

CHEQ



THE CHILDHOOD EXPERIENCES QUESTIONNAIRE

# BC SUMMARY REPORT 2021



# 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   |
|---|----------------------------|---|
|  <b>Physical Health &amp; Well-Being</b>   | 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                               |
|  <b>Language &amp; Cognition</b>           | Language & Cognition       | Activities such as reading, pretend play, weaving, drawing, counting and more       |
|  <b>Social &amp; Emotional Experiences</b> | 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                        |
|  <b>Early Learning &amp; Care</b>        | Early Learning & Care      | Experiences in a non-parental care arrangement and/or preschool                     |
|  <b>Community &amp; Context</b>          | 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 nineteen participating BC school districts. In total, 5113 parents/caregivers completed a CHEQ between September and October of 2021, representing 30% 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.

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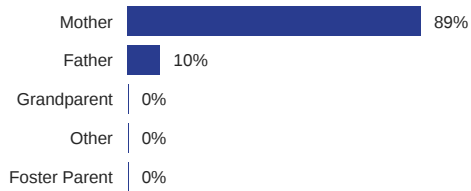
 **30% of kindergarten students in participating districts have a completed CHEQ**  
**5113/17285**

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# GENERAL INFORMATION

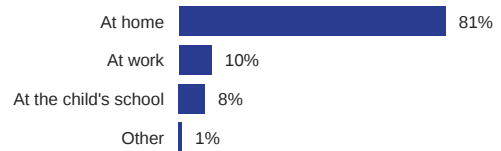
## Who filled out this survey?

ANSWERED: 4893



## Where is the survey being completed?

ANSWERED: 5085

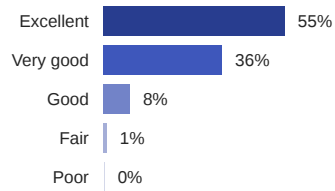


# PHYSICAL HEALTH & WELL-BEING



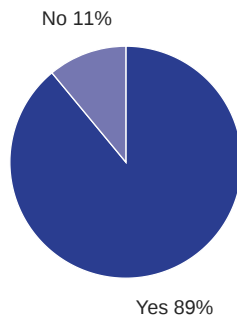
## Child's overall health in the last year

ANSWERED: 5002



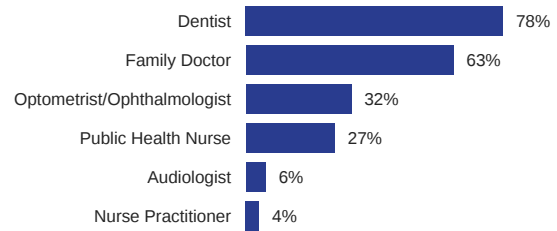
## Did the child visit a health care professional in the last year?

ANSWERED: 4926



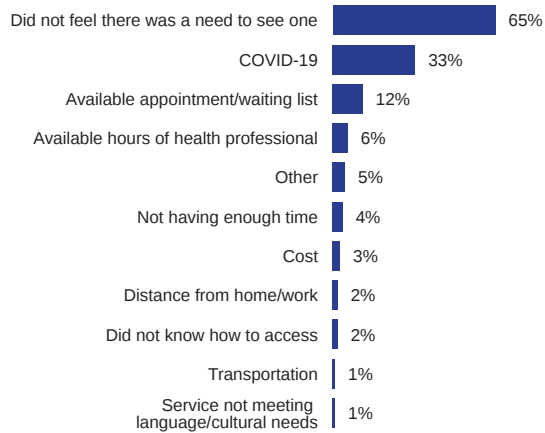
## Type of health care professional visited

ANSWERED: 4380



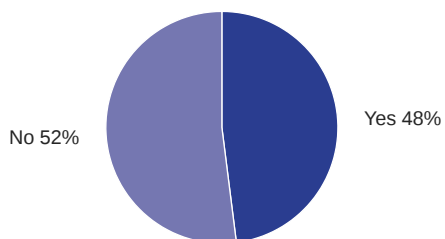
## Barriers to seeing health care professionals

ANSWERED: 1916



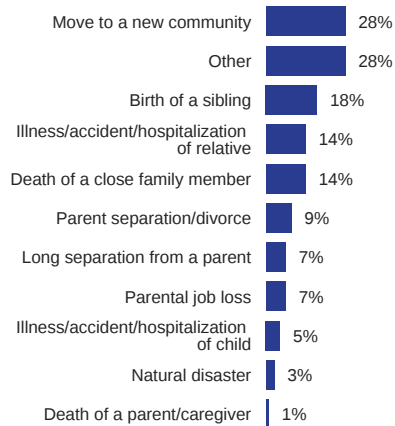
### Did the child experience any stressful events in the past year?

