

CRECS' 15TH Year Anniversary Report



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L'Université canadienne
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Centre de recherche sur les services
éducatifs et communautaires



Centre for Research on Educational
and Community Services

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Centre for Research on Educational and
Community Services (CRECS)

June, 2015

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Executive Summary

The Centre for Research on Educational and Community Services (CRECS) was established in 2000 by the Faculty of Social Sciences and has been co-sponsored by the Faculty of Education since 2006. The CRECS Management Committee is proud to present this 15th anniversary report by way of commemorating the growth and accomplishments of the Centre during this 15 year period. The report provides an overview of CRECS' growth trajectory, showcases current Centre activities and interests, and foreshadows considerations for the future. CRECS mission is stated as follows:

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.

In 2008 the Centre underwent an external review out of which a second strategic plan was developed for the period 2010-20. The plan is complimented by a logic model that highlights three main strands of activity: (i) civic engagement and reputation, (ii) research production and knowledge transfer, and (iii) training and capacity building. CRECS' strategic plan is fully aligned with uOttawa's *Destination 2020*.

In 2012 the Centre moved into new quarters in the newly renovated Vanier Building. Significant investments were made into equipment for computing, communications and knowledge mobilization and beginning January 2012, a Co-op student has been routinely hired full time to support the Centre's Coordinator (1.0 FTE). Annually, CRECS receives joint funding from the Faculty of Social Sciences, Faculty of Education and University of Ottawa, Office of the Vice-President, Research. CRECS receives a share of overhead revenues generated by research and development contracts which have contributed to its Overhead Reserve Fund from which many services and activities are funded. In recent years CRECS has generated additional funds through low-cost service provision to researchers.

The Centre has now expanded to include 44 Senior Researchers (regular uOttawa professors), 8 of whom are considered to be Core Members, and 14 Affiliate Researchers, who are members of the research community with interests in CRECS' mission. The Core Researchers have been highly successful in acquiring external funding through Canadian federal granting councils, federal and provincial departments and ministries and, foundations, donor agencies and community sector organizations. CRECS' Core Researchers acquired a cumulative average of \$2.1M per year over the past three years, or about \$265,000 per year per Core Researcher.

Core Researchers with the Centre have been widely recognized regionally, nationally and internationally for their research contributions with an impressive list of honours, awards and distinctions. Their research outputs have been considerable over the years: in the past three years Core Researchers published an average of 3 peer-reviewed journal articles per year (2 as sole or lead author); several books, chapters and special journal issues; and about 2 technical reports per year.

In addition, Core Researchers have contributed greatly to capacity building having supervised almost 50 Ph.D. and Masters students to completion with another 60 in progress; the large majority of these students are in doctoral programs. CRECS Core Researchers also founded and

continue to teach in uOttawa's Graduate Diploma in Program Evaluation (GDPE). The program has been running since 2006 and has graduated a large number of students, some of whom have successfully competed for national awards. CRECS researchers have also engaged directly with a range of communities of practice in evaluation capacity building, including participatory evaluations that involve professional practitioners working in partnership with CRECS researchers.

To support its researchers CRECS has developed an infrastructure and a suite of services that contribute to research production as well as dissemination and knowledge mobilization. The list includes:

Research Production Support

- Project opportunity notification
- Proposal development
- Project tracking
- Project implementation support
- Project communications support

Dissemination and Knowledge Mobilization

- Report template
- Conference facility booking assistance
- Video production
- Knowledge product development
- Student conference travel support

The Centre provides additional support for research production and dissemination through (i) annual sponsorship of professional development sessions for Senior Researchers, staff and students, (ii) the establishment and sponsorship of the Ten Minute Window (TMW) video research dissemination series, (iii) the publication of *Impact*, CRECS newsletter (A. Gomez, Editor; upgraded in 2012; published two times per year), (iv) the ongoing implementation of the lunch hour colloquium series (now averaging 9 sessions per year), and (v) the enhancement of CRECS' website including news and events announcements, video library and knowledge mobilization pages listing publications and documents.

The report concludes with a listing of sample projects and activities to provide a good sense of the nature of research that is underway and how it connects with the Centre's mission. These sections include descriptions of community intervention initiatives, CRECS' growing international profile and its coverage in mass media. Consideration is also given to future directions for the Centre including an imminent leadership change and possible strategic considerations.

CRECS has managed to raise its profile quite dramatically over the past number of years, particularly following its external review in 2008, and it will continue to do so moving forward. CRECS is well positioned to become a recognized leader in Canada in leveraging educational, community and social change in policy and practice through research and evaluation. Strategies to enable such profile building will be important to consider as the Centre continues to grow and evolve. The future looks bright!

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CRECS 15TH Anniversary Report

We are very pleased to present this comprehensive report on the Centre for Research on Educational and Community Services (CRECS). Fifteen years of growth and development are certainly cause for celebration. This report is intended to provide an overview of CRECS' growth trajectory over this period, to showcase current Centre activities and interests and to foreshadow considerations for the future. We first provide some descriptive background about the Centre's history and operation, and then present summaries of research productivity and the activities that define the Centre's current status. The report ends with some considerations for moving forward.

1. About CRECS

From its inception the Centre has been about leveraging social change through collaborative research in the educational and community sectors. In this first section we provide a synopsis of CRECS' history, goals and interests, current personnel and operations.

1.1 History of CRECS

Founded in 1999, the unit was initially known as the Centre for Research on Community Services (CRSC). Since that time the Centre has undergone remarkable enhancements, such as significant expansion in numbers of professors, researchers, staff and students; in the cultivation of interdisciplinary diversity; and in a physical move to state of the art quarters on campus.

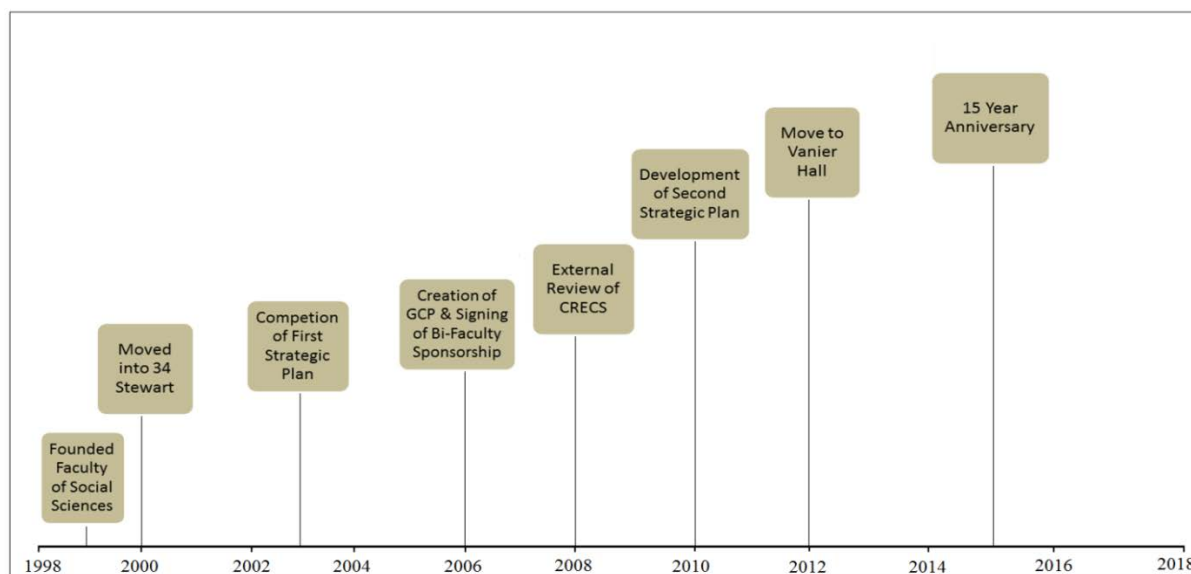


Figure 1: CRECS Milestones: 2000 to present

Figure 1 provides an overview of CRECS milestones since inception. CRCS took up residence at 34 Stewart St in 2000 and, during a consolidation period within the first several years, CRECS

engaged in a wide range of research projects, and CRCS leadership developed a strategic plan to guide Centre activities. During this period, CRCS core faculty also developed the Graduate Diploma in Program Evaluation, an interfaculty program (Education, Social Sciences) that was officially launched in fall, 2006. The program, now a Graduate Diploma, has been running in English and French ever since. It is offered mostly by professors associated with CRECS, complemented by part time instructors from the regional evaluation community.

CRSC was sponsored solely by the Faculty of Social Sciences for the first six years of its existence, but, in May of 2006, it was agreed by the Deans of the Faculties of Social Sciences and Education that the Centre would be co-sponsored by these two faculties. CRCS became the Centre for Research on Educational and Community Services (CRECS) and is today comprised of 46 Senior Researchers who are full-time professors at uOttawa, including both founding co-directors, Professors Tim Aubry and Robert Flynn from the School of Psychology, and present Director Brad Cousins of the Faculty of Education, as well as fourteen (14) Affiliate Researchers who are external to the university and conducting applied social or health research in their work.



In 2008, CRECS underwent an external peer review organized by Research Services at the University of Ottawa that ultimately provided strong acknowledgement of its prospects and potential and identified a range of considerations for ongoing development and strategic direction (External Panel, 2008). Shortly thereafter, CRECS leadership responded to the report (Flynn & Cousins, 2009) and revised the strategic plan and identified a range of directions for strategic development. One of these directions concerned Centre expansion and so in the academic year 2011-12, CRECS invested heavily in attracting professors and other researchers to join its membership roster (CRECS, 2010). These efforts were highly successful and the Centre grew substantially.



Following the construction of the Social Sciences Building on campus, CRECS moved into its new quarters in the adjacent Vanier

Building. The move provided CRECS with its first opportunity to house core professors, researchers, staff and students in the same space and helped enormously to leverage its profile. The new quarters also came with access to a suite of shared meeting rooms and facilities in the

Social Sciences Building, including access to a state of the art conference facility of which CRECS has availed itself on multiple occasions.

1.2 Mission Statement

CRECS Mission Statement, revised by CRECS leadership in 2006, is as follows:

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.

CRECS is a unique research centre in Canada and internationally because of the following characteristics and interests: (i) its focus on conducting applied health and social research in the educational and community sectors, (ii) its offer of training in program evaluation, and (iii) its emphasis on facilitating knowledge mobilization that impacts program and policy development in these sectors.

CRECS has four core values that guide its principal activities:

1. Provide student-centered education and field training in the not-for-profit or governmental, educational, social and health sectors. Graduate and undergraduate students working on CRECS projects receive personalized mentoring in community consultation and applied research and evaluation. They have opportunities commensurate with their education and experience to participate in and even lead applied research and evaluation projects.
2. Develop projects based on respectful partnerships with a wide range of not-for-profit community agencies or governmental organizations. These partnerships are collaborative, build on the expertise of community or governmental agencies, and aim at building community capacity in applied social research and evaluation, promoting improved program decision-making, and enhancing service outcomes and overall effectiveness.
3. Achieve excellence in the creation and mobilization of research-based knowledge and advance practice and policy in the community and public sectors.
4. Embrace Interdisciplinarity in functioning, using and integrating ideas from a wide range of disciplines (e.g., education, psychology, social work, criminology, management).

The logic model appearing in Figure 2 was developed in 2008 by CRECS core professors to help clarify goals and intended activities, outputs and outcomes. Three overarching strands of interest that guide CRECS toward fulfilling its mission are (i) civic engagement and reputation, (ii) research production and knowledge transfer, and (iii) training and capacity building. Activities output and outcomes may be understood respective to each of these strands.

CRECS engages in activities that raise its profile at the University and beyond, become unique research opportunities for Senior Researchers, and create practical work opportunities for graduate students and postdoctoral fellows.



Figure 2: CRECS logic model (2008)

1.3 Key Research Themes

CRECS researchers engage in research in a wide range of areas but all reflect the mission of CRECS and can be categorized into one of the following groups.

- Applied health and social research, program evaluation, knowledge mobilization (research and policy interface)
- Educational services and interventions; educational issues and priorities (e.g., special education, young people in care, innovative practices, differentiated instruction, collaborative inquiry, anti-bullying interventions)
- Community health and social services and interventions; community sector issues and priorities (e.g., homelessness, mental health, supportive housing, neighbourhood development, addictions)

CRECS routinely shares unsolicited research and contract opportunities with Senior and Affiliate Researchers and promotes the development of collaborative interdisciplinary teams. CRECS also assists researchers with research and contract proposal development, particularly in the articulation of added-value dissemination and knowledge mobilization plans. Whatever may be the genesis of projects, fostering Interdisciplinarity, promoting collaboration and engaging students in research and evaluation projects are all part of CRECS' credo.

1.4 How CRECS connects with uOttawa's Destination 2020

CRECS is a dynamic, vibrant, active, and unique university-based research centre that is making considerable strides in creating research-based knowledge in educational and community

sectors and mobilizing that knowledge to help shape policy and practice. Throughout its existence, CRECS has taken great care to align its strategic directions with those of the University. Presently, CRECS' strategic activities and initiatives are very much aligned with the values and principles of uOttawa's *Destination 2020*, particularly with respect to research excellence, international initiatives and a commitment to the student experience (CRECS, 2010).

Quite apart from the valued substantive contributions to education and community sectors, a significant strength of CRECS is research knowledge mobilization. Leveraging research-based knowledge and evidence into actionable influences on practice and policy, regardless of domain of interest, is fundamentally a social sciences problem. CRECS will continue to contribute to the ongoing evolution of uOttawa research priorities with the objective of privileging such thinking and succeed in helping uOttawa to represent a more inclusive spectrum of research interests, campus wide.

