



CHEQ

KAMLOOPS/THOMPSON

THE CHILDHOOD EXPERIENCES QUESTIONNAIRE

SCHOOL DISTRICT REPORT 2022



CHEQ DEVELOPMENTAL AREAS AND EXPERIENCES

The five key developmental areas on the CHEQ are:

Developmental Areas	Experiences	Description
 Physical Health & Well-Being	Health	Overall health, visits with health care professionals, use of supports and programs
	Nutrition & Sleep	Eating breakfast, meals with family, foods consumed, sleep and related challenges
	Motor Skills & Experiences	Different types of physical activity and outdoor play
 Language & Cognition	Language & Cognition	Activities such as reading, pretend play, weaving, drawing, counting and more
 Social & Emotional Experiences	Peer Experiences	Interactions with peers and friends
	Talking about Emotions	Talking about social experiences and emotions with parents/caregivers
	Screen Time	Use of electronic devices such as computers, tablets and TVs
 Early Learning & Care	Early Learning & Care	Experiences in a non-parental care arrangement and/or preschool
 Community & Context	General Activities	Participation in community activities
	Neighbourhood Experiences	Parents'/caregivers' perception of their neighbourhood safety and social support
	Demographics	The child's and family's birth place, ethnicity and language(s) spoken

YOUR CHEQ SCHOOL DISTRICT DATA

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

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

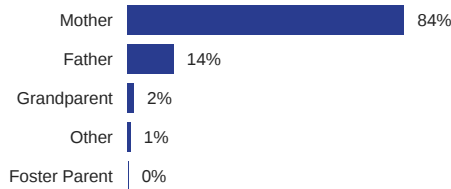
Suppression. Data are suppressed when there are fewer than 35 children, for confidentiality reasons. The data are also suppressed when the uncertainty of the results (i.e., margin of error) is greater than 10%, which can result from low coverage particularly in areas with small populations.

 **35.1%** of kindergarten students in this district have a completed CHEQ
400/1140

GENERAL INFORMATION

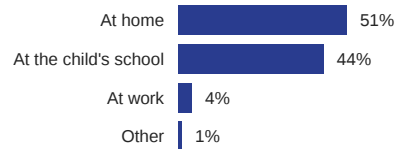
Who filled out this survey?

ANSWERED: 392



Where is the survey being completed?

ANSWERED: 399

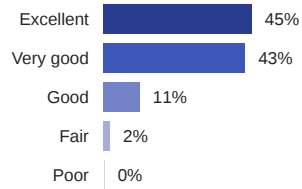


PHYSICAL HEALTH & WELL-BEING



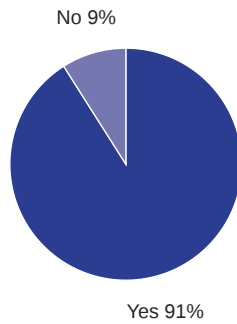
Child's overall health in the last year

ANSWERED: 400



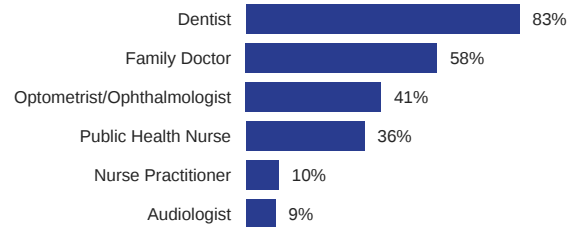
Did the child visit a health care professional in the last year?

ANSWERED: 398



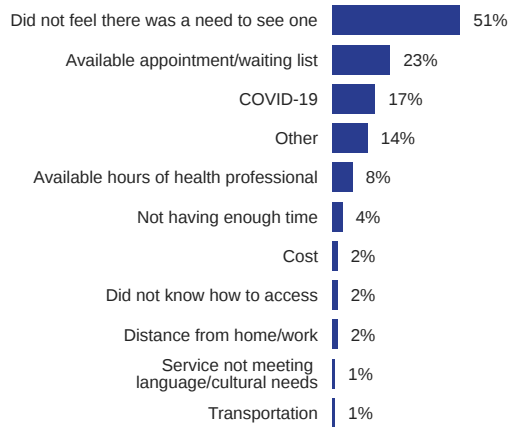
Type of health care professional visited

ANSWERED: 363



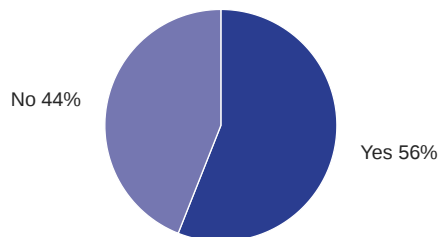
Barriers to seeing health care professionals

ANSWERED: 132



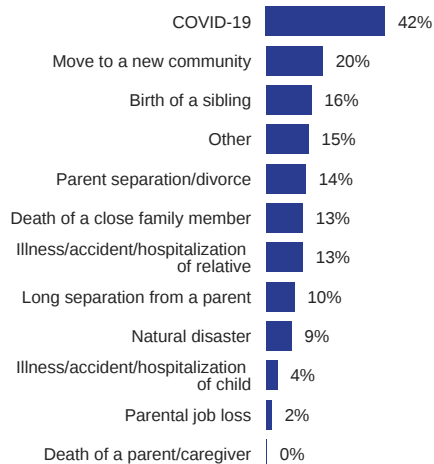
Did the child experience any stressful events in the past year?

