



How does this happen?

Picture a Canadian child who is as comfortable with information as she is with playing. Who uses words for fun and learning. Who is unafraid of reading and the world around her. Picture a Canadian child with a brighter future because we developed and shared the science of language and literacy research. How do we ensure this happens? Partnering with The Canadian Language and Literacy Research Network is the beginning.



Canada

The Canadian Language and Literacy Research Network is made possible through funding from the Networks of Centres of Excellence Canada. The Networks of Centres of Excellence Canada is a joint initiative of the Natural Sciences and Engineering Research Council, the Canadian Institutes of Health Research, the Social Sciences and Humanities Research Council, and Industry Canada.



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the science of making a difference in language and literacy development

...opening words from Donald G. Jamieson, PhD., CEO and Network Scientific Director

Throughout 2002/2003, The Canadian Language and Literacy Research Network progressed in many important ways. The interactions between our diverse and widely dispersed group of investigators became more fruitful, with better communication across disciplines and research groups leading to more effective collaborations.

New investigators and partners joined our Network as we completed our first cycle of new project reviews. A particularly welcome sign was the value these groups contributed to make our Network so effective. Additionally, several successful training and education programs were established, including the launch of our Student Network.

Personally, much of the year has been focused on discussions and meetings with many of the key organizations across the country that fund, manage and implement programs to influence language and literacy development. My message and that of my colleagues – remains consistent and resolute:

Business as usual cannot continue, because too many children fail to acquire adequate language and literacy skills within the present system. The appropriate application of knowledge that is already available, in combination with a systematic program of research and evaluation to learn more about what does and doesn't work, can improve this situation.

Even over the brief time our Network has been in place, we've seen positive change occur as we partner with those responsible for delivering relevant programs to children. More and more organizations are seeking ways to apply scientific methods to improve their programs. Evidence-based practice, systematic reviews, best practices, and research in practice are becoming common themes.

A significant challenge remains with respect to implementation. Too much of what we know does not reach many decision-makers – politicians, program managers, and even individual professionals – or is never implemented into programs. However, there is growing recognition that it would be irresponsible not to use available knowledge and methods in a systematic process through which programs are continuously evaluated, refined, and improved. There is also a growing appreciation of The Network's role in facilitating access to unbiased scientific knowledge and to methods through which our partners can improve programs and services. The doors are opening.



(l to r) DONALD G. JAMIESON, PhD., CEO and Scientific Director, with MARTIN WALMSLEY, Chair of the Board.



...with remarks from Martin Walmsley, Chair of the Board

This was the first full year of operation for The Canadian Language and Literacy Research Network Board. Apart from essential and active governance, we concentrated on preparing The Network for the mid-term review next year and continued our critical work of developing linkages with the users of the research and determining the impacts and outcomes of the research.

In February 2003, a strategic planning meeting was held in Edmonton with the Research Management Committee and Highly Qualified Personnel Committee. As a result of this meeting, an evolution of our Vision Statement was developed and has since been approved by the Board:

Vision:

'The Canadian Language and Literacy Research Network will improve language and literacy skills in Canadian children, enabling them to contribute more effectively to the social and economic life of their communities.

The Canadian Language and Literacy Research Network will create an integrated network of researchers, practitioners and government policy makers in early childhood literacy and learning in Canada. This Network will continue its work after our Networks of Centres of Excellence Canada (NCE) support ends.'

A review of all Board activities was undertaken during the year and following the Strategic Planning meeting, a Partners Committee was established with the aim of developing and implementing a plan for strengthening and advancing Network partnering activities. The plan will define mechanisms for facilitating effective partnerships, developing new alliances and strategies, and evaluating strengths and weaknesses in these activities. In addition, a Planning and Priorities Committee was formed to assist The Network in staying abreast of new trends, issues and opportunities. Finally, the Committee was specifically charged with evolving the strategic plan, and identifying the activities The Network needs to undertake in order to meet its goals and objectives.

To determine whether The Network has been successful in carrying out its mission, The Board also approved a paper on the Development of Performance Indicators as a guide for Network Management.

