

FY11 Annual Report

Stern Center for Language and Learning



FY
11

BUILDING BLOCKS FOR LITERACY®
Supporting Early Childhood Education





Stern Center for Language and Learning

President's Report Annual Meeting

October 7, 2011

I will always remember FY11. When in one year do you continue to fulfill a mission of learning for all as you begin to realize your Vision over the course of twelve months? It was in September that we shared with our board and donor family that we finally had come upon a facility that could achieve our goal of reducing organizational costs, placing all the Williston Staff under one roof, and allowing for controlled growth. By December, we learned that we would be given a lead gift of one million dollars to purchase the Stern Center's new home. By February, we had secured a campaign consultant and embarked on a journey to sell our current building and raise the remaining \$300,000. As we end FY11, we are over 3/4 towards our building goal and have achieved the annual budget with an increase in net assets. We hope to relocate to our beautiful new facility by the end of this calendar year. All of this reflects strength across programs and development despite a persistently challenging economic climate.

This fiscal year also showcased restructured program management for our Instructional and Social Thinking® and Communication Services programs. In addition, we increased our marketing effort and commitment to our Upper Valley campus.

Detailed descriptions of FY11 accomplishments follow with great appreciation to our outstanding executive team, program managers and staff:

Evaluations

The Evaluation program continues to represent excellence in assessment of all kinds of learners. Although we were unable to recruit a Program Manager with the skill set necessary to oversee evaluations by year end, we extend appreciation to Dr. Sharon Leach, who served with distinction in an interim capacity, and to our stellar team of evaluators for their flexibility and independent talents.

In FY11, 338 clients received evaluation services, which included 251 children and 87 adults. These are highly individualized and varied:

- 212 - comprehensive evaluations
- 35 - neuropsychological evaluations or screenings
- 20 - psychological evaluations or screenings
- 15 - academic evaluations
- 7 - speech and language assessments
- 3 - social understanding evaluations
- 5 - multidisciplinary team evaluations
- 5 - autism evaluations
- 36 - “other” services (consultations, testing by the hour, and/or record reviews).

During FY11, we began a school rotation concentration for Pediatric Psychiatry Fellows. This is a new program through the University of Vermont College of Medicine. Dr. Julia Molson and I oversee the project to expand the knowledge of future pediatric psychiatrists in differential diagnosis of problems that commonly present themselves among school-aged children and help them learn best practices for intervention and consultation with school teams. Dr. Jeremiah Dickerson was our first fellow and did an outstanding job and is now a source of referrals. Given the program’s success, next year we will have two fellows participating in the school rotation.

Although all of our students present fascinating profiles, one evaluation of interest this year was of a blind adult law student who also experienced a significant learning disability characterized by serious deficits in auditory memory. She requested both enlarged text and voice software to take exams necessary for her licensure. When she was denied, we testified on her behalf in court. She won the case and earned a 98 on her exam! It is often too easy to assume that students who come to the Stern Center have “problems,” when in fact they present opportunities to educate others about their talents.

Educational Services

Academic Instruction

This fiscal year was impressive in its breadth and depth of service provision. We were able to work with hundreds of students on an individual or very small group basis, providing them with research-based instruction. Our total student base was 464 students. In Williston, 183 students received instruction, including four multi-hour students who attended for a total of 2800 hours. We saw an additional two multi-hour students for the first semester for a total of 600 hours. Again this year, one of our veteran teachers collaborated with the Stowe schools to provide direct service in their buildings to 16 students for a total of 350 hours. These students would not have been able to take advantage of such intervention if not for the great generosity of an anonymous donor. The student base in the Upper Valley office was 61 students, including three multi-hour and 5 off-site students. These three multi-hour students were seen for 525 hours through the exceptionally generous donation of a community member in the Upper Valley.



