



CHEQ

SOUTHEAST KOOTENAY

THE CHILDHOOD EXPERIENCES QUESTIONNAIRE

SCHOOL DISTRICT REPORT

2022



INTRODUCTION TO THE CHEQ

WHAT IS THE CHILDHOOD EXPERIENCES QUESTIONNAIRE (CHEQ)?

The CHEQ is 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 on 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, weaving, 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

YOUR CHEQ SCHOOL DISTRICT DATA

This CHEQ School District Report includes the collated answers to all of the questions about children's experiences. The questions are organized into sections that correspond to the CHEQ developmental areas described above. Summary tables are provided for each question and include information related to the percentage of total responses, the average score or the number of children for whom an answer was provided by a parent/caregiver.

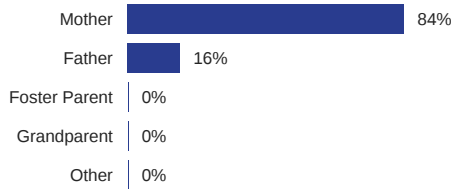
This report aggregates CHEQ data by school district boundaries. The data in this report are a summary of the responses parents/caregivers provided for kindergarten children attending school in your district in the current academic year. The report provides valuable information on the unique experiences of this group. Please read the 'Using Your CHEQ Report' section at the end of this report for more information.

 **84%** of kindergarten students in this district have a completed CHEQ
310/369

GENERAL INFORMATION

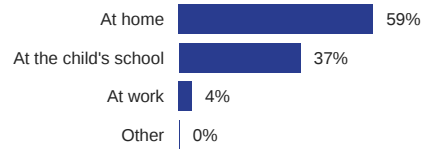
Who filled out this survey?

ANSWERED: 293



Where is the survey being completed?

ANSWERED: 309

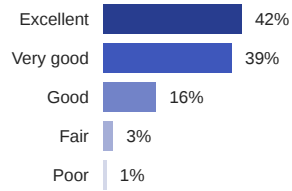


PHYSICAL HEALTH & WELL-BEING



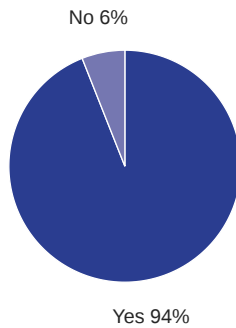
Child's overall health in the last year

ANSWERED: 307



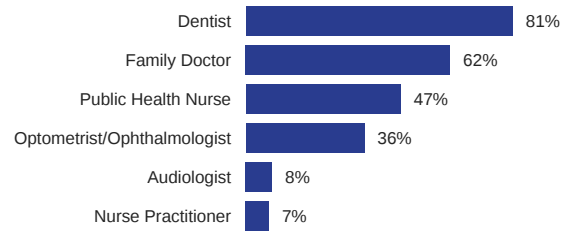
Did the child visit a health care professional in the last year?

ANSWERED: 308



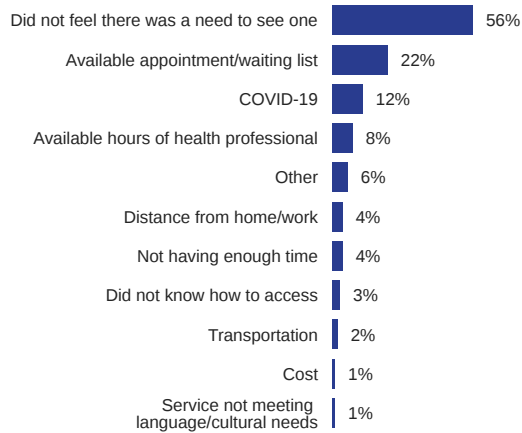
Type of health care professional visited

ANSWERED: 288



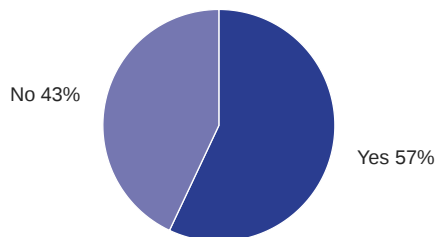
Barriers to seeing health care professionals

ANSWERED: 101



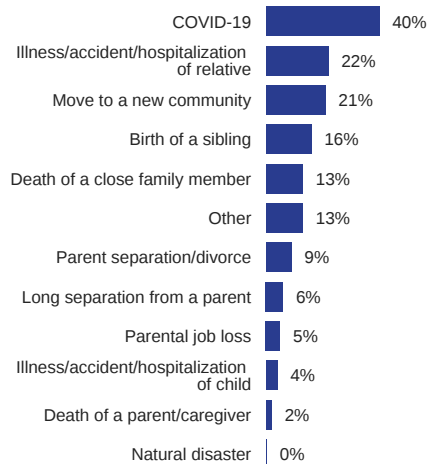
Did the child experience any stressful events in the past year?

