

# LEARNING THROUGH FAILURE



**Community-University Partnership**  
for the Study of Children, Youth, and Families

# Letter from the Director

Failure. We encourage our children to embrace failure the minute they begin to explore. We praise their experimentation, help them process the feelings of failure, and cheer on their problem solving. Somewhere along the journey to adulthood we lose that permission to fail but instinctually we know there is a wealth of learning and growth from failure.

This year our annual report is focused on “Learning Through Failure”. CUP grounds its work in a CBPR approach as we engage in many complex partnerships and projects. The very nature of our work means we *need to be open to not knowing* exactly how an action or decision will turn out. We can plan, discuss, and anticipate as much as possible but there are times when things don’t always turn out as we expect, when challenges result in smashing success, or when the plan simply doesn’t work. There are times when we simply fail. Failure can be associated with blame or or it can be associated with exploration and growth. When we fail we need to create opportunities for reflecting, learning, and growing within our teams, partnerships,

and projects. These are essential steps in praising experimentation, in processing the failure, and problem solving our way forward.

Over the past few years, we have identified our failures organizationally, dissected the learning from these failures, and in turn developed new dimensions and depth to our work with our partners. Our Directors and Steering Committee identified our failure to impact public policy through some key projects. Triaging this failure has led to new staff, skill development,

and a purposeful public policy lens in our work. For years we have supported partner organizations to conduct evaluations for their programming yet we failed to embark on that process ourselves. This organizational failure has led to an embedded annual cycle of reflective practice amongst our teams, partners, and our broader network.

The stories in our report this year allow us to not just identify failures we have experienced in our work but also to talk about why the failure matters, what was learned, and

what is changing as a result. Our intent is to enhance our ability to analyze and learn through our failures - while they’re happening - not just from them when they are in full view. Thank you to all CUP’s staff, students, faculty, Steering Committee members, and partners who share their stories of failure in this report. Oh the places we’ll go!

**Karen Edwards**  
Director



# The Role of CUP's Steering Committee as we Learn Through Failure

Michael Jordan, arguably one of the greatest basketball players ever, puts it this way:

**“I have missed more than 9000 shots in my career. I have lost almost 300 games. 26 times I have been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.**

We’re not yet as prolific as Jordan but, at CUP, we have experienced failure. On more than one occasion we have failed on really important grant applications. In some projects, we failed to achieve essential participant recruitment

targets. In others, we failed to translate our results into meaningful policy changes.

In each case we try to move quickly beyond disappointment and fault. Instead, CUP is committed to using failure as a space for reflecting, learning and growing. The Steering Committee plays an important role in supporting our teams and partners through

this transition. Our members bring their experience and insights to the conversations to help frame and triage our failures into a meaningful narrative that can be usefully shared. Our goal is to contribute to community learning and enhance CUP’s ability to learn through our failures in *real time*—rather than only after the fact. By sharing our failures

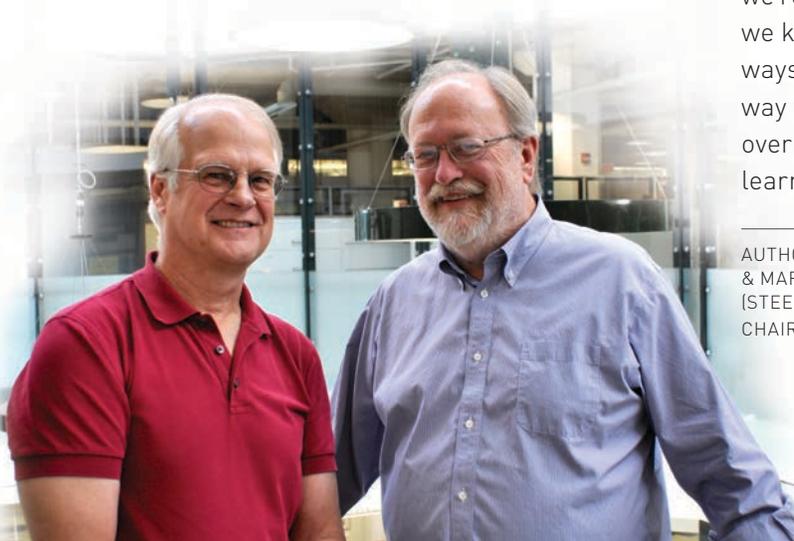
more freely and with a wider audience we hope to encourage us all to own our failures ... so we can all *learn* from them.

