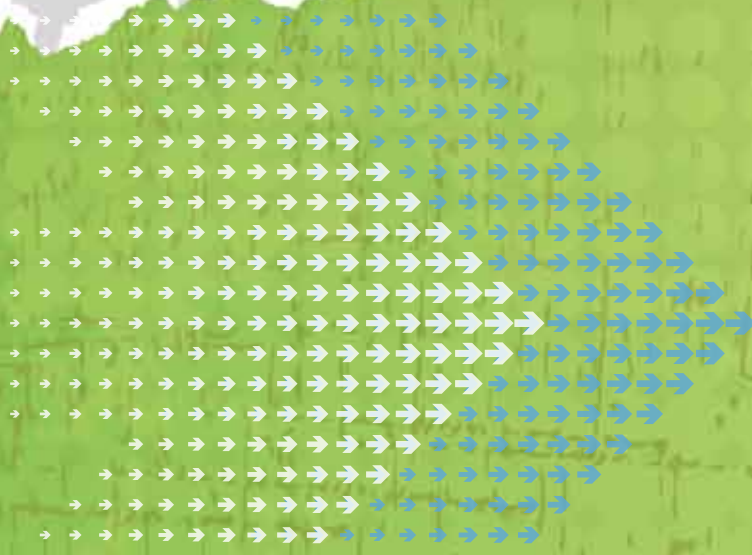


ANNUAL
REPORT
2011

Getting the Edge



ADVANCING RESEARCH
SEDL
IMPROVING EDUCATION

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Letter From the President and CEO

SEDL's mission is to strengthen the connections among research, policy, and practice in order to improve outcomes for all learners.

Dear Friends:

Living on the edge can be exhilarating. As an avid backpacker who enjoys the mountains, I have experienced the thrill of reaching the top while knowing how dangerous the entire endeavor can be. At SEDL, we find our passion by conducting rigorous research and providing the latest evidence-based solutions and technical assistance to support our clients. This mission is what gets us to the office every day—our commitment to strengthening the connections among research, policy, and practice in order to improve outcomes for all learners.

We are invigorated by the opportunity we have through our Comprehensive Centers to work side-by-side with state departments of education, helping build their capacity to create changes in the way they approach education issues. Through our school support work, you will see how we raise the bar of student achievement by evaluating programs, capacities, and processes to ensure educators are meeting the needs of their students.

We are excited to revise one of our most popular works, formerly known as Paso Partners. Now named Mosaic, the free program supports science, mathematics, and language instruction with a focus on English learners. Our community and family engagement work is deepening connections and

convening stakeholders to strengthen student learning. Our research work embodies the most rigorous, yet innovative approaches to answer pressing curriculum questions. And the work we do in our Knowledge Translation for Employment Research Center is internationally known and making disability research accessible to all who need it.

Other important developments include honing our capacity to employ the latest technology for online learning modules, Web-based monitoring systems, and educational webcasts that enable a thousand people to learn at the same time.

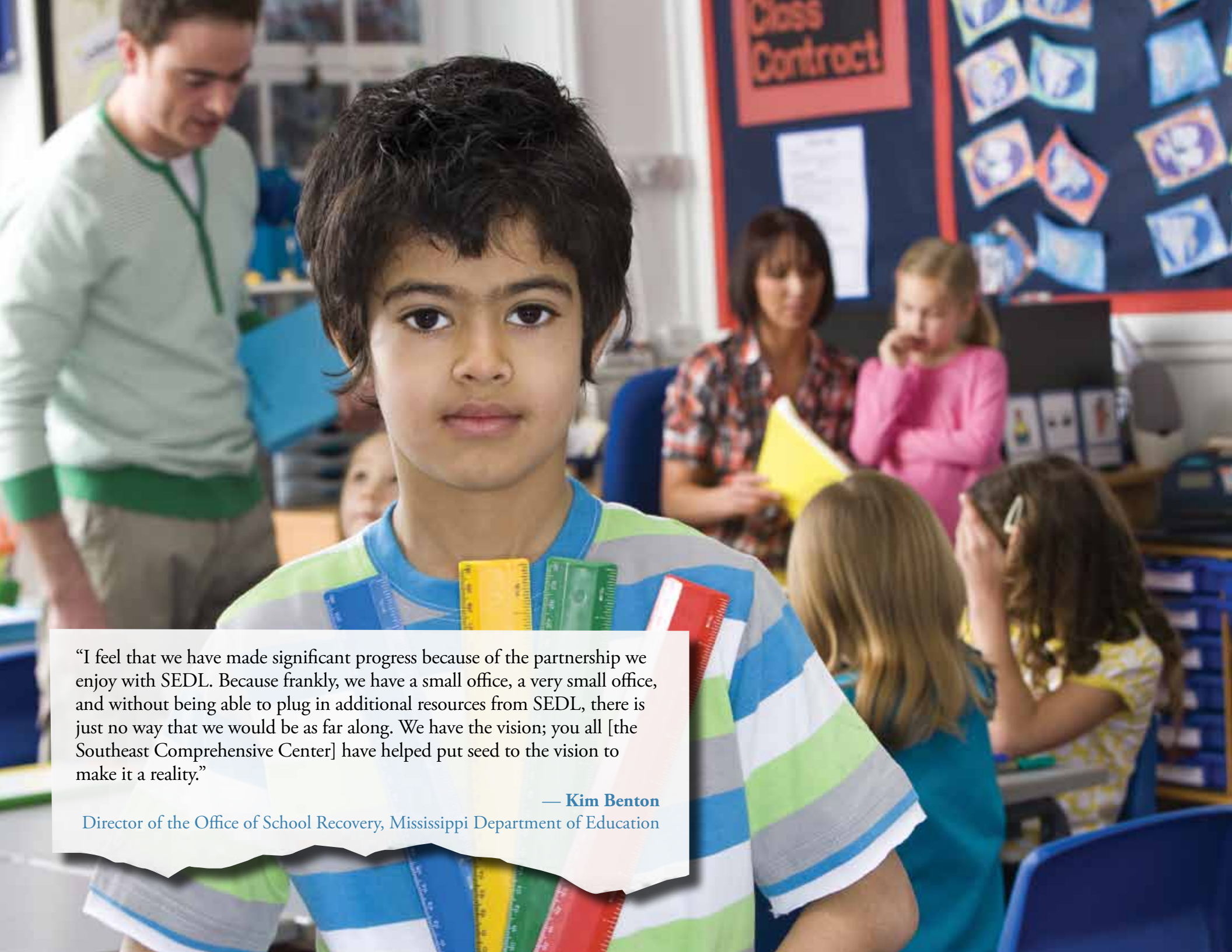
In 2011, SEDL sharpened its own perspective by looking inward through a strategic planning process and outward as part of a brand positioning process. The result is an organization that embraces change, strives for innovation, and is willing to go to the edge for its clients.

