THE CHILDHOOD EXPERIENCES QUESTIONNAIRE

BC SUMMARY REPORT
2024

HUMAN
EARLY LEARNING
PARTNERSHIP

UBC
a place of mind

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, and sleep
	Motor Skills & Experiences	Different types of physical activity and outdoor play
Language & Cognition	Language & Cognition	Activities such as reading, pretend play, weaving, drawing, making music, and building things
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
Community & Context	General Activities	Participation in community activities
	Neighbourhood Experiences	Parents'/caregivers' perception of their neighbourhood safety and social support
	Demographics	The child's birth place, ethnicity and language(s) spoken

BEFORE YOU GET STARTED

A NOTE ABOUT INTERPRETATION OF CHEQ DATA

CHEQ data included in this report were collected from public schools in the nineteen participating BC school districts. In total, 4881 parents/caregivers completed a CHEQ between September and October of 2024, representing 36.2% of families with children attending kindergarten.

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

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.

4881/13476   **36.2%** of kindergarten students in participating districts have a completed CHEQ

GENERAL INFORMATION

Who filled out this survey?
ANSWERED: 4865

Parent	94%
Both parents completing together	4%
Grandparent	1%
Foster Parent	0%
Other	0%
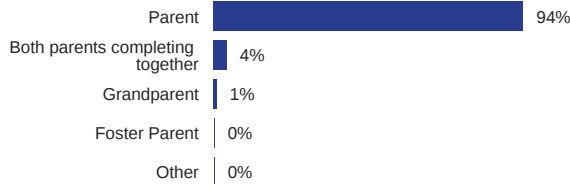
Where is the survey being completed?
ANSWERED: 4846

At home	67%
At this child's school	24%
At work	8%
Other	1%
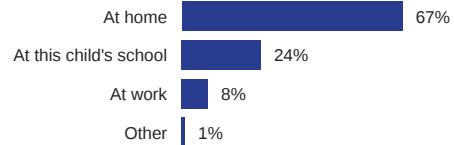
PHYSICAL HEALTH & WELL-BEING

Child's overall health in the last 12 months

ANSWERED: 4808

Excellent	63%
Very good	31%
Good	5%
Fair	1%
Poor	0%
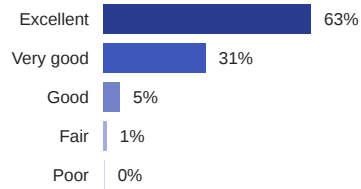
Did the child visit a health care professional in the last 12 months?

ANSWERED: 4812

No 7%

Yes 93%
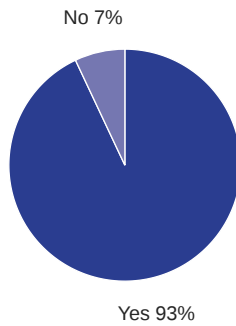
Type of health care professional visited

ANSWERED: 4479

Dentist	79%
Family Doctor/Nurse Practitioner	75%
Public Health Nurse	33%

Barriers to seeing health care professionals

ANSWERED: 2316

Appointment availability/waiting list	73%
Hours the health care professional was available	27%
Not having enough time	13%
Distance from home/work	12%
No access or loss access to health care professional	10%
Did not need to see one	8%
Cost	7%
Did not know how to find one/get an appointment	4%
Transportation	4%
Other	4%
Services are not available in my language/for my culture	2%
Services are not culturally safe or relevant	0%

Did the child experience any stressful events in the last 12 months?

ANSWERED: 4314

Yes 36%

No 64%
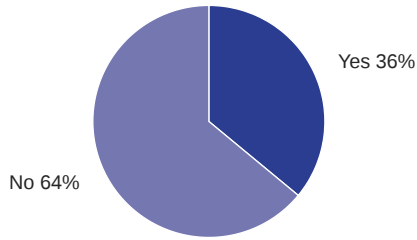
Type of stressful event

ANSWERED: 1563

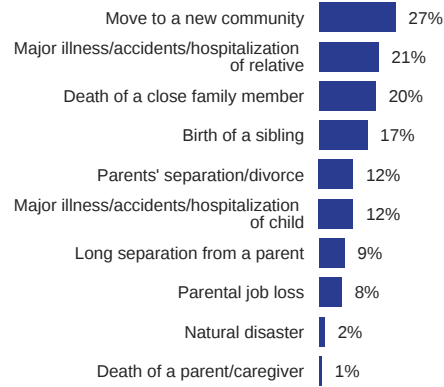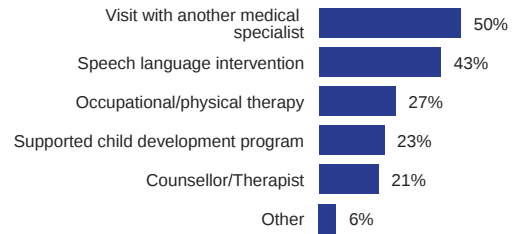|	
Move to a new community	27%
Major illness/accidents/hospitalization of relative	21%
Death of a close family member	20%
Birth of a sibling	17%
Parents' separation/divorce	12%
Major illness/accidents/hospitalization of child	12%
Long separation from a parent	9%
Parental job loss	8%
Natural disaster	2%
Death of a parent/caregiver	1%

From 3 years to kindergarten entry, did the child or family use or receive any programs or supports?

