



# Kids New West Child Development Committee

Strategic Plan 2022- 2026

## **Territorial Acknowledgement**

Kids New West acknowledges with gratitude that we live and work of the unceded territory of the Coast Salish Nations of the qi qéyt (Qayqayt) people.

## **Acknowledgements**

The Strategic Plan reflects input from members of the Kids New West Child Development Committee. Numerous agencies and organizations have worked collaboratively since 2003 to increase awareness of the importance of the early and middle years. Kids New West advocates for system wide changes to improve outcomes for all families and their children in the community.

We work to inform the community about local early and middle childhood development programs and resources and to provide quality services to families and children.

Plans to update the previous 2015-2019 plan were disrupted by the declaration of a global pandemic in March 2020. Therefore, work has taken place to produce a new plan for 2022 - 2026.

## Table of Contents

|   |     |
|---|-----|
| Territorial Acknowledgement .....   | 1   |
| Kids New West acknowledges with gratitude that we live and work of the unceded territory of the Coast Salish Nations of the qi qéyt (Qayqayt) people..... | 1   |
| Acknowledgements .....  | 1   |
| Table of Contents.....  | 2   |
| Introduction.....   | 4   |
| Mission.....  | 4   |
| Vision .....  | 4   |
| Values .....  | 4   |
| Guiding Principles .....  | 5   |
| Evaluation.....   | 6   |
| About Kids New West Child Development Committee .....   | 6   |
| State of Child Development .....  | 7   |
| Research and Trends.....  | 7   |
| Community Strategic Action Plan.....  | 14  |
| Goals and Objectives .....  | 15  |
| Appendix 1: Committee Membership.....   | 19  |
| Appendix 2: Key Local Partners .....  | 200 |
| Appendix 3: New Westminster 2021 Census.....  | 21  |

Glossary of Terms ..... 244  
Resources ..... 267



## Introduction

### Mission

To collaboratively build capacity within the community that supports and promotes the health and wellbeing of children and their families.

### Vision

The vision for the Kids New West Child Development Committee is:

Healthy, happy, and resilient children and families engaged in supportive community.

### Values

- Inclusive
- Accessible
- Collaborative
- Receptive
- Responsive
- Innovative



## Guiding Principles

**Evidence-based** – There is a commitment to make decisions based on current and accepted research and evidence-based outcomes. There will be a sharing of information to remain informed of local early and middle childhood development needs and priorities.

**Strengths-based** – There is a commitment to acknowledge and build on the strengths of children, families, and community to enhance opportunities for child development.

**Diversity** – There is respect for the diverse composition of families, a commitment to eliminating barriers to access, and to a universal platform of supports and services available to all children, which is accompanied by additional targeted services for highly vulnerable children.

**Accountability** – There is a transparent infrastructure in place with clear policies and processes, which will guide all committee decisions, actions, and reporting mechanisms.

**Best practices** – Effective and proven best practices, guide early childhood development planning and decision-making.



## Evaluation

The Committee reviews its accomplishments annually in October, develops and reviews a work plan to ensure alignment with the Strategic Action Plan

## About Kids New West Child Development Committee

**Formed in 2003** as a 'Children First' Committee focusing on early childhood development (ECD). The Children First Committee evolved into the New Westminster ECD Steering Committee and oversaw the development and implementation of the Early Childhood Development Strategic Plan.

**In 2013-14**, the New Westminster Early Childhood Development Committee and the Middle Childhood Development Committee merged to form Kids New West Child Development Committee to be a stronger voice speaking on behalf of children 0-12 years old. Kids New West Child Development Committee includes representatives from government, not for profit and other agencies.



**Funding – history.** Initially Kids New West received funding from the Ministry of Children and Family Development via Children First and the United Way of the Lower Mainland (Success By 6). In 2015 UWLM Success By 6 funding for coordination and community development stopped. In 2019, MCFD ceased funding for coordination and community development. MCFD shifted funding provincially to programs and services guided by the Early Years Framework.

## State of Child Development

### Research and Trends

Below are some highlights of the research from the Human Early Learning Partnership (HELP) (EDI and MDI), the 2021 National Household Census data the COVID-19 Speaks Survey.

