

**ANNUAL REPORT 2006**

**FORTY YEARS OF QUALITY  
EDUCATION FOR ALL LEARNERS**



**SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY**



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40 YEARS OF

# Quality

EDUCATION FOR  
ALL LEARNERS

The mission of the Southwest Educational Development Laboratory (SEDL) is to solve significant problems facing educational systems and communities to ensure a quality education for all learners.

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# Letters to Stakeholders

## LETTER FROM THE PRESIDENT AND CEO

### Dear Stakeholders:



The year 2006 was a touchstone year for SEDL. As we celebrated our 40th anniversary we paid tribute to our heritage and began moving in new directions. I am pleased to offer these highlights of our progress in a number of key areas.

### Promoting quality research

In 2006, SEDL's National Center for the Dissemination of Disability Research made progress in closing the gap between research production and its use to inform policy, improve services, and develop technologies to benefit people with disabilities and their families. Our National Partnership for Quality Afterschool Learning facilitated the implementation of three randomized controlled trials addressing afterschool literacy practices. SEDL also won funding to establish the National Coordination Center for Parental Information and Resource Centers and to disseminate evidence-based resources about how K-3 children learn to read and what parents can do to support them.

### Developing research-based resources

Researchers, administrators, and change facilitators have been using the Concerns-Based Adoption Model (CBAM) to help implement change in schools for more than 30 years. In 2006, SEDL updated the manuals that describe how to use the three dimensions of CBAM to measure implementation of the change process. We also continued to develop quality afterschool resources. The National Partnership for

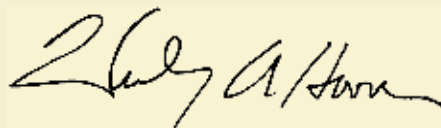
Quality Afterschool Learning created an online Afterschool Training Toolkit to help afterschool staffs develop learning activities that engage students and strengthen their academic achievement.

### Conducting quality professional development

In 2006, SEDL developed and provided training in the use of resources that will show teachers and caregivers what good practices in afterschool instruction look like. Through our two regional comprehensive centers, we conducted professional development sessions for hundreds of professionals who make up statewide technical assistance networks in six states. These sessions helped equip them to lead the implementation of No Child Left Behind in their states.

Our accomplishments in 2006 show creativity, resilience, and results—the touchstones of a vital organization. The key to our vitality is our relationships with you, our colleagues and constituents. On behalf of the SEDL staff, I thank you for your involvement in our work this past year, and I look forward to our continued efforts to ensure a quality education for all learners.

Sincerely,



**WESLEY A. HOOVER**  
President and CEO



## LETTER FROM THE CHAIRMAN

### Dear Fellow Educators:



As the new school year begins, teachers and students are already preparing for spring's standardized tests. As a guidance counselor at Clinton Elementary School in North Little Rock, Arkansas, I help students prepare for these annual tests. I also teach photography to fourth, fifth, and sixth graders. My students understand that, like the photos we take together, test scores give us "snapshots" of their progress in learning. And so it is with the annual report. Each report represents SEDL's accomplishments seen in moments.

When I think about the accomplishments of 2006, several images come to mind. Most strongly, I recall the groundbreaking for SEDL's new headquarters. This event had a special meaning for me because it was a milestone in a project that had been a large part of the business of the board for the past 6 years. I'm proud of the 2004–2005 board for its decision to build at the Mueller development site in Austin, Texas, and of the current board for its continued support. SEDL's new building will be a welcoming place where SEDL staff and their expertise will connect with learners across the nation and around the world.

In all, this report is a snapshot of SEDL at 40, poised between its accomplishments of the past and the

promise for new generations of research, development, and dissemination. Forty years ago, the newly created SEDL focused on the needs of students who were falling between the cracks of state and local education systems. I'm proud that SEDL's mission has remained focused on those students. Today, as my own state of Arkansas and many other states have continued to work to make annual yearly progress as required by the No Child Left Behind Act (NCLB), SEDL is there.

The last images that come to mind are of the past 6 years that I've served as a member of the board. This year is also the close of Wes Hoover's first decade as president and CEO. I appreciate his ability to focus the company on supporting quality education research and producing high-quality resources and professional development. On behalf of the board of directors, I thank the staff, clients, constituents, and supporters of SEDL for all they do to provide a quality education for all students.

Sincerely,

**NANCY EDDY**  
Board Chairman

# Quality Work

*A*s we celebrated SEDL's 40th anniversary in 2006, we honored our past work, carried out our current work with renewed vigor, and looked ahead to the possibilities that the next 40 years will bring.

We are proud of our enduring commitment to ensuring a quality education for all learners, especially children living in poverty. We are also proud of our dedication to bridging research and practice in so many critical educational areas during the past 40 years. These commitments permeate our work and can be seen in 2006 just as easily as in 1966.

## Facing Today's Challenges

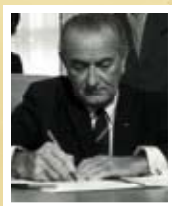
At SEDL, we pride ourselves on being able to help educators and students most in need. When Hurricane Katrina hit New Orleans in the late summer of 2005, one of the groups most affected was also one of the most helpless: children. Visit the city today and you will see schools trying to meet the needs of thousands of students displaced by Hurricane Katrina, many of them homeless for a time and many of them just now re-entering school. Most of these students attend schools in the Recovery School District (RSD).

Run by the Louisiana Department of Education, the RSD was established 2 years before Hurricane Katrina hit to turn around underperforming schools. When the hurricane struck, the state legislature voted to place almost all New Orleans public schools within the RSD. Currently, the RSD directly operates 22 schools and oversees 17 charter schools that are allowed more leeway and self-governance.

SEDL was involved in the early planning for the RSD. Our Southeast Comprehensive Center (SECC) helped state department of education staff build their capacity to support improvements in the RSD schools. SEDL also developed, staffed, and provided literacy professional development institutes and follow-up sessions in the summer and fall of 2006, serving about 700 RSD teachers and administrators.

"We faced a tremendous number of challenges this past year, and SEDL's assistance was invaluable," says Robin Jarvis, former superintendent of the Recovery School District who joined the staff of SEDL's SECC in 2007. "SEDL's professional development on literacy helped our teachers at a time when they needed it most."

