Vancouver Demographic Report – Renfrew-Collingwood

<u>January 2019</u>

The Vancouver Early Years Partnership (VEYP) and the Human Early Partnership (HELP) collaborated on a research project to produce detailed demographic profiles for all 21 Vancouver Neighbourhoods.

These profiles have gathered the key data that we know about children and families in our city into one place.

The intention of these profiles is to encourage thought, reflection, conversation and the desire to know more and do more. Our hope is that this information provides local planning tables, service providers, government, funders and others the data needed to work collaboratively to make changes that will improve the lives of children and their families.

Thank you to Barry Forer, our lead researcher, and Pippa Rowcliffe from HELP; Peter Marriott from the City of Vancouver; Claire Gram and Lianne Carley from Vancouver Coastal Health for your advice and support!

Finally, many thanks to the Ministry of Children and Family Development, Children First, for funding this project.

Together we can make a difference for children!

Sincerely, on behalf of the Vancouver Early Years Partnership,

Sandra Menzer   Kim Adamson

Community Developer   Chair: Steering Committee

Our Mission: To Strengthen the Early Years though Collaboration, Education and Research

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Neighbourhoods

Local Health Areas (aka Community Health Areas)

Renfrew-Collingwood: Number of Children by Age Group, 2006 to 2016

	2006	2011	2016
Aged 0 to 5	2,902	2,766	2,488
Aged 6 to 12	3,634	3,218	2,970
Aged 13 to 18	3,092	3,528	3,104
Total Population	48,660	50,505	51,530

Source: Census

Renfrew-Collingwood: Population Density (People per Hectare), by Age Group, 2006 to 2016

	2006	2011	2016
Aged 0 to 5	3.60	3.44	3.09
Aged 6 to 12	4.51	4.00	3.69
Aged 13 to 18	3.84	4.38	3.86
Total Population	60.45	62.74	64.01

Source: Census

Percent of population aged 0 to 5, 6 to 12, and 13 to 18, 2006 to 2016

	% aged 0 to 5			% aged 6 to 12			% aged 13 to 18		
	2006	2011	2016	2006	2011	2016	2006	2011	2016
Renfrew-Collingwood	6.0	5.5	4.8	7.5	6.4	5.8	6.4	7.0	6.0
Vancouver	5.2	4.9	4.7	6.0	5.4	5.1	5.1	5.5	5.2
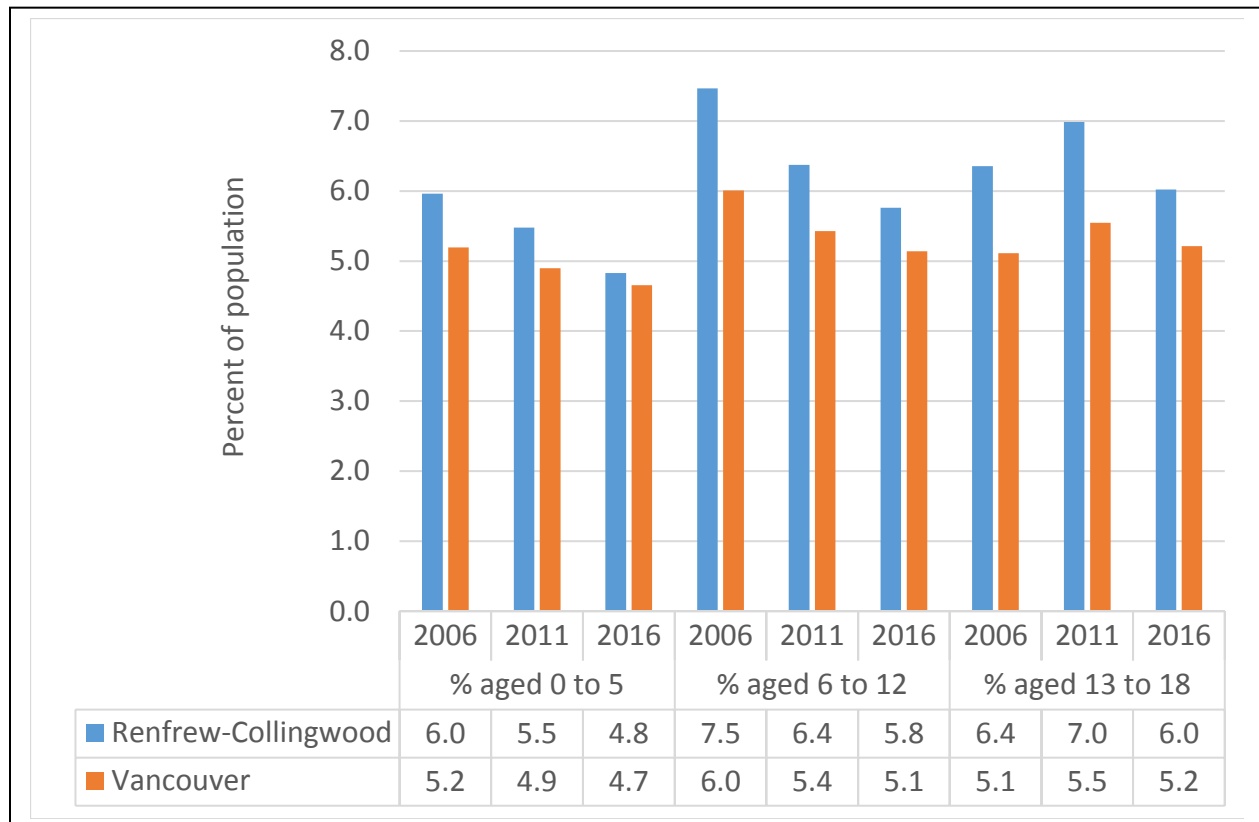
Source: Census

Population Projections, by Vancouver Community Health Areas

Community Health Area	Age Group	Year 2020	Year 2025	Year 2030
City Centre	Under age 1	1163	1311	1354
	Age 1 to 4	3003	4475	5220
	Age 5 to 9	1749	2673	4362
	Age 10 to 14	1497	1872	2413
Downtown Eastside	Under age 1	739	787	676
	Age 1 to 4	2317	2989	2828
	Age 5 to 9	1593	2709	3424
	Age 10 to 14	1334	1332	2448
North East	Under age 1	1217	1252	1158
	Age 1 to 4	4188	5013	4914
	Age 5 to 9	4245	5507	6314
	Age 10 to 14	4442	4339	5531
West Side	Under age 1	1086	1257	1513
	Age 1 to 4	4100	4665	5715
	Age 5 to 9	5373	5661	6431
	Age 10 to 14	7041	6716	7094
Midtown	Under age 1	1287	1311	1213
	Age 1 to 4	4355	4862	4651
	Age 5 to 9	3804	4794	5183
	Age 10 to 14	3347	3341	4231
South Vancouver	Under age 1	1256	1442	1449
	Age 1 to 4	4499	5478	5798
	Age 5 to 9	5437	5713	6884
	Age 10 to 14	6124	5730	6044

Source: BC Stats, Based on the Component/Cohort-Survival method, 2017 base year estimate

Marital Status

	% married or living common-law			% single (never married)			% separated or divorced			% widowed		
	2006	2011	2016	2006	2011	2016	2006	2011	2016	2006	2011	2016
Renfrew-Collingwood	50.7	52.3	50.7	36.1	34.5	36.1	7.7	7.7	7.9	5.5	5.6	5.3
Vancouver	43.4	50.2	50.6	41.8	36.1	36.2	10.0	8.9	8.7	4.8	4.8	4.5
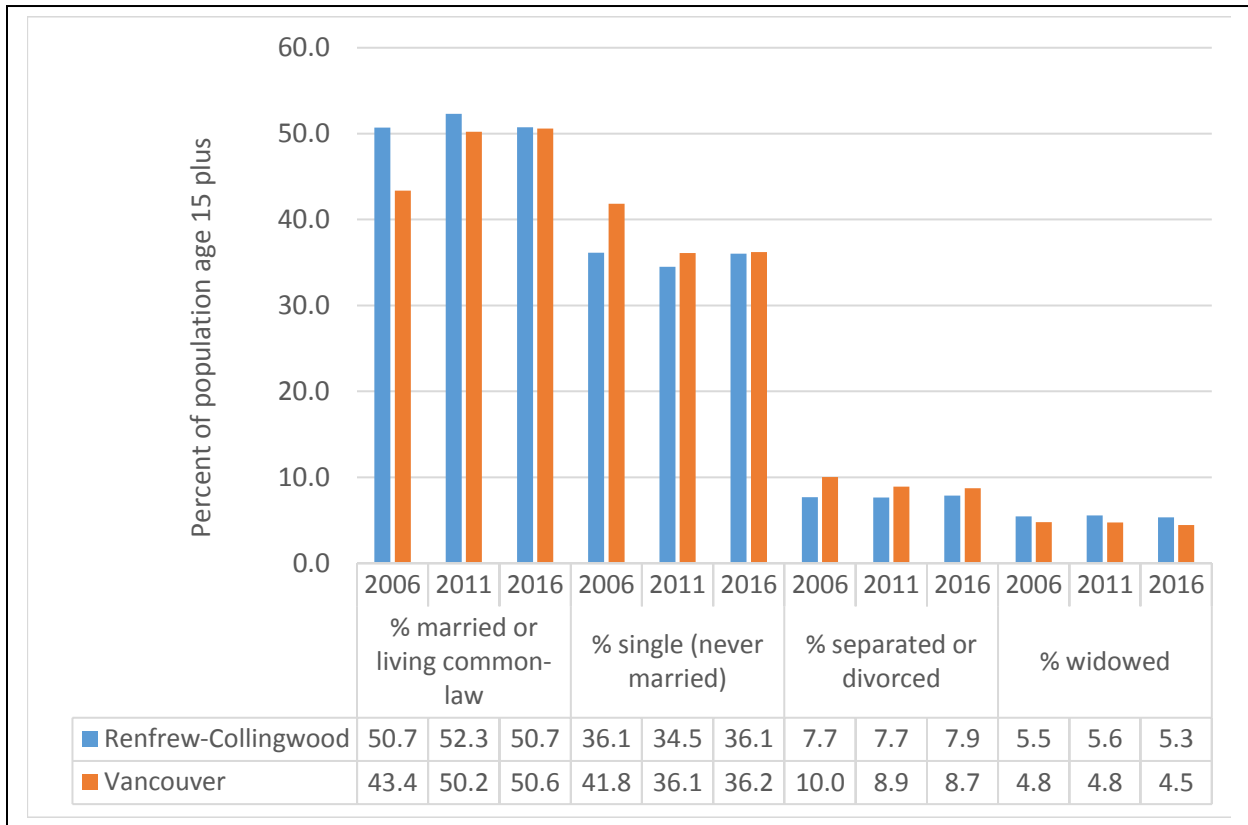
Source: Census

Family Types, 2006 to 2016

	% couples without children			% couples with children			% lone parent families		
	2006	2011	2016	2006	2011	2016	2006	2011	2016
Renfrew-Collingwood	29.0	30.9	32.7	52.6	49.5	47.2	18.4	19.5	20.1
Vancouver	39.2	41.2	44.0	44.7	42.4	40.0	16.2	16.4	16.1
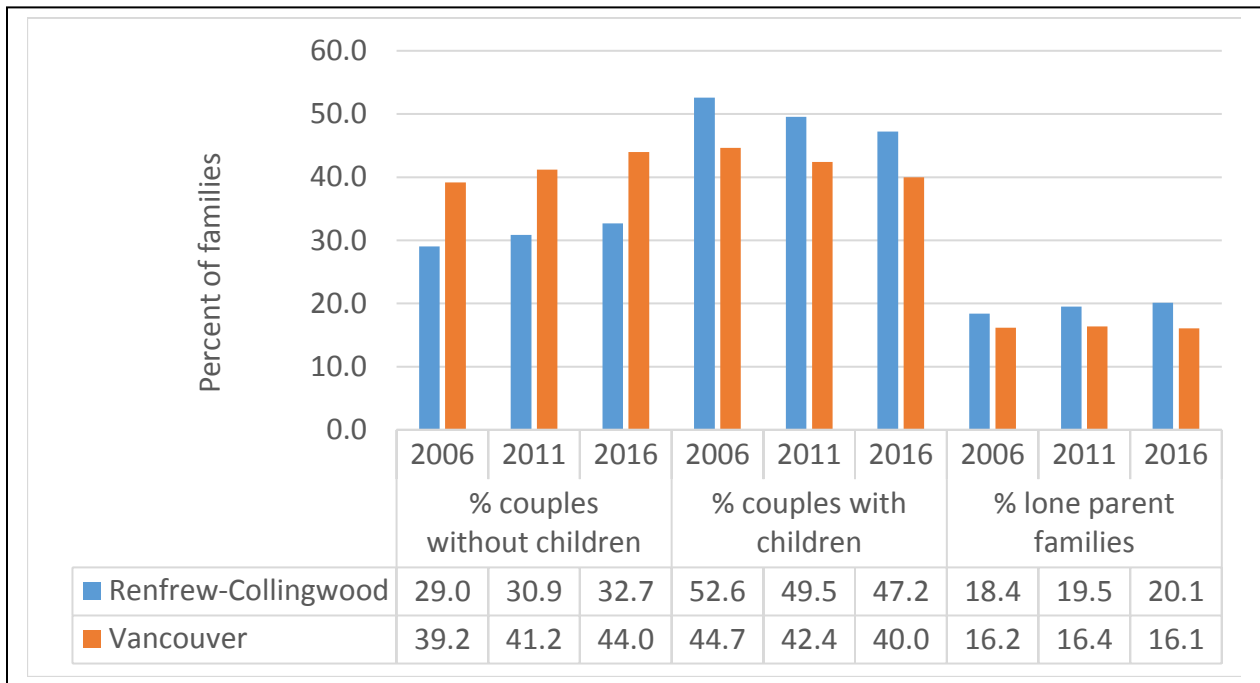
Source: Census

Families by Number of Children, 2006 to 2016

	% families with 1 child			% families with 2 children			% families with 3+ children		
	2006	2011	2016	2006	2011	2016	2006	2011	2016
Renfrew-Collingwood	47.1	47.8	50.0	38.8	38.8	38.5	14.2	13.4	11.5
Vancouver	48.6	49.8	51.6	38.0	38.1	37.8	13.4	12.1	10.6
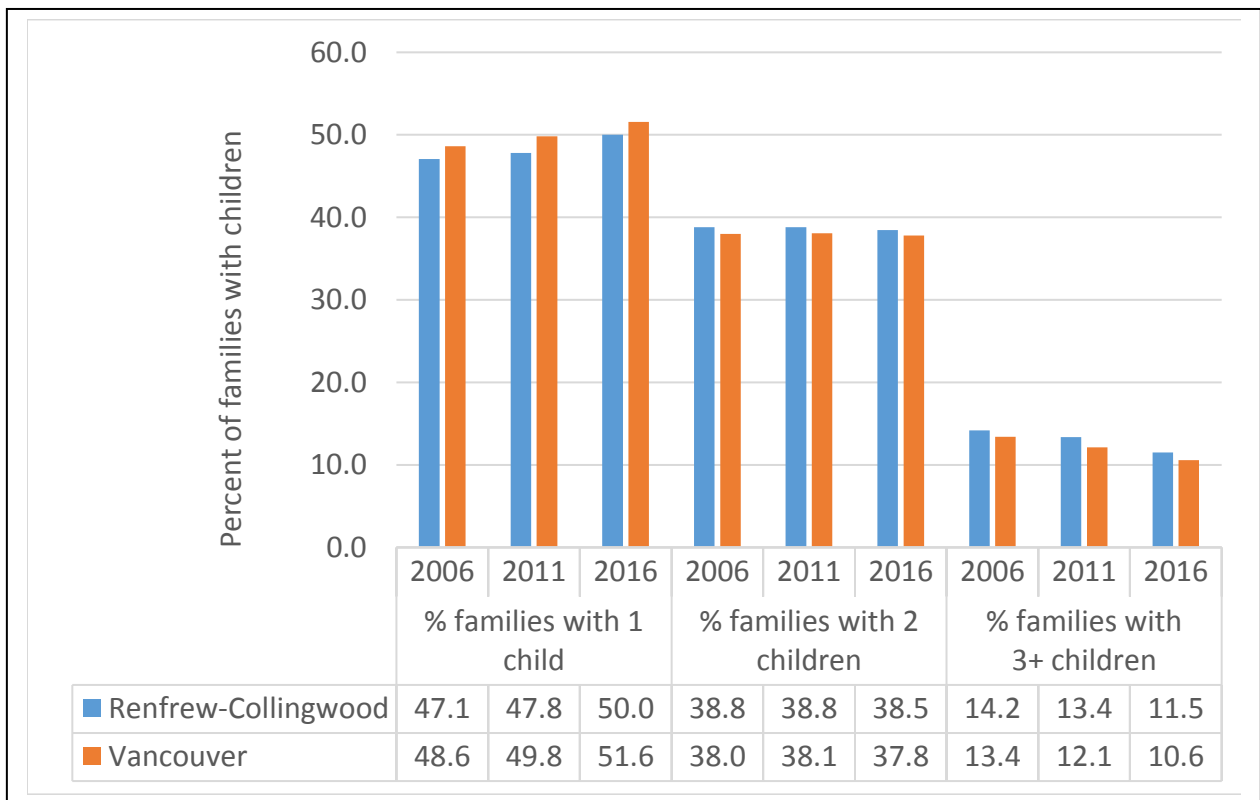
Source: Census

Lone Parent Families

Renfrew-Collingwood: Number of Lone Parent Families, 2006 to 2016

	2006	2011	2016
Total Number	2,470	2,640	2,760
Female lone parents	2,035	2,120	2,235
Male lone parents	435	520	520

Source: Census

Percent lone parent families, overall and female-led, 2006 to 2016

	% lone parent families				% female lone parent families		
	2006	2011	2016		2006	2011	2016
Renfrew-Collingwood	18.4	19.5	20.1		15.2	15.7	16.3
Vancouver	15.9	16.0	15.6		13.0	13.1	12.8
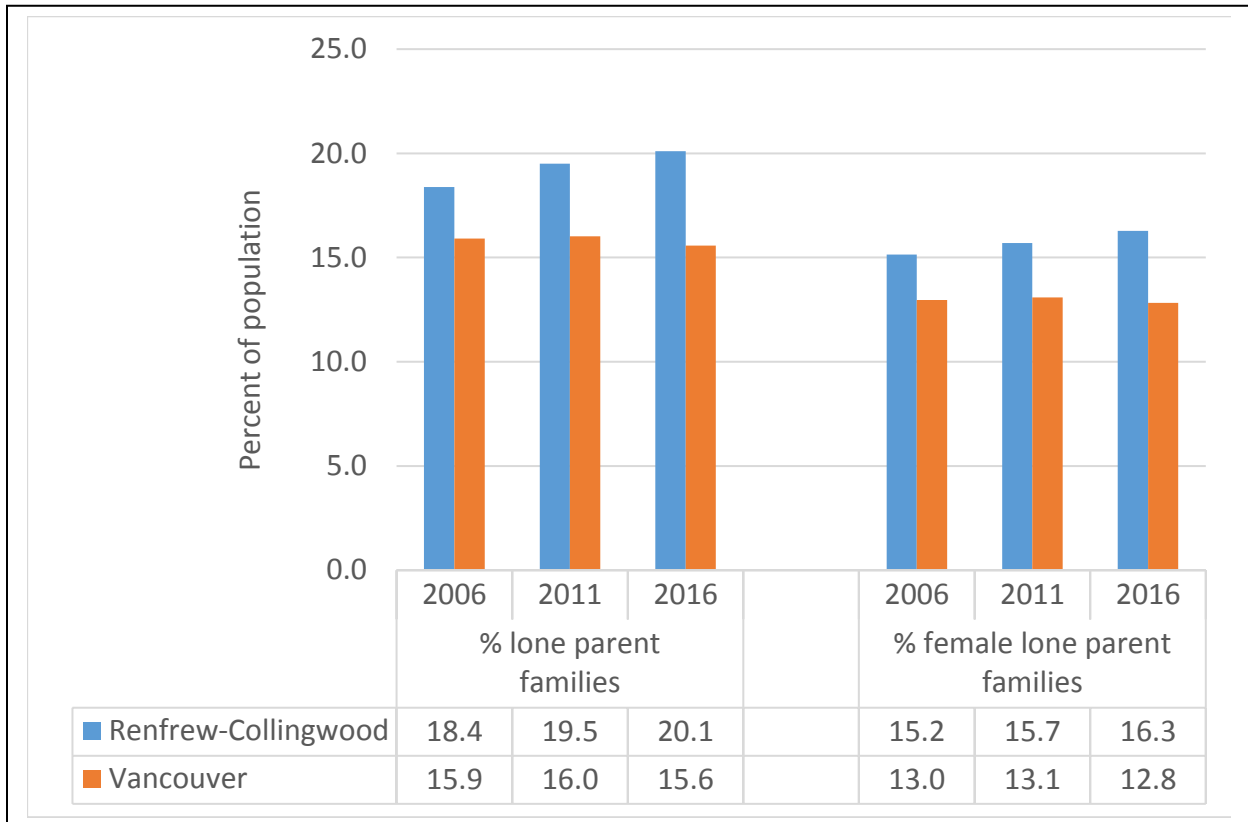
Source: Census