ANSWERED: 289



Type of stressful event

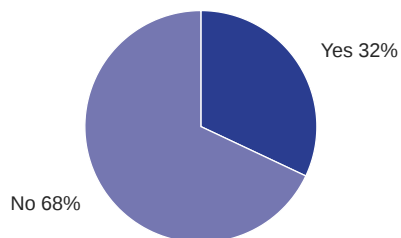
ANSWERED: 164



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

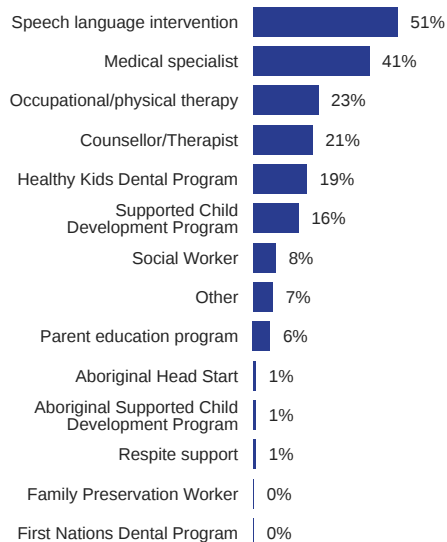
3 years to kindergarten

ANSWERED: 303



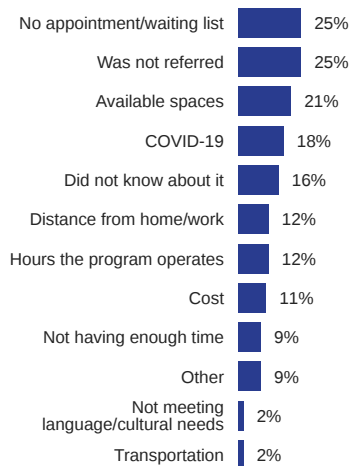
Types of programs or supports used

ANSWERED: 96



Barriers to using these types of programs or supports

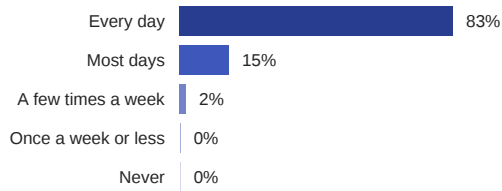
ANSWERED: 57





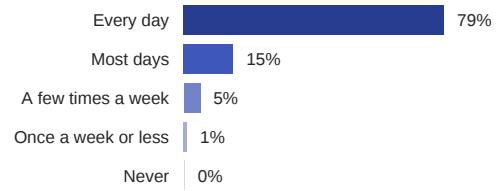
Frequency the child ate breakfast in the last 6 months

ANSWERED: 309



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

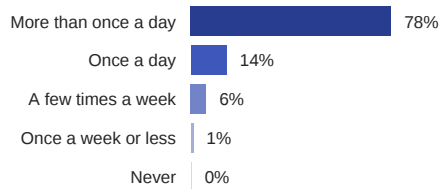
ANSWERED: 308



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

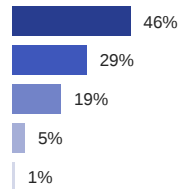
Vegetables and fruits

ANSWERED: 309



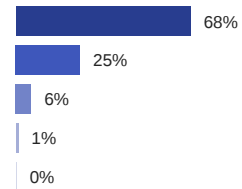
Whole grain foods

ANSWERED: 308



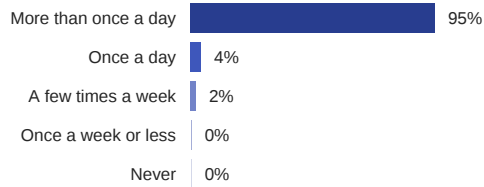
Protein foods

ANSWERED: 308



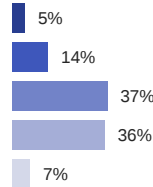
Water

ANSWERED: 308



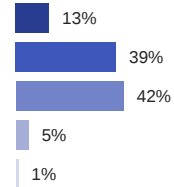
Sugary drinks

ANSWERED: 305



Sugary or salty snacks

ANSWERED: 308

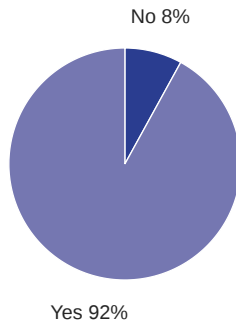


SLEEP



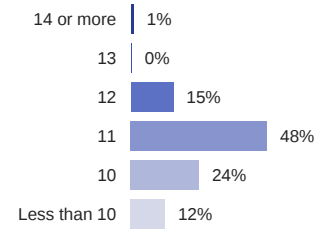
Does the child have a regular bedtime?

ANSWERED: 290



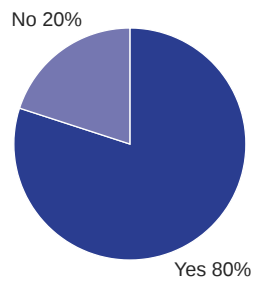
Number of hours the child usually sleeps in a 24 hour period

ANSWERED: 301



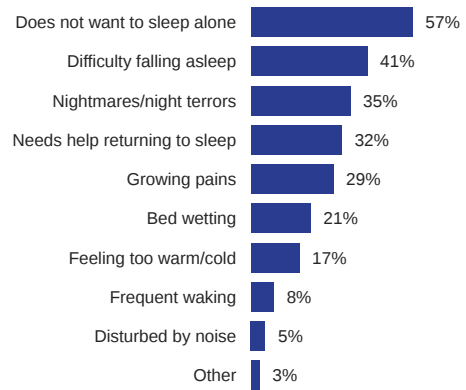
Does the child face challenges when sleeping at night?

