HILLCREST

THE CHILDHOOD EXPERIENCES QUESTIONNAIRE

NEIGHBOURHOOD REPORT 2022

ACKNOWLEDGEMENTS

INTRODUCTION TO THE CHEQ

WHAT IS THE CHILDHOOD EXPERIENCES QUESTIONNAIRE (CHEQ)?

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

WHY DO EARLY EXPERIENCES MATTER?

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

WHY WAS THE CHEQ DEVELOPED?

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

CHEQ DEVELOPMENTAL AREAS AND EXPERIENCES

The five key developmental areas on the CHEQ are:

Developmental Areas	Experiences	Description
Physical Health & Well-Being	Health	Overall health, visits with health care professionals, use of supports and programs
	Nutrition & Sleep	Eating breakfast, meals with family, foods consumed, 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

BEFORE YOU GET STARTED

A NOTE ABOUT INTERPRETATION OF CHEQ DATA

CHEQ Neighbourhood Reports aggregate CHEQ data based on children's postal codes, representing children that live in each neighbourhood within the school district boundaries. HELP-designated neighbourhood boundaries were created using census, postal code and municipal planning boundaries and in consultation with those communities to maintain a threshold of 35 children in each neighbourhood. As you read and share this report, please be aware that:

- Data are suppressed when there are fewer than 35 children in a neighbourhood 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.
- Below you will find the percentage of students in this neighbourhood for whom a CHEQ was completed by their parent/caregiver.
- **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.** Taking this into consideration is important especially when making decisions based on these reports. For instance, there may be certain groups of parents/caregivers whose voices are not included in the data, or there may be entire schools in the neighbourhood that have not participated in the CHEQ this year.
- Please refer to the map below for the neighbourhood boundaries.

If you have questions or concerns about your data, please email us at **cheq@help.ubc.ca**.

45.9% of kindergarten students in this neighbourhood have a completed CHEQ

62/135
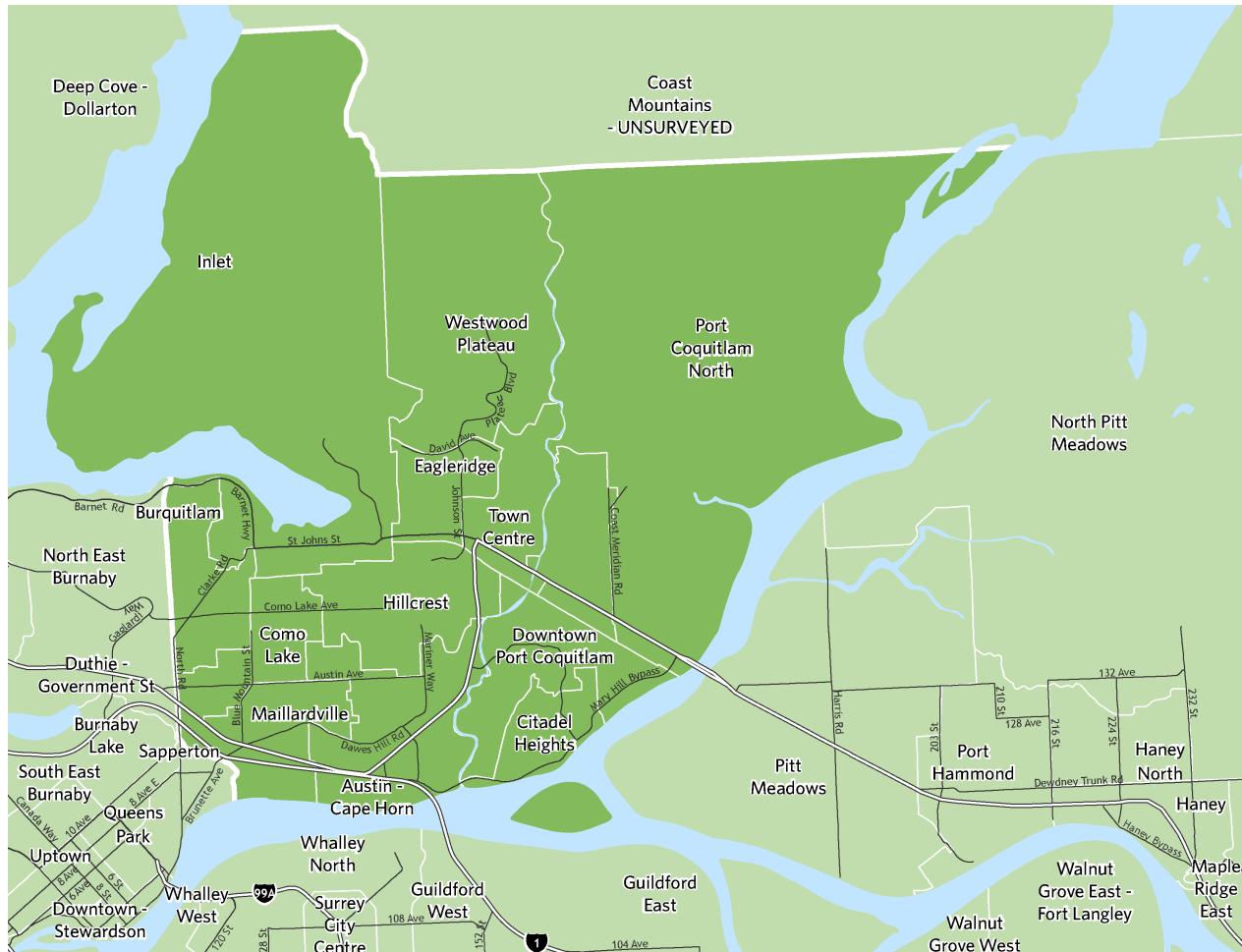
YOUR CHEQ NEIGHBOURHOOD DATA

This CHEQ Neighbourhood 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.

The data in this report are a summary of the responses parents/caregivers provided for kindergarten children from this neighbourhood in the current academic year. The report provides valuable information on the unique experiences of this group. These data can be used to enhance your understanding of children and the needs of the families in this community. Please read the 'Using Your CHEQ Reports' section at the end of this report for more information.

