



ADVANCING RESEARCH

SEDL

IMPROVING EDUCATION

/ Annual Report 2008 /

INNOVATIVE STRATEGIES WINNING RESULTS

Innovative Strategies, Winning Results

The mission of SEDL is to solve significant problems facing educational systems and communities to ensure a quality education for all learners.

SEDL's primary efforts are in five program areas: improving school performance, strengthening teaching and learning in content areas, integrating technology into teaching and learning, involving family and community in student learning, and connecting disability research to practice. Work in these areas concentrates on K–16 education and on underserved students, particularly those living in poverty.

SEDL is a private, nonprofit corporation dedicated to fulfilling its mission with clients and other education stakeholders on a national, regional, state, and local basis through diverse and interrelated funding, partnerships, and projects.





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Letter From the President and CEO



Dear SEDL Friends:

As you read this annual report for 2008, you will learn how important innovation and creativity are to our work. SEDL occupies a unique position in the field of education. We bring together education research and practice by providing

high-quality professional development, research and evaluation, and products and services—all designed to improve teaching and student achievement. This position enables us to meet our clients' needs in ways that exceed their expectations.

The afterschool and expanded learning arenas provide an excellent opportunity for SEDL's innovative approaches. Our new online Virtual Academy for Afterschool allows practitioners to receive research-based professional development without leaving their desks. This convenience eliminates the cost of travel and provides participating programs with an opportunity for team building through high-quality professional development.

SEDL is also a national leader in helping educators use Response to Intervention (RtI) as a way to ensure that struggling students receive appropriate instructional assistance. Through our Comprehensive Centers, SEDL works directly with state education agencies by helping them develop, implement, and refine action plans for using RtI.

In terms of products and services, SEDL is proud to offer several new publications. Shirley Hord and Bill Sommers, both recent SEDL retirees, released *Leading Professional Learning Communities: Voices From Research and Practice*, published by Corwin Press. We also continue to produce award-winning publications like *AfterWords*, our afterschool e-newsletter, and *SEDL Letter*, a corporate

publication that informs practitioners and administrators of the latest research. We also published 12 afterschool guides last year. Through these publications, we are able to meet our goal of disseminating research-based information to as many audiences as possible.

In 2008, SEDL billed more than \$19 million—our best year yet. In the current year, we are looking to help districts and schools navigate turbulent economic times while maintaining a focus on student achievement. We are also offering guidance to education leaders in understanding the opportunities that accompany the American Recovery and Reinvestment Act of 2009. As our work continues to grow, it is still defined by two central ideas: serving the education needs of children in poverty and bridging education research and practice.

I hope you find our work as fascinating, meaningful, and purposeful as we do. As always, I encourage your feedback.

Sincerely,

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

Wesley A. Hoover



INNOVATIVE STRATEGIES



To succeed in the 21st century, students need an education that will teach them to thrive in a changing world. Educators need new resources to give students the tools to succeed. **Through the use of the latest technology we deliver high-quality professional development to practitioners throughout the country.** We teach state and district leaders how to guide their staff through systemic change. **We help administrators implement the latest research findings.** Most important, we listen. We listen to our clients, to educators in the field, and to our researchers. This is why we are able to produce the innovative strategies we use in school improvement work.



New Mexico Rural Partnership for Technology

SEDL staff show teachers how to use technology to improve students' literacy skills in rural New Mexico schools.

When SEDL staff work with teachers in the New Mexico Rural Partnership for Technology, they do not merely show teachers how to use technology in the classroom. They also integrate it into the technical assistance process itself.

As the name suggests, the partnership consists of New Mexico school districts in isolated, rural areas. In Magdalena Municipal School District, for example, approximately half of the students live on the Alamo Navajo Indian Reservation, some as far as 70 miles from the school. To compensate for the long hours students must spend traveling, school is in session only 4 days a week but with a longer school day.

Project director Danny Martinez provides technical assistance to elementary teachers to meet the partnership's goal of using technology to improve student achievement in literacy. Literacy is most often associated with reading. In today's knowledge-based society, however, students need to be expert readers, writers, and thinkers. Technology is a crucial vehicle for helping students access information, comprehend text, communicate effectively in a variety of contexts, and think creatively and critically.

SEDL staff working with the partnership also face the challenge of rural isolation and rely on technology to overcome it. Some of the schools participating in the partnership are more than 100 miles apart, requiring SEDL staff to drive many hours to make on-site visits. To avoid excessive driving but still maintain frequent face-to-face contact, Martinez has organized video conferences, in addition to his personal visits, to deliver some of the professional development sessions.

"We like using videoconferences for technical assistance for a number of reasons," says Valerie Brae, who is principal of Quemado School and also teaches classes there. "We don't have to get on a bus and ride several miles, but we also learn about the technology so that we can use it in our classrooms."

Martinez has used other forms of technology to help teachers learn and exchange ideas. He has created a social-networking site exclusively for the teachers in the technology partnership. Participants can post pictures, videos, and Web links; have discussions; and leave comments on members' "walls," just as they might on Facebook or MySpace, but in a secure and private setting. He has also introduced teachers to e-mail groups, which they can use to communicate, and TeacherTube, a video-sharing Web site dedicated to educators.

"Technology offers a chance for [students] to celebrate who they are. It gives them the opportunity to tell their own unique, personal stories."

Danny Martinez, SEDL project director

Depending on teachers' level of familiarity, the technical assistance may begin with the teachers themselves learning how to use the technology. But the ultimate goal is for the teachers to integrate the technology into instruction in ways that support meaningful student learning experiences.

Martinez hopes that the professional development will lead to students combining their cultural heritage with technology skills. He recounts some of his experiences with the students—a group of students singing in Navajo, or another time when students showed him some traditional Navajo weavings. "I would love to see students share some of their experiences and work on a site like TeacherTube," he says. "Technology offers a chance for them to celebrate who they are. It gives them the opportunity to tell their own unique, personal stories, and those stories can inspire and educate others. Along the way, they are learning 21st century skills that can open doors and create opportunities for a lifetime."

Meeting Professional Development Needs of the Afterschool Community

SEDL delivers afterschool solutions for educators.



Once seen as places where students could safely blow off a little steam after the bell rang, afterschool programs are now charged with offering enrichment activities that can lead to improved student achievement during the school day. Afterschool also now refers to all kinds of expanded learning opportunities outside of the traditional K–12 school day. Program formats may vary and take place in different time frames—before and after school, Saturday school, summer learning, extended school years, and others—but they all can give students opportunities to develop skills and knowledge that will enhance their success in school.

In 2008, SEDL afterschool staff delivered high-quality programming through face-to-face training, professional development guides, and SEDL’s online Virtual Academy for Afterschool. The training and professional development resources were all based on the National Partnership for Quality Afterschool Learning’s 5-year study, during which researchers visited promising afterschool programs, collected data, and identified best practices in expanded learning instruction.