ANSWERED: 4506



### Type of stressful event

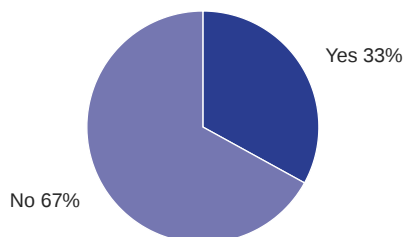
ANSWERED: 2148



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

#### 3 years to kindergarten

ANSWERED: 4848



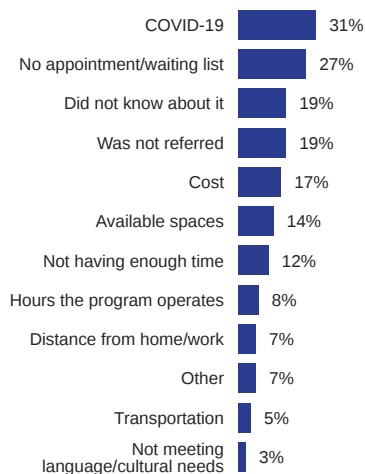
### Types of programs or supports used

ANSWERED: 1595



### Barriers to using these types of programs or supports

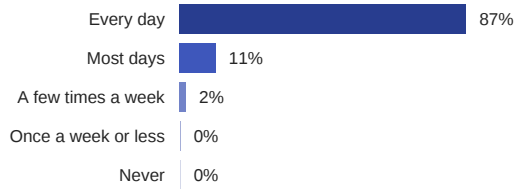
ANSWERED: 1100





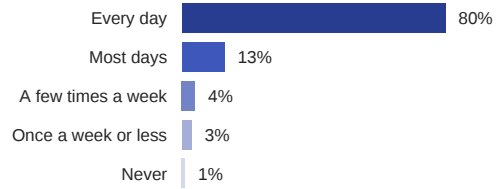
## Frequency the child ate breakfast in the last 6 months

ANSWERED: 4940



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

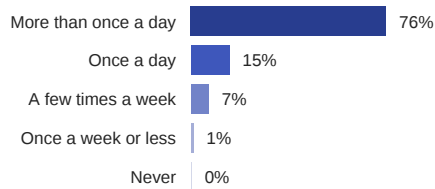
ANSWERED: 4915



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

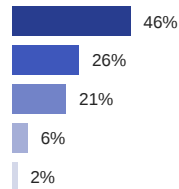
### Vegetables and fruits

ANSWERED: 4931



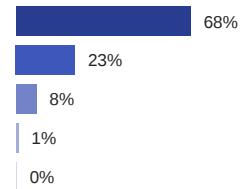
### Whole grain foods

ANSWERED: 4917



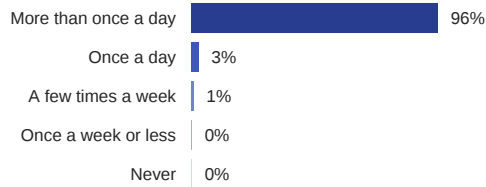
### Protein foods

ANSWERED: 4915



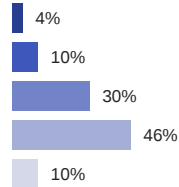
### Water

ANSWERED: 4911



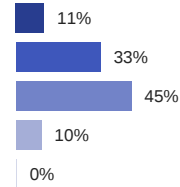
### Sugary drinks

ANSWERED: 4912



### Sugary or salty snacks

ANSWERED: 4919

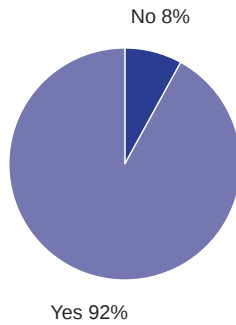


# SLEEP



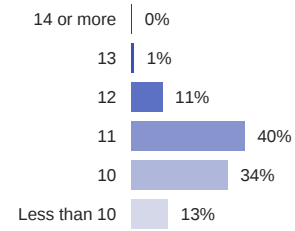
## Does the child have a regular bedtime?

ANSWERED: 4584



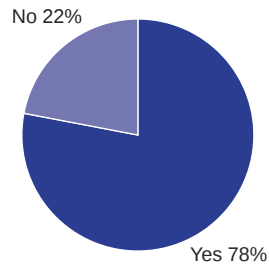
## Number of hours the child usually sleeps in a 24 hour period

ANSWERED: 4811



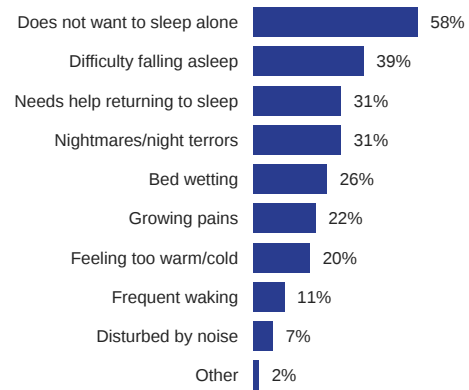
## Does the child face challenges when sleeping at night?

ANSWERED: 4833



## Challenges faced by the child when sleeping at night

ANSWERED: 3747



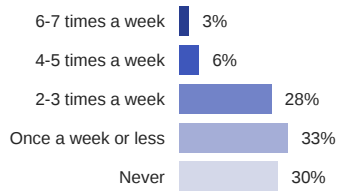


# MOTOR SKILLS & EXPERIENCES



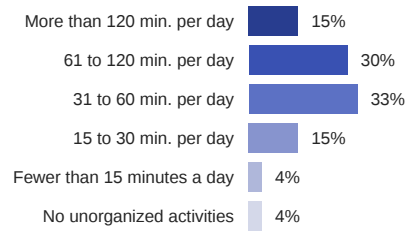
## Times per week the child took part in energetic physical activity while participating in organized activities over the last 6 months

ANSWERED: 4867



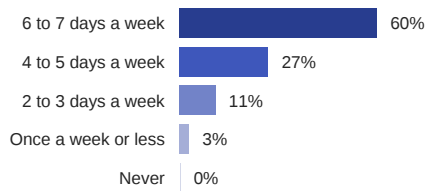
## Minutes per day (on average) the child took part in energetic physical activity while participating in unorganized activities over the last 6 months

ANSWERED: 4798



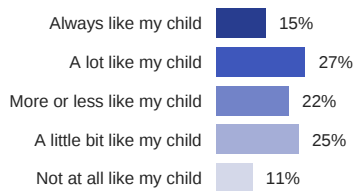
## Days per week the child played outdoors over the last 6 months

