



CHEQ

VERNON

THE CHILDHOOD EXPERIENCES QUESTIONNAIRE

SCHOOL DISTRICT REPORT 2021



INTRODUCTION TO THE CHEQ

WHAT IS THE CHILDHOOD EXPERIENCES QUESTIONNAIRE (CHEQ)?

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

WHY DO EARLY EXPERIENCES MATTER?

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

WHY WAS THE CHEQ DEVELOPED?

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

CHEQ DEVELOPMENTAL AREAS AND EXPERIENCES

The five key developmental areas in the CHEQ are:

Developmental Areas	Experiences	Description
 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.

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.



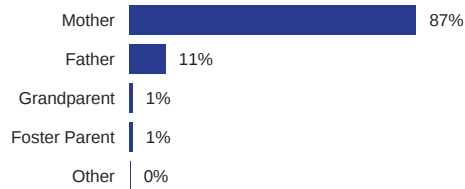
391/575

68% of kindergarten students in this district have a completed CHEQ

GENERAL INFORMATION

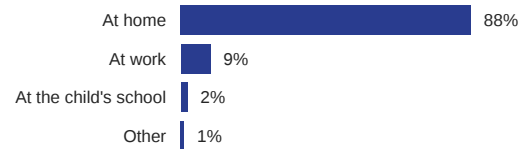
Who filled out this survey?

ANSWERED: 373



Where is the survey being completed?

ANSWERED: 390

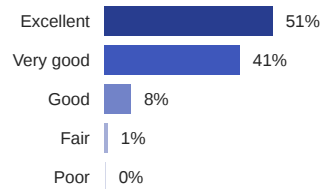


PHYSICAL HEALTH & WELL-BEING



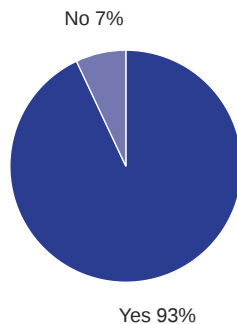
Child's overall health in the last year

ANSWERED: 385



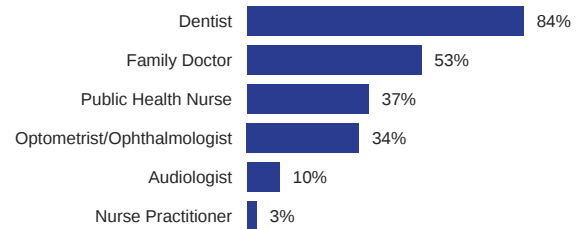
Did the child visit a health care professional in the last year?

ANSWERED: 380



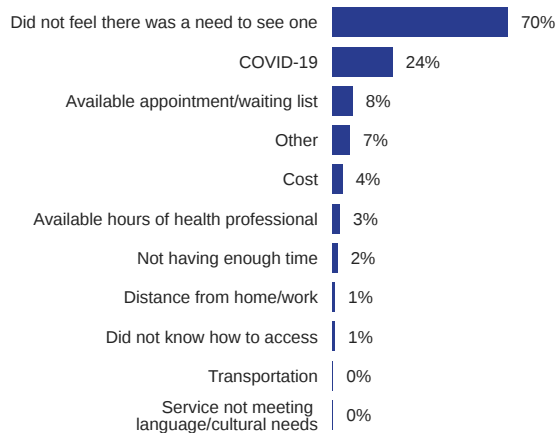
Type of health care professional visited

ANSWERED: 352



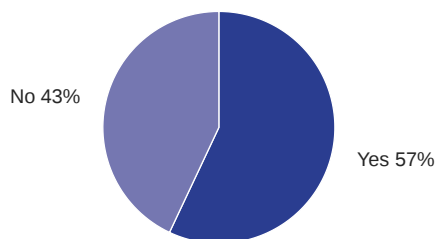
Barriers to seeing health care professionals

ANSWERED: 135



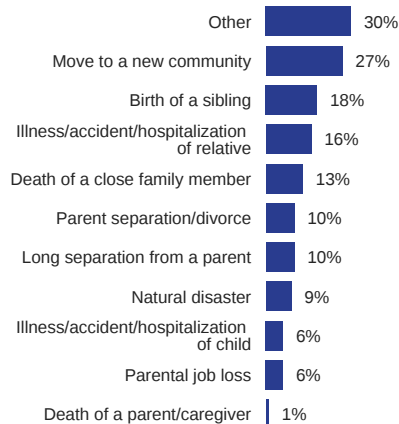
Did the child experience any stressful events in the past year?