Summer Professional Development

Between June and September, staff from all the organizations that form the National Partnership provided 18 professional development sessions to leaders from 21st Century Community Learning Centers (CCLC) afterschool programs across the United States. (For a complete list of partner organizations, see the Partners and Advisory Boards section on pages 24–25.) The sessions focused on showing participants how to use the Afterschool Training Toolkit, a free online professional development resource developed by National Partnership staff. They also showed participants how to provide afterschool academic enrichment for the toolkit content areas: literacy, mathematics, science, the arts, technology, and homework help.

For professional development sessions, National Partnership staff focused on a “train the trainer” approach, because time and budget constraints prevent most

“One of the most effective ways SEDL can support afterschool leaders is by showing them how to deliver high-quality professional development to their staff.”

Catherine Jordan, SEDL program manager

afterschool programs from sending all of their staff to attend conferences or from hiring consultants to provide on-site professional development. “One of the most effective ways SEDL can support afterschool leaders is by showing them how to deliver high-quality professional development to their staff,” says program manager Catherine Jordan. “We demonstrated how to use the Afterschool Training Toolkit, but we also showed them how to use their own expertise and share that with their staff.”

Cathleen Silver Sheets, 21st CCLC and Volunteer Coordinator for Delaware City Schools in Ohio, has used what she learned about the toolkit as well as the professional development strategies with her colleagues. “I returned from the training with the National Partnership, and I was asked to give a presentation to 45 people, literally the very next day. The techniques they showed me really work,” she says. Sheets says that she used the toolkit to demonstrate and reinforce effective instructional strategies for her staff. She also incorporated the professional development model that she learned at the summer training: create awareness; build understanding and skills; make decisions, plan, and prepare; and reflect and refine. Sheets has shared the model with her colleagues, and now they all use it when they provide any type of professional development.

Afterschool Training Toolkit Guides

In 2008, the National Partnership was able to meet another demand from the afterschool field: a request for professional development print materials. “The online



Afterschool Training Toolkit has been popular and well received since the National Partnership introduced it in 2005,” says Jordan, “but people kept asking us for the ‘book’ to use with the toolkit.” Last year, the National Partnership was able to meet that demand.

The National Partnership produced 12 books for afterschool professionals. Offerings include professional development and instructor’s guides to be used with the Afterschool Training Toolkit. They also published a third edition of SEDL’s popular *A Resource Guide for Planning and Operating Afterschool Programs*, which includes information about resources related to developing afterschool programs and activities, and organizing, managing, and sustaining afterschool programs.

Like the online toolkit, the professional development and instructor’s guides provide overviews of best practices in academic enrichment for the toolkit’s six content areas. The professional development guides contain detailed plans for staff development activities that afterschool program directors and site coordinators can use with their staff. The instructor’s guides can be used by an individual afterschool instructor, or a program leader can use them for a group professional development activity.

Kathy Dick, who is a co-author of one of the toolkit instructor’s guides and field coordinator for the Oklahoma Technical Assistance Center, which conducts evaluations for Oklahoma 21st CCLCs, thinks that one of the benefits of the guides is that they are customized for afterschool programs. “In Oklahoma, at least three of the professional development sessions that 21st CCLC programs offer staff must be specifically about afterschool. The toolkit guides help 21st CCLCs meet that requirement.”

The National Partnership shipped some 85,000 professional development guides to more than 3,700 21st CCLC programs across the United States. Staff

followed up with free webinars to show afterschool leaders how to use the guides in their programs. Afterschool and expanded learning professionals enthusiastically responded that the guides were a “tremendous resource,” to quote one recipient; and afterschool staff still receive requests for additional copies of the toolkit guides.

Virtual Academy for Afterschool

SEDL also explored high-tech ways to help expanded learning programs deliver professional development. To do this, staff partnered with Learning Sciences International (LSI), an e-learning company that specializes in online professional development for educators. The two organizations created the Virtual Academy for Afterschool. This new online resource consists of five self-paced professional development modules that extend the original Afterschool Training Toolkit. The Virtual Academy includes new features that allow program directors to track staff progress and run data reports for monitoring, accountability, and program evaluation purposes. There is also a tuition-based university credit option. Finally, the modules also provide opportunities for afterschool professionals to interact through live chats and online discussion groups.



Expanded learning professionals have found that the Virtual Academy allows staff to have a shared professional development experience at the convenience of their own schedule. “Providing consistent and ongoing professional development through online courses enables afterschool programs to sustain the common language and instructional gains over the years, even with staff turnover,” says Michael Toth, CEO of LSI.

As the role of expanded learning programs continues to change, SEDL staff use their research and firsthand experience to create staff development resources to help expanded learning professionals meet the changing demands of their field.

A Culture of Systemic Change

The Texas Comprehensive Center helps education leaders adopt a more comprehensive approach to school improvement.



SEDL's Texas Comprehensive Center (TXCC) works with the Texas Education Agency (TEA) and the state's 20 regional education service centers (ESCs) to provide professional development, research-based resources, and technical assistance to support districts and schools in need of improvement.

In 2008, TXCC staff continued to incorporate SEDL's Working Systemically approach to school improvement into their work. The Working Systemically approach helps districts and schools move from a patchwork and fragmented improvement process to a more coherent way of operating. TXCC staff introduced the Working Systemically approach in 2007 as a way to guide education leaders toward best practices in school improvement. "We saw people attending a workshop here and there, but it didn't have a lasting impact because the effort was

limited to one or two people," says SEDL project director D'Ette Cowan. "We knew that schools and districts needed a more comprehensive approach."

Education leaders can use Working Systemically for any targeted area of improvement—literacy, math, or improving learning opportunities for ELL students, to name a few. The systemic improvement strategy focuses on three main components. First, the improvement effort involves all the levels within the local educational system—classroom, school, and district—as well as within intermediate agencies and state education agencies. Second, education professionals at all levels work to align critical educational components, including standards, curriculum, instruction, and assessment, as well as resources, professional staff, policy and governance, and family and community engagement. Finally, educators develop and hone



"They're seeing connections between school and district improvement plans. From the classroom to the district level, you see people working toward the same goal."

D'Ette Cowan, SEDL project director

Working Systemically Facilitator's Guide

Responding to a demand for resources and tools for school improvement, SEDL staff also published *Working Systemically in Action: A Guide for Facilitators* in 2008. The publication contains the research base that frames the Working Systemically process, a step-by-step guide for education leaders who want to use this approach, and a CD-ROM with electronic files for all of the tools and handouts included in the guide—all of which support long-term school improvement and increased student achievement. The book is one of SEDL's top-selling products.



For more information, visit www.sedl.org/ws.

competencies needed for improvement within the system: creating coherence; collecting, interpreting, and using data; ensuring continuous professional learning; building relationships; and responding to changing conditions.

