

ROADMAPS
to RESULTS

ANNUAL REPORT 2010



ROADMAPS *to* RESULTS



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We help you
reach your destination.

Back roads and expressways. Junctions and crossroads. Blind curves and dead ends.

For educators, navigating the road to success can be difficult. What's the best route to take? How do I shift course and stay on track? What if I am completely lost?

Nobody begins the journey to educational excellence from the same starting point. And while there are some reliable paths, everyone's journey is unique.

SEDL provides educators with the guidance and support they need to reach their destinations. We help you identify where you are, chart the best course to take, and navigate the roadblocks. And when needed, we go off-road to help you blaze a new path.

We tailor the roadmap to your journey. And we use our expertise and the latest research to drive innovation and change. Our goal is to help you reach the ultimate destination—student success.

Here are some ways we helped clients reach their destinations in 2010.





Letter from the President and CEO



Dear Friends:

Educators faced significant challenges in 2010—from struggling to accomplish more with fewer resources to trying to solve persistent problems in school performance. To address these challenges, SEDL has worked side-by-side with policymakers, practitioners, and researchers at every level of the system, and I am proud to report the results of our efforts.

The stories that follow highlight some of our 2010 accomplishments. Our Southeast and Texas Comprehensive Centers continued to build state agencies' capacity to support districts and schools, particularly those struggling to raise performance. We guided educators in using Response to Intervention to meet the needs of diverse learners. In addition, we helped teachers improve math and science instruction and technology use through a pilot program funded by the KDK-Harman Foundation and the Educational Foundation of America.

In the area of research and evaluation, we have been conducting rigorous studies on a national scale to provide evidence of the effectiveness of two popular reading and math programs. Our evaluation team, meanwhile, has been helping educators monitor and assess program implementation and effectiveness in Georgia.

To improve family and community engagement, we helped support the Parental Information and Resource Centers and promoted policies and practices that can boost school performance and student learning.

Last, we continued our internationally respected efforts to improve the quality and use of disability research. This work included increasing employment for people with autism spectrum disorders and launching the new Center on Knowledge Translation for Employment Research.

SEDL provides a bridge between research and practice. Through our expertise and innovative approaches, we help clients reach their destinations and improve lives. We deeply appreciate your support as we move forward.

Sincerely,

A handwritten signature in red ink that reads "Wesley A. Hoover". The signature is written in a cursive, flowing style.

Wesley A. Hoover



Research

“Educators need to know if widely used reading and math programs are really working for students. Our national studies seek to provide rigorous evidence of the effectiveness of two longstanding and popular programs.”

MICHAEL VADEN-KIERNAN, Director of Research and Evaluation, SEDL

Destination:

Better Methods for Learning What Works

SEDL conducts rigorous research studies and translates the findings to improve teaching and learning. And we are blazing new paths to advance the field of education research and provide better ways to learn what works.

Pointing the Way

Which reading program should we adopt? Which math program will raise student achievement? Rigorous research can point the way. Unfortunately, strong research evidence is not always available because randomized controlled trials (RCTs), which produce the strongest evidence, can be costly, difficult to conduct in school settings, and limited in their results.

Charting a Better Course

Researchers at SEDL and the University of Wisconsin-Madison are using innovative methods to overcome these hurdles. The team is conducting national RCTs of two widely used math and reading programs: McGraw-Hill Education's *Everyday Mathematics* and *Imagine It!*, the newest edition of Open Court Reading.

The trials are evaluating the programs' effectiveness at scale (i.e., as typically implemented) and across diverse populations and conditions in a large sample of elementary schools. Co-principal investigators are Michael Vaden-Kiernan, SEDL director of research and evaluation, and Geoffrey Borman, professor of education at the University of Wisconsin-Madison.

Overview of Studies	
Methodology	RCT/implementation study
Sample	15 districts, 60 schools (4 schools per district), ~10,000 students
Grades	Grades K–2, 3–5 (2 cohorts)
Length	3 school years (2011–2014)



Instead of recruiting separate samples for each RCT, the team conceived an ingenious design to make the best use of funds and other resources. They are running the RCTs simultaneously so they can use one combined sample. The schools using the math program are serving as the control group for those using the reading program, and vice versa.

