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 through Collaboration, Education and Research
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Neighbourhoods

Local Health Areas (aka Community Health Areas)
**POPULATION TRENDS**

Marpole: Number of Children by Age Group, 2006 to 2016

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aged 0 to 5</td>
<td>1,177</td>
<td>1,094</td>
<td>1,064</td>
</tr>
<tr>
<td>Aged 6 to 12</td>
<td>1,506</td>
<td>1,425</td>
<td>1,204</td>
</tr>
<tr>
<td>Aged 13 to 18</td>
<td>1,260</td>
<td>1,666</td>
<td>1,472</td>
</tr>
<tr>
<td><strong>Total Population</strong></td>
<td>23,255</td>
<td>23,915</td>
<td>24,390</td>
</tr>
</tbody>
</table>

Source: Census

Marpole: Population Density (People per Hectare), by Age Group, 2006 to 2016

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aged 0 to 5</td>
<td>2.11</td>
<td>1.96</td>
<td>1.90</td>
</tr>
<tr>
<td>Aged 6 to 12</td>
<td>2.69</td>
<td>2.55</td>
<td>2.15</td>
</tr>
<tr>
<td>Aged 13 to 18</td>
<td>2.25</td>
<td>2.98</td>
<td>2.63</td>
</tr>
<tr>
<td><strong>Total Population</strong></td>
<td>41.60</td>
<td>42.78</td>
<td>43.63</td>
</tr>
</tbody>
</table>

Source: Census

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

<table>
<thead>
<tr>
<th>Year</th>
<th>% aged 0 to 5</th>
<th>% aged 6 to 12</th>
<th>% aged 13 to 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>5.1</td>
<td>6.5</td>
<td>5.4</td>
</tr>
<tr>
<td>2011</td>
<td>4.6</td>
<td>6.0</td>
<td>5.1</td>
</tr>
<tr>
<td>2016</td>
<td>4.4</td>
<td>4.9</td>
<td>5.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source: Census</th>
<th>Marpole</th>
<th>Vancouver</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPLP</td>
<td>5.2</td>
<td>5.2</td>
</tr>
<tr>
<td>VPLP</td>
<td>4.9</td>
<td>5.1</td>
</tr>
<tr>
<td>VPLP</td>
<td>4.7</td>
<td>5.4</td>
</tr>
</tbody>
</table>
### Population Projections, by Vancouver Community Health Areas

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

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

Source: Census
Family Types, 2006 to 2016

Families by Number of Children, 2006 to 2016

Source: Census
Lone Parent Families

Marpole: Number of Lone Parent Families, 2006 to 2016

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number</td>
<td>1,070</td>
<td>1,110</td>
<td>1,195</td>
</tr>
<tr>
<td>Female lone parents</td>
<td>915</td>
<td>905</td>
<td>1,030</td>
</tr>
<tr>
<td>Male lone parents</td>
<td>150</td>
<td>205</td>
<td>165</td>
</tr>
</tbody>
</table>

Source: Census

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

Source: Census
FAMILY INCOME

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

![Graph showing median total income for families in Marpole and Vancouver from 2005 to 2015.](image)

Source: Taxfiler

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

![Graph showing median total income for lone parent families in Marpole and Vancouver from 2005 to 2015.](image)

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

![Graph showing trends in social assistance for all families with children under 18 and under 6.](image)

**Source:** Taxfiler

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

![Graph showing trends in social assistance for lone parent families with children under 18 and under 6.](image)

**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
GENDER-RELATED INCOME PATTERNS IN OPPOSITE-SEX COUPLES

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Marpole</th>
<th>Vancouver</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>36.1%</td>
<td>33.9%</td>
</tr>
<tr>
<td>2010</td>
<td>34.1%</td>
<td>34.0%</td>
</tr>
<tr>
<td>2015</td>
<td>35.7%</td>
<td>34.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2010</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>33.2%</td>
<td>31.5%</td>
<td>30.9%</td>
</tr>
<tr>
<td>2010</td>
<td>30.9%</td>
<td>30.4%</td>
<td>32.0%</td>
</tr>
</tbody>
</table>

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

Source: Taxfiler

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

Source: Taxfiler
POVERTY / LOW INCOME

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

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

Source: Taxfiler
**INCOME INEQUALITY**

*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

![Graph showing Gini Coefficient for Marpole and Vancouver from 2005 to 2015.](image)

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

Source: Taxfiler
**LANGUAGE**

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

![Graph showing percent of population with non-English mother tongue in Marpole and Vancouver from 2006 to 2016](image)