By 2008, all of the ESCs had become familiar with Working Systemically and many were beginning to implement it. TXCC staff supported these efforts through monthly phone calls, site visits, and video conferences. TXCC staff continue to stress that Working Systemically is a long-term process and that lasting school improvement requires more than a one-time in-service or professional development session.

Some ESCs who are following the Working Systemically process are beginning to see results. “They’re seeing connections between school and district improvement



plans,” says Cowan. “There’s deeper dialogue and collaboration. From the classroom to the district level, you see people working toward the same goal.”

Working With English Language Learners

In 2008, the TXCC was awarded supplemental funding by the U.S. Department of Education to assist the TEA in meeting the needs of English language learners (ELLs). According to recent reports, nearly 16 percent of K–12 students in Texas are ELLs, and they often experience lower graduation rates and scores on the state proficiency exam, the TAKS (Texas Assessment of Knowledge and Skills) test.

Texas educators can make linguistic accommodations to the instruction and assessment that ELL students receive; however, there is still a need for greater consistency and technical assistance in how educators make decisions about accommodations for ELLs. The TEA distributed manuals to school districts that explained accommodations allowed on the TAKS test and provided guidance regarding student eligibility. But the agency saw a need for more professional development around decision making related to linguistic accommodations in instruction.

In 2008, TXCC staff met with the TEA to determine the direction and scope of the work. The TXCC has scheduled six focus groups to be held across the state, which are intended to allow participants to discuss how decisions regarding assessments and accommodations are made in districts and classrooms in Texas. The focus groups will include teachers, principals, bilingual/ESL supervisors, and assessment coordinators from urban



and rural areas. “We will talk to practitioners about the challenges they face when working with ELLs and what their needs are,” says SEDL project director Haidee Williams, who leads the ELL project. “We will find out what is really going on in the field and use that to shape our work.”

Following the focus groups, the TXCC will conduct a research summit in collaboration with the TEA and other partners to review the focus group findings and learn from experts in the field. Session presentations of current research will be provided, but participants will also break into discussion groups to identify barriers to consistent implementation of the state guidance and potential means for overcoming those barriers. These sessions will be the basis for the development of an online professional development module for educators around the state.

WINNING RESULTS



By listening to our clients, incorporating the latest research into our work, and providing innovative solutions we produce winning results. Thanks to SEDL staff, **disability practitioners have access to research and use it in their work.** Educators adopt proven professional development and instructional strategies. **Parental Information and Resource Centers provide more effective services through collaboration and networking.** Ultimately, the real winners are the students and practitioners, because we help improve education for all.



Promoting Parental Involvement Nationwide

SEDL supports the work of 62 Parental Information and Resource Centers through the National PIRC Coordination Center.

Whether a child attends school in rural Arkansas, the District of Columbia, or American Samoa, parental involvement can improve his or her chances of academic success. There are 62 Parental Information and Resource Centers (PIRCs) that are funded by the U.S. Department of Education and located in every state, Washington, DC, and the U.S. territories. The PIRCs work to promote parent involvement policies and activities that can lead to improvements in student academic achievement. SEDL supports their work through the National PIRC Coordination Center.

SEDL, in collaboration with the Harvard Family Research Project (HFRP) and the Miko Group, Inc., established the Coordination Center in 2006. The Coordination Center receives funding from the U.S. Department of Education to provide technical assistance to the PIRCs. Staff at SEDL and the HFRP have worked closely with the U.S. Department of Education to set goals and determine the focus of the technical assistance services. The Miko Group provides logistical and program management support to the Coordination Center.

In order to build a sound technical assistance plan that addressed the specific needs of the PIRCs, the Coordination Center conducted an extensive set of needs-assessment activities, which included group and one-on-one discussions and a thorough review of the PIRCs' proposals. The Coordination Center provided technical assistance in the form of several trainings for PIRC grantees, including a new grantee orientation workshop and regional institutes.

SEDL project director Lacy Wood leads the Coordination Center's work and believes that its technical assistance helps the PIRCs in two fundamental ways: it helps them meet the legislative requirements of their grants and also enables them to improve the programs and services that they offer. "PIRC leaders are taking a more strategic, comprehensive approach to the work, aligning it with the requirements of the legislation," says Wood.

"PIRC leaders are taking a more strategic, comprehensive approach to the work, aligning it with the requirements of the legislation."

Lacy Wood, SEDL project director

Since the PIRCs completed the first years of their grants, the Coordination Center has focused technical assistance on performance management and evaluation. During the regional institutes, the Coordination Center allowed PIRC directors and evaluators to work and plan together, and provided time for evaluators to discuss evaluation methods and strategies for data collection, operational definitions for legislated mandates, and statewide impact.

"The conferences are set up in a way to help us network and learn from each other," says Dr. Nicholas Long, director of the Arkansas State PIRC. He describes a conference where he learned that the Iowa State PIRC was using a tool for family involvement. "They gave us a lot of time to talk to each other and learn," says Long. "They're not just top-down events." Wood has also observed greater collaboration and networking among the PIRCs.



School Improvement

The Southeast Comprehensive Center works closely with education leaders in Louisiana, Mississippi, Alabama, Georgia, and South Carolina, providing technical assistance to help them improve the schools in their states.



Educators often stress the importance of helping people acquire the skills and resources to solve a problem instead of simply telling a person what needs to be done. This is also true when providing technical assistance to education leaders. SEDL's Southeast Comprehensive Center (SECC) works closely with education leaders in Louisiana, Mississippi, Alabama, Georgia, and South Carolina, providing technical assistance to help them improve the schools in their states. The SECC's work varies depending on each state's needs and goals, but SECC staff use similar strategies in each state. They help state education leaders use research to guide their work and decisions; adopt school improvement strategies that can have a lasting impact; and cultivate a collaborative environment to gain the trust and support of stakeholders like institutions of higher education, teachers, parents, and community members.

Georgia Literacy Task Force

In Georgia, SECC staff participated in the Georgia Literacy Task Force to help the Georgia Department of Education develop a plan to promote K–12 literacy across the state. The plan was intended to provide a framework for instructional leadership in the area of literacy and ongoing support in the form of time, money, and job-embedded professional development. Some of the steps in developing the literacy plan included reviewing literacy plans from other states and research on literacy instruction. The task force also created four subgroups—one each for primary, elementary, middle, and high school literacy—that developed recommendations for the entire group.

SECC staff often played a facilitative role to ensure that task force members created a literacy plan that districts and schools would implement and use. They helped plan committee and subgroup meetings. They also attended all subgroup meetings and helped members understand and effectively use the research for their recommendations. “The SECC role was one of guiding task force members’ approach to using research and making sure all of their

recommendations had evidence-based research to support them,” says SEDL program associate Ramona Chauvin, who was one of the SECC staff to participate in the task force. SECC staff have also helped facilitate some of the work in writing the literacy plan. The literacy task force plans to pilot the literacy plan in 2009.