ANSWERED: 303



Challenges faced by the child when sleeping at night

ANSWERED: 242

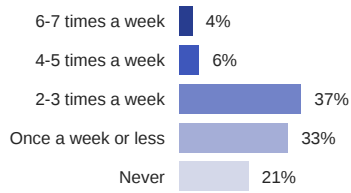


MOTOR SKILLS & EXPERIENCES



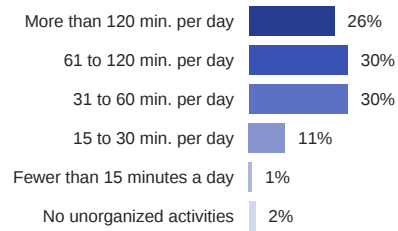
Times per week the child took part in energetic physical activity while participating in organized activities over the last 6 months

ANSWERED: 309



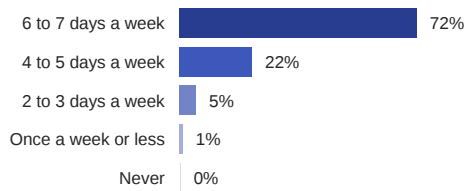
Minutes per day (on average) the child took part in energetic physical activity while participating in unorganized activities over the last 6 months

ANSWERED: 303



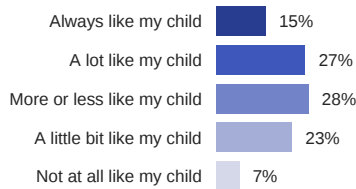
Days per week the child played outdoors over the last 6 months

ANSWERED: 309



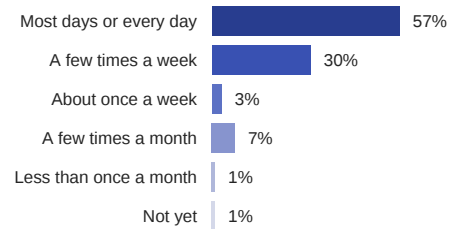
Degree to which the child likes to take risks while playing outside

ANSWERED: 308



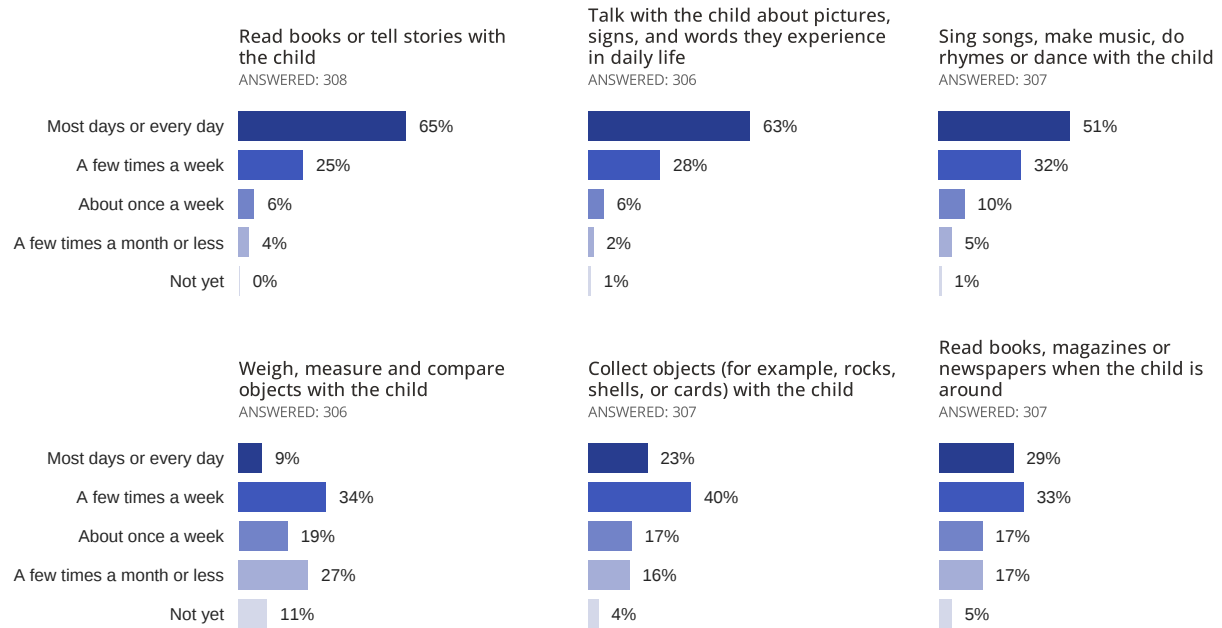
Frequency the child has had the chance to take risks while playing outside over the last 6 months

