



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

Annual Report
2002 - 2003





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

Community - University Partnership Secretariat	i
Community - University Partnership Steering Committee	i
Summary for 2002-2003	1
Introduction	3
Mission	3
Goals.....	4
1.0 Potential and Current Projects	5
2.0 Research	10
2.1 New Project Funding	13
2.2 Continuing Projects	19
2.3 Completed Projects	21
3.0 Knowledge Sharing	22
3.1 Public Colloquium.....	22
3.2 Alberta Children and Youth Initiative Cross-Ministry Workshop	23
3.3 Communications	23
3.4 Documents	25
3.5 Special Presentations.....	26
4.0 Education	27
5.0 Administration	27
4.1 Steering Committee.....	27
4.2 Personnel	28
4.3 Status at the University of Alberta	28
6.0 Financial Statements	28

(Appendices A through G are available upon request)

Our Secretariat

Core Secretariat

Jeff Bisanz - Director

Laurie Schnirer - Research Associate / Assistant Director

Miranda Diakiw - Information Coordinator

Darcy Fleming - Post-doctoral Fellow - Early Intervention, Evaluation, and Measurement

Additional In-House Project Staff

Kelly Shaw - Research Assistant

Leslie Mackey - Project Coordinator / Research Assistant

Our Steering Committee

Members of the Partnership Steering Committee meet with the Secretariat once per month to direct and advise on Partnership activities. Current members are:

Jane Drummond (Co-Chair), Faculty of Nursing, University of Alberta

Doug McNally (Co-Chair), Edmonton Community Foundation

Gloria Chalmers, Edmonton Public Schools

Al Cook, Rehabilitation Medicine, University of Alberta

Martin Garber-Conrad, Success By 6

Jane Hewes, Early Childhood Development, Grant MacEwan College

Terry Klassen, Department of Pediatrics, University of Alberta

Susan Lynch, Child Study Centre, University of Alberta

Linda McConnan, Partners for Kids and Youth, Capital Health

Barbara McDougall, United Way

Richard Ouellet, Edmonton & Area Child and Family Services Authority (Region 6)

Donald J. Philippon (*ex officio*), Health Sciences Council, University of Alberta

Linda Phillips, Centre for Research in Literacy, University of Alberta

Delmarie Sadoway, Community Health Services, Capital Health

Sherry Thompson, Children's Services, Government of Alberta

Brenda Willis, Edmonton Catholic Schools

Doug Wilson, Public Health Sciences, University of Alberta

Summary for 2002-2003

Letter from the Director and Assistant Director

This Annual Report marks the end of CUP's third fiscal year, and we are just shy of our third calendar year as well. Time flies, and the perceived speed of flight varies with one's perspective. From the perspective of the people who worked so hard in the late 1990s to sort out the ideas that ultimately became CUP, the past three years have gone by in an eyeblink. From the perspective of the people who are slogging through CUP's day-to-day work, even last year (or last week!) is a distant memory, and three years is the stuff of ancient history.



From either perspective, however, there is something special about completing our first three years. As some of you will remember, funding for CUP from the University was granted on a trial basis for three years. The big question was whether we—the community and the University of Alberta—could make a go of this partnership idea, with all of its idealistic possibilities and practical ambiguities. The accomplishments of our third year help to answer that question.

- We knew that we would have to build collaborative research groups that could win grants to support new research. During this fiscal year, **seven of eight CUP-related grant applications were successful (87.5%)**, including a proposal to the Canadian Institutes of Health Research. **These grants will fund a total of \$845,521 worth of research** over the next few years. These numbers push CUP's total over its (almost) three-year history to over \$1,000,000 in funds for projects. We count these successes as value that CUP adds to the University and community scenes because, simply, these research projects would not have taken place here without CUP. We must never take dollars won as the only or most important measure of CUP's success, of course, but these grants afford the opportunity to undertake research that people in the community and University believe to be important.
- We knew that community-based research is time consuming and difficult, and that it requires special expertise, and so we knew that we would have to increase our capacity to do this sort of work. We are happy to report that CUP is stimulating this kind of development. This year we welcomed our first postdoctoral fellow, Dr. Darcy Fleming, who has brought considerable expertise in early childhood interventions to CUP. We hired project staff for the Kids in the Hall Bistro Research Project, the Aboriginal Mentoring Project, the Head Start Child Care Evaluation, and the School Choice and Accountability Project. **In all, 17 new research positions have been created for students, interns, part-time staff, and full-time staff.** These people are not only getting the work done. They also are acquiring the kinds of skills and knowledge that are needed for community-based research, and that we need to nurture in our own campus and community.

- We knew that, for continued support from the University of Alberta, CUP would have to be recognized formally by the University as a centre or institute. A new and very rigorous approval process implemented in 2002, CUP was one of the first applicants to undergo this new process, and CUP's application was "unusual" in the sense that our community-university structure did not fit the usual patterns. We are pleased to report that, in November of 2002, **CUP was approved formally as a centre/institute at the University of Alberta.** Support for CUP was enthusiastic and compelling at all levels of the University and from many sectors of the community.

Although many challenges lie ahead, something seems to be working here. Maybe the idea of a community-university partnership was not so wacky after all!

In thinking about 2002-2003, one other event will mark the year in memory. Former Co-chair of CUP and local legend, Dr. David Schiff, passed away unexpectedly in December. David had a remarkable career as a pediatrician, pediatric researcher, founder of the Neonatal Intensive Care Unit at the University of Alberta Hospital, and much more. His steady hand and determination were essential in CUP's infancy. We dearly miss his leadership, wisdom, and commitment. Everyone connected with CUP, however, should take some inspiration from the fact that we are continuing to nurture one of David's favorite projects and dreams.

We thank members of CUP's Steering Committee and all of CUP's partners—on and off campus—for another successful year, and we look forward to your commitment and guidance as CUP strives to make every year memorable.

Sincerely,

Jeffrey Bisanz
Professor of Psychology and
Director, CUP

Laurie Schnirer
Research Associate and Assistant Director, CUP
Adjunct Assistant Professor, Educational Psychology



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

Annual Report
April 2002 – March 2003

The Community-University Partnership (CUP) is dedicated to reducing the gap between university research and practices in the community. It is committed to promoting reciprocal, sustained, and mutually beneficial interactions among researchers, practitioners, policy makers, and families to better understand and enhance the development of children, youth, and families.

In this report the activities of the Community-University Partnership are summarized for the 2002-2003 year (April - March). The depth and breadth of our mandate will continue to expand as we undertake new collaborative and interdisciplinary initiatives.

