



Measure to Assess and Improve the Educational Quality at Educational Childcare Establishments

(Groups of 0- to 5-year-olds)

FREQUENTLY ASKED QUESTIONS

2023

Coordination and text

Direction du soutien à la conformité et à la qualité
Sous-ministériat à la main-d'œuvre et à la qualité du réseau

Lise Lemay, Ph.D. Professor and Director of the Early Childhood Education Certificate Programs,
Faculté des sciences de l'éducation, Département de didactique
Julie Lemire, M.A., Research Professional in Early Childhood Education, Équipe de recherche *Qualité
éducative des services de garde et petite enfance*
Université du Québec à Montréal (UQAM)

For information:

Centre des relations avec la clientèle
Direction des services à la clientèle
Ministère de la Famille
600, Fullum, 5th Floor
Montreal (Québec) H2K 4S7
Toll-free: 1 855 336-8568

© Gouvernement du Québec
Ministère de la Famille

ISBN : 978-2-550-95331-9 (PDF)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2023

Table of Contents

Introduction	5
BEFORE THE ASSESSMENT	6
1. What exactly is the measure to assess and improve educational quality in educational childcare establishments?	6
2. How does an assessment differ from an inspection?	6
3. How are childcare establishments and groups selected for assessment?	6
4. Which childcare establishments and which groups may be assessed?	7
5. Will this assessment create an additional workload (for managers or for educators)?	7
6. The assessment must take place on a “typical” day at the establishment. Exactly what is a typical day?	7
7. Can the children play outside during an assessment?	8
8. Could the quality assessment be influenced by the fact that the establishment uses a particular educational approach other than the <i>Accueillir la petite enfance</i> educational program?	8
9. What will the Ministère do with the quality assessment results?	8
ASSESSMENT DAY IN GENERAL	9
10. What happens during an assessment?	9
11. Will the assessment staff open drawers and cupboards to examine the materials we use?	9
12. Who are the Servirplus staff?	9
13. What role do educators play in preparing for assessment day?	10
14. What role do establishment managers play in preparing for the assessment, and on assessment day?	10
15. What role do parents play in the assessment?	11
THE ASSESSOR’S PRESENCE IN A GROUP OF CHILDREN	11
16. Generally speaking, how do educators and children react during assessments of their group?	11
17. How do the assessors conduct themselves during the assessment visit?	11
18. Can educational quality be assessed at childcare facilities that use a nature-based educational approach, or where the groups spend a lot of time outdoors?	11
THE AFTERNOON INTERVIEW	12
19. Generally speaking, how do the educators react during the interview?	12

20. Must all the managers at a childcare establishment be interviewed?	12
THE QUESTIONNAIRE FOR PARENTS	12
21. Which parents are invited to answer the questionnaire on the Quality of interactions between the educational staff (educators and manager) and the parents?	12
22. What can be done to encourage parents to complete the questionnaire?.....	13
THE EDUCATIONAL QUALITY ASSESSMENT REPORT	13
23. What does the assessment report look like?	13
24. To whom is the establishment’s educational quality assessment report sent?	13
25. When is the assessment report sent?	13
26. When reading the report, can the facility manager identify which results were obtained by a specific group?	14
27. Can individual educators obtain personalized feedback on the assessment of their group?	14
28. Results: Are there any province-wide standards with which an establishment can compare its results?	14
29. What could or should the establishment manager do with the educational quality assessment report?	14
AFTER THE ASSESSMENT	15
30. What happens after the assessment?	15
STEPS TO ENSURE RIGOROUS DATA COLLECTION	15
31. Two assessors may sometimes be in the same room at the same time for an “inter-assessor agreement”. What does this mean?.....	15
32. Why does the same assessor not assess all the groups in a given facility (so that the viewpoint is the same)?.....	16
33. How can an assessor evaluate the quality of my facility in the space of a few hours?.....	16
34. Will the assessor adapt the assessment to my facility’s particular situation?	16
Bibliography	17

Introduction

The Ministère de la Famille (the Ministère) plays a central role in ensuring the quality of educational services offered to young children (0-5 years of age). It promotes these educational services through a legislative and regulatory framework, financial measures and publications to support good-quality interventions in all types of educational childcare establishments.