We deeply appreciate your continued support.

Sincerely,

Wesley A. Hoover





“I feel that we have made significant progress because of the partnership we enjoy with SEDL. Because frankly, we have a small office, a very small office, and without being able to plug in additional resources from SEDL, there is just no way that we would be as far along. We have the vision; you all [the Southeast Comprehensive Center] have helped put seed to the vision to make it a reality.”

— **Kim Benton**

Director of the Office of School Recovery, Mississippi Department of Education

Building State Capacity for Stellar School Performance

SEDL equips state leaders to take on critical education challenges. Our Southeast and Texas Comprehensive Centers partner with education leaders in Alabama, Georgia, Louisiana, Mississippi, South Carolina, and Texas to build capacity to support struggling schools, meet federal expectations, and ensure that all students receive an A+ education.

Strained by limited resources, states face immense challenges in providing the crucial and extensive support schools and districts need. SEDL's Southeast and Texas Comprehensive Centers provide technical assistance and professional development to boost the capacity of our states to meet their unique education challenges. To achieve results, we use a capacity building model developed and refined at SEDL. This model encompasses a dynamic process for collaborating with states to plan, implement, and evaluate projects to ensure success. Throughout the process, we expand educators' knowledge and skills, streamline and coordinate efforts, and push the envelope to help states solve tough school improvement issues.


Virtual Learning Courses

The Texas Comprehensive Center work in 2011 included assisting the Texas Education Agency (TEA) in strengthening its statewide system of support for schools in need of improvement. Our staff collaborated with TEA to design and develop online training courses for professional service providers (PSPs) and state support teams (SSTs), who work with schools and districts to improve student and school performance. The SST course, still under development, adapts an

in-person 3-day training into online lessons teams can access whenever they want. Using our capacity building model, we began by meeting with TEA to discuss their goals, collaborated to craft an efficient plan to achieve them, and then took the lead during development to model skills and techniques. The courses are being housed on Project Share™, TEA's online learning platform. Through this process, TEA staff gained expertise and skills they are now applying as they take the lead in developing other online courses.

School Improvement Grants

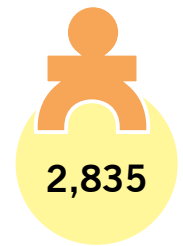
The Southeast Comprehensive Center work in 2011 included building the capacity of Alabama and Mississippi to plan, implement, monitor, and evaluate School Improvement Grants (SIGs). In Mississippi, for example, we assisted the Office of School Recovery with developing a comprehensive plan of support for SIG districts and schools. This work involved collaborating with the Center on Innovation & Improvement to support the use of Indistar®, an online tool to plan and track improvement. We also assisted with on-site monitoring at six schools. The data informed Mississippi about the progress of SIG schools and 2011–2012 needs.

 Information about other projects the comprehensive centers have worked on with their states can be found at txcc.sedl.org and secc.sedl.org. You may also contact SEDL program director Robin Jarvis at robin.jarvis@sedl.org or 800-476-6861, ext. 6512 or 225-257-4986.

Educators and administrators directly served



E-Bulletin/briefing paper subscribers



Effective and Exceptional Services

A final evaluation report (August 2011) of the Comprehensive Technical Assistance Centers found the network effective in building state capacity for school improvement, particularly with regard to statewide systems of support for schools. The Institute of Education Sciences produced the evaluation, which covered 2006 to 2009.

- State managers rated the comprehensive centers' support as moderate to high for quality, relevance, and usefulness.
- 82% indicated that the centers' assistance expanded state capacity in developing and managing statewide systems of support.
- 62% rated the centers as the top external source for technical assistance.

Getting the Edge
School Improvement



“The third-grade team engages in ongoing data analysis of teacher instruction and student performance to determine student learning goals. These learning goals are revisited and revised based on student performance, and interventions for student learning are put in place accordingly.”

— **Shirnetha Stinson**

Clinton Elementary assistant principal and instructional facilitator for the third-grade professional learning team, Lancaster County School District, South Carolina

Promoting High-Flying Leaders and Teachers

We help districts and schools achieve new heights. Whether a school requires a rapid turnaround or simply seeks to rise to the next level, SEDL provides intensive, tailored support grounded in research and practical experience to improve leadership, teaching, and student achievement.

Third-grade leaders and teachers at Clinton Elementary School in Lancaster, South Carolina, have experienced the winning power of high-performance professional learning. The third-grade team is the recipient of the 2011 Shirley Hord Learning Team Award, presented each year by Learning Forward and Corwin Press to a school team that demonstrates excellence in professional development.

A primary component of the work involved the Professional Teaching and Learning Cycle (PTLC). Using this process, professional learning teams collaborate to plan lessons aligned with state standards, analyze data and student work to assess students' progress and needs, and refine instruction to address those needs. SEDL assistance included site visits, observations and modeling of team actions, classroom walkthroughs, and professional development for teachers and leaders. To track progress, we provided tools and strategies for monitoring and evaluating effectiveness. As a result of improvements, district staff encouraged all schools to develop professional learning teams using PTLC.

SEDL is proud of its role in Clinton's success. From 2009 to 2011, we worked closely with Clinton and other schools in Lancaster County School District to implement professional learning teams as part of school improvement. Set in an economically disadvantaged community, Clinton serves students in preK through fifth grade. In 2007, the school failed to make adequate yearly progress, and in 2008 was put on notice.

We aligned our assistance with Clinton's ongoing efforts to elevate instruction and literacy. A SEDL team of experts, including a reading specialist, leadership specialist, and evaluator, provided intensive support for administrators and school teams to strengthen leadership, teaching, and collaboration.

Educators and administrators served by SEDL's fee-for-service work



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The efforts have paid off at Clinton. From 2009 to 2011, third-grade English-language arts scores rose 26 points, and math scores rose 28. The percentage of all Clinton students performing below basic on the state English-language arts test dropped 52%. Staff also reported an increased atmosphere of collaboration, trust, and shared responsibility. At Clinton Elementary, high-flying professional learning teams have helped transform the school into a center of excellence.



For more information, please visit www.sedl.org. You may also contact SEDL project director Edward Tobia at ed.tobia@sedl.org or at 800-476-6861, ext. 6560.



