



Policy Wise
for Children & Families

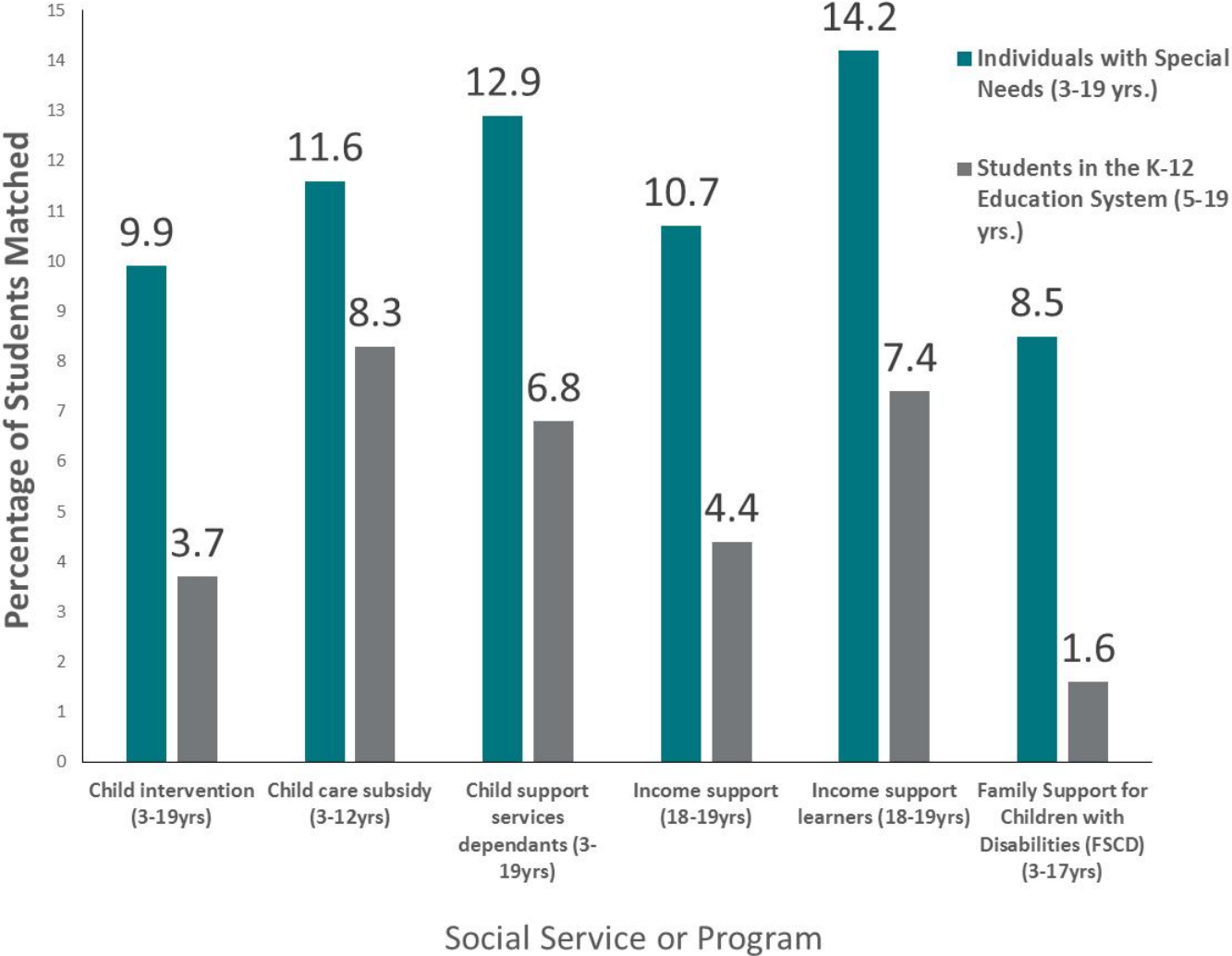
CYDL Longitudinal Project: Education Theme

Presented by:

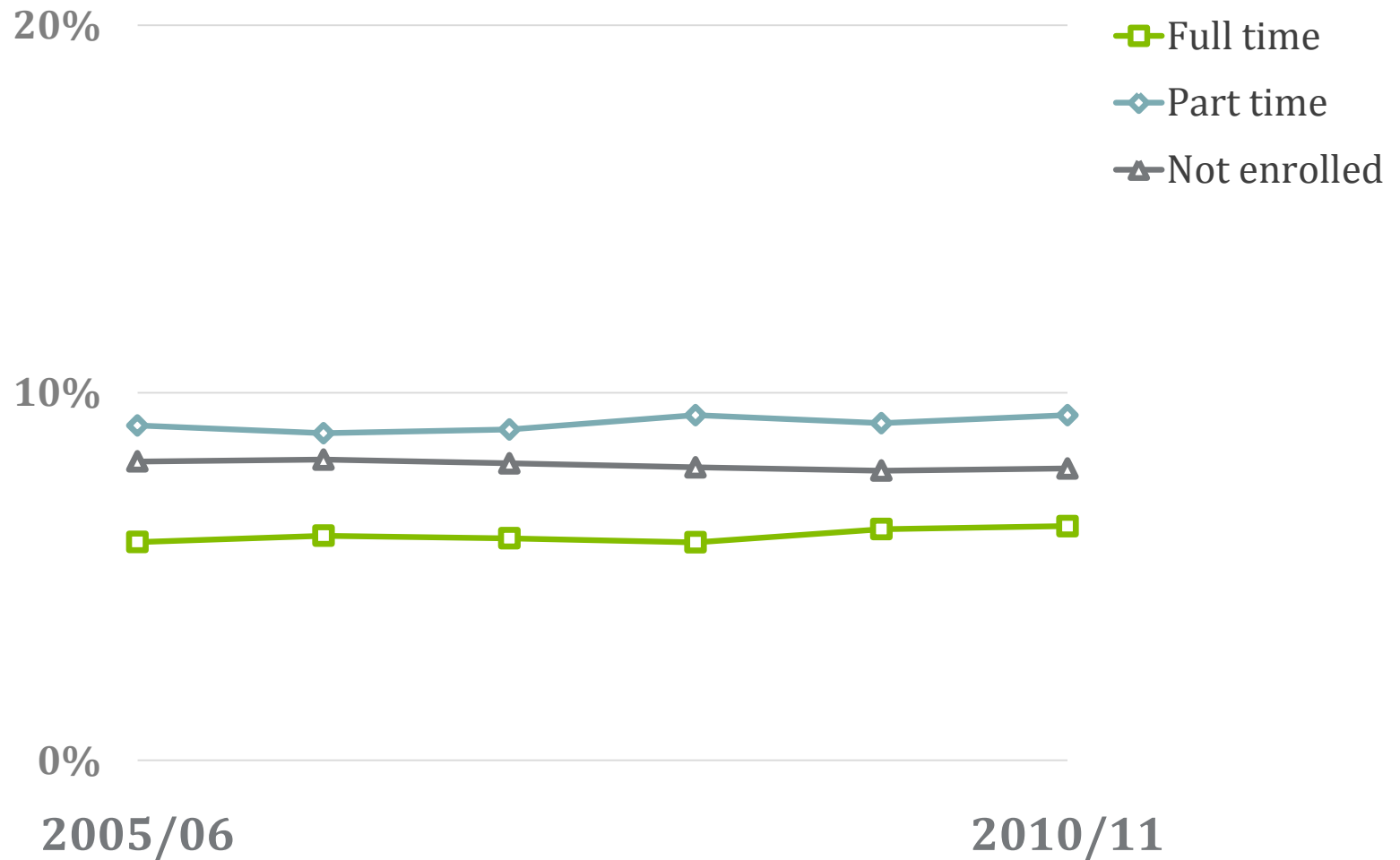
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Service use patterns among students with special needs



Post-secondary students using a mental health service



Findings: K-12 Students

- 14.2% of students with special needs were Income Support Learner clients. This percentage is almost double that of the general population (7.8%).
- A higher proportion of students with special needs (9.9%) were in the Child Intervention system at some point during the study period than the general population (3.3%).
- 37.3% of English as a Second Language students became post-secondary students. This is the same percentage as the general population.
- ESL students' involvement in the justice system was lower than the general population in Alberta (e.g., 3% had an offence during the study period compared to 7% in the general population).
- About 20% of students with special needs went on to post-secondary studies at some point in the study period.

Findings: Post Secondary Students

- About 3% of students enrolled as full-time students identified as Aboriginal.
- Part-time students were more likely to use mental health services than full-time students and non-students.
- Students were less likely to be high cost health service users than individuals not enrolled in post-secondary studies.
- Higher proportions of non- students were living in the lower socio-economic neighborhoods compared to post-secondary students.
- About 15% of individuals involved in the justice system also had some involvement in the post-secondary system during the study period.
- Of the Child Intervention clients, 14.3% were post-secondary learners at least once during the study period.
- Apprenticeship clients were over-represented in the justice system, particularly with respect to offences (15.2% among apprentices, 8.8% in the population).
- Compared to the general population, apprenticeship students were about half as likely to have ever participated in other post-secondary training and had a greater likelihood of becoming income support learners.

QUESTIONS

1. Which findings stand out for you?
2. Which findings might be relevant to your ministry/branch policy or program priorities?
3. Which findings trigger future research directions?



Program Overlap Matrix

<https://visualization.policywise.com/P2matrix/>

Dashboards

<https://visualization.policywise.com/P2dashboard/>