1.5 CRECS Researchers and Support Staff

Following its strategic plan (2010), CRECS successfully expanded its membership to include a wider range of researchers in Centre activities and interests. Members of the CRECS research community are listed in Table 1. From that list we can see that CRECS is comprised of:

- Eight (8) Core Members (and Senior Researchers) are regular faculty members at the University of Ottawa who conduct most of their research through CRECS: five (5) regular professors – 3 in the Faculty of Education (Brad Cousins, Ruth Kane, Jessica Whitley) and 4 in Psychology (Tim Aubry, Virginie Cobigo, Betsy Kristjansson, John Sylvestre); and 1 professor emeritus (Bob Flynn) (Psychology).
- Thirty-six (36) **Senior Researchers who are regular professors who conduct some of their research through CRECS:** 18 in Education, 14 in Social Sciences, 2 in the Telfer School of Management Studies, 1 in the Faculty of Arts, 1 in the Faculty of Health Sciences.
- Fourteen (14) Affiliate Researchers are researchers external to the University of Ottawa who conduct some of their research through CRECS: 3 located at uOttawa and 12 working as external researchers.

Of the 44 Senior Researchers (including Core Members), 3 are Professors Emeritus, 16 are Full Professors, 21 are Associate Professors, and 3 are Assistant Professors. While the majority of CRECS' professors are located in the Faculties of Education and Social Sciences, 2 are associated with the Telfer School of Management, 1 with the Faculty of Health Sciences and 1 with the Faculty of Arts.

Table 1: CRECS Core Members, Senior Researchers and Affiliated Researchers

Professor/Researcher	Faculty/Organization	Rank
Core Members		
Aubry, Tim	Faculty of Social Sciences, Psychology	Professor
Cobigo, Virginie	Faculty of Social Sciences, Psychology	Associate Professor
Cousins, Brad (Director)	Faculty of Education	Professor
Flynn, Robert	Faculty of Social Sciences, Psychology	Professor Emeritus
Kane, Ruth	Faculty of Education	Professor
Kristjansson, Elizabeth	Faculty of Social Sciences, Psychology	Professor
Sylvestre, John (Co-Director)	Faculty of Social Sciences, Psychology	Associate Professor
Whitley, Jessica	Faculty of Education	Associate Professor
Senior Researchers		
Andrew, Caroline	Faculty of Social Sciences, Political St.	Professor
Andrews, Bernard	Faculty of Education	Professor
Angus, Douglas	Telfer School of Management Studies	Professor
Dalley, Phyllis	Faculty of Education	Associate Professor
Desrochers, Alain	Faculty of Social Sciences, Psychology	Professor
Dionne, Eric	Faculty of Education	Associate Professor
Drolet, Marie	Faculty of Social Sciences, Social Work	Professor
Duquette, Cheryll	Faculty of Education	Professor
Forneris, Tanya	Faculty of Health Sciences	Associate Professor
Goh, Swee	Telfer School of Management Studies	Professor Emeritus
Gosselin, Julie	Faculty of Social Sciences, Psychology	Associate Professor
Leblanc, Raymond	Faculty of Education	Professor
Lee, Catherine	Faculty of Social Sciences, Psychology	Professor
Lemyre, Louise	Faculty of Social Sciences, Psychology	Professor
Lennox-Terrion, Jenepher	Faculty of Arts, Communications	Associate Professor
Lloyd, Rebecca	Faculty of Education	Associate Professor
MacDonald, Colla	Faculty of Education	Professor
Maclure, Richard	Faculty of Education	Professor
McLean, Lorna	Faculty of Education	Professor
McMurtry, Angus	Faculty of Education	Associate Professor
Melchers, Ronald-Frans	Faculty of Social Sciences, Criminology	Associate Professor
Mevellec, Anne	Faculty of Social Sciences, Political St.	Associate Professor
Milley, Peter	Faculty of Education	Assistant Professor
Molgat, Marc	Faculty of Social Sciences, Social Work	Professor
Montgomery, Cameron	Faculty of Education	Assistant Professor
Moreau, Katherine	Faculty of Education	Assistant Professor
Negura, Lilian	Faculty of Social Sciences, Social Work	Associate Professor
Ng-A-Fook, Nicholas	Faculty of Education	Associate Professor

Professor/Researcher	Faculty/Organization	Rank
Orsini, Michael	Faculty of Social Sciences, Institute of Feminist and Gender Studies	Associate Professor
Ritchie, Pierre	Faculty of Social Science, Psychology	Professor
Sénéchal, Carole	Faculty of Education	Associate Professor
Simon, Marielle	Faculty of Education	Professor Emerita
Smith, David	Faculty of Education	Associate Professor
Suurtamm, Christine	Faculty of Education	Associate Professor
Trumpower, David	Faculty of Education	Associate Professor
Young, Marta	Faculty of Social Sciences, Psychology	Associate Professor
Affiliate Researchers		
Madeleine Anderson	Balla Consulting	Senior Associate
Stephanie Austin	Health Canada	Senior Policy Analyst
Julie Beaulac	The Ottawa Hospital	Clinical and Health Psychologist
Jill Chouinard	University of North Carolina, Greensboro	Assistant Professor
Catherine Elliott	uOttawa, Telfer School of Management	Replacement Professor
Susan Farrell	The Royal Ottawa Health Care Group	Adjunct Professor
Fran Klodawsky	Carleton University	Professor
Aurélien Lecocq	Independent Consultant	Researcher
Ismael Ngnie Teta	UNICEF	Researcher
Celine Pinsent	uOttawa, Faculty of Social Sciences, Psychology	Researcher
Cintia Quiroga	uOttawa, Faculty of Social Sciences, Children's Hospital of Eastern Ontario	Postdoc
Wendy Ryan	Ryan Consulting	Program Evaluation Specialist
Purnima Sundar	Ontario Centre of Excellence for Child and Youth Mental Health	Director
Manal Guirguis-Younger	St. Paul University	Dean

CRECS staff support persons are listed in Table 2. The Centre is managed by a full time Coordinator and an Assistant Coordinator, a role filled each term by a new uOttawa Co-op student. Administrative support for financial matters is provided by the Faculty of Social Sciences. The remaining personnel listed in Table 2 are research project staff who are paid out of research budgets. In addition to this regular staff, a large number of graduate students are hired on regular Research Assistant contracts to assist the conducting of research projects. Many of these graduate students are also undertaking their Ph.D. thesis research through these projects.

Table 2: Management, Project and Administrative Staff

Name	Department/Organisation	Association with CRECS
Alejandro Gomez (1 FTE)	CRECS	Coordinator
Daniel Tamblyn-Watts (0.2 FTE)	Faculty of Arts	Technical support (student)
Rebecca Schwartz* (1 FTE)	CRECS	Assistant Coordinator, (Co-op)
Arnaud Duhoux*	Health and Housing in Transition	Post-Doctoral Fellow
Rebecca Cherner*	SHARP-E & At Home / Chez Soi	Post-Doctoral Fellow

Name	Department/Organisation	Association with CRECS
Genna Pearce* (1 FTE)	SHARP-E & At Home / Chez Soi	Research Associate
Meagan Miller*	Ontario Looking After Children	Research Coordinator
Cynthia Vincent*	Ontario Looking After Children	Research Associate
Elizabeth Hay*	Health and Housing in Transition	Research Associate
Joël Beaupré*	Transitions Project	Project Coordinator
Ginette Peterson*	Faculty of Social Sciences	Financial Officer
Karine Renaud*	Faculty of Social Sciences	Administrative Assistant

*Spring/summer 2015; *Funded project staff; * Faculty of Social Sciences administrative staff with responsibility for CRECS

1.6 CRECS operations

In this section, we examine Centre management and operations, governance and financing.

1.6.1 Governance

CRECS is accountable to Office of the Vice President (Research), the Faculty of Social Sciences and the Faculty of Education. Current members of CRECS Management Committee are listed in Table 3.

Table 3: CRECS' Operational and Strategic Management

Name	Organizational Affiliation
CRECS Management Committee 2015	
Brad Cousins, Director	Faculty of Education
John Sylvestre, Co-Director	Faculty of Social Sciences, School of Psychology
Tim Aubry	Faculty of Social Sciences, School of Psychology
Ruth Kane	Faculty of Education
Robert Flynn, Emeritus	Faculty of Social Sciences, School of Psychology
Alejandro Gomez, Coordinator	CRECS
Rebecca Schwartz	CRECS
CRECS Advisory Committee 2015	
Pino Buffone	Ottawa-Carleton District School Board
Rose Anne Devlin	Faculty of Social Sciences
Mathieu Fleury	Ottawa City Councillor
Terry Hunt	Audit & Evaluation Directorate
Kevin Barclay	Champlain Local Health Integration Network
Mary Jelinic	Ministry of Children and Youth Services
Marilyn Kasian	Ottawa Catholic School Board
Raymond Leblanc	Faculty of Education
Jean-Pierre Voyer	Social Research and Demonstration Corporation

The Committee is chaired by the Director and includes professors from the sponsoring Faculties, the Coordinator and the Assistant Coordinator and prior Directors. The Committee normally meets monthly; frequency depends on demands and issues.

An Advisory Committee was established at CRECS inception and has evolved over time. The Advisory Committee meets about once per year and provides input on strategic direction. The committee consists of the Vice Deans of Research from both Faculties and members of CRECS community and educational partner organizations. The current list of members appears in Table 3.

1.6.2 Operating Revenues

In fiscal year 2014-15, CRECS annual revenues totaled \$95,000.

The Centre initially received a core annual budget of \$28,000 from the Faculty of Social Sciences and the Office of the Vice-President, Research, and was able to hire its first employee, a part-time, junior-level research coordinator. In 2003, the CRECS core budget was increased to \$38,000 and, later that same year, to \$51,000, thanks to the support of the Dean of Social Sciences and of the Vice-President, Research. This increase enabled the Centre to upgrade the position of Research Coordinator to full-time, with a salary in the \$45,000 range (CRECS, 2008).

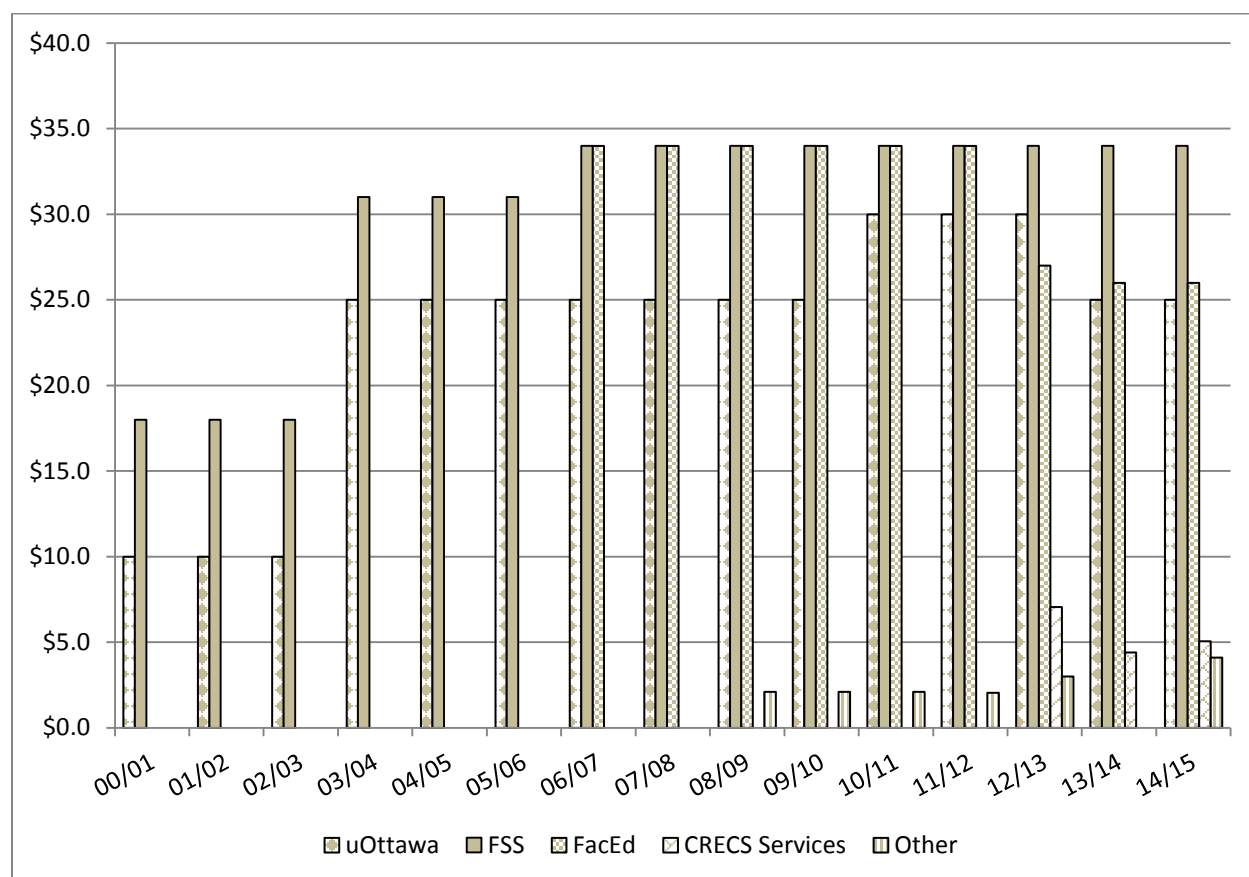


Figure 3: CRECS operating revenues by year: 2000-2015 (in \$000s)

