

CHEQ



THE CHILDHOOD EXPERIENCES QUESTIONNAIRE

BC SUMMARY REPORT 2020



INTRODUCTION TO THE CHEQ

WHAT IS THE CHILDHOOD EXPERIENCES QUESTIONNAIRE (CHEQ)?

The CHEQ is a questionnaire used to gather information on children's experiences in their early environments prior to Kindergarten. The questionnaire focuses on experiences in specific areas of development that are strongly linked to children's health and well-being, education and social outcomes. The information from the CHEQ helps us understand variability in children's early experiences so that educators, school districts and communities can provide better support and services to children and families.

WHY DO EARLY EXPERIENCES MATTER?

Development during the first years of life is highly influenced by a young child's experiences in their home and community. Research has shown that nurturing environments promote healthy child development. While good nutrition, shelter and protection are some of the basic aspects of nurturing environments; young children also need to spend their time in environments that include support from parents/caregivers and other adults. They need opportunities to explore their world, to play and to learn how to interact with others. These experiences help to build a strong foundation for healthy development over time.

WHY WAS THE CHEQ DEVELOPED?

Life-long health and well-being are a consequence of multiple determinants within the many intersecting environments in which children grow. Research shows that there is great variability in children's development by age 5, which present both risks and protective factors that influence developmental outcomes. To better understand this variability, a team of researchers at the University of British Columbia's Human Early Learning Partnership, in collaboration with educators, parents/caregivers and community stakeholders from across British Columbia, developed the CHEQ to measure the experiences of children prior to Kindergarten. Information collected using the CHEQ is both comprehensive and actionable, and can be used to ensure that children have the opportunities and experiences they need to learn and grow.

CHEQ DEVELOPMENTAL AREAS AND EXPERIENCES

The five key developmental areas in the CHEQ are:

Developmental Areas	Experiences	Description
 Physical Health & Well-Being	Health	Overall health, visits with health care professionals, use of supports and programs
	Nutrition & Sleep	Eating breakfast, meals with family, foods consumed, sleep and related challenges
	Motor Skills & Experiences	Different types of physical activity and outdoor play
 Language & Cognition	Language & Cognition	Activities such as reading, pretend play, drawing, counting and more
 Social & Emotional Experiences	Peer Experiences	Interactions with peers and friends
	Talking about Emotions	Talking about social experiences and emotions with parents/caregivers
	Screen Time	Use of electronic devices such as computers, tablets and TVs
 Early Learning & Care	Early Learning & Care	Experiences in a non-parental care arrangement and/or preschool
 Community & Context	General Activities	Participation in community activities
	Neighbourhood Experiences	Parents/caregivers' perception of their neighbourhood safety and social support
	Demographics	The child's and family's birth place, ethnicity and language(s) spoken

BEFORE YOU GET STARTED

A NOTE ABOUT INTERPRETATION OF CHEQ DATA

CHEQ data included in this report were collected from public schools in the seven participating BC school districts. In total, 1,945 parents/caregivers completed a CHEQ between September and October of 2020, representing 55% of families with children attending Kindergarten.

Please interpret these data with care as not all parents/caregivers in each district completed the CHEQ and the data may not be representative of the whole parent/caregiver population. There may be certain groups of parents/caregivers whose responses are missing from these reports and their experiences may not be represented.

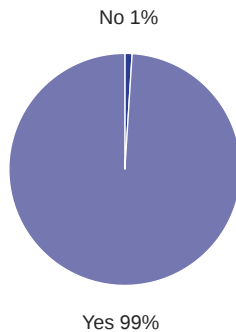


55% of Kindergarten students in participating districts have a completed CHEQ

GENERAL INFORMATION

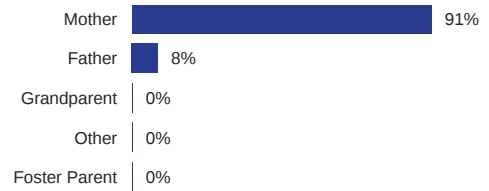
Did the person completing the CHEQ know the child well enough to answer questions about their childhood experiences over the last few years?

ANSWERED: 1917



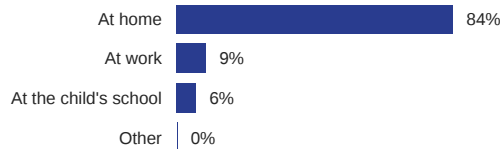
Who filled out this survey?

ANSWERED: 1908



Where is the survey being completed?

ANSWERED: 1907

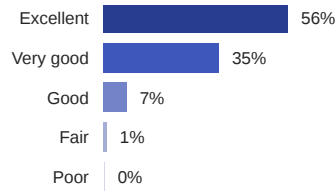


PHYSICAL HEALTH & WELL-BEING



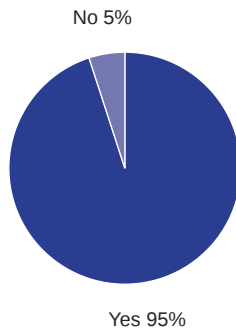
Child's overall health in the last year

ANSWERED: 1911



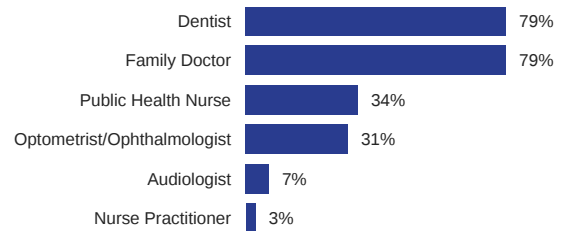
Did the child visit a health care professional in the last year?

ANSWERED: 1870



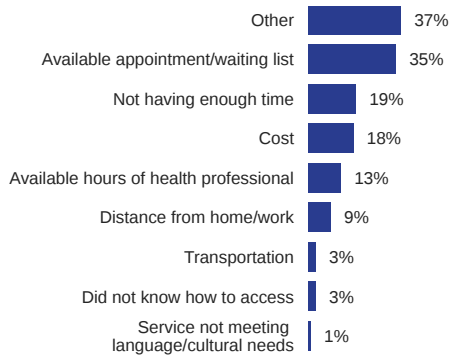
Type of health care professional visited

ANSWERED: 1777



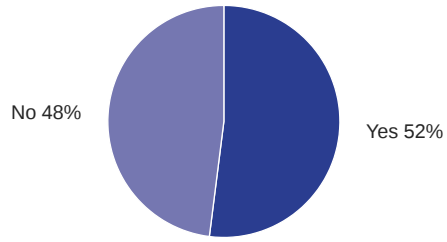
Barriers to seeing health care professionals

ANSWERED: 221



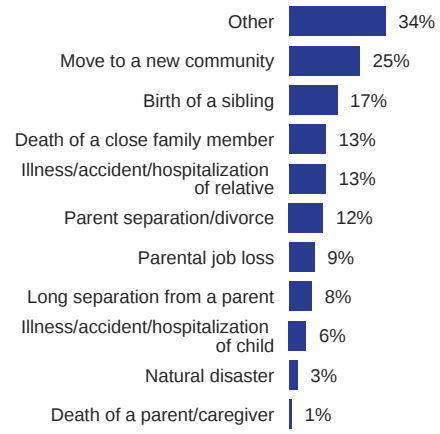
Did the child experience any stressful events in the past year?

