



CHEQ

NELSON

THE CHILDHOOD EXPERIENCES QUESTIONNAIRE

NEIGHBOURHOOD REPORT 2022



ACKNOWLEDGEMENTS

We express our deep gratitude to the $\text{x}^{\text{w}}\text{m}\text{\u00e0}\text{\u00b0}\text{k}^{\text{w}}\text{\u00e9}\text{\u00fd}\text{\u00e0}\text{m}$ (Musqueam) Nation for the privilege of working on their traditional, ancestral and unceded territory at the Point Grey Campus of the University of British Columbia.

The Childhood Experiences Questionnaire (CHEQ) project is made possible with funding from the Ministry of Mental Health and Addictions. We would like to thank and acknowledge all participating school districts for their support of and collaboration towards this project.

We are grateful to the teachers, education staff and school administrators who work directly with us to gather data and use our reports. This includes a commitment to training and completing questionnaires, engaging with students, parents and caregivers and using HELP's data and research in schools, districts and communities. Thank you.

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

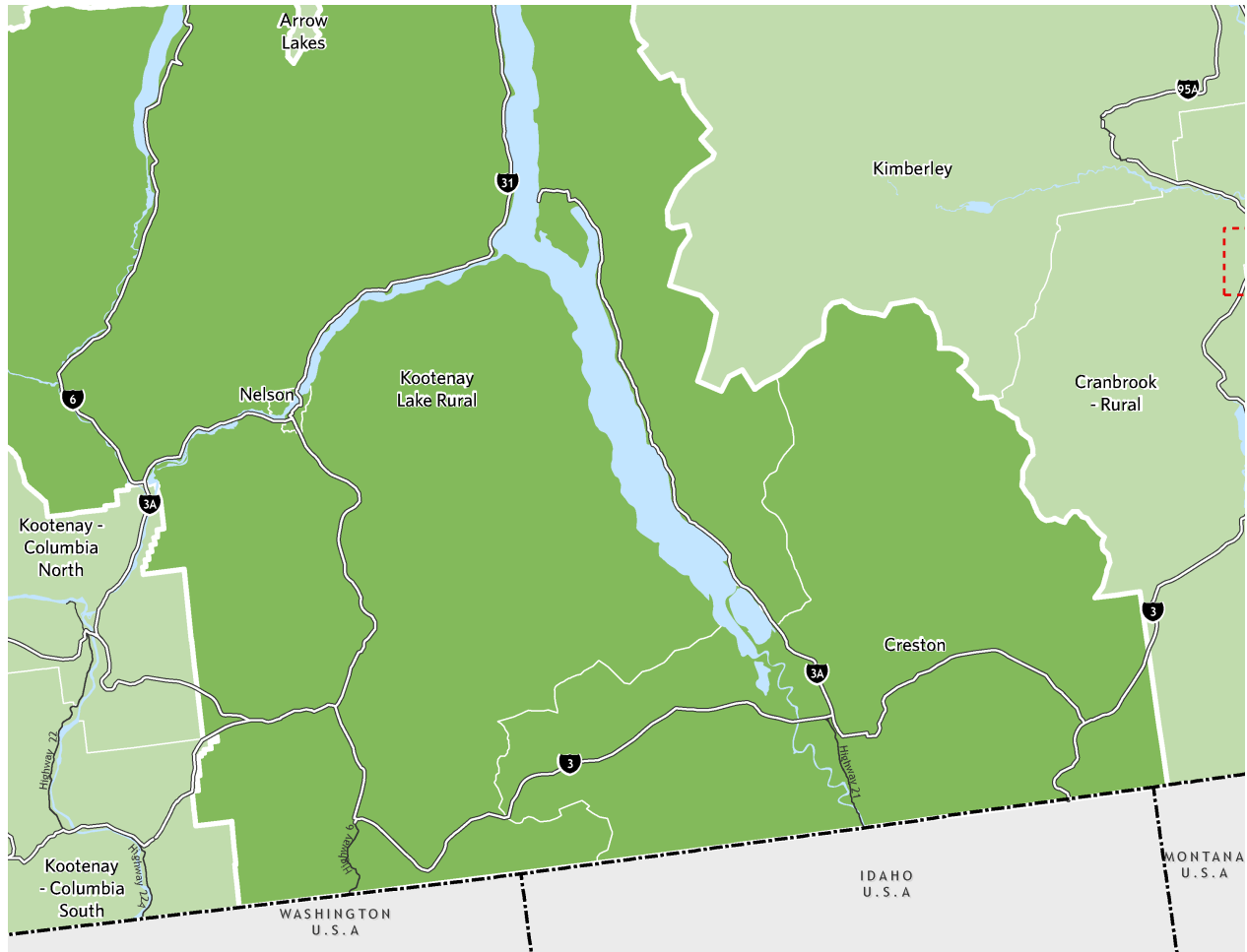
CHEQ Neighbourhood Reports aggregate CHEQ data based on children's postal codes, representing children that live in each neighbourhood within the school district boundaries. HELP-designated neighbourhood boundaries were created using census, postal code and municipal planning boundaries and in consultation 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.



65.3% of kindergarten students in this neighbourhood have a completed CHEQ



YOUR CHEQ NEIGHBOURHOOD DATA

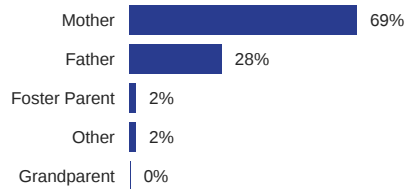
This CHEQ Neighbourhood Report includes the collated answers to all of the questions about children's experiences. The questions are organized into sections that correspond to the CHEQ developmental areas described above.

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

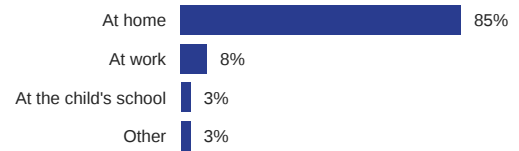
Who filled out this survey?

ANSWERED: 61



Where is the survey being completed?

