



CHEQ Trends & Connections to the EDi

Webinar, March 2, 2023



HUMAN
EARLY LEARNING
PARTNERSHIP





HUMAN
EARLY LEARNING
PARTNERSHIP



Our work takes place on the traditional,
ancestral, unceded territory of the
x^wməθk^wəyəm (Musqueam) people

Reconciliation


Early Learning

© UBC Learning

Photo: UBC / Paul Joseph



HELP was founded as a research centre dedicated to exploring “**the differences that make a difference**” in children’s early development.



HUMAN
EARLY LEARNING
PARTNERSHIP



CONTEXTS INFLUENCING CHILD DEVELOPMENT

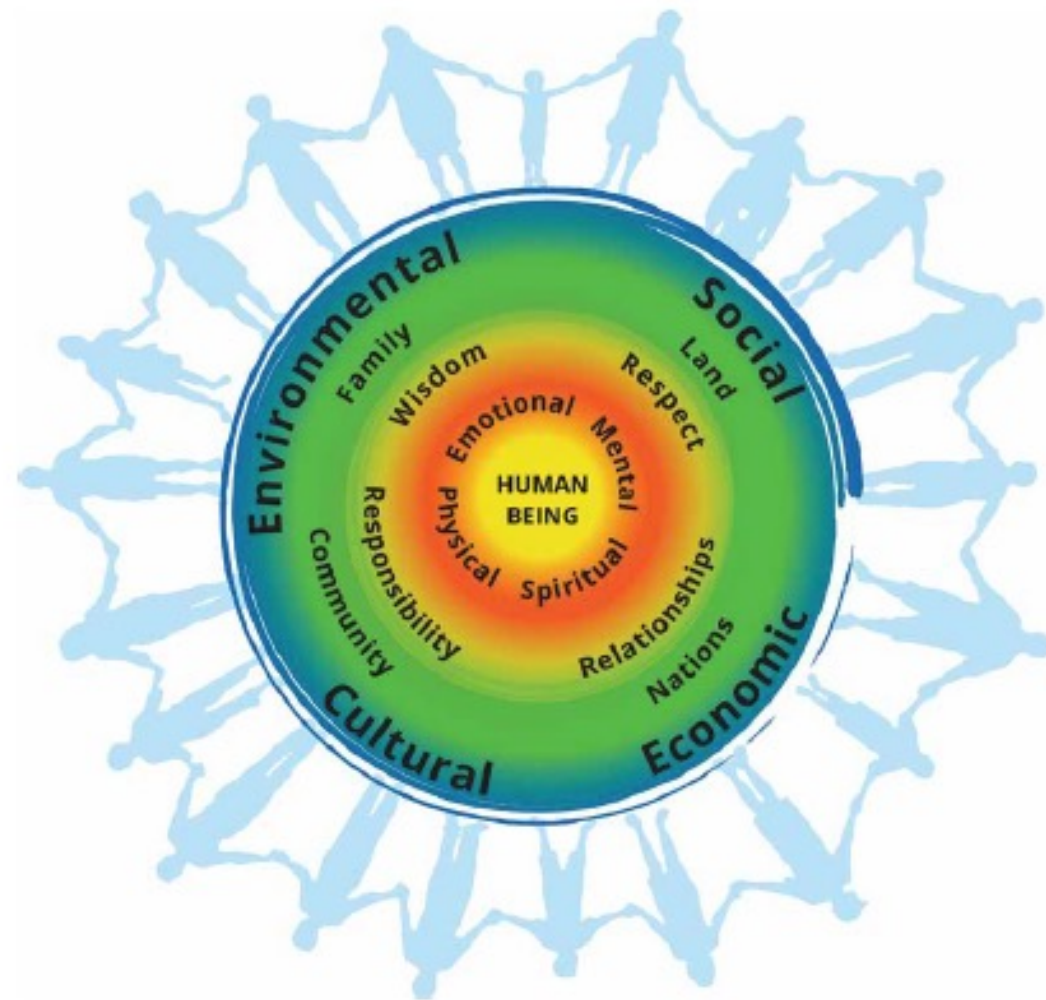
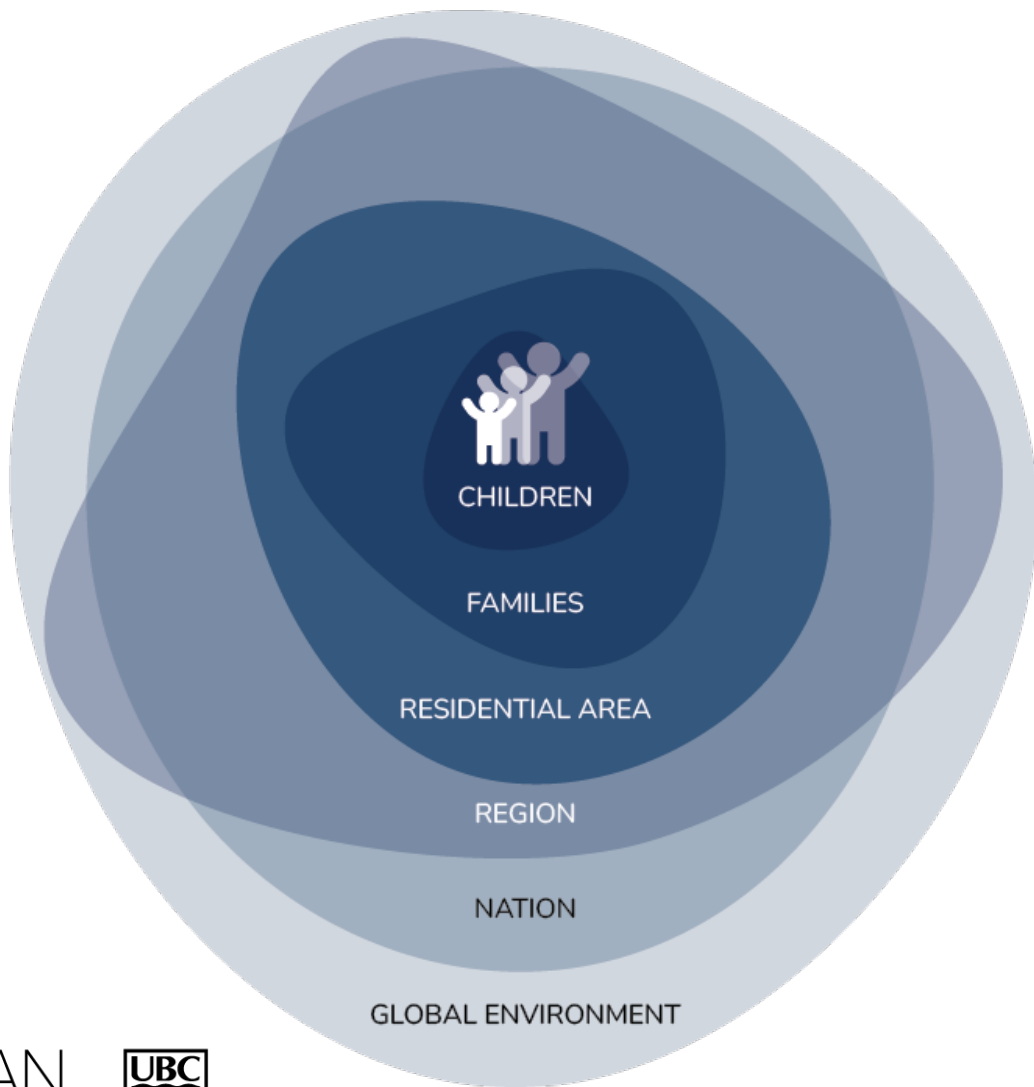


FIGURE 1. "THE FIRST NATIONS PERSPECTIVE ON HEALTH AND WELLNESS" AS DEVELOPED BY THE BRITISH COLUMBIA FIRST NATIONS HEALTH AUTHORITY.⁷

Child Development Monitoring System



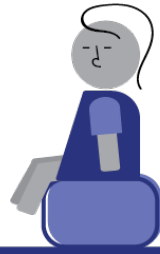
TDi

**Toddler
Development
Instrument**

12 - 24 months

Parent & caregiver
questionnaire

**EARLY EXPERIENCES
& CONTEXTS**



CHEQ

**Childhood
Experiences
Questionnaire**

Start of Kindergarten

Parent & caregiver
questionnaire

**EARLY EXPERIENCES
& CONTEXTS**



EDi

**Early
Development
Instrument**

Mid-Kindergarten

Teacher
questionnaire

**SKILLS &
COMPETENCES**



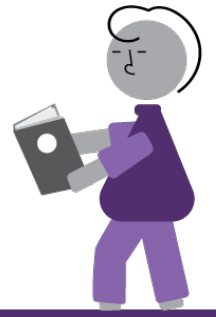
MDi

**Middle Years
Development
Instrument**

Grades 4 - 8

Student
questionnaire

**WELL-BEING
& ASSETS**



YDi

**Youth
Development
Instrument**

Grade 11

Student
questionnaire

**WELL-BEING
& ASSETS**

Child Development Monitoring System



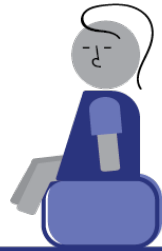
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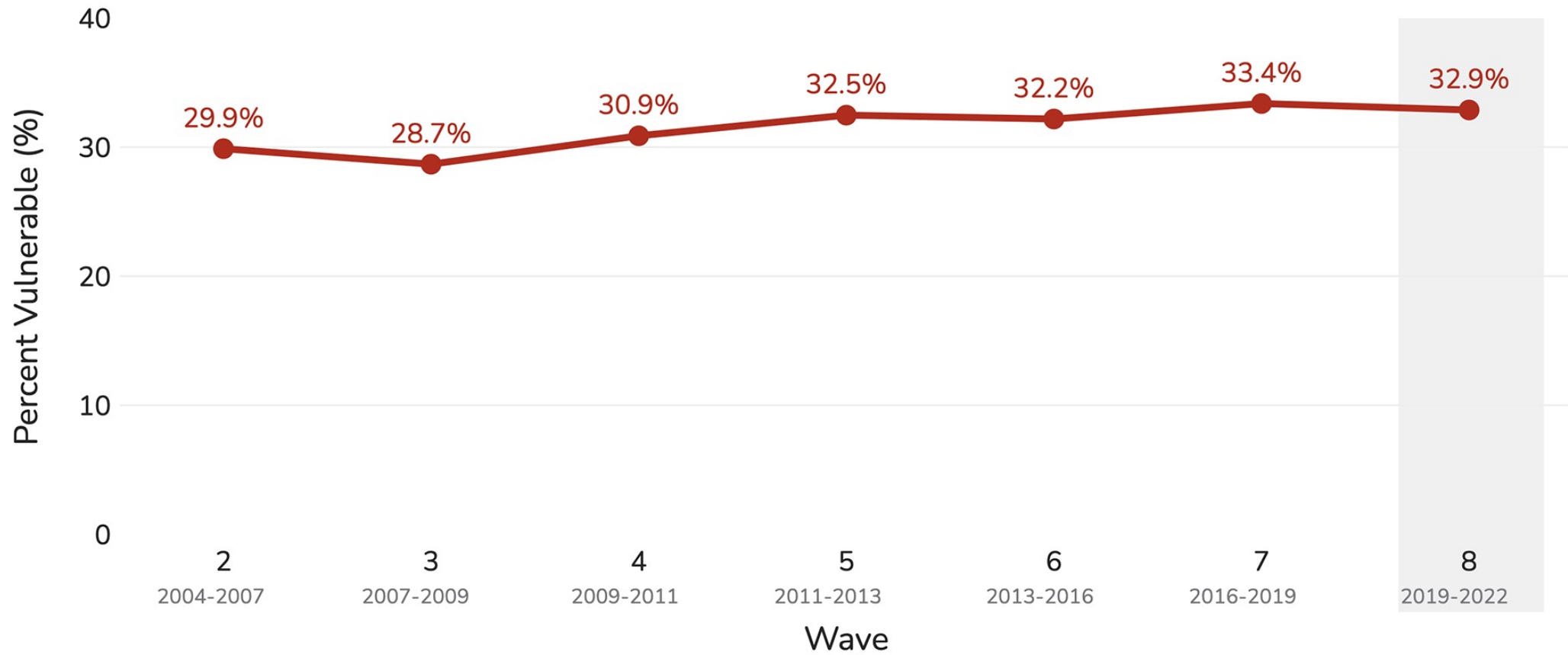
Grade 11

Student
questionnaire

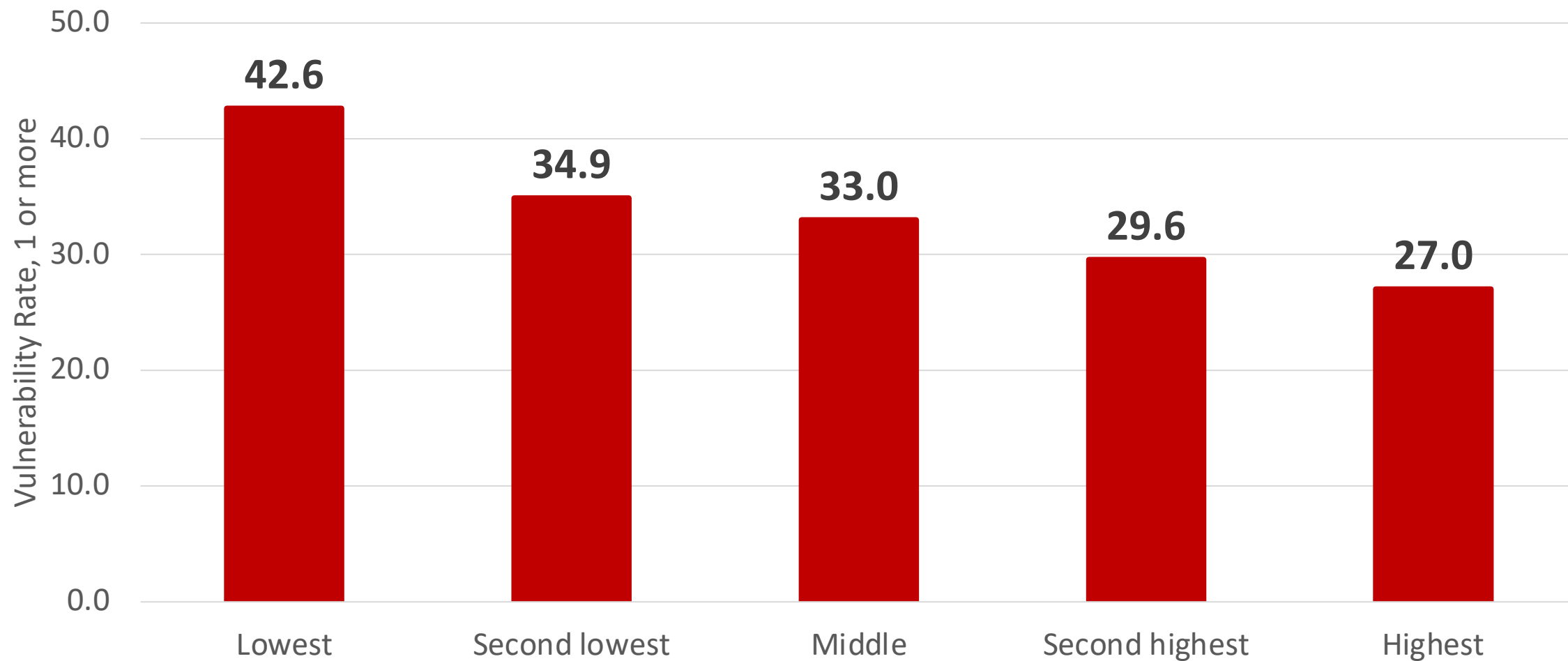
**WELL-BEING
& ASSETS**

BC Overall Vulnerability, Over Time

1 IN 3
CHILDREN
VULNERABLE
IN BC



SES Gradient for Overall Vulnerability, Wave 8



Early Childhood Experiences

CHEQ



EDi

CHEQ Basics:

- Completed by **parents/caregivers** of Kindergarten children in **September**
- Completed **online** at school or home
- Takes **20-30 minutes** to complete
- Available Translations: Simplified Chinese and Punjabi



CHEQ

DOMAINS & SUB DOMAINS OF THE CHEQ



Physical Health & Well-Being



General health
Health care contact
Nutrition
Sleep
Motor skills & experiences



Language & Cognition



Early Learning experiences:
Numeracy & Literacy



Social & Emotional Well-Being



Connection with peers
Sharing and helping
Talking about emotions
Screen-time



Early Learning & Care



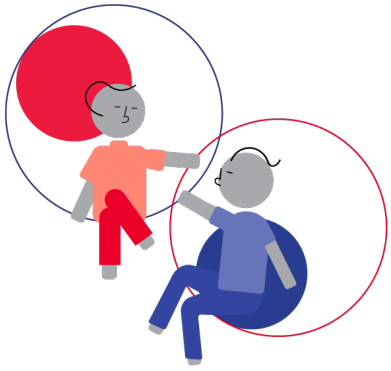
Experiences in non-parental care & preschool



Community & Context

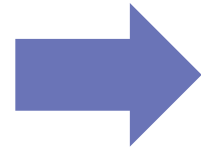


Perceptions of neighbourhood
Mobility
Social play space
Support networks

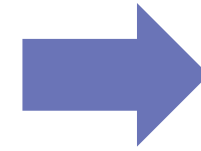


Early Child Development is a social determinant of health...
impacting life long health and well-being

Social
Determinants
of Health



Daily
experiences of
children and
families

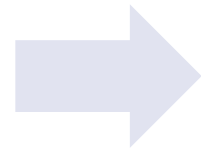


Child
development

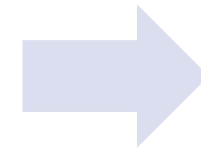


Project Level Data 2022 & Trends Over Time

Social
Determinants
of Health

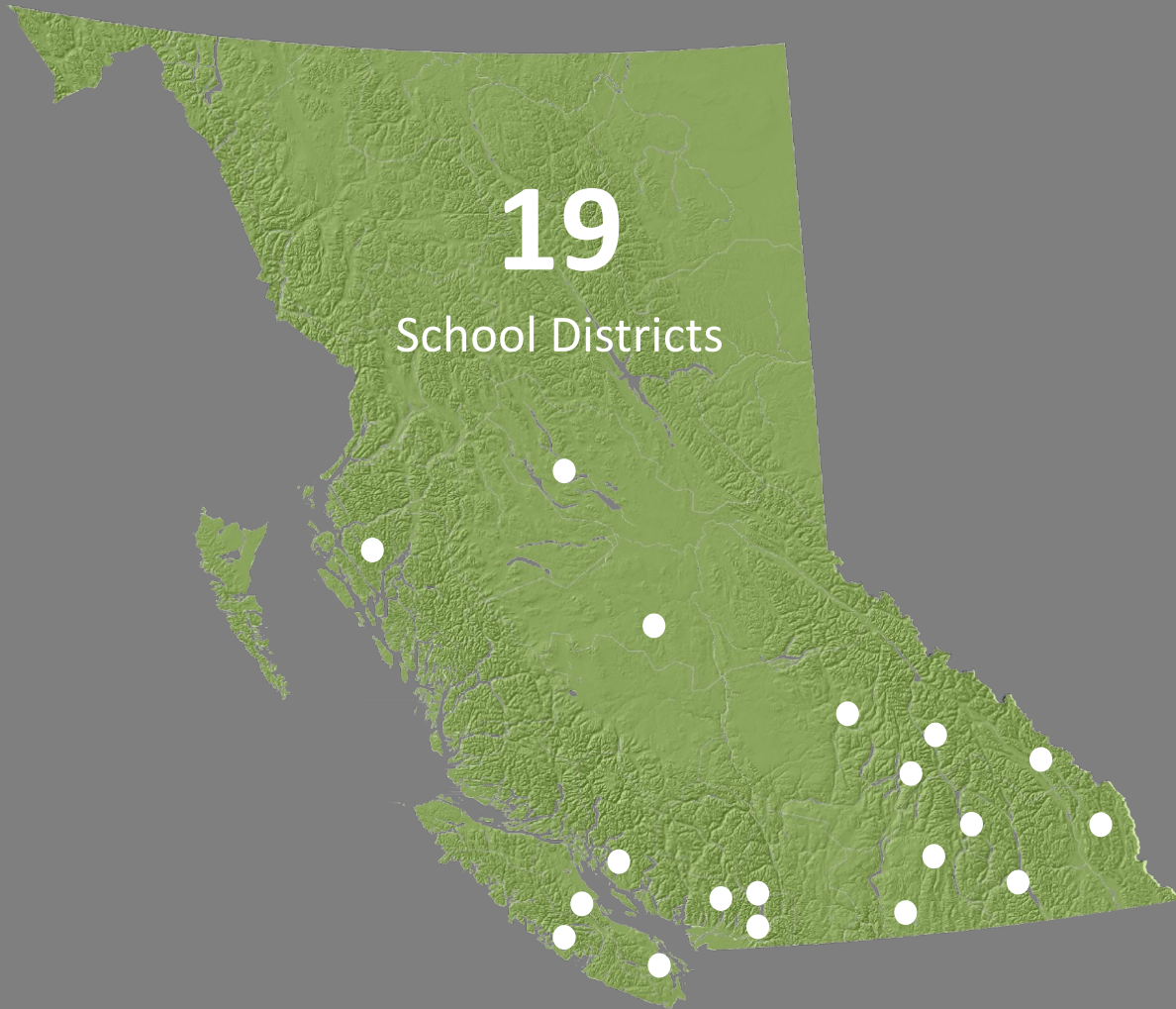


Daily
experiences of
children and
families



Child
development

CHEQ Project 2022



- 5 Southeast Kootenay
- 6 Rocky Mountain
- 8 Kootenay Lake
- 10 Arrow Lakes
- 19 Revelstoke
- 22 Vernon
- 28 Quesnel
- 33 Chilliwack
- 43 Coquitlam
- 47 Powell River
- 52 Prince Rupert
- 53 Okanagan Similkameen
- 70 Pacific Rim
- 71 Comox Valley
- 73 Kamloops/Thompson
- 75 Mission
- 79 Cowichan Valley
- 83 North Okanagan Shuswap
- 91 Nechako Lakes