Median total family income (2015 dollars), all families with children under 18 and with children under 6, 2005 to 2015
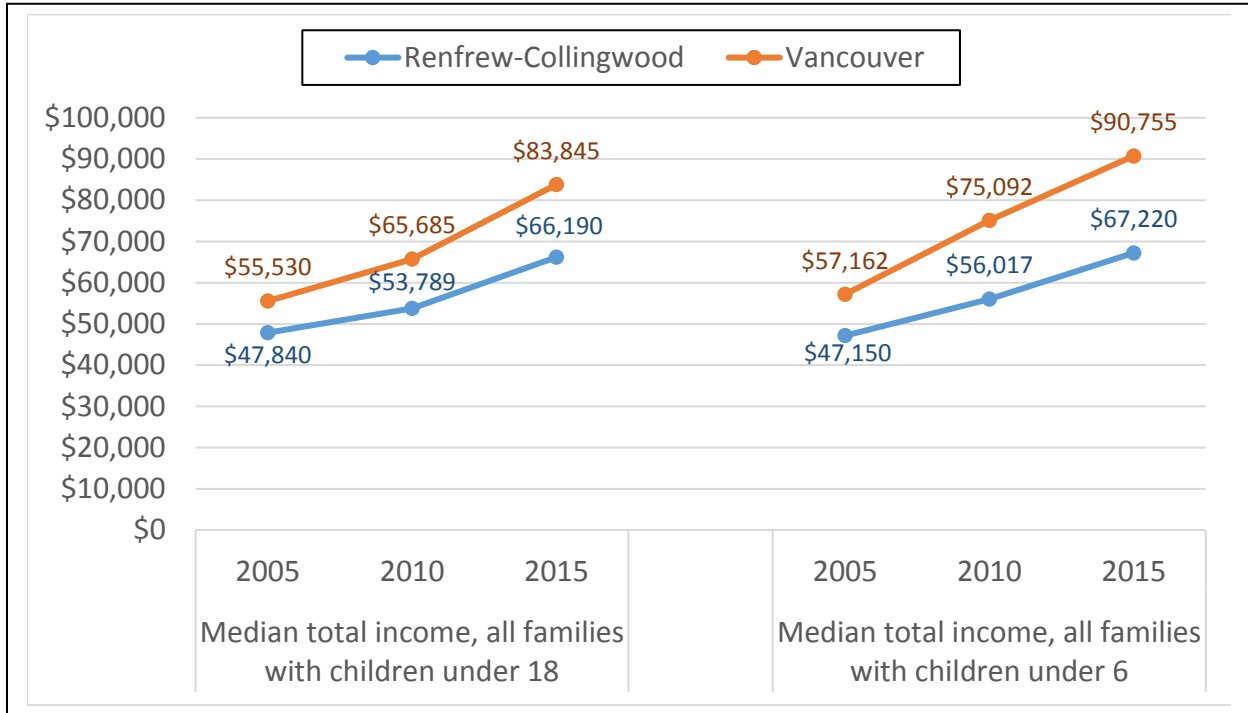
Source: Taxfiler

Median total family income (2015 dollars), lone parent families with children under 18 and with children under 6, 2005 to 2015
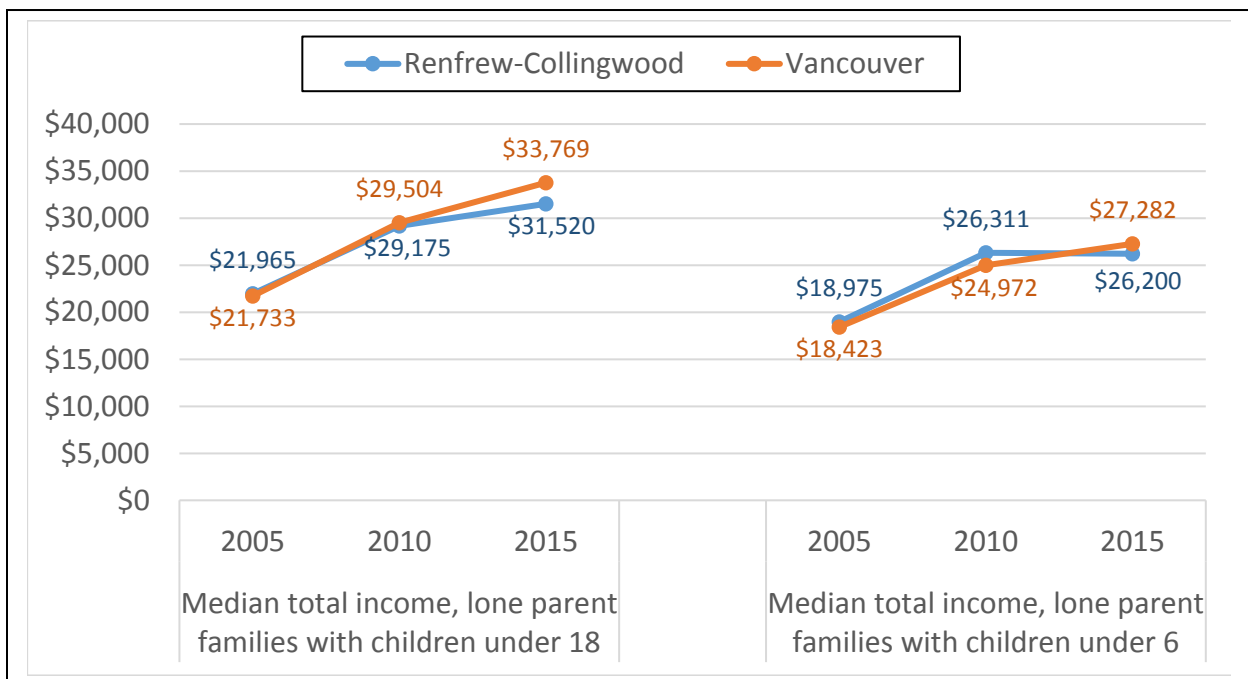
Source:Taxfiler

Families Receiving Social Assistance

Percent of families with at least one person receiving social assistance, all families with children under 18 and with children under 6, 2005 to 2015
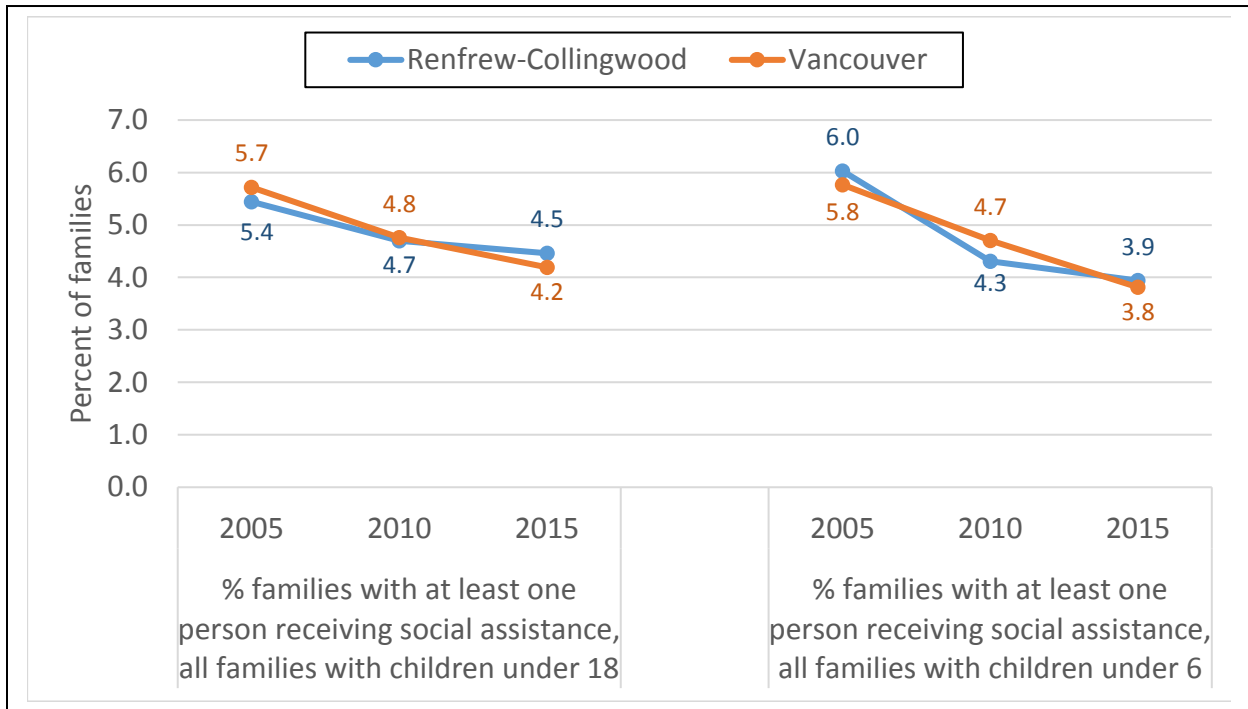
Source: Taxfiler

Percent of families receiving social assistance, lone parent families with children under 18 and with children under 6, 2005 to 2015
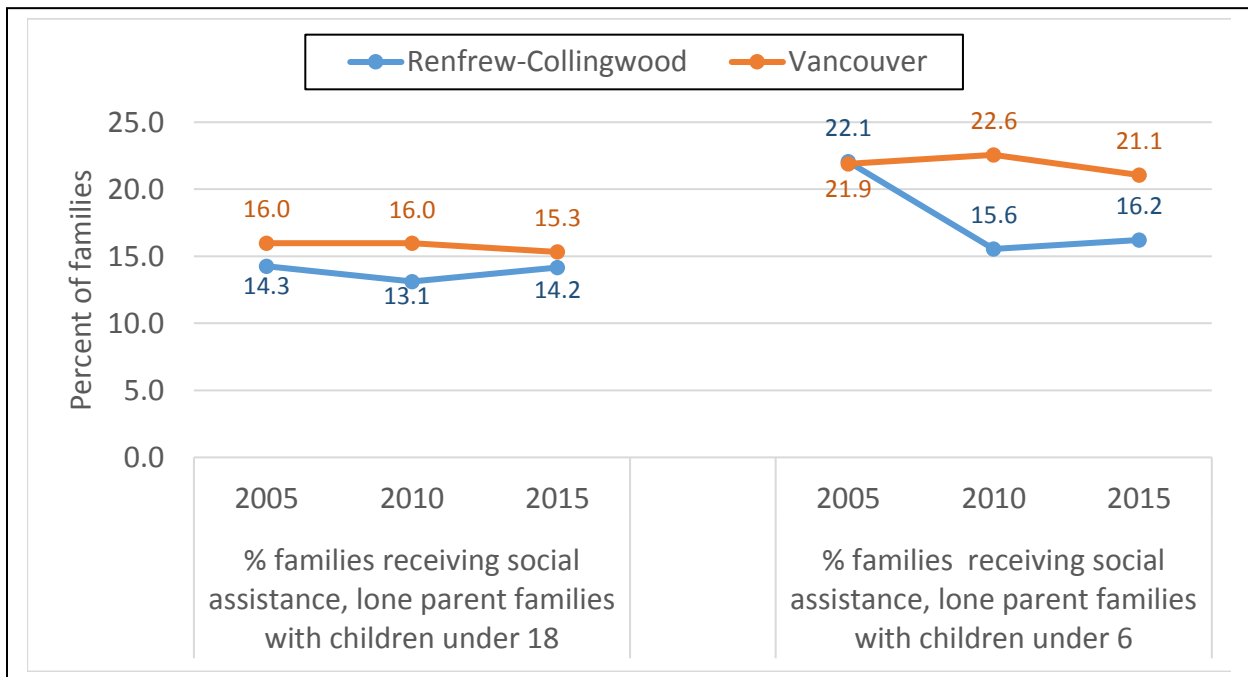
Source: Taxfiler

Families Receiving Employment Insurance Income

Percent of families with at least one person with Employment Insurance income, all families with children under 18 and with children under 6, 2005 to 2015
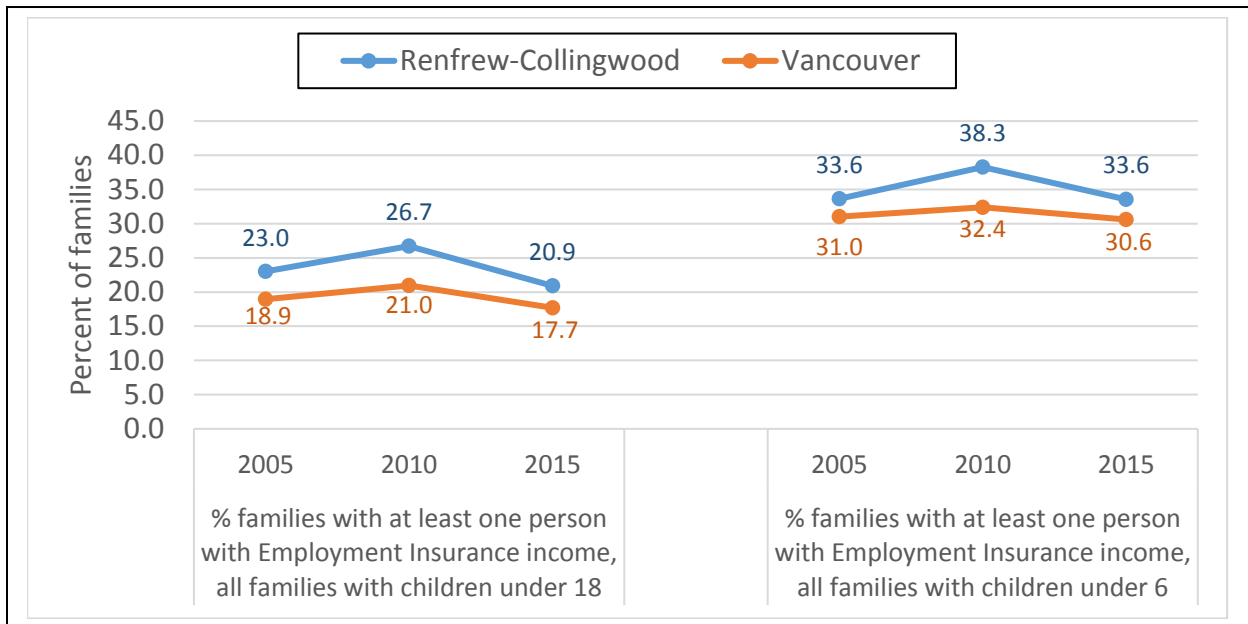
Source: Taxfiler

Percent of families with Employment Insurance income, lone parent families with children under 18 and with children under 6, 2005 to 2015
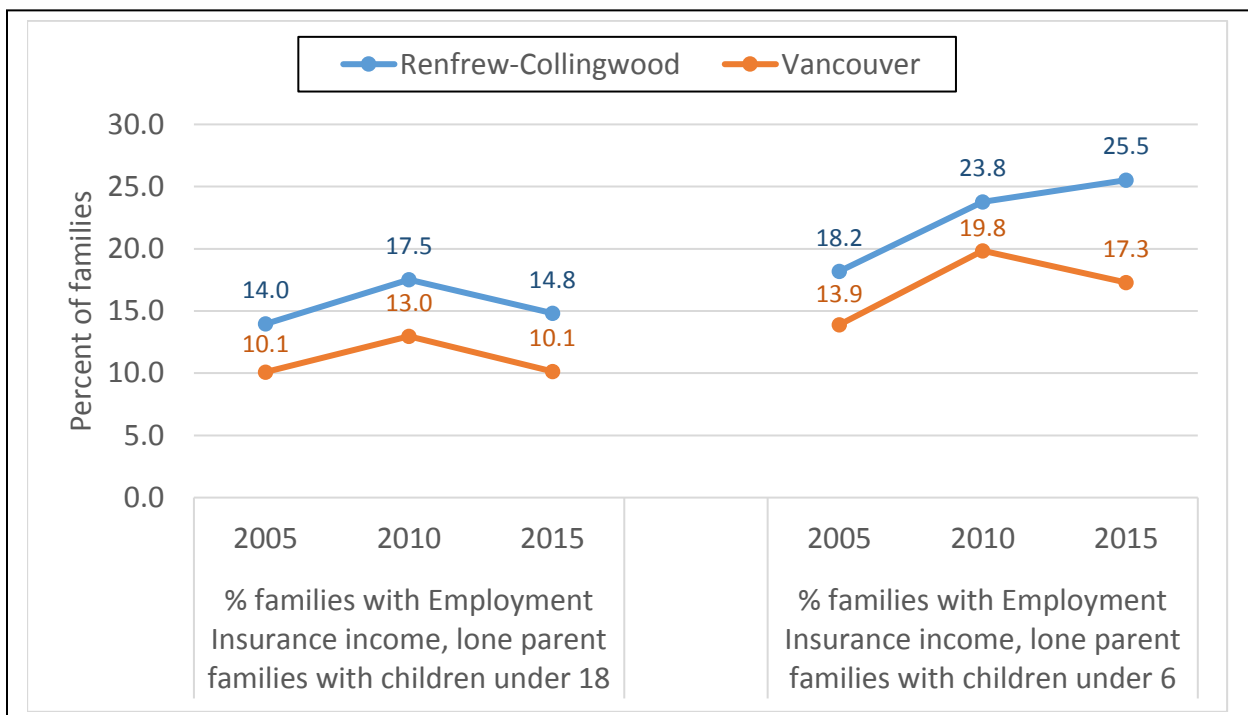
Source: Taxfiler

Percent female contribution to total income, opposite-sex couples with children under 18, and with children under 6, 2005 to 2015
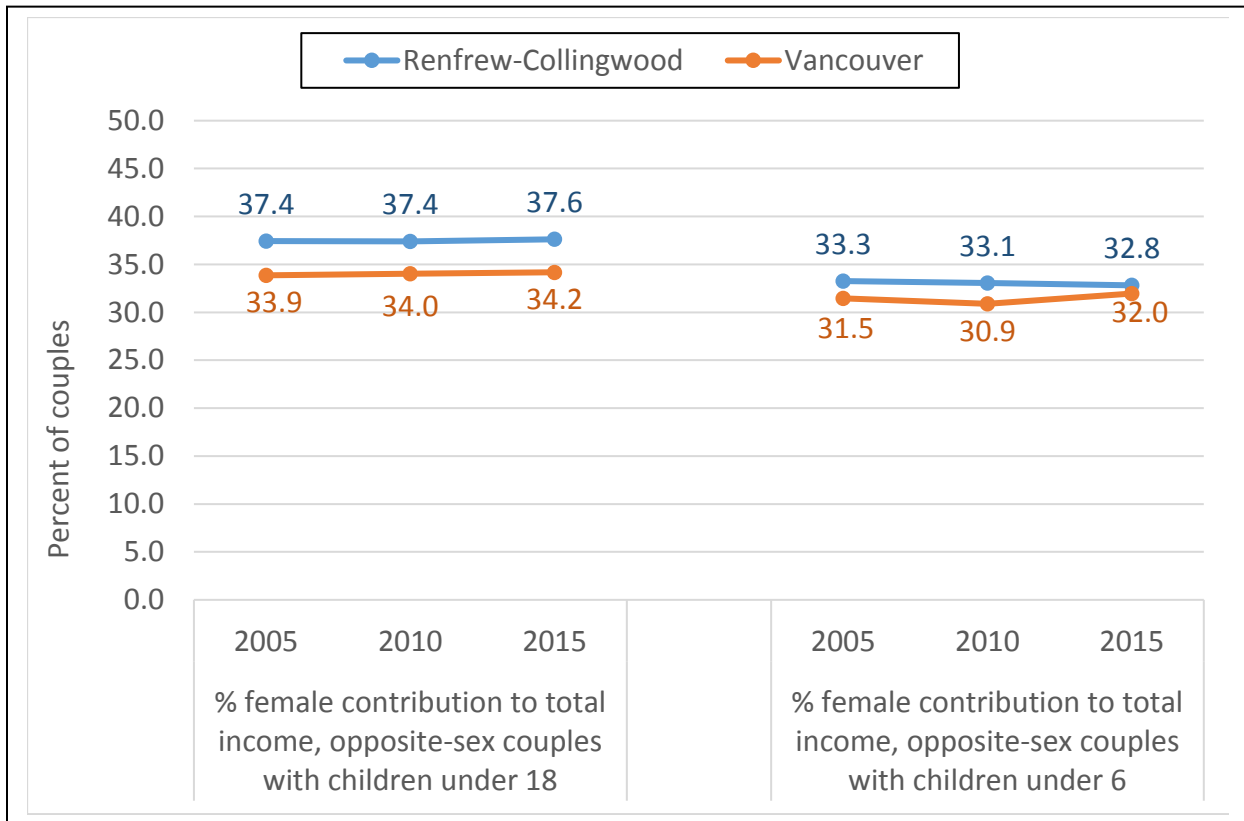
Source: Taxfiler

Employment income by gender, opposite-sex couples with children under 18, 2005 to 2015

	no employment income			male only employment income			female only employment income			both with employment income		
	2005	2010	2015	2005	2010	2015	2005	2010	2015	2005	2010	2015
Renfrew-Collingwood	5.0	6.0	4.5	18.8	17.9	16.3	7.4	7.4	6.9	68.8	68.8	72.3
Vancouver	6.9	8.6	7.6	18.5	18.2	16.6	6.9	6.8	6.7	67.8	66.4	69.1

Source: Taxfiler

Employment income by gender, opposite-sex couples with children under 6, 2005 to 2015

	no employment income			male only employment income			female only employment income			both with employment income		
	2005	2010	2015	2005	2010	2015	2005	2010	2015	2005	2010	2015
Renfrew-Collingwood	4.6	4.6	3.4	22.3	21.0	20.3	6.6	6.1	5.4	66.5	68.3	70.9
Vancouver	5.4	6.0	5.6	21.5	21.0	19.2	5.3	5.5	5.3	67.8	67.5	69.9

Source: Taxfiler

Percent of families below the after-tax Low Income Measure, all families with children under 18 and with children under 6, 2005 to 2015

Source: Taxfiler

Percent of families below the after-tax Low Income Measure, lone parent families with children under 18 and with children under 6, 2005 to 2015

Source: Taxfiler

Percent of families below half of the after-tax Low Income Measure, all families with children under 18 and with children under 6, 2005 to 2015

Renfrew-Collingwood — **Vancouver**

Percent of families

	2005	2010	2015
Vancouver	12.2	9.9	7.9
Renfrew-Collingwood	10.3	8.5	6.8

% families below half of the after-tax Low Income Measure, all families with children under 18

	2005	2010	2015
Vancouver	11.0	8.2	7.2
Renfrew-Collingwood	10.5	7.9	6.8

% families below half of the after-tax Low Income Measure, all families with children under 6

Source: Taxfiler

Percent of families below half of the after-tax Low Income Measure, lone parent families with children under 18 and with children under 6, 2005 to 2015

Renfrew-Collingwood — **Vancouver**

Percent of families

	2005	2010	2015
Vancouver	29.7	19.6	18.6
Renfrew-Collingwood	26.3	17.5	16.3

% families below half of the after-tax Low Income Measure, lone parent families with children under 18

	2005	2010	2015
Vancouver	33.7	23.8	25.1
Renfrew-Collingwood	29.6	24.1	22.8

% families below half of the after-tax Low Income Measure, lone parent families with children under 6

Source: Taxfiler

Gini Coefficient

One common way of measuring distribution of income in a population is the Gini Coefficient, named after the Italian statistician who developed it in 1912. The values of the Gini Coefficient range from 0 to 1, where 0 represents the situation where everyone in the population has exactly the same income, and 1 represents the situation where only one person in the population has all of the income. Therefore, the higher the Gini Coefficient, the more income inequality there is in the population. People who live in places with higher levels of income inequality tend to have higher rates of poor health and social outcomes.

