



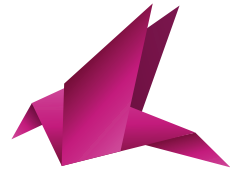
transformation

broader change anchored in local action

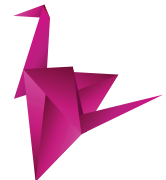
a year of change



This past year will be remembered as a year of significant change, adaptation, and collaboration. For the CUP Steering Committee, this year confirmed that our collaborations provide a strong foundation to navigate change. Each month our members came to our virtual table to share, problem solve, strategize, leverage emerging opportunities, and inspire innovation. We developed a new strategic plan that will guide us in providing leadership, capacity and opportunity to university, community, government and funding partners. We experienced a change in leadership as Dr. Jeff Bisanz completed his term as university co-chair. Jeff's patient leadership and passionate vision over the years have shaped CUP's work, partnerships and innovation. We are pleased that Dr. Deanna Williamson has joined Martin Garber-Conrad (community co-chair). As our partners began to see glimpses of recovery across each of our communities, we asked our co-chairs what role CUP could play in supporting the community in an inclusive recovery.



"Signs of recovery are heartening, and the idea of an inclusive recovery is particularly essential. A recovery that is inclusive will allow us to do much more than regain lost ground and "get back to normal." By centering inclusivity we have the opportunity to create new and better ways of being, doing, and living. Although CUP cannot on its own ensure an inclusive recovery, we are well positioned to play a key role. Our commitment to authentic partnerships, diverse knowledge, and shared decision making and ownership points us in the right direction. Our community-engaged research approach brings together partners from community, university, funding agencies, and governments to generate evidence. This evidence can contribute to the creation of communities that are more equitable—allowing all children, youth, and families to have better lives."



MARTIN GARBER-CONRAD
COMMUNITY CO-CHAIR



DR. DEANNA WILLIAMSON
INCOMING UNIVERSITY CO-CHAIR

letter from the director

No one would disagree that this has been a year of unprecedented transformation. The pandemic drove many forms of transformation as we navigated changing public health restrictions, shifted work and school to home, juggled job losses, modified service delivery, and adapted the workforce. Some of these transformations have given rise to innovations previously thought impossible. Some transformations that were urgently needed are still unrealized as we observe longstanding, systemic inequities that are influencing the recovery for certain populations (women, racialized people, immigrants, Indigenous Peoples, young people and people with disabilities).

As these shifts unfolded over the past 12 months, CUP has worked closely with its partners in adapting projects, altering data collection methods, and mobilizing emergent learning into program and policy conversations. Throughout this time, CUP itself has also undergone organizational transformation. As of July 2020 we became the newest research centre in the School of Public Health, a fabulous place for us to grow and continue to deepen our roots at the University of Alberta and broader community. Our colleagues in the School have provided amazing support in a time of change and upheaval. With this transformation, we also gained new connections to the Métis Settlements through our new Associate Director (Dr. Fay Fletcher) and the Métis Settlements Life Skills Journey team. Finally, as a natural transition from our previous strategic plan, we re-imagined our work for the next four years in the development of a new plan (2021-2025). With so many changes afoot for society, the sector, our partners and our organization, there has



been a lot of discussion about what role CUP can play. We have responded by:

- creating new forms of online learning,
- developing sector wide conversations to mobilize new evidence and models,
- creating new projects with unique partners,
- building on existing strengths to transform our response to new requests,
- seeking avenues of sustainability for partner-led initiatives, and
- reflecting on how we can better support equity in our partnerships, organizational structures, methods, processes, and research environments.

The following stories will share small and large journeys of transformation, provide more detail about our responses in the face of change, and give you some insight into where the next year could provide even more opportunities. The transformation around us pushes us to decide whether we hold fast OR whether we go beyond our current form to seek new potential. I say... here's to a year full of potential!

KAREN EDWARDS | DIRECTOR



centering poverty in post-pandemic economic recovery



The COVID-19 pandemic has exacerbated existing challenges for people living in, or at risk of, poverty in Edmonton, including widening the income gap. Many people are experiencing heightened levels of unemployment and are struggling to meet their basic needs. However, between the effects of the pandemic lies opportunities for reducing vulnerability to poverty and preventing future economic challenges. Lessons learned have the potential to change thinking about poverty in post-COVID recovery efforts and economic development.

