

Community Mapping Study

Dixie Bloor Neighbourhoods

Mississauga, Ontario

Understanding



the Early Years

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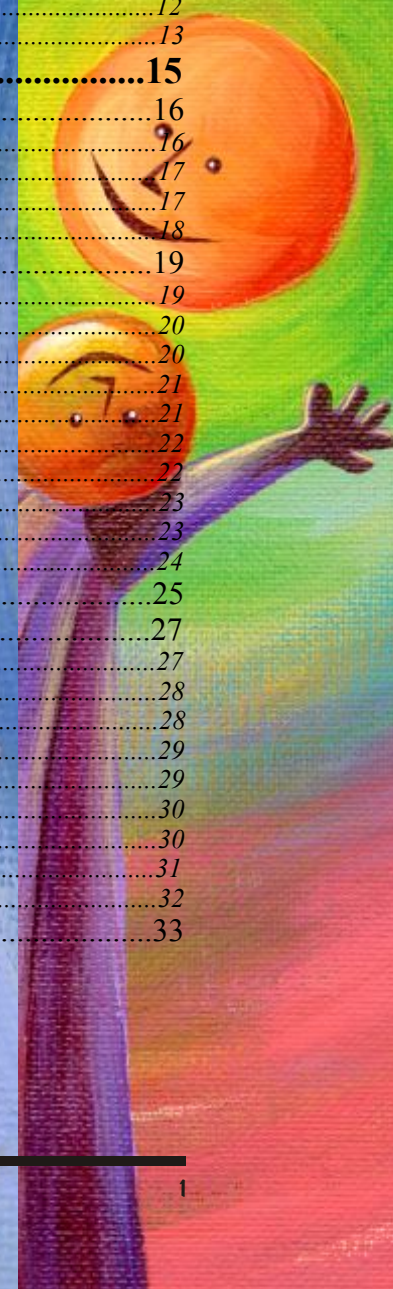
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For additional details about the study, please contact the Peel District School Board
Research and Evaluation Department

This report may also be found on the internet:
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Community Mapping Study: Mississauga's Dixie Bloor Neighbourhoods

Study Highlights

Understanding the Early Years is a national initiative designed to provide research-based information to communities in order to build their capacity to make policy and program decisions that best serve families with young children (aged birth to six years). This initiative identifies factors within communities that influence child development and family well-being. It also gathers information about children's readiness to learn.

This report is based on the research conducted in the Dixie Bloor neighbourhoods of Mississauga, Ontario. The neighbourhoods of Dixie Bloor are located in the eastern half of Mississauga's south-east quadrant. This report provides the results of a Community Mapping Study, designed to gather information about the physical and social environment, the programs and services available in the community, and the readiness of students to transition from kindergarten to Grade 1. The students' level of readiness to learn was assessed in five domains: (1) physical health and well-being; (2) social competence; (3) emotional maturity; (4) language and cognitive development; and (5) communication skills and general knowledge.

Dixie Bloor is a high-density urban community with many families with children. It is relatively affluent as measured by average household income. It compares favourably with national averages on several social indicators: education, mobility, lone parent families, and unemployment. The Dixie Bloor neighbourhoods also have great socio-economic, linguistic, and cultural diversity. The language barriers associated with a large recent immigrant population are major challenges facing Dixie Bloor.

The majority of the challenges in Dixie Bloor are located in three high risk areas: (1) the southern section of Glenforest, south of Bloor Street, east of Dixie Road and north of Dundas Street; (2) the south-east corner of Applewood, north of Dundas Street, south of Bloor Street, and west of Dixie Road; and (3) the southern part of Lakeview, along Lakeshore Road.

The Dixie Bloor neighbourhoods score well on measures of the quality of their physical conditions. Green spaces, parks, and recreational areas are generally available and in good condition throughout Dixie Bloor.

Dixie Bloor has a wide variety of programs and services that are available to families and children in their early years. These programs and services are roughly evenly distributed throughout the community and are usually close to children who need them the most. The majority of these programs and services were located in areas that had a high density of children and high socio-economic risk.

An important asset for Dixie Bloor is its network of Mississauga Transit bus routes. The majority of neighbourhood programs and resources are accessible by public transit.

Three quarters of the children in Dixie Bloor were ready to make the transition from kindergarten to Grade 1. The results of the Early Development Instrument (EDI) indicated that the children in Dixie Bloor scored the highest in physical health and well-being, followed by language and cognitive development, social competence, and emotional maturity. They scored below the Canadian average on communication skills and general knowledge.

The Lakeview community had the highest scores on each of the five EDI developmental domains. The Glenforest community had the lowest scores in each EDI domain. The Applewood community had EDI scores falling between Lakeview's high scores and Glenforest's low scores.

Glenforest had the highest percentage of students not ready for school (31%), followed by Applewood (26%), and Lakeview (23%). School readiness is about children growing socially, emotionally, physically, and intellectually. It indicates whether the children are ready and eager to learn prior to entering Grade 1.

Male students, those designated as ESL, and those who did not attend a junior kindergarten program were the least ready to make the academic transition from kindergarten to Grade 1. These findings demonstrate the importance of gender, junior kindergarten attendance, and ESL support on children's early childhood development and their level of readiness to learn.

The Community Mapping Study provides new evidence for the Dixie Bloor neighbourhoods to guide the development of community initiatives to improve the lives of children in this community and improve their developmental outcomes.

As a next step, UEY seeks to expand parent and community group involvement. Twelve core planning priorities were identified as essential to achieving the vision of strengthening families and children and to building healthy communities: (1) early identification of special needs and early intervention, (2) ESL support for children and families, (3) enriched kindergarten experience, (4) gender school readiness issues, (5) community use of schools, (6) child care services, (7) family resource programs, (8) culture, leisure, and recreation programs, (9) support for family life transition, (10) collaborative relationships, (11) community participation, and (12) alternative funding sources.



Making a difference for children and youth is a shared community responsibility that ensures every child will reach his or her full potential.

Acknowledgements



Many individuals and organizations contributed to the design and implementation of the Understanding the Early Years (UEY) project in the Dixie Bloor Neighbourhoods of Mississauga.

We would like to thank the Success by Six Community Coalition of Peel Region, the UEY Action Group Steering Committee, the Peel District School Board, and the Dufferin-Peel Catholic District School Board, for working together to help increase our understanding of the first six years of child development in the Region of Peel. Their support in increasing awareness about the importance of the early years and working together to ensure that all children enter school ready for success is greatly appreciated.

Gratitude is expressed to the parents, children, and kindergarten teachers who generously gave their time to complete the study questionnaires. This report would not have been possible without their full and active participation.

Appreciation is also extended to Human Resources Development Canada (HRDC) for funding the project, as well as to all Research and Evaluation personnel at the Peel District School Board who worked on various aspects of the project over the past two years.

Understanding



the Early Years

Understanding the Early Years



Components of the Understanding the Early Years Project

The Understanding the Early Years (UEY) project was developed by Human Resources Development Canada (HRDC) in response to the growing body of literature indicating that a child's first six years of development significantly affect learning, behaviour, and physical and emotional health throughout adulthood. The early years (0 - 6) set the foundation for long-term physical and emotional well-being, and are related to future academic and employment success (Brooks-Gunn, Duncan, Klebanov, & Sealand, 1993; Canadian Council on Social Development, 1998, 2000; Connor, 2001; Connor & Brinks, 1999; Doherty, 1997; Jencks & Mayers, 1990; Keating & Hertzman, 1999; McCain & Mustard, 1999; Meisels, 1998; National Council of Welfare, 1997; Statistics Canada, 1996; Pelletier, 1999; Steinhauer, 1998; Willms, 2002). UEY was designed to identify neighbourhood and social factors in the community that impact child growth and development. An additional project goal was to enhance the capacity of communities to use the research findings to promote sustainable neighbourhood supports for young children and their families.

UEY consists of three components: (1) a program inventory detailing local services for families with young children; (2) an assessment of senior kindergarten students' readiness to learn, as measured by the Early Development Instrument (EDI); and (3) a community mapping study to identify community risk factors, strengths, and assets.

"Understanding the Early Years is a national initiative that provides research information to strengthen the capacity of communities to make informed decisions about the best policies and most appropriate programs to serve families with young children."

- Connor, Norris & McLean, 2001

In 1999, UEY was piloted in the city of North York, Ontario (now the north quadrant of the City of Toronto), and has since been expanded to include two cohorts: UEY Phase 1 and UEY Phase 2. In total, 13 communities in eight provinces have participated in UEY. UEY 2 includes studies in Montréal PQ, Abbotsford BC, Saskatoon SK, South Eastman MB, Niagara Falls ON, Hampton NB, and the Dixie Bloor neighbourhoods of Mississauga, Ontario.

The UEY project in Mississauga - Dixie Bloor has four key partners: the Success By Six Community Coalition of Peel Region, the Peel District School Board, the Dufferin-Peel Catholic District School Board, and HRDC. The Success By Six Community Coalition of Peel is the project's community sponsor. It is a regional coalition of community agencies committed to providing services and assistance to families with children aged birth to six years. The other two key partners in the project are the two local school boards. These boards enjoy a long history of co-operation and mutual concern for the social, emotional, and academic well-being of all students in Mississauga and the Region of Peel.

This report contains the results of the Community Mapping Study for Dixie Bloor. Using 1996 Census data, both the distribution of children aged 0 - 6 years, and the socio-economic characteristics of the community were mapped. Detailed data from the 2001 Census were not available during preparation of this report; therefore, 1996 Census datasets were used as the basis for all of the maps.

This Community Mapping Study examines in detail the physical environment, risk factors, and assets of the neighbourhoods of Dixie Bloor. Neighbourhood observations over a six-month period provided information concerning the infrastructure and physical qualities of Dixie Bloor. A Dixie Bloor program inventory identified the types of programs and services available to families with young children. Additionally, the school readiness of Dixie Bloor's senior kindergarten students, as measured by the Early Development Instrument (EDI), was analysed in the context of the community's social and physical characteristics. By identifying and mapping these data, the community will be better equipped to understand its strengths, assets, and areas needing improvement. This knowledge will provide a foundation from which the Dixie Bloor neighbourhoods can work to support and improve the early development of their youngest residents.

Report Interpretation Considerations

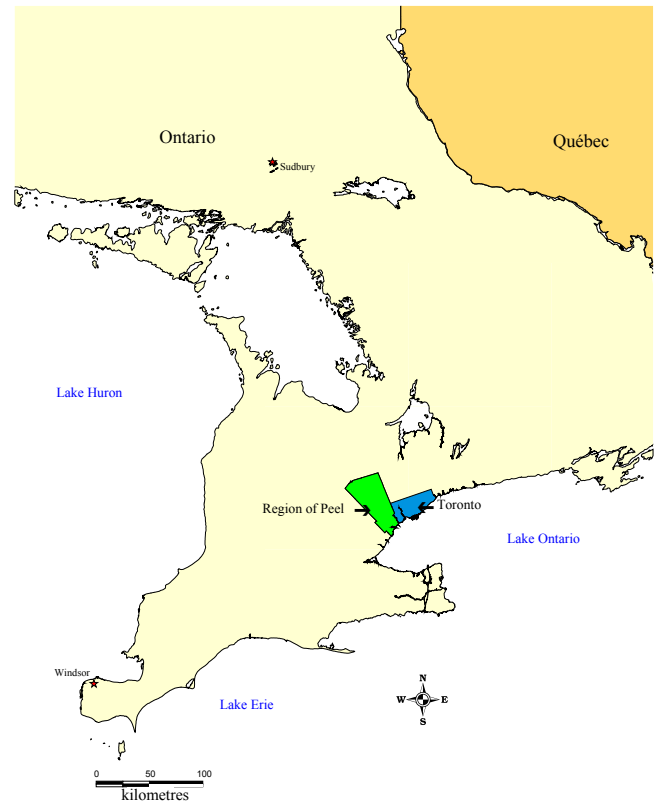
- **The data collected and presented in this report are not intended to form an exhaustive list. This report represents an important first step in understanding the programs and services, and physical, social, and educational environments of the Dixie Bloor neighbourhoods of Mississauga, Ontario.**
- **All Census data used in this report are from the 1996 Census, obtained from Statistics Canada. This information provides a picture of the Dixie Bloor Neighbourhoods in 1996.**
- **The EDI was collected for all children attending Public and Catholic Schools in Dixie Bloor. This sample represents the total population of senior kindergarten students in Dixie Bloor.**
- **The ever-changing nature of communities and their environments adds complexity to any community mapping study.**
- **The results of this study should be interpreted within this context and within the limitations imposed by these factors.**

The Region of Peel

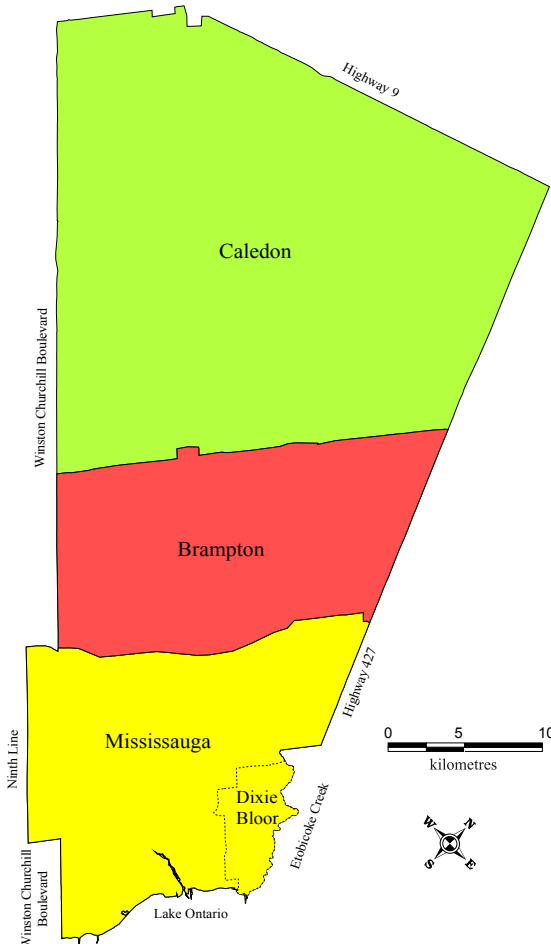


Maps 1 to 5 provide an overview of the Region of Peel, the City of Mississauga, and the neighbourhoods of Dixie Bloor. The Region of Peel is one of five administrative municipal regions that form the Greater Toronto Area (GTA). As illustrated in Map 1, Peel Region is located immediately west of the City of Toronto. Peel is comprised of three municipalities: the town of Caledon in the north; the city of Brampton in the centre of the region; and the city of Mississauga in the south, bordering Lake Ontario. The Dixie Bloor neighbourhoods are located within the City of Mississauga (see Map 2).

Map 1: Location of the Region of Peel



Map 2: Region of Peel



Population

- The 1996 population of the Region of Peel was 852,526.
- The total population of the Region of Peel in 2001 was 988,948, representing a 16% increase since the 1996 Census (Statistics Canada, 2002a).

Children

- The 1996 Census indicated that the number of children aged birth to nineteen years in the Region of Peel was 254,380, or 30% of the region's residents (Stratton, McKeown, Wong & Funnell, 2002).
- The number of children aged birth to four years was 67,710, or 7.9% of residents (Region of Peel, 2002).
- Children aged five to nine years represented an additional 64,400 residents, or 7.6% of Peel (Region of Peel, 2002).

Cultural, Ethnic, and Linguistic Diversity

- The Region of Peel has great cultural and linguistic diversity.
- The 1996 Census recorded 96 ethnic groups represented in Peel. The top ten ethnic groups in the region were: Canadian (12.1%); East Indian (11.3%); English (9.7%); Italian (9.3%); Portuguese (6.2%); Chinese (5.7%); Polish (4.7%); Jamaican (4.0%); Filipino (3.4%); and Scottish (3.3%) (Statistics Canada, 2002b).
- The 1996 Census recorded over 55 languages spoken in Peel. The top ten languages spoken in the region were: English (76.4%); Punjabi (3.4%); Chinese (2.6%); Polish (2.1%); Portuguese (1.7%); Italian (1.2%); Spanish (0.9%); Tagalog (0.8%); Vietnamese (0.7%); and Arabic (0.6%) (Statistics Canada, 2002b).

Income

- The 1996 average gross family income in the Region of Peel was \$61,830 (Statistics Canada, 2002b).
- The 1996 average gross family income for Canada was \$48,552.

Employment

- The Region of Peel's 1996 unemployment rate was 8.0%, compared to the national average rate of 10.1% (Statistics Canada, 2002b).

Education

- Fifty-two percent of the Peel population aged 15 years and older completed either a community college diploma (25.6%) or a university degree (26.1%) (Alves & Storti, 1999).

Criminal Activity

- The 1998 crime rate for the Region of Peel was 39 reported Criminal Code of Canada incidents per 1000 residents (Alves & Storti, 1999). This rate was less than half that of the neighbouring City of Toronto (Toronto Police Service, 1998).
- The majority of the reported criminal incidents in Peel involved property incidents (64.5%), followed by violent incidents (18.6%), domestic incidents (12.6%), and drug-related incidents (4.2%) (Alves & Storti, 1999).
- Six hundred and thirty cases of child abuse were reported in 1996 in the Region of Peel, representing a frequency of 0.74 incidents per 1000 residents. Of these incidents, 54% involved physical abuse, 33% involved sexual abuse, and 13% were cases of neglect (Alves & Storti, 1999).

Summary

- The Region of Peel is a mixed, high-density urban and rural area with a population of almost 1 million residents. The 1996 population of children nine years and younger was 132,110 (15.5% of the total population). The Region also has great ethnic, cultural, and linguistic diversity.
- The Region of Peel is quite affluent, has a low unemployment rate, has a well-educated population, and a low crime rate when compared to national and local Ontario averages.
- Despite the overall affluence of the Region, Peel has significant numbers of children living in poverty. Almost one in five families (18.9%) with children aged nine years and younger are considered to have low income status. For lone parent families, 60.4% are classified as low income (Stratton, McKeown, Wong & Funnell, 2002).