ANSWERED: 365



Type of stressful event

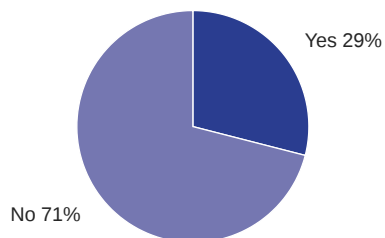
ANSWERED: 205



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

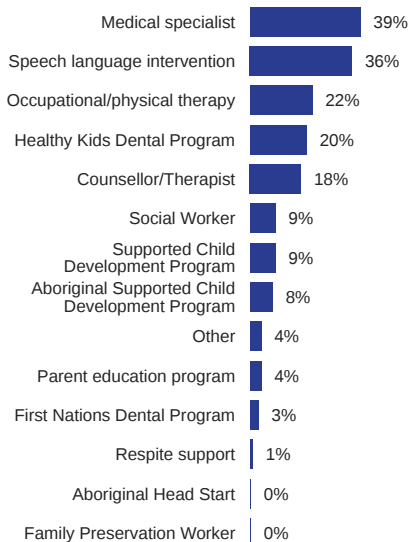
3 years to kindergarten

ANSWERED: 387



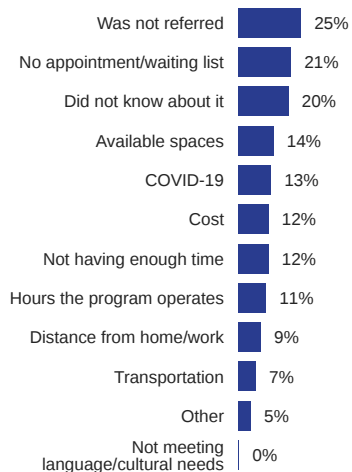
Types of programs or supports used

ANSWERED: 114



Barriers to using these types of programs or supports

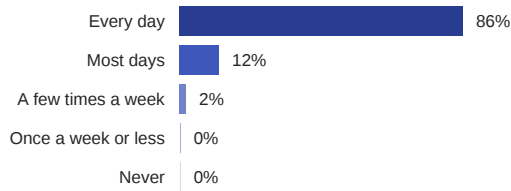
ANSWERED: 76





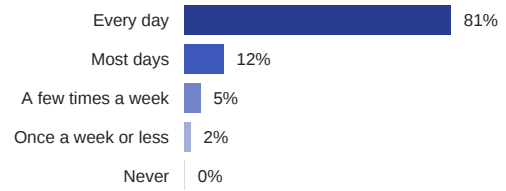
Frequency the child ate breakfast in the last 6 months

ANSWERED: 399



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

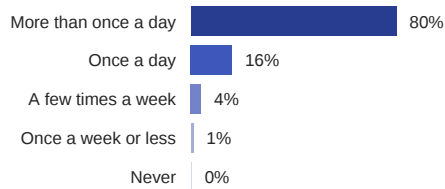
ANSWERED: 397



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

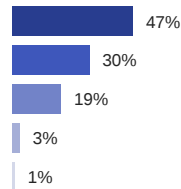
Vegetables and fruits

ANSWERED: 397



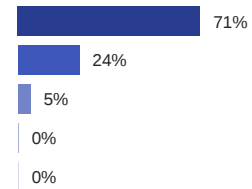
Whole grain foods

ANSWERED: 395



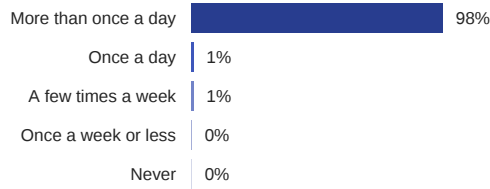
Protein foods

ANSWERED: 395



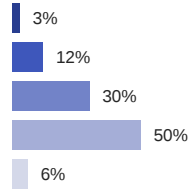
Water

ANSWERED: 395



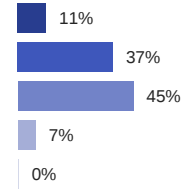
Sugary drinks

ANSWERED: 394



Sugary or salty snacks

ANSWERED: 396

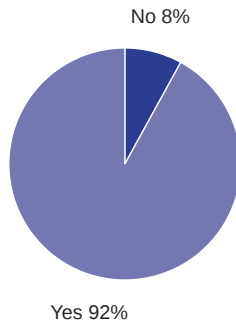


SLEEP



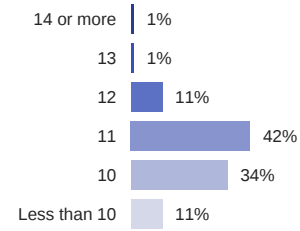
Does the child have a regular bedtime?

ANSWERED: 380



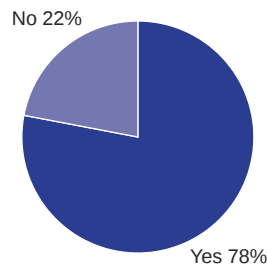
Number of hours the child usually sleeps in a 24 hour period

ANSWERED: 396



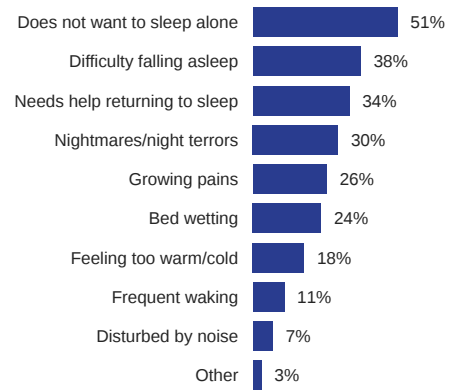
Does the child face challenges when sleeping at night?