### Early Childhood Development Index (EDI)

#### Wave 8

In Wave 8, New Westminster had an overall vulnerability rate of 24.6% compared to the provincial vulnerability rate of 32.9%. Neighborhood vulnerability rates ranged from 15.5% to 32.3%. Some findings from the Wave 8 EDI data collected between 2019-2020 show:



- 24.6% of children were vulnerable to at least one scale of development.
- District wide, vulnerability was highest on the Emotional Maturity scale at 13.9% and the lowest on the Language & Cognitive Development scale at 5.3%
- Connaught Heights had the lowest level of vulnerability at 15.5%.
- Downtown-Stewardson had the highest level of vulnerability at 32.3%.
- There were three levels of vulnerable for wave 8:
  1. Vulnerable (24.6% of New Westminster children),
  2. In flux (21.9% of New Westminster children),
  3. and on track (53.4% of New Westminster children).

Without additional support and care, children who are vulnerable on one or more scales of the EDI (overall vulnerability) are more likely to experience future challenges in their school years and beyond. Children included in this in flux category may or may not catch up to their on-track peers and may benefit from additional supports. Children included in this on track measure are most likely to have successful trajectories in school and beyond.

(From the HELP EDI Dashboard: New Westminster (School District #40)- Wave 8)

## Challenges with Wave 8 data

Although Wave 8 included the 2019/2020, 2020/2021 and 2021/2022 school years for BC, in the New Westminster School District, data was only collected for the 2019/2020 school year (in February 2020) in the New Westminster School District. As February 2020 was prior to the declaration of the global COVID-19 pandemic in March 2020, the Wave 8 results for New Westminister may not be reflective of the pandemic impacts on early childhood development.

Although results for wave 8 for BC school districts were collected in 2019/2020, 2020/2021 and 2021/2022 school years, the largest number of students assessed were in 2019/2020 (21,882 students total), with fewer students assessed in 2020/2021 (5,944 students total) and 2021/2022 (13,350 students total).

Therefore, although Wave 8 occurred during the COVID-19 pandemic, it is difficult to assess how much of the results were impacted by the COVID-19 pandemic as most of the assessments completed were prior to the COVID-19 pandemic.



## Trends

Over the last three Waves, New Westminster's overall vulnerability rate has decreased (from 32.7% in wave 5 to 24.6% in wave 8, including a decrease from 27.1% in wave 7 to 24.6% in wave 8).

Two neighborhoods had a critical increase in vulnerability between wave 7 and wave 8: Queens Park (from 24.3% to 27.7%) and Sapperton (from 14.9% to 26.9%). Four neighborhoods had a critical decrease in vulnerability between wave 7 and wave 8: Connaught Heights (from 22.6% to 15.5%), Downtown-Stewardson (from 38.4% to 32.3%), Queensborough (from 26.7% to 18.6%) and Uptown (from 30.2% to 23.6%).

The long-term trends (from wave 5 to wave 8) by indicator were:

- Social competence vulnerability decreased from 15.9% in wave 5 to 12.7% in wave 8;
- Emotional maturity vulnerability increased slightly from 13.2% in wave 5 to 13.9% in wave 8;
- Physical health and well-being vulnerability decreased from 15.1% in wave 5 to 9.1% in wave 8;
- Language and cognitive vulnerability decreased from 9.5% in wave 5 to 5.3% in wave 8; and,
- Communication skills and general knowledge vulnerability decreased from 14.0% in wave 5 to 11.1% in wave 8.

The short-term trends (from wave 7 to wave 8) by indicator

were:

- Social competence vulnerability increased slightly from 12.0% in wave 7 to 12.7% in wave 8,
- Emotional maturity vulnerability increased from 12.6% in wave 7 to 13.9% in wave 8,
- Physical health and well-being vulnerability decreased from 10.6% in wave 7 to 9.1% in wave 8,
- Language and cognitive development vulnerability decreased from 6.9% in wave 7 to 5.3% in wave 8,
- Communication skills & general knowledge vulnerability decreased from 13.2% in wave 7 to 11.1% in wave 8.