GENERAL INFORMATION

Who filled out this survey?
ANSWERED: 58

Mother	84%
Father	16%
Foster Parent	0%
Grandparent	0%
Other	0%
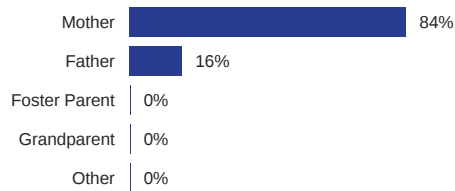
Where is the survey being completed?
ANSWERED: 62

At home	92%
At work	5%
At the child's school	3%
Other	0%
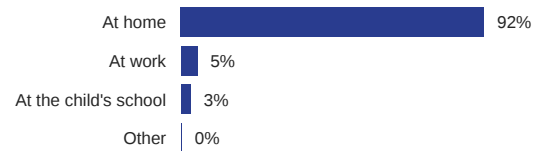
PHYSICAL HEALTH & WELL-BEING

Child's overall health in the last year

ANSWERED: 61

Excellent	39%
Very good	49%
Good	11%
Fair	0%
Poor	0%
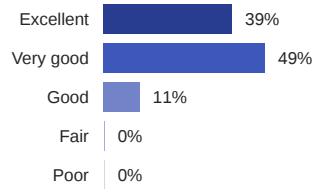
Did the child visit a health care professional in the last year?

ANSWERED: 60

No 8%

Yes 92%
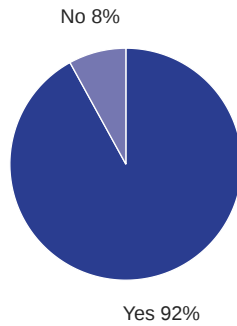
Type of health care professional visited

ANSWERED: 55

Family Doctor	84%
Dentist	82%
Optometrist/Ophthalmologist	38%
Public Health Nurse	33%
Audiologist	7%
Nurse Practitioner	5%
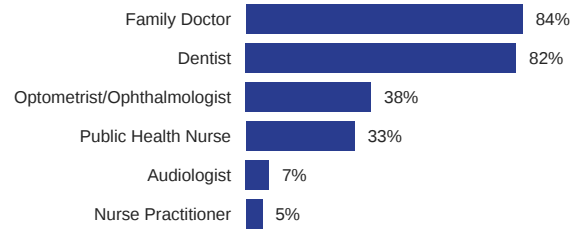
Barriers to seeing health care professionals

ANSWERED: 20

Did not feel there was a need to see one	40%
Available appointment/waiting list	35%
Cost	20%
Not having enough time	15%
Available hours of health professional	10%
COVID-19	10%
Distance from home/work	5%
Did not know how to access	0%
Other	0%
Service not meeting language/cultural needs	0%
Transportation	0%
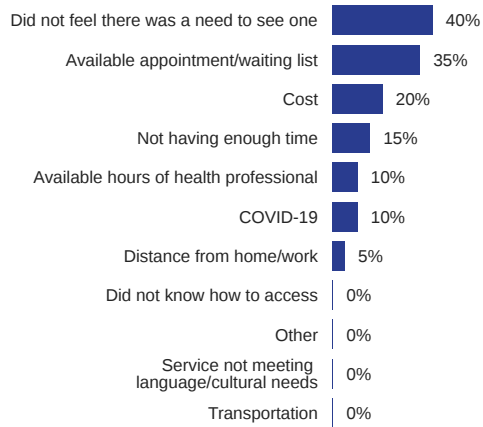
Did the child experience any stressful events in the past year?

ANSWERED: 57

No 49% Yes 51%
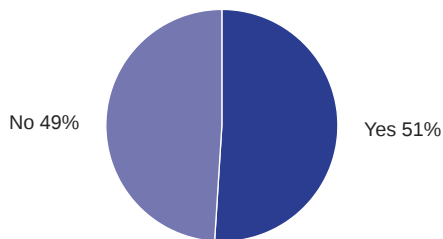
Type of stressful event

ANSWERED: 29

COVID-19	45%
Move to a new community	28%
Birth of a sibling	21%
Death of a close family member	10%
Illness/accident/hospitalization of relative	10%
Other	10%
Parent separation/divorce	10%
Parental job loss	10%
Illness/accident/hospitalization of child	3%
Death of a parent/caregiver	0%
Long separation from a parent	0%
Natural disaster	0%
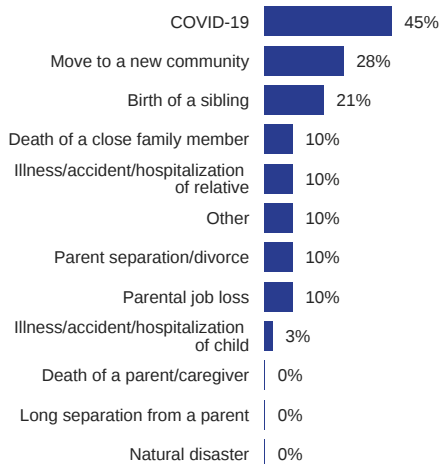
Did the child or family use any programs or supports between the ages of...

3 years to kindergarten

ANSWERED: 59

Yes 27% No 73%
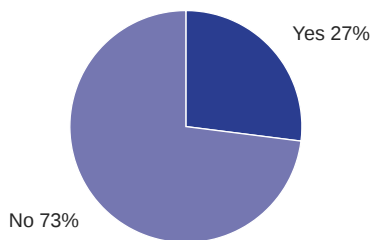
Types of programs or supports used

ANSWERED: 16

Medical specialist	38%
Speech language intervention	38%
Counsellor/Therapist	31%
Occupational/physical therapy	19%
Healthy Kids Dental Program	13%
Other	6%
Social Worker	6%
Supported Child Development Program	6%
Aboriginal Head Start	0%
Aboriginal Supported Child Development Program	0%
Family Preservation Worker	0%
First Nations Dental Program	0%
Parent education program	0%
Respite support	0%

Barriers to using these types of programs or supports

ANSWERED: 18

Did not know about it	28%
No appointment/waiting list	28%
Available spaces	22%
COVID-19	22%
Hours the program operates	17%
Cost	11%
Not having enough time	11%
Other	6%
Was not referred	6%
Distance from home/work	0%
Not meeting language/cultural needs	0%
Transportation	0%

NUTRITION
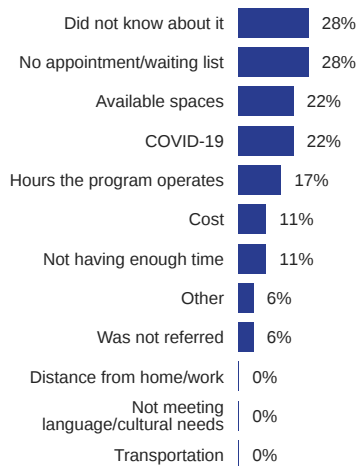
Frequency the child ate breakfast in the last 6 months
ANSWERED: 60

