



Open the Possibilities

ANNUAL REPORT 2012

What Do You Need to Succeed?



I NEED to help my career and tech ed students develop stronger reading skills.”

“I NEED to provide teachers with professional development to improve math instruction.”

“I NEED guidance in implementing the Common Core State Standards across my district.”

“I NEED to give migrant students in our state a strong foundation for kindergarten.”

“I NEED to know if my schoolwide initiatives are improving teaching and learning.”

“I NEED to know if the reading program our district is considering really works.”

“I NEED assistance in improving services for my clients with disabilities.”

We open the



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possibilities.

AT SEDL, we bring research to life to improve teaching and learning. We begin by asking, “What do you need to succeed?” From question to solution, we work with you to discover practical answers grounded in research. Along the way, we monitor and measure your progress, helping you stay on track and make adjustments if necessary. And to uncover new possibilities, we conduct rigorous research and translate the findings to develop innovative strategies and tools. Our mission is to help you open the possibilities for success.



Letter from the President and CEO

Dear Friends:

I have witnessed seismic changes in our education system in my 30+ years as a researcher and leader at SEDL. Change happens whether we want it to or not, and I have found that if I embrace it, I am much more open to the possibilities it brings.

In 2012, SEDL opened itself up to new possibilities to serve educators' needs and address the question we are always asking of constituents: "What do you need to succeed?" We launched the new Center for High-Performing Schools to expand our consulting and professional development services for schools and districts. These services bring the latest research to bear so our clients can meet the changing demands of their students and communities.

Another service offered through our Center for High-Performing Schools focuses on the change process itself—how to manage and monitor the implementation of new programs and initiatives. Using an evaluation model that is firmly grounded in research and our own experience in working with local education systems, we build the capacity of educators to guide and measure the change process within their schools and districts.


We have continued to support state education systems through our renewed competitive awards for the Texas and Southeast Comprehensive Centers. While we have adapted to meet changing state needs, our assistance for state-driven initiatives to improve student outcomes remains strong, as demonstrated by our work on behalf of migrant children in Texas and career and technical education providers in Mississippi, among other examples.

In 2012, we also responded to a changing mandate from the U.S. Department of Education, which reconceptualized the work of our long-standing National Center for the Dissemination of Disability Research into a new Center on Knowledge Translation for Disability and Rehabilitation Research. We successfully competed for this national center, which promotes the use of relevant, high-quality research to benefit people with disabilities.

Through these and other initiatives, we give our clients the best of what we have—passion, innovation, expertise—to serve their evolving needs. Our accomplishments and achievements not only open the possibilities for educators, researchers, and policymakers but also for those they serve—students and people with disabilities.

We deeply appreciate your support as we move forward.

Sincerely,



Wesley A. Hoover



What Do You Need to Succeed?

“

WE NEEDED research-based training from a proven, experienced source to build our District Leadership Team into well-informed, prepared leaders for the transition to the Common Core State Standards. SEDL tailored professional training to meet the needs of our diverse group. [SEDL] guided our work to discover where we were in the transition process and gave us tools for the foundation we needed to move forward.”

— Patricia Parsons, Superintendent,
Dexter Consolidated Schools, Dexter, New Mexico

SUPPORT FOR DISTRICTS AND SCHOOLS

SEDL's new Center for High-Performing Schools equips districts and schools to meet today's education challenges. Our range of professional development and consulting services are grounded in research and tailored to educators' needs and settings. And our expert consultants, as former educators and administrators, understand the complex issues that schools and classrooms face.



Effective Leadership for the Common Core State Standards

Four math teachers confer over student work. Do the students' solutions indicate mastery of the standard? What would? How can they help students not getting the concept? These "teachers" are actually principals participating in a "fish bowl" activity as fellow administrators look on and a SEDL consultant facilitates. The exercise is one way our Center for High-Performing Schools is helping five New Mexico districts implement the Common Core State Standards for English language arts and math.

Implementing new standards is an immense task. District and school leaders must align curriculum, instruction, and assessments to the standards and ensure teachers understand the new requirements and modify their lessons to teach to them.

In New Mexico, our Center is partnering with the Pecos Valley Regional Education Cooperative to build leadership capacity in five districts for managing this task. SEDL consultants are providing a series of 2-day sessions for superintendents, administrators, principals, and teacher leaders. A major focus is on our Professional Teaching and Learning Cycle. Using this process, teams collaborate to study the standards, develop related lessons and assessments, and examine evidence of student learning to assess teachers' efforts.

At the sessions, interactive learning experiences, such as modeling and role-playing activities, enable participants to see practices in action. This approach has sparked several "aha" moments as a leader suddenly grasps a concept. Other activities incorporate resources leaders can use to build understanding, reinforce learning, and dig deeper. For instance, our Common Core math videos help leaders unpack complex standards for teachers.

