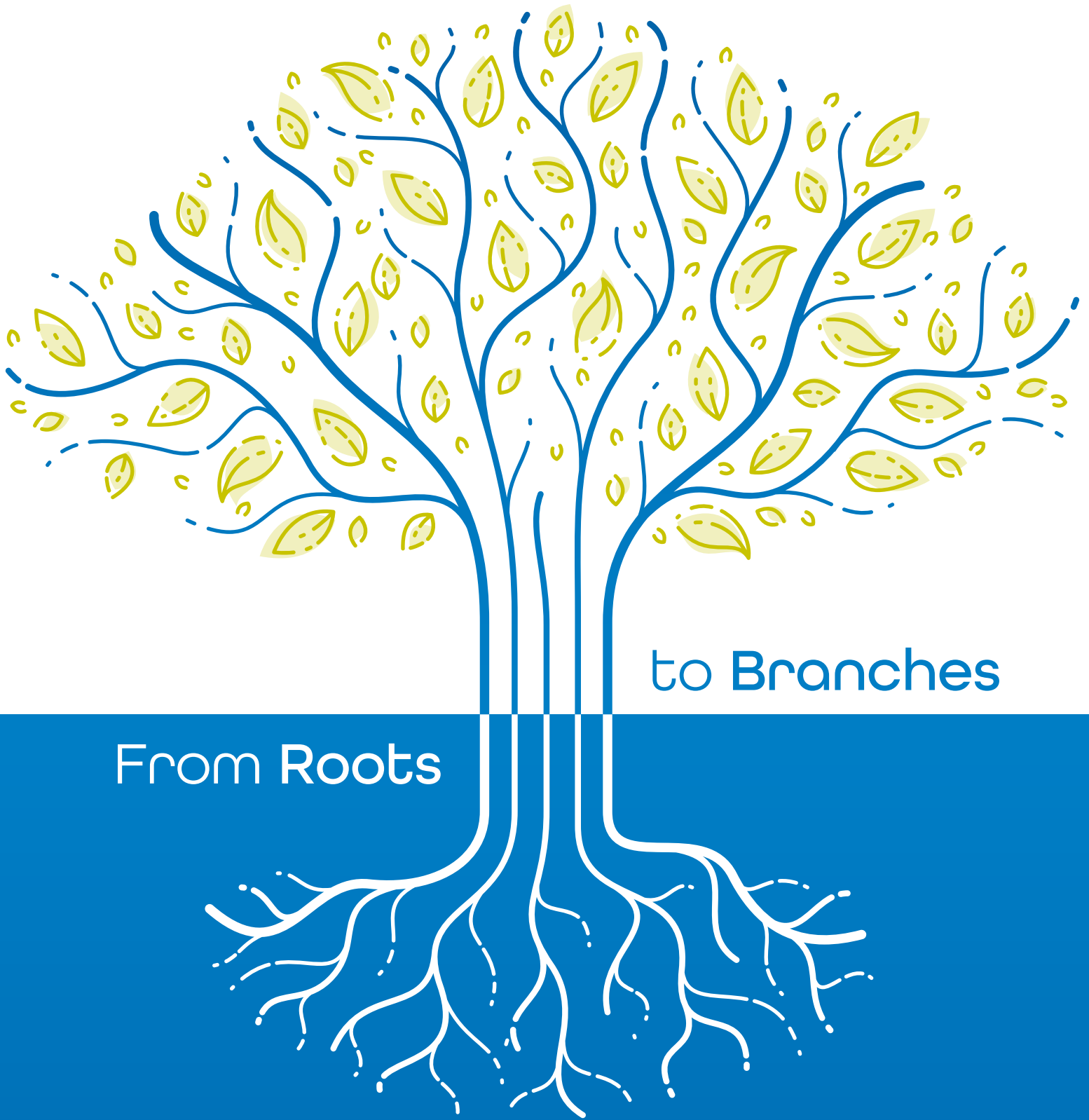




Community-University Partnership
for the Study of Children, Youth, and Families



From Roots

to Branches

2024-25
Annual Report

Reflections on
Community-Engaged Research

Letter from CUP's Director

This year marks CUP's 25th anniversary, making it a perfect time to reflect on our foundational values and strategize about our future. We are taking stock of the relationships, principles, and practices that have grounded CUP, and how they continue to support meaningful community impact.

Over the past year and a half, our Steering Committee, faculty, staff, and students have engaged in conversations about CUP's way of working with communities and opportunities to create change. Through these discussions, we have developed a new strategic plan that reflects a mature research centre, poised to extend its reach and become a universal resource for community-engaged research and expertise.

The overarching goal of our 2024-2028 strategic plan is to make CUP a *hub of excellence in community-engaged research* whose work results in equitable and engaged communities that support the well-being of children, youth, and families. This plan builds on CUP's strong foundations, our "roots," while also pushing us to continue "branching" outward. To move our plan forward, we will provide leadership around five key roles:

- 1) Capacity builders
- 2) Community connectors
- 3) Systems thinkers
- 4) Co-creators
- 5) Activators

The success of our new strategic plan requires more than a list of actions, projects, or key performance indicators. Instead, it will require thoughtfully aligning our priorities with community context, creating new opportunities for collaboration, leveraging resources, and amplifying community impact. Our Steering Committee helps us ensure CUP's roots are strong, even as we branch into new initiatives.

Moving forward, we are also creating intentional spaces for academics to get more involved in CUP's community-engaged research. If you are interested in CUP, our projects, or our network, don't hesitate to reach out. The coming year will be an exciting time for strategy and emerging opportunities.

In this year's annual report, we present stories from CUP teams that show how our strong foundations continue to nurture partnerships, make research meaningful to communities, and bring the five key roles in our strategic plan to life.

Karen Edwards
Director of CUP



Takeaways from CUP's Steering Committee



Michelle Maroto
(Professor,
Department of
Sociology):

When I first joined CUP's Steering Committee back in 2020, I didn't know quite what to expect. I had heard about CUP, but I didn't know about all the

work being done. I also didn't know who the other Steering Committee members would be. Meeting everyone, learning about the work they were doing, and about so much going on in the City was the first of many pleasant surprises with CUP.

