MDI
GRADE 4

SCHOOL DISTRICT & COMMUNITY REPORT

HUMAN EARLY LEARNING PARTNERSHIP **UBC**

2019/2020

ACKNOWLEDGEMENTS

DR. KIMBERLY SCHONERT-REICHL

HELP's Middle Years research is led by Dr. Kimberly Schonert-Reichl. HELP acknowledges Dr. Schonert-Reichl for her leadership and expertise in social and emotional development research, her dedication to exploring children's experiences in the middle years and for raising the profile of children's voices, locally and internationally.

ABOUT THE HUMAN EARLY LEARNING PARTNERSHIP

The Human Early Learning Partnership (HELP) is an interdisciplinary research institute based at the School of Population and Public Health, Faculty of Medicine, at the University of British Columbia. HELP's unique partnership brings together researchers and practitioners from across BC, Canada and internationally to address complex child development issues. HELP's research projects explore how different environments and experiences contribute to health and social inequities in children's development over their life course.

The institute was founded by Drs. Clyde Hertzman and Hillel Goelman in 1999. Clyde's vision for HELP was to advance knowledge about child development and importantly, to apply this knowledge in communities. This report, and the work of HELP over two decades, would not have been possible without his vision and passion.

To learn more please visit our website at earlylearning.ubc.ca (http://earlylearning.ubc.ca/).

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School District & Community Results, 2019-2020. Alberni (SD70).
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INTRODUCTION TO THE MDI

WHY THE MIDDLE YEARS MATTER

Experiences in the middle years, especially between the ages of 10 to 13, have critical and long lasting effects. They are powerful predictors of adolescent adjustment and future success. During this time, children are experiencing significant cognitive, social and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships and make thoughtful decisions.

During the late middle childhood years (also referred to as early adolescence), children have an increased awareness of themselves and others. During middle childhood they are developing ideas about how they may or may not "fit in" to their social and academic environments (Rubin et al., 2006). These ideas have the power to either promote health and academic achievement or lead to negative outcomes such as depression and anxiety in adulthood (Jacobs et al., 2008). Although middle childhood is a time of risk, it is also a time of opportunity. There is mounting evidence to suggest that positive relationships to adults and peers during this critical time act to increase a child's resiliency and school and life success.

WHAT IS THE MIDDLE YEARS DEVELOPMENT INSTRUMENT?

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 and Grade 7 about their thoughts, feelings and experiences in school and in the community. It is a unique and comprehensive questionnaire that helps us gain a deeper understanding of how children are doing at this stage in their lives. Researchers working at the Human Early Learning Partnership (HELP) are using results to learn more about children's social-emotional health and well-being. In addition, the MDI is being used across sectors to support collaboration and inform policy and practice.

The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to well-being, health and academic achievement. In addition, the MDI focuses on highlighting the promotive and protective factors and assets that are known to support and optimize development in middle childhood. These areas are: *Social and Emotional Development, Physical Health and Well-Being, Connectedness, Use of After-School Time* and *School Experiences*. Each of these dimensions is made up of several measures. Each measure is made up of one or more individual questions.

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices: The Well-Being Index and the Assets Index.

The following illustrates the relationship between MDI dimensions and measures, and highlights which measures contribute to the Well-Being and Assets Indices.

> ○ **A measure in the Well-Being Index**
> ▪ **A measure in the Assets Index**
> * A measure in the Grade 7 MDI only

SOCIAL & EMOTIONAL DEVELOPMENT

Measures

○ **Optimism**
Empathy
Prosocial Behaviour
○ **Self-Esteem**
○ **Happiness**

○ **Absence of Sadness**
Absence of Worries
Self-Regulation (Short-Term)
Self-Regulation (Long-Term)
*Responsible Decision-Making

*Self-Awareness
*Perseverance
*Assertiveness
*Citizenship/Social Responsibility

PHYSICAL HEALTH AND WELL-BEING

Measures

○ **General Health**
▪ **Eating Breakfast**
▪ **Meals at Home with Your Family**
Junk Food

▪ **Frequency of Good Sleep**
Help-Seeking for Emotional Well-Being

Transportation To and From School

CONNECTEDNESS

Measures

▪ **Adults at School**
▪ **Adults in the Neighbourhood**

▪ **Adults at Home**
▪ **Peer Belonging**
▪ **Friendship Intimacy**

Important Adults

USE OF AFTER-SCHOOL TIME

Measures

▪ **Organized Activities**
  ○ Educational Lessons or Activities

○ Youth Organizations
○ Sports
○ Music or Arts

How Children Spend their Time
After-school People/Places
Children's Wishes and Barriers

SCHOOL EXPERIENCES

Measures

Academic Self-Concept
School Climate

School Belonging
Motivation

Future Goals
Victimization and Bullying

For more information on all of the measures, including questions, response options and scoring for the MDI results found in this report, please refer to the MDI Technical Guide (https://bit.ly/mdi-technical-guide-v1) . For additional resources visit, the Discover MDI Field Guide (http://www.discovermdi.ca) .

CONNECTING THE MDI WITH THE PERSONAL AND SOCIAL COMPETENCIES OF THE BC CURRICULUM

Your MDI data provide a unique approach to understanding children's social and emotional development and well-being in relation to the BC Ministry of Education's Personal and Social Competencies (http://curriculum.gov.bc.ca/competencies) .

Areas measured by the MDI reflect facets of the "Personal and Social Competency" domain of BC's Redesigned Curriculum, providing valuable information for understanding children's growth and progress within this core competency. The MDI questions provide an opportunity for students to self-assess and reflect on their social and personal competency, including reflecting on MDI concepts, questions and results.

PERSONAL & SOCIAL COMPETENCIES

Positive Personal & Cultural Identity

Related MDI Measures:

- Connectedness to Adults at Home, School and Community
- Peer Belonging
- Friendship Intimacy
- Empathy
- School Belonging
- School Climate
- Self-Esteem
- Academic Self-Concept
- Importance of Grades
- Friends & Learning
- Self-Awareness
- Perseverance
- Responsible Decision-Making

Personal Awareness & Responsibility

Related MDI Measures:

- Academic Self-Concept
- Self-Esteem
- Self-Regulation
- General Health
- Optimism
- Self-Awareness
- Perseverance
- Responsible Decision-Making
- Assertiveness
- Use of After-School Time

Social Responsibility

Related MDI Measures:

- Citizenship and Social Responsibility
- Prosocial Behaviour
- Empathy
- School Climate
- Connectedness to Adults at School
- Connectedness to Peers
- Self-Regulation
- Assertiveness

ABOUT THIS REPORT

> **Important Message About 2019-2020 MDI Result**
>
> In 2018-2019, MDI data collection was moved from November to January/February in response to requests from MDI school districts, and this may have had an influence on a range of MDI measures. Please don't hesitate to contact the MDI team at mdi@help.ubc.ca if you have any questions about your MDI results.

HOW THE RESULTS ARE REPORTED

School district data in this report includes all children who participated within the public school district in 2019/2020. School district data is compared to the **average for all districts**, which includes children from all participating public school districts and any independent schools.

Districts with large populations contribute more in computing the **average for all districts** than districts with smaller populations. Results for large districts tend to be closer to the average for all districts. Please see the table below for a list of participating districts, and note that the average is based on participating districts and **does not** represent all school districts in the entire province.

Where school districts or neighbourhoods contain fewer than 35 children, the results are suppressed. The data in this report have been rounded. Many questions on the MDI allow children to provide multiple responses. Totals for some measures and questions may not equal 100%.

#	School District	# of Children	Participation Rate
5	Southeast Kootenay	424	91%
10	Arrow Lakes	26	76%
19	Revelstoke	64	93%
33	Chilliwack	901	88%
34	Abbotsford	1,167	76%
37	Delta	816	72%
40	New Westminster	450	87%
42	Maple Ridge-Pitt Meadows	1,025	90%
43	Coquitlam	1,873	83%
46	Sunshine Coast	196	78%
47	Powell River	124	60%
49	Central Coast	14	54%
50	Haida Gwaii	33	100%
51	Boundary	90	91%
52	Prince Rupert	130	81%
53	Okanagan Similkameen	126	86%
67	Okanagan Skaha	347	87%
70	Alberni	253	85%
71	Comox Valley	525	74%

#	School District	# of Children	Participation Rate
72	Campbell River	343	86%
78	Fraser-Cascade	94	78%
83	North Okanagan-Shuswap	488	92%
84	Vancouver Island West	28	80%
91	Nechako Lakes	219	79%
93	Conseil scolaire francophone de la Colombie-Britannique	470	78%
	Independent Schools	76	
	Total	**10,302**	

2019/2020 RESULTS FOR ALBERNI

DEMOGRAPHICS

Population		Gender Identity	
Total Sample	253	Boys	52%
Participation Rate	85%	Girls	49%
		In Another Way	<5 Children

A note on how we are asking about gender identity
In the 2017/18 school year, for the first time, children were able to describe *themselves* through choices that included: "boy," "girl" or "in another way."

Following a review of the responses, this question was refined in the 2018/19 school year to instruct children to describe their *gender* as "boy," "girl" or, if they see themselves "in another way," to describe their gender using their own words. This question may continue to evolve.

Languages Spoken at Home

First Nations, Inuit or Métis	5%	Mandarin	0%
Cantonese	0%	Punjabi	0%
English	97%	Spanish	3%
French	6%	Filipino/Tagalog	1%
Hindi	0%	Vietnamese	0%
Japanese	0%	Other	3%
Korean	1%		

Total Sample: Refers to the total number (#) of children represented in this report. Children are included in the sample if they complete a question and the data are reported.

Participation Rate: Refers to the percentage of the Grade 4 population that participated in the MDI survey this year.

Gender Identity: Children are asked to describe themselves as "Boy," "Girl" or "In another way." Children may choose not to answer the question at all. Children are able to select more than one response and therefore, in some cases, percentages may not add to 100%. Data are suppressed where fewer than 5 children selected the response.

Languages Spoken at Home: Children are able to select more than one language spoken at home.

First Nations, Inuit or Métis Languages: If a child selects "First Nations, Inuit or Métis" as a language spoken in the home, they are then asked to identify, if possible, the specific language. First Nations, Inuit or Métis language data are not publicly available.

Other: A limited selection of languages is offered on the MDI questionnaire. The "Other" category gives children an opportunity to enter their own response(s).

WELL-BEING & ASSETS INDICES

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices. This section of the report focuses on results for the Well-Being Index and the Assets Index. Learn more about the important relationship between individual measures, the well-being index and the assets index in the Discover MDI Field Guide (http://www.discovermdi.ca/understanding-the-mdi/mdi-data/data-primer/) .

WELL-BEING INDEX

The Well-Being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health

High Well-Being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.
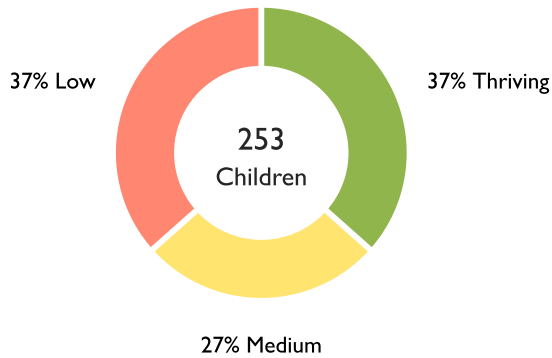
Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.
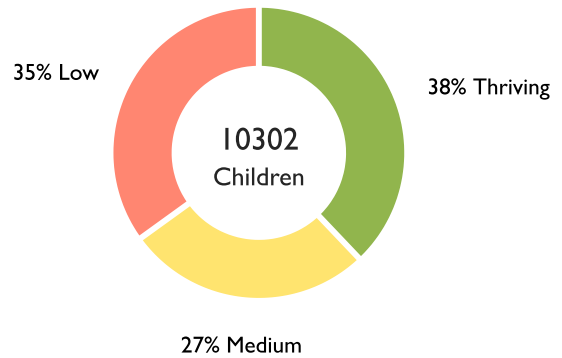
Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

ALBERNI

37% Low
37% Thriving
253 Children
27% Medium

ALL PARTICIPATING DISTRICTS

35% Low
38% Thriving
10302 Children
27% Medium

The Assets Index combines MDI measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.

Note: School Experiences are also considered to be an asset that contribute to children's well-being; however, this asset is not reported as part of the Assets Index to prevent the ranking of individual schools or sites. Please refer to the School Climate and Bullying and Victimization measures for data related to this asset.

ADULT RELATIONSHIPS
Adults at School
Adults in the Neighbourhood
Adults at Home

PEER RELATIONSHIPS
Peer Belonging
Friendship Intimacy

NUTRITION & SLEEP
Eating Breakfast
Meals at Home with Your Family
Frequency of Good Sleep

AFTER-SCHOOL ACTIVITIES
Organized Activities

Percentage of children reporting the presence of an asset

<70%	70-79%	80-89%	90%>

ALBERNI

89% Adult Relationships			89% After-School Activities
82% Peer Relationships			61% Nutrition & Sleep

ALL PARTICIPATING DISTRICTS

82% Adult Relationships			85% After-School Activities
80% Peer Relationships			63% Nutrition & Sleep
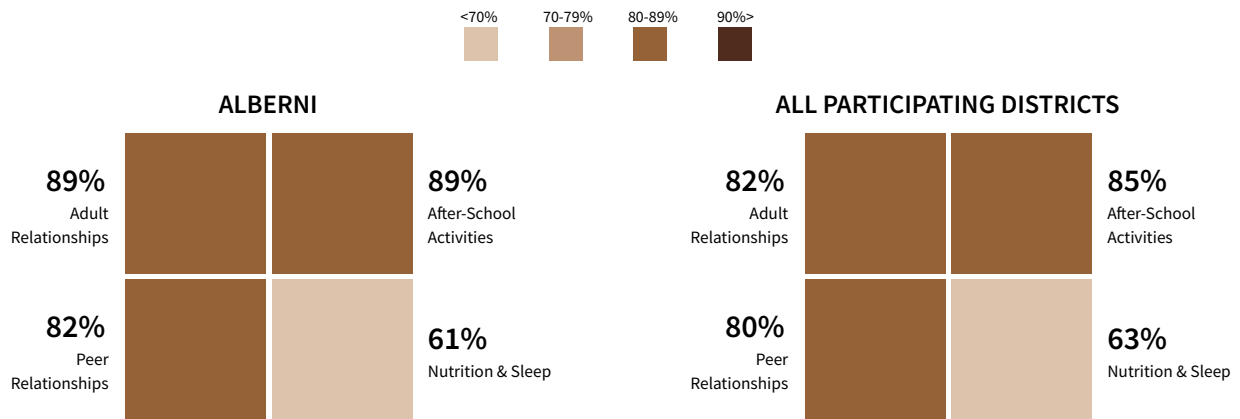
SOCIAL & EMOTIONAL DEVELOPMENT

The development of social and emotional skills, including empathy, optimism and self-esteem, are important for supporting positive mental health during middle childhood and at all ages to follow. These skills help children understand and manage their emotions, build and maintain positive relationships, and regulate their own behaviour. Opportunities to develop social and emotional skills can be created in many supportive environments: at school with teachers and peers, in the home with elders, family or caregivers and during after-school programs with community members.

Detailed information on the MDI survey questions and response scales for Social and Emotional Development are available in the Discover MDI Field Guide (http://discovermdi.ca/making-sense/social-emotional-development).

RESULTS FOR ALBERNI

| Average for all Districts
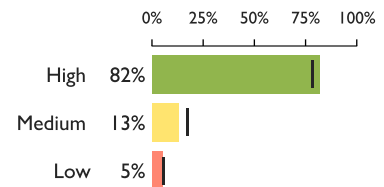
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."
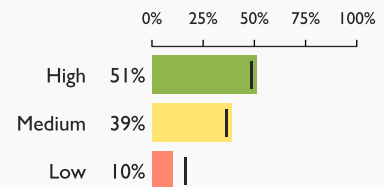
High	53%
Medium	29%
Low	17%
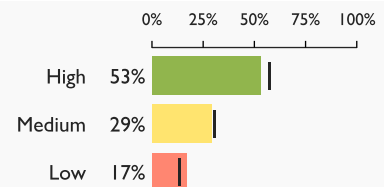
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."
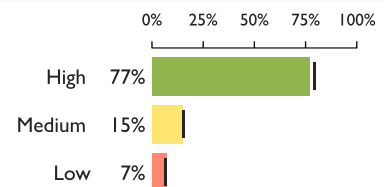
High	82%
Medium	13%
Low	5%

PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."