Thomas A. Edison has a different take on failure:

**“I have not failed. I’ve just found 10,000 ways that won’t work.**

Although not in the same league as Edison, we’re trying to ensure that we keep finding *different* ways. Finding the same way that doesn’t work, over and over again, is not learning and growing.

AUTHORS: DR. JEFF BISANZ & MARTIN GARBER-CONRAD (STEERING COMMITTEE CO-CHAIRS)



<b>Tracy Apoll</b> Multicultural Health Brokers Co-op	<b>Kourch Chan</b> e4c	<b>Ilene Fleming</b> United Way of the Alberta Capital Region	<b>Elaine Hyshka</b> School of Public Health University of Alberta	<b>Christopher Smith</b> Muttart Foundation	<b>Dori Wearmouth</b> Alberta Health
<b>Jeffrey Bisanz</b> (Co-Chair) Department of Psychology University of Alberta	<b>Xinjie Cui</b> PolicyWise for Children and Families	<b>Martin Garber-Conrad</b> (Co-Chair) Edmonton Community Foundation	<b>Susan Lynch</b> Community Member	<b>Jane Springett</b> School of Public Health University of Alberta	<b>Deanna Williamson</b> Department of Human Ecology University of Alberta
<b>Vera Caine</b> Faculty of Nursing University of Alberta	<b>Lionel Dibden</b> Department of Pediatrics University of Alberta	<b>Wendy Høglund</b> Department of Psychology University of Alberta	<b>Christina Nsaliwa</b> Edmonton Immigrant Services Association	<b>Kim Turcotte</b> Citizen Services City of Edmonton	<b>Wendy Yewman</b> Community Member
<b>Katy Campbell</b> Faculty of Extension University of Alberta	<b>Richard Enns</b> Faculty of Social Work University of Calgary	<b>Bill Howe</b> Edmonton Public Schools	<b>Marni Pearce</b> Alberta Education	<b>Jelle Van Ens</b> Boyle Street Community Services	<b>Sophie Yohani</b> Department of Educational Psychology University of Alberta
<b>Gloria Chalmers</b> Community Member	<b>Cecilia Fenrich</b> Edmonton Catholic Schools		<b>Michael Phair</b> Board of Governors University of Alberta	<b>Tanya Voth</b> Women and Children’s Health Research Institute University of Alberta	
			<b>Teresa Ritter</b> Alberta Community and Social Services		

# Stepping into the unknown: willingness to take a chance

It is difficult for an organization to find courage and say, “we are not sure how exactly this decision will turn out, but we are willing to try.” It is especially challenging when the decision is an organizational precedent, founded in the sense of ethical obligation, but guided only by theoretical knowledge and the rare experience of others. The excitement of trying something new and challenging can swiftly alternate with the fear of failure and personal and organizational disappointment.

In the spring of 2018, the Women and Children Health Research Institute (WCHRI) elected to engage non-academic reviewers for the CRISP (Clinical/Community Research Integration and Support Program) research grant process as an addition to conventional peer review. Dedicated to funding research that could directly impact the needs of patients, practitioners and community members, it is hoped that engaging community members with professional and personal experience and a keen interest in women and/or children’s health as reviewers will contribute to

achieving that goal.

The following months were spent searching for appropriate candidates through existing community networks; learning about their interests and life experiences; explaining WCHRI’s mandate; describing the role and the task of research grant reviewers, and understanding how this opportunity could be mutually beneficial. These conversations deliberately ended on the same note directed to the candidate: “WCHRI is trying something new. It is an experiment and a learning opportunity for all involved. Are you willing to take a chance?” Remarkably, everybody was in agreement, confirming that

the motivation to engage the community in research grant review is well-intentioned, the decision to act on it is principled, and the plan to make it happen is feasible.

It has been heartening to receive such affirmative responses at the beginning of the new process. Yet, the actual work is yet to come.

Therefore, the uncertainty remains: the fear of procedural mistakes, unintentional missteps, miscommunication or miscalculated outcomes. So in the face of uncertainty, we have the opportunity to reflect on these possible failures and translate them into learnings. Hopefully, this results in wisdom that will ultimately take us closer to the goal of effectively engaging patients, practitioners and community members in the health research that stands to benefit us all. We know there are important lessons ready to be learned.

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AUTHORS: TATJANA ALVADJ  
& DR. LORIN CHARLETON



THE CRISP PROGRAM IS FUNDED BY THE GENEROSITY OF THE STOLLERY CHILDREN’S HOSPITAL FOUNDATION AND SUPPORTERS OF THE LOIS HOLE HOSPITAL FOR WOMEN THROUGH THE WOMEN AND CHILDREN’S HEALTH RESEARCH INSTITUTE.