ANSWERED: 307

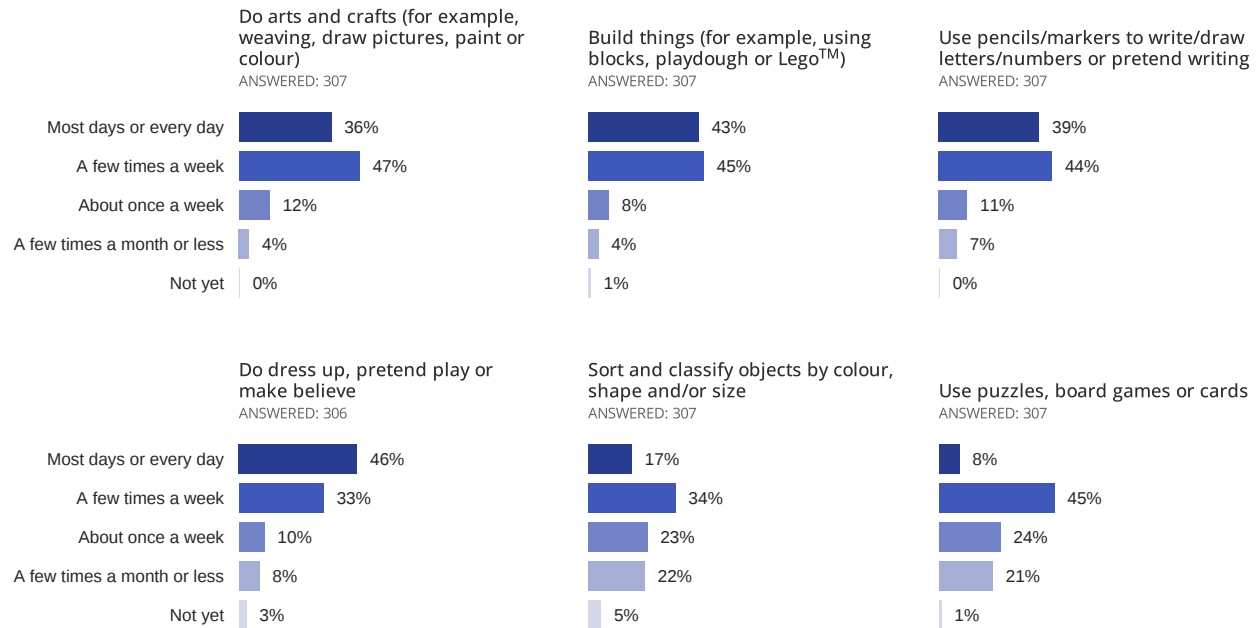




In the last 6 months, how often did the parent/caregiver or another important person in the child's life:



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



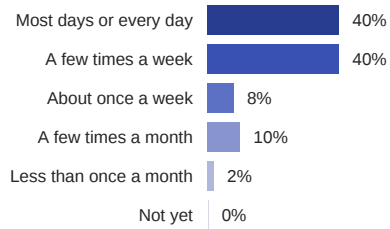
SOCIAL & EMOTIONAL EXPERIENCES



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

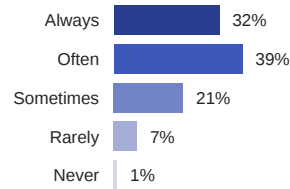
How often the child was around children other than their siblings

ANSWERED: 308



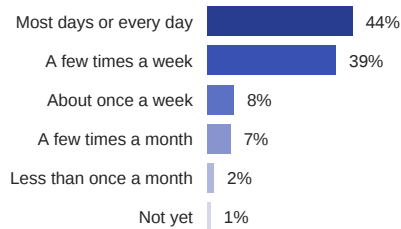
How often the child had a close friendship with another child around the same age

ANSWERED: 307



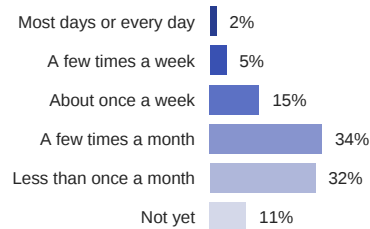
How often the parent/caregiver involved the child in household chores

ANSWERED: 307

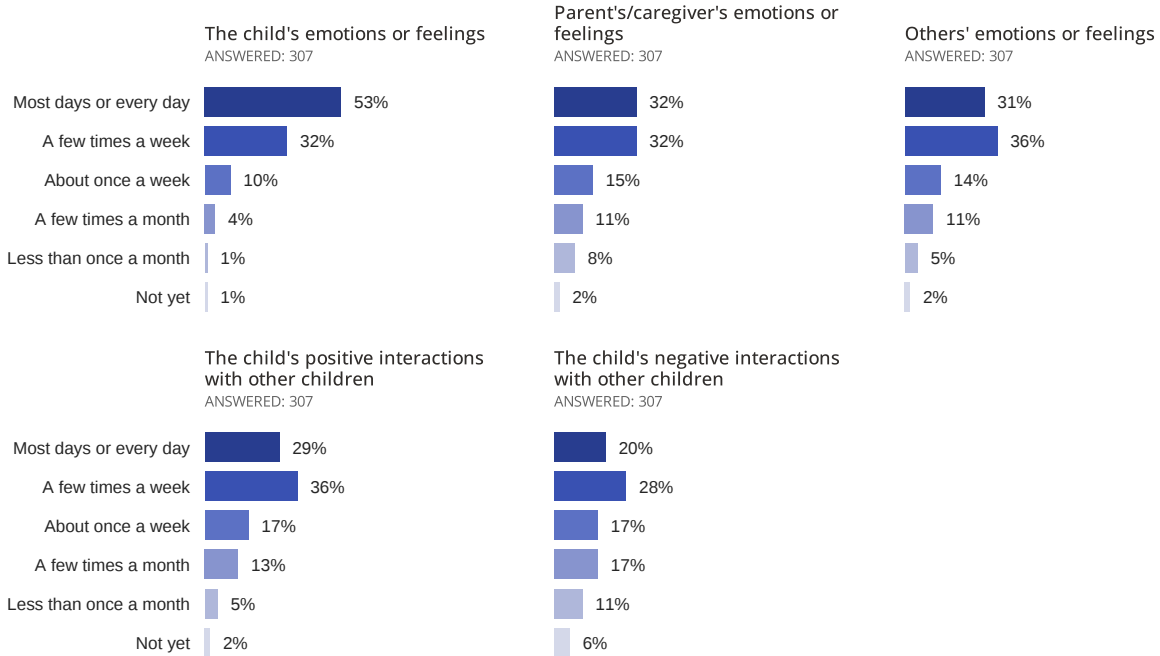


How often the parent/caregiver did something with the child to help others

ANSWERED: 307



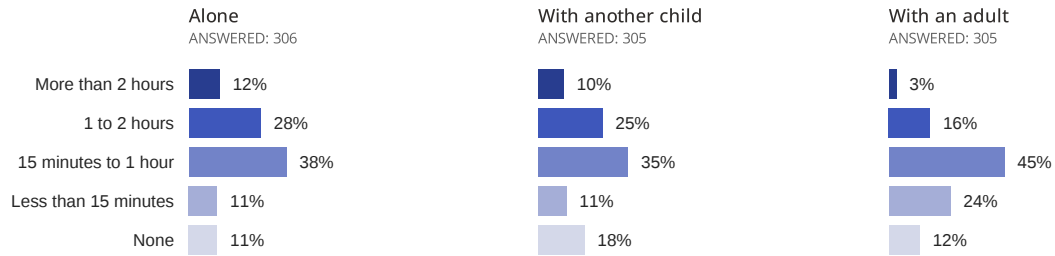
How often the parent/caregiver had the chance to talk with the child about:



SCREEN TIME

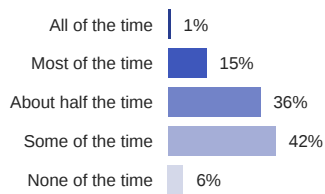


How much time per day the child used an electronic device in general:



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

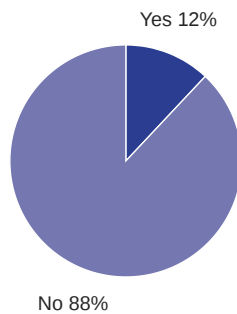
ANSWERED: 306





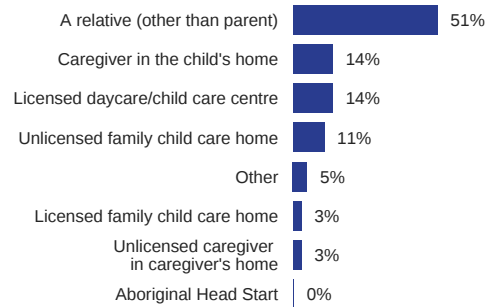
Was the child in a child care arrangement other than parental care between 0 and 12 months?

ANSWERED: 306



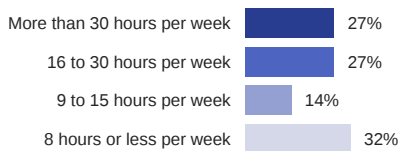
Type of child care arrangement used the most between 0 and 12 months

ANSWERED: 37



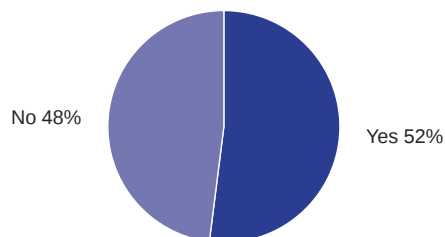
Number of hours in the main child care arrangement between 0 and 12 months

ANSWERED: 37



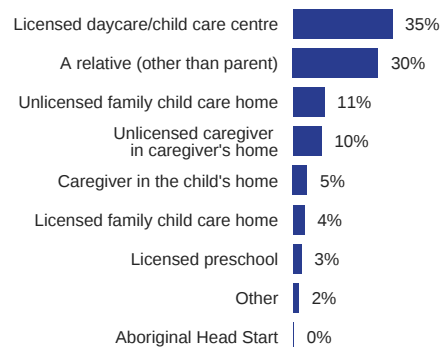
Was the child in a child care arrangement other than parental care between 13 months and 3 years?

ANSWERED: 306



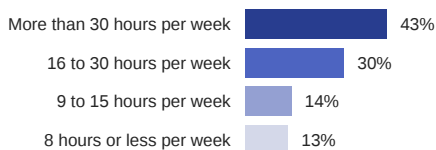
Type of child care arrangement used the most between 13 months and 3 years

ANSWERED: 158



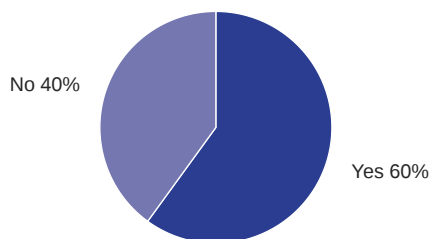
Number of hours in the main child care arrangement between 13 months and 3 years

ANSWERED: 155



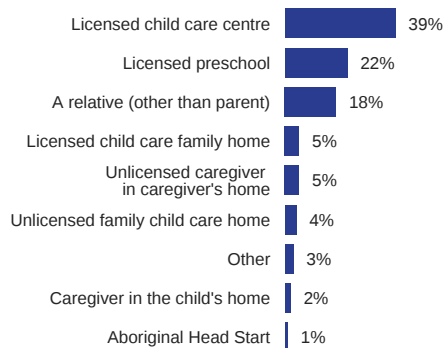
Was the child in a child care arrangement other than parental care between 3 years and kindergarten?

ANSWERED: 306



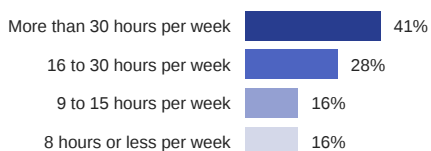
Type of child care arrangement used the most between 3 years and kindergarten

ANSWERED: 184

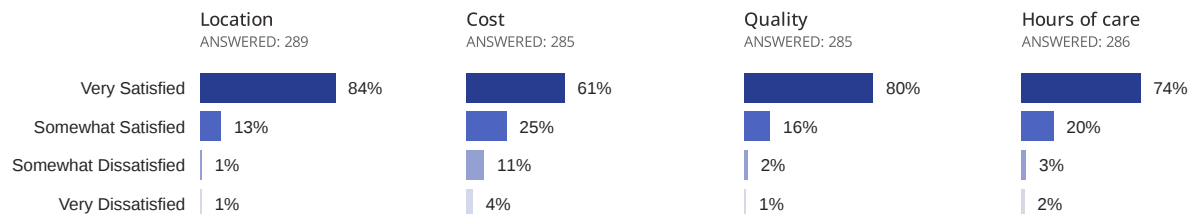


Number of hours in the main child care arrangement between 3 years and kindergarten