Getting the Edge
School Support Services



“Mosaic arose from the Sid W. Richardson Foundation’s focus on improving math and science education and SEDL’s expertise in supporting English learners through instructional opportunities that engage all students.”

— **Haidee Williams**

Project Director, Improving School Performance, SEDL

“I love the setup, activities, and integration. . . . I used the thematic unit about the human body. I know the content but with your help, it [the unit] allows me to put to use language that the students can understand without being so technical.”

— **Paso Partners customer**

Integrating Math, Science, Technology, and Language

SEDL helps educators elevate their knowledge and instructional skills in content areas such as science and mathematics while integrating language support and leading-edge technology to ensure that all students master the skills to excel in the modern work force.

A low hum fills a classroom as groups of first graders conduct science experiments. At one table, students peer through squares of various materials as they hold them in front of lights. At another, students dip thermometers into cups of liquid and note the temperatures. At still another table, students pluck guitars made from rubber bands and tissue boxes.

The children are learning about energy first-hand through inquiry-based activities exploring light, heat, and sound. But that is only part of the picture. In this Texas classroom, many of the students primarily speak Spanish. To help them access the content, the activities build academic vocabulary and language skills while teaching science.

The lesson is part of a new SEDL supplemental program, Mosaic: An Integrated Approach to Mathematics, Science, Technology, and Language. Updating our highly popular program Paso Partners, Mosaic is designed to boost math and science achievement among all students in kindergarten through Grade 5, with a focus on English learners. The new program addresses both the national priority for higher math and science achievement as well as the alarming achievement gap between English

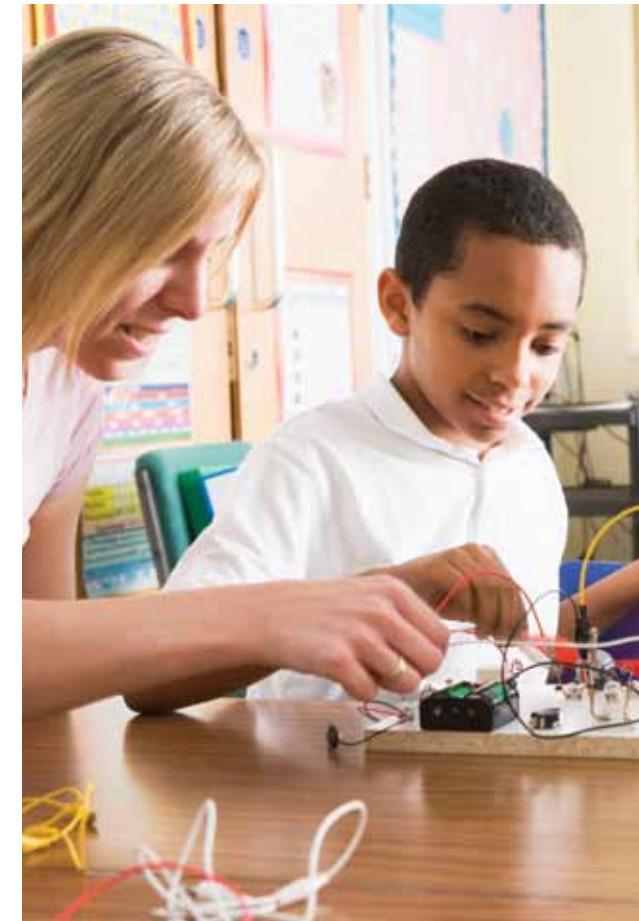
learners and other students, both in Texas and nationwide.

With Mosaic's cross-curricular approach, teachers can equip students to scale the difficult terrain of mastering tough math and science standards while learning English. Engaging and demanding lesson plans focus on math and science content while seamlessly bolstering academic language and technology skills. Research-based instructional strategies build on students' prior knowledge to establish a strong foundation of understanding. In addition, embedded Texas state standards assist teachers in scaffolding content.

The free program, made possible through support from the Sid W. Richardson Foundation, will be available in 2012 and provided online.



an integrated approach to
mathematics, science, technology, & language



For more information, please visit www.sedl.org. You may also contact SEDL project director Haidee Williams at haidee.williams@sedl.org or at 800-476-6861, ext. 6566.



Getting the Edge
Support for Content-Area Instruction



“The SEDL partnership allowed us to ask tougher questions. . . . Because we have been diligent about asking meaningful questions, those who are curious about Girlstart know that we are doing our utmost to accomplish our mission.”

— **Tamara Hudgins**
Executive Director, Girlstart

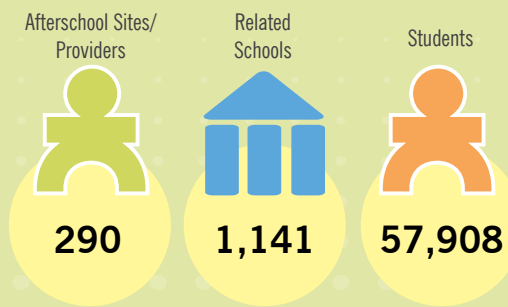
Making Afterschool More Effective With Evaluation

SEDL provides evaluation services informed by high-quality research and data analysis to monitor and assess program implementation and effectiveness. Working with organizations from state departments of education to afterschool providers, we help educators keep programs on track, achieve their goals, and aim even higher.

For at-risk and low-income students, a high-quality afterschool program can prove the crucial difference in school success. SEDL combines a national reputation in afterschool with evaluation expertise to help educators assess afterschool programs. With the results, education leaders and program directors can better target improvements, guide policy and funding, and keep stakeholders informed.

Louisiana Afterschool Evaluation

Afterschool programs in Louisiana serve more than 50,000 students, many of them economically disadvantaged. To ensure the programs' quality, the Louisiana Department of Education (LDOE) asked SEDL to conduct a 3-year evaluation. In 2011, we completed the first year, which involved collecting and analyzing LDOE and afterschool program data. SEDL evaluators matched afterschool participants to students not in afterschool on 10 variables and then compared academic performance, attendance, and discipline for both groups. To make the results easy to access and understand, we not only provided traditional reports but also designed secure online data profiles for each afterschool provider and site.



2009–2010 Louisiana Afterschool Evaluation

The results, showing that students in afterschool generally fared better than other students, are already helping LDOE and afterschool staff set a higher standard for their programs. LDOE, for instance, has changed its afterschool evaluation framework and performance rating system to emphasize greater student academic improvement.

