toronto report students transfer from on-reserve schools.
- 81% of Toronto's elementary schools and 59% of secondary schools do not offer any Aboriginal education opportunities, despite the fact that most have Aboriginal students.
- Only 13% of Toronto elementary and 25% of secondary schools offer professional development opportunities for teachers to learn more about Aboriginal worldviews.
- Only 5% of elementary schools and 20% of secondary schools offer Native Studies courses.⁴³²

Photo: UNITY



Red Sky captures and ignites imaginations while creating an avenue for children and families to explore, understand, and appreciate Aboriginal culture:



Internationally renowned for its artistry and innovation, Toronto-based [Red Sky Performance](#) is Canada's leading company of contemporary world indigenous performance in dance, theatre and music. Red Sky creates, produces and tours original work for adult and family audiences on stages across Canada and the world. Red Sky has also garnered an international reputation for collaborating on landmark projects with some of the most prestigious artists and companies from around the globe. Since its inception, Red Sky has captured and ignited the imagination of close to 550,000 people from nine countries on four continents.⁴³³

In its first year, 19 Grade 9 students in the first Africentric program at a public Canadian high school enjoyed a curriculum that speaks to black students and promotes a sense of belonging:

- The [Leonard Braithwaite Program](#) at Scarborough's Winston Churchill Collegiate, conceived in response to the high dropout rate among black Toronto students, supplements the regular Ontario curriculum with culturally diverse lesson plans.
- Despite initial worries of segregation, the program is successfully integrating program students with others.
 - o Students in the program take core subjects together, but share electives with Winston Churchill students.
 - o The program is open to any student. One member of the 2013 cohort, and several teachers, were not black.
- Instead of streaming, which is common in Grade 9 classes, the program has students at every skill level. Assignments are varied according to students' abilities, with appropriate credit (academic or applied) granted at course end.
 - o While the variety of abilities initially led to some behavioural problems, students are now more often helping each other.
- The program tries to address the "opportunity gap" facing some students who are not achieving with an education assistant to provide support and

a goal of 16 credits by age 16, a level of academic achievement shown to reduce the chance of a student dropping out.

- The Board is considering more such programs and courses in high schools across the city in order to provide a seamless Africentric learning opportunity for graduates of Toronto's JK to Grade 8 [Africentric Alternative School](#), which has grown to nearly 200 students since opening in 2009.⁴³⁴

Forcing students to choose between academic and applied courses at an early age may contribute to greater achievement gaps and greater inequality:

- Ontario students must choose when they are only in grade 8 whether they want to pursue applied ("hands-on") or academic ("theoretical and abstract") core courses in grade 9. International evidence suggests that these decisions affect students' options for the remainder of their schooling, and after they graduate.
- The decision is made by students and their parents, often based on a recommendation from a teacher or a guidance counselor. But some Toronto families may not be getting that advice.
 - o 90% of Toronto elementary schools with grades 7 and 8 have guidance counsellors who could provide individualized recommendations on choosing high school courses (significantly higher than the 29% provincial average).
 - o 53% of elementary schools report that information nights are the main source of information for students and parents making this decision. It is unclear, however, how many attend. Parents time-crunched by working one or more jobs, with limited English skills, or facing other barriers are unlikely to have the opportunity.



- Only 9% of schools report that one-on-one counseling is the main source of information.⁴³⁵
- Both the Organization for Economic Co-operation and Development (OECD) and [People for Education](#) advocate that such decisions should be deferred until the upper secondary years (Finland, Spain, and Poland have already made this move), as international evidence shows that "streaming" students, especially at a young age:
 - o can depress achievement in lower-performing students,
 - o reinforces disadvantages faced by low-income and racialized students, and

- o contributes to worse educational outcomes for low-income students.⁴³⁶
- Ontario officially ended streaming as policy in 1999. Students are now free to mix and match applied and academic core courses, but evidence suggests that de-streaming exists in name only, as students tend to take the majority of their core classes in one option or the other.
 - o Although course selections in Grades 9 and 10 do not commit a student to a particular path according to Ministry policy, People for Education analysis shows that it is relatively uncommon for Toronto students to transfer from applied to academic courses.
- 47% of principals in secondary schools report that students “never” transfer between academic and applied courses, or transfer “not very often”. None report that students “often” transfer.⁴³⁷

A “Triple Threat to Equity” campaign continues to promote the need for TDSB to make budgetary decisions through an equity lens:

- There are a number of areas across the Board where significant gaps exist between actual costs and funding received from the Province. To help offset these, the Board uses revenues (like fees from International Students and lease revenues) and funding sources (where there is flexibility in how they are spent).⁴³⁸
 - o Analysis by Social Planning Toronto has

- shown that about two-thirds of the Learning Opportunities Grant allocation and one-quarter of the English as a Second Language grant is being diverted away from these programs for low-income students.
 - o Thanks to the campaigning of committed parents, students and community members, TDSB passed a motion in September 2013 which saw trustees commit to incrementally putting the money back into the programs.
- The Board’s own student census revealed that 50% of students come from families earning less than \$50,000 a year.
 - o The campaign advocated for funding decisions to be made with an equity lens, asking for:
 - the return of the 18 coaches that were cut from the Model Schools for Inner Cities program,
 - the return of 30 of the Learning Opportunities secondary teachers cut last year, and
 - better use of the Board’s Learning Opportunities Index (a measure that ranks schools across the system from greatest to least need) in making funding decisions, from allocating staffing to spending on school computers and library books.⁴³⁹

The following groups are addressing issues relating to learning through their innovative community-based programs.

Click on the name of the group to be directed to their profile on the [Community Knowledge Centre](#) to learn more about how.

[Agingcourt Community Services Association](#) - Multi-service agency addressing needs and empowering under-served

[Applegrove Community Complex](#) - A neighbourhood partnership fostering community

[Art City in St. James Town](#) – Provides free and accessible multidisciplinary arts programming

[Art Gallery of Ontario](#) - Bringing people together with art to experience and understand the world in new ways

[Art Starts](#) – Creating social change through community art projects

[Arthritis Research Foundation](#) – Working to beat arthritis and autoimmune diseases

[ArtReach Toronto](#) – Gives young artists access to resources, mentorship and skill building opportunities

[Arts Etobicoke](#) - A community arts council located in a beautiful storefront gallery

[Arts for Children and Youth](#) – Hands on, community and school based arts education

[Boundless Adventures Association](#) - Improving the lives of underserved youth through outdoor leadership

[Broad Reach Foundation for Youth Leaders](#) – Leadership skills for underserved teens through sailing

[Camp Oochigeas](#) - Providing kids with cancer a unique, enriching and magical experience

[Canadian Diabetes Association](#) - Fighting diabetes by helping people live healthy lives while finding a cure

[Canadian Music Therapy Trust Fund](#) - Improving the mental, physical and emotional health of Canadians

[Centennial Infant and Child Centre Foundation](#) – Educating young children with developmental challenges

[Child Development Institute](#) - Leading children’s mental health programming in Toronto

[The Children’s Book Bank](#) - Providing free books and literacy support to children in priority neighbourhoods

[Clean Air Partnership](#) – Runs the Toronto Centre for Active Transportation, working for a better cycling and pedestrian environment

[Common Ground Co-operative](#) - Supporting people with developmental disabilities

[Community Association for Riding for the Disabled \(CARD\)](#) – Improving lives through quality therapeutic riding programs

[Community Bicycle Network](#) - Providing access, training, and support for all cyclists

[Community Matters Toronto](#) - Supporting newcomers living in St. James Town

[Community MicroSkills Development Centre](#) – Assists the unemployed, with priority to women, racial minorities, immigrants and youth

[Connect Legal](#) - Promoting entrepreneurship in immigrant communities

[CultureLink Settlement Services](#) - Developing and delivering settlement services to meet the needs of diverse communities

[Delta Family Resource Centre](#) - Enhancing the potential of families and children

[Dixon Hall](#) - Creating opportunities for people of all ages to dream

[Dovercourt Boys & Girls Club](#) - Providing a safe, supportive place for children and youth

[East Scarborough Storefront](#) - Building community through

collaborations and shared spaces

[East York East Toronto Family Resources Organization](#) - Increasing the well-being of individuals and families

[Eastview Neighbourhood Community Centre](#) – Serving a low-income, ethnically and socially diverse community

[Ecologos](#) - A network of volunteers inspiring others for a more sustainable society

[EcoSpark Environmental Organization](#) – Giving communities the tools for influencing positive environmental change

[Environmental Defence](#) - Challenging and inspiring change in all sectors to ensure a greener life for all

[Eva’s Initiatives for Homeless Youth](#) - Works locally and nationally to prevent, reduce, and end youth homelessness

