

## Research Program on Student Retention and Academic Success

### Thematic Concerted Action

#### Summary

<b>Year of competition:</b>	2020-2021
<b>Component(s):</b>	Research project, action-research project, critical summary, postdoctoral fellowship
<b>Deadline (notice or letter of intent):</b>	Wednesday, April 1, 2020, 4 p.m.
<b>Deadline (application):</b>	Wednesday, July 8, 2020, 4 p.m.
<b>Amount:</b>	Variable, depending on the component (+ 27% of indirect research costs when applicable)
<b>Duration of funding:</b>	Variable, depending on the component – Maximum 3 years
<b>Announcement of results:</b>	Week of October 26, 2020

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

#### Proposed by:

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

## TABLE OF CONTENTS

1. Objectives .....	3
2. Context.....	3
3. Research Needs .....	4
Qualifying conditions .....	4
Other aspects that demonstrate relevance .....	4
Specific research needs.....	4
4. Conditions Governing the Competition, Grants and Fellowships .....	12
5. Components of the Competition .....	15
6. Letter of Intent: Content and Evaluation Criteria .....	16
7. Funding Application: Content and Evaluation Criteria .....	19
8. Important Dates.....	23
9. Information .....	24
10. Appendix 1 – Information for Funded Researchers and Partners on the Conditions Governing Intellectual Property .....	25
11. Appendix 2 – Eligible Expenses for This Competition (For information purposes only).....	26
12. Appendix 3 – Clarifications Regarding the Participation of Representatives From Practice Settings in Projects Submitted Under the Action-Research Project Component .....	28
13. Appendix 4 – Scores and Ratings Grid .....	29
14. Appendix 5 – List of Funded Projects.....	30

# 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 and their results should be aimed at:

**Developing knowledge that will serve to foster the educational success of students as they progress through every level of education, and encourage them to stay in school until they obtain their diploma or qualification**

The Research Program on Student Retention and Academic Success (RPSRAS) emphasizes the creation of partnerships between researchers and practitioners. It also targets the concrete appropriation and application of research findings across the school system. Given this, research teams who are interested in this call for proposals are invited to involve members of the education system and their community partners from the very beginning of the project development stage and to join forces with individuals and organizations specializing in the area of knowledge transfer by specifying the role they will play in carrying out the project or the knowledge mobilization strategy.

Educational institutions and their community partners wishing to develop a project in line with the objectives and needs expressed in this call for proposals are invited to contact researchers or faculties, departments or liaison and transfer bodies directly in order to facilitate networking.

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## 2. Context

The Research Program on Student Retention and Academic Success (RPSRAS) was created in 2002 to support the actions of all organizations or individuals directly or indirectly involved with the retention and educational success of Québec students at all levels of education. Since then, nine calls for proposals have been issued to the scientific community, with the most recent one being sent out in January 2018. The RPSRAS has funded more than 160 research projects<sup>1</sup> in priority areas in the field of education.

The numerous consultations that led to this call for proposals brought to light the growing common concerns about the need to adopt an “inclusive” approach to understanding student retention and educational success. Based on the principles of equity, social justice and acknowledgement of the diverse needs of all students, this approach is as likely to be found in the classroom and in the school as it is at the different levels of school governance. It is also based on the premise that the school must adapt to the needs of all its students, and not the other way around. “Inclusive” educational institutions can be fertile ground for all students to develop, learn and succeed.<sup>2</sup> These brief considerations regarding the inclusive approach have a visible impact on this call for proposals across the board.

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1. [Appendix 5 – List of Funded Projects](#).

2. See, in particular, the knowledge syntheses produced by Vienneau and Thériault (2015), [Rousseau](#) (2015) and [Anaby](#) (2017), as well as the brief submitted by the [Conseil supérieur de l'éducation](#) (2017).

## 3. Research Needs

### Qualifying conditions

Each of the research needs identified in this document stems directly from the research program's main goal, namely **to improve student retention and educational success**. Potential applicants for this competition must explicitly demonstrate how their project addresses each of the following requirements. If they do not, their Letters of intent will not be considered relevant.

- a) How and to what extent could the proposed project help achieve the main objective of the program?
- b) How will gender-based analysis (GBA)<sup>3</sup> be taken into consideration? This must be clearly demonstrated, using the space provided in the Letter of Intent form. If GBA is not considered applicable to the proposed project, an explanation justifying this decision must be presented in the same form.
- c) Which research need (**one only**) does the project mainly address? The need must be clearly indicated in the section provided in the form (e.g. NEED 3) and the project's potential to meet this need must be solidly argued.
- d) The objectives of this program complement those of the [Literacy Research Program \(LRP\)](#), aimed at developing, maintaining and improving literacy skills in Québec. Therefore, to maintain this complementarity, applications that focus primarily on literacy skills will not be eligible for this competition.

### Other aspects that demonstrate relevance

To ensure that their Letters of intent are relevant to the objectives and research needs of this competition, potential applicants are also asked to:

- demonstrate their project's originality and added value as compared with the work that has already been done on this theme in Québec, especially within the context of past competitions for this program<sup>4</sup>
- take into consideration the school's socio-economic environment index (SEI) and the sociodemographic characteristics of the subjects under study, where applicable

### Specific research needs

The specific research needs have been grouped under the following seven broad themes:

- I. Student retention and academic success, and teachers' professional development
- II. Student retention and educational success, and evaluation practices
- III. Student retention and educational success, and an inclusive approach to students with special needs
- IV. Student retention and educational success, and community partners
- V. Student retention and educational success, and digital technologies
- VI. Student retention and educational success, and educational services in adult education, vocational training and higher education

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3. For more information, available only in French, consult the [MEES](#) website.

4. [Appendix 5 – List of Funded Projects](#).