ANSWERED: 4870



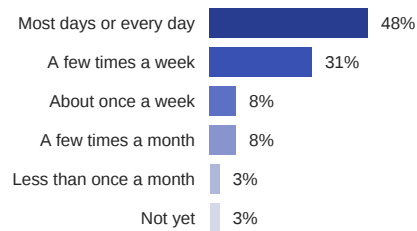
## Degree to which the child likes to take risks while playing outside

ANSWERED: 4841



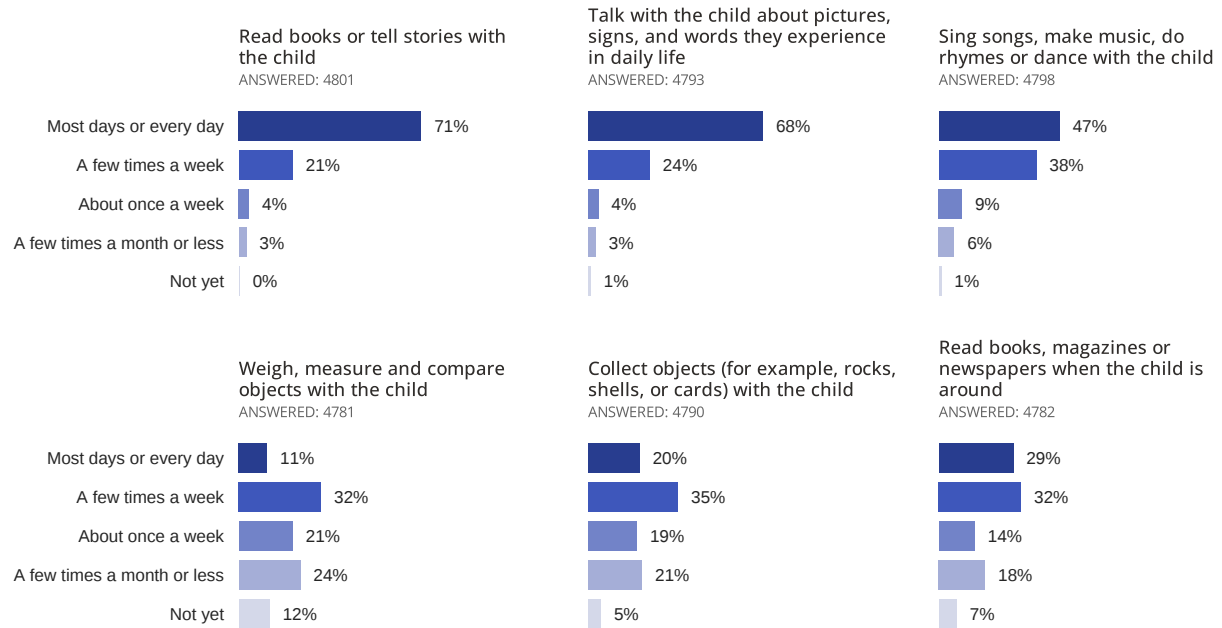
## Frequency the child has had the chance to take risks while playing outside over the last 6 months

ANSWERED: 4825

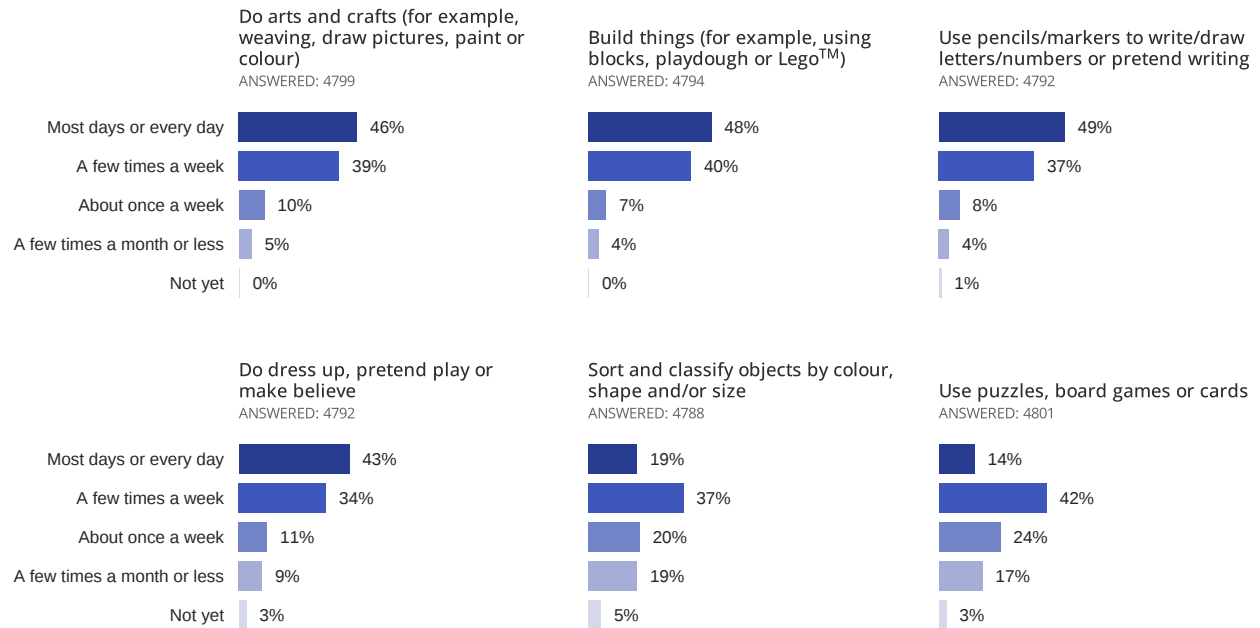




## In the last 6 months, how often did the parent/caregiver or another important person in the child's life:



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



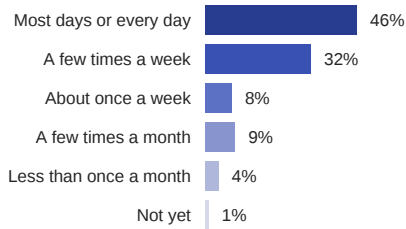
# SOCIAL & EMOTIONAL EXPERIENCES



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

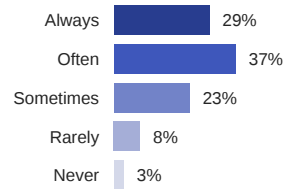
## How often the child was around children other than their siblings