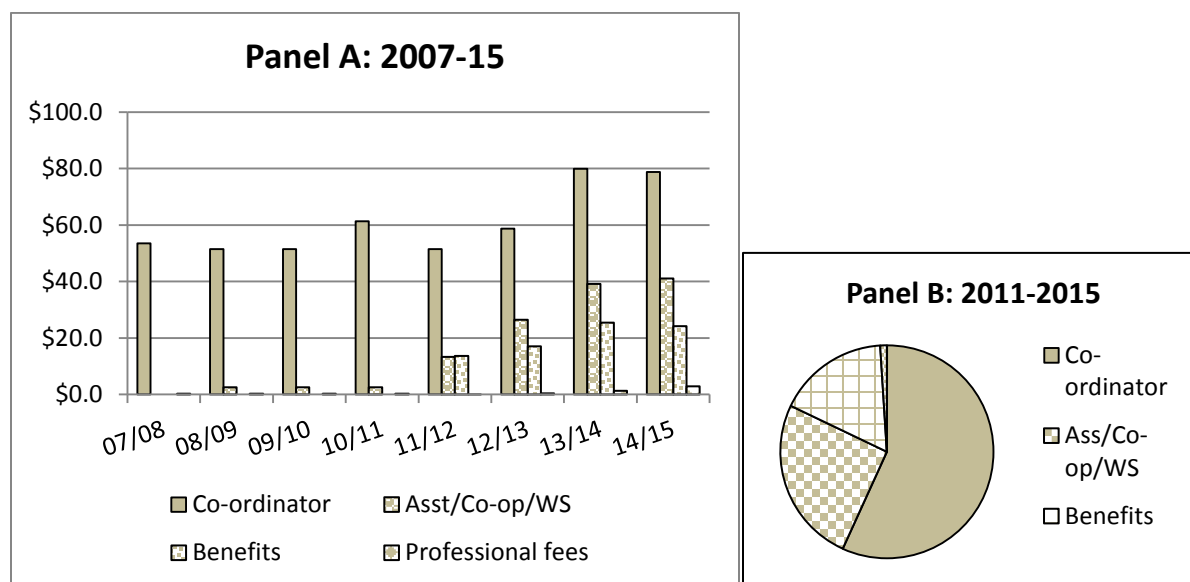
Figure 3 shows CRECS' revenues over its 15 year history. In 2006-07, the Faculty of Education officially signed on as a co-sponsor for the Centre, helping to augment the annual budget to \$88,000, each Faculty contributing \$34,000 with an annual \$25,000 contribution from uOttawa central administration. In 2009-10, following recommendations from the external evaluation of CRECS in 2008, the Office of the Vice President generously increased its contribution to \$30,000 per year. While Faculty contributions have remained stable to this day, the central administration reduced its annual commitment to \$25,000 in 2013-14 due to financial constraints.

Also, following the recommendations of the external review, the Faculty of Education generously supported 50% of an annual single course release for Brad Cousins in the role of Director; CRECS paid for its share of the course reduction through a reduced budget allocation from the Faculty of Education (\$7,000 in 2012-13; \$8,000 in each of the next two fiscal years).

As seen in Figure 3, CRECS has generated other sources of revenue in recent years which is added to its operations budget. Starting in 2012-13, the Centre began charging a nominal fee to researchers for some research services (e.g., on-line data collection, report formatting, knowledge mobilization product development). These low-cost services, paid out of research budgets, provide good value to researchers who would pay competitive market prices if they elected to contract external sources. In 2008-09, CRECS began taking advantage of uOttawa's work study program, matching University contributions toward student salaries for administrative and technical assistance work done at CRECS.

1.6.3 Operating Expenditures

As suggest above, the bulk of CRECS expenditures are accounted for by support personnel. Seen in Figure 4 (Panel A) are such expenditures since 2007-08.



Note: Prior to 2011-12, benefits were reported as part of annual salaries.

Figure 4: CRECS personnel expenditures by year: 2007-2015 (in \$000's)

A slight dip in the Coordinator's salary in 2011-12 was attributable to that person opting for a reduced workload at the time. In 2013-14 the position was re-evaluated by Human Resources resulting in a significant increase in the Coordinator's annual salary; retroactive pay was awarded in that year.

Also observable in Figure 4 is an intensified commitment to hiring student support. In earlier years, CRECS occasionally augmented support to the Coordinator role by hiring occasional part time Research Assistants. Since May 2012, however, CRECS has committed to hiring a uOttawa Co-op student in each and every term to serve as Assistant Coordinator (1.0 FTE). Funds have also been periodically used to hire students on work-study and regular contracts to provide additional coordination support. Finally, given the volume of material being produced, beginning in 2013-14, CRECS elected to contract the services of external French-language translators representing the professional fees in 2014-15.

Panel B of Figure 4 shows the breakdown of personnel expenditures over the past four years. In 2014-15, such expenditures amounted to \$144,000, almost 50% more than its annual revenue. While the shortfall was mostly offset by an operating budget surplus, a substantial amount was covered out of the Overhead Reserve Fund, described below. This deficit budget will necessarily be examined moving forward.

In addition to personnel costs, CRECS routinely incurs operating and strategic expenses. Operating expense include communications and supplies but some such expenses are also associated with CRECS strategic initiatives, discussed below

Figure 5 shows CRECS principal, non-personnel expenditures over the past four years, showing a dramatic shift in priorities during this period. The most notable expenditure during this period was equipment. The move and installation of CRECS from 34 Stewart to the Vanier Building in 2012 was generously supported by the Faculty of Social Sciences, with CRECS assuming responsibility for only a modest portion of installation costs (e.g., extra telephone installations; power reconfigurations). But the bulk of these funds were spent in planned and strategic ways:

- An oversized storage room was subdivided and two workstations, each with a computer were installed;
- Workstations in common office space areas were equipped with new computers;
- Some computers were equipped with Adobe CS6 software to enable CRECS staff to develop sophisticated desk top graphic design;
- A common office space area was converted from a waiting area to a 10-person meeting room (financed by FSS) for which CRECS purchased and installed a Smartboard / computer configuration.
- Computers in common areas and the meeting room were equipped with SPSS and NVivo data analysis software for easy access by students, staff and researchers.

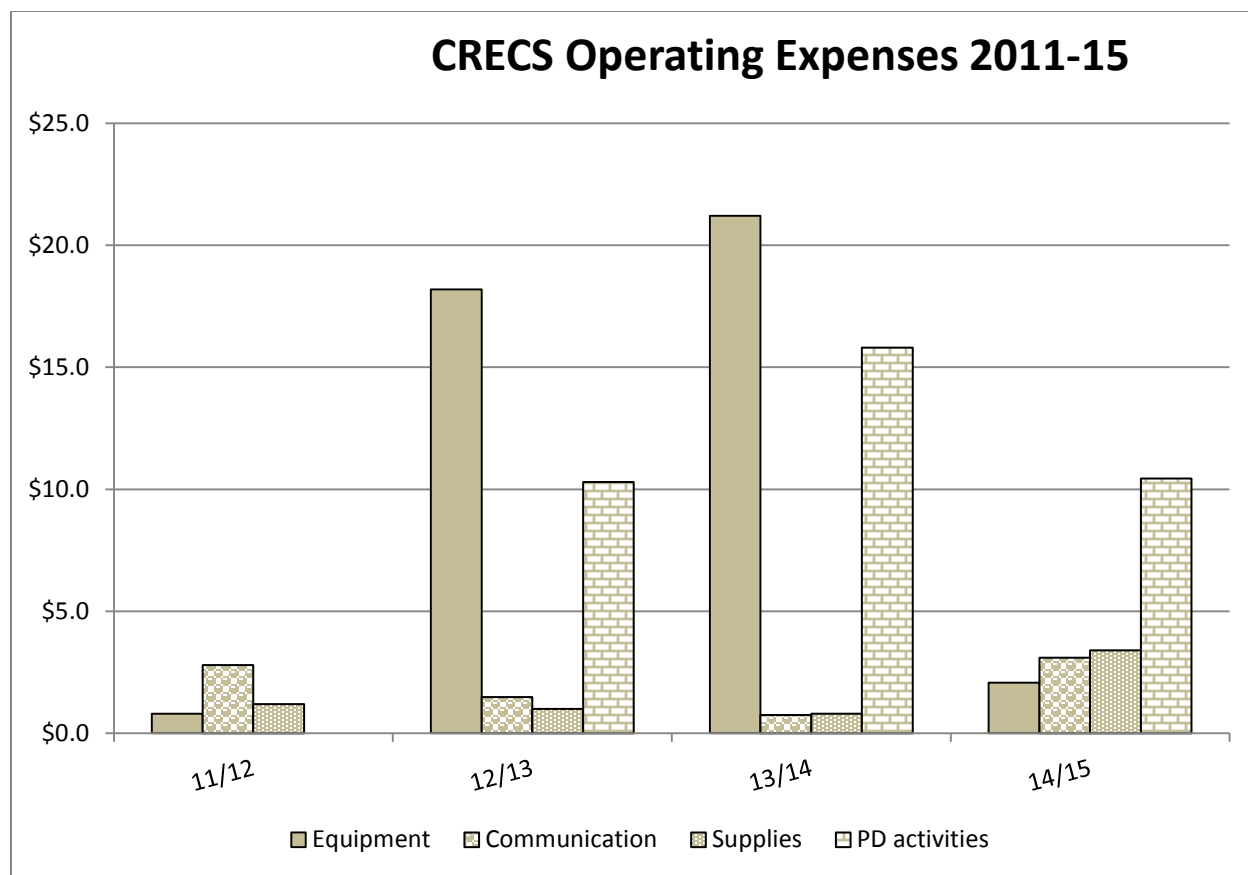


Figure 5: CRECS operating and strategic expenditures by year: 2011-15 (in \$000s)

Figure 5 also shows a considerable increase in spending on professional development activities, which can be broken down into three main categories (elaborated below): (i) support for CRECS lunch hour colloquium series, (ii) CRECS sponsored professional development events for senior and Affiliate Researchers and (iii) support for student research and dissemination travel. Over the past three years CRECS spent \$35,000 on such activities.

1.6.4 CRECS Overhead Reserve Fund

Since its inception, CRECS has benefited from the generation of overhead from external contracts. Initially, CRECS received all of the overhead coming back from the Faculty of Social Sciences. Following an agreement signed by the Deans of Social Sciences and Education in 2006, this arrangement was formalized. CRECS was to receive a 32.5% share of overhead generated by external contracts, as did the Faculty of the implicated principal investigator, with Central Administration receiving 35%.

In order to contribute to this fund, CRECS researchers must officially designate their external contracts as CRECS projects. Historically, this practice has been limited to CRECS Core Members, but since about 2010-11 the Centre has been encouraging its Senior Researchers identify their projects in this way.

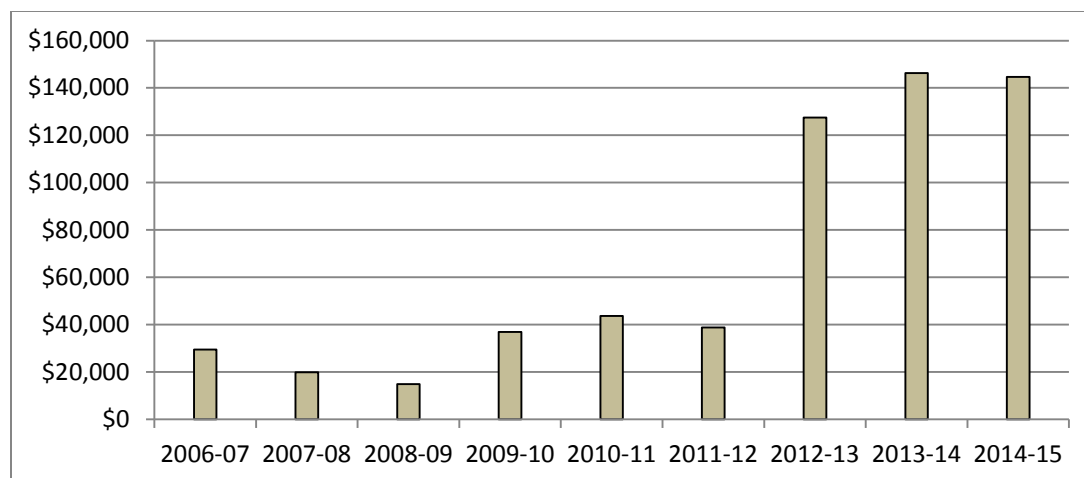


Figure 6: CRECS Overhead Reserve Fund by year: 2006-2015

Figure 6 shows the yearly balance of the Overhead Reserve Fund since 2006-07. A sharp increase in this balance is observable in the year 2012-13. While this increase was modestly associated with contributions from projects of researchers beyond the core team, in reality the large majority of it is associated with overhead revenues generated by Core Members over the preceding years.¹

The CRECS Overhead Reserve Fund is essential to the Centre's operations because it enables CRECS to provide a suite of services and strategic initiatives to its researchers, staff and students, as will be described below. As we have seen, annual operating revenues are exceeded by personnel expenditures, the bulk of which is represented by the Coordinator's salary and benefits. It is necessary for CRECS to fund strategic initiatives from the Overhead Reserve.

