

bridging worlds

building knowledge



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

Annual Report

April 1, 2003 to March 31, 2004

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bridging worlds - building knowledge

"CUP provides an excellent opportunity for practice to guide research and research to guide practice. In many ways, CUP has now become the gateway for practitioners in the community to contact researchers at the University."

Doug McNally, Chief Executive Officer, Edmonton Community Foundation

Responding to a Need

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 four years ago, the Community-University Partnership for the Study of Children, Youth, and Families (CUP) has been working to respond to this identified 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 capitalize on opportunities. It enables groups and individuals who might otherwise rarely interact to discuss important issues and plan collaborative projects and initiatives.

The Partnership is one of five recognized centres operating under the auspices of the Health Sciences Council of the University of Alberta.



"With our limited financial resources, we are always searching for ways to ensure that we are using our funds to run programs that will have the greatest positive impact on the development of our children and youth that we work with. By engaging CUP in helping us with research and evaluation of our programs, we are able to learn about our practice and make changes that will give us the best results."

Liz O'Neill, Executive Director,
Big Brothers Big Sisters
Edmonton and Area

identifying issues - encouraging inquiry

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.

Our 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
- 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.

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

Gloria Chalmers, Manager/Consultant,
Edmonton Public Schools

"In trying to help us work together, CUP has brought all the right people together in one place. . . you're able to use collective wisdom to sharpen thinking and answer questions."

Marion Stewart, Director, Community Health
Services, Capital Health Region, Edmonton

"Unless a University is connected to the community, it is not carrying out its mandate as well as missing a huge opportunity to have interaction with people from a variety of venues and institutions who can only strengthen what is done here at the University."

Al Cook, Dean of Rehabilitation Medicine and Chair of the Health
Sciences Council, University of Alberta



exploring opportunities - looking ahead

Letter from the Director and Assistant Director

This Annual Report marks the end of CUP's fourth year. We often observe, usually with humor but sometimes frustration, that when community and university partners gave birth to CUP, it came without an operator's manual. Over the course of its first four years, CUP had to learn how to identify and link community and university people with shared interests, how to develop collaborative, interdisciplinary research teams, how to find and capitalize on funding opportunities for community-based research, and how to work effectively with different kinds of community and university groups. We are often asked "How does CUP work?" We have some pat answers that give the impression of a well-organized set of procedures, but the truth is more complex and closer to chaotic than we usually let on. Now that we have confessed, we present two examples to explain how CUP works:

First, CUP's Postdoctoral Fellow, Darcy Fleming, is engaged in several research projects related to early child development, child care centres, and assessment. You can read about some of this work in the later pages of this report. The impetus for this work arose during a casual meeting we had at the Sugar Bowl café with Peter Faid (Community Consulting Services), Jane Hewes (Grant MacEwan's Early Childhood Development Program), and Martin Garber-Conrad (representing Interagency Head Start) to talk about the need for local research on early childhood development and assessment. We all wondered whether it would be possible for CUP to manage a postdoctoral fellowship—a funded position for a new Ph.D. with appropriate research experience—that would be devoted to issues of early child development. Martin offered to contribute some funds if we could find other support. CUP worked with the Centre for Research on Applied Measurement and Evaluation (CRAME) to define and structure the position. We managed to find funds from faculties and departments on campus and from the National Crime Prevention Strategy, we recruited candidates, and we finally hired Darcy during the summer of 2002. We were not sure at the time exactly what Darcy was going to do, but before long opportunities were rolling in. Since arriving at CUP, Darcy has undertaken several projects, including a set of studies involving the Early Child Development Initiative (ECDI) focused on understanding the effects of providing extra supports to child care centres and, most recently, on the utility and effectiveness of tests commonly used to assess children in preschool programs. In the process Darcy has collaborated with many people on and off campus, has sought and won grants, has supervised graduate students from CRAME and elsewhere who have assisted with the work, and is currently preparing publications. His preliminary findings on the measures commonly used to assess children have revealed a number of problems with current practices, and local child care specialists are now reconsidering their needs and options. Thus an idealistic concept generated over sandwiches led, in completely unpredictable ways, to new and valuable collaborations between community and university, to increased capacity for understanding early child development, and to new insights for policy and practice.

Second, CUP research team recently completed a national study of school choice and accountability, which is described briefly in this report. The genesis of this project was nearly as serendipitous as that of the postdoctoral fellowship. Gloria Chalmers (Edmonton Public Schools) received a call for proposals from the Max Bell Foundation and, on a hunch, brought it to CUP. The idea of studying the range of school choice policies across the country was appealing, especially because Edmonton Public Schools (EPS) has played a pioneering role in diversifying options for schooling. In short order a research team was assembled, a plan was developed, and a proposal for funding was submitted. The research team consisted of policy specialists from Edmonton Public Schools and researchers from the Department of Educational Policy Studies and researchers from other departments at the University of Alberta. Apparently the diversity of this team appealed to the Max Bell Foundation, who agreed to fund the

proposal. The research team got to work under the very savvy leadership of Sue Lynch, now Director of the University's Child Study Centre and formerly with both Edmonton Public Schools (EPS) and Alberta Learning, and Project Coordinator Bruce McIntosh, now with Suzuki Charter School and formerly Associate Superintendent of EPS. The report contains a number of striking insights and conclusions about school choice in Canada, and the Max Bell Foundation is currently planning to build on this work by initiating a national discussion on school choice. Thus Gloria's hunch about how to proceed led, again in unpredictable ways, to a major research initiative.

We highlight these two genesis stories because they illustrate three lessons that can be added to CUP's operator's manual. ***The first is that CUP must be opportunistic.*** Sticking to a pre-ordained agenda simply would not allow CUP to capitalize on opportunities that arise in the community and the University, and so would prevent CUP from being responsive to important needs and challenges. ***The second lesson is that if CUP is to be opportunistic, it needs the capacity to respond to promising opportunities.*** Developing projects on topics such as early child development and school choice requires time, planning, special expertise, and financial resources. If CUP lacks the people power to develop ideas for projects, it will stagnate. ***The third lesson is that as projects are completed, we need mechanisms for sharing the knowledge and insights that are acquired.*** Knowledge sharing has always been one of CUP's targeted activities and we engage in it every time we interact with community and university partners. In our first few years we have focused so intensely on developing new research projects, however, that we have not devoted enough energy and time to the complex process of turning new knowledge and insights into actions.