Gini Coefficient, all families with children under 18 and with children under 6, 2005 to 2015

Source: Taxfiler

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Gini Coefficient, lone parent families with children under 18 and with children under 6, 2005 to 2015
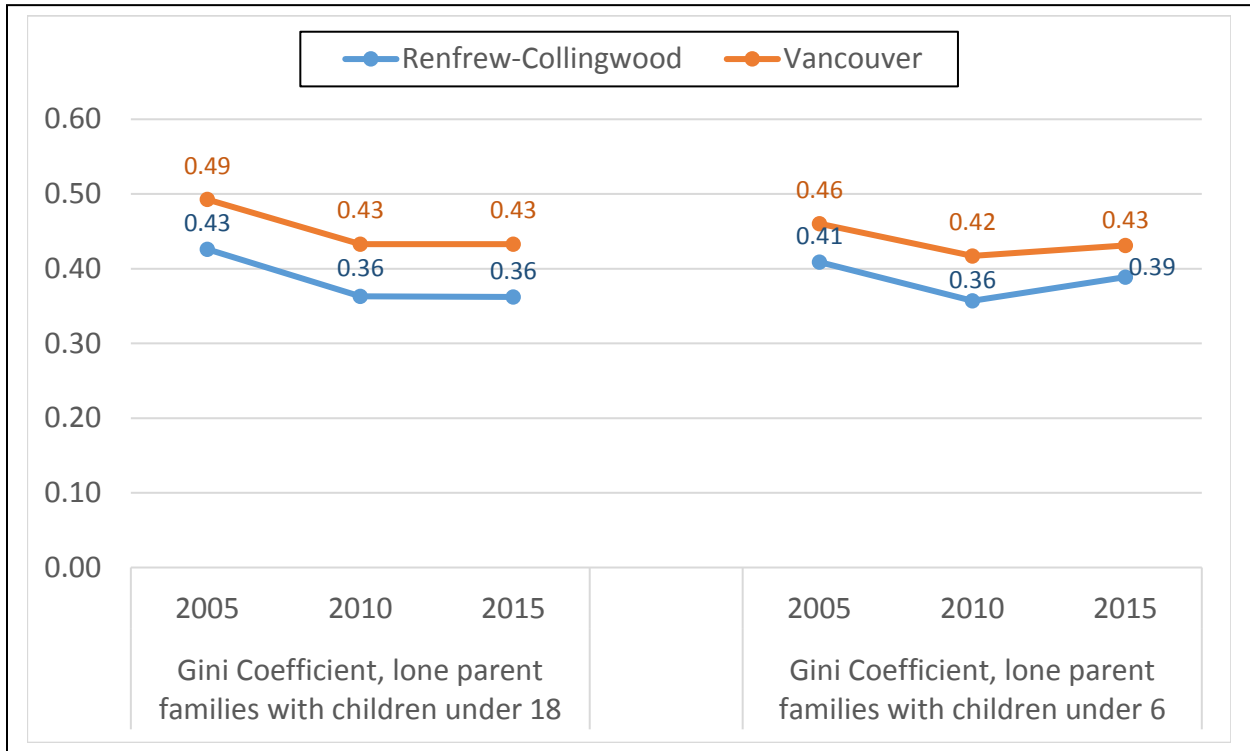
Source: Taxfiler

Percent with a non-English mother tongue, 2006 to 2016

	2006	2011	2016
% non-English mother tongue			
Renfrew-Collingwood	71.7	66.8	64.0
Vancouver	50.1	47.3	46.0
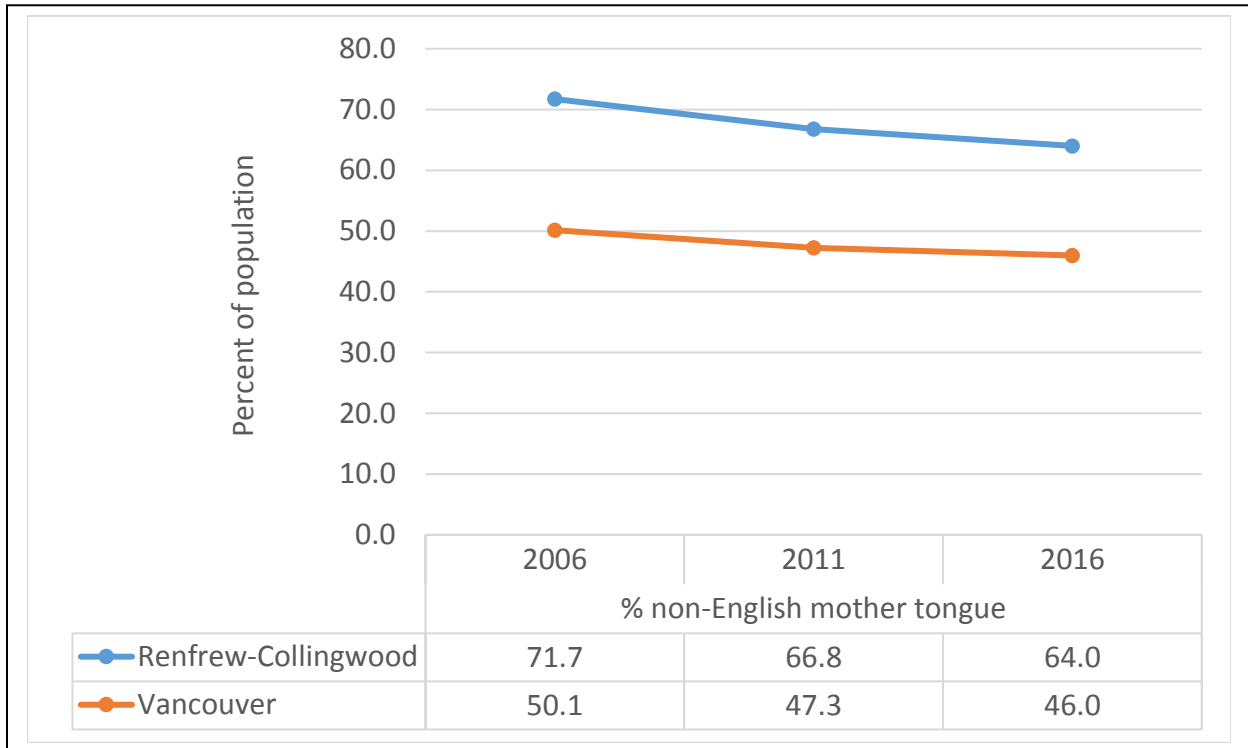
Source: Census

Renfrew-Collingwood: Top Ten[*] Non-English Mother Tongues, 2006 to 2016

	2006	2011	2016
Cantonese	22%	21%	28%
Tagalog	6%	8%	8%
Mandarin	4%	4%	6%
Vietnamese	4%	5%	5%
Punjabi	3%	3%	2%
Spanish	2%	2%	2%
Portuguese	2%	1%	2%
Hindi	2%	2%	1%
Korean	<1%	<1%	1%
Italian	<1%	1%	1%

*Top ten as of 2016
Source: Census

Percent not speaking English at home, 2006 to 2016

	2006	2011	2016
% not speaking English at home			
Renfrew-Collingwood	49.7	45.1	41.2
Vancouver	32.8	29.3	26.7
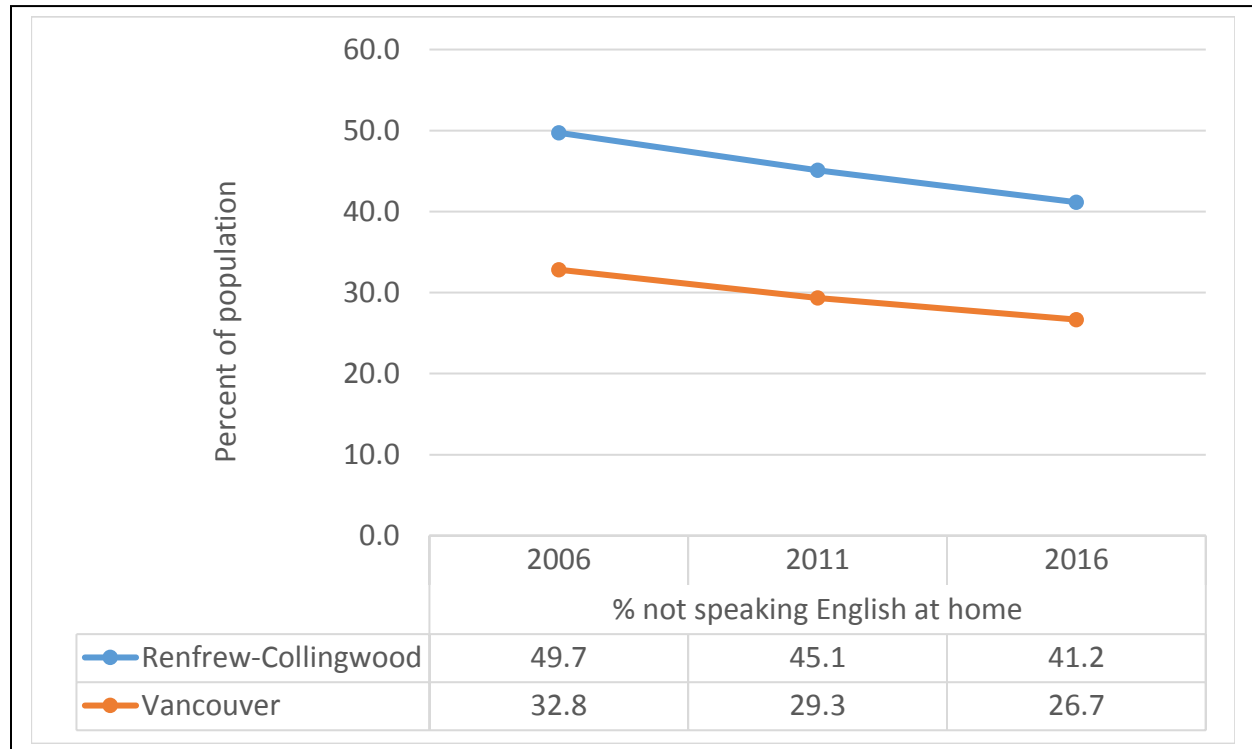
Source: Census

Renfrew-Collingwood: Top Ten* Non-English Languages Spoken at Home, 2006 to 2016

	2006	**2011**	**2016**
Cantonese	18%	18%	21%
Mandarin	4%	4%	5%
Tagalog	3%	4%	4%
Vietnamese	3%	3%	3%
Punjabi	2%	2%	1%
Spanish	1%	1%	1%
Korean	<1%	<1%	1%
Portuguese	1%	1%	1%
Japanese	<1%	<1%	1%
Hindi	1%	1%	1%

*Top ten as of 2016
Source: Census

Percent with conversational knowledge of official languages, 2006 to 2016

	English				French				Non-official language only		
	2006	2011	2016		2006	2011	2016		2006	2011	2016
Renfrew-Collingwood	85.9	86.1	87.3		4.4	3.8	4.1		14.0	13.8	12.7
Vancouver	92.3	92.2	93.1		10.5	10.0	10.0		7.7	7.7	6.8
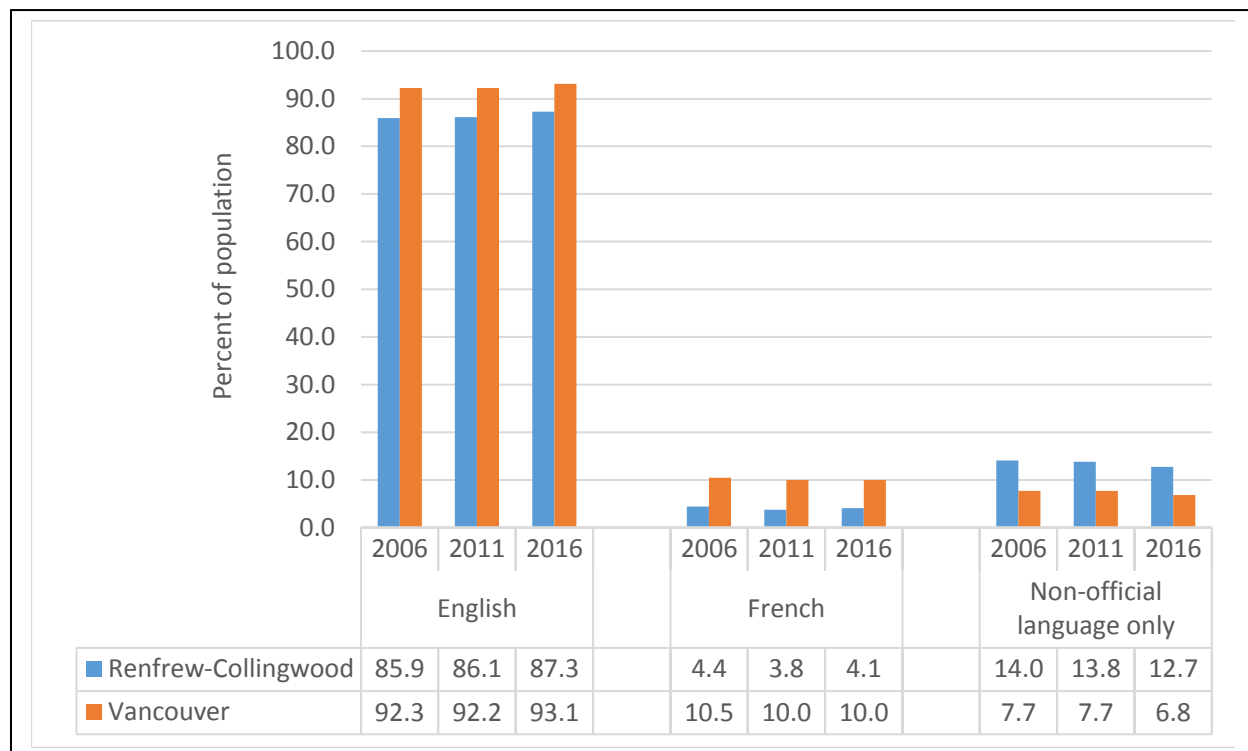
Source: Census

Renfrew-Collingwood: Top Ten* Languages, Ability to Hold a Conversation, 2006 to 2016

	2006	2011	2016
English	86%	86%	87%
Cantonese	25%	25%	31%
Mandarin	9%	10%	13%
Tagalog	9%	11%	10%
Vietnamese	5%	6%	6%
French	4%	4%	4%
Punjabi	3%	3%	3%
Hindi	3%	3%	3%
Spanish	2%	3%	3%
Portuguese	2%	2%	2%
Chinese, not specific	17%	11%	1%

*Top ten as of 2016
"Chinese, not specified" category less used in 2016 than previously
Source: Census

Percent visible minorities overall, 2006 to 2016
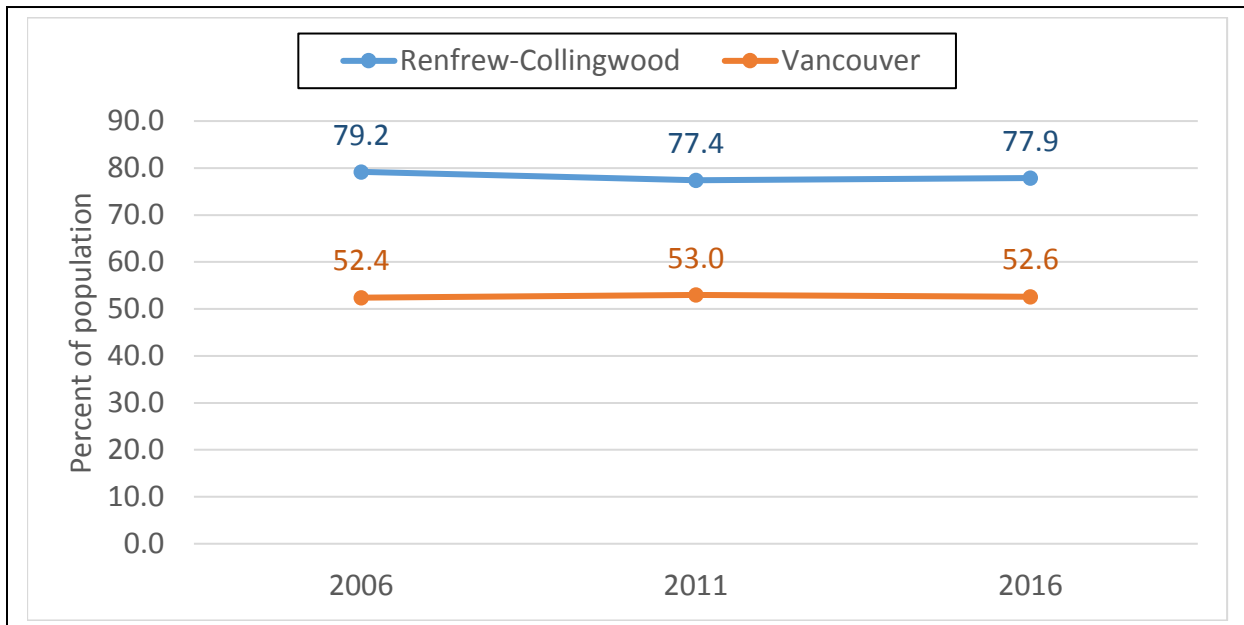
Source: Census

Percent various visible minorities, 2016
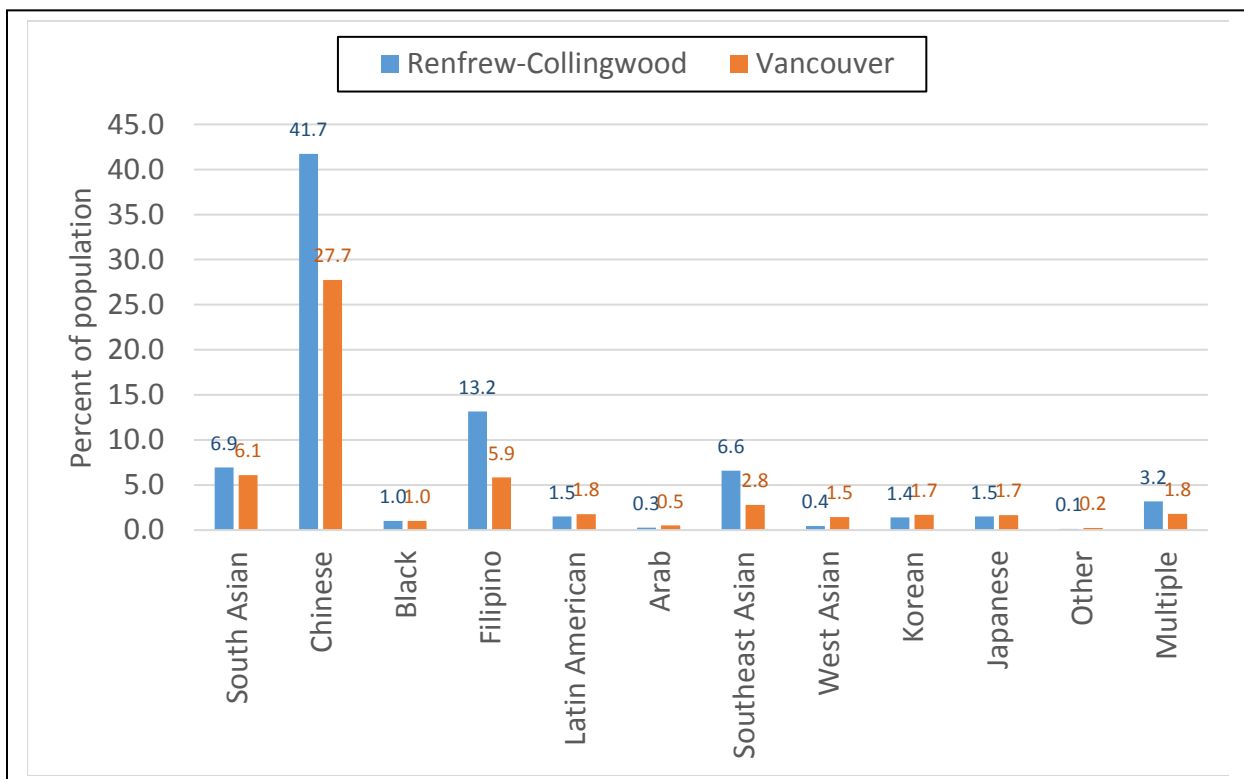
Source: Census

Percent of population that are immigrants, 2006 to 2016
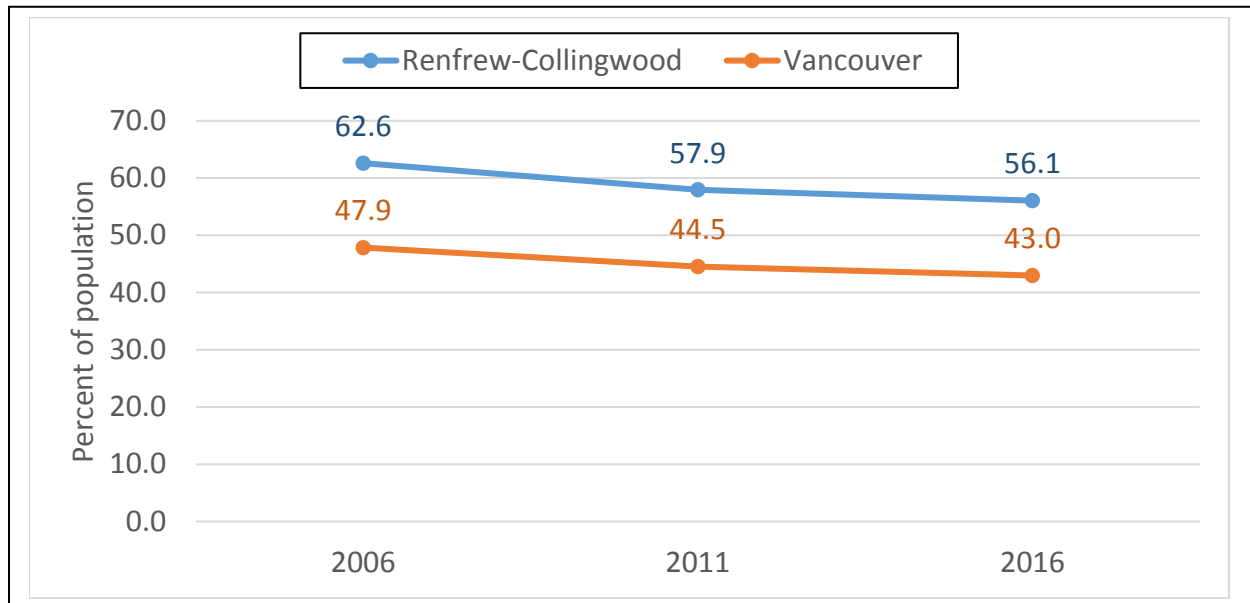
Source: Census