## 1960s *SEDL's Formative Years*



### 1965

On Palm Sunday, 1965, President Lyndon B. Johnson signs into law the Elementary and Secondary Education Act (ESEA). The ESEA calls for a network of institutions that bridge the gap between research and practice, leading to the creation of 20 regional educational laboratories (RELs).



### 1966

SEDL is founded as one of the 20 RELs through a \$567,788 development grant from the U.S. Office of Education. Dr. Edwin Hindsman is named executive director.

### 1968

The U.S. Office of Education discontinues five of the original 20 laboratories. SEDL survives.

SECC staff worked closely with state department staff to tie the training sessions to essential components of the Louisiana Literacy Plan and the state's Reading First model, which in turn are aligned to state literacy standards. All teachers—even those who teach electives such as art and music—learned and practiced a repertoire of research-based strategies to help their students become more competent readers.

We understand that it takes more than solid professional development to bring about improvement in teaching methods. That's why another major component of our work in 2006 involved updating the tools for using the Concerns-Based Adoption Model (CBAM). Both a conceptual model of the change process and a set of research-based tools for facilitating and assessing school change, CBAM is internationally respected and used. Researchers, school administrators, and change facilitators have used CBAM tools to help implement innovations in schools for more than 30 years. Researchers also rely on these tools to track and report their findings. The three dimensions of CBAM—Stages of Concern, Levels of Use, and Innovation Configurations—remain well suited for assessing educator concerns about and use of new strategies, programs, and materials.

We recently updated the manuals that describe how to use these three dimensions and their related tools to measure implementation of the change process. The manuals have a new look and title and include a review of recent literature related to the model.

Shirley Hord, SEDL scholar emerita and one of the authors of the updated manuals, says, "We almost always fail to check up and see how well teachers and administrators are using a new program or process in the school or in a classroom. In order to give them additional information, coaching, or follow-up, we need to assess their concerns and find out how they are implementing the program or process. CBAM helps us do that."

### Guiding Today's Researchers

For years, policymakers have emphasized the need for research-based solutions to education problems. Increasingly, though, their focus has turned to the rigor of the evidence supporting specific approaches. Gone are the days of anecdotal evidence; today, educators seek rigorous empirical evidence of what works. Long a leader in research-to-practice initiatives, SEDL continues to break new ground in this arena. For example, SEDL's National Center for the Dissemination of Disability Research (NCDDR) is establishing new relationships and resources to help disability researchers strengthen the design and implementation of their studies.

A large part of this work involves developing and disseminating standards of evidence for assessing and aggregating quality research in the disability field. With such standards, systematic reviews of collections of studies addressing specific disability topics will be of much greater utility to researchers, practitioners, and individuals with disabilities. In the short term, the

## 1970s *Scaling Up, Scaling Down*

### 1970

SEDL is awarded a \$4.1 million grant from the U.S. Department of Health, Education, and Welfare for construction of new research and development facilities.



### 1971

Dr. James H. Perry is named SEDL's new executive director following the death of Dr. Edwin Hindsman. SEDL buys its first computer—an IBM 1130, a small mainframe with 64 kilobytes of memory.



### 1973

SEDL moves into the Southwest Tower at 211 E. 7th Street in downtown Austin.

NCDDR aims to raise researchers' awareness of and support for standards of evidence, the range of disability research topics that are relevant to today's consumers of disability research, and effective approaches for translating research knowledge into practice. If this short-term goal is achieved, our expectation is that researchers will increasingly come to consensus about and attend to these standards as they design, conduct, and assess their research and development activities.

The NCDDR has established three task forces to develop consensus statements and position papers on how to align rigorous research designs to the research questions current in the field. The NCDDR has also established relationships with the Cochrane Collaboration and the Campbell Collaboration, two prominent international organizations that have led longstanding work in developing and disseminating systematic reviews of research studies in the medical and health care fields. The NCDDR has begun offering free access to the Cochrane Collaboration Library for federally funded disability researchers and is working to establish a disability research coordinating group within the Campbell Collaboration.

"The NCDDR's energetic commitment to build capacity within the field to conduct systematic reviews using principles from organizations such as Campbell and Cochrane has the potential to transform the disability and rehabilitation research landscape," says Herbert M. Turner III, PhD, an advisor for the Campbell Collaboration.

The NCDDR published three issues of its newsletter, *Focus*, in 2006, with topics including an overview

of international literature on knowledge translation and the role of systematic reviews in evidence-based practice, research, and dissemination. The NCDDR also hosted five webcasts in collaboration with the Independent Living Research Utilization project of The Institute for Rehabilitation Research in Houston. Future plans include the creation of a registry of systematic reviews and a library of knowledge translation resources.

SEDL's Research Utilization Support and Help (RUSH) project is also involved in strengthening the quality and utility of disability and rehabilitation research. Disability researchers have been increasingly challenged to show that their research benefits audiences beyond the research community; however, there is a fundamental lack of understanding and awareness regarding effective strategies for producing and measuring such change. To address this need, RUSH provides Research Utilization Awards to federally funded disability researchers who propose innovative strategies for improving access and documenting use of research results by those who can most benefit from them. As of April 2007, RUSH has committed close to a half million dollars distributed over six awards. The goal of the awards is not only to support these specific projects, but also to have them serve as demonstrations to other researchers and so spur future dissemination and research utilization.

### Helping Today's Students

SEDL's National Partnership for Quality Afterschool Learning is also involved in supporting research-based solutions. The partnership is engaged in a 5-year study



**1974**

The Texas State Board of Education approves four of SEDL's curricular products for statewide textbook adoption; all are bilingual education programs for early elementary students.



**1975**

SEDL increases the scale of its television production work with a \$250,000 grant from the U.S. Office of Education and produces "La Esquina," a bilingual TV series for high school students.

**1976**

SEDL is awarded a grant of \$1,750,000 by the U.S. Community Services Administration for a 3-year project to establish and operate Basic Skills Learning Centers.





The Austin City Council issued a proclamation that designated June 2006 as “SEDL APPRECIATION MONTH” in recognition of 40 years of leadership and service to Austin and the national education community (pictured L to R: Wes Hoover and Brewster McCracken, Austin City Council member).

to define high-quality afterschool teaching and learning and to disseminate resources that will strengthen afterschool programming. Analyzing available data, National Partnership staff identify afterschool sites that are having a positive effect on student achievement. They then visit the sites and document program characteristics and practices, looking specifically at six content areas: literacy, mathematics, science, the arts, technology, and homework help. Staff have conducted site visits at over 50 elementary and middle schools nationwide.