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marpole</strong></td>
<td>61.1</td>
<td>59.4</td>
<td>58.5</td>
</tr>
<tr>
<td><strong>Vancouver</strong></td>
<td>50.1</td>
<td>47.3</td>
<td>46.0</td>
</tr>
</tbody>
</table>

Source: Census

**Marpole: Top Ten Non-English Mother Tongues, 2006 to 2016**

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cantonese</td>
<td>14%</td>
<td>14%</td>
<td>19%</td>
</tr>
<tr>
<td>Mandarin</td>
<td>12%</td>
<td>11%</td>
<td>17%</td>
</tr>
<tr>
<td>Tagalog</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Japanese</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>2%</td>
</tr>
<tr>
<td>Spanish</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Korean</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Min Nan</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
<tr>
<td>Russian</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Punjabi</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>French</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Top ten as of 2016

Source: Census
Percent not speaking English at home, 2006 to 2016

### Marpole

#### Top Ten Non-English Languages Spoken at Home, 2006 to 2016

<table>
<thead>
<tr>
<th>Language</th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cantonese</td>
<td>13%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>Mandarin</td>
<td>11%</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>Tagalog</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Japanese</td>
<td>&lt;1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Korean</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Spanish</td>
<td>1%</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
<tr>
<td>Russian</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Min Nan</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
<tr>
<td>French</td>
<td>1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Punjabi</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

*Top ten as of 2016

Source: Census
Percent with conversational knowledge of official languages, 2006 to 2016

### Marpole: Top Ten Languages, Ability to Hold a Conversation, 2006 to 2016

<table>
<thead>
<tr>
<th>Language</th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Mandarin</td>
<td>18%</td>
<td>18%</td>
<td>24%</td>
</tr>
<tr>
<td>Cantonese</td>
<td>17%</td>
<td>18%</td>
<td>22%</td>
</tr>
<tr>
<td>Tagalog</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>French</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Spanish</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Japanese</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Min Nan</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Korean</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Punjabi</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Chinese, not specified</td>
<td>15%</td>
<td>12%</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Top ten as of 2016

“Chinese, not specified” category less used in 2016 than previously

Source: Census
VISIBLE MINORITIES

Percent visible minorities overall, 2006 to 2016

Source: Census

Percent various visible minorities, 2016

Source: Census
### IMMIGRATION

Percent of population that are immigrants, 2006 to 2016

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

Source: Census
Marpole: Top Ten* Immigrants’ Place of Birth, Percent of All Immigrants, 2011 and 2016

<table>
<thead>
<tr>
<th>Country</th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>Philippines</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>India</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>United States</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Japan</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>South Korea</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Iran</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Top ten as of 2016
Source: Census

Immigrants, by generation status, 2011 and 2016

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Vancouver</th>
<th>Marpole</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic</td>
<td>59.3</td>
<td>72.4</td>
</tr>
<tr>
<td>Family-sponsored</td>
<td>30.5</td>
<td>21.8</td>
</tr>
<tr>
<td>Refugee</td>
<td>8.5</td>
<td>4.1</td>
</tr>
<tr>
<td>Other</td>
<td>1.7</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Source: Census
INDIGENOUS POPULATION

Marpole: Number with Indigenous Identity, Overall and by Category

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>245</td>
<td>345</td>
<td>370</td>
</tr>
<tr>
<td>First Nations</td>
<td>175</td>
<td>225</td>
<td>210</td>
</tr>
<tr>
<td>Métis</td>
<td>65</td>
<td>70</td>
<td>145</td>
</tr>
<tr>
<td>Inuk/Inuit</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Multiple Indigenous identities</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Other identities</td>
<td>10</td>
<td>30</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Census

Percent with Indigenous identity, 2006 to 2016

Source: Census
EDUCATION

Marpole: Number, by Highest Educational Attainment for Those Aged 25 to 64

<table>
<thead>
<tr>
<th>Number</th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>No high school graduation</td>
<td>735</td>
<td>790</td>
<td>805</td>
</tr>
<tr>
<td>High school graduation or equivalent</td>
<td>3,105</td>
<td>2,860</td>
<td>3,325</td>
</tr>
<tr>
<td>Post-secondary credential</td>
<td>10,245</td>
<td>10,670</td>
<td>10,320</td>
</tr>
</tbody>
</table>

Source: Census

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%, no high school graduation</td>
<td>5.2</td>
<td>5.5</td>
<td>5.6</td>
<td>22.0</td>
<td>20.0</td>
<td>23.0</td>
<td>72.7</td>
<td>74.5</td>
<td>71.4</td>
</tr>
<tr>
<td>% high school graduation</td>
<td>20.4</td>
<td>19.2</td>
<td>20.0</td>
<td>68.9</td>
<td>72.4</td>
<td>72.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% post-secondary credential</td>
<td>72.7</td>
<td>74.5</td>
<td>71.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Census
## OCCUPATIONS