In response to the economic effects of the pandemic, CUP is supporting EndPovertyEdmonton in the development of an evidence-informed and poverty-focused recovery strategy through interviews with economists, policy analysts, and advocates from across Canada. Focussing on building an inclusive economy is one opportunity for economic recovery. An inclusive economy creates widespread economic prosperity for all members of society.

Although governments and businesses have developed economic recovery plans that focus on

job creation, businesses, and infrastructure, anti-poverty initiatives and advocacy organizations across Canada have developed poverty-focused recovery plans. These plans consider the implications of the pandemic for people living in, or at risk of, poverty and outline strategies to support this population in the coming years.

The preliminary results of our project suggest an equitable and inclusive recovery for all requires livable incomes, gender-responsive workforce protections, and targeted reskilling programs for employees of heavily impacted industries (i.e., tourism, restaurants, and arts). The pandemic has created a window for policy advocacy which could involve calling for evidence-informed policy decisions that align strategies for reducing poverty with economic development. Through this work, we will support EPE and CUP policy advocacy efforts by developing an inclusive economic recovery plan reflective of the needs of people living in poverty in Edmonton.

JANELLE KNOOP AND THE ENDPVERTYEDMONTON RESEARCH TEAM

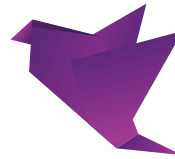


transformative policy change through partnership and action

For many children and families in Edmonton, early learning and care can be difficult to access, unaffordable, and uneven in quality. The economic downturn and impacts from the COVID-19 pandemic have underscored the importance of early learning and care's economic and social benefits, creating an important opportunity for transformation in the field.

CUP is an active member of the Edmonton Council for Early Learning and Care (ECELC), a group of community partners, sector leaders, and local early learning and care experts. With our partners at ECELC, CUP is embarking on a journey to assemble the elements needed to achieve an integrated system of early learning and care in Edmonton. As part of this process, CUP researchers have been busy identifying key policy recommendations to support the vision of accessible, affordable, and high-quality early learning and care.

This summer CUP researchers actively contributed to the formulation of [ECELC's recommended actions](#) in support of early learning and care in Edmonton. The municipal government can play an important role by pursuing policies, strategies, and advocacy that support early learning and care. The benefits of an integrated system



of early learning and care include supporting economic recovery by enabling parents to work or to continue their education, creating an early learning and care workforce that is educated and well compensated, supporting healthy childhood development, and narrowing the pay gap for women. For these reasons, early learning and care is a social good that is everyone's responsibility.

With the need for equitable social and economic recovery from the pandemic and with early learning and care being top of mind across the country, now is the time for us to act to effect policy change. It is not yet clear what impact CUP's policy related work with ECELC will ultimately have on early learning and care in Edmonton. However, we are taking some vital steps in our journey to inspiring transformative systems change for the wellbeing of children, families, and society.

JENNIFER FISCHER-SUMMERS & SENNAIT YOHANNES

ECELC Recommended Action 10: That the City, with advice from the Edmonton Council for Early Learning and Care, advocate strongly for an integrated system of early learning and care that is high in quality, affordable, accessible, and inclusive for all families that need it, with an emphasis on meeting the needs of low-income and vulnerable families.



school transformation through relationship building



After five years of school wraparound supports in five demonstration schools in Edmonton, the All In For Youth (AIFY) initiative has demonstrated many positive impacts in the lives of students and families with complex needs. Many factors contributed to these impacts, including the journey of integration with AIFY program staff and school staff.

Often, in schools serving students and families with complex needs, teachers also play the role of confidant and counsellor. The AIFY wraparound model, however, allows teachers to focus on in-class learning and academic support. AIFY staff offer various supports to meet a constellation of other needs which are just as likely to affect academic progress, like directing students struggling with anxiety or depression to mental health therapy, providing meals to students experiencing food insecurity, and supporting families experiencing a diversity of problems.

In the early years, AIFY staff and school staff developed a mutual understanding of roles and clear lines for communication as a foundation to their working relationships. This foundation was necessary to ensure that students and families could easily navigate and access supports. Relationships were key to integration and over the past five years both sets of staff have set up informal processes to work together for the benefit of the students and families they serve. Fast forward to 2020-2021, the pandemic tested these relationships as teaching moved online and students and families faced different needs in response to the pandemic. Fortunately, because of strong and established working relationships, school and AIFY staff,

teachers, students and families found solutions through the “ups and downs, back and forth” of the pandemic.

