

CANADIAN LANGUAGE & LITERACY RESEARCH NETWORK

in year one - ANNUAL REPORT 2001/2002

because she needs us to talk



now.

IN A PERFECT WORLD ILLITERACY WOULD BE UNKNOWN. UNFORTUNATELY, WE DO NOT LIVE IN A PERFECT WORLD. IN CANADA, 25% OF THE ADULT POPULATION SUFFERS FROM LANGUAGE AND LITERACY DEFICIENCIES. OVER 5 MILLION ADULTS CANNOT READ OR COMPREHEND SIMPLE PRINTED MATERIALS. CHANCES ARE THAT'S SOMEONE YOU KNOW. NONE OF THESE CANADIANS CAN CONTRIBUTE FULLY TO OUR ECONOMY. IT IS THE AIM OF THE CANADIAN LANGUAGE AND LITERACY RESEARCH NETWORK TO BRING THE TOOLS OF RESEARCH TO BEAR ON THIS UNACCEPTABLE STATE OF AFFAIRS.

IT IS A FACT THAT MOST LANGUAGE AND LITERACY DEFICIENCIES ARE ROOTED IN EARLY CHILDHOOD DEVELOPMENT. IT IS THEREFORE IN THIS AREA THAT THE NETWORK WILL FOCUS ITS ACTIVITIES. THERE IS NO SINGLE CAUSE - THE CONTRIBUTING FACTORS ARE MANY.

OUR MISSION IS TO IMPROVE AND SUSTAIN CHILDREN'S LANGUAGE AND LITERACY DEVELOPMENT IN CANADA. WE INTEND TO ACHIEVE THIS GOAL BY ENCOURAGING RESEARCHERS FROM DIFFERENT UNRELATED DISCIPLINES TO WORK TOGETHER AND TO DISSEMINATE THEIR FINDINGS TO COLLEAGUES WHO WORK IN THE FIELD OF EARLY CHILDHOOD DEVELOPMENT.



because we know what's missing...

Our application to form a Network of Centres of Excellence (NCE) was approved and funding began to flow to researchers in late 2001. Much has been achieved in The Network's first nine months of existence.

The Board of Directors was formed. The Board and our Research Management Committee approved and funded 41 research projects in five theme areas. Five Core Facilities were created to support specialized research needs and research is now underway at 25 institutions from Victoria to St. John's. The Highly Qualified Personnel Committee awarded 11 third-year undergraduate Summer Research Fellowships, developed graduate school information kits, developed and launched Postgraduate Scholarship Supplements and launched the \$25,000 Peter Gzowski Scholarship in partnership with Frontier College.

we know what's missing...

For Canada to prosper, its population must be fluent and at ease in the knowledge economy. The focus of our activities is the young child because this is where the issues of language and literacy deficiencies are best addressed. Language and literacy development are complex issues that



Dr. Martin Walmsley (left), Chair of the Board, and Dr. Donald Jamieson (right), CEO and Scientific Director of The Network, in the Anechoic Chamber located at The University of Western Ontario. The laboratory supports a wide range of Network researchers and their projects.

● because we know family

is important ... 30% of Canada's population lives in rural isolation and is more prone to communications deficiency: Network sponsored research will increase the economic potential of this significant population. Family is key to solving language and literacy problems. "It has to start at home," says Vianne Timmons, a Canadian Language and Literacy Research Network researcher, based at the University of Prince Edward Island. Timmons and her team are developing and testing a family literacy curriculum; the documentation of family history that makes learning to read and write more relevant. Families work together and learn in a context they can understand.

because we are a country of many cultures... Timmons has also introduced the project to aboriginal leaders through a partnership between The Canadian Language and Literacy Research Network and the National Literacy Secretariat. She will be working with 10 Mi'kmaq families in PEI and Nova Scotia.





A Network of Centres of Excellence (NCE)

The Canadian Language and Literacy Research Network is proud to be a NCE. As such, we meet funding criteria based on research excellence, the development of world-class researchers, the creation of research partnerships and the application of research to foster economic and social development.

The NCE program is jointly administered by the three granting councils - the Natural Sciences and Engineering Research Council of Canada (NSERC), the Canadian Institutes of Health Research (CIHR) and the Social Sciences and Humanities Research Council of Canada (SSHRC) - in partnership with Industry Canada.