ANSWERED: 386



Challenges faced by the child when sleeping at night

ANSWERED: 302

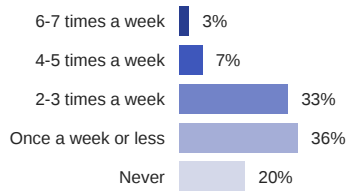


MOTOR SKILLS & EXPERIENCES



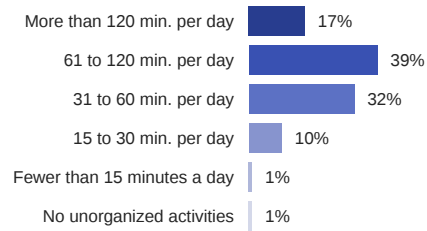
Times per week the child took part in energetic physical activity while participating in organized activities over the last 6 months

ANSWERED: 396



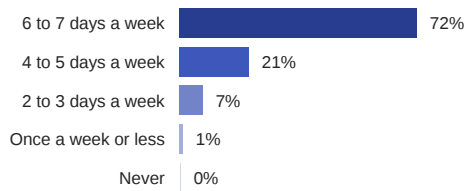
Minutes per day (on average) the child took part in energetic physical activity while participating in unorganized activities over the last 6 months

ANSWERED: 389



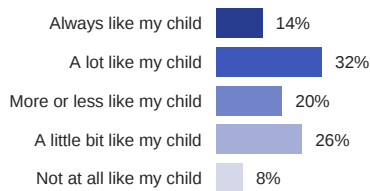
Days per week the child played outdoors over the last 6 months

ANSWERED: 396



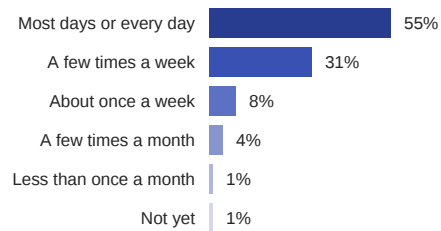
Degree to which the child likes to take risks while playing outside

ANSWERED: 394



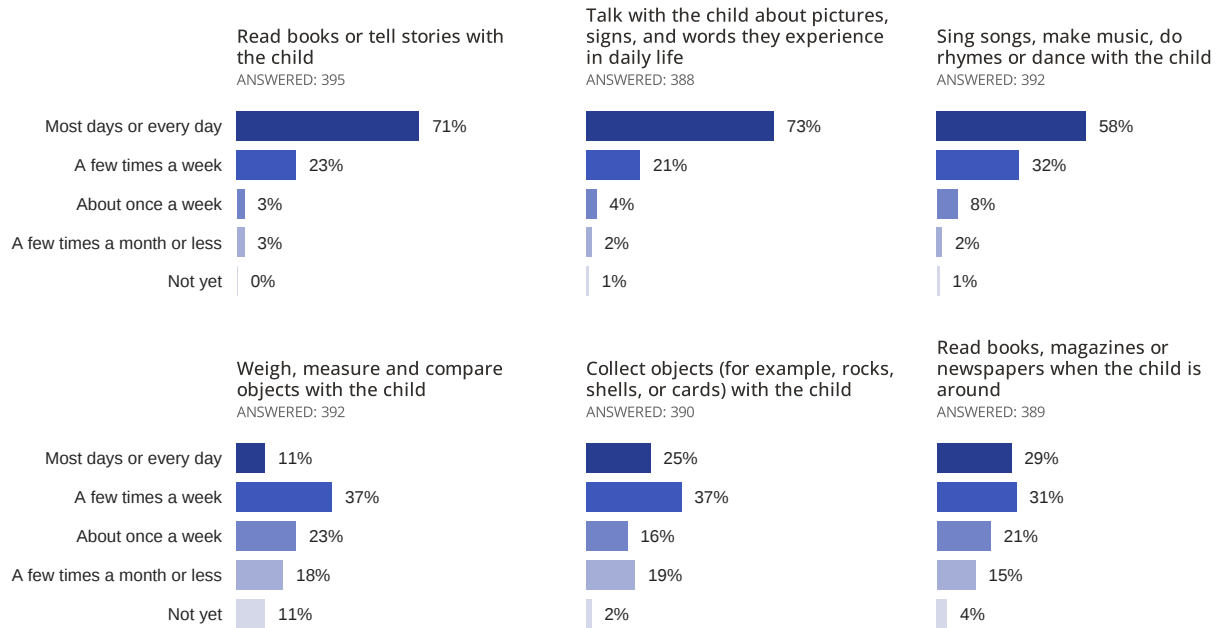
Frequency the child has had the chance to take risks while playing outside over the last 6 months