VII. Student retention and educational success, and internships in higher education and vocational training

**I. Student retention and educational success, and teachers' professional development**

Providing quality initial training and ensuring ongoing and optimal professional development for all teachers is a powerful lever for fostering the success of all students in all education sectors, at all levels. However, within a context of extremely diverse student needs and profiles, the professional skills required of teachers are growing in number and complexity. Among these skills, those related to managing this diversity, whatever its basis or origin, represent a challenge for many teachers. Research-supported experimentation with new approaches or practices to ensure that these skills are developed is essential. Furthermore, given the current shortage of teachers, finding innovative solutions to retain new teachers is and will, for the next few years, remain a reality with which the entire education system must grapple. In the English-language education system, the professional realities of resource teachers are different from those of their counterparts in the French system, mainly because the former often work full-time with no support from remedial teachers. This calls for research focused on finding solutions to ensure optimal professional development for resource teachers working in the English-language education system.

**NEED 1**

In initial training or continued professional development, how can future teachers or those already practising the profession be equipped to ensure the optimal development of evidence-based practices<sup>5</sup> with regard to one or more of the following skills:

- working with students in kindergarten for four-year olds or five-year-olds
- class management
- managing social and academic diversity<sup>6</sup> in the classroom
- awareness of Indigenous realities

**NEED 2**

Which of the different support and guidance models or practices designed for mentoring teachers with less than five years' experience encourage them to remain in the profession? Which of these models or practices take advantage of the professional skills of experienced teachers acting as mentors?

**NEED 3**

In the English-language education system, how can the development of resource teachers' professional skills be better supported from the perspective of promoting student retention and educational success?

5. For the French definition of the term, "Pratique basée sur des données probantes," consult the [Lexique sur le transfert des connaissances en éducation du CTREQ](#); for an English definition, see the [Glossary of Education Reform](#).

6. Here, for example, it could be a case of socioeconomic, gender or ethnocultural diversity, or a diversity of academic skills. For more information, read over the [recommendations of the Conférence de consensus sur la mixité sociale et scolaire](#), available in French only.

## **II. Student retention and educational success, and evaluation practices**

Practices in the evaluation of learning must gradually evolve to adapt to new educational realities and the diverse needs of the students and still comply with established requirements and criteria. On this subject, the gradual implementation of the educational reform in adult general education implies changes to the evaluation of learning that must be supported by research to better support educators working in adult education centres. Efforts to test innovative evaluation practices and to better adapt programs of study to the different cultural realities and needs of Indigenous students in order to foster their success need to be backed by research, especially within the context of the work currently under way (e.g. [Truth and Reconciliation Commission of Canada Call to Action 62](#), the Provincial Round Table on the Educational Success of Indigenous Students, spearheaded by MEES, and the publication of the [Supplementary Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls: Québec](#)). The same applies to research for innovative and more inclusive approaches to evaluation (e.g. evaluation of learning, initial evaluation when students begin classes) that take into consideration the different social and cultural realities of students of immigrant origin.

### **NEED 4**

What evaluation practices are most likely to foster learning and educational success in adult general education?

### **NEED 5**

In preschool, elementary or secondary school education, what approaches to evaluation would allow for taking greater account of the migratory experience, cultural baggage or needs of students of immigrant origin? Which of these approaches could help these students stay in school and achieve educational success?

### **NEED 6**

In preschool, elementary or secondary school education, what adaptations would need to be made to align programs of study and evaluation practices with the cultural realities and needs of First Nations and Inuit students?

### III. Student retention and educational success, and an inclusive approach to students with special needs

Despite the significant progress made in recent years, reducing the gap in the success rates among different student groups (e.g. girls and boys, students with handicaps, social maladjustments or learning disabilities, students of immigrant origin<sup>7</sup>), while respecting their realities and their needs remains one of MEES' targets. In this regard, the work stemming from the [Conférence de consensus sur la mixité sociale et scolaire](#) held in autumn 2019 established that classroom heterogeneity is a potential lever for reducing the gaps in success rates, academic delays and school dropout rates, especially between students from very advantaged and students from very disadvantaged backgrounds. Research still needs to be carried out by testing innovative and promising practices likely to encourage greater social and academic diversity inside as well as outside the classroom. In school settings, research carried out in the early 1990s<sup>8</sup> found that gender stereotyping could have negative impacts on certain students' educational success. Given the advances made in this field of study since then,<sup>9</sup> new avenues of research deserve attention so as to document the occurrence of gender stereotyping in schools and, if need be, to recommend best teaching practices to limit the impacts of this stereotyping on the educational success of all students, regardless of their gender. Innovative ways should also be developed to meet the specific needs of certain groups of students, including those who have been in special classes for several years, and encourage their reintegration into regular classes until they obtain their first diploma or qualification. The increase in the prevalence rate of autism spectrum disorders (ASD) in Québec over the past 20 years<sup>10</sup> raises numerous issues for both the scientific community and civil society. Some research findings have helped support school staff working with Level 1 and Level 2 ASD students.<sup>11</sup> However, more research is needed to better equip school staff, including teachers, who work with Level 3 ASD students.

#### NEED 7

At the elementary- or secondary-school level, what are the characteristics of students who return to regular classes after spending more than three years in special classes? What services should be put in place to support them and foster their return to regular classes? How should these services be organized to foster student retention and educational success?

#### NEED 8

At the elementary- or secondary-school level, what are the profiles and needs of ASD students who require high-intensity support (Level 3 ASD according to DSM-5)? What are the best evidence-based<sup>12</sup> educational interventions that ought to be implemented to meet these needs?

7. For more information, consult the MEES report entitled [Diplomation et qualification par commission scolaire au secondaire, Édition 2019](#), available in French only.

8. For more information, consult Pierrette Bouchard and Jean-Claude St-Amant, *Garçons et filles. Stéréotypes et réussite scolaire* (Montréal: Les Éditions du remue-ménage, 1996).

9. For more information, consult the [Government Strategy for Gender Equality Toward 2021](#).

10. For more information, consult the [Plan d'action sur le trouble du spectre de l'autisme 2017-2022](#), available in French only.

11. For more information, go to the website of the [Réseau national d'expertise en trouble du spectre de l'autisme](#) (RNETSA) (available in French only).

12. For the French definition of the term, "Pratique basée sur des données probantes," consult the [Lexique sur le transfert des connaissances en éducation du CTREQ](#); for an English definition, see the [Glossary of Education Reform](#).