2. CRECS Research Outputs

Of the three strands defining CRECS interests (Figure 2, page 2) research knowledge production and mobilization accounts for the majority of CRECS activities. In this section we describe our research outputs and CRECS' impressive productivity over time. We highlight some Core Member publications to provide a flavour of the focus and substance of research knowledge production and mobilization. In Section 3 to follow we profile some specific project for a more in-depth look. Much has been accomplished in 15 years.

2.1 Key Partnerships and Collaboration

CRECS embraces the concept of collaboration in virtually all of its activities and interests. Collaboration is often defined by research working groups involving professors, staff and

¹ In 2012, through a forensic analysis, CRECS discovered that identified funds were not being reliably transferred into CRECS' Overhead Reserve Fund and Centre leadership worked closely with Research Management Services, Technology Transfer and Business Enterprise, Financial Services and the financial officers of sponsoring Faculties to resolve transfer issues.

students but it is also marked by links to the community of practice, broadly defined. To follow is a list of organizations with which CRECS has regular ongoing relationships through contractual and collaborative interests:

- Ontario Ministry of Children and Youth Services (Ontario Looking after Children Program);
- Department for International Development (UK) and the National Council for Educational Research and Training (Evaluation Capacity Building in India; RMSA Teacher Training in India)
- Ontario Ministry of Education (Building Innovative Practice Initiative; Differentiated Instruction; School Support Initiative);
- Ontario Mental Health Research Foundation
- Mental Health Commission of Canada (At Home-Chez Soi);
- Employment and Social Development Canada (Homelessness Partnering Strategy; Volunteering, Caring and Giving Knowledge Mobilization)
- Alliance to End Homelessness (Annual Report Card);
- Canadian Mental Health Association – Ottawa Branch (evaluation of Intensive Case Management; Dual Disorder intervention)
- City of Ottawa (Supportive Housing; Neighbourhood Study)

In addition to this list, CRECS maintains a contact list of community and educational organizations who routinely receive requests for projects on which students might work as part of their Graduate Diploma in Program Evaluation (GDPE). Some of these organizations have approached CRECS with unsolicited project requests.

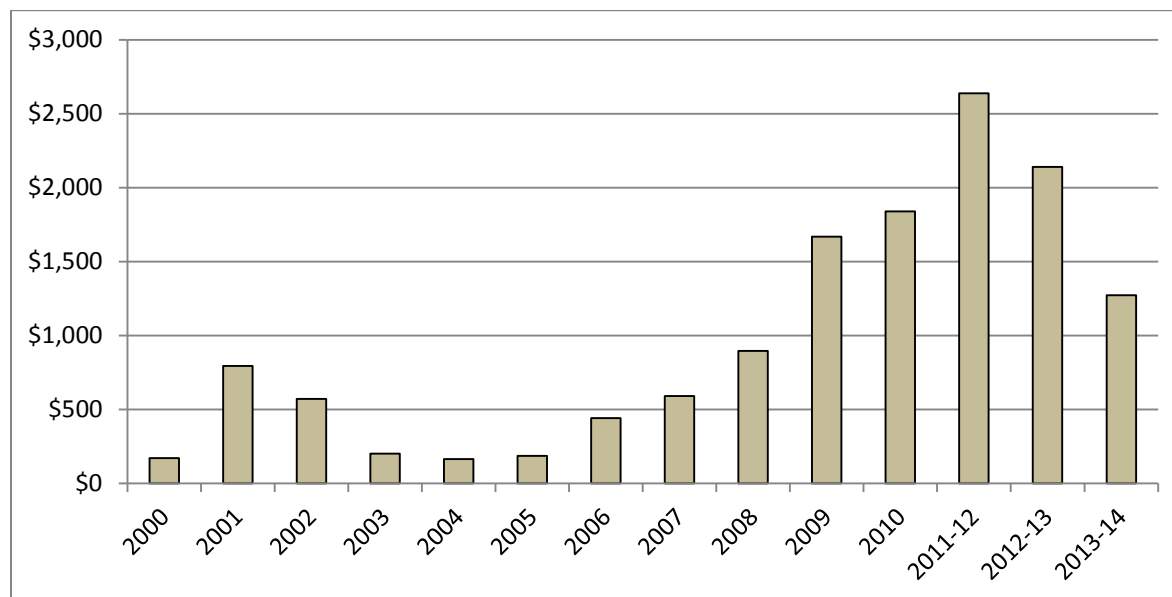
2.2 Research Funding

With the considerable involvement of students in CRECS research and the ingenuity and commitment of CRECS researchers, it is clear that a substantial amount of research activity over the years has been unfunded. Yet it would be fair to say that the majority of CRECS research relies on funds generated almost exclusively from external sources. As described below, CRECS researchers not only successfully compete for external funding but in some circumstances they are well positioned to leverage external project work into ongoing support for research programs.

2.2.1 External funding

CRECS professors have been highly motivated to compete for and acquire funds to support their research programs from a range of sources including peer-reviewed Council grants as well as contracts with government ministries and departments, donor agencies, foundations and other organizations and funding bodies. Figure 7 shows the trajectory of research funding over CRECS' 15 year history. We can see in the Figure enormous growth in funding acquisition by

CRECS Core Researchers over time with an average of about \$2.1 M per year over the past three years² or the equivalent of about \$265,000 per Core Researcher per year.



Notes: Source = member CVs May/June 2014. In all cases, projects were included only if Core Researchers were principal investigator or co-principal investigator with no duplication for collaborative projects. Funds were evenly divided over years for multi-year projects unless \$ amounts per year were specified

Figure 7: External funding acquired by CRECS Core Researchers by year: 2000-2014 (in 000's)

The data appearing in Figure 7 do not take into account revenues generated by the 36 Senior Researchers who are not members of the core group. That group generated an average \$1.24M per year in external funding over the last three years, or the equivalent of about \$34,000 per researcher per year. It should be noted that, unlike those of the Core Researchers, not all of these funded projects overlap directly with CRECS' mission.

2.2.2 Forego remuneration provisions

Despite considerable rhetoric in academic circles as to the virtues of interdisciplinary work, it is increasingly difficult to locate funds that are designed to support such activity. In response, and thanks to uOttawa policies for research management, some CRECS professors have opted to leverage research contract revenues into funds to support their research programs. Specifically, a professor who wins a contract that includes professional fees has the option to (i) declare these fees as income or (ii) forego the remuneration by irrevocably donating the funds to the University. Such funds are then deposited in the professor's research cost-centre and may be applied to justifiable research and dissemination activities under the provisions of the policy.

² **Notes:** For this and ensuing charts on research productivity, source for 2000-2007 was CRECS self-evaluation report (2008), and annual reports 2008-2010. In 2011-12 analyses adjusted to harmonize with the uOttawa fiscal year. The source for recent years was professors' official May/June 2014 CV's.

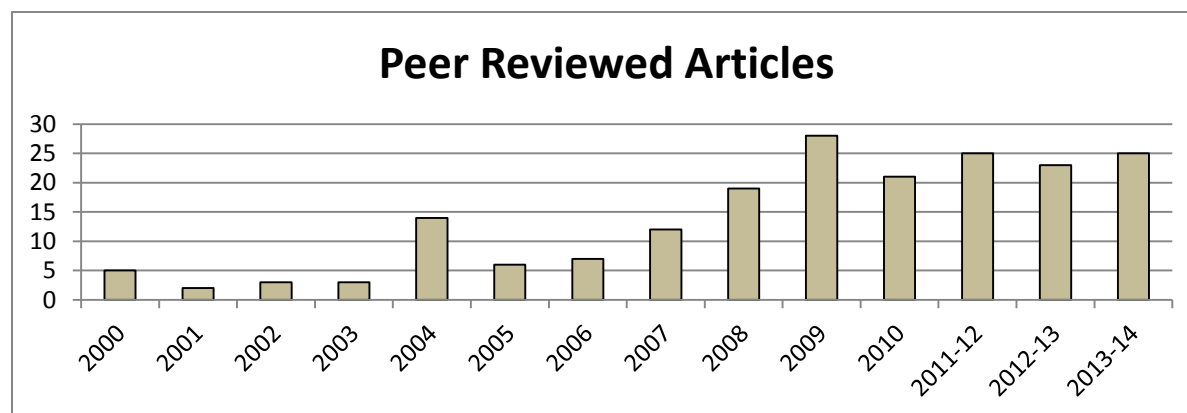
This practice has enabled some professors to develop and maintain vibrant interdisciplinary research programs. As described below, CRECS actively supports the concept of 'corporate consultancy' and encourages all of its researchers to run relevant contracts through the University.

2.3 Knowledge Generation/Creation

CRECS is first and foremost a research centre and evidence-based knowledge generation and creation is at the core of its business. In the sections to follow, we describe outputs associated with research production and dissemination and show impressive trends over time. CRECS publication outputs comprise a mix of academic and practice-based options.

2.3.1 Peer-Reviewed Journal Articles

On the academic side, Figure 8 shows an impressive increasing trend in the production of peer-reviewed journal articles over time. We observe that CRECS Core Members have published an average of 3 peer reviewed articles per year over the past three years, well above the University average. We note also that on two thirds of these journal articles, CRECS Core Members were listed as sole or first author. In comparison, the remaining 36 CRECS Senior Researchers also publish about 2 articles per year as sole or first author.



Notes: Source = member CVs May/June 2014. No duplication for coauthored papers.

Figure 8: Papers published in peer-reviewed journals by CRECS Core Researcher by year.

Listed below is a sample of recent articles published by CRECS Core Researchers. The items were selected to illustrate the range of substantive contributions that are aligned with CRECS' mission. The selected articles also demonstrate considerable reach, with journals including Canadian and international outlets.

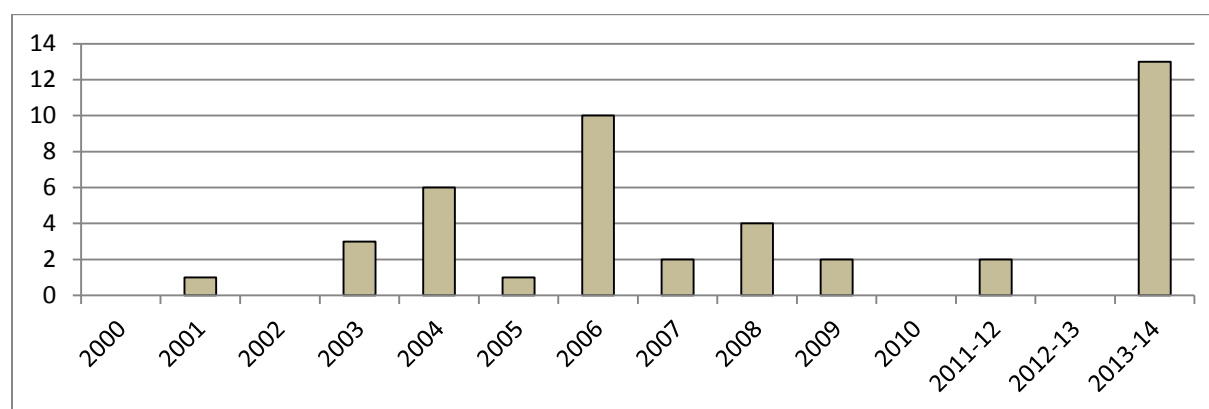
Aubry, T., Flynn, R., Virley, B., & Smith, J. (2013). Social role valorization in community mental health housing: Does it contribute to the community integration and life satisfaction of people with psychiatric disabilities? *Journal of Community Psychology*, 41, 218-235.

Cobigo, V., Mercier, C., & Morin, D. (2012). "Evaluating the effectiveness of a program targeting behaviour disorders: the development of a logic model.", *Journal on Developmental Disabilities*, 18, 87-95.

- Cousins, J. B.,** Whitmore, E., & Shulha, L. M. (2013). Arguments for a common set of principles for collaborative inquiry in evaluation. *American Journal of Evaluation*, 34(1), 7-22.
- Flynn, R. J.,** & Tessier, N. G. (2012). Placement, promotive, and risk predictors of educational success in youth in care: Cross-sectional and longitudinal analyses. *European Journal of Social Work*, 16(1), 70-87.
- Dahrouge, S., Hogg, W., Ward, N., Tuna, M., Devlin, A. R., **Kristjansson, E.**, et al. (2013). Delivery of primary health care to persons who are socio-economically disadvantaged: Does the organizational delivery model matter? *BMC Health Services Research*, 13(517).
- Kane, R. G.** & Francis, A. (2013) Preparing teachers for professional learning: Is there a future for teacher education in beginning teacher induction? *Teacher Development*, 17 (3), pp. 362-379.
- Sylvestre, J., Aubry, T.,** Smith, J., & Bridger, T., (2010). An Evaluation of the Implementation of A Court Outreach Program for People with Severe and Persistent Mental Illness Who Are Legally Involved, *Canadian Journal of Community Mental Health*, 29, 139-156.
- Whitley, J.,** & Gooderham, S. (2015). Mental health promotion efforts for children and youth in Canada and beyond: Evidence in research, policy and practice. *Exceptionality Education International*, 25, 91-111.
- Whitley, J.,** Rawana, E., & Brownlee, K. (2014). A comparison of Aboriginal and non-Aboriginal students on the inter-related dimensions of self-concept, strengths and achievement. *Brock Education Journal*, 23(2), 24-46.