ANSWERED: 393

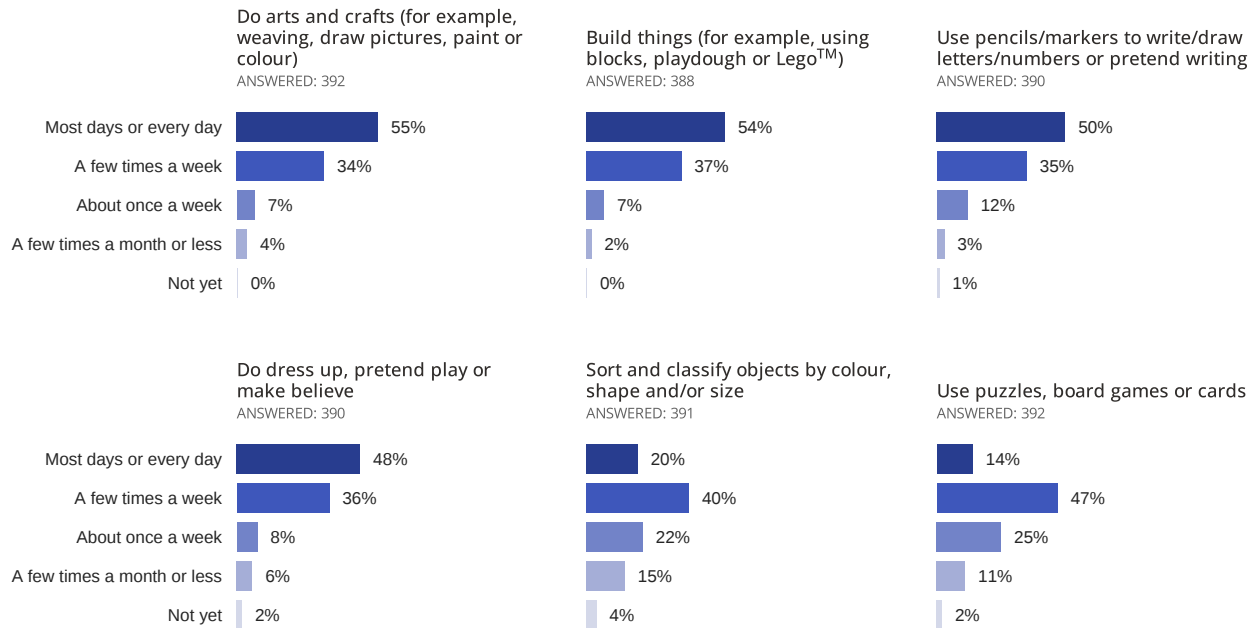




In the last 6 months, how often did the parent/caregiver or another important person in the child's life:



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



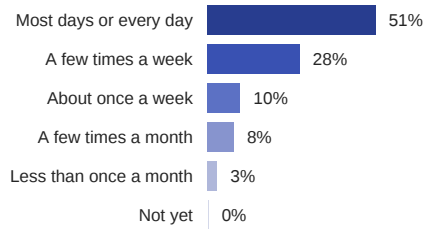
SOCIAL & EMOTIONAL EXPERIENCES



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

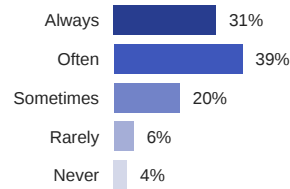
How often the child was around children other than their siblings

ANSWERED: 395



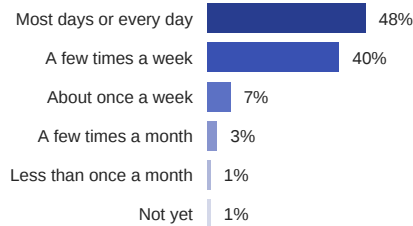
How often the child had a close friendship with another child around the same age

ANSWERED: 392



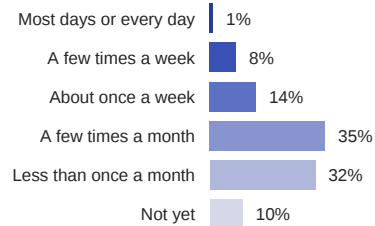
How often the parent/caregiver involved the child in household chores

ANSWERED: 393

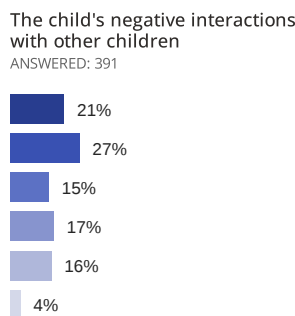
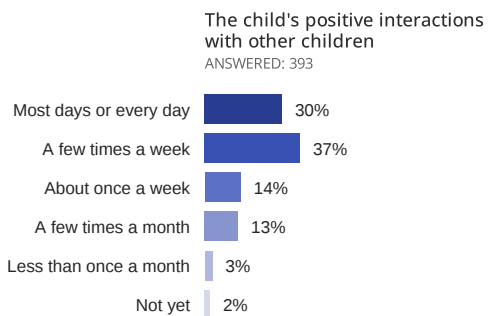
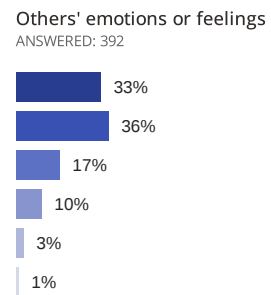
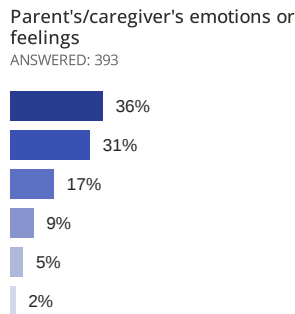
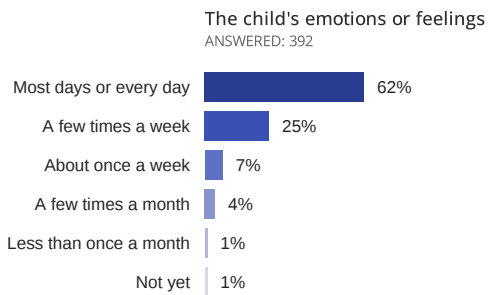


How often the parent/caregiver did something with the child to help others

ANSWERED: 392

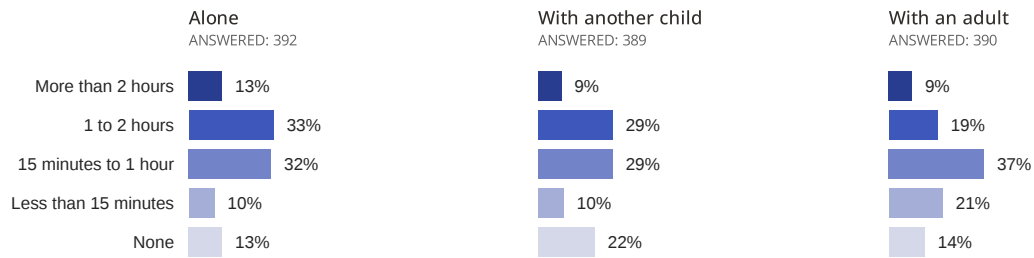


How often the parent/caregiver had the chance to talk with the child about:



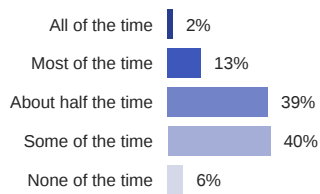


How much time per day the child used an electronic device in general:



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

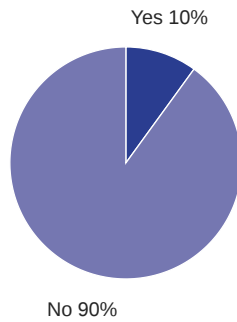
ANSWERED: 389





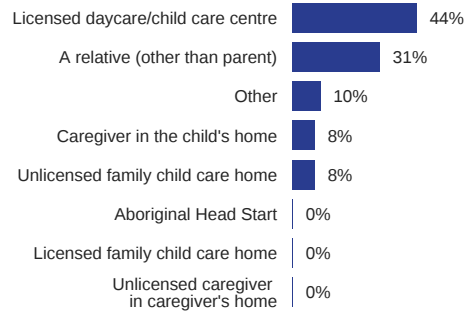
Was the child in a child care arrangement other than parental care between 0 and 12 months?

ANSWERED: 388



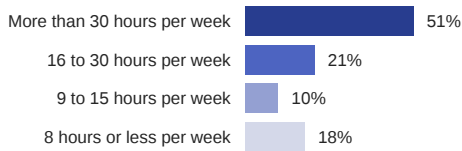
Type of child care arrangement used the most between 0 and 12 months

ANSWERED: 39



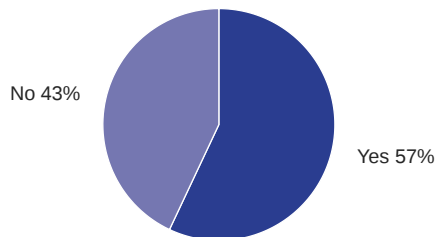
Number of hours in the main child care arrangement between 0 and 12 months

ANSWERED: 39



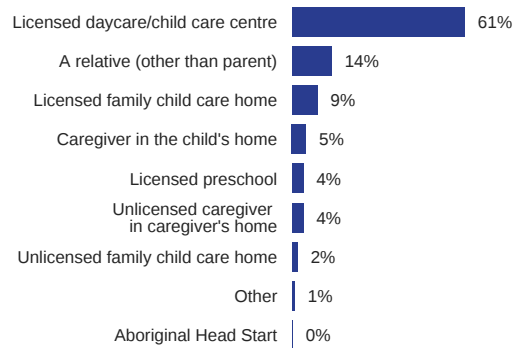
Was the child in a child care arrangement other than parental care between 13 months and 3 years?

ANSWERED: 388



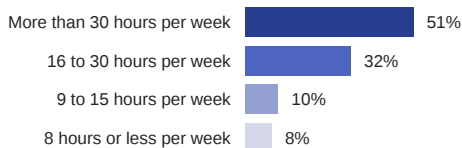
Type of child care arrangement used the most between 13 months and 3 years

ANSWERED: 222



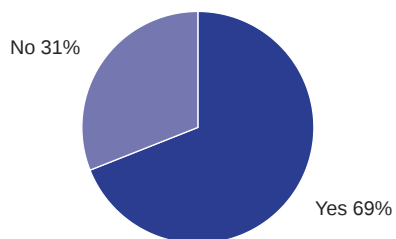
Number of hours in the main child care arrangement between 13 months and 3 years

ANSWERED: 221



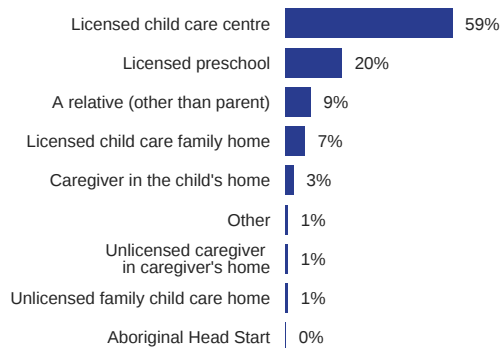
Was the child in a child care arrangement other than parental care between 3 years and kindergarten?

ANSWERED: 390



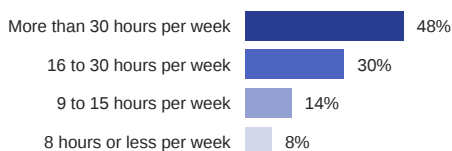
Type of child care arrangement used the most between 3 years and kindergarten

ANSWERED: 271

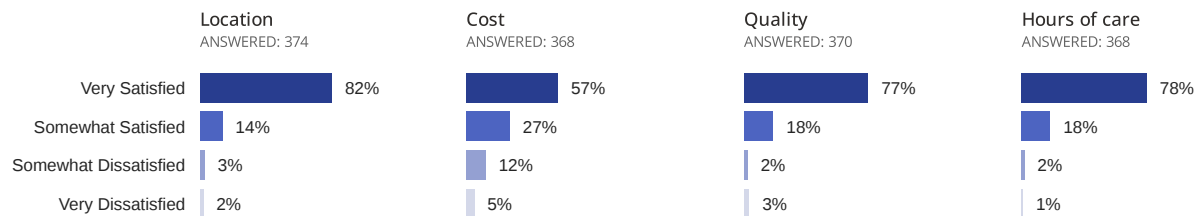


Number of hours in the main child care arrangement between 3 years and kindergarten