ANSWERED: 184

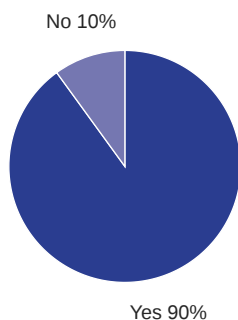


Satisfaction with child's most recent main child care arrangement:



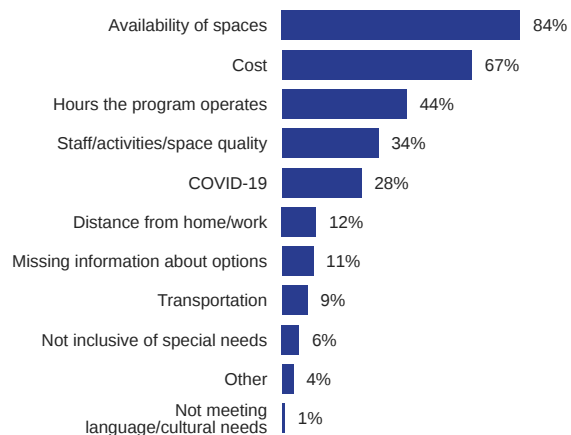
Barriers for early learning and child care arrangements

ANSWERED: 240



Type of early learning and child care barrier

ANSWERED: 217



GENERAL ACTIVITIES



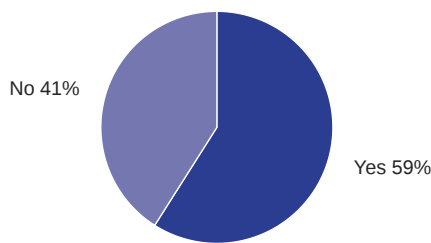
How often the child participated in/used community activities/resources:

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	15	16	23	21	26
Arts, music or drama programs	79	10	6	3	2
Cultural activities programs	79	13	7	1	0
Story Time program	60	25	8	6	2
StrongStart program	62	16	13	5	5
Local Neighbourhood House	73	7	12	4	4
Public library	31	31	25	11	2
Aboriginal Family Drop-in	98	1	0	0	0
Family Resource Centre (i.e., Family Drop-in program)	91	4	2	2	1
Faith-based program	82	4	2	9	2
Park/playground	1	2	15	19	63
Local community/recreation centre	32	20	25	12	11

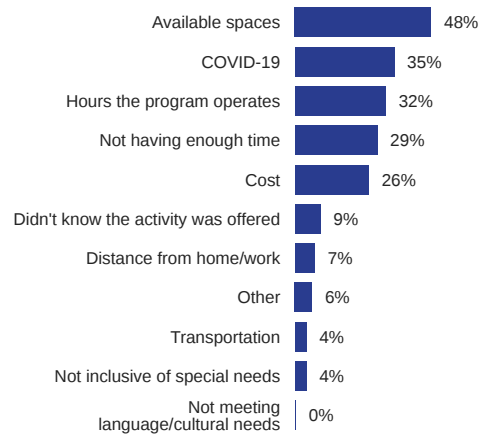
Were there any local activities the parent/caregiver wanted to do with the child but couldn't?

ANSWERED: 305



Barriers to participation

ANSWERED: 180

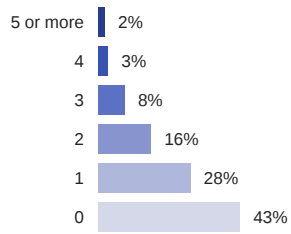


NEIGHBOURHOOD EXPERIENCES



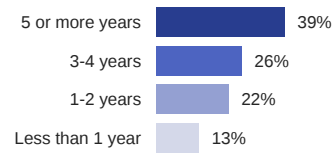
Number of times the child has moved homes in the last 5 years

ANSWERED: 269



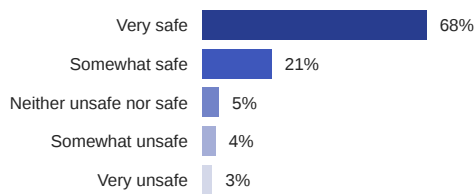
Length of time the child has lived in their current neighbourhood

ANSWERED: 308



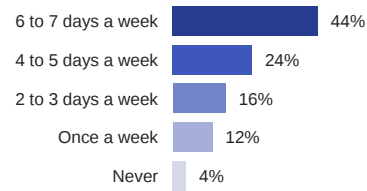
Degree to which parks in the child's neighbourhood are safe

ANSWERED: 306



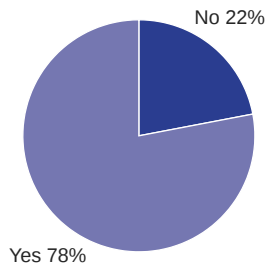
How often the child played outside in their neighbourhood (on average) in the past 6 months

ANSWERED: 308



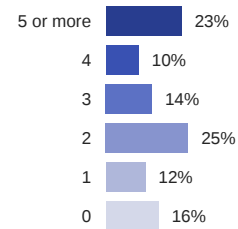
Can neighbours be counted on to look out for children in the parents/caregiver's neighbourhood?