ANSWERED: 1713



Type of stressful event

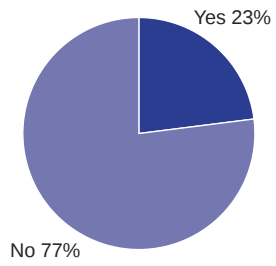
ANSWERED: 899



Did the child or family use any programs or supports between the ages of...

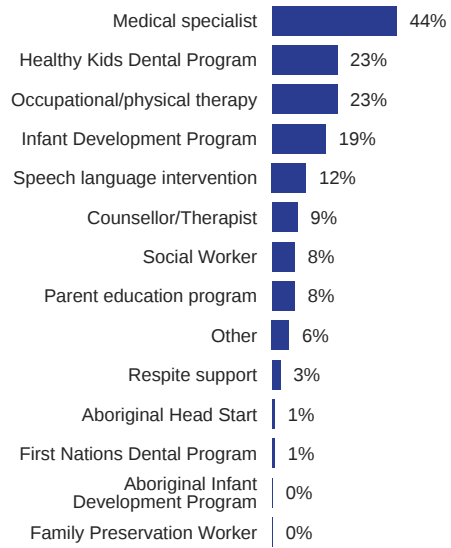
0 and 12 months

ANSWERED: 1798



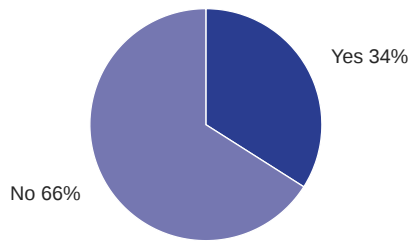
Types of programs or supports used

ANSWERED: 421



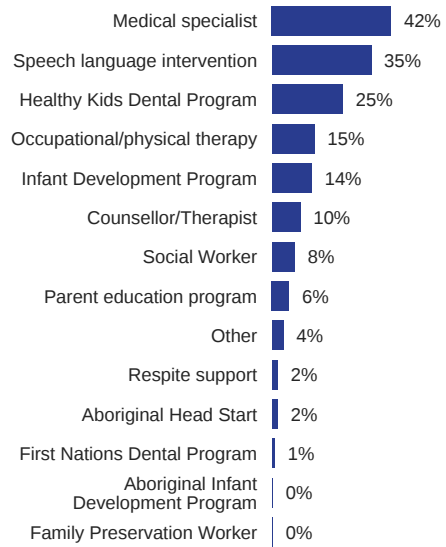
13 months to under 3 years

ANSWERED: 1800



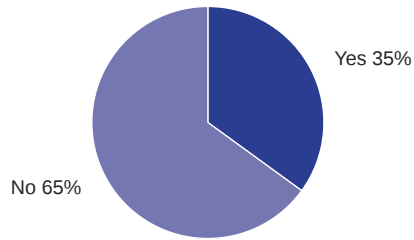
Types of programs or supports used

ANSWERED: 609



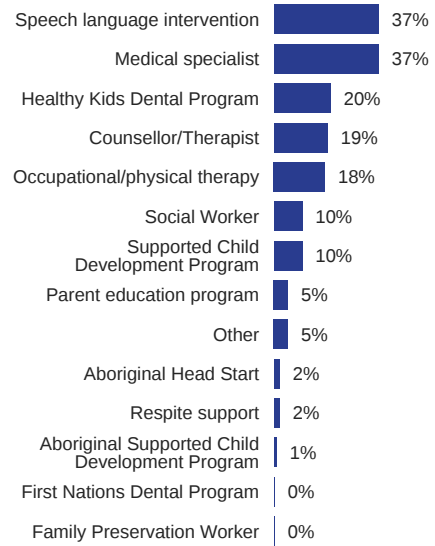
3 years to Kindergarten

ANSWERED: 1804



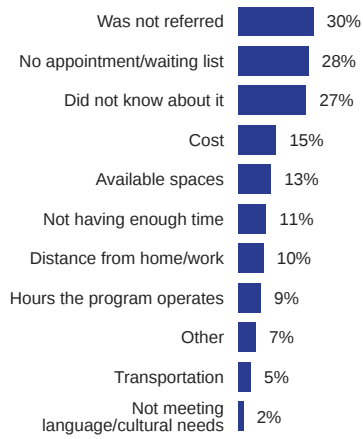
Types of programs or supports used

ANSWERED: 640



Barriers to using these types of programs or supports

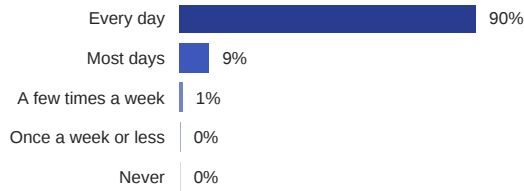
ANSWERED: 484





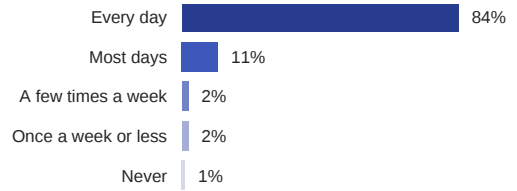
Frequency the child ate breakfast in the last 6 months

ANSWERED: 1873



Frequency the child ate a meal with another family member in the last 6 months

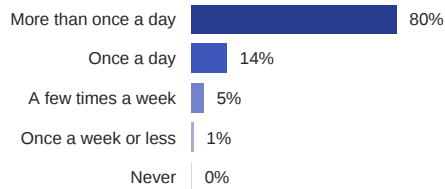
ANSWERED: 1862



Frequency the child consumed the following foods or beverages over the last 6 months:

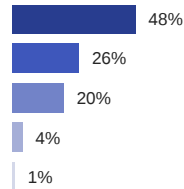
Vegetables and fruits

ANSWERED: 1875



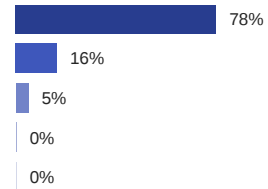
Whole grain foods

ANSWERED: 1870



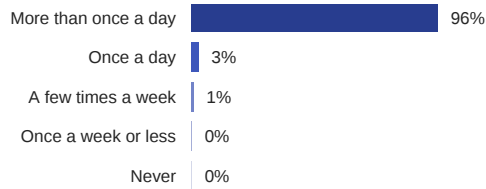
Protein foods

ANSWERED: 1870



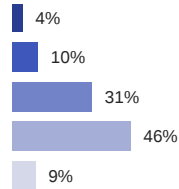
Water

ANSWERED: 1863



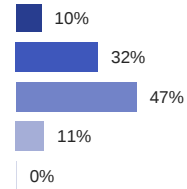
Sugary drinks

ANSWERED: 1865



Sugary or salty snacks

ANSWERED: 1871

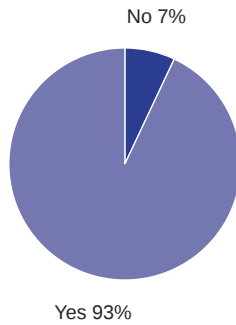


SLEEP



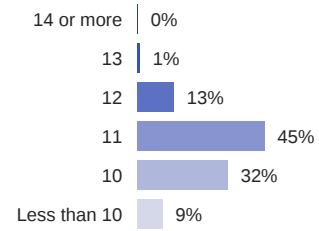
Does the child have a regular bedtime?

