

PROJECT SUBMISSION GUIDE

**Program To Support the Professional Development
of School Staff**

This document has been produced by the Ministère de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie (MESRST) and the Ministère de l'Éducation, du Loisir et du Sport (MELS).

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Table of Contents

1. Context and Nature of the Program	3
A Program for Professional Development.....	3
Program Objective and Procedures	3
Training Based on Partnership	4
The Structuring Effect of the Training.....	4
2. Program Objectives.....	5
3. Procedures for Submitting and Evaluating Letters of Intent	6
4. Procedures for Submitting and Evaluating Projects.....	9
5. Project Funding Porcedures	11
6. Procedures for Submitting and Evaluating Applications for the Renewal of a Project.....	12
7. Additional Information.....	14
	
APPENDIX 1 - Eligible Project Expenses	15
APPENDIX 2 - List of MELS Regional Offices	16

1. Context and Nature of the Program

In July 2008, the Minister of Education, Recreation and Sports communicated the guidelines to be used to manage the funding allocated to reinvestment in the higher education network to the Conference of Rectors and Principals of Quebec Universities (CREPUQ). Seven projects were designated to receive support from the Ministère de l'Éducation, du Loisir et du Sport (MELS). The seventh of these, with a budget of \$2.5M a year, concerns the professional development of school staff provided by the universities.

A Program for Professional Development

The *Program to Support the Professional Development of School Staff* was created in this context and is intended for universities interested in developing and implementing training projects for school staff, namely teachers, school administrators, nonteaching professionals and education consultants working in preschool, elementary and secondary education, in the public or private systems, be it in the youth sector, adult sector, vocational training or general education.

Program Objective and Procedures

The goal of this program is to support universities in designing, implementing and evaluating training projects carried out in partnership with the education system. The program also provides for specific support for projects in priority areas that are tied to MELS action plans and orientations. More specifically, these MELS action plans concern the improvement of the quality of French, success for special needs students, prevention and handling of bullying and violence in schools, and management of cultural diversity. Priorities also include student retention, teacher induction and promotion of the teaching profession. The orientations are those established in MELS documents on teacher training in university or in practicums, on the training of administrators, etc.

All projects submitted by the universities will be evaluated by a jury¹. A maximum of \$100 000 will be allocated per project. This call for proposals covers projects for academic years 2014-2015, 2015-2016 and, eventually, 2016-2017. Each project may be renewed twice on the basis of a new application and providing that funds are available. Appendix 1 details the eligible expenses for each project.

Each project submitted should have a designated coordinator with the rank of regular professor attached to a recognized Québec university. Depending on the project, this coordinator will assemble a team consisting of other professors, lecturers, teaching assistants, and professionals as well as staff members from the education system. The project coordinator can be a member of another project's team but may not coordinate it.

The training activities proposed under the projects may be for credit or not, and they may take a wide variety of forms (e.g. seminars, workshops, distance or on-site teaching) and may incorporate the use of ICT. These activities may vary in duration, being given on a weekly, monthly, quarterly or annual basis, or may consist in intensive, one-time courses.

¹ This jury is currently made up of university academics, education system managers and a MELS professional.

The projects submitted may also take the form of action research projects (training research or collaborative research) as long as their aim is professional development activities for school staff. It should be noted that action research is designed to support a given community in identifying its key challenges and formulating them as problems, as well as in developing and implementing possible solutions to the problems encountered. Action research projects are also characterized by the participation of the community concerned because they are based on a need to understand, explain and improve practices in a community.

Training Based on Partnership

Finally, it is important to point out that the Program to Support the Professional Development of School Staff is committed to professional development that is based on a solid partnership between universities and the education system. According to the vision defined in this program, the partnership must be established when the projects are designed and continue through each of the planned steps: the letter of intent, project description, project implementation, evaluation of training and of project implementation and, where applicable, application for renewal. To this end, the Tables régionales de concertation MELS-universités-commissions scolaires, or their equivalent, must be closely associated with the entire process of project identification, implementation and evaluation. It is possible that, in certain communities, the partnership may have to be consolidated or even created; in such cases, the project submission will have to include this step. The program allows for projects to last from two to three years because creating and maintaining partnerships is a demanding task that requires ongoing nurturing.