Marpole: Number, Each National Occupation Classification (NOC) Category, 2006 to 2016

<table>
<thead>
<tr>
<th>Category</th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>1,270</td>
<td>1,285</td>
<td>1,455</td>
</tr>
<tr>
<td>Business, finance and administration</td>
<td>2,645</td>
<td>2,480</td>
<td>2,340</td>
</tr>
<tr>
<td>Natural and applied sciences</td>
<td>1,205</td>
<td>1,170</td>
<td>1,125</td>
</tr>
<tr>
<td>Health</td>
<td>740</td>
<td>810</td>
<td>805</td>
</tr>
<tr>
<td>Education, law, social, community &amp; gov’t services</td>
<td>970</td>
<td>1,530</td>
<td>1,415</td>
</tr>
<tr>
<td>Art, culture, recreation and sport</td>
<td>430</td>
<td>580</td>
<td>660</td>
</tr>
<tr>
<td>Sales and service</td>
<td>3,460</td>
<td>3,460</td>
<td>3,655</td>
</tr>
<tr>
<td>Trades, transport and equipment operators</td>
<td>1,060</td>
<td>1,015</td>
<td>1,160</td>
</tr>
<tr>
<td>Natural resources, agriculture and related</td>
<td>150</td>
<td>105</td>
<td>80</td>
</tr>
<tr>
<td>Manufacturing and utilities</td>
<td>470</td>
<td>290</td>
<td>290</td>
</tr>
</tbody>
</table>

Source: Census


<table>
<thead>
<tr>
<th>Category</th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>10.0</td>
<td>10.1</td>
<td>11.2</td>
</tr>
<tr>
<td>Business, finance and administration</td>
<td>20.8</td>
<td>19.5</td>
<td>18.0</td>
</tr>
<tr>
<td>Natural and applied sciences</td>
<td>9.5</td>
<td>9.2</td>
<td>8.7</td>
</tr>
<tr>
<td>Health</td>
<td>5.8</td>
<td>6.4</td>
<td>6.2</td>
</tr>
<tr>
<td>Education, law, social, community &amp; gov’t services</td>
<td>7.6</td>
<td>12.0</td>
<td>10.9</td>
</tr>
<tr>
<td>Art, culture, recreation and sport</td>
<td>3.4</td>
<td>4.6</td>
<td>5.1</td>
</tr>
<tr>
<td>Sales and service</td>
<td>27.2</td>
<td>27.2</td>
<td>28.2</td>
</tr>
<tr>
<td>Trades, transport and equipment operators</td>
<td>8.3</td>
<td>8.0</td>
<td>8.9</td>
</tr>
<tr>
<td>Natural resources, agriculture and related</td>
<td>1.2</td>
<td>0.8</td>
<td>0.6</td>
</tr>
<tr>
<td>Manufacturing and utilities</td>
<td>3.7</td>
<td>2.3</td>
<td>2.2</td>
</tr>
</tbody>
</table>

Source: Census
SHELTER

Dwelling Types, 2006 to 2016

Note: Some relatively rare dwelling types not included (e.g., row housing)
Source: Census

Home ownership and housing stress*, 2006 to 2016

*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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marpole</strong></td>
<td>$948</td>
<td>$988</td>
<td>$1,111</td>
<td>$1,348</td>
<td>$1,433</td>
<td>$1,620</td>
</tr>
<tr>
<td><strong>Vancouver</strong></td>
<td>$1,065</td>
<td>$1,174</td>
<td>$1,317</td>
<td>$1,414</td>
<td>$1,538</td>
<td>$1,681</td>
</tr>
</tbody>
</table>

Source: Census

Average home value (2016 dollars), 2006 to 2016

Source: Census
LABOUR FORCE PARTICIPATION AND UNEMPLOYMENT

Labour force participation, age 15 plus, 2006 to 2016

Unemployment rate, age 15 plus, 2006 to 2016

Marpole: 46.9%
Vancouver: 48.8%

Percent of Working Population Who Work in the City of Vancouver, 2016
Marpole: 60.3%
Vancouver: 68.7%

Source: Census
RESIDENTIAL MOBILITY

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% moved in past 1 year</td>
<td>19.0</td>
<td>16.3</td>
<td>19.0</td>
<td>52.7</td>
<td>46.8</td>
<td>45.2</td>
</tr>
<tr>
<td>% moved in the past 5 years</td>
<td>19.7</td>
<td>17.8</td>
<td>17.7</td>
<td>50.7</td>
<td>46.7</td>
<td>47.3</td>
</tr>
</tbody>
</table>

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.