“The SECC role was one of guiding task force members’ approach to using research and making sure all of their recommendations had evidence-based research to support them.”

Ramona Chauvin, SEDL program associate

Response to Intervention

In 2008, SECC staff worked with approximately 25 people from the Mississippi Department of Education's Office of Instructional Programs and Services, the Southeast Regional Resource Center, the Southeast Equity Center, and the Mississippi Department of Education (MDE) to develop an initiative for implementing Response to Intervention (RtI) in Mississippi schools. RtI offers a way to help struggling students through graduated levels of support, targeted goals for progress, and frequent progress monitoring. This strategy allows educators to identify problems and provide interventions when a student first begins to experience learning difficulties.

The group began the RtI initiative as a way to avoid having a disproportional percentage of minority students identified as special needs but ultimately decided to expand the focus beyond special needs students. “We didn't want it to be a special education initiative,” says SEDL program associate Ada Muoneke. Although RtI is often associated with identifying learning disabilities, Muoneke points out, “RtI gives districts and schools more options when they work with struggling students. It can be a way to identify special

needs students, but Rtl can also be used to decrease high school dropout rates. By using Rtl, educators can be sure that struggling students who are in special needs classes really should be there. It is a way to make sure that all students get the help they need.”

Through a series of working groups, participants developed and implemented action steps that included developing an Rtl manual and staff training; coordinating technical assistance; rolling out Rtl to stakeholders like parents and institutions of higher education; and planning and delivering district-level Rtl professional development.

As the MDE has completed the first action steps and some schools have begun using Rtl, SEDL is helping the MDE refine ongoing implementation plans. SEDL is also working with the MDE funding subcommittee to create a decision tree to guide local education agencies in requesting and using funding to implement Rtl in their districts.

Working With Low-Performing Schools

The SECC also provides guidance to state and district leaders when a school fails to make adequate yearly progress (AYP) toward statewide proficiency goals as stipulated by the No Child Left Behind Act. When schools do not make AYP, students can transfer to a higher-performing school or remain at their home school and receive supplemental education services (SES) like tutoring or remedial help.

In 2008, SECC staff helped the Alabama State Department of Education (ALSDE) find ways to communicate SES options to parents whose students attend low-performing schools. For example, SECC staff are working with ALSDE leaders to develop a Web site that will provide SES information to parents, track student participation, and collect consumer satisfaction information.

“Parents were reporting to districts that they either were not receiving information about SES opportunities for their children, or when they received information, they found it difficult to understand,” says SEDL program associate Mary Lou Meadows. “We are working with ALSDE to help them create a parent-friendly Web site with information and resources they can understand and use.”

SECC staff also help low-performing schools create and implement school improvement plans. In South Carolina, for example, SECC staff provided professional development sessions to help education leaders



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Ada Muoneke, SEDL program associate

introduce SEDL’s Professional Teaching and Learning Cycle (PTLC) in schools that have not made AYP. The PTLC is a professional development process in which teachers collaboratively plan and implement lessons aligned to their state standards. After carrying out the selected lessons, the teacher teams meet again to discuss their different teaching experiences and the engagement of students in those activities and then decide how to refine and improve their lessons.

Through PTLC training, SECC staff are helping schools provide ongoing, job-embedded professional development. “The PTLC is a way to get reform efforts to the classroom level,” explains SEDL program associate Concepción Molina. “We work with district leaders, but it is a process that must involve education professionals on all levels if it is going to work.”

Based on positive feedback from the training sessions, a number of participants requested support and follow-up for using the PTLC process in their school districts. In response, the SECC is preparing to help the South Carolina Department of Education plan for implementation of PTLC in targeted school districts.

Bright Futures in Madison Parish

SEDL partners with Madison Parish and the Delta Community Action Association Head Start to form the Bright Futures Early Reading First project.



Research suggests that nearly all students can become competent readers, but they need high-quality instruction and an early start. To achieve this, SEDL has partnered with Madison Parish Public Schools and the Delta Community Action Association-Tallulah Head Start to form the Bright Futures Early Reading First project. On this project, SEDL staff are working to improve the school readiness of 250 preschool children from low-income families at three preschools in Tallulah, Louisiana.

SEDL staff support Madison Parish's efforts by providing professional development in research-based early literacy instruction and language development to teachers, reading coaches, and project coordinators. Ardenia Dunlap, a teacher in Madison Parish, believes the combination of the research-based curriculum and professional development is essential. "We have changed to a more intense reading program," says Dunlap, "but that's not all. SEDL has worked with our reading coach and the teachers, and now we meet regularly to talk about where we are and where we go from here to help the students learn."

"SEDL has worked with our reading coach and the teachers, and now we meet regularly to talk about where we are and where we go from here to help the students learn."

Ardenia Dunlap, teacher

Because parent engagement is another important part of the Early Reading First program, SEDL has also worked closely with Madison Parish's parent involvement coordinator. Together they have provided support in planning and promoting Family Literacy Night activities and helped with ongoing efforts to educate parents on being more informed and involved in their children's literacy development.

SEDL's Research and Evaluation department has played a key role in ensuring the program's success by evaluating the implementation efforts and impact of the program. SEDL evaluators have observed professional development sessions provided by SEDL program staff, collected evaluations of those sessions, and administered pre- and posttests to participants. They have also completed site visits to the preschools to interview teachers, conduct classroom observations, and coordinate the data collection and management of student assessment data.



Many of the results have been encouraging. Professional development participants gave high ratings to the sessions they attended and felt that they were relevant and useful to their work. On average, teachers have made significant improvements in overall classroom quality, as well as on benchmarks related to literacy activities in their classrooms.

"The impact is seen in the growth of the students from year to year," says program associate Kathleen Theodore, who provides literacy professional development. "I was with this project from the beginning, and it's really exciting seeing the teachers come around and embrace change because their students are achieving. The teachers are more explicit and purposeful in planning their classroom environment and delivering meaningful conversations and instruction."



Measuring Standards for Professional Development

SEDL researchers explore the relationship between schools' alignment with NSDC staff development standards and student achievement.

When people talk about the importance of standards in education, they typically refer to those for students in grades K–12. But standards can also guide schools in providing effective professional development for educators. The National Staff Development Council (NSDC) has created 12 standards for staff development to ensure that educators engage in effective professional learning that can ultimately improve student achievement.

The standards are organized around three themes: context, process, and content. Context standards call for adult learning communities, leadership, and the use of resources. Process standards address the use of data, evaluation, and research along with lesson design, student learning, and educator collaboration. Finally, content standards describe staff development that promotes equity in education, quality teaching, and family involvement.

In 2003, SEDL researchers helped develop the Standards Assessment Inventory (SAI) so schools could determine the degree to which their professional development aligns with NSDC standards, identify professional development strengths and challenges, and determine where attention might be focused to improve the quality of professional development in the school.

