



Canadian Education Association
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2008-2009 CEA ANNUAL REPORT

FROM IDEAS TO ACTION



WWW.CEA-ACE.CA

THE CANADIAN EDUCATION ASSOCIATION

SMART, CREATIVE, COLLABORATIVE, PROVOCATIVE – A RESEARCH AND ACTION CENTRE FOR GOOD IDEAS THAT CAN TRANSFORM EDUCATION.

FOUNDED IN 1891 AS A 'MEETING PLACE' FOR THOSE RESPONSIBLE FOR PUBLIC EDUCATION IN THIS COUNTRY, CEA IS ENRICHING ITS LONGSTANDING TRADITION OF CONNECTING A COMMUNITY OF EDUCATORS TO SHARE IDEAS AND STRATEGIES FOR THE DEVELOPMENT OF A GENERATION OF STUDENTS ABLE TO NAVIGATE A CHANGING WORLD WITH CONFIDENCE.



Canadian Education Association

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I REALIZED THAT this was likely to be a groundbreaking year for CEA when our *What did you do in school today?* initiative 'caused a stir' at an international conference on school effectiveness. High school students attending the event connected immediately with the ideas we presented and blogged about how it stood out for them as relevant to their own experience and aspirations. Their support was most gratifying. That the initiative proves meaningful to students is precisely what we, and our many partners involved in this initiative, wanted to happen. It confirmed for me that as educators, we need to ensure that our understanding of engagement in relation to learning is at the heart of efforts to create learning environments in which all students can thrive.

When the idea for *What did you do in school today?* was presented at CEA's annual CEOs' Forum in 2006, it struck such a resonating chord in me and my colleagues from across Canada that I knew CEA needed to take on this ambitious student engagement initiative. Two years later, with over 32,000 middle and high school students surveyed about their classroom experiences, our growing network of participating districts and schools are benefiting from these data, and being profoundly influenced by the voices of their own students – loud and clear – like never before. I believe that our students are challenging the educators to look at youth engagement in a very significant and different way.

What did you do in school today? is but one example of how CEA is finding its way to challenge, support, and collaborate with educators in thinking through educational change that meets the needs of Canadian society. Many of these leaders are CEA's Directors and Council Members – they attend forums and symposia, help build our network, and demonstrate a commitment to education that is second to none.

I always come away from our events, panel discussions, and council meetings with new ways of thinking and new ideas because we engage in a very different kind of dialogue. I hope you will join us in this conversation.

Sincerely,



Carole Olsen
Chair, CEA Board of Directors
Superintendent of the Halifax Regional School Board



What did you do in school today? is but one example of how CEA is finding its way to challenge, support and collaborate with educators in thinking through educational change that meets the needs of Canadian society.

WHAT DID YOU DO IN SCHOOL TODAY? INITIATIVE

Launched in 2007, this multi-year research and development initiative, funded through collaboration with the Canadian Council on Learning (CCL) and fifteen school districts, is designed to capture, assess, and inspire new thinking for enhancing the learning experiences of adolescent learners in classrooms and schools. This research and development work is carried out through CEA's relationships with the Galileo Educational Network and The Learning Bar Inc.



AT A PUBLIC MEETING a few years before her death, Jane Jacobs, whose writing about how great cities work remains influential in Canada and beyond, was asked, "Where do we start because everything seems to be connected to everything else?" Jacobs replied, "Since everything is connected to everything else, start anywhere." Like cities, public education is a complex system in which parts are connected in a variety of ways. There are different ways of thinking about the relationships, the connective tissue, that hold the system together. From a structural perspective, authority, direction, and resources arise at the top and flow down to districts, from there down to schools, and from the school to the classrooms. And accountability flows back up. People and organizations interact with this structure in a variety of ways. CEA plays an important intermediary role connecting people with ideas so that knowledge is exchanged within a network of relationships.

But what if we wanted to not only share ideas but to have a stake in making research based ideas come alive in practice? Jane Jacob's call to 'start anywhere' is helpful. Another metaphor for complex systems is as an ecosystem made up of independent entities with stronger or weaker ties to each other. Action by one entity will have a stronger or weaker impact on another. And so it's in the strength of the relationships that CEA has with leaders in governments, school districts, universities, and schools and many other organizations that we find the place for action. The leaders who have engaged with those of CEA share an extraordinary commitment to the essential values of public education, appreciation for what it does so well, and sincere aspirations for what it can become.