## **Middle Years Development Instrument (MDI)**

In 2022/2023, New Westminster Grade 5 students' self-reported data showed the following:

- Overall, 33% thriving (compared with 33% in BC)
- Medium-high well-being, 28% (compared with 28% in BC)
- Low well-being, 39% (compared with 39% in BC)

## **2021 Census Data**

Some highlights from the 2021 Census Data, for the community, show:

- The majority with a high school or post-secondary education
- A wide range in socio-economic status, and ethno-cultural

- diversity
- Over one third visible minority population

## COVID-19 Speaks Survey Results

The COVID-19 pandemic had a significant impact on the lives of everyone, including children, as various services and facilities shut down during different periods of 2020 and 2021 and social gatherings were restricted during different periods. Some of the impacts of the COVID-19 pandemic on families with children were captured in the COVID-19 Speaks Survey (from 2020) and the COVID-19 Speaks Survey 2 (from 2021) conducted by the BC Centre for Disease Control. Some of the data is available at the New Westminister level, while some was only available at the Fraser North (Burnaby, Maple Ridge/Pitt Meadows, New Westminister, Tri-Cities) level.

From the COVID-19 Speaks Survey 1 (May 2020):

- 81% of New Westminister children connected with their friends less than before the pandemic.
- 93% of New Westminister children had more screentime than before the pandemic.
- 76% of New Westminister children had impaired learning compared with before.
- 60% of New Westminister children had more stress compared with before the pandemic.

- 71% of New Westminster had their childcare options lost or removed because of the pandemic.
- 36.3% of Fraser North families with children had financial stress (current).
- 16.8% of Fraser North families with children had concerns for food security.
- 55.0% of Fraser North families with children had difficulties in accessing their family doctor.
- 12.8% of Fraser North families with children had difficulties in accessing counselling.

From the COVID-19 Speak Survey 2 (April and May 2021):

- 87.3% of Fraser North (Burnaby, New Westminster, Tri families with children connected with other children less often than before the pandemic.
- 90.8% of Fraser North families with children had fewer children's extracurricular activities than before the pandemic.
- 57.9% of Fraser North families with children were learning less than before the pandemic.
- 76.8% of Fraser North families with children were getting less exercise than before the pandemic.
- 79.2% of Fraser North families with children had more stress than before the pandemic; and,

- 93.1% of Fraser North families with children reported more screentime than before the pandemic.

## **Community Strategic Action Plan**

### **Vision:**

Healthy, happy, and resilient children and families engaged in an inclusive and supportive community.

### **Mission:**

To build community capacity that supports and promotes the health and well-being of children and their families. To collaboratively provide opportunities that support social-emotional competence and connectedness to family members, peers, and the community.

### **Goal 1:**

A committee that fosters partnerships and collaborative action in the community.

### **Goal 2:**

Ensure opportunities and support for children and families that promote healthy child development.

### **Goal 3:**

Encourage and strengthen family environments.

**Goal 4:**

Educate the broader community about the value of investing in healthy child development.

**Goals and Objectives**

**Goal #1: A committee that fosters partnerships and collaborative action in the community.**

**Priority – Collaboration**

| Objectives  | Activities   |
|---|--|
| <b>1.1</b> Coordination to address gaps, needs and overlap including in supporting families around food security and affordability. | Review gaps and needs in programming.                                |
| <b>1.2</b> Build cohesiveness and connection amongst KNW members.   | Collaborate with other networks.<br><br>Promote Pro D opportunities. |
| <b>1.3</b> KNW identifies steps that the committee can take towards Truth and Reconciliation.                                       | Increase the Indigenous voice at KNW.                                |



**Goal #2: Ensure opportunities and support for children and families that promote healthy child development.**

**Priority – Healthy Child Development**

| <b>Objectives</b>   | <b>Activities</b>   |
|---|---|
| <b>2.1</b> Promote KNW.   | Secure project specific funding to organize and hold community events that promote healthy child development. |
| <b>2.2</b> Promote programs and services for children and families. | Raise awareness about English language opportunities for families and children.                               |