2.3.2 Books, Special Journal Issues and Book Chapters

Books and book chapters represent a mix of academic publications and those targeting practice-based professional communities. Figure 9 summarizes the number of authored and edited books and book chapters published over period of the Centre's existence by Core Members. These data include peer-reviewed special theme issues and segments of journals. As with peer reviewed articles, observable is a steady and significant increase in productivity in this regard. Core Researchers published an average or over 1.5 items per year over the past three years.



Notes: Source = member CVs May/June 2014. Duplication for coauthored publications was removed.

Figure 9: Published books, journal special issues and book chapters published by CRECS Core Researchers by year.

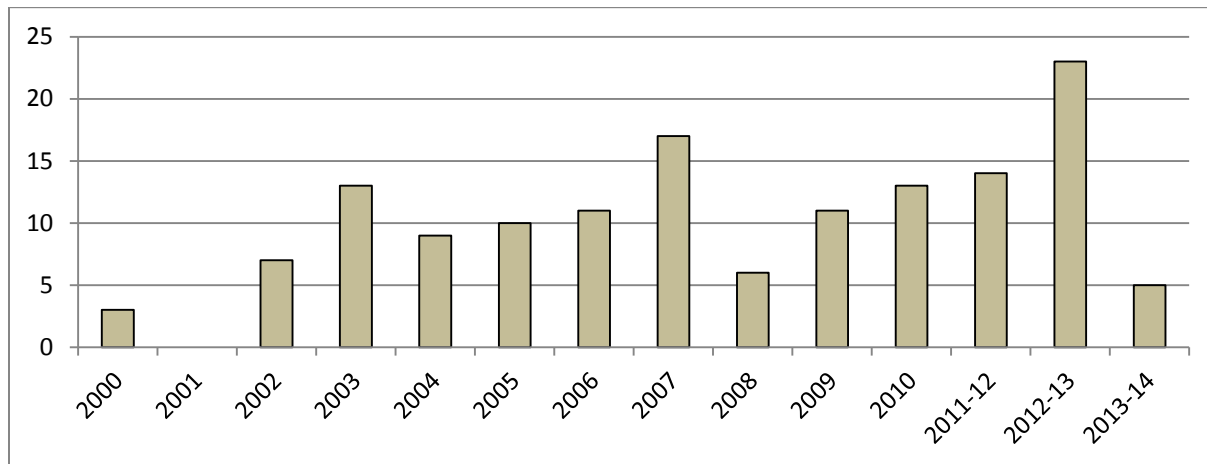
To follow is a sample of books, special issues and book chapters published by CRECS Core Researchers. The items illustrate a range of substantive contributions that is aligned with CRECS' mission.

- Aubry, T., & O'Hagan, M.** (2014). "Defining the Competencies of Different Stakeholders in a Transformed Mental Health System" In "Community Psychology and Community Mental Health: Towards Transformative Change", Nelson, G., Kloos, B., & Ornelas, J. (Eds.), New York, NY, Oxford University Press, 2014 (pp. 152-176).
- Aubry, T., Ecker, J., & Jetté, J.** (2014). "Supported Housing as a Promising Housing First Approach for People with Severe and Persistent Mental Illness", In "Homelessness and Health in Canada", Guirguis, M., MacNeil, R., & Hwang, S. (Eds.), Ottawa, ON, University of Ottawa Press, 2014, (pp. 155-188).
- Cousins, J. B., & Bourgeois, I.** (Eds.). (2014). Organizational capacity to do and use evaluation. New Directions for Evaluation. No. 141. San Francisco: Jossey Bass.
- Cousins, J. B., & Chouinard, J. A.**, (2012). Participatory evaluation up close: A review and integration of the research base, Charlotte, NC, Information Age Press.
- Cousins, J. B.**, (2012). "Privileging empiricism in our profession: Understanding use through systematic inquiry", Evaluation Roots (2nd Edition), In M. C. Alkin (Ed.), Thousand Oaks, Sage.
- Dill, K., & Flynn, R. J.** (Eds.). (2012). Educational interventions, practices, and policies to improve educational outcomes among children and youth in out-of-home care. Children and Youth Services Review (special issue) 34,6.
- Liljedahl, S., Rae, J., & Aubry, T.** (2013). Resilient outcome: Academics engagement by youth with histories of homelessness. In S. Gaetz & A. Marsolais (Eds.), Youth Homelessness in the Context: Implications for Policy and Practice (pp. 269-286).
- Sundar, P., Sylvestre, J., & Bassi, A.**, (2013) "Diversity in social work practice", Sage Handbook of Social Work, M. Gray, J. Midgley & S.A. Webb (Eds.), Thousand Oaks, CA, Sage.
- Lysaght, R., Cobigo, V.**, "Enhancing the Quality of Life of Marginalized Populations through Employment", In R. Brown & R. Faragher, Family Quality of Life Research and Practice in the Field of Intellectual and Developmental Disabilities: A Consideration of its Application to Other Families. New York, USA, Nova Science Publishers, Inc., 2014
- Lupart, J. L., Whitley, J., Odishaw, J., & McDonald, L. M.**, "Whole school evaluation and inclusion: How elementary school participants perceive their learning community", In C. Dionne & N. Rousseau (Eds.) "Transformation des pratiques éducatives: la recherche sur l'inclusion", Québec, Presses de L'Université du Québec, 2006, pp. 113-143.
- Marquis, R. A., & Flynn, R. J.** (2014). Une comparaison entre la santé mentale des enfants et des jeunes placés et celle des enfants et des jeunes dans la population générale. Dans Poirier, M. A., Clément, M. E., & Léveillé, S. (Eds.), Jeunesse en tête : Au-delà des risques, les besoins de développement des enfants (Presses de l'Université du Québec).
- Sylvestre, J.** (2014). Perspectives on transformative change in community mental Health. In G. Nelson, B. Kloos, & J. Ornelas (Eds.) Community Psychology and Community Mental Health: Towards Transformative Change (pp. 51-74). New York: Oxford University Press.
- Townley, G., & Sylvestre, J.** (2014), Toward transformative change in community mental health (Special Issue). *Global Journal of Community Psychology Practice*, 1(1).
- Whitley, J.**, (2008). Following paths to self-concept for students with Learning Disabilities, Saarbrücken, Germany, VDM Verlag Dr. Mueller E.K Publishers
- Whitley, J., Gooderham, S., & Windmill, C.** (2012). Special education in Canada, In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), Encyclopedia of Special Education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals (4th ed.), Hoboken, NJ, John Wiley and Sons.

2.3.3 Technical Reports

Technical reports provide a comprehensive and detailed record of research studies and may garner academic and/or practical interest. They are also important reference products for the collaborating organizations intended to contribute to the development and improvement of practices and policies. Figure 10 summarizes the volume of technical reports produced by CRECS' Core Researchers. A familiar pattern of an increased volume of reports over time is

evident in the Figure. In the past few years, CRECS Core Researchers produced an impressive average of 14 technical reports per year, which is the equivalent of almost 2 technical reports per year per member.



Notes: Source = member CVs May/June 2014. Duplication for coauthored publications was removed..

Figure 10: Completed technical reports published by CRECS Core Researchers by year

A selection of technical reports published by CRECS Core Researchers in recent years is listed below.

Aubry, T., Bourque, J., Volk, J., Leblanc, S., Nolin, D., & Jetté, J., *At Home/Chez Soi Project: Moncton Site Final Report*, Calgary, AB: Mental Health Commission of Canada, 2014.

Cherner, R. & Flynn, R. (2012) *A Formative Evaluation of the Mobilizing the Community, Investing in the Future: Final Results*. Ottawa: Centre for Research on Educational and Community Services, University of Ottawa.

Cherner, R., Sylvestre, J., Rae, J., Jette, J., & Aubry, T. (2014). *An Evaluation of the Implementation Ottawa Supportive Housing for People with Problematic Substance Use*. Canadian Mental Health Association, Ottawa Branch.

Cobigo, V., Ouellette-Kuntz, H., Lake, J., Wilton, A.S., Lunskey, Y. (2013). *Medication use, Atlas on the Primary Care of Adults with Developmental Disabilities in Ontario*

Cousins, J. B., & Whitley, J. (2014). *Support for building innovative practice initiative: Request for services No 1062: Final Report*, Centre for Research on Educational and Community Services, Ottawa, 2014, September

Kane, R.G., Ng-A-Fook, N., Orders, S. & Radford, L. (2013) *A Review of the Research on 21st Century Skills to Inform Future Curriculum Review Cycles in Ontario, Grades K-12. Final Report to the Ontario Ministry of Education.*

Kane, R.G., Radford, L., Orders, S., Karagiozis, N., Trumpower, D., & Fragkioudakis, A. (2013) *Evaluation of the Early Primary Collaborative Inquiry (EPCI). Final Report to the Ontario Ministry of Education.*

Kristjansson, E. Krekoski, E., Kneen, C., Andrew, C., Marchant, C., Runnels, V. (2011) *Working with Community to Build Food Action Plans for Ottawa*. Invited presentation at "Building a Healthier Ontario" Population Health Improvement Research Network, Ontario Ministry of Health, Toronto. (September 30)

Macdonald, M., Mediell, M., & Aubry, T. (2013) *Citizens Academy/Académie des citoyennes et citoyens Pilot Evaluation*. Ottawa: Centre for Research on Educational and Community Services, University of Ottawa.

Whitley, J., Cousins, J. B., Duquette, C., Elliott, C., & Orders, S. (2012). *Evaluation of the Ontario Ministry of Education's Differentiated Instruction Professional Learning Strategy*, Ottawa: Centre for Research on Educational and Community Services, December.

2.4 Honours, Citations and Distinctions

Over the years CRECS Core Researchers have received external and internal recognition for their work. A list of such honours for CRECS Core Faculty follows. The list includes awards, citations for contributions and academic journal editorships.

Aubry, T.

2015 External: *Fellow*, Canadian Psychological Association.
 2014 External: *Order of Ottawa*
 2014 External: *Fellow*, Society for Community Research and Action (Division 27, American Evaluation Association)
 2013 External: *Contribution to Program Evaluation in Canada Award*, Canadian Evaluation Society
 2013 External: Alliance to End Homelessness in Ottawa, Lifetime Board Member
 2012 –present: Associate Editor, *Global Journal of Community Psychology Practice*
 2011-2014 Internal: *Research Chair*, University of Ottawa
 2011 Internal: *Excellence in Research Award*, University of Ottawa
 2010-2011 Associate Editor, *Canadian Journal of Community Mental Health*
 2005-2010 Senior Editor, *Canadian Journal of Community Mental Health*
 2004 Internal: Professor of the Year, University of Ottawa
 2001 Canadian Evaluation Society *Student Case Competition*, Coach of 2001 national championship winning team, University of Ottawa

Cousins, B

2014 Internal: *Student Thesis Supervision Award*, Faculty of Education, uOttawa
 2012 Associate Editor, *New Directions for Evaluation*.
 2012 External: *Distinguished Scholar Award*, American Educational Research Association Special Interest Group: Research on Evaluation
 2010 External: Canadian Evaluation Society *Student Case Competition*, Coach of 2010 national championship winning team, University of Ottawa
 2008 External: *Paul F. Lazarsfeld Award for Theory in Evaluation*, American Evaluation Association
 2007 External: *Karl Boudreau Award for Leadership in Evaluation*, National Capital Chapter, Canadian Evaluation Society
 2007 External: Cousins & Whitmore (1998) chapter selected for reprint in special commemorative issue of *New Directions in Evaluation* in celebration of 20th anniversary of the American Evaluation Association
 2005 External: Profiled in '*International Encyclopaedia of Evaluation*' (S. Mathison Ed., Sage Publications)
 2004 Internal: *Excellence in Research Award*, Faculty of Education, University of Ottawa
 2002-2010 Editor-in-chief, *Canadian Journal of Program Evaluation*.

Flynn, R

2010 Internal: *Award for Activities in the Media and Community*,
 2005 External: *Outstanding Leadership in Child Welfare*, Ontario Association of Children's Aid Societies

Kane, R.

2015 Internal: *Excellence in Education Award*, Faculty of Education, University of Ottawa

Kristjansson, E

2010 External: *Community Builder of the Year Award: 'Speak up for Advocacy'* to the Ottawa Neighbourhood Study Steering Committee

Sylvestre, J.

2011 External: *Make Homelessness History Award*, Options Bytown Inc.

2010-2015: Senior Editor, Canadian Journal of Community Mental Health.

Whitley, J.

2012 Internal: *New Researcher of the Year Award*, Faculty of Education, University of Ottawa

3. CRECS Core Business

With such an abundance of professor, staff and student participation and engagement, activities at CRECS have been many and varied over the past number of years. Most of these activities relate to CRECS' second and third strands of interests, *research and knowledge mobilization* and *training and capacity building*, respectively. They also reflect CRECS' commitment to the development of research infrastructure to invite and support research and research knowledge mobilization.

3.1 CRECS Infrastructure and Research Support Development

As mentioned above, a surplus in CRECS operating budget enabled the Centre to hire Co-op students in coordination support roles on a regular (1.0 FTE) basis over the past three years (Figure 4, p. 10). But the surplus, in combination with funds derived from contract overhead, contributed directly and substantially to the development of CRECS infrastructure to better position the Centre to meet the production and dissemination needs of its researchers. Such development is reflected in funds spent on equipment, communications, and professional development, outlined above (see Figure 5, p. 11).

CRECS now provides a suite of services to its Senior and Affiliate Researchers as well as staff and students to enhance research knowledge production. Some of these services provided gratis through in-kind contributions of CRECS staff, others are offered on a competitive, low cost basis and covered by research funding (see Figure 4, p. 10).