The stories in this report begin to document a new strategy that marries the development and sharing of ideas with putting ideas into practice.

On behalf of CEA's secretariat, I express appreciation to the Board of Directors and to the CEA Council whose belief in the organization gives us courage in uncertain times and whose advice both challenges and stimulates our thinking.



Penny Milton, CEO



Penny Milton

The stories in this report begin to document a new strategy that marries the development and sharing of ideas with putting ideas into practice.



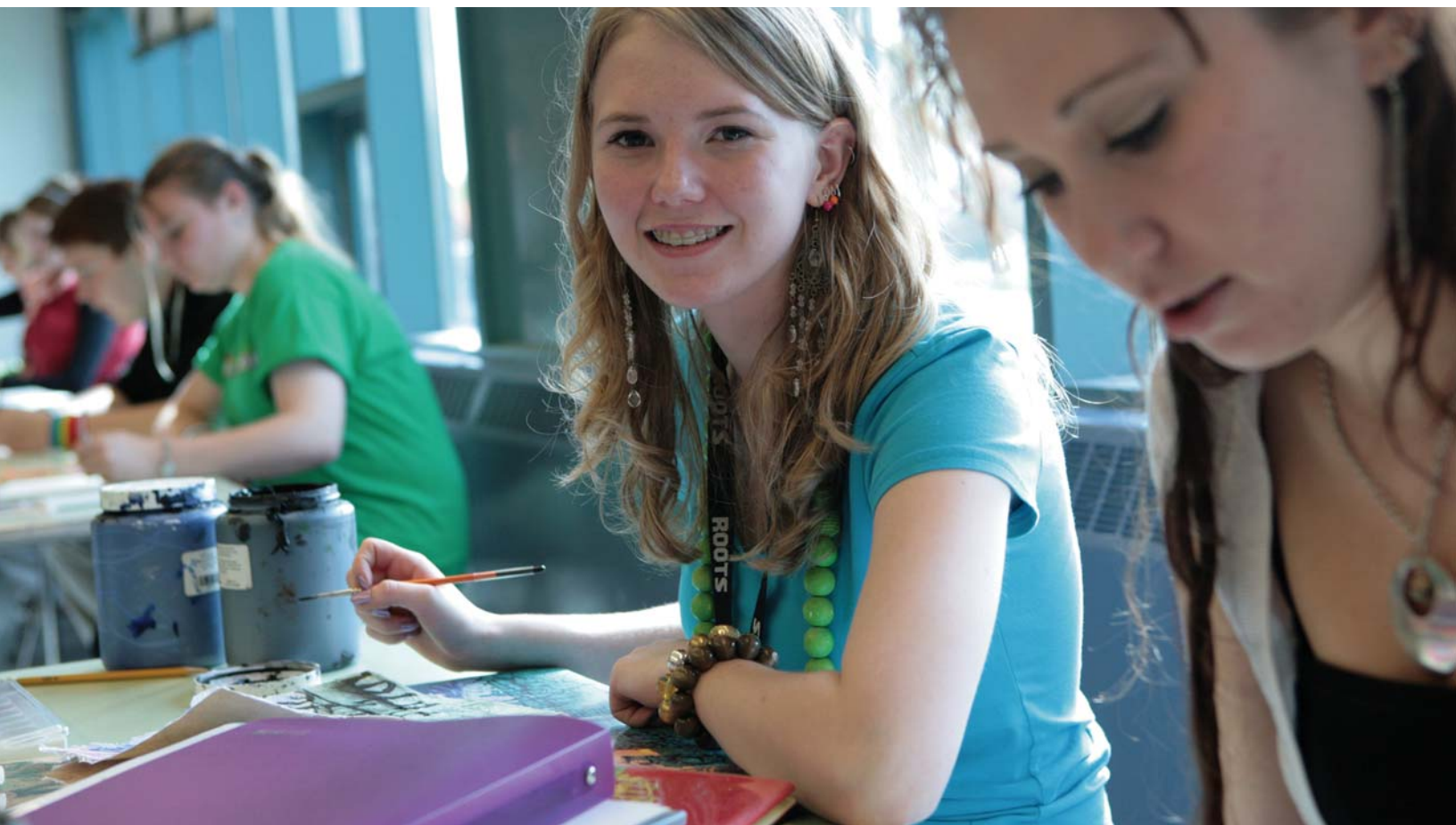
A NEW STRATEGY FOR CEA

MOBILIZING KNOWLEDGE, CONVENING 'CHANGEMAKERS', INFLUENCING ACTION

CEA's Agenda for Youth underpins our vision for education in Canada and formed the basis for a new strategic plan – one that positions CEA as a leading research and policy centre to influence education in Canada to support educators and students to be the best that they can be.

The emerging *Youth Confidence in Learning and the Future* initiative exemplifies this new strategic direction. The attitudes and actions of young people are a barometer of the health of a society. Young people's perspectives about their lives today and their hopes and fears for the future are critical to understanding and advancing the well-being of young people and of the larger society. CEA is developing this research and mobilization project to address gaps in our knowledge and to help kick-start a societal conversation about young people's confidence in their learning and their futures. This will complement the work of *What did you do in school today?*, which explores the relationships between student engagement and learning environments. While *What did you do in school today?* focuses on how young people's engagement in school affects their learning and school experiences now, *Youth Confidence in Learning and the Future* will examine how young people's confidence in their learning affects their aspirations and confidence *in the future* – in particular, how it affects their confidence that they can act to make a difference both in their own lives and in the world.

The project will include a survey that will be used to profile young people's perceptions and attitudes, monitor and report on trends, and draw out implications for practice and policy. The Canadian Council of Learning provided support for the development of a concept paper which will serve as a conceptual framework for this survey.



WHAT DID YOU DO IN SCHOOL TODAY?

MEASURING STUDENT ENGAGEMENT, PROVOKING CONVERSATIONS ABOUT LEARNING, AND DEVELOPING A CHANGE STRATEGY FOR TRANSFORMING CLASSROOMS.