ANSWERED: 1859



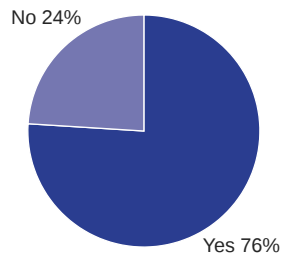
Number of hours the child usually sleeps in a 24 hour period

ANSWERED: 1859



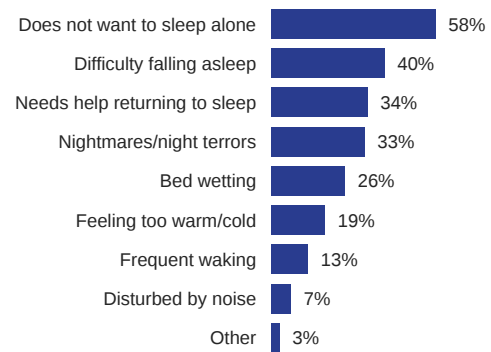
Does the child face challenges when sleeping at night?

ANSWERED: 1837



Challenges faced by the child when sleeping at night

ANSWERED: 1391

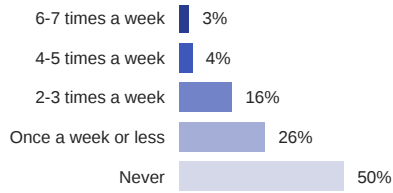


MOTOR SKILLS & EXPERIENCES



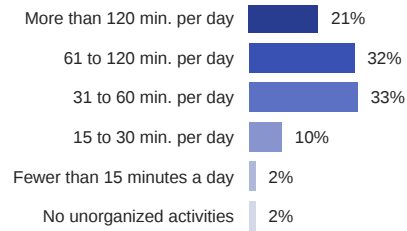
Times per week the child took part in energetic physical activity while participating in organized activities over the last 6 months

ANSWERED: 1852



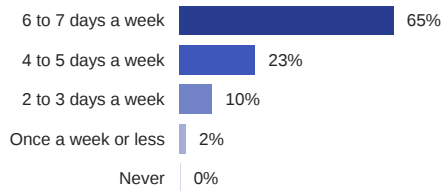
Minutes per day (on average) the child took part in energetic physical activity while participating in unorganized activities over the last 6 months

ANSWERED: 1832



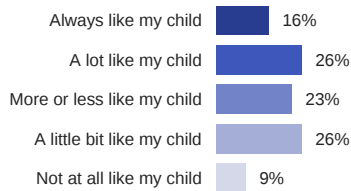
Days per week the child played outdoors over the last 6 months

ANSWERED: 1854



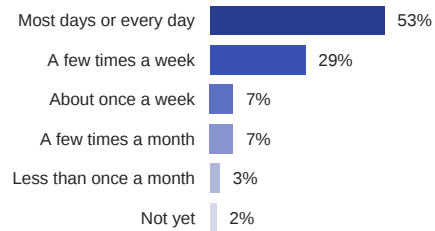
Degree to which the child likes to take risks while playing outside

ANSWERED: 1841



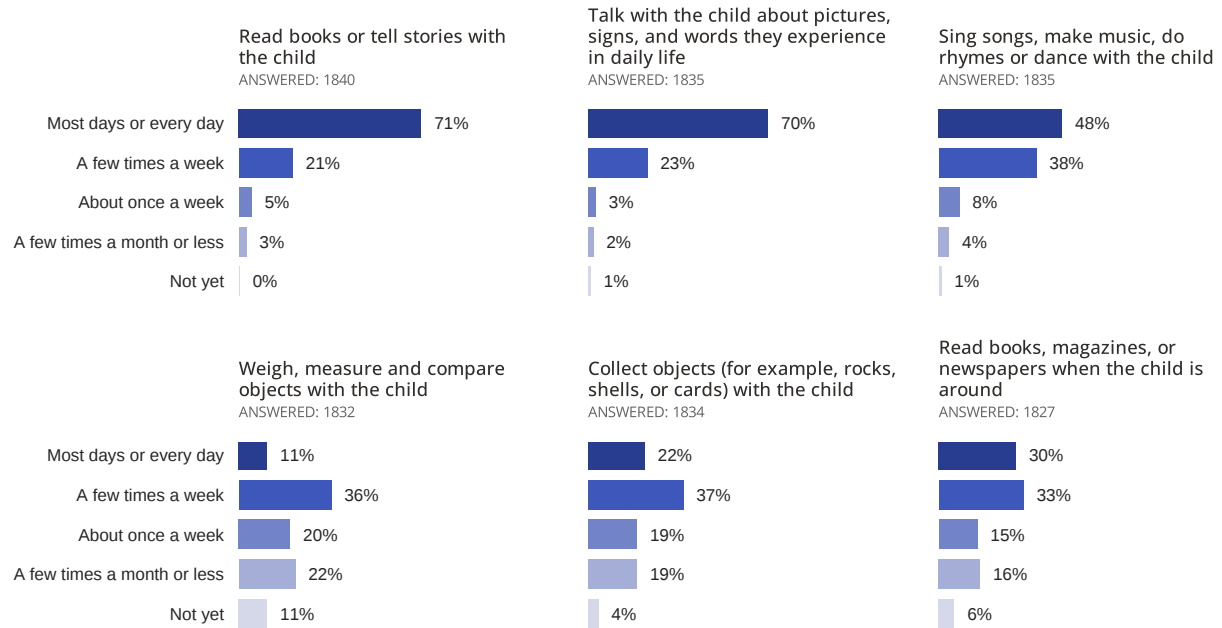
Frequency the child has had the chance to take risks while playing outside over the last 6 months

