

Centre de recherche sur  
les services éducatifs et  
communautaires

Centre for Research on  
Educational and  
Community  
Services



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# IMPACT



## Mot du Directeur/Director's Comments



Tim Aubry  
Directeur/Director

Dans ce numéro d'Impact, nous présentons deux nouveautés qui mettent en valeur le transfert de connaissances et la formation au Centre de recherche sur les services éducatifs et communautaires. On entend par transfert de connaissances le fait de vulgariser les résultats de recherches à un public plus vaste. C'est dans cette lignée que nous avons décidé de présenter des résumés publiés par deux de nos chercheurs principaux, Elisa Romano et Brad Cousins. La formation est une autre activité importante de notre centre de recherche. Afin de souligner les contributions des nombreux étudiants œuvrant au sein de celui-ci, nous vous présentons une entrevue avec Jill Chouinard, récente diplômée de la Faculté d'éducation.

In this issue of Impact, we introduce two new features that highlight knowledge transfer and training at the Centre for Research on Educational & Community Services. Knowledge transfer refers to communicating research findings in ways that are accessible to a broader population. With this mind, we are presenting summaries of research published by two of our Senior Researchers, Drs. Elisa Romano and Brad Cousins. A second important activity carried out by our research centre is training. As a way to highlight the contributions of the many students involved in our research centre, we present an interview with Dr. Jill Chouinard, a recent graduate of the Faculty of Education.

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## **At Home / Chez Soi : Une étude pancanadienne sur l'itinérance et la santé mentale**

**Stefanie Renée Leblanc, chercheure  
CRDE, Université de Moncton**

Des chercheurs du Centre de recherche sur les services éducatifs et communautaires de l'Université d'Ottawa collaborent actuellement avec des chercheurs du Centre de recherche et de développement en éducation de l'Université de Moncton sur une étude, à Moncton, qui porte sur l'itinérance et la santé mentale. L'étude, qui est financée par la Commission de la santé mentale du Canada, fait partie d'un grand projet de recherche pancanadien qui se déroule dans cinq villes, soit Moncton, Vancouver, Winnipeg, Toronto et Montréal. En fait, cela va faire plus d'un an que le projet At Home / Chez Soi a été mis en oeuvre sur le terrain en ce qui a trait au recrutement et au suivi de participantes et de participants itinérants atteints de problèmes de santé mentale. L'étude vise principalement à examiner l'efficacité d'une nouvelle gamme de services pour personnes itinérantes qui offre un logement

(« Housing First »), puis l'encadrement d'une équipe de soutien communautaire (« *Assertive Community Treatment* »).

Afin d'être admissible à l'étude, les participantes et participants doivent être itinérants ou avoir un logement précaire, avoir vécu au moins un épisode d'itinérance prolongée ou deux épisodes d'itinérance d'au moins sept jours consécutifs au cours des douze derniers mois, être atteints d'un problème de santé mentale, et avoir au moins 18 ans. Une grande partie des participants du volet de Moncton ont été recrutés grâce à des partenariats qui ont été établis avec divers organismes communautaires. Ces derniers peuvent référer de manière formelle au projet des candidats potentiels qui pourraient satisfaire aux critères d'admissibilité. Les gens peuvent également s'inscrire eux-mêmes au projet par téléphone.

L'étude longitudinale utilise un devis de recherche composé d'un groupe expérimental, qui reçoit d'abord un logement, puis la gamme des nouveaux services, et d'un groupe de comparaison, qui continue de recevoir les services usuels et qui peut accé-



**L'équipe de l'Université d'Ottawa, de gauche à droite : le professeur Tim Aubry et les étudiants au doctorat, Jonathan Jette, Rebecca Cherner et John Ecker**



der aux ressources existantes dans la région. D'ailleurs, la recherche vise à mesurer une gamme de résultats auprès des participants, notamment, la sortie de l'itinérance et la stabilité du logement, les signes de santé mentale, l'abus de drogue et d'alcool, l'intégration communautaire, les symptômes physiques, le fonctionnement cognitif, l'utilisation des services communautaires, sociaux, judiciaires et de la santé, la sécurité alimentaire, la qualité de vie,