As follow-up, SEDL consultants check in monthly to review progress and provide coaching. Several principals were surprised to discover curriculum and instruction were not well aligned at their schools. Now, they report having in-depth meetings with teachers—some for the first time—about instruction, lesson plans, and the new standards.

Center for High-Performing Schools: Turnaround Team

Our Turnaround Team is led by two former principals who have turned schools around. They draw on this experience as they work with educators to develop solutions grounded in the realities of practice.



Don Doggett, MEd, used multiple strategies to turn around a South Carolina elementary school. He applied curriculum mapping to align instruction, launched a literacy plan, established professional learning communities, and held weekly data meetings with instructional coaches and teachers to review progress and needs.



Sylvia Pirtle, PhD, targeted literacy to boost student outcomes at a Texas elementary school. Using multiple sources of data, Pirtle and the instructional coaches continuously reviewed student progress and set up systems of support to ensure that struggling readers received effective instruction and interventions.

For more information, please visit www.sedl.org. You may also contact SEDL program director [Robin Jarvis](mailto:robin.jarvis@sedl.org) at robin.jarvis@sedl.org or at 800-476-6861, ext. 6510 or 225-257-4986.

What Do You Need to Succeed?

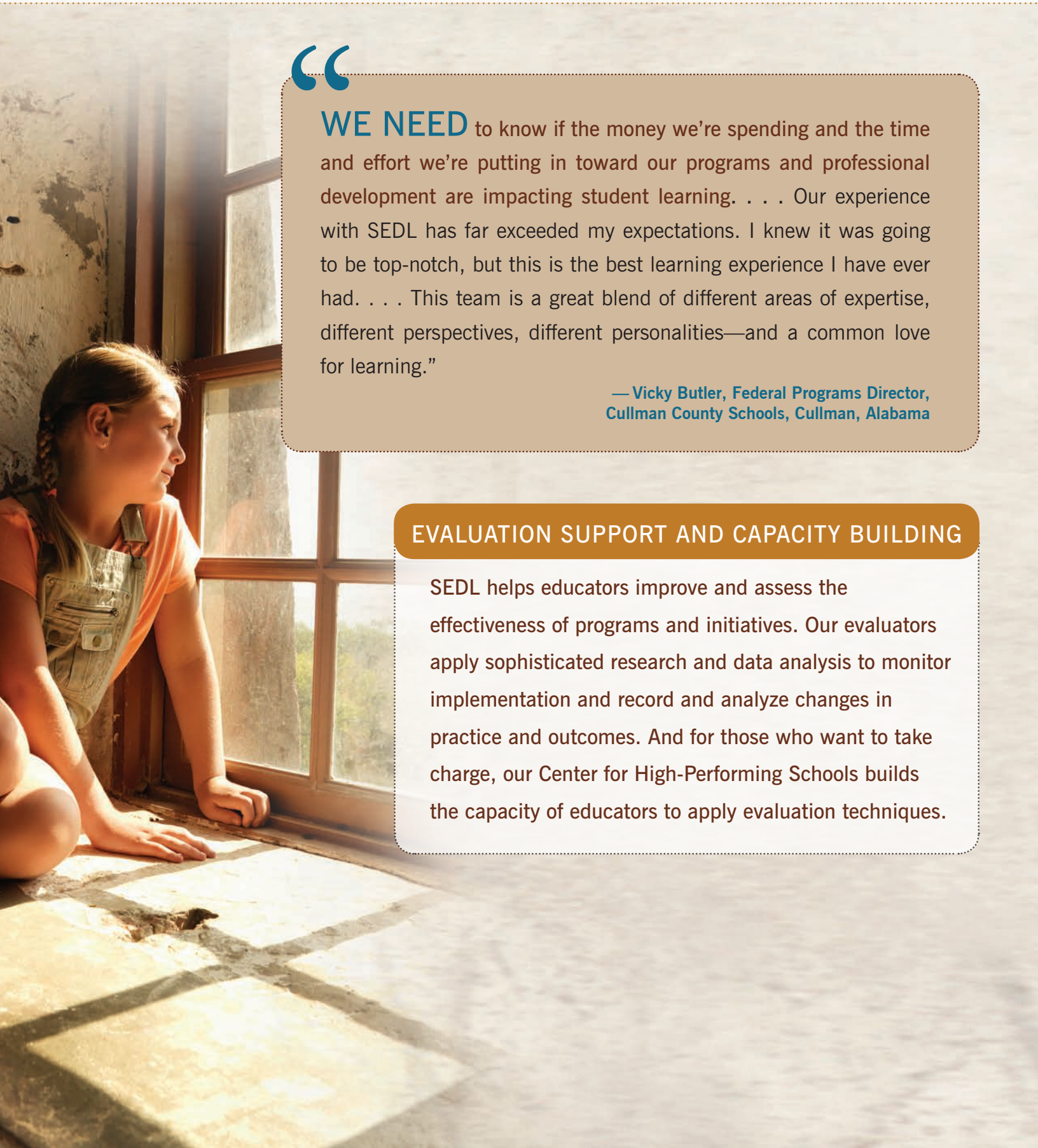


WE NEED to know if the money we're spending and the time and effort we're putting in toward our programs and professional development are impacting student learning. . . . Our experience with SEDL has far exceeded my expectations. I knew it was going to be top-notch, but this is the best learning experience I have ever had. . . . This team is a great blend of different areas of expertise, different perspectives, different personalities—and a common love for learning.”

