SOUTHEAST KOOTENAY

THE CHILDHOOD EXPERIENCES QUESTIONNAIRE

SCHOOL DISTRICT REPORT

2025

HUMAN EARLY LEARNING PARTNERSHIP UBC

ACKNOWLEDGEMENTS

We express our deep gratitude to the xʷməθkʷəy̓əm (Musqueam) Nation for the privilege of working on their traditional, ancestral and unceded territory at the Point Grey Campus of the University of British Columbia.

The Childhood Experiences Questionnaire (CHEQ) project is made possible with funding from the Ministry of Mental Health and Addictions. We would like to thank and acknowledge all participating school districts for their support of and collaboration towards this project.

We are grateful to the teachers, education staff and school administrators who work directly with us to gather data and use our reports. This includes a commitment to training and completing questionnaires, engaging with students, parents and caregivers and using HELP's data and research in schools, districts and communities. Thank you.

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, and sleep
	Motor Skills & Experiences	Different types of physical activity and outdoor play
Language & Cognition	Language & Cognition	Activities such as reading, pretend play, weaving, drawing, making music, and building things
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
Community & Context	General Activities	Participation in community activities
	Neighbourhood Experiences	Parents'/caregivers' perception of their neighbourhood safety and social support
	Demographics	The child'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.

Suppression. Data are suppressed when there are fewer than 35 children, for confidentiality reasons. The data are also suppressed when the uncertainty of the results (i.e., margin of error) is greater than 10%, which can result from low coverage particularly in areas with small populations.

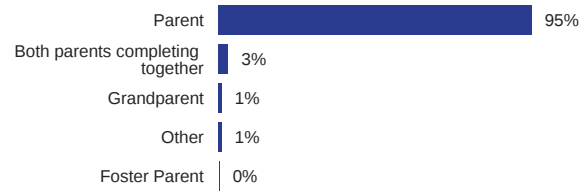
Please interpret these data with care as not all parents/caregivers completed the CHEQ and the data may not be representative of the whole parent/caregiver population. Taking this into consideration is important especially when making decisions based on these reports for there may be certain groups of parents/caregivers whose voices are not included in the data.

318/374 **85%** of kindergarten students in this district have a completed CHEQ

GENERAL INFORMATION

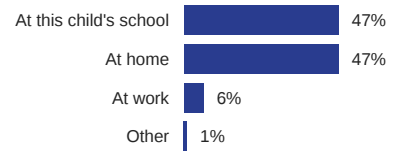
Who filled out this survey?

ANSWERED: 318



Where is the survey being completed?

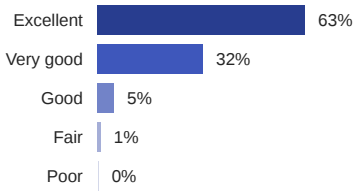
ANSWERED: 317



PHYSICAL HEALTH & WELL-BEING

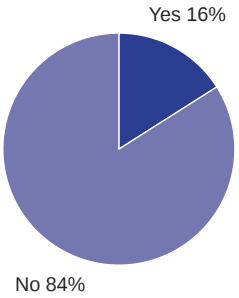
Child's overall health in the last 12 months

ANSWERED: 316



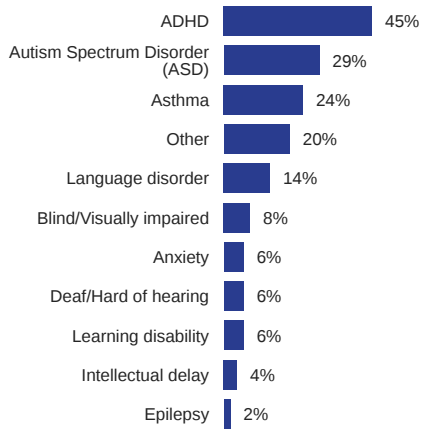
Did the child have any health concerns or disabilities, whether currently diagnosed or not, that might affect their participation in social, academic or physical activities?

ANSWERED: 314



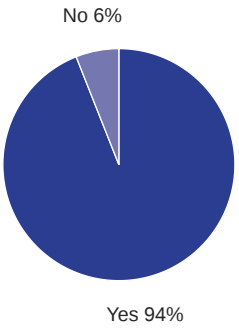
Type of health concern or disability

ANSWERED: 49



Did the child visit a health care professional in the last 12 months?

