

Measuring Readiness to Learn in Niagara Falls

Results of the
Community
Mapping Study
In Niagara
Falls, 2001

Understanding the Early Years
Community Research in Child
Development

A project of the Applied
Research Branch
Human Resources
Development Canada



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Executive Summary

Understanding the Early Years (UEY) is a national research initiative that provides research information to help strengthen the capacity of communities to make informed decisions about the best policies and most appropriate programs to offer families with young children. UEY is designed to assist communities across Canada in achieving their goal of improving early childhood development by providing them with the necessary information to enhance or adapt community resources and services. It provides tools to communities to enable them to track how well their children are doing, and to optimize child development through the strategic mobilization of resources and programs.

The Community Mapping Study (CMS) in Niagara Falls was conducted in the spring and summer of 2001 to collect information on the neighbourhoods in which young children lived, and the kinds of programs and services that were available to children aged six and younger and their parents. The purpose of this report is to highlight information obtained through the CMS about the physical, social and economic characteristics associated with child development in the city of Niagara Falls. The results of the CMS are intended to create a framework for analysis that will provide the basis for community-wide discussions on how to develop strategies and allocate resources with the goal of optimizing child development.

Highlights

Physical Environment

- The city of Niagara Falls consists of 212 square kilometres of largely residential areas, with a mix of both urban and rural Enumeration Areas (EAs).
- In 1996 the resident population was approximately 76,917 people, 9% of which were children aged six and younger.
- Children between the ages of zero and six were particularly concentrated in the Drummond/Victoria, Elgin and Stamford neighbourhoods of the city.
- For the most part, Niagara Falls appeared to have favourable physical environments in which to raise children. The city's neighbourhoods were

relatively stable; the majority of families in Niagara Falls owned their own home and the mobility rate for the city was below the national average.

Socio-economic Environment (Source: 1996 Census Data)

- The overall unemployment rate in the city of Niagara Falls (7.6%) was lower than the national average (10%), however, the average household income in Niagara Falls (\$42,851) was also below the national average (\$48,552).
- In 65% of EAs the average household income was below the national average. Approximately 61% of all children aged six and younger in Niagara Falls lived in these EAs.
- Census data on family structure showed that 28% of families in Niagara Falls were headed by a lone parent. This figure was higher than the national average of 22%.
- Approximately 60% of all children 0-6 years of age in Niagara Falls lived in EAs that exceeded the national average proportion of families with children headed by a lone parent.
- In 63% of Niagara Falls EAs, the percent of people aged 15 and over without a high school diploma exceeded the national average of 34.8%. A little over half of the city's children (56%) aged six and younger lived in these EAs.

Social Index Ratings*

While Niagara Falls as a whole compared favourably with the national average on several indicators, when the Social Index was applied at the EA level, neighbourhood polarities emerged.

- 49% of Niagara Falls EAs exhibited "low" to "somewhat low" potential socio-economic risk (0-4 risk factors out of a possible total of 9). 50% of the city's children aged 0-6 lived in these EAs.
- The remaining 51% of EAs scored in the "somewhat high" to "high risk" category (5-9 risk factors). 50% of the city's children aged 0-6 lived in these EAs.

* The Social Index is a UEY tool that encompasses census variables related to education, employment, poverty and multiculturalism. It was used to obtain a composite measure of potential socio-economic risk within the community of Niagara Falls.



- While areas of potential socio-economic risk were distributed across the city, 45% of the city's EAs considered to be at "somewhat high" to "high risk" were located in the neighbourhoods of Drummond/Victoria, Elgin and Stamford. These neighbourhoods were home to 67% of the city's population aged 0-6.

Neighbourhood Resources

- The majority of the programs and resources studied (87%) were located in the neighbourhoods of Drummond/Victoria, Elgin and Stamford. These neighbourhoods had the highest socio-economic risk potential in the city and were home to 67% of the population aged 0-6.
- Educational resources were located in or near EAs where a majority of the families had children.
- Social Housing Units were distributed across 23 EAs. These EAs were home to 27% of children aged 0-6; and had a high proportion (over 40%) of lone-parent families.
- Societal Resources such as Special Needs Resources were located in EAs considered to be at higher risk (i.e. low income, high proportion of lone-parent families).
- The majority of Health and Wellness services and Special Interest Resources were located in Drummond/Victoria and Elgin where 46% of children 0-6 lived.
- A high proportion of the city's Sports and Recreational Resources were located in Stamford, Elgin and Drummond/Victoria, home to 67% of the population aged 0-6.
- While 33% of the city's children aged 0-6 lived in Beaverdams, Chippawa/Rural and Westlane, only 12.5% of programs and resources found in Niagara Falls were located in these neighbourhoods
- 53% of EAs had no parks or playgrounds

Acting on Evidence from the Community Mapping Study

The CMS provides a visual representation of the features and assets of a community in terms of child development by gathering information on:

- the physical and socio-economic characteristics of the neighbourhoods in which children live;

- the kinds of programs and services available within the community to children 6 or younger and their parents; and
- the location of these programs in relation to where children live.

Two Understanding the Early Years (UEY) companion documents to this report are available from the Early Childhood Community Development Centre.*

"Measuring Readiness to Learn In Niagara Falls – The Early Development Instrument Findings from 2001", provides a descriptive profile of early child development in Niagara Falls in terms of 5-6 year old children's readiness to learn upon school entry.

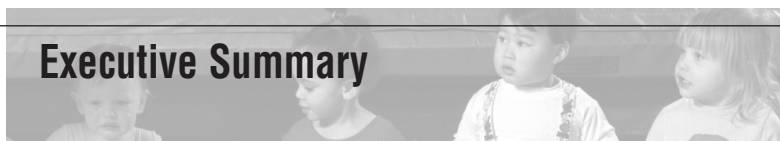
"Early Childhood Development in Niagara Falls", integrates the data and results from three components of UEY - the National Longitudinal Survey of Children and Youth - Community Study, the Early Development Instrument, and the Community Mapping Study. It provides an important profile of linked information on children's outcomes in Niagara Falls and the possible community factors influencing these outcomes.

In combination, data collected from the EDI, NLSCY and CMS provide information about how children's development, in terms of their readiness to learn at school, is influenced by their family, friends, and community. This information will be available to communities and government so that programs, services, and policies can be developed that best promote the well-being of children.

Acronyms

- UEY = Understanding the Early Years
- NLSCY = National Longitudinal Survey of Children and Youth
- EDI = Early Development Instrument
- CMS = Community Mapping Study
- HRDC = Human Resources Development Canada
- EA = Enumeration Area

*Early Childhood Community Development Centre (ECCDC)
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Preface

The process of spatial analysis and community mapping is dynamic and ongoing. It provides a picture at a specific point in time and then repeats the measure to help communities track and monitor change.

The Niagara Falls Community Mapping Study (CMS) was based on the framework of Human Resources Development Canada's Understanding the Early Years (UEY) Initiative that examines community characteristics which contribute to healthy child development (Connor, Norris, and McLean, 2001).

Similar types of spatial analyses have been used in British Columbia for the Community Asset Mapping Project (CAMP) through the Human Early Learning Partnership (HELP) and the University of British Columbia. Dr. Clyde Hertzman, a recognized leader in the field of social mapping, conducted the CAMP study and was responsible for

much of the UEY mapping framework. For more information on CAMP and community mapping, please refer to:

Dr. Clyde Hertzman, Sidney McLean, Dafna Kohen, Jim Dunn, Terry Evans.

Community Asset Mapping Project (CAMP). Human Early Learning Partnership, UBC.

August 2002.

http://www.earlylearning.ubc.ca/pub_map.htm

UEY research, including components of the CMS, was utilized by HRDC to produce integrated research reports on participating communities across Canada. To view published reports go to HRDC's Applied Research Branch website: www.hrdc.drhc.gc.ca/sp-ps/arb-dgra/nlscy-elnej/uey-cpe/pub_e.shtml



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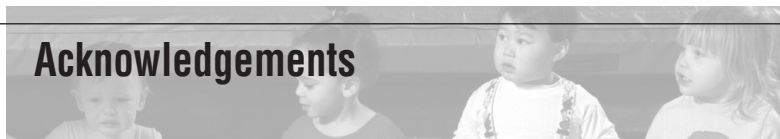
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Disclaimer

The ever-changing nature of community programs and services adds extra complexity and some limitations when reporting on the characteristics of a community. The resources collected and studied for this report are not intended to be an exhaustive list, but rather represent an important first step in understanding the physical and social environments of the city of Niagara Falls and the composition of programs and services in the Niagara Falls community. Issues of the quality and effectiveness of programs listed are beyond the scope of this study.

The research team has done its best to ensure the collection of a complete and accurate inventory of resources in the city of Niagara Falls during the spring and summer of 2001; any omissions or errors due to incomplete data are not intentional. Ongoing updates and tracking of the characteristics of the community of Niagara Falls are recommended to allow for this body of knowledge to grow and also be observed over time.

In reference to the Census data and NOI data, enumeration areas (EAs) were used as the basic unit of analysis to describe the areas in which children live. We understand that while using EAs may not fully capture a neighbourhood area as perceived by local residents (which may result in underestimating neighbourhood effects), it is an inexpensive and practical means to determine whether research in this vein is productive (Willms, 2002).



Background and Introduction

Improving our understanding of the factors that help or hinder child development and increasing community capacity to track how well children are developing are both crucial to ensuring the best possible start for Canada's children.

Researchers have found that the early years of development from before birth to age six set the base for competence and coping skills that will affect subsequent learning, behaviour, and health (see McCain & Mustard, 1999 and Doherty, 1997 for a discussion of current research in this area). In addition, studies on child development have shown that community factors may impact child outcomes, however, further research is needed to show the magnitude of this impact and the mechanisms through which it occurs (Kohen, Hertzman, & Brooks-Gunn, 1998).

Understanding the Early Years (UEY) is a national research initiative developed by the Applied Research Branch (ARB) of Human Resources Development Canada (HRDC). UEY emerged in response to a growing recognition that the kind of nurturing and attention that children receive in early childhood can have a major impact on the rest of their lives. The purpose of UEY is to help determine the extent and nature of community influences on child development and to enhance community capacity to use this data to create effective, community based responses.

UEY builds on the National Longitudinal Survey of Children and Youth (NLSCY), a joint HRDC and Statistics Canada initiative. The NLSCY began data collection in 1994 and is the definitive source of national longitudinal data for research on child development in Canada. Its purpose is to increase our knowledge about the factors affecting child development and well-being.

The UEY initiative includes three separate, but complementary, data collection components that allow for detailed monitoring and reporting at the community level:

The Early Development Instrument (EDI)

The EDI is a teacher-completed checklist of behaviour and development indicators that reports on populations of children, aged 5-6, at the community level. The EDI is designed to profile early child development outcomes in terms of children's readiness to learn at school.

Results of the 2001 EDI implementation in Niagara Falls can be found in the companion report to this document, *Measuring Readiness to Learn in Niagara Falls: The Early Development Instrument Findings from 2001*, available from the Early Childhood Community Development Centre.*

The NLSCY Community Study

Administered by Statistics Canada, the NLSCY Community Study is comprised of a parent telephone survey and a direct cognitive assessment of children. It collects detailed information from families to determine the importance of community factors on child development, as compared to individual and family factors.

The Niagara Falls NLSCY Community Study was administered in spring, 2001. A comprehensive report, *Understanding the Early Years: Early Childhood Development in Niagara Falls, Ontario* is available from the Applied Research Branch of HRDC.

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The Community Mapping Study (CMS)

The CMS provides a visual representation of the features and assets of a community in terms of child development by gathering information on:

- the physical and socio-economic characteristics of the neighbourhoods in which children live;
- the kinds of programs and services available within the community to children 6 or younger and their parents; and
- the location of these programs in relation to where children live.

In combination, data collected from the EDI, NLSCY and CMS provide information about how children's development, in terms of their readiness to learn at school, is influenced by their family, friends, and community. This information will be available to communities and government so that programs, services, and policies can be developed that best promote the well-being of children.

Understanding the Early Years across Canada

UEY is a national initiative designed to assist selected communities across Canada achieve their goals of optimizing early child development by providing them with information about the influence of community factors on developmental outcomes.

UEY research sites across Canada:

- British Columbia: Fraser North, Abbotsford
- Saskatchewan: Prince Albert, Saskatoon
- Manitoba: Winnipeg, South Eastman
- Ontario: Niagara Falls, North York (pilot site), Mississauga
- Quebec: Montreal
- New Brunswick: Hampton
- Prince Edward Island
- Southwestern Newfoundland

The UEY Project in Niagara Falls is sponsored by the Early Years Action Group - Niagara Region and administered by the Early Childhood Community Development Centre (Appendices F and G).

The purpose of this report is to offer a description of the characteristics associated with child development in Niagara Falls during the spring and summer of 2001. Three data sources were used: the 1996 Canadian Census, a neighbourhood observation tool, and a program survey which included an inventory of neighbourhood resources. Results of the Community Mapping Study (CMS) are intended to create a framework for analysis that will provide the basis for community-wide discussions on how to develop strategies and allocate resources with the goal of optimizing child development.

Mapping the Community

Community mapping is both a process and a product. It is a relatively new and challenging means of communicating data that, to date, few social researchers have adopted.

The first step in community mapping involves defining what the actual "community" represents. This is accomplished by identifying the geographic boundaries of a community, along with the neighbourhood borders within it.

The second step involves showcasing community strengths and highlighting areas where there may be gaps in services and supports by collecting information on the relevant features and assets of the community. This includes information on the locations of programs and services for families and children; the availability of libraries, parks, and other recreation opportunities; and the community's socio-economic characteristics. Once this information is gathered, it is analyzed and mapped in relation to community data on children's developmental health (e.g. "readiness to learn" at school as measured by the EDI). The resulting maps assist the community to identify how resources can best be placed to meet the needs of children and families.

Finally, the community mapping process itself helps create momentum for change. By identifying what resources exist within the community and how these can be leveraged, along with outside resources and support, communities can work together to better meet the needs and challenges of families in their community (Human Early Learning Partnership, 2002)



Community Profile

The city of Niagara Falls consists of 212 square kilometres of both urban and rural areas. Located on the Eastern border of the Niagara Peninsula, along the shore of the Niagara River, it is the site of the world famous Niagara Falls.

Tourism is a billion dollar industry in Niagara and an important economic contributor to the prosperity of the community. Over 14 million people visit Niagara Falls each year, including the more than 10 million people that Casino Niagara draws to the city annually.

While tourism is the leading economic sector in Niagara Falls, the city has a diverse economic base. Major manufacturing sectors include transportation equipment, food and beverage, chemicals, abrasives, and fabricated metal. Emerging industries in engineering, warehousing, and distribution also play a major economic role in the city's economy.

Two international bridges traverse the Niagara River, linking Niagara Falls, Ontario to Niagara Falls, New York. Niagara is the busiest border crossing between the United States and Canada, providing direct business opportunities to 56% of the industrial North American marketplace and a market area of 125 million people. Businesses located in Niagara Falls also have access to the St. Lawrence Seaway water transportation system and the Queen Elizabeth Highway (Q.E.W.) which connects to all major 400 routes, the Trans-Canada Highway, and U.S. state and interstate highways.

In 1996 the resident population of Niagara Falls was approximately 76,917 people, 9% (6,850) of which were children 0-6 years of age (City of Niagara Falls, 2003)..

Components of the CMS

The CMS in Niagara Falls examined three aspects of the community that are relevant to child development:

- socio-economic environment;
- physical environment; and
- community resources.

The following sections provide explanations and support for examining these aspects as well as results for the community of Niagara Falls.

Geographic Terms Used in This Report

Community/City

The terms “city” and “community” are used interchangeably in this report to refer to Niagara Falls as a whole. Two types of geographic units of analysis have been used to further define the city where it is advantageous to look at data on a smaller scale: the Enumeration Area (EA) and the Neighbourhood Study Area (NSA)

Enumeration Area (EA)

An EA is the smallest area composed of one or more neighbouring blocks, used by Statistics Canada for the purpose of census collection. It represents the geographic area canvassed by one census representative when distributing questionnaires to households and dwellings.

While EA boundaries may change from census to census due to dwelling growth and changes in geographic areas, EAs are generally compact, with boundaries that follow visible features such as streets and rivers where possible. Some EAs are delineated for special cases such as large apartment buildings, townhouse communities, and collective dwellings (Statistics Canada, 2003). In 1996, the number of dwellings in an EA generally varied between a minimum of 125 in rural areas and a maximum of 440 in urban areas. In this report, 1996 Census EA limits have been used to provide discrete units of analyses for socio-economic and physical environment data.

In 1996, according to Statistics Canada, there were 102 EAs in the city of Niagara Falls. Fourteen (14) of these were special delineations that did not have census data (e.g. hotels and cemeteries) and were, therefore, excluded from socio-economic analyses in this report, leaving a total of 88 EAs on which the CMS was based. These 14 EAs do appear, however, on maps pertaining to the socio-economic environment under the category of “no data”.

Neighbourhood Study Area (NSA)

While EAs are efficient and effective units for Statistics Canada's data collection, they often fail to represent what community residents recognize as “neighbourhoods”. In order to capture the neighbourhoods within Niagara Falls for this report, the city was initially divided into eleven neighbourhood study areas (NSAs). The divisions used corresponded to those used by the Planning and Development Department of the City of Niagara Falls. Due to the low population of children 0-6 years of age in some areas, these divisions were then collapsed to form six larger NSAs:

- Beaverdams;
- Chippawa/Rural;
- Drummond/Victoria;
- Elgin;
- Stamford; and
- Westlane

Pockets

An EA or a cluster of EAs, within an NSA that displays noteworthy characteristics, is referred to as a “pocket”. Identifying pockets within an NSA can help highlight specific areas that warrant further examination.



Socio-Economic Environment

Studies have found a relationship between the general socio-economic status of neighbourhoods and the development of the children who live in them. In these studies, neighbourhoods with residents of higher socio-economic status were associated with more positive developmental outcomes (Brooks-Gunn, Duncan, Klebanov, & Sealander, 1993; Chase-Lansdale, Gordon, Brooks-Gunn & Klebanov, 1997; Halpern-Felsher et al., 1997).

A child's capacity for successful, positive social interactions begins at a young age, and is influenced by early close relationships, experiences with other children, and the guidance and instruction that comes from parents and other family members (see Doherty, 1997). These relationships can be complemented by interactions with other people beyond the family, such as caregivers, other residents of the child's neighbourhood, and the larger community.

The CMS gathered information on the social and economic characteristics of neighbourhoods within the city of Niagara Falls. All data were provided by Statistics Canada in partnership with HRDC, and are based on the 1996 Census. A number of characteristics such as family status, education, employment, and income were examined.

Location of Children Aged 0-6 and Proportion of Families with Children

Describing the geographic location of where families with children live has implications for the positioning of child and family resources for access

purposes. It should be noted that in 1996, Statistics Canada defined a census family as: a married couple or a couple in a common-law relationship, with or without children; or a lone parent living with at least one child in the same dwelling. In this case, the term "child" referred to never-married sons and/or daughters, of any age, living at home.

- In 1996, there were approximately 34,695 households in Niagara Falls.
- 46% (15,940) of these households had children still living at home.
- 6,850 of those children were 0-6 years of age.

Map 1 shows the proportion of families within Niagara Falls who had children living at home as well as the distribution of children 0-6 years of age in Niagara Falls (one dot represents two children).

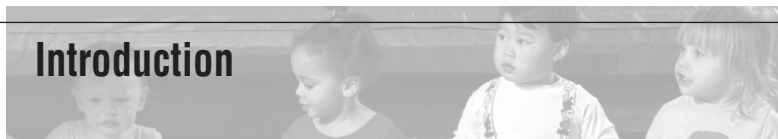
Table 1 details the distribution of children 0-6 by NSA. While children were distributed across the entire city, Drummond/Victoria and Stamford had relatively high 0-6 populations compared to other NSAs.

Population Mobility

High levels of residential stability have been associated with strong social ties. Social ties are an important prerequisite to neighbourhood cohesion and collective efficacy – simply put, neighbourhoods in which community members pull together and act on behalf of the common good. Strong social ties have also been associated

Table. 1 Distribution of children aged 0-6 in Niagara Falls

Neighbourhood Study Area (NSA)	Population 0-6 by NSA	Percent of total population 0-6 for Niagara Falls
Beaverdams	795	11.6%
Chippawa/Rural	625	9.1%
Drummond/ Victoria	1,968	28.7%
Elgin	1,092	16%
Stamford	1,520	22.2%
Westlane	850	12.4%
Total	6,850	100%



with reduced social deviance (Sampson, Raudenbush, & Earls, 1997).

High rates of residential mobility and transience in neighbourhoods often correspond to social disruption. In neighbourhoods where residents are isolated from each other, social ties tend to be weak and a sense of common interest even weaker (Sampson, Raudenbush, & Earls, 1997). This, in turn, can create a climate more conducive to crime and other types of anti-social behaviour. In addition, greater family residential mobility has been associated with increased behavioural problems in children (Dewit, Offord, & Braun, 1998).

One way to measure neighbourhood stability is by measuring the proportion of individuals who made a residential move in the last year.

- 14% of the population in Niagara Falls (9,990 residents) made a residential move in 1995. The national average for population mobility in that same year was 15%.

Map 2 shows the proportion of the population in Niagara Falls that moved within the last year of the 1996 Census data collection (1995).

- In Niagara Falls, an average of 114 people per EA moved.
- The majority of Niagara Falls EAs, 64% (56), were below the national average for mobility.
- The highest pocket of mobility in the city was found in Chippawa/Rural where one EA had a mobility rate of 31 – 41%. This was more than twice the national average of 15%
- 12 EAs, distributed across the city's urban areas, had mobility rates of 21– 30%. 5 of the 12 (42%) were found in Drummond/Victoria and 4 (33%) in Elgin.

Home Ownership

As with residential stability, home ownership is believed to promote greater social cohesion and collective efficacy in neighbourhoods, and potentially reduce social deviance (Sampson, Raudenbush, & Earls, 1997).

- Over half of the families living in 78% of the EAs in Niagara Falls were home owners.
- In approximately 46% of EAs in Niagara Falls, the proportion of families who owned their own home was 76 – 100%.

Map 3 shows the proportion of families in Niagara Falls who owned their own home

- With the exception of Beavertown, each neighbourhood study area had at least one pocket where home ownership ranged from 26-50%.
- Drummond/Victoria and Elgin had pockets where the proportion of families who owned homes was 25% or less.
- In all EAs in Beavertown, the proportion of families who owned their homes was 51% or above.

Education

While parental level of education has been related to child developmental outcomes, the education level of the residents within a child's wider community is considered a crucial factor in the socio-economic environment in which a child grows and develops. Adults in the community with high levels of education are more likely to be employed, less likely to live in poverty, and more likely to serve as positive role models and mentors to their own children and children in the community. Conversely, those with lower education levels may face diminished employment prospects, and are more likely to live in poverty. Theorists suggest that positive peer and adult role models in the community can influence child development and well-being, particularly in terms of behaviour and learning (Furstenberg & Hughes, 1995; Jencks & Mayer, 1990).

It should be noted that in 1996, Statistics Canada's variable for secondary (high) school graduation applied to the population 15 years of age and over, excluding institutional residents and employees.

- Approximately 38% of Niagara Falls residents 15 years of age and over had not completed a high school diploma. This figure was higher than the national average of 34.8%.
- 63% of EAs (55) had a higher than national average proportion of people 15 years of age and over without a high school diploma.
- Approximately 56% of all children 0–6 years of age in Niagara Falls (3,750) lived in these EAs.

Map 4 shows the proportion of the population in Niagara Falls, 15 years of age and over, without a high school diploma.

- In the majority of EAs in Niagara Falls (61%), 21- 40% of the population 15 years of age and over did not have a high school diploma.
- Compared to the rest of the city, Elgin and Drummond/Victoria had relatively large pockets of EAs where a high proportion (41-60%) of residents 15 years of age and over were without a high school diploma.

Data on post-secondary education levels showed that:

- 34% of the population 15 years of age and over in Niagara Falls (21,635 people) were post-secondary graduates.
- Approximately 20% of children (1,385) lived in EAs where 42% or more of the population 15 years of age and over were post-secondary graduates.
- Approximately 13% of children (895) lived in EAs where less than 27% of the population 15 years of age and over were post-secondary graduates.