One of our multi-hour students, 15-year-old D, came 25 hours per week in lieu of attending his public school. D has multiple needs that require specialized intervention, which his school recognized it could not provide. Our team of instructors created an excellent program to help this young man develop skills never before taught due to his complex medical and academic history. His learning disability has not thwarted his enthusiasm to learn, and his energy is heartwarming and infectious. While D was here 5 days per week, another student, 7-year-old M, came twice weekly to work with early literacy and early numeracy. M is a girl whose learning profile is complicated by a complex seizure disorder combined with learning differences. It was while she was here, gaining confidence and skills, that she began to read! We are pleased that M will continue working with us as she transitions into school as she now has some of the requisites necessary for classroom participation.

The Stern Center continued to serve schools federally mandated to offer Supplemental Educational Services (SES). Instructors worked with students from 20 schools, traveling to 17 of them, where they saw 129 students to improve both literacy and math skills.

The Stern Center provided ongoing Academic Coaching to students at Champlain College. Our team of 8 coaches worked with 80 students to improve their academic success, for a total of 1122 hours. Late in June, we learned that Champlain College decided to bring its academic coaching program in-house. A select number of eligible Champlain students who require more substantial academic coaching/instruction will continue to be seen by our Stern Center team of professionals.



We also learned that the donors who have supported our Immediate Assistance Program (renamed the Collaborative Assistance Program this past year) at UVM College of Medicine chose to end their participation on June 30. They felt that the shift in focus from intervention to solely evaluations was not in keeping with their intent and expressed concern that the program no longer felt as collaborative in spirit. Fortunately, medical students will still have access to Stern Center scholarships, particularly through the Humbert L. Riva MD Scholarship Endowment Fund.

Social Thinking® and Communication Services

What pride we take in having truly become a nationally recognized model program in the area of Social Thinking®! This arm of the Stern Center's instructional services program has seen tremendous growth in many different ways during FY11. Our Social Thinking® program, among the largest in the country, offered more than 15 groups, providing intentional, systematic, and dynamic instruction to over 60 children, young adults, and adults weekly. Individual Speech and Language services continued to grow, as we now provide communication services for children age 3 through 12. Our highly trained staff of Certified Speech and Language Pathologists, Autism Specialists, and Clinical Developmental Psychologists combine their skills to offer outreach programs to schools across the state of Vermont. We were very excited that Katie Willard was developing both Social Thinking® groups and individual instruction to children and adults in the Upper Valley, as well as providing outreach services to several schools in the area. Katie also continued her collaboration with Vocational Rehabilitation through the development of a Social Thinking® curriculum.

Nine professionals completed the Social Thinking® Mentorship, including a Speech and Language Pathologist from Ohio who spent four days with us this summer. Throughout the year we have presented beyond Vermont in New Orleans, Massachusetts, and New Hampshire, as well as to 400 participants from Ohio Charter Schools.



FY11 Total beneficiaries

137

Students

9

Educators
Orton-Gillingham Institute
Associate Level Educators

We continued to cultivate and nurture our professional collaborations. Julie Erdelyi has been appointed to the State of Vermont Autism Task Force. Her role will include implementing policy and developing standardized service delivery models for learners across the Autism Spectrum. We worked closely with the Colchester School District to develop Social Thinking® as an embedded curriculum across all tiers of learning, with the eventual goal of incorporating key Social Thinking® concepts into all classrooms. We continued to strengthen our ties to Michelle Winner’s program in California, and Nancy Clements was one of nine professionals to be invited as a Regional Specialist through Think Social Publishing©. This highly distinguished position will allow the Stern Center to stretch the boundaries of professional learning offerings throughout the country.

Scholarships

We were pleased to award almost \$121,000 in scholarships during FY11.

Total adult scholarships awarded: \$26,200

Total child scholarships awarded: \$94,400

Total evaluations: \$65,100.

Total instruction: \$55,500

Professional Learning

FY11 has provided the Stern Center with the opportunity to work with many schools on the cutting edge of change as our “Partners in Excellence” program enters its third year, forging collaborations to improve outcomes for all learners. Our partnerships with schools have grown exponentially over the year in response to changing trends in professional learning as we work directly within schools and supervisory unions.