- Every day — 83%
- Most days — 13%
- A few times a week — 3%
- Once a week or less — 0%
- Never — 0%
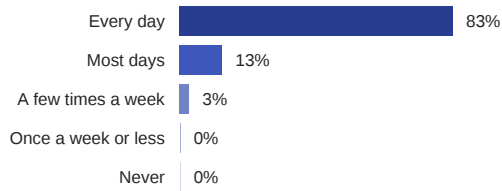
Frequency the child ate a meal with another family member in the last 6 months
ANSWERED: 60

- Every day — 80%
- Most days — 13%
- A few times a week — 5%
- Once a week or less — 0%
- Never — 2%
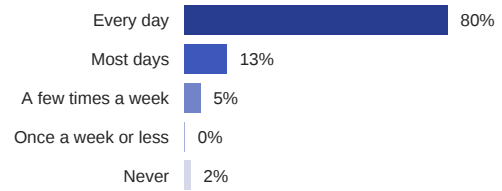
Frequency the child consumed the following foods or beverages over the last 6 months:

Vegetables and fruits
ANSWERED: 60

- More than once a day — 55%
- Once a day — 30%
- A few times a week — 15%
- Once a week or less — 0%
- Never — 0%
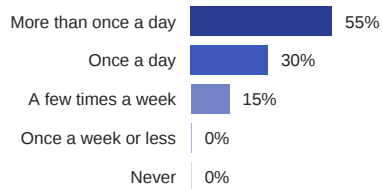
Whole grain foods
ANSWERED: 60

- More than once a day — 30%
- Once a day — 30%
- A few times a week — 27%
- Once a week or less — 5%
- Never — 8%

Protein foods
ANSWERED: 60

- More than once a day — 63%
- Once a day — 20%
- A few times a week — 17%
- Once a week or less — 0%
- Never — 0%

Water
ANSWERED: 59

- More than once a day — 97%
- Once a day — 3%
- A few times a week — 0%
- Once a week or less — 0%
- Never — 0%
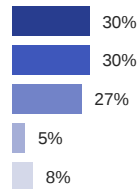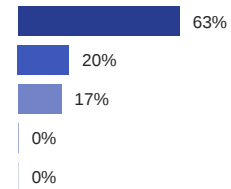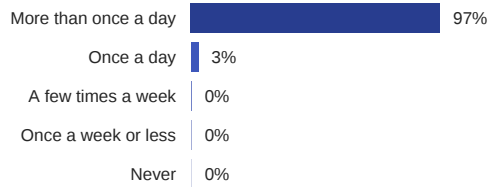
Sugary drinks
ANSWERED: 59

- More than once a day — 0%
- Once a day — 7%
- A few times a week — 34%
- Once a week or less — 54%
- Never — 5%
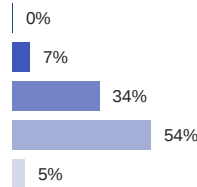
Sugary or salty snacks
ANSWERED: 60

- More than once a day — 17%
- Once a day — 25%
- A few times a week — 52%
- Once a week or less — 7%
- Never — 0%
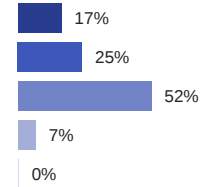
SLEEP

Does the child have a regular bedtime?

ANSWERED: 51

No 8%

Yes 92%
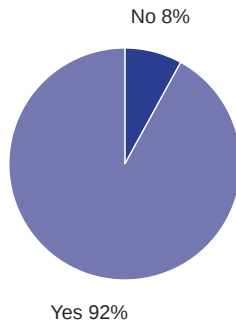
Number of hours the child usually sleeps in a 24 hour period

ANSWERED: 59

14 or more	0%
13	0%
12	10%
11	29%
10	41%
Less than 10	20%
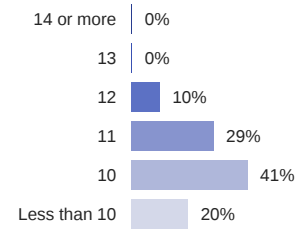
Does the child face challenges when sleeping at night?

ANSWERED: 60

No 27%

Yes 73%
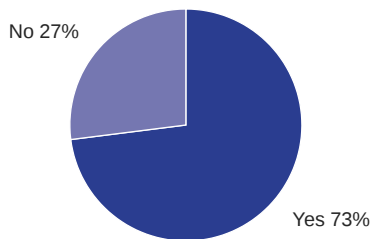
Challenges faced by the child when sleeping at night

ANSWERED: 44

Does not want to sleep alone	57%
Difficulty falling asleep	41%
Needs help returning to sleep	36%
Nightmares/night terrors	34%
Feeling too warm/cold	30%
Growing pains	25%
Bed wetting	18%
Frequent waking	14%
Disturbed by noise	5%
Other	2%
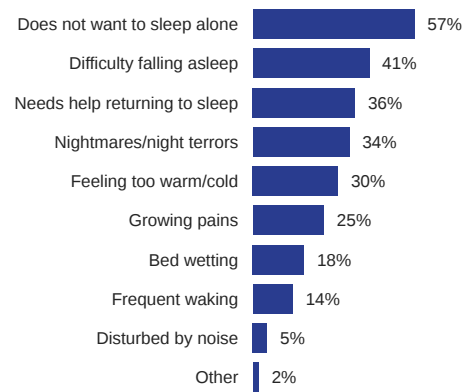
MOTOR SKILLS & EXPERIENCES

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

ANSWERED: 60

6-7 times a week	5%
4-5 times a week	7%
2-3 times a week	38%
Once a week or less	35%
Never	15%
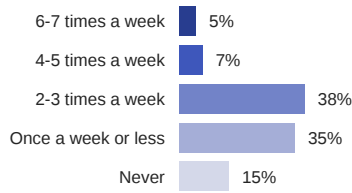
Minutes per day (on average) the child took part in energetic physical activity while participating in <u>unorganized</u> activities over the last 6 months

ANSWERED: 60

More than 120 min. per day	13%
61 to 120 min. per day	25%
31 to 60 min. per day	32%
15 to 30 min. per day	20%
Fewer than 15 minutes a day	2%
No unorganized activities	8%

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

ANSWERED: 60

6 to 7 days a week	60%
4 to 5 days a week	27%
2 to 3 days a week	12%
Once a week or less	2%
Never	0%

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

ANSWERED: 60

Always like my child	15%
A lot like my child	27%
More or less like my child	23%
A little bit like my child	17%
Not at all like my child	18%

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

ANSWERED: 60

Most days or every day	48%
A few times a week	32%
About once a week	7%
A few times a month	10%
Less than once a month	0%
Not yet	3%