High	51%
Medium	39%
Low	10%

SELF-ESTEEM

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

High	77%
Medium	15%
Low	7%

HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."

High	61%
Medium	26%
Low	13%

ABSENCE OF SADNESS

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

High	56%
Medium	28%
Low	15%
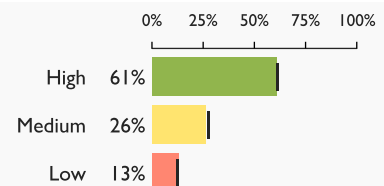
ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g., "I worry a lot that other people might not like me."

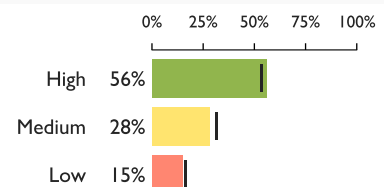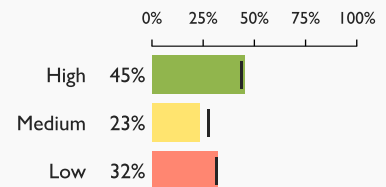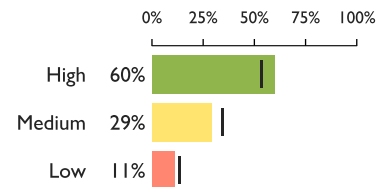|		0%	25%	50%	75%	100%
High	45%					
Medium	23%					
Low	32%					

SELF-REGULATION (LONG-TERM)

Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g., "If something isn't going according to my plans, I change my actions to try and reach my goal."

		0%	25%	50%	75%	100%
High	60%					
Medium	29%					
Low	11%					

SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."

		0%	25%	50%	75%	100%
High	53%					
Medium	34%					
Low	13%					
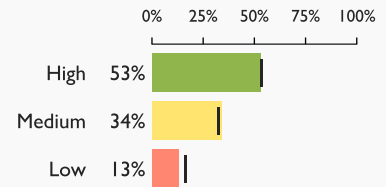
RESEARCH HIGHLIGHTS
SOCIAL AND EMOTIONAL DEVELOPMENT

Social and emotional competencies include children's ability to recognize, understand, and effectively respond to emotions, manage stress and be optimistic. They also include showing concern for others, sustaining healthy relationships and making effective personal and social decisions (Weissberg, Durlak, Domitrovitch, & Gullota, 2015).

Middle childhood is an important time for promoting self-regulation and problem-solving strategies to help children persevere in the face of obstacles and setbacks. Related skills and strategies learned during middle childhood tend to stick with children throughout the rest of their lives (Skinner et al., 2016).

A Vancouver-based study asked Grade 10 children to volunteer 1-1.5 hours per week with elementary school children. After 10 weeks researchers found participants had significantly decreased their risk for cardiovascular disease. The greatest health benefits were seen in adolescents who displayed the highest self-report measures of empathy (Schreier, Schonert-Reichl, & Chen, 2013).

PHYSICAL HEALTH & WELL-BEING

Promoting children's physical health and well-being in the middle years lays the foundation for a healthy life. Children who report feeling healthy are more likely to be engaged in school, have a feeling of connectedness with their teachers and are less likely to be bullied or bully others. Children benefit from guidance and opportunities that support the development of healthy habits, which they can carry forward into adolescence and adulthood. These habits include regular physical activity, quality sleep and healthy, social meals.
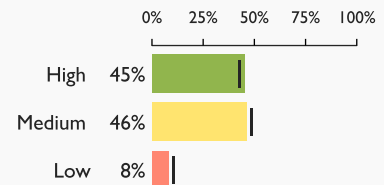
Detailed information on the MDI survey questions and response scales for Physical Health and Well-Being are available in the Discover MDI Field Guide (http://www.discovermdi.ca/understanding-the-mdi/dimensions/physical-health-well-being) .
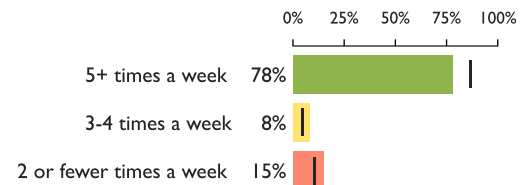
RESULTS FOR ALBERNI

| Average for all Districts

GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"
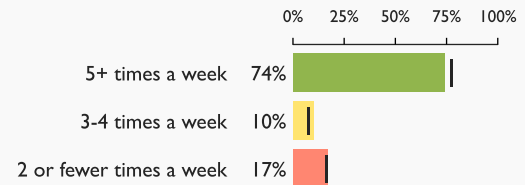
		0%	25%	50%	75%	100%
High	45%					
Medium	46%					
Low	8%					

EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"

		0%	25%	50%	75%	100%
5+ times a week	78%					
3-4 times a week	8%					
2 or fewer times a week	15%					

MEALS AT HOME WITH YOUR FAMILY

Children are asked, "How often do your parents or other adult family members eat meals with you?"

		0%	25%	50%	75%	100%
5+ times a week	74%					
3-4 times a week	10%					
2 or fewer times a week	17%					

FREQUENCY OF GOOD SLEEP

Children are asked, "How often do you get a good night's sleep?"

		0%	25%	50%	75%	100%
5+ times a week	62%					
3-4 times a week	18%					
2 or fewer times a week	20%					
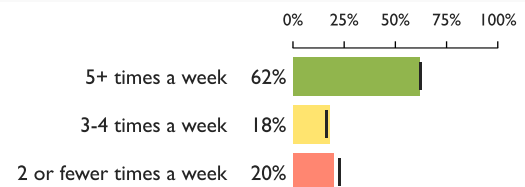
WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?

39%	31%	10%	7%	12%
Before 9 pm	9 pm - 10 pm	10 pm - 11 pm	11 pm - 12 am	After 12 am
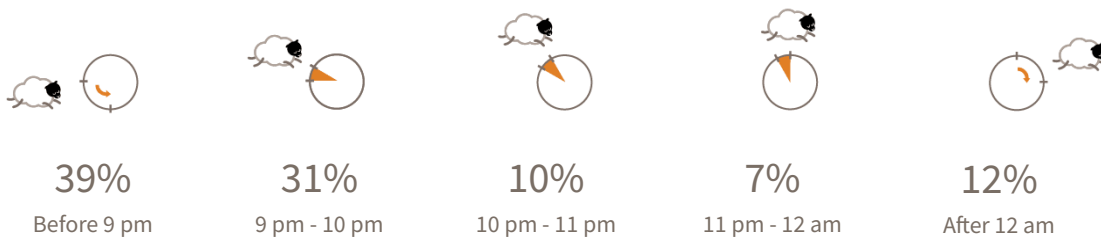
HOW OFTEN DO YOU EAT FOOD LIKE POP, CANDY, POTATO CHIPS, OR SOMETHING ELSE?

38%
Never-Once/week

42%
2-4 times/week

20%
5+ times/week

WHO WOULD YOU TALK TO IF YOU WERE FEELING SAD, STRESSED, OR WORRIED?

Examples provided include a teacher, school counselor, parent, grandparent, older sibling or cousin, elder, after-school program staff, doctor, nurse etc. (Children can select all of the options that apply; therefore, percentages may not total 100%.)

An adult at school	39%
A family member	80%
An adult in my community	20%
A health professional	25%
My friend(s)	64%
Don't know who to talk to	10%
Prefer to handle it on my own	19%
Talk to someone else (someone not on this list)	12%

TRANSPORTATION TO AND FROM SCHOOL

Children are asked, "How do you usually get to school?"; "How do you usually get home from school?" and "If you could choose, how would you wish to get to and from school?"

	To School	From School	Wish
Car	52%	42%	30%
School bus	21%	25%	20%
Public transportation (public bus, train or ferry)	1%	1%	3%
Walk	21%	27%	23%
Cycle, skateboard, scooter or rollerblade	2%	2%	18%
Something else	2%	3%	7%

RESEARCH HIGHLIGHTS
PHYSICAL HEALTH & WELL-BEING

Eating meals together as a family often is related to increased self-esteem and school success, and decreased chance of eating disorders, substance abuse, violent behaviour and symptoms of depression (Harrison et al., 2015).

Children ages 5 to 13 need 9–11 hours of uninterrupted sleep a night (Hirshkowitz et al., 2015). When children do not get enough sleep they are more likely to have troubles at school, be involved in family disagreements and display symptoms of depression (Smaldone, Honig, & Byrne, 2007).

Because of changes in the brain that take place around the time of puberty, children are more strongly attracted to junk foods that contain high amounts of fat and sugar than adults (Reichelt, 2016).

CONNECTEDNESS

Strong and supportive social connections play an important role in children's healthy development. Close relationships and a sense of belonging with adults and peers at home, in school and in the community, can promote positive mental health and minimize risks that may be present in children's lives.

Having one adult, such as a parent or auntie, an elder or a coach, who cares about them, listens to them and believes in them can make a powerful difference in a child's life. For children, connectedness to extended family, community, as well as land, language and culture also play an important role in encouraging a strong and healthy sense of identity.

Detailed information on the MDI survey questions and response scales for Connectedness is available in the Discover MDI Field Guide (http://discovermdi.ca/making-sense/connectedness) .
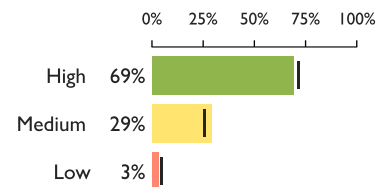
RESULTS FOR ALBERNI

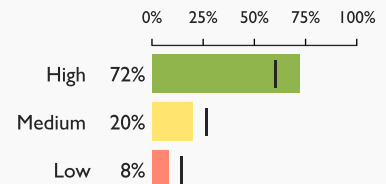| Average for all Districts

CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

High	69%
Medium	29%
Low	3%

ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."

High	72%
Medium	20%
Low	8%

ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."

High	78%
Medium	19%
Low	3%
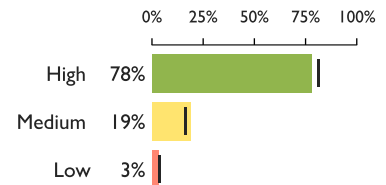
NUMBER OF IMPORTANT ADULTS AT SCHOOL

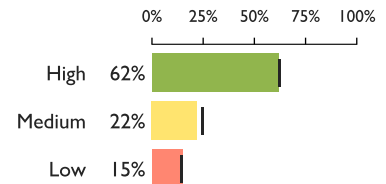|	2 or more	One	None
	74%	14%	12%
Average for all Districts	72%	10%	18%

In 2018-2019, the 'Number of Important Adults at School' question appeared differently on the online questionnaire as compared to previous years and the current reports (2019-2020). We caution direct comparisons of the 2018-2019 'Number of Important Adults at School' question to previous years and to this report. We recommend you read our Data Highlights and Trends 2019-2020 report (https://bit.ly/2019-20-mdi-data-trends) for more information as you interpret the 'Number of Important Adults at School' data this year.
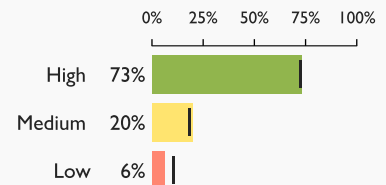
CONNECTEDNESS WITH PEERS

PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."

High	62%
Medium	22%
Low	15%

FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."

High	73%
Medium	20%
Low	6%

RESEARCH HIGHLIGHTS
CONNECTEDNESS

Children who do not feel part of a group or feel cast out by their own group are at risk of anxiety and depression. They are also at higher risk of low school attendance and future school drop-out (Veiga et al., 2014).

Social competencies and friendship-building skills can buffer children against bullying, anxiety and depression (Guhn et al., 2013).

Strong social connections in adolescence are a better predictor of well-being in adulthood than their academic achievement (Olsson, 2013).

For younger students during elementary and middle school years, a nurturing and caring relationship with a classroom teacher is vital. Connections with warm and accepting teachers enhance emotional well-being, increase motivation, engagement and success in school for children in early adolescence. They are also buffers for children who are experiencing mental health problems (Oberle, 2018).

USE OF AFTER-SCHOOL TIME

Participation in activities after school provides important developmental experiences for children in their middle years. These activities create a variety of opportunities for children to build relationship skills and gain competencies. Research has consistently found that children who are engaged in after-school activities are more likely to experience greater academic and social success.

Detailed information on the MDI survey questions and response scales for Use of After-School Time is available in the Discover MDI Field Guide (http://discovermdi.ca/making-sense/after-school-time) .

RESULTS FOR ALBERNI

| Average for all Districts

AFTER-SCHOOL ACTIVITIES

Children were asked, "During the last week after school (from 3 pm - 6 pm), how many days did you participate in?":

ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult (e.g., educational lessons, youth organizations, music or art lessons and sports practice).

Twice or more a week	77%
Once a week	11%
Never	11%
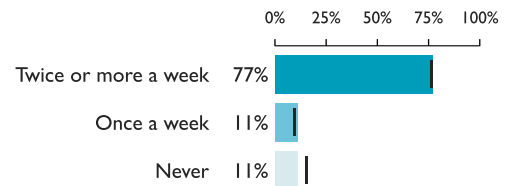
EDUCATIONAL LESSONS OR ACTIVITIES

For example: Tutoring, attending a math school, foreign language lessons, or some other academic related activity.

Twice or more a week	29%
Once a week	12%
Never	59%
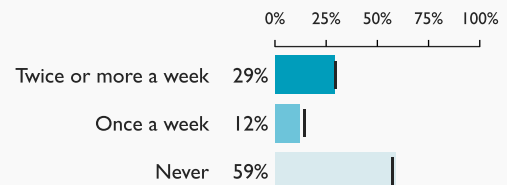
MUSIC OR ART LESSONS

For example: Drawing or painting classes, musical instrument lessons or some other activity related to music or art.

Twice or more a week	30%
Once a week	20%
Never	50%
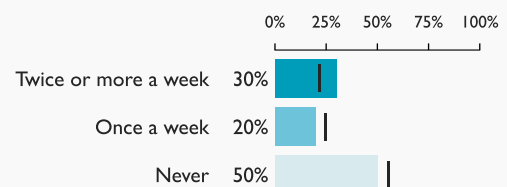
YOUTH ORGANIZATIONS

For example: Scouts, Girl Guides, Boys and Girls Clubs, or some other group organization.

Twice or more a week	13%
Once a week	14%
Never	74%
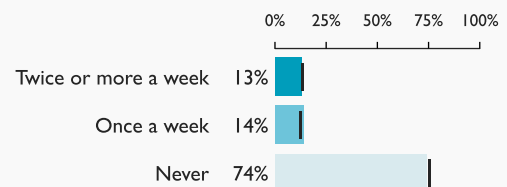
INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Swimming, dance, gymnastics, ice skating, tennis or another individual sport.

Twice or more a week	32%
Once a week	17%
Never	51%
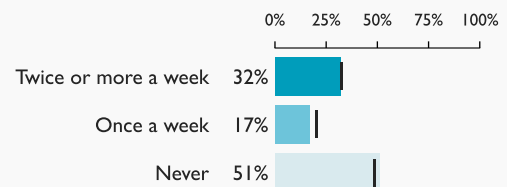
TEAM SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Basketball, hockey, soccer, football, or another team sport.