## **NEED 9**

In Québec and elsewhere, what promising practices<sup>13</sup> in the area of social and educational diversity<sup>14</sup> are likely to contribute to student retention and educational success? For example, these may concern teaching practices to be adopted in the classroom or types of school organization to be adopted by the school or at different levels of school governance.

## **NEED 10**

In a teaching context, how and to what extent does gender stereotyping affect student retention and the educational success of girls and boys? According to the results of this study, what courses of action would be promising in terms of fostering teaching practices that are free of stereotyping?

## **IV. Student retention and educational success, and community partners**

In Québec, many school staff collaborate on a regular and sustained basis with families, communities, cultural and economic organizations, and health and social services with a view to taking concerted action to foster the retention and educational success of all students. This multi-faceted collaboration, including school-family-community, has been widely documented in research on education. Several aspects of the sometimes complex relationships between parents in vulnerable situations<sup>15</sup> whose children attend Québec schools and the different stakeholders working in these various settings would benefit from more in-depth study. A few parents have a relationship with educational institutions through their active participation in the schools' governing boards.<sup>16</sup> School governing boards were created in the Québec education system over 20 years ago. However, little research has been done on their dynamics and functioning, on the influence they have and on the impacts of their decisions on student success. Schools also have an important role to play in the development of the relationship that students (youth or adults) have with culture. In several schools, this role translates into implementing long-term projects with a cultural dimension, often carried out in collaboration with community partners (e.g. long-term projects under the [Culture in the Schools](#) program and the [Essor Recognition Awards](#)). To date, little research has been done to identify their impacts on student motivation and success.

## **NEED 11**

Taking current knowledge<sup>17</sup> into account, what measures or initiatives could be implemented in collaboration with the community and health and social services to foster closer relationships

13. For a definition of the term *promising practice*, go to the Canadian Best Practices Portal of the [Public Health Agency of Canada](#).

14. For more information on this concept, see footnote 6 above.

15. This term refers to people who, because of their contexts and common characteristics, are more likely to develop health or psychosocial problems or to experience traumas. This vulnerability is the result of a set of factors including social and economic conditions or circumstances (e.g. access to resources and services) and specific personal characteristics (e.g. age, gender, ethnocultural background, pre-existing health conditions, life situations, socioeconomic status, education). Depending on the problem being studied, these groups may be of different types. Furthermore, a single individual may have several vulnerability factors (translation of quotation from the [Programme national de santé publique 2015-2025](#), 12).

16. For more information, available in French only, go to the [MEES](#) website.

17. See the research, especially that conducted by [Larivée](#) (2017) and [Larose](#) (2018).



between parents in vulnerable situations whose children attend Québec schools and the educational institutions?

#### **NEED 12**

What impacts do decisions made by members of school governing boards have on student retention and success? How do the members of school governing boards, including parents, see their role in this regard? What conditions foster the optimal functioning of the school governing boards in terms of student success?

#### **NEED 13**

In what ways do long-term projects with a cultural dimension that have been implemented in schools in collaboration with external organizations or individuals affect students' motivation and educational success?

### **V. Student retention and educational success, and digital technologies**

The recent publication of the [Digital Action Plan for Education and Higher Education](#), and the [Digital Competency Framework](#), as well as the launch of the [Action-Research Program on Digital Technology in Education and Higher Education \(DARP\)](#) by MEES, attests to the increasing importance of digital technologies in education. The development of students' and staff members' digital competencies in both the school and higher education systems presents educational institutions with a formidable challenge. That is why developing students' computational thinking skills could be an innovative way to encourage them to stay in school until they graduate, as well as represent an area for further research. In this call for proposals, as Wing (2006) and other researchers have stated, computational thinking is defined as a way of "solving problems, designing systems, and understanding human behavior by drawing on the concepts fundamental to computer science."<sup>18</sup>

#### **NEED 14**

How and to what extent could the development of computational thinking skills help provide students with lasting and consistent learning at all educational levels and in all sectors?

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18. For more information, consult J. M. Wing, "Computational Thinking," *Communications of the ACM* (2006);49(3):33, doi:10.1145/1118178.1118215; David Barr, John Harrison and Leslie Connery, [Computational Thinking: A Digital Age Skill for Everyone](#), *Learning & Leading With Technology* 2011 Mar-Apr;38(n6); Shuchi Grover and Roy Pea. "Computational Thinking in K-12: A Review of the State of the Field," *Educational Researcher* 2013 Jan; 42(1): 38-43.

## **VI. Student retention and educational success, and complementary services in adult education, vocational training and higher education**

In the past few years, MEES has invested heavily to provide enhanced complementary educational services in adult general education and in vocational training. Complementary educational services, which are designed to help adult learners successfully complete their personal and career plan, are usually divided into three categories: learning support services; counselling, promotion and prevention services; and student life services.<sup>19</sup> To better guide the different educators working in adult education and vocational training centres, further research is needed to identify better ways of structuring these services in order to maximize their contribution to a successful academic path and facilitate the sociovocational integration of all students, youth and adults.<sup>20</sup> The realities that some students, including those dealing with mental health problems, face are currently viewed as major concerns in educational settings. The findings of the [Enquête québécoise sur la santé des jeunes du secondaire 2016-2017](#) (Survey on the health of secondary school students in Québec) revealed that the proportion of Québec students attending regular secondary school (Secondary I to Secondary V) suffering from anxiety, depression, eating disorders or attention deficit hyperactivity disorders has been increasing since 2010-2011. Research is needed to better document the situation of students in vocational training with regard to their mental health, as well as the services that should be implemented to meet their needs. Like their counterparts in adult education and vocational training, students attending institutions of higher learning have a range of diverse profiles and needs. A number of services are provided to help them stay in school and achieve academic success. These include guidance services, psychosocial support, integration support and financial assistance. However, the different social and cultural realities and the specific needs of students who are victims of sexual violence, homophobia, racism or multiple forms of discrimination are less known and call for adapted services that should be more fully documented through research, at least in Québec.

### **NEED 15**

In adult general education and vocational training, in Québec or elsewhere, what are the organizational models for complementary educational services that are the most likely to promote student retention and educational success?

### **NEED 16**

In vocational training, what is the students' mental health profile? Based on this profile, what kind of services are available to them or what services should be provided in order to foster their staying in school and achieving educational success?

