



Tri-Cities Community Profile

2014

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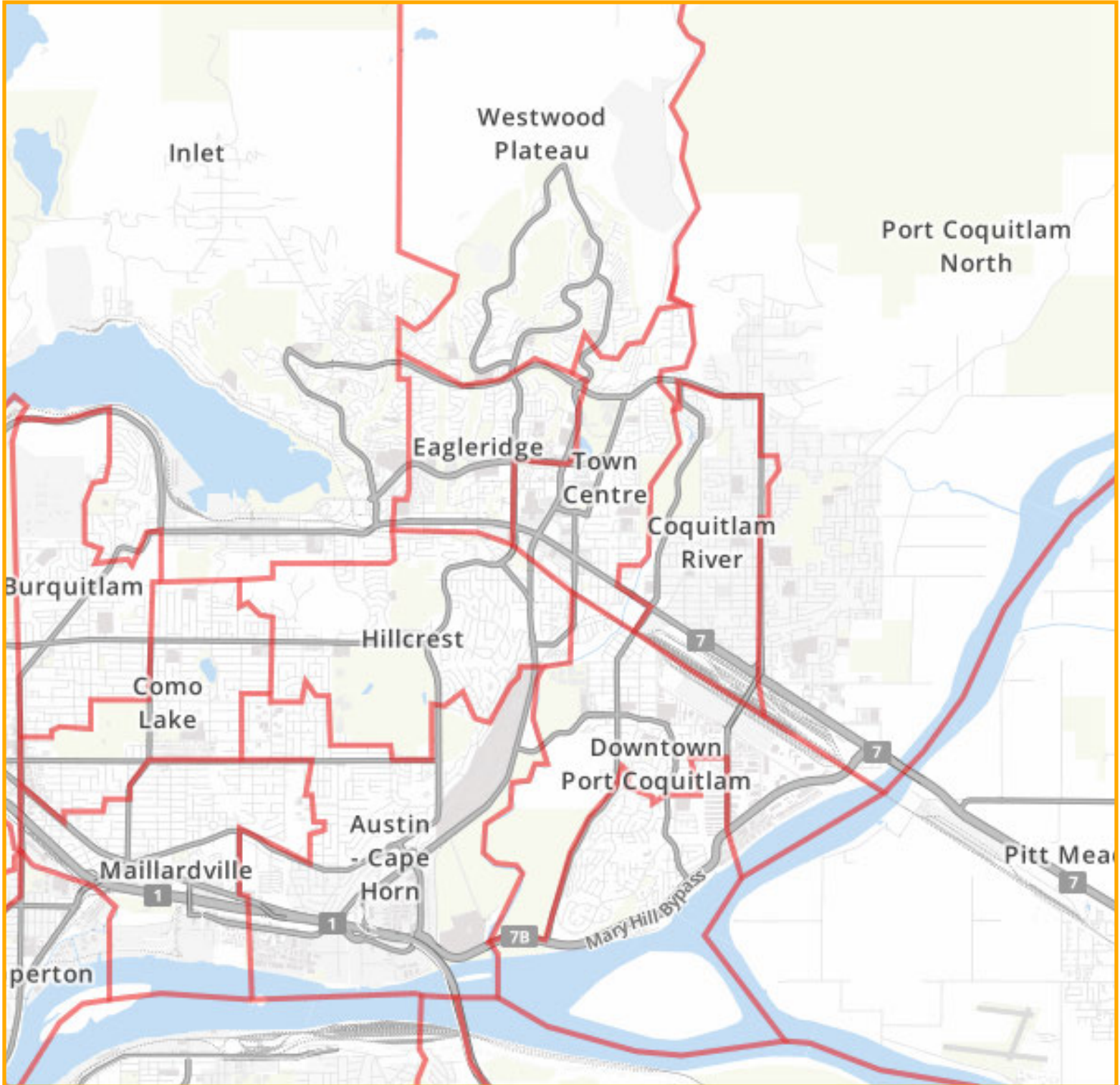
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Preface

Tri-Cities is comprised of the municipalities of Coquitlam, Port Coquitlam, and Port Moody and the villages of Anmore and Belcarra. This profile sets out important information about children 12 years and under in these communities, based largely on demographic information from the 2011 Census and National Household Survey.

Readers should be aware that compared to the 2006 Census, major changes occurred in the methodology of the 2011 Census. In 2006, a mandatory short questionnaire was completed by 80% of Canadian households, and an additional mandatory long questionnaire (which included the short form questions) was completed by the remaining 20% of the population. The 2011 Census had a single ten-item questionnaire that was completed by all households. This was followed by the voluntary National Household Survey, which was distributed to one third of Canadian households.

The NHS estimates are derived from a voluntary survey and are therefore subject to potentially higher non-response error than those derived from the 2006 census long form. While larger communities were pretty much identical in 2006 and 2011, Statistics Canada says that for smaller areas “there can be large discrepancies between the 2011 census population count and NHS population estimate.”

Demographic information is provided for each of the 13 EDI neighbourhoods in the appendix.



A Profile of the Tri-Cities

Why is this important?

The early years of life are critical in influencing a range of health and social outcomes throughout the life course. Research shows that many challenges in adult society – competence in literacy and numeracy, mental health problems, obesity, criminality – have their roots in early childhood.

Access to income, affordable housing, healthy food, education, early childhood development, and recreational opportunities influence our ability to make healthy choices and ultimately the state of our physical and mental health as well as life expectancy. In part, health inequities arise as the result of a concentration of risk factors within disadvantaged populations including the social conditions in which people live and work. It is clear that what are commonly known as the “social determinants” or “health inequities” must be addressed due to their significant impact on health. (BC Healthy Living Alliance, *Healthy Futures for BC Families, Policy Recommendations for Improving the Health of British Columbians*, September, 2009)

1.1 Population Growth

Why is this important?

Whereas population growth brings greater economic growth and job opportunities it also increases demand on existing infrastructure and signals potential shifts in community needs with regard to demands for supports and services related to the characteristics of the residents.

- There has been a growth of nearly 11% in the Tri-Cities as a whole from 2006-11, with the largest percentage increase in Port Moody.
- The City of Coquitlam increased by almost 12,000 people over the five years.

Population Growth Across Tri-Cities			
	2006	2011	% Change
Coquitlam	114,565	126,456	10.4
Port Coquitlam	52,687	56,342	6.9
Port Moody	27,512	32,975	19.9
Anmore	1,785	2,092	17.2
Belcarra	679	644	-4.7
Total Tri-Cities	197,225	218,509	10.8

Source: Statistics Canada, 2011 Census

1.2 Child Population

- In Metro Vancouver there were 138,063 (6%) children aged 0-5 years in 2011 and 166,440 (7.2%) aged 6-12 years.
- Youth 13-18 totalled 166,104 and accounted for 7.2% of the total population.
- In 2011 an estimated 49,737 children and youth lived in the Tri-Cities area and made up 22.7% of the total population.
- Of those 31,747 (14.5%) were children aged 12 years or under.

Distribution of Children and Youth Across Tri-Cities			
	0-5	6-12	13-18
Coquitlam	7,832 (6.2%)	9,868 (7.8%)	10,336 (8.2%)
Port Coquitlam	3,666 (6.5%)	4,680 (8.3%)	4,792 (8.5%)
Port Moody	2,527 (7.7%)	2,766 (8.4%)	2,596 (7.9%)
Anmore	112 (5.4%)	233 (11.1%)	238 (11.4%)
Belcarra	25 (3.9%)	38 (5.9%)	28 (4.3%)
Total Tri-Cities	14,162 (7.2%)	17,585 (8.0%)	17,990 (8.2%)

Source: Statistics Canada, 2011 Census (extrapolated data)

1.3 Families

Why is this important?

The nature of a child's family environment has a very strong effect on his/her cognitive and behavioural development, and on the prevalence of childhood vulnerability. The factors within this environment that have been shown to have an impact on child development are parenting skills, the cohesiveness of the family unit, the educational level and mental health of the mother, and the extent to which parents are actively engaged with their children.

- In Tri-Cities the majority of families consisted of two parents (85%).
- The remaining 15% were lone parent families, that is, one in every seven families was headed by a lone parent.
- 80% of lone parents in Tri-Cities were headed by women.



Families by Type Across Tri-Cities			
	Total Families	Couple Families*	Lone Parent Families
Coquitlam	35,880	30,335	5,545
Port Coquitlam	16,155	13,470	2,685
Port Moody	9,605	8,275	1,335
Anmore	595	545	45
Belcarra	220	205	15
Total Tri-Cities	62,455	52,830	9,625

Couple families includes married couples and common-law families
Source: Statistics Canada, 2011 Census

1.4 Children Living at Home

Why is this important?

For young children, nothing has greater influence on their development than their family. Families filter children's experiences with others and provide nurture and care that strongly influences early child development. Families determine the quality of a young child's world and shape the foundations for later development.

- One third of all children living at home in Tri-Cities were in their middle years.
- The highest proportion of young children at home was in Port Moody (24%).



Number of Children by Age Groups Living at Home, Tri-Cities					
	Total Children Living at Home	Children at Home Under 6 Years		Children at Home Aged 6-14	
Coquitlam	41,985	7,680	18%	12,875	31%
Port Coquitlam	18,710	3,625	19%	6,130	33%
Port Moody	10,585	2,510	24%	3,565	34%
Anmore	805	110	14%	305	38%
Belcarra	145	30	21%	50	34%
Total Tri-Cities	72,230	13,955	19%	22,925	32%

1.5 Foreign Born Population

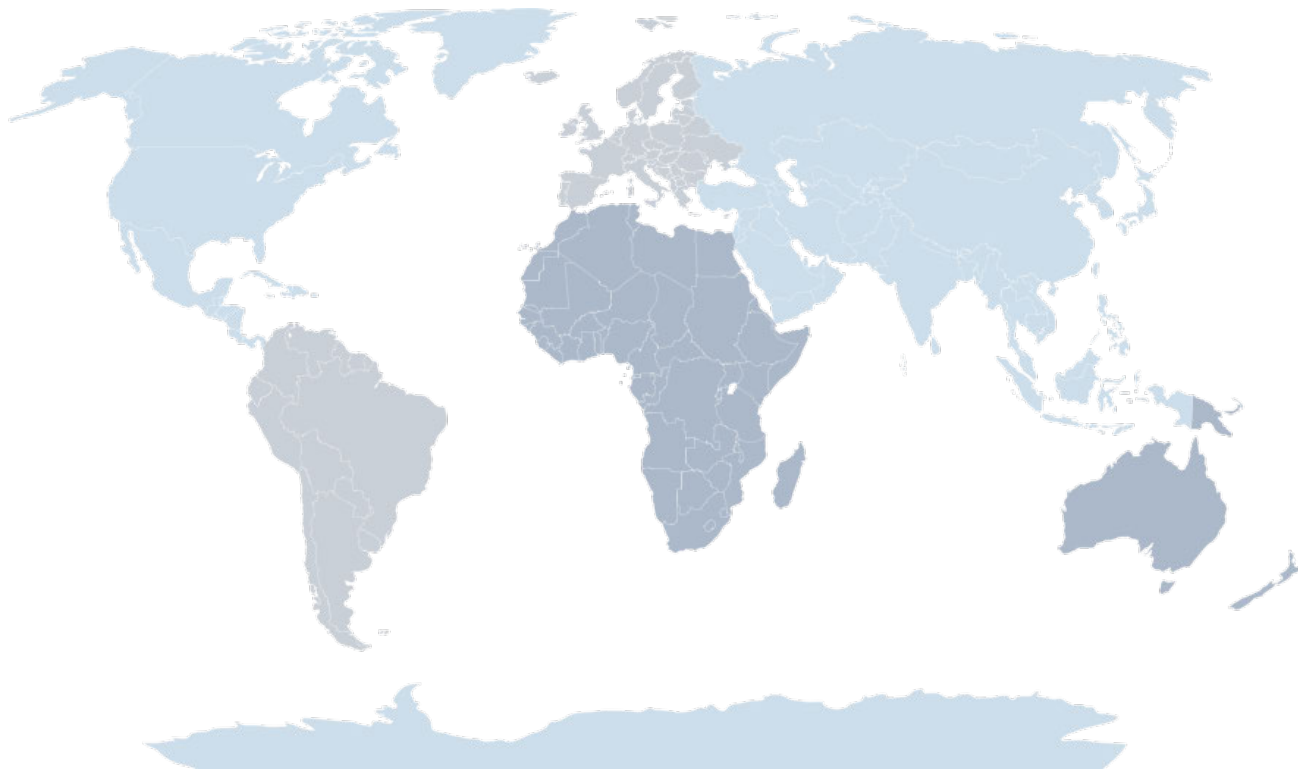
Why is this important?

Immigration enriches a community but it may also present challenges to immigrant families. The growth of the foreign-born population ensures continued demand for immigrant settlement services as well as the need for community services and supports to consider cultural adaptation and home language.

- More than 40% of all Coquitlam residents were born in a country other than Canada.
- A third of those living in Port Coquitlam were foreign born as were 29% of those in Port Moody.