Map 5 shows the proportion of Niagara Falls population, 15 years of age and over, who were post-secondary graduates.

- In 57% of Niagara Falls EAs, 31-45% of the population were post-secondary graduates.
- Stamford, Westlane and Drummond/Victoria all had pockets where the proportion of post-secondary graduates was high (46-60%)
- The majority of EAs in Elgin and Drummond/Victoria had a low proportion of post-secondary graduates (16-30%).

Employment

Research has shown that neighbourhoods with high levels of unemployment can impact negatively on children's behavioural outcomes (Kohen, Hertzman, Brooks-Gunn, 1998). For example, in neighbourhoods where unemployment is high, this problem may be compounded by increased levels of poverty and decreased community resources. Such neighbourhood characteristics can negatively impact a child's environment and overall well-being.

- In 1996, the overall unemployment rate in the city of Niagara Falls was 7.6%. This figure was lower than the national rate of 10%.

- 14% of EAs in Niagara Falls (12) had unemployment rates that exceeded the national average.
- Approximately 13% of children 0-6 years of age (900) lived in these EAs

Map 6 shows the unemployment rate, by EA, across the city of Niagara Falls.

- Elgin, Drummond/Victoria, and Westlane all had pockets of relatively high unemployment (15-20%) interspersed with low unemployment.
- Stamford, Beaverdams, and Chippawa/Rural were, for the most part, at or below the 10% rate.

Household Income

Adequate household income is essential to purchasing goods and services and accessing resources. Neighbourhoods where a high number of residents live in poverty can pose challenges to families and children, service providers, and policy makers. Such areas may lack resources, and residents could be deprived of interaction with mainstream social networks and role models through processes of isolation and segregation. These neighbourhoods may also experience overcrowding, lower levels of safety, less-desirable physical environments, and a scarcity of resources.

- In 1995, the average household income in Niagara Falls was \$42,851. This figure was \$5,701 below the national average (\$48, 552).
- 65% of EAs in Niagara Falls (57) had average household incomes below the national average.
- Approximately 61% of all children 0-6 years of age in Niagara Falls (4,075) lived in these EAs.

Map 7 shows the average household income in Niagara Falls by EA (1995).

- The lowest areas in Niagara Falls for average household incomes were Elgin and Drummond/Victoria. Here, the majority of EAs ranged from \$20,001 - \$60,000 with one pocket in each area where the average household income was \$20,000 or less.
- Stamford showed the greatest range of average household income with several EAs earning greater than \$60,000; one small pocket earning



\$20,000 or less; and the remaining EAs falling somewhere in between.

- All EAs in Beavertams had average household incomes greater than \$40,000.

Low Income Cut-offs (LICOs) are thresholds, established by Statistics Canada to convey the income level at which a family may be in straitened circumstances because it has to spend a greater portion of its income on the basics (food, clothing, and shelter) than does the average family of similar size. LICOs vary, based on family and community size; cut-offs are updated to account for changes in the consumer price index.

- On average, 19% of all households in Niagara Falls were below the LICO.
- In 53% of EAs in Niagara Falls (47), the average proportion of households below the LICO exceeded the city average of 19%.
- Approximately 55% of all children 0-6 years of age in Niagara Falls (3,750) lived in these EAs

Map 8 shows the proportion of households in Niagara Falls below the Low-Income Cut-Off (LICO)

- Elgin had the highest proportion of households below the LICO, with areas exceeding 46%.
- Drummond/Victoria, Westlane, and Chippawa/Rural all had pockets where the proportion of low income households ranged from 31-45%.
- The proportion of households below the LICO in Stamford and Beavertams was 30% or less.

Family Structure

While most children from lone parent households do well, research has shown that a higher proportion of children with cognitive and behavioural problems come from lone parent families (Lipman, Boyle, Dooley, & Offord, 1998; Ross, Roberts, & Scott, 1998). In addition, a higher incidence of two-parent families living in a neighbourhood has been linked to healthier child and adolescent development (Brooks-Gunn, Duncan, Klebanov, & Sealander, 1993).

- Approximately 28% percent of families in Niagara Falls (3,545) were headed by a lone parent. This figure was higher than the national average of 22%.

- 61% of EAs (53) had a greater percentage of lone parent families than the national average.
- Approximately 60% of all children 0-6 years of age in Niagara Falls (4,110) lived in EAs that exceeded the national average proportion of families with children headed by a lone parent.

Map 9 shows the proportion of families with children in Niagara Falls that were headed by a lone parent.

- Pockets of high percentages of families headed by lone parents (greater than 40%) were found across the city with the exception of Chippawa/Rural and Beavertams, where the proportion of lone parent families was relatively low (40% or less).
- Elgin and Stamford both had pockets where over 60% of families were lone parents. However, both of these neighbourhoods also had areas where the proportion of lone parents was as low as 21% or less.

Ethnic and Linguistic Diversity

The ability to speak English or French (Canada's two official languages) is important to successfully navigate the transitions involved in settling into a new country. Knowledge of a country's official language(s) allows for easier access to goods and services and facilitates employment. The proportion of the population that does not speak either official language is considered to be at an extreme disadvantage as a result of the various barriers to participation that exist, particularly labour market barriers. Furthermore, the work of Kobayashi, Moore, and Rosenberg (1998), found that immigrant families who spoke neither of Canada's official languages were less likely to use formal community supports such as community and social service professionals, religious or spiritual leaders.

- Compared to the national average of 3.6%, the population of recent immigrants (1991-1996) in Niagara Falls was low at approximately 2%.
- Just under 1% of people in Niagara Falls spoke neither English nor French. This figure was below the national average of 1.7%.

Map 11 shows the proportion of the population that spoke neither English nor French.

- The highest pocket of population that did not speak English or French was found in Drummond/Victoria (6–8%).

Putting it all Together – The Social Index

In order to provide a composite measure of socio-economic risk in communities, a Social Index was developed to offer both a general picture of neighbourhoods within the broader community and an indication of the number of potential challenges they faced. Among other uses, the Social Index can serve as a tool to help communities better allocate resources to meet the needs of children and families by permitting analyses of concentrations of need and the multiple demands placed on community services.

The Social Index is comprised of nine (9) variables selected for their usefulness in describing the socio-economic characteristics of communities (See inset and Appendix A).

The Social Index Variables

- Employment Rate
- Average Income of Households
- Education Level
- Family Status
- Mobility
- Language
- Home Ownership
- Immigrant Status
- Reliance on Government Transfers

These variables, which encompass measures in the areas of education, employment, poverty, and

multiculturalism, were applied to each EA. Using data from the 1996 Census, the average for each variable was determined by EA and compared to the national average on the same variable. With the national average as a threshold, a point system was devised. If an EA value for a particular variable was unfavourable when compared to the national average, the EA received one point (values equal or favourable to the national average did not receive any points). An index was created by adding the points to arrive at an overall score for each EA out of a total possible score of nine. Higher scores indicated a greater presence of characteristics or factors associated with risk and disadvantage, and thus potentially greater need for preventive or supportive services. EA scores were then categorized into four groups, ranging from low to high risk, according to the number of risk factors present as determined by the Social Index. Categories and results are presented in Table 2.

Further collapsing these categories indicates that according to the Social Index, in 1996, one half (50%) of children 0-6 years of age in Niagara Falls lived in EAs where the potential risk or disadvantage was relatively low in terms of socio-economic environment, while the other half (50%) lived in socio-economic environments that ranged from “somewhat high risk” to “high risk”.

Map 12 the presence of risk factors in Niagara Falls as determined by the Social Index.

- All NSAs, with the exception of Beaverdams, had pockets of “somewhat high risk” to “high risk”.
- In Beaverdams all EAs were categorized as “low risk” or “somewhat low risk”.

Table 2 Social Index Results for Niagara Falls Based on 1996 Census Data

Social Index category	Low risk (0-2 factors)	Somewhat low risk (3 or 4 factors)	Somewhat high risk (5 or 6 factors)	High risk (7 -9 factors)	Niagara Falls Total
Number of EAs	25	18	26	19	88
% of total EAs	28.4%	20.5%	29.5%	21.6%	100%
Population 0-6	2,010	1,415	2,080	1,345	6850
% of total Population 0-6	29.3%	20.7%	30.4%	19.6%	100%

Physical Environment

The quality of the physical environment in a community can affect families and young children; however, the assessment of the physical characteristics of neighbourhoods is an aspect of community research that is often overlooked, partially because of the operational difficulties involved in collecting such information.

Investigation into the quality of the physical environment of Niagara Falls was based on information collected from the Neighbourhood Observation Instrument (NOI). This data collection tool was designed specifically for the UHEY initiative to provide a consolidated measure of the physical characteristics of neighbourhoods, based on factors that have been postulated to impact on child developmental outcomes. For more information on the physical environment factors examined in Niagara Falls and results of the NOI refer to Appendix B.

In order to provide an overall picture of the physical environment, data collected with the NOI, was assessed using a scale called the Physical Environment Index, based on the following factors:

- the condition of buildings;
- the percentage of dwellings in need of major repair;
- the volume of traffic on streets or roads;
- the presence of garbage, litter, or broken glass;
- noise levels;
- the number of stop lights observed; and
- the width of streets.

For a detailed description of how this scale was developed refer to Appendix C.

Map 13 and Table 3 show the type of land use relative to the location of children aged 0-6

Map 14 shows the Physical Environment Index relative to the location of children aged 0-6.

For the most part, Niagara Falls appeared to have favourable physical environments in which to raise children.

- The majority of EAs scored relatively well on quality of physical conditions. In fact, almost three quarters scored 15 points or less on a scale ranging from 8 to 23 points (with lower scores equated with more positive neighbourhood characteristics).
- Only 5% of EAs had unfavourable physical conditions, ranging from 20-23 points on the physical environment scale. For the most part, areas with unfavourable physical conditions contained a low proportion of children and had lower numbers of potential socio-economic risk factors.

Table 3. Land Use in Niagara Falls

Primary type of land use	Percent of EA	Number of children	Percent of children
Residential	69%	5460	80%
Mixed residential and commercial	7 %	520	8%
Commercial	12 %	415	6%
Mixed rural and residential	5%	240	4%
Service or institutional	5%	80	1%
Vacant lots or open spaces	2%	85	1%
Park or playground	1%	50	<1%



Neighbourhood Resources

Theories based on neighbourhood resources view the community itself as a resource for human development; supporting families and residents by complementing their efforts to raise their children. Such theories imply that increased and appropriate availability of programs and services enrich children's experiences and increase opportunities for optimal child development and social networks of support for families, while decreasing the chances of children developing problems. Conversely, scarcity of resources can result in reduced opportunities for enrichment, lack of supportive environments, and higher need for preventive and corrective action.

As the provision of services can be expensive and labour intensive, it is essential to have the best mix and right coverage of services based on their impacts on families and children (see Jencks & Mayer, 1990, for a review of theories on neighbourhood influence). Investigating the links between services available for children (such as parks, recreation, and health and social services) and child developmental outcomes (such as emotional and cognitive development) can help communities determine how best to distribute resources.

UEY Researchers compiled an inventory of the neighbourhood resources in Niagara Falls to examine the types of programs and services available to children 0-6 years of age and their parents, as well as the location of these programs in relation to where children live. In keeping with UEY methodology, community resources were classified according to six program categories deemed to be important for young children and their families (Connor and Brink, 1999). These program categories are outlined below and defined in more detail in each resource section.

- Education;
- Societal Resources;
- Health and Wellness;
- Sports and Recreation;
- Arts, Entertainment and Cultural Resources; and,
- Special Interest Resources.

Resources were classified according to the primary objective of the program. For example, a church-

based children's group was classified under **Sports and Recreation** if the primary objective was to provide children with leisure activities. It was considered to be **Special Interest** if the main objective was to introduce youth to religious doctrine and beliefs. As there was no definitive way to classify many resources, a detailed list of programs included in each category is found in Appendix E.

Resource Map Limitations

The resources collected and studied for this report are not intended to be an exhaustive list, but rather represent an important first step in understanding the physical and social environments of the city of Niagara Falls and the composition of programs and services in the Niagara Falls community. The evaluation of resources in terms of quality is beyond the scope of this report. As such, further research is suggested to look at not only the availability and accessibility of resources, but also their quality and effectiveness.

In order to map a resource, researchers needed to have a street address showing the location where a service or program operated. Post office box addresses could not be mapped. While an attempt was made to map the permanent bases of operation for many Regional programs and services, the extent of outreach, multiple branch, and/or in-home services could not be fully captured.

Please note that in cases where several resources share one address, mapping symbols may overlap giving the appearance of a single resource.

Educational Resources

Educational resources in Niagara Falls were divided into three sub-categories:

- Early Childhood Education Programs (ECEPs) and Kindergartens. (ECEP's were defined as education-focused programs that offered children the opportunity for play-based learning, i.e. nursery schools, pre-schools and early learning centres);
- Parent and Family Education Resources (such as parenting programs, parent relief programs, or family support programs); and



■ Community Education Resources - Libraries

ECEPs and Kindergartens

A child's readiness to learn at entry to formal schooling is an important indicator of his or her future academic and social success, which in turn can influence his or her life-long prospects for employment and financial security. Educational programs for young children that enhance their physical, social, emotional, and cognitive development help provide the foundation for later learning (Doherty, 1997).

Participation in learning-based preschool programs can lead to gains in achievement of self-esteem, motivation, and social behaviour (Westchester Institute for Human Services, 2000). For some children, Early Childhood Education Programs (ECEPs) may be their first exposure to a structured learning environment. ECEPs and kindergarten programs also have the potential to increase a child's readiness for learning, thereby enhancing his or her lifelong academic and personal development. However, in order for these programs to be effective, they need to be developmentally appropriate and responsive to the experiences, backgrounds, and needs of the students (Doherty, 1997).

Kindergarten programs in Ontario offer a variety of learning activities in a structured environment, providing children with their first experiences in the school system. The province of Ontario offers both junior and senior kindergarten and a child can enter a kindergarten program at age four.

Map 15 shows the location of ECEPs and Kindergartens relative to children 0-6 years of age (25 programs/resources)

- ECEPs and Kindergartens were relatively well distributed across the city, with the exception of Beavertams and the southern portions of Chippawa/Rural.
- Most of these resources were located in or near areas considered to be at higher socio-economic risk (5 or greater on the Social Index).
- The majority were located in areas where 40% or more of the families had children and where there was a high density of children 0-6 years of age.

Parent and Family Education Resources

Positive parenting practices have been related to increased pro-social behaviours in children and a decreased likelihood of behavioural problems (Chao and Willms, 1998). Studies also suggest that parenting and life skills training for adults can serve as a protective factor, thereby decreasing a child's risk for problems (Harachi, Catalano, and Hawkins, 1997).

Map 16 shows the location of Parent and Family Education Resources relative to children 0-6 years of age (25 programs/resources)

- Drummond/Victoria had the highest proportion of Parent and Family Education Resources relative to the rest of the city, followed by Stamford, Elgin, and Chippawa, respectively.
- Westlane and Beavertams had no resources for parents or families.
- Most Parent and Family Education Resources were located in areas considered high risk (5 or more) on the Social Index.

Community Education Resources - Libraries

Research suggests that children growing up in families in which the parents have low literacy skills are more likely to have problems in reading and math. When low literacy skills are coupled with other indicators of disadvantage, such as lower parental educational attainment and lower family income, the negative relationship with child outcomes is even stronger (National Institute of Adult Education: Adult Literacy and Basic Skills Unit, 1993). Studies also have shown positive gains for adults who participate in literacy programs, e.g. further education, higher income, employment gains, and increased interest in their child's schooling (Beder, 1999).

Map 17 shows the locations of Community Education Resources relative to children 0-6 years of age (16 programs/resources)

- The Niagara Falls Public Library had three branches, located in Stamford, Elgin, and Chippawa/Rural.
- All library branches were located in areas with a proportionately low number of post-secondary school graduates.
- The Stamford branch was located in the area with the highest proportion of recent immigrants in the city.



- The Stamford and Elgin branches were located in areas with relatively high proportions of lone parent families (between 41% and 60%) and in areas with average household incomes below \$40 000/year.

Societal Resources

Societal Resources include programs that provided broad societal benefits or facilitated participation in society for disadvantaged groups. For mapping purposes, two subgroups were isolated from the main category of Societal Resources: Special Needs Resources - capturing programs for children at risk and their families, and Social Housing.

Map 18 shows the location of Societal Resources relative to children 0-6 years of age (11 programs/resources)

- Societal Resources were essentially split between Elgin and Drummond/Victoria although there was one Societal Resource in Stamford.
- Societal Resources in Niagara Falls were located in areas considered to be at higher risk (5 or greater on the Social Index).
- Furthermore, they were located in areas of lower income and in/or near areas with a high proportion of families headed by a lone parent.

Special Needs Resources

Some children experience multiple risk factors in their lives such as low-income status, negative parenting practices, parental separation, or abuse. These children may grow up to experience problems such as poor health, emotional or behavioural problems, and difficulties in learning. In order to enhance children's capacity for successful development, accessible and effective programs and services need to be available for children and their families living in high-risk circumstances.

Map 19 shows the locations of Special Needs Resources relative to children 0-6 years of age (11 programs/resources)

- Drummond/Victoria had the largest proportion of Special Needs Resources, most of which were located in the vicinity of the Greater Niagara General Hospital.
- The remaining resources were split between Stamford, and Chippawa/Rural.

- All Special Needs Resources were located in areas where the social risk factors were considered high (5 or more on the Social Index).
- There were no Special Needs Resources located in Beaverdams or Westlane.

Social Housing

Access to affordable, safe, and quality housing is one of the most fundamental needs common to all Canadians. At the same time, many families face difficulties in finding such housing, especially when they spend an increasing proportion of their incomes on shelter. Guidelines set out by the Canada Mortgage and Housing Corporation note that a family has experienced a housing affordability problem when one-third or more of their household income is spent on shelter costs (2003). In 1996, approximately 30% of all Canadian families renting their homes spent one-third or more of their incomes on housing, with this burden falling heaviest upon young families and those headed by lone parents (Canadian Council on Social Development, 1998). This trend has increased over the past decade, particularly among lone parents. With one-third of renting families in Canada overburdened with shelter costs, the availability of community social housing is key to addressing the fundamental need of families for affordable, safe, and quality housing.

A child's capacity for successful, positive social interactions begins at a young age, and is influenced by early close relationships, experiences with other children, and the guidance and instruction that comes from parents and other family members (see Doherty, 1997). These relationships can be complemented by interactions with other people beyond the family, such as caregivers, other residents of the child's neighbourhood, and the larger community. When looking at Social Housing in Niagara Falls, researchers considered the larger community and included family housing, senior housing and integrated housing which combined family, senior, and supported housing for independent people with special needs.

The Niagara Regional Housing Authority was the largest provider of social housing offering several types including: cooperative; mixed-income/non-profit; rent-geared-to-income; and supportive housing. For the most part, the neighbourhoods in



which Social Housing was located included a wide range of social characteristics:

- (low) average household income below \$40 000/year
- 5 or more potential risk factors on the Social Index
- 27% of children aged six and younger
- high proportion of lone parent families (40%)

In addition to housing, the Niagara Regional Housing Authority offered various community programs for their tenants including seasonal events such as community clean ups, family barbeques, a bike rodeos, and children's clubhouse programs. One of these programs – Pro-Kids provides subsidized recreation/cultural opportunities for eligible children under the age of 18 who live in Niagara Regional Housing communities. Pro-Kids is made available to tenants through a partnership between Niagara Regional Housing and The Regional Municipality of Niagara Community Services Department, Children's Services, and is sponsored by the National Child Benefit Reinvestment Strategy.

Map 20 shows the locations of Social Housing Resources relative to children 0-6 years of age (53 programs/resources)

- Of the 23 EAs with Social Housing units, 14 (61%) had average household income levels below \$40,000/year.
- Most Social Housing units were located in neighbourhoods with high numbers of potential risk factors (five or more).
- Approximately 1,870 children (27%) 0-6 lived in neighbourhoods with Social Housing units.
- In most EA's with Social Housing units, over 40% of families were headed by a lone parent.

Health and Wellness

Health and Wellness Resources included prenatal programs, physical and mental health programs, child protection services, safety programs, breast feeding clinics, and nutrition programs. For mapping purposes, two sub-groups were isolated from the main category of Health and Wellness: Location of Ambulance, Doctors, and the Hospital; and Specialists.

Map 21 shows the location of Health and Wellness Resources relative to children 0-6 years of age (41 programs/resources).

- The majority of Niagara's health and wellness resources were located in Drummond/Victoria and Elgin. These two NSAs were home to almost half (46%) of the city's children 0-6 years of age and also had the highest proportion of EAs with social risk factors between 5 and 9.
- Beaverdams had no health and wellness resources indicated.

Doctors and Specialist Physicians

A recent study has found that the distribution of physicians and specialists depended on certain socio-demographic factors within communities. Family physicians or general practitioners were most likely to be found in metropolitan areas with a high percentage of residents who were highly educated and were less likely to be located in areas with a high proportion of the population under age five. Specialist physicians were more likely to be found in large population areas with a higher percentage of university-educated residents and were more likely to be found in areas with a lower percentage of children and of owner-occupied dwellings (Krishnan, 1997).

Map 22 shows the location of Ambulance, Doctors, and Greater Niagara General Hospital relative to children 0-6 years of age (45 programs/resources)

- In Niagara Falls, doctors tended to be concentrated in the central portion of the community, in and around areas with high risk factors (five or more).
- Niagara Falls had one Emergency Health Service (Ambulance). This was located at the Hospital.
- A large concentration of doctors were located on the border of Elgin and Drummond/Victoria, where the Hospital was also located.
- While there were doctors located in Stamford and Chippawa/Rural, there were no medical resources in Beaverdams and Westlane.

Map 23 shows the locations of Specialists relative to children 0-6 years of age (56 programs/resources)

- Similar to doctors, the majority of specialists were located at or near the hospital, which bordered Elgin and Drummond/Victoria.
- Specialists were also present in Stamford, while Beaverdams, Westlane and Chippawa/Rural had none



Sports and Recreation

Ensuring that recreational opportunities are available and affordable is important to a growing child's physical and emotional health, psychosocial skills, and self-esteem (Canadian Council on Social Development, 1998).

Children's participation in supervised and unsupervised sports and arts-oriented activities is associated with increased psychosocial development. Children living in more civic neighbourhoods (characterized by factors such as helpful neighbours, safe environments, and the presence of good role models) were more likely to have participated in sports-related activities (Offord, Lipman, & Duku, 1998). As well, a recent study on involvement in sports found that active parents tend to have active children and that families with higher incomes were more likely to have children involved in sports as compared to families with lower incomes (Kremarik, 2000).

The Sports and Recreation category included individual and team sports, sport lessons, community groups (e.g. Sparks and Beavers), and community resources such as swimming pools and arenas.

Map 24 shows the locations of Sports and Recreation Resources relative to children 0-6 years of age (61 programs/resources)

- The majority of the city's Sports and Recreation resources were located in Drummond/Victoria (29) and Elgin (14).
- While Stamford and Chippawa/Rural both had Sports and Recreation resources for children 0-6, there were none found west of the Q.E.W. in Westlane or Beaverdams.
- Having a high proportion of Sports and Recreation resources in Drummond/Victoria, Elgin, and Stamford should bode well for children 0-6 in these areas since these neighbourhoods have the highest proportion of children in the city.

Arts, Entertainment, and Cultural Resources

Participation in the arts exposes children to history and culture through a wide range of experiences and has been positively associated with the presence of good parks, playgrounds, and play spaces within a neighbourhood. Dr. Graham Chance, past chair of the Canadian Institute of Child Health, advocated that enrichment in music, the arts, and recreation are vital to the development of the emotional and spiritual well-being of children (Campbell, 2000). Children who participated in the arts were about 30% less likely to have one or more of the following problems: impaired social relationships, grade repetition, emotional, or behavioural disorders (Offord, Lipman, & Duku, 1998).

Factors that can be linked to increased participation in extracurricular arts and cultural activities include family characteristics (such as income level) and community characteristics (such as the availability of resources). Research demonstrates that children from lower income families participate far less, approximately 26% less, than their higher income counterparts. Children from upper income families have higher participation rates, perhaps because of the cost of equipment, lessons, and the programs themselves (Ross & Roberts, 2000). This discrepancy among income groups in children's participation rates in the arts shows a missed opportunity to improve developmental outcomes.