# Dancing with failure: Constituting meaning(fulness) in evaluation

Presented here is not so much a clear-cut failure as an ongoing struggle that presents the possibility of failure in every conversation navigated, every capacity building opportunity developed, and every evaluation completed through the Evaluation Capacity Network. This failure-prone journey is centered on what constitutes meaningful evaluation, in what context, and for whom.

It had seemed fairly straightforward, the goal of developing a network that could collectively advance meaningful evaluation through dialogue and educational opportunities. Straightforward, at least, until you consider that evaluation itself is in a constant state of transition, in which newer forms of evaluation arise to challenge conventional forms of evaluation. It is also highly political, creating a push-and-pull between the old and new, and between seemingly dichotomous definitions of meaningful-ness.

In this space there are a number of tensions; one between more accessible evaluation that can be used as a learning tool by all practitioners and policy-

makers, and technocratic, professionalized evaluation that requires particular expertise; another between the relational frameworks of evaluation that challenge notions of objectivity to the extent that maintaining distance is no longer the assumed role of an evaluator; and finally a tension with linearity, portrayed perfectly through the emblematic logic model, that starts to bend under the weight of the digressions and messiness inherent in evaluation.

This constantly changing evaluation landscape makes the task of advancing meaningful evaluation both exciting and more complicated than we had originally anticipated. How do we know what meaningful means in this context and who decides? Can there ever be only one story of what meaningful evaluation is and do we want there to be? With no clear answers, the Evaluation Capacity Network's work moving forward will be in bridging the gaps between these contrasting entities to find new forms of evaluation that have meaning to wider groups of people in different contexts. In doing so, a constant dance

with failure also becomes one layered with new possibilities.

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AUTHORS: DR. BETHAN KINGSLEY  
& DR. REBECCA GOKIERT



# Try, Fail, Learn, Repeat as Necessary: CUP and the Early Learning and Care Steering Committee

It would be almost fair to say that EndPovertyEdmonton's Early Learning and Care Steering Committee (ELCSC) was set up to encounter failure from the start. The ELCSC was created in January of 2017 with the ambitious goal of designing and implementing an integrated system of early learning and care for Edmonton. Having such a system in place is one of the core elements of EndPovertyEdmonton's plan to eliminate poverty within a generation. CUP has been working with the

ELCSC since September 2017.

The problem is improving early learning and care in Edmonton isn't clearly any one organization's job. Even worse, defining an "integrated system of early learning and care" is no easy task—in fact, every word in that quote other than "of" and "and" has been up for debate both inside and outside the ELCSC. And it quickly became apparent that setting up that system—no matter what specific form it took—would no doubt require considerable

cooperation between multiple levels of government and multiple organizations outside of government.

So the ELCSC has always had a tough road in front of it, and failing in various ways—and learning quickly from those failures—has been part of the journey. As one example, the ELCSC, in partnership with CUP, has searched for data to help understand the state of early learning and care in Edmonton, and to help guide efforts to improve it. This search has not been a rousing success, but

neither was it an abject failure. We searched and searched again, and though there are bits and pieces, we haven't been able to put together a complete picture. The simple fact is that for many reasons, there are just not enough data about early learning and care in Edmonton to fully understand it, much less to design and implement an integrated system for the city. There is a bright spot, though: now we have a much better idea of what data we are missing, and how we might get it.

Ironically, we are not done failing. In fact, CUP and the ELCSC might just be getting started. We are entering our riskiest phase yet, as we start producing public proposals for how an integrated system of early learning and care might work in Edmonton, along with proposals for what data would be needed to support and inform that system. It is not only possible, but probable, that on some points we are naïve, misinformed, or just plain wrong. But this kind of public "failure" may be just what is needed to spur on the next phase of this conversation. Stay tuned.

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AUTHORS: DR. ROB BUSCHMANN  
& DR. JEFF BISANZ



# Failure to Impact Sustainable Practice and Policy Changes: Perspectives of a Community Partner

As a grassroots community-based organization, the Multicultural Health Brokers Cooperative (MCHB) has spent the past 20 years making visible the realities of immigrant, refugee and newcomer populations. MCHB strives to effect change towards responsive practices in all systems.

For 18 of those 20 years, MCHB has worked with CUP as a community partner, an intermediary between researchers and our families, and a liaison between other CUP partners and our communities.