Did you learn something meaningful or important for your life today? Did you work on something complex enough that it required collaboration with others today? Great educators have always understood that learning requires intellectual engagement and *What did you do in school today?* is helping a broad range of teachers in schools to listen to students in a different kind of way. The initiative has proven to be a strong vehicle for helping this kind of dialogue take place. CEA representatives have traveled across Canada to help school district leadership interpret data from 32,000 students about their classroom experience. These sessions have provided a context for superintendents, curriculum leaders, and principals to dialogue with teachers and students.

This sounds straightforward, but as CEA moves into the third year of implementation, it has a long way to go in exploring how teaching practice can engage more students intellectually, and continue to leverage this initiative as a channel of ideas for school improvement.

FIRST NATIONAL REPORT LAUNCHED

A first look at the initiative's results are presented in the initiative's first national report – *What did you do in school today?: Transforming Classrooms through Social, Academic and Intellectual Engagement*, written by J. Douglas Willms, Sharon Friesen and Penny Milton, along with two supporting documents, *Exploring the Concept of Student Engagement and its Implications for Teaching and Learning in Canada* by Jodene Dunleavy and Penny Milton, and *Teaching Effectiveness: A Framework and Rubric*, by Sharon Friesen. All of these documents are available to download at www.cea-ace.ca/whatdidyoudoinschooltoday

The screenshot shows a web browser window titled 'What Did You Do In School Today Survey - Windows Internet Explorer'. The address bar shows the URL 'http://lthencat.tellthefromme.com/surveyPage.htm'. The page has a blue header with the survey title and a progress bar showing '39%'. Below the header, there is a table for survey questions. The table has five columns for response options: 'Strongly Disagree', 'Disagree', 'Neither Agree nor Disagree', 'Agree', and 'Strongly Agree'. The questions listed are: 'I learn the concepts taught in class easily.', 'I get bored in class because lessons are too easy.', 'Language arts classes are challenging.', and 'I am among the top students in language arts.' Each question has a row of five radio buttons corresponding to the response options. At the bottom of the page, there is a footer with '© The Learning Bar Inc.' and a 'Contact Us' link.