Marpole: Components of the HELP SES Index, 2006 to 2016

<table>
<thead>
<tr>
<th>Component</th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>% without a high school diploma</td>
<td>5.2</td>
<td>5.5</td>
<td>5.6</td>
</tr>
<tr>
<td>% not speaking either English or French at home</td>
<td>44.4</td>
<td>39.2</td>
<td>36.6</td>
</tr>
<tr>
<td>% lone parent families</td>
<td>17.4</td>
<td>18.2</td>
<td>19.1</td>
</tr>
<tr>
<td>% below after-tax Low Income measure, families with children under 6</td>
<td>29.6</td>
<td>22.6</td>
<td>18.8</td>
</tr>
<tr>
<td>% reporting investment income, families with children under 18</td>
<td>22.1</td>
<td>24.9</td>
<td>29.1</td>
</tr>
<tr>
<td>% with total incomes at least twice the provincial median, families with children under 18</td>
<td>19.6</td>
<td>25.8</td>
<td>30.6</td>
</tr>
<tr>
<td>% below after-tax Low Income measure, lone parent families with children under 6</td>
<td>56.9</td>
<td>47.8</td>
<td>55.6</td>
</tr>
</tbody>
</table>

Source: Census and Taxfiler
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

There is a wide range in vulnerability rates across all BC school districts in Wave 6. Province-wide, 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

[Diagram showing percentage vulnerability rates for various scales and measures]
NEIGHBOURHOOD PROFILES

MARPOLE

WAVE 6

NUMBER OF CHILDREN: 119

<table>
<thead>
<tr>
<th>School District Average</th>
<th># Vulnerable Children</th>
<th>Percent Vulnerable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>13 11%</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>20 17%</td>
<td></td>
</tr>
<tr>
<td>Emotional</td>
<td>21 18%</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>8 7%</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>23 19%</td>
<td></td>
</tr>
<tr>
<td>One or More Scales</td>
<td>43 36%</td>
<td></td>
</tr>
</tbody>
</table>

CHANGE OVER TIME

<table>
<thead>
<tr>
<th>One or More Scales</th>
<th>LONG-TERM TREND (W2-W6)</th>
<th>RECENT TREND (W5-W6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wave 2 2004-07</td>
<td>Wave 3 2007-09</td>
<td>Wave 4 2009-11</td>
</tr>
<tr>
<td></td>
<td>Wave 5 2011-13</td>
<td>Wave 6 2013-16</td>
</tr>
<tr>
<td>Physical</td>
<td>13</td>
<td>13 9 4 11</td>
</tr>
<tr>
<td>Social</td>
<td>13</td>
<td>15 15 13 17</td>
</tr>
<tr>
<td>Emotional</td>
<td>10</td>
<td>19 12 10 18</td>
</tr>
<tr>
<td>Language</td>
<td>4</td>
<td>9 3 2 7</td>
</tr>
<tr>
<td>Communication</td>
<td>27</td>
<td>24 18 13 19</td>
</tr>
<tr>
<td>One or More Scales</td>
<td>35</td>
<td>34 34 24 36</td>
</tr>
</tbody>
</table>
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**

**SCALES**

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

**VULNERABLE ON 1 OR MORE SCALES**

**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 really, 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 eliciting, and show self-control.

- Aggressive Behaviour:
  - Rarely or never show most of the aggressive behaviours; do not use aggression as a means of resolving 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 names.

- 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.

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.

Scale Name

Type of Trend
Long Term Trend (W2 - W6)
Short Term Trend (W5 - W6)

Direction of Trend
△ Getting Worse
⬤ No Change
▲ Getting Better

Subscale Legend

Maximum Range
(standardized score -1.0)

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

Minimum Range
(standardized score +1.0)

Waves of Data
A ‘Wave’ is a 2-3 year data collection period, based on the annual school calendar (September - June)
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.

**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.
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.

**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.
NEIGHBOURHOOD DATA ■ MARPOLE

NUMBER OF CHILDREN

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.