— Vicky Butler, Federal Programs Director,
Cullman County Schools, Cullman, Alabama

EVALUATION SUPPORT AND CAPACITY BUILDING

SEDL helps educators improve and assess the effectiveness of programs and initiatives. Our evaluators apply sophisticated research and data analysis to monitor implementation and record and analyze changes in practice and outcomes. And for those who want to take charge, our Center for High-Performing Schools builds the capacity of educators to apply evaluation techniques.



Evaluation Methods to Cultivate Change

Change can be hard. Just ask Vicky Butler, who oversees improvement efforts for Cullman County Schools in Alabama. School culture in this large rural district remains steeped in tradition. To support district programs, Butler needed a way to break through resistance, ensure quality implementation across multiple schools and classrooms, and assess effectiveness. SEDL is helping open the way to change.

Cullman County Schools, like all school districts, needs to ensure that improvement efforts produce gains in teaching and student outcomes. Through our Center for High-Performing Schools, district and campus leaders are learning evaluation methods for guiding and assessing their efforts while cultivating the conditions for change.

Since August 2012, SEDL consultants have been working on site with leadership teams one week a month to model and scaffold evaluation techniques and tools. The support has focused on the Alabama Strategic Teaching Framework, a K–12 initiative promoting instructional strategies that foster literacy and active learning. With SEDL's assistance, central office staff are developing an evaluation plan to guide the initiative. This plan clarifies activities and roles, sets benchmarks and goals, and identifies formative and summative measures to assess the initiative's effectiveness.

To build formative evaluation skills, SEDL is also showing administrators how to seed change with the Concerns-Based Adoption Model (CBAM). This set of diagnostic tools enables leaders to manage and monitor a program in a way that shares ownership among staff and is sensitive to their needs. Using CBAM, administrators, principals, and teachers collaborated to set expectations for the new initiative. Other CBAM tools are helping administrators tap into teachers' attitudes about the initiative and the extent to which teachers are using it. With this information, leaders can provide the specific support needed to stay on track.

District and campus leaders are already working more cohesively and developing a comprehensive picture of their progress. From Butler's perspective, her team is gaining valuable skills for managing programs and measuring whether their efforts are effective—definitely a change for the better.

Concerns-Based Adoption Model	
Component	Purpose
Innovation Configuration	Provide a clear picture of high-quality implementation as an exemplar for staff and to build common vocabulary and expectations
Stages of Concern	Identify staff concerns and needs related to the program in order to address them with sensitivity and professionalism
Levels of Use	Determine how well staff are using a program to identify needs for professional learning and to deepen program fidelity

For more information, please visit www.sedl.org. You may also contact SEDL project director [Erin McCann](mailto:erin.mccann@sedl.org) at erin.mccann@sedl.org or at 800-476-6861, ext. 6535.

What Do You Need to Succeed?



I NEED a way to help my students read and understand complex automotive technical manuals. I can incorporate these literacy strategies into my regular instruction, and the students like them. And it's great to see a kid who's been struggling finally get it."

— Narleski Young, Automotive Service Technology Instructor, Leflore County Career and Technical Education Center, Leflore, Mississippi



WE NEED to equip CTE centers with instructional resources for building students' technical reading, comprehension, and vocabulary skills across content areas. . . . SEDL has greatly assisted in this endeavor by introducing relevant literacy strategies and working to assist technical instructors through job-embedded experiences."

— Gail Simmons, Program Supervisor of Student Services Coordinators, Office of Career and Technical Education, Mississippi Department of Education

SUPPORT FOR STATE EDUCATION SYSTEMS

Our Southeast Comprehensive Center partners with education leaders in Alabama, Georgia, Mississippi, North Carolina, and South Carolina to improve school performance and student achievement. For example, we help expand and deepen support for adolescent literacy across content areas.



Literacy Strategies for Career and Technical Education

In Narleski Young's class, students work at computers to reframe the headings in a document as questions. The students are learning the SQ3R literacy strategy—not unusual for language arts, but a first for Automotive Service Technology. The course is one of many offered at the Leflore County Career and Technical Education (CTE) Center in Mississippi. CTE provides a valuable career path for students, but the highly technical content can prove a challenge. In Mississippi, SEDL is helping to ensure that CTE students gain the literacy skills required for a 21st century career.