ANSWERED: 62

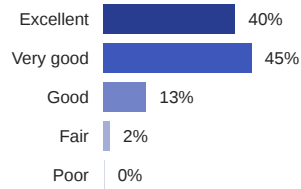


PHYSICAL HEALTH & WELL-BEING



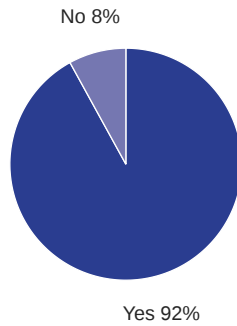
Child's overall health in the last year

ANSWERED: 62



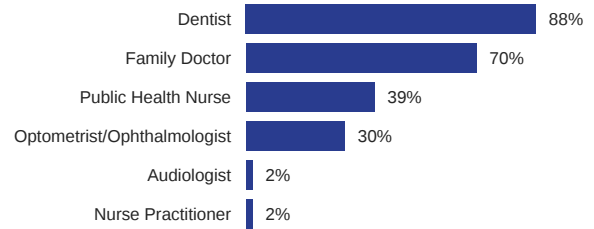
Did the child visit a health care professional in the last year?

ANSWERED: 62



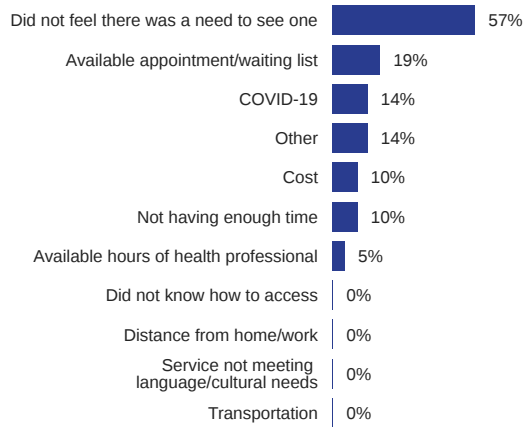
Type of health care professional visited

ANSWERED: 57



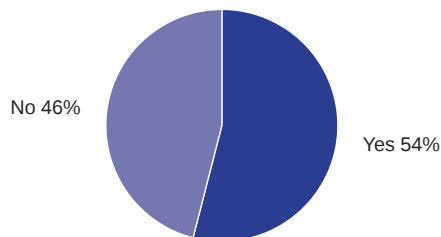
Barriers to seeing health care professionals

ANSWERED: 21



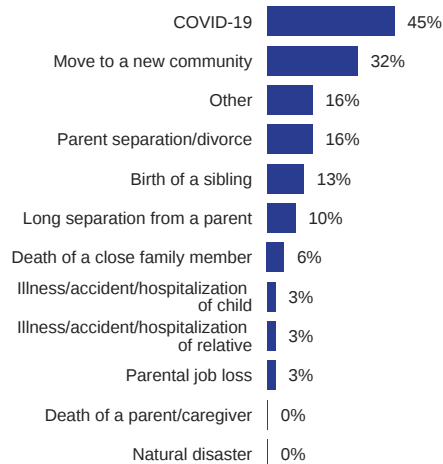
Did the child experience any stressful events in the past year?

ANSWERED: 57



Type of stressful event

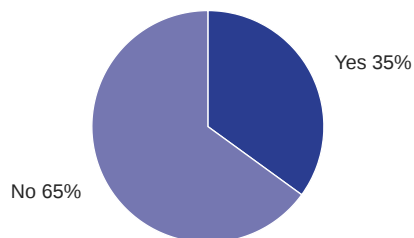
ANSWERED: 31



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

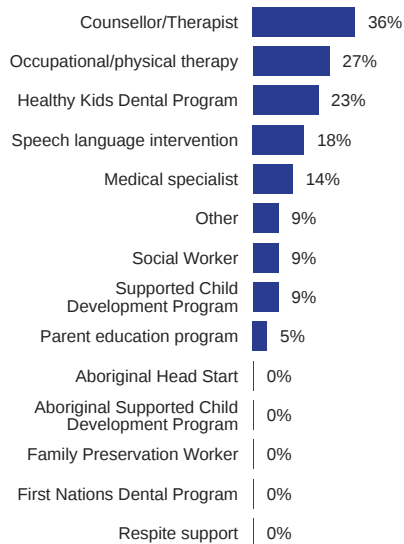
3 years to kindergarten

ANSWERED: 62



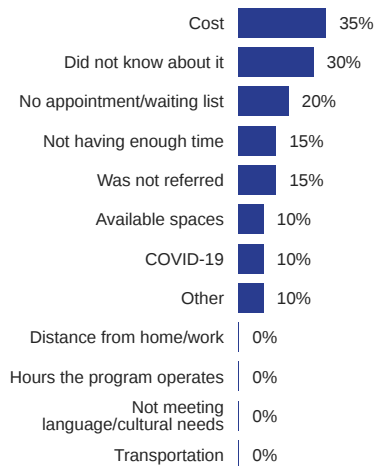
Types of programs or supports used

ANSWERED: 22



Barriers to using these types of programs or supports

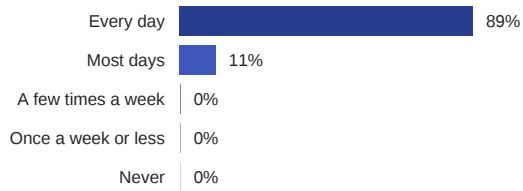
ANSWERED: 20





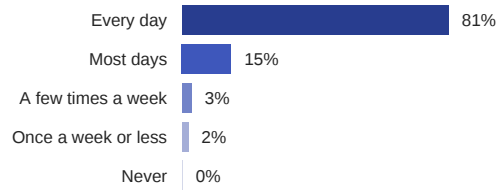
Frequency the child ate breakfast in the last 6 months