The *What did you do in school today?* is built on the platform of the Learning Bar's *Tell Them From Me* survey and incorporates three inter-related sets of measures:

1. Student demographics
2. Student engagement, including two dimensions of intellectual engagement (instructional challenge and a series of questions that tap into students' enjoyment, interest, and motivation to do well in their language arts and mathematics classes, as well as the extent to which they see these classes as relevant to their everyday life).
3. Classroom and School Climate factors are also examined through five measures. A number of studies have determined that four of these factors – effective learning time, classroom disciplinary climate, expectations for success and teacher/student relations are related to academic achievement. However, previous research has not examined their relationship with student engagement. A fifth measure of classroom and school learning climate – *instructional challenge* – was also developed specifically for this study.

STUDENTS ANALYZING THEIR OWN LEVELS OF ENGAGEMENT

Delta School District, Delta, B.C.

Number of students surveyed in 2008-2009:
5,500 students from seven secondary schools.



Last spring, CEA facilitated a District orientation session on how best to analyze survey data. Students then presented their observations with teachers and administrators.

PUTTING THE CONCEPT OF INTELLECTUAL ENGAGEMENT ON THE MAP

Evergreen School District, Gimli, MB

Number of students surveyed in 2008-2009:
1,743 students in seven schools (All Grade 6 to 12 students in this division).



District teams from *What did you do in school today?* school sites gathered in Toronto for data analysis and action planning.

BEGINNING CONVERSATIONS IN THE SCHOOL COMMUNITY ABOUT STUDENT ENGAGEMENT

Saskatoon Public School Division, Saskatoon, SK

Last year, students from 30 high school and elementary schools were surveyed. Principals from participating schools are now exploring data with school community councils on what role they could play in fostering engagement.

I like the idea that some schools are trying to challenge teachers' and students' perceptions of their relationship. I like the idea that some schools believe that this result would be very high and then it isn't, and then to see how staffs use those data to try to question why and what they will do about it.

SCOTT TUNISON, COORDINATOR: RESEARCH AND MEASUREMENT, SASKATOON PUBLIC SCHOOLS

Our students raised issues that school leadership hadn't considered before, particularly in relation to the significance of teacher/student relationships. These data provide the evidence and we use it as a tool to gauge what's going well and what's not in our schools. Students were impressed to be asked to be a part of the process. DIANNE TURNER, ASSISTANT SUPERINTENDENT, DELTA SCHOOL DISTRICT

A MINI LEXICON

Student engagement: The extent to which students identify with and value schooling outcomes, have a sense of belonging at school, participate in academic and non-academic activities, strive to meet the formal requirements of schooling, and make a serious personal investment in learning. (Also see a subset of student engagement: *intellectual engagement*.)

Intellectual engagement: A serious emotional and cognitive investment in learning, using higher-order thinking skills (such as analysis and evaluation) to increase understanding, solve complex problems, or construct new knowledge. (Also see *student engagement*.)

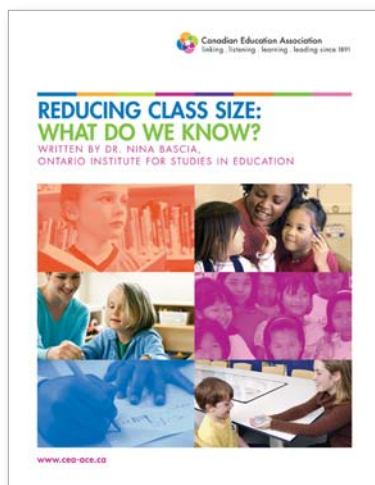
Flow: Deep absorption in an activity that is intrinsically interesting (Csikszentmihalyi, 1997). Flow is believed to occur at a point of balance between the challenge of a task and the skills required to do it. In this report, flow is sometimes referred to as appropriate instructional challenge or optimal instructional challenge.

We had thought about student engagement, but not in the context of intellectual engagement and there has since been a consciousness-raising about it in our District. *What did you do in school today?* has so many implications. As a division, now we're thinking about how we're going to get more kids into the 'flow'. This impacts everything. FAY CASSIDY, LITERACY AND ASSESSMENT/STUDENT SERVICES CONSULTANT, EVERGREEN SCHOOL DIVISION

AT THE FOREFRONT OF EDUCATION RESEARCH

NARROWING THE GAP BETWEEN GOOD PRACTICE AND GOOD POLICY

Education research, like all good research in applied fields, is judged by its impact on policy and practice and, ultimately, by the difference it makes in young people's lives. But to have an impact, research has to be 'user-friendly', relevant, and shared with those who would find it valuable and useful. For this reason, CEA is increasingly developing effective forms of *knowledge mobilization* for linking research, policy, and practice.