The University of Western Ontario

Building and serving a network initiative of national scope and importance to the future of Canada is no small management and administrative task. We want to take this opportunity to thank The University of Western Ontario for hosting the hub of what we are today and what we can be in the future.

require the application of many scientific disciplines for their solution. Operation as a Network and collaboration by all players is key to our future success.

We are now turning our attention to strengthening collaboration among our researchers and between researchers and practitioners who put the outcomes into practice. We are already in discussion with all levels of government as to how our research can contribute to government policy making in early childhood language and literacy. We are working nationwide with youth from all backgrounds. We are training new researchers and university students in field practice, and finally we are working with business, government and nonprofit partners in finding ways to accelerate the use of research in classrooms and daycare centres, so the fruits of our research can be transmitted to the ultimate clients - the children of Canada.

How will we know if we have been successful in the long run? We are setting rigorous performance indicators, both numerical and social which will allow us to demonstrate progress in the complex social, natural science and engineering, and medical research fields on which we depend for the solution to the issues facing early childhood language and literacy issues.

In a very short time we have moved forward and made real progress. For this we are indebted to our researchers, students, management, staff, partners and Board members. Of course, we could not have achieved anything without the financial support of the Government of Canada through its Networks of Centres of Excellence (NCE) Program. The NCE program is a collaborative effort between Industry Canada and the Natural Sciences and Engineering Research Council of Canada (NSERC), the Canadian Institutes of Health Research (CIHR), and the Social Sciences and Humanities Research Council of Canada (SSHRC).

Over the past 13 years, a wide range of earlier NCEs have made many important contributions, to the considerable benefit of Canadians. Our work has just begun - and it has been a good beginning.

Thank you.

Dr. Martin Walmsley
Chair of the Board

Dr. Donald Jamieson
CEO and Scientific Director



because for three days in May, we experienced the potential...

Creating a Network that delivers measurable value over time is of significant importance, especially in an area of science that is as multi-dimensional as language and literacy.

To affect change, the management and administrative team that supports The Network must generate linkages between groups that often compete for resources. In our case specifically, we must find common ground between the complex social, natural science and engineering, and medical research fields. We have to share our findings. We have to open our doors to field professionals for input. We have to work together to create conclusions.

I am pleased to report that we are already achieving these goals.

For three days in May, at our first Annual Scientific Meeting in Ottawa, 153 researchers, students, partners and support staff from The Canadian Language and Literacy Research Network gathered in one place at one time for one purpose. It was likely the largest gathering of researchers involved in language and literacy development for children, ever in Canada.

The event was groundbreaking on many levels. The transition from silo-centric research to teamwork and sharing was apparent to all in attendance.

And most important, we found common ground – within the context of topics that ranged from neural processing to rural family education. Our researchers shared ideas on 41 projects, the findings to date and prospects for the future. They involved our students, our management and support staff and our Board members. We came as individuals and left as a Network.

Sincerely,



Dan Sinai

Managing Director



2001/2002 successes:

- One of the first orders of business was to begin The Network's language and literacy research. After reviewing project applications, \$2.5 million was awarded to 90 researchers across the country involved with 41 collaborative research projects.
- We created The Canadian Language and Literacy Research Network virtual environment – our Web site www.cllrnet.ca. The Web site will form the foundation of what will be the process backbone or architecture for information and results dissemination.
- A strategic communications plan was developed and implemented to share our science. The quarterly internal newsletter, **dialogue**, was released. External posters educating target audiences about The Network continue to be published and sent by direct mail, plus our communications database of qualified contacts continues to grow. More communications products to disseminate results and media relations efforts are in development and will be produced in 2002/2003.
- A Student Network was established in April of 2002 to provide them with opportunities to grow as researchers and to help with career opportunities. To date, The Student Network exceeds 175 members. As future researchers, they recognize the importance of active networking and advancing research in all fields.
- The Network and Frontier College partnered to launch the \$25,000/year Peter Gzowski Scholarship for PhD students. As a tribute to the late Mr. Gzowski's contributions to communication and literacy across Canada, the purpose of the scholarship is to develop graduate training that integrates university with community objectives related to child and family literacy.
- Year One produced our Core Facility structure for centralized and shared computing resources: a Polaris 40-node Beowulf computing cluster that is available to all researchers and students.
- In May 2002, 11 undergraduate students were each awarded an \$8,000 Summer Research Fellowship, enabling them to work with Network researchers. The objective of the program is to encourage career goals in language and literacy research, teach skills and provide direction for research thesis proposals.