ANSWERED: 62



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

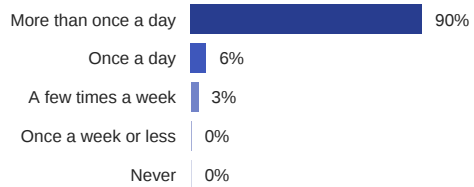
ANSWERED: 62



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

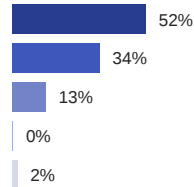
Vegetables and fruits

ANSWERED: 62



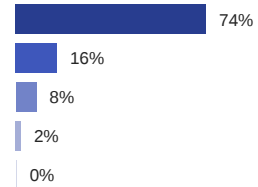
Whole grain foods

ANSWERED: 62



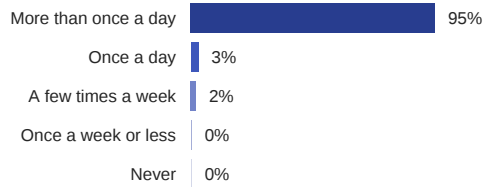
Protein foods

ANSWERED: 62



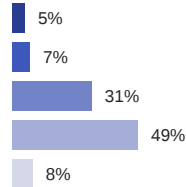
Water

ANSWERED: 62



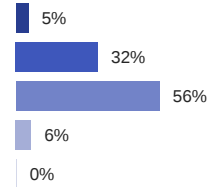
Sugary drinks

ANSWERED: 61



Sugary or salty snacks

ANSWERED: 62

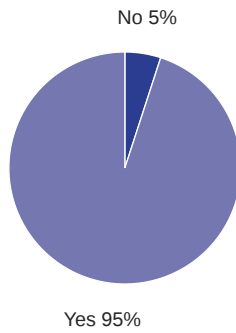


SLEEP



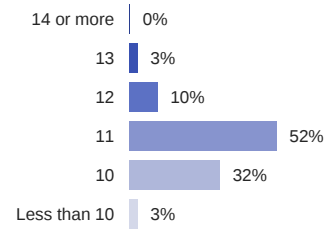
Does the child have a regular bedtime?

ANSWERED: 59



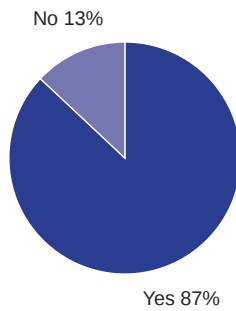
Number of hours the child usually sleeps in a 24 hour period

ANSWERED: 60



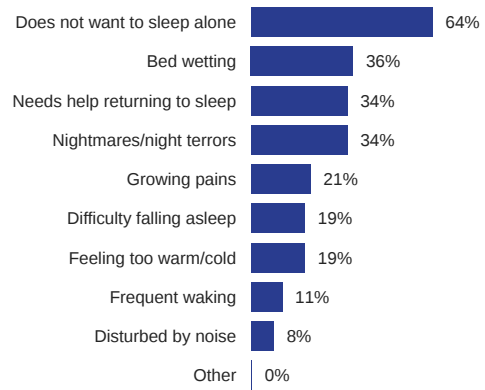
Does the child face challenges when sleeping at night?

ANSWERED: 61



Challenges faced by the child when sleeping at night

ANSWERED: 53

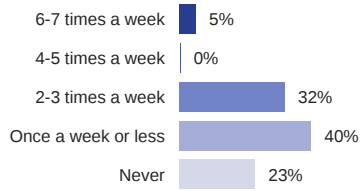


MOTOR SKILLS & EXPERIENCES



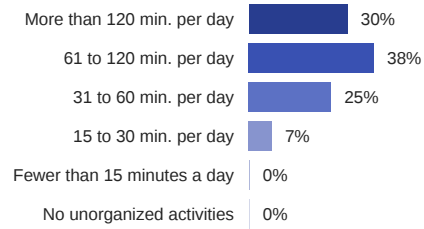
Times per week the child took part in energetic physical activity while participating in organized activities over the last 6 months

ANSWERED: 62



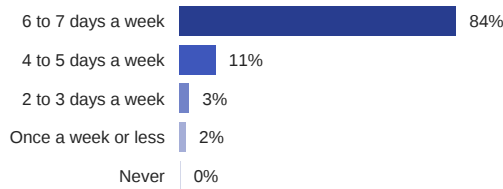
Minutes per day (on average) the child took part in energetic physical activity while participating in unorganized activities over the last 6 months

ANSWERED: 60



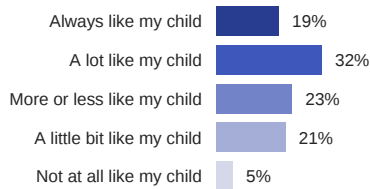
Days per week the child played outdoors over the last 6 months

ANSWERED: 62



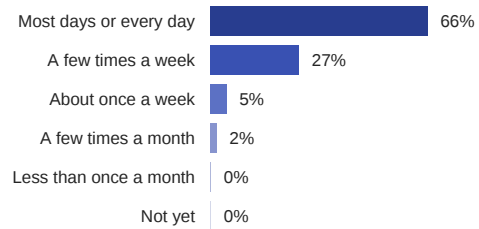
Degree to which the child likes to take risks while playing outside

ANSWERED: 62



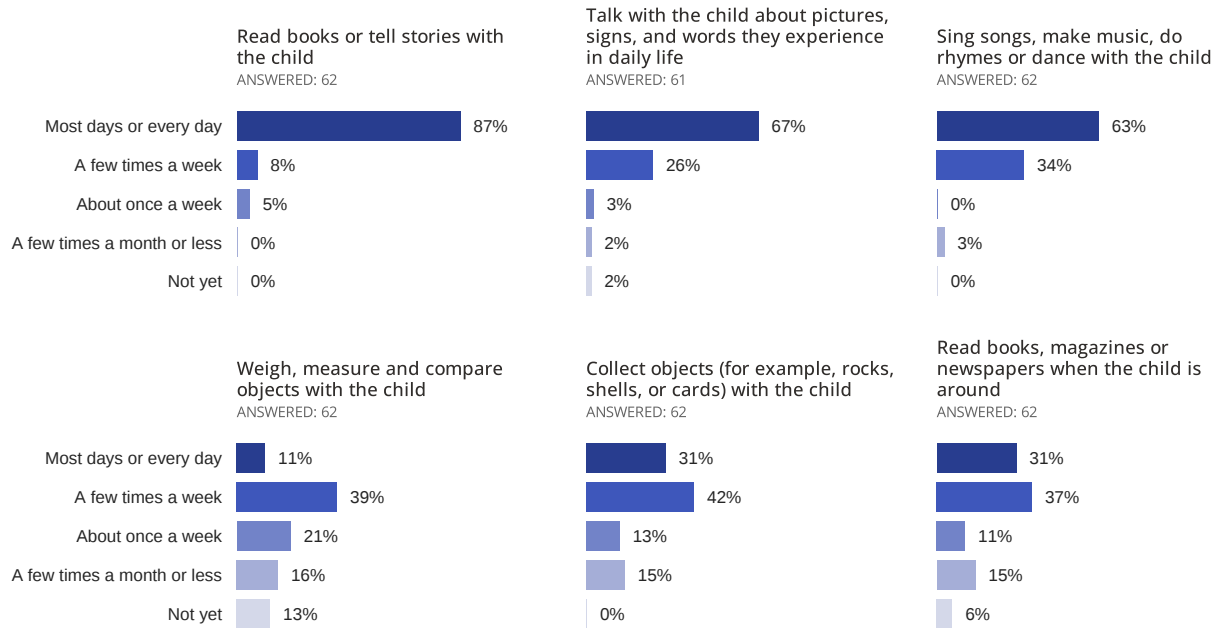
Frequency the child has had the chance to take risks while playing outside over the last 6 months