LANGUAGE & COGNITION

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
ANSWERED: 60

Most days or every day	65%
A few times a week	25%
About once a week	3%
A few times a month or less	7%
Not yet	0%

Talk with the child about pictures, signs, and words they experience in daily life
ANSWERED: 60

Most days or every day	63%
A few times a week	27%
About once a week	5%
A few times a month or less	5%
Not yet	0%

Sing songs, make music, do rhymes or dance with the child
ANSWERED: 60

Most days or every day	47%
A few times a week	27%
About once a week	12%
A few times a month or less	15%
Not yet	0%

Weigh, measure and compare objects with the child
ANSWERED: 60

Most days or every day	10%
A few times a week	38%
About once a week	17%
A few times a month or less	25%
Not yet	10%

Collect objects (for example, rocks, shells, or cards) with the child
ANSWERED: 60

Most days or every day	17%
A few times a week	32%
About once a week	15%
A few times a month or less	23%
Not yet	13%

Read books, magazines or newspapers when the child is around
ANSWERED: 60

Most days or every day	20%
A few times a week	37%
About once a week	8%
A few times a month or less	27%
Not yet	8%

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

Do arts and crafts (for example, weaving, draw pictures, paint or colour)
ANSWERED: 60

Most days or every day	43%
A few times a week	40%
About once a week	12%
A few times a month or less	5%
Not yet	0%

Build things (for example, using blocks, playdough or Lego^{TM})
ANSWERED: 60

Most days or every day	38%
A few times a week	47%
About once a week	10%
A few times a month or less	3%
Not yet	2%

Use pencils/markers to write/draw letters/numbers or pretend writing
ANSWERED: 60

Most days or every day	37%
A few times a week	45%
About once a week	12%
A few times a month or less	7%
Not yet	0%

Do dress up, pretend play or make believe
ANSWERED: 60

Most days or every day	37%
A few times a week	32%
About once a week	12%
A few times a month or less	13%
Not yet	7%

Sort and classify objects by colour, shape and/or size
ANSWERED: 60

Most days or every day	13%
A few times a week	53%
About once a week	12%
A few times a month or less	17%
Not yet	5%

Use puzzles, board games or cards
ANSWERED: 60

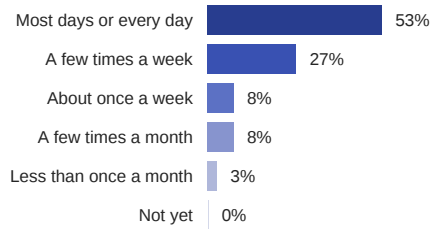|	
Most days or every day	12%
A few times a week	47%
About once a week	18%
A few times a month or less	20%
Not yet	3%

SOCIAL & EMOTIONAL EXPERIENCES

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

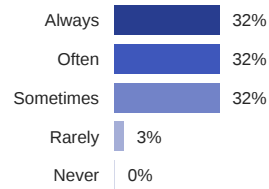## How often the child was around children other than their siblings
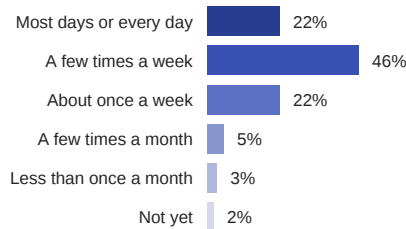ANSWERED: 59

Most days or every day	53%
A few times a week	27%
About once a week	8%
A few times a month	8%
Less than once a month	3%
Not yet	0%

How often the child had a close friendship with another child around the same age
ANSWERED: 59

Always	32%
Often	32%
Sometimes	32%
Rarely	3%
Never	0%

How often the parent/caregiver involved the child in household chores
ANSWERED: 59

Most days or every day	22%
A few times a week	46%
About once a week	22%
A few times a month	5%
Less than once a month	3%
Not yet	2%

How often the parent/caregiver did something with the child to help others
ANSWERED: 59

Most days or every day	0%
A few times a week	7%
About once a week	7%
A few times a month	24%
Less than once a month	37%
Not yet	25%
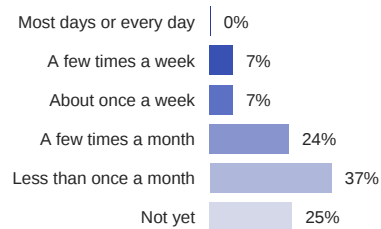
How often the parent/caregiver had the chance to talk with the child about:

The child's emotions or feelings
ANSWERED: 58

Most days or every day	48%
A few times a week	34%
About once a week	9%
A few times a month	7%
Less than once a month	2%
Not yet	0%

Parent's/caregiver's emotions or feelings
ANSWERED: 59

Most days or every day	34%
A few times a week	27%
About once a week	17%
A few times a month	20%
Less than once a month	2%
Not yet	0%

Others' emotions or feelings
ANSWERED: 59

Most days or every day	32%
A few times a week	31%
About once a week	19%
A few times a month	19%
Less than once a month	0%
Not yet	0%

The child's positive interactions with other children
ANSWERED: 59

Most days or every day	29%
A few times a week	25%
About once a week	25%
A few times a month	14%
Less than once a month	3%
Not yet	3%

The child's negative interactions with other children
ANSWERED: 59

Most days or every day	20%
A few times a week	32%
About once a week	10%
A few times a month	20%
Less than once a month	12%
Not yet	5%

SCREEN TIME

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

Alone
ANSWERED: 58

More than 2 hours	24%
1 to 2 hours	29%
15 minutes to 1 hour	38%
Less than 15 minutes	7%
None	2%

With another child
ANSWERED: 58

More than 2 hours	16%
1 to 2 hours	16%
15 minutes to 1 hour	28%
Less than 15 minutes	17%
None	24%

With an adult
ANSWERED: 59

More than 2 hours	8%
1 to 2 hours	19%
15 minutes to 1 hour	25%
Less than 15 minutes	31%
None	17%
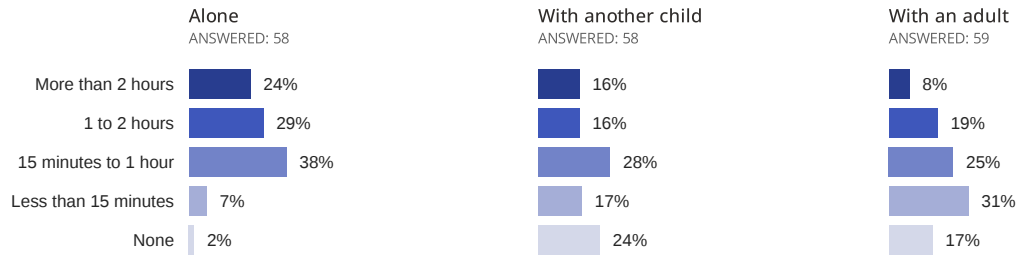
How much time per day the child used an electronic device specifically for educational purposes
ANSWERED: 59

All of the time	3%
Most of the time	10%
About half the time	27%
Some of the time	54%
None of the time	5%
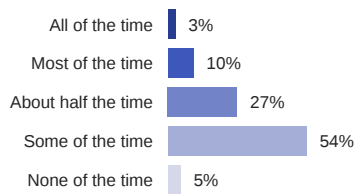
Was the child in a child care arrangement other than parental care between 0 and 12 months?