Finally, the Board would like to thank all of those who have contributed to developments of the past year: our researchers, our management team, the NCE Secretariat, the NCE Program Administrator, Louise Poulin and our host university, The University of Western Ontario. We look forward to a long and fruitful association, especially as we move into our new facilities at Elborn College later this year.



Donald G. Jamieson, PhD.
CEO and Scientific Director



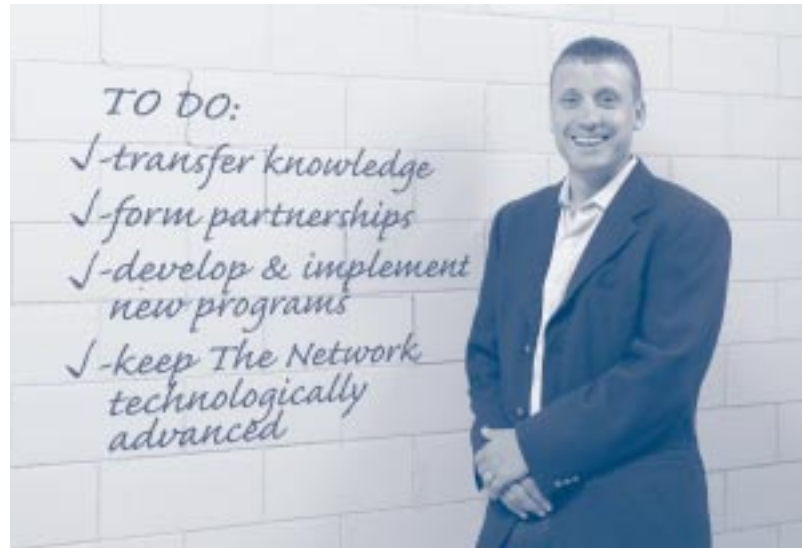
Martin Walmsley
Chair of the Board

the science of getting things done in real time

Our most pressing operative objective at the beginning of the year was to facilitate The Network's evolution from a research centric network to an integrated team of researchers and partners. I am pleased to report that we are making excellent progress in this regard.

The Network's management and research leadership group has already connected evidence-based science to many touch points of early childhood development. More than 75 partnerships have been forged with governments, schools, agencies, and professional organizations.

Most importantly, we've made concrete strides toward getting knowledge to the field in real time, using all the tools at our disposal: electronic methods, conferences, workshops, and various communication vehicles. Focusing management and support efforts on this task has allowed us to make a significant difference in the impact of The Network even at this early stage.



DAN SINAI, Managing Director



D. Sinai

Dan Sinai, Managing Director

highlights

Project Leader's Retreat: In Fall 2002, all Network principal investigators gathered near Toronto to set the groundwork for collaboration between disciplines. Each person had the chance to explain his or her expertise and research interests to the group as a whole, opening the door for knowledge transfer, sharing and meaningful collaboration. A CD summarizing The Network's research expertise was created as a resource tool for ongoing reference.

Workshop: *Enhancing Caregiver Language Facilitation in Child Care Settings.*

In October of 2002, Network researcher Luigi Girolametto (University of Toronto) and Network partner Elaine Weitzman (Executive Director of The Hanen Centre) guided and managed an important workshop to disseminate available knowledge to date on the subject of their research. Printed and electronic proceedings were

Network Goals

- (1) Create knowledge and combine this with existing knowledge to improve the language and literacy skills of Canadian children.
- (2) Establish networks of selected groups of practitioners to facilitate the application of research to practice.
- (3) Measure the efficacy of conventional practices in the field and apply available knowledge to create improved educational and treatment plans and protocols.
- (4) Establish permanent networks with federal and provincial governments. These networks would work to ensure that relevant policies reflect the best knowledge concerning ways to improve language and literacy skills in early childhood. The networks would also work to ensure that programs are systematically evaluated and refined within a new culture of commitment to accountability, rooted in the principles of evidence-based practice.