2002 Summer Research Fellowship Winners

Student	Network Research Partner
Hayli Stock, Psychology, University of Calgary	Susan Graham, University of Calgary
Erin Biggs, Linguistics, McMaster University	Esther Geva, University of Toronto
Melissa McFadden, Psychology, University of Waterloo	Laurel Trainor, McMaster University
Marie-Eve Bouchard, Psychology, Université Laval	Alice Eriks-Brophy, University of Ottawa
Lori Wasserman, Psychology, King's - Dalhousie University	Rosemary Tannock, The Hospital for Sick Children
David Gold, Psychology, The University of Western Ontario	Rosemary Tannock, The Hospital for Sick Children
Jeannine Gravel, Neuroscience, Dalhousie University	John Connolly, Dalhousie University
Krista Lee, Biology, The University of Western Ontario	Robert Harrison, The Hospital for Sick Children
Jessica Rourke, Psychology, Brock University	Linda Rose-Krasnor, Brock University
Amanda Daigeler, English, University of Ottawa	Monique Sénéchal, Carleton University
Lidia Jarmasz, Linguistics, University of Ottawa	Monique Sénéchal, Carleton University





strategic goals of The Network

The Network brings together experts from many sectors and backgrounds, to share and build on their experiences and ideas and to work together to achieve the following Network goals:

- *To support scientific research and knowledge that is focused on improving and sustaining children's language and literacy development;*
- *To create a critical mass of knowledge and highly qualified experts in Canada by contributing to the training and education of specialists in language and literacy;*
- *To facilitate the transfer of research outcomes to the educators who have contact with children.*

objectives of The Canadian Language and Literacy Research Network

The Canadian Language and Literacy Research Network will utilize its resources to:

- *Invest in multidisciplinary projects that have clear goals and objectives and leverage knowledge already found across The Network to other organizations;*
- *Invest in Core Facilities and develop and make available complex technologies that would not be cost-effective for single investigators;*
- *Provide matching funds for training students in the language and literacy field and create the next generation of child language and literacy experts;*
- *Create linkages between the research, education, clinical and partner communities that will quickly translate findings into applied action;*
- *Promote partnerships with industry, health advocacy groups, other nonprofit organizations and government from The Network's early stage of development.*



(l to r) During the Annual Scientific Meeting in May, Steve Beulac (Core Facility researcher) and Marc Joanisse (Core Facility Project Leader) share information about the newly released Computational Modeling Core Facility with Christian Beaulieu (Network Researcher and Project Leader) from the University of Alberta.

five themes – one goal

There is no single, root cause of language and literacy deficiency. Many factors - biological, social and environmental - can impede a child's ability to speak, to read, to learn and to understand. *This means there is no single solution, no cure-all.* As a result, The Canadian Language and Literacy Research Network involves a spectrum of multi-disciplined research organized into five equally important themes.

Theme I - Biological Factors

Underlying the development of language and literacy skills. Theme I aims at more fully understanding the basic developmental neural processes that support language and literacy behavior.

Research Projects:

- *Effect of Noise Trauma in Early Age on Cortical Coding of Speech*
- *Using Neuroimaging Methods to Elucidate Mechanisms of Speech Processing and Reading in Healthy, Dyslexic and Down Syndrome Populations*
- *The Development of the Neural Projections Responsible for Sound Frequency Representation in the Central Auditory System*

Theme II - Sensory Processes & Environments

for auditory and visual development. Theme II addresses factors that limit or support the development of language and literacy skills, including (1) early detection of hearing and vision defects, and improved intervention programs for affected children; (2) central auditory, visual and cognitive processes required for good language and reading skills; and (3) environmental influences on learning, such as acoustical conditions in classrooms.