AIFY has demonstrated itself to be a successful wraparound model that has changed the lives of students and families. Now in its sixth year, it is clear that this success has been facilitated by the shift in school culture due to the collaboration between AIFY and school staff. AIFY has emerged as a “brand” where teachers are able to focus on teaching, students can learn and have support to face and overcome obstacles, and families can access supports when they need them.

SENNAIT YOHANNES & MAIRA QUINTANILHA



PHOTO CREDIT: UNITED WAY

FORMER AIFY STAFF AND STUDENT



“I just have to say how grateful I am for the support that we have from All In For Youth and for having those wraparound services in the building, because now, more than ever, we see how crucial they are...Knowing that we have our All In For Youth staff, and they’re integrated so well into our teaching staff and our support staff, and it’s just a great blessing... the team that we have built here is ready to take on a number of pretty complex issues.”

SCHOOL ADMINISTRATOR

a model of interdisciplinary, university collaboration

For over 10 years, WCHRI and CUP have worked in collaboration, leveraging our complementary expertise to enhance our organizational capacities. In many ways this collaboration has been transformative for both organizations and a great example of how interdisciplinarity can be fostered and supported. While both WCHRI and CUP have a focus on children, youth, and families our research and key stakeholders are different - WCHRI having strength in biomedical and clinical research with health system stakeholders, and CUP having strength in community-based participatory research with a wide range of community stakeholders. However, both WCHRI and CUP value partnership, with leaders who encourage collaboration, dialogue, and are committed to building trusting relationships. These values strengthen our ability to maintain our collaboration as we grow and change.

The initial partnership between WCHRI and CUP was formalized with a memorandum of understanding which developed a structure of shared personnel, programs and a common understanding of our collaboration. However, over the years, the formalities of this initial agreement have been replaced by a more organic and integrated approach. While we maintain formal representation on our respective steering and advisory committees, the partnership is supported through a range of day-to-day interactions, recalibrating itself as needed. Two examples include:

- Cross functional meetings - inviting one another to our team meetings expands perspectives and brings “outside” knowledge “inside”. For example, having WCHRI staff part of regular CUP staff meetings provides a diverse set of expertise for problem solving and strategizing. Having CUP participate in WCHRI grant meetings has increased understanding of community-based research principles and practical ways to use these principles.
- Knowledge sharing - both WCHRI and CUP have participated in one another’s strategic planning processes, with WCHRI taking inspiration from the CUP model. In turn, as CUP’s Evaluation Capacity Network started to take shape, WCHRI was invited to share grant funding experience to support ECN grant development.

As the university undergoes historic changes, organizational collaboration will be essential for transformation. The WCHRI and CUP partnership can serve as a model for the Institution and for academic units eager to leverage capacity across disciplines and fields!

TANYA VOTH



L TO R: KAREN EDWARDS
(CUP DIRECTOR) AND
TANYA VOTH (WCHRI
PROGRAM DIRECTOR)



transforming evaluation capacity in the social serving sector



UEVAL, SUMMER 2020

As the global pandemic continues to highlight the enduring evaluation gaps in the social sector, we are faced with the question: “how will we meet the moment?” For the Evaluation Capacity Network (ECN), the challenges of a world gone virtual was seen as an opportunity for wider reach and impact. Rapidly pivoting to online platforms, the momentum of the ECN has accelerated over the past year, as the Network continues to discover and test innovative evaluation capacity building approaches in collaboration with community partners, practitioners, academics, and students across North America.

Notably, through ‘living labs’, the ECN is systematically testing new pedagogies and curricula that are responsive to the diverse needs of learners across post secondary and professional contexts. These innovative co-learning spaces offer the opportunity to explore, test, and adapt evaluation theory in real-life settings, transforming our approaches to building individual and organizational evaluation capacity. One such initiative is UEval, an experiential one-week evaluation institute first piloted in Spring 2019. Over three offerings, this course has engaged 120 learners across sectors and responded to 19 community case studies through the development of co-created evaluation frameworks. Harnessing the benefits of remote learning, a unique highlight of UEval 2021 was the broader engagement of learners and community organizations across Canada, including the creation of a sister course (QEval) at Queen’s

University that was offered synchronously with UEval.

