



Measure to Assess and Improve Educational Quality at Educational Childcare Establishments (Groups of 0- to 5-year-olds)

EXPLANATORY GUIDE

2023

Original text in French

Coordination and content

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

Title of original document: *Mesure d'évaluation et d'amélioration de la qualité éducative
des services de garde éducatifs à l'enfance en installation
(groupes d'enfants de 0 à 5 ans) – Guide explicatif*

For additional information, contact:

General Information
Ministère de la Famille
425, Jacques-Parizeau, 4th Floor
Québec (Québec) G1R 4Z1
Toll-free: 1 855 336-8568

© Gouvernement du Québec
Ministère de la Famille

ISBN 978-2-550-94553-6 (PDF)
ISBN 978-2-550-94202-3 (French, PDF)

Table of Contents

Introduction.....	4
Who is this Guide for?	6
Purpose of the guide.....	6
Definition of “educational quality”	6
Application framework.....	7
Who is assessed?	7
Who does what in the context of the measure?	7
What is assessed?	9
How frequently are assessments performed? How are the educational childcare establishments selected?	9
What typically happens on assessment day?	11
What happens after the assessment?	12
What scores must be obtained to pass the assessment?	12
Educational Quality Assessment Report	14
Section 1 – Identification of the childcare establishment and summary of the scores	15
Section 2 – Context within the childcare establishment (structural quality and associated factors)	18
Section 3 – Detailed Assessment Results	20
1. Quality of the interactions between the educational staff and the children.....	20
2. Quality of premises layout.....	30
3. Quality of child observation and planning practices.....	32
4. Quality of interactions between the childcare establishment staff (educators and manager) and the parents.....	34
Section 4 – Summary and signature of the assessment report.....	37
Childcare Centres (CPEs) with More Than One Facility	37
Follow-up Process for Educational Quality Assessments.....	37
Action plan	37
Sections 1, 2 and 3 of the action plan	38
Section 4 of the action plan	39
Action plan implementation report	41
Partial (follow-up) assessment	41
Publication of educational quality assessment results	42
Bibliography	43
Appendix 1	44

Introduction

Early childhood experts agree that the early years are an important period for overall child development. Providing educational services for young children is therefore a significant responsibility, because what they learn in those years will be especially crucial for their development throughout their lifetime. While the educational quality of the services offered by childcare establishments influences the development of all the children, it is particularly important for those who are more vulnerable. Good quality educational interventions at the appropriate time will help to prevent the onset of difficulties in a child's overall development.

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

Since December 8, 2017, all recognized childcare establishments (childcare centres or CPEs, subsidized and non-subsidized day care centres and home childcare providers or HCPs) are required, upon request and based on conditions imposed by the Ministère, to take part in a process designed to assess and improve educational quality at childcare establishments (a “measure”) under section 5.1 of the *Educational Childcare Act* (the Act).

All recognized childcare establishments must apply an educational program and participate in the measure, which the Ministère is gradually implementing in childcare centres (CPEs) and day cares centres. The first phase, which took place from 2019 to 2022, targeted only childcare centres (CPEs) and day cares centres with at least two groups of 3- to 5-year-olds. The second phase begins in 2023; it aims to assess the childcare centres (CPEs) and the day care centres serving all age groups (0 to 5 years of age). Assessments of home childcare providers (HCPs) and First Nations and Inuit childcare establishments will take place at a later date.

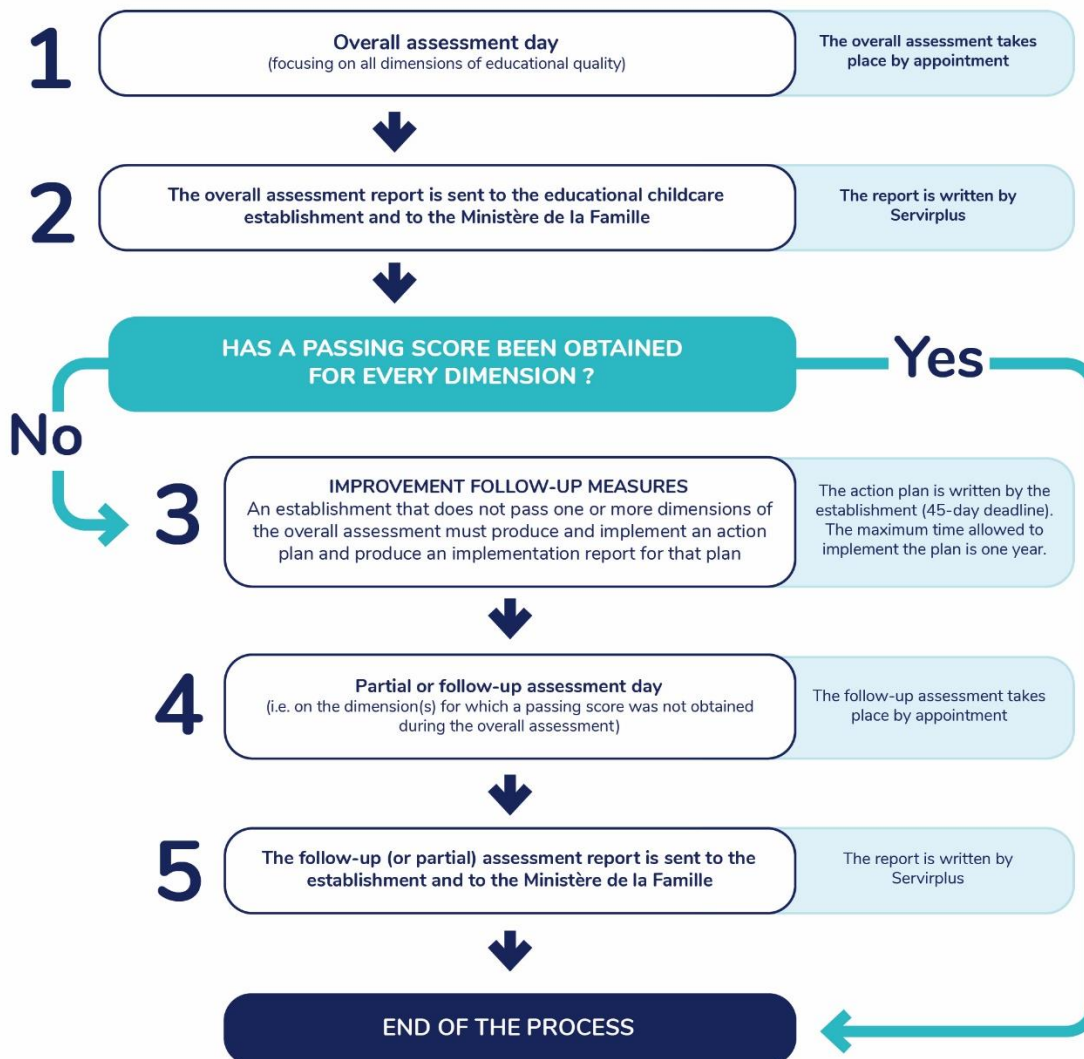
With the measure, the Ministère hopes to ensure that all children in recognized educational childcare establishments, regardless of type, receive good quality educational services that will foster their overall development and educational success. Quality must be generally present throughout the service, i.e. in interactions, activity planning and layout of the premises.

The measure assesses the application of the dimensions of educational quality, in accordance with the Ministère's educational program [*Accueillir la petite enfance*](#) (in French only). It is therefore not an inspection of compliance with health and safety rules, nor is it a performance appraisal of educators or an assessment of child development. As such, the measure is carried out independently of the Ministère's inspections.

Main Steps of the Measure to assess and improve educational quality

Educational Childcare Establishments – Groups of Children 0 to 5 years old

- Step 1:** Overall assessment day
- Step 2:** Overall assessment report (after the overall assessment)
- Step 3:** Improvement follow-up measures (action plan)
- Step 4:** Follow-up (or partial) assessment day
- Step 5:** Follow-up assessment report (after the follow-up assessment)



Who is this Guide for?

This Guide is intended primarily for childcare centres (CPEs) and for subsidized and non-subsidized day care centres that are required to take part in the educational quality assessment and improvement process (those serving groups of children 0 to 5 years of age).

It is also intended for anyone who is interested in the quality of educational childcare establishments and for those involved in improving those services, including educational and training institutions, childcare associations, early childhood experts, the Ministère's personnel, and also parents.

Purpose of the guide

The purpose of this Guide is to explain the measure's application framework, the structure of the assessment report given to each childcare establishment that is assessed, and the follow-up process for improvements to educational quality.

The Guide has no legal value and does not exempt educational childcare establishments from their obligation to refer to the official text of the [Educational Childcare Act](#).

Definition of “educational quality”

In research, the educational quality of childcare establishments is generally separated into two categories: structural quality and process quality.

Structural quality refers to the basic structures needed to ensure quality, and is obtained through the application of laws and regulations. Reference is often made to factors such as management practices, training, experience, group size and the adult/child ratio.

Process quality refers to the diversity and richness of the children's daily experiences at the childcare establishment, the structure of the premises and learning environment (space, materials, activities), interactions within the group (adult-child and child-child), and parental involvement.

Both categories are assessed by the measure, but not in the same way. Additional details are provided in the following pages.

For more information on educational quality, please see the Ministère's educational program, [Accueillir la petite enfance](#) (available in French only).

Application framework

Who is assessed?

The measure described in this Guide is intended only for childcare centres (CPEs) and subsidized and non-subsidized day care centres. It is the establishment itself that is assessed, not its individual educators. The results obtained for all the groups are therefore combined.

In the case of a childcare centre (CPE) that operates several facilities, each facility is assessed separately and receives its own report. An overall summary is sent to the main CPE for information purposes (see page 37 of this Guide).

The measure described in this Guide is not intended for home childcare providers (HCPs) or for First Nations and Inuit childcare establishments.

Participation in the assessment is mandatory. The Ministère may take steps to impose financial penalties on childcare providers who refuse to take part.

Who does what in the context of the measure?

The **Ministère** is responsible for ensuring that the Act is enforced. It coordinates the assessment measure, and is therefore the authorized project manager. It provides appropriate follow-up with childcare establishments, supporting them primarily by providing tools to help them understand the measure's guidelines. It ensures that the assessment firm complies with all the terms and conditions of its contract. Under an amendment to section 5.1 of the Educational Childcare Act and a transitional provision introduced by an Act to amend the Educational Childcare Act to improve access to the educational childcare services network and complete its development in 2022, the Ministère will publish the results of the educational quality assessment and improvement process when all permit holders have been assessed at least once.

