

Community Summary

MDI 2010-2011

School District 43 Coquitlam

OVERALL WELL-BEING IN COQUITLAM

51% of Grade 4 children in Coquitlam reported feeling happy, optimistic, confident, and healthy.

23% reported feeling good on some of these dimensions of well-being, but not all.

27% reported not feeling good on at least one dimension of well-being.

Middle childhood - the time between ages 6 to 12 - universally marks a distinct period in human development. Children undergo important cognitive, social, and emotional changes that establish their identity and set the stage for adolescence and adulthood.

The Middle Years Development Instrument (MDI) is a self-report survey that children complete in Grade 4. The survey asks children to report on 5 domains pertaining their overall health and well-being: 1. Social and emotional development, 2. Connectedness to family, peers, and community, 3. School experiences, 4. Physical health and well-being, and 5. Constructive use of after-school time. This report summarizes the results for children in Coquitlam.

MDI PARTICIPATION

The MDI was completed by 1,921 Grade 4 students (representing 88% of the public school Grade 4 population in Coquitlam) in March of 2011. 45 elementary schools participated plus the Open Learning school, representing 100% of public elementary schools in the Coquitlam School District.

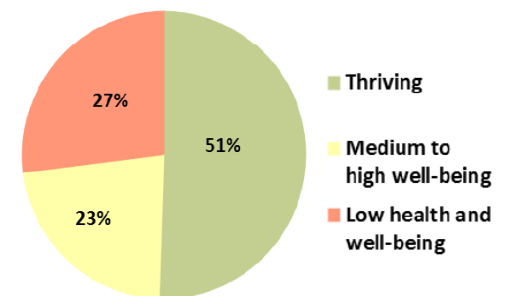
MDI RESULTS: HEALTH AND WELL-BEING

Overall in Coquitlam, 51% of children were considered "thriving" - these children had high scores on at least 4 dimensions of health and well-being.

23% of children were considered to have medium-high well-being. These children had fewer than 4 high scores, but did not score low on any of the 5 well-being dimensions.

27% of children were considered to have low well-being. These children scored low on 1 or more dimensions of health and well-being.

FIG 1: MDI WELL-BEING INDEX FOR SD43



The MDI calculates an overall health and well-being score which is composed of 5 dimensions: optimism, happiness, self-esteem, general health, and sadness (reverse-scored).



Assets are qualities in children's environments that support their development.

5 key assets during middle childhood are measured on the MDI:

1. Supportive adult relationships
2. Positive peer relationships
3. Constructive after-school activities
4. Proper nutrition and sleep
5. Positive school experiences

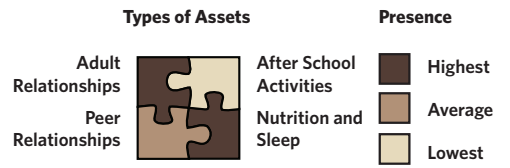


MDI RESULTS: ASSETS AND OVERALL HEALTH

One of the most consistent findings on the MDI across School Districts is that children's health and well-being is directly related to the presence of assets in their lives.

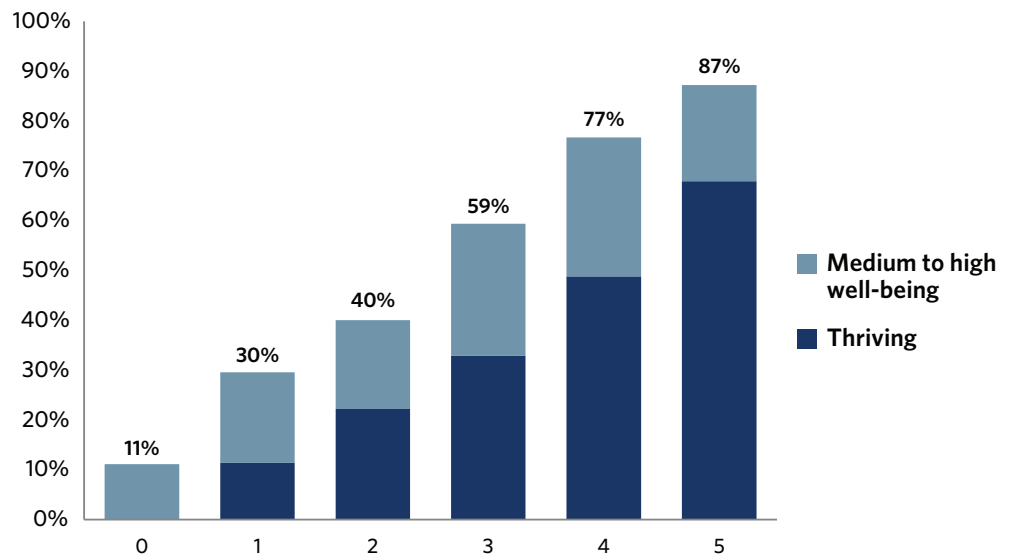
Figure 3 shows how children in Coquitlam who reported having a lower number of assets also reported lower health and well-being. Children with a higher number of assets reported much higher wellness. For example, among children who reported having no assets only 11% experienced moderate well-being, whereas 87% of children with all 5 assets experienced moderate or very high well-being.