Informed by the lessons we learned from our initiatives this past year, the ECN will continue to develop innovative methods, tools, and approaches to evaluation capacity building, and create a centralized evaluation hub to provide expertise, support, learning and networking opportunities that will foster the co-creation of transformative evaluation practices.

To learn more about current ECN initiatives, or to access resources, visit the [ECN website](#).

Living Labs:

- EEval is a tailored online evaluation coaching initiative offered in collaboration with the Alberta Mentoring Partnership (see more about EEval on page 9).
- The ECN supports partner-led initiatives that are transforming evaluation approaches in francophone and Indigenous communities across Quebec and northern Manitoba, respectively (watch an overview of these projects [here](#)).

SHELLY JUN & DR. REBECCA GOKIERT

“Over the course of this learning institute I have learned how to assess program evaluability and frame evaluation topics and questions with the help of my group and collaboration with our community partner. I now have a deeper sense of how to respectfully develop an evaluation design using asset-based theory and I know first-hand what that looks like.”

leveraging capacity for the mentoring community



One of CUP's greatest assets is its network of relationships that span the nonprofit sector, different forms of government, academic institutions, and funding organizations. We nurture our relationships through research projects, capacity building opportunities, and brokering connections between individuals with complementary interests. CUP's relationship with the Alberta Mentoring Partnership (AMP) is an example of how these connections can enhance capacity, leverage collective interests, and transform broader outcomes for the mentoring community across Alberta.

In 2008, the Government of Alberta (Children's Services and Education) and Boys & Girls Clubs Big Brothers Big Sisters of Edmonton and Area created AMP with a vision to strengthen Alberta's capacity to support and enhance mentoring. Today AMP consists of 190+ members including nonprofits, community youth serving agencies, schools and school authorities, faith organizations, and service clubs. Over the years, CUP has contributed to strategic thinking at the start of the initiative, national conferences, the AMP evaluation and research committee, and brokering academic mentoring expertise to build the AMP model nationally. Dr. Christina Rinaldi from the Canadian Centre for Mentoring Research said, "...the best way to respond to the changing needs of mentees, mentors, and organizations is to use relevant Canadian evaluation and research data."

To support this, together with AMP, we have been building the evaluation capacity of

the Alberta mentoring community. In 2020, AMP partnered with CUP to offer webinars, workshops and a learning opportunity (EEval) to AMP members' that would enhance their capacity to evaluate virtual mentoring programs created as a response to pandemic public health restrictions. EEval was offered to ten learners from the mentoring community over six months. The curriculum was drawn from previous CUP capacity building opportunities (UEval, Eval4Refugee) and developed collaboratively with AMP leadership and members to best meet the learners' unique needs.

Participants said the opportunity increased their evaluation competency and also "empowered" them to use evaluation as a "flexible and responsive" way to ensure their programs are meaningful. By helping AMP members grow their capacity and motivation to conduct evaluations, EEval has helped shift the Alberta mentoring community into using evaluation to better identify, understand, and respond to the needs of Alberta's youth.

KIRSTY KEYS & KAREN EDWARDS



adapting the role of evaluator in sensitive settings



In December 2020, CUP was invited to evaluate the Valuable Opportunities to Inspire Change thru Empowerment (VOICE) program as an external partner. VOICE was launched in September 2020 to support the Government of Alberta's multi-pronged strategy to combat gender-based violence (GBV) in all its forms. VOICE has a unique approach that utilizes the powerful platform of sport, and influence of athletes, to inspire change throughout our province. VOICE recruits, educates and empowers athletes and organizations to challenge attitudes, beliefs, and behaviours that surround GBV. These VOICE trained athlete ambassadors emerge as educators, facilitators and mentors who will use their platform and influence to educate and inspire local communities, campuses and youth to take action to combat the various forms of GBV. Overtime, this will create a pipeline of athletes and community members who can leverage their platforms and voices to encourage conversations about GBV, and how to take tangible actions to address and support the eradication of GBV in Alberta.