Girlstart Afterschool Evaluation

A group of girls gather around a computer as they create a 3-D reconstruction of a forensics crime scene. The hands-on afterschool activity is offered through Girlstart, an informal education program

in Austin, Texas. The program is dedicated to empowering and equipping K–12 girls in science, technology, engineering, and math (STEM). Although many girls show an interest in and aptitude for these subjects, women remain underrepresented in STEM fields in higher education and the workforce. Girlstart seeks to change that, and SEDL evaluators are helping the group accomplish its goal.


In 2011, we evaluated Girlstart's survey instruments and the program's uniqueness nationwide. The aim was to help staff boost fundraising and guide planning. Our evaluators reviewed more than 100 similar programs and identified four that met the criteria for best practices based on research. We then collected data and compared each program to Girlstart. The results indicate the program is the largest of its type in the nation and uses many best practices, findings that are strengthening relationships with stakeholders and driving funding. Just as Girlstart empowers and equips girls, our evaluation has empowered and equipped its staff to excel in their mission.



For the Louisiana afterschool evaluation, please contact SEDL project director Zena Rudo at zena.rudo@sedl.org or call 800-476-6861, ext. 6554. For the Girlstart afterschool evaluation, please contact SEDL evaluation manager Melissa Dodson at melissa.dodson@sedl.org or call 800-476-6861, ext. 6606.



Getting the Edge
Evaluation

A woman with long dark hair and a denim jacket is smiling as she reads a book to a young girl. The girl is wearing a pink top and looking at the book. The background is a colorful wall with red, blue, and yellow sections.

“We wouldn’t understand the needs of our kids, of our families, of our community if we did not have two-way communication.”

— **Cathy Van Ness**
Principal, Austin Middle School, Galveston, Texas

“I actually now have the knowledge and the resources through SPFG [Statewide Parent Focus Group] to distribute and to share.”

— **Maria Ethetton**
Parent Liaison/Bilingual Teacher, Stults Road Elementary, Richardson, Texas

Deepening Connections to Boost Student Learning

Principal Cathy Van Ness has her finger on the pulse of parents. Using online social networking sites, her staff at Austin Middle School in Galveston, Texas, interact daily with parents and family members to answer questions, provide information, and address concerns. Parents are connecting as well, using the sites to share advice and form bonds.

Van Ness, who heads a Blue Ribbon and Nationally Distinguished Title I school, knows the necessity and rewards of actively engaging parents in schools and student learning. “We wouldn’t understand the needs of our kids, of our families, of our community if we did not have two-way communication,” she says.

With help from SEDL, Van Ness is sharing her innovative strategies with other Texas schools as a member of the Title I Statewide Parent Focus Group (SPFG). Formed by our Texas Comprehensive Center at the request of the Texas Education Agency (TEA), the group is promoting what works and aligning statewide efforts and resources to strengthen family and community engagement in schools. Members include TEA, education service centers, community groups, parents, and

Title I principals such as Van Ness. This mix enables members to learn from one another, collaborate, and then share with peers to serve as catalysts for action.

“The information and the resources available from the state never quite seem to make it down to the parent level,” says SPFG member Maria Ethetton, a parent liaison and bilingual educator at Stults Road Elementary in Richardson, Texas. “We need to funnel it all the way down to the parents. And then back up. . . . I actually now have the knowledge and the resources through SPFG to distribute and to share.”

By raising awareness and promoting best practices and resources, the Title I Statewide Parent Focus Group is spreading the message that all parents and community members are essential to and can play a role in student success.

“Family and community engagement can help every child reach his or her potential, and educating everyone takes everyone—educators, parents and families, the entire community,” says Marion Baldwin, a SEDL program associate working with the group.

SEDL is passionate about engaging families and communities in education. Through programs such as the Title I Statewide Parent Focus Group, we help education leaders, practitioners, families, and communities move beyond one-way communication to active partnerships that promote student and school success.



For more information, please visit txcc.sedl.org. You may also contact SEDL program associate Marion Baldwin at marion.baldwin@sedl.org or call 800-476-6861, ext. 6503.



Getting the Edge
Family & Community



“A lot of times, the decision as to which program to adopt is based on the skill of the [textbook company’s] presenter. . . . [With research], you have some sort of ability to sort through the data and find out what works and what doesn’t.”

— **Gary Jones**

Superintendent, Rapides Parish School District, Louisiana

Advancing Knowledge in Teaching Reading and Math

Research builds knowledge to empower educators about what works. SEDL conducts rigorous research studies and translates the findings to improve teaching and learning in areas such as reading and mathematics. The results provide the guidance educators need to ensure they use programs and practices that deliver.

Adopting a core reading or math curriculum is a high-stakes decision. School districts need to know they are investing tight funds in programs that work. SEDL conducts randomized controlled trials (RCTs), the gold standard in research, to provide rigorous evidence of the programs that promote student learning.

Imagine It! and Everyday Mathematics

Researchers at SEDL and University of Wisconsin-Madison are conducting a large-scale effectiveness study of two widely used McGraw-Hill programs: *Imagine It!* Open Court Reading and *Everyday Mathematics*. The national study is evaluating how the programs affect teacher practices and student achievement over 3 school years. Currently, 20 schools are participating, with 40 more set to join in 2012.

Our researchers have partnered with a range of experts to develop an innovative study design that aligns the two RCTs and combines their samples, enhancing the study's ability to detect effects under real conditions. In addition, a paired implementation study will enable researchers to explain how factors such as teacher experience may affect the results.

In 2011, the team randomly assigned one program to each school to use as its core curriculum in reading or math. The schools received free materials and the first of several training sessions. Staff then began data collection, which takes place in fall and spring. The study's results will provide a comprehensive evaluation of the two programs and reliable evidence that education leaders can use to guide their decisions.


Louisiana Striving Readers

In 2011, SEDL also neared completion of a Striving Readers evaluation for the Louisiana Department of Education (LDOE). The 1-year RCT is assessing the effectiveness of *Voyager Passport Reading Journeys*, a supplemental program for adolescents reading 2 or

more years below grade level. The program is used in more than 470 districts. Building on less rigorous research, the study will show whether gains in reading and other outcomes are greater for students exposed to the program than for those exposed to other supplemental or elective classes and under what conditions.

SEDL collaborated with the Institute of Education Sciences, LDOE, and Voyager to develop and implement a rigorous design across 10 middle schools in 4 Louisiana parishes. Staff then implemented a random assignment process and collected Fall 2010 baseline data and Spring 2011 follow-up data. The findings, set to be reported in 2012, will expand the research base of effective adolescent literacy programs.

