

## Call for Proposals

# Retention and Academic Success

## Concerted Action

### Summary

<b>Year of competition:</b>	2018-2019
<b>Deadline (notice or letter of intent):</b>	Wednesday, March 14, 2018, 4:00 p.m.
<b>Deadline (application):</b>	Wednesday, June 20, 2018, 4:00 p.m.
<b>Amount:</b>	Variable, depending on the component
<b>Duration of funding:</b>	Variable, depending on the component
<b>Announcement of results:</b>	Week of September 17, 2018

Note: In the event of a discrepancy between the English and French versions of this program, the French version prevails.

## Call for Proposals (Thematic Research Program)

Proposed by:

**The Ministère de l'Éducation et de l'Enseignement supérieur (MEES) and the Fonds de recherche du Québec – Société et culture (FRQSC)**

1. Objectives .....	2
2. Context .....	2
3. Research Needs .....	3
3.1 – General requirements .....	3
3.2 – Research themes.....	4
3.3 – Specific research needs.....	4
4. Conditions Governing the Competition, Grants and Fellowships .....	10
5. Components of the Competition .....	12
6. Letter of Intent: Content and Evaluation Criteria .....	13

7. Application for Funding: Content and Evaluation Criteria .....	15
8. Important Dates.....	19
9. Information .....	20
10. Appendix 1 – Information for Funded Researchers and Partners on the Conditions Governing Intellectual Property.....	21
11. Appendix 2 – Eligible Expenses for This Competition (For information purposes only) .....	22
12. Appendix 3 – Clarifications Regarding the Participation of Research Partners in Projects Submitted under the Action-Research Component .....	23
11. Appendix 4 – Scores and Ratings Grid .....	24
12. Appendix 5 – List of Funded Projects.....	26

## 1. Objectives

The Fonds de recherche du Québec – Société et culture (FRQSC) and the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) invite the scientific community to respond to this call for proposals. The projects submitted should be designed to:

- develop knowledge that will serve to foster the academic success of students as they progress through every level of education, and to keep students from abandoning their studies prior to obtaining their diploma or qualification
- create partnerships between researchers and practitioners
- foster the appropriation and concrete application of research findings across the school system

## 2. Context

The retention and academic success of Québec students is at the heart of the mission of the Ministère de l'Éducation et de l'Enseignement supérieur (MEES). The Research Program on Student Retention and Academic Success (RPSRAS) was created in 2002 with a view to developing research on this theme and providing better support and tools for decision-makers and other stakeholders in the education community. Since then, eight calls for proposals have been issued to the scientific community, with the most recent one being sent out in November 2015. The RPSRAS has funded more than 150 research projects<sup>2.1</sup> in priority areas in the field of education.

This year, MEES has updated some of the research needs set out in previous calls for proposals. New research needs have also been identified in light of projects already funded by the program, and the current situation in the field of education.

In the fall of 2016, MEES invited the education community and all its partners to take part in [public consultations](#) in order to reflect on, debate and share ideas for a new policy on educational success. At the end of this exercise, the Québec government launched its first [Policy on Educational Success](#)

<sup>2.1</sup> See Appendix 5 for a list of projects funded in the past. Summaries of all ongoing projects are available [here](#).

("the Policy"). Most of the research needs identified in this call for proposals are closely connected to the Policy, and MEES is continuing its partnership with the FROSC in order to invite the scientific community to respond to those needs.

---

## 3. Research Needs

### 3.1 – General requirements

Each of the research needs identified in this document stems directly from the research program's ultimate goal, namely **to improve student retention and academic success**. Persons wishing to apply for funding as part of this competition must meet **all** of the following requirements:

- ✓ Demonstrate how the proposed project will help achieve the program's objectives.
- ✓ Clearly indicate, on the form, the **research need (one only)** addressed by the proposal and clearly demonstrate the project's ability to meet **that specific** need.
- ✓ Include [gender-based analysis \(GBA\)](#) to maximize the impacts of the research findings on the preparation or updating of policies, strategies, action plans and programs in the field of education. If this is not done, the choice not to do so must be explained in the application.
- ✓ To avoid duplication and ensure complementarity, applications related to the main objective of the [Programme de recherche sur l'écriture et la lecture \(PREL\)](#) will not be eligible for this competition. The aim of the PREL is to develop knowledge that will allow for the emergence of writing and the improvement of reading and writing skills in French (language of instruction and second language), at the preschool, elementary and secondary levels.

**To ensure that their proposals are relevant to the needs and objectives of this competition, potential applicants are asked to:**

- a) adopt a multidisciplinary approach in addressing the chosen research need
- b) demonstrate the originality of and added value provided by their project as compared to what has previously been done in Québec, especially within the context of past competitions for this program
- c) take into consideration the characteristics of the different regions of Québec involved in the project
- d) take into consideration the school's [socio-economic status index](#) (French only)

### **PARTNERSHIP AND KNOWLEDGE TRANSFER**

In keeping with two of the three main objectives of the RPSRAS, namely to "create partnerships between researchers and practitioners" and to "foster the appropriation and concrete application of research findings across the school system," **potential applicants are asked to:**

- join forces with members of the education system and community partners when preparing their letter of intent. Members of the education system and community partners who have ideas for projects connected to one of the research needs but who do not know which researcher to select may either consult the website of the institution with which they would like to collaborate for information on the research interests of its researchers, or enter into direct contact with the faculty, department or individual with whom they wish to work

- make available, in French and English (or another language, depending on the cultural context within which the research is conducted), the transfer and dissemination items (e.g. general summaries, guides, tools) they produce in order to facilitate distribution to French and English schools and ensure that the knowledge generated by the program's funded projects is put to the best possible use
- work with knowledge transfer specialists (individuals and institutions), specifying the role the latter will play in the project or the transfer strategy

### 3.2 – Research themes

In this edition of the Retention and Academic Success Program competition, most of the research needs have been established based on the recent [Policy on Educational Success](#). The three themes presented in this document refer to the Policy's three broad areas of intervention, namely:

- Everyone achieving their full potential
- An inclusive environment for development, learning and success
- Mobilization of partners and stakeholders in support of educational success

The specific research needs presented in this document are closely tied to the Policy's orientations and challenges.

In addition to meeting the general requirements set out above, projects submitted for this competition must:

- ✓ address all questions raised in the wording of the need (only one) to which the project refers.
- ✓ take into account **at least** one of the targeted [levels of education](#). Unless otherwise indicated, the *secondary* level of education includes general education in the youth sector, general education in the adult sector, and vocational training, while the *college* level includes pre-university and technical education.
- ✓ take into account **at least** one of the target population groups, unless otherwise indicated.
- ✓ take into account the other guidelines set out above, where applicable.

### 3.3 – Specific research needs

#### EVERYONE ACHIEVING THEIR FULL POTENTIAL

During the public consultations, as indicated in the [Policy](#), members of the education network and community partners displayed the same concerns regarding the need for early intervention with children and students in order to foster educational success. If students are to achieve educational success throughout their education and especially during transitional periods, all stakeholders who interact with them must work together to provide support and assistance, regardless of stakeholders' functions or roles and the networks or systems to which they belong.

1. What contribution can school daycare services make to the overall development and well-being of children and students at school? What can be done to ensure that school daycare staff, teachers, non-teaching professionals, school administrators and parents work together effectively in order to achieve this goal?

<p><b>Target education level(s):</b></p> <ul style="list-style-type: none"> <li>✓ <i>Preschool education</i></li> <li>✓ <i>Elementary Cycle One</i></li> </ul>	<p><b>Target population(s):</b></p> <ul style="list-style-type: none"> <li>✓ <i>Children, some or all of whom may have "special needs"</i></li> <li>✓ <i>Students, some or all of whom may have "special needs"</i></li> <li>✓ <i>Teachers</i></li> <li>✓ <i>Non-teaching professionals</i></li> <li>✓ <i>School administrators</i></li> <li>✓ <i>Parents of children or students, including those with special needs</i></li> </ul>
--	--

2. What types of services, interventions, support and assistance measures at each of the two levels of education concerned would facilitate the transition from secondary school to CEGEP or from CEGEP to university, and which of them would best meet students' needs?

<p><b>Target level(s) of education:</b></p> <ul style="list-style-type: none"> <li>✓ <i>Secondary AND College</i></li> <li>✓ <i>College AND University</i></li> </ul>	<p><b>Target population(s):</b></p> <ul style="list-style-type: none"> <li>✓ <i>Students with "special needs" (e.g. learning disorders)</i></li> <li>✓ <i>Non-teaching professionals</i></li> <li>✓ <i>School administration</i></li> <li>✓ <i>Executives and managers</i></li> </ul>
---	---

[The Policy on Educational Success](#) and the [Policy Statement on Educational Integration and Intercultural Education](#) underscore the importance of providing better support to ensure the success of immigrant students, especially new arrivals, who may lag behind academically and who are known to be especially vulnerable and at risk. In order to help these students obtain a diploma or first qualification, it is vital to identify the best pedagogical and organizational practices for education professionals who work with them.

3. What are the most effective teaching practices<sup>3.3.1</sup> for fostering retention and academic success among newly arrived immigrant students who have accumulated significant academic delays? Which organizational service models should be implemented?

<p><b>Target level(s) of education:</b></p> <ul style="list-style-type: none"> <li>✓ <i>Elementary</i></li> <li>✓ <i>Secondary</i></li> </ul>	<p><b>Target population(s):</b></p> <ul style="list-style-type: none"> <li>✓ <i>Newly arrived immigrant students who have accumulated significant academic delays<sup>3.3.2</sup></i></li> <li>✓ <i>Teachers</i></li> <li>✓ <i>Non-teaching professionals</i></li> <li>✓ <i>School administration</i></li> <li>✓ <i>Executives and managers</i></li> </ul>	<p><b>Other guideline(s):</b></p> <ul style="list-style-type: none"> <li>✓ <i>REMINDER: As noted in the general requirements, applications related to the objective of the Programme de recherche sur l'écriture et la lecture (PREL) will not be accepted for this competition.</i></li> </ul>
---	--	---

<sup>3.3.1</sup> [See reference 3.3.3.](#)

<sup>3.3.2</sup> As described in the [Policy Statement on Educational Integration and Intercultural Education](#) (see pp. 9 and 10).

During the consultations leading up to the Policy, there was consensus across the education system and among community partners as to the importance of ensuring optimal literacy and numeracy development from the time students start school throughout their lives.