Twice or more a week	31%
Once a week	14%
Never	55%
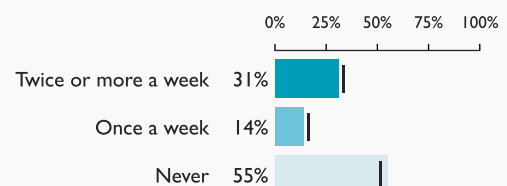
HOW CHILDREN SPEND THEIR TIME

Children were asked how they spend their time during the after-school hours of 3 pm - 6 pm:

Percentage of children who reported:

COMPUTER USE & TV
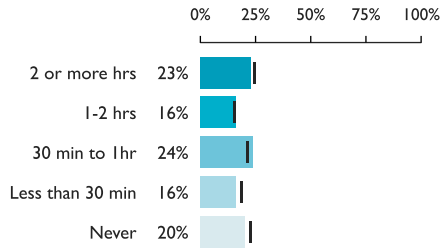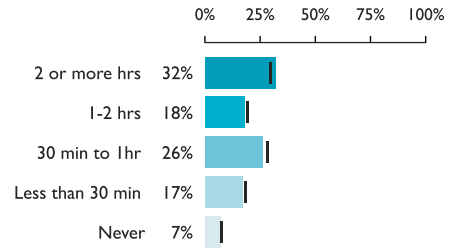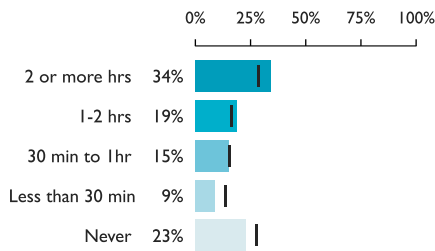
VIDEO OR COMPUTER GAMES

2 or more hrs	23%
1-2 hrs	16%
30 min to 1hr	24%
Less than 30 min	16%
Never	20%

WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE

2 or more hrs	32%
1-2 hrs	18%
30 min to 1hr	26%
Less than 30 min	17%
Never	7%

SOCIALIZING WITH FRIENDS

HANG OUT WITH FRIENDS

2 or more hrs	34%
1-2 hrs	19%
30 min to 1hr	15%
Less than 30 min	9%
Never	23%

USE A PHONE OR INTERNET TO TEXT OR CHAT WITH FRIENDS

2 or more hrs	17%
1-2 hrs	8%
30 min to 1hr	15%
Less than 30 min	23%
Never	37%
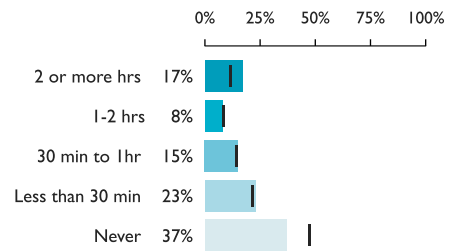
READING & HOMEWORK

READ FOR FUN

2 or more hrs	14%
1-2 hrs	10%
30 min to 1hr	23%
Less than 30 min	34%
Never	18%

DO HOMEWORK

2 or more hrs	7%
1-2 hrs	7%
30 min to 1hr	21%
Less than 30 min	43%
Never	22%

ARTS & MUSIC

ARTS & CRAFTS

2 or more hrs	12%
1-2 hrs	9%
30 min to 1hr	15%
Less than 30 min	28%
Never	37%
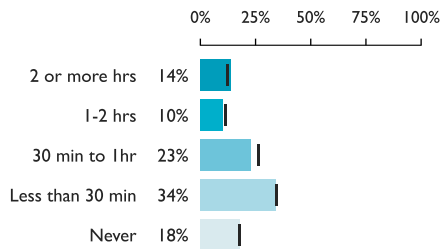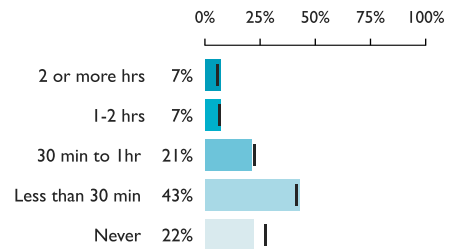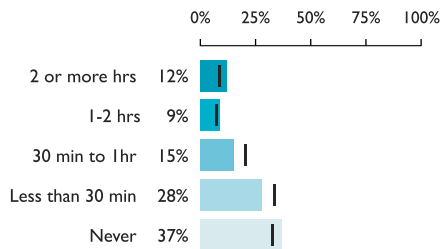
PRACTICE A MUSICAL INSTRUMENT

2 or more hrs	5%
1-2 hrs	3%
30 min to 1hr	14%
Less than 30 min	23%
Never	55%
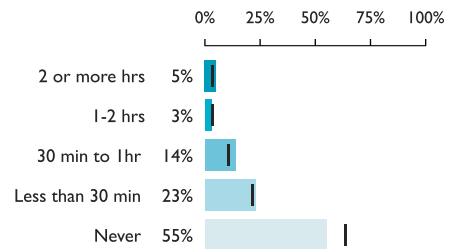
SPORTS

PLAY SPORTS OR EXERCISE FOR FUN
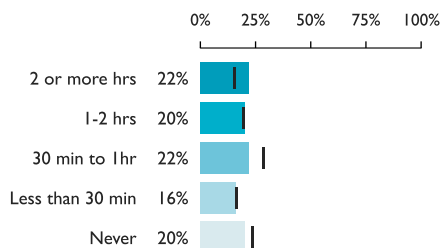
2 or more hrs	22%
1-2 hrs	20%
30 min to 1hr	22%
Less than 30 min	16%
Never	20%

WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after-school hours of 3 pm - 6 pm:

I am already doing the activities I want to be doing

80%

I wish I could do additional activities

25%

I am doing some of the activities I want, but I wish I could do more

5%

Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES

	(Number of Children)
Computer/Video Games/TV	0
Friends and playing	5
Physical and/or outdoor activities	30
Music and arts	9
Time with family at home	1
Free time/relaxing	1
Learning new things	1
Other	0

WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?

	(Number of Children)
Community Centre	12
Home	19
Park or Playground	9
School	17
Other	15

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

Children were asked what prevents them from doing the activities they wish to be doing after school (3 pm - 6 pm):

	(Number of Children)
I have no barriers	104
I have to go straight home after school	73
I am too busy	46
It costs too much	18
The schedule does not fit the times I can attend	21
My parents do not approve	9
I don't know what's available	20
I need to take care of siblings or do things at home	20
It is too difficult to get there	16
None of my friends are interested or want to go	19
The activity that I want is not offered	20
I have too much homework to do	10
I am afraid I will not be good enough in that activity	15
It is not safe for me to go	9
Other	28

AFTER-SCHOOL PEOPLE AND PLACES

WHERE DO YOU GO AFTER SCHOOL? (FROM 3 PM - 6 PM)

	Never	1x /week	2x +/week
Home	3%	3%	94%
Stay at school for an activity	64%	14%	22%
After-school program or child care	73%	9%	19%
Friend's house	27%	38%	35%
Park/playground/community centre	50%	27%	23%
The mall or stores	68%	20%	12%
Someplace else	34%	33%	33%

WHO ARE YOU WITH AFTER SCHOOL? (FROM 3 PM - 6 PM)

(Children can select all of the options that apply)

By myself	24%
Friends about my age	38%
Younger brothers/sisters	27%
Older brothers/sisters	34%
Mother (or stepmother/foster mother)	59%
Father (or stepfather/foster father)	43%
Other adult (for example, elder, aunt or uncle, coach, babysitter)	8%
Grandparent(s)	17%
Other	10%

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

74%	5%	21%
Yes	No	Don't know

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

64%	6%	30%
Yes	No	Don't know

RESEARCH HIGHLIGHTS
USE OF AFTER-SCHOOL TIME

Participation in after-school programs can result in greater connectedness to school and success in school as well as decreased negative behaviours (Durlak et al., 2010).

Quiet reflection time and daydreaming is just as essential to brain health and development as active and focused activities (Immordino-Yang, 2012).

Children who demonstrate a lack of self-control and problem solving skills may experience the greatest benefit from activities such as music, arts and sports that help to develop these skills (Diamond, 2014).

A study examining the experiences of children in Grades 1–5 who participated in after-school programs found that children who participated in high-quality, structured after-school programs had increased social-emotional skills, in addition to fewer conduct problems and higher social self-control and assertion (Wade, 2015).

Challenging and enjoyable after-school activities can improve youth's ability to reason and problem solve, exercise choice and discipline and be creative and flexible, which are strong predictors of academic, career, and life success (Diamond, 2014).

SCHOOL EXPERIENCES

Children's school experiences are important for their personal well-being and academic success. When children have positive experiences at school they are more likely to believe they have a valued role in the school, feel more engaged in class and achieve higher academic performance. Understanding children's school experiences improves our ability to cultivate school environments that are safe, caring and supportive.

Detailed information on the MDI survey questions and response scales for School Experiences are available in the Discover MDI Field Guide (http://discovermdi.ca/making-sense/school-experiences) .

## RESULTS FOR ALBERNI

| Average for all Districts

ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."

|		0%	25%	50%	75%	100%
High	73%					
Medium	17%					
Low	9%					
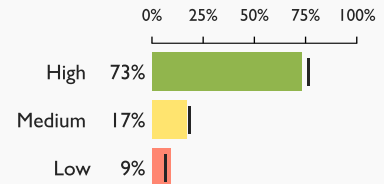
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."

		0%	25%	50%	75%	100%
High	75%					
Medium	18%					
Low	7%					
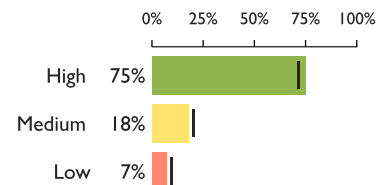
SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

		0%	25%	50%	75%	100%
High	69%					
Medium	18%					
Low	12%					
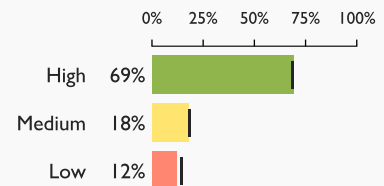
Percentage of children who feel it is **very important** to:

64%
make friends

73%
get good grades

79%
learn new things

Percentage of children who **agree a little** or **agree a lot** that:

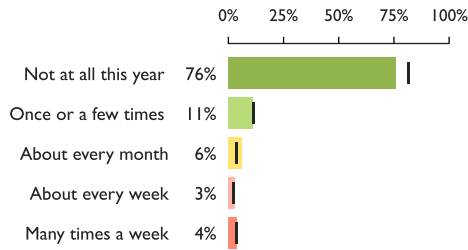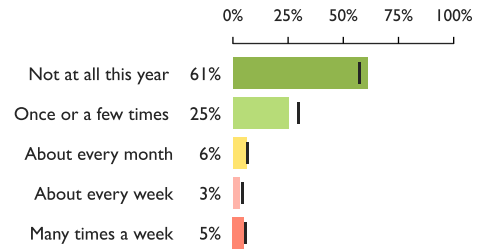When I grow up, I have goals and plans for the future.

83%

VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":
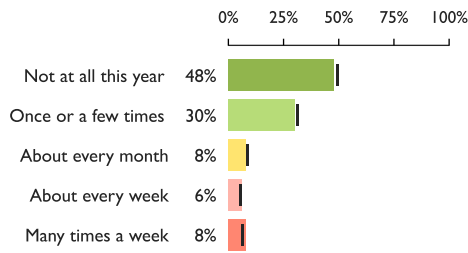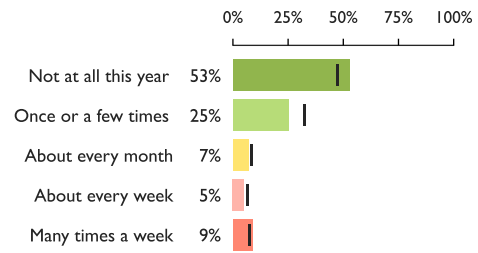
CYBER

Not at all this year	76%
Once or a few times	11%
About every month	6%
About every week	3%
Many times a week	4%

PHYSICAL

Not at all this year	61%
Once or a few times	25%
About every month	6%
About every week	3%
Many times a week	5%

SOCIAL

Not at all this year	48%
Once or a few times	30%
About every month	8%
About every week	6%
Many times a week	8%

VERBAL

Not at all this year	53%
Once or a few times	25%
About every month	7%
About every week	5%
Many times a week	9%

RESEARCH HIGHLIGHTS
SCHOOL EXPERIENCES

Children's perception of kindness within a school is a consistent indicator of a positive school climate. Students who see kind behaviours in students, teachers and staff also describe their school environments as being safe and encouraging places to learn. As children transition from Grade 4 to Grade 8, perceptions of kindness in schools decrease (Binfet, Gadermann & Schonert-Reichl, 2016).

Feelings of belonging are associated with lower emotional distress, the reduction of negative behaviours (such as bullying and mental health issues) and are associated to rates of higher resilience later in life (van Harmelen et al., 2016).

Children and youth who demonstrate empathy are less likely to bully others and are more likely to defend against bullying. Research shows that specific empathy skills differ between those who bully, are victimized, defend or are bystanders. Focusing on developing children's understanding of what others feel results both in less bullying and more defending behaviours (van Noorden et al, 2015).

MOVING TO ACTION WITH DISCOVERMDI.CA

MDI data can support planning, foster collaboration and inform action across schools, organizations and communities. There are many opportunities for working with your MDI results and there are examples of successful initiatives from across the province to learn from.

We encourage you to take time to visit **Discover MDI: A Field Guide to Well-Being in Middle Childhood** at discovermdi.ca, an online resource where you can access information and research on the many aspects of well-being in middle childhood, resources and tools for understanding and sharing MDI data and to connect with MDI Champions who are working on similar issues in their schools and communities. Here are some key resources and tools to get you started:

UNDERSTAND YOUR MDI DATA

MDI reports provide information with both detail and depth into the social and emotional lives of children. Approach the results with a lens of curiosity, inquiry and appreciation. The Discover MDI Field Guide can walk you through how to read and interpret your MDI data (http://www.discovermdi.ca/understanding-the-mdi/mdi-data/). It also provides background research to support further understanding of the MDI data.

CHOOSING A FOCUS: THINK BIG, START SMALL

It may be overwhelming to consider the many opportunities for change presented in the MDI data. Where will your focus be? What results do you have some influence over? How will you make change? For example, if you are interested in the area of social and emotional development, the Discover MDI Field Guide provides in-depth information on the MDI and its dimensions and measures (http://www.discovermdi.ca/understanding-the-mdi/dimensions/), including the measures of social and emotional development (http://www.discovermdi.ca/understanding-the-mdi/dimensions/social-emotional-development/).

ENGAGING OTHERS

Increasing local dialogue on the importance of child well-being in the middle years is an excellent way to start improving outcomes for children. Once you are ready, review your MDI report with multiple audiences: children, parents and elders, caregivers and teachers, school administrators, after-school programmers, local early/middle childhood committees, local government and other community stakeholders. Visit the Discover MDI Field Guide for tips and tools to widen the conversation and to think critically about the data together (http://www.discovermdi.ca/making-change/sharing/).

MAKING CHANGE

The MDI provides opportunities to weave together data and local knowledge to create a change process that reflects the unique context of your school, district or community. The Discover MDI Field Guide's 'Making Change Workshops' support school and community change-makers through the process of facilitating exploration of MDI data, creating action teams and turning ideas into concrete plans. There are full facilitation guides for each workshop, paired with worksheets and companion slide decks. Explore Approaches to Making Change (http://www.discovermdi.ca/making-change).

SHARING DATA WITH CHILDREN

Do the results surprise you or raise further questions? Conversations with children will help explore and clarify results in these areas. Sharing data with children will provide them with an opportunity to share their perspectives and ideas on how to create environments and interactions that help them thrive. If you are wondering how to involve children of all ages and their families in exploring these results, explore our Tools page (http://www.discovermdi.ca/resources/).

BE INSPIRED AND CONNECT WITH OTHERS

Innovation happens when people build on ideas, rather than simply duplicating them. The Discover MDI Field Guide provides opportunities to learn from seasoned MDI Champions (http://www.discovermdi.ca/connect/mdi-champions/) – check out their stories and learn from their approaches, explore the collection of downloadable tools (http://www.discovermdi.ca/resources/) and find upcoming training and learning opportunities (http://www.discovermdi.ca/connect/events-training/). Be inspired, edit, adapt or create new!

If you have any additional questions about the MDI project, please visit our website at earlylearning.ubc.ca/mdi or contact the MDI team at mdi@help.ubc.ca.

