From the Director

Greetings. It is my very great pleasure and honour to share a few thoughts about CRECS as we rapidly approach what will no doubt be a major turning point in the evolution of the Centre. Our new quarters on the fifth floor of Vanier provides CRECS faculty, research staff, support staff and students with consolidated space among colleagues in Education and Social Sciences. The new location provides the opportunity to work together amidst state-of-the-art equipment and facilities to pursue our research knowledge production and transfer objectives.

This is the first issue of IMPACT since I became Director of CRECS in January 2012. I am delighted to be joined at CRECS by our new Co-ordinator Alejandro Gomez, along with co-Director Tim Aubry, and management committee members Bob Flynn (FSS, Emeritus), Marielle Simon (Fac. Ed.) and John Sylvestre (FSS, School of Psychology). One decision that we made this past spring was to hire a uOttawa co-op student to assist the coordinator. We have been very fortunate to have recruited Jasmine Ranger into this role for the spring/summer term.

At CRECS we are excited about the extent to which uOttawa’s Destination 20/20 is aligned with our activities and projects. As our moniker and mission statement imply, our focus is research:

The Centre for Research on Educational and Community Services (CRECS) collaborates in research, evaluation, and training with organizations in the educational, social service, and health sectors to improve social programs and policies for citizens, especially those facing social exclusion.

But recent research and development projects in South Asia and Africa are also in keeping with Destination 20/20’s ‘international’ pillar. CRECS has a long and successful history of exchange and interaction with community partners and will no doubt continue to flourish in this regard. But we are also seriously growing our relationships within the education sector with, for example, an evaluation of a province-wide Ministry of Education strategy and capacity building initiatives within school boards in the eastern Ontario region.

With Alejandro’s leadership we are developing a CRECS communication plan so as to better connect with our internal and external partners, and we plan to take action on that soon. In the meantime, if you have any questions or comments about CRECS please do not hesitate to contact us.

Sincerely,
Brad Cousins
Much of the work that CRECS does is related in some way, shape or form to program evaluation theory and practice. In program evaluation, it is often desirable to explicite the theory underlying the program as a guide to implementation, action and monitoring and evaluation. Program logic models often serve this purpose.

The same thinking can apply to organizations seeking to move toward desired goals, vision or mission. At CRECS we have recognized the value that a logic model can bring and endeavoured to develop our own. This we are using to develop a performance monitoring system for the Centre and to help guide us with strategic direction.

The CRECS logic model is laid out in Figure 1. We can see in the matrix, the columns are defined by CRECS three main streams of interest: civic engagement, knowledge production and transfer, and capacity building. In the rows are the typical elements of a logic model: the goals to which we ascribe, our target audiences, CRECS activities (what we do), our outputs (our products), and of course our outcomes (the changes we seek to bring about).

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<td>Activities</td>
<td>Promote uOttawa (Destination 2020)</td>
<td>Conduct applied research</td>
<td>Involve grad students, post-docs and faculty in community-based research and evaluation</td>
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<td>Link Faculties and community organizations</td>
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<td>Liaise with other uOttawa centers and institutes</td>
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<td>Outputs</td>
<td>Referrals to CRECS from community</td>
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<td>Increased organizational service or program capacity</td>
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Figure 1: Logic model for the Centre for Research on Education and Community Services (CRECS)
La mission du CRSEC mise à exécution
Par Brad Cousins < bcousins@uOttawa.ca >

Une grande partie du travail fait par le CRSEC est liée et, en quelque sorte, modelée et formée pour la théorie et la pratique du programme d'évaluation. Dans le programme d’évaluation, il est souvent souhaitable de définir la théorie fondamentale du programme comme un guide à la mise en œuvre, l’exécution, le suivi et l’évaluation. Les modèles logiques du programme servent souvent à cet effet.

La même façon de penser peut s’appliquer aux organisations qui cherchent à progresser vers les objectifs souhaités, la vision ou la mission. Au CRSEC nous avons reconnu la valeur qu’un modèle logique peut apporter et avons tenté de développer le nôtre. Nous l’utilisons pour développer un système de suivi des performances pour le Centre et nous guider vers une orientation stratégique.

Le modèle logique du CRSEC est présenté dans la Figure 1. Dans la matrice, on peut voir que les colonnes sont définies par les trois centres d’intérêts principaux du CRSEC : l’engagement civique, la production et le transfert des connaissances et le renforcement des capacités. Dans les rangées se trouvent les éléments typiques d’un modèle logique : les buts que nous nous assignons, notre public cible, les activités du CRSEC (ce qu’on fait), notre rendement (nos produits) et bien sûr nos résultats (les changements que nous cherchons à apporter).

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Figure 1: Le cadre logique du Centre de recherche sur les services éducatifs et communautaires (CRSEC)
Last January we signed up for a course that turned into an incredible adventure. In five months, and an estimated 328 hours of preparation, Brad Cousins coached us from struggling contenders to finalists competing in the toughest student evaluation competition in Canada. It’s been a wonderful experience. And to think it all started innocently enough …

Brad Cousins threw out the challenge in January asking for interested University of Ottawa graduate students to compete in the 2012’s Canadian Evaluation Society Student Competition. Barb Szijarto, Ronaye Gilsenan, Craig Defries and Joanne Tucker took up that challenge and competed as team Falcon Evaluation. We competed against 95 other graduate students from 21 other teams from universities across Canada. For this competition, teams must develop an evaluation proposal in hours instead of weeks requiring significant advanced preparation. The intensity was compounded by the fact that most team members work full-time, are taking other graduate courses and have families. Therefore, we met on evenings and weekends to develop our templates and conduct five hour practice sessions using prior competition-cases.

There are two rounds to this competition. The initial round was held on February 11th and each team had five hours to develop a ten-page evaluation proposal for the Literacy Victoria Outreach program. The final round was held on May 14th, 2012 in Halifax during the 2012 CES Conference. Finalist teams were given five hours to prepare an evaluation proposal in the form of a 20 minute PowerPoint presentation on the Health Canada Community-based Water Monitor program.

Of the 22 teams in the first round, only three teams were chosen to compete in the Finals: the University of Ottawa’s Falcon Evaluation, the University of Waterloo’s Cornerstone Consulting and the Université Laval’s M4C Consulting. Being chosen to participate in the final round of the Competition was a tremendous honour, conjuring simultaneous feelings of pride and humility, excitement and fear.

Because of our preparation, the competition itself seemed almost surreal. Beginning at 7:30 am in a designated Westin suite, the five hours flew by and before we knew it we were finishing up our presentation and receiving the judges’ feedback and final decision. Although we didn’t win the plaque, we did make it to the final round, won an all expense paid trip to compete in Halifax and we were recognized as the “risk takers” of the competition.