The **assessment firm** is responsible for assessing the educational quality of the childcare establishments in compliance with all the terms and conditions of the contract awarded to it, in particular with respect to quality, objectivity and efficiency. The firm is also responsible for producing assessment reports that meet scientific standards. For the component of the measure that assesses groups of 0-5 year-olds in childcare and day care establishments, the company Servirplus, which has the necessary expertise in the early childhood sector, was selected via a call for bids.

The **educational childcare provider** must comply with the legal framework, which means it must take part in the measure, provide all the required information and documents, and complete the assessment questionnaires. This obligation applies to staff members as well. The educational childcare provider is responsible for the quality of the services available to the children in its establishment and must therefore follow up on the scores it obtains, in collaboration with the Ministère. When the results are eventually published, it must also notify the parents of the children to whom it provides services.

The **educators** play an essential role in attaining overall educational quality. There are a number of factors that can guide them in this role, including the educational program applied in their establishment and their own skills, training and experience. The quality of their interactions with the children has a significant impact on the children's overall development. Based on their observations, the educators collect essential information that allows them to support the children in their learning activities, depending on their developmental level, and to provide a range of experiences and materials adapted to the children's needs throughout the day. Educators whose groups are selected by the assessment firm are therefore required to answer a questionnaire and take part in an interview.

The **manager** of the childcare establishment is responsible for applying the educational program. He or she must therefore ensure that all staff members apply the program properly, as it was filed with the Ministère. The manager must also participate in the measure, in particular by notifying all staff members (including members of the Board of Directors and the parents' committee), and the parents, that the childcare establishment is taking part in an assessment process prescribed by the Ministère, and must be present and available on assessment day to answer questions from the team of assessors, assist them with their work, and take part in an interview. The manager's other duties include ensuring that parents receive the questionnaire on their interactions with the establishment's educators, encouraging educators to take part in the assessment by allowing them to answer interview questions (usually during the children's naptime) in optimal conditions, releasing staff members from their duties for the duration of the interview and providing a separate interview room away from the group of children where possible, to ensure that their answers remain confidential.

Parents are their child's first teachers. They help to form a partnership with the educator, by passing on useful information about their child and showing an interest in his or her day-to-day activities while in childcare. Parental cooperation with the educators and other staff at the childcare establishment is vital in helping them to deliver good quality services that foster the children's overall development. The parents' opinions are also essential in ensuring that the establishment's educational activities are a suitable fit with the children's experience at home. Parents are therefore asked to complete a questionnaire sent to them by the childcare establishment's director (via a Web link at which versions are available in French and English), and to return it within 14 days. Paper versions of the questionnaire are also available upon request. Additional information can be found in this Guide.

The **children** have only one role to play: that of simply being, behaving and interacting as they do on an everyday basis, in other words, like children. The measure does not assess their development.

What is assessed?

The measure assesses the following four dimensions of the educational processes:

1. Quality of the interactions between the educational staff and the children
2. Quality of premises layout
3. Quality of child observation and planning practices
4. Quality of interactions between the childcare establishment staff (educators and manager) and the parents

The assessment also focuses on structural quality, including management practices, experience and training. Information gathered on structural quality is used to describe the context within the childcare establishment at the time of the assessment; this context is described in the assessment report given to the childcare establishment, which can then use it to formulate potential avenues for improvement in its action plan (where applicable).

The measure is not an inspection of compliance with health and safety rules and is therefore not a substitute for the inspections, nor does it appraise educator performance or assess child development.

The assessment is carried out using scientifically recognized measurement instruments (evaluation checklists). It includes periods of observation of interactions within the groups, as well as interviews (questionnaires) with educators and the director, and a questionnaire for parents.

Additional information on each of these instruments can be found on page 14 and following of this Guide.

How frequently are assessments performed? How are the educational childcare establishments selected?

General assessment frequency is usually determined by the permit renewal date (usually every five years, or sooner if the Ministère deems it relevant).

The list of childcare establishments to be assessed is drawn up by the Ministère with the aim of achieving an equitable distribution over time, across different types of establishments and across regions. Assessments are usually carried out several months before the permit renewal date, and renewal is not dependent on participation in the assessment.

The assessment firm calls the childcare establishments to schedule appointments, usually between two and four weeks before the assessment date.

The Ministère has worked with university researchers to establish criteria for determining whether or not a group can be assessed when it is led by a replacement staff member, depending on whether or not the replacement staff member knows the children, and if so, for how long, and how frequent the replacement practice is at the establishment.

All childcare centres (CPEs) and day cares will eventually undergo an overall assessment, i.e. an assessment of all dimensions of educational quality. Only those childcare centres and day cares that do not achieve passing scores in the overall assessment may be required to undergo a second, more detailed assessment of their results. In some cases this second assessment may be partial, focusing only on the dimensions of educational quality for which the scores were insufficient in the overall assessment. This is known as a follow-up assessment.

What typically happens on assessment day?

The assessment takes place by appointment, on an agreed-upon date, and lasts for an entire day. The team of assessors (around four people) arrives in the morning and leaves at the end of the afternoon.

DIMENSIONS ASSESSED	TOOLS USED
In the morning	
Observation of interactions.	Two to three hours with each group Observation — CLASS
Observation of premises layout.	Roughly 30 minutes in each room used by the morning observation groups (and some common areas, such as the cloakroom and outdoor play area) Observation, checklists
In the afternoon	
Semi-structured one-on-one interviews¹ conducted during the children’s naptime with each of the educators whose groups were observed in the morning. The interviews focus on child observation and activity planning practices and on different dimensions of structural quality , including how the childcare establishment operates, and the educators’ training and experience.	Roughly 60 minutes per interview Interview template*
Questionnaire given to each educator whose group was observed during the morning, and to the manager. The questionnaire focuses on the childcare establishment’s interactions with parents.	It takes approximately 10 minutes to complete the questionnaire, which must be returned to the assessment firm on the same day. Paper questionnaire*
Semi-structured interview with the manager concerning different elements of structural quality , such as management practices, experience and training.	Roughly 60 minutes Interview template*
Day of the assessment	
Questionnaire sent electronically to all parents by the establishment’s manager, on their interactions with the establishment. Parents are asked to complete the questionnaire and return it to the assessment firm within 14 calendar days (not including the day of the assessment).	It takes approximately 10 minutes to complete the questionnaire.* Web-based questionnaire, or paper version on request.

* English and French versions available (the choice is made when the assessment is scheduled).

SURVEILLANCE CAMERA

On the day of the assessment, childcare establishments that have surveillance cameras in their premises are asked to **turn them off** to **maintain the confidentiality** of the information gathered and to **comply with the applicable legislation.**

¹ A semi-structured interview is a qualitative technique used in humanities and social science research. It is used to steer some responses toward pre-determined topics. The interview is structured, but remains open to the particular aspects of the cases involved and to the situation of the interviewee.

What happens after the assessment?

The assessment firm sends a report to the childcare establishment in the weeks following the assessment. The report sets out the scores obtained for each dimension of educational quality and for the childcare establishment as a whole. A copy of the report is also sent to the Ministère.

When a childcare establishment does not achieve a passing score for one or more of the dimensions assessed, a follow-up process is set in motion to improve the educational quality of the services offered. The establishment must submit an action plan using the template provided by the Ministère, implement the necessary actions and submit an implementation report to the Ministère. Lastly, if asked to do so by the Ministère, the establishment must also take part in a partial (follow-up) assessment of the quality of the dimensions for which it did not obtain passing scores. In other words, it must undergo a partial assessment of quality; in some cases, certain dimensions will not be assessed in the follow-up process.

Please see the section on the educational quality follow-up assessment process on page 37.

What scores must be obtained to pass the assessment?

DIMENSIONS OF EDUCATIONAL QUALITY	Score per facility (out of 7)	Score per group (out of 7)
Quality of the interactions between the educational staff and the children		
DOMAIN GROUP A	4.00	
Responsive Caregiving (Infant CLASS)	-	3.25
Emotional and Behavioral Support (Toddler CLASS)	-	3.25
Emotional support (Pre-K CLASS)	-	3.25
Classroom organization (Pre-K CLASS)	-	3.25
DOMAIN GROUP B	2.00	-
Engaged support for learning (Toddler CLASS)	-	1.25
Instructional support (Pre-K CLASS)	-	1.25
Quality of premises layout	4.38	-
Quality of child observation and planning practices	3.00	-
Quality of interactions between the childcare establishment staff (educators and manager) and the parents	Not applicable	Not applicable

Key

Not applicable	Means that there is no minimum score for this dimension.
Score per facility	Minimum score to be obtained by the facility. Average of the scores obtained by all the groups that were assessed.
Score per group	Minimum score to be obtained by each group that was assessed.

The childcare establishment must obtain all the score levels shown in the table. If not, as mentioned earlier, a follow-up process will be triggered.

There are minimum (passing) scores for each of the following dimensions:

- Quality of the interactions between the educational staff and the children
- Quality of premises layout
- Quality of child observation and planning practices

To pass the assessment of the *Quality of the interactions between the educational staff and the children*, the childcare establishment must obtain all the passing scores required for each facility AND for each group. There is no overall average score for this dimension, because the *Classroom Assessment Scoring System (CLASS)*, which is used to measure this dimension, is not designed to allow for the scores from each dimension to be tallied as a cumulative overall score.

“Not Applicable” means that there is no minimum score to be obtained. For example, there is no minimum score for *Quality of interactions between the childcare establishment staff (educators and manager) and the parents* because the Ministère cannot force parents to complete the questionnaire and does not wish to penalize an establishment if insufficient responses are received from its parents. The abbreviation “N/A” (Not Available) is used in the report when the parent response rate is too low. In these cases, the assessment report will include only the opinions of the educators and the manager. A parent response rate of 20% is required for the parents’ opinions to be included in the assessment report. The scores obtained for this dimension are therefore presented for information purposes only. There is no passing score associated with this dimension of educational quality.

Similarly, there is no passing level for structural quality. The information reported by the manager and educators is used to understand the context at the childcare establishment at the time of the assessment.