CHEQ Project 2022

Participation Rates

- 4,772 parents/caregivers participated
- 57% participation rate
- School District participation rates ranged from 30% (Mission) to 93% (Revelstoke)



COWICHAN VALLEY

THE CHILDHOOD EXPERIENCES QUESTIONNAIRE

SCHOOL DISTRICT REPORT
2022

Considerations About CHEQ Trends Over Time, 2019 to 2022



Just under **15,000 completed** CHEQ surveys in those four years, from **28 different school districts**



Participation Rates:

- Vary by school district, depending on local systems and connections



CHEQ

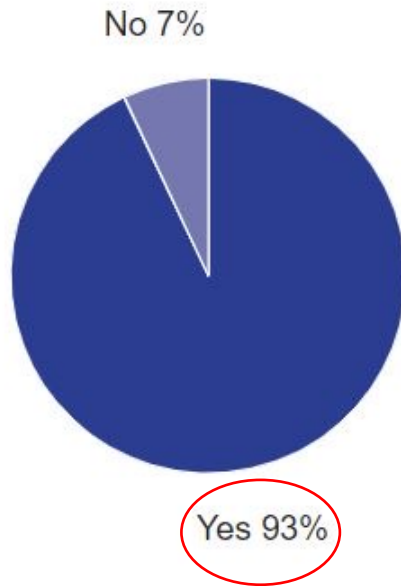
Physical Health & Well-being

CHEQ BC Project Level Data 2022

Health Care Professionals

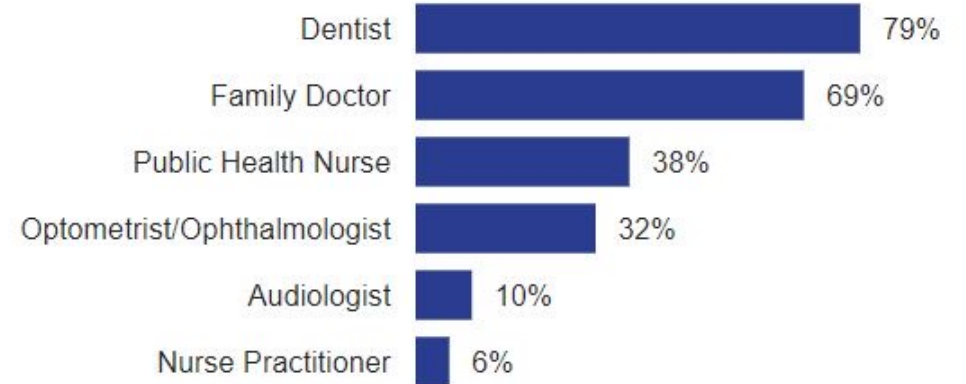
Did the child visit a health care professional in the last year?

ANSWERED: 4717

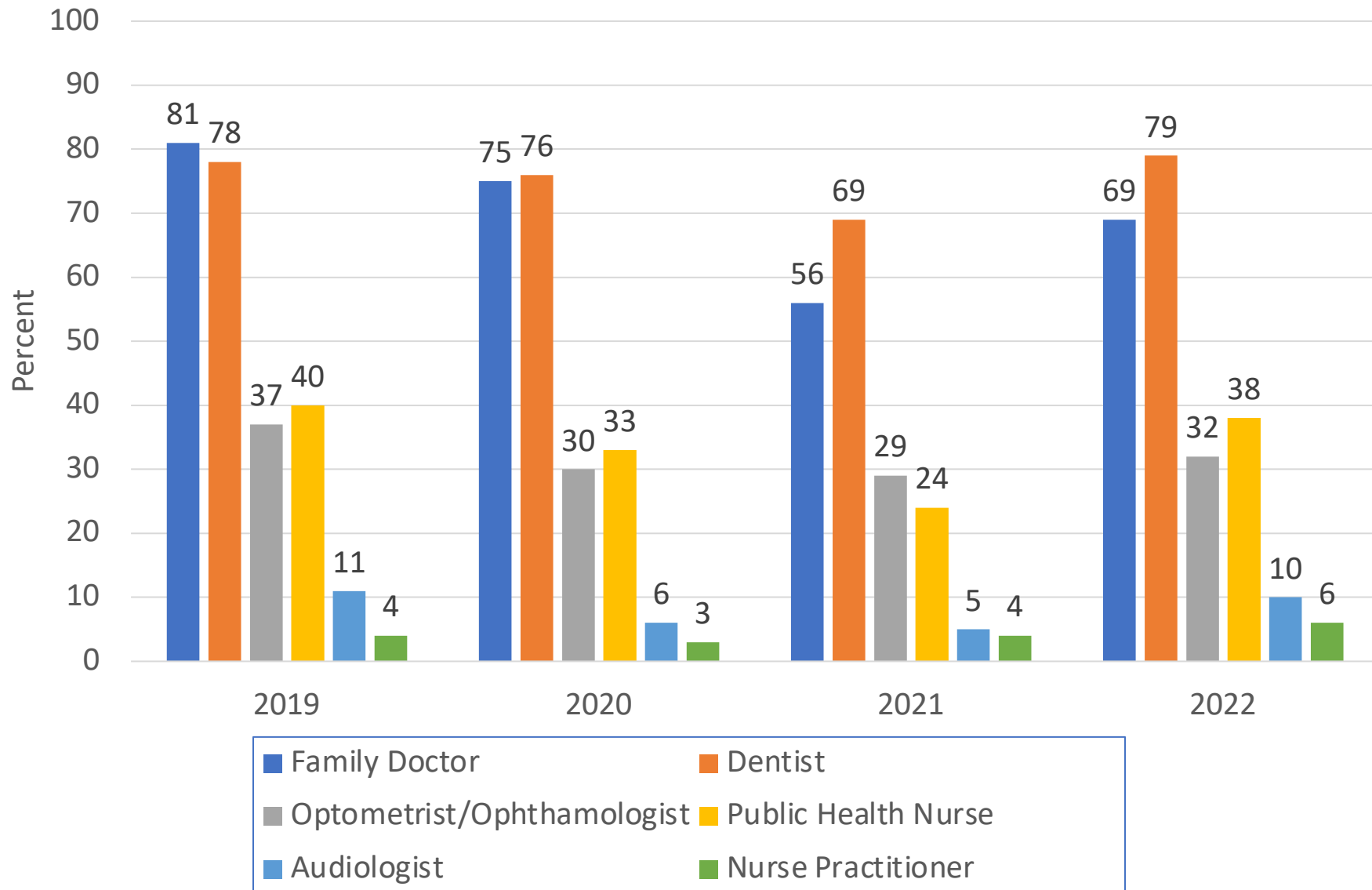


Type of health care professional visited

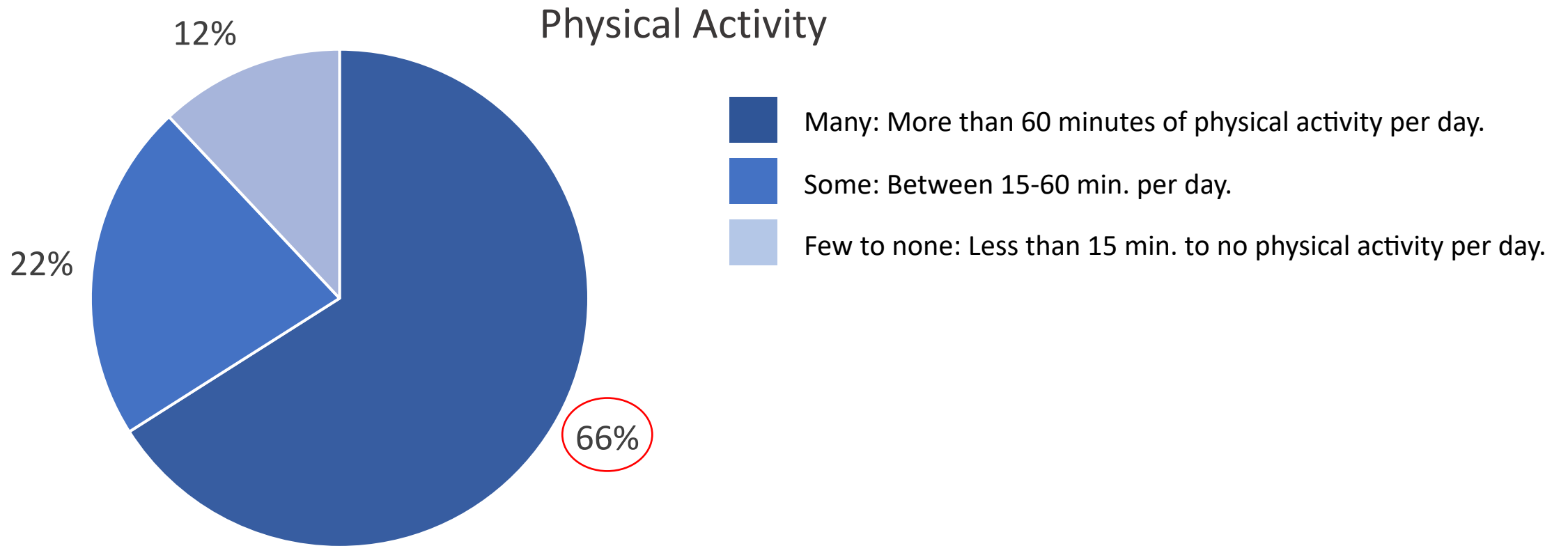
ANSWERED: 4380



Percent of Children Visiting Various Health Care Professionals, 2019 to 2022

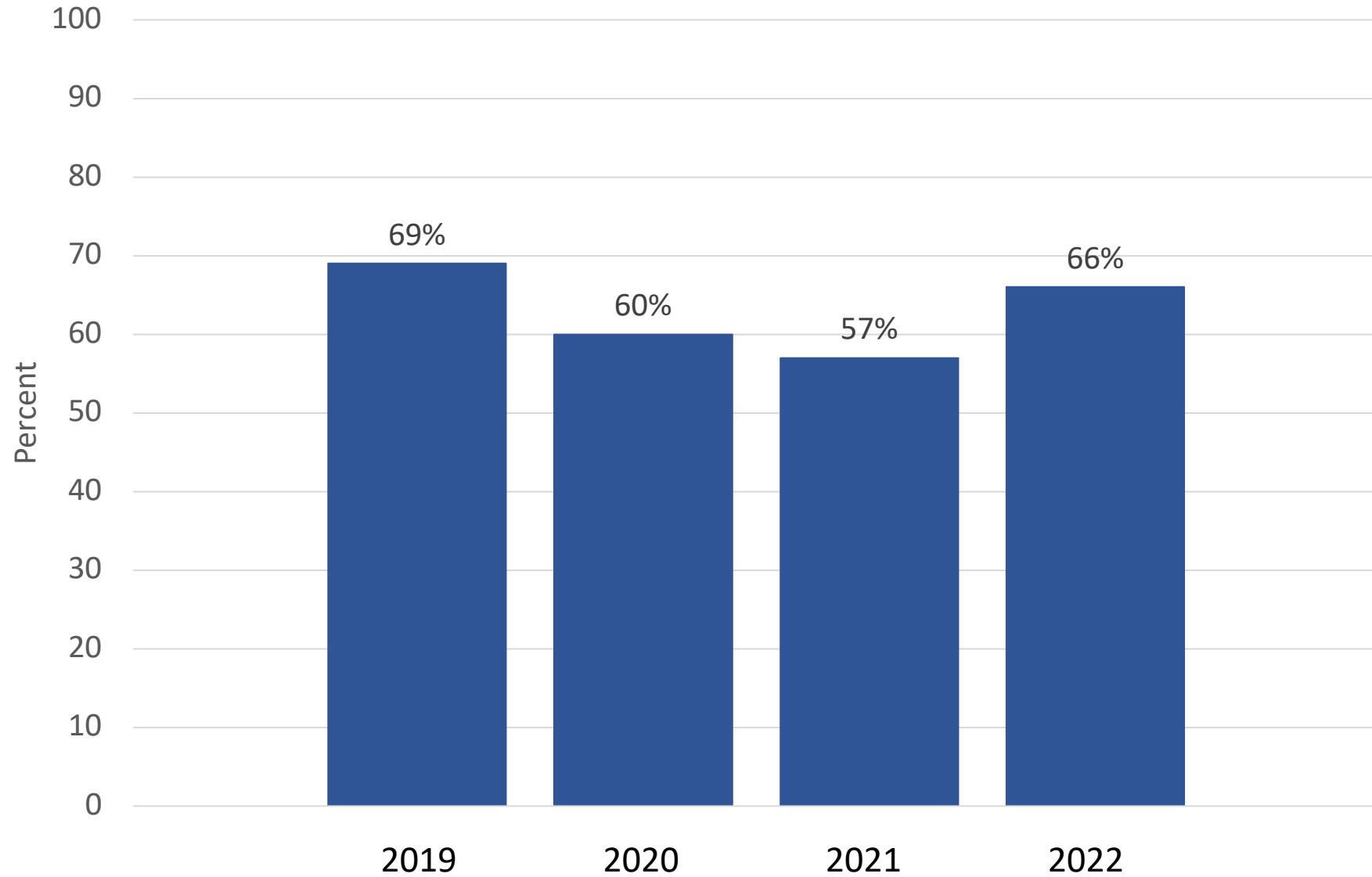


CHEQ BC Project Level Data 2022



Physical Activity Recommendations:
3-4 years = At least 60 min./day energetic play

Many Experiences, Physical Activity Composite, 2019 to 2022, Participating School Districts

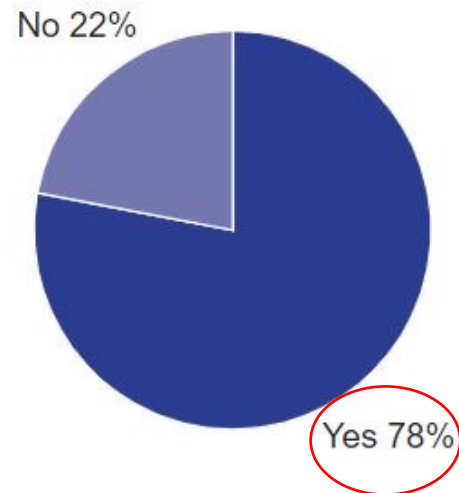


CHEQ BC Project Level Data 2022

Sleep

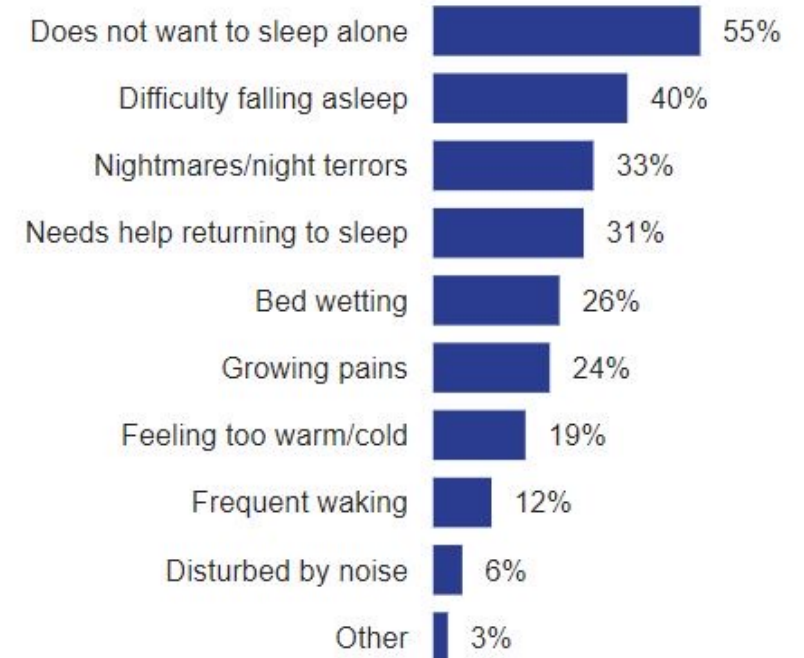
Does the child face challenges when sleeping at night?