The Network Home Page = <http://www.cllrnet.ca>

developed from the workshop as a way to reach an even broader audience of interested decision-makers and program developers. Today, The Network products that arose from this workshop are available for use in Canadian day cares and around the world. The online workshop with videos and summaries of all presentations from the day are available at: <http://www.cllrnet.ca/index.php?fa=caregiver.workshop>.

2nd Annual Scientific Conference: 154 Network researchers, students and partners gathered at our conference in Victoria, B.C. in June 2003 to learn about the latest research in language and literacy from world-class speakers from across North America and highly acclaimed Network researchers. They learned how fellow researchers are forging creative partnerships in order to translate their findings to the field. A virtual conference, complete with video recordings from the presentations, is available on CD or by visiting The Network's Web site.



(l to r) SHARON MACCOUBREY, *Student Network member, Queen's University*, VICTOR GLICKMAN, *Director of Edudata Canada*, LINDA M. PHILLIPS, *Network researcher, University of Alberta*, MATTHEW BROWN, *Industry-Network Training Partnership recipient, University of Waterloo*, and CAROLE PETERSON, *Network researcher, Memorial University of Newfoundland* sharing their latest knowledge to improve children's language and literacy.

Clarity: The first issue of **clarity**, our national, electronic newsletter, was highly successful, generating several hundred first-time visitors to The Network Web site. Although we sent the newsletter to 900 people, more than 1,100 people read it, proving that the 'send to a friend' option was well used.

The Virtual Network: In the science of getting things done in real time, The Network Web site is our key communications platform and collaboration tool. With user statistics compiled hourly, we are seeing usage increase monthly. January 2003 was a record month with over 5,000 visits. The amount of information on the site is expanding rapidly as it becomes the centre of knowledge on language and literacy development research.

Network Reporting: Thanks to the new *MyProject* reporting system, which was developed and implemented by The Network's technical team, research reporting is now updated continuously and easily. It is a vast improvement on the annual and manual process previously used. As Project Leaders and designated team members display selected information for reporting, it automatically updates appropriate information for the Web site and The Network's database.

five research themes form the basis for collaboration

Network research across five working themes generates the scope of knowledge needed for a complete view of early childhood language and literacy – but the real value is the synergy created by combining research and exploring new opportunities through those collaborations.

- *Theme I: Biological factors*
- *Theme II: Sensory processes and environments*
- *Theme III: Language*
- *Theme IV: Literacy*
- *Theme V: Social, economic and program influences*

Core Facilities

Core facilities support the research programs of Network investigators across all theme areas, and individual projects are linked within and across themes to facilitate knowledge exchange.

- *Computational modeling*
- *Support for bilingual literacy research*
- *Functional magnetic resonance imaging research*
- *Software development and information technology utilization group (SDG)*
- *Knowledge translation and database initiative*

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the science of collaboration

The Network's purpose is clear: when we share science, we open minds.

What follows are examples of our research in action; four summaries of how Network-partner collaboration brings science to the field where it can make a real difference for Canadian children.

(1) Society for the Advancement of Excellence in Education

(SAEE) - The School Improvement Grants Program

OBJECTIVE	ACTIVITY	OUTCOME
To develop research-based programs aimed at measurably improving student numeracy and literacy skills in six lower income areas in B.C.	Researchers with The Network will act as mentors to teachers and administrators, assisting with the study design and with scientific data collection.	By providing assistance and coaching in how to collect data in a systematic and scientific way, The Network is able to work with participants in the field to advance knowledge. The lessons learned and the programs that are subsequently developed will serve as a model for other schools in B.C. and across the country.