Arts, Entertainment and Cultural Resources included music lessons, art lessons, cinemas, theatres, amusement parks, and historical museums.

Map 25 shows locations of Arts, Entertainment and Cultural Resources relative to children 0-6 years of age (26 programs/resources)

- Most Arts, Entertainment and Cultural Resources were located in Stamford and Drummond/Victoria. While Stamford had higher income levels, lower ratings on the social index (lower being more favourable)s and fewer families below the low income cut-off compared to the rest of the city, Drummond/Victoria displayed opposite characteristics.



Special Interest Resources

Special Interest Resources were comprised of organizations with programs that were primarily targeted to a specific segment of society for a specialized purpose not captured in the other resource categories, e.g. churches with programs based on religious doctrine and beliefs, and cultural heritage programs.

Map 26 shows locations of Special Interest Resources relative to children 0-6 years of age (43 programs/resources)

- For the most part, Special Interest Resources were well dispersed throughout the city.
- Neighbourhoods lying east of the Q.E.W. (Drummond/Victoria, Elgin, Stamford, and Chippawa/Rural) had high proportions of Special Interest Resources, compared to Westlane and Beaverdams which lie west of the Q.E.W.
- Further research should endeavour to look at the impact of special interest groups in Niagara Falls since there is a relatively even split of those located in high risk and low risk areas according to the Social Index.



Table 4. Community Resources by Neighbourhood Study Area (NSA)

Resources	Chippawa/ Rural	Drummond/ Victoria	Elgin	Stamford	Beaverdams	Westlane	Totals
ECEP and Kindergartens	4	7	4	6	1	3	25
Parent and Family Education	1	20	1	3	0	0	25
Community Education	5	0	6	5	0	0	16
Societal	0	4	4	1	0	0	11
Special Needs	1	6	0	4	0	0	11
Social Housing	0	27	8	8	3	7	53
Health and Wellness	1	18	19	2	0	1	41
Doctors Offices	1	14	18	10	0	0	43
Specialist Physician Offices	0	38	9	9	0	0	56
Hospital	0	1	0	0	0	0	1
Ambulance	0	1	0	0	0	0	1
Sports and Recreation	4	29	14	10	0	0	57
Arts, Entertainment and Culture	2	7	1	13	2	1	26
Special Interest	7	14	6	9	7	0	43
Totals	26	186	90	80	13	12	407



Appendix A - Social Index Variables

Unemployment Rate — Proportion of the labour force unemployed at the 1996 Census. The unemployment rate of the population 15 years of age and older is the most widely used measure of overall labour market conditions. *Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.*

Average Income of Households (1995) — Income is a measure of the resources available to households. Households include families and non-family individuals. For the Census, household income is computed as the sum of the income of all family members (which in the case of non-family is individual income). *Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.*

Education Level — Proportion of the population, 15 years of age and over, without a high school diploma. Computed from the Census' highest level of schooling item as the sum of the number of persons with less than a grade nine education, plus the number of persons with a grade nine to grade thirteen education but without a secondary school graduation certificate, divided by the total population for this item. *Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.*

Family Status — Proportion of families with children headed by lone parents. Prevalence of lone parenthood was calculated using the number of families with children as the base rather than the number of all families, in order to focus on the typical family structure most relevant to children, rather than the typical family structure in the neighbourhood. The computation from the Census family structure item is: the number of lone parent families divided by the sum of the number of families of now-married couples with never-married sons or daughters present, the number of families of common-law couples with never-married sons or daughters present and the number of lone parent families. *Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.*

Mobility — Proportion of the population that made a residential move in the past year (1995). Computed from the Census one-year mobility items as the number of movers in the year preceding the Census, divided by the total population for the mobility status item. *Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.*

Language — Proportion of the population that speaks neither English nor French. Computed from the knowledge of official languages Census item as the number of persons who speak neither English nor French, divided by total population for this item. *Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.*

Home Ownership — Proportion of private, residential dwellings that are privately owned by one of the residents. Computed from the Census occupied, private dwellings item as the number of occupied, private dwellings owned by one of the occupants, divided by the total number of occupied, private dwellings. *Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.*

Immigrant Status — Proportion of the total population that are recent immigrants (those who immigrated during the period 1991-1996). As measured by the 1996 Census, computed as the total number of immigrants in the period 1991-1996, divided by the total population by country of birth. *Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.*

Reliance on Government Transfers — Proportion of the total income in the EA coming from government transfer payments. This measure of dependency on transfers measures the share of neighbourhood income from all government transfer programs, including near universal benefits (i.e. Canada Pension Plan, Quebec Pension Plan, and the Child Tax Benefit), as well as programs such as Social Assistance and Workers' Compensation; computed as government transfer payments to Census families in the relevant geographic unit, divided by the total income of these families. *Source: Custom Tabulation from the 1996 Census Canada.*



Appendix B - The Neighbourhood Observation Instrument

Background and Procedures

The Neighbourhood Observation Instrument (NOI) consisted of 21 questions designed to provide objective information about physical factors such as quality of housing, lighting conditions, noise levels, and general conditions of the streets and parks.

Data were collected on 91 of the 102 EAs within Niagara Falls (EAs with no children or populations under 40 people were excluded from the collection). Researchers went to one observation area within each of the 91 EAs to collect information. Observation areas were determined by using computer software (MapInfo 6.0) to locate the centroid of each EA. Street segments (approximately 0.5 km in length) adjacent to each centroid were then randomly selected for observation.

Researchers were trained on the instrument and steps taken to ensure inter-rater reliability. Researchers recorded the street address at which they began and ended observations. EAs are based on population density, and, in many cases, cover a very small geographic area (e.g. one apartment building); therefore, only one sample was taken within each EA.

Neighbourhoods were assessed in the summer of 2001 and all observations took place in the daytime (between 8:00 a.m. and 6:00 p.m.).

In order to assess the physical conditions of buildings, a rating scale was devised based on the number of building or structural “problems” observed. Potential problems included broken windows, doors and/or fences; peeling paint;

graffiti; damaged roofs; evidence of arson or fire; untended lawns or gardens; damaged porches; barns that were not well maintained; rusty railings; broken and/or rusty mailboxes; broken lights; damaged façades or brick work; excessive garbage/litter; cracked window sills; chipped concrete steps, etc.

The Condition of Streets and Roads

- In 84% of the areas observed, the roads, while not new, were considered to be in ‘good/fair’ condition, showing evidence of maintenance but still requiring minor repairs.
- 14% were rated as ‘excellent’, being either new or very well maintained.

Lights and Noise

- 83% of observation areas were rated as having ‘light to hardly noticeable’ noise levels.
- 17% of observation areas were rated as having moderate to somewhat noticeable’ levels of noise.

People in the Community

- There was only one observation area in which people were observed loitering or exhibiting anti-social behaviour (e.g. intoxicated, arguing, swearing loudly, fighting or panhandling).

Table 5 - The Physical Conditions of Buildings/Dwellings as Measured by the NOI, Niagara Falls, 2001

Physical Condition Rating		Percent of total observation areas
• Excellent	• (0 problems per building)	• 24.5%
• Good	• (1 problem per building)	• 49.0%
• Fair	• (2 problems per building)	• 24.5%
• Poor /in need of major repair	• (3 or more problems per building)	• 2.0%



Overall Comfort and Feeling of Safety

When conducting observations, researchers were asked to rate their feelings of safety and overall comfort levels in areas they assessed.

- In over 72% of observation areas, researchers reported feeling comfortable, stating that they would feel safe walking both during the day and at night.
- In just over one quarter of observation areas, researchers stated that they would feel safe walking during the day but not at night. Reasons for feelings of discomfort in these areas are outlined in Table 6 below. Please note that respondents could choose more than one reason.

Table 6 - Reasons for Feeling “Unsafe” as Measured by the NOI, Niagara Falls, 2001

Reason given for feeling “unsafe”	Percent of response
Open area/vacant lots	33%
Commercial/Industrial area	28%
High traffic volume	25%
General feeling of discomfort	22%
Poor lighting	21%
No sidewalks	17%
State of buildings/houses	14%
Prior knowledge of area	4%
Low traffic volume	0%
Evidence of criminal activity	0%
Comments of passers-by	0%

Parks and Playgrounds

The presence of good parks and play spaces in children’s neighbourhoods have been linked to increased participation rates in supervised and unsupervised sports and arts activities.

Not only is the presence of an outdoor play space important, but the kind and amount of vegetation in the play area (often measured by the number of trees and amount of green space or grass) also makes a difference. Studies have found that adults are more likely to use, and children are more likely to play in, areas of higher vegetation. Nearly twice as many children were observed playing in areas with many trees than were observed in areas with few trees (Coley, Kuo, & Sullivan, 1997; Taylor, Wuley, Kuo, & Sullivan, 1998); and more creative forms of play occur in areas with greater vegetation (Taylor, Wiley, Kuo, & Sullivan, 1998).

All parks and public playgrounds within the city of Niagara Falls were assessed and the resulting data was analyzed by enumeration area (EA)

- In just over 30% of EAs, the parks and playgrounds observed were reported to be in ‘good to excellent’ condition with well maintained play equipment (either new or exhibiting only minor scrapes or paint chips) and clean surrounding areas.
- In 14% of EAs the parks and playgrounds observed were reported to be in ‘fair condition’ (requiring some repairs and/or having surrounding areas that were not very clean).
- In 2% of EAs the parks and playgrounds were found to be in “poor condition”, badly deteriorated; showing signs of neglect (in need of many repairs and/or not very clean).
- 53% of Niagara Falls EAs had no parks or playgrounds to observe.

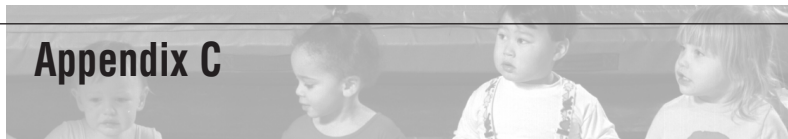
Appendix C - Developing the Physical Environment Scale

Principal Component Analysis (PCA) is a statistical procedure used to identify underlying concepts from a number of individual questions or items. PCA was performed on the items in the NOI in order to determine if there were subsets of items on the Instrument that measured the physical concepts of neighbourhoods. In preparation for running the PCA, variables where the response categories had low frequencies were collapsed. As well, items were recoded to ensure that all responses moved in the same direction (i.e. from positive to negative).

One factor, consisting of seven items, emerged from this process. The reliability as measured by Cronbach's Alpha was high ($\alpha = .83$). Alpha is a measure of the internal consistency of the items within a factor. The factor, comprising the physical conditions of the neighbourhood, was made up of the following items:

- the conditions of buildings;
- the percentage of dwellings in need of major repair;
- the volume of traffic on streets or roads;
- the presence of garbage, litter, or broken glass;
- noise levels;
- the number of stop lights observed; and
- the width of streets.

The Physical Environment Scale was created by summing up each neighbourhood's score for these items. Cases with any missing data on relevant factors were excluded from calculations. The index ranged from 6 to 23 (with possible scores from 6 to 24). Low scale scores represented neighbourhoods with characteristics associated with more favourable environments.



Appendix D - Inventory of Neighbourhood Resources and Community Program Survey

Researchers compiled an inventory of neighbourhood programs and services for children 0-6 years of age and their families. Several sources of information were used to compile the inventory, including Information Niagara, The Niagara Parks Commission Leisure Guide, telephone books, and the Niagara Regional Community Services Listing.

Researchers contacted all of the programs in the inventory to conduct a Community Program Survey via telephone – collecting information on the types and varieties of programs, program clients, funding, and barriers to access, etc. Two interviewers spoke with representatives from 234 programs in Niagara Falls. These programs were run by 40 agencies serving the Niagara Falls and/or the wider Niagara Region.

For the purpose of this survey, programs were defined by the following criteria:

- programs had to target children 0-6 and/or their parents;
- programs had to target children and/or their parents directly (e.g., committee or advocacy work was not included);
- programs had to be ongoing for 6 weeks or longer and have been offered at least once within the past 12 months;
- programs could include, but were not limited to, services and support, screening or assessment, treatment or intervention, lessons, information, and counselling or assistance; and,
- a program could take place at more than one site and at many different times.

Community Program Survey Highlights

Staffing

- 47% of staff involvement reported by agencies surveyed was on an unpaid, volunteer basis as shown in Table 7.

Clientele

As a prerequisite for taking part in the Community Program Survey, at least 10% of a program's clientele had to include children 0-6 years of age and/or their families.

- 48% of programs surveyed listed children 0-6 as their main client group.
- 21% listed youth (7 years of age and older) as their main client group.
- 17% listed parents, families, and caregivers as their main client group.
- 11% reported that the majority of their clients came from the general population.
- 3% listed their main client group as prenatal.

Table 7 - Type of Staff Reported by Agencies, UEY Community Program Survey, Niagara Falls, 2001

Type of staff	Number of agencies utilizing staff type	Number of people employed/ involved
Full-time paid staff	93	502
Part-time paid staff	66	399
Volunteer (unpaid) staff	76	79



Fees and Subsidies

- 45% of programs surveyed reported that they had user fees.
- Of these programs, 57% reported some sort of financial subsidy for users.
- The majority of programs offering subsidized users fees (54%) reported that less than half of their clients used subsidies.
- 31% of programs offering subsidized users fees reported that more than half of the clients used subsidies.

Organizational Information

- The majority of organizations surveyed (43.8%) were privately run.
- Government or Municipal organizations accounted for 27.7% of organizations.
- 16.8% of organizations surveyed were community run, not for profit. Of these, 70% were financially subsidized.
- The remaining 11.7% of organizations reported that their funding came from a combination of sources or a source other than the above.

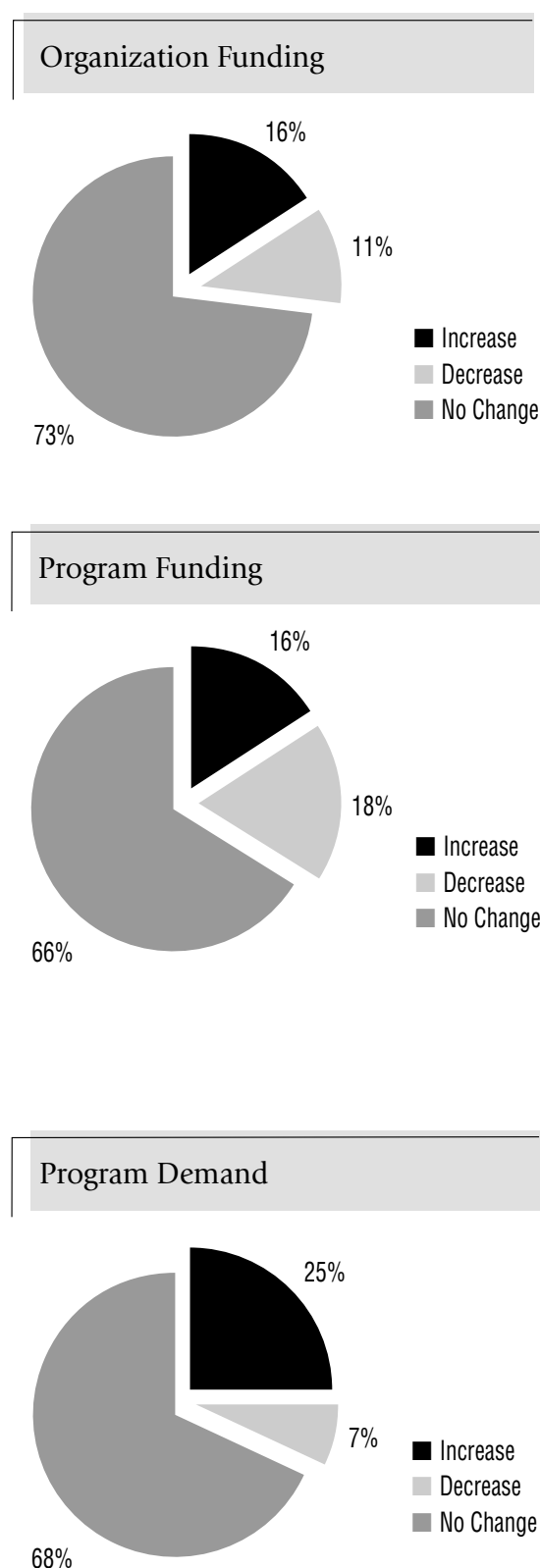
Funding and Demand

Organizations and programs surveyed were asked to report whether their funding over the last two years (1998-2000) had increased, decreased or stayed the same. They were then asked whether the demand for their programs had increased, decreased or stayed the same during the same time period. Results are found in Figure 1.

Capacity

- The majority (63%) of programs surveyed in Niagara Falls were running at full capacity all or almost all the time.
- 17% reported that they were running at capacity more than half the time.
- The remaining 20% were running at capacity half of the time or less.

Figure 1 - Increase/Decrease to Organization and Program Funding and Demand, UYEY Community Program Survey, Niagara Falls, 2001



Appendix E - Neighbourhood Resource List

Resources in Niagara Falls were divided into categories according to the UEY Project framework.

Education

Educational resources in Niagara Falls were divided into three sub-categories:

- Early Childhood Education Programs (ECEPs) and Kindergartens. (ECEP's were defined as education-focused programs that offered children the opportunity for play-based learning, i.e. nursery schools, pre-schools and early learning centres);
- Parent and Family Education Resources (such as parenting programs, parent relief programs, or family support programs); and
- Community Education Resources - Libraries

Societal Resources

Societal Resources include programs that provided broad societal benefits or facilitated participation in society for disadvantaged groups. For mapping purposes, two subgroups were isolated from the main category of Societal Resources: Special Needs Resources - capturing programs for children at risk and their families, and Social Housing. While Social Housing Resources are mapped they are not listed by address in this section.

Health and Wellness

Health and Wellness Resources included prenatal programs, physical and mental health programs, child protection services, safety programs, breast feeding clinics, and nutrition programs. Two sub-groups were isolated from the main category of Health and Wellness:

- Location of Ambulance, Doctors, and the Hospital; and
- Specialist Physicians

Sports and Recreation

The Sports and Recreation category included individual and team sports, sport lessons, community groups (e.g. Sparks and Beavers), and community resources such as swimming pools and arenas.

Arts, Entertainment and Cultural Resources

This category included music lessons, art lessons, cinemas, theatres, amusement parks, and historical museums.

Special Interest Resources

Special Interest Resources were comprised of organizations with programs that were primarily targeted to a specific segment of society for a specialized purpose not captured in the other resource categories, e.g. churches with programs based on religious doctrine and beliefs, and cultural heritage programs.

Programs can serve a variety of purposes and to some degree most programs overlap categories, for example, a program may offer opportunities to increase one's quality of life through a learning or recreational experience, while at the same time increasing social networks through participation. For the purpose of this report, programs were assigned to categories by researchers based on category description and program/organizational survey response.



The following lists represent the programs mapped by category.

Early Childhood Educational Programs (ECEP) and Kindergartens:

25 Programs/Resources	Address
Cataract Kids Child Care Centre	6624 Culp St
Chippawa After-School Care Club	8450 Oliver St
Chippawa Co-operative Nursery School	8280 Willoughby Dr
Dr Fingland Regional Child Care Centre	5027 Drummond Rd
Kalar Christian Nursery School and Day Care	5140 Kalar Rd
Kids First Day Care	6681 Culp St
Kid's Kastle Co-operative Nursery School	6136 Lundy's Lane
La Petite Etoile (Day Care)	7374 Wilson Cres
Little Peoples Nursery School	3855 St Peter Ave
Mary Ward Day Care Centre	2999 Dorchester Rd
Niagara Community Child Care & School Aged Club	8333 Willoughby Dr
North End After School Club	4750 Zimmerman Ave
Notre Dame Latch Key Program	6539 Caswell Crt
Nursery/Playgroup	9527 McLeod Rd.
Oxford Learning Centre Little Readers	6837 Thorold Stone Rd
Pathways School Inc.	8333 Willoughby Dr
Pettit Ave Nursery School	4519 Pettit Ave
Southminster Nursery School Inc	6801 Hagar Ave
St Patrick's Day Care	4653 Victoria St
Stamford Green Day Nursery	3252 Portage Rd
Tots-N-Tykes	8055 McLeod Rd
Valleyway Day Care	6071 Valleyway
Valleyway Day Care II	5082 Magdalen St
Wee Care Day Care	5673 North St
YMCA Child Care - Kate S. Durdan/Loretto	6855 Kalar Rd

Parent and Family Resources:

25 Programs/Resources	Address
Boys and Girls Club of Niagara Family Spirit Program	6681 Culp St
CAPC Niagara Brighter Futures Community Resource House	6905 Warden Ave
CAPC Niagara Brighter Futures Family Outreach - Home Visits	6905 Warden Ave
CAPC Niagara Brighter Futures Feelings	6905 Warden Ave
CAPC Niagara Brighter Futures Healthy Habits for Healthy Kids	6905 Warden Ave
CAPC Niagara Brighter Futures Kidestrians	6905 Warden Ave
CAPC Niagara Brighter Futures Positive Parenting Program	6905 Warden Ave
CAPC Niagara Brighter Futures Self Esteem Program	6905 Warden Ave
CAPC Niagara Brighter Futures In Home Nutrition Program	6905 Warden Ave
CAPC Niagara Brighter Futures Nutrition Program	6905 Warden Ave



Fallsway Early Learning and Parenting Program	4700 Epworth Circle
Family Education Centre Niagara Reg.-School for Parents R is for Relationship	5710 Kitchener St
Family Education Centre Niagara Reg.-School for Parents S.T.E.P. - Systematic Training for Effective Parenting	792 Killaly St
Family and Children Services (FACS) Building Blocks - Mobile Family Resource	3121 St Paul
Family and Children Services (FACS) Building Blocks - Mobile Family Resource	8280 Willoughby Dr
Family and Children Services (FACS) Building Blocks - Mobile Family Resource	2999 Dorchester
Niagara Falls Parent Child Centre	5971 Dorchester Rd
Regional Niagara Public Health Department Baby Talk	5710 Kitchener St
Regional Niagara Public Health Department Infant Education and Parent Teaching Program	5710 Kitchener St
Regional Niagara Public Health Department Mary Ward – Drop in Centre	2999 Dorchester Rd
Regional Niagara Public Health Department Nobody's Perfect	5710 Kitchener St
Regional Niagara Public Health Department Toddler Talk	5710 Kitchener St
Regional Niagara Public Health Department Waddler Talk	5710 Kitchener St
Regional Niagara Public Health Department You Make the Difference	5710 Kitchener St
YWCA of Niagara Falls Y-KNOT (Young Kids Need Our Time)	6135 Culp St

Community Education Resources:

16 Programs/Resources	Address
Information Niagara Walk -in Information Service	5017 Victoria Ave
Niagara Falls Public Library (Victoria Branch) Baby Time: Beginning with Books	4848 Victoria Ave
Niagara Falls Public Library (Stamford Branch) Baby Time: Beginning with Books	3543 Portage Rd
Niagara Falls Public Library (Chippawa Branch) Baby Time: Beginning with Books	3763 Main St
Niagara Falls Public Library (Victoria Branch) Read to Me Program	4848 Victoria Ave
Niagara Falls Public Library (Stamford Branch) Read to Me Program	3543 Portage Rd
Niagara Falls Public Library (Chippawa Branch) Read to Me Program	3763 Main St
Niagara Falls Public Library (Victoria Branch) Story Time: Learning with books	4848 Victoria Ave
Niagara Falls Public Library (Stamford Branch) Story Time: Learning with books	3543 Portage Rd
Niagara Falls Public Library (Chippawa Branch) Story Time: Learning with books	3763 Main St
Niagara Falls Public Library (Victoria Branch) Summer Reading Club	4848 Victoria Ave
Niagara Falls Public Library (Stamford Branch) Summer Reading Club	3543 Portage Rd



Niagara Falls Public Library (Chippawa Branch) Summer Reading Club	3763 Main St
Niagara Falls Public Library (Victoria Branch) Toddler Time: Growing with Books	4848 Victoria Ave
Niagara Falls Public Library (Stamford Branch) Toddler Time: Growing with Books	3543 Portage Rd
Niagara Falls Public Library (Chippawa Branch) Toddler Time: Growing with Books	3763 Main St