[Findhelp Information Services](#) – Providing information and referral services in Ontario and across Canada

[Fatal Light Awareness Program \(FLAP\) Canada](#) - Safeguarding migratory birds in the urban environment

[FIT Community Services](#) - Friends In Trouble - Bridging the income inequality gap

[FoodShare](#) - Working towards a sustainable and accessible food system

[For Youth Initiative \(FYI\)](#) - creating healthy communities by increasing life-chances of underserved youth

[Framework](#) – Delivers high-quality volunteer engagement events (Timeraiser)

[Frontier College](#) – Providing a wide range of literacy programming

[Future Possibilities Canada Inc.](#) – Empowering children from diverse Canadian communities

[Geneva Centre for Autism](#) – Empowering and supporting individuals with an Autism Spectrum Disorder

[The George Hull Centre for Children and Families](#) – Serving children and youth by providing mental health services

[Harbourfront Centre](#) - Nurturing the growth of new cultural expression and artistic cultural exchange

[Harmony Movement / Harmony Education Foundation](#) - Promotes harmony, equity, diversity, and inclusion in Canada

[Hot Docs](#) – Advancing the creative imprint of documentary film

[imagineNATIVE Film + Media Arts Festival](#) – Celebrating the latest works by Indigenous peoples

[Inner City Angels](#) - Bringing imaginative interdisciplinary arts programs to children in Toronto

[Interval House](#) - Enabling abused women and children to have access to safe shelter and responsive services

[Jane/Finch Community and Family Centre](#) - A gathering place focused on social justice and collaboration

[JUMP Math](#) – Encouraging an understanding and a love of math in students and educators

[Junior Achievement of Central Ontario](#) - Educating young Canadians to understand business and economics

[Lake Ontario Waterkeeper](#) - Working to restore swimmability, drinkability and fishability to Lake Ontario

[Lakeshore Area Multi-Service Project \(LAMP\)](#) – Partnering with the community to address emerging needs

[Law In Action Within Schools](#) – Engaging youth in legal education and the justice system

[Learning Enrichment Foundation \(LEF\)](#) – Providing holistic and integrated services in York Region

[Learning for a Sustainable Future \(LSF\)](#) - Promoting, through education, the practices essential to sustainability

[Licensed to Learn Inc.](#) - Empowering children to reach their potential through peer-led tutoring

[Literature for Life](#) – Helping marginalized young moms develop a practice of reading

[Macaulay Child Development Centre](#) - Helping all children thrive in caring, responsive families

[Manifesto Community Projects](#) - Unites and empowers diverse young people through hip-hop culture

[The Massey Centre for Women](#) - Striving to achieve healthy outcomes for all young mothers and families

[Mentoring Junior Kids Organization \(MJKO\)](#) - Promoting healthy and active lifestyles for youth

[Merry Go Round Children's Foundation](#) - Enabling financially disadvantaged students to achieve their academic pursuits

[Moorelands Community Services](#) - Provides youth affected by poverty fun experiences to strengthen their confidence

[Newcomer Women's Services Toronto](#) - Delivering educational and employment opportunities for immigrant women and their children

[New Circles Community Services](#) - Offering volunteer driven services in Toronto's Thorncliffe Park, Flemingdon Park and Victoria Village

[North York Community House](#) - Enhancing the strength and resilience of their neighbourhood

[North York Women's Centre \(NYWC\)](#) - Supporting and empowering women and effect positive change

[Ontario Justice Education Network](#) - Promoting public understanding to support a responsive and inclusive justice system

[Outward Bound Canada](#) - Cultivating resilience and compassion through challenging journeys in nature

[The PACT Urban Peace Program](#) - Empowering underserved youth and youth already in conflict with the law

[Pathways to Education Canada](#) - Helps underserved youth graduate from high school and transition to further education

[PEACH: Promoting Education and Community Health](#) - Provides transformative, youth-centred, social and educational programs

[Pediatric Oncology Group of Ontario](#) - Champions of childhood cancer care

[The Peer Project](#) - Youth Assisting Youth - Promoting the healthy growth and development of young people

[People for Education](#) - Engaging parents to become active participants in their children's education

[The Pollution Probe Foundation](#) - Improving the well-being of Canadians by advancing environmental change

[The Power Plant Contemporary Art Gallery](#) - Offering professional support to diverse living artists

[Regent Park School of Music](#) - Providing quality, affordable music education to underprivileged youth