This design has enabled the team to increase the sample size, improving the RCTs' ability to detect program effects under real conditions. As an added benefit, the combined sample ensures that every school receives a program, giving schools more incentive to participate.

To broaden the utility of the RCTs' results, the team is also conducting implementation studies to examine how each program is implemented across various populations. The resulting information will enable the team to better interpret and explain the RCTs' findings. For instance, the studies will shed light on how factors such as teacher experience may have affected outcomes.

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Improving Schools



We help state leaders focus on the big picture and build their knowledge and skills so they can support struggling schools on the
ROAD TO SUCCESS.

• **ROBIN JARVIS**, Program Manager
SEDL, Improving School Performance

Destination:

Stronger State Support for Improving Performance

Our Southeast and Texas Comprehensive Centers work closely with education leaders in Alabama, Georgia, Louisiana, Mississippi, South Carolina, and Texas to strengthen their capacity to drive school improvement and meet federal expectations.

Setting a Course to Success

Turning around low-performing schools requires strong support, not only locally but also at the state level. However, state education agencies often lack the funds and staff to provide the extensive support struggling districts and schools need.

SEDL's Southeast and Texas Comprehensive Centers provide technical assistance and professional development to boost states' capabilities and make the most of scarce resources. In addition, we identify targeted and innovative solutions to states' unique problems—all to improve teaching and student success.

In 2010, our comprehensive center work included helping Alabama train coaches for three major initiatives in academic language strategies for English learners. We assisted Georgia with implementing the Thinking Maps™ program to improve student achievement. We supported South Carolina and Louisiana in monitoring school improvement grants, and we helped Mississippi shift to the Common Core State Standards. In addition, for Texas educators, we developed a free online course on linguistic accommodations for English learners.

2,199

educators and administrators
directly served

976

e-bulletin subscribers



L to R: Carl Harris and Kandace Jones of the U.S. Department of Education, SEDL president and CEO Wes Hoover, and Elaine Allensworth of the Consortium on Chicago School Research

Navigating Policy and Reform

Federal policies are often in transition, and new research is always emerging. For this reason, we also help state educators keep up so they can ensure their policies and practices meet federal expectations and incorporate the latest evidence.

Our comprehensive centers hosted the regional forum “Turning Around Low-Achieving Schools: A Blueprint for Reform” on July 21–22, 2010, in Austin, Texas. Some 100 educators, including teams from each state we serve, attended.


U.S. Department of Education officials discussed the blueprint for reauthorizing the Elementary and Secondary Education Act and received state feedback. Other sessions explored research-based practices for supporting proposed priorities. In addition, networking and planning sessions enabled state teams to learn from each other and strategize for the year ahead.

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Math, Science, and Technology

“Teachers are using technology and project-based activities to take their math and science instruction to the next level. And students are responding. They’re getting involved and gaining confidence in their ability to succeed.”

DANNY MARTINEZ, Program Associate, SEDL, Improving School Performance

Destination:

High-Performance Math and Science Instruction

SEDL works directly with educators to build their knowledge and instructional skills in core content areas, such as science and mathematics. We don't stop there, either. We also guide educators in using technology to promote learning and 21st century skills.

Shifting Instruction into High Gear

"This mudslide looks horrible. Kids will love it!" A group of teachers gathers around a computer. They are choosing images for a video on the concept of change—rapid change, like natural disasters, and slow change, like erosion.

The activity is part of SEDL's Connecting Kids to Math and Science program. This 2-year pilot program, which began in 2010, involves intensive professional development to hone teachers' instructional skills and technology use. The goal is to help students excel at—and enjoy—math and science. Some 40 fourth through eighth grade teachers are taking part, reaching more than 800 students in six schools in Austin, Texas.

The schools all serve high-need student populations. Grades 4–8 are the focus as many students, especially low-income and female students, begin losing interest in these subjects or confidence in their ability to master them during these grade levels.