Meaningful multi-year research studies have been pursued and salient knowledge about immigrant, refugee and newcomer children, youth and families has been generated to impact shifts in practice and policies. Yet, we continue to witness and feel helpless in the deepening of poverty and social economic marginalization of our families.

Why? Have we failed as a community partner to engender relevant and sustainable changes?

This failure matters. Twenty years of unrelenting efforts towards this end

means devoted time and energy towards practice shifts have been wasted.

Perhaps, instead of asking why, we should ask ourselves what have we learned and what can we change as a result?

What we have learned as a community partner is that we don't have adequate knowledge and understanding of the way formal systems work in bringing about and sustaining changes to practice. As "system outsiders" collaborating to effect change, we seem to lose ground easily with shifts in leadership. We also seem unable to sustain "systemic memories of change" when new priorities come into focus. We feel deep discouragement and at times pain in the failure.

In collaboration with research colleagues, we often fail to declare from

the start and uphold explicit principles and ethical guidelines to ensure true egalitarian relationships that lead to deeply meaningful research for our communities.

In both types of relationships, we seem to have overlooked the fundamental fact that we are crossing deep cultural divides, necessitating "cultural brokering" in our constant liaising, to provide each side with cultural knowledge of the other and on-going mediation to minimize cultural misunderstanding and conflict. We, ourselves, need relational intermediaries to support the development of egalitarian relationships, engage in joint reflection and minimize the pain of failure to impact.

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AUTHOR: YVONNE CHIU,  
MULTICULTURAL HEALTH  
BROKERS COOPERATIVE



# Stumbling into Failure: Learnings from the All in for Youth Evaluation Partnership

Complex, community-based initiatives that involve children and families with complex needs and engage with multiple stakeholders can be challenging to evaluate. Unfortunately, failure can occur when assumptions are made about the evaluation and we realize too late that, because of these assumptions, we are not all on the same page. So how did we get here? Failure can elicit self-reflective questions such as this and can create powerful learning moments. Our failure unfolded over a period of time and not until it was in full view could we critically reflect on what 'got

us here'.

The failure was not monitoring our assumptions about the evaluation needs of our partners. Over the past year, we worked closely with our partners from school boards, funding agencies, and support service organizations to explore how a collaborative model of social service delivery embedded in schools could work effectively and successfully to impact the lives of children, youth, and families. Our partners wanted to inform their practice and demonstrate impacts of the initiative's work. The evaluation

produced a tremendous amount of learning about how this collaborative service delivery model works well, where there are challenges, and how the program is being received by school children and their families. We thought we had established a shared understanding of what outcomes would be measured and how findings would be reported, but we failed to fully examine these assumptions. This failure has provided the opportunity to enhance communication, revisit expectations and roles, and gain a deeper understanding of each individual partner's needs

within the evaluation. In addition, an evaluation subcommittee has been established to help us regularly examine the assumptions that we and our partners have. We want to improve the clarity of our assumptions and ensure the data being collected is meeting the needs of all partners. We all share a commitment to successful and meaningful evaluation and it is this shared commitment and willingness to work together through our failings that will continue to push this work forward.

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AUTHORS: CUP EVALUATION TEAM  
& AIFY EVALUATION COMMITTEE



# Filling the Gap in Applied Learning

Many faculties across the university offer courses focused on the conceptual and methodological foundations of community-based research and evaluation (CBRE). As part of these courses, our university colleagues regularly reach out to CUP to help provide graduate students with the skills and experience to effectively translate theory into practice. Applied learning gives students

the opportunity to relate the concepts and methods from their courses to real-world partnerships and projects. The gap between CBRE theory and practice can be hard for students to negotiate and reconcile the first time they encounter it which reinforces the need for a well facilitated, safe, and reflective learning experience. CUP's projects and partnerships provide authentic learning opportunities where

students can apply and integrate knowledge, skills, and theories with relevant experience. These opportunities cultivate a broader understanding of CBRE concepts and theories while reinforcing the skills and qualities required to build strong partnerships and work effectively with community partners. Students also gain a deeper understanding of the realities and complexities

that community agencies and organizations balance in their work and sometimes lead to future graduate research projects or employment opportunities beyond the life of a CUP project.

Here are reflections from CUP graduate students on how the applied experiences with CUP have offered them new perspectives on their theoretical background into CBRE.