Research Projects:

- *Speech Recognition in Classrooms*
- *Effective Intervention through Amplification for Hearing Loss in Early Infancy*
- *Impact of Noise on Academic Skills and Learning*
- *Technically-Supported Auditory Verbal Therapy*
- *The Impact of Screening and Case Finding on the Functional Status of Children with a Hearing Impairment*
- *A Longitudinal Study on the Language, Literacy and Academic Development of Preschool Children with Hearing Loss who Participate in Auditory-Verbal Therapy*
- *Individual Differences in Auditory Processing Abilities: Implications for Identification and Treatment of Disorders*
- *Vision Screening in Preschool Children*

Theme III - Language

Research within Theme III includes (1) studying the development of oral language and of ways to facilitate such development; and (2) identification of children who are at risk of delayed or disordered language development and effective intervention for these children.

Research Projects:

- *Investigation of the Processes Underlying Developmental Coordination Disorder and Learning Disability: Determining Optimal Diagnostic Measures*
- *Preventing Literacy Deficits in Children with Articulation/Phonological Disorders*
- *Efficacy Research with Down Syndrome: Interventions Designed to Impact Reading Ability*



- *Language Stimulation and Intervention in Daycare Centres*
- *A Proposal for the Development and Testing of Computer Software to Teach Children to Read and Spell*
- *A Longitudinal Study of Children Enrolled in Early Intervention and Prevention Programs: A National Perspective*
- *Impact of Early Onset Otitis Media on Speech Perception and Production Skills in Infancy*
- *Measuring, Modeling, and Maximizing the Spoken Language Intelligibility and Spelling Strategies of Children with Dysarthria*
- *Acoustic Properties of Children's Voices and their Impact on Communication*
- *Facilitating Practice Change by Speech Language Pathologists: Phonological Disorders and Computer-Based Interventions*

Theme IV - Literacy

and written language developments. The goals of Theme IV are (1) to better understand and measure literacy development; and (2) to apply this knowledge to ensure high levels of reading and writing skills in Canadian children.

Research Projects:

- *Variations in Shared Book Reading and Emergent Literacy Skills*
- *A Longitudinal Study of the Relation Between Pre-Linguistic Temporal Processing and Language Ability*
- *Development of a Multi-component Test Battery for the Assessment of French Reading Skills*
- *Understanding Reading Development in Second Language Learners*
- *The Missing-Letter Effect: A Window on the Development of First and Second Language Reading Skills*
- *Factors Affecting Language Development and Reading Difficulties*
- *Cognitive Control in Phonological Tasks*
- *Studying the Roots of Disciplinary Literacy in Science: Implications for Designed Learning Environments Inside and Outside School*
- *Customizing Literacy Development*
- *Perceptual and Cognitive Correlates of Language Skills across the Age Range*



Theme V - Social, Economic & Program Influences,

families, schools and communities. Work in Theme V examines the contexts in which language and literacy occur, and seeks to maximize the potential for children and their communities to become fluent and literate.

Research Projects:

- *The Economic Value of Language Acquisition*
- *Enhancing Computer Literacy in Early Childhood*
- *A Socio-Cultural Investigation of Language Learning in the Intermediate Grades: Children of Diverse Origins in English Medium and French Immersion Classrooms*
- *A Family Literacy Approach to Improving Children's Literacy Levels*
- *A Systems View of Resource Access and Allocation Decisions in Families with Children who have Communication Delays*

because we have the partners, the people and the programs...

We have started to assemble a strong team made up of members from combined sciences and research in early language and literacy development. We are building partnerships with private sector organizations such as Spell Read P.A.T.® Learning Systems Inc., Welch Allyn Inc. and SR Research Ltd. (Eyelink® II). We are sharing insights and possibilities with public sector organizations such as the National Literacy Secretariat. Our Board is of exceptional quality: committed, compassionate and energetic. We have the team to make change happen,