The Connecting Kids program presents project- and inquiry-based strategies to engage students, build their confidence,



John Garvey, Tammy Carter, and Jourdan Simmang, all fifth grade teachers at Jordan Elementary School, work on a video presentation during a SEDL learning session; facing page: Jordan fifth grade teacher Nicole Adams works with a group of students.

and boost achievement. Teachers also explore strategies to integrate math and science, deepen students' critical thinking skills, and incorporate technology.

To further aid technology use, SEDL provided teachers with kits including laptops, digital cameras, calculators, and field guides. We also created a protected online social networking site where teachers and students can share work and ideas. Jourdan Simmang, a fifth grade teacher, says his students have "seen a renewed interest in technology . . . and are eager to use the notebooks and digital cameras."

As follow-up, staff are visiting classrooms to observe teachers in action and provide support. After the program, we will post

the materials online to share nationwide. The program is funded through grants from the Educational Foundation of America and the KDK-Harman Foundation.

Improving math and science education has become a national priority to ensure a strong workforce for fields like clean energy and biomedicine. Through the Connecting Kids program, SEDL is helping students gain the skills, confidence, and desire to pursue math and science careers.

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Response to Intervention



Education is not ‘one size fits all.’ Each student is unique. Response to Intervention provides a way to **MEET THE NEEDS OF ALL STUDENTS** so they can stay on course to achieve their full potential.

• **ADA MUONEKE**, Program Associate
SEDL, Improving School Performance

Destination:

Support for the Needs of Diverse Learners

SEDL assists states, districts, and schools in implementing Response to Intervention. This framework involves using data, tiered interventions, and evidence-based strategies to meet diverse learners' needs and improve achievement and behavior.

Getting Back on Course

The small town of Lyford, Texas, sits about 30 miles from the Mexico border. Three schools serve the town's mainly Hispanic, low-income population. In 2008, the district did not meet benchmarks for adequate yearly progress (AYP) in reading because too many special education students took the modified version of the state test. In 2009, the district missed the mark in both reading and math.

Now, Lyford is back on course—thanks in part to Response to Intervention (Rtl) and SEDL's support.

Rtl is a framework for addressing student academic needs and behavior problems. Educators use data, such as test scores and student work, to identify learners' needs as early as possible. Within a tiered structure, educators then target interventions to address those needs and closely monitor progress to adjust support.

With Rtl, general education teachers can help almost all students master the core curriculum, thereby reducing special education referrals. The goal is to help struggling students—and schools—get back on course and stay there.

Lyford Consolidated ISD: Percent of Students Meeting Federal Accountability Standards			
School	Subject	2008	2010
Elementary	Reading/ELA	82%	87%
Middle School	Mathematics	76%	80%
High School	Mathematics	36%	65%

Guiding the Way

In 2009–2010, SEDL assisted Lyford in implementing Rtl to improve school performance. The districtwide effort involved some 130 school staff. Working with district leaders, we looked at a variety of data across student groups, grades, and campuses. The analysis revealed a need to target elementary reading, high school math, and behavior at all grades.

To support implementation, we designed and provided staff development for Lyford. Sessions covered all aspects of Rtl, such as selecting high-quality interventions and aligning them to state standards. We also led sessions targeting effective strategies for reading and math instruction, working with English learners and students with disabilities, promoting positive behaviors, and analyzing student work.

Reaching the Goal

Lyford now has cause to celebrate. The district met AYP in reading and math, not only overall but at each school. In addition, performance in reading/English language arts rose overall, while math rose at the secondary level. The number of students with disabilities that took the modified version of the state test also fell within federal guidelines.

With SEDL's collaboration, Rtl is providing Lyford with one path to reach its goals.

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Family and Community Engagement



“Through our work with the U.S. Department of Education and other groups, we are bringing research and innovation to the grassroots level to empower families to be more effective partners in their children’s education.”