Over the past year CUP has responded to these lessons in several ways. First, CUP invited Sue Lynch to join the Secretariat in the part-time role of Liaison Developer. Sue brings enormous experience in community, government, and university circles, as well as curiosity and a lifelong commitment to the well being of children. Second, we decided to extend Darcy Fleming's postdoctoral fellowship to a third year, so that he can complete the important work he has started before seeking other opportunities for professional development. At present we are developing plans and funding to find a replacement for Darcy in the future and to create a second postdoctoral fellowship. We hope we have more news to report on that front a year from now. Third, we hired Wendy Armstrong in the position of Knowledge-Sharing Facilitator. Wendy has extensive experience in community issues and public policy analysis, and she brings a fresh perspective to everything CUP does. We look forward to her contributions. These decisions all increase CUP's capacity to respond to opportunities productively, and they are likely to have an important impact on what CUP is, how it evolves, and how it works. We are still working on that operator's manual. As you read through this report, perhaps you will have some ideas of what we can and should add to that manual.

On one final note, we would like to take this opportunity to extend our appreciation to Don Phillipon who is resigning as Executive Director of the Health Sciences Council, the body within the University that is responsible administratively for CUP. Don has been extremely supportive of CUP in every possible way, and we have benefited immensely from his tactical advice, his enthusiasm for interdisciplinary work, and his very practical wisdom. We wish him well and thank him for his invaluable contributions to interdisciplinary work at the University of Alberta and to the early development of CUP.

Jeff Bisanz, Director
Laurie Schnirer, Research Associate and Assistant Director

making connections - meeting needs

Core Activities of CUP

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

1. 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 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.



2. 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.

3. Playing a Lead Role in Collaborative Research Projects

Initiating and undertaking specific collaborative interdisciplinary and community-based applied research projects on issues relating to the healthy development of children, youth, and families is the primary function of CUP staff. Included are identifying and pulling together the right mix of skills and expertise for research teams, writing proposals, securing funding, hiring required staff, and coordinating and overseeing these research projects from inception to completion.

See Appendix 1 for a list of off-campus agencies and university units with which CUP has interacted related to these three core areas in 2003-2004.

CUP provides important opportunities because children don't come to us just from out of social services, out of education or out of health. They are so intermingled."

Brenda Willis, Director, Learning Support Services,
Edmonton Catholic Schools

working together - realizing results

Achievements

"The most significant accomplishment of CUP is its ability to provide a venue for coordination of research activities in the areas of children and families."

Richard Ouellet, Executive Director, Edmonton & Area Child and Family Services - Region 6

Significant achievements and success in meeting our identified goals during 2003-2004 include:

- Serving increasingly as a contact point to facilitate interactions among practitioners, researchers, and policy makers. Over 95 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- Contacts and Related Core Activities)
- Supporting advanced education and learning. Over 34 positions were created last year to enable supervised post-secondary students and novice researchers to build skills in community-based interdisciplinary research through participation in CUP-led initiatives. (See Appendix 2 – Creation of New Research Positions)
- Working with numerous practitioners, agencies, and policymakers to find and use existing research in response to requests arising from participation in committees, as well as contact through consultations and collaborative initiatives. (See Appendix 3 – Committee Participation)
- Helping to inform public policy by generating and sharing evidence-based information through increased involvement of policy-makers in CUP projects. The continuity provided by CUP's involvement in multiple overlapping research initiatives holds the promise of providing significant new knowledge in a much more timely fashion to help inform public policies.
- Increasing the ability of CUP to effectively evaluate and disseminate knowledge through participation in numerous events and organizations. This capacity has been enhanced by the addition of a Liaison Development position in the fall of 2003, a Knowledge-Sharing Facilitator in February, 2004, and CUP's growing cumulative knowledge and experience in specific areas and methodologies.
- Securing funding and attracting researchers for a number of innovative research projects. In 2003-2004, CUP facilitated \$1,437,300 in completed, continuing, and new grants in support of collaborative research. (See next page and Appendix 6 - Research Grant Summaries)
- Facilitating numerous interdisciplinary and community-based research initiatives and playing a major role in many research projects. (See Appendix 7 - Research Project Details)
- Completing a cross-Canada research study entitled Choice and Accountability in Canadian Education. (see www.cup.ualberta.ca/activities_CACE.htm)

asking questions - finding answers

Research Project Highlights 2003-2004

Details of all completed, continuing, new, and pending research grant proposals, including investigators and funding agencies can be found in Appendix 7. The following is a brief overview.

Choice and Accountability in Canadian Education

What do the words "choice" and "accountability" mean when it comes to schooling? How are choice and accountability supported in different provinces and cities across Canada? The Technical Report, Literature Review, Comprehensive Appendices, and Reference Guide to policies and practices from this research project provide valuable information, challenge common assumptions, and recast many issues in a new light. Reports are available at www.cup.ualberta.ca.

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 care. With CUP representation on both the Steering and Evaluation Committees 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 effectively used in child care programs that service large numbers of children at risk for development 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 complex issues faced by program staff, families, evaluators, and funding agencies when conducting, interpreting, and making decisions based on formal assessments of children from diverse ethnocultural backgrounds?

Families First Edmonton

What model of service delivery provides 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 18 members from across the country to work with local, regional, and provincial partners. We also assisted in planning the programs and developing a conceptual framework, finalized research design and questions, and submitted five letters of intent and four full-scale funding proposals to provincial and federal funding agencies. This initiative, if funded, promises to provide answers to many important questions about practice and policy.