ANSWERED: 62

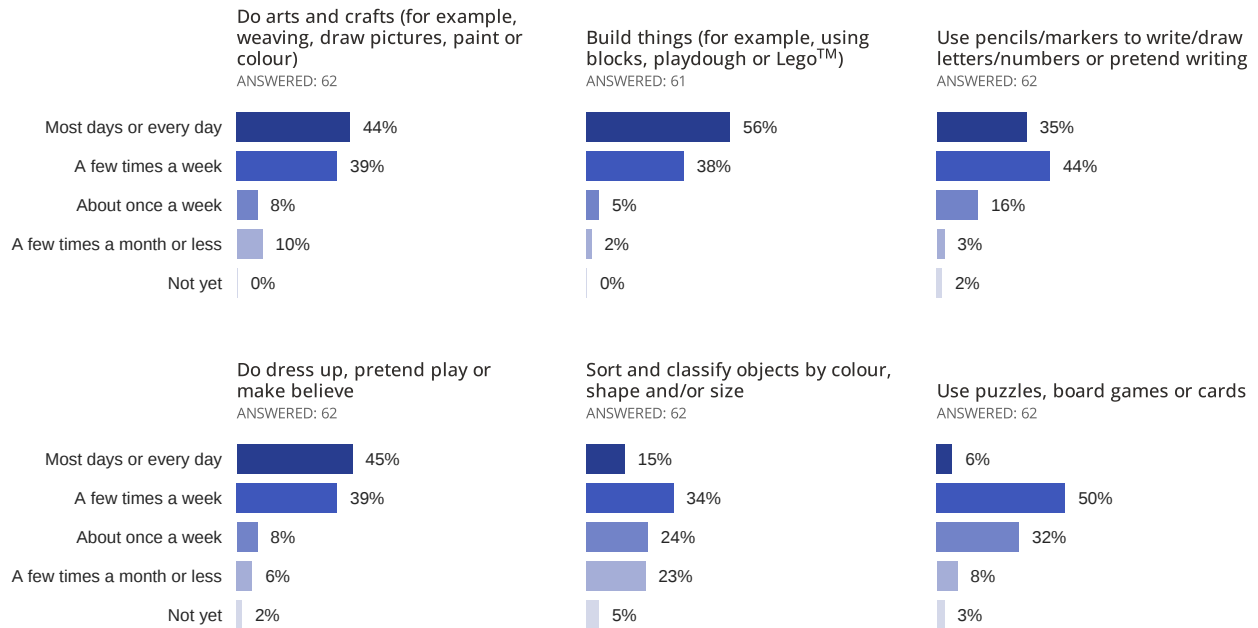




In the last 6 months, how often did the parent/caregiver or another important person in the child's life:



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



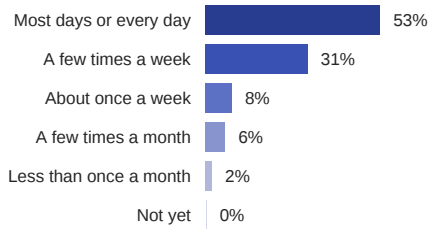
SOCIAL & EMOTIONAL EXPERIENCES



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

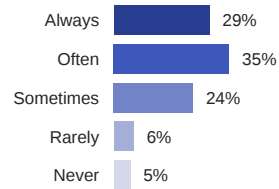
How often the child was around children other than their siblings

ANSWERED: 62



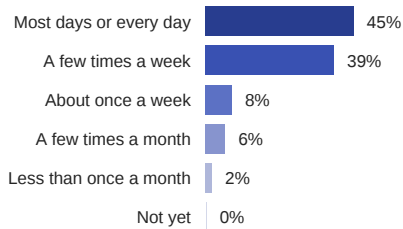
How often the child had a close friendship with another child around the same age

ANSWERED: 62



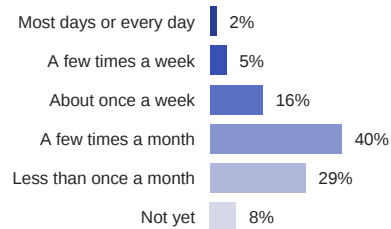
How often the parent/caregiver involved the child in household chores