NEIGHBOURHOOD RESULTS

Neighbourhoods have unique characteristics that provide important context for interpreting MDI results. Understanding neighbourhood-level differences within a school district or community is essential when considering actions to support children's well-being. The neighbourhood results section includes:
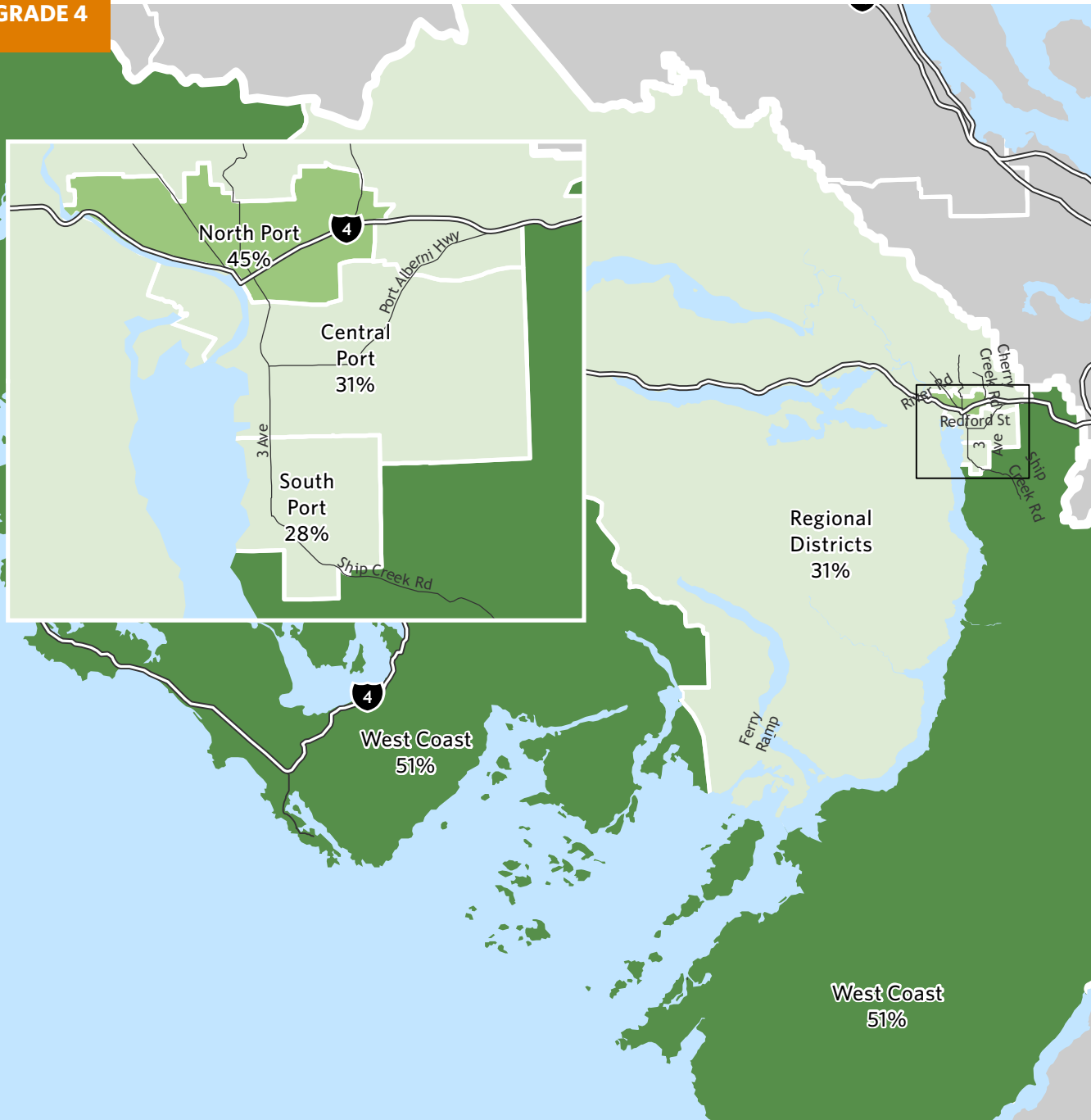
Neighbourhood Maps

- Well-Being Index Map: representing the percentage of children who are "Thriving."
- Assets Index Maps: representing the percentage of children reporting the presence of each of the four assets of the Assets Index: Adult Relationships, Peer Relationships, Nutrition and Sleep, and After-School Activities.

Neighbourhood Data Table – A summary table of the Well-Being Index and Assets Index data.

Neighbourhood Profiles – A summary of MDI data based on the neighbourhoods in which children live, including children from all participating public, Indigenous and independent schools. Results are provided for the Well-Being Index, the Assets Index and a selection of questions related to after-school time and community belonging and safety.

Please note that neighbourhood data are reported based on children's home postal codes and include all children who live within the school district boundaries including children attending Conseil scolaire francophone, Indigenous or independent schools. Where neighbourhoods contain fewer than 35 children, the results are suppressed.

North Port
45%

Central Port
31%

South Port
28%

West Coast
51%

Regional Districts
31%

Redford St

West Coast
51%

WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores are considered to be "thriving."

Percentage of Children Thriving
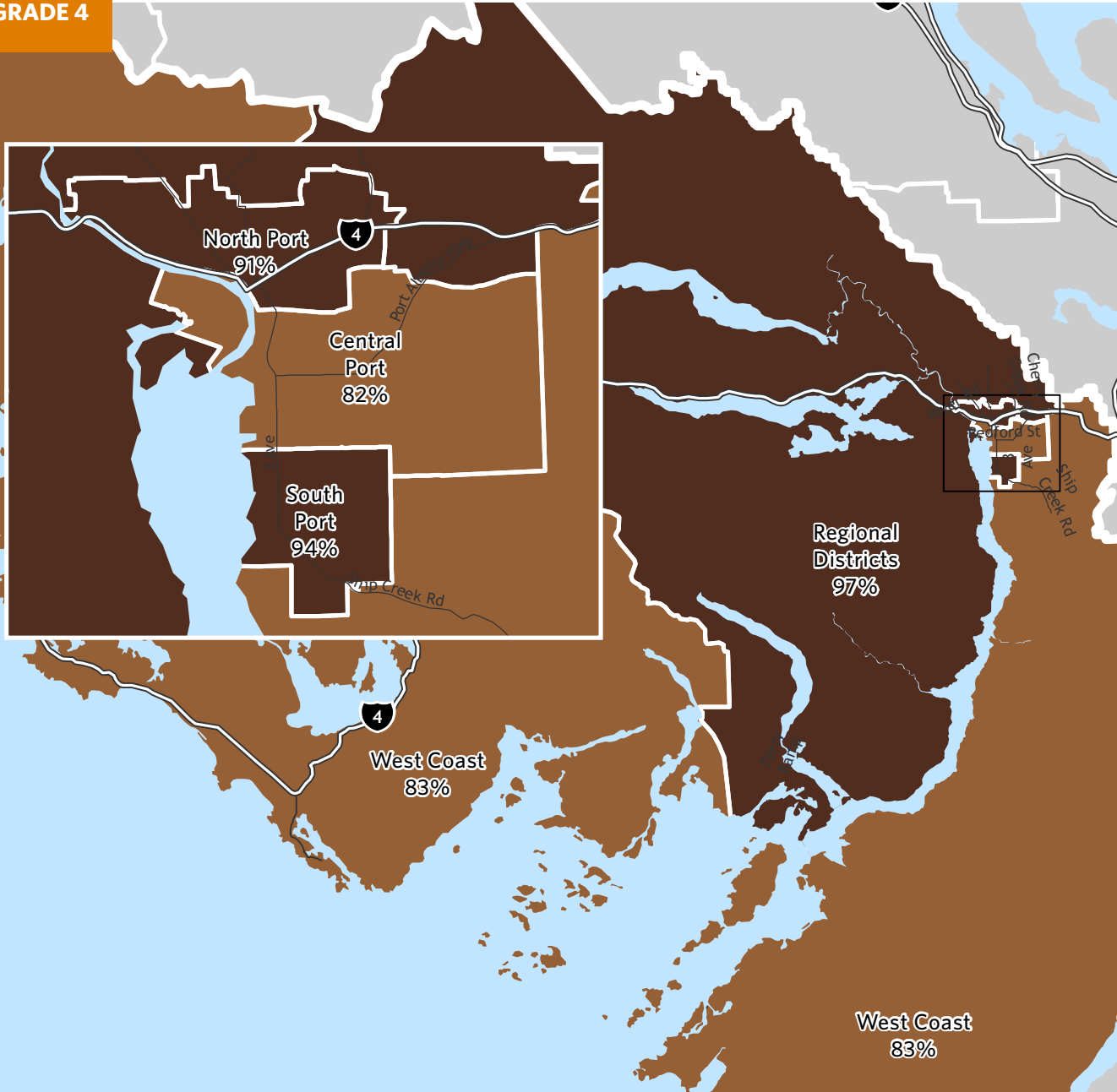
- 100%
- 65%
- 60%
- 55%
- 50%
- 45%
- 40%
- 35%
- 0%
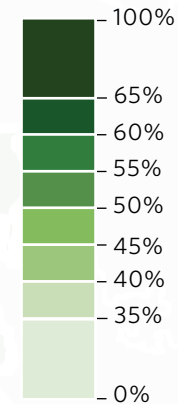
SD 70
37%

All Participating Districts*
38%

Data Suppressed (<35 students)

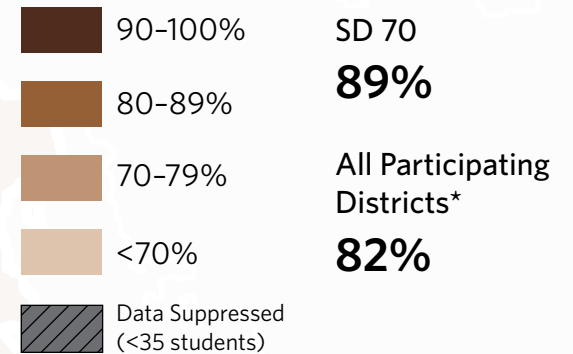*See page 7 for a list of participating school districts in 2019/20.

Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN
EARLY LEARNING
PARTNERSHIP

UBC

North Port
91%

Central Port
82%

South Port
94%

West Coast
83%

Regional Districts
97%

West Coast
83%

ADULT RELATIONSHIPS

Children's health and well-being are directly related to the presence of adult relationships at home, at school and in their neighbourhood or community.

Percentage of children reporting the presence of the adult relationship asset

90–100%	SD 70
80–89%	**89%**
70–79%	All Participating Districts*
<70%	**82%**

Data Suppressed (<35 students)

*See page 7 for a list of participating school districts in 2019/20.

Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

UBC
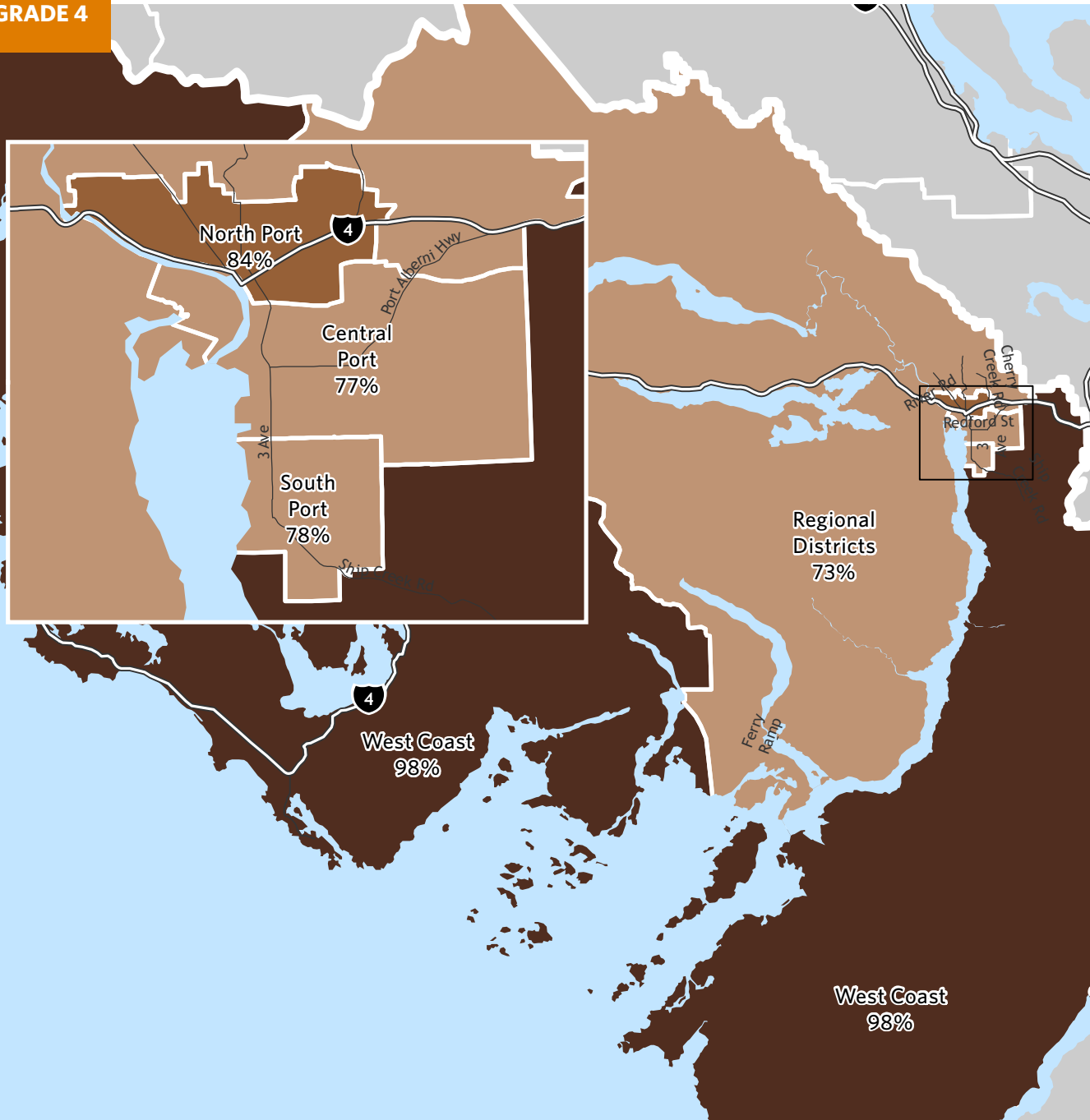
PEER RELATIONSHIPS

Children's health and well-being are directly related to feeling a sense of belonging with their peers and having close or intimate friendships.