The City of Mississauga



The City of Mississauga is located in the southern part of the Region of Peel. The city is comprised of residential communities, retail and industrial areas, two full service hospitals, and the University of Toronto at Mississauga campus. In addition, north-eastern Mississauga is home to Canada's busiest airport, Lester B. Pearson International (see Map 3).

The City of Mississauga was officially created in 1974 when a group of small, established communities were incorporated to form the city. Mississauga experienced rapid growth during the census periods of 1986-1991 (an 89,500 person increase) and 1991-1996 (an 81,000 person increase). This growth represented the largest absolute population increases for Canada during these periods. Mississauga's 17.5% growth during 1991-1996 was also the third highest proportional increase in the GTA, after Richmond Hill and Vaughan (City of Mississauga, 2002).

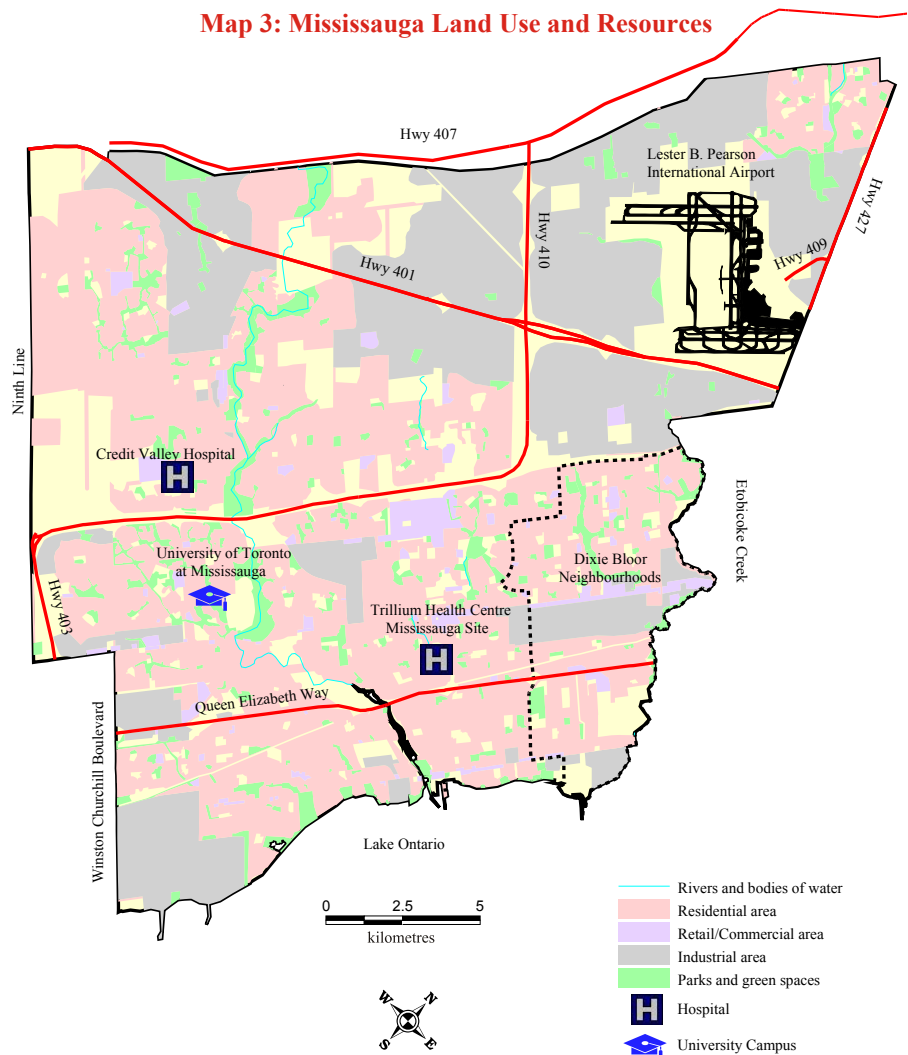
Population

- The 1996 population of Mississauga was 544,382. From 1996 to 2001, the city's population increased 12.6% to 612,925. As of 2002, Mississauga is Canada's sixth largest city (City of Mississauga, 2002; Statistics Canada, 2002b).

Children

- In 1996, 159,335 residents were aged nineteen years and younger; 42,585 residents were four years of age and younger (7.8% of the total population); and 40,020 residents were aged five to nine years (7.4% of the total population) (Region of Peel, 2002)

Map 3: Mississauga Land Use and Resources



Cultural, Ethnic, and Linguistic Diversity

- The City of Mississauga has great cultural and linguistic diversity.
- The 1996 Census recorded 96 ethnic groups in Mississauga. The top ten ethnic groups in the city were: East Indian (10.5%); Canadian (10.2%); Italian (8.6%); English (8.3%); Chinese (7.4%); Polish (6.2%); Portuguese (5.9%); Filipino (4.1%); Jamaican (3.7%); and Scottish (2.8%) (Statistics Canada, 2002b).
- The 1996 Census recorded over 55 languages spoken in the City of Mississauga. The top ten languages spoken in the city were: English (59.0%); Chinese (4.4%); Polish (4.2%); Italian (3.6%); Punjabi (3.6%); Portuguese (3.2%); Tagalog (1.9%); Spanish (1.7%); Arabic (1.4%); and French (1.3%) (Statistics Canada, 2002b).
- Thirty-nine percent of Mississauga residents spoke a language other than English or French.
- Thirty-seven percent of Mississauga residents spoke multiple languages.

Income

- The average gross annual family income in Mississauga was \$69,711, compared to the national average of \$48,552 and the Peel Region average of \$61,830 (Statistics Canada, 2002b).

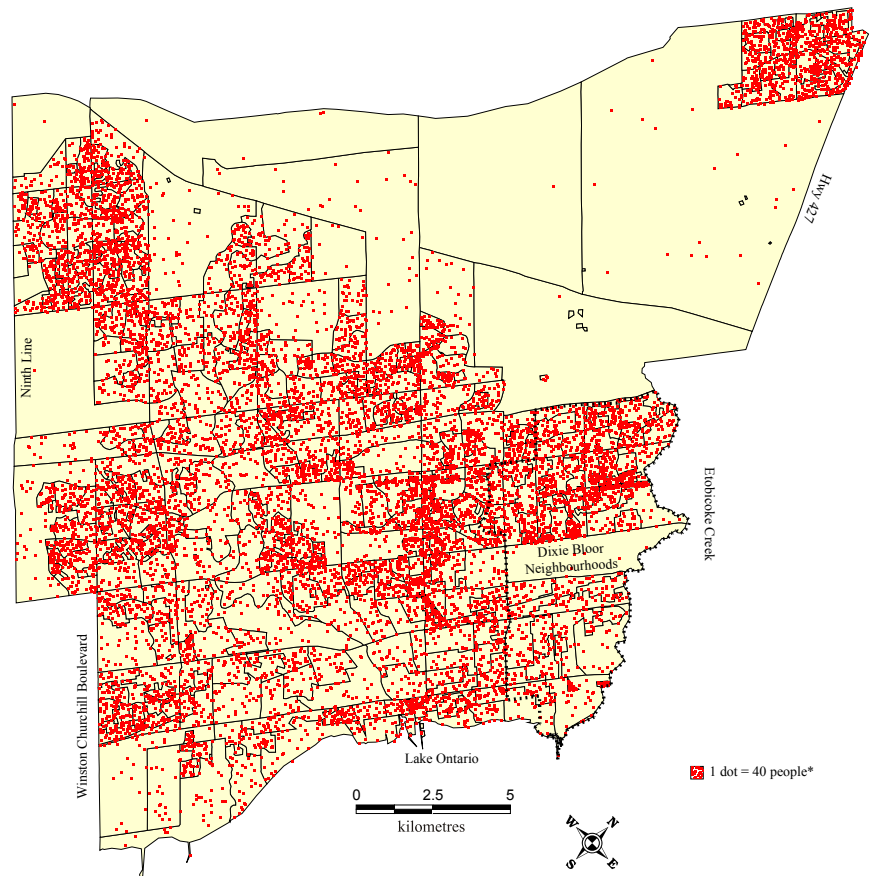
Employment

- Mississauga's unemployment rate for 1996 was 8.3%, compared to the national average of 10.1% and the Peel Region average of 8.0% (Statistics Canada, 2002b).

Education

- Forty-five percent of Mississauga residents over the age of 15 had a community college diploma, and 25% had a university degree (Statistics Canada, 2002b).

Map 4: Population Density in Mississauga



Mississauga Total Population* = 544,382
Dixie Bloor Neighbourhoods Total Population* = 79,369
*Source: Census, 1996

Criminal Activity

- The 1998 crime rate for the City of Mississauga was 48 reported incidents per 1000 residents. The crime rate varied between communities across the city, from a low of 29 reported incidents to a high of 102 reported incidents for each 1000 residents (Alves & Storti, 1999).
- The largest proportion of criminal incidents in Mississauga were property incidents (68.2%), followed by violent incidents (15.8%), domestic incidents (12.8%), and drug-related incidents (3.2%) (Alves & Storti, 1999).
- Three hundred and seventy-eight cases of child abuse were reported in the City of Mississauga in 1996, representing a frequency of 0.69 incidents per 1000 residents. Compared to the Region of Peel, Mississauga had fewer sexual abuse cases but more physical abuse and child neglect cases.

Summary

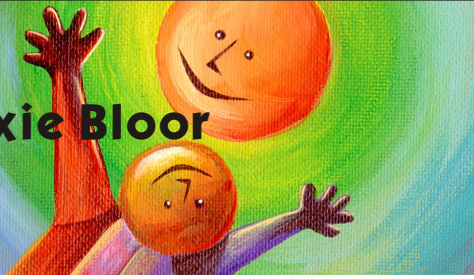
- The City of Mississauga is a high-density urban centre with a current population of over 612,000 residents. The child population aged nine years and younger was over 82,000 in 1996. The city also has great ethnic, cultural, and linguistic diversity. Mississauga is quite affluent, has a low unemployment rate, a well-educated population, and low crime rates when compared to national, local Ontario, and regional averages.
- Despite the overall affluence of the City of Mississauga, the city faces a number of challenges. Specifically, 12.3% of Mississauga families earn less than \$20,000 per year and 14.5% of Mississauga families are classified as low income families (Alves & Storti, 1999).
- Among recent immigrants to Mississauga, 40.1% were living in poverty in 1995 (Lee, 2000).

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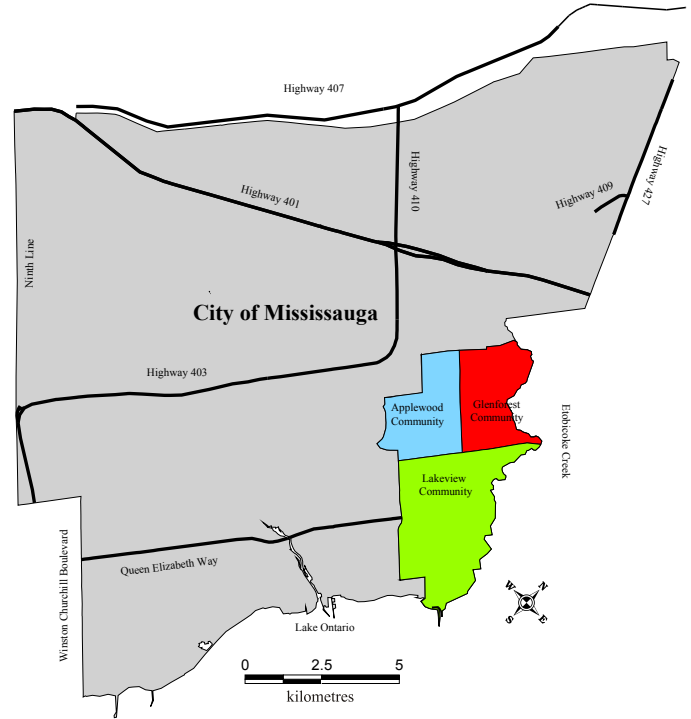
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The Neighbourhoods of Dixie Bloor

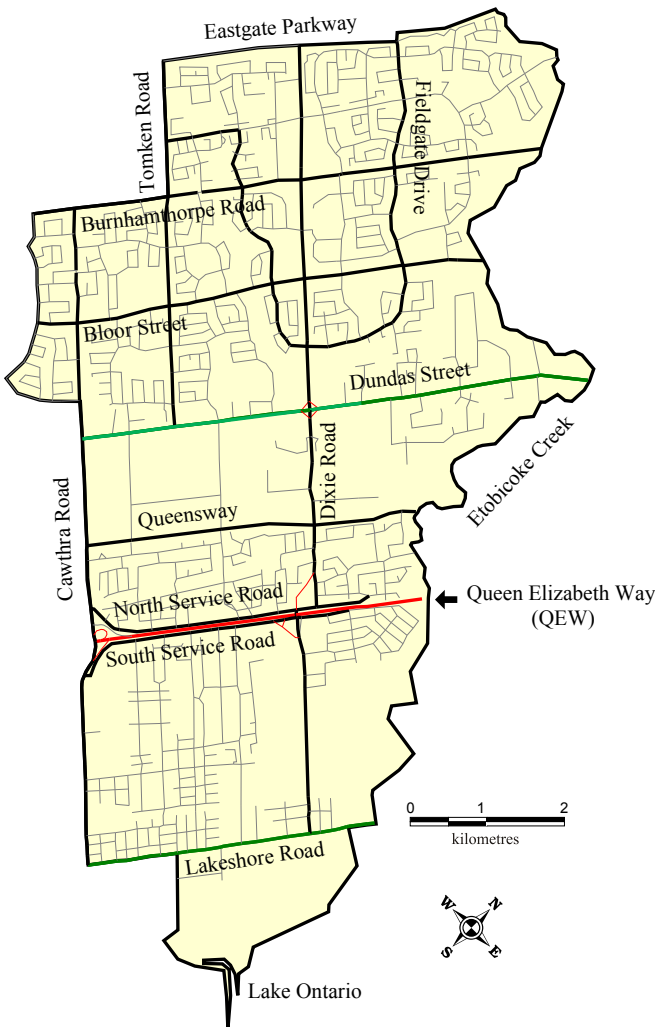


The neighbourhoods of Dixie Bloor are located in the eastern half of Mississauga's south-east quadrant. This area of Mississauga is bounded by Cawthra and Tomken Roads in the west, Etobicoke Creek (City of Toronto limits) in the east, Eastgate Parkway and Burnhamthorpe Road in the north, and Lake Ontario in the south. The Dixie Bloor neighbourhoods are subdivided into three communities: Lakeview (all areas south of Dundas Street); Applewood (all areas north of Dundas Street and west of Dixie Road), and Glenforest (all areas north of Dundas Street and east of Dixie Road).

Map 5: Understanding the Early Years School Communities



Map 6: Major Streets



The majority of the Applewood community is residential. The large Applewood Hills greenbelt travels through the centre of the community and clusters of retail spaces are scattered throughout the area. Similarly, the Glenforest community is mostly residential, with two large industrial areas in the southern part of the community. The Lakeview community is significantly larger than either the Applewood or Glenforest communities. It has a large residential segment, two golf courses, and a large industrial area. The geothermal Lakeview Generating Station and two water and waste treatment plants also dominate Lakeview's waterfront area.

Several major traffic arteries provide access to the City of Toronto to the east, and central Mississauga and Oakville and Hamilton to the west (see Map 6).

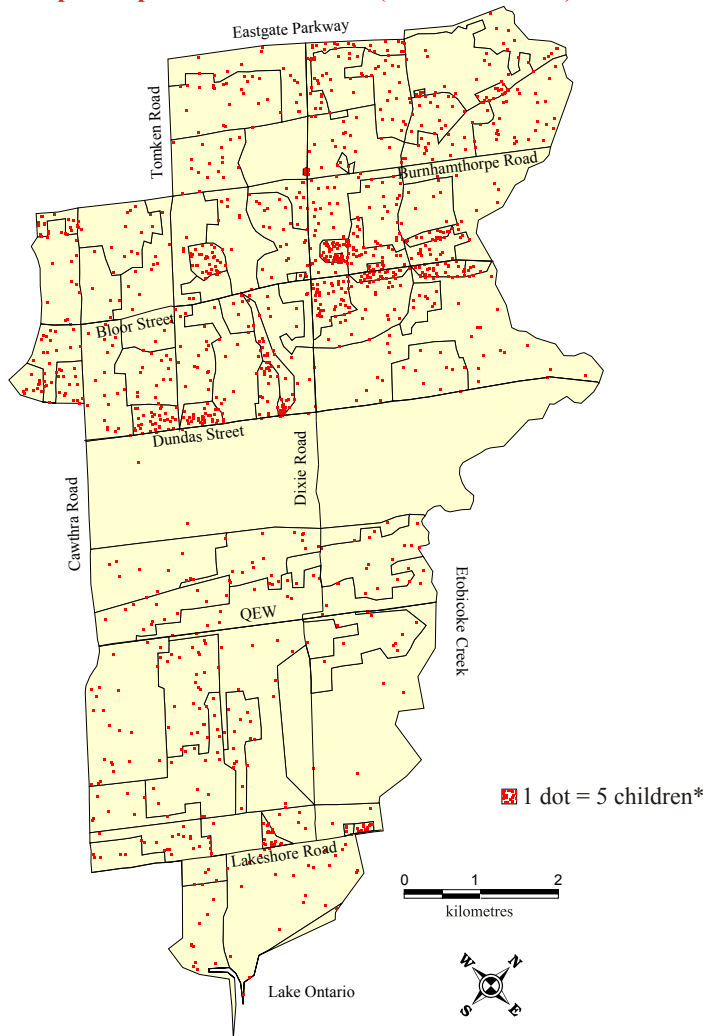
The Queen Elizabeth Way (QEW) highway and its accompanying service roads are major commuter routes between Toronto and the Niagara Region. Within the study area, Dixie Road and Bloor Street are the major north-south and east-west routes that divide the Dixie Bloor neighbourhoods. Other major north-south streets include Cawthra Road and Tomken Road at the western limits of the community. East-west routes of note include Eastgate Parkway, Burnhamthorpe Road, Dundas Street, and Lakeshore Road.