### **NEED 17**

In higher education (college or university), what kind of services should be implemented, and what best practices should be adopted to foster the academic success of and provide better support for students who are victims of sexual violence, racism or multiple forms of discrimination?

19. For more information, consult the following documents: MEES, [Services and Programs of Study: Adult General Education 2019-2020, Administrative Document](#) and [Portrait 2018-2019. Vocational Training. Services and Programs of Study](#).

20. See the research carried out by Potvin (2014), Villemagne (2014), Dumont (2013) and Rousseau ([under way](#)), among others.

## **VII. Student retention and educational success, and internships in higher education and vocational training**

Internships form a large part of several programs of study at the college and university levels and in vocational training. The conditions and practices related to internships that have a positive impact on student retention and academic success have yet to be documented.<sup>21</sup> This would be useful in order to provide better support services for educational institutions and employers who offer internships, as well as for decision-makers who are specifically interested<sup>22</sup> in these issues.

### **NEED 18**

In higher education (college or university) or in vocational training, in what ways does student participation in internships (e.g. workplace practicums, intensified on-the-job training, work-study programs) contribute to their retention and their academic success? What are the best pedagogical support practices and organizational methods to be adopted in this context? What impact do paid internships have on student retention and success?

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21. For more information, go to the [CAPRES](#) website.

22. For more information, go to the [MEES](#) website.

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

- This Concerted Actions program provides funding for grants and fellowships in the following categories: Postdoctoral Fellowship, Research Project, Action-Research Project and Critical Summary.
- The funding period for grants is set to begin on November 1, 2020. The end date will vary depending on the component. In all instances, the [final Concerted Actions research report](#) presenting the findings must be submitted no later than three months after the end of the grant or postdoctoral fellowship. The first two sections of the report must be written in French. For grants, 25% of the funds for the final year will be withheld until the final report has been approved by the FRQSC. The administrative report must also be completed, but at a later time, six to nine months after the submission of the last financial report, in order to enable the Fonds and its partners to document the impact of the grants and fellowships provided.
- Postdoctoral fellowships must begin on or after November 1, 2020, but no later than October 31, 2021.
- The maximum amounts for the different program components are shown in the table entitled [Components of the Competition](#).
- The funds must be used to finance current expenses directly related to carrying out the research.
- Letters of intent and applications for funding may be written in English or in French. However, the project title and summary must be written in French.
- This Concerted Action is intended for university researchers (including researchers in institutions who meet the eligibility criteria for university researcher status), clinical university researchers and college researchers who could serve as principal investigators or co-investigators, except for retired persons, who can only act as co-investigators (statuses 1, 2 and 3 presented in the Definitions – *Status and Roles* section of the [Common General Rules](#) or CGR). This Concerted Action is also intended for researchers who wish to apply for postdoctoral fellowships.
- **For the Action-Research Project component, the team must have a co-investigator who satisfies the definition of status 4 c),<sup>23</sup> Other research statuses / Practitioner,** presented on pages 6 and 7 of the [CGR](#).<sup>24</sup>
- In addition to co-investigators, teams may include collaborators who meet any of the statuses associated with grants ([CGR](#), p. 5 ff).
- For action-research projects, practitioners who meet status 4 c) and belong to the regular research team may be released from their regular duties. In such cases, an amount from the available budget must be allotted for each project under this component.<sup>25</sup>
- University researchers and clinical university researchers who hold non-tenure-track positions at their universities (assistant professors) must provide a letter from their university confirming that they will maintain this status for the entire duration of the grant. An insufficiently documented letter may result in the assistant professor being deemed

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23. Status 4 c) "Practitioner: Person whose contribution to the project or program lies in his/her practical skills and knowledge rather than on research or research-creation expertise. Practitioners are employed by a Québec institution. Their skills and knowledge, other than artistic or literary, may be of various types, including professional, technical or practical."

24. Persons who meet the definitions of statuses 4 a), b), d) and e) are not eligible for this competition (except as collaborators). (CGR, Definitions – Status and Roles).

25. See Appendix 3 for full information on the participation of practitioners in projects submitted under the Action-Research Project component.

ineligible for the competition. This letter must be included in the “Other documents” section of the grant application.

- Retired researchers must provide a letter from the university confirming that, prior to their retirement, they held a regular position as a professor, that, for the duration of the grant, they will be provided with an office space and the logistical support required to carry out their duties, and that they will continue to train students, as required. An insufficiently documented letter may result in the retired person being deemed ineligible for the competition. This letter must be included in the “Other documents” section of the grant application form.
- To check the CV requirements for co-investigators participating in applications for financial support, please consult the [reference chart](#) provided for this purpose.
- **A researcher may submit only one letter of intent and one application as principal investigator, across all the components in this competition.**
- **In this competition, co-investigators (including the principal investigator) may participate in a maximum of four applications.**
- This Concerted Action meets FRQSC criteria, as presented in the [CGR](#) and in the [Concerted Actions program](#), regarding the eligibility of applications, eligible expenses,<sup>26</sup> intellectual property,<sup>27</sup> amounts allocated, funding periods, eligibility rules and regulations and definitions of different researcher statuses. By extension, the rules governing the eligibility of postdoctoral fellows are the same as those of the [FRQSC regular Postdoctoral Fellowship program](#) (except for the criteria relating to citizenship and place of residence: applicants must be Canadian citizens or hold permanent resident status to be eligible for this competition). Candidates are therefore invited to read these rules.
- All the information needed to prepare and submit letters of intent and funding applications is presented in the [Concerted Actions program](#).
- 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. The meetings are organized and led by the FRQSC to help participants understand the projects that are under way, monitor their progress and contemplate the possible impacts of the findings. Refusal to attend the meetings may lead to suspension of the grant or fellowship payments. Travel expenses associated with these activities must be provided for in the grant or fellowship budget. These meetings are usually held in Québec City and sometimes in Montréal.
- 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>28</sup>) that grant and postdoctoral fellowship recipients must use to write their research report. All additional information is to be included in the report in the form of appendices.
- Once the research report has been filed, the FRQSC will organize a knowledge transfer meeting to share the findings with a wider audience of potential users. These meetings take place in Québec City. The principal investigators of all funded projects and postdoctoral fellows are required to attend. Travel costs associated with this activity must be provided for in the budget for the grant or fellowship.