(2) The Hanen Centre - Language Stimulation in Day Care Centres

OBJECTIVE	ACTIVITY	OUTCOME
With so many children in day care, improving caregiver knowledge about how to encourage language and literacy skills will provide immediate and long-term support for children.	Network researcher Luigi Girolametto and co-investigator/partner Elaine Weitzman of The Hanen Centre, are testing a new approach to research dissemination that targets child care providers. The Network funded a unique workshop that brought together researchers and those in a position to make decisions in the field. Together they studied how language emerges in children who are in group care and shared strategies to facilitate language development in those settings.	Based on the success of gathering researchers together with decision-makers, a follow-up workshop will be held in late 2003. The Network team will invite speech language pathologists who work with child care centres, who in turn will be asked to bring a child care supervisor with whom they've developed a relationship. Once again, the intention is that attendees will be inspired to make changes faster and enhance caregiver skills in order to be able to help children improve language and literacy development.

(3) AutoSkill International Inc. - Industry Network Training Partnership

OBJECTIVE	ACTIVITY	OUTCOME
To train graduate students in language and literacy for transfer of knowledge between university and industry.	A summer internship at AutoSkill International Inc., an educational software company in Ottawa, was offered through The Network's Industry-Network Training Partnership.	Matthew Brown, senior graduate student at the University of Waterloo, made the link between his university studies and industry through his work with AutoSkill. Using his specific knowledge of reading research and statistics, Matthew analyzed data that AutoSkill had collected about their reading training program. Through this Network-formed partnership, Matthew learned about the evolution of literacy tools and technology transfer, and about skills required for a career in industry.

(4) *Edudata Canada – Knowledge Translation Project*

OBJECTIVE	ACTIVITY	OUTCOME
The goal of the Network Knowledge Translation Project is to create an easily accessible research data catalogue for existing and new projects sponsored by The Canadian Language and Literacy Research Network.	Edudata is helping scientists tell their research stories in a way that describes the actual science of their project in a standard format that can be easily understood by specialists and workers in other disciplines. It is then recorded in the database catalogue for current and future use.	This project improves access to all Network research allowing investigators to search, explore and compare methods, design, sample sizes and other key information across projects. They can use this core data to expand upon the initial research, to become more aware of available data, to look for synergy with their own projects, and thereby extend the potential for collaboration.

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(l to r) During The Network conference in Victoria, **ANDREA HARTSHORNE**, *Edudata Canada*, assists **LINDA M. PHILLIPS**, *Network researcher, University of Alberta*, with using The Network's Research Data Catalogue. The Network will launch this electronic catalogue in late 2005.

the science of bringing smart people together

The Network exists to bring smart minds to bear on one issue: improving childhood language and literacy development in Canada. This is the best team ever assembled in Canada for that purpose.

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(l to r) MATTHEW BROWN, Industry-Network Training Partnership recipient, University of Waterloo, with his summer employer ELLIOT LOH, AutoSkill Int'l Inc., learn from Network researchers MICHAEL MASSON, and DANIEL BUB, University of Victoria, about how their research could influence video gaming design strategy to support literacy.

The Student Network Executive Committee

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Stella Ng	Infrastructure, THE UNIVERSITY OF WESTERN ONTARIO
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Liza Sneyd	New Initiatives, BROCK UNIVERSITY
Alice Eriks-Brophy	HQPC Liaison to the Student Network Executive, UNIVERSITY OF TORONTO

partner lists

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 Calgary Roman Catholic Separate School
 District No. 1
 Campus Child Care Cooperative of Guelph
 Canadian Child Care Federation
 Canadian Rockies School Division
 Carleton Memorial Day Care
 Centre for Family Literacy
 Centrepointe Child Care Resource Centre
 Children's Hospital of Eastern Ontario
 Children's Castle Day Care Centre
 City View Family Day Care
 Collaborative Child Care Group
 Cumberland Hub Day Care
 Edmonton Public Schools
 Elk Island Public Schools
 Fairview Child Care Centre
 Fonds de la recherche en santé du
 Québec (FRSQ)
 Fédération canadienne pour
 l'alphabétisation en français (FCAF)
 Frontier College
 Glenrose Rehabilitation Hospital
 Golden Hills School Division

research partners (cont.)