A critical factor for VOICE to succeed is creating a safe space to explore the sensitive topic of GBV. Creating this space requires trust and relationship building among participants, program facilitators, and, as we learned, program evaluators. Normally, to maintain objectivity, evaluators do not participate in the program being evaluated. However, a CUP evaluator attended the GBV training to gain greater understanding of the content and format. Through this participation, it became clear that assuming the role of a purely external evaluator was not going to work for this evaluation.

We knew that developing relationships with the athletes ahead of administering any evaluative measures was crucial if we wanted truthful results. Therefore, we created the pre-evaluation survey after the first cohort had completed the program and we adapted the focus groups to ensure that questions would be stimulating and relevant to their experience in the program.

As evaluators, our roles need to be adapted with consideration of the situational context. Time for reflection and intentionally shifting processes, even slightly, can go a long way to creating robust evaluation results. In the case of VOICE, taking the time to develop trust with participants supported meaningful program evaluation. Ultimately, these steps will ensure reliable insights about how and to what extent the VOICE program is contributing to the reduction of GBV in our communities.

NICHOLAS DENOMEY & SARAH SCOTT

“We were going to be talking about really sensitive issues. I didn't know what the environment was going to be like....whether people were going to be judgemental, but everyone was very respectful of everyone's opinion... this allowed us to discuss these sensitive topics without being scared to share our opinions.”

VOICE participant

transformations: 7 sacred grandfather teachings

Dr. Fay Fletcher joined CUP in the summer of 2020 as we transitioned to the School of Public Health. With her, Fay brought a long established relationship with the Métis Settlements and the Life Skills Journey research project. As they celebrated 11 years of Métis Settlement Life Skills Journey (MSLSJ) research and the transition of research activities to community leadership, the research team reminisced about their journey with Métis Settlements in Alberta.

We started our journey with the shared goal of building youth strength and resilience through life skills lessons identified and prioritized by the community. Since 2013, over 700 youth have participated in Life Skills programming. Reflecting on what transformation looks like for us as Community Based Researchers, the 7 Sacred Grandfather teachings proved to be the most fitting way to share our transformation journey. These Indigenous teachings were integrated by Gift Lake Métis Settlement into the Life Skills summer program and are guiding principles for living a good life. With their permission we share our transformation through these teachings.

It was our privilege to join the wrap up celebrations and culture camps. We saw: youth connecting with their Métis culture, Elders teaching fishing skills, drying meat, and harvesting medicine; youth life skills facilitators setting daily programs and running activities; Cree language being spoken; and pride, in self, in youth, in community. We know the shift MSLSJ has created will live on through the youth participants and leaders as they continue to create spaces to build a strong Métis identity for their youth and community.

DR. FAY FLETCHER, WINNIE CHOW-HORN & MATANA SKOYE

7 Sacred Grandfather Teachings*	Our Transformation
Love: Loving yourself and others	This is heart work. We entered into this as a research project but the work is relational and although activities come to an end, our relationships will continue on.
Respect: Honor all people and things	Respect for the self governance and uniqueness of each Settlement in developing the Life Skills program.
Bravery: Facing problems with integrity	Courage to challenge the University systems to be more culturally responsive to Indigenous ways of knowing and doing.
Honesty: Speaking Truth to yourself and others.	Knowing how to step out of the way because communities know what is needed and how to meet that need.
Humility: To know yourself	Knowing our contribution plays a very small part of the Settlements' larger vision and mission.
Truth: To know who you are	Knowing our presence is much appreciated but not a driving factor for change.
Wisdom: Cherish knowledge	Métis Settlement youth and communities are resilient and have strong youth leaders ready to lead.

*See the [Métis Settlement Life Skills Story Map](#) for a snapshot of the project's journey.





community transformation

Supporting communities to grow in ways that build on their individual goals is an integral part of CUP's agenda. CUP is working with Communities United and Drayton Valley's Zero-Fee Education project to build opportunities that meet local needs and create pathways for vibrant futures. We asked both coordinators about transformation through these initiatives.



MATTHEW TAYLOR,
COMMUNITIES
UNITED
COORDINATOR

Project: Communities United

Project Purpose: Communities United is a project in five Edmonton Neighbourhoods that is building connections with community organizations and local partners to strengthen the lives of individuals and families.

Q: What transformations have you observed in the communities over the last number of years?