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26. See [Appendix 2](#).

27. See [Appendix 1](#).

28. [Guide pour la rédaction du rapport scientifique conçu à l'intention des décideurs, gestionnaires et intervenants \(1 :4 :20\)](#).

- 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 FRQSC monitoring and knowledge-transfer meetings, 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 (MEES)**, 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 principal investigators or co-investigators in the application may receive a statutory grant of \$7 000/year and may apply for leave from their teaching duties under the [Program to release college researchers from their teaching duties](#). The grants are, of course, subject to the availability of credits. College researchers who wish to obtain a statutory grant or release from teaching duties must complete the application form in their own E-Portfolio.
- Like their counterparts in all the other programs of the Fonds Société et culture, 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](#) and [Open access policy for the dissemination of research](#).

## 5. Components of the Competition

Type of funding	Component	Duration	Maximum amount**	Additional grant*
Research operating expenses	Research Project	2-3 years	\$150 000	
	Action-Research Project	2-3 years	\$175 000 ***	
	Critical Summary	1 year	\$50 000	
Support for new researchers	Postdoctoral Fellowship	3 years	\$50 000/year	Max \$10 000/year if the host environment is more than 250 km outside the Québec border*

\* If the postdoctoral practicum takes place more than 250 km outside the Québec border, an annual supplement of \$10 000 will be granted. If a Québec institution is co-supervising, this supplement will be adjusted pro rata based on the number of months spent outside Québec. This annual supplement is not granted for the third year of the fellowship. See the program rules for the regular [Postdoctoral Fellowship](#) for more details.

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

\*\*\* A portion of this amount allows collaborating practitioners (CGR, status 4 c) who serve on the team as co-investigators to be released from their regular duties (see [Appendix 3](#)).

For the Research Project and Action-Research Project components, the indirect costs of research (ICR), equal to 27% of the amount of the grant, are added to the amounts indicated in this table. These funds are paid to the managing institution (education network only).

### **Definition of the components**

#### **Postdoctoral Fellowship**

The objective of the postdoctoral fellowship is to provide support for new researchers interested in helping advance knowledge related to the theme specified in the call for proposals. Note that the rules governing the management and use of Concerted Actions postdoctoral fellowships are the same as those for the [FRQSC regular Postdoctoral Fellowship program](#).

#### **Research Project**

The objective of this component is to provide support for individual or team research projects that are likely to meet the needs and priorities set out in the call for proposals. All projects funded through this component must demonstrate potential for breakthroughs in knowledge, for instance by exploring new approaches, outlooks or hypotheses. All proposals must also strive for innovation and the transfer of knowledge to shed light on the issues for decision-makers and stakeholders.

#### **Action-Research Project**

An action-research project is predicated on the need to understand, explain and transform practices in a given field. Action-research is aimed at helping the community concerned identify and problematize its challenges, establish a critical summary of its problems and develop, implement or improve tools for solving these problems.

Transformation is at the heart of action-research projects; the process leading to this transformation as well as the transformation itself must generate new knowledge. The projects

submitted as part of this component must therefore contribute to the advancement of knowledge and the development, testing and transformation of practices.

Action-research projects require the participation of all the stakeholders involved, be they from a university or a practice setting. They require a commitment on the part of the participating researchers and representatives from the practice setting to the planning and carrying out of the research, and the resulting steps or methods of intervention.

To reflect the characteristics of this type of research, the co-investigators must enlist at least one representative from the practice setting. This is an eligibility requirement for obtaining a grant under this component.

### **Critical Summary**

The objective of the critical summary is to provide an inventory and critical analysis of existing scientific knowledge for the research needs identified in this call for proposals. Furthermore, when data from practice settings is available, the funded critical summary may also include a practice review accompanied by comparative analyses. The critical summary therefore serves to take stock of available knowledge, but also creates a critical analysis framework in order to identify avenues for further study and action that are pertinent for researchers, decision-makers and stakeholders alike.

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## 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 CV ([Canadian Common CV](#)) and the [detailed contributions](#) attachment for the principal investigator are required. This attachment form is available in the Toolbox column on the right of the [Concerted Actions program](#) page.

Institutional approval is not required at the letter of intent stage.

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>	<b>60 points</b> Criterion with a pass mark of 70%
<b>Anticipated impacts</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>Mobilization of knowledge and links with partners</b>	<ul style="list-style-type: none"> <li>• Scope and quality of the <a href="#">knowledge mobilization</a> strategy aimed at different potential users of the research findings, including Concerted Action partners</li> <li>• Quality of links with community partners</li> </ul>	<b>10 points</b>

Research Project		
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 address the needs identified in the call for proposals</li> </ul>	<b>60 points</b> Criterion with a pass mark of 70%
<b>Anticipated impacts</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>Mobilization of knowledge and links with partners</b>	<ul style="list-style-type: none"> <li>• Scope and quality of the <a href="#">knowledge mobilization</a> strategy aimed at different potential users of the research findings, including 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>

Action-Research Project		
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 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 impacts</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>Mobilization of knowledge and links with partners</b>	<ul style="list-style-type: none"> <li>• Scope and quality of the <a href="#">knowledge mobilization</a> strategy aimed at different potential users of the research findings, including 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>25 points</b>

Critical Summary		
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 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 impacts</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>Mobilization of knowledge</b>	<ul style="list-style-type: none"> <li>• Scope and quality of the <a href="#">knowledge mobilization</a> plan aimed at different potential users of the research 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; otherwise, they must justify their decision not to do so.

## 7. Funding Application: Content and Evaluation Criteria

Candidates whose applications are retained at the relevance evaluation stage will be asked to submit a complete funding application using the form in the principal investigator's E-Portfolio, available in the [FRQnet](#) portal.