ANSWERED: 4766

Yes 36%

No 64%
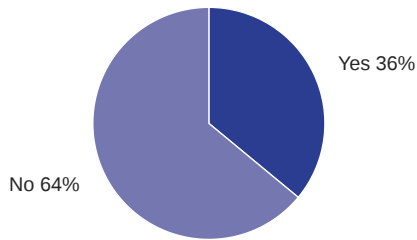
Types of programs or supports used

ANSWERED: 1698

Visit with another medical specialist	50%
Speech language intervention	43%
Occupational/physical therapy	27%
Supported child development program	23%
Counsellor/Therapist	21%
Other	6%

Barriers to using these types of programs or supports

ANSWERED: 1432

Appointment availability/waiting list	54%
Available spaces	25%
Cost	20%
Distance from home/work	13%
Not having enough time	13%
Hours the program operates	13%
Was not referred	10%
Did not know about it	10%
No access to these programs in my community	9%
Other	6%
Transportation	5%
Services are not available in my language/for my culture	2%
Services are not culturally safe or relevant	1%

NUTRITION

In the last 6 months, frequency the child ate breakfast
ANSWERED: 4787

Every day	86%
Most days	11%
A few times a week	2%
Once a week or less	0%
Never	0%

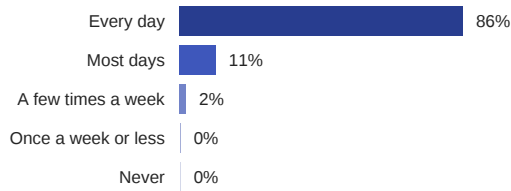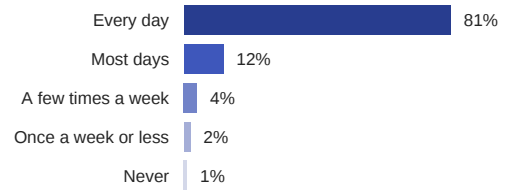**In the last 6 months, frequency the child ate a meal with another family member**
ANSWERED: 4787

Every day	81%
Most days	12%
A few times a week	4%
Once a week or less	2%
Never	1%

In the last 6 months, frequency the child consumed the following foods or beverages:

Vegetables
ANSWERED: 4776

More than once a day	51%
Once a day	27%
A few times a week	16%
Once a week or less	4%
Never	2%

Fruits
ANSWERED: 4776

More than once a day	71%
Once a day	20%
A few times a week	8%
Once a week or less	1%
Never	0%

Sugary drinks
ANSWERED: 4770

More than once a day	3%
Once a day	7%
A few times a week	29%
Once a week or less	50%
Never	11%
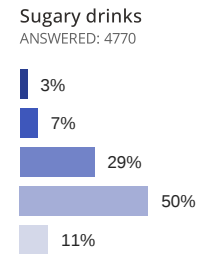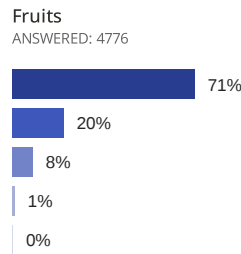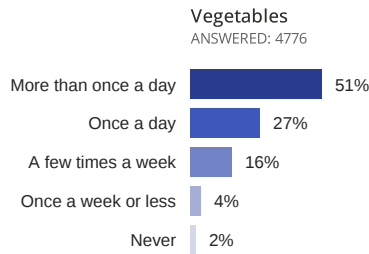
SLEEP

Number of hours the child usually sleeps at night
ANSWERED: 4779

More than 13 hours	0%
13 hours	0%
12 hours	7%
11 hours	32%
10 hours	42%
9 hours	15%
Less than 9 hours	3%
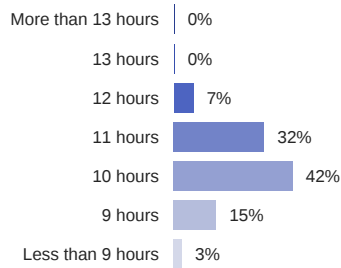
MOTOR SKILLS & EXPERIENCES