4. From a “critical summary” perspective (based on the definition used in this call for proposals), what are effective mathematics teaching practices <sup>3.3.3</sup> in Québec and elsewhere? What avenues can be utilized to promote the use of these practices in Québec?		
<p><b>Target level(s) of education:</b></p> <ul style="list-style-type: none"> <li>✓ <i>Preschool</i></li> <li>✓ <i>Elementary</i></li> <li>✓ <i>Secondary</i></li> </ul>	<p><b>Target population(s):</b></p> <ul style="list-style-type: none"> <li>✓ <i>Children</i></li> <li>✓ <i>Students</i></li> <li>✓ <i>Teachers</i></li> </ul>	<p><b>Guideline(s):</b></p> <ul style="list-style-type: none"> <li>✓ <i>Only proposals submitted under the “Critical Summary” component will be accepted. The definition of what is meant by “critical summary” for the purposes of this competition can be found at the link indicated in Section 5 – Components of the Competition.</i></li> </ul>

The Québec government’s [Digital Strategy](#), coordinated by the Ministère de l’Économie, de la Science et de l’Innovation (MESI), was adopted in 2016. It involves, among other things, the application of sector-based action plans by various government ministries and bodies, including MEES. Many questions have been raised about how digital technology may be used to promote learning, foster knowledge acquisition and competency development, and facilitate access to education for certain populations. Access to postsecondary education is a major issue for Indigenous communities located far from postsecondary institutions. Would it be possible to use technological tools and develop distance learning programs to better serve such communities? Research is needed on issues such as these to ensure that digital technology is used in a way that will help ensure success for all students.

5. What steps can be taken to foster access to postsecondary education for Indigenous students by using digital tools and technologies to develop distance learning?	
<p><b>Target level(s) of education:</b></p> <ul style="list-style-type: none"> <li>✓ <i>College</i></li> <li>✓ <i>University</i></li> </ul>	<p><b>Target population(s):</b></p> <ul style="list-style-type: none"> <li>✓ <i>Indigenous students</i></li> <li>✓ <i>School administration</i></li> <li>✓ <i>Executives and managers</i></li> <li>✓ <i>Indigenous communities</i></li> </ul>

In recent years, some of the projects funded by the program have documented the profiles and needs of students and adults in vocational training and adult general education.<sup>3.3.4</sup> The next step will be to use this newly acquired knowledge to improve existing educational services so they take into account the different needs of students and adults, thereby fostering retention and academic success.

<sup>3.3.3</sup> For the purposes of this competition, a practice is considered “effective” if the practice’s ability to achieve the anticipated goals and effects based on the needs and characteristics of the target client groups, when implemented in accordance with certain guidelines, has been proven scientifically or through repeated testing and evaluation. (See “pratique efficace” in the [Lexique sur le transfert des connaissances en éducation](#)).

<sup>3.3.4</sup> Paul Bélanger (2007); Rachel Belisle (2015); Danielle Desmarais (2015); Michelle Dumont (2013); Julie Marcotte (2010); Maryse Potvin (2014); Carine Villemagne (2014).

6. Based on recent knowledge of the profiles and needs of at-risk students and adults in vocational training and adult general education, how and to what extent do complementary educational services meet the needs of these groups and foster retention and academic success? What steps can be taken to address their needs more effectively and foster retention and academic success?	
<b>Target level(s) of education:</b> <ul style="list-style-type: none"> <li>✓ Secondary – Vocational training only</li> <li>✓ Secondary – Adult general education only</li> </ul>	<b>Target population(s):</b> <ul style="list-style-type: none"> <li>✓ At-risk and adult students</li> <li>✓ Teachers</li> <li>✓ Non-teaching professionals</li> <li>✓ School administration</li> <li>✓ Executives and managers</li> </ul>

7. With respect to youth and adult students with mental health problems and who attend vocational training centres, adult education centres or higher education institutions, which of the available services and interventions—whether inside or outside the classroom—best meet their needs and foster retention and academic success? What steps could be taken to meet their needs more effectively and improve retention and academic success?	
<b>Target level(s) of education:</b> <ul style="list-style-type: none"> <li>✓ Secondary-Vocational training only</li> <li>✓ Secondary-Adult general education only</li> <li>✓ College</li> <li>✓ University</li> </ul>	<b>Target population(s):</b> <ul style="list-style-type: none"> <li>✓ Youth and adult students with mental health problems</li> <li>✓ Teachers</li> <li>✓ Non-teaching professionals</li> <li>✓ School administration</li> <li>✓ Executives and managers</li> </ul>

**AN INCLUSIVE ENVIRONMENT FOR DEVELOPMENT, LEARNING AND SUCCESS**

Quality of instruction is vital in promoting educational success for young people and adults alike. However, the task of providing new teachers, in their basic training, with the tools they need to interact effectively with student populations that have widely varying needs and profiles is extremely challenging, as is the task of helping these teachers develop the reflex of using research-generated knowledge.

8. What innovative practices <sup>3.3.5</sup> can be used in basic teacher training (e.g. practicums) to improve the ability of new teachers to meet the varied needs of certain student groups (youth and adult)?		
<b>Target level(s) of education:</b> <ul style="list-style-type: none"> <li>✓ University</li> </ul>	<b>Target population(s):</b> <ul style="list-style-type: none"> <li>✓ Students undergoing basic training</li> <li>✓ Associate teachers</li> <li>✓ University professors undergoing basic training</li> </ul>	<b>Other guideline(s):</b> <p>Projects must address one of the following groups:</p> <ul style="list-style-type: none"> <li>✓ students from kindergarten for 4-year-olds in disadvantaged communities</li> <li>✓ youth and adult immigrant students</li> </ul>

<sup>3.3.5</sup> For the purposes of this competition, an innovative practice is defined as a new practice designed to achieve a voluntary, long-lasting, transferable and measurable improvement in ways of doing things. (See “pratique innovante” in the [Lexique sur le transfert des connaissances en éducation.](#))

		<ul style="list-style-type: none"> <li>✓ <i>youth and adult students with special needs</i></li> <li>✓ <i>youth and adult students from disadvantaged communities</i></li> </ul>
--	--	--

9. What innovative practices<sup>3.3.6</sup> can be used in basic training (e.g. practicums) to improve the ability of new teachers to use research-generated knowledge in their teaching?

<b>Target level(s) of education:</b> <ul style="list-style-type: none"> <li>✓ <i>University</i></li> </ul>	<b>Target population(s):</b> <ul style="list-style-type: none"> <li>✓ <i>Students in basic training</i></li> <li>✓ <i>Associate teachers</i></li> <li>✓ <i>University professors in basic training</i></li> </ul>
--	---

The methods proposed by current research on the subject of retention and academic success (the response to intervention model,<sup>3.3.7</sup> professional learning communities,<sup>3.3.8</sup> etc.) clearly show the importance of a climate that encourages collaboration between teaching and non-teaching staff. Having said this, the task of developing a collaborative culture in schools is particularly challenging, especially at the secondary level and in interdisciplinary contexts.

10. What steps can be taken to help develop a culture that encourages collaboration between secondary school staff members (e.g. teachers and non-teaching professionals) in an interdisciplinary context (i.e. not limited to the subject matter), in order to foster to retention and academic success?

<b>Target level(s) of education:</b> <ul style="list-style-type: none"> <li>✓ <i>Secondary</i></li> </ul>	<b>Target population(s):</b> <ul style="list-style-type: none"> <li>✓ <i>Students</i></li> <li>✓ <i>Teachers from different subject areas</i></li> <li>✓ <i>Non-teaching professionals</i></li> <li>✓ <i>School administration</i></li> </ul>
---	---

In many regions of Québec, student numbers are increasing, creating a need for investment to build new schools or expand existing schools.<sup>3.3.9</sup> These investments provide an opportunity to think carefully about new models for Québec's schools or ways of improving the existing physical environments in which students learn, to ensure that they are healthy and safe and stimulate student development.

11. In existing educational institutions, which spatial layout models for the classroom or the school as a whole best address students' needs and provide an environment that is healthy and safe and that stimulates student development and academic success?

<sup>3.3.6</sup> Ibid.

<sup>3.3.7</sup> Camden, Chantal. "Projet OR: Optimiser les rôles des acteurs du milieu éducatif pour mieux soutenir les élèves handicapés ou en difficultés d'adaptation ou d'apprentissage." Concerted Action: 2016-2017 Research Program on Retention and Academic Success. The project summary is available [here](#).

<sup>3.3.8</sup> Leclerc, Mylène. "La communauté d'apprentissage professionnelle comme dispositif favorisant la réussite scolaire d'élèves provenant de milieux défavorisés." Concerted Action: 2011-2012 Research Program on Retention and Academic Success. The research report is available [here](#).

<sup>3.3.9</sup> For further information, see: [http://www.budget.finances.gouv.qc.ca/budget/2017-2018/en/documents/Budget1718\\_Education.pdf](http://www.budget.finances.gouv.qc.ca/budget/2017-2018/en/documents/Budget1718_Education.pdf).



<p><b>Target level(s) of education:</b></p> <ul style="list-style-type: none"> <li>✓ <i>Preschool</i></li> <li>✓ <i>Elementary</i></li> <li>✓ <i>Secondary</i></li> </ul>	<p><b>Target population(s):</b></p> <ul style="list-style-type: none"> <li>✓ <i>Children</i></li> <li>✓ <i>Students</i></li> <li>✓ <i>Teachers</i></li> <li>✓ <i>Non-teaching professionals</i></li> <li>✓ <i>School administration</i></li> <li>✓ <i>Executives and managers</i></li> </ul>
---	--

## MOBILIZATION OF PARTNERS AND STAKEHOLDERS IN SUPPORT OF EDUCATIONAL SUCCESS

Parents clearly have a vital role to play in assisting their children throughout their time at school. If parents are to receive adequate support and assistance and to be permitted to develop their own skills in this area, it is vital that a range of suitable responses continue to be made available to address their needs.

<p>12. Parents have a vital role to play in assisting their children throughout their time at school. Taking into account the different social and cultural contexts and environments of parents and the demands of their jobs, what needs must be met to help them fulfill this role effectively in a manner that is satisfactory to them? What can be done, based on existing knowledge, to meet their needs more effectively?</p>		
<p><b>Target level(s) of education:</b></p> <ul style="list-style-type: none"> <li>✓ <i>Preschool</i></li> <li>✓ <i>Elementary</i></li> <li>✓ <i>Secondary</i></li> </ul>	<p><b>Target population(s):</b></p> <ul style="list-style-type: none"> <li>✓ <i>Children, some or all of whom may have "special needs"</i></li> <li>✓ <i>Students, some or all of whom may have "special needs"</i></li> <li>✓ <i>Parents of children or students (some or all of whom may have "special needs")</i></li> </ul>	<p><b>Other guideline(s):</b></p> <ul style="list-style-type: none"> <li>✓ <i>Program evaluation projects will not be accepted.</i></li> </ul>

During the public consultations on [the Policy](#) organized by MEES, questions were raised about the high turnover rate among teachers working with Indigenous communities and its impacts on retention and academic success. Although research in recent years has documented phenomena concerning teacher retention rates and their impacts for students, potential solutions benefiting students have yet to be tested with Indigenous communities.<sup>3.3.10</sup>

<p>13. What can educational organizations do, in collaboration with the Indigenous communities, to help recruit and retain teachers?</p>	
<p><b>Target level(s) of education:</b></p> <ul style="list-style-type: none"> <li>✓ <i>Preschool</i></li> <li>✓ <i>Elementary</i></li> </ul>	<p><b>Target population(s):</b></p> <ul style="list-style-type: none"> <li>✓ <i>Children from Indigenous communities</i></li> <li>✓ <i>Students from Indigenous communities</i></li> <li>✓ <i>Indigenous communities</i></li> </ul>

<sup>3.3.10</sup> [Carole Lévesque et al. \(2015\)](#).