ANSWERED: 270

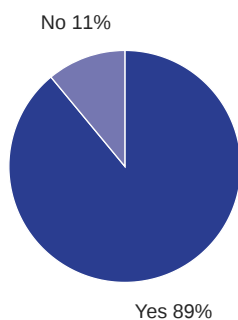


Satisfaction with child's most recent main child care arrangement:



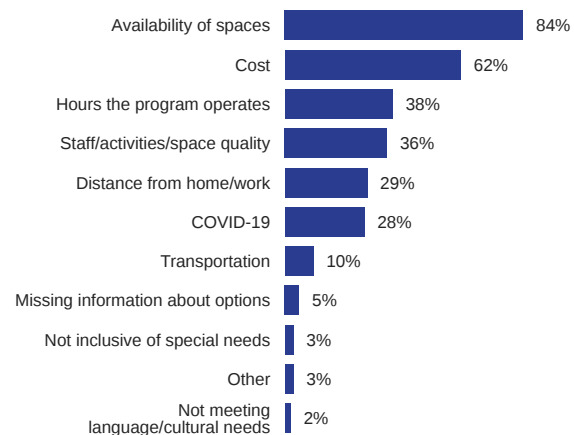
Barriers for early learning and child care arrangements

ANSWERED: 331



Type of early learning and child care barrier

ANSWERED: 296



GENERAL ACTIVITIES



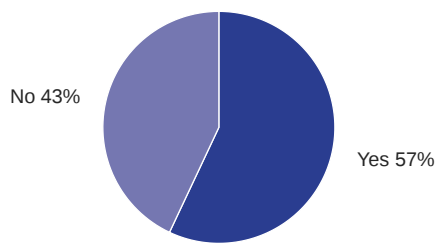
How often the child participated in/used community activities/resources:

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	18	13	21	29	19
Arts, music or drama programs	72	14	4	8	2
Cultural activities programs	73	21	4	1	1
Story Time program	77	11	6	2	4
StrongStart program	77	11	6	4	2
Local Neighbourhood House	83	5	5	4	3
Public library	41	30	20	8	1
Aboriginal Family Drop-in	97	2	1	0	1
Family Resource Centre (i.e., Family Drop-in program)	91	4	3	1	0
Faith-based program	89	2	4	5	0
Park/playground	0	1	14	21	64
Local community/recreation centre	41	20	19	12	7

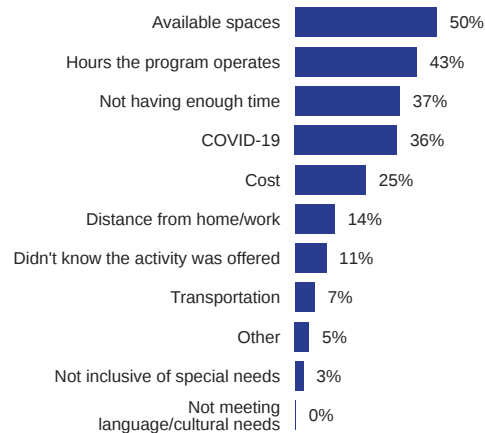
Were there any local activities the parent/caregiver wanted to do with the child but couldn't?

ANSWERED: 387



Barriers to participation

ANSWERED: 219

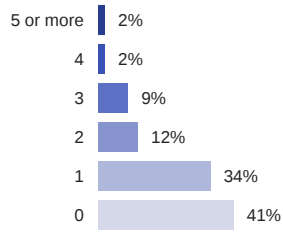


NEIGHBOURHOOD EXPERIENCES



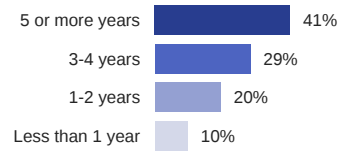
Number of times the child has moved homes in the last 5 years

ANSWERED: 329



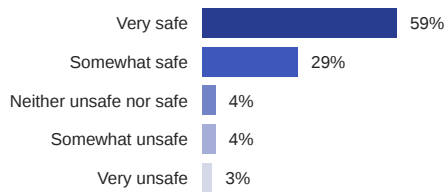
Length of time the child has lived in their current neighbourhood

ANSWERED: 387



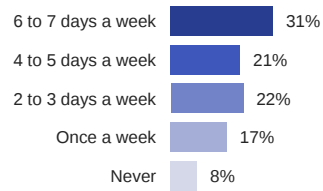
Degree to which parks in the child's neighbourhood are safe

ANSWERED: 387



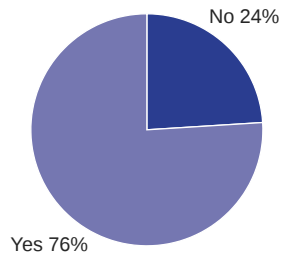
How often the child played outside in their neighbourhood (on average) in the past 6 months

ANSWERED: 387



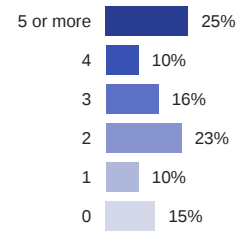
Can neighbours be counted on to look out for children in the parents/caregiver's neighbourhood?