Societal Resources:

11 Programs/Resources	Address
Child and Family Support Services	3470 Sinnicks Av
The Community Kitchen	4865 St Lawrence Ave
Immigrant Settlement Services Niagara	5082 Magdalen St
Multicultural Network English as a Second Language	4342 Queen St
Multicultural Network of Niagara Falls Settlement Services	4342 Queen St
Project Share Emergency Food Program	4474A First Ave
Salvation Army Emergency Shelter and Clothing	6812 Lundy's Lane
Salvation Army Food Bank	6812 Lundy's Lane
St Vincent De Paul Emergency Food and Clothing	4693 Victoria Av
Women's Place of South Niagara, Nova House Emergency Shelter and Crisis Intervention	N/A
YWCA Emergency Women's Shelter	6135 Culp St

Special Needs Resources:

11 Programs/Resources	Address
Assessment Counselling and Strategies ADHD Clinic	5414 Portage Rd
Niagara Support Services A Taste of Sports	3470 Sinnicks Ave
Niagara Support Services Fitworks - Learning through Movement	3470 Sinnicks Ave
Niagara Support Services Preschool Services	3470 Sinnicks Ave
Niagara Support Services Regional Respite Program	3470 Sinnicks Ave
Parent Support and Education/Resource Lending	
Canadian Rett Syndrome Association Niagara Falls	7020 Jill Dr
Pee Wee Special Olympics	8778 Champlain Dr
Public Health	5710 Kitchener St
Skating Unchallenged	53 Delaware St
Skating Unchallenged	6570 Frederica St
Speech Services Niagara	5546 Portage Rd



Health and Wellness Resources:

44 Programs/Resources	Address
(FACS)/AFSSN Grow and Learn Summer Camp	4700 Epworth Circle
Birth and Beyond In Home Certified Lactation Consultant	6146 Eldorado Ave
Breakfast for Learning - School Based Program	4474A First Ave
Child and Youth Community Counselling (CAYCCS)	5017 Victoria Ave
Child Find Inc. Awareness and Education Program	5627 Main St
Child Find Kidcheck/All About Me	5627 Main St
Child Find Missing Child Registration	5627 Main St
Falls Walk-in Clinic	6150 Valley Way
Family and Children Services (FACS) Counselling and Group Therapy	4635 Queen St
Family and Children Services (FACS) Child Abuse Prevention and Intervention	4635 Queen St
Family and Children's Services (FACS) Child Protection	5017 Victoria Ave
Family and Children's Services (FACS) Family Life Education	4635 Queen St
Family and Children's Services (FACS) Family Mediation Services	4635 Queen St
Family and Children's Services (FACS) Family Violence Program	4635 Queen St
Family and Children's Services (FACS) Foster Care	4635 Queen St
Family and Children's Services (FACS) Group for Mothers of Sexually Abused Children	4635 Queen St
Family and Children's Services (FACS) Parent Aides	4635 Queen St
Family and Children's Services (FACS) Pregnancy and After Care Services	4635 Queen St
Family/Child and Adolescent Counselling	4300 Drummond Rd
Food Cooperative Program	4474A First Ave
Greater Niagara General Hospital Mental Health Services	5546 Portage Rd
Healthy Babies Healthy Children	5710 Kitchener St
Ladies Group -Time for You	6812 Lundy's Lane
Midwife Services	5546 Portage Rd
Niagara Falls After Hours Walk-in Clinic	Morrison St
Niagara Nutrition Partners Breakfast for Learning Battlefield	6045 Barker St
Niagara Nutrition Partners Breakfast for Learning James Morden	7112 Dorchester Rd
Niagara Nutrition Partners Breakfast for Learning Maple St	5100 Maple St
Niagara Nutrition Partners Breakfast for Learning Riverview	3300 Catell Dr
Niagara Nutrition Partners Breakfast for Learning Simcoe Street	4760 Simcoe St
Niagara Nutrition Partners Breakfast for Learning St. Patrick	4653 Victoria St
Parent Support and Education/Resource Lending	7020 Jill Dr
Personal Growth and Development	4527 Morrison St
Portage Walk-in Clinic	5400 Portage Rd
Regional Niagara Public Health Department Baby Blues - Post Partum Depression Support Group	5710 Kitchener St
Regional Niagara Public Health Department Birth Control Clinic	5710 Kitchener St
Regional Niagara Public Health Department Breast feeding Classes	5546 Portage Rd



Regional Niagara Public Health Department Children in Need of Treatment	5710 Kitchener St
Regional Niagara Public Health Department Parent Talk Information Line	5710 Kitchener St
Regional Niagara Public Health Department Prenatal Program	5710 Kitchener St
Regional Niagara Public Health Department Reproductive Health Program	5710 Kitchener St
Supermarket Safari	3714 Portage Rd
Walk-in Counselling Clinic	5017 Victoria Ave

Physicians

42 Physicians	Address
Dr. Afrukhteh, D	6453 Morrison St
Dr. Ainslie, WH	5400 Portage Rd
Dr. Armstrong, KT	4256 Portage Rd
Dr. Bassil, BM	5400 Portage Rd
Dr. Blew, HA	5546 Portage Rd
Dr. Blew, H A	3820 Rolling Acres Dr.
Dr. Chakraborty	5546 Portage Rd
Dr. Dagleish	6695 January Dr
Dr. Dargavel	5659 Main St
Dr. Davidson, JP	4256 Portage Rd
Dr. Dec, DA	5400 Portage Rd
Dr. Devane, MR	5400 Portage Rd
Dr. Dobbin, SW	4421 Queen St
Dr. Foster, JK	4256 Portage Rd
Dr. Gibney, P	6453 Morrison St
Dr. Joginder Gill	6453 Morrison St
Dr. Girard, D	6453 Morrison St
Dr. Goodwin, F	3640 Portage Rd
Dr. Guise, R	4421 Queen St
Dr. Hill	4421 Queen St
Dr. Howe, W	4256 Portage Rd
Dr. Kaptein	3640 Portage Rd
Dr. Kerr	5659 Main St
Dr. Krass, M	4421 Queen St
Dr. Ledray, RD	6453 Morrison
Dr. Leung, W	6453 Morrison
Dr. Lum, J	4421 Queen St
Dr. MacTavish, A	5400 Portage Rd
Dr. McGarry, PA	4421 Queen St
Dr. Morin, J	4421 Queen St
Dr. O'Neill,	3640 Portage Rd
Dr. Palmer, J	5679 Main St
Dr. Rempel	6833 Stokes St



Dr. Roman, RM	5400 Portage Rd
Dr. Saeed, P	4421 Queen St
Dr. Takla	5400 Portage Rd
Dr. Turneck	5546 Portage Rd
Dr. Velji, AM	6453 Morrison St
Dr. Murphy, DJ	4256 Portage Rd
Dr. Nelson	6150 Valley Way
Dr. Nicholson, CD	6453 Morrison
Dr. Wilczynski, J	3989 Main St

Specialists:.

54 Specialist Physicians	Address
Anaesthesia	
Dr. Gallagher	5546 Portage Rd
Dr. Halliday	5546 Portage Rd
Dr. Phala	5546 Portage Rd
Cardiology	
Dr. Poblete	5673 North St
Dermatology	
Dr. Smith, K	6453 Morrison St
Diagnostic Pathology	
Dr. Lee	5546 Portage Rd
Dr. Li, TCH	5546 Portage Rd
Dr. Li, HC	5400 Portage Rd
Dr. Li, HC	5546 Portage Rd
Diagnostic Radiology	
Dr. Dan	5546 Portage Rd
Ear, Nose & Throat Surgeon	
Dr. Makerewich	6453 Morrison St
Eye Specialist/Surgeon	
Dr. Merritt	4256 Portage Rd
Dr. Smith, NI	4256 Portage Rd
Dr. Taylor, AW	5400 Portage Rd
Family Medicine	
Dr. Gill	6453 Morrison St
Gastroenterology	
Dr. Housley	5673 North St
General Pathology	
Dr. Joshi	5546 Portage Rd
Dr. Patel	5546 Portage Rd



General Surgery	
Dr. Anderson	5400 Portage Rd
Dr. Harpur	5673 North St
Dr. Muir	5673 North St
Internal Medicine	
Dr. Harrigan	5400 Portage Rd
Dr. Alexander	5673 North St
Dr. Chan	6453 Morrison St
Dr. Cowan	5546 Portage Rd
Dr. Mehta	5673 North St
Dr. Perez	5673 North St
Dr. Poblete	5673 North St
Dr. Tannous	4256 Portage
Dr. Zimakas	6453 Morrison St
Neurology	
Dr. Chew	5673 North St
Obstetrician & Gynaecologist	
Dr. Cheema	6453 Morrison St
Dr. Hanniwell	7015 Waterloo Dr
Dr. Jackiewicz, A	4256 Portage
Dr. Yegappan	5673 North St
Ophthalmology	
Dr. Taylor	6800 Morrison St
Dr. Toews	7138 Waterloo Dr
Orthopaedic Surgeon	
Dr. Flores	5673 North St
Dr. Offierski	5673 North St
Dr. Ostrowski	5400 Portage Rd
Rheumatologist	
Dr. Hoh	5827 Main St
Paediatrician	
Dr. Bhagrirath	5400 Portage Rd
Dr. Donkor	6453 Morrison St
Dr. Jackiewicz, G	4256 Portage
Dr. Snyder	4025 Elberta Ave
Plastic Surgeon	
Dr. Huq	5668 Main St
Psychiatry	
Dr. Ahmed	5546 Portage Rd
Dr. Coovadia	5546 Portage Rd
Dr. Daniel	5668 Main St
Dr. Mitchell	5546 Portage Rd
Dr. Santher	5546 Portage Rd



Skin Tumours	
Dr. Connolly	6453 Morrison St
Urology Surgeon/Specialist	
Dr. Brown	5673 North St
Dr. Reddy	6453 Morrison St

Sports and Recreation Resources:

57 Programs/Resources	Address
Basketball Lessons	5300 Willmott St
Boy Scouts of Canada, Niagara Area	3428 Portage Rd
Boy Scouts of Canada, Niagara Area	5205 Fourth St
Boy Scouts of Canada, Niagara Area	3855 St. Peter Ave
Boy Scouts of Canada, Niagara Area	5645 Morrison St
Boy Scouts of Canada, Niagara Area	5825 Lowell
Boy Scouts of Canada, Niagara Area	4377 4th Ave
Boy Scouts of Canada, Niagara Area	6801 Hagar Ave
Boy Scouts of Canada, Niagara Area	Morrison and Dorchester
Boy Scouts of Canada, Niagara Area	8280 Willoughby Dr
Boy Scouts of Canada Niagara Area - Beavers	3121 St. Paul Ave
Boys and Girls Club of Niagara Double Ball - Soccer and T-ball	6681 Culp St
Boys and Girls Club of Niagara Parent and Tot Swim	6681 Culp St
Boys and Girls Club of Niagara Preschool Gymnastics	6681 Culp St
Boys and Girls Club of Niagara Tiny Tumblers Gymnastics	6681 Culp St
Boys and Girls Club of Niagara Gym-Swim-Crafts	6681 Culp St
Boys and Girls Club of Niagara Pool	6681 Culp St
Bunny Program - Ringette	5145 Centre St
CanSKATE (Preschool)	6570 Frederica St
CAPC Niagara Brighter Futures Kids Connection	6905 Warden Av
Chippawa Lions Pool and Wading Pool	Oliver St
Chippawa Martial Arts and Tigers Lair Karate Martial Arts	6240 McLeod Rd
Chippawa Willoughby Memorial Arena	9000 Sodom Rd
Elliot Jeremy Championship Sports Karate Karate Class	6102 Perkins
YMCA Family Day and Swim	4161 Fourth Ave
FH Leslie Pool and Wading Pool	5250 Valley Way
Fitness Centre with Child Activity Centre	6689 Lundy's Lane
Girl Guides of Canada Niagara Frontier Division - Sparks	3855 St. Peter Ave
Girl Guides of Canada Niagara Frontier Division - Sparks	5825 Lowell
Girl Guides of Canada Niagara Frontier Division - Sparks	6548 Dorchester Rd
Girl Guides of Canada Niagara Frontier Division - Sparks	6801 Hagar Ave
Girl Guides of Canada Niagara Frontier Division - Sparks	3615 Gunning Dr
Girl Guides of Canada Niagara Frontier Division - Sparks	3900 Dorchester Rd
Girl Guides of Canada Niagara Frontier Division - Sparks	3694 Main St E



K.A.N. Swim Backyard Swimming Lessons	6478 Ainsley Crescent
Kids Beginners Class Zenshin Martial Arts Inc	5836 Dunn St
Mitchelson Park Wading Pool	Springdale Ave
N.F Memorial Arena	5145 Centre St
NF Lions Pool and Wading Pool	4981 Drummond Rd
Niagara Catholic District School Board Camp Ultima	2999 Dorchester Rd
Niagara Falls Lightening Gymnastics Club Kinder Camp	7021 Stanley Ave
Niagara Falls Lightening Gymnastics Club Kinder Gym	7021 Stanley Ave
Niagara Falls Lightening Gymnastics Club Parent and Tot Movement to Music	7021 Stanley Ave
Niagara Falls Lions Outdoor Rink	4981 Drummond Rd
Prince Charles Pool and Wading Pool	6320 Arad St
Quantum Niagara Gymnastics Kindergym	7533 Merritt Ave
Quantum Niagara Gymnastics Parent and Tot	7533 Merritt Ave
SCV Fireman's Pool	Springdale Ave
Seido-Kan Karate School Inc Karate Class	4751 Morrison
Stamford Memorial/Jack Bell Arena	6570 Frederica St
Street Hockey	4300 Fourth Ave
The Martial Arts Centre Kids 1 - Karate	5064 Victoria Ave
Tiny Tots Skate	5145 Centre St
YMCA L'il Dipper 1and 2 - Swimming Lessons	4161 Fourth Ave
YMCA Pool	4161 Fourth Ave
YMCA Summer/ March Break Camp	4161 Fourth Ave
YWCA - My Rainbow Camp	6801 Hagar Ave

Arts, Entertainment and Culture

26 Programs/Resources	Address
Academy of Dance Arts Dance Instruction	5720 Dorchester Rd
Imagination Dance and Fitness -Beginner and Pre-dance Skills	2895 St Paul Ave
Gallard School of Dance	4154 Portage Rd
Sheri Norris Dance Instruction	4400 Queen St
Starlight Dance Studio	4519 Pettit Ave
Centre Stage Dance Studio	6150 William St
Wendy Leard School of Dance	6279 Huggins
The Niagara Fall Museum	5581 Ellen Ave
Firehall Theatre	4990 Welland St
Kindermusik Melodies - Growing With Kindermusik	3855 St Peter Ave
Imagination Dance and Fitness - Kinder Dance	2895 St Paul Ave
Heritage Language Programs	5082 Magdalen St
Kindermusik Melodies - Kindermusik for the Young Child	3855 St Peter Ave
Kindermusik Melodies - Kindermusik Our Time	3855 St Peter Ave
Kindermusik Melodies - Kindermusik Village	3855 St Peter Ave
Lundy's Lane Historical Museum	5810 Ferry St



Marineland and Game Farm	7885 Stanley Ave
Music for Young Children (MYC) - Sunshine and Sunbeam level	7821 Mount Carmel Blvd
Niagara Children's Museum	8058 Oakwood Dr
Niagara Falls Art Gallery	8058 Oakwood Dr
Niagara Square and Cineplex Odeon Theatre	7555 Montrose Rd
Musically Inclined - Orff and Musikgarten	4431 Dorchester Rd
Starlight Dance Preschool Program	4519 Pettit Ave
Music for Young Children (MYC) Sunrise - Preschool Program	5971 Mountainside
Tap/Jazz	4475 Kent Ave
Willoughby Historical Museum	9935 Niagara Parkway

Special Interest Resources:

43 Programs/Resources	Address
All Saints Church Sunday School	5680 Robinson St
Bible Baptist Church Sunday School/Nursery	5329 Beechwood Rd
Chippawa Presbyterian Church Sunday School/Nursery	8280 Willoughby Dr
Christ Church (Anglican) Summer Vacation Bible School	4750 Zimmerman Av
Christ Church (Anglican) Sunday School	4750 Zimmerman Av
Church of Christ Cradle/Nursery	3901 Dorchester Rd
District School Board of Niagara Heritage Language Program	6768 Lyons Creek Rd
Drummond Hill Presbyterian Church Sunday School/Nursery	6136 Lundy's Lane
Falls View Brethren in Christ Church Pioneer Club	7189 Drummond Rd
Falls View Brethren in Christ Church Summer Vacation Bible School	7189 Drummond Rd
Falls View Brethren in Christ Church Sunday School/Nursery	7189 Drummond Rd
Glengate Alliance Church Promised Land Sunday School/Nursery	6271 Glengate St
Grace Gospel Church Sunday School	5855 Valley Way
Holy Trinity Church School	7820 Portage Rd
Islamic Society Niagara Peninsula Niagara Islamic School	6768 Lyons Creek Rd
Korean Presbyterian Church Sunday School	4898 Kitchener St
Lundy's Lane United Church Sunday School/Nursery	5825 Lowell
Main Street Baptist Church Sunday School	6151 Main St
Niagara Christian Life Assembly Bible Class	5140 Kalar Rd
Niagara Christian Life Assembly Sunday School/Nursery	5140 Kalar Rd
Niagara Community Church School Day Care and Kindergarten	9527 McLeod Rd.
Niagara Falls Christian Fellowship Sunday School	6970 Mountain Rd
Niagara Worship Centre Academy School Day Care and Kindergarten	6846 Frederica St
Niagara Worship Centre Kids Church	6846 Frederica St
Niagara Worship Centre NWC Friends	6846 Frederica St
Our Lady of Scapular Children's Liturgy class	6557 Thoroldstone Rd.
Our Saviour Lutheran Church Sunday School/Bible class	7081 McLeod Rd
Queensway Free Methodist Church Sunday School/Nursery	4397 Dorchester Rd
Queensway Free Methodist Church Teddy Bear Club	4397 Dorchester Rd



Redeemer Bible Church Summer Vacation Bible School	3017 Montrose Rd
Redeemer Bible Church Sunday School/Nursery	3017 Montrose Rd
Redeemer Bible Church Super Church Activity Program	3017 Montrose Rd
River Crossings Community Church Sunday School/Nursery	8333 Willoughby Dr
Sacred Heart Church Children's Liturgy class	3882 Main St.
St Andrews United Church Sunday School/Nursery	5645 Morrison St
St John's Anglican Church Sunday School/Nursery	3428 Portage Rd
St. Luke's Christ Catholic Church Sunday School	5165-A Palmer Ave
St. Patrick's Roman Catholic Church Children's Liturgy of the Word	4673 Victoria Ave
St. Paul's Evangelical Lutheran Church Sunday School	5485 Victoria Ave
St. Paul's Chippawa United Church Sunday School/Nursery	3615 Gunning Dr
St. Thomas More Children's Liturgy class	6548 Dorchester Rd
Stamford Presbyterian Church Sunday School/Nursery	3121 St. Paul Ave
Stamford United Church Sunday School/Nursery	3855 St. Peter Ave



Appendix F - The Early Years Action Group-Niagara Region (EYAG-NR)

In the Niagara Region, there are approximately 5,000 births every year, and over 25,000 preschool children. They will be our community leaders and workforce, the innovators and planners who make this region, and Ontario, strong 25 years from now. The EYAG-NR was established in 1998 as an alliance of community members, agencies and organizations dedicated to meeting the needs of families and children in the early years. The vision of the EYAG-NR is to create a community that undertakes co-operative investment in the early years to ensure that every child reaches his or her optimal potential.

It is the goal of the EYAG-NR to ensure that all members of our society share and support this vision.

Towards this goal, the EYAG-NR has developed a four-point strategy:

1. Develop a plan for optimal investment in the early years
2. Inform, educate and advocate for a child-friendly community
3. Make best use of resources to provide co-ordinated and family-centred services.
4. Monitor and evaluate the progress of children and the effectiveness of EYAG-NR initiatives.

The EYAG-NR strategy is based on four basic values.

- **children: our most precious resource:**
We believe that children have the right to a safe, nurturing and enriching environment.
- **the primacy of families in the healthy development of children and the integrity of the family:**
We respect the rights and responsibilities of families as nurturers.
- **the community's responsibility for the healthy development of children:**
We believe that partnerships through community participation and involvement are critical components of the Early Years Action Group-Niagara Region.
- **success based on meaningful and measurable outcomes supported by relevant research:**
We believe in monitoring our success as indicated by meaningful and measurable outcomes supported by relevant research.

The Niagara Falls UEY Project is sponsored by the Early Years Action Group-Niagara Region. For more information about the EYAG-NR contact the Regional Niagara Public Health Department at (905) 688-3762.

Niagara Nurtures



The Early Years Action Group-Niagara Region



Appendix G - The Early Childhood Community Development Centre (ECCDC)

Serving Niagara's early childhood education and care since 1993, the Early Childhood Community Development Centre is a not-for-profit, charitable, community-based development organization that enhances the quality, efficiency and availability of early childhood education and care community services in Niagara. The ECCDC also promotes the cohesion and professionalism of the region's early childhood education and care sector, so that those involved in the care, development, education and well-being of children may work together to anticipate and meet the increasingly diverse needs of Niagara's children and working families. The ECCDC's efforts have facilitated the continued advancement of Niagara's early childhood education and care services so that they are among the best available anywhere.

Funded primarily by the Regional Municipality of Niagara, Children's Services Division, the ECCDC offers a host of free or at-cost services, including:

- access to a lending library of quality classroom equipment and learning resources
- affordable program planning, training and organizational development services
- resource referral services
- community planning and advocacy, and
- a means of participating in provincial and national research projects.

Purpose

To optimize healthy child development.

Mission

Serve as a catalyst to build community capacity for early childhood development and care services through the provision of resources, supports and training.

Vision

A community that values and supports healthy child development including well-informed parents; appropriate federal, provincial and municipal policies, programs and legislation; a dynamic and progressive early childhood education and care system comprised of public, private and home-based operators; and a suitably qualified, trained

and compensated labour force of early childhood development and care practitioners.

Beliefs

- The first six years of life lay the foundation for healthy physical development, the acquisition of social skills and competence in communication, reading, mathematics and reasoning. These skills are essential for success in school and for later labour force participation. Quality early childhood education and care programs improve the lives of children and families and result in substantial long-term savings for society.
- Quality child care is the cornerstone to a comprehensive and cohesive early childhood education and care system; and quality child care services enhance and support all other early child development and care services targeted at individual children and their families.
- Quality child care services provide for the promotion of trusting, caring and cooperative relationships that respect the worth and uniqueness of the individual and offer stimulation that encourages growth in the whole person.
- Affordable access to quality early childhood education and care services is inextricably linked to the nation's economic growth and advancement.
- Quality child care that supports and enhances children's physical, intellectual, emotional, social and spiritual development is possible in a variety of settings that are healthy and safe and can be provided by a mix of suitably informed family members and qualified early childhood development and care practitioners.
- New federal and provincial policies are needed to assist and support working parents so they aren't forced to choose between workplace productivity and their children's well being.
- Stability and quality in the child care sector are contingent upon adequate financial resources, access to appropriate tools and equipment, operational efficiency, strategic leadership, consistent adherence to sound business practices and a compensation structure that rewards excellence and allows career-oriented individuals



to remain in the profession.

- Success in any profession is related to self-awareness, passion for the work, a positive and empowering work environment, opportunities for advancement and recognition, networking with peers in and beyond one's own geographical area and the sense that one is not only earning a living, but making a positive contribution to society.
- To meet the needs of area families, Niagara's early childhood education and care system must include quality full-time, part-time, seasonal, special needs and short-term care in child care centres as well as by in-home and home-based care providers, nursery schools and resource programs.
- All of Niagara's early childhood education and care services must reflect current Canadian research and insight into the child development process and should accommodate the cultural diversity of our community.
- Children, parents and early childhood education and care practitioners benefit when all members of Niagara's early childhood education and care system share information, work together to address issues and understand and respect one another's contributions to healthy child development.