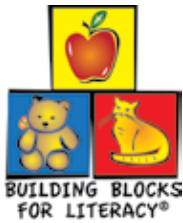
T·I·M·E for Teachers has provided a common language for literacy learning in Alburgh, VT. Teachers worked with us throughout the school year, reflecting on and refining their teaching practice using scientifically based reading research that is proven to guide effective instruction. In order to cement their new learning, teachers benefited from on-site coaching. Additionally, they were engaged as a learning community in case studies for improvement of student outcomes. They also focused on progress monitoring and data based decision making to guide instruction and maintain student growth. Thirteen other professionals took T·I·M·E for Teachers for graduate credit through Saint Michael’s College during the year.



Our partnership with Wilson Language continues to grow. In addition to 15 Wilson Language System® workshops in Foundations® and Wilson Introductory, we are now working directly in 13 schools providing mentoring for those taking the Practicum for Wilson Level 1 certification. We provided Foundations coaching in 4 schools and partnered with 4 local educational agencies to provide embedded professional learning as a part of their school-wide school improvement plan.

We provided BUILDING BLOCKS FOR LITERACY® to 150 early care and education providers and 121 parents thanks to continued support from the A.D. Henderson Foundation.

We have mentored 33 providers at 23 sites. Our two 3-credit undergraduate courses were a great success with 24 participants. Our on-line website was accessed by 430 educators and 139 parents with 109 certificates awarded towards credentialing of early care and education providers. Additionally, four elementary schools in the Windsor Southeast Supervisory Union participated with early care and education providers to take the 6-Hour Applied BUILDING BLOCKS course as part of our design to support Vermont Preschool Collaborations.



Brenda Buzzell, M.Ed., presented in Providence, Rhode Island, at the National Association for the Education of Young Children (NAEYC) professional development institute. A valued member in the early childhood community, Brenda was elected Vice President of the Division for Early Childhood, Vermont Chapter of the Council for Exceptional Children. She also serves on the Vermont Association for the Education of Young Children (VAEYC) board of directors. This year, the NAEYC national magazine Teaching Young Children reviewed BUILDING BLOCKS FOR LITERACY® favorably in its September/October issue.

As a result of an anonymous grant awarded to us and our collaborative partners at the Pesky Center in Idaho, we extended our work building a national platform for dissemination of BUILDING BLOCKS. We also began development of an expanded BUILDING BLOCKS curriculum to help providers focus on instruction for those preschool children most at risk and in need of more intensive intervention.

The Vermont Lab School model continued as a well established practice in six schools. This year we mentored Lab instructors in two schools. As a result of our structured language course, Making Your Way Through the Maze, which is required for Lab School development, teachers from New York contracted with us to expand this learning to their teachers by providing 25 professionals with our course in Identifying Students with Severe Learning Disabilities, and 40 professionals with a course in Instruction of Students with Severe Learning Disabilities in Literacy. We continued to offer trainings in executive functioning, reading fluency, reading comprehension, written expression, and oral language as well.

This year the Cynthia K. Hoehl Institute for Excellence completed its successful inaugural year of the Orton-Gillingham Associate Level Training. Vermont now has 15 teachers certified at the Associate Level after completion of 160 hours of seminar and practicum work. This summer we started a second cohort of professionals working towards Associate Level certification. Interestingly, we have three educators providing instruction to adults who are reading at the 1st and 2nd grade levels. Our adult education instructors were supported by the Vermont Department of Education.

The Cynthia K. Hoehl Institute for Excellence is expanding as a professional learning laboratory by providing the opportunity for parents to observe best practices in social thinking through observation of social interactions with peers. In our new building, we will have the opportunity for increased participation by educators.



Suzanne Carreker, Ph.D., Vice President of Research and Training at Neuhaus Education Center in Houston, Texas, was our Spring Symposium presenter. Her workshop provided a plethora of ageless and gradeless strategies and activities to develop oral language and vocabulary for immediate implementation in the classroom. Interestingly, a poll taken indicated that presentation of the “sage on the stage,” when of this high caliber, remains highly regarded and necessary.