The results we achieved are a testament to the quality of the Graduate Certificate Program in Program Evaluation and to Brad’s coaching. Without the courses and Brad’s superb instruction we would never have been sufficiently prepared. In addition, the timing was perfect as it occurred near the end of the two-year Certificate Program and was an excellent opportunity to synthesize theory and practice. We are grateful for Brad’s support; the sponsorship of CES/CES Educational Fund, CRECS and the Faculty of Graduate and Postdoctoral Studies; the CES Case Competition Organizing Committee; our workplaces, families, friends; and, of course, the Henry House pub in Halifax.
Over the past six months, CRECS’ researchers and Faculty of Education professors Brad Cousins and Jess Whitley, along with recent Program Evaluation Certificate graduate student Kate Svensson, have been engaged in a collaborative partnership with leaders of the ‘Managing Information for Student Achievement’ (MISA) initiative. This Ministry of Education-funded initiative is dedicated to “fostering a culture of evidence-informed decision-making through communication, sharing of resources, innovation, and collaboration with the goal of enhanced student achievement” (MISA East, 2012).

To achieve these goals, MISA offers assistance by involving selected schools in seven activities ranging from teacher collaboration projects to workshops on enhancing knowledge mobilization.

Twenty-five schools from seven Eastern Ontario school boards took part in this year’s MISA activity, focused on enhancing instructional leadership. The primary objective of this activity was to help the schools understand the Ministry’s School Improvement Plan (SIP) cycle (needs assessment, development of achievable school goals, and monitoring and evaluation strategies). To involve schools in thinking about these stages, MISA and the CRECS team organized two large workshop presentations (December 14 and June 13). These provided the opportunity for school teams to critically examine their goals for improving student achievement, particularly with respect to the evidence informing these. Participants were also encouraged to start to think about how the SIP process could be used as an opportunity to examine teacher practice and to explore new and exciting teaching strategies.

During the months between the two workshops, CRECS also organized a series of regional clinics held for the purpose of helping schools with specific issues regarding their SIP process. Where schools expressed the need for more information pertaining to a specific issue (i.e., student motivation; motivating English language learners (ELLs); challenges to faith-based education), CRECS offered resources in the form of literature ‘snapshots’ aimed at informing schools of the research in this area. Other deliverables included research on measures of achievement in areas of literacy and numeracy, as well as feedback on pilot instruments.

Although participants are currently in the process of evaluating this MISA activity, the initial feedback received by the facilitators appears to be favourable. Schools were not only able to improve the way in which they fulfill their SIP requirements, but also to exchange ideas and collaborate with other teams to build professional networks. This partnership was also a great opportunity for CRECS to become involved in promoting the capacity for teachers and administrators to conduct evaluation-focused activities in their own classrooms and schools. Hopefully this is the first of many activities emerging from the ongoing collaboration between CRECS and the MISA East team!
Namaste from Mysore, India! This is where the training workshop for Module 3 in program evaluation capacity building was delivered this past June. This an exotic city of lavish fountains, forests of coconuts and luxurious silks, but also with questionable hygienic facilities in public spaces and mainly reachable by car over multiple road bumps for over three hours!

The three training modules were produced as a result of meetings with approximately forty representatives from education sectors across India. This capacity building development cycle in program evaluation followed a first round of training workshops held in 2009-2011 with a group of approximately 50 education representatives from across India. Many were members of the National Council for Educational Research and Training (NCERT). At that time, four state-wide programs were targeted: the Multilingual Education (MLE) program (MLA) in Orissa, the Aadhar programme in Himachal Pradesh, the Children’s Learning Acceleration Programme (CLAPS) in Andhra Pradesh and the Activity-Based Learning (ABL) program in Tamil Nadu. The details of the two series of workshops were governed by the terms outlined in the Sarva Shiksha Abhiyan (SSA) Technical Cooperation Fund Inception Report dated October 16th, 2009.

The 2011-2012 series of workshops were delivered by a team of six individuals: Jayshree Oza, the Technical Services Agency (TSA) team leader from NCERT, a group of expert consultants, including Brad Cousins and myself, both from University of Ottawa, Darlene Opfer, Rand Corporation, and Barbara Rosenstein and independent consultant from Israel and Sanjeev Sridharan from University of Toronto, and two Canadian resident program evaluation specialists: Robin Sachs and Wendy Ryan (CRECS affiliate researcher). Four programs are being evaluated: Mid-Day Meal (MDM), b) Continuous and Comprehensive Evaluation (CCE) Programmes of Chhattisgarh and Mizoram, c) Teacher Training Programme in English (TTE), Karnataka, and d) Professional Development Project (PDP) of Chhattisgarh and A&N Islands. Their final reports are expected this fall.

Module 1, focused on the planning and conceptualization of the evaluation exercise including the development of the logic model, evaluation questions, general evaluation framework and ethical issues. Module 2, featured methodological and implementation issues such as the construction of instruments (i.e., survey questionnaires, interview protocol) to gather qualitative and quantitative data, sampling, and the logistics associated with conducting program evaluations. Module 3 was held in June 2012 and proposed theory, guidelines and practical advice regarding data entry, cleaning and analysis using SPSS, as well as data visualisation and report writing. After six days of serious and continuous work, each member was rewarded with a certificate of participation and merit.

The first two modules were conducted in Delhi, India. Beautiful and temperate Mysore was the new chosen site for Module 3. Brad Cousins was very happy to attend this last workshop given the royal treatment he gets every time he is reunited with the group. Sanjeev also found happiness in being reunited with one of his elementary teachers and with his childhood friend. Marielle too was happy reliving travel moments spent in India 38 years ago! To all the team members, and in particular, our two hosts at the Research Institute in Education in Mysore, Professors Vassant Bhat and Undurthy Lakshmi Narayana, we say dhanyavad (thank you) for your gracious, generous and welcoming hospitality.
Evaluating Impact in Education

In February 2012 Brad Cousins participated as member of a high profile panel on Evaluating Impact in the Education Sector at the Ontario Educational Research Symposium (OERS) in Toronto. The panelists included Charles Ungerleider, former Deputy Minister of Education (B.C.) and Janet Mason, Assistant Deputy Minister (ADM) of strategy, planning and research at Cabinet Office in the Ontario provincial government and was moderated by David Fulford, current ADM and Chief Administrative Officer for the ministries of Education and Training, Colleges and Universities.

The focus for the panel was comprehensive with attention given to evaluation purposes, building a culture of evaluation, expectations, and process considerations all in the light of the evaluation of educational impact. Cousins’ principal message was that despite ever-present accountability demands, the learning function of evaluation can provide considerable leverage toward sustainability and should be privileged as an overarching goal of learning evaluation systems.