Since then, CUP has been full of unexpected and pleasant surprises. I regularly see these in terms of how CUP functions and what I've learned from members. The roundtable has truly been one of my favorite parts of our meetings. I've been able to learn so much from these updates. Lately, many of these discussions have focused on the budget-related challenges that so many local organizations currently face. It has been tough, but Steering Committee members are always so supportive of each other, which gives me hope.

Throughout my time on the Steering Committee, what I have loved most is the openness and willingness of CUP and its members to do things differently. This was unexpected, too. Working at a university, we often get stuck in tradition and procedures. There's not always room for innovation and change, even when it is sorely needed. This year, CUP embraced change — developing a new strategic plan, working together in different ways, and trying to envision a new future for its work. This makes me really excited for our next steps.



Dori Wearmouth
(Manager, Maternal
Child & STBBI, Primary
and Preventative
Health Services):

One of the most meaningful takeaways from my participation in the CUP Steering

Committee has been the opportunity to reconnect with the foundational principles of early childhood development, an area that shaped my career but is now more removed from the day-to-day of my current role in policy. Being part of this committee helps me stay grounded in the realities of frontline work and community experience, which is invaluable when shaping policies that impact families and children.

I also deeply value the diversity of perspectives around the table. The committee brings together voices from academia, community organizations, and government, each offering unique insights that challenge and enhance my understanding of complex health and social issues. While my role doesn't typically lend itself to direct collaboration, the learning that happens through dialogue and shared reflection has been instrumental in informing my approach to policy development and stakeholder engagement.



Christina Nsaliwa
(Executive Director,
Edmonton Immigrant
Services Association):

My involvement on the CUP Steering Committee has been a great opportunity for me to bring my experience and the day-to-day reality

of newcomer communities to the table. I felt supported by the many academics and community leaders on the committee. Everyone listens with an open mind, creating a safe and collaborative space where our voices are heard and valued.

This experience has helped me build strong relationships with other community organizations and mainstream organizations, and I've gained extensive knowledge about the resources available for our clients. Having direct access to evidence from community-engaged research has been a key factor in our own organization's growth, helping us improve our decision-making regarding programming and evaluation.

Developing CUP Connect

Sarah Scott, Research Coordinator

The local social services sector is facing increasingly complex challenges. It is expected to do more with less, all while navigating rising demand, burnout, and limited access to research and evaluation resources. In this environment, CUP's role as "community connector" is more vital than ever. Over the past year, we have leaned into this role, driven by a belief that a strong bond between community and academia must be built carefully, intentionally, and with a human-centred approach.

For 25 years, CUP has fostered connections and partnerships within the social services sector. In the past, we relied on an ad hoc "brokering" system to respond to requests for support. Our approach relied on informal conversations and shared networks. But the increasing complexity of problems facing the sector necessitated a more strategic and formalized approach. As community needs evolve, our role as a connector has to evolve, too.

Recognizing the need to build upon our brokering process while scaling up and formalizing support, we conceived "CUP Connect."

In 2024, CUP received \$160,000 in two-year funding from the Stollery Charitable Foundation to create a more formalized, efficient, and accessible brokering system. We have since significantly improved our internal infrastructure and processes, including a new [request for support form](#) designed to streamline initial inquiries. Every request still begins with a conversation, one focused on understanding context and refining specific research and evaluation needs before connecting to the right expertise or resources.

We have taken a steady, deliberate approach to CUP Connect, ensuring infrastructure, capacity, and connections are established before a full launch. This initiative isn't just about building a more efficient request system. It's about creating sustainable relational infrastructure. We are actively engaging and building partnerships with researchers within and beyond the University of Alberta to form a network committed to supporting community organizations with real-world issues.

It has been exciting to see CUP Connect evolve into a one-stop shop to meet the growing demand for research and evaluation capacity. Since January 2025, we have received 19 support requests. Four of these became CUP projects, seven were offered consultation and advice, and others were connected to researchers in CUP's broader network.

One organization that benefitted from CUP Connect is the Neighbourhood Empowerment Team (NET), a partnership between the City of Edmonton, the Edmonton Police Service, and The Family Centre that aims to address security and safety concerns and create vibrant neighbourhoods and communities. The NET partnership told us:

"CUP Connect has been a valuable experience for each of the organizational partners with the Neighbourhood Empowerment Team to ground ourselves with our shared purpose and ensure we are working towards the greater community impact we strive for. The research, expertise, and journey of working with CUP Connect is strengthening our program and our partnership."



Participants collaborating during a theory of change workshop following their engagement with CUP Connect.

As I reflect on the evolution of CUP Connect, my biggest realization is that there are few "quick wins" for a community connector. Understanding the nuances of requests and making effective, meaningful connections takes time. CUP Connect is a long-term investment in building connections that lead to meaningful change. As we continue to build this model, we know its true value will not be measured by how fast we respond, but how deeply we connect.

Building on Long-term Partnerships

Lauren Lees, Research Assistant



Participants in a knowledge-to-action workshop hosted by the ECELC



Participants in a co-design lab hosted by the ECELC

Over the past year, CUP has remained committed to advancing early childhood development, with a particular focus on supporting the evolving early learning and child care (ELCC) environment in Alberta. As “community connectors,” our work is grounded in longstanding partnerships with organizations such as the Edmonton Council for Early Learning and Care (ECELC), Edmonton Head Start, and Kids Included (formerly GRIT). Alongside these community partners, we continue to build knowledge and generate evidence that reflects the experiences of children, parents, families, and early childhood educators, while helping to shape meaningful ELCC policy.