ANSWERED: 314

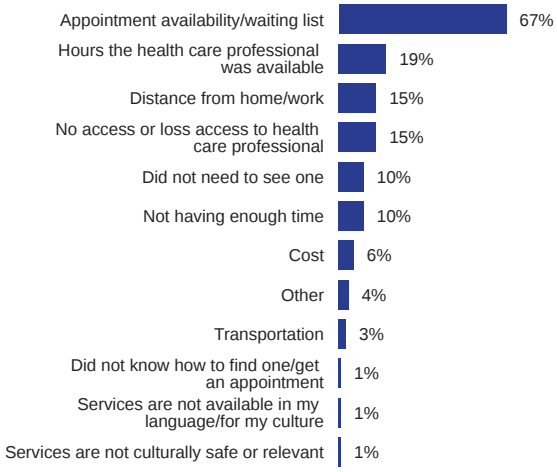


Type of health care professional visited

ANSWERED: 295

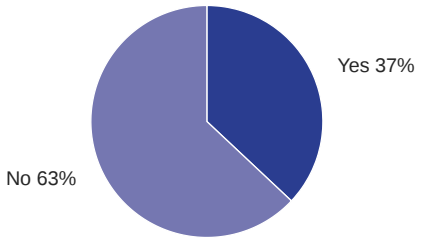
Barriers to seeing health care professionals

ANSWERED: 136



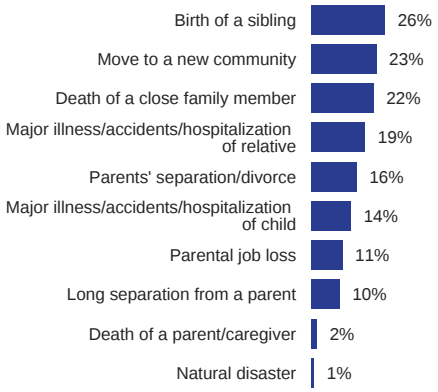
Did the child experience any stressful events in the last 12 months?

ANSWERED: 300



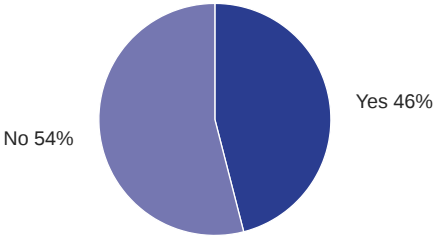
Type of stressful event

ANSWERED: 111



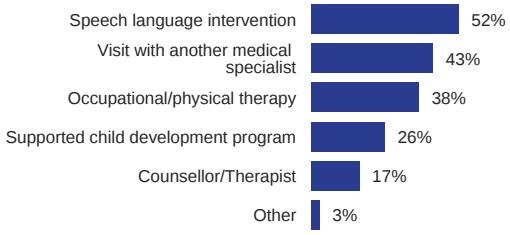
From 3 years to kindergarten entry, did the child or family use or receive any programs or supports?