A: "We have adjusted to the challenges of this past year by working from a foundation of trust that we have developed with our community partners. We have continued to engage the community creatively, supported our partners who directly assist the community, and looked for emerging opportunities. As a result, we have had the most impactful year to date. A few notable achievements were engaging with 200 individuals around our MatchWork project, working with The Public and Action for Healthy Communities to create and deliver the Market Ready program that supports new entrepreneurs, and collaborating with Explore Edmonton and Butler Family Foundation to double the size of the existing Urban Farm. What we have observed recently is a new depth of collaboration. We have strategically focused on our strengths and supported our partners in their areas of strength to achieve success and gain a better understanding of the work that remains."



DANA WAGNER,
DRAYTON VALLEY
RESEARCH
ASSISTANT

Project: Drayton Valley Zero-Fee Education

Project Purpose: The participatory research will explore how a rural community reinvents itself through a zero-fee tuition model by working alongside the entire community, including businesses and industry, community organizations, citizen groups, local and provincial government, educational institutions and students participating in the program.

Q: What transformations do you hope to see in your community over the next few years?

A: "My hopes for Drayton Valley & the Zero-Fee Tuition Program as a result of this project are that the program will flourish and grow. I hope to see many people of all ages using the Zero-Fee Tuition Program, bettering themselves and our little town. I envision a bustling post-secondary hub that enables growth and prosperity to Drayton Valley and surrounding area. My hope is the research being conducted here helps to inform policy, making the program more sustainable, resilient, and adaptable to the ever changing nature of the area we live in."



supporting student learning journeys

As an interdisciplinary research centre that has continually evolved to meet the needs of its partners and the changing research landscape, CUP is dedicated to building the capacity of the next generation of engaged researchers. We nurture a vibrant, interdisciplinary learning environment where ongoing knowledge development, action and reflection are drivers for our individual and collective improvement to better serve our community. Supporting, working with, and learning from students is an integral part of CUP's day to day work. Working with and in the communities, CUP re-imagines student learning opportunities and increases the capacity and resilience of the not-for-profit sector to address pressing social issues and drive social innovation.

Reflecting on our progress and being critical of our processes and practices are essential characteristics of how CUP works. We continue to refine and build off of our organizational evaluation year over year in order to inform decisions and directions. This past year we have developed a long awaited student component into our evaluation. Capturing students' experiences and feedback is an important step in supporting their learning journeys and fully understanding the breadth of impacts they gain from their time with CUP. This past year, student's experiences of engaging with the community have certainly been different and we mentored students through this transition. Some of the first feedback in our student evaluation asked students what they learned and how they have changed from their time working as part of a CUP project:

- *"[I have learned about] the reality of community-based work across diverse communities. I feel better prepared to tackle emerging issues having worked on community-based projects in a virtual environment during a global pandemic."*
- *"My experiences with CUP have helped me develop more technical skills related to research and evaluation. I have always aspired to work for community-based projects and CUP has introduced to me the world of evaluation. I am appreciative of this shift as I really enjoy working on the evaluation of the All In for Youth project as it has pushed me to develop new skills related to data collection and analysis."*
- *"Being invited to participate as a student across more than one project has deepened my understanding of the network, increased my connection to other students and leaders in the field, and provided exceptional applied learning experiences. All of this is building my knowledge and skill set as an evaluator."*
- *"I really appreciate your efforts to amplify students' voices. It's almost as if many students are "trained" that they're supposed to sit back and listen rather than having ideas to contribute, and the efforts that you make to welcome and encourage students' ideas are helpful to that "untraining."*



amplifying voices



This past year CUP has engaged in conversations across our organization to reflect, gain insight, and build depth to our new strategic plan (2021-2025). One of our goals for the next four years is to expand the reach of our community engaged research model across the university. CUP's model of working with communities is distinct. We seek community insight, respond to their needs, build collaborative partnerships, and create connections across partnerships to encourage broader systemic impact. The majority of our partnerships and projects aim to understand and support change for issues tied closely to social and economic inequities. The pandemic has certainly emphasized the complexity of social, political, economic, and organizational inequities yet it has also called us to be critical of our own role supporting equitable processes, practices and partnerships as an organization.