Transitions de Pupilles de la Couronne au sein du système de bien-être à l’enfance

Par Joel Beaupre <joel.beaupre@uottawa.ca>

Cette recherche a pour but de mieux comprendre ce qui advient des Pupilles de la Couronne qui entrepren- nent une transition au sein du système de bien-être à l’enfance. Les Pupilles de la Couronne sont des jeunes qui ont été retirés de leur milieu de vie d’origine, par des autorités responsables du gouvernement de l’Ontario, pour différentes raisons de maltraitance.

Cette recherche est motivée par le manque d’information, au Canada, sur les Pupilles de la Couronne qui entreprennent une transition dans leur vie de jeune adulte. Une transition se caractérise par un changement dans la vie d’un jeune, par exemple, le fait de quitter sa famille d’accueil et de se retrouver seul pour subvenir à ces besoins. Dans la présente étude, plusieurs autres changements aux situations de vie des jeunes seront considérés comme des transitions.

En effet, pour être en mesure de faire des interventions efficaces au sein de cette population et pour améliorer leurs futurs, les SAE (Société d’aide à l’enfance) voudraient connaître les facteurs qui ont une influence sur les transitions de ces jeunes. Pour ce faire, l’équipe de recherche tentera de comprendre comment la population à l’étude s’en tire en comparaison avec leurs pairs dans la population générale, une fois qu’ils entrepren- nent une ou des transitions. Les quatre agences de l’est de l’Ontario qui ont commandé cette étude sont celles de : Cornwall (SDG, Stormont, Dundas and Glengarry), Ottawa, Prescott-Russell et Renfrew. Ces quatre agences ont demandé à Robert J. Flynn (chercheur sénior), Nicholas G. Tessier et Joël Beaupré au Centre de Recherche sur les Services Éducatifs et Communautaires (CRSEC) à l’Université d’Ottawa de mener cette étude auprès de leur clientèle dans le but éventuel de mieux la préparer pour la transition vers la vie adulte.

Le vide de littérature sur ce sujet au Canada a poussé le chercheur Flynn à regarder au-delà des frontières canadiennes. Son regard c’est alors posé aux États-Unis, sur une étude réalisée avec une population similaire à celle visée par la présente recherche. La recherche qui a inspiré celle-ci est le : Midwest Evaluation of the Adult Functionning of Former Foster Youth (Midwest study) de Mark E. Courtney et ses collabora- teurs à l’Université de Chicago.

Les résultats de cette étude menée par Flynn et son équipe pourront donc être, dans une certaine mesure, comparés à ceux de l’étude de Courtney, puisque beaucoup de questions dans l’entrevue s’en sont inspirées. De plus, les résultats de l’étude permettront aussi une comparaison avec leurs pairs dans la population générale du Canada. Ces comparaisons auront ultimement pour but d’identifier les facteurs qui ont le plus d’influence sur les transitions positive de la jeunesse dans le système de bien-être à l’enfance.

Cette recherche se veut une des premières de ce type et de cette envergure au Canada. La population sera composée de jeunes de 15 à 21 ans et plus, provenant des quatre agences mentionnées préalablement, qui s’apprêtent à entreprendre une transition au sein du système de bien-être à l’enfance. Cette recherche se veut d’être prospective et longitudinale, elle se déroulera sur une période de trois années.
In November of 2009, the Ontario Government established the Commission to Promote Sustainable Child Welfare. The Commission’s three-year mandate, which ends in September 2012, has been to develop and promote the future of sustainable child welfare in Children’s Aid Societies in the province of Ontario.

Over the last three years, the Commission has developed a four-tiered system to support sustainable child welfare. The third tier of this system was the implementation of a new accountability framework that “gives coherence to the wide range of reporting and review activities while clarifying roles, mechanisms for accountability, and how ongoing improvement and learning can be built into the system.”

It was determined that an integral part of this framework was the measurement of performance and outcome indicators at the agency level. An Accountability and Performance Project Reference Group was established in January, 2011 with the purpose of reviewing performance measurement in child welfare agencies in Ontario, the Ontario Ministry of Children and Youth Services, the National Child Welfare Outcomes Matrix, and other child welfare sectors outside of Ontario. Phase I of this review centred on the selection of service performance indicators and organizational capacity indicators. The data for these indicators is aggregated and disseminated by the Ontario Child Abuse & Neglect Data System (OCANDS) team at the University of Toronto. Of the 16 service performance indicators chosen, three indicators focus on the measurement of child and youth well-being.

The Ontario Looking After Children (OnLAC) project, lead by Dr. Robert Flynn of the School of Psychology and the Centre for Research on Education and Community Services (CRECS) at the University of Ottawa is currently in its 12th year of study. Each year, the project team collects data on outcomes for children in care in Ontario and was in the wonderful position to assist the OCANDS team by providing the data necessary to measure the three well-being performance indicators set out by the Reference Group.

For Phase I, the OnLAC team provided data from the OnLAC databases for three performance indicators: Developmental Assets of Children in Care, Quality of the Caregiver-Youth Relationship for Children in Care, and the Age-to-Grade Educational Performance of Children in Care. Each of these performance indicators come from measures in the Assessment and Action Record (AAR-C2) of the OnLAC project.

Dr. Flynn and I were pleased to be invited to both a data workshop, held in April, 2012, as well as the Phase I Information Summit, held in May, 2012. Both of these events were great demonstrations of how the Province is moving toward a more sustainable, evidence-based model of child welfare. The current accountability framework is a work in progress and will continue to evolve and grow, and the CRECS OnLAC team is delighted to be involved in this important project now and going forward.
The Alliance to End Homelessness Ottawa (ATEH) recognises that the link between significant social change and academia is credibility firmly anchored in research. As a non-profit organization it has long recognised that stories of personal experience or human interest can draw decision makers, the media and the general community into an awareness of homelessness. But stories that “tug at heart strings” are seldom the impetus for social change. Heightened awareness might lead to a charitable action such as volunteering or donating to an agency providing direct assistance or to helping someone access a service or to a dismissive fall-back on stereotypes about homelessness. Stories alone do not lead to clear solutions to a seemingly insurmountable societal problem.

When solutions are tied to university research and put forth in combination with a human interest story or even on their own, academic credibility, one of society’s structural pillars is brought to the fore. Research functions to situate a personal story as one among many to create an awareness of broader systemic issues making knowledge-based change possible. Community efforts to assist homeless people are as multifaceted as the individuals themselves. In parallel, university researchers are fast creating a body of Canadian knowledge on homelessness in areas as diverse as mental health, the judicial system and appropriate housing.

The relationship between people who are homeless, agencies assisting them, and researchers at the Centre for Research on Educational and Community Services (CRECS) at the University of Ottawa and Carleton University has been essential in shifting the community’s understanding to a place where systemic social change is possible. For instance it is recognised now that people need a home first before supports are effective in resolving other issues.