The assessment report also denotes the level of quality obtained (low, moderate or high), for information purposes only. A score of 1 to 2.99 is considered low, a score of 3 to 4.99 is considered moderate and a score of 5 to 7 is considered high. For example, a childcare centre or day care must obtain a score of at least 4.38 (out of 7) for the *Quality of premises layout* dimension. A score of 4.38 for this dimension would mean that the establishment has passed, but has achieved only a moderate score.

Educational Quality Assessment Report

The Rapport d'évaluation de la qualité éducative (the “report”) provides useful and relevant information for maintaining or improving educational quality. By simply reading the report carefully, sharing it with staff and applying it, a childcare provider can take the first steps towards improvement. The template used to produce the report was developed by the Ministère in collaboration with university researchers.

The template comprises 58 pages and is available in French only, to comply with the Ministère’s language policy.

The template is used for overall assessments and for partial (follow-up) assessments, and is divided into four main sections. Details are provided in the following pages of this Guide.

1. The first two pages of the report identify the childcare establishment concerned and the number of groups assessed, and also summarize the assessment scores for each of the four dimensions of quality. The first page also states whether the report is for an overall assessment or a partial assessment.
2. The third and fourth pages of the report summarize the remarks made by the manager and educators, which are used as contextual elements to illustrate the scores obtained by the establishment (i.e. structural quality).
3. Pages 5 to 48 of the report set out the detailed scores for each of the four dimensions of process quality.
 - 1 – Quality of the interactions between the educational staff and the children
 - 2 – Quality of premises layout
 - 3 – Quality of child observation and planning practices
 - 4 – Quality of interactions between the childcare establishment staff (educators and manager) and the parents
4. Pages 49 to 58 summarize the findings and present the conclusion.

Section 1 – Identification of the childcare establishment and summary of the scores

1 Rapport n° : _____ Évaluation globale

2 Date du rapport (AAAA-MM-JJ) : _____ Évaluation partielle

3

Mesure d'évaluation et d'amélioration de la qualité éducative des services de garde éducatifs à l'enfance en installation (groupes d'enfants âgés de 0 à 5 ans)

4	Nom de la ou du gestionnaire	Date de l'évaluation (AAAA-MM-JJ)	5
	Fonction		
	Nom du SGEE	Groupes observés :	
	Numéro de division	Numéro de l'installation évaluée	Groupe 1 :
	Nom de l'installation évaluée (si différent du SGEE)		Groupe 2 :
	Type : centre de la petite enfance, garderie subventionnée ou garderie non subventionnée		Groupe 3 :
	Adresse de l'installation évaluée		Groupe 4 :
			Groupe 5 :
			Groupe 6 :

Sommaire des résultats de l'évaluation

6 Est-ce que tous les seuils sont atteints ? Oui Non

Il y a des seuils à atteindre dans chacune des trois dimensions suivantes : **Qualité des interactions entre le personnel éducateur et les enfants, Qualité de l'aménagement des lieux et Qualité des pratiques d'observation des enfants et de planification.** Pour de plus amples détails, référez-vous aux explications fournies dans le présent rapport ainsi qu'aux renseignements disponibles à l'adresse suivante : www.mfa.gouv.qc.ca.

Dimension(s) dont le seuil a été atteint.

- 7
- Qualité des interactions entre le personnel éducateur et les enfants
 - Qualité de l'aménagement des lieux
 - Qualité des pratiques d'observation des enfants et de planification

Dimension(s) dont le seuil n'a pas été atteint.

- Qualité des interactions entre le personnel éducateur et les enfants
- Qualité de l'aménagement des lieux
- Qualité des pratiques d'observation des enfants et de planification

1 The report number is generated automatically by the assessment firm.

2 The date of the report is the date on which it was sent to the childcare establishment by the assessment firm.

3 The report may be for an overall assessment (all dimensions) or a partial assessment (one or more dimensions). See page 10 of this Guide for information on the difference between the two.

4 The information in this section identifies the childcare establishment that was assessed.

5 The date of the assessment is the date on which it was actually carried out in the childcare establishment. This section also provides information on the groups observed (number of children and age groups).

6 If the “Non” box is selected for the question “Est-ce que tous les seuils sont atteints?”, it means that the childcare establishment did not obtain one or more of the required passing scores and must therefore undertake a follow-up and improvement process.

7 **What does “Ne pas atteindre tous les seuils” mean?** It means that the childcare establishment did not obtain the minimum passing scores determined by the Ministère. The dimensions for which the passing score was obtained and those for which it was not obtained are identified (checked). See page 12 of this Guide for additional information on passing scores.

Dimensions de la qualité éducative	8 Résultats (sur 7)	9 Échelle de qualité		
		Faible (1 à 2,99)	Moyen (3 à 4,99)	Élevé (5 à 7)
Qualité des interactions entre le personnel éducateur et les enfants				
Domaine groupé A	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soins attentifs (Poupon)				
Soutien émotionnel et comportemental (Trottineur)				
Soutien émotionnel (Préscolaire)				
Organisation du groupe (Préscolaire)				
Domaine groupé B	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soutien engagé pour l'apprentissage (Trottineur)				
Soutien à l'apprentissage (Préscolaire)				
Qualité de l'aménagement des lieux	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Qualité des pratiques d'observation des enfants et de planification	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Qualité des interactions entre le personnel du SGEE (éducatrices ou éducateurs et gestionnaire) et les parents <small>(cette dimension ne contient aucun seuil à atteindre – voir les explications détaillées plus loin dans le présent rapport)</small>				
Perceptions du personnel (éducatrices ou éducateurs et gestionnaire)	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perceptions des parents	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 This section presents the scores (an average out of 7) for each of the dimensions assessed.

9 This section is provided for information purposes only and shows the quality level obtained: low, moderate or high, where 1 is a low score and 7 is a high score.

EXEMPLE :



Rapport d'évaluation de la qualité éducative

Rapport n° : Rapport fictif #1 Évaluation globale
 Date du rapport (AAAA-MM-JJ) : 2023-05-24 Évaluation partielle

Mesure d'évaluation et d'amélioration de la qualité éducative des services de garde éducatifs à l'enfance en installation (groupes d'enfants âgés de 0 à 5 ans)

Nom de la ou du gestionnaire <u>Mme Unetelle Sansnom</u>	Date de l'évaluation (AAAA-MM-JJ) <u>2023-03-28</u>
Fonction <u>Directrice</u>	Groupes observés :
Nom du SGEE <u>Garderie XYZ</u>	Groupe 1 : <u>4 enfants de 18 mois ou moins</u>
Nom de l'installation évaluée (si différent du SGEE) <u>1111-2222</u>	Groupe 2 : <u>8 enfants de 3-4 ans</u>
Nom de l'installation évaluée (si différent du SGEE) <u>1111-2222</u>	Groupe 3 : <u>0 enfants de 4-5 ans</u>
Type : centre de la petite enfance, garderie subventionnée ou garderie non subventionnée <u>Garderie subventionnée</u>	Groupe 4 : <u>0 enfants de 2-3 ans</u>
Adresse de l'installation évaluée <u>48 rue Sansnom, VilleSansnom, Québec, H0H0H0</u>	Groupe 5 : <u>3 enfants de 18 mois ou moins</u>
	Groupe 6 : <u></u>

Sommaire des résultats de l'évaluation	
Est-ce que tous les seuils sont atteints ? <input type="checkbox"/> Oui <input checked="" type="checkbox"/> Non	
Il y a des seuils à atteindre dans chacune des trois dimensions suivantes : Qualité des interactions entre le personnel éducateur et les enfants, Qualité de l'aménagement des lieux et Qualité des pratiques d'observation des enfants et de planification. Pour de plus amples détails, référez-vous aux explications fournies dans le présent rapport ainsi qu'aux renseignements disponibles à l'adresse suivante : www.mfa.gouv.qc.ca .	
Dimension(s) dont le seuil a été atteint.	Dimension(s) dont le seuil n'a pas été atteint.
<input type="checkbox"/> Qualité des interactions entre le personnel éducateur et les enfants	<input checked="" type="checkbox"/> Qualité des interactions entre le personnel éducateur et les enfants
<input checked="" type="checkbox"/> Qualité de l'aménagement des lieux	<input type="checkbox"/> Qualité de l'aménagement des lieux
<input type="checkbox"/> Qualité des pratiques d'observation des enfants et de planification	<input checked="" type="checkbox"/> Qualité des pratiques d'observation des enfants et de planification

Dimensions de la qualité éducative	Résultats (sur 7)	Échelle de qualité		
		Faible (1 à 2,99)	Moyen (3 à 4,99)	Élevé (5 à 7)
Qualité des interactions entre le personnel éducateur et les enfants				
Domaine groupé A <u>3,90</u>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Soins attentifs (Poupon)				
Soutien émotionnel et comportemental (Trotteur)				
Soutien émotionnel (Préscolaire)				
Organisation du groupe (Préscolaire)				
Domaine groupé B <u>1,81</u>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soutien engagé pour l'apprentissage (Trotteur)				
Soutien à l'apprentissage (Préscolaire)				
Qualité de l'aménagement des lieux <u>4,47</u>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Qualité des pratiques d'observation des enfants et de planification <u>2,50</u>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Qualité des interactions entre le personnel du SGEE (éducatrices ou éducateurs et gestionnaire) et les parents <small>(cette dimension ne contient aucun seuil à atteindre – voir les explications détaillées plus loin dans le présent rapport)</small>				
Perceptions du personnel (éducatrices ou éducateurs et gestionnaire) <u>5,10</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Perceptions des parents <u>5,44</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

In this example, day care establishment XYZ underwent an overall assessment (all dimensions) on March 28, 2023, and received its report on May 24, 2023. Five groups were observed.

Day care XYZ did not obtain passing scores for two dimensions: *Quality of the interactions between the educational staff and the children* and *Quality of child observation and planning practices*.

In addition, although it obtained a passing score for the *Quality of premises layout* dimension, its score was “moderate” and an improvement is needed for it to provide a higher level of quality. The report includes some suggestions that will help the establishment to make the required improvements.

The minimum response rate from parents was obtained because the report includes a score (5.10) indicating a high level of quality.