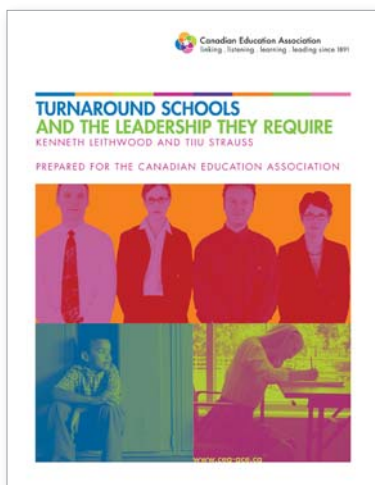


REDUCING CLASS SIZE: WHAT DO WE KNOW?

CEA completed its evaluation report on *Ontario's Primary Class Size Reduction Initiative: Report on Early Implementation*. Dr. Nina Bascia and a research team from the Ontario Institute for Studies in Education (OISE) conducted the research under contract with CEA. Although the study focused on Ontario, it has relevance and value across the country. We commissioned Nina Bascia to write a report for a Canadian audience that would highlight the findings and provide insights into how to maximize the positive impact of class size reduction policies directed at elementary schools. The report, *Reducing Class Size: What do we know?* concludes that reducing class size can make a positive difference to teaching and learning particularly when combined with other policies that support effective classroom practice. But, primary class size reduction is no a "magic bullet" and how it is implemented may be as important as the policy itself. Both reports will be available on CEA's website in the winter of 2009.

RESEARCH USE AND ITS IMPACT IN SECONDARY SCHOOLS

While there are growing efforts to address the gap between research evidence, policy, and practice across sectors, the sparse empirical work suggests that research use in education remains modest at best. Led by Dr. Ben Levin, this CEA/OISE Collaborative Research Project is shedding light on how research is encountered and used to shape policy and practice in Canadian secondary schools. The first phases of the study have been completed, and found that, "overall the respondents are strongly positive about the extent to which research is used in the district." The next phase involves collaborating with the participating districts to develop concrete steps to increase the value of research in the work of secondary schools.



TURN AROUND SCHOOLS AND THE LEADERSHIP THEY REQUIRE

In their study of school turnaround efforts in Ontario, OISE professors, Drs. Kenneth Leithwood and Tiju Strauss, point out that the turnaround concept itself prompts schools to confront failure and to accept responsibility for 'making things right'. The final report details the critical role of school leadership in beginning school improvement initiatives which can ultimately and, ideally, lead to increased student performance. One of the report's findings is that school leaders have to foster the following three beliefs among teachers: all students are capable of learning when appropriate instruction is provided; schools are able to play a large role in compensating for family circumstances; and "what schools need to do for all students to achieve at improved levels is known, can be learned, and requires everyone in the school to work toward common goals."

PROJET ONTARIO/QUÉBEC

CEA sponsored the Ontario portion of this interprovincial initiative of the Ministries of Education of Ontario and Quebec that examined the use of information technology in the classroom by comparing students' level of engagement, comprehension and knowledge transfer using two different technologies. The first phase of the project has been completed. The final report detailing the process and results of this unique interprovincial collaboration, which is authored by lead researchers, Drs. Thérèse Laferrière and Marion Barfurth, can be found on the CEA website.