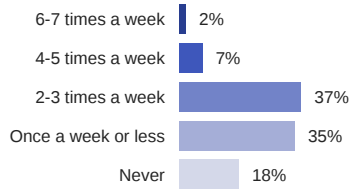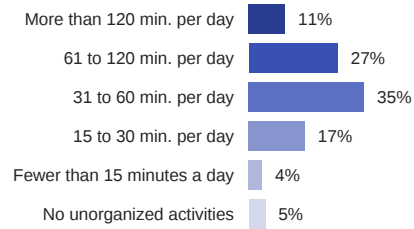In the <u>last 6 months</u>, times per week the child took part in <u>moderate to vigorous</u> physical activity while participating in <u>organized</u> activities

ANSWERED: 4764

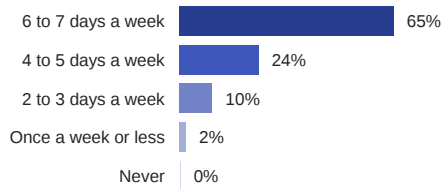|	
6-7 times a week	2%
4-5 times a week	7%
2-3 times a week	37%
Once a week or less	35%
Never	18%

In the <u>last 6 months</u>, minutes a day the child took part in <u>moderate to vigorous</u> physical activity while participating in <u>unorganized</u> activities

ANSWERED: 4677

More than 120 min. per day	11%
61 to 120 min. per day	27%
31 to 60 min. per day	35%
15 to 30 min. per day	17%
Fewer than 15 minutes a day	4%
No unorganized activities	5%

In the <u>last 6 months</u>, days per week the child played outdoors

ANSWERED: 4757

6 to 7 days a week	65%
4 to 5 days a week	24%
2 to 3 days a week	10%
Once a week or less	2%
Never	0%

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

ANSWERED: 4744

Always like this child	14%
A lot like this child	27%
More or less like this child	23%
A little bit like this child	27%
Not at all like this child	10%
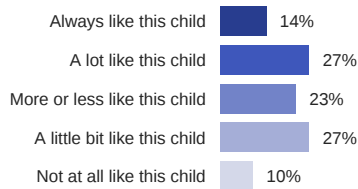
In the <u>last 6 months</u>, frequency the child has had the chance to take risks whle playing outside

ANSWERED: 4725

Most days or every day	45%
A few times a week	32%
About once a week	9%
A few times a month	9%
Less than once a month	3%
Not yet	3%

LANGUAGE & COGNITION
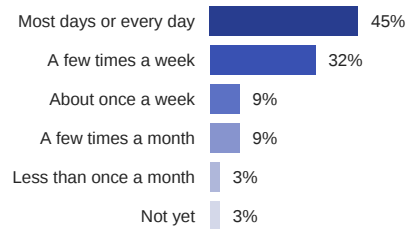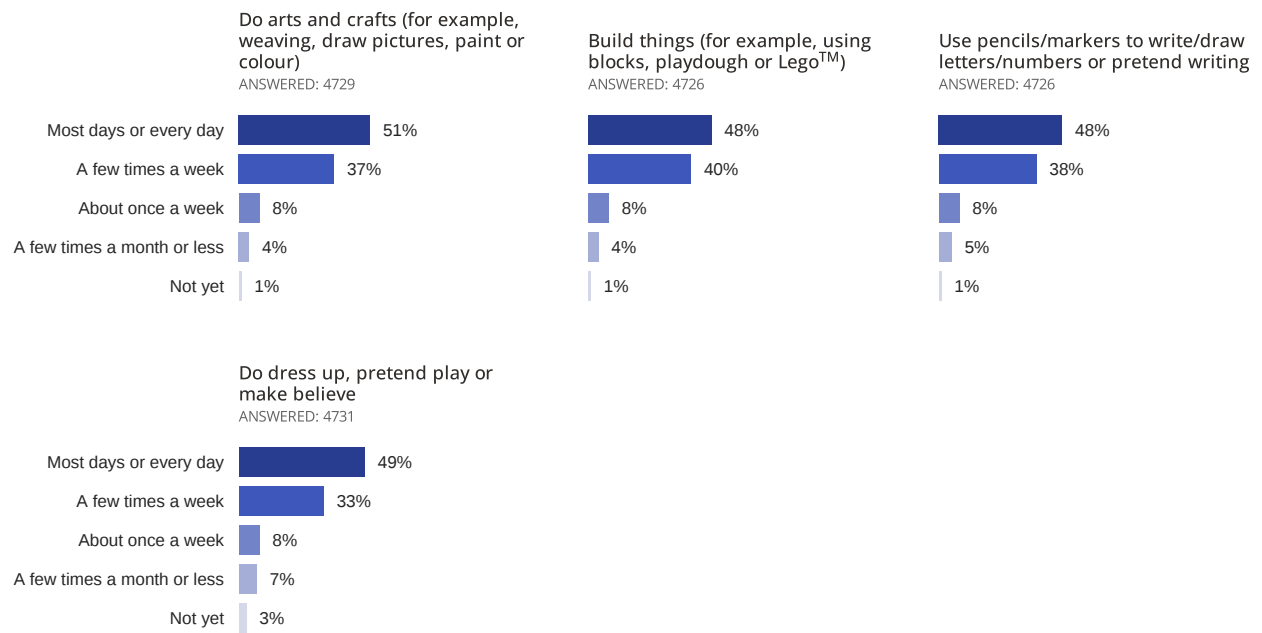
In the <u>last 6 months</u>, how often did the parent/caregiver or another adult in the child's household:

Read books or tell stories with the child
ANSWERED: 4737

Most days or every day	70%
A few times a week	20%
About once a week	5%
A few times a month or less	4%
Not yet	1%

Talk with the child about pictures, signs, and words they experience in daily life
ANSWERED: 4732

Most days or every day	71%
A few times a week	22%
About once a week	4%
A few times a month or less	3%
Not yet	1%

Sing songs, make music, drum, do rhymes or dance with the child
ANSWERED: 4727

Most days or every day	49%
A few times a week	37%
About once a week	8%
A few times a month or less	5%
Not yet	1%

In the <u>last 6 months</u>, how often did the child:

Do arts and crafts (for example, weaving, draw pictures, paint or colour)
ANSWERED: 4729

Most days or every day	51%
A few times a week	37%
About once a week	8%
A few times a month or less	4%
Not yet	1%

Build things (for example, using blocks, playdough or Lego™)
ANSWERED: 4726

Most days or every day	48%
A few times a week	40%
About once a week	8%
A few times a month or less	4%
Not yet	1%

Use pencils/markers to write/draw letters/numbers or pretend writing
ANSWERED: 4726

Most days or every day	48%
A few times a week	38%
About once a week	8%
A few times a month or less	5%
Not yet	1%

Do dress up, pretend play or make believe
ANSWERED: 4731

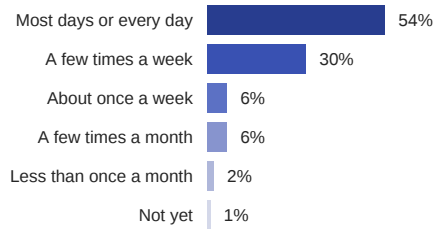|	
Most days or every day	49%
A few times a week	33%
About once a week	8%
A few times a month or less	7%
Not yet	3%

SOCIAL & EMOTIONAL EXPERIENCES

For the following question, the parent/caregiver was asked to think about the <u>last 6 months</u>:

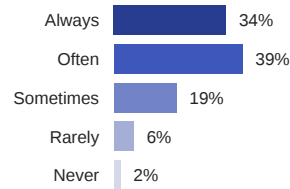## How often the child played with children other than their siblings
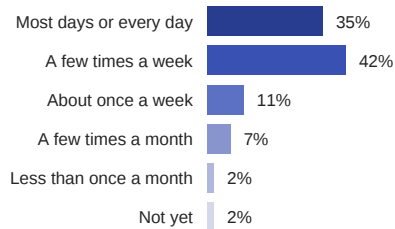ANSWERED: 4722

Most days or every day	54%
A few times a week	30%
About once a week	6%
A few times a month	6%
Less than once a month	2%
Not yet	1%

How often the child had a close friendship with another child around the same age
ANSWERED: 4712

Always	34%
Often	39%
Sometimes	19%
Rarely	6%
Never	2%

How often the parent/caregiver or another adult involved the child in household chores
ANSWERED: 4711

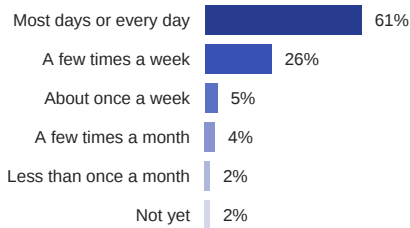|	
Most days or every day	35%
A few times a week	42%
About once a week	11%
A few times a month	7%
Less than once a month	2%
Not yet	2%

How often the parent/caregiver talked with the child about:

The child's emotions or feelings
ANSWERED: 4694

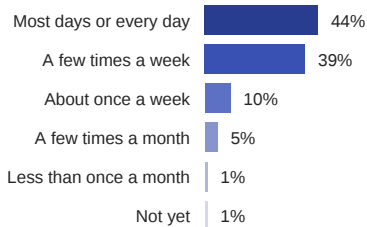|	
Most days or every day	61%
A few times a week	26%
About once a week	5%
A few times a month	4%
Less than once a month	2%
Not yet	2%

Others' emotions or feelings
ANSWERED: 4688

Most days or every day	42%
A few times a week	34%
About once a week	10%
A few times a month	7%
Less than once a month	3%
Not yet	3%
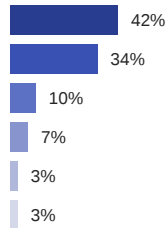
The child's positive interactions with other children
ANSWERED: 4708

Most days or every day	44%
A few times a week	39%
About once a week	10%
A few times a month	5%
Less than once a month	1%
Not yet	1%

The child's negative interactions with other children
ANSWERED: 4700

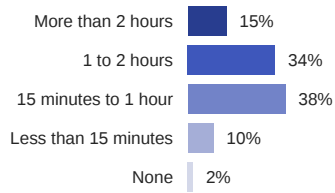|	
Most days or every day	25%
A few times a week	33%
About once a week	14%
A few times a month	12%
Less than once a month	10%
Not yet	7%
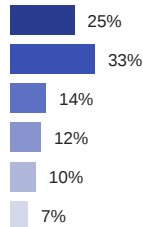
SCREEN TIME

In the last 6 months, how much time per day (on average) the child used an electronic device

ANSWERED: 4697

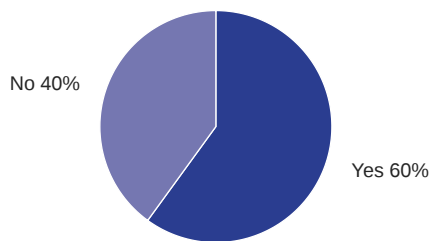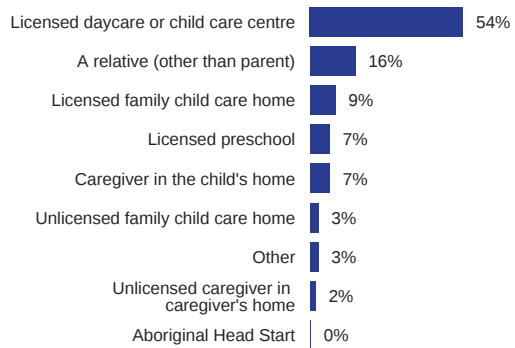| Category	Percentage
More than 2 hours	15%
1 to 2 hours	34%
15 minutes to 1 hour	38%
Less than 15 minutes	10%
None	2%

EARLY LEARNING & CARE

From 18 months to 3 years, was the child in a child care arrangement other than parental care?

ANSWERED: 4661

No 40%
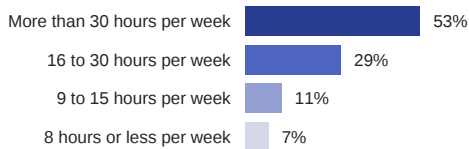Yes 60%

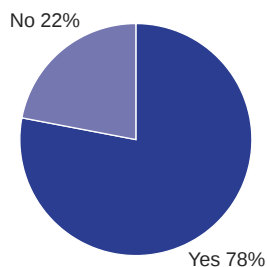**From 18 months to 3 years, type of child care arrangement used the most**

ANSWERED: 2786

Category	Percentage
Licensed daycare or child care centre	54%
A relative (other than parent)	16%
Licensed family child care home	9%
Licensed preschool	7%
Caregiver in the child's home	7%
Unlicensed family child care home	3%
Other	3%
Unlicensed caregiver in caregiver's home	2%
Aboriginal Head Start	0%

From 18 months to 3 years, number of hours in the main child care arrangement

ANSWERED: 2767

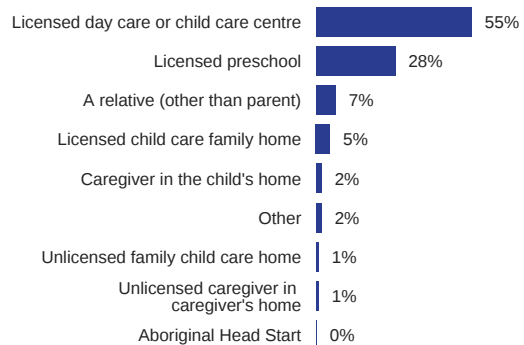| Category	Percentage
More than 30 hours per week	53%
16 to 30 hours per week	29%
9 to 15 hours per week	11%
8 hours or less per week	7%