CTE classes prepare adolescent students for careers ranging from auto repair and nursing to graphic design and polymer science. But many students are not prepared for the highly demanding technical content in CTE texts. What's more, CTE instructors often have no formal training in building students' literacy and comprehension skills.

To address this issue, our Southeast Comprehensive Center partnered with the Mississippi Office of Career and Technical Education in 2010 to develop

a coaching initiative to strengthen literacy support in CTE classes. Through summer institutes, webinars, videos, and on-site visits, teams from CTE centers learn how to integrate research-based literacy strategies aligned with the Common Core State Standards into their content areas. To promote sustainability, teams share the strategies at their centers, and select participants are recruited as mentor trainers in the program. Of the state's 89 CTE centers, 12 have participated in the pilot so far, with 30 planned for 2012–2013.

The literacy strategies equip students to access and engage a variety of complex texts they may encounter later on the job. "That's the purpose," says Ramona Chauvin, a SEDL program associate and the lead trainer for the pilot. "We are helping students become independent users of strategies for accessing information."

Narleski Young and other participating CTE teachers are enthusiastic. Early trends show improved score averages for content-area pre- and post-assessments. Teachers also note that students are far more engaged, talking about the strategies in class and even with other teachers. As one eager student queried, "Are you gonna teach all of this stuff to my other teachers?"



In the Automotive Service Technology class at the Leflore County CTE Center, Narleski Young (standing center), instructor, and Alan Martin (standing right), student service coordinator, assist students with the SQ3R reading strategy.

For more information, please visit www.sedl.org. You may also contact SEDL project director [Beth Howard-Brown](mailto:beth.howard@sedl.org) at beth.howard@sedl.org or at 803-936-0752.

What Do You Need to Succeed?



WE NEED extra support for migrant students . . . because of migration, language barriers, and cultural differences. So we value tremendously the support we can provide to age 3 and 4 students. . . . Our goal is to teach our parents to be able to work with their child more effectively so that 3- and 4-year-old students are better prepared for their kindergarten year.”

— Rachel Morales, Education Specialist Supervisor, Migrant Education Program, Education Service Center Region 20, San Antonio, Texas

SUPPORT FOR STATE EDUCATION SYSTEMS

Our Texas Comprehensive Center partners with state and regional education leaders in Texas to improve school performance and student achievement. For example, we help strengthen support for migrant home educators, parents, and students.



A Strong Start for Texas Migrant Children

The Medina family lives by the rhythms of the seasons. In spring, they take to the road, heading north from farm to farm to pick crops. In autumn, they return home to South Texas, not far from the Mexico border. As in many migrant families, the children attend school when and where they can. Such disjointed schooling, coupled with language barriers and poverty, poses a critical challenge for migrant students, who drop out at a rate 3 to 4 times higher than the national average. In Texas, SEDL is addressing this need by helping the state give migrant children a strong start.

In 2012, our Texas Comprehensive Center (TXCC) partnered with the Texas Education Agency (TEA) to develop *Stepping Stones: A Texas Migrant Early Childhood Program for 3- and 4-Year-Olds*. This free home-based program provides the state's migrant coordinators and home educators with research-based materials aligned with the latest Texas prekindergarten standards.

Available in English and Spanish, the program includes 100 lessons in 10 units, with a heavy emphasis on language and literacy development. Many of the lessons feature children's literature as well as strategies parents can use when reading to their children to build their vocabulary and comprehension. In addition, a manual guides migrant coordinators and home educators in effectively implementing the program.

The TXCC team worked with TEA staff in both the federal programs and curriculum divisions to organize and facilitate the planning, development, training, and pilot for *Stepping Stones*. This work provided assistance in statewide coordination and key expertise in early childhood education and curriculum development.



Home educator Patricia Gonzalez (right) models an activity with Carlota Medina (left), age 4.

Stepping Stones empowers migrant parents to become their child's first teacher. With initial guidance from a home educator, parents learn everyday activities they can do to help their children build literacy and language skills and develop a solid foundation in learning, even while on the road.

Texas Eligible Migrant Students

Total Number, 2010–2011	52,642
Limited English Proficient	17,479
Ages 3–5	4,904

Source: Office of Migrant Education, U.S. Department of Education

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.

What Do You Need to Succeed?



WE NEED to know who else is working on the problem of weight management for women with disabilities. . . . That's why I want to create a Community of Practice, with regular online gatherings of people who are interested in and actively working on this critical problem. The folks at SEDL gave me some excellent advice about online tools to use for communicating with the Community of Practice [as well as] techniques for making sure I reach the people who have the greatest interest in research and practice.”