LACY WOOD, Project Director, SEDL, Afterschool, Family, and Community

Destination:

Robust Partnerships that Boost Student Learning

SEDL helps engage families and communities to improve student and school success. We do this work at every level of the education system. For instance, we assist the Parental Information and Resource Centers (PIRCs) through our National PIRC Coordination Center.

Traveling the Road Together

When educators, families, and communities work together as partners, students and schools benefit. Student learning increases and dropout rates fall. School climates are healthier and safer. And school performance improves.

The PIRCs provide a vital infrastructure for engaging parents and families in children's schooling. SEDL's National PIRC Coordination Center, in turn, provides technical assistance to help the PIRCs collaborate, build staff knowledge, and improve services. We operate the center in partnership with the Harvard Family Research Project and the Miko Group, Inc.

Steering Policy and Practice

In 2010, the Coordination Center's work focused on supporting the U.S. Department of Education (DOE) in reframing family engagement policy and practice. The goal is to move educators away from random activities to engagement that is tied directly to school improvement and classroom learning. Two ways we helped steer this shift were a national policy forum and a new webinar series.

The policy forum, which we helped the DOE host, advocated family engagement as a key school reform strategy. Research shows the value of engaging families as a force for improving schools, but the

approach is still seen as unconventional. The forum brought together experts and policymakers to inform new directions in policy. Such changes better enable parents and community groups to partner with schools and provide valuable support.

The new webinar series is showcasing research, best practices, and innovations from the field. The DOE is leading the series in partnership with SEDL, the Harvard Family Research Project, National PTA, and United Way Worldwide.

Webinar topics in 2010 include effective training and making data accessible and useful to families. For each webinar, leading practitioners are sharing how they are empowering families to participate actively in their children's learning. Through this series, school, district, and state educators and practitioners are broadening and deepening their knowledge.



average registrants
per webinar



million families received
outreach and support
through the PIRCs

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Evaluation

Georgia educators are **CHANGING THE WAY THEY WORK.** With SEDL's help, they can better measure a program's effectiveness throughout the entire process and change course when necessary.

• **ERIN MCCANN**, Program Associate
SEDL, Research and Evaluation

Destination:

A Process for Guiding and Evaluating Programs

SEDL provides evaluation services to monitor and assess program implementation and effectiveness. Through formative and summative analyses informed by high-quality research, we help educators guide programs to their ultimate goals.

Planning the Route and Tracking Progress

Few people would begin a road trip without a map and a well-planned route. Implementing a major program is no different. To be successful, you must start with a detailed plan for getting there, tracking progress, and evaluating results.

SEDL's evaluation team excels at creating roadmaps to guide and assess program effectiveness. We work with educators up-front to clarify activities, roles, participants, and desired outcomes. We help program staff set short-term, intermediate, and long-term goals and benchmarks. Then, using this map, we help select formative and summative measures to monitor and assess program implementation and effectiveness.

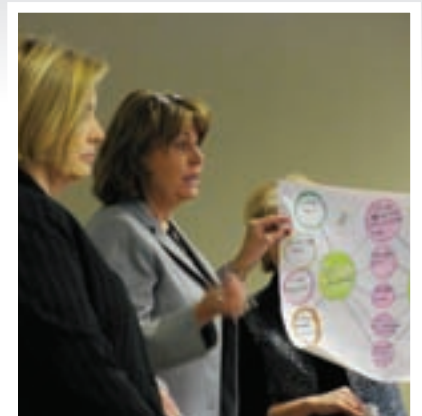
Keeping Georgia on Track

Kristy Kueber and Kathy Carrollton believe in using evaluation to keep programs on track. The two women are program managers in the Division of School Improvement at the Georgia Department of Education (GaDoE). They are using the evaluation process they learned from SEDL to plan, guide, and assess their division's programs.

Kueber and Carrollton discovered the value of this process working with SEDL on the Thinking Maps™ project. Our Southeast Comprehensive Center is providing support and evaluation assistance to the GaDoE in its work with some 40 schools using Thinking Maps to improve student performance. This support includes classroom observations and modeling and feedback.