NEW AWARDS BUILD ON A TRADITION OF RECOGNIZING EXCELLENCE IN CANADIAN EDUCATION RESEARCH



Joel Westheimer

THE WHITWORTH AWARD

Recognizing work that matters

Dr. Joel Westheimer won the 2009 CEA Whitworth Award for his highly relevant and influential contributions to Canadian education through his research into citizenship education. Dr. Westheimer is University Research Chair and Professor of Education at the University of Ottawa. As a true 'public intellectual, his typology of the 'good citizen' is having a major and constructive impact on debates about the role of schools in educating youth to become effective participants in democratic life. www.cea-ace.ca/whitworthaward



Renée Guimond-Plourde

THE PAT CLIFFORD AWARD

Recognizing the promise, and commitment to advancing research in Canadian public education

Drs. Renée Guimond-Plourde and **Norman Vaughan** were the co-winners of this new award, which had the following 2009 theme: Adolescent Education for the 21st Century: Implications for Teaching and Learning. Dr. Guimond-Plourde is a Professor/Researcher in the Education, Kinesiology and Recreation Department at the University of Moncton, Edmundston Campus (UMEC). She leads a research program that contributes to the development of the emerging field of study on 'stress coping' among secondary school students. Dr. Vaughan is an instructor in the Faculty of Teaching & Learning at Mount Royal University in Calgary. His research investigates whether interactive learning technologies (social networking sites, blogs, and wikis) can be used to design and support assessment activities that increase levels of student engagement.



Norman Vaughan

This new Award is named after Dr. Pat Clifford, one of the co-founders of The Galileo Educational Network. Pat had an extensive teaching background from primary through graduate level and was the recipient of numerous awards for both research and teaching practice. Pat passed away in August of 2008, but she left a gift to us in her teaching, scholarly writing, poetry, and stories.

www.cea-ace.ca/cliffordaward



Participating students from Children of the Earth High School's Medical Careers Exploration Program. Photo: Ken Gigliotti, *Winnipeg Free Press*

THE KEN SPENCER AWARD FOR INNOVATION IN TEACHING AND LEARNING

Ideas transform learning

This new award recognizes schools that have demonstrated replicable program models that exemplified learning that is real, makes a difference, and is linked to the lives of students beyond school. All 141 schools participating in CEA's research and development initiative, *What did you do in school today?* were eligible for nomination. The three winning schools illustrate the effect of innovations on student learning. Sir Robert Borden Junior High School (Dartmouth, NS) asked students to define how they learn best, and inspired a whole school transformation program. With the help of local scientists, Brunskill School (Saskatoon, SK) engrosses six-year-olds in science. A medical internship program at Children of the Earth High School (Winnipeg, MB) raises the career aspirations and opportunities of urban aboriginal students.

Ken Spencer is a Director and the Treasurer of CEA. He is the retired CEO and co-founder of Creo Products and has generously donated the financial awards for this new program.

www.cea-ace.ca/kenspenceraward

CONVENING EDUCATORS

CONNECTING THEIR IDEAS AND SHARING THEM WITH THE BROADER CANADIAN COMMUNITY

CEA hosted a variety of events that included panel discussions and presentations featuring students, teachers, researchers, and administrators. Participants shared their personal and professional expertise on how we can better understand the complexity of teaching and learning, and about how we can help young people to have successful experiences in school.

■ The *What did you do in school today?* initiative provided the opportunity for CEA representatives to showcase research in Intellectual Engagement nationally, during a keynote address at the Marginalized Youth in Contemporary Education Contexts Symposium at Toronto's Hospital for Sick Children, and internationally at the 2009 International Congress of School Effectiveness and Improvement.

Inequality Diversity
Literacy Knowledge economy
Citizenship Civic engagement Equity
Change Urbanization
Community Technology Pluralism
Inclusion Social cohesion
Values Excellence
New knowledge Learning

“Are our schools teaching students the right things? Should our schools be teaching students values? If so, whose? How can schools do better job of harnessing the power of diversity?”

Podcasts from the forum, *Building a New Canada Together – The role of schools in creating the Canada we want*, are available on CEA's website.



Christa Freiler delivering a workshop at the CASHRA national forum.

■ CEA co-sponsored and presented workshops at the Canadian Association of Statutory Human Rights Agencies' (CASHRA) national forum, *Defining a Rights Based Framework, Advancing Inclusion of Students with Disabilities*. CEA also served as convener for the provincial superintendents associations and the Canadian Association of School Administrators (CASA) on the topic of the early learner, which has led to the emergence of a national leadership network to advance the integration of early learning, care, and education.

■ CEA's 48th Annual Education CEOs' Forum, *Engaged Teachers, Engaged Learners: The Superintendent and the Classroom* included 25 superintendents, and was hosted by CEA Chair Carole Olsen and Edmonton Public School Division Superintendent Edgar Schmidt.