Il va sans dire que les attentes pour le projet de recherche At Home / Chez Soi sont très élevées. La recherche implique plus de 50 chercheurs provenant



de 10 universités de toutes les régions du Canada. Les instigateurs, tout comme les partenaires, souhaitent que les résultats de l'étude seront en mesure de grandement influencer, voire révolutionner, les politiques provinciales et nationales en matière d'itinérance et de soins de santé mentale au Canada. Enfin, même s'il reste encore plusieurs étapes à franchir avant d'obtenir des conclusions probantes en ce qui a trait aux données pancanadiennes recueillies aux fins de cette étude, certains partenaires du projet œuvrant dans des organismes à but non lucratif de la région de Moncton affirment que le projet a déjà eu des répercussions tangibles et positives sur leurs clients, en plus d'avoir permis de réduire les besoins en matière de services. De même, la simple présence du projet semble avoir l'effet bénéfique de réduire le stigmate associé à l'itinérance, à la pauvreté et aux problèmes de santé mentale, les échanges constructifs qui en résultent en sont la preuve.

les conditions de logement et l'historique d'emploi. Afin de bien saisir la situation réelle des participantes et des participants en fonction de ces sphères d'intérêt, un suivi est effectué auprès de tous les participants tous les trois mois, et ce, pour une période de deux ans. La collecte de données se terminera dans toutes les villes participantes en mars 2013.



**L'équipe de l'Université de Moncton, de gauche à droite : Natasha Prevost, le professeur Jimmy Bourque et Stefanie LeBlanc**



**International Program for Development Evaluation Training :  
Summary of Evaluation of Program Impact**

**Prepared by J. Bradley Cousins, Catherine J. Elliott with Nathalie Gilbert**

**Program evaluation** is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency. The summary below presents the findings of a recent evaluation project conducted by J. Bradley Cousins, Catherine J. Elliott and Nathalie Gilbert (2010) of the Faculty of Education. The full report can be found at <http://www.ipdet.org/files/IPDET%202010%20Evaluation%20Report.pdf> .

**The International Program for Development Evaluation Training (IPDET), now celebrating its 10<sup>th</sup> year anniversary, commissioned an evaluation of program impact to assess whether the program is meeting its objectives and to track the longer-term training effects.**

Sponsored by the Independent Evaluation Group (IEG) of the World Bank in conjunction with Carleton University, IPDET provides annual training to a diverse group of participants from over 125 countries who share an interest in learning more about the evaluation of development interventions.

The study was primarily an on-line survey of alumni from 60+ countries around the world and a multiple case study of two organizational (International Centre for Research on Development; Geneva International Centre for Humanitarian De-mining) and three country sites (Botswana, China, Sri Lanka) where impact



**Professor Brad Cousins**

was likely to be found. These principal data streams were supplemented with listserv and unsolicited e-mail communications.

**Summary of Evaluation Questions and Findings**

1) To what extent has IPDET met its objectives of knowledge/skill development & networking?

- Eighty-six percent of participants agreed or strongly agreed that IPDET “increased” or “upgraded” their current “level of monitoring and evaluation knowledge and skills”.
- In general, participants indicated that training provided excellent opportunities to connect with colleagues from other countries and to develop networks that endured well after training.

2) To what extent are IPDET participants able to apply learned knowledge & skill?

- Several participants reported that the training experience provided an excellent opportunity to develop foundational knowledge about monitoring and evaluation (but it was difficult to ascertain the extent to which the transfer of such knowledge to work practice was taking place).
- IPDET participants felt that the training instilled them with greater confidence to advocate for monitoring and evaluation systems and to build



greater evaluation capacity within their organizations.

3) What features of IPDET do participants consider most important to its potential impact?