We also offered a featured workshop by Maryellen Moreau, President of MindWing Concepts, who shared her narrative intervention program, a blend of linguistic, cognitive, and social knowledge. Although marketed as particularly important for professionals who interact with children with social and communication challenges such as autism or ADD, the presentation was well received by all. We also were instrumental in bringing Maryellen back to present to our Alburgh partners.



We learn, we grow, we build!

Number of Workshops	Number Of Participants	Number of Partners in Excellence	Number of School Contracts
66	848	3 Supervisory Unions	40

Research

Dr. Jane Nathan, Research Director, reports that the research department has had a full year of designing, monitoring, and analyzing the results from 2010-2011 data. Jane and Barbara Moore, Research Associate, do an amazing job coordinating with project managers to set up initial research designs, devising measures to assess progress, and analyzing pre- and post-test data to evaluate our efficacy. In addition to monitoring the progress of our clinic students, some examples of other projects this year included:

BUILDING BLOCKS FOR LITERACY® Year 14

We offered two 3-credit college undergraduate courses in Williston and Central Vermont and five 6-hour Henderson courses. Significant teacher knowledge gains were found in all settings with on average over 30 percentage point pre- to post-test gains.

We were most excited, however, about the children's gains following the 6-hour BUILDING BLOCKS workshop. Because providers have such limited time, we reduced the amount of time from 12 to 6 hours while still trying to offer BUILDING BLOCKS comprehensive curriculum.

Our data shows that of children most at risk for reading failure during the preschool years, those whose providers took the 6-hour BUILDING BLOCKS course made significantly greater gains.

T•I•M•E for Teachers: Guided

This course was given in three different settings and significant teacher knowledge gains were found. On surveys, 100% of the teachers indicated they would recommend this training to others.

Social Thinking® and Communication Services

We evaluated data on over 50 children in this program. Parents reported that their child felt better about themselves as a friend, and also had better relationships with others, an increased sense of self as a learner, improved behavior at home, and increased overall self confidence as a result of participation. Ninety-seven percent of the parents felt the program helped their child, 97% would recommend to others, and over 99% rated it as good to excellent.

Development

Although FY11 once again proved to be a daunting year in terms of economic realities, we are pleased that our multiple campaigns—Annual, Building Campaign, and our Special Event—combined to bring us a remarkable level of success. Total funds raised in FY11 reached \$1,999,613, including gifts for the building. This is an outstanding performance and is testimony to the power of our mission, the commitments of our supporters, and the hard work of our dedicated development team.

As in recent years, the majority of our Major Donors sustained their generous support. Our Annual Fund Letter appeal maintained the success of the previous year bringing in over \$46K, including several from first time contributors, some at the Major Donor level of \$1K.

During FY11 we succeeded against the national downward trend in grants from foundations and corporations, raising a total of nearly \$200,000 more from this sector. One excellent example of that work is the \$130K award from an anonymous Foundation, which awarded \$65K each to us and to our collaborators at the Lee Pesky Learning Center to support bringing BUILDING BLOCKS to scale and extending its curriculum to young learners at advanced “tiers” of learning need. Sustained support from the Bernice and Milton Stern Foundation, A.D. Henderson Foundation, Turrell Fund, and Emily Hall Tremaine Foundation is ever valued immensely.

The wonderfully generous lead gift of \$1M from the Hoehl family to our Building Campaign was a thrilling highlight of this year. This gift opened the doors to our new home and established a campaign that gained immediate significant support from board and past board members. A \$75K match gift from the Bernice and Milton Stern Foundation was a deeply appreciated source of momentum for the campaign this summer.



Other highlights include our FY11 Special Event, the First Duck Race, which raised nearly \$30K for our Annual Scholarship Program. We were very grateful to Honorary Board member Dr. Lewis First for his characteristic enthusiasm and unparalleled good humor and to Katie and David Halsey for their energies and hard work in bringing this fun-filled evening to so many guests.

Finally, our Learning at Lunch series partnership with Three Tomatoes restaurants concluded with lunches last fall, which brought guests interested in learning more about the Stern Center’s programs such as Twenty-First Century Learning, Executive Functioning, and Social Thinking®. We are grateful to board member Deborah Schapiro for brokering the connection with restaurant owner Jim Reiman, which led not only to his enthusiastic support of this luncheon series, but also to his making the Stern Center the beneficiary of one of their Sustainable Communities evenings with proceeds across all four locations bringing nearly \$650 to support the Stern Center.