ANSWERED: 4720



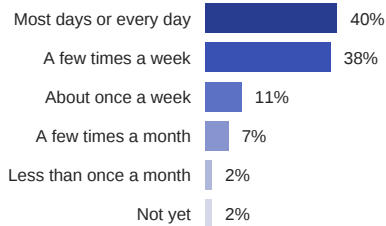
## How often the child had a close friendship with another child around the same age

ANSWERED: 4713



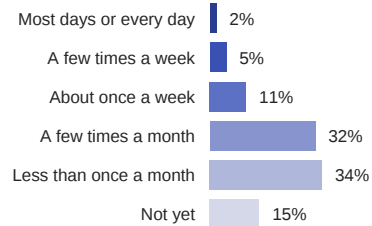
## How often the parent/caregiver involved the child in household chores

ANSWERED: 4705

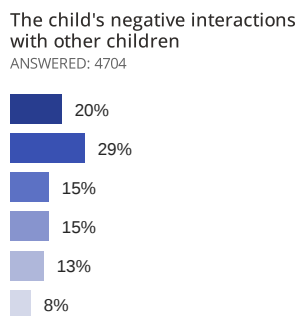
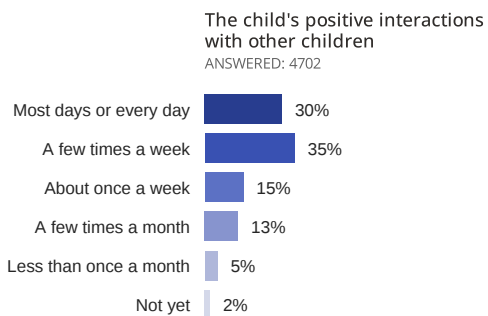
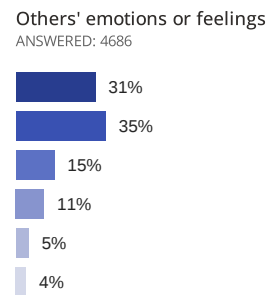
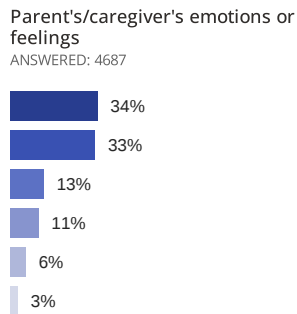
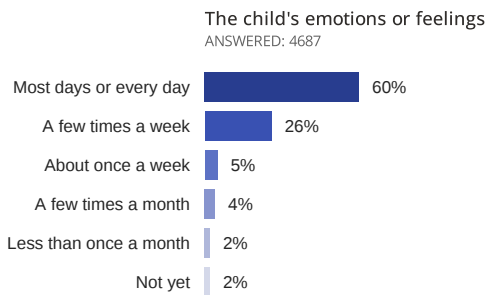


## How often the parent/caregiver did something with the child to help others

ANSWERED: 4704

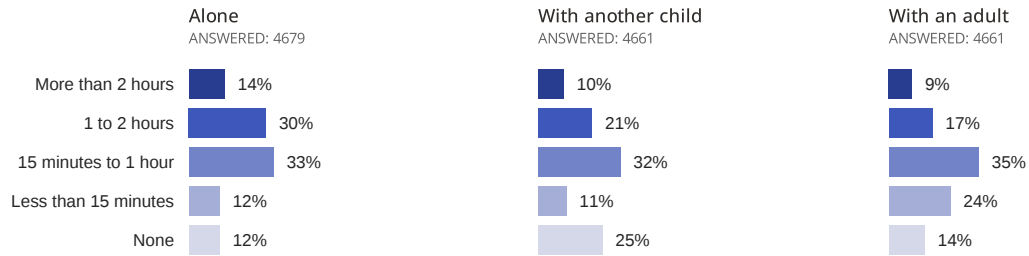


## How often the parent/caregiver had the chance to talk with the child about:



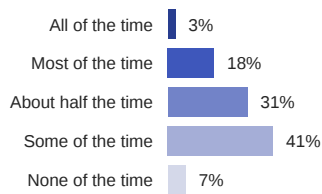


## How much time per day the child used an electronic device in general:



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

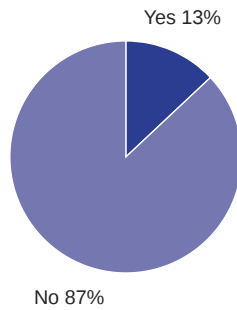
ANSWERED: 4672





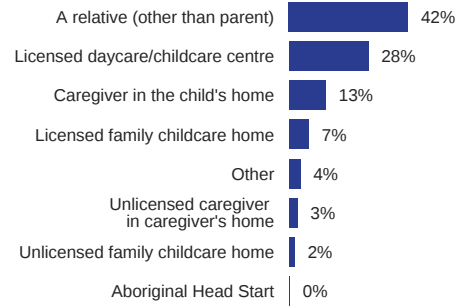
## Was the child in a childcare arrangement other than parental care between 0 and 12 months?