— Dr. Margaret A. Nosek, Executive Director, Center for Research on Women with Disabilities, Baylor College of Medicine, Houston, Texas

DISABILITY RESEARCH TO PRACTICE

SEDL works to improve the quality, relevance, and use of disability and rehabilitation services and research. We accomplish this mission through research, technical assistance, training, and information dissemination.



Better Methods for Moving Disability Research Into Practice

Women with mobility impairments face unique challenges in managing their weight. To address this issue, Dr. Peg Nosek and her team are developing GoWoman, an online weight-loss tool that serves the particular needs of women with mobility impairments. Nosek wants to establish a community of practice to involve researchers, weight-loss practitioners, women with disabilities, and others in shaping, piloting, and promoting the tool. She found the expert guidance she needs through SEDL's new Center on Knowledge Translation for Disability and Rehabilitation Research (KTDRR).

Ensuring that research leads to practices, products, and policies that benefit people with disabilities requires intentional effort. Our new KTDRR Center provides services and resources to make relevant and high-quality disability and rehabilitation research easier to find, understand, and use. The center serves multiple clients, including researchers and developers as well as people with disabilities and their families, advocates, service providers, educators, employers, and policymakers.

To make existing research more accessible, KTDRR staff provide tools and training for synthesizing and sharing research findings across multiple studies. "We want to ensure that disability professionals look at all of the evidence, not just the results of one study, before making research or health care decisions," says John Westbrook, director of the center. Westbrook hopes that better use of existing evidence will result in more effective practices and better options for people with disabilities.

The center also identifies and promotes knowledge translation (KT) processes that target the awareness, understanding, and use of evidence-based knowledge and products. For instance, the center provides webcasts on KT strategies, such as



strategies for developing effective practice guidelines for service providers and translating evidence into policies. The center also works with a Consumer Review Panel to ensure that information is accessible and addresses consumers' needs.

SEDL brings extensive experience in the area of disability research to its work at the center. In addition, staff collaborate with selected national and international partners, including world leaders in improving the visibility and use of research evidence: the Campbell Collaboration, the Cochrane Collaboration, the Canadian Institutes of Health Research, and the Evidence for Policy and Practice Information and Co-ordinating Centre.

For more information, please visit www.ktdrr.org. You may also contact John Westbrook, director of the KTDRR Center, at john.westbrook@sedl.org or 800-476-6861, ext. 6565.

What Do You Need to Succeed?



I NEED to know if our reading program works, but participating in a research study must be manageable if our district is going to do it. SEDL made it manageable. They did a good job of explaining the study to school and district leadership in a way that principals and interventionists were able to understand. The SEDL team also made the work doable for schools because they scheduled and managed the testing, and then came in and actually did the testing.”

— Dr. Linda Baker, Literacy Coordinator,
Tangipahoa Parish Schools, Amite, Louisiana

RESEARCH

Educators and policymakers need to know they are investing their resources in programs and practices that work. SEDL conducts rigorous research studies and translates the findings to improve teaching and learning in areas such as reading. The results advance the knowledge base and give educators and policymakers reliable evidence to guide their decisions.



Evidence of Effective Adolescent Literacy Programs

Some two-thirds of U.S. eighth graders failed to achieve proficient reading levels in 2011. Struggling readers face mounting difficulties at higher grades and often fall increasingly behind. Educators badly need effective measures to target teen reading problems, yet few of the available programs have been rigorously tested. In 2012, SEDL completed a rigorous study of one popular program to expand the evidence base and help ensure that struggling adolescent readers get the support they need.

SEDL conducts randomized controlled trials (RCTs), the gold standard in research on intervention effectiveness, to provide rigorous evidence of programs and practices that promote learning. In 2012, we completed a Striving Readers RCT for the Louisiana Department of Education (LDOE). The 2-year experimental trial assessed the implementation and effectiveness of *Voyager Passport Reading Journeys*, a widely used supplemental program for adolescents reading 2 or more years below grade level. The program is used in more than 500 school districts nationwide.

SEDL collaborated with LDOE, the University of Wisconsin-Madison, and Voyager to develop and implement a rigorous study design across 10 middle schools. More than 1,200 struggling readers in grades 6 and 7 participated. Researchers randomly assigned students to one of two groups for the

2010–2011 school year. The team then used mixed methods to collect fall baseline data and spring follow-up data on student reading performance and motivation as well as teacher implementation.

Overall findings were positive, showing the program improved student reading performance relative to other supplemental programs or electives. In particular, the program boosted reading comprehension and vocabulary, and 7th graders and boys experienced greater gains. However, the program had no effect on student motivation or engagement in reading.

The findings provide reliable evidence that educators can use to guide their decisions when choosing a program to support struggling readers. And for teens who labor to decipher the words on a page, better support opens the way to success.