3.1.1 Research knowledge production services

CRECS provides a suite of services to assist with the identification, development and implementation of research.

Project notification: As CRECS has worked to expand its networks it often receives requests for proposals or notification of project opportunities. As described above some of these are solicited as part of the Graduate Diploma in Program Evaluation (GPDE) process. Regardless, CRECS circulates relevant project opportunities to its researchers and facilitates interdisciplinary project initiation meetings with researchers expressing interest.

CRECS maintains a communication link with Faculty research development officers and Research Management Services and the Centre recently collaborated with the Faculty of Education on a proposal to the Ministry of Education to become a *Vendor of Record* for Ministry projects. A similar arrangement is being considered with the Ministry of Community and Social Services.

Proposal development: At the point of proposal development, especially for peer-reviewed Council proposals, CRECS meets with interested Senior Researchers to help them develop knowledge dissemination and mobilization plans. In some cases, CRECS is explicitly identified in the proposals for in-kind and low cost research implementation and dissemination services. Such activities may also be reflected in the proposed project budgets.

On occasion, CRECS makes connections among its researchers for substantive and conceptual guidance and exchange. This has been particularly helpful to CRECS more junior members as an aid to proposal conceptual development.

Project tracking: CRECS recently developed a project tracking system for record keeping purposes and to ensure that overhead transfers come about as anticipated. Once projects are identified, whether on a grant (overhead free) or contract (overhead included) basis, they are registered in the CRECS system and tracked along the process. The system, which just entered beta testing, will enable CRECS to ensure researchers access to overhead funds to support their research interests.

Project implementation: CRECS assists research implementation with equipment loans (still and video cameras, audio recorders) and support for on-line data collection using uOttawa's *Fluid Survey* system. Centre staff either train researchers to use its *Fluid Survey* account (gratis) or actually provide survey set-up and implementation services (fee for service). Also available to the CRECS research community is access to CRECS' *Lynda.com* professional development resources.

Finally, CRECS supports project implementation by setting up uOttawa *DocuShare* folders for secure on-line storage and restricted sharing of data and project documents and resources. Also available to researchers are project team meeting facilities including virtual participation using CRECS *Adobe Connect* account. A protocol is in place to help researchers set up such meetings.

3.1.2 Research Dissemination and Mobilization Services.

Researchers are faced with a range of dissemination and research knowledge mobilization challenges and CRECS has taken steps to help its researchers meet them.

Research Proposal and Report Template: CRECS has developed a template for research proposal and report preparation that enables researchers to generate documents that are *nearly* compliant with the demands of the Ontario Accessibility Act. Once content is finalized CRECS can easily upgrade the document and produce an accessibility-compliant 'pdf' version of the report that can be posted on the internet and that will be searchable and 'crawlable'.

Conferencing Facilities: CRECS is well positioned to help researchers take advantage of uOttawa conference services including the state-of-the-art facility located in the *Social Sciences Building*. In addition, through its *Adobe Connect* account researchers have at their disposal the potential for virtual conferences and/or webinars through which the results of their research may be disseminated or mobilized in an interactive way.

Video Production: Through equipment purchases and expertise development, CRECS is now well positioned to produce short video presentations of researcher results, including graphic animation, closed captioning and voice-overs.

Knowledge Product Development: Researchers are looking for innovative ways to disseminate and mobilize knowledge and CRECS supports through the development of electronic infographics and innovative devices for use in workshops, symposia, etc. The purchase of state of the art Adobe software (CS6) has enabled staff and Co-op students develop new ways of representing findings, research themes, and the like.



Conference Travel Support: From its overhead fund, CRECS is able to support student travel to conferences on a limited basis but also researchers running contracts through CRECS also have access to such funds.

3.2 Research Capacity Building

CRECS routinely engages in capacity building activities both internally at uOttawa and externally. All of the Centre's researchers are regular faculty members with teaching and graduate supervision responsibilities.

3.2.1 Graduate Diploma in Program Evaluation

Although CRECS is not an institute, it maintains a direct relationship with the interdisciplinary Graduate Diploma in Program Evaluation (GDPE). The GDPE is an inter-faculty program that was founded by CRECS' core faculty and launched in 2006 under the auspices of the Faculties of Education and Social Sciences.

The program attracts up to 20 English and French-language students per year, most completing the requirements over a 2-year period on a part time basis. Attracted is a mix of 'in-service' students, or those currently working as evaluators but never having had specific training in the area, and 'pre-service' students, those aspiring to a career in evaluation.

The program is offered in French and English by CRECS core faculty and other regular and part time professors. In 2009 a formative evaluation of the program was implemented by two uOttawa Ph.D. students under the supervision of CRECS Core Members (Ryan & Nemiroff, 2009). The report provided valuable guidance for ongoing program development.



In 2012 a team of four students from the GDPE, under the supervision of Professor B. Cousins won the Canadian Evaluation Society, *Student Case Competition* in Victoria BC.

3.1.2 Graduate Supervision

CRECS core faculty and Senior Researchers are very active in the supervision of Masters and especially Ph.D. thesis students, as well as practicum students and postdoctoral fellows. Students of CRECS core faculty members are provided with office space at the Centre and

are integral members of the Centre's office community. Figure 11 shows that an impressive number of current and graduated Ph.D. and Masters students have benefited or are benefitting from the supervision of CRECS core faculty. These students all engaged in research that aligns with CRECS' mission. In addition, 2 post-doctoral fellows are currently located at CRECS, and the Centre recently hosted a pre-doctoral candidate from the Autonomous University of Barcelona (AUB) who worked on his thesis over a four month period (Sept – Dec 2014). The students focus on participatory evaluation was directly related to CRECS mission and the relationship led to the development of an international connection: As part of his sabbatical leave, Professor Brad Cousins will attend AUB as a visiting professor for the fall 2015 term and work alongside Spanish researchers interested in participatory evaluation and community development.

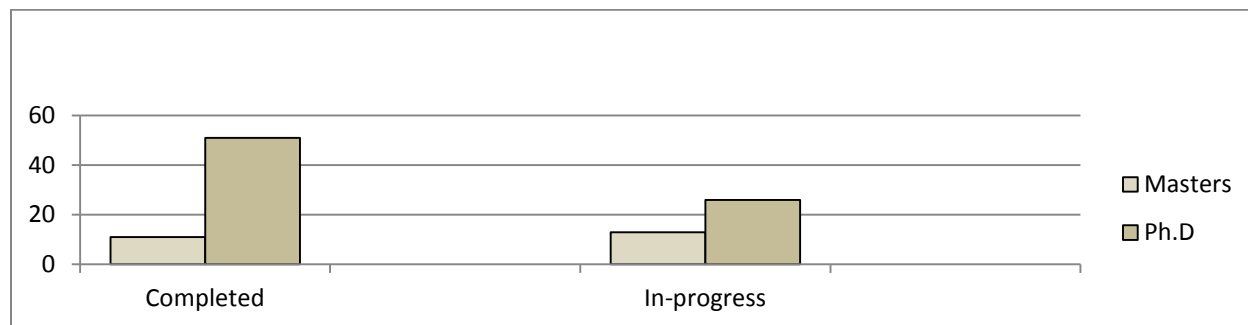


Figure 11: Active and completed graduate supervision by CRECS Core Members

In 2012 a group of ten (10) social sciences and education students and postdoctoral fellows coordinated and hosted the 29th annual *Kelly Evaluation Conference*, at which students from 6 universities in upstate New York and Ontario presented papers. The keynote speaker for the event was Professor Rodney Hopkins, then president of the American Evaluation Association. The papers, including one by the keynote speaker, were subsequently published by the students (Rae, Svensson, Tucker & Gagnon, 2014).



In addition to the Kelly Conference CRECS has provided students with financial support for the annual *Psychology Outside the Box* conference as well as pre conference activities associated with the *Canadian Psychological Association* annual meeting.

CRECS routinely supports students for thesis data collection and research dissemination. Several students have received subsidies to present their research across Canada, in the US and Europe. In 2013, Professor Bob Flynn subsidised five students and research staff to attend an international conference on child welfare in Glasgow Scotland. In 2014, Professor Brad Cousins subsidised six students to present at the European Evaluation Society annual meeting in Dublin Ireland. At that conference, Nathalie Gilbert presented part of her doctoral thesis and won *Best Paper, Second Mention* (Gilbert & Cousins, 2014).



3.1.3 Co-op, Mitacs Accelerate Research Internships, and Other Student Training

Since January, 2012 CRECS has annually hired three (3) full-time uOttawa Co-op Students for four (4) month placements to assist with ongoing Centre coordination challenges and with the development of research dissemination and knowledge mobilization products. Work term objectives are set for each incoming student, and achievement is evaluated by the Centre Coordinator and the Co-op department. One student, Daniel Tamblyn-Watts, was nominated by the CRECS Director in 2014 for a Co-op student award. While unsuccessful in winning the award, CRECS continues to hire Mr. Tamblyn-Watts on a part time basis for administrative and knowledge mobilization technical support.

Three research projects brokered through CRECS have led to the creation of four Mitacs (www.mitacs.ca) Accelerate Research Internships (\$165,000) for Ph.D. students in psychology in partnership with the Canadian Mental Health Association, Ottawa Branch, the Youth Services Bureau, and the Social Research and Demonstration Corporation over 2012-14. The projects, conducted under the supervision of Professors Tim Aubry and John Sylvestre, provided students with training in conducting applied social research and program evaluation with marginalized populations. In addition, CRECS occasionally hires uOttawa work study students, and many doctoral students in clinical psychology have undertaken paid practicum and internship placements at CRECS over the years.

3.1.4 Research and Evaluation Capacity Building Initiatives

In addition to the foregoing, CRECS has engaged directly in evaluation capacity building initiatives. Professors Brad Cousins and Jessica Whitley offered capacity building services to the eastern Ontario regional Managing Information for Student Achievement (MISA) professional networking centre, providing workshops and assisting local school district personnel with challenges associated with inquiry and evidence generation and analysis. Similarly, Whitley and Cousins served for two years in an advisory consultation role with a Ministry of Education team responsible for the provincial Building Innovative Practice Initiative (BIPI) (Cousins & Whitley, 2014; Whitley & Cousins, 2013).

Over the years Professor Cousins has engaged in evaluation capacity initiatives in the international development context. From 2009 to 2012, he led a large scale capacity building project associated with elementary education reform in India. He is now leading a nation-wide



evaluation of teacher in-service training in secondary schools, working with several of the educators he previously trained.

CRECS annually solicits evaluation projects from its community partners to provide students enrolled in the GDPE with authentic opportunities to develop their program evaluation knowledge and skill. The Centre is in the process of formalizing a relationship with the Centre for Globalization and Community Engagement help facilitate this process.

CRECS has also worked with various units around campus to meet their information needs through evaluation. Several program evaluations led by students and supervised by CRECS faculty have been undertaken over the years, as elaborated in the list to follow:

- Chouinard, J., Pantin, S., Lebel, M., & Aubry, T.** (2007). A formative evaluation of the Community Service Learning Program at the University of Ottawa. Ottawa: Centre for Research on Educational and Community Services.
- Gagnon, F., & Al Hudib, H.,** with **Cousins, J. B.** (2014, March). Formative evaluation of uOttawa Institutional Quality Assurance Process. Ottawa: Centre for Research on Educational and Community Services.
- Gagnon, F., & Al Hudib, H.,** with **Cousins, J. B.** (2014, Oct). Evaluation of E-Learning Practices in Graduate Courses and Programs at the Faculty of Education, University of Ottawa. Ottawa: Centre for Research on Educational and Community Services.
- Ryan, W.,** Courcelles, P., Hope, H., & Buchanan, C. (2007). Evaluation of the French Immersion Studies Academic Stream. Ottawa: Centre for Research on Educational and Community Services.
- Ryan, W., & Nemiroff, R.** (2009, May). Formative evaluation of the Graduate Certificate in Program Evaluation (GCPE) at the University of Ottawa. Ottawa: Centre for Research on Educational and Community Services.
- Sylvestre, J., Anderson, M., Jamshidi, P., & Beaulac, J.** (2015). *An Evaluation of the Implementation of the Primary Care Outreach Program for Seniors*. Ottawa: South East Ottawa Community Health Centre.

Professor Tim Aubry has worked closely for a number of years with the Homelessness Partnering Strategy federal program located at ESDC, providing training and consultation services related to their program development and evaluation needs. This work has led to placements of several Ph.D. students in part-time positions assisting the program with program evaluation and research. Locally, Professor Aubry has also worked since the inception of CRECS in 2000 with the Alliance to End Homelessness in Ottawa, collaborating on numerous research projects, coordinating an annual research forum held in November of each year in Tabaret Hall at the University of Ottawa, and assisting with the development of an Annual Report Card on Homelessness in Ottawa. This collaboration has led to numerous training opportunities for students from the University of Ottawa.

3.1.4 Professional Development for CRECS Researchers

Recognizing the value of ongoing professional development, a number of years ago CRECS instituted a commitment to providing professional development events for its Senior Researchers. Over the years such events have either been full-day workshops or integrated series of workshops that allow for some application of knowledge and skill in-between sessions. Often the identification of needs has been informal and guided by the management committee, but in 2014 CRECS implemented a formal needs assessment with its researchers. Table 4 provides a list of professional development events held to date, including a recent event on academic and practical writing for impact.