ANSWERED: 1830

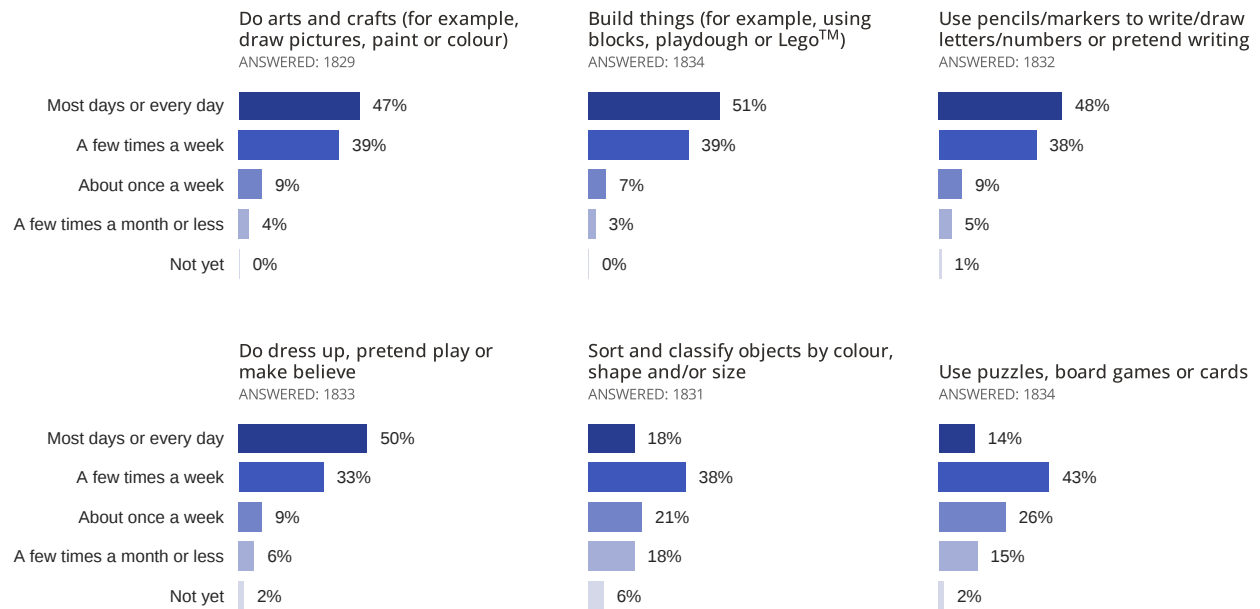




In the last 6 months, how often did the parent/caregiver or another important person in the child's life:



In the last 6 months, how often did the child:



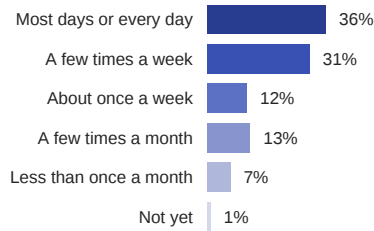
SOCIAL & EMOTIONAL EXPERIENCES



For the following questions, we asked the parent/caregiver to think about the last 6 months...

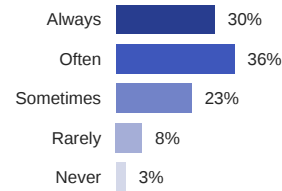
How often the child was around children other than their siblings

ANSWERED: 1796



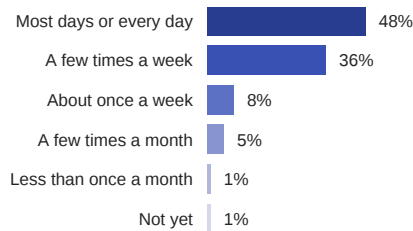
How often the child had a close friendship with another child around the same age

ANSWERED: 1793



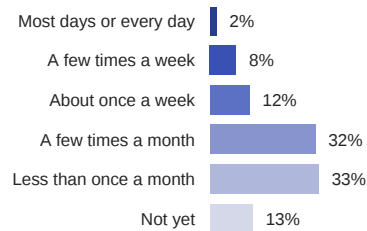
How often the parent/caregiver involved the child in household chores

ANSWERED: 1795



How often the parent/caregiver did something with the child to help others

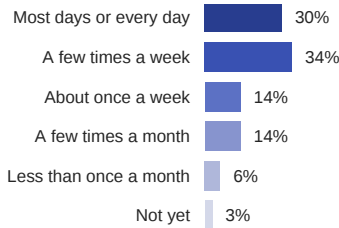
ANSWERED: 1794



How often the parent/caregiver had the chance to talk with the child about:

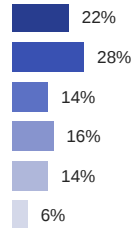
The child's positive interactions with other children

ANSWERED: 1795



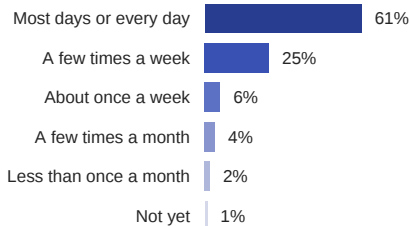
The child's negative interactions with other children

ANSWERED: 1792



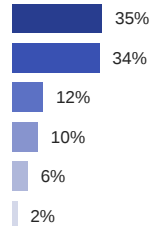
The child's emotions or feelings

ANSWERED: 1786



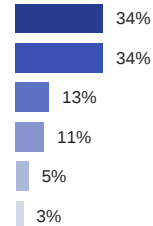
Parent's/caregiver's emotions or feelings

ANSWERED: 1790



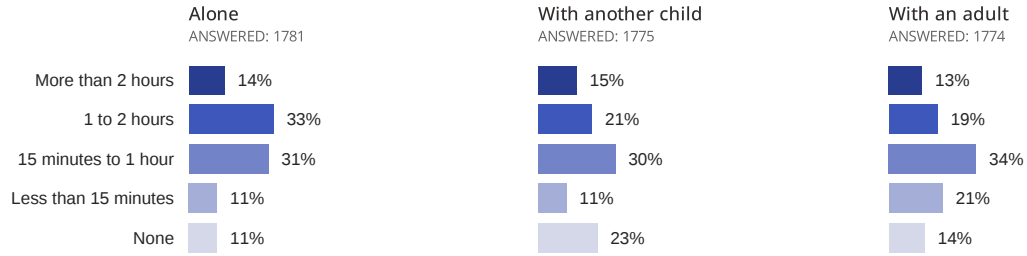
Others' emotions or feelings

ANSWERED: 1791



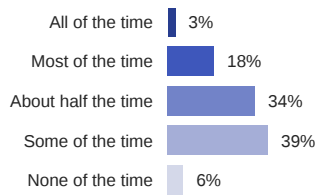


How much time per day the child used an electronic device in general:



How much time per day the child used an electronic device specifically for educational purposes

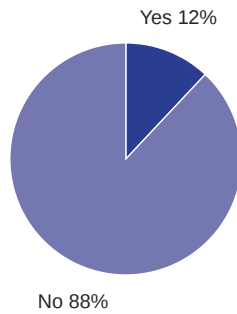
ANSWERED: 1777





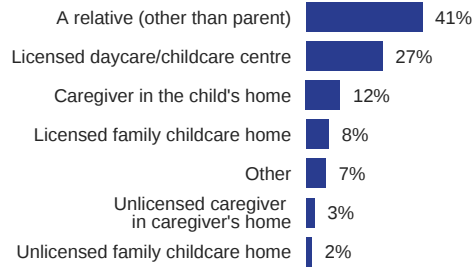
Was the child in a childcare arrangement other than parental care between 0 and 12 months?

ANSWERED: 1767



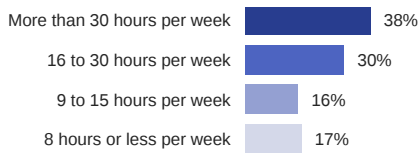
Type of childcare arrangement between 0 and 12 months

ANSWERED: 211



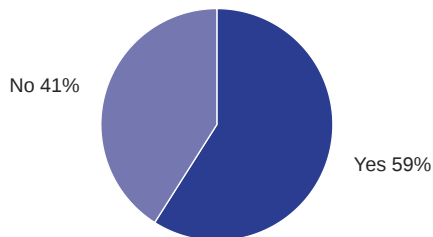
Number of hours in childcare arrangement between 0 and 12 months

ANSWERED: 210



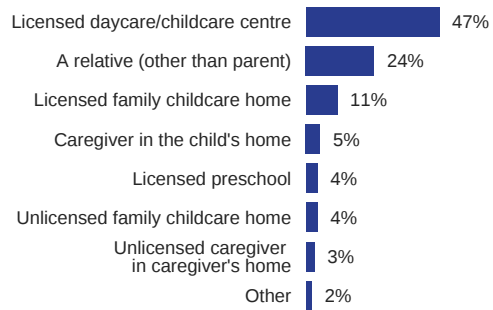
Was the child in a childcare arrangement other than parental care between 13 months and 3 years?