Foreign Born Population, Tri-Cities		
	Total Population	% foreign born
Coquitlam	125,020	41.7%
Port Coquitlam	55,780	29.4%
Port Moody	32,875	31.6%
Anmore	2,085	22.1%
Belcarra	645	19.4%
Total Tri-Cities	216,405	36.7%

Source: Statistics Canada, 2011 Census



1.6 Period of Immigration

Why is this important?

The stress of adjusting to a new country and culture is a significant factor, particularly for those who lack family support or community ties. Recent immigrants face a number of challenges including recognition of educational achievement, securing quality employment and linguistic isolation. Together these challenges place great stress on children and families.

- Immigrants to Coquitlam seem to be divided equally into the three immigration periods given below.
- Most immigrants to Port Coquitlam came to Canada before 1991 (41%)
- In Port Moody 42% were new immigrants who arrived between 2001 and 2011

Period of Immigration, Tri-Cities							
	Total immigrants	Before 1991		1991-2000		2001-2011	
Coquitlam	52,080	16,640	32%	17,495	34%	17,945	34%
Port Coquitlam	16,380	6,685	41%	5,220	32%	4,480	27%
Port Moody	10,390	3,560	34%	2,515	24%	4,320	42%
Anmore	460	280	61%	65	14%	115	25%
Belcarra	125	80	64%	0	0%	30	24%
Total Tri-Cities	79,435	27,245	34%	25,295	32%	26,890	34%

Source: Statistics Canada, National Household Survey, 2011



1.7 Immigrant Children

Why is this important?

The education outcomes of a cohort of immigrants who arrived in Canada as children were examined using the 2006 Census, and it was found that there may be a distinct pattern in the risk of immigrant children graduating from high school according to age at arrival. The risks of not completing high school do not vary according to age at arrival up to about the age of 9, with children arriving after that age appearing to face a distinct and growing increase in the risk that they will not graduate. Children who migrate may face different challenges in attaining high school credentials, according to their age at immigration, as a result of sensitive periods in the acquisition of a second language or the structure of the education system.

(Statistics Canada Research Paper, *Age at Immigration and Educational Outcomes of Children*, Catalogue no. 11F0019M — No. 336, October 2011)

Age at Immigration, Tri-Cities			
	Total Immigrants	% under 5	% 5-14
Coquitlam	52,080	9%	19%
Port Coquitlam	16,380	12%	17%
Port Moody	10,390	11%	21%
Anmore	460	11%	16%
Belcarra	125	0%	0%
Total Tri-Cities	79,435	10%	19

Source: Statistics Canada, National Household Survey, 2011



1.8 Home Language

Why is this important?

Home language is the language a person speaks at home most of the time, implying that this is the language with which he/she is most comfortable. In Tri-Cities 62.5% of all residents spoke English at home.

Many immigrants believe that for children learning one's heritage language in childhood can help promote self-esteem and pride in one's background. However, children who do not speak English in the home before school entry may experience difficulties in school and parents may also have difficulty participating actively in their child's education. This affects language supports within the school system and increases demand for services in the community in languages other than English.

- In 2011, Korean was the dominant non-official home language in Coquitlam and Port Moody.
- Cantonese was the predominant non-official language spoken at home in Port Coquitlam.



Non-Official Languages Spoken Most Often at Home, Tri-Cities Communities

	Coquitlam	Port Coquitlam	Port Moody	Anmore	Belcarra
Korean	6,210	915	1,495	30	5
Mandarin	4,640	680	460	10	0
Cantonese	4,350	1,255	375	5	0
Persian (Farsi)	4,275	650	630	15	0
Chinese, n.o.s.	3,560	725	365	25	0
Spanish	1,115	400	375	0	0
Russian	1,105	385	305	25	5
Tagalog (Filipino)	940	380	95	10	0
Romanian	615	325	165	5	0
Polish	535	450	110	20	0
Punjabi (Punjabi)	515	560	25	0	0

Source: Statistics Canada, National Household Survey, 2011

1.9 Aboriginal Population

Why is this important?

Aboriginal people face many challenges. They are more likely to have lower levels of education, poorer health and higher rates of unemployment than the non-Aboriginal population. Aboriginal children living off reserves have a poverty rate twice as high as for non-Aboriginal children.

- In B.C., the Aboriginal population was generally much younger than the non-Aboriginal population. Based on 2011 Census data, the median age for the Aboriginal population in B.C. was 29 years of age compared to 42 years of age for the non-Aboriginal population.
- Nearly 45 % of the Aboriginal population in B.C. was under 25 years of age compared to nearly 28 % of non-Aboriginal population. In contrast, only 16% of the Aboriginal population was over 55 years of age compared to 30% of the non-Aboriginal population.
- Based on 2011 NHS data, 47.4 % of all Aboriginal children in B.C. lived with both parents compared to 72.1 % of non-Aboriginal children.
- Nearly 38 % of Aboriginal children lived in lone-parent families compared to nearly 21 % of non-Aboriginal children in the same situation.
- Almost 8% of Aboriginal children were foster children compared to less than 1% of non-Aboriginal children.

Aboriginal Population, Tri-Cities		
	2006	2011
Coquitlam	1,560	3,600
Port Coquitlam	905	2,340
Port Moody	470	1,105
Anmore	20	35
Belcarra	20	30
Total Tri-Cities	2,975	7,110

Source: Statistics Canada, National Household Survey, 2011

- The Aboriginal population in Tri-Cities more than doubled in five years from 2,975 in 2006 to 7,110 in 2011. More than half (3,600) lived in Coquitlam.

Tri-Cities is the core territory for the Kwikwetlem First Nation and lies within the shared traditional territories of the Tsleil-Waututh, Katzie, Musqueam, Squamish, and Sto:lo Nation.

1.10 Median Family Income

Why is this important?

Income is perhaps the most important social determinant of health. In Canada income determines the quality of other social determinants of health such as food security, housing and other basic prerequisites of health.

Health status improves at each step up the income and social hierarchy. High income determines living conditions such as safe housing and the ability to buy sufficient good food. Large gaps in income distribution lead to increases in social problems and poorer health in the population as a whole.

- The NHS survey reported median family income as \$75,797 in BC and \$80,006 for Metro Vancouver.
- The respective median incomes for female lone parents were \$42,610 in BC and \$45,213 in Metro Vancouver.
- The comparative median incomes for each of the Tri-Cities communities are given below.

Median Family Income, Tri-Cities		
	Family Income	Female Lone Parent income
Coquitlam	\$82,067	\$47,453
Port Coquitlam	\$85,722	\$46,259
Port Moody	\$93,142	\$48,611
Anmore	\$160,038	\$51,385
Belcarra	\$140,217	\$0
Total Tri-Cities	not available	not available

Source: Statistics Canada, National Household Survey, 2011

1.11 Poverty

Why is this important?

The lack of resources and choices as well as social exclusion and stress created by poverty

make it one of the most significant contributors to ill health. It is deleterious at all stages of life, but childhood poverty has been shown to have a negative affect on social and health outcomes that lasts across the life course. "As family income falls, the likelihood that children will experience problems increases. Rates of poor health, hyperactivity and delayed vocabulary development have been shown to be higher among children in low-income families." (Canadian Institute for Health Information. *Improving the Health of Canadians*. 2004).

- Across Tri-Cities one in seven children up to the age of 6 (15.6%) was living in poverty in 2011 and one in five between the ages of 0 to 18 years (19.3%).
- In Coquitlam the percentages were highest at 17.4% and 21.1%.

Prevalence of Low Income Amongst Children Across Tri-Cities (based on after tax low income measure)		
	Children under 18 (%)	Children under 6 (%)
Coquitlam	21.1	17.4
Port Coquitlam	17.2	13.9
Port Moody	17.5	13.7
Anmore	6.1	0
Belcarra	0	0
Total Tri-Cities	18.3	15.6

Source: Statistics Canada, National Household Survey, 2011

The most recent report card from First Call is based on 2012 data. Using the low income measure after tax it showed 20.6% of children under 18 lived below the poverty line in BC. This represents more than one in every five children in the province or 169,420 in total. Nationally this rate was 19.1%. (First Call, *2014 Child Poverty Report Card*, November 2014)

1.12 Home Ownership and Affordability

Why is this important?

The ability to purchase a home provides the opportunity to build wealth and financial stability. In times of economic distress the equity in the home can be drawn upon to provide basic needs, thereby reducing the risk of inadequate income. Finding affordable housing in Metro Vancouver is becoming increasingly difficult.

The allocation of 30% or more of a household's income to housing expenses provides a useful benchmark for assessing trends in housing affordability.

- One quarter of all owners across the Tri-Cities communities were spending more than 30% of their income on housing in 2011.
- The comparative proportion for renters was 48% in Coquitlam, 44% in Port Coquitlam and 41% in Port Moody.

Housing Tenure Across Tri-Cities Communities		
	% Owners with Mortgage	% Tenants in Subsidized Housing
Coquitlam	62.1	11.3
Port Coquitlam	70.3	19.9
Port Moody	67.9	11.3
Anmore	71.6	0
Belcarra	51.0	0

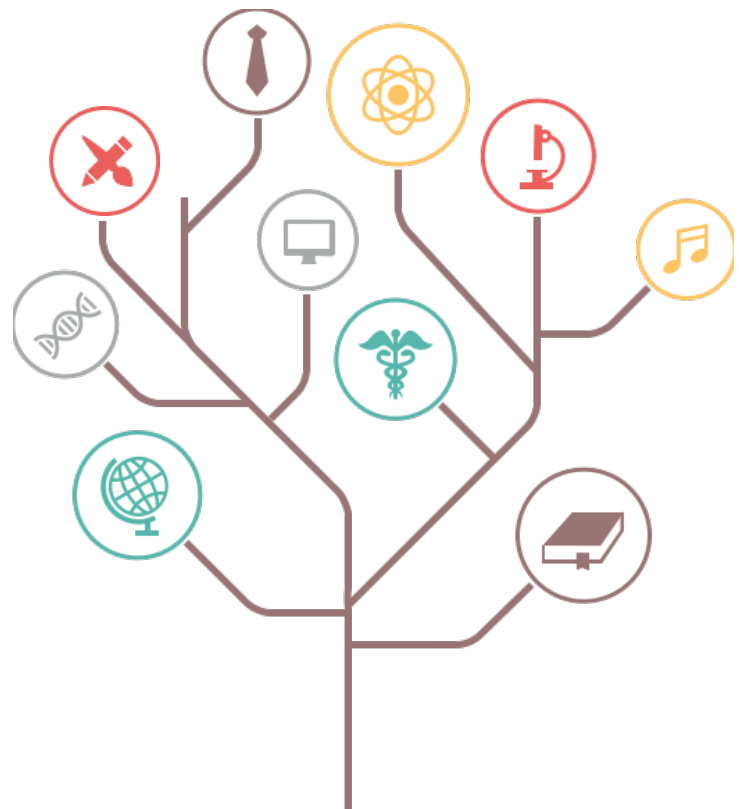
Source: Statistics Canada, National Household Survey, 2011

1.13 Education

Why is this important?

Higher levels of schooling are associated with higher levels of income, which in turn are linked to better health and social well-being. Children's achievement is strongly related to parental education. Low parental education is related to unemployment and lower family income, which are additional risk factors.

Higher parental education is positively related to the language development of children. Studies have shown that the education level of the primary caregiver, often the mother, is of particular significance to the child's readiness for school. Mothers with at least a high school diploma talk more often to their children (resulting in higher oral language skills) and provide more enriching learning environments as well as more positive parenting.



Educational Attainment (Popn. 25-64), Tri-Cities Communities							
	Total Aged 25-64	No certificate, diploma or degree		High school graduation or equivalent		Post-secondary*	
Coquitlam	72,030	4,430	6%	16,510	23%	51,090	71%
Port Coquitlam	32,670	2,475	8%	8,930	27%	21,265	65%
Port Moody	19,785	735	4%	3,930	20%	15,120	76%
Anmore	1,140	25	2%	255	22%	860	75%
Belcarra	420	0	0%	75	18%	350	83%

* Post secondary education includes apprenticeship or trade certificate, college or university certificate/ diploma/ degree.
Source: Statistics Canada, National Household Survey, 2011

- Education levels were high throughout the Tri-Cities, with the lowest proportion of those with post-secondary in Port Coquitlam at 65%.

1.14 Mobility

Why is this important?

In addition to being socially disruptive, high levels of transience present a huge challenge for community development approaches to child development and to the continuity of care for children with special needs. When children reach school age, frequent moves become a further challenge for educational momentum and continuity. Increasing family residential mobility has been associated with higher levels of

behavioural vulnerability in middle childhood. It is reasonable to infer that the high rates of residential transience in inner city neighbourhoods complicate efforts to build social cohesion that impacts children in those areas. (Source: Hertzman et al., *Early Development in Vancouver: Report of the Community Asset Mapping Project*. Vancouver: Human Early Learning Partnership, 2002.)