From these visits, partnership staff developed the Afterschool Training Toolkit, an online resource designed to help afterschool program directors and staff develop engaging activities that tie in to students' regular school-day classes. The toolkit provides guidance in six areas: the arts, literacy, math, science,

technology, and homework help. The science and arts components were launched in 2006.

The science component of the toolkit describes five promising afterschool practices: (1) investigating science through inquiry; (2) exploring science through projects and problems; (3) integrating science across the curriculum; (4) engaging families and communities; and (5) tutoring to enhance science skills. As educators learn about each promising practice, they can link to national standards that the promising practice supports and get ideas for new activities. They can also view video clips of activities in practice in afterschool settings. At one site in Atlanta, for example, students have set up their own hatchery for rainbow trout where they take precise measurements of water temperature and levels of dissolved oxygen and ammonia. At a Houston site, students work

## 1980s *A Decade of Rebuilding*

### 1981

Dr. James Perry resigns as SEDL's executive director. The U.S. Bureau of Education of the Handicapped awards SEDL a grant for the Teaching Inservice Providers project, designed to train trainers in the use of a competency-based inservice program for preschool staffs.



### 1982

Dr. Preston C. Kronkosky is appointed as SEDL's new executive director. SEDL initiates the Best of Basic Education Skills project, funded by the Administration for Children, Youth, and Families.

### 1983

SEDL enters into a cooperative agreement with the National Institute of Handicapped Research (now the National Institute on Disability and Rehabilitation Research) for operation of the SEDL Regional Rehabilitation Exchange as a rehabilitation research and demonstration project.

with artists as they study the butterflies of southeast Texas and create intricate mosaics illustrating what they have learned.

SEDL partnership staffer Deborah Donnelly emphasizes that the science activities are designed to help boost student achievement. “By providing science activities after school that are aligned to standards, schools can help students prepare for the assessments required by No Child Left Behind,” she says. “Students can learn new scientific concepts and skills, or they can get reinforcement for concepts and skills they learned during the regular school day.”

The arts component of the toolkit outlines six promising practices: (1) building skills in the arts; (2) expressing yourself through the arts; (3) making connections to history and culture; (4) thinking and talking about works of art; (5) integrating the arts with other subjects; and (6) involving families and communities. It also includes instructional videos. One video demonstrates how middle-school students in Seattle develop self-confidence and leadership skills through a break-dancing class. One student reported that the class has made him “want to go to school.”

“The arts have long been a part of afterschool programs,” says Catherine Jordan, director of the National Partnership. “They are often key to engaging students and keeping them interested in afterschool activities. When the arts are integrated into core content areas such as math or literacy, they can be a powerful stimulus for meaningful learning.”

Through another strand of the National Partnership work, SEDL is also supporting and monitoring rigorous research studies of afterschool programs. Research concerning the impact of afterschool programs on student academic achievement outcomes has been relatively limited and has produced mixed results. Working with SEDL, the U.S. Department of Education recently funded several randomized controlled trials that use rigorous methods to evaluate the benefits of promising afterschool reading programs on student achievement. SEDL coordinated the grant competition and is also leading a consortium of researchers who are providing technical support for the studies over the 2-year funding period.

### Researching Today's Issues

SEDL not only supports the research of others; we also conduct original research. Whether we are researching ways to improve student learning or evaluating the effectiveness of other organizations' programs, our research efforts continue to be an important focus of our work.

In 2006, for example, we studied the impact of the use of graphing calculators on standardized end-of-course examinations in algebra I courses. We wanted to explore the relationships among the use of graphing calculators on standardized assessments and student achievement, levels of access, and classroom use. Students at high schools in two states took a pre- and post-version of a state standardized end-of-course examination with or without using a graphing calculator. We examined the

### 1985

SEDL is awarded a 5-year contract by the U.S. Department of Education to operate a regional educational laboratory for the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.



### 1987

SEDL is awarded a 2-year grant from the National Institute on Disability and Rehabilitation Research to develop ILS-NET, a computer-based communications network for regional independent living centers. SEDL's REL obtains a supplemental award of \$555,000 from the Office of Educational Research and Improvement for a Rural, Small Schools Initiative (RSSI).

### 1988

SEDL is awarded a 3-year grant by the U.S. Department of Education to continue operations at a significantly increased level of funding as a National Follow Through sponsor.

data to investigate differences and relationships between mathematics achievement, graphing calculators, and student and teacher variables. Ultimately, we found that students demonstrated higher levels of math performance when a graphing calculator was used for both instruction and testing.

SEDL's Research and Evaluation Services unit continues to conduct program evaluations, assessing both SEDL-operated and external programs. In 2006, we continued our multiyear evaluation of the Arkansas Education Renewal Zones (ERZ) initiative. The development of effective K-16 partnerships is the cornerstone of the Arkansas ERZ initiative, connecting institutions of higher education with public schools and regional education service centers to develop seamless integration of pre-service and in-service professional development for teachers. SEDL's evaluation findings to date suggest that the ERZs have made good progress in implementing their plans in specific areas and are moving toward the desired outcomes.

SEDL is also evaluating programs for the Texas Education Agency (TEA). We are conducting an evaluation of the TEA-funded Texas A&M University System online ESL/bilingual professional development and limited English proficiency campus support services. The study seeks to determine the quality and effectiveness of the professional development, the extent to which teachers are implementing the initiative's teaching strategies, and the progress made in the development and completion of project deliverables. SEDL and several partners are also

conducting an evaluation study to determine the degree to which Texas High School Completion and Success grant funds have been implemented by grantees to support high school student retention and increase graduation rates and access to higher education.

### Informing Today's Policymakers

Throughout the years, we have worked to keep policymakers informed about education issues and solutions so they can make the best decisions for students. Two of SEDL's largest projects, the Southeast Comprehensive Center (SECC) and the Texas Comprehensive Center (TXCC), are dedicated in large part to this very task. These projects work with state departments of education and other entities to help states meet the goals of the No Child Left Behind Act (NCLB).

The SECC provides high-quality professional development and technical assistance to the states of Alabama, Georgia, Louisiana, Mississippi, and South Carolina. The work varies depending on the state, although similar patterns do emerge. In Alabama, for example, the Alabama Department of Education requested that an SECC staff member serve on the Alabama Accountability Roundtable (ART). The ART's mission is to provide a seamless system of technical assistance and support to schools in the areas of curriculum, instruction, fiscal responsibility, management, and leadership.