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**Working with CUP, I have learned a tremendous amount and have a new appreciation for the importance of community-based research and evaluation as well as the time and efforts required to execute such a project.**



Emma Wallace, Master of Arts in Community Engagement Student, Faculty of Extension

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**CUP provided me with the opportunity to collaborate with community partners and to connect with various project stakeholders. This opportunity has allowed me to feel truly engaged and immersed within research.**



Cassandra Pirraglia, Master of Educational Psychology Student, Faculty of Education



“  
**My experiences with CUP have enabled me to better understand the process of engaging collaboratively in CBR and CBE. I have a greater awareness of and respect for building relationships with community partners, co-creating research and evaluation plans, and producing reports/frameworks that are usable for community organizations.**

Chelsea Durber, PhD Student, Dept of Educational Psychology

**20 students and 3 Postdoctoral Fellows brought nearly 7,000 hours of capacity to CUP and WCHRI projects**

# Failing to Evaluate Ourselves

One of the core activities in CUP's work that we fail to talk about is brokering. Based on requests, we broker connections for community partners to academic expertise and capacity and we also broker relationships between academic partners and community organizations. Eighteen years of building academic and community partnerships uniquely positions CUP to bring together people with diverse needs, experiences, and expertise to develop mutually beneficial collaborative and sustainable partnerships<sup>1</sup>. One brokering example this past year was received from the Zebra Child Protection Centre. The Zebra Centre received funding to integrate their existing services with Addiction and Mental health services (delivered by Alberta Health Services and Sexual Assault Centre of Edmonton). As these new services unfolded they wanted to explore the long term health care savings of timely access to trauma/treatment services and to provide strong recommendations regarding effectiveness, sustainability, and

program efficiencies. CUP acted as an intermediary for this community request and brokered a partnership with Dr. Christina Rinaldi (Educational Psychology, UofA) and one of her graduate students. Dr. Rinaldi and the Zebra Centre were able to leverage Industry Canada Mitacs funding to support the graduate student work for two years which commenced in May 2018. The student has been working on building a strong foundation for the project including conducting a literature review, supporting the development of the Zebra Centres client database, and working with Zebra staff to create a psychoeducational parent program. In addition, the graduate student is developing her thesis around the community project which in turns builds a longer term partnership and opportunity for learning for both partners.

Despite the many valuable brokering opportunities that CUP has responded to over the years, we have failed to track and critically reflect on how this process unfolds over time and the

expected and unexpected outcomes. Brokering has become second nature for us; consequently we have failed to stop and reflect on how we could broker more effectively. Are we fostering mutually beneficial and equitable partnerships? Why do some brokered connections work and others don't? What are the outcomes? As we

build CUP's organizational evaluation, we need to take a more thoughtful approach to evaluating our brokering role and learn how we can be more intentional in our community supports. We look forward to sharing our successes, failures, and insights in the year to come.