Erin McCann, a SEDL program associate, is leading the evaluation efforts. She met with the GaDoE team early on to help develop an evaluation plan that specified outcomes and methods for assessing them. Formative analyses, such as the degree to which teachers and students are using Thinking Maps, are informing and strengthening implementation. Summative analyses will assess outcomes such as changes in classroom grades, standardized test scores, and school culture.

Kueber and Carrollton are impressed with how the evaluation process is helping the program run more smoothly. Because they know exactly what implementation should look like, they can better identify issues and obstacles and make adjustments. They also are better able to focus on and assess the extent to which interim



SEDL and Georgia Department of Education staff facilitate a learning session for a group of Georgia educators on applying Thinking Maps.™

goals are being met, helping them track progress toward long-term goals. In fact, the two are so excited by the results, they are using the process to change the way they work. With their expanded knowledge and skills, they are now using evaluation strategies to guide their other school improvement programs to success.

Contact

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A man in a grey suit and yellow shirt is leaning over a desk, pointing at a computer monitor. He is smiling and appears to be assisting a student. In the background, other students are seated at desks with computers, working. The setting is a computer lab or classroom.

Disability Research to Practice

“Many people with disabilities want—and need—a job. Identifying the most effective employment support services to assist them is one of the many ways we work to put people with disabilities on the path to a better quality of life.”

JOHN WESTBROOK, Program Manager, SEDL, Disability Research to Practice

Destination:

Employment for Individuals with Autism

SEDL works to improve the quality, relevance, and use of disability research and services—including those for increasing employment. We accomplish this mission through research, technical assistance, training, and information dissemination.

Learning from Others' Journeys

The staff at Productive Opportunities for Work and Recreation (POW&R) in Newark, Delaware, are putting people to work. And they are achieving results with some of the hardest-to-place clients—those with autism spectrum disorders (ASD).

The 1.5 million Americans with ASD face extremely high unemployment, even among people with disabilities. At the same time, the number of people with ASD is rising. Vocational rehabilitation agencies are feeling the strain. Many of them have limited experience assisting people with ASD and need guidance.

SEDL is providing this guidance by identifying and publicizing successful community-based programs like POW&R. Our Disability Research to Practice group is doing this work as part of a 5-year initiative to improve employment services and outcomes for people with ASD. The work is in partnership with the Center for Autism and Related Disabilities at the University of Central Florida.

In 2010, the project team identified three exemplary programs, including



The 1.5 million Americans with autism spectrum disorders (ASD) face extremely high unemployment, even among people with disabilities. SEDL is developing a roadmap for helping adults with ASD find rewarding employment.

POW&R. The selection involved a rigorous nomination and validation process. Staff are promoting the programs' services as models for state vocational rehabilitation agencies, service providers, and families of people with ASD. Each year, the team conducts a new selection process to identify effective programs and develop an expanding guide of model services.

Assessing Other Routes

In 2010, the team also continued work on two systematic reviews of research studies. The reviews seek to identify ASD employment services and school-to-work

interventions backed by high-quality evidence. Systematic reviews use rigorous procedures to search for, analyze, and synthesize the findings of all high-quality research studies on a specific topic.

Through such efforts, we are developing a roadmap for helping adults with ASD find rewarding employment.

Contact

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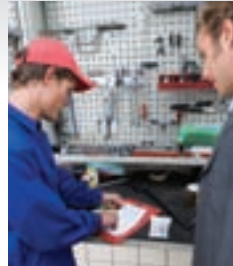
News *and* Highlights



Early Reading First Results Shine

Brighter futures await a group of preschoolers in Madison Parish, Louisiana. The children showed gains in language and literacy as part of the Bright Futures Early Reading First project. The 3-year project, in which SEDL

participated, worked to enrich early literacy instruction in three preschools serving low-income families. SEDL's final evaluation found significant gains in children's receptive vocabulary, letter recognition, and print awareness skills. Results also showed significant increases in teachers' knowledge of literacy and language instruction.



New Center to Support Employment Services

SEDL is taking action to support employment services for people with disabilities. Our new Center on Knowledge Translation for Employment Research is leading this work in partnership with Virginia Commonwealth University.