Table 4: CRECS Researcher Professional Development Series

Date/Format	Presenter	Topic
June 2010/ Multi-day	Daniel Colombe	Hierarchical, multivariate analysis of data using MLWin.
June 2012/ Multi-day	Rosanne Thomas Paul Graham	Qualitative data analysis using NVivo; Photovoice.
October 2013/ Full day	Jennifer Greene	Mixed methods for research and evaluation.
October 2014/ Full day	Heather Bullock Jason Guriel	Strategies for research knowledge mobilization.
August 2015/ Full Day	Daniel Harris	Writing for impact.

CRECS advertises professional development opportunities for its researchers. Space permitting, the sessions are opened to students and staff. Routinely the sessions are very well attended (N=20-30) with a good mix of faculty, staff and students.

3.3 Knowledge Mobilization and Policy, Sector and Societal Benefits

Recognizing that it is well positioned as an interface between research knowledge production and program and policy development, CRECS has invested quite heavily in research dissemination activities in the past few years. Such activities may be categorized into (i) CRECS sponsored knowledge mobilization activities and initiatives, (ii) CRECS researcher projects with a direct link to policy and practice influence and (iii) community and sector interventions with CRECS involvement.

4.2.1 Knowledge Mobilization Initiatives

Having developed its infrastructure to support its researchers, CRECS has recently embraced a range of initiatives to enhance the means through which follow is a list of knowledge mobilization initiatives and activities.

Ten Minute Window (TMW): In 2013, CRECS launched a bilingual serial video publication outlet called the Ten Minute Window (TMW) edited by Professor **Brad Cousins** and **Alejandro Gomez**. This publication outlet enables CRECS and other researchers to disseminate research findings in an encapsulated video format that is searchable, scannable and easily referenced. The video

segments are published in serial order and, as the name suggests, are no longer than 10 minutes in length. Each video is presented with closed captioning and is linguistically accessible through translated captions. The TMW series may be accessed on CRECS' YouTube channel available through CRECS' video library, located at the knowledge mobilization page of CRECS' website. A listing of published episodes appears in Appendix A.

Upgrades to Newsletter: CRECS' newsletter *Impact* was redesigned in 2012 and its distribution list has grown considerably over the past three years. *Impact* now features profiles of CRECS researchers and research projects. The profiles are typically written by CRECS Assistant Coordinators (Co-op students) and generally include quotations from interviewed researchers. *Impact* is published two times per year and is distributed in paper and electronic format. Back issues are available on CRECS' website.

Lunch-hour Colloquium Series: CRECS initiated a lunch hour colloquium series in 2005. In the first number of years, the goal was to hold two such colloquia in the fall and two in the winter each academic year (see Figure 12). Over the past few years, the series has flourished with an average of eight colloquia per year with 25-30 audience members in attendance. Presentations have been made in French or English by international scholars/guests, CRECS senior or Affiliate Researchers, as well as students and post-doctoral fellows. A complete listing of presentations appears in Appendix B.

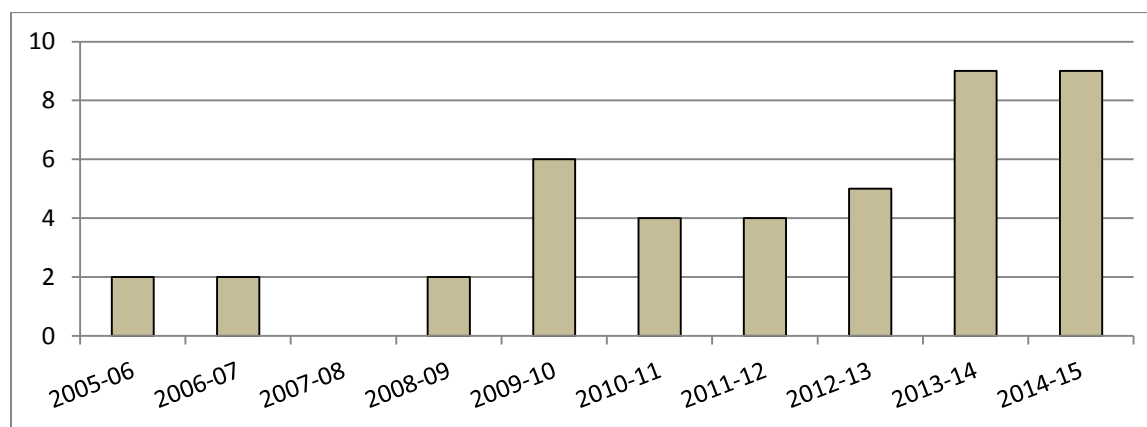


Figure 12: Lunch-hour colloquium series by year: 2005-2015

News and Events Webpage: CRECS recently upgraded its News and Events section on the home page of CRECS' website to raise awareness about selected issues and events associated with CRECS, the Faculties of Education and Social Sciences, and our uOttawa partners. The webpage is informed by RSS feeds and manual searches of uOttawa communication vehicles

Enhancements to CRECS Website: CRECS website is currently undergoing redesign of its information architecture in preparation for a transfer to uOttawa's new Drupal platform. Knowledge mobilization pages will continue to showcase projects, books, other publications (e.g., peer reviewed articles, technical reports) produced by researchers. CRECS video library, featuring the CRECS TMW, is located within the Knowledge Mobilization page.


4.2.2 Sample Projects Aimed at Policy and Practice Reform

Many CRECS researchers engage directly in funded and unfunded projects with a direct interest in change in policy and practice. To follow is a list of salient examples of active or recent research and evaluation projects aligned with CRECS mission. Notable is the breadth of scope of projects, all designed to generate evidence in the interest of leveraging change in policy and practice and improving the lives of persons from marginalized populations.

- E=MC²: Mobilizing Community Involvement in Volunteering, Giving and Caring:** The 4 year, \$1.6M knowledge mobilization project is funded principally by HRSDC with additional support coming from the, University of Ottawa. CRECS was one of 8 organizations across Canada invited to submit a letter of intent. The project, led by Professors **Louise Lemyre** (Psychology) and **Betsy Kristjansson** (Psychology) is highly interdisciplinary and involves Senior Researchers, research staff and students from the and Education and partnering with Gap Santé, Centre on Governance and Centre for Globalization and Community Engagement (CGCE). Other CRECS faculty engaged with the project include Professors **Brad Cousins** (Education), **John Sylvestre** (Psychology) and **Caroline Andrew** (Political Studies)
- A Study of Family Homelessness in Ottawa.** **John Sylvestre** (Psychology) along with Professors **Tim Aubry** (Psychology) and **Catherine Lee** (Psychology) are currently conducting a study of family homelessness in Ottawa. The goal of the study is to understand the experience and outcomes of family homelessness, to look at trends in family homelessness and shelter use in Ottawa, and to study the implementation of a family support program for homeless families. The study draws on partners from the City of Ottawa, the Family Homelessness Shelter System, and the Pinecrest-Queensway Community Health Centre.
- Nation-wide Evaluation of Indian Secondary School In-Service Training:** Professor **Brad Cousins** (Education) is currently leading a nation-wide evaluation of teacher training in India associated with Indian national education reform. The design is a multiple case study involving nine states. State level teams, including educators previously trained in a CRECS evaluation capacity building project, facilitated the collection of 1000+ teacher questionnaires, 18 interviews and 4 focus groups from each state. Results will be presented in July 2015 to a Ministry of Human Resource Development Joint review commission and are expected to leverage significant change in policy and practice. PhD candidate **Hind Al Hudib** (Education) has played an integral role in the evaluation.
- A Longitudinal Study of the Sustainability and Effectiveness of Housing First Approaches:** A follow-up study funded by the Mental Health Commission of Canada (\$250,000) is currently being conducted in Moncton by CRECS researchers in collaboration with researchers from the Université de Moncton on participants in the At Home / Chez Soi multi-centre study of Housing First. Through the leadership of Professor Tim Aubry (Psychology), CRECS participated in the original study funded by Health Canada through the Mental Health Commission of Canada in which data collection was completed in



March 2013. The research has led to a significant change in the Homeless Partnering Strategy supporting a shift to funding Housing First programs in cities across Canada.

- Provincial Evaluation of School Support Initiative:** A CRECS team led by Professor **Ruth Kane** (Education) is currently evaluating the Ontario Ministry of Education School Success Initiative (SSI) which has been in place since 2000 and focused on innovation in low performing secondary schools to improve student engagement and achievement of at-risk and marginalized students. Professors **Jessica Whitley**, **Nicholas Ng-A-Fook** and **Brad Cousins** (Education) are participating in this mixed methods project which is expected to generate recommendations for provincial policy reform.
 
- Photovoice Knowledge Mobilization:** CRECS assisted Professor **Julie Gosselin** (Psychology) with the development of a small scale knowledge mobilization proposal to SSHRC, following her work in the community sector with marginalized women. The project is partially sponsored by a Community University Research Alliance (CURA) to which Professor Gosselin belongs and is well positioned for success.
- Ontario Looking after Children Initiative:** Since 2007 CRECS has had a formal role with the Ontario Looking after Children (ONLAC) project. With more than \$3M in funding to date, the ONLAC project is an international initiative within child welfare that has had an important impact on promoting monitoring of outcomes for children and youth. The ONLAC approach assists agencies to ensure children in Ontario are cared for according to evidence-based best practices. Under the leadership of Professor **Robert Flynn** data generated by CRECS enables the child welfare field to measure outcomes for all the children in long term out-of-home care in Ontario. The ONLAC has also been adopted throughout Quebec.
- Services for Persons with Intellectual and Developmental Disabilities:** For several years Professor **Virginie Cobigo** has worked with colleagues from Queens University, the Centre for Addiction and Mental Health (CAMH in Toronto), and Lakehead University to develop Multidimensional Assessment of Providers and Systems (MAPS), a research program to inform the assessment of services and supports for adults with intellectual / developmental disabilities (IDD) in Ontario, Canada. The project includes collaborative research on parents seeking adult services, definitions of social inclusion, person directed planning, productivity options of persons with IDD and role and practices for practice based staff. For more information, visit <http://mapsresearch.ca/>

4.2.3 Community and Sector Interventions

With partners, some CRECS Core Members have been involved in developing community and sector interventions. As examples, two salient projects of this type are described below.

- Ottawa Neighbourhood Study (ONS):** The ONS team brings together the University of Ottawa (leadership by Professor **Elizabeth Kristjansson**), the City of Ottawa, local Community Health & Resource Centres, Ottawa Public Health, United Way/Centraide

Ottawa, The Champlain Local Health Integration Network, IBM, and other community-based partners. Its goal is to better understand the neighbourhoods in which we live, work and play in order to offer evidence about the dimensions that are important for community health and well-being. Through the development of a web-based mapping tool the ONS provides the City of Ottawa, health service providers, social service agencies, community organizations and residents with information on 107 neighbourhoods in Ottawa in order to help them to identify what is working well, and where community development is needed.

- **At Home / Chez Soi Study:** CRECS Core Member **Tim Aubry** has been a member of the National Research Team and Co-research Lead for the Moncton site of the At Home / Chez Soi study. On Tuesday, April 8th, 2014 the study released its final report, the culmination of five years of research by a team of over 50 researchers spanning five Canadian cities, funded with a \$110M investment by Health Canada through the Mental Health Commission of Canada. The study was one of the most ambitious social experiments ever conducted in Canada and the largest study on homelessness in the world. The findings provide strong evidence that the Housing First approach is not only an effective strategy to reduce homelessness and improve quality of life and community functioning, but also a sound investment of public dollars. Based on the findings of the study, the federal government made the decision to emphasize Housing First approaches in its 5-year renewal of the federal Homelessness Partnering Strategy beginning April 1st 2014.



4.2.4 International Collaborations and Impact of CRECS Researchers

The foregoing project descriptions depict CRECS' activities and contributions mostly at community, regional, provincial and national levels. While a great deal of CRECS research focus has been domestic, Centre researchers are increasingly gaining international recognition through comparative research opportunities, research dissemination and capacity building initiatives. To follow is a list of Core Researcher projects and activities that have contributed greatly to CRECS' growing international reputation.

- Professor **Tim Aubry** is a member of the *International Network of Housing First Researchers*. He is currently developing a multi-country study examining fidelity and adaptation of *Housing First* in different contexts. He has also been collaborating with French researchers on a multi-city study being conducted in France that is using the At Home/Chez Soi protocols for their data collection.
- Professor **Betsy Kristjansson** has international collaborations with a network of systematic reviewers through both the Cochrane Public Health Group and the Cochrane Developmental and Psychosocial Learning Problems Group. For a current review on interventions to increase community food security, Professor Kristjansson is working with colleagues in Australia and Scotland. The review, which was published in March, included colleagues from England, Australia and Jamaica.

- In 2014 Professor **Ruth Kane** was invited to join a New Zealand team charged with a five-year evaluation of new postgraduate teacher education programs being trialled in seven New Zealand universities. Each university has received additional funding to design and offer an exemplary postgraduate teacher education program which demonstrates authentic community partnerships in the preparation of beginning teachers specifically for schools in low social economic communities.

- Professor **Bob Flynn** is a member of an international research group in child welfare that is concerned with improving the transitions of young people from out-of-home care to young adulthood. The group is composed of professors and students from 16 European, Middle Eastern, and North American countries and, to date, has produced several books and special issues of international journals. More recently, with a grant from the Distinguished Visiting Researcher program of the uOttawa Office of International Research, Professor Flynn was able to bring Professor Bo Vinnerljung (University of Stockholm, Sweden) to CRECS for three weeks in February and March, 2015. During his stay at uOttawa, Professor Vinnerljung presented three major colloquia on the Swedish welfare state and his own child welfare research to audiences at CRECS, the School of Public and International Affairs, and the School of Social Work. He also gave daily talks to smaller groups of professors, graduate students, and members of the public on a range of topics related to the Swedish child welfare system and youth at risk. As a result of Professor Vinnerljung's visit to CRECS, he, Professor Flynn, and Professor Karen Winter (Queen's University, Belfast, Northern Ireland) have launched an international research group on improving the educational outcomes of young people in out-of-home care.