	<i>Imagine It! / Everyday Mathematics</i>	Louisiana Striving Readers
Study Design	Cluster RCT using mixed-methods	RCT using mixed-methods
Sample	2011: 4 districts, 20 schools, ~250 teachers, ~1,500 students; 2012: 40 schools set to join	4 parishes, 10 middle schools, ~1,200 students
Grades	K-2, 3-5 (2 cohorts)	6-7
Length	3 school years	1 school year
Data Collection	student assessments, surveys, and demographic data; classroom observations; archival data	

 For more information, please visit www.sedl.org/re/. You may also contact Michael Vaden-Kiernan, SEDL director of Research & Evaluation, at michael.vaden-kiernan@sedl.org or 800-476-6861, ext. 6562.



Getting the Edge
Research



“Around 1979, I found myself in a class-action lawsuit because I was not hired by a company who stated that the reason was I have 8 fusions and rods in my back. . . . I appreciate the quality and usefulness of the work you do.”

—KTER Center focus group participant

“You’ve got all these research studies that have been done . . . but nobody really understands the process for how to translate what is sometimes very complicated or specialized research into specific practice. . . . [SEDL and VCU are seeking] the most effective ways to translate the knowledge that is coming out of these studies into useful practice.”

— Paul Wehman

Professor and Director, Rehabilitation Research & Training Center,
Virginia Commonwealth University

Expanding the Job Horizon for People With Disabilities

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

Maria had been at her job 18 months when her employer learned she was a cancer survivor. Despite solid performance reviews and perfect attendance, she was fired. She took her case to court and won.

After suffering a traumatic brain injury, Roger quickly returned to work. But he struggled to complete tasks he had easily done before. A year later, with his job on the line, he found help through the Veterans Benefits Administration. He is now successful again at work.

Every year, some 1.5 million Americans are diagnosed with cancer, and some 1.7 million sustain a traumatic brain injury. Many laws, accommodations, and resources are available to assist people with disabilities with employment challenges. Yet businesses and workers are not always aware of these supports. Moreover, vocational rehabilitation practitioners often cannot keep up with the research on which supports are best or how best to inform the public about them.

Through the Center on Knowledge Translation for Employment Research, SEDL and Virginia Commonwealth University are increasing the awareness and use of research-based supports to improve employment

for people with disabilities. At the same time, the Center is advancing what is known about how best to communicate and apply research.

In 2011, we began two systematic reviews of the research base to determine successful supports to help people with disabilities return to work and stay employed. One review focuses on cancer survivors; the other on people who sustained traumatic brain injuries. Staff also completed data collection on factors that impede or facilitate the use of research evidence among people with disabilities, businesses, policymakers, and vocational rehabilitation practitioners. Future plans include training researchers on ways to foster research use. The Center is promoting its work through social media, webcasts, conferences, and other means.

Through this work, the Center seeks to ensure that all who need it obtain the best information available on how to assist people with disabilities in reaching their employment goals. By better enabling research to shape employment policies and support systems, we better enable the millions of adults with disabilities—including survivors of cancer and traumatic brain injury—to contribute fully in the workplace.



Survey Results of Vocational Rehabilitation Practitioners*

Attitudes About Research Use

I am willing to try new ideas based on research.	92.4%
I see the value of research for practice.	84.2%

Barriers to Research Use

I do not have time to read the amount of research that is available.	68.5%
Workload requirements make it difficult to use research-based practices.	62.8%

*Survey of 355 respondents in Florida, Texas, and Virginia

For more information, please visit www.kter.org. You may also contact SEDL program manager John Westbrook at john.westbrook@sedl.org or call 800-476-6861, ext. 6565.

Getting the Edge
Disability Research to Practice

News and Highlights

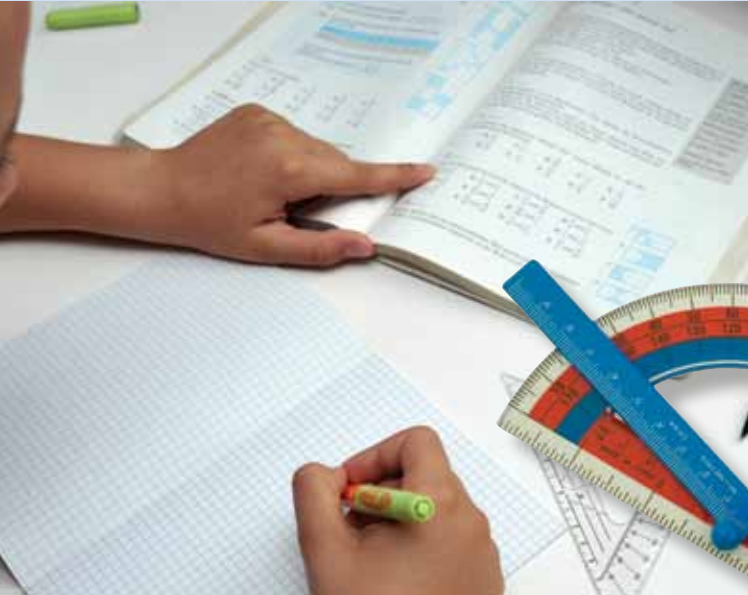
New Online Tool Assesses Professional Learning Communities

High-performance professional learning communities can transform schools and classrooms to bolster student achievement. A new tool, the Professional Learning Communities Assessment-Revised, enables administrators to rate their school as a professional learning community so they can identify areas that need support. The online questionnaire and reporting tool measures staff perceptions and practices based on key dimensions and then analyzes the results. The tool was developed by Dianne F. Olivier, Kristine Kiefer Hipp, and Jane Bumpers Huffman.



Progress for the Race to the Top Reform Support Network

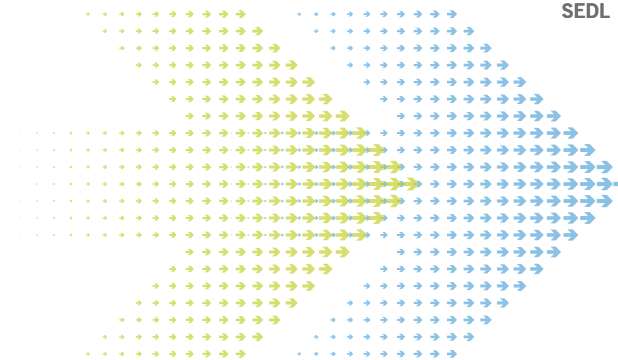
SEDL is advancing education innovation and reform through the Race to the Top Reform Support Network. Led by ICF International, the network of leading education organizations is assisting states in implementing Race to the Top grants under a 4-year contract. In 2011, SEDL and the other partners (ICF, AIR, Education Northwest, and McREL) assisted with Communities of Practice addressing stakeholder engagement, school turnaround, and teacher and leader effectiveness.