ANSWERED: 4618



Challenges faced by the child when sleeping at night

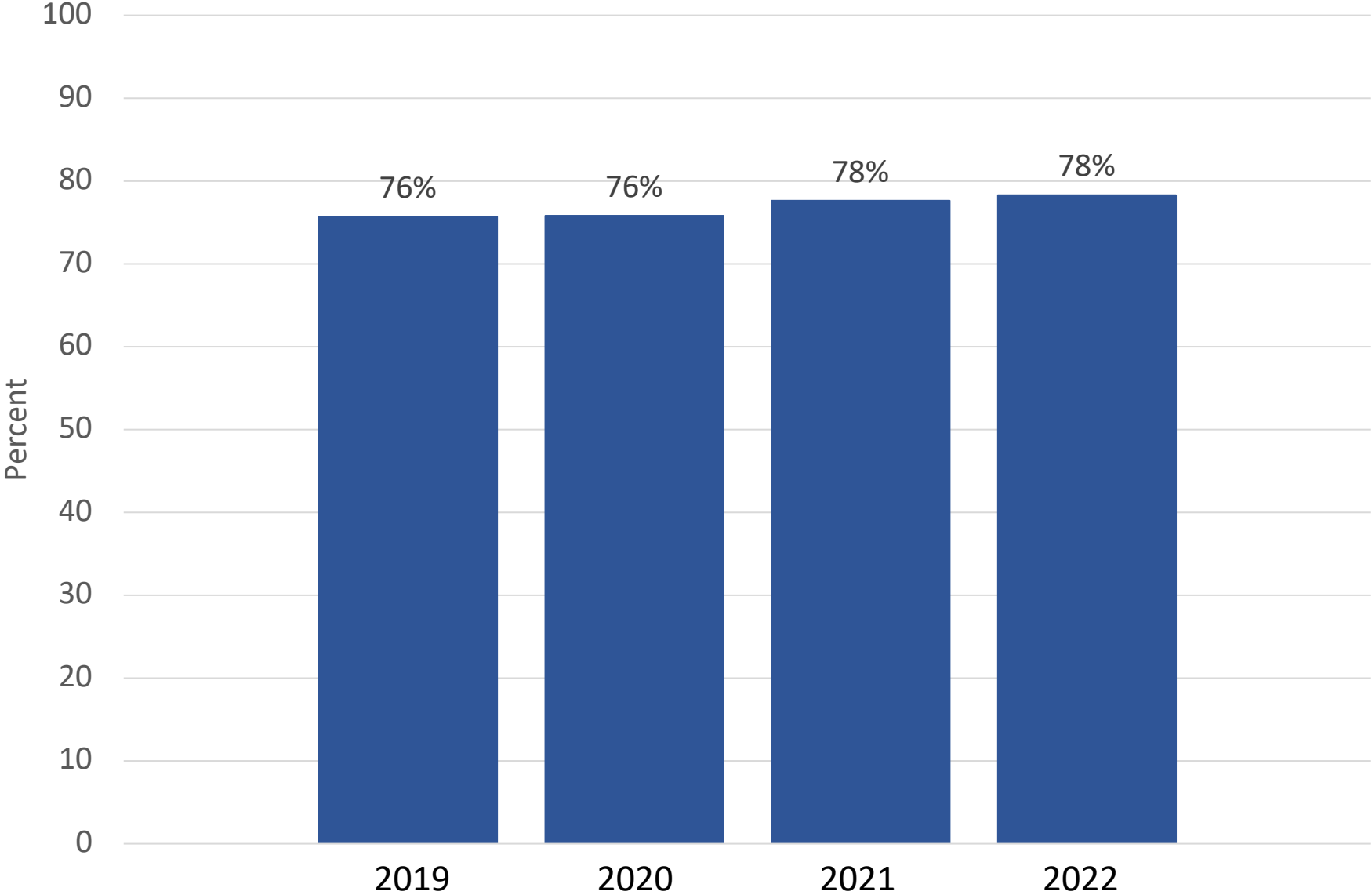
ANSWERED: 3608



Sleep Recommendations:

3-5 year olds = 10-13 hours

Percent of Children With Sleep Challenges in Past 6 Months, 2019 to 2022, Participating School Districts

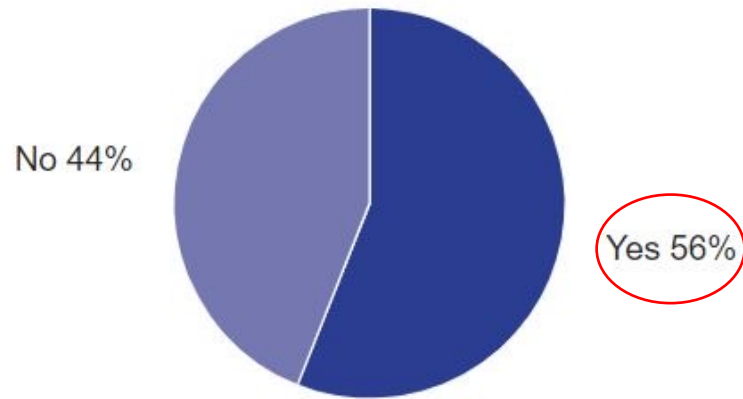


CHEQ BC Project Level Data 2022

Stressful Experiences

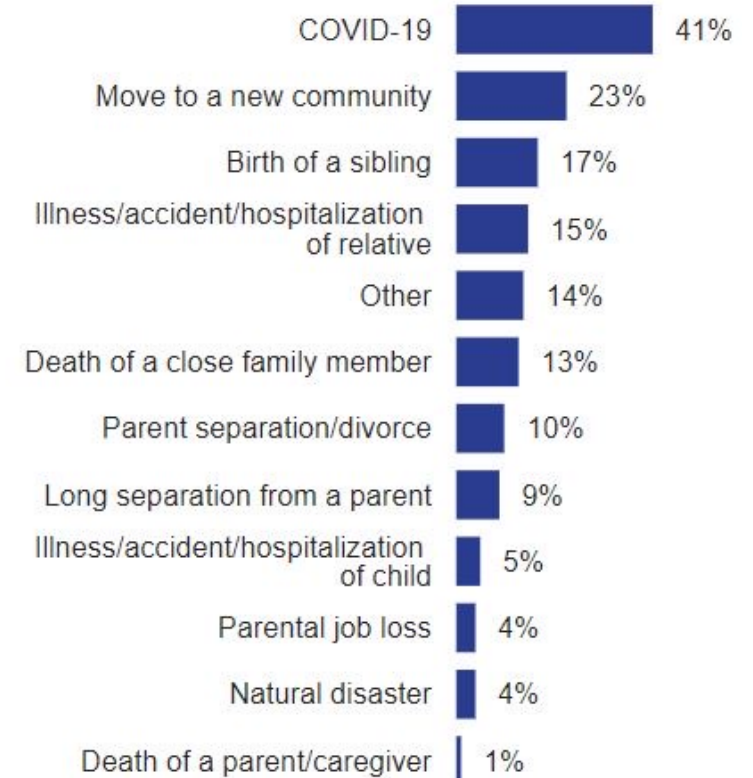
Did the child experience any stressful events in the past year?

ANSWERED: 4378

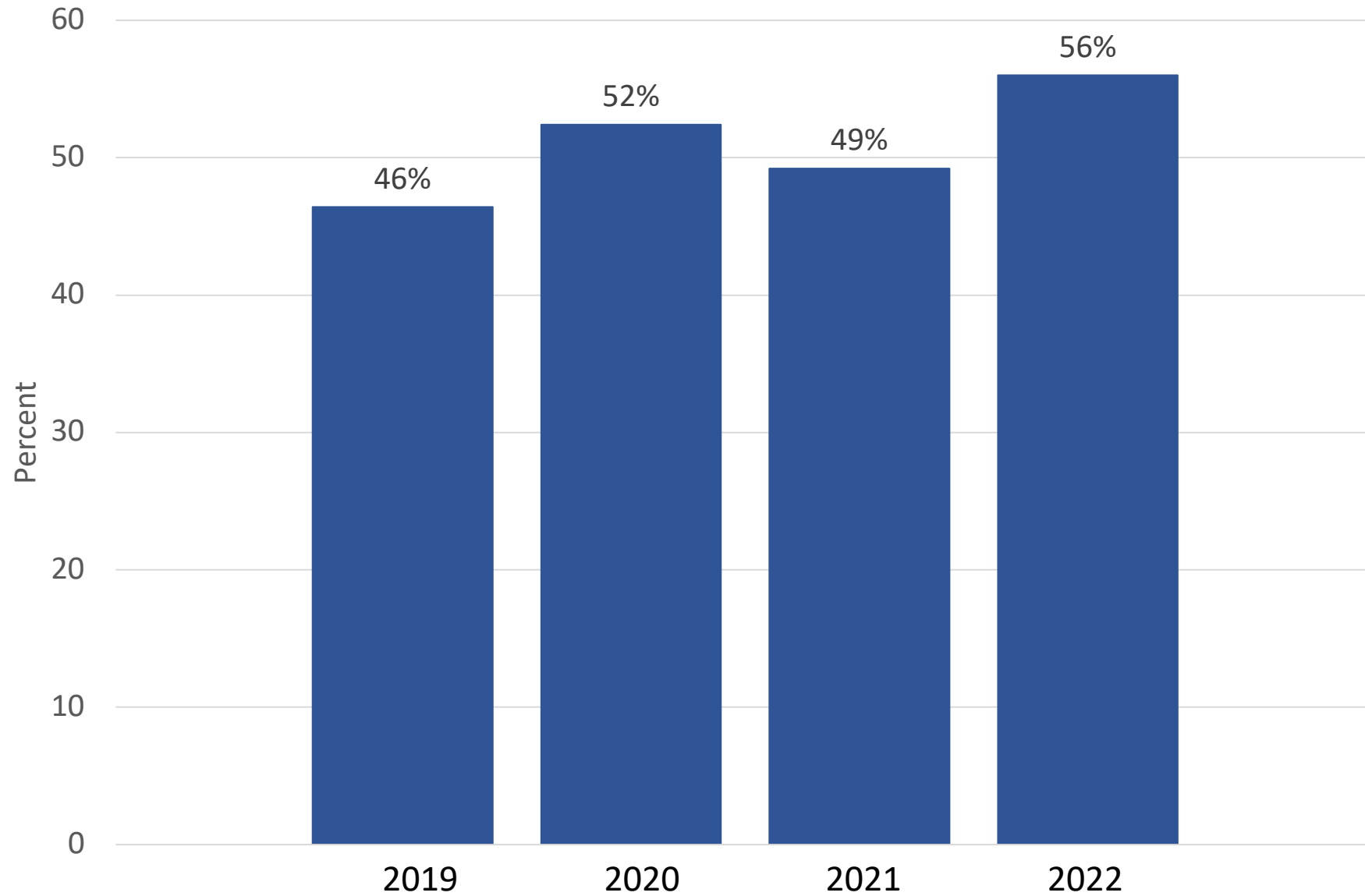


Type of stressful event

ANSWERED: 2432



Percent of Children with Stressful Events in Past Year, 2019 to 2022, Participating School Districts



CHEQ

Social Experiences





On the **CHEQ** we ask:

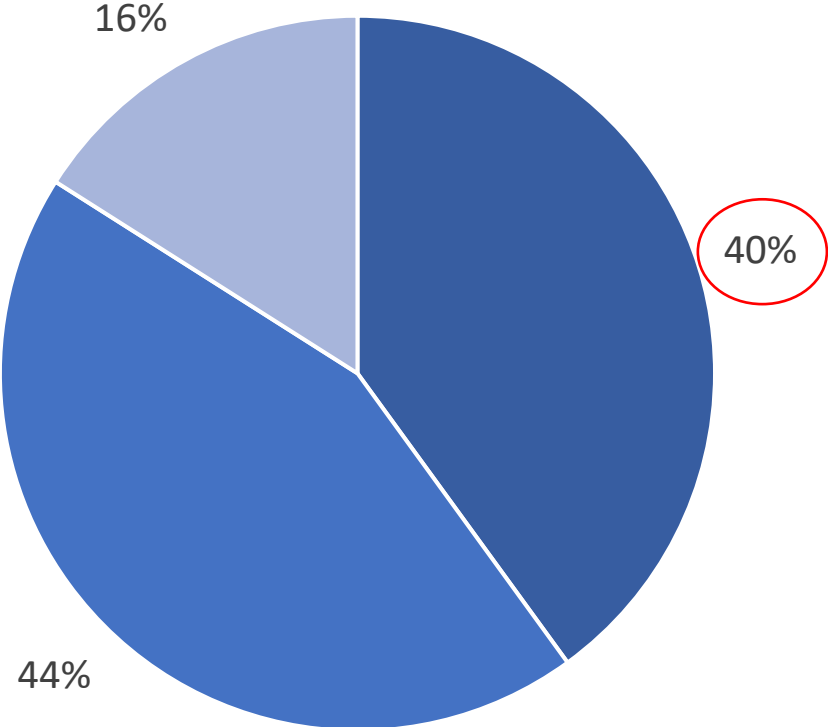
How often has this child been around children other than their siblings?

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



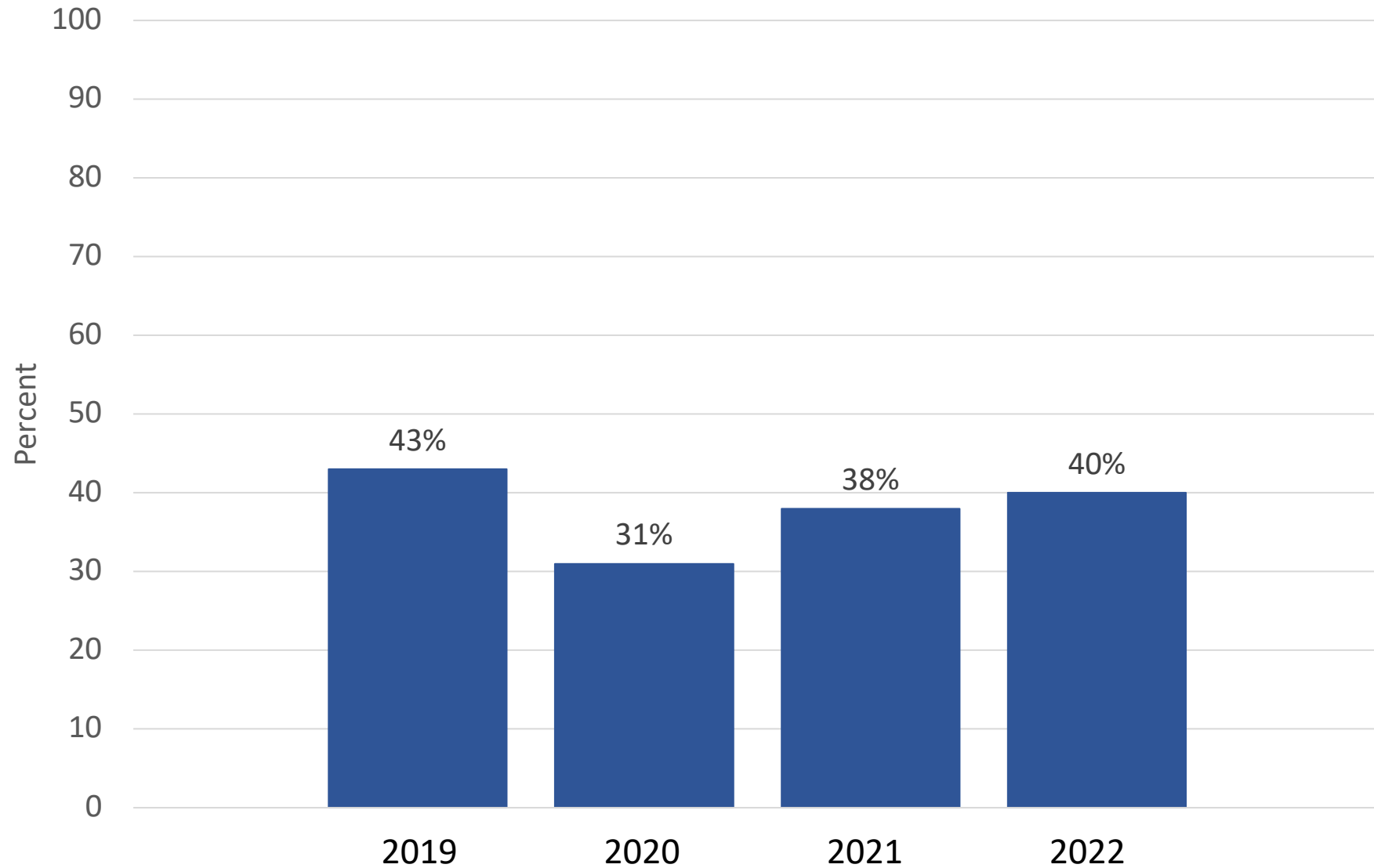
BC Project Level Data 2022

Peer Experiences



- Many:** Almost always or often have close friendships with and spend time around other children most or every day.
- Some:** Sometimes have friendships with and spend time around other children about once a week/few times a week.
- Few:** Never or rarely had close friendships with other children and have had fewer experiences spending time around other children over period of a month.

Many Experiences, Peer Experiences Composite, 2019 to 2022, Participating School Districts





CHEQ

Screen Time

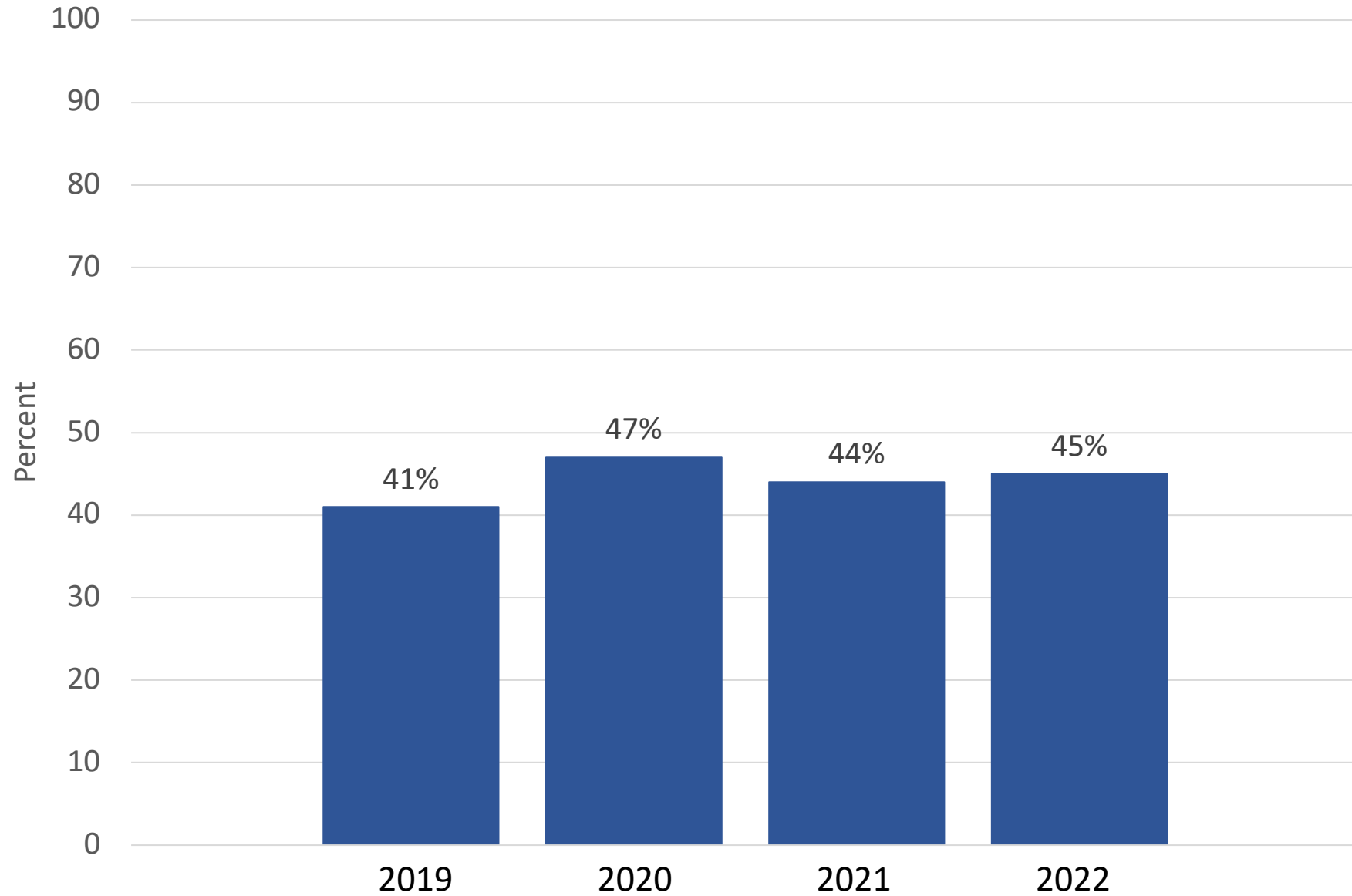
CHEQ BC Project Level Data 2022

Screen Time, Time/Day, Child Alone



Screen Time Recommendation:
2-5 year olds = 1 hour or less/day

Percent of Children Spending 1 + Hours on Screens/Day, 2019 to 2022, Participating School Districts