Board of Directors

Dr. Martin Walmsley	Chair of the Board, <i>Consultant, Industrial expert and former Director, Ontario Premier's Council Technology Fund</i> , TORONTO, ONTARIO
Dr. Lewis Slotin	<i>Vice-President and C.O.O. MedTech Partners Inc.</i> , MONTRÉAL, QUÉBEC
Mr. Joe Wigglesworth	<i>Manager, Centre for Advanced Studies, IBM Canada</i> , TORONTO, ONTARIO
Ms. Dianne Buckner	<i>Canadian Broadcasting Corporation, (CBC)</i> TORONTO, ONTARIO
Ms. Marie-France Mene	<i>Lawyer: Business Consultant</i> ANTIGONISH, NOVA SCOTIA
Mr. Michael Trudeau	<i>Partner - PriceWaterhouseCoopers LLP</i> , MONTRÉAL, QUÉBEC
Dr. Richard Tremblay	<i>Professor, Université de Montréal, and Director, Health Canada Centre of Excellence for Early Child Development</i> , MONTRÉAL, QUÉBEC
Dr. Nils Petersen	<i>Vice-President, Research, The University of Western Ontario</i> , LONDON, ONTARIO
Dr. Robert Haslam	<i>Department of Child Neurology, Alberta Children's Hospital</i> , CALGARY, ALBERTA
Dr. Rod Fraser	<i>President, University of Alberta</i> , EDMONTON, ALBERTA
Ms. Joan Mantle	<i>Superintendent of Schools, Rainbow District School Board</i> , SUDBURY, ONTARIO
Dr. Donald Jamieson	<i>Scientific Director and CEO, Canadian Language and Literacy Research Network</i> , LONDON, ONTARIO
Mr. Allen Zeesman	<i>Director General, Applied Research Branch, Human Resources and Development Canada</i> , OTTAWA, ONTARIO
Dr. Betty Ann Levy	<i>Research Representative to the Board, Professor, McMaster University</i> , HAMILTON, ONTARIO
Mr. Dan Sinai	<i>Managing Director, Canadian Language and Literacy Research Network, Ex-officio, non-voting</i> , LONDON, ONTARIO
Ms. Louise Poulin	<i>NCE Secretariat Observer, NCE Program Administrator, non-voting</i> , OTTAWA, ONTARIO

Officers and Administrative Staff

Dr. Donald Jamieson	<i>Scientific Director, CEO</i>	Dan Sinai	<i>Managing Director</i>
Katy Evans	<i>Program Coordinator</i>	Lucy Kieffer	<i>Finance Coordinator</i>
Aaron Finkenzeller	<i>Manager, Technical Services</i>	Mark Phipps	<i>Systems Administrator</i>
Joan Francolini	<i>Partnerships Consultant</i>	Jill Wright	<i>Communications Officer</i>
Dana Hajik	<i>Administrative Assistant</i>		





Highly Qualified Personnel Committee

The committee for the development of Highly Qualified Personnel (HQPC) has three goals:

- To improve the national capacity to undertake leading edge language and literacy research;
- To facilitate transfer of knowledge to service delivery specialists;
- To develop and deliver efficient, innovative, interdisciplinary training.

The primary objective of the HQPC is to deliver expertise and evidence-based practice to the public and private sector thereby increasing the social, economic and educational opportunities of all Canadians.

Committee Members	Organization
Kathleen Bloom	University of Waterloo
Melanie Campbell	University of Alberta
Pierre Cormier	Université de Moncton
Esther Geva	University of Toronto

Research Management Committee

The mandate of the Research Management Committee is to develop The Network's Strategic Research Program. It will identify research needs, select research projects for funding, develop partnerships and ensure the effective management of financial and research resources to achieve The Network's objectives. The committee will focus on long-term goals and refine The Network's strategic vision. It will monitor developments in the language/literacy environment and put in place new approaches. The committee will also evaluate the progress of The Network in terms of meeting its strategic plan and accepting new challenges.