The Structuring Effect of the Training

Project submissions must also be based on rigorous research and professional experience. This does not mean there is a need for a systematic review of the literature, but the jury members want the project development process to be both as rigorous and efficient as possible. Therefore, project coordinators and, where applicable, their teams need to be able to specify the underpinnings of their proposed projects: recognized orientations or approaches, proven principles, and experiments documented in scientific or professional literature. A solid grounding of this sort will enhance the credibility of forecasts concerning the results of the planned training. This program seeks to avoid makeshift experiments in training that have no long-term vision and few opportunities for transferring knowledge to other communities or other situations. The projects submitted must therefore have a structuring effect on the education system and the university community.

Ideally, the projects submitted should contribute to the development of transferable models, conditions that can be reproduced elsewhere that will endure and university programs that focus on the needs of the education system. Having to provide an evaluation mechanism for the training offered reflects the jury's emphasis on the importance of continually adjusting the training to match the needs of school staff, but also to ensure that the projects submitted aim to have structuring effects on professional development in universities.

2. Program Objectives

The aim of the *Program to Support the Professional Development of School Staff* is to support the universities in preparing professional development activities for the staff mentioned above, in partnership with the education system. The objectives of the program are:

- ✓ to support the university community with regard to professional development for school staff
- ✓ to encourage partnership projects between the universities and the education system in the area of professional development of school staff
- ✓ to elaborate professional development projects in keeping with MELS priorities and orientations
- ✓ to allow for the transfer of knowledge between research and professional practice in education
- ✓ to stimulate the emergence of innovative approaches in the professional development of school staff
- ✓ to improve or change the professional practices of school staff
- ✓ to contribute to the development of transferable models, with conditions that can be reproduced elsewhere and training mechanisms that will stand up over time

3. Procedures for Submitting and Evaluating Letters of Intent

The first step for university professors interested in the funding opportunity offered by this program is to write a letter of intent so that the eligibility of their projects can be determined. All letters of intent must follow the form designated for that purpose².

Each letter of intent must be accompanied by two letters of support: one signed by the officials in the home university of the project coordinator (administration of the faculty or department in the UQ network) and one by a representative of the education system (principal of a public or private school or school board administrator). If the letter of support from the education system is signed only by a public school principal, a copy should be forwarded, for information purposes only, to the director general of the school board concerned. Ideally, the Table de concertation concerned, or its equivalent, could also be informed of the project at this point.

Anyone wishing to submit a project must complete the following steps:

- 1) Complete the online letter of intent, scan the documents to be attached and send everything in a single PDF file to psfcps-chantier7@mesrst.gouv.qc.ca.
- 2) Print out the duly completed form, attach the two letters of support and send the full package to the address below, and a copy to the appropriate regional office (see Appendix 2 for contact information), within the deadlines set in the calendar³ (post-marked no later than the closing dates):

Programme de soutien à la formation continue
Direction de la formation universitaire
Ministère de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie
Édifice Marie-Guyart, 18^e étage
1035, rue De La Chevrotière
Québec (Québec) G1R 5A5
psfcps-chantier7@mesrst.gouv.qc.ca

²See the instructions on page 10.

³See timetable on page 15.

The table below presents the eligibility criteria for projects.

OBJECTIVES	CRITERIA	WEIGHTING
1. Consistency between the objectives of the training project and the program	<ul style="list-style-type: none"> ▶ Relevant needs met with respect to the professional development of school staff ▶ Consistency between the project and MELS orientations and priorities ▶ Consistency between the project and program procedures 	40 %
2. Expected results of the training project	<ul style="list-style-type: none"> ▶ Impact of the project on improvements or changes to the professional practices of school staff ▶ Relevance of the project for the personnel targeted ▶ Structuring nature of the project: transferable model, conditions that can be reproduced or training mechanisms that will stand up over time 	30 %
3. Collaboration of partners in the training	<ul style="list-style-type: none"> ▶ Ability of the project coordinator and team, where applicable, to carry out the training project ▶ Quality of the partnership between the university community and the education system 	30 %

All applicants will receive a written answer indicating:

- ✓ that the project is eligible *without any modifications being made*
- OR
- ✓ that the project will be eligible *if certain modifications are made*
- OR
- ✓ that the project is not eligible
- AND
- ✓ the jury's comments

Projects deemed to be eligible without any modifications being made may be submitted according to the deadlines set in the calendar and the procedures presented below.

Projects deemed to be eligible if certain modifications are made may be submitted if the changes are made; however, the deadlines set in the calendar and the procedures presented below must still be respected.