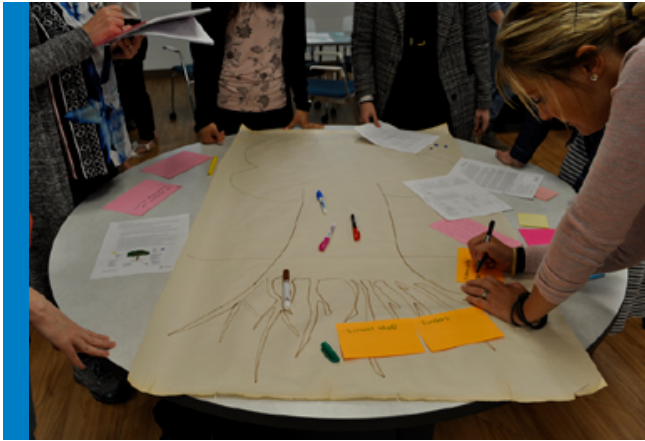
Our work this year has included many projects, such as conducting community-driven program evaluations and exploring the impacts of the Canada-Wide Early Learning and Child Care (CWELCC) agreements on ELCC programs in Alberta. A key strength of our approach is the involvement of students through practicum projects and theses, which builds sector capacity and provides students with hands-on experience in community-based research. Most importantly, our partnership approach is meaningful. Community partners are “co-creators”; they are not just consulted, but are seen as the leaders of our work. They suggest ideas, co-design projects, and guide implementation, ensuring that outcomes are rooted in the needs of the community.

This year, we also embraced more innovative knowledge mobilization techniques to enhance our “activator” role, moving beyond generating traditional reports and briefs for the sector. We hosted interactive workshops and intentionally invited diverse people from across the sector, including municipal and provincial government partners. We created space for people from across Alberta to help co-develop actionable recommendations for the sector.

The field of ELCC is dynamic. Policies and government ministries are often changing, making the work complex. However, by staying grounded in our strong partnerships, building sector capacity, and embracing innovative approaches, we are helping to build a stronger, more equitable ELCC system in Alberta.

Reflections from a UEval Participant

The Evaluation Capacity Network (ECN) provides accessible learning opportunities to enhance evaluation capacity across various sectors. The ECN offers several experiential learning courses annually in the School of Public Health. To date, we have engaged over 600 learners (undergraduate students, graduate students, and community learners) and 122 case studies to collaboratively build evaluation frameworks for community organizations and support community-driven and responsive evaluation practices. One of ECN's experiential learning courses is UEval, a one-week intensive course, which has been offered since 2019 and has been held virtually since 2020.



UEval participants at an interactive in-person session in 2019



Elizabeth Hunter

(UEval participant, spring 2025):

When I first heard about UEval, I was immediately drawn in, not just because it was a credited course, but because it felt like a rare opportunity to connect my academic learning with something real, something grounded. One of my favourite mentors and professors, Frank Tough, once said that our educational journey should be serendipitous, and I have carried that with me. Taking UEval turned out to be exactly that: serendipitous and more meaningful than I ever could have imagined.

As a Native Studies major with a Human Ecology minor, I am always looking for ways to bridge academic knowledge with the lived experiences of communities. UEval did that in a way no other course has. It gave me a deeper understanding of program evaluation not as a detached, technical process, but as a tool rooted in relationships, cultural respect, and community voices.

The chance to work with my Case Study team and Gwich'in Elder Denise McDonald to help develop an evaluation framework for the Gwiizrii Gijiint'aih (Do Your Best) Gathering in Inuvik, my home region, was incredibly personal. To be trusted with that work, even as a student, was both humbling and empowering.

The experience helped me see that evaluation is not just about measuring outcomes. It is about listening deeply, asking better questions, and making sure programs are truly serving the people they are meant for. I feel like I grew so much in those short weeks: as a learner, as a collaborator, and as someone who hopes to give back to my community. It was deeply encouraging to be surrounded by peers and mentors who value diverse knowledge systems and recognize the importance of culturally grounded approaches in public health and community work. The professors also had a powerful impact on me. Their guidance, respect for lived experience, and commitment to meaningful collaboration made the learning environment and experience truly transformational.

UEval reminded me why I started this academic journey in the first place, and why I am committed to continuing it.

Evaluation Capacity Case Challenge (EC³)

Evaluation Capacity Network team

For the past three years, the Max Bell School of Public Policy at McGill University has hosted the Evaluation Capacity Case Challenge (EC³), which is supported in part by ECN and mentors from the University of Alberta, the University of Ottawa, and Queen's University. This initiative brings together graduate students and early career professionals from Canada and the United States to explore how organizations can build environments that support strong evaluation practices and meaningful use of findings.

EC³ unfolds in three phases: 1) selecting participants and host organizations, 2) providing training and collaboration to assess evaluation capacity and define a focus, and 3) holding an intensive case challenge event where teams develop tailored strategies. Beyond technical skills, the experience encourages participants to think about creating systems and cultures that truly value evidence-informed change.

Participants in EC³ join interdisciplinary teams mentored by leading evaluation experts to tackle real-world cases. Over five months of training and collaboration, they co-create approaches tailored to the organization's unique needs and grounded in strong evaluation principles, culminating in a 24-hour intensive case challenge in the spring.

This past year, two University of Alberta students from the School of Public Health participated in EC³.

Marcus Hammond, an applied health researcher, nurse, and Master of Science student, was first introduced to EC³ through a Health Program Evaluation course at the University of Alberta and saw it as the perfect extension of his commitment to community-driven research.

"The challenge pushed me to think outside the box. It offered me the opportunity to work alongside North America's best and brightest evaluative change-makers."

Elliott Young, a member of Ermineskin Cree Nation and PhD student, echoed this sentiment, sharing how EC³ affirmed his belief that evaluation is about much more than numbers.

"It's about relationships, storytelling, and helping communities shape their own paths. It helped me see evaluation as a tool for empowerment, not just accountability."

Their reflections speak to the heart of what EC³ offers: a space to grow as evaluators, connect across disciplines, and apply learning in ways that matter to communities.

CUP and the ECN are proud to support initiatives like EC³ that build individual capacity and stronger, more responsive systems for change.