- Favourable perceptions of certain IPDET features included the practical nature of training activities, the use of case studies, small group activities, and the content focus of selected workshops.
- Several participants commented on the quality of resource materials used to support training, including textbooks and PowerPoint slide collections.

4) What factors and conditions are most powerful in explaining successful application?

- Questionnaire survey results indicate that contextual factors helped slightly more than hindered in the application of new monitoring and evaluation knowledge and skills.
- Favorable contextual factors included organizational policies and collegial supervisory and senior management support.
- Mediating variables that worked against transfer included limited resources, lack of staff, limited time to devote to monitoring and evaluation due to competing commitments, lack of support from management, and a lack of trained people within the organization who can assist them in championing the cause.

5) To what extent has IPDET had an impact on organizations to which participants belong?

- The overall survey results show that there is a moderate self-reported ca-

capacity to *do* evaluation primarily related to reporting and accountability demands. Ranked much lower were the availability of incentives, rewards, and a culture of learning.

- For some respondents, using the monitoring and evaluation skills and knowledge that they had learned through IPDET provided them with the opportunity to become agents of change or “monitoring and evaluation champions” within their organization.

### Summary of Conclusions and Issues for Consideration

**Conclusion 1:** *IPDET is a very successful program that is unparalleled in its ability to develop introductory/foundational knowledge and skill in development evaluation.* IPDET managers were encouraged to seek additional ways to transfer knowledge and skill through ongoing curriculum development.

**Conclusion 2:** *Networking is essential to building local evaluation capacity and a global evaluation community.* The promotion of more active and substantial post-training dialogue and interaction among alumni was recommended.

**Conclusion 3:** *Recognizing, understanding and even influencing contextual conditions for evaluation capacity building are difficult problems to which attention should be paid.*

A variety of suggestions to IPDET management to increase the capacity to *do* and *use* monitoring and evaluation within the local context were offered.

**Conclusion 4:** *Organizational support structures matter for monitoring and evaluation capacity building.* Program developers were encouraged to identify strategies for improving organizational support.

Summary prepared by David Vincent



**Associations Among Child Care, Family, and Behavior Outcomes in a Nation-Wide Sample of Pre-school-Aged Children**

The following article is a summary of a recently published work (2010) by the Centre for Research on Educational and Community Services’ Senior Researcher, Elisa Romano and her associates (Dafna Kohen and Leanne C. Findlay) entitled, “**Associations Among Child Care, Family, and Behavior Outcomes in a Nation-Wide Sample of Pre-school-Aged Children**”, published in the International Journal of Behavioral Development, 34 (5) 427 – 440, 2010. The goal of this research was to use data from a nationally representative sample of Canadian children to examine how child care and family environments relate to one another and to behavioral outcomes during the preschool-aged period. For more information please contact Dr. Elisa Romano at [eromano@uOttawa.ca](mailto:eromano@uOttawa.ca).

**Child care** has increasingly become a subject of study in our society as the demand for services has increased, reflecting the rising number of working women and the greater number of single-parent families. In addition to the growth of child care services, researchers are finding that the *quality* of care makes a difference to children’s adjustment while the role of the family continues to influence healthy child functioning in the longer run. The term “quality”, of course, means different things to different people. For the purpose of this study, quality refers to a number of characteristics that include the ratio of adults to children, the group size, and the education of the child care workers (structure quality) as well as their ability to provide appropriate age-related activities to encourage children’s mental growth and development (process quality).

Some of the key messages of this research are summarized below:

- Children in home-based, high quality child care were more agreeable and cooperative (prosocial\*) than children in low quality care.
- This study stresses the importance of positive parenting practices and the mother’s mental health (particularly the lack of depression) and shows

that child care and family influences work together to improve child outcomes.

- Higher quality child care may offer a protective factor, countering the negative effects of children living in low income families. These effects include undesirable behaviors and aggression. In high quality child care arrangements, the behavior of children from high- and low-income families did not differ. High quality care provides a range of developmentally appropriate opportunities that otherwise might not be available to children living in less advantaged families.