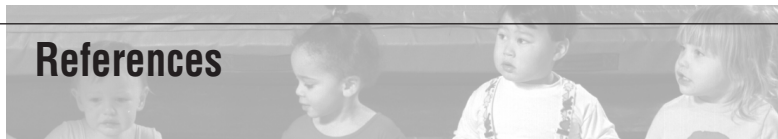
The Niagara Falls UEY Project is administered by the Early Childhood Community Development Centre. For more information about the ECCDC call (905) 646 7311 or visit www.eccdc.org.

Early Childhood
COMMUNITY
Development Centre
E • C • C • D • C



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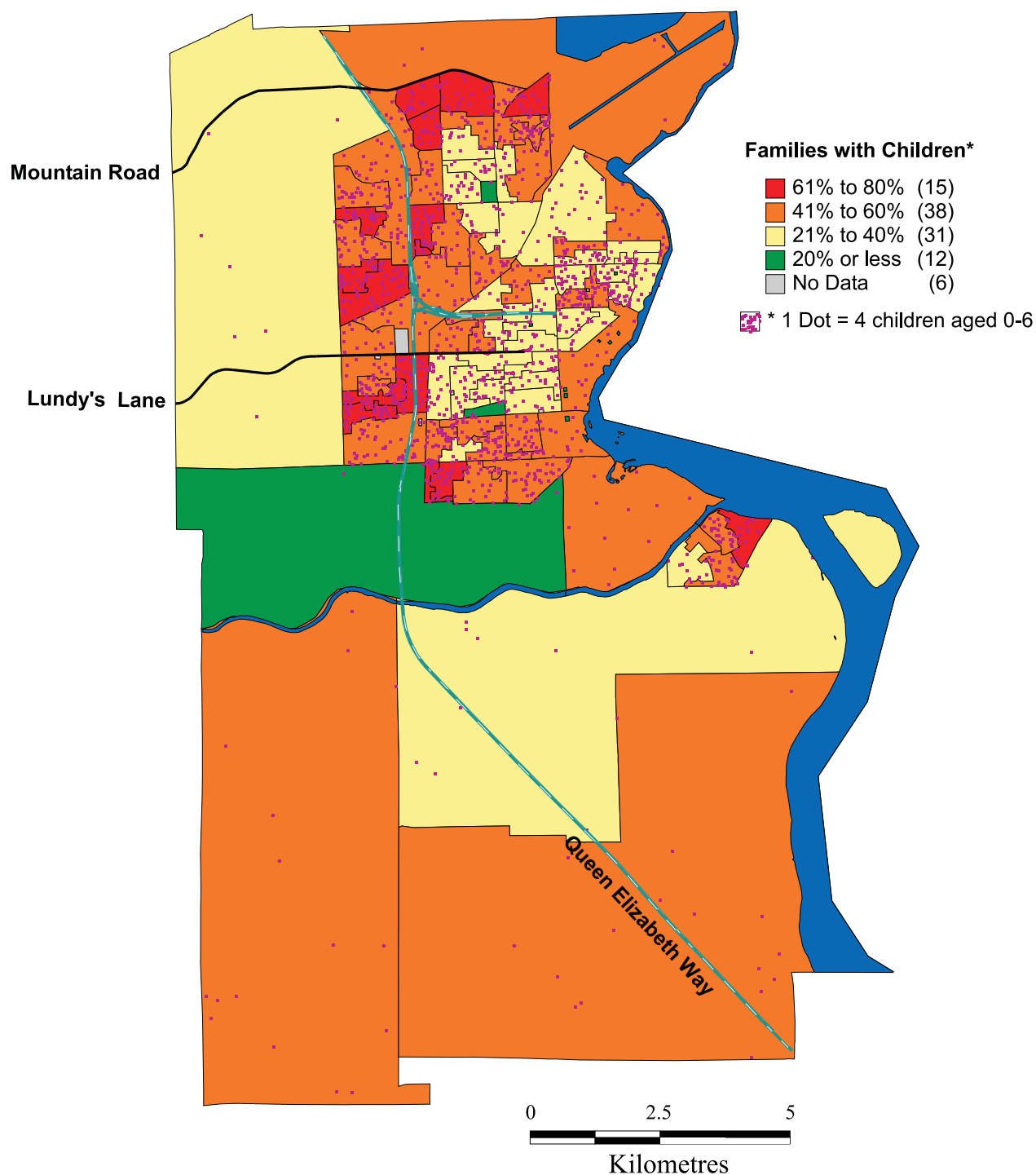


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Measuring Readiness to
Learn in Niagara Falls

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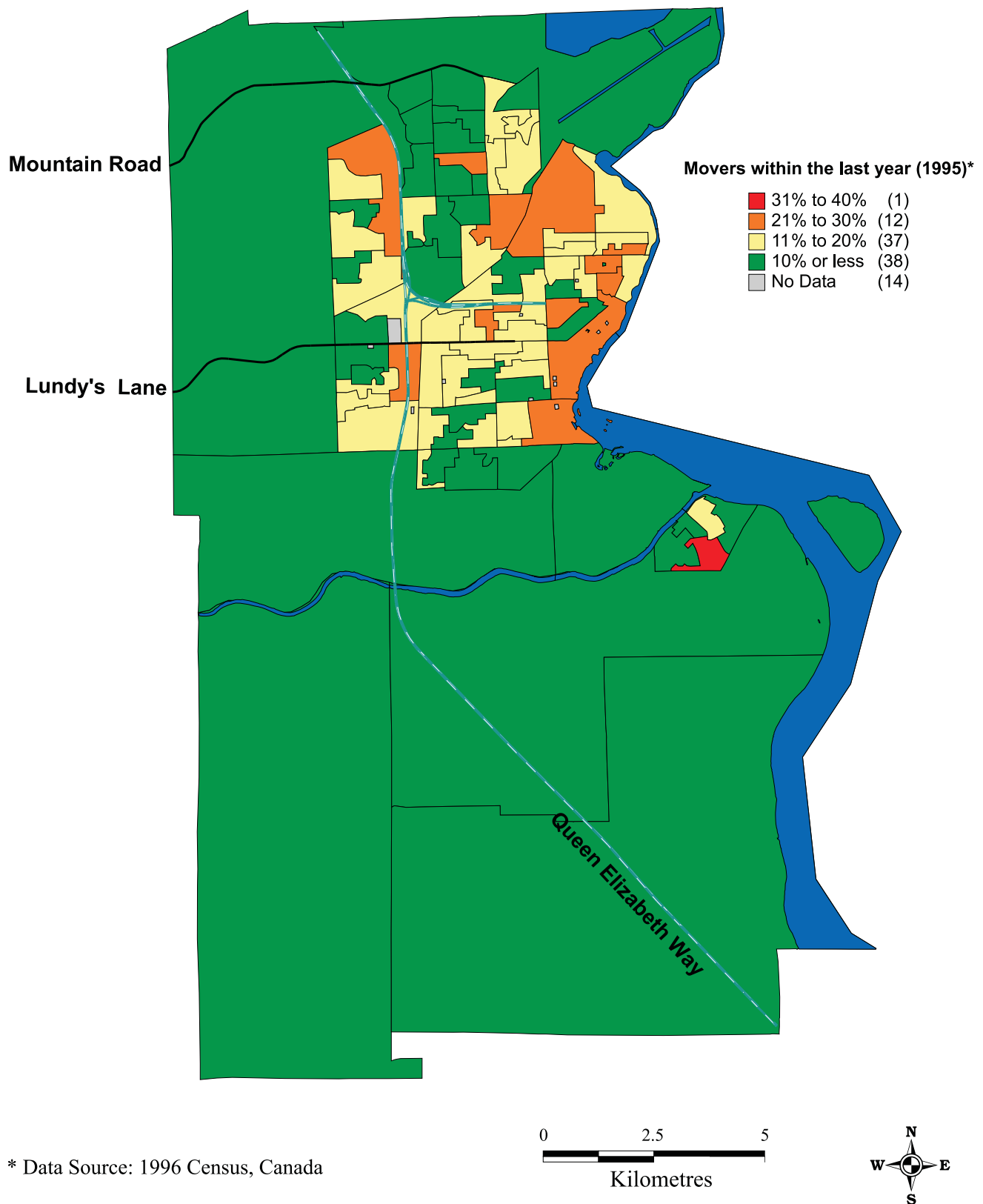
1. Location of Children Aged 0-6 and Proportion of Families with Children



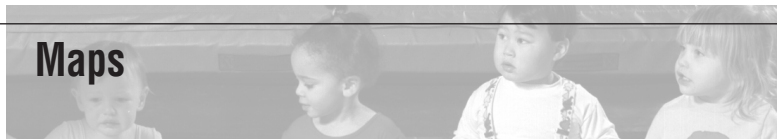
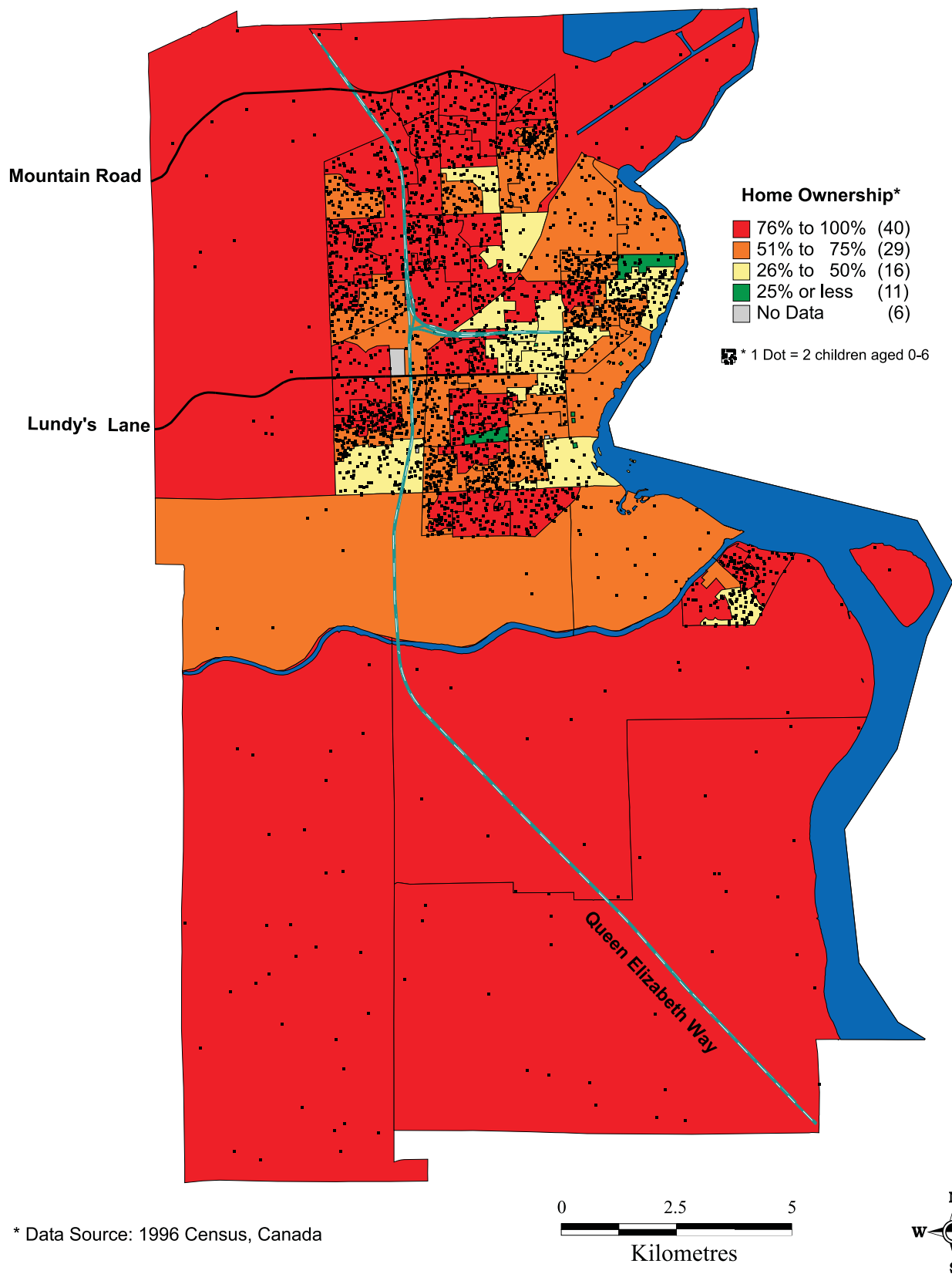
* Data Source: 1996 Census, Canada



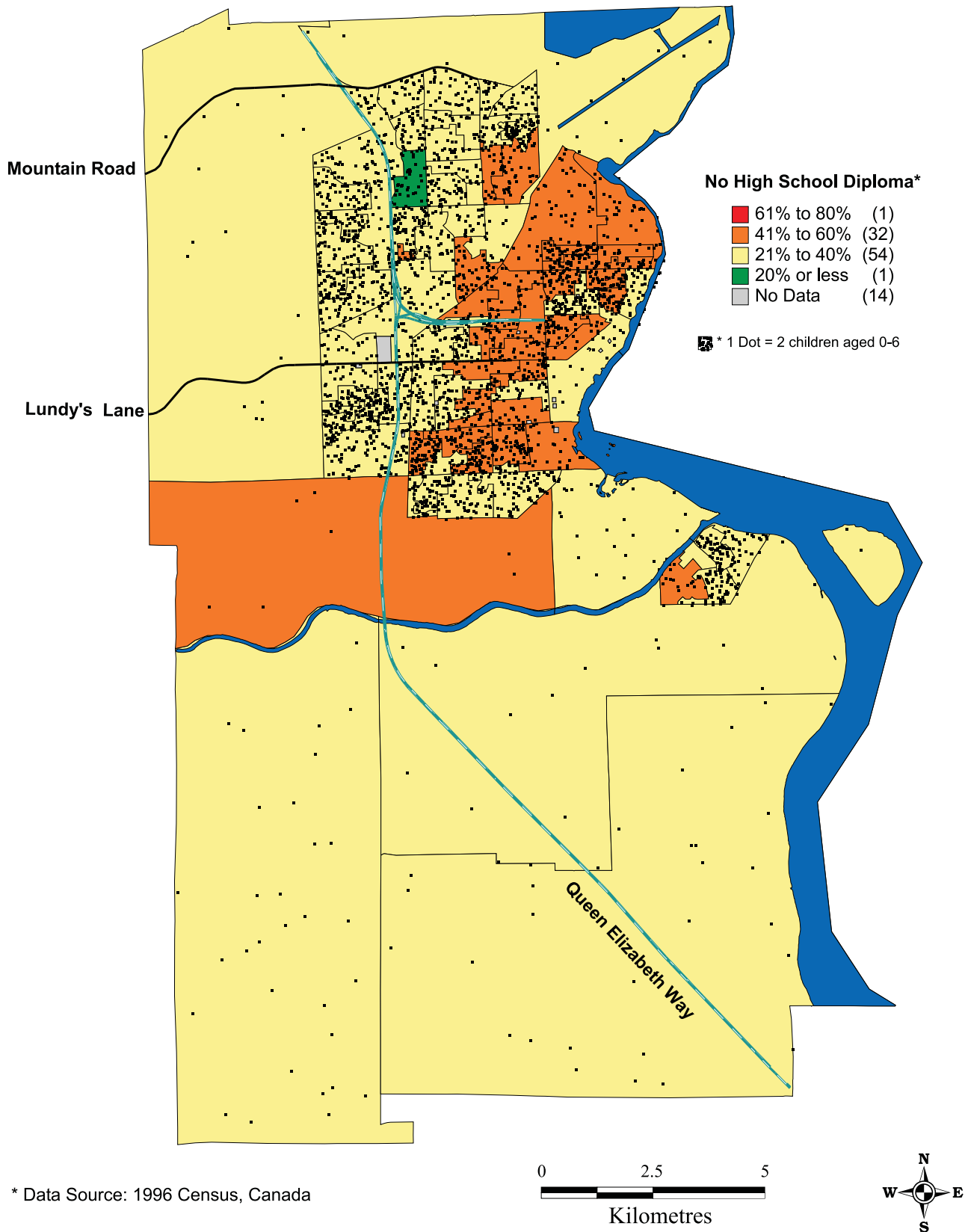
2. Proportion of the Population That Moved Within the Last Year (1995)



3. Proportion of Families in Niagara Falls that Owned their Home.



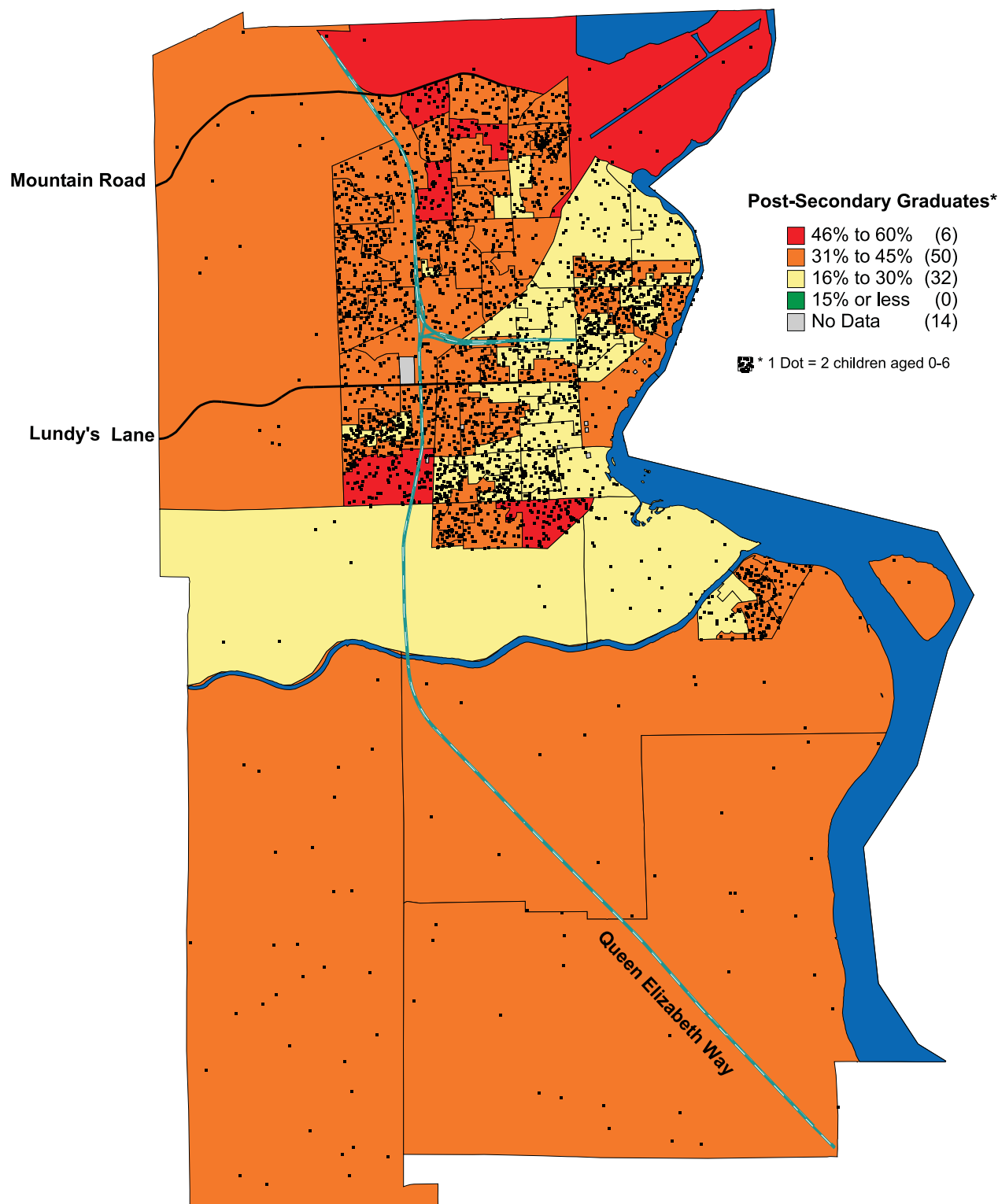
4. Proportion of the Population Without a High School Diploma