Mission

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

Since 1997, the Edmonton community and the University of Alberta have been working toward creating a cooperative entity that would facilitate collaborations between researchers, policy makers, and practitioners in the area of child and family development. More than ever, there is a need for a systematic approach to facilitate research, education, and knowledge sharing ventures. *These collaborations are essential for creating a dynamic context for discovery about the development of children, youth, and families that will lead to new knowledge, new methods, and improved practices and policies.*

To achieve this objective, the Partnership has created and facilitated community-university collaborations in research, education, practice, and public communication that contribute to understanding and optimizing the development of children, youth, and families both locally and nationally.

Goals

1. The Partnership will promote collaborative, applied research on child and family development at the University and in the community, and it will encourage practitioners, researchers, policy makers, and parents to contribute to emerging research agendas.
2. The Partnership will create interdisciplinary opportunities for post-secondary students to participate in applied, community-based research, by promoting and coordinating course offerings in child and family development across the campus.
3. The Partnership will develop effective means for evaluating and disseminating reliable, evidence-based information about best practices.
4. The Partnership will serve as a contact point between the community and the University for the purpose of facilitating educational and research-based interactions.
5. The Partnership will inform public policy by providing information about child and family development and best practices that is supported by rigorously obtained evidence.
6. The Partnership will find sources of funding and attract outstanding researchers to increase the capacity, in the University and community, for research that is innovative, sustainable, and effective.
7. The Partnership will work with the community to use existing research and increase the capacity for involvement in new research to improve services for children and families.



1.0 Potential and Current Projects

We continue to meet with agencies and groups on and off campus to promote the idea of community-university partnership and to develop opportunities for research and knowledge sharing. Many of our project ideas arise from meetings with community agencies, program planners, policy makers, and faculty members. Our objectives in meeting with people are to clarify issues and identify how the Partnership can facilitate each potential project.

Activities that result from these initial meetings include reviewing evaluation tools and providing advice (*in-house assistance*), linking community members and researchers with common interests (*match making*), and developing research projects (*collaboration*). Products consist of participation in on-going committees, research projects, and knowledge-sharing/education initiatives. Following is a list of agencies off campus and units on campus with which CUP has interacted. It is meant to illustrate the types and breadth of opportunities CUP encounters and the subsequent activities that ensue.

Legend

- I** Inquiry (contact/meetings)
- C** Committee (participate in advocacy, project development, or advisory committees with CUP)
- R** Research
- E** Knowledge Sharing/Education

2000-2001	2001-2002	2002 - 2003	Community and University Contacts	In-House	Match-Making	Collaboration
✓	✓	✓	ABC Head Start			I, C, R
✓	✓	✓	Academic Technologies for Learning (ATL), U of A			R
✓			Active Consent Protocol Development Workgroup	I		
		✓	Adolescent Health Clinic, Norwood Community			I
	✓		ADHD Working Group			I, C
	✓		Alberta Asthma Centre		I	
		✓	Alberta Capacity and Developmental Research Environments (ACADRE)			R
✓	✓	✓	Alberta Children and Youth Initiative			I, E
✓		✓	Alberta Heritage Foundation for Medical Research			I, E
		✓	Alberta Human Resources & Employment			I, R
	✓		Alberta Lung Association		I	I
✓	✓	✓	Big Brothers & Big Sisters of Edmonton			I, R, C
	✓		Breton School	I		
✓	✓		Canadian Centre for Advanced Studies of National Databases, U of A		I	I, R

2000-2001	2001-2002	2002 - 2003	Community and University Contacts	In-House	Match-Making	Collaboration
		✓	Canadian Research Institute for Law and the Family (CRILF)			C, R
✓	✓	✓	Capital Health			C, R
✓		✓	CIHR Institute of Human Development, Child, and Youth Health	I, C		
	✓	✓	Centre for Executive & Management Development, School of Business, U of A			I, E
✓	✓		Centre for Family Literacy			I, C, R
✓	✓	✓	Centre for Health Promotion Studies, University of Alberta	E	R, E	I, R
✓	✓	✓	Centre for Research on Applied Measurement and Evaluation, University of Alberta		R	C, R, E
✓	✓	✓	Centre for Research on Child Development, University of Alberta		R	R, E
✓	✓	✓	Centre for Research on Literacy, Department of Elementary Education, U of A			R, C, E
	✓	✓	Centre for Social Work Research & Development, Faculty of Social Work, U of Calgary			I
	✓	✓	Centre of Excellence for Child & Youth Centred Prairie Communities			I
		✓	Child and Adolescent Services Association (CASA)			
	✓		Child and Family Resources Association (CAFRA)	I		
✓	✓	✓	Child Health Centre, Misericordia Hospital		I, R	I, R
✓	✓	✓	Child Study Centre, Faculty of Education, University of Alberta			I, C, R
✓			Children's Mental Health	I		
✓	✓	✓	Provincial Ministry of Children's Services			C, E
	✓		Children, Youth, and Family Consortium, University of Minnesota	I		
		✓	Choices	R		
✓	✓	✓	Community Options			I
	✓	✓	Community Services Consulting Ltd.			I, C, E
	✓	✓	Early Childhood Development Partnership			C

2000-2001	2001-2002	2002 - 2003	Community and University Contacts	In-House	Match-Making	Collaboration
✓			Early Head Start	I		I
	✓	✓	Edmonton & Area Child and Family Services Authority (Region 6)			I, C, R
✓	✓	✓	Edmonton Catholic Schools			C
✓	✓	✓	Edmonton Community Foundation			C, R, E
✓		✓	Edmonton Community Services			I, R
	✓	✓	Edmonton Early Intervention Program			I, E
	✓		Edmonton Journal			I, E
	✓		Edmonton Mennonite Centre for Newcomers		I, R	
✓	✓	✓	Edmonton Public Schools			I, E, C, R
	✓	✓	Edmonton Quality of Life Commission			I, C, R
	✓	✓	Edmonton Social Planning Council			I
	✓		Edmonton Student Health Initiative Project			I, R
✓	✓	✓	Department of Educational Policy Studies, Faculty of Education, U of A			I, C, R
✓	✓	✓	Department of Educational Psychology, Faculty of Education, U of A		I	I, R, C
✓	✓	✓	Department of Elementary Education, Faculty of Education, U of A		R	I, R
	✓		Emotional Wellness Working Group			I, C
		✓	Office of External Relations, U of A			I, C
✓			The Family Centre			I, C
✓	✓	✓	Grant MacEwan College			I, C, R, E
	✓	✓	Greater Edmonton [Capital] Region Health Consortium			I, C
		✓	Head Start Child Care Project	I		R
	✓	✓	Healthy Families			I, E
	✓	✓	Department of Human Ecology, Faculty of Agriculture, Forestry, & Home Economics, U of A			I, R
✓			Human Resources Development Canada (ARB)			E
	✓		Inner-City High School			I, R
		✓	Institute for Health Sciences, City University (London, England)	I		
✓	✓	✓	Inter-Agency Head Start			I, R
		✓	International Institute for			R, C