Participants in EC³ 2025, which took place May 30 and 31 in Montreal

An Evaluation Learning Journey

Decolonial Evaluation Learning (DEL) team

The Decolonial Evaluation Learning (DEL) team has grown so much throughout the past few years! As part of the ECN, our team has deepened our commitment to building relationships with communities, learners, and experts. We have supported the co-creation of knowledge and provided a space for further reflection and continued learning. As capacity-builders and community connectors, we continuously strive to learn how to foster more equitable and relational approaches to evaluation, further encouraging a shared mindset rooted in reciprocity, cultural responsibility, and care.

Last year, we created a set of commitments that guide how we organize, deliver, and co-create capacity-building resources. The commitments include: (1) Promoting evaluation practices that are respectful and responsible to the needs and values of communities, (2) Building the capacity of individuals and organizations to integrate intersectional evaluation thinking that draws on diverse knowledge systems, and (3) Centering community experience and expertise in co-creating evaluation processes and knowledge generation. This year, we chose to change our team's name from 'Decolonizing Evaluation Action' team to 'Decolonial Evaluation Learning' team to better reflect our work and values, emphasizing a continual learning journey focused on decolonial practices and education.

This year, we brought together learners, evaluators, academics, and community members from across Canada and internationally through the free "[Widening our Worldview](#)" [webinar series](#). Each session offered a safe space to explore decolonial evaluation practices together. Conversations with attendees were thoughtful, challenging, and deeply affirming. Our student team was also able to share various learnings through brief reflective overviews called [DELBytes](#). We continue to curate resources through the [ECN's online repository](#) and a [stylized guide](#) so we can connect with communities, academics, and more!

Our approach is unique not only because of what we teach, but in how we create space for learning and sharing. Whether through storytelling, discussion, or arts-based methods, we've made it a priority to ensure people feel seen, heard, and valued. In our work, we are not just sharing tools, but supporting a shift in mindset toward reciprocity, responsibility, and reflection. We are helping people rethink evaluation not as something done to communities, but something done *with* them. We have created an [annual report](#) highlighting our initiatives in depth.

CUP's mission to build equitable, community-engaged partnerships is alive in everything the DEL team does. We hope our work leads to tangible outcomes, such as more connected communities, more thoughtful evaluators, and more sustainable relationships between sectors, scholars, and communities.



The DEL team at C2U Expo 2025, held May 12-15 at MacEwan University



Photo board celebrating the NCHC



Members of the ECN-NCHC partnership at C2U Expo 2025, held May 12-15 at MacEwan University

Building Capacity with a Refugee Health Centre

The NCHC Research Team

The New Canadians Health Centre (NCHC) first welcomed government-assisted refugees in August 2021 and provides integrated, culturally safe healthcare. The NCHC partnered with the ECN to co-create a research and evaluation program that is both principled and practical. In doing so, the partnership embodies three of CUP's strategic pillars—"capacity builders," "co-creators," and "activators"—while filling critical gaps in Canada's evidence base on refugee health.

Capacity builders | The ECN and NCHC put solid foundations in place: data-sharing agreements, ethics approvals, and interpreter interviewer training that emphasizes informed consent and cultural safety. The NCHC team has also explored how to extract anonymized information from electronic medical records and test multilingual recruitment materials in small pilot projects. This infrastructure ensures that research and evaluation skills remain inside the clinic long after individual studies conclude.

Co-creators | Guided by a community-based participatory research (CBPR) approach, the Research and Evaluation Committee (REC) and Circle of Lived Experience (CoLE) help set priorities, validate findings, and decide how results are shared. Their involvement ensures every study is aligned with NCHC principles such as *Act Collaboratively* and *Create a Supportive Learning Environment* (see [Haight et al. 2024](#) for more information about the NCHC's principles).

Two priority areas show co-creation in action:

- *Maternal and reproductive health* is prioritized at the NCHC due to refugee women's unique barriers to care. A scoping review and qualitative study have identified key challenges such as language, cultural differences,

and racism, while highlighting facilitators like language support, culturally safe care, and consistent follow-ups. The findings will guide improvements in healthcare delivery and contribute to the research base on maternal health for refugee populations in Canada.

- For the priority area of *child health*, a national review has revealed inconsistent measures for developmental and mental-health needs. Semi-structured interviews with parents highlighted the importance of the NCHC's wrap-around care, which combines clinical services with social supports, first-language communication, and streamlined appointment reminders.

Activators | Through the ECN-NCHC partnership, research is woven into the daily operations at the NCHC, which helps quickly translate insights into action. A CBPR approach was central to this process, with REC and CoLE ensuring cultural relevance and safety throughout the research. For instance, feedback from parents about difficulties maneuvering strollers at the front entrance prompted the installation of signage directing families to a rear elevator, while input on interpreter preferences led to refined language-service scheduling. These examples illustrate how the NCHC's learning culture activates real-time changes that directly address community needs and drive improvements.

Overall, the ECN-NCHC partnership is turning a neighbourhood clinic into a health centre empowered by continuous learning. The partnership is helping to provide shorter and more culturally safe pathways to care, and clinicians access data that guides improvements. Policymakers gain a model for scaling equitable, evidence-based practice for refugees and other marginalized populations across Canada.

Researcher Reflections

The Town of Drayton Valley first partnered with CUP in 2019 to help evaluate a zero-fee education program aimed at prompting rural revitalization and economic development. Since then, CUP has deepened our relationships with Town staff and residents who are exploring approaches to local economic development and sustainability. Today, the partnership is exploring various aspects of “community wealth building,” including local business opportunities, workforce issues, and models to retain resources and talent.



**Providence Sindiheburu
(Master of Public Health Student):**

In January 2025, I joined CUP as a Master of Public Health student to complete my practicum placement in partnership with the Town of Drayton

Valley, focusing on the early learning and child care (ELCC) sector. This project brings together an interdisciplinary team united by the goal of making post-secondary ELCC education more accessible across Alberta and addressing the province's shortage of early childhood educators. Working alongside professionals from diverse fields allows us to examine the ELCC sector through multiple lenses, including current sector priorities, mentorship pathways, and education funding models.