Dixie Bloor Landscape

Population of Children (Birth to Six Years)

- In 1996, there were 79,369 people residing in the Dixie Bloor neighbourhoods. Of this population, there were 6,705 children aged birth to six years.
- Applewood had 2,365 children aged 0 to 6, with dense clusters of children on the immediate north side of Dundas

Map 7: Population of Children (Birth to 6 Years)



Although there are numerous ways of defining neighbourhoods and communities, for the purposes of this report, the Dixie Bloor neighbourhood is divided into three communities: Lakeview, Applewood, and Glenforest. These communities are further divided into 84 areas. These areas correspond to the geographic limits of Enumeration Areas (EAs). The EA represents the smallest standard geographic area of census data reported by Statistics Canada. This report will analyze the results for the entire Dixie Bloor area, the three communities and by EAs. Using these units of analysis yields greater detail about the Dixie Bloor neighbourhoods.

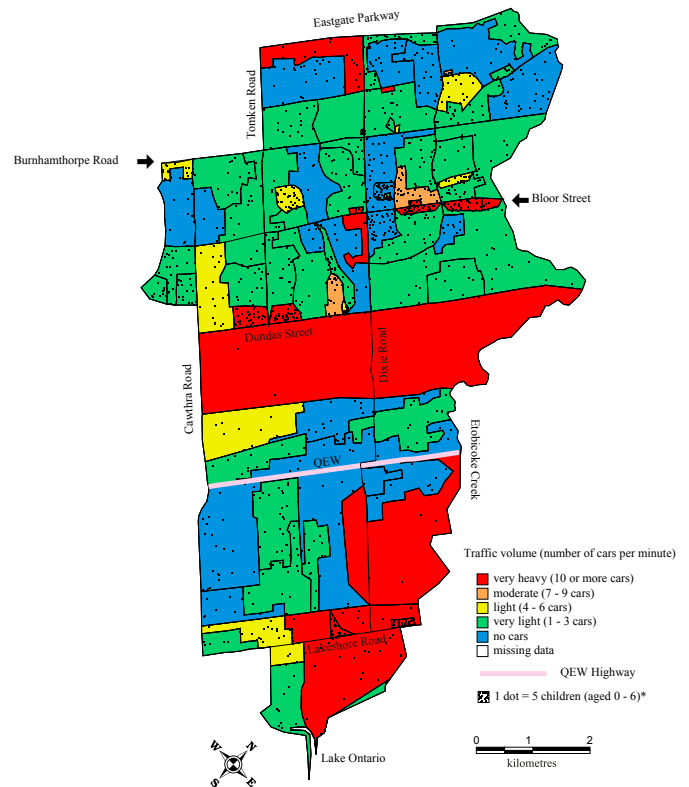
- Glenforest had 2,850 children aged 0 to 6, with dense clusters of children residing in neighbourhoods along Bloor Street.
- Lakeview had 1,490 children aged 0 to 6, with dense clusters of children in pockets along Lakeshore Road.

Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods
Mississauga, Ontario, 2003
*Source: Census, 1996

Traffic Patterns

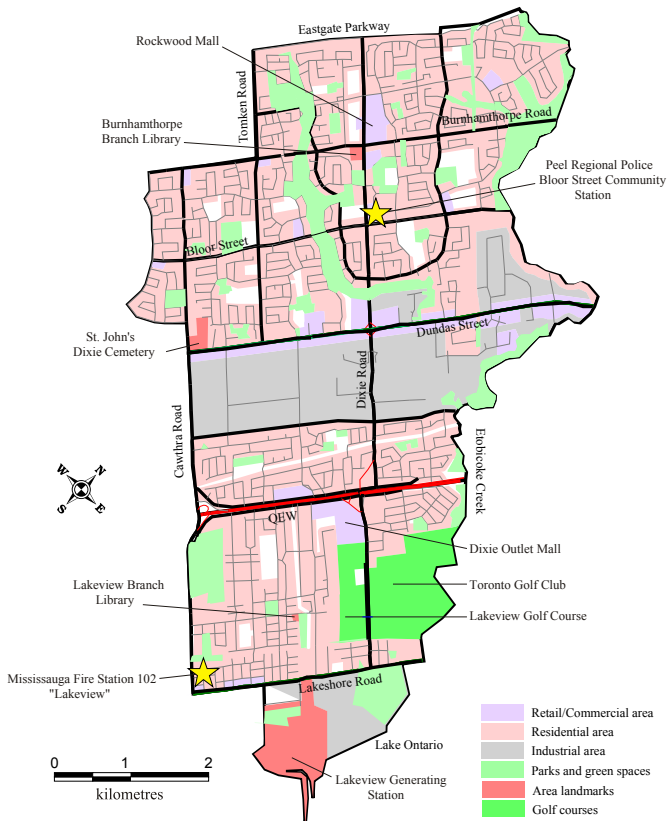
- Traffic patterns in each enumeration area were assessed by trained neighbourhood observers during the summer of 2001.
- Traffic volume is relatively light in most residential areas of Dixie Bloor.
- High traffic areas are associated with the industrial sections of Lakeview and the northern boundary of Applewood.
- High traffic areas near dense populations of children included Dundas Street and Dixie Road in Applewood, and Bloor Street in Glenforest. Each of these high density areas consisted of rental apartments and townhouses along these main thoroughfares.

Map 8: Traffic Patterns



Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods
Mississauga, Ontario, 2003
*Source: Census, 1996

**Map 9: Dixie Bloor Neighbourhoods
Land Use and Resources**

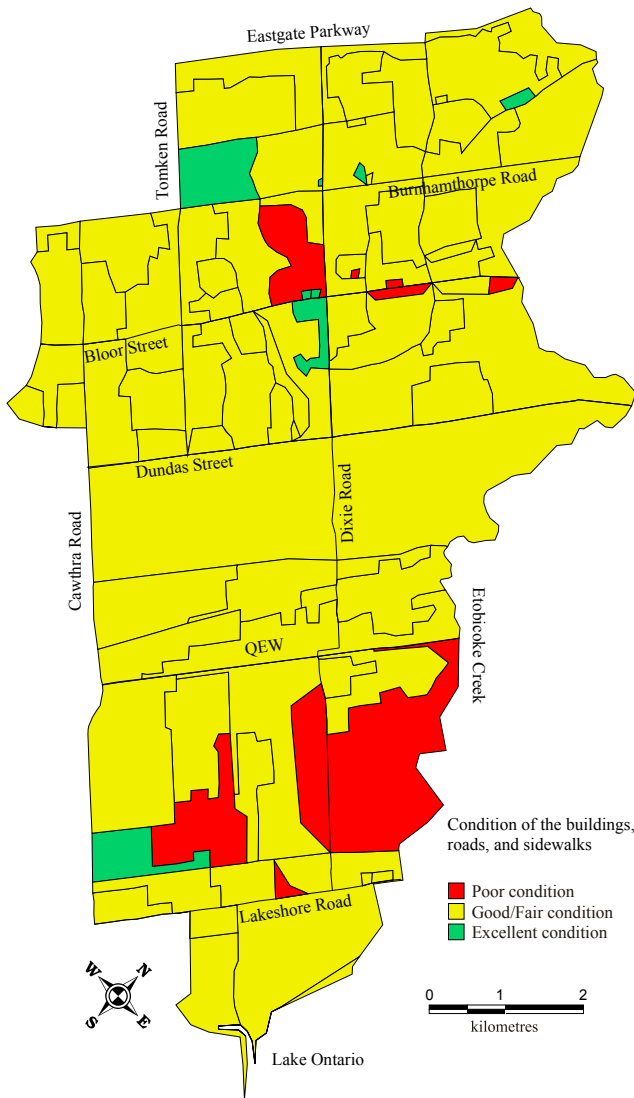


Land Use and Resources

- The three Dixie Bloor communities are largely residential, with varying amounts of parkland, commercial, and industrial areas.
- In all three communities, high density housing is situated in close proximity to single family homes.
- Applewood is primarily residential and lacks any notable industrial areas.
- Glenforest is primarily residential and has two large industrial areas in its southern boundary near Dundas Street.
- Lakeview has a large residential component with a very large commercial and industrial area between Dundas Street and the Queensway, as well as in its southern boundary near the geothermal generating station and water/waste treatment plants.
- The Dixie Bloor communities have large residential components with significant green space that co-exists with large central and southern industrial areas.

- Even Lakeview's massive power generation and water treatment plants are set against well-kept parks.
- Dixie Bloor has a significant network of parks and green spaces. Neighbourhood parks have well maintained trails, woods, and playgrounds. Parkland is located around schools, community centres, and recreational facilities.
- Parks and green spaces are often located near areas with high numbers of children.

Map 10: Overall Physical Condition of Buildings, Roads, and Sidewalks



Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods
Mississauga, Ontario, 2003

Overall Physical Condition of Buildings, Roads and Sidewalks

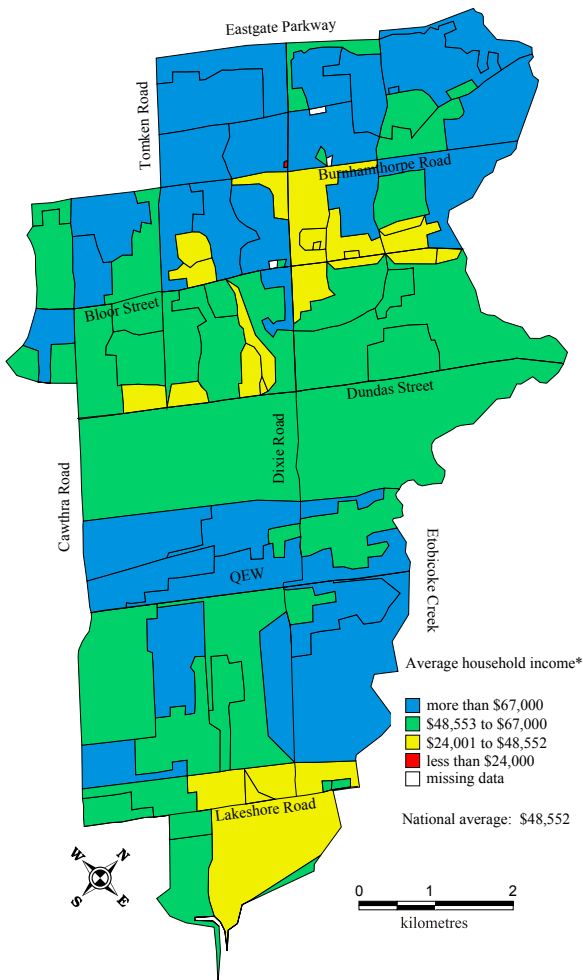
- The majority of all three Dixie Bloor communities exhibit fair to good conditions of buildings, roads, and sidewalks.
- A few isolated areas in each Dixie Bloor community exhibit poor conditions of buildings, roads, and sidewalks.
- Overall, the Dixie Bloor communities are in good physical condition.

Dixie Bloor Challenges

Young children grow and learn within communities. There is considerable evidence that supportive communities help children reach their potential, and that communities influence children's outcomes (Barnett, 1995; Government of Canada, 2002; Kohen, Hertzman, & Brooks-Gunn, 1998; Metro Task Force on Services to Young Children and Families, 1997; Ross and Roberts, 2000; Ross, Scott, & Kelly, 1999; Toronto Children's Services, 1999; United Nations Children's Fund, 2001; Willms & Shields, 1996; Yoshikawa, 1995). Young children are more likely to experience positive outcomes when they are cared for in a stimulating and nurturing environment. Providing young children with quality learning environments enhances their physical, social, emotional, and cognitive development. In contrast, scarcity of resources or an impoverished environment challenges the community and can result in reduced opportunities for positive child development.

The following socio-economic factors that contribute to the challenges faced by Dixie Bloor were reviewed: average household income; percent of families living at or below the poverty line; employment; education; lone parent families; mobility; recent immigration; percentage of non-speakers of English and French; and low birth weights.

Map 11: Average Household Income



Average Household Income

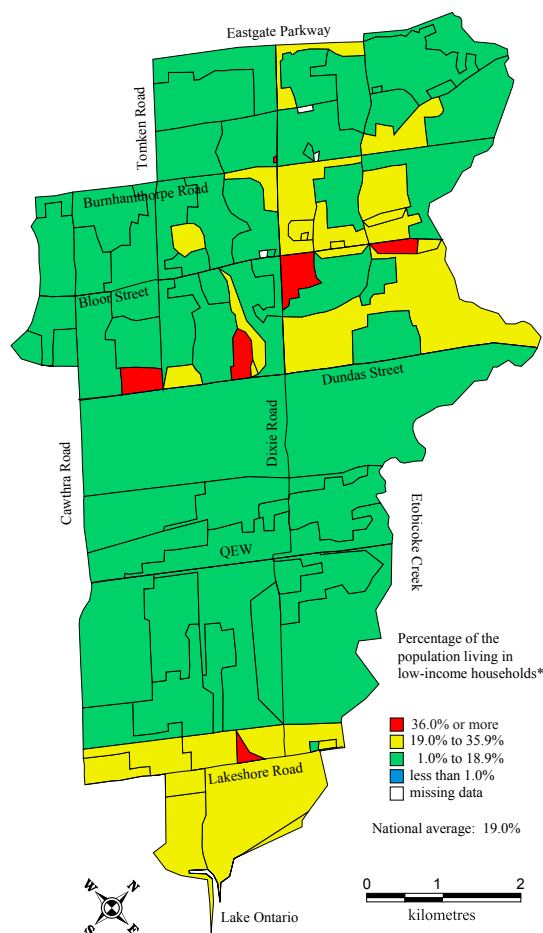
- One-third (33%) of Dixie Bloor enumeration areas had average annual household incomes exceeding \$67,000 in 1996. With few exceptions, these households were located in the northernmost portions of the Applewood and Glenforest communities, and in the central area of the Lakeview community.
- Thirty-seven percent of the enumeration areas had an annual income that ranged from the 1996 national average household income of \$48,552, to \$67,000.
- One quarter (25%) of Dixie Bloor enumeration areas had average annual household incomes of between \$24,000 and \$48,552. Approximately half of these were on or close to Bloor Street.
- One percent of enumeration areas had an average income of less than \$24,000 per year. These households were located in apartment complexes along Dixie Road.

Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods, Mississauga, Ontario, 2003
*Source: Census, 1996

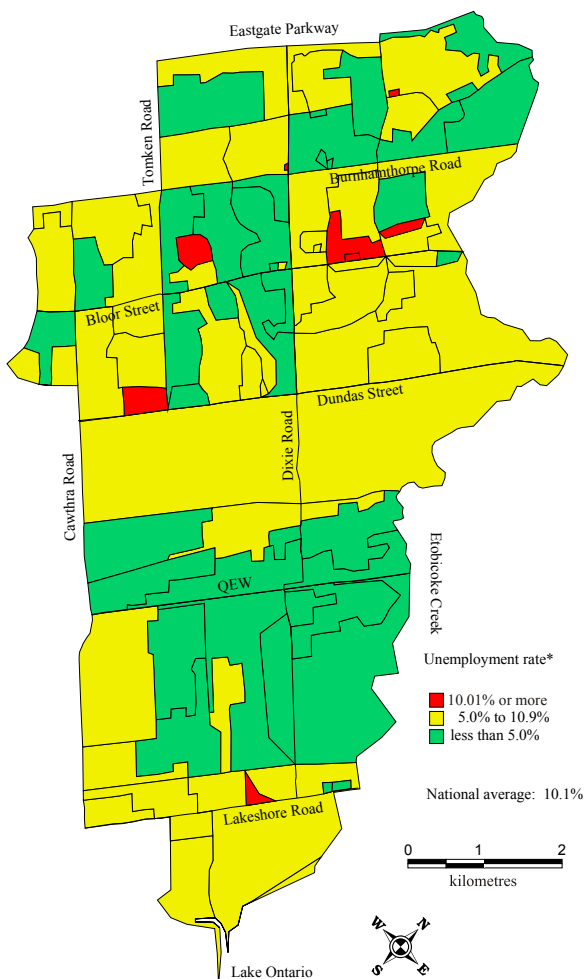
Percentage of Families Living Below the Poverty Line

- The Statistics Canada Low-Income Cut-Offs (LICO) for 1996 were used to define poverty lines in Dixie Bloor for the purpose of identifying families living in low income conditions.
- The LICO for a Mississauga family of four in 1996 was a gross annual income of \$32,238. In 2000, this figure was \$34,572 (Canadian Council on Social Development, 1997, 2001).
- Sixteen percent of Dixie Bloor households were living at or below the poverty line in 1996.
- Glenforest had the highest number of households living at or below the poverty line (19%), with most of these families clustered at the centre of the community along Bloor Street.

Map 12: Percentage of Low-Income Households



Map 13: Rates of Unemployment



- Sixteen percent of Applewood households were at or below the poverty line. These families were mainly located along Dundas Street.
- Lakeview had 13% of its households at or below the poverty line. These families lived in the southern third of the community.
- Forty-eight percent of Dixie Bloor children (0 - 6) lived in areas where 19% or more households were at or below the poverty line. Of these children, almost one quarter lived in areas where a third of the families were at or below the poverty line.

Employment

- Dixie Bloor's 1996 unemployment rate was 6.3%, compared with the Peel rate of 8.0% and the national rate of 10.1%.