All team co-investigators with Status 1, 2 or 3 as set out in the CGR must have attached and submitted their updated Canadian Common CV and PDF file of detailed contributions in their own E-Portfolio. Co-investigators with Status 4 c) (presented in the Definitions – Status and Roles section of the [CGR](#)) must send the principal investigator an abridged, two-page CV that must be attached in the "Other documents" section of the application form. All co-investigators must provide their consent to participate in the project using the *En tant que cochercheur* section of their E-Portfolio. The application cannot be submitted unless all the co-investigators have provided their consent. The document [Preparing a CV for the Fonds](#) and the [detailed contributions attachment file](#) are available in the Toolbox column on the right of the [Concerted Actions program](#) page and may be consulted as needed.

Institutional approval is mandatory at the funding application stage.

Applicants will be disqualified if they do not obtain the minimum pass mark of 70% for their application. The evaluation criteria for the applications are as follows:

Postdoctoral Research Fellowship		
Criteria	Indicators	Weighting
<b>Project</b>	<ul style="list-style-type: none"> <li>• Originality, value added to the applicant’s doctoral work and its contribution to the advancement of knowledge</li> <li>• Clarity of the problem, theoretical approach and objectives</li> <li>• Rigour and justification of the methodological approach to the project</li> <li>• Realistic timetable</li> </ul>	<p><b>45 points</b></p> <p>Criterion with a pass mark of 70%</p>
<b>Host environment<sup>29</sup></b>	<ul style="list-style-type: none"> <li>• Quality of the setting chosen and its appropriateness for the project (including letters from the supervisor[s])</li> <li>• Quality of the plan to integrate into the host environment (research activities, planned teaching and publishing, development of a network of contacts above and beyond the supervisor, proximity to other potential research settings, access to documentary, material, financial or other resources, etc.)</li> </ul>	<b>10 points</b>
<b>Competency</b>	<ul style="list-style-type: none"> <li>• Quality of academic record and recognition (training, academic results at the university level, fellowships, distinctions and awards received, respondents’ letters of recommendation)</li> <li>• Quality of scientific achievements (papers, publications, dissemination and popularization activities, etc.)</li> <li>• Relevance of training and experience (non-academic or professional) related to the project</li> </ul>	<b>30 points</b>
<b>Anticipated impacts</b>	<ul style="list-style-type: none"> <li>• Consideration of the Relevance Committee’s comments</li> <li>• Demonstration of the potential and scope of the expected results for decision-making and action</li> <li>• <a href="#">Knowledge mobilization</a> strategy (proposed means, target audiences [e.g. academics, users], etc.)</li> <li>• Links with community partners, including the Concerted Action partners</li> </ul>	<b>15 points</b>

29. Letters of acceptance and recommendation support the application but cannot, in any way, compensate for shortcomings in the candidate’s own descriptions with respect to the criteria, “Host Environment” and “Competency.”

Research Project		
Criteria	Indicators	Weighting
<b>Project</b>	<ul style="list-style-type: none"> <li>• Originality and contribution to the advancement of knowledge</li> <li>• Clarity of the problem, relevance of the theoretical approach and precision of the objectives</li> <li>• Appropriateness, rigour and justification of the methodological approach</li> <li>• Realistic budget forecasts and schedule</li> <li>• Consideration of the Relevance Committee's comments</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.)</li> <li>• Evidence to show that the team's expertise is relevant to the project</li> </ul>	<b>20 points</b>
<b>Anticipated impacts</b>	<ul style="list-style-type: none"> <li>• Importance and scope of the expected results for the orientation and implementation of programs and policies in the field targeted by the call for proposals</li> <li>• <a href="#">Knowledge mobilization</a> strategy (proposed means, target audiences [e.g. academics, users], etc.)</li> <li>• Links with community partners, including the Concerted Action partners</li> </ul>	<b>20 points</b>
<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</li> </ul>	<b>10 points</b>

## Action-Research Project

Criteria	Indicators	Weighting
<b>Project</b>	<ul style="list-style-type: none"> <li>• Contribution to the development, testing and improvement of practices</li> <li>• Originality and contribution to the advancement of knowledge</li> <li>• Clarity of the problem, appropriateness of the theoretical approach and precision of the objectives</li> <li>• Appropriateness, rigour and justification of the methodological approach, realistic budget forecasts and timetable</li> <li>• Consideration of the Relevance Committee's comments</li> </ul>	<p><b>40 points</b></p> <p><small>Criterion with a pass mark of 70%</small></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, intervention tools, publications, grants, etc.)</li> <li>• Evidence to show that the team's expertise is relevant to the project</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</li> <li>• Quality of the collaboration established between the team and the community</li> </ul>	<b>20 points</b>
<b>Anticipated impacts</b>	<ul style="list-style-type: none"> <li>• Importance and scope of expected results beyond the target community</li> <li>• <a href="#">Knowledge mobilization</a> strategy (proposed means, target audiences [e.g. academics, users] including Concerted Action partners, etc.)</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</li> </ul>	<b>10 points</b>

Critical Summary		
Criteria	Indicators	Weighting
<b>Project</b>	<ul style="list-style-type: none"> <li>• Originality and contribution to the advancement of knowledge</li> <li>• Clarity of the problem, appropriateness of the theoretical approach and precision of the objectives</li> <li>• Appropriateness, rigour and justification of the methodological approach</li> <li>• Realistic budget forecasts and timetable</li> <li>• Consideration of the Relevance Committee's comments</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.)</li> <li>• Evidence to show that the team's expertise is relevant to the project</li> </ul>	<b>20 points</b>
<b>Anticipated impacts</b>	<ul style="list-style-type: none"> <li>• Importance of the expected results for the orientation and implementation of programs and policies in the field targeted by the call for proposals</li> <li>• <a href="#">Knowledge mobilization</a> strategy (proposed means, target audiences [e.g. academics, users], etc.)</li> </ul>	<b>20 points</b>
<b>Training</b>	<ul style="list-style-type: none"> <li>• Range of activities included in the project for training the next generation of student researchers and variety of proposed tasks and responsibilities</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<sup>30</sup> by **4:00 p.m. on Wednesday, April 1, 2020**, together with all required supporting documentation. The letters of support from partners must be scanned and included in the "Other documents" section of the e-form.

The results of the relevance evaluation should be announced by email on May 15, 2020.