ANSWERED: 385



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

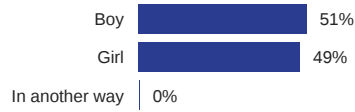
ANSWERED: 385



DEMOGRAPHICS

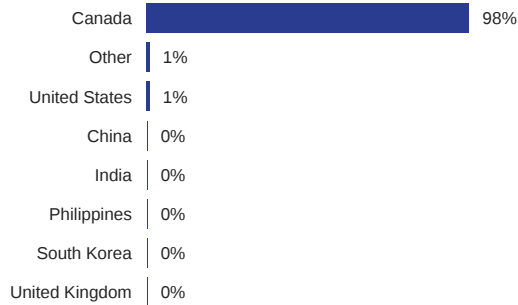
The child would describe themselves as

ANSWERED: 389



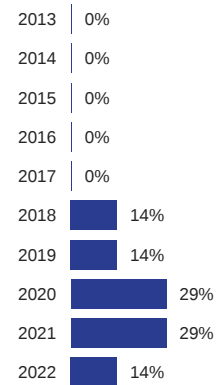
Country in which the child was born

ANSWERED: 388



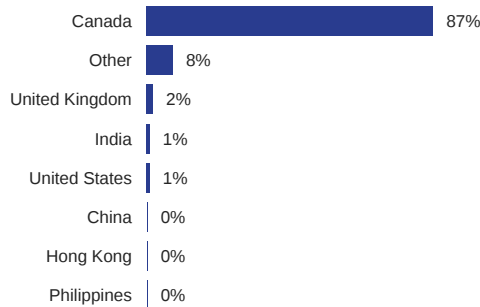
If the child was born outside of Canada, year they moved to Canada

ANSWERED: 7



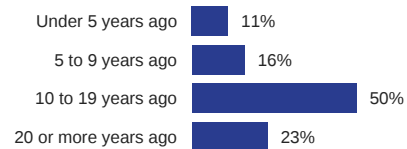
Country in which the parent/caregiver was born

ANSWERED: 380



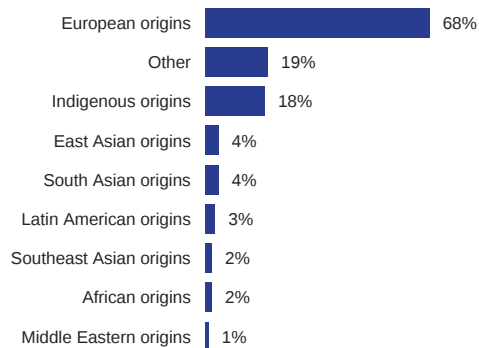
If the parent/caregiver was born outside of Canada, year they moved to Canada

ANSWERED: 44



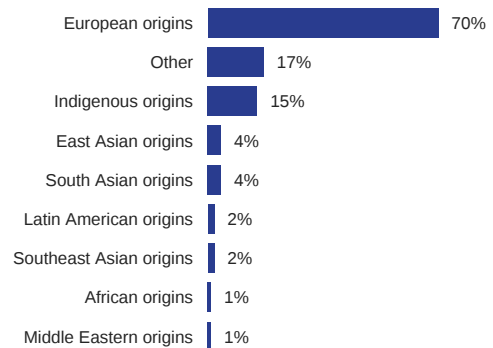
Child ethnicity

ANSWERED: 366



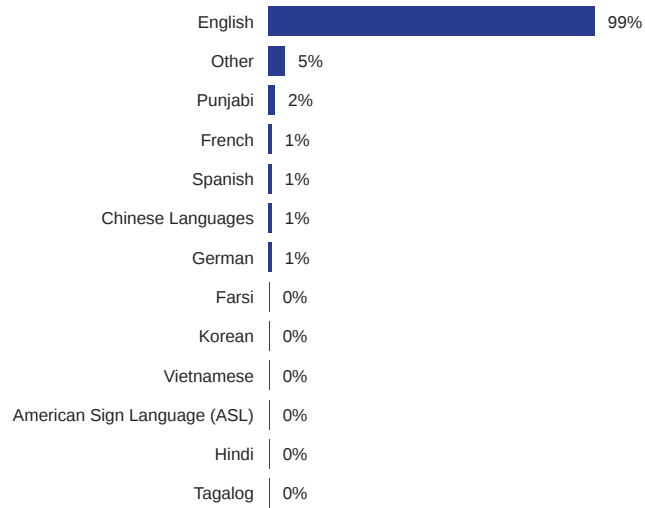
Family ethnicity

ANSWERED: 368



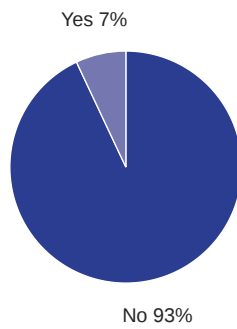
Child's first language(s)

ANSWERED: 388



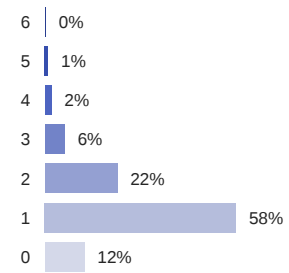
Does the child currently live in more than one home?

ANSWERED: 385



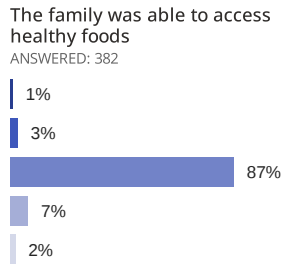
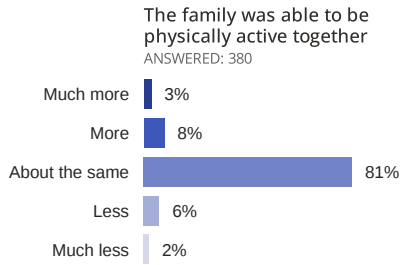
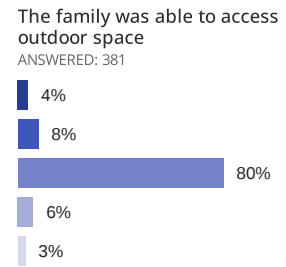
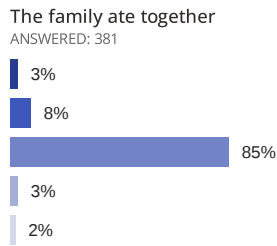
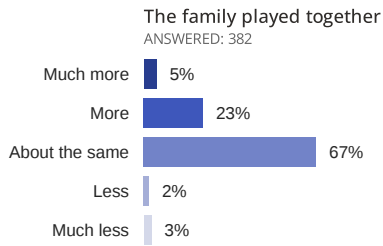
Child's number of siblings

