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:

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<th>Experiences</th>
<th>Description</th>
</tr>
</thead>
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<td></td>
<td>Overall health, visits with health care professionals, use of supports and programs</td>
</tr>
<tr>
<td><strong>Nutrition &amp; Sleep</strong></td>
<td></td>
<td>Eating breakfast, meals with family, foods consumed, sleep and related challenges</td>
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<tr>
<td><strong>Motor Skills &amp; Experiences</strong></td>
<td></td>
<td>Different types of physical activity and outdoor play</td>
</tr>
<tr>
<td><strong>Language &amp; Cognition</strong></td>
<td><strong>Language &amp; Cognition</strong></td>
<td>Activities such as reading, pretend play, weaving, drawing, counting and more</td>
</tr>
<tr>
<td><strong>Peer Experiences</strong></td>
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<td>Interactions with peers and friends</td>
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<td><strong>Talking about Emotions</strong></td>
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<td><strong>Screen Time</strong></td>
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<td><strong>Early Learning &amp; Care</strong></td>
<td><strong>Early Learning &amp; Care</strong></td>
<td>Experiences in a non-parental care arrangement and/or preschool</td>
</tr>
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<td><strong>General Activities</strong></td>
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<td><strong>Neighbourhood Experiences</strong></td>
<td><strong>Neighbourhood Experiences</strong></td>
<td>Parents’/caregivers’ perception of their neighbourhood safety and social support</td>
</tr>
<tr>
<td><strong>Demographics</strong></td>
<td></td>
<td>The child’s and family’s birth place, ethnicity and language(s) spoken</td>
</tr>
</tbody>
</table>
BEFORE YOU GET STARTED

A NOTE ABOUT INTERPRETATION OF CHEQ DATA

CHEQ data included in this report were collected from public schools in the nineteen participating BC school districts. In total, 5113 parents/caregivers completed a CHEQ between September and October of 2021, representing 30% of families with children attending kindergarten.

Please interpret these data with care as not all parents/caregivers in each district completed the CHEQ and the data may not be representative of the whole parent/caregiver population. There may be certain groups of parents/caregivers whose responses are missing from these reports and their experiences may not be represented.

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

GENERAL INFORMATION

Who filled out this survey?

ANSWERED: 4893

- Mother: 89%
- Father: 10%
- Grandparent: 0%
- Other: 0%
- Foster Parent: 0%

Where is the survey being completed?

ANSWERED: 5085

- At home: 81%
- At work: 10%
- At the child's school: 8%
- Other: 1%
Child's overall health in the last year
ANSWERED: 5002

- Excellent: 55%
- Very good: 36%
- Good: 8%
- Fair: 1%
- Poor: 0%

Did the child visit a health care professional in the last year?
ANSWERED: 4926

- Yes: 89%
- No: 11%

Type of health care professional visited
ANSWERED: 4380

- Dentist: 78%
- Family Doctor: 63%
- Optometrist/Ophthalmologist: 32%
- Public Health Nurse: 27%
- Audiologist: 6%
- Nurse Practitioner: 4%

Barriers to seeing health care professionals
ANSWERED: 1916

- Did not feel there was a need to see one: 65%
- COVID-19: 33%
- Available appointment/waiting list: 12%
- Available hours of health professional: 6%
- Other: 5%
- Not having enough time: 4%
- Cost: 3%
- Distance from home/work: 2%
- Did not know how to access: 2%
- Transportation: 1%
- Service not meeting language/cultural needs: 1%
Did the child or family use any programs or supports between the ages of...  
3 years to kindergarten  
ANSWERED: 4848

- Yes 33%
- No 67%

Types of programs or supports used  
ANSWERED: 1595

- Speech language intervention 41%
- Medical specialist 34%
- Healthy Kids Dental Program 23%
- Occupational/physical therapy 18%
- Counsellor/Therapist 17%
- Supported Child Development Program 12%
- Social Worker 8%
- Parent education program 6%
- Other 5%
- Aboriginal Supported Child Development Program 3%
- Respite support 2%
- First Nations Dental Program 1%
- Family Preservation Worker 1%