ANSWERED: 344



Type of stressful event

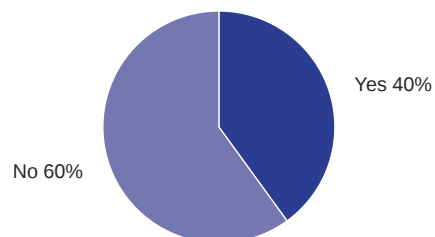
ANSWERED: 196



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

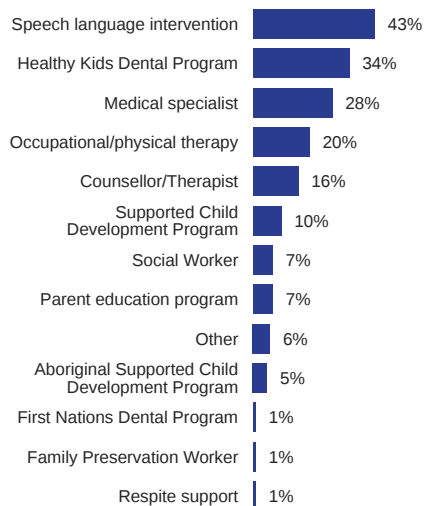
3 years to kindergarten

ANSWERED: 380



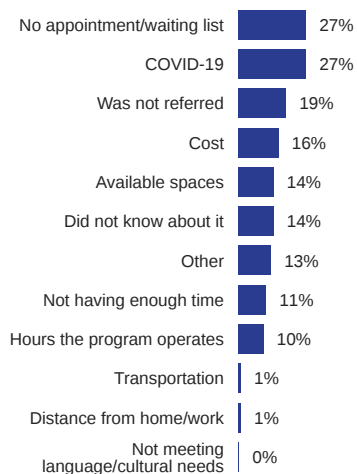
Types of programs or supports used

ANSWERED: 152



Barriers to using these types of programs or supports

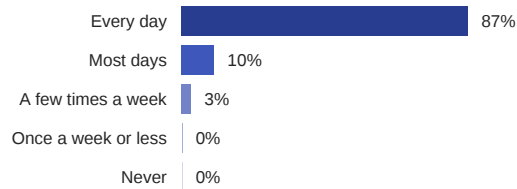
ANSWERED: 70





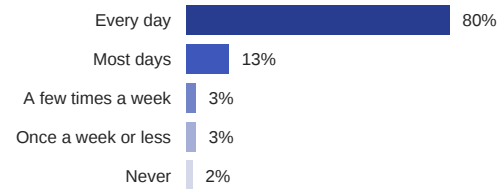
Frequency the child ate breakfast in the last 6 months

ANSWERED: 383



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

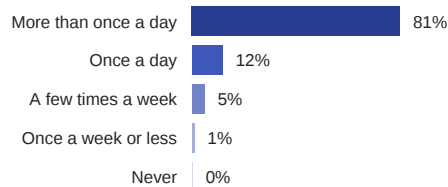
ANSWERED: 383



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

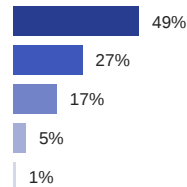
Vegetables and fruits

ANSWERED: 383



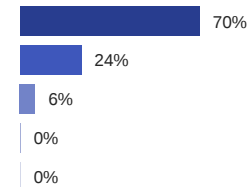
Whole grain foods

ANSWERED: 383



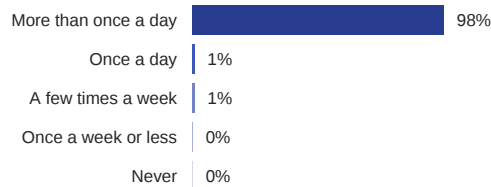
Protein foods

ANSWERED: 382



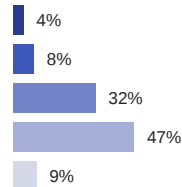
Water

ANSWERED: 382



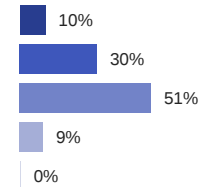
Sugary drinks

ANSWERED: 383



Sugary or salty snacks

ANSWERED: 383

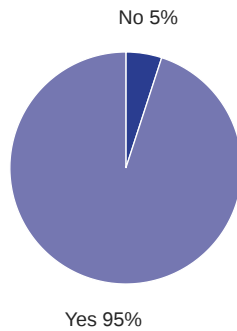


SLEEP



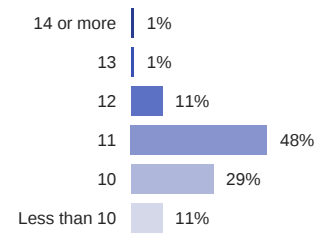
Does the child have a regular bedtime?

ANSWERED: 354



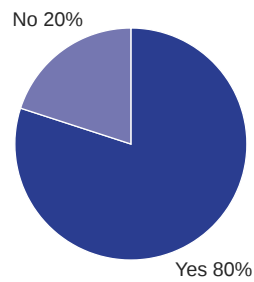
Number of hours the child usually sleeps in a 24 hour period

ANSWERED: 374



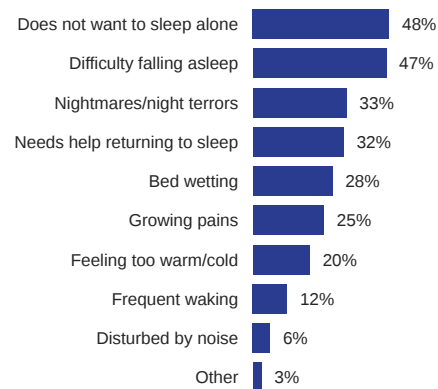
Does the child face challenges when sleeping at night?