ANSWERED: 314



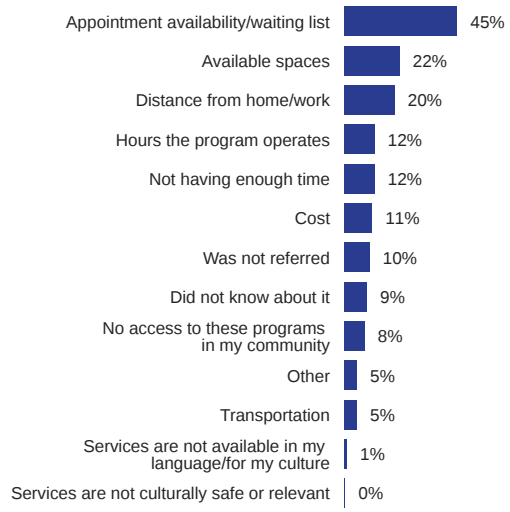
Types of programs or supports used

ANSWERED: 143



Barriers to using these types of programs or supports

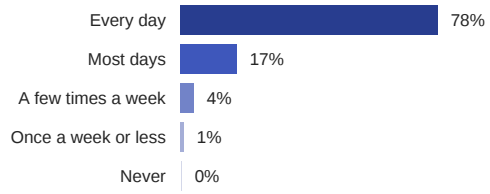
ANSWERED: 92



NUTRITION

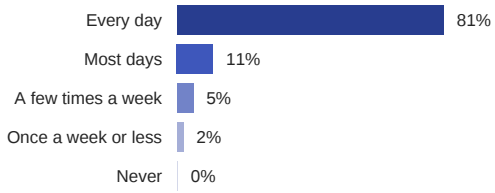
In the last 6 months, frequency the child ate breakfast

ANSWERED: 316



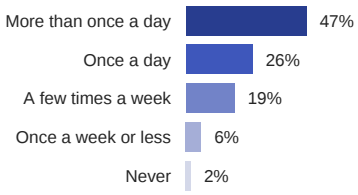
In the last 6 months, frequency the child ate a meal with another family member

ANSWERED: 316

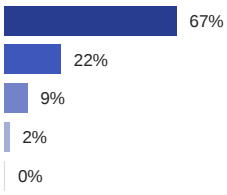


In the last 6 months, frequency the child consumed the following foods or beverages:

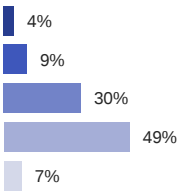
Vegetables
ANSWERED: 316



Fruits
ANSWERED: 316



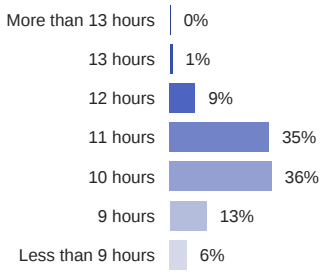
Sugary drinks
ANSWERED: 316



SLEEP

Number of hours the child usually sleeps at night

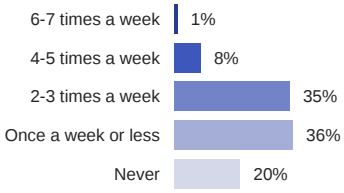
ANSWERED: 316



MOTOR SKILLS & EXPERIENCES

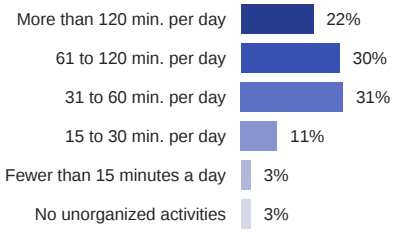
In the last 6 months, times per week the child took part in moderate to vigorous physical activity while participating in organized activities

ANSWERED: 314



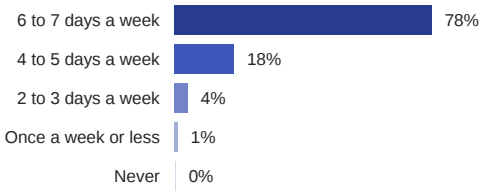
In the last 6 months, minutes a day the child took part in moderate to vigorous physical activity while participating in unorganized activities

ANSWERED: 308



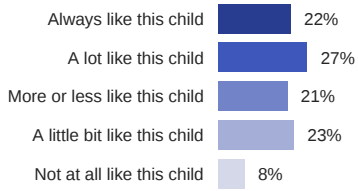
In the last 6 months, days per week the child played outdoors

ANSWERED: 314



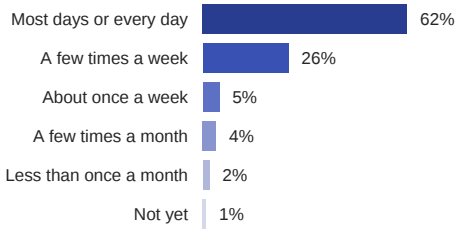
Degree to which the child likes to take risks while playing outside

ANSWERED: 313



In the last 6 months, frequency the child has had the chance to take risks whle playing outside