Note: Data are suppressed where there are fewer than 35 children.
MDI TRENDS

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%

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
- Optimism
- Empathy
- Prosocial Behaviour
- Self-Esteem
- Happiness
- Absence of Sadness
- Absence of Worries

PHYSICAL HEALTH & WELL-BEING
- General Health
- Body Image
- Eating Breakfast
- Meals with Adults at Home
- Frequency of Good Sleep

CONNECTEDNESS TO ADULTS & PEERS
- Adults at School
- Adults in the Neighbourhood
- Adults at Home
- Peer Belonging
- Friendship Intimacy

SCHOOL EXPERIENCES
- Academic Self-Concept
- School Climate
- School Belonging
Section 2  School District and Community Data

USE OF AFTER-SCHOOL TIME

**WEEKLY AFTER-SCHOOL ACTIVITIES***

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not at all</th>
<th>Once per week</th>
<th>2+ times per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Organized Activity</td>
<td>17%</td>
<td>19%</td>
<td>64%</td>
</tr>
<tr>
<td>Sports</td>
<td>18%</td>
<td>27%</td>
<td>44%</td>
</tr>
<tr>
<td>Music &amp; Arts</td>
<td>16%</td>
<td>30%</td>
<td>44%</td>
</tr>
</tbody>
</table>

**DAILY HOMEWORK, TV & COMPUTER USE***

- Not at all
- <2 hours per day
- 2+ hours per day

<table>
<thead>
<tr>
<th>Task</th>
<th>Not at all</th>
<th>&lt;2 hours per day</th>
<th>2+ hours per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>88%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>TV</td>
<td>77%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Computer Use</td>
<td>11%</td>
<td>21%</td>
<td>68%</td>
</tr>
</tbody>
</table>

*Values less than 10% are not labelled

WHERE CHILDREN GO AFTER SCHOOL

<table>
<thead>
<tr>
<th>Place</th>
<th>Never</th>
<th>Once or twice a week</th>
<th>Three or more days a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>10%</td>
<td>18%</td>
<td>72%</td>
</tr>
<tr>
<td>Stay at school for an activity</td>
<td>61%</td>
<td>26%</td>
<td>13%</td>
</tr>
<tr>
<td>After-school program or child care</td>
<td>59%</td>
<td>17%</td>
<td>23%</td>
</tr>
<tr>
<td>Friend’s house</td>
<td>49%</td>
<td>43%</td>
<td>8%</td>
</tr>
<tr>
<td>Park/playground/community centre</td>
<td>44%</td>
<td>38%</td>
<td>18%</td>
</tr>
<tr>
<td>The mall or stores</td>
<td>66%</td>
<td>28%</td>
<td>6%</td>
</tr>
</tbody>
</table>

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%

ARE YOU ALREADY DOING ACTIVITIES YOU WISH TO BE DOING?

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
<th>No and Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and/or Outdoor Activities:</td>
<td>48%</td>
<td>71%</td>
<td>17%</td>
</tr>
<tr>
<td>Music and Fine Arts:</td>
<td>197</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends and Playing:</td>
<td>157</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer/Video Games:</td>
<td>143</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time with Family/at Home:</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Time/Relaxing:</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

ABOUT THE MDI
The Middle Years Development Instrument (MDI) is a self-report questionnaire completed by children in Grade 4. The questionnaire includes 71 questions related to the five areas of development that are strongly linked to well-being, health and academic achievement.

TAKING ACTION
For the latest research regarding middle childhood, as well as tools to help you interpret and work with your MDI results, visit our MDI Tools for Action page at http://earlylearning.ubc.ca/mdi/tools/

FOR MORE INFORMATION
CONTACT:
MDI Project Coordinator
Human Early Learning Partnership
mdi@help.ubc.ca

HUMAN EARLY LEARNING PARTNERSHIP
Marpole
MDI-4 Actionable Items, 2013-2014
Neighbourhood total sample: 112

% OF CHILDREN REPORTING EACH ASSET

- Adult Relationships: 64%
- Peer Relationships: 84%
- After School Activities: 79%
- Nutrition and Sleep: 76%

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

ADULT RELATIONSHIPS

- Adults at School: 61% | 29% | 11%
- Adults in the Neighbourhood: 44% | 26% | 30%
- Adults at Home: 84% | 13% | 3%

PEER RELATIONSHIPS

- Peer Belonging: 61% | 29% | 11%
- Friendship Intimacy: 73% | 14% | 12%

NUTRITION & SLEEP

- Eating Breakfast: 92% | 44%
- Meals with Adults at Home: 82% | 4% | 14%
- Frequency of Good Sleep: 70% | 12% | 18%

AFTER-SCHOOL ACTIVITIES

- Any Organized Activity:
  - Not at all: 12%
  - Once per week: 22%
  - 2+ times per week: 67%

- Sports:
  - Not at all: 12%
  - Once per week: 28%
  - 2+ times per week: 50%

- Music & Arts:
  - Not at all: 19%
  - Once per week: 27%
  - 2+ times per week: 54%

Values less than 10% are not labelled.

ARE YOU ALREADY DOING ACTIVITIES YOU WISH TO BE DOING?