ANSWERED: 305



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

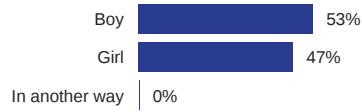
ANSWERED: 303



DEMOGRAPHICS

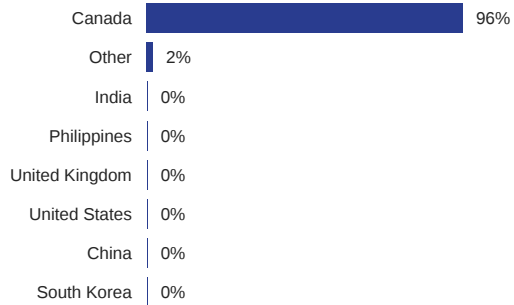
The child would describe themselves as

ANSWERED: 306



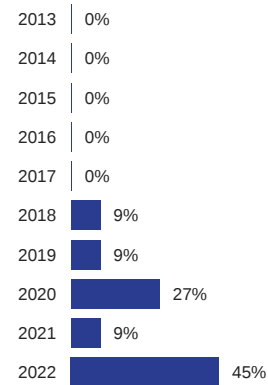
Country in which the child was born

ANSWERED: 305



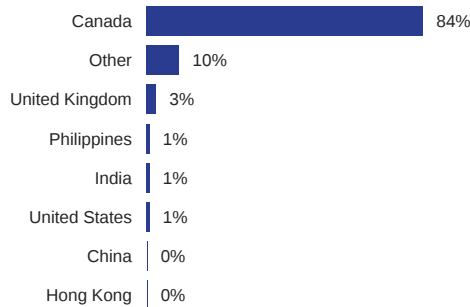
If the child was born outside of Canada, year they moved to Canada

ANSWERED: 11



Country in which the parent/caregiver was born

ANSWERED: 303



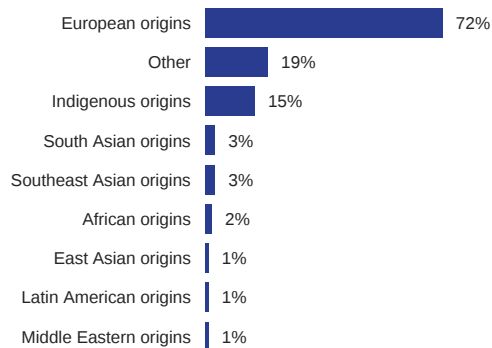
If the parent/caregiver was born outside of Canada, year they moved to Canada

ANSWERED: 47



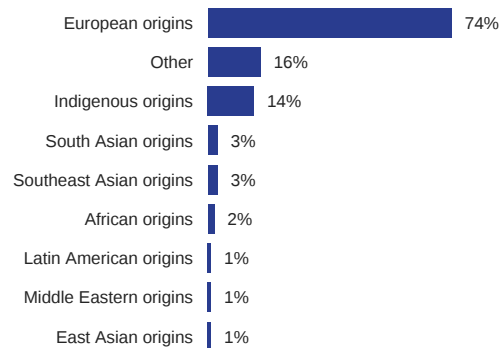
Child ethnicity

ANSWERED: 278



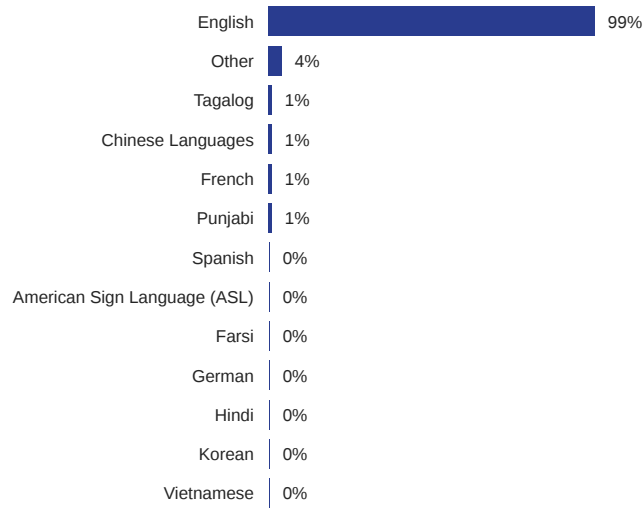
Family ethnicity

ANSWERED: 280



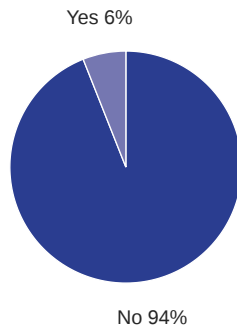
Child's first language(s)

ANSWERED: 303



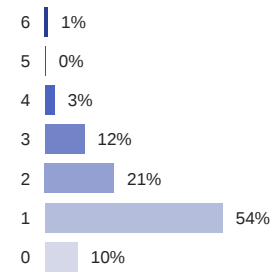
Does the child currently live in more than one home?

