Trends & Connections to the EDI

Webinar, March 2, 2023
Our work takes place on the traditional, ancestral, unceded territory of the x̱wməθkwəy̓əm (Musqueam) people.
In 1999, Dr. Clyde Hertzman and Dr. Hillel Goelman pioneered a program of research to explore “the differences that make a difference” in children’s early development.

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

- CHILDREN
- FAMILIES
- RESIDENTIAL AREA
- REGION
- NATION
- GLOBAL ENVIRONMENT

FIGURE 1. “THE FIRST NATIONS PERSPECTIVE ON HEALTH AND WELLNESS” AS DEVELOPED BY THE BRITISH COLUMBIA FIRST NATIONS HEALTH AUTHORITY.
Child Development Monitoring System

**TDi**
- **Toddler Development Instrument**
- 12 - 24 months
- Parent & caregiver questionnaire
- EARLY EXPERIENCES & CONTEXTS

**CHEQ**
- **Childhood Experiences Questionnaire**
- Start of Kindergarten
- Parent & caregiver questionnaire
- EARLY EXPERIENCES & CONTEXTS

**EDI**
- **Early Development Instrument**
- Mid-Kindergarten
- Teacher questionnaire
- SKILLS & COMPETENCES

**MDi**
- **Middle Years Development Instrument**
- Grades 4 - 8
- Student questionnaire
- WELL-BEING & ASSETS

**YDi**
- **Youth Development Instrument**
- Grade 11
- Student questionnaire
- WELL-BEING & ASSETS
Child Development Monitoring System

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**EARLY EXPERIENCES & CONTEXTS**
- **EARLY EXPERIENCES & CONTEXTS**
- **SKILLS & COMPETENCES**
- **WELL-BEING & ASSETS**
BC Overall Vulnerability, Over Time

1 in 3 children vulnerable in BC

Percent Vulnerable (%) vs. Wave

- Wave 2 (2004-2007): 29.9%
- Wave 4 (2009-2011): 30.9%
- Wave 5 (2011-2013): 32.5%
- Wave 6 (2013-2016): 32.2%
- Wave 7 (2016-2019): 33.4%
- Wave 8 (2019-2022): 32.9%

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Overall Vulnerability, BC School Districts: Wave 8

32.9%

School District Range = 22% – 72%

Neighbourhood Range = 13% – 72%
SES Gradient for Overall Vulnerability, Wave 8

Vulnerability Rate, 1 or more

- Lowest: 42.6
- Second lowest: 34.9
- Middle: 33.0
- Second highest: 29.6
- Highest: 27.0
Early Childhood Experiences
CHEQ Basics:

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

Physical Health & Well-Being
- General health
- Health care contact
- Nutrition
- Sleep
- Motor skills & experiences

Language & Cognition
- Early Learning experiences: Numeracy & Literacy

Social & Emotional Well-Being
- Connection with peers
- Sharing and helping
- Talking about emotions
- Screen-time

Early Learning & Care
- Experiences in non-parental care & preschool

Community & Context
- Perceptions of neighbourhood
- Mobility
- Social play space
- Support networks
Early Child Development is a social determinant of health... impacting life long health and well-being

Social Determinants of Health → Daily experiences of children and families → Child development
Social Determinants of Health

Project Level Data 2022 & Trends Over Time

Daily experiences of children and families

Child development
CHEQ Project 2022

School Districts

5 Southeast Kootenay
6 Rocky Mountain
8 Kootenay Lake
10 Arrow Lakes
19 Revelstoke
22 Vernon
28 Quesnel
33 Chilliwack
43 Coquitlam
47 Powell River
52 Prince Rupert
53 Okanagan Similkameen
70 Pacific Rim
71 Comox Valley
73 Kamloops/Thompson
75 Mission
79 Cowichan Valley
83 North Okanagan Shuswap
91 Nechako Lakes
CHEQ Project 2022

Participation Rates

- 4,772 parents/caregivers participated
- 57% participation rate
- School District participation rates ranged from 30% (Mission) to 93% (Revelstoke)
Considerations About CHEQ Trends Over Time, 2019 to 2022