Committee Members	Organization
Donald Jamieson, Committee Chair	The University of Western Ontario
Robert Harrison, Theme I Leader	The Hospital for Sick Children
Prudence Allen, Theme II Leader	The University of Western Ontario
Andrée Durieux-Smith, Theme II Leader	University of Ottawa
Terrance Nearey, Theme III Leader	University of Alberta
Susan Rvachew, Theme III Leader	McGill University
Raymond Klein, Theme IV Leader	Dalhousie University
Linda Phillips, Theme IV Leader	University of Alberta
Teena Willoughby, Theme V Leader	Brock University
Eileen Wood, Theme V Leader	Wilfrid Laurier University

Member Institutions

Acadia University
 Brock University
 Carleton University
 Dalhousie University
 Huron University College
 McGill University
 McMaster University
 Memorial University of Newfoundland
 Queen's University
 Robarts Research Institute
 Simon Fraser University
 The Hospital for Sick Children
 The University of Western Ontario
 Université de Moncton
 Université de Montréal
 Université du Québec à Montréal
 University of Alberta
 University of Calgary
 University of Guelph
 University of Ottawa
 University of Prince Edward Island
 University of Toronto
 University of Victoria
 University of Waterloo
 Wilfrid Laurier University

Researchers

Allen, Prudence
 Beaulieu, Christian
 Bisanz, Gay
 Bisanz, Jeffrey
 Bloom, Kathleen
 Bobier, William R.
 Boucher, Victor
 Bourassa, Derrick
 Bradley, John
 Bub, Daniel
 Buckolz, Eric
 Campbell, Melanie
 Christofides, Louis
 Cleave, Patricia
 Cohen, Nancy J.
 Connolly, John F.
 Cook, Albert
 Cormier, Pierre
 Coyte, Peter
 Dagenais, Diane
 Desrochers, Alain
 Dupont, Diane
 Durieux-Smith, Andr e
 Dyck, Carrie
 Eggermont, Jos
 Eriks-Brophy, Alice
 Evans, Mary Ann
 Geva, Esther
 Gigu re, Christian
 Girolametto, Luigi
 Gottardo, Alexandra
 Graham, Susan
 Harrison, Robert
 Hodge, Megan
 Hughes, Jean
 Jamieson, Donald
 Jared, Debra
 Joannisse, Marc
 Jutras, Benoit
 Kay-Raining Bird,
 Elizabeth
 Klein, Raymond
 Lalonde, Christopher
 Laroche, Chantal
 Lee, Christopher
 Leroux, Tony
 Levy, Betty Ann
 Lupart, Judy
 Ma, Xin
 Malcuit, Gerard
 Mandich, Angela
 Masson, Michael
 McKeough, Anne
 Menon, Ravi S.

Miller, Linda
 Nearey, Terrance
 Olds, Janet
 Owen, Frances
 Parel, Rolande
 Pelland, Lucie
 Penney, Catherine
 Phillips, Dennis
 Phillips, Linda
 Phipps, Shelley
 Picard, Michel
 Polka, Linda
 Pomerleau, Andree
 Rose-Krasnor, Linda
 Rvachew, Susan
 Saint-Aubin, Jean
 Schneider, Phyllis
 Seewald, Richard
 S n chal, Monique
 Shore, David I.
 Skarakis-Doyle, Elizabeth
 Specht, Jacqueline
 Swidinsky, Robert
 Symons, Sonya
 Tannock, Rosemary
 Timmons, Vianne
 Toohey, Kelleen
 Trainor, Laurel J.
 Varnhagen, Connie
 Wade-Woolley, Lesly
 Ward, Anthony
 Warr-Leeper, Genese
 Willoughby, Teena
 Wood, Eileen

Project Associates

Allan, Chris
 Anderson, Marguerite
 Austin, Catherine
 Almost, Deborah
 Bagatto, Marlene
 Ball, Kirsten
 Blue, Stephanie
 Bodyk, Bryan
 Brown, David
 Brown, Heather
 Brown, Marion
 Champagne, Michelle
 Clifford, Tammy
 Day, Elaine M.
 Drover, James
 Eastman, Sheila
 Finkenzeller, Aaron
 Fitzpatrick, Elizabeth
 Gerg, Beverly