The center is promoting the use of high-quality research evidence to address issues such as employment of people with significant disabilities. The center will also identify and promote strategies to overcome barriers to research use. The National Institute on Disability and Rehabilitation Research is funding the 5-year initiative.



Race to the Top Reform Support Network

We have joined the Race to the Top. SEDL is proud to be part of the winning team selected in 2010 to operate the Race to the Top Reform Support Network.

This network is assisting states to advance education innovation

and reform. The network brings together a team of top education organizations led by ICF International. Funding is through a 4-year, \$38 million contract from the U.S. Department of Education.



Comprehensive Centers' Directors Meeting

SEDL hosted the directors of the 16 Regional Comprehensive Centers, including our Southeast and Texas centers, at our Austin headquarters on November 2–3, 2010. Directors of the five national content centers that support the regional network

also attended. Presentation topics included the Common Core State Standards and the consortia developing assessment systems in partnerships with various states.



New Family and Community Guide

Parents and the community play a vital role in improving school performance. Our new resource, *Working Systemically in Action: Engaging Family & Community*, reframes how educators can involve parents, families, and the community in supporting schools. The publication offers practical guidance and tools, plus a synopsis of relevant research. A digital version can be downloaded free of charge from our Web site.



SEDL Gives Back to the Community

Our staff believe in giving back to the community to assist local families and students. In 2010, SEDL's annual Adopt-a-Family drive donated \$1,775 and a carload of gifts to two families in need. In addition, our annual holiday auction and bazaar raised \$411 for the classroom library fund at Norman Elementary School. This Title I school serves a low-income neighborhood near SEDL's headquarters in Austin.



SEDL Headquarters' Green Development Honored

SEDL's proud to be green. Mueller Development, the site of our Austin headquarters, topped *Natural Home's* list of the nation's 10 greenest planned communities. Mueller is also the first Texas community to earn silver certification in the LEED-ND system. This system rates neighborhoods on green building and smart growth. The mixed-use Mueller community features parks, replanted trees saved from building sites, and hike and bike trails. We love it here!



SEDL Gets Social on Facebook

SEDL is getting connected. In 2010, we launched a Facebook page to connect with educators, stakeholders, and other clients—including you. Follow us on Facebook and learn about our latest work, upcoming events, and new resources. And feel free to leave us a comment. We would love to hear from you and how we can better serve your needs.



SEDL *by the* Numbers

5,593,215

page views for the SEDL corporate Web site

1,095,336

page views for the National Center for the Dissemination of Disability Research Web site

236,977

page views for the Southeast and Texas Comprehensive Center Web sites

98,787

page views for the Vocational Rehabilitation Service Models for Individuals with Autism Spectrum Disorders Web site

12,986

subscribers to SEDL's monthly e-bulletin

8,850

publications sold

4,068

free afterschool publications distributed nationally and internationally

850

educators served by SEDL's fee-for-service work

SEDL People

2010 President's Awards

Edward F. Tobia and **Eric Waters** are the recipients of SEDL's 2010 President's Awards.



L to R: Eric Waters, Wesley Hoover, and Edward F. Tobia.

Edward F. Tobia received the Edwin Hindsman Award for outstanding service on behalf of children. Tobia is a project director in the Improving School Performance group. He works with districts and schools to support reform and improve student achievement. His work focuses on leadership and staff development, professional learning teams, the change process, and monitoring implementation and results. In 2010, Tobia worked intensively with school districts in Louisiana (St. Helena) and South Carolina (Georgetown and Lancaster), which saw improvement in processes and skills that advance student outcomes. His effective leadership contributed to this success.

Eric Waters received the Rogers L. Barton Award for outstanding contributions to SEDL's educational research and development. Waters is a database development associate in the Improving School

Performance group. Over time, he has led many efforts to support both programs and the institution, including developing and maintaining resource databases and customizing an early warning dropout prevention system for Texas. During 2010, Waters led the development of two important databases: one to manage SEDL's contacts and another to track services to clients. These systems addressed specific needs and are helping staff improve productivity and carry out SEDL's mission.