- No: 57%
- Yes: 76%
- No and Yes: 30%

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

- Physical and/or Outdoor Activities: 33
- Music and Fine Arts: 9
- Friends and Playing: 11
- Computer/Video Games: 9
- Time with Family/at Home: 0
- Free Time/Relaxing: 0
- Other: 2

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

- I have to go straight home after school: 29%
- It is too difficult to get there: 11%
- The activity that I want is not offered: 18%
- The schedule does not fit the times I can attend: 39%
- It is not safe for me to go: 8%
- I have too much homework to do: 24%
- My parents do not approve: 25%
- It costs too much: 24%
- I need to take care of siblings or do things at home: 10%
- I am afraid I will not be good enough in that activity: 20%
- I’m too busy: 40%
- I don’t know what is available: 15%
- None of my friends are interested or want to go: 18%
- Other: 21%
MDI Grade 7 (2018)
Link: Vancouver Grade 7 MDI Report (2018)

NEIGHBOURHOOD PROFILE
MARPOLE
Number of children: 126

WELL-BEING INDEX

Percentage of children who reported:
- Thriving
- Medium to high well-being
- Low well-being

Neighbourhood
- 43% Thriving
- 32% Medium to high well-being
- 25% Low well-being
- 126 children

School District Average
- 38% Thriving
- 35% Medium to high well-being
- 26% Low well-being
- 2,572 children

MEASURES COMPRISING THE WELL-BEING INDEX

Percentage of children who reported:
- High well-being
- Medium well-being
- Low well-being

Optimism
- Optimism refers to the mindset of having positive expectations for the future. e.g. “I have more good times than bad times.”
- 52% High well-being
- 30% Medium well-being
- 18% Low well-being

Self-Esteem
- Self-esteem refers to a person’s sense of self-worth. e.g. “A lot of things about me are good.”
- 66% High well-being
- 22% Medium well-being
- 13% Low well-being

Happiness
- Happiness refers to how content or satisfied a person is with their life. e.g. “I am happy with my life.”
- 48% High well-being
- 31% Medium well-being
- 20% Low well-being

Absence of Sadness
- Sadness measures the beginning symptoms of depression. e.g. “I feel unhappy a lot of the time.”
- 48% High well-being
- 30% Medium well-being
- 22% Low well-being

General Health
- Children are asked, “In general, how would you describe your health?”
- 38% High well-being
- 49% Medium well-being
- 14% Low well-being
NEIGHBOURHOOD PROFILE: MARPOLE
Number of children: 126

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

**Neighbourhood**
- 64% Adult Relationships
- 76% Peer Relationships
- 93% After-School Activities
- 75% Nutrition and Sleep

**School District Average**
- 71% Adult Relationships
- 81% Peer Relationships
- 88% After-School Activities
- 71% Nutrition and Sleep

MEASURES COMPRISING THE ASSETS INDEX

**Adult Relationships**
- At School
  - 66% High well-being
  - 29% Medium well-being
  - 6% Low well-being
  - 10% Not at all

- In the Neighbourhood
  - 52% High well-being
  - 19% Medium well-being
  - 29% Low well-being
  - 10% Not at all

- At Home
  - 73% High well-being
  - 19% Medium well-being
  - 7% Low well-being

**Nutrition and Sleep**
- Eating Breakfast
  - 87% High well-being
  - 7% Medium well-being
  - 7% Low well-being
  - 10% Not at all

- Meals with Adults at Home
  - 81% High well-being
  - 10% Medium well-being
  - 8% Low well-being
  - 12% Not at all

- Frequency of Good Sleep
  - 60% High well-being
  - 23% Medium well-being
  - 16% Low well-being

**Peer Relationships**
- Peer Belonging
  - 62% 2+ times per week
  - 22% Once per week
  - 16% Not at all

- Friendship Intimacy
  - 71% High well-being
  - 15% Medium well-being
  - 15% Low well-being

**After-School Activities**
- Any Organized Activity
  - 82% 2+ times per week
  - 11% Once per week
  - 7% Not at all

School district average
NEIGHBOURHOOD PROFILE: MARPOLE
Number of children: 126

USE OF AFTER-SCHOOL TIME

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of Children</th>
<th>Top barriers to participating in after-school activities</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and/or Outdoor Activities</td>
<td>21</td>
<td>The schedule does not fit the times I can attend</td>
<td>40</td>
</tr>
<tr>
<td>Music and Fine Arts</td>
<td>8</td>
<td>I am too busy</td>
<td>33</td>
</tr>
<tr>
<td>Computer/Videogames</td>
<td>5</td>
<td>I have to go straight home after school</td>
<td>32</td>
</tr>
</tbody>
</table>

Are you already doing activities you wish to be doing?