ANSWERED: 57

- Yes 18%
- No 82%
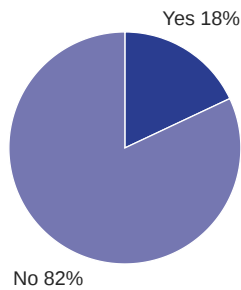
Type of child care arrangement used the most between 0 and 12 months

ANSWERED: 10

A relative (other than parent)	40%
Licensed daycare/child care centre	40%
Caregiver in the child's home	20%
Aboriginal Head Start	0%
Licensed family child care home	0%
Other	0%
Unlicensed caregiver in caregiver's home	0%
Unlicensed family child care home	0%
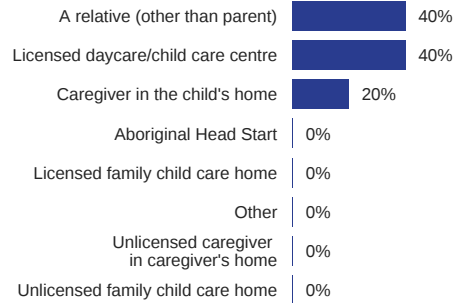
Number of hours in the main child care arrangement between 0 and 12 months

ANSWERED: 10

More than 30 hours per week	70%
16 to 30 hours per week	10%
9 to 15 hours per week	20%
8 hours or less per week	0%
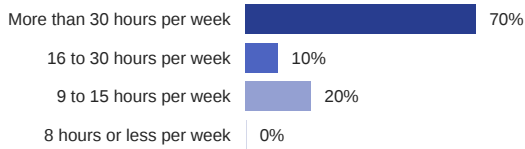
Was the child in a child care arrangement other than parental care between 13 months and 3 years?

ANSWERED: 58

- No 28%
- Yes 72%
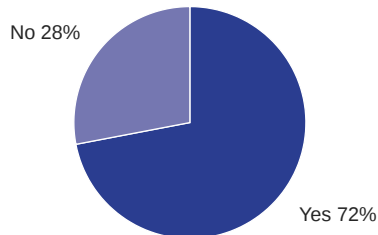
Type of child care arrangement used the most between 13 months and 3 years

ANSWERED: 42

Licensed daycare/child care centre	64%
A relative (other than parent)	19%
Licensed family child care home	10%
Caregiver in the child's home	2%
Licensed preschool	2%
Unlicensed family child care home	2%
Aboriginal Head Start	0%
Other	0%
Unlicensed caregiver in caregiver's home	0%
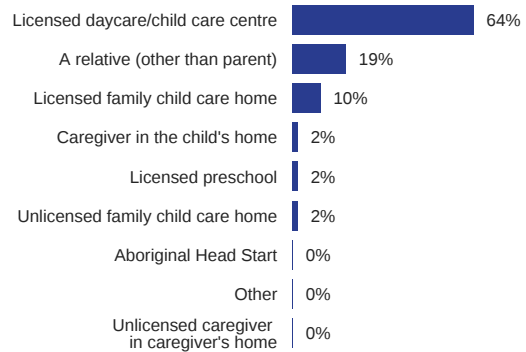
Number of hours in the main child care arrangement between 13 months and 3 years

ANSWERED: 42

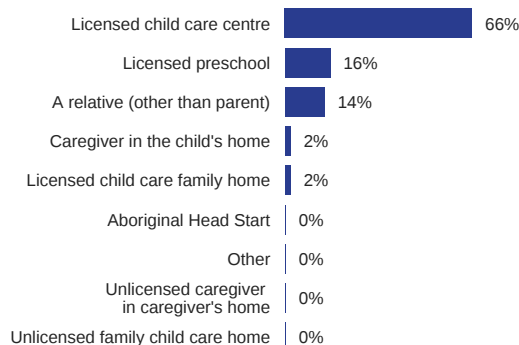|	
More than 30 hours per week	52%
16 to 30 hours per week	31%
9 to 15 hours per week	14%
8 hours or less per week	2%
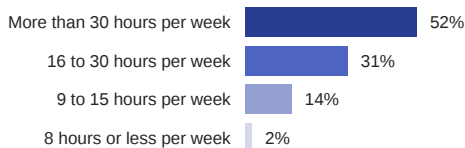
Was the child in a child care arrangement other than parental care between 3 years and kindergarten?

ANSWERED: 59

No 15%

Yes 85%
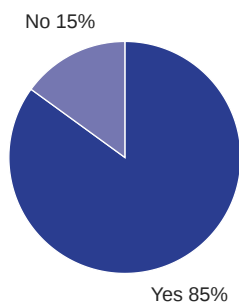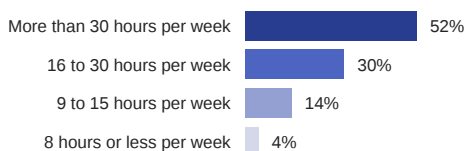
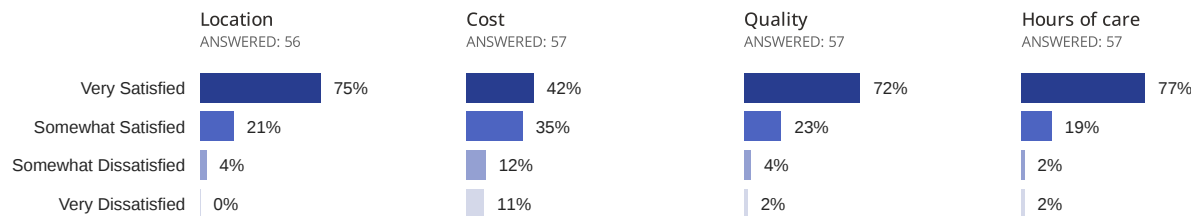## Type of child care arrangement used the most between 3 years and kindergarten