Stronger Support for Diverse Learners in Franklin Parish

Teachers in Franklin Parish School System are better targeting students' needs because of SEDL. In 2011, we completed an 8-month contract for the Winnsboro, Louisiana, school system to support math and language arts teachers in using data, tiered interventions, and evidence-based strategies to meet the needs of diverse learners through Response to Intervention. The work targeted 5 schools, 52 teachers, and 1,400 students in grades 3–8.





Common Core State Standards Video Series for Math

A new SEDL video series is helping to demystify the Common Core State Standards for mathematics. More than 45 states and territories have adopted these standards to prepare students for success in college and the workplace. In 2011, our Southeast Comprehensive Center worked with the states in its region to complete 12 videos in the series. Each video clarifies the meaning of one math standard. The Center is considering a video series on the English-language arts Common Core State Standards as well.



Concerns-Based Adoption Model Webinar Series

Implementing a new program poses serious challenges for education leaders. Are staff using the program correctly, if at all? Is the program working? How do I address staff concerns? In 2011, our Center for Professional Learning gave a webinar series on using the Concerns-Based Adoption Model to help leaders address such questions so that programs have the best chance of succeeding. The 5-part series provided in-depth instruction on using the model and its tools with participants' own programs.



SEDL's Commitment to Community

Our staff receive great joy from supporting the families and students in our community. During our 2011 Adopt-a-Family drive, employees donated \$1,645 and boxes of personalized gifts to two local families facing hard times. In addition, our annual holiday auction and bazaar raised \$696 for the dance program at Barbara Jordan Elementary. This Title I school serves a low-income neighborhood near our headquarters in Austin, Texas. Dancers from the school also entertained during our holiday luncheon.

SEDL Co-Hosts Webinar on Comprehensive Centers' Effectiveness

SEDL participates actively in trade alliances to promote high-quality education research, development, and dissemination. In November 2011, SEDL and the Center for Knowledge Use, an affiliate of Knowledge Alliance, co-hosted a webinar highlighting the Institute of Education Science's positive evaluation of the comprehensive centers. The event brought together alliance members with policymakers and other stakeholders to discuss the value of the centers' technical assistance in building state capacity for providing a quality education for all.

SEDL People

Scholarly Achievements and Publications

Kathleen Murphy, a SEDL project director, was chosen to participate in the 2011 National Center for Special Education Research/Institute of Education Sciences Summer Research Training Institute at the University of Wisconsin-Madison. The institute focused on single-subject experimental research designs. Murphy is a member of our Disability Research to Practice unit.

Georgetown County School District in South Carolina partnered with SEDL to strengthen school-based professional learning teams. Georgetown County's Patti Hammel, along with SEDL staff members **Edward F. Tobia**, project director; **Ramona Chauvin**, program associate; and **Dale Lewis**, project director, describe the partnership in the February 2011 issue of *JSD*. This staff development journal is published by Learning Forward (formerly the National Staff Development Council). The article is titled "The Light Bulb Clicks On: Consultants Help Teachers, Administrators, and Coaches See the Value of Learning Teams."



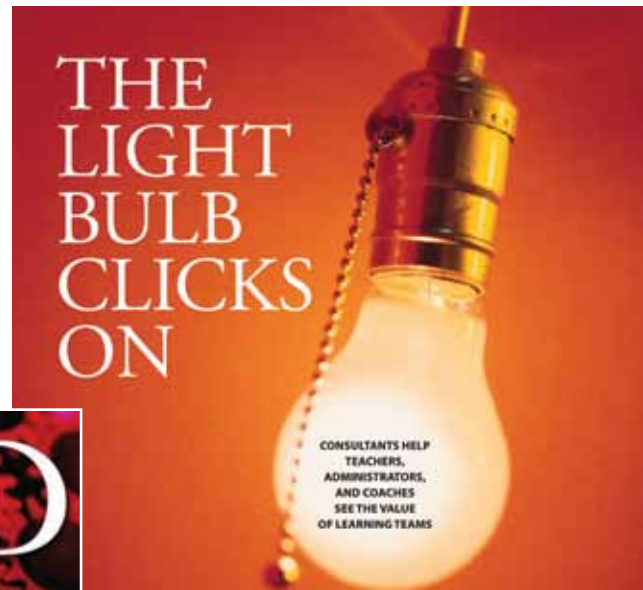
From "The Light Bulb Clicks On: Consultants Help Teachers, Administrators, and Coaches See the Value of Learning Teams," by E. Tobia, R. Chauvin, D. Lewis, and P. Hammel, *JSD*, 32(1), p. 22, (2011, February). Reprinted by SEDL with permission of Learning Forward, www.learningforward.org. All rights reserved.

Board News



Arturo (Artie) Arce, the 2010–2011 immediate-past chairman of the SEDL Board of Directors, retired in 2011 from his position as principal of Ortega Elementary. The school is part of the Austin Independent School District in Austin, Texas. Arce has served on SEDL's Board since November 2006, holding the offices of chairman, vice-chairman, and secretary. During his career as an educational administrator, he promoted quality professional learning for faculties through his relationships with Learning Forward and Learning Forward Texas (formerly the Texas Staff Development Council).

Arturo (Artie) Arce, the 2010–2011 immediate-past chairman of the SEDL Board of Directors, retired in 2011 from his position as principal of Ortega Elementary. The school is part of the Austin Independent School District in Austin, Texas. Arce has served on SEDL's Board since November 2006, holding the offices of chairman, vice-chairman, and secretary. During his career as an educational administrator, he promoted quality professional learning for faculties through his relationships with Learning Forward and Learning Forward Texas (formerly the Texas Staff Development Council).



By Ed Tobia, Ramona Chauvin, Dale Lewis, and Patti Hammel

Some team members find one another when they're not looking. In South Carolina, education leaders at Georgetown County School District were seeking only information when they attended a workshop sponsored by the South Carolina Department of Education. The two-day learning experience, provided by SEDL, a nonprofit organization based in Austin, Texas, guided participants through a structured approach that clearly defines the work of professional learning teams. Patti Hammel, the district's executive director for student performance and federal programs, and



2011 President's Awards

Sarah Caverly received the Rogers L. Barton Award honoring outstanding contributions to SEDL's educational research and development. Caverly is a project director in the Research and Evaluation unit. In 2011, she led the site recruitment efforts for the effectiveness study of *Imagine It!* Open Court Reading and *Everyday Mathematics*, ensuring sites were ready for the large-scale data collection. She also led the research at the Louisiana Striving Readers sites, where data collection is complete, and is now supporting the analytic and reporting work. Her skill and care have helped SEDL successfully implement large-scale research efforts.