Barriers to using these types of programs or supports  
ANSWERED: 1100

- COVID-19 31%
- No appointment/waiting list 27%
- Did not know about it 19%
- Was not referred 19%
- Cost 17%
- Available spaces 14%
- Not having enough time 12%
- Hours the program operates 8%
- Distance from home/work 7%
- Other 7%
- Transportation 5%
- Not meeting language/cultural needs 3%
NUTRITION

Frequency the child ate breakfast in the last 6 months
ANSWERED: 4940

- Every day: 87%
- Most days: 11%
- A few times a week: 2%
- Once a week or less: 0%
- Never: 0%

Frequency the child ate a meal with another family member in the last 6 months
ANSWERED: 4915

- Every day: 80%
- Most days: 13%
- A few times a week: 4%
- Once a week or less: 3%
- Never: 1%

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

- **Vegetables and fruits**
  - More than once a day: 76%
  - Once a day: 15%
  - A few times a week: 7%
  - Once a week or less: 1%
  - Never: 0%

- **Whole grain foods**
  - More than once a day: 46%
  - Once a day: 26%
  - A few times a week: 21%
  - Once a week or less: 6%
  - Never: 2%

- **Protein foods**
  - More than once a day: 68%
  - Once a day: 23%
  - A few times a week: 8%
  - Once a week or less: 1%
  - Never: 0%

- **Water**
  - More than once a day: 96%
  - Once a day: 3%
  - A few times a week: 1%
  - Once a week or less: 0%
  - Never: 0%

- **Sugary drinks**
  - More than once a day: 4%
  - Once a day: 10%
  - A few times a week: 30%
  - Once a week or less: 46%
  - Never: 10%

- **Sugary or salty snacks**
  - More than once a day: 11%
  - Once a day: 33%
  - A few times a week: 45%
  - Once a week or less: 10%
  - Never: 0%
SLEEP

Does the child have a regular bedtime?
ANSWERED: 4584

- Yes 92%
- No 8%

Number of hours the child usually sleeps in a 24 hour period
ANSWERED: 4811

- 14 or more 0%
- 13 1%
- 12 11%
- 11 40%
- 10 34%
- Less than 10 13%

Does the child face challenges when sleeping at night?
ANSWERED: 4833

- Yes 78%
- No 22%

Challenges faced by the child when sleeping at night
ANSWERED: 3747

- Does not want to sleep alone 58%
- Difficulty falling asleep 39%
- Needs help returning to sleep 31%
- Nightmares/night terrors 31%
- Bed wetting 26%
- Growing pains 22%
- Feeling too warm/cold 20%
- Frequent waking 11%
- Disturbed by noise 7%
- Other 2%
Motor Skills & Experiences

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

- 6-7 times a week: 3%
- 4-5 times a week: 6%
- 2-3 times a week: 28%
- Once a week or less: 33%
- Never: 30%

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

- More than 120 min. per day: 15%
- 61 to 120 min. per day: 30%
- 31 to 60 min. per day: 33%
- 15 to 30 min. per day: 15%
- Fewer than 15 minutes a day: 4%
- No unorganized activities: 4%

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

- 6 to 7 days a week: 60%
- 4 to 5 days a week: 27%
- 2 to 3 days a week: 11%
- Once a week or less: 3%
- Never: 0%

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

- Always like my child: 15%
- A lot like my child: 27%
- More or less like my child: 22%
- A little bit like my child: 25%
- Not at all like my child: 11%

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

- Most days or every day: 48%
- A few times a week: 31%
- About once a week: 8%
- A few times a month: 8%
- Less than once a month: 3%
- Not yet: 3%
In the last 6 months, how often did the parent/caregiver or another important person in the child’s life:

**Read books or tell stories with the child**

- Most days or every day: 71%
- A few times a week: 21%
- About once a week: 4%
- A few times a month or less: 3%
- Not yet: 0%

**Talk with the child about pictures, signs, and words they experience in daily life**

- Most days or every day: 68%
- A few times a week: 24%
- About once a week: 4%
- A few times a month or less: 3%
- Not yet: 1%

**Sing songs, make music, do rhymes or dance with the child**

- Most days or every day: 47%
- A few times a week: 38%
- About once a week: 9%
- A few times a month or less: 6%
- Not yet: 1%

**Weigh, measure and compare objects with the child**

- Most days or every day: 11%
- A few times a week: 32%
- About once a week: 21%
- A few times a month or less: 24%
- Not yet: 12%

**Collect objects (for example, rocks, shells, or cards) with the child**

- Most days or every day: 5%
- A few times a week: 21%
- About once a week: 19%
- A few times a month or less: 35%
- Not yet: 20%

**Read books, magazines or newspapers when the child is around**

- Most days or every day: 7%
- A few times a week: 18%
- About once a week: 14%
- A few times a month or less: 32%
- Not yet: 29%

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

**Do arts and crafts (for example, weaving, draw pictures, paint or colour)**

- Most days or every day: 46%
- A few times a week: 39%
- About once a week: 10%
- A few times a month or less: 5%
- Not yet: 0%

**Build things (for example, using blocks, playdough or Lego)**

- Most days or every day: 48%
- A few times a week: 40%
- About once a week: 7%
- A few times a month or less: 4%
- Not yet: 0%

**Use pencils/markers to write/draw letters/numbers or pretend writing**

- Most days or every day: 49%
- A few times a week: 37%
- About once a week: 8%
- A few times a month or less: 4%
- Not yet: 1%

**Do dress up, pretend play or make believe**

- Most days or every day: 43%
- A few times a week: 34%
- About once a week: 11%
- A few times a month or less: 9%
- Not yet: 3%

**Sort and classify objects by colour, shape and/or size**

- Most days or every day: 19%
- A few times a week: 37%
- About once a week: 20%
- A few times a month or less: 19%
- Not yet: 5%

**Use puzzles, board games or cards**

- Most days or every day: 14%
- A few times a week: 42%
- About once a week: 24%
- A few times a month or less: 17%
- Not yet: 3%
SOCIAL & EMOTIONAL EXPERIENCES

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

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

- **ANSWERED:** 4720
  - Most days or every day: 46%
  - A few times a week: 32%
  - About once a week: 8%
  - A few times a month: 9%
  - Less than once a month: 4%
  - Not yet: 1%

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

- **ANSWERED:** 4713
  - Always: 29%
  - Often: 37%
  - Sometimes: 23%
  - Rarely: 8%
  - Never: 3%

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

- **ANSWERED:** 4705
  - Most days or every day: 40%
  - A few times a week: 38%
  - About once a week: 11%
  - A few times a month: 7%
  - Less than once a month: 2%
  - Not yet: 2%

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

- **ANSWERED:** 4704
  - Most days or every day: 2%
  - A few times a week: 5%
  - About once a week: 11%
  - A few times a month: 32%
  - Less than once a month: 34%
  - Not yet: 15%

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

1. **The child's emotions or feelings**
   - **ANSWERED:** 4687
     - Most days or every day: 60%
     - A few times a week: 26%
     - About once a week: 5%
     - A few times a month: 4%
     - Less than once a month: 2%
     - Not yet: 2%

2. **Parent's/caregiver's emotions or feelings**
   - **ANSWERED:** 4687
     - Most days or every day: 34%
     - A few times a week: 33%
     - About once a week: 13%
     - A few times a month: 11%
     - Less than once a month: 6%
     - Not yet: 3%