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

**Participation Rates:**
- Vary by school district, depending on local systems and connections
Physical Health & Well-being
Health Care Professionals

Did the child visit a health care professional in the last year?
Answered: 4717

- Yes: 93%
- No: 7%

Type of health care professional visited
Answered: 4380

- Dentist: 79%
- Family Doctor: 69%
- Public Health Nurse: 38%
- Optometrist/Ophthalmologist: 32%
- Audiologist: 10%
- Nurse Practitioner: 6%
Percent of Children Visiting Various Health Care Professionals, 2019 to 2022

- Family Doctor
- Dentist
- Optometrist/Ophthalmologist
- Public Health Nurse
- Audiologist
- Nurse Practitioner

<table>
<thead>
<tr>
<th>Year</th>
<th>Family Doctor</th>
<th>Dentist</th>
<th>Optometrist/Ophthalmologist</th>
<th>Public Health Nurse</th>
<th>Audiologist</th>
<th>Nurse Practitioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>81</td>
<td>78</td>
<td>37</td>
<td>40</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>2020</td>
<td>75</td>
<td>76</td>
<td>30</td>
<td>33</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>2021</td>
<td>69</td>
<td>56</td>
<td>29</td>
<td>24</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2022</td>
<td>69</td>
<td>79</td>
<td>32</td>
<td>38</td>
<td>10</td>
<td>6</td>
</tr>
</tbody>
</table>
Physical Activity

- Many: More than 60 minutes of physical activity per day.
- Some: Between 15-60 min. per day.
- Few to none: Less than 15 min. to no physical activity per day.

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

Does the child face challenges when sleeping at night?

- No 22%
- Yes 78%

Challenges faced by the child when sleeping at night

- Does not want to sleep alone: 55%
- Difficulty falling asleep: 40%
- Nightmares/night terrors: 33%
- Needs help returning to sleep: 31%
- Bed-wetting: 26%
- Growing pains: 24%
- Feeling too warm/cold: 19%
- Frequent waking: 12%
- Disturbed by noise: 6%
- Other: 3%

Sleep Recommendations:
3-5 year olds = 10-13 hours
Percent of Children With Sleep Challenges in Past 6 Months, 2019 to 2022, Participating School Districts

- 2019: 76%
- 2020: 76%
- 2021: 78%
- 2022: 78%
BC Project Level Data 2022

Stressful Experiences

Did the child experience any stressful events in the past year?
ANSWERED: 4378

- Yes 56%
- No 44%

Type of stressful event
ANSWERED: 2432

- COVID-19: 41%
- Move to a new community: 23%
- Birth of a sibling: 17%
- Illness/accident/hospitalization of relative: 15%
- Other: 14%
- Death of a close family member: 13%
- Parent separation/divorce: 10%
- Long separation from a parent: 9%
- Illness/accident/hospitalization of child: 5%
- Parental job loss: 4%
- Natural disaster: 4%
- Death of a parent/caregiver: 1%
Percent of Children with Stressful Events in Past Year, 2019 to 2022, Participating School Districts

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>46%</td>
</tr>
<tr>
<td>2020</td>
<td>52%</td>
</tr>
<tr>
<td>2021</td>
<td>49%</td>
</tr>
<tr>
<td>2022</td>
<td>56%</td>
</tr>
</tbody>
</table>
On the CHEQ we ask:

- How often has this child been around children other than their siblings?
- How often have they had a close friendship with another child around the same age?
Many: Almost always or often have close friendships with and spend time around other children most or every day.

Some: Sometimes have friendships with and spend time around other children about once a week/few times a week.