Stuart Ferguson received the Edwin Hindsman Award honoring outstanding SEDL service on behalf of children. Ferguson is an accounting supervisor in the Administrative Services department. He has led efforts to improve the unit's financial work, including providing stellar support for annual audits, developing systems for tracking organizational efficiency, and supporting budget development in proposals. In the latter, he played a central role in helping SEDL successfully develop prime and subcontract budgets within our regional educational laboratory proposal efforts, which required a unit-pricing approach we had not undertaken before at such a large scale.

SEDL By the Numbers

4,631,249

Page views for the SEDL corporate Web site



251,384

Page views for the Southeast and Texas Comprehensive Center Web sites



214,465

Page views for the Vocational Rehabilitation Service Models for Individuals With Autism Spectrum Disorders Web site



70,837

Page views for the Knowledge Translation for Employment Research Center Web site

18,719

Subscribers to SEDL's monthly e-bulletin



673

Social media followers



2011 Board Members

SEDL's work is guided by a 15-member board of directors with representatives drawn from Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

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Jonesboro, Arkansas



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Sivic Solutions Group
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Board Member, Louisiana
State Board of Elementary
and Secondary Education
Plaquemine, Louisiana



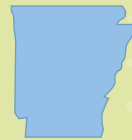
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Ortega Elementary, Austin
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Elementary Education
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Little Rock



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Cooperative #8
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Broken Bow



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Tulsa

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Laredo



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

2011 Managers and Staff

SEDL employees, many of whom are former teachers, principals, and superintendents, meet a high bar for expertise, experience, and quality.

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 Wes Hoover, PhD
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 Catherine Jordan, MAT
 Stacey Joyner, MED
 Loretta King
 Arnold Kriegel, MBA, CPA
 Jim Kunetka
 Connie Laizure
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 Sue Liberty
 Brian Litke, MSCIS

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 Media Design Specialist
 Administrative Secretary
 Research Associate
 Program Associate
 Communications Associate
 Research Associate
 Program Associate
 Director of Development
 Research Associate
 Project Director
 Program Associate
 Project Director
 Program Associate
 Program Associate
 Operator/Receptionist
 Program Associate
 Chief Program Officer
 Evaluation Manager
 Program Associate
 Accounting Supervisor
 Administrative Secretary
 Research Assistant
 Accounting Specialist
 Administrative Assistant
 Program Associate
 Program Associate
 Administrative Assistant
 Administrative Secretary
 President and CEO
 Program Associate
 Program Director
 Program Manager
 Program Associate
 Administrative Secretary
 Vice President and CFO
 Senior Development Advisor
 Accounting Assistant
 Research Associate
 Project Director
 Human Resources Generalist
 Web Administrator

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 Jesse Mabus
 Robyn Madison-Harris, EdD
 Danny Martinez, MA
 Luis Martinez
 Erin McCann, PhD
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 John Middleton
 Concepción Molina, EdD
 Tashanda Moreno
 Christine Moses-Egan, MA
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 Ada Muoneke, PhD
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 Ann Neeley, EdD
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 Sylvia Pirtle, MEd
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 Lisa Raphael, PhD
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 Sandy Rodriguez
 Zena Rudo, PhD
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 Dewi Smith, MA
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 Kathleen Theodore, MA
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 Esmeralda Urquidi
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 Joni Wackwitz
 Sally Wade, EdD
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 Haidee Williams, PhD
 Lacy Wood, MLIS

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 Information Specialist
 Program Associate
 Program Associate
 Web Administrator
 Program Director
 Program Associate
 Program Associate
 Web Administrator
 Program Associate
 Administrative Assistant
 Director of Communications
 Administrative Assistant
 Program Associate
 Project Director
 Program Associate
 Network Administrator
 Program Associate
 Program Associate
 Administrative Assistant
 Research Specialist
 Information Associate
 Administrative Assistant
 Executive Assistant
 Project Director
 Communications Associate
 Program Associate
 Program Associate
 Research Specialist
 Program Associate
 Communications Associate
 Development Associate
 Project Director
 Human Resources Assistant
 Administrative Secretary
 Director of Research & Evaluation
 Communications Specialist
 Program Associate
 Information Specialist
 Database Development Associate
 Program Manager
 Program Specialist
 Project Director
 Project Director

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Arnold W. Kriegel
 Vice President and CFO



Martha Boethel
 Director of Development



Vicki Dimock
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Melissa Dodson
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Robin Jarvis
 Program Director



Catherine Jordan
 Program Manager



Jim Kunetka
 Senior Development Advisor



Christine A. Moses-Egan
 Director of Communications



Michael C. Vaden-Kiernan
 Director of Research & Evaluation



John D. Westbrook
 Program Manager

2011 Partners

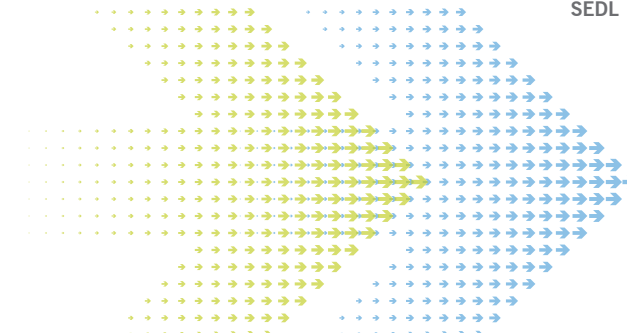
SEDL's relationships with school systems, state departments of education, universities, service agencies, and other organizations enable us to better serve our clients. In the end, these mutually beneficial relationships help improve education for students across the country.