2000-2001	2001-2002	2002 - 2003	Community and University Contacts	In-House	Match-Making	Collaboration
			Qualitative Methodology, U of A			
	✓		John McDougall School			C
	✓		J.P. Das Developmental Disabilities Centre, U of A			E
	✓	✓	Kids in the Hall Bistro			I, R
		✓	Kingston Ross Pasnek, Chartered Accts.	I		
✓		✓	Provincial Ministry of Learning			I, R
✓			Department of Linguistics, Faculty of Arts, University of Alberta			I, R
	✓	✓	Linking Future Leaders Project	I, C		
✓			McDaniel Family Foundation	I		
	✓	✓	Misericordia Hospital			I, R
		✓	Multicultural Health Brokers	I	I	
✓	✓		National Children's Agenda Caucus Committee			I
	✓	✓	National Crime Prevention Centre, Department of Justice			I, R
		✓	Norwood Child & Family Resource Centre			
✓	✓	✓	Faculty of Nursing, U of A			I, C, R
✓		✓	Department of Occupational Therapy, Faculty of Rehabilitation Medicine, U of A			R
✓	✓	✓	Oliver School Centre for Children			C, E
✓			Ottawa-Carleton District School Board			E
✓	✓	✓	Department of Pediatrics, Faculty of Medicine, University of Alberta			I, C, R
✓			Perfecting Tomorrow			I
✓	✓		Perinatal Research Centre, University of Alberta			I, C
✓	✓	✓	Faculty of Physical Education and Recreation, U of A			I, R,
✓		✓	Department of Physical Therapy, Faculty of Rehabilitation Medicine, U of A			I, R
✓	✓	✓	Department of Psychology, Faculty of Arts, University of Alberta		R	I, C, E, R
	✓		Department of Psychology, University of Victoria			I
✓	✓	✓	Department of Public Health Sciences, Faculty of Medicine, U of A		I	C, R
✓			Scientist 2010	I		

2000-2001	2001-2002	2002 - 2003	Community and University Contacts	In-House	Match-Making	Collaboration
	✓	✓	Department of Secondary Education, Faculty of Education, U of A			I
✓	✓	✓	Department of Sociology, Faculty of Arts, University of Alberta			I, R
	✓		Southern Alberta Child and Youth Health Network	C		
✓	✓	✓	Department of Speech Pathology & Audiology, Faculty of Rehabilitation Medicine, U of A			I, C, R
✓	✓	✓	Success By 6 Council of Partners	C		I
✓	✓	✓	Success By 6 Community Team	I, E	R	I, E
	✓	✓	System-Link Research Unit, McMaster University			E, I, R
	✓	✓	Terra Association			I, R
		✓	United Way of Edmonton Capital Region			C
✓	✓		University of Calgary (Several Departments)			I
	✓		Well Community Well Families: Finding Solutions to Fetal Alcohol Syndrome			I
	✓	✓	Youth Criminal Defence Office, Legal Aid Society of Alberta			I, R
	✓		YMCA Enterprise Centre		I, R	R

2.0 Research

As a result of exploring possible opportunities for collaboration (See Sec 1.0), CUP was involved in numerous grant proposals throughout the year. Most of the proposals were initiated, coordinated, and prepared by the CUP. On other grant proposals we played a supporting role. Below is a summary of our research funding for 2002-2003 for all our projects that were new, continuing, and completed during the 2001-2002 year. The **total new research funding for this year** is **\$845,521**. Sections 2.1, 2.2, and 2.3 provide more details of all our research projects.



NEW PROJECTS in 2002-2003 (see Section 2.1)				
DATE	GRANT	PARTNERS/PARTICIPANTS	FUNDING SOURCE	AMOUNT
2003	Phase 1 - Models for Mentoring: An Investigation of Studies and Practices in Mentoring of Aboriginal Youth	Faculty Members from Dept. of Human Ecology, Educational Policy Studies, and Psychology ACADRE Big Brothers & Big Sisters Aboriginal Affairs & Northern Development Children Services	Big Brothers & Big Sisters Aboriginal Affairs & Northern Development Children Services	\$10,000.00
2002 - 2003	An Investigation into School Choice and Accountability Across Canada	Edmonton Public Schools Researchers from Depts. of Elementary Education, Educational Psychology, Educational Policy Studies, and Psychology	Max Bell Foundation	\$126,140.00
2002-2003	Evaluating the Head Start Childcare Project: Phase 1	Edmonton & Area Child and Family Services Authority (Region 6) Canadian Research Institute for Law and the Family	Canadian Research Institute for Law and the Family	\$7,195.00
2003	Evaluating the Head Start Childcare Project: Phase 2	Edmonton & Area Child and Family Services Authority (Region 6) Canadian Research Institute for Law and the Family	Canadian Research Institute for Law and the Family	\$15,555.00

NEW PROJECTS in 2002-2003 Cont'd (see Section 2.1)				
DATE	GRANT	PARTNERS/PARTICIPANTS	FUNDING SOURCE	AMOUNT
2003-2004	Families First Edmonton Research Project: Phase 1	Researchers from CUP and International Institute of Qualitative Institute City of Edmonton Alberta Human Resources and Employment Capital Health MaMowe Capital Region Child and Family Services	City of Edmonton Alberta Human Resources and Employment	\$129,231.00
2003-2005	Strategies for Critically Appraising Children's Health Web Resources	Co-investigators from Depts. of Psychology, Pediatrics, Art and Design, and Educational Psychology	Canadian Institutes for Health Research (CIHR)	\$293,000.00
2002-2005	Evaluation of the Edmonton In-School Mentoring (ISM) Program: Phase II	Researchers from Depts. of Elementary Education, Educational Policy Studies, Educational Psychology, Psychology, Speech Path. & Audiology, and Academic Learning Technologies Big Sisters and Big Brothers Edmonton Public Schools Edmonton Catholic Schools Edmonton Comm. Foundation	Edmonton Community Foundation Alberta Learning Anonymous Donor	\$264,400.00
TOTAL				\$845,521.00