ANSWERED: 4616



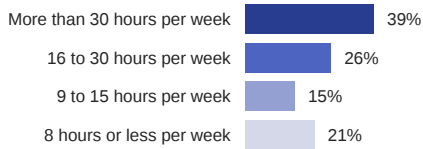
## Type of childcare arrangement between 0 and 12 months

ANSWERED: 594



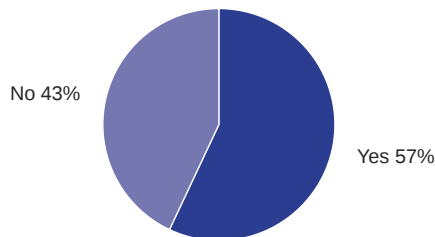
## Number of hours in childcare arrangement between 0 and 12 months

ANSWERED: 582



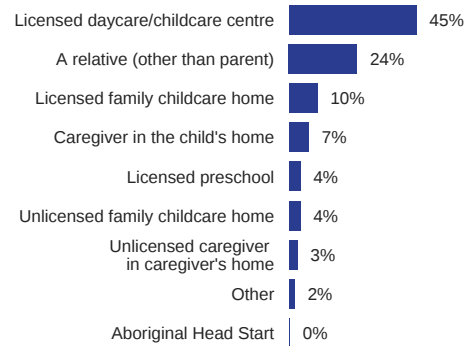
## Was the child in a childcare arrangement other than parental care between 13 months and 3 years?

ANSWERED: 4611



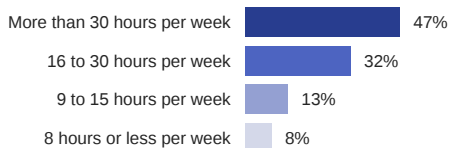
## Type of childcare arrangement between 13 months and 3 years

ANSWERED: 2617



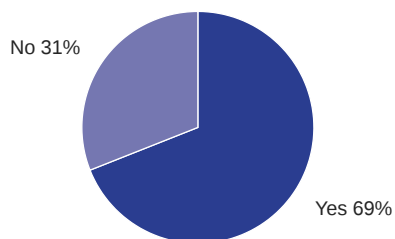
## Number of hours in childcare arrangement between 13 months and 3 years

ANSWERED: 2603



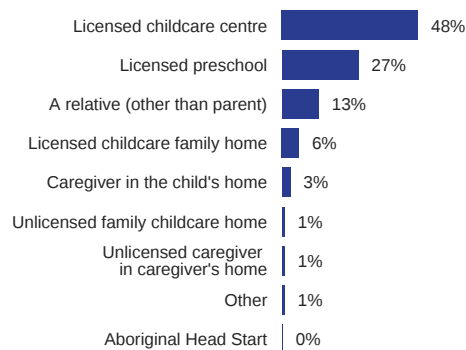
### Was the child in a childcare arrangement other than parental care between 3 years and kindergarten?

ANSWERED: 4642



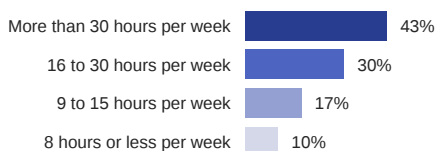
### Type of childcare arrangement between 3 years and kindergarten

ANSWERED: 3193

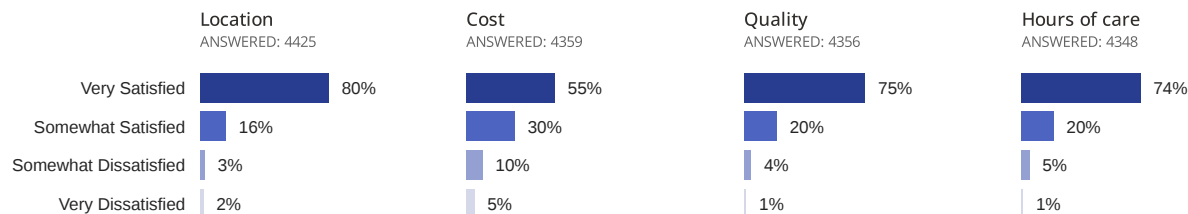


### Number of hours in childcare arrangement between 3 years and kindergarten

ANSWERED: 3177

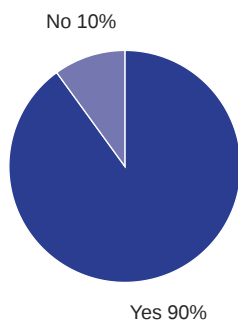


### Satisfaction with child's most recent main childcare arrangement:



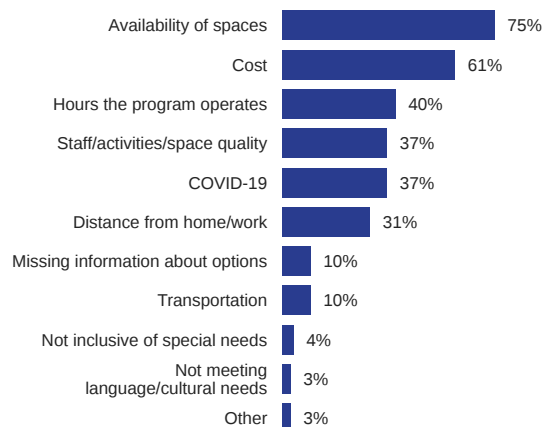
### Barriers for early learning and childcare arrangements

ANSWERED: 3934



### Type of early learning and childcare barrier

ANSWERED: 3544



# GENERAL ACTIVITIES



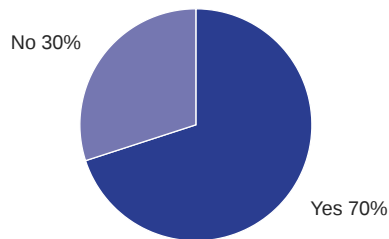
How often the child participated in/used community activities/resources:

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                                       | 24      | 16                     | 19                    | 27            | 14                           |
| Arts, music or drama programs                         | 67      | 12                     | 7                     | 11            | 3                            |
| Cultural activities programs                          | 74      | 17                     | 6                     | 2             | 1                            |
| Story Time program                                    | 63      | 18                     | 10                    | 6             | 4                            |
| StrongStart program                                   | 65      | 13                     | 10                    | 6             | 6                            |
| Local Neighbourhood House                             | 80      | 7                      | 6                     | 3             | 4                            |
| Public library  | 31      | 30                     | 24                    | 12            | 4                            |
| Aboriginal Family Drop-in                             | 98      | 1                      | 1                     | 0             | 0                            |
| Family Resource Centre (i.e., Family Drop-in program) | 86      | 7                      | 4                     | 2             | 1                            |
| Faith-based program                                   | 87      | 3                      | 3                     | 6             | 1                            |
| Park/playground                                       | 1       | 2                      | 12                    | 15            | 71                           |
| Local community/recreation centre                     | 33      | 22                     | 21                    | 14            | 11                           |
| Other activity  | 38      | 11                     | 16                    | 13            | 22                           |

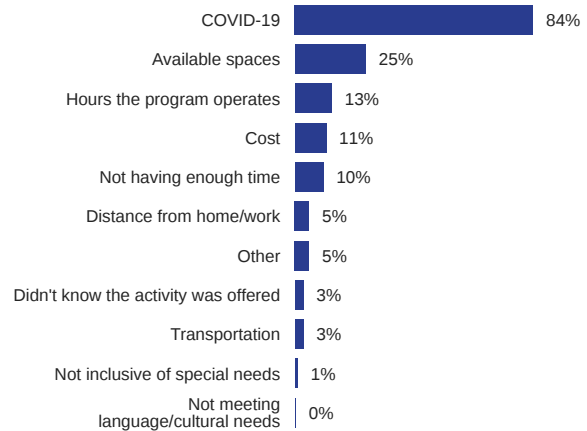
Were there any local activities the parent/caregiver wanted to do with the child but couldn't?

ANSWERED: 4563



Barriers to participation

ANSWERED: 3189

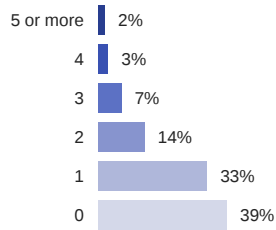


# NEIGHBOURHOOD EXPERIENCES



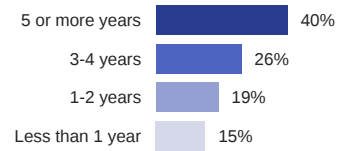
## Number of times the child has moved homes in the last 5 years

ANSWERED: 4236



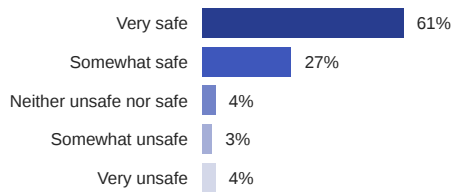
## Length of time the child has lived in their current neighbourhood

ANSWERED: 4555



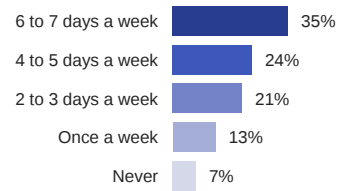
## Degree to which parks in the child's neighbourhood are safe

ANSWERED: 4577



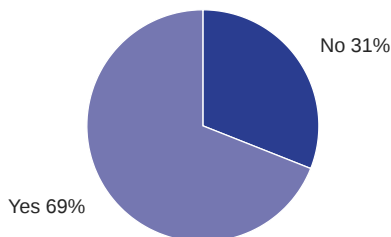
## How often the child played outside in their neighbourhood (on average) in the past 6 months

ANSWERED: 4572



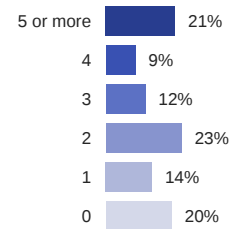
## Can neighbours be counted on to look out for children in the parents/caregiver's neighbourhood?

ANSWERED: 4552



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

ANSWERED: 4541

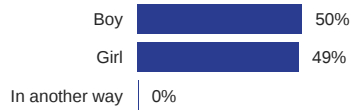




# DEMOGRAPHICS

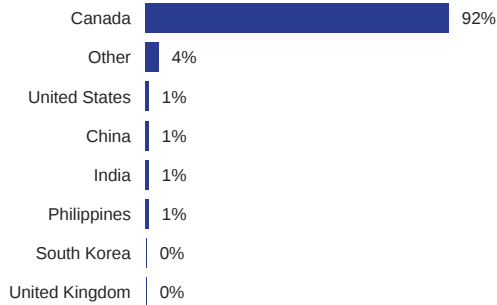
## The child would describe themselves as

ANSWERED: 4540



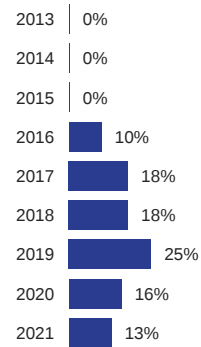
## Country in which the child was born

ANSWERED: 4573



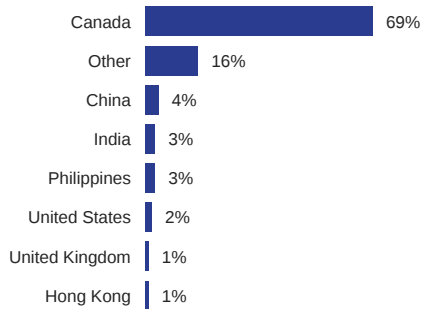
## If the child was born outside of Canada, year they moved to Canada