3. **Others' emotions or feelings**
   - **ANSWERED:** 4686
     - Most days or every day: 31%
     - A few times a week: 35%
     - About once a week: 15%
     - A few times a month: 11%
     - Less than once a month: 5%
     - Not yet: 4%

4. **The child's positive interactions with other children**
   - **ANSWERED:** 4702
     - Most days or every day: 30%
     - A few times a week: 35%
     - About once a week: 15%
     - A few times a month: 13%
     - Less than once a month: 5%
     - Not yet: 2%

5. **The child's negative interactions with other children**
   - **ANSWERED:** 4704
     - Most days or every day: 20%
     - A few times a week: 29%
     - About once a week: 15%
     - A few times a month: 15%
     - Less than once a month: 13%
     - Not yet: 8%
# Screen Time

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

- **Alone** (ANSWERED: 4679)
  - More than 2 hours: 14%
  - 1 to 2 hours: 30%
  - 15 minutes to 1 hour: 33%
  - Less than 15 minutes: 12%
  - None: 12%

- **With another child** (ANSWERED: 4661)
  - More than 2 hours: 10%
  - 1 to 2 hours: 21%
  - 15 minutes to 1 hour: 32%
  - Less than 15 minutes: 11%
  - None: 25%

- **With an adult** (ANSWERED: 4661)
  - More than 2 hours: 9%
  - 1 to 2 hours: 17%
  - 15 minutes to 1 hour: 35%
  - Less than 15 minutes: 24%
  - None: 14%

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

- **ANSWERED: 4672**
  - All of the time: 3%
  - Most of the time: 18%
  - About half the time: 31%
  - Some of the time: 41%
  - None of the time: 7%
**EARLY LEARNING & CARE**

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

**ANSWERED:** 4616

- **Yes**: 13%
- **No**: 87%

**Type of childcare arrangement between 0 and 12 months**

**ANSWERED:** 594

- A relative (other than parent): 42%
- Licensed daycare/childcare centre: 28%
- Caregiver in the child's home: 13%
- Licensed family childcare home: 7%
- Other: 4%
- Unlicensed caregiver in caregiver's home: 3%
- Unlicensed family childcare home: 2%
- Aboriginal Head Start: 0%

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

**ANSWERED:** 582

- More than 30 hours per week: 39%
- 16 to 30 hours per week: 26%
- 9 to 15 hours per week: 15%
- 8 hours or less per week: 21%

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

**ANSWERED:** 4611

- **Yes**: 57%
- **No**: 43%

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

**ANSWERED:** 2617

- Licensed daycare/childcare centre: 45%
- A relative (other than parent): 24%
- Licensed family childcare home: 10%
- Caregiver in the child's home: 7%
- Licensed preschool: 4%
- Unlicensed family childcare home: 4%
- Unlicensed caregiver in caregiver's home: 3%
- Other: 2%
- Aboriginal Head Start: 0%

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

**ANSWERED:** 2603

- More than 30 hours per week: 47%
- 16 to 30 hours per week: 32%
- 9 to 15 hours per week: 13%
- 8 hours or less per week: 8%
Was the child in a childcare arrangement other than parental care between 3 years and kindergarten?
ANSWERED: 4642

Number of hours in childcare arrangement between 3 years and kindergarten
ANSWERED: 3177

Satisfaction with child’s most recent main childcare arrangement:
Location
ANSWERED: 4423