CONTINUING PROJECTS in 2002-2003 (see Section 2.2)				
DATE	GRANT	PARTNERS/PARTICIPANTS	FUNDING SOURCE	AMOUNT
2002 - 2004	Capacity Building as Crime Prevention	Edmonton City-Centre Church Corporation Kids in the Hall Bistro Project Youth Criminal Defence Office, Legal Aid Faculty members from Faculties of Arts and Education	National Crime Prevention Centre - National Strategy on Community Safety and Crime Prevention	\$112,000.00
Start 2002	Increasing Community Capacity for Research on Prevention and Intervention Programs: Postdoctoral Fellowships	Centre for Research on Applied Measurement and Evaluation Interagency Head Start Child Study Centre Faculty members from Faculties of Arts, Education, Nursing, and Rehabilitation Medicine	National Crime Prevention Ctr. HSC Interagency Head Start Faculty of Education Faculty of Arts Faculty of Nursing Faculty of Rehab. Medicine Dept. of Pediatrics Office of the VP (Research)	\$50,000.00 \$5,000.00 \$20,000.00 \$10,000.00 \$10,000.00 \$8,000.00 \$4,000.00 \$10,000.00 \$25,000.00
TOTAL			\$254,000.00	

COMPLETED PROJECTS (see Section 2.3)				
DATE	GRANT	PARTNERS/PARTICIPANTS	FUNDING SOURCE	AMOUNT
2001 - 2002	Evaluating Literacy-Based, In-School Mentoring Program: Phase 1	Researchers from Depts. of Educational Policy Studies, Educational Psychology, and Psychology, St. Stephens College, and Academic Learning Technologies Big Sisters and Big Brothers of Edmonton and Area Centre for Family Literacy Edmonton Comm. Foundation	Edmonton Community Foundation	\$33,700.00
TOTAL			\$33,700.00	

Total Research Project Funding to Date	\$1,133,221.00
---	-----------------------

2.1 New Project Funding

2.1.1 *An Investigation of School Choice and Accountability Across Canada*

Funding Agency: Max Bell Foundation

Submitted: May 2, 2002

Result: Successful (\$126,140.00; September 25, 2002 – October 31, 2003)

Research Team: Sue Lynch, Child Study Centre (Research Team Leader); Jeff Bisanz, CUP and Psychology; Karen Bardy, Edmonton Public Schools; Gloria Chalmers, Edmonton Public Schools; Jose da Costa, Educational Policy Studies; Frank Peters, Educational Policy Studies; Edgar Schmidt, Edmonton Public Schools; Laurie Schnirer, CUP and Educational Psychology

Research Manager: Bruce MacIntosh

Research Assistant: Sue Bingham

Research Interns: Pamela Hardy, Lorraine Woollard, Brian Barth, Rob Ho, Isabelle Goulet, Erika Goble

There are vast differences in school choice and accountability across Canada, as well as considerable variability in the roles of the parents and students in the discussion of these issues. The focus of this proposal was to investigate nationally the range of school choice policies and practices, as well as indicators of accountability, from parent and student perspectives. The Project was organized by CUP and conducted collaboratively by Edmonton Public Schools and researchers at the University of Alberta. The goals of the SCA project are to develop (a) an inventory of policies and practices, to be summarized in a Policies and Practices Roadmap, (b) a Critical Review and Analysis of issues related to school choice and accountability, and (c) a comprehensive Technical Report that will include extensive documentation of the inventory data and material related to the review. To accomplish these objectives, a Research Team is implementing a research plan with three phases: review and planning; data collection and analysis; and synthesis.



2.1.2 Evaluation of the Edmonton 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 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 – December, 2004)
Research Team:	Jeffrey Bisanz, CUP and Psychology; Jose da Costa, Educational Policy Studies; Julia Ellis, Elementary Education; Carol Leroy, Elementary Education; Linda Phillips, Elementary Education; Rauno Parrila, Educational Psychology; Christina Rinaldi, Educational Psychology; Phyllis Schneider, Speech Pathology/Audiology; Laurie Schnirer, CUP & Educational Psychology; Stanley Varnhagen, Extension Faculty; Connie Varnhagen, Psychology.
Research Manager:	John Burger, Alberta Learning
Research Assistant:	Kelly Shaw, CUP
Graduate Assistants:	Joceyln Wilkie, Educational Psychology; Nicole Green, Elementary Education

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

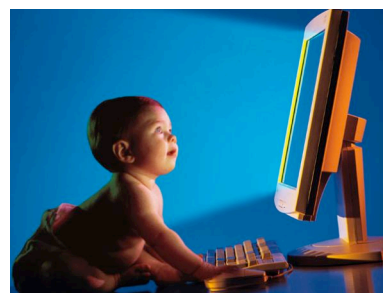


evaluation about the program design, program goals, program delivery, relationships and communication, program changes and impact, program improvements, overall satisfaction, and evaluation of outcomes. The current proposal is for Phase II of the evaluation, and it is expected to be a 2-year project. Although expected to commence in September, 2002, Phase II of the ISM project has been delayed. We are currently in the process of obtaining approval from the school board representatives to proceed with the project.

2.1.3 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, Psychology (Principal Investigator); Gay Bisanz, Psychology; Jeff Bisanz, CUP & Psychology; Terry Klassen, Pediatrics; Bonnie Sadler Takach, Art and Design; Laurie Schnirer, CUP & Educational Psychology

The World Wide Web has become a primary source of information for researchers, clinician, 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 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.



2.1.4 Policies, Practices, and Outcomes (PPO) in the Development of Children, Youth, and Families

Program: Community-University Research Alliances (CURA)
Funding Agency: Social Sciences & Humanities Research Council (SSHRC)
Submitted: Letter of Intent, November 8, 2002
Result: Unsuccessful

The focus of the letter of intent was Policies, Practices, and Outcomes (PPO) in the Development of Children, Youth, and Families, an initiative designed to create a program of interdisciplinary, community-based research. This initiative would have yielded insights, measures, and data about (a) the development of children, youth, and families in diverse community contexts, (b) best policies and practices for optimizing healthy development, and (c) effective operation and growth of community-university collaborations. The project would have been implemented by CUP. Over 30 researchers from six faculties at the University of Alberta (Agriculture, Forestry, and Home Economics; Arts; Education; Physical Education and Recreation; Medicine and Dentistry; and Rehabilitation Medicine) contributed to the PPO letter of intent. Practitioners and policy specialists from nine community partners participated, including ABC Head Start, Capital Health, Edmonton Community Foundation, Edmonton Public Schools, Glenrose Rehabilitation Hospital, Edmonton & Area Child and Family Services

Authority (Region 6), Oliver School Centre for Children, Success By 6, and the Terra Association. The PPO Initiative was developed in response to the special challenges inherent in community-based, collaborative work encountered by CUP and other collaborations. This initiative would have enabled CUP to expand its capacity to *integrate* research, knowledge sharing, and education, and to establish an innovative, broadly based program of activities that would serve as a model for community-university cooperation in advancing knowledge, practices, and policies.