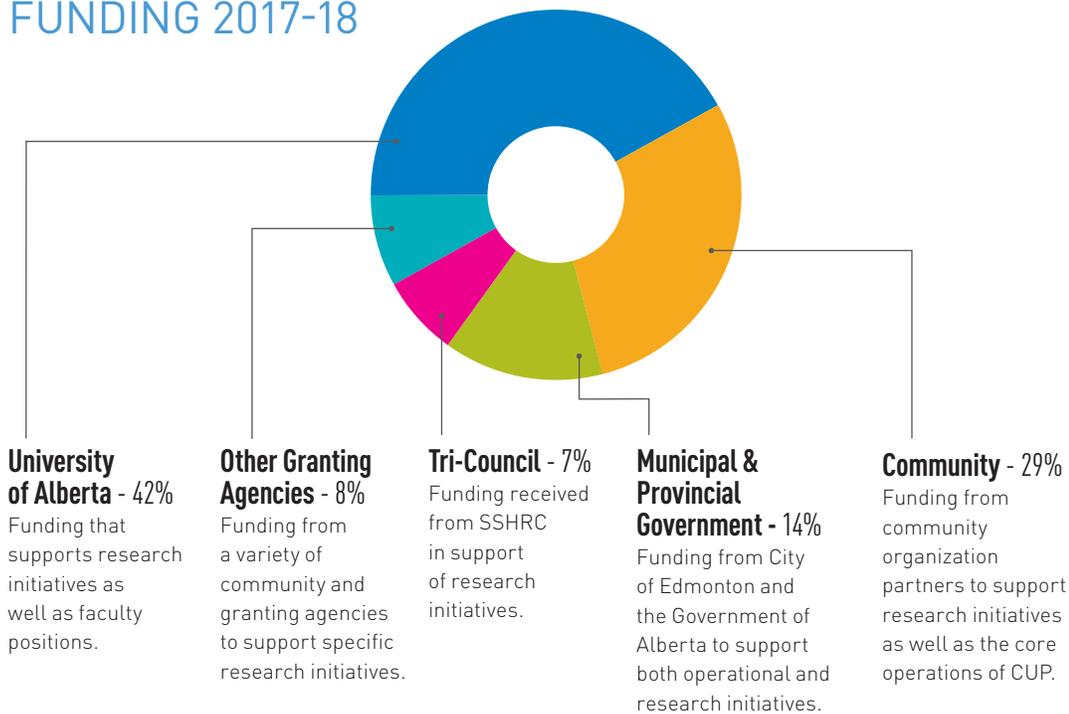


<sup>1</sup>LEVKOE, C. Z. AND STACK-CUTLER, H. 2018. BROKERING COMMUNITY-CAMPUS PARTNERSHIPS: AN ANALYTICAL FRAMEWORK. GATEWAYS: INTERNATIONAL JOURNAL OF COMMUNITY RESEARCH AND ENGAGEMENT, 11:1, PP. 18-36. [HTTP://DX.DOI.ORG/10.5130/IJCRE.V11i1.5527](http://dx.doi.org/10.5130/IJCRE.V11i1.5527)

# CUP Financials

CUP's funding is received from a variety of university, community, government, and funding agency sources. Funding targeted specifically for research and evaluation projects enables CUP to develop strong teams of research assistants and students to work collaboratively with community partners on these projects. Funding received for operational purposes enables CUP to support project development, brokering, administration, and coordination roles that are critical for the development of new initiatives. Personnel costs are our largest expense which includes experienced researchers through to future engaged scholars. We are fortunate that the University of Alberta, through the Faculty of Extension, provides funding for 3 faculty members who provide leadership for CUP's research and evaluation projects. This year CUP managed over \$1 million in funding from agencies, levels of government, community partners, and the University of Alberta.

## CUP CONSOLIDATED FUNDING 2017-18



## CORE FUNDERS

We would like to acknowledge the following funders for their generous and ongoing support of our core operations.



# Publications and Presentations

## PUBLICATIONS

(Publications, Abstracts, Refereed Publications, Book Chapters, Video)

Alberda, C., **Alvadj-Korenic, T., Mayan, M.**, & Gramlich, L. (2017). Nutrition Care in Patients with Head and Neck or Esophageal Cancer: The Patient Perspective. *Nutrition in Clinical Practice*, 32, 664-674.

Abonyi, S., **Mayan, M.**, Boffa, J., Lopez, C., McMullin, K., Heffernan, C., Hoepfner, V., King, M., Orr, P., & Long, R. "Finally when I started falling down": Indigenous TB Patient Experiences of health and illness on the Canadian Prairies. *International Journal of Indigenous Health*, 12:1. DOI:10.18357/ijih112201716900

Ball, G.D.C., Spence, N., Browne, N.E., O'Connor, K., Srikameswaran, S., Zelichowska, J., Ho, J., **Gokiert, R.J.**, Mâsse, L.C., Carson, V., Morrison, K.M., Kuk, J.L., Holt, N.L., Kebbe, M., Gehring, N.D., Cesar, M., Virtanen, H., Geller, J. (2017). The Readiness and Motivation Interview for Families (RMI-Family) Managing Pediatric Obesity: Study Protocol. *BMC Health Services Research*, 7, 1-9.

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Forbes, L., Baarda, J., **Mayan, M.**, & Bell, R.C. (2017). Qualitative Assessment of Key Messages about Nutrition and Weight Gain in Pregnancy in Printed Educational Materials in Alberta. *Canadian Journal for Dietetic Research and Practice*, 78. DOI: 10.3148/cjdpr-2017-011

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**Gokiert, R.J., Kingsley, B.C.**, Poth, C., **Edwards, K.**, El Hassar, B., **Tink, L.N., Tremblay, M.**, Cor, K., Springett, J., & Hopkins, S. (2017). Developing an Evaluation Capacity Building Network in the Field of Early Childhood Development. *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning*, 3 (2), 59-80.

**Gokiert, R.J.**, Willows, N., **Georgis, R.**, Stringer, H., & Alexander Research Committee. (2017). Wahkohtowin: The governance of good community-academic research relationships to improve the health and well-being of children in Alexander First Nation. *International Indigenous Policy Journal*, 8 (2), 1-20.