Few: Never or rarely had close friendships with other children and have had fewer experiences spending time around other children over period of a month.
Many Experiences, Peer Experiences Composite, 2019 to 2022, Participating School Districts

2019: 43%
2020: 31%
2021: 38%
2022: 40%
Screen Time, Time/Day, Child Alone

ANSWERED: 4637

- More than 2 hours: 14%
- 1 to 2 hours: 31%
- 15 minutes to 1 hour: 33%
- Less than 15 minutes: 10%
- None: 11%

45%

Screen Time Recommendation:
2-5 year olds = 1 hour or less/day
Outdoor Play
Days per week the child played outdoors over the last 6 months

Answered: 4694

- 6 to 7 days a week: 69%
- 4 to 5 days a week: 23%
- 2 to 3 days a week: 7%
- Once a week or less: 1%
- Never: 0%
<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of Children Who Played Outdoors 6-7 Days/Week in Past Six Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>67%</td>
</tr>
<tr>
<td>2020</td>
<td>65%</td>
</tr>
<tr>
<td>2021</td>
<td>60%</td>
</tr>
<tr>
<td>2022</td>
<td>70%</td>
</tr>
</tbody>
</table>
Community & Context
In which of the following activities has your child participated/used?

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

What are the barriers to access?
Community activities/resources in which the child participated/used ages 3-5 (Top 6):

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

*includes responses “a few times a month,” “once a week,” “a few times per week.”
Barriers to Community Programs

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

ANSWERED: 4543

No 41%

Yes 59%

Barriers to participation

ANSWERED: 2667

- Available spaces: 50%
- Hours the program operates: 35%
- COVID-19: 34%
- Not having enough time: 33%
- Cost: 28%
- Didn't know the activity was offered: 10%
- Distance from home/work: 10%
- Transportation: 7%
- Other: 6%
- Not inclusive of special needs: 3%
- Not meeting language/cultural needs: 1%
Percent of Families Accessing Community Food Services, 2019 to 2022, Participating School Districts

- 2019: 5.6%
- 2020: 4.5%
- 2021: 3.8%
- 2022: 5.2%
Child care arrangements other than parental care, 3 years-Kindergarten

Type of care arrangement:

- Licensed child care centre: 49%
- Licensed preschool: 26%
- A relative (other than parent): 12%
- Licensed child care family home: 7%
- Caregiver in the child’s home: 2%
- Unlicensed family child care home: 2%
- Other: 1%
- Unlicensed caregiver in caregiver’s home: 1%
- Aboriginal Head Start: 0%
Child Care Barriers

### Barriers for early learning and child care arrangements

Answered: 3827

- No: 10%
- Yes: 90%

### Type of early learning and child care barrier

Answered: 3432

- Availability of spaces: 79%
- Cost: 62%
- Hours the program operates: 40%
- Staff/activities-space quality: 34%
- Distance from home/work: 27%
- COVID-19: 27%
- Transportation: 10%
- Missing information about options: 8%
- Not inclusive of special needs: 5%
- Other: 3%
- Not meeting language/cultural needs: 2%
The Impact of the COVID-19 Pandemic on Children & Families
### Impact of the Pandemic

<table>
<thead>
<tr>
<th>Experience</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to consistent child care “less” or “much less”</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Parent/caregiver felt “less” or “much less” connected to family &amp; friends</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>Household income “decreased”</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Family had “less” access to healthy food</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Parent/caregiver stress levels “high” or “very high”</td>
<td>42%</td>
<td></td>
</tr>
</tbody>
</table>
Social Determinants of Health

Daily experiences of children and families

Child development

Associations Between Family Contexts & Children’s Experiences
Percent of Children With "Many" Experiences, Five CHEQ Composites for 2022, by Household Income

Nutrition & Sleep
Talking About Emotions
Physical Activity
Peer Experiences
Language & Cognition

<table>
<thead>
<tr>
<th>Percent with &quot;many&quot; experiences</th>
<th>Under $50k</th>
<th>$50-100K</th>
<th>$100-150K</th>
<th>$150K plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition &amp; Sleep</td>
<td>20</td>
<td>26</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td>Talking About Emotions</td>
<td>50</td>
<td>51</td>
<td>52</td>
<td>53</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>56</td>
<td>62</td>
<td>70</td>
<td>74</td>
</tr>
<tr>
<td>Peer Experiences</td>
<td>32</td>
<td>35</td>
<td>41</td>
<td>49</td>
</tr>
<tr>
<td>Language &amp; Cognition</td>
<td>45</td>
<td>52</td>
<td>59</td>
<td>59</td>
</tr>
</tbody>
</table>
Percent of Children by Daily Amount of Screentime Alone, 2022, by Household Income