Guildford, Sabina
 Hall, Susan
 Hallam, Jennifer
 Heinz, Laura
 Hodgetts, Bill
 Irvine, Sheila
 Kachan, Mellissa
 Kaert, Linda
 Kelly, Katherine
 Kerr, Alanna
 Kouniakakis, Noda
 Kwong, Trudy
 Lazin, Shona
 Leithead, Marion
 Leuzzi, Joanne
 MacGillivray, Tracy
 Mackey, Beth
 MacLeod, Klasina
 Mahon, Annette
 Mayne, Joanne
 McAra, Marilyn
 Moa, Belaid
 Mount, Richard
 Moyle, Barbara
 Newman, Jill
 O'Brien, Tracy
 O'Keefe, Maureen
 Parsa, Vijay
 Riedl, Lucas
 Service, Elisabet
 Staples, Moira
 Stenning, Karen
 Striemer, Christopher
 Taylor, Jessica
 Taylor, Trevor
 Thomas, Eleanor M.
 Tieu, Thanh-Thanh
 Tsagaroulis, Paraskevi
 Tucker, Charlene
 Vos, Sandra
 Wayken, Debbie
 Weitzman, Elaine
 Wellman, Leslie
 Whitley, Jessica
 Whittingham, JoAnne
 Wyatt, Donna

Students & Fellows

Beaulac, Steve
 Biggs, Erin
 Bond, Jodi
 Bouchard, Marie-Eve
 Brogan, Nashlea
 Brown, Matthew
 Burgess, Sharon

Caron, Sarah
 Conrad, Nicole
 Copp, Trent
 Daigeler, Amanda
 Daniels, Jason
 Darragh, Lisa
 Delusio, Joanne
 Desroches, Amy
 Dow, Tracy
 Drake, Jillian
 Estemadi, Azadeh
 Fayed, Nora
 Fernandes, Mark
 Flowers, Heather
 Forbes, Kevin
 Forgeron, Nicole
 Forgione, Andria
 Gokstorp, Lisa
 Gold, David
 Gong, Zhiyu
 Gotzke, Carrie
 Gravel, Jeannine
 Grawburg, Meghann
 Gustafson, Becky
 Haigh, Corinne
 Hamilton, Laura
 Harker, K. Troy
 Hayward, Denyse
 Hendry, Kevin
 Heyding, Joan
 Hiebert, Marilyn
 Holt, Shannon
 Huang, Jin Fa
 Hui, Bowen
 Ilari, Beatriz
 Jarmasz, Lidia
 Jong, Lisa
 Kelm, Christine
 Kielar, Aneta
 Kok, Wendy
 L ger, Nadine
 Lafrance, Adele
 Landry, Tina
 Lee, Krista
 Legge, Adrienne
 Leithead, Marion
 Lorincz, Orsolya
 Ma, Bonita
 MacInnis, Matthew W.
 Mansell, Jubilea
 Manthorpe, Caryn
 Marchand, Yannick
 Martin-Chang, Sandra
 Maynard, Agnes
 McClure, Karen

McCrea, Simon
 McFadden, Melissa
 McInnes, Alison
 McIvor, Kimberly
 McQuarrie, Lynn
 Morel, Sylvie
 Mueller, Julie
 Mushey, Kimberlee
 Newman, Randy Lynn
 Ng, Stella
 Nienkirchen, Cara
 Nixon, Melissa
 Norena, Arnaud
 Ohberg, Alyssa
 Paulson, Lori Anne
 Pienkowski, Martin
 Piquette-Tomei, Noella
 Poost-Foroosh, Layla
 Portelance, Karel
 Pumford, John M.
 Rhody, Mandy
 Richter, Andreas
 Roberts, Martha Anne
 Roberts, Velma
 Robertson, Erin
 Rourke, Jessica
 Roy-Charland, Annie
 Rypstra, Jill
 Sample, Heather
 Shankar, Sunita
 Shaw, Deborah
 Sirianni, Danielle
 Smith, Bobbi
 Smith, Martha
 Sonnadara, Ranil
 Steffler, Dorothy
 Stewart, Kate
 Stock, Hayli
 Sullivan, Jennifer
 Szucs, Carrie
 Telfer, Jo Ann
 Thomas, Jennifer
 Tsang, Christine
 Turner, Juanita N.
 Van Hoof, Patricia
 Vigneault-Maclean,
 Bronwyn
 Vilberg, Kaia
 Wang, JingTian
 Wasserman, Lori
 Yaghoub Zadeh, Zohreh
 Yang, Muran
 Zarudenech, Jill



public and private sector partners

Federal Departments and Agencies

Human Resources Development Canada
National Literacy Secretariat

Industry

Advanced Bionics® Corporation
Avaaz Innovations Inc.
Canada Broadcasting Corporation
Cochlear Corporation
Computdata Systems Inc.
Hewlett Packard Company
IBM Canada
Mallinckrodt Inc.
MedTech Partners Inc.
PriceWaterhouseCoopers LLP
Spell Read P.A.T.® Learning Systems Inc.
SR Research Ltd. (Eyelink® II) - Eyal Reingold
The Psychological Corporation® Canada
Welch Allyn Inc.