CHEQ

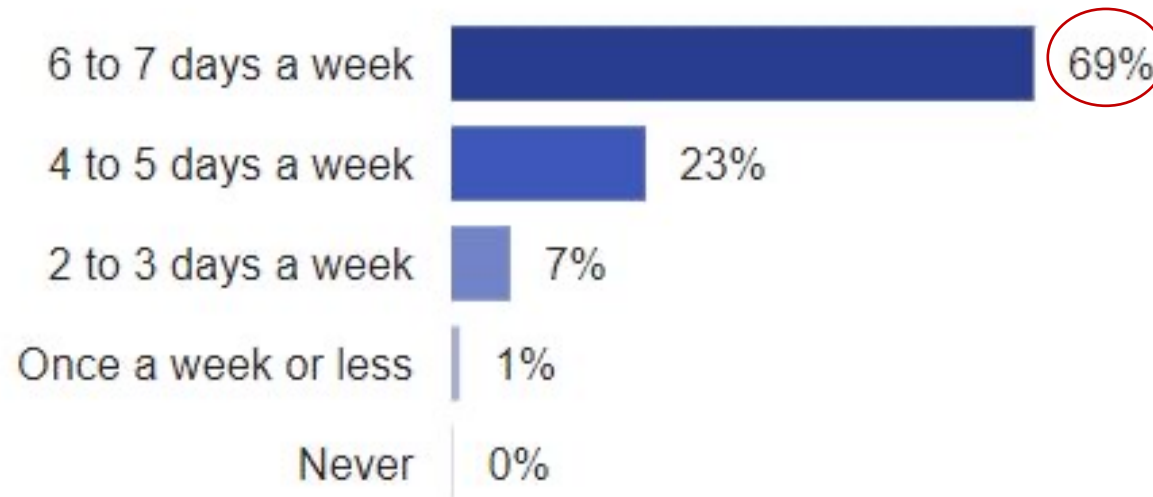
Outdoor Play

CHEQ BC Project Level Data 2022

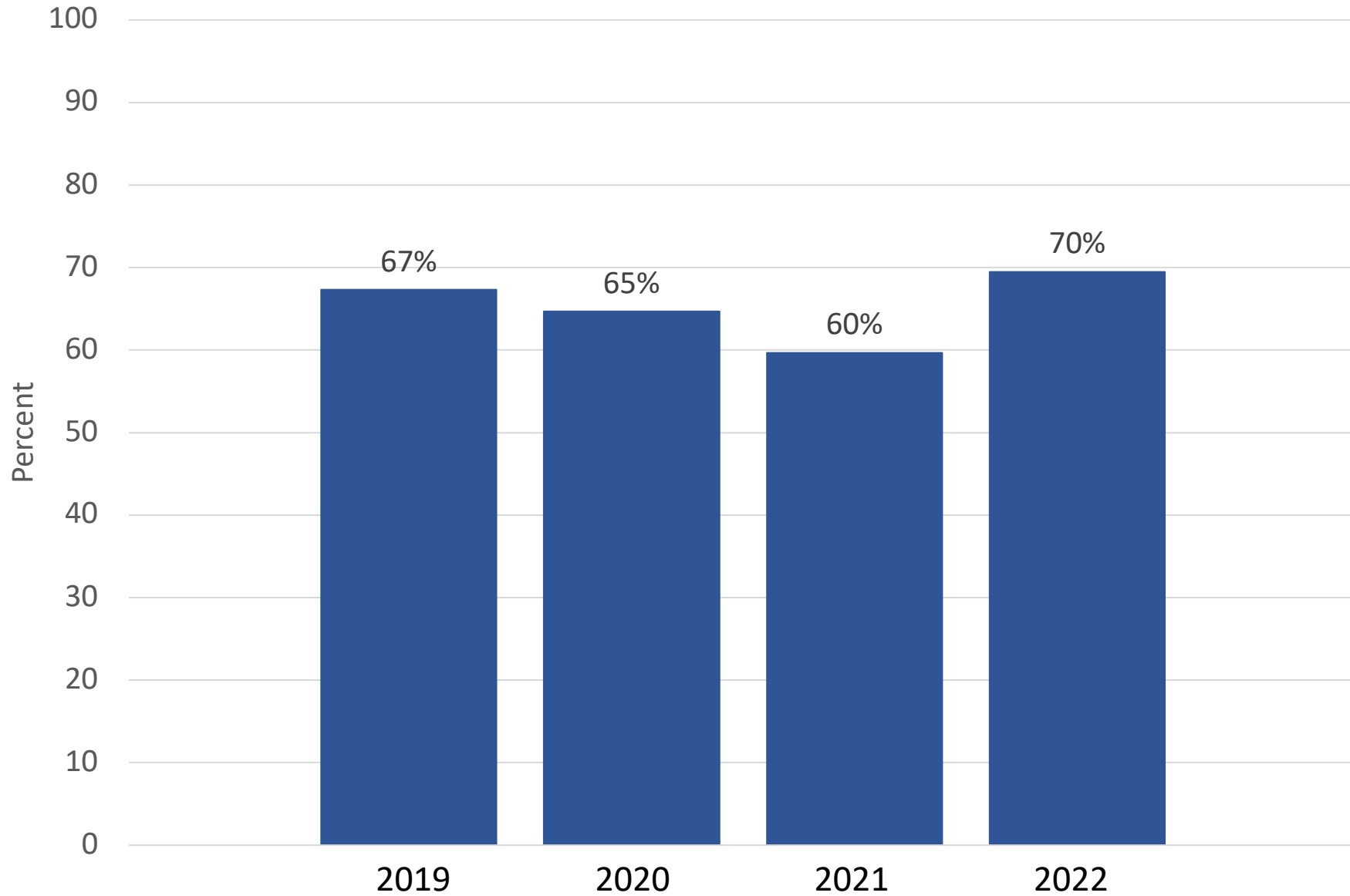
Outdoor Play

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

ANSWERED: 4694



Percent of Children Who Played Outdoors 6-7 Days/Week in Past Six Months, 2019 to 2022, Participating School Districts





Community & Context



On the **CHEQ** we ask

In which of the following **activities** has your child participated/used?

- Aboriginal Family Drop-in
- Art, Music and/or Drama programs
- Cultural activities
- Faith-based program
- Family Resource Centre
- Local Community/recreation centre
- Local Neighbourhood House
- Park/playground
- Public Library
- Sports programs
- StrongStart
- Story Time

What are the **barriers** to access?



CHEQ BC Project Level Data: Over Time 2019-2022

Community activities/resources in which the child participated/used ages 3-5 (Top 6):

	2019	2020	2021	2022
Park/playground	NA	97%	98%	98%
Sports	73%	69%	60%	66%
Public Library + Story Time	81%	84%	60%	49%
Community Centre	NA	61%	46%	49%
Strong Start	32%	33%	22%	20%
Art, Music or Drama	32%	32%	21%	17%

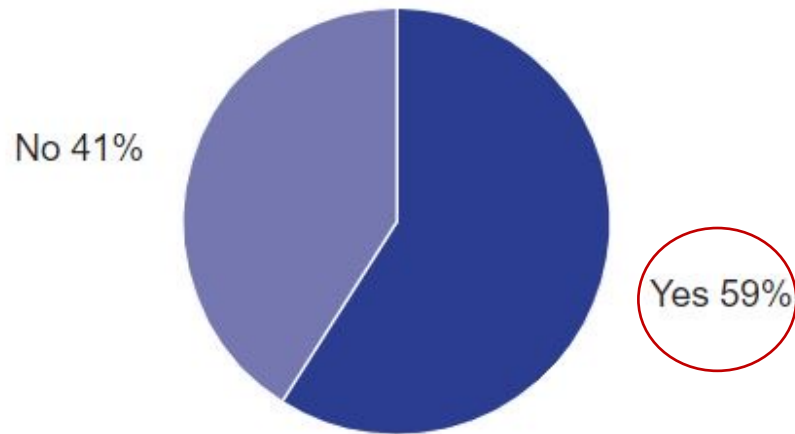
*includes responses “a few times a month,” “once a week,” “a few times per week.”

CHEQ BC Project Level Data 2022

Barriers to Community Programs

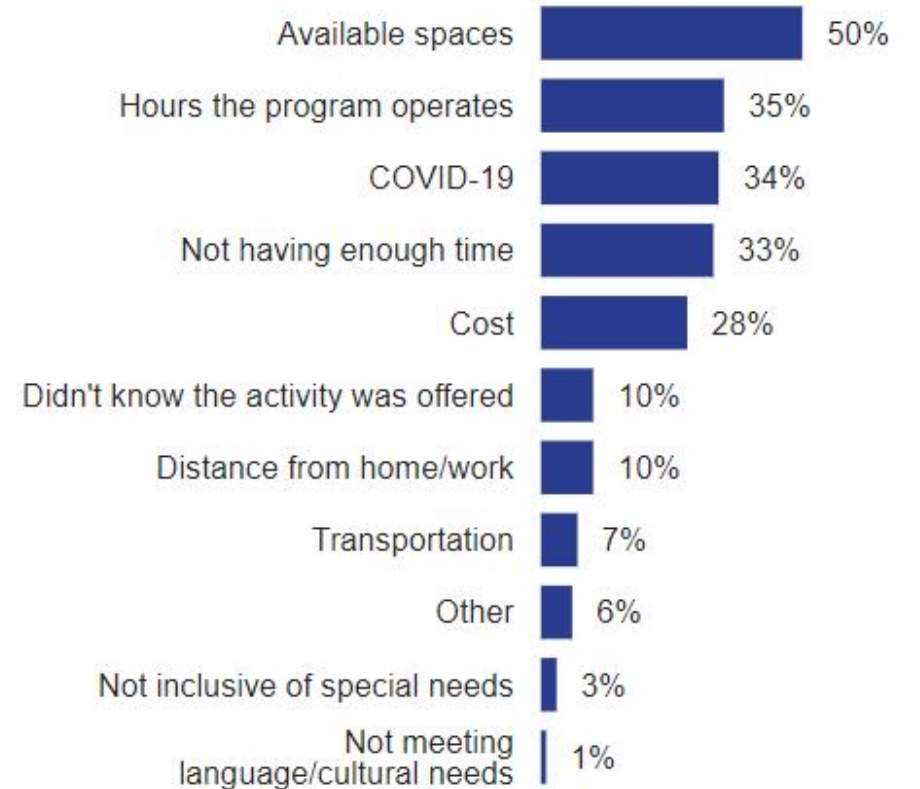
Were there any local activities the parent/caregiver wanted to do with the child but couldn't?

ANSWERED: 4543

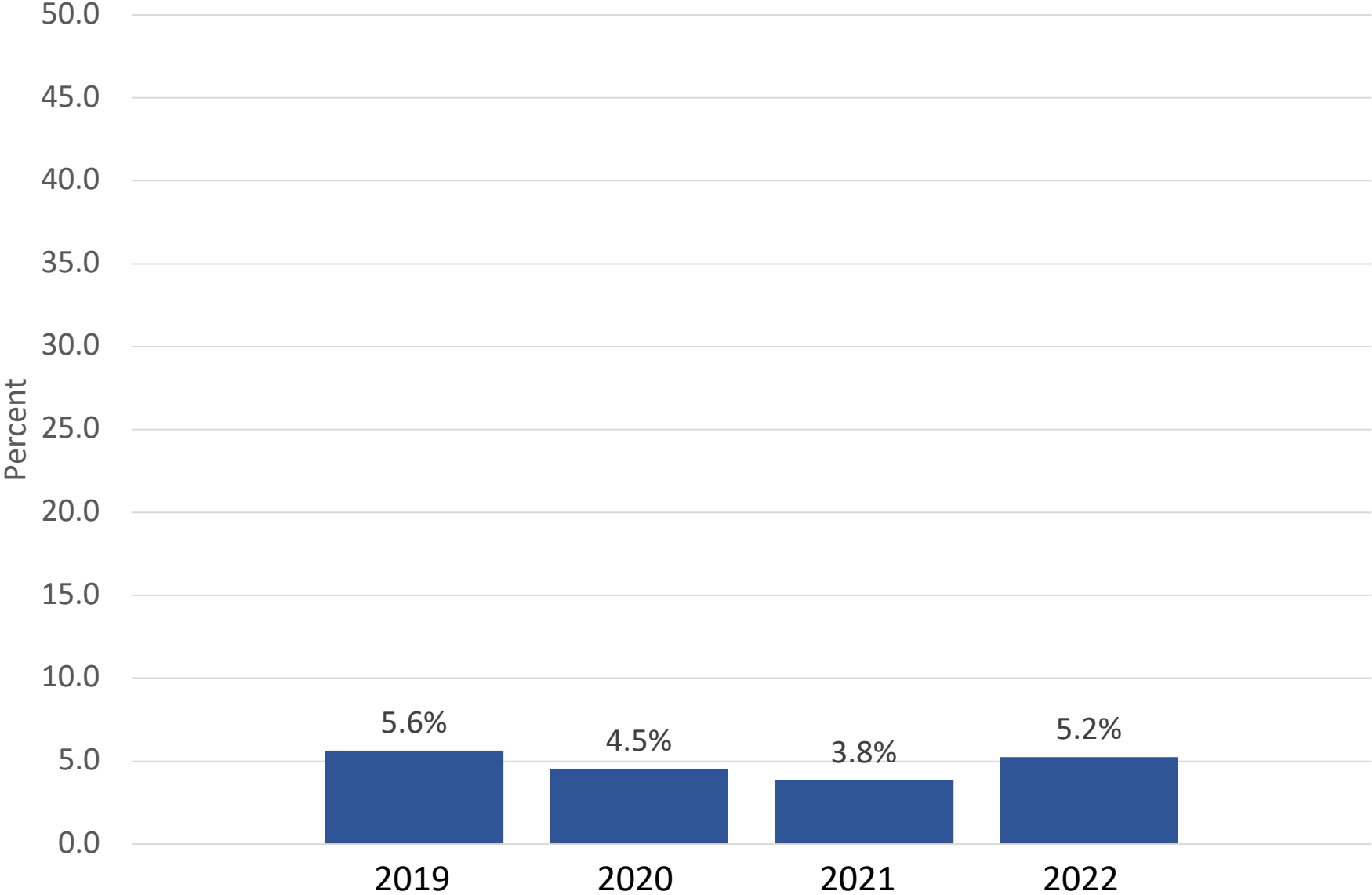


Barriers to participation

ANSWERED: 2667



Percent of Families Accessing Community Food Services, 2019 to 2022, Participating School Districts



A row of colorful children's rain boots is neatly lined up on a wooden shelf. The boots come in various colors including red, orange, purple, pink, and black. Some boots have fun designs, like a cartoon character on a pink boot. The background shows a wall with colorful, abstract artwork in shades of red, orange, and yellow. Below the shelf, there are red hooks holding various items like bags and coats.

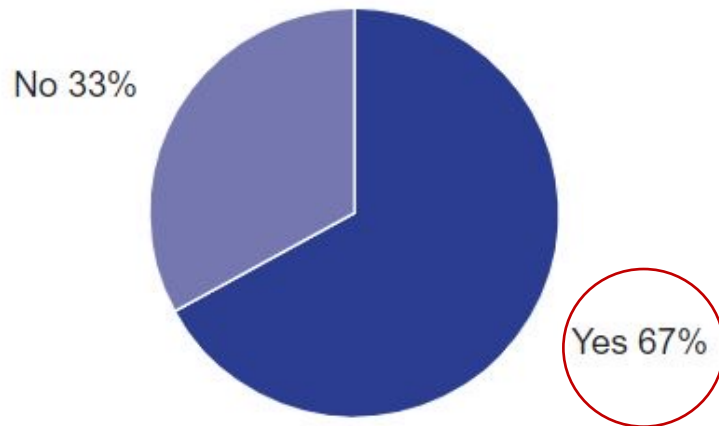
CHEQ

Child Care

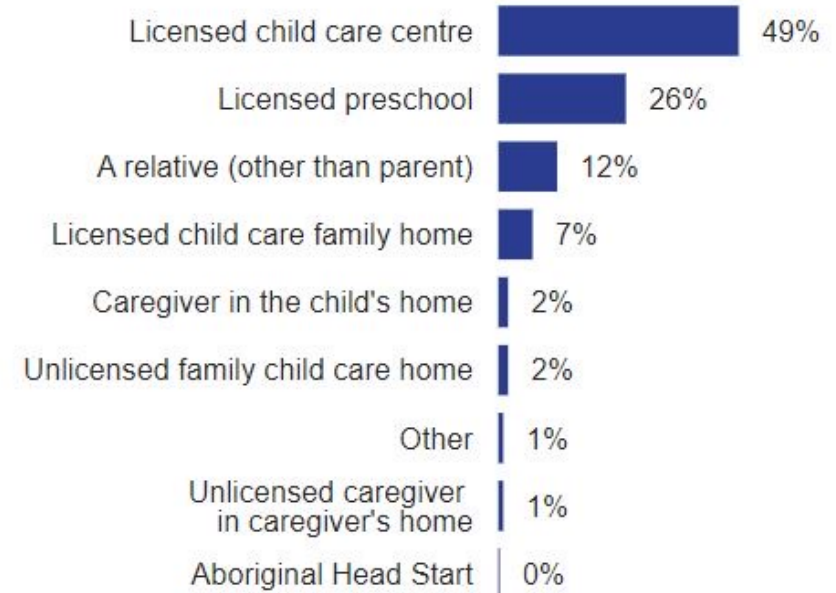
CHEQ BC Project Level Data 2022

Child care arrangements other than parental care, 3 years-Kindergarten

ANSWERED: 4621



Type of care arrangement:



CHEQ BC Project Level Data 2022

Child Care Barriers

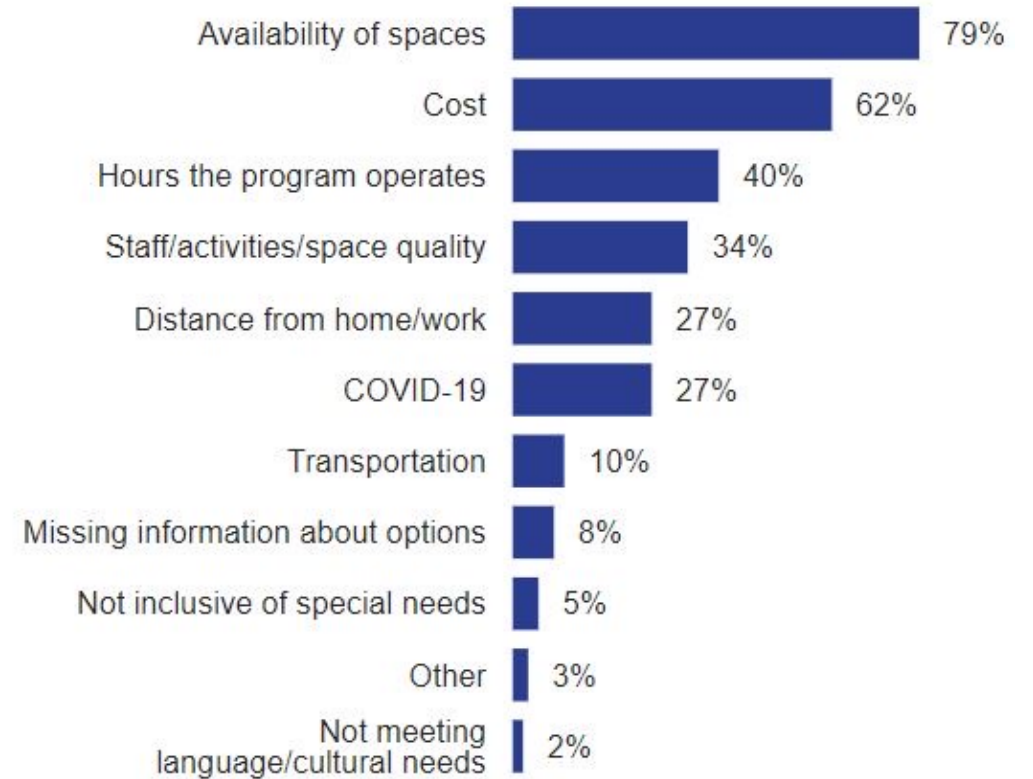
Barriers for early learning and child care arrangements

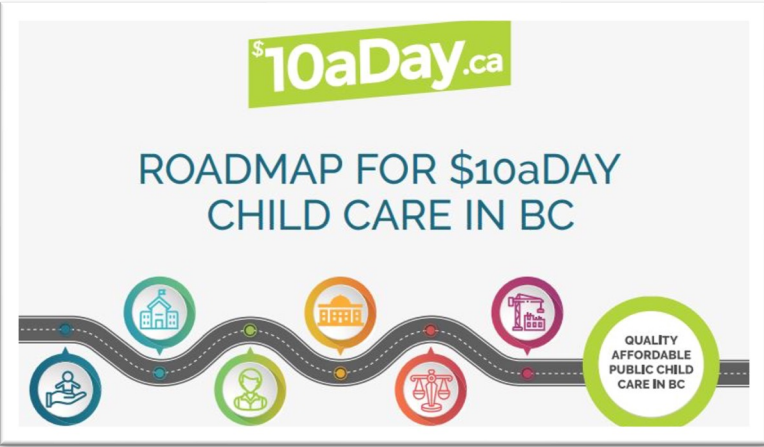
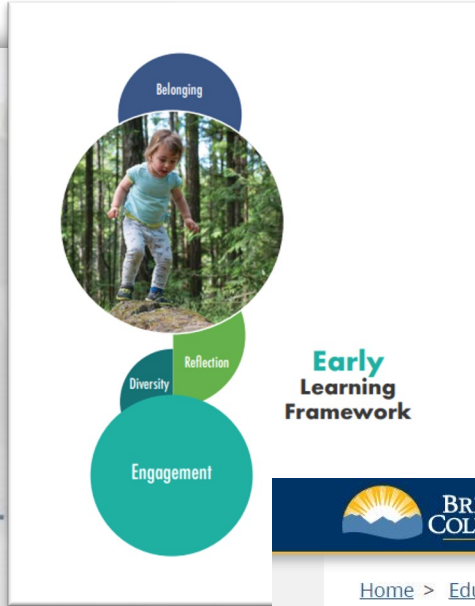
ANSWERED: 3827



Type of early learning and child care barrier

ANSWERED: 3432





BRITISH COLUMBIA

Home > Education and training > Early Learning > Teach >

Early Learning Projects

Learn more about initiatives that support Early Learning British Columbia:

Expand All | Collapse All

- Family Resources
- Ready, Set, Learn (RSL)
- StrongStart BC
- Changing Results for Young Children (CR4YC)
- Strengthening Early Years to Kindergarten Transitions (SEY2KT)
- Seamless Day Kindergarten (SDK)
- JUST B4
- Early Childhood Education Dual Credit

Early Learning Framework

- Early Learning Projects**
- Primary Years
- Play Today
- StrongStart BC
- Training & Professional Development

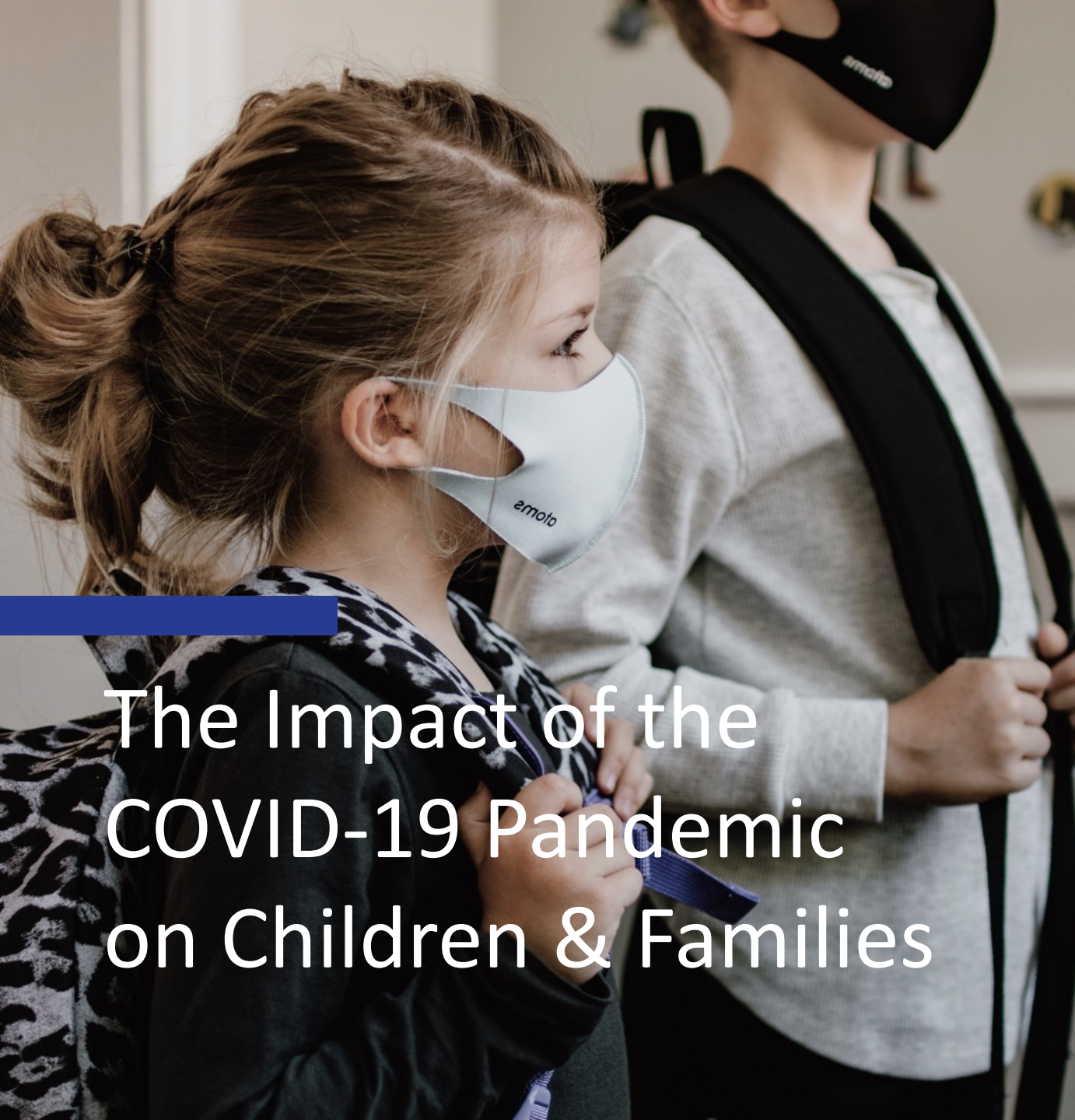
Contact Information

For more information, please contact the Early Learning Team:

Email:
EDUC.EarlyLearning@gov.bc.ca

ChildCare BC

- Learn more about the government's initiatives on child care in B.C.



The Impact of the COVID-19 Pandemic on Children & Families

CHEQ

HUMAN
EARLY LEARNING
PARTNERSHIP



ONGOING IMPACT OF THE COVID-19 PANDEMIC ON FAMILIES WITH YOUNG CHILDREN IN BRITISH COLUMBIA

Data collected from September to October 2021 and 2022



CHEQ: Childhood Experiences Questionnaire

What is it? A questionnaire completed by parents/caregivers of children attending kindergarten at the beginning of the school year.

What does it include? Questions about young children's experiences across multiple areas of development.

Why is it useful? This information helps communities and policy-makers identify gaps and develop services for children and families in the early years.

What is in this report? A selection of questions relevant to the ongoing experiences of children and their families due to the COVID-19 pandemic.

Learn more about the CHEQ [here](#).



In 2021 over
5100

Parents/Caregivers Participated



In 2022 over
4700

Parents/Caregivers Participated

CHEQ BC Project Level Data 2022

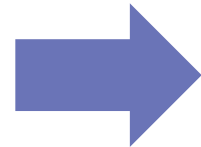
Impact of the Pandemic

Experience	2021	2022
Access to consistent child care “less” or “much less”	41%	
Parent/caregiver felt “less” or “much less” connected to family & friends	64%	
Household income “decreased”	25%	
Family had “less” access to healthy food	5%	
Parent/caregiver stress levels “high” or “very high”	42%	

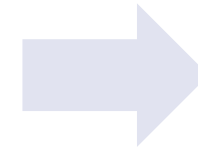


Associations Between Family Contexts & Children's Experiences

Social
Determinants
of Health

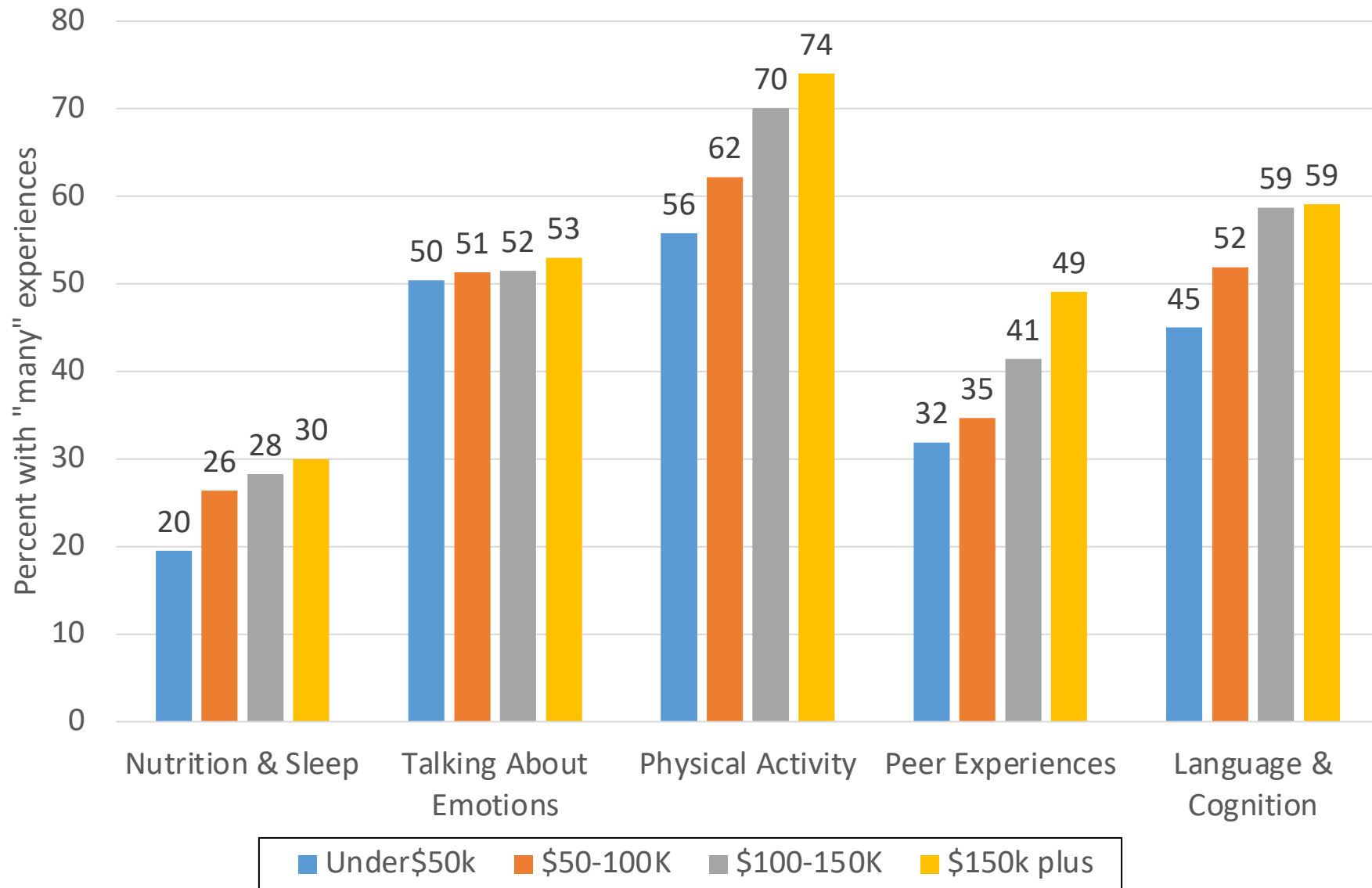


Daily
experiences of
children and
families

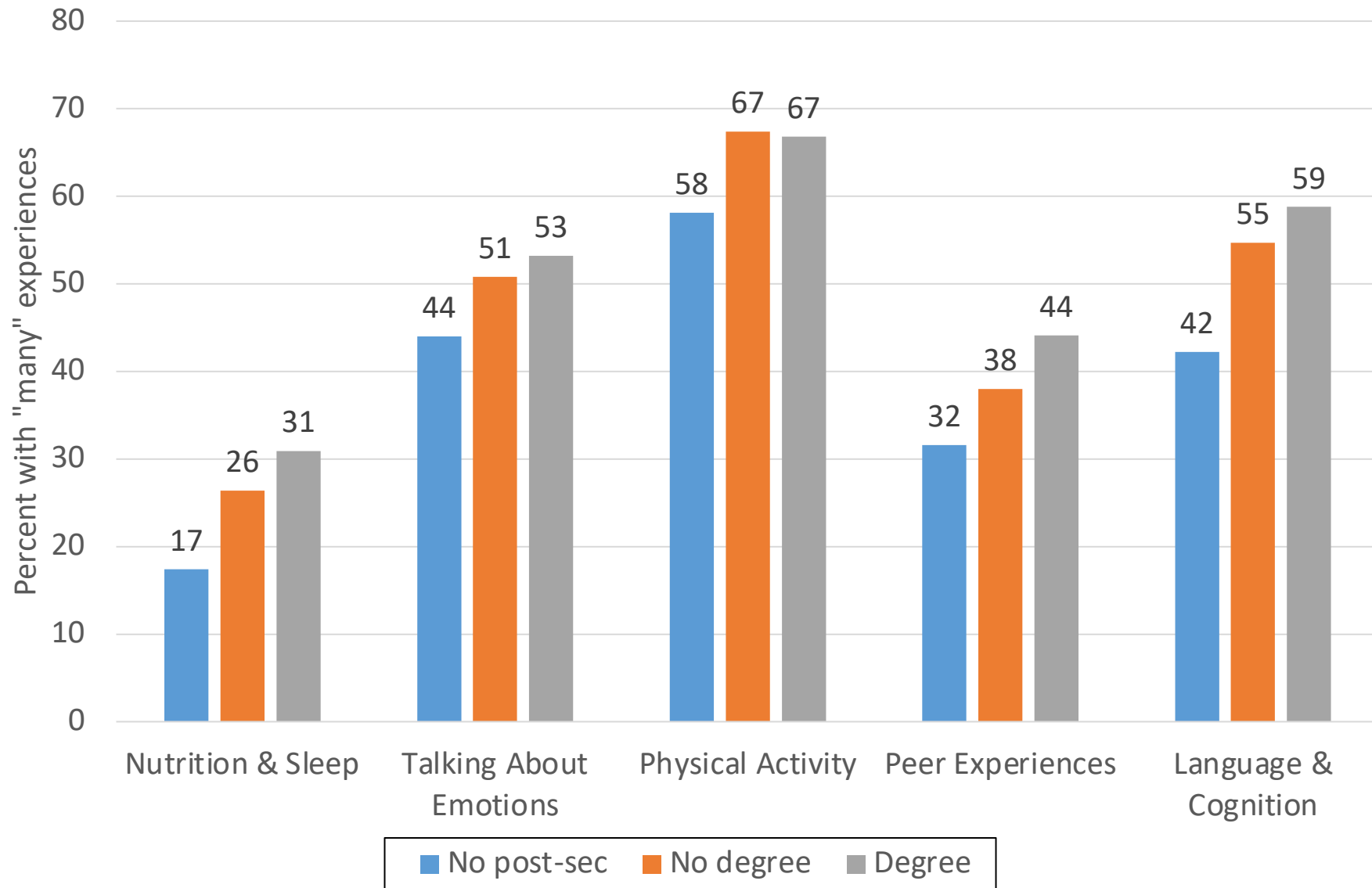


Child
development

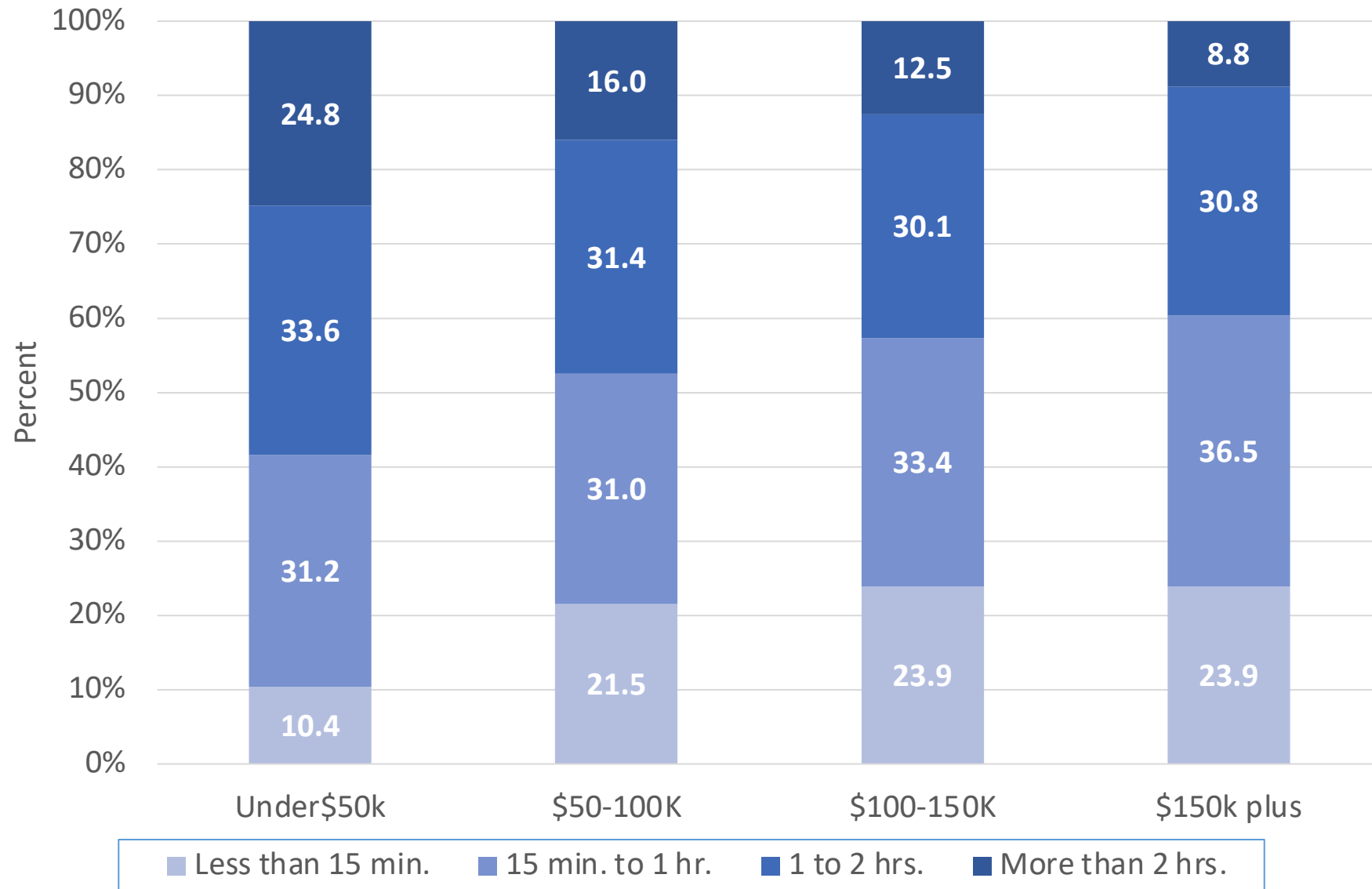
Percent of Children With "Many" Experiences,
Five CHEQ Composites for 2022, by Household Income



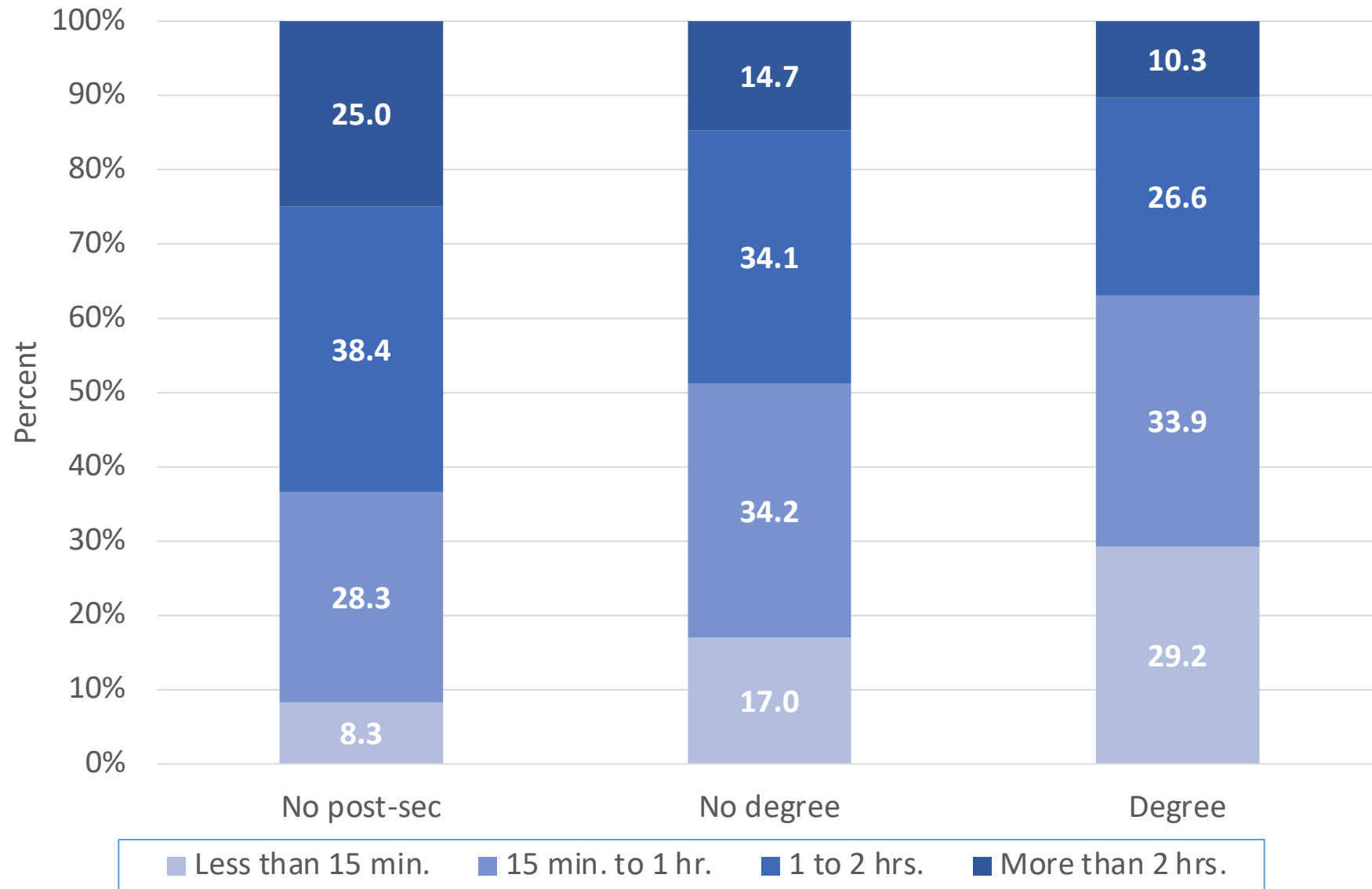
Percent of Children With "Many" Experiences,
Five CHEQ Composites for 2022, by Respondent Education