ANSWERED: 370



## Country in which the parent/caregiver was born

ANSWERED: 4502



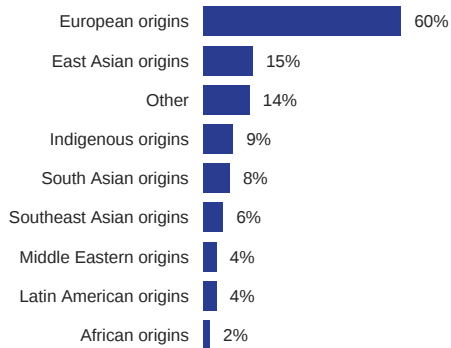
## If the parent/caregiver was born outside of Canada, year they moved to Canada

ANSWERED: 1324



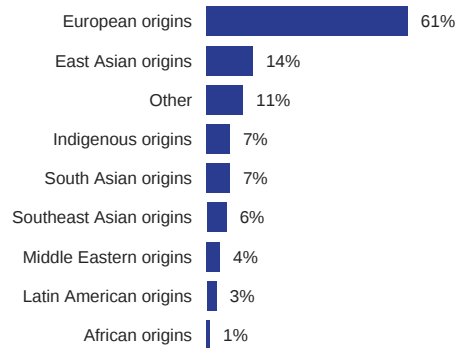
## Child ethnicity

ANSWERED: 4368



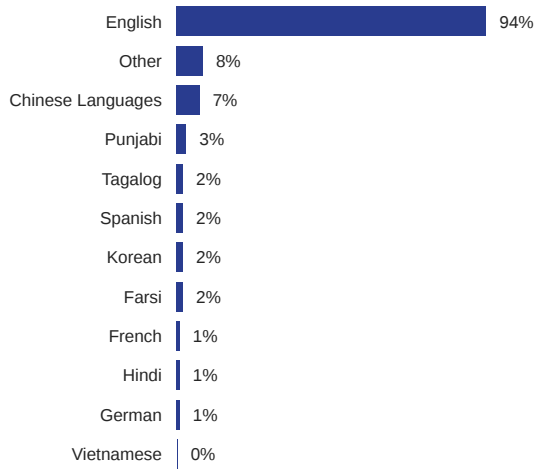
## Family ethnicity

ANSWERED: 4369



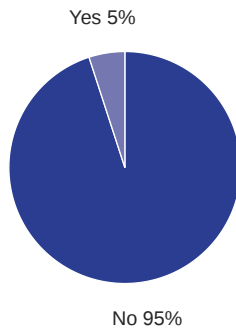
### Child's first language(s)

ANSWERED: 4555



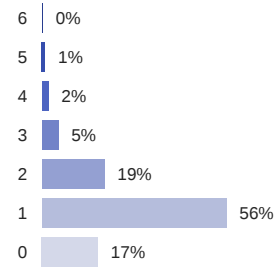
### Does the child currently live in more than one home?