* Data Source: 1996 Census, Canada



5. Proportion of Post-Secondary Graduates

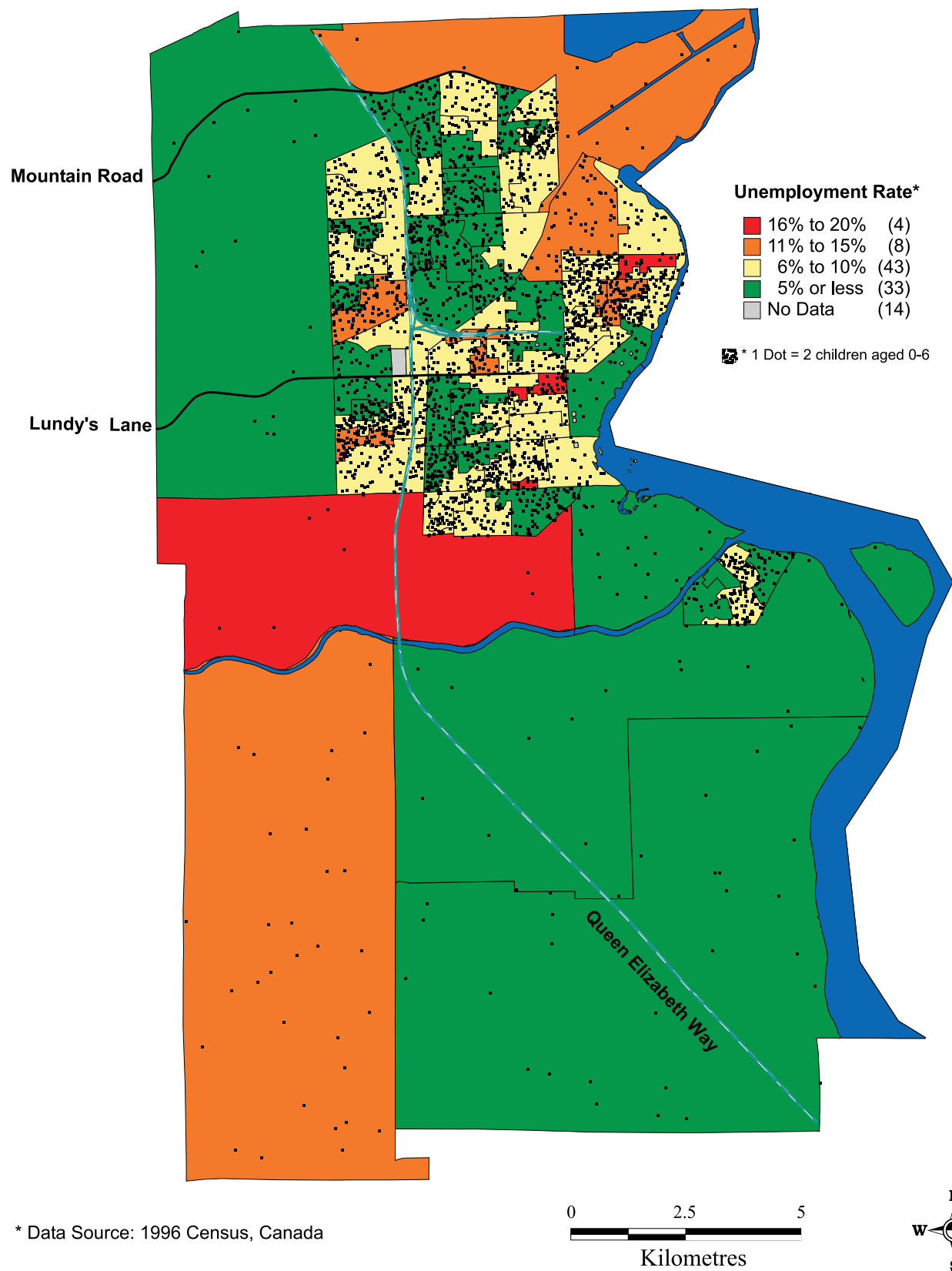


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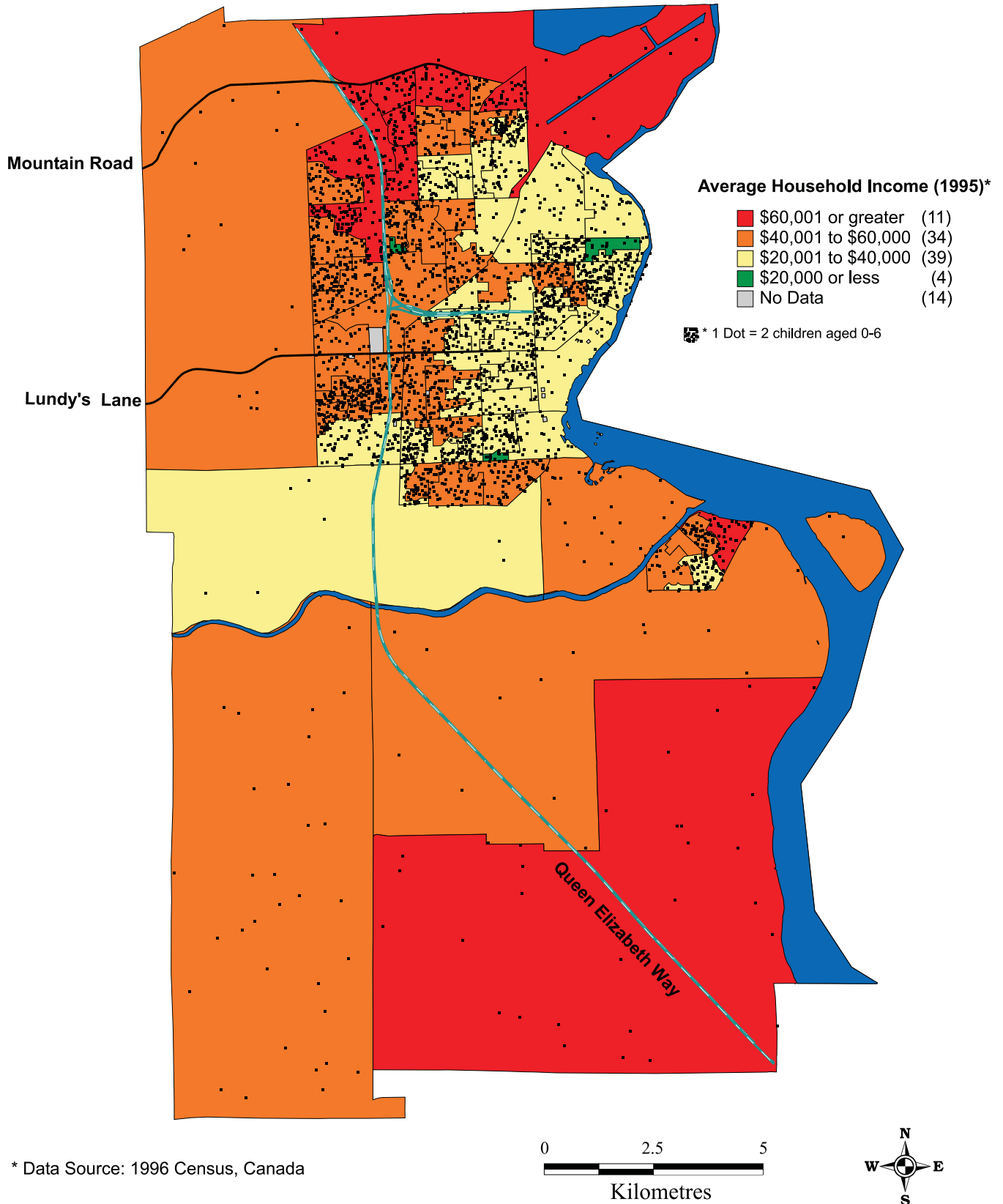
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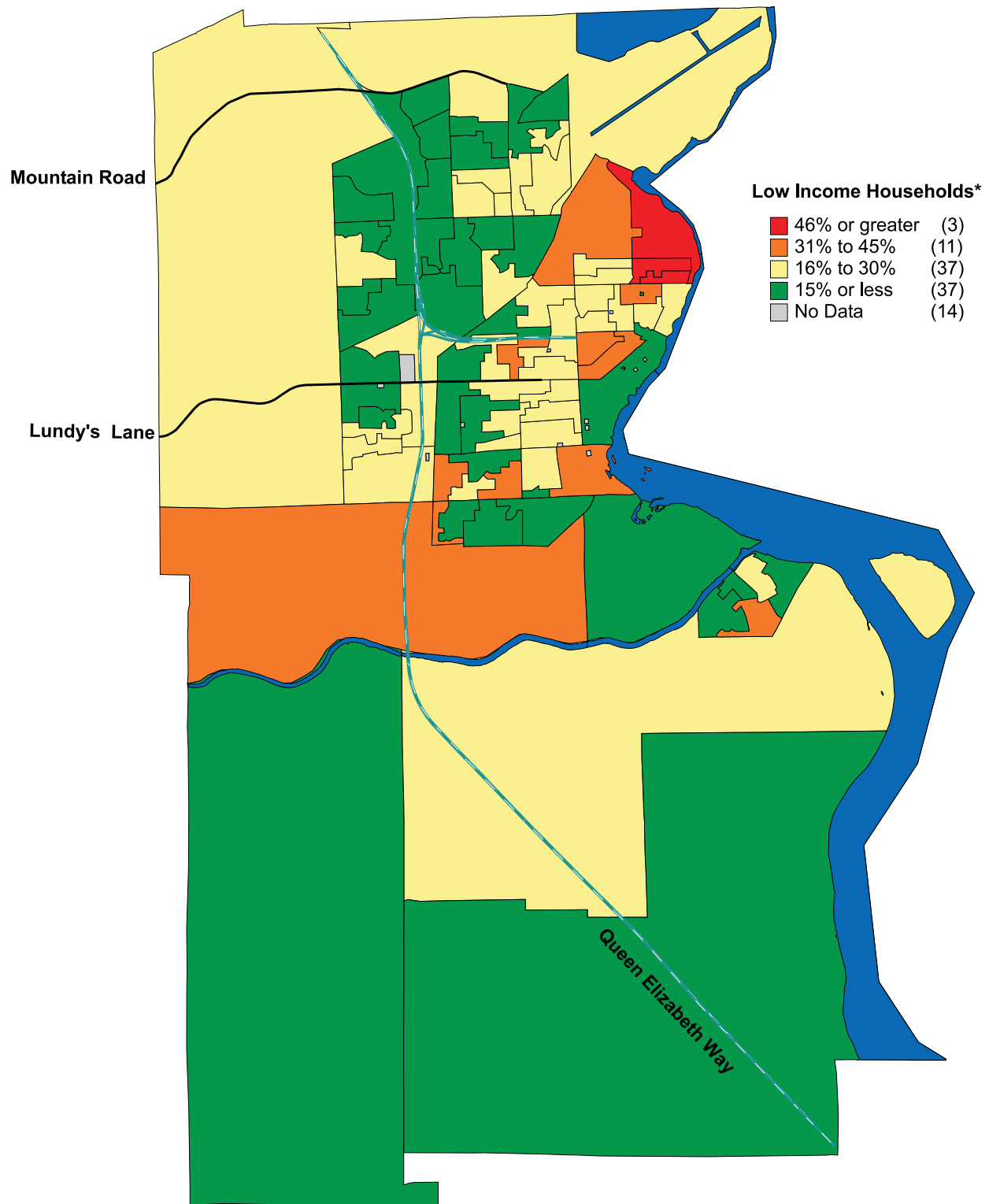
6. Unemployment Rate in Niagara Falls



7. Average Household Income in Niagara Falls (1995)



8. Proportion of Households Below the Low Income Cut Off



* Data Source: 1996 Census, Canada

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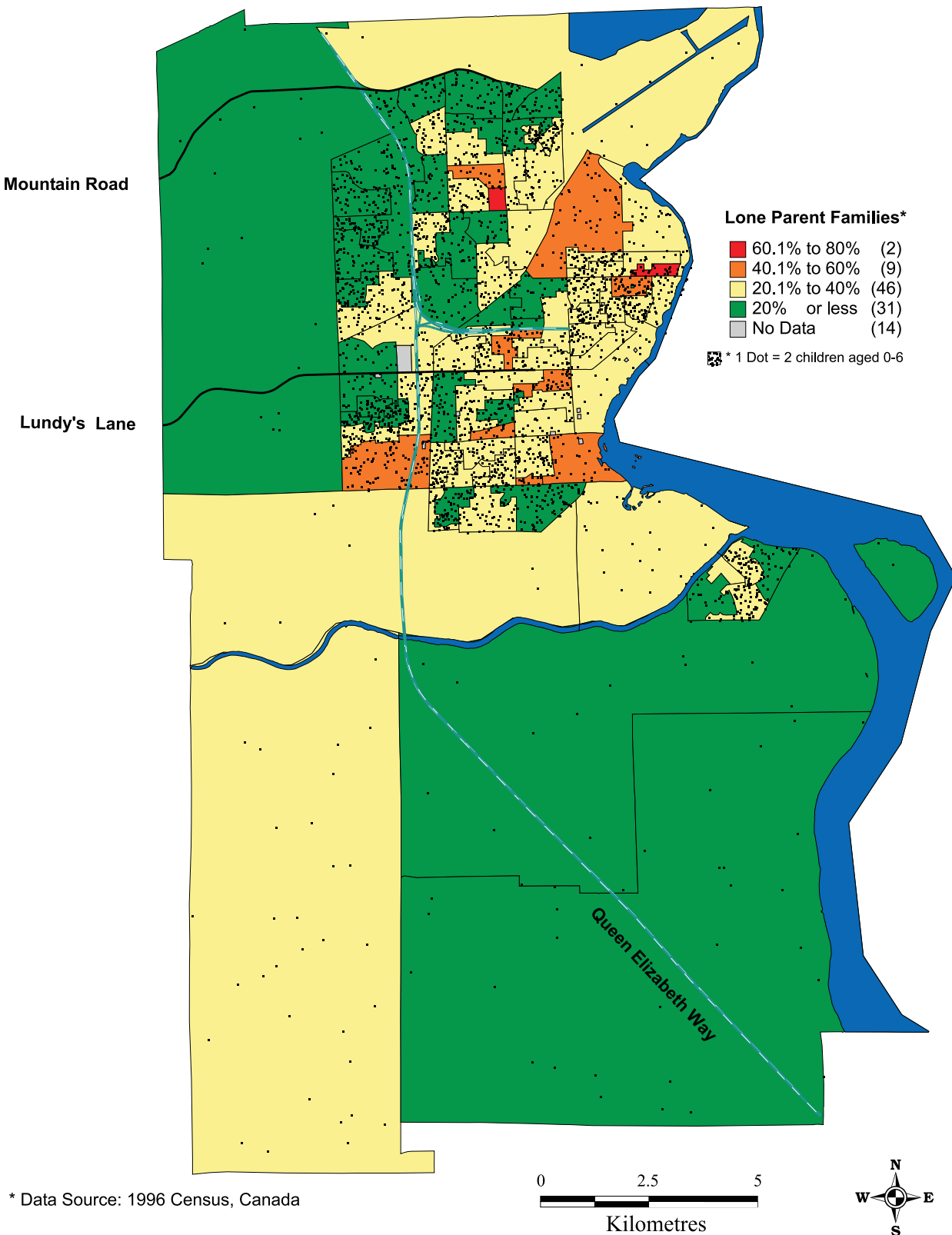


Maps

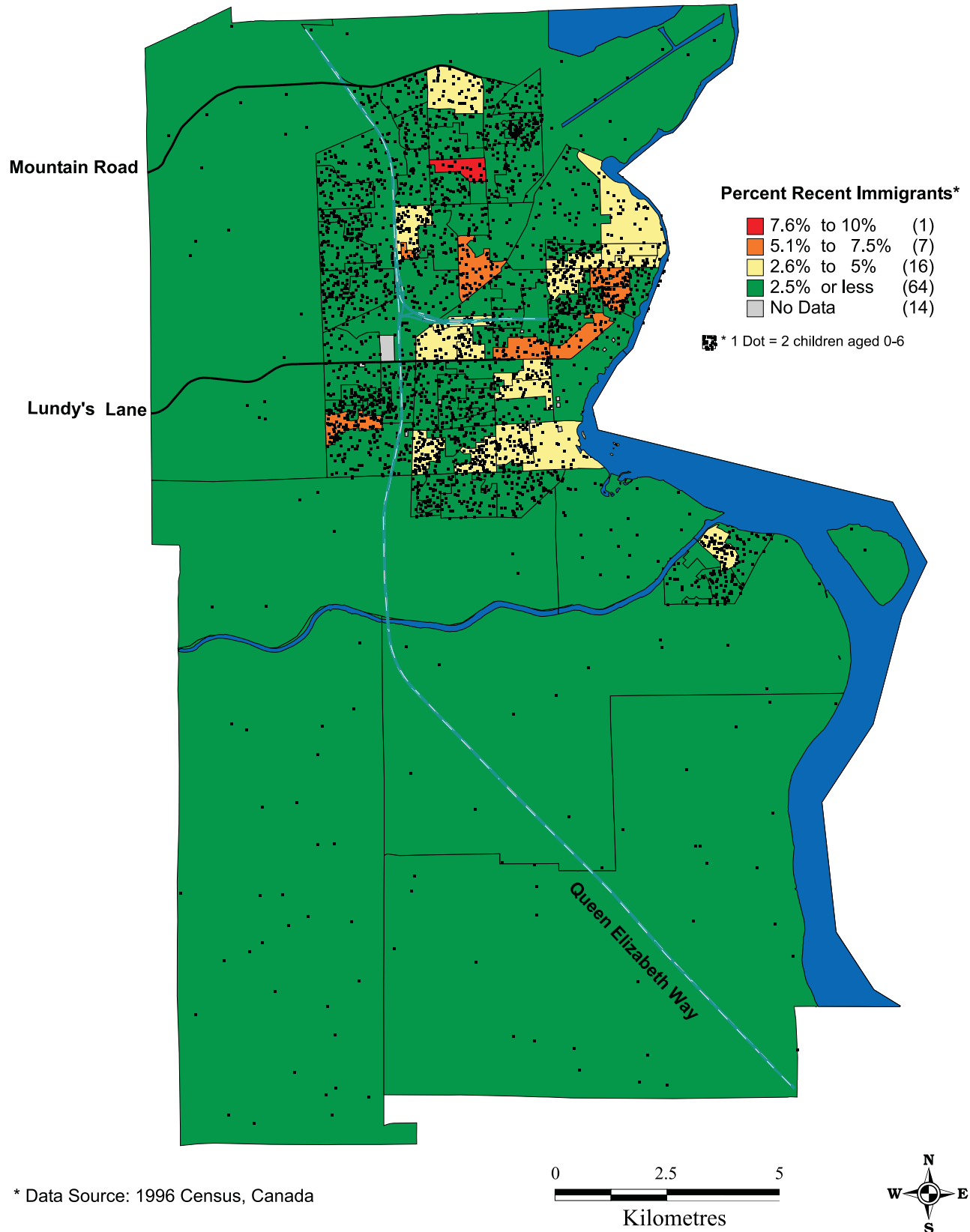
Measuring Readiness to
Learn in Niagara Falls

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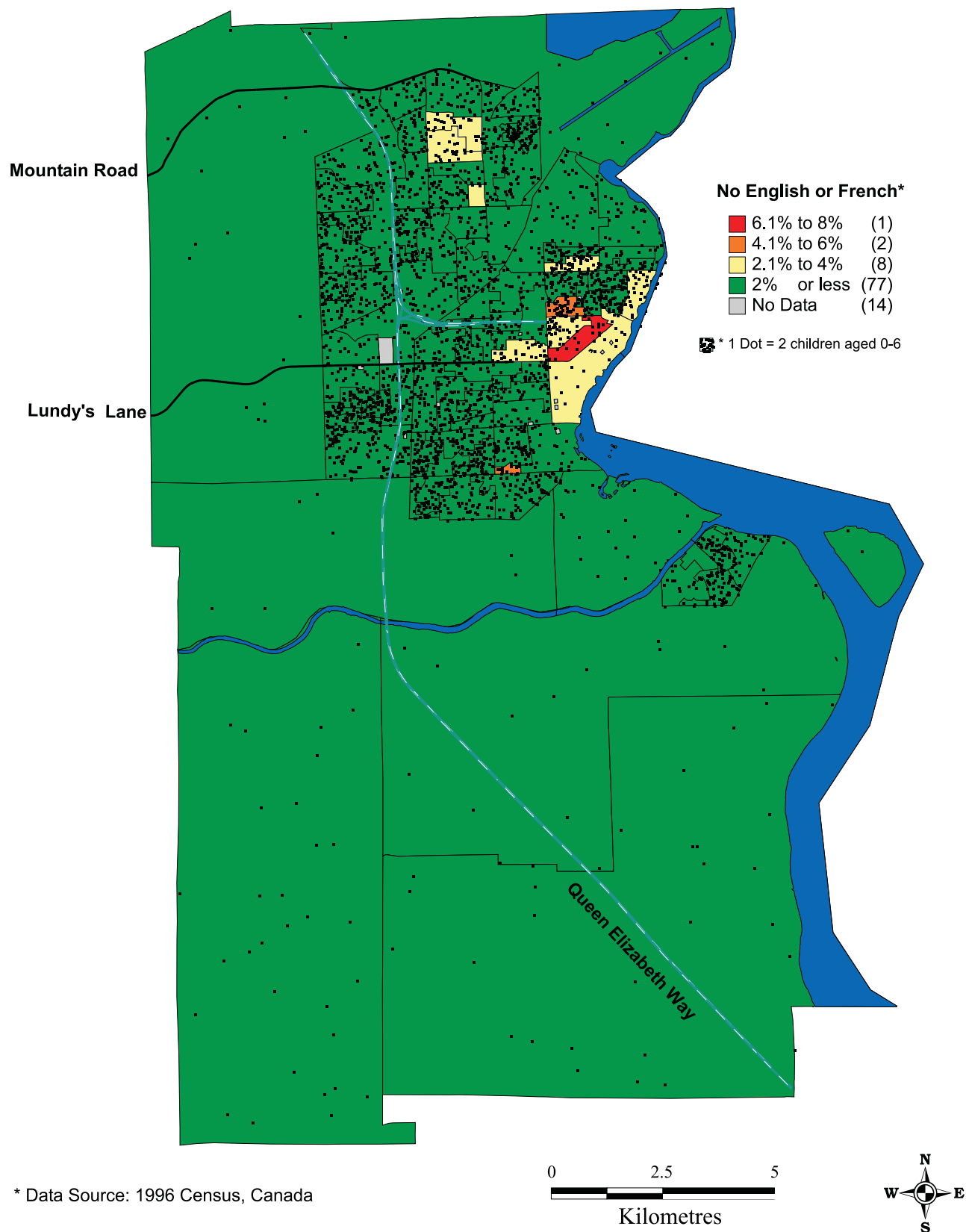
9. Proportion of Families With Children Headed by a Lone Parent



10. Proportion of the Population That Were Recent Immigrants (1991-1996)



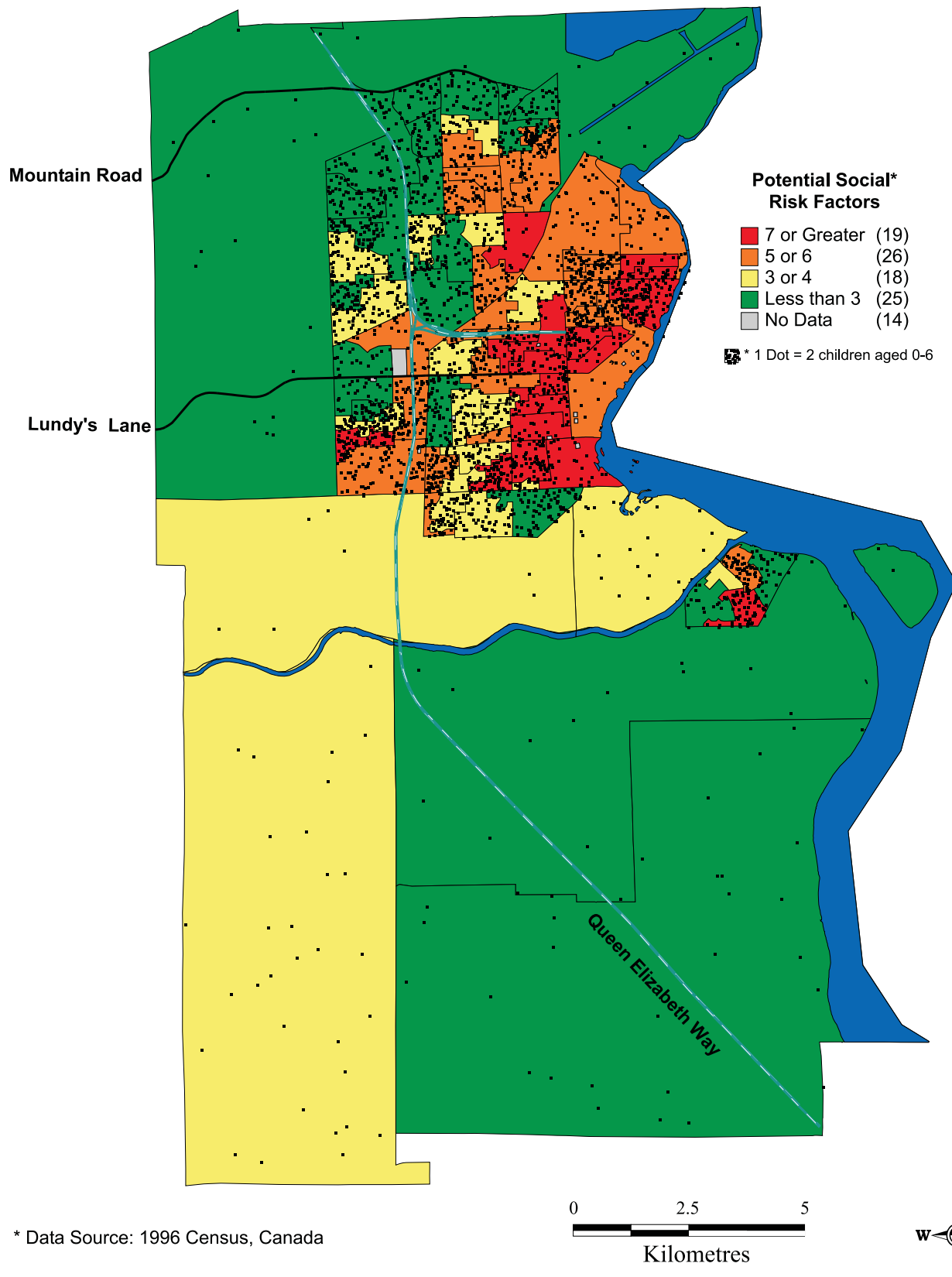
11. Proportion of the Population That Spoke Neither English nor French