ANSWERED: 376



Challenges faced by the child when sleeping at night

ANSWERED: 302

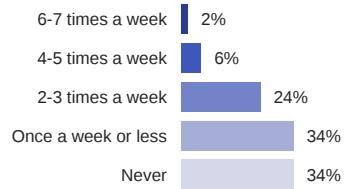


MOTOR SKILLS & EXPERIENCES



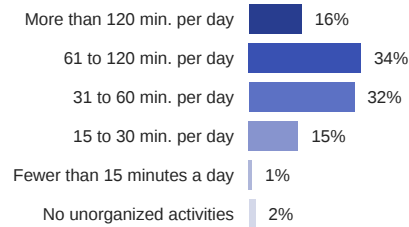
Times per week the child took part in energetic physical activity while participating in organized activities over the last 6 months

ANSWERED: 381



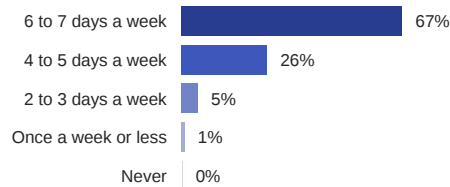
Minutes per day (on average) the child took part in energetic physical activity while participating in unorganized activities over the last 6 months

ANSWERED: 379



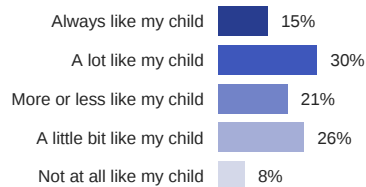
Days per week the child played outdoors over the last 6 months

ANSWERED: 382



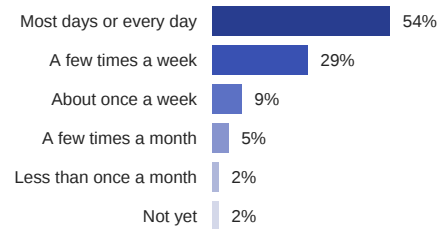
Degree to which the child likes to take risks while playing outside

ANSWERED: 382



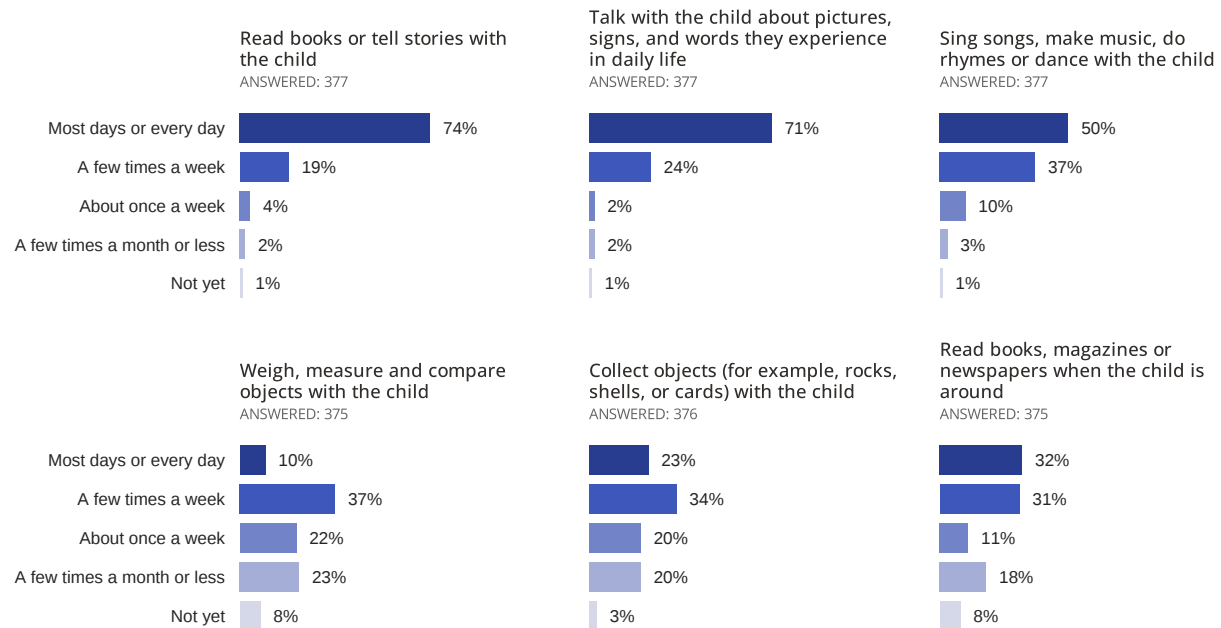
Frequency the child has had the chance to take risks while playing outside over the last 6 months