ANSWERED: 1764



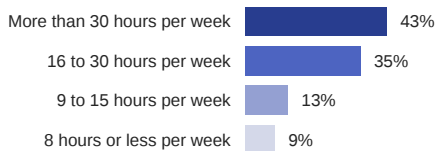
Type of childcare arrangement between 13 months and 3 years

ANSWERED: 1039



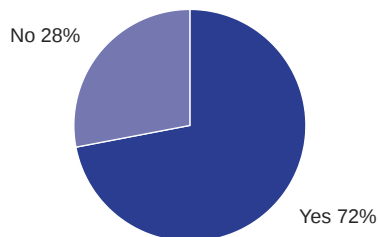
Number of hours in childcare arrangement between 13 months and 3 years

ANSWERED: 1034



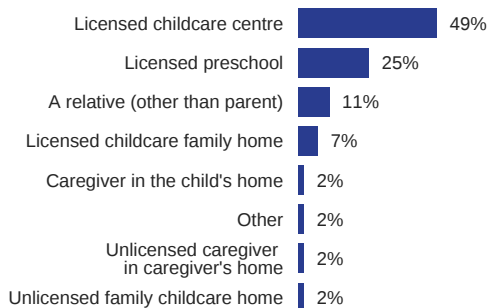
Was the child in a childcare arrangement other than parental care between 3 years and Kindergarten?

ANSWERED: 1768



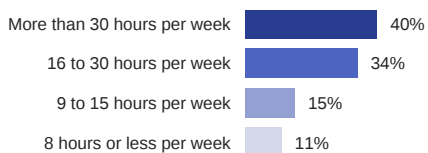
Type of childcare arrangement between 3 years and Kindergarten

ANSWERED: 1280

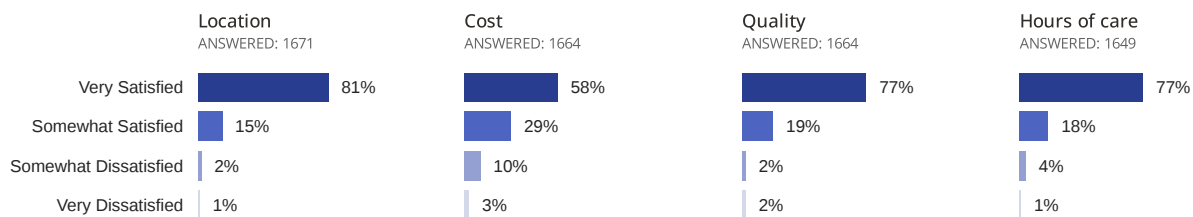


Number of hours in childcare arrangement between 3 years and Kindergarten

ANSWERED: 1274

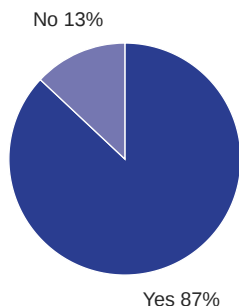


Satisfaction with child's most recent main childcare arrangement:



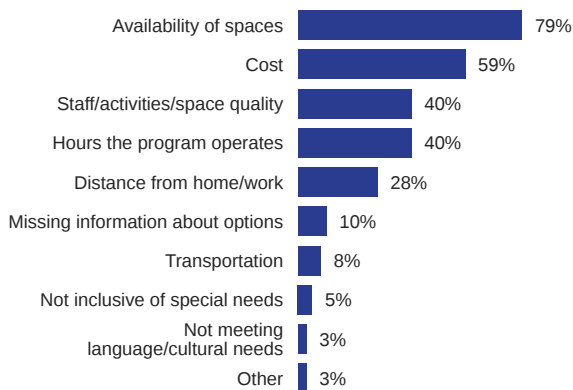
Barriers for early learning and childcare arrangements

ANSWERED: 1459



Type of early learning and childcare barrier

ANSWERED: 1266



GENERAL ACTIVITIES



How often the child participated in/used community activities/resources:

From 0 to 12 months

	Never %	Once a month or less %	A few times a month %	Once a week %	A few times a week or more %
Sports programs	63	10	11	11	6
Arts, music or drama programs	64	11	10	12	3
Cultural activities programs	77	14	5	3	1
Story Time program	44	18	17	15	6
StrongStart program	55	13	13	8	12
Local Neighbourhood House	80	6	6	4	3
Public library	37	21	24	14	5
Aboriginal Family Drop-in	99	1	0	0	0
Family Resource Centre	88	5	4	2	1
Faith-based program	88	2	2	5	2
Park/playground	5	5	18	21	51
Local community/recreation centre	32	16	21	20	13
Other activity	62	4	8	13	13

From 13 months to under 3 years

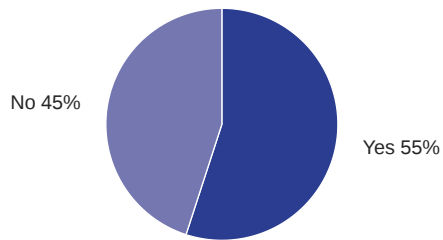
	Never %	Once a month or less %	A few times a month %	Once a week %	A few times a week or more %
Sports programs	32	11	16	29	11
Arts, music or drama programs	55	12	12	17	4
Cultural activities programs	76	12	6	4	1
Story Time program	44	17	17	16	5
StrongStart program	47	12	15	11	15
Local Neighbourhood House	77	5	8	5	5
Public library	25	21	28	19	7
Aboriginal Family Drop-in	98	1	0	1	0
Family Resource Centre	89	5	3	2	1
Faith-based program	87	3	2	6	2
Park/playground	2	1	10	20	67
Local community/recreation centre	26	12	23	22	16
Other activity	66	4	5	12	14

From 3 years to Kindergarten

	Never %	Once a month or less %	A few times a month %	Once a week %	A few times a week or more %
Sports programs	22	9	14	32	23
Arts, music or drama programs	56	13	10	17	5
Cultural activities programs	77	12	5	4	2
Story Time program	55	13	14	12	5
StrongStart program	56	11	11	10	12
Local Neighbourhood House	78	4	7	5	5
Public library	26	20	27	19	7
Aboriginal Family Drop-in	98	1	1	1	0
Family Resource Centre	91	4	3	2	1
Faith-based program	87	3	3	6	2
Park/playground	2	1	9	17	71
Local community/recreation centre	27	12	20	23	18
Other activity	57	5	4	11	22

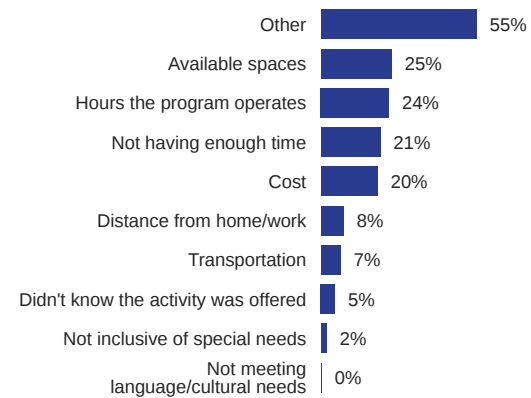
Were there any local activities the parent/caregiver wanted to do with the child but couldn't?