✓ <i>Secondary</i>	✓ <i>Teachers</i> ✓ <i>Non-teaching professionals</i> ✓ <i>School administration</i> ✓ <i>Executives and managers</i>
--------------------	--

The work done and guidelines published by the [Conseil Supérieur de l'Éducation](#) (in French) in connection with the [Provincial Research and Innovation Policy](#) (in French) and the teaching of science and technology have highlighted a number of challenges regarding basic and continuing training for science and technology teachers. They have also drawn attention to the importance of institutions devoted specifically to developing a scientific and technological culture through the teaching of science and technology. The next step is therefore to consider how these different players can work together to ensure that students are successful.

14. In science and technology classrooms, teachers often work in partnership with organizations concerned with the development of a scientific and technological culture. What impact does this practice have on knowledge acquisition and maintenance and on the success of science and technology students? What impacts does it have for the professional development of science and technology teachers?

<b>Target level(s) of education:</b> ✓ <i>Preschool</i> ✓ <i>Elementary</i> ✓ <i>Secondary</i>	<b>Target population(s):</b> ✓ <i>Children</i> ✓ <i>Students</i> ✓ <i>Science and technology teachers and organizations concerned with the development of a scientific and technological culture (mandatory)</i>	<b>Other guideline(s):</b> ✓ <i>Program evaluation projects will not be accepted.</i>
---	---	--

## 4. Conditions Governing the Competition, Grants and Fellowships

- This Concerted Action program provides funding for grants and fellowships in various categories: postdoctoral research fellowships, research projects, action-research projects and critical summaries.
- The funding period for grants and fellowships is set to begin on October 1, 2018. The end date will depend on the component however. In all instances, the final research report must be submitted no later than three months after the end of the grant or fellowship funding period. For grants, 25% of the funds for the final year will be withheld until the final report has been approved by the FRQSC.
- The maximum amounts for the different program components are shown in the table entitled [Components of the Competition](#).

- The grant must be used to finance current expenses directly related to the carrying out of the research.
- Letters of intent and applications for funding may be in English or in French. However, the project title and summary must be in French.
- This Concerted Action is intended for university, clinical or college researchers who may act as principal investigators or co-investigators. Retired persons may only act as co-investigators. The Concerted Action is also intended for researchers who wish to apply for postdoctoral fellowships. To reflect the characteristics of the action-research projects, the co-researchers must enlist at least one representative from the practice setting (with *Other Researcher, Practitioner or Artist* status). This is an eligibility requirement for obtaining a grant under this component.
- For action-research projects, collaborating practitioners who belong to the regular research team (with *Other Researcher, Practitioner or Artist* status) may be released from their regular duties. In such cases, a certain amount from the available budget must be allotted for each project under this component.<sup>4.1</sup>
- **A researcher may submit only one letter of intent and one application as principal investigator, across all the components in this competition.**
- **A researcher (including the principal investigator) may act as co-researcher for no more than four letters of intent and four applications in this competition.**
- This Concerted Action meets FRQSC criteria, as presented in the [Common General Rules](#) and in the [Concerted Actions Program](#) regarding the eligibility of applications, eligible expenses,<sup>4.2</sup> intellectual property,<sup>4.3</sup> amounts allocated, funding periods, eligibility rules and definitions of different statuses.
- All the information needed to prepare and submit letters of intent and funding applications is presented in the [Concerted Actions Program document](#). This call for proposals contains information only on the criteria used to determine a project's relevance and on the scientific evaluation process.
- Since this call for proposals is part of the [Concerted Actions Program](#), principal investigators and postdoctoral fellows who receive funding **must** attend the **monitoring meetings** required by the program. Meetings are attended by the members of funded teams, as well as by fellowship recipients, Concerted Action partners and one or more members of the FRQSC. They are organized by the FRQSC for the purpose of monitoring the research work. Research findings may also be shared with program partners. Refusal to attend the meetings may lead to suspension of the grant or fellowship payments. Travel expenses for these activities must be included in the grant or fellowship budget.
- Postdoctoral fellowships must start on or after October 1, 2018, but no later than September 30, 2019.
- An activity report describing the status of the work done by all fellowship recipients must be submitted each year for the duration of the fellowship. The report is to be presented at an annual monitoring meeting organized by the FRQSC.
- Recipients of fellowships or grants must strive to ensure that their research findings are presented in clear, accessible language to maximize their potential impacts for those groups most likely to benefit from the research. The FRQSC has developed a guide to writing scientific reports ([Guide 1:4:20](#)),<sup>4.4</sup> available in French only, to help grant and

<sup>4.1</sup> See [Appendix 3](#) for information on participation by collaborating practitioners in projects submitted under the action-research project component.

<sup>4.2</sup> See Appendix 2.

<sup>4.3</sup> See Appendix 1.

<sup>4.4</sup> [Guide pour la rédaction du rapport scientifique for decision-makers, managers and practitioners](#) (1:4:20).

fellowship recipients in writing their final research reports. All additional information is to be included in the report in the form of appendices.

- Once the final report has been filed (grants only), the FRQSC will organize a knowledge transfer meeting to share the findings with a wider audience of potential users. The principal investigators of all funded projects are required to attend. Travel costs for this activity must be provided for in the grant’s budget.
- Recipients of fellowships or grants paid as a result of this competition must indicate, in all reports, papers or other communications, including all presentations made at monitoring meetings and in final reports, that the research was funded by the Fonds de recherche du Québec – Société et culture, in collaboration with the **Ministère de l’Éducation et de l’Enseignement supérieur**, under the [Concerted Actions Program](#). The FRQSC will send fellowship and grant recipients a reminder to ensure this condition is met.
- College researchers who are listed as co-researchers in the application may receive the statutory grant of \$7000/year and may apply for leave from their teaching duties in accordance with the program to release college researchers from their teaching duties.<sup>4.4</sup> These grants are subject to the availability of credits.
- The recipients of fellowships and grants paid under the Concerted Actions Program must comply with the Fonds de recherche du Québec’s [Policy for the Responsible Conduct of Research](#).

## 5. Components of the Competition

Components of the Competition				
Type of funding	Component	Duration	Maximum amount**	Additional grant
Support for new researchers	Postdoctoral research fellowship	2 years	\$50 000/year	Maximum of \$10 000/year for practicums outside Canada*
	Research project	2-3 years	\$150 000	
Research operating expenses	Action-research project	2-3 years	\$175 000***	
	Critical summary	1 year	\$50 000	

\*If the postdoctoral research takes place outside Canada, a maximum annual supplement of \$10 000 will be granted, for a total amount of \$60 000 per year of funding. See the rules of the [regular postdoctoral fellowship program](#) for further information.

\*\*This amount includes the cost of taking part in partnership and mobilization activities, as well as activities related to the dissemination and transfer of research findings (including monitoring and transfer activities organized by the FRQSC).

\*\*\*A portion of this amount allows collaborating practitioners (with *Other Researcher, Practitioner or Artist* status) who serve as co-researchers to be released from their regular duties (see Appendix 1).

### Definition of Components

## 6. Letter of Intent: Content and Evaluation Criteria

Those interested in the funding opportunities made available through this competition must produce a letter of intent by completing the electronic form in the principal investigator's E-Portfolio, available at [FRQnet](#). At this stage, only the principal investigator's CV ([Canadian Common CV](#)) and [detailed contributions](#) are required. They must be completed on the form provided for this purpose, which is available in the website's toolbox.

The letter of intent is a qualifying criterion. Applicants will be disqualified if they do not obtain the minimum pass mark of 70%. For additional information on how to prepare the letter of intent and how relevance is assessed, applicants are invited to consult the rules of the [Concerted Actions Program](#). The evaluation criteria for the letter of intent are as follows:

Postdoctoral Research Fellowship		
Criteria	Indicators	Weighting
<b>Relevance of the project to the objectives and needs identified in the call for proposals</b>	<ul style="list-style-type: none"> <li>• Relevance of the project to the objectives of the call for proposals</li> <li>• Project's ability to meet the needs identified in the call for proposals</li> <li>• Effort to target the needs identified in the call for proposals</li> </ul>	<p><b>60 points</b></p> <p>Criterion with a pass mark of 70%</p>
<b>Anticipated impact</b>	<ul style="list-style-type: none"> <li>• Applicability of anticipated findings</li> <li>• Potential impact of the findings on the orientation and application of public policies and programs</li> </ul>	<b>30 points</b>
<b>Transfer of knowledge and links with partners</b>	<ul style="list-style-type: none"> <li>• Scope and quality of knowledge transfer strategy with respect to the different potential users of the findings, including Concerted Action partners</li> <li>• Quality of links with partners from the community</li> </ul>	<b>10 points</b>

<b>Research Project</b>		
<b>Criteria</b>	<b>Indicators</b>	<b>Weighting</b>
<b>Relevance of the project to the objectives and needs identified in the call for proposals</b>	<ul style="list-style-type: none"> <li>• Relevance of the project to the objectives of the call for proposals</li> <li>• Project's ability to meet the needs identified in the call for proposals</li> <li>• Effort to address the needs identified in the call for proposals</li> </ul>	<p><b>60 points</b></p> <p>Criterion with a pass mark of 70%</p>
<b>Anticipated impact</b>	<ul style="list-style-type: none"> <li>• Applicability of anticipated findings</li> <li>• Potential impact of the findings on the orientation and application of public policies and programs</li> </ul>	<b>30 points</b>
<b>Transfer of knowledge and links with partners</b>	<ul style="list-style-type: none"> <li>• Scope and quality of knowledge transfer strategy with respect to the different potential users of the findings, included Concerted Action partners</li> <li>• Involvement and degree of collaboration of community partners and potential users of the findings, including Concerted Action partners</li> </ul>	<b>10 points</b>

<b>Action-Research Project</b>		
<b>Criteria</b>	<b>Indicators</b>	<b>Weighting</b>
<b>Relevance of the project to the objectives and needs identified in the call for proposals</b>	<ul style="list-style-type: none"> <li>• Relevance of the project to the objectives of the call for proposals</li> <li>• Project's ability to meet the research needs identified in the call for proposals</li> <li>• Effort to address the needs identified in the call for proposals</li> </ul>	<p><b>45 points</b></p> <p>Criterion with a pass mark of 70%</p>
<b>Anticipated impact</b>	<ul style="list-style-type: none"> <li>• Impact of the project on the development or improvement of practical applications</li> <li>• Potential impact of the findings on the orientation and application of public policies and programs</li> </ul>	<b>30 points</b>
<b>Transfer of knowledge and links with partners</b>	<ul style="list-style-type: none"> <li>• Scope and quality of knowledge transfer strategy with respect to the different potential users of the findings, including Concerted Action partners</li> <li>• Involvement and degree of collaboration of partners from the community and potential users of the findings, including Concerted Action partners</li> </ul>	<b>25 points</b>

<b>Critical Summary</b>		
<b>Criteria</b>	<b>Indicators</b>	<b>Weighting</b>
<b>Relevance of the project to the objectives and needs identified in the call for proposals</b>	<ul style="list-style-type: none"> <li>• Relevance of the project to the objectives of the call for proposals</li> <li>• Project's ability to meet the research needs identified in the call for proposals</li> <li>• Effort to address the needs identified in the call for proposals</li> </ul>	<p><b>60 points</b></p> <p>Criterion with a pass mark of 70%</p>
<b>Anticipated impact</b>	<ul style="list-style-type: none"> <li>• Applicability of anticipated findings</li> <li>• Potential impact of the findings on the orientation and application of public policies and programs</li> </ul>	<b>25 points</b>
<b>Transfer of knowledge</b>	<ul style="list-style-type: none"> <li>• Scope and quality of knowledge transfer strategy with respect to the different potential users of the findings, including Concerted Action partners</li> </ul>	<b>15 points</b>

The recommendations of the Relevance Committee will be forwarded to the Scientific Evaluation Committee. Applicants must take into account the comments and suggestions made during this stage, or must justify their decision not to do so.