ANSWERED: 62

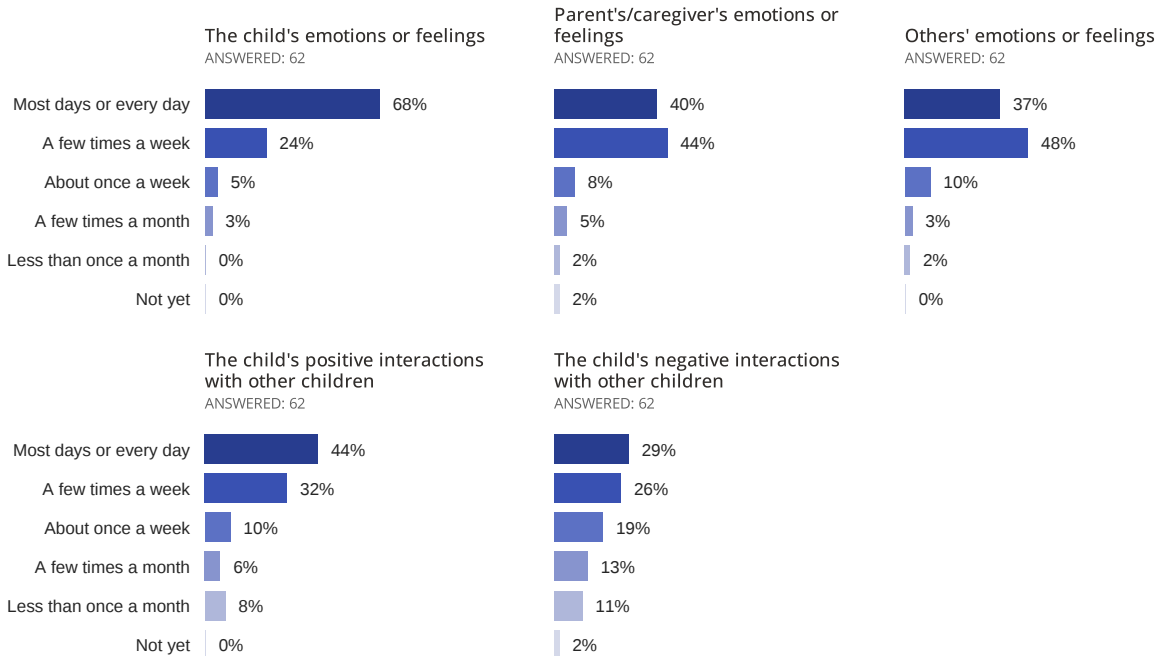


How often the parent/caregiver did something with the child to help others

ANSWERED: 62



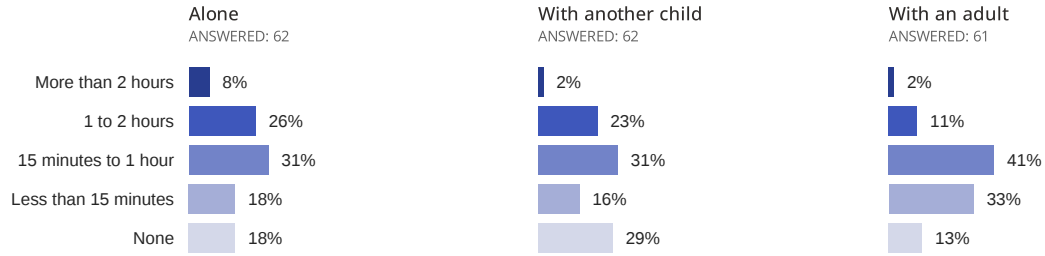
How often the parent/caregiver had the chance to talk with the child about:



SCREEN TIME

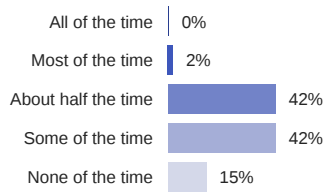


How much time per day the child used an electronic device in general:



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

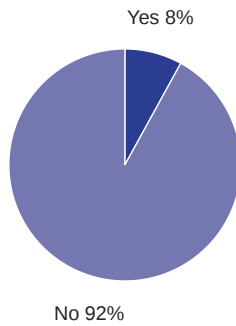
ANSWERED: 62





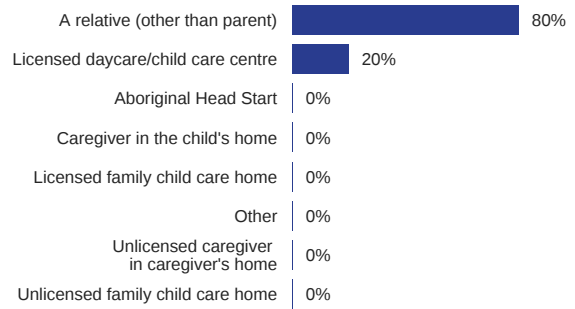
Was the child in a child care arrangement other than parental care between 0 and 12 months?

ANSWERED: 61



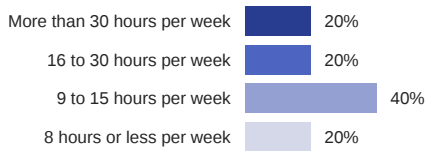
Type of child care arrangement used the most between 0 and 12 months

ANSWERED: 5



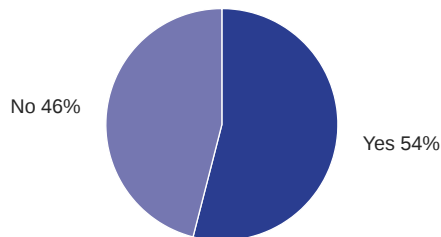
Number of hours in the main child care arrangement between 0 and 12 months

ANSWERED: 5



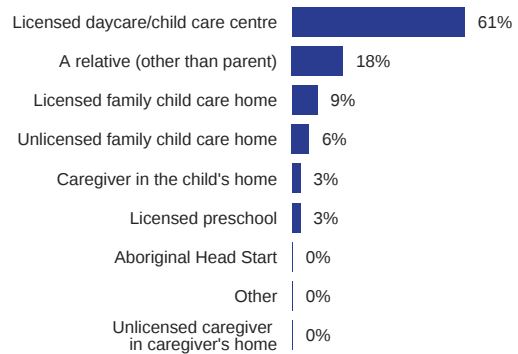
Was the child in a child care arrangement other than parental care between 13 months and 3 years?

ANSWERED: 61



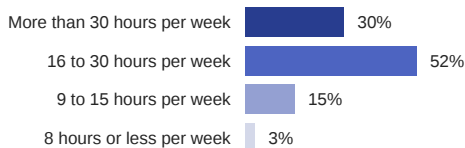
Type of child care arrangement used the most between 13 months and 3 years

ANSWERED: 33



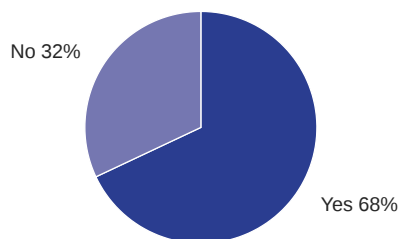
Number of hours in the main child care arrangement between 13 months and 3 years

ANSWERED: 33



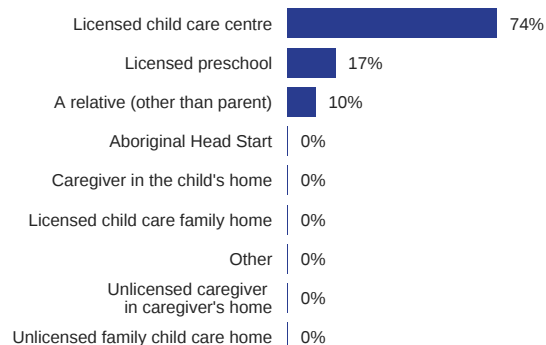
Was the child in a child care arrangement other than parental care between 3 years and kindergarten?