2.1.5 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
Researcher: Darcy Fleming, CUP
Graduate Research Assistants: Michelle Anderson, Human Ecology; Margaret Goldberg, Educational Psychology; Jody Sherman, 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 will examine the use of resource teams as a support strategy within different childcare settings. The research will proceed in three 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 (d) methods and measures were developed, tested, revised, and implemented. In Phase III (March 31st 2002 – September 2004), research regarding program implementation and effectiveness will be conducted. 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 of childcare programs.

2.1.6 Phase I – Models for Mentoring: An Investigation of Studies and Practices in Mentoring of Aboriginal Youth

Funding Agency: Big Brothers and Big Sisters of Edmonton and Area
Submitted: January 30, 2003
Result: Successful (\$10,000.00; February 5, 2003 – March 31, 2003)
Research Team: Jeff Bisanz, CUP & Psychology; Jose da Costa, Educational Policy Studies; Nancy Gibson, ACADRE & Human Ecology; Karen Woodard, ACADRE
Research Assistants: Chantelle Cardinal, ACADRE (undergraduate student), Jason Klinck, ACADRE and Department of Human Ecology (graduate student)

Big Brothers and Big Sisters Society of Edmonton (BBBS) conducted a preliminary study to develop mentoring strategies and programs for Aboriginal children and youth, within the BBBS umbrella and beyond. This initiative came of the demand that BBBS believes to exist for such programs. Though BBBS has a great deal of experience with one-on-one and group mentoring within community and school settings, little is known about how to implement programs that would be effective for Aboriginal communities or for Aboriginal youth within urban settings. The goal of this study was to provide a foundation and framework of approaches that would be appropriate for Aboriginal youth in terms of philosophy, purpose, and structure. It built upon similarities with mainstream BBBS programs while highlighting important differences that must be adapted. The results of this study are being used to develop implementation strategies and possibly to improve existing BBBS mentoring programs. Though funded by BBBS, this was a collaborative project involving the CUP and the Alberta Aboriginal Capacity and Developmental Research Environment (ACADRE) Network.

2.1.7 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
Result: Pending
Research Team: Darcy Fleming, CUP (Principal Investigator); Jeffrey Bisanz, CUP & Psychology; Mark Gierl, Educational Psychology; Michelle Craig, ABC Headstart; Peter Faid, Community Services Consulting Ltd.; Sue Lynch, Child Study Centre; Jane Hewes, Grant MacEwan College; Kelly Shaw, CUP

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 being used in early intervention/education programs in Alberta and the rest of Canada. However, there is very little research to support such use as a screening instrument, aid to program planning, or evaluation tool. 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.

2.1.8 Families First Edmonton Research Project: Phase I

Program: Families First Edmonton
Funding Agency: City of Edmonton & Alberta Human Resources & Employment
Submitted: March 6, 2003
Result: Successful (\$129,231.00; April, 2003 – March, 2004)
Research Team: Jeff Bisanz, CUP & Psychology; Maria Mayan, International Institute of Qualitative Research; Laurie Schnirer, CUP & Educational Psychology
Research Coordinator: Sylvia So

In March, 2002, Dr. Gina Browne, was invited to speak in Edmonton about her awarding-winning research entitled *When the Bough Breaks: Provider-initiated comprehensive care is more effective and less expensive for sole support parents on social assistance*. Browne et al., (2001) found that providing families with proactive comprehensive services resulted in substantial short-term and long-term financial gains, increased family health, and societal benefits. Stakeholders from the City of Edmonton, Alberta Human Resources and Employment (AHRE), Alberta Mental Health Board, Capital Health, Edmonton & Area Child and Family Services Authority (Region 6), the Quality of Life Commission, Edmonton Community Foundation, and the University of Alberta began to meet regularly to plan a \$2.0 million replication study to investigate whether similar findings are valid in a new setting with different policies and populations. In the summer of 2002, Dr. Browne proposed a two-site replication with Edmonton as one of the sites. The national replication grant is currently on hold, so the Families First Edmonton Research Project has decided to proceed independently.



The Families First Edmonton Research Project is designed to examine the comparative effects and expense of proactively offering an integrated mix of health and social services versus self-directed, single provider-initiated health and social service packages to parent(s) and their children. The Families First Edmonton Research Project will be divided into three phases: Development, Implementation, and Post-Program Follow-Up. In January 2003, CUP was invited to coordinate the research project and submit a grant proposal for the development phase. The goals of Phase 1 are to (a) develop detailed methods and measures, (b) assist stakeholders with the service delivery plans, and (c) apply for research funding.

2.2 Continuing Projects

2.2.1 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: Department of Justice
Submitted by: Edmonton City Centre Church Corporation in collaboration with CUP on February 22, 2002
Result: Successful (\$197,610, April 1, 2002 – March 31, 2004)
Research Team: Jeff Bisanz, CUP & Psychology; Nancy Galambos, Psychology; Tim Hartnagel, Sociology; Laurie Schnirer, CUP & Educational Psychology
Research Coordinator: Leslie Mackey
Research Assistant: Anna Rozwadowski

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 will involve data collection on youth outcomes in the program and a staff and process evaluation. The end results will yield insights about (a) the development of at-risk youth and (b) best practices for optimizing similar intervention programs aimed at reducing criminal behavior in youth.



2.2.2 Increasing Community Capacity for Research on Prevention and Intervention Programs: 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)
Supervising Committee:	Jeff Bisanz, CUP & Psychology; Jane Drummond, Nursing; Mark Gierl, Centre for Research in Applied Measurement & Evaluation (CRAME); Todd Rogers, CRAME

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. 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 (See 2.1.5), and Validation of the Diagnosis Inventory for Screening Children (See 2.1.7).