This placement provided me with a hands-on opportunity to apply theoretical concepts from community-based research and program development in a real-world setting. Building trust and cultivating intentional relationships with stakeholders created a shared understanding of challenges and fostered innovative ideas that directly benefit the community's well being. I learned that addressing complex community issues requires flexibility, collaboration, and early engagement of relevant stakeholders. The work I have been involved in prioritizes the voices of workers, educators, and families in shaping social programs. As a team, we are working to present the Ministry of Education with a proposal to strengthen the ELCC workforce. We are co-creating evidence-based and sustainable solutions that promote system-level change.

Lastly, this work gave me valuable insight into designing a project that merges both current provincial government priorities and the specific needs of the community. In a sector facing ongoing funding limitations, we strategically leveraged pre-existing programs with mandates that support and enhance the outcomes of our proposed initiative.



**Jenelle Libo-on
(Research Assistant):**

Referring to myself as a researcher is a little surreal as this was never a space I imagined I would occupy. Growing up, the “selling point” for education was as a mechanism towards employment with no

emphasis beyond its practical usage. Academia seemed to be a secret world that few could access and even fewer actually understood. However, CUP aims to create spaces where underrepresented perspectives have opportunities to create meaningful scholarship.

One of my focus areas is the provincial nominee program, the Rural Renewal Stream (RRS), which directs settlement into rural communities. The RRS was launched in 2022, which means very little research has been done on it. The project I'm involved in provides a space to explore the RRS program through the perspectives of an initial cohort of employers, employees, and community members.

This work grew out of a conversation with a community member participating in the RRS, whose question formed the basis of the project: Who benefits? While this question permeates the research, it also serves as a point for personal reflection. Who will engage with my work? Who has access to my research? What impact do my ideas have? I hope my impact on community means further advocating for the inclusion of experiential “practical” knowledge amongst theoretically laden scholarship. CUP has provided a strong foundation for my growth as a researcher and student, further reinforcing my understanding of how knowledge is created and used beyond academia.

Systems Thinking in Community-Based Research

Lesley Hodge, PhD Student



Lesley Hodge is a registered nurse and current PhD student in the Faculty of Nursing. She joined the CUP-Drayton Valley research partnership in 2024.

My journey with the Drayton Valley Community-Based Participatory Research

partnership and my dissertation work are aligned with CUP's "systems thinkers" strategic pillar. Through CUP, I've found myself immersed in conversations that go beyond individual projects—conversations about the systemic influences shaping the complex work of community-engaged scholars. I'm curious: How is impact measured? How does our work feel when we engage? What forces shape our ability to be truly present and listen attentively, so that every conversation, keyboard stroke, and idea is meaningful?

Navigating Academic Capitalism | In academia, I've often felt that creative and passionate folks are working within flawed systems—a feeling I now recognize as a response to academic capitalism. CUP has given me the sense of safety and the space to reflect on these experiences. I'm now interested in studying how broader intersecting challenges—like the urgency of climate change and constraints of capitalism—influence not just our research, but our capacity to connect, innovate, and create change.

Redefining "Community" | I hope my work expands our collective understanding of "community." I used to think of community as those outside university walls. But through CUP, I've learned that everyone—including researchers—faces everyday struggles that shape our ability to act, converse, and have the uncomfortable conversations necessary for real change. CUP has shown me that "community" is not just an external group; it's also the people we work with every day, each bringing their own challenges and strengths.

A Culture of Support and Empowerment | At CUP, I've experienced a culture that goes beyond promoting the health and well-being of communities in the traditional sense. Here, we actively lift each other up. As a mom of four children, hailing from intergenerational poverty, I am drawn to CUP's atmosphere. I feel safe to share ideas, empowered to contribute, and motivated to take on work I never imagined I would try. This environment has been transformative, both personally and professionally.

Innovation: Critical Posthumanism as a Guiding

Lens | What sets my approach apart is my use of critical posthumanism—a theoretical orientation that does not imagine a world without human society, but rather calls for collective steps toward deeper understanding and connection. This perspective aligns with CUP's mission: fostering understanding, collaboration, and systems thinking to address complex challenges in our communities.

In summary, my involvement with CUP has allowed me to see the bigger picture, to challenge traditional boundaries of "community," and to bring innovative, systems-oriented thinking to the research I plan to embark on for my doctoral studies. I have felt deeply supported, empowered, and inspired by so many people working in CUP, and I am grateful to be a part of this vibrant, forward-thinking community.



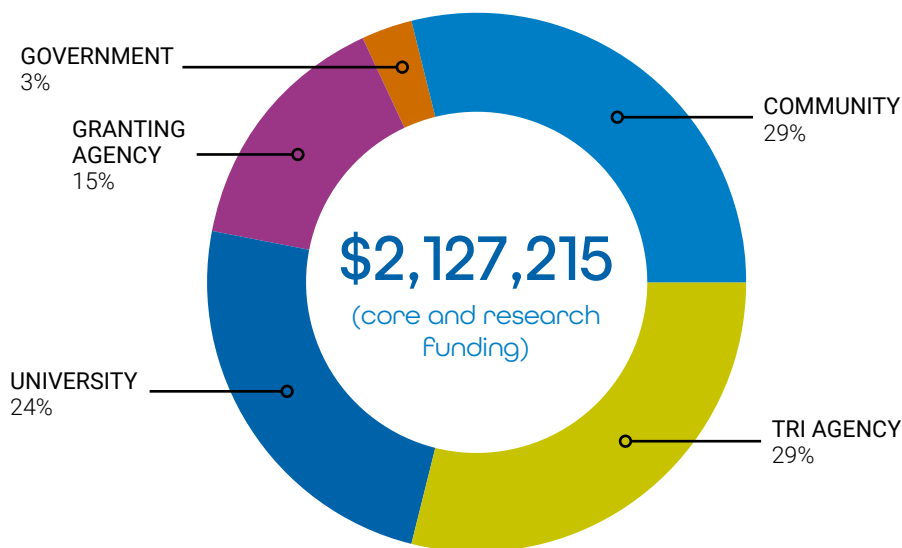
This image illustrates the complex interplay of power, vulnerability, and more-than-human influences—like climate change, economic pressures, and academic capitalism—shaping my journey as a doctoral student interested in community-based participatory research in rural, resource-dependent communities (Lesley Hodge)

Financials

CUP's research and operations are rooted in community. We exist because strong community voices called for a more engaged approach to research, and all our research is co-created with community partners. New knowledge arising from our projects is mobilized into organizational decision making, policy development, and advocacy. Our core operations are funded through a blended investment model that includes community and university funding. For 25 years, community founders have supported our operational model. As the funding landscape shifts in Edmonton and across Alberta, our

model also shifts. With our roots firmly in community, we are developing new and sustainable funding approaches that enable us to leverage resources, capacity, and expertise into community impact.