---

## 7. Application for Funding: Content and Evaluation Criteria

Candidates retained at the relevance evaluation stage will be asked to submit a completed application for funding, using the form in the principal investigator's E-Portfolio, available at [FRQnet](#). Applicants will be disqualified if they do not obtain the minimum pass mark of 70% for their application. The evaluation criteria for the application are as follows:

## Postdoctoral Research Fellowship

Criteria	Indicators	Weighting
<b>Competency</b>	<p><b>Quality of academic record and recognition</b> (fellowships, distinctions and awards received; training; respondents' letters of recommendation; academic results) (10 points)</p> <p><b>Quality of scientific achievements</b> (scientific papers, distribution, publications, non-technical communications, etc.) (10 points)</p> <p><b>Relevance</b> of training and experience (personal and professional) to the project (10 points)</p>	<b>30 points</b>
<b>Research project</b>	<p><b>Originality of the project</b>, extent to which it adds value to the applicant's doctoral work and its contribution to the advancement of knowledge in the field (15 points)</p> <p><b>Clarity</b> of the problem, precision of the theoretical approach and objectives (15 points)</p> <p><b>Relevance</b>, rigour and justification of the methodological approach, and a <b>realistic</b> timetable (15 points)</p>	<b>45 points</b> Criterion with a pass mark of 70%
<b>Host environment</b>	<p><b>Quality of the chosen research setting</b> and its relevance to the project (5 points)</p> <p><b>Quality of the plan to integrate</b> the host environment (5 points)</p>	<b>10 points</b>
<b>Anticipated impact</b>	<p><b>Consideration</b> of the Relevance Committee's comments (5 points)</p> <p><b>Demonstration</b> of the anticipated impacts for decision-making and action (5 points)</p> <p><b>Knowledge dissemination and transfer</b> strategy and <b>links with collaborating practitioners</b>, including Concerted Action partners (5 points)</p>	<b>15 points</b>



<b>Research Project</b>		
<b>Criteria</b>	<b>Indicators</b>	<b>Weighting</b>
<b>Project</b>	<ul style="list-style-type: none"> <li>• Originality and contribution to the advancement of knowledge (13 pts)</li> <li>• Clarity of the problem, relevance of the theoretical approach and precision of the objectives (12 pts)</li> <li>• Appropriateness, rigour and justification of the methodological approach (15 pts)</li> <li>• Realistic timetable (5 pts)</li> <li>• Consideration of the Relevance Committee's comments (5 pts)</li> </ul>	<p><b>50 points</b></p> <p>Criterion with a pass mark of 70%</p>
<b>Competency</b>	<ul style="list-style-type: none"> <li>• Quality of the team's experience and achievements (transfer activities, papers, conferences, student supervision, publications, grants, etc.) (10 pts)</li> <li>• Evidence to show that the team's expertise is relevant to the project (10 pts)</li> </ul>	<p><b>20 points</b></p>
<b>Anticipated impact and transfer strategy</b>	<ul style="list-style-type: none"> <li>• Importance of the anticipated impact on the orientation and implementation of programs and policies in the field targeted by the call for proposals (10 pts)</li> <li>• Knowledge dissemination and transfer strategy to ensure that knowledge is taken up by potential users of the findings, and links with collaborating practitioners, including Concerted Action partners (10 pts)</li> </ul>	<p><b>20 points</b></p>
<b>Training</b>	<ul style="list-style-type: none"> <li>• Range of student research training activities included in the project, and variety of proposed tasks and responsibilities for students (10 pts)</li> </ul>	<p><b>10 points</b></p>

<b>Action-Research Project</b>		
<b>Criteria</b>	<b>Indicators</b>	<b>Weighting</b>
<b>Project</b>	<ul style="list-style-type: none"> <li>• Contribution to the development, testing and improvement of practices (5 pts)</li> <li>• Originality and contribution to the advancement of knowledge (10 pts)</li> <li>• Clarity of the problem, appropriateness of the theoretical approach and precision of the objectives (10 pts)</li> <li>• Appropriateness, rigour and justification of the methodological approach, and realistic timetable (10 pts)</li> <li>• Consideration of the Relevance Committee's comments (5 pts)</li> </ul>	<p><b>40 points</b></p> <p>Criterion with a pass mark of 70%</p>
<b>Competency</b>	<ul style="list-style-type: none"> <li>• Quality of the team's experience and achievements (transfer activities, papers, conferences, student supervision, tools, publications, grants, etc.) (10 pts)</li> <li>• Evidence to show that the team's expertise is relevant to the project (10 pts)</li> </ul>	<b>20 points</b>
<b>Collaboration and anticipated impact in the target community</b>	<ul style="list-style-type: none"> <li>• Anticipated practical benefits of the action-research project for researchers and partners from the target community (10 pts)</li> <li>• Quality of the partnership between the team and the community (10 pts)</li> </ul>	<b>20 points</b>
<b>Anticipated impact and transfer strategy</b>	<ul style="list-style-type: none"> <li>• Importance and scope of impacts beyond the target community (5 pts)</li> <li>• Knowledge dissemination and transfer strategy to ensure that knowledge is taken up by potential users of the findings, including Concerted Action partners (5 pts)</li> </ul>	<b>10 points</b>
<b>Contribution to training</b>	<ul style="list-style-type: none"> <li>• Range of student research training activities included in the project, and variety of proposed tasks and responsibilities for students (10 pts)</li> </ul>	<b>10 points</b>

Critical Summary		
Criteria	Indicators	Weighting
<b>Summary project</b>	<ul style="list-style-type: none"> <li>• Project's capacity to identify strengths and limitations of knowledge on the theme under study, and to identify new avenues for research and action (18 pts)</li> <li>• Relevance of the theoretical and methodological approaches to the achievement of the summary's objectives (17 pts)</li> <li>• Realistic timetable (5 pts)</li> <li>• Consideration of the Relevance Committee's comments (5 pts)</li> </ul>	<p><b>45 points</b></p> <p>Criterion with a pass mark of 70%</p>
<b>Competency</b>	<ul style="list-style-type: none"> <li>• Quality of research achievements and activities, peer recognition and outreach (transfer activities, papers, conferences, student supervision, publications, grants, etc.) (10 pts)</li> <li>• Evidence to show that the team's expertise is relevant to the project (10 pts)</li> </ul>	<b>20 points</b>
<b>Anticipated impact and transfer strategy</b>	<ul style="list-style-type: none"> <li>• Importance of the anticipated impact on the orientation and implementation of programs and policies in the field targeted by the call for proposals (12.5 pts)</li> <li>• Knowledge dissemination and transfer strategy to ensure that knowledge is taken up by potential users of the findings, including Concerted Action partners (12.5 pts)</li> </ul>	<b>25 points</b>
<b>Contribution to training</b>	<ul style="list-style-type: none"> <li>• Range of student research training activities included in the project, and variety of proposed tasks and responsibilities for students (10 pts)</li> </ul>	<b>10 points</b>

## 8. Important Dates

The **letter of intent** form, to be completed online in the E-Portfolio on [FRQnet](#), must be submitted by 4:00 p.m. on **Wednesday, March 14, 2018**, together with all required supporting documentation where applicable. These additional documents (e.g. letters of support from partners) must be scanned and included in the Bibliography section of the electronic form.

The results of the relevance evaluation should be announced by email in the week of April 23, 2018.

The **application for funding** form, to be completed online in the E-Portfolio on [FRQnet](#), must be submitted by **4:00 p.m. on Wednesday, June 20, 2018**, along with all required supporting documentation where applicable. These additional documents (e.g. letters of support from partners) must be scanned and included in the Other Documents section of the electronic form.

**Letters of acceptance from supervisors** (Postdoctoral Fellowships) and from the people who have been asked to provide the **TWO letters of recommendation** (respondents) must be completed and submitted online, in the E-Portfolio of the respondent, supervisor and co-supervisor, by the competition closing date and time. If any of the required letters is missing when the competition closes, the application will be declared ineligible by the Fonds.

Each candidate is responsible for providing his or her respondents, supervisors and co-supervisors with the application number and the email address associated with his or her FRQnet account. It is also the candidate's responsibility to provide these people with instructions for creating an account and writing the letters, and to ensure that the letters are submitted before the deadline.

All documents required for the purposes of this competition must be submitted using the methods described above before the competition closes. No reminders will be sent and no documents may be added after the submission deadline. A file submitted within the deadline but that does not contain all the necessary documentation will be declared ineligible by the Fonds.

As stated in point 3.3 of the [Common General Rules](#) of the Fonds de recherche du Québec: "Applicants bear full responsibility for their application and must ensure that it is complete and meets all requirements of the desired program."

Documents submitted after the deadline and documents that are not required by the program rules but are nevertheless included in the application file will not be submitted to the Evaluation Committee.

An official announcement concerning the competition results will be made in the week of **September 17, 2018**.

The project is scheduled to begin on **October 1, 2018**.

## 9. Information

### **For additional information on the competition**

Marc Bélanger

Program Officer

FRQSC

Telephone: 418-643-7582, ext. 3192

Email: [actions-concertees.sc@frq.gouv.qc.ca](mailto:actions-concertees.sc@frq.gouv.qc.ca) or [marc.belanger@frq.gouv.qc.ca](mailto:marc.belanger@frq.gouv.qc.ca)

### **For questions and assistance with technical problems**

Élizabeth Pelletier

Administrative Technician

FRQSC

Telephone: 418-643-7582, ext. 3182

Email: [elizabeth.pelletier@frq.gouv.qc.ca](mailto:elizabeth.pelletier@frq.gouv.qc.ca)

# 10. Appendix 1 – Information for Funded Researchers and Partners on the Conditions Governing Intellectual Property

## **Recognition of intellectual property rights**

In accordance with current research practices and the action plan for the management of intellectual property in universities and institutions of the health and social services network where research activities are conducted, the Concerted Action partners and the Fonds Société et culture recognize that the original raw data, interim research and findings of research funded under this program are the intellectual property of the funded researchers.