Louisiana Striving Readers Research Study	
Study Design	RCT and fidelity of program implementation using mixed methods
Sample	1,200+ students in 10 Title I middle schools across 4 districts
Grades	6–7
Length of Intervention	1 school year
Data Collection	Student assessments, surveys, and demographic data; classroom observations; archival data; interviews

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

SEDL News and Highlights

Continued Support for State Educators in Southeast, Texas

SEDL is pleased to continue operating the Southeast and Texas Comprehensive Centers under new 5-year grants from the U.S. Department of Education. The centers provide innovative technical assistance and school improvement support to state education agencies in Alabama, Georgia, Mississippi, North Carolina, South Carolina, and Texas. RMC Research Corporation is a partner on both centers, and the American Institutes for Research is a partner on the Southeast center. (See pp. 10–13.)

New Regional Educational Laboratory Contracts

SEDL won a 5-year contract to operate the Regional Educational Laboratory (REL) Southwest, which serves Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The work establishes research alliances to build state capacity to use data and evidence to address regional needs. SEDL is collaborating with several partners. (A stop-work order issued on January 23, 2012, due to a protest was resolved in December.) SEDL is also a partner in the new REL Southeast, which serves Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The lead partner is the Florida Center for Reading Research at Florida State University.

Evaluation Support for UTeach STEM Teacher Preparation Program

We are combining our expertise in evaluation and science, technology, engineering, and math (STEM) on a new project with the UTeach STEM teacher preparation program at the University of Texas at Austin. Our staff are building the program's capacity to evaluate the efficacy of its programming. The work involves building skills in developing research design options and methodological approaches.

Putting Disability Research Into Practice: New Knowledge Translation Center

Our Disability Research to Practice group works to ensure research benefits people with disabilities. In 2012, SEDL won a 5-year grant from the National Institute on Disability and Rehabilitation Research to operate the Center on Knowledge Translation for Disability and Rehabilitation Research. This national center promotes the use of relevant, high-quality disability and rehabilitation research. SEDL operates the center in collaboration with several partners. (See pp. 14–15.)

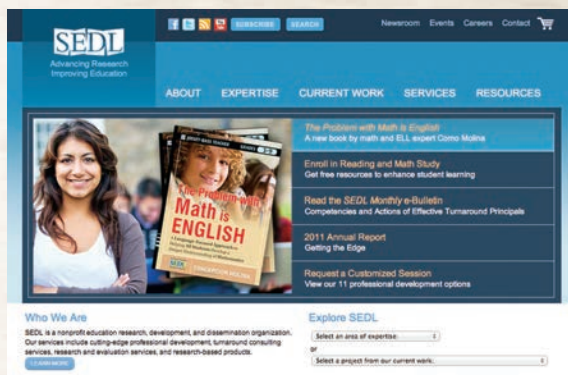


Technical Assistance for Illinois Afterschool Programs

SEDL is assisting the Illinois State Board of Education (ISBE) in delivering high-quality afterschool programming. Staff will provide technical assistance and professional development to Illinois 21st Century Community Learning Centers and will assist ISBE in developing an afterschool quality-assessment process and creating and managing a peer advisory network. The 21st CCLCs provide students, particularly those in high-poverty, low-performing schools, with academic enrichment during nonschool hours.

An Expanding SEDL Board for an Expanding Scope of Work

We are growing, and so is our Board. Through our new comprehensive centers, regional educational labs, and other programs, our scope of work expanded in 2012, particularly in the Southeast and the Southwest. To reflect this growth, our Board voted to expand its representation from 5 to 10 states and to add national members. The Board will eventually include members from Alabama, Arkansas, Georgia, Louisiana, Mississippi, New Mexico, North Carolina, Oklahoma, South Carolina, and Texas.



Launch of New SEDL Website

SEDL has a new face. In 2012, we revamped our website to expand our services and better support our clients. The site makes it easy to find information and resources for specific interests and needs. The site also features our new Center for High-Performing Schools, which provides professional development and consulting to districts, schools, and educators. Explore the new site at www.sedl.org. We look forward to receiving your feedback.



SEDL Gives Back to the Community

Our staff is dedicated to giving back to the community to assist families and students, particularly those who have traditionally been underserved. In 2012, our Adopt-a-Family drive raised \$1,790 and donated a carload of gifts for two families in need in Austin, Texas. In addition, our annual Holiday Arts, Crafts, and Bake Sale raised \$135 for James Weldon Johnson School, a Title I preK–8 school near SEDL's office in Metairie, Louisiana.

SEDL People and Publications

2012 President's Awards



Erin McCann is the 2012 recipient of the Rogers L. Barton Award, which honors outstanding contributions to SEDL's educational research and development. McCann is a project director in the

Research and Evaluation unit. Her main responsibilities focus on leading the unit's work in building the capacity of state department staff to utilize evaluation designs, data, and results to improve practice. Through this work, McCann has helped states improve their implementation of School Improvement Grants, teacher evaluation systems, and professional development. Her work in advancing evidence-based education is something that Mr. Barton would have wholeheartedly supported.