\*Prosocial behavior is caring about the welfare and rights of others, feeling concern and empathy for them, and acting in ways that benefit others. (Source: Sanstock, J. W. (2007) A Topical Approach to Life span Development (4th Ed.), chapter 15, pp. 489-491 New York: McGraw-Hill.)



Summary prepared by David Vincent



**Delivering Information on RESPs to Families Across Canada**

**By Rebecca Cherner**

While the majority of parents believe that it is worthwhile to save for post-secondary education, fewer than half of parents have ever looked for information about saving for their children’s education (frp.ca-FutureSave 2011). Many persons are not aware that the Canadian Government will provide up to \$9,220 towards a Registered Education Savings Plan (RESP) to assist with the costs of post-secondary education. Funds to qualified families are available even if the family is unable to contribute to an RESP. Given that an investment in a child’s future education represents one of the most significant cost-benefits for both the child as well as Canada’s future, CRECS will be assisting the Canadian Association of Family Resource Programs in evaluating the effectiveness of its outreach to families.



**Rebecca Cherner,  
PhD Student**

**The Canadian Association of Family Resource Programs** (FRP Canada) was founded in 1975. This non-profit organization provides support to family resource centres throughout Canada, which in turn offer programming to families. From 2008 to 2011, FRP Canada implemented a new

program, FutureSave, which involved training facilitators to provide workshops to families on how to establish Registered Education Savings Plans (RESPs; Therrien, Razanoa, & Rodrigue, 2009). The project was deemed to be successful; however, it was determined that, rather than delivering the information to parents via workshops, it would be preferable to offer information and support to parents one-on-one. The Mobilizing the Community, Investing in the Future project will implement an adaptation of the FutureSave project over a two-year period. This project is funded by Human Resources and Skills Development Canada. FRP Canada will be offering one-day workshops that provide information on RESPs,

including grants and bonds that parents can receive when they sign up for RESPs, as well as basic financial literacy. Attendance will be open to individuals who work with marginalized families with young children, such as public health nurses and social service workers, and financial sector employees. These workshops will be delivered in 10 locations nationally. The enablers are then expected to provide information on RESPs to families with whom they work.

To assess whether the project is achieving its many goals, including increasing the knowledge and preparedness of local service providers around RESPs, and to see whether families are following through with opening RESPs, an evaluation will be conducted by Rebecca Cherner and Dr. Robert Flynn of the Centre for Research on Educational and Community Services in collaboration with Christine Colbert of FRP Canada. The evaluation will involve the completion of questionnaires by the workshop attendees as well as follow-up questionnaires for the workshop attendees and the families they have provided with information on RESPs. The findings of the evaluation will be used to understand how to adapt the program so it can best meet the needs of families and service providers.



## A profile of Jill Chouinard, PhD By David Vincent

Over the past 10 years, CRECS staff have had the pleasure of working with and providing training to over 150 undergraduate and graduate students from a wide range of faculties at the University of Ottawa. Dr. Jill Chouinard, who recently defended her Ph.D. thesis in Education, was one of these students. In particular, Jill completed an evaluation for CRECS with two other graduate students of the Community Service Learning Program at the University of Ottawa.

**What drives a person to take a PhD?** For Jill it was the opportunity to gain new knowledge in a stimulating learning environment, and continue her longstanding interest in social issues, such as homelessness, housing, equality, and minority group concerns.

With a background in political science and philosophy, Jill spent many years in the federal government in positions requiring critical thinking, analysis and writing. For many, this would represent an ideal career. But Jill felt constrained by the 9:00 to 5:00 hours, stifled by the narrow focus of her duties and confined to the minutia of daily routine.

The Faculty of Education at the University of Ottawa provided Jill with rich multidisciplinary opportunities that engaged her psyche in matters cultural, political, educational and feminist. She recounts the day that Professor Brad Cousins provided her with reading material on culture and evaluation. She found this topic liberating and it was the beginning of her doctoral focus in cross-cultural program evaluation in community-based settings. For Jill, this learning opportunity was made more relevant as an iterative process, combining practice with learning.