Number of Immigrants, All Vancouver Neighbourhoods, 2006 to 2016

Neighbourhood	2006	2011	2016
University Lands	5,080	6,205	6,870
West Point Grey	4,000	4,380	4,785
Kitsilano	10,695	10,520	11,580
Mount Pleasant	8,495	8,030	9,095
Strathcona	5,305	4,030	3,875
Grandview-Woodland	8,905	8,035	7,715
Hastings-Sunrise	16,930	16,160	15,305
Renfrew-Collingwood	**29,555**	**29,175**	**28,710**
Kensington-Cedar Cottage	24,230	23,710	22,535
Cambie-Riley Park	11,420	11,120	10,270
Shaughnessy	11,625	12,120	11,265
Dunbar-Southlands	6,955	7,250	7,960
Kerrisdale	6,520	6,785	6,675
Oakridge	7,715	7,930	7,715
Sunset	21,415	21,405	20,160
Victoria-Fraserview	17,965	17,725	18,160
Killarney	15,345	14,795	15,120
Fairview	8,705	8,890	9,560
Marpole	13,610	13,365	13,105
Downtown	19,315	22,530	26,380
West End	12,350	11,005	13,155
Vancouver Total	266,135	265,165	269,995

Source: Census

Renfrew-Collingwood: Top Ten* Immigrants' Place of Birth, Percent of All Immigrants, 2011 and 2016

	2011	**2016**
China	33%	31%
Philippines	17%	19%
Hong Kong	11%	10%
Viet Nam	8%	9%
India	4%	5%
Italy	2%	2%
Portugal	2%	2%
Taiwan	2%	1%
South Korea	1%	1%
United Kingdom	1%	1%

*Top ten as of 2016
Source: Census

Immigrants, by generation status, 2011 and 2016

	% first generation immigrants			% second generation immigrants			% third or more generation immigrants		
	2006	2011	2016	2006	2011	2016	2006	2011	2016
Renfrew-Collingwood	73.3	61.6	61.5	17.7	27.0	26.9	9.1	11.3	11.6
Vancouver	55.5	49.2	49.2	20.5	25.7	25.5	24.0	25.1	25.3
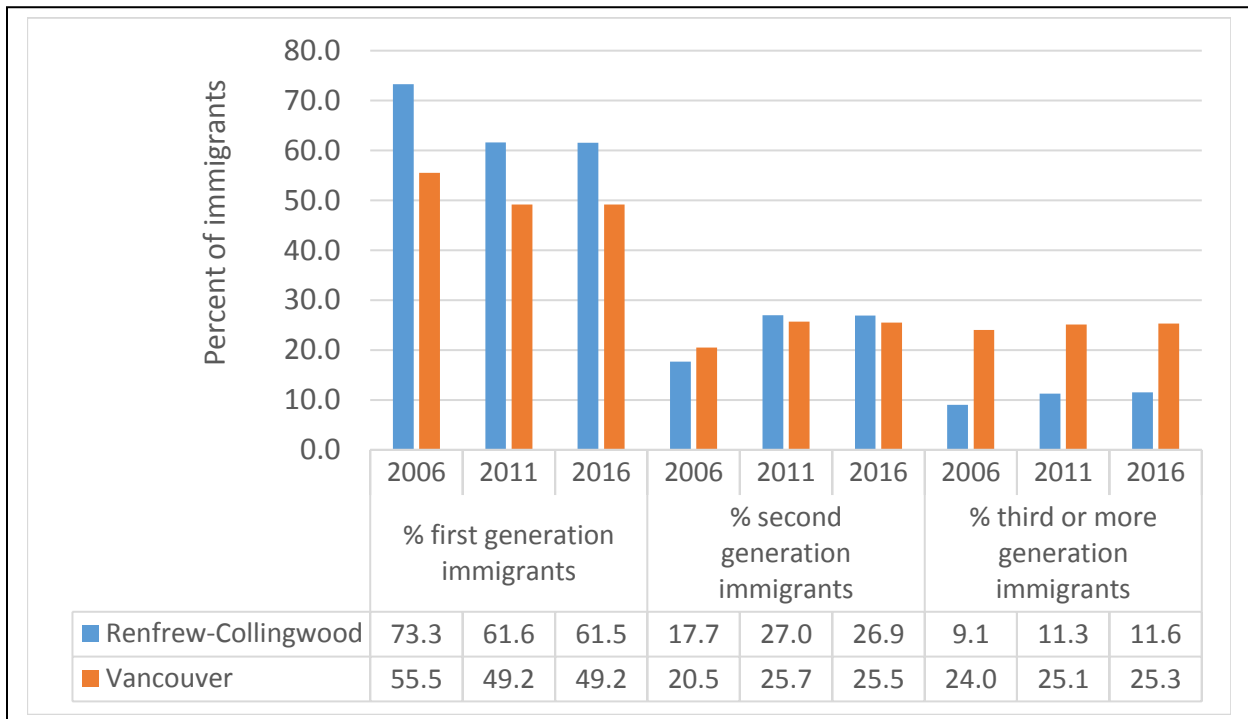
Note: 2006 not included, since the reference population in 2006 (those aged 15 plus) was different than later censuses
Source: Census

Immigrants: Percent by admission category, 2016

	Vancouver	Renfrew-Collingwood
Economic	59.3	48.0
Family-sponsored	30.5	39.4
Refugee	8.5	10.8
Other	1.7	1.8
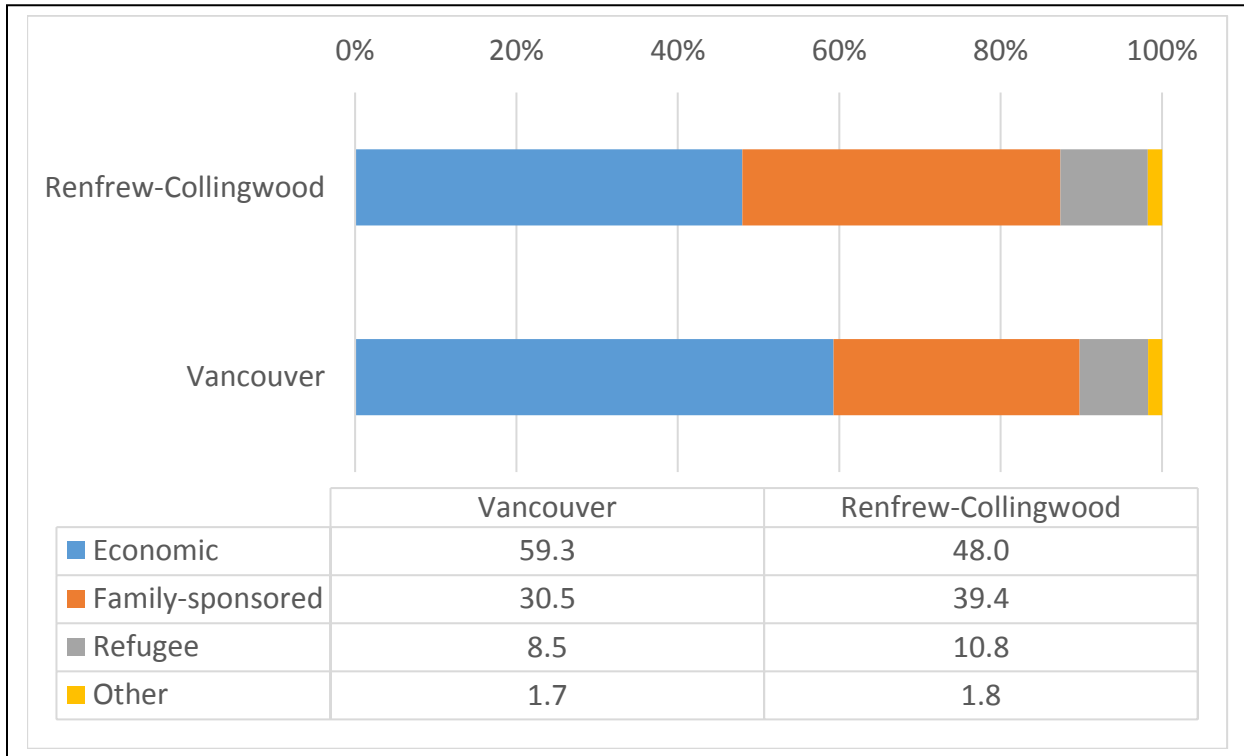
Source: Census

Renfrew-Collingwood: Number with Indigenous Identity, Overall and by Category

	2006	2011	2016
Overall	650	685	870
First Nations	395	480	650
Métis	245	200	190
Inuk/Inuit	0	0	0
Multiple Indigenous identities	0	0	10
Other identities	0	0	25

Source: Census

Percent with Indigenous identity, 2006 to 2016
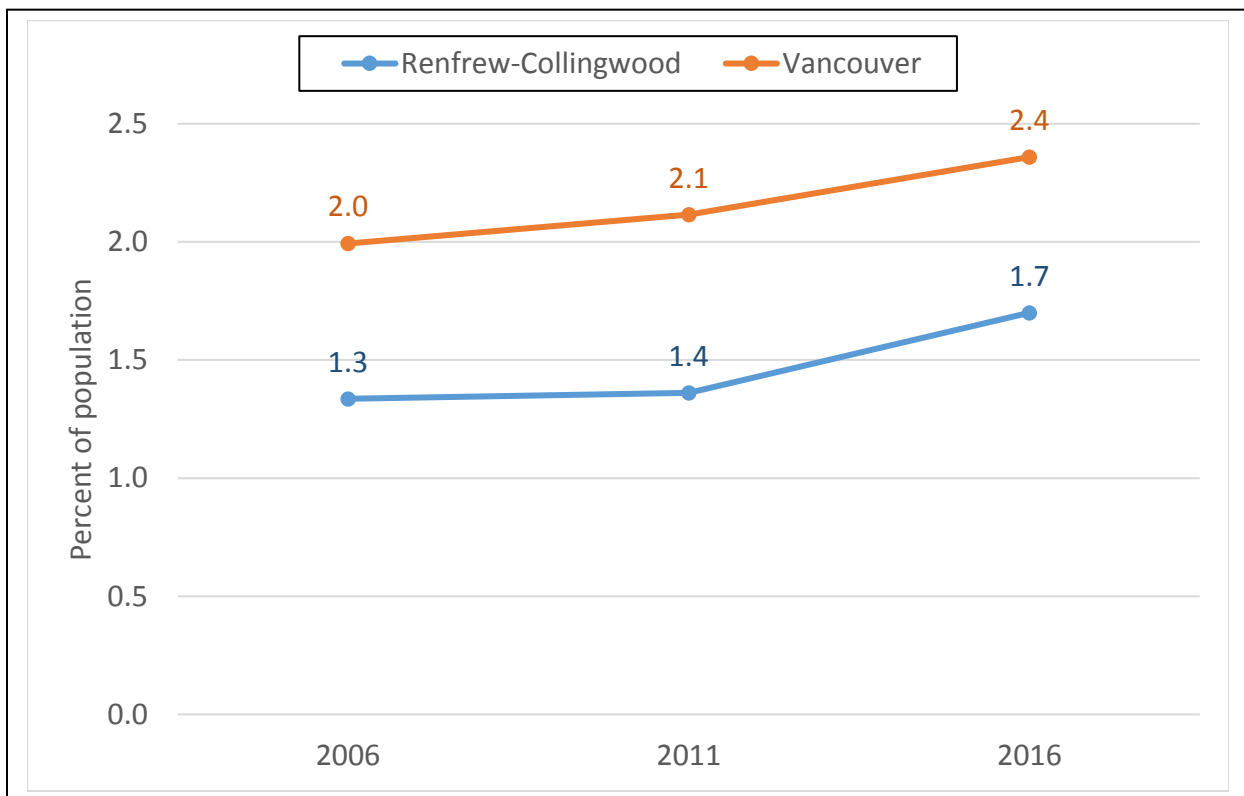
Source: Census

Renfrew-Collingwood: Number, by Highest Educational Attainment for Those Aged 25 to 64

Number	2006	2011	2016
No high school graduation	4,735	4,300	4,245
High school graduation or equivalent	6,965	7,220	8,235
Post-secondary credential	15,710	17,665	17,520

Source: Census

Percent by highest educational attainment for those aged 25 to 64, 2006 to 2016

	%, no high school graduation			% high school graduation			% post-secondary credential		
	2006	2011	2016	2006	2011	2016	2006	2011	2016
Renfrew-Collingwood	17.3	14.7	14.2	25.4	24.7	27.5	57.3	60.5	58.4
Vancouver	10.7	8.5	7.4	20.4	19.2	20.0	68.9	72.4	72.6
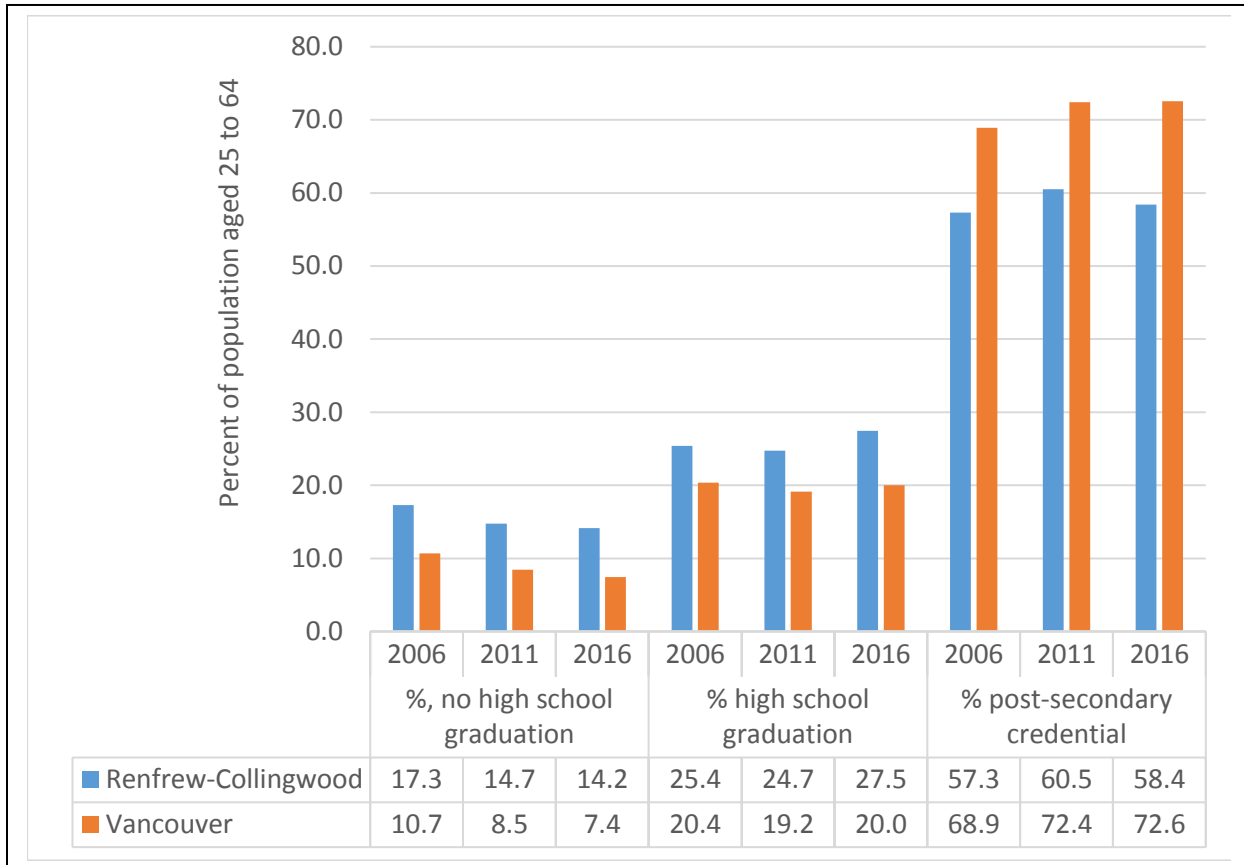
Source: Census

Renfrew-Collingwood: Number, Each National Occupation Classification (NOC) Category, 2006 to 2016

	2006	**2011**	**2016**
Management	1,655	1,615	2,215
Business, finance and administration	4,825	4,405	3,930
Natural and applied sciences	1,795	1,940	2,115
Health	1,405	1,735	1,865
Education, law, social, community & gov't services	1,405	2,035	2,215
Art, culture, recreation and sport	735	785	1,050
Sales and service	8,095	9,285	9,960
Trades, transport and equipment operators	3,100	3,140	3,150
Natural resources, agriculture and related	320	230	420
Manufacturing and utilities	1,910	1,480	1,610

Source: Census

Renfrew-Collingwood: Percent, Each National Occupation Classification (NOC) Category, 2006 to 2016

	2006	**2011**	**2016**
Management	6.4	6.1	7.8
Business, finance and administration	18.8	16.5	13.8
Natural and applied sciences	7.0	7.3	7.4
Health	5.5	6.5	6.5
Education, law, social, community & gov't services	5.5	7.6	7.8
Art, culture, recreation and sport	2.9	3.0	3.7
Sales and service	31.5	34.9	34.9
Trades, transport and equipment operators	12.1	11.8	11.0
Natural resources, agriculture and related	1.2	0.9	1.5
Manufacturing and utilities	7.4	5.6	5.6

Source: Census

Dwelling Types, 2006 to 2016

	% detached houses			% apartments 5+ floors			% apartments under 5 floors			% duplexes		
	2006	2011	2016	2006	2011	2016	2006	2011	2016	2006	2011	2016
Renfrew-Collingwood	25.7	24.1	18.9	13.5	14.3	17.1	20.7	22.2	21.3	37.7	37.4	40.3
Vancouver	19.1	17.9	14.4	24.1	26.5	27.4	35.0	33.4	32.5	16.6	17.0	18.3
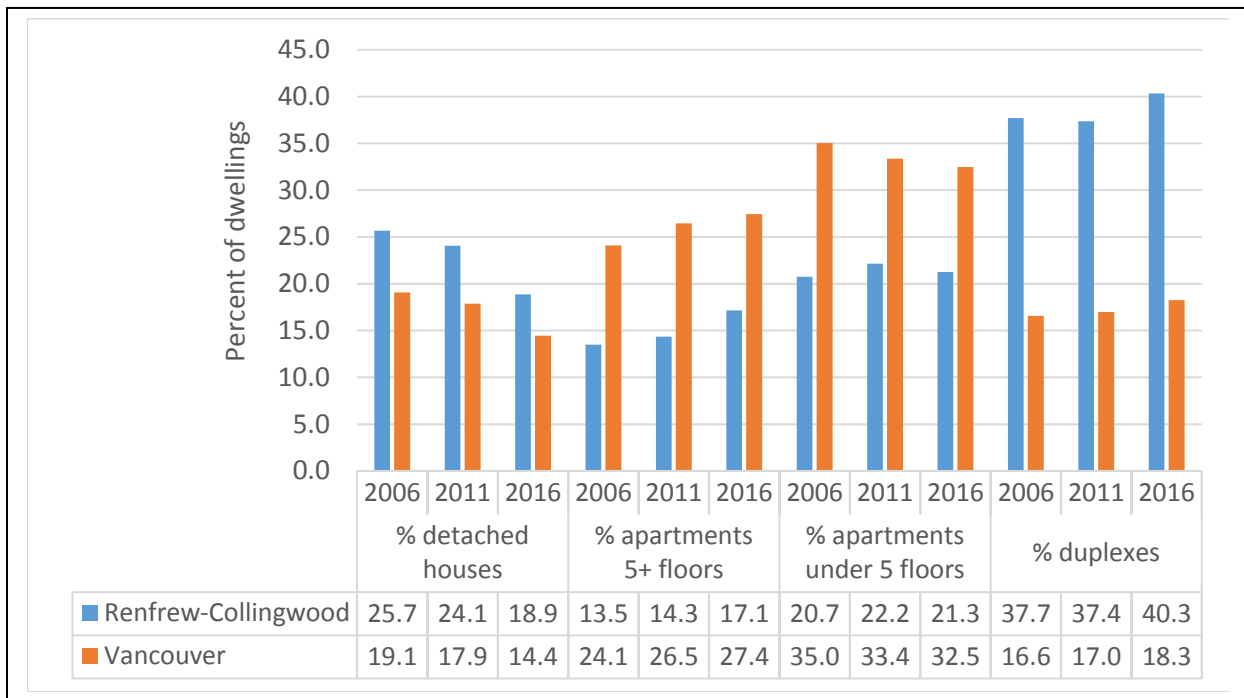
Note: Some relatively rare dwelling types not included (e.g., row housing)
Source: Census