## **Rights of the parties with regard to the original raw data and interim research**

The partners may—for the purposes of reproduction, translation, public communication (by any means whatsoever), public demonstration, further research studies, etc.—use the original raw data collected by or under the supervision of the funded researchers, provided that they first obtain permission from the researchers. The partners may also use the interim research (communicated through monitoring activities or in interim reports), provided they first obtain permission from the researchers.

## **Rights of the parties with regard to the final report and research findings**

The partners may use the final report for the purposes of reproduction, translation, public communication (by any means whatsoever), public demonstration, further research studies, etc. They may also use any research findings that have been publicly disseminated by the researchers (in the context of a scientific publication, a presentation, a conference, a convention or an online publication). The person responsible for the application agrees to disclose the research findings in their entirety, as soon as possible, through follow-up activities, the final report, transfer activities, publications and other means.

## **Appropriate citations**

The partners and funded researchers agree to observe customary academic citation rules in all circumstances, including any further studies conducted on the basis of the research findings.

## **Acceptance of the grant**

By accepting the grant, the person responsible for the application grants the partners a non-exclusive, non-transferable copyright licence on the final report, without territorial limits (worldwide) and for an unlimited period of time, for which the grant constitutes consideration. The person responsible for the application assures the partners that he or she holds all the rights that entitle him or her to consent to the assignment of copyright in accordance with this agreement.

---

# 11. Appendix 2 – Eligible Expenses for This Competition (For information purposes only)

<b>Eligible Expenses for This Competition (For information purposes only)</b>					
Type of section	Category	Eligible expenses per component			College Researcher
		Project	Research-Action Project	Critical Summary	
Student support - remuneration	College students - remuneration (including benefits)				
	Undergraduate students - remuneration (including benefits)				
	Master's students - remuneration (including benefits)				
	Doctoral students - remuneration (including benefits)				
	Postdoctoral research fellows - remuneration (including benefits)				
Student support – scholarships and additional grants	College students - scholarships				
	Undergraduate students - scholarships				
	Master's students - scholarships				
	Doctoral students - scholarships				
	Postdoctoral research fellows - scholarships				
Support for highly qualified personnel	Research technicians - remuneration (including benefits)				
	Research professionals - remuneration (including benefits)				
Support for administrative staff	Administrative staff - remuneration (including benefits)				
Support for researchers and partners	College researchers – Release from duties				
	University researchers – Release from duties				
	Partners – Release from duties				
Fees and compensation	Guest speakers				
	Guest researchers				

	Scientific services and expertise				
	Professional artists				
	Development of a formal business plan				
	Research subjects				
Travel and living expenses	Travel for research purposes				
	Conferences (seminars, symposia, congresses)				
Other types of eligible expenses	Other research-related expenses				
Materials, equipment and resources	Research materials and supplies				
	Safety and safe waste elimination				
	Equipment (purchase, leasing, operating costs, maintenance, installation, repairs)				
	Resources for clinical activities				
	Laboratory animals				
	Transportation of materials and equipment				
	Purchase of and access to databases				
	Computer supplies				
Telecommunications expenses	Telecommunications				
Knowledge dissemination and transfer costs	Publishing, reproduction and translation				
	Knowledge dissemination and transfer				
	Publications				
	Grant-related website				
	Organization of events and activities				

Ineligible expenses

\* Funding conditional on availability of credits

## 12. Appendix 3 – Clarifications Regarding the Participation of Research Partners in Projects Submitted under the Action-Research Component

**Types of expenses allowed according to different roles and levels of involvement**

Representatives from the practice setting in which the action-research project is to be carried out will be involved in the process to varying degrees. The nature of their involvement will determine whether they will be considered a co-researcher or whether their name will appear in the “Collaborators” section. Each role is governed by different rules regarding eligible expenses and grant application requirements.

### Co-researchers

Representatives from the practice setting who are listed as co-researchers must make a significant contribution to the different steps in the project, both in terms of identifying knowledge needs and in conceptualizing and carrying out the project. Their contribution is justified by their familiarity with the practice setting and their knowledge of the field.

Representatives from the practice setting who fulfill this definition have *Other Researcher, Practitioner or Artist*<sup>12.1</sup> status and must provide a CV (an abridged version is available: maximum of two pages summarizing the following project-related elements in order: 1) training; 2) experience; and 3) publications or other scientific achievements, where applicable). The abridged CV must be included in the application and will be taken into consideration during the evaluation of the team composition criterion.

The principal investigator can allocate a portion of his/her budget to release the practice-setting representative from some of his/her regular duties in order to devote time to research. The amounts requested must be indicated under the budget item “Support for researchers and partners” in the budget projection table. Under no circumstances should this compensation constitute a salary. It may, however, be used to pay expenses related to the person’s involvement in the project and, if applicable, to compensate the employer for the person’s replacement during the duration of the activity.

Detailed reasons for the amounts requested, along with a description of the tasks to be performed by the practice-setting representative, must be included in the file attached to the “Budget” section of the form.

### Member listed in the “Collaborators” section

A representative from the practice setting whose name appears in the “Collaborators” section of the form will make occasional or specific contributions to one or more aspects of the action-research project due to his/her knowledge of the field. Such persons take part in the research process and may, for example, help forge contacts with the practice setting.

---

## 13. Appendix 4 – Scores and Ratings Grid

%	RANKING	DESCRIPTION
↓	<i>Fulfillment of the criterion. . .</i>	↓

---

<sup>12.1</sup> A representative from a practice setting is a person who comes from a practice setting such as a public, government or non-government body or a private company. He or she may also be from an educational institution, but must not hold a position as a paid researcher.



<b>ACCEPTANCE RECOMMENDED</b>	90-100%	<b>Outstanding (A+)</b>	<ul style="list-style-type: none"> <li>... demonstrates strengths or skills that exceed the standard of excellence.<sup>1</sup></li> </ul>
	80-89.9%	<b>Excellent (A)</b> <b><u>STANDARD</u><sup>1</sup></b>	<ul style="list-style-type: none"> <li>... meets the standard of excellence.<sup>1</sup></li> <li>Improvements may nevertheless be possible or conceivable.</li> </ul>
	70-79.9%	<b>Very good (B)</b>	<ul style="list-style-type: none"> <li>... partially meets the standard of excellence.<sup>1</sup></li> <li>Includes <b>minor to moderate</b> weaknesses or deficiencies requiring adjustments or improvements.</li> </ul>

**70%** → Pass mark for a qualifying criterion and recommendation threshold for funding

<b>ACCEPTANCE NOT RECOMMENDED</b>	60-69.9%	<b>Good to weak (C)</b>	<ul style="list-style-type: none"> <li>... does not meet the standard of excellence.<sup>1</sup></li> <li>Includes <b>significant or major weaknesses</b> requiring <b>substantial</b> improvements or adjustments.</li> </ul>
	59.9% and below	<b>Inadequate/ Insufficient (D)</b>	<ul style="list-style-type: none"> <li>... does not meet the criteria or cannot be evaluated because certain information is missing or incomplete.</li> </ul>

**FAIL  
(E)**

The application for funding (or letter of intent) **has not achieved a pass mark for a qualifying criterion or has not met the recommendation threshold for funding.**

<sup>1</sup> **STANDARD OF EXCELLENCE:** Exhibits a level of originality, relevance, precision or quality that meets the best standards in the field, taking into consideration the community (e.g. students, researchers, practitioners) to which the program applies.

## 14. Appendix 5 – List of Funded Projects

Family name, given name	Institution	Component	Title	Submission date: Final report or thesis <sup>1</sup>
Abrami, Philip C.	Concordia University	Critical Summary	Recensement méthodique des programmes de prévention du décrochage scolaire au Québec et au Canada	June 2008
Abrami, Philip C.	Université Concordia	Critical Summary	Recensement méthodique des programmes de prévention du décrochage scolaire au Québec et au Canada	June 2008
Archambault, Isabelle	U. de Montréal	Research Project	L'impact du climat interculturel des établissements sur la réussite éducative des élèves issus de l'immigration	November 2019
Archambault, Isabelle	Université de Montréal	Doctoral Research Fellowship	Trajectoires développementales du désengagement scolaire selon le sexe : Contribution spécifique des attitudes et des perceptions à l'égard de l'expérience scolaire et des relations sociales	July 2007
Archambault, Isabelle	University of Michigan, Ann Arbor	Postdoctoral Fellowship	Effets de l'environnement scolaire, des attitudes, compétences et pratiques des enseignants sur l'engagement des garçons et des filles en milieux défavorisés. Contributions directes et indirectes	July 2009
Archambault, Isabelle	Université de Montréal	Research Project	L'effet des transitions scolaires sur l'engagement des élèves issus de l'immigration en milieux défavorisés	To come
Archambault, Isabelle	Université de Montréal	Research Project	L'engagement scolaire des élèves en milieux défavorisés d'origine canadienne ou issus de l'immigration : contributions de l'environnement scolaire et des pratiques enseignantes	October 2015
Archambault, Jean	Université de Montréal	Research Project	Portrait des pratiques de directions d'école primaire en milieu défavorisé et de leur arrimage aux pratiques pédagogiques des enseignants, en rapport avec la priorisation de l'apprentissage dans la gestion de leur établissement	To come

Family name, given name	Institution	Component	Title	Submission date: Final report or thesis <sup>1</sup>
Balleux, André	Université de Sherbrooke	Research Project	La transition entre le métier et l'enseignement des nouveaux enseignants de formation professionnelle au Québec : un passage à comprendre et à accompagner	January 2013
Basque, Josianne	TÉLUQ - Université du Québec	Research Project	Un modèle de pédagogie universitaire intégrant le mentorat, la communauté de pratique en ligne et la comodélisation des connaissances : application à la formation en administration scolaire	January 2010
Bélair, Nancy	Université du Québec à Montréal	Doctoral Research Fellowship	Développement et validation d'un programme visant l'amélioration de la concentration chez des élèves à risque de décrochage scolaire ayant des difficultés d'attention et de concentration	September 2013
Bélanger, Paul	Université du Québec à Montréal	Research Project	La diversité des trajectoires et la réussite éducative des adultes en formation de base	April 2007
Bélisle, Rachel	U. de Sherbrooke	Critical Summary	Rôle des pratiques en reconnaissance des acquis et des compétences dans la persévérance et la réussite scolaires d'adultes sans diplôme qualifiant	November 2017
Belleville, Geneviève	U. Laval	Research Project	Déterminants des trajectoires d'anxiété, de perfectionnisme et de procrastination menant à l'abandon des études chez les doctorants	November 2019
Bernier, Annie	Université de Montréal	Research Project	Le développement exécutif à l'âge préscolaire : Dépistage précoce et prévention des difficultés scolaires lors de l'entrée à l'école	October 2014
Bilodeau, Angèle	Direction de la santé publique, Mtl-Centre	Research Project	L'évaluation de l'efficacité de mesures innovantes de soutien sur les compétences et la réussite scolaire au primaire	April 2007
Boily, Élisabeth	U. du Québec à Montréal	Bourse doctorale	Étude des rôles de l'enseignant, de l'orthopédagogue et de leur collaboration dans le cadre de l'implantation du modèle de réponse à l'intervention en lecture	August 2019