Mobility Status Movers/Non Movers from Previous Year, Tri-Cities Communities					
	Total Population	Non-Movers		Movers	
Coquitlam	123,700	108,235	87%	15,465	13%
Port Coquitlam	55,225	49,435	90%	5,795	10%
Port Moody	32,440	28,105	87%	4,335	13%
Anmore	2,070	1,910	92%	155	7%
Belcarra	645	595	92%	50	8%

Source: Statistics Canada, National Household Survey, 2011

- In 2011 the proportion of residents who had moved to a different address from the previous year was 13% in Coquitlam and Port Moody, 10% in Port Coquitlam, 8% in Belcarra and 7% in Anmore.

Child Development Measures For 0-12 Age Groups

2.1 School Readiness (EDI)

The Early Development Instrument (EDI) measures child developmental competency and vulnerability in five domains (Physical Health and Well-Being, Social Competence, Emotional Maturity, Language and Cognitive Development and Communication Skills). Completed by kindergarten teachers in February of each year, the data is mapped according to where the child lives.

* Coquitlam, in this section, refers to the School District of Coquitlam which includes Coquitlam, Port Coquitlam, Port Moody, Anmore and Belcarra.

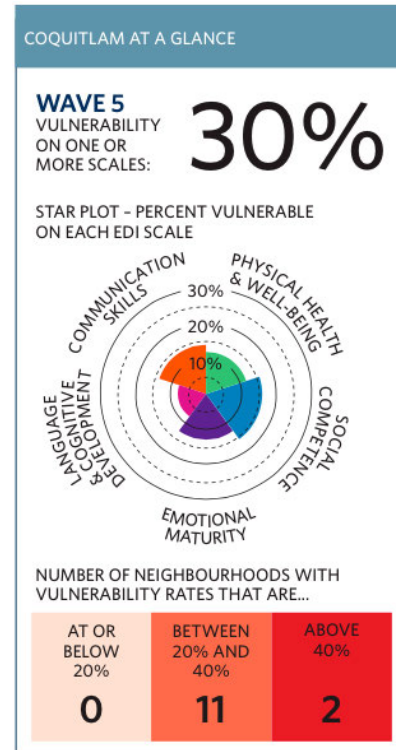
Why is this important?

Often childhood vulnerability is associated with socioeconomic disadvantage, but the reality is more complex. Although children who are socioeconomically disadvantaged are more likely to be developmentally at risk, vulnerabilities are found across the entire socioeconomic spectrum. The greatest number of developmentally vulnerable children is found in the more populous middle class. Because of this, it is critical to provide universal access to supports and services, but these should also be accompanied by strategies to reduce barriers to access for marginalized families and children in high risk communities.

EDI results can be used to guide community planners and policy makers in making decisions about priorities for early child development supports and services at every level. They cannot, however, be used to accurately evaluate one aspect of the environment, or one specific program, in isolation from the others.

Wave 5 EDI data (2011/12-2012/13) show that province-wide, 32.5% of children in kindergarten were vulnerable in at least one aspect of their development. This continues the provincial trend over the last decade of about one-third of children having potential challenges at kindergarten entry.

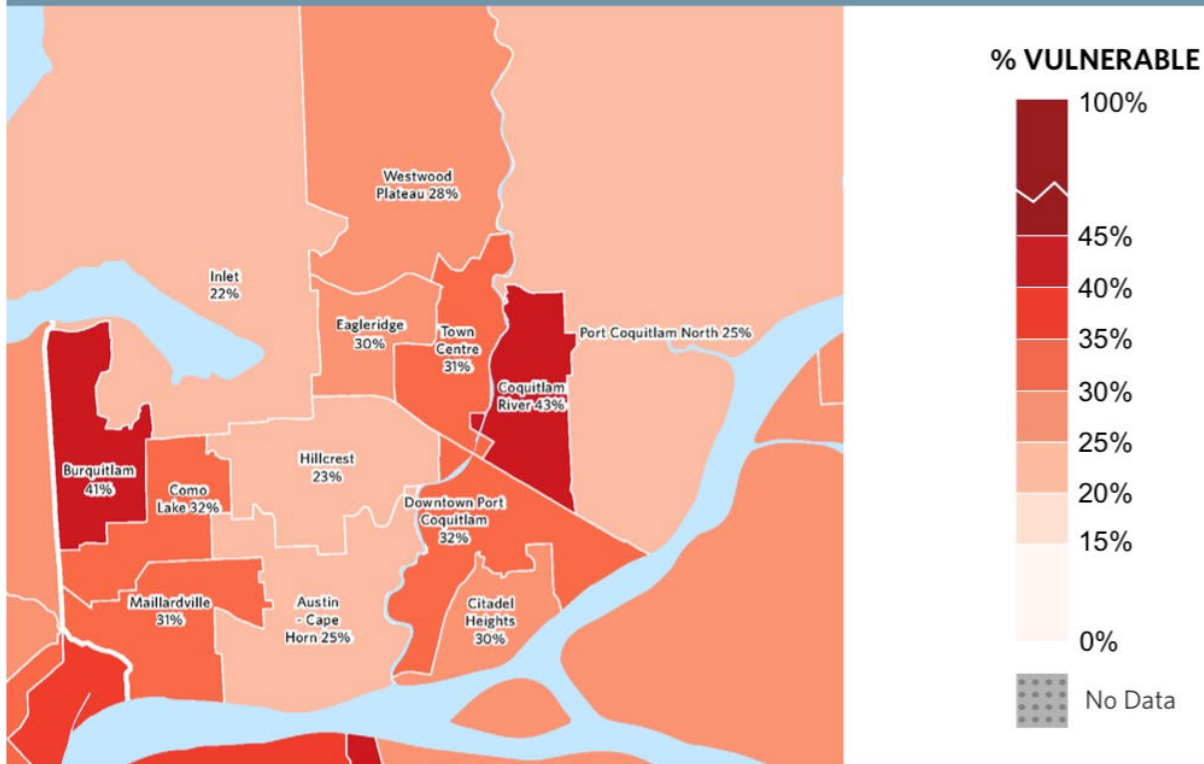
- Overall, Coquitlam had a vulnerability rate of 30%.
- District wide, vulnerability was highest on the Social Competence scale at 16%.



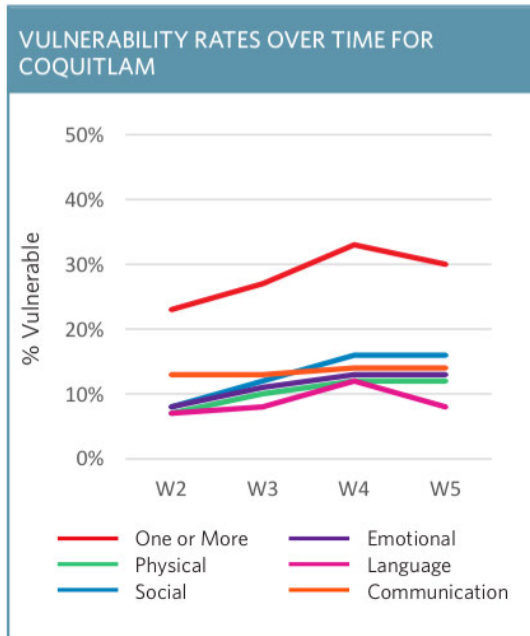
- Child vulnerability was lowest on the Language & Cognitive Development scale at 8%.
- The Inlet neighbourhood had the lowest level of vulnerability (22%). The highest level of vulnerability was 43% in Coquitlam River.

	Total Count	One or more domain	Physical	Social	Emotional	Language	Communication
Inlet	303	22	7	12	9	4	9
Hillcrest	117	23	9	14	13	11	11
Port Coquitlam North	220	25	10	10	11	8	13
Austin - Cape Horn	114	25	13	14	10	7	4
Westwood Plateau	149	28	10	17	11	9	13
Citadel Heights	54	30	13	17	22	4	9
Eagleridge	129	30	13	12	12	9	13
Maillardville	108	31	14	15	8	7	16
Town Centre	185	31	8	17	11	8	17
Como Lake	98	32	13	19	14	9	17
Downtown Port Coquitlam	99	32	16	16	17	6	18
Burquitlam	143	41	16	27	18	13	24
Coquitlam River	164	43	20	21	20	12	17

NEIGHBOURHOOD VULNERABILITY ON ONE OR MORE SCALES FOR WAVE 5



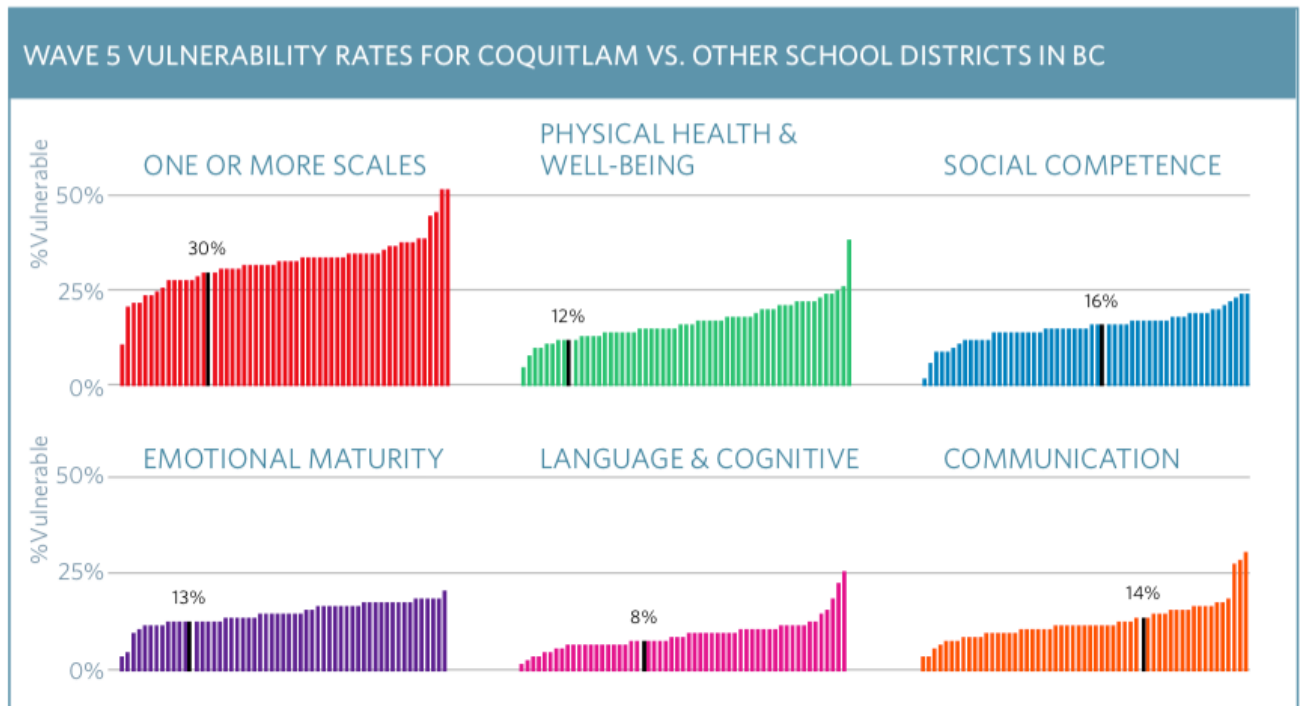
There have been some changes in Coquitlam's vulnerability rates by scale over the last four Waves of EDI results.



- The Physical Health & Well-Being, Social Competence and Emotional Maturity scales increased in vulnerability over time.
- The Communication Skills scale has remained relatively consistent and the Language & Cognitive Development scale decreased in vulnerability after increasing in Waves 3 and 4.
- Coquitlam's overall vulnerability rate increased over time, but decreased between Waves 4 and 5.
- Over the last four Waves, between a quarter and a third of Coquitlam's kindergarten population was vulnerable.

Child Development Measures: MDI

Coquitlam's overall vulnerability rate for Wave 5 was below the provincial rate of 30%. The next figure shows how the district compares to other school districts in BC



For more information on the EDI in Tri-Cities contact Susan Foster at: Susan.Foster@gov.bc.ca

educators and were tested rigorously to ensure the survey produced data of sound reliability and validity.

2.2 MIDDLE YEARS DEVELOPMENT (MDI)

The MDI asks children to report on five dimensions that are critical components of development (Social and Emotional Development, Physical Health and Well-Being, Connectedness to Adults and Peers, School Experiences and Use of After-School Time). These dimensions are strongly linked to well-being, health, academic achievement, and success throughout the school years and in later life.

The questions included on the MDI are based on a developmental assets/strengths-based approach, emphasizing protective factors that support and optimize development. The survey items were selected by children, parents and

Why is this important?