2.3 Completed Projects

2.3.1 Evaluating Literacy-Based, In-School Mentoring Program: Phase I

Program:	Invited proposal by the Edmonton Community Foundation.
Funding Agency:	Edmonton Community Foundation
Submitted:	January 18, 2001
Result:	Success (\$33,700 for Phase I; March 2001 – September 2002)
Research Team:	Jeff Bisanz, CUP & Psychology; Jose da Costa, Educational Policy Studies; William Maynes, Educational Policy Studies; Laurie Schnirer, CUP & Educational Psychology; Stanley Varnhagen, Extension Faculty
Research Manager:	Cheryl Nekolaichuk, St. Stephen's College
Research Assistant:	Andrea Magill, Educational Psychology (graduate student), Danielle Law, Psychology (undergraduate student)

In November, 2000, CUP 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. Implementation of the revised and expanding ISM program was quite successful in many respects. However, the ISM program is not yet fully implemented across schools. There remain a number of inconsistencies in the structure and operation of the ISM program that will require the attention of the participants who are responsible for the continued effectiveness and evolution of the program. BBBS and the major funder of the program, the Edmonton Community Foundation, have asked us to consider developing a longer-term evaluation of how the program is affecting children and mentors. We have established another research team (10 researchers) and are exploring options for design and funding.

3.0 Knowledge Sharing

3.1 Public Colloquium

As part of our mission at the Partnership, we are trying to increase community-based collaborative initiatives in the areas of research, education, and knowledge sharing. To this end, we planned our first colloquium in the community to foster awareness of some of the current research on campus and provide an opportunity to engage the community in a dialogue on issues of interest. On April 2, 2002, CUP sponsored a colloquium at Grant MacEwan College with Dr. Dick Sobsey as the guest speaker. Dr. Sobsey is a Professor of Educational Psychology at the University of Alberta and Director of the J. P. Das Developmental Disabilities Centre. Dr. Sobsey's presentation highlighted, in a very thought-provoking way, the relations among the media, parents, and the well being of children. His talk was entitled "Canada's Child Murder Epidemic: An Exploration of Media Influence".

Although the homicide rate in Canada and the U.S. has dropped to its lowest point in 30 years, the number of filicides, children killed by their parents, has increased in Canada but not in the U.S. There are many possible explanations for this alarming trend. Dr. Sobsey investigated the effect of the news media on the incidence of filicide, and he analyzed the frequency and content of media coverage on the Robert Latimer murder trials. Latimer is the Saskatchewan father who killed his daughter in 1993. Dr. Sobsey



provided compelling evidence that the way in which the media covered this story contributed to the increased rate of filicides in Canada. Between 1994 and 2000 the majority of news articles on the case suggested that it was justifiable, even heroic, for parents to kill their children in some extreme cases. Dr. Sobsey's hypothesis was that the model presented in the media provided a powerful disinhibiting factor for parents who may be on the edge of committing filicide. After presenting his evidence, Dr. Sobsey discussed his conclusions with a panel of discussants and the audience. The panelists were Dr. Glenn Griener (John Dossetor Health Ethics Centre), Andy Ogle (Edmonton Journal), and Susan Dunnigan (Persons with Developmental Disabilities, Provincial Board Office). Lara McClelland (Health Sciences Council) moderated the discussion. There were also a variety of co-sponsors for the event including the Centre for Family Literacy, Grant MacEwan College, Capital Health Early Intervention Programs, Edmonton Community Foundation, Centre for Research on Literacy, and the Centre for Research on Child Development.

3.2 Alberta Children and Youth Initiative Cross-Ministry Workshop

In October, 2001, CUP was invited to participate in the development of a one-day workshop on the Children and Youth Services Initiative (CYSI) for senior policy makers from several ministries in the provincial government. The Centre for Executive and Management Development (CEMD) in the School of Business was contracted to plan these workshops and asked us to partner with them. Given the wide range of initiatives related to the CYSI and the limited duration of the workshop, the unanimous view was that the most useful approach for policy makers would be to focus on the design, implementation, and evaluation of programs for children and youth. The members of the CUP Steering Committee and Secretariat devoted many hours to developing the workshop and the day's events were well received. The workshop was held May 24, 2002, at the University of Alberta.

Workshop Presenters

- Developmental Health – Research, Policy and Practice. Dan Keating, Ontario Institute for Studies in Education, University of Toronto
- Is Crime Prevention the Responsibility of Justice? *Doug McNally, Edmonton Community Foundation*
- Intervention Research and Evaluation: the Good, the Bad, and the Ugly. *Jeff Bisanz and Laurie Schnirer, Community-University Partnership*
- The Complexities of Program Development: The Student Health Initiative Experience. Sue Lynch, Department of Elementary Education; Gloria Chalmers, Edmonton Public Schools; John Edy, McKernan School
- A Commentary Panel also participated and included Lorraine Green, Capital Health; Jane Hewes, Grant MacEwan College; Donna Mah, Edmonton & Area Child and Family Services Authority (Region 6); and Martin Garber-Conrad, Edmonton City Centre Church Corporation.

3.3 Communications

To be effective, CUP must be a visible, active member of the University of Alberta and the community. A systematic communication plan would be useful for promoting the goals of CUP and would increase the organization's visibility in the community and on campus. To develop such a plan, we adopted two goals:

1. To promote CUP so that we raise our profile both off and on campus
2. To facilitate knowledge sharing related to specific content areas (e.g., FAS, literacy, early child care, poverty)

The two goals are not mutually exclusive. For example, undertaking a knowledge-sharing activity on mentoring would also expose a broad audience to CUP. Given these two goals, we have identified nine activities

CURRENT STATUS: Activities 1- 6 are currently in production (see sample Newsletter on our website at www.cup.ualberta.ca, under "Resources" and "Newsletters") and will be on-going activities supported by the current Secretariat. Activities 8 and 9 are being developed and will need additional resources.