Since December 8, 2017, all recognized childcare providers (childcare centres or CPEs, subsidized day care centres, non-subsidized day care centres and home childcare providers) must, upon request and in the manner determined by the Ministère, take part in a measure to assess and improve the educational quality of childcare (the Measure) pursuant to section 5.1 of the *Educational Childcare Act* (the Act). The Measure's first implementation phase took place from 2019 to 2022 and was designed to evaluate facility-based childcare centres and day care centres (groups of 3- to 5-year-olds). The firm Servirplus was tasked with carrying out the assessments.

Servirplus has once again been asked by the Ministère to assess the educational quality of facility-based childcare providers in Québec (groups of 0- to 5-year-olds). During pilot projects carried out in 2016 and 2018 by a team of researchers from UQAM, and during the first phase of the Measure (assessing childcare centres and day care centres serving groups of 3- to 5-year-olds), managers and educators raised a variety of questions about the Measure. This document presents answers to some of the questions that were asked most frequently.

ADVICE: Read the Explanatory Brochure and the Explanatory Guide carefully before reading this FAQ.

BEFORE THE ASSESSMENT

1. What exactly is the measure to assess and improve educational quality in educational childcare establishments?

The measure is divided into two stages. During the first stage, an assessment team visits the childcare facility and gathers data on the five dimensions of educational quality, as follows: 1) Quality of the interactions between the educational staff and the children; 2) Quality of the physical layout; 3) Quality of child observation and planning practices; (4) Quality of interactions between the childcare establishment staff (educators and manager) and the parents; and 5) Structural quality and related factors. These dimensions are known to support the development of children in childcare establishments.

During the second stage, an assessment report is produced and sent to the childcare establishment's manager, with a copy to the Ministère, presenting the results for the establishment in question. The assessment report contains feedback on the establishment's strengths and proposes potential avenues for improvement, to help improve the educational quality of the services provided.

The assessment is not an inspection or a staff evaluation.

For additional details, please see the following two documents produced by the Ministère:

- The *Explanatory Brochure*
- The *Explanatory Guide*

2. How does an assessment differ from an inspection?

The elements that are verified during an inspection are concerned with health, safety, hygiene and compliance with regulations and legal requirements. The educational quality assessment and improvement measure focuses on aspects connected with the educational program, such as interactions between educators and children.

3. How are childcare establishments and groups selected for assessment?

All the province's childcare establishments will eventually undergo an assessment of educational quality; this is a legal obligation under section 5.1 of the *Educational Childcare Act*. The Ministère sends lists of childcare facilities to Servirplus, which then plans and carries out the assessments, ensuring that they are spread evenly among different types of establishments and different administrative regions. In the facilities selected for assessment, groups are selected randomly, in advance, based on criteria such as the number of children enrolled and the age groups served by the establishment.

4. Which childcare establishments and which groups may be assessed?

Unless otherwise indicated, all childcare establishments and all groups may be assessed. The tools were developed to measure educational quality in a variety of conditions, and the assessors have been trained to adjust to different situations (e.g. single, double or triple groups, groups composed of children of different ages, bilingual groups, the presence of replacement staff members, the presence of children exhibiting behavioural difficulties, inclusion of children with particular needs, the use of a particular educational approach). Educational quality is necessary to support the overall development of all children in all situations.

5. Will this assessment create an additional workload (for managers or for educators)?

Yes, establishment managers do in fact have some additional tasks when preparing for an assessment. For example, they must agree on a date for the assessment with the Servirplus coordinating team, then circulate the information to educators and parents, and arrange for educators to be released from their duties in the afternoon of the assessment, for the interview. On the day of the assessment, they must be present to welcome the assessment team, and be available for an interview. At the end of assessment day, they must also send all parents the link to the online questionnaires. *[See Question 14 for additional information on the role of managers during assessments.]*

As for educators, they do not have any additional tasks to perform. Other than the interview, which might alter their routine, the assessment procedure does not generate more work for them, nor does it change their usual work schedule. *[See Question 13 for additional information on the role of educators during assessments.]*

The Ministère's *Explanatory Brochure* describes the tasks and responsibilities of establishment managers, educators and parents *(see Question 15 for additional information on the role of parents during assessments)* in more detail.