**Goal #3: Encourage and strengthen family environments.**

**Priority – Families**

| <b>Objectives</b>  | <b>Activities</b>   |
|--|---|
| <p><b>3.1</b> Building awareness of programs, resources, and activities for families with 0-12 children.</p> | <p>Collaborate to develop family resource events.</p> <p>Develop outreach to vulnerable families or those not using services.</p> <p>Remove barriers to programs and services.</p> <p>Invite parents and other groups to participate in KNW activities.</p> |



**Goal #4: Educate the broader community about the value of investing in healthy child development.**

**Priority – Community**

| Objectives   | Activities  |
|--|---|
| <p><b>4.1</b> Continue to use and develop use of social media to promote KNW.</p>  | <p>Continue to get our information out to the community through our agencies.</p> <p>Continue maintaining the website and being active on social media – making ourselves known in the community.</p> |
| <p><b>4.2</b> Advocate for system wide changes to improve outcomes for all families and their children in the community.</p> | <p>Continue involvement in community events such as Newcomer Day</p>  |



## Appendix 1: Committee Membership

### Current members include:

- City of New Westminster:  
Climate Action, Planning and Development Department,  
Parks and Recreation, The New Westminster Public  
Library.
- Cameray Child and Family Services
- Family Services of Greater Vancouver
- Fraser Health Authority
- Lower Mainland Purpose Society
- Métis Nation British Columbia
- Ministry of Children and Family Development
- MOSAIC
- New Westminster Family Place
- New Westminster Schools
- New Westminster Welcome Centre
- Kinsight
- Spirit of the Children Society
- St Leonard's Youth and Family Services
- YMCA Child Care Resource and Referral
- Westminster Children's Afterschool Society (WCAS)

## Appendix 2: Key Local Partners

**New Westminister Public Partners Child Development Committee (NWPPCDC):** The NWPPCDC focuses on healthy childhood development (0-12). Members of this committee include representatives from the City of New Westminister, Parks, Culture and Recreation and Social Planning; Fraser Health; the Ministry of Children and Family Development; School District No. 40, New Westminister; and the United Way of the Lower Mainland.

**New Westminister Literacy Committee (NWLC):** In New Westminister, the Literacy New Westminister Committee supports the work of FSGV's Literacy Outreach Coordinator to build awareness for the importance of literacy and support in the development of literacy programs for children, youth, adults, seniors, families, and the general community.

**New Westminister WINS:** Welcoming and Inclusive New West (WINS) Local Immigration Partnership Council is a collaboration of local agencies, organizations and community members who work together to break down barriers, ease access to settlement-related services, promote social and economic equality, and develop opportunities for and with newcomers. WINS is funded by Immigration, Refugees and Citizenship Canada (IRCC). Membership is open to any interested organization or community member.

### Appendix 3: New Westminster: 2021 Census

|   |                  |   |                 |
|---|------------------|---|-----------------|
| <b>New Westminster population 2016-2021</b>   | 7,920<br>(11.2%) | <b>Population that could not speak English</b>  | 2,265<br>(2.9%) |
| <b>New Westminster population</b>   | 78,916           | <b>Non-Official Language mother tongues (first language spoken) (by at least 1,000+ speakers)</b> |                 |
| <b>Children (0-17 years old)</b>  | 11,650           | Tagalog   | 3,270           |
| Early years (0-5 years old)   | 4,250            | Mandarin  | 2,955           |
| Middle years (6-12 years old)   | 4,425            | Punjabi   | 2,815           |
| Teens (13-17 years old)   | 2,975            | Cantonese   | 2,645           |
| <b>Couples with children (any age of children, including adult children living at home)</b> | 8,465            | Spanish   | 1,890           |