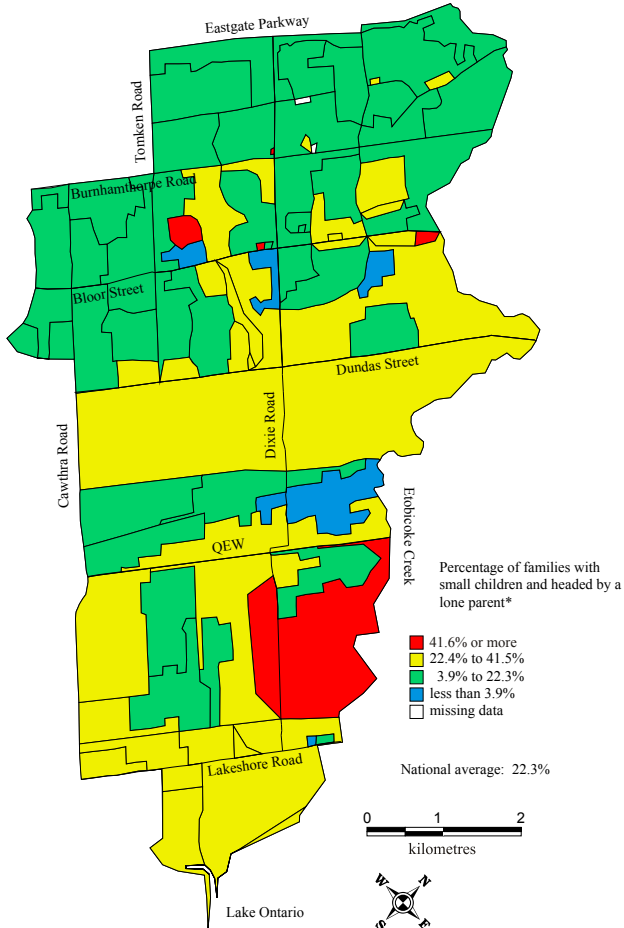
Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods
Mississauga, Ontario, 2003
*Source: Census, 1996

- Unemployment rates were highest for the southern section of Lakeview and the central portion of both Applewood and Glenforest.

Education

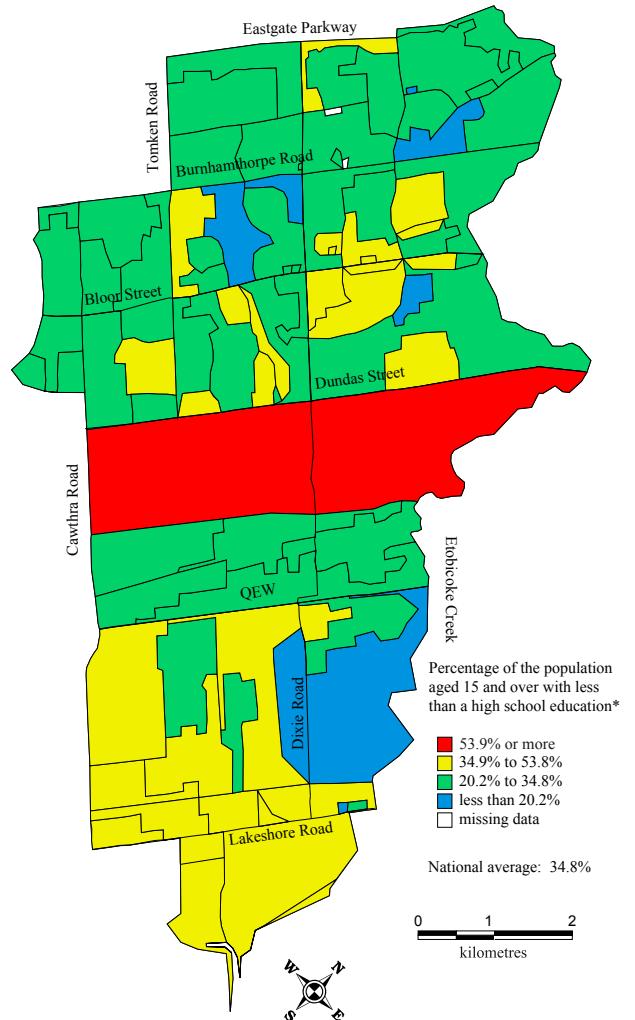
- Thirty-one percent of Dixie Bloor residents over the age of 15 did not complete the requirements for their high school diploma. This proportion is almost 4% below the national average.
- For each Dixie Bloor area, the percentage of residents over the age of 15 who did not have a high school diploma varied from 11% to 57%. The areas with the highest proportion of residents lacking a high school diploma were also marked by other forms of social disadvantage, such as high rates of poverty, unemployment, lone parenthood, and mobility.

Map 15: Percentage of Families with Small Children Headed by a Lone Parent



Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods, Mississauga, Ontario, 2003
*Source: Census, 1996

Map 14: Percentage of Adults Without A High School Diploma



Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods, Mississauga, Ontario, 2003
*Source: Census, 1996

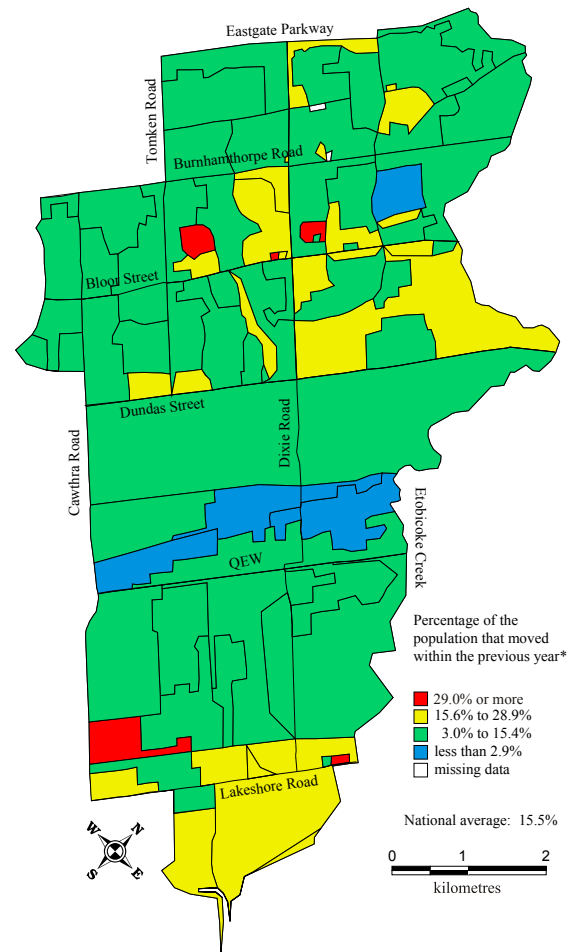
Lone Parent Families

- The percentage of lone parent families with small children (0 - 6) living in Dixie Bloor was 21%. This proportion was slightly below the national average of 22.7%.
- Lone parent families were most frequently located in the southern portion of Lakeview, south-eastern Applewood, and south-central Glenforest.

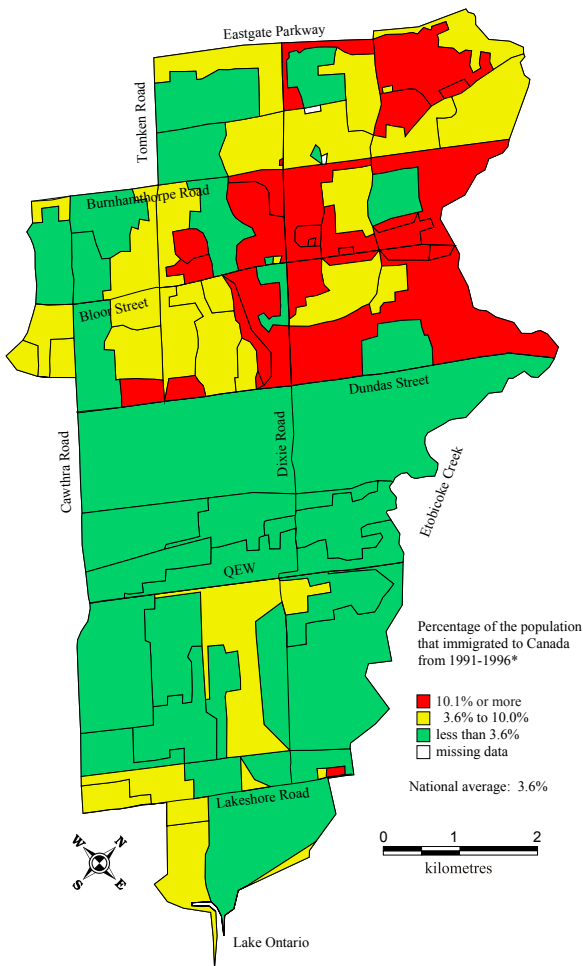
Mobility

- The Dixie Bloor neighbourhoods were relatively stable.
- At 13%, the average mobility of residents over the previous year was significantly less than the national average of nearly 16%.
- Areas with over 16% mobility within the previous year were located primarily in southern Lakeview, southern Glenforest, and south-eastern Applewood.
- Moderate to high mobility areas within Dixie Bloor corresponded to neighbourhoods with moderate to high proportions of recent immigrants.

Map 16: Areas with High Mobility



Map 17: Percentage of Recent Immigrants



Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods
Mississauga, Ontario, 2003
*Source: Census, 1996

Recent Immigration

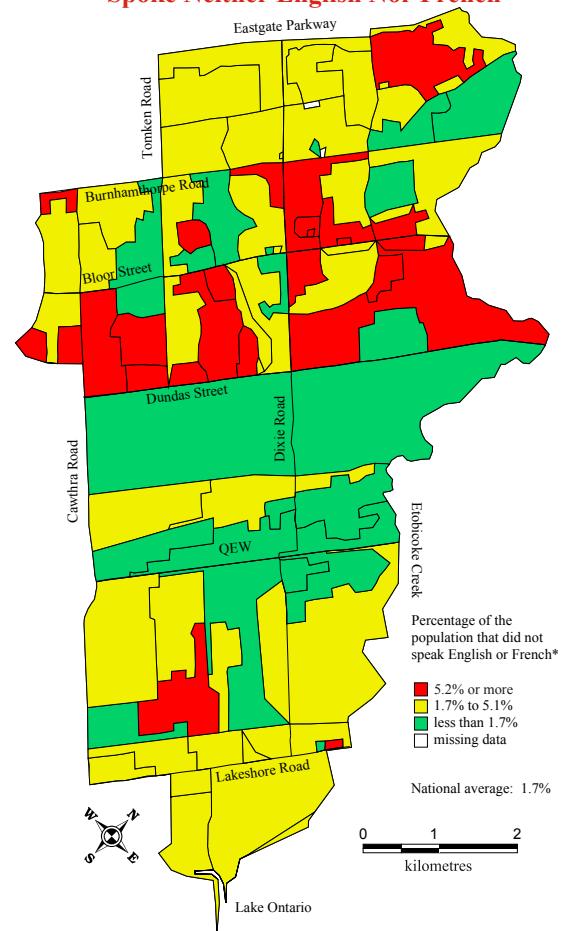
- "Recent" immigration was defined as newcomers to Canada who arrived between 1991 and 1996. The national average proportion of recent immigrants as a percentage of the total Canadian population for this time period was 3.6%.
- The average proportion of new immigrants coming to Dixie Bloor between 1991 and 1996 was 10%.
- Glenforest had the highest concentration of recent immigrants. Approximately 14% of its population was classified as new to Canada.
- Applewood also had a high concentration of recent immigrants. Approximately 10% of its population was classified as recently arrived in Canada.
- Lakeview had significantly fewer recent immigrants. Approximately 3% of its population was classified as recently immigrated.

Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods
Mississauga, Ontario, 2003
*Source: Census, 1996

Non-Speakers of English and French

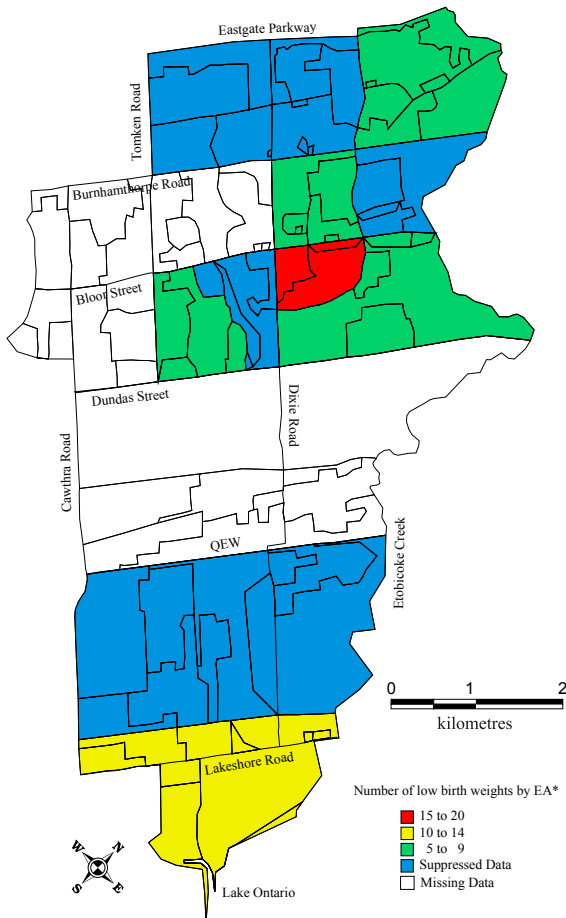
- The Dixie Bloor areas with high proportions of recent immigrants also had high proportions (5.2% or more) of residents who did not speak English or French.
- The percentage of the Dixie Bloor population that did not speak either official language was 3.5%. This proportion of non-speakers of English and French is over twice the national average of 1.7%.
- Applewood and Glenforest each had 4% of the population unable to speak either English or French
- In some areas of Dixie Bloor, the percentage of residents unable to speak either official language was as high as 13%.

Map 18: Percentage of Residents Who Spoke Neither English Nor French



Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods
Mississauga, Ontario, 2003
*Source: Census, 1996

Map 19: Low Birth Weights



Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods
Mississauga, Ontario, 2003
*Source: Ontario Live Birth Databases for 1996 & 1997, Ontario Ministry of Health and Long-Term Care; prepared by the Region of Peel Health Department.

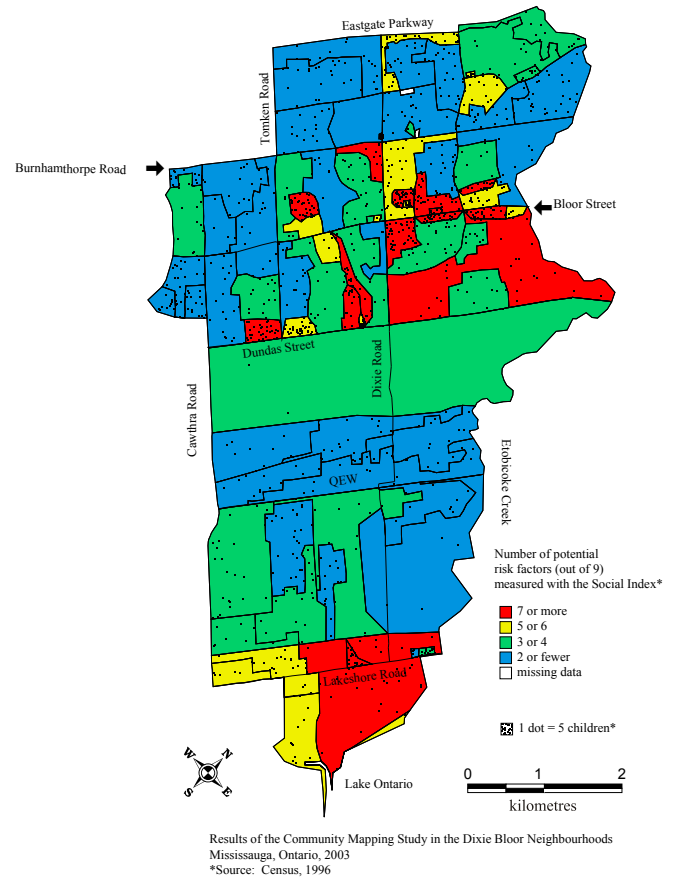
Low Birth Weights

- The total number of reported low birth weight infants in 1996 for the Dixie Bloor neighbourhoods was approximately 298. This finding should be interpreted within the context that, in order to ensure anonymity, the Ontario Ministry of Health and Long-Term Care suppresses all data for areas that have five or fewer cases of low birth weight infants. The reported total cases may be under-reported due to these suppression rules.
- Glenforest reported the highest incidence of low birth weight infants (210 cases). The highest number of these births were to families living at the south-east corner of Dixie Road and Bloor Street.
- The south-east quadrant of Applewood and the southern part of Lakeview had 28 and 60 reported cases of low birth weight infants, respectively.

Creating a Social Risk Index

- A social risk index was developed to provide a picture of the Dixie Bloor neighbourhoods with respect to the number of socio-economic challenges they faced.
- Nine variables were selected for describing the socio-economic context of Dixie Bloor in the areas of education, employment, income, family structure, and multiculturalism.
- Each of the nine variables was compared with its respective national average to provide an external benchmark for describing the Dixie Bloor neighbourhoods.
- The social risk index is made up of the following nine variables: unemployment rate; proportion of individuals aged 15 and over without a high school diploma; proportion of families with children headed by a lone-parent; proportion of the population speaking neither official language; proportion of the population that immigrated to Canada since 1991; mobility in one year; proportion of owner-occupied dwellings; gross family income; and proportion of income comprised of government transfer payments (i.e., Canada Pension Plan, Canadian Child Tax Benefit, Employment Insurance, provincial social assistance payments).
- Four categories of risk were then established: (1) low risk (zero, one or two challenges); (2) somewhat low risk (three or four challenges); (3) somewhat high risk (five or six challenges); and (4) high risk (seven or more challenges).
- One fifth of the Dixie Bloor enumeration areas exhibited seven or more potential social risk factors. Thirty percent of all Dixie Bloor children aged birth to six years reside in these high social risk enumeration areas.
- Seventeen percent of Dixie Bloor enumeration areas exhibited five or six potential social risk factors. Seventeen percent of all Dixie Bloor children aged birth to six years reside in these enumeration areas.
- Enumeration areas with five or more potential social risk factors housed 47.4% of all young children in Dixie Bloor.
- Over 65% of Dixie Bloor children aged birth to six years live in neighbourhoods with three or more potential social risk factors.
- Glenforest reported the highest social risk index score, with the areas of highest social risk located along Bloor Street and north of Dundas Street.
- The south-east corner of Applewood and the southern portion of Lakeview also reported high social risk index scores.

Map 20: Social Risk Index Score According to Enumeration Area



Summary of the Challenges

Dixie Bloor is a high density urban community with many families and children. The majority of Dixie Bloor is residential, with clusters of retail and industrial spaces scattered throughout the community.