We have to start thinking of all the decisions we make about education, about institutions, about place and people, through multiple lenses. GLEN MURRAY



Glen Murray, forum keynote speaker and president of the Canadian Urban Institute during the public forum, *Building a New Canada Together – The role of schools in creating the Canada we want*, which was co-hosted by CEA, People for Education (an Ontario-based parent advocacy group) and CBC Toronto.

When you learn, it's when you start to ask questions ... when you get to that level it shows that you're understanding and that you're ready to move on.

STUDENT PANELLIST



The panel, *The Role that Students Play in Good Teaching*, included six Edmonton high schools who shared their reflections on teaching and learning, as part of the CEA Symposium, *Engaged Teachers, Engaged Learners*.

If we want to help our profession get better at teaching and learning, then we have to get into teaching and learning in deeper ways than we ever have. We have to be specific about it and descriptive about it, and figure out what it looks like, and we have to be able to talk about it. RICHARD LEMONS



Richard Lemons (Institute for Urban School Improvement of the University of Connecticut) animates viewpoints among educators about what high quality learning looks like as part of the CEA Symposium, *Engaged Teachers, Engaged Learners* in Edmonton.



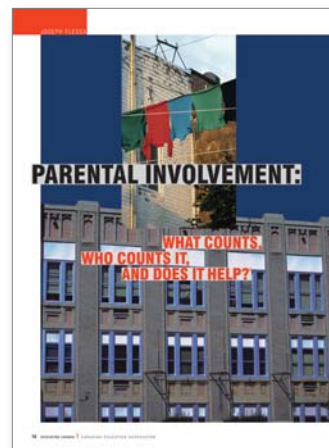
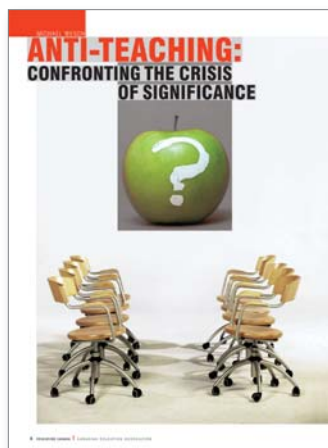
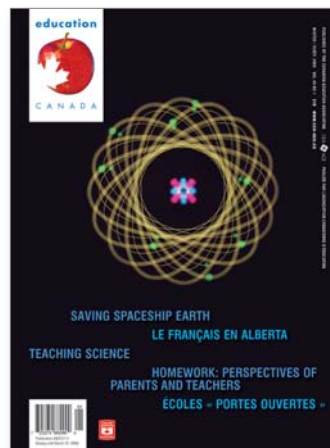
In May 2008, New Brunswick's education leaders from the Anglophone sector gathered in Fredericton for the CEA workshop, *Teaching that Works: Learning that Matters* to focus on achievement and assessment.

BIG IDEAS

FROM A TRUSTED INFORMATION SOURCE

EDUCATION CANADA MAGAZINE

No other publication in Canada offers such thought-provoking perspectives, in both English and French, on issues, trends, leadership, policy, practice and research in education. A theme issue, *Teaching for Learning*, was launched in the fall of 2008, which provided a special focus on student engagement. This began a new annual tradition of exploring broad themes in greater depth. The 2009 Theme Issue is entitled, *Innovation, Challenging the Status Quo*.



Anti-Teaching: Confronting the Crisis of Significance

By Michael Wesch

Spring 2008

8,469 Downloads

The Brain Goes to School: Strengthening the Education-Neuroscience Connection

By Daniel Ansari

Fall 2008

1,120 Downloads

Parental Involvement: What Counts, Who Counts It, and Does It Help?

By Joseph Flessa

Spring 2008

901 Downloads

When students recognize their own importance in helping to shape the future of this increasingly global, interconnected society, the significance problem fades away. MICHAEL WESCH

CHANNELING RELEVANT INFORMATION TO OUR NETWORKS

www.cea-ace.ca

Bulletin

Canada's education
newsletter, since 1957



Bulletin

Readership of this monthly e-newsletter continues to expand, and is regarded as a trusted source of policy and research information of interest to the education community.