ANSWERED: 381

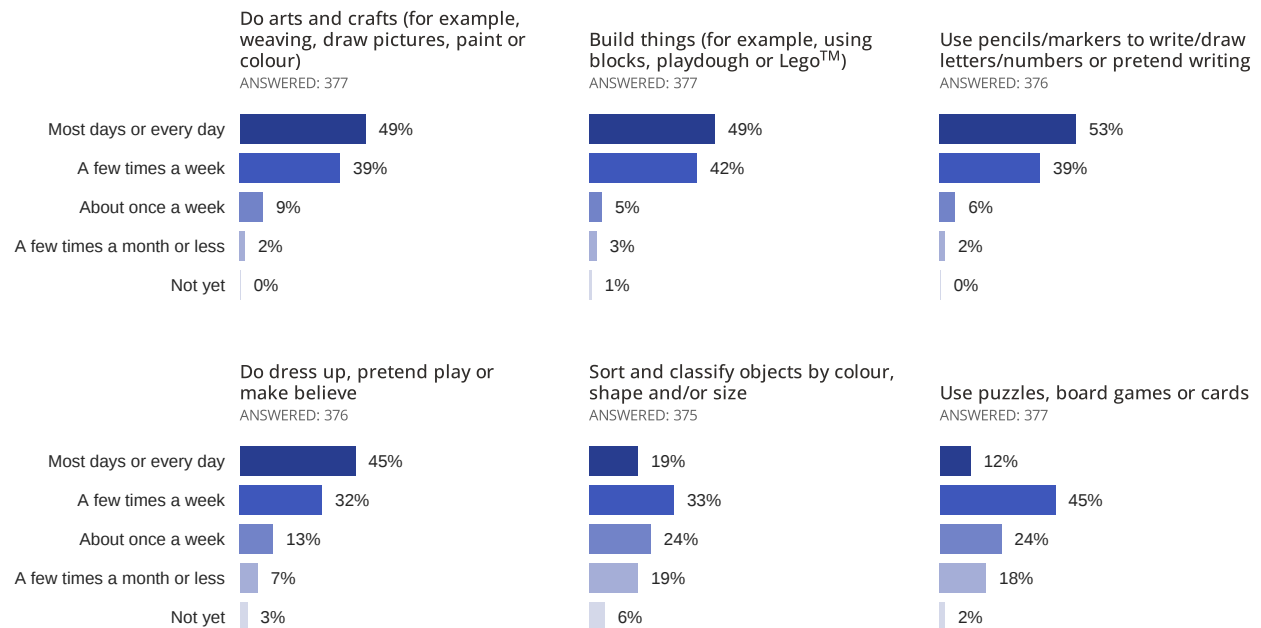




In the last 6 months, how often did the parent/caregiver or another important person in the child's life:



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



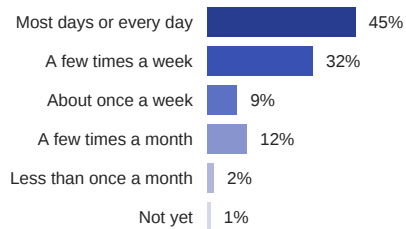
SOCIAL & EMOTIONAL EXPERIENCES



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

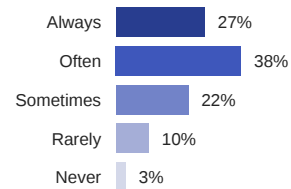
How often the child was around children other than their siblings

ANSWERED: 375



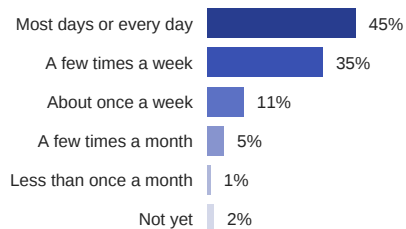
How often the child had a close friendship with another child around the same age

ANSWERED: 375



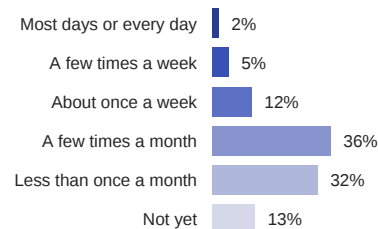
How often the parent/caregiver involved the child in household chores

ANSWERED: 374

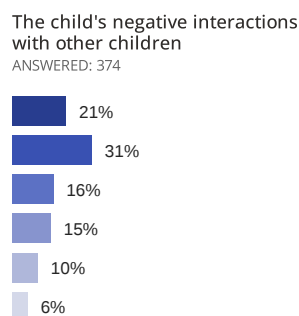
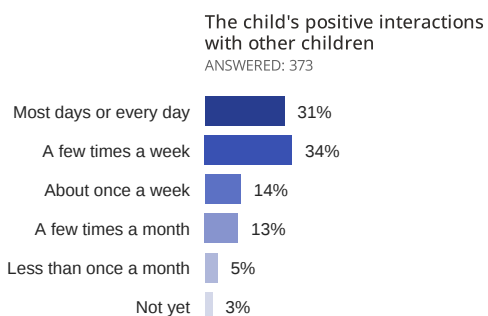
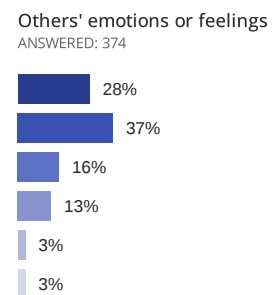
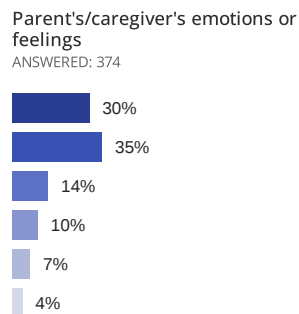
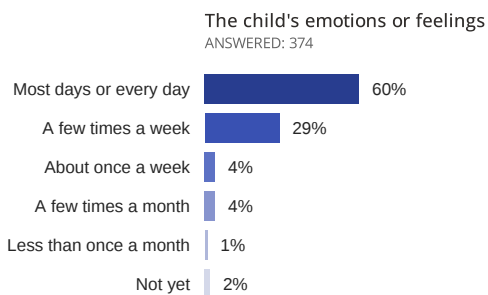


How often the parent/caregiver did something with the child to help others

ANSWERED: 373



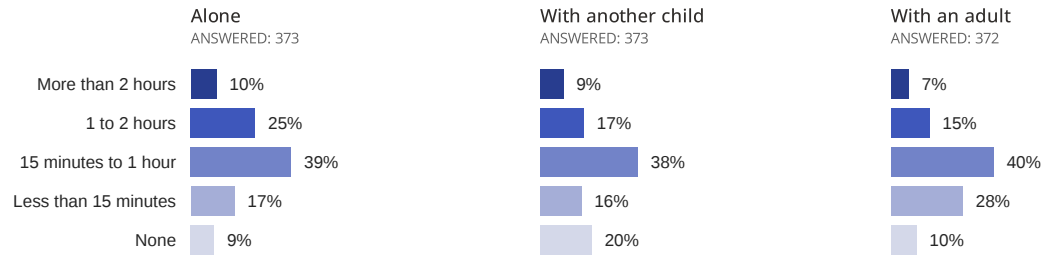
How often the parent/caregiver had the chance to talk with the child about:



SCREEN TIME

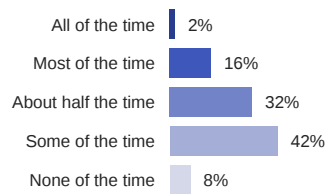


How much time per day the child used an electronic device in general:



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

ANSWERED: 373

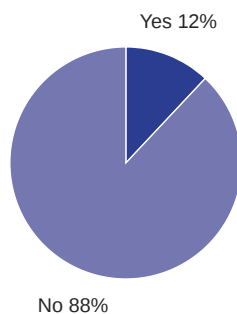


EARLY LEARNING & CARE



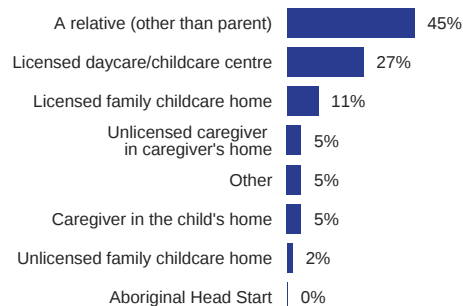
Was the child in a childcare arrangement other than parental care between 0 and 12 months?

ANSWERED: 370



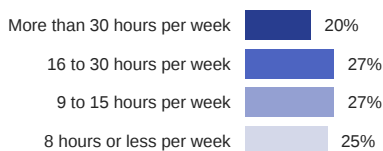
Type of childcare arrangement between 0 and 12 months

ANSWERED: 44



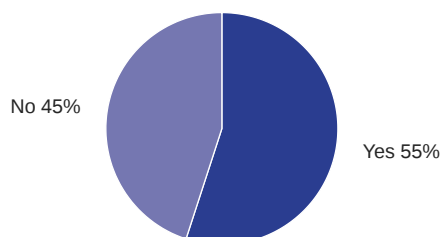
Number of hours in childcare arrangement between 0 and 12 months

ANSWERED: 44



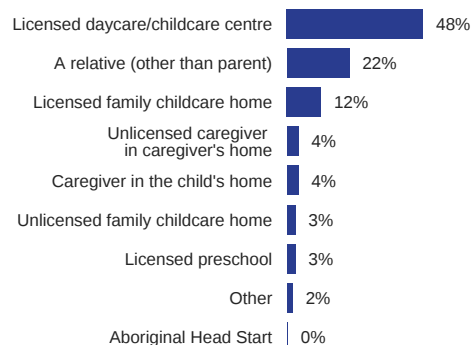
Was the child in a childcare arrangement other than parental care between 13 months and 3 years?

ANSWERED: 369



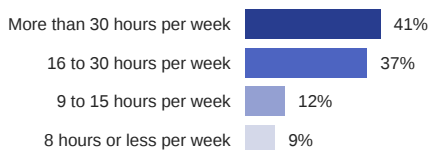
Type of childcare arrangement between 13 months and 3 years

ANSWERED: 202



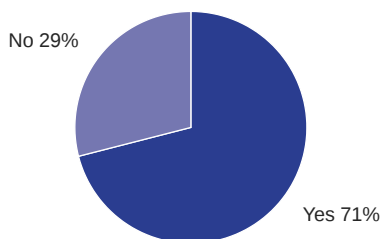
Number of hours in childcare arrangement between 13 months and 3 years

ANSWERED: 201



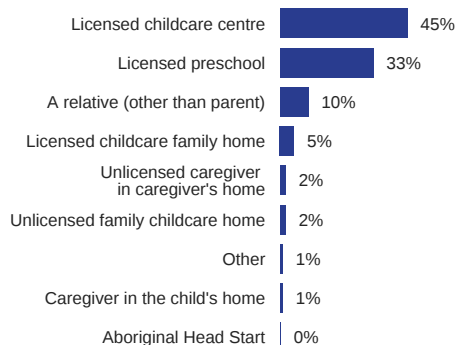
Was the child in a childcare arrangement other than parental care between 3 years and kindergarten?

ANSWERED: 373



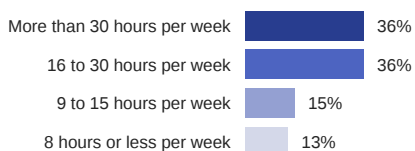
Type of childcare arrangement between 3 years and kindergarten