<b>Family name, given name</b>	<b>Institution</b>	<b>Component</b>	<b>Title</b>	<b>Submission date: Final report or thesis<sup>1</sup></b>
Borri-Anadon, Corina	Université du Québec à Montréal	Doctoral Research Fellowship	Pratiques évaluatives des orthophonistes scolaires à l'égard des élèves issus de minorités culturelles : une recherche interprétative-critique	October 2014
Bouffard, Thérèse	Université du Québec à Montréal	Research Project	Déterminants de l'adaptation et la persévérance de l'étudiant de première génération	October 2012
Bouffard, Thérèse	Université du Québec à Montréal	Research Project	Les stratégies de motivation des enseignants et leurs relations avec le profil motivationnel d'élèves du primaire	August 2005
Bourdon, Sylvain	U. de Sherbrooke	Research Project	Rapports au travail, orientation et persévérance aux études, du secondaire à l'université	November 2019
Bourdon, Sylvain	Université de Sherbrooke	Research Project	Famille, réseaux et persévérance au collégial technique Phase 2	May 2011
Bourdon, Sylvain	Université de Sherbrooke	Research Project	Famille, réseaux et persévérance des élèves à risque au collégial	April 2007
Brault-Labbé, Anne	Université de Sherbrooke	Research Project	Étude de la réalité professionnelle des enseignants du primaire et impact perçu sur la persévérance et la réussite des élèves : perspectives comparées d'enseignants novices, en mi-carrière et seniors	October 2013
Camden, Chantal	U. de Sherbrooke	Action-Research Project	Projet OR : Optimiser les Rôles des acteurs du milieu éducatif pour mieux soutenir les élèves handicapés ou en difficultés d'adaptation ou d'apprentissage	November 2019
Chamberland, Line	Université du Québec à Montréal	Research Project	L'impact de l'homophobie et de la violence homophobe sur la persévérance et la réussite scolaires	August 2010
Chartrand, Suzanne-G	Université Laval	Research Project	Analyse critique des activités de lecture et d'écriture pour apprendre et réussir au secondaire	April 2007

<b>Family name, given name</b>	<b>Institution</b>	<b>Component</b>	<b>Title</b>	<b>Submission date: Final report or thesis<sup>1</sup></b>
Chouinard, Roch	Université de Montréal	Research Project	La transition au secondaire et l'incidence de mesures de soutien sur la motivation, l'adaptation psychosociale et les apprentissages des élèves	November 2014
Chouinard, Roch	Université de Montréal	Research Project	L'incidence du programme d'intervention 80, Ruelle de l'avenir sur le rendement, la motivation, l'adaptation psychosociale et la persévérance scolaire	September 2012
Chouinard, Roch	Université de Montréal	Research Project	Les attitudes des enseignants et leurs pratiques pédagogiques selon le statut socio-économique des élèves et leur impact sur la motivation, l'adaptation sociale et le rendement scolaire	September 2007
Chouinard, Roch	Université de Montréal	Research Project	L'effet de différentes approches évaluatives sur l'engagement et la persévérance scolaires dans le contexte du passage du primaire au secondaire	April 2005
Coallier, Mélissa	Université de Sherbrooke	Doctoral Research Fellowship	Une intervention collaborative ergothérapeute-enseignant pour soutenir l'apprentissage de l'écriture au premier cycle du primaire	To come
Corriveau, Claudia	U. Laval	Action-Research Project	Projet ARIM [Actions et rapprochements interordres en mathématiques] : processus de rapprochement des pratiques d'enseignement de mathématiques pour favoriser un passage plus harmonieux pour les élèves lors de transitions scolaires	November 2019
Dagenais, Christian	Université de Montréal	Research Project	Examen des mécanismes en jeu dans la décision des intervenants scolaires d'utiliser les connaissances issues de la recherche pour changer leurs pratiques	September 2010
Deaudelin, Colette	Université de Sherbrooke	Research Project	Pratiques évaluatives novatrices et aide à l'apprentissage des élèves : l'importance des processus de régulation	April 2007

<b>Family name, given name</b>	<b>Institution</b>	<b>Component</b>	<b>Title</b>	<b>Submission date: Final report or thesis<sup>1</sup></b>
Delisle, Marie-Noëlle	Université Laval	Doctoral Research Fellowship	Étude longitudinale de la représentation numérique des femmes dans les programmes de sciences et génie à l'université et ses effets sur la menace du stéréotype et sur la motivation	December 2008
Deniger, Marc-André	Université de Montréal	Research Project	La dynamique entre la gestion et l'appropriation du changement dans les écoles de milieux défavorisés : Comprendre pour mieux soutenir la persévérance et la réussite scolaires	January 2011
Déry, Michèle	Université de Sherbrooke	Research Project	Difficultés de comportement, adaptation scolaire et parcours dans les services	February 2008
Desbiens, Nadia	Université de Montréal	Research Project	Réussite scolaire et sociale des élèves présentant des difficultés de comportement : efficacité d'un programme de soutien à l'école et à la famille	January 2007
Desmarais, Danielle	Université du Québec à Montréal	Action-Research Project	L'accompagnement pluriel et concerté du raccrochage scolaire des 16-20 ans à l'éducation des adultes. Regards croisés Québec-Europe	March 2015
Doray, Pierre	Université du Québec à Montréal	Research Project	Expériences scolaires, persévérance et pratiques éducatives des étudiants en science et en technologie dans l'enseignement collégial	June 2009
Downie, Michelle	McGill University	Doctoral Research Fellowship	La persévérance et la réussite scolaires auprès des élèves provenant des communautés ethniques	May 2007
Downie, Michelle	Université d'Ottawa	Postdoctoral Fellowship	L'influence de l'identification culturelle sur les choix académiques et la satisfaction chez les minorités ethniques	June 2009
Dumont, Michelle	Université du Québec à Trois-Rivières	Research Project	Étude des profils et des besoins psychologiques, psychopédagogiques et pédagogiques de jeunes élèves (EHDAA) fréquentant un centre de formation aux adultes : points de vue des élèves et des enseignants	August 2013

Family name, given name	Institution	Component	Title	Submission date: Final report or thesis <sup>1</sup>
Dupéré, Véronique	Université de Montréal	Research Project	Un examen détaillé des circonstances entourant la persévérance et le décrochage scolaires chez des jeunes de différents milieux	To come
Durand, Micheline-Joanne	Université de Montréal	Research Project	Documenter le jugement professionnel d'enseignants de 6e année du primaire en regard de l'évaluation des compétences en cours et en fin de cycle et des résultats obtenus par leurs élèves aux examens ministériels	January 2014
Falardeau, Érick	Université Laval	Research Project	L'évaluation de la compétence à lire et apprécier des textes variés en français au secondaire	September 2012
Falardeau, Érick	Université Laval	Action-Research Project	L'apprentissage de l'autoévaluation en écriture par des élèves de 14 à 17 ans : expérimentation d'une démarche d'enseignement explicite des stratégies d'écriture à l'aide du traitement de texte	To come
Fichten, Catherine	Dawson College	Research Project	Les perspectives des étudiants et des professeurs sur l'excellence dans l'utilisation des TIC et du cyberapprentissage au collégial	To come
Fichten, Catherine	Dawson College	Research Project	Les étudiants avec troubles d'apprentissage face aux technologies de l'information	September 2012
Fichten, Catherine	Dawson College	Research Project	Étudiants ayant des incapacités aux cégeps : réussite et avenir	May 2006
Fitzpatrick, Caroline	New York University	Postdoctoral Fellowship	Comment la relation maître-élève est-elle reliée à l'engagement scolaire et à la réussite scolaire au primaire ?	September 2015
Gagné, Marie-Ève	Université du Québec à Montréal	Doctoral Research Fellowship	Étude longitudinale de l'influence des symptômes dépressifs et de l'expérience scolaire sur le décrochage chez les adolescents	June 2012

Family name, given name	Institution	Component	Title	Submission date: Final report or thesis <sup>1</sup>
Gagnon, Claudia	Université de Sherbrooke	Doctoral Research Fellowship	Arrimage des pratiques éducatives d'enseignants et de formateurs en entreprises en contexte d'alternance. Études de cas en formation professionnelle agricole	June 2009
Gagnon, Francis	U. du Québec à Montréal	Doctoral Research Fellowship	L'innovation en éducation pour la réussite scolaire des enfants dans les milieux défavorisés : Étude de trois communautés montréalaises	-
Garakani, Tatiana	École nationale d'administration publique	Action-Research Project	Persévérance scolaire des élèves inuits — influence de la perception, de l'attitude et de l'approche pédagogique des enseignants inuits et quallunaats (non inuits)	March 2015
Gauthier, Clermont	Université Laval	Research Project	Les interventions éducatives dites efficaces en vue de favoriser la réussite scolaire des élèves provenant de milieux défavorisés : une revue de littérature	May 2004
Gauthier, Clermont	Université Laval	Critical Summary	Les écoles efficaces favorisant la réussite scolaire des élèves à risque : une revue de littérature	April 2005
Gingras, Isabelle	McGill University	Postdoctoral Fellowship	S'impliquer dans l'éducation des enfants, mais pas trop non plus : la balance clé pour le bien-être des enfants	February 2007
Giroux, Jacinthe	U. du Québec à Montréal	Action-Research Project	Évaluation orthopédagogique en mathématiques selon une approche didactique : une recherche-action	November 2019
Gonsalves, Allison	Université de Montréal	Postdoctoral Fellowship	Une exploration de l'influence des programmes scientifiques parascolaires sur les succès académiques et la persévérance en science des filles canadiennes	-
Green-Demers, Isabelle	Université du Québec en Outaouais	Research Project	L'impact du style de leadership des enseignants et des valeurs des élèves sur la croissance personnelle, la motivation, la réussite et la persévérance scolaires	October 2013



