We help you reach your destination.


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

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

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

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

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

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

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

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

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

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

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

Sincerely,

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

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

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

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

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

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

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

### Overview of Studies

<table>
<thead>
<tr>
<th>Methodology</th>
<th>RCT/implementation study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>15 districts, 60 schools (4 schools per district), ~10,000 students</td>
</tr>
<tr>
<td>Grades</td>
<td>Grades K–2, 3–5 (2 cohorts)</td>
</tr>
<tr>
<td>Length</td>
<td>3 school years (2011–2014)</td>
</tr>
</tbody>
</table>

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

### Contact
Michael Vaden-Kiernan,  
*Director of Research & Evaluation*  
*michael.vaden-kiernan@sedl.org*  
p: 512-391-6562
We help state leaders focus on the big picture and build their knowledge and skills so they can support struggling schools on the ROAD TO SUCCESS.

ROBIN JARVIS, Program Manager
SEDL, Improving School Performance
Destination:
Stronger State Support for Improving Performance

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

Setting a Course to Success

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

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

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

Navigating Policy and Reform

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

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

Contact
Robin Jarvis, Program Manager
e: robin.jarvis@sedl.org
p: 800-644-8671
“Teachers are using technology and project-based activities to take their math and science instruction to the next level. And students are responding. They’re getting involved and gaining confidence in their ability to succeed.”

DANNY MARTINEZ, Program Associate, SEDL, Improving School Performance
Shifting Instruction into High Gear

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

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

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

The Connecting Kids program presents project- and inquiry-based strategies to engage students, build their confidence, and boost achievement. Teachers also explore strategies to integrate math and science, deepen students’ critical thinking skills, and incorporate technology.

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

As follow-up, staff are visiting classrooms to observe teachers in action and provide support. After the program, we will post the materials online to share nationwide. The program is funded through grants from the Educational Foundation of America and the KDK-Harman Foundation.

Improving math and science education has become a national priority to ensure a strong workforce for fields like clean energy and biomedicine. Through the Connecting Kids program, SEDL is helping students gain the skills, confidence, and desire to pursue math and science careers.
Education is not ‘one size fits all.’ Each student is unique. Response to Intervention provides a way to MEET THE NEEDS OF ALL STUDENTS so they can stay on course to achieve their full potential.
Getting Back on Course
The small town of Lyford, Texas, sits about 30 miles from the Mexico border. Three schools serve the town’s mainly Hispanic, low-income population. In 2008, the district did not meet benchmarks for adequate yearly progress (AYP) in reading because too many special education students took the modified version of the state test. In 2009, the district missed the mark in both reading and math.

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

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

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

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

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

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

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

Lyford Consolidated ISD: Percent of Students Meeting Federal Accountability Standards

<table>
<thead>
<tr>
<th>School</th>
<th>Subject</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>Reading/ELA</td>
<td>82%</td>
<td>87%</td>
</tr>
<tr>
<td>Middle School</td>
<td>Mathematics</td>
<td>76%</td>
<td>80%</td>
</tr>
<tr>
<td>High School</td>
<td>Mathematics</td>
<td>36%</td>
<td>65%</td>
</tr>
</tbody>
</table>
“Through our work with the U.S. Department of Education and other groups, we are bringing research and innovation to the grassroots level to empower families to be more effective partners in their children’s education.”

LACY WOOD, Project Director, SEDL, Afterschool, Family, and Community
Traveling the Road Together
When educators, families, and communities work together as partners, students and schools benefit. Student learning increases and dropout rates fall. School climates are healthier and safer. And school performance improves.

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

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

The policy forum, which we helped the DOE host, advocated family engagement as a key school reform strategy. Research shows the value of engaging families as a force for improving schools, but the approach is still seen as unconventional. The forum brought together experts and policymakers to inform new directions in policy. Such changes better enable parents and community groups to partner with schools and provide valuable support.