Stable core operations allow CUP to be responsive to community research needs, capacity-building opportunities, and emerging requests for support. In the 2024-2025 reporting period, CUP's core operations and research funding totalled \$2,127,215. These initiatives are made possible through the generous support of our funding partners.



2024-2025 Funders:



Publications and presentations

Here are the publications and presentations CUP researchers contributed to during the reporting period of April 1, 2024 to March 31, 2025.

Anaduaka, U. S., Ferdinands, A., Knoop, J., Barber, S., & Mayan, M. (2024). Edmonton's Race-based Data Table: A municipal approach to addressing systemic racism through the collection and use of disaggregated, race-based data. *Canadian Journal of Public Health*. [Link](#).

Botwe, A., Armoush, N., Gokiart, R., & Poth, C. (2024). Refugee Child Health Outcome Measured by Refugee-Serving Primary Health Centres and Clinics in Canada. *Open Science Framework*. [Link](#).

Bourgeois, I., & Buetti, D. (2024). Using contribution analysis to assess evaluation capacity outcomes in community organizations. *Evaluation*, 30(1), 1–15. [Link](#).

Bruno, M., Oster, R. T., & **Mayan, M.** (2024). What it means to be an ally in Indigenous healthcare. *Canadian Medical Education Journal*, 15(1), Article 79535. [Link](#).

Buetti, D., & Bourgeois, I. (2024). Developing an evaluation training program for community-based organizations: A participatory curriculum development approach. *Canadian Journal of Program Evaluation*, 39(1). [Link](#).

Buetti, D., Bourgeois, I., & Savard, S. (2024). Evaluation literacy and use in community organizations: Insights and implications for evaluation capacity building. *Canadian Journal of Program Evaluation*, 38(3). [Link](#).

Cankaya, O., **Martin, M.**, & Haugen, D. (2025). The role of loose parts play on young children's cognitive development: A systematic review. *Journal of Intelligence*, 3(15). [Link](#).

Castleman, A. M., & Fierro, L. (2024). Breaking the mould? Expanding our conceptualization of evaluator competencies. *Canadian Journal of Program Evaluation*, 39(1), 20–48. [Link](#).

Daniels, J., **Edwards, K., Haight, J., Malin, A., Mejia, T., Mellon, P., & Quintanilha, M.** (2025, May). Wraparound in Practice: A Program Description of a School-Based Wraparound Model of Support for Children and their Families in Canada. *Children & Schools*. [Link](#).

Fang, Z., **Martin, M.**, Copeland, L., Evans, R., & Shenderovich, Y. (2024). Modifications, feasibility, acceptability, and impacts of parenting interventions adapted during the COVID-19 pandemic: A systematic review. *Trauma, Violence, and Abuse*, 15248380241266183. [Link](#).

Ferdinands, A., Ormandy, M., & Mayan, M. (2024). A mixed methods exploration of students' experiences of taking part in a tuition assistance program in rural Alberta. *Theory & Practice in Rural Education*, 14(1), 126–155. [Link](#).

Ferdinands, A., Ormandy, M., & Mayan, M. (2024). Identifying and responding to the challenges of sustaining a tuition support program in a rural setting. *The Journal of Rural and Community Development*, 19(1), 28–48. [Link](#).

Fierro, L. A., & Bourgeois, I. (2024). Exploring the edges: Identifying the next generation of evaluation capacity building research and practice through adjacency. *Canadian Journal of Program Evaluation*, 38(3). [Link](#).

Fierro, L., Bourgeois, I., **Gokiart, R.**, & Tremblay, M. (2024). Strengthening evaluation capacity building practice through competition: The Max Bell School of Public Policy's evaluation capacity case challenge. *Canadian Journal of Program Evaluation*, 38(3). [Link](#).

Gokiart, R., Searle, M., Choquette, K., Zukiwsky, R., Bourgeois, I., Fierro, L. A., & Tremblay, M. (2024). Evaluation capacity building: Experiential learning through community–university collaboratives. *Canadian Journal of Program Evaluation*, 38(3). [Link](#).

Haight, J., Daniels, J., Gokiart, R., Quintanilha, M., Edwards, K., Mellon, P., Skoye, M., & Malin, A. (2024). Essential conditions for partnership collaboration within a school-community model of wraparound support. *Journal of Child and Family Studies*, (2024). [Link](#).

Haight, J., Kruth, M., Gokiart, R., Botwe, A., Dzunic-Wachilonga, A., Neves, C., Velasquez, A., Whalen-Browne, M., Ladha, T., & Rogers, C. (2024). A Principles-Based Community Health Centre for Addressing Refugee Health: The New Canadians Health Centre. *Frontiers in Public Health*, 12, 1-10. [Link](#).

Hodge, L., Ormandy, M., Ferdinands, A., Cahill, G., & Mayan, M. (2025). How do oil and gas workers cope with a changing economy? Economic vulnerability among rural Canadians in the oil and gas sector. *Energy Research & Social Science*, 126, 104146. [Link](#).

Honardar, M., Haight, J., Jun, S., Amodu, O., & Gokiart, R. (2024). Access of maternal health services by refugee women in Canada: A scoping review protocol. *Open Science Framework*. [Link](#).