FIG 2: MDI ASSETS INDEX



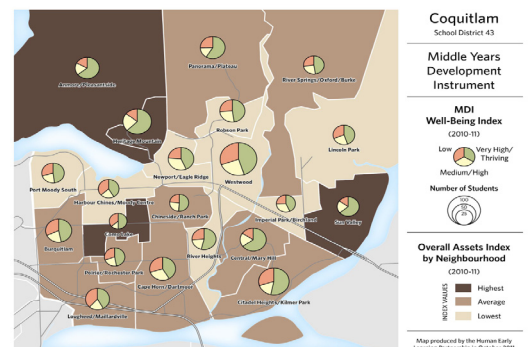
The MDI measures the presence of assets in children's lives. Assets are qualities such as supportive adults and enriching activities that help to promote children's positive development. On the MDI, assets are summarized using a puzzle piece indicator.

FIG 3: RELATIONSHIP BETWEEN PRESENCE OF KEY ASSETS AND OVERALL WELL-BEING



NEIGHBOURHOOD DIFFERENCES

In Coquitlam there is considerable variation in the presence of assets and children's overall health and well-being across neighbourhoods. Typically, children who reported a higher number of assets also reported higher well-being. A second key finding was that on average, children in neighbourhoods with higher socio-economic status reported a higher presence of assets. However, many neighbourhoods did not fit this pattern. These and other notable neighbourhoods are highlighted in this section.



MDI maps available at earlylearning.ubc.ca/mdi

The average presence of assets in neighbourhoods was often related to socio-economic status. However, this does not mean that assets are directly influenced or even determined by socio-economic status.

Assets depend on time, financial resources, the availability of infrastructure, and access to information. Community structure and cohesiveness play a large role in determining the presence of assets.

- On average, Anmore/Pleasant side, Heritage Mountain, Como Lake, and Sun Valley were reported to have the highest number of assets (See Map 1 in the Coquitlam mapping package, available at earlylearning.ubc.ca/mdi).
- Port Moody South, Harbour Chines/Moody Centre, Newport/Eagle Ridge, Westwood, River Heights, Imperial Park/Birchland, Robson Park, and Lincoln Park were reported to have a lower number of assets (Map 1).
- Westwood was home to the highest population of Grade 4 children in Coquitlam. Unfortunately, Westwood also had some of the lowest scores for reported assets, reported levels of happiness, proportion of children who eat breakfast, and proportion of children who participate in after-school activities (Maps 1, 2, 4, 5, & 6).
- Burquitlam and Central/Mary Hill neighbourhoods were notable in that their assets were strong despite their lower socio-economic status. In Burquitlam, over 90% of children reported being engaged in one or more after-school activities (Map 2).
- Also in contrast to expectations, children reported low nutrition and sleep in 3 neighbourhoods of high socio-economic status: Lincoln Park, Citadel Heights/Kilmer Park, and Anmore/Pleasant side. As well, relationships with adults and peers were notably low in Chineside/Ranch Park (Map 2).

AFTER-SCHOOL ACTIVITIES

In every Coquitlam neighbourhood the vast majority of children reported being engaged in at least one organized after-school activity (Map 6). Imperial Park/Birchland was the only neighbourhood in which the percentage of children involved in activities was below 75%.

The neighbourhoods where the highest percentage of children were involved in after-school activities were Anmore/Pleasant side, Sun Valley, Chineside/Ranch Park, and Port Moody South.

What do children do after-school?

52% of children said they went home every day after-school, and 81% said they went home after-school 3 or more days a week. 41% went to an after-school program or daycare at least once a week, and 66% went to a friend's house at least once a week.