In-School Mentoring Phase II

Can a volunteer adult mentor sharing an hour per week with an at-risk child during regular school hours enhance learning and well being? Are there measurable outcomes for both children and mentors? What makes the difference? These are some of questions that are being explored in the second phase of an extensive research project on Big Brothers Big Sisters of Edmonton and Area in-school mentoring program. See report on Phase 1 at www.cup.ualberta.ca.

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 in order to provide helpful information 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 two-year longitudinal study, conducted in collaboration with Misrecordia Hospital's Child Health Clinic, is designed to provide some answers and insights.

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 with similar interests (and vice versa) for the purpose of everything from finding an "expert" to serve on a committee to developing long-term research programs. Two examples from the year include:

- **Group Mentoring.** Big Brothers and Big Sisters of Edmonton and Area (BBBS) asked CUP to assist them in linking with a researcher interested in group mentoring. This partnership resulted in research being undertaken for BBBS and a grant for the investigator and students.
- **Community Mapping.** For the past few years, Edmonton and Area Child and Family Services 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.

Our Steering Committee 2003-2004

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
Lionel Dibden	Department of Pediatrics, University of Alberta
Susan Lynch	Child Study Centre, University of Alberta
Barbara McDougall	United Way
Richard Ouellet	Edmonton and Area Child and Family Services 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

We also would like to acknowledge and thank Linda McConnan, Partners for Kids and Youth, Capital Health, and Terry Klassen, Department of Pediatrics, University of Alberta, who served on our Steering Committee for part of this past 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
Wendy Armstrong – Knowledge Sharing Facilitator



Project Personnel

There have been a number of people who have worked closely with CUP to ensure the success of the various projects. A full listing of our project personnel, from Research Assistants to Project Coordinators can be found in Appendix 7.

Contributors to CUP Research Projects, 2003- 2004



Alberta Human Resources and Development
Alberta Learning
Canadian Institute 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 - Anonymous Donor
Max Bell Foundation
National Crime Prevention Centre

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 Rehab Medicine, University of Alberta
Health Sciences Council, University of Alberta
Interagency Head Start
National Crime Prevention Centre
Office of the Vice President (Research), University of Alberta

Contributors to the CUP Operating Fund 2003- 2004

Alberta Human Resources and Development
Edmonton and Area Child and Family Services - Region 6
Edmonton Community Foundation - Anonymous Donor
Edmonton Public Schools
Health Sciences Council, University of Alberta
Office of the Provost and Vice-President (Academic), University of Alberta

The CUP Community

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 Appendices 1 & 6)



New Research Reports

Community-University Partnership for the Study of Children, Youth, and Families (2003). *The Report on Choice and Accountability in Canadian Education Reference Guide*. Edmonton, Alberta: Author

Community-University Partnership for the Study of Children, Youth, and Families (2003). *The Report on Choice and Accountability in Canadian Education Technical Report*. Edmonton, Alberta: Author

Community-University Partnership for the Study of Children, Youth, and Families (2003). *The Report on Choice and Accountability in Canadian Education Literature Review*. Edmonton, Alberta: Author

Community-University Partnership for the Study of Children, Youth, and Families (2003). *The Report on Choice and Accountability in Canadian Education Comprehensive Appendices*. Edmonton, Alberta: Author

All documents listed above can be downloaded or viewed at http://www.cup.ualberta.ca/activities_sca.htm.

McCaffrey Consulting Health Research and Evaluation (2003). *Families First Edmonton Recreation Service Delivery Approach Evaluation*. Edmonton, Alberta: Author

Families First Edmonton (2004). *Families First Edmonton Recreation Pilot Final Report*. Edmonton, Alberta: Author

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.

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



financial summary and highlights

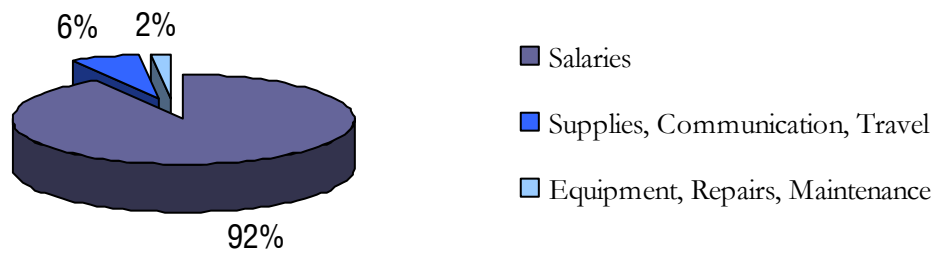
Expenses and revenues for CUP continue to increase, reflecting the growing demand for CUP's involvement in a wide range of activities. CUP receives funding for (a) core operations, including project development, administration, equipment, and personnel costs for members of CUP's Secretariat, and (b) specific CUP projects, typically from research grants. For 2003-2004, expenditures for core operations amounted to nearly \$174,000. As indicated in the figure below, 92% 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, Edmonton Public Schools, Edmonton & Area Child and Family Services Authority-Region 6, Alberta Human Resources and Employment, and an anonymous community donor via the Edmonton Community Foundation. 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 2003-2004.

Contributions for specific CUP projects come from numerous sources (see Appendices 6 and 7). Expenditures for the nine projects administered by CUP (that is, not including projects that are administered financially by other units) amounted to \$432,845 in 2003-2004. The distribution of these costs across expense categories, combined for these projects, is illustrated in the figure below.

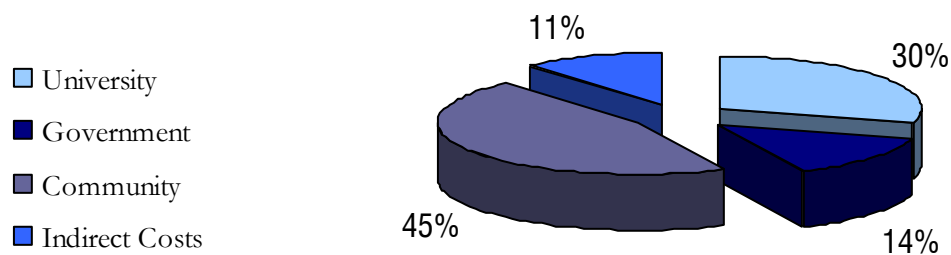
Together these figures underscore the observation that the type of work undertaken by CUP—work required to develop and implement collaborations among researchers, policy makers, and practitioners—depends primarily on funds for people with the necessary skills and experience. CUP continues to develop 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.