ANSWERED: 50

Licensed child care centre	66%
Licensed preschool	16%
A relative (other than parent)	14%
Caregiver in the child's home	2%
Licensed child care family home	2%
Aboriginal Head Start	0%
Other	0%
Unlicensed caregiver in caregiver's home	0%
Unlicensed family child care home	0%

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

ANSWERED: 50

More than 30 hours per week	52%
16 to 30 hours per week	30%
9 to 15 hours per week	14%
8 hours or less per week	4%

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

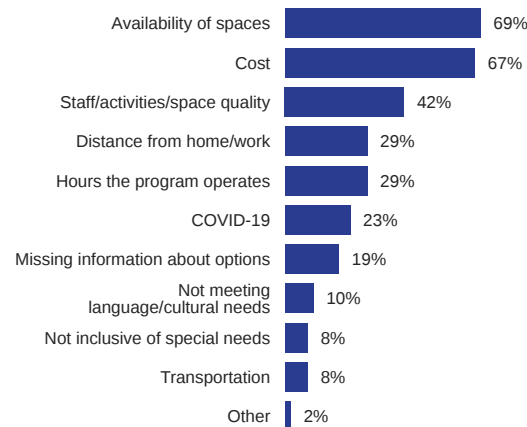|	Location ANSWERED: 56	Cost ANSWERED: 57	Quality ANSWERED: 57	Hours of care ANSWERED: 57
Very Satisfied	75%	42%	72%	77%
Somewhat Satisfied	21%	35%	23%	19%
Somewhat Dissatisfied	4%	12%	4%	2%
Very Dissatisfied	0%	11%	2%	2%

Barriers for early learning and child care arrangements

ANSWERED: 52

No 8%

Yes 92%
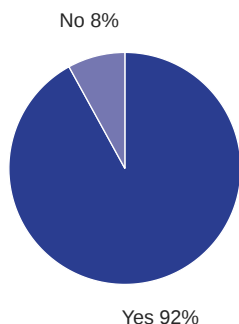
Type of early learning and child care barrier

ANSWERED: 48

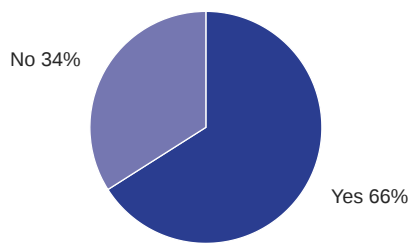|	
Availability of spaces	69%
Cost	67%
Staff/activities/space quality	42%
Distance from home/work	29%
Hours the program operates	29%
COVID-19	23%
Missing information about options	19%
Not meeting language/cultural needs	10%
Not inclusive of special needs	8%
Transportation	8%
Other	2%

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	20	12	14	29	25
Arts, music or drama programs	59	17	10	10	3
Cultural activities programs	78	12	5	5	0
Story Time program	81	11	2	2	5
StrongStart program	77	11	11	2	0
Local Neighbourhood House	88	5	3	2	2
Public library	31	32	22	7	8
Aboriginal Family Drop-in	95	0	3	2	0
Family Resource Centre (i.e., Family Drop-in program)	91	0	5	4	0
Faith-based program	91	5	4	0	0
Park/playground	0	2	7	22	69
Local community/recreation centre	30	14	18	21	18

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

ANSWERED: 58

No 34%

Yes 66%

Barriers to participation

ANSWERED: 38

Available spaces	63%
Not having enough time	42%
COVID-19	37%
Hours the program operates	37%
Cost	24%
Didn't know the activity was offered	16%
Transportation	13%
Distance from home/work	8%
Not inclusive of special needs	3%
Not meeting language/cultural needs	3%
Other	0%
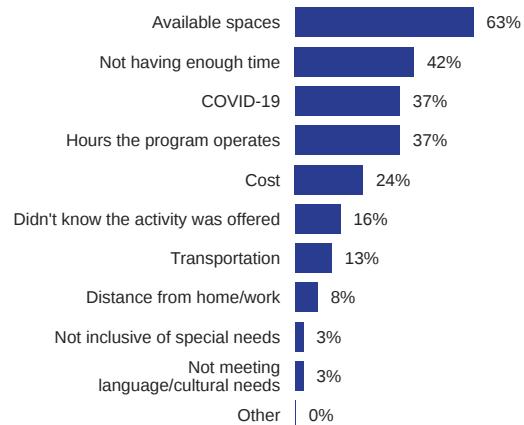
NEIGHBOURHOOD EXPERIENCES

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

ANSWERED: 54

Category	Percentage
5 or more	4%
4	4%
3	2%
2	6%
1	37%
0	48%
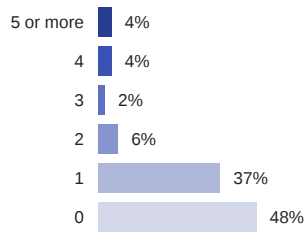
Length of time the child has lived in their current neighbourhood

ANSWERED: 59

Category	Percentage
5 or more years	46%
3-4 years	22%
1-2 years	20%
Less than 1 year	12%
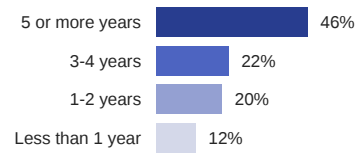
Degree to which parks in the child's neighbourhood are safe

ANSWERED: 59

Category	Percentage
Very safe	64%
Somewhat safe	27%
Neither unsafe nor safe	8%
Somewhat unsafe	0%
Very unsafe	0%
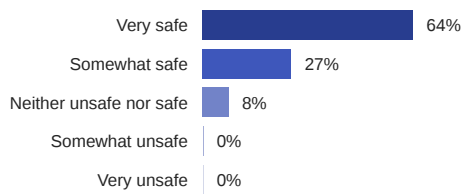
How often the child played outside in their neighbourhood (on average) in the past 6 months

ANSWERED: 58

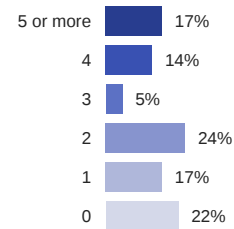| Category	Percentage
6 to 7 days a week	28%
4 to 5 days a week	28%
2 to 3 days a week	10%
Once a week	24%
Never	10%
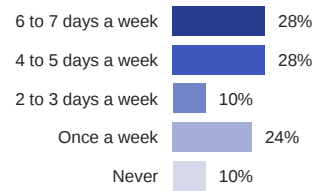
Can neighbours be counted on to look out for children in the parents/caregiver's neighbourhood?