|   |                   |  |                   |
|---|-------------------|--|-------------------|
| <b>Lone parent families (with children of any age, including adult children living at home)</b> | 2,945             | Korean   | 1,410             |
| <b>Female lone parent families</b>  | 2,400             | Portuguese   | 1,325             |
| <b>Male lone parent families</b>  | 545               | Russian  | 1,010             |
| <b>Median household income (before-tax)</b>   | \$82,000          | <b>Immigrants</b>                                  | 29,265<br>(37.5%) |
| <b>Low-income population (based on LIM-AT)</b>  | 7,900<br>(10.1%)  | <b>Recent immigrants (immigrated between 2016)</b> | 5,050<br>(6.5%)   |
| Low-income children (0–17-year-olds) (based on LIM-AT)  | 1,185<br>(10.1%)  | <b>Top five recent immigrant source countries</b>  |                   |
| Low-income early years children (0–5-year-olds) (based on LIM-AT)                               | 415<br>(9.8%)     | India  | 800               |
| <b>Moved within past 5 year</b>   | 35,195<br>(47.3%) | China  | 540               |
| <b>Indigenous Identity</b>  | 2,425<br>(3.1%)   | Philippines  | 445               |
| <b>Visible Minority</b>   | 36,550<br>(46.8%) | Brazil   | 385               |

|                             |                  |   |                   |
|-----------------------------|------------------|---|-------------------|
| South Asian                 | 8,105<br>(10.4%) | Eritrea   | 355               |
| Chinese                     | 8,530<br>(10.9%) |   |                   |
| Black                       | 2,695<br>(3.5%)  | <b>Children (0-14 years old) living in apartments</b>                                 | 4,580<br>(46.1%)  |
| Filipino                    | 6,775<br>(8.7%)  | <b>Adults (25-64 years old) with a post-secondary certificate, diploma, or degree</b> | 34,975<br>(71.9%) |
| Arab                        | 640<br>(0.8%)    |   |                   |
| Latin American              | 2,560<br>(3.3%)  |   |                   |
| Southeast Asian             | 1,290<br>(1.7%)  |   |                   |
| West Asian                  | 1,135<br>(1.5%)  |   |                   |
| Korean                      | 1,555<br>(2.0%)  |   |                   |
| Japanese                    | 990<br>(1.3%)    |   |                   |
| Visible minority, n.i.e.    | 640<br>(0.8%)    |   |                   |
| Multiple visible minorities | 1,635<br>(2.1%)  |   |                   |



## Glossary of Terms

### ECD

Early Childhood Development, the development of children from birth to age 6 based on 5 developmental domains, including: physical health and well-being; social competence; emotional maturity; language and cognitive development, and communication skills and general knowledge.

### EDI

Early Development Index, developed by Dr. Dan Offord and Dr. Magdalena Janus at the Offord Centre for Child Studies at McMaster University, is a research questionnaire completed by kindergarten teachers for each child in their class that measures the school readiness of kindergarten children. EDI data is interpreted at the neighborhood, community, district, and provincial level.

### HMI

New Westminster was one of 6 communities in BC to participate in the first pilot of the Heart-Mind Index with the Dalai Lama Centre for Peace and Education and HELP. Currently, HELP is embarking on a validity testing of the HMI as a population health tool.

## HELP

Human Early Learning Partnership, a collaborative, interdisciplinary, research network based at the University of British Columbia. The research explores how different environments and experiences contribute to inequalities in children's development.

## Investment

A contribution of resources (e.g., time, talent, money, knowledge) with the expectation of direct or mutual benefit/result.

## MCFD

Ministry of Children and Family Development, the provincial government ministry with primary responsibility for children and families in B.C.

## MDI

Middle Years Development Instrument, a Grade 4 child self-report survey that gathers information from children on their social and emotional development; physical health and well-being; relationships and connectedness with: parents, school and neighborhood adults, and peers; school experiences; and how they spend their time during the after-school hours. The MDI research shows that children's well-being increases with the

number of assets present in their lives with regards to positive relationships with adults and peers, nutrition and sleep, a sense of school belonging, and after school activities.

## UWLM

United Way of the Lower Mainland, a local branch of the United Way of Canada, UWLM provides financial support to community agencies to enhance the life of their citizens.

## Vulnerable

A child who is, based on EDI scores, developmentally behind where we would like them to be. Vulnerability in the early years is a predictor of how children will do in the long term.



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