Greenboro Day Care Centre
 Halifax Regional School Board
 Hamilton Suzuki School of Music
 Hamilton-Wentworth Catholic District School
 Harvard University
 Heritage Child Care Centre
 Hincks Dellcrest Institute
 Hôpital Sainte-Justine
 Indiana University
 Jack and Jill Day Nursery
 Limestone District School Board
 Macquarie Centre for Cognitive Science,
 Australia
 Masonic Foundation of Ontario
 Misericordia Community Hospital and
 Health Centre - Craniofacial
 Osseointegration & Maxillofacial
 Prosthetic Rehabilitation Unit (COMPRU)
 Mistahia Health Region - Rehabilitation Unit
 New Brunswick School District 2
 Ontario Rehabilitation Technology
 Consortium
 Ontario Science Centre
 Rainbow District School Board
 River Parkway Preschool Centre
 Rocky View School Division
 Society for the Advancement of Excellence
 in Education (SAEE)
 Speech and Language Service System
 of Niagara
 Speech Services Niagara
 SRA/McGraw-Hill
 St. Francis Xavier University
 Thames Valley District School Board
 The Hanen Centre
 Toronto Catholic District School Board
 tykeTALK
 Union College, Schenectady, New York
 University of Calgary, Disability
 Resource Centre
 University of California (Sacramento)
 University of California (Berkeley)
 University of Helsinki, Finland
 VOICE for Hearing Impaired Children
 Waterloo Catholic District School Board
 Waterloo Region District School Board
 Woodstock General Hospital
 Workside Day Care Centre



(l to r) La Fédération canadienne pour l'alphabétisation en français (FCAF) representative, **SOPHIE TREMBLAY**, agente de recherche et d'analyse, discusses literacy issues with **JEAN SAINT-AUBIN**, Network researcher, Université de Moncton, and **ALAIN DESROCHERS**, Network researcher, University of Ottawa, at The Network's annual scientific conference in Victoria.

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.

Audited statements are available upon request. Please contact Jennifer Starcok at jennifer@cllrnet.ca to obtain a copy.

financial statements

CANADIAN LANGUAGE AND LITERACY RESEARCH NETWORK INC.

STATEMENT OF OPERATIONS AND NET ASSETS

YEAR ENDED MARCH 31, 2003

REVENUES

NETWORK CENTRES OF EXCELLENCE GRANTS	\$ 2,153,697
SERVICES IN-KIND (NOTE 1 [a])	\$ 700,000
INTEREST REVENUE (NOTE 1 [b])	\$ 30,375
	<u>\$ 2,884,072</u>

EXPENSES

RESEARCH PROJECT GRANTS	\$ 1,225,475
SCHOLARSHIP AWARDS	\$ 86,000
IN-KIND EXPENSES (NOTE 1 [a])	\$ 700,000
SALARIES AND BENEFITS	\$ 285,245
PROFESSIONAL AND TECHNICAL SERVICES	\$ 114,891
EQUIPMENT	\$ 28,397
STAFF TRAVEL	\$ 53,845
SUPPLIES AND OTHER EXPENSES	\$ 26,228
NETWORKING DEVELOPMENT	\$ 278,694
COMMUNICATIONS	\$ 85,297
	<u>\$ 2,884,072</u>

EXCESS OF REVENUES OVER EXPENSES	-
NET ASSETS, BEGINNING OF PERIOD	-
NET ASSETS, END OF PERIOD	<u>-</u>

1. NOTES

[a] The University of Western Ontario (the "University") is party to the NCE funding agreement and functions as the Network Host for purposes of administration of the grant funding. The University provides accounting and administrative support services as well as office space without charge to the Corporation. These services have been reflected as "In-Kind" services and expenses on the statement of operations and have been determined by the University based on use of space and percentage of time spent on the Corporation by staff and faculty of the University.

[b] As detailed in the Funding Agreement signed among the Corporation, the University and the NCE, external funds received by the Corporation are held in trust by the University. The funds are not held in a bank account separate from the University's funds. The University pays interest at an amount equal to the rate of return on 30 day Treasury Bills for the immediately preceding calendar quarter. This is reduced by 115 basis points per year to contribute to the cost of custodial services and investment management fees.