ANSWERED: 58

No 36%
Yes 64%
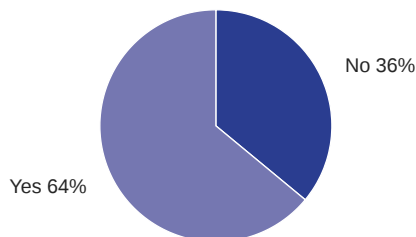
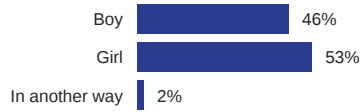## Number of people the parent/caregiver can depend on in their neighbourhood
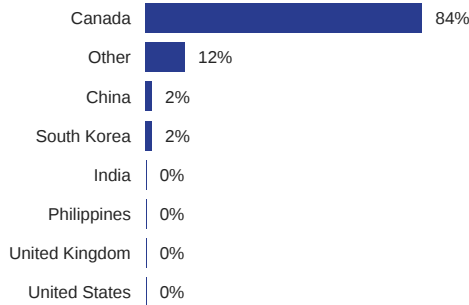
ANSWERED: 58

Category	Percentage
5 or more	17%
4	14%
3	5%
2	24%
1	17%
0	22%

DEMOGRAPHICS

The child would describe themselves as
ANSWERED: 57

Boy	46%
Girl	53%
In another way	2%

Country in which the child was born
ANSWERED: 58

Canada	84%
Other	12%
China	2%
South Korea	2%
India	0%
Philippines	0%
United Kingdom	0%
United States	0%

If the child was born outside of Canada, year they moved to Canada
ANSWERED: 9

2013	0%
2014	0%
2015	0%
2016	0%
2017	11%
2018	0%
2019	0%
2020	33%
2021	22%
2022	33%
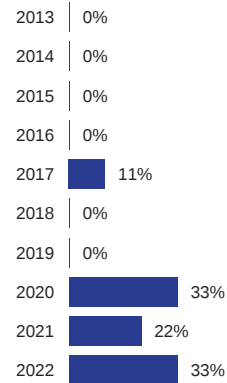
Country in which the parent/caregiver was born
ANSWERED: 58

Canada	52%
Other	31%
China	7%
Hong Kong	5%
United Kingdom	3%
United States	2%
India	0%
Philippines	0%
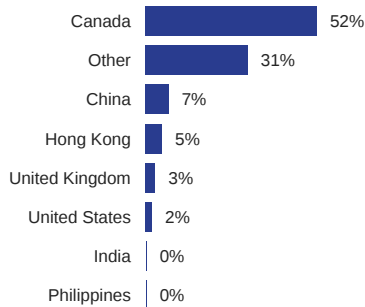
If the parent/caregiver was born outside of Canada, year they moved to Canada
ANSWERED: 25

Under 5 years ago	32%
5 to 9 years ago	8%
10 to 19 years ago	28%
20 or more years ago	32%

Child ethnicity
ANSWERED: 59

European origins	41%
East Asian origins	34%
South Asian origins	12%
Southeast Asian origins	8%
Middle Eastern origins	7%
Latin American origins	5%
Other	5%
African origins	0%
Indigenous origins	0%
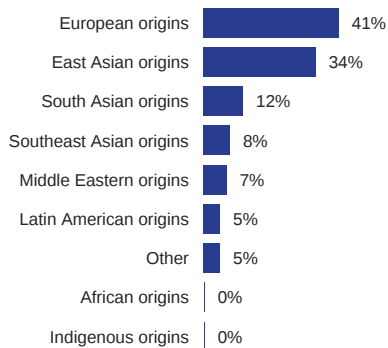
Family ethnicity
ANSWERED: 58

European origins	41%
East Asian origins	33%
South Asian origins	12%
Southeast Asian origins	9%
Middle Eastern origins	7%
Other	7%
Latin American origins	3%
African origins	0%
Indigenous origins	0%
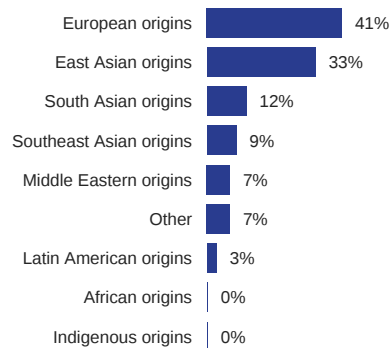
Child's first language(s)

ANSWERED: 59

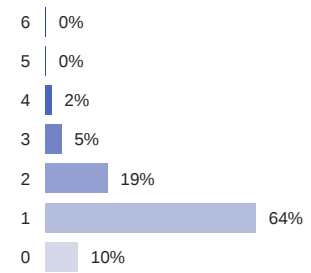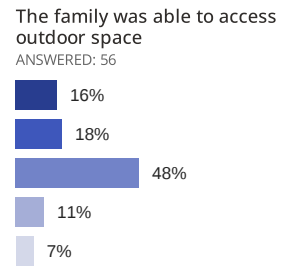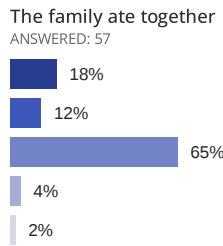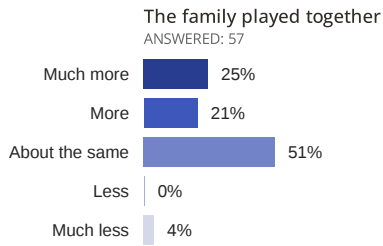| Language	Percentage
English	86%
Chinese Languages	19%
Other	14%
Korean	3%
Farsi	2%
Punjabi	2%
Tagalog	2%
Vietnamese	2%
American Sign Language (ASL)	0%
French	0%
German	0%
Hindi	0%
Spanish	0%
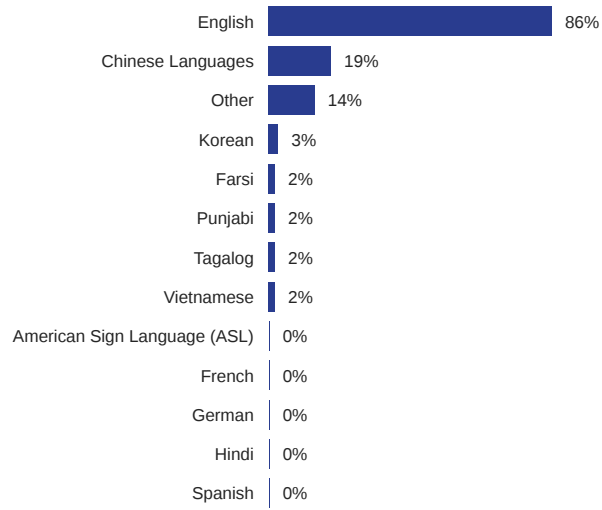
Does the child currently live in more than one home?