Percent of Children by Daily Amount of Screentime Alone, 2022, by Household Income



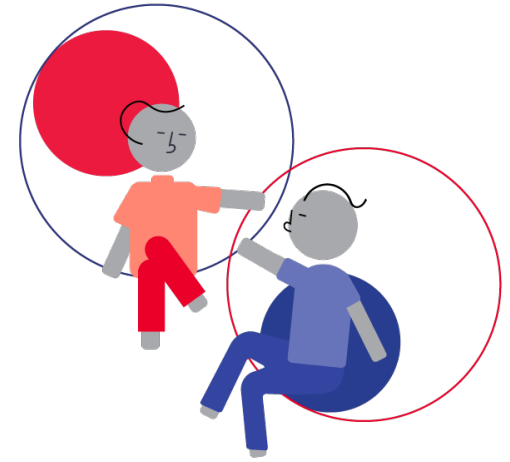
Percent of Children by Daily Amount of Screentime Alone,
2022, by Respondent Education



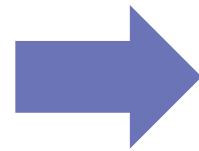
CHEQ

+

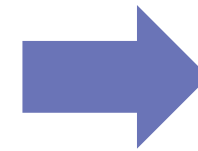
EDi



Social
Determinants
of Health

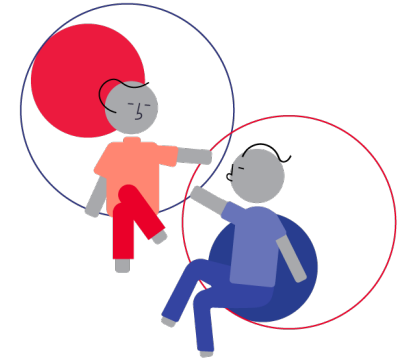


Daily
experiences of
children and
families



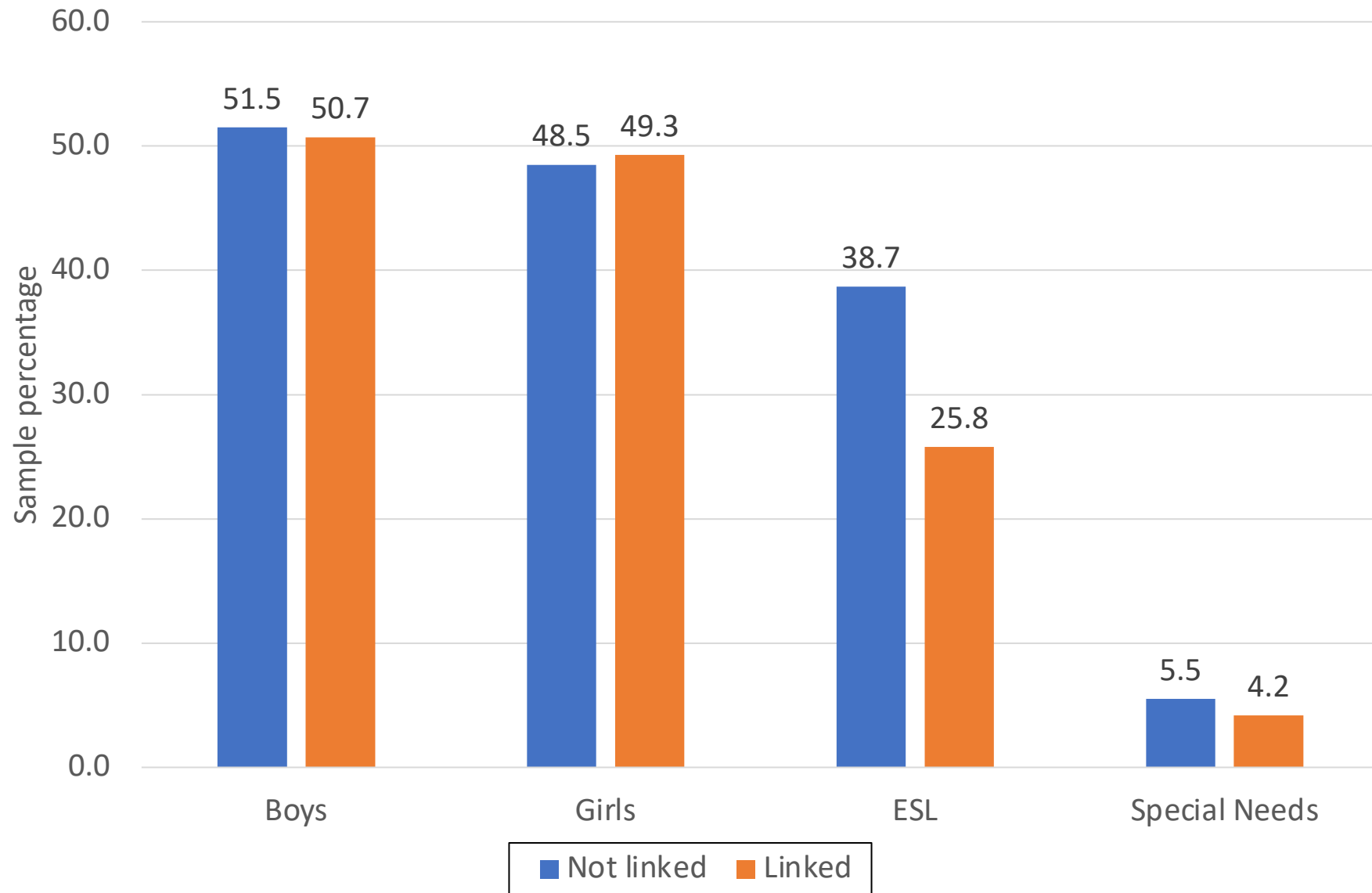
Child
development

CHEQ + EDI Linked Data

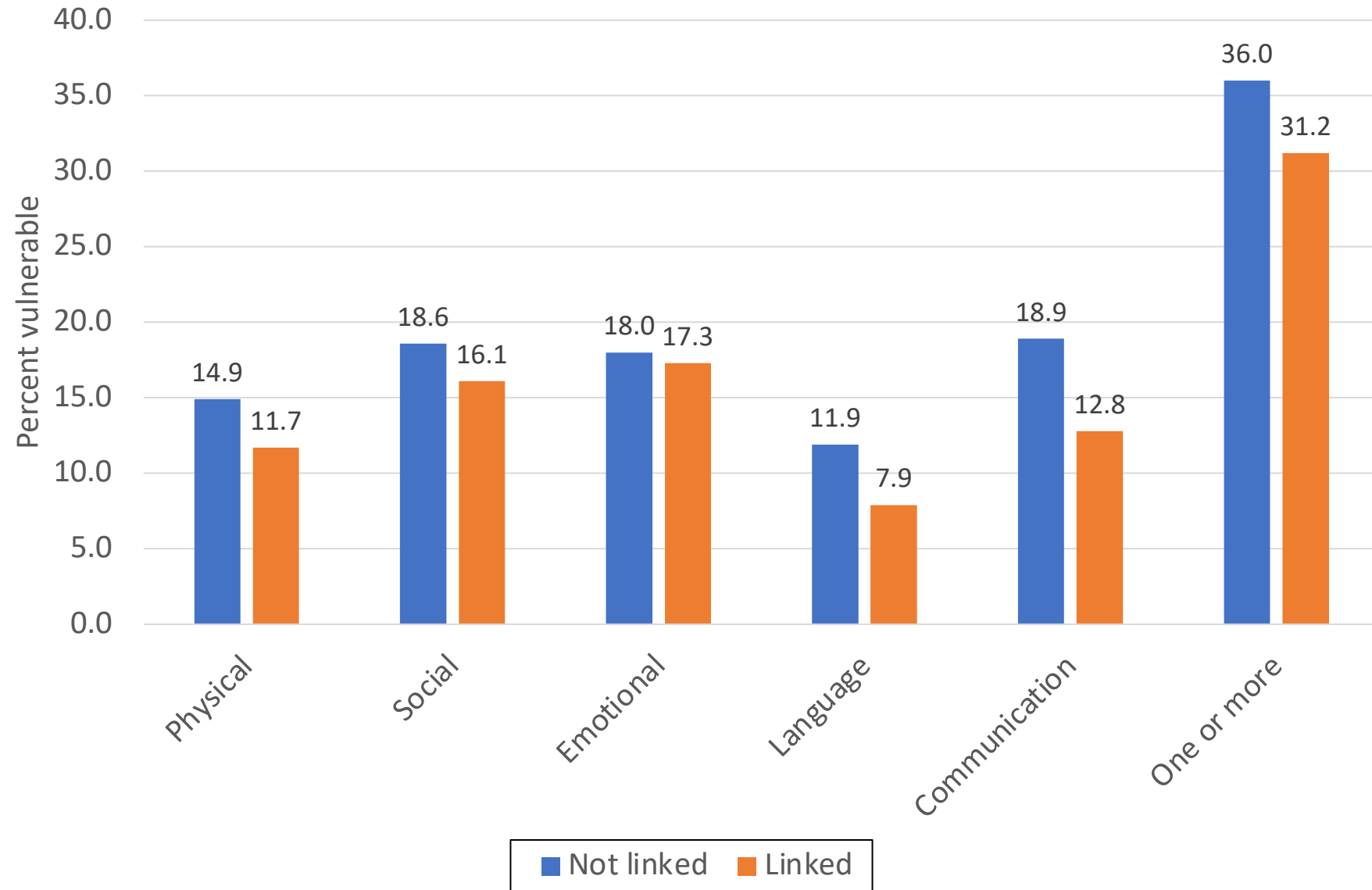


- The results about to be shown are based on children for whom we have both CHEQ and EDI scores
- 3 years of CHEQ and EDI data linkage (4th year available mid-2023)
 - 2019/2020 to 2021/2022
- Currently 5,365 children with linked CHEQ-EDI data
 - Will rise to ~10,000 with 2022/2023 linkages, and grow quickly over time

Demographic Representativeness of Linked CHEQ-EDI Data, 2021/2022



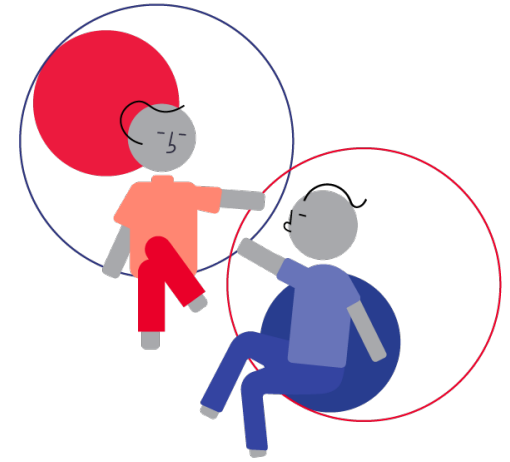
Developmental Representativeness of Linked CHEQ-EDI Data, Percent Vulnerable, 2021/2022



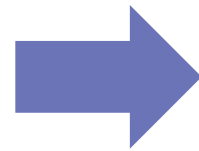
CHEQ

+

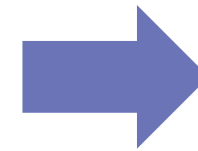
EDi



Social
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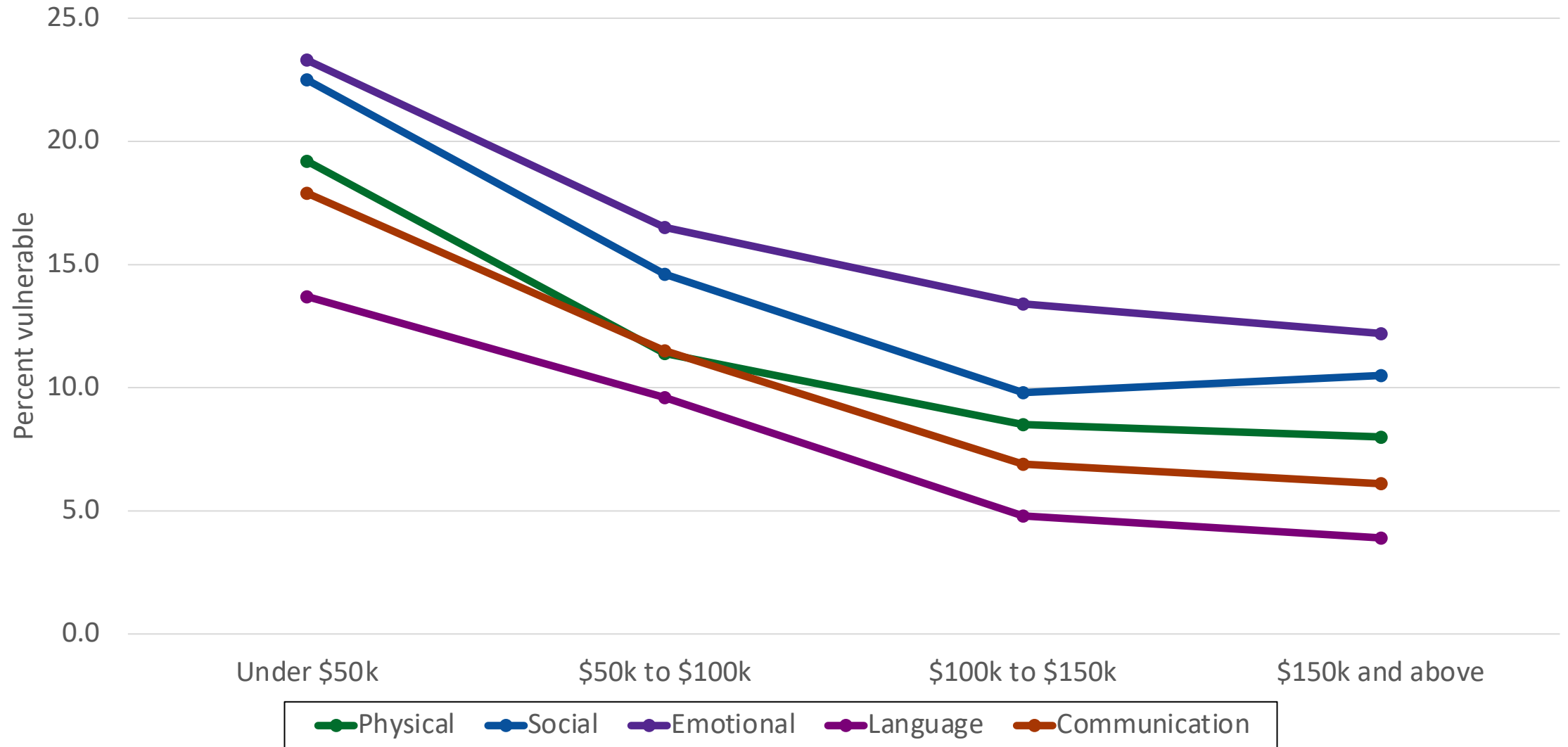


Daily
experiences of
children and
families



Child
development

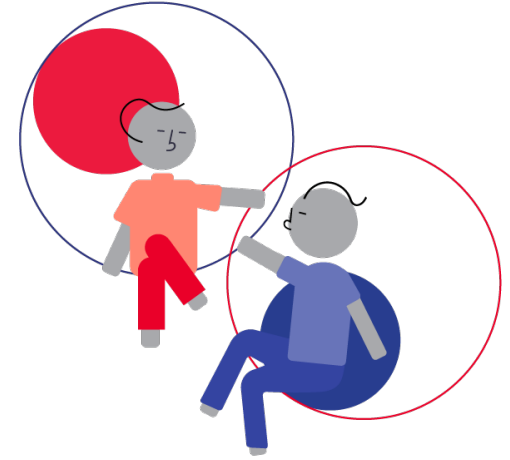
Vulnerability on All Five EDI Scales, by Gross Household Income



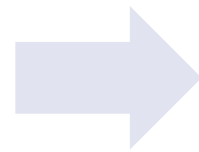
CHEQ

+

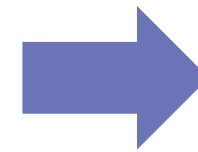
EDi



Social
Determinants
of Health

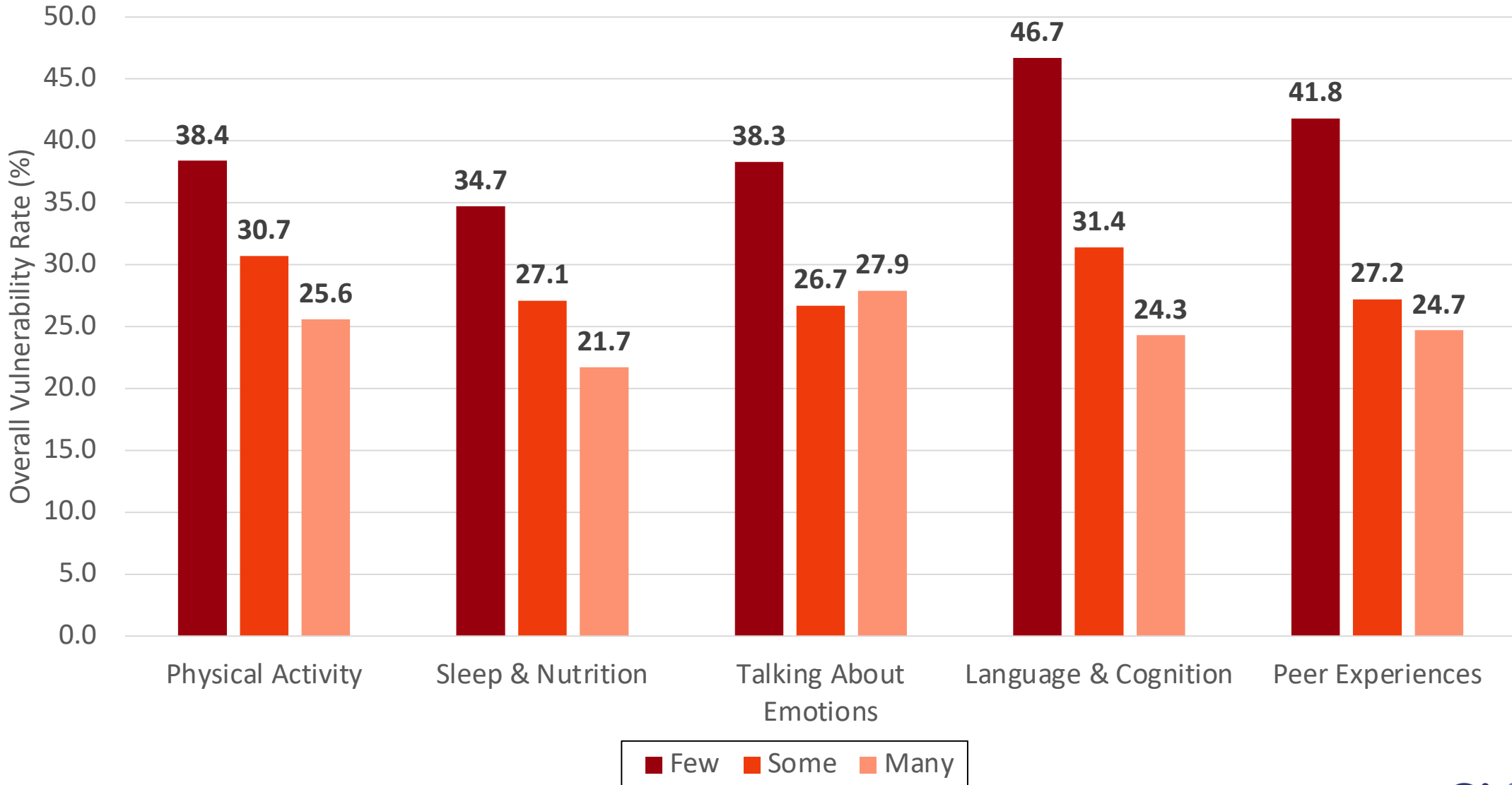


Daily
experiences of
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Child
development