Cost
ANSWERED: 4359

Quality
ANSWERED: 4356

Hours of care
ANSWERED: 4648

Barriers for early learning and childcare arrangements
ANSWERED: 3934

Type of early learning and childcare barrier
ANSWERED: 3544
# General Activities

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

From 3 years to kindergarten

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never %</th>
<th>Once a month or less %</th>
<th>A few times a month %</th>
<th>Once a week %</th>
<th>A few times a week or more %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports programs</td>
<td>24</td>
<td>16</td>
<td>19</td>
<td>27</td>
<td>14</td>
</tr>
<tr>
<td>Arts, music or drama programs</td>
<td>67</td>
<td>12</td>
<td>7</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Cultural activities programs</td>
<td>74</td>
<td>17</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Story Time program</td>
<td>63</td>
<td>18</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>StrongStart program</td>
<td>65</td>
<td>13</td>
<td>10</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Local Neighbourhood House</td>
<td>80</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Public library</td>
<td>31</td>
<td>30</td>
<td>24</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Aboriginal Family Drop-in</td>
<td>98</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Family Resource Centre (i.e., Family Drop-in program)</td>
<td>86</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Faith-based program</td>
<td>87</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Park/playground</td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>15</td>
<td>71</td>
</tr>
<tr>
<td>Local community/recreation centre</td>
<td>33</td>
<td>22</td>
<td>21</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Other activity</td>
<td>38</td>
<td>11</td>
<td>16</td>
<td>13</td>
<td>22</td>
</tr>
</tbody>
</table>

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

ANswered: 4563

- Yes 70%
- No 30%

**Barriers to participation**

ANswered: 3189

- COVID-19 84%
- Available spaces 25%
- Hours the program operates 13%
- Cost 11%
- Not having enough time 10%
- Distance from home/work 5%
- Other 5%
- Didn't know the activity was offered 3%
- Transportation 3%
- Not inclusive of special needs 1%
- Not meeting language/cultural needs 0%
**NEIGHBOURHOOD EXPERIENCES**

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

ANSWERED: 4236

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>33%</td>
</tr>
<tr>
<td>1</td>
<td>33%</td>
</tr>
<tr>
<td>2</td>
<td>14%</td>
</tr>
<tr>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td>5 or more</td>
<td>2%</td>
</tr>
</tbody>
</table>

Length of time the child has lived in their current neighbourhood

ANSWERED: 4555

<table>
<thead>
<tr>
<th>Duration</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>15%</td>
</tr>
<tr>
<td>1-2 years</td>
<td>19%</td>
</tr>
<tr>
<td>3-4 years</td>
<td>26%</td>
</tr>
<tr>
<td>5 or more years</td>
<td>40%</td>
</tr>
</tbody>
</table>

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

ANSWERED: 4577

<table>
<thead>
<tr>
<th>Safety Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very unsafe</td>
<td>4%</td>
</tr>
<tr>
<td>Somewhat unsafe</td>
<td>3%</td>
</tr>
<tr>
<td>Neither unsafe nor safe</td>
<td>4%</td>
</tr>
<tr>
<td>Somewhat safe</td>
<td>27%</td>
</tr>
<tr>
<td>Very safe</td>
<td>61%</td>
</tr>
</tbody>
</table>

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

ANSWERED: 4572

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>7%</td>
</tr>
<tr>
<td>Once a week</td>
<td>13%</td>
</tr>
<tr>
<td>2 to 3 days a week</td>
<td>21%</td>
</tr>
<tr>
<td>4 to 5 days a week</td>
<td>24%</td>
</tr>
<tr>
<td>6 to 7 days a week</td>
<td>35%</td>
</tr>
<tr>
<td>Never</td>
<td>7%</td>
</tr>
</tbody>
</table>

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

ANSWERED: 4552

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>69%</td>
</tr>
<tr>
<td>No</td>
<td>31%</td>
</tr>
</tbody>
</table>

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

ANSWERED: 4541

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>20%</td>
</tr>
<tr>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>2</td>
<td>23%</td>
</tr>
<tr>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>5 or more</td>
<td>21%</td>
</tr>
</tbody>
</table>
### DEMOGRAPHICS

**The child would describe themselves as**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boy</td>
<td>50%</td>
</tr>
<tr>
<td>Girl</td>
<td>49%</td>
</tr>
<tr>
<td>In another way</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Country in which the child was born**