ANSWERED: 59

Yes 5%

No 95%
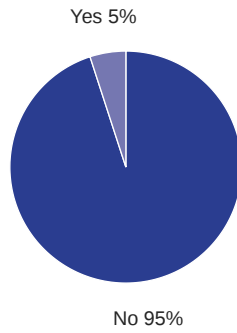
Child's number of siblings

ANSWERED: 59

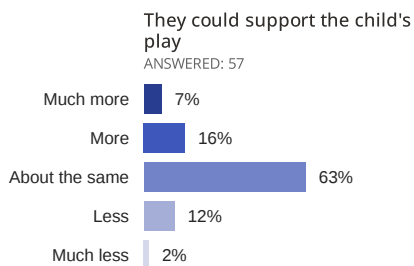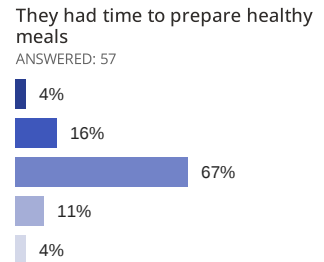| Siblings	Percentage
6	0%
5	0%
4	2%
3	5%
2	19%
1	64%
0	10%

COVID-19 PANDEMIC

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

The family played together
ANSWERED: 57

Much more	25%
More	21%
About the same	51%
Less	0%
Much less	4%

The family ate together
ANSWERED: 57

Much more	18%
More	12%
About the same	65%
Less	4%
Much less	2%

The family was able to access outdoor space
ANSWERED: 56

Much more	16%
More	18%
About the same	48%
Less	11%
Much less	7%

The family was able to be physically active together
ANSWERED: 56

Much more	18%
More	20%
About the same	54%
Less	4%
Much less	5%

The family was able to access healthy foods
ANSWERED: 57

Much more	7%
More	2%
About the same	81%
Less	9%
Much less	2%

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

They felt rested
ANSWERED: 57

Much more	2%
More	9%
About the same	40%
Less	39%
Much less	11%

They had time to take care of themselves
ANSWERED: 57

Much more	2%
More	11%
About the same	42%
Less	33%
Much less	12%

They had time to prepare healthy meals
ANSWERED: 57

Much more	4%
More	16%
About the same	67%
Less	11%
Much less	4%

They could support the child's play
ANSWERED: 57

Much more	7%
More	16%
About the same	63%
Less	12%
Much less	2%

They felt connected to their friends/family
ANSWERED: 57

Much more	2%
More	16%
About the same	39%
Less	26%
Much less	18%

They managed the child's behaviour
ANSWERED: 57

Much more	7%
More	14%
About the same	70%
Less	4%
Much less	5%

They had access to consistent child care for the child/children
ANSWERED: 57

Much more	2%
More	4%
About the same	54%
Less	28%
Much less	12%

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

ANSWERED: 57

Very high	11%
High	30%
Medium	46%
Low	14%
Very low	0%
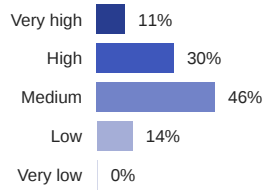
How the child's use of services/supports were affected due to the pandemic

ANSWERED: 37

|	
Continuing to use, but in a different way	30%
No longer able to use	8%
No change	62%
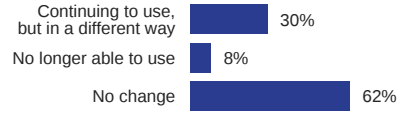
The effect of the pandemic on job status or number of work hours per week for the parent/caregiver

ANSWERED: 48

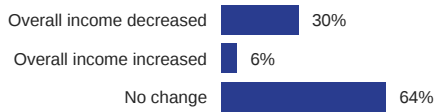|	
Worked fewer hours	15%
Worked more hours	23%
Stopped working	6%
No change	56%
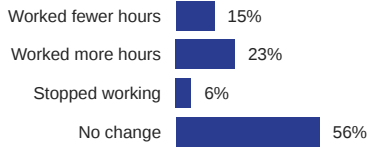
The effect of the pandemic on the job status or number of work hours per week for the second parent/caregiver

ANSWERED: 49

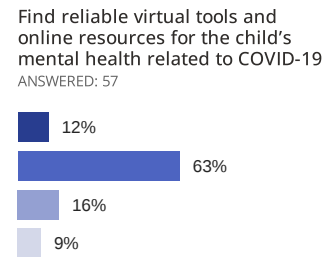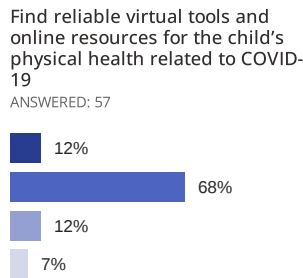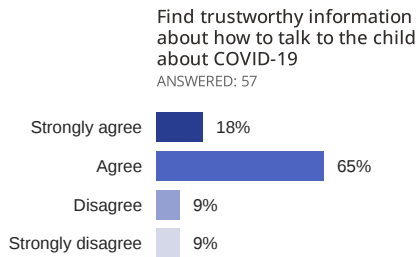|	
Worked fewer hours	8%
Worked more hours	14%
Stopped working	6%
No change	71%
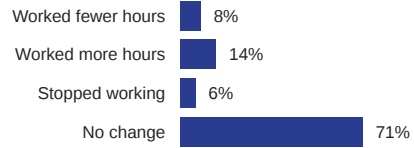
The effect of the pandemic on overall family income

ANSWERED: 50

Overall income decreased	30%
Overall income increased	6%
No change	64%

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: 57

Strongly agree	18%
Agree	65%
Disagree	9%
Strongly disagree	9%

Find reliable virtual tools and online resources for the child's physical health related to COVID-19
ANSWERED: 57

Strongly agree	12%
Agree	68%
Disagree	12%
Strongly disagree	7%

Find reliable virtual tools and online resources for the child's mental health related to COVID-19
ANSWERED: 57

Strongly agree	12%
Agree	63%
Disagree	16%
Strongly disagree	9%

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 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 the community's priorities, initiatives or goals?
    - Which data align with current community or school district initiatives?
    - Are there resources at the community or school district level that would provide support for your ideas?
    - Are there areas of strengths in the neighbourhood or community to build on?
    - 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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Version: 1.0.0

22/22