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- Nikolopoulos, H., **Mayan, M.,** Maclsaac, J., Miller, T., Bell, R.C., & The ENRICH Team. (2017). Women's perceptions of discussions about gestational weight gain with health care providers during pregnancy and postpartum: A qualitative study. *BMC Pregnancy and Childbirth*, 17(1):97. DOI: 10.1186/s12884-017-1257-0
- Nykiforuk, C., Hewes, J., Belon, A., Paradis, D., Gallagher, E., **Gokiert, R.J.,** Bisanz, J., & Nieuwendyk, L. (in press). Evaluating Child-Friendly Spaces: Insights from a Community-Based Participatory Study of a Municipality's Free Play Preschool and Space. *Cities & Health*
- Oster, R.T., Brunno, G., **Mayan, M.,** Toth, E.L., Bell, R.C. & ENRICH First Nations Community Advisory Committee. (2018). Peyakohewamak – Needs of involved Nehiyaw (Cree) fathers supporting their partners during pregnancy: Findings from the ENRICH Study. *Qualitative Health Research*, doi.org/10.1177/1049732318794205.
- Perez, A., Kebbe, M., Holt, N.L., **Gokiert, R.J.,** Chanoine, J.P., Legault, L., Morrison, K.M., Sharma, A.M., & Ball, G.D.C. (2018). Parent Recommendations to Enhance Enrollment in Multidisciplinary Clinical Care for Pediatric Weight Management. *Journal of Pediatrics*, 192, 122-129.
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- Schindel, T. J., Yuksel, N., Breault, R., **Daniels, J., Varnhagen, S.,** Hughes, C. A. (2017). Pharmacists' learning needs in the era of expanding scopes of practice. *Research in Social & Administrative Pharmacy*, 148-161. DOI: <http://dx.doi.org/10.1016/j.sapharm.2016.02.007>

# CONFERENCES, PRESENTATIONS, GUEST LECTURES

(Local, national /international, workshops, panels, conferences, keynote, invited)

Bell, R.C., Robson, P.J., **Mayan, M.**, Miller, T., & Toth, E. (April 2017). *ENRICH: Promoting healthy weights in pregnancy and postpartum*. Presentation at the Canadian Obesity Summit. Banff, Alberta.

Bradford, B., van Ingen, B., **Daniels, J.**, Hanic, M., & Dumville, M. (February 2018). *An investigation of student wellness on a small Canadian university campus*. (Poster Presentation). 28th Annual Warren E. Kalbach Population Conference. Edmonton, Alberta.

**Daniels, J., Varnhagen, S., Edwards, K., Mejia, T., & Morley, K.** (November 2017). *It's Complicated: Evaluating Complex, Multi-Faceted, Community-based Initiatives*. Oral Presentation at the American Evaluation Association Conference, Washington, DC.

Kirova, A., Yohani, S., **Georgis, R., Gokiart, R.J., Mejia, T.**, & Chiu, Y. (November 2017). *Cultural brokering with Syrian refugee families with young children: An exploration of challenges and best practices in psychosocial adaptation*. Poster Presentation at Equity, Diversity, & Inclusion Symposium. Faculty of Medicine & Dentistry, University of Alberta, Edmonton, Alberta, Canada.

Kirova, A., **Georgis, R., Gokiart, R.J., Brosinsky, L., & Mejia, T.** (October 2017). *Developing a conceptual model of multicultural early childhood development*. Reconceptualizing Early Childhood Education Conference in Toronto, Ontario.

Kirova, A., Yohani, S., **Georgis, R., Mejia, T., & Gokiart, R.J.** (August 2017). *Cultural brokering with Syrian refugee families with young children*. Paper presented at European Early Childhood Research Association Conference, Bologna, Italy

Krupa, E., Larson, A., Whiteman, A., **Gokiart, R.J., & Kingsley, B.C.** (November 2017). *Nurturing evaluation capacity in an early childhood development context*. Poster presentation at the American Evaluation Conference. Washington D.C., US.

**Georgis, R., Brosinsky, L., Mejia, T.,** Kirova, A., & **Gokiart, R.J.** (May 2017). *Innovative resources for multicultural early childhood development*. MacEwan Child Care Conference in Edmonton, Alberta, on May 6, 2017.

**Georgis, R.,** Kirova, A., **Gokiart, R.J., Brosinsky, L., & Mejia, T.** (August 2017). *Facilitating intercultural awareness in early childhood education: Lessons learned from a knowledge-sharing collaborative*. European Early Childhood Education Research Association Annual Conference in Bologna, Italy.