Lachman, J. M., Wamoyi, J., **Martin, M.**, Han, Q., Calderon, F., Mguni, S., Nydetabura, E., Manjengenja, N., & Shenderovich, Y. (2024). Reducing family and school-based violence at scale in Tanzania: Results from a large-scale pre-post study of the Furaha Teens parenting programme. *BMJ Global Health*, 9:e015472. [Link](#).

MacLennan, D. S., Lasiuk, G., Kunyk, D., & **Mayan, M.** (2024). Pain During Incarceration: Searching for Safety in Hypermasculine Correctional Settings. *Journal of forensic nursing*, Advance online publication. [Link](#).

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Monaghan, E., Haight, J., Jun, S., & Gokiart, R. (2024). Characteristics of refugee healthcare models: A scoping review protocol. *Open Science Framework*. [Link](#).

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Searle, M., Fierro, L. A., Pinarski, J., Dixon, L., Tremblay, M., Bourgeois, I., & **Gokiart, R.** (2024). Meeting the challenge: How the City of Kingston is working to propel evaluation growth. *Canadian Journal of Program Evaluation*, 38(3). [Link](#).

Grey literature and policy papers:

Bisanz, J., **Ip, P L., Martin, M., Lees, L.**, & Smith, C. (2024, April). Parents' Views About the Quality of Early Learning and Child Care in Alberta. Published by the Edmonton Council for Early Learning and Care. [Link](#).

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Bisanz, J., **Ip, P L., Martin, M., Lees, L.**, & Smith, C. (2024, September). Parents' Views About Cultural Relevance in Early Learning and Child Care in Alberta. Published by the Edmonton Council for Early Learning and Care. [Link](#).

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Brandenburg, C., Bruno, K., & Mayan, M. (2024). Convening, Inclusively Educating, & Knowledge Sharing: EndPovertyEdmonton January-November 2024 Indigenization Evaluation Report. EndPovertyEdmonton & The Community-University Partnership for the Study of Children, Youth, and Families.

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Jafarian-Oshtbin, A., Gallimore, A., & Lee-Yow, C. (2024, December). A Reflection on the American Evaluation Association 2024 Conference. Evaluation Capacity Network. [Link](#).

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MacPherson, P., Severin, S., Haight, J., Zenter, K., Edwards, K., & Daniels, J. (2025, January). All In For Youth: Year 8 Evaluation Report. [Link](#).

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Monaghan, E. & Gallimore, A. (2024) Edmonton Youth Economic Ecosystem Collaborative. Evaluation Capacity Network. [Link](#).

University of Alberta (**Haight, J.**, Tremblay, M., & Wood, L.), Maskwacis Early Years (Downie, H. & Rattlesnake, C.), & Martin Family Initiative (Kagan-Cassidy, M. & Houston, E.). (2025). Supporting Indigenous Families with Childhood Immunizations: A Conversation Guide Grounded in Maskwacis Early Years' Experiences. Martin Family Initiative.

Zukiwsky, R. (2024). Evaluation implementation plans. Evaluation Moment. Alberta Mentoring Partnership.

Zukiwsky, R. (2024). Culturally responsive evaluations. Evaluation Moment. Alberta Mentoring Partnership.

Zukiwsky, R., & Alston, L. (2024). Weaving Indigenizing and decolonizing approaches into community-based evaluations. Evaluation Capacity Network. [Link](#).

Presentations and conferences:

Alston, L., Zukiwsky, R., Chapman, A., & Gokiart, R. (2024, October). Co-Creating Evaluation Frameworks with Nonprofits and Funders. American Evaluation Association Conference 2024, Portland, Oregon.

Bisanz, J., & **Lees, L.** (2024, November). Cultural Relevance and Flexibility in Early Learning and Child Care: What Do Alberta's Parents Think? Community presentation for Child Care Now Alberta. Virtual presentation.

Daniels, J., **MacPherson, P.**, & **Edwards, K.** (2025, January). All In for Youth: 8 Years of Collaborative Learning through community-university partnerships. SPH Town Hall. Edmonton.

Decolonial Evaluation Learning Team. (2024, December). Reflective Conversations. Evaluation Capacity Network. Webinar.

Decolonial Evaluation Learning Team. (2024, November). Cultivating Safe Spaces with Jen Greenway. Evaluation Capacity Network. Webinar. [Link](#).

Decolonial Evaluation Learning Team. (2025, March). Co-Creation of Evaluation Plans. Evaluation Capacity Network. Webinar. [Link](#).

Decolonial Evaluation Learning Team. (2025, March). Indigenous-Informed Logic Models/Theories of Change. Evaluation Capacity Network. Webinar. [Link](#).

Edwards, K. (2024, April) Deconstructing the EDI gaps in awards: CUP's case study. SPH DIAG Working Group presentation. Edmonton.

Edwards, K. (2024, September). 24 Years of Community Engagement. School of Public Health, MACE 502. Edmonton.

Edwards, K. (2025, May). Engaged Research Careers Panel. SPH 602: Engaged Scholarship for Health. Edmonton

Edwards, K. (2024, June). Evaluation Capacity: Where from here?. Eval 101 City of Edmonton training. Edmonton.

Ferdinands, A., Ormandy, M. & Mayan, M. (2024, May). How do youth in a rural, resource-based community in Alberta experience their food environments? An exploratory qualitative study. Canadian Nutrition Society Annual Meeting. Edmonton.

Ferdinands, A., Ormandy, M., & Mayan, M. (2024, June). Exploring rural food environments with youth in Canada [oral]. World Public Health Nutrition Congress. London, UK.

Gokiart, R. & Botwe, A. (2024, October). Using Evaluation to Strengthen a Principles-Based Refugee Community Health Centre in Canada. WCHRI Realizing Healthier Pregnancies Research Cluster. University of Alberta. Edmonton.

Haight, J., Botwe, A., Monaghan, E., Honardar, M., Thorkelsson, A., Gallimore, A., Velasquez, A., Whalen-Browne, M., & Gokiart, R. (2025, June). Building Health with Purpose: Evaluating the Principles-Driven Approach at The New Canadians Health Centre. 2025 International Refugee and Migration Health Conference. Halifax, Nova Scotia.