ANSWERED: 1182



Barriers to participation

ANSWERED: 647

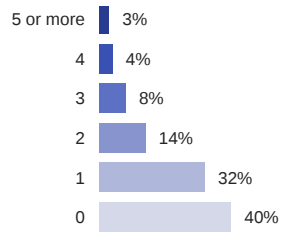


NEIGHBOURHOOD EXPERIENCES



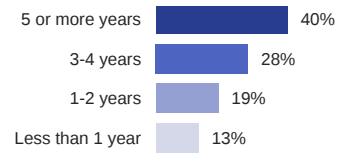
Number of times the child has moved homes in the last 5 years

ANSWERED: 1594



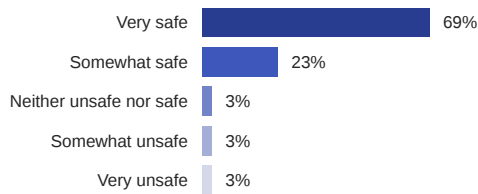
Length of time the child has lived in their current neighbourhood

ANSWERED: 1722



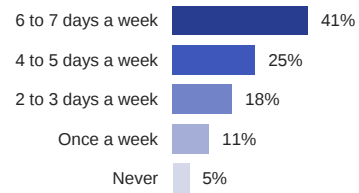
Degree to which parks in the child's neighbourhood are safe

ANSWERED: 1715



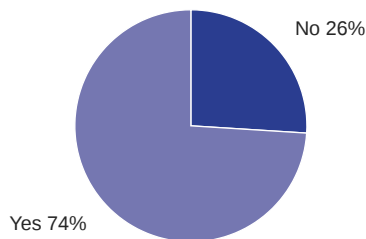
How often the child played outside in their neighbourhood (on average) in the past 6 months

ANSWERED: 1716



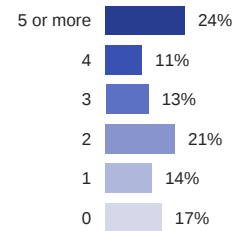
Can neighbours be counted on to look out for children in the parents/caregiver's neighbourhood?

ANSWERED: 1710



Number of people the parent/caregiver can depend on in their neighbourhood

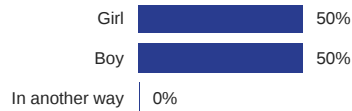
ANSWERED: 1693



DEMOGRAPHICS

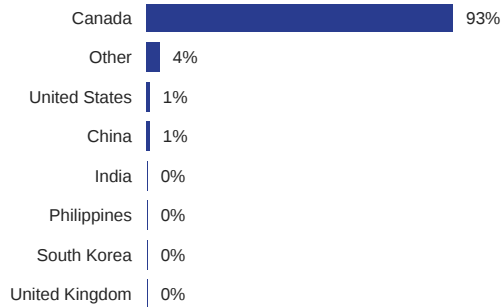
The child would describe themselves as

ANSWERED: 1723



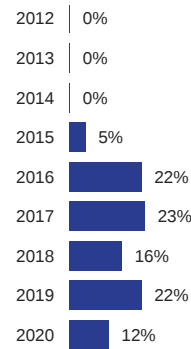
Country in which the child was born

ANSWERED: 1714



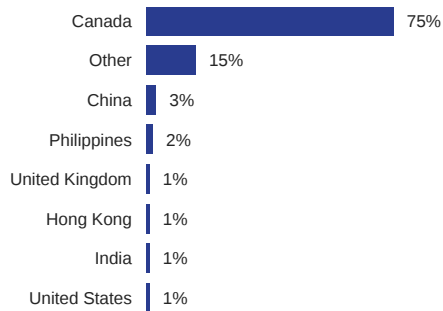
If the child was born outside of Canada, year they moved to Canada

ANSWERED: 115



Country in which the parent/caregiver was born

ANSWERED: 1705



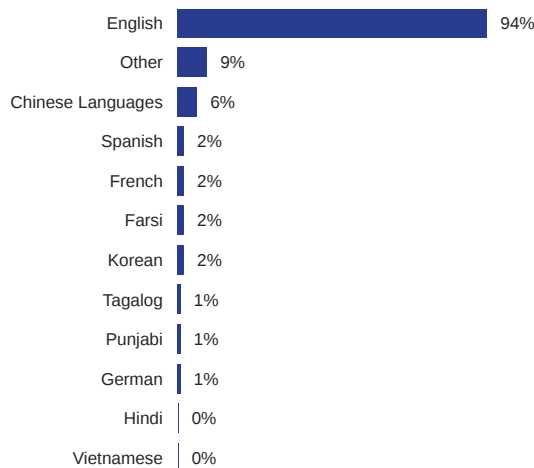
If the parent/caregiver was born outside of Canada, year they moved to Canada

ANSWERED: 427



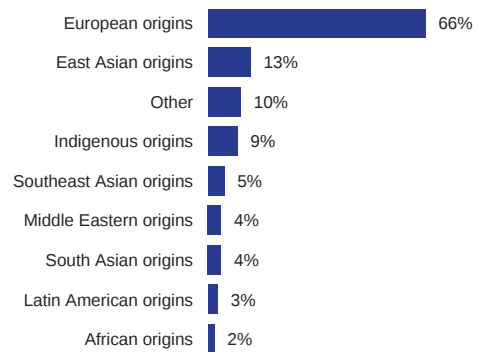
Child's first language(s)

ANSWERED: 1718



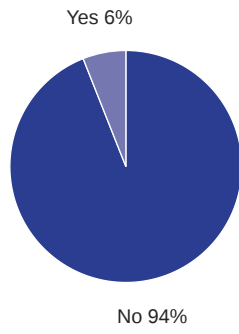
Family ethnicity

ANSWERED: 1603



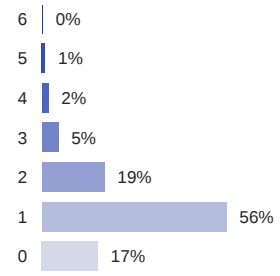
Does the child currently live in more than one home?