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

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

Contact
Lacy Wood, Project Director
e: lacy.wood@sedl.org
p: 512-391-6567

1,769
average registrants per webinar
17.8
million families received outreach and support through the PIRCs
Georgia educators are **CHANGING THE WAY THEY WORK.** With SEDL’s help, they can better measure a program’s effectiveness throughout the entire process and change course when necessary.
Planning the Route and Tracking Progress

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

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

Keeping Georgia on Track

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

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

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

Kueber and Carrollton are impressed with how the evaluation process is helping the program run more smoothly. Because they know exactly what implementation should look like, they can better identify issues and obstacles and make adjustments. They also are better able to focus on and assess the extent to which interim goals are being met, helping them track progress toward long-term goals. In fact, the two are so excited by the results, they are using the process to change the way they work. With their expanded knowledge and skills, they are now using evaluation strategies to guide their other school improvement programs to success.
“Many people with disabilities want—and need—a job. Identifying the most effective employment support services to assist them is one of the many ways we work to put people with disabilities on the path to a better quality of life.”

JOHN WESTBROOK, Program Manager, SEDL, Disability Research to Practice
Learning from Others’ Journeys

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

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

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

In 2010, the project team identified three exemplary programs, including POW&R. The selection involved a rigorous nomination and validation process. Staff are promoting the programs’ services as models for state vocational rehabilitation agencies, service providers, and families of people with ASD. Each year, the team conducts a new selection process to identify effective programs and develop an expanding guide of model services.

Assessing Other Routes

In 2010, the team also continued work on two systematic reviews of research studies. The reviews seek to identify ASD employment services and school-to-work interventions backed by high-quality evidence. Systematic reviews use rigorous procedures to search for, analyze, and synthesize the findings of all high-quality research studies on a specific topic.

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

Contact
John Westbrook, Program Manager
e: john.westbrook@sedl.org
p: 512-391-6565
News and Highlights

Early Reading First Results Shine
Brighter futures await a group of preschoolers in Madison Parish, Louisiana. The children showed gains in language and literacy as part of the Bright Futures Early Reading First project. The 3-year project, in which SEDL participated, worked to enrich early literacy instruction in three preschools serving low-income families. SEDL’s final evaluation found significant gains in children’s receptive vocabulary, letter recognition, and print awareness skills. Results also showed significant increases in teachers’ knowledge of literacy and language instruction.

New Center to Support Employment Services
SEDL is taking action to support employment services for people with disabilities. Our new Center on Knowledge Translation for Employment Research is leading this work in partnership with Virginia Commonwealth University. The center is promoting the use of high-quality research evidence to address issues such as employment of people with significant disabilities. The center will also identify and promote strategies to overcome barriers to research use. The National Institute on Disability and Rehabilitation Research is funding the 5-year initiative.

Race to the Top Reform Support Network
We have joined the Race to the Top. SEDL is proud to be part of the winning team selected in 2010 to operate the Race to the Top Reform Support Network. This network is assisting states to advance education innovation and reform. The network brings together a team of top education organizations led by ICF International. Funding is through a 4-year, $38 million contract from the U.S. Department of Education.

Comprehensive Centers’ Directors Meeting
SEDL hosted the directors of the 16 Regional Comprehensive Centers, including our Southeast and Texas centers, at our Austin headquarters on November 2–3, 2010. Directors of the five national content centers that support the regional network also attended. Presentation topics included the Common Core State Standards and the consortia developing assessment systems in partnerships with various states.
New Family and Community Guide
Parents and the community play a vital role in improving school performance. Our new resource, *Working Systemically in Action: Engaging Family & Community*, reframes how educators can involve parents, families, and the community in supporting schools. The publication offers practical guidance and tools, plus a synopsis of relevant research. A digital version can be downloaded free of charge from our Web site.

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

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

SEDL Gets Social on Facebook
SEDL is getting connected. In 2010, we launched a Facebook page to connect with educators, stakeholders, and other clients—including you. Follow us on Facebook and learn about our latest work, upcoming events, and new resources. And feel free to leave us a comment. We would love to hear from you and how we can better serve your needs.
5,593,215
page views for the SEDL corporate Web site

1,095,336
page views for the National Center for the Dissemination of Disability Research Web site

236,977
page views for the Southeast and Texas Comprehensive Center Web sites

98,787
page views for the Vocational Rehabilitation Service Models for Individuals with Autism Spectrum Disorders Web site

12,986
subscribers to SEDL’s monthly e-bulletin

8,850
publications sold

4,068
free afterschool publications distributed nationally and internationally

850
educators served by SEDL’s fee-for-service work
2010 President’s Awards
Edward F. Tobia and Eric Waters
are the recipients of SEDL’s 2010 President’s Awards.