- Under $50k: 10.4% Less than 15 min., 21.5% 15 min. to 1 hr., 31.2% 1 to 2 hrs., 24.8% More than 2 hrs.
- $50-100K: 16.0% Less than 15 min., 31.0% 15 min. to 1 hr., 31.4% 1 to 2 hrs., 16.0% More than 2 hrs.
- $100-150K: 12.5% Less than 15 min., 30.1% 15 min. to 1 hr., 33.4% 1 to 2 hrs., 23.9% More than 2 hrs.
- $150K plus: 8.8% Less than 15 min., 30.8% 15 min. to 1 hr., 36.5% 1 to 2 hrs., 23.9% More than 2 hrs.
Percent of Children by Daily Amount of Screentime Alone, 2022, by Respondent Education

<table>
<thead>
<tr>
<th></th>
<th>Less than 15 min.</th>
<th>15 min. to 1 hr.</th>
<th>1 to 2 hrs.</th>
<th>More than 2 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No post-sec</td>
<td>25.0</td>
<td>38.4</td>
<td>28.3</td>
<td>8.3</td>
</tr>
<tr>
<td>No degree</td>
<td>14.7</td>
<td>34.1</td>
<td>34.2</td>
<td>17.0</td>
</tr>
<tr>
<td>Degree</td>
<td>10.3</td>
<td>26.6</td>
<td>33.9</td>
<td>29.2</td>
</tr>
</tbody>
</table>
Social Determinants of Health → Daily experiences of children and families → Child development
• The results about to be shown are based on children for whom we have both CHEQ and EDI scores

• 3 years of CHEQ and EDI data linkage (4th year available mid-2023) - 2019/2020 to 2021/2022

• Currently 5,365 children with linked CHEQ-EDI data - Will rise to ~10,000 with 2022/2023 linkages, and grow quickly over time
Demographic Representativeness of Linked CHEQ-EDI Data, 2021/2022

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Sample percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>Not linked: 51.5</td>
</tr>
<tr>
<td></td>
<td>Linked: 50.7</td>
</tr>
<tr>
<td>Girls</td>
<td>Not linked: 48.5</td>
</tr>
<tr>
<td></td>
<td>Linked: 49.3</td>
</tr>
<tr>
<td>ESL</td>
<td>Not linked: 38.7</td>
</tr>
<tr>
<td></td>
<td>Linked: 25.8</td>
</tr>
<tr>
<td>Special Needs</td>
<td>Not linked: 5.5</td>
</tr>
<tr>
<td></td>
<td>Linked: 4.2</td>
</tr>
</tbody>
</table>
Developmental Representativeness of Linked CHEQ-EDI Data, Percent Vulnerable, 2021/2022

<table>
<thead>
<tr>
<th>Category</th>
<th>Not linked</th>
<th>Linked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>14.9</td>
<td>11.7</td>
</tr>
<tr>
<td>Social</td>
<td>18.6</td>
<td>16.1</td>
</tr>
<tr>
<td>Emotional</td>
<td>18.0</td>
<td>17.3</td>
</tr>
<tr>
<td>Language</td>
<td>11.9</td>
<td>7.9</td>
</tr>
<tr>
<td>Communication</td>
<td>18.9</td>
<td>12.8</td>
</tr>
<tr>
<td>One or more</td>
<td>36.0</td>
<td>31.2</td>
</tr>
</tbody>
</table>
Social Determinants of Health → Daily experiences of children and families → Child development
Social Determinants of Health → Daily experiences of children and families → Child development
Overall EDI Vulnerability by Frequency of Experiences, Five Composite Scores

- Physical Activity: Few (38.4%), Some (30.7%), Many (25.6%)
- Sleep & Nutrition: Few (34.7%), Some (27.1%), Many (21.7%)
- Talking About Emotions: Few (38.3%), Some (26.7%), Many (27.9%)
- Language & Cognition: Few (46.7%), Some (31.4%), Many (24.3%)
- Peer Experiences: Few (41.8%), Some (27.2%), Many (24.7%)
Social Determinants of Health → Daily experiences of children and families → Child development
Barriers to Health Care Professionals, by Household Income