Concepción Molina is the 2012 recipient of the Edwin Hindsman Award, which honors outstanding SEDL service on behalf of children. Molina is a program associate in the

Improving School Performance unit. This past year, he completed the book *The Problem with Math Is English*, designed to help teachers untangle the interplay of language and symbolic representation that can hinder students in learning mathematics. He also was substantially involved in developing a set of instructional videos to help teachers understand and better teach to the Common Core math standards. Through these efforts, Molina has supported the underserved students that Dr. Hindsman championed.

SCHOLARLY ACHIEVEMENTS

Lisa Raphael, research specialist, coauthored the article "Academic, Social, and Emotional Needs in a Middle Grades Reform Initiative," published in *Research in Middle Level Education Online*.

Leida Tolentino, research specialist, provided an interview on the ways in which neuroscience and cognitive psychology are shaping education practices.

Michael Vaden-Kiernan, director of Research and Evaluation (R&E), and R&E staff members **Erin Atwood**, **Nance Bell**, **Sarah Caverly**, **Carlton J. Fong**, and **Kate Sullivan** were coauthors of the *Louisiana Striving Readers: Final Evaluation Report* for the U.S. Department of Education.

Michael Vaden-Kiernan, R&E director, and R&E staff members **Jill Boelter**, **Sarah Caverly**, **Carlton J. Fong**, and **Kate Sullivan** presented a poster session titled "The Relationship Between Reading Motivation and Academic Ability in Low-Performing Adolescent Readers" at the 2012 annual meeting of the Society for Research on Adolescence in Vancouver, British Columbia.

John D. Westbrook, program manager, and **Carlton J. Fong**, research assistant, were coauthors of the systematic review "Adult Employment Assistance Services for Persons with Autism Spectrum Disorders: Effects on Employment Outcomes."



Retirements and Remembrance



Arnold Kriegel retired as vice president and chief financial officer of SEDL. Our 40 “clean” financial audits during Kriegel’s almost 40-year career attest to his impressive financial leadership. His responsibilities included managing SEDL’s fiscal and technical accounting and administrative services.

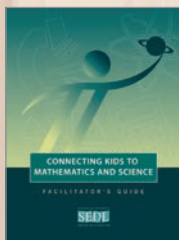


Catherine Jordan retired as program manager of SEDL’s Afterschool, Family, and Community group. During her 14 years at SEDL, she built the organization’s reputation as a leader in this field and directed the National Center for Quality Afterschool, the National Center for Family and Community Connections with Schools, and the National Coordination Center for Parental Information and Resource Centers.

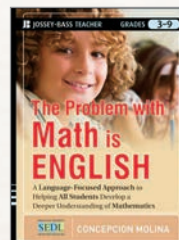


Michael Davis, a trusted adviser and friend to SEDL, passed away on July 18, 2012, in Santa Fe, New Mexico. Davis was known for his commitment to family and public education. He served on the SEDL Board of Directors from 1997 to 2003, and was board chair from 2001 to 2002. From 2004 to his death, Davis served as a consultant to SEDL’s president, staff, and board. The SEDL family sorely misses him.

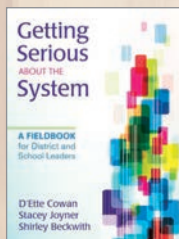
NEW PUBLICATIONS



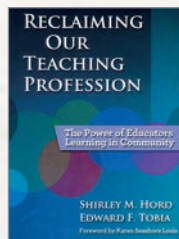
Connecting Kids to Mathematics and Science, a professional development course, guides grades 4–8 teachers in developing problem-based lessons that connect math, science, and technology to promote student learning.



The Problem with Math is English (Jossey-Bass), by Concepción Molina, guides teachers in helping students comprehend the nuances and meaning of math concepts by exploring them through the lenses of language and symbolism.



Getting Serious About the System: A Fieldbook for District and School Leaders (Corwin Press), by D’Ette Cowan, Stacey Joyner, and Shirley Beckwith, shows leaders how to hone school improvement through a systemwide focus. A companion book is available for teachers.



Reclaiming Our Teaching Profession: The Power of Educators Learning in Community (Teachers College Press), by Edward Tobia and Scholar Emerita Shirley Hord, shows educators how to use the power of professional learning teams to advance the practice of teaching.

