

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

Annual Report 2004/2005

*“There are two lasting bequests we can
give our children. One is roots. The
other is wings.”*

Hodding Carter Jr.

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“Mankind owes to the child the best that it has to give....”

1924 Declaration of the Rights of the Child

Rising to the Challenge



Providing the Framework

Optimizing the healthy development of children, youth, and families is an enduring and critically important goal of Canadian society, but pursuing this goal has become greatly complicated by rapid changes in our culture, economy, education, and public policies. Every day we see or read about new challenges facing today's children, youth, and families. More than ever, there is a need to build bridges and share knowledge to effectively respond to these challenges.

Since its founding almost five years ago, the Community-University Partnership for the Study of Children, Youth, and Families (CUP) has been working to respond to this need. It is dedicated to building relationships among diverse organizations and disciplines in order to advance knowledge, identify and facilitate best practices, inform responsive public policies, and create learning opportunities for post-secondary students in applied research to support ongoing and future needs.

CUP provides an organized, coordinated framework for bringing researchers, educators, practitioners, and policy makers together to share relevant, timely information and to capitalize on opportunities. It enables groups and individuals who might otherwise rarely interact to discuss important issues and plan collaborative projects and initiatives.



Building Relationships and Creating Opportunities

The core activities of CUP staff are complex, interwoven, and synergistic.

Networking and Knowledge Sharing

Making connections, building relationships, and creating opportunities for collaborative initiatives among community and university interests are vital to the work of CUP. Staff members gather and share knowledge through participation in both formal and informal meetings, committees, consultations, events, conferences, and through the CUPdate newsletter and CUP website. These venues provide important opportunities to identify and discuss the pressures facing children, families, program designers, front-line staff, researchers, and policy makers, and to strategize about possible solutions. CUP is routinely called upon for help in finding and interpreting research, determining what constitutes reasonable evidence, helping frame questions in ways that can be answered with research, and providing advice and assistance in designing evaluation tools.

“CUP has continually demonstrated its ability to work collaboratively at the community level.”

Susan Coward, Director,
Neighborhood Social and
Recreation Services, Central and
River Valley Community Services,
City of Edmonton

Matchmaking and Supporting Collaborative Initiatives

Collaborative applied research can be time consuming. It requires trusting relationships, knowledge of potential partners, and particular skills and expertise. CUP staff contribute to meeting the needs of university and community interests by helping to find the necessary expertise, identifying potential funding agencies, reviewing proposals, assisting with ethics review processes, and playing a supporting role for collaborative initiatives in which others undertake a lead role.

Playing a Lead Role in Collaborative Research Projects

One of CUP's primary functions is to initiate and undertake collaborative, interdisciplinary, and community-based applied research projects on issues relating to the healthy development of children, youth, and families. CUP identifies and pulls together the right mix of skills and expertise for research teams, and then plays a central role in writing proposals, securing funding, hiring required staff, and coordinating and overseeing these research projects from inception to completion.

See *Appendix 1: Community and University Contacts* for a list of on- and off-campus groups with which CUP has partnered this year.

Our Mission

“CUP provides a vital link between researchers at the U of A and a variety of community agencies and organizations. This results in benefits to both groups: research expertise for the community and contact with real-life issues for researchers.”

Timothy F. Hartnagel, Professor,
Department of Sociology,
University of Alberta

Identifying and exploring issues, nurturing a culture of thoughtful inquiry, and encouraging changes in practice and policy supported by evidence are at the heart of CUP's mission.

CUP is committed to improving the health and well-being of children, youth, families, and communities by:

- **generating and sharing** new knowledge about child and family development
- **identifying and promoting** the use of best practices for optimizing child and family development
- **nurturing** a culture, both in the community and the University, in which rigorous, evidence-based research, evaluation, and practice are valued highly as critical components in efforts to understand and optimize development.



Letter from the Director and Assistant Director

As CUP prepares to mark its fifth birthday, it is interesting to reflect on the ideas, hopes, and dreams that preceded and later surrounded CUP's birth. At a very general level people envisioned some sort of entity that would somehow bring community-based agencies together with university researchers on matters of research, policy, and practice. Just how this feat would be accomplished was anything but obvious! With so many competing interests and commitments, how do you structure a mechanism that enables these sorts of collaborations in a productive and sustainable way? Community-based research and rigorous program evaluation are expensive, time consuming, and difficult to do well, and sometimes the results can contradict expectations and raise more questions than they answer. Despite their many common interests, people in universities, government agencies, and community programs operate in very different environments with sometimes radically different cultures. Collaboration takes time and energy. Would people buy in to such a risky venture by contributing their energy, time, and expertise to community-based projects? Would there be enough commitment and participation to construct an enduring collaboration that would justify use of the term *partnership*?



Over the past five years CUP has been active in the community and on campus, trying to test those early ideas about how to make community-based collaborations a reality. We have had some successes, including ongoing studies of in-school mentoring, early child intervention methods and measures, and an intervention program for high-risk youth. You can read about these projects in this report and on CUP's website (www.cup.ualberta.ca). One of the best examples of community and researcher buy in to date, however, is Families First Edmonton. In 2002, people from community organizations and from the municipal and provincial governments were intrigued by a study in Ontario about how providing proactive services to low-income families can promote healthy lifestyles and still be cost effective. This group simply could have accepted the results from this earlier study and implemented a similar program here. They recognized, however, that the results from the Ontario study might well not hold in a different policy-and-practice context, that the Alberta situation is quite different from what existed in Ontario at the time of the earlier study, and that, in the long run, a simple demonstration project might not lead to changes in policies and practices unless solid evidence was gathered about methods, outcomes, and costs.

Letter from the Director and Assistant Director Cont'd.

At this point CUP was asked to come to the table and to discuss the possibility of designing a large-scale research project that would rigorously test different methods of service delivery that were feasible and sustainable in an Alberta context. In those early meetings, we were pleasantly surprised to discover that these community leaders and government members were committed not only to studying these service-delivery methods, but also to ensuring that this study would be as scientifically informative and rigorous as possible. ("A randomized controlled trial? Makes perfect sense!") They knew that making decisions about policy and practice is no longer acceptable without understanding effects on children, families, and communities. For Families First Edmonton to succeed, however, we needed a large, interdisciplinary research team that was capable of probing the nature of service-delivery programs and their effects on many aspects of child and family development. As we searched for possible members for this team, we again were pleasantly surprised, this time because so many researchers jumped at the chance to work on this project. They recognized the value of this opportunity for improving policies and practices that affect children and families; for doing high-impact research that can advance their disciplines; and for working with, and learning from, experts in our community.

Families First Edmonton is a large and important project that will involve 1200 families, numerous community and government agencies, nearly 20 university researchers, and a budget of \$9.9 million over six years. It has enormous potential for yielding important information about service-delivery policies and practices. Dozens of people have been intimately and critically involved in bringing this project to life. Families First Edmonton is not a done deal yet; a great deal of work remains before the project is fully underway, and much, much more awaits us in the years ahead. The project now has a great momentum, however, and the connections that have been forged will have long-term value for the community and the university. We are happy to add Families First Edmonton to CUP's set of community-university collaborations.

One part of CUP's mission is to nurture "a culture in which research, practice, and evaluation are highly valued as critical components in efforts to understand and optimize the development of children, youth, and families." We like to think that the people whose ideas, hopes, and dreams spawned CUP in the first place would be, and are, happy to see CUP's progress toward this goal.

Sincerely,

Jeffrey Bisanz, Director

Laurie Schnirer, Research Associate and Assistant Director

“The thing I have come to appreciate most about CUP is that there is no inherent ideological bias in approaching any particular research or issue.”