- No: 37%
- Yes: 70%
- Yes and No: 7%

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not at all</th>
<th>Once a week</th>
<th>2+ times/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational lessons or activities</td>
<td>46%</td>
<td>21%</td>
<td>33%</td>
</tr>
<tr>
<td>Art or music lessons</td>
<td>46%</td>
<td>28%</td>
<td>27%</td>
</tr>
<tr>
<td>Youth organizations</td>
<td>69%</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td>Individual sports with a coach or instructor</td>
<td>51%</td>
<td>19%</td>
<td>30%</td>
</tr>
<tr>
<td>Team sports with a coach or instructor</td>
<td>45%</td>
<td>17%</td>
<td>39%</td>
</tr>
</tbody>
</table>

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

- 81% Yes
- 6% No
- 14% Don’t Know

COMMUNITY BELONGING & SAFETY

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

- 28% Really care about me.
- 27% Believe that I will be a success.
- 32% 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:

- 79% Yes
- 5% No
- 16% Don’t Know
HEALTH-RELATED DATA FOR VANCOUVER

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

<table>
<thead>
<tr>
<th>Age of mother</th>
<th>2015/16</th>
<th>2016/17</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>15-19</td>
<td>28</td>
<td>0.5</td>
<td>27</td>
</tr>
<tr>
<td>20-24</td>
<td>237</td>
<td>3.8</td>
<td>215</td>
</tr>
<tr>
<td>25-29</td>
<td>1074</td>
<td>17.4</td>
<td>1046</td>
</tr>
<tr>
<td>30-34</td>
<td>2498</td>
<td>40.5</td>
<td>2607</td>
</tr>
<tr>
<td>35-39</td>
<td>1865</td>
<td>30.2</td>
<td>1909</td>
</tr>
<tr>
<td>40-44</td>
<td>436</td>
<td>7.1</td>
<td>441</td>
</tr>
<tr>
<td>45-49</td>
<td>33</td>
<td>0.5</td>
<td>36</td>
</tr>
<tr>
<td>50-54</td>
<td>2</td>
<td>0.0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>6173</td>
<td>100.0</td>
<td>6284</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Live Births</th>
<th>Low Birth Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Rate&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>City Centre</td>
<td>5507</td>
<td>9.05</td>
</tr>
<tr>
<td>Downtown Eastside</td>
<td>3090</td>
<td>10.09</td>
</tr>
<tr>
<td>North East</td>
<td>5124</td>
<td>9.71</td>
</tr>
<tr>
<td>West Side</td>
<td>5329</td>
<td>7.88</td>
</tr>
<tr>
<td>Midtown</td>
<td>5546</td>
<td>12.18</td>
</tr>
<tr>
<td>South Vancouver</td>
<td>6195</td>
<td>9.01</td>
</tr>
<tr>
<td>Vancouver Overall</td>
<td>30791</td>
<td>9.44</td>
</tr>
</tbody>
</table>


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%

FAMILY-FRIENDLY RESOURCES IN VANCOUVER

Early Childhood Education and Care

Marpole: Child Care Facilities (as of December 2018)

Number of Licensees by Type

<table>
<thead>
<tr>
<th>Licence Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Care, Infant/Toddler</td>
<td>3</td>
</tr>
<tr>
<td>Group Care, 30 months to school age</td>
<td>7</td>
</tr>
<tr>
<td>Group Care, School age</td>
<td>3</td>
</tr>
<tr>
<td>Preschool</td>
<td>10</td>
</tr>
<tr>
<td>Occasional care</td>
<td>0</td>
</tr>
<tr>
<td>Licensed family child care</td>
<td>10</td>
</tr>
<tr>
<td>Registered licence-not-required child care</td>
<td>2</td>
</tr>
<tr>
<td>In-home multi-age child care</td>
<td>1</td>
</tr>
</tbody>
</table>