2012 Board Members

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Senior High School
New Orleans



NEW MEXICO



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Transition Specialist,
Northeast Regional
Education Cooperative
Santa Fe



OKLAHOMA



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Co-owner,
Cook's Computer and
Software Service
Broken Bow



TEXAS



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Retired Principal,
Austin Independent
School District
Austin



**Gwenneth
Price-Picard**
Retired Clinical Social
Worker
Cabot



Donna Nola-Ganey
Assistant Superintendent,
Office of School &
Community Support
Louisiana Department
of Education
Baton Rouge



**Adelina (Lena)
Trujillo-Chavez**
Executive Director,
Pecos Valley Regional
Education Cooperative #8
Artesia



Millard L. House II
Deputy Superintendent,
Tulsa Public Schools
Tulsa



Dr. Rosa María Vida
Superintendent of
Catholic Schools,
Diocese of Laredo
Laredo



Dr. Phillip A. Rozeman
Cardiologist, Willis-
Knighton Health System
and Minden Medical Center
Shreveport

2012 Managers and Staff

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Catherine Jordan, MAT	Program Manager	Leida Tolentino, PhD	Research Specialist
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Sue Liberty	Human Resources Generalist	Ann Williams, MA	Program Specialist
Brian Litke, MSCIS	Web Administrator	Haidee Williams, PhD	Program Associate
Jack Lumbley	Research Associate	Lacy Wood, MLIS	Associate Development Director
Jesse Mabus	Information Specialist		

Managers



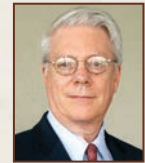
Wesley A. Hoover
President and CEO



Catherine Jordan
Program Manager



Arnold W. Kriegel
Vice President and CFO



Jim Kunetka
Senior Development Advisor



Martha Boethel
Director of Development



Christine A. Moses-Egan
Director of Communications



Vicki Dimock
Chief Program Officer



Michael C. Vaden-Kiernan
Director of Research and Evaluation



Melissa Dodson
Evaluation Manager



John D. Westbrook
Program Manager



Robin Jarvis
Program Director

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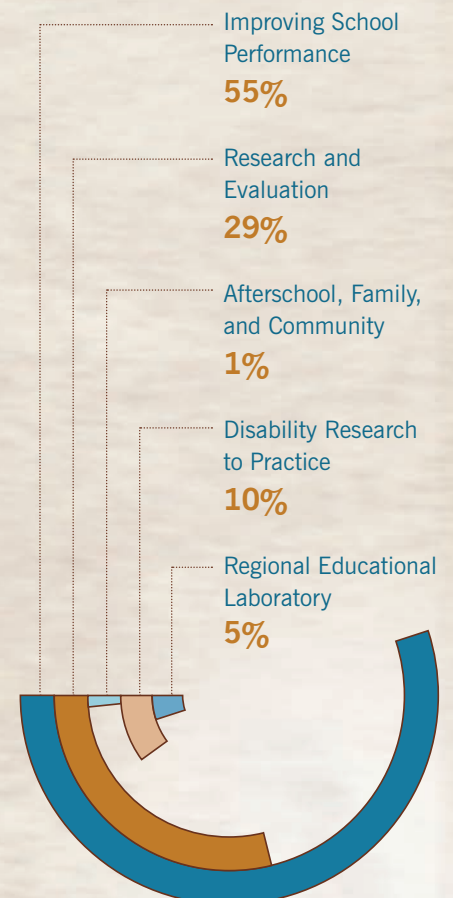
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SEDL's resources for supporting our research, development, and dissemination work include competitive grants and contracts awarded by various public and private sources. We also offer fee-for-service arrangements to deliver professional development, 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.

	2012	2011
ASSETS		
Current assets	\$ 6,070,461	\$ 6,262,637
Land	1,335,472	1,335,472
Building, net	8,311,539	8,579,869
Equipment, net	79,467	101,422
Total assets	15,796,939	16,279,400
LIABILITIES		
Accounts and other payables	1,095,249	1,401,374
Mortgage payable	6,522,944	6,611,433
Total liabilities	7,618,193	8,012,807
NET ASSETS		
Unrestricted-designated building fund	1,195,654	1,176,807
Unrestricted-undesignated	6,983,092	7,089,786
Total net assets	8,178,746	8,266,593
Total liabilities and net assets	15,796,939	16,279,400
REVENUE AND SUPPORT		
Federal contracts and grants	12,497,657	11,607,587
Other contracts	1,110,936	1,516,147
Publications sales and royalties, net	29,857	23,710
Investment income, net	20,385	(1,858)
Total revenue and support	13,658,835	13,145,586
EXPENSES		
Federal contracts and grants	9,595,921	9,132,624
Other contracts	1,138,832	1,144,360
Publications sales and royalties, net	28,047	53,950
Total direct expenses	10,762,800	10,330,934
Indirect expenses	2,983,882	2,799,707
Total expenses	13,746,682	13,130,641
Decrease in net assets	(87,847)	14,945

PROGRAM AREA FUNDING





Credits

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Director of Communications Christine A. Moses-Egan
Writer and Editor Joni Wackwitz
Designers Shaila Abdullah, Jane Thurmond
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Nancy Reynolds, Laura Shankland, Maria Turner

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