Numerous agencies have participated in and benefitted from local research projects. ATEH’s own efforts are strongly influenced by its long-standing relationship with Senior and Affiliate Researchers and students at CRECS who among many other contributions helped ATEH establish and grow its respected annual Report Card on Ending Homelessness in Ottawa and organize its very successful Annual Research Forum on Homelessness. Research also informs ATEH’s overall media analysis approach to communication in the broader community; it led to the sharing of study findings with a wider audience in the SSHRC-funded and CRECS-based From Homeless to Home Project on the Panel Study on Homelessness in Ottawa.

Similar academic-community partnerships have evolved across the county. CRECS researchers take part in the Research Alliance for Canadian Homelessness, Housing and Health (REACH3) working collaboratively on research, knowledge translation and capacity building activities; and they participate in the Canadian Homelessness Research Network and contribute to its excellent research resource the Homeless Hub.

Most recently The Canadian Alliance to End Homelessness (CAEH) was formed to build a national movement guided by a ten-year plan approach to end homelessness. It bodes well that CAEH will be led by Tim Richter formerly President and CEO of the successful Calgary Homeless Foundation. CAEH will work to ensure that all levels of government in Canada support communities, including through investment in affordable housing; most encouraging though is its belief that research and data collection are part of the solution. Beyond a doubt research helps communities reach beyond providing assistance to work on ending homelessness!
In 2010, 832 different families stayed in family shelters with an average stay of 72 days (Alliance To End Homelessness [AETH], 2011). Whereas most families experience only one shelter stay, about one quarter of these families had more than one stay (ATEH, 2011).

In 2011, the Pinecrest-Queensway Community Health Centre (P-QCHC) with financial support from the City of Ottawa and the federal government, introduced the Families First program to address the particular needs of these families to ensure that they are successful in finding housing and reducing their reliance on the city’s family shelter system. Shortly thereafter, P-QCHC, the city of Ottawa and CRECS researchers began to work together to develop a study of this important and innovative program. This work has led to CRECS researchers being awarded a two-year grant from the Canadian Institutes of Health Research to study the Families First program.

Families First provides support to families during the critical transition from homeless shelters to permanent housing to ensure greater housing stability, reduced disruption and stress, stronger networks of formal and informal support, and improved adaptation of adult and child family members. The Families First program was introduced as a response to the significant increases in the number and the duration of stays of homeless families in shelters in Ottawa since 2006. Families First is designed to build capacity in the family to secure needed resources, effectively problem solve when issues arise, and to connect the family to social and service support systems. The key elements of the program include: (1) Providing rent supplements as needed to enable families to obtain and to keep permanent housing; (2) providing support during the critical transition from the shelter system to housing; and (3) strengthening the families’ resiliency and ties to formal and informal networks of support.

The study team includes John Sylvestre (principal investigator), Tim Aubry and Catherine Lee from CRECS, along with Beth Shinn from Vanderbilt University. The team will conduct a comprehensive evaluation of the implementation and outcomes of the program. The team will track 100 families participating in the program over a 12 month period. The team will study the ability of the families, with the support of the program, to get and to keep stable community housing. The team will also study family outcomes in terms of the health, well-being, relationships and community integration of the family members and the family as a whole. The team will also conduct an in-depth qualitative study of 30 families to understand their experiences moving from family shelters to community housing and their perceptions of the Families First program.

To complement the study of outcomes, the team will conduct an evaluation of the implementation of the Families First program to document how the program has been implemented and to provide direction for program improvements. Finally, the team will examine the broader effects of the program on the city of Ottawa’s family shelter system.
Providing Housing as a Part of Treatment Makes Sense! By Stephanie Yamin <syamin@uOttawa.ca>

At Home/Chez Soi is a 5-year demonstration research project undertaken by the Mental Health Commission of Canada with $110 million dollars of funds from Health Canada. The project is designed to provide housing and support to homeless people living with serious mental health issues. Based on the 'Housing First' approach, the project aims to learn what needs to be done to solve chronic homelessness in Canada for people with mental health issues.

In 2011, participants were enrolled in the study from across Canada, specifically: Moncton, Montreal, Toronto, Winnipeg and Vancouver. Participants were offered a choice of housing and provided with supportive services through Intensive Case Management or Assertive Community Treatment, depending on the level of need (CMHA, 2012). Choice of housing was provided through private market rentals (i.e., landlords renting properties to the participants). The participants were randomized to either the Housing First group (i.e., housing in addition to ACT or ICM) or the Treatment As Usual group (i.e., typical services offered to homeless individuals with mental health issues) and data on participant outcomes is collected at 5 periods of time (study entry, 6, 12, 18, and 24 months), through in-person interviews about housing, health status, quality of life, social and justice service use and other areas.

Who are the participants?

There are over 1200 participants in Housing First group and 990 participants in Treatment As Usual Group. All participants are over the age of 18 years, had serious mental health problem(s) (or a co-occurring substance use disorder) and were either homeless or precariously housed. A majority of participants were between 25 and 55 years of age and 32% were women. The average lifetime length of homelessness was over 6 years.

There was a range of mental health problems (e.g., over 50% had alcohol or drug problems, approximately 50% reported depression, over a third reported having a psychotic disorder, and approximately a third reported suffering from traumatic stress). Over 90% reported suffering from at least one chronic physical health condition. Many of the participants had been involved in the justice system and/or reported being victimized in the last 6 months. The results displayed unique cultural and ethnic differences depending on the site (e.g., Winnipeg = 70% Aboriginal; Toronto = 50% born outside of Canada).

Early findings?

Although data analysis is still in its infancy there are some results already available. Currently, 1000 people who were previously homeless and living with mental illness are stably housed. Of those, approximately 68% are still in their first apartment. Among participants receiving the Housing First intervention, there has been a 50% reduction in emergency department visits, a 50% reduction in police detentions, a reduction in outpatient visits and drop-in centre visits, a reduction in shelter and transitional housing use, an increase in individuals engaged in regular jobs or casual work, and an increase in food bank use (because they have kitchens and can cook for themselves).

Where do we go from here?

The funding for this project will end in March 2013. Currently, the Mental Health Commission of Canada is meeting with the provincial and federal governments to discuss the sustainability of this initiative. In the interim, data analysis will be completed and the results will be disseminated through a wide range of methods including through the website of the Mental Health Commission of Canada. Contact Aimee Watson at awatson@mentalhealthcommission.ca.
The Sandy Hill Community Health Centre, in partnership with the Canadian Mental Health Association of Ottawa, has implemented an intensive case management program, following the housing first model, to assist their clients who have a substance use disorder and have experienced chronic homelessness. The participants may also have complex physical or mental health needs; difficulties with activities of daily living; a long history of interactions with the criminal justice system and/or with the emergency health system. This program is funded by the Ontario Ministry of Health and Long-Term Care as part of the Supportive Housing for Ontario Addiction Programs.