Recently, SEDL researchers explored the relationship between schools' alignment with NSDC standards and student achievement. The objective was to determine whether school-level factors emerge from teachers' responses to the SAI. They also wanted to determine if alignment with NSDC standards was related to positive student outcomes. Researchers compared school-level SAI scores with student achievement in reading and English language arts for elementary students in Georgia and Alabama. Results indicate that there is a significant correlation between schools' alignment with NSDC standards and student achievement. They also suggest that an overall emphasis on NSDC standards may be more important than any single standard.

“The study provides further support to the notion that teachers and schools that use the SAI to inform and discuss the professional development they receive are spending time and energy on a potentially worthwhile activity,” says Michael Vaden-Kiernan, director of Research and Evaluation at SEDL. The study also supports the increasing need for valid and reliable instruments to guide improvements in school professional development.

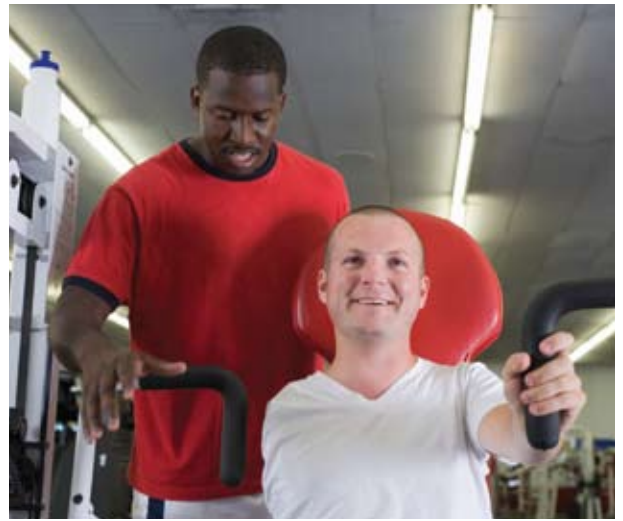


“The study provides further support to the notion that teachers and schools that use the SAI to inform and discuss the professional development they receive are spending time and energy on a potentially worthwhile activity.”

Michael Vaden-Kiernan, director of Research and Evaluation, SEDL

Disseminating Disability Research

SEDL's Disability Research to Practice program works to improve the quality and use of disability research that reaches people who need it the most.



Millions of dollars are spent annually on research related to disability issues and rehabilitation processes. SEDL's Disability Research to Practice program works to improve the quality and use of disability research that reaches people who need it the most: researchers, people with disabilities and their families, and disability-oriented professionals, practitioners, and service providers.

Disability Subgroup With the Campbell Collaboration

In 2008, SEDL's National Center for the Dissemination of Disability Research (NCDDR), a project in the Disability Research to Practice program, took steps toward providing support and resources for disability researchers who are conducting systematic reviews. NCDDR worked with the Campbell Collaboration, an international nonprofit organization that oversees systematic reviews in the social, behavioral, and educational arenas, to form a disability subgroup as a part of the Education Coordinating Group.

Systematic reviews, a type of research study, aim to identify, assess, and synthesize the results of all relevant studies in order to answer a particular research question. They also try to eliminate bias by using rigorous processes to locate and select data, code data by independent reviewers, and aggregate data from individual studies. Through systematic reviews, practitioners can save considerable time and rely on evidence-based interventions with some confidence that they are benefitting from the methodologically strongest data in the field.

The disability subgroup convened with the Education Coordinating Group at its meeting in Vancouver, British Columbia, on May 12, 2008. "No other group I know of focuses its attention on assessing the quality and quantity of disability research for which we can draw unbiased conclusions about the intervention effects," said Chad Nye, co-chair for the Campbell Collaboration's Education

Coordinating Group. "We are trying to find out what works. In disability, we have research that hasn't been tapped—we need not reinvent the wheel."

SEDL's NCDDR has conducted online training and workshops on producing systematic reviews, created a network to help interested parties share information, and shared resources at Campbell Collaboration colloquiums. "We hope it will provide a place for people in the disability and rehabilitation field to get assistance in writing systematic reviews," says SEDL program associate Joann Starks. "This is a way for us to make sure that high-quality disability research is used as much as possible and makes an impact in the lives of people with disabilities."

"No other group I know of focuses its attention on assessing the quality and quantity of disability research for which we can draw unbiased conclusions about the intervention effects."

Chad Nye, Campbell Collaboration Education Coordinating Group

Partnering to Support Research on Autism

SEDL's Disability Research to Practice program formed another important partnership in 2008. The partnership is with the Center for Autism and Related Disabilities at the University of Central Florida (UCF-CARD) and will help disseminate research on autism to practitioners.

As many as 1.5 million Americans are believed to have some form of autism spectrum disorder (ASD, which refers to autism and related disorders), and the rates are increasing. At the same time, employment rates for people with disabilities are declining, and people with ASD often experience lower employment rates than other persons with disabilities.

The UCF-CARD partnership focuses on research investigating effective strategies to support obtaining and maintaining employment outcomes by persons with ASD. Statewide vocational rehabilitation service systems may utilize findings from the research to more effectively serve persons with ASD. Examples of applications of the research include making coworkers more comfortable communicating with persons with ASD in the workplace and helping a person with ASD better understand nonverbal communication. Researchers also work to educate employers about what they can do to help a person with ASD experience greater success at work. “People with ASD want to work—and need to work, like everyone else,” says SEDL program associate Frank Martin. “Our research focuses on what vocational rehabilitation practices are linked to employment successes.”



Research activities include two systematic reviews, implementation of a rigorous process of identifying and validating vocational rehabilitation best practices, a study of the university-based statewide network of CARD centers in Florida, and case studies of individuals with ASD and their families. As the research progresses, SEDL staff will disseminate findings through Web-based resources, webcasts, and subscriber e-lists.

Research Utilization Support and Help Project

The Research Utilization Support and Help (RUSH) Project tested models of maximizing the use of research findings. Through its Research Utilization Award (RUA), RUSH partnered with six grantees of the National Institute on Disability and Rehabilitation Research. These RUA recipients expanded their outreach to people who might benefit from their research the most and carefully measured the changes their strategies had on

participants. All 2008 RUA projects combined involved more than 1,700 people who would otherwise not have been reached.

The first RUA disseminated the findings of researchers at the Rehabilitation Engineering Research Center (RERC): *Wheeled Mobility in Everyday Life*. The RUA-funded study measured the effect on participants of a conventional workshop that explained the benefits of using a manual wheelchair instead of an electrically powered one. A second RUA was a follow-up: RERC researchers converted the workshop materials to a Web-based platform and compared the impact of the previous workshops to the online course. Presenters found that the best presentation strategy combined some elements of face-to-face learning with the flexibility of online modules for conveying basic information.

This finding was consistent with what a research team from the Native American–owned Spirit Lake Consulting, Inc. learned. Staff conducted face-to-face workshops for individuals living on reservations in North Dakota. Participants learned how to use a Web-based tool for creating effective Individualized Education Plans, which outline education goals and ways for schools to address the education needs of students with disabilities.