**Georgis, R., Brosinsky, L., Mejia, T.,** Kirova, A., **Gokiart, R.J.**, & Knowledge Exchange Advisory (2017). *RAISED between Cultures: A Knowledge and Reflection Guidebook for Intercultural Practice in the Early Years*. Edmonton, AB: Community-University Partnership, University of Alberta.

**Gokiart, R.J., Tremblay, M., Kingsley, B.C.,** Mottershead, K., Appleyard, R., & Springett, J. (2017). *The Life We Deserve: A Model of Supportive Housing for Teen Families*. [technical report]. Homeward Trust Edmonton, Edmonton, Alberta, Canada.

**Gokiart, R.J., Kingsley, B.C.,** Poth, C., **Tremblay, M.,** El Hassar, B., **Tink, L.,** & Springett, J. (May 2017). *Fostering an Enabling Environment for Meaningful Evaluation: A Network Approach*. Canadian Evaluation Society Conference, Vancouver, British Columbia.

Kirova, A., Yohani, S., **Georgis, R., Gokiart, R.J., Mejia, T.,** Chiu, Y., Chow, W., & Tahir, S. (May 2017). *Cultural brokering with Syrian refugee families with young children: An exploration of challenges and best practices in psychosocial adaptation*. Engage 2017 Research Day, Faculty of Education, University of Alberta, Edmonton, Alberta, Canada.

**Mayan, M.** & Bell, R.C. (September 2017). *Best practices for knowledge Translation*. WCHRI Lunch and Learn.

**Mayan, M.** (September 2017). *The Grocery Run program and the role of University of Alberta alumni*. Alumni Council Presentation.

**Mayan, M. & Alvadj, T.** (June 2017). *Take Care of Yourself: Navigating emotional burdens and physical risks in qualitative inquiry*. Thinking Qualitatively Workshop Series, International Institute for Qualitative Methodology, University of Alberta

**Mayan, M.** (June 2017). *Conducting Community-based Participatory Research*. Thinking Qualitatively Workshop Series, International Institute for Qualitative Methodology, University of Alberta

**Mayan, M.** (June 2017). *Rigour in Qualitative Research*. Thinking Qualitatively Workshop Series, International Institute for Qualitative Methodology, University of Alberta

**Mayan, M. & Spiers, J.** (June 2017). *Introduction to Qualitative Research*. Thinking Qualitatively Workshop Series, International Institute for Qualitative Methodology, University of Alberta

**Mayan, M.** (November 2017). *Integrated Knowledge Translation*, Alberta SPOR Unit, Knowledge Translation Platform, Edmonton, Alberta.

Poth, C., **Gokiart, R.J., Kingsley, B.C.**, & El Hassar, B., (September 2017). *A mixed methods, community-based participatory research study identifying the evaluation capacity needs from the early childhood system in Alberta, Canada*. Mixed Methods International Research Association regional conference, Johannesburg, South Africa.

**Quintanilha, M., Mayan, M., Jarmin, M., Ngo, S., Chiu, Y., Bell, R.C.** & the ENRICH Study Team (October 2017). *Prevalence and experiences of food insecurity among migrant women connected to a community-based organization in Edmonton, Canada*. Poster presentation at The International Society for Developmental Origins of Health and Disease. Rotterdam, The Netherlands.

**Quintanilha, M., Mayan, M., & Bell, R.C.** (October 2017). *Using integrated knowledge translation to effectively promote maternal health of migrant women*. Oral presentation at the Women and Children's Health Research Institute Research Day. Edmonton, Alberta.

**Quintanilha, M., Mayan, M., Raine, K., Bell, R.C., & The ENRICH Study Team.** (June 2017). *From alpine climbing to walking around the block: What being physically active means for rural pregnant women*. Poster presentation at the International Society of Behavioral Nutrition and Physical Activity. Victoria, British Columbia

**Quintanilha, M., Mayan, M., Ngo, S., Chiu, Y., & Bell, R.C.** (April 2017). *Developmental Evaluation of a Novel Food Security Strategy to Support Pregnant and Postpartum Newcomer Women in Edmonton*. Poster presentation at Experimental Biology, Chicago, Illinois.

**Tink, L.N., Gokiart, R.J., Kingsley, B.C., & El Hassar, B.** (2017). *Evaluation capacity building survey results: Advancing meaningful evaluation in the field of early childhood*. Edmonton, AB, Community-University Partnership for the Study of Children, Youth, and Families, University of Alberta.



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