Middle childhood – the time between 6 and 12 years of age – marks a distinct period in early human development. Children experience important cognitive, social, and emotional changes that establish their identity and set the stage for development in adolescence and adulthood. (Eccles, J. S. (1999). *The development of children ages 6 to 14. The Future of Children, 9, 30-44.*)

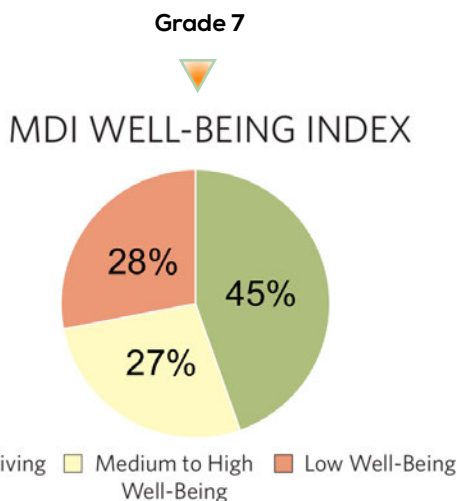
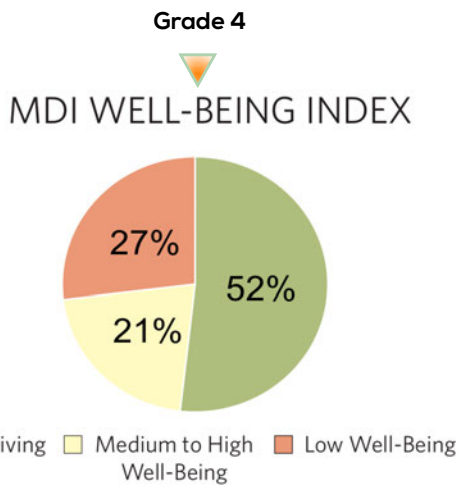
Past research finds that as the elementary school years progress it is common to observe declines in children's self-reported confidence, self-concept, optimism, empathy, satisfaction with life, and social responsibility. However these declines are not inevitable. Results from the study that initiated the MDI found that children in

grades 6 and 7 who felt connected to a parent, peer, or community adult reported greater empathy towards others, higher optimism, and higher self-esteem than children who felt less connected. (Schonert-Reichl, K. A. (2011). *Middle Childhood Inside and Out: The Psychological and Social Worlds of Canadian Children Ages 9-12, Full Report*. Report for the United Way of the Lower Mainland. Vancouver: University of British Columbia.)

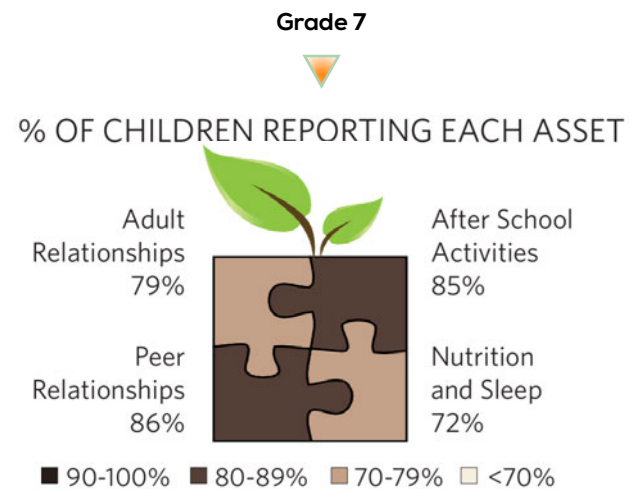
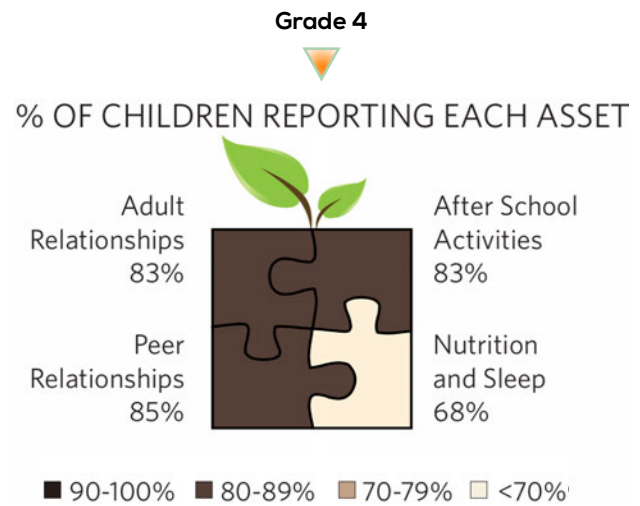
MDI Results

In Coquitlam the MDI was conducted in Grades 4 (2012-13) and 7 (2013-14). There were 1,774 participants in Grade 4, representing 86% of all such students registered in the public school system in Coquitlam; 2,032 Grade 7 students took part (83% of public school grade 7 enrolment).

i) Health and Well-Being



ii) Assets and Overall Health



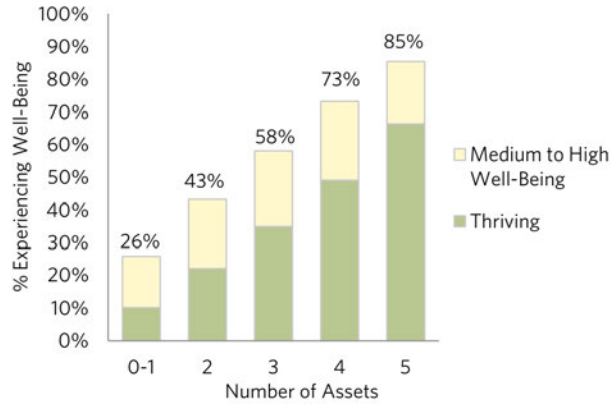
The health and well-being of children is directly related to the presence of assets in their lives. During middle childhood key assets include supportive adult relationships, positive peer relationships, constructive after-school activities, positive school experiences and proper nutrition and sleep.

- The puzzle pieces above indicate the proportions of grades 4 and 7 students reporting each asset.

Grade 4



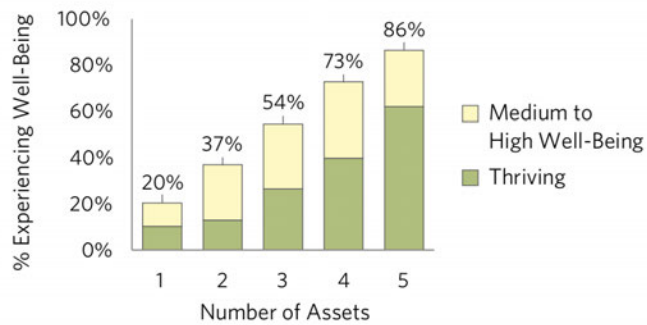
Relationship between Assets and Well-Being across BC, 2012-13 Data



Grade 7

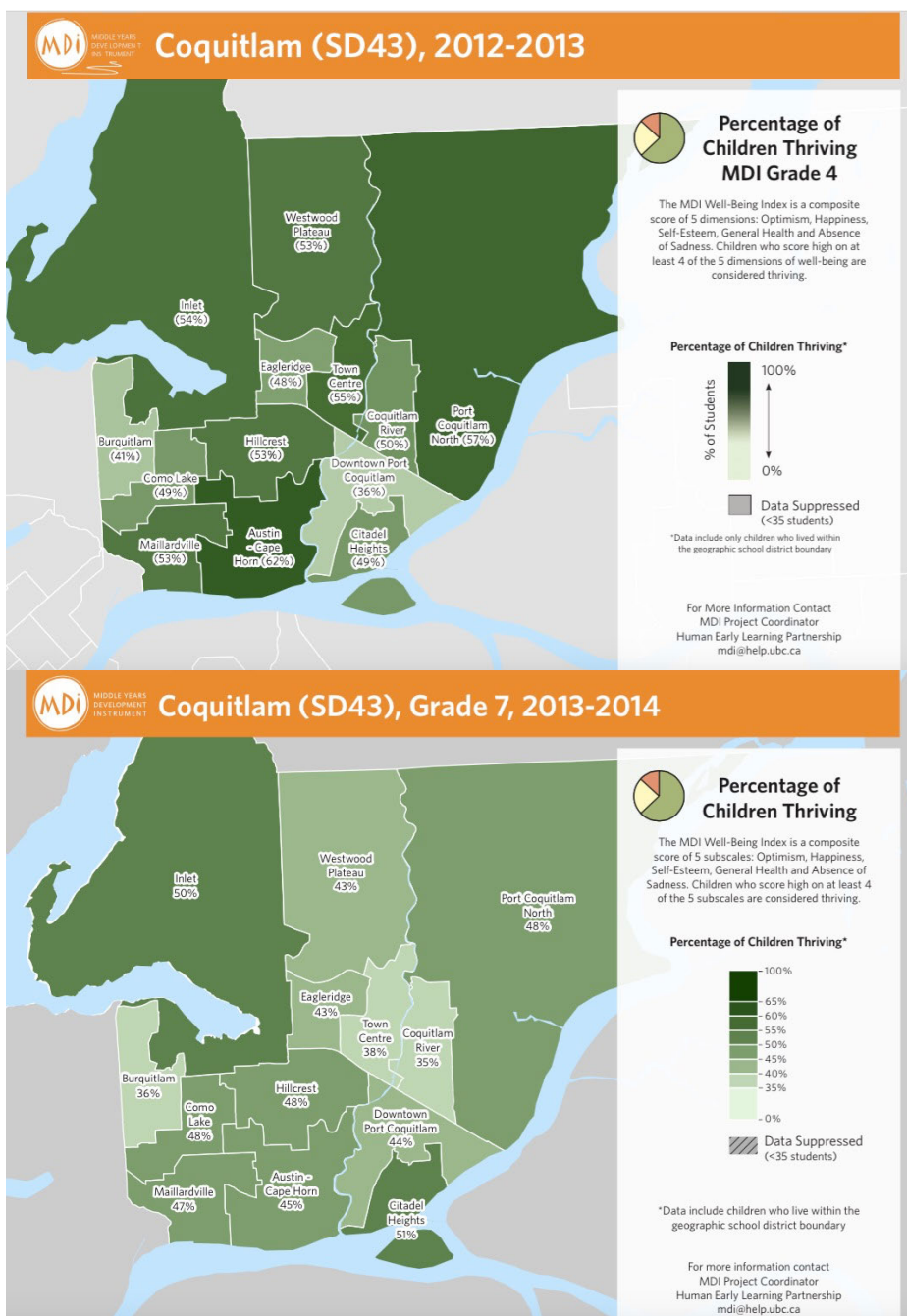


Assets and Well-Being across B.C., Grade 7 data, 2013-14



- The higher the number of assets in a child's environment, the better his or her overall health. In Coquitlam 85% of Grade 4 students and 86% of those in Grade 7 who re-reported having all five assets experienced moderate or high well-being.

iii) Neighbourhood Differences



- In Coquitlam there is some variation between the presence of assets and children's health and well-being across the 13 neighbourhoods.

- Although assets in neighbourhoods are often related to socio-economic status that does not mean that these assets are influenced directly or even determined by socio-economic status. They are often dependent on time, financial resources, the available infrastructure (e.g. transportation, times and days offered) and access to information. The cohesiveness and structure of the community are an integral part in deterring whether or not assets are present.

iv) Where are children after school and what are they doing?

Grade 4



WHERE CHILDREN GO AFTER SCHOOL

How often do you go to these places after school (from 3pm-6pm)?	Never	Once or twice a week	Three or more days a week
Home	7%	16%	77%
Stay at school for an activity	71%	20%	9%
After-school program or child care	62%	16%	22%
Friend's house	38%	52%	10%
Park/playground/community centre	50%	36%	14%
The mall or stores	63%	29%	7%

Grade 7



WHERE CHILDREN GO AFTER SCHOOL

How often do you go to these places after school (from 3pm-6pm)?	Never	Once or twice a week	Three or more days a week
Home	2%	8%	90%
Stay at school for an activity	55%	34%	11%
After-school program or child care	79%	11%	10%
Friend's house	32%	56%	12%
Park/playground/community centre	53%	35%	12%
The mall or stores	58%	36%	5%

- Regardless of whether they were in grade 4 or 7, most students went home after school.
- 38% of Grade fours and 21% of Grade sevens went to an after school program or child care at least one day a week.
- 29% of those in Grade 4 and 45% of those in Grade 7 stayed at school for an activity at least once a week.

v) What children would like to do.