From 3 years to kindergarten entry, was the child in a child care arrangement other than parental
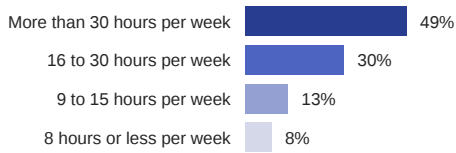
ANSWERED: 4688

No 22%
Yes 78%

From 3 years to kindergarten entry, type of child care arrangement used the most
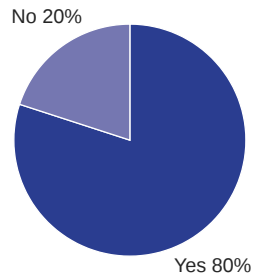
ANSWERED: 3659

Category	Percentage
Licensed day care or child care centre	55%
Licensed preschool	28%
A relative (other than parent)	7%
Licensed child care family home	5%
Caregiver in the child's home	2%
Other	2%
Unlicensed family child care home	1%
Unlicensed caregiver in caregiver's home	1%
Aboriginal Head Start	0%

From 3 years to kindergarten, number of hours in the main child care arrangement

ANSWERED: 3648

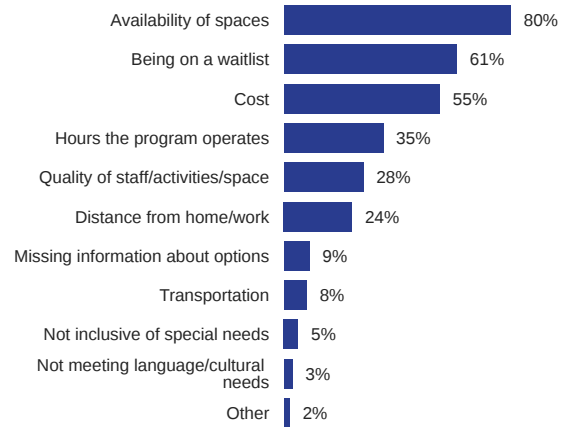| Category	Percentage
More than 30 hours per week	49%
16 to 30 hours per week	30%
9 to 15 hours per week	13%
8 hours or less per week	8%

Challenges for early learning and child care arrangements

ANSWERED: 4414

No 20%
Yes 80%

Type of early learning and child care challenge

ANSWERED: 3529

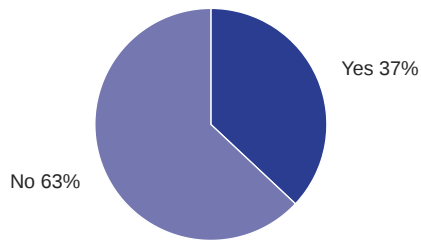| Category	Percentage
Availability of spaces	80%
Being on a waitlist	61%
Cost	55%
Hours the program operates	35%
Quality of staff/activities/space	28%
Distance from home/work	24%
Missing information about options	9%
Transportation	8%
Not inclusive of special needs	5%
Not meeting language/cultural needs	3%
Other	2%

GENERAL ACTIVITIES

In the last 12 months, how often the child participated in/used community activities/resources

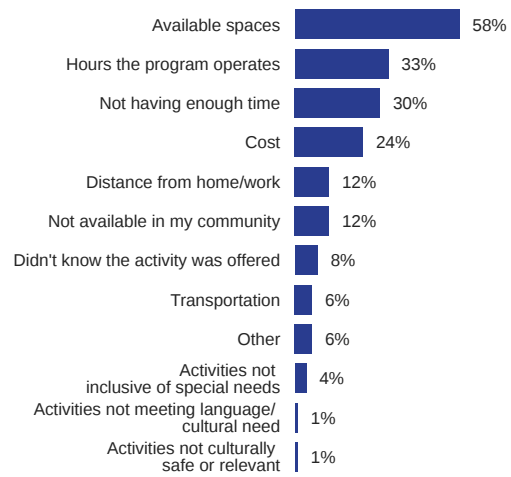|	Not available in my community %	Never %	Once a month or less %	A few times a month %	Once a week %	A few times a week or more %
Arts, music or drama programs	6	55	15	8	13	4
Cultural activities programs	6	57	25	7	3	2
StrongStart program	4	71	11	6	4	4
Public library or Story Time program	1	30	29	25	11	4
Family Resource Centre (e.g. Family Drop-In Program, Local Neighbourhood House)	5	74	11	6	2	2
Faith-based program	4	81	4	3	6	2
Park/playground	0	0	1	10	16	72
Local community/recreation centre	2	16	18	24	22	18

In the last 12 months, were there any local activities the parent/caregiver wanted to do with the child but couldn't?