ANSWERED: 4543



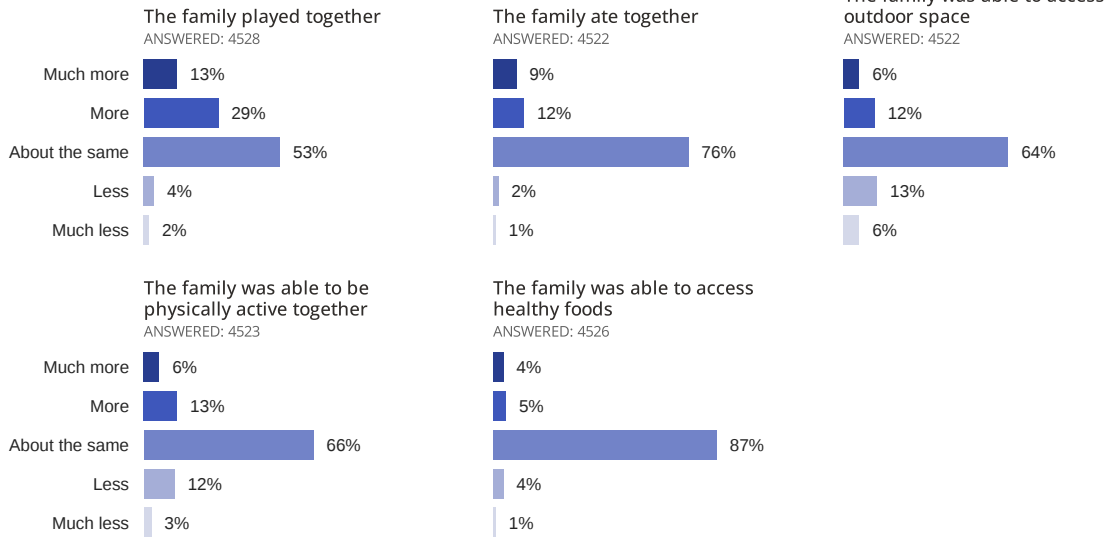
### Child's number of siblings

ANSWERED: 4569

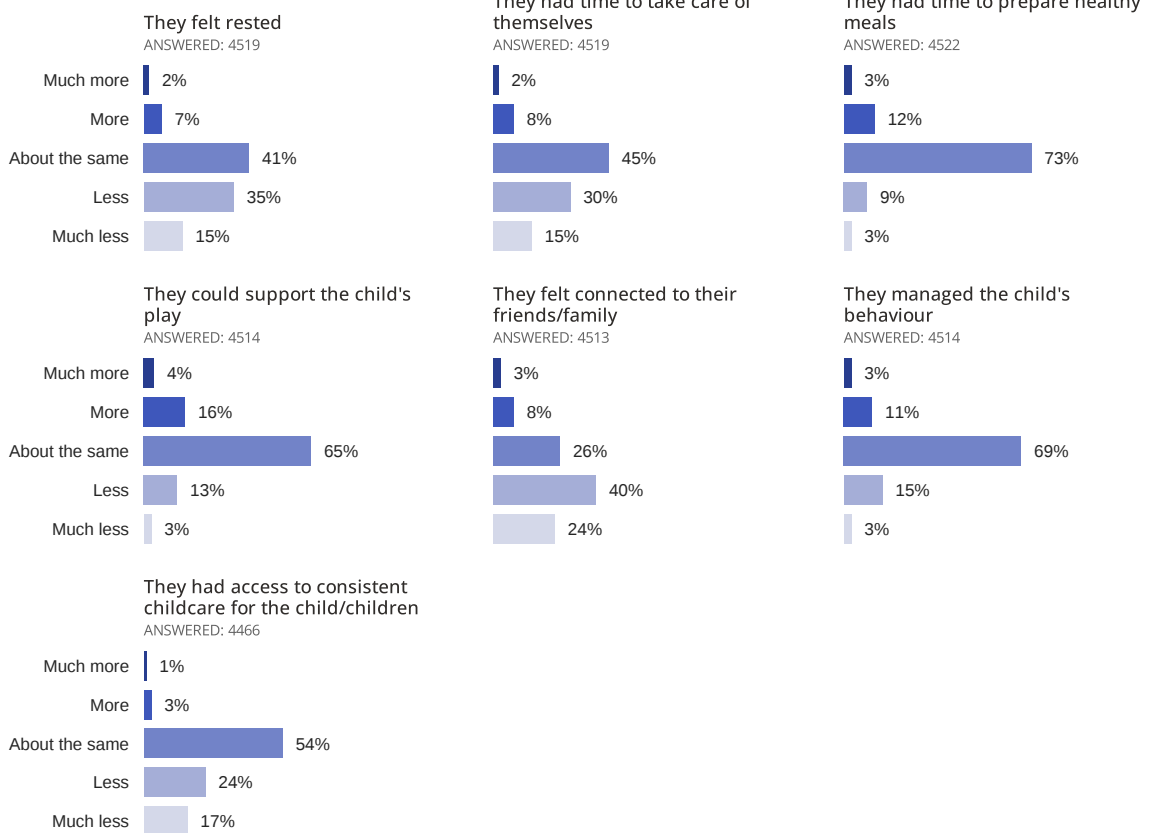


# COVID-19 PANDEMIC

How the following routines/activities were affected for the family due to the pandemic:

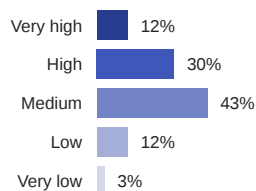


How the following routines/activities were affected for the parent/caregiver due to the pandemic:



The parent's/caregiver's level of stress in the last six months due to the pandemic

ANSWERED: 4445



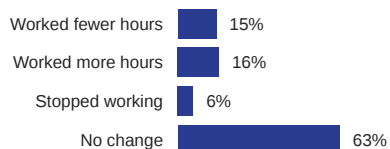
How the child's use of services/supports were affected due to the pandemic

ANSWERED: 2619



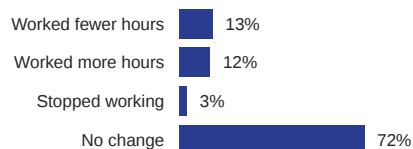
The effect of the pandemic on job status or number of work hours per week for the parent/caregiver

ANSWERED: 3701



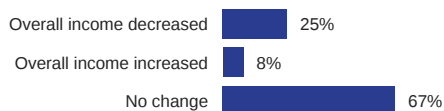
The effect of the pandemic on the job status or number of work hours per week for the second parent/caregiver

ANSWERED: 3785

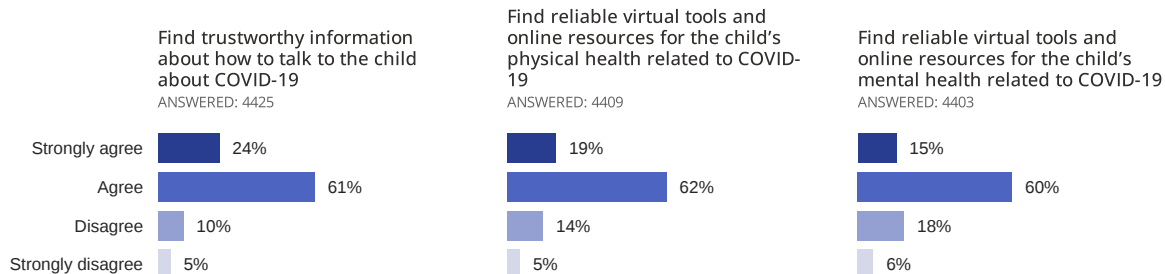


The effect of the pandemic on overall family income

ANSWERED: 4143



How much the parent/caregiver agrees 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, alongside complementary data and information such as:

- Early Development Instrument (EDI) data
- Community knowledge and expertise
- Information on local services and programs
- Input from families with young children in your community

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**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 your school, organization or coalition priorities and goals?
  - Are there resources from the school district, school, organization, municipality, or through other sources that could provide support for your ideas?
  - Are there areas where you can build on strengths in your school, organization 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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