Edward F. Tobia received the Edwin Hindsman Award for outstanding service on behalf of children. Tobia is a project director in the Improving School Performance group. Over time, he has led many efforts to support both programs and the institution, including developing and maintaining resource databases and customizing an early warning dropout prevention system for Texas. During 2010, Waters led the development of two important databases: one to manage SEDL’s contacts and another to track services to clients. These systems addressed specific needs and are helping staff improve productivity and carry out SEDL’s mission.

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

Former Board Member Appointed to American Indian Initiative
Maggie George, former SEDL board member (2009–2010), has been appointed executive director of the White House Initiative on Tribal Colleges and Universities with the U.S. Department of Education. The initiative ensures that the 36 Tribal Colleges and Universities have full access to federal programs benefiting higher education. George is a member of the Diné Nation.

Scholarly Publications


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

Executive Committee

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

2. **Vice Chairman**  
   Mr. Charles Cobbs  
   Assistant Superintendent  
   Jonesboro Public Schools  
   Jonesboro, Arkansas

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

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

5. **Past Chair**  
   Dr. Gloria Griffin  
   Superintendent  
   Millwood Public Schools  
   Oklahoma City, Oklahoma

Board Members

**Arkansas**

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

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

**Louisiana**

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

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

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

**New Mexico**

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

**Oklahoma**

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

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

**Texas**

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

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

16. **Dr. Linda Villarreal**  
    Executive Director  
    Education Service Center Region 2  
    Corpus Christi
2010 Managers and Staff

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

Staff
Shaila Abdullah
Magdalena Acuña
Margaret Alvarez
Marion Baldwin, MA
Shirley Beckwith, MLIS
Nance Bell, PhD
Stella Bell, EdD
Martha Boethel, MA
Darlene Brown, PhD
Jackie Burniske, MA
Sarah Caverly, PhD
Camille Chapman, MEd
Ramona Chauvin, PhD
Mary Ann Contreras
Glenda Copeland, MA
D’Ette Cowan, EdD
Vicki Dimock, PhD
Chris Ferguson, PhD
Stuart Ferguson, MS, CPA
Joan Finlay
Lori Foradory
Amanda Frenzel
Georgina Gonzalez, MA
Darrel Gorel
Cheryl Harris, PhD
Lin Harris
Tracy Hoes
Marjorie Holford
Wes Hoover, PhD
Beth Howard, PhD
Media Design Associate
Media Design Specialist
Administrative Secretary
Program Associate
Communications Associate
Program Associate
Program Associate
Director of Development
Project Director
Program Associate
Program Director
Program Associate
Program Associate
Accounting Supervisor
Administrative Secretary
Accounting Specialist
Administrative Assistant
Program Associate
Maintenance Assistant
Program Associate
Information Specialist
Human Resources Assistant
Administrative Secretary
President and CEO
Program Associate
Robin Jarvis, PhD
Debra Hughes Jones, PhD
Catherine Jordan, MAT
Stacey Joyner, MEd
Loretta King
Arnold Kriegel, MBA, CPA
Jim Kunetka
Dale Lewis, PhD
Sue Liberty
Brenda Lightfoot, PhD
Brian Litke, MSCIS
Jack Lumbley
Jesse Mabus
Robyn Madison-Harris, EdD
Frank Martin, PhD
Danny Martinez, MA
Luis Martinez
Erin McCann, PhD
Mary Lou Meadows, EdD
Debra Melbaum, MAT
John Middleton
Concepción Molina, EdD
Tashanda Moreno
Christine Moses-Egan, MA
Eva Mueller
Ada Muoneke, PhD
Kathleen Murphy, PhD
Ann Neely, EdD
Joseph Parker, MS
Clifton Pierron
Program Manager
Project Director
Program Manager
Program Associate
Administrative Secretary
Vice President and CFO
Senior Development Advisor
Program Associate
Human Resources Generalist
Program Associate
Web Administrator
Program Associate
Information Specialist
Program Associate
Program Associate
Program Associate
Program Associate
Web Administrator
Program Associate
Program Associate
Program Associate
Program Associate
Web Administrator
Program Associate
Administrative Assistant
Director of Communications
Administrative Assistant
Program Associate
Project Director
Program Associate
Program Associate
Network Administrator
Sylvia Pirtle, MEd
Blanca Quiroz, PhD
Petra Ramirez
Lisa Raphael, PhD
Nancy Reynolds, MLS
Connie Rios
Maggie Rivas, MA
Maria Rodriguez
Sandy Rodriguez
Zena Rudo, PhD
Laura Shankland, MA
Dewi Smith, MA
Joann Starks, MA
Kate Sullivan, PhD
Kathleen Theodore, MA
Chris Times, MBA
Kati Timmons
Edward Tobia, EdD
Maria Torres, MA
Michael Vaden-Kiernan, PhD
Joni Wackwitz
Sally Wade, EdD
Judy Waisath
Eric Waters, MSCIS
John Westbrook, PhD
Haidee Williams, MS
Lacy Wood, MLIS
Program Associate
Program Associate
Administrative Assistant
Program Specialist
Information Associate
Accounting Assistant
Program Associate
Administrative Assistant
Executive Assistant
Project Director
Communications Associate
Program Associate
Program Associate
Program Specialist
Program Associate
Communications Associate
Development Associate
Project Director
Program Associate
Director of Research & Evaluation
Communications Specialist
Program Associate
Information Specialist
Database Development Associate
Program Manager
Project Director
Project Director
SEDL's relationships with school systems, state departments of education, universities, service agencies, and other organizations enable us to better serve our clients. In the end, these mutually beneficial relationships help improve education for students across the country.