Gloria Chalmers, Manager/Consultant, Edmonton Public Schools

Highlights 2004/2005



The Year in Review

**Over \$3.7 million
secured for new
projects in 2004 and
2005**

Significant achievements and success in meeting our identified goals during 2004-2005 include:

Securing funds for a number of innovative research projects. In 2004-2005 CUP facilitated a total of \$4,907,831 in completed, continuing, and new grants in support of collaborative research. (See *Appendix 2: Project Grant Funding*.) Highlights include:

- Over \$3.5 million from Canadian Institutes of Health Research, Canadian Health Services Research Foundation, and Alberta Heritage Foundation for Medical Research for the \$10 million project entitled Families First Edmonton. (See *Appendix 4: Project Details*.)
- Approximately \$65,000 from the National Crime Prevention Strategy and the Edmonton Community Foundation to investigate effective knowledge translation strategies and help train new communication professionals in these strategies.
- Approximately \$65,000 from the National Crime Prevention Strategy to support a postdoctoral fellowship in aboriginal child and youth development.

Facilitating numerous interdisciplinary and community-based research initiatives and playing a major role in many research projects. (See *Appendix 4: Project Details*.)

**Over 90 new and
ongoing community
and academic contacts**

Strengthening networks of organizations committed to promoting the health and development of children, youth, and families requires action. Increasingly CUP is serving the role of facilitator for interactions among practitioners, researchers, and policy makers. Over 90 new and ongoing contacts in both community and university environments were documented during the year. Included are local, provincial, national, and international contacts. (See *Appendix 1: Community and University Contacts*.)

Over 40 research positions supported during the past year

Innovative proposals to advance research and knowledge sharing.

Supporting advanced education and learning. CUP Continually strives to create opportunities for student and community members to gain experience, knowledge, and skill in community-based interdisciplinary research. During 2004/2005, 43 people (students, project coordinators, research assistants, and postdoctoral fellows) participated in CUP-related research projects. (See *Appendix 3: Creation of New Research Opportunities.*)

Increasing the ability of CUP to effectively share knowledge is essential. This capacity has been enhanced by employing a contract Knowledge-Sharing Facilitator for a portion of the year and by securing funds for future knowledge sharing activities. (See *Appendix 2: Project Grant Funding.*)

Proposing a *Early Childhood Measurement and Evaluation Resource Centre* so program staff, program managers, evaluators, funders, researchers, parents, and policy makers receive help in understanding the purposes, use, and limitations of early childhood assessment tools. Funding is pending from Social Development Canada for a two-year pilot of the Centre.



The Research

“The research undertaken through CUP has served to make the university visible and relevant locally. People from local community organizations are seeing the university as directly relevant to the work they are doing.”

José da Costa, Chair, Department of Educational Policy Studies,
Faculty of Education, University of Alberta



Our Projects

Details of all completed, continuing, and new research, including information about investigators and funding agencies, can be found in *Appendix 4: Project Details*. The following is a brief overview of our research projects and other activities.

Alliance of Researchers for Immigration (ARI)

Over the past year, CUP brought together graduate students interested in applied research related to immigration. The issues surrounding the settlement and integration process are diverse and complex. The group Alliance of Researchers for Immigration (ARI), as they are known, consists primarily of graduate students from various disciplines (e.g., Psychology, Educational Psychology, Educational Policy Studies, Sociology, Nursing, and Human Ecology) and cultures (e.g., Chinese, Iranian, Indian, Korean, Finnish, and Canadian-born European). The purpose of the group is to support excellent research on immigration and settlement by providing a forum for sharing ideas with an interdisciplinary audience. ARI is guided by three main goals. The first is to connect researchers with community partners and to provide a network for potential partnerships and collaborations. The second is to share information through personal stories, research articles, conferences, presentations, and community events. Finally, ARI hopes to support group members' academic development by the exchange of critical reviews, mentoring, and consultation.

Early Childhood Development Initiative (ECDI)

Members of the CUP staff and larger CUP community are involved with the Early Childhood Development Initiative, a joint commitment by the federal and provincial government to provide new resources to support programs in early learning and child care. With CUP representation on the Evaluation Committee in the Edmonton Region, research has become an important component of local initiatives. CUP is currently conducting three separate research projects designed to answer the following questions:

- Can resource teams, and early screening and referral supports, be used effectively in child care programs that service large numbers of children at risk for developmental difficulties?
- Is it appropriate to use the Diagnostic Instrument for Screening Children (DISC) for screening, program planning, and/or measuring treatment effects for preschool-aged children?
- What are some of the issues faced by ECD program personnel when gathering information from children and families that are new to Canada?

“Families First Edmonton, an incredibly complex large scale inter-disciplinary and multi-sectoral community-based research project, would not be happening if it were not for CUP.”

Deanna Williamson, Associate Professor, Department of Human Ecology, University of Alberta

Families First Edmonton

Which models of service delivery provide the best dollar value and the best outcomes for low-income parents and children? To help answer these questions, CUP has assembled a dynamic research team consisting of 19 members from the Universities of Alberta, Calgary, Waterloo and McMaster to work with local, regional, and provincial partners. We also assisted in (a) planning the programs and developing a conceptual framework, (b) finalizing research design and questions, and (c) submitting three letters of intent and seven full-scale funding proposals to provincial and federal funding agencies. In March, 2005, CUP secured \$3.5 million over 6 years necessary to implement FFE. This initiative promises to provide answers to many important questions about practice and policy.

In-School Mentoring, Phase II

Does mentoring facilitate students' literacy and oral language? What activities take place during a mentoring session? Have students' social skills, self-concept, self-esteem, and peer interactions improved as a result of mentoring? What contributes to mentors' satisfaction, their feelings of success, and the probability that they will continue in the future? These are some of questions that are being explored in the second phase of an extensive research project on in-school mentoring, a large and rapidly growing program provided by Big Brothers and Big Sisters [Big Brothers Big Sisters Edmonton and Area]. In this program, adult volunteers work one-on-one with selected children to develop personal relationships and to help the children build the skills and attitudes they need to succeed in school and later in life. (For a report on Phase 1 of this project see www.cup.ualberta.ca/resources_documents.html.)

“Working for CUP has not only improved my research abilities and confidence, it has motivated me to continue with my education. Working for CUP has giving me the opportunity to be out in the community and really feel like my research is making a difference.”

Jessie Salter, Research Coordinator, Kids in the Hall Bistro Evaluation

Kids in the Hall Bistro Evaluation (Capacity Building As Crime Prevention)

Kids in the Hall Bistro is a community program designed to help youth who are at-risk because they come from abusive and poverty-stricken backgrounds, have substance abuse problems, have been involved in criminal activities, and have minimal marketable skills, education, and work experience. It provides access to life skills counseling and work experience for these youth. CUP researchers are working with program planners and front-line staff to complete a formative analysis of the process and outcomes of this program. The information may be used to make improvements in the program and to guide and inform similar projects.

Mother Earth Children's Charter School Longitudinal Study

Unlike traditional school curricula, the first and only aboriginal charter school in Alberta is designed to address aboriginal children's unique learning styles with a different type of instructional practice, classroom organization, and motivational management. How will this culturally compatible approach to teaching for aboriginal children affect their learning and related mental and physical health? This three-year longitudinal study, conducted in collaboration with Misericordia Hospital's Child Health Clinic, is designed to provide some answers and insights.

Research in Schools

Over the past two years CUP has lead an initiative to improve the communication about and processes for engaging in research in schools in the two main school districts in Edmonton. During this period, meetings were held to bring researchers and school district personal together to identify the challenges faced by both groups in planning for, approving, and conducting research in schools. Still to be worked on is the analysis of the ethics review processes used by the University researchers as they relate to the FOIPP processes internal to the school districts.

Strategies for Critically Appraising Children's Health Web Resources

How reliable is information on the Web and how can parents find out? Members of this research project are investigating current strategies used by parents to critically evaluate information about children's health on the web, developing web-based resources for use by both parents and professionals, and assessing the effectiveness of these resources.



CUP: Playing Matchmaker!

Brokering community and university initiatives is one of the major functions of CUP. We are often asked to link community groups with researchers and graduate students who have similar interests (and vice versa) for the purpose of everything from finding an “expert” to serving on a committee to developing long-term research programs. This example illustrates how CUP can facilitate a research project

Early Childhood Development Community Mapping Project (Edmonton Region)

For the past few years, the Edmonton and Area Child and Family Services (Region 6) and Success By 6 Community Team, with other community partners, have been interested in mapping community resources and examining school readiness. CUP has been able to help the project by linking them to interested researchers and research processes, such as the University of Alberta Research Ethics Review. In its second full year, the ECDCM project made great advances. With continuing funding from Children’s Services and additional funds from Capital Health, the project achieved the following goals:

- The Education and Extension Research Ethics Board approved the project.
- The two school boards approved the research proposal for implementation in their schools—197 schools in total, serving the 64 communities selected for the study.
- The third and final year of funding was secured from The Ministry of Children’s Services.
- Orientation sessions were held for principals and kindergarten teachers of the 197 schools.
- Early childhood development data collection for about 3500 children using the Early Development Instrument is complete and analysis is underway.
- Numerous maps showing demographic data and community services have been developed and shared with a number of the communities.
- Funding proposals have been submitted to continue the project into the fall of 2005 and beyond.
- Several presentations have been made regarding the project to a number of groups, including Capital Health managers group, Children’s Services extended management team, Edmonton and Area Funders’ Forum, Centre for Family Literacy board of directors, and the Joint Action Committee for Children (JACC). A poster was also presented at the Urban Region Research and Management Forum, where it won a prize for best research presentation.

The People

“CUP offers excellent research opportunities for partnerships among interdisciplinary academic researchers, and community and government representatives.”

Linda Reutter, Professor, Faculty of Nursing, University of Alberta



Our Steering Committee 2004-2005

Gloria Chalmers (Co-Chair)	Edmonton Public Schools
Jane Drummond (Co-Chair)	Faculty of Nursing, University of Alberta
Al Cook	Faculty of Rehabilitation Medicine, University of Alberta
Martin Garber-Conrad	Edmonton City Centre Church Corporation & Success By 6
Barbara Dart	United Way of Edmonton and Area
Darrel Dancause	Edmonton and Area Child and Family Services Region 6
Lionel Dibden	Department of Pediatrics, University of Alberta
Jane Hewes	Early Childhood Development, Grant MacEwan College
Susan Lynch	Child Study Centre, University of Alberta
Doug McNally	Edmonton Community Foundation
Linda Phillips	Centre for Research in Literacy, University of Alberta
Delmarie Sadoway	Community Health Services, Capital Health
Rob Smyth	City of Edmonton, Community Services
Sherry Thompson	Children's Services, Government of Alberta
Deanna Williamson	Department of Human Ecology, University of Alberta
Brenda Willis	Edmonton Catholic Schools
Doug Wilson	Public Health Sciences, University of Alberta

We also would like to acknowledge and thank Sharon Long and Richard Ouellet, Edmonton and Area Child and Family Services Region 6, Don Philippon (ex-officio) Health Sciences Council, and Doug McNally, formerly of the Edmonton Community Foundation, who served on our Steering Committee for part of the year.

Secretariat

Jeff Bisanz - Director

Laurie Schnirer - Research Associate and Assistant Director

Miranda Diakiw - Information Coordinator

Darcy Fleming - Postdoctoral Fellow, Early Intervention, Evaluation, and Measurement

Susan Lynch - Liaison Development

We are very grateful to Wendy Armstrong for her input as Knowledge Facilitator over the past year.

Project Personnel

“Over the past 2 years working with CUP, I have received tremendous amount of supports and guidance for both my professional and student life. Their persistent efforts in linking policy-makers with research evidence have earned them great respect and have established in me a career goal.”

Sylvia So, Doctoral Student,
Department of Sociology,
University of Alberta

A number of people have worked closely with CUP to ensure the success of the various projects. During 2004-2005, CUP has provided new opportunities for 1 Postdoctoral Fellow, 5 Project Coordinators, 1 Graduate Research Assistant, 28 Research Assistants, and 8 Undergraduate Research Assistants. In the coming year we hope to provide many more opportunities including a communications intern and a second postdoctoral fellow in the area of aboriginal children and youth.

For a detailed look at our project personnel, see *Appendix 3: Creation of New Research Opportunities*.

The CUP Community

Over 90 new and ongoing contacts in community, government, and academic organizations.

The work of CUP would not be possible without the support and active involvement of a number of community and university organizations. It has been a privilege to work with these organizations during the past year. (See *Appendix 1: Community and University Contacts*)



Generous Support

“Did you know that every two hours the nations of this world spend as much on armaments as they spend on the children of this world every year?”

Peter Ustinov (1921 - 2004)



Contributors to CUP Research Projects, 2004-2005

Alberta Heritage Foundation for Medical Research
Alberta Human Resources and Development
Alberta Learning
Canadian Health Services Research Foundation
Canadian Institutes for Health Research
Canadian Research Institute for Law and the Family
City of Edmonton
Edmonton and Area Child and Family Services - Region 6
Edmonton City Centre Church Corporation
Edmonton Community Foundation
Edmonton Community Foundation - Anonymous Donor
National Crime Prevention Strategy

Contributors to CUP Postdoctoral Fellowship Fund

Department of Pediatrics, University of Alberta
Faculty of Education, University of Alberta
Faculty of Nursing, University of Alberta
Faculty of Rehabilitation Medicine, University of Alberta
Health Sciences Council, University of Alberta
Interagency Head Start
National Crime Prevention Centre/Strategy
Office of the Vice-President (Research), University of Alberta

Contributors to the CUP Operating Fund 2004-2005

Alberta Human Resources and Employment

Alberta Learning

Capital Health Authority

Edmonton and Area Child and Family Services - Region 6

Edmonton Catholic Schools

Edmonton City Centre Church Corporation

Edmonton Public Schools

Health Sciences Council, University of Alberta

Office of the Provost and Vice-President (Academic), University of Alberta

Sharing Information

“CUP is more than a window through which the community can see and understand what goes on at the University, or for researchers to see what is going on outside. CUP is more like a door where you just walk right through.”

Darcy Fleming, CUP Postdoctoral Fellow



New Research Reports

All documents listed below, plus many more, can be downloaded or viewed at www.cup.ualberta.ca

Boyes, M. C., Fleming, D., Hornick, J. P., Gomes, J. T., & Billings, A. L. (2004). *Interagency Head Start Programs in Edmonton: Annual Report 2003-2004*. Report submitted to the Edmonton City Centre Church Corporation.

Hornick, J. P., Wagner H. A., Gomes, J. T., Moody, C.M., Boyes, M. C., Fleming, D., Faid, P., & Hardwick, K.H. (2003). *Early Childhood Development (ECD) Initiative: Description of ECD programs, evaluability assessment and proposal for evaluation*. Report submitted to the Early Childhood Development Initiative Evaluation Committee.

Mackey, L., Schnirer, L., Barker, E., Bisanz, J., Galambos, N.; Hartnagel, T., & Salter, J. (2004). *Capacity Building as Crime Prevention: Developing and Piloting an Evaluation Framework for Employment-Training Programs for Youth At Risk*. Community-University Partnership for the Study of Children, Youth, and Families: Edmonton, AB.

Mackey, L., Schnirer, L., Barker, E., Bisanz, J., Galambos, N., Hartnagel, T., & Salter, J. (2004). *Capacity Building as Crime Prevention: Process Evaluation on the Kids in the Hall Program*. Community-University Partnership for the Study of Children, Youth, and Families: Edmonton, AB.

Our Newsletter: CUPdate

CUPdate is published four times per year. It provides information about the people and organizations on and off campus involved in programs, research, and policy related to children, youth, and families. Updates on current research projects, interesting facts, timely news, and a calendar of events are also included. It is distributed by e-mail to interested parties, and it is available on the CUP website (www.cup.ualberta.ca/resources_newsletters.html).

CUP Website (www.cup.ualberta.ca)

Information available on the CUP website includes:

- Information about the organization, people, and activities
- Current research project updates
- Summaries and reports of completed research initiatives
- Hot Briefs - one page summaries of current and relevant research
- An Expertise Directory of researchers at the University of Alberta
- Links to other relevant organizations

Presentations

Fleming, D. (2005). *Head Start Child Care: Lessons from research*. Presentation given to the CUP Steering Committee. Edmonton, Alberta.

Fleming, D. (2005). *Head Start Child Care: Evaluation summary*. Presentation given to the Success by 6 Child Care Subcommittee. Edmonton, Alberta.

Fleming, D., Nagpal, J., Sabetgh, A., Song, J.H., So, S., & Zaeem, L. (2005). *Plenary Panelist: Immigration and education*. Teaching the World in our Classrooms Conference. Edmonton, Alberta.

Fleming, D. (2004). *Head Start Child Care: Implementation findings*. Presentation given to the Success by 6 Child Care Subcommittee. Edmonton, Alberta.

Fleming, D. (2004). *The DISC Validation Study: Lessons in applied research*. Developmental Lunch. Edmonton, Alberta.

Fleming, D. (2004). *Universal Screening: Lessons in applied research*. Presentation given to the Department of Educational Psychology at the University of Alberta. Edmonton, Alberta

Fleming, D. (Chair) (2004). Plenary Panel Facilitator: *Early Childhood Assessment*. The Alberta Early Years Conference: Doing What Works. Edmonton, Alberta.

Presentations (cont'd.)

- Fleming, D. (2004). *The challenges of assessing children from diverse cultures*. Presentation to Open Public Forum with Multi-Cultural Brokers Association, Edmonton, AB.
- Hewes, J., Fleming, D., & Ferguson, C. (2004). *Head Start Child Care*. The Alberta Early Years Conference: Doing What Works. Edmonton, Alberta.
- Lynch, S., & McIntosh, B. (2004). *Choice and accountability in Canadian education*. Presentation on research to Edmonton Education Society, Edmonton, AB.
- Lynch, S. (2004). *Early Child Development Community Mapping Project*. The Alberta Early Years Conference: Doing What Works. Edmonton, Alberta
- McDonald, L., Drummond, J., & Fleming, D. (2004). *Inter-provincial Resilience Study*. The Alberta Early Years Conference: Doing What Works. Edmonton, Alberta.

Conferences

- Reality Check 2005: Inequity and Well-being in a Debt-free Alberta. March 3-4, 2005
Calgary, Alberta
- The Alberta Early Years Conference: Doing What Works. October 4-6, 2004. Edmonton, Alberta.
- Urban Region Research and Management Forum. March 7, 2005 Edmonton, Alberta.

Committee Participation

Advisory Committee, Community Service Learning Initiative, Faculty of Arts, University of Alberta

J. Bisanz

Advisory Committee on Head Start Child Care Research, ECDI for Edmonton and Area Child and Family Services - Region 6

J. Bisanz

Advisory Committee on Doctoral Research Internship for the Department of Educational Psychology

L. Schnirer, J. Bisanz

Coalition on Healthy School Communities Committee for the Coalition on Healthy Schools Communities

D. Fleming

The Committee on the Well Being of Children and Youth for the Alberta Teachers Association

D. Fleming

Evaluation Committee for the Southern Alberta Child and Youth Network

J. Bisanz

Evaluation Consultation Committee, Early Childhood Development Initiative (ECDI) for Edmonton and Area Child and Family Services - Region 6

J. Bisanz, L. Schnirer

Executive Steering Committee for Families First Edmonton

J. Bisanz

FFE Website Committee for Families First Edmonton

M. Diakiw

Advisory Committees on HSC Centre/Initiatives, Administration, Education, Research for the Health Sciences Ambulatory Learning Complex

L. Schnirer, J. Bisanz, S. Lynch, M. Diakiw, D. Fleming

Committee Participation (cont'd.)

Interprovincial Child and Family Resiliency Study Research Committee for the Interprovincial Child and Family Resiliency Study

D. Fleming

Operations and Research Committees for Families First Edmonton

L. Schnirer

Organization Mondiale pour l'Education Préscolaire (Canadian Committee on Early Childhood) for Organization Mondiale pour l'Education Préscolaire

D. Fleming

Project Management Team for Families First Edmonton

L. Schnirer

Steering Group for Head Start Childcare Research: Childcare Subcommittee (ECDI) for Edmonton and Area Child and Family Services - Region 6

D. Fleming, J. Bisanz

Steering Research Committee for Early Childhood Development Community Mapping Project

S. Lynch

Success by 6 Council of Partners

J. Bisanz

Task Force on Research in Schools for CUP

S. Lynch, J. Bisanz, L. Schnirer

Task Group on Interdisciplinary Research, Education, and Teaching for Health Sciences Council, University of Alberta

J. Bisanz

Financial Reports

“Unless the investment in children is made, all of humanity’s most fundamental long-term problems will remain fundamental long-term problems.”

UNICEF, “The State of the World’s Children” (1995)



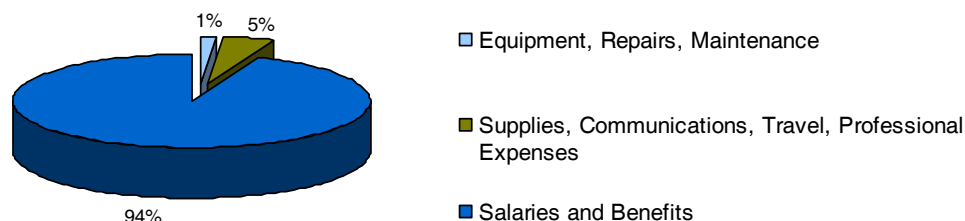
Financial Summary and Highlights

Expenses and revenues for CUP continue to increase, reflecting the growing demand for CUP's involvement in a wide range of activities. CUP receives funding for (a) core operations, including project development, administration, equipment, and personnel costs for members of CUP's Secretariat, and (b) specific CUP projects, typically from research grants. For 2004-2005, expenditures for core operations amounted to just over \$200,000. As indicated in the figure on the following page, 94% of this sum was allocated to personnel costs. Contributions to CUP's core operations were provided by the Health Sciences Council and the Provost and Vice-President (Academic) of the University of Alberta, Alberta Human Resources and Employment, Alberta Learning, Edmonton City Centre Church Corporation, Edmonton Community Foundation, Edmonton Public Schools, Edmonton Catholic Schools, Edmonton & Area Child and Family Services Authority-Region 6, and Capital Health. Some of these funds are earmarked for expenditures during the next fiscal year, including the addition of staff and expanded communication activities. Since CUP's inception, the portion of CUP's core funding that is provided by the University of Alberta, as opposed to other sources, has decreased from 100% in 2000-2001 to approximately 30% during 2004-2005.

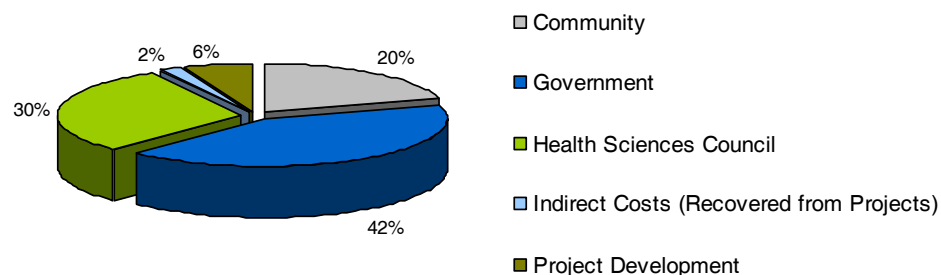
Contributions for projects administered by CUP come from numerous sources. The distribution of these costs across expense categories, combined for these projects, is illustrated in the figure on the following page. (Full financial statements are available upon request.)

Together these figures underscore the observation that the type of work undertaken by CUP—work required to develop and implement collaborations among researchers, policy makers, and practitioners—depends primarily on funds for people with the necessary skills and experience. CUP continues to develop new ways of finding the funding necessary to develop projects, advance new knowledge, and contribute to improving policies and practices that affect children, youth, and families.

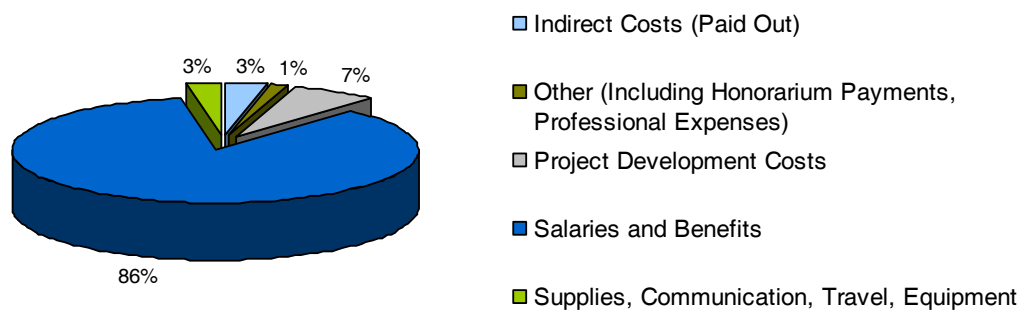
Breakdown of Operating Fund Expenditures 2004-2005



Breakdown of Operating Fund Revenue Sources 2004-2005



Breakdown of Project Funds' Expenditures 2004-2005



Appendix 1: Community and University Contacts 2004-2005

Following is a (non-comprehensive) list of agencies off campus and units on campus with which members of CUP's staff have interacted in the past year related to our core activities of:

- networking and knowledge sharing,
- matchmaking and supporting collaborative initiatives, and
- undertaking collaborative research projects in which CUP takes a lead role.

Community Contacts

ABC Head Start Society and Program
Alberta Heritage Foundation for Medical Research
Alberta Mental Health Board
Alberta Teachers Association
Assist Community Services Centre
Bent Arrow Society of Edmonton
Big Brothers & Big Sisters Society of Edmonton and Area
Big Brothers Big Sisters of America
Boscoe Homes
Canadian Education Association
Canadian Institute for Health Information (CIHI)
Capital Health
Catholic Social Services
Child and Adolescent Services Association (CASA)
Child Health Centre, Misericordia Hospital
Claireview Head Start
Coalition on Healthy School Communities
Community Options
Community Partnership Enhancement Fund Initiative
Community Services Consulting Ltd.
Early Childhood Development Initiative
Early Head Start
Edmonton Aboriginal Urban Affairs Committee
Edmonton Catholic Schools

Edmonton City Centre Church Corporation
Edmonton Community Foundation
Edmonton Housing Trust Fund
Edmonton Inner City Housing Society
Edmonton Mennonite Centre for Newcomers
Edmonton Police Services
Edmonton Public Schools
Edmonton Quality of Life Commission
Edmonton Social Planning Council
Edmonton Urban Aboriginal Accord Initiative
Elves Special Needs Society
Garneau/University Childcare Centre
Greater Edmonton [Capital] Region Health Consortium
Head Start Child Care Project
Inter-Agency Head Start
Joint Action Committee for Children (JACC)
Kids in the Hall Bistro
Kids Kottage
McCaffrey Consulting
Mediation and Restorative Justice Centre
Mennonite Centre for Newcomers
Misericordia Hospital
Mother Earth Children's Charter School
Multicultural Health Brokers

Northeast Neighborhood Centre for Child, Youth, and Families
 Northern Alberta Alliance on Race Relations
 Norwood Child & Family Resource Centre
 Oliver School Centre for Children
 Organization Mondiale pour l'Education Préscolaire
 Persons with Developmental Disabilities
 Prairie Centre of Excellence for Research on Immigration and Integration
 Southern Alberta Child and Youth Health Network
 Success By 6 Community Team
 Success By 6 Council of Partners
 United Way of Edmonton Capital Region

Government Contacts

Alberta Centre for Child, Family, and Community Research
 Alberta Children Services
 Alberta Education
 Alberta Health & Wellness
 Alberta Human Resources & Employment
 Edmonton & Area Child & Family Services (Region 6)
 National Crime Prevention Centre/Strategy
 Office of the Information and Privacy Commissioner of Alberta

University of Alberta Contacts

Academic Technologies for Learning (ATL)
 Centre for Research on Applied Measurement and Evaluation
 Centre for Research on Child Development
 Centre for Research on Literacy
 Child Study Centre, Faculty of Education

Department of Education Policy Studies, Faculty of Education
 Department of Educational Psychology, Faculty of Education
 Department of Elementary Education, Faculty of Education
 Department of Human Ecology, Faculty of Agriculture, Forestry, & Home Economics
 Department of Pediatrics, Faculty of Medicine
 Department of Psychology, Faculty of Arts
 Department of Public Health Sciences, Faculty of Medicine
 Department of Sociology, Faculty of Arts
 Department of Speech Pathology & Audiology, Faculty of Rehabilitation Medicine
 Faculty of Nursing
 Faculty of Physical Education and Recreation
 International Institute for Qualitative Methodology
 J.P. Das Developmental Disabilities Centre
 Office of External Relations

Other Academic Contacts

Canadian Research Institute for Law and the Family (CRILF)
 Early Childhood Development, Grant MacEwan College
 MacEwan Institute for Research on Families and Youth (MIRFY)
 System-Link Research Unit, McMaster University
 Ukrainian Resource and Development Centre, Alberta College
 University of Calgary (several departments)
 University of Waterloo
 York University

Appendix 2: Project Grant Funding

As a result of exploring possible opportunities for collaboration, CUP was involved in numerous grant proposals throughout the year. Most of the proposals were initiated, coordinated, and prepared by CUP. On other grant proposals we played a supporting role. Below is a summary of our research funding for all our projects that were new, continuing, and completed during the 2004-2005 year. Total research funding for all projects active during the year (new, continuing, and completed) is **\$4,907,831**. For details of projects, see *Appendix 4: Project Details*.

New Funds in 2004/2005

DATE	GRANT	AMOUNT
2005-2011	Families First Edmonton Canadian Institute of Health Research; Canadian Health Services Research Foundation; Alberta Heritage Foundation for Medical Research	\$3,525,361
2004-2005	Evaluating the Head Start Childcare Project: Phase 4 Canadian Research Institute for Law and the Family	\$19,950
2004-2005	A review of Early Childhood Development Assessment Tools for Cultural Appropriateness Prairie Centre of Excellence for Research on Immigration and Integration (PCERII)	\$1,000
2004-2005	Evaluating Culturally Appropriate Assessment Practices in Early Childhood Programs Canadian Research Institute for Law and the Family	\$19,000
2005	Postdoctoral Fellow in Aboriginal Child and Youth Development National Crime Prevention Strategy	\$65,000
2005	Capacity Building as Crime Prevention: Phase 2 Edmonton City-Centre Church Corporation & National Crime Prevention Strategy	\$49,436
2005	Understanding, Action, and Knowledge Sharing: Crime Prevention Through Social Development National Crime Prevention Strategy	\$50,000
TOTAL NEW FUNDING		\$3,729,747

Continuing Projects in 2004-2005

DATE	GRANT	AMOUNT
2003-2004	Evaluating the Head Start Childcare Project: Phase 3 Canadian Research Institute for Law and the Family	\$39,989
2004-2006	Mother Earth Children's Charter School Longitudinal Study Canadian Institutes for Health Research (CIHR)	\$210,177
2003-2005	Strategies for Critically Appraising Children's Health Web Resources Canadian Institutes for Health Research (CIHR)	\$293,000
2002-2005	In-School Mentoring (ISM) Program: Phase II Edmonton Community Foundation; Alberta Learning; Anonymous Donor	\$264,400
Start 2002	Postdoctoral Fellowship Fund National Crime Prevention Centre; Health Sciences Council; Interagency Head Start; Faculty of Education; Faculty of Nursing; Faculty of Rehabilitation Medicine; Department of Pediatrics; Office of the VP (Research)	\$132,000
TOTAL CONTINUING FUNDING		\$939,566

Completed Projects in 2004-2005

DATE	GRANT	AMOUNT
2002 - 2004	Capacity Building as Crime Prevention: Phase 1 National Crime Prevention Centre - National Strategy on Community Safety and Crime Prevention	\$112,000
2003-2004	Evaluating the Head Start Childcare Project: Phase 1 Canadian Research Institute for Law and the Family	\$7,195
2003-2004	Evaluating the Head Start Childcare Project: Phase 2 Canadian Research Institute for Law and the Family	\$15,555
2003-2005	Validation of the Diagnosis Inventory for Screening Children Canadian Research Institute for Law and the Family	\$19,979
2004-2005	Families First Edmonton Research Project: Development Funds City of Edmonton; Alberta Human Resources and Employment	\$83,789
TOTAL COMPLETED FUNDING		\$238,518
TOTAL RESEARCH FUNDING (ACTIVE PROJECTS)		\$4,907,831

Appendix 3 – Creation of New Research Opportunities

PROJECT	Project Coordinators (PC) or Postdoctoral Fellows (PF)	Research Assistants (RA) or Graduate Research Assistants (GRA) (part-time)	Undergraduate Research Assistants (URA) or Interns (I)
Capacity Building as Crime Prevention (Kids in the Hall Bistro)	1 PC	1 RA	-
Head Start Childcare Project	-	4 RAs	-
In-School Mentoring (ISM) Phase II Research Project	1 PC	13 RAs	-
Families First Edmonton Research Project	1 PC	4 RA	-
Increasing Community Capacity for Research on Prevention and Intervention Programs: Postdoctoral Fellowships	1 PF	-	-
Mother Earth Children's Charter School (MECCS) Longitudinal Study	-	3 RA	6 URA
Strategies for Critically Appraising Children's Health Web Resources	1 PC	2 RA	2 URA
Examining Culturally Appropriate Assessment Practices in Early Childhood Programs	1 PC	-	-
Validation of the Diagnosis Inventory for Screening Children (DISC)	-	1 RA, 1 GRA	-
TOTAL POSITIONS	6	29	8

Appendix 4: Project Details

Title:	Families First Edmonton
Research Funding Agencies:	City of Edmonton, Community Services & Alberta Human Resources & Employment (interim funding \$60,134; April 04 –August 04) Randomized Controlled Trials, Canadian Institutes of Health Research (\$2,457,447; March 2005- March 2011) Programs in Health Services Research Alberta Heritage Foundation for Medical Research (\$869,960; March 2005 – March 2008) Operating Grants, Canadian Health Services Research Foundation and Alberta Heritage Foundation for Medical Research (1 to 1 match funding) (total \$197,954; November, 2004- November, 2006)
Partners	City of Edmonton, Alberta Human Resources and Employment, Alberta Children's Services, Alberta Health & Wellness, Alberta Mental Health Board, Capital Health, Edmonton and Area Child and Family Services – Region 6, Edmonton Community Foundation, Edmonton Aboriginal Urban Affairs Committee, Quality of Life Commission, United Way of Edmonton
Research Team:	Jane Drummond, Principal Investigator, Nursing; Jeff Bisanz, CUP & Psychology; Gina Browne, Nursing, McMaster University; Robin Overall, Educational Psychology; Richard Feehan, Social Work, University of Calgary; Erin Gray, Social Work, University of Calgary; Terry Klassen, Pediatrics; Kathy Kovacs-Burns, Nursing; Maria Mayan, CUP; Ron McCarville, University of Waterloo; Barb Paulson, Educational Psychology; Linda Reutter, Nursing; Laurie Schnirer, CUP & Educational Psychology; Berna Skrypnik, Human Ecology; James Smythe, Economics; John Spence, Physical Education and Recreation; Deanna Williamson, Human Ecology; Natasha Wiebe, Medicine; Douglas Wilson, Public Health Sciences
Research Coordinator:	Sylvia So
Research Assistants (all part-time)	Jessie Salter; Renee Rebryna; Sanchia Lo; Zeenat Kanji
Optimizing healthy child development is an enduring and critically important goal of Canadian society. Rapid changes in health care, cultural diversity, the economy, education, public administration, and health and social policy are critical influences on the Canadian family, the main environment for children. A guiding assumption in this research program is that what happens in families, in communities, and at the systems' level cannot be detached from healthy childhood development. The challenge is to join research, practice, and policy efforts in the development of new knowledge about healthy child and family outcomes, and to use this knowledge to improve practices and policies. Families First Edmonton (FFE) is focused on child developmental trajectories within the context of the mediating and moderating processes operating in low-income families. FFE is designed to: (a) advance fundamental knowledge about interventions likely to improve health	

outcomes for children, parents, and families with low-incomes; (b) optimize cost-effectiveness for public systems; (c) build on previous research and on local community-based initiatives; (d) provide evidence for health and social policy decision-making; and (e) promote knowledge transfer.

In April 2003, the Community-University Partnership for the Study of Children, Youth, and Families was asked to develop Families First Edmonton (FFE). Over the year, CUP has (a) assembled a dynamic research team consisting of 19 members from across the country, (b) assisted in building the logic model, (c) developed a conceptual framework for the FFE project, and d) finalized the research design and questions. (In the past year, CUP continued efforts to secure research funding for the Families First Edmonton (FFE) program and submitted another 10 research proposals, including 3 letters of intents and 7 full-scale proposals, to various grant agencies. In March, 2005, CUP has secured its full amount of research funding to implement FFE. The partners and CUP are very excited about this opportunity to demonstrate cost effectiveness of the different service delivery models to low-income families, and are currently preparing the implementation projected to begin this November.

Title:	Capacity Building as Crime Prevention: A Formative Analysis of Processes and Outcomes in an Employment-Based Social Development Program
Program:	National Strategy on Community Safety and Crime Prevention
Funding Agency:	National Crime Prevention Strategy
Submitted by:	Edmonton City Centre Church Corporation in collaboration with CUP on February 22, 2002 & September 13, 2004
Result:	Successful (\$197,610, April 1, 2002 – September 30, 2004) Successful (\$49,436, January 2005 – December 2005)
Research Team:	Jeff Bisanz, CUP & Psychology; Nancy Galambos, Psychology; Tim Hartnagel, Sociology; Laurie Schnirer, CUP & Educational Psychology
Research Coordinator:	Leslie Mackey (August 2002 -July, 2004) Jessie Salter (August 2004 to current)
Research Assistants:	Jessie Salter
The focus of the proposal is to investigate a social development approach to intervention and crime prevention for youth who participate or have participated in the Kids in the Hall Bistro (KITH). KITH is a community program designed to help youth who are at risk because they come from abusive and poverty-stricken backgrounds, have substance abuse problems, have been involved in criminal activity, and have minimal marketable skills, education, and work experience. The program is designed to address some of the root causes of crime by providing counseling in life management and career planning, and by helping youth gain the work experience necessary to find useful employment. The evaluation of KITH is a collaborative, community-based effort that combines the expertise and experience of front-line workers, program planners, and researchers at the University of Alberta. Phase I of the project, which involved developing measures and an evaluation model, is now complete. Phase II began in May, 2003, and involves data collection on youth outcomes in the program and a staff and process evaluation. In 2003/2004 we also partnered with the Edmonton Police Service to analyze data related to the KITH youth. In August, 2004, we submitted a proposal with the Edmonton City Centre Church Corporation to extend data collection for an additional year so that we increase sample size. We also completed two reports (see www.cup.ualberta.ca) on the evaluation framework and a process evaluation to better understand KITH practices. The end results will yield insights about (a) program evaluation frameworks in a community setting, (b) the development of at-risk youth, and (c) best practices for optimizing similar intervention programs aimed at reducing criminal behavior in youth.	

Title:	In-School Mentoring (ISM Program: Proposal for Phase II Research Project)
Program:	Invited proposal by the Edmonton Community Foundation and Big Brothers and Big Sisters Society of Edmonton and Area
Funding Agency:	Edmonton Community Foundation, Alberta Learning, Anonymous Donor, Big Brothers and Big Sisters of Edmonton and Area
Submitted:	August 23, 2002
Result:	Successful (\$264,400.00, September, 2002 – March, 2005)
Research Team:	Jeffrey Bisanz, Principal Investigator, CUP and Psychology; Jose da Costa, Educational Policy Studies; Julia Ellis, Elementary Education; Carol Leroy, Elementary Education; Rauno Parrila, Educational Psychology; Linda Phillips, Elementary Education; Christina Rinaldi, Educational Psychology; Phyllis Schneider, Speech Pathology/Audiology; Laurie Schnirer, CUP & Educational Psychology; Connie Varnhagen, Psychology; Stanley Varnhagen, Extension Faculty.
Research Manager:	John Burger, Alberta Learning
Research Coordinator:	Kelly Shaw, CUP
Part-time Research Assistants:	Christine Welton, Nyla de Los Santos, Cathy Crocket Moore, Jessica Sherman, Cynthia Yeoh, Janelle Hansen, Sari Honkanen, Roslyn Morgan, Lisa Kohel, Andrea Fragomeni, Nicole Green, Linda Pasmore, Laren Starko
In November, 2000, the Partnership was invited to submit a proposal to evaluate the new citywide literacy-based In-School Mentoring (ISM) Program. This program was developed and delivered by Big Brothers and Big Sisters of Edmonton and Area (BBBS) and the Centre for Family Literacy (CFL). The evaluation plan was divided into two phases, Phase I on implementation and Phase II on “mentoring-in-practice” and outcomes. Phase I of the evaluation was approved for funding in February, 2001, and completed in December, 2001 (see www.cup.ualberta.ca, “Activities” for details). Useful information was obtained from the evaluation about the program design, program goals, program delivery, relationships and communication, program changes and impact, program improvements, overall satisfaction, and evaluation of outcomes. The current proposal is for Phase II of the evaluation, and it is expected to be a 2-year project. Year 3 of the In-School Mentoring Evaluation has been marked by a number of achievements. Two data collection periods have been completed, and the 3rd and final data collection period will be completed by the end of April 2005. Of the 31 schools that participated in the Evaluation, individual testing of students' literacy and social development skills took place in 29 schools. Observations of mentor sessions, and interviews with mentors, teachers, and students took place in three schools. Surveys were mailed to mentors and focus groups with mentors took place during May 2004, and will take place again during May 2005. Final tasks for 2005 include retrieval of archival data, data entry, analysis, and completion of the Technical Report. We expect that the results of the Evaluation will yield important insights into the benefits of mentoring and how the Edmonton In-School Mentoring Program can better serve all those involved.	

Title:	Head Start Child Care Evaluation Study (HSCC)
Program:	Early Childhood Development Initiative (ECDI)
Funding Agency:	Canadian Research Institute for Law and the Family, c/o Faculty of Law, University of Calgary
Submitted:	November 22, 2002, January 29, 2003
Result:	Successful. Phase 1 Funding \$7,195.00, August 1, 2002 –December 31, 2002: Phase 2 Funding \$15,555, January 1, 2002 – March 31, 2003. Phase 3 Funding \$39,989.00 April 1, 2003 – March 31, 2004, Phase 4 Funding \$19,950, April 1, 2004 - March 31, 2005.
Researcher:	Darcy Fleming, CUP
Research Assistants:	Margaret Goldberg, Educational Psychology; Michelle Anderson, Human Ecology; Sari Honkanen, Educational Psychology; Sima Shajiei, Educational Psychology
The Early Childhood Development Initiative (ECDI) is a joint commitment by the federal and provincial governments to provide new resources to support early learning and care in communities across Canada. The Head Start Child Care Project (HSCC), one of several projects in the Edmonton & Area Child and Family Services Authority (Region 6) funded through the ECDI, began operating in August 2002. HSCC is a new initiative to provide frontline supports to child care programs that serve a large number of at risk children and families. Currently, the initiative includes four resource teams that operate out of Alex Taylor School and provide support to five centre based child cares, one full day child care with Head Start type supports, and one day home Agency that supervises 27 day homes. ECDI funding is for three years and each resource team will continue to work with the same childcare program throughout this period. The proposed research examines the use of resource teams as a support strategy within different childcare settings. The research has proceeded in four phases. In Phase I (August 1– December 31st 2002), program and research developers were consulted and an initial, detailed research plan was constructed. In Phase II (January 1st – March 31st 2003), (a) program and childcare staff were consulted regarding the proposed plan, (b) the plan was revised, and (c) methods and measures were developed, tested, revised, and implemented. In Phase III (April 1st, 2003 – September 2004), research regarding program implementation and effectiveness was conducted. In the current Phase IV, the effectiveness of the program in achieving stated goals is be examined. The results of this study will be used to inform project personnel and policy makers and will contribute to the body of knowledge on effective strategies for working with child-care programs.	

Title:	Postdoctoral Fellowships
Funding Agencies:	National Crime Prevention Centre (\$50,000); Health Sciences Council (\$5,000); Interagency Head Start (\$20,000); Faculty of Education (\$10,000); Faculty of Arts (\$10,000); Faculty of Nursing (\$8,000); Faculty of Rehabilitation Medicine (\$4,000); Department of Pediatrics (\$10,000); Office of the VP (Research) (\$25,000); National Crime Prevention Strategy (\$65,000)
One of the goals of CUP is to develop capacity for community-based research and evaluation that is designed to contribute to the development of children, families, and communities. An important aspect of building capacity is recruiting and training individuals with the specialized expertise to work in community-based settings. Intervention programs are designed to improve the health and well being of young children and their families, thus reducing the impact of social and individual risk factors that contribute to difficulties later in life related to delinquency and crime. Research is needed to optimize these programs and to develop methods for assessing impact. This type of research is difficult to undertake because of the scope and range of these community-based programs, and also because of the complexities inherent in understanding how they work and how they should be evaluated. To be effective, research in this area requires input from community-based experts, who are most familiar with the programs and their delivery, and from trained investigators who are familiar with appropriate methods and measurement tools. Because people from diverse groups and backgrounds are involved, a considerable amount of time is required to develop these projects. Developing a sustainable postdoctoral fellowship fund increases the University of Alberta's capacity to participate on community-based projects while providing an opportunity for new researchers to gain additional skills in applied research Postdoctoral Fellow in Early Intervention, Evaluation and Measurement (July 2002-May 2005) From April to June, 2002, CUP, in partnership with the Centre for Research in Applied Measurement and Evaluation (CRAME), developed our first postdoctoral fellowship in early intervention, evaluation, and measurement. In July, 2002, Dr. Darcy Fleming was hired. Dr. Fleming has worked extensively with members of the community and with researchers at the University of Alberta and has been critical for CUP in undertaking the Head Start Child Care Evaluation Study, and Validation of the Diagnosis Inventory for Screening Children). In December, 2003, the CUP Steering Committee agreed to offer Dr. Fleming an additional year so he could complete his projects. He has been a tremendous supporter of CUP and resource for the community and we will miss his expertise. There is still a need by the community for research resources in the area of early child development. CUP will continue to seek funds so we may continue this position.	

Postdoctoral Fellow in Aboriginal Child and Youth Development (July 2005- June2007)

In September, 2004, we submitted funding proposal to the National Crime Prevention Strategy to support the addition of another fellowship in aboriginal children and youth. We received funding and are currently recruiting in the spring, 2005. One of the goals of CUP is to develop capacity for community-based research and evaluation that is designed to contribute to the development of children, families, and communities. An important aspect of building capacity is recruiting and training individuals with the specialized expertise to work in community-based settings. Intervention programs are designed to improve the health and well being of young children and their families, thus reducing the impact of social and individual risk factors that contribute to difficulties later in life related to delinquency and crime. Research is needed to optimize these programs and to develop methods for assessing impact. This type of research is difficult to undertake because of the scope and range of these community-based programs, and also because of the complexities inherent in understanding how they work and how they should be evaluated. To be effective, research in this area requires input from community-based experts, who are most familiar with the programs and their delivery, and from trained investigators who are familiar with appropriate methods and measurement tools. Because people from diverse groups and backgrounds are involved, a considerable amount of time is required to develop these projects. Developing a sustainable postdoctoral fellowship fund increases the University of Alberta's capacity to participate on community-based projects while providing an opportunity for new researchers to gain additional skills in applied research

Title:	Strategies for Critically Appraising Children's Health Web Resources
Program:	Knowledge Translation Grant
Funding Agency:	Canadian Institutes of Health Research
Submitted:	October 1, 2002
Result:	Successful (\$ 293,000.00; April 2003 – March 2006)
Research Team:	Connie Varnhagen, Principal Investigator, Psychology; Gay Bisanz, Psychology; Jeff Bisanz, CUP & Psychology; Terry Klassen, Pediatrics; Bonnie Sadler Takach, Art and Design; Laurie Schnirer, CUP & Educational Psychology
Research Coordinator	Matthew Stephens
Research Assistants	2 part-time RA's positions (Jason Daniels and Heather Cuthbertson) & 2 part-time undergraduate research assistants (Sylvia Peskes and Peggie McCrae)
The World Wide Web has become a primary source of information for researchers, clinicians, and families on a wide range of issues related to children's health and development. However, the Web lacks safeguards such as scientific review, guidelines for information access and dissemination, and accreditation criteria. Thus, information found on the Web varies widely in terms of credibility, accuracy, and currency. Knowledge translation research is badly needed to assure that research findings are appropriately and accurately disseminated via the Web and to help users access high quality information. The goals of this proposal are to (a) investigate critical appraisal strategies of various types of Web users, (b) develop Web resources for several child health-related concerns, and to educate these different types of users as to appropriate critical appraisal strategies, and (c) investigate the effectiveness of these resources in assisting novice users (researchers, clinicians, and parents who do not know about the specific health concern) to critically appraise child health Web resources.	

Title:	Validation of the Diagnosis Inventory for Screening Children (DISC)
Funding Agency:	Canadian Research Institute for Law and the Family, c/o Faculty of Law, University of Calgary
Submitted:	February 13, 2003, revised and submitted July 28th, 2003
Result:	Successful (\$19,979)
Research Team:	Darcy Fleming, Principal Investigator, CUP; Jeff Bisanz, CUP & Psychology; Michelle Craig, ABC Headstart; Peter Faid, Community Services Consulting Ltd.; Mark Gierl, Educational Psychology; Jane Hewes, Grant MacEwan College; Sue Lynch, Child Study Centre; Kelly Shaw, CUP
Assistants	Jessie Salter (4-month full-time Research Assistant), Xuan Tan (1 term Graduate Research Assistant)
Cost-effective and practical tools need to be available to identify young preschool aged children in need of specialized supports, and to assist parents and professionals with decision-making. The Diagnostic Instrument for Screening Children (DISC) is an individually administered developmental assessment tool that is frequently used in early intervention/education programs in Alberta and the rest of Canada. However, there is very little research to support using test results for screening, program planning or for measuring individual or group treatment effects. The purpose of the proposed research is to examine the sensitivity and specificity of the DISC as a screening tool for children in Head Start programs.	

Title:	Examining Culturally Appropriate Assessment Practices in Early Childhood Programs
Program:	Early Childhood Development Initiative (ECDI)
Funding Agency:	Canadian Research Institute for Law and the Family
Submitted:	March 13, 2003
Result:	Successful (\$19,000.00; April, 2004 – March, 2005)
Research Team:	Principal Investigators: Darcy Fleming, CUP & Linda Ogilvie, Faculty of Nursing, Co-investigators: Elizabeth Burgess-Pinto (Nursing), Catherine Caufield (Nursing), Anna Kirova (Elementary Education), Lucenia Ortiz (Multicultural Health Brokers), Wendy Martin (Mennonite Centre for Newcomers), Vivian Lam (ASSIST)
Research Coordinator:	Sandra Rastin
Due to isolation and need, many newly arrived families with young preschool aged children are eligible for Early Childhood Development (ECD) program services. All ECD programs assess family and child functioning using both informal and standardized instruments as part of service delivery and evaluation. A particular concern shared by many ECD program staff, administrators, and parents is whether the tools currently used to assess children and families are appropriate for children from different language and ethno-cultural backgrounds. This study is designed to explore this issue through a comprehensive literature review and focus groups with ECD program directors and staff. The study is designed to advance local knowledge regarding best practices for gathering information from children and families from diverse ethno-cultural backgrounds. The research project is coming to a close and although it is difficult to anticipate all of the products of this research we anticipate presenting study findings back to the ECD evaluation committee and to other ECD program personnel and to publish study lessons and results in refereed journals. A final report is currently being drafted.	

Title:	Understanding, Action, and Knowledge Sharing: Crime Prevention Through Social Development A Proposal for Developing Guidelines and Policy Recommendations for Enhanced Knowledge Sharing of Community-Based Research on Social Development Initiatives
Funding Agency:	National Crime Prevention Strategy
Result:	Successful (\$50,000, January 2005 – December 2005)
Communication Staff	TBA
In our work with researchers and community members, we have identified a persistent problem: How can projects be designed, implemented, and completed in ways that will optimize the information gained, and thus the value of the project, for policy makers, program developers, practitioners, and others who might benefit? Researchers tend to think of communication issues only after a project has been completed, and often their primary communication goal is to publish reports in academic journals that typically are not accessed by a broad audience. As a consequence, the information gained via research often does not have as large an impact as would be desirable on public policy and practice. This problem is not limited to conventional research projects. Often community-based demonstration projects yield valuable lessons and results, but the information gained is not disseminated widely or in ways that will reach people who could benefit in their own work. What are needed are guidelines and procedures that would be useful for ensuring that projects are conducted so as to enable optimal knowledge sharing once the project has been completed. CUP proposes to develop knowledge sharing guidelines and recommendations that can be used to increase awareness and understanding of community-based research findings. These guidelines and recommendations will help researchers and project developers design, implement, and complete projects in ways that will contribute to more effective sharing of knowledge and, hence, increased understanding and action related to social development initiatives that have the potential for reducing crime by addressing root causes of criminal behaviour.	

Title:	Mother Earth Children's Charter School (MECCS) Longitudinal Study
Program:	Institute of Aboriginal People's Health, Opportunity for New Researchers
Funding Agency:	Canadian Institutes of Health Research (CIHR)
Submitted by:	Children's Health Centre, Misericordia Community Hospital, in collaboration with CUP
Result:	Successful (\$210,177; 2004 – 2006)
Research Team:	Lola Baydala, Principal Investigator, Pediatrics &, Misericordia Community Hospital and Health Centre; Jeff Bisanz, CUP & Psychology; Marni Pearce, Misericordia Community Hospital and Health Centre; Erik Wikman, Misericordia Community Hospital and Health Centre & Educational Psychology; Nicole Letourneau, Faculty of Nursing, UNB
Research Assistants:	Julianna Charchun, Misericordia Community Hospital; Jody Sherman, Psychology; Carmen Rasmussen, Psychology
Volunteer Graduate Students	6 part-time testers
Aboriginal children often face many challenges in school, including low teacher expectations and academic difficulties. The traditional European school curriculum focuses on logical-mathematic and verbal intelligence and fails to address the skills of Aboriginal children. MECCS, the first and only Aboriginal Charter School in Alberta, plans to address Aboriginal children's unique learning styles by being flexible and sensitive to students' needs, and by identifying and enhancing students' unique strengths. The MECCS curriculum includes changes in instructional practice, classroom organization, and motivational management designed to meet the educational, cultural, health and spiritual needs of Aboriginal children. MECCS seeks to provide culturally compatible schooling to Aboriginal children in Northern Alberta. Members of this project will evaluate the efficacy of culturally compatible education provided by MECCS on the mental and physical health of Aboriginal children in Alberta. Educational level is positively associated with health status and health behaviors and is an important determinant of socio-economic status and income, both of which are key determinants of health. Education contributes to health by providing children and their families with the knowledge and skills needed for problem solving and by giving them a sense of control over their life circumstances. This innovative approach to aboriginal children's education, if successful, will provide a model for the development of culturally compatible education for Aboriginal children in Alberta.	



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

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