[Right To Play](#) - Uses the transformative power of play to educate and empower children facing adversity

[Roots of Empathy](#) - Reducing bullying among school children while raising emotional competence

[The Redwood](#) - Supporting women and their children to live free from domestic abuse

[The Remix Project](#) - Levelling the playing field in creative industries for youth from marginalized and under-served communities

[Second Harvest](#) - Feeding hungry people by picking up, preparing and delivering excess fresh food to social agencies

[Seed to Table](#) - Cultivating the conditions for community change by building local capacity

[Shakespeare in Action](#) - Enhancing arts and education through exploring and performing Shakespeare

[Sheena's Place](#) - Supporting individuals, families and friends affected by eating disorders

[SKETCH Working Arts](#) - An arts initiative for young people who are homeless or living on the margins

[Skills for Change of Metro Toronto](#) - Learning and training opportunities for immigrants and refugees

[Social Planning Toronto](#) - Building a civic society by mobilizing community organizations around specific local issues

[Springboard](#) - Helping people develop the skills they need to overcome barriers and achieve their full potential

[St. Stephen's Community House](#) - Multi-service programming for newcomer and low-income residents

[Story Planet](#) - A story making centre running workshops that encourage young people to tell their stories

[Success Beyond Limits Education Program](#) - Improving educational outcomes and providing support to youth in Jane and Finch

[Tafelmusik Baroque Orchestra and Chamber Choir](#) - Preserving and performing period music for generations to come

[TIFF](#) - Bringing the power of film to life by providing arts education for all ages and running the world's largest public film festival

[Toronto Centre for Community Learning & Development](#) - Creating a strong culture of community engagement

[Toronto City Mission](#) - Creating lasting change through preventative and transformational programs

[Toronto Foundation for Student Success](#) - Initiating innovative anti-poverty programs for students

[Toronto Kiwanis Boys & Girls Clubs](#) - Providing a safe, supportive place for the young people of Regent Park, Cabbagetown, and Trinity-Bellwoods

[Toronto Public Library Foundation](#) - Providing essential resources for the enhancement of the Toronto Public Library

[Toronto Youth Development](#) - Assisting and fostering underprivileged youth in Toronto

[UrbanArts](#) - Engaging youth in community development through the arts

[Variety Village](#) - Promoting appreciation, interaction, empowerment and inclusion

[Vermont Square Parent-Child Mother Goose Program](#) - Fostering parent-child bonding and literacy through a rich oral language experience

[WoodGreen](#) - Enhancing self-sufficiency, promoting well-being and reducing poverty

[Words In Motion](#) - Using the arts to help children and their families achieve their full potential

[Working Skills Centre](#) - Empowering immigrants by providing skills training and orientation to Canada

[Youth Empowering Parents \(YEP\)](#) - Empowering youth to become leaders within their own community

[Family Service Toronto](#) - Strengthening communities through counselling, education, social action and development

[FIT Community Services](#) - Friends In Trouble - Bridging the income inequality gap

Endnotes

407. Index: (1) (1) NVS: Table IV-1-a: Proportion of the Population (15 years and over) with a Post-Secondary Education (University Degree; Post-Secondary Certificate or Diploma) for Vital Signs Communities, 2000-2014; (2) City of Toronto, Strategic Growth and Sector Development Economic Research. Special request; (3) Toronto Region Board of Trade. (2014). Toronto as a Global City: Scorecard on Prosperity. Pg. 43. Last accessed on July 21, 2014 from http://bot.com/advocacy/Documents/Scorecard/Scorecard_2014.pdf; (4) People for Education. (2014). Report for 2014 Toronto Vital Signs, results from Annual Survey of Ontario Schools 2013/14. Special request; (5) City of Toronto, Children's Services. (2014). Early Learning and Care in Toronto—May 2014. Last accessed on July 21, 2014 from http://www1.toronto.ca/City%20Of%20Toronto/Children%27s%20Services/Files/pdf/C/child-care_factsheet_may2014.pdf; and City of Toronto, Children's Services. (2013). Early Learning and Care in Toronto—Winter 2013. Last accessed on September 12, 2014 from http://www.toronto.ca/children/pdf/factsheet_winter2013.pdf; Toronto Foundation. (2013). Toronto's Vital Signs Report 2013. Last accessed October 1, 2014 from <https://torontofoundation.ca/torontos-vital-signs-report>
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