CRECS role in this project is to evaluate both the implementation and effectiveness of this program which is being undertaken through a research project entitled Supported Housing/Addiction Recovery – Evaluation (SHARP-E). The evaluation of the effectiveness of the program has begun and the evaluation of the implementation of the program will begin in approximately six months, after recruitment has been completed.

The evaluation of the effectiveness of the program involves a series of interviews with program participants and a matched control group over the course of two years. Approximately 100 participants will be admitted into the intensive case management program and each participant with be interviewed before they are housed and re-interviewed 6 months, 12 months and 18 months after their baseline interview. They are asked questions concerning their housing history; use of health, social and justice services; addictions, physical and mental health; community integration and quality of life. Once all participants for the program have been interviewed, a control group will then be recruited matched on variables such as age, sex, living situation and severity of addictions and/or concurrent disorder. This group will not receive the services of the intensive case management program but will receive all other services available to them in the community.

The research questions for this evaluation of the effectiveness of the intensive case management program are:

1. How does the effectiveness of the care offered by the Housing First and Intensive Case Management approach compare to care as usual?
2. What are the demographic and clinical characteristics that moderate the effectiveness of the program?
3. What are aspects of the delivery of services that moderate client outcomes?

Because this project is still in the preliminary stage, no outcomes can be reported yet, but stay tuned for updates in future issues of Impact.
Le CRSEC continue le renforcement d’évaluation en Afrique de l’Ouest par Brad Cousins < bcousins@uOttawa.ca >

Suite à un leadership antérieur en renforcement des capacités d’évaluation en Afrique centrale et de l’Ouest, le professeur Brad Cousins a récemment dirigé une série d’ateliers intégrés d’une durée d’une semaine pour les participants du « Réseau Nigérien de suivi et évaluation (ReNSE) ». L’atelier a été donné à Niamey en juin 2012 où 30 membres de la communauté d’évaluation locale y ont assisté. Les membres provenaient d’une variété de secteurs dont le gouvernement, la société civile et les universités.


La série d’ateliers servira de prélude aux Journées Nigériennes de l’Évaluation (JNE) qui s’ensuivront plus tard en 2012 avec comme thème principal « L’institutionnalisation de l’évaluation au Niger pour un développement durable ». Selon les organisateurs, L’objectif visé à travers l’organisation des JNE est de créer un espace de dialogue et d’échange entre les décideurs politiques, les praticiens et militants de l’évaluation ainsi que les commanditaires et utilisateurs potentiels de l’évaluation en faveur de la promotion de la culture évaluative et de l’institutionnalisation de l’évaluation au Niger. (Source : Cadre de référence)

Grâce à son travail dans la formation et le développement professionnel, le CRSEC a maintenant établi dans la région une réputation de chef de file dans le renforcement des capacités d’évaluation ce qui arrive au bon moment parce qu’il y existe plusieurs initiatives intéressantes dans l’Afrique francophone à cet endroit. Fin 2011, un consortium dirigé par la Banque mondiale a annoncé la création d’un centre d’excellence régional pour l’évaluation à Dakar. La proposition soumise par le Centre africain d’études supérieures en gestion (CESAG) a été accepté et le CESAG sera l’hôte de l’initiative du CLEAR (Centre for Learning on Evaluation and Results) pour l’Afrique francophone. En mars-avril 2011, la série d’ateliers de M. Cousins a été donné à plus de 70 participants à Dakar grâce à un partenariat entre le CRSEC, le CESAG et la SenEval (Senegalese Evaluation Society). Il est juste d’affirmer que la participation continue du CRSEC dans le renforcement des capacités d’évaluation dans la région semble prometteuse.
Using Evidence in Bullying Prevention

Professor David Smith presented ongoing efforts in Canada to promote evidence-based practice related to bullying prevention, and some of the challenges and opportunities that this work presents. This Noon hour Colloquium was attended by a dynamic audience of students, uOttawa staff and professionals from the educational sector.

In-house Professional Development: Advanced Qualitative Data Analysis

As one way of giving back to Senior and Affiliate Researchers and the CRECS student community, CRECS recently continued with its professional development series by offering a 3 half-day integrated workshop series on Advanced Qualitative Data Analysis. Professor Roanne Thomas (Canada Research Chair, School of Rehabilitation Sciences) led the session on the use of Photovoice methodology and the NVivo qualitative data analysis software package. The sessions were well-attended and included ample hands-on experience in addition to an engaging introduction to Photovoice. Thanks go to Professor Jenepher Lennox-Terrion and Alejandro Gomez for helping coordinate the event.

CRECS-IPDET Colloquium

Over 80 participants gathered at Carleton’s Commons Residence Building on June 15. Dr. Karen Edge, Senior Lecturer from the London Centre for Leadership in Learning at the University of London presented the process and effects of a national-level participatory research initiative. The presentation focused on the evaluation of the participant experience and several outcomes associated with the participatory process of the project “Improving Learning Outcomes in Primary Schools” (ILOPS) Project in Uganda, Malawi, Burundi and Senegal, funded by the Hewlett/Gates Foundations in 2007. The session was co-hosted by the International Program for Development Evaluation Training (IPDET)” and CRECS.

Education Research Fair

CRECS participated in the annual Faculty of Education Research Fair, held in Lamoureux Hall in March, 2012. The fair provides faculty and students with the opportunity to showcase their research programs and projects. Several CRECS Senior Researchers from the Faculty of Education participated in the event.
What’s up with the Centre for Global and Community Engagement?
By Stéphane Sophie Cardinal < scardina@uOttawa.ca >

En octobre 2011, on a officiellement inauguré le Centre d’engagement mondial et communautaire (CEMC) de l’Université d’Ottawa en même temps qu’on a lancé le plan stratégique Destination 2020. Notre mandat est de promouvoir l’engagement communautaire et la responsabilité sociale auprès des membres de la communauté universitaire soit les étudiants, le personnel et les diplômés. Depuis son lancement, le Centre a mis en place de nouvelles initiatives locales et internationales qui visent à enrichir l’expérience étudiante telles que notre programme de semaine de relâche différente.

One of the Centre’s main programs is its Community Service Learning (CSL) program. This program allows uOttawa students to contribute to their community by participating in projects that are related to their program of study. In 2011-2012, about 2,400 students participated in the CSL program. In this program, uOttawa students volunteered in the community, learned how the concepts in class applied in a real work life situation and they reflected on their learning. It is the reflection process engaging both professors and students that turns a volunteering opportunity into a service learning experience. Depending on the course, volunteering opportunities bring uOttawa students to work on the frontline, others get students to plan or implement surveys or carry out some literature review. The CSL program depends entirely on relationships we build with community partners and other departments in the University, including professors. Without these relationships, we would not be able to identify volunteer placement opportunities and play a role in helping students achieve their learning objectives while responding to some of the community needs.