Percentage of children reporting the presence of the peer relationship asset
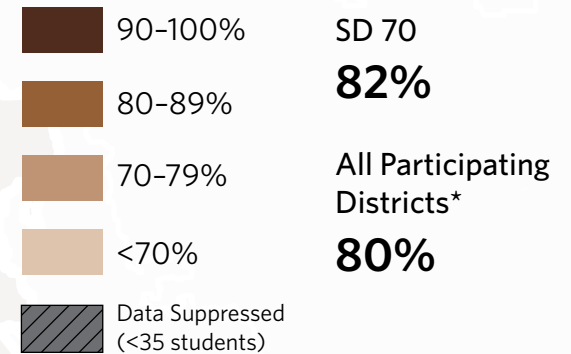
90–100%

80–89%

70–79%

<70%

SD 70
82%

All Participating Districts*
80%

Data Suppressed (<35 students)

*See page 7 for a list of participating school districts in 2019/20.
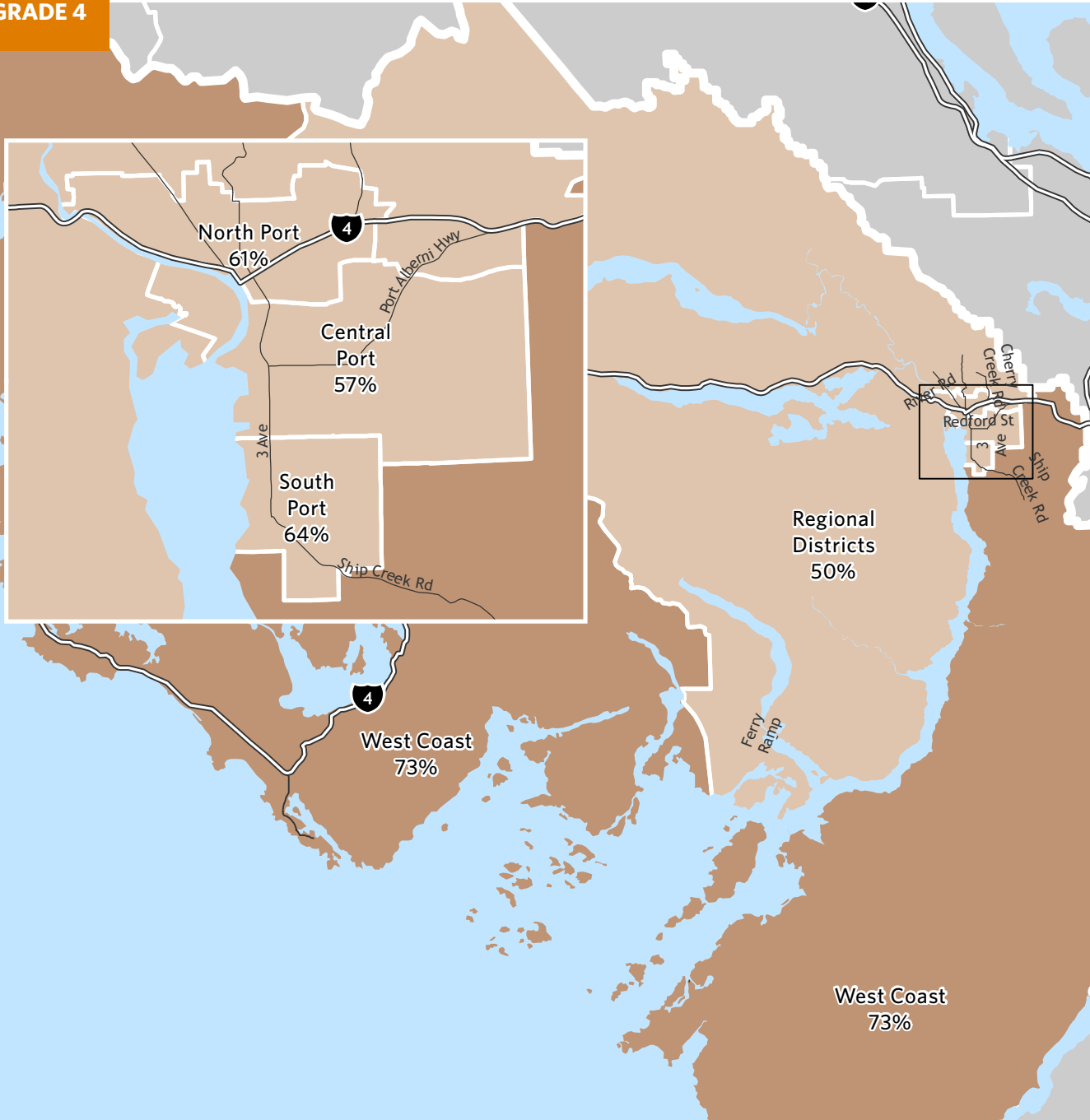
Note: Data are mapped using home postal codes, not by where children attend school.

North Port
84%

Central Port
77%

South Port
78%

Regional Districts
73%

West Coast
98%

West Coast
98%

HUMAN
EARLY LEARNING
PARTNERSHIP

UBC

MDI
GRADE 4

North Port
61%

Central Port
57%

South Port
64%

West Coast
73%

Regional Districts
50%

West Coast
73%

NUTRITION & SLEEP

Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of the nutrition and sleep asset
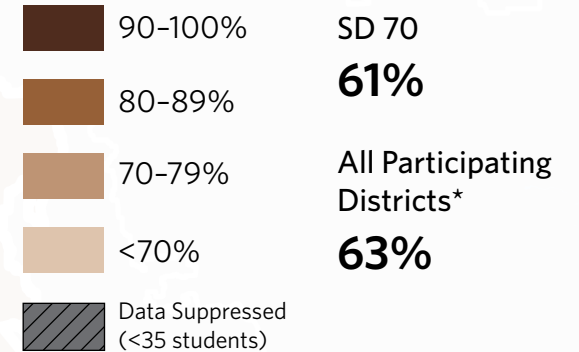
90–100%	**SD 70**
80–89%	**61%**
70–79%	**All Participating Districts***
<70%	**63%**

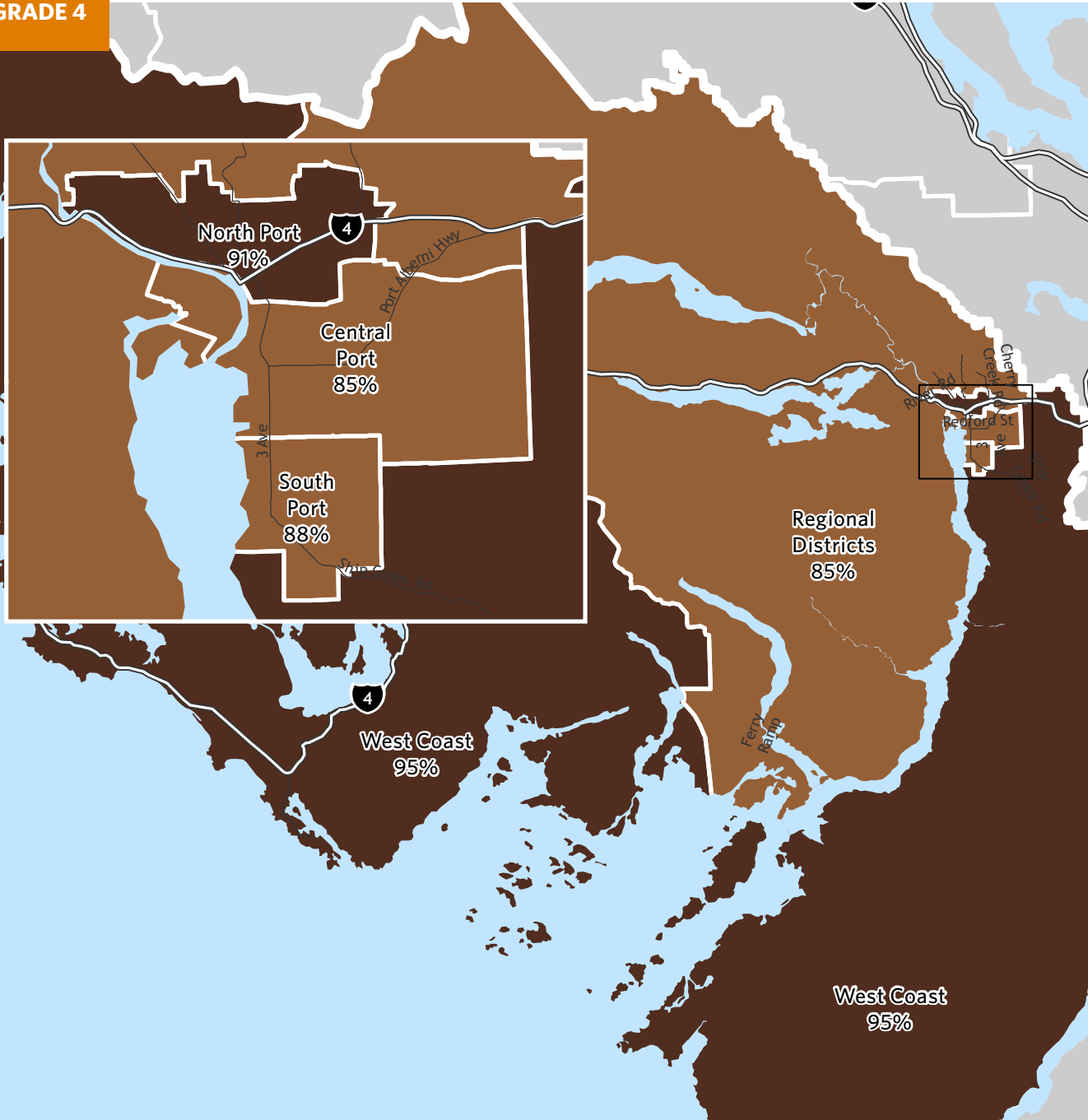Data Suppressed (<35 students)

*See page 7 for a list of participating school districts in 2019/20.

Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

UBC

North Port
91%

Central Port
85%

South Port
88%

West Coast
95%

Regional Districts
85%

West Coast
95%

AFTER-SCHOOL ACTIVITIES

Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6pm.

Percentage of children reporting the presence of the after-school activity asset
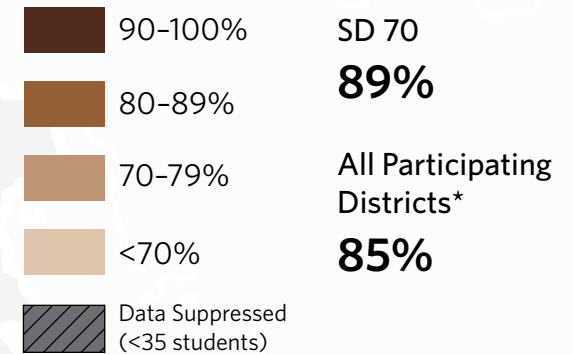
90–100%	SD 70 **89%**
80–89%	
70–79%	All Participating Districts*
<70%	**85%**
Data Suppressed (<35 students)	

*See page 7 for a list of participating school districts in 2019/20.

Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN
EARLY LEARNING
PARTNERSHIP

UBC

NEIGHBOURHOOD DATA TABLE

MDI GRADE 4

| | | WELL-BEING INDEX | | | ASSETS INDEX | | | |
| | | Percentage of children experiencing: | | | Percentage of children reporting the presence of these assets in their lives: | | | |
Neighbourhood	Number of Children	Thriving	Medium to High Well-Being	Low Well-Being	Adult Relationships	Peer Relationships	Nutrition & Sleep	After-School Activities
Central Port	54	31%	29%	40%	82%	77%	57%	85%
North Port	46	45%	23%	33%	91%	84%	61%	91%
Regional Districts	44	31%	15%	54%	97%	73%	50%	85%
South Port	53	28%	36%	36%	94%	78%	64%	88%
West Coast	54	51%	27%	22%	83%	98%	73%	95%
Alberni (SD70)	**253**	**37%**	**27%**	**37%**	**89%**	**82%**	**61%**	**89%**
All Participating Districts	**10,302**	**38%**	**27%**	**35%**	**82%**	**80%**	**63%**	**85%**

Note: Neighbourhood data are reported based on children's home postal codes and include all children who live within the school district boundaries including children attending Conseil scolaire francophone, Indigenous or independent schools. Therefore the number of children in all neighbourhoods may not equal the total school district count. MDI results are suppressed where there are fewer than 35 children.
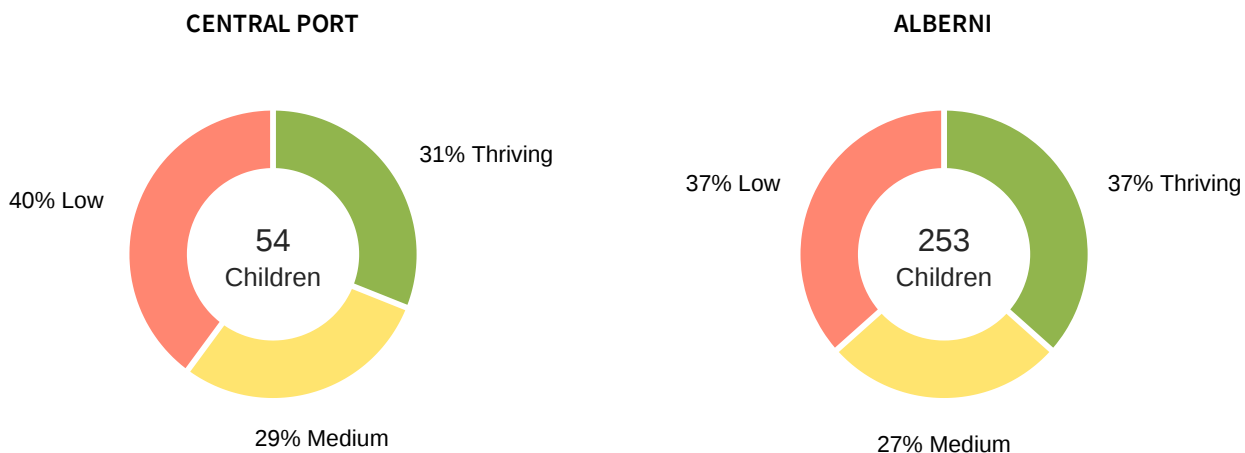
WELL-BEING INDEX

CENTRAL PORT

40% Low
31% Thriving

54 Children

29% Medium

ALBERNI

37% Low
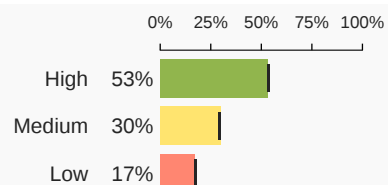37% Thriving

253 Children

27% Medium

MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

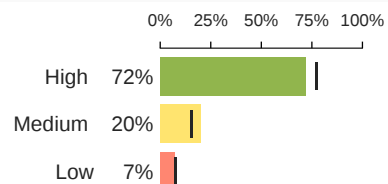**OPTIMISM**

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."
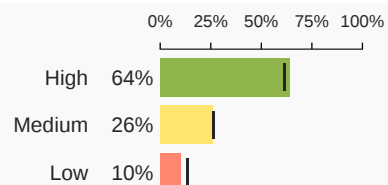
High	53%
Medium	30%
Low	17%

SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."
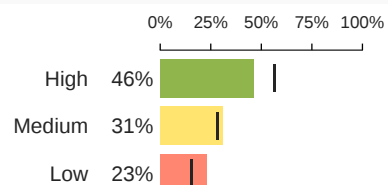
High	72%
Medium	20%
Low	7%

HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."

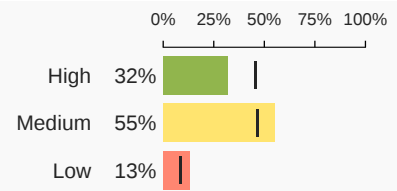|	
High	64%
Medium	26%
Low	10%

ABSENCE OF SADNESS

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

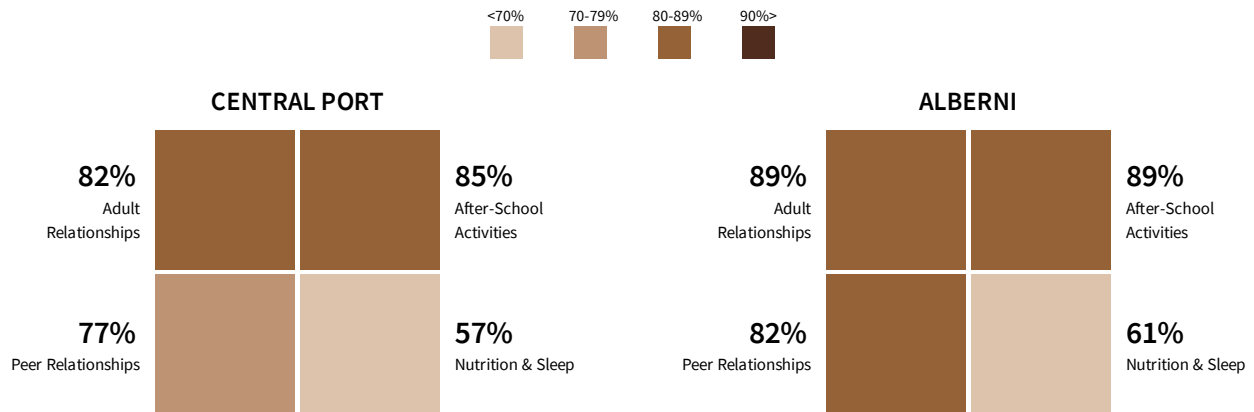|	
High	46%
Medium	31%
Low	23%

GENERAL HEALTH

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

High	32%	
Medium	55%	
Low	13%	

ASSETS INDEX

Percentage of children reporting the presence of an asset

<70%   70-79%   80-89%   90%>

CENTRAL PORT

82% Adult Relationships	**85%** After-School Activities
77% Peer Relationships	**57%** Nutrition & Sleep

ALBERNI

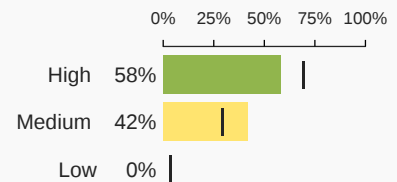| **89%** Adult Relationships	**89%** After-School Activities
82% Peer Relationships	**61%** Nutrition & Sleep

MEASURES COMPRISING THE ASSETS INDEX

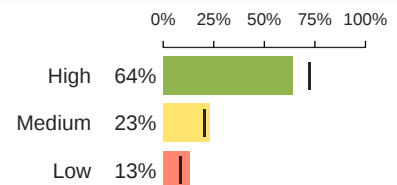### ADULT RELATIONSHIPS

| School District Average

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

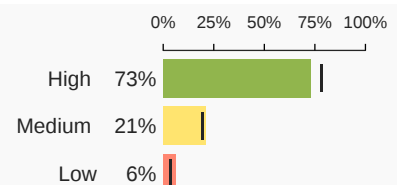|	
High	58%
Medium	42%
Low	0%

ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."