Section 2 – Context within the childcare establishment (structural quality and associated factors)

Contexte du SGEE – Qualité structurelle et facteurs associés

Les propos rapportés ici proviennent de l'entrevue menée auprès de la ou du gestionnaire et des éducatrices ou éducateurs du SGEE et ils décrivent le contexte de ce dernier. Ces propos n'ont pas fait l'objet d'une observation directe. Cette dimension de la qualité ne comporte aucun seuil à atteindre.

This section of the report summarizes what was said during the interviews by the manager and educators about structural quality. Specifically, it presents information on different elements, regulated or not, that characterize the childcare establishment. The elements concerned are identified in recent scientific literature as affecting the adoption of quality educational practices. They therefore provide context for the assessment of educational quality. Some of this information may reappear in the summary section at the end of the report, so that the childcare establishment can identify some of the features that affect educational quality or decide on avenues for improvement (to be included in its action plan), among other things by drawing a connection between the observations made and the establishment's structural quality.

There is no minimum passing score for this dimension.

The questionnaire is handed out during the semi-structured one-on-one interviews with the educators and with the manager (in the afternoon). The version of the questionnaire for educators differs according to the ages of the children in the educator's group (18 months and older or infants). The manager is asked to answer questions about the childcare establishment in general.

In the version for educators, the questionnaire is designed to gather information on training, access to professional development activities, the existence of team meetings for educators, conditions conducive to quality of work, and so on.

In the version for the manager, the questionnaire is designed to gather information on the childcare establishment's general operations, the qualifications of its educators, the management practices used to support the educators, and so on. It also includes some questions about child observation and planning practices.

Several types of information may be provided here :

- General characteristics of the childcare establishment
 - Children and families
 - General operation of the infant room (where applicable)
- Information about the educators
- Instructional strategies recommended by the childcare establishment
- Support offered in the childcare establishment
 - Instructional support
 - Staff meetings
 - Planning
 - Continuous education
- Collaboration with organizations and resources
- Initiatives taken by the childcare establishment
- Induction of new children to the childcare establishment
- Stable presence of an educator with the children
- Management practices
 - Supervision of the educators

Section 3 – Detailed Assessment Results

1. Quality of the interactions between the educational staff and the children

Observations of groups of children based on the *Classroom assessment scoring system* (CLASS) are used to assess the quality of the interactions between the educational staff and the children.

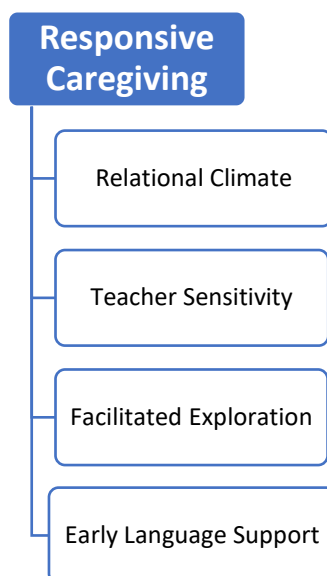
For additional information on the CLASS, visit the website of Teachstone (the American organization that holds the rights for CLASS) at: <http://teachstone.com/class/>, or visit the website of the Québec organization CASIOPE, which provides training on CLASS: <https://casiope.org/class/>.

There are several different versions of the CLASS tool, for use with different age groups, from infants to secondary school level. The CLASS versions used for this particular assessment are:

- The Infant CLASS (groups of children from birth to 18 months of age)
- The Toddler CLASS (groups of children from 15 to 36 months of age)
- The Pre-K CLASS (groups of children from 3 to 5 years of age)

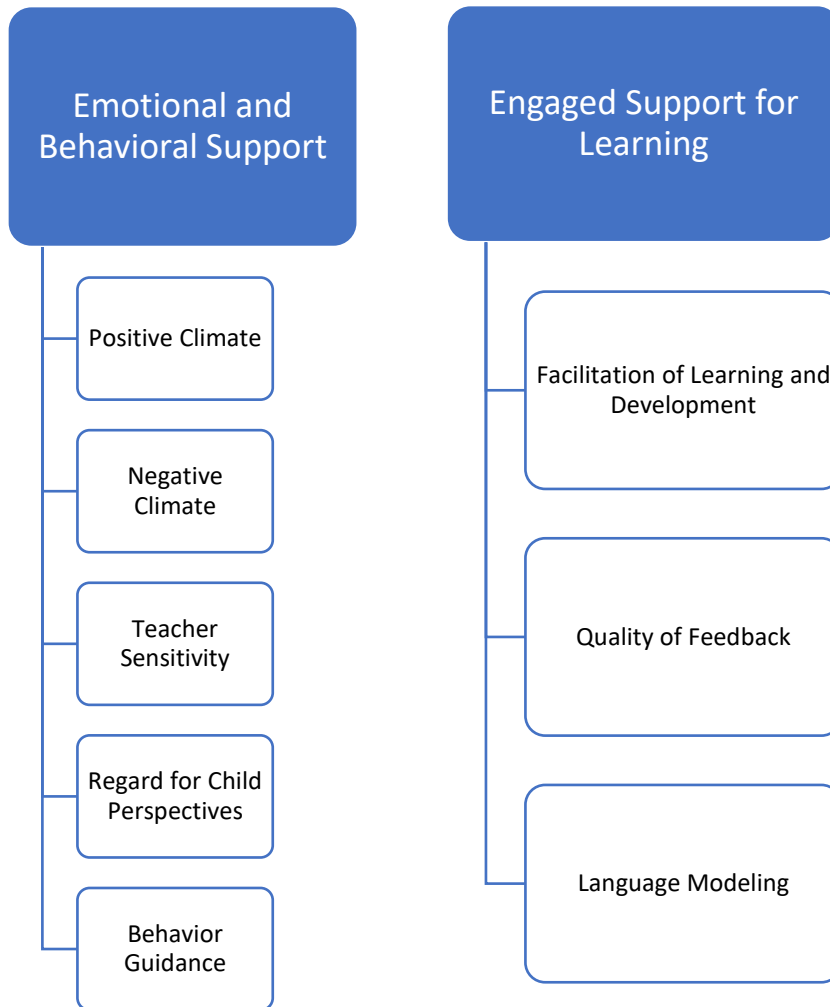
The **Infant** CLASS measures the quality of the interactions within a group using a single domain, *Responsive Caregiving*. This domain is subdivided into four dimensions: *Relational Climate*, *Teacher Sensitivity*, *Facilitated Exploration* and *Early Language Support*.

Infant CLASS: Domain and Dimensions



The **Toddler CLASS** measures the quality of the interactions within a group using two domains: *Emotional and Behavioral Support* and *Engaged Support for Learning*. These domains are subdivided into a total of eight dimensions. For the *Emotional and Behavioral Support* domain, there are five subdivisions: *Positive Climate*, *Negative Climate*, *Teacher Sensitivity*, *Regard for Child Perspectives* and *Behavior Guidance*. For the *Engaged Support for Learning* domain, there are three subdivisions: *Facilitation of Learning and Development*, *Quality of Feedback* and *Language Modeling*.

Toddler CLASS: Domains and Dimensions

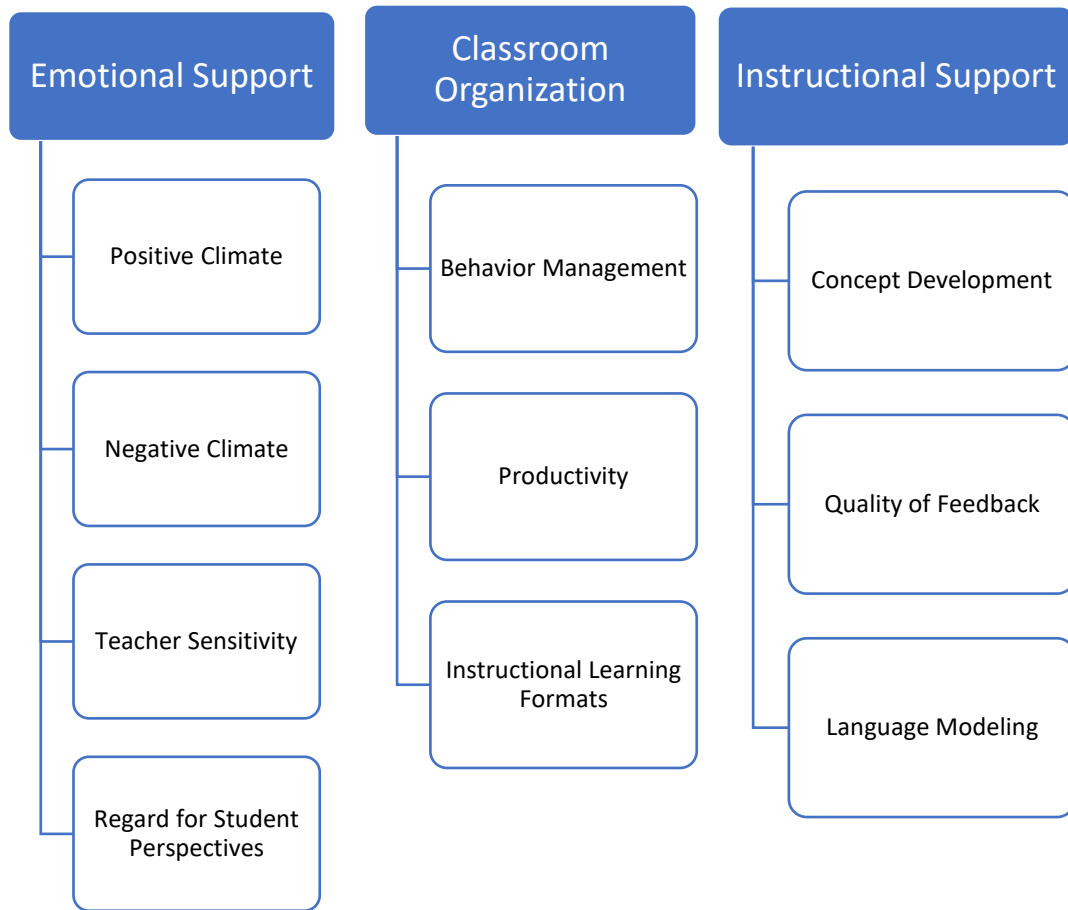


There is some overlap between the Infant and Toddler versions of CLASS, in particular for the 15-18 month age group. As a result, either the Infant or the Toddler version can be used for children in this age group. The CLASS authors recommend using the majority age within the group as a basis for deciding which version is more appropriate. If in doubt, they also suggest basing the decision on the number of children in the group who are able to walk, since children’s needs change as their mobility increases.