## 1990s *Putting the Pieces Together*



**1991**

The Minority Internship Program is established to enhance the participation and success of minority students in the field of educational research and development.



**1992**

SEDL consolidates its mathematics and science education programs by creating the Center for the Improvement of Teaching in Mathematics and Science. SEDL begins its Infant/Toddler Training Project, designed to enhance professional services of caregivers of at-risk infants and toddlers and their parents.

**1995**

SEDL launches its Web site at [www.sedl.org](http://www.sedl.org).



In September 2006, the ART conducted a needs-sensing survey of school improvement leaders, regional school improvement coaches, and peer mentors who serve on the State Support Team. Using the results of this survey, the SECC developed four professional development sessions, addressing the effects of cultural relevance on high school graduation rates; strategies for implementing an effective mentoring program; guidelines for writing effective instructional goals, strategies, and benchmarks in core content areas; and approaches to reducing drop-out rates and increasing graduation rates. Thus far, the SECC has presented each of these sessions at least twice for School Support Team members who, in turn, replicate the training at schools and districts.

“One indicator of our success comes from the fact that the Alabama State Department of Education is already asking us to provide more professional development next year,” says Lou Meadows, the SECC’s state liaison for Alabama. “I guess we could say repeat customers are a good indication that we are giving the clients what they need.”

The TXCC provides technical assistance and support to the Texas Education Agency (TEA) to ensure that Texas has an education system with the capacity to eliminate achievement gaps and enable all students to achieve

at high levels. Although the TXCC works with only one state—unlike the SECC’s five-state region—Texas’s size and diversity provide their own set of challenges. The TXCC staff meet regularly with TEA to identify the most critical challenges and ways to address them.

Thus far, the TXCC has provided technical assistance to TEA staff in areas including school improvement strategies, school restructuring, defining rigor in science courses, evaluating supplemental education services, and state plans for ensuring teacher quality. Connecting TEA staff to experts and providing information about what other states are doing to implement NCLB are two forms of technical assistance that are of particular value.

TXCC staff also provide professional development to the network of 20 education service centers (ESCs) in the state. Intensive and long-term training activities focus on school and district leadership development and on instructional practice. For example, sessions have helped ESC staff learn how to build principals’ skills in working with teachers as a faculty and in one-on-one coaching sessions where together they analyze data and use the results for improving student outcomes. TXCC staff also provide professional development for ESC staff who work directly with teachers. These sessions have focused on instructional strategies and support for English language learners in math and science, particularly in high school.

### Looking Toward Tomorrow’s Needs

Throughout our 40 years, SEDL has evolved and grown as our work has taken us in new directions. The first few

#### 1995

As part of a 4-year pilot project, SEDL begins operating the National Center for the Dissemination of Disability Research. SEDL also establishes the Southeast Comprehensive Assistance Center, which serves the states of Alabama, Arkansas, Georgia, Louisiana, and Mississippi.

#### 1996

Preston Kronkosky retires from his position as president and CEO. Wesley A. Hoover is appointed the new president and CEO.



#### 1998

SEDL collaborates with the U.S. Department of Education to develop the Comprehensive School Reform awards database. SEDL is also awarded funding to provide technical assistance to state departments of education as they fund Comprehensive School Reform Demonstration projects.

months of 2006 saw the end of SEDL's tenure as a regional educational laboratory that has helped define us since 1966. Despite this major change, 2006 was the most successful year in the history of our organization in terms of dollars awarded. We affirmed our continuing vitality and staying power through a wide range of research, program evaluation, and school improvement work that serves states, districts, and schools across the United States. We also began the construction of our new headquarters building in Austin, which will be completed in late 2007.

Throughout the nation, administrators, teachers, disability service providers, policymakers, and community members turn to SEDL as a trusted source to help them improve education for all learners. As always, our clients are our first priority, and no matter what changes await us in the coming years, we will continue to offer them the high-quality research-based products and services we have always provided.



We celebrated the year by producing products around our anniversary theme. *SEDL Letter*, our annual catalog, and our commemorative booklet focused on our legendary past and significant present.

## 2000s *Rigor, Research, and Resilience*

### 2000

SEDL wins another 5-year REL contract, as well as two 5-year awards from the U.S. Department of Education to establish the Southwest Consortium for the Improvement of Mathematics and Science Teaching and the South Central Regional Technology in Education Consortium. SEDL publishes its award-winning *Active Learning with Technology* portfolio.



### 2001

SEDL publishes the first of four annual research syntheses by the newly created National Center for Family and Community Connections with Schools.

### 2002

SEDL develops an online national Smaller Learning Communities awards database.

### 2003

SEDL expands its database work to include Reading First grantees. SEDL wins a 3-year contract from the U.S. Department of Education to lead the National Partnership for Quality Afterschool Learning.



### 2004

SEDL launches a new online store and electronic library on its Web site. SEDL works with the Texas Education Agency and the Arkansas Department of Education to create electronic data management systems.

### 2005

SEDL wins competitions to establish two comprehensive technical assistance centers, the Southeast Comprehensive Center and the Texas Comprehensive Center.



### 2006

SEDL breaks ground on a new headquarters in Austin. SEDL receives a grant to support the continuation of the National Center for the Dissemination of Disability Research and the National Partnership for Quality Afterschool Learning. SEDL is funded to serve as the national coordination center for the 60 Parental Involvement and Resource Centers (PIRCs).

## Fast Facts

### SEDL'S NEW HOME AT RMMA PROVIDES ROOM FOR SOLUTIONS



### 50,000 square feet

of community space, workrooms, offices, a science and technology demonstration classroom, and an education research library

### 5,200 square feet

of conference space including eight break-out rooms

### Silver-level leadership

in Energy and Environmental Design (LEED) certification



They take the cake! Wayne Holtzman (former SEDL board member), Luci Baines Johnson (chairwoman, LBJ Holding Company), Wes Hoover, and Preston Kronkosky (former SEDL president and CEO) celebrate SEDL's 40th anniversary.



*A*fter 40 years in downtown Austin, SEDL broke new ground in the Robert Mueller Municipal Airport community redevelopment site in Austin, Texas, in August 2006. SEDL's new headquarters, which will comprise approximately 50,000 square feet, will be host to research and development efforts in addressing some of the nation's most pressing education issues.