93% of children said they watched TV between 3pm and 6pm, and 87% played video or computer games. 84% of children participated in one or more organized after-school activity during the week. Among these children, most were involved in team sports (53%), individual sports (47%), and arts or music activities (38%). 31% of children were involved in education lessons or activities such as tutoring or language school.

What do children wish to be doing after-school?

Although 84% of children in Coquitlam participated in an organized after-school activity, nearly 1 in 3 children (27%) said they



TABLE 1: WHERE CHILDREN IN COQUITLAM 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%	13%	81%
Friend's house	34%	54%	12%
Park/playground/community centre	49%	38%	12%
After-school program or daycare	59%	19%	22%
Stay at school for an activity	63%	26%	11%
The mall or stores	66%	28%	11%

On the MDI, children are asked to name one activity that they wish they could do.

In Coquitlam, most children named a sports or athletic activity. The second most frequent response was an arts or music activity.

Fewer than 10% of children said they wished to be watching more TV.

were not currently doing any activity they wanted to do. When children asked what they wished to be doing, the majority (53%) wanted to be doing sports. 18% wanted to be doing music and arts activities, and 11% wanted to hang out with friends. Fewer than 10% of children wanted to be watching TV or playing on the computer.

Children were also asked what they thought were the largest barriers to them participating in desired activities. The most frequent response was "I am too busy" (44%) followed by "I have to go straight home after school" (39%).

FIG 4: WHAT CHILDREN IN COQUITLAM WISH TO BE DOING

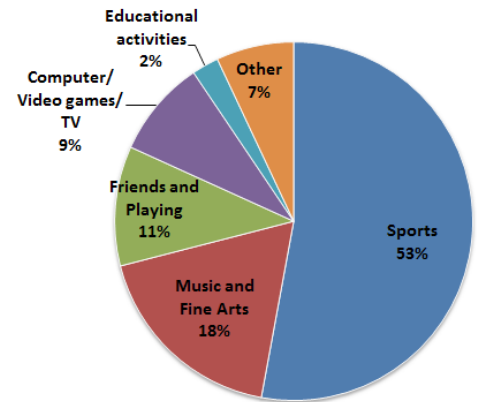
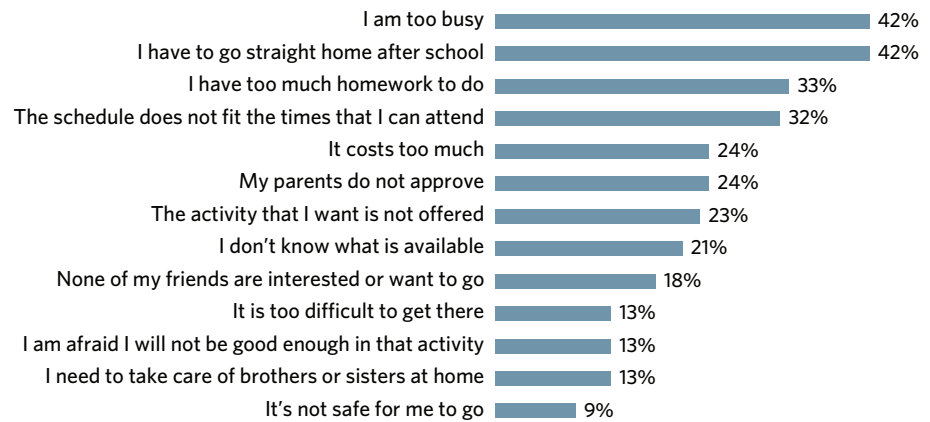


TABLE 2: PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED ACTIVITIES



COMMUNITY ACTION

Putting research to action is the most important piece of the MDI project, yet it can be difficult to know where to begin.

When reviewing the research results, look first to see what's already working well. Identifying the structures and strategies that have enabled success in one area can provide clues for why other areas may not be working as well. Engaging colleagues, educators, community organizations, and children in this process is often beneficial.

A number of other reports and resources are available for you to use. More information about the MDI survey, as well as the School District report and mapping package for Coquitlam are available online at earlylearning.ubc.ca/mdi.

An online toolkit is also currently in development that will provide resources for making sense of your results as well as suggestions for using the results to achieve change for children. Visit us and share your input at www.blogs.ubc.ca/mditoolkit.