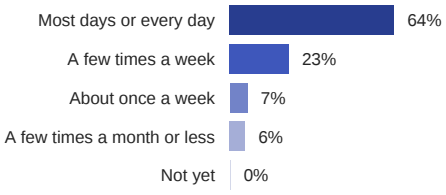
ANSWERED: 311



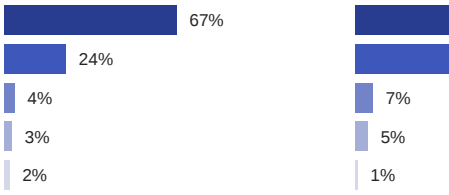
LANGUAGE & COGNITION

In the last 6 months, how often did the parent/caregiver or another adult in the child's household:

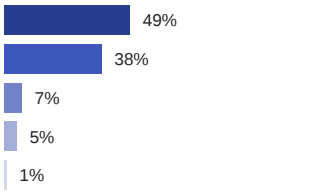
Read books or tell stories with the child
ANSWERED: 314



Talk with the child about pictures, signs, and words they experience in daily life
ANSWERED: 313

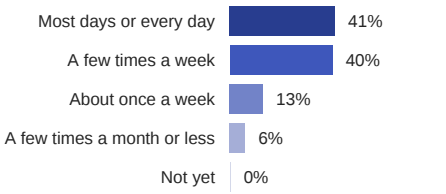


Sing songs, make music, drum, do rhymes or dance with the child
ANSWERED: 312

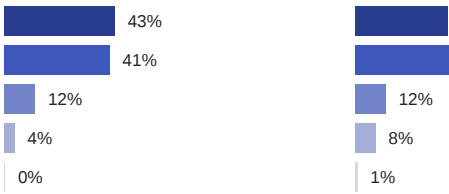


In the last 6 months, how often did the child:

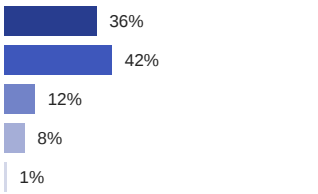
Do arts and crafts (for example, weaving, draw pictures, paint or colour)
ANSWERED: 314



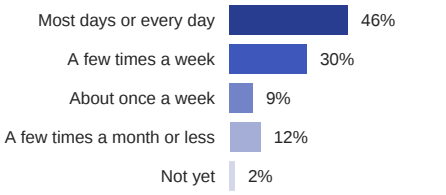
Build things (for example, using blocks, playdough or Lego™)
ANSWERED: 313



Use pencils/markers to write/draw letters/numbers or pretend writing
ANSWERED: 314



Do dress up, pretend play or make believe
ANSWERED: 313

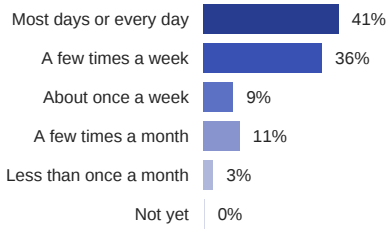


SOCIAL & EMOTIONAL EXPERIENCES

For the following question, the parent/caregiver was asked to think about the last 6 months:

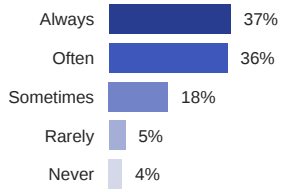
How often the child played with children other than their siblings

ANSWERED: 311



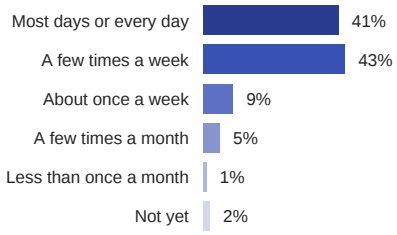
How often the child had a close friendship with another child around the same age

ANSWERED: 311



How often the parent/caregiver or another adult involved the child in household chores

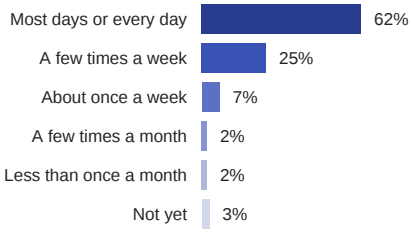
ANSWERED: 311



How often the parent/caregiver talked with the child about:

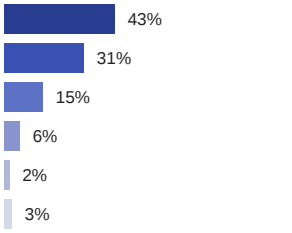
The child's emotions or feelings

ANSWERED: 308



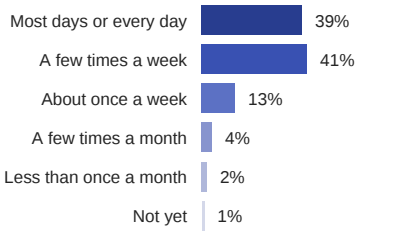
Others' emotions or feelings

ANSWERED: 307



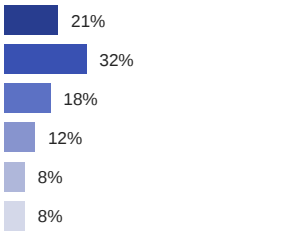
The child's positive interactions with other children

ANSWERED: 310



The child's negative interactions with other children

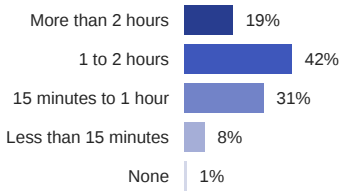
ANSWERED: 311



SCREEN TIME

In the last 6 months, how much time per day (on average) the child used an electronic device

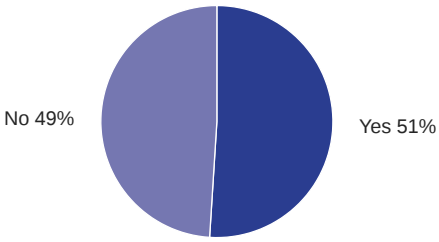
ANSWERED: 307



EARLY LEARNING & CARE

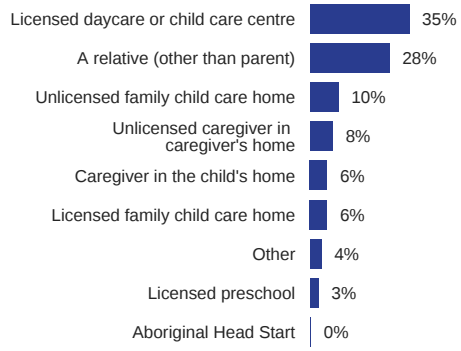
From 18 months to 3 years, was the child in a child care arrangement other than parental care?

ANSWERED: 310



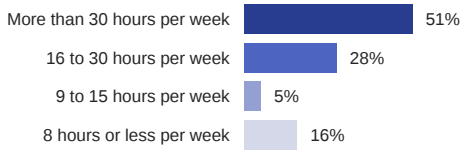
From 18 months to 3 years, type of child care arrangement used the most

ANSWERED: 157



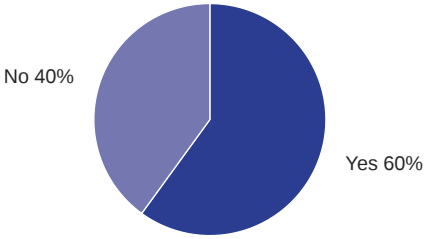
From 18 months to 3 years, number of hours in the main child care arrangement

ANSWERED: 154



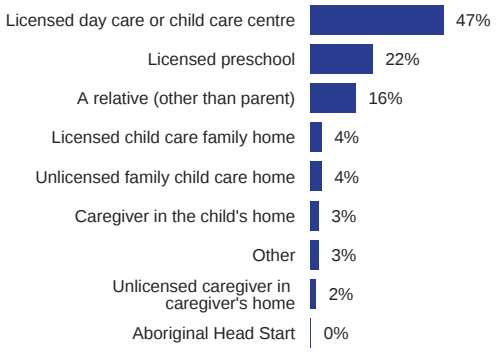
From 3 years to kindergarten entry, was the child in a child care arrangement other than parental

ANSWERED: 310



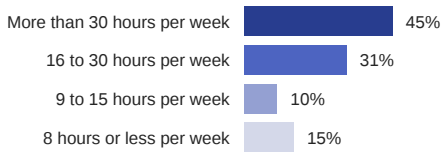
From 3 years to kindergarten entry, type of child care arrangement used the most