Researchers at the Beach Center at the University of Kansas used an RUA to engage people in identifying best-available research and in sharing professional and hands-on experiences about families that have children with disabilities. Participants met at national conferences and then continued to converse and share resources via customized software. Another RUA-supported project was awarded to the Rehabilitation Research and Training Center on Substance Abuse, Disability, and Employment at the Boonshoft School of Medicine, Wright State University. The project conducted a train-the-trainer approach, which eventually reached 965 vocational rehabilitation counselors. Participants learned how to use an online tool to screen people requesting services for substance abuse. The counselors could then more easily identify individuals who might need to deal with a substance abuse problem before trying to hold down a job.

RUSH did not limit its support to high-tech projects. A peer-educator, directed by researchers from the Oregon Health & Science University who held one of the RUAs, taught 93 licensed long-term care providers in nine Alzheimer’s care facilities how to create boards with pictures to help residents in their facilities remember what they want to say.

NEWS AND PEOPLE



News at SEDL



SEDL Launches Center for Professional Learning

Just as a high-quality teacher can lead a struggling student to surpass high academic expectations, high-quality professional development gives educators the tools and knowledge to improve student learning. In response to this need, SEDL launched the Center for Professional Learning (CPL). “With 4 decades of experience, our research, products, and expertise have been utilized nationally with measureable success. It was time for SEDL to reach a broader audience through the SEDL Center for Professional Learning,” said Christine Moses-Egan, communications director at SEDL.

The basis for the CPL is SEDL’s expertise in school improvement and strengthening teaching and learning in specific content areas. The CPL’s professional development sessions are tailored to school and district administrators and lead teachers, and organized around the following themes: leadership and school change, program and project evaluation, and academic instruction.

SEDL’s Principles of Professional Development, aligned to the standards created by the National Staff Development Council, will ensure that each session meets the needs of participants and provides the best available knowledge. The majority of the CPL offerings are held at SEDL’s headquarters in Austin, Texas. The CPL also offers customized professional development and technical assistance delivered directly to districts and schools.

Martinez, Pierron Win Presidential Awards

SEDL project director Danny Martinez and network administrator Cliff Pierron received the Edwin Hindsman Award and Rogers L. Barton Award, respectively, during the 2008 SEDL holiday gathering. SEDL president and CEO Wes Hoover honored Martinez and Pierron for their outstanding achievements last year.



Martinez leads SEDL’s work with the New Mexico Rural Technology Consortium and is teacher quality liaison to the National Comprehensive Center for Teacher Quality. He joined SEDL in 1999 after teaching desktop publishing, Web design, photography, and journalism.



Prior to joining SEDL in 2007, Pierron had worked as an IT consultant and also provided technical support for Apple. As network administrator, Pierron is in charge of information technology and plays a crucial, behind-the-scenes role in making sure that our technology works so that SEDL staff can do their jobs.



National Partnership for Quality Afterschool Learning Wins Two Awards

The National Partnership for Quality Afterschool Learning won two prestigious awards in 2008. *AfterWords*, the National Partnership’s e-newsletter, received the Association of Educational Publisher’s (AEP) Distinguished Achievement Award in the E-newsletter, Adult Learning category. The National Partnership began publishing *AfterWords* in January 2007 to educate readers about professional development and other strategies that help create high-quality afterschool programs, and to provide a forum for afterschool staff to share success stories.

Partner WGBH Educational Foundation won a highly acclaimed CINE Golden Eagle Award for video production on the Afterschool Training Toolkit. The Golden Eagle Award recognizes excellence in documentary and informational film and video production and has been awarded annually since 1957. The three winning videos from the toolkit were “Rehearsing the Tempest,” “Integrating Science Across the Curriculum,” and “Investigating Science Through Inquiry.”

SEDL Opens New Offices in Southeast

As SEDL’s scope of work continues to grow, so does the organization’s number of offices. In 2008, SEDL expanded its offices in Metairie, Louisiana, and Ridgeland, Mississippi, in addition to adding offices in Baton Rouge, Louisiana, and Lutz, Florida. These improvements complement the current offices in Smyrna, Georgia; Elgin, South Carolina; and Killen, Alabama and SEDL’s headquarters in Austin, Texas..

“With the addition of new staff and an increased scope of work, adding offices and expanding other offices was necessary,” said program manager Robin Jarvis. “The work for the Southeast Comprehensive Center has increased along with work for SEDL’s Center for Professional Learning. Adding offices addressed the needs of our state departments of education and other educators,” said Jarvis.

New Articles by SEDL Staff

Contributions to scholarly publications are another way that SEDL staff disseminate education research. Articles authored by SEDL staff in 2008 covered topics like middle school instruction and afterschool science practices. Program specialist Lisa Raphael coauthored the article “Engaging Instruction in Middle School Classrooms: An Observational Study of Nine Teachers,” with the late Michael Pressley and Lindsey Mohan from Michigan State University. The article was published in *Elementary School Journal*, volume 109, number 1.

In the article, the authors described a qualitative study they conducted using observations, interviews, and classroom artifacts to understand how middle school teachers engage their students. They concluded that teachers differentially engaged students. High-engaging teachers used instructional practices that supported student engagement. These teachers emphasized the value of learning activities, modeled problem solving and strategy use, and cared about their students’ academic and personal development. In comparison, low-engaging teachers relied on practices that undermined student engagement. The authors found that students in the highly engaged classrooms exhibited more behavioral, cognitive, and emotional engagement than students in other classrooms.

Program manager Catherine Jordan and communications associate Laura Shankland coauthored the article “The Promise of Research-Based Practices” with Denise Huang of the National Center for Research on Evaluation, Standards, and Student Testing. The article appeared in the Spring 2008 issue of *The Afterschool Review*. The authors discussed common research-based instructional practices in afterschool science programs, based on findings from the National Partnership for Quality Afterschool Learning’s 5-year study of promising afterschool programs.

SEDL Board



Officers of the Board (left to right): Charles Cobbs, Gloria Griffin, Arturo Arce, Matthew Causey, and Catherine Cross Maple

Executive Committee

SEDL's work is guided by a 20-member board of directors. There are four representatives each from Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

Gloria Griffin, chairwoman

Dr. Griffin is superintendent of Millwood Public Schools (MPS) in Oklahoma City. Before joining MPS in 1994, Dr. Griffin was director of high schools and adult education for the Oklahoma City Public Schools (OCPS). She was director of middle schools and fifth-grade centers at OCPS in the late 1980s. Dr. Griffin also served as a middle school principal and a middle and high school teacher during her 30-year career.

Arturo Arce, vice chairman

Mr. Arce is the executive principal of the Austin Independent School District (AISD) Leadership Development Center. He started his education career as a speech and language teacher in Kingsville, Texas. During his career, he worked at a number of schools in teaching and administrative positions before serving as the administrative supervisor for the AISD Professional Development Academy and later as the principal of Bryker Woods Elementary School.