ANSWERED: 1714



Child's number of siblings

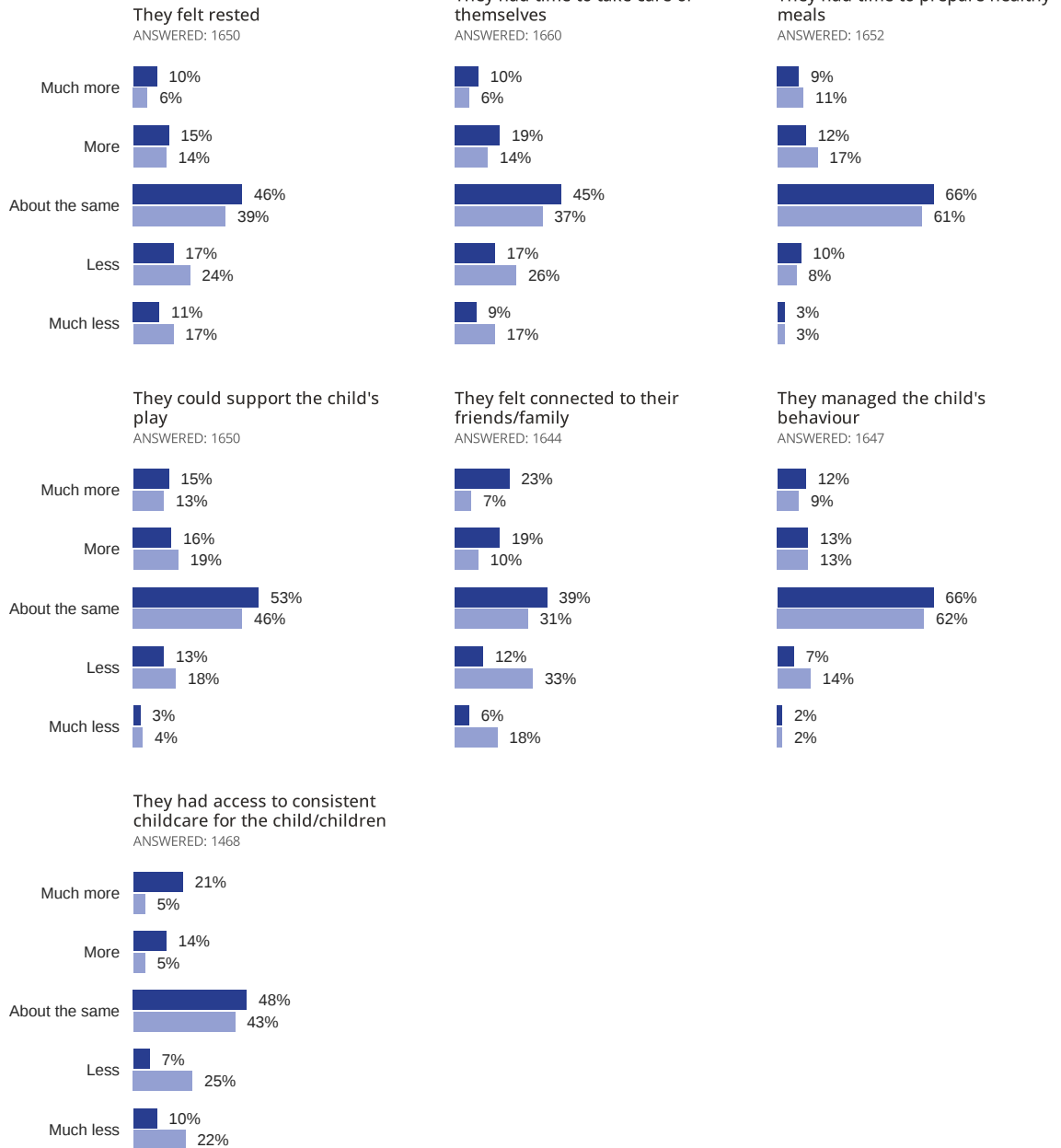
ANSWERED: 1714



COVID-19 PANDEMIC

How the following routines/activities changed for the parent/caregiver:

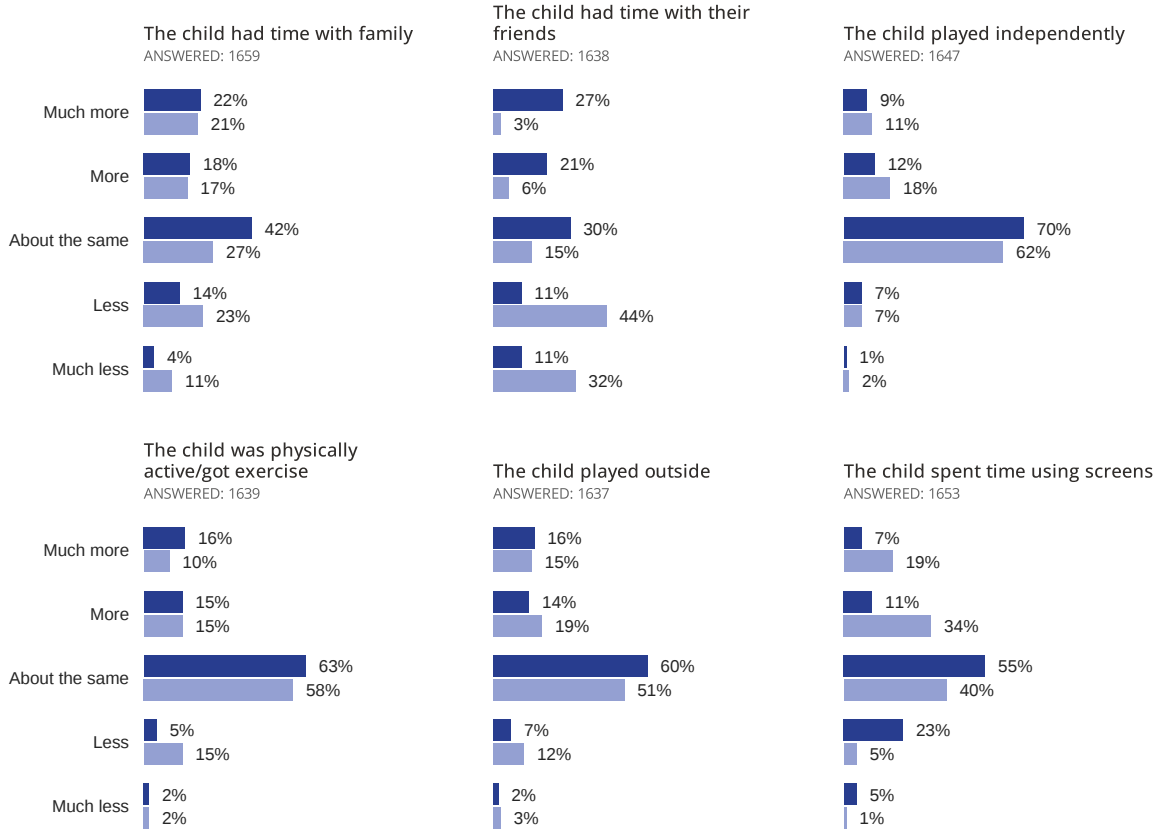
■ pre-pandemic to April
 ■ April to now



How the following routines/activities changed for the child:

pre-pandemic to April

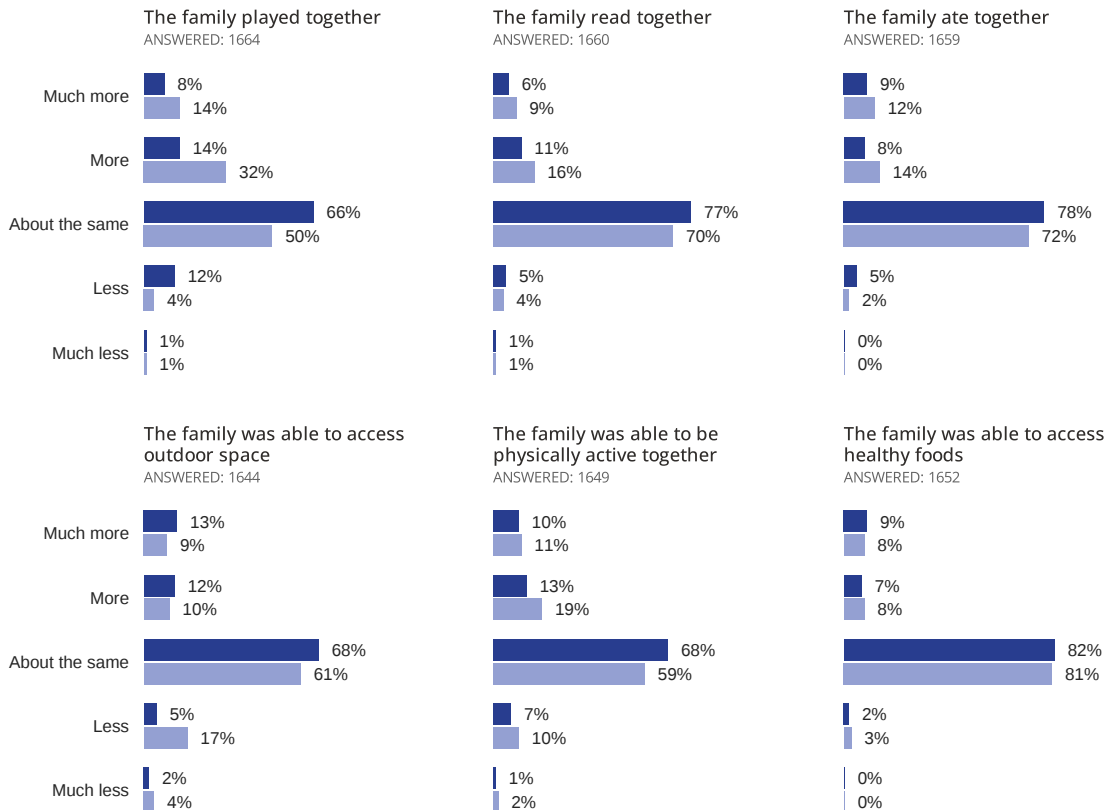
April to now



How the following routines/activities changed for the family:

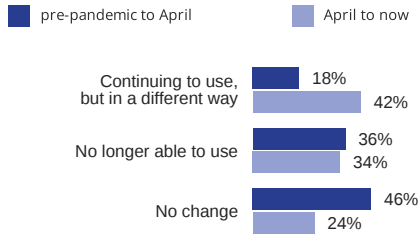
pre-pandemic to April

April to now



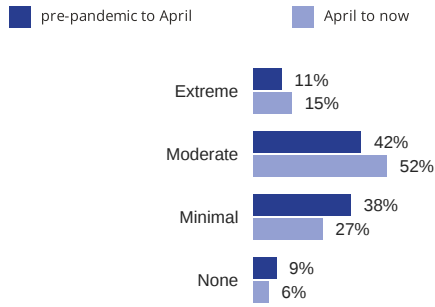
How the child's use of services/supports changed

ANSWERED: 1027



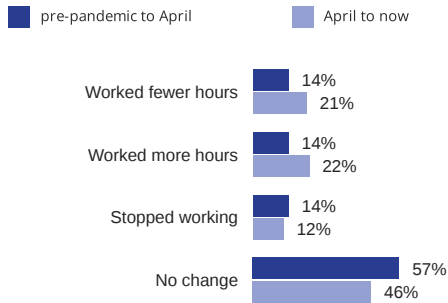
The degree of change in the parent's/caregiver's level of stress

ANSWERED: 1664



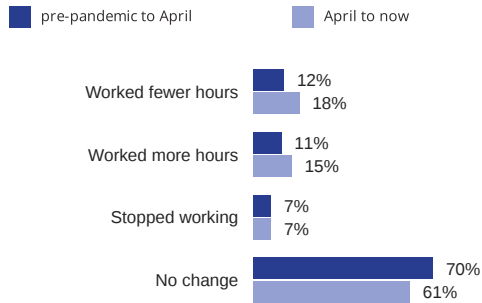
Changes to the parent's/caregiver's job status or number of work hours per week

ANSWERED: 1303



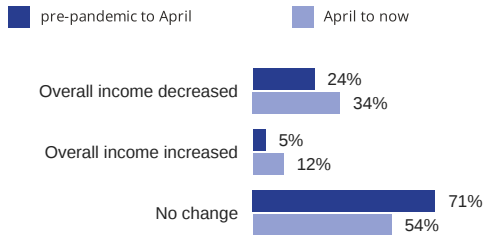
Changes to the job status or number of work hours per week for the second parent/caregiver living with the child

ANSWERED: 1329

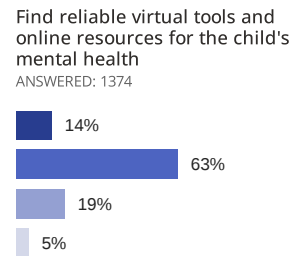
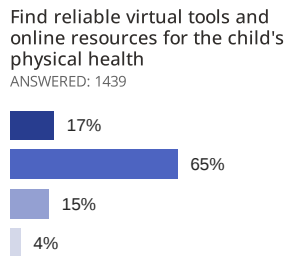
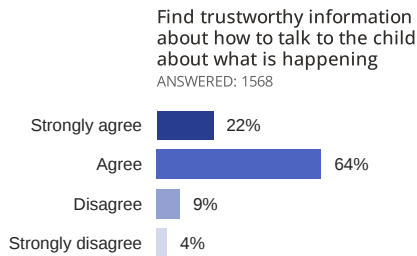


Changes in overall family income

ANSWERED: 1654



During this time of the COVID-19 pandemic, how much the parent/caregiver agrees that they could do the following if they wanted or needed to:



USING YOUR CHEQ REPORTS

CHEQ data can be used in a number of ways to support children and families in schools, districts and neighbourhoods. It is recommended that you consider CHEQ data on its own, as a summary of the early experiences and environments of current Kindergarten students, as well as alongside complementary data and information such as the Early Development Instrument (EDI), education data, community knowledge and expertise, and information on local services and programs.

CHEQ data are a catalyst for important conversations and improved decision making. We encourage you to:

- Look through the Report Table of Contents and choose sections that are interesting or valuable to you.
- Mark any questions that stand out for you in these sections.
- Mark any results that you expected or didn't expect to see.
- Dig deeper. Look to the questions that you felt were interesting and the results that you expected and didn't expect and ask yourself some key questions:
 - Which data do you have influence over?
 - What can you do about this?
 - Which data align with your school's priorities and goals?
 - Which data align with current school, district or community initiatives?
 - Are there resources at the school district level or school level that would provide support for your ideas?
 - Are there areas where you can build on strengths in your school or community?
 - Are there areas of concern?

Remember you don't have to do this alone:

Once you are familiar with your CHEQ data, start to bring others in to the conversation. The goal is to identify where the CHEQ provides the most valuable information for you.

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