6. The assessment must take place on a “typical” day at the establishment. Exactly what is a typical day?

A day is “typical” if it is the kind of day the children usually experience in their group. The relevance of the assessment depends on being able to obtain a “snapshot” of the educational quality generally offered to children who attend the establishment. Educators are therefore not required to organize special activities or to change their regular schedule. Examples of days that would not be “typical” of the children’s usual experience include an end-of-year show, a photo session for all the establishment’s children, a special celebration day (e.g. Halloween), and so on. Assessments should not be carried out on days such as these, because they are not representative of the children’s everyday experience and the “snapshot” is less

relevant as a tool to help maintain or improve educational quality at the establishment. For the same reason, assessments are not carried out during the summer when many children and educators members are on vacation.

7. Can the children play outside during an assessment?

Yes, absolutely. However, for groups of Pre-K-age children (3- to 5-year-olds), the tool specifically states that the assessment must include no more than one hour of outdoor time (out of a total of two assessment hours).

It should also be noted that, for groups with which nature-based pedagogy is used, the children, regardless of their age, may be outside for the full duration of the assessment, as would normally be the case. When Servirplus calls to make the appointment, they will ask questions that will allow the assessment team to prepare accordingly.

8. Could the quality assessment be influenced by the fact that the establishment uses a particular educational approach other than the *Accueillir la petite enfance* educational program?

No. the results of pilot projects carried out by researchers based mostly at the Université du Québec à Montréal (UQAM) in 2016 and 2018 showed that the tools chosen for the assessment procedure are able to assess educational quality for a broad range of establishments regardless of the educational approach they use. The researchers noted that the procedures applicable during assessments are also valid for establishments that apply particular educational programs or educational approaches (e.g. *Montessori*, *HighScope*, *Pikler's approach*, *Reggio Emilia*, *Waldorf*).

9. What will the Ministère do with the quality assessment results?

After each educational quality assessment, the report sent to the establishment manager is automatically sent to the Ministère as well. If an establishment has not achieved one or more of the required thresholds, a monitoring process is triggered to ensure that the establishment improves the educational quality of the services it offers to the children. In these cases, the establishment receives a letter from the Ministère indicating the next steps to be taken. It must then submit and implement an action plan and send a report, in the form of a review, to the Ministère. Lastly, if requested to do so by the Ministère, the establishment must undergo a second, partial (follow-up) assessment focused on the quality aspect(s) for which the thresholds were not achieved.

ASSESSMENT DAY IN GENERAL

10. What happens during an assessment?

When the assessment team (including a team leader) arrives at the establishment, the members introduce themselves to the manager and educators responsible for the groups to be assessed. The groups selected at random for the assessment are announced on the morning of the assessment visit.

Before assessing a group, the assigned assessor introduces himself to the educator concerned, explains the limitations of his role within the group and reminds the educator of the time and place of the afternoon interview. With the educator's permission, the assessor also introduces himself briefly to the children.

Generally speaking, observations begin at around 9 a.m. and end in late morning. One educator from each group assessed is then interviewed in the afternoon. The Ministère's *Explanatory Brochure* and *Explanatory Guide* describe the dimensions of educational quality that are measured, the tools used, and the assessment procedure itself.

The results of pilot projects carried out in 2016 and 2018 by researchers based mainly at UQAM suggest that managers generally believe a single assessment day is sufficient to provide a representative snapshot of a childcare facility's educational quality. More specifically, with respect to the dimension "Quality of the interactions between the educational staff and the children", the research found that the scores obtained by the *Classroom Assessment Scoring System (CLASS)*, which is the tool used to assess this aspect, tend to remain stable over time. In other words, the same group will obtain fairly similar results if observed more than once with the tool, regardless of whether the observations take place over a cycle, during a single day, or on a monthly basis (Teachstone, 2022).

11. Will the assessment staff open drawers and cupboards to examine the materials we use?

No. It is mainly the physical layout of the premises that is assessed for this dimension, not the materials used.