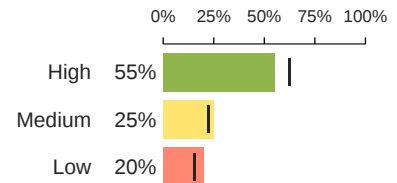|	
High	64%
Medium	23%
Low	13%

ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."

High	73%
Medium	21%
Low	6%

PEER RELATIONSHIPS
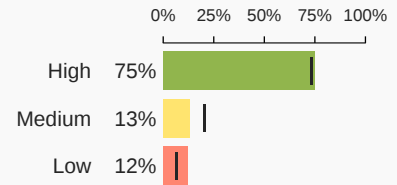
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."
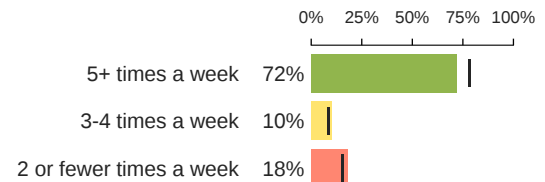
	0% 25% 50% 75% 100%
High	55%
Medium	25%
Low	20%

FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."

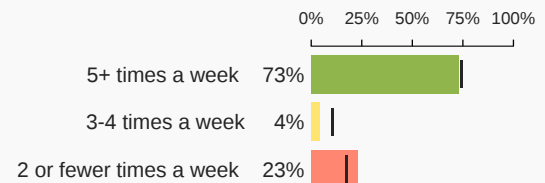|	0% 25% 50% 75% 100%
High	75%
Medium	13%
Low	12%

NUTRITION AND SLEEP

EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"

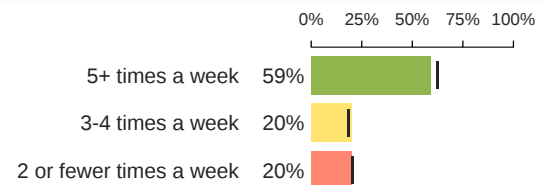|	0% 25% 50% 75% 100%
5+ times a week	72%
3-4 times a week	10%
2 or fewer times a week	18%

MEALS AT HOME WITH YOUR FAMILY

Children are asked, "How often do your parents or other adult family members eat meals with you?"

	0% 25% 50% 75% 100%
5+ times a week	73%
3-4 times a week	4%
2 or fewer times a week	23%

FREQUENCY OF GOOD SLEEP

Children are asked, "How often do you get a good night's sleep?"

	0% 25% 50% 75% 100%
5+ times a week	59%
3-4 times a week	20%
2 or fewer times a week	20%

AFTER-SCHOOL ACTIVITIES

Children were asked, "During the last week after school (from 3 pm - 6 pm), how many days did you participate in":

ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult. (e.g., educational lessons, youth organizations, music or art lessons and sports practice)

	0% 25% 50% 75% 100%
Twice or more a week	74%
Once a week	11%
Never	15%

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after-school hours of 3 pm - 6 pm:

I am already doing the activities I want to be doing

82%

I wish I could do additional activities

27%

I am doing some of the activities I want, but I wish I could do more

10%

Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES

	(Number of Children)
Computer/Video Games/TV	0
Friends and playing	4
Physical and/or outdoor activities	6
Music and arts	3
Time with family at home	1
Free time/relaxing	0
Learning new things	0
Other	0

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

Children were asked what prevents them from doing the activities they wish to be doing after school (3 pm - 6 pm):

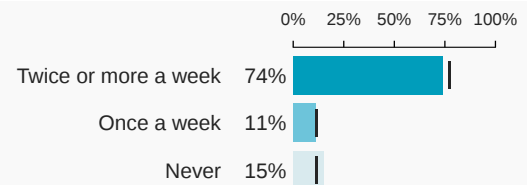|	(Number of Children)
I have no barriers	23
I have to go straight home after school	14
I am too busy	15
It costs too much	4
The schedule does not fit the times I can attend	4
My parents do not approve	3
I don't know what's available	7
I need to take care of siblings or do things at home	8
It is too difficult to get there	6
None of my friends are interested or want to go	7
The activity that I want is not offered	6
I have too much homework to do	4
I am afraid I will not be good enough in that activity	5
It is not safe for me to go	2
Other	7

AFTER-SCHOOL ACTIVITIES

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

	Not at all	1x /week	2x +/week
Educational lessons or activities	61%	7%	32%
Art or music lessons	46%	24%	30%
Youth organizations	68%	14%	18%
Individual sports with a coach or instructor	50%	12%	38%
Team sports with a coach or instructor	53%	13%	33%

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

59%	6%	35%
Yes	No	Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")

46%	32%	40%
Really care about me.	Believe that I will be a success.	Listen to me when I have something to say.

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:
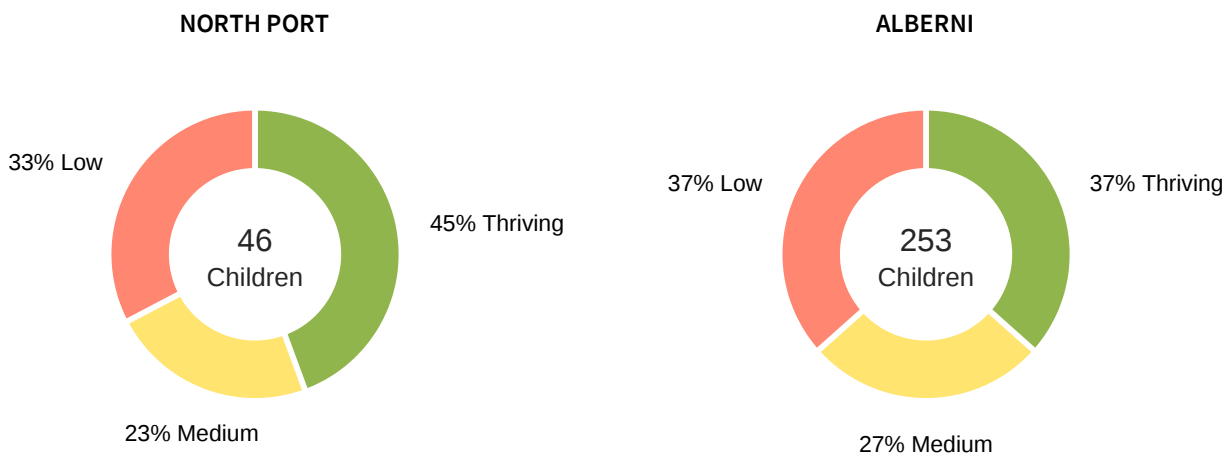
76%	8%	16%
Yes	No	Don't know

NEIGHBOURHOOD PROFILE 2019/2020
NORTH PORT
ALBERNI

NUMBER OF CHILDREN: 46

WELL-BEING INDEX

NORTH PORT

33% Low

46 Children

45% Thriving

23% Medium

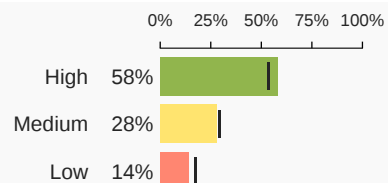**ALBERNI**

37% Low

253 Children

37% Thriving

27% Medium

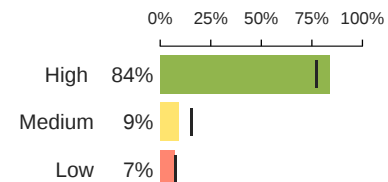### MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."
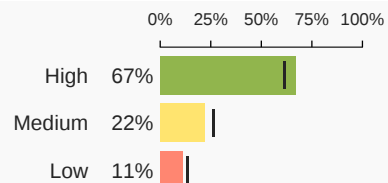
High	58%
Medium	28%
Low	14%

SELF-ESTEEM

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

High	84%
Medium	9%
Low	7%

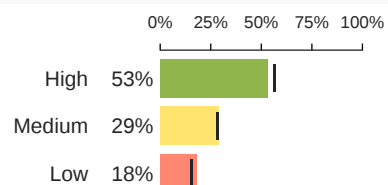**HAPPINESS**

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."

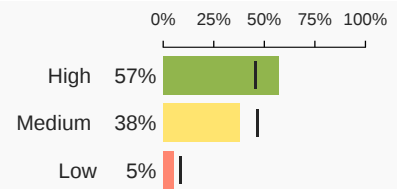|	
High	67%
Medium	22%
Low	11%

ABSENCE OF SADNESS

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

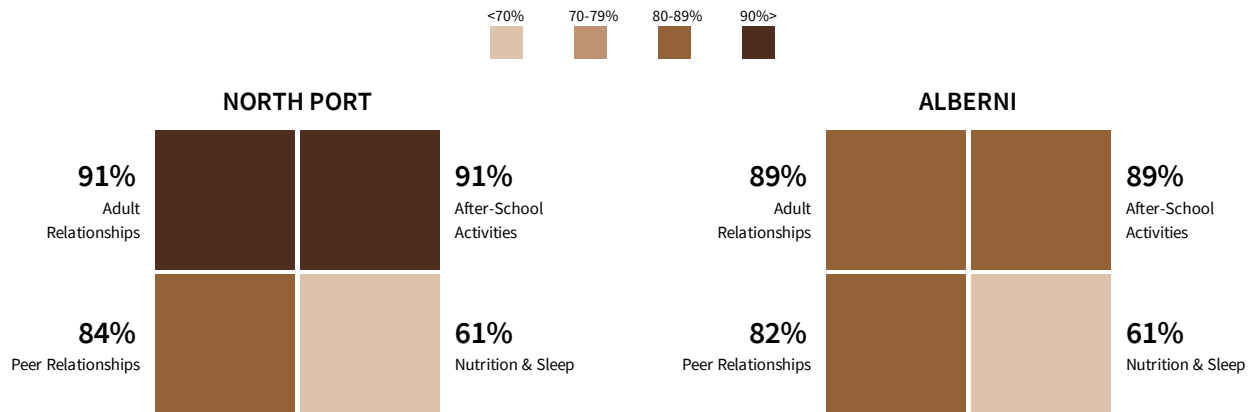|	
High	53%
Medium	29%
Low	18%

GENERAL HEALTH

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

High	57%	
Medium	38%	
Low	5%	

ASSETS INDEX

Percentage of children reporting the presence of an asset

<70%   70-79%   80-89%   90%>

NORTH PORT

91%
Adult Relationships

91%
After-School Activities

84%
Peer Relationships

61%
Nutrition & Sleep

ALBERNI

89%
Adult Relationships

89%
After-School Activities

82%
Peer Relationships
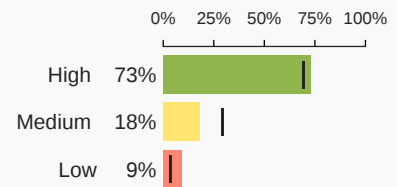
61%
Nutrition & Sleep

MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS
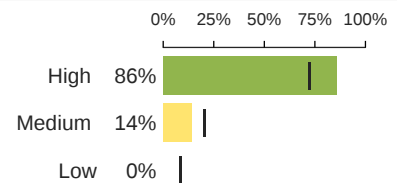
| School District Average

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

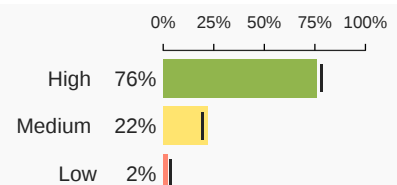|	
High	73%
Medium	18%
Low	9%

ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."

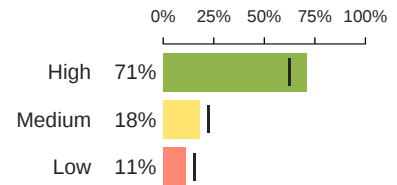|	
High	86%
Medium	14%
Low	0%

ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."

High	76%
Medium	22%
Low	2%

PEER RELATIONSHIPS
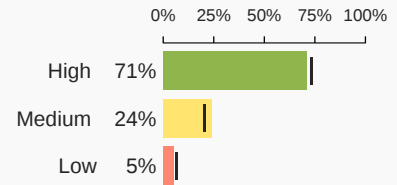
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."
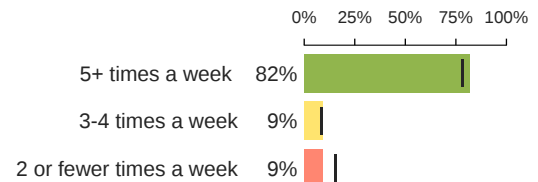
	0%	25%	50%	75%	100%
High	71%				
Medium	18%				
Low	11%				

FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."
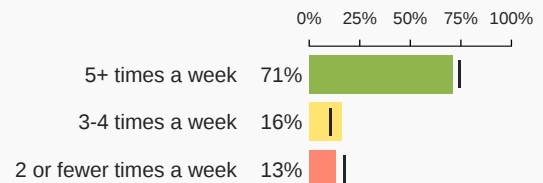
	0%	25%	50%	75%	100%
High	71%				
Medium	24%				
Low	5%				

NUTRITION AND SLEEP

EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"

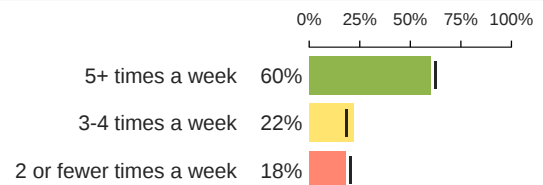|	0%	25%	50%	75%	100%
5+ times a week	82%				
3-4 times a week	9%				
2 or fewer times a week	9%				

MEALS AT HOME WITH YOUR FAMILY

Children are asked, "How often do your parents or other adult family members eat meals with you?"

	0%	25%	50%	75%	100%
5+ times a week	71%				
3-4 times a week	16%				
2 or fewer times a week	13%				

FREQUENCY OF GOOD SLEEP

Children are asked, "How often do you get a good night's sleep?"

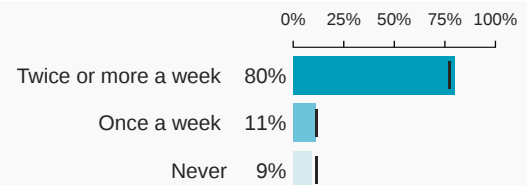|	0%	25%	50%	75%	100%
5+ times a week	60%				
3-4 times a week	22%				
2 or fewer times a week	18%				

AFTER-SCHOOL ACTIVITIES

Children were asked, "During the last week after school (from 3 pm - 6 pm), how many days did you participate in":

ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult. (e.g., educational lessons, youth organizations, music or art lessons and sports practice)

	0%	25%	50%	75%	100%
Twice or more a week	80%				
Once a week	11%				
Never	9%				

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after-school hours of 3 pm - 6 pm:

I am already doing the activities I want to be doing

73%

I wish I could do additional activities

33%

I am doing some of the activities I want, but I wish I could do more

5%

Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES

	(Number of Children)
Computer/Video Games/TV	0
Friends and playing	1
Physical and/or outdoor activities	6
Music and arts	1
Time with family at home	0
Free time/relaxing	0
Learning new things	0
Other	0

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

Children were asked what prevents them from doing the activities they wish to be doing after school (3 pm - 6 pm):

	(Number of Children)
I have no barriers	17
I have to go straight home after school	19
I am too busy	8
It costs too much	1
The schedule does not fit the times I can attend	3
My parents do not approve	3
I don't know what's available	2
I need to take care of siblings or do things at home	3
It is too difficult to get there	2
None of my friends are interested or want to go	3
The activity that I want is not offered	2
I have too much homework to do	1
I am afraid I will not be good enough in that activity	2
It is not safe for me to go	0
Other	5

AFTER-SCHOOL ACTIVITIES

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

	Not at all	1x /week	2x +/week
Educational lessons or activities	61%	11%	27%
Art or music lessons	55%	14%	32%
Youth organizations	88%	5%	7%
Individual sports with a coach or instructor	52%	19%	29%
Team sports with a coach or instructor	53%	19%	28%

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

80%	2%	18%
Yes	No	Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")

47%	44%	38%
Really care about me.	Believe that I will be a success.	Listen to me when I have something to say.