À travers notre collaboration avec les professeurs et les partenaires communautaires sur et hors campus, nous espérons contribuer à améliorer l’expérience étudiante et jouer un rôle en aidant à éduquer la prochaine génération de professionnels et leaders communautaires.

Notre objectif n’est pas seulement de mettre en contact les différents membres de la famille élargie de l’Université d’Ottawa avec les communautés qui ont besoin de bénévoles, mais bien de créer un modèle durable et efficace qui aura un impact à la fois immédiat et à long terme.

The Centre is looking at both learning and community outcomes. We want to better understand the potential impacts of students’ volunteering on our partners’ programs and services. Our hope is that it is win-win. Next year, we plan a formative evaluation of the Centre and its programs.

The Centre for Global and Community Engagement (CGCE) currently works with about 300 community partners in sectors such as advocacy, social services, education, health, international development, community and economic development. We encourage the researchers involved with the Centre for Research on Educational and Community Services (CRECS) to see how uOttawa students can play a complementarity role coming through the CSL program or extracurricular volunteering activities. The Centre is always looking for volunteer opportunities that could help our students gain valuable insights on social issues, on the needs of the community and the role they can plan to address these needs while they hone on their professional and research skills. Many students would like to deepen their research abilities and would welcome an opportunity to work with professors. The Centre also coordinates the administration of the Co-Curricular Record, an official document of the University listing their volunteer hours.

Help us in engaging uOttawa students by equipping them with the knowledge, research skills, and experiences to prepare them for life in an ever-changing and challenging world.
On Friday, May 4 at noon, outside of CRECS, a group of travelers departed for a journey that, over the two days to come, would ultimately bring them a much deeper awareness of their discipline. Some would say a new level of consciousness.

The first part of the journey involved getting to the site of the conference in Waterloo. While driving, the conversation was lively. Upon arriving in Waterloo that evening, the group was greeted with a traditional Aboriginal welcoming and smudging ceremony, which established a warm, friendly tone that would remain for the rest of the conference. For some members in the group, it was a chance to put faces to the names of researchers whose work is followed with great enthusiasm. For others, it was an occasion to meet again with old friends.

As soon as keynote speaker Cindy Blackstone took the microphone, she boldly confronted her audience with the declaration that research has failed. Given that her audience was comprised of researchers, this was an attention-grabber. Cindy proclaimed that we all must DO something! She went on to deliver an inspiring, illuminating speech that brought tears to many eyes in the room. She convinced everyone present that there is a serious need for action to remedy the deeply unfair situation facing children living on First Nation reserves in Canada. Vitalized by Cindy’s gusto, members of the group quickly pledged to join the movement, by visiting fncaringsociety.com and learning more about campaigns such as “Shannen’s Dream”, “Jordan’s Principle”, and “I am a Witness”. On June 11, members of the group from CRECS vowed to visit Parliament Hill to stand with Cindy and show support for a historic human rights case against the federal government.

Following Cindy’s invigorating talk, the rest of the day progressed with similarly exciting and interactive conference activities, including poster presentations, workshops, and speeches. Members of the group from Ottawa embraced the opportunity to expose themselves to the energy present in community psychology in Canada. The conference provided the chance to strengthen collegial bonds with the experts, as many truly brilliant minds in the field were present. Scholars doing research on similar topics offered each other suggestions for the next steps of research exploration. There was an mutual exchange of ideas between all attendees.

Congruent with the underlying values of the conference, the day concluded with a banquet hosted by St. John’s Soup Kitchen, a local organization providing various community resources. The banquet event was well organized, with delicious food and plenty of wine, and it served to strengthen the sense of community developing amongst the conference attendees. For the students present, it was a chance to observe the profound bonds that exist between mentors in the field, who have built careers on values of collaboration.

The next day, the final hours of the conference were spent on a town-hall meeting and summit to address important issues facing the field of community psychology in Canada. The conference attendees were full of ideas about how to continue to foster progress and development in the discipline. Challenges were identified, plans were formed, and task groups were put into place. And so the conference came to an end on a note of action, just as it had began. Following a final Aboriginal closing ceremony, the travellers from Ottawa bid farewell to their colleagues and friends, and began the trek home, filled with a renewed sense of passion and appreciation for community psychology. Mission accomplished!
A team of researchers from CRECS and the Faculty of Education recently completed an evaluation of the Differentiated Professional Learning Strategy (DIPLS) for the Ontario Ministry of Education. Awarded in late 2010, this 15 month, $200k+ contract required considerable creativity, research skills, tenacity and teamwork.

The DIPLS is an important component of the Ontario Government's overall “Student Success/Learning to 18” strategy and a cornerstone of Premier McGuinty’s platform for educational reform and improved student achievement. First implemented across the province in 2007-8, (starting with Grade 7 and 8), the DIPLS has followed a phased-in approach to implementation, with teachers in all grades (7-12) across the province now having been exposed to Differentiated Instruction (DI). At the four-year mark, the Ministry decided to evaluate the impact and effectiveness of DIPLS across the province.

The overarching objectives of the evaluation were to determine: (a) the extent to which the outcomes for the DIPLS have been achieved; (b) the impact of DIPLS on instructional practice; and (c) the effectiveness of Ministry implementation of the DIPLS. In order to meet these objectives, a tri-strand evaluation design was created, which included concept mapping, a province-wide educator survey and a multiple case study. This approach facilitated an in-depth, rigorous exploration of the impact of the DIPLS within the complex contextual elements that comprised its implementation and uptake.

In Strand I, Trochim’s (1989) Concept Systems approach was used to explore perceptions of three key informant groups (teachers, administrators, and DI facilitators) relating to the program’s outcomes. Resultant data from the 37 participants were used to create three visual representations, or concept maps. These data were then used to develop the teacher questionnaire and case study protocols.

In Strand II, 6000 educators completed a comprehensive online survey, representing the majority of English language boards/authorities in Ontario. Descriptive analyses and path modelling were utilized to examine the data as they pertained to the research questions. Data were also used to inform the third and final strand.

For the final phase, researchers conducted interviews and focus groups in five school boards across the province. A total of 122 administrators, teachers, and students participated in Strand III. Initial coding focused on identifying statements that were perceived to provide evidence of:

- teachers’ awareness, understanding and practice of Differentiated Instruction DI
- the perceived impact of DI and DIPLS on instructional practice, student outcomes and school culture
- perceived enhancements/impediments to implementation of DI and DIPLS

Data from the tri-strand evaluation were then synthesized, yielding valuable insights into the DIPLS experience from multiple perspectives.