Partners

ABLEDATA
Abt Associates, Inc.
Afterschool Science Coalition
Alabama Department of Education
American Institutes for Research
ANALYTICA
Assessment and Accountability Comprehensive Center
Austin Independent School District
Autism Treatment Center—Dallas and San Antonio
Baylor College of Medicine
Boston University College of Health and Rehabilitation Sciences: Sargent College
Bureau of Indian 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 on Innovation and Improvement
Center on Instruction
Center on Instruction, English Language Learners Strand, University of Houston
Center on Instruction, Special Education Strand, University of Texas at Austin
Center on Knowledge Translation for Technology Transfer
Coalition for the Advancement of Science and Mathematics Education in Oklahoma
Cochrane Collaboration
Cornell University
Education Capital
Educational Foundation of America
Florida Division of Vocational Rehabilitation
Florida State University
Franklin Parish Schools, Winnboro, LA
Gallaudet University
Georgetown County Public School System, South Carolina
Georgia Department of Education
Georgia Institute of Technology
Harvard Family Research Project
Harvard University Graduate School of Education
HeTech Services, Inc.
Memorial Hermann Healthcare System
Hunter College of CUNY
ICF International
Instructional Research Group
Intercultural Development Research Association
Institute of Education Sciences, National Center for Education Research
Job Path
KDK-Harman Foundation
Kessler Medical Rehabilitation Research and Education Corp.
Lancaster County Public Schools, South Carolina
Lawrence Hall of Science, University of California, Berkeley
Los Amigos Research and Education Institute
Louisiana Department of Education
Lunar and Planetary Institute
Lyford Consolidated Independent School District, Texas
Maastricht University, The Netherlands
Madison Parish Public Schools, Louisiana
Magdelena Municipal School District, New Mexico
McGraw-Hill Education
McLean Medical School, Harvard University
Miko Group, Inc.
Mississippi Department of Education
Mississippi State University
Mountainair School District, New Mexico
Mount Sinai School of Medicine
NARRTC
National Aeronautics and Space Administration
National Center on Response to Intervention
National Comprehensive Center for Teacher Quality
National High School Center of the American Institutes for Research
National Institute on Disability and Rehabilitation Research
National Network of Partnership Schools
National PTA
National Rehabilitation Hospital
National Rehabilitation Information Center
New Mexico State University
Northwestern University
Parents for Public Schools
Productive Opportunities for Work & Recreation (POW&R)
Quemado Independent School District, New Mexico
Region 1 Education Service Center, Edinburg, Texas
Region 2 Education Service Center, Corpus Christi, Texas
Region 3 Education Service Center, Victoria, Texas
Region 4 Education Service Center, Houston, Texas
Region 5 Education Service Center, Beaumont, Texas
Region 6 Education Service Center, Huntsville, Texas
Region 7 Education Service Center, Kilgore, Texas
Region 8 Education Service Center, Mount Pleasant, Texas
Region 9 Education Service Center, Wichita Falls, Texas
Region 10 Education Service Center, Richardson, Texas
Region 11 Education Service Center, Fort Worth, Texas
Region 12 Education Service Center, Waco, Texas
Region 13 Education Service Center, Austin, Texas
Region 14 Education Service Center, Abilene, Texas
Region 15 Education Service Center, San Angelo, Texas
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
RMC Research Corporation
SERVE, University of North Carolina at Greensboro
South Carolina Department of Education
Southeast Regional Resource Center, Auburn University
Southeastern Equity Center, Fort Lauderdale, Florida
St. Helena Parish Public Schools, Louisiana
Tallulah Head Start (Delta Community Action Association), Louisiana
TEACCH Supported Employment Program
Texas Council on Autism and Pervasive Developmental Disorders
Partners, *contd.*