The **Pre-K CLASS** measures the quality of the interactions within a group using three main domains: *Emotional Support*, *Classroom Organization* and *Instructional Support*. These domains are subdivided into

a total of ten dimensions. For the *Emotional Support* domain, there are four dimensions: *Positive Climate*, *Negative Climate*, *Teacher Sensitivity* and *Regard for Student Perspectives*. For the *Classroom Organization* domain, there are three dimensions: *Behavior Management*, *Productivity* and *Instructional Learning Formats*. Lastly, for the *Instructional Support* domain, there are also three dimensions: *Concept Development*, *Quality of Feedback* and *Language Modeling*.

Pre-K CLASS: Domains and Dimensions



The usage procedures for all versions of CLASS are fairly similar, with some slight variations. Observations using the Infant version take place over 25-minute periods: 15 minutes to observe interactions within the group and 10 minutes to calculate the scores based on the CLASS parameters. Observations using the Toddler and Pre-K versions take place over 30-minute periods: 20 minutes to observe interactions within the group and 10 minutes to calculate the scores based on the CLASS guidelines.

Regardless of the version used, at least four observation cycles are required for the data to be considered valid by the tool's designers. The total observation periods are therefore **one hour and forty minutes for the Infant version, two hours for the Toddler version and two hours for the Pre-K version**. Observations take place simultaneously in the groups selected for assessment.

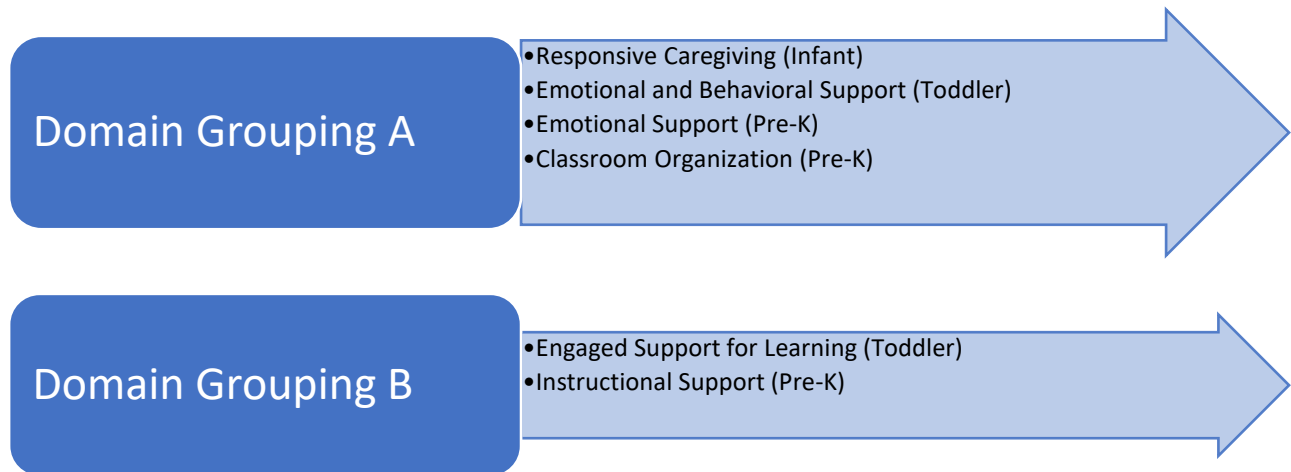
The scores obtained for the dimensions and domains are determined using a seven-point scale, where a score of 1 or 2 denotes a low level of interaction quality, a score of 3, 4 or 5 denotes a moderate level and a score of 6 or 7 denotes a high level. The only exception to this is the *Negative Climate* dimension, which is present in the Toddler and Pre-K versions of CLASS and is used to denote the presence of negative (undesirable) interactions within a group – e.g. expressions of anger or irritability by educators, physical control of children or escalating conflicts between children and the educator. This is therefore the only dimension for which the scores are reversed: in other words, a score of 1 or 2 denotes a high quality level, while a score of 6 or 7 denotes a low quality level.

It is important to remember that the Ministère's objective with the assessment is to ensure that the children are receiving good quality educational services that will contribute to their overall development, and it is towards this goal that the collective profile of educational quality is directed within a childcare establishment. Given that three different versions of the interaction measurement tool are used with children between birth and 5 years of age, it is impossible to present the scores by domain and still maintain confidentiality for the individual groups observed. Often, only one group of infants, toddlers or preschool-age children is observed in a given establishment, and if individual group scores are given it would be possible to match them with the educators concerned, therefore breaking confidentiality. As a result, the formula used is a combination of the data from the three CLASS versions, divided into two main domain groupings.

The following diagram shows the two domain groupings used to pool the scores from the Infant, Toddler and Pre-K versions of CLASS.

The **Domain Grouping A** comprises an average of the scores obtained from the *Responsive Caregiving* domain in the Infant version, the *Emotional and Behavioral Support* domain in the Toddler version and the *Emotional Support* and *Classroom Organization* domains in the Pre-K version. It therefore covers the domains for which the scores are usually higher, according to the testing data from different versions of CLASS.

The **Domain Grouping B** comprises an average of the scores obtained from the *Engaged Support for Learning* domain in the Toddler version and the *Instructional Support* domain in the Pre-K version. It therefore covers the domains for which the scores are usually lower, according to the testing data from different versions of CLASS.



Dimension groupings known as *dimension blocks*, which pool the scores from the Infant, Toddler and Pre-K versions of CLASS, have also been created so that assessment firms can present childcare establishments with written feedback that maintains the confidentiality of individual group observation scores. This new structure is designed to preserve confidentiality while providing as much information as possible to establishments so that they can use it as a basis for improvements to the quality of their educator-child interactions.

Block 1

- Relational Climate (Infant)
- Positive Climate (Toddler)
- Negative Climate (Toddler)
- Positive Climate (Pre-K)
- Negative Climate (Pre-K)

Block 2

- Teacher Sensitivity (Infant)
- Teacher Sensitivity (Toddler)
- Teacher sensitivity (Pre-K)

Block 3

- Regard for Child Perspectives (Toddler)
- Regard for Student Perspectives (Pre-K)

Block 4

- Behavior Guidance (Toddler)
- Behavior Management (Pre-K)
- Productivity (Pre-K)

Block 5

- Facilitated Exploration (Infant)
- Facilitation of Learning and Development (Toddler)
- Instructional Learning Formats (Pre-K)
- Concept Development (Pre-K)

Block 6

- Quality of Feedback (Toddler)
- Quality of Feedback (Pre-K)

Block 7

- Early Language Support (Infant)
- Language Modeling (Toddler)
- Language Modeling (Pre-K)

1	Résultats obtenus pour la dimension <i>Qualité des interactions entre le personnel éducateur et les enfants</i>				
		Installation		2 Groupes (Par souci de confidentialité, les résultats sont présentés globalement et non pour chacun des groupes.)	
		Résultats (moyenne, sur 7)	Seuil(s) atteint(s)		Seuil(s) atteint(s)
		Oui	Non	Oui	Non
Domaine groupé A		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soins attentifs (CLASS Poupon)					
Soutien émotionnel et comportemental (CLASS Trotteur)					
Soutien émotionnel (CLASS Préscolaire)					
Organisation du groupe (CLASS Préscolaire)					
Domaine groupé B		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soutien engagé pour l'apprentissage (CLASS Trotteur)					
Soutien à l'apprentissage (CLASS Préscolaire)					

3	Bloc 1
	Climat relationnel (Poupon) Climat positif (Trotteur) Climat négatif – inversé (Trotteur) Climat positif (Préscolaire) Climat négatif – inversé (Préscolaire) Détail des résultats pour l'installation (sur 7) _____ Évaluation

4	Conclusions pour la dimension <i>Qualité des interactions entre le personnel éducateur et les enfants</i>

1 This section presents the scores obtained by the facility and states whether or not it has passed the assessment.

2 The report does not present scores for individual groups, for the sake of confidentiality and to prevent educators from being identified. The goal is to assess the childcare establishment, not its educators. If “Non” is checked in the “Groupes” column, it means that one or more groups did not obtain passing scores for the dimension concerned. For example, the passing score for the *Classroom Organization* domain is 2.25. If “Non” is checked, it means that at least one of the groups did not obtain that score.

3

The report also provides detailed scores by CLASS dimension and domain, for the establishment as a whole. These detailed scores are averages for the facility, calculated from the scores of the groups that were observed.

The *Évaluation* space sets out the firm's conclusions for the assessment. It identifies the establishment's strengths and challenges, and offers suggestions for improvements.

4

This section summarizes the main conclusions (strengths, challenges and avenues for improvement) for all the items assessed. It is used to follow up on the assessment (see the section on the Follow-up Process for Educational Quality Assessments on page 37).

EXEMPLE :

Résultats obtenus pour la dimension <i>Qualité des interactions entre le personnel éducateur et les enfants</i>					
	Installation			Groupes <small>(Par souci de confidentialité, les résultats sont présentés globalement et non pour chacun des groupes.)</small>	
	Résultats (moyenne, sur 7)	Seuil(s) atteint(s)		Seuil(s) atteint(s)	
		Oui	Non	Oui	Non
Domaine groupé A	3,90	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Soins attentifs (CLASS Poupon)					
Soutien émotionnel et comportemental (CLASS Trotteur)					
Soutien émotionnel (CLASS Préscolaire)					
Organisation du groupe (CLASS Préscolaire)					
Domaine groupé B	1,81	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Soutien engagé pour l'apprentissage (CLASS Trotteur)					
Soutien à l'apprentissage (CLASS Préscolaire)					

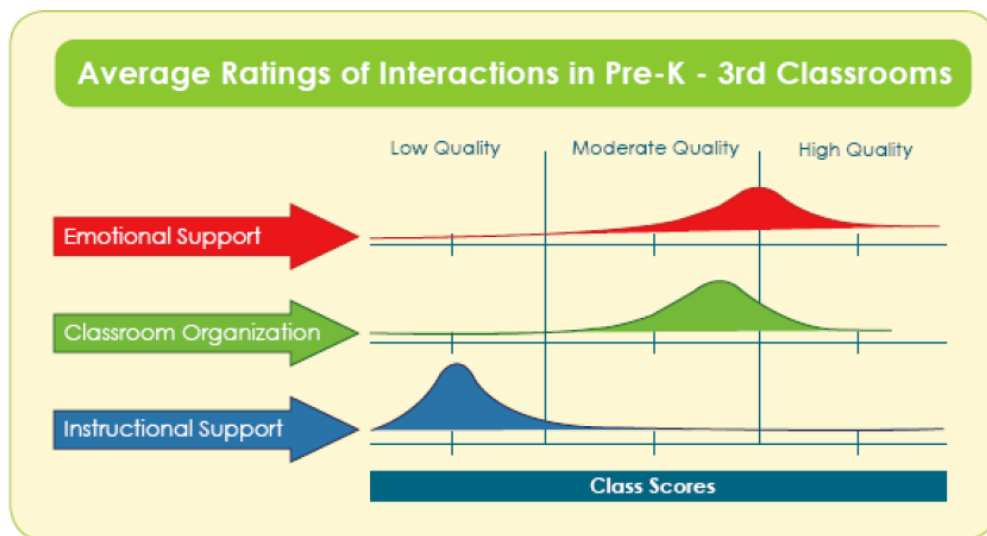
In this example, the childcare establishment fails to obtain passing scores for both the facility and the group in Domain Grouping A and Domain Grouping B.