Details for All Centre-based Licensees

<table>
<thead>
<tr>
<th>Name</th>
<th>Licence Type</th>
<th>Legal Status</th>
<th>Licensed Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absorbent Mind Montessori Group Daycare</td>
<td>Group Daycare (30mths - School Age)</td>
<td>For Profit</td>
<td>8</td>
</tr>
<tr>
<td>Blue Blossom Early Care and Learning Centre</td>
<td>Preschool (30mths - School Age)</td>
<td>For Profit</td>
<td>20</td>
</tr>
<tr>
<td>CEFA Junior Kindergarten - Cambie</td>
<td>Group Daycare (30mths - School Age)</td>
<td>For Profit</td>
<td>80</td>
</tr>
<tr>
<td>CEFA Junior Kindergarten - Cambie (Infant/Toddler)</td>
<td>Group Daycare (under 36 mths)</td>
<td>For Profit</td>
<td>36</td>
</tr>
<tr>
<td>Daisy Academy Montessori Preschool</td>
<td>Preschool (30mths - School Age)</td>
<td>For Profit</td>
<td>18</td>
</tr>
<tr>
<td>Heather Bible Chapel Preschool</td>
<td>Preschool (30mths - School Age)</td>
<td>Non-Profit</td>
<td>20</td>
</tr>
<tr>
<td>Kiddy Junction Academy - Marpole Daycare</td>
<td>Group Daycare (30mths - School Age)</td>
<td>For Profit</td>
<td>25</td>
</tr>
<tr>
<td>Kiddy Junction Academy Division II</td>
<td>Group Daycare (30mths - School Age)</td>
<td>For Profit</td>
<td>25</td>
</tr>
<tr>
<td>Marpole Bilingual Montessori Preschool</td>
<td>Preschool (30mths - School Age)</td>
<td>For Profit</td>
<td>40</td>
</tr>
<tr>
<td>Marpole Oakridge Community Preschool</td>
<td>Preschool (30mths - School Age)</td>
<td>Non-Profit</td>
<td>20</td>
</tr>
<tr>
<td>Marpole Oakridge Day Care</td>
<td>Group Daycare (30mths - School Age)</td>
<td>Non-Profit</td>
<td>25</td>
</tr>
<tr>
<td>Marpole YMCA Child Care Centre</td>
<td>Group Daycare (30mths - School Age)</td>
<td>Non-Profit</td>
<td>25</td>
</tr>
<tr>
<td>Child Care Centre</td>
<td>Program Type</td>
<td>Non-Profit</td>
<td>Need</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
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<tr>
<td>Marpole YMCA Child Care Centre (Infant/Toddler)</td>
<td>Group Daycare (under 36 mths)</td>
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<tr>
<td>Sexsmith Community Preschool</td>
<td>Preschool (30mths - School Age)</td>
<td></td>
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<td>Shannon Day Care Centre - Over Three</td>
<td>Group Daycare (30mths - School Age)</td>
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<td>Shannon Day Care Centre - Toddler Program</td>
<td>Group Daycare (under 36 mths)</td>
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<td>Spare Time Fun Centre and Kinderclub</td>
<td>Group Care School Age</td>
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<td>Spare Time Fun Centre Preschool</td>
<td>Preschool (30mths - School Age)</td>
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<td>Spare Time II</td>
<td>Group Care School Age</td>
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<td>Sunset School Age Care @ Sexsmith</td>
<td>Group Care School Age</td>
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<td>The Pace Family Program</td>
<td>Preschool (30mths - School Age)</td>
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<tr>
<td>Vancouver Hebrew Academy Preschool</td>
<td>Preschool (30mths - School Age)</td>
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<tr>
<td>Vancouver Montessori Preschool</td>
<td>Preschool (30mths - School Age)</td>
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<td>120</td>
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</tbody>
</table>

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

![Map of Childcare Need in the City of Vancouver](image)
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

Midtown East
26%
Shortfall = 2040 spaces

Vancouver South West
33%
Shortfall = 663 spaces

Vancouver South East
23%
Shortfall = 1723 spaces

Waterfront
West End
Downtown
South Cambie
Fairview
Mount Pleasant
Kitsilano
Shaughnessy
Arbutus Ridge
Kensington-Cedar Cottage
Renfrew-Collingwood
Marpole
Oakridge
Surfside
Victoria-Fossette
Kitsilano

City of Vancouver
Community Centres

Marpole-Oakridge Community Centre
990 West 59th Avenue

Link to All Community Centres in Vancouver
Family Resource Programs

None in Marpole

Link to All Family Resource Programs in Vancouver

Neighbourhood Houses

None in Marpole

All Neighbourhood Houses in Vancouver
StrongStart Centres

None in Marpole

Link to All StrongStart Centres in Vancouver
Public Libraries

VPL, Marpole Branch
8386 Granville Street

Link to All Public Libraries in Vancouver
Parks

Ash Park
8288 Ash Street

Ebisu Park
8810 Osler Street

Eburne Park
950 West 71st Avenue

Fraser River Trail
Hudson Street on the Fraser River

Marpole Park
1410 West 72nd Avenue

Oak Park
900 West 59th Avenue

Park site on Shaughnessy Street
Shaughnessy Street and the Fraser River

Riverview Park
1751 West 66th Avenue

Shannon Park
1575 West 62nd Avenue

William Mackie Park
1592 West 71st Avenue

Winona Park
7575 Columbia Street
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 Marpole Neighbourhood