# Quality People

*The SEDL family comprises researchers, teachers, administrators, educators, and policymakers who share our message and work tirelessly to conduct research, lead seminars, and create products that lead to improved learning.*

## 2006 EXECUTIVE COMMITTEE

### Nancy Eddy, CHAIRMAN

Nancy Eddy, MEd, JD, is a K–6 counselor at Clinton Elementary School in Little Rock, where she has served since 1984. She also has served as chair of the Pulaski Federation of Teachers, president of the Central Arkansas Labor Council, and a volunteer with the United Way.

### Mary Abeita, VICE CHAIRMAN

Mary Abeita is a Native American studies resource teacher with the Indian Education Unit at Van Buren Middle School in Albuquerque. Before teaching at Van Buren, she drove a Title I “technology bus” for the Gallup–McKinley County area schools, where she taught reading lessons and provided computer services to students.

### Ernest Zamora, SECRETARY

Ernest Zamora, MA, PhD, most recently served as the associate commissioner for support services and school finance for the Texas Education Agency. He has also served as executive director of the Region 2 Education Service Center in Corpus Christi, Texas, and as associate executive director of the Region 18 Education Service Center in Midland, Texas.

### Matthew Causey, TREASURER

Matthew Causey, MS, EdD, serves as the associate vice chancellor for academic affairs at Southern University at New Orleans, where he is also an associate professor of mathematics. Previously, he was dean of the College of Science. He served as chair of the Department of Mathematics and Physics from 1991 to 1996 and has been a member of the faculty since 1970.

### Jo Arnold Pettigrew, IMMEDIATE PAST CHAIRMAN

Jo Arnold Pettigrew, MA, EdD, is the executive director of the United Suburban Schools Association (USSA). Before joining USSA, she spent nearly 13 years as the assistant executive director of the Oklahoma State School Boards Association.



OFFICERS OF THE BOARD (L to R)

Jo A. Pettigrew, Mary Abeita, Matthew Causey,  
and Nancy Eddy (not pictured: Ernest Zamora)

# 2006 Board Members

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Associate Commissioner for Support Services and School Finance, Texas Education Agency, Austin



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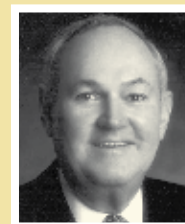
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## Remembering Cecil Picard

SEDL mourns the passing of board member CECIL J. PICARD, who died on February 15, 2007. Picard was the superintendent of education for the Louisiana State Department of Education and formerly a member of both the Louisiana Senate and the House of Representatives. He leaves behind a rich legacy of service that includes expanding quality education to all Louisianans, from preK through high school.



## PARTNERS

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 Campbell Collaboration  
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 Center for Assistive Technology and Environmental Access, Georgia Institute of Technology  
 Center for Strategic Capacity Building on Minorities with Disabilities, University of Illinois at Chicago  
 Center for the Education and Study of Diverse Populations  
 Center on Instruction, English Language Learners Strand, University of Houston  
 Center on Instruction, Special Education Strand, University of Texas at Austin  
 Center on School, Family, and Community Partnerships, Johns Hopkins University  
 Challenger Learning Center, Baton Rouge  
 Charles A. Dana Center at the University of Texas at Austin  
 Coalition for the Advancement of Science and Mathematics Education in Oklahoma  
 Cochrane Collaboration  
 College of Santa Fe  
 College of Santa Fe at Albuquerque  
 Crooked Oak Schools, Oklahoma City, Oklahoma  
 Delta State University  
 East Central University  
 Eisenhower National Clearinghouse  
 Fort Worth Museum of Science and History  
 Foundations, Inc.  
 Georgia Chattahoochee-Flint Regional Educational Service Agency  
 Georgia Department of Education

Gibson Consulting Group, Inc.  
 Harding University  
 Harvard University  
 Heart of Georgia Regional Educational Service Agency  
 Henderson State University  
 Huston-Tillotson University  
 Institute for Responsive Education  
 Jackson State University  
 Kessler Medical Rehabilitation Research and Education Corp.  
 Lancaster ISD, Lancaster, Texas  
 Learning Point Associates  
 Longue Vue House and Gardens  
 Louisiana Department of Education  
 Louisiana Systemic Initiatives Program  
 Mathematics for English Language Learners, Texas State University  
 Mid-continent Research for Education and Learning, Inc.  
 Mississippi Department of Education  
 Mississippi State University  
 Mississippi Valley State University  
 Morgan County Board of Education (Alabama)  
 Mount Sinai School of Medicine  
 National Alliance of State Science and Mathematics Coalitions  
 National Association of Rehabilitation Research and Training Centers  
 National Center for Community Education  
 National Center for Research on Evaluation, Standards, and Student Testing, University of California, Los Angeles  
 National Institute on Disability and Rehabilitation Research  
 National Rehabilitation Information Center  
 National Science Foundation  
 National Staff Development Council  
 Navajo Nation Rural Systemic Initiative  
 New Era Math and Science Resource Center (Oklahoma City Public Schools)  
 New Mexico Highlands University  
 New Mexico Public Education Department  
 New Mexico State University  
 New Orleans Museum of Art

North Alabama Teacher Exchange  
 Northeastern Oklahoma A&M College  
 Northeastern State University  
 Northwest Regional Education Cooperative  
 Northwest Regional Educational Laboratory  
 Northwestern Oklahoma State University  
 Oklahoma Commission of Teacher Preparation  
 Oklahoma State Department of Education  
 Oklahoma State University  
 Our Lady of the Lake University  
 Ozarks Unlimited Resources Co-operative in Arkansas  
 Prairie View A&M University  
 Region I Education Service Center, Belle Chasse, Louisiana  
 Region II Education Service Center, Hammond, Louisiana  
 Region III Education Service Center, Thibodaux, Louisiana  
 Region IV Education Service Center, Lafayette, Louisiana  
 Region V Education Service Center, Lake Charles, Louisiana  
 Region VI Education Service Center, Natchitoches, Louisiana  
 Region VII Education Service Center, Shreveport, Louisiana  
 Region VIII Education Service Center, West Monroe, Louisiana  
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 Region 2 Education Service Center, Corpus Christi, Texas  
 Region 3 Education Service Center, Victoria, Texas  
 Region 4 Education Service Center, Houston, Texas  
 Region 5 Education Service Center, Beaumont, Texas  
 Region 6 Education Service Center, Huntsville, Texas  
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## 2006 SEDL Management Council