A synopsis of the findings was presented to Ministry of Education staff in May of 2012; these will be publically released in the next few months. Findings and recommendations contained in the report will be used to inform future policy and decision making with regard to the DIPLS, as well as to enhance the ongoing implementation of the initiative. Ultimately, the findings will assist the Ministry in preparing educators to identify and meet the needs of all students through effective instruction.

Principal Investigator:
Jess Whitley, Ph.D., CRECS Senior Researcher, Associate Professor, Faculty of Education

Co-Investigators
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Le professeur Brad Cousins reconnu comme chef de file de la recherche en évaluation

Par Alejandro Gomez < agomez@uOttawa.ca >


« Je suis très heureux de recevoir ce prix », déclare M. Cousins, « surtout en raison de la reconnaissance que mérite ainsi notre programme de recherche empirique. N’ayant que 60 ou 70 ans, le domaine de l’évaluation est relativement jeune, et l’émergence de prix comme celui-ci signifie que la recherche empirique prend enfin sa place. »

En janvier 2012, le professeur Cousins a été nommé directeur du Centre de recherche sur les services éducatifs et communautaires (CRSEC), centre interdisciplinaire et bifacultaire (Éducation et Sciences sociales) unique à l’Université d’Ottawa. L’évaluation est l’un des thèmes qui sous-tendent de nombreux projets du CRSEC liés à l’éducation aux services communautaires. Les chercheurs du CRSEC ont effectué nombre d’évaluations de programmes externes (le renforcement des capacités en évaluation parrainé par la Banque mondiale; l’enseignement spécialisé dans les écoles de l’Ontario) et internes (l’immersion en français, l’apprentissage par l’engagement communautaire), en plus de diverses initiatives en recherche et en formation.

En 2006, en collaboration avec Tim Aubry (professeur de psychologie) et Robert Flynn (professeur émérite en psychologie), Brad Cousins a cofondu le programme de certificat d’études supérieures en évaluation de programmes. Une preuve du succès du programme : dans les cinq dernières années, ses équipes étudiantes se sont rendues quatre fois en finales du Concours étudiant d’étude de cas (Société canadienne d’évaluation/Fonds de la SCE pour l’éducation), et ont remporté la première place au concours en 2010.

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Photo : Robert Lacombe
The 1st Annual Psychology Outside the Box Conference took place from May 7 to 9, 2012 at the University of Ottawa. Organized by members of the Academic Events Committee of the Graduate Association of Students in Psychology (GASP), the conference sought to build bridges within the various sub disciplines of psychology, within other academic disciplines, and amongst the general public. This mission was realized, as we had students (both undergraduate and graduate) and faculty from the University of Ottawa, Carleton University, the University of Guelph, and the University of Eastern Michigan. Conference presenters provided a wide scope of interdisciplinary topics, with representation from the departments of Psychology, English, Education, Biology, Rehabilitation Services, and Biology.

The festivities kicked off with the opening ceremony where the comedic talents of the Stand Up for Mental Health group were showcased. The group includes mental health consumers that turn their “problems” into comedy. As stated by the group’s creator, David Granirer, “[The] show looks at the lighter side of taking meds, seeing counsellors, getting diagnosed, and surviving the mental health system.”

Dr. Gabor Maté, the conferences’ keynote speaker and perhaps the highlight for many of the attendees, spoke on the morning of May 8. He delivered a powerful presentation and workshop on the cost of hidden stress in our lives. Based upon his bestselling book, When the Body Says No, Dr. Maté drew upon the scientific research and his decades worth of experience as a practising physician to speak on the effect on the mind-body link on illness and health and the role that stress and one’s individual emotional makeup play in an array of common diseases. Dr. Maté spoke of several examples he had come across in his own practice and engaged the audience by asking them to reflect on their own personal experiences with stress and illness.

Dr. Maté’s presentation was followed by a lively discussion on challenging traditional conceptions of psychology. The presenters, Dr. Claude Lamontagne and Dr. Warren Thorgnate, spoke of the importance of “thinking outside the box” when it comes to psychological practice and research. They invigorated the audience, many of whom were students, to think about the philosophical roots of the social sciences and to question how modern social science operates today.

The remainder of the conference proceedings involved student and professor presentations. Dr. Louise Lemyre, a senior researcher with CRECS, highlighted the works of her GAP-Santé lab and was one of many faculty members from the University of Ottawa to present. In total, there were approximately 32 oral presentations and 28 poster presentations.

The conference could not have run as successfully as it did without help our generous sponsors, including CRECS. Looking forward to next year, we are already thinking of new ways to take psychology “Outside of the Box”!
Who we are

Senior Researchers

Alain Desrochers  Cognitive psychology of language; Reading acquisition in children; Adult reading processes; Development of tools for the assessment of reading and writing skills

Anne Mévellec  Urban Politics; Sociology of Local Elected Officials; Public Policy implementation; Local governance

Bernie Andrews  Arts education (Culture and arts education); Curriculum (Curriculum and pedagogy); Music education (Culture and arts education)

Betsy Kristjansson  Food insecurity; Population health; Psychometrics; Psychosocial determinants of health

Brad Cousins  Program evaluation (use, collaborative approaches, capacity building), Classroom assessment; School improvement.

Cameron Montgomery  Attention deficit disorder; Cognitive psychology; Coping strategies; Minorities and education; Stress and coping strategies

Carole Sénéchal  Autism; Cognitive ability; Mental health; Neuroscience; Psychometrics; Psychopathology

Caroline Andrew  Intergovernmental relations in Canada; Management of diversity; Municipal politics; Urban politics-planning and the process of public participation; Voluntary sector; Women and politics.

Catherine Lee  Co-parenting; Evidence-based practice; Family functioning and psychopathology; Family psychology

Colla MacDonald  Distance education ; E-learning ; Emerging technologies; Healthcare; Healthcare technology; Online learning; Technology in healthcare; Technology in teaching and learning

David Smith  Bullying and victimization; Bullying prevention program in schools; Counselling; School climate

David Trumpower  Cognitive and learning theories; Concept map; Conceptual knowledge; Mathematics and sciences; Statistical reasoning

Doug Angus  Health Management; Health Economics; Health Policy; Program Evaluation; Health Care Management

Eric Dionne  Assessment of learning; Methodology; Modelling; Scientific competencies assessment; Statistic assessment; Ethics

Jeff Keshen  20th century Canadian political and military history.