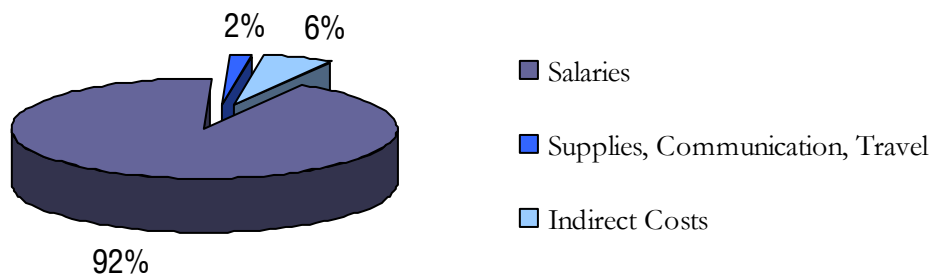
Breakdown of Operating Fund Expenditures 2003-2004



Breakdown of Operating Fund Revenue Sources 2003-2004



Breakdown of Project Funds' Expenditures 2003-2004



appendix 1: contacts and related core activities

“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,
Dean, St. Joseph's
College, and
Professor,
Department of
Sociology, University
of Alberta



Community and University Contacts 2003-2004

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:

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

This list illustrates the types of opportunities that CUP encounters and the scope of subsequent activities that may ensue.

2001-2002	2002-2003	2003-2004	Community and University Contacts	NWorking KSharing	Match-Making Support	Collab. Research Projects
✓	✓	✓	ABC Head Start Society and Program	X		X
✓	✓		Academic Technologies for Learning (ATL), U of A	X		X
			Active Consent Protocol Development Workgroup	X		
	✓		Adolescent Health Clinic, Norwood Community	X		
✓			ADHD Working Group	X		
✓			Alberta Asthma Centre	X	X	
	✓	✓	Alberta Capacity and Developmental Research Environments	X		X
		✓	Alberta Centre for Child, Family, and Community Research	X		
✓	✓	✓	Alberta Children Services	X		X
✓	✓		Alberta Children and Youth Initiative			
		✓	Alberta Council of Women's Shelters	X	X	
		✓	Alberta Health	X		X

2001-2002	2002-2003	2003-2004	Community and University Contacts	NWorking KSharing	Match-Making Support	Collab. Research Projects
	✓		Alberta Heritage Foundation for Medical Research	X		
	✓	✓	Alberta Human Resources & Employment	X		X
	✓	✓	Alberta Learning	X		X
✓			Alberta Lung Association	X	X	
		✓	Alberta Mental Health Board	X		X
		✓	Alberta Safety Council	X		
		✓	Alberta Teachers Association	X		
		✓	APPEAL Edmonton Advocates	X		
		✓	Aspen Health Services	X		
		✓	Bent Arrow Society of Edmonton	X		
		✓	Big Brothers Big Sisters of America	X		X
✓	✓	✓	Big Brothers & Big Sisters of Edmonton	X		X
		✓	Bonnyville and District Family and Community Support System	X		
		✓	Boscoe Homes	X	X	
✓			Breton School	X		
✓			Canadian Centre for Advanced Studies of National Databases	X	X	
		✓	Canadian Institute for Health Information (CIHI)	X		
		✓	Canadian Outcomes Institute	X		
		✓	Canadian Red Cross Violence and Abuse Prevention Program	X		
	✓	✓	Canadian Research Institute for Law and the Family (CRILF)	X		X
✓	✓	✓	Capital Health	X		X
		✓	Caritas Research Centre	X		
		✓	Child and Adolescent Services Association	X	X	
	✓		CIHR Institute of Human Development, Child, and Youth Health	X		
✓	✓		Centre for Executive & Management Development, U of A	X		
✓		✓	Centre for Family Literacy	X		X
✓	✓	✓	Centre for Health Promotion Studies, University of Alberta	X	X	
✓	✓	✓	Centre for Research on Applied Measurement and Evaluation, U of A	X	X	X

2001-2002	2002-2003	2003-2004	Community and University Contacts	NWorking KSharing	Match-Making Support	Collab. Research Projects
✓	✓	✓	Centre for Research on Child Development, University of Alberta	X	X	X
✓	✓	✓	Centre for Research on Literacy, U of A	X		X
✓	✓	✓	Centre for Social Work Research & Development, U of C	X		
✓	✓		Prairie Centre of Excellence for Research on Immigration and Integration	X		
	✓	✓	Child and Adolescent Services Association (CASA)	X	X	
✓			Child and Family Resources Association (CAFRA)	X		
✓	✓	✓	Child Health Centre, Misericordia Hospital	X	X	X
✓	✓	✓	Child Study Centre, Faculty of Education, University of Alberta	X		X
			Children's Mental Health	X		
✓		✓	Children, Youth, and Family Consortium, U of Minnesota	X		
	✓		Choices	X		
		✓	Clairview HeadStart	X		
		✓	Coalition on Healthy School Communities	X		
✓	✓	✓	Community Options	X		
✓	✓	✓	Community Services Consulting Ltd.	X		
✓	✓	✓	Early Childhood Development Initiative	X		X
		✓	Early Head Start	X		X
✓	✓	✓	Edmonton and Area Child and Family Services (Region 6)	X		X
✓	✓	✓	Edmonton Catholic Schools	X		X
✓	✓	✓	Edmonton City Centre Church Corporation	X		X
✓	✓	✓	Edmonton Community Foundation	X		X
	✓	✓	City of Edmonton, Community Services	X		X
✓	✓		Edmonton Early Intervention Program	X		
✓			Edmonton Journal	X		
✓			Edmonton Mennonite Centre for Newcomers	X	X	
		✓	Edmonton Police Services	X		X
✓	✓	✓	Edmonton Public Schools	X		X
✓	✓	✓	Edmonton Quality of Life Commission	X		X
✓	✓	✓	Edmonton Social Planning Council	X		