Learning at Lunch THREE TOMATOES TRATTORIA

October 27, 2010 **Executive Functioning**
Planning, Organizing, and Managing Tasks
Sage Bagnato, M.Ed.

Executive functioning skills are crucial to all of us, and for many learners it is essential to teach such skills explicitly. Strong executive functioning skills lead to success in school, at work, and in life.

November 11, 2010 **Learning in the 21st Century**
Blanche Podhajski, Ph.D.

We will talk about how to balance and integrate high-tech with high-touch learning, how to process the constant wave of language and data in order to not just be smart, but also act smart.

December 9, 2010 **Social Thinking**
Learning the Rules of the Game
Nancy Clements, M.A., CCC-SLP

Learn how the social brain works and hear about concepts designed to help us become aware of our own “social thinking.” We will address questions that arise about Autism, Aspergers, and ADHD.

Learning at Lunch begins at noon. For more details, questions, or to RSVP, please contact Jenn Piette at jpiette@sterncenter.org or 1-800-544-1863.



Stern Center
for Language and Learning



Marketing

Marketing is a critical organizational imperative to help individuals find Stern Center services and to help advance awareness of our nonprofit contributions to the community. Targeted efforts towards both shone in FY11.

There were over 100 paid placements representing roughly \$16,500. New placements included online ads on Google Adwords, Facebook, and Find and Go Seek. We began advertising in KidsVT to reach our younger markets, as well as Seven Days to reach out to college students. To help track the effectiveness of our ads, we included a specific website address that only the consumer can access.



We secured 67 non-paid placements. Topics in the news included many special events such as the Duck Race, Burlington Ensemble concerts, 9th Annual Poser Lecture, the Burlington Book Festival, Three Tomatoes Trattorias benefit night, and Bernice Stern's 95th birthday celebration. Opportunities to inform the community about the Stern center continued with an article about summer reading in Kid Stuff magazine by instructor Ann Sharfstein, a community spotlight titled "Lifting Limits" in the Best of Burlington, and the President's appearances on CATV's Walking Through Life program and VPR's Profile program with Fran Stoddard. Many articles and announcements highlighting Stern Center employees and board members appeared in area newspapers and included a community profile of Elaine Ittleman in the Charlotte Citizen and Bob Hoehl's posthumous Vermonter of the Year award.



We participated in the following conferences: VAEYC, Kids on the Block - Executive Functioning, Vermont Early Childhood Day at the Legislature, Success by Six - Dabble Days in Barre, International Society for Early Intervention in New York City, Exploring the Interface V - The Challenge of Translating Research into Practice at Dartmouth, NAEYC 2011, and the 2011 BEST Summer Institute.

The following data reflect FY11 visitor traffic on the Stern Center website. A total of 23,599 unique (new) visitors viewed the website with 38,915 overall (new and returning) visitors. The majority of traffic came via Google search engine, followed by direct access (when visitors type in the Stern Center web address), and trailed by the use of additional search engines, Bing and Yahoo. Of particular interest is the role of referral sites such as Wilsonlanguage.com, facebook.com, and BUILDINGBLOCKSFORLITERACY.org, which channeled a significant amount of traffic to the Stern Center website. The top web pages accessed by visitors, in order of most viewed, consist of RTI, the Calendar, Professional Development, Meet our Staff, BUILDING BLOCKS, and Learning Evaluations.

Most of all, we were delighted to welcome Sandy Rendall to our newly created position of Marketing and Communications Manager. Sandy is a former board chair with a rich background in marketing. In addition to five years of teaching marketing courses at UVM, she has over 15 years of experience working with education clients such as Discover Education and Annenberg while employed at Resolution, Inc. as Director of Client Services. We were honored to receive a grant to partially support Sandy's work on behalf of marketing BUILDING BLOCKS.

We say good-bye to