<table>
<thead>
<tr>
<th>Country</th>
<th>Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>92%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
</tr>
<tr>
<td>United States</td>
<td>1%</td>
</tr>
<tr>
<td>China</td>
<td>1%</td>
</tr>
<tr>
<td>India</td>
<td>1%</td>
</tr>
<tr>
<td>Philippines</td>
<td>1%</td>
</tr>
<tr>
<td>South Korea</td>
<td>0%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>13%</td>
</tr>
<tr>
<td>2020</td>
<td>16%</td>
</tr>
<tr>
<td>2019</td>
<td>25%</td>
</tr>
<tr>
<td>2018</td>
<td>18%</td>
</tr>
<tr>
<td>2017</td>
<td>18%</td>
</tr>
<tr>
<td>2016</td>
<td>10%</td>
</tr>
<tr>
<td>2015</td>
<td>0%</td>
</tr>
<tr>
<td>2014</td>
<td>0%</td>
</tr>
<tr>
<td>2013</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Country in which the parent/caregiver was born**

<table>
<thead>
<tr>
<th>Country</th>
<th>Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>69%</td>
</tr>
<tr>
<td>Other</td>
<td>16%</td>
</tr>
<tr>
<td>China</td>
<td>4%</td>
</tr>
<tr>
<td>India</td>
<td>3%</td>
</tr>
<tr>
<td>Philippines</td>
<td>3%</td>
</tr>
<tr>
<td>United States</td>
<td>2%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>1%</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>1%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5 years ago</td>
<td>20%</td>
</tr>
<tr>
<td>5 to 9 years ago</td>
<td>23%</td>
</tr>
<tr>
<td>10 to 19 years ago</td>
<td>32%</td>
</tr>
<tr>
<td>20 or more years ago</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Child ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>European origins</td>
<td>60%</td>
</tr>
<tr>
<td>East Asian origins</td>
<td>15%</td>
</tr>
<tr>
<td>Other</td>
<td>14%</td>
</tr>
<tr>
<td>Indigenous origins</td>
<td>9%</td>
</tr>
<tr>
<td>South Asian origins</td>
<td>8%</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>6%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>4%</td>
</tr>
<tr>
<td>Latin American</td>
<td>4%</td>
</tr>
<tr>
<td>African origins</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Family ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>European origins</td>
<td>61%</td>
</tr>
<tr>
<td>East Asian origins</td>
<td>14%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
</tr>
<tr>
<td>Indigenous origins</td>
<td>7%</td>
</tr>
<tr>
<td>South Asian origins</td>
<td>7%</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>6%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>4%</td>
</tr>
<tr>
<td>Latin American</td>
<td>3%</td>
</tr>
<tr>
<td>African origins</td>
<td>1%</td>
</tr>
</tbody>
</table>
Child's first language(s)
ANSWERED: 4555
- English: 94%
- Other: 8%
- Chinese Languages: 7%
- Punjabi: 3%
- Tagalog: 2%
- Spanish: 2%
- Korean: 2%
- Farsi: 2%
- French: 1%
- Hindi: 1%
- German: 1%
- Vietnamese: 0%

Does the child currently live in more than one home?
ANSWERED: 4543
- No: 95%
- Yes: 5%

Child's number of siblings
ANSWERED: 4569
- 0: 17%
- 1: 56%
- 2: 19%
- 3: 5%
- 4: 2%
- 5: 1%
- 6: 0%
COVID-19 PANDEMIC

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

- **The family played together**
  - Much more: 13%
  - More: 29%
  - About the same: 53%
  - Less: 4%
  - Much less: 2%

- **The family ate together**
  - 9%
  - 12%
  - 76%
  - 2%
  - 1%

- **The family was able to access outdoor space**
  - 6%
  - 12%
  - 64%
  - 13%
  - 6%

- **The family was able to be physically active together**
  - 6%
  - 13%
  - 66%
  - 12%
  - 9%

- **The family was able to access healthy foods**
  - 4%
  - 5%
  - 87%
  - 4%
  - 1%