Grade 4



WHAT CHILDREN WISH TO BE DOING (by Number of Students)

Physical and/or Outdoor Activities: 500

Music and Fine Arts: 150

Friends and Playing: 80

Computer/Video Games: 104

Time with Family/at Home: 8

Other: 79

Grade 7



WHAT CHILDREN WISH TO BE DOING (by Number of Students)

Physical and/or Outdoor Activities: 364

Music and Fine Arts: 92

Friends and Playing: 118

Computer/Video Games: 34

Time with Family/at Home: 10

Work Related Activities/Skills: 29

Free Time/Relaxing: 14

Other: 13

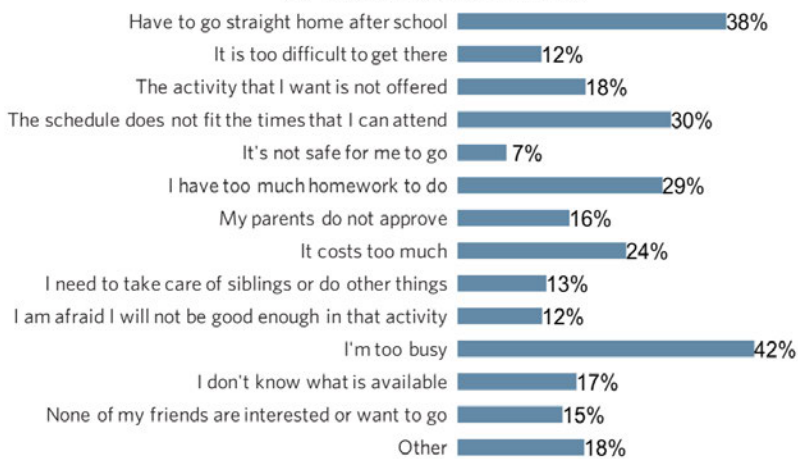
- Most students, regardless of age, would prefer to be engaged in physical or outdoor activities after school, be involved in music or arts activities or playing with their friends.

- There is little difference in the results between the two age groups when asked about the barriers that they thought prevented them from taking part in their desired activities. The top three in both grades were “too busy”, “have to go straight home” or “the schedule does not fit”.

Grade 4



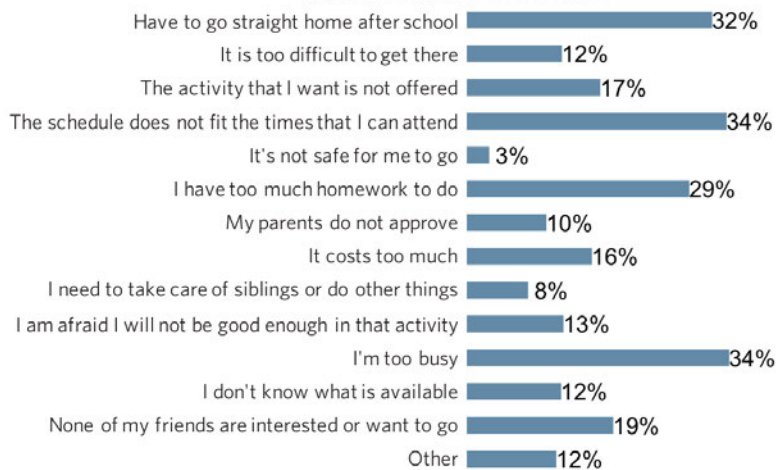
PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES



Grade 7



PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES



2.3 Heart Mind Index (HMI)

The term Heart-Mind refers to a balanced focus on the mind and the heart. Too often children's success is measured using only standardized academic tests or physical fitness levels. While these aspects of child development are critical, the missing piece is often the development of social and emotional capacities that are the key to success in school and life. The HMI measures Heart-Mind well-being according to five positive human qualities. These qualities are anchored in evidence-based research related to the social and emotional development of children. This research provides information about how these positive human qualities develop in children and also points to evidence-based strategies that promote the development of these qualities.

Developed by the Dalai Lama Centre together with UBC's Human Early Learning Partnership (HELP), the HMI provides a population-level snapshot of Heart-Mind well-being of children in British Columbia communities. The Heart-Mind Index draws on the work HELP has led for the last 14 years with the Early Development Instrument (EDI), analyzing EDI data in a new way to provide deeper and more specific indications of social and emotional development. This population monitoring tool is not intended to be a complete representation of Heart-Mind well-being of children. Community level and other contextual data can be used to supplement the information that the HMI provides.

Why is this important?

Early childhood experiences influence health, well-being, learning and behaviour for the rest of our lives. Practice and research show that conditions in schools, communities and families can be created to build the capacity of children to recognize their emotions, to understand and empathize with others, and to make constructive choices. Positive human qualities such as compassion, altruism and confidence can be fostered and help children manage emotions such as fear, anger, and anxiety. Children who develop social and emotional skills, who live in

nurturing environments, and are surrounded by caring adults, have better attitudes about themselves and toward others. In addition, aggressive behaviour and emotional stress are reduced.

Five Domains of Heart Mind Well-Being



Heart-Mind well-being consists of five positive human qualities, which are anchored in evidence-based research related to the social and emotional development of children. Results from the Coquitlam School District as a whole are presented below for each domain and compared to provincial results. A description of the typical skills and competencies that children in high, medium and low categories might have for each domain is provided.

GETS ALONG WITH OTHERS The ability to form positive and healthy relationships with peers and adults		
Skills/Competencies	Coquitlam School District Results	Provincial Results
HIGH <ul style="list-style-type: none"> • get along with peers • are respectful • clearly communicate needs • express emotions appropriately 	38%	36%
MEDIUM <ul style="list-style-type: none"> • are mostly cooperative and social • may quarrel or express emotions inappropriately • may be somewhat disrespectful at times 	44%	44%
LOW <ul style="list-style-type: none"> • have difficulty in getting along with peers/are less social • may be disrespectful • show emotions inappropriately 	20%	20%

COMPASSIONATE AND KIND The ability to be aware of other people's emotions and a desire to help when a person is in need.		
Skills/Competencies	Coquitlam School District Results	Provincial Results
HIGH <ul style="list-style-type: none"> • help others • comfort upset children • say kind things often • often invite bystanders to play 	24%	27%
MEDIUM <ul style="list-style-type: none"> • somewhat help others • occasionally comfort upset children • occasionally invite bystanders to play 	49%	49%
LOW <ul style="list-style-type: none"> • do not help others often • rarely comfort upset children • do not say kind things often • do not invite 	27%	24%

Child Development Measures: HMI

SOLVES PROBLEMS PEACEFULLY The ability to behave in a peaceful and respectful way in a variety of situations and relationships.		
Skills/Competencies	Coquitlam School District	Provincial Results
HIGH <ul style="list-style-type: none"> • manage conflict peacefully • are respectful of adults and peers • express emotions appropriately 	52%	52%
MEDIUM <ul style="list-style-type: none"> • manage conflict peacefully • may be somewhat respectful of adults and property • may be somewhat respectful of peers • may express emotions inappropriately 	32%	33%
LOW <ul style="list-style-type: none"> • may get into fights, bully or act mean • are somewhat respectful • sometimes express emotions inappropriately 	15%	16%

SECURE AND CALM The ability to take part in daily activities and approach new situations without being overwhelmed with worries, sadness or anxiety		
Skills/Competencies	Coquitlam School District	Provincial Results
HIGH <ul style="list-style-type: none"> • appear calm • are comfortable in social settings • ask for help when needed 	33%	34%
MEDIUM <ul style="list-style-type: none"> • appear calm • may appear shy • may have difficulty in some social settings or communicating needs on occasion 	48%	47%
LOW <ul style="list-style-type: none"> • appear fearful, worried, nervous, unhappy, or shy • are uncomfortable in one-on-one or group settings • may have difficulty communicating needs 	19%	19%

ALERT AND ENGAGED The ability to stay calm, focused and alert; to demonstrate self-control and to slow down and think before acting.		
Skills/Competencies	Coquitlam School District Results	Provincial Results
HIGH <ul style="list-style-type: none"> • stay calm, focused and alert • listen well • think before acting • have no difficulty awaiting turns 	43%	41%
MEDIUM <ul style="list-style-type: none"> • at times are not calm, focused and alert • may act without thinking • may have difficulty awaiting turns 	40%	42%
LOW <ul style="list-style-type: none"> • are more easily distracted • have trouble settling down at times • may be impulsive • do not listen well at times 	17%	17%

For neighbourhood information (EDI and HMI neighbourhoods are the same), readers are referred to the fuller report *Coquitlam (SD43) Heart-Mind Index Community Summary: School District and Neighbourhood Results, Wave 4*.

Sources:

Human Early Learning Partnership. **Community summary. EDI [Early Development Instrument] Wave 5 (2011/12 - 2012/13). School District 43. Coquitlam.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2014. Available from: <http://earlylearning.ubc.ca/media/comsum/w5/sd43.pdf>.

Human Early Learning Partnership. **MDI [Middle Years Development Instrument] Grade 4 report. School District & Community Data, 2012-2013. Coquitlam (SD43).** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2013. Available from: http://earlylearning.ubc.ca/media/mapsets/MDI/2013/SD43/SD43_MDI_Report_2013.pdf.

Human Early Learning Partnership. **MDI [Middle Years Development Instrument] Grade 7 report. School District & Community Data, 2013-2014. Coquitlam (SD43).** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2014. Available from: http://earlylearning.ubc.ca/media/mapsets/MDI/2014/grade_7/mdi_grade_7_2013-14_-_sd43_coquitlam.pdf.

Human Early Learning Partnership. (SD43) **Heart-Mind Index Community Summary, School District and Neighbourhood Results, Wave 4.** Dalai Lama Centre for Peace and Education. Contact Tracy Smyth, HMI Community Developer, Dalai Lama Centre for Peace and Education.

Early Childhood Development

The BC Healthy Living Alliance notes “that a child’s early experiences and development establish a foundation that will impact school readiness, educational achievement and high school completion which ultimately contribute to employment and income security” (BC Healthy Living Alliance, *Healthy Futures for BC Families: Policy Recommendation for improving the Health of British Columbians*, September 2009). HELP argues that because the majority of vulnerable children live in middle class neighbourhoods, a strategy to provide universal access is favourable over targeted approaches.

3.1 Child Care

Why is this important?

Access to quality child care is vital to the well-being of families and children and is a fundamental ingredient to economic growth and prosperity in the region. Child care is a key support for working parents or parents who are looking to return to the work force. Quality care in early childhood supports school readiness and healthy child development, and access to quality child care is particularly important among vulnerable populations. Having children in child care is now often more expensive than paying university fees.

- In 2006 70% of mothers were in the paid labour force and yet there are few quality early education and care spaces available.
- A region-wide municipal survey conducted by Metro Vancouver in 2011 showed that on average there are 16 child care spaces per 100 children age 12 and under in Metro Vancouver. This was on a par with the rate for British Columbia which was 15.4 spaces per 100 children.
- Tri-Cities fared better than most of the other municipalities in the Lower Mainland. with 20 licensed spaces per 100 in Coquitlam and Port Coquitlam and 14 in Port Moody. (Metro Vancouver, *A Municipal Survey of Child Care Spaces and Policies in Metro Vancouver*, October 2011)
- The actual number of regulated child care

spaces identified in Tri-Cities in that survey was 5,751 in 2011.

- According to a listing prepared in November 2014 by YMCA Child Care Resource and Referral there were 6,066 such spaces in the Tri-Cities. (This excludes preschool and childminding.)
- Child care information by type of care within each EDI neighbourhood is given in the appendix.

3.2 Barriers To Access

Why is this important?

It is known that good quality early childhood services not only promote a young child’s health, learning and skill development, but also positively influence their longer-term health, educational and social outcomes. This is particularly so for vulnerable children.

Over the course of their work with community service providers HELP have identified a number of specific barriers that are common for many families. Some of these are alluded to in the EDI and MDI community surveys done for the school district.

Surveys of parents in Tri-Cities confirm these findings:

- A shortage of available and/or affordable services.
- Transportation constraints.
- Language barriers and a lack of environments that are welcoming for all.
- Varying levels of parental knowledge and understanding of the importance of the early years.
- Work-life and time conflicts make it hard to access services at the times they are offered.
- Lack of affordability.
- Fragmentation of services. Many are organized for a specific age or population group, making it difficult for families with multiple children and diverse needs to access services from a range of disconnected agencies.

Health

Selected Health Indicators (Unless otherwise noted all information is from Fraser Health, Health Profile, 2012)

3.3 Low Birth Weight

Why is this important?

Children weighing less than 2,500 grams at birth are considered low in weight. This is linked to infant mortality, physical disability, and long-term health problems, including heart disease, diabetes, chronic respiratory problems, difficulty learning, poor vision, and cerebral palsy.

The main reasons for low birth-weight are premature birth (before 37th week), stunted growth for gestational age, or both. Low birth-weight is more likely with multiple pregnancies, which are more common in women treated for infertility. Infection, genetics, human physiology, physical and social environments, nutrition and lifestyle, together with health service utilization, can also influence birth-weight. Low birth-weight is associated with smoking, poor diet during pregnancy, alcohol and/or drug abuse, low levels of vitamin D, preeclampsia, poverty, low education, and very young and older mothers.

- Rates of low birth weight infants in BC increased steadily from 1999 to 2008 when they levelled off and in 2010 the BC average was 55.5%.
- Fraser Health has had consistently higher rates and in 2010 the comparative rate was 57.9%.
- The rate for the Coquitlam LHA was 59.3%.

3.4 Breastfeeding

Why is this important?

Breastfeeding is considered the most natural form of feeding human babies from birth to age two with decreased risk of infants developing infectious disease, asthma, diabetes and obesity and mothers developing postpartum depression, type 2 diabetes and breast and ovarian cancer.

- The average exclusive rate of breastfeeding in 2011 in BC was 41.4%.
- In the Fraser region it was 38%.

3.5 Immunizations

Why is this important?