COMMUNICATIONS ACTIVITY	Goal 1	Goal 2
1. Newsletter. The newsletter contains articles on Partnership activities, events (regional, national, international), current news, and profiles of people and programs on and off campus.	√	√
2. CUP Alert. Brief notices sent monthly via email through our PCG network about funding opportunities, events, and special announcements	√	√
3. Visits and Contacts. This activity includes (a) developing a systematic network, the Partnership Consultation Group (PCG), and (b) continuous ad-hoc meetings with targeted people (e.g., policy makers, deans, agencies).	√	
4. Website. This year, CUP has upgraded the look and functions of our website. The website includes general background information about the Partnership as well as features such as: <ul style="list-style-type: none"> ○ Directory of U of A expertise ○ Directory of post-secondary courses in Edmonton area (e.g., U of A, Grant MacEwan, Concordia) ○ Calendar of events ○ Forum for discussion ○ Message board for public use ○ Content-related documents and information from our knowledge-sharing projects (see Activities 8 and 9). 	√	√
5. Promotional Materials. We have developed an informational package that includes an Annual Report, Brochure, etc., that can be distributed to the media, potential funders, PCG, and other interested parties.	√	
6. "Hot Research" Briefs. There is a need for a means to have the current research made more accessible to the public and media. Most people do not have the time, interest, or expertise to comb through piles of academic articles so CUP has began providing one page summaries.		√
7. Project "Evaluating Websites." A proposal, Strategies for Critically Appraising Children's Health Web Resources", was developed to assure that research findings are appropriately and accurately disseminated via the Web and to help users access high quality information. A Knowledge Translation Grant was received from the Canadian Institutes of Health Research to support the project from April 2003 to March 2006		√
8. Media Relations. Our goal is to create a mutually beneficial relationship with the media. We will offer them help in developing stories about children, youth, and families (e.g., access to experts on campus, Newsletter subscription); they would be, in turn, interested in partnering on projects	√	

COMMUNICATIONS ACTIVITY	Goal 1	Goal 2
9. "Seeds of Promise". Marti Erikson (Child, Youth, and Family Consortium, University of Minnesota) spoke to us about a series they produced on critical issues in their community (e.g., youth violence). It was distributed widely and was tremendous success as a promotional tool for the Consortium, and as a way to disseminate research. The elements included (a) an overview of the topic and series, (b) a personal story from someone in the community, (c) a discussion on current research, (d) a profile of a community program, (e) short "words of wisdom", and (f) a list of resources. CUP hopes to develop a similar series but needs additional resources.	√	√

3.4 CUP Documents

Although CUP lacks the resources to spend considerable time on communication tasks, the current Secretariat nevertheless produced three newsletters and seven Hot Briefs over the past year.

CUPdate, Issue 7. Feb 2003.

http://www.cup.ualberta.ca/new_website/documents/Newsletters/CUPdate_February_2003.pdf

CUPdate, Issue 6, Oct 2002.

http://www.cup.ualberta.ca/new_website/documents/Newsletters/CUPdate_October_2002.PDF

CUPdate, Issue 5, July 2002.

http://www.cup.ualberta.ca/new_website/documents/Newsletters/CUPdate_July_2002.PDF

Hot Brief #1: Update on the Evaluation of the In-School Mentoring Program.

http://www.cup.ualberta.ca/new_website/documents/hot_briefs/HB_01_ism_evaluation.doc). Review of Nikolaichuk, C., Schnirer, L., Varnhagen, S., Maynes, W., da Costa, J., Magill, A., Law, D., & Bisanz, J. (2001). *Evaluating literacy-based, in-school mentoring: Phase 1 (Tech. Rep. No. 1)*. Edmonton, AB: University of Alberta, Community-University Partnership for the Study of Children, Youth, and Families.

Hot Brief #2: Do Early Childhood Intervention Programs Really Work ?

(http://www.cup.ualberta.ca/new_website/documents/hot_briefs/HB_02_jama_article.doc). Review of Reynolds, A. J., Temple, J. A., Robertson, D. L., & Mann, E. A. (2001). Long-term Effects of an Early Childhood Intervention of Educational Achievement and Juvenile Arrest. *Journal of the American Medical Association*, 285 (18), 2339-2346.

Hot Brief #3: Guidelines for Clinicians who Treat Children Diagnosed with Attention-Deficit/Hyperactivity Disorder.

(http://www.cup.ualberta.ca/new_website/documents/hot_briefs/HB_03_adhd_article.doc). Review of American Academy of Pediatrics, Committee on Quality Improvement and Subcommittee on Attention-Deficit/Hyperactivity Disorder. (2001). *Clinical practice guideline: Treatment of the school-aged child with Attention-Deficit/Hyperactivity Disorder*, 108(4), 1033-1044.

Hot Brief #4: *The Effect of Welfare Policies on the Development of Canadian Children Living in Poverty.*

(http://www.cup.ualberta.ca/new_website/documents/hot_briefs/HB_04_welfare_article.doc). Review of Kornberger, R., Fast, J. E., & Williamson, D. L. (2001). Welfare or Work: Which is Better for Canadian Children? *Canadian Public Policy*, XXVII (4), 407 - 421.

Hot Brief #5: *Can Programs Designed to Promote Family Wellness Prevent the Maltreatment of Children?*

http://www.cup.ualberta.ca/new_website/documents/hot_briefs/HB_05_familywellness_programs_review.doc. Review of Nelson, G., Laurendeau, M. C., & Chamberland, C. (2001). A Review of Programs to Promote Family Wellness and Prevent the Maltreatment of Children. *Canadian Journal of Behavioural Science*, 33(1), 1-13.

Hot Brief #6: *When the Bough Breaks, Comprehensive or Self-Directed Care: Which is More Effective and Less Expensive for the Health Care System?*

http://www.cup.ualberta.ca/new_website/documents/hot_briefs/HB_06_comprehensive_or_self_directedcare.doc. Review of Browne, F., Byrne, C., Roberts, J., Gafni, S., & Whittaker, S. (2001). When the Bough Breaks: Provider-Initiated Comprehensive Care is More Effective and Less Expensive for Sole-Support Parents on Social Assistance. *Social Science & Medicine*, 53, 1697 – 1710.

Hot Brief #7: *Evaluation of the Parent Support Program: A Home Visitation Program for At-Risk Families.*

http://www.cup.ualberta.ca/new_website/documents/hot_briefs/HB_07_parent_support_evaluation.doc. Review of Drummond, J. E., Weir, A. E., & Kysela, G. M. (2001). Home Visitation Practice: Models, Documentation, and Evaluation. *Public Health Nursing*, 19(5), 1-9

In addition, two grants (2.1.6, 2.3.1) were completed during 2002-2003 and final reports were produced. A paper has been produced as a result of the aboriginal mentoring grant. The Final Report for In-School Mentoring Phase 1 was actually produced in December, 2001 (the previous reporting period).