The Block 1 score is 5.65 out of 7, denoting a high level of quality. The explanations below provide useful information in this regard.

Bloc 1
Climat relationnel (Poupon) Climat positif (Trotteur) Climat négatif – inversé (Trotteur) Climat positif (Préscolaire) Climat négatif – inversé (Préscolaire) Détail des résultats pour l'installation (sur 7) 5,65
Évaluation Ici, la firme d'évaluation rédigera ses conclusions sur ce bloc en faisant part des forces du SGEE, mais également des pistes d'amélioration à envisager.

To put the scores obtained for *the Quality of the interactions between the educational staff and the children* dimension into perspective, Diagram 1 shows the scores collected from a large sample of groups/classrooms ranging from Pre-K to the third year of elementary school in the United States, using CLASS. These data show that the observed groups obtained an average score of around 5 on a scale of 1 to 7 for the “Emotional Support” and “Classroom Organization” domains, and a generally lower score for “Instructional Support” (around 2 on a scale of 1 to 7). This difficulty has often been observed in educational settings. However, it is still important to take steps to raise the scores obtained for this dimension of interaction quality.

Diagram 1 – Average Pre-K CLASS scores in the United States (Teachstone, 2016²)



² Diagram taken from Hamre, B. K., Goffin, S. G. and Kraft-Sayre, M. (2009), *Classroom Assessment Scoring System (CLASS) Implementation Guide*. Charlottesville: Teachstone, page 17.

Diagrams 2 and 3 below show the average Infant CLASS and Toddler CLASS scores in the United States.³ They show that the childcare establishments obtained moderate quality scores (between 3 and 5) for the Infant CLASS, high quality scores (around 5) for the Toddler CLASS *Emotional and Behavioral Support* domain and moderate quality scores (around 3) for the Toddler CLASS *Engaged Support for Learning* domain.

Diagram 2 – Average Infant CLASS scores in the United States (Teachstone, 2014)

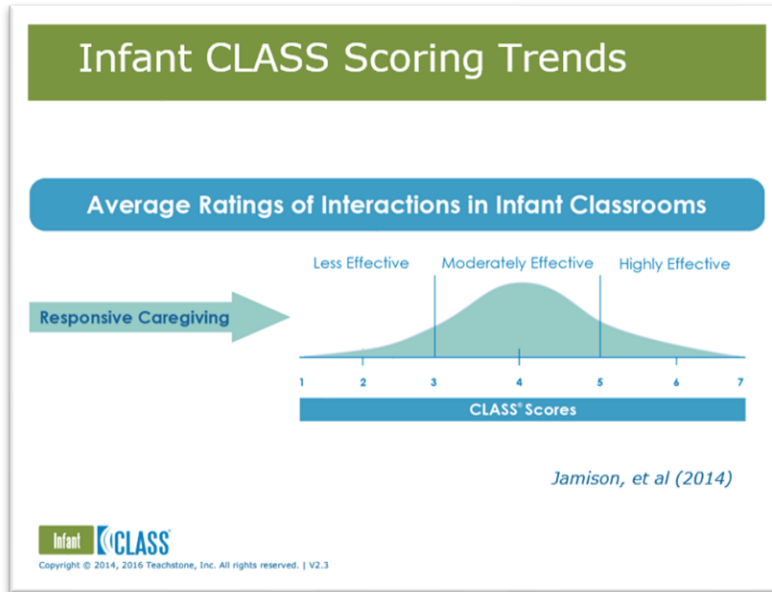
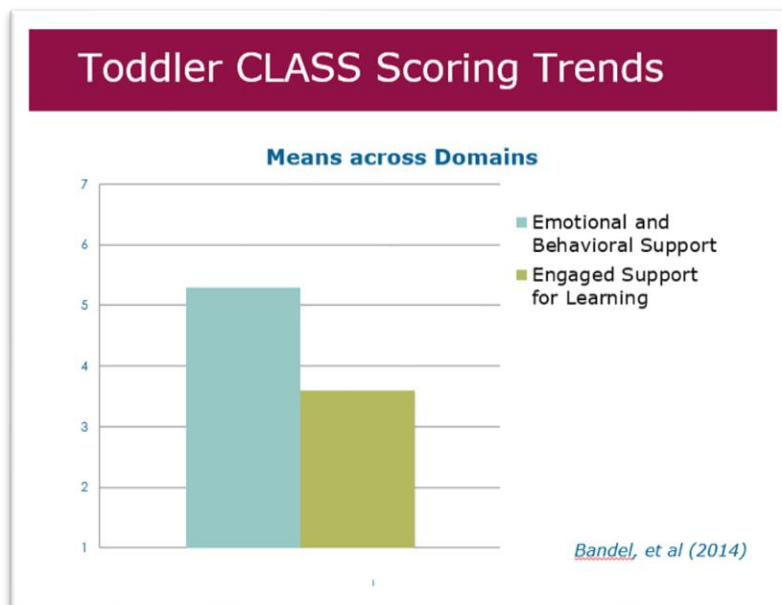


Diagram 3 – Average Toddler CLASS scores in the United States (Teachstone, 2014)



³ Diagrams provided by Teachstone.

2. Quality of premises layout

This section presents the scores obtained from observations of the premises layout. These observations are used to assess, for example, whether the premises are welcoming, whether the layout is flexible and lends itself to a variety of activities and group formats, and whether the premises meet the needs of the children and educators and encourage the children to become independent in taking care of their personal needs. Observations take place mainly in the “homerooms” of the groups concerned, and also in some of the establishment’s common areas (cloakroom, outdoor play area).

The dimensions targeted by the educational quality assessment process differ from those targeted by the Ministère’s own inspectors, who must evaluate child health and safety and compliance with legal and regulatory requirements. The elements observed during the Ministère’s inspections are not reassessed.

The assessment grid for groups of children 18 months of age or older is completed in less than 30 minutes, at the end of the morning’s observations. The assessment grid for infants is similar to that for older children. There is a lot of consistency between the two versions. The structure of the sub-dimensions is identical, and the items included and those to be promoted are very similar. The Infant version takes the same amount of time to complete (roughly 30 minutes) and uses the same compilation method. The Infant version covers 10 items, compared to 11 for the 18-month and older version.

The scores are presented on a scale of 1 to 7 and represent the average scores obtained for the facility, based on the groups observed. Individual group scores are not provided.

RÉSULTATS	
2. Qualité de l'aménagement des lieux	
Les résultats présentés ici ont été recueillis par observation directe avec l'Outil d'évaluation de la qualité de l'aménagement des lieux.	
Le SGEE doit atteindre le résultat global moyen suivant : 4,38 / 7.	
Il est à noter qu'il n'y a pas de seuil par groupe à atteindre pour cette dimension de la qualité éducative.	
1	Résultats obtenus pour la dimension « Qualité de l'aménagement des lieux »
	Résultat (moyenne) : _____ / 7
	Seuil atteint pour l'installation : <input type="checkbox"/> Oui <input type="checkbox"/> Non
2	1. Lieux accueillants Détail des résultats pour l'installation (sur 7) _____ Évaluation
3	Conclusions pour la dimension <i>Qualité de l'aménagement des lieux</i>

1 This section indicates the average score obtained for the facility (the average score for all the groups observed) and states whether or not the childcare establishment has obtained a score of 4.38 out of 7.

2 The report then presents detailed scores for each item that was assessed, along with the assessor’s conclusions (strengths, challenges and suggested improvements).

3 This section summarizes the main conclusions for all the items assessed. It is used for follow-up to the assessment (see the “Follow-up Process for Educational Quality Assessments” section on page 37).

EXAMPLE:

RÉSULTATS
2. Qualité de l'aménagement des lieux
Les résultats présentés ici ont été recueillis par observation directe avec l'Outil d'évaluation de la qualité de l'aménagement des lieux. Le SGEE doit atteindre le résultat global moyen suivant : 4,38 / 7. Il est à noter qu'il n'y a pas de seuil par groupe à atteindre pour cette dimension de la qualité éducative.
Résultats obtenus pour la dimension « Qualité de l'aménagement des lieux »
Résultat (moyenne) : <input type="text" value="4,47"/> /7 Seuil atteint pour l'installation : <input checked="" type="checkbox"/> Oui <input type="checkbox"/> Non
1. Lieux accueillants Détail des résultats pour l'installation (sur 7) <input type="text" value="6,20"/>
Évaluation Ici, la firme d'évaluation rédigera ses conclusions sur cet item en faisant part des forces du SGEE, mais également des pistes d'amélioration à envisager.

In this example, the childcare establishment obtained a score of 4.47 out of 7. This means that it passed this dimension, since the required pass level is 4.38. That is why the “Oui” box is checked. Next, the report presents the scores for each of the items in this dimension. The childcare establishment obtained a score of 6.20 out of 7 for the “Welcoming Premises” item. The assessment firm then describes the establishment’s strengths and suggests improvements.