Letters of intent deemed eligible remain valid for one year.

If a project is refused, a new application can be made in a subsequent call for projects.

A single coordinator may submit more than one letter of intent but only one detailed project per call for proposals. As a result, if more than one letter of intent from the same coordinator is deemed eligible, that individual may only submit one detailed project.

The decision of the jury is final and may not be appealed.

4. Procedures for Submitting and Evaluating Projects

Once a project has been deemed eligible, applicants must then submit a detailed application. Each project must be accompanied by a recommendation from a Table régionale de concertation or equivalent in each region. Appendix 2 lists the different MELS regional offices and their contact information so that applicants can obtain additional information on these tables. If a letter of recommendation has not been obtained, an explanation must be provided with the application.

Anyone wishing to submit a project must complete the following steps:

- 1) Complete the online form designated for that purpose,⁴ scan the documents to be attached and send everything in a single PDF file to:
psfcps-chantier7@mesrst.gouv.qc.ca
- 2) Print out the duly completed form, attach the required documents and send the full package to the address below, and a copy to the appropriate regional office (see Appendix 2 for contact information), within the deadlines set in the calendar (post-marked no later than the closing dates):

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psfcps-chantier7@mesrst.gouv.qc.ca

⁴ A standard font and size should be used and the information should fit within the space provided on the form. Additional sheets will not be accepted. Projects that do not follow the format established in the rules will not be considered.

The jury will evaluate the quality of the projects submitted according to the following criteria:

OBJECTIVES	CRITERIA	WEIGHTING
1. Quality of the project	<ul style="list-style-type: none"> ▶ Rigour, consistency and feasibility of the project ▶ Relevance and consistency of the training approaches, methods and means ▶ Established scientific and professional foundations ▶ Transferability of scientific knowledge to professional practices 	25 %
2. Nature of the project	<ul style="list-style-type: none"> ▶ Relevance of the project and consistency between the project and program objectives ▶ Innovative nature of the project ▶ Response to the training needs of school staff ▶ Consistency between the project and MELS orientations and priorities 	15 %
3. Results of the project	<ul style="list-style-type: none"> ▶ Impact of the project on improvements or changes to the professional practices of school staff ▶ Mutual benefits of the project for the university and the education system ▶ Structuring nature of the project: transferable model, conditions that can be reproduced or training mechanisms that will stand up over time ▶ Possible impacts on initial training ▶ Transferability of the training project to other communities or situations ▶ Number and diversity of people potentially affected 	20 %
4. Quality of the partnership	<ul style="list-style-type: none"> ▶ Ability of the project coordinator and team, where applicable, to carry out the project ▶ Quality of the collaboration with partners ▶ Quality of the support from the school staff receiving training 	20 %
5. Planning and evaluation	<ul style="list-style-type: none"> ▶ Quality of project planning: design of the project; implementation of training activities ▶ Appropriate, realistic budget (see Appendix 1 for eligible expenses) ▶ Realistic calendar and deadlines ▶ Quality of the evaluation: means put in place to ensure follow-up of the project; indicators planned for evaluating the training 	20 %

Once the ministerial approval process has been completed, all applicants will receive a written response regarding the evaluation of their project. The decision of the jury is final and may not be appealed.

5. Project Funding Procedures

Under the budgetary rules for university funding, the ministry allocates \$2.5 M for promoting partnership projects that involve universities and the education system and that are intended to improve the professional development of school staff (teachers, education consultants, non-teaching professionals, school administrators). If the total annual budget is not allocated within the framework of this program, the remainder will be distributed among the institutions to reduce the accounts receivable under the 2003 agreement.

The \$2.5 M budget is allocated after projects have been submitted and analyzed. A maximum of \$100 000 may be allocated per project and may be renewed twice. Any unused amount may be carried over to the following year, but must be used for its intended purpose. At the end of the project, if the entire allocation has not been used, the balance will be recovered the following academic year, after the accounts have been settled.

The budgetary rules also stipulate that universities must forward to the Direction de la formation universitaire a report detailing how the grant has been used. Consequently, project coordinators must submit an **annual financial statement** using the designated form before **September 30th** following the end of the academic year.

Lastly, to meet the ministry's criteria regarding accountability, the project coordinator or team must provide a **final summary report on the training project** using the designated form. The report must be received by the ministry no later than **three months after the project ends**.