ANSWERED: 4624

Yes 37%

No 63%

Barriers to participation

ANSWERED: 1719

Available spaces	58%
Hours the program operates	33%
Not having enough time	30%
Cost	24%
Distance from home/work	12%
Not available in my community	12%
Didn't know the activity was offered	8%
Transportation	6%
Other	6%
Activities not inclusive of special needs	4%
Activities not meeting language/ cultural need	1%
Activities not culturally safe or relevant	1%

NEIGHBOURHOOD EXPERIENCES

Number of times the child has moved homes in the last 5 years
ANSWERED: 2540

5 or more	2%
4	3%
3	7%
2	13%
1	34%
0	41%
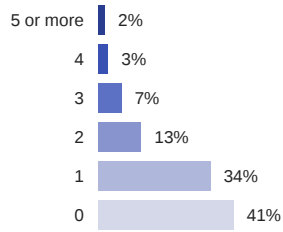
Length of time the child has lived in their current neighbourhood
ANSWERED: 4612

5 or more years	38%
3-4 years	32%
1-2 years	19%
Less than 1 year	12%
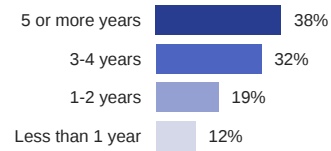
Degree to which parks in the child's neighbourhood are safe
ANSWERED: 4615

Very safe	61%
Somewhat safe	29%
Neither unsafe nor safe	3%
Somewhat unsafe	4%
Very unsafe	3%
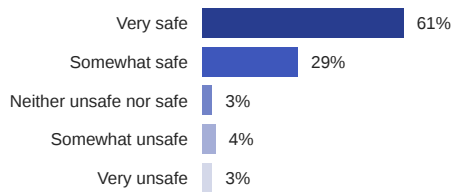
Number of people the parent/caregiver can count on in their neighbourhood
ANSWERED: 3289

5 or more	29%
4	11%
3	13%
2	20%
1	13%
0	13%
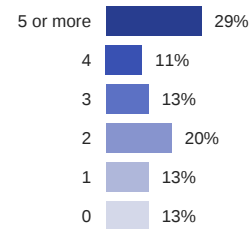
DEMOGRAPHICS

The child would describe themselves as
ANSWERED: 4645

Boy	51%
Girl	48%
In another way	0%
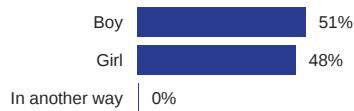
Was the child born in Canada?
ANSWERED: 4634

No	12%
Yes	88%

Child ethnicity

ANSWERED: 4471

Ethnicity	Percentage
European origins	58%
East Asian origins	15%
Other	13%
Southeast Asian origins	8%
Indigenous (First Nations, Inuit, Métis)	7%
South Asian origins	7%
Middle Eastern origins	5%
Latin American origins	4%
African origins	2%
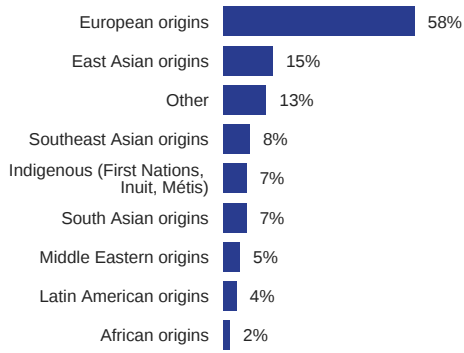
Child's first language(s)

ANSWERED: 4591

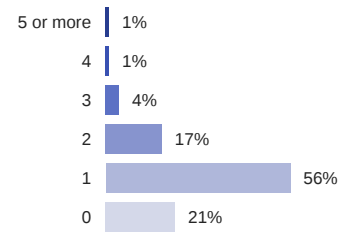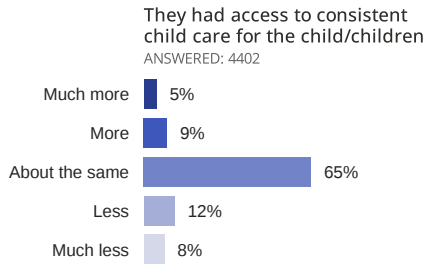| Language	Percentage
English	84%
Other	5%
Chinese Languages	4%
Spanish	2%
Farsi	1%
Korean	1%
Punjabi	1%
Tagalog	1%
Hindi	1%
Vietnamese	0%
French	0%
German	0%
American Sign Language (ASL)	0%
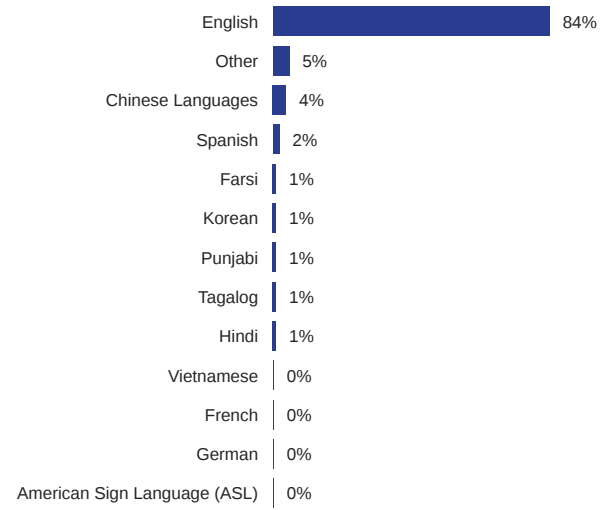
Does the child currently live in more than one home?