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:
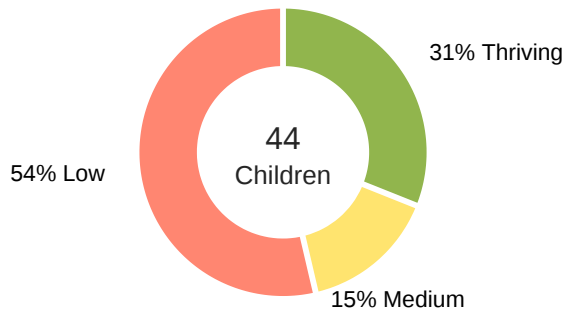
84%	0%	16%
Yes	No	Don't know

NUMBER OF CHILDREN: 44

WELL-BEING INDEX

REGIONAL DISTRICTS

44 Children

31% Thriving
15% Medium
54% Low

ALBERNI

253 Children
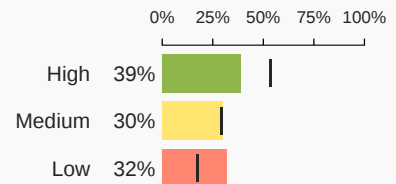
37% Low
37% Thriving
27% Medium

MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

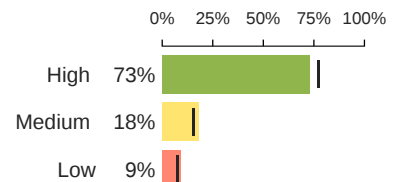**OPTIMISM**

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."
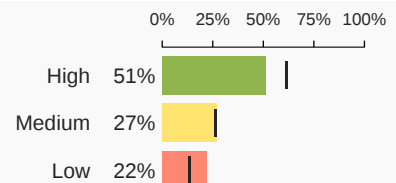
	0%	25%	50%	75%	100%
High	39%				
Medium	30%				
Low	32%				

SELF-ESTEEM

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

	0%	25%	50%	75%	100%
High	73%				
Medium	18%				
Low	9%				

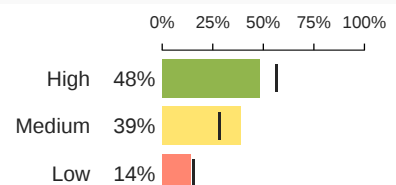**HAPPINESS**

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."

	0%	25%	50%	75%	100%
High	51%				
Medium	27%				
Low	22%				

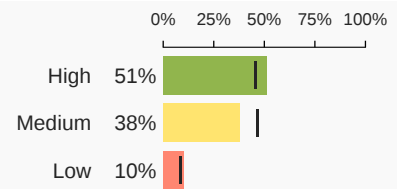**ABSENCE OF SADNESS**

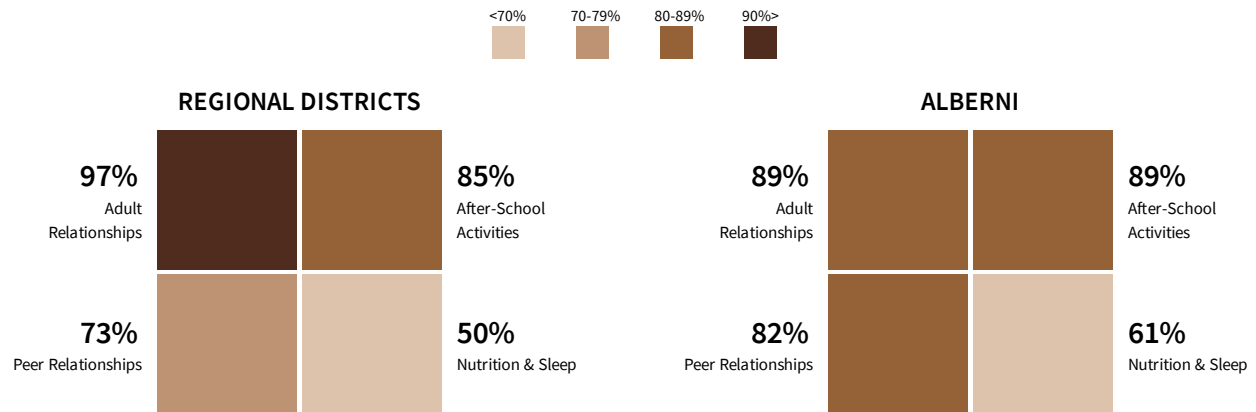Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."

	0%	25%	50%	75%	100%
High	48%				
Medium	39%				
Low	14%				

GENERAL HEALTH

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

High	51%	
Medium	38%	
Low	10%	

ASSETS INDEX

Percentage of children reporting the presence of an asset

<70%   70-79%   80-89%   90%>

REGIONAL DISTRICTS

97% Adult Relationships	**85%** After-School Activities
73% Peer Relationships	**50%** Nutrition & Sleep

ALBERNI

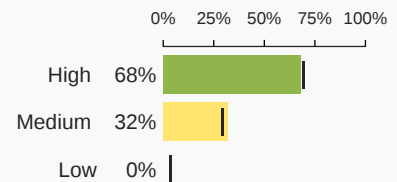|	
89% Adult Relationships	**89%** After-School Activities
82% Peer Relationships	**61%** Nutrition & Sleep

MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS
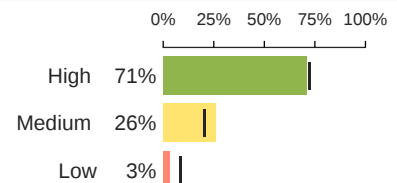
| School District Average

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

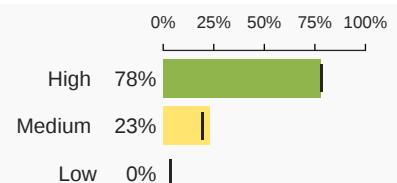|	
High	68%
Medium	32%
Low	0%

ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."

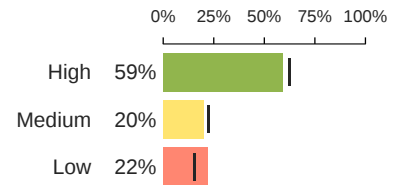|	
High	71%
Medium	26%
Low	3%

ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."

High	78%
Medium	23%
Low	0%

PEER RELATIONSHIPS
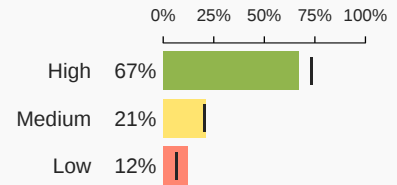
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."
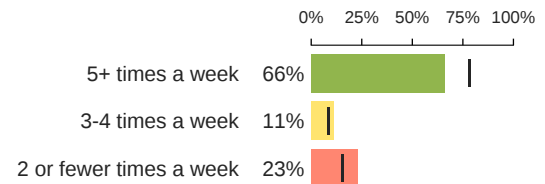
	0% 25% 50% 75% 100%
High	59%
Medium	20%
Low	22%

FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."

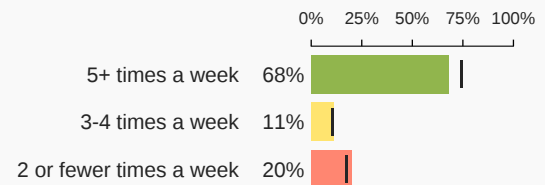|	0% 25% 50% 75% 100%
High	67%
Medium	21%
Low	12%

NUTRITION AND SLEEP

EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"

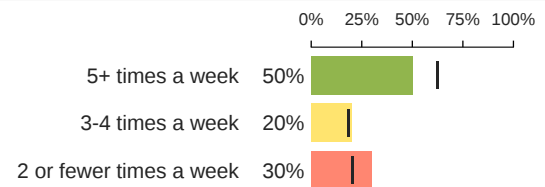|	0% 25% 50% 75% 100%
5+ times a week	66%
3-4 times a week	11%
2 or fewer times a week	23%

MEALS AT HOME WITH YOUR FAMILY

Children are asked, "How often do your parents or other adult family members eat meals with you?"

	0% 25% 50% 75% 100%
5+ times a week	68%
3-4 times a week	11%
2 or fewer times a week	20%

FREQUENCY OF GOOD SLEEP

Children are asked, "How often do you get a good night's sleep?"

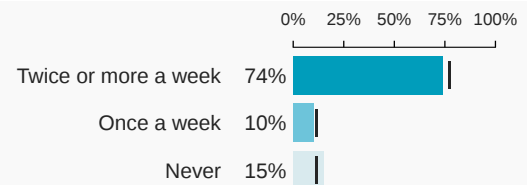|	0% 25% 50% 75% 100%
5+ times a week	50%
3-4 times a week	20%
2 or fewer times a week	30%

AFTER-SCHOOL ACTIVITIES

Children were asked, "During the last week after school (from 3 pm - 6 pm), how many days did you participate in":

ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult. (e.g., educational lessons, youth organizations, music or art lessons and sports practice)

	0% 25% 50% 75% 100%
Twice or more a week	74%
Once a week	10%
Never	15%

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after-school hours of 3 pm - 6 pm:

I am already doing the activities I want to be doing

82%

I wish I could do additional activities

26%

I am doing some of the activities I want, but I wish I could do more

8%

Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES

	(Number of Children)
Computer/Video Games/TV	0
Friends and playing	0
Physical and/or outdoor activities	6
Music and arts	1
Time with family at home	0
Free time/relaxing	1
Learning new things	1
Other	0

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

Children were asked what prevents them from doing the activities they wish to be doing after school (3 pm - 6 pm):

	(Number of Children)
I have no barriers	19
I have to go straight home after school	16
I am too busy	7
It costs too much	7
The schedule does not fit the times I can attend	7
My parents do not approve	1
I don't know what's available	6
I need to take care of siblings or do things at home	5
It is too difficult to get there	3
None of my friends are interested or want to go	7
The activity that I want is not offered	3
I have too much homework to do	2
I am afraid I will not be good enough in that activity	3
It is not safe for me to go	2
Other	3

AFTER-SCHOOL ACTIVITIES

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

	Not at all	1x /week	2x +/week
Educational lessons or activities	60%	20%	20%
Art or music lessons	53%	20%	28%
Youth organizations	79%	11%	11%
Individual sports with a coach or instructor	54%	14%	32%
Team sports with a coach or instructor	58%	8%	35%

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

48%	10%	43%
Yes	No	Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")

39%	54%	37%
Really care about me.	Believe that I will be a success.	Listen to me when I have something to say.

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:
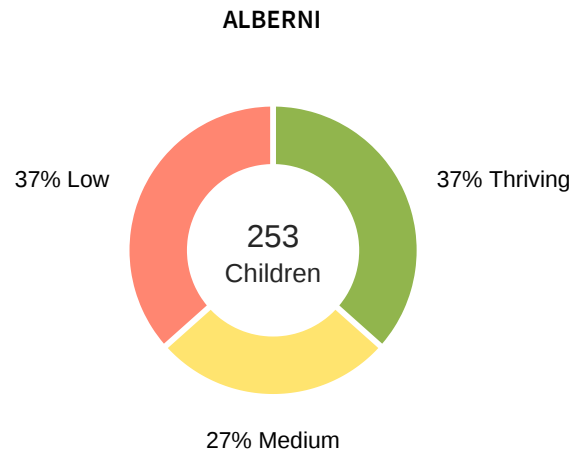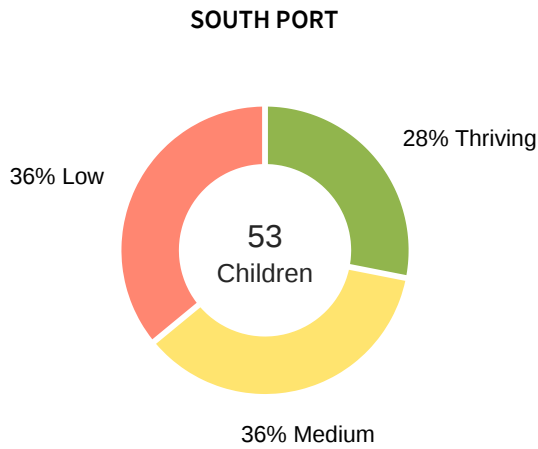
51%	12%	37%
Yes	No	Don't know

MDI GRADE 4

SOUTH PORT

ALBERNI

NUMBER OF CHILDREN: 53

WELL-BEING INDEX

SOUTH PORT

28% Thriving
36% Low
53 Children
36% Medium

ALBERNI

37% Low
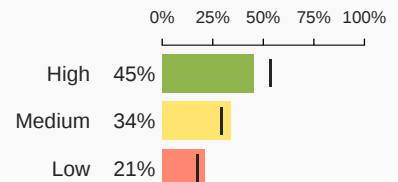37% Thriving
253 Children
27% Medium

MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

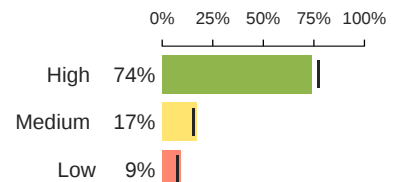**OPTIMISM**

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."
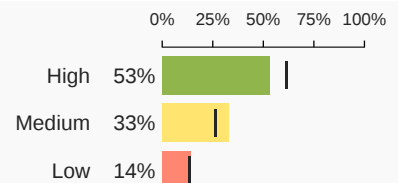
	0% 25% 50% 75% 100%
High	45%
Medium	34%
Low	21%

SELF-ESTEEM

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

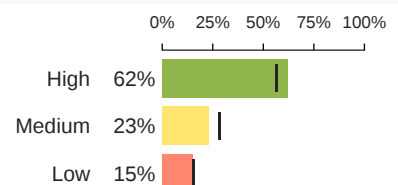|	0% 25% 50% 75% 100%
High	74%
Medium	17%
Low	9%

HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."

	0% 25% 50% 75% 100%
High	53%
Medium	33%
Low	14%

ABSENCE OF SADNESS

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

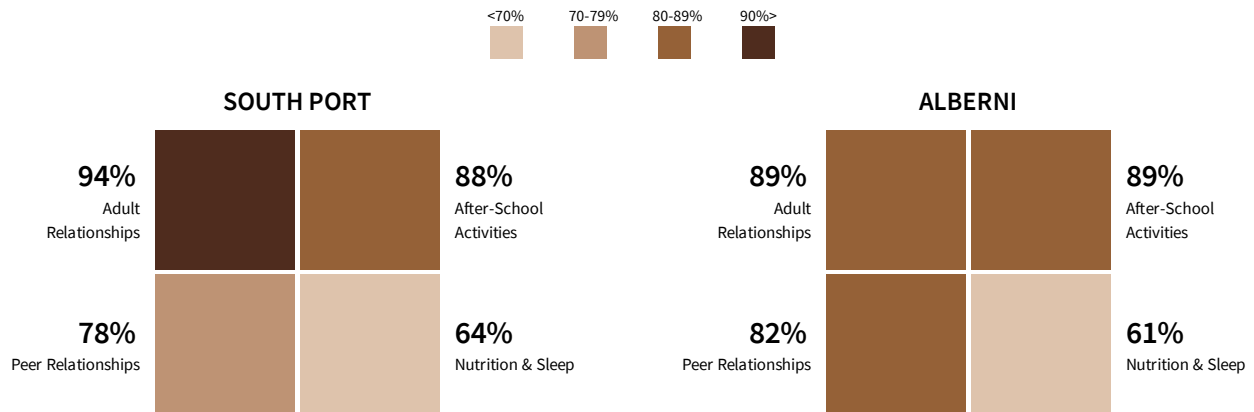|	0% 25% 50% 75% 100%
High	62%
Medium	23%
Low	15%

GENERAL HEALTH

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

High	35%	
Medium	57%	
Low	8%	

ASSETS INDEX

Percentage of children reporting the presence of an asset

<70%   70-79%   80-89%   90%>

SOUTH PORT

94% Adult Relationships   **88%** After-School Activities

78% Peer Relationships   **64%** Nutrition & Sleep

ALBERNI

89% Adult Relationships   **89%** After-School Activities

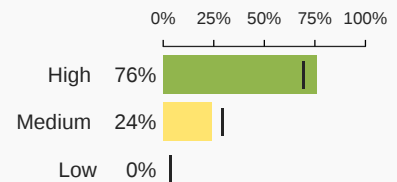**82%** Peer Relationships   **61%** Nutrition & Sleep

MEASURES COMPRISING THE ASSETS INDEX

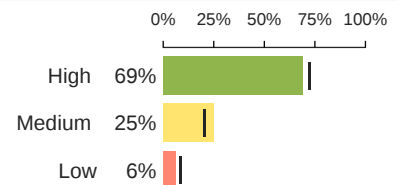### ADULT RELATIONSHIPS

| School District Average

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

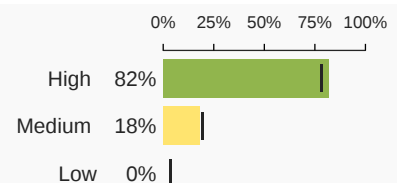|		
High	76%	
Medium	24%	
Low	0%	

ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."