Provincial Departments and Agencies

Oxford County Board of Health
The Hanen Centre

Government Funding Partners

The Networks of Centres of Excellence
Industry Canada
Natural Sciences and Engineering Research Council of Canada (NSERC)
Canadian Institutes of Health Research (CIHR)
Social Sciences and Humanities Research Council of Canada (SSHRC)

Research Partners

Alberta Children's Hospital
Alberta Children's Hospital Foundation
Alkida Consulting International Inc.
Annapolis Valley Regional School Board
Calgary Board of Education
Calgary Regional Consortium
Calgary Separate School District
Canadian Rockies School Division
Centre for Family Literacy
Children's Hospital of Eastern Ontario
Edmonton Public Schools
Elk Island Public Schools
Frontier College
Glenrose Rehabilitation Hospital
Golden Hills School Division
Halifax Regional School Board
Hamilton Suzuki School of Music
Hamilton-Wentworth Catholic Separate
School Board
Misericordia Hospital
Ontario Rehabilitation Technology
Consortium
Rainbow District School Board
Rocky View School Division
Speech and Language Service System
of Niagara
Union College, Schenectady, New York
University of Helsinki, Finland
VOICE for Hearing Impaired Children
Waterloo District Region School Board



Marlene Catterall, Member of Parliament for Ottawa-West Nepean, Chief Government Whip in the House of Commons, congratulates the work of conference delegates and opens the Annual Scientific Meeting with her address about the Government of Canada's Innovation Strategy.

CANADIAN LANGUAGE AND LITERACY RESEARCH NETWORK INC.

STATEMENT OF OPERATIONS AND NET ASSETS

PERIOD ENDED MARCH 31, 2002

REVENUES

NETWORK CENTRES OF EXCELLENCE GRANTS	\$ 2,896,792
SERVICES IN-KIND (NOTE 1 [a])	\$ 727,997
INTEREST REVENUE (NOTE 1 [b])	\$ 72,282
	\$ 3,697,071

EXPENSES

RESEARCH PROJECT GRANTS	\$ 2,499,298
IN-KIND EXPENSES (NOTE 1 [a])	\$ 727,997
SALARIES AND BENEFITS	\$ 180,540
PROFESSIONAL AND TECHNICAL SERVICES	\$ 61,465
EQUIPMENT	\$ 38,102
STAFF TRAVEL	\$ 26,932
SUPPLIES AND OTHER EXPENSES	\$ 20,062
NETWORKING DEVELOPMENT	\$ 81,558
COMMUNICATIONS	\$ 61,117
	\$ 3,697,071

EXCESS OF REVENUES OVER EXPENSES	-
NET ASSETS, BEGINNING OF PERIOD	-
NET ASSETS, END OF PERIOD	-

1. NOTES

[a] The University of Western Ontario ("UWO") is party to the NCE funding agreement and functions as the Network Host for purposes of administration of the grant funding.

UWO provides accounting and administrative support services as well as office space without charge to the Entity. These services have been reflected as "In-Kind" services and expenses on the statement of operations and have been determined by UWO based on use of space and percentage of time spent on the Entity by staff and faculty of UWO.

[b] As detailed in the Funding Agreement signed among the Entity, UWO and the NCE, external funds received by the Entity are held in trust by UWO. Excess funds are pooled with UWO's investments until required. Any investment income earned on these funds is allocated to the Entity monthly. Interest earned on these investments totaled \$72,282 in 2002.

The following financial statements were prepared in accordance with generally accepted accounting practices. The Network follows the deferral method of accounting for contributions, which include government grants. Externally restricted contributions are recognized as revenue in the year in which the related expenses are incurred. Research grants committed in the current year are expensed.

Audited statements are available upon request. Please contact Katy Evans at katy@cllrnet.ca to obtain a copy.