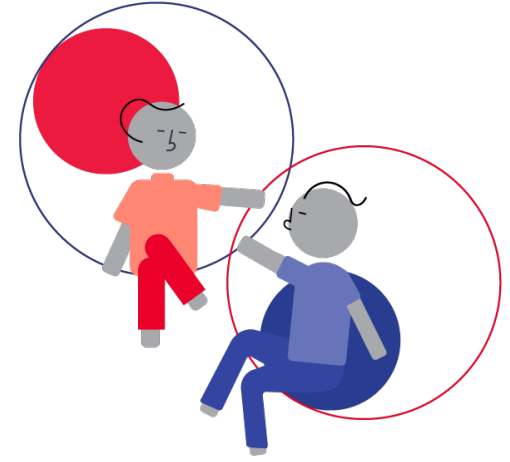
Overall EDI Vulnerability by Frequency of Experiences, Five Composite Scores



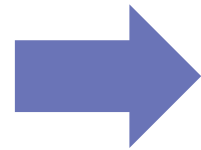
CHEQ

+

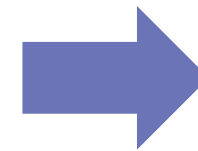
EDi



Social
Determinants
of Health

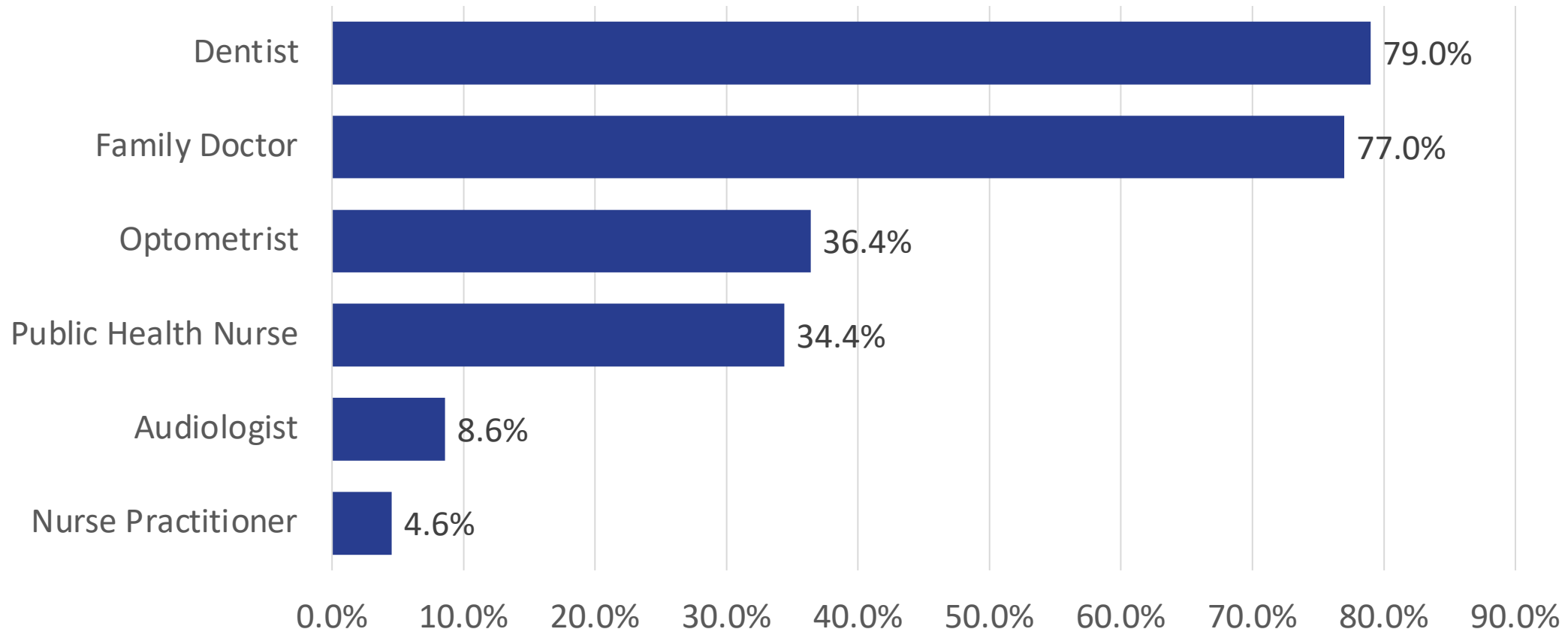


Daily
experiences of
children and
families

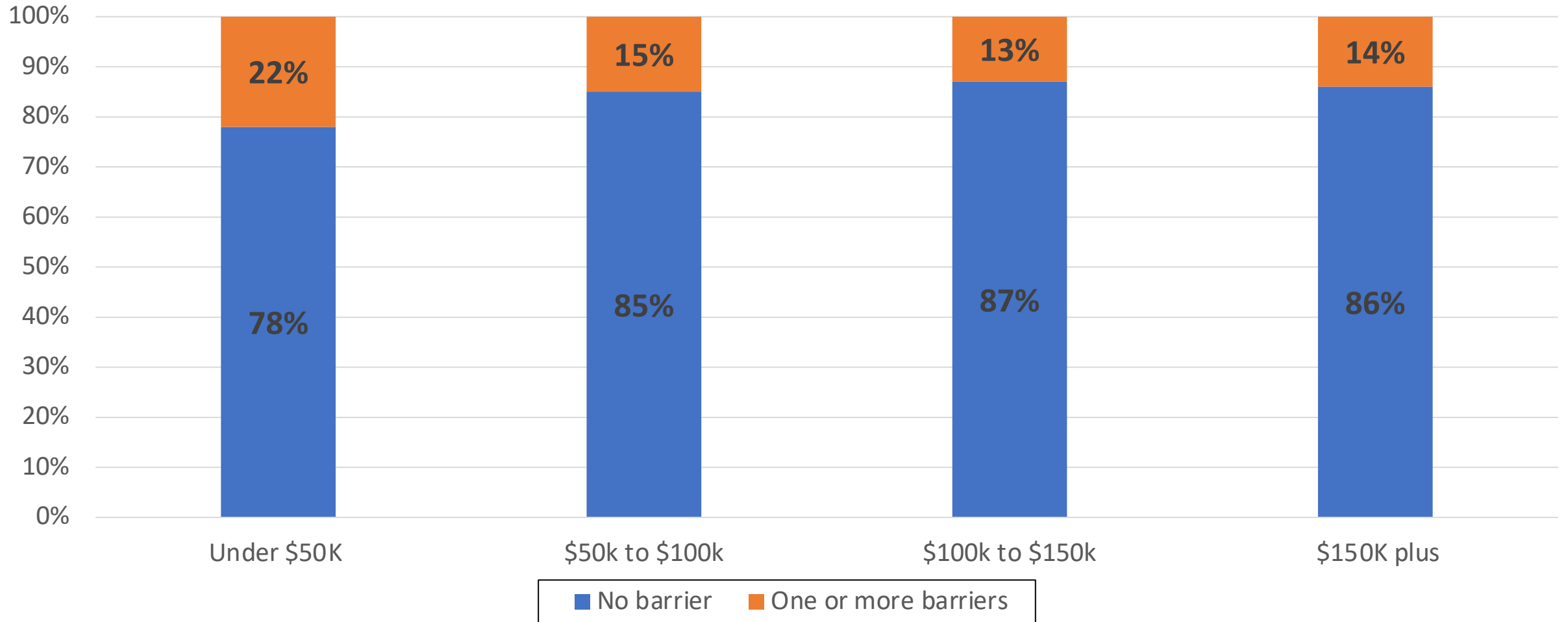


Child
development

Type of Health Care Professional Visited

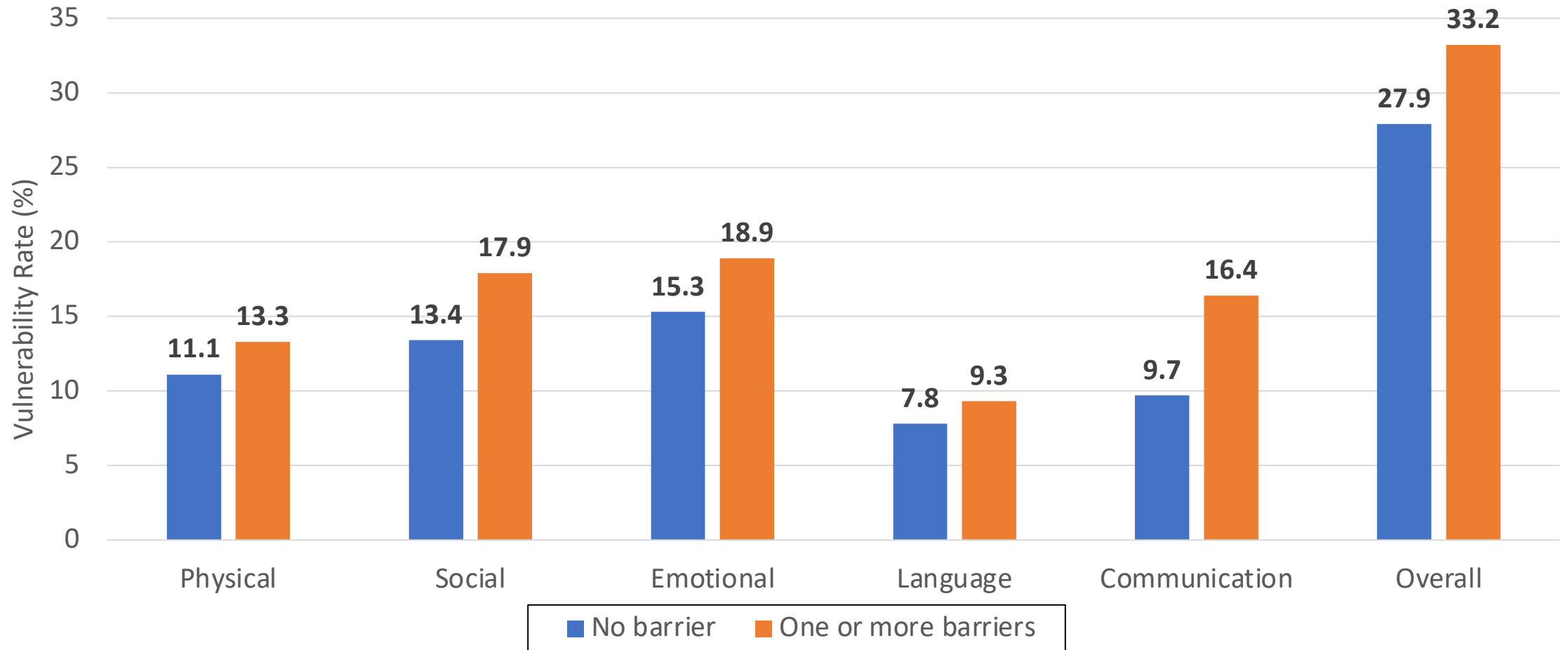


Barriers to Health Care Professionals, by Household Income



Top three barriers in 2022: available appointment/wait list, COVID, available hours

EDI Vulnerability Rates, by Barriers to Health Care Professionals



On the **CHEQ** we ask

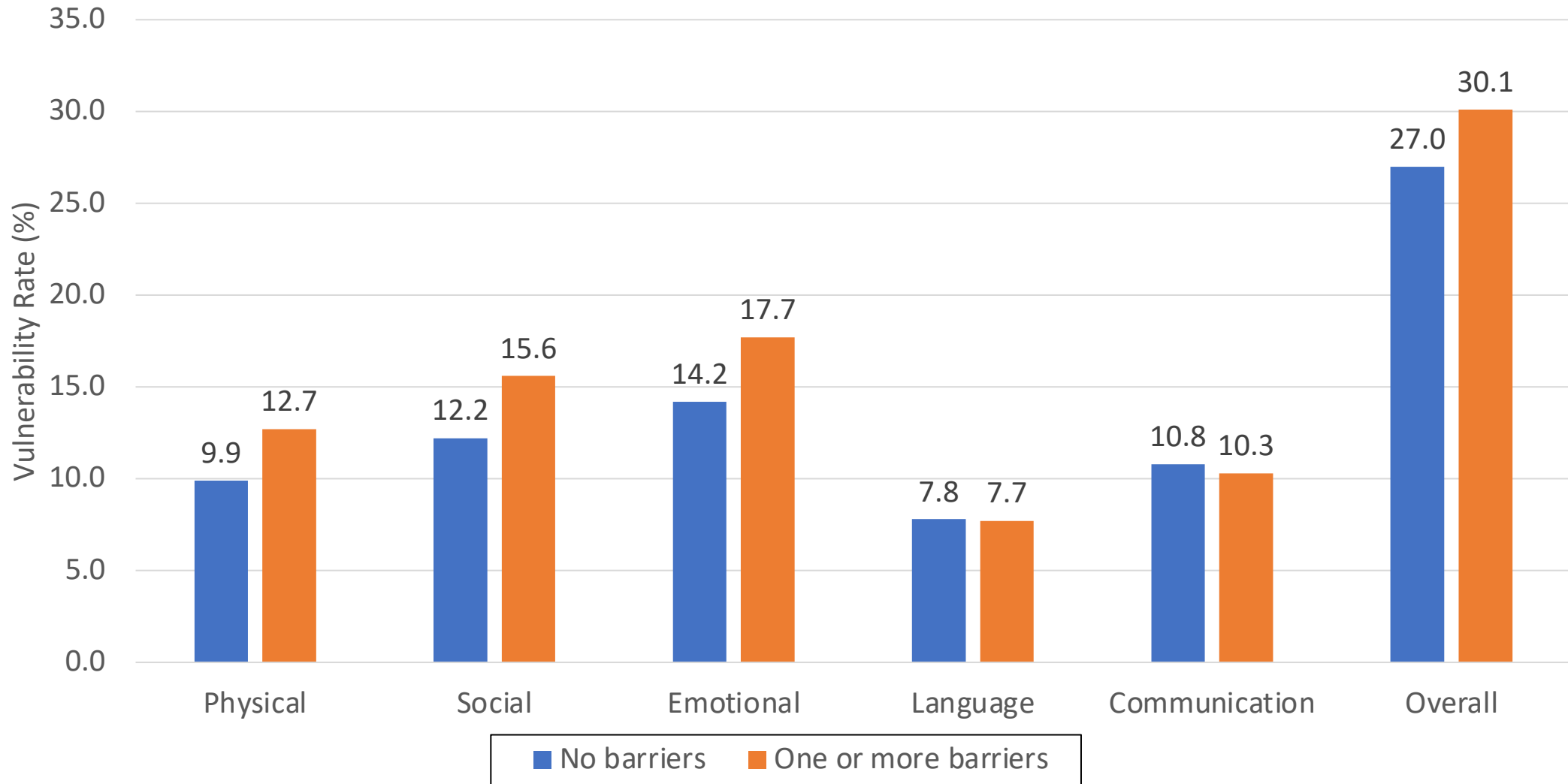
In which of the following **activities** has your child participated/used?

- Aboriginal Family Drop-in
- Art, Music and/or Drama programs
- Cultural activities
- Faith-based program
- Family Resource Centre
- Local Community/recreation centre
- Local Neighbourhood House
- Park/playground
- Public Library
- Sports programs
- StrongStart
- Story Time

What are the **barriers** to access?