Jenepher Lennox-Terrion  Vulnerable populations; Evaluation; Student support services; Addiction recovery programs; Family support; Mentoring; Training; Leadership

Jessica Whitley  Inclusive education; Learning disabilities; Mental health in schools; Special education; Students with exceptionalities

John Lyons  Child and youth behavioral health; Treatment outcomes; System management and transformation; Evidence-based practices and knowledge transfer; Measurement theory

John Sylvestre  Community psychology; Housing; Community Mental Health; Family Homelessness

Julie Gosselin  Psychosocial adjustment in stepfamilies; Adult clinical psychology; Couple psychology; Family relationships; Women’s and maternal issues

Lilian Negura  Health and work; Marginalization and health; substance abuse as integration dynamic; Social representation of work; Social changes in Eastern Europe

Lorna McLean  Citizenship education; Gender and education; Global education; History of education; Human rights

Louise Lemyre  Factual and subjective aspects of stressors and anticipations; Population health; Social, environmental and organisational stress; Organizational learning, Inter-organizational Collaboration and Governance
Affiliate Researchers

Stephanie Austin Health Canada

Jill Chouinard Independent consultant and part time professor, University of Ottawa

Celine Pinsent Researcher: Gap Santé, University of Ottawa

Wendy Ryan Independent consultant, Ottawa

Caroline Sullivan Replacement Professor, School of Psychology

Fran Klodawsky Professor of Geography Carleton University

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Prêtez-nous main forte : embauchez un ou une stagiaire maintenant!

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Si vous n'avez pas la possibilité d'embaucher des stagiaires coop, auriez-vous l'obligeance de nous référer vos collègues qui seraient en mesure de le faire.

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Le Centre de recherche sur les services éducatifs et communautaires (CRSÉC) travaille main dans la main avec l’Université d’Ottawa afin d’offrir les meilleurs services possibles. Il se fait également ambassadeur de la faculté des Sciences sociales et celle d’Éducation dans leurs relations avec les gens, notamment ceux qui sont vulnérables ou qui ont des besoins spéciaux. Ce n’est pas tout puisqu’il offre de la formation de qualité aux étudiants. Récemment, le coordinateur du CRSÉC a poussé encore plus loin la collaboration du centre avec l’université. On m’a embauché comme stagiaire grâce au programme coop de l’université.

Le régime coopératif est un programme spécial de l’Université d’Ottawa qui permet aux étudiants de faire des stages rémunérés d’environ 15 semaines et de les alterner avec leurs sessions d’étude. Coop offre de nombreux bénéfices autant pour le centre que pour moi. Tout d’abord, le centre est reconnu comme une organisation qui appui les jeunes et les aide à faire leur premiers pas sur le marché du travail. Tous les quatre mois, un nouveau stagiaire peut être engagé ce qui permet une rotation et un constant renouveau. La sélection est faite parmi un grand nombre d’étudiants qualifiés et le soutien constant du bureau coop.

Mon travail est très important parce que je contribue à l’évolution du centre en me servant de mon expérience et de ce que j’ai appris pendant mes quatre années d’étude pour apporter un regard nouveau. En tant qu’assistance au centre, je suis en mesure d’aider mes collègues à accomplir leur mission. C’est-à-dire d’améliorer les services offerts aux citoyens qui font face à l’exclusion sociale et d’autres problèmes. Je peux le faire en appuyant mes collègues quotidiennement avec des tâches telles que la création de questionnaires, l’amélioration de leur site web, la traduction de courts textes, etc. Mon bilinguisme est un atout et ajoute à la valeur du centre qui est sous la tutelle d’une université bilingue.

Ce stage est extrêmement bénéfique pour moi aussi parce qu’il me permet de tester un milieu de travail imprévu. Je peux effectuer des tâches différentes de celles que j’avais envisagées, mais qui ajoutent à mon expérience. Sans le régime coop, une telle opportunité n’aurait pas été possible. Je suis conscient que mes stages me donnent un avantage énorme comparativement à la majorité des étudiants qui se retrouvent sur le marché du travail avec peu, sinon aucune expérience valable. Les gens que j’ai rencontrés en effectuant mes trois stages sont d’excellents contacts qui m’aideront peut-être à trouver un emploi après l’obtention de mon diplôme.

En somme, être stagiaire au CRSÉC est grandement avantageux pour les deux parties. Le centre fait affaire avec l’université une fois de plus pour se rapprocher de leur but et mission. En tant que stagiaire coop, je peux mettre mon expérience à contribution pour l’évolution du centre. Ce fessant, j’acquière aussi de nouvelles connaissances professionnelles et j’ouvre des portes pour mon avenir.
A Long-standing Relationship with IPDET
By Brad Cousins < bcousins@uottawa.ca >

The International Program for Development Evaluation Training (IPDET), co-sponsored by Independent Evaluation Group of the World Bank and the Faculty of Public Affairs, Carleton University, is now into its 12th year of operation. The program was created in response to the growing demand for quality monitoring and evaluation of development interventions. Over the life history of the program, IPDET has offered a rich learning opportunity to over 2,500 participants from about 125 countries.

Participants and instructors come from bilateral and multilateral aid organizations, government ministries and agencies, think tanks and universities, non-profits and foundations. Participants come from developing and developed countries with about 25-30 percent receiving scholarship support. All have the common interest of learning more about the evaluation of development interventions.

IPDET is held on campus at Carleton University during the months of June and July, starting with a two-week core program which is a basic but comprehensive overview of development evaluation. Some participants follow the core program in Week 3 and 4 with free standing workshops where they are able to customize their program based on their individual interest and to go more in-depth on specific evaluation topics such as designing impact evaluations under constraint, evaluation with hidden and marginal populations, qualitative methods and analysis for development evaluation and participatory monitoring and evaluation.

CRECS’ Faculty of Education professors have had a long-standing association with IPDET dating back to 2003 when Brad Cousins refined and validated a knowledge test that has been routinely used in IPDET’s annual evaluations ever since. In 2004 Cousins conducted the annual evaluation of the IPDET program, a responsibility that he would continue through 2007. In 2008, David Trumpower took over this challenge and continues to serve as IPDET’s external evaluator, currently completing his fourth annual evaluation of the program.

Over the years, IPDET also commissioned two independent evaluations of its impact. The first was carried out in 2005 by Heather Buchanan an Ottawa-based consultant. CRECS was invited to conduct the second evaluation of impact which was timed to co-inside with IPDETs 10-year anniversary in 2012. Brad Cousins and Catherine Elliott (Ph.D., Faculty of Education, 2010) undertook the study which featured multiple strands of data including an on-line survey of alumni, listserv exchanges, unsolicited email communications to IPDET management and perhaps most important, a multiple-case study involving three country-level cases (China, Sri Lanka, Botswana) and two organization level cases (International Development Research Centre; Geneva International Centre for Humanitarian De-mining).

In addition to Trumpower’s involvement with the 2012 annual evaluation CRECS also led an orientation session about evaluation for incoming Carleton student staff and co-sponsored with IPDET a lunch-hour colloquium featuring Karen Edge from the Institute of Education, University of London. CRECS looks forward to continuing its association with IPDET and potentially even collaborating on research on evaluation capacity building.