Texas Education Agency  
Texas Institute for Measurement, Evaluation and Statistics, University of Houston  
TIRR Memorial Hermann  
The Public Education Network  
Through the Looking Glass  
United Way Worldwide  
U.S. Department of Education  
University of Alabama at Birmingham  
University of Buffalo, State University of New York  
University of Central Florida  
University of Massachusetts, Boston, Institute for Community Inclusion  
University of Massachusetts School of Medicine  
University of Wisconsin-Madison  
Utah State Office of Rehabilitation  
Vanderbilt University  
Vaughn Municipal Schools, New Mexico  
Virginia Commonwealth University  
Voyager Expanded Learning  
WestEd  
Wiley Interscience  
Wright State University School of Medicine  
Ysleta Independent School District, Texas

Advisory Boards and Steering Committees

**National Randomized Controlled Trial Study of McGraw-Hill Education’s Open Court Reading Program**

**Technical Workgroup**

Geoffrey Borman, PhD  
Johannes Bos, PhD  
Tom Cook, PhD  
Carol Connor, PhD  
Russell Gersten, PhD

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

Geoffrey Borman, PhD  
David Cordray, PhD  
Larry Hedges, PhD  
Heather Hill, PhD  
Steve Schneider, PhD

**Vocational Rehabilitation Service Models for Individuals With Autism Spectrum Disorders**

Susan M. Foley, PhD  
Anna Hundley  
Frank Christian McCamant  
Bill Palmer  
Donald R. Uchida

**Southeast Comprehensive Center Advisory Board**

Sonya Amis  
Susan Andrews, EdD  
Glenny Lee Buquet  
Carole Butler-Wallin  
Allen Coles, EdD  
Tyna Davis, PhD  
Laura Jones, EdD  
Clara Keith  
Donna Lander, PhD  
Lynda Martin  
Sherrill Parris  
Joe Salter  
Teri Siskind, PhD  
Deann Stone  
Frances Welch, PhD

**Texas Comprehensive Center Advisory Board**

Beth Abernethy  
Xandra Earlie  
Lisa Brady Gill  
Cory Green  
Renee King  
Rafael Lara-Alecio, PhD  
George McShan  
Kris Olson  
Elizabeth Powers  
Jean Rutherford, PhD  
Richard Saucedo  
Ann Smisko, PhD
### 2010 Financials

#### SEDL's Commitment

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

#### Program Area Funding

<table>
<thead>
<tr>
<th>Program Area</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving School Performance</td>
<td>71%</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>11%</td>
</tr>
<tr>
<td>Afterschool, Family, and Community</td>
<td>9%</td>
</tr>
<tr>
<td>Disability Research to Practice</td>
<td>9%</td>
</tr>
</tbody>
</table>

#### ASSETS

<table>
<thead>
<tr>
<th>Item</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current assets</td>
<td>$5,517,325</td>
<td>$5,190,837</td>
</tr>
<tr>
<td>Land</td>
<td>1,335,472</td>
<td>1,335,472</td>
</tr>
<tr>
<td>Building, net</td>
<td>8,917,797</td>
<td>9,137,558</td>
</tr>
<tr>
<td>Equipment, net</td>
<td>100,614</td>
<td>211,861</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td><strong>15,871,208</strong></td>
<td><strong>15,875,728</strong></td>
</tr>
</tbody>
</table>