Home ownership and housing stress*, 2006 to 2016

	% dwellings that are owned				% owners with housing stress			% tenants with housing stress		
	2006	2011	2016		2006	2011	2016	2006	2011	2016
Renfrew-Collingwood	65.3	61.3	58.4		30.4	29.2	28.0	45.2	40.1	40.5
Vancouver	48.0	48.6	46.9		29.3	29.2	28.0	44.9	45.7	44.2
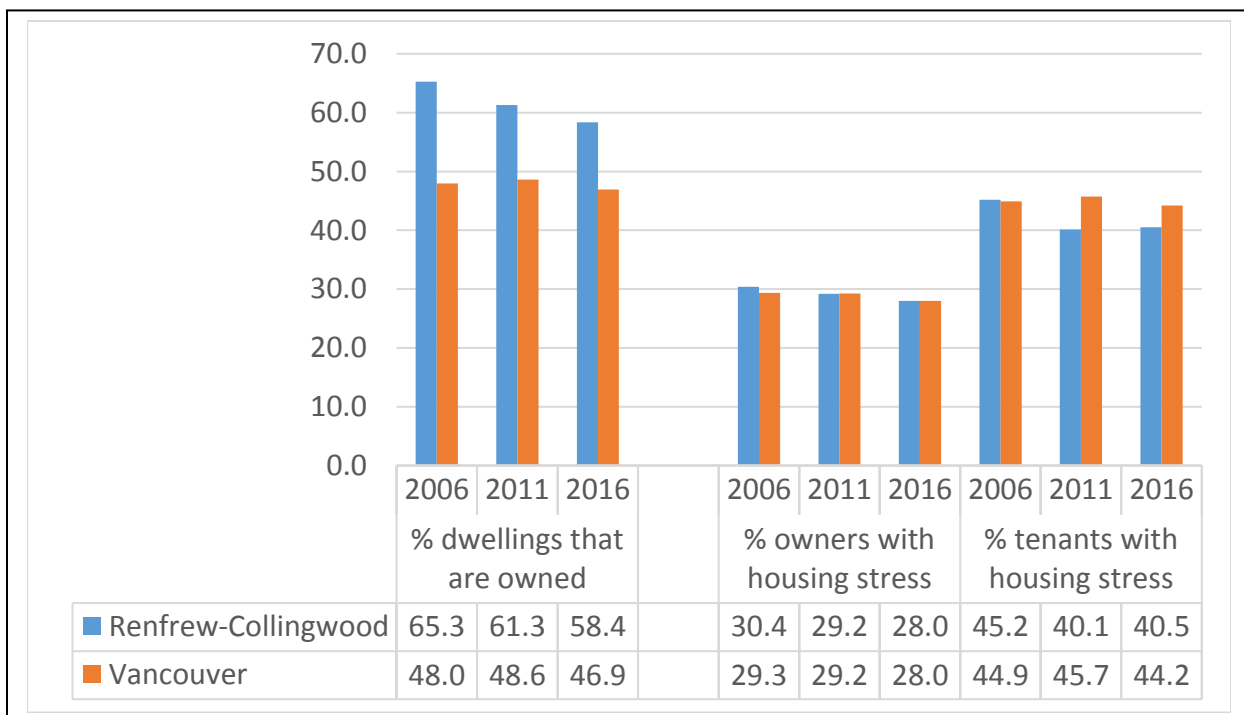
*Housing stress means that an owner or tenant spends 30% or more of income on shelter costs
Source: Census

Average monthly costs of renting and owning (2016 dollars), 2006 to 2016

			2006	2011	2016		2006	2011	2016
			Average monthly costs of renting				Average monthly costs of owning		
Renfrew-Collingwood			$936	$1,000	$1,107		$1,247	$1,266	$1,391
Vancouver			$1,065	$1,174	$1,317		$1,414	$1,538	$1,681
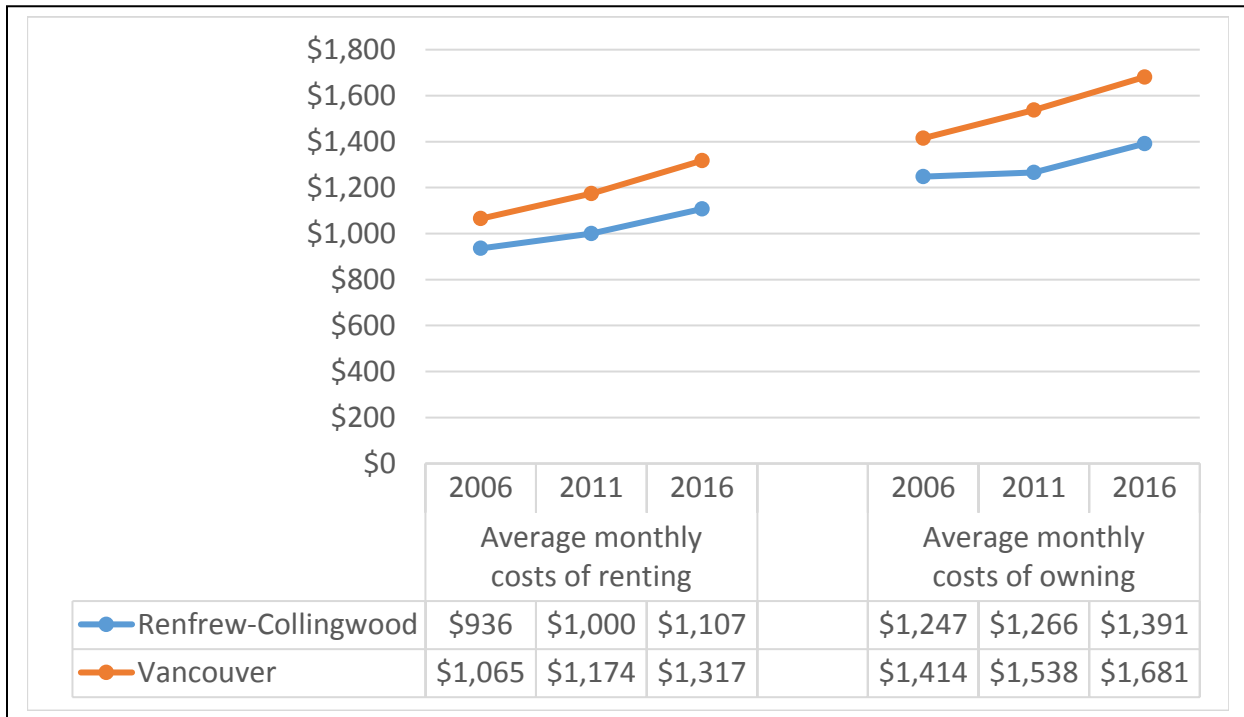
Source: Census

Average home value (2016 dollars), 2006 to 2016
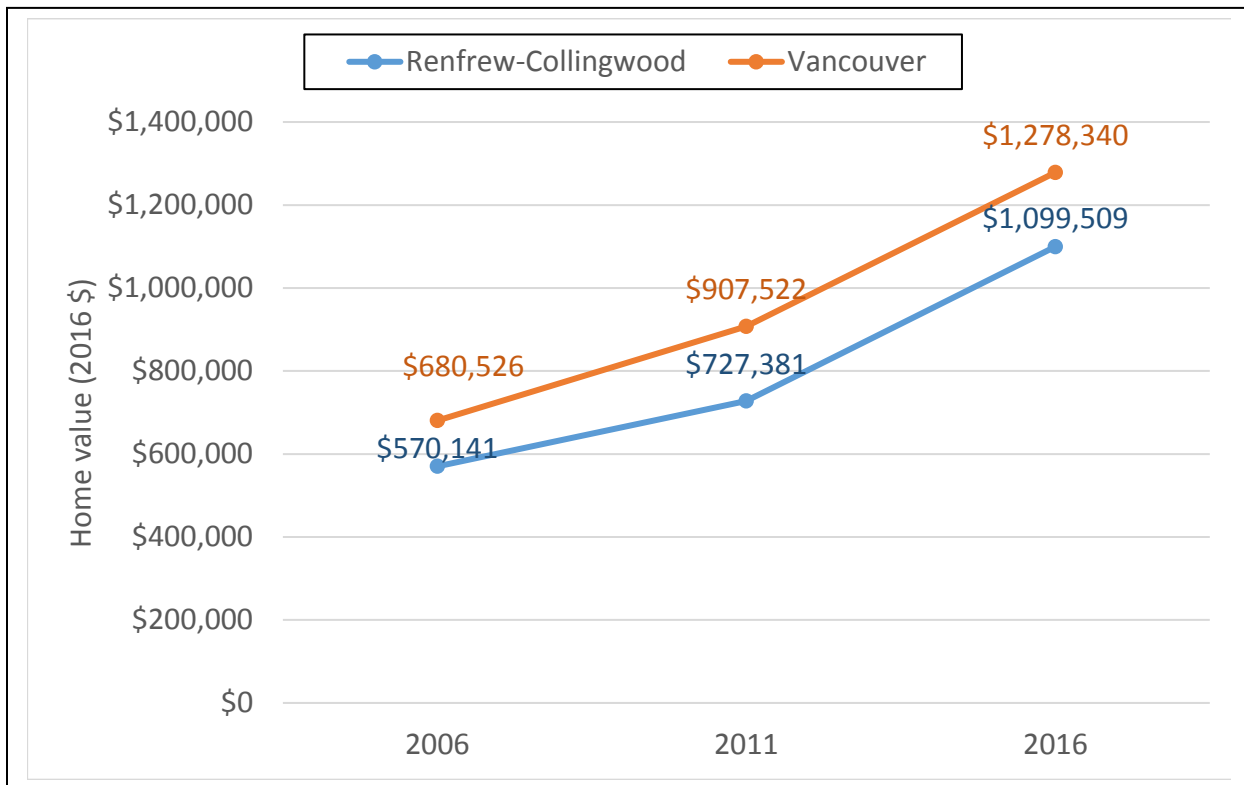
Source: Census

Labour force participation, age 15 plus, 2006 to 2016
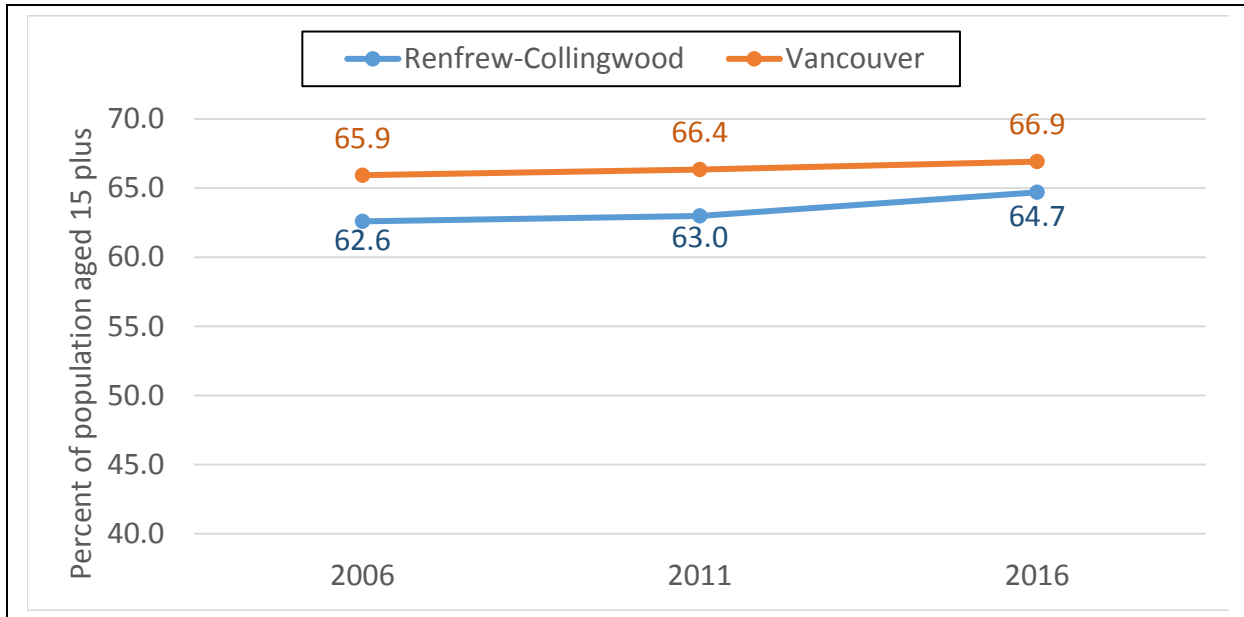
Source: Census

Unemployment rate, age 15 plus, 2006 to 2016
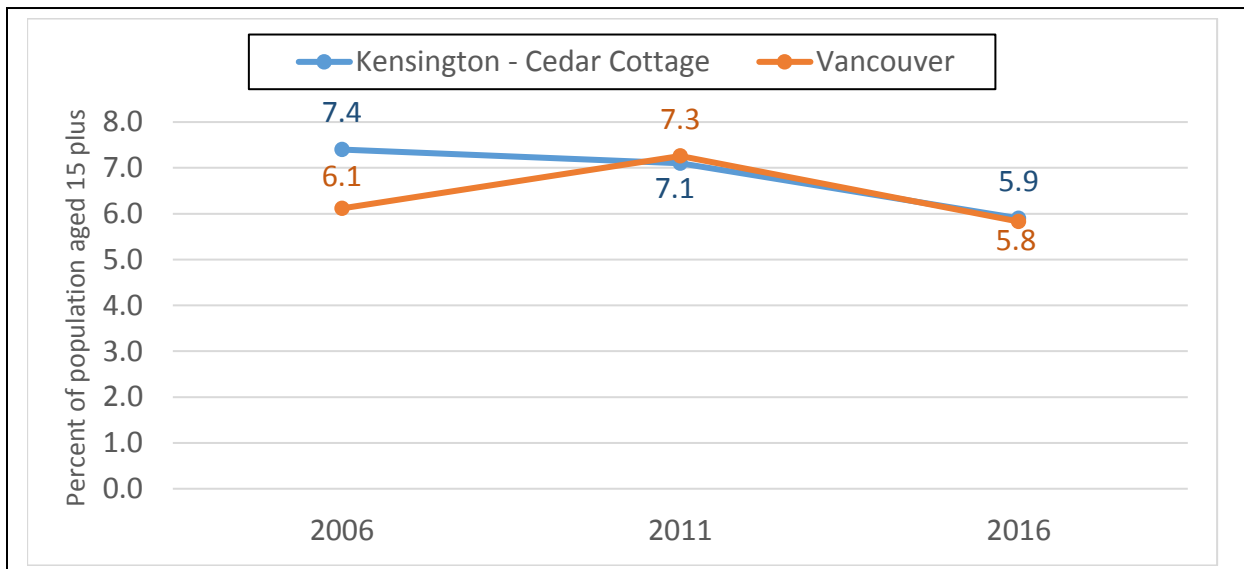
Source: Census

Percent of Working Population with Full-Year, Full-Time Employment, 2016
Renfrew-Collingwood: 47.86%
Vancouver: 48.8%

Percent of Working Population Who Work in the City of Vancouver, 2016
Renfrew-Collingwood: 59.4%
Vancouver: 68.7%

RESIDENTIAL MOBILITY

Percent who have moved in the past year, and in the past five years, 2006 to 2016

		% moved in past 1 year			% moved in the past 5 years	
	2006	2011	2016	2006	2011	2016
Renfrew-Collingwood	16.1	13.7	14.2	43.2	37.8	36.5
Vancouver	19.7	17.8	17.7	50.7	46.7	47.3
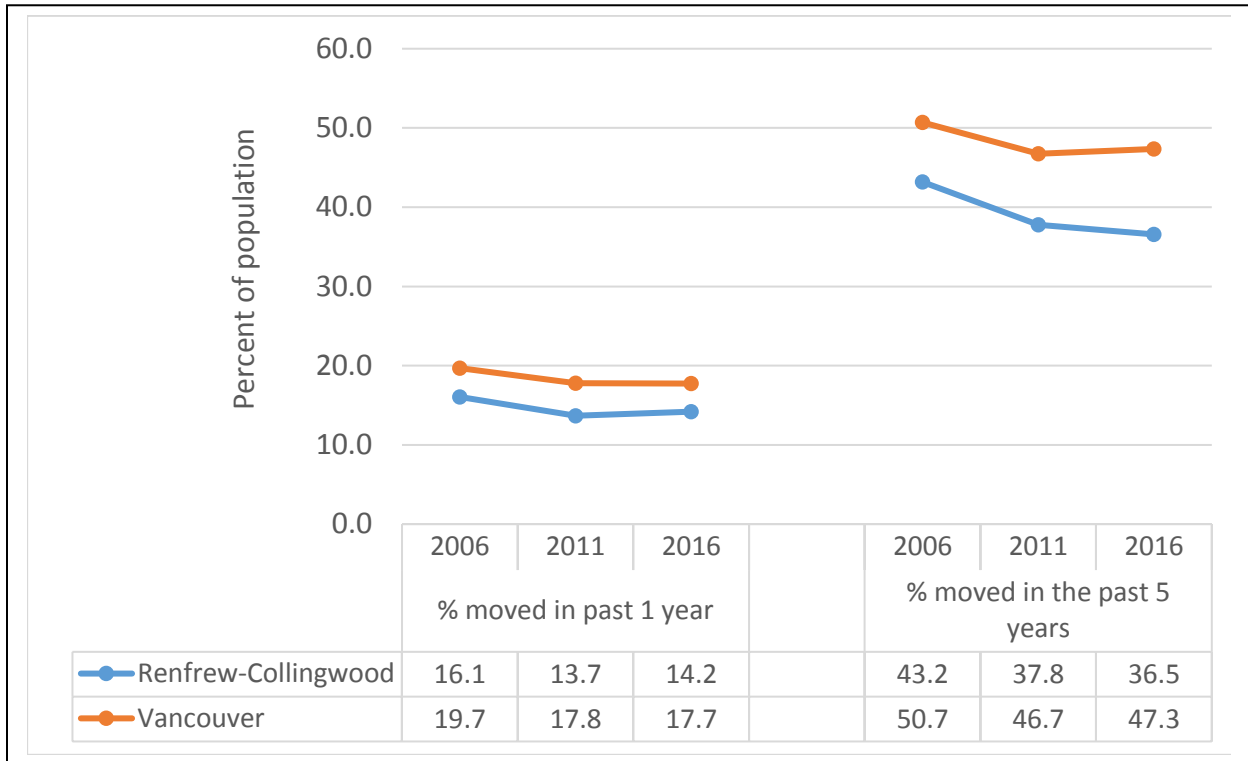
Source: Census

The HELP SES Index is a composite of seven census and taxfiler variables (see below) that together are particularly strong in accounting for the differences in EDI vulnerability rates across the province. The Index is set to an arbitrary value of 100 for the province in 2006. The HELP SES Index provides one overall SES number that can be used to show changes in SES over time, or to compare neighbourhoods at one point in time.

Renfrew-Collingwood: Components of the HELP SES Index, 2006 to 2016

	2006	2011	2016
% without a high school diploma	17.3	14.7	14.2
% not speaking either English or French at home	49.5	44.8	40.9
% lone parent families	18.4	19.5	20.1
% below after-tax Low Income measure, families with children under 6	30.8	23.8	19.4
% reporting investment income, families with children under 18	16.5	18.1	20.7
% with total incomes at least twice the provincial median, families with children under 18	15.2	18.7	22.5
% below after-tax Low Income measure, lone parent families with children under 6	70.5	55.2	57.9

Source: Census and Taxfiler

HELP SES Index, 2006 to 2016

SES Index	2006	2011	2016
Renfrew-Collingwood	82.2	91.4	94.6
Vancouver	98.4	106.8	111.9
British Columbia	100.0	103.6	106.9
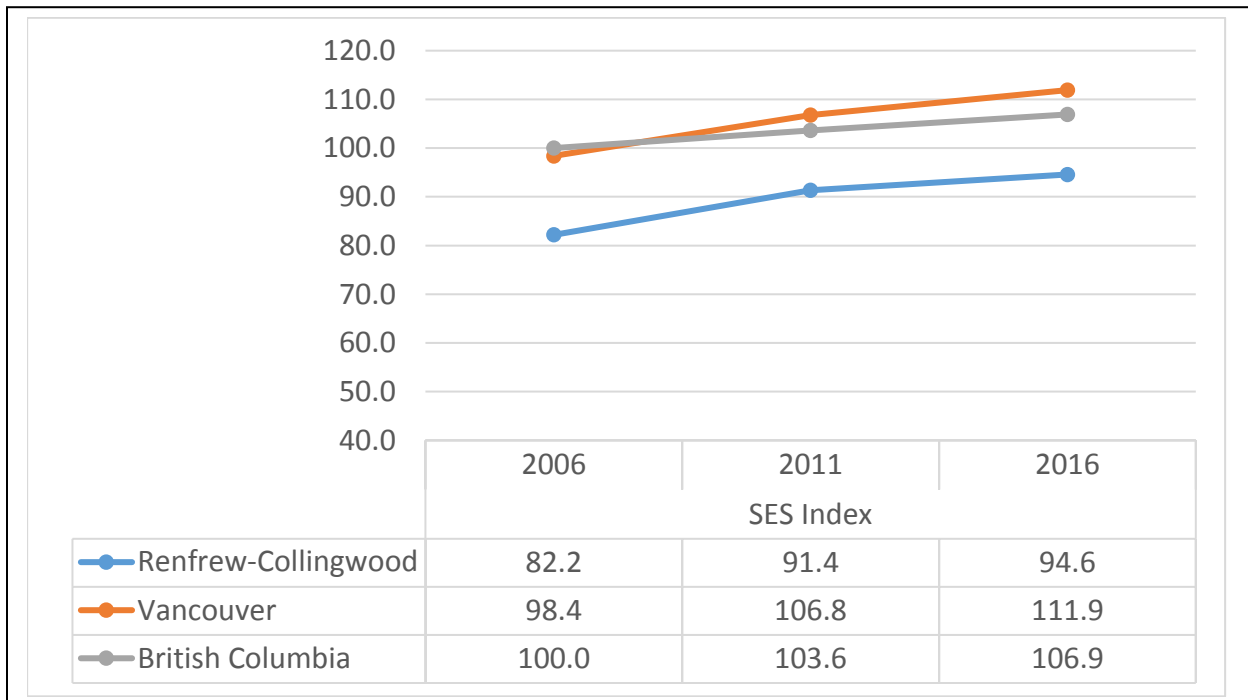
Source: Census and Taxfiler

Links:
Vancouver Community Profile
Vancouver Subscales Report
Data Library page with Excel file with all EDI scales for Waves 2 to 6

INTRODUCTION TO THE EDI

The five scales of the EDI are:

PHYSICAL HEALTH & WELL-BEING

Assesses children's gross and fine motor skills, physical independence and readiness for the school day. E.g. *Can the child hold a pencil? Is the child able to manipulate objects? Is the child on time for school?*

SOCIAL COMPETENCE

Assesses children's overall social competencies, capacity for respect and responsibility, approaches to learning, and readiness to explore new things. E.g. *Is the child able to follow class routines? Is the child self-confident? Is the child eager to read a new book?*

EMOTIONAL MATURITY

Assesses children's prosocial and helping behaviours, as well as hyperactivity and inattention, and aggressive, anxious and fearful behaviours. E.g. *Does the child comfort a child who is crying or upset? Does the child help clean up a mess?*

LANGUAGE & COGNITIVE DEVELOPMENT

Assesses children's basic and advanced literacy skills, numeracy skills, interest in math and reading, and memory. E.g. *Is the child interested in reading and writing? Can the child count and recognize numbers? Is the child able to read simple sentences?*

COMMUNICATION SKILLS & GENERAL KNOWLEDGE

Assesses children's English language skills and general knowledge. E.g. *Can the child tell a story? Can the child communicate with adults and children? Can the child take part in imaginative play?*

HOW DOES THE EDI MEASURE CHILDHOOD VULNERABILITY?