Charles Cobbs, secretary

Mr. Cobbs is currently an assistant superintendent for secondary schools for Jonesboro Public Schools in Arkansas. Formerly, he was principal at Annie Camp Junior High, Pine Bluff High School, and Arkadelphia High School; and he served as assistant principal at Jonesboro High School. Mr. Cobbs is also a board member for the Instructional Microcomputer Project for Arkansas Classrooms. He received the Milken Family Foundation Award in 1995.

Catherine Cross Maple, treasurer

Dr. Cross Maple is currently the deputy cabinet secretary of learning and accountability for the New Mexico Public Education Department. Previously, she was the assistant secretary for New Mexico Vocational Rehabilitation. She also has served as a senior administrator for the Albuquerque Public Schools. She has extensive experience and is considered an expert in strategic leadership and visionary planning, continuous improvement methodologies, educational administration and curriculum, and disability/special education.

Matthew Causey, immediate past chairman

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

Complete bios are online at www.sedl.org/about/board.html

Board members as of November 2008

ARKANSAS BOARD MEMBERS



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Director of Education
State Department of Education
Little Rock



Sadie Mitchell

Associate Superintendent for Elementary Education
Little Rock School District
Little Rock



Gwenneth Price-Picard

Retired
Cabot

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Warren Easton Senior High School
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Superintendent of Catholic Schools
Diocese of Laredo
Laredo



Linda Villarreal

Executive Director
Education Service Center, Region 2
Corpus Christi

SEDL Management Council and Staff



SEDL staff at the 2008 Holiday Luncheon

SEDL Management Council



Wesley A. Hoover

President and CEO

Wesley Hoover has served as SEDL's president and CEO since 1996. He is responsible to the Board of Directors for the overall management and operation of SEDL.



Arnold Kriegel

Vice President and CFO

As SEDL's vice president and CFO, Arnold Kriegel oversees SEDL's fiscal and technical accounting.



Martha Boethel

Director, Development

Martha Boethel oversees SEDL's proposal planning and development activities as director of development.



Vicki Dimock

Program Director

As program director of the Improving School Performance program, Vicki Dimock directs the work of SEDL's Southeast and Texas Comprehensive Centers as well as work under numerous smaller contracts.



Robin Jarvis

Program Manager

Robin Jarvis is program manager of the Southeast Comprehensive Center (SECC). She oversees the work of SEDL's Metairie, Louisiana, office and serves as the director of the SECC.



Catherine Jordan

Program Manager

Catherine Jordan leads SEDL's Afterschool, Family, and Community program. She is the director of the National Partnership for Quality Afterschool Learning and oversees work in several other large projects including the National Coordination Center for Parental Information and Resource Centers.



Christine Moses-Egan

Director, Communications

Christine Moses-Egan came to SEDL in 2007 to lead SEDL's external and internal communications efforts including public relations, marketing, production of publications, Web development and design, and information services.



Michael Vaden-Kiernan

Director, Research and Evaluation

Michael Vaden-Kiernan directs SEDL's research and program evaluation efforts (of both internal and external programs).



John Westbrook

Program Manager

John Westbrook manages SEDL's Disability Research to Practice program, which includes the National Center for the Dissemination of Disability Research, the Research Utilization Support and Help project, and the Southwest Disability and Business Technical Assistance Center project.

Complete bios are online at www.sedl.org/about/management.html

SEDL Staff as of November 2008

Shaila Abdullah	Media Design Associate	Erin McCann, PhD	Program Associate
Magda Acuña	Media Design Specialist	Mary Lou Meadows, EdD	Program Associate
Margaret Alvarez	Administrative Secretary	Debra Meibaum, MAT	Program Associate
Marion Baldwin, MA	Program Associate	John Middleton	Web Administrator
Shirley Beckwith, MLIS	Communications Associate	Concepción Molina, EdD	Program Associate
Stella Bell, EdD	Program Associate	Tashanda Moreno	Administrative Assistant
Leslie Blair, MA	Project Director	Christine Moses-Egan, MA	Director of Communications
Martha Boethel, MA	Director of Development	Eva Mueller	Administrative Assistant
Darlene Brown, PhD	Program Associate	Ada Muoneke, PhD	Program Associate
Sarah Caverly, PhD	Program Associate	Kathleen Murphy, PhD	Project Director
Camille Chapman, MEd	Program Associate	Ann Neeley, EdD	Program Associate
Ramona Chauvin, PhD	Program Associate	Joe Parker, MS	Program Associate
Mary Ann Contreras	Operator/Receptionist	Cyndi Pasadeos	Accounting Supervisor
Glenda Copeland, MA	Program Associate	Clifton Pierron	Network Administrator
D'Ette Cowan, EdD	Project Director	Sylvia Pirtle, MEd	Program Associate
Paulette Delahoussaye, MLS	Cataloging Assistant	Petra Ramirez	Administrative Assistant
Vicki Dimock, PhD	Program Director	Lisa Raphael, PhD	Program Specialist
Deborah Donnelly, PhD	Project Director	Nancy Reynolds, MLS	Information Associate
Chris Ferguson, PhD	Program Associate	Connie Rios	Accounting Assistant
Joan Finlay	Administrative Secretary	Debbie Ritenour, MA	Communications Associate
Lori Foradory	Accounting Specialist	Maggie Rivas, MA	Program Associate
Amanda Frenzel	Administrative Assistant	Maria Rodriguez	Administrative Assistant
Darrel Gorel	Maintenance Assistant	Sandy Rodriguez	Executive Assistant
Cheryl Harris, PhD	Program Associate	Zena Rudo, PhD	Project Director
Lin Harris	Information Specialist	Laura Shankland, MA	Communications Associate
Tracy Hoes	Human Resources Assistant	Joann Starks, MA	Program Associate
Marjorie Holford	Administrative Secretary	Artie Stockton	Administrative Assistant
Wes Hoover, PhD	President and CEO	Kathleen Theodore, MA	Program Associate
Robin Jarvis, PhD	Program Manager	Chris Times, MBA	Communications Associate
Catherine Jordan, MAT	Program Manager	Kati Timmons	Development Associate
Stacey Joyner, MEd	Program Associate	Edward Tobia, EdD	Program Associate
Loretta King	Administrative Secretary	Maria Torres, MA	Program Associate
Arnold Kriegel, CPA	Vice President and CFO	Michael Vaden-Kiernan, PhD	Director of Research & Evaluation
Sue Liberty	Human Resources Generalist	Sally Wade, EdD	Program Associate
Brian Litke, MSCIS	Web Administrator	Judy Waisath	Administrative Assistant
Jack Lumbley	Program Associate	Eric Waters, MSCIS	Database Development Associate
Jesse Mabus	Information Specialist	John Westbrook, PhD	Program Manager
Robyn Madison-Harris, EdD	Program Associate	Haidee Williams, MS	Project Director
Frank Martin, PhD	Program Associate	Lacy Wood, MLIS	Project Director
Danny Martinez, MA	Project Director	Heather Wrightington, CPA	Accounting Supervisor
Luis Martinez	Web Administrator		