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**VICKI DIMOCK**  
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 North Texas  
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 Learning at the Frank Porter Graham Child  
 Development Center, University of North Carolina  
 at Chapel Hill  
 The Public Education Network  
 Through the Looking Glass  
 U.S. Department of Education  
 University of Alabama at Birmingham  
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 University of Arkansas at Monticello  
 University of Arkansas at Pine Bluff  
 University of Buffalo, State University of New York  
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University of Louisiana at Monroe  
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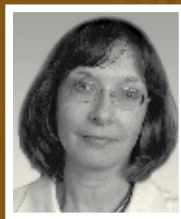
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**MARIE KAIGLER**  
 Program Manager



**JOYCE POLLARD**  
 Director of Institutional  
 Communications



**SUE STREET**  
 Director of Evaluation  
 Services



**MICHAEL VADEN-KIERNAN**  
 Director of Research



**JOHN WESTBROOK**  
 Program Manager

# Financials

## INDEPENDENT AUDITORS' REPORT

### The Board of Directors Southwest Educational Development Corporation:

We have audited the accompanying statement of financial position of Southwest Educational Development Corporation (Corporation) as of November 30, 2006 and 2005, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the Corporation's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate on the circumstances but not for the purpose of expressing an opinion on the effectiveness of the Corporation's internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by

management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Southwest Educational Development Corporation as of November 30, 2006 and 2005, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America. In accordance with *Government Auditing Standards*, we have also issued our report dated January 19, 2007, on our consideration of the Corporation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

*Sprouse & Anderson, L.L.P.*

January 19, 2007  
Austin, Texas

Statements of Financial Position  
NOVEMBER 30, 2006 AND 2005

<b>ASSETS</b>	<b>2006</b>	<b>2005</b>
Cash and cash equivalents	\$ 2,943,170	2,031,705
Building fund investments <i>(note 2)</i>	1,064,665	3,510,272
Accounts receivable	537	4,153
Contract billings receivable	1,323,159	1,388,717
Costs in excess of billings	646,398	249,194
Prepaid expenses and other assets	150,996	211,256
Property, plant, and equipment:		
Acquired with unrestricted resources:		
Land	1,335,472	—
Construction in progress	842,984	—
Equipment and improvements, less accumulated depreciation of \$1,158,429 in 2006 and \$1,051,740 in 2005	44,763	100,952
<b>Total assets</b>	<b>\$ 8,352,144</b>	<b>7,496,249</b>
<b>LIABILITIES AND NET ASSETS</b>		
Accounts payable	\$ 260,424	94,941
Accrued vacation	431,224	517,007
Contract advances	29,801	164,176
Due to other governments	171,441	249,476
Other liabilities	74,424	73,523
<b>Total liabilities</b>	<b>967,314</b>	<b>1,099,123</b>
Net assets:		
Unrestricted:		
Designated for building fund <i>(note 2)</i>	2,154,737	4,041,695
Undesignated	5,230,093	2,355,431
<b>Total unrestricted net assets</b>	<b>7,384,830</b>	<b>6,397,126</b>
Commitments and contingencies <i>(notes 4 and 5)</i>		
<b>Total liabilities and net assets</b>	<b>\$ 8,352,144</b>	<b>7,496,249</b>

*See accompanying notes to financial statements.*

Statements of Activities  
YEAR ENDED NOVEMBER 30, 2006

	UNRESTRICTED	TEMPORARILY RESTRICTED	TOTAL
<b>REVENUES, GAINS, AND OTHER SUPPORT:</b>			
Research and development contracts earned	\$ 256,082	14,842,016	15,098,098
Lease income (note 3)	10,863	—	10,863
Investment income (note 2)	230,039	—	230,039
Other	938,347	—	938,347
Net assets released from restrictions	14,842,016	(14,842,016)	—
<b>Total revenues, gains, and other support</b>	<b>16,277,347</b>	<b>—</b>	<b>16,277,347</b>
<b>EXPENSES:</b>			
Research and development programs	12,654,933	—	12,654,933
General and administrative	2,634,710	—	2,634,710
<b>Total expenses</b>	<b>15,289,643</b>	<b>—</b>	<b>15,289,643</b>
Net increase in net assets	987,704	—	987,704
Net assets at beginning of year	6,397,126	—	6,397,126
<b>Net assets at end of year</b>	<b>\$ 7,384,830</b>	<b>—</b>	<b>7,384,830</b>

See accompanying notes to financial statements.

Statements of Activities  
YEAR ENDED NOVEMBER 30, 2005

	UNRESTRICTED	TEMPORARILY RESTRICTED	TOTAL
<b>REVENUES, GAINS, AND OTHER SUPPORT:</b>			
Research and development contracts earned	\$ 278,867	15,234,379	15,513,246
Lease income (note 3)	20,252	—	20,252
Investment income (note 2)	136,003	—	136,003
Other	1,154,911	—	1,154,911
Net assets released from restrictions	15,234,379	(15,234,379)	—
<b>Total revenues, gains, and other support</b>	<b>16,824,412</b>	<b>—</b>	<b>16,824,412</b>
<b>EXPENSES:</b>			
Research and development programs	13,663,225	—	13,663,225
General and administrative	2,684,736	—	2,684,736
<b>Total expenses</b>	<b>16,347,961</b>	<b>—</b>	<b>16,347,961</b>
Net increase in net assets	476,451	—	476,451
Net assets at beginning of year	\$ 5,920,675	—	5,920,675
<b>Net assets at end of year</b>	<b>6,397,126</b>	<b>—</b>	<b>6,397,126</b>

See accompanying notes to financial statements.