ANSWERED: 266

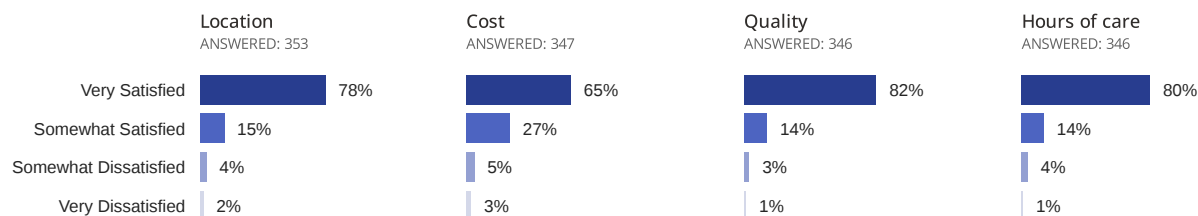


Number of hours in childcare arrangement between 3 years and kindergarten

ANSWERED: 263

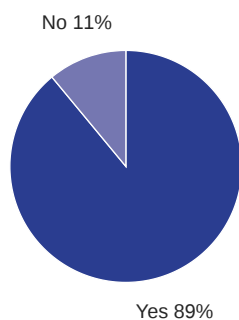


Satisfaction with child's most recent main childcare arrangement:



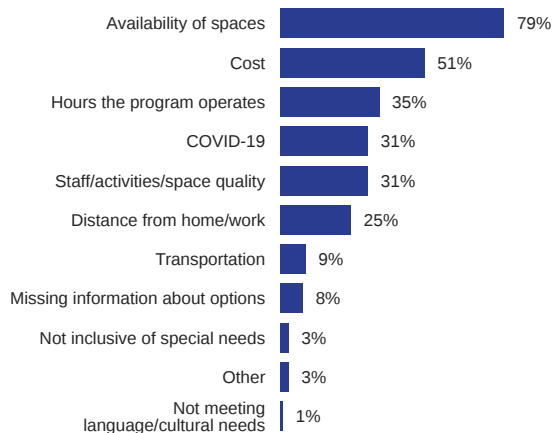
Barriers for early learning and childcare arrangements

ANSWERED: 313



Type of early learning and childcare barrier

ANSWERED: 280



GENERAL ACTIVITIES



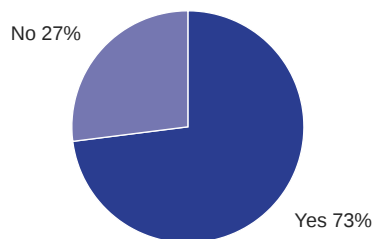
How often the child participated in/used community activities/resources:

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	26	14	21	25	14
Arts, music or drama programs	69	12	6	10	3
Cultural activities programs	80	13	6	1	1
Story Time program	61	22	10	4	3
StrongStart program	68	12	10	5	5
Local Neighbourhood House	79	5	8	5	3
Public library	32	35	23	7	2
Aboriginal Family Drop-in	97	2	1	0	0
Family Resource Centre (i.e., Family Drop-in program)	90	5	3	2	0
Faith-based program	88	3	3	6	0
Park/playground	1	2	11	20	66
Local community/recreation centre	32	27	24	10	7
Other activity	30	13	17	15	26

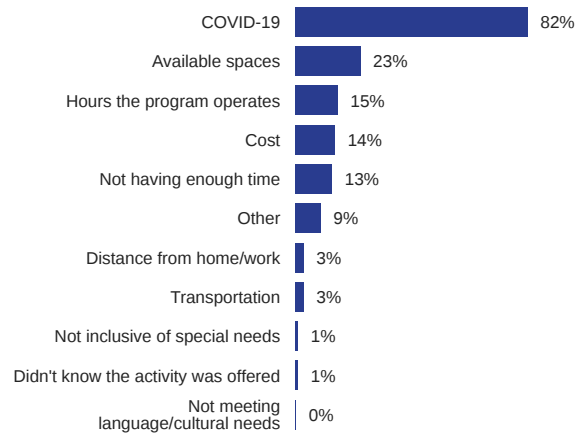
Were there any local activities the parent/caregiver wanted to do with the child but couldn't?

ANSWERED: 368



Barriers to participation

ANSWERED: 268

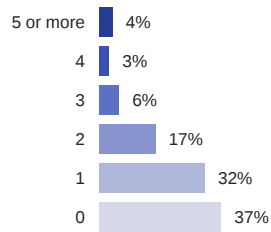


NEIGHBOURHOOD EXPERIENCES



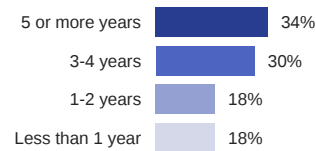
Number of times the child has moved homes in the last 5 years

ANSWERED: 344



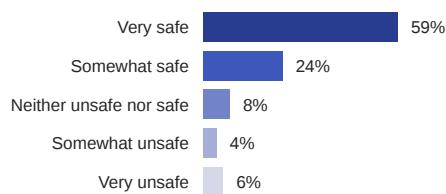
Length of time the child has lived in their current neighbourhood

ANSWERED: 366



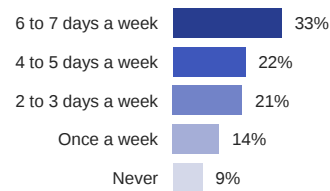
Degree to which parks in the child's neighbourhood are safe

ANSWERED: 367



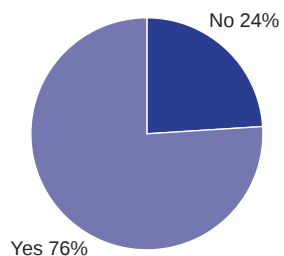
How often the child played outside in their neighbourhood (on average) in the past 6 months

ANSWERED: 367



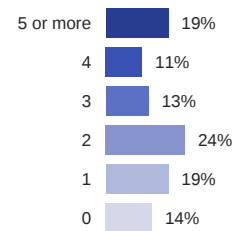
Can neighbours be counted on to look out for children in the parents/caregiver's neighbourhood?