Vaccination is one of the most effective means of reducing the number of people in a community susceptible to communicable diseases, thereby lessening the chance of a disease spreading in a population.

- Close to 80% of children two years of age in Port Coquitlam had been vaccinated in 2012.
- The average for the Fraser Health area was 71%.

(Source: PHIS, BC Centre for Disease Control, January, 2013)

- Across BC immunization coverage rates from diphtheria, pertussis, polio and tetanus have dropped among kindergarten from 78.4% in 2005 to 75.7% in 2011.
- Grade 6 immunizations for Hepatitis B are slightly lower in Fraser Health than the BC average at 81% compared to 84% provincially.

(Source: BC Centre for Disease Control, January, 2011)

- The Fraser Health Region does not have statistics for 0-5 or 6-12 year old immunization at the sub-Fraser Health level.

Appendix

This section provides an analysis by EDI neighbourhoods in Tri-Cities.

Thanks to the staff at the Human Early Learning Partnership (HELP) at UBC who generated the census data tables to include commonly used socio-economic and demographic variables for HELP Neighbourhoods. These variables have been selected for their particular relevance to early child development research, program planning, and policy development.

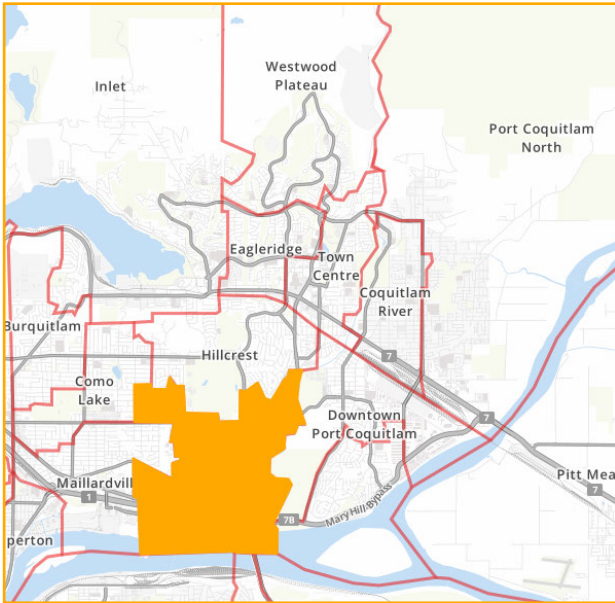
The HELP Socioeconomic Index provides a summary of a neighbourhood's socioeconomic and demographic profile, relative to a provincial average index score of 100 in 2001. It consists of nine components constructed from Statistics Canada census and National Household survey variables, each representing

a socioeconomic theme. The selected components include unemployment, wealth, single parents, poverty, language and immigration, and education. These components were selected because they were the most important for predicting children's developmental vulnerability rates. The SES Index can be used to compare neighbourhoods at one time, or one neighbourhood across Census waves.

Information on child care in the Tri-Cities was compiled by the YMCA Child Care Resource and Referral and is current as of November, 2014.

The Coquitlam School District supplied the figures regarding kindergarten enrollment over the three time periods.

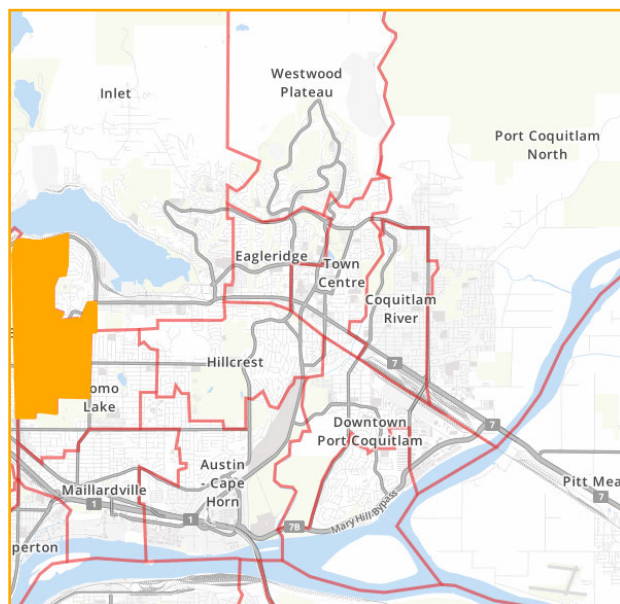
4.1 Austin - Cape Horn



POPULATION BY AGE	
Total Population	14,590
Children 0-5	895
% 0-5	6.1
Children 6-12	1,068
% 6-12	7.3
Youth 13-18	1,032
% 13-18	7.1
FAMILIES	
Number of census families	4,190
Number of lone parent families	520
% female lone parent families	10
INCOME	
Median family income	\$93,728
Median female lone parent income	\$53,210
% Children 0-6 living in Low income hhlds (after tax)	8.2
% hhlds spending more than 30% on shelter	24.9
MOBILITY	
% who moved in past year	8.8

EDUCATION	
% with high school graduation (25-64)	24.5
% with post-sec educ. (25-64)	69.1
ABORIGINAL IDENTITY	
	3.1
IMMIGRATION	
Number of immigrants	4,415
% foreign born	31.2
% immigrated 2006-11	9.6
% immigrated 2001-05	12.7
% Age at immigration 0-4	9.9
% Age at immigration 5-14	19.5
% First generation Canadian	31.6
% Second generation Canadian	26
% Visible minority	32.5
HELP SES Index	
2001	109.5
2006	113.5
2011	117.8
CHILD CARE CAPACITY BY TYPE OF CARE (Total Lic and RLNR only)	
Family child care	56
Group Child care over 30 months	110
Group Child Care under 36 months	28
In Home Multi Age	0
Multi Age child care	24
Group CC (School Age)	94
(RLNR) Registered Licence not reqd. (Note these are not considered licensed facilities)	2
Preschool	40
Childminding	24
KINDERGARTEN ENROLLMENT	
2008-9	104
2011-12	94
2014-15	94
% change 2008-15	-9.6%

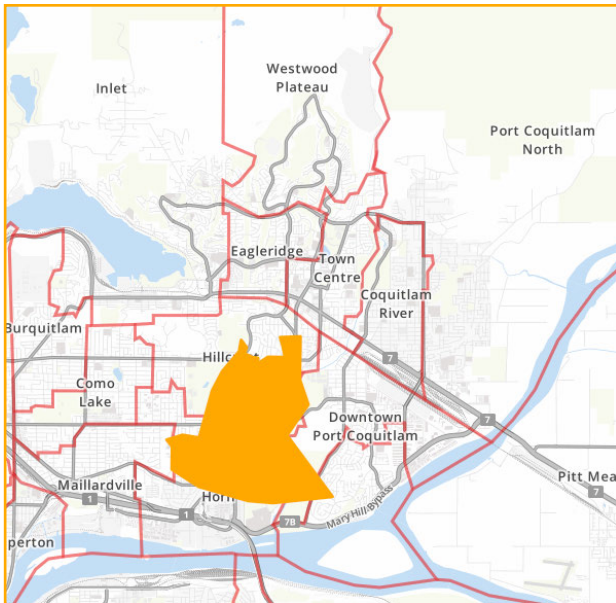
4.2 Burquitlam



POPULATION BY AGE	
Total Population	15,480
Children 0-5	990
% 0-5	6.4
Children 6-12	1,273
% 6-12	8.2
Youth 13-18	1,270
% 13-18	8.2
FAMILIES	
Number of census families	4,265
Number of lone parent families	740
% female lone parent families	14
INCOME	
Median family income	\$73,962
Median female lone parent income	\$46,549
% Children 0-6 living in Low income hhlds (after tax)	19.5
% hhlds spending more than 30% on shelter	23.9
MOBILITY	
% who moved in past year	12.4

EDUCATION	
% with high school graduation (25-64)	21.3
% with post-sec educ. (25-64)	72.1
ABORIGINAL IDENTITY (%)	
	2.3
IMMIGRATION	
Number of immigrants	5,865
% foreign born	39.2
% immigrated 2006-11	21.2
% immigrated 2001-05	18.6
% Age at immigration 0-4	11.7
% Age at immigration 5-14	17.1
% First generation Canadian	41.3
% Second generation Canadian	24.4
% Visible minority	36.3
HELP SES Index	
2001	94.5
2006	107.7
2011	106.3
CHILD CARE CAPACITY BY TYPE OF CARE (Total Lic and RLNR only)	
Family child care	84
Group Child care over 30 months	175
Group Child Care under 36 months	0
In Home Multi Age	0
Multi Age child care	37
Group CC (School Age)	180
(RLNR) Registered Licence not reqd. (Note these are not considered licensed facilities)	0
Preschool	69
Childminding	--
KINDERGARTEN ENROLLMENT	
2008-9	177
2011-12	170
2014-15	187
% change 2008-15	5.6%

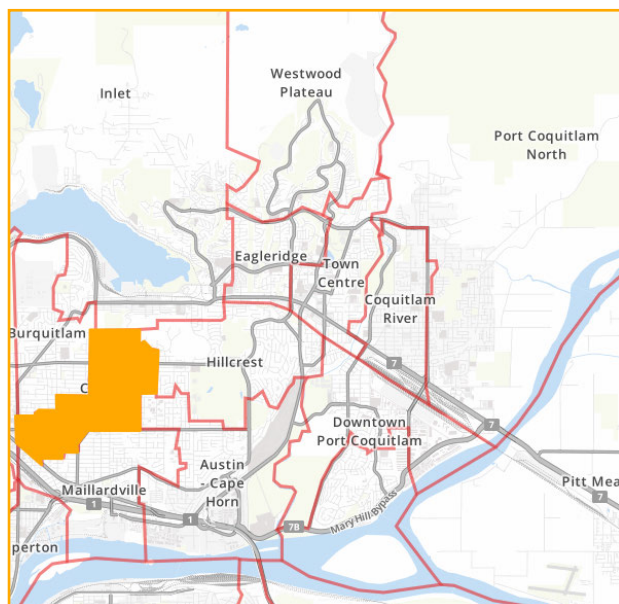
4.3 Citadel Heights



POPULATION BY AGE	
Total Population	11,295
Children 0-5	637
% 0-5	5.6
Children 6-12	944
% 6-12	8.4
Youth 13-18	1,040
% 13-18	9.2
FAMILIES	
Number of census families	3,415
Number of lone parent families	380
% female lone parent families	8
INCOME	
Median family income	\$102,372
Median female lone parent income	\$55,625
% Children 0-6 living in Low income hhlds (after tax)	13.4
% hhlds spending more than 30% on shelter	20
MOBILITY	
% who moved in past year	9.9

EDUCATION	
% with high school graduation (25-64)	25.3
% with post-sec educ. (25-64)	68.7
ABORIGINAL IDENTITY (%)	
	2.9
IMMIGRATION	
Number of immigrants	3,055
% foreign born	27.5
% immigrated 2006-11	13.2
% immigrated 2001-05	7.9
% Age at immigration 0-4	9.3
% Age at immigration 5-14	20.7
% First generation Canadian	28.2
% Second generation Canadian	25.8
% Visible minority	27.5
HELP SES Index	
2001	114.6
2006	119.2
2011	121.5
CHILD CARE CAPACITY BY TYPE OF CARE (Total Lic and RLNR only)	
Family child care	49
Group Child care over 30 months	96
Group Child Care under 36 months	28
In Home Multi Age	16
Multi Age child care	0
Group CC (School Age)	116
(RLNR) Registered Licence not reqd. (Note these are not considered licensed facilities)	0
Preschool	80
Childminding	—
KINDERGARTEN ENROLLMENT	
2008-9	109
2011-12	119
2014-15	137
% change 2008-15	25.7%

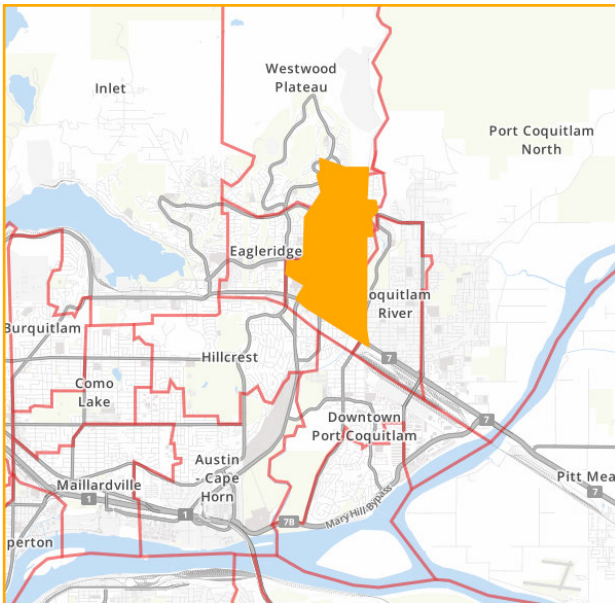
4.4 Como Lake



POPULATION BY AGE	
Total Population	15,675
Children 0-5	800
% 0-5	5.1
Children 6-12	986
% 6-12	6.3
Youth 13-18	1,096
% 13-18	7
FAMILIES	
Number of census families	4,150
Number of lone parent families	665
% female lone parent families	12
INCOME	
Median family income	\$76,896
Median female lone parent income	\$43,897
% Children 0-6 living in Low income hhlds (after tax)	22.9
% hhlds spending more than 30% on shelter	24.1
MOBILITY	
% who moved in past year	14.1