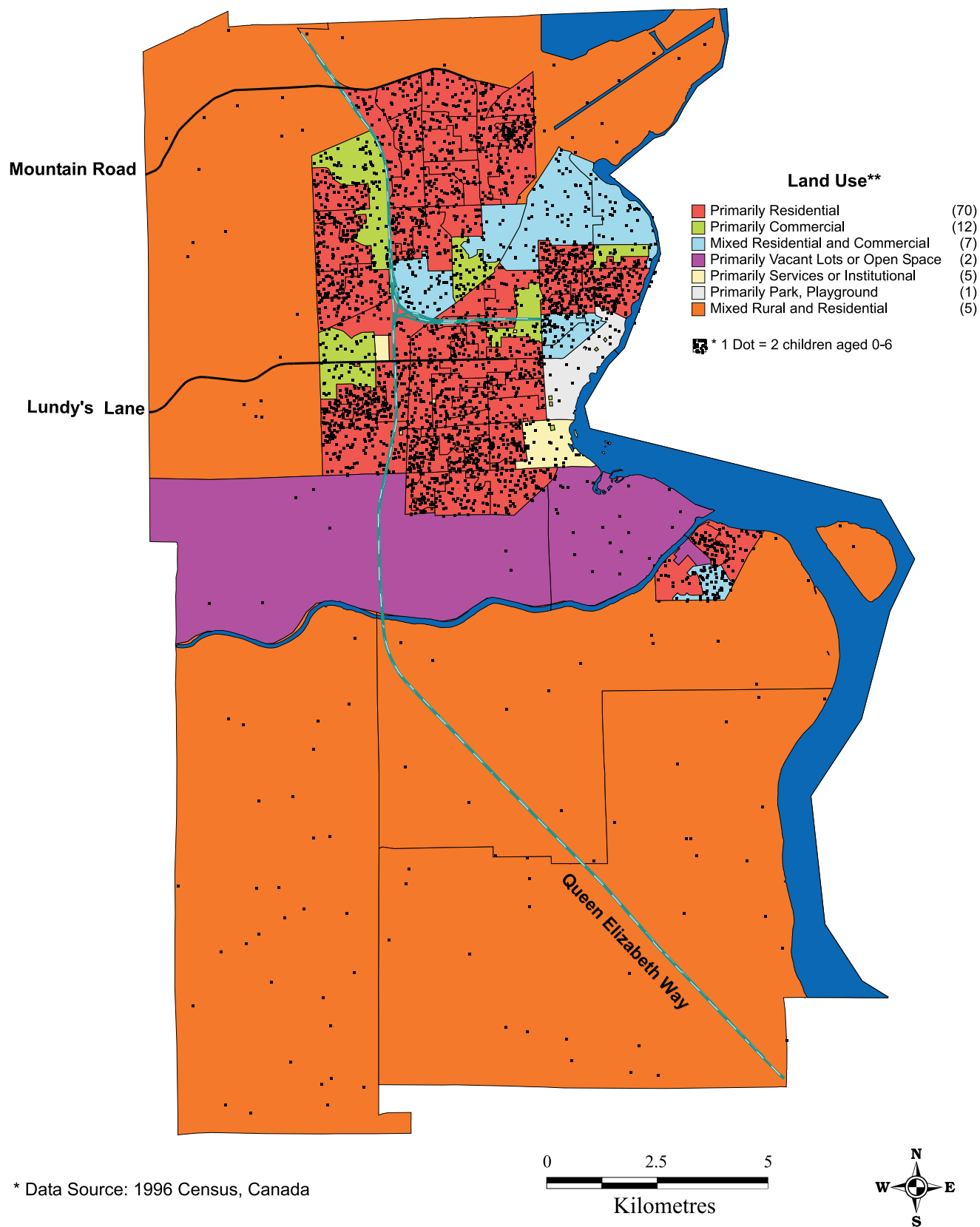
* Data Source: 1996 Census, Canada



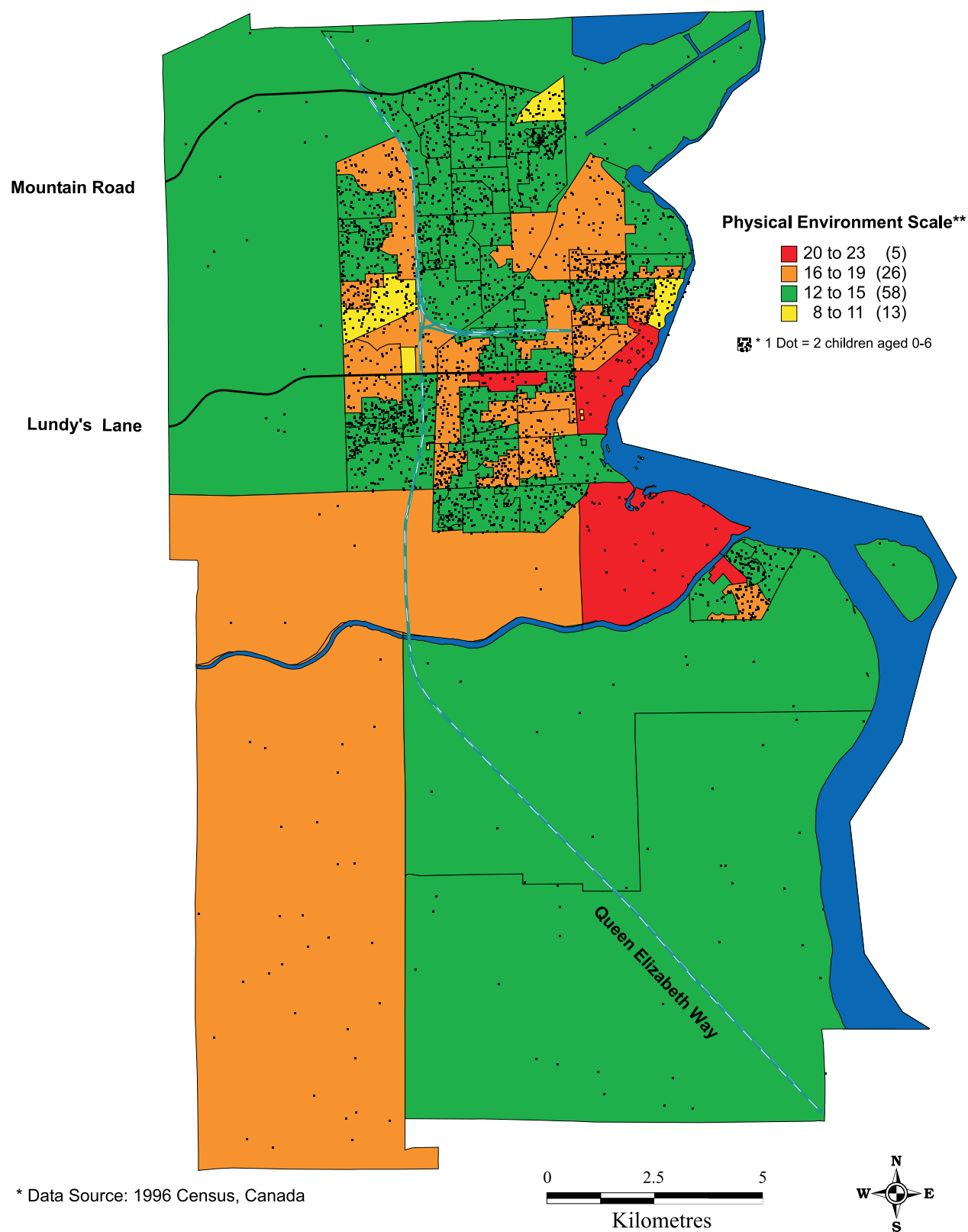
12. Number of Potential Social Risk Factors in Niagara Falls



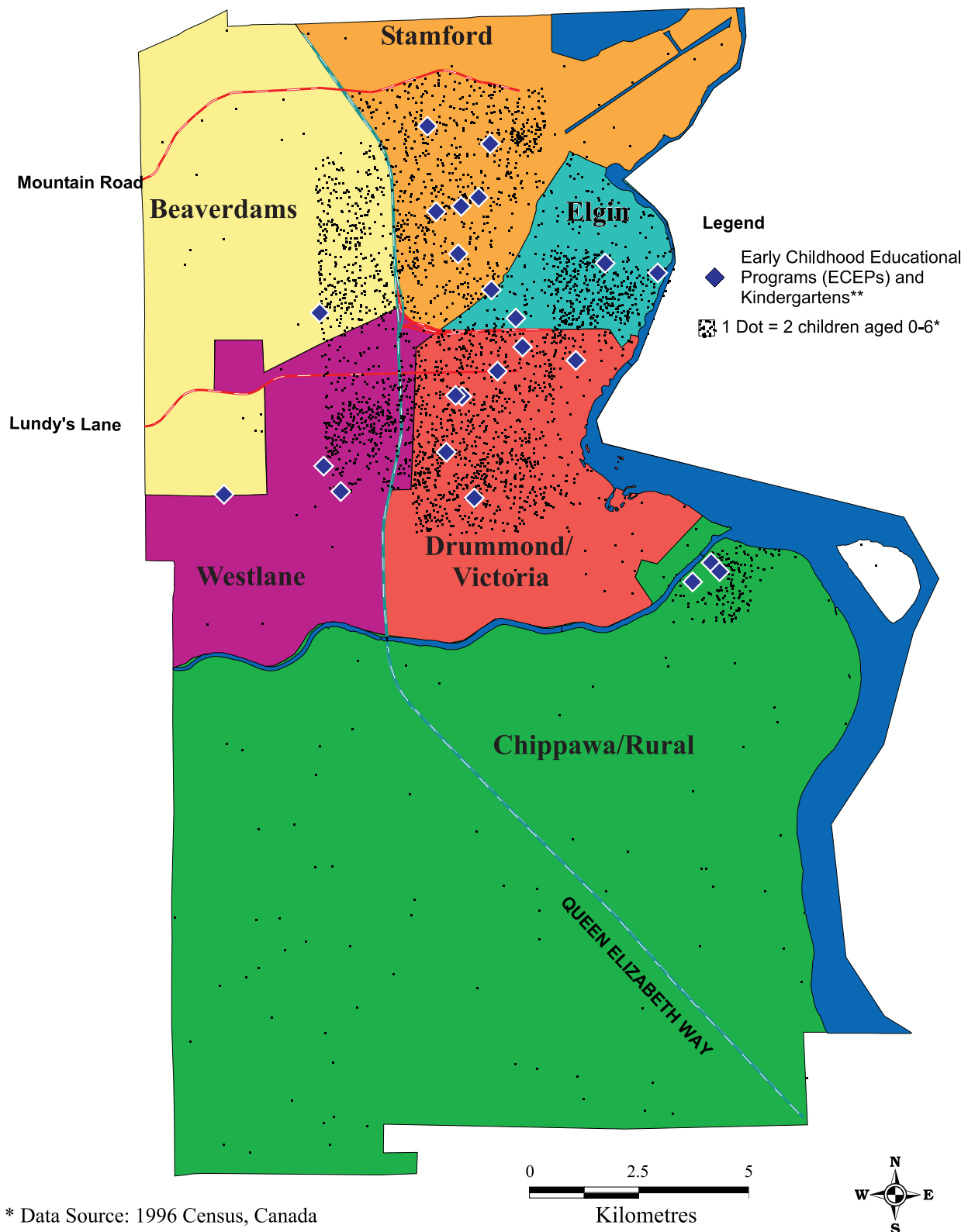
13. Type of Land Use Relative to Location of Children Aged 0-6



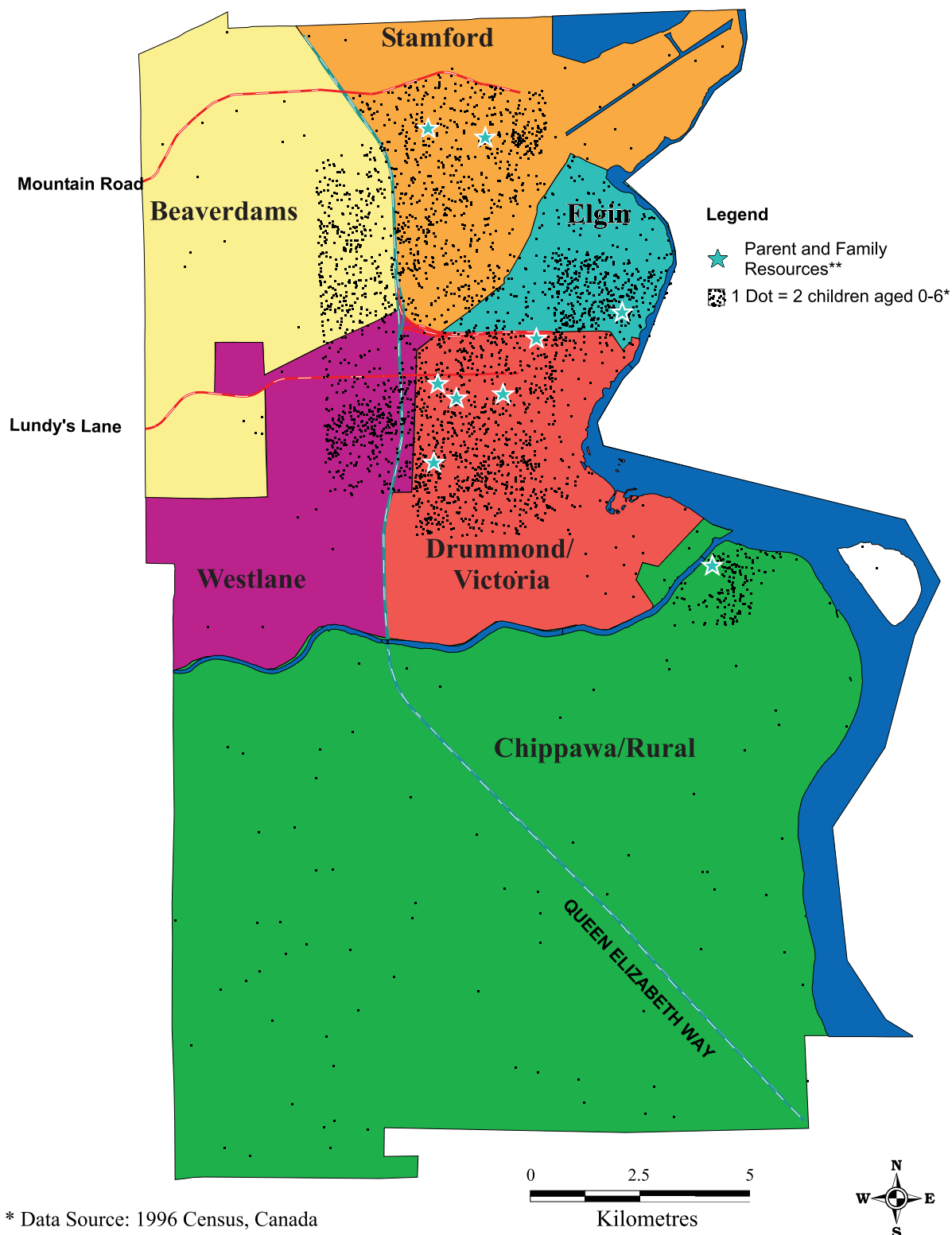
14. Physical Environment Index Relative to Location of Children Aged 0-6