6. Procedures for Submitting and Evaluating Applications for the Renewal of a Project

Team coordinators who have received funding for a professional training project may apply for a renewal prior to the completion of the initial project, so as to avoid interruption in the partner academic environment. However, the application for renewal cannot be submitted before the project has demonstrated explicit structuring results and the desire of one or more of the partners to pursue the work. The maximum funding granted for the renewal is \$100 000, whether the project lasts for one, two or three years, and must be used for eligible expenses (see Appendix 1). Support for renewing a project must come from:

- the dean of the faculty, or in the case of the Université du Québec (UQ) network, the head of the education department at the university concerned
- the director general of a school board or the principal of a private school
- the chairperson of the Table régionale de concertation; if there is no letter of recommendation for the project from this organization, an explanation must be provided in the application

Applications will be evaluated in terms of the original project, in other words, the results achieved, the quality of the university-school interactions developed, the impacts on the university and school communities, the structuring effects on the project, the changes to professional practices and the potential transferability of the project results.

The renewal application must also describe the partnership experience, show connections between the original project and the renewal, and present the additional contributions to the project expected from the renewal. The section on the partnership experience must be completed with the partners from the school.

The jury will evaluate the renewal applications using the criteria presented in the following table. The application will only be considered eligible if a score of at least 7.5 out of 10 is obtained for the objective “Consistency between the original project and the renewal application.” The same holds true with respect to the report on the quality of the project, and a score of at least 11.5/15 is required to guarantee that the structuring effects of the initial project have been sufficiently demonstrated.

Evaluation of renewal applications

OBJETS	CRITERIA	WEIGHTING
Consistency between the original project and the renewal application	<ul style="list-style-type: none"> ▶ Appropriate complementarity between the two projects ▶ Significant and additional contribution to the original project ▶ Quality of support from the partners for the continuation of the project 	10 %
Quality of the report	<ul style="list-style-type: none"> ▶ Quality of the analysis of the partnership between the school and university (for example, ways of coordinating the project and training, commitment of the partners, distribution of roles and tasks, number and frequency of meetings, ways of following up the project) ▶ Suitable use of the project evaluation results (procedure and lessons to be learned from the experience) ▶ Quality of the analysis of the structuring effects on the university and the school ▶ Appropriate analysis of the impact on practices ▶ Potential transferability of the project results (for example, analysis of winning conditions, challenges met, obstacles and problems encountered, action taken to resolve problems, principles to remember, lessons to be learned from the experience) ▶ Correct reporting on the expenses incurred by the original project ▶ Sufficient dissemination of the project results 	15 %
Quality of the project	<ul style="list-style-type: none"> ▶ Rigour, consistency and feasibility of the project ▶ Relevance and consistency of the training approaches, methods and means ▶ Established scientific and professional foundations ▶ Transferability of scientific knowledge to professional practices 	20 %
Nature of the project	<ul style="list-style-type: none"> ▶ Relevance and suitability of project in terms of the program objectives ▶ Innovative nature of the project ▶ Response to the training needs of school staff ▶ Suitability of the project in terms of MELS orientations and priorities 	10 %
Results of the project	<ul style="list-style-type: none"> ▶ Impact of the project on the improvements or changes to the professional practices of school staff ▶ Mutual benefits of the project for the university and the school ▶ Structuring effects on professional development ▶ Possible impact on initial training ▶ Transferability of the training project to other communities or situations ▶ Number and diversity of people potentially affected 	15 %
Quality of the partnership	<ul style="list-style-type: none"> ▶ Ability of the project coordinator and team, where applicable, to carry out the project ▶ Quality of the collaboration with partners ▶ Quality of the support and guidance for the school staff in training 	15 %
Planning and evaluation	<ul style="list-style-type: none"> ▶ Quality of project planning: design of the project, implementation of training activities ▶ Appropriate and realistic budget (see Appendix 1 for eligible expenses) ▶ Realistic calendar and deadlines ▶ Quality of the evaluation: means put in place to ensure follow-up of the project and indicators to be used to assess the training 	15 %

The project coordinator who obtained funding for the original project must provide information on three aspects: general information on the original project, a report on the activities and expenses under the first grant, and the application for renewal itself.