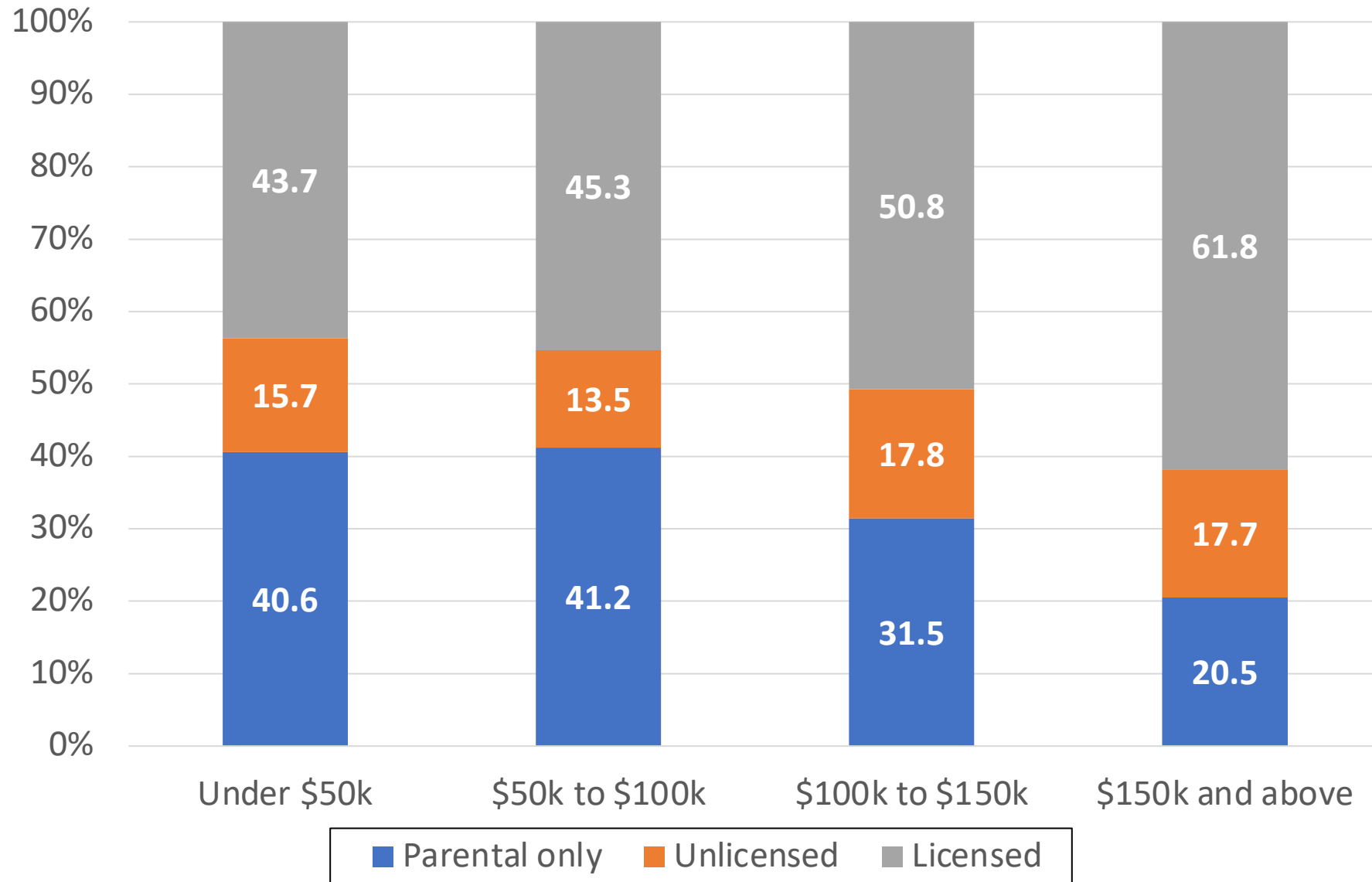


EDI Vulnerability Rates, By Barriers To Participation In Local Activities

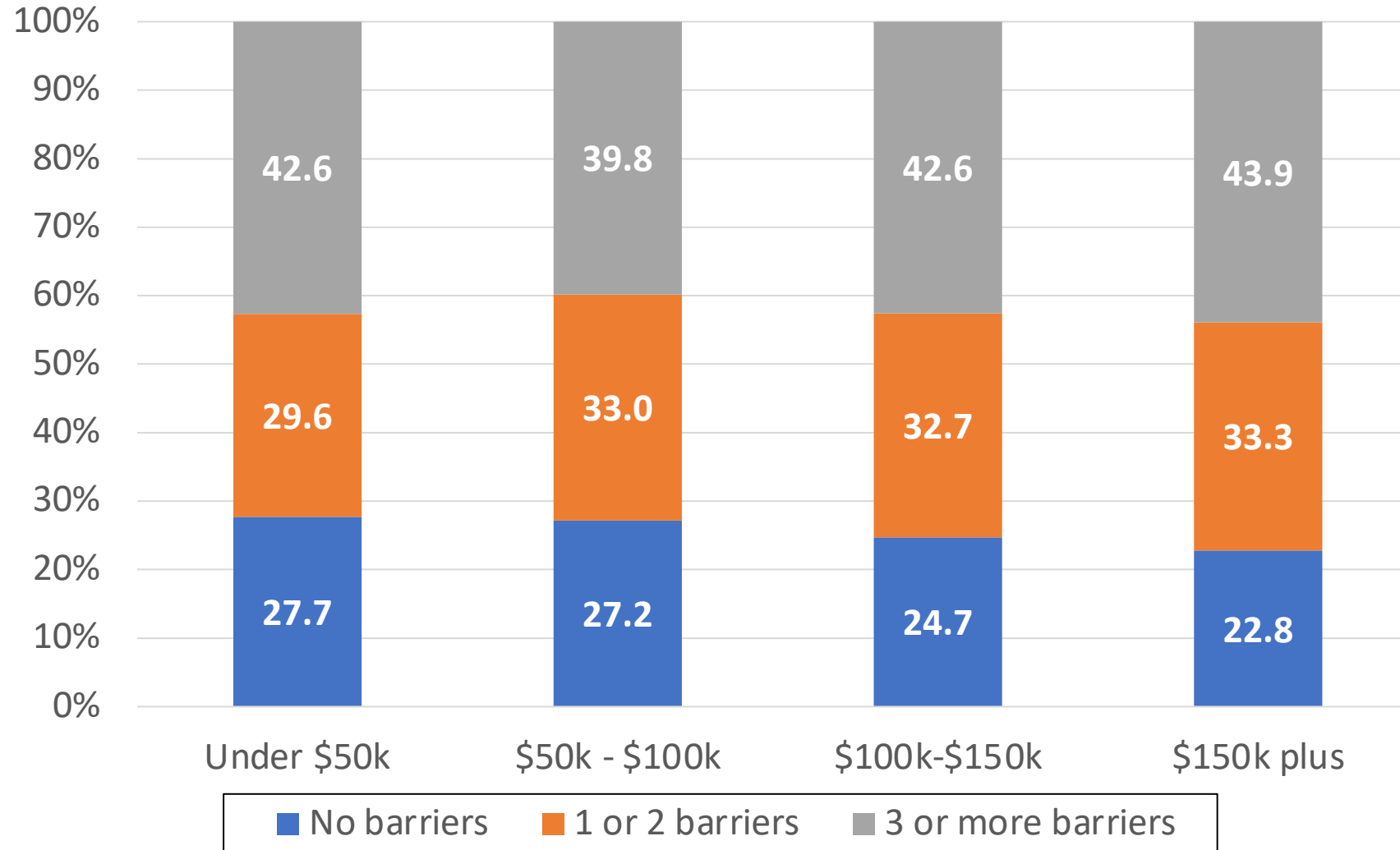


Top three barriers in 2022: Availability of spaces, hours of operation, COVID

Main Child Care Arrangement Type, Preschool Age, by Household Income

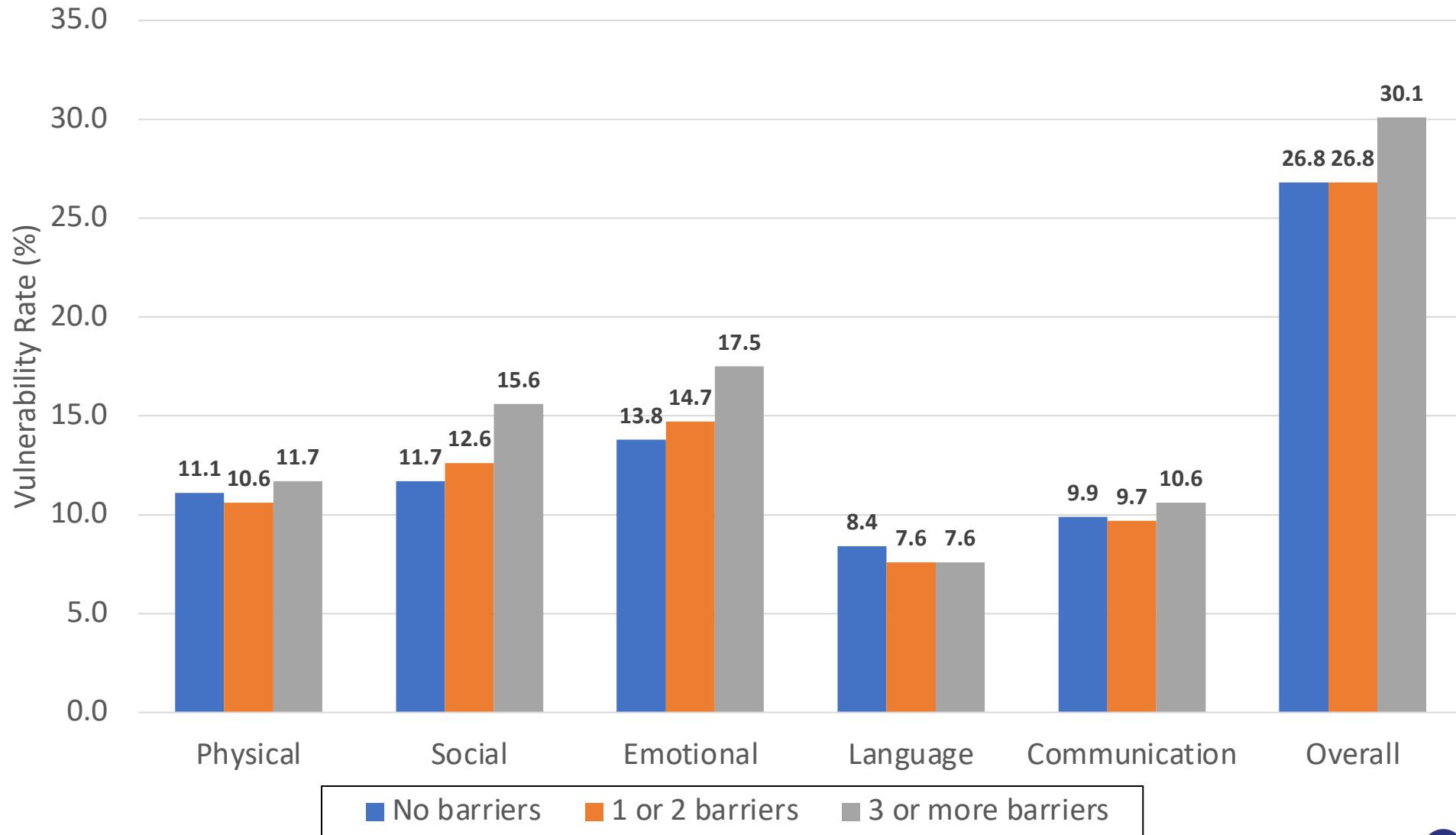


Number of Child Care Barriers, by Household Income



Top three barriers in 2022: availability of spaces, cost, hours of operation

Vulnerability on All EDI Scales, by Number of Child Care Barriers



A photograph on the left side of the slide shows several children gathered around a chalkboard. They are actively drawing and writing on the board with various colored chalks. One child in the foreground is wearing a pink and white patterned shirt, while another is wearing a blue and yellow patterned shirt. The chalkboard is covered in colorful drawings and text, including what appears to be the word 'B' and some abstract shapes.

CHEQ Data in Action

Teachers, School & District Administrators, Community Partners

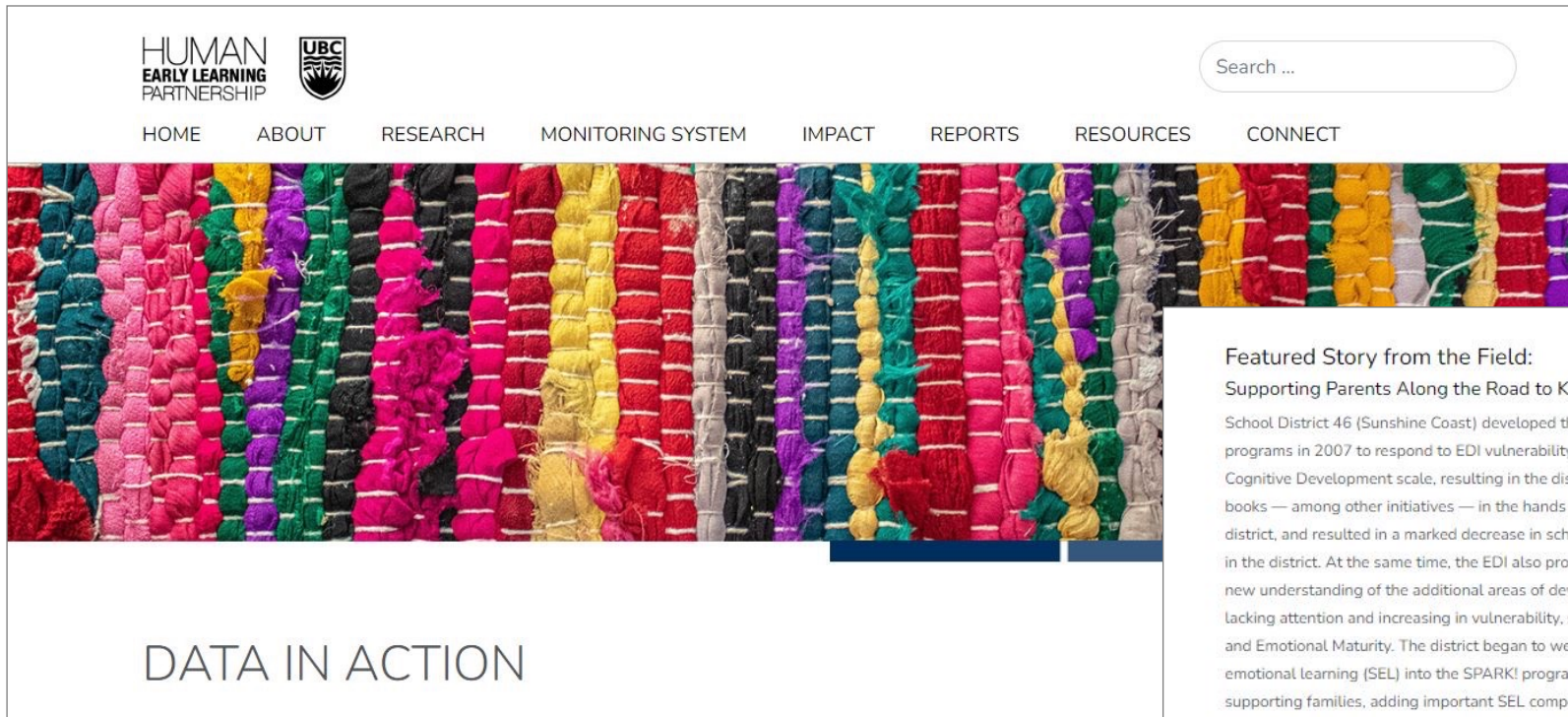
- Meeting new students and families
- Support for primary team collaboration
- Noting areas of lower experience for curriculum opportunities – more outdoor play, social and emotional learning
- Data-based decisions regarding school & community initiatives
- Sharing with PAC, community partners, ex. child care planning

Provincial Level

- Impact of the pandemic on families with young children
- Ministry of Mental Health & Addictions, *A Pathway to Hope*

Impact: Child Development Monitoring System Data in Action

For over 20 years HELP has promoted ‘equity from the start’, and used evidence to support and improve the health and well-being of children growing up in BC, Canada and beyond.



The screenshot shows the top section of the Human Early Learning Partnership website. On the left, there are logos for 'HUMAN EARLY LEARNING PARTNERSHIP' and 'UBC'. To the right is a search bar with the text 'Search ...'. Below the logos and search bar is a horizontal navigation menu with the following items: HOME, ABOUT, RESEARCH, MONITORING SYSTEM, IMPACT, REPORTS, RESOURCES, and CONNECT. The background of the header area is a vibrant, multi-colored pattern of braided threads in shades of red, yellow, green, purple, and black.

DATA IN ACTION

Featured Story from the Field:

Supporting Parents Along the Road to Kindergarten (SPARK!)

School District 46 (Sunshine Coast) developed the SPARK! education programs in 2007 to respond to EDI vulnerability in the Language and Cognitive Development scale, resulting in the distribution of over 50,000 books — among other initiatives — in the hands of families across the district, and resulted in a marked decrease in school-level EDI vulnerability in the district. At the same time, the EDI also provided the district with a new understanding of the additional areas of development that were lacking attention and increasing in vulnerability, such as Social Competence and Emotional Maturity. The district began to weave in social and emotional learning (SEL) into the SPARK! program as a means of supporting families, adding important SEL components into parenting programs such as Positive Discipline and Circle of Security. The district also hired two Family Support Navigators to work with families who need additional supports and connections to referrals and other agencies. The EDI has been the driving force behind these initiatives.



A photograph of a person's hands, wearing a blue knitted sweater, holding three dark brown pinecones. The background is a dark, textured surface. At the top of the image, there is a horizontal bar with five colored segments: green, blue, red, orange, and purple.

What's next...

- CHEQ recruitment 2023-24

Boundary Type ⓘ

School District ▾

Specific Area

All School Districts (BC) ▾

Wave ⓘ

- 2
- 3
- 4
- 5
- 6
- 7
- 8

EXPLORE MODULES

Demographics & Participation

Overall Outcomes

Scale Outcomes

Subscale Outcomes

Resources

Demographics & Participation ⓘ ↓

41,176 kindergarten children in **All School Districts (BC)** had an EDI started for them in **Wave 8**.

DEMOGRAPHICS ⓘ

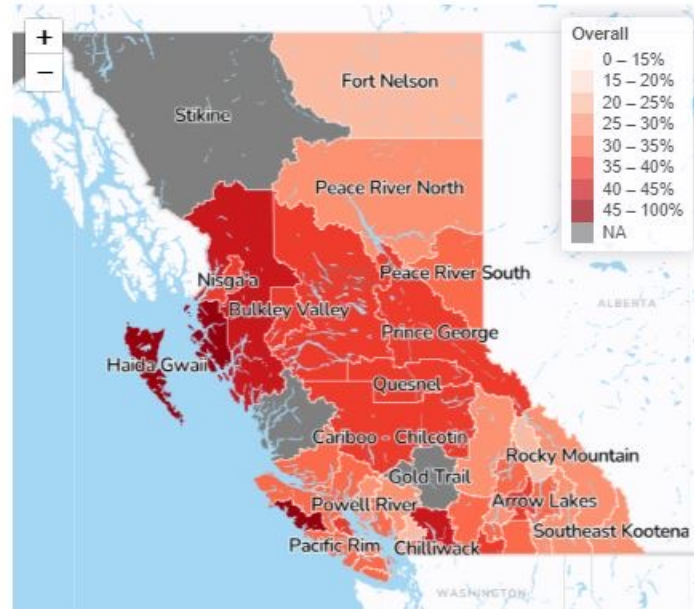
TOTAL EDI	MEAN AGE	MALES	FEMALES	ELL	
All School Districts (BC)	41,176	5.65	21,104 (51%)	20,072 (49%)	8,244 (20%)

**EDI Data Dashboard –
Coming Soon!**

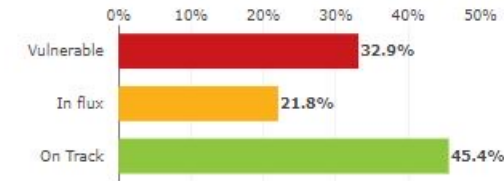
Overall Outcomes ⓘ ↓

33% of **41,176** kindergarten children in **All School Districts (BC)** were vulnerable on **One or More** scales of the EDI in **Wave 8**.

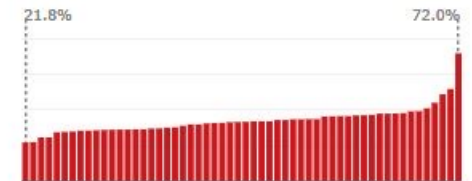
MAP OF OVERALL VULNERABILITY ⓘ ↓



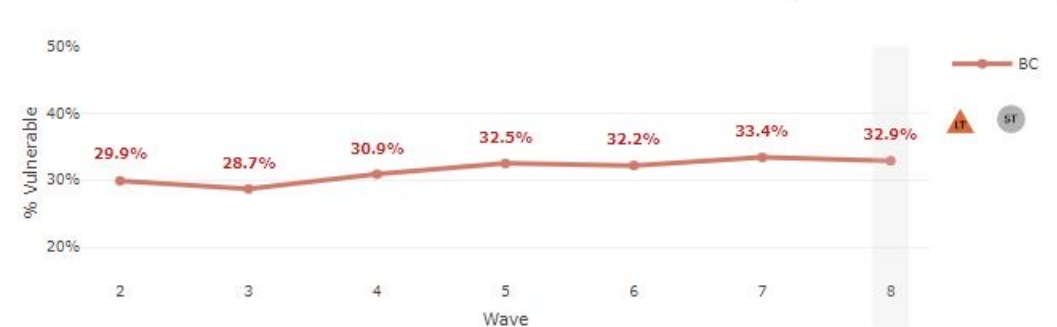
OVERALL OUTCOMES SUMMARY ⓘ ↓



RANGE IN VULNERABILITY ⓘ ↓



OVERALL TRENDS ⓘ ↓



CHEQ Reporting:

Private:

- Classroom & School

Public:

- Project Level
- CHEQ COVID-19 Rapid Report
- School District & Neighbourhood – coming soon!



VANDERHOOF

THE CHILDHOOD EXPERIENCES QUESTIONNAIRE

NEIGHBOURHOOD REPORT

2022



BY LOCATION

By Location

SD5 Southeast Kootenay

SD6 Rocky Mountain

SD8 Kootenay Lake

SD10 Arrow Lakes

SD19 Revelstoke

SD20 Kootenay-Columbia

SD22 Vernon

SD23 Central Okanagan

SD27 Cariboo-Chilcotin

SD28 Quesnel

SD33 Chilliwack

SD34 Abbotsford

SD35 Langley

SD36 Surrey

SD37 Delta

SD38 Richmond

SD39 Vancouver

SD40 New Westminster

SD41 Burnaby

SD42 Maple Ridge-Pitt Meadows

SD43 Coquitlam

SD44 North Vancouver

SD53 Okanagan Similkameen

SD54 Bulkley Valley

SD57 Prince George

SD58 Nicola-Similkameen

SD59 Peace River South

SD60 Peace River North

SD61 Greater Victoria

SD62 Sooke

SD63 Saanich

SD64 Gulf Islands

SD67 Okanagan Skaha

SD68 Nanaimo-Ladysmith

SD69 Qualicum

SD70 Pacific Rim

SD71 Comox Valley

SD72 Campbell River

SD73 Kamloops/Thompson

SD74 Gold Trail

SD75 Mission

SD78 Fraser-Cascade

SD79 Cowichan Valley

SD81 Fort Nelson





Thank you!

HUMAN
EARLY LEARNING
PARTNERSHIP



HELP Website: earlylearning.ubc.ca

Email: communications@help.ubc.ca

 @HELP_UBC

 [Facebook.com/HumanEarlyLearningPartnership](https://www.facebook.com/HumanEarlyLearningPartnership)

Resources/Links Shared in the Chat

- **HELP website Aboriginal Steering Committee:** <https://earlylearning.ubc.ca/about/aboriginal-steering-committee/>
- **HELP website CHEQ Overview:** <https://earlylearning.ubc.ca/monitoring-system/cheq/cheq-overview/>
- **CHEQ COVID Rapid report 2021/2022:** <https://earlylearning.ubc.ca/app/uploads/2023/02/2021-2022-CHEQ-COVID-19-Rapid-Report-Final.pdf>
- **CHEQ Questionnaire, 2022:** https://earlylearning.ubc.ca/app/uploads/2022/06/CHEQ_Questionnaire_2022.pdf
- **EDI Wave 8 Provincial Summary:** <https://earlylearning.ubc.ca/edi-wave8-provincial-synthesis/>
- **HELP website Data in Action:** <https://earlylearning.ubc.ca/impact/data-in-action/>
- **HELP Newsletter sign-up:** <https://bit.ly/subscribe2help>
- **BC Ministry of Education & Child Care, Early Learning Projects:** <https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/projects>
- **YDI Reports:** <https://chartlab.ca/about-ydi/reports/#school-reports>
- **Canadian Society for Exercise Physiology, Movement Guide:** <https://csepguidelines.ca/guidelines/early-years/>