Data gathered from the EDI are used to report on childhood vulnerability rates. The data illustrate trends in vulnerability over time. Through data analyses and mapping, it also becomes possible to examine regional differences in child vulnerability at multiple geographical levels from a broad provincial snapshot to community and neighbourhood analyses.

Vulnerable children are those who, without additional support and care, are more likely to experience challenges in their school years and beyond. Vulnerability is assessed for each of the five EDI scales. Children whose scores fall below the vulnerability cut-off on a particular EDI scale are said to be vulnerable in that area of development.

REPORTING ON EDI VULNERABILITY

Vulnerability on the Five EDI Scales
The percentage of children vulnerable on each of the five scales of the EDI are measured and reported as vulnerability rates.

Vulnerable on One or More Scales
Vulnerable on One or More Scales is a summary measure that reports the percentage of children who are vulnerable on at least one or more of the five scales of the EDI. Children represented by this measure may be vulnerable on only one scale or may be experiencing vulnerabilities on two, three, four or all five scales of the EDI.

SCHOOL DISTRICT RESULTS

DIFFERENCES ACROSS BC SCHOOL DISTRICTS

53% HIGHEST

↕

9% LOWEST

VULNERABILITY RATES

There is a wide range in vulnerability rates across all BC school districts in Wave 6. Provincially, the range differs on each of the five EDI scales. The lowest school district-level vulnerability rate on the measure Vulnerable on One or More Scales is 9%, while the highest is 53%.

For individual scales, the lowest school district-level vulnerability rate in the province is found on the Communication Scale at 2% while the highest is on the Physical Health and Well-Being Scale at 32%.

Figure 5 illustrates Vancouver's vulnerability rates for each scale and the summary measure, Vulnerable on One or More Scales, for Wave 6 in comparison to results from all other school districts in the province. Each coloured bar in Figure 5 represents one school district's vulnerability rate, which are ordered from lowest to highest vulnerability. The black bar represents this school district's vulnerability rates.

See Figure 6 (Wave 6 EDI data for all school districts) on the following page for a detailed comparison of EDI results for all school districts in the province.

Figure 5. Vancouver results in a provincial context
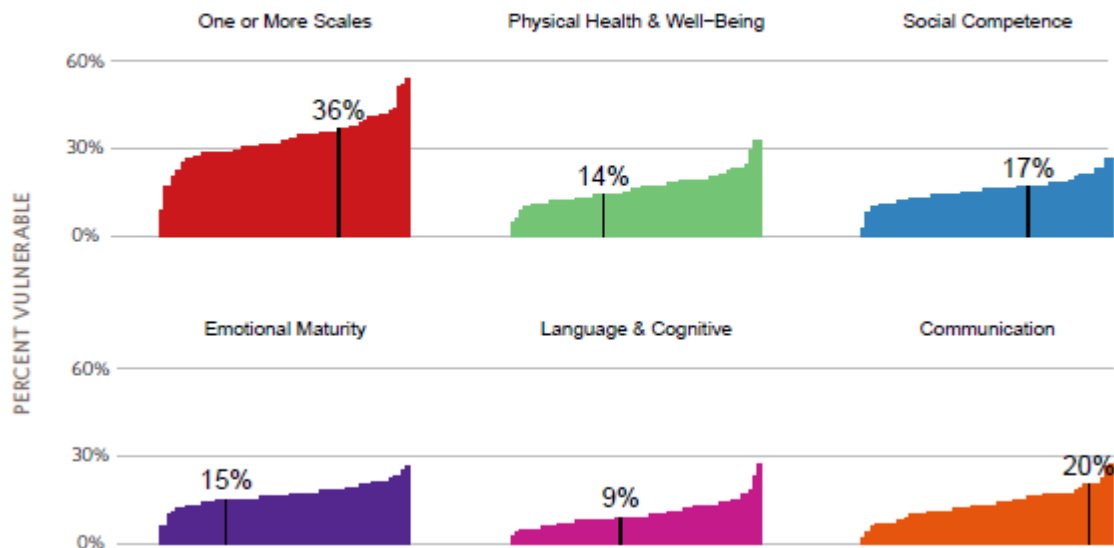
NEIGHBOURHOOD PROFILES

■ RENFREW - COLLINGWOOD

WAVE 6

NUMBER OF CHILDREN: 328

	School District Average	# Vulnerable Children	Percent Vulnerable
Physical		49	15%
Social		52	16%
Emotional		32	10%
Language		36	11%
Communication		85	26%
One or More Scales		127	39%

Percent Vulnerable scale: 0 25 50 75 100
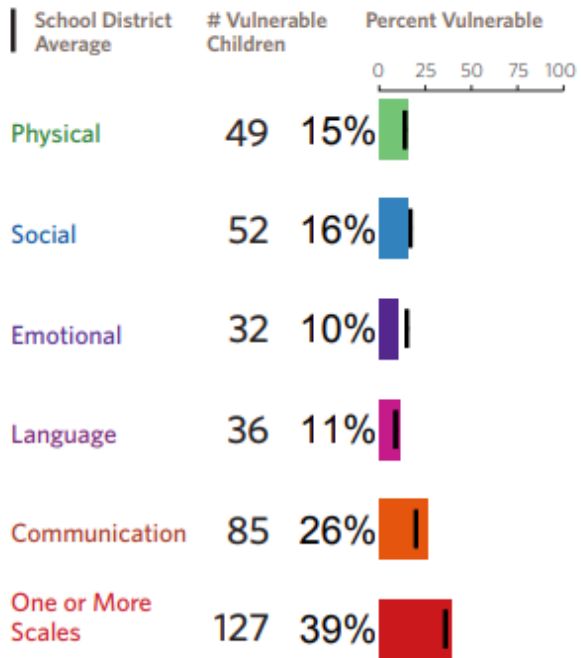
CHANGE OVER TIME

One or More Scales	LONG-TERM TREND (W2-W6) MEANINGFUL DECREASE	RECENT TREND (W5-W6) NO MEANINGFUL CHANGE

PERCENT VULNERABLE
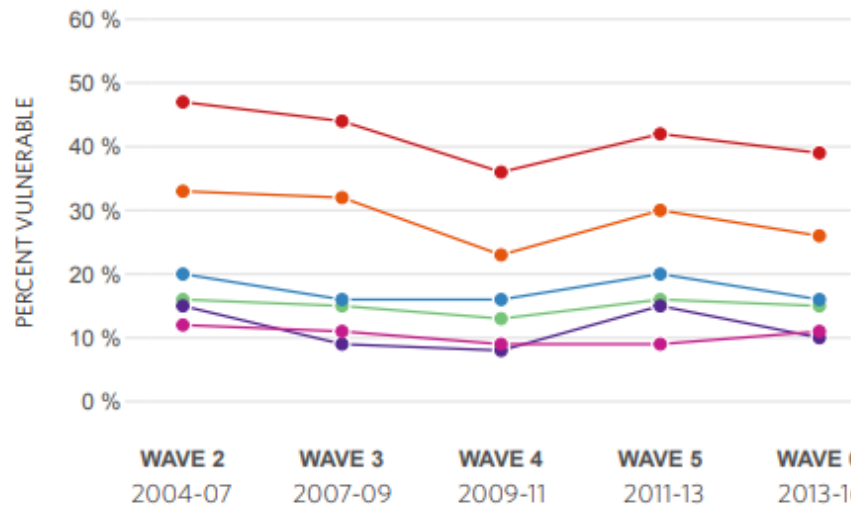
	WAVE 2 2004-07	WAVE 3 2007-09	WAVE 4 2009-11	WAVE 5 2011-13	WAVE 6 2013-16
Physical	16	15	13	16	15
Social	20	16	16	20	16
Emotional	15	9	8	15	10
Language	12	11	9	9	11
Communication	33	32	23	30	26
One or More Scales	47	44	36	42	39

INTRODUCTION TO EDI SUBSCALES

Figure 1 provides general profiles for each of the 15 EDI subscales that are considered to reflect children who are 'developmentally on track' or 'developmentally ready for school' in these particular areas of development.

Figure 1: Relationship between EDI Scales and Subscales

VULNERABLE ON 1 OR MORE SCALES

SCALES

Physical Health & Well-Being | **Social Competence** | **Emotional Maturity** | **Language & Cognitive Development** | **Communication Skills & General Knowledge**

SUBSCALES

Gross & Fine Motor Skills
An excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.

Physical Independence
Independent in looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.

Physical Readiness for the School Day
Never or almost never experienced being dressed inappropriately for school activities, coming to school tired, late or hungry.

Overall Social Competence
Excellent or good overall social development, very good ability to get along with other children and play with various children, usually cooperative and self-confident.

Approaches to Learning
Always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.

Readiness to Explore New Things
Curious about the surrounding world, and are eager to explore new books, toys and games.

Respect & Responsibility
Always or most of the time show respect for others, and other's property, follow rules and take care of materials, accept responsibility for actions, and show self-control.

Aggressive Behaviour
Rarely or never show most of the aggressive behaviours; do not use aggression as a means of solving a conflict, do not have temper tantrums, and are not mean to others.

Anxious & Fearful Behaviour
Rarely or never show most of the anxious behaviours; are happy and able to enjoy school, and are comfortable being left at school by caregivers.

Hyperactive & Inattentive Behavior
Never show most of the hyperactive behaviours; are able to concentrate, settle in to chosen activities, wait their turn, and most of the time think before doing something.

Prosocial & Helping Behaviour
Often show most of the helping behaviours: helping someone hurt, sick or upset, offering to help spontaneously, invite bystanders to join in.

Basic Literacy
Have all the basic literacy skills: know how to handle a book, can identify some letters and attach sounds to some letters, show awareness of rhyming words, know the writing directions, and are able to write their own name.

Advanced Literacy
Have at least half of the advanced literacy skills: reading simple, complex words or sentences, writing voluntarily, writing simple words or sentences.

Basic Numeracy
Have all the basic numeracy skills: can count to 20 and recognize shapes and numbers, compare numbers, sort and classify, use one-to-one correspondence, and understand simple time concepts.

Interest in Literacy, Numeracy & Memory
Show an interest in books and reading, math and numbers, and have no difficulty with remembering things.

No Subscales

Subscale descriptions based on: *Early Development Instrument domains and subdomains.* Offord Centre for Child Studies. Hamilton, ON: McMaster University.

INTRODUCTION TO EDI SUBSCALES

UNDERSTANDING SCALE AND SUBSCALE TRENDS

HOW TO READ THE TREND GRAPHS

A **downward trend line** indicates that **children are doing better than before**, and that the subscale is contributing to a decrease in the vulnerability rate.

An **upward trend line** indicates that **children are doing worse than before**, and that the subscale is contributing to an increase in the vulnerability rate.

* In order to track changes in subscales over time, subscale data is standardized to a baseline of Wave 2 data.

Scale Name

	Long Term	Short Term
Emotional Maturity	▲	●

% Vulnerable

50
40
30
20
10
0

W2   W3   W4   W5   W6

Type of Trend

Long Term Trend (W2 - W6)

Short Term Trend (W5 - W6)

Direction of Trend

▲ Getting Worse
● No Change
▼ Getting Better

	Long Term	Short Term
Aggressive	▲	●
Anxious & Fearful	▲	▲
Hyperactive & Inattentive	▲	●
Prosocial & Helping	▼	●

Subscale Legend

Maximum Range
(standardized score: -1.0)

Baseline*
Provincial average at Wave 2
(standardized score: 0*)

Minimum Range
(standardized score: +1.0)

Worse
-1.0
-0.5
BC
W2   0.0
0.5
Better
1.0

W2	W3	W4	W5	W6
2004-07	2007-09	2009-11	2011-13	2013-16

Waves of Data

A 'Wave' is a 2-3 year data collection period, based on the annual school calendar (September – June)

SCALES

Physical Health & Well-Being
Long Term ▲   Short Term ●

% Vulnerable

Social Competence
Long Term ▲   Short Term ●

Emotional Maturity
Long Term ▲   Short Term ●

Language & Cognitive Development
Long Term ●   Short Term ●

As components of the EDI Scales, EDI subscales provide more detailed information and can reveal which developmental areas are contributing to increases or decreases in scale-level vulnerability rates.

SUBSCALES

	Long Term	Short Term
Gross & Fine Motor Skills	●	●
Physical Independence	▲	●
Physical Readiness	▲	▼

	Long Term	Short Term
Overall Social Competence	▲	●
Approaches to Learning	▲	●
Explore New Things	●	●
Respect & Responsibility	▲	●

	Long Term	Short Term
Aggressive	▲	●
Anxious & Fearful	▲	▲
Hyperactive & Inattentive	▲	▲
Prosocial & Helping	●	▼

	Long Term	Short Term
Basic Literacy	▼	●
Advanced Literacy	▼	●
Basic Numeracy	▼	●
Interest in Literacy, Numeracy & Memory	▼	●

Worse ← → Better   BC W2

W2	W3	W4	W5	W6
2004-07	2007-09	2009-11	2011-13	2013-16

TYPE OF TREND   **Long Term** (W2 - W6)   **Short Term** (W5 - W6)   **DIRECTION OF TREND**   ▲ Getting Worse   ● No Change   ▼ Getting Better

Trend note: The precise amount of change that is required to meet the threshold for being a meaningful trend ("getting better" or "getting worse") is unique for each EDI scale and subscale.

SCALES

Physical Health & Well-Being — Long Term ●, Short Term ▼

Social Competence — Long Term ▲, Short Term ▲

Emotional Maturity — Long Term ▲, Short Term ▲

Language & Cognitive Development — Long Term ▼, Short Term ●

As components of the EDI Scales, EDI subscales provide more detailed information and can reveal which developmental areas are contributing to increases or decreases in scale-level vulnerability rates.

SUBSCALES

Subscale	Long Term	Short Term
Gross & Fine Motor Skills	▲	▲
Physical Independence	▲	●
Physical Readiness	▼	▼
Overall Social Competence	▲	▲
Approaches to Learning	▲	▲
Explore New Things	▲	▲
Respect & Responsibility	▲	▲
Aggressive	●	●
Anxious & Fearful	▲	▲
Hyperactive & Inattentive	▲	▲
Prosocial & Helping	▲	▼
Basic Literacy	▼	●
Advanced Literacy	▼	●
Basic Numeracy	▼	▼
Interest in Literacy, Numeracy & Memory	●	▲

W2 2004-07, W3 2007-09, W4 2009-11, W5 2011-13, W6 2013-16

TYPE OF TREND Long Term (W2 - W6) Short Term (W5 - W6) **DIRECTION OF TREND** ▲ Getting Worse ● No Change ▼ Getting Better

Trend note: The precise amount of change that is required to meet the threshold for being a meaningful trend ("getting better" or "getting worse") is unique for each EDI scale and subscale.

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SCALES

Physical Health & Well-Being
Long Term: No Change
Short Term: No Change

Social Competence
Long Term: Getting Better
Short Term: Getting Better

Emotional Maturity
Long Term: Getting Better
Short Term: Getting Better

Language & Cognitive Development
Long Term: No Change
Short Term: No Change

As components of the EDI Scales, EDI subscales provide more detailed information and can reveal which developmental areas are contributing to increases or decreases in scale-level vulnerability rates.

SUBSCALES

Subscale	Long Term	Short Term
Gross & Fine Motor Skills	No Change	Getting Worse
Physical Independence	No Change	No Change
Physical Readiness	Getting Better	No Change

Subscale	Long Term	Short Term
Overall Social Competence	No Change	No Change
Approaches to Learning	Getting Better	Getting Better
Explore New Things	Getting Worse	Getting Worse
Respect & Responsibility	Getting Better	Getting Better

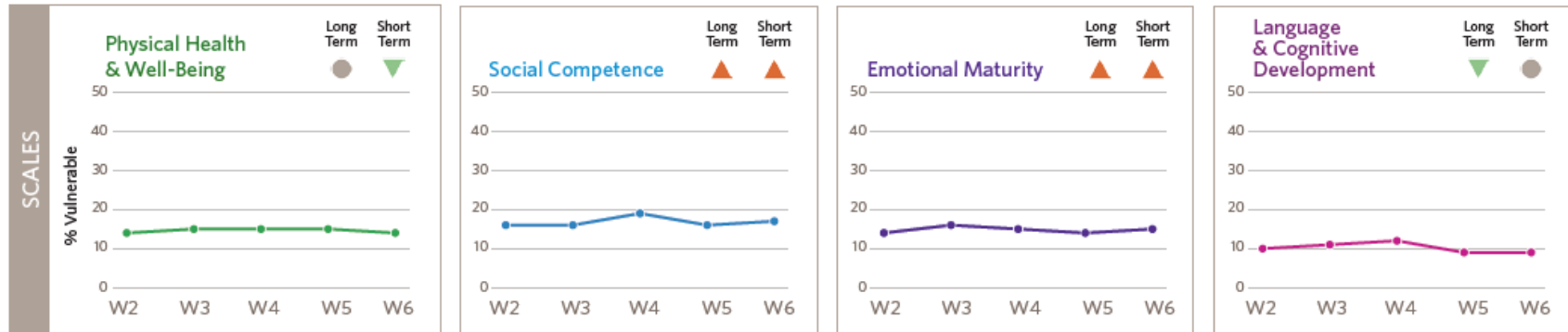| Subscale	Long Term	Short Term
Aggressive	Getting Better	Getting Better
Anxious & Fearful	No Change	Getting Worse
Hyperactive & Inattentive	Getting Better	No Change
Prosocial & Helping	Getting Better	Getting Better

Subscale	Long Term	Short Term
Basic Literacy	No Change	Getting Worse
Advanced Literacy	Getting Better	Getting Better
Basic Numeracy	No Change	No Change
Interest in Literacy, Numeracy & Memory	No Change	Getting Worse