Jill states that if she were to start again, her objectives for seeking higher education would not change. She began her graduate education with the advantage of maturity and experience and continues to build on this foundation.

When asked about one of her most significant lessons learned in her studies, she retorted that, “knowledge is a political and contested concept and has cultural manifestations”.

Jill’s journey is ongoing. Although awarded a PhD last October, she aspires to have an academic career and continues to publish in the area of participatory evaluation and qualitative research. She is now teaching on a sessional basis and it would appear from this interview, that her students would be inspired by her knowledge, commitment and dynamism.

**“Knowledge is a political and contested concept.”**



**Table discussion with Jill Chouinard (left) and David Vincent (right)**



**DIPLS comes to CRECS!**

**By Catherine Elliott**

**Researchers from CRECS and the Faculty of Education** have just been awarded a \$200k + contract to evaluate the DIPLS for the Ontario Ministry of Education. What is DIPLS? *The Differentiated Instruction Professional Learning Strategy* 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). In the throes of completing its fourth year, the Ministry is interested in evaluating the impact and effectiveness of DIPLS across the province. This is the challenge facing the CRECS/Faculty of Education team!

team members bring a breadth of skills and experience to the table. To date, the core team consists of:

Principal Investigator: Jess Whitley, CRECS Senior Researcher, Assistant Professor, Faculty of Education

Co-Investigator: Brad Cousins, CRECS Co-Director and Senior Researcher, Professor, Faculty of Education

Co-Investigator: Cheryll Duquette, Professor, Faculty of Education

Co-Investigator/Project Manager: Catherine Elliott, Part-Time Professor and Research Associate, Telfer School of Management; Ph.D., Faculty of Education

Research Assistant: Suzanne Gooderham, Doctoral Student, Faculty of Education

Statistical Consultant: Daniel Coulombe, School of Psychology

The evaluation team has “hit the ground running”, with the 15 month contract awarded on Feb 8<sup>th</sup> and work starting immediately. Comprised of senior researchers, evaluators, project managers, and research assistants, the

The overall approach includes three diverse research strands which will bring multiple lines of evidence to address the Ministry’s evaluation questions about the DIPLS - its impact, effectiveness, and implementation.



**From left, Suzanne Gooderham, Brad Cousins, Cheryll Duquette, Catherine Elliott, Jess Whitley**

These include: 1) concept mapping; 2) province-wide teacher questionnaire survey; and 3) multiple case studies. The former will employ an on-line version of Concept Systems approach (Trochim, 1989) to explore the perceptions of 3 key informant groups – teachers, administrators, and DI facilitators – about the programs’ outcomes. These data will then formulate three visual representations, or concept maps, which will serve as input into the development of the teacher questionnaire and the case study approach. The teacher questionnaire will be administered on-line, province wide, to Ontario teachers (grades 7-12), with DIPLS



experience. These data will be analyzed using multiple hierarchical analyses and, in turn, will help inform the case studies, which will be conducted at six different DIPLS-involved school sites across the province. The final re-

sults will be used to inform policy and decision-making at the Ministry level for future professional learning strategies for educators. More specifically, it will help improve ongoing DIPLS implementation.

**Transitional Rehabilitation Housing**

**By John Ecker**



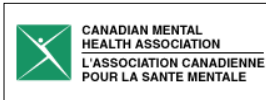
**John Ecker,  
PhD Student**

**The Transitional Rehabilitation Housing Pilot (TRHP)**

was initiated by the Ontario Ministry of Health and Long-Term Care (MoHLTC). The program targets people who have been found Not Criminally Responsible (NCR) on account of mental disorder. This

means that a person committed an act while suffering from a mental disorder that made him or her incapable of appreciating the nature of the act. Once an individual has been found NCR, he or she has a hearing with a Review Board. Within this hearing, it is determined whether the individual requires a hospitalization or if he or she can be released to the community. The TRHP program helps those people who have required a hospitalization, but are now ready to reintegrate into the community. The program is labeled transitional because the end goal is for clients to move into independent housing upon graduation from the program.