ANSWERED: 187



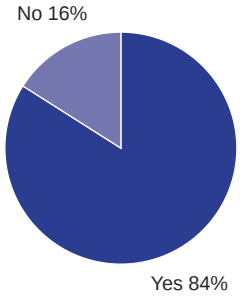
From 3 years to kindergarten, number of hours in the main child care arrangement

ANSWERED: 186



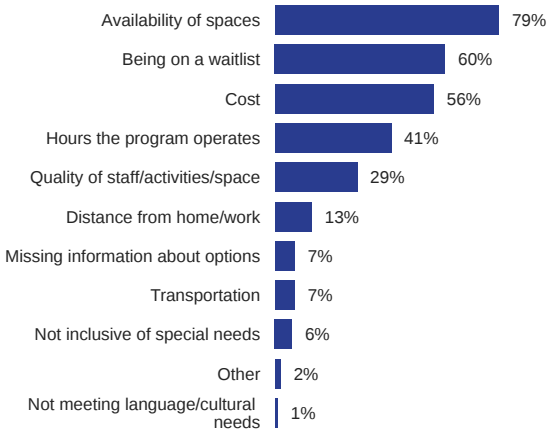
Challenges for early learning and child care arrangements

ANSWERED: 270



Type of early learning and child care challenge

ANSWERED: 228



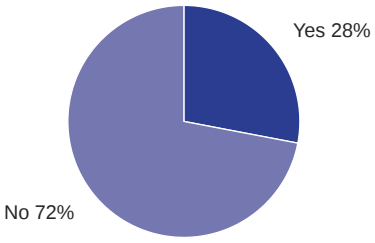
GENERAL ACTIVITIES

In the last 12 months, how often the child participated in/used community activities/resources

	Not available in my community %	Never %	Once a month or less %	A few times a month %	Once a week %	A few times a week or more %
Arts, music or drama programs	15	59	15	6	5	1
Cultural activities programs	15	59	20	4	1	1
StrongStart program	3	61	17	9	5	6
Public library or Story Time program	2	32	32	24	8	2
Family Resource Centre (e.g. Family Drop-In Program, Local Neighbourhood House)	9	69	8	9	2	2
Faith-based program	4	78	5	3	8	2
Park/playground	0	1	1	17	18	64
Local community/recreation centre	4	17	20	31	14	14

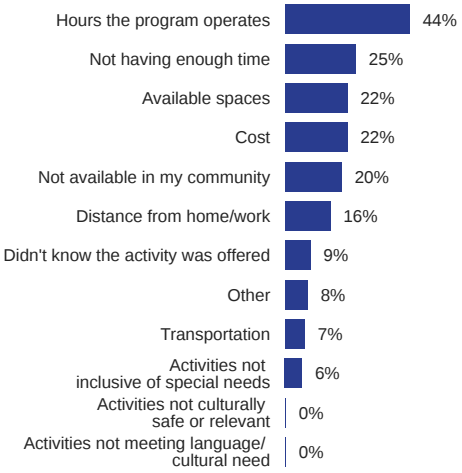
In the last 12 months, were there any local activities the parent/caregiver wanted to do with the child but couldn't?

ANSWERED: 309



Barriers to participation

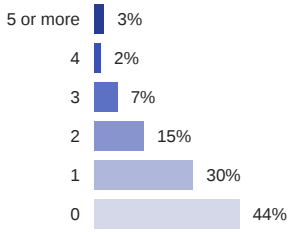
ANSWERED: 87



NEIGHBOURHOOD EXPERIENCES

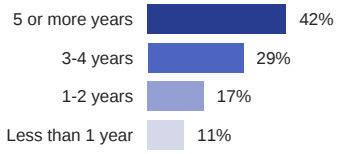
Number of times the child has moved homes in the last 5 years

ANSWERED: 251



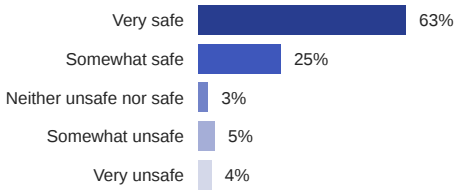
Length of time the child has lived in their current neighbourhood