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

- **They felt rested**
  - Much more: 2%
  - More: 7%
  - About the same: 41%
  - Less: 35%
  - Much less: 15%

- **They had time to take care of themselves**
  - 2%
  - 8%
  - 45%
  - 30%
  - 15%

- **They had time to prepare healthy meals**
  - 3%
  - 12%
  - 73%
  - 9%
  - 3%

- **They could support the child’s play**
  - 4%
  - 16%
  - 65%
  - 13%
  - 3%

- **They felt connected to their friends/family**
  - 3%
  - 8%
  - 26%
  - 40%
  - 24%

- **They managed the child’s behaviour**
  - 3%
  - 11%
  - 69%
  - 15%
  - 3%

- **They had access to consistent childcare for the child/children**
  - 1%
  - 3%
  - 54%
  - 24%
  - 17%
The parent/caregiver’s level of stress in the last six months due to the pandemic
ANSWERED: 4445

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>12%</td>
</tr>
<tr>
<td>High</td>
<td>30%</td>
</tr>
<tr>
<td>Medium</td>
<td>43%</td>
</tr>
<tr>
<td>Low</td>
<td>12%</td>
</tr>
<tr>
<td>Very low</td>
<td>3%</td>
</tr>
</tbody>
</table>

How the child’s use of services/supports were affected due to the pandemic
ANSWERED: 2619

<table>
<thead>
<tr>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing to use, but in a different way</td>
<td>48%</td>
</tr>
<tr>
<td>No longer able to use</td>
<td>15%</td>
</tr>
<tr>
<td>No change</td>
<td>37%</td>
</tr>
</tbody>
</table>

The effect of the pandemic on job status or number of work hours per week for the parent/caregiver
ANSWERED: 3701

<table>
<thead>
<tr>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked fewer hours</td>
<td>15%</td>
</tr>
<tr>
<td>Worked more hours</td>
<td>16%</td>
</tr>
<tr>
<td>Stopped working</td>
<td>6%</td>
</tr>
<tr>
<td>No change</td>
<td>63%</td>
</tr>
</tbody>
</table>

The effect of the pandemic on job status or number of work hours per week for the second parent/caregiver
ANSWERED: 3785

<table>
<thead>
<tr>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked fewer hours</td>
<td>13%</td>
</tr>
<tr>
<td>Worked more hours</td>
<td>12%</td>
</tr>
<tr>
<td>Stopped working</td>
<td>3%</td>
</tr>
<tr>
<td>No change</td>
<td>72%</td>
</tr>
</tbody>
</table>

The effect of the pandemic on overall family income
ANSWERED: 4143

<table>
<thead>
<tr>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall income decreased</td>
<td>25%</td>
</tr>
<tr>
<td>Overall income increased</td>
<td>8%</td>
</tr>
<tr>
<td>No change</td>
<td>67%</td>
</tr>
</tbody>
</table>

How much the parent/caregiver agrees they could do the following if they wanted or needed to:

Find trustworthy information about how to talk to the child about COVID-19
ANSWERED: 4425

<table>
<thead>
<tr>
<th>Agreement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>10%</td>
</tr>
<tr>
<td>Agree</td>
<td>61%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>24%</td>
</tr>
</tbody>
</table>

Find reliable virtual tools and online resources for the child’s physical health related to COVID-19
ANSWERED: 4409

<table>
<thead>
<tr>
<th>Agreement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>60%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14%</td>
</tr>
<tr>
<td>Agree</td>
<td>62%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>19%</td>
</tr>
</tbody>
</table>

Find reliable virtual tools and online resources for the child’s mental health related to COVID-19
ANSWERED: 4403

<table>
<thead>
<tr>
<th>Agreement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>18%</td>
</tr>
<tr>
<td>Agree</td>
<td>60%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>15%</td>
</tr>
</tbody>
</table>
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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