15. Children Aged 0-6 and Location of Early Childhood Education Programs



16. Children Aged 0-6 and Location of Parent and Family Education Resources

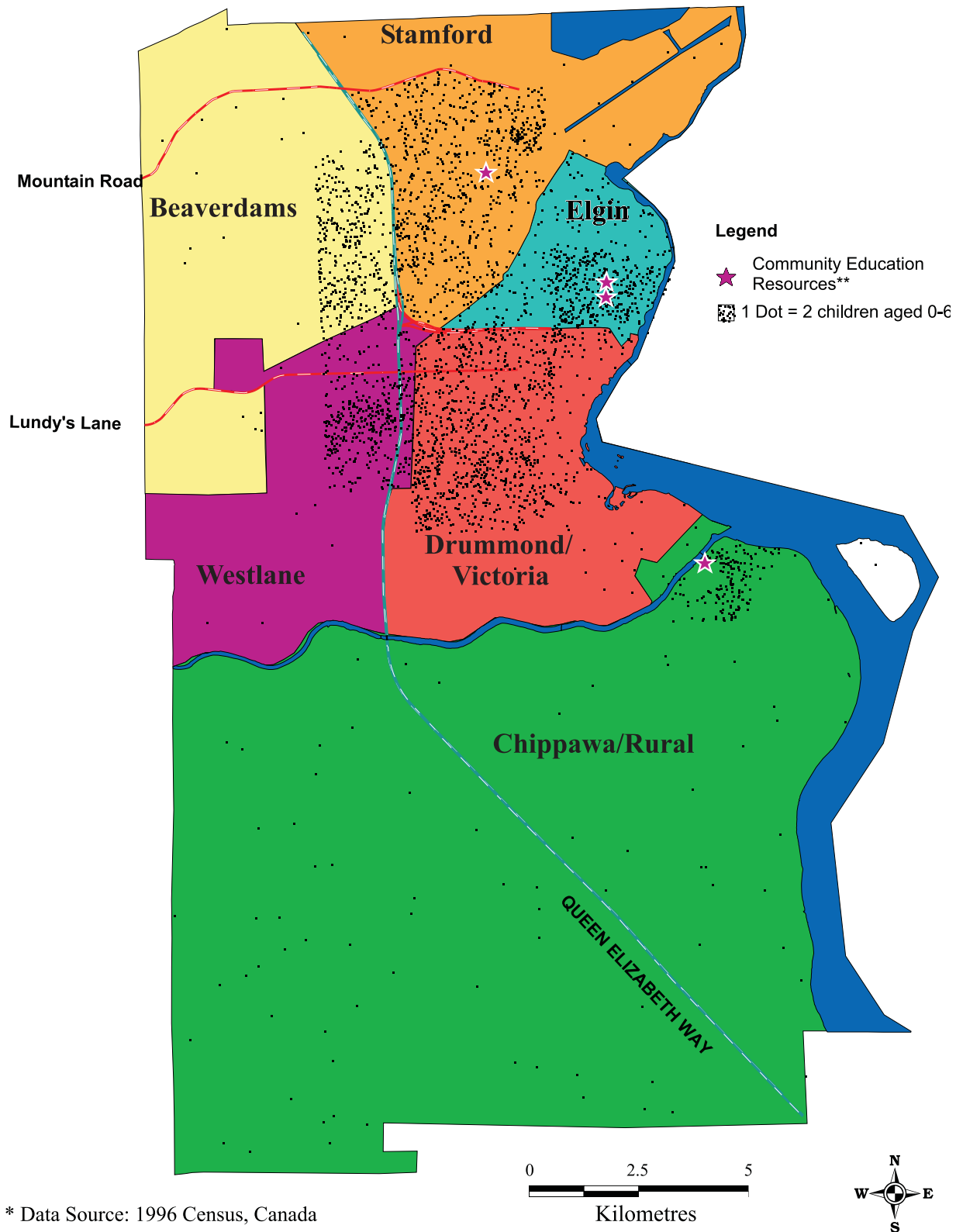


* Data Source: 1996 Census, Canada

** Data Source: CMS Program Inventory



17. Children Aged 0-6 and Location of Community Education Resources

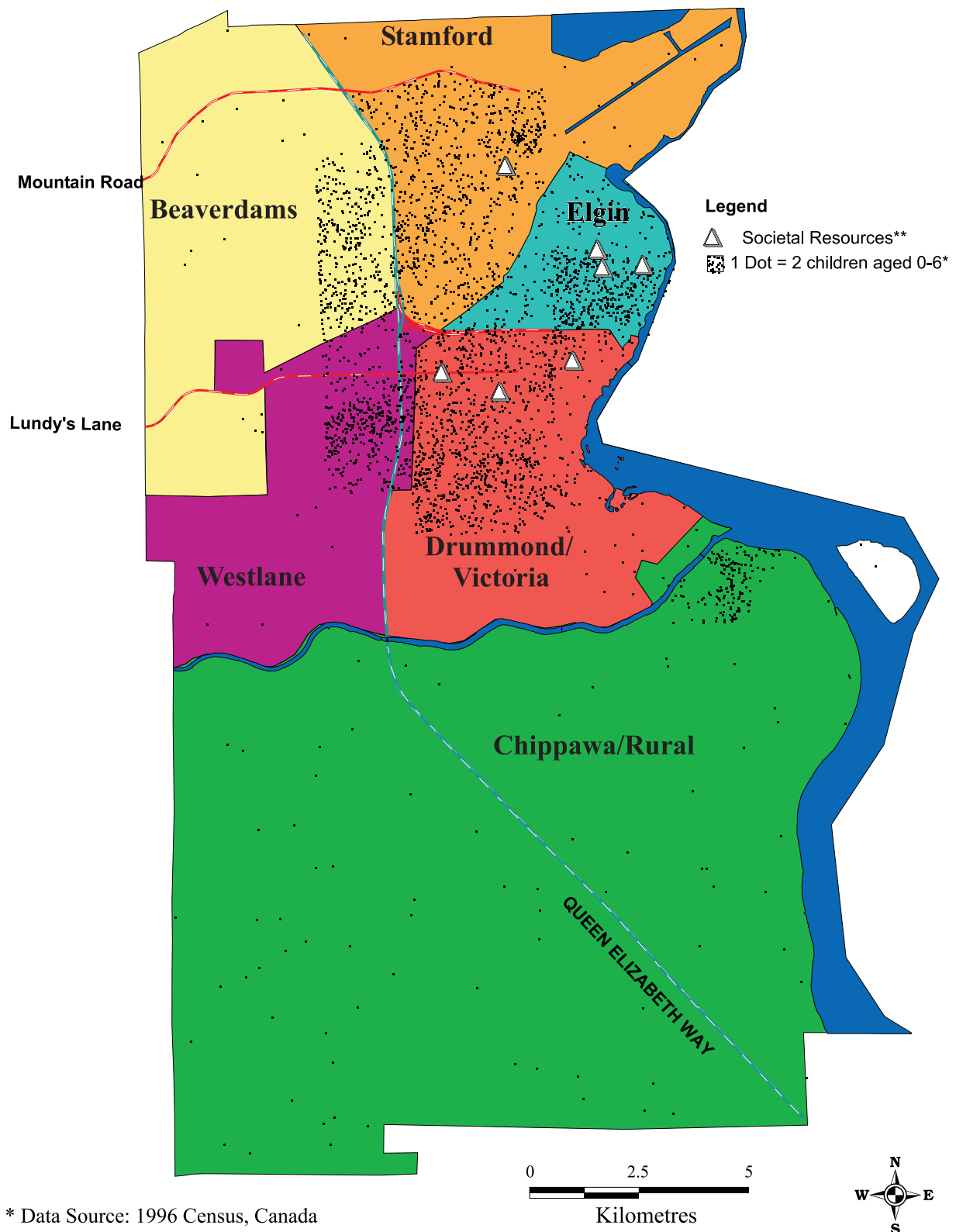


* Data Source: 1996 Census, Canada

** Data Source: CMS Program Inventory



18. Children Aged 0-6 and Location of Societal Resources

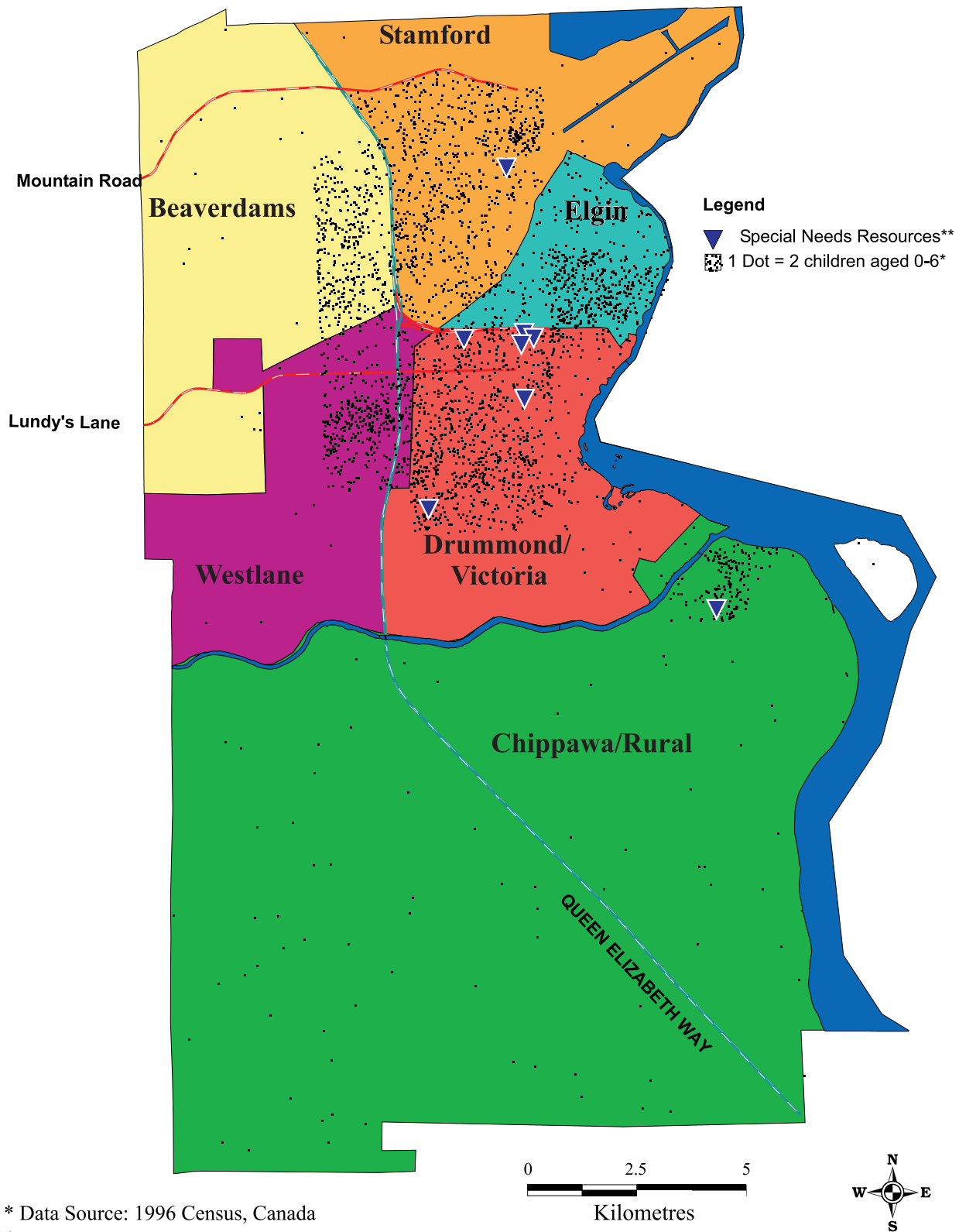


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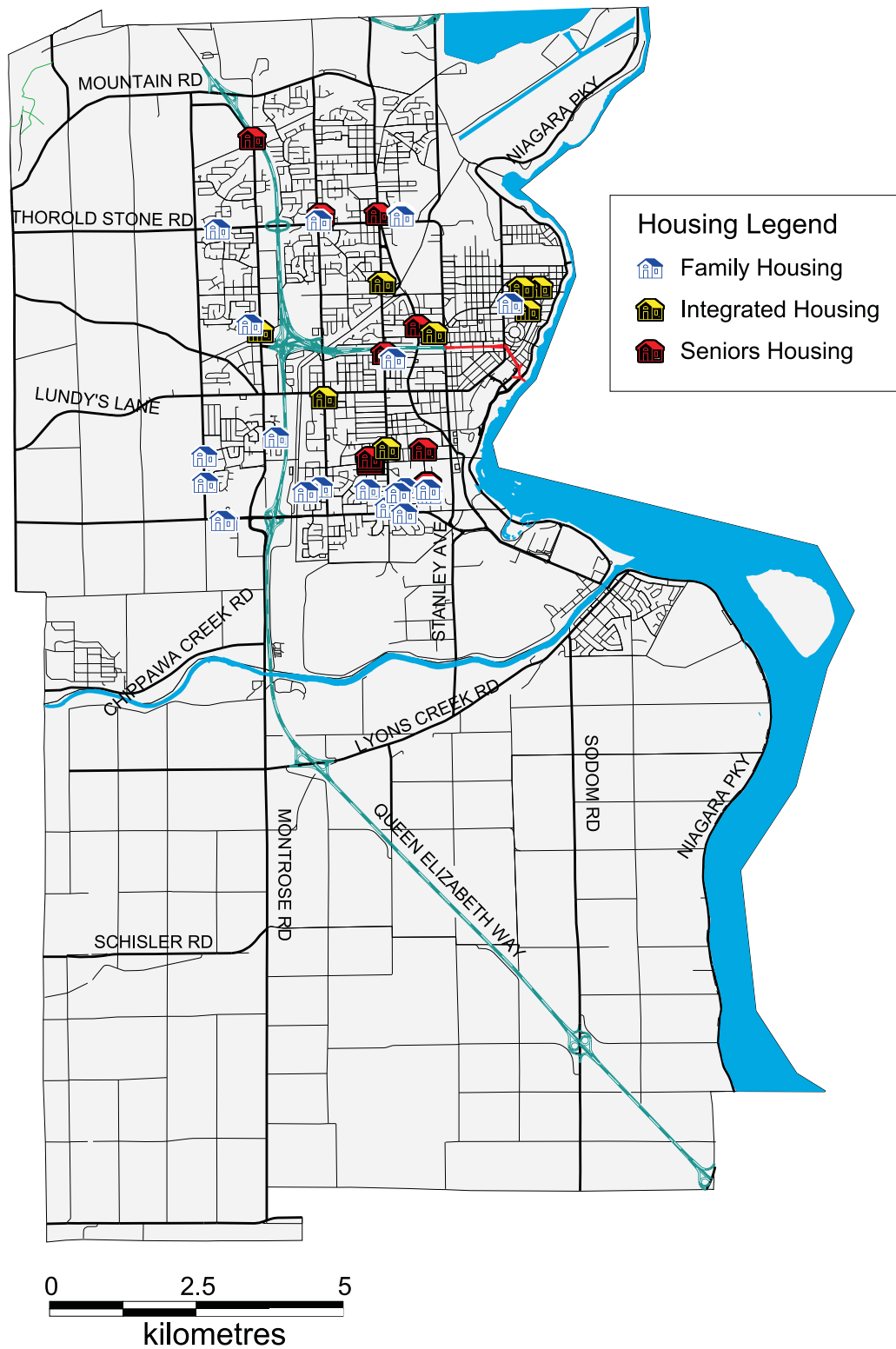
** Data Source: CMS Program Inventory



19. Children Aged 0-6 and Location of Special Needs Resources



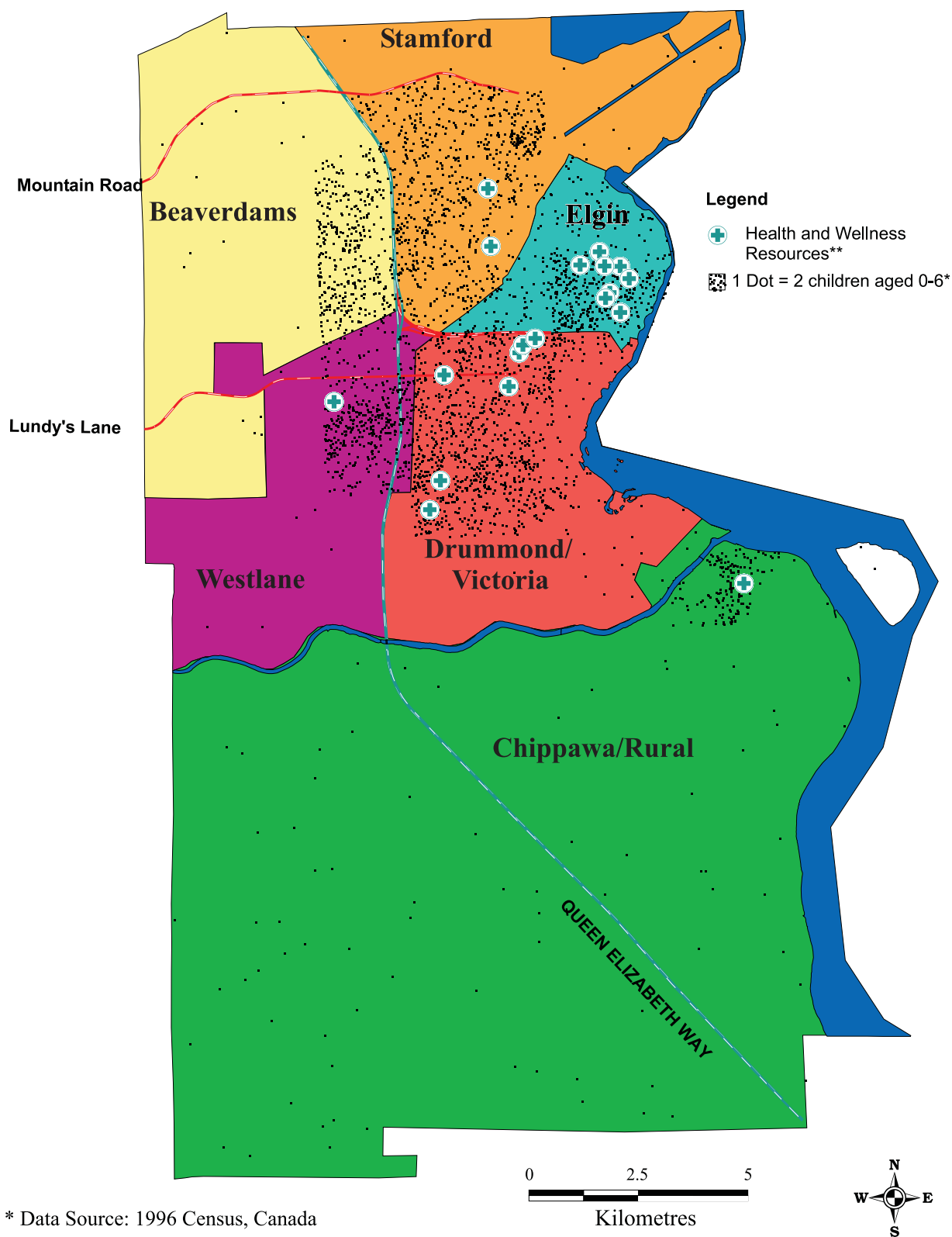
20. Children Aged 0-6 and Location of Social Housing Resources



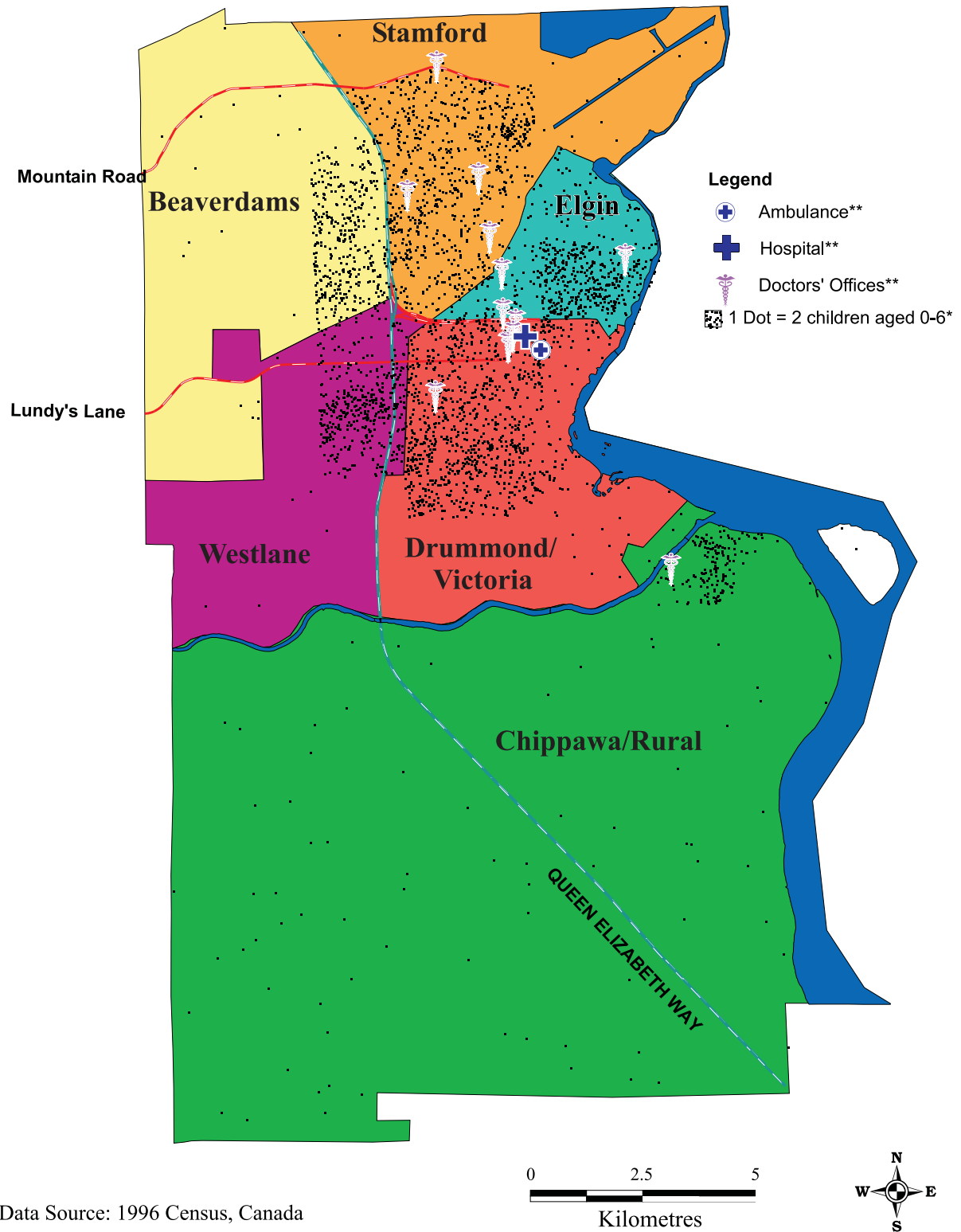
*Data source: NOI



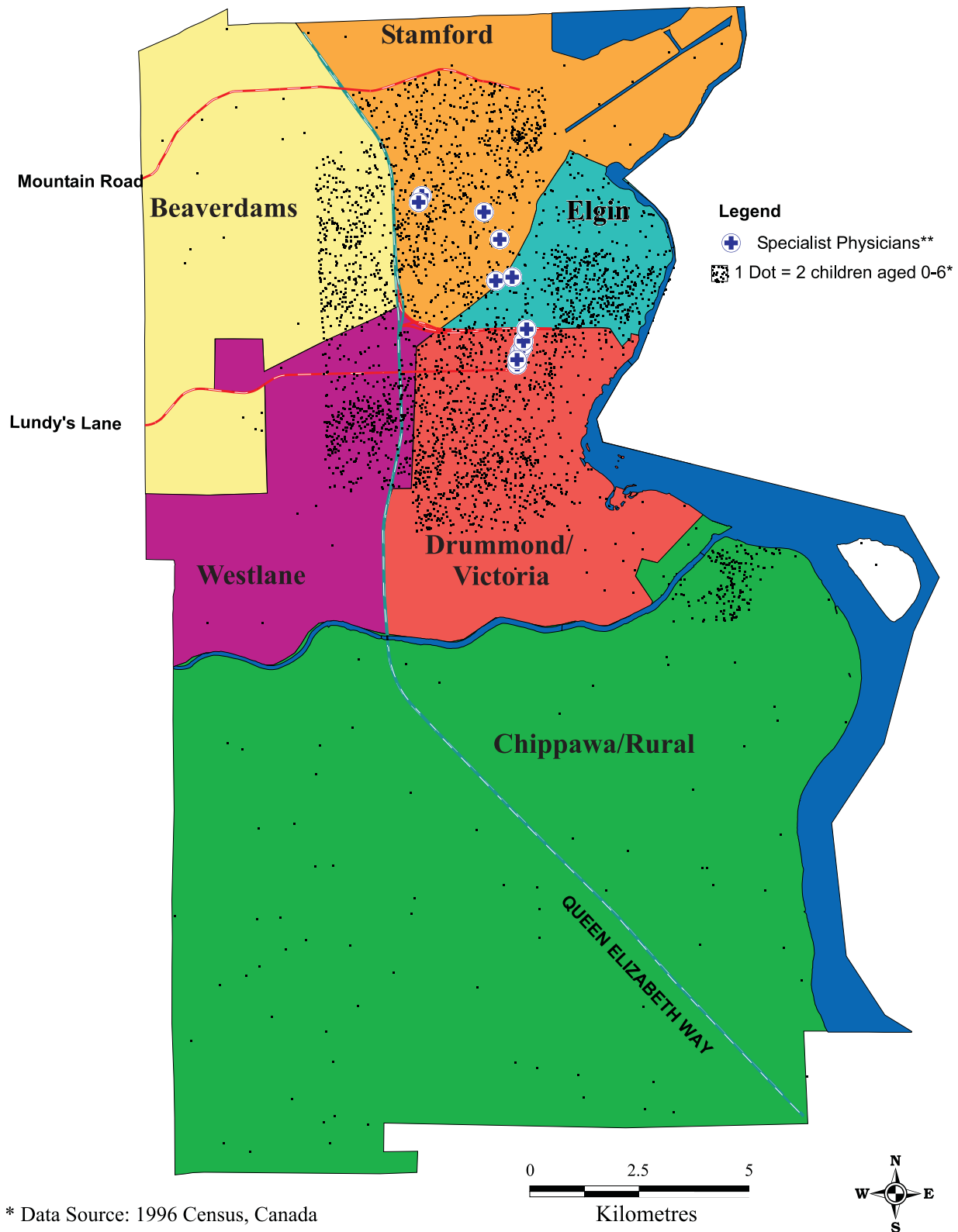
21. Children Aged 0-6 and Location of Health and Wellness Resources



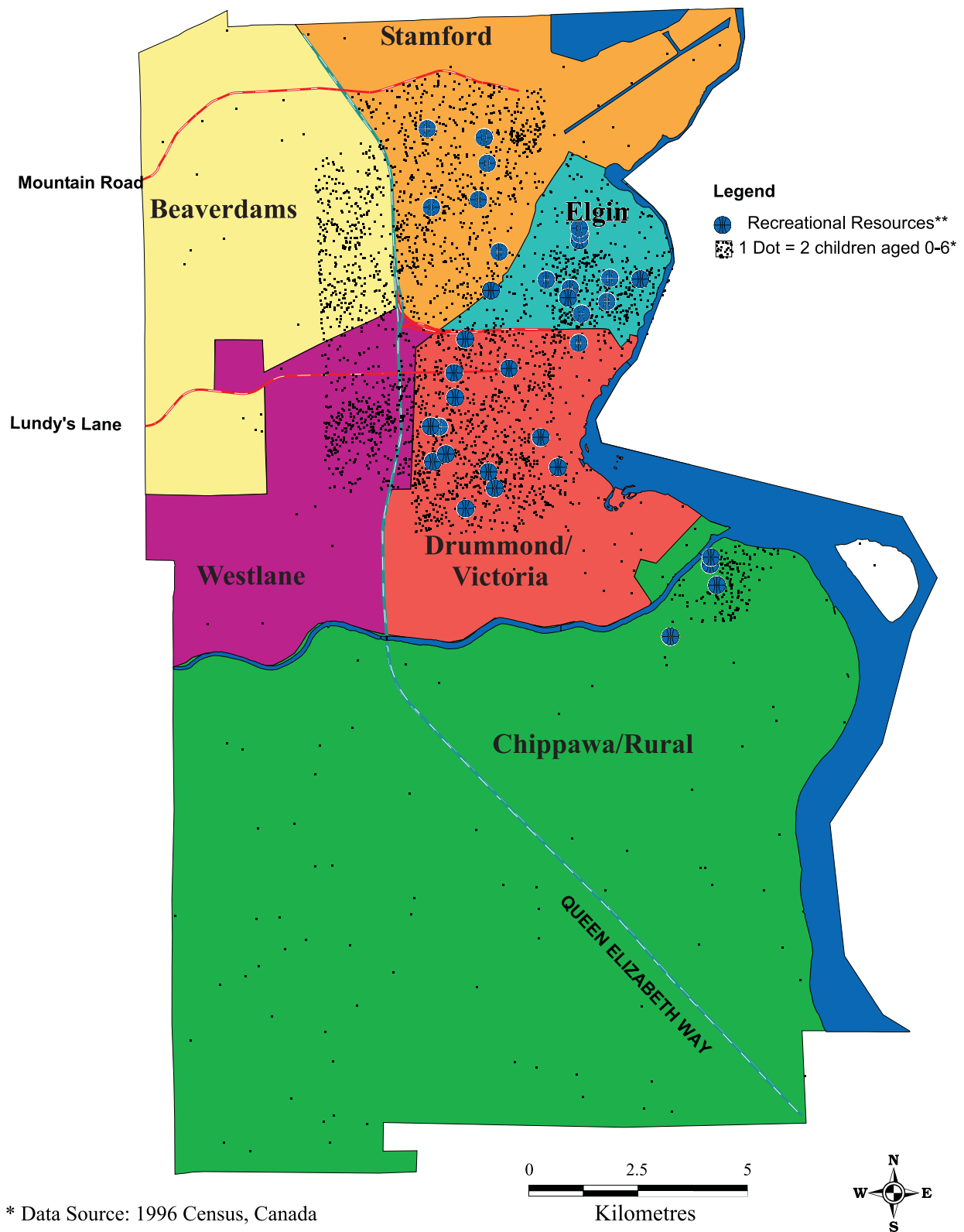
22. Children Aged 0-6 and Location of Ambulance, Doctors and Hospital



23. Children Aged 0-6 and Location of Specialists



24. Children Aged 0-6 and Location of Recreational Resources

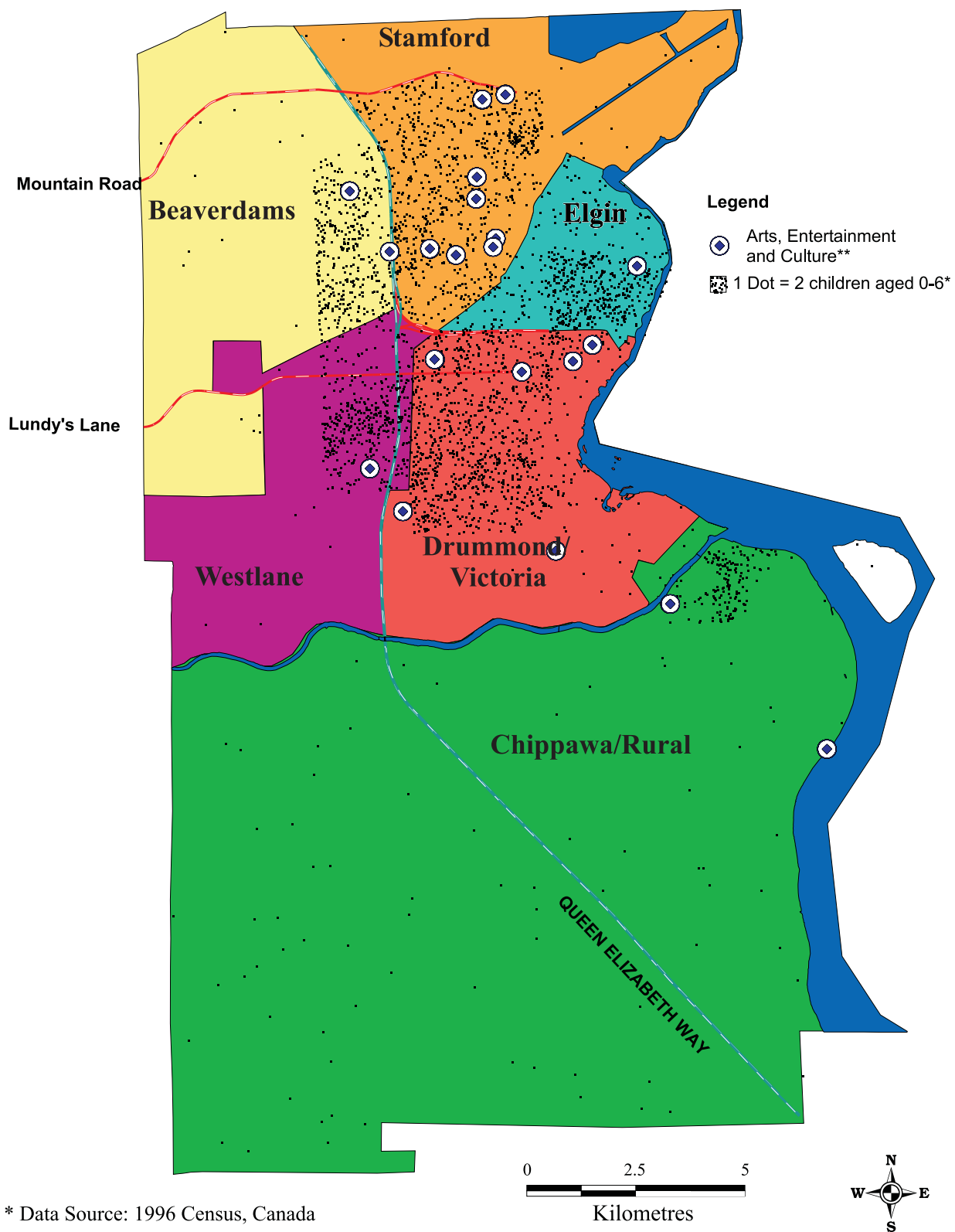


* Data Source: 1996 Census, Canada

** Data Source: CMS Program Inventory



25. Children Aged 0-6 and Location of Art, Entertainment and Cultural Resources



26. Children Aged 0-6 and Location of Special Interest Resources