- Beginning in 2003, CRECS has played a role in the annual evaluation of the International Program for Development Evaluation Training (IPDET) co-sponsored by the World Bank and Carleton University. The program is offered annually in Ottawa over a four week period each June and July. Professor **Brad Cousins** led the annual evaluation from 2004-2007 at which point Professor **David Trumpower** became the principal investigator. In 2010-11 Professor Cousins and Dr. **Catherine Elliott** (with CRECS student **Nathalie Gilbert**) completed an international impact evaluation of IPDET including case studies in China, Sri Lanka, Botswana, Switzerland and Canada.

- Professors **John Sylvestre** and **Tim Aubry** are members of the *International Network of Transformative Change in Community Health*. Professor Sylvestre guest edited with Greg Townley (Professor, University of Portland) a Special Issue on Transformative Change in Community Mental Health in the *Global Journal of Community Psychology*. Professors Sylvestre and Aubry also wrote chapters in the book put out by this Network entitled 'Transformative Change in Community Mental Health'.



- Since 2009, Professor **Brad Cousins** has been actively involved in evaluation capacity building initiatives in development contexts. Professor Cousins headed a 3.5 year initiative in India to develop professors and educational stakeholders' knowledge and

skill in educational program evaluation. Mentioned above, with CRECS student **Hind Al Hudib**, he is currently completing an Indian national evaluation of secondary school teacher in-service training. This project involves several Indian professors and educational stakeholders whom trained as part of the aforementioned evaluation capacity building initiative. In 2010 Professor Cousins spent part of a sabbatical leave developing and delivering intensive evaluation capacity building short courses in Cameroon, Senegal and Niger for participants from government, university, and civil society sectors. He is a life time member of the International Development Evaluation Association (IDEAS) and regularly disseminates research outputs at international conferences.

4.2.5 CRECS in the Media

CRECS has an automated system to perform daily search in Canadian media, websites and news of the Centre and each one of its Senior Researchers. These mentions are promoted on the CRECS home page as news items and cross-pollinated to other research centres and FSS home page (when we move to the new Drupal platform, the website will have the capacity to cross-pollinate content across campus).

The Centre has a system in place to distribute news releases to our project and research community partners in the Education and Community Service sectors.

To follow are some recent mass media mentions of CRECS' Core Researchers or their projects:

- 21/05/2015 – “Phénomène : Les nouveaux vagabonds,” Radio Canada, Professeur **Tim Aubry**
- 19/05/2015 – “Fin de l’itinérance à Medicine Hat,” Radio Canada, Professeur **Tim Aubry**
- 21/04/2015- “Bright Minds from Across the Nation Gather to Discuss How to End Homelessness” *Market Wired*, Professor **Tim Aubry**
- 20/04/2015 – “Budget Oliver: La question du logement préoccupe les organismes de lutte à l’itinérance,” Radio Canada, Professeur **Tim Aubry**
- 23/03/2015 – “Picture being presented by Ottawa Neighbourhood Study better than ever,” *Ottawa Citizen*, Professor **Betsy Kristjansson**
- 13/03/2015 – “École de psychologie: Étude”, *Rogers TV*, Virginie Cobigo
- 04/02/2015 - Journée mondiale de la sensibilisation à l'autisme avec Virginie Cobigo, *Radio Canada*, Professor **Virginie Cobigo**
- 26/02/2015 – “Study shows adults with disabilities less likely to be screened for colorectal cancer,” *CFRA Radio*, Professor **Virginie Cobigo**
- 01/02/2015 – “Fifteen honoured with the Order of Ottawa,” *Ottawa Citizen*, Professor **Tim Aubry**
- 26/12/2014- “Order of Canada Recipients Announced” *Governor General of Canada Press Release*, Professor **Caroline Andrew**

- 14/12/2014 “Why are so many black children in foster and group homes?.” *Toronto Star*. **Bob Flynn**
- 12/12/2014 “Use of 'behaviour-altering' drugs widespread in foster, group homes.” *Toronto Star*. **Bob Flynn**
- 12/12/2014 “Through the eyes of a CAS front-line worker.” *Toronto Star*. **Bob Flynn**
- 12/12/2014 “Ontario’s most vulnerable children kept in the shadows.” *Toronto Star*. **Bob Flynn**
- 11/10/2014- “Santé mentale : une entente en Outaouais pour faciliter les interventions policières”, Radio Canada, Professeur **Tim Aubry**
- 28/08/2014 – “Comment améliorer la formation policiers en santé mentale”, Radio Canada, Professeur **Tim Aubry**
- 08/04/2014 – “Des nouvelles données sur l’itinérance”, Radio Canada, Professeur **Tim Aubry**
- 18/03/2014 “Direct instruction tutoring program shows improvements in academic achievement for children in out-of-home care”, *Canadian Child Welfare Research Portal*, Professor **Bob Flynn**
- 22/07/2014- “Debate over best solution to Montreal’s homeless problem” *Global News*, Professor **Tim Aubry**
- 14/01/2014 “Ten Minute Window, CRECS Video Library,” *Justice Institute of British Columbia*, Professor **Brad Cousins** and **Alejandro Gomez**
- 09/12/2013- “The Centre for Research on Educational and Community Services (CRECS) Launches the Ten Minute Window” *Canadian Alliance for Community Service Learning*, Professor **Brad Cousins** and **Alejandro Gomez**
- 13/09/2013- “Ottawa neighbourhood data goes online and mobile” *CRC News*, Professor **Betsy Kristjansson**.
- 19/06/2013 – “Premier rapport canadien exhaustif sur l’itinérance,” Radio Canada, Professeur **Tim Aubry**
- 21/03/2013- “Budget to renew funding for homeless, with new focus on ‘housing first’”, *Globe and Mail*, Professor **Tim Aubry**
- 15/01/2013- “Housing first: A revolutionary way to end homelessness” *uOttawa Gazette*, Professor **Tim Aubry**.



- 01/10/2012- "Major inter-disciplinary research underway: Volunteering, caring and giving" *uOttawa Gazette*, Professor **Louise Lemyre**.
- 01/05/2012- "Professor Brad Cousins recognized as leader in research on evaluation", *uOttawa Profiles*, Professor **Brad Cousins**
- 15/11/2010- "Les candidats se prononcent sur les problèmes d'itinérance", Radio Canada, Professeur **Tim Aubry**
- 15/11/2007- "Help for supportive housing" *Metro News*, Professor **John Sylvestre**

4. Looking Forward

Looking toward the future, CRECS will continue to be guided by its 10 year strategic plan (CRECS, 2010) and to build on a solid foundation that has been laid over its 15 year history. CRECS' Management Committee, with input from its Advisory Committee, will continue to balance operational and strategic demands and consider strategic direction.

As of July 1, 2015, CRECS leadership will change with Professor **John Sylvestre** (Psychology) becoming Director and Professor **Ruth Kane** (Education) Co-Director. Both have been active members of CRECS management committee in recent years. No doubt the new leadership will develop its own particular vision for CRECS within the parameters of the strategic plan.

CRECS anticipates ongoing support from the University of Ottawa and the Faculties of Education and Social Sciences but recognizes that all units within the university are experiencing financial pressures and challenges. Much of what has been accomplished over the past few years is indirectly attributable to an operational budget surplus, but, as of the fiscal year end 2014-15, that surplus has expired. Therefore, moving forward, CRECS will need to consider strategies to ensure financial stability in order to offer or even expand the level of service being provided now.

One possibility in this regard would be to step up fee-for-service activities. CRECS will continue to encourage Senior Researchers to run external projects through the Centre, thereby creating opportunities for revenue generation by providing low-cost services funded by research grant and contract budgets. While offering such services to individuals or groups outside of the CRECS community may also be possible, the Centre will continue to serve its own researchers first and foremost.

CRECS has managed to raise both its internal and external profile quite dramatically over the past number of years, particularly following its external review in 2008, and it will continue to do so moving forward. CRECS is well positioned to become a recognized leader in Canada in leveraging educational, community and social change in policy and practice through research and evaluation. Strategies to enable such profile building will be important to consider as the Centre continues to grow and evolve. The future looks bright!

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Appendix A: Ten Minute Window Video Series³

Year, Vol. (No.)	Presenter(s)	Title
2013, 1 (1)	J. Bradley Cousins	Participatory evaluation essentials
2013, 1 (2)	Robert Flynn	Effectiveness of tutoring of young people in care
2013, 1 (3)	Cintia Quiroga	Le processus de décrochage scolaire: quel est le rôle de la dépression ?
2013, 1 (4)	Julie Gosselin	Dans son propre regard : Photovoice de mères monoparentales en route vers la réussite
2013, 1 (5)	Tim Aubry	Findings for the At Home / Chez Soi project in Canada
2013, 1 (6)	Cameron Montgomery	Student teacher, teacher and university professor stress and coping
2014, 2 (1)	Rawad Mcheimech	Shaping community inclusion requires a better understanding of "community"
2014, 2 (2)	Katherine Moreau	Introducing the PARENTS: A new tool for involving caregivers in the assessment of physicians
2014, 2 (3)	James Conklin	Knowledge to action processes in SHKN/AKE communities of practice: A cross-case analysis
2014, 2 (4)	Virginie Cobigo & Rosemary Lysaght	Enhancing the quality of life of marginalized populations through employment
2014, 2 (5)	J. Bradley Cousins & Isabelle Bourgeois	Integrating the capacity to do and use evaluation into organizations
2014, 2 (6)	Lorna McLean, Hoa Truong-White & Katrina Isacson	Youth as citizens: Civic engagement, education and democracy
2015, 3 (1)	Virginie Cobigo	Quality improvement in services for adults with intellectual and developmental disabilities
2015, 3 (2)	Catherine Lee	Systematic review: Parenting and child outcomes among immigrant and refugee families
2015, 3 (3)	Bo Vinnerljung	The importance of school performance/education for children in out-of-home care

³ Brad Cousins, Editor; Alejandro Gomez, Managing Editor; Daniel Tamblyn-Watts, Technical Production

Appendix B: Lunch-hour Colloquium Series

Presenter	Title	Date
Ian Manion	The Provincial Centre of Excellence for Child and Youth Mental Health at CHEO: Implications across disciplines for research, education, training, and beyond	22-Mar-05
Mark Totten	Bullying and Harassment in Canadian Schools: Prevalence and program effectiveness	10-May-05
Marcela Olavarria & Alexandre Bélanger	Standards and Self-Assessment of Organizational Cultural Competence	16-Mar-06
Raymond Leblanc & Ruma Paruthi	Practical Implications of a Co-housing Model for Persons with Intellectual Disabilities	10-May-06
Trevor Olson	Ensuring Privacy, Confidentiality, and Secure Data Storage	21-Aug-08
Alain Desroches	Impact du milieu socioéconomique sur l'apprentissage de la lecture et pistes d'intervention	25-Mar-09
Tim Aubry	Homeless to Home: Knowledge dissemination of research on homelessness	03-Feb-10
Robert Flynn	Does Tutoring by Foster Parents Help Foster Children in Primary School Make Gains in Reading and Math?	24-Feb-10
Tim Aubry	Report Card on Ending Homelessness in Ottawa	20-Mar-10
Elizabeth Kristjansson	My Neighbourhood, My Voice: Results of a large Photovoice study in Ottawa	24-Mar-10
Sarah Birnie	Is it Cost-effective to Provide More Intensive Services for Homeless Individuals with Severe Mental Illness?	28-Apr-10
Tom Wolff	The Power of Collaborative Solutions: Community psychology building healthy communities	21-May-10
Rebecca Nemiroff	Beyond Rehousing: Community integration of women who have experienced homelessness	25-Oct-10
Jill Anne Chouinard	Cross-Cultural Evaluation: Making sense of theory and practice	25-Nov-10
Connie Cheung	Understanding Contextual Influences on the Development of Children in-Care	25-Feb-11
Amaia Bravo Arteaga	Quality and Outcomes in Residential Care in Spain	27-Jul-11
Vivien Runnels & Caroline Andrew	Problems, Theory and Practice in Governing Community-Based Research	25-Oct-11
Brad Cousins	Three Approaches to Evaluation Capacity Building (ECB) for Development: Postcards from the road	02-Dec-11
David Smith	A World without Bullying: Roles for adults	03-May-12
Karen Edge	Process Effects of a National-level Participatory Research initiative in Uganda, Malawi, Burundi and Senegal: Insights from an evaluation of the participant experience	15-Jun-12
Jean-Pierre Voyer	Learning What Works in Improving High School Students' Access to PSE: Experimental impacts from the Future to Discover Project	12-Dec-12

Presenter	Title	Date
Tim Aubry	Early Findings from the At Home/ Chez Soi Demonstration Project	18-Jan-13
Ismael Ngnie-Teta & Mohamed Ag Ayoya	Repositionnement de la nutrition comme facteur crucial de développement en Haïti	19-Mar-13
Cameron Montgomery	Le Stress et la vitalité sociolinguistique chez les adolescents franco-ontariens	19-Apr-13
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