Anyone wishing to submit a renewal application must complete the following steps:

- 1) Complete the online form designated for that purpose,⁵ scan the documents to be attached and send everything in a single PDF file to psfcps-chantier7@mesrst.gouv.qc.ca.
- 2) Print out the duly completed form, attach the required documents and send the full package to the address below, and a copy to the appropriate regional office (see Appendix 2 for contact information), within the deadlines set in the calendar (post-marked no later than the closing dates):

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Québec (Québec) G1R 5A5
psfcps-chantier7@mesrst.gouv.qc.ca

All applicants will receive a written evaluation of the project once the ministerial approval process has been completed. The decision of the jury is final and may not be appealed.

7. Additional Information

2013-2014 Project Submissions Timetable

- Letters of intent: May 17, 2013
- Detailed projects: October 25, 2013
- Application for renewal: October 25, 2013

For any additional information, please e-mail the *Direction de la formation universitaire* at psfcps-chantier7@mesrst.gouv.qc.ca.

⁵ See the instructions on page 10.

APPENDIX 1 - Eligible Project Expenses

All spending must be directly related to the project submitted and its implementation, and justifiable by the nature of this project itself. All administrative expenses, consulting fees and salaries of university officials are excluded. Also excluded are tuition fees and supply teaching costs incurred solely because a staff member is taking part in a training activity. To draw up the budget requested, please refer to the following eligible expenses:

For the universities:

1. Release of one coordinator for each project:
 - ✓ the equivalent of three course credits annually in accordance with the sum set in the collective agreements currently in force
2. Remuneration of professionals, teaching assistants, students, technicians and administrative staff

For the education system:

3. Costs of supply teachers replacing teaching staff taking part in the design, implementation and evaluation of the training project
4. Remuneration of professional staff in the education system taking part in the design, implementation and evaluation of the training project, only in cases where there is a loan of service to or a contract from the university

For both communities:

5. Travel and living expenses
6. Costs of participation in conferences, congresses, etc.

Other expenses:

7. Costs of telecommunications, photocopying and publishing
8. Translation costs
9. Costs for the rental of rooms and the purchase of materials and supplies: up to 10 % of the total amount applied for

APPENDIX 2 - List of MELS Regional Offices

REGIONAL OFFICE	ADDRESS – MELS
01 Bas-Saint-Laurent et Gaspésie–Îles-de-la-Madeleine	337, rue Moreault, 2 ^e étage Rimouski (Québec) G5L 0A5 Téléphone : 418 727-3600 Télécopieur : 418 727-3557
02 Saguenay–Lac-Saint-Jean	2220, rue Saint-David Jonquière (Québec) G7X 0L3 Téléphone : 418 695-7982 Télécopieur : 418 695-7990
03 Capitale-Nationale et Chaudière-Appalaches	1020, route de l'Église, 3 ^e étage Québec (Québec) G1V 3V9 Téléphone : 418 643-7934 Télécopieur : 418 643-0972
04 Mauricie et Centre-du-Québec	100, rue Laviolette, 2 ^e étage Trois-Rivières (Québec) G9A 5S9 Téléphone : 819 371-6711 Télécopieur : 819 371-6075
05 Estrie	200, rue Belvédère Nord, bureau 3.05s Sherbrooke (Québec) J1H 4A9 Téléphone : 819 820-3382 Télécopieur : 819 820-3947
6.1 Laval, Laurentides et Lanaudière	300, rue Sicard, 2 ^e étage Sainte-Thérèse (Québec) J7E 3X5 Téléphone : 450 430-3611 Télécopieur : 450 430-4005
6.2 Montérégie	201, Place Charles-Le Moyne, 6 ^e étage Longueuil (Québec) J4K 2T5 Téléphone : 450 928-7438 Télécopieur : 450 928-7451
6.3 Montréal	600, rue Fullum, 10 ^e étage Montréal (Québec) H2K 4L1 Téléphone : 514 873-4630 Télécopieur : 514 873-7281
07 Outaouais	170, rue de l'Hôtel-de-Ville, 4 ^e étage Gatineau (Québec) J8X 4C2 Téléphone : 819 772-3382 Télécopieur : 819 772-3955
08 Abitibi-Témiscamingue et Nord-du-Québec	180, boulevard Rideau, 2 ^e étage Rouyn-Noranda (Québec) J9X 0B4 Téléphone : 819 763-3001 Télécopieur : 819 763-3017
09 Côte-Nord	106, rue Napoléon, 2 ^e étage Sept-Îles (Québec) G4R 3L7 Téléphone : 418 964-8420 Télécopieur : 418 964-8504

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et Technologie*

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