



EVALUATION
ACROSS BOUNDARIES
CES CONFERENCE 2013

L'ÉVALUATION
SANS FRONTIÈRES
CONGRÈS 2013 DE LA SCÉ

CONFERENCE PROGRAM

PROGRAMME DU CONGRÈS

CES CONFERENCE
Canadian Evaluation Society
June 9 - 12 2013
Fairmont Royal York Hotel
Toronto

CONGRÈS DE LA SCÉ
Société canadienne d'évaluation
Du 9 au 12 Juin 2013
Hôtel Fairmont Royal York
Toronto

JOHNSTON RESEARCH INC.



FIGURE 1 Areas of Expertise

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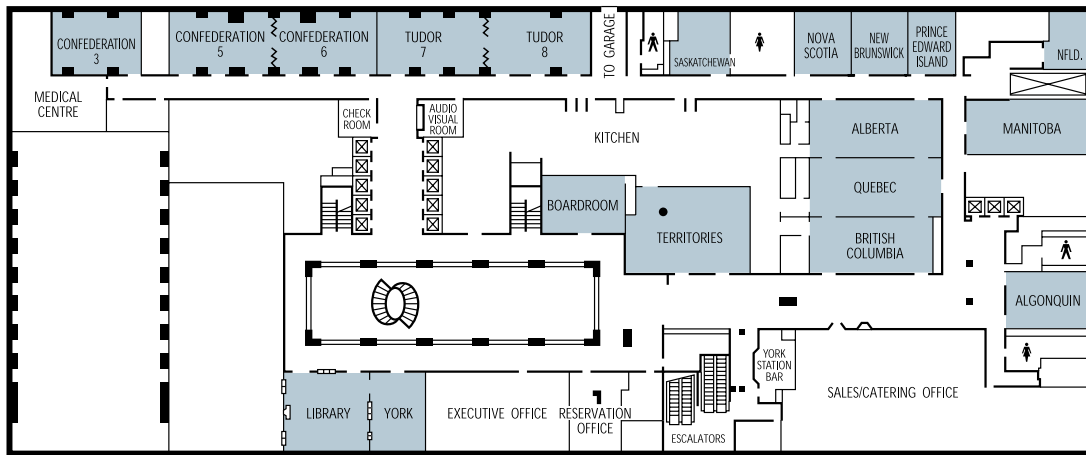
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HOTEL MAP

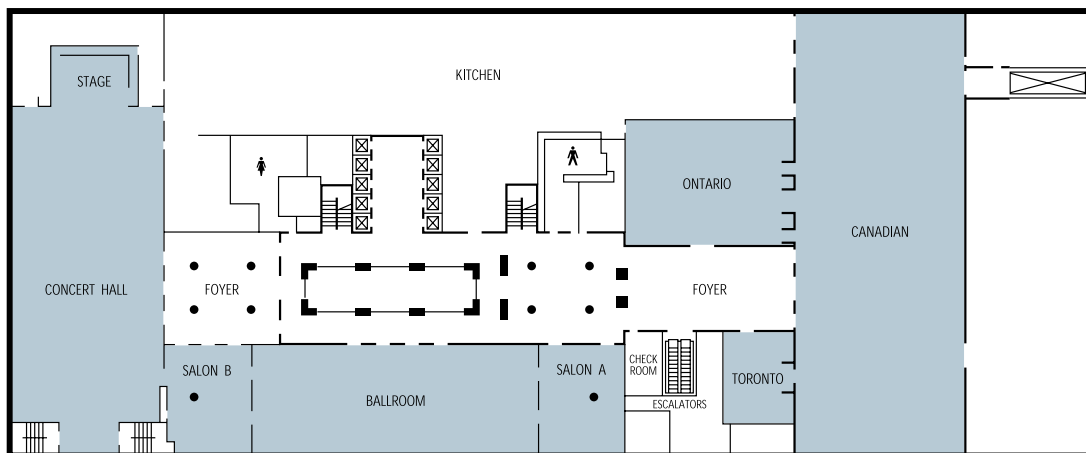
CARTE DE L'HÔTEL

FAIRMONT ROYAL YORK HOTEL

Main mezzanine:



Convention floor:



MESSAGE FROM CES PRESIDENT

UN MESSAGE DU PRÉSIDENT DE LA SCÉ

Friends and colleagues, it is my pleasure to welcome you to the 2013 CES National Conference Evaluation Across Boundaries: Locating Evaluation Within and Across Settings. The theme of the Conference challenges us to look beyond our own contexts and practice and consider evaluation in a multiplicity of settings and from the perspectives of diverse realities.

I am excited about the opportunities this conference provides. We come together to learn from each other, listen to our elders, and be challenged by our younger colleagues. The keynote speakers will be sure to stimulate our thinking with their insights and their wisdom. Also, watch for those special concurrent sessions where the richness and creativity of our colleagues will inspire us. This Conference is a time for sharing, reflection and celebration. Take the time to enjoy the experience!

Personally, I am hoping to re-connect with old friends and to meet new ones. Please do the same. If you see me, please come up and introduce yourself. Other CES Council members and Conference organizers will also be there to welcome you.

We are fortunate to be meeting in a world class city with culture, shopping and restaurants aplenty! Find some time to enjoy the city and create your own stories to take home with you.

I would like to thank the many sponsors who have supported this conference. Finally, I would like to extend Council's appreciation - and my personal thanks - to Shirley Von Sychowski and all of the Toronto organizing Committee and the Ontario Chapter for their vision and hard work that has brought us together.

LARRY K. BREMNER

Chers collègues et amis, je suis ravi de vous souhaiter la bienvenue, au nom de la SCÉ, au Congrès 2013 : L'évaluation sans frontières: Imprégner et relier les contextes. Comme son thème l'indique, le Congrès nous incite à dépasser nos propres situations et pratiques et à considérer l'évaluation en fonction d'environnements multiples et de réalités diverses.

Je suis enchanté de toutes les possibilités qu'offre le Congrès. Nous nous réunissons afin d'apprendre l'un de l'autre, d'être captivés par nos vieux routiers et d'être stimulés par nos jeunes loups. Les conférenciers susciteront la réflexion à coup sûr grâce à leurs connaissances et à leur sagesse. De même, ne manquez pas les sessions spéciales simultanées où l'expérience et la créativité de nos collègues nous inspireront. Ce Congrès constitue une occasion de partager, de réfléchir et de célébrer. Tirez-en pleinement parti!

De mon côté, j'espère renouer avec de vieux amis et tisser de nouveaux liens. Je vous encourage à faire de même. N'hésitez pas à venir me rencontrer pour faire connaissance. Les autres membres du conseil de la SCÉ et les organisateurs du Congrès seront également présents pour vous accueillir.

Nous sommes choyés de nous trouver dans une ville de classe mondiale riche en activités culturelles, en boutiques et en restaurants! Ne ratez pas l'occasion de l'explorer et de rapporter des souvenirs impérissables.

Je tiens à remercier les nombreux commanditaires qui ont rendu possible l'organisation de ce Congrès. Enfin, j'aimerais transmettre la reconnaissance du conseil, et mes remerciements personnels, à Shirley Von Sychowski, aux membres du comité organisateur de Toronto de même que de la section de l'Ontario pour leur vision et leur excellent travail. C'est grâce à eux si nous sommes rassemblés aujourd'hui.

LARRY K. BREMNER

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WELCOME FROM THE CES 2013 CONFERENCE PLANNING TEAM

BIENVENUE DE L'ÉQUIPE DE PLANIFICATION DU CONGRÈS 2013 DE LA SCÉ

On behalf of the CES-ON chapter, welcome to CES TORONTO 2013. What a program we have in store!

As organizers, we challenged ourselves to shape a conference in both structure and theme where a range of perspectives, contexts, values, and experiences could stimulate dialogue, collaboration and, importantly, action on our role as evaluators.

You will have noticed an increased number of professional development workshops and hands-on sessions. Annual traditions such as the Student Case Competition and Thematic Breakfast roundtables are complimented by innovative events such as the site visit to Regent Park's Pathways to Education. Moreover, a terrific slate of papers that reflects the diverse work of our members will provide opportunities, for learning, dialogue and engagement in communities of practice. And finally, Wednesday's town-hall promises to be both reflective and forward thinking as it will capture our collective insights across the conference days and strands.

It is with a mixture of gratitude and pride that we hope you have come to CES TORONTO 2013 ready to be part of the conversation across boundaries. Along with you, we are eager to tackle the challenge of strengthening and sustaining a robust evaluation practice.

If you have a question about Toronto, have feedback about the conference, or if we can help you in some way, just ask. We look forward to catching up with you.

SHIRLEY VON SYCHOWSKI

Au nom de la section de l'Ontario de la SCÉ, nous vous souhaitons la bienvenue au Congrès Toronto 2013. Nous vous avons concocté un programme des plus attrayants!

Cette année, nous nous sommes lancés un défi d'organiser un Congrès dans lequel un éventail de perspectives, de contextes, de valeurs et d'expériences pourrait susciter le dialogue, la collaboration et, fait important, l'action concertée sur le rôle des évaluateurs.

Vous remarquerez le nombre accru d'ateliers de perfectionnement professionnel et de séances pratiques proposés. En plus des traditions annuelles comme le concours de cas pour les étudiants et les déjeuners-causeries thématiques, nous vous offrons de nouvelles activités, notamment une visite de la collectivité de Regent Park qui bénéficie du programme « Passeport pour ma réussite ». Enfin, la séance de discussion ouverte de mercredi durant laquelle vous pourrez nous communiquer vos impressions sur le Congrès et ses volets, nous permettra de réfléchir à nos pratiques et à envisager l'avenir.

C'est avec gratitude et fierté que nous vous accueillons au Congrès Toronto 2013, en comptant sur votre motivation à participer aux discussions sur le dépassement des frontières. Tout comme vous, nous avons hâte de relever le défi visant à renforcer et à appuyer une pratique solide de l'évaluation.

Pour toute question sur Toronto, tout commentaire sur le Congrès ou pour obtenir de l'aide, n'hésitez pas à vous adresser à nous. Nous nous réjouissons à l'idée de vous retrouver!

SHIRLEY VON SYCHOWSKI

CONFERENCE ORGANIZING COMMITTEE COMITÉ ORGANISATEUR DU CONGRÈS

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Natalie Sibille - *Independent Consultant*
Suman Bhudwani - *New Practitioner and Student rep*

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Don Murray - *Harry Cummings and Associates Inc.*
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Elana Gray - *Peel District School Board*

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Natalie Sibille - *Independent Consultant*
Mona Ali - *Independent Consultant*

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Andrea L.K. Johnston - *Johnston Research Inc.*

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Bea Courtney - *Goss Gilroy Inc.*
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The CES 2013 Conference Team would like to recognize and thank the following organizations for contributing funds and support as official sponsors of this year's annual Canadian Evaluation Society (CES) conference:

L'équipe du Congrès 2013 de la Société canadienne d'évaluation (SCÉ) aimerait remercier les commanditaires suivants pour leur contribution et leur soutien officiel à l'édition 2013 de l'événement :

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- University of Waterloo School of Public Health and Health Systems
- Proactive Information Services Inc.

THANK YOU TO OUR REVIEWERS | MERCI À NOS RÉVISEURS

The CES 2013 Conference Team would like to recognize the following individuals for contributing their expertise and time as proposal reviewers for the pre-conference professional development workshops and for the conference program submissions:

L'équipe du Congrès 2013 de la SCÉ souhaite souligner la contribution des personnes suivantes qui ont mis leur expertise et leur temps au service de la révision des propositions d'ateliers préliminaires de perfectionnement professionnel et des présentations du programme officiel :

- Amanda Mongeon
- Marcia Barron
- Andrea Johnston
- Marla Steinburg
- Areeta Bridgemohan
- Martha McGuire
- Cheryl Poth
- Michael E. Doucet
- Courtney Amo
- Mina Singh
- Dayna Albert
- Necole Sommersell
- Denyse Gregory
- Sandra Sellick
- Elaine Hogard
- Shannon McIntyre
- Judy Liftshitz
- Stan Capela
- Kevin Chin
- Terry Spencer

THANK YOU TO OUR VOLUNTEERS | MERCI À NOS BÉNÉVOLES

Did you know that over 75 volunteers, including students, dedicated approximately 1,300 hours, effort and talents to help out with the conference? From pre-conference preparations, to moderating sessions, to checking-in delegates at the registration desk – we could not have done this without you! The CES 2013 Conference Team would like to extend our appreciation for your invaluable contributions.

Saviez-vous que plus de 75 bénévoles, notamment des étudiants, ont investi environ 1,300 heures de leur temps, leur énergie et leur talent pour assurer le bon déroulement du Congrès? Des préparatifs des ateliers préliminaires, en passant par l'inscription des délégués sur place : sans eux, tout cela n'aurait pas été possible! Les organisateurs du Congrès 2013 de la SCÉ aimeraient exprimer toute leur gratitude pour cette précieuse contribution.

THANK YOU TO OUR PARTNERS | MERCI À NOS PARTENAIRES

The CES 2013 Conference Team sincerely thanks the following suppliers and partners for collaborating with us to create and deliver a successful conference experience:

L'équipe du Congrès 2013 de la SCÉ remercie sincèrement les fournisseurs et partenaires suivants pour leur collaboration à la préparation et au succès de l'événement :

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- **Thematic Breakfast | Petits déjeuners thématiques:** Eval Café Toronto

THANK YOU TO OUR FACILITATORS AND PRESENTERS MERCI À NOS ANIMATEURS ET À NOS PRÉSENTATEURS

Last but not least, the CES 2013 Conference Team expresses sincere gratitude to the 260 individuals who agreed to be part of, and enhance, the evaluation conversation by sharing their ideas, expertise, research and practice as professional development workshop facilitators, conference presenters and discussants at this year's CES conference. They are listed throughout this program.

Enfin, l'équipe du Congrès 2013 de la SCÉ adresse ses remerciements les plus chaleureux aux 260 personnes qui ont accepté de prendre part aux discussions sur l'évaluation et d'enrichir le débat en échangeant leurs idées, leur expertise, leurs recherches et leurs pratiques à titre d'animateurs d'ateliers de développement professionnel, de présentateurs et de participants au cours de cette édition. Leur nom figure dans le programme.

REGISTRATION & INFORMATION DESK COMPTOIR D'INSCRIPTION ET DE RENSEIGNEMENTS

CONVENTION LEVEL, CANADIAN ROOM FOYER

If you are in need of assistance as you participate in the Conference, and cannot reach us at the Registration & Information Desk, please call the Conference Organizers through Dragos Productions at 416-574-0083 or via e-mail ces@dragosproductions.com

SUNDAY JUNE 9: 07:00 h - 19:30 h
MONDAY JUNE 10: 07:00 h - 19:30 h
TUESDAY JUNE 11: 07:00 h - 17:00 h
WEDNESDAY JUNE 12: 07:00 h - 13:00 h

Vous participez au Congrès et vous avez besoin d'aide, mais vous ne parvenez pas à nous joindre au comptoir d'inscription et renseignements? Veuillez communiquer avec les organisateurs par l'intermédiaire de Dragos Production par téléphone au 416-574-0083 ou par courriel à ces@dragosproductions.com

LE DIMANCHE 9 JUIN: 07:00 h - 19:30 h
LE LUNDI 10 JUIN: 07:00 h - 19:30 h
LE MARDI 11 JUIN: 07:00 h - 17:00 h
LE MERCREDI 12 JUIN: 07:00 h - 13:00 h

LEARNING LAB LABORATOIRE D'APPRENTISSAGE

CONVENTION LEVEL, ONTARIO ROOM

BE PART OF THE CONVERSATION, AND NURTURE THE DIALOGUE!

This room, open for the duration of the conference, is a dedicated space for you to connect with peers and colleagues. Drop by at any time to share learnings and insights, to exchange ideas challenges and practice, and to engage in dialogue across the four conference strands: Discovery, Engage, Outreach, and Network.

1. What are implications for individual skill-sets and aptitudes? What are impacts to approaches, methodologies, technologies and tools useful and relevant to individual practice and practice quality?
2. How can we make evaluation accessible across a whole region? What are implications for the diverse communities we serve?
3. What is our role in embedding evaluative thinking and evaluation in our organizations, networks and communities?
4. How do we expand and leverage the Canadian experience to influence and shape governance in the local and global sphere beyond traditional borders and boundaries?

PARTICIPEZ À LA DISCUSSION, FAVORISEZ LE DIALOGUE!

Cette salle, ouverte pendant toute la durée du Congrès, est réservée aux échanges entre pairs et collègues. N'hésitez pas à venir y partager vos enseignements et votre regard critique, échanger des idées, des problèmes et des pratiques ainsi qu'à discuter des quatre volets du Congrès : la découverte, la mobilisation, le rayonnement et la création de réseaux.

1. Quelles sont les répercussions sur les compétences et aptitudes individuelles? Quels sont leurs effets sur les approches, les méthodologies, les technologies et les outils à la fois utiles et pertinents pour la pratique individuelle et la qualité de l'évaluation?
2. Comment pouvons-nous rendre l'évaluation accessible dans l'ensemble d'une région? Qu'est-ce que cela signifie pour les différentes collectivités que nous servons?
3. Quel rôle jouons-nous dans l'intégration de la pensée évaluative et de l'évaluation au sein de nos organisations, réseaux et collectivités?
4. De quelle façon pouvons-nous enrichir l'expérience canadienne et en tirer profit pour influencer et façonner la gouvernance à l'échelle locale et internationale au-delà des frontières et limites traditionnelles?

CONFERENCE THEME AND STRANDS

THÈME ET VOILETS DU CONGRÈS

EVALUATION ACROSS BOUNDARIES - LOCATING EVALUATION WITHIN AND ACROSS SETTINGS L'ÉVALUATION SANS FRONTIÈRES - IMPRÉGNER ET RELIER LES CONTEXTES

CES TORONTO 2013 will focus on examining the dynamic and ecological relationships between and across those evaluating and those evaluated. We will explore the spaces and the boundaries of evaluation through four conference strands and four key areas we aim to respond to:

Le Congrès 2013 de la SCÉ portera sur l'examen des interactions dynamiques et écologiques entre évaluateurs et évalués. Nous aborderons les espaces et les frontières de l'évaluation en quatre volets et nous pencherons sur quatre domaines d'intérêt pour tenter de trouver réponse aux questions suivantes:

DISCOVERY | DÉCOUVERTE

Examining and acknowledging the roles of those being evaluated and those evaluating.

Examiner et reconnaître les rôles des évaluateurs et des évalués.

ENGAGE | ENGAGEMENT

Engaging organizations in the practice of system-wide evaluation (e.g., academic, NGO, corporate).

Mobiliser les organisations dans la pratique de l'évaluation à l'échelle d'un réseau (p. ex. : organisations universitaires, ONG, sociétés privées).

OUTREACH | SENSIBILISATION

Improving the reach of evaluation across entire regions - evaluation with a community focus.

Accroître la portée de l'évaluation au sein de régions entières en privilégiant une approche axée sur la collectivité.

NETWORK | RÉSEAUX

Building a network and professional order of evaluation that will support and energize evaluation practice within and across individuals, community, organization and system.

Créer un réseau et un ordre professionnel d'évaluateurs en vue de soutenir et de revigorer la pratique de l'évaluation chez les particuliers, les collectivités, les organisations et les réseaux.

**HERE IS A QUICK GUIDE TO THE TYPES OF SESSIONS THAT WILL BE HELD AT THIS YEAR'S CONFERENCE:
VOICI UN GUIDE RAPIDE AUX TYPES DE SÉANCES QUE SE TIENDRONT AUX CONGRÈS:**

MULTI-PAPER

Approach: Lecture format followed by open Q&A on a common theme or topic

Focus: Share approaches, aspects, lessons learned or results

EXPERT LECTURE

Approach: Lecture format in area of expertise of the presenter followed by moderated Q&A

Focus: Share conceptual or methodological innovations

ROUNDTABLE

Approach: Interactive, facilitated discussion with a small group of attendees seated around a table for in-depth discussion and feedback

Focus: Targeted questions for learning and exploration of the topic

DEMONSTRATION

Approach: Experiential classroom-style presentation with walk-through and clear, step-by-step explanations of concepts and/or tools

Focus: Discussion of merits, strengths and weakness and how it may be applied

THINK TANK

Approach: Address a single question or issue. The chair will orient the audience to the topic with table groups to explore the question or issue

Focus: Knowledge to practice, problem-solving and dialogue

PANEL

Approach: Coordinated, thematic presentation approach by panelists on a single question or issue

Focus: Insights on issues facing the field

PRÉSENTATION D'UNE SÉRIE D'ARTICLES

Format: Exposé suivi d'une période de questions sur le même sujet ou thème

Objectif général: Partage de méthodes, d'éléments, de leçons apprises ou de résultats

EXPOSÉ SPÉCIALISÉ

Format: Exposé aux conférenciers alliant contenu approfondi et expertise suivi d'une période de questions dirigée par un animateur

Objectif général: Partage de concepts ou d'innovations méthodologiques

TABLE RONDE

Format: Discussion de fond propice à l'interaction et à la rétroaction entre quelques participants assis à une même table (petit groupe)

Objectif général: Questions visant l'apprentissage et l'approfondissement du sujet

DÉMONSTRATION

Format: Présentation expérientielle de concepts ou d'outils assortie d'explications directes, claires et étape par étape

Objectif général: Discussion sur le bien-fondé, les forces et les faiblesses ainsi que sur l'utilisation

ATELIER DE RÉFLEXION

Format: Examen d'une question de fond ou d'un enjeu unique. L'animateur de l'atelier oriente les discussions des participants réunis en groupes pour se pencher sur la question ou l'enjeu au programme

Objectif général: Application de connaissances à la pratique, résolution de problèmes et débat

GROUPE D'EXPERTS

Format: Présentation thématique coordonnée d'une question de fond ou d'un enjeu unique

Objectif général: Regard critique sur les enjeux d'actualité dans le domaine

KEYNOTE SPEAKERS

CONFÉRENCIERS PRINCIPAUX

HALLIE PRESKILL

Hallie Preskill, Ph.D., is a Managing Director with FSG, a nonprofit strategy, evaluation, and research firm. In her role, she oversees the firm's Strategic Learning & Evaluation practice and advises on a wide variety of evaluation and learning projects with foundations, nonprofits, corporations, and government organizations. Prior to joining FSG, Dr. Preskill spent more than 20 years in academia, teaching graduate level courses in program evaluation, training design and development, organizational learning, appreciative inquiry and consulting. She received the American Evaluation Association's Alva and Gunnar Myrdal Award for Outstanding Professional Practice in 2002 and the University of Illinois Distinguished Alumni Award in 2004. A leading thinker on the intersection of evaluation, learning and change, Dr. Preskill will help us shape our conversation and stimulate dialogue:

"The time couldn't be better for a conference devoted to Evaluation Across Boundaries. For evaluation to remain relevant, credible, and useful, it will have to adapt and change to new and emerging contexts and environments. This means that evaluators will need to think out of the box – we will need to expand our understandings and practices in ways that challenge conventional boundaries and the status quo. I am excited about what promises to be a thought provoking, stimulating, and boundary pushing event!"

Hallie Preskill, Ph. D., est administratrice déléguée au FSG, un cabinet de conseil à but non lucratif qui offre des services en stratégie, en évaluation et en recherche. À ce titre, elle supervise les pratiques d'apprentissage et d'évaluation stratégiques de l'entreprise et conseille des fondations, des organismes à but non lucratif et publics ainsi que des sociétés à propos d'une grande variété de projets d'évaluation et d'apprentissage. Avant de se joindre au FSG, Mme Preskill a passé plus de 20 ans dans les milieux universitaires, où elle a enseigné l'évaluation de programme, la conception et l'élaboration de formations, l'apprentissage organisationnel, l'interrogation appréciative et la consultation à des étudiants de deuxième cycle. Elle a reçu le prix Alva et Gunnar Myrdal décerné par cette dernière pour l'excellence de sa pratique professionnelle en 2002 et le prix honorant les anciens étudiants émérites de l'Université de l'Illinois en 2004. Faisant autorité dans les domaines convergents de l'évaluation, de l'apprentissage et du changement, Mme Preskill donnera le ton et provoquera la discussion sur L'Évaluation sans frontières.

« Le moment ne pourrait pas être mieux choisi pour un colloque sur le thème L'Évaluation sans frontières. Pour que l'évaluation reste pertinente, crédible et utile, elle devra s'adapter aux nouveaux contextes et environnements. Cela signifie que les évaluateurs devront faire preuve d'imagination – il faudra élargir nos connaissances et nos pratiques de manière à remettre en question les frontières traditionnelles et le statu quo. J'ai hâte de participer à cet événement qui promet de stimuler la réflexion et de repousser les frontières! »

GEORGE ROTER

What does it mean to be the CEO of a movement? For George Roter, it meant dropping out of his Master's program and running up \$30,000 in credit card debt to fund the launch of Engineers Without Borders Canada (EWB) – that turned out to be a good decision. As EWB's co-founders, George and friend/colleague Parker Mitchell stewarded the organization from an idea scribbled on a napkin to global influence with 3,000 active volunteers, 50,000 supporters, 35 chapters in Canada and teams in Malawi, Burkina Faso, Ghana and Zambia. George and Parker believed that the engineering profession had a greater role to play in society, and that EWB could lead a movement of socially-minded engineers. George has been recognized as an Ashoka Fellow for Social Entrepreneurship (2012), was awarded the Young Leaders Award by the Public Policy Forum (2007), named as one of Canada's Top 40 Under 40 (2005) and awarded an Action Canada Fellowship (2004) on public policy. And he still doesn't have his Master's. Now sole CEO, George's continued work has ensured EWB's 'torch' inspires change beyond the organization's borders:

"We have a huge opportunity to start thinking about evaluation as completely integrated with learning, with discovery, and with iteration. If we do this, evaluation will not just be an exercise in accountability and report writing, but will truly unlock the potential of practitioners to deliver great work, and the potential of projects to be truly transformative."

Qu'est-ce que cela représente, d'être directeur général d'un véritable mouvement? Pour George Roter, cela a signifié d'abandonner ses études de maîtrise et de s'endetter de 30 000 \$ pour financer le lancement d'Ingénieurs sans frontières (ISF) Canada. Avec le recul, le jeu en valait la chandelle. Les cofondateurs d'ISF, George et son ami et collègue Parker Mitchell, ont transformé une idée griffonnée sur une serviette de table en un organisme d'envergure internationale réunissant 3 000 volontaires actifs, 50 000 membres, 35 sections au Canada ainsi que des équipes au Malawi, au Burkina Faso, au Ghana et en Zambie. George et Parker avaient la conviction que la profession d'ingénieur pouvait contribuer davantage à la société et qu'ISF pourrait devenir un mouvement d'ingénieurs guidés par leur conscience sociale. George a été sélectionné en 2012 comme Fellow Ashoka pour souligner son rôle d'entrepreneur social, il a reçu le prix des leaders émergents du Forum des politiques publiques du Canada en 2004, a été nommé parmi les 40 Canadiens performants de moins de 40 ans en 2005 et a obtenu le titre de Fellow d'Action Canada en matière de politiques publiques. Il n'a toujours pas décroché sa maîtrise. Maintenant le seul dirigeant, le travail acharné de George fait en sorte qu'ISF continue à inspirer le changement au-delà des frontières de l'organisme phare :

« Nous avons l'occasion rêvée d'enfin percevoir l'apprentissage, la découverte et l'itération comme des éléments constitutifs de l'évaluation. Si nous la saisissons, nous élèverons l'évaluation au-delà du simple exercice de responsabilité et de production de rapports, habiliteront les praticiens à accomplir un travail remarquable et libéreront tout le potentiel révolutionnaire des différents projets ».