EDUCATION	
% with high school graduation (25-64)	28.3
% with post-sec educ. (25-64)	63.3
ABORIGINAL IDENTITY (%)	
	1.7
IMMIGRATION	
Number of immigrants	5,770
% foreign born	39.5
% immigrated 2006-11	19.1
% immigrated 2001-05	18.4
% Age at immigration 0-4	7
% Age at immigration 5-14	18.2
% First generation Canadian	42.2
% Second generation Canadian	23
% Visible minority	37.9
HELP SES Index	
2001	98
2006	104.6
2011	104.8
CHILD CARE CAPACITY BY TYPE OF CARE (Total Lic and RLNR only)	
Family child care	14
Group Child care over 30 months	182
Group Child Care under 36 months	89
In Home Multi Age	8
Multi Age child care	16
Group CC (School Age)	250
(RLNR) Registered Licence not reqd. (Note these are not considered licensed facilities)	2
Preschool	187
Childminding	—
KINDERGARTEN ENROLLMENT	
2008-9	142
2011-12	159
2014-15	160
% change 2008-15	5.6%

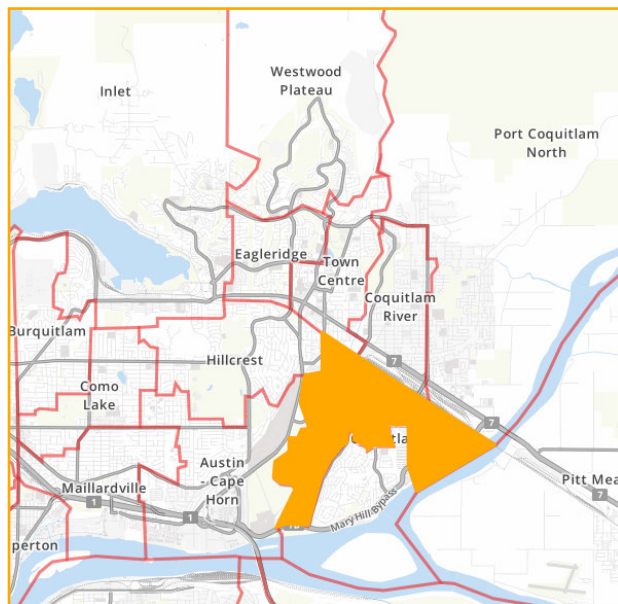
4.5 Coquitlam River



POPULATION BY AGE	
Total Population	14,515
Children 0-5	997
% 0-5	6.9
Children 6-12	1,218
% 6-12	8.4
Youth 13-18	1,220
% 13-18	8.4
FAMILIES	
Number of census families	4,115
Number of lone parent families	740
% female lone parent families	14
INCOME	
Median family income	\$82,295
Median female lone parent income	\$48,061
% Children 0-6 living in Low income hhlds (after tax)	10.9
% hhlds spending more than 30% on shelter	25.8
MOBILITY	
% who moved in past year	11.6

EDUCATION	
% with high school graduation (25-64)	28.5
% with post-sec educ. (25-64)	62.2
ABORIGINAL IDENTITY (%)	
	3.2
IMMIGRATION	
Number of immigrants	4,160
% foreign born	29.1
% immigrated 2006-11	17.5
% immigrated 2001-05	13.6
% Age at immigration 0-4	16
% Age at immigration 5-14	13.9
% First generation Canadian	29.8
% Second generation Canadian	23.2
% Visible minority	27.2
HELP SES Index	
2001	98.1
2006	101.3
2011	108.1
CHILD CARE CAPACITY BY TYPE OF CARE (Total Lic and RLNR only)	
Family child care	110
Group Child care over 30 months	224
Group Child Care under 36 months	92
In Home Multi Age	18
Multi Age child care	70
Group CC (School Age)	228
(RLNR) Registered Licence not reqd. (Note these are not considered licensed facilities)	0
Preschool	2
Childminding	—
KINDERGARTEN ENROLLMENT	
2008-9	134
2011-12	147
2014-15	146
% change 2008-15	9.0%

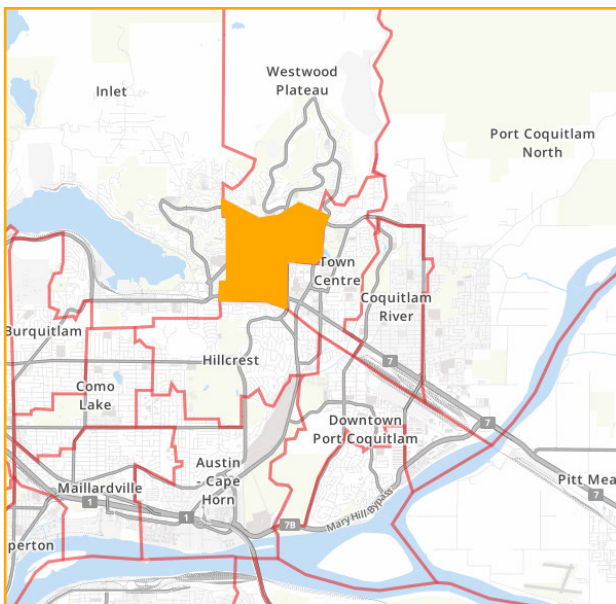
4.6 Downtown Port Coquitlam



POPULATION BY AGE	
Total Population	13,595
Children 0-5	895
% 0-5	6.6
Children 6-12	993
% 6-12	7.3
Youth 13-18	946
% 13-18	7
FAMILIES	
Number of census families	3,665
Number of lone parent families	820
% female lone parent families	18
INCOME	
Median family income	\$75,734
Median female lone parent income	\$43,442
% Children 0-6 living in Low income hhlds (after tax)	15.5
% hhlds spending more than 30% on shelter	30.3
MOBILITY	
% who moved in past year	12.3

EDUCATION	
% with high school graduation (25-64)	28.1
% with post-sec educ. (25-64)	65.6
ABORIGINAL IDENTITY (%)	
	2.7
IMMIGRATION	
Number of immigrants	3,895
% foreign born	30.1
% immigrated 2006-11	16.9
% immigrated 2001-05	13.4
% Age at immigration 0-4	11
% Age at immigration 5-14	15.2
% First generation Canadian	31.5
% Second generation Canadian	25
% Visible minority	29
HELP SES Index	
2001	96.8
2006	102.1
2011	103.4
CHILD CARE CAPACITY BY TYPE OF CARE (Total Lic and RLNR only)	
Family child care	49
Group Child care over 30 months	121
Group Child Care under 36 months	32
In Home Multi Age	0
Multi Age child care	24
Group CC (School Age)	97
(RLNR) Registered Licence not reqd. (Note these are not considered licensed facilities)	2
Preschool	20
Childminding	—
KINDERGARTEN ENROLLMENT	
2008-9	69
2011-12	81
2014-15	124
% change 2008-15	79.7%

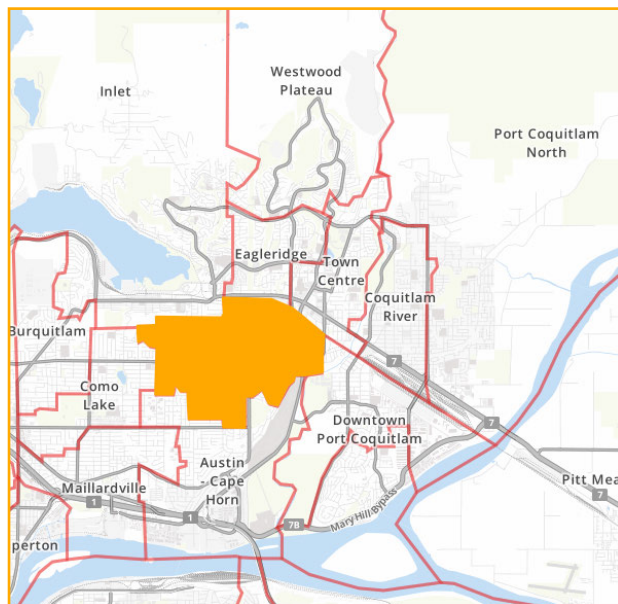
4.7 Eagle Ridge



POPULATION BY AGE	
Total Population	14,240
Children 0-5	885
% 0-5	6.2
Children 6-12	1,058
% 6-12	7.4
Youth 13-18	1,208
% 13-18	8.5
FAMILIES	
Number of census families	4,115
Number of lone parent families	690
% female lone parent families	14
INCOME	
Median family income	\$80,499
Median female lone parent income	\$44,478
% Children 0-6 living in Low income hhlds (after tax)	20.6
% hhlds spending more than 30% on shelter	25.9
MOBILITY	
% who moved in past year	10

EDUCATION	
% with high school graduation (25-64)	20.1
% with post-sec educ. (25-64)	74.3
ABORIGINAL IDENTITY (%)	
	1.6
IMMIGRATION	
Number of immigrants	6,310
% foreign born	45.1
% immigrated 2006-11	14.2
% immigrated 2001-05	17.9
% Age at immigration 0-4	8.9
% Age at immigration 5-14	19.8
% First generation Canadian	46.4
% Second generation Canadian	23.3
% Visible minority	46.6
HELP SES Index	
2001	102.9
2006	100.2
2011	109.1
CHILD CARE CAPACITY BY TYPE OF CARE (Total Lic and RLNR only)	
Family child care	49
Group Child care over 30 months	339
Group Child Care under 36 months	136
In Home Multi Age	8
Multi Age child care	34
Group CC (School Age)	218
(RLNR) Registered Licence not reqd. (Note these are not considered licensed facilities)	2
Preschool	172
Childminding	—
KINDERGARTEN ENROLLMENT	
2008-9	128
2011-12	161
2014-15	187
% change 2008-15	46.1%

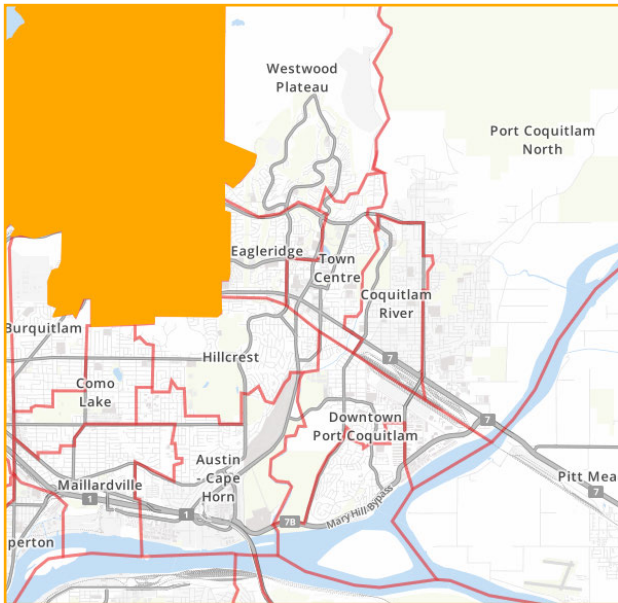
4.8 Hillcrest



POPULATION BY AGE	
Total Population	15,320
Children 0-5	992
% 0-5	6.5
Children 6-12	1,342
% 6-12	8.8
Youth 13-18	1,352
% 13-18	8.8
FAMILIES	
Number of census families	4,525
Number of lone parent families	590
% female lone parent families	10
INCOME	
Median family income	\$101,170
Median female lone parent income	\$65,036
% Children 0-6 living in Low income hhlds (after tax)	12.4
% hhlds spending more than 30% on shelter	20.5
MOBILITY	
% who moved in past year	8.5

EDUCATION	
% with high school graduation (25-64)	23.1
% with post-sec educ. (25-64)	71.6
ABORIGINAL IDENTITY (%)	
	2.6
IMMIGRATION	
Number of immigrants	5,170
% foreign born	34
% immigrated 2006-11	9.4
% immigrated 2001-05	11.6
% Age at immigration 0-4	10.2
% Age at immigration 5-14	19.4
% First generation Canadian	34.8
% Second generation Canadian	24.2
% Visible minority	30.7
HELP SES Index	
2001	114.9
2006	116.7
2011	118.1
CHILD CARE CAPACITY BY TYPE OF CARE (Total Lic and RLNR only)	
Family child care	83
Group Child care over 30 months	121
Group Child Care under 36 months	22
In Home Multi Age	8
Multi Age child care	26
Group CC (School Age)	117
(RLNR) Registered Licence not reqd. (Note these are not considered licensed facilities)	0
Preschool	126
Childminding	—
KINDERGARTEN ENROLLMENT	
2008-9	171
2011-12	184
2014-15	188
% change 2008-15	9.9%