Haight, J., Botwe, A., Monaghan, E., Honardar, M., Gokiart, R., Ladha, T., Pabayo, R., & Velasquez, A. (2025, June). The Impact of a Refugee Community Health Centre on Healthcare Experiences and Outcomes. 2025 International Refugee and Migration Health Conference. Halifax, Nova Scotia.

Haight, J., Botwe, A., Monaghan, E., Honardar, M., Thorkelsson, A., Velasquez, A., Whalen-Browne, M., Shakkour, N., Gokiart, R., & Amodu, O. (2025, May). Refugee health reimagined: The Impacts of a Principles-Based Model of Refugee Healthcare in Edmonton (Panel). C2UExpo Conference. Edmonton.

Haight, J., Wood, L., Tremblay, M., Downie, H., & Rattlesnake, C. (2025, May). Overcoming barriers to childhood vaccination in a First Nations community: The impact of a home visiting program on uptake. C2UExpo Conference 2025. Edmonton.

Haight, J., Woods, L., & Tremblay, M. (2024, November). Childhood immunization access and uptake in a First Nations community: Learning from the Early Years Program. Women and Children's Health Research Institute (WCHRI) Research Day. Edmonton.

Honardar, M., Haight, J., Amodu, O., Jun, S., Ladha, T., & Gokiart, R. (2024, December). Barriers and Facilitators Faced by Refugee Women in Accessing Maternal Healthcare in Canada (paper presentation). Bench to Bedside Research Symposium, Edmonton.

Honardar, M., Kruth, M., Jun, S., Ladha, T., Gokiart, R. (2024, September). Maternal Health Utilization by Refugee Women in Canada (paper presentation). European Evaluation Society Conference 2025. Rimini, Italy.

Hopkin, T., Lee-Yow, C., Tremblay, M., Rahman, N., **Gallimore, A., Haight, J., & Jun, S.** (2024, October). Walking Alongside: A Reflective Conversation about an Evaluation Capacity Network Journey towards Decolonization (roundtable presentation). American Evaluation Association Conference 2024. Portland, Oregon.

Johnston, A. L. K., & **Evaluation Capacity Network.** (2024, May). Honouring Reconciliation in Evaluation: An Introduction. Evaluation Capacity Network. Webinar.

Kammerer, E., Candelaria, P., Khangura, J. K., Basi, C., Kaahiye, S., Sapon, L., Iliscupidez, L., Elliott, S.A., **Mayan, M.**, Ladha, T., Hartling, L., & Ali, S. (2024, June). Pain experiences in pediatric emergency care of children who are marginalized: results of a scoping review (poster presentation). ENRICH Annual Symposium. Vancouver, BC.

Kammerer, E., Candelaria, P., Khangura, J. K., Basi, C., Kaahiye, S., Sapon, L., Iliscupidez, L., Elliott, S.A., **Mayan, M.**, Ladha, T., Hartling, L., & Ali, S. (2024, June). Report of health equity factors in North American randomized controlled trials studying pediatric pain management interventions in the emergency department: preliminary results of a scoping review (poster presentation). Department of Emergency Medicine Research Day, University of Alberta. Edmonton.

Kammerer, E., Hartling, L., Candelaria, P., Basi, C., Kaahiye, S., Iliscupidez, L., Sapon, L., Zelyck, Z., Khangura, J., Ladha, T., **Mayan, M.**, Scott, S.D., Bialy, L., Dennett, L., Ruzycki, S., & Ali, S. (2024, November). Pain experiences of equity-deserving children in the emergency department: a scoping review. WCHRI Research Day, University of Alberta. Edmonton.

Lees, L. & Martin, M. (2024, September). Knowledge-to-Action Workshop on Early Learning and Child Care (hosted by ECELC and CUP). McKernan Baptist Church. Edmonton.

Mayan, M., Ormandy, M. & Ferdinands, A. (2024, May). Documenting the community engaged work of a Youth Advisory Committee in rural Alberta. Canadian Rural Revitalization Foundation Northern Dialogues 2024 Conference. Yukon University. Whitehorse, Yukon.

Mayan, M., Ormandy, M., Ferdinands, A., LePage, M., Hodge, L., & Cahill, G. (2025, January) A Toolkit for Tuition Assistance Programming in Rural Canada. Hawaii International Conference on Education. Honolulu, Hawaii.

Mayan, M., Brandenburg, C. & Knoop, J. (2024, September). How a Social Innovation Team Begins to Build an Inclusive Economy. Paper presented at the International Social Innovation Research Conference (ISIRC), Bern, Switzerland.

Monaghan, E., Honardar, M., Botwe, A., Haight, J., & Gokiart, R. (2024, November). Refugee health re-imagined: A principles-based model of care (poster presentation). This is Public Health Conference, University of Alberta. Edmonton.

Monaghan, E., Honardar, M., Botwe, A., Haight, J., Jun, S., Ladha, T., Velasquez, A., & Gokiart, R. (2024, December). Evaluating refugee children's health: A community-engaged approach at the New Canadians Health Centre (poster presentation). Bench to Bedside Research Symposium. Edmonton.

Ormandy, M., Ferdinands, A., Hodge, L., & Mayan, M. (2024, May). "We need healthcare aides so bad": Students' critical reflections on a tuition assistance program in rural Alberta. Canadian Rural Revitalization Foundation Northern Dialogues 2024 Conference. Yukon University. Whitehorse, Yukon.

Portelance, F.-D., Carbone, K., Searle, M., **Gokiart, R.**, & Hughes, J. (2024, October). Experiencing capacity-building: Teaching evaluation through intensive experiential learning (paper presentation). American Evaluation Association Conference 2024. Portland, Oregon.

Zukiwsky, R., & Alston, L. (2024, October). Co-Creating Evaluation Frameworks with Nonprofits and Funders. American Evaluation Association Conference 2024. Portland, Oregon.



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