3. Quality of child observation and planning practices

This section presents the results from the semi-structured interviews with the educators whose groups were observed via CLASS during the morning session, to assess the quality of child observation and planning practices. The interviews are held in the afternoon (during the children's naptime) and are conducted in French or, on request and if agreed when the appointment is made, in English. Each interview lasts for approximately an hour.

The interviews are used to assess the factors that influence the children's experience. For example, they help to determine whether educators use different observation techniques and collect information; whether this information guides their practices; whether they pay attention to the children's development; whether they plan activities and if so, how they go about this and how they ensure that the planning is adjusted to the needs of all the children; whether their strategies are based on an educational approach, and so on.

The version for groups of children 18 months of age or older includes eight item categories divided into two subscales, namely *child observation* and *planning practices*. The first four items address the educators' child observation practices, while the last four address their planning practices.

The wording of the questions in the Infant version of the interview is identical to that used in the version for children 18 months of age or older. Some of the items also require the assessment firm to report on the presence of certain documents (written plans, observation tools). Once the interviews are complete and the documents have been verified, the assessment firm uses the instrument's scoring guide to assign an educational quality rating to each item (low, moderate or high).

The ratings assigned to the first four items form the score for child observation practices, and the ratings assigned to the last four items form the score for planning practices. Once the rating process has been completed, the interviews will have provided three scores: (1) one score for child observation practices, (2) one score for planning practices and (3) an overall combined score for the two elements.

The director is also asked about child observation and planning practices during the semi-structured interview.

RÉSULTATS	
3. Qualité des pratiques d'observation des enfants et de planification	
Les résultats présentés ici sont issus de propos rapportés par les éducatrices ou éducateurs au moment de l'entrevue individuelle. Ces propos n'ont pas fait l'objet d'une observation directe. Le SGEE doit atteindre le résultat global moyen suivant : 3,00 / 7 Il est à noter qu'il n'y a pas de seuil par groupe à atteindre pour cette dimension de la qualité éducative.	
Résultats obtenus pour la dimension « Qualité des pratiques d'observation des enfants et de planification »	
1	Résultat (moyenne) : _____ / 7 Seuil atteint pour l'installation : <input type="checkbox"/> Oui <input type="checkbox"/> Non
Qualité des pratiques d'observation des enfants	
Détail des résultats pour l'installation (sur 7) _____ 	
2	1. L'éducatrice ou éducateur utilise divers moyens pour observer les enfants chaque jour Évaluation
3	Conclusions pour la dimension <i>Qualité des pratiques d'observation des enfants et de planification</i>

1 This section gives the average score for the facility and indicates whether the childcare establishment has obtained a passing score or not. A score of 3.00 out of 7 must be obtained to pass the assessment for this dimension.

2 The report then presents the detailed scores, by item, along with the assessors' conclusions (strengths, challenges and suggested improvements).

3 This section summarizes the main conclusions for all the items assessed. It is used to follow up on assessments (see the "Follow-up Process for Educational Quality Assessments" section on page 37).

EXAMPLE:

Résultats obtenus pour la dimension « Qualité des pratiques d'observation des enfants et de planification »	
Résultat (moyenne) : 2,50 / 7 Seuil atteint pour l'installation : <input type="checkbox"/> Oui <input checked="" type="checkbox"/> Non	
Qualité des pratiques d'observation des enfants	
Détail des résultats pour l'installation (sur 7) 2,67 	
1. L'éducatrice ou éducateur utilise divers moyens pour observer les enfants chaque jour Évaluation	
Ici, la firme d'évaluation rédigera ses conclusions sur cet item en faisant part des forces du SGEE, mais également des pistes d'amélioration à envisager.	

In this example, the childcare establishment did not pass the assessment. Its score was 2.50 out of 7, when the passing score is 3.00 out of 7.

The score of 2.50 is an average for the facility and is based on the scores obtained for the quality of child observation and activity planning practices.

In this example, the childcare establishment obtained a score of 2.67 for its child observation practices.

4. Quality of interactions between the childcare establishment staff (educators and manager) and the parents

This section presents the scores for the quality of interactions between the childcare establishment staff (educators and manager) and the parents. It is obtained from a questionnaire in three versions, one each for managers, educators and parents, and provides a variety of points of view.

The questionnaires are very similar for all age groups. The versions for educators and managers are mirror images of the version for parents.

For the version applicable to children aged 18 months or older, the three questionnaires (parents, educators and managers) contain the same number of questions (n=46), divided into six subscales:

- The educator shares information with the parents about their child.
- The educator asks about the child's family.
- The educator sends information about the educational program to the parents.
- The educator works closely with the family.
- The educator has an open-minded and respectful attitude.
- The childcare establishment takes steps to create a welcoming atmosphere for parents.

The Infant version of the questionnaire contains 55 questions divided into the same six subscales as the version for children aged 18 months or older, so that the data collected can be used to calculate an overall score for the establishment.

For managers, who must answer for both age groups (infants and children aged 18 months and older), there is only one questionnaire covering both age groups. This allows directors to give their opinions of interaction quality for all age groups at the establishment via a single questionnaire.

It takes between 10 and 15 minutes to complete the managers' version of the questionnaire, and between 5 and 10 minutes to complete the versions for educators and parents.

The manager is responsible for sending out the questionnaire to parents. The questionnaire for parents is available online (via a secure web link), in both French and English. Paper versions can be provided upon request (this must be agreed upon when the assessment appointment is made), and in this case the parents use a prepaid envelope to mail their paper copies directly to the assessment firm, so that their answers remain confidential.

Parents are asked to complete the questionnaire within 14 calendar days, excluding assessment day. In other words, if the assessment takes place on a Tuesday, the parents will have until Wednesday of the second week following the assessment (11.59 p.m.) to submit their completed questionnaires. Technical support is provided by the assessment firm. The versions of the questionnaire for educators and managers are completed on assessment day and collected by the assessment firm during the individual interviews. Questionnaires are available in French or English (to be arranged when the appointment is made).

Although the Ministère strongly encourages parents to answer the questionnaire because their opinions are very important, it cannot oblige them to do so. As a result, there is **no passing score** for the *Quality of interactions between the childcare establishment staff (educators and manager) and the parents* dimension.

To ensure adequate representation and confidentiality of the responses, **the parents' opinions are not included in the report unless at least 20% have submitted completed questionnaires**. For example, if 80 parents are asked to complete questionnaires, at least 16 must actually do so for their opinions to be presented in the assessment report. The number of parents who will receive questionnaires is agreed upon when the assessment appointment is arranged.

The questionnaire for parents also includes a section for written comments. These comments are sent to the childcare establishment in their entirety, but only if the 20% response threshold has been met and provided the comments do not reveal the identity of a child or staff member. Where applicable, the comments are sent to the childcare establishment in a separate document.

RÉSULTATS	
4. Qualité des interactions entre le personnel du SGEE (éducatrices ou éducateurs et gestionnaire) et les parents	
<p>Les résultats présentés ici ont été recueillis à l'aide d'un questionnaire rempli par les éducatrices ou éducateurs dont le groupe a été observé, par le gestionnaire de même que par les parents. Il s'agit donc de perceptions.</p> <p>Il est à noter qu'un taux de réponse de 20 % des parents sollicités (tous les parents sont invités à répondre au questionnaire) est requis pour que leur opinion soit incluse dans le rapport d'évaluation. De ce fait, l'expression « ND » signifie que le taux de réponse des parents sollicités est insuffisant et que le rapport d'évaluation fera seulement état de l'opinion combinée des éducatrices ou éducateurs et du gestionnaire.</p> <p>Les résultats obtenus pour la dimension « Qualité des interactions entre le personnel du SGEE (éducatrices ou éducateurs et gestionnaire) et les parents » sont donc présentés à titre indicatif seulement.</p> <p>Aucun seuil à atteindre n'est lié à cette dimension de la qualité éducative.</p> <p>Advenant le cas où des parents auraient rédigé des commentaires supplémentaires et que le taux de réponse requis ait été atteint, les commentaires émis seraient transmis au SGEE dans un document à part.</p>	
Résultats obtenus pour la dimension « Qualité des interactions entre le personnel du SGEE (éducatrices ou éducateurs et gestionnaire) et les parents »	
1	Résultat - SGEE (éducatrices ou éducateurs et gestionnaire) : _____ /7
2	Résultat - parents : _____ /7 (sur 7 ou ND) _____ % des parents sollicités ayant répondu
3	<p>1. L'éducatrice ou éducateur amorce avec le parent un partage d'informations sur l'enfant</p> <p>Résultats – SGEE (éducatrices ou éducateurs et gestionnaire) (sur 7) _____</p> <p>Résultats – parents (sur 7 ou ND) _____</p> <p>Évaluation _____</p>
4	Conclusions pour la dimension <i>Qualité des interactions entre le personnel du SGEE (éducatrices ou éducateurs et gestionnaire) et les parents</i>
<p>_____</p> <p>_____</p> <p>_____</p>	

1 This section gives the average result obtained for the facility in the form of two scores: one for the parents and a second combined score for the educators and manager.

2 The expression “ND” means that the parents’ response rate is “not available” because it is too low (i.e. less than 20%), and that the assessment report will include only the opinions of the educators and manager.

3

The report also includes the detailed scores for each item assessed, along with the evaluator's conclusions (strengths, challenges and suggested improvements).

4

This section summarizes the main conclusions for all the items assessed.

EXAMPLE:

Résultats obtenus pour la dimension « Qualité des interactions entre le personnel du SGEE (éducatrices ou éducateurs et gestionnaire) et les parents »	
Résultat - SGEE (éducatrices ou éducateurs et gestionnaire) :	5,44 /7
Résultat - parents :	5,10 /7 (sur 7 ou ND) 25,00 % des parents sollicités ayant répondu
1. L'éducatrice ou éducateur amorce avec le parent un partage d'informations sur l'enfant	
Résultats – SGEE (éducatrices ou éducateurs et gestionnaire) (sur 7)	5,54
Résultats – parents (sur 7 ou ND)	4,85
Évaluation	
Ici, la firme d'évaluation rédigera ses conclusions sur cet item en faisant part des forces du SGEE, mais également des pistes d'amélioration à envisager.	

In this example, enough parents (25%) completed their questionnaires. The report therefore includes the parents' opinions, with an average score of 5.10 out of 7. The average combined score for the manager and educators was 5.44 out of 7, meaning that the parents' score was slightly lower than the establishment's score.