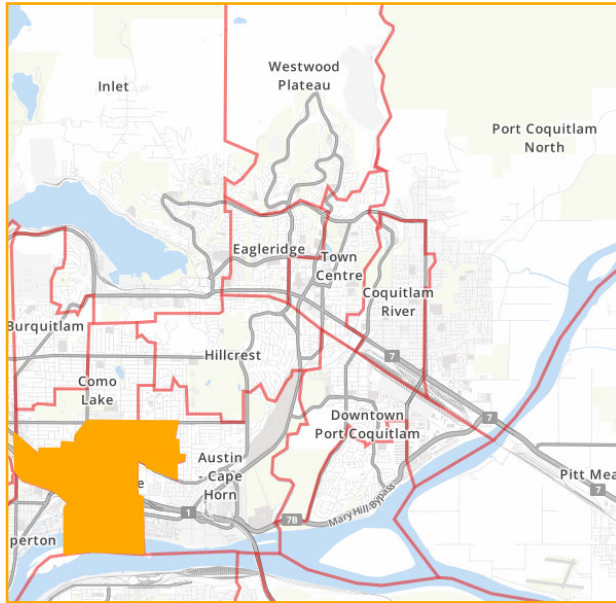
4.9 Inlet



POPULATION BY AGE	
Total Population	34,045
Children 0-5	2,572
% 0-5	7.6
Children 6-12	2,886
% 6-12	8.5
Youth 13-18	2,696
% 13-18	7.9
FAMILIES	
Number of census families	9,940
Number of lone parent families	1,300
% female lone parent families	11
INCOME	
Median family income	\$95,670
Median female lone parent income	\$49,999
% Children 0-6 living in Low income hhlds (after tax)	13.1
% hhlds spending more than 30% on shelter	25.5
MOBILITY	
% who moved in past year	13.2

EDUCATION	
% with high school graduation (25-64)	19.9
% with post-sec educ. (25-64)	76.5
ABORIGINAL IDENTITY (%)	
	2.5
IMMIGRATION	
Number of immigrants	10,860
% foreign born	32.5
% immigrated 2006-11	19.9
% immigrated 2001-05	21.9
% Age at immigration 0-4	10.5
% Age at immigration 5-14	20.6
% First generation Canadian	33.7
% Second generation Canadian	23.2
% Visible minority	29.3
HELP SES Index	
2001	112.2
2006	117.5
2011	118.8
CHILD CARE CAPACITY BY TYPE OF CARE (Total Lic and RLNR only)	
Family child care	56
Group Child care over 30 months	194
Group Child Care under 36 months	80
In Home Multi Age	16
Multi Age child care	64
Group CC (School Age)	267
(RLNR) Registered Licence not reqd. (Note these are not considered licensed facilities)	4
Preschool	119
Childminding	—
KINDERGARTEN ENROLLMENT	
2008-9	242
2011-12	254
2014-15	261
% change 2008-15	7.9%

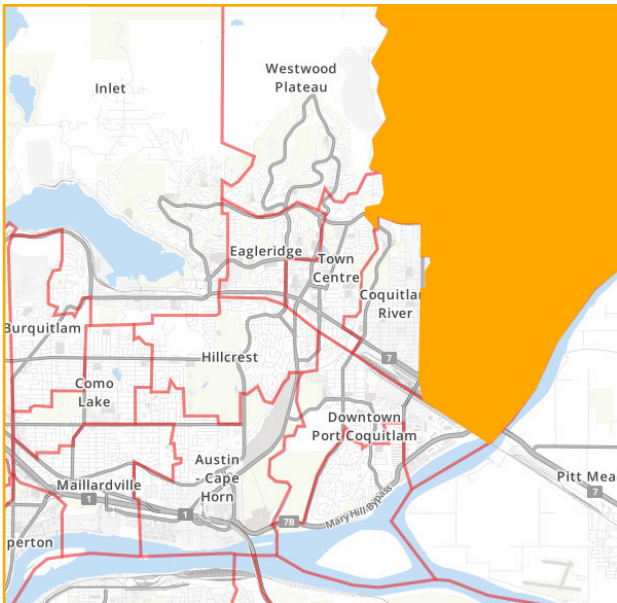
4.10 Maillardville



POPULATION BY AGE	
Total Population	14,500
Children 0-5	928
% 0-5	6.4
Children 6-12	1,081
% 6-12	7.5
Youth 13-18	1,062
% 13-18	7.3
FAMILIES	
Number of census families	3,990
Number of lone parent families	740
% female lone parent families	15
INCOME	
Median family income	\$75,594
Median female lone parent income	\$48,002
% Children 0-6 living in Low income hhlds (after tax)	16.2
% hhlds spending more than 30% on shelter	27.1
MOBILITY	
% who moved in past year	13.2

EDUCATION	
% with high school graduation (25-64)	23
% with post-sec educ. (25-64)	69
ABORIGINAL IDENTITY (%)	
	2.9
IMMIGRATION	
Number of immigrants	5,335
% foreign born	38.6
% immigrated 2006-11	17.9
% immigrated 2001-05	19.9
% Age at immigration 0-4	8.4
% Age at immigration 5-14	19.1
% First generation Canadian	40.1
% Second generation Canadian	23.8
% Visible minority	43.2
HELP SES Index	
2001	92
2006	99.4
2011	104.2
CHILD CARE CAPACITY BY TYPE OF CARE (Total Lic and RLNR only)	
Family child care	56
Group Child care over 30 months	68
Group Child Care under 36 months	0
In Home Multi Age	0
Multi Age child care	16
Group CC (School Age)	99
(RLNR) Registered Licence not reqd. (Note these are not considered licensed facilities)	0
Preschool	10
Childminding	48
KINDERGARTEN ENROLLMENT	
2008-9	115
2011-12	126
2014-15	109
% change 2008-15	-5.2%

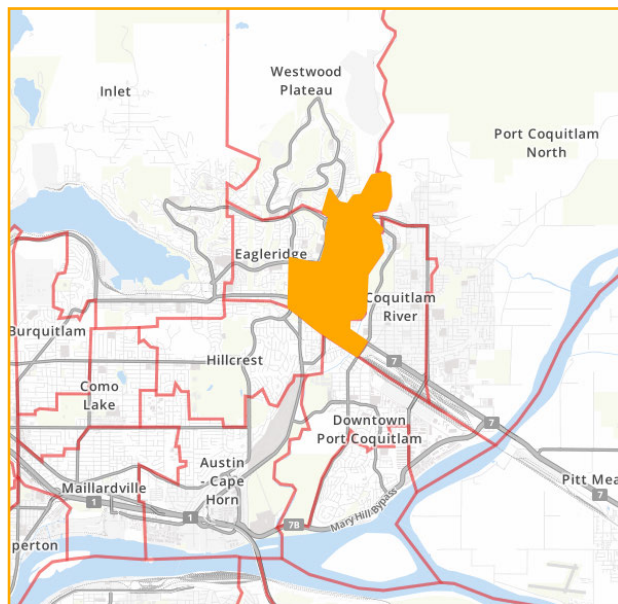
4.11 Port Coquitlam North



POPULATION BY AGE	
Total Population	18,990
Children 0-5	1,329
% 0-5	7
Children 6-12	1,764
% 6-12	9.3
Youth 13-18	1,796
% 13-18	9.5
FAMILIES	
Number of census families	5,600
Number of lone parent families	735
% female lone parent families	10
INCOME	
Median family income	\$95,287
Median female lone parent income	\$58,561
% Children 0-6 living in Low income hhlds (after tax)	12.4
% hhlds spending more than 30% on shelter	25.6
MOBILITY	
% who moved in past year	8.8

EDUCATION	
% with high school graduation (25-64)	25.4
% with post-sec educ. (25-64)	68
ABORIGINAL IDENTITY (%)	
	3.3
IMMIGRATION	
Number of immigrants	5,580
% foreign born	29.7
% immigrated 2006-11	14.2
% immigrated 2001-05	12.7
% Age at immigration 0-4	9.8
% Age at immigration 5-14	21.3
% First generation Canadian	30.3
% Second generation Canadian	23.7
% Visible minority	27.6
HELP SES Index	
2001	112.1
2006	112.9
2011	117.5
CHILD CARE CAPACITY BY TYPE OF CARE (Total Lic and RLNR only)	
Family child care	49
Group Child care over 30 months	151
Group Child Care under 36 months	35
In Home Multi Age	16
Multi Age child care	64
Group CC (School Age)	230
(RLNR) Registered Licence not reqd. (Note these are not considered licensed facilities)	0
Preschool	90
Childminding	0
KINDERGARTEN ENROLLMENT	
2008-9	160
2011-12	155
2014-15	234
% change 2008-15	46.3%

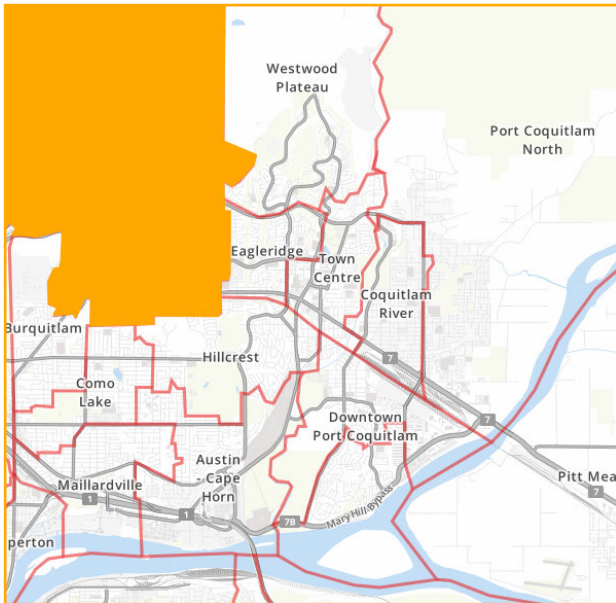
4.12 Town Centre



POPULATION BY AGE	
Total Population	21,640
Children 0-5	1,432
% 0-5	6.6
Children 6-12	1,647
% 6-12	7.6
Youth 13-18	1,754
% 13-18	8.1
FAMILIES	
Number of census families	6,270
Number of lone parent families	1,210
% female lone parent families	16
INCOME	
Median family income	\$69,317
Median female lone parent income	\$38,522
% Children 0-6 living in Low income hhlds (after tax)	19.7
% hhlds spending more than 30% on shelter	34.7
MOBILITY	
% who moved in past year	17.6

EDUCATION	
% with high school graduation (25-64)	23.6
% with post-sec educ. (25-64)	70.8
ABORIGINAL IDENTITY (%)	
	2.4
IMMIGRATION	
Number of immigrants	10,890
% foreign born	51.2
% immigrated 2006-11	20.4
% immigrated 2001-05	21.4
% Age at immigration 0-4	8.3
% Age at immigration 5-14	18.1
% First generation Canadian	52.6
% Second generation Canadian	22.4
% Visible minority	53.5
HELP SES Index	
2001	92.8
2006	99.4
2011	101.2
CHILD CARE CAPACITY BY TYPE OF CARE (Total Lic and RLNR only)	
Family child care	63
Group Child care over 30 months	120
Group Child Care under 36 months	42
In Home Multi Age	23
Multi Age child care	30
Group CC (School Age)	62
(RLNR) Registered Licence not reqd. (Note these are not considered licensed facilities)	0
Preschool	40
Childminding	—
KINDERGARTEN ENROLLMENT	
2008-9	148
2011-12	172
2014-15	186
% change 2008-15	25.7%

4.13 Westwood Plateau



POPULATION BY AGE	
Total Population	14,665
Children 0-5	824
% 0-5	5.6
Children 6-12	1,318
% 6-12	9
Youth 13-18	1,520
% 13-18	10.4
FAMILIES	
Number of census families	4,220
Number of lone parent families	500
% female lone parent families	9
INCOME	
Median family income	\$83,238
Median female lone parent income	\$39,767
% Children 0-6 living in Low income hhlds (after tax)	25
% hhlds spending more than 30% on shelter	35.3
MOBILITY	
% who moved in past year	12.4

EDUCATION	
% with high school graduation (25-64)	20
% with post-sec educ. (25-64)	74.8
ABORIGINAL IDENTITY (%)	
	0.6
IMMIGRATION	
Number of immigrants	8,130
% foreign born	57.3
% immigrated 2006-11	12.7
% immigrated 2001-05	21.3
% Age at immigration 0-4	9.5
% Age at immigration 5-14	19.9
% First generation Canadian	58.2
% Second generation Canadian	20.5
% Visible minority	64.6
HELP SES Index	
2001	105.4
2006	103.9
2011	116
CHILD CARE CAPACITY BY TYPE OF CARE (Total Lic and RLNR only)	
Family child care	28
Group Child care over 30 months	126
Group Child Care under 36 months	44
In Home Multi Age	0
Multi Age child care	8
Group CC (School Age)	171
(RLNR) Registered Licence not reqd. (Note these are not considered licensed facilities)	0
Preschool	60
Childminding	—
KINDERGARTEN ENROLLMENT	
2008-9	202
2011-12	187
2014-15	243
% change 2008-15	20.3%