The TRHP started in 2007 in Toronto and Ottawa, with ten clients in each city. It involves many partnerships with agencies from different sectors. Ottawa partners include the Royal Ottawa Health Care Group, Ottawa Salus, and the Canadian Mental Health Association. There is a great deal of collaboration, as staff from each



of the agencies work together to provide a comprehensive list of servi-

ces and supports to the clients.

An evaluation of TRHP began in 2008 and was conducted by members of the Centre for Research on Educational and Community Services (Dr. Tim Aubry, Rebecca Cherner, and John Ecker) and staff from the Centre for Addiction and Mental Health in Toronto. An evaluation was



particularly important for TRHP, as the program is quite innovative for forensic clients. Therefore, results from the evaluation could tell the program funders and staff what is working well and what could be improved.

The evaluation included both implementation and outcome components. The implementation report was completed in February 2010 and was presented to the Ministry of Health and Long-Term Care (MoHLTC) and all of the Ottawa and Toronto partners. The findings were very positive and showed that the program is serving the appropriate clients and is generally being operated as planned. Perhaps most telling of its success was the very low re-offence rate of the clients. The outcome report is currently being finalized. The report will highlight how the clients have been functioning, both within the program and the community. It will capture client successes and barriers they have faced. Once again, a series of recommendations will be presented to all of the partners. Funding for the evaluation was provided by the Ontario Mental Health Foundation.



## Nouvelles et événements récents

### Recents News and Events



From left to right, Tim Aubry (CRECS Director) and Brad Cousins (CRECS Co-Director)

Last December, Senior and Affiliate Researchers, the university administration, students and friends of CRECS gathered to celebrate the accomplishments of the Centre for Research on Educational and Community Services at its 10th Anniversary. CRECS was started by Professors Robert Flynn and Tim Aubry in 2000.



Senior Researchers Robert Flynn (left) and Marie Drolet (right)



De gauche à droite, Marcel Mérette (Doyen de la Faculté des sciences sociales) reconnaît Robert Flynn ( Chercheur principal au CRSEÉC) pour ses contributions à la communauté.

Robert Flynn, ( professeur de l'École de psychologie et ancien directeur du CRSÉC, ) a reçu le prix 2010 pour les activités dans les médias ou dans la communauté, remis par la Faculté des sciences sociales. Ce prix lui a été décerné pour souligner l'excellence de son service et le partage de son expertise avec la collectivité, tant au niveau local que national.



Dr. Connie Cheung

In an noon-Hour Colloquium held at CRECS on February 25th, Dr Connie Cheung, a post doctoral fellow at the Child Welfare Institute of the Children's Aid Society of Toronto, examined the influence of contextual effects (i.e., child welfare workers and foster families) on externalizing behaviour in children who are living in out-of-home care .

Externalizing behaviours are those that are overtly disruptive, and often involve the violation of societal norms, the destruction of property, and harm toward others.

The video of Dr. Cheung colloquium can now be seen on YouTube and on our website at <http://www.sciencesociales.uottawa.ca/crecs>



**Événements à venir/Upcoming Events**

**Conférences/Conferences**

**Évaluation dans les sociétés contemporaines : enjeux et promesses**  
**Evaluation and Assessment in the Contemporary Society : Issues and Promises**



Les 4 et 5 mai prochains, au Pavillon Lamoureux de l'Université d'Ottawa, aura lieu une conférence sur l'évaluation dans les sociétés contemporaines. Commanditée par des chercheurs principaux du CRSEC et par des membres de la Faculté d'éducation, cette conférence a pour but de favoriser les échanges de connaissances et la présentation de travaux qui ont été effectués dans ce domaine.

A conference on Evaluation and Assessment in the Contemporary Society will be held on May 4 and May 5 in Lamoureux Hall at the University of Ottawa. Sponsored by CRECS Principal Investigators and by members of the Faculty of Education, this event aims to exchange knowledge and to present the work that was done in this area.