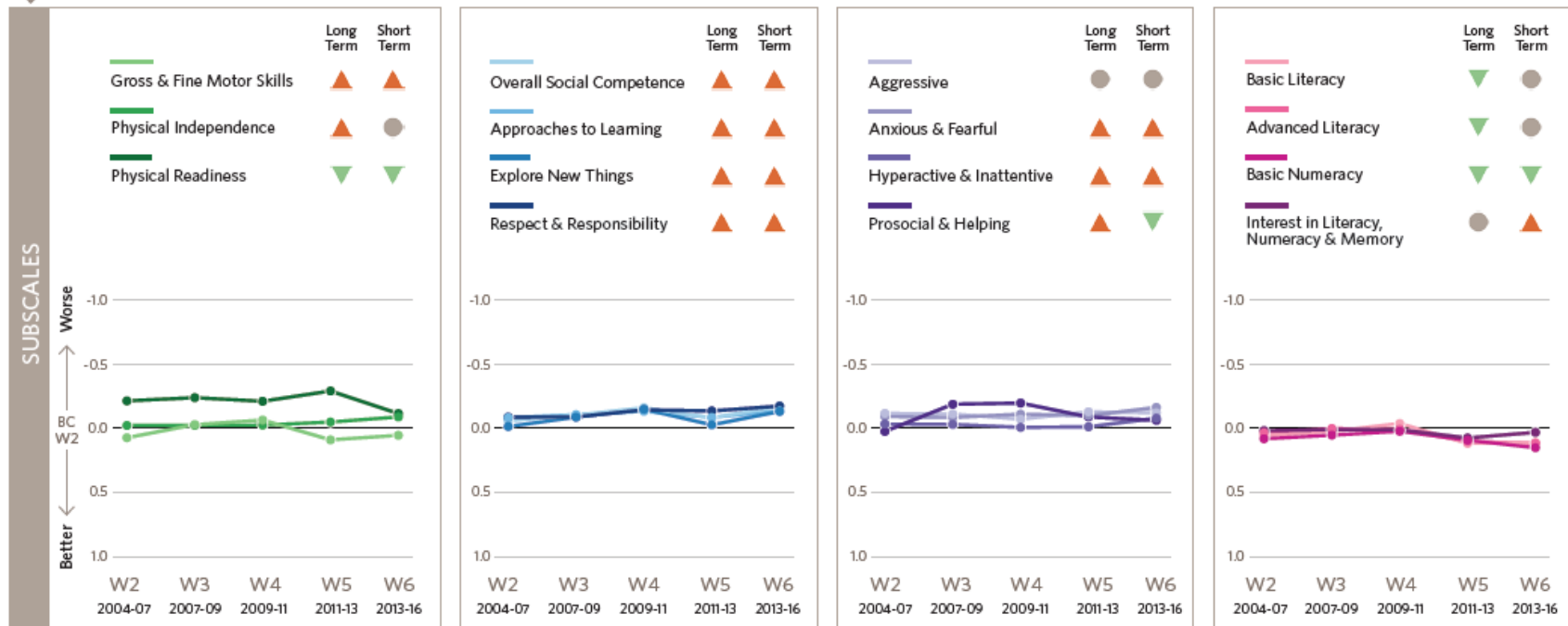**TYPE OF TREND** Long Term (W2 - W6)   Short Term (W5 - W6)   **DIRECTION OF TREND** ▲ Getting Worse   ● No Change   ▼ Getting Better
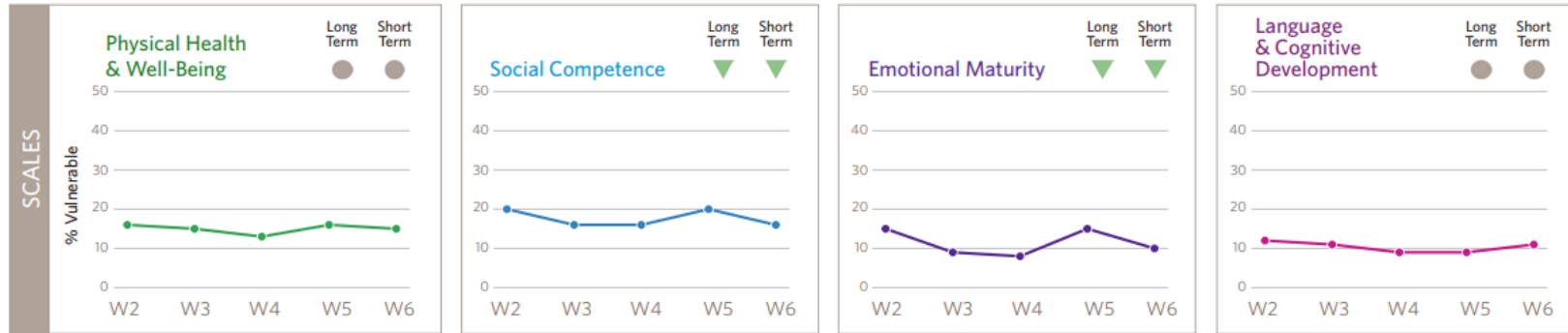
Trend note: The precise amount of change that is required to meet the threshold for being a meaningful trend ("getting better" or "getting worse") is unique for each EDI scale and subscale.
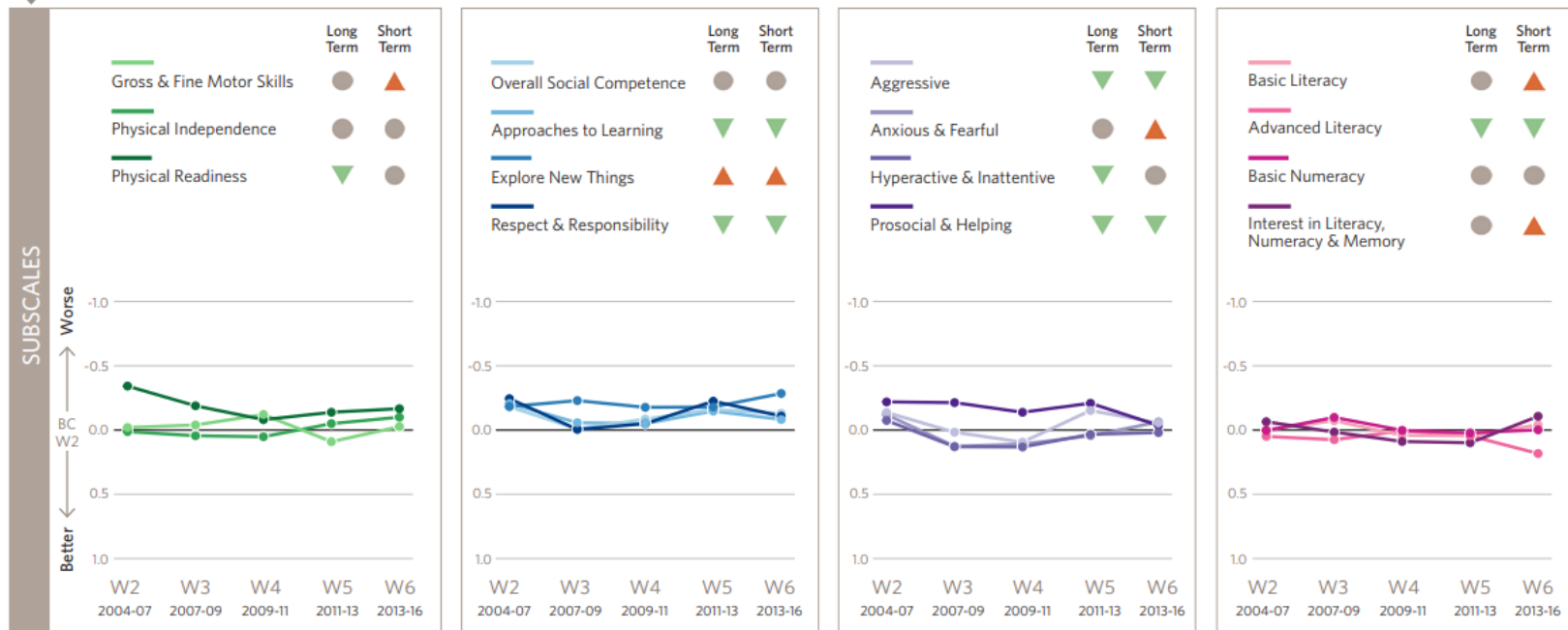
Note: Data are suppressed where there are fewer than 35 children.

42

MDI Grade 4 (2014)
Link:
Vancouver Grade 4 MDI Report (2014)

Vancouver (SD39)
MDI Grade 4 Results, 2013-2014

District total sample: 2,401 | Participation rate: 70%

MDI WELL-BEING INDEX

45%
29%
26%
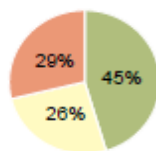
☐ Thriving   ☐ Medium to High Well-Being   ☐ Low Well-Being

% OF CHILDREN REPORTING EACH ASSET

Adult Relationships 78%
After School Activities 83%
Peer Relationships 84%
Nutrition and Sleep 70%
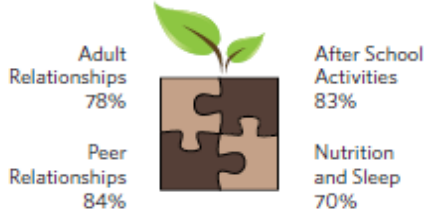
■ 90-100% ■ 80-89% ■ 70-79% ☐ <70%

OF IMPORTANT ADULTS AT SCHOOL

66% 2 or more   12% One   22% None

FREQUENCY OF VICTIMIZATION DURING THE SCHOOL YEAR

Physical | Verbal | Social | Cyber

☐ Not at all ☐ Once/a few times ☐ About every month
☐ About every week ☐ Many times a week
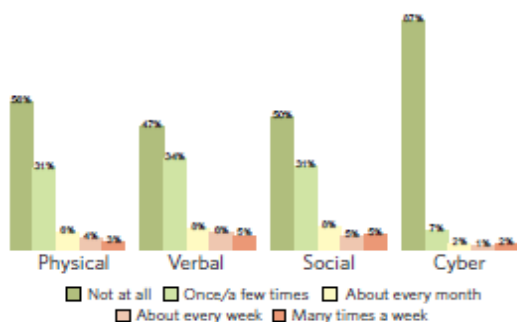
WHAT DO THESE GRAPHS MEAN?

For more information about the individual subscales and how they were calculated, turn to Section 4: Index of Terms.

MDI Sub-scale	% High	% Medium	% Low

SOCIAL & EMOTIONAL DEVELOPMENT

	% High	% Medium	% Low
Optimism	66	24	9
Empathy	78	17	5
Prosocial Behaviour	46	35	20
Self-Esteem	81	15	4
Happiness	65	25	10
Absence of Sadness	61	26	12
Absence of Worries	45	25	30

PHYSICAL HEALTH & WELL-BEING

	% High	% Medium	% Low
General Health	47	45	9
Body Image	62	29	8
Eating Breakfast	92		35
Meals with Adults at Home	76	7	16
Frequency of Good Sleep	71	13	16

CONNECTEDNESS TO ADULTS & PEERS

	% High	% Medium	% Low
Adults at School	69	27	4
Adults in the Neighbourhood	50	31	20
Adults at Home	87		112
Peer Belonging	70	20	10
Friendship Intimacy	72	18	10

SCHOOL EXPERIENCES

	% High	% Medium	% Low
Academic Self-Concept	81	15	4
School Climate	73	20	7
School Belonging	72	18	10

9
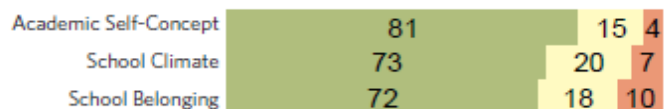
USE OF AFTER-SCHOOL TIME

WEEKLY AFTER-SCHOOL ACTIVITIES*

Not at all | Once per week | 2+ times per week

Any Organized Activity

17%
13%
70%

Sports

18%
27%
54%

Music & Arts

16%
30%
54%
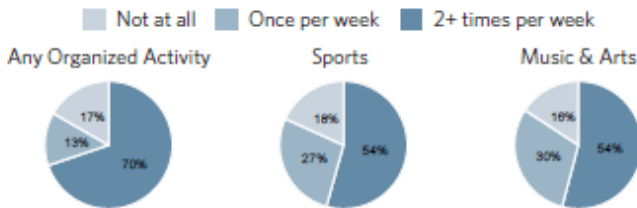
DAILY HOMEWORK, TV & COMPUTER USE*
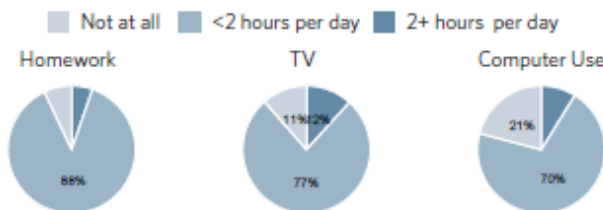
Not at all | <2 hours per day | 2+ hours per day

Homework

88%

TV

11% 12%
77%

Computer Use

21%
70%

*Values less than 10% are not labelled

ARE YOU ALREADY DOING ACTIVITIES YOU WISH TO BE DOING?

No	Yes	No and Yes
48%	71%	17%

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

Physical and/or Outdoor Activities:	573
Music and Fine Arts:	197
Friends and Playing:	157
Computer/Video Games:	143
Time with Family/at Home:	19
Free Time/Relaxing:	21
Other:	49

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	10%	18%	72%
Stay at school for an activity	61%	26%	13%
After-school program or child care	59%	17%	23%
Friend's house	49%	43%	8%
Park/playground/community centre	44%	38%	18%
The mall or stores	66%	28%	6%

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

Have to go straight home after school	37%
It is too difficult to get there	12%
The activity that I want is not offered	19%
The schedule does not fit the times that I can attend	32%
It's not safe for me to go	9%
I have too much homework to do	31%
My parents do not approve	18%
It costs too much	21%
I need to take care of siblings or do other things	13%
I am afraid I will not be good enough in that activity	13%
I'm too busy	40%
I don't know what is available	14%
None of my friends are interested or want to go	15%
Other	16%

10

Renfrew - Collingwood
MDI-4 Actionable Items, 2013-2014

Neighbourhood total sample: 208

% OF CHILDREN REPORTING EACH ASSET
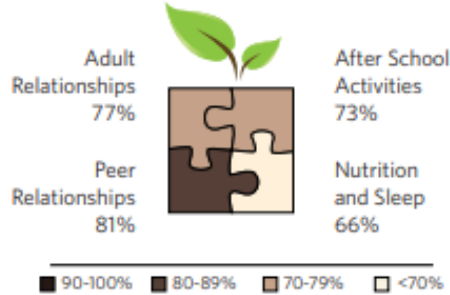
Adult Relationships 77%

After School Activities 73%

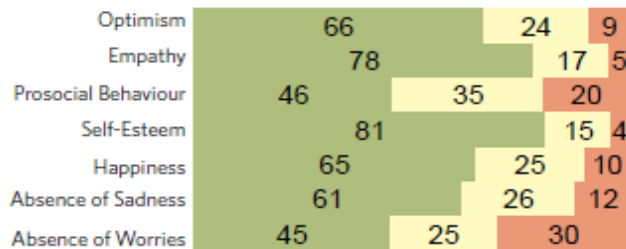Peer Relationships 81%
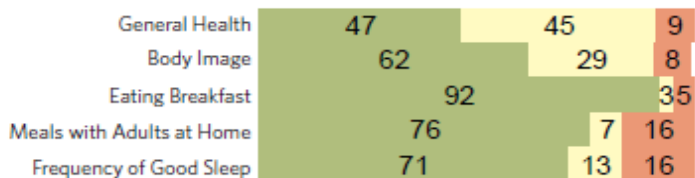
Nutrition and Sleep 66%

■ 90-100% ■ 80-89% □ 70-79% □ <70%

For more information about the individual subscales and how they were calculated, turn to Section 4: Index of Terms.
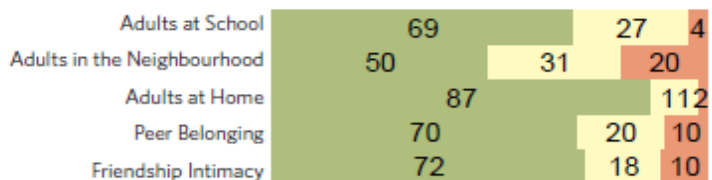
% High	% Medium	% Low	MDI Sub-scale

ADULT RELATIONSHIPS

64	31	5	Adults at School
43	35	22	Adults in the Neighbourhood
77	20	3	Adults at Home

PEER RELATIONSHIPS

64	22	14	Peer Belonging
75	14	10	Friendship Intimacy

NUTRITION & SLEEP

89	3	7	Eating Breakfast
75	7	18	Meals with Adults at Home
68	10	23	Frequency of Good Sleep

AFTER-SCHOOL ACTIVITIES

Any Organized Activity*

27% 14% 60%

Sports*

23% 34% 43%

Music & Arts*

19% 29% 51%

■ Not at all ■ Once per week ■ 2+ times per week

*Values less than 10% are not labelled

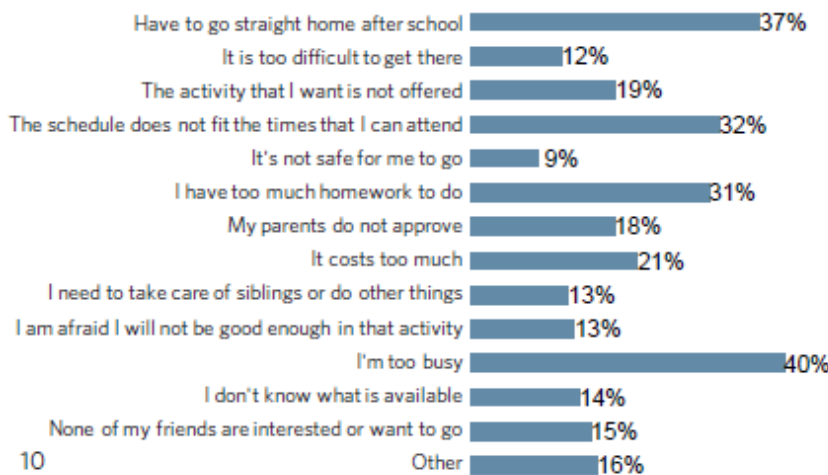## ARE YOU ALREADY DOING ACTIVITIES YOU WISH TO BE DOING?

No	Yes	No and Yes
47%	64%	11%

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

Physical and/or Outdoor Activities:	43
Music and Fine Arts:	20
Friends and Playing:	15
Computer/Video Games:	10
Time with Family/at Home:	1
Free Time/Relaxing:	3
Other:	4

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

I have to go straight home after school:	46%
It is too difficult to get there:	8%
The activity that I want is not offered:	21%
The schedule does not fit the times I can attend:	27%
It is not safe for me to go:	11%
I have too much homework to do:	32%
My parents do not approve:	16%
It costs too much:	24%
I need to take care of siblings or do things at home:	13%
I am afraid I will not be good enough in that activity:	16%
I'm too busy:	36%
I don't know what is available:	17%
None of my friends are interested or want to go:	12%
Other:	14%

MDI GRADE 7

NEIGHBOURHOOD PROFILE
RENFREW - COLLINGWOOD
Number of children: **223**

7

WELL-BEING INDEX

Percentage of children who reported:

- Thriving
- Medium to high well-being
- Low well-being

Neighbourhood

27%
44% 223 children
29%

School District Average

38% 35%
2,572 children
26%
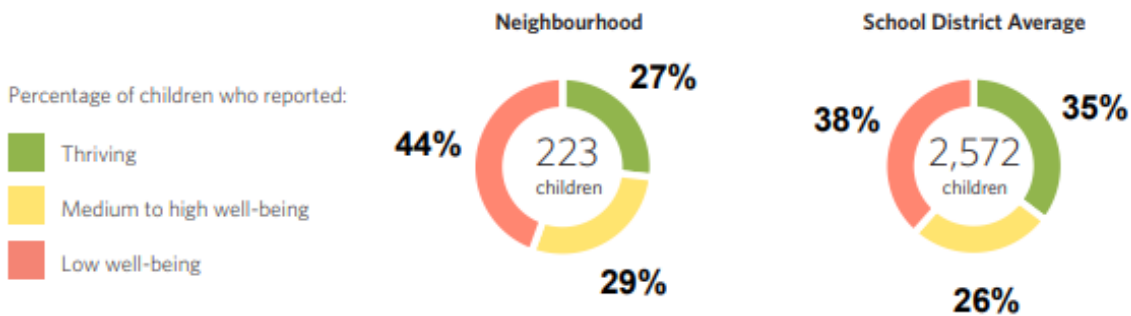
MEASURES COMPRISING THE WELL-BEING INDEX

Percentage of children who reported:

- High well-being
- Medium well-being
- Low well-being
- | School district average

0% 25% 50% 75% 100%

OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."

- 47%
- 36%
- 17%

SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g. "A lot of things about me are good."

- 59%
- 28%
- 13%

HAPPINESS

Happiness refers to how content or satisfied a person is with their life. e.g. "I am happy with my life."

- 47%
- 34%
- 19%

ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g. "I feel unhappy a lot of the time."

- 45%
- 35%
- 20%

GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"

- 32%
- 50%
- 19%

NEIGHBOURHOOD PROFILE: **RENFREW - COLLINGWOOD**

Number of children: 223

ASSETS INDEX

Percentage of children reporting the presence of the following assets in their lives:

Neighbourhood

64%
Adult
Relationships

85%
After-School
Activities

76%
Peer
Relationships

69%
Nutrition and
Sleep

School District Average

71%
Adult
Relationships

88%
After-School
Activities

81%
Peer
Relationships

71%
Nutrition and
Sleep

More assets

↑

90%>

80-89%

70-79%

<70%

↓

Fewer assets
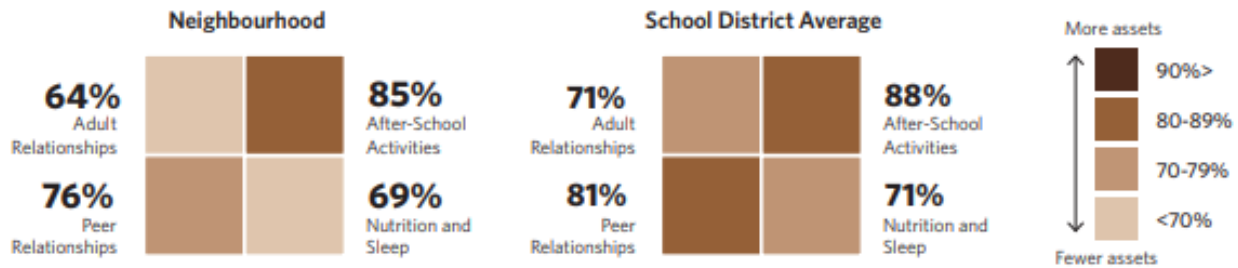
MEASURES COMPRISING THE ASSETS INDEX

Adult Relationships

At School
0% 25% 50% 75% 100%

55%

37%

8%

In the Neighbourhood

37%

34%

30%

At Home

65%

27%

9%

Nutrition and Sleep

Eating Breakfast
0% 25% 50% 75% 100%

75%

11%

14%

Meals with Adults at Home

79%

11%

10%

Frequency of Good Sleep

57%

23%

20%

High well-being

Medium well-being

Low well-being

| School district average

Peer Relationships

Peer Belonging
0% 25% 50% 75% 100%

58%

27%

15%

Friendship Intimacy

69%

20%

12%

After-School Activities

Any Organized Activity
0% 25% 50% 75% 100%

68%

16%

15%

2+ times per week

Once per week

Not at all

| School district average

47

NEIGHBOURHOOD PROFILE: **RENFREW - COLLINGWOOD**

Number of children: 223

USE OF AFTER-SCHOOL TIME

Are you already doing activities you wish to be doing?

28% No   **77%** Yes   **5%** Yes and No

Top activities children wish to be doing after-school	Number of Children
Physical and/or Outdoor Activities	30
Friends and Playing	11
Music and Fine Arts	10

Top barriers to participating in after-school activities	Number of Children
I have to go straight home after school	63
The schedule does not fit the times I can attend	57
I am too busy	56

During last week AFTER SCHOOL (from 3pm-6pm), how many days did you participate in:

	Not at all	Once a week	2+ times/ week
Educational lessons or activities	54%	24%	22%
Art or music lessons	65%	20%	15%
Youth organizations	74%	20%	6%
Individual sports with a coach or instructor	66%	15%	19%
Team sports with a coach or instructor	58%	14%	28%

In your neighbourhood/community there are places that provide programs for kids your age:

74% Yes   **5%** No   **22%** Don't Know

COMMUNITY BELONGING & SAFETY

Percentage of children who responded "**very much true**" when asked: **In your neighbourhood/community there are adults who:**

17% Really care about me.

15% Believe that I will be a success.

18% Listen to me when I have something to say.

In your neighbourhood/community there are safe places where you feel comfortable to hang out with friends:

82% Yes   **4%** No   **14%** Don't Know

48

My Health, My Community

My Health My Community is a web-based health and wellness survey that gives residents the opportunity to help influence their community's health priorities. This innovative new initiative was created through a joint partnership between Vancouver Coastal Health, Fraser Health and the UBC Faculty of Medicine eHealth Strategy Office.

The survey asks people, aged 18 and up who live in the Vancouver Coastal Health and Fraser Health regions, to provide information about their health, lifestyle choices, community involvement and neighbourhood characteristics. This information will help us improve future community programs and services that are more relevant to your health and wellness needs.