Louisiana State Literacy Team

Wesley A. Hoover, SEDL president and CEO, has been appointed to the Louisiana State Literacy Team. This expert panel reviews policies and best practices to support the state's birth through Grade 12 literacy plan. Hoover brings to the panel a strong research background in early reading, bilingual reading, and language acquisition.

Former Board Member Appointed to American Indian Initiative



Maggie George, former SEDL board member (2009–2010), has been appointed executive director of the White House

Initiative on Tribal Colleges and Universities with the U.S. Department of Education. The

In Memoriam

SEDL remembers former board members and staff who died in 2010.

- **Polly Arango** (NM board member, 1992–1998; chair, 1996–1997) was a founder and head of Family Voices, Inc.
- **Karen Frances Leveridge** (OK board member, 1996–2002) had been education director of the Oklahoma State Chamber.
- **Jim Rosenbaum** had served on staff (1993–2000) as network administrator.

initiative ensures that the 36 Tribal Colleges and Universities have full access to federal programs benefiting higher education. George is a member of the Diné Nation.

Scholarly Publications

Sarah Caverly, project director, coauthored "The Effect of Induced Mood on Children's Social Information Processing: Goal Clarification and Response Decision," published in the July 2010 issue of the *Journal of Abnormal Psychology*.

D'Ette Cowan, project director, authored the chapter "The Professional Teaching and Learning Cycle: A Strategy for Creating Professional Learning Communities" in *Demystifying Professional Learning Communities: School Leadership at Its Best*.

Kathleen Murphy, project director, and **John Westbrook**, program manager, coauthored "Knowledge Translation," published online in the *International Encyclopedia of Rehabilitation*.

Michael Vaden-Kiernan, director of research and evaluation, coauthored "Neighborhoods as a Developmental Context: A Multilevel Analysis of Neighborhood Effects on Head Start Families and Children," published in the January 2010 issue of the *American Journal of Community Psychology*.

2010 Board Members



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Executive Committee

1. Chairman

Mr. Arturo (Artie) Arce
Principal
Ortega Elementary
Austin Independent
School District
Austin, Texas

2. Vice Chairman

Mr. Charles Cobbs
Assistant Superintendent
Jonesboro Public Schools
Jonesboro, Arkansas

3. Secretary

Mr. John (Jack) McCoy
Director
Sivic Solutions Group
Santa Fe, New Mexico

4. Treasurer

Ms. Linda Johnson
Board Member
Louisiana State Board
of Elementary and
Secondary Education
Plaquemine, Louisiana

5. Past Chair

Dr. Gloria Griffin
Superintendent
Millwood Public Schools
Oklahoma City, Oklahoma

Board Members

Arkansas

6. **Dr. Sadie Mitchell**
Associate Superintendent for
Elementary Education
Little Rock School District
Little Rock

7. **Mrs. Gwenneth Price-Picard**
Retired Clinical Social Worker
Cabot

Louisiana

8. **Dr. Matthew Causey**
Retired Professor of Mathematics
New Orleans

9. **Ms. Alexina Archer Medley**
Principal
Warren Easton Senior High School
New Orleans

10. **Mrs. Donna Nola-Ganey**
Assistant Superintendent
Office of School and Community Support
Baton Rouge

New Mexico

11. **Mrs. Adelina (Lena) Trujillo-Chávez**
Executive Director
Pecos Valley Regional Education
Cooperative #8
Artesia

Oklahoma

12. **Mr. Joe Cook**
Co-owner
Cook's Computer and Software Service
Broken Bow

13. **Ms. Sandy Garrett**
Superintendent of Public Instruction
Oklahoma State Department of Education
Oklahoma City

14. **Dr. Barbara Staggs**
Former State Representative
District 14
Muskogee

Texas

15. **Dr. Rosa María Vida**
Superintendent of Catholic Schools
Diocese of Laredo
Laredo

16. **Dr. Linda Villarreal**
Executive Director
Education Service Center Region 2
Corpus Christi

2010 Managers and Staff



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3.