In comparison to Canada as a whole, Dixie Bloor is relatively affluent as measured by average annual household income. Incomes range from poverty levels to families earning significantly above the national and Peel averages. However, 16% of Dixie Bloor residents live at or below the poverty line and reside in low income neighbourhoods. These areas tended to have higher unemployment rates, proportionately more residents with lower levels of education, a higher percentage of lone-parent families, more mobility and recent immigrants, and a higher level of social risk.

Although Dixie Bloor compares favourably with the national averages on several social indicators (i.e., income, education, mobility, lone parent families, and unemployment), analyses within the individual communities identified areas of Glenforest, Applewood, and Lakeview that are characterized as high risk or vulnerable areas. These high risk areas are characterized by high proportions of residents with low education levels, low incomes, high unemployment, and high mobility compared to the national and Peel averages. Transience in these areas is associated with high levels of recent immigration. These sections of the Dixie Bloor communities may require not only more services, but specific services to overcome these embedded structural disadvantages. Specific community resources need to be targeted to the children and families in these high risk areas.

The Dixie Bloor neighbourhoods have great socio-economic, linguistic, and cultural diversity. Dixie Bloor has a large recent immigrant population that brings a wealth of cultural and practical challenges associated with serving a diverse resident base. This characteristic makes Dixie Bloor attractive for immigrant settlement, and also presents many challenges. High proportions of recent immigrants are found in both high and low income neighbourhoods; however, recent immigrants are particularly clustered in the more challenged southern section of Glenforest, south-east corner of Applewood, and southern part of Lakeview. The language barriers associated with a large recent immigrant population are major issues facing Dixie Bloor. In 1996, recent immigrants accounted for over 10% of the population in more than one third of Dixie Bloor. Many of Dixie Bloor's recent immigrants also do not speak either of Canada's official languages. Poor proficiency in English not only isolates these new residents from community integration and participation, but also increases the risk of poor academic outcomes for their children.

The majority of challenges in Dixie Bloor are restricted to a few high risk areas, specifically: (1) the southern section of Glenforest, south of Bloor Street, east of Dixie Road, and north of Dundas Street; (2) the south-east corner of Applewood, north of Dundas Street, south of Bloor Street, and west of Dixie Road; and (3) the southern part of Lakeview, along Lakeshore Road. Each of these high risk areas of Dixie Bloor demonstrates increased levels of poverty, mobility, recent immigration, overall social risk, and lower employment and education levels when compared with the rest of Dixie Bloor, Peel, and national averages. Beyond these high risk areas, the remaining sections of Dixie Bloor have higher incomes, more high school graduates,

less mobility, less unemployment, fewer lone parent families, fewer recent immigrants, fewer residents who do not speak English or French, fewer families living at or below the poverty line, and less social risk.

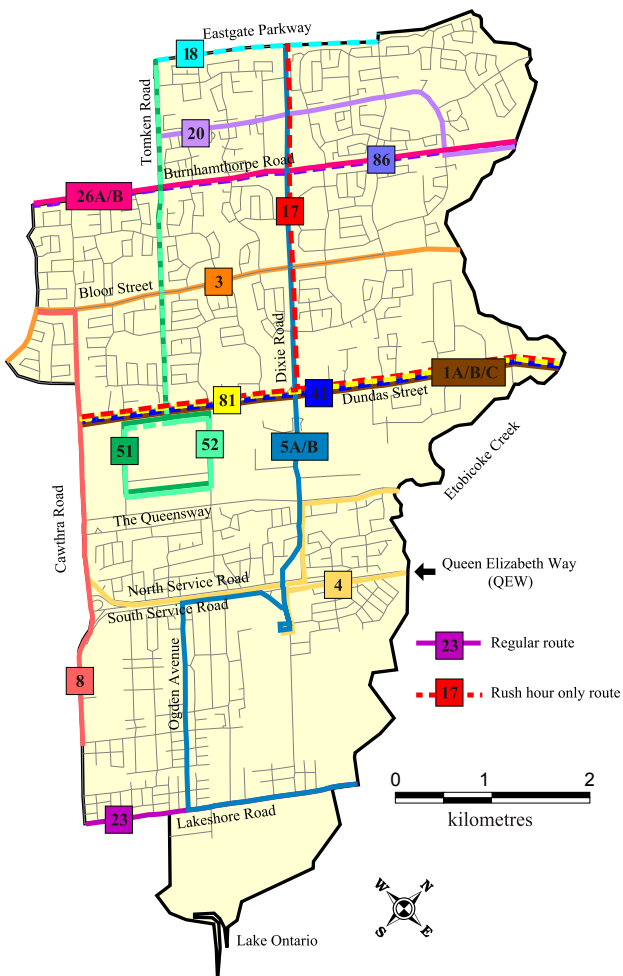
In terms of the physical environment, many of the children in Dixie Bloor are clustered in close proximity to moderate to heavy traffic volumes. Overall, the neighbourhoods of Dixie Bloor scored relatively well on the quality of their physical conditions. Parks and green spaces are often located near areas with high numbers of children. Most of Dixie Bloor has a physical environment conducive to raising children.

Dixie Bloor Assets

More important to a community than its risks are its strengths and assets. The traditional deficit model approach to community needs assessment and development has been challenged, primarily because it fosters a sense of dependence among community residents and "blames the community" for contributing to and maintaining the conditions and attitudes associated with these deficient conditions. As a result, the community and individuals within the community begin to believe that their collective situation can only be remedied by the intervention of external experts and government services. An asset-based model seeks instead to identify and enhance strengths that can be used as the basis for developing action plans that lead to community empowerment (Altschuld & Witkin, 2000; Kretzmann & McKnight, 1993).

The following community assets of Dixie Bloor were reviewed: transit routes, child care services, prenatal/postnatal programs, programs for children with special needs, parenting and counselling programs, libraries, English as a Second Language programs, community recreation centres, health/emergency services, social housing units, and religious resources.

Map 21: Mississauga Transit Routes*



Mississauga Transit Routes

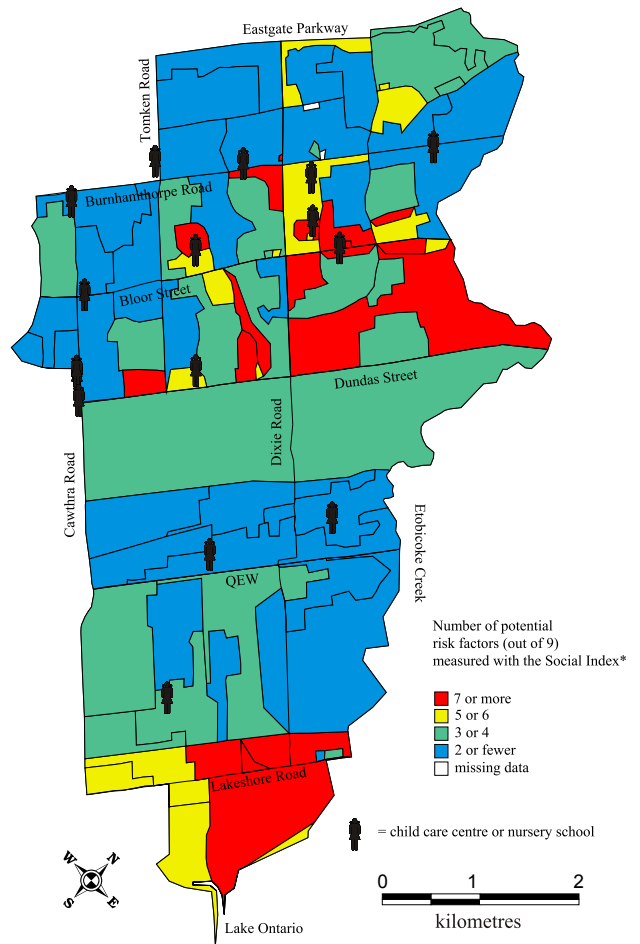
- The public transit bus routes serving Dixie Bloor provide an essential link to services within the Dixie Bloor neighbourhoods, as well as access to Mississauga's central core and the western termini of the Toronto Transit Commission for travel into Toronto.
- There are nineteen bus routes that operate in Dixie Bloor. Ten run regularly throughout the weekdays, evenings, and Saturdays. Only six of these ten run on Sundays and holidays. Nine routes run only during the weekday rush hour.
- Despite the availability of public transit in Dixie Bloor, service is limited and there are long waits between buses.

*Adapted from the Applewood & Long Branch Mississauga Transit Weekday Service Route Map, available at www.city.mississauga.on.ca/transit

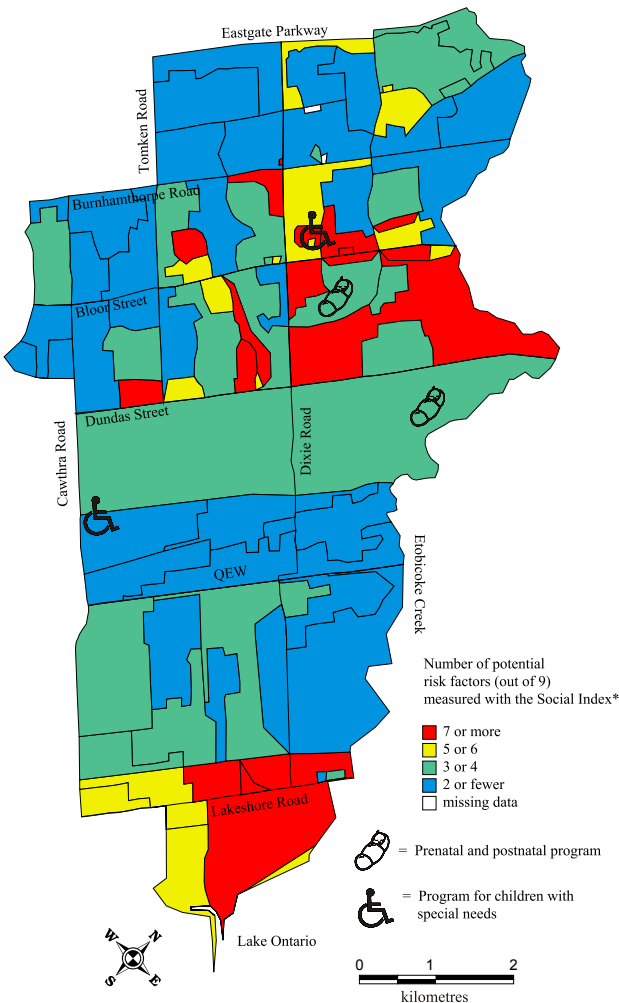
Child Care Centres and Nursery Schools

- There are fifteen child care centres and nursery schools in Dixie Bloor. The distribution of these services is quite varied between communities, with three in Lakeview, four in Glenforest, and eight in Applewood.
- Only seven of the 15 child care centres and nursery schools are located in close proximity to areas with dense populations of young children (0 - 6 years).
- Only six of these centres and schools are located in areas with five or more potential social risk factors.

Map 22: Child Care Centres and Nursery Schools



Map 23: Prenatal and Postnatal Programs and Programs for Children with Special Needs



Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods
Mississauga, Ontario, 2003
*Source: Census, 1996

Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods
Mississauga, Ontario, 2003
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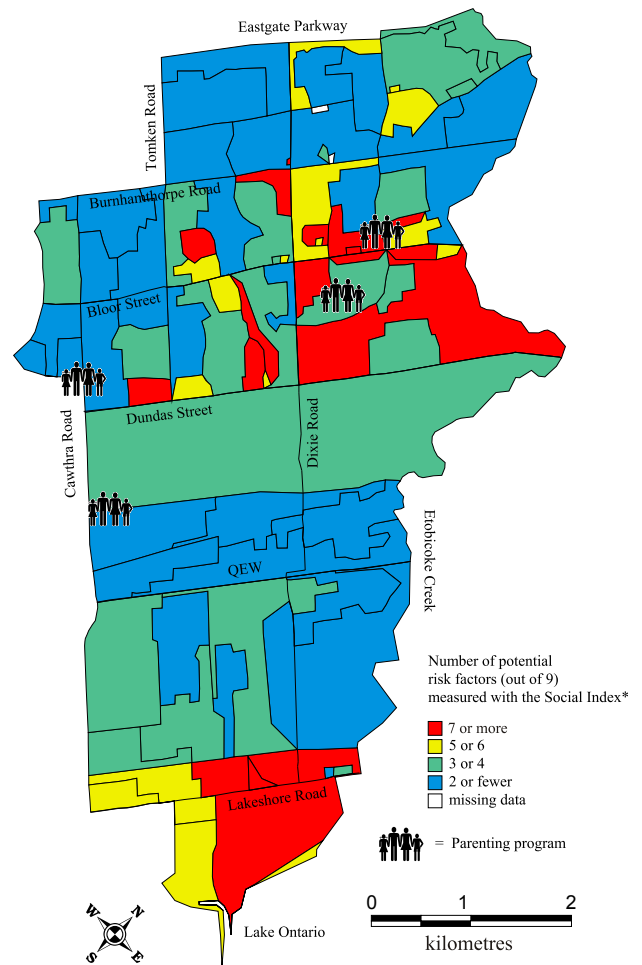
Prenatal/Postnatal Programs and Programs for Children With Special Needs

- Two prenatal/postnatal programs are offered in Dixie Bloor. One program is offered in close proximity to the high density, high risk areas of Glenforest. The other program is in Lakeview's sparsely populated industrial area south of Dundas Street.
- Two programs for children with special needs (e.g., Community Living Mississauga) are offered in Dixie Bloor. One program is located in Glenforest, in close proximity to high risk neighbourhoods with large populations of small children. The other program is located in Lakeview, in a low risk area that has comparatively few children aged birth to six years.

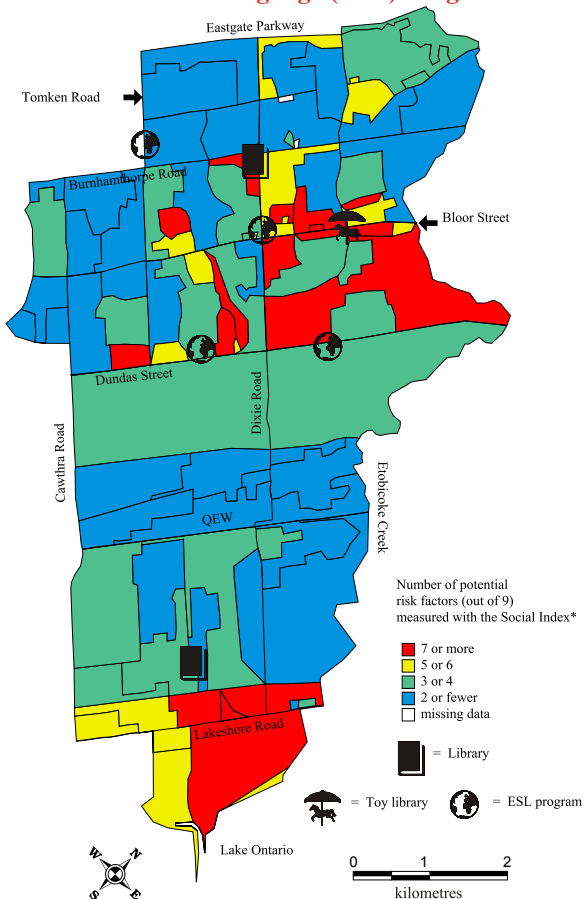
Parenting Programs and Counselling Services

- Prior to 2003, one counselling service existed within the Dixie Bloor neighbourhoods. This facility was located in the north-west quadrant of Glenforest; however, at the time this report was produced, the service had relocated to the Trillium Health Centre's Mississauga Campus, west of Dixie Bloor.
- Four parenting programs are located in Dixie Bloor. The two Glenforest programs are located in close proximity to the community's high risk areas that have high densities of young children.
- Despite a program in northern Lakeview, southern Lakeview lacks any parenting program to serve its areas of high social risk and population density.
- Applewood's parenting program is located in a low risk area at its south-western limit.

Map 24: Parenting Programs and Counselling Services **



Map 25: Libraries, Toy Libraries, and English as a Second Language (ESL) Programs



Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods
Mississauga, Ontario, 2003
*Source: Census, 1996

Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods
Mississauga, Ontario, 2003
*Source: Census, 1996
**The counselling service is no longer located in Dixie Bloor

Libraries, Toy Libraries, and English as a Second Language Programs

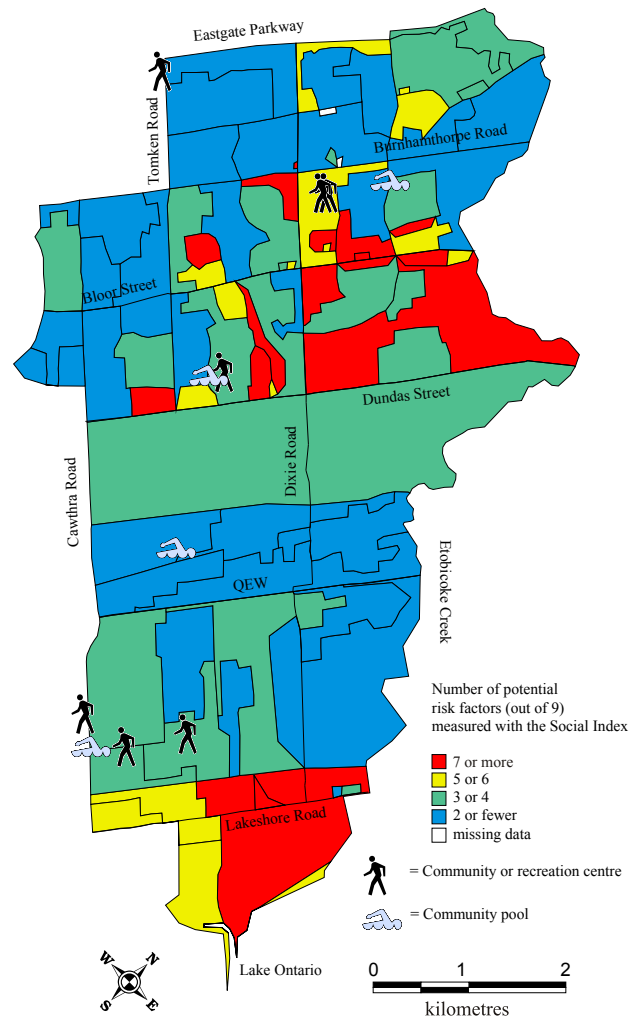
- Dixie Bloor has two public libraries: the Lakeview and Burnhamthorpe branches.
- The Lakeview branch is located in south-central Lakeview. The Burnhamthorpe branch is centrally-located between the Applewood and Glenforest communities. Public transit makes the libraries accessible to residents of Dixie Bloor's high density and high risk areas.
- A toy library is located in the neighbourhoods of Dixie Bloor. This library is located in a high density, high risk area in central Glenforest.