12. Who are the Servirplus staff?

Generally, assessment staff are selected because they have meaningful experience of early childhood education (e.g. as an educator or pedagogical consultant), as well as a good knowledge of child development and the *Accueillir la petite enfance* educational program (Ministère, 2019), experience with assessment tools, and professional qualities such as good communication skills, rigour and autonomy.

Some of these assessors are responsible for assessing groups, while others, known as “team leaders”, are responsible instead for communicating with the establishment manager, leading the assessment visit and preparing the assessment report. Servirplus team leaders have at least a Bachelor’s degree from a university. They have all undergone additional training lasting several days, at the end of which they received certification on the assessment tools, attesting to their ability to use those tools properly. The training for team leaders is longer and also includes additional information on their roles and responsibilities, including the preparation of assessment reports.

13. What role do educators play in preparing for assessment day?

The establishment’s educators can prepare the children for assessment day by explaining in advance that someone will be coming to observe their group and activities during the morning. No other preparation is required.

Educators are asked not to organize special activities or to change their normal schedule. Instead, they should simply treat it as a typical day, doing the things the children normally do as part of their group.

On the morning of assessment day, the educators greet the Servirplus assessors, and are then asked not to interact further with them during the morning assessment. No preparation is needed for the afternoon interview either.

14. What role do establishment managers play in preparing for the assessment, and on assessment day?

Managers play a very important role before and during assessment day. First, to prepare for the assessment, they must agree with the Servirplus coordinator on a suitable date and then provide the necessary information. They are also responsible for notifying their facility’s staff, and for informing parents about the assessment and what it entails. In addition, they are also asked to ensure that their educators can be released for their interviews during the afternoon, and to provide a space for the interviews in which discussions will remain confidential (an office or closed room), to ensure that interviewees are comfortable answering the questions.

The establishment’s manager welcomes the assessment team on the morning of the assessment and is interviewed for approximately an hour during the afternoon, by the assessment team leader.

At the end of the day, the establishment’s manager must also send a hyperlink to all the facility’s parents, through which they can access an online questionnaire. It is important to note that the assessment report will only present the results obtained from the questionnaires completed by parents (along with any comments made) if the response rate is 20% or more.

15. What role do parents play in the assessment?

All the facility's parents are invited to submit their opinions of their interactions with the childcare establishment's personnel (educators and manager), by completing an online questionnaire in the two weeks following the assessment. All responses are obviously confidential. The *Explanatory Brochure* and *Explanatory Guide* describe the parents' role in more detail.

THE ASSESSOR'S PRESENCE IN A GROUP OF CHILDREN

16. Generally speaking, how do educators and children react during assessments of their group?

Educators often say they feel stressed or uncomfortable in the days leading up to the assessment, and even when the assessment begins. The children may also be curious during the first few minutes of the assessment; for example, they may ask questions about the assessor's presence in the group, or they may go and see or try to talk to the assessor. Assessors are trained to minimize these impacts. They are used to situations like this and are trained to introduce themselves in a friendly way and to be as unobtrusive as possible. As a result, any stress or discomfort among educators and any curiosity among children tends to dissipate quickly. This was confirmed by educators during the 2016 and 2018 pilot projects led by researchers based mainly at UQAM, and during the Phase 1 assessments by Servirplus.

17. How do the assessors conduct themselves during the assessment visit?

When the group assessment begins, the assessor is as unobtrusive and quiet as possible. The assessor's role is not to interact with the children or educators, but to report as accurately as possible on the group's educational quality. This means observing carefully, concentrating and remaining objective. The assessor takes a lot of notes to ensure that the assessment report reflects the situations observed during the morning.

18. Can educational quality be assessed at childcare facilities that use a nature-based educational approach, or where the groups spend a lot of time outdoors?

Assessments can take place outdoors. The Servirplus staff members are trained to do this, regardless of weather.

At childcare establishments where the children spend a lot of time outdoors even though a nature-based educational approach is not used, the assessment tool used for Pre-K children (3- to 5-year-olds) requires that at least one of the two assessment hours should take place outdoors, to measure the quality of the interactions between the educational staff and the children as accurately as possible.