Family name, given name	Institution	Component	Title	Submission date: Final report or thesis <sup>1</sup>
Guay, Frédéric	Université Laval	Research Project	Mes amis, mes parents et mes professeurs : Une analyse comparée de leurs effets respectifs sur la motivation, la réussite, l'orientation et la persévérance scolaires	May 2011
Heath, Nancy Lee	McGill University	Research Project	Évaluation d'un modèle novateur de services scolaires pour les enfants souffrant de difficultés émotionnelles/comportementales ainsi que de difficultés d'apprentissage et émotionnelles/comportementales comorbides	February 2006
Hébert, Manon	Université de Montréal	Research Project	L'enseignement-évaluation intégré de l'oral réflexif dans les situations d'apprentissage par les pairs en lecture : quelles caractéristiques, indices de progression-différenciation et difficultés d'enseignement (primaire/secondaire)	February 2014
Janosz, Michel	Université de Montréal	Research Project	Déterminants et conséquences de l'épuisement professionnel dans les écoles publiques primaires et secondaires	To come
Japel, Christa	Université du Québec à Montréal	Research Project	Les maternelles 4 ans : la qualité de l'environnement éducatif et son apport à la préparation à l'école chez les enfants en milieux défavorisés	To come
Jutras, Benoît	Université de Montréal	Research Project	Réalisation des habitudes de vie d'enfants de 5 à 13 ans présentant des troubles de la communication et qualité de l'environnement dans lequel vivent ces enfants	October 2008
Jutras, Sylvie	Université du Québec à Montréal	Research Project	Perceptions d'acteurs importants sur la persévérance et la réussite scolaires des jeunes traités pour cancer	August 2008
Kanouté, Fasal	Université de Montréal	Research Project	Les étudiants récemment immigrés : mieux comprendre le processus d'acculturation et d'adaptation institutionnelle pour soutenir efficacement la persévérance aux études universitaires	January 2015

Family name, given name	Institution	Component	Title	Submission date: Final report or thesis <sup>1</sup>
Karsenti, Thierry P.	Université de Montréal	Research Project	Conditions d'efficacité de l'intégration des TIC en pédagogie universitaire pour favoriser la persévérance et la réussite aux études postsecondaires	To come
Karsenti, Thierry P.	Université de Montréal	Research Project	Analyse des facteurs explicatifs et des pistes de solution au phénomène du décrochage chez les nouveaux enseignants, et de son impact sur la réussite scolaire des élèves	To come
Karsenti, Thierry P.	Université de Montréal	Research Project	Analyse des facteurs explicatifs et des pistes de solution au phénomène du décrochage chez les nouveaux enseignants, et de son impact sur la réussite scolaire des élèves	August 2015
Karsenti, Thierry P.	Université de Montréal	Research Project	Conditions d'efficacité de l'intégration des TIC en pédagogie universitaire pour favoriser la persévérance et la réussite aux études postsecondaires	June 2008
Karsenti, Thierry P.	Université de Montréal	Research Project	L'impact des technologies de l'information et de la communication (TIC) sur la réussite éducative des garçons à risque de milieux défavorisés	February 2006
Karsenti, Thierry P.	Université de Montréal	Action-Research Project	Identification des mesures les plus efficaces pour contrer la pénurie et favoriser la rétention du personnel enseignant dans les écoles de milieux défavorisés	To come
Koestner, Richard F.	McGill University	Research Project	Développer les buts intégrés de la vie qui soutiennent le succès à l'école : facteurs personnels et familiaux qui promeuvent la transition du CÉGEP avec succès	December 2008
Laferrrière, Thérèse	Université Laval	Action-Research Project	Développement et évaluation d'un programme de formation en alternance en sciences et technologies (FAST) pour élèves en difficulté de milieux défavorisés	October 2014

Family name, given name	Institution	Component	Title	Submission date: Final report or thesis <sup>1</sup>
Lafortune, Gina	Université du Québec à Montréal	Postdoctoral Fellowship	L'intégration scolaire d'élèves d'origine haïtienne du secondaire, arrivés au Québec après le séisme survenu en Haïti en janvier 2010	March 2015
Lajoie, Jacques	Université du Québec à Montréal	Research Project	Intégration d'un programme de cybermentorat vocationnel aux activités d'orientation au deuxième cycle du secondaire	July 2006
Lanaris, Ekaterini (Catherine)	Université du Québec en Outaouais	Research Project	L'appropriation par l'équipe-école de la pédagogie par projets en tant que facteur contributoire à la réussite scolaire	March 2008
Langevin, Louise	Université du Québec à Montréal	Formation of or support for a research team	Conceptions, besoins et pratiques pédagogiques : perspectives pour la formation des professeurs d'université	April 2007
Lapointe, Pierre	Université de Montréal	Research Project	La gestion des activités éducatives des directeurs et des directrices d'école au primaire et la réussite scolaire des élèves dans le contexte de la réforme en éducation au Québec	January 2010
Larose, François	Université de Sherbrooke	Research Project	L'impact de la coopération pédagogique en contexte de projet sur la réussite éducative d'élèves de milieux socio-économiques faibles lors de la transition primaire-secondaire	August 2006
Larose, François	Université de Sherbrooke	Action-Research Project	Une pédagogie favorisant la résilience sociale et scolaire des parents et la réussite éducative des jeunes. Impact d'interventions communautaires auprès des parents de populations vulnérables	To come
Larose, Simon	Université Laval	Research Project	Impacts à long terme du programme MIRES sur les trajectoires motivationnelles, scolaires et professionnelles d'adolescents intéressés par des études et carrières dans les domaines de la mathématique, des sciences et des technologies	To come

<b>Family name, given name</b>	<b>Institution</b>	<b>Component</b>	<b>Title</b>	<b>Submission date: Final report or thesis<sup>1</sup></b>
Larose, Simon	Université Laval	Research Project	Formation des enseignants-ressources au mentorat et prévention des difficultés d'adaptation scolaire des adolescents pendant la transition primaire-secondaire	To come
Larose, Simon	Université Laval	Research Project	Formation des enseignants-ressources au mentorat et prévention des difficultés d'adaptation scolaire des adolescents pendant la transition primaire-secondaire	October 2015
Larose, Simon	Université Laval	Research Project	Impacts à long terme du programme MIREs sur les trajectoires motivationnelles, scolaires et professionnelles d'adolescents intéressés par des études et carrières dans les domaines de la mathématique, des sciences et des technologies	August 2010
Larose, Simon	Université Laval	Research Project	Développement et évaluation d'un programme de mentorat par les pairs pour la promotion des études et carrières scientifiques	May 2008
Larose, Simon	Université Laval	Research Project	Déterminants familiaux, motivationnels et scolaires de l'intégration et de la persévérance des étudiants dans les programmes de sciences et génie à l'université	December 2005
Lashley, Myrna	John Abbott College	Research Project	Réussite scolaire : L'identification des stratégies utilisées par les jeunes caribéens pour atteindre le succès académique	January 2006
Lauzon, Nancy	Université de Sherbrooke	Research Project	Étude des facteurs explicatifs de pénurie et de problèmes de rétention du personnel de direction d'établissement scolaire, en lien avec l'amélioration de la persévérance et de la réussite scolaires	November 2014
Leclerc, Martine	Université du Québec en Outaouais	Research Project	La communauté d'apprentissage professionnelle comme dispositif favorisant la réussite scolaire d'élèves provenant de milieux défavorisés	August 2015

Family name, given name	Institution	Component	Title	Submission date: Final report or thesis <sup>1</sup>
Leduc, Diane	Université du Québec à Montréal	Postdoctoral Fellowship	Intégration des pratiques d'évaluation aux pratiques pédagogiques dans le domaine des arts à l'enseignement supérieur	August 2011
Lefrançois, Pascale	Université de Montréal	Research Project	Évaluation de l'efficacité des mesures visant l'amélioration du français écrit du primaire à l'université	May 2005
Lessard, Anne	Université de Sherbrooke	Action-Research Project	L'analyse des effets des pratiques déployées par les partenaires de la communauté dans le cadre du programme Accès 5 afin de soutenir la persévérance et la réussite des élèves à risque de décrochage scolaire provenant de territoires défavorisés	To come
Marcotte, Julie	Université de Sherbrooke	Postdoctoral Fellowship	Les différentes trajectoires éducationnelles empruntées à l'émergence de la vie adulte : identifier les facteurs personnels, sociaux et scolaires dans une perspective développementale pour mieux comprendre et intervenir	-
Marcotte, Julie	Université du Québec à Trois-Rivières	Research Project	Portrait personnel, familial et scolaire des jeunes adultes émergents (16-24 ans) accédant aux secteurs adultes du secondaire : identification des facteurs associés à la persévérance et à l'abandon au sein de ces milieux scolaires	August 2010
Marcotte, Geneviève	Université du Québec à Montréal	Doctoral Research Fellowship	Modèle prédictif du biais d'évaluation de sa compétence chez des enfants du primaire	June 2007
Marcoux-Moisan, Maxime	U. du Québec à Montréal	Doctoral Research Fellowship	Variation des aspirations scolaires	-
Massé, Line	U. du Québec à Trois-Rivières	Action-Research Project	Attitudes et pratiques des enseignants quant à l'inclusion scolaire des élèves doués, conditions de réussite et validation d'une démarche d'accompagnement des enseignants pour favoriser leur inclusion scolaire	November 2019

Family name, given name	Institution	Component	Title	Submission date: Final report or thesis <sup>1</sup>
Massé, Line	Université du Québec à Trois-Rivières	Research Project	Portrait des pratiques éducatives utilisées pour les élèves présentant des troubles du comportement et conditions de mise en place	To come
Massé, Line	Université du Québec à Trois-Rivières	Research Project	Formation continue pour le personnel enseignant : comparaison de différentes modalités de soutien et d'accompagnement pour favoriser l'intégration scolaire des élèves présentant des troubles du comportement	October 2012
Mazalon, Élisabeth	Université de Sherbrooke	Soutien d'infrastructure d'une équipe / Universitaire / Émergence	Les acteurs impliqués dans la réussite scolaire des élèves en formation professionnelle	June 2010
Ménard, Louise	Université du Québec à Montréal	Research Project	Impact des activités formelles de formation et d'encadrement pédagogiques sur les nouveaux enseignants des cégeps et leurs étudiants	September 2012
Ménard, Louise	Université du Québec à Montréal	Research Project	La persévérance et la réussite scolaires dans un contexte de continuum de formation : des programmes techniques au baccalauréat	November 2007
Ménard, Louise	Université du Québec à Montréal	Research Project	Analyse de deux modalités d'expérimentation de l'harmonisation des programmes de formation professionnelle et technique et de leurs effets sur la persévérance et la réussite scolaires des élèves	July 2005
Moldoveanu, Mirela	Université du Québec à Montréal	Research Project	Pratiques pédagogiques différenciées et réussite scolaire de deux catégories d'élèves du primaire à risque : élèves autochtones et élèves provenant de milieux défavorisés	September 2015

Family name, given name	Institution	Component	Title	Submission date: Final report or thesis <sup>1</sup>
Morin, Marie-France	Université de Sherbrooke	Research Project	Les méthodes d'enseignement pour favoriser l'entrée dans l'écrit : la place de la différenciation pédagogique et le rôle accordé à l'interaction lecture/écriture	January 2011
Morin, Marie-France	Université de Sherbrooke	Research Project	Une approche intégrée de l'orthographe pour soutenir l'apprentissage et surmonter les difficultés du français écrit à l'école primaire	April 2006
Morris, Lori	Université du Québec à Montréal	Research Project	Une juste mesure : développement d'instruments et de critères d'évaluation linguistique pour des élèves allophones du niveau primaire du système scolaire francophone	May 2008
Morris, Lori	Université du Québec à Montréal	Research Project	Les mots pour le dire : richesse lexicale et réussite scolaire au primaire	April 2005
Moss, Ellen	Université du Québec à Montréal	Research Project	Les rôles de l'attachement et des processus individuels et familiaux dans la prédiction de la performance scolaire au secondaire	November 2007
Moss, Ellen	Université du Québec à Montréal	Research Project	Les rôles de l'attachement et des processus individuels et familiaux dans la prédiction de la performance scolaire	January 2006
Muis, Krista	McGill University	Research Project	Environnements d'apprentissage technologiques : augmenter la motivation, l'autorégulation et la réussite scolaire des étudiants à l'aide de l'apprentissage par l'enseignement	To come
Myre-Bisaillon, Julie	Université de Sherbrooke	Critical Summary	Le soutien à l'enseignement dans une perspective didactique	November 2006
Pettigrew, François	TÉLUQ - Université du Québec	Research Project	Analyse critique des pratiques d'encadrement à distance des adultes à tous les ordres d'enseignement	February 2008

Family name, given name	Institution	Component	Title	Submission date: Final report or thesis <sup>1</sup>
Plante, Isabelle	Université du Québec à Montréal	Research Project	Comprendre l'effet « Gros poisson-petit bassin » lors de la transition du primaire vers des écoles secondaires avec ou sans sélection sur le concept de soi, la motivation, l'engagement, la réussite et les aspirations scolaires des élèves	To come
Poellhuber, Bruno	U. de Montréal	Action-Research Project	La classe inversée : une recherche-action-formation pour développer une approche ayant un impact sur l'engagement, la motivation et la réussite	November 2019
Poissant, Hélène	Université du Québec à Montréal	Research Project	Le Programme Multidimensionnel de Remédiation Cognitive (PMRC) et réduction des difficultés scolaires chez les enfants avec TDAH	June 2007
Potvin, Maryse	Université du Québec à Montréal	Research Project	Les jeunes de 16-24 ans issus de l'immigration à l'éducation des adultes : cheminement, processus de classements et orientation scolaire	February 2014
Poulin, François	Université du Québec à Montréal	Research Project	Prévenir le décrochage scolaire et la violence à l'adolescence en intervenant dès l'entrée en maternelle : effet à long terme du Programme Fluppy	To come
Poulin, François	Université du Québec à Montréal	Research Project	Activités parascolaires et réussite scolaire	November 2011
Presseau, Annie	Université du Québec à Trois-Rivières	Research Project	Persévérance et réussite scolaires chez les jeunes autochtones à risque ou en difficulté : soutien aux enseignants dans le développement d'interventions pédagogiques efficaces	August 2006
Rahm, Jrene	U. de Montréal	Action-Research Project	Un projet collaboratif avec les jeunes inuits, leurs familles et communautés : la persévérance scolaire sous l'angle des pratiques éducatives informelles, de la recherche scientifique communautaire et des cheminements éducatifs	November 2019



Family name, given name	Institution	Component	Title	Submission date: Final report or thesis <sup>1</sup>
Rahm, Jrene	Université de Montréal	Action-Research Project	Clubs de science-technologie issus de partenariats école-communauté comme agent de support pour des jeunes en transition du primaire au secondaire : une recherche-action sur le soutien à la persévérance et à la réussite scolaire	September 2015
Raïche, Gilles	Université du Québec à Montréal	Research Project	Structure et évolution de l'intégration des pratiques d'évaluation des apprentissages aux pratiques pédagogiques dans le contexte des approches par compétences	August 2011
Rosenfield, Steven	Vanier College	Research Project	Étude des facteurs aptes à influencer la réussite et la persévérance dans les programmes de sciences aux cégeps anglophones	December 2005
Rousseau, Nadia	Université du Québec à Trois-Rivières	Research Project	Étude longitudinale portant sur les pratiques efficaces en matière de mise en œuvre du Parcours de formation axée sur l'emploi	August 2012
Rousseau, Nadia	Université du Québec à Trois-Rivières	Research Project	Étude multidimensionnelle de la transférabilité des effets produits par quatre stratégies typiques du modèle CFER à d'autres contextes scolaires auprès d'élèves ayant des difficultés d'apprentissage	June 2007
Rousseau, Nadia	Université du Québec à Trois-Rivières	Soutien d'infrastructure d'une équipe/Universitaire/Émergence	Qualification et insertion socioprofessionnelle des jeunes adultes ayant été identifiés élèves handicapés ou en difficulté d'apprentissage ou d'adaptation (EHDAA) au secteur jeune	September 2009
Roy, Amélie	Université Laval	Doctoral Research Fellowship	Estime de soi, motivation et réussite scolaire des élèves en difficulté d'adaptation ou d'apprentissage : Pour une intégration efficace en classe ordinaire	-
Roy, Mathieu	U. du Québec à Montréal	Doctoral Research Fellowship	Les perceptions de compétence, le sentiment d'être imposteur, l'orientation envers l'action et l'orientation temporelle comme facteurs d'adaptation à la transition postsecondaire	-

<b>Family name, given name</b>	<b>Institution</b>	<b>Component</b>	<b>Title</b>	<b>Submission date: Final report or thesis<sup>1</sup></b>
Royer, Nicole	Université du Québec à Trois-Rivières	Research Project	La participation et la persévérance académiques dans des contextes pédagogiques en changement : étude du rôle de la vie sociale des élèves au début de la fréquentation scolaire	July 2007
Sauvé, Louise	TÉLUQ - Université du Québec	Research Project	Regard des apprenantes universitaires sur les modes d'organisation et d'encadrement pédagogique en formation à distance et en ligne	November 2019
Sauvé, Louise	TÉLUQ - Université du Québec	Research Project	Les troubles d'apprentissage liés aux stratégies d'études, à l'oral, à l'écrit et aux calculs et l'apport des outils d'aide chez les étudiants en première année d'études au collège et à l'université	October 2012
Sauvé, Louise	TÉLUQ - Université du Québec	Research Project	Conditions de réussite et de persévérance à l'université : une analyse des modes d'encadrement et de support en fonction des caractéristiques d'apprentissage	September 2007
Savard, Denis	Université Laval	Soutien d'infrastructure d'une équipe/Universitaire/Émergence	Les Conventions de partenariat dans le système d'éducation québécois : une évaluation pansystémique de l'implantation et des effets	October 2013
Savoie, Lorraine	Université du Québec en Outaouais	Research Project	L'accompagnement dans la démarche de projets développés par le milieu scolaire pour soutenir la persévérance et la réussite scolaires : étude des besoins et de la dynamique	November 2010
Savoie, Lorraine	Université du Québec en Outaouais	Research Project	La réussite scolaire d'étudiants adultes inscrits dans des programmes de formation professionnelle : enjeux, défis	July 2007
Schmidt, Sylvine	Université de Sherbrooke	Research Project	Analyse des conditions favorables au cheminement et à la réussite scolaires des élèves en difficulté d'apprentissage intégrés à la classe ordinaire	September 2008

Family name, given name	Institution	Component	Title	Submission date: Final report or thesis <sup>1</sup>
Serbin, Lisa A.	Concordia University	Research Project	La transition du primaire au secondaire : trajectoires de succès chez les populations vulnérables	February 2009
Sheriff, Teresa	Centre Jeunesse de Québec	Research Project	J'instruis, tu prends virage milieu, nous qualifions...	January 2006
St-Pierre, Marie-Catherine	Université Laval	Action-Research Project	ÉCRIT : communauté de pratique, technologie et réponse à l'intervention en compréhension de lecture pour le développement de pratiques enseignantes soutenant les habiletés langagières réceptives chez les enfants de milieux défavorisés	To come
Tremblay, Gilles	Cégep Limoilou	Research Project	Recherche-action pour développer un modèle d'intervention favorisant l'intégration, la persévérance et la réussite des garçons aux études collégiales	March 2006
Trépanier, Nathalie	Université de Montréal	Action-Research Project	Mise en œuvre d'un modèle d'équipe de soutien à l'enseignant pour répondre aux besoins des étudiants du collégial en situation de handicap	To come
Vatz, Michèle	Université de Sherbrooke	Research Project	Les différents modèles de collaboration familles-écoles : trajectoires de réussite pour des groupes immigrants et des groupes autochtones du Québec	August 2005
Vázquez-Abad, Jesús	Université de Montréal	Research Project	L'incidence d'une approche de l'apprentissage des sciences basée sur la collaboration médiatisée sur la motivation des filles et des garçons de milieux défavorisés	To come
Vázquez-Abad, Jesús	Université de Montréal	Research Project	ScienTIC Phase 2 : l'incidence d'une approche d'apprentissage basée sur la coopération médiatisée en sciences 1 <sup>er</sup> cycle du secondaire sur la motivation des élèves de milieux défavorisés	October 2008

Family name, given name	Institution	Component	Title	Submission date: Final report or thesis <sup>1</sup>
Vázquez-Abad, Jesús	Université de Montréal	Research Project	L'incidence d'une approche de l'apprentissage des sciences basée sur la collaboration médiatisée sur la motivation des filles et des garçons de milieux défavorisés	June 2007
Verlaan, Pierrette	Université de Sherbrooke	Critical Summary	Recension des écrits sur l'efficacité des programmes d'intervention auprès des filles en troubles de comportements : comprendre pour mieux agir	March 2006
Vidal, Marjorie	U. de Montréal	Postdoctoral Fellowship	La collaboration école-communauté au secteur de l'éducation des adultes : le cas de deux écoles de type communautaire	November 2018
Vierstraete, Valérie	Université de Sherbrooke	Research Project	Impact des difficultés financières et de l'aide financière aux études, des bourses institutionnelles et des stages coopératifs sur la persévérance et la réussite scolaires à l'université	August 2013
Villemagne, Carine	Université de Sherbrooke	Research Project	Besoins particuliers d'adultes en formation générale de base et modalités de prise en considération de ces besoins par des formateurs d'adultes	June 2014

<sup>1</sup> Research reports submitted since 2007 are available on the Fonds Société et culture website: [http://www.frqsc.gouv.qc.ca/fr/parteneriat/rapports-de-recherche?field=0&researcher\\_name=&year=0&institution=0&partner=0&proposition=11&submit=Rechercher](http://www.frqsc.gouv.qc.ca/fr/parteneriat/rapports-de-recherche?field=0&researcher_name=&year=0&institution=0&partner=0&proposition=11&submit=Rechercher).

To access reports published prior to 2007, please contact Gabriela Birsan: [gabriela.birsan@frq.gouv.qc.ca](mailto:gabriela.birsan@frq.gouv.qc.ca).