2001-2002	2002-2003	2003-2004	Community and University Contacts	NWorking KSharing	Match-Making Support	Collab. Research Projects
✓			Edmonton Student Health Initiative Project	X		X
✓	✓	✓	Department of Education Policy Studies, Faculty of Education, U of A	X		X
✓	✓	✓	Department of Educational Psychology, Faculty of Education, U of A	X	X	X
✓	✓	✓	Department of Elementary Education, Faculty of Education, U of A	X	X	X
✓			Emotional Wellness Working Group	X		
	✓		Office of External Relations, U of A	X		
			The Family Centre	X		
		✓	Garneau/University Childcare Centre	X		
		✓	Grande Yellowhead Regional Division	X		
✓	✓	✓	Grant MacEwan College	X		X
✓	✓	✓	Greater Edmonton [Capital] Region Health Consortium	X		
	✓	✓	Head Start Child Care Project	X		X
✓	✓		Healthy Families	X		
		✓	Healthy Families Region 11	X		
		✓	Homeless Youth Project,	X		
✓	✓	✓	Department of Human Ecology, Faculty of Agriculture, Forestry, & Home Economics, U of A	X		X
			Human Resources Development Canada	X		
✓			Inner-City High School	X		
	✓	✓	Institute for Health Sciences, City University (London, England)	X		
✓	✓	✓	Inter-Agency Head Start	X		X
	✓	✓	International Institute for Qualitative Methodology, U of A	X		X
✓			John McDougall School	X		
✓			J.P. Das Developmental Disabilities Centre, U of A	X		
✓	✓	✓	Kids in the Hall Bistro	X		X
	✓	✓	Kingston Ross Pasnek, Chartered Accts.	X		
			Department of Linguistics, Faculty of Arts, University of Alberta	X		
✓	✓	✓	Linking Future Leaders Project	X		
		✓	McCaffrey Consulting	X		X
			McDaniel Family Foundation	X		
		✓	McCann Family Intervention Services	X		

2001-2002	2002-2003	2003-2004	Community and University Contacts	NWorking KSharing	Match-Making Support	Collab. Research Projects
✓	✓	✓	Misericordia Hospital	X		X
	✓	✓	Multicultural Health Brokers	X	X	X
✓			National Children's Agenda Caucus Committee	X		
✓	✓	✓	National Crime Prevention Centre, Department of Justice	X		X
	✓	✓	Norwood Child & Family Resource Centre	X		
✓	✓	✓	Faculty of Nursing, U of A	X		X
		✓	Faculty of Nursing, U of C	X		
	✓		Dept. of Occupational Therapy, Faculty of Rehab. Medicine, U of A	X		X
		✓	Office of the Information and Privacy Commissioner of Alberta	X		
✓	✓	✓	Oliver School Centre for Children	X		X
		✓	Organization Mondiale pour l'Education Préscolaire	X		
			Ottawa-Carleton District School Board	X		
		✓	Parent Child Connection	X		
✓	✓	✓	Department of Pediatrics, Faculty of Medicine, U of A	X		X
			Perfecting Tomorrow	X		
✓			Perinatal Research Centre, University of Alberta	X		
✓	✓	✓	Faculty of Physical Education and Recreation, U of A	X		X
	✓		Dept. of Physical Therapy, Faculty of Rehab. Medicine, U of A	X		X
✓	✓	✓	Dept. of Psychology, Faculty of Arts, U of A	X	X	X
✓			Dept. of Psychology, University of Victoria	X		
✓	✓	✓	Dept. of Public Health Sciences, Faculty of Medicine, U of A	X	X	X
		✓	Red Deer College	X		
			Scientist 2010	X		
✓	✓		Dept. of Secondary Education, Faculty of Education, U of A	X		X
✓	✓	✓	Dept. of Sociology, Faculty of Arts, University of Alberta	X		X
✓		✓	Southern Alberta Child and Youth Health Network	X		

2001-2002	2002-2003	2003-2004	Community and University Contacts	NWorking KSharing	Match-Making Support	Collab. Research Projects
✓	✓	✓	Dept. of Speech Path. & Audiology, Faculty of Rehab Medicine, U of A	X		X
		✓	St. Albert Consultative Health Research Network	X		
		✓	St. Albert SAIF Society	X		
✓	✓	✓	Success By 6 Council of Partners	X		
✓	✓	✓	Success By 6 Community Team	X	X	X
✓	✓	✓	System-Link Research Unit, McMaster University	X		X
✓	✓		Terra Association	X		X
	✓	✓	United Way of Edmonton Capital Region	X		X
✓		✓	University of Calgary (Several Departments)	X		X
✓			Well Community Well Families	X		X
✓	✓		Youth Criminal Defence Office, Legal Aid Society of Alberta	X		X
		✓	Alberta Mentoring Partnership Conference	X		
✓			YMCA Enterprise Centre	X	X	

appendix 2:

new opportunities for research staff

PROJECT	Project Coordinators (PC) or Postdoctoral Fellows (PF)	Research Assistants (RA) or Graduate Research Assistants (GRA)	Undergraduate Research Assistants (URA) or Interns (I)
An Investigation of Choice and Accountability in Canadian Education (CACE)	1 PC	1 RA	6 I
Capacity Building as Crime Prevention (Kids in the Hall Bistro)	1 PC	1 RA	-
Evaluating the Head Start Childcare Project	-	2 GRA	-
Evaluation of the Edmonton In-School Mentoring (ISM Program: Proposal for Phase II Research Project	-	1 RA, 2 GRA	-
Families First Edmonton Research Project: Phase I	1 PC	1RA	-
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
Validation of the Diagnosis Inventory for Screening Children (DISC)	-	1 RA, 1 GRA	-