Education Research Roundup

CEA's Year-End Review



Education Research Roundup

CEA's first annual year-end research review summarized, by theme, notable reports, briefs, and studies, identifying trends and highlighting areas of consensus, tension, and discrepancy throughout 2008, providing another valuable reference tool for education researchers and policy analysts.

Canadian Education Association
taking, learning, leading since 1871

A REVIEW OF NEW BRUNSWICK'S DEDICATED NOTEBOOK RESEARCH PROJECT ONE-TO-ONE COMPUTING – A COMPELLING CLASSROOM-CHANGE INTERVENTION



www.cea-ace.ca

One-to-One Computing: A Compelling Classroom-Change Intervention

CEA was commissioned by Hewlett-Packard Canada to create a case study describing the development, implementation and outcomes of New Brunswick's Dedicated Notebook Research.

Canadian Education Association
Association canadienne d'éducation

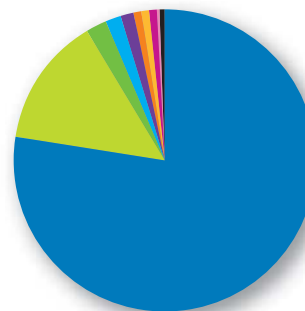
Directory of Key Contacts in Canadian Education 2009 KI-ES-KI HANDBOOK Rapertoire des personnes ressources en éducation au Canada

www.cea-ace.ca

KI-ES-KI Handbook

The only comprehensive directory of education organizations and officials in Canada, in print and electronic forms continues to be relied upon within the education sector.

COUNTRY VISITS 2008-09



From Iceland to Qatar, CEA's website received visits from people in over 190 countries

CEA employs the latest web analytics to measure all aspects of our online efforts. www.cea-ace.ca continues to receive extensive national and international traffic. Visitors viewed more pages, read more content, and downloaded more multimedia than in any other year.



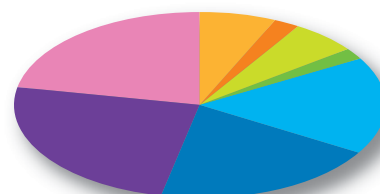
FINANCIAL DISCLOSURE

REVENUES	2009	2008
Sustaining provincial government grants	451,831	474,383
Research – Contracts	515,022	315,518
Writers in Electronic Residence (WIER)	0	75,909
ArtsSmarts Program	392,683	617,566
Event registration fees	37,342	83,394
Publication, advertising and other sales	351,569	330,376
Information service board fees	116,837	113,600
Project and program contributions	35,781	2,400
General membership fees	47,093	44,723
Administration fees	4,960	2,616
Investment income	144,591	142,221
TOTAL	2,097,709	2,202,706

OPERATING REVENUES*

Administration fees and interest	7%
General membership	2%
Information service boards	6%
Events registrations	2%
Publication sales and advertising	17%
Projects and programs + WIER + ArtsSmarts	20%
Research Contracts	25%
Government membership grants	22%
Total	100%

*Excluding research investment fund



EXPENSES	2009	2008
Salaries and benefits	657,972	553,734
Writers in Electronic Residence (WIER)	0	55,846
ArtsSmarts Program	369,979	482,699
Publications and periodicals	297,054	244,731
Administrative	189,785	124,311
Communications	5,344	3,748
Events	50,429	125,057
Project and program costs	26,062	8,559
Research – Fund	596,653	492,578
Office rent & utilities	81,128	74,455
Organizational governance meetings	44,182	40,560
Amortization	18,724	23,044
Total	2,337,312	2,229,322
Excess of revenues over expenses for the year	-239,603	-26,616

OPERATING EXPENSES

Amortization	1%
Governance	2%
Rent and utilities	3%
Administration	8%
Publications	13%
Communications	0%
Event costs	2%
Research costs	26%
Program and project costs + WIER + ArtsSmarts	17%
Remunerated personnel costs	28%
Total	100%



OUR NETWORK OF SUPPORTERS

APRIL 1 2008 TO MARCH 31 2009

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CEA congratulates Annalee Adair, ArtsSmarts, and Trevor Owen, Writers in Electronic Residence, for the successful transition of these innovative programs to independence as charitable organizations. Formerly administered by CEA, both programs connect experts — artists and writers — with teachers and students to enrich learning.

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