Partners

ABLEDATA
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 Baylor College of Medicine
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 Center for Autism & Related Disabilities, University of Central Florida
 Center on Innovation and Improvement
 Center on Instruction
 Center on Instruction, English Language Learners Strand, University of Houston
 Center on Instruction, Special Education Strand, University of Texas at Austin
 Center on Knowledge Translation for Technology Transfer
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 Florida State University
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 Georgetown County School District, South Carolina
 Georgia Department of Education

Girlstart
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 ICF International
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 Intercultural Development Research Association
 Institute of Education Sciences, National Center for Education Research
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 McGraw-Hill Education
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 National Center for Educational Achievement
 National Center on Response to Intervention
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 National Institute on Disability and Rehabilitation Research
 National PTA
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 New Mexico State University
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 Region 5 Education Service Center, Beaumont, Texas
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 Southeastern Equity Center, Fort Lauderdale, Florida
 Southwest Americans with Disabilities Act (ADA) Center
 TEACCH Supported Employment Program
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 Texas Education Agency
 TIRR Memorial Hermann
 United Way Worldwide
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 University of Central Florida
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 University of Massachusetts School of Medicine
 University of Texas at Austin
 University of Texas, Institute for Public School Initiatives
 University of Texas MD Anderson Cancer Center
 University of Wisconsin-Madison
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 Utah Department of Vocational Rehabilitation Services
 Utah State Office of Rehabilitation
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 Johannes Bos, PhD
 Tom Cook, PhD
 Carol Connor, PhD
 Russell Gersten, PhD

National Randomized Controlled Trial Study of *Everyday Mathematics* Technical Workgroup

Geoffrey Borman, PhD
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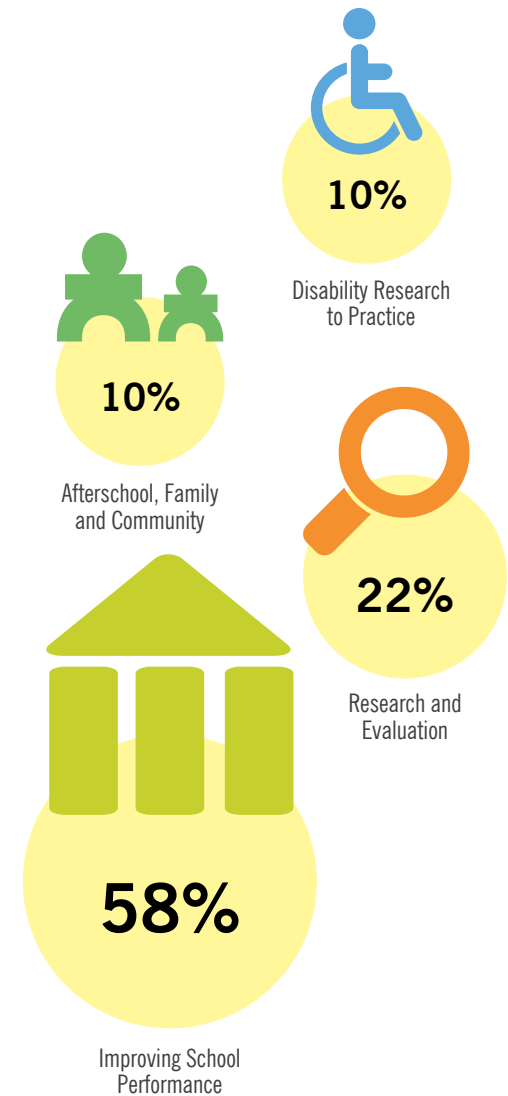
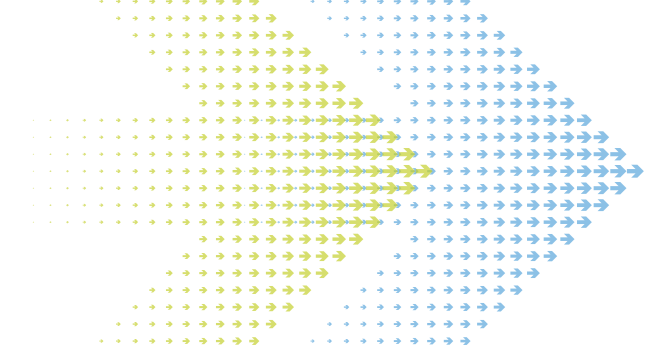
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Financials

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.

	2011	2010
ASSETS		
Current assets	\$ 6,262,637	5,517,325
Land	1,335,472	1,335,472
Building, net	8,579,869	8,917,797
Equipment, net	101,422	100,614
Total assets	16,279,400	15,871,208
LIABILITIES		
Accounts and other payables	1,401,374	924,310
Mortgage payable	6,611,433	6,695,250
Total liabilities	8,012,807	7,619,560
NET ASSETS		
Unrestricted-designated building fund	1,176,807	1,180,053
Unrestricted-undesignated	7,089,786	7,071,595
Total net assets	8,266,593	8,251,648
Total liabilities and net assets	16,279,400	15,871,208
REVENUE AND SUPPORT		
Federal contracts and grants	11,607,587	11,245,220
Other contracts	1,516,147	2,103,606
Publications sales and royalties, net	23,710	54,048
Investment income, net	(1,858)	24,662
Total revenue and support	13,145,586	13,427,536
EXPENSES		
Federal contracts and grants	9,132,624	8,770,644
Other contracts	1,144,360	1,535,039
Publications sales and royalties, net	53,950	66,876
Total direct expenses	10,330,934	10,372,559
Indirect expenses	2,799,707	2,996,113
Total expenses	13,130,641	13,368,672
Increase in net assets	\$ 14,945	58,864





Credits

President and CEO Wesley A. Hoover
Director of Communications Christine A. Moses-Egan
Writer and Editor Joni Wackwitz
Designer Shaila Abdullah
Contributors Stuart Ferguson, James Kunetka,
Nancy Reynolds, Laura Shankland

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The SEDL Management Council and staff appreciate the support and time of the officers and members of the 2010–2011 Board of Directors in guiding our research, development, and dissemination agendas. We give special thanks to the 2010–2011 Executive Committee members for their advice and counsel: Charles Cobbs, chairman; John (Jack) McCoy, vice chairman; Linda Johnson, secretary; Barbara Staggs, treasurer; and Arturo (Artie) Arce, immediate past chairman.

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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. SEDL 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 SEDL, Development, 4700 Mueller Blvd., Austin, TX 78723 or can be given online at www.sedl.org/support.



TEXAS CORPORATE HEADQUARTERS

4700 Mueller Blvd.
Austin, TX 78723
800-476-6861
www.sedl.org

OTHER OFFICES

LOUISIANA

3501 N. Causeway Blvd., Suite 700
Metairie, LA 70002
800-644-8671

ALABAMA

1687 Highway 72, Suite 4
Killen, AL 35645
256-272-8072

FLORIDA

Lutz, FL 33559
813-948-3054

GEORGIA

Smyrna, GA 30080
770-432-7675

MISSISSIPPI

750 Avignon Drive, Suite 4
Ridgeland, MS 39157
601-605-2221

SOUTH CAROLINA

Orangeburg, SC 29115
803-240-1748