For the first category of items assessed, on the educator's sharing of information with parents, the parents returned an average score of 4.85 out of 7, while the childcare establishment returned a score of 5.54. Here too, the parents' score was lower than that given by the establishment's personnel. The comments include strengths and suggested improvements to improve the score.

Section 4 – Summary and signature of the assessment report

1

Synthèse

2

Rapport rédigé par _____

1

The *Synthèse* (summary) section of the report summarizes the main scores obtained for each of the dimensions assessed.

2

The report is written by the assessment firm appointed by the Ministère.

Childcare Centres (CPEs) with More Than One Facility

The Ministère has produced a document in French only, intended specifically for childcare centres (CPEs) operating more than one facility. The document is entitled [*Synthèse des résultats de l'évaluation de la qualité éducative pour les centres de la petite enfance ayant plus d'une installation*](#). These establishments therefore receive two documents: an assessment report for each facility assessed, and a summary of the scores for all the facilities operating under the same childcare establishment.

The summary is given to the main childcare establishment for information purposes only. This document does not trigger follow-up action, because assessment follow-ups are carried out with each individual facility, which receives its own educational quality assessment report.

Follow-up Process for Educational Quality Assessments

If a childcare establishment does not obtain a passing score for one or more dimensions, a follow-up process is set in motion to ensure that improvements are made to its educational quality. The process includes but is not limited to the production of an action plan and an action plan implementation report, plus a follow-up assessment of the quality of dimension(s) for which passing scores were not obtained.

Action plan

A childcare establishment that fails an assessment must produce an action plan (in French), using the prescribed template. The plan must be sent to the Ministère via the secure online platform (the *Dossier de service de garde*), within 45 days of receiving the request. Follow-up is carried out by the Ministère's regional offices. The plan helps the childcare establishment to decide on the steps needed to improve the

quality of the dimension(s) for which a passing score was not obtained, and to prepare for the follow-up assessment.

The time taken to implement the action plan may vary from one childcare establishment to another, depending on the steps needed to improve the dimension(s) for which a passing score was not obtained. However, implementation **must not take more than 1 year**, starting from the date on which the Ministère acknowledges receipt of the action plan (a letter to this effect is sent to the childcare establishment).

The Ministère's regional offices provide assistance and advice for childcare establishments on all dimensions of the measure, but in particular to help them understand its expectations with regard to the action plan. However, only the establishment can determine the steps required to improve its educational quality, for which it is solely responsible. The Ministère provides tools and reference guides on the subject of quality (see the Bibliography section on page 45 of this Guide). Childcare establishments that do not obtain passing scores may also be supported and assisted by an organization chosen by the Ministère under the *Programme de soutien financier pour l'amélioration de la qualité éducative des services de garde éducatifs à l'enfance*. For additional information, please visit the [Ministère's website](#).

The **action plan template** is divided into four sections:

1. Information about the childcare establishment
2. Resolution of the Board of Directors, where applicable
3. Signature of the authorized person
4. Information about the action plan

Sections 1, 2 and 3 of the action plan

Section 1 identifies the childcare establishment and the contact person for the action plan. If the Ministère wishes to communicate with the establishment about the plan, it will contact the person identified in section 1.2.

Section 2 concerns acceptance of the action plan by the Board of Directors (in the case of a legal person). The Ministère's intention is that all the actors connected with the childcare establishment should speak with one voice to ensure that steps will be taken to improve the educational quality of the services offered to the children – hence the importance of involving the Board of Directors in the process of preparing the action plan.

Section 3 contains a space for the signature of the authorized person. The action plan must be signed and dated.

Section 4 of the action plan

Section 4 is subdivided into four parts, one for each of the dimensions of educational quality that are assessed.

Completion of each subdivision depends on the score obtained by the establishment in the overall evaluation. A childcare establishment is only required to produce an action plan for the dimension(s) for which a passing score was not obtained in the overall evaluation.

In this section, the items to be corrected, as indicated for the dimension in the “Conclusions” section of the assessment report received by the establishment, are noted and the actions proposed by the establishment to improve the quality of that dimension are listed, along with the anticipated implementation dates (start and end). The establishment must specify the goal of each action identified in the plan.

What is an “action”?

An action is an identified means of attaining a desired outcome. In the context of the measure, an action is a means that will allow the childcare establishment to improve quality. For example, an action aimed at improving the physical layout of the premises might modify a particular element of the layout, and the desired outcome might be to improve layout quality.

Below is a non-exhaustive list of criteria that may be helpful to childcare establishments when preparing their action plans:

• Details

Who? What? When? Where? How much? How? Is the information in the action plan sufficiently detailed? Does it provide a clear understanding of the proposed actions?

• Relevance

Do the proposed actions directly address the proposed improvements to the dimension(s) of quality for which passing scores were not obtained? Are they directly related to those dimensions? Is explicit consideration given to the proposed improvements listed in the quality summary, along with the structural quality and associated factors? Are the proposed actions intended for the team as a whole, or are they intended for particular individuals, or both at once, and is this consistent with the failing scores, i.e. for the facility and/or for a particular group? Are the proposed actions consistent with the priority list of proposed improvements in the report?

• Realism

Are the proposed actions realistic? In other words, are the timelines reasonable in the circumstances? Realistically, do the timelines take into account the key periods of the year? Are the resources identified to carry out the proposed actions realistic both financially and from a human resources standpoint? Are these resources readily available? Are the proposed actions grafted onto practices already in place at the establishment or are they new practices?

• Impact

Are the proposed actions likely to be impactful enough to make real improvements to the educational quality of the childcare establishment? Are some of the proposed actions designed to ensure that this impact can be maintained over time? In other words, have specific measures been included to ensure that quality (or quality improvement) will be a core concern for the educational team over time?

Action plan implementation report

The childcare establishment must complete and submit its action plan implementation report (the “implementation report”) before the end of the specified timeframe, and **no more than 1 year** after receiving the Ministère’s acknowledgement of receipt of the action plan.

The childcare establishment must enter the results obtained by implementing the action plan, along with the total number of weeks or months taken to complete all the actions identified in the plan.

Partial (follow-up) assessment

When the implementation report is received at the Ministère’s office, or when the prescribed submission deadline has passed, the Ministère sends the childcare establishment’s contact information to the assessment firm so that it can return to perform a second assessment (unless, for example, the childcare establishment has closed down or is under temporary administration).

The partial (follow-up) assessment focuses only on the dimension(s) for which a passing score was not obtained in the original assessment. It is subject to the same group sampling rules as an overall assessment.

If the childcare establishment did not achieve passing scores in the overall CLASS assessment for the “Quality of interactions with the children” dimension, the firm will re-use CLASS for the follow-up assessment, applying the complete assessment cycle and following group sampling rules. It will then assess the other dimensions, if any, applying the group sampling rules and using the appropriate tools.

If the childcare establishment did not achieve a passing score in the overall assessment for the “Premises layout” dimension only, the firm will observe group interactions for one hour (applying the group sampling rules) and will then assess the layout using the template provided.

If the childcare establishment did not achieve a passing score in the overall assessment for the “Quality of child observation and planning practices” dimension only, the firm will observe group interactions for one hour (applying the group sampling rules) and will then conduct interviews with the educators whose groups were observed, using the tool for that dimension.

An interview must be conducted with the manager (and with each of the educators whose groups were observed during the morning) in all cases (i.e. regardless of which dimension must be assessed), using the questionnaire on structural quality and associated factors. Several months may have passed since the overall evaluation, and changes may sometimes have occurred in the establishment’s management, team composition or educational practices.

The “Quality of interactions between the childcare establishment staff (educators and manager) and the parents” dimension is not assessed during a partial assessment. There is no passing score for this dimension. The partial evaluation report will therefore contain the results from the overall evaluation

(copy-paste) for this dimension. In addition, comments from parents will not be sent to the childcare establishment after a partial assessment because they were already sent with the overall assessment report.

Publication of educational quality assessment results

The *Act to amend the Educational Childcare Act to improve access to the educational childcare services network and complete its development* (Chapter 9, 2022) was assented to on April 12, 2022. Among other things it adds a fifth paragraph to section 5.1 of the *Educational Childcare Act*, making it compulsory for the Minister to publish the assessment results.

The first publication of results will take place under a transitional provision (section 99 of Chapter 9, 2022), with regard to permit holders, when all permit holders have been assessed at least once, regardless of the date of the assessment. Educational childcare providers will then be required to inform the parents of the children under their care that the results are publicly available, within 30 days after receiving a notice to that effect from the Ministère.

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


Educational childcare establishments are invited to contact their advisor at the Ministère de la Famille.

Bibliography

- BOURGON, L., LAVALLÉE, C. et al. [*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. and 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 ans). [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. [*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 information sheets), 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., and HAMRE, B. K. [*Classroom Assessment Scoring System*](#). Baltimore, MD: Brookes Publishing, 2008.


Appendix 1

The templates for the *Rapport d'évaluation de la qualité éducative*, the *Synthèse pour les centres de la petite enfance ayant plus d'une installation* and the *Plan d'action (et bilan) pour l'amélioration de la qualité éducative des services de garde en installation* are available from the [website](#) of the Ministère de la Famille.

Famille Québec  **Rapport d'évaluation de la qualité éducative**

Rapport n° : _____ Évaluation globale
Date du rapport (AAAA-MM-JJ) : _____ Évaluation partielle


Mesure d'évaluation et d'amélioration de la qualité éducative des services de garde éducatifs à l'enfance en installation (groupes d'enfants âgés de 0 à 5 ans)

Famille Québec  **Synthèse des résultats de l'évaluation de la qualité éducative pour les centres de la petite enfance ayant plus d'une installation**

Synthèse des rapports n° : _____

Date de la synthèse (AAAA-MM-JJ) : _____
 Évaluation globale
 Évaluation partielle

Mesure d'évaluation et d'amélioration de la qualité éducative des services de garde éducatifs à l'enfance en installation (groupes d'enfants âgés de 0 à 5 ans)

Famille Québec  **Plan d'action (et bilan) pour l'amélioration de la qualité éducative des services de garde éducatifs à l'enfance en installation (version électronique)**

Dans le cadre de la Mesure d'évaluation et d'amélioration de la qualité éducative des services de garde éducatifs à l'enfance (groupes d'enfants âgés de 0 à 5 ans)