THE AFTERNOON INTERVIEW

19. Generally speaking, how do the educators react during the interview?

When the interview begins, educators may feel stressed or uncomfortable, but they adapt quickly. The results of the pilot projects carried out in 2016 and 2018 by university researchers based mainly at UQAM suggest that educators appreciate the opportunity to talk about their work during the interviews. A similar observation was made by Servirplus when Phase 1 of the Measure was carried out with groups of 3- to 5-year-olds.

20. Must all the managers at a childcare establishment be interviewed?

No. Only one respondent is needed, so that the interviews can be carried out in the time available. The person in charge of the facility's everyday operations is best-placed to answer the interviewer's questions.

THE QUESTIONNAIRE FOR PARENTS

21. Which parents are invited to answer the questionnaire on the Quality of interactions between the educational staff (educators and manager) and the parents?

All parents with children at the childcare establishment will receive a hyperlink to the online questionnaire on the quality of their interactions with their child's educator (and with the rest of the facility's team). Parents with more than one child at the facility will receive one hyperlink for each child.

22. What can be done to encourage parents to complete the questionnaire?

Once the establishment manager knows the date of the educational quality assessment at the facility, he should notify the parents in advance. Then, on the day of the assessment, it is best if the manager can send the questionnaire hyperlink immediately, so as not to forget, and to ensure that the parents have time to complete it within the two-week time limit. Roughly a week later, the manager will receive an automatic email from Servirplus, asking him to remind the parents about the questionnaire (sent only if the participation rate is not reached, so if the 20 % is not yet reached). Past experience has shown that parental participation tends to increase if managers send out reminders about the questionnaire.

THE EDUCATIONAL QUALITY ASSESSMENT REPORT

23. What does the assessment report look like?

An assessment report can be up to 58 pages in length, and is both descriptive and detailed. First, as background to the assessment, it describes some of the childcare establishment's characteristics (relating to the Structural quality and associated factors dimension). It then sets out the results obtained for the other four dimensions of educational quality, and ends with a review of the establishment's main strengths and potential avenues for improvement in each of the dimensions assessed. Please see the *Explanatory Guide* for a sample assessment report.

24. To whom is the establishment's educational quality assessment report sent?

The assessment report is always sent to the childcare establishment's manager, who is asked to circulate the results to the establishment's team, so that they are able to work on maintaining and improving the facility's educational quality. A copy of every assessment report is automatically sent to the Ministère for follow-up.

25. When is the assessment report sent?

The assessment report is usually sent to the childcare establishment's manager within eight weeks of the assessment.

26. When reading the report, can the facility manager identify which results were obtained by a specific group?

No. The purpose of the assessment process is to provide a profile of the educational quality of services generally offered to children at the facility. The assessment report presents the combined results (not the individual results for each group). In other words, the report contains an average of the scores for all the groups that were assessed, not the results for each group individually.

27. Can individual educators obtain personalized feedback on the assessment of their group?

No. The assessment takes a collective approach to the assessment and improvement of educational quality. Its purpose is to provide a profile of the educational quality of services offered to children in the facility as a whole, not to a group in particular.

28. Results: Are there any province-wide standards with which an establishment can compare its results?

No. There are currently no Québec standards against which results can be compared. However, American standards for the CLASS tool can be found in the *Explanatory Guide*.

29. What could or should the establishment manager do with the educational quality assessment report?

The Ministère's goal in assessing childcare facilities and sending assessment reports is to provide them with an overview of educational quality at their establishment. The written feedback contained in the assessment report can be used to help maintain and improve educational quality within the facility. The report is therefore a tool that the establishment manager can use in his work. To understand the content of the assessment report, managers are invited to consult the *Guide d'interprétation du rapport d'évaluation*.