Top three barriers in 2022: available appointment/wait list, COVID, available hours
On the CHEQ we ask

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

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

What are the barriers to access?
EDI Vulnerability Rates, By Barriers To Participation In Local Activities

Top three barriers in 2022: Availability of spaces, hours of operation, COVID
Number of Child Care Barriers, by Household Income

Top three barriers in 2022: availability of spaces, cost, hours of operation
Vulnerability on All EDI Scales, by Number of Child Care Barriers

<table>
<thead>
<tr>
<th>Scale</th>
<th>No barriers</th>
<th>1 or 2 barriers</th>
<th>3 or more barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>11.1</td>
<td>10.6</td>
<td>11.7</td>
</tr>
<tr>
<td>Social</td>
<td>11.7</td>
<td>12.6</td>
<td>15.6</td>
</tr>
<tr>
<td>Emotional</td>
<td>13.8</td>
<td>14.7</td>
<td>17.5</td>
</tr>
<tr>
<td>Language</td>
<td>8.4</td>
<td>7.6</td>
<td>7.6</td>
</tr>
<tr>
<td>Communication</td>
<td>9.9</td>
<td>9.7</td>
<td>10.6</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td>26.8</td>
</tr>
</tbody>
</table>

Vulnerability Rate (%)
CHEQ Data in Action

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

Provincial Level
- Impact of the pandemic on families with young children
- Ministry of Mental Health & Addictions, A Pathway to Hope
Impact: Child Development Monitoring System Data in Action

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

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

The EDI has been the driving force behind these initiatives.
What’s next...

• CHEQ recruitment 2023-24
EDI Data Dashboard

All School Districts (BC) - Wave 8

Demographics & Participation

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

Overall Outcomes

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

Private:
• Classroom & School

Public:
• Project Level
• CHEQ COVID-19 Rapid Report
• School District & Neighbourhood – coming soon!
<table>
<thead>
<tr>
<th>By Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD5  Southeast Kootenay</td>
</tr>
<tr>
<td>SD6  Rocky Mountain</td>
</tr>
<tr>
<td>SD8  Kootenay Lake</td>
</tr>
<tr>
<td>SD10 Arrow Lakes</td>
</tr>
<tr>
<td>SD19 Revelstoke</td>
</tr>
<tr>
<td>SD20 Kootenay-Columbia</td>
</tr>
<tr>
<td>SD22 Vernon</td>
</tr>
<tr>
<td>SD23 Central Okanagan</td>
</tr>
<tr>
<td>SD27 Cariboo-Chilcotin</td>
</tr>
<tr>
<td>SD28 Quesnel</td>
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<tr>
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<td>SD75 Mission</td>
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<td>SD78 Fraser-Cascade</td>
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<td>SD79 Cowichan Valley</td>
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Resources/Links Shared in the Chat

- **HELP website Aboriginal Steering Committee**: [https://earlylearning.ubc.ca/about/aboriginal-steering-committee/](https://earlylearning.ubc.ca/about/aboriginal-steering-committee/)
- **HELP website CHEQ Overview**: [https://earlylearning.ubc.ca/monitoring-system/cheq/cheq-overview/](https://earlylearning.ubc.ca/monitoring-system/cheq/cheq-overview/)
- **EDI Wave 8 Provincial Summary**: [https://earlylearning.ubc.ca/edi-wave8-provincial-synthesis/](https://earlylearning.ubc.ca/edi-wave8-provincial-synthesis/)
- **BC Ministry of Education & Child Care, Early Learning Projects**: [https://www2.gov.bc.ca/gov/content/education-training/early-learning-teach/projects](https://www2.gov.bc.ca/gov/content/education-training/early-learning-teach/projects)
- **YDI Reports**: [https://chartlab.ca/about-ydi/reports/#school-reports](https://chartlab.ca/about-ydi/reports/#school-reports)
- **Canadian Society for Exercise Physiology, Movement Guide**: [https://csepguidelines.ca/guidelines/early-years/](https://csepguidelines.ca/guidelines/early-years/)