ANSWERED: 310



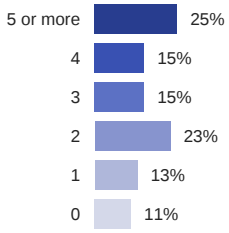
Degree to which parks in the child's neighbourhood are safe

ANSWERED: 309



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

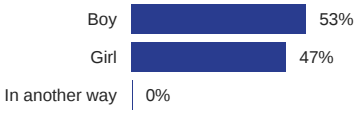
ANSWERED: 309



DEMOGRAPHICS

The child would describe themselves as

ANSWERED: 310

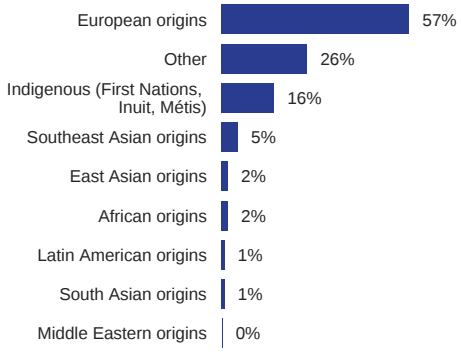


Was the child born in Canada?

ANSWERED: 309

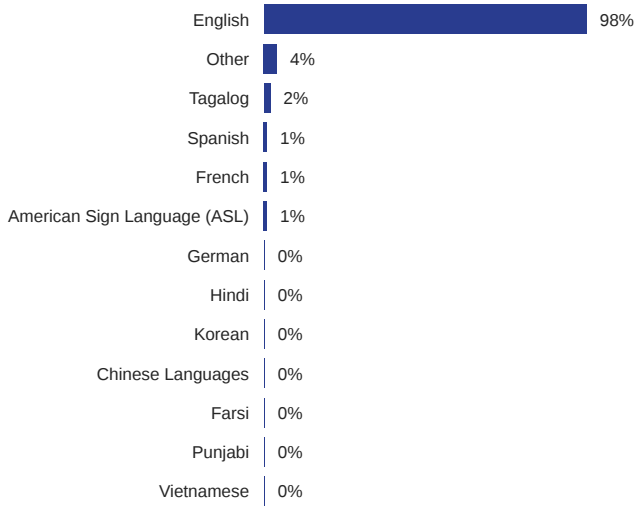
Child ethnicity

ANSWERED: 287



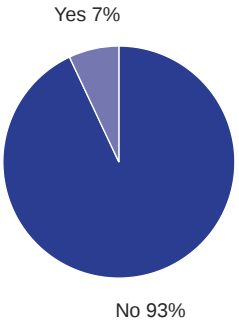
Child's first language(s)

ANSWERED: 301



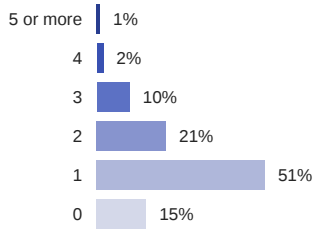
Does the child currently live in more than one home?

ANSWERED: 309



Child's number of siblings

ANSWERED: 309



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 accessed from the Human Early Learning Partnership (HELP) website Reports Page (https://earlylearning.ubc.ca/reports/)
- Community knowledge and expertise
- Information on local services and programs
- Input from families with young children in your community

Find CHEQ resources on the HELP website (https://earlylearning.ubc.ca/resources/topic/cheq) including the latest webinar about CHEQ data trends and examples of data in action. Publicly available CHEQ data reports may be found on the Reports Page (https://earlylearning.ubc.ca/reports/?tool=cheq#reports-tools-tabs) of the HELP website, including:

- CHEQ BC Summary Reports - summarizes CHEQ data collected from all participating school districts. BC Summary Reports from 2018/19 to the most current data collection year are available to view.
- CHEQ School District and Neighbourhood Reports - summarizes CHEQ data at the district and neighbourhood level for kindergarten children attending schools in participating districts. CHEQ Neighbourhood Reports are based on children's postal codes, representing children that live in neighbourhoods within a school district's boundaries.

For more information and examples of CHEQ and other Child Development Monitoring System data in action visit: earlylearning.ubc.ca/impact/data-in-action (https://earlylearning.ubc.ca/impact/data-in-action)

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 the priorities and goals of your school, organization, or coalition?
  - 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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