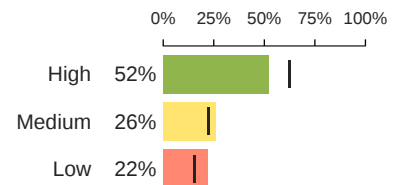|		
High	69%	
Medium	25%	
Low	6%	

ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."

High	82%	
Medium	18%	
Low	0%	

PEER RELATIONSHIPS
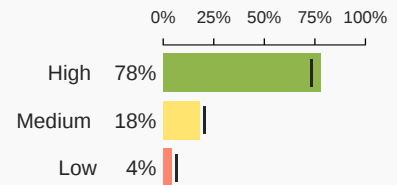
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."
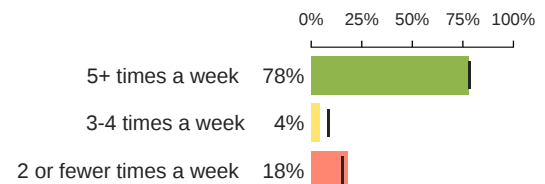
High	52%
Medium	26%
Low	22%

FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."
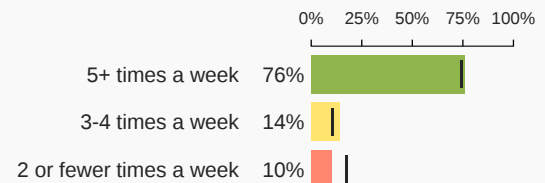
High	78%
Medium	18%
Low	4%

NUTRITION AND SLEEP

EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"

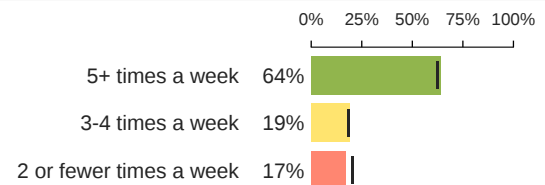|	
5+ times a week	78%
3-4 times a week	4%
2 or fewer times a week	18%

MEALS AT HOME WITH YOUR FAMILY

Children are asked, "How often do your parents or other adult family members eat meals with you?"

5+ times a week	76%
3-4 times a week	14%
2 or fewer times a week	10%

FREQUENCY OF GOOD SLEEP

Children are asked, "How often do you get a good night's sleep?"

5+ times a week	64%
3-4 times a week	19%
2 or fewer times a week	17%

AFTER-SCHOOL ACTIVITIES

Children were asked, "During the last week after school (from 3 pm - 6 pm), how many days did you participate in":

ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult. (e.g., educational lessons, youth organizations, music or art lessons and sports practice)

Twice or more a week	73%
Once a week	14%
Never	12%

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after-school hours of 3 pm - 6 pm:

I am already doing the activities I want to be doing

77%

I wish I could do additional activities

23%

I am doing some of the activities I want, but I wish I could do more

0%

Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES

	(Number of Children)
Computer/Video Games/TV	0
Friends and playing	0
Physical and/or outdoor activities	7
Music and arts	1
Time with family at home	0
Free time/relaxing	0
Learning new things	0
Other	0

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

Children were asked what prevents them from doing the activities they wish to be doing after school (3 pm - 6 pm):

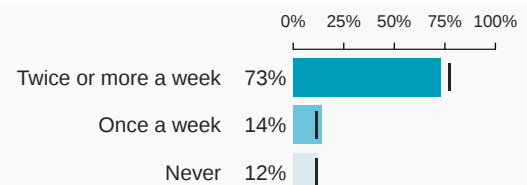|	(Number of Children)
I have no barriers	23
I have to go straight home after school	13
I am too busy	9
It costs too much	2
The schedule does not fit the times I can attend	3
My parents do not approve	1
I don't know what's available	0
I need to take care of siblings or do things at home	1
It is too difficult to get there	3
None of my friends are interested or want to go	0
The activity that I want is not offered	3
I have too much homework to do	3
I am afraid I will not be good enough in that activity	2
It is not safe for me to go	1
Other	9

AFTER-SCHOOL ACTIVITIES

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

	Not at all	1x /week	2x +/week
Educational lessons or activities	62%	10%	28%
Art or music lessons	55%	15%	30%
Youth organizations	72%	20%	9%
Individual sports with a coach or instructor	50%	25%	25%
Team sports with a coach or instructor	61%	20%	20%

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

65%	10%	25%
Yes	No	Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")

52%	49%	54%
Really care about me.	Believe that I will be a success.	Listen to me when I have something to say.

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:
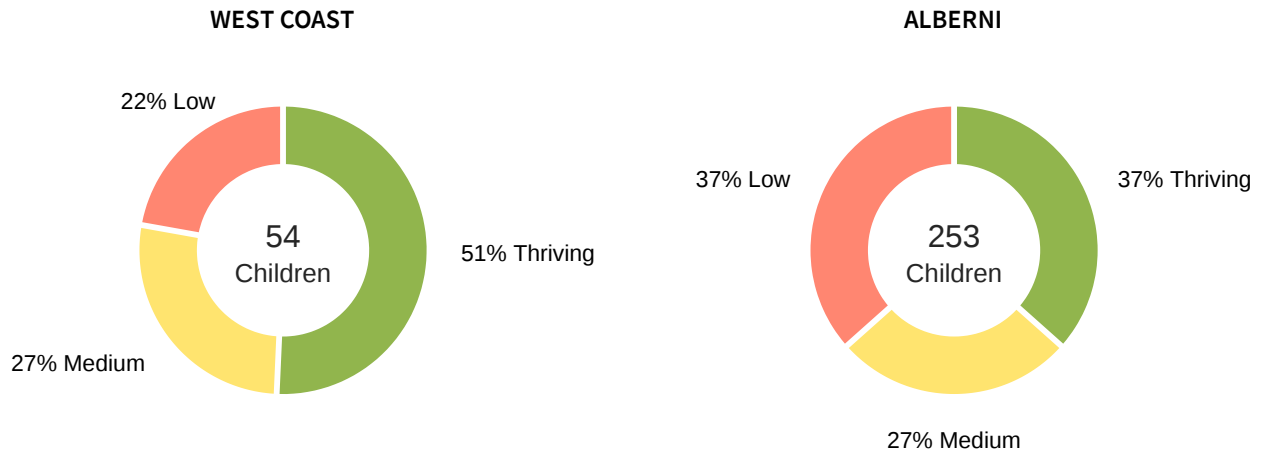
75%	4%	22%
Yes	No	Don't know

WEST COAST

ALBERNI

NUMBER OF CHILDREN: 54

WELL-BEING INDEX

WEST COAST

54 Children

22% Low
27% Medium
51% Thriving

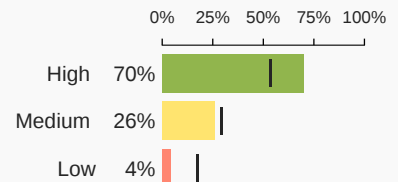### ALBERNI

253 Children

37% Low
37% Thriving
27% Medium

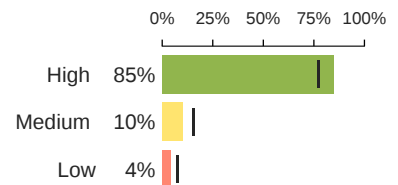## MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."
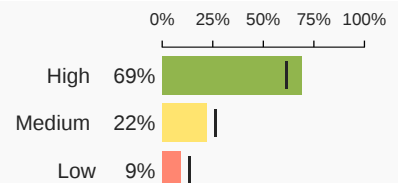
High	70%
Medium	26%
Low	4%

SELF-ESTEEM

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

High	85%
Medium	10%
Low	4%

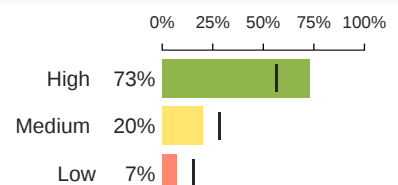**HAPPINESS**

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."

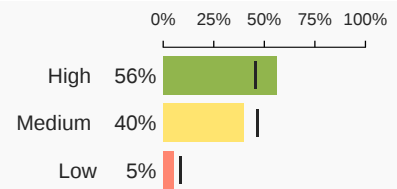|	
High	69%
Medium	22%
Low	9%

ABSENCE OF SADNESS

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

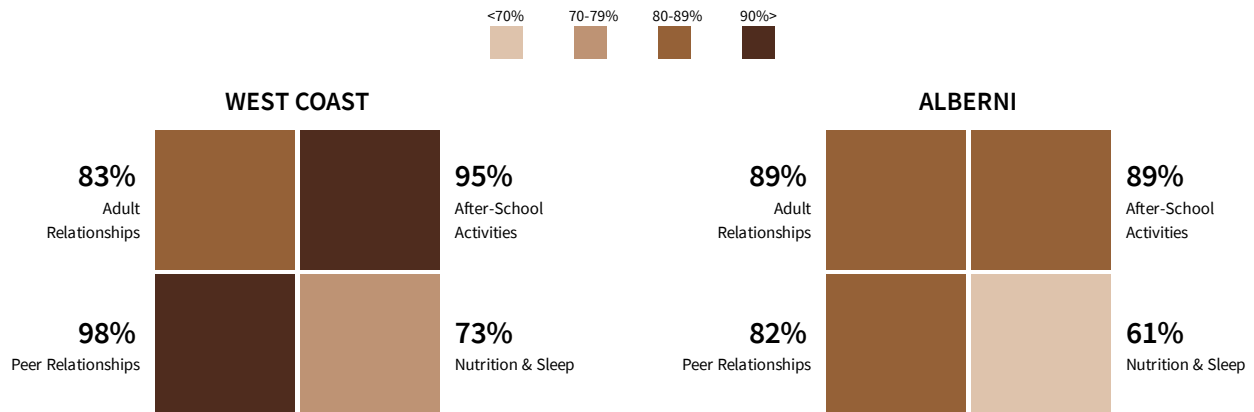|	
High	73%
Medium	20%
Low	7%

GENERAL HEALTH

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

High	56%	
Medium	40%	
Low	5%	

ASSETS INDEX

Percentage of children reporting the presence of an asset

<70%　　70-79%　　80-89%　　90%>

WEST COAST

83% Adult Relationships	**95%** After-School Activities
98% Peer Relationships	**73%** Nutrition & Sleep

ALBERNI

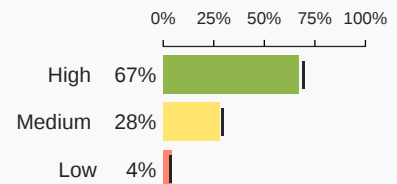|	
89% Adult Relationships	**89%** After-School Activities
82% Peer Relationships	**61%** Nutrition & Sleep

MEASURES COMPRISING THE ASSETS INDEX

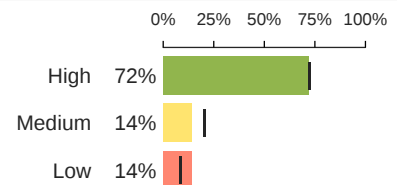### ADULT RELATIONSHIPS

| School District Average

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

High	67%
Medium	28%
Low	4%

ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."

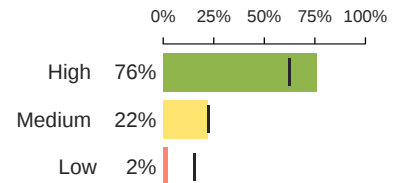|	
High	72%
Medium	14%
Low	14%

ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."

High	83%
Medium	13%
Low	4%

PEER RELATIONSHIPS
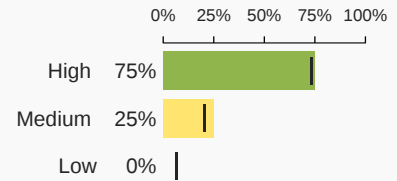
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."
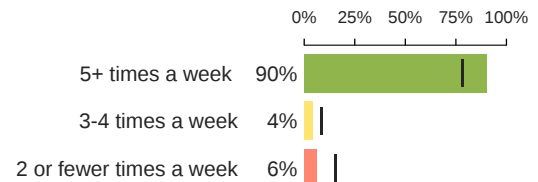
	0% 25% 50% 75% 100%
High	76%
Medium	22%
Low	2%

FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."

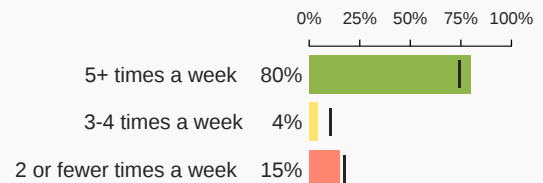|	0% 25% 50% 75% 100%
High	75%
Medium	25%
Low	0%

NUTRITION AND SLEEP

EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"

	0% 25% 50% 75% 100%
5+ times a week	90%
3-4 times a week	4%
2 or fewer times a week	6%

MEALS AT HOME WITH YOUR FAMILY

Children are asked, "How often do your parents or other adult family members eat meals with you?"

	0% 25% 50% 75% 100%
5+ times a week	80%
3-4 times a week	4%
2 or fewer times a week	15%

FREQUENCY OF GOOD SLEEP

Children are asked, "How often do you get a good night's sleep?"

	0% 25% 50% 75% 100%
5+ times a week	75%
3-4 times a week	7%
2 or fewer times a week	18%

AFTER-SCHOOL ACTIVITIES

Children were asked, "During the last week after school (from 3 pm - 6 pm), how many days did you participate in":

ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult. (e.g., educational lessons, youth organizations, music or art lessons and sports practice)

	0% 25% 50% 75% 100%
Twice or more a week	88%
Once a week	8%
Never	5%

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after-school hours of 3 pm - 6 pm:

I am already doing the activities I want to be doing

83%

I wish I could do additional activities

20%

I am doing some of the activities I want, but I wish I could do more

2%

Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES

	(Number of Children)
Computer/Video Games/TV	0
Friends and playing	0
Physical and/or outdoor activities	5
Music and arts	3
Time with family at home	0
Free time/relaxing	0
Learning new things	0
Other	0

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

Children were asked what prevents them from doing the activities they wish to be doing after school (3 pm - 6 pm):

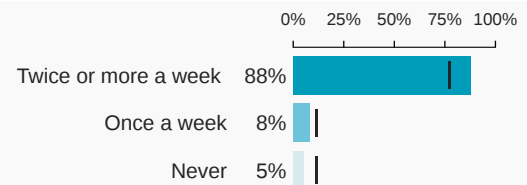|	(Number of Children)
I have no barriers	21
I have to go straight home after school	11
I am too busy	7
It costs too much	4
The schedule does not fit the times I can attend	4
My parents do not approve	1
I don't know what's available	5
I need to take care of siblings or do things at home	3
It is too difficult to get there	2
None of my friends are interested or want to go	2
The activity that I want is not offered	6
I have too much homework to do	0
I am afraid I will not be good enough in that activity	3
It is not safe for me to go	4
Other	3

AFTER-SCHOOL ACTIVITIES

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

	Not at all	1x /week	2x +/week
Educational lessons or activities	51%	13%	36%
Art or music lessons	41%	31%	28%
Youth organizations	59%	21%	21%
Individual sports with a coach or instructor	47%	13%	39%
Team sports with a coach or instructor	47%	8%	45%

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

67%	2%	31%
Yes	No	Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")

52%	51%	43%
Really care about me.	Believe that I will be a success.	Listen to me when I have something to say.

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

83%	2%	15%
Yes	No	Don't know

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