ANSWERED: 307



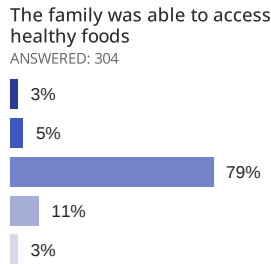
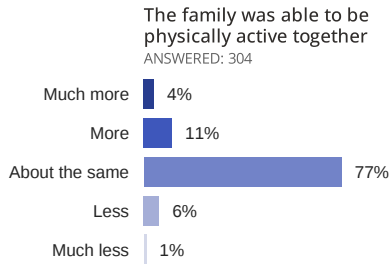
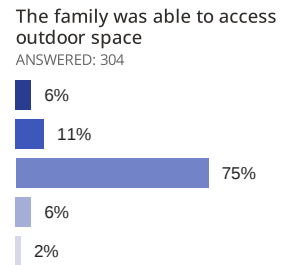
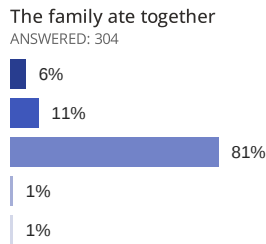
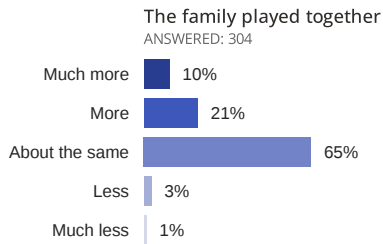
Child's number of siblings

ANSWERED: 307

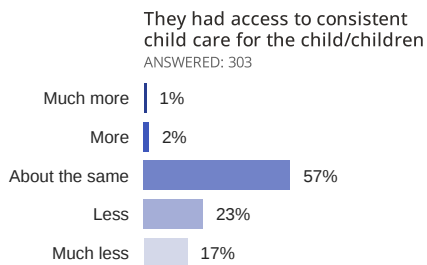
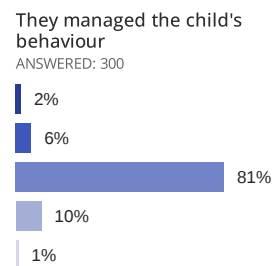
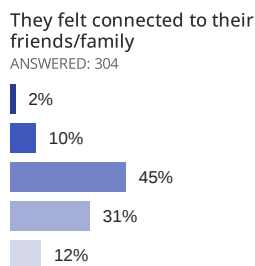
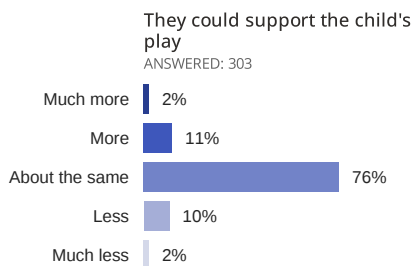
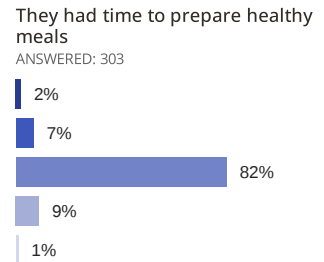
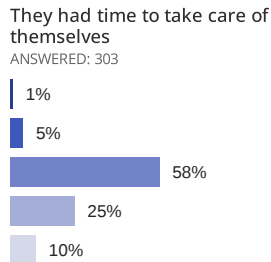
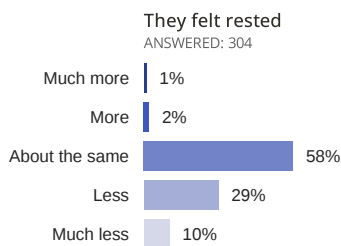


COVID-19 PANDEMIC

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

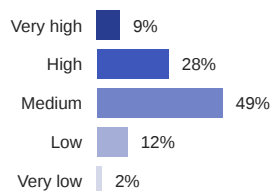


How the following routines/activities were affected for the parent/caregiver due to the pandemic:



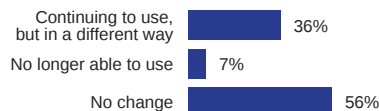
The parent's/caregiver's level of stress in the last six months due to the pandemic

ANSWERED: 299



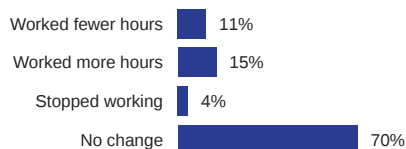
How the child's use of services/supports were affected due to the pandemic

ANSWERED: 187



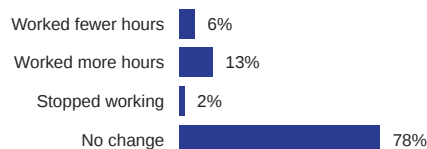
The effect of the pandemic on job status or number of work hours per week for the parent/caregiver

ANSWERED: 247



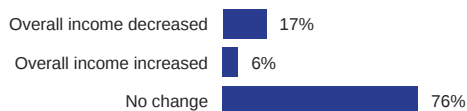
The effect of the pandemic on the job status or number of work hours per week for the second parent/caregiver

ANSWERED: 249

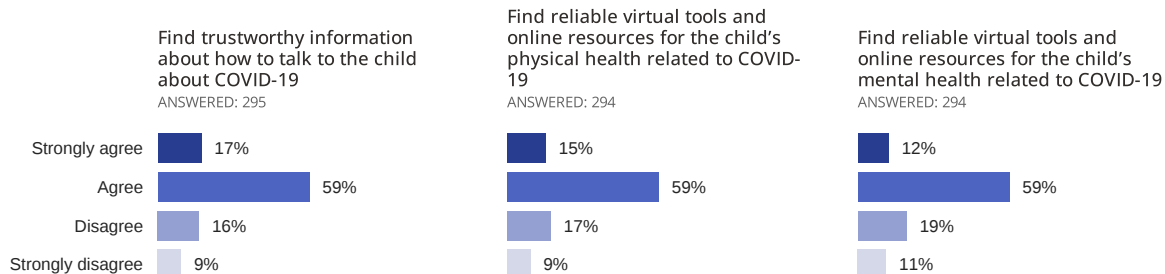


The effect of the pandemic on overall family income

ANSWERED: 279



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

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

- Look through the table of contents of your online CHEQ report and choose sections that are interesting or valuable to you.
- Note any questions that stand out for you in these sections.
- Note 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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