appendix 3: committee participation

Committee Name	Sponsoring Organization	CUP Connection
Advisory Committee, Community Service Learning Initiative	Faculty of Arts, University of Alberta	J. Bisanz
Advisory Committee on Head Start Child Care Research, ECDI	Edmonton and Area Child and Family Services - Region 6	J. Bisanz
Coalition on Healthy School Communities	Coalition on Healthy Schools Communities	D. Fleming
The Committee on the Well Being of Children and Youth	Alberta Teachers Association	D. Fleming
Evaluation Committee	Southern Alberta Child and Youth Network	J. Bisanz
Evaluation Consultation Committee, Early Childhood Development Initiative (ECDI)	Edmonton and Area Child and Family Services - Region 6	J. Bisanz L. Schnirer
Executive Steering Committee	Families First Edmonton	J. Bisanz
FFE Website Committee	Families First Edmonton	M. Diakiw
Interprovincial Child and Family Resiliency Study Research Committee	Interprovincial Child and Family Resiliency Study	D. Fleming
Joint Stakeholder Committee on Children and Poverty	Alberta Teachers Association	D. Fleming
Linking Future Leaders Advisory Committee	Early Childhood Program, Grant MacEwan College	L. Schnirer
Operations and Research Committees	Families First Edmonton	L. Schnirer
Organization Mondiale pour l'Education Préscolaire (Canadian Committee on Early Childhood)	Organization Mondiale pour l'Education Préscolaire	D. Fleming
Project Management Team	Families First Edmonton	L. Schnirer
Steering Group for Head Start Childcare Research: Childcare Subcommittee (ECDI)	Edmonton and Area Child and Family Services - Region 6	D. Fleming J. Bisanz L. Schnirer
Steering Research Committee	Community Mapping Project	S. Lynch
Success by 6 Council of Partners	United Way Edmonton	J. Bisanz
Task Force on Research in Schools	CUP	S. Lynch J. Bisanz L. Schnirer
Task Group on Interdisciplinary Research, Education, and Teaching	Health Sciences Council, University of Alberta	J. Bisanz

appendix 4: conference presentations

Bisanz, J. (Chair), Schnirer, L., A.J., Erikson, M.F., & Barratt, M.E. (2003, April). *Developing community-university partnerships: Models for the engaged university*. Discussion hour at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Fleming, D., Shaw, K., Schnirer, L., & Bisanz, J. (2003, May). *Emerging models for collaborative research: The Community-University Partnership for the Study of Children, Youth, and Families*. Poster presented at CU Expo, Saskatoon, SK.

Kovach, K., Wilgosh, L., & Fleming, D. (2003, February). *Students with learning difficulties: High school students' study skills and conceptions of intelligence*. Paper presented at the 19th Annual Pacific Rim Conference on Disabilities, Waikiki, HI.

McDonald, L., Drummond, J., & Fleming, D. (2003, October). *WE CAN: Collaborative family problem-solving workshop Part 1 & 2*. Paper presented at the 12th Annual Conference on Developmental Disabilities, Winnipeg, MB.

Schnirer, L., Bisanz, J., Fleming, D., Shaw, K., & Diakiw, M. (2003, June). *Community-based research models: The Community-University Partnership for the Study of Children, Youth, and Families*. Poster presented at the annual meeting of the Canadian Association of Paediatric Health Centres, Calgary, AB.



appendix 5: selected community & university presentations

Bisanz, J., & Schnirer, L. (2003, May). *The concept and work of CUP*. Presentation to Department of Educational Psychology Annual Retreat, Edmonton, AB.

Fleming, D. (2004). *The challenges of assessing children from diverse cultures*. Presentation to Open Public Forum with Multi-Cultural Brokers Association, Edmonton, AB.

Fleming, D., & Diakiw, M. (2003), *The Community – University Partnership for the Study of Children, Youth, and Families*. Presentation and Booth at the Alberta Children Services Forum Uniting for Children, Edmonton, AB.

Lynch, S., & McIntosh, B. (2004). *Choice and accountability in Canadian education*. Presentation on research to Edmonton Education Society, Edmonton, AB.



appendix 6: research grant summaries



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 2003-2004 year. The total research funding to support our projects (new, continuing, and completed) for this year is \$1,437,300.00. For details of projects, see Appendix 7.

New Projects in 2003-2004

DATE	GRANT	PARTNERS/ PARTICIPANTS	FUNDING SOURCE	AMOUNT
2004-2006	Mother Earth Children's Charter School Longitudinal Study	Researchers from Misericordia Community Hospital and Health Centre, U of A, and Mother Earth Children's Charter School	Canadian Institutes for Health Research (CIHR)	\$210,177
2003-2004	Evaluating the Head Start Childcare Project: Phase 3	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	\$39,989
2003-2004	Validation of the Diagnosis Inventory for Screening Children	Researchers from CUP & Faculty of Education, ABC Head Start, Community Services Consulting, Grant MacEwan College	Canadian Research Institute for Law and the Family	\$19,979

DATE	GRANT	PARTNERS/ PARTICIPANTS	FUNDING SOURCE	AMOUNT
2003-2004	Families First Edmonton Research Project: Interim	Researchers from CUP, University of Calgary, McMaster University, 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	City of Edmonton Alberta Human Resources and Employment	\$ 60,134
2003	Families First Edmonton		CIHR, Proposal Development Grant	\$7,500
2004	Families First Edmonton		CURA, grant for preparing proposal	\$20,000
TOTAL NEW PROJECT FUNDING for 2003 - 2004				\$357,779

Continuing Projects in 2003-2004

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, Faculty members from Faculties of Arts and Education	National Crime Prevention Centre - National Strategy on Community Safety and Crime Prevention	\$112,000
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
2002-2005	Evaluation of the Edmonton In-School Mentoring (ISM) Program: Phase II	Researchers from Departments of Elementary Education, Educational Policy Studies, Educational Psychology, Psychology, Speech Pathology and Audiology and Learning Technologies, Big Sisters Big Brothers Edmonton and Area, Edmonton Public Schools, Edmonton Catholic Schools, Edmonton Comm. Foundation	Edmonton Community Foundation Alberta Learning Anonymous Donor	\$264,400