Relationships



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

Partners

ABLEDATA
Abt Associates, Inc.
Afterschool Science Coalition
Alabama Department of Education
American Institutes for Research
ANALYTICA
Assessment and Accountability
Comprehensive Center
Autism Treatment Center—Dallas and
San Antonio
Berkeley Policy Associates
Boston University College of Health
and Rehabilitation Sciences: Sargent
College
California Department of Education
Campbell Collaboration
Canadian Institutes of Health Research,
Knowledge Translation Program
Center for Assistive Technology and
Environmental Access, Georgia Institute
of Technology
Center for Autism & Related Disabilities,
University of Central Florida
Center for Evaluation and Education
Policy
Center for Strategic Capacity Building on
Minorities with Disabilities, University of
Illinois at Chicago
Center for the Education and Study of
Diverse Populations
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Center on Instruction
Center on Instruction, English Language
Learners Strand, University of Houston
Center on Instruction, Special Education
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and Education Corp.
Lawrence Hall of Science, University of
California Berkeley
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Institute
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Maastricht University, The Netherlands
Madison Parish Public Schools
Marquette University
Massey University, New Zealand
Mathematics for English Language
Learners, Texas State University
System

McLean Medical School, Harvard
University
MDRC
Mid-continent Research for Education
and Learning, Inc.
MIKO Group, Inc.
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Mississippi State University
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National Aeronautics and Space
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Research and Training Centers
National Center for Latino Child and
Family Research
National Center for Research on
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Teacher Quality
National High School Center
National Institute for Literacy
National Institute on Disability and
Rehabilitation Research
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 Region 16 Education Service Center,
 Amarillo, Texas
 Region 17 Education Service Center,
 Lubbock, Texas
 Region 18 Education Service Center,
 Midland, Texas
 Region 19 Education Service Center,
 El Paso, Texas
 Region 20 Education Service Center,
 San Antonio, Texas
 Rehabilitation Engineering Research
 Centers
 Rehabilitation Research and Training
 Centers
 RMC Research Corporation
 SERVE, University of North Carolina at
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 South Carolina Department of Education
 Southeast Regional Resource Center,
 Auburn University
 Southeastern Equity Center, Fort
 Lauderdale, Florida
 SRA/McGraw-Hill
 Success for All Foundation
 Suma Orchard
 Tallulah Head Start (Delta Community
 Action Association)

Texas A&M University
 Texas Council on Autism and Pervasive
 Developmental Disorders
 Texas Education Agency
 Texas Institute for Measurement,
 Evaluation and Statistics, University of
 Houston
 The After-School Corporation
 The Catholic University of America
 The CDM Group, Inc.
 The Institute for Rehabilitation and
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 The Public Education Network
 U.S. Department of Education
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 University of Buffalo, State University of
 New York
 University of Massachusetts, Boston,
 Institute for Community Inclusion
 University of Washington
 University of Wisconsin-Madison
 Utah State Office of Rehabilitation
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 Joellen Killion
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 Priscilla Little, PhD
 Carol K. McElvain, JD
 Claudette Morton, EdD
 Haydee Perez
 Elizabeth R. Reisner, PhD
 Heather Weiss, EdD
 Diane Willis

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 Katherine Belknap
 Wayne A. Gordon, PhD
 Shelley Kaplan
 William C. Mann, PhD

Cate Miller, PhD (ex-officio)
 Dennis C. Moore, EdD
 Mark X. Odum
 Elaine Ostroff
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FINANCIALS



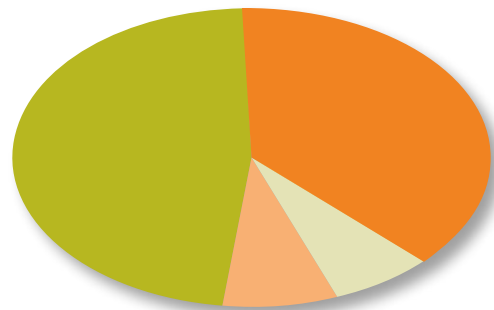
SEDL's resources for supporting our research, development, and dissemination work include competitive grants and contracts awarded by various public and private sources. We also offer fee-for-service arrangements to deliver professional development, conduct applied and policy research, evaluate programs,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

Financial Performance November 30, 2008 and 2007

	2008	2007
ASSETS		
Current assets	\$ 6,144,198	5,021,256
Land	1,335,472	1,335,472
Building, net	8,931,489	8,369,506
Equipment, net	656,722	117,686
Total assets	17,067,881	14,843,920
LIABILITIES		
Accounts and other payables	1,363,924	1,505,232
Mortgage payable	7,347,906	5,317,980
Total liabilities	8,711,830	6,823,212
NET ASSETS		
Unrestricted-designated building fund	4,349,575	4,345,875
Unrestricted-undesignated	4,006,476	3,674,833
Total net assets	8,356,051	8,020,708
Total liabilities and net assets	17,067,881	14,843,920
REVENUE AND SUPPORT		
Federal contracts and grants	17,810,344	15,227,038
Other contracts	1,829,990	1,717,759
Publications sales and royalties, net	92,822	117,985
Investment income, net	55,607	145,720
Total revenue and support	19,788,763	17,208,502
EXPENSES		
Federal contracts and grants	17,809,523	15,125,272
Other contracts	1,524,334	1,391,813
Publications sales and royalties, net	119,563	55,539
Total expenses	\$ 19,453,420	16,572,624
Increase in net assets	\$ 335,343	635,878

Program Area Funding as of November 2008

- Improving School Performance **48%**
- Afterschool, Family, and Community **37%**
- Research and Evaluation **8%**
- Disability Research into Practice **7%**



Our Offices

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Louisiana

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803-777-1503



Credits

President and CEO / Wesley A. Hoover

Director of Communications / Christine Moses-Egan

Writer and Editor / Laura Shankland

Contributors / Arnold Kriegel, Tashanda Moreno, Joni Wackwitz

Designer / Shaila Abdullah

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

The SEDL Management Council and staff appreciate the support and time of the officers and members of the 2008 Board of Directors in guiding our research, development, and dissemination agendas. We give special thanks to the 2008 Executive Committee members for their advice and counsel: Gloria Griffin, chairwoman; Arturo Arce, vice chairman; Charles Cobbs, secretary; Catherine Cross Maple, treasurer; and Matthew Causey, immediate past chair.

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

The financial support SEDL receives from client organizations, governmental contracts, and philanthropic donations helps ensure that SEDL's mission and programs will continue to improve education. 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.