- Four English as a Second Language (ESL) programs for adults operate in the northern half of Dixie Bloor. These programs are funded by the federal government and offer child-minding for participants. Three of these programs are located in the high density, high risk areas of Glenforest and Applewood. These locations are in close proximity to the highest proportion of residents who do not speak either of Canada's official languages.
- The fourth ESL program is located in the northern part of Applewood. This area is one of low to moderate risk, with only a small proportion of the population unable to speak English or French.
- No ESL programs are available in Lakeview.

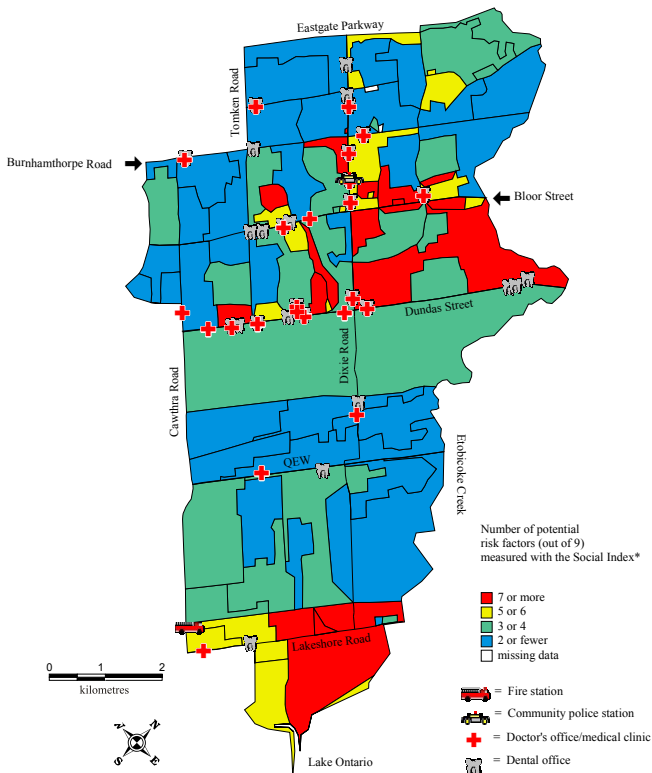
Community Pools and Recreation Centres

- Four public swimming pools are located in the Dixie Bloor neighbourhoods. All four of these facilities are located in low density and low social risk areas. A small fee for use is required.

Map 26: Community Pools and Recreation Centres



Map 27: Health and Emergency Services



Results of the Community Mapping Study in the Dixie Bloor Neighbourhoods
Mississauga, Ontario, 2003
*Source: Census, 1996

- There are seven public community or recreation centres within the neighbourhoods of Dixie Bloor. Three of these facilities are located within the high risk, high density communities of Applewood and Glenforest.
- Programs at these centres normally require the payment of a fee.

Health and Emergency Services

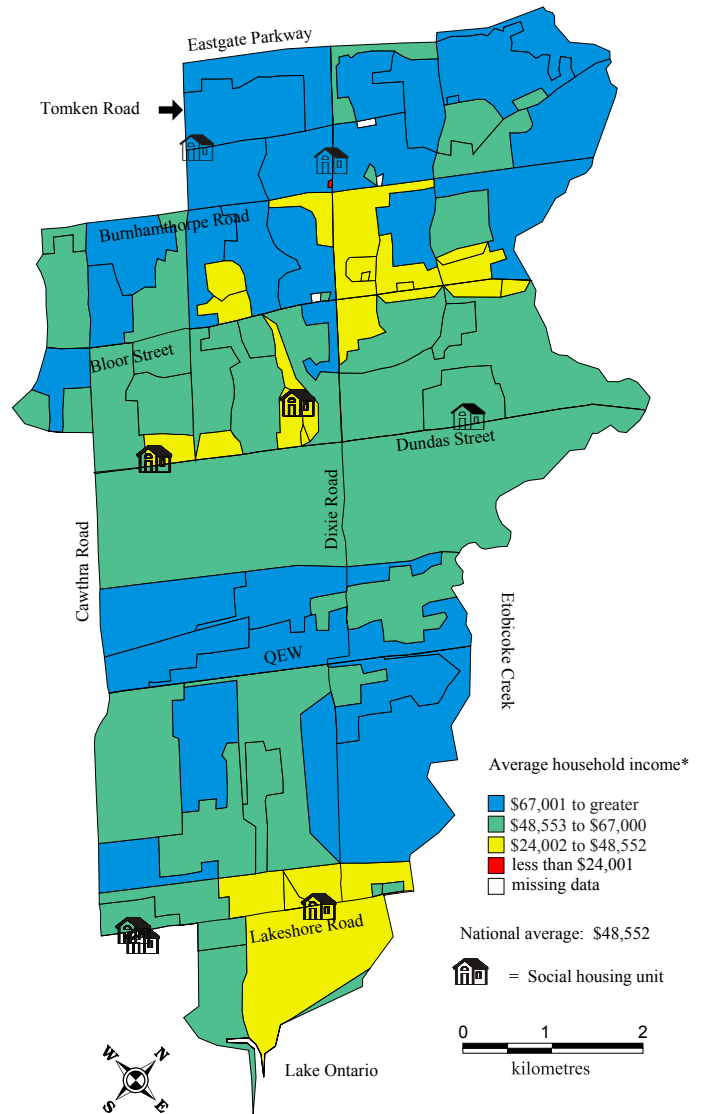
- The Peel Regional Police operate a Dixie Bloor community police station that services both the Applewood and Glenforest communities. This station is in close proximity to the high risk and high density areas of these communities.

- The Dixie Bloor fire station is located at the south-west edge of Lakeview. It is operated by the Mississauga Fire Department.
- There are no ambulance stations, hospitals, crisis centres, or Ontario Provincial Police stations located within the Dixie Bloor neighbourhoods.
- The majority of medical, dental, and doctors' offices are located along Dixie Bloor's main thoroughfares (e.g., Dundas Street, Dixie Road, and Bloor Street). These services are all distributed according to population density and are accessible locally or by public transit.

Social Housing Units in Relation to Average Household Income

- There are eight social housing developments in Dixie Bloor. Five social housing developments are managed by Peel Living, the Region of Peel's not-for-profit housing organization.
- Six of the eight social housing developments in Dixie Bloor are located in low income, high density, and high risk areas.
- One social housing unit in the northern section of Applewood is integrated into a high income, low risk, low density neighbourhood.
- The average annual household income for residents of the social housing units generally ranges from \$24,000 to \$48,552.
- Glenforest has only one social housing development even though it is a high density, low income, and high social risk area of Dixie Bloor. This housing development is a manufactured home community.

Map 28: Social Housing Units in Relation to Average Household Income

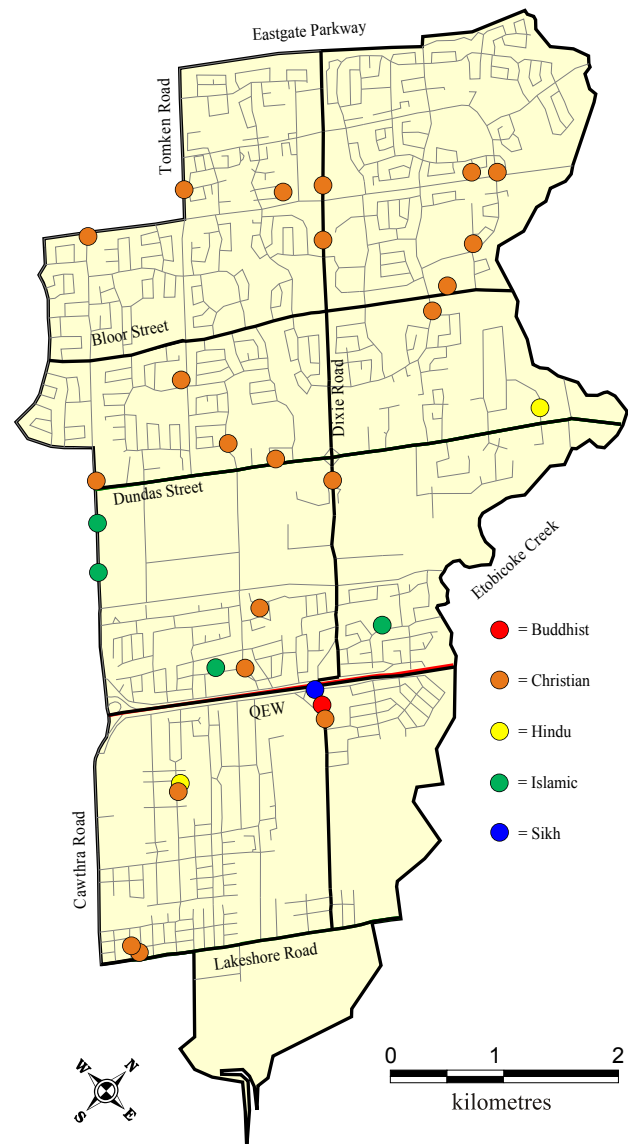


Results of the Community Mapping Study in the Dixie Bloor Neighbourhood
Mississauga, Ontario, 2003
*Source: Census, 1996

Local Religious Resources

- Religious groups represent important community assets because they provide: a sense of community; charitable and community-building activities; education and employment assistance; counselling; child care; and settlement services for newcomers.
- Given the great ethnic diversity of the Dixie Bloor neighbourhoods, five of the world's major religious groups are represented.
- **Buddhism:** A Sinhalese Theravada Buddhist Centre is located in Dixie Bloor. **Christianity:** There are 22 churches (four Roman Catholic, one Ukrainian Catholic, fifteen Protestant, one Romanian Orthodox, and one Serbian Orthodox) in Dixie Bloor. **Hinduism:** A Tamil Hindu temple is located in Dixie Bloor, as well as a Hindu spiritual centre that welcomes members of all faiths. **Islam:** While there are no mosques in Dixie Bloor, several Islamic agencies and services are located in this community (e.g., an Islamic council, a community school and scout troop, educational centres, and humanitarian agencies). **Sikhism:** A Sikh gurudwara is located in the Dixie Bloor neighbourhoods.

Map 29: Local Religious Resources*



*Baha'i, Jain, Jewish, Shinto and Zoroastrian resources are located outside of the Dixie Bloor boundary.

Summary of the Assets

Research consistently shows that the availability and accessibility of key community resources for children and families create a positive and enriched environment for child development (see Jencks & Mayer, 1990 for a review of the theories of neighbourhood influence). Scarcity of resources can result in reduced opportunity for enrichment, lack of supportive environments, and a higher need for preventative and corrective action. Since the provision of services is expensive and labour intensive, it is essential to have a mixture of services that supports families and their children. Five program categories are important for child development: education, society, health services, sports and recreation, and entertainment and culture. These programs offer opportunities to increase the quality of community life, while at the same time increasing social networks through participation (Furstenburg & Hughes, 1995; Offord, Lipman & Duku, 1998; Steinhauer, 1998).

An enriched environment, with greater opportunities for learning and development, can lead to better overall child development.

The following community-based programs and services are readily available to Dixie Bloor residents with small children: child care centres and nursery schools; libraries; swimming pools and recreation centres; medical/dental clinics; and prenatal/postnatal, special needs, and parenting programs. In most cases, these programs and services are located in or around Dixie Bloor's areas of greatest need and/or highest potential risk: southern Glenforest, south-eastern Applewood, and southern Lakeview.

In Glenforest, all programs and services are located in areas with three and often five or more social risk factors, as well as high densities of children aged birth to six years. Southeast Applewood's programs and services also lie in close proximity to the community's high density and high risk areas. Lakeview also has some programs and services close to its areas of high social risk.

Dixie Bloor's religious organizations provide the benefits of centralized faith communities, and are indispensable in assisting both established residents and newcomers to the community. With the high numbers of immigrants in Dixie Bloor, local religious associations are of special importance in offering linguistic, social, and spiritual support for newcomers managing the transition to a new country and its culture.

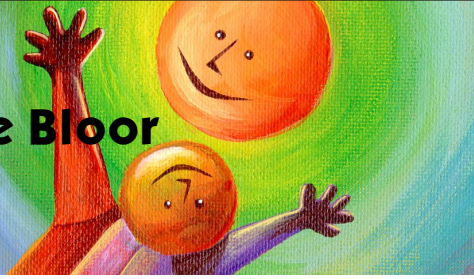
An important asset for Dixie Bloor is its network of Mississauga Transit bus routes. Dixie Bloor has an extensive public transit service. The transit buses provide an essential yet inexpensive means of transportation to work, as well as to community programs and services, such as recreation, park, education, and medical facilities. The majority of neighbourhood programs and resources are accessible by public transit. However, the public transit system is limited by the fact that there are long waits between buses and that service is somewhat limited.

Dixie Bloor also has a wide range of well-kept public parks, offering waterfront, greenbelt, playground, golf, and athletic facilities.

Dixie Bloor's child, family, educational, recreational, health, and social housing programs and services are often located in close proximity to high density, high social risk areas. However, Glenforest has only one social housing development, even though the community possesses many high risk areas. The other programs for families and children are spread more widely across Dixie Bloor and are accessible through public transportation. Most services are ideally distributed throughout the community, and are close to children who need them the most. This varied collection of services and programs is one of Dixie Bloor's most important assets.

While Dixie Bloor has a good supply of services for its residents, improvements could be achieved by developing a "best mixture" of services that responds to the specific requirements and character of each community. This more detailed service delivery would require planning and action by several public and private organizations and agencies.

Readiness to Learn in Dixie Bloor



Results of the Early Development Instrument (EDI)

Introduction to the EDI

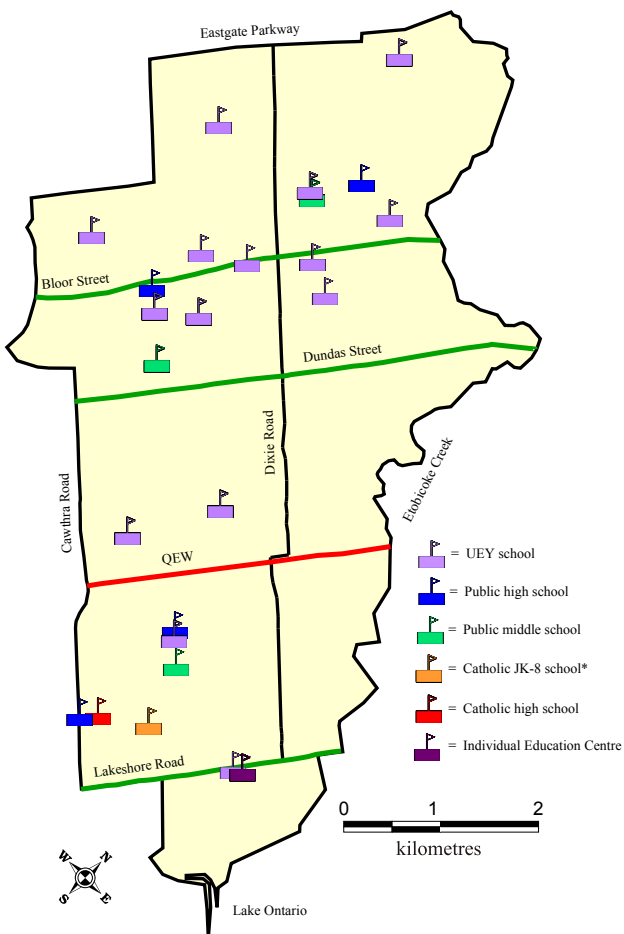
The Early Development Instrument (EDI) is a teacher checklist designed to assess child developmental outcomes in five domains: physical health and well being, social competence, emotional maturity, language and cognitive development, and communication and general knowledge. The EDI measures students' readiness to learn at school (Belsky & Mackinnon, 1994; Janus & Offord, 2000; Janus, Offord & Walsh, 2001; Meisels, 1998; Morrongiello, 1997; Pelletier, Morgan, & Mueller, 1999).

The EDI contains more than 70 questions in total. For example:

- How often is the child too tired to do school work?
- Would you say that this child is well co-ordinated?
- Would you say this child follows instructions, accepts responsibility and works independently?

Teachers commented on the child's use of language, communication skills, general knowledge, his or her interest in books, and his or her abilities related to reading and writing.

Map 30: All Dixie Bloor Schools



*This school was closed for renovations in 2000-2001 and was omitted from the study

The EDI was collected in February 2001 for all children (839) in their second year of kindergarten in 15 Dixie Bloor elementary schools. The EDI provides a community perspective on how ready children are to learn when they start school. It does not provide diagnostic information on individual children, nor does it measure a school's or teacher's performance. The EDI provides a measure of the developmental outcomes of children's early years as they influence their readiness to learn. The results of the EDI serves as an indicator of the community's capacity to prepare its children during the pre-school years for learning and entry into schools.

- Dixie Bloor has three public middle schools, four public secondary schools, one Catholic secondary school, and a public school board alternative learning centre (see Map 30).

- Eight of the elementary schools that administered the 2001 EDI were from the Peel District School Board and seven were from the Dufferin-Peel Catholic District School Board.
- Lakeview Park Public School of the Peel District School Board was closed after the 2000-2001 academic year and was reopened as a Peel Board alternative learning centre for secondary school students.
- Queen of Heaven Catholic School of the Dufferin-Peel Catholic District School Board was closed for renovations during the 2000-2001 academic year. Therefore, this school did not participate in the 2001 EDI assessment.
- The majority of children who attend a particular Dixie Bloor school live in the neighbourhood that makes up the school's catchment area. However, some children live outside of the school's catchment area. For St. Sofia Catholic School, in the Glenforest community, approximately 80% of the students live outside of the catchment area (the school has a Regional Ukrainian program).
- The EDI was collected on a school-by-school basis. Therefore, the scores reflect the scores of all the children who attended a particular school, regardless of whether they lived in the school's catchment area or not.