ANSWERED: 368



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

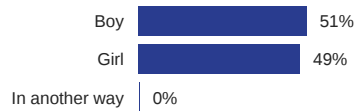
ANSWERED: 365



DEMOGRAPHICS

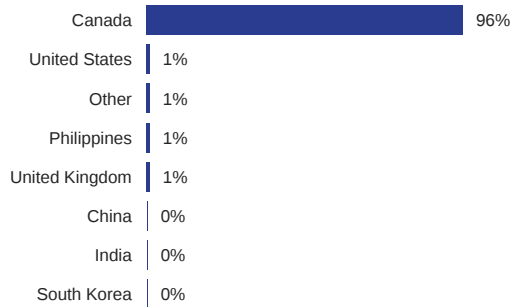
The child would describe themselves as

ANSWERED: 364



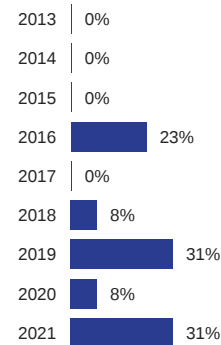
Country in which the child was born

ANSWERED: 364



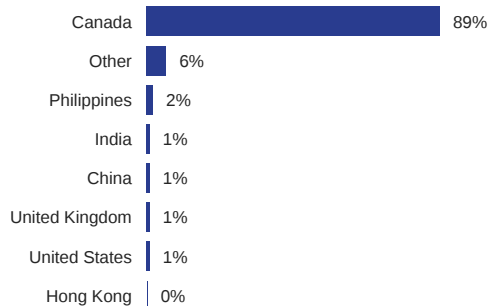
If the child was born outside of Canada, year they moved to Canada

ANSWERED: 13



Country in which the parent/caregiver was born

ANSWERED: 357



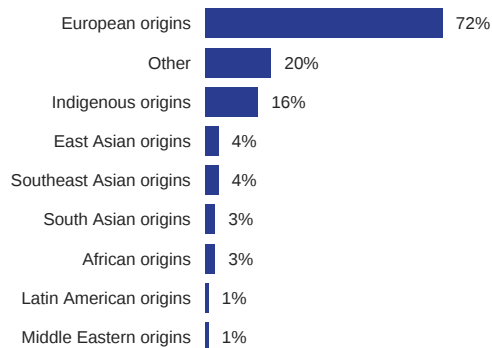
If the parent/caregiver was born outside of Canada, year they moved to Canada

ANSWERED: 37



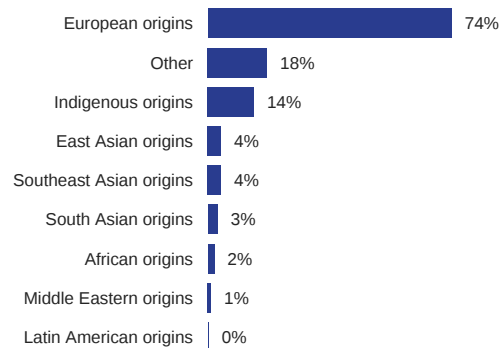
Child ethnicity

ANSWERED: 338



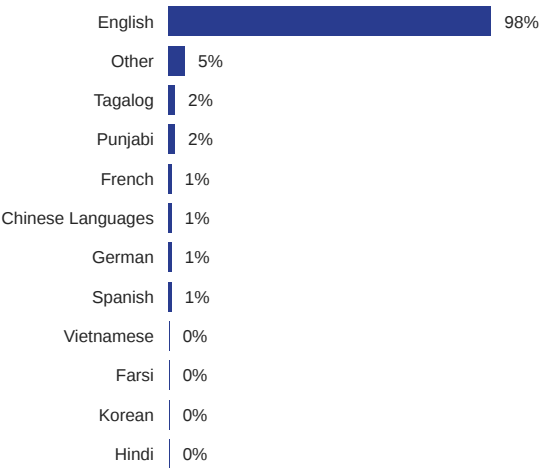
Family ethnicity

ANSWERED: 335



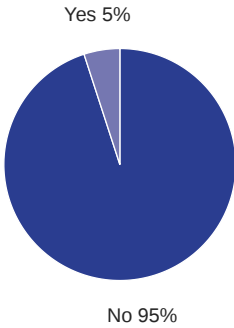
Child's first language(s)

ANSWERED: 361



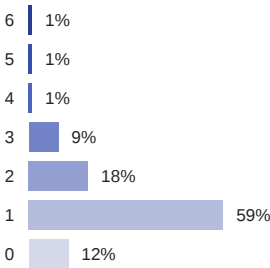
Does the child currently live in more than one home?