Link to My Health, My Community

Link to Vancouver Community Health Profile

Births and Low Birth Rate

Number and Percent of Births in Vancouver by Age of Mother, 2015/16 to 2017/18

Age of mother	2015/16		2016/17		2017/18	
	Number	Percent	Number	Percent	Number	Percent
15-19	28	0.5	27	0.4	19	0.3
20-24	237	3.8	215	3.4	195	3.2
25-29	1074	17.4	1046	16.6	992	16.2
30-34	2498	40.5	2607	41.5	2517	41.1
35-39	1865	30.2	1909	30.4	1916	31.3
40-44	436	7.1	441	7.0	449	7.3
45-49	33	0.5	36	0.6	27	0.4
50-54	2	0.0	3	0.0	6	0.1
Total	6173	100.0	6284	100.0	6121	100.0

Source: BC Vital Statistics Agency https://www2.gov.bc.ca/assets/gov/birth-adoption-death-marriage-and-divorce/statistics-reports/annual-reports/2015/pdf/annual-report-2015.pdf

Number and Rate of Live Births and Low Birth Weight, 2011 to 2015, by Community Health Areas

	Live Births		Low Birth Weight	
	Number	Rate[1]	Number	Rate[2]
City Centre	5507	9.05	321	58.29
Downtown Eastside	3090	10.09	200	64.72
North East	5124	9.71	337	65.77
West Side	5329	7.88	243	45.60
Midtown	5546	12.18	349	62.93
South Vancouver	6195	9.01	430	69.41
Vancouver Overall	30791	9.44	1880	61.06

Source: BC Vital Statistics Agency https://www2.gov.bc.ca/assets/gov/birth-adoption-death-marriage-and-divorce/statistics-reports/annual-reports/2015/pdf/annual-report-2015.pdf

1 Per 1,000 in the population
2 Per 1,000 live births

Immunization

Two-year-old Immunization Coverage Rates, Vancouver, 2003 to 2012

Up-to-date for age:
2003   61%
2006   70%
2009   65%
2012   72%

Source: Vancouver Coastal Health Authority
http://www.vch.ca/Documents/VCH-Two-Year-Old-Immunization-Coverage-Rates.pdf

Early Childhood Education and Care

Renfrew-Collingwood: Child Care Facilities (as of December 2018)

Number of Licensees by Type

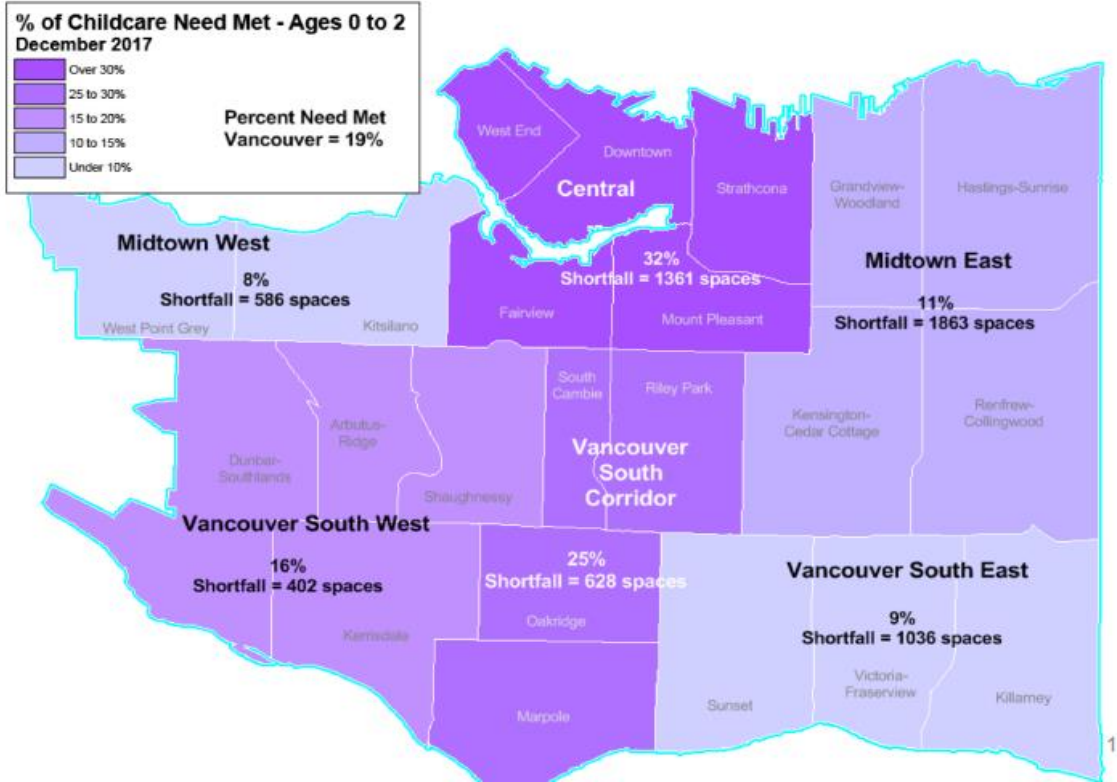| Licence Type	Number
Group Care, Infant/Toddler	5
Group Care, 30 months to school age	11
Group Care, School age	10
Preschool	8
Occasional care	0
Licensed family child care	7
Registered licence-not-required child care	6
In-home multi-age child care	4

Details for All Centre-based Licensees

Name	Licence Type	Legal Status	Licensed Capacity
Academics preKindergarten Kingsway	Group Daycare (30mths - School Age)	For Profit	40
Academics preKindergarten Kingsway (Infant/Toddler)	Group Daycare (under 36 mths)	For Profit	40
Beaconsfield Out of School Care	Group Care School Age	Non-Profit	35
Children's Hearing & Speech Centre of BC	Group Daycare (30mths - School Age)	Non-Profit	16
Children's Hearing & Speech Centre of BC	Preschool (30mths - School Age)	Non-Profit	16
Cityreach Out of School Care	Group Care School Age	Non-Profit	35
Collingwood Annex Preschool	Preschool (30mths - School Age)	Non-Profit	18
Collingwood Early Learning and Care Centre	Group Daycare (30mths - School Age)	Non-Profit	25
Collingwood NBH House Child Care Centre (Infant/Toddler)	Group Daycare (under 36 mths)	Non-Profit	24
Collingwood NBH House Preschool	Preschool (30mths - School Age)	Non-Profit	20
Collingwood School Age Child Care Centre	Group Care School Age	Non-Profit	24
Duke Street Early Learning and Care Centre	Group Daycare (30mths - School Age)	Non-Profit	32
Frog Hollow NBH House's Nootka Group Child Care	Group Care School Age	Non-Profit	40

Frog Hollow NBH House's Satellite Daycare	Group Daycare (under 36 mths)	Non-Profit	12
Graham Bruce School Age Child Care Centre	Group Care School Age	Non-Profit	30
Grenfell School Age Child Care Centre	Group Care School Age	Non-Profit	32
Happy Corner Parent Participation Preschool	Preschool (30mths - School Age)	Non-Profit	20
Le Soleil Montessori School 2	Preschool (30mths - School Age)	For Profit	20
Little Creations Montessori Preschool	Preschool (30mths - School Age)	For Profit	20
Meta Montessori House	Group Daycare (30mths - School Age)	For Profit	8
Norquay School Age Child Care Centre	Group Care School Age	Non-Profit	58
Reach for the Stars Montessori Learning Academy ll	Group Daycare (30mths - School Age)	For Profit	25
Renfrew Park Community Centre Preschool	Preschool (30mths - School Age)	Non-Profit	40
Renfrew School Age Child Care Centre	Group Care School Age	Non-Profit	60
Renfrew Station YMCA Child Care (3-5 Program)	Group Daycare (30mths - School Age)	Non-Profit	25
Renfrew Station YMCA Child Care (Infant/Toddler)	Group Daycare (under 36 mths)	Non-Profit	12
Sarah House Early Learning and Care Centre	Group Daycare (30mths - School Age)	Non-Profit	25
Terry Tayler Early Learning and Care Centre	Group Daycare (under 36 mths)	Non-Profit	12
Terry Tayler Early Learning and Care Centre (3-5 Program)	Group Daycare (30mths - School Age)	Non-Profit	25
The Warehouse Out of School Care	Group Care School Age	Non-Profit	30
Thrive Kids Club VCS	Group Care School Age	For Profit	54
Westside Montessori Academy	Group Daycare (30mths - School Age)	For Profit	25
Wind and Tide Child Development Centre-Broadway	Group Daycare (30mths - School Age)	For Profit	25
Wind and Tide Preschool - Broadway	Preschool (30mths - School Age)	For Profit	20

Child Care Need in City of Vancouver, as of December 2017

Childcare Need in the City of Vancouver

CITY OF VANCOUVER

% of Childcare Need Met - Ages 3 to 4
December 2017

- Over 90%
- 50 to 90%
- 45 to 50%
- 40 to 45%
- Under 40%

Percent Need Met Vancouver = 59%

West End

Downtown

Central

Strathcona

Grandview-Woodland

Hastings-Sunrise

Midtown East

Midtown West
49%
Shortfall = 251 spaces

West Point Grey

Kitsilano

Fairview

93%
Shortfall = 81 spaces

Mount Pleasant

43%
Shortfall = 1077 spaces

South Cambie

Riley Park

Kensington-Cedar Cottage

Renfrew-Collingwood

Arbutus-Ridge

Vancouver South Corridor

Dunbar-Southlands

Shaughnessy

Vancouver South West
49%
Shortfall = 261 spaces

87%
Shortfall = 97 spaces

Oakridge

Vancouver South East
38%
Shortfall = 688 spaces

Kerrisdale

Marpole

Sunset

Victoria-Fraserview

Killarney

2

Childcare Need in the City of Vancouver

% of Childcare Need Met - Ages 0 to 4
December 2017

- Over 55%
- 40 to 55%
- 30 to 40%
- 25 to 30%
- Under 25%

Percent Need Met
Vancouver = 37%

Midtown West
26%
Shortfall = 837 spaces

West End

Downtown

Central
56%
Shortfall = 1442 spaces

Fairview

West Point Grey

Kitsilano

Strathcona

Mount Pleasant

Grandview-Woodland

Hastings-Sunrise

Midtown East
26%
Shortfall = 2940 spaces

South Cambie

Riley Park

Vancouver South Corridor

Kensington-Cedar Cottage

Renfrew-Collingwood

Arbutus-Ridge

Dunbar-Southlands

Shaughnessy

Vancouver South West
33%
Shortfall = 663 spaces

Kerrisdale

54%
Shortfall = 725 spaces

Oakridge

Vancouver South East
23%
Shortfall = 1723 spaces

Marpole

Sunset

Victoria-Fraserview

Killarney

Childcare Need in the City of Vancouver

CITY OF VANCOUVER

% of Childcare Need Met - Ages 5 to 12
December 2017

- Over 45%
- 40 to 45%
- 35 to 40%
- 30 to 35%
- Under 30%

Percent Need Met
Vancouver = 35%

West End

Downtown

Central

Strathcona

Grandview-Woodland

Hastings-Sunrise

Midtown West
39%
Shortfall = 767 spaces

West Point Grey

Kitsilano

Fairview

Mount Pleasant

42%
Shortfall = 1213 spaces

Midtown East
34%
Shortfall = 2817 spaces

South Cambie

Riley Park

Arbutus-Ridge

Dunbar-Southlands

Shaughnessy

Kensington-Cedar Cottage

Renfrew-Collingwood

Vancouver South Corridor

Vancouver South West
32%
Shortfall = 1351 spaces

Kerrisdale

48%
Shortfall = 923 spaces

Oakridge

Vancouver South East
23%
Shortfall = 2137 spaces

Marpole

Sunset

Victoria-Fraserview

Killarney

4

56

Community Centres

Renfrew Park Community Centre
2929 East 22nd Avenue

Link to All Community Centres in Vancouver

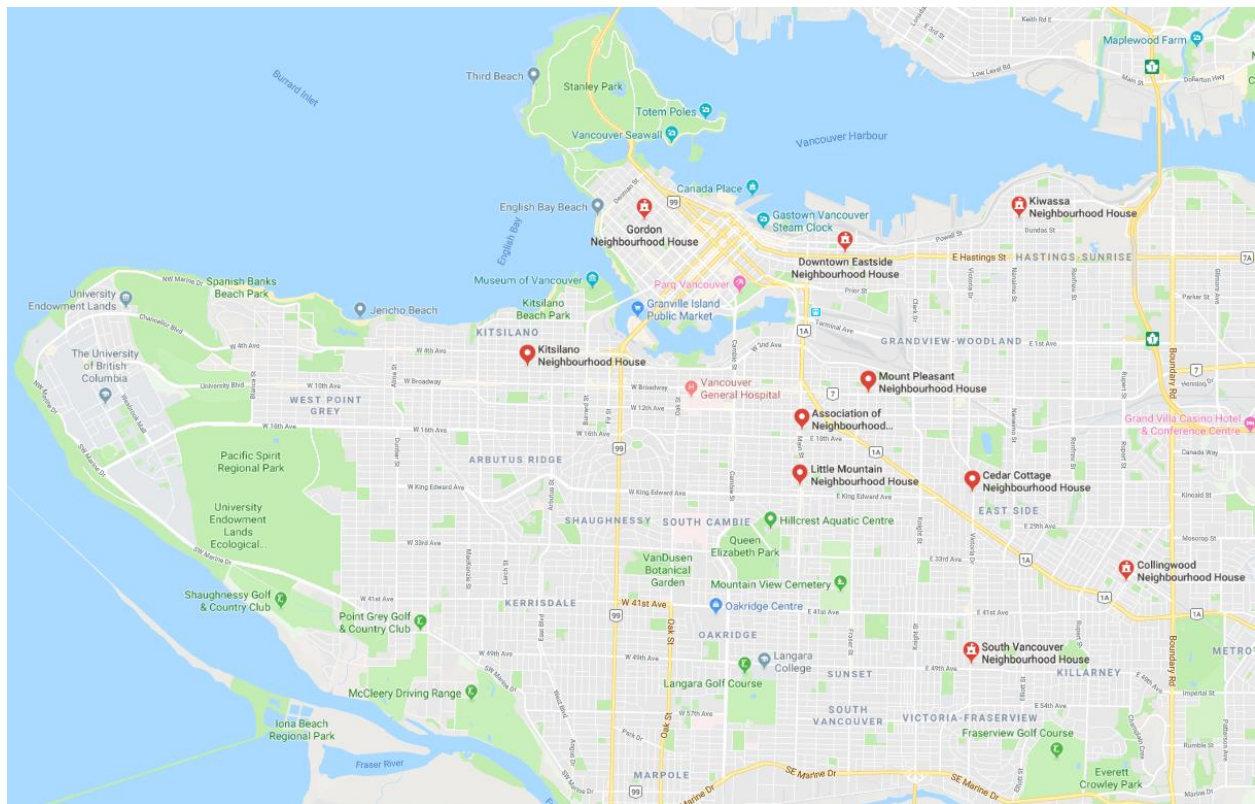*Family Resource Programs*

Amlatsi Family Place
5288 Joyce Street

[Link to All Family Resource Programs in Vancouver](#)

Neighbourhood Houses

Collingwood Neighbourhood House
5288 Joyce Street

All Neighbourhood Houses in Vancouver

StrongStart Centres

Collingwood Elementary
Room 107 – 3417 Euclid Avenue

Grenfell Elementary
Room 103 – 3323 Wellington Avenue

Link to All StrongStart Centres in Vancouver

Public Libraries

VPL, Collingwood Branch
2985 Kingsway

VPL, Renfrew Branch
2969 East 22nd Avenue

Link to All Public Libraries in Vancouver

Parks

Aberdeen Park
3525 Foster Avenue

Beaconsfield Park
3215 Slocan Street

Cariboo Park
3450 East 29th Avenue

Carleton Park
3450 Price Street

Collingwood Park
5275 McKinnon Street

Falaise Park
3434 Falaise Avenue

Foster Park
5501 Aberdeen Street

Gaston Park
3470 Crowley Drive
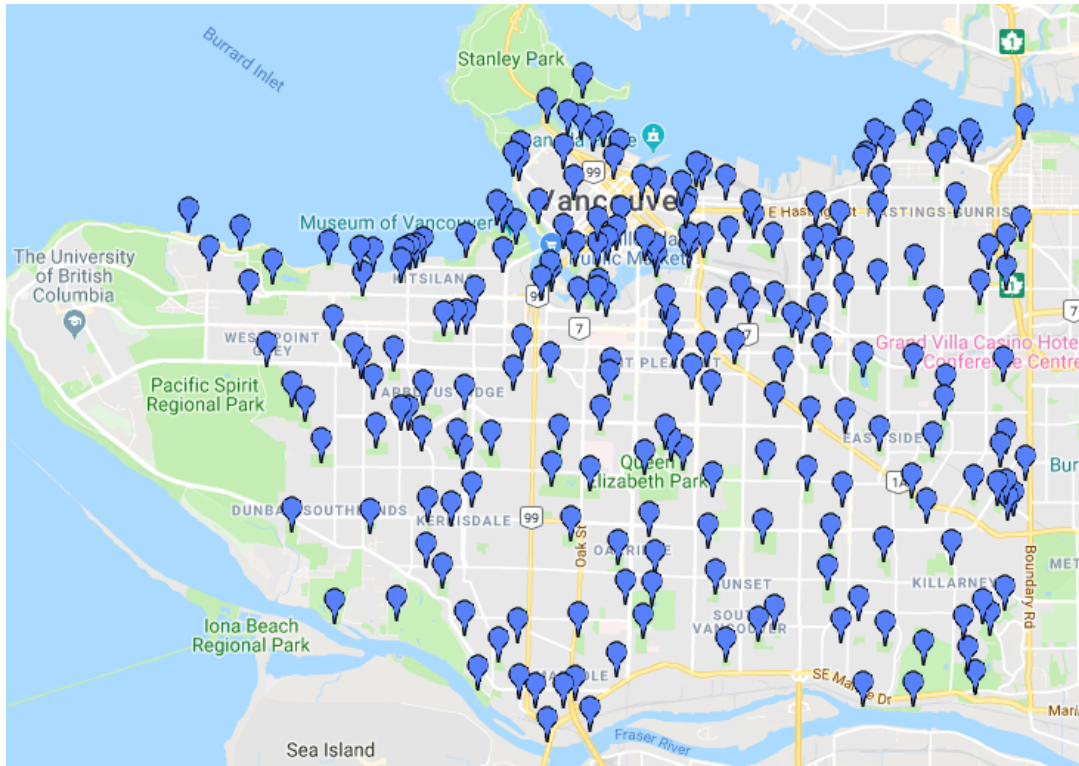
Melbourne Park
3530 Vanness Avenue

Price Park
3650 Price Street

Renfrew Community Park
2929 East 22nd Avenue

Renfrew Ravine Park
3900 Renfrew Street
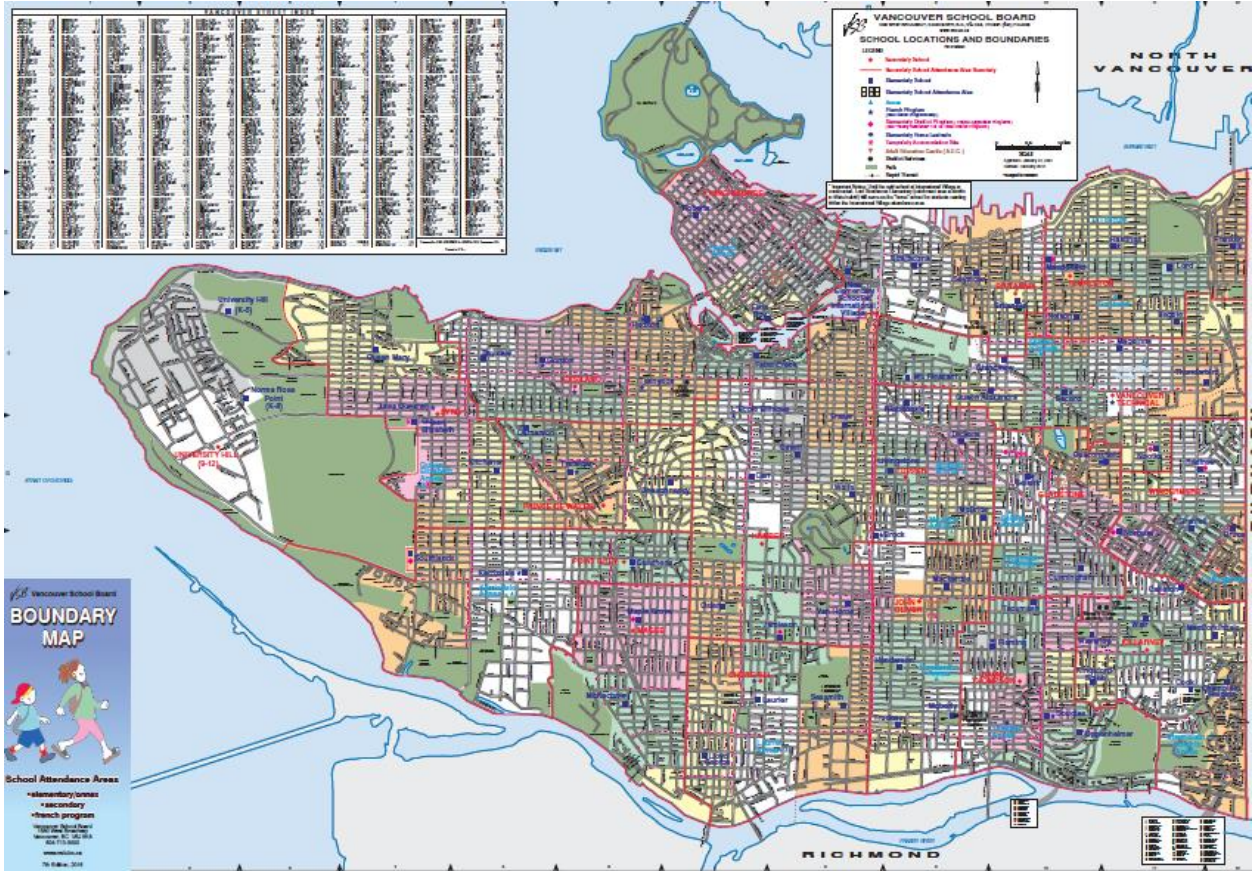
Slocan Park
2750 East 29th Avenue

Link to All Parks in Vancouver

Public Schools

All Schools and Catchment Areas

Link to Map Below

City of Vancouver Neighbourhood Profile

[Link to Profile for Renfrew-Collingwood Neighbourhood](#)