**Améliorer les résultats scolaires des enfants et des jeunes pris en charge**  
**Improving the Educational Outcomes of Children and Youth in Care**

Le 31 mai, 1er et 2 juin prochains, Practice and Research Together (PART) et le Centre de recherche sur les services éducatifs et communautaires (CRSEC) animeront un événement d'apprentissage ayant pour sujet « Améliorer les résultats scolaires des enfants et des jeunes pris en charge ». Le tout se déroulera à l'Université d'Ottawa.

**\*\*Cet évènement est réservé aux employés du « Local Children's Aid Societies » qui sont membres de PART (Practice and Research Together)\*\***

On May 31, June 1 and 2, Practice and Research Together (PART) and the Centre for Research on Educational and Community Services (CRECS) will host a learning event on Improving the Educational Outcomes of Children and Youth in Care. It will be held at the University of Ottawa.

**\*\*The attendance at this learning event is limited to staff at the Local Children's Aid Societies that are members of PART (Practice and Research Together)\*\***



**Liste des employés / Personnel List**

<b>Tim Aubry</b>	<b>Directeur CRSÉC/Director CRECS</b>
<b>Brad Cousins</b>	<b>Co-directeur CRSÉC/Co-Director CRECS</b>
<b>Robert Flynn</b>	<b>Chercheur principal/Senior Researcher</b>
<b>David Vincent</b>	<b>Coordonnateur du CRSÉC/CRECS Coordinator</b>
<b>Laura Milliard</b>	<b>Assistante administrative/Administrative Assistant</b>
<b>Colin Vincent</b>	<b>Assistante de recherche/Research Assistant- Work Study Position</b>
<b>Andréanne Laframboise</b>	<b>Assistante de recherche/Research Assistant</b>
<b>Cynthia Patterson</b>	<b>Assistante de recherche/Research Assistant</b>
<b>Elizabeth Hay</b>	<b>Coordonnatrice de recherche – projet Santé et Logement en Transition Research Coordinator – Health and Housing in Transition Project Coordonnatrice de recherche– Supported Housing Addiction Recovery Program Evaluation Research Coordinator– Supported Housing Addiction Recovery Program Evaluation</b>
<b>Katie Greig</b>	<b>Assistante de recherche/Research Assistant- Work Study Position</b>
<b>Meagan Miller</b>	<b>Coordonnatrice de recherche - projet S`occuper des Enfants en Ontario/Research Coordinator- Ontario Looking After Children Project</b>
<b>Cynthia Vincent</b>	<b>Associée de recherche-Projet S`occuper des enfants en Ontario/Research Associate-Ontario Looking After Children Project</b>
<b>Jesse McClintoch</b>	<b>Assistant de recherche/Research Assistant</b>
<b>Joshua McEvoy</b>	<b>Assistant de recherche/Research Assistant</b>
<b>Valerie Hum</b>	<b>Assistant de recherche/Research Assistant</b>



**Chercheurs principaux au CRSÉC de l'Université d'Ottawa /  
CRECS Senior Researchers at the University of Ottawa**

**Bernie Andrews – Faculté d'éducation**  
**Caroline Andrew – École d'études  
politiques**  
**Doug Angus – École de gestion**  
**Tim Aubry – École de psychologie**  
**Brad Cousins – Faculté d'éducation**  
**Eric Dionne – Faculté d'éducation**  
**Marie Drolet – École de service social**  
**Robert Flynn – École de psychologie**  
**Tanya Forneris – École des sciences de l'ac-  
tivité physique**  
**Swee Goh – École de gestion**  
**Jeff Keshen – Département d'histoire**  
**Betsy Kristjansson – École de psychologie**  
**Raymond Leblanc – Faculté d'éducation**  
**Colla Jean MacDonald – Faculté  
d'éducation**

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**Elisa Romano - École de psychologie**  
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**Steven Noble – Replacement Professor, Faculty of Education**

**Caroline Sullivan – Replacement Professor, School of Psychology**

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