ANSWERED: 62



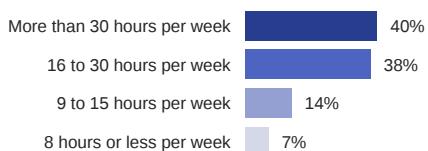
Type of child care arrangement used the most between 3 years and kindergarten

ANSWERED: 42

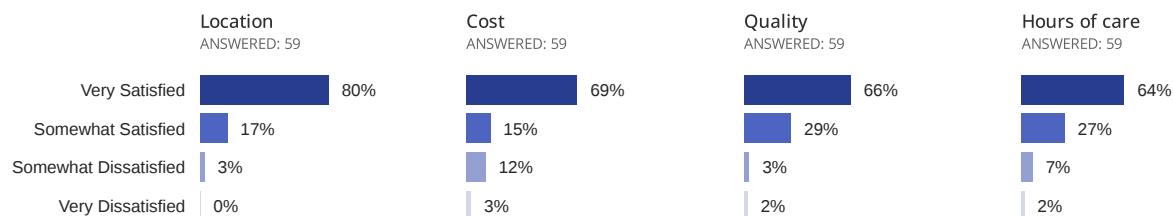


Number of hours in the main child care arrangement between 3 years and kindergarten

ANSWERED: 42

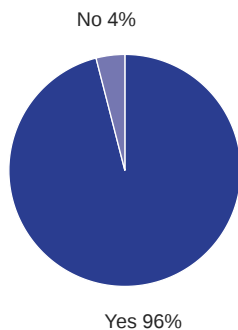


Satisfaction with child's most recent main child care arrangement:



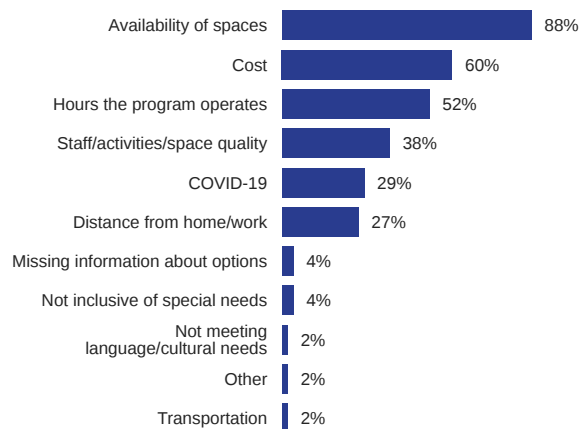
Barriers for early learning and child care arrangements

ANSWERED: 50



Type of early learning and child care barrier

ANSWERED: 48



GENERAL ACTIVITIES



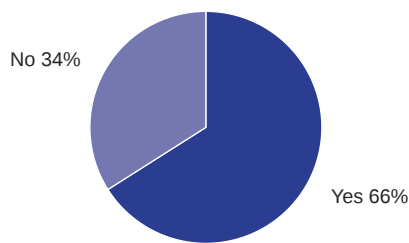
How often the child participated in/used community activities/resources:

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	16	7	28	33	16
Arts, music or drama programs	62	18	7	13	0
Cultural activities programs	71	19	9	2	0
Story Time program	66	14	14	7	0
StrongStart program	62	10	17	10	2
Local Neighbourhood House	85	3	7	2	3
Public library	32	19	31	14	5
Aboriginal Family Drop-in	100	0	0	0	0
Family Resource Centre (i.e., Family Drop-in program)	75	12	7	5	2
Faith-based program	92	2	2	3	2
Park/playground	0	2	5	12	82
Local community/recreation centre	20	25	23	12	20

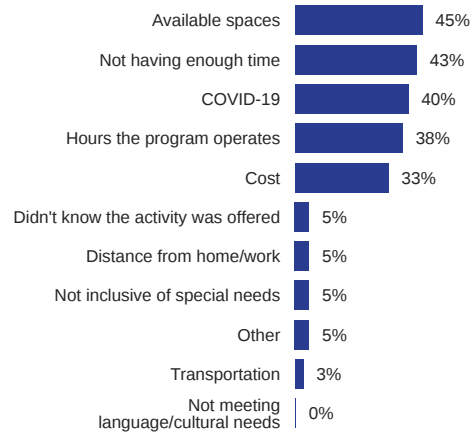
Were there any local activities the parent/caregiver wanted to do with the child but couldn't?

ANSWERED: 61



Barriers to participation

ANSWERED: 40

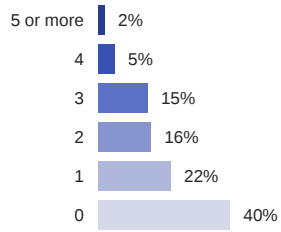


NEIGHBOURHOOD EXPERIENCES



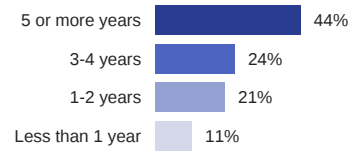
Number of times the child has moved homes in the last 5 years

ANSWERED: 55



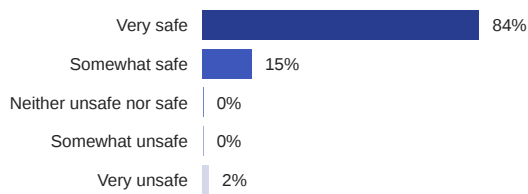
Length of time the child has lived in their current neighbourhood

ANSWERED: 62



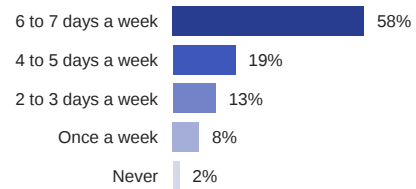
Degree to which parks in the child's neighbourhood are safe

ANSWERED: 62



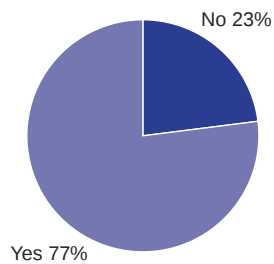
How often the child played outside in their neighbourhood (on average) in the past 6 months

ANSWERED: 62



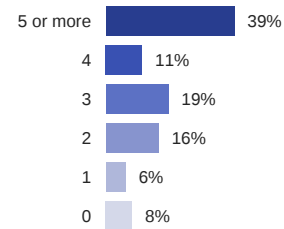
Can neighbours be counted on to look out for children in the parents/caregiver's neighbourhood?