Bisanz, J., Cardinal, C., da Costa, J., Gibson, N., Klinck, J., Woodard, K. (2003). *Prospects for Aboriginal mentoring: A Preliminary Review.*

3.5 Invited Presentations

Occasionally, members of CUP's Secretariat are invited to make special presentations. In 2002-2003, Director Jeff Bisanz made two such presentations.

Keynote Address, Annual General Meeting of the Edmonton City Centre Church Corporation (June, 2002)

Invited Presentation, Meeting of the Edmonton Education Society (December, 2002)

4.0 Education



One of the goals of CUP is to create interdisciplinary opportunities for post-secondary students to participate in applied, community-based research. This is currently accomplished by CUP in three ways. First, we try to include students on all our projects. The majority also receive assistantships for their work. This arrangement is mutually beneficial as the students receive some compensation for their thoughts and time plus exposure to the complexities of community-based, developmental research, and the researchers are provided with enthusiastic and

capable research assistance. For 2002-2003, nine graduate students from the Departments of Educational Policy Studies, Educational Psychology, Human Ecology, and Psychology and six interns were part of our projects. Second, CUP often links other researchers and non-researchers on campus and in the community with graduate students to assist on projects. For example, in the Summer, 2002, CUP helped the City of Edmonton, Community Services find a graduate student interested in undertaking a national review of municipal policies and programs related to child, youth, and family development. Third, many departments on campus have internships that expose undergraduate and graduate students to the realities of programs and research in the community. The Coordinators of these internships have asked CUP to assist placing students in agencies when students are interested specifically in working with children, youth, or families. For example, CUP linked a student in the Centre for Health Promotion practicum to the Success By 6 Community Team. The student was provided an opportunity to assist the Community Team with an evaluation framework.

5.0 Administration

5.1 Steering Committee

The Steering Committee continues to meet monthly and to provide direction and resources to CUP. Membership in the Steering Committee is quite diverse, and individual members work hard to contribute to the development of CUP. During 2002-2003, we were deeply saddened by the sudden passing of David Schiff (Pediatrics, University of Alberta). David was a key force in the development of CUP and his commitment to children and families was illustrated throughout his career. Our Capital Health Representative, Marianne Stewart, moved onto other projects but we were delighted to welcome Delmarie Sadoway (Community Health Services) as her replacement. This past year, Susan Lynch (Department of Elementary Education and Child Study Centre, University of Alberta) was formally invited to be part of the CUP Steering Committee and we welcome her enthusiasm, expertise, and commitment. In March, 2003, Barbara McDougall decided to leave Edmonton & Area Child and Family Services Authority (Region 6) (formerly Ma'mowe) for other opportunities.

5.2 Secretariat Personnel

In July 2002, we hired Darcy Fleming, to fulfill a postdoctoral fellowship position at CUP on early childhood intervention, program evaluation, and measurement. In addition, in August 2002, we hired Leslie Mackey as the Project Coordinator for the Capacity Building as Crime Prevention: A Formative Analysis of Processes and Outcomes in an Employment-Based Social Development Program project. Kelly Shaw, the part-time CUP research assistant, was hired on December 3, 2002, as a full-time research assistant for the Evaluation of the Edmonton In-School Mentoring (ISM Program: Proposal for Phase II Research Project).

5.3 Status at the University of Alberta

In November 2001, we began the process of developing a proposal for the Academic Planning Committee (APC) at the University. The proposal was submitted during September 2002, and approved by the University of Alberta's Academic Planning Committee in November, 2002. CUP is now recognized as an official University "entity" (centre/institute). This recognition is important for continued support from the University of Alberta and for the long-term viability of CUP.

6.0 2002-2003 Financial Report

CUP currently receives two types of funding: an operating fund, which finances core operations such as administration, equipment, secretariat salaries and benefits; and grant funding, which supports specific projects the Partnership is working on.

Following is a summary of our finances from April 1, 2002, to March 31, 2003. Detailed financial statements and accompanying notes are provided in Appendices A through H.

For 2001-2002, our operating fund was provided by the Health Sciences Council, the Provost and Vice-President (Academic), an anonymous community donor, and Edmonton Public Schools. Our core revenue for Year 2 was \$133,940 plus \$4,010.92 transferred from a previous grant proposal (ISM Phase I), as well as \$22,750.32 carried forward from the previous year which ran from April 1, 2001 through to March 31, 2002 for a total revenue of \$160,701.24. Our expenditures for Year 3 in total were \$153,344.31. (See Appendix A.)

Our Postdoctoral Fellowship Fund was created in 2001 to support postdoctoral researchers in the areas of children, youth, and families. Our current plans are to have two postdoctoral fellows, each for a duration of two years. We have set up two separate accounts. Funds for our current Postdoctoral Fellow, Darcy Fleming, were provided by the National Centre for Crime Prevention. Revenue for that account for the current year was \$50,000, and expenses, which included Darcy's salary and administrative and equipment costs for part of year one, came to \$27,228.11. (See Appendix B.)

Contributions to the general Postdoctoral Fellowship Fund were made by Edmonton City Centre Church Corporation, as well as the Vice-President Research and a number of Faculties at the University of Alberta. In total the funds available to support a second postdoctoral fellow and to complete funding for our first postdoctoral fellow are \$102,000, including our initial contribution of \$25,000 from 2002. The second postdoctoral fellow has not been hired, and so there are no expenses for this account. (See Appendix C.)

The Kids in the Hall Bistro project is another project being funded by the National Centre for Crime Prevention. This project proposal was submitted in collaboration with the Edmonton City Centre Church Corporation. Revenue for this project was \$53,000 and expenses were \$20,056.63. There is one Project Coordinator as well as a research assistant. (See Appendix D.)

The second phase of the In-School Mentoring project received funds from two sources, the Edmonton Community Foundation and Alberta Learning. Revenue for the current year was \$74,000, and expenditures were \$27,119.31. Expenses reflect costs for a full time Research Assistant, Kelly Shaw. The project has not entered the data collection phase, where the majority of expenses will be incurred. (See Appendix E.)

The School Choice and Accountability Project is a cross-Canada study funded by the Max Bell Foundation. Currently there are six interns, a project chair, a project coordinator, and a research assistant employed under this project. Revenue for the current fiscal year was \$101,800 and expenses were \$38,843.69. (See Appendix F.)

The Early Childhood Development Initiative Project is in its infancy, and currently is being overseen by our Postdoctoral Fellow, Darcy Fleming. At the time of publication there were numerous errors reported on this account, as explained in the accompanying notes. Revisions to this account will take place early in the next fiscal year. (See Appendix G.)

Please note Appendices A through G are available upon request.