ANSWERED: 389

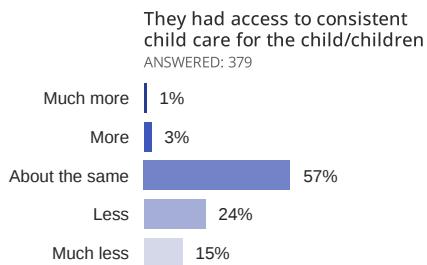
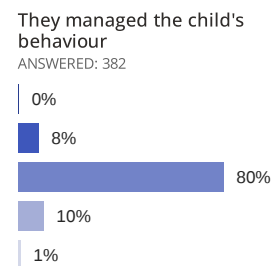
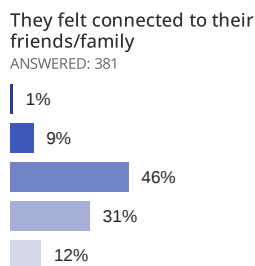
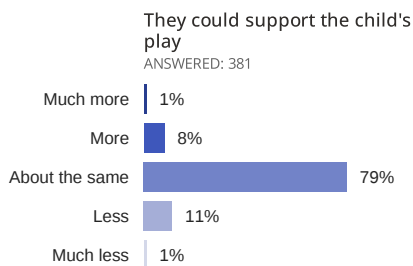
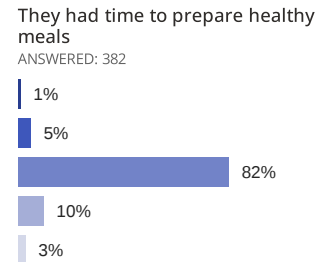
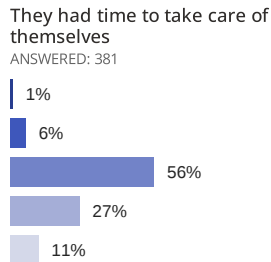
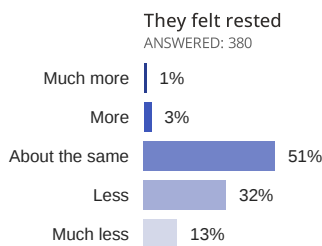


COVID-19 PANDEMIC

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

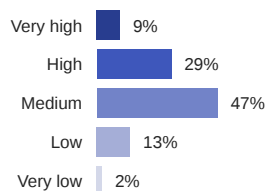


How the following routines/activities were affected for the parent/caregiver due to the pandemic:



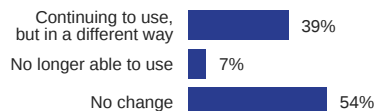
The parent's/caregiver's level of stress in the last six months due to the pandemic

ANSWERED: 381



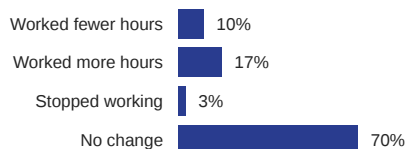
How the child's use of services/supports were affected due to the pandemic

ANSWERED: 248



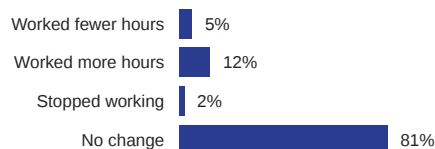
The effect of the pandemic on job status or number of work hours per week for the parent/caregiver

ANSWERED: 312



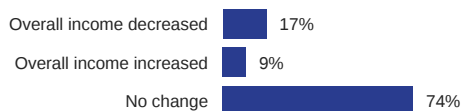
The effect of the pandemic on the job status or number of work hours per week for the second parent/caregiver

ANSWERED: 321

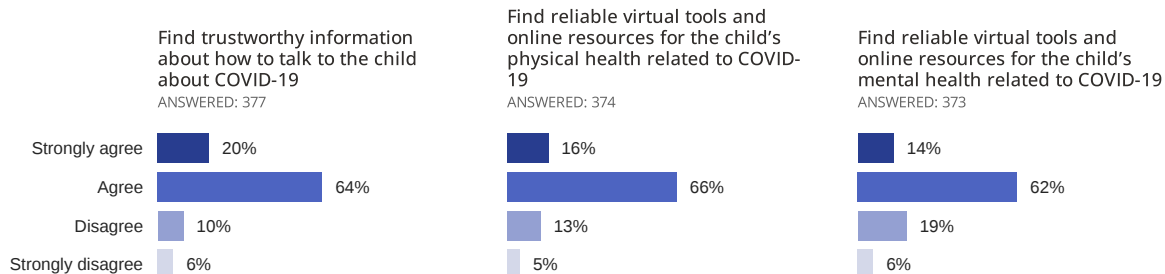


The effect of the pandemic on overall family income

ANSWERED: 356



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



USING YOUR CHEQ REPORTS

CHEQ data can be used in a number of ways to support children and families in schools, districts and neighbourhoods. It is recommended that you consider CHEQ data on its own, as a summary of the early experiences and environments of current kindergarten students, alongside complementary data and information such as:

- Early Development Instrument (EDI) data
- Community knowledge and expertise
- Information on local services and programs
- Input from families with young children in your community

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

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

Remember you don't have to do this alone:

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

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