ANSWERED: 62



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

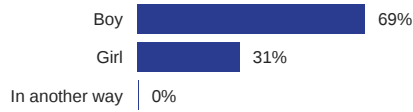
ANSWERED: 62



DEMOGRAPHICS

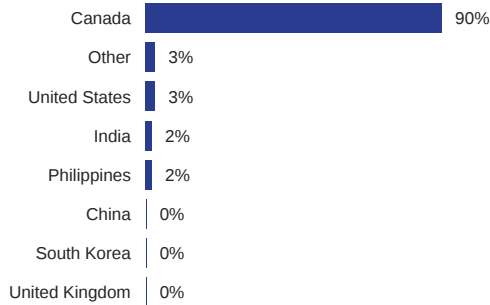
The child would describe themselves as

ANSWERED: 62



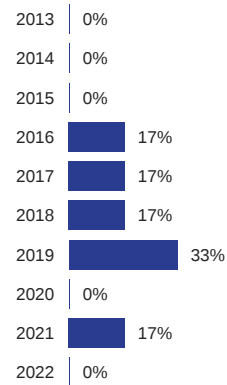
Country in which the child was born

ANSWERED: 62



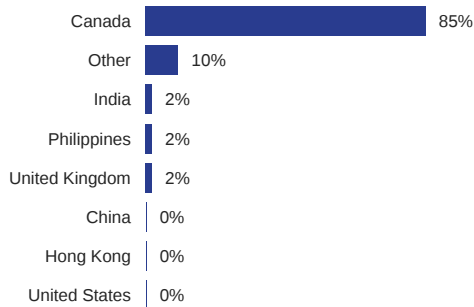
If the child was born outside of Canada, year they moved to Canada

ANSWERED: 6



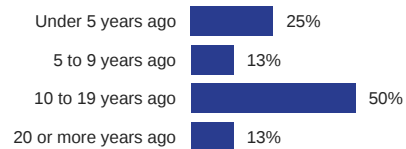
Country in which the parent/caregiver was born

ANSWERED: 60



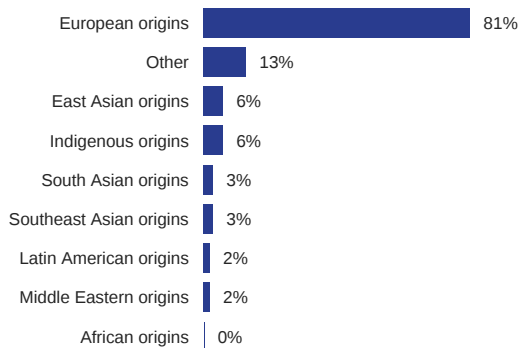
If the parent/caregiver was born outside of Canada, year they moved to Canada

ANSWERED: 8



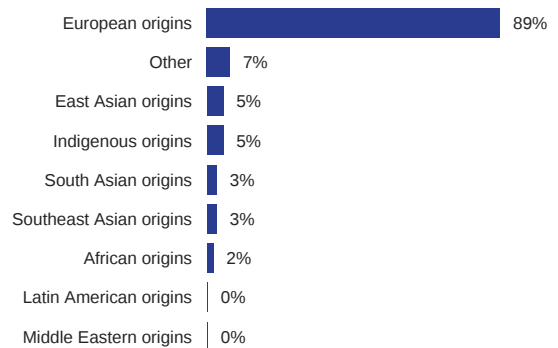
Child ethnicity

ANSWERED: 62



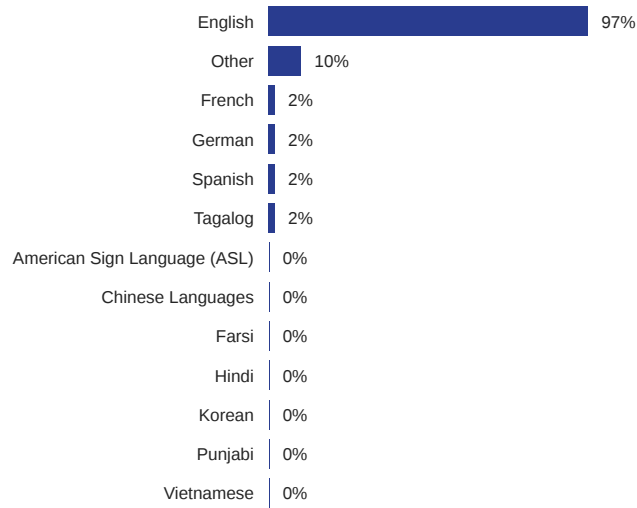
Family ethnicity

ANSWERED: 61



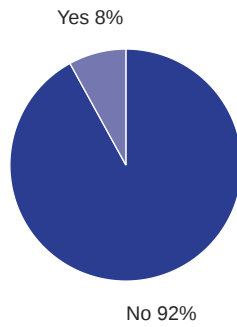
Child's first language(s)

ANSWERED: 62



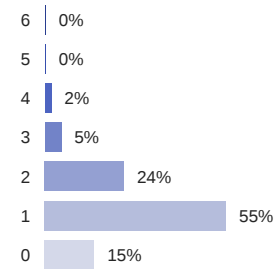
Does the child currently live in more than one home?