Managers are asked to establish their own strategies for using the report's contents. For example, after reading the report, they may share it with their management team colleagues, send it to the team of educators, use it as a starting point for pedagogical discussions at a team meeting, and so on. They may use the report's conclusions as a basis for the establishment's orientations and planning for the coming year. They may also use it as inspiration for future continuous training activities that will encourage the team to work towards shared targets and improve educational quality at the establishment. The potential avenues for improvement proposed in the report can also be used as guidelines by managers when preparing the facility's budget. For additional ideas, managers are invited to read the *Guide d'utilisation*

du rapport d'évaluation, refer to their advisor at the Ministère, or contact one of the provincial associations of childcare centres recognized by the Ministère that have obtained project development funding from component A of the *Programme de soutien financier pour l'amélioration de la qualité éducative des services de garde éducatifs à l'enfance*.

AFTER THE ASSESSMENT

30. What happens after the assessment?

After receiving an educational quality assessment report, managers are encouraged to adopt strategies that will allow them to work with their teams to maintain and improve quality within their facility.

In specific cases where one or more of the quality thresholds has not been achieved, an action plan setting out the steps to be taken to improve educational quality must be prepared and sent to the Ministère. The childcare establishments concerned will receive a letter to this effect from the Ministère.

It is important for the action plan to be implemented, because a second (partial) assessment may be carried out by Servirplus, at the request of the Ministère, to monitor educational quality at the facility. The purpose of this second assessment is to ensure that educational quality at the facility will in future be above the threshold levels required to support overall child development.

If managers wish to obtain assistance in improving educational quality at their facilities, they are invited to contact their advisor at the Ministère. They may also contact their region's childcare centre group or association to see whether training or supervised activities are available in connection with the aspects covered by the avenues for improvement proposed in the report. Childcare establishments may also be assisted and supported by an organization selected by the Ministère as part of the *Programme de soutien financier pour l'amélioration de la qualité éducative des services de garde éducatifs à l'enfance*. For additional information, please see the Ministère's website.

STEPS TO ENSURE RIGOROUS DATA COLLECTION

31. Two assessors may sometimes be in the same room at the same time for an "inter-assessor agreement". What does this mean?

The team of assessors must always work rigorously and must assess educational quality in the same way after being certified to use the assessment tools. Inter-assessor agreement is monitored regularly during the year to ensure that two assessors observing the same situation assign the same score for a given tool. This common procedure is used to ensure that assessment data are both rigorous and accurate, offering a faithful reflection of educational quality at a given childcare facility.

32. Why does the same assessor not assess all the groups in a given facility (so that the viewpoint is the same)?

It is easier and less disruptive for childcare establishments if data are collected on a single day. This is why assessors always work in teams, with each team member spending several hours with their assigned group. Rigorous training, certification and yearly re-certification procedures, as well as frequent inter-assessor agreement sessions, help to ensure that all assessors use the tools in the same way.

33. How can an assessor evaluate the quality of my facility in the space of a few hours?

Assessors are able to produce a profile of educational quality in a facility in just a few hours. Research has shown, among other things, that observations of a group using the CLASS tool over a period of two consecutive hours provide a valid reflection of the quality of typical interactions within the group. The managers and educators questioned during the pilot projects carried out by university researchers (mostly based at UQAM) in 2016 and 2018 described the findings in the assessment report as “fairly representative” or “very representative” of their establishments. A similar finding was obtained when Phase 1 of the Measure was implemented with groups of 3- to 5-year-olds.

34. Will the assessor adapt the assessment to my facility’s particular situation?

Assessors are trained and certified to carry out objective assessments. This means that they must use the tools in the same way regardless of context (e.g. number of children or adults in a group, children’s behaviour, the presence of children with special needs, the facility’s educational approach, a pandemic context, etc.). A range of measures is taken precisely to allow the assessors to remain objective.

For additional information on the educational quality assessment and improvement measure, please contact the Ministère de la Famille by calling 1 855 336-8568 or visit [its website](#).

Educational childcare providers are invited to contact their advisors directly at the Ministère de la Famille.