The **application for funding** form, to be completed online in the E-Portfolio on [FRQnet](#), must be submitted<sup>30</sup> by **4:00 p.m. on Wednesday, July 8, 2020**, together with all required supporting documentation. The letters of support from partners must be scanned and included in the "Other documents" section of the e-form.

**Postdoctoral Fellowships only: letters of acceptance from one or more supervisors** 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. Candidates are

30. After the letter of intent or the application has been completed, don't forget to submit it. You can verify that the form has been properly submitted to the Fonds by looking in the "My forms" section of the E-Portfolio at any time. The message "Submitted to the Fonds" should appear once the institution has approved the document, no later than competition closing date and time. This confirms that the Fonds has received the letter of intent or the funding application.

responsible for providing their respondents, supervisors (and co-supervisors) with the application number and the email address associated with their FRQnet account. Candidates are also responsible for providing 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. Even though it may have been submitted by the deadline, a file 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.”

In addition, documents submitted after the deadline and documents attached to the application that are not permitted by the program rules will not be submitted to the Evaluation Committee.

Grants only: the approval of the managing institution is compulsory at the completed application stage. Principal investigators are responsible for ensuring that their application is first approved by their institution and that their institution then submits it to the Fonds before the competition closing time and date.

An official announcement concerning the competition results will be made in the week of **October 26, 2020**.

Projects are scheduled to begin on **November 1, 2020**.

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## 9. Information

### **For additional information on the competition, contact:**

Marc Bélanger

Program Officer

Fonds de recherche du Québec – Société et culture

Telephone: 418-643-7582, ext. 3192; Toll free (North America): 1-888-653-6512, ext. 3192

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### **For questions and assistance with technical problems, contact:**

Élizabeth Pelletier

Administrative Technician

Fonds de recherche du Québec – Société et culture

Telephone: 418-643-7582, ext. 3182; Toll free (North America): 1-888-653-6512, ext. 3192

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

## **Recognition of intellectual property rights**

The Concerted Action partners and the Fonds acknowledge 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**

Requests concerning the use of the original raw data and interim research for the purposes of reproduction, translation and public communication (by any means whatsoever) must be addressed directly to the award recipients, who are the sole owners of this data and work, and the only persons authorized to provide such information, in compliance with the rules\* governing the use and dissemination of personal information collected as part of a research project.

\*CIHR, NSERC, SSHRC, Tri-Council Policy Statement: [Ethical Conduct for Research Involving Humans](#), 2018, Tri-Agency Framework: Responsible Conduct of Research; the FRQ [Policy for the responsible conduct of research](#), Sept. 2015.

## **Rights of partners and the Fonds with regard to the final report and the final administrative report's summary of the scientific findings**

The Parties may use the final report and the final administrative report's summary of the scientific findings for the purposes of reproduction, translation, public communication (by any means whatsoever), public demonstration, further research studies, etc. The FRQSC will contact award recipients to ensure that they hold all the rights entitling them to grant this. For this reason, the following appears in the call for proposals and the grant award:

"By accepting the grant, the recipient grants the Concerted Action partners and the FRQSC a non-exclusive, non-transferable copyright licence on the final research report and the part of the final administrative report containing a summary of the scientific findings. This licence allows them to reproduce, translate, publicly communicate (by any means whatsoever), publicly demonstrate and carry out further research studies based on the research results. This licence is granted without territorial limits and for an unlimited period of time."

The FRQSC undertakes to obtain from the award recipient, electronically, acceptance of the terms and conditions governing the award.

## **Delay of disclosure**

As stated in the Concerted Action program rules and in the calls for proposals, if the Parties receive a request for a delay in the disclosure of the final research report or intermediate research reports by the award recipient, the Parties and the other Partners, as applicable, will make an agreement with the grant recipient as to the date at which these documents can be disclosed. Normally, the delay must not exceed one month following the administrative validation by the FRQSC and the transmission of the document to the Partners. Exceptionally, this delay may be extended in the case of a major foreseeable event (e.g. parliamentary committee hearings). In these cases, the delay will be discussed between the Parties and the award recipient at a monitoring meeting.


## **Appropriate citations**

The Partners and the Fonds agree to comply with regular university research citation standards at all times, especially with regard to subsequent work based on the research results.

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

TYPE OF SECTION	CATEGORY	PROJECT	ACTION-RESEARCH PROJECT	CRITICAL SUMMARY	COLLEGE RESEARCHER*
Support for students – 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)				
Support for students – 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				

TYPE OF SECTION	CATEGORY	PROJECT	ACTION-RESEARCH PROJECT	CRITICAL SUMMARY	COLLEGE RESEARCHER*
	Development of a formal business plan				
	Research subjects				
Travel and living expenses	Research-related travel				
	Conferences (seminars, symposia, lectures)				
Materials, equipment and resources	Research materials and supplies				
	Safety and safe waste disposal				
	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	Translation				
	Publications addressed to the research community, demonstrating the project's contribution to the advancement of knowledge				
	Digital platforms: website and social media				
	Organization of events and activities				

 Ineligible expenses

\* This funding is conditional on the availability of credits at the time grants are awarded

## 12. Appendix 3 – Clarifications Regarding the Participation of Representatives From Practice Settings in Projects Submitted Under the Action-Research Project 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 “co-investigators” or whether their names will appear in the “Collaborators” section. Each role is governed by specific rules regarding eligible expenses and grant application requirements.

#### **Co-investigator**

Representatives from the practice setting who are listed as co-investigators 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 status definition 4 c), as described in the Common General Rules,<sup>31</sup> must provide an abridged CV (maximum of two letter-size pages) summarizing the following project-related elements in order: 1) academic training and jobs; 2) professional experience and leadership; and 3) expertise and contributions relevant to carrying out the proposal submitted to the FRQ. This abridged CV must be included in the application form submitted by the principal investigator and will be taken into consideration during the evaluation of the team composition criterion.

Principal investigators can allocate a portion of their budget to release practice-setting representatives from some of their regular duties in order to devote time to research. The amounts requested must be indicated under the budget item, “Partners – Release from duties” in the “Support for researchers and partners” category 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 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.