## Statements of Cash Flows

YEARS ENDED NOVEMBER 30, 2006 AND 2005

	2006	2005
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>		
Net increase in net assets	\$ 987,704	476,455
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Depreciation and amortization expense	106,501	169,422
Unrealized and realized gains on investments, net	(54,699)	(6,892)
Changes in assets and liabilities:		
Decrease in accounts and contract billing receivables	69,174	591,840
Decrease (increase) in costs in excess of billings	(397,204)	270,570
Decrease (increase) in prepaid expenses	60,260	(45,175)
Increase (decrease) in accounts payable	165,483	(322,902)
Increase (decrease) in accrued vacation	(85,783)	82,414
Decrease in contract advances	(134,375)	(935,824)
Increase (decrease) in due to other governments	(78,035)	211,307
Increase in other liabilities	901	6,411
Net cash provided by operating activities	<b>639,927</b>	<b>497,626</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>		
Purchase of property, plant, and equipment	(2,228,768)	(6,705)
Purchase of building fund investments	(500,000)	(676,338)
Proceeds from the sale of building fund investments	3,000,306	534,684
Net cash provided by (used in) investing activities	271,538	(148,359)
Net increase in cash and cash equivalents	<b>911,465</b>	<b>349,267</b>
Cash and cash equivalents at beginning of year	<b>2,031,705</b>	<b>1,682,438</b>
<b>Cash and cash equivalents at end of year</b>	<b>\$ 2,943,170</b>	<b>2,031,705</b>
Noncash investing activity:		
The Corporation disposed of \$184,313 fully depreciated equipment in 2005.		

*See accompanying notes to financial statements.*

## Notes to Financial Statements

### (1) Organization and Significant Accounting Policies

#### ORGANIZATION

Southwest Educational Development Corporation (the Corporation), a Texas nonprofit corporation without capital stock, operates as Southwest Educational Development Laboratory. The Corporation's primary emphasis is to challenge, support, and enrich education systems in the southwestern United States in order to provide quality education for all learners. Its mission is to find, share, and sustain solutions for urgent problems facing educational systems, practitioners, and decision makers in the southwestern United States. In particular, the grants and contracts awarded to the Corporation are used to fund educational research and development projects that focus on ensuring educational equity for children and youth. The Corporation's primary operating area includes Texas, New Mexico, Oklahoma, Arkansas, and Louisiana. Grants and contracts from the U.S. Department of Education comprised approximately 79% and 86% of the Corporation's revenue in 2006 and 2005, respectively.

#### SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

##### (a) Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting applicable to not-for-profit organizations in accordance with accounting principles generally accepted in the United States of America.

A significant portion of the Corporation's operations are funded by contracts, grants, and cooperative agreements with the federal government, the Texas Education Agency, and nonprofit organizations. Because such revenue sources must be expended in accordance with contract terms for specific purposes, the accounts of the Corporation are maintained on a system of fund accounting. For reporting purposes, the Corporation's net assets, revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions as follows:

**Unrestricted net assets** - net assets that are not subject to donor-imposed stipulations. Unrestricted net assets may

be designated for specific purposes by action of the Board of Directors. A portion of the unrestricted net assets has been designated by the Corporation's Board of Directors as a building fund to accumulate resources for the acquisition or construction of an office building (note 2).

**Temporarily restricted net assets** - net assets that are subject to donor-imposed stipulations that require the passage of time or the occurrence of a specific event. When the donor restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions. Resources received with donor-imposed restrictions that are satisfied in the same period are reported as releases from restrictions. The Corporation has no temporarily restricted net assets as of November 30, 2006 or 2005.

**Permanently restricted net assets** - net assets required to be maintained in perpetuity due to donor-imposed stipulations. The Corporation has no permanently restricted net assets as of November 30, 2006 or 2005.

##### (b) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, money market mutual funds, certificates of deposit, and all investments with an initial maturity of 3 months or less. Cash equivalents include interest-bearing deposits of approximately \$2,943,000 and \$1,862,000 in 2006 and 2005, respectively.

##### (c) Accounts and Contract Billings Receivable

The Corporation has receivables arising from various contracts that it believes are 100% collectible at year end. Grants and contracts receivable from the U.S. Department of Education comprised approximately 73% and 82% of the receivable balance at 2006 and 2005, respectively.

##### (d) Investments

Investments in marketable securities with readily determinable fair values and all investments in debt securities are reported at their fair values in the statements of financial position. Unrealized gains and losses are included in the statements of activities.

**(e) Property, Plant, and Equipment**

Property, plant, and equipment are stated at cost. Depreciation is calculated using the straight-line method over the estimated useful lives of the assets. The estimated useful lives of the assets include 3–6 years for furniture and equipment. Computer equipment with costs over \$5,000 and all other property, plant, and equipment with costs over \$4,000 are capitalized.

**(f) Contracts Earned**

Research and development contracts earned revenue is private, state, and federal grant revenues that is recognized as revenue when eligible expenditures are incurred. Contract billings receivables are amounts earned and due from the respective grant sponsor. Costs in excess of billings are amounts earned but not yet billed to the respective sponsor.

**(g) Federal Income Taxes**

The Corporation is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, except to the extent it has unrelated business income. The Corporation had no material unrelated business taxable income during 2006 or 2005.

**(h) Use of Estimates**

Preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**(i) Functional Allocation of Expenses**

The costs of providing the research and development program and the supporting services have been summarized on a functional basis. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

**(j) Post-Retirement Benefits**

The Corporation sponsors an employee post-retirement health care plan and provides for the estimated costs of employees' health care after retirement. The Corporation's obligations under this plan are incurred over the estimated service periods of the employees. The Corporation's accrual for post-retirement benefit costs was \$69,000 at November 30, 2006 and 2005, and is included in other liabilities in the accompanying statements of financial position.

**(k) Vacation Policy**

Corporation employees earn vacation leave, which may either be taken or accumulated until paid upon termination or retirement. Unused vacation leave may be accumulated up to 160 hours for staff members with less than 5 years' service and 240 hours for staff members with more than 5 years' service.

**(2) Net Assets Designated for the Building Fund**

The Corporation has a building fund to accumulate resources for the acquisition or construction of an office building. Beginning in 1992, the Board of Directors designated the earnings on the fund and half of the fixed fees earned by the Corporation on its Regional Educational Laboratory (REL) contracts for the building fund. From April 1, 1994, through November 30, 1995, the Board of Directors suspended this policy and then reinstated the policy December 1, 1995. The building fund consists of an investment fund that is invested in fixed income securities, equity securities, and money market mutual funds. On June 16, 2006, the Corporation made a land purchase for the purpose of building new office space. Construction of the new office space began on November 1, 2006. The money market mutual funds and certificate of deposit are included in cash and cash equivalents in the statements of financial position. Building fund investments at November 30, 2006 and 2005, are summarized on page 23.

**(3) Lease Income**

During the year, the Corporation was the lessor of temporary excess office space. By November 30, 2006, all lease contracts had expired.