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Managers

- | | | | | |
|---|---|---|---|---|
| 1. Wesley A. Hoover
President and CEO | 3. Martha Boethel
Director of Development | 5. Robin Jarvis
Program Manager | 7. Jim Kunetka
Senior Development Advisor | 9. Michael C. Vaden-Kiernan
Director of Research & Evaluation |
| 2. Arnold W. Kriegel
Vice President and CFO | 4. Vicki Dimock
Program Director | 6. Catherine Jordan
Program Manager | 8. Christine A. Moses-Egan
Director of Communications | 10. John D. Westbrook
Program Manager |

Staff

Shaila Abdullah	Media Design Associate	Robin Jarvis, PhD	Program Manager	Sylvia Pirtle, MEd	Program Associate
Magdalena Acuña	Media Design Specialist	Debra Hughes Jones, PhD	Project Director	Blanca Quiroz, PhD	Program Associate
Margaret Alvarez	Administrative Secretary	Catherine Jordan, MAT	Program Manager	Petra Ramirez	Administrative Assistant
Marion Baldwin, MA	Program Associate	Stacey Joyner, MEd	Program Associate	Lisa Raphael, PhD	Program Specialist
Shirley Beckwith, MLIS	Communications Associate	Loretta King	Administrative Secretary	Nancy Reynolds, MLS	Information Associate
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SEDL's relationships with school systems, state departments of education, universities, service agencies, and other organizations enable us to better serve our clients. In the end, these mutually beneficial relationships help improve education for students across the country.

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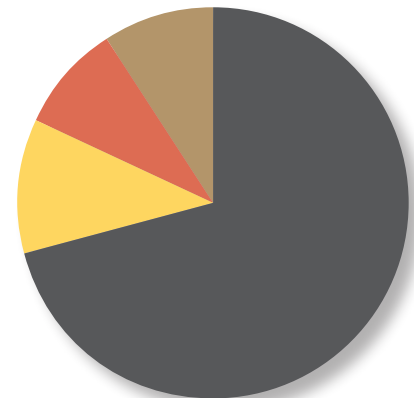


2010 Financials

	2010	2009
ASSETS		
Current assets	\$ 5,517,325	5,190,837
Land	1,335,472	1,335,472
Building, net	8,917,797	9,137,558
Equipment, net	100,614	211,861
Total assets	15,871,208	15,875,728
LIABILITIES		
Accounts and other payables	924,310	909,422
Mortgage payable	6,695,250	6,773,522
Total liabilities	7,619,560	7,682,944
NET ASSETS		
Unrestricted-designated building fund	1,180,053	1,157,095
Unrestricted-undesignated	7,071,595	7,035,689
Total net assets	8,251,648	8,192,784
Total liabilities and net assets	15,871,208	15,875,728
REVENUE AND SUPPORT		
Federal contracts and grants	11,245,220	12,182,782
Other contracts	2,103,606	1,922,806
Publications sales and royalties, net	54,048	71,297
Investment income, net	24,662	38,949
Total revenue and support	13,427,536	14,215,834
EXPENSES		
Federal contracts and grants	8,770,644	9,869,804
Other contracts	1,535,039	1,606,071
Publications sales and royalties, net	66,876	118,355
Total direct expenses	10,372,559	11,594,230
Indirect expenses	2,996,113	2,784,871
Total expenses	13,368,672	14,379,101
Increase in net assets	\$ 58,864	(163,267)

SEDL's Commitment

SEDL's resources for supporting our research, development, and dissemination work include competitive grants and contracts awarded by various public and private sources. We also offer fee-for-service arrangements to deliver professional development, conduct applied and policy research, evaluate programs, and develop customized Web applications and databases to help clients manage data and information. SEDL is a 501(c)(3) corporation committed to operating with financial integrity and rigorous oversight.



Program Area Funding

Improving School Performance	71%
Research and Evaluation	11%
Afterschool, Family, and Community	9%
Disability Research to Practice	9%



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