ANSWERED: 4591

Yes 6%
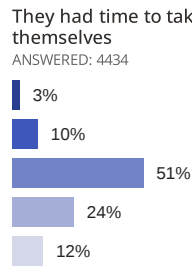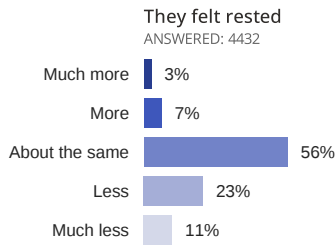
No 94%
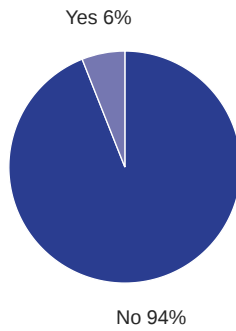
Child's number of siblings

ANSWERED: 3309

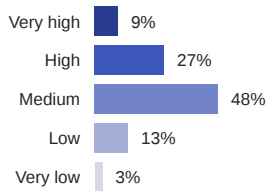| Siblings	Percentage
5 or more	1%
4	1%
3	4%
2	17%
1	56%
0	21%

COVID-19 PANDEMIC

Compared to before the pandemic, how the following routines/activities were affected for the parent/caregiver:

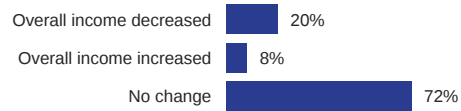### They felt rested
ANSWERED: 4432

Much more	3%
More	7%
About the same	56%
Less	23%
Much less	11%

They had time to take care of themselves
ANSWERED: 4434

	3%
	10%
	51%
	24%
	12%

They felt connected to their friends/family
ANSWERED: 4440

	6%
	14%
	50%
	22%
	8%

They had access to consistent child care for the child/children
ANSWERED: 4402

Much more	5%
More	9%
About the same	65%
Less	12%
Much less	8%
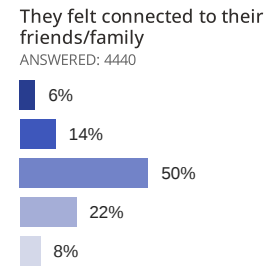
Over the last 6 months, the parent's/caregiver's level of stress
ANSWERED: 4407

Very high	9%
High	27%
Medium	48%
Low	13%
Very low	3%

The effect of the pandemic on overall family income
ANSWERED: 4093

Overall income decreased	20%
Overall income increased	8%
No change	72%

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 accessed from the Human Early Learning Partnership (HELP) website **Reports Page (https://earlylearning.ubc.ca/reports/)**
- Community knowledge and expertise
- Information on local services and programs
- Input from families with young children in your community

Find **CHEQ resources on the HELP website (https://earlylearning.ubc.ca/resources/topic/cheq)** including the latest webinar about CHEQ data trends and examples of data in action. Publicly available CHEQ data reports may be found on the **Reports Page (https://earlylearning.ubc.ca/reports/)** of the HELP website, including:

- CHEQ BC Summary Reports - summarizes CHEQ data collected from all participating school districts. BC Summary Reports from 2018/19 to the most current data collection year are available to view.
- CHEQ School District and Neighbourhood Reports - summarizes CHEQ data at the district and neighbourhood level for kindergarten children attending schools in participating districts. CHEQ Neighbourhood Reports are based on children's postal codes, representing children that live in neighbourhoods within a school district's boundaries.

For more information and examples of CHEQ and other Child Development Monitoring System data in action visit: **earlylearning.ubc.ca/impact/data-in-action (https://earlylearning.ubc.ca/impact/data-in-action)**

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.