	COST	FAIR VALUE
<b>2006</b>		
<b>INVESTMENTS:</b>		
U.S. government securities	\$ 50,066	50,515
Corporate bonds	803,548	813,631
Fixed income mutual funds	200,311	200,519
	1,053,925	1,064,665
Money market mutual funds (net of accounts payable)	1,090,072	1,090,072
<b>Total net assets designated for building fund</b>	<b>\$ 2,143,997</b>	<b>2,154,737</b>
<b>2005</b>		
<b>INVESTMENTS:</b>		
Corporate stocks	\$ 1,170,484	1,359,126
U.S. government securities	150,723	153,426
Corporate bonds	1,004,237	1,026,281
Fixed income mutual funds	1,000,000	971,439
	3,325,444	3,510,272
Money market mutual funds and certificate of deposit	531,423	531,423
<b>Total net assets designated for building fund</b>	<b>\$ 3,856,867</b>	<b>4,041,695</b>

Investment income for the years ended November 30, 2006 and 2005, is composed of the following:

	2006	2005
Interest and dividend income	\$ 175,340	129,111
Unrealized and realized gains on investments	54,699	6,892
	<b>\$ 230,039</b>	<b>136,003</b>

#### (4) Retirement Plan

The Corporation provides a defined contribution retirement plan, organized under Section 403(b) of the Internal Revenue Code, for all of its regular employees by a payment of 14% of each employee's base salary as a contribution. All regular employees of the Corporation are eligible for participation in this plan. Eligible employees can begin participation on the effective date of their employment. Participants are immediately and fully vested in the plan contributions. Benefits are provided through fixed-dollar and variable annuities offered by the Teachers Insurance and Annuity Association and the College Retirement Equities Fund. Contributions, which were allocated

to the various contracts of the Corporation, totaled \$740,689 and \$891,204 in 2006 and 2005, respectively.

#### (5) Commitments and Contingencies

The Corporation had various operating leases for office equipment that expired within fiscal year 2006. These leases were subject to cancellation based on the availability of federal funding. Rental expense for these operating leases was approximately \$32,000 and \$44,000 in 2006 and 2005, respectively.

In addition, the Corporation had an operating lease for headquarter office space from July 2002 to July 2007. Under the lease terms, the Corporation is to pay \$95,793 a month

with a 2% increase annually beginning August 2003. Effective July 1, 2006, under the terms of the lease, the Corporation reduced the square footage that it leased through July 30, 2007. The Corporation has a holdover rental amount of 10% for 90 days after July 30, 2007, and a holdover rental amount of 25% for 90 days after October 31, 2007. Total office rental expense was approximately \$1,191,000 and \$1,248,000 in 2006 and 2005, respectively.

The Corporation performs services under various federal contract and grant agreements that are subject to compliance audits. The amount, if any, of expenditures that may be disallowed by the granting agency cannot be determined at this time, although management expects such amounts, if any, to be immaterial.

In November 2000, the Corporation's Board of Directors established a severance pay policy. The severance policy is 1 week's pay for each year of service up to a maximum of 13 years of service. There was no liability required to be recorded as of November 30, 2006 or 2005, for the severance pay policy.

The Corporation purchased land on June 16, 2006, for the purpose of constructing new office space. On August 24, 2006, the Corporation was granted a property tax exemption for the land purchase. The Corporation closed on financing in the amount of \$6,885,000 for the construction of a new office building on October 31, 2006. There was no balance outstanding as of November 30, 2006. This loan has an interest rate of 6.78% with monthly interest payments on the outstanding balance due until April 2008. Beginning May 15, 2008, monthly interest and principal payments are due, amortized over the 30-year life of the loan. An additional revolving line of credit was granted for \$500,000 with an interest rate of prime plus 3%. These notes require a debt service ratio of at least 1.2:1 and a minimum net income of \$0. These notes are collateralized by cash deposits with the lending institution and the building. A construction agreement for a new office building was entered into on October 31, 2006. Construction of the new office building began on November 1, 2006, and is expected to be completed in Fall 2007.

## *Presidential Awards*

**SEDL President and CEO Wes Hoover awarded the two annual presidential awards to JUDY WAISATH and MICHAEL VADEN-KIERNAN during the 2006 SEDL Holiday Gathering. Waisath received the Edwin Hindsman Award, and Vaden-Kiernan received the Rogers L. Barton Award.**



Waisath is an administrative assistant with the Office of Institutional Development. Hoover stated that she was instrumental in helping SEDL prepare our many winning proposals in 2006. Waisath joined SEDL in 1993 and has worked for several SEDL projects over the years. She has a Bachelor of Science in education from Southwest Texas State University.



Vaden-Kiernan joined SEDL in March 2005. He has spent the majority of his career conducting research and evaluation studies with the U.S. Department of Education and the U.S. Health and Human Services Agency. He received his PhD in community psychology from the University of Virginia and was a postdoctoral fellow at the School of Public Health at Johns Hopkins University. He now serves as SEDL's director of research and evaluation. Hoover praised Vaden-Kiernan's efforts in combining the research and evaluation departments smoothly and his work in developing numerous proposals over the last year.



# Contributors

EDITOR	Debbie Ritenour
CONTRIBUTORS	Joyce Pollard, Christine Moses, Nancy Reynolds
DESIGNER	Shaila Abdullah

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Photos used in this annual report are courtesy of Jupiterimages and the SEDL archives. We also appreciate the cooperation of SEDL staff members in helping compile the content for this report.

The SEDL Management Council and staff appreciate the support and time of the officers and members of the 2006 Board of Directors in guiding our research, development, and dissemination agendas. We give special thanks to the 2006 Executive Committee members for their advice and counsel: Nancy Eddy, chairman; Mary Abeita, vice chairman; Matthew Causey, secretary; Ernest Zamora, treasurer; and Jo Pettigrew, immediate past chairman.

This publication complements and draws on work performed by the Southwest Educational Development Laboratory through a variety of funding sources, including the U.S. Department of Education and the U.S. government. It is not supported with direct program funds related to any SEDL program or project and does not necessarily reflect the views of the U.S. government or any other source.

The financial support SEDL receives from client organizations, governmental contracts, and philanthropic donations helps ensure that SEDL's mission and programs will continue to improve education. The Southwest Educational Development Laboratory is a 501(c)(3) organization, IRS Tax ID 74-1545911. All donations are tax-deductible as allowed by law. Donations made through check or money order can be mailed to the Southwest Educational Development Laboratory, Office of Institutional Development, 211 E. 7th St., Suite 200, Austin, TX 78701-3253.