ANSWERED: 62



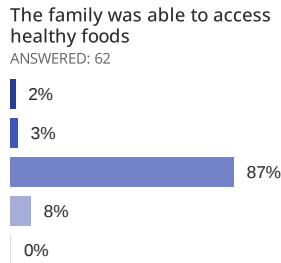
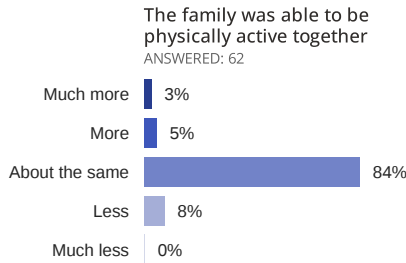
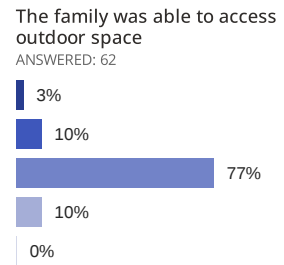
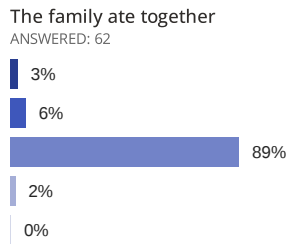
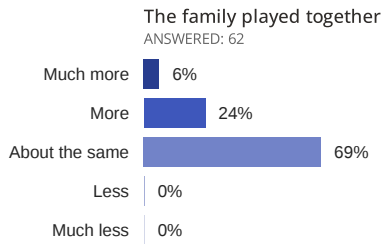
Child's number of siblings

ANSWERED: 62

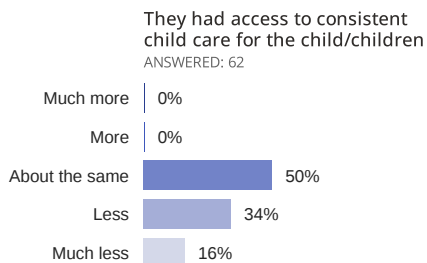
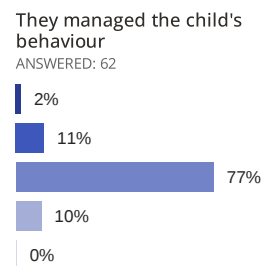
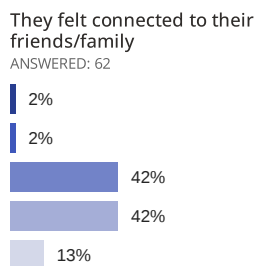
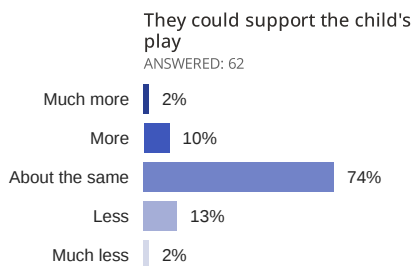
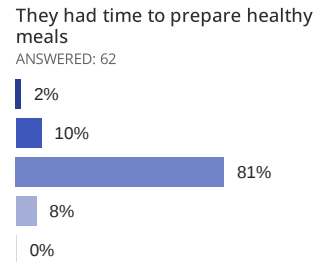
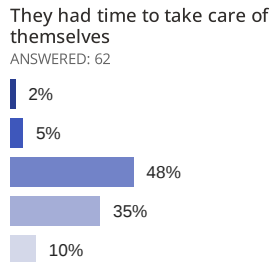
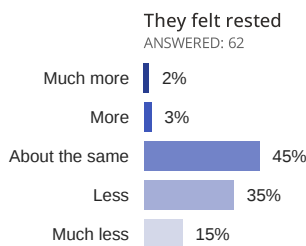


COVID-19 PANDEMIC

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

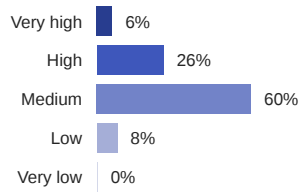


How the following routines/activities were affected for the parent/caregiver due to the pandemic:



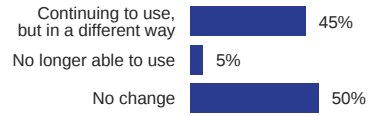
The parent's/caregiver's level of stress in the last six months due to the pandemic

ANSWERED: 62



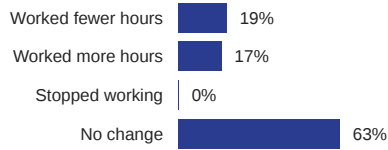
How the child's use of services/supports were affected due to the pandemic

ANSWERED: 38



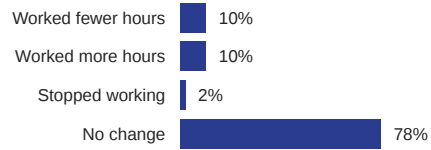
The effect of the pandemic on job status or number of work hours per week for the parent/caregiver

ANSWERED: 52



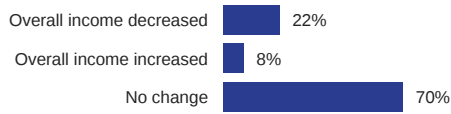
The effect of the pandemic on the job status or number of work hours per week for the second parent/caregiver

ANSWERED: 51

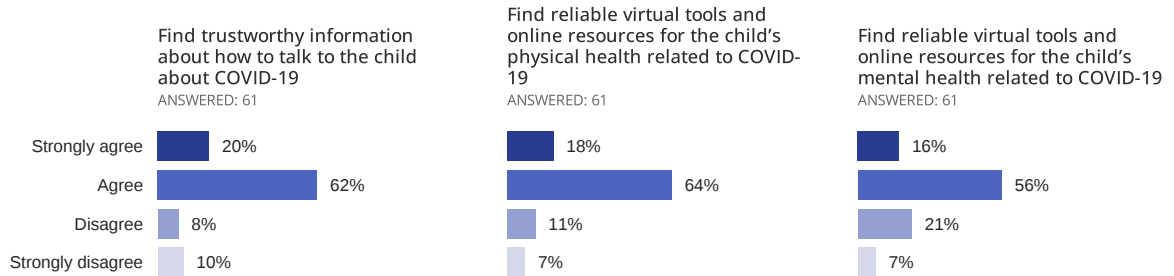


The effect of the pandemic on overall family income

ANSWERED: 60



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



USING YOUR CHEQ REPORTS

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

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

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

- Look through the Report 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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