JOHN GARGANI

John Gargani is the President and Founder of Gargani + Company, Inc., a program design and evaluation firm located in Berkeley, California. Over the past 20 years, he has designed innovative social programs and educational curricula; directed large randomized trials of educational reforms; developed new reading, writing, science, and math assessments; and created novel technologies that measure how people think. His work has taken him to diverse settings, including public housing projects, museums, countries adopting free market economies, and 19th century sailing ships. He shares his knowledge of program design and evaluation at EvalBlog.com, published articles, workshops, and speaking engagements. He holds a Ph.D. in Education from UC Berkeley, where he studied measurement and evaluation; an M.S. in Statistics from New York University's Stern School of Business; and an M.B.A. from the University of Pennsylvania's Wharton School of Business.

"It is an exciting time in evaluation. The boundaries of the profession are expanding and our work is becoming increasingly important to policymakers, program designers, and philanthropists. The challenge we face over next few years is growing our profession in ways that maximize our contribution to the greater good. I am thrilled to be a part of 2013 CES conference where we—as a community—will have a chance to do just that by sharing our visions of the future and advancing the benefits of evaluation."

John Gargani est président fondateur de Gargani + Company, Inc., entreprise de conception et d'évaluation de programmes située à Berkeley, en Californie. Au cours des vingt dernières années, il a élaboré des programmes sociaux et des programmes éducatifs innovants, mené de vastes essais randomisés de réformes pédagogiques, mis au point des évaluations en mathématiques, en science ainsi qu'en expression et en compréhension écrites et créé de nouvelles technologies pour évaluer la façon dont les gens pensent. Son travail l'a amené à se rendre dans les lieux les plus divers, comme des projets de logements publics, des musées, des pays à économie de marché et des voiliers du XIXe siècle. Il transmet ses connaissances en conception et en évaluation de programmes sur EvalBlog.com, dans des articles, lors d'ateliers et dans le cadre d'allocutions. Titulaire d'un Ph. D. en éducation de l'Université de Californie à Berkeley, où il a étudié la mesure et l'évaluation, il possède également une maîtrise en statistique de la Stern School of Business de NYU et un M.B.A. de la Wharton School of Business de l'Université de Pennsylvanie.

Nous traversons actuellement une période stimulante pour l'évaluation. Les limites de notre profession ne cessent de reculer et notre travail prend de plus en plus d'importance aux yeux des décideurs politiques, des concepteurs de programmes et des mécènes. Notre principal défi au cours des prochaines années? Faire avancer notre profession afin de maximiser notre contribution au bien commun. Je suis ravi de participer au Congrès 2013 de la SCÉ qui nous donne justement l'occasion, en tant que communauté, de partager notre vision de l'avenir et de promouvoir les avantages de l'évaluation.

SANJEEV SRIDHARAN

Dr. Sridharan is the Director of the Evaluation Centre for Complex Health Interventions at the Li Ka Shing Knowledge Institute at Toronto's St. Michael's Hospital, as well as an Associate Professor at the Department of Health Policy, Management and Evaluation at the University of Toronto. Prior to his positions in Toronto, he was the Head of the Evaluation Program and Senior Research Fellow at the Research Unit in Health, Behaviour and Change at the University of Edinburgh. Dr. Sridharan is a former associate editor of the American Journal of Evaluation and is on the boards of the Canadian Journal of Program Evaluation and the Journal of Evaluation and Evaluation and Program Planning.

Directeur du Centre d'évaluation des interventions médicales complexes à l'institut Li Ka Shing de l'hôpital St. Michael's de Toronto, Sanjeev Sridharan, Ph. D., est professeur agrégé du département de Politique, gestion et évaluation de la santé de l'Université de Toronto. Avant d'occuper ses fonctions actuelles, il était chef du programme d'évaluation et agrégé de recherche au sein de l'unité de recherche en santé, comportement et changement de l'Université d'Édimbourg. Ancien rédacteur en chef adjoint de l'American Journal of Evaluation, il siège actuellement aux conseils d'administration de ce dernier, de la Revue canadienne d'évaluation de programme et de l'Evaluation and Program Planning.

SPECIAL AND SOCIAL EVENTS

ACTIVITÉS SPÉCIAUX ET SOCIALES

SUNDAY JUNE 9 | LE DIMANCHE 9 JUIN

OPENING RECEPTION AND CESEF BENEFIT SILENT AUCTION RÉCEPTION D'OUVERTURE ET VENTE AUX ENCHÈRES ORGANISÉ PAR LE FÉSCÉ

17:00 – 19:00
Convention Floor, Ontario room

Ticket included in your Conference registration | Billet inclus dans l'inscription au congrès

Kick-off the conference by greeting old and new friends and colleagues, as well as helping the CES Educational Fund (CESEF) make this year's benefit auction the best yet! Tapas and a selection of drinks will be provided, and a cash bar will be available. The CESEF benefit auction, an annual tradition, has unique items generously donated by individuals and businesses from Canada and abroad. Proceeds from the silent auction support scholarships, awards, and educational opportunities to individuals wishing to pursue a career in the field of Program Evaluation.

Démarrez le Congrès en saluant d'anciens amis et collègues et en nouant nouvelles amitiés tout en aidant le Fonds d'éducation de la Société canadienne d'évaluation (FÉSCÉ) à établir un nouveau record lors de sa vente de charité annuelle! Des tapas ainsi qu'un choix de boissons seront servis et un bar payant sera mis à votre disposition. Participez au désormais traditionnel encan caritatif du FÉSCÉ où vous pourrez enchérir sur des articles uniques gracieusement offerts par des entreprises et des particuliers canadiens et étrangers. Les bénéfices de la vente aux enchères par écrit serviront à la création de bourses et de possibilités d'instruction à l'intention de personnes souhaitant faire carrière dans l'évaluation de programmes.

MONDAY JUNE 10 | LE LUNDI 10 JUIN

RISE 'N' SHINE YOGA AND WALKING OR JOGGING GROUPS YOGA MATINAL ET GROUPES DE MARCHÉ OU DE JOGGING

06:30 – 07:15

See notice posted by conference registration desk for location

MEET THE AUTHORS NETWORKING AND BOOK SIGNING RÉSEAUTER ET RECONTRER D'AUTEURS ET DÉDICACES

12:00 – 13:30
Convention Floor, Ontario room

Ticket included in your Conference registration | Billet inclus dans l'inscription au congrès

Drop by to connect one-on-one or in small groups with leading Canadian and International evaluation authors who are participating in CES 2013 as keynote speakers, panel and session presenters, and workshop facilitators. They are looking forward to chatting with you about CES 2013, their publications or any evaluation topic of interest to you. And, if you wish, you can order evaluation titles at 30% off, and our authors will sign a book plate for you.

Venez échanger seul à seul ou en petits groupes avec les auteurs canadiens et étrangers influents du monde de l'évaluation qui participent cette édition en tant que conférenciers, présentateurs de séance et animateurs de discussions et d'atelier. Ils se réjouissent à l'idée de discuter avec vous du Congrès, de leurs publications ou de tout sujet d'évaluation qui vous intéresse. Vous bénéficierez également de 30 % de réduction sur les ouvrages d'évaluation et pourrez obtenir la dédicace des auteurs présents.

We have an exciting line-up of evaluation authors for you to meet, including:

Nous vous avons préparé une pléiade d'éminents auteurs à rencontrer :

- **Gail V. Barrington** – *Consulting Startup and Management*, Sage 2012
- **E. Jane Davidson** – *Actionable Evaluation Basics*, Real Evaluation 2012
- **Stephanie Evergreen** – *Presenting Data Effectively*, Sage 2013
- **David Fetterman** – *Empowerment Evaluation in the Digital Village, Hewlett-Packard's \$15 Million Race Toward Social Justice* - Stanford 2013
- **John Mayne** – *Enhancing Evaluation Use, Insights from Internal Evaluation Units* – Sage 2013
- **Hallie Preskill** – *Evaluating Social Innovation*, FSG 2012
- **Robert Schwartz** – *Evaluating the Complex, Attribution, Contribution, and Beyond*, Transaction 2011
- **Ricardo Ramirez and Dal Brodhead** – *Utilization-focused Evaluation: A Primer for Evaluators*, (Southbound, 2013)

You may even WIN one of the authors' publications in a raffle!

Vous pourriez même REMPORTEZ l'une de leurs publications dans le cadre d'un tirage au sort!

STUDENT CASE COMPETITION

CONCOURS ÉTUDIANT DE SIMULATION DE CAS

Presentations

Présentations

12:30 – 16:00

Convention floor, Ontario room

Ticket included in your Conference registration / Billet inclut dans l'inscription au congrès

Curious about the next generation of evaluators? CES and CESEF invite you to be part of the audience for the Final Round of the 2013 CES Student Case Competition. This session is always a highlight of the Conference! The winning team will be announced at tonight's reception.

Vous êtes curieux de connaître la prochaine génération d'évaluateurs? La SCÉ et le FSCÉÉ vous invitent à faire partie de l'audience de la ronde finale du concours étudiant de simulation de cas en évaluation 2013. Cet événement constitue toujours un moment fort du congrès annuel de la SCÉ! Le nom de l'équipe gagnante sera dévoilé lors d'une réception qui se tiendra ce soir.

Awards Reception

Réception de remise des prix

18:00 – 19:00

Convention Floor, Ontario room

Ticket included in your Conference registration / Billet inclut dans l'inscription au congrès

You are warmly invited to this reception at which the winning team for 2013 will be announced.

Vous êtes chaleureusement convié à cette réception au cours de laquelle l'équipe gagnante de 2013 sera dévoilée.

HOSPITALITY SUITES

SALONS DE RÉCEPTION

19:30 – 22:30

Ticket included in your Conference registration / Billet inclut dans l'inscription au congrès

Continue the conversation! You are invited to mix, mingle, network and re-charge after a stimulating conference day. See notice posted by conference registration desk for hosts and location.

Poursuivez votre discussion! Participez à la conversation de vos collègues dans les suites de réception où nous vous invitons à discuter, à réseauter, à faire de nouvelles connaissances et à refaire le plein d'énergie après une journée stimulante. Consulter la liste des conférenciers et des emplacements affichée près du comptoir d'inscription.

TUESDAY JUNE 11 | LE MARDI 11 JUIN

RISE 'N' SHINE YOGA AND WALKING OR JOGGING GROUPS YOGA MATINAL ET GROUPES DE MARCHÉ OU DE JOGGING

06:30 – 07:15

See notice posted by conference registration desk for location

FIRESIDE CHATS: 4 CRITICAL CONVERSATIONS TO SEED AND FOSTER COMMUNITIES OF PRACTICE CAUSERIES AU COIN DU FEU : 4 CONVERSATIONS CRITIQUES POUR RENFORCER LES COMMUNAUTÉS DE PRATICIENS ET CONTRIBUER À LEUR DÉVELOPPEMENT

14:00 – 15:30

Ticket included in your Conference registration / Billet inclus dans l'inscription au congrès

1) **From the Field, to the Ivory Tower, and Back Again: Promises (and Pitfalls) of Full-Cycle Evaluation Research**
Main Mezzanine, Territories room

The presenters will share some of our own experiences conducting full-cycle research on evaluation topics ranging from recommendation uptake, to stakeholder involvement, to the quality of stakeholder dialogue. With a full-cycle approach, researchers draw on observations from practice, conduct empirical examinations based on those observations, return to the field with the empirically-derived evidence, yielding further observation, and the cycle continues. We will focus on the specific results that emerged from our studies, but also on the promise (and pitfalls) of full-cycle evaluation research more generally, including ideas for where this kind of work might take us in the future.

- **Bernadette Campbell**, Carleton University
- **Andy Thompson**, Carleton University
- **Shevaun Nadin**, Carleton University
- **Katherine Gilhooly**, Carleton University

2) **Results of the 2013 CES Professional Development Needs Survey: Let's discuss**
Main Mezzanine, Territories room

A survey of CES members was conducted to consult them about their professional development needs, including the need for a series of more advanced training as a follow-up to the Essential Skills Series. The main findings of this survey will be presented and discussed during this session.

Members will have the opportunity to comment on the findings and to share their views about their professional development needs.

- **Simon Roy**, Goss Gilroy Inc.
- **Benoit Gauthier**, Circum Network Inc.
- **Shelley Borys**, Audit and Evaluation, PHAC
- **Natalie Kishchuk**, Natalie Kishchuk Evaluation and Research Inc.

3) **EvalPartners: A Global Evaluation Movement**
Main Mezzanine, Library room

EvalPartners quickly grew from a joint initiative between UNICEF and IOCE to a movement that involves regional and country Voluntary Organizations for Professional Evaluation (VOPEs), bilateral donors, the international community, international NGOs and governments. It is a collaborative movement implemented by the EvalPartners network of organizations that share the common vision and principles set forth in the Chiang Mai Declaration. It is focusing on creating enabling environments for more effective use and influence of evaluations, building VOPE institutional capacity and capacities of individuals' skills, with an overall focus on equity and gender-responsiveness. This panel will provide an overview of the EvalPartners movement, outline the principles of the declaration and present information about the current major initiatives. It will also provide information about how others can get involved. We will engage the audience in discussion about the 'blooming of a thousand evaluation flowers around the world' as we move towards 2015 – The International Year of Evaluation.

- **Martha McGuire**, IOCE
- **Jim Rugh**, EvalPartners
- **Veronica Olazabal**, The Mastercard Foundation
- **Joe Dickman**, The Mastercard Foundation
- **Suzanne Field**, Right to Play

5) Speed Mentoring for New Practitioners & Students
Main Mezzanine, Manitoba room

Speed Mentoring for New Practitioners and Students is intended for students, recent graduates and professionals building new careers in evaluation. Join our panelists from healthcare, international development, and education as they talk about their academic and professional experiences. This session is designed as a learning opportunity for anyone breaking into the evaluation field and who is looking to learn from experts who conduct and use evaluation findings in a variety of settings. After the presentations, panelists will break into roundtables where conference delegates can have small group conversations with panel members and get advice about future career directions.

SITE VISIT: PATHWAYS TO EDUCATION @ REGENT PARK
VISITE PARCOURS D'APPRENTISSAGE: PATHWAYS TO EDUCATION @ REGENT PARK

16:00 – 18:00
Meet next to the clock in lobby

Ticketed event \$35 + taxes (transportation included, capped at 48 participants)*
**Portion of proceeds will be donated to Pathways to Education*

Activité payante \$35 + taxes (transport inclus, nombre de participants limité à 48)*
**Une partie des profits de la vente des laissez-passer sera versée à Pathways to Education*

Participate in a unique experiential learning opportunity in one of Canada's most exciting urban revitalization projects! Toronto's Regent Park community, a social housing project, is also home to the Pathways to Education program which aims to reduce poverty by helping young people finish high school and go on to obtain post-secondary qualifications. For more information on this urban revitalization project, please visit <http://www.pathwaystoeducation.ca/en/toronto-regent-park>

The site visit includes a guided tour through Regent Park by program alumni, followed by a World Café process led by program staff and the evaluation team to explore key research and evaluation questions. This is an exciting opportunity for CES 2013 conference delegates to share and contribute their expertise and thought leadership to program development and future evaluation.

Prenez part à une occasion unique d'apprentissage expérientiel dans le cadre d'un des projets de revitalisation urbaine les plus passionnants du Canada! La collectivité de Regent Park à Toronto est l'hôte d'un projet de logements sociaux et du programme Passeport pour ma réussite qui vise à combattre la pauvreté en aidant les jeunes à terminer leurs études secondaires et à poursuivre avec succès leurs études postsecondaires. Pour en savoir plus sur cet inspirant projet de revitalisation urbaine, veuillez visiter la page <http://www.pathwaystoeducation.ca/fr/toronto-regent-park>.

L'activité comprend une visite guidée de Regent Park en compagnie d'un ancien participant, suivie de discussions de type World Café animées par le personnel du programme et par l'équipe d'évaluation afin d'explorer les principaux enjeux de la recherche et de l'évaluation. Il s'agit d'une occasion exceptionnelle offerte aux délégués du Congrès de la SCÉ 2013 de partager leur expertise et leur leadership éclairé pour ainsi contribuer à l'élaboration de programmes et à l'essor de l'évaluation.

CREDENTIALLING INFORMATION SESSION

17:30 – 18:00
Main Mezzanine, Québec room

Ticket included in your Conference registration / Billet inclut dans l'inscription au congrès

Are you an experienced evaluator? At this information session you will learn more about the CES Credentialed Evaluator (CE) designation, and what qualifications are required to apply.

Êtes-vous un évaluateur ou une évaluatrice d'expérience? Participez dans ce séance d'information pour en savoir plus sur le titre d'évaluateur accrédité (ÉPA) et les qualités exigées our présenter une demande.

MAMA KIN - EXPERIENCE TORONTO SOCIAL EVENT
MAMA KIN - DÉCOUVRIR TORONTO (ACTIVITÉ SOCIALE)

19:00 – 22:30
Meet next to the clock in lobby*Ticketed event \$60 + taxes / Activité payante (60 \$ + taxes)*Reception (cocktails and food) at 19:00, show begins at 20:00
Réception (cocktail dînatoire) à 19 h, concert à 20 h

"Mama Kin, Mama Kin, Mama Kin...those cool guys from Canada!!!" - Steven Tyler

Join us at the Hard Rock Cafe for Mama Kin, a world-renowned Aerosmith tribute band. The Hard Rock Cafe overlooks Toronto's busiest intersection of Yonge and Dundas, and features historic memorabilia from artists such as Madonna, Depeche Mode, Tom Petty, Stevie Nicks and more. Mingle with your fellow delegates, dine on delicious food in your own VIP area and experience the sounds of a band that has been praised by members of Aerosmith themselves.

GETTING THERE: Ride the Rocket: the Hard Rock is a short ride on the TTC from the Royal York hotel (Union Station northbound to Dundas Station.) Alternatively, join us for a fun walking tour through the heart of the City's financial district. Departure information will available on-site at the registration desk.

« Mama Kin, Mama Kin, Mama Kin... Un super groupe canadien!!! » - Steven Tyler

Retrouvez-nous au Hard Rock Cafe pour écouter Mama Kin, groupe de renommée internationale reprenant les grands succès d'Aerosmith. Le restaurant, qui surplombe l'intersection la plus achalandée de Toronto, au croisement de Yonge et de Dundas, vous accueille dans un décor de souvenirs d'artistes comme Madonna, Depeche Mode, Tom Petty et Stevie Nicks. Joignez-vous à vos collègues, régaliez-vous dans le confort de votre propre salon d'honneur et découvrez un groupe acclamé par les membres d'Aerosmith.

COMMENT S'Y RENDRE? En métro: le Hard Rock Cafe se trouve à quelques stations de métro seulement de l'hôtel Royal York (station Union en direction de la station Dundas). Vous pouvez également vous joindre à nous pour une visite divertissante du quartier financier de la ville. Les renseignements sur cette excursion seront affichés sur place au comptoir d'inscription.

WEDNESDAY JUNE 12 | LE MERCREDI 12 JUIN

THEMATIC BREAKFAST ROUNDTABLES
PETITS DÉJEUNERS THÉMATIQUES

8:00 – 9:00
Convention floor, Canadian room*Ticket included in your Conference registration / Billet inclus dans l'inscription au congrès*

On behalf of the CES-ON, Eval Café Toronto invites you to perk up breakfast through networking, exploring questions, and sharing your experiences in evaluation! Anyone is welcome to join. Led by a volunteer facilitator (see below), these informal groups discuss a shared interest in a particular area or topic of evaluation.

Eval Café Toronto is an informal networking and knowledge sharing event for professionals working in the field of Program Evaluation. It's a chance to meet new people, share ideas and build a sense of community among evaluators in the Toronto area. Visit us at <http://www.meetup.com/Evaluation-Cafe-Toronto/> to become a member!

Au nom de la SCÉ-Ontario, Eval Café Toronto invite-vous de profiter du déjeuner pour réseauter, poser des questions et partager votre expérience en évaluation! Cette activité ouverte à tous sera dirigée par un animateur bénévole (voir ci-après) qui supervisera des groupes informels discutant d'un intérêt commun dans un domaine ou sur un sujet d'évaluation particulier.

1) Mobile Data Collection

Mobile data collection on smart phones and tablets is quickly gaining popularity in a variety of contexts. This thematic session will provide an informal forum for participants to discuss the uses of mobile data collection in evaluation, along with some of its associated advantages and disadvantages.

- **Kylie Hutchinson**, Community Solutions Planning & Evaluation

2) How to take the complexity out of strategy and make it simple

Is your organization's strategy sitting in a binder on the shelf collecting dust? Let's talk about how to leverage popular models like the balanced scorecard, Porter's 5 forces, and the discipline of market leaders in strategic planning, to position evaluation as a way to help turn vision into action.

- **Brett Huttman**, Toggle Consulting

3) Evaluation that seriously gets to the point, and conveys it brilliantly

We'll discuss how to unlearn the eight worst habits we picked up from the social sciences that are absolutely killing our ability to make great sense and deliver the value we could be. We'll share our top tips for how to do real evaluation and awesome reporting that blows stakeholders' minds with its clarity and insight. Asking the right questions and conveying the answers in a memorable way are two key steps toward evaluation use.

- **Jane Davidson**, Real Evaluation Ltd
- **Stephanie Evergreen**, Evergreen Data

4) Evaluating Policy

Increasingly evaluators are called upon to develop strategic evaluations of "big picture" evaluands like strategies, policies, and horizontal or comprehensive initiatives. The purpose of this discussion will be to explore what we know about evaluating policy, generate an understanding of whether or how these types of evaluations differ from program or project evaluations, talk about how best to approach evaluation of such large scale interventions, and surface resources that can help in the development of evaluation methodology.

- **Marla Steinberg**, Independent Consultant

5) What IS the value of evaluation? A storytelling session

As evaluators, we believe there is value in evaluating things. If we didn't, we would have left the profession long ago. We've learned from the evaluations in which we have participated, and our clients tell us they have benefited from evaluation. But what are the benefits? How are they expressed? During this breakfast, we will share our stories about evaluations that have made a difference, and - through our stories - begin to explore some of the factors that contribute to making evaluation more or less valuable.

- **Rochelle Zorzi**, Cathexis Consulting

6) Is formative and summative passé in a world of strategic learning?

Traditional formative and summative evaluation sought to answer primarily accountability-related question. Increasingly, however, funders are seeing evaluations as unique opportunities for strategic learning and reflection. This session will discuss whether and to what extent is it possible to truly balance traditional evaluation approaches with new emergent learning approaches.

- **Shawna Hoffman**, The Mastercard Foundation

7) Organizational learning and capacity building in developing countries?

With finite resources to work with, we often feel compelled to separate our evaluation objectives into two buckets: the must-do's (often driven by accountabilities to donors or communication needs) and the wish-list (often including both the list of exploration questions that would ultimately inform innovations, strategic decisions and future planning, and the incorporation of participatory evaluation approaches for the purpose of capacity building). In this forum, we will explore the realities of these two buckets within a developing country context, share current practices in the field for addressing both, and discuss strategies and practices for maximizing the learning and benefits gleaned from our evaluation work.

- **Suzanne Field**, Right to Play

8) Broader influences on evaluation in the 21st century

This discussion will explore broader influences on evaluation such as citizens' expectations of government, accountability; values of stakeholders; education and training of evaluators; and certification in Canada.

- **Jody Fitzpatrick**, AEA President, University of Colorado

9) So You Want to Be A Consultant?

Are you thinking about hanging out your shingle? Do you have what it takes to be an independent consultant? We will discuss some key questions you will need to address if you want to survive this in challenging but rewarding career.

- **Gail Barrington**, Barrington Research Group

10) Working with big datasets?

By some estimates, the world produces 2.5 exabytes of data—that is 1018 bytes—every day. That is the equivalent of filling 7 four-drawer filing cabinets for every person on Earth every 24 hours. This fantastic rate of data production is relatively recent, with perhaps 90% of all the data in the world having been produced in the past two years. And the rate is increasing. What does this mean for evaluation and evaluators? Are the implications different for those who specialize in qualitative or quantitative methods? Will more data help or hinder our efforts to understand and solve longstanding social problems?

- **John Gargani**, Gargani and Company

11) CES's role in the international evaluation arena and ideas for participation in the International Year of Evaluation in 2015

EvalPartners is facilitating a global dialogue among regional and national evaluation actors, evaluation offices of International Organizations, including UN agencies and the World Bank's IEG, OECD/DAC and developing countries, private foundations and other key stakeholders. The aim of the dialogue is to designate 2015 as the International Year of Evaluation (EvalYear) in order to advocate and promote evaluation and evidence-based policy making at international, regional, national and local levels. This round table discussion will explore the role of CES and Canadian evaluators in contributing to this dialogue and helping to strengthen the international evaluation community.

- **Martha McGuire**, Cathexis Consulting, CES past president

12) Is your program, project, policy or initiative ready to measure its effectiveness?

This topic addresses the importance of program readiness for evaluation. The focus is on managing data collection readiness. How do you know if you have the right processes in place to conduct an evaluation?

- **Sandiran (Sandi) Premakanthan**, Symbiotic International Consulting Services

13) The benefits, opportunities, and challenges of using regression discontinuity designs

During this session, we will review evaluation designs that use cut-off scores for delivering service (i.e. regression discontinuity designs). Using a cut-off score for delivering services has benefits for resource efficiencies and for measuring effectiveness. However, such designs are infrequently used. We will discuss the opportunities and challenges in using these evaluation designs.

- **Paul Bakker**, Social Impact Squared

14) Ethics in evaluation

In a 2010 survey conducted by Heather Buchanan and Wayne MacDonald it was found that three quarters of the 455 respondents had experienced ethical challenges in their evaluation work. The authors concluded that "Ethics is a serious issue for Canadian evaluators, especially concerns over integrity, neutrality and conflicts of interest." What ethical issues do you encounter in your evaluation work? How do you respond?

- **Robert Czerny**, Agora Management Associates

15) What is the evaluator's role in infusing evaluative thinking in organizations?

Evaluative thinking is systematic, intentional and ongoing attention to expected results. It focuses on how results are achieved, what evidence is needed to inform future actions and how to improve future results. (Patton 2013)

- **Keiko Kuji-Shikatani**, Ontario Ministry of Education

**COLLABORATIVE TOWN-HALL SESSION
ASSEMBLÉE PUBLIQUE DE COLLABORATION**

**10:00 – 11:00
Convention floor, Canadian room**

Ticket included in your Conference registration / Billet inclut dans l'inscription au congrès

United Nations Secretary-General Ban Ki-moon, opening the High Level Meeting on UN Results: Are we achieving them? How do we know? on April 16, 2013 stated: "All of us share a responsibility to strengthen the evaluation function. We have to tackle the challenge at several levels."

Help respond to the challenge! As you engage in conference activities, consider the following questions, and bring your comments and opinions to share with your colleagues and partners on Wednesday morning:

- What challenges do you face as an evaluator?
- How do you think Evaluation as a field/practice might need to evolve over the next 10 years in order to remain viable?
- What is our role as practitioner evaluators in this process?

Following Wednesday's keynote address by John Gargani, and led by John and Sanjeev Sridharan, join us to explore these questions and develop a declaration to drive the process.

Pour reprendre les propos tenus par M. Ban Ki-Moon, Secrétaire général des Nations Unies, lors de son discours d'ouverture de la rencontre de premier plan intitulée Les résultats des Nations Unies – Les atteignons-nous? Comment le savons-nous? du 16 avril 2013 : « Il est de notre devoir à tous de consolider le rôle de l'évaluation. Nous devons nous attaquer au problème sous plusieurs angles ».

Aidez à relever le défi! Gardez ces questions à l'esprit à mesure que vous participez aux différentes activités du Congrès et venez mettre en commun commentaires et points de vue avec vos collègues et homologues mercredi matin :

- À quels défis êtes-vous confronté à titre d'évaluateur?
- Au cours des dix prochaines années, quelle direction la pratique de l'évaluation devrait-elle prendre pour demeurer viable?
- Quel est notre rôle dans ce processus en tant qu'évaluateurs-praticiens?

Après le discours d'ouverture présenté par John Gargani et Sanjeev Sridharan, nous vous invitons à approfondir ces questions et ainsi, à élaborer une déclaration permettant d'amorcer le processus.

International Program for Development Evaluation Training



June 10 - July 5, 2013
Ottawa, Canada

*"IPDET is a very successful program that is unparalleled in its ability to develop foundational knowledge and skill in development evaluation."
-Impact Evaluation 2010*

This program targets individuals who manage, conduct or fund evaluations in a development context. Now in its 13th year, the program features:

- an 80-hour Core Course in development evaluation (June 10 –June 21, 2013)
- 26 specialized workshops offered over a two-week period (June 24–June 28 and July 1–5, 2013)
- world-class, international faculty
- interaction with other participants from over 70 countries
- theoretical approaches combined with hands-on learning in evaluation design
- an established global network of peers who stay connected and continue learning through a dedicated IPDET listserv
- the option to earn academic credit towards a graduate-level Diploma in Public Policy and Program Evaluation

Participants can register for one to four weeks of the program, or one workshop only.

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Our **Master of Public Health (MPH)** program develops student competencies in public health sciences, assessment and analysis, intervention planning and evaluation, diversity and inclusiveness, partnerships/collaboration and advocacy, and leadership.

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SUNDAY JUNE 9

DIMANCHE 9 JUIN

Language of presentation is English unless otherwise noted.

Workshop facilitators have identified up to three Evaluation Competencies to be addressed in their workshop.

07:00 - 19:30 Registration & Information Desk Open / Comptoir d'inscription et de renseignements
Comptoir d'inscription et de renseignements ouverte

09:00 - 16:00 Full day professional development workshops
Ateliers de perfectionnement professionnel d'une journée

09:00 - 12:00 Morning professional development workshops
Ateliers de perfectionnement professionnel du matin

13:00 - 16:00 Afternoon professional development workshops
Ateliers de perfectionnement professionnel de l'après-midi

17:00 - 19:00 Opening reception and CESEF Benefit Silent Auction
Réception d'ouverture et vente aux enchères organisée par le FSCÉÉ

FULL-DAY WORKSHOPS | ATELIERS D'UNE JOURNÉE | 9:00 – 16:00

1. Empowerment Evaluation

MAIN MEZZANINE, TUDOR 7 ROOM

Evaluation competencies to be addressed include: Reflective Practice 1.3, Situational Practice 3.6, Interpersonal Practice 5.6

Level: Beginner

Empowerment evaluation builds program capacity and fosters program improvement. It teaches people how to help themselves by learning how to evaluate their own programs. The approach is guided by process use – the more that people conduct their own evaluations the more likely they are to find their findings and recommendations credible and the more likely they are to use them. Key concepts include: a critical friend, cycles of reflection and action, and a community of learners

The basic steps of empowerment evaluation include: (1) Establishing a mission; (2) Taking stock – creating a baseline; and (3) Planning for the future – establishing goals and strategies to achieve objectives. Actual performance is compared with benchmarks and goals. Employing lecture, activities, demonstration and discussion, the workshop will introduce you to the steps of empowerment evaluation and tools to facilitate the approach. This workshop will also highlight how empowerment evaluation produces measurable outcomes with case studies.

YOU WILL LEARN:

- Basic steps of empowerment evaluation
- Key concepts guiding the approach (focusing on accountability)
- Selecting appropriate technological tools to facilitate an empowerment evaluation

DAVID FETTERMAN, Ph.D. is the founder and major proponent of empowerment evaluation. He is the author of three books on the topic and published *Empowerment Evaluation in the Digital Villages: Hewlett Packard's \$15 Million Race Toward Social Justice* (Stanford University Press). David maintains the Collaborative, Participatory, and Empowerment Evaluation blog for the American Evaluation Association. Fetterman is a past-president of the American Evaluation Association and the recipient of the highest honors in theory and practice from the American Evaluation Association.

2. HANDLING DATA FROM LOGIC MODEL TO FINAL REPORT

MAIN MEZZANINE, ALGONQUIN ROOM

Evaluation competencies to be addressed include: Technical Practice 2.2, 2.14, 2.15

Level: Intermediate

This workshop has drawn large audiences for the last three years at the Summer Institute sponsored by the Centers for Disease Control and the American Evaluation Association. Learn how to collect, analyze, and present data from complex evaluation studies in ways that are feasible for the evaluator and meaningful to the client. Based on her more than twenty-five years of consulting experience, Gail will share some hard-won lessons about how to interact with stakeholders, ask the right questions, collect the right data and analyze and present findings in useful ways.

You will have the opportunity to work in small groups to tackle some common data collection and data handling problems. Actual work samples will be provided. At the end of the workshop, you will take away some fresh ideas and a number of useful tools and techniques for application in your program evaluation context.

YOU WILL LEARN:

- How to use a logic model as a study scaffold
- How to ask the right evaluation questions and to develop a data collection plan
- How to analyse, summarize, integrate and report data

GAIL BARRINGTON, Ph.D., CE, was recently named to the Dynamic Dozen, the top-rated presenters at the American Evaluation Association. For more than 25 years, she has owned and managed her consulting firm, Barrington Research Group, Inc. Gail has conducted over one hundred program evaluation and applied research studies from the federal to the grassroots level and has developed many ways to collect, organize and analyze complex data and to prepare excellent reports and recently published *Consulting Start-up & Management: A Guide for Evaluators & Applied Researchers*, (SAGE, 2012).

3. USING INNOVATIVE ICT TOOLS FOR EFFECTIVE EVALUATION OF SOCIAL IMPACT: CASE STUDIES FROM AFRICA AND LIVE DEMONSTRATION

MAIN MEZZANINE, TUDOR 8 ROOM

Evaluation competencies to be addressed include: Reflective Practice; Situational Practice; Management Practice

Level: Intermediate

This workshop will introduce you to innovative ICT (Information and Communication Technologies) tools and techniques to measure and report project / programme outcomes to your stakeholders (e.g. donors, funders, supervisors or the general public). You will become familiar with the components of an effective monitoring and evaluation plan using ICT, and methods and tools to conduct data collection, statistical analysis and reporting.

Through highly interactive and personalized coaching, we will cover the following subjects: Differentiating supervision, monitoring & evaluation and research; Components of a successful monitoring & evaluation plan; ICT based M&E and advanced ICT Tools (i.e. Mobile Phone and Tablet PC based data collection, storage and dissemination); Data types and data collection challenges; Quantitative and qualitative methods and Writing an effective research publication and M&E report.

YOU WILL LEARN:

- Use of ICT tools for data collection and analysis
- Use of GIS for mapping targeted interventions
- Concepts of M & E, Research and Impact Evaluation

VALENTINE J GANDHI, Ph.D. is a development economist and knowledge manager with 11 years experience in Asia and Africa working at both the policy and grassroots level. He is the founder of The Development CAFÉ. Valentine is also a consultant for several international donors and UN Agencies on Impact Evaluation and Organizational Capacity Building, Team Building and Gender Training.

Mrs. VIDA RAZAVI is a sociologist who integrates ICT Based tools in her research particularly on activating empathy among school children. She is editor for an international journal run by Development CAFE called The Development Review

4. TESTING THE LOGIC IN LOGIC MODELS: LESSONS OF EXPERIENCE

MAIN MEZZANINE, YORK ROOM

Evaluation competencies to be addressed include: Technical Practice 2.2; Situational Practice 3.8; Management Practice 4.2

Level: Intermediate

The workshop is designed to explore the use of logic models in program and project planning and evaluation. Various types of logic models will be presented and explored. The commonly used definitions will be presented and explored. A set of tests developed to assist in verifying the consistency of logic models will be presented. Each test will be used by the participants to test their logic models or logic models developed by the instructor. Participants will have the opportunity to add their own logic model tests and explore them with workshop participants. Examples from health, international development, and agriculture will be explored. Approaches commonly used by governments, not for profits and other agencies will be discussed.

YOU WILL LEARN:

- To describe the various types of logic models
- To identify ways to test the logic
- To apply the tests to programs in various sectors: health, international development, etc.

HARRY CUMMINGS, Ph.D. teaches programme evaluation at the University of Guelph. He has run workshops for professional development purposes for 20 years and has regularly presented and run workshops at CES and EES conferences. He has published on logic models and results based evaluation. He recently (2012) designed the two day logic model course for CES.

DON MURRAY, CE is a senior planning and evaluation consultant with Harry Cummings and Associates. His specialty areas include economic impact assessment, strategic planning, community needs assessment, program evaluation, survey design and implementation, and data analysis.

SHANNON MCINTYRE is a planning and evaluation consultant with Harry Cummings and Associates. Her specialty areas include community planning, program evaluation, public consultation, and recreational programming.

5. CAUSAL INFERENCE FOR QUALITATIVE AND MIXED METHODS

MAIN MEZZANINE, TORONTO ROOM

Evaluation competencies to be addressed include: Technical Practice 2.1, 2.6, 2.7

Level: Intermediate

"Causation: The relation between mosquitoes and mosquito bites. Easily understood by both parties but never satisfactorily defined by philosophers and scientists." – Scriven (1991). Many people argue that causal inference simply can't be done without large-scale quantitative studies, high-powered statistical techniques, and the ability to control the program or intervention. But aren't there ways to get an approximate answer to the causal question, even using qualitative or mixed method evidence? I think there are – and that's what this workshop is about.

This workshop will demonstrate eight practical, common-sense strategies to build an evidence base for causal contribution: (1) Ask observers; (2) Match content to outcomes; (3) Modus operandi; (4) Logical timing; (5) Dose-response link; (6) Comparisons; (7) Control variables; (8) Causal mechanisms. You will learn how a judicious mix of evidence can be woven to build a case for a causal claim - to a level of certainty that makes sense in that context.

YOU WILL LEARN:

- Eight practical, common sense strategies for causal inference
- How to build causal elements into interview and survey questions
- Using multiple sources of evidence to build a case for causal contribution

JANE DAVIDSON, Ph.D. is author of *Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation* (2004, Sage Publications) and *Actionable Evaluation Basics: Getting succinct answers to the most important questions*. She runs a popular blog, GenuineEvaluation.com, with Dr. Patricia Rogers who together share a commitment to improving the quality of evaluation and an unwillingness to accept credentials or power as a substitute for quality. Jane delivers keynote addresses and professional development workshops internationally, and as well as webinars and other evaluation learning opportunities online at <http://RealEvaluation.com>. She won the American Evaluation Association's Marcia Guttentag Award in 2005.

6. RAPID IMPACT EVALUATION

MAIN MEZZANINE, BRITISH COLUMBIA ROOM

Evaluation competencies to be addressed include: Technical Practice 2.9; Situational Practice 3.6; Management Practice 4.2

Level: Intermediate / Advanced

To date, rapid impact evaluations (RIAs) have required less than two months, cost under \$25,000 USD and can perform well on the usual tests of validity and reliability. RIA can be used ex-post for summative purposes or ex-ante as part of formative or developmental evaluations. RIA triangulates the expert judgment of three different classes of experts to arrive at judgments of the incremental change in effects attributable to the intervention. It employs the 'negotiated alternative', a new approach to counterfactuals, as well as a simplified approach to measurement. RIA is designed to achieve high levels of use/influence and can result in highly valid and reliable evaluation judgments of the incremental change in targeted impacts attributable to the intervention. This workshop introduces the RIA approach to impact evaluation using small groups and group discussion interspersed with short descriptions provided by the facilitator.

YOU WILL LEARN:

- Principles of the Rapid Impact Evaluation approach
- Principles of evaluation in natural resource and sustainable development settings
- How a method can be successfully designed to improve prospects for use and influence

ANDY ROWE has over three decades experience in evaluation and has worked in North America, Africa, Asia and Europe. He is a former President of the Canadian Evaluation Society and has a PhD from the London School of Economics. He now works mainly in natural resource settings. He has developed several innovative methods to address the gaps in evaluation practice including his Rapid Impact Evaluation approach.

7. LESSONS FROM USING CULTURE-BASED APPROACHES IN FIRST NATION SETTINGS

MAIN MEZZANINE, SASKATCHEWAN ROOM

Evaluation competencies to be addressed include: Reflective Practice 1.1, 1.3

Level: Advanced

**All proceeds from this workshop donated to the Canadian Evaluation Society Educational Fund.*

**Toutes les recettes de cet atelier iront au Fonds de la Société canadienne d'évaluation pour l'éducation.*

Utilizing culturally focused facilitation methods, such as open space, photo visualization, group discussion, wax modelling, and breathing techniques; this workshop will review appropriate Aboriginal Evaluation Methods and discuss how to overcome difficulties. We will also review various / multiple ways in which cultural ways of knowing and technology can be used to enhance Aboriginal evaluations by examining our past experiences. We will then review a culture-based evaluation success story and participants

will investigate ways to enhance the evaluation with cultural teachings and technology. Finally, we will look at our experience and lessons learned from the field as well as look at some of our reports when we have used cultural knowledge and technological evaluation tools and discuss how these methods could enhance your reports

YOU WILL LEARN:

- Appropriate Aboriginal evaluation methods and how to implement evaluations that work in First Nation settings
- Various methods for using technology in evaluation
- Success stories in culture-based evaluation

ANDREA L.K. JOHNSTON, CE is CEO of Johnston Research Inc. With 15 years of Aboriginal evaluation experience, she has managed over 120 local, regional and national projects. Andrea is recognized as an expert in the use of Aboriginal indigenous knowledge in evaluation. In 2010 she received the CES-ON 2010 Excellence in Evaluation Award. She was guest editor for the Canadian Journal of Program Evaluation (CJPE) Winter 2010 edition and authored two papers: 'Aboriginal Ways of Knowing: Aboriginal-led Evalu-

ation', and 'Using Technology to Enhance Aboriginal Evaluations'. Andrea currently chairs the Board of the CES-Ontario Chapter.

MARCIA BARRON, Ph.D. and Senior Management Associate, is a cultural and applied anthropologist and former Registered Nurse, who has over twenty years' research and consulting experience, mostly working in Aboriginal communities, including Labrador and the Northwest Territories. Marcia specializes in Health and Social Programs Research, Planning and Evaluation, and her strengths are in qualitative and participatory research; thoughtful analysis and the writing of clear reports. Outside of her professional life, Marcia is a mother and grandmother, potter and Master Gardener. Dr. Marcia Barron "In my work, I am guided by respect for other ways of viewing the world, the willingness to listen appreciatively, and a drive to provide the highest possible quality of consulting service."

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Expérience

- » Culture et développement social
- » Science, énergie et R&D
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- » Justice et sécurité
- » Transports et communications
- » Affaires autochtones et du Nord
- » Développement économique régional et commerce

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MORNING WORKSHOPS | ATELIERS DU MATIN | 9:00 – 12:00

8. PROJECT MANAGEMENT 101 FOR EVALUATORS

MAIN MEZZANINE, NEW BRUNSWICK ROOM

Evaluation competencies to be addressed include: Management Practice 4.1, 4.3, 4.7

Level: Beginner

Empowerment evaluation builds program capacity and fosters program improvement. It teaches people how to help themselves by learning how to evaluate their own programs. The approach is guided by process use – the more that people conduct their own evaluations the more likely they are to find their findings and recommendations credible and the more likely they are to use them. Key concepts include: a critical friend, cycles of reflection and action, and a community of learners

The basic steps of empowerment evaluation include: (1) Establishing a mission; (2) Taking stock – creating a baseline; and (3) Planning for the future – establishing goals and strategies to achieve objectives. Actual performance is compared with benchmarks and goals. Employing lecture, activities, demonstration and discussion, the workshop will introduce you to the steps of empowerment evaluation and tools to facilitate the approach. This workshop will also highlight how empowerment evaluation produces measurable outcomes with case studies.

YOU WILL LEARN:

- Project life cycle phases and how to identify the logical sequence of activities/processes to facilitate accomplishment of project goals
- To apply tools and techniques to address project constraints such as scope, time and budget
- To define activities, determine sequencing, estimate resource requirements, estimate duration of activities and develop a time-phased project schedule.

JUDY LIFSHITZ M.S.W., P.M.P., C.E is an Evaluation Manager in the Office of Audit and Evaluation at Agriculture and Agri-Foods Canada. Her responsibilities include evaluation planning, conducting and reporting. Judy is a member of the CES National Capital Region, Professional Development Committee and Core Mentoring Working Group.

9. EVALUATION OF TRAINING PROGRAMS

MAIN MEZZANINE, CONFEDERATION 5 ROOM

Evaluation competencies to be addressed include: Reflective Practice 1.1; Technical Practice 2.1, 2.2

Level: Intermediate

Often we read that participants enjoyed a training program. While participants' affective responses to the program are important, how do we know the training program worked to impart knowledge, change behaviours and meet its designed outcomes?

This intermediate level workshop will build interactively on participants' knowledge of logic models and introduce them to Kirkpatrick's and Guskey's levelled approaches to training program evaluation. Hybrid approaches to evaluating training programs, using logic models and the levelled approaches as frameworks will be explored. These approaches allow a more fulsome look at the effects of training programs, providing funders and program managers with many sources of data on which to base their decisions. Participants will develop and take away a comprehensive evaluation plan used throughout the session based on their learnings and prior experiences. Data collection, analysis and visualization approaches to match the various stages/levels of the hybrid approaches will also be discussed and demonstrated.

YOU WILL LEARN:

- The basics of Kirkpatrick's and Guskey's levelled approaches to training program evaluation.
- How to integrate logic models and the levelled approaches into a hybrid approaches that will be useful in evaluations training programs.
- To develop an evaluation plan for a comprehensive evaluation of training programs.

SID ALI, Ph.D., CE, is an experienced educator and researcher with expertise in educational measurement and program evaluation. He earned an M.Ed. and Ph.D. in Measurement and Evaluation from the University of Toronto. Sid is a strategic thinker and has conceptualized, implemented and managed multiple large-scale program development and evaluation projects.

10. BUILDING EVALUATION CAPACITY AND CULTURE

MAIN MEZZANINE, CONFEDERATION 3 ROOM

Evaluation competencies to be addressed include: Technical Practice 2.1, 2.3; Situational Practice 3.2

Level: Intermediate

Having a supportive organizational culture is essential to the advancement and integration of evaluation. This workshop - using recent literature of Mayne, Kim, Boyle and Lemaire, and Sonnichsen - will present the conceptual basis for the presence of evaluation capacity and culture. A synthesis

of the literature on 'Understanding Organizational Capacity for Evaluation' CJPE Vol 23(3) will be integrated into the concepts. A model to assess and compare capacity and culture will be presented.

Participants will be asked to assess themselves and their organizations using the model. Issues such as where the evaluation regime is located, how evaluation is linked with strategic planning and budgeting, how evaluation is used in decision-making and how demand for evaluation is created will be part of the diagnosis of evaluation culture. Participants will be given a workbook that will enable them to assess their own settings and develop strategies to take back to their workplace.

YOU WILL LEARN:

- The importance of an evaluation culture to the practice of evaluation.
- To understand the need to use capacity to build culture.
- How to build strategies that can be applied to building a culture.

KAIREEN CHAYTOR, Ph.D., CE, served on the National Council of the Canadian Evaluation Society (CES) and as president of the Nova Scotia chapter of CES. The Canadian Evaluation Society recognized Kaireen in 2003 with the national award for contribution to theory and practice in evaluation and in 2011 installed her as a Fellow of the Canadian Evaluation Society. As an evaluation consultant she has conducted evaluations for federally and provincially funded projects and for the non-profit sector.

NANCY CARTER, Ph.D. CE, is Director, Evaluation Services for the Nova Scotia Health Research Foundation where she provides guidance and advice to catalyze evaluation initiatives for Nova Scotia's health system. Nancy holds a Ph.D. in Organizational Behaviour and Human Resource Management from the University of Toronto's Rotman School of Management. She has facilitated workshops at previous CES conferences and other professional peer reviewed conferences. Nancy currently teaches an Introduction to Evaluation course she developed for a local regional health authority.

11. CONDUCTING RESEARCH ON EVALUATION AND GETTING PUBLISHED

MAIN MEZZANINE, NOVA SCOTIA ROOM

Level: Intermediate

Many evaluators have the research bug, but don't get around to conducting and publishing research on evaluation. This workshop is designed to help get evaluators moving. It demonstrates the need for more empirical research (and conceptual development) on evaluation. Participants will learn how to conduct research on evaluation using hands-on, experiential, small-group work. They may bring their own research questions to the table and benefit from the input of peers on how to go about conducting their study. Finally, participants will receive guidance and tips from the editor of the Canadian Journal of Program Evaluation on how to prepare manuscripts for publication in peer reviewed journals.

YOU WILL LEARN:

- Latest and greatest on state of empirical research on evaluation
- How to conduct research on evaluation
- How to prepare a manuscript for peer reviewed publication

ROBERT SCHWARTZ, Ph.D. is Editor-in-Chief of the Canadian Journal of Program Evaluation and has published several peer reviewed publications in the areas of evaluation, performance measurement, accountability and public health policy. He delivered a well-received presentation on getting published at CES Halifax 2012 and has delivered professional development workshops in several countries with consistently excellent participant feedback.

12. ADVANCED ISSUES IN EVALUATION SURVEY RESEARCH AND DESIGN

MAIN MEZZANINE, QUEBEC ROOM

Evaluation competencies to be addressed include: Technical Practice 2.7, 2.9, 2.13

Level: Advanced

Survey research is ubiquitous in evaluation. While this method is extremely flexible and highly useful, it raises a number of issues that need to be faced to ensure useful results. The purpose of this session will be to review and discuss four advanced topics: (1) Moving from the evaluation framework to planning the survey (i.e. operationalization of concepts, sampling, scales, budgeting); (2) Ensuring the meaning of questions is shared (i.e. pretesting and translation); (3) Approaches to enhancing response rates; and, (4) Assessing survey research conducted by others. Facilitators will structure a brief presentation of each topic, frame the issues encountered and provide solutions they have identified in the literature and within their own practice. Participants will be expected to contribute with their own experience and examples, and to apply critical thinking throughout the seminar.

YOU WILL LEARN:

- How to move from evaluation planning to questionnaire design and budgeting
- How to build questionnaires for maximum reliability and validity
- How to maximize response rates

BENOIT GAUTHIER, Ph.D., CE, has contributed to over 100 evaluations since the beginning of this career, and has developed several evaluation frameworks. Mr. Gauthier has taught several courses for l'École nationale d'administration publique. Both have co-authored several articles for the Canadian Journal of Program Evaluation.

SIMON ROY, Ph.D., CE, has conducted more than 60 program evaluations since 1995. Simon developed the first CES Logic Model Course and co-authored the latest CES Survey Course. Simon teaches program evaluation and received the CESEF award for Contribution to Research on Evaluation Practice.

AFTERNOON WORKSHOPS | ATELIERS DE L'APRÈS-MIDI | 13:00 – 16:00

13. DEMONSTRATING RESEARCH IMPACT: MEASURING RETURN ON INVESTMENT WITH AN IMPACT FRAMEWORK MAIN MEZZANINE, NEW BRUNSWICK ROOM

Evaluation competencies to be addressed include: Technical Practice 2.8, 2.9; Situational Practice 3.1

Level: Beginner

Impact evaluation informs decision making for a multitude of programs and policies. In health research the task for stakeholders (e.g. researchers, research institutions, funders, and knowledge-users) is to demonstrate impacts of supporting health research. The Canadian Academy of Health Sciences (CAHS) developed a framework to assist with demonstrating research impacts, which has been applied successfully across Canada and internationally.

This workshop will introduce participants to the CAHS framework and its components. Participants will learn about the model itself and an extensive list of indicators developed to evaluate health research impacts based on this framework. Practical examples and small group exercises will teach participants how to apply the framework to their own work. While developed for health research, the framework is applicable to other forms of research. Participants will receive a workbook useful for taking their learning back to their workplace to share and use in future work.

YOU WILL LEARN:

- Basic understanding of the concepts of impact evaluation
- Canadian Academy of Health Science's (CAHS) framework and indicators to "Measure Returns on Investment in Health Research" and research in general
- To apply the CAHS Framework through a guided case study exercise

NANCY CARTER, Ph.D., CE, is Director, Evaluation Services for the Nova Scotia Health Research Foundation where she provides guidance and advice to catalyze evaluation initiatives for Nova Scotia's health system. Nancy holds a Ph.D. in Organizational Behaviour and Human Resource Management from the University of Toronto's Rotman School of Management. She has facilitated workshops at previous CES conferences and other professional peer reviewed conferences. Nancy currently teaches an Introduction to Evaluation course she developed for a local regional health authority.

ROB CHATWIN is Manager, Performance Accountability and Evaluation at the Nova Scotia Health Research Foundation. Rob has over 30 years' experience in health and human service organizations at the community, regional, provincial and national levels in Alberta, British Columbia and Ontario. Prior to joining the NSHRF, Rob worked for the Public Health Agency of Canada – Community Acquired Infections where his work focused on evaluation, performance measurement, monitoring and planning.

14. USING QUALITATIVE DATA ANALYSIS WITHIN AND ACROSS SETTINGS MAIN MEZZANINE, CONFEDERATION 5 ROOM

Evaluation competencies to be addressed include: Technical Practice 2.11, 2.14

Level: Beginner

This workshop is in three parts. Part One covers QDA methods, an overview and grounded theory. Part Two is a paper exercise involving quotes, codes & memos. Part Three is an exercise in grounded theory and network mapping. Both exercises use real data on paper. The presentation is verbal interactive and backed up with PowerPoint slides. You will receive summaries of qualitative methods, software, and internet resources. Manual data analysis methods vs. software options will be discussed.

YOU WILL LEARN:

- An overview of qualitative data analysis (QDA) methods and grounded theory

- How to code and memo data by applying a range of QDA methodologies
- How to use a variety of QDA software (i.e. Atlas-ti, QDA Miner and N-Vivo)

REED EARLY, CE, has 20 years' experience in the fields of evaluation and research and has taught university-level courses in quantitative and qualitative evaluation methodology. As representative to CES National Council, past President of the BC CES Chapter, co-Chair of CES 2010 and past Chair of the CES National Professional Development Committee, he maintains an active interest in advancing the field of evaluation. Reed has a particular interest in methodology and software for qualitative data analysis.

15. SMART DATA VISUALIZATION

MAIN MEZZANINE, CONFEDERATION 6 ROOM

Evaluation competencies to be addressed include: Technical Practice 2.16; Managerial Practice 4.6; Interpersonal Practice 5.1

Level: Intermediate

Crystal clear charts and graphs are valuable – they save an audience's mental energies, keep a reader engaged, and make you look smart. You can achieve that level of smart communication using the tools you already own. In this 3-hour workshop, you will learn the research-based graphic design best practices that inform smart data visualization. We will focus on the fundamentals of good graph design including how to work from the default settings in Microsoft Excel to design visualizations with an impact. You are strongly encouraged to bring printed graphs you are currently using for in-workshop revision and discussion. As a result, you will be able to use the graphing software you have in smarter ways.

YOU WILL LEARN:

- Visual processing theory and why it is relevant for evaluators
- Graphic design best practices based in visual processing theory

- To apply graphic design best practices and visual processing theory to enhance data visualizations with simple, immediately implementable steps

STEPHANIE EVERGREEN Ph.D., is the founder and past chair of AEA's Data Visualization and Reporting TIG. She has published on this topic in *New Directions in Evaluation* and is co-editing an NDE volume on data visualization. Her forthcoming book, *Presenting Data Effectively*, will be published by Sage in Fall 2014. At Evergreen Evaluation she delivers workshops and webinars on this and related topics in both private workshops and for clients such as Education Development Center, United Way of the Bay Area, and in guest lectures at Western Michigan University. Stephanie holds a contract with the American Evaluation Association to train their presenters in both their webinars and via the Potent Presentations Initiative.

16. WRITE TO BE READ

MAIN MEZZANINE, CONFEDERATION 3 ROOM

Evaluation competencies to be addressed include: Technical Practice 2.16; Situation Practice 3.5; Interpersonal Practice 5.1

Level: Intermediate

Evaluation reports that are highly accessible and interesting can generate learning among all stakeholders. Clear, readable writing is especially important for readers whose first language is not English. While writing styles learned in academic settings may actually hinder effectiveness, Business Communications experts have developed simple strategies that can be applied by researchers to create more inviting and compelling documents. In this highly interactive workshop, you will practice a number of simple strategies to keep your readers engaged. The session is both fun and valuable, and has been popular at previous national and provincial CES events.

YOU WILL LEARN:

- How to choose wording that is easy for non-evaluators and ESL speakers

- How to structure dynamic sentences and compelling, cohesive paragraphs
- This workshop addresses several Competencies (below) for Canadian Evaluators

CHRISTINE FRANK, Ph.D., CE, is an experienced evaluator and veteran adult educator. As principal of Christine Frank & Associates, she regularly conducts program evaluations and training for a range of organizations. Chris also taught business communications for many years and co-authored a textbook on that subject. A member of the CES Credentialing Board, she holds a PhD in Education and was a core instructor in the postgraduate Research Analyst Program at Georgian College in Barrie from 2000 to 2008.

17. PROCESSES OF LEARNING IN A DEVELOPMENTAL EVALUATION

MAIN MEZZANINE, ALBERTA ROOM

Evaluation competencies to be addressed include: Situation Practice 3.2, 3.3, 3.8

Level: Intermediate / Advanced

Foundational to developmental evaluation (DE) are 'processes of learning' so as to support social innovation and program development. Public sector work in the 21st Century means complexity, adaptation and innovation as the norm in providing services to the changing realities of society. New programs are typically grounded in an understanding of some critical social needs or problems, the stakeholders and target population, but have not yet finalized a standardized model of intervention or delivery to address those needs. As plans are designed and actions and activities are implemented, DE becomes a mean of assessing and guiding the actions and activities of the program which are contributing to progress towards meeting those social needs. This workshop will provide an overview of the principles of developmental evaluation and introduce process learning tools that have been used by seasoned evaluators to guide the development, sustainability and effectiveness of the program intervention.

YOU WILL LEARN:

- How to apply their interpersonal and situational practice competencies to attend to the unique interests, emergent issues, and complex contextual circumstances.
- How to decipher and infuse evaluative thinking by applying technical and management practice competencies and embedding them

into the work cycle, elements of evaluation design, data collection, analysis, interpretation and reporting.

- How to become an integral and effective team member by applying Reflective Practice competencies as an intervention to facilitate the process of learning.

WENDY ROWE, Ph.D., is a professor in the School of Leadership. She teaches courses and conducts workshops in leadership development, change management, action research, evaluative inquiry, performance measurement, team work and facilitation, strategic planning and financial management. She is also an experienced facilitator in program evaluation, working with organizations to enhance their performance and capabilities. She facilitates the Essential Skills Series evaluation course for CES on a regular basis.

KEIKO KUJI-SHIKATANI, Ph.D., CE, facilitates job-embedded professional learning on a daily basis in the Public Sector using logic model as a tool for infusing evaluative thinking and to guide developmental evaluation. She has provided professional learning workshops on Developmental Evaluation to various audiences in Canada and internationally. She also teaches introduction to program evaluation in the International Educators Training Program, Queen's University.

18. ADVANCED APPROACHES TO DEVELOPING EVALUATION FRAMEWORKS

MAIN MEZZANINE, NOVA SCOTIA ROOM

Evaluation competencies to be addressed include: Technical Practice 2.6, 2.7, 2.8

Level: Intermediate / Advanced

Quality evaluation frameworks are one of the key determining factors leading to successful evaluations. Apart from good logic models and appropriate evaluation issues, quality frameworks will include an appropriate strategy to address the evaluation issues, including issues of effectiveness, efficiency and economy. The best strategies will reflect an in-depth analysis of the available data, including its quality, and adapted methodologies that will allow the evaluators to gather evidence and assess the incremental impacts of programs, including optimal comparison strategies. The purpose of this session will be to review advanced techniques in assessing data as well as principles and techniques to identify the best evaluation strategies given the specific parameters of the program, purpose of evaluation and available information sources. Finally, the session will cover techniques in costing evaluation options, including evaluations involving qualitative and quantitative methods.

YOU WILL LEARN:

- How to identify and assess available data, including data quality, for method selections and development purposes
- How to select the best evaluation strategies, including the blend of specific methods and comparison strategies, to best address the evaluation issues.
- How to estimate costs of various options to evaluate programs

SIMON ROY, Ph.D., CE, has conducted more than 60 program evaluations since 1995, including several projects involving surveys of regional and national scope. He co-authored the latest CES course on surveys. Simon teaches program evaluation on a part-time basis at the University of Ottawa.

BERNOIT GAUTHIER, CE, has contributed to over 100 evaluations since the beginning of this career, and has developed several evaluation frameworks. Mr. Gauthier has taught several courses for l'École nationale d'administration publique. Both have co-authored several articles for the Canadian Journal of Program Evaluation.

MONDAY JUNE 10

LUNDI 10 JUIN

06:30 - 07:15	Rise 'n' Shine Yoga and Walking or Jogging Groups Yoga matinal et groupes de marche ou de jogging
07:00 - 19:30	Registration & Information Desk Open / Comptoir d'inscription et de renseignements Comptoir d'inscription et de renseignements ouverte
07:00 - 14:00	Student Case Competition Teams Concours étudiant de simulation de cas en évaluation
09:00 - 10:15	Welcome Remarks and Opening Keynote Address Mot de bienvenue et discours d'ouverture
10:15 - 10:30	Health Break Pause-santé
10:30 - 12:00	Concurrent session 1 Session simultanées 1
12:00 - 13:30	Meet the Authors Networking and Book Signing - Lunch Réseauter et rencontre d'auteurs et dédicaces - Déjeuner
12:30 - 16:00	Student Case Competition presentations Présentations du concours étudiant de simulation de cas
13:30 - 15:00	Concurrent session 2 Session simultanées 2
15:00 - 15:15	Health Break Pause-santé
15:15 - 16:45	Concurrent session 3 Session simultanées 3
17:00 - 18:00	CES Annual General Meeting Assemblée générale annuelle de la SCÉ
18:00 - 19:00	Student Case Competition Reception Réception pour décerner les prix du concours étudiant de simulation de cas
19:30 - 22:30	Hospitality Suites Salons de réception

OPENING KEYNOTE ADDRESS DISCOURS D'OUVERTURE

9:00 – 10:15 | CONVENTION FLOOR, CANADIAN ROOM

EVALUATORS AS GAME CHANGERS: CHALLENGING ASSUMPTIONS AND CROSSING BOUNDARIES ÉVALUATEURS, ARCHITECTES DU CHANGEMENT : REMETTRE EN QUESTION LES PRINCIPES ET FAIRE FI DES FRONTIÈRES

HALLIE PRESKILL, Ph.D.

Managing Director with FSG | Administratrice déléguée au FSG



Originally defined solely as an accountability tool, evaluation has evolved into a field that is highly pluralistic, culturally and contextually grounded, learning and use focused, and strategically oriented. However, more than a decade into the 21st century, conventional evaluation practice continues to fall short of its potential to be a true “game-changer” in the social sector.

In a world that is increasingly characterized by complexity, rapid change, inter-connectedness, and uncertainty about the “right answers”, evaluation still has the ability to become a critical and indispensable navigational tool; but only if it embraces a set of new ideas. During our time together, I will suggest that developmental evaluation, shared measurement systems, and big data, offer evaluators challenges and opportunities to increase the influence and impact of our work...but, we first must be willing to question some of our long standing assumptions in order to cross these new boundaries.

D'un outil de reddition de compte, l'évaluation est devenue un domaine transversal enraciné dans la culture et le contexte, axé sur l'apprentissage et régi par des orientations stratégiques. Or, plus de dix ans après le début du XXIe siècle, la pratique traditionnelle de l'évaluation n'a toujours pas révélé son plein potentiel « d'architecte du changement » dans le domaine social.

Dans un monde de plus en plus marqué par la complexité, les changements rapides, l'interconnectivité, et l'incertitude entourant les « bonnes réponses », l'évaluation est toujours un outil de navigation indispensable; mais seulement si elle soutient un éventail de nouvelles idées. Au cours de la présentation, je vous ferai part de ma vision de l'évaluation évolutive, des systèmes de mesure partagés, et des données volumineuses qui posent problème aux évaluateurs, sans oublier les possibilités d'augmenter l'influence et l'efficacité de notre travail... à condition d'être prêts à remettre en question certains de nos anciens principes afin d'éviter ces nouveaux obstacles.

WELCOME REMARKS MOT DE BIENVENUE

Larry K. Bremner, CES National Council President | Président du conseil national de la SCÉ
Shirley Von Sychowski, CES Toronto 2013 Conference Chair | Président du comité organisateur du congrès 2013

CONCURRENT SESSION 1 | SESSION SIMULTANÉES 1 | 10:30 – 12:00

Empowerment Evaluation – Transcending Cultural Boundaries PANEL | MAIN MEZZANINE, QUÉBEC ROOM

Empowerment evaluation transcends cultural boundaries -- it is like “Doctors Without Borders”. Empowerment evaluation speaks to the universal nature of the human spirit, breaking through the boundaries that keep us apart. Empowerment evaluation helps people help themselves to become more self-determined and resilient, leading healthier and more productive lives. Empowerment evaluation respects community knowledge, helps build capacity, demands inclusion, fosters program improvement, and is highly accountable. Key concepts include: a critical friend, cycles of reflection and action, and a community of learners. The basic steps of empowerment evaluation include: 1) establishing a mission; 2) taking stock – creating a baseline; and 3) planning for the future – establishing goals and strategies to achieve objectives (an intervention). Featuring the Hewlett-Packard’s \$15 million Digital Village Initiative, designed to bridge the digital divide in communities of color, Dr. Fetterman will review his experiences in applying empowerment evaluation. While Fetterman takes a global approach to transcending cultural boundaries, Lainé, a First Nations consultant, will speak to the cultural boundaries impeding First Nations full participation in evaluation and why with some tweaking empowerment evaluation is a good tool. Fetterman and Lainé will dialogue on each of their perspectives together and then open the dialogue up to the room.

LUC LAINÉ, Sikon Inc

A member of the Huron Wendat Nation, Luc Lainé, Luc is a sociology graduate from the Université Laval. Luc is always respectful to the ways of knowing and ways of viewing by the local communities he visits. He is deemed to be a valuable contributor by Native associations given his experience and his elaborate diplomatic approach. Luc’s involvement and knowledge of Aboriginal Peoples is an asset to any project team. Since 1998, Luc has worked on numerous evaluation projects performing interviews in French and providing English interpretations and reports.

DAVID FETTERMAN, Fetterman & Associates

Dr. David Fetterman is the founder and major proponent of empowerment evaluation. He is the author of three books on the topic and published Empowerment Evaluation in the Digital Villages: Hewlett Packard’s \$15 Million Race Toward Social Justice (Stanford University Press). David maintains the Collaborative, Participatory, and Empowerment Evaluation blog for the American Evaluation Association. Fetterman is a past-president of the American Evaluation Association and the recipient of the highest honors in theory and practice from the American Evaluation Association.

Learning Utilization - Focused Evaluation PANEL | MAIN MEZZANINE, CONFEDERATION 3 ROOM

RICARDO RAMIREZ, Independent Evaluation Consultant
DAL BROADHEAD, New Economy Dev Group

Utilization-focused evaluation (UFE) seems straightforward at first, yet its implementation is complex. We witnessed this challenge through five evaluations carried out between 2010-2012 with Asia-based research projects supported by IDRC. Our laboratory was DECI, a capacity development research project entitled Developing Evaluation Capacity in Information and Communication Technology. Both of us had done evaluations before but not under the UFE approach. We produced a curriculum as a series of modules emulating the steps in the checklist. We worked with three Asian

consultants with significant evaluation experience, but none with UFE. All five projects produced evaluation reports of high caliber and all were utilized, often before the actual reports were completed. The funder delegated control over the evaluations to the project managers. This shift from a traditional approach allowed us to create an environment of self-reflection and learning. DECI produced five case studies and a Primer that will be introduced during the conference.

Closing the Knowledge Gap Between Evaluators and Stakeholders: Approaches, methods and technologies to optimise evaluator learning during the evaluation process PANEL | MAIN MEZZANINE, YORK ROOM

WERNER MEIER, Results-Based Management Group

The panel moderator will introduce the objectives of the presentation and present its basic premise which is that at the outset of an evaluation the stakeholders are more knowledgeable about the evaluand than the evaluators; the latter have to have the aptitudes, evaluation approaches and technologies to bridge the gap quickly to be in a position to present evidence-based findings and conclusions. The first panel presentation will address some of the attitudes, aptitudes and skill-sets required by evaluators to bridge the knowledge gap. How an evaluation is designed can inhibit or facilitate evaluator learning in order to attain at least the same level of understanding of the evaluand as the stakeholders. The second panelist

will present an evaluation approach for both small and large evaluations that identify when and how opportunities for evaluator learning can best be integrated into the evaluation design. The amount of secondary and primary data collected, particularly qualitative data, can sometimes overwhelm the evaluators data analysis capacity and inhibit full understanding of the issues and stakeholder perspectives. The third panelist will demonstrate how Computer-Assisted Qualitative Data Analysis Software can enhance evaluator learning and demonstrate the evidence base for evaluator findings and conclusions using data visualisation. The panel moderator will then provide a brief summary and open the floor for final questions.

- Discovery - Découverte ■
- Engage - Engagement ■
- Outreach - Sensibilisation ■
- Network - Réseaux ■
- Special Event - Événement spécial ●
- Meal - Un repas ●
- Keynote - Un discours ●
- Health Break - Une pause-santé ●

Rethinking the Relationship between Evaluation and Performance, Measurement/Monitoring
PANEL | MAIN MEZZANINE, CONFEDERATION 6 ROOM

ROBERT LAHEY, REL Solutions Inc.
STEVE MONTAGUE, Performance Management Network Inc.
SHELLEY BORYS, Public Health Agency of Canada and Health Canada
ISABELLE BOURGEOIS, Ecole nationale d'administration publique (ENAP)
JOHN MAYNE, Advisor on Public Sector Performance

There is an ongoing discussion/debate in the field of Evaluation that relates to the complementarity between Evaluation (E) and performance measurement/monitoring (M) – While it seems to make theoretical sense, why do

there continue to be problems in putting complementarity into practice? This panel will explore the relationship between M and E, addressing both conceptual as well as empirical issues. Can and do organizations use monitoring and evaluation information in a coherent system? What are the ways or conditions that would allow complementarity to be put into practice? The panel will bring a range of experience to this discussion - public sector, private sector, academia and international development evaluation - that will examine the implication for Evaluation of juxtaposing these two tools.

a) Implementation of an Outcome Evaluation in a Community Social Service Organization: Successes and Challenges
b) Practice, roles and policies in evaluation: The need for a normative analysis of evaluation institutions
c) Speaking Out about Being Acted Upon: Voice and Capacity Building in an Urban School
MULTI-PAPER | MAIN MEZZANINE, NEW BRUNSWICK ROOM

A) ELIZABETH HOLMES-BOSE, Family Service Toronto
MARINA HUIJBREGTS, Family Service Toronto

Outcome evaluation is important in Social Services and is not yet widely implemented and examined. In one organisation, the Outcome Rating Scale (ORS) was implemented across five programs. This presentation examines the approach, level of implementation and client outcomes and shares successes and challenges experienced by staff and leadership. Mean ORS scores improved over time, but implementation targets were not met. Staff feedback informed changes to the use of the measure and next steps in training and utilisation supports. This is expected to improve meaningful utilisation of the ORS in evidence informed practice and evaluation.

B) GHISLAIN ARBOUR, Evaluation Center, WMU

Recent developments in evaluation research focus primarily on the evaluation practitioner and more or less associate evaluations with the work of evaluators. Normative evaluation theories tend to consider that the improvement of evaluation depends almost solely on the improvement of the evaluator's practice, through increasing knowledge and skills. This presentation suggests that the evaluator is only one factor among many which potentially impact evaluation quality. Therefore, the improvement

of evaluation in our societies should also involve the development of a critical body of knowledge addressing other factors that contribute evaluations social output, such as the institutions that influence and shape the work of evaluators and other actors in evaluation.

C) JENNA LACHENAYE, Louisiana State University

The purpose of this presentation is to explore the ways in which youth voice shaped the face of evaluation in a Louisiana urban school. The school under study is traditionally the focus of a plethora of federal grant initiatives and their subsequent evaluations due to its population's heavy low-income status, low achievement scores, and a high incidence of violence and attrition. As a means of enfranchisement, a student-centered and collaborative evaluation approach was utilized to provide the opportunity of evaluation collaborator and capacity building to the student body as well as to incorporate missing cultural values into the evaluation design. This presentation seeks to provide a background of the population, the evaluation, hindrances and opposition to the method, and the transformative implication of the process in regards to evaluation design, cultural competency, and stakeholder voice in developing full and accurate evaluation conclusions and promoting utilization through community buy-in.

In-between and across context and culture: Lessons learned from Evaluating Aboriginal Programs
THINK THANK | MAIN MEZZANINE, CONFEDERATION 5 ROOM

JULIE WHITMER, Independent Evaluation Consultant
MATHIEU COURCHENE, Hunter Courchene Consulting

Evaluation is a cross-boundary exercise and experience for evaluators, stakeholders and program beneficiaries. In practice, evaluation is about understanding and assessing the impact of programs across a multitude of institutional, spatial, cultural, political etc. boundaries. In many cases, this requires an ability to speak to and in a variety of "languages" to gather our data and report our findings. In addition, we are required to understand that there are many different discourses of change and contexts within which change (results) occurs. As evaluators, we acknowledge that our own ways of knowing are bound by certain traditions of research and practice. Indeed, evaluation is a reflective and situational practice.

This presentation will speak to conducting evaluation in the "in-between" or on the boundary of diverse cultures and contexts that creates a technical and social complexity in both program and evaluation design and implementation. The learning objectives for the presentation are threefold. First, the presentation will provide a basis for understanding the importance of context and cultural awareness in program evaluations that pertain to complex and diverse implementation environments. Second, the presentation will create awareness of existing approaches related to embedding context and culture into an evaluation practice. Finally, participants will be able to share their experiences and best practice of evaluation on the boundary for mutual learning.

a) Risk Based Compliance Framework as an Approach to Engage Practitioners in Evaluation
b) The SSHRC Achievement Reporting project: Conceptualizing and capturing the outcomes of research and research-training in the SSH: A participatory approach
c) Creating a Metrics System that Measures Progress Across Different Research Disciplines: Process and Challenges
ENGAGE | MAIN MEZZANINE, ALGONQUIN ROOM

A) MARK WHITE, Ontario Ministry of the Environment

Ensuring environmental outcomes are achieved is of central importance to the Ontario Ministry of the Environment. This paper describes the Ministry's Risk Based Compliance Framework. It is designed to develop evaluation capacity in the Ministry. It engages both policy development and compliance delivery functions in practitioner lead formative and summative evaluation of compliance approaches. The framework leads users through a systematic process to develop good practise compliance approaches, monitor their implementation and support evaluation of their effectiveness.

B) JULIANA BRAVO-HERNANDEZ, Social Sciences and Humanities Research Council (SSHRC)
HÉLÈNE GAUTHIER, SSHRC

SSHRC has launched efforts to find ways to strengthen the conceptualization, collection and reporting of SSH impacts. Having the right data, at the right time, seamlessly available to different audiences was identified as the core need of a new reporting system. Delivering such a system has proven challenging, however, there seems to be an opportunity for change. Institutions charged with assessing impact are willing to listen and the SSH community and various stakeholders are actively involved in defining what is being measured, how it is done, and what kind of effects such measurements will have on their work.

C) TTKAILEAH MCKELLAR, The Evaluation Centre for Complex Health Interventions

JENNA VAN DRAANEN, The Evaluation Centre for Complex Health Interventions

SANJEEV SRIDHARAN The Evaluation Centre for Complex Health Interventions

Monitoring and evaluating research progress comprehensively is challenging, and even more so when attempting to measure the impact of research on health outcomes. A study was conducted to determine a practical design of a metrics system for the Li Ka Shing Knowledge Institute (LKSki) at St. Michael's Hospital in Toronto. The monitoring and evaluation system needed to measure progress for basic science, social science, and knowledge translation groups alike, as well as measure collaboration and capacity building within the Institute. This study included a literature review, interviews with basic scientists, Centre directors, research organizations, LKSki leadership teams, and the construction of a theory of change. Results include a detailed performance measurement system and an evaluation plan mapped onto the theory of change for the LKSki. The presentation will highlight key challenges in developing the metrics system, and will include a discussion of heterogeneous notions of performance in monitoring and evaluation.

a) Customer Segmentation to Learn What Works Well for Whom
b) Multiple Case Study Methodology in Program Evaluation: Documenting Impacts and Bringing Educational Programs to Life
c) Data visualization tools to monitor data in real time
MULTI-PAPER | MAIN MEZZANINE, LIBRARY ROOM

A) PAUL BAKKER, Social Impact Squared
BEV POWELL-VINDEN, Heart and Stroke Foundation
STEVE AYER, Common Good Strategies

This paper will explore how evaluators can improve the usefulness of their findings by adapting the customer segmentation methods typically used by marketers. Segmenting customers helps marketers address groups of customers in different ways in order to maximize the groups' value to the business. Evaluators can use the same techniques to help programs learn how to tailor services to different groups of clients in order to maximize the program's social value. The paper will review segmentation methods, and present a case study using Heart and Stroke Foundation data on employees' need for mission/science information.

B) ELANA GRAY, Peel District School Board

Digging deeper, adding context and capturing program realities are considered advantages of conducting multiple case study research. The Peel District School Board conducted a multiple case study of the elementary English as a Second Language/English Literacy Development (ESL/ELD) program. This presentation focuses on the multiple case study approach used within a mixed methods evaluation framework. It highlights the ways in which the case study methodology documented both the delivery and the impact of the program. It discusses how the case study brought the ESL/ELD program to life for stakeholders. The evaluation answered the

"HOW" (How was the program delivered and experienced?) and "WHY" (Why were the results produced?) questions. Results provided vivid illustrations of the instructional support model, learning environment, assessment and instructional strategies, and resources that led to increasing student learning outcomes in reading, writing, and mathematics. Utilization of the case study results by stakeholders will also be discussed. Evaluation in our societies should also involve the development of a critical body of knowledge addressing other factors that contribute evaluations social output, such as the institutions that influence and shape the work of evaluators and other actors in evaluation.

C) SAMUEL HELD, Oak Ridge Institute for Science and Education

The usual procedure in any evaluation is to collect all the data you need for an analysis, and then clean the data for analysis. For evaluations with multiple people coding and entering data, long collection periods, or large evaluation projects, the data cleaning process can be burdensome. It can result in missing data that can no longer be collected or invalid data that cannot be corrected. This paper will present the process and tools used to create a data quality dashboard. These dashboards are used to monitor, identify, and verify corrections to data sets during the data collection process.

Towards a Canadian definition of evaluation

PANEL | MAIN MEZZANINE, TUDOR 8 ROOM

CHERYL POTH, University of Alberta
MARY KAY LAMARCHE, Saint Paul University
ALVIN YAPP, University of Alberta
CORINE CHISAMORE, Independent Consultant

The purpose of this panel is to begin to examine how the field of evaluation currently is being defined within the Canadian context. The authors will

report the preliminary findings from three sources: (a) consultations with current leaders in evaluation, (b) a public discussion on twitter, and (c) a content analysis from literature. The authors will discuss the similarities and differences among the three sources and forward the content they found for the criteria of demarcation. The authors hope this panel will contribute to the ongoing dialogue about how evaluation is defined and conceptualized by its practitioners.

a) What constitutes impactful learning experiences for building evaluation competencies within a graduate program evaluation course?

b) Evaluation with a Marginalized Population: Challenges in Evaluating Homelessness Interventions

c) Hitting the Sweet Spot: Where Storytelling and Evaluation Meet

MULTI-PAPER | MAIN MEZZANINE, TUDOR 7 ROOM

A) KATYA CHUDNOVSKY, University of Alberta
 Evaluators are increasingly tasked with undertaking complex evaluations requiring diverse competencies, and the evaluation education in Canada should prepare future evaluators to meet these demands. This study presents an empirical example of a graduate evaluation course based on the CES Competencies for Evaluation Practice and documents students' experiences and competency development. The integration of pre and post-course questionnaires with a focus group revealed increase in all five competency domains as well as need for integrating authentic instruction and assessment strategies and connecting theoretical foundations with practical experiences. Implications for the design and delivery of evaluation education in are discussed..

B) REBECCA CHERNER, University of Ottawa
DR. TIM AUBRY, University of Ottawa
 Program evaluation with marginalized populations presents a variety of challenges to evaluators. One marginalized group with which challenges can be encountered during program evaluation is homeless adults.

Methodological and ethical issues that arose during the implementation and outcome evaluations of a Housing First intervention for homeless adults with problematic substance use will be discussed. Presenters will also describe how these challenges were addressed and how the lessons learned can be applied to future evaluations.

C) TANYA DARISI, The O'Halloran Group
JENNIFER KING, Social Venture Partners
 This presentation will provide a framework for combining evaluation and storytelling that will enable evaluators and organizations to more effectively collect and use information about program outcomes. The presentation will include concrete examples, covering a range of storytelling practices from multimedia to infographics. The presentation is designed to build evaluation skill sets, and expand evaluation methodologies. The focus will be on best practices in storytelling, and how to enhance these through applying an evaluation lens.

CONCURRENT SESSION 2 | SESSION SIMULTANÉES 2 | 13:30 – 15:00

Valuing Evaluation Power and the Power of Evaluation in “Speaking Truth to Power”

PANEL | MAIN MEZZANINE, NEW BRUNSWICK ROOM

SANDI PREMAKANTHAN, Symbiotic International Consulting Services (SICS)
 Evaluators all over the world have heard the slogan: “speak truth to power”. The phrase was coined by the Quakers during the mid-1950s. It was and is considered courageous, although is more commonly scorned today (Urban Dictionary). Going back even farther, the Islamic faith claims that the “Prophet Muhammad said that the best form of jihad is to speak truth to power” and the Jews say “We are commanded by Torah to speak truth to power”. Peter James O’Toole, Warren Bennis and James Mitchell have translated the meaning of the phrase from its religious origins to its relevance and practice in public management. As evaluators what does this slogan mean to us, the profession and practice?

The main focus of this panel session is about valuing evaluation power and the power of evaluation in speaking evaluation truth to power, those who create the demand for it, legislators, the public, heads of government departments and agencies, program management, non-government organizations and donors. I have defined the terms evaluation power and

the power of evaluation and identified several sources of institutionalized evaluation power. They include: governments through legislations, authority instruments, and policies, philanthropic foundations, financial institutions, government aid agencies, United Nations (UN) agencies, non-governmental organizations (NGOs) and numerous networks: evaluation societies, associations and international networks. The evaluation power of the government of Canada, termed the “value model” and the creation of the power of evaluation and its use for informed decision making is discussed. How does the value of evaluation power, the creation of evaluation wealth or worth, the power of evaluation influence our profession, practice and programs and beneficiaries? My final thought, does the evaluation community need evaluation power brokers or champions to shepherd the truth to power?

a) How NOT to conduct a survey: lessons learned from community consultations in Northern Ghana

b) Start Me Up: Spreading evaluation across a sector

EXPERT LECTURE | MAIN MEZZANINE, ALGONQUIN ROOM

A) TRACE MCKAY, Veterinarians without Borders Canada

Sometimes the best way to perfect a skill is to learn from your mistakes: or, in this case, from somebody else's mistakes! Using the case study of a Veterinarians without Borders Canada community livelihoods project in the Upper West Region of Ghana, the presenter will deliver an entertaining, interactive and informative review of the dos and don'ts of survey design and implementation in a cross-cultural setting including: is the survey the best tool in your evaluation tool-belt for measuring outcomes, asking your survey to do too much, testing 1-2-3 testing, asking the right big questions to inform the crafting of the best little questions, troubleshooting the delivery of a questionnaire in a cross-cultural setting and much, much more!

B) CHRIS FRANK, Christine Frank and Associates
JONATHAN BROWN, Ontario Ministry of Education
KAREN SKLASH, CESBA
GENEVIEVE BROUYAUX, Ontario Ministry of Education

Adult & Continuing Education (A&CE) programs in School boards across Ontario are now benefitting from an augmented evaluation focus and capacity to use data in support of program improvement and better outcomes for adult learners. Through funding provided by the Ontario Ministry of Education over the last three years, the Ontario Association of Adult and Continuing Education School Board Administrators (CESBA) facilitated "action research" projects by A&CE administrators across the province. The projects were typically the first of their kind in these wide-ranging programs that include night school, summer school, adult day school, independent self-study and online learning. The projects focused largely on developing a demographic profile of students and conducting needs analysis. In this presentation, we will explain the processes used, discuss challenges, and share the results. Presenters will be members of the team that guided this initiative: representatives of CESBA, the Ministry of Education, and the evaluation community.

Building evaluation capacity to utilize, conduct and value evaluation through the community of practice in the Ontario Government

PANEL | MAIN MEZZANINE, BRITISH COLUMBIA ROOM

DR. VICKI MOWAT, Former Ministry of Community and Social Services
DR. SUSAN STOWE, Ministry of Community and Social Services
LILIYA VOLOVIK, Ministry of Training, Colleges and Universities
DR. ELIZABETH GS RAE, Ministry of Health and Long-Term Care
MARK WHITE, Ministry of Environment
MEGAN BORNER, Ministry of Education
DR. KEIKO KUJI-SHIKATANI, Ministry of Education
DORIS MCWHORTER, Ministry of Education
HEMA VYAS, Ministry of Education
JOYCE DONG, Cabinet Office

Public sector work in the 21st Century means adaptation and innovation as the norm in providing services to the changing realities of society. What does infusing evaluative thinking to inform our next steps look like in a complex government environment? Evaluation practitioners from various ministries across the Government of Ontario will share their unique perspectives on evaluation in the public sector. How are we using evaluations to inform our work to best serve Ontarians? What are the potential impacts of findings? What are the internal challenges? How we engage stakeholders, including vulnerable populations? When and how we share information? What are we learning? What's next?

a) Performance Indicator System of National Health R&D Programs in Korea

b) Improving Evaluations and Utilization with Statistical Edge - Nested Data Designs and Hierarchical Linear Modeling (HLM)

c) Rethinking data management and data quality to improve evaluation practice

MULTI-PAPER | MAIN MEZZANINE, CONFEDERATION 6 ROOM

A) YONGWOONG JEON, Korea Health Industrial Development Institute

The general performance indicators, which are basically designed under the conceptual criteria of 3P's (Paper, Patent, Product), are not sufficient to reflect the variety of characteristic features inherent in the different areas of R&D activities, especially for health R&D. This study proposes the TRL (Technology Readiness Level) as a platform to systematically analyze the performance indicator system of national health R&D programs, according to stages, technology areas and so on. We believe this study could contribute to establish the systematic management system of national health R&D programs and their performances.

B) MARCI PERNICA, Ontario Government (MCSS)
DR. JUDITH GODIN, Mount Saint Vincent University

Hierarchical Linear Modeling (HLM) is a more recent advanced statistical technique that can be used to take evaluations a step beyond and stretch the boundaries of traditional statistical techniques to accurately examine program evaluation data gathered across boundaries and within and across settings. Regardless of discipline or sector, data gathered for program evaluation purposes are often "nested"; that is, the data are often structured hierarchically. For instance, participants nested within program sites or communities. It is not appropriate to analyze nested data with traditional statistical techniques, such as Regression

or MANOVA, because the assumption of independence of observations is violated; thus inflating results. This inflation occurs because units that exist within a hierarchical unit (e.g., students within a particular classroom within a school) are more similar than units sampled randomly from a larger population due to both obvious (e.g., shared experiences/learning in class) and not so obvious reasons (e.g., shared geography). HLM is a technique that allows researchers to control for dependence in observation (i.e., the shared experiences), thus increasing reliability of results. Furthermore, HLM can be used to take evaluations a step beyond, to accurately examine context effects and therefore to understand “success conditions” of effective programs. The presenters will discuss in a non-technical manner how evaluations can benefit from using HLM and how learning and program development can be significantly improved through the appropriate use of HLM.

C) SAMUEL HELD, Oak Ridge Institute for Science and Education

Evaluators perform many roles over the course of evaluation projects spanning the range from technical to non-technical. The common theme across all evaluations is answering evaluation questions with data to support our conclusions. The accumulation and subsequent management of growing data stores is a reality for evaluators and their institutions. Every evaluation institute or department is a data shop with ethical responsibilities to protect this data. This paper explores data management principles that evaluators can employ to improve their practice and ease the job of data management. The author will share experiences creating a data management policy for a multi-unit, multi-site organization. The various data management principles will be discussed in a non-technical manner but in the context of program evaluation practice and management. A critical part of this discussion is a broader, innovative view of data quality in the data sets that evaluators use on a daily basis.

a) A Renewed Approach to Document, File, and Review Administrative Data: The Program Vita
b) Keys to Effective Management of an Evaluation
c) Fostering quality, capacity and evaluation use through stakeholder engagement at the Atlantic Canada Opportunities Agency

MULTI-PAPER | MAIN MEZZANINE, CONFEDERATION 3 ROOM

A) BENOÎT GAUTHIER, Réseau Circum Inc.

CLAUDE-ANNE GODBOUT-GAUTHIER, Circum Network Inc.

NATALIE KISHCHUK, Natalie Kishchuk Evaluation and Research Inc.

Almost all evaluation studies include a review of documents, files, and administrative data. Often costly, such reviews sometimes produce limited useful results by lack of organization of the corpus. This is where the program vita comes in. The program vita is a structured data base of information on program input, activities, outputs, and, possibly, outcomes. This presentation will resume the work initiated by Nick Smith and Barbara Florini in 1993. We will present the concept of program vita, the type of information it uses, the transformation of this information into a workable data base, the output produced by the vita process, and uses made of the information; we will also assess the strengths and weaknesses of this methodology, as well as the risks and opportunities it carries. The presentation will be illustrated by two recent evaluation studies as examples of the program vita development and use process.

B) AHMED DEWIDAR, Validity

For effective evaluations, an evaluator needs more than evaluation knowledge and skills because completing an evaluation study successfully takes highly effective management skills. From the experience of more than 2 decades in conducting evaluations in different domains, the presenter shares implemented real practice techniques and lessons learned for

effective management of evaluations and their impacts on the methodologies and quality of evaluation results and usefulness. Some of these skills include: unobtrusively educating the owner(s) of the evaluation about the value of quality evaluation studies; validation of evaluation design, tools and data collection plans using a participatory approach; extending beyond the budgetary constraints to enhance the quality of evaluation results; capturing opportunities for extending the scope of the evaluation to capture unintended results; motivating the respondents to provide their most objective inputs regarding the evaluation targets; and validation of the evaluation preliminary results before writing the first draft report.

C) COLLEEN GOGGIN, Atlantic Canada Opportunities Agency

MONIQUE GOGUEN CAMPBELL, Atlantic Canada Opportunities Agency

The Atlantic Canada Opportunities Agency (ACOA) has implemented a series of practices to increase stakeholder engagement in its evaluation studies, with the end goal of increasing quality and use, and organizational evaluation capacity. Following a review of key literature, a reflective case study will compare previous engagement practices to those currently in use. It will highlight the resource implications of engagement and explore the ways in which ACOA's Evaluation Unit attempts to maintain neutrality. The presentation will outline preliminary results, success factors, lessons learned and best practices gathered through the reflections of evaluators, evaluation stakeholders and senior managers.

a) Evaluation Live! Maximizing the Evaluation Experience
b) Listen, Engage and Measure: A Holistic Approach for Evaluating

DEMONSTRATION | MAIN MEZZANINE, LIBRARY ROOM

A) MELANIE HWALEK, Independent Evaluation Consultant

NATALIE DE SOLE, SPEC Associates

What's an evaluator to do? The evaluation is so “ho-hum.” People aren't actively engaged. They're not seeing the evaluation experience as useful. They don't seem to care about the results. What is wrong? EvaluationLive! offers a way of understanding what makes an evaluation come alive, and for diagnosing what's wrong when an evaluation is only “ho-hum.” Evaluation-

Live! is a framework that describes the gestalt of an evaluation experience characterized by a sense of urgency, excitement, and hunger for learning for both the stakeholders and the evaluator. EL! asserts that an engaging evaluation experience will occur when certain things are present in the evaluator, the client, and the relationship between them. This Round Table will discuss the EvaluationLive! model and how it can be used throughout the conduct of program evaluation.

B) PINA PEJOVIC, Ipsos Reid Public Affairs

As professional evaluators we must adapt our practices and tools to the rapidly changing and complex social environment. In response, we developed a new approach to conducting evaluations called Listen Engage and Measure (LEM). Combining the latest social media and qualitative research tools with standard research methodologies we can reach across boundaries and engage hard to reach populations in the evaluation process, providing evaluations that are reflective of the diverse communities we serve. To demonstrate this approach, we will engage the audience in a

program case study involving marginalized populations. Using Social Listening we will identify target audiences and influencers to inform engagement and measurement practices. Then we will conduct an interactive Ideation session to simulate the development of a program strategy and measurement tool. Finally, we will discuss the role of these tools as they pertain to measurement and improving the relationship between those evaluating and those being evaluated.

Regulations: to evaluate, or not to evaluate?

THINK TANK | MAIN MEZZANINE, CONFEDERATION 5 ROOM

CATHERINE DYMOND, Citizenship & Immigration Canada
STACEY PRIEUR, Citizenship & Immigration Canada

The evaluation function is charting through relatively unknown territory on the subject of regulatory evaluation. Governments across the globe are wrestling with the challenge of how to monitor and evaluate regulations to ensure they produce their intended objectives. The Government of Canada is working closely with foreign Governments through the Organization for Economic Co-operation and Development's Regulatory Policy Commit-

tee to determine best practices for how governments should monitor and evaluate regulations. The goal of this Round Table Discussion is to provide participants with an overview of the international and domestic context on regulatory evaluation, discuss recent policy changes regarding performance measurement for regulatory initiatives, and how those changes impact our role as evaluators in monitoring and evaluating regulations.

a) Sport and Recreation Leadership Development initiatives in the Northwest Territories
b) The Joy of Complexity: Evaluating Geriatric Health Systems
c) Building Evaluation Capacity Among Diverse Stakeholders in the Yukon: Progress To Date
MULTI-PAPER | MAIN MEZZANINE, YORK ROOM

A) KATY POLLOCK, NWT Sport and Recreation Council

This project involves a series of three case studies examining leadership initiatives undertaken by five sport and recreation partner organizations in the Northwest Territories. Each case looks at program impact(s) on leadership development in community sport and recreation in NWT communities. Each of the three cases also has one specific additional focus: efficiency and alignment of leadership programs; methods to transfer disappearing local knowledge; and support and retention of leaders. Initial investigation has revealed different preferences in the approach to developing successful leaders as well as tension between "northern" and "southern" understandings of leadership. Territory (or "system") level actors tend towards southern style leadership preferences and success biases. These actors also have more influence on system priorities and values through funding distribution. As such, it is necessary to build shared understanding of successful northern- and southern-style leaders so that corresponding approaches to recreation leader development reflects community needs.

B) PAUL STOLEE, University of Waterloo

There is increasing recognition that health systems are complex adaptive systems, but this is not always reflected in health system research and evaluation. Frail older patients, and the health systems which serve them, may be particularly complex. Frail older patients often have multiple, complex and interacting health and social problems and atypical disease presentations. Rockwood (1997) describes the clinical challenge of understanding this complex picture and developing a treatment plan, as the "joy of geri-

atrics". Geriatric health systems are similarly complex, involving multiple health professionals, many health care settings, frequent transitions in care, and interactions between formal and informal care networks. Illustrated by several case examples, and drawing on Patton's (2011) developmental evaluation approach, we describe how evaluation within these complex systems may both challenging and rewarding, providing opportunities for active roles in shaping programs, and for meaningful engagement of evaluators with clients and other stakeholders, including patient and citizens.

C) HARRY CUMMINGS, University of Guelph
JEAN SEBASTIEN BLAIS, Yukon Government, Advanced Education
SHAWN KITCHEN, Yukon Government, Advanced Education

The Government of the Yukon and its partners are strengthening the evaluation capacity in the region by developing evaluation plans with its partners. One of the major efforts has been in labour market planning for the burgeoning Yukon economy. In this regard a multi-partner, public-private-ngo coalition has been formed to build a "Labour Market Framework for Yukon" www.labourmarketframeworkyukon.com over a ten year time frame, and to monitor and evaluate progress being achieved in that time. The challenge is unique. There are four major strands of activity that cover the labour market problem from recruitment and retention, to education and training, data, private sector need, NGO, aboriginal and governmental perspectives. The approach has also been unique with over 40 partners participating in the development, implementation and monitoring of the strategy. The unique participatory approach being taken is not without its challenges and benefits and is worth sharing.

a) Publication Impact Analysis: A method for quantifying dissemination and readership
b) Sharing a Best Practices Case Study Experience with PEI First Nations
c) An effectiveness evaluation within the Ontario occupational health and safety prevention system
MULTI-PAPER | MAIN MEZZANINE, TUDOR 7 ROOM

A) BRIAN CUGELMAN, AlterSpark Corp.

In this presentation, Dr. Cugelman will discuss his work with Prof. Thelwall, a world leading Internet research scholar, to quantify the impact of publications with digital research methods. Organizations produce publications for a variety of reasons, to meet their clients' needs, to share their research, to translate and disseminate knowledge, and many other purposes. Within Canada, many institutions have a mandate for knowledge translation and dissemination. However, organizations rarely know what impact that their efforts are achieving. To overcome this barrier, Dr. Cugelman will show how publication impact analysis can measure the dissemination knowledge and provide insights into publication stakeholders. He will present a case study on how he helped the Evaluation Office of the United Nations Development Programme assess six international knowledge dissemination projects. This will provide an opportunity to describe the method, as a research tool and a source of hard evidence for program evaluation.

B) ANDREA L.K. JOHNSTON, Johnston Research Inc.
MICHAEL BURROWES, Aboriginal Affairs and Northern Development
DANIEL ADAMS, Aboriginal Affairs and Northern Development

In 2013 we undertook a case study review in PEI First Nations that worked like a test-book case and we want to share why we thought this worked so well and how we think it can and should be replicated in other settings. Not only is this a methodological best practice but the approach was also embedded in a cultural framework utilizing traditional First Nations ways of

knowing and being. We will deliver this paper using Prezi within a debate-type format utilizing a Discovery lens. The discovery debate will focus on the varying perspectives of those who were evaluated, including their direct input and the different roles assumed by the various types of evaluators involved, with their direct input as well.

C) LYNDA ROBSON, Institute for Work & Health
SHEILAH HOGG-JOHNSON, Institute for Work & Health
DONALD C COLE, University of Toronto

This presentation concerns an effectiveness evaluation conducted by the Institute for Work & Health (IWH), a research organization within Ontario's broader public sector occupational health and safety (OHS) "prevention system." The evaluation focused on the High Risk Firm Initiative, implemented by twelve other organizations from the prevention system over 2004-2008. The Initiative involved screening workers' compensation statistics for poorly performing firms and then intervening with either Ministry of Labour inspections or Health and Safety Association consultation. A rare opportunity arose to nest a randomized control trial within the program activities in order to compare the effectiveness of enforcement versus consultation versus referent conditions. This arose on the basis of previously established system-based working relationships. The evaluation of administrative data on 2153 manufacturing firms showed "no effect" in either intervention arms. This would have been difficult to perceive in the absence of the trial because of regression-to-the mean effects.

L'évaluation au service de la mobilisation des communautés locales : quels rôles et quelles stratégies pour les évaluateurs
ROUNDTABLE | MAIN MEZZANINE, TERRITORIES ROOM

JEAN-FRÉDÉRIC LEMAY, JFL Consultants
LOUISE LECREREC, RCGT

Nous nous intéressons aux stratégies et bonnes pratiques concernant l'utilisation des résultats d'évaluation par les organisations pour la mobilisation des communautés. La question de l'utilisation des résultats d'évaluation et de mobilisation des parties prenantes s'oriente souvent dans une optique interne à un organisme ou un programme spécifique. Nous irons au-delà de cette perspective pour mieux s'arrimer aux réalités actuelles que vivent les organisations. Nous proposons d'aborder la question sous l'angle de la mobilisation intersectorielle ou de l'écosystème des organisations d'une

localité. La table-ronde sera introduite par des expériences des deux présentateurs et une discussion suivra sur les thèmes suivants: Construction d'un modèle logique communautaire (i.e. le parcours d'un nouvel arrivant) : vision macroscopique de la problématique; contribuer au développement d'une culture évaluative au sein de la communauté; encourager la participation des acteurs clés mobilisation autour de l'enjeu; portrait de l'écosystème communautaire et planification stratégique multi-organismes.

Evaluation and Intervention Research: Convergence or Competition?
PANEL | MAIN MEZZANINE, TUDOR 8

MARLA STEINBERG, Independent Evaluation Consultant
JIM FRANKISH, University of British Columbia
NATALIE KISHCHUK, Natalie Kishchuk Evaluation and Research Inc.
LOUISE POTVIN, University of Montreal

ROB SCHWARTZ, Ontario Tobacco Research Unit
SARAH VIEHBECK, CIHR Institute of Population and Population Health
MELISSA MCGUIRE, Cathexis Consulting Inc.

Population Health Intervention Research (PHIR) is an emerging field that seeks to explore the implementation, outcomes, and scale-up of evidence-based health interventions. Program evaluators have long been involved in this work. The purpose of this panel is to explore the intersections and divides between these two fields that appear to be evolving independently. Panelists will discuss whether or not both fields and their beneficiaries, would best be served by convergence or competition, and respond to the following questions:

1. What do intervention research and evaluation have in common?
2. How do they differ and what are the implications, if any, of the differences?
3. What conditions suit one or the other?
4. Is convergence worthwhile or would the field be best served through continued competition?
5. If desired, how or what would be required for the two to converge or at a minimum, mutually support each other?

CONCURRENT SESSION 3 | SESSION SIMULTANÉES 3 | 15:15 - 16:45

What works? How evaluation can cross boundaries to influence public policy and management DEMONSTRATION | MAIN MEZZANINE, BRITISH COLUMBIA ROOM

STEVE MONTAGUE, Performance Management Network Inc.

Evaluation has languished behind other review efforts in terms of influencing public policy and administration. This has occurred despite the fact that evaluation is designed to address fundamental questions. This session suggests that evaluation efforts need to adopt a realistic and pragmatic approach to help public and NGO decision makers to learn and understand what works (to what extent) for whom in what conditions and why in terms of initiatives.

The session will demonstrate and collectively examine what we know about different policy instruments (e.g. carrots, sticks and sermons etc.) applied

in different areas (e.g. industrial innovation, food safety, public health and energy) and delivered via different implementation designs (e.g. single agency delivery, delivery partnerships, contribution to intermediaries etc.). The demonstration will both illustrate findings which participants can use in their practice, but will also demonstrate an approach to using theory-based approaches and evaluative research and studies to generatively learn about the influence of policies and programs on results and the important factors to consider when planning and implementing initiatives.

Evaluation for Development: matching evaluation to the right user, the right results, and the right approach PANEL | MAIN MEZZANINE, ALGONQUIN ROOM

TRICIA WIND, International Development Research Centre

AMY ETHERINGTON, International Development Research Centre

This panel starts from the premise that development evaluation can do more to contribute to development goals. It explores matching evaluation to appropriate users, appropriate articulation of results, and appropriate methods to what is being evaluated, since evaluation is itself an intervention to support better policies and programs. While donors typically control evaluation agendas, grantees may be better placed to commission and use evaluations. We will present experiences of handing over control of evaluation to grantees, with practical and political issues that arise. In

development as elsewhere, agencies are frustrated when evaluation does not accurately capture the results they aim to achieve. Often simple metrics and methods are inadequate in complex systems. We will describe challenges of articulating results appropriately so evaluation doesn't miss, let alone undermine, results. We will also share experiences of using complex systems approach to assessing outcomes to match the values and purpose of the evaluand.

a) Research Assessment in the social sciences and humanities: Leveraging researchers' annual reports and bibliometric tools for system-wide evaluation of research impact

b) Mapping the Evaluation of Community-based FASD Prevention and FASD Support Programs

c) Stay where you're to 'til I comes where you're at: The opportunities and challenges of evaluating a community-led initiative

MULTI-PAPER | MAIN MEZZANINE, CONFEDERATION 3 ROOM

A) ISABELLE LABROSSE, Science-Metrix

Evaluations of science-based programs increasingly involve the measure of research outputs and impacts using bibliometrics analyses. While this is a recognized method for programs in health, natural sciences and engineering, care must be taken when applied to the assessment of social sciences and humanities (SSH). This is usually due to different communication practices and types of scientific outputs, language issues, and local orientation of the research conducted in SSH. This project involved a series of annual reports produced by researchers holding a Canada Research Chair

in the SSH during the year 2010-11. A computer-assisted approach was used to systematically scan the reports combined with bibliometrics to improve the assessment of research impacts. The presentation examines different indicators such as impacts on economy, technology, decision-making, education. Advantages, disadvantages and complementarity of both methods are discussed as well as their particular limitations and utility for research evaluation practice.

B) CAROL HUBBERSTEY, Nota Bene Consulting Group; Canada FASD Research Network; BC Centre of Excellence for Women's Health
SHARON HUME, Nota Bene Consulting Group; Canada FASD Research Network; BC Centre of Excellence for Women's Health

This presentation shares our experience in developing and supporting the use of common evaluation approaches that are responsive to the diversity of programs that serve women at risk of having a child with Fetal Alcohol Spectrum Disorder, birth mothers and their children, programs for youth and adults with FASD, and FASD-related programs in Aboriginal communities. As well, these common evaluation approaches can help program planners and policy makers understand what works, for whom, and in which context. Following a review of existing literature and evaluation materials, as well as regional consultations across Canada, the team created three conceptual Evaluation Maps. The maps describe the connection between program philosophy, activities, and outcomes. This material has been compiled on a publicly accessible website. The team is assisting selected community-based agencies in developing and implementing program evaluation plans based on the Maps and website materials.

C) JOANNE HUSSEY, Common Knowledge Research and Consulting

Be the Peace is a project of the Second Storey Women's Centre located in Lunenburg County, Nova Scotia. The project has set out to engage the community in developing a coordinated response to violence against women and girls over the next 3 years. The goal of the 'Be the Peace' project is to increase community engagement and collaboration with the aim of reducing the rates of violence against women and girls. Developing and implementing an evaluation framework for this community-led initiative raises questions of how to truthfully map and assess developmental projects in a way that doesn't limit the potential for creativity and growth. In addition to testing the scope of the evaluator's toolbox it also calls for greater collaboration and a blurring of roles between evaluators, project coordinators and project participants. This provides both challenges and valuable opportunities.

Evaluating knowledge networks and communities of practice: multiple perspectives on evaluation frameworks

PANEL | MAIN MEZZANINE, LIBRARY ROOM

KAILEAH MCKELLAR, The Evaluation Centre for Complex Health Interventions
JENNA VAN DRAANEN, The Evaluation Centre for Complex Health Interventions
SANJEEV SRIDHARAN, The Evaluation Centre for Complex Health Interventions
HEATHER BULLOCK, Centre for Addiction and Mental Health

Although Communities of Practice (CoPs) and knowledge networks are increasingly used in diverse sectors, there is a lack of empirical evidence about their effectiveness, and even fewer analyses of the mechanisms that contribute to their influence and effectiveness. The panelists will each present on COP evaluation frameworks from a different perspective. Kaileah McKellar will present a systematic scoping review to provide an overview of frameworks that are available for evaluating CoPs and knowledge networks. Jenna van Draanen and Sanjeev Sridharan will present on adapting

the Pathways of Influence Model (Mark and Henry, 2004; Henry and Mark, 2003), a framework designed to understand the influence of evaluations, to the multiple levels at which knowledge exchange networks can have an influence. Heather Bullock will present on the evaluation challenges for EENet, a mental health and addictions evidence exchange network, and reflect on the applicability of the frameworks to addressing questions from a practitioner perspective.

- a) Evaluating the Impact of Formative Assessment on Large Class Learning Environments: Integrating Multiple Perspectives**
- b) Evaluating Higher Education Learning Outcomes**
- c) Designing a program monitoring system for a school-based conflict resolution program: Processes and lessons**

MULTI-PAPER | MAIN MEZZANINE, NEW BRUNSWICK ROOM

A) ALVIN YAPP, University of Alberta

Increasing student enrollment in undergraduate classes results in large class environments, making it difficult to engage students with active-learning techniques through the traditional lecture format. The Educational Assessment course at the University of Alberta utilizes several formative assessment activities in order to provide students with the benefits of a small class in a large class environment. A developmental evaluation is being conducted by members of the instructional team to guide course development. The dual roles of evaluator and instructor allow for an intimate knowledge of rich data sources, but also introduces challenges inherent to an internal evaluator. To mitigate some of these challenges, multiple perspectives and data sources were triangulated. These include: online student survey, teaching assistant (TA) classroom observations and instructional team (TAs and instructors) meeting summaries. This session will outline methods used in the evaluation, lessons learned, and future implications for large class instruction and evaluation in education.

B) MARY CATHARINE LENNON, Higher Education Quality Council of Ontario
RICHARD WIGGARS, Higher Education Quality Council of Ontario

The Higher Education Quality Council of Ontario (HEQCO) has a number of projects focused on defining and measuring learning outcomes working with Ontario's colleges, universities in partnership with international organizations. The presentation will provide an overview of how learning outcomes are increasing being viewed as a means to evaluate Higher Education quality, and will present the challenges and successes of developing, demonstrating and assessing higher education learning outcomes in Ontario.

C) CAROLYN CAMMAN, Centre for Forensic Behavioural Science and Justice Studies, University of Saskatchewan

One common challenge in program evaluation is the need for detailed and systematically-collected program data, which is often not available at the outset of the project. Increasingly, we at the Centre for Forensic Behavioural

Science and Justice Studies are being called upon by both community and government organizations to develop and implement procedures for collecting these data to facilitate evaluation and provide program accountability. The on-going evaluation of the Restorative Action Program, a conflict resolution and violence prevention program in Saskatoon high schools, gave us an opportunity to create a comprehensive program-monitoring system,

which included building a digital database application. This presentation will discuss the process used to develop a system which met the needs of the evaluators, program administrators, and frontline staff, and the various issues which were encountered and addressed, including data privacy, limited technological resources, management of staff resources, high program complexity, and multi-site standardization.

Beyond Cost-Based Models: Exploring Options for Theory-based Assessment of Resource Utilization in the evaluation of federal programs

THINK THANK | MAIN MEZZANINE, SASKATCHEWAN ROOM

BRIAN MOOSANG, TBS/CEE

The 2009 Canadian federal Policy on Evaluation and Directive on the Evaluation Function include the assessment of resource utilization by programs as a key evaluation issue. However, in some programs, traditional cost analysis tools (e.g. cost-effectiveness analysis) cannot be employed. Participants in this think tank will explore options for non-traditional, yet useful

and credible, assessments of resource utilization in program evaluations that allow evaluators to examine value, efficiency and economy in mixed method or non-monetized ways. In doing so, the presenter will introduce and discuss the options such as 'theory-based resource assessment' to support evaluative judgments concerning resource utilization.

Actionable Evaluation: Getting succinct answers to the most important questions

DEMONSTRATION | MAIN MEZZANINE, ROOM 7

JANE DAVIDSON, Real Evaluation Ltd.

What is the key to doing truly practical evaluation that tells you what you really need to know and doesn't get lost in the details? This demonstration session covers: (1) the six steps for actionable evaluation; (2) how to write a set of high-level questions that help make sure your evaluation doesn't get lost in the details; (3) my very own 'cheat sheet' of Key Evaluation Questions you can adapt to guide any evaluation; (3) hot tips (and an interactive 'how to' demonstration) for generating well-reasoned answers

that capture the really important (but often intangible) aspects of program performance. This interactive demonstration is based on Jane Davidson's minibook "Actionable Evaluation Basics: Getting succinct answers to the most important questions," available in English and Spanish. The principles are most powerfully applied in participatory and mixed method approaches to evaluation, but also work well in other forms of evaluation.

**a) Casebook on Evaluation for Learning and Improvement
b) Helping Healthcare Teams in Transformation: The Embedded Developmental Evaluator's Role
c) Building Evaluation Capacity Through Information Technology**

MULTI-PAPER | MAIN MEZZANINE, CONFEDERATION 6

A) FOWSIA ABDULKADIR, The Public Health Agency of Canada

When evaluations include a learning and improvement component, they provide useful insight that can inform programs and policies and contribute to the public health evidence base. This approach is sometimes referred to as "Evaluation for Learning". Evaluation for learning involves a systematic and collaborative cycle of inquiry and feedback related to the context, design, implementation and outcomes of policies and programs. This presentation will highlight findings from a Casebook on Evaluation for Learning created by the Public Health Agency of Canada (PHAC). Stories from Canadian organizations will profile a range of evaluation approaches incorporating real-time learning into evaluation.

B) LAURIE RINGAERT, Vancouver Coastal Health

The combination of an embedded as well as a developmental evaluator is a new concept in healthcare transformation. Vancouver Coastal Health is part of the British Columbia Ministry of Health Integrated Primary and Community Care (IPCC) initiative that is working to create transformational changes in health care. The developmental evaluation team has been using a variety of evaluation techniques to assist the project teams to learn and move forward with their improvement projects. A recent provider survey provided feedback to multiple levels of the healthcare team and helped shaped the project in moving forward. Operating under the developmental evaluation principles of utilization focus, empowerment, capacity building, and rapid feedback, this approach has been highly valuable to the management and frontline teams. This presentation explores the relationship between the evaluator and those being evaluated as a vital partnership and essential to the work of healthcare transformation.

C) YASSIR HASSAN, Independent Evaluation Consultant

In recent years, evaluation capacity building (ECB) has become one of the fixations of the evaluation community. Information technology has been identified by evaluation experts such as Dr. Hallie Preskill as one of the “key” strategies of ECB at the level of organizations. Sustainability of evaluation practice, as an ultimate goal of evaluation capacity building, is an outcome of the chosen ECB strategy. Consequently, this goal becomes difficult to

achieve without the successful adoption and infusion of that strategy within the given institution or organization. Effective use of technology as an evaluation capacity building strategy, therefore, hinges on the successful organizational adoption and assimilation of that particular technology application. It is, therefore, imperative to understand the processes of organizational adoption and assimilation of technology and the factors that shape it as a fundamental step towards a comprehensive understanding of the role which technology can play in evaluation capacity building.

a) Global trends in the use of evaluation technologies for decision-making

b) An application of conjoint analysis to program design – opportunities for evaluation work

c) Crossing disciplinary boundaries: knowledge creation and learning in the context of program evaluation projects

MULTI-PAPER | MAIN MEZZANINE, YORK ROOM

A) ROXANNA SMALLWOOD, Royal Roads University

Technology-mediated evaluation and dissemination strategies have the potential to support timely, evidence-based decision-making. This presentation will provide a summary of global trends in evaluation technologies and highlight possible applications for evaluators and decision-makers in the field of education. Technology-enabled data collection, analysis and dissemination will be explored. The value of evaluation often depends on how and when results are communicated. It is frequently the responsibility of the evaluator to ensure that the timing and methods for communication of key findings meet the needs of key stakeholders. The presenter will draw on her recent graduate research to improve the utility of evaluation findings and recommendations for decision-making. Strategies summarized in this presentation aim to support the engagement of organizations in the practice of system-wide evaluation through the use of technology.

B) ANDREW BUCHEL, PRA Inc.

In Canada, employment insurance program is delivered in two parts. Part I involves direct cash payments to individuals who find themselves unemployed. Part II involves various active labor market programs meant to facilitate individuals' return to work. This application of conjoint analysis viewed employment insurance part II participants as consumers of policy interventions as opposed to passive recipients of programming. Taking this perspective, it allowed for the identification of specific program elements that groups of participants found most appealing and relevant to their employ

ment aspirations. This is in sharp contrast to the simple measurement of program satisfaction common in evaluations, which although providing information on whether or not programs meet client needs, do not provide information on how to change programming to improve satisfaction.

C) NICOLE MICHAUD, SSHRC/NSERC

This paper will explore interconnections in knowledge utilization and evaluation use, with the added lens of other disciplinary perspectives, such as project management and the broader domain of management studies. It will be aimed at an increased understanding of the relevant processes, practices, challenges and opportunities based on a review of current practice in project management and program evaluation literature. By treating program evaluation projects as a particular form of knowledge, one that informs decision-making and contributes to organizational learning –both explicit and tacit, it is hoped that this will contribute in improving the evaluation practice. Knowledge creation within a program evaluation project does not happen naturally: it is a complex process that needs to be managed, and requires deliberate attention, commitment, and investment of resources and skills. This presentation will discuss knowledge creation and utilization, using program evaluation projects as a case example, as the basis for real organizational learning.

Building Bridges: Spanning Individual and Organizational Evaluation Capacity Building

THINK TANK | MAIN MEZZANINE, CONFEDERATION 5 ROOM

TAMMY HORNE, WellQuest Consulting Ltd

ROBYN SACHS, Robyn Consulting

J. BRADLEY COUSINS, University of Ottawa

BIRGITTA LARSSON, BIM Larsson & Associates

Participants will discuss evaluation capacity building (ECB) strategies that engage people in context-relevant applications spanning the boundary between individual learning/application and organizational change.

We will begin with four scenarios from our ECB practices:

1. Application-focused workshops for management and staff evaluating high-profile programs;
2. Learning groups' with organizations from common program areas,
3. 'Coaching' managers and staff doing internal evaluation,
4. Using social media to build an across-organization evaluative community of practice.

Guiding questions in large/small groups will address:

1. Which aspects of our scenarios resonate with participants' own ECB experiences;
2. How do participants' experiences differ from ours (and each other's);
3. How do participants apply learning from past ECB experiences to enhance or modify their own practices;
4. What strategies do participants use to bridge individual and organizational-level ECB – and what challenges remain. Discussion will be flexible and responsive to participant interests, and connected to ECB literature.

**a) Performance Indicators within and across Community settings
b) Evaluation and a Theory of Everything**

EXPERT LECTURE | MAIN MEZZANINE, TUDOR 8 ROOM

REED EARLY, Nexus Consortium

The selection and use of performance indicators in community settings is broken into manageable parts

1. Definitions, criteria for good PI, and examples,
2. Styles of indicator selection: borrowing, goal based, best practices, consultation based, and program logic,
3. An exercise in choosing performance indicators using a case study. Participants then go on to begin setting PI for their agency / company / department. The exercises are debriefed. The session ends with lessons learned and traps to avoid in PI selection. Further details, example outlines, and powerpoint shows can be found at <http://nexus.ca/Projects/workshops.htm>

DONALD HALL, Goss Gilroy Inc

Modern program evaluation has a full methodological toolkit and a common lexicon. With our associations and peer-reviewed journals, we can legitimately call ourselves a profession - like law, social work and accounting. It is thus tempting to think of program evaluation as an independent field of practice, standing on its own merits. On closer inspection, however, most evaluation concepts have counterparts in such fields as general social science, medicine, and management science. Our logic model is their hypothesis. Our outcome is their dependent variable. Our relevance is there evidence-based programming. Our RBM is their MBO. While stopping short of proposing what physicists like to call a theory of everything.

A province-wide Promotional Campaign for physical amongst 9-13 year olds Perspectives on the mobilization of actors within a process of evaluation

PANEL | MAIN MEZZANINE, NOVA SCOTIA ROOM

JEAN-FRÉDÉRIC LEMAY, JFL Consultants

MARILLE LAFERTÉ, Societal campaigns Québec en Forme

LISE GAUVIN, Department of Social and Preventive Medicine of the Université de Montréal

The panel wishes to provide a fresh perspective on the evaluation of a societal campaign seeking to promote physical activity amongst preadolescents. The panellists will present a single case under distinctive angles. After familiarizing the audience with the campaign, Marille Laferté will discuss the

formative research which permitted the development of both the brand and content of the campaign messages. Lise Gauvin will discuss the execution of the evaluation process used for this campaign. She will explain first, how the practical evaluation approach was developed in accordance with a previous CDC experience. She will then, present the results gathered through repeated cross-sectional surveys. Jean-Frédéric Lemay will describe strategies used to transform the results gathered through data collection into tools allowing the empowerment of field actors carrying campaign activities as well as the decision makers directing them.

Cultivating a Community of Practice to Build Evaluation Capacity in Community-Based Healthy Lifestyle Programs for People Living with Mental Illness

THINK TANK | MAIN MEZZANINE, TERRITORIES ROOM

SCOTT MITCHELL, Canadian Mental Health Association, Ontario

This think tank will invite participants to consider the process and benefits of creating a national community of practice (CoP) around designing and evaluating healthy lifestyle interventions in community settings for clients with mental health issues. Questions to be considered include "How do you develop and sustain a CoP?", "How can a CoP help to build capacity for program evaluation in the community mental health sector?" and "How can a CoP foster knowledge creation and exchange within the evaluation

community?" The starting point for discussion will be lessons learned from the Minding Our Bodies project, a five-year initiative led by the Canadian Mental Health Association, in partnership with the York Institute for Health Research and others, to build capacity in the community mental health sector to plan, implement and evaluate physical activity and healthy eating programs for people living with serious mental illness.

The International Organization for Collaborative Outcome Management (IOCOM) - The Value and Contribution in a Networked Society

PANEL | MAIN MEZZANINE, PRINCE EDWARD ISLAND ROOM

SANDI PREMAKANTHAN, Symbiotic International Consulting Services (SICS)
IOCOM is a web-based organization of professionals, academia and an alliance of international and national organizations (associations, societies and networks engaged in the discipline of outcome management and development). The aim of IOCOM is to invite professionals and academia to form a forum for the exchange of useful and high quality theories, methodologies and effective practice in outcome management and development. IOCOM invites everyone interested in outcome management and development to

make use of our resources, to participate in our initiatives and to contribute to our goals as an individual and or through outcome and development management organizations. We offer global linkages to outcome and development management professionals and organizations, news of events and important initiatives, and opportunities to exchange ideas, practices, and insights with peers and associations, societies and networks throughout the world.



HUMBER
Liberal Arts & Sciences

RESEARCH ANALYST POSTGRADUATE PROGRAM

Department of Liberal Studies

humber.ca/research-analyst

TUESDAY JUNE 11

MARDI 11 JUIN

06:30 - 07:15	Rise 'n' Shine Yoga and Walking or Jogging Groups Yoga matinal et groupes de marche ou de jogging
7:00 - 17:00	Registration & Information Desk Open / Comptoir d'inscription et de renseignements Comptoir d'inscription et de renseignements ouverte
8:00 - 10:00	Keynote Address and Panel Discours Liminaire et Table Ronde
10:00 - 10:15	Health break Pause-santé
10:15 - 11:45	Concurrent session 4 Session simultanées 4
12:00 - 13:45	CES Awards Luncheon Dîner de remise des prix de la SCÉ
14:00 - 15:30	Fireside chats - 4 Critical Conversations to Seed and Foster Communities of Practice Causeries au coin du feu: 4 conversations critiques pour renforcer les communautés de praticiens et contribuer à leur développement
14:00 - 15:30	Concurrent sessions 5 Session simultanées 5
15:30-15:45	Health break Pause-santé
15:45 - 17:15	Concurrent sessions 6 Session simultanées 6
16:00 - 18:00	Results Matter! A Learning Journey: site visit to Regent Park's Pathways to Education (<i>separate ticket required</i>) Résultats importants! Le v'périp'le de l'apprentissage : visite parcours à Regent Park's Pathways to Education (<i>activité payante</i>)
17:30 - 18:30	Credentialling Information Session Séance d'information sur le titre professionnel d'évaluateur accrédité
19:00 - 22:30	Experience Toronto Social Event (<i>separate ticket required</i>) Activité sociale découverte de Toronto (<i>activité payante</i>)

KEYNOTE ADDRESS & KEYNOTE PANEL RESPONSE DISCOURS LUMINAIRE & TABLE RONDE

08:00 – 10:00 | CONVENTION FLOOR, CANADIAN ROOM

THE TRANSFORMATIVE POTENTIAL OF EVALUATION
KEYNOTE ADDRESS & PANEL RESPONSE | DISCOURS LUMINAIRE & TABLE RONDE
Convention floor, Canadian room

GEORGE ROTER

CEO, Engineers Without Borders Canada



“We have a huge opportunity for us to start thinking about evaluation as completely integrated with learning, with discovery, and with iteration. If we do this, evaluation will not just be an exercise in accountability and report writing, but will truly unlock the potential of practitioners to deliver great work, and potential of projects to be truly transformative.” In Engineers Without Borders Canada’s experience as practitioners helping organizations to build their evaluative capacity we have seen the potential for evaluation to drive conversations, movements, and systemic change. Within EWB, we see evaluation as part of a larger system of learning and growth that can strategically focus our work toward innovation. Evaluation has the capability to bridge the gap between the day-to-day and the view from 50,000 feet above, providing us the capacity to unlock potential and spark concrete and effective change. Ultimately, we want to challenge ourselves and the evaluation community to harness this power and become changemakers within society.

Nous avons l’occasion rêvée d’enfin percevoir l’apprentissage, la découverte et l’itération comme des éléments constitutifs de l’évaluation. Si nous la saisissons, nous élèverons l’évaluation au-delà du simple exercice de responsabilité et de production de rapports, habilitons les praticiens à accomplir un travail remarquable et libérerons tout le potentiel révolutionnaire des différents projets. »

Dans le cadre d’Ingénieurs sans frontières Canada (ISF), notre expérience de praticiens, qui consiste notamment à aider les organisations à établir leur capacité d’évaluation, nous a permis de constater que l’évaluation pouvait faire naître les discussions et favoriser le changement systémique. Au sein d’ISF, nous considérons l’évaluation comme une partie d’un vaste système d’apprentissage et de croissance qui oriente stratégiquement notre travail vers l’innovation. L’évaluation nous permet d’établir un lien entre la pratique et la théorie en nous fournissant les moyens d’exploiter le potentiel et de susciter le changement. Ultiment, nous souhaitons mobiliser l’ensemble des intervenants du milieu pour canaliser ce courant et devenir des architectes de changement dans la société.

ACROSS BOUNDARIES – ACTIVISM, LEARNING IN COMPLEX SYSTEMS AND THE EVALUATOR’S EVOLVING ROLE
AU-DELÀ DES FRONTIÈRES : ACTIVISME, APPRENTISSAGE DANS DES SYSTÈMES COMPLEXES ET ÉVOLUTION CONSTANTE
DU RÔLE DE L’ÉVALUATEUR

In this keynote panel, our distinguished discussants will engage George, explore and frame question, and help expand on his remarks by linking them to specific areas of evaluation practice.

Moderated by François Dumaine, PRA Inc.

DISCUSSANTS:

Steve Montague is a management consultant, partner and co-founder of Performance Management Network, co-founder and co-president of the not-for-profit Performance and Planning Exchange and adjunct professor at the School of Public Policy and Administration at Carleton University.

He has three decades of experience in performance planning and measurement, program evaluation, market research, review and audit projects as a management consultant and as an evaluation manager in a major Canadian federal government department.

Mr. Montague has managed major projects analyzing a wide variety of programs for Canadian federal, provincial, United States, and Australian governments, as well as conducting work for the OECD, the Scottish Government and the World Bank. Steve is perhaps best known for his championing of ‘reach’ as a key concept in evaluation – an insight which has been recognized internationally. He has three times been distinguished for his contribution to Canadian evaluation. While working in the Federal service in the mid 1980’s he received a Government of Canada merit award for his contribution to a technology centre evaluation study. Steve received the Karl Boudreault Award for Leadership in Evaluation in 2003 and he was made a fellow of the Canadian Evaluation Society in May 2011.

Jennifer Yessis is a scientist at the Propel Centre for Population Health Impact working in the area of Youth Health to accelerate the creation, understanding and use of evidence to allow agencies and governments at all levels to take action to improve the health of populations.

Jennifer brings over 12 years of experience in health care, population health and system evaluation. Since coming to Propel, Jennifer has provided leadership for the Spark Together for Healthy Kids™ evaluation including: design of evaluation methods and tools, overseeing implementation by Propel and other groups involved in the evaluation (including a Social Network Analysis), development of results summaries, reports and other deliverables; and presentation of results to various audiences. She is also currently involved in evaluating the dissemination, use, validity and reliability of the Healthy School Planner, a foundational Knowledge Translation Tool of the Joint Consortium for School Health. Jennifer has been an active volunteer of the Canadian Evaluation Society (CES) (Ontario Chapter) since 2002. To support the professional development Essential Skills Series for adult learners, Jennifer has taught several components of the Canadian Evaluation Society full day workshop called the Essential Skills Series. In the past two years, Jennifer has provided service to the American Evaluation Association as a member.

Lynette Gillis is the Executive Director of the Centre for Learning Impact. A cognitive and educational psychologist, Lynette is an internationally recognized authority in the design, development and evaluation of organizational learning.

Her career is focused on improving existing design and evaluation methodologies to help organizations such as Harvard Business Publishing maximize the effectiveness and impact of their learning investments. Recently, Lynette was honoured to be named a Fellow of the Canadian Society for Training and Development.

Lynette has served as Director of the Ontario Securities Commission Investor Education Fund, Advisor to Canada’s Prime Minister’s Panel on the Skills Gap, Educational Advisor to the Toronto Stock Exchange, and Founding Director of the Bell Centre for Learning Design at Fleming College. Other clients include Bell Canada, Manulife, RBC, Toronto Stock Exchange, the Canadian Food Inspection Agency, the Canada School of Public Service, and the Canada Revenue Agency among others. Lynette is the author of Quality Standards for Evaluating Multimedia and Online Training (McGraw-Hill 2000).

Dan Wilson is a Credentialed Evaluator and the Director of Strategy and Performance at the Ontario Trillium Foundation. The Foundation is an agency of the Government of Ontario and invests over \$100 Million to the public benefit sector to build healthy and vibrant communities across Ontario. Most recently Dan has helped the Foundation develop a Performance Measurement Framework to evaluate the impact of their grants and the effectiveness of OTF overall.

Dan’s background includes community development, capacity building, and health promotion. He has also spent some time as a Program Manager with the Foundation. After living in Kitchener, Ottawa, and London, Ontario, he now calls Toronto home. An avid music lover, Dan sings in a choir that performs world folk music in its original language. He has recently learned to play the bagpipes, much to the chagrin of his neighbours.

CONCURRENT SESSION 4 | SESSION SIMULTANÉES 4 | 10:15 – 11:45

Come Tell Us Where To Go 2

THINK TANK | MAIN MEZZANINE, ALGONQUIN ROOM

LARRY BREMNER, CES National Council President

This is the second annual opportunity for members to come and speak with National Council. Larry Bremner (CES President) will provide an overview of National's priorities and Action Plan. The majority of the session will be

interactive, providing CES members the opportunity to voice their opinions, ask questions and provide suggestions to Council.

A) An Industrial Engineering (IE) Model for Valuing Outcomes in Service and Government Organizations B) Evaluability Assessments – Meeting the Needs for Evidence- Based Decision Making

EXPERT LECTURE | MAIN MEZZANINE, NEW BRUNSWICK ROOM

A) SANDI PREMAKANTHAN, Symbiotic International Consulting Services (SICS)

Evaluation community all over the world are engaged in creating a wealth of performance results evidence to value the outcomes of their investments in society, to improve the quality of life of people, especially the under privileged. The Industrial Engineering (IE) approach is one of the tools for evaluators to use in planning for gathering evidence to influence risk informed evidence based decisions. The application of this tool in the planning and design stage of programs, projects and initiatives will ensure readiness for evaluating the effectiveness (valuing outcomes - benefits). The investment of time and money in ensuring the readiness of programs for evaluation is the focus of this paper.

The Industrial Engineering (IE) approach to Defining Development Performance Results leads to the design of the 10th Order Performance-Metric Structure. The structure is an orderly approach to developing quantitative controls for managing government and service organizations. The approach defines the statement of performance and determines the performance-metrics that are to be counted. It is both a top down and a bottom up approach and lays the foundation for measuring, monitoring, evaluating and controlling and reporting on organizational and development policies, programs, projects and initiatives and activities. The hierarchical approach

to defining organizational performance metrics links the upper strategic management control system with the lower operational management control systems. It is a framework for developing credible strategic integrated performance information (SIPI) for decision-making. It would satisfy the performance results management information needs of an organization, donors, Central Agencies, Parliamentarians and the Citizens. Further, the I.E approach rather than being competitive to other approaches to good management in the public and private sectors is integrative. It is a framework for the application of other management improvement initiatives, tools and techniques. "What gets clearly defined, is measured, monitored, evaluated and reported for risk informed evidence based decision making".

B) JUDY LIFSHITZ, Agriculture and Agri-Food Canada
DEBORAH ROG, Westat

The session will provide an overview of evaluation in the federal context, define the concept of evaluability assessment and briefly look at how evaluability assessments can meet the need of government decision makers for evidence-based information. The session will provide a practical, hands-on experience by looking at the steps of conducting an evaluability assessment through a case study.

Performance Improvement and Assessment of Collaboration: Starting points for networks and communities of practice

THINK TANK | MAIN MEZZANINE, MANITOBA ROOM

MICHELLE LAURIE, Independent Evaluation Consultant

HEATHER CREECH, International Institute for Sustainable Development

This paper provides preliminary reflections on a decade of work by the International Institute for Sustainable Development addressing performance improvement and assessment of groups of individuals working together in networks and communities of practice (CoPs). Different forms of collaboration are often over-lapping which has made design and assessment confusing. Rather than getting tangled in the terminology, we suggest the first point to address is whether the collaboration is: a multistakeholder, multisectoral, networked governance process; a relationship

among a group of organizations; or a collaboration of individuals? After this distinction is made, and it is determined that the entity being assessed is a collaboration of individuals, one should explore the focus and extensiveness, emergent structure, social capital, activities, desired outcomes and value creation of the collaboration. This session is a starting point for practitioners and evaluators with respect to how to manage, strengthen and improve the value of these collaborations.

A) Exploring an Alternative Survey Format in Program Evaluation

B) Doing Developmental Evaluation at the System Level: Lessons learned from an Addiction Treatment System Change Initiative

C) Evaluating libraries business services: Lessons from Ottawa Public Library

MULTI-PAPER | MAIN MEZZANINE, TUDOR 8 ROOM

A) DANIEL ZHANG, R. A. Malatest & Associates

In program evaluation, boundaries exist between quantitative and qualitative data, which are always separately collected and analyzed. Since survey is an important method to collect data, this paper explores an alternative survey format at levels of both practice and philosophy. Based on the foundation of Appreciative Inquiry, the development and format of this survey type are discussed in a quantitative mode from a qualitative perspective. To conduct program evaluation that crosses practical boundaries and integrates quantitative and qualitative data, this paper examines issues of survey instruments, such as validity and reliability, and compares this new survey mode with traditional surveys.

B) JENNA VAN DRAANEN, The Evaluation Centre for Complex Health Interventions

KAILEAH MCKELLAR, The Evaluation Centre for Complex Health Interventions

SANJEEV SRIDHARAN, The Evaluation Centre for Complex Health Interventions

This paper presents key learnings from a system-level developmental evaluation (DE) of the Drug Treatment Funding Program (DTFP) in Ontario. The DTFP aims to lay the foundation for systemic change leading to sustainable improvement in the quality and organization of substance abuse treatment systems through 11 different projects in Ontario. This evaluation was conducted from December 2011-March 2013. Multiple and flexible methodologies were used to assess and strengthen system change efforts including: key-informant interviews, case studies, surveys, capacity-building work-

shops, videography, and timeline of impact exercises. Insights include the need to: move from an output to outcomes culture in the addictions treatment system, clarify the role of various actors in spread efforts, and sustain activities for long enough to see change. The presentation will focus on how DE was used to aid system change efforts and lessons that are relevant for others conducting DE at the system level.

C) MOUJIB BHARI, Université du Québec

The role of libraries has changed dramatically during the past 40 years. In 2008, the Taking Care of Business service was launched to reflect the Ottawa Public Library (OPL) Board's new strategic priority targeting services to small business and entrepreneurs. The aim of this realist synthesis evaluation was twofold, first to identify what are the key variables impacting library business clients' decision quality regarding their business prospects and second, to understand how clients make an informed decision. Data was collected with a mixed methods approach by conducting an online survey of OPL clients and semi-structured interviews with the main three stakeholders (OPL staff, clients and partners). Various key factors were found to affect the main components of the OPL Business Services program theory of change, namely awareness, use/re-use and informed decisions. These can be used as key evaluation areas for the Ottawa Public Library moving forward.

Exploring the "L" in Evaluation: Putting Learning at the Center

PANEL | MAIN MEZZANINE, TUDOR 7 ROOM

VERONICA OLAZABAL, The Mastercard Foundation

JOE DICKMAN, The MasterCard Foundation

RICARDO RAMIREZ, University of Guelph

MARIE-HÉLÈNE ADRIEN, Universalia

LUC BOURGIE, Adviseem Services Inc

The MasterCard Foundation is a global, independent foundation based in Toronto, Canada with over \$5 billion in assets. The Foundation advances microfinance and youth learning to promote financial inclusion and prosperity in developing countries. An effective Monitoring, Evaluation and Learning (MEL) approach is a critical element of the MasterCard Foundation's

work with its partners. The Foundation, like other international development funders, is interested in whether investments are used as intended, whether results emerge from these investments and if so, whether they are contributing toward the Foundation's and the partner's larger goals. For this reason, evaluation at the MasterCard Foundation is focused on balancing both the accountability and learning purposes of its evaluative activities. However, in order for us to ensure a true balance, we must place learning at the center of our work in a very intentional, structured and strategic way. This session will discuss the Foundation's values and principles around evaluation and will share examples of innovative collaborations, partnerships and evaluative activities aimed to ensure that strategic learning takes place.

Living the Values of Engagement and the Strategic View with Program Evaluation: The BC Community Action Initiative's Journey with a Multi-Year Provincial Evaluation Process

PANEL | MAIN MEZZANINE, TERRITORIES ROOM

WILLIAM REID, MNP

DR. LAURA TATE, Community Action Initiative

SCOTT GRAHAM, Social Planning and Research Council of BC

The BC Community Action Initiative was established to facilitate community-based, partnership-driven, and culturally safe approaches that promote mental health; prevent harmful use of substances; and improve services

and supports for those affected by mental health/illness and problematic substance use. Over a three year period, SPARC BC is leading a provincial evaluation with both formative and summative aspects, and that is further supported by quarterly performance reporting and digital stories. This presentation will provide for an overview of, and sharing of experiences from both the program being evaluated and those evaluating, the BC Community Action Initiative. In so doing, it will speak to the shared discov-

eries of collaboration as the evaluation studies and performance reporting unfolded; the engagement of a multi-stakeholder Leadership Council and community project evaluators; and, orienting a provincial evaluation in a

fashion that tells the story of system-wide results along with community collaboration, action, and impacts.

Developing Performance Measures Through a Consultative Process: The Case of Indicators to Measure Improvement for People with Disabilities

PANEL | MAIN MEZZANINE, CONFEDERATION 5 ROOM

MARTHA MCGUIRE, Cathexis Consulting Inc.
MELISSA MCGUIRE, Cathexis Consulting Inc.
CHARENE GILLIES, Accessibility Directorate of Ontario

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) requires that each standard be reviewed five years after it is adopted, with the first review of the Customer Service Standard required in 2013. An appropriate question to be addressed is: To what extent have the standards impacted Ontarians with disabilities, older adults and their families? To answer that

question, the Accessibility Directorate of Ontario (ADO) required a set of key indicators looking at impact that can be measured over time. This presentation will focus on the methods used to develop indicators that were acceptable to the Accessibility Directorate of Ontario as well as to people with disabilities. It will provide methods and tools that supported giving people with disabilities a strong voice while at the same time meeting the needs of government. We will start with an overview of the purpose of the project, present an overview of the methods used (including how accessibility was assured) and provide details about the use of priority sort

**a) Social Return on Investment (SROI): Moving the Conversation from Cost to Value
 b) An Executive Summary is Not Enough**

EXPERT LECTURE | MAIN MEZZANINE, CONFEDERATION 3 ROOM

A) ANNE MILLER, SIMPACT Strategy Group, SROI Canada Network
JENNY OFRIM, SIMPACT Strategy Group

Social Return on Investment (SROI) is a growing evaluation methodology that seeks to move the value assessment process from a focus on cost alone to one that focuses on social value creation from a stakeholder perspective. By assigning financial proxies (monetary value) to social, environmental and economic outcomes, SROI creates more complete understanding of the value created by an initiative and can help build stronger communications (including business cases) for a wide range of community investments. This session will introduce the SROI approach, provide some examples of its use in Canada, and outline the increasing use of SROI by agencies and funders

to understand and communicate the value of their work and investments.

B) KYLIE HUTCHINSON, Community Solutions Planning & Evaluation

As an evaluator you are conscientious about conducting the best evaluation possible, but how much thought do you give to communicating your results effectively? Do you consider your job complete after submitting a lengthy final report? Reporting is an important skill for evaluators who care about seeing their results disseminated widely and recommendations actually implemented. This presentation will present an overview of three key principles of effective reporting and engage participants in a discussion of its role in effective evaluation. Participants will leave with an expanded repertoire of innovative reporting techniques for their own practice.

**a) Challenges and Opportunities in Defining and Measuring “Success” in Community Sustainability Planning
 b) Developmental Evaluation: Lessons learned about promoting engagement
 c) System-wide Evaluation: Issues, Challenges and Opportunities for Collaborative Approaches**

MULTI-PAPER | MAIN MEZZANINE, BRITISH COLUMBIA ROOM

A) SANDRA ZNAJDA, Independent Evaluation Consultant
DR. LIETTE VASSEUR, Brock University
LIZ NIELD, Lura Consulting

Over 400 Canadian communities have developed Sustainability Plans in the past decade. These plans outline strategies and actions for a community's sustainable future. Despite the number currently being implemented, most communities struggle with how to measure progress of their actions. These challenges are directly linked to ambiguity around how sustainability is defined - the concept is complex, context-specific, and trans-disciplinary. This paper explores the current issues in measuring community sustainability “success” and opportunities to address these challenges. It emphasizes the need for cross-sectoral networks, community engagement, and innovative evaluation approaches to measure change in complex initiatives such as sustainability planning.

B) KEVIN CHIN, The J.W. McConnell Family Foundation

Getting buy-in for any evaluation process is a delicate situation. Developmental Evaluation (DE) is a unique approach that has the inherent ability to get stakeholders engaged in potentially transformative experiences. As a national-level grantmaker, the J.W. McConnell Family Foundation has supported — and been involved in — a number of developmental evaluations within the community sector. Based on these events, we can identify key points regarding DE's strengths and weaknesses for engaging both organizations and individuals. These “lessons learned” may inform other evaluation approaches in terms of stakeholder engagement. In response to increasing demand, the J.W. McConnell Family Foundation has launched a new opportunity for Canadian organizations interested in using DE to surface issues and smooth the way for successful program planning and implementation.

C) NILAM BEDI, Public Policy Innovations
SAHAR ASSAD, Independent Consultant

Evaluation within individual public and non-profit sector organizations is no longer a foreign concept. Results-based management, logic models and related concepts have become part of the vocabulary. However, the delivery of services has increasingly evolved to models involving partnerships and multiple stakeholders. The degree to which evaluation facilitates the achievement of shared goals cutting across organizational boundaries is, for the most part, variable and often quite limited. Even in cases where evaluation is a component of a multiple-partner program or project, it is often

a peripheral and mechanistic element, not integral to the decision-making. The paper examines contributing factors to this situation, offers possible solutions and invokes relevant experience from the public sector, multilateral organizations and community-led non-profit organizations to illustrate the challenges, the opportunities and the role that evaluation professionals need to play. These examples are drawn from diverse settings, both in terms of sectors and geography.

CONCURRENT SESSION 5 | SESSION SIMULTANÉES 5 | 14:00 – 15:30

Proposal from CES-ON to pilot new membership categories THINK TANK | MAIN MEZZANINE, ALGONQUIN ROOM

NIKHAT RASHEED, Vice-chair CES-ON Board

We are listening to you! Based on member consultations throughout 2012, CES Ontario is proposing to pilot new membership categories to attract

and retain more members. The Chapter has been working on a paper that will be presented and discussed here – we welcome your feedback!

Intertwining Image and Voice: Using Photo Voice as a Technique to Shift the Evaluation Lens PANEL | MAIN MEZZANINE, CONFEDERATION 6 ROOM

LINDA LEE, Proactive Information Services Inc.
LARRY BREMNER, Proactive Information Services Inc.
DENISE BELANGER, Proactive Information Services Inc.
NATALIE KISHCHUK, Natalie Kishchuk Research and Evaluation Inc
PAUL KISCHUK, Vector Research

This panel will begin with a presentation on the use of photo voice as an evaluation tool that has the ability to engage those from whom data are

collected, shifting their role from sources of information to active and empowered participants in the evaluation process. The introduction will be followed by three examples of evaluations where a photo voice process was used with different populations; high school students, clients of a community AIDS prevention agency, and immigrant and/or isolated women with an early level of language proficiency. A discussant will identify common themes and raise emerging issues.

a) From Hindrance to Help: Repositioning the Role of Funders in Evaluation b) Integrated Business Planning at The Heart and Stroke Foundation ROUNDTABLE | MAIN MEZZANINE, TUDOR 8 ROOM

A) BRYN SADOWNIK, Vancity Community Foundation
ALISON BREWIN, Alison Brewin Consulting

Non-profit organizations are faced with increasing demands from funders to demonstrate their effectiveness. Reporting requirements don't often align with the evaluation needs of the funded organizations, and the ability for either party to learn from the evaluation can be limited. In this session we'll facilitate a conversation about addressing this challenge and improving the quality and use of evaluation in the non-profit sector. As both a consultant who works with community-based organizations and the former executive director of West Coast LEAF, Alison will represent non-profit perspectives. Bryn will bring in the perspective of funders. Bryn is currently working within Vancity Community Foundation (VCF) to frame evaluation in a more constructive way, and in particular to support grantees to build capacity in this area based on their particular decision-making and communications needs.

B) BRETT HUTTMAN, Toggle Consulting,
SHIRLEY VON SYCHOWSKI, Heart and Stroke Foundation

At the Heart & Stroke Foundation of Canada, a self-formed team of cross-functional leaders took on the opportunity to renovate the annual planning process. This project led to Integrated Business Planning (IBP), leveraging the vast data, knowledge and experience embedded across the organization's functions in a collaborative and innovative way. Utilizing an evaluation lens at its core allowed the team to drive a continuous learning model for decision-making, accountability, and performance management. Through strategic thinking, reflective learning, fact-based insights and quarterly facilitated workshops, senior leaders were encouraged to address risks and issues openly with their cross-functional colleagues, continuously adapting planning assumptions to accommodate new information. This painted a true cross-functional picture of the strategic plan and its desired outcomes, ensuring all functions were aware of requirements and contributions in language that was approachable, cascading down into individual objectives. This expert lecture seeks to address critical success factors for integrated planning in not-for-profit, and how evaluation is key to enabling decision-making and accountability.

Discovery - Découverte
 Engage - Engagement
 Outreach - Sensibilisation
 Network - Réseaux

Special Event - Événement spécial
 Meal - Un repas
 Keynote - Un discours
 Health Break - Une pause-santé

a) Evaluation Guidelines for Urban Regeneration: The Role of the State
b) Leveraging Evaluative Culture through Interdisciplinary Collaborative Practice: Reflections from the Field of Applied Educational Research
c) Engaging Partners in Evaluation Across Boundaries: Application of the RE-AIM Framework to Evaluate the Alberta's Caring for Diabetes (ABCD) Project
MULTI-PAPER | MAIN MEZZANINE, QUÉBEC ROOM

A) JANE REID, University of Glasgow

Taking the United Kingdom as its principal focus, but also identifying issues in evaluation that have a global reach and thus have relevance in Canada as elsewhere, this presentation will consider how far government guidance in the United Kingdom provides an effective framework for evaluating urban regeneration projects. It will critically assess the evaluative framework currently in place and will propose that current government guidance is heavily quantitative and provides questionable insight to the “softer” side of regeneration. Yet the paper will also problematize the nature of the role of the state in evaluating programs. It will suggest that, although the above criticism is valid, any government – as a fiscal state – must show value for money in its programs, and in the interests of accountability has a responsibility to do so. This dilemma is central to the generation of effective evaluation guidance in the United Kingdom and in any jurisdiction.

B) JACKIE WOOD, Thames Valley District School Board

b) Over the past three decades, collaborative inquiry has emerged from its infancy to a well established and reputable evaluative approach. While the majority of collaborative evaluation literature focuses on relationships between evaluator and stakeholder groups, less attention has been placed on collaborative practices among evaluators and how the latter influences decision-making, stakeholder participation, capacity building and evaluative culture. The presentation outlines collaborative approaches employed by an

interdisciplinary research department to leverage evaluative culture within a large school board located in southwestern Ontario. Progress and challenges, identified through reflective practice, will be shared to identify key lessons learned across disciplines and organizations.

- C) LISA WOZNIAK**, University of Alberta
- ALLISON SOPROVICH**, University of Alberta
- SANDRA REES**, University of Alberta
- STEVEN JOHNSON**, Athabasca University
- SUMIT MAJUMDAR**, University of Alberta
- JEFFREY JOHNSON**, University of Alberta

Evaluation frameworks represent an innovative mode to engage partners across boundaries in evaluating interventions or programs to better inform decision-making and programming. In this session, we describe our unique application of the RE-AIM framework to evaluate the Alberta's Caring for Diabetes (ABCD) Project, and its potential utility to others involved in evaluative work. The ABCD Project was developed to improve the quality and efficiency of primary care for diabetes in Alberta. It consists of quality-improvement interventions piloted in several non-metro Primary Care Networks. We adopted the RE-AIM evaluation framework, and used a mixed-methods approach, to better assess individual and organizational factors associated with the interventions in multiple dimensions including Reach, Effectiveness, Adoption, Implementation, and Maintenance. The RE-AIM evaluation framework will be described and its dimensions defined. An overview of measures used to evaluate the ABCD Project related to each RE-AIM dimension and assessment level will be provided.

a) Program Indicator Screening Matrix (PRISM): A Composite Score Model
b) Evaluation Rubrics, What, Why and How
DEMONSTRATION | MAIN MEZZANINE, BRITISH COLUMBIA ROOM

A) BONGS LAINJO, RBM Systems
TIM JOHNSON, Independent Consultant

Over the last six decades since many less developed countries achieved independence, attempts by multilateral and bi lateral agencies to provide effective foreign assistance have been met with mixed results. There continues to be a need to strengthen understanding of program dynamics, its synergies and results (both intended and unintended). There is also a pressing need to establish common ground between these implementers and potential evaluators. It is in light of the above gaps that the framework Program Indicator Screening Matrix (PRISM) was designed. The model is defined by six predefined criteria: specificity, reliability, sensitivity, simplicity, utility, affordability. During the screening process, experts from different thematic areas are grouped according to their themes. Panels select a moderator and rapporteur. A matrix of thematic indicators is evaluated based on six criteria. Relevant scores are established by cross-tabulating each criterion with an indicator. Composite scores are used to select high-performance indicators.

B) JANE DAVIDSON, Real Evaluation Ltd

Real mixed method evaluation needs to combine not just qualitative and quantitative evidence, but also well-grounded definitions of “how good is good”, in order to draw conclusions about the quality, value, and importance of what we find. In this task, evaluation rubrics are one of the most important and powerful tools within the evaluator's professional toolkit. Even better, they work equally well in participatory and independent evaluations, and come in many shapes and sizes. This session will help participants understand what evaluation rubrics methodology is, why it is so important, and some of our top tips for applying it successfully. Jane will demonstrate the main steps required to develop high-quality, practical rubrics, drawing on a combination of theory (understanding evaluative reasoning) and practical know-how.

Reflections on Knowledge Utilization: Connecting Research to Evaluation Practice

PANEL | MAIN MEZZANINE, ALBERTA ROOM

NICOLE MICHAUD, SSHRC

SHANNON CLARK-LARKIN, SSHRC/NSERC

NATALIE KISHCHUK, Natalie Kishchuk Evaluation and Research Inc.

DAVID PHIPPS, York University

KEN STEPHENSON, Rick Hansen Institute

SUSAN WHARTON, Environment Canada

The growing interest in research evidence has resulted in a myriad of efforts to improve connections between research and practice. Numerous

terms and concepts have been developed to define this process; however, knowledge utilization is most widely cited in evaluation literature. Successful knowledge utilization depends on a number of factors which include the engagement of stakeholders and promoting knowledge to inform decisions (Blake, S.C & Otteson, J.M., 2009). Presenters from diverse sectors (academic, public, private, not-for-profit) will share examples and insights on two types of knowledge utilization - evaluating programs that fund knowledge utilization activities and the promotion and use of evaluation findings and recommendations within an organization and beyond.

a) Managing Evaluation and Evaluation Capacity building in the Private Sector

b) Expect More From Evaluation: On Being Strategic, Innovative and Change-Oriented

c) Learning through a Community of Practice: How Eight Evaluators are Improving Evaluation Practice at Toronto Public Health

MULTI-PAPER | MAIN MEZZANINE, CONFEDERATION 3 ROOM

A) SIDIQ ALI, Research and Evaluation Consulting

Using case examples from evaluation of the assessment programs for an international regulatory body of financial professionals and an international financial institution, the author shows how using a multi-step method, similar to ones used public health and human services organizations (e.g., Compton, Baizerman, & Roholt, 2011; Patton, 2008), can help the evaluator manage both the evaluation and organizational evaluation capacity building (ECB), especially where an organizational culture of evaluation has not been developed. Emphasis is placed on the building of relationships within the organization by understanding the historical context of the organization and program; adherence to ethical and professional obligations in times of organizational push-back; and utilization of relationships and professional conduct to ensure relevance of evaluation processes and results within the organization on an ongoing basis.

B) TANYA DARISI, The O'Halloran Group

Robust, well-designed methodologies remain foundational to good evaluation practice. Yet in a sector increasingly driven by competition for funding, discourses of complexity, and pressures to innovate, evaluation must deliver more than 'the results.' This presentation focuses on the ways in which evaluation can and should support strategic learning within organizations

and project teams. Strategic learning (Coffman & Beer, 2011) is the use of information to gain insights that inform decision-making and strategy. It occurs when evaluative thinking is integrated into processes in ways that support adaptation and innovation. This presentation aims to address the gap between measuring results and getting to a strategic evaluation that answers key questions about process and outcomes, supports learning and moves initiatives forward.

C) MARGARET GASSANOVA, Toronto Public Health

CAROLINE MURPHY, Laura Oxenham

In December 2011, a community of practice was established at Toronto Public Health, bringing together evaluators who were scattered throughout the organization conducting studies with little coordination or synergy of ideas and resources. The Community of Practice for Evaluators (CoPE) is a forum to share information and tools, to problem solve, and to engage in and promote professional development. One year following implementation, a formative evaluation was conducted to assess the utility of the group. We present the findings and share implications for others wishing to establish a community of practice within an organization or community.

a) White collar Work Measurement for developing performance standards based budgets for program and project management

b) Monitoring and Evaluation of International Development Assistance to the Private Sector

EXPERT LECTURE | MAIN MEZZANINE, NOVA SCOTIA ROOM

A) SANDI PREMAKANTHAN, Symbiotic International Consulting Services (SICS)

Slogan: "What gets clearly defined, is measured, monitored, evaluated and reported for evidence informed decision making". Most often public sector program managers are forced to make program expenditure reductions due to government fiscal restraints. The lecture provides a scientific way of determining human resources needs (Person Years or Full Time Equivalents - FTEs) to deliver programs including the evaluations. The session introduces the IE approach to defining performance results that leads to the design of the 10th Order Performance-Metric Structure. The structure is an orderly approach to developing quantitative controls for managing service and government organizations. The approach defines the statement of performance and determines the performance-metrics that are to be

counted. It is both a top down and a bottom up approach and lays the foundation for measuring, monitoring, evaluating and controlling and reporting on organizational policies, programs, projects and initiatives and activities. Human Resourcing Standards for white collar jobs are developed using the Industrial Engineering work quantification technique of Fractioned Professional Estimating (FPE) for workload based program, project and evaluation activities that result in defined end products for example training sessions, counseling, evaluation reports etc. Human resources standards and the workload forecasts for specific end products provide the staffing formula (Person Years or Full Time Equivalents -FTE) for implementing programs, evaluations, financial budgets and operational management control systems for various parts of the organization and in whole. Further, the I.E approach rather than being competitive to other approaches to good management

in the public and private sectors is integrative. It is a framework for the application of other management improvement initiatives and tools and techniques such as: Evaluation theory and practice, Modern Comptroller-ship Practices, Managerial Accounting and Activity Based Costing (ABC), Benefit-Cost and Cost-Effectiveness Evaluations and Performance Results Based Budgeting.

B) HIROYUKI HATASHIMA, Independent Evaluation Group
Effective monitoring and evaluation (M&E) systems are essential to learning

and accountability. M&E system reviews provides perspective on what is working well, where there are gaps in coverage or weaknesses that need to be addressed, how the M&E information is actually used in decision making, and whether the system is efficient. This session will demonstrate the methods, tools and results in assessing the functioning of the M&E systems of the World Bank Group's private sector operations in two specialized agencies: the International Finance Corporation and the Multilateral Investment Guarantee Agency.

a) Innovative Synthesis Methods

b) Let's compare! Practical perspectives on the use of an international comparative design

c) Using SROI methodology for measuring the impact of vision rehabilitation services on the well-being of older adults

MULTI-PAPER | MAIN MEZZANINE, SASKATCHEWAN ROOM

A) DONNA SMITH-MONCRIEFFE, Public Safety Canada

This presentation will share an innovative approach for aggregating results generated from a variety of evaluation studies. This innovative option provides an effective alternative to the meta-analysis approach that has been traditionally used to aggregate key outcomes from high quality evaluation studies. The author will present an innovative synthesis method that aggregates data using an accurate and time-efficient approach. Conference delegates will benefit from learning the steps and techniques, and will learn how to integrate the approach into planning, analysis and reporting strategies. An example demonstrating the synthesis of 13 evaluation studies will be shared. The approach provides an innovative resolution to conducting a synthesis of studies that have the following challenges: 1. Different treatment or intervention elements; 2. Variety of evaluation designs ranging from a basic to matched comparison groups designs; 3. Variety of statistical techniques that generate varying coefficients including effect sizes, percentages, coefficients and t-tests; and 4. Diverse type of outcome measures; and 5. Diverse target groups. CES delegates will appreciate the step by step process, examples and discussions generated from this presentation.

B) MICHELLE PICARD-AITKEN, Science-Metrix
ANDREA VENTIMIGLIA, Science-Metrix

Used appropriately and carefully, international comparisons (reviews, case studies, etc.) can inform the design of your evaluation or performance measurement study, engage a broad range of stakeholders, and greatly add value to your findings and recommendations. Drawing on experience

with several such approaches in evaluations covering public safety, health surveillance, environmental assessment, and technology development, this presentation will discuss the rationale and key practical considerations to ensure the successful implementation of an international comparative design. Specifically, the presentation will review when to use these methods (advantages/disadvantages), and provide concrete tools and tips to overcome common challenges. It will also discuss how to facilitate engagement and collaboration for both the subject matter community and the evaluation and performance management community, within Canada and across borders.

C) BILJANA ZUVELA, CNIB

This presentation describes how one vision rehabilitation agency has embarked on a project to assess the social return on investment (SROI) of its services for older adults with vision loss. SROI is a set of analytical tools used to understand, quantify and express in monetary terms all the impacts an organization has on the community it works in and the stakeholders it works with. Guided by consultants from the New Economics Foundation (NEF, London, England) and the Community Sector Council of Newfoundland and Labrador (CSC), we participated with 12 other social service agencies in a project to define our social return on investment. This presentation will include the methods and results of this investigation, and a description of the economical assessment of the value of this impact to the society.

a) The role of technology and social media in fostering meaningful youth participation in evaluation

b) Evaluation Policy, Evaluative Culture and the Use of Evaluation: Reflections on the Canadian Federal Government Context

EXPERT LECTURE | MAIN MEZZANINE, TUDOR 7 ROOM

A) DOMINIQUE LEONARD, Social Research and Demonstration Corporation
HEATHER SMITH FOWLER, Social Research and Demonstration Corporation

Raising the Grade is a new national program from the Boys and Girls Clubs of Canada (BGCC) for students aged 12 to 19 at risk of dropping out of high school, to help them explore, set, and achieve their academic and career goals. The Raising the Grade program offers youth academic support, post-secondary and career planning, and opportunities to use technology and quality online resources in a new Technology Centre at their clubs. The program is innovative in several of its features: it is BGCC's first tech-based program and among the first of BGCC's national programs to be systematically evaluated; it results from a private sector/not-for-profit partnership; evaluation has been a key component from the outset, with a clear focus

on a developmental and collaborative approach. In the context of this innovative project, this session focuses on the opportunities and limitations of using technology and social media to creating opportunities for youth participants to actively and meaningfully engage in the participatory evaluation of a national, community-based, after-school program. Reflecting on their experiences in the program's pilot year across 25 sites in Canada, the presenters will describe the process, successes and lessons learned for using technology and social media for youth engagement in support of program and evaluation goals across the 'hierarchy of participation' from minimal to full collaboration.

B) ANNE ROUTHIER, TBS/CEE

In the Canadian federal government, the Treasury Board Policy on Evaluation is a key driver of the development and evolution of evaluation functions in departments and agencies. The current Policy (2009) included a provision for a four year phase-in period ending March 31st, 2013. In this presentation, the Senior Director of the Treasury Board of Canada Secretariat's

Centre of Excellence for Evaluation will provide a retrospective look at the implementation of the Policy since 2009, focusing on how it has influenced 'evaluative cultures' in federal organizations and how this has, in turn, influenced the use of evaluation.

CONCURRENT SESSION 6 | SESSION SIMULTANÉES 6 | 15:45 – 17:15

a) Insights on Developmental Evaluator Roles during Innovation: A Case Study **winner of the CESEF Student Excellence advancing Evaluation Knowledge (SEEK) Award
b) Using evaluations to understand the role of social capital in the settlement of immigrants in Canada
c) Evaluation of a Workplace Program for Women's Advancement
MULTI-PAPER | MAIN MEZZANINE, TUDOR 7 ROOM
A) CHI-YAN LAM, Queen's University

BLAIR JACKSON, Goss Gilroy Inc.

PRIYA NANDA, International Centre for Research on Women

Developmental evaluation (DE) supports social innovation and program development by guiding program adaptation to emergent and dynamic social realities (Patton, 2011; Preskill & Beer, 2012). To that end, the developmental evaluator is expected to draw on a multitude of skills and to take on multiple roles depending on the situational demands of the DE. Beyond that little guidance is provided in the literature to guide evaluation practice amidst the decidedly complex and turbulent space of social innovation. This presentation explores the contextual demands made of the evaluator and the emergence of the different roles taken on by the developmental evaluator to enable social innovation in a case of DE. The 'preformative development' of this social innovation saw the integration of microblogging into teacher education. Analysis revealed four roles assumed by the devel-

opmental evaluator when innovating: a) evaluator, b) facilitator of learning, c) project manager, and d) innovation thinker.

B) BLAIR JACKSON, Goss Gilroy Inc.

As current public policy shifts toward a concentration on economic evaluation and human capital theory, evaluation continues to support the importance of social capital. Social capital can be highly challenging to measure and as result, in an era of increasingly scarce resources may be under-recognized. This paper examines how despite measurement challenges, evaluation continues to be a valuable source of evidence in understanding social capital.

C) PRIYA NANDA, International Centre for Research on Women

The objective of the paper session is to share our experience of understanding and adapting to the challenges of creating a global evaluation framework for a program in diverse settings; and standardizing indicators for measurement across program sites for both monitoring and evaluation.

a) Why aren't evaluators taking advantage of digital media analytics?
b) Avoiding Chartjunk" and "Slideuments": Principles for visual presentation of data and findings
EXPERT LECTURE | MAIN MEZZANINE, CONFEDERATION 6 ROOM
A) TASHA TRUANT, Goss Gilroy Inc.

GILES CROUCH, MediaBadger

Whether it's through blogs, tweets, or even the comments section of an online newspaper, the world is increasingly talking online. However, the potential uses for the massive amounts of information available on the internet remain largely untapped in the sphere of evaluation. This presentation will explore innovative methods to extract these insights from the large and complex collections of digital data publicly available online. In particular, we will examine the unprecedented uses, and potential limitations, of digital media analytics to: Measure the outcomes of public outreach, advocacy, communications, and information sharing programs; Establish current and retroactive baselines; Conduct borderless data collection to gain insights from other countries.

B) JOHN BURRETT, Capacity Research and Resonance Inc.

You have worked hard on your evaluation. Your statistics are solid and reliable, and your findings relevant and useful. Don't stumble at the finish line with off-putting, or even misleading, graphics and presentation. Your audience, like all of us, has built-in abilities and limitations in understanding visual representations of data. These are both surprising and useful, but they are not often taught to social scientists, economists and evaluators. This session presents key visual principles for the presentation of data and findings, including: "the mechanics of sight".

a) Using Reflection Skills to Enhance Evaluation Practice
b) Negotiating evaluation design in developmental evaluation: an emerging framework for shared decision-making
EXPERT LECTURE | MAIN MEZZANINE, ALGONQUIN ROOM

A) GAIL V. BARRINGTON, Barrington Research Group, Inc.

Evaluators have a short attention span, moving from one project to the next, enjoying the “newness” of each endeavour. Does our practice change or is it just the context in which we find ourselves? How can we upgrade our practice and foster our own innovation? The Canadian Evaluation Society’s Competencies for Evaluation Practice include the domain of Reflective Practice yet little attention is paid to what is often deemed a soft skill. This presentation will explore ways to re-frame concrete experience for personal and professional growth and will offer some strategies to enhance our reflection skills and support fundamental change.

B) DOMINIQUE LEONARD, Social Research and Demonstration Corporation

This session will focus on describing the early development of a decision-making framework to help evaluators and program providers build shared understanding and consensus around evaluation design options. Using their recent experience with a new community-based program for at-risk youth, the presenters will share their approach to collaborative decision making in the context of developmental evaluation. Specifically, they will present an emerging framework that goes beyond the traditional hierarchy of evidence to involve stakeholders in choosing evaluation designs based on multiple factors (including context, purpose, appropriateness) and trade-offs among rigour, feasibility, cost, utility, relevance, while also considering ethics and other practical implications). The strengths and limitations of such an approach will also be discussed. Participants will be asked to share their feedback on the utility and feasibility of such an approach in their own evaluation practice.

Just because you can doesn’t mean you should – how to address ethical considerations in evaluations
PANEL | MAIN MEZZANINE, BRITISH COLUMBIA ROOM

WENDY DOUGHTY, University of Alberta
LINDA BARRETT-SMITH, Alberta Innovates – Health Solutions
BIRGITTA LARSSON, BIM Larsson & Associates
FLORA STEPHENSON, Alberta Health Services
JEANNE ANNETT, Alberta Health Services

Focusing on Project Ethics, the panelists will share their experience working with leaders of program evaluation and quality improvement projects

to ensure that people and their information are protected and respected. They will explore how the application of the ARECCI guiding principles are incorporated into evaluation practice leading to strengthened project ethics capacity, including risk assessment and mitigation. The pivotal role of the Second Opinion Reviewer in supporting project leaders to make decisions about mitigating risks identified through application of the ARECCI resources will be showcased. Examples of how project ethics are being imbedded into organizational evaluation culture will be highlighted.

a) Using cross-case study analysis in evaluation of research funding programs
b) Building Evidence to Evaluate Impact: Using Mixed-Methods to Assess Child Protection in Liberia
c) Écouter, comprendre et soutenir la vitalité communautaire grâce à l’évaluation axée sur la théorie
MULTI-PAPER | MAIN MEZZANINE, ALBERTA ROOM

A) NICOLE MICHAUD, SSHRC/NSERC
NATALIE KISHCHUK, Natalie Kishchuk Evaluation and Research Inc.

A challenge in the evaluation of research granting programs, especially those that provide large-scale, long-term grants to research groups, networks, or institutions, is that every grant supports a unique configuration of activities and produces a unique set of outcomes – making it harder to generate program-level findings. SSHRC conducted an evaluation of its knowledge mobilization programs using multiple case studies and cross-case analyses, to allow for rich and in-depth data on program-level outcome dimensions. This paper describes the approach used to maximize the value of evaluation findings for evidence-based decision-making on current and future policies and program funding initiatives.

B) MONICA RUIZ-CASARES, McGill University

In order to develop effective advocacy and intervention programs and to evaluate changes over time, a baseline Child Protection Knowledge, Attitudes, and Practices (KAP) Survey was implemented by Save the Children and Don Bosco Homes in twelve districts in Central and Western Liberia.

Adults and children in six counties provided input through a three-stage stratified probability household survey (n ~ 1800), and individual (n = 55) and group interviews (n = 197). The plan is to redo the survey after roughly 3 years to monitor what changes have occurred since the baseline survey was carried out. Scientific and ethics approval was obtained in Montreal and Monrovia. A local Advisory Committee engaging government, international donors and development partners, I/NGOs, and academia, oversaw the survey. This paper presentation will describe the process followed in this KAP Survey and reflect on challenges and dilemmas that may apply to other low-income and post-conflict settings.

C) MARC L. JOHNSON, Universalia
FRANCOIS DUMAINE, PRA Inc.

Lorsque les initiatives sous la loupe des évaluateurs et des évaluatrices sont complexes, comment ces derniers peuvent-ils s’en saisir de façon responsable et utile, tout en rendant justice aux bénéficiaires et aux parties prenantes qui retiennent leurs services? Les présentateurs aborderont cette difficile question en tirant des leçons de leur récente expérience à évaluer la Feuille de route pour la dualité linguistique canadienne. La Feuille de

route est une initiative horizontale mobilisant 32 programmes mis en oeuvre par 15 institutions fédérales et une multitude de partenaires. La faiblesse de la théorie de programme de cette initiative et le cadre classique de son évaluation n'ont pas permis d'établir sa contribution. Les présentateurs

proposent plutôt d'utiliser une approche axée sur la théorie afin de raffiner le scénario des changements souhaités par une telle initiative et de rendre plus parlante son évaluation. Ils illustreront leur propos avec l'appui à la vitalité communautaire.

a) Citizens First 6 - Understanding Dimensions of Client Satisfaction, and Enabling Actionable Service Performance Management
b) Evaluation of a Social Media-based Intervention on Young Adult Utilization of Smokers' Help Services (Break It Off)
c) Evaluation Pal - Automating program monitoring and evaluation
MULTI-PAPER | MAIN MEZZANINE, NOVA SCOTIA ROOM

A) CODY DODD, Institute for Citizen-Centred Service

The Institute for Citizen-Centred Service is a not-for-profit that has been building from 15 years of ground breaking research into client satisfaction. Citizens First 6, published in December of 2012, is the newest iteration of the ICCS' flagship client satisfaction research initiative. Hearing from nearly 10,000 Canadians, CF6 scanned client channel experience, satisfaction with specific categories of services across all levels of government, and identified the strongest drivers or attributes of satisfaction. Together this bundle of drivers explains well over 80% of respondents' overall satisfaction scores. New to Citizens First 6 was also a 'special focus' that allowed us to dive deeper into areas of interest, such as issues around emerging channels. This presentation will provide an overview of the many issues, priorities and themes identified from this research, and will engage the listeners with actionable research strategies for their own client satisfaction initiatives.

B) CAMERON NORMAN, CENSE Research + Design

An integrated social media intervention formed around a mobile app (Break It Off), Twitter feed, Facebook page and webpage was developed and evaluated to explore methods of engaging young adult smokers in smoking cessation. The innovative social media strategy was compared with an established Smokers (telephone) Helpline service. Utilizing a developmental

evaluation approach to aid refinement of the innovation, the evaluation employed mixed-methods to collecting data; using intake and ongoing Internet use data, focus groups before and after the campaign, and cross-sectional surveys of young adults. The campaign reached 37,325 unique visitors with a total of 44,172 visits and 107,600 page views. The app was installed 3,937 times; 72% were satisfied with the campaign. Comparative data with Smokers Helpline Services shows significant differences in 7-day quit rates (26.5% to 44.3%) and intentions to quit, suggesting the potential for a social media intervention to influence population health.

C) BRIAN CUGELMAN, AlterSpark

In this session, Dr. Cugelman will discuss his work to develop an automated program monitoring and evaluation technology, called Evaluation Pal. He launched Evaluation Pal in 2011, then in 2012, pilot tested it for an evaluation of the Green Infrastructure Ontario Coalition which was submitted to the Ontario Trillium Foundation. Soon after, MaRS' Social Innovation Generation accepted it into their incubator program. In this session, Dr. Cugelman will provide a tour of the tool, and use the Green Infrastructure Ontario case study to demonstrate how automated data collection can be used in the program evaluation process. This presentation will also provide an opportunity to discuss the challenges and opportunities of using technology to aid program evaluation.

a) Evaluation Capacity-building for Senior Decision-Makers: A Mobile Learning Example
b) Evaluation Capacity Building through Online Learning
DEMONSTRATION | MAIN MEZZANINE, MANITOBA ROOM

A) KYLIE HUTCHINSON, Community Solutions Planning & Evaluation
CHRIS LOVATO, UBC School of Population and Public Health

Capacity-building in evaluation has tended to focus on program-level coordinators and staff, ignoring the key role that senior managers and executives play in creating an organizational culture where evaluation is routinely used for decision-making. Informed decision-making and evidence-based practices depend on senior managers having a full understanding and appreciation of evaluation. How can we best maximize the use of evaluation in planning and decision-making and capture the fixed attention of these busy individuals? This session will demonstrate a unique evaluation course designed for viewing on the mobile devices of senior health executives at their convenience. We will report on early evaluation findings to date and plans for further modifications.

B) MARLA STEINBERG, Independent Evaluation Consultant
KYLIE HUTCHINSON, Community Solutions Planning & Evaluation
LISA TREMBLAY, Nova Scotia Department of Health and Wellness
DAYNA ALBERT, Independent Evaluation Consultant
NANCY CARTER, Nova Scotia Health Research Foundation
JUDY PURCELL, Cancer Care Nova Scotia
KAREN MACDOUGALL, Public Health Agency of Canada

In 2011, following efforts to support intervention evaluation and knowledge exchange among Nova Scotia Public Health practitioners, the Nova Scotia Health Promotion Promising Practices Project recognized that further efforts would be required to increase capacity in this area. The results of two subsequent needs assessments pointed the way to an online evaluation course. A resulting partnership with the Public Health Agency of Canada (PHAC) has resulted in the creation of a new PHAC Skills Online Program module - Introduction to Evaluation. The competency-based modules are specific to Canadian public health practice, and are designed using adult and eLearning principles. The course is facilitated by expert facilitators and promotes the connection of interdisciplinary teams from across the country through interactive discussion forums. The first offering of the course will be January 2014.

a) Emergence of Program Evaluation within a Municipal Government Framework
b) Developing and Piloting a Farmers' Market Impact Toolkit
c) The Evaluation of Knowledge Mobilization: A review and integration of published interdisciplinary literature
MULTI-PAPER | MAIN MEZZANINE, CONFEDERATION 3 ROOM

A) JOSEPH PITTARI, City of Vaughan Strategic and Corporate Services

There is a growing recognition and importance across municipal governments to ensure the financial viability and sustainability of programs and services it provides. Some municipalities have completed core service reviews and/or program reviews. However, a significant outcome of such reviews is the absence of logic models and program objectives. The City of Vaughan is moving towards implementing program evaluation concepts across the organization with oversight provided by a newly created Department of Innovation and Continuous Improvement. Driven by accountability and transparency, this program evaluation framework links into the City broader results-based accountability strategic initiative.

B) BRYN SADOWNIK, Vancity Community Foundation

Vancity Community Foundation and the BC Association of Farmers Markets (BCAFM) have collaborated on the development of a Farmers Market Impact Toolkit that gives managers the means to collect, analyze and communicate the value that their farmers markets bring to their communities, and to supporting planning and operational decisions. The toolkit describes how farmers' markets impact three major outcomes: Farmers' Markets

build strong local economies; Farmers' Markets increase food security & ecosystem health; Farmers' Markets build community. Twenty farmers' markets throughout BC have pilot-tested a collection of surveys, other data-collection tools and reporting templates over the summer market season of 2012. In this session I'll share how we developed the toolkit and examine how its future application could contribute to both a better understanding of shared impact, and in improving planning and management activities within farmers' markets.

C) BRAD COUSINS, University of Ottawa

This paper is a review and integration of what we know about the evaluation of knowledge mobilization. Much work has been published in various disciplines over the past 15 years on knowledge exchange, knowledge transfer, and knowledge management. Knowledge mobilization (KM) has become an identifiable and thriving domain of inquiry in its own right. The review and integration will seek to locate studies that have evaluated knowledge mobilization initiatives and related research on KM. Results are discussed in terms of their conceptual and methodological implications for the evaluation of KM as well as their impact on the target audiences.

a) Building the education sector capacity for the use of evidence to inform decisions and implementation processes
b) Using logic models to infuse evaluative thinking and guide developmental evaluation as internal evaluators
c) Infusing evaluative thinking in the sector through Board Improvement Plan for Student Achievement
d) BIPSA through a system-wide collaborative inquiry model
MULTI-PAPER | MAIN MEZZANINE, CONFEDERATION 5 ROOM

A) MARY JEAN GALLAGHER, Ontario Ministry of Education
RICHARD FRANZ, Ontario Ministry of Education
DR. JOHN MALLOY, Hamilton Wentworth District School Board

The key to the success of Ontario's students lies in the deep professionalism of the educators across the sector. The role of system leader is in clarifying major goals and the pathway to achieving those goals. Developmental Evaluation (DE) is positioned as an executive leadership responsibility focused on decision-oriented use (Patton 2012) that builds a culture of evaluative thinking through collaborative inquiry-action and reflective practice that is adaptive, coherent, precise and personalized. Leaders' valuing of evaluation and modelling evaluative thinking is essential to building the sector's capacity in using evidence to inform decisions and implementation for student achievement and engagement.

B) KEIKO KUJI-SHIKATANI, Ontario Ministry of Education

Adaptation and innovation to emergent and dynamic realities is the norm in our work as internal evaluators as we contribute to building the sector's capacity to learn and use evidence to inform decisions and implementation. With the critical support of leaders valuing evaluation, we facilitate DE bringing the processes of asking evaluative questions, applying evaluation logic, gathering and reporting evaluative data to support development with timely feedback (Patton 2012). We will share how we use logic modeling as a tool to infuse evaluative thinking and guide DE in our relentless effort to realize success for all students in complex systems

C) MEGAN BÖRNER, Ontario Ministry of Education
JUDI KOKIS, Ontario Ministry of Education
KEIKO KUJI-SHIKATANI, Ontario Ministry of Education

Learning as we go/DE is an approach to the use of evidence in practice as we continually adapt, improve and change over time. Examples of initiatives that build evaluative thinking capacity in diverse ways to address the core priorities of the Ministry will be examined. Board Improvement Plan for Student Achievement (BIPSA) is a cyclical process of collaborative inquiry-action, addressing the board's own most urgent student learning needs based on needs assessment, planning, implementation monitoring and evaluation. BIPSA provides an opportunity for the Ministry to support the board's improvement process as well as to learn and inform our next steps.

D) DR. MAG GARDNER, Hamilton Wentworth District School Board
DR. JOHN MALLOY, Hamilton Wentworth District School Board

BIPSA process support improved learning and well-being for all of our students. Every district school board is expected to submit a BIPSA that outlines the annual goals to support the ministry's key priorities. One board will share how it has embarked on a system-wide collaborative inquiry model to align the school improvement focus with principal learning team capacity building and the system's annual operating plan. Central to this work is collaboratively conducting needs assessments, identifying success criteria, and considering what evidence constitutes success at the front end of the plan and observing, evaluating and reflecting.

The British Columbia Healthcare System's Monitoring Evaluation and Learning System: Going Where No Evaluators Have Gone Before

PANEL | MAIN MEZZANINE, TERRITORIES ROOM

TRILBY SMITH, Michael Smith Foundation for Health Research
OLUSEYI OYEDELE, Interior Health Authority
LAURIE RINGAERT, Vancouver Coastal Health Authority
SHELLEY TICE, Vancouver Island Health Authority
SHERRI TILLOTSON, Northern Health

Evaluation in a complex systems environment presents unprecedented opportunities and a multitude of challenges. This presentation will focus

on opportunities and challenges experienced in British Columbia where the Ministry of Health, with the Michael Smith Foundation for Health Research and regional health authorities have embarked upon the creation of a Monitoring, Evaluation and Learning System. Key to this model is the embedding of evaluators using a developmental evaluation approach in each of the health authorities. These evaluators support evaluation at the local and regional level, but are also networked provincially, working together with the Ministry to learn and improve.

Challenges and Opportunities of Social Network Analysis for Evaluation

THINK TANK | MAIN MEZZANINE, TUDOR 8 ROOM

LAURA GARTON, Heart and Stroke Foundation

Social Network Analysis (SNA) is increasingly of interest to evaluators, however, its potential as a method and a theoretical perspective is often under-utilized or alternatively over-stated. At its most basic, SNA provides a method for visualizing the structure of relationships between people or clusters or actors of another sort such as organizations. What is less well utilized is the potential for SNA as a theoretical perspective to test assumptions or to direct the design of evaluation questions - to assist in framing

the problem situation. In addition, when we deploy SNA as a method, there are challenges in how we gather the data and also challenges in how to interpret the results. For example, what is the optimal structure of relations for the problem under consideration? Or what do changes in networks over time signify? This session will explore challenges and opportunities of using SNA in evaluation.

Embracing Difference - Sharing Learnings from Our Lived Experiences

THINK TANK | [ROOM - LOCATION]

LINDA LEE, Proactive Information Services Inc

This session will focus on learning from our lived experiences. This interactive session will begin with the facilitators each sharing a story from their own practice, a situation where they faced a challenge in dealing with difference - whether that be diverse populations, programs or methods. Attendees will be asked to think of one or two of their own experiences that they would be willing to share. The remainder of the session will be in

a workshop format where attendees will share their own experiences and learnings. The session will engage people in dialogue about the challenges and the practical approaches that can be applied in order to embrace difference and enhance our evaluation practice.

WEDNESDAY JUNE 12

MERCREDI 12 JUIN

07:00 - 13:00 Registration & Information Desk Open / Comptoir d'inscription et de renseignements
Comptoir d'inscription et de renseignements ouverte

08:00 - 09:00 Thematic breakfasts
Petits déjeuners thématiques

09:00 - 10:00 Keynote Address
Discours Liminaire

10:00 - 11:00 Collaborative sessions
Assemblée publique de collaboration

11:00 - 11:45 Plenary Remarks and Call to Action
Remarques en plénière et appel à l'action

11:45 - 12:00 Closing remarks by Conference Team
Commentaires de clôture du congrès par l'équipe de planification

KEYNOTE ADDRESS DISCOURS LIMINAIRE

09:00 – 10:00 | CONVENTION FLOOR, CANADIAN ROOM

SHAPING EVALUATION FOR THE FUTURE MÉNAGER UN AVENIR PROMETTEUR POUR L'ÉVALUATION

JOHN GARGANI

President and Founder of Gargani + Company, Inc
Président fondateur de Gargani + Company, Inc



It is an exciting time in evaluation. The boundaries of the profession are expanding and our work is becoming increasingly important to policymakers, program designers, and philanthropists.

Nous traversons actuellement une période stimulante pour l'évaluation. Les limites de notre profession ne cessent de reculer et notre travail prend de plus en plus d'importance aux yeux des décideurs politiques, des concepteurs de programmes et des mécènes.

The challenge we face over next few years is growing our profession in ways that maximize our contribution to the greater good. I am thrilled to be a part of 2013 CES conference where we-as a community-will have a chance to do just that by sharing our visions of the future and advancing the benefits of evaluation.

Notre principal défi au cours des prochaines années? Faire avancer notre profession afin de maximiser notre contribution au bien commun. Je suis ravi de participer au Congrès 2013 de la SCÉ qui nous donne justement l'occasion, en tant que communauté, de partager notre vision de l'avenir et de promouvoir les avantages de l'évaluation.

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COLLABORATIVE TOWN-HALL SESSION: EVALUATION: NOT A SPECTATOR SPORT! ASSEMBLÉE PUBLIQUE DE COLLABORATION: L'ÉVALUATION : PLUS QU'UNE DISCIPLINE PASSIVE 10:00 – 11:00 | CONVENTION FLOOR, CANADIAN ROOM

We need you to contribute to a robust evaluation community: Across Boundaries. This final innovative session will capture the collective intelligence using real time polling technology and our experience across the two conference days on the following issues:

- What challenges do you face as an evaluator?
- How do you think Evaluation as a field/practice might need to evolve over the next 10 years in order to remain viable?
- What is our role as practitioner evaluators in this process?

Let's explore these questions together, and develop a declaration to drive the process in which evaluation practice can remain a meaningful and engaging discipline.

Aidez-nous à faire de l'évaluation une discipline qui transcende les frontières. Cette dernière séance novatrice permettra de saisir l'intelligence collective grâce à la technologie de sondage en temps réel et à l'expérience des participants acquise au cours des deux premières journées du Congrès sur les points suivants :

- À quels défis êtes-vous confronté à titre d'évaluateur?
- Au cours des dix prochaines années, quelle direction la pratique de l'évaluation devrait-elle prendre pour demeurer viable?
- Quel est notre rôle dans ce processus en tant qu'évaluateurs-praticiens

Nous vous invitons à approfondir ces questions et ainsi, à élaborer une déclaration permettant d'amorcer le processus.



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PLENARY REMARKS AND CALL TO ACTION PLÉNIÈRE DE CLÔTURE ET APPEL À L'ACTION

11:00 – 11:45 | CONVENTION FLOOR, CANADIAN ROOM

SYNTHESIS OF KEY IDEAS PRESENTED IN CES 2013

SYNTHÈSE DES IDÉES FONDAMENTALES PRÉSENTÉES AU CONGRÈS 2013 DE LA SCÉ

SANJEEV SRIDHARAN

Director of the Evaluation Centre for Complex Health Interventions, *Li Ka Shing Knowledge Institute at Toronto's St. Michael's Hospital*

Directeur du Centre d'évaluation des interventions médicales complexes, *L'institut Li Ka Shing de l'hôpital St. Michael's de Toronto*



This call to action provides an opportunity to synthesize multiple ideas presented in the conference. We will take the conference theme of "evaluation across boundaries" seriously and reflect on what it means for evaluation practitioners to 'cross boundaries' and the types of evidence that are needed to persuade that 'evaluation across boundaries' leads towards more meaningful differences. To the extent possible, the reflections on crossing boundaries will be based on presentations and learnings from CES 2013. Concrete actions to move the field of evaluation forward in Canada will be explored

Dans le cadre de cet appel à l'action, nous synthétiseront les diverses idées présentées pendant le Congrès. Nous reviendrons sur le thème de cette édition, « L'évaluation sans frontières », afin de réfléchir à la signification que revêt l'expression « dépasser les frontières » pour les praticiens de l'évaluation et de déterminer les types de données probantes capables de produire des résultats plus constructifs dans la perspective de notre thème. Les réflexions sur le dépassement des frontières s'appuieront, autant que possible, sur les présentations et les enseignements du Congrès 2013 de la SCÉ. Nous explorerons également des mesures concrètes pour faire avancer le domaine de l'évaluation au Canada.

CLOSING REMARKS MOT DE LA FIN

CES | SCÉ TORONTO 2013 - Shirley Von Sychowski, Dawn Campbell-Borland

CES | SCÉ OTTAWA 2014 - Jane Whynot, Isabelle Bourgeois



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this!**

CES and the CES Educational Fund invite you to experience the 2013 CES Student Case Competition.

Come to the Quebec Room from 1:00 pm to 3:00 pm on Monday, June 10 to see the finalist teams in action. And please join us for the reception where the winning team will be announced – that is at 6:00 pm on Monday, June 10 in the Ontario Room.

**évalue-moi
ça!**

LA SCÉ et le FSCÉE (Fonds de la Société canadienne d'évaluation pour l'éducation) vous invitent à découvrir l'édition 2013 du concours étudiant de simulation de cas en évaluation.

Lundi le 10 juin de 13:00 à 15:00, nous vous convions à la salle Québec pour voir les équipes finalistes en action. Ensuite, joignez-vous à nous pour une réception dès 18:00 au cours de laquelle l'équipe gagnante sera dévoilée. Cette réception aura lieu à la salle Ontario.

<http://competition.evaluationcanada.ca>



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