extending our reach

CUP 2010 Annual Report

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

Mission

The Community-University Partnership for the Study of Children, Youth, and Families (CUP) is committed to understanding and improving the development of children, youth, families, and communities by:

- Generating, sharing, and mobilizing new knowledge about child and family development.

- Identifying and promoting the use of evidence-based policies and practices for optimizing child and family development.

- Nurturing a culture, both in the community and the University, in which rigorous research, evaluation, and practice are valued highly as critical components in efforts to understand and optimize development.

About CUP

CUP is the result of a unique collaboration between the University of Alberta (U of A) and many community agencies and organizations in and around Edmonton, Alberta. CUP engages in a number of activities to fulfill its mission:

- CUP develops opportunities for researchers, service providers, and policy makers to collaborate on research projects that advance knowledge and improve policies and practices.

- CUP contributes to networks so that knowledge and expertise can be shared.

- CUP creates learning opportunities both on campus and in the community to build research capacity in areas related to the development of children, youth, and families.

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Extending our reach

From the very start, CUP focused on creating bridges between academic researchers and community practitioners who shared an interest in children, youth, and families. Today, almost 10 years later, our efforts to establish and nurture community-university collaborations have resulted in several extraordinary successes, including many projects that have pioneered new approaches to community-based research and knowledge sharing.

Fuelled by this success, and supported by our new status as part of the Faculty of Extension, CUP is extending our reach even further into the community. This past year, we continued to work on several projects that will provide critical information on early childhood development, developmental screening for young children in the province, and how to best deliver services to low-income families with children. The research generated through these projects has the potential to impact decisions and influence policy both here in Alberta and across Canada. In the following annual report, you will learn about some of these innovative projects and the many ways in which CUP is working to understand and improve the lives of children, youth, and families here at home and around the world.

Letter from the Dean

Dear CUP Partners, Friends, and Colleagues:

Drawing to the end of our first century of "bringing the university to the people," the Faculty of Extension is committed to partnering with communities to learn, innovate, and grow capacity together. CUP is also approaching a birthday—its 10th—and it continues to not only sustain existing partnerships, but continuously engage in new and productive collaborations with service providers, community non-profits, and government groups. The goal: to grow capacity in early childhood, youth, and family communities. We describe CUP as a broker-exemplar of interdisciplinary initiatives, with values of equity, knowledge sharing, and capacity building at its core.

Like childhood friends, the Faculty of Extension and CUP are maturing into 21st century adults together, intertwining our mutual values of collaboration, sustainability, and social action. CUP continues to exemplify and contribute to University and Faculty leadership for cross-cultural competencies in teaching, research, and citizenship. By working together we both extend our reach. We have strengthened our abilities and understanding of how to develop and sustain community relations, create opportunities for formal and non-formal learning, renew and seek new partnerships, and reach communities that neither of us had worked with before. For example, with the marvelous and critical insight afforded by the CUP Steering Committee, we are able to work with agencies, departments, and communities in the capital region and across our province, country, and even globe, to foster and put into practice the idea that transforming societal communities and organizations into learning communities equips us all for effective citizenship, including a capacity for social action.

June 2010 marks our second year as a blended family. We're now all living under one roof, everyone has identified their unique contributions to the household, we are sharing and blending family values, and are helping to build a strong, safe, healthy and sustainable community. All we need is a family pet!

K. Campbell

Katy Campbell, PhD
Dean

Letter from the Director

The theme of this annual report was practically unavoidable. As we reflected on CUP's activities over the past year, it became clear that Extending Our Reach was evident in much of what CUP is doing. Some of you will recall that CUP never was intended to be entirely local in the scope of its work. In practice, though, CUP tended to be focused on generating research-based projects in the Edmonton area, at least in its early years.

No longer. As you read through this annual report it will become clear that CUP's focus is constrained not at all by lines on a map. You will read about the Early Child Development Mapping Project, which is extending to every geographic nook and cranny in the province in an effort to collect data that will inform us all, as never before, about the development of our young children. CUP's involvement in this project fits well with our long-term work on measures used to assess early child development. Now CUP is embarking on a set of studies to determine the suitability of those measures for First Nations and immigrant families. On another front, CUP and its partners are documenting how schools and local organizations throughout Alberta try to collaborate in providing special supports for children in need. CUP also is involved in studying the process of assembling regional health teams across the province, and the process of recruiting community participants to randomized controlled trials across the country. And more.

CUP's reach is extending beyond research as well. CUP is always trying to find ways to connect knowledge and skills with the people who need them. You will see plenty of examples as you page through this report. CUP is working to develop a graduate certificate program in community-based research and evaluation (CBRE), which will be launched during the coming year. We continue to promote the development of CBRE with workshops for participants on and off campus, including pediatric residents. We have introduced medical students to CBRE to support their engagement with rural and remote communities. CUP is exploring the use of photovoice and film in creating training materials for front-line workers in health and social services. And more.

CUP is committed to "understanding and improving the development of children, youth, and families" as described in our mission, which you can find on the inside front cover of this report. Pursuing that mission requires that we go to places, both geographic and conceptual, that were not entirely anticipated during CUP's birth nearly a decade ago. "Extending Our Reach" is not just a play on words for a unit hosted in the Faculty of Extension. It is what the Faculty has done for almost 100 years, and it is what CUP must continue to do if we are to be true to our mission.

Jeff Bisanz
Director

CUP helped me "extend my reach" beyond the academic circles and connect with organizations in the community who are doing front line work in areas related to my research interests, as well as with researchers who share similar visions and lead community-based initiatives.

Rebecca Georgis, PhD student, Educational Psychology, University of Alberta

CUP Portfolios

CUP's decision to restructure from projects to portfolios was intended to create opportunities for ongoing research work that could be sustained long-term, while creating a transparent framework that highlights CUP's strengths and makes it easier to gauge the impact of CUP's work. Since introducing this new structure in 2008, CUP has been able to develop and share expertise and knowledge across its three portfolios, while ensuring that each portfolio maintains the autonomy and authority needed to explore projects and create resources that complement its strategic focus. This structure also helps CUP extend our reach by allowing individual portfolios to explore emerging local, national, and international research issues and opportunities, and establish valuable collaborations with potential partners.

Early Childhood Measurement and Evaluation

The Early Childhood Measurement and Evaluation (ECME) portfolio, led by Rebecca Gokiert, focuses on work that relates directly to early childhood development, measurement, and evaluation issues.

Measurement at the individual level, through screening and assessment, highlights the types of supports or interventions necessary for growth and development of children. Furthermore, effective measurement and evaluation of these programs enables community agencies to refine their programs where necessary or to share best practices with others. This work helps improve programming and creates healthier outcomes for young children and their families.

ECME undertakes a number of activities that support programs and individuals involved with early childhood measurement and evaluation, including community consulting, community education, and community-based research and evaluation.

Community Consulting entails ECME staff providing measurement and evaluation consulting and advice to local, national, and international agencies and individuals. ECME also provides:

- resource materials
- screening, assessment, or evaluation tool information
- evaluation and research support
- brokering services between community organizations and university researchers

Brokering, which involves matching community groups with researchers and students (and vice versa), helps CUP stretch its finite resources and capacities.

Community Education helps strengthen the early childhood community's measurement knowledge and increases the effective use of measurement and assessment tools. Workshops, presentations, and evidence-based reviews of common screening, assessment, and evaluation tools are just some of the ways ECME staff provide learning opportunities for the community about early childhood measurement and evaluation.

Community-Based Research and Evaluation (CBRE) is another important activity for ECME. CBRE projects are funded through external research grants and enable ECME to generate evidence-based knowledge and skills that support other activities. These projects also allow CUP to develop new relationships and networks that help meet the needs of the early childhood community.

As ECME looks ahead to the coming year, there are several priorities:

- ECME staff will continue to distribute *Cross Cultural Lessons: Early Childhood Developmental Screening and Approaches to Research and Practice* handbook and present research findings to community organizations and at national and international conferences.

"Our relationship with CUP colleagues has magnified our sense of hope for a better future. It has given us the courage, connections, and skills to dare to dream and pursue the dream of a more just and equitable society.

Yvonne Chiu, Executive Director, Multicultural Health Brokers Co-Op

- In partnership with the Yellowhead Tribal College and the Early Child Development Mapping Project Alberta (ECMap), we will be identifying the early childhood developmental skills that are important to First Nations communities. This information will be used to enhance the collection of early childhood data with tools such as the Early Development Instrument (EDI).

- In partnership with the Multicultural Health Brokers Cooperative and Bent Arrow Traditional Healing Society, we will be examining the tools that are commonly used to measure social-emotional competence and identify additional competencies important to immigrant, refugee, and aboriginal families and communities that are not typically captured in these tools.

- ECME staff will continue to provide community consulting and community education to the early childhood development community.

Lifelong Learning and Knowledge Mobilization

The Lifelong Learning and Knowledge Mobilization portfolio (LLKM) reflects CUP's commitment to lifelong learning and knowledge sharing. This portfolio works to create learning opportunities about collaborative research in support of child, youth, and family development.

LLKM evolved from the project, *Mobilizing Knowledge About Development: Focus on Knowledge Transformation and Learning* (MKAD) (2006–2010). MKAD was a multiyear collaboration between CUP and the Alberta Centre for Child, Family and Community Research (ACCFCR), funded by the Social Sciences and Humanities Research Council, ACCFCR, and the Faculties of Arts, Education, Nursing, Medicine & Dentistry, and Rehabilitation Medicine, along with the Office of the Vice-President (Research) at the University of Alberta. The goal of MKAD was to build capacity to engage in collaborative, interdisciplinary, and sustainable relationships for creating and sharing knowledge across campus and in our many communities.

Knowledge mobilization (KM) is a social process engaging individuals and organizations as learners. It is based, in large part, on relationship building and relationship maintenance through interactive, stand-alone KM events and the development and maintenance of ongoing networks (e.g., learning communities, community-based research partnerships).

To improve our practice of knowledge mobilization (KM), MKAD members studied KM as a concept. We evaluated how well our current activities (e.g., symposia, workshops) move research evidence into application in programs and policy. MKAD also developed and implemented learning opportunities to support leadership and participation in community-based research and evaluation (CBRE). Through these initiatives, MKAD learned that CBRE is inherently about KM as partners create, exchange, and apply research information together.

Although the MKAD project has concluded, many of its activities have been incorporated into the LLKM portfolio. Led by Sherry Ann Chapman, LLKM is responsible for the ongoing Community-Based Research and Evaluation (CBRE) Workshop Series (see www.cup.ualberta.ca) and the development of customized CBRE workshops. With workshop participants, MKAD helped to establish CBREnet, a network of local service providers, policy makers, researchers, students, and members of our broader communities. Through CBREnet, CUP continues to learn about the interests and needs of this learning community and to refine activities accordingly. See page 8 for more information on CBREnet.

LLKM is working toward the establishment of a graduate, credit-certificate program in Community-Based Research and Evaluation (CBRE) at the University of Alberta. The program will:

- Complement existing graduate opportunities in CBRE across campus.

- Support students by systematizing and rewarding the development of competencies and critical thinking about CBRE.

CUP Portfolios

- Facilitate active engagement in the establishment of CBRE partnerships among graduate students, faculty, service providers, and policy makers on campus and in local communities.

The graduate-level course, "Introduction to Community-Based Research and Evaluation" (INT-D 500), is now offered on an annual basis at the University of Alberta. Please visit our website for more information.

These initiatives have also led LLKM to contribute to the development of an international, community-engaged research training curriculum for members of research-ethics boards in Canada and the United States. In the future, we will continue to enhance our own understandings of ethics and rigour in CBRE through research.

CBREnet is a network open to all, in Edmonton and Central Alberta, who are interested in ongoing learning about CBRE and in establishing and maintaining CBRE relationships. Arising from the CBRE Workshop Series through the leadership of workshop participants, CBREnet includes service providers, policy makers, researchers, students, and members of our broader communities. Through participation in CBREnet, CUP continues to learn about the interests and needs of this learning community and applies that new knowledge to ongoing refinement of learning activities. One way in which CBREnet supports networking is through one or two gatherings each year at Enterprise Square. The format includes an invited speaker and open discussion. If you are interested in joining the CBREnet listserv, which CUP manages, please write to cup@ualberta.ca indicating your interest.

Women and Children's Health

The Women and Children's Health portfolio is a joint venture between CUP and the Women and Children's Health Research Institute (WCHRI). Led by Maria Mayan, the Women and Children's Health portfolio focuses its activities on the development of two core resources —Community-Based Research (CBR) and Qualitative Research (QR).

The CBR Resource was developed to help WCHRI members build their capacity to conduct community-based research. CBR often involves unconventional research designs and novel knowledge dissemination and translation strategies. CUP's expertise in CBR and its extensive networks within Edmonton's non-profit community made CUP a natural partner for WCHRI in delivering the CBR resource.

WCHRI's CBR Resource offers community partnership brokering and CBR design expertise on a cost-recovery basis. This includes:

- Matching researchers with community partners (and vice versa).

- Facilitating the development of mutually beneficial research agendas based on CBR questions.

- Introducing researchers and community partners to CBR—its purpose, processes, benefits, and challenges.

- Assisting with the development of project decision-making and governance structures.

- Providing grant consultation and review, ethics consultation and review, research design consultations and advice, budgeting advice, data collection and recruitment expertise, and assistance with knowledge translation.

During the development of the CBR Resource, it became clear that there was also a need and an opportunity to provide qualitative research support to WCHRI members. Qualitative research, which is designed to gather an in-depth understanding of human behaviour, has grown increasingly important in health research. The QR Resource will help ensure that WCHRI members are on the cutting edge of qualitative research in women and children's health in Canada. The QR Resource staff offers assistance in designing and conducting qualitative and mixed-method research. This includes consultation and assistance with:
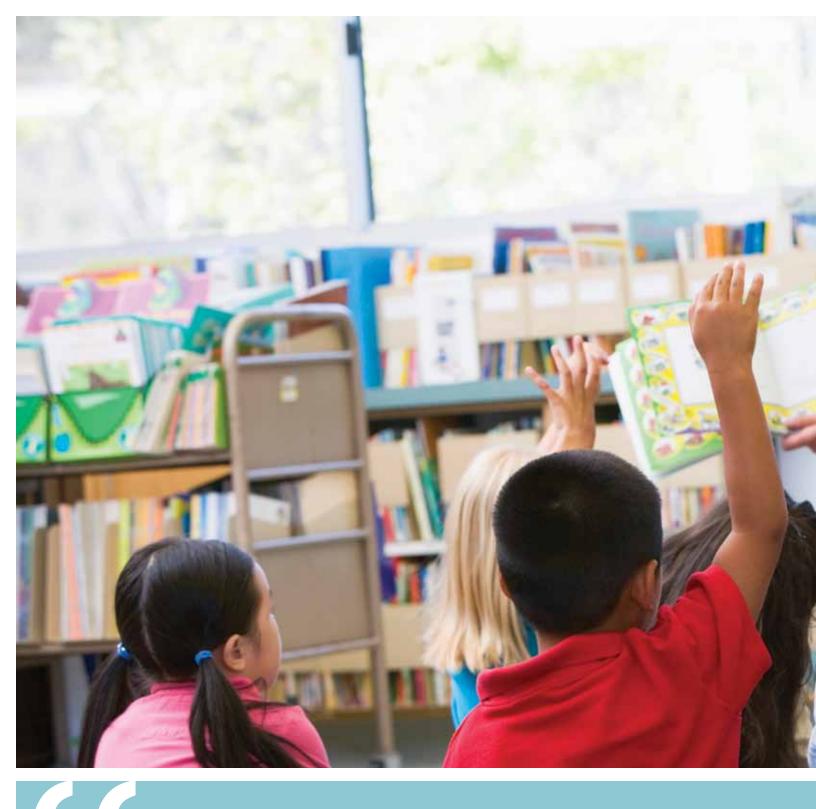
- research design
- grant applications
- budgeting
- ethics protocols
- recruitment
- data collection and analysis
- knowledge translation

These Resources are intended to build capacity within the university community for CBR and QR. Maria Mayan and research coordinator Elaine Hyshka work with WCHRI members to provide advice and assistance ranging from analyzing data to writing grant applications and developing CBR knowledge translation strategies. These services are offered on a partial cost-recovery basis, with the Women and Children's Health portfolio charging a fee only when research funding is secured.

Maria Mayan and Elaine Hyshka are currently working on a number of WCHRI member research projects. Two examples include a qualitative study examining the barriers and facilitators to reducing maternal intake of fructose during pregnancy (led by Rhonda Bell, Faculty of Agricultural, Life and Environmental Sciences) and a study (with Dr. Claire Leblanc, Department of Pediatrics) examining the process of establishing multi-stakeholder regional school health teams across Alberta.

"CUP by its very presence has strengthened the relationship between the community and the university. It has built capacity in both entities, thus improving the quality of the work that they undertake. CUP through its work has made it easier for me to do mine."

Dr. Christopher Smith, Assistant Executive Director, The Muttart Foundation

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Without the expertise and perspectives of CUP we would not have had the capacity to design and implement quality research. Their involvement provided a bridge between the literature and

applied practice so necessary in supporting effective practice within our schools and with community partners.

Niki Wosnack, Project Manager for the Provincial Wraparound Research Project (a partnership between CUP, Alberta Education, and Edmonton Public Schools)

Projects and Activities

CUP's projects and activities drive the day-to-day planning, consultation, design, and analysis work done by our staff and students. Although some projects exist within a single portfolio, others have wide ranging applications and implications that span multiple portfolios. Some, such as CBR projects, may involve all three portfolios in varying capacities. In addition, there are some projects that pre-date or exist outside of the portfolio structure. Many of these projects have the potential to reach beyond local communities to impact children, youth, and families both nationally and internationally. More information on any of these projects can be found on the CUP website at www.cup.ualberta.ca.

Building Capacity for Community-Based Research and Evaluation

The CBRE-Capacity Building Initiative creates opportunities for service providers, policy makers, students, and researchers to learn about community-based research and evaluation (CBRE) and to participate in and lead CBRE partnerships. This work was initially part of the Mobilizing Knowledge About Development (MKAD) project , which was completed in March 2010. Over the past year, the CBRE-Capacity Building Initiative included:

- Continuing to offer the six-part, CBRE Workshop Series—for the first time, we offered the complete series from Workshop #1 through #6 consecutively.

- Developing a proposal for a Graduate Credit Certificate Program in Community-Based Research and Evaluation (CBRE) to be offered by the Faculty of Extension at the University of Alberta.

- Continuing to offer our graduate-level course, INT-D 500, "Introduction to Community-Based Research and Evaluation (CBRE)" during the Fall 2009 term at the U of A.

- Sharing leadership in CBREnet (a network of people in Edmonton and Central Alberta interested in ongoing learning about CBRE and establishing and maintaining CBRE relationships).

- Participating in the development of a training curriculum about community-engaged research for members of research-ethics review boards in Canada and the United States, led by the Community-Campus Partnerships for Health (CCPH).

- Developing and implementing customized CBRE learning opportunities.

CBRE Workshop Series

The CBRE Workshop Series builds community-based research and evaluation capacity among those who work with and for children, youth, and families. In the original MKAD plan, three distinct workshops were proposed and each was to be offered once over a three-year period. Through careful planning and use of resources, six distinct workshops were developed and offered multiple times (16 workshops over three and one-half years). A mean average of about 20 people participated in a typical workshop, with many participants attending multiple workshops. Since 2007, CBRE Workshop Series participants have come from over 75 community-based and government organizations and 20 units associated with the University of Alberta . The total number of participants to date is 374. To learn more about the workshops, please visit www.cup.ualberta.ca.

Funders: Social Sciences and Humanities Research Council; the Alberta Centre for Child, Family and Community Research; and the University of Alberta [Office of Vice-President (Research) and Faculties of Arts, Education, Medicine & Dentistry, Nursing, and Rehabilitation Medicine].

In addition to integrating into core CUP activities various capacity-building activities from the Mobilizing Knowledge About Development (MKAD) project, we are also responding to requests and invitations to customize CBRE learning activities. These include the following:

New this year!! **Rural Integrated Community Clerkship Program, Faculty of Medicine and Dentistry, University of Alberta** (August 2009). The Rural Regional Integrated Community Clerkship Program occurs in medical students' third year. Selected participants are placed in rural communities for nine months and undertake a community-engagement project. The program is designed to encourage trainees to consider a career in rural medicine. Sherry Ann Chapman and Elaine Hyshka, in consultation with Dr. Jill Konkin, Office of Rural and Regional Health, created a customized version of our CBRE Workshop Series. Over three days 18 students were introduced to CBRE to support their participation in a small-scale CBRE project within their placements and to stimulate and enhance students' ability to think critically about community engagement.

CBRE Training for Medical Students, Residents, and Physicians or Faculty of Medicine and Dentistry or Health Professionals. CUP's unique role in relation to the University of Alberta and Edmonton's many communities affords the development of innovative approaches to building capacity in community-based research and evaluation (CBRE). CUP is collaborating with Dr. Maury Pinsk (Department of Pediatrics) to provide CBRE training to medical residents at the University of Alberta. This is the second year of the innovative partnership, which is considered to be a groundbreaking initiative within Canadian medical education. Many adult learners bring rich experiences and expertise to direct their learning; CBRE also values and relies on partners' diverse ways of knowing. This two-hour workshop is designed to support participant interaction in a similar manner as CBRE partners would develop relationships over time. The overwhelming success of this trainee research week has resulted in its expansion to specialties beyond pediatrics and obstetrics/gynecology. In 2009, over 80 residents participated in the workshop. Sherry Ann Chapman, Maria Mayan, Elaine Hyshka, and Tracy Mercier co-facilitated the session. Dr. Pinsk in a further collaboration with Sherry Ann Chapman, plans to implement an evaluation of this effort. Planning is also underway to present this innovative CBRE training model to a national conference of medical educators in 2010.

A Talking Circle: Community-based Research, Ethics, and Aboriginal Health. Sherry Ann Chapman was invited to co-develop a three-day workshop for Dr. Noreen Willows and David Dyck Fehderau for the Aboriginal Child Health Working Group, Faculty of Agriculture, Life and Environmental Sciences, University of Alberta, Edmonton. The three days included a full-day talking circle that Sherry Ann facilitated for 33 participants in March 2010. The circle supported discussion about the Canadian Institutes of Health Research (CIHR) *Guidelines for Health Research Involving Aboriginal People* and was hosted by CUP, Faculty of Extension. The workshop was supported by a Meetings, Planning, and Dissemination Grant from CIHR's Institute of Aboriginal Peoples' Health with Noreen Willows as Principal Investigator.

Projects and Activities

Early Child Development Mapping Project (ECMap)

The Early Child Development Mapping Project (ECMap) began in June 2009. Over a five-year period that ends in August 2014, ECMap will study and map early childhood development across Alberta, and assist communities in interpreting and using the data in their planning to support healthy child development.

ECMap is a consortium of 22 individuals and agencies that are involved in early childhood development and is led by CUP. ECMap is funded by the Government of Alberta and is part of Alberta Education's $25-million Early Child Development Mapping Initiative.

There are two major components to the project: research and community development. As part of the research component of the project, information is being gathered from three sources:

1. Early Development Instrument (EDI) assessments of five-year-olds in kindergarten. The EDI is a reliable, population-based measure of early development that was created by the Offord Centre for Child Studies at McMaster University in Hamilton, Ontario. The EDI includes five basic domains of development:

   • physical health and well-being
   • social competence
   • emotional maturity
   • language and cognitive development
   • communication skills and general knowledge

   Kindergarten teachers fill out questionnaires for each student. Students are not individually identified.

2. 2006 and 2011 census data provided by Statistics Canada relating to socio-economic factors.

3. Information about local services, programs, and facilities, as well as informal support networks and community assets that pertain to young children and their families. This information is compiled with community input.

EDI results are plotted on community and provincial maps. Socio-economic indexes and community assets and resources are also mapped. The maps, along with community reports that explain the results, will provide a multi-dimensional perspective on child development for communities and across the province. The maps will reveal patterns and differences between communities and gaps in existing programs and services. It is anticipated that 75 to 100 communities will receive reports produced over the course of the project.

A great deal of solid groundwork was laid during the project's first 10 months. A team was assembled to oversee the data analyses, mapping, community development, communications, and administrative functions of the project, which is headed by Susan Lynch. Community development coordinators were also hired to work in 10 zones across Alberta (a coordinator will be hired for the northwest zone this coming year). The first two waves of EDI data were collected and the first EDI location maps created.

By the spring of 2010, EDI data was collected from more than 30,000 out of about 45,000 kindergarten children by approximately 50 school authorities. The goal is to collect data at least twice from every kindergarten in Alberta over five years in order to measure differences in development over time in communities and in the province.

Much work has gone into cleaning up and validating raw data, which is critical to obtaining accurate results. This essential job has been shared by Data Management and Analysis Manager Vijaya Krishnan and Mapping Manager Cindy Post.

The Early Child Development Mapping Project and Early Child Development Initiative put Alberta in step with other provinces in Canada, including British Columbia, Ontario, Saskatchewan, and Manitoba, which have adopted similar initiatives.

Creating initial boundary maps for the project has been a complex job. Data from more than 5,300 Statistics Canada dissemination areas had to be reconciled with postal code areas, municipal boundaries, school districts, Family and Community Support Services regions, Child and Family Services Authority regions, National Topographic System blocks, and other boundaries. Special care has also been taken in drawing up socio-economic indexes for the project. Most studies on early childhood development have used only one or two variables to look at the socio-economic factors that may impact development. With ECMap, Vijaya Krishnan has combined 26 variables and weighted them in creating a socio-economic index (SEI) that will provide a more in-depth analysis for estimating the socio-economic levels in the communities of Alberta.

Community development will become increasingly important in Year 2 of the project. Community engagement lies at the heart of ECMap and is integral to healthy childhood development. This portfolio is headed by Line Perron, an early childhood development specialist. Over the next year, community development coordinators will work with communities to help them draw up their boundaries, map their resources and assets, interpret research findings, and apply for seed funding from the Government of Alberta for local early childhood development planning.

The Early Child Development Mapping Project and Early Child Development Initiative put Alberta in step with other provinces in Canada, including British Columbia, Ontario, Saskatchewan, and Manitoba, which have adopted similar initiatives. EDI results across Canada indicate that close to 28 per cent of kindergarten children in Canada are developmentally vulnerable.

Research shows that development during the early years impacts lifelong learning, behaviour and well-being. Having good information about child development at the local, provincial, and national levels, and putting proper supports and programming into place can provide young children with the good start in life that they need to thrive and do well.

Funder: *Alberta Education, Government of Alberta*

ECMap
Early Child Development
Mapping Project Alberta

Projects and Activities

Evaluating Knowledge-Mobilization Strategies

The Evaluation Initiative within the Mobilizing Knowledge About Development (MKAD) project has involved the study and evaluation of specific knowledge-mobilization activities undertaken by the Alberta Centre for Child, Family and Community Research (ACCFCR) and CUP. The goal was to determine the most effective ways to mobilize knowledge about child development and well-being. During the past year, this initiative included activities such as data collection, analyses and interpretation, and the sharing of findings with partners, stakeholders, and various other interested audiences. As the MKAD project officially concluded in March 2010, the findings from this initiative will continue to be shared and will inform activities at CUP and ACCFCR. The final report for the MKAD project can be found on the CUP website at www.cup.ualberta.ca.

Funders: *Social Science and Humanities Research Council; the Alberta Centre for Child, Family and Community Research; and the University of Alberta [Office of Vice-President (Research) and Faculties of Arts, Education, Medicine & Dentistry, Nursing, and Rehabilitation Medicine].*

Evaluation of the Mill Woods Preschool Developmental Screening Initiative

The Mill Woods Preschool Developmental Screening Initiative was aimed at building capacity among families and service providers to support healthy early child development. This initiative was a collaboration of nine partners working across health, children's services, and education with the aim of maximizing resources to increase access to screening, intervention, and services for families. The initiative was evaluated to:

- Generate insight into ways to improve the project's delivery and effectiveness and share project successes for the benefit of other regional developmental screening projects.

- Critically assess whether the activities undertaken by the project are effective in bringing about desired short-term outcomes.

The evaluation took place in the culturally-diverse neighbourhood of Mill Woods in Edmonton. The Ages and Stages Questionnaire® (ASQ) was administered to 18- and 36-month-old children. After the questionnaire was completed, families were given information about early childhood development and educational opportunities. When needed, families were given intervention support that connected them with existing community resources and professionals.

Funder: *Alberta Health Services, Capital Region*

CBE Approach

The evaluation team used a Community-Based Evaluation (CBE) approach in collecting both process and outcome evaluation information. The CBE approach was guided by four principles:

- **The principle of power redistribution: equitable involvement of all stakeholders and shared control over the evaluation.**

- **The principle of knowledge sharing: disseminating knowledge to all stakeholders and inviting them to share their input.**

- **The principle of mutually beneficial evaluation: planning and collecting information for the mutual benefit of all stakeholders.**

- **The principle of capacity building: creating a co-learning environment in which all stakeholders involved build their capacity around evaluation.**

The four principles were applied using an iterative process of stakeholder engagement, reflection, and action.

Major accomplishments included:

- **2,300 children were screened in 2008/09, compared to approximately 80 children who were screened annually before the project was initiated.**

- **100% of families received community resource information.**

- **100% of families with concerns were assigned a key worker who followed up with them regarding the results of the screen and visited families when necessary.**

- **88% of parents reported increased knowledge of early childhood development as a result of completing the ASQ.**

- **Multicultural conversion of activities and screening was provided to South Asian, Somali, Spanish, Philippine, and Sudanese communities.**

- **Cultural adaptations of screening tools, materials, and workshops were developed to address cultural diversity.**

- **Paraprofessional staff developed positive relationships with parents and based intervention on the child and family strengths and interests, which promoted parent learning.**

Challenges included:

- **Engaging parents of 36-month-old children because an existing system or universal point of contact did not exist for this group.**

- **Accessing hard-to-reach families.**

- **85% of parents agreed that lack of childcare provision was a barrier for attending workshops or parent groups.**

Families First Edmonton

Families First Edmonton (FFE) is a longitudinal, community-based, collaborative research project that is exploring how to better connect families with low incomes to existing services. Community agencies and researchers knew from anecdotal experience that low-income families face numerous challenges, and that children living in poverty are more likely to experience health, educational, and behavioural issues. FFE was based on the belief that a coordinated, targeted, proactive intervention may support healthier families by exploring how service delivery can be improved and how systems can work together more efficiently.

CUP is responsible for coordinating the research components of FFE. Over the last year FFE researchers and partners have made further progress in the following:

- Data collection entered into the last phase. Final data collection (Year 3) will be completed in 2011.

- The first year of family quantitative data are ready for analysis.

- Researchers met with several governmental initiatives to explore the potential of FFE data in aiding their policy and strategy planning.

- The toolkit on FFE service delivery was released to share information with other organizations that may wish to undertake similar projects.

- Presentations at the WCHRI Research Day and at the Faculty of Extension's Community–University Engagement Showcase.

- A comprehensive, community-based knowledge translation plan for the mobilization of knowledge generated by the FFE project is currently being developed.

- The Photovoice Training Film and Discussion Guide are in the final stages of production. A communication plan for its release is also being developed.

Projects and Activities

Photovoice Training Film: Documenting the Experiences of Low-Income Families

In September 2008, CUP submitted a proposal to the Canadian Institutes of Health Research (CIHR) requesting funding to produce a short training film for front-line staff and students in the health and social service fields. This film is based on the findings of a Photovoice project originally funded through Families First Edmonton (FFE). Ten women participating in FFE were asked to capture their experiences in accessing health and social services and their perspectives on how to improve systems collaboration. As part of an integrated knowledge-translation strategy, these findings were shared through presentations that proved so popular researchers and participants were unable to keep up with requests. FFE partners and the participating women came up with the idea of creating a film and accompanying discussion guide that could be shown anytime and anywhere—by and to decision makers, supervisors, front-line staff, and educators/students. The film and discussion guide will provide (a) supervisors of current service providers (front-line) a tool for professional development/training purposes, (b) educators (and students) with materials to be included as part of their curriculum, and (c) decision makers with evidence for making policy changes.

The film is currently in the final editing stages and planning for the film release is well underway. This includes inviting project partners and target audiences to a screening in the fall of 2010. After the screening, the film will be made available to a broad range of social and health service agencies, post-secondary institutions, and government departments. The film and discussion guide will also be available for free download from the FFE website.

Funders: *Canadian Institutes of Health Research and Native Counselling Services of Alberta.*

Photovoice is a qualitative method that asks participants to take and use photos related to their personal experiences to tell their stories.

Recruiting Vulnerable Populations

An innovative project entitled Exploring System Barriers and Enablers in Recruiting Vulnerable Populations (RVP) is designed to tackle a fundamental common challenge among community program planners, policy makers, and researchers who work with vulnerable populations: recruiting families to participate in a program or research project. Often, little thought is given to the process of recruiting and engaging families in the belief that "needy" families are desperate for help and will be eager to participate in programs or intervention research. However, vulnerable populations have significant barriers to participation in programs and research, such as stigma related to targeting, fear of judgment, reduced time and energy due to stresses associated with low income, poor overall physical and mental health, and communication difficulties associated with low education and language barriers. What is lacking is a thorough understanding on the part of the "recruiter" about the countermeasures that are needed to recruit a vulnerable family. Researchers and program planners develop strategies to reach families, but these strategies are rarely documented and are constrained, often unintentionally, by organizational policies and practices. Over the past year Laurie Schnirer, with the support of Holly Stack-Cutler, have designed two surveys (researcher, service provider) and were overwhelmed from responses across North America. The surveys included the frequency of use and effectiveness of recruitment strategies, incentives, and challenges; communication methods; and retention strategies. They are currently analyzing the data with the goal of producing a reader-friendly handbook in the summer of 2010.

Funder: *Faculty of Extension, University of Alberta*

Social–Emotional Developmental Competencies in a Multicultural Context

The importance of social–emotional (SE) competence for young children has gained deserved attention in early childhood research. For children and families who are marginalized by poverty, disability, language, and cultural differences, there is a need to develop an additional set of SE competencies in order to have healthy outcomes. Because all Canadian families are situated within a multicultural context, children's development occurs in multiple cultures. Understanding intercultural SE competencies, such as resiliency and acceptance of differences, has the potential to support a more cohesive Canadian society. The purpose of this research is twofold. First, we will identify common and unique competencies measured by social-emotional (SE) measurement tools that are used to examine the development of children. Second, we will engage in intergenerational research with first- and second-generation Canadians (youth and adults) and Indigenous youth and adults to identify the social-emotional competencies that support the healthy development of children who are growing up in multiple cultures.

This community-based research project is being conducted in partnership with the Multicultural Health Brokers Co-operative and the Bent Arrow Traditional Healing Society. With the knowledge gained from this study, it is our goal to share the findings with service providers, researchers, and decision makers so they can begin to shape intervention and instructional practices to reflect the competencies identified in tools.

Funder: *Women and Children's Health Research Institute (WCHRI) and the Norlien Foundation.*

Early Childhood Development in First Nations Communities

First Nations, Métis, and Inuit (FNMI) children walk in multiple worlds (e.g., traditional world and mainstream worlds, urban and rural). Children and adults who navigate these multiple spaces with positive outcomes develop specific skills that may not be reflected in western developmental standards or measurement tools. Current research has identified the importance of social–emotional development in early childhood

to ensure healthy long-term outcomes. However, there is a lack of understanding of the social–emotional (SE) competencies and other aspects of development that are needed for children who walk in multiple cultures. The Early Development Instrument (EDI) is a population measurement tool that is used to support the understanding of the state of early childhood development in the community. Consultations with local FN educators have reported that the EDI tool tells only half the story.

In collaboration with the Yellowhead Tribal College, which represents the five distinct communities within the Yellowhead Tribal Council (Alexander First Nation, Alexis Nakota Sioux Nation, Enoch Cree Nation, O'Chiese First Nation, and Sunchild First Nation), this study is aimed at determining ways that the EDI tool can be enhanced to effectively capture children's development within the context of their culture and community.

The following research questions will be explored:

1. What social–emotional (SE) competencies are relevant to the early development of children within each of the five Yellowhead Tribal Council's communities?

2. What strategies and activities support the development of these skills in children?

3. How can the EDI information be used in a meaningful way for each of the five communities?

Through this research collaboration and using a mixed-methods, community-based research (CBR) framework, supplements to the EDI tool will be developed that reflect the Yellowhead Tribal Council (YTC) communities' knowledge, cultural values, and approaches to early child development.

With successful knowledge mobilization activities, educators, service providers, and policymakers can use the lessons from this study to shape the development of instructional practices, intervention, and policies to meet the needs of the youngest and fastest growing population in Canada.

Funder: *Social Sciences and Humanities Research Council (SSHRC)*

Projects and Activities

The Wraparound Approach to Supporting Children in Alberta Schools

Wraparound is an approach to providing supports for children, youth, and families with multiple or complex needs that typically cannot be handled optimally within a single school or agency. It is based on the assumption that to improve outcomes, families, schools, and community-based agencies must work together to develop an individualized, integrated plan to build on existing strengths, and to coordinate whatever supports and services are needed.

Interest in using the wraparound approach for children in schools is growing, but little is known about how the concept of wraparound is being implemented in Alberta schools. To build knowledge and capacity related to wraparound approaches in schools, CUP assembled a research team with members from Edmonton Public Schools, Alberta Education, Alberta Health Services, CUP, and Learning Solutions, a unit within the Faculty of Extension that specializes in evaluation. The goal of the research team is to learn how schools throughout Alberta are trying to implement the wraparound approach. The research project consists of three parts. The first is to conduct an exhaustive review of existing studies to determine how the wraparound approach is conceived, implemented, and evaluated throughout the world. Second, detailed interviews are being conducted at over a dozen sites around the province where wraparound-related approaches are being implemented. Sites were selected to include urban and rural schools in northern, central, and southern Alberta, and also to ensure representation from early childhood programs through high school. Third, the research team is conducting a broad survey on attitudes toward use of the wraparound approach in school districts across the province. The project was initiated during the summer of 2009 and will be completed during the summer of 2010.

The information gained from this project will be used to develop resources for Alberta Education. These resources will be designed to assist school jurisdictions in successfully developing community partnerships and providing integrated, coordinated services for vulnerable students and families.

Funders: Edmonton Public Schools and Alberta Education.

WCHRI Science Shop Pilot Program

In February 2009, CUP and the Women and Children's Health Research Institute (WCHRI) launched the WCHRI Science Shop Pilot Program to foster CBR efforts in women and children's health and meet the research needs of community organizations, service providers, and/or government. The program was designed to provide hands-on research experience to qualified students and trainees. Science Shops are organizations that offer community groups, government, and others access to free (or low-cost) scientific and technological knowledge and research in order to help them achieve better health and social outcomes. Originally developed in Dutch universities in the 1970s, they have spread across Europe and into North America. The pilot program paired three students with community-based organizations (Terra Centre for Pregnant and Parenting Teens, Bent Arrow Traditional Healing Society, and Alberta Health Services) in mutually beneficial research partnerships that addressed a community-driven research question. The outcomes of the Science Shop Pilot Program were threefold. First, community organizations working in women and children's health increased their research capacity. Second, community organizations working in women and children's health improved their knowledge and practices. Third, students gained valuable CBR experience that they can use as they develop their careers. The pilot program was so successful that it was renewed in 2010. In March, six WCHRI-CUP summer students were funded to conduct community-based research with diverse community organizations over the summer.

Funder: Women and Children's Health Research Institute (WCHRI)

People

Secretariat

As CUP continues to extend its reach into groundbreaking research areas and collaborations, the task of managing its various projects, activities, and responsibilities is becoming increasingly complex. CUP's experienced, dedicated Secretariat is responsible for overseeing all of CUP's day-to-day activities, as well as working with the university and the community to explore new partnership opportunities and secure funding. CUP's Secretariat also works to help mobilize knowledge that can influence policy development and educate the general public about research and its role in enriching our communities.

Directors

Jeffrey Bisanz, Director

Laurie Schnirer, Associate Director

Sherry Ann Chapman, Assistant Director,
Lifelong Learning and Knowledge Mobilization

Rebecca Gokiert, Assistant Director,
Early Childhood Measurement and Evaluation

Maria Mayan, Assistant Director,
Women and Children's Health

Susan Lynch, Director,
ECMap Project

Research/Project Staff

Early Childhood Measurement and Evaluation

Winnie Chow, Project Manager

Evelyn Derus, Research Coordinator

Betsabeh Parsa-Pajouh, Research Coordinator

Christine Vandenberghe, Research Assistant

Lifelong Learning and Knowledge Mobilization

Joanne Muzak, Knowledge Mobilization Manager

Kelly Shaw, Project Development Coordinator

Christine (Nina) Delling, Research Assistant

Dorothy Pinto, Research Assistant

Hannah Goa, Teaching Research Assistant

Women and Children's Health

Elaine Hyshka, Research Coordinator

Families First Edmonton

Sanchia Lo, Research Coordinator
(Collaboration and Practice)

Sylvia So, Research Coordinator (Outcomes)

Tracy Mercier, Research Assistant

Holly Stack-Cutler, Research Assistant

Lori Young, Research Assistant

Nyla de Los Santos, Data Collector Supervisor

Jacqueline Zaro, Research Assistant

Inka Fakuade, Research Assistant

Melanie Heatheringston, Data Collector

Roslyn Morgan, Data Collector

Annah Jericha, Data Collector

Alex Kmet, Data Collector

Taryn Ridsale, Data Collector

Rita Sarrate, Data Collector

Isolde Schmid, Data Collector

Beth Whalley, Data Collector

Sophie Ye, Data Collector

Jenny Yip, Data Collector

Ranran Zhang, Data Collector

Roz Zulla, Data Collector

People

Early Child Development Mapping Project

Susan Lynch, Director

Adrienne Matheson, Assistant Director

Line Perron, Community Development
and Mobilization Manager

Cindy Post, Mapping Manager

Vijaya Krishnan, Data Management and
Analysis Manager

Lara Pinchbeck, Communications Coordinator
(Sept.–Dec. 2009)

Olenka Melnyk, Communications Coordinator
(Feb. 2010–present)

Administration/Support Staff

Marilyn Hawirko, Centre Administrator

Birdie McLean, FFE Administrator

Corrine D'Souza, ECMap Project Administrator

Lily Tsui, Communications Coordinator

Joanne Cave, Summer Research Assistant

Students

Early Childhood Measurement and Evaluation

Rebecca Georgis, Graduate Student,
Educational Psychology

Clara Lee, Graduate Student, Educational Psychology

Nasreen Rajani, Undergraduate Student, Psychology

Lifelong Learning and Knowledge Mobilization

Katrina Fong, Undergraduate Student, Psychology

Hannah Goa, Graduate Student, Human Ecology

Women and Children's Health

Patrizia Giampaolo, Women and Children's Health
Research Institute summer science shop studentship,
Graduate Student, Educational Psychology

Families First Edmonton

Rehana Nanjijuma, Graduate Student,
Health Promotions Studies

Monica Melendez, Volunteer, BA (Psychology),
Concordia University College of Alberta

Baby News

Congratulations to CUP staff members who expanded
their family (and ours!) during the past year.

Isabella McLachlan – daughter of Rebecca Gokiert and
Dustin McLachlan, born May 9, 2009

Arvin Sahand Samani – son of Betsabeh Parsa-Pajouh
and Saeed, born May 20, 2009

Hellos and Goodbyes

CUP knows that the work it does and the success it has achieved is due to the talent and dedication of its many staff and students. This past year, CUP was fortunate to be able to increase its staffing resources with the addition of several people whose energy, enthusiasm, and expertise have already made significant contributions to supporting CUP's ongoing study of children, youth, and families.

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Evelyn Derus joined CUP in June 2009 as a Research Coordinator for the Early Childhood Measurement and Evaluation portfolio. Evelyn holds a Master of Science in Human Ecology. She had also worked for FFE in 2008 as a data collector.

Rebecca Georgis, a PhD student in the Department of Educational Psychology was awarded a Women and Children's Health Research Institute (WCHRI) summer studentship in April 2009 to work with the Early Childhood Measurement and Evaluation portfolio.

Patrizia Giampaolo joined CUP in April 2009 as a Women and Children's Health Research Institute Summer Science Shop studentship. Patrizia is working on her master's degree in educational psychology at the University of Alberta.

Clara Lee, a PhD student in the Department of Educational Psychology, joined CUP in September 2009 as a research intern with ECME for an eight-month part-time student placement through EDPY 612: *Research Practicum in Psychological Studies in Education.*

Holly Stack–Cutler joined CUP in June 2009 as a Research Assistant for FFE. Holly is currently working on her PhD in educational psychology at the University of Alberta. She was awarded a WCHRI and CUP Science Shop summer studentship award in April 2010.

Lori Young joined CUP in June 2009 as a Research Assistant for FFE. Lori holds a master's degree in political science from McGill University. She will be starting a joint doctoral program at the University of Pennsylvania in Communication and Political Science this upcoming Fall 2010.

The Early Child Development Mapping Project (ECMap) Alberta recruited a comprehensive new team in 2009 as the project got off the ground.

Adrienne Matheson was appointed Assistant Director in October 2009. She has a PhD in developmental psychology, and had worked for the Social Development Lab at Carleton University and the Children's Aid Society of Ottawa. She also taught at the University of Ottawa and Carleton University.

Vijaya Krishnan started as Data Management and Analysis Manager in October 2009. She has a PhD in demography, has worked on numerous research projects in Canada and abroad, and has taught at the University of Alberta, Simon Fraser University, the University of British Columbia, and University of Botswana.

Cindy Post took up her role as Mapping Manager in October 2009. She has in-depth GIS mapping, data analysis, and compilation experience and has worked in both the public and private sectors.

Line Perron was appointed Community Development and Mobilization Manager in September 2009. She has a master's degree in family life education. For the past 10 years she has coordinated and facilitated professional development for early childhood development programs in Alberta.

Hellos and Goodbyes

Lara Pinchbeck served as the Communications Coordinator from September to December 2009. She had previously worked as a researcher and consultant for CUP.

Corrine D'Souza joined ECMap as Project Administrator in July 2009. She has worked at the University of Alberta since 1998 for the International Institute for Qualitative Methodology.

Olenka Melnyk was hired as Communications Coordinator in February 2010. She has in-depth newspaper experience as a reporter and editor, and spent many years working as a freelance writer, editor, and communications consultant.

Goodbyes

CUP wishes to thank the following people for the many contributions they made during their time at CUP. We are grateful for their hard work on behalf of CUP and wish them well in their future endeavours.

Joanne Cave joined CUP as a summer student working on a Youth Engagement Handbook. She started her undergraduate studies at the University of Toronto in Fall 2009.

Christine (Nina) Delling joined CUP in August 2009 as a Research Assistant for MKAD until March 2010. Nina holds a MA/M.Ed. from the Universitat Leipzig in Germany and a MA in Applied Linguistics from the University of Alberta.

Katrina Fong has been with CUP since 2007 working with MKAD. She started her graduate studies at York University in Fall 2009 working towards a MA in Psychology.

Monica Melendez, an undergraduate student at Concordia University College of Alberta, completed her practicum with FFE and returned to finish her BA in psychology.

Joanne Muzak holds a PhD and joined CUP in May 2009 as the Knowledge Mobilization Manager. She currently teaches in Women's Studies and Community Service-Learning (CSL) at the University of Alberta. She is also the Special Projects Manager with the Community Service-Learning Program.

Rehana Nanjijuma worked with FFE to help develop their knowledge translation plan. She joined CUP in January 2010 as a practicum student from the Centre for Health Promotion Studies at the Univeristy of Alberta.

Betsabeh Parsa-Pajouh, ECME Research Coordinator, went on maternity leave in May 2009.

Dorothy Pinto joined CUP in August 2009 as a Research Assistant for MKAD until March 2010. Dorothy holds a M.Sc. in Linguistics and will be starting her PhD in the Measurement, Evaluation, and Cognition program in the Department of Educational Psychology at the University of Alberta this Fall 2010. Dorothy currently works as a summer intern at Alberta Innovates–Health Solutions as part of the performance management team.

Nasreen Rajani, an undergraduate student at the University of Alberta, completed a 16-month psychology internship placement with the ECME portfolio in August 2009. She retuned to the University of Alberta to finish her BA in Psychology.

CUP Steering Committee

CUP's Steering Committee provides critical guidance and direction to CUP to ensure that CUP's activities and efforts reflect the issues that impact and influence the broader community. Steering Committee members are drawn from several university units and from a broad range of government agencies and community organizations. We are extremely grateful for their insight, expertise, and guidance in shaping CUP's ongoing and future work.

As of April 12, 2010

Gloria Chalmers (Co-Chair)
Director, Programs
Edmonton Public Schools

Jane Drummond (Co-Chair)
Vice Provost
Health Sciences Council
University of Alberta

Katy Campbell
Dean
Faculty of Extension
University of Alberta

Al Cook
Professor Emeritis
Rehabilitative Medicine
University of Alberta

Michelle Craig

Manager, Early Childhood
Health Promotions,
Disease and Injury Prevention
Alberta Health Services

Barbara Dart
Vice President
Community Building
and Investment
United Way of Alberta
Capital Region

Don Delaney
Consultant, AISI Projects Coordination
Edmonton Catholic Schools
Catholic Education Centre

Lionel Dibden
Director General Pediatrics
Faculty of Medicine
University of Alberta

Michael Farris
Chief Executive Officer
E4C

Martin Garber-Conrad
Chief Executive Officer
Edmonton Community Foundation

Jane Hewes
Chair, Early Learning and Child Care
Early Childhood Development
Grant MacEwan University

Jenny Kain
Policy and Research
Community Services, Strategic
Services
City of Edmonton

Thierry Lacaze
Director
Women and Children's Health
Research Institute
University of Alberta

Sue Lynch
Director
ECMap Project
University of Alberta

Mike Mahon
Dean
Faculty of Physical Education
and Recreation
University of Alberta

Marni Pearce
Director
Cross Ministry Services
Alberta Education

Linda Phillips
Director
Centre for Research on Literacy
Elementary Education
University of Alberta

Allan Undheim
Director
Community Building
and Investment
United Way of Alberta
Capital Region

Deanna Williamson
Chair
Human Ecology
University of Alberta

Doug Wilson
Senior Advisor to the Dean
School of Public Health
University of Alberta

Wendy Yewman
Senior Operating Officer
Community Initiatives
Edmonton and Area CFSA, Region 6

Community Outreach and Awards

CUP's commitment to extending our reach within the community goes beyond our formal work to include a variety of volunteer activities and initiatives. Although our individual staff members and students have always been actively involved in the community, our new role as a member of the Faculty of Extension has allowed us to participate in a number of organized events that give back to the community we call home.

Community Outreach

Food Bank

We collected 233.69 lbs of food PLUS $103.75 in cash donations for the food bank during the months of January to March. To make it fun, Evelyn Derus (Research Coordinator, ECME) organized a game called 'Director's Decade:' For each Food Bank donation, staff members could vote for which director they would like to see dressed in the style of a specific decade (60s, 70s, 80s, 90s, or futuristic). We are so lucky that Jeff is such a good sport as he was chosen to dress up for one day in an outfit inspired either by the 60s or 70s (it was a tie between decades). Maria Mayan came in second place – close call, Maria!

CBC Turkey Challenge

CUP held a very successful waffle breakfast to kick off the CBC Turkey Challenge. CUP staff members love competition, so each portfolio within CUP created their own waffle topping and we asked our guests to vote on the best tasting topping. We fed approximately 300 very hungry people and raised $1028 for the CBC Turkey Challenge on behalf of the Faculty of Extension! The event was not without problems: Our four waffle irons were too much for the electrical system and we kept blowing electrical breakers. A big thank you to Fantasia Gellateria for allowing us to move our waffle production into their kitchen. The winning topping was 'Monkey Crunch' created by Marilyn, Jeff, Laurie, Maria, and Elaine.

Youth Engagement Forum

Joanne Cave, a summer student, spent her time with CUP working on a Youth Engagement Handbook. She organized and facilitated a Youth Engagement Forum as the product of her summer internship on August 12, 2009. The objective of her project was to create resource materials and opportunities for networking that support capacity building and rigour in youth engagement practice and are also intended for the exchange of knowledge between sectors: non-profit, government/policy, and research/academia.

Congratulations to...

Evelyn Derus who completed her MSc in Family Ecology and Practice.

Katrina Fong who completed her BSc in Psychology at the University of Alberta. Katrina also started her MA in Psychology at York University in Fall 2009 for which she has been awarded the SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship.

Rebecca Georgis who was awarded the Women and Children's Health Research Institute (WCHRI) Science Shop Summer Studentship as well as the Graduate Students Association Professional Development Grant from the University of Alberta.

Elaine Hyshka who received funding to attend the Alberta Innovates: Health Solutions Health Research Transfer Network of Alberta (RTNA) Conference in 2009. Elaine also was invited to participate in the Knowledge Translation Trainee Collaborative that was sponsored by the Canadian Institutes of Health Research and the Western Regional Training Centre for Health Services Research in 2010.

Elaine Hyshka, Sanchia Lo, and **Maria Mayan,** who received the Best Abstract Award for a paper presented at the 2009 Alberta Innovates: Health Solutions Health Research Transfer Network of Alberta (RTNA) Conference.

Tracy Mercier who was a finalist for the Lifelong Learning Award to exemplary Extension students.

Dorothy Pinto who was accepted into the Measurement, Evaluation and Cognition program in the Department of Educational Psychology at the University of Alberta to complete her doctoral studies in Fall 2010.

Laurie Schnirer who received the 2010 Lifelong Learning Award for Research and Scholarship from the Faculty of Extension. This is a great honour and well-deserved recognition for someone we all know is at the heart of CUP's success in research (and everything else).

Publications and Presentations

Publications (peer-reviewed articles, technical reports, evaluation reports)

Baydala, L., Rasmussen, C., Birch, J., Sherman, J., Wikman, E., Charchun, J., & **Bisanz, J.** (2009). Self-beliefs and behavioral development as related to academic achievement in Canadian Aboriginal children. *Canadian Journal of School Psychology, 24,* 19-33.

Chapman, S.A. (2009). *'Homestretch' report - Mobilizing Knowledge About Development (MKAD): Focus on knowledge transformation and learning.* Edmonton, AB: CUP & ACCFCR.

Delling, C., Shaw, K., & Chapman, S.A. (2010). *CBRE workshop series evaluation: Report on focus group interviews.* Edmonton, AB: CUP & ACCFCR.

Delling, C., Shaw, K., & Chapman, S.A. (2010). *The many faces of childhood well being: The early years (2 to 6) symposium evaluation follow-up report for interviews*. Edmonton, AB: CUP & ACCFCR.

Fong, K., & Chapman, S.A. (2009). *MKAD summary of findings: The EDPY 612 practicum experience.* Edmonton, AB: CUP & ACCFCR.

Gokiert, R.J., Chow, W., Parsa-Pajouh, B., Rajani, N., Bisanz, J., Vandenberghe, C., Chui, Y., & Derus, E. (2010). *Screening in immigrant and refugee communities* [technical report]. Report prepared for the Canadian Council on Learning.

Gokiert, R.J., Chow, W., Vandenberghe, C., Parsa-Pajouh, B., Derus, E., Rajani, N., & Georgis, R. (2010). *Edmonton and Area Preschool Developmental Screening Project (Mill Woods): Final evaluation technical report*. Report prepared for Alberta Health Services; Edmonton, AB.

Gray, E., **Mayan, M., and Lo, S.** (2009). What makes a partnership successful? Lessons to be learned from the Families First Edmonton Partnership. *Currents: New Scholarship in the Human Services, 8*(2), 1-19.

Kamawar, D., LeFevre, J., **Bisanz, J.**, Fast, L., Skwarchuk, S.-L., Smith-Chant, B., & Penner-Wilger, M. (2010). Knowledge of counting principles: How relevant is order irrelevance? *Journal of Experimental Child Psychology, 105,* 138-145.

Leighton, J.P., **Gokiert, R.J.,** Cor, K., & Heffernan, C. (2010). Teacher beliefs about the cognitive diagnostic information of classroom- versus large-scale tests: Implications for assessment literacy. *Assessment in Education: Principles, Policy and Practice, 17(1),* 7-21.

Mayan, M. (2009). *The essentials of qualitative inquiry*. California: LeftCoast Press.

Pinto, D., Delling, C., Shaw, K., & Chapman, S.A. (2010). *CBRE workshop series evaluation.* Edmonton, AB: CUP & ACCFCR.

Pinto, D., Delling, C., Shaw, K., & Chapman, S.A. (2010). *TV, computers and outdoor play: A free online seminar for parents. Evaluation report.* Edmonton, AB: CUP & ACCFCR.

Pinto, D., Delling, C., Shaw, K., & Chapman, S.A. (2009). *CBREnet evaluation report.* Edmonton, AB: CUP & ACCFCR.

Pinto, D., Shaw, K., & Chapman, S.A. (2010). *CBR&E workshop series needs assessment.* Edmonton, AB: CUP & ACCFCR.

Pinto, D., Shaw, K., & Chapman, S.A. (2010). INT-D 500: *An introduction to community-based research and evaluation. Evaluation report.* Edmonton, AB: CUP & ACCFCR.

Pinto, D., Shaw, K., & Chapman, S.A. (2010). *Presentations on developmental screening with immigrant and refugee families. Evaluation survey.* Edmonton, AB: CUP & ACCFCR.

Pinto, D., Shaw, K., & Chapman, S.A. (2010). *The many faces of childhood well being: The middle years (7to 10) symposium evaluation follow-up report.* Edmonton, AB: CUP & ACCFCR.

Rasmussen, C., & **Bisanz, J.** (2009). Exploring mathematics difficulties in children with Fetal Alcohol Spectrum Disorders. *Child Development Perspectives,* 3, 125-130.

Shaw, K., & Chapman, S.A. (2009). *Measuring early childhood development for prevention and intervention. Symposium evaluation report.* Edmonton, AB: CUP & ACCFCR.

Shaw, K., Chapman, S. A., Fong, K., & Schreiner, K. (2009). *The many faces of childhood well-being: The middle years (7 to10) symposium evaluation report.* Edmonton, AB: CUP & ACCFCR.

In Press Publications

Bayadala, L., Letourneau, N., Rasmussen, C., Sherman, J., Birch, J., **Bisanz, J.**, Kennedy, M., Weigum, N., Wikman, E., Auger, S., Charchun, J. (in press). Evaluating success: Mother Earth's Children's Charter School longitudinal study. *Canadian Journal of Native Education*.

Hamm, M.P., Osmond, M., Curran, J., Scott, S., Ali, S., Hartling, L., **Gokiert, R.J.,** Cappelli, M., Hnatko, G., & Newton, A.S. (in press). A systematic review of crisis interventions used in the emergency department: Recommendations for pediatric care and research. *Pediatric Emergency Care.*

Leighton, J.P., Cor, K., Heffernan, C., **Gokiert, R.J.**, & Cui, Y. (in press). An experimental test of student verbal reports and expert teacher evaluations for revising standardized achievement test items. *Applied Measurement in Education.*

LeFevre, J., Fast, L., Skwarchuk, S. L., Smith-Chant, B. L., **Bisanz, J.,** Kamawar, D., & Penner-Wilger, M. (in press). Pathways to mathematics: Longitudinal predictors of performance. *Child Development.*

Porr, C., **Mayan, M.**, Graffigna, G., & Viera, E. (in press). The evocative power of projective techniques for the elicitation of meaning. *International Journal of Qualitative Methods.*

Rasmussen, C., & **Bisanz, J.** (in press). The relation between mathematics and working memory in young children with Fetal Alcohol Spectrum Disorders. *Journal of Special Education.*

Presentations and Workshops

Ballieux, M., **Mayan, M.,** & Cheung, P.Y. (2009, November) *Preparing a successful studentship application,* Women and Children's Health Research Institute (WCHRI) Research Day, Edmonton, AB.

Bisanz, J. (2009, June). *Detours in the development of mathematical thinking.* Invited presentation at the meeting of the Canadian Mathematical Society, St. John's, NF.

Chapman, S.A. (2010, March). *A talking circle: Community-based research, ethics, and Aboriginal health.* Invited customized facilitation for Aboriginal Child Health Working Group. Faculty of Agriculture, Life and Environmental Sciences, University of Alberta, Edmonton, AB.

Publications and Presentations

Chapman, S.A. (2010, February). *CBR Workshop #4: Developing CBR projects – The 'how'.* CUP & ACCFCR, Edmonton, AB.

Chapman, S.A. (2010, January). *CBR Workshop #3: Building CBR partnerships.* CUP and ACCFCR, Edmonton, AB.

Chapman, S. A. (2009, November). *CBR Workshop #2: Doing CBR well – Ethically and with rigour.* CUP & ACCFCR, Edmonton, AB.

Chapman, S.A. (2009, October). *CBR Workshop #1: An introduction to community based research & evaluation* (CBRE). CUP & ACCFCR, Edmonton, AB.

Chapman, S.A. (2009, September). *An introduction to CBR.* HECOL 100, Introduction to Principles and Practice in Human Ecology, Department of Human Ecology, University of Alberta, Edmonton, AB.

Chapman, S.A. (2009, June). *An introduction to CBR.* Invited workshop for the 2009 Creative Aging Symposium, University of Alberta, Edmonton, AB.

Chapman, S.A., Auger, S., Austin, W., Henneveld, D., & Lund, C. (2010, March). *Multi-vocal ethics: An ongoing conversation in collaborative research.* Invited panel presentation at the Community University Engagement Showcase III, Faculty of Extension, University of Alberta, Edmonton, AB.

Chapman, S.A., Gokiert, R.J., Georgis, R., & Mercier, T. (2010, March). *CBR Workshop #5: Program evaluation with a CBR approach.* CUP & ACCFCR, Edmonton, AB.

Chapman, S.A., & Hyshka, E. (2009, August). *CBRE Workshop Series.* Three day, customized series for the Rural Integrated Community Clerkship Program, Faculty of Medicine & Dentistry, University of Alberta, Edmonton, AB.

Chapman, S.A., Hyshka, E., Mayan, M., Mercier, T., & Schnirer, L. (2009, September). *An introduction to CBR.* Medical Residents' 2009 Trainee Research Methodology Course, Faculty of Medicine & Dentistry, University of Alberta, Edmonton, AB.

Chow, W. (2009, May). *Developmental screening with immigrant and refugee families.* Presentation to the Women and Children's Health Research Institute (WCHRI), Edmonton, AB.

Chow, W. (2009, April). *Developmental screening with immigrant and refugee families.* Presentation to the Edmonton Catholic School District, Edmonton, AB.

Chow, W. (2009, April). *Parent engagement: Immigrant and refugee families.* Presentation at Innovative Approaches to Developmental Screening at the Alberta Center for Children and Families Centre for Research conference in Lethbridge, AB.

Chow, W., Georgis, R., & Gokiert, R.J. (2009, October). *Community-based evaluation.* Guest lecture for INT-D 500, Faculty of Extension, University of Alberta.

Chow, W., & Gokiert, R.J. (2009, November). *Challenges and opportunities in a cross-cultural evaluation context.* Paper presented at the American Evaluation Association 2009, Orlando, FL.

Chow, W., & Parsa-Pajouh, B. (2009, April). *Developmental screening with immigrant and refugee families.* Presentation to ABC Head Start, Edmonton, AB.

Chow, W., Rajani, N., Gokiert, R.J., Parsa-Pajouh, B., Vandenberghe, C., & Georgis, R. (2009, May). *Developmental screening with immigrant and refugee families.* Paper presented at the Childcare Conference 2009, Grant MacEwen College, Edmonton, AB.

Delling, C., Shaw, K., Pinto, D., Chapman, S. A., & Schreiner, K. (2009, November). *Planning successful knowledge mobilization strategies.* Poster session presented at the Women and Children's Health Research Institute (WCHRI) Research Day, Edmonton, AB.

Georgis, R., Gokiert, R.J., Chow, W., & Rajani, N. (2009, November). A framework for community-based evaluation of health and education initiatives. Poster presented at the Women and Children's Health Research Institute (WCHRI) Research Day, Edmonton, AB.

Georgis, R., Poth, C., **Chow, W., & Gokiert, R.J.** (2009, November). *Community-based evaluation within a Canadian cross-cultural context.* Paper presented at the American Evaluation Association 2009, Orlando, FL.

Giampaolo, P., Fulmer, L., **Hyshka, E., & Mayan, M.** (2009, November). The social-emotional well-being and psychological health of pregnant and parenting teenage mothers in Edmonton. Women and Children's Health Research Institute (WCHRI) Research Day, Edmonton, AB.

Gokiert, R. J. (2009, April). Developmental screening with immigrant and refugee families. Presentation to the Women and Children's Health Department, Grey Nun's Hospital, Edmonton, AB.

Gokiert, R.J., & Parsa-Pajouh, B. (2009, April). *Developmental screening with immigrant and refugee families.* Presentation to the Women and Children's Health Department, Grey Nun's Hospital, Edmonton, AB.

Gokiert, R.J., Chow, W., Parsa-Pajouh, B., & Rajani, N. (2009, April). *Developmental screening of immigrant and refugee children: Cultural validity and parents' perceptions.* Poster presented at the Society for Research in Child Development 2009, Denver, Colorado.

Gokiert, R.J., Chow, W., Parsa-Pajouh, B., & Vandenberghe, C. (2010, February). *Cross-cultural lessons: Early childhood developmental screening and approaches to research and practice.* Paper presented at The Early Years Conference 2010, Victoria, BC.

Hyshka, E., Mayan, M., & Lacaze, T. (2010, February). *Combining community engagement with student research training: An innovative summer studentship program,* Festival of Teaching, University of Alberta.

Hyshka, E., Mayan, M., & Lo, S. (2009, November). *The art of knowledge translation: Preserving the message in the creative medium: Next steps.* Women and Children's Health Research Institute (WCHRI) Research Day, Edmonton, AB.

Hyshka, E., Mayan, M, & Lo, S. (2009, September). *The art of knowledge translation: Preserving the message in the creative medium.* Paper presented at the 2009 Research Transfer Network of Alberta Conference, Banff, AB. *Best Abstract Award.*

Lee, C., Gokiert, R.J., & Chow, W. (2010, March). *Challenges in traditional ethics review process for community-based research: From the perspective of a graduate student.* Poster presented at the Community University Engagement Showcase III: Towards a More Engaged University, Faculty of Extension, University of Alberta, Edmonton, AB.

LeFevre, J., Smith-Chant, B. L., Kamawar, **Bisanz, J.,** Skwarchuk, & Penner-Wilger, M. (2009, October). *Quantification and arithmetic: How are they related?* Poster presented at the biennial meeting of the Cognitive Development Society, San Antonio, TX.

Liu, L., Milke, D., Maisey, S., **Mayan, M.,** & Klein, J. (2009, November). How can Capital Care balance residents' needs for a homelike environment with caregivers' needs for efficient ways to deliver care? Gerontological Society of America Annual Conference, Atlanta, GA, November 18, 2009.

Lopez, C., Long, R., Boffa, J., McMullin, K., **Mayan, M.,** Abonyi, S., & Orr, P. (2009, July). *The determinants of tuberculosis transmission in the Canadian-born population of the prairie provinces: The qualitative findings.* International Congress on Circumpolar Health Conference, Yellowknife, NWT.

Lynch, S. (2009/2010). *Early child development mapping (ECMap) project: Understanding early child development in Alberta.* Presentations for Community Options AGM, Edmonton (2009, May), Yellowhead Tribal College, Edmonton (2009, June), Indian and Northern Affairs Canada, Edmonton (2009, June), City Council, Edmonton (2009, June), Independent Schools Advisory Committee, Calgary (2009, June), Understanding the Early Years Red Deer, Red Deer (2009, August), Protestant School Board senior administration, St. Albert (2009, September),St. Albert Managers (SAM) group, St. Albert (2009, September), School principals, St. Albert (2009, October), Meeting of early childhood development (ECD) personnel, Lethbridge (2009, October), Palliser School District, Lethbridge (2009, October), Alberta Independent Schools and Colleges Association annual meeting of principals, Edmonton (2009, October), St. Albert Greater Catholic Regional School Division, St. Albert (2009, November), Early child education class, University of Alberta, Edmonton (2009, November), Northern Gateway and Grande Yellowhead Regional Schools Divisions, Edmonton (2009, November), Alberta Community Action Program for Children and Canada Prenatal Nutrition Program Coalition, Leduc (2010, March).

Lynch, S. (2010, March). *The ECMap Project: Lessons learned during the start-up.* Presentation, Community University Engagement Showcase III, Faculty of Extension, University of Alberta, Edmonton, AB.

Lynch, S. (2010, February). *No data, no problem, no action.* Presentation, Alberta Teachers' Convention, Red Deer, AB.

Lynch, S. (2009, December). *Taking stock: How are the young children in Edmonton doing?* Presentation, Edmonton Public Schools and Edmonton Catholic Schools kindergarten teachers, Edmonton, AB.

Lynch, S. (2009, November). *Edmonton EDI data: A first look.* Presentation, Edmonton Public Schools and Edmonton Catholic Schools senior staff, Edmonton, AB.

Lynch, S. (2009, May). *At risk or at promise? Understanding early child development in Alberta.* Presentation for the Council of Alberta School Superintendents/Alberta Education Special Education Symposium, Red Deer, AB.

Lynch, S. (2009). *Alberta Early Child Development (ECD) Project.* Presentations for Edmonton Public School Board Trustees, Edmonton (2009, April), Public District principals and kindergarten teachers, Lethbridge (2009, April), Holy Family District principals and kindergarten teachers, Lethbridge (2009, April), Alberta Centre for Child, Family and Community Research symposium on ECD screening, Lethbridge (2009, May), Alberta School Boards Association and Board of Directors, Edmonton (2009, May), Alberta Independent Schools and Colleges Association administration, Edmonton (2009, May), Medicine Hat School District, Medicine Hat Catholic Schools Regional Division and Prairie Rose School District, Medicine Hat (2009, May), Prairie Land Regional Division Principals, Hanna (2009, June).

Lynch, S., Matheson, A., Gagnier, C., & **Gokiert, R.J.** (2010, March). *Mobilizing into action: Lessons learned from community-based research projects.* Presentation at the Community University Engagement Showcase III: Towards a More Engaged University, Faculty of Extension, University of Alberta, Edmonton, AB.

Matheson, A. (2009/2010). *Early child development mapping (ECMap) project: Understanding early child development in Alberta.* Presentations for Women and Children's Health Research Institute Research Day, Edmonton (2009, November), The First Nations Inuit Branch, Health Canada, Edmonton (2009, December), Yellowhead Tribal Council Board of Directors, Edmonton (2010, February).

Mayan, M. (2010, March). *Community-based research principles and reality* (HPS 603), School of Public Health, University of Alberta.

Mayan, M. (2009, December). *Rigor in qualitative research,* EHWA Women's University, Seoul, South Korea.

Mayan, M. (2009, October). Community based research and mixed methods (INTD 500), Faculty of Extension, University of Alberta.

Mayan, M., & Schnirer, L. (2009, August). *How do we structure C-U partnerships to best mobilize knowledge?* Poster presented at the Living Knowledge Conference 09 (Engaged Communities, Engaged Universities: Developing policy and practice in participatory research). Queen's University, Belfast, Ireland.

Mayan, M., & Schnirer, L. (2009, August). *Knowledge exchange transfer or exploitation: How do we structure C-U partnerships to best mobilize knowledge?* Poster presented at the Living Knowledge Conference 09 (Engaged Communities, Engaged Universities: Developing policy and practice in participatory research). Queen's University, Belfast, Ireland.

Melendez, M., Lo, S., & Mayan, M. (2009, November). *When similarities become differences: Challenges in a partnership formed between "similar" organizations.* Women and Children's Health Research Institute (WCHRI) Research Day, Edmonton, AB.

Nanjijuma, R., Lo, S., & Mayan, M. (2010, March). *Moving research into action: Keeping afloat.* Community University Engagement Showcase III, Faculty of Extension, University of Alberta, Edmonton, AB.

Penner-Wilger, M., Fast, L., LeFevre, J., Smith-Chant, B., Skwarchuk, S., Kamawar, D., & **Bisanz, J.** (2009, July). *Subsitizing, finger gnosis, and the representation of number. Precursors to the representation of number.* Poster presented at the 31st Annual Conference of the Cognitive Science Society, Amsterdam, Netherlands.

Publications and Presentations

Piatt, C. G., Matejko, A. A., Watchorn, R. P. D, & **Bisanz, J.** (2009, April). *How alien is the mathematical concept of inversion?* Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Prakash, M.L., **Bisanz, J.,** Chalmers, G., Daniels, J., **Gokiert, R.J.,** McNeil, D.C., Michailides, M., **Schnirer, L.,** Varnhagen, S., Walker, C., & Wosnack, N. (2010). *Integrated supports for children, youth and families: A literature review of the wraparound process.* Retrieved from University of Alberta, Community-University Partnership for the Study of Children, Youth, and Families website: http://www.cup.ualberta.ca/index.php?option=com_docman&task=cat_view&gid=12&Itemid=234.

Rajani, N., Chow, W., & Gokiert, R.J. (2009, November). *Indigenous specific early childhood developmental programming in Alberta: Why should it matter?* Poster presented at the Women and Children's Health Research Institute (WCHRI) Research Day, Edmonton, AB.

Shaw, K., & Bisanz, J. (2009, October). *Evaluation of the Edmonton In-School Mentoring Program.* Presentation at the Alberta Centre for Child, Family, and Community Research's Research Showcase, Edmonton, AB.

Shaw, K., Delling, C., Chapman., S.A., & Pinto, D. (2010, March). *A framework for mobilizing knowledge in support of children, youth, and communities.* Poster session presented at the Community University Engagement Showcase III: Towards A More Engaged University, Faculty of Extension, University of Alberta, Edmonton, AB.

Shaw, K., Delling, C., Pinto, D., Chapman, S. A., & Schreiner, K. (2010, March). *An interdisciplinary knowledge mobilization framework for the field of child development.* Poster session presented at the 3rd Annual NIH Conference on the Science of Dissemination and Implementation: Methods and Measurement, Bethesda, MD.

Shaw, K., Pinto, D., Delling, C., Chapman, S. A., & Schreiner, K. (2010, March). *Measuring research use: A mixed-methods approach.* Poster session presented at the 3rd Annual NIH Conference on the Science of Dissemination and Implementation: Methods and Measurement, Bethesda, MD.

Sherman, J., **Bisanz, J.,** & Gearhart, M. (2009, April). *Teachers' views of children's understanding of the equal sign: Comparing teacher survey data to student performance.* Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

Schnirer, L. (2009, May). *Recruiting low-income families.* Families First Edmonton Steering Committee, Edmonton, AB.

Schnirer, L. (2009, April). *Recruiting low-income families.* Edmonton YMCA. Edmonton, AB.

Schnirer, L., & Bisanz, J. (2009, April). *How does an interdisciplinary community-university partnership facilitate project development?* Abstract accepted at the Community-Campus Partnerships for Health's 11th Conference (Creating the Future We Want to Be: Transformation Through Partnerships,) Milwaukee, Wisconsin (Accepted. Conference cancelled due to insufficient sponsorships).

Schnirer, L., So, S., & Stack-Cutler, H. (2009, November). *Recruiting low-income families in randomized controlled trials: Preliminary learnings.* Women and Children's Health Research Institute (WCHRI) Research Day, Edmonton, AB.

Smith-Chant, B., Skwarchuk, S.-L., LeFevre, J., Sowinski, C., Fast, L., **Bisanz, J**., & Kamawar, D. (2009, April). What counts from home? Home experiences and children's acquisition of mathematics. In T. H. Carr (Chair), *Social scaffolding of beginning mathematics and literacy: Getting young children off to a good start.* Symposium conducted at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Wall, S., **Mayan, M.,** Graffigna, G., Porr, C., & Vieira, E.R. (2009, May). *Walking the tightrope: Creativity and experimentation in qualitative research within a conventional world.* Paper presented at the 5th International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

Watchorn, R.P.W., Lai, M., & **Bisanz, J.** (2009, October). *Failure on equivalence problems is not universal.* Poster presented at the biennial meeting of the Cognitive Development Society, San Antonio, TX.

Watchorn, R.P.D., Lai, M., & **Bisanz J.** (2009, June). *Canadian versus Taiwanese children's performance on equivalence problems.* Poster presented at the annual meeting of the Canadian Psychological Association, Montreal, QC.

Support

CUP's core operations are supported by contributions from community, government, and university sources.

Community Contributors:

Edmonton Catholic Schools
Edmonton Community Foundation
Edmonton Public Schools
United Way of the Alberta Capital Region

Community Total: $101,750

Government Contributors

Alberta Education
City of Edmonton
Edmonton and Area Child and Family
Services, Region 6
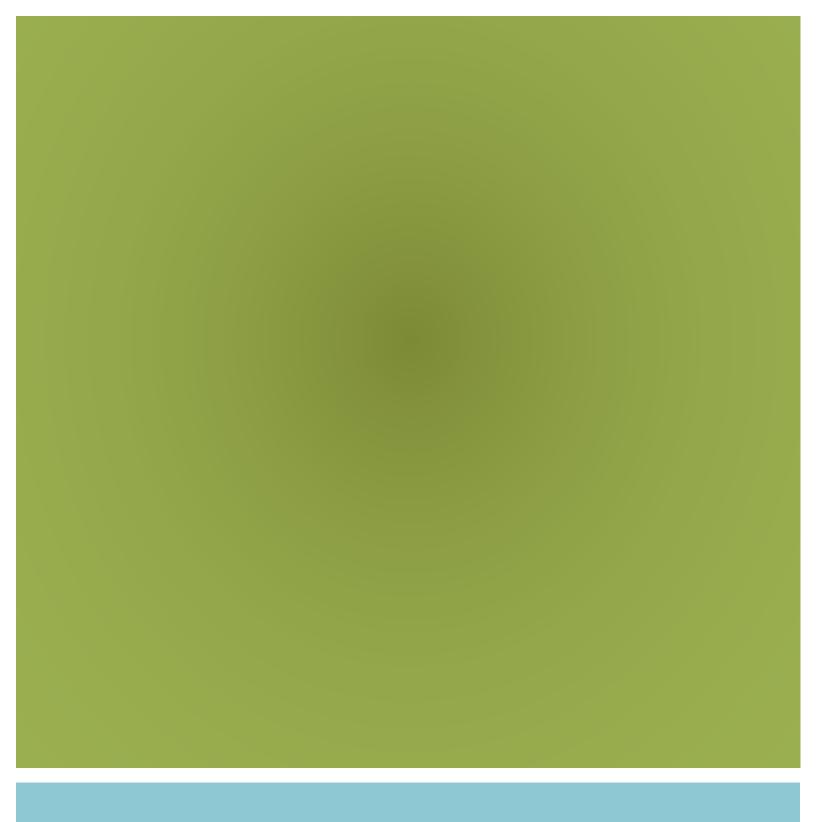
Government Total: $118,296

University

The University of Alberta supports CUP's core operations through the Faculty of Extension. Beginning in 2008/09, Extension was able to provide four full-time equivalent (FTE) tenured academic staff positions for the Associate Director and assistant directors, and .5 FTE tenured academic staff position for the Director. In addition to financial support, the Faculty of Extension provided extensive administrative and infrastructure support to CUP.

Acronyms used in this report
(in order of appearance)

CUP	The Community-University Partnership for the Study of Children, Youth, and Families
U of A	University of Alberta
ECME	Early Childhood Measurement and Evaluation
CBRE	Community-Based Research and Evaluation
LLKM	Lifelong Learning and Knowledge Mobilization
KM	Knowledge Mobilization
WCHRI	Women and Children's Health Research Institute
ECMap	Early Child Development Mapping Project
MKAD	Mobilizing Knowledge About Development
CBE	Community-Based Evaluation
FFE	Families First Edmonton
CIHR	Canadian Institutes of Health Research
RVP	Recruiting Vulnerable Populations

SE	Social-emotional
FNMI	First Nation, Métis, and Inuit
EDI	Early Development Instrument
ACCFCR	Alberta Centre for Child, Family and Community Research
CBREnet	Community-based research and evaluation network
QR	Qualitative Resource
ASQ	Ages and Stages Questionnaire
SEI	Socio-economic Index
FN	First Nation
YTC	Yellowhead Tribal College
SSHRC	Social Sciences and Humanities Research Council
GIS	Geographic Information System

CUP

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for the Study of Children, Youth, and Families