In our annual Steering Committee survey we asked Steering Committee members what shifts

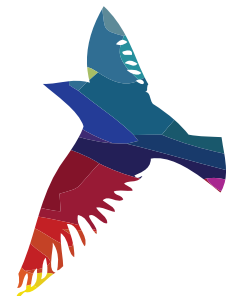
they would like to see in CUP over the next 12 months as a result of our equity, diversity, and inclusion discussions and actions. One resounding theme from their feedback related to amplifying voices in CUP's processes:

- *"Building our knowledge around the impact of inequity within societies, and exploring why greater wealth inequities (not average wealth) lead to greater social problems."*
- *"Increase engagement with faith-based organizations whose members experience daily discrimination."*
- *"Continue to prioritize working with organizations that collect feedback from those whose voices are "least heard" and having them at governance tables or meaningfully involved in research projects."*
- *"Shift structures to be centered around voices of equity seeking communities/individuals. Maybe CUP can help find us all a new way."*

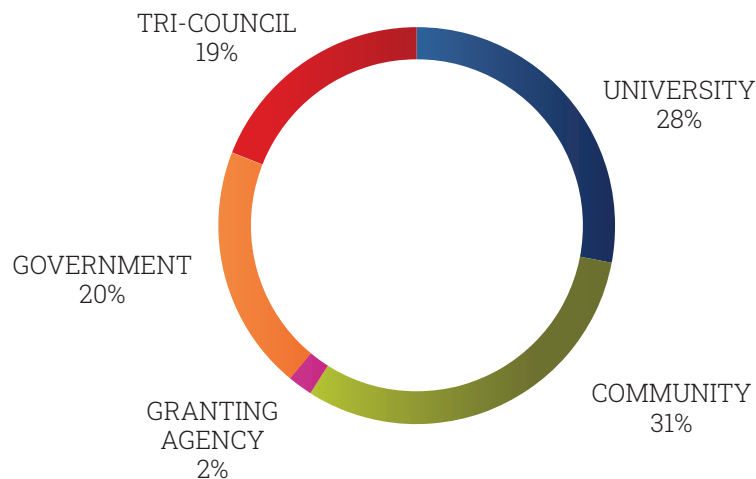


transforming investments

This past year CUP has joined the School of Public Health at the University of Alberta. Their investment in our transformation is significant through the physical space we call home, our faculty members who provide leadership for our projects, and a wealth of colleagues who enhance our work. CUP's operating model transforms investments from community, government and funding agencies into core capacity to respond, develop, manage, broker, administer, and coordinate projects and partnership opportunities. The support of our key funders make CUP possible. As CUP builds new research and evaluation projects, we collaborate with partners to leverage funding opportunities that enable us to develop strong research teams inclusive of coordinators, assistants, and graduate students. This year CUP managed \$2.3 million in combined operating and project funding from community partners, funding agencies, levels of government, and the University of Alberta.



research & operational funding 2020-21



Total Research Funding Since 2000:
\$29,906,201.52

we would like to thank all of our funding partners for their support



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presentations

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Buschmann, R. (March 2021). Presentation to Edmonton Chamber of Commerce Workforce Development Committee. Online.

Buschmann, R. (March 2021). Local Matters: Options for improving early learning and care in Edmonton. Community-University Partnership's Issues and Impacts Series. Online. <https://www.youtube.com/watch?v=2Gim2j-sq1c>

Buschmann, R. Guest Lectures (2020-21) in "Educational Policy Studies", MacEwan University; MACE 501, "The Practice of Community-Engaged Scholarship", University of Alberta; "Social Determinants of Health". University of Texas Medical Branch at Galveston; "Policy and Leadership", University of Victoria. Online.

Eaton., A., Dyson, M., **Gokiart, R.J.**, Birken, C., Ladha, T., Maguire, J., Rajani H., & Ball G.D.C. (November 2020). Determining stakeholders' priorities for child and family research at the Northeast Community Health Centre: Preliminary findings. *Annual Meeting of the Women and Children's Health Research Institute*. Online.

Fletcher, F., Almond, A., Skoye, M., Chow-Horn, W., Chalifoux, D., & Durocher, K. (2021). Building Resiliency with Metis Youth: Stories from the Metis Settlement Lifeskills Journey Project (2010-2021). <https://storymaps.arcgis.com/stories/b02e0a4516ea406c856da72421e53351>

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Lavriv, O. (October 2020). Building a multi-sectoral network to address food waste and food insecurity in Edmonton, Alberta. Oral presentation at the Engagement Scholarship Consortium. Online.



steering committee membership 2020-21



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