DATE	GRANT	PARTNERS/ PARTICIPANTS	FUNDING SOURCE	AMOUNT
Start 2002	Postdoctoral Fellowship Fund	Centre for Research on Applied Measurement and Evaluation, Interagency Head Start, Faculty members from Faculties of Education, Nursing, and Rehabilitation Medicine	National Crime Prevention Ctr. HSC Interagency Head Start Faculty of Education Faculty of Nursing Faculty of Rehab. Medicine Dept. of Pediatrics Office of the VP (Research)	\$50,000 \$5,000 \$20,000 \$10,000 \$8,000 \$4,000 \$10,000 \$25,000
TOTAL CONTINUING PROJECT FUNDING for 2003-2004				\$801,400

Completed Projects in 2003-2004

DATE	GRANT	PARTNERS/ PARTICIPANTS	FUNDING SOURCE	AMOUNT
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
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
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 Ma'Mowe Capital Region Child and Family Services	City of Edmonton Alberta Human Resources and Employment	\$129,231
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
TOTAL COMPLETED PROJECT FUNDING for 2003-2004				\$278,121
TOTAL RESEARCH PROJECT FUNDING 2003-2004				\$1,437,300

appendix 7: research project details

New Projects

Title:	Families First Edmonton: Interim Phase
Program:	Families First Edmonton
Funding Agency:	City of Edmonton, Community Services & Alberta Human Resources & Employment
Submitted:	March 5, 2004
Result:	Successful (\$60,134; April 04 –August 04)
Research Team:	Jeff Bisanz, CUP & Psychology; Maria Mayan, CUP; Laurie Schnirer, CUP & Educational Psychology
Research Coordinator:	Sylvia So



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 (CUP) received a grant of \$79,000 from City of Edmonton to develop the Families First Edmonton (FFE) Research Project (Phase I: April 2003 to March 2004). Over the year, CUP has (a) assembled a dynamic research team consisting 18 members from across the country, (b) assisted in building the Logic Model, (c) developed conceptual framework for the FFE project, (d) finalized research design and questions, and (e) submitted five letters of intent and four full-scale applications to provincial and federal funding agencies. FFE partners are in the process of securing funds so that this multi-year project can begin during 2004-2005. (See list of pending proposals below.) CUP and the team researchers continue to make efforts during the interim period to (a) submit research proposals and explore other funding channels, (b) modify methods and measures in response to changes in service delivery plans, (c) recommend recruitment and retention strategies for service delivery, (d) assist in the preparation of relevant documents, for example the Request for Proposal for bidding and the Collaborative Agreement for partners, and (e) assist in developing databases on Hull Outcomes Monitoring and Evaluation System (HOMES) to administer service delivery plans and collect service delivery data for research purpose.

The following is a list of FFE grant proposals submitted by CUP and investigators for funding

Title:	Families First Edmonton: The Comparative Effects and Expense of Four Approaches to Augmenting Services for Low-Income Families
Program:	Healthy Developmental Trajectories for Infants, Children and Youth
Funding Agency:	Canadian Institutes of Health Research
Letter or Intent	September 1, 2003 (successful, invited to submit full proposal, received in development funds \$7,500)
Submitted:	February 27, 2004
Result:	Pending (\$2,419,600 over five years)
Research Team:	Jane Drummond, Principal Investigator, Nursing; Jeff Bisanz, CUP & Psychology; Gina Browne, Nursing, McMaster University; Robin Everall, Educational Psychology; Terry Klassen, Chair, Pediatrics; Kathy Kovacs-Burns, Nursing; Maria Mayan, CUP and Mayan Consulting; Barb Paulson, Educational Psychology; Linda Reutter, Nursing; Laurie Schnirer, CUP & Educational Psychology; Berna Skrypnek, Human Ecology; James Smythe, Economics; John Spence, Physical Education and Recreation; Deanna Williamson, Human Ecology; Douglas Wilson, Public Health Sciences
Research Coordinator:	Sylvia So

Title:	Families First Edmonton Research Project: The Comparative Effects and Expense of Four Models to Augmenting Services for Low-Income Families
Program:	Randomized Controlled Trial
Funding Agency:	Canadian Institutes of Health Research
Letter of Intent:	October 1, 2003 (Successful, invited to submit full proposal)
Submitted:	March 31, 2004
Result:	Pending (\$3,086,702 over six years)
Research Team:	Jane Drummond, Principal Investigator, Nursing; Jeff Bisanz, CUP & Psychology; Gina Browne, Nursing, McMaster University; Robin Everall, Educational Psychology; Richard Feehan, Social Work, University of Calgary; Erin Gray, Social Work, University of Calgary; Terry Klassen, Chair, Pediatrics; Kathy Kovacs-Burns, Nursing; Maria Mayan, CUP and Mayan Consulting; Barb Paulson, Educational Psychology; Linda Reutter, Nursing; Laurie Schnirer, CUP & Educational Psychology; Berna Skrypnek, Human Ecology; James Smythe, Economics; John Spence, Physical Education and Recreation; Deanna Williamson, Human Ecology; Douglas Wilson, Public Health Sciences
Research Coordinator:	Sylvia So