Average Scores on the EDI

Table 1: Mean Scores on the Early Development Instrument (EDI) in the Dixie Bloor Communities and a Canadian Sample

EDI Domains	Mississauga Dixie Bloor (n=839)	Apple wood Community (n=356)	Glenforest Community (n=383)	Lakeview Community (n=100)	Canadian Sample (n=28,250)
	\bar{X} (S.D.)	\bar{X} (S.D.)	\bar{X} (S.D.)	\bar{X} (S.D.)	\bar{X} (S.D.)
Physical health and well-being	8.7 (1.0)	8.9 (0.9)	8.4 (0.9)	9.0 (1.3)	8.6 (1.1)
Social competence	8.0 (1.8)	7.9 (1.9)	7.9 (1.7)	8.8 (1.3)	7.5 (1.5)
Emotional maturity	8.0 (1.4)	8.1 (1.6)	7.8 (1.3)	8.3 (1.2)	7.9 (1.5)
Language and cognitive development	8.1 (2.0)	8.2 (2.0)	7.9 (2.1)	8.3 (1.8)	8.0 (1.9)
Communication and general knowledge	6.9 (2.3)	7.0 (2.2)	6.5 (2.3)	8.0 (2.2)	7.2 (2.1)

Note: Scores are on a 0 - 10 scale. Higher scores indicate more advanced readiness to learn skills.

- The children in Dixie Bloor scored highest in the physical health and well-being domain ($\bar{X} = 8.7$), followed by language and cognitive development ($\bar{X} = 8.1$), social competence ($\bar{X} = 8.0$), and emotional maturity ($\bar{X} = 8.0$). They scored lowest in the communication and general knowledge domain ($\bar{X} = 6.9$).
- When compared to the Canadian sample, the children in Dixie Bloor scored higher on four of the five domains: physical health and well-being (+0.1), social competence (+0.5), emotional maturity (+0.1), and language and cognitive development (+0.1). They scored below the Canadian sample on the communication and general knowledge domain (-0.3).

- In Dixie Bloor, a child with low communication skills and general knowledge scores can be described as a child: with poor or very poor English communication skills and articulation; whose command of English is poor or very poor; who has difficulties in talking to others, understanding, and being understood in English; and who has poor general knowledge.
- Children in the Lakeview and Applewood communities had the highest scores in the physical health and well-being domain. Their scores were above both the Dixie Bloor and Canadian averages. Children in Glenforest had scores below both the Dixie Bloor and Canadian averages.
- Children in all three Dixie Bloor communities had high scores in the social competence domain. Their scores were higher than the Canadian average. Applewood and Glenforest had lower scores than the Dixie Bloor average, while Lakeview had significantly higher scores than the Dixie Bloor average.
- Children in the Lakeview community had the highest scores in the emotional maturity domain (8.3), followed by Applewood (8.1) and Glenforest (7.8). Glenforest scores were below both the Canadian and Dixie Bloor averages, while Applewood's and Lakeview's scores were above both the Canadian and Dixie Bloor averages.
- Children in the Lakeview community had the highest scores in the language and cognitive development domain (8.3), followed by Applewood (8.2) and Glenforest (7.9). Glenforest scores were below both the Canadian and Dixie Bloor averages, while Applewood and Lakeview scores were above both the Canadian and Dixie Bloor averages.
- Children in the Lakeview community had the highest scores in the communication and general knowledge domain (8.0), followed by Applewood (7.0) and Glenforest (6.5). Glenforest scores were below both the Dixie Bloor and Canadian averages, Lakeview scores were above the Dixie Bloor and Canadian averages, and Applewood scores were at the Dixie Bloor average and below the Canadian average.
- The Lakeview community had the highest scores in each EDI domain. Its scores were consistently above both the Dixie Bloor and Canadian average. The Glenforest community had the lowest scores in each EDI domain. Its scores were consistently below the Dixie Bloor and Canadian averages, except in the social competence domain which was above the Canadian average but below the Dixie Bloor average. The Applewood community had EDI scores that fell between Lakeview's high scores and Glenforest's low scores. Applewood's scores were at or above the Dixie Bloor and Canadian averages, except in the communication and general knowledge domain which was below the Canadian average.

Percentage of Children With Low Scores on the EDI

Table 2: Percentage of Children with Scores in the Lowest 10th Percentile on the EDI in the Dixie Bloor Communities

Number of Domains where children scored in lowest 10th Percentile	Mississauga Dixie Bloor (n=839)	Applewood Community (n=356)	Glenforest Community (n=383)	Lakeview Community (n=100)
Only 1 domain	14%	13%	16%	14%
Only 2 domains	5%	5%	5%	4%
Only 3 domains	5%	3%	7%	4%
Only 4 domains	2%	2%	1%	1%
All 5 domains	2%	3%	2%	0%
Total (1 or more domains)	28%	26%	31%	23%

- Children considered to be the most vulnerable or at risk of future academic failure are those whose scores fall in the lowest 10th percentile in one or more EDI domains. A score in the lowest 10th percentile on one domain of the EDI implies that a child will have issues related to readiness to learn. One in four children (or 235 children) in Dixie Bloor had problems in one or more of the EDI developmental domains.
- Glenforest had the highest percentage of children with problems in one or more EDI domains (31%), followed by Applewood (26%), and Lakeview (23%).

EDI Developmental Domain Maps

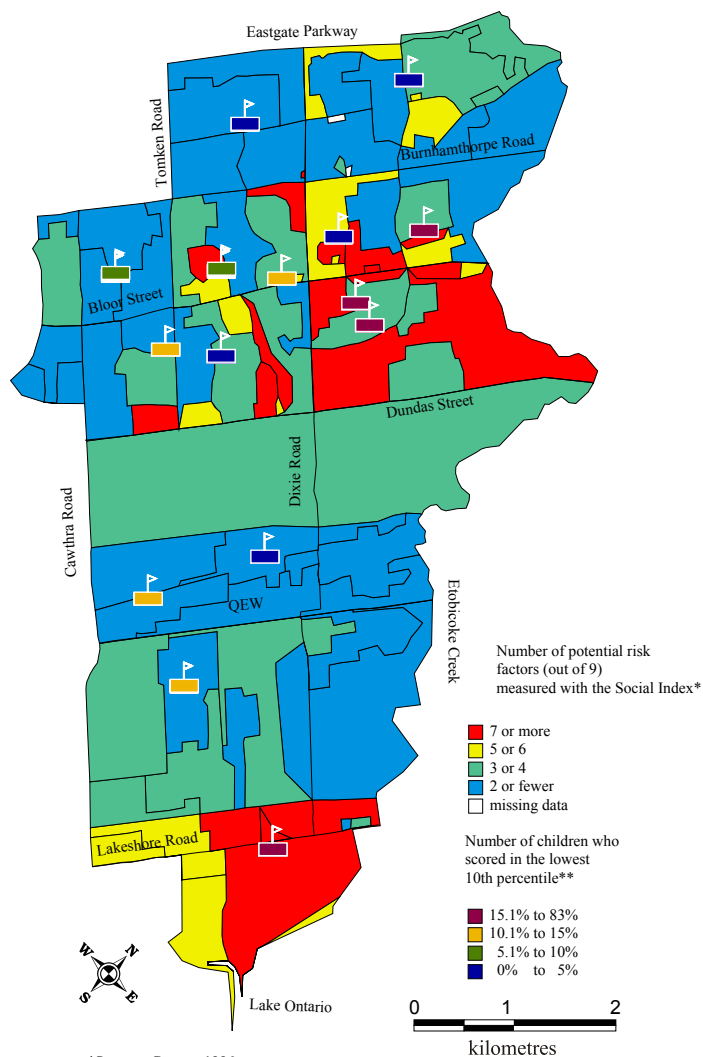
Maps 31 to 35 present the number of children who scored in the lowest 10th percentile on each EDI developmental domain for each Dixie Bloor elementary school. To examine the relationship between EDI scores and social and economic factors, the EDI scores were mapped against the Social Risk Index for each community. Higher scores on the Social Risk Index indicate the presence of more potential risk factors.

- Schools with the highest percentage of their students in the lowest 10th percentile are represented as red school houses on the maps, while blue school houses indicate the schools with the lowest percentage of their students in the lowest 10th percentile.
- There was a great deal of variability between schools in the EDI developmental domain scores. School-by-school results varied for each EDI domain between 0% to 83% of the students in the lowest 10th percentile.

Physical Health and Well-Being

- Physical health and well-being refers to a child's motor skills, energy levels, fatigue, clumsiness, co-ordination, and overall physical development.
- Schools with the highest number of children in the lowest 10th percentile were located in the southern section of Lakeview and the south central section of Glenforest.
- Schools with a low percentage of children in the lowest 10th percentile were located in the northern sections of Applewood and Glenforest, and in north central Lakeview.
- Schools with the highest proportion of children in the lowest 10th percentile were located in the neighbourhoods that also had a high number of social risk factors: southern Lakeview and south central Glenforest.
- The high social risk index areas of south-eastern Applewood had a low percentage of children in the lowest 10th percentile for the EDI's physical health and well-being domain.
- There was a great deal of variability from school to school in the physical health and well-being domain. School results ranged from 0% to 83% of the children scoring in the lowest 10th percentile.

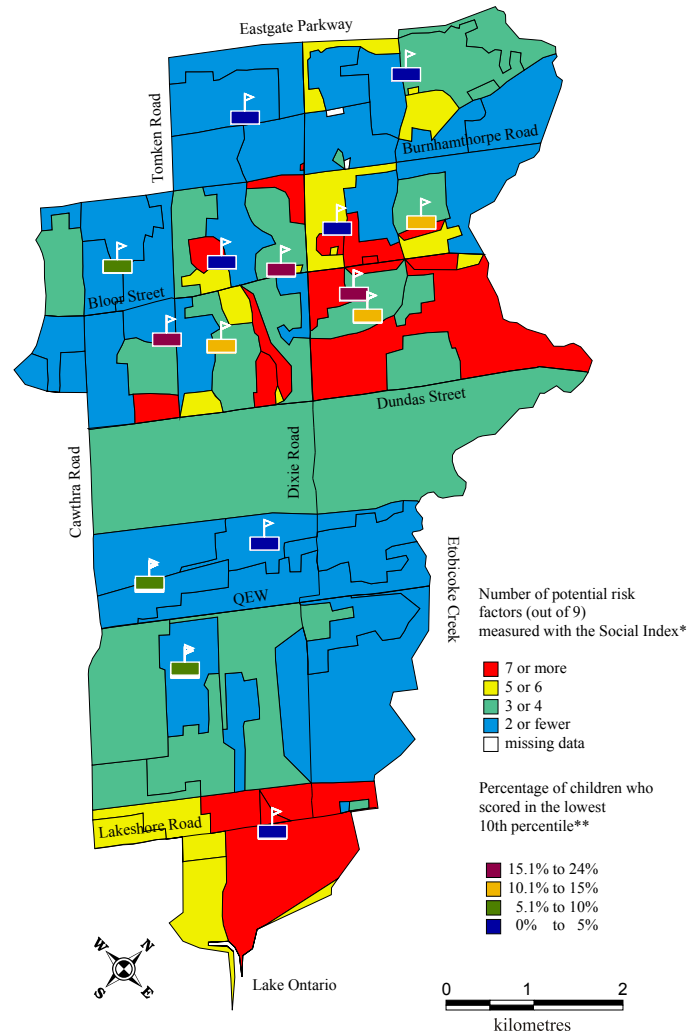
**Map 31: Physical Health and Well-Being:
Lowest 10th Percentile**



Social Competence

- Social competence refers to a child's self-confidence, tolerance, ability to get along with other children, capacity to accept responsibility for his/her actions, and ability to work independently.
- Schools with the highest proportion of children in the lowest 10th percentile were located in the south central section of Glenforest and the south-eastern section of Applewood.
- Schools with a low percentage of children in the lowest 10th percentile were located in the northern area of Applewood and Glenforest, and in all areas of Lakeview.
- Schools with the highest proportion of children in the lowest 10th percentile were located in the neighbourhoods that also had a high number of social risk factors: south central Glenforest and south-eastern Applewood.
- The high social risk index areas of southern Lakeview had a low proportion of children in the lowest 10th percentile for the EDI's social competence domain
- There was a great deal of variability from school to school in the social competence domain. School results ranged from 0% to 24% of the children scoring in the lowest 10th percentile.

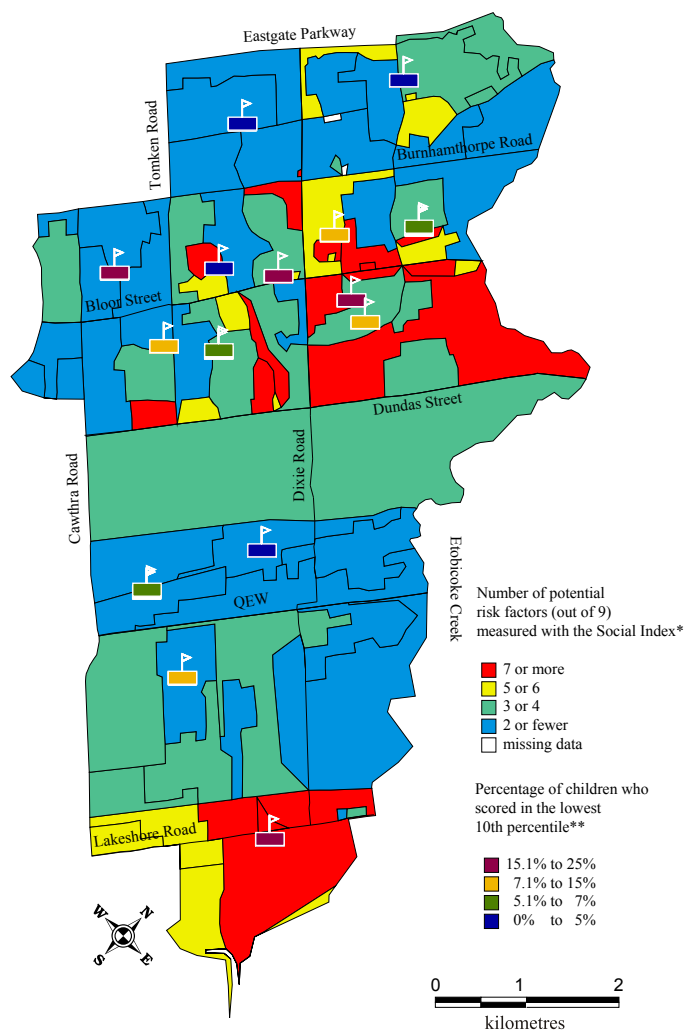
**Map 32: Social Competence:
Lowest 10th Percentile**



Emotional Maturity

- Emotional maturity refers to a child's general emotional health and maturity, problems with aggression, restlessness, distractibility, inattentiveness, and regular sadness or anxiety.
- Schools with the highest proportion of children in the lowest 10th percentile were located in the southern sections of Glenforest and Lakeview, as well as the west and east sections of central Applewood.
- Schools with a low percentage of children in the lowest 10th percentile were located in the northern section of Glenforest, the central and north areas of Applewood, and the north central portion of Lakeview.
- With the exception of western Applewood, schools with the highest proportion of children in the lowest 10th percentile were located in the neighbourhoods that also had the highest social risk index scores: southern Glenforest, southern Lakeview, and eastern Applewood.
- The high social risk index areas of south-eastern Applewood and the eastern portion of central Glenforest each had a low percentage of children scoring in the lowest 10th percentile on the EDI's emotional maturity domain.
- There was a great deal of variability from school to school in the emotional maturity domain. School results ranged from 0% to 25% of children scoring in the lowest 10th percentile of this domain.

**Map 33: Emotional Maturity:
Lowest 10th Percentile**



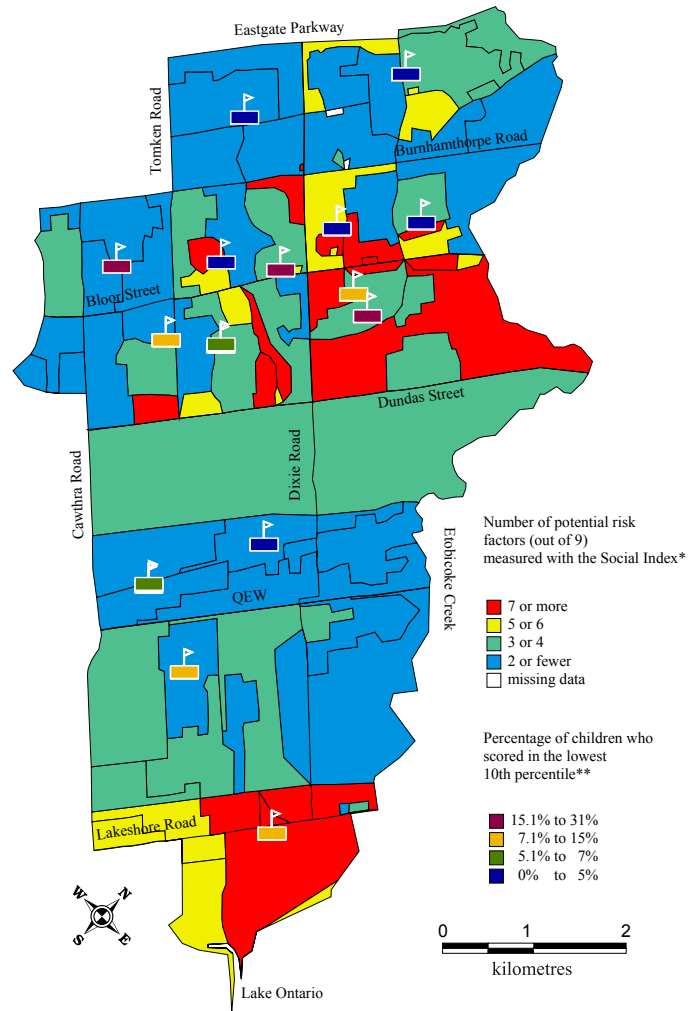
*Source: Census, 1996

**Source: 2001 EDI Results for Mississauga - Dixie Bloor

Language and Cognitive Development

- Language and cognitive development refers to a child's mastery of the basics of reading and writing, interest in books, and numerical skills (e.g., recognizing numbers, counting, and sorting).
- Schools with the highest percentage of children in the lowest 10th percentile were located in the southern section of Glenforest, and in the eastern and western sections of Applewood.
- Schools with a low proportion of children in the lowest 10th percentile were located in the northern sections of Lakeview, Glenforest, and Applewood.
- With the exception of western Applewood, schools with the highest percentage of children in the lowest 10th percentile were located in the neighbourhoods that also had the highest social risk index scores: southern Glenforest.
- The high social risk index area of south-eastern Applewood had a relatively low proportion of children scoring in the lowest 10th percentile on the EDI's language and cognitive development domain.
- There was a great deal of variability from school to school in the language and cognitive development domain. School results ranged from 2% to 31% of the children scoring in the lowest 10th percentile for this domain.