Bibliography

- BOURGON, L., LAVALLÉE, C. et collaborateurs. *Échelle d'observation de la qualité éducative : Les services de garde en installation pour les enfants de 18 mois ou plus*, revised edition, Québec, Ministère de la Famille, 2013.
- HAMRE, B. K., GOFFIN, S. G. ET KRAFT-SAYRE, M. *Classroom Assessment Scoring System (CLASS) Implementation Guide*. Charlottesville: Teachstone, 2009.
- INSTITUT DE LA STATISTIQUE DU QUÉBEC. *Enquête québécoise sur la qualité des services de garde éducatifs – Grandir en qualité. Qualité des services de garde éducatifs dans les centres de la petite enfance*, Québec, Institut de la statistique du Québec, 2003 and 2014.
- MINISTÈRE DE LA FAMILLE. *La qualité éducative en services de garde (0-5 year-olds)*. [Explanatory Brochure], Québec, Ministère de la Famille, 2023, 9 p.
- MINISTÈRE DE LA FAMILLE. *Guide explicatif – Mesure d'évaluation et d'amélioration de la qualité éducative – CPE et garderies (groupes d'enfants de 0 à 5 ans)*, Québec, Ministère de la Famille, 2023, 45 p.
- MINISTÈRE DE LA FAMILLE. *Accueillir la petite enfance*, Québec, Ministère de la Famille, 2019, 197 p.
- MINISTÈRE DE LA FAMILLE. *Guide d'interprétation du rapport d'évaluation*, Québec, Ministère de la Famille, 2023, 32 p.
- MINISTÈRE DE LA FAMILLE. *Guide d'utilisation du rapport d'évaluation*, Québec, Ministère de la Famille, 2023, 35 p.
- MINISTÈRE DE LA FAMILLE. *Points de vue des parents sur les services de garde à l'enfance*, Québec, Ministère de la Famille, 2016, 80 p.
- MINISTÈRE DE LA FAMILLE. *Garder le cap sur le développement global des jeunes enfants*, Québec, Ministère de la Famille, 2014, 15 p.
- MINISTÈRE DE LA FAMILLE. *Favoriser le développement global des jeunes enfants au Québec : une vision partagée pour des interventions concertées*, Québec, Ministère de la Famille, 2013, 29 p.
- MINISTÈRE DE LA FAMILLE. *Bulletin d'information Info-Qualité*, Québec, Ministère de la Famille, 2017 to date.
- MINISTÈRE DE LA FAMILLE. *Portrait des garderies non subventionnées du Québec*, Québec, Ministère de la Famille, 2014, 96 p.
- MINISTÈRE DE LA FAMILLE. *Gazelle et Potiron: cadre de référence pour créer des environnements favorables à la saine alimentation, au jeu actif et au développement moteur en services de garde éducatifs à l'enfance*, Québec, Ministère de la Famille, 2014, 122 p.
- MINISTÈRE DE LA FAMILLE. *Favoriser le développement global des jeunes enfants au Québec: une vision partagée pour des interventions concertées*, Québec, Ministère de la Famille, 2014, 29 p.
- MINISTÈRE DE LA FAMILLE. *Guide pour l'élaboration d'une politique d'intégration des enfants de nouveaux arrivants et de gestion de la diversité dans les services de garde éducatifs*, Québec, Ministère de la Famille, 2013, 18 p.
- MINISTÈRE DE LA FAMILLE. *Soutenir la préparation à l'école et à la vie des enfants issus de milieux défavorisés et des enfants en difficulté*, Québec, Ministère de la Famille, 2013, 169 p.
- MINISTÈRE DE LA FAMILLE. *Ensemble dans la ronde ! en services de garde éducatifs — Réussir l'intégration des enfants handicapés*, Québec, Ministère de la Famille, 2010, 136 p.
- MINISTÈRE DE LA FAMILLE. *Guide pour soutenir une première transition scolaire de qualité*, Québec, Ministère de la Famille, 2010, 16 p.
- MINISTÈRE DE LA FAMILLE. *Répertoire des activités extérieures (65 fiches)*, Québec, Ministère de la Famille, 2003.
- MINISTÈRE DE LA FAMILLE. *Activités extérieures dans les centres de la petite enfance et les garderies*, Québec, Ministère de la Famille, 2002, 42 p.
- PIANTA, R. C., LA PARO, K. M., ET HAMRE, B. K. *Classroom Assessment Scoring System*. Baltimore, MD: Brookes Publishing, 2008.