ANSWERED: 361



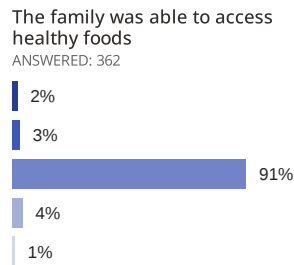
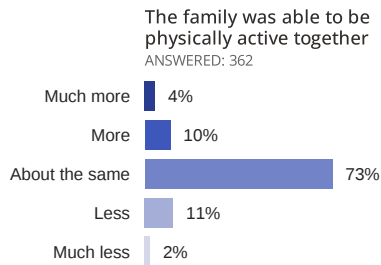
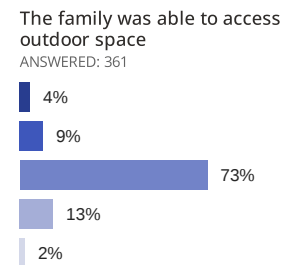
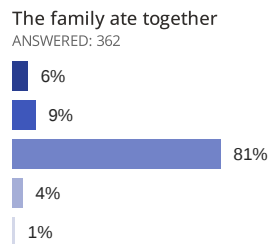
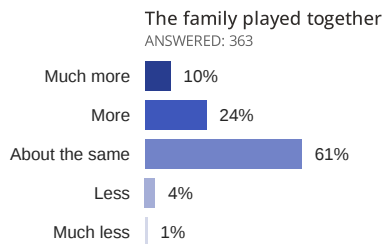
Child's number of siblings

ANSWERED: 364

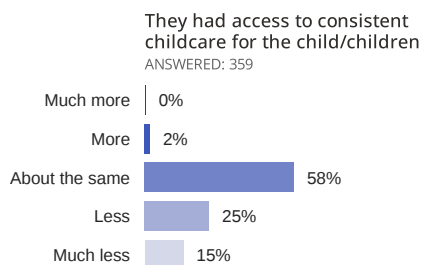
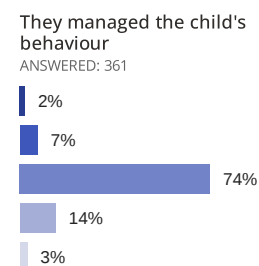
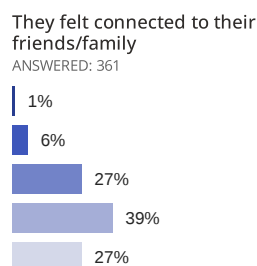
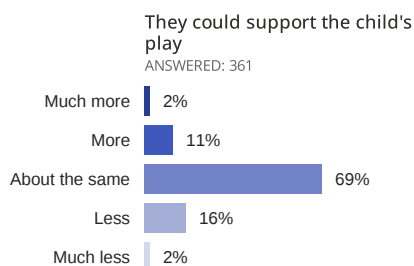
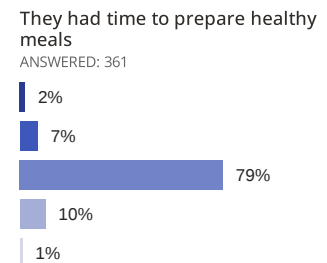
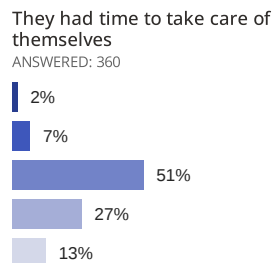
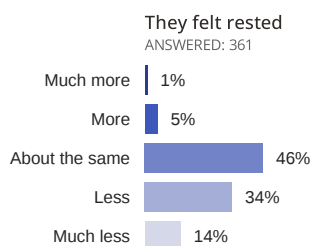


COVID-19 PANDEMIC

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

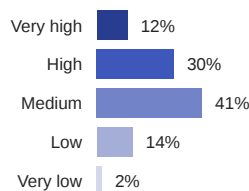


How the following routines/activities were affected for the parent/caregiver due to the pandemic:



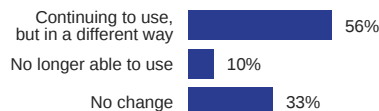
The parent's/caregiver's level of stress in the last six months due to the pandemic

ANSWERED: 355



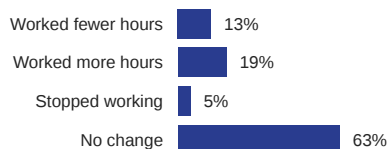
How the child's use of services/supports were affected due to the pandemic

ANSWERED: 203



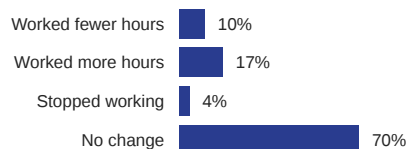
The effect of the pandemic on job status or number of work hours per week for the parent/caregiver

ANSWERED: 313



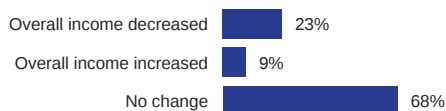
The effect of the pandemic on the job status or number of work hours per week for the second parent/caregiver

ANSWERED: 314

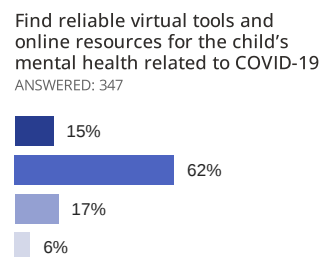
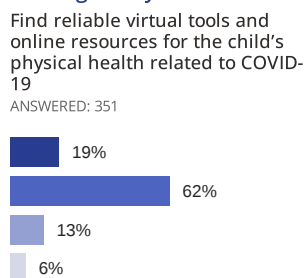
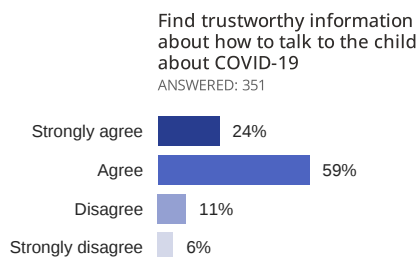


The effect of the pandemic on overall family income

ANSWERED: 334



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

Remember you don't have to do this alone:

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

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