Map 34: Language and Cognitive Development: Lowest 10th Percentile



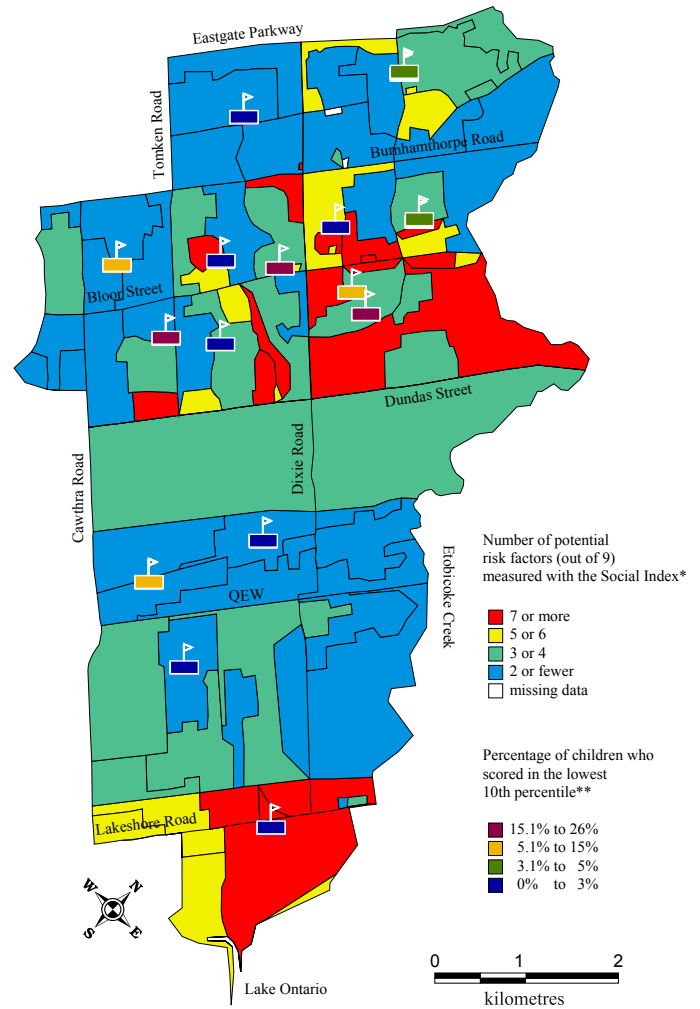
*Source: Census, 1996

**Source: 2001 EDI Results for Mississauga - Dixie Bloor

Communication Skills and General Knowledge

- Communication skills and general knowledge refers to: a child's ability to understand and communicate clearly in English and to articulate clearly; and his or her general knowledge.
- Schools with the highest percentage of children in the lowest 10th percentile were located in the southern section of Glenforest and the east and west sections of Applewood.
- Schools with a low proportion of children in the lowest 10th percentile were located in the northern sections of Glenforest and Applewood, as well as most of Lakeview.
- Schools with the highest number of children in the lowest 10th percentile were located in the neighbourhoods that also had the highest social risk index scores: southern Glenforest.
- The high social risk areas of southern Lakeview and the south eastern section of Applewood each had a low percentage of children in the lowest 10th percentile on the EDI's communication skills and general knowledge domain.
- There was a great deal of variability from school to school in the communication skills and general knowledge domain. School results ranged from 0% to 26% of the children scoring in the lowest 10th percentile for this domain.

Map 35: Communication Skills and General Knowledge: Lowest 10th Percentile



*Source: Census, 1996

**Source: 2001 EDI Results for Mississauga - Dixie Bloor

Background Characteristics: Junior Kindergarten Attendance, Gender, and ESL Effects

At the time of the 2001 EDI assessments, the Peel District School Board did not offer junior kindergarten (JK) programs at its schools. Senior kindergarten students in the public schools had only five months experience in the formal school system prior to the 2001 EDI assessment. The Dufferin-Peel Catholic District School Board students had an entire year of JK instruction plus five months at the senior kindergarten level prior to the administration of the 2001 EDI.

Statistical Analysis

The MANCOVA is a statistical technique for comparing differences between two or more means or averages. This statistical method allows us to generalize the results beyond those individuals who were included in the study. Using this test, we can present more than just descriptive statistics.

The MANCOVA helps us identify differences that do not occur by chance alone. The p values presented for each analysis help us determine the probability that these results are due to chance. P values less than ($p < 0.05$) indicate that the observed results are significantly different and not due to chance. If we were to conduct this study again, we would obtain these results 95 out of 100 times.

A multivariate analysis of co-variance (MANCOVA) (junior kindergarten attendance vs. no junior kindergarten attendance) x 5 (EDI domains) with age as the covariate produced a significant multivariate main effect for junior kindergarten attendance (Wilk's Lambda=0.91; $F(5,673)=13.28$ $p < 0.001$). Students who attended junior kindergarten scored significantly higher in all five EDI domains when compared to students who did not attend junior kindergarten. This finding demonstrates the importance of junior kindergarten attendance for children's early childhood development and their readiness to learn.

Junior kindergarten attendance is especially important for children who live in high social risk areas. Offered as an accessible, universal program at all schools, junior kindergarten is important for developing young children's readiness to learn.

A MANCOVA performed on gender (males, females) x 5 (EDI domains) with age as the covariate revealed a significant multivariate main effect for gender (Wilk's Lambda=0.94; $F(5,673)=8.4$, $p < 0.001$). Girls scored significantly higher than boys in the physical health and well-being ($p < 0.001$), social competence ($p < 0.001$), emotional maturity ($p < 0.001$), and communication skills and general knowledge ($p < 0.041$) EDI developmental domains. There were no significant gender differences in the language and cognitive development domain.

A MANCOVA conducted on ESL status (ESL student vs. Non-ESL Student) x 5 (EDI domains) with age as the covariate produced a significant main effect for ESL status (Wilk's Lambda=0.57; $F(5,673)=100.81$, $p < 0.001$). Non-ESL students scored significantly higher than ESL students in all five of the EDI developmental domains.

These findings clearly demonstrate that the background characteristics of the students have a significant effect on their level of readiness to learn. Specifically, male students, those designated as ESL, and those who did not attend a junior kindergarten program were the least ready to make the academic transition from kindergarten to Grade 1. The level of these students' readiness for school was much lower if they also lived in one of the high social risk areas of Dixie Bloor: the southern section of Glenforest and Lakeview or the south-east section of Applewood.

Summary of the EDI Results

Children in Dixie Bloor scored highest in physical health and well-being, followed by language and cognitive development, social competence, and emotional maturity. They scored below the Canadian average on communication skills and general knowledge. A child with low communication skills and general knowledge scores has: poor articulation skills; a poor command of English; difficulties in talking to others, understanding, and being understood; and poor general knowledge.

The Lakeview community had the highest scores in each EDI domain. The Glenforest community had the lowest scores in each EDI domain. The Applewood community had EDI scores between Lakeview's high scores and Glenforest's low scores.

Overall, three-quarters of the students in Dixie Bloor were ready to make the transition from kindergarten to Grade 1.

Although three-quarters of the children in Dixie Bloor were ready to learn, a significant number displayed signs of problems in one or more developmental areas of the EDI that made them vulnerable to future school failure.

Glenforest had the highest percentage of students not ready for school (31%), followed by Applewood (26%), and Lakeview (23%)

There was a great deal of variability in the percentage of students ready for school between the northern and southern portions of each of the communities of Dixie Bloor. This variability indicated that the southern portions of the Dixie Bloor communities and their schools had a higher proportion of their students not ready to make the transition from kindergarten to Grade 1.

The between-community differences on the EDI developmental domains were very large; much larger than anticipated. For the physical health and well-being domain, 83% of the children in the highest risk areas fell into the bottom 10th percentile, while in the lowest risk areas, no children fell into this percentile. Similarly, for social competence, the range of children falling into the lowest 10th percentile was 0% to 24%. For emotional maturity, the range was 0% to 25%, and for language and cognitive development, the range was 2% to 31%. Also, the range of children falling into the lowest 10th percentile for communication and general knowledge was 0% to 26%.

Examining the EDI developmental domains and the social risk index maps also revealed that high risk areas have a considerable number of children doing quite well (e.g., central Applewood), and low risk areas have a considerable number of children scoring low on the EDI domains (e.g., western Applewood). There are sections of Dixie Bloor that attained high EDI scores despite high social risk index scores, while some sections attained low EDI scores despite low social risk scores. This finding indicates that social risk is not a definitive predictor of EDI scores: other factors need to be considered (i.e., family, community and demographic characteristics).

Junior kindergarten attendance, ESL designation, and gender each had a significant impact on students' readiness to learn. Male students, those designated as ESL students, and those who did not attend a junior kindergarten program were the least ready to make the transition from kindergarten to Grade 1. This finding indicates that junior kindergarten attendance, ESL support, and a focus on boys' engagement in the kindergarten years are important factors that affect children's readiness to learn.

Using the Results to Inform Community Action



What are the Priority Areas for Action that Will Make a Difference in the Dixie Bloor Neighbourhoods?

Understanding the Early Years is based on the premise that children do well when their families live in well-resourced and supportive communities.

Assisting communities and neighbourhoods in becoming environments that support family and child development is a complex challenge. It requires innovation, engagement of community organizations, citizens, and government bodies in collective action (Connor, 2001; Epstein & Saunders, 1998; Keating & Hertzman, 1999; McCain & Mustard, 1999; O'Donnell & Galensky, 2000; Ross & Semces, 2001).

The twelve priority areas for action in Dixie Bloor are intended to: (1) promote healthy early child development and learning; (2) increase school readiness; and (3) build safe and caring communities.

Early Identification of Special Needs and Early Intervention

This priority action area involves the development and implementation of screening and assessment protocols to help children (0 - 6 years) who are at risk for school failure to be identified as early as possible. Early intervention includes: supports to help children acquire new skills/behaviours; supports for families and other caretakers; strategies for community awareness; acceptance and inclusiveness; and early screening instruments.

ESL Support for Children and Families

This action area relates directly to the finding that the Dixie Bloor communities have a high percentage of recent immigrants whose children do not speak English well enough to meet the requirements of formal education. Children and their families would benefit from affordable and accessible services, programs, and supports that facilitate the development of English language proficiency. Increased ESL support is required for children in the first year of the kindergarten program, as well as during their pre-school years.

ESL children had poor communication skills and articulation. Their command of English was poor, and they had difficulty talking to others, understanding, and being understood.

Guiding Principles for UEY Community Action Plan

- Prevention and early intervention focus
- Child-focused and family-centred
- Neighbourhood-based and community-driven
- Grass roots participation
- Universal access
- Reflects and respects diversity/equity
- Capacity-building, asset-based approach
- Inclusive
- Encourages collaboration and partnerships
- Sustainable

Enriched Kindergarten Experience

Kindergarten is a critical period in children's early school careers. It sets them on a path that influences their subsequent learning and school achievement. Kindergarten represents the first step in a journey through the world of formal schooling. The quality of children's early learning environments is critical to their capacity to succeed at school. This early childhood education environment must demonstrate realistic but high expectations for children's learning. Kindergarten must help children appreciate the importance of their schooling, develop feelings of self-efficacy, and provide the necessary support for academic, social, and emotional growth, especially in the communication and general knowledge EDI developmental domain.

Enhancing children's readiness to learn is hardest to do in high social risk areas. This action area supports the expansion of kindergarten from a half-day to a full day program. The educational opportunity created by the expansion of kindergarten is critical to enhancing school readiness for all children, but especially for those children living in impoverished socio-economic circumstances.

Gender School Readiness Issues

This priority area focuses on gender differences and school readiness. Girls, when compared to boys, are significantly better prepared for the transition from kindergarten to Grade 1. Closing this gender gap in readiness to learn in the formative years of schooling is critical to boys' adaptation and success in the latter years of schooling.

Boys would benefit from instructional strategies and resources that engage them as early as possible in the learning process. Boys would also benefit from having positive role models during the kindergarten years. The expansion and active recruitment of male teachers, teaching assistants, and classroom volunteers for kindergarten classes would significantly impact boys' engagement in the learning process during the kindergarten years.

Community Use of Schools

Using local schools involves providing access to child, youth, and family activities and services through schools for families with pre-school and school age children. This action promotes collaboration between schools, community, and service agencies to develop neighbourhood "hubs" at local schools. The government should support integrated social services in schools.

Child Care Services

Child care services describe a broad array of programs and services that support the healthy growth and development of children. The Dixie Bloor neighbourhoods require a full range of affordable, accessible, and especially flexible high quality child care experiences and programs. These service programs are especially required in the Glenforest and Applewood neighbourhoods of Dixie Bloor.

Family Resource Programs

This action area involves developing universally accessible programs that: strengthen parenting and promote positive family interaction; help families meet their basic needs; encourage community involvement; and promote parental economic development. This continuum of family resources will ensure access for families/caregivers to both formal and informal community supports and services.

Culture, Leisure, and Recreation Programs

This action area involves developing universally accessible culture, leisure, and recreation activities and services within and between the Dixie Bloor neighbourhoods.

Support for Life Transition Events

Life transitions include not only school adjustments, but adjustments to life experiences that families and children face. This action area includes providing support to families around: births, deaths, marriages, divorces, moving, employment, health, healthy child development, day care, kindergarten, and getting ready for school.

For new immigrant families, transitions may include moving from country to country, from culture to culture, from their language of birth to English, and from social assistance to the workforce. They must also manage potential conflicts between their culture and the Canadian culture in their community, at school, and in their social life.

An emphasis on the nature of the transitions for the Dixie Bloor community will provide a clear understanding of the services and supports that will make a difference to local families and children.

Collaborative Relationships

The Region of Peel service providers, school boards, community agencies, and governments need to become more creative, knowledgeable, and co-ordinated in their approach to research, planning, and delivery of community-based services.

Representatives of government, public bodies, and businesses need to increase their awareness of the importance of investing in child and family initiatives. Their active participation in each Peel Community is essential and needs to be encouraged. Collaborative partnerships provide an opportunity for all who work with children and families collectively to make a difference, rather than approaching community life and readiness to learn issues in isolation. It is important for all of us to learn the power of the collective voice and what it can accomplish.

Community Participation

This action priority includes letting parents/families/caregivers know what services and resources are available throughout the community and how they can become meaningfully engaged in their community. Community participation involves including the residents in service planning and providing the opportunity for a meaningful voice in the community and their lives. This point is particularly important given the diversity of the Dixie Bloor neighbourhoods. Celebrating diversity and practising inclusiveness is the cornerstone of participation in the Dixie Bloor community.

It is essential to foster equity among the working relationships to enable small community organizations or individuals to have a voice within large agencies and public bodies. These fostering efforts will strengthen our ability to work together on common issues.

Alternate Funding Sources

Community development, collaboration, participation, relationship building, resource development, and program planning require not only a contribution of time, but also space, equipment, and funding. Securing alternate sources of funding will keep the Dixie Bloor early years initiative going, and help community partners work together more effectively.

Recommendations

Implementation of these twelve core action priority areas is considered essential to achieving the UEY vision for the Dixie Bloor neighbourhoods of Mississauga.

It is recommended that a region-wide and community-based UEY Action Working Group be formed. The task of the working group would be to develop goals, outcomes, implementation strategies, and performance measures for each action area. The action working group would also have responsibility for public education and training for elected officials, staff, and the public at large, to enable everyone to understand early childhood development issues and work from a common framework and values. A co-ordinated, universal, accessible, affordable range of early child development and youth services for all Dixie Bloor neighbourhood children and families is key to improving outcomes for children and youth in this area of the Region of Peel.

Looking Ahead Toward the Future

UEY and the Success By Six Community Coalition of Peel Region will develop community-focused action strategies to build:

- A co-ordinated, universal, accessible range of child development services for Dixie Bloor;
- “Neighbourhood hubs” that ensure families and children have access to services within or close to their homes;
- The infrastructure that supports the twelve priority action areas to a Region of Peel strategy for developing safe, caring, and connected communities;
- Communication strategies that keep Dixie Bloor and the Region of Peel involved and interested in the Understanding the Early Years initiative;
- New participants, supporters, and partnerships;
- Programs and services that create success for children and families, but also that require little or no additional funds; and
- Funding partnerships for successful implementation of the twelve priority action areas.

UEY is a unique project, primarily because of the breath and depth of the involvement within the Dixie Bloor neighbourhoods of the City of Mississauga. The project involves partnerships between parents and families, the Public and Catholic school boards, schools, principals, teachers, a wide range of service agencies, and community groups representing a variety of ethno-cultural organizations.

The need to strengthen families and children, and to build healthy communities is urgent. UEY and Peel Region's Success by Six Community Coalition form a collective voice that can make a significant impact on the well being of children, families, and communities in the Region of Peel.

As a next step, UEY seeks to expand the involvement of parents and community groups. UEY and Peel's Success by Six Community Coalition will broaden their mandates to include greater support by all levels of federal, provincial, and local government, and to create new and innovative partnerships with the private sector.

The whole community will benefit from an awareness of the needs of children and their families, and from the policies, programs, services, and resources that can help local children reach their full potential.

Understanding



the Early Years

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