#### LIABILITIES

<table>
<thead>
<tr>
<th>Item</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts and other payables</td>
<td>924,310</td>
<td>909,422</td>
</tr>
<tr>
<td>Mortgage payable</td>
<td>6,695,250</td>
<td>6,773,522</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td><strong>7,619,560</strong></td>
<td><strong>7,682,944</strong></td>
</tr>
</tbody>
</table>

#### NET ASSETS

<table>
<thead>
<tr>
<th>Item</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted-designated building fund</td>
<td>1,180,053</td>
<td>1,157,095</td>
</tr>
<tr>
<td>Unrestricted-undesignated</td>
<td>7,071,595</td>
<td>7,035,689</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td><strong>8,251,648</strong></td>
<td><strong>8,192,784</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total liabilities and net assets</strong></td>
<td><strong>15,871,208</strong></td>
<td><strong>15,875,728</strong></td>
</tr>
</tbody>
</table>

#### REVENUE AND SUPPORT

<table>
<thead>
<tr>
<th>Item</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal contracts and grants</td>
<td>11,245,220</td>
<td>12,182,782</td>
</tr>
<tr>
<td>Other contracts</td>
<td>2,103,606</td>
<td>1,922,806</td>
</tr>
<tr>
<td>Publications sales and royalties, net</td>
<td>54,048</td>
<td>71,297</td>
</tr>
<tr>
<td>Investment income, net</td>
<td>24,662</td>
<td>38,949</td>
</tr>
<tr>
<td><strong>Total revenue and support</strong></td>
<td><strong>13,427,536</strong></td>
<td><strong>14,215,834</strong></td>
</tr>
</tbody>
</table>

#### EXPENSES

<table>
<thead>
<tr>
<th>Item</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal contracts and grants</td>
<td>8,770,644</td>
<td>9,869,804</td>
</tr>
<tr>
<td>Other contracts</td>
<td>1,535,039</td>
<td>1,606,071</td>
</tr>
<tr>
<td>Publications sales and royalties, net</td>
<td>66,876</td>
<td>118,355</td>
</tr>
<tr>
<td><strong>Total direct expenses</strong></td>
<td><strong>10,372,559</strong></td>
<td><strong>11,594,230</strong></td>
</tr>
<tr>
<td>Indirect expenses</td>
<td>2,996,113</td>
<td>2,784,871</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td><strong>13,368,672</strong></td>
<td><strong>14,379,101</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase in net assets</strong></td>
<td>$58,864</td>
<td>(163,267)</td>
</tr>
</tbody>
</table>
Credits
President and CEO  Wesley A. Hoover
Director of Communications  Christine A. Moses-Egan
Writer and Editor  Joni Wackwitz
Designer  Shaila Abdullah
Contributors  Magdalena Acuña, Martha Boethel, Stuart Ferguson, Nancy Reynolds, Laura Shankland

Copyright © 2011 by SEDL. All rights reserved.

Photos used in this annual report are with permission from Think Stock, Bret Brookshire, Jacklyn Rudd, Galina Stepanova, and the SEDL archives. We express our gratitude to Dell Children’s Medical Center of Central Texas for use of their location. We thank Jordan Elementary School staff and students and the SEDL staff, children, and grandchildren who were photographed for this report. We also appreciate the cooperation of SEDL staff members in helping compile and review the contents of this report.

The SEDL Management Council and staff appreciate the support and time of the officers and members of the 2009–2010 Board of Directors in guiding our research, development, and dissemination agendas. We give special thanks to the 2009–2010 Executive Committee members for their advice and counsel: Arturo (Artie) Arce, chairman; Charles Cobbs, vice chairman; John (Jack) McCoy, secretary; Linda Johnson, treasurer; and Gloria Griffin, immediate past chairwoman.

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 or can be given online at www.sedl.org/support.
Other Offices

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

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

**Florida**
Lutz, FL 33559
813-948-3054

**Georgia**
Smyrna, GA 30080
770-432-7675

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

**South Carolina**
Orangeburg, SC 29115
803-240-1748

---

**Texas Corporate Headquarters**
4700 Mueller Blvd., Austin, TX 78723
800-476-6861

---

www.sedl.org