#### **Team member listed in the “Collaborators” section**

Representatives from the practice setting whose names appear in the “Collaborators” section of the form will make occasional or specific contributions to one or more specific aspects of the Action-Research Project because of their knowledge of the field. Such persons take part in the research process and may, for example, help forge contacts with the practice setting.

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31. Status 4 c) “Practitioner: Person whose contribution to the project or program lies in his/her practical skills and knowledge rather than on research or research-creation expertise. Practitioners are employed by a Québec institution. Their skills and knowledge, other than artistic or literary, may be of various types, including professional, technical or practical.”

# 13. Appendix 4 – Scores and Ratings Grid

	%	RANKING	DESCRIPTION
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<b>RECOMMENDED</b>	90-100%	<b>Outstanding (A+)</b>	<ul style="list-style-type: none"> <li>Shows strengths and qualities that exceed the standard of excellence.<sup>1</sup></li> </ul>
	80-89.9%	<b>Excellent (A)</b> <b>STANDARD<sup>1</sup></b>	<ul style="list-style-type: none"> <li>Meets the standard of excellence.<sup>1</sup> Some improvements are nonetheless possible/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>Contains some <b>minor to moderate</b> weaknesses or gaps requiring adjustments or improvements.</li> </ul>

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

<b>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 significant or major weaknesses requiring substantial 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, given the specific characteristics of the community (e.g. students, researchers, practitioners) for which the program is intended.

## 14. Appendix 5 – List of Funded Projects

<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>
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.	Concordia University	Critical Summary	Recensement méthodique des programmes de prévention du décrochage scolaire au Québec et au Canada	June 2008
Amireault, Valérie	Université du Québec à Montréal	Action-Research Project	Améliorer l'expérience socioscolaire des élèves nouvellement arrivés en situation de grand retard scolaire: Transformation des modèles d'organisation des services par et pour les acteurs du milieu	To come
Archambault, Isabelle	Université 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	April 2017
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

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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	December 2017
Arkipova, Elena	Université du Québec en Outaouais	Critical Summary	La réussite en mathématiques au secondaire commence à la maternelle: Synthèse des connaissances sur les pratiques d'enseignement des mathématiques efficaces à la maternelle et au primaire pour réussir l'algèbre du secondaire	To come
Audet, Geneviève	Université du Québec à Montréal	Project	Récits de pratique à propos de la compétence interculturelle et inclusive: Production d'un matériau inédit de formation	To come
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 comodelisation 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

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Bélisle, Rachel	Université 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	Université 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, Montréal-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	Université du Québec à Montréal	Doctoral Research Fellowship	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
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	Université 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



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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
Brisebois, Hélène	Collège Montmorency	Action-Research Project	Transition secondaire-collège et réussite des élèves ayant un TDAH: Implantation du Programme TRANSATT en milieu scolaire	To come
Camden, Chantal	Université 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
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

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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	-
Corriveau, Claudia	Université 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
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

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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
Dupéré, Véronique	Université de Montréal	Research Project	Services et mesures de soutien facilitant les transitions post-secondaires réussies chez des jeunes hautement vulnérables: Un regard interdisciplinaire et longitudinal	To come
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	March 2017

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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	April 2018
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	March 2017
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
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

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Gagnon, Francis	Université 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
Ghosh, Ratna	McGill University	Research Project	Comprendre l'efficacité des services d'éducation des adultes actuels pour les jeunes réfugiés syriens et leur dimension du genre au Québec	To come
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	Université 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

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Grégoire, Simon	Université du Québec à Montréal	Research Project	Élaboration et évaluation d'un programme de soutien par les pairs inspiré de l'approche d'acceptation et d'engagement destiné à promouvoir la santé mentale et la réussite scolaire des étudiants universitaires	To come
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	August 2017
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	February 2017
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

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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
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	November 2007
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	June 2015
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	August 2018

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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
Laferrière, 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
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	Building or supporting 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	April 2019



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Larose, Simon	Université Laval	Research Project	Accommodements scolaires, pratiques pédagogiques inclusives et trajectoires d'adaptation des étudiants en situation de handicap au moment de la transition secondaire-collégial	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	June 2010
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	September 2015
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

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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
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	May 2017
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	-

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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	Université du Québec à Montréal	Doctoral Research Fellowship	Variation des aspirations scolaires	-
Massé, Line	Université 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
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	Support for team infrastructure/ University/ Emerging	Les acteurs impliqués dans la réussite scolaire des élèves en formation professionnelle	June 2010

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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
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

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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	July 2017
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
Plante, Isabelle	Université du Québec à Montréal	Research Project	Persévérance et réussite scolaires en mathématiques et en sciences: Rôle et besoins des parents pour offrir un soutien optimal	To come
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	May 2019
Poellhuber, Bruno	Université 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 TDA/H	June 2007

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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	July 2017
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	Université 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
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
Ratelle, Catherine	Université Laval	Research Project	Identification des besoins des parents dans l'accompagnement de leur enfant durant leur parcours scolaire	To come

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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, Cécile	McGill University	Action-Research Project	Les programmes d'expression créatrice et d'éveil aux langues pour soutenir la réussite scolaire des enfants réfugiés	To come
Rousseau, Nadia	Université du Québec à Trois-Rivières	Research Project	Services complémentaires actuels ou à mettre en place en réponse aux besoins des jeunes de 16 à 19 ans des centres de formation professionnelle du Québec	To come
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	Support for team infrastructure/ University/ Emerging	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	Université 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	-

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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	Support for team infrastructure/ University/ Emerging	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
Serbin, Lisa A.	Concordia University	Research Project	La transition du primaire au secondaire: Trajectoires de succès chez les populations vulnérables	February 2009



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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	August 2017
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
Tremblay, Philippe	Université Laval	Action-Research Project	Le coenseignement au secondaire comme dispositif pour soutenir la réussite scolaire des élèves: Une recherche-action	To come
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	December 2015
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	-
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

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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	Université 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

1. Research reports submitted since 2007 are available on the Fonds Société et culture [website](#). To access reports published prior to 2007, please contact: [actions-concertees.sc@frq.gouv.qc.ca](mailto:actions-concertees.sc@frq.gouv.qc.ca).