Title:	Families First Edmonton: Collaboration Among Systems When Augmenting Services for Low-Income Families and the Comparative Effects and Expense of Service Delivery
Program:	Open Grant Competition
Funding Agency:	Canadian Health Services Research Foundation
Letter of Intent:	November 5, 2003 (Successful, invited to prepare full proposal)
Submitted:	March 17, 2004
Result:	Pending (\$99,977 over 3 years and 1:1 matching fund from AHFMR)
Research Team:	Jane Drummond, Co-Principal Investigator, Nursing; Patricia Boyton, Co-Principal Investigator, Alberta Human Resources and Employment; Jeff Bisanz, CUP & Psychology; Gina Browne, Nursing, McMaster University; Robin Everall, Educational Psychology; Richard Feehan, Social Work, University of Calgary; Erin Gray, Social Work, University of Calgary; Terry Klassen, Chair, Pediatrics; Kathy Kovacs-Burns, Nursing; Maria Mayan, CUP and Mayan Consulting; Barb Paulson, Educational Psychology; Linda Reutter, Nursing; Laurie Schnirer, CUP & Educational Psychology; Berna Skrypnek, Human Ecology; James Smythe, Economics; John Spence, Physical Education and Recreation; Deanna Williamson, Human Ecology; Douglas Wilson, Public Health Sciences
Research Coordinator:	Sylvia So

Title:	Families First Edmonton
Program:	Community-University Research Alliance
Funding Agency:	Social Services and Humanity Research Council
Letter of Intent:	December 5, 2003 (Successful, invited to submit full proposal, received \$20,000 in development funds)
Submitted:	To be submitted on August 4, 2004
Result:	Pending (\$996,400 over five years)
Research Team:	Jane Drummond, Principal Investigator, Nursing; Jeff Bisanz, CUP & Psychology; Gina Browne, Nursing, McMaster University; Robin Everall, Educational Psychology; Richard Feehan, Social Work, University of Calgary; Erin Gray, Social Work, University of Calgary; Terry Klassen, Chair, Pediatrics; Maria Mayan, CUP and Mayan Consulting; Barb Paulson, Educational Psychology; Linda Reutter, Nursing; Laurie Schnirer, CUP & Educational Psychology; Berna Skrypnek, Human Ecology; James Smythe, Economics; John Spence, Physical Education and Recreation; Deanna Williamson, Human Ecology; Douglas Wilson, Public Health Sciences
Research Coordinator:	Sylvia So

Title:	Families First Edmonton
Program:	Invited Proposal
Funding Agency:	Alberta Centre for Child, Family and Community Research
Submitted:	March 29, 2004
Result:	Pending (\$110,975 for baseline data collection; \$30,000 per annum up to six years for communication)
Research Team:	Jeff Bisanz, Co-Principal Investigator, CUP & Psychology; Jane Drummond Co-Principal Investigator, Nursing; Maria Mayan, CUP and Mayan Consulting; Laurie Schnirer, CUP & Educational Psychology
Research Coordinator:	Sylvia So

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:	Child 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
Research Assistants:	Bonnie Tamura, 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.



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)
<div data-bbox="253 510 639 1022" data-label="Image"> </div> <div data-bbox="672 533 1412 928" data-label="Text"> <p>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.</p> </div>	

Continuing Projects

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:	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 – September 30, 2004)
Research Team:	Jeff Bisanz, CUP & Psychology; Nancy Galambos, Psychology; Tim Hartnagel, Sociology; Laurie Schnirer, CUP & Educational Psychology
Research Coordinator:	Leslie Mackey
Research Assistants:	Anna Rozwadowski and 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 will involve 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. 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:	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 – 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 Assistant:	Kelly Shaw, CUP
Graduate Assistants:	Jocelyn Wilkie, Educational Psychology; Nicole Green, Elementary Education
<p>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 was delayed. Obtaining approval from the school board representatives to proceed with the project took longer than expected. In the Spring, 2004 we received permission to begin data collection</p>	



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
Graduate Research Assistants:	Michelle Anderson, Human Ecology; Margaret Goldberg, Educational Psychology
Volunteer Graduate Student	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 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 will 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 of childcare 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)
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, 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. In March, 2004, we approached the National Crime Prevention Strategy to support the addition of another fellowship in aboriginal children and youth. A proposal will be submitted in 2004-2005.

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, 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, 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.

Completed Projects

Title:	An Investigation of Choice and Accountability in Canadian Education (CACE)
Funding Agency:	Max Bell Foundation
Submitted:	May 2, 2002
Result:	Successful (\$126,140.00; September 25, 2002 – March 31, 2004)
Research Team:	Sue Lynch, Research Chair, Child Study Centre; Karen Bardy, Edmonton Public Schools; Jeff Bisanz, CUP and Psychology; 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
Project Coordinator:	Bruce MacIntosh
Research Assistant:	Sue Bingham
Research Interns:	Brian Barth, Erika Goble, Isabelle Goulet, Pamela Hardy, Rob Ho, Lorraine Woollard

Issues related to choice and accountability are increasingly recognized as central to discussions on how to improve primary and secondary education in Canada. As a means of contributing to this discussion, the Choice and Accountability in Canadian Education (CACE) Project was undertaken (a) to document the range of school choice, program choice, and accountability policies and practices in all provinces and in selected urban centres and (b) to provide a review of the policies, practices, and findings that will inform future discussions and explorations of choice and accountability in Canadian education. The products of this work are presented in four related documents: The CACE Technical Report, the CACE Literature Review; the CACE Comprehensive Appendices; and the Reference Guide to Choice and Accountability in Education. The CACE Technical Report includes a summary of research on school choice; an overview of policies and practices in all 10 provinces, 11 urban areas, and 28 urban school districts; and a discussion of critical issues and findings related to school choice, program choice, and accountability. The CACE Literature Review is an



extensive analysis of issues and research related to school choice. The CACE Comprehensive Appendices include documents related to methods used in the project, as well as reports on provincial and jurisdiction policies and practices. The Reference Guide to Choice and Accountability in Canadian Education provides a snapshot of the state of policies and practices related to school choice, program choice, and accountability, as well as summaries of related findings and issues. Information included in all of the reports was collected in the spring of 2003. All four documents can be found at http://www.cup.ualberta.ca/activities_sca.htm.

Title:	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, Principal Investigator, 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. Families First Edmonton 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 parents and their children. 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 were to (a) develop detailed methods and measures, (b) assist stakeholders with the service delivery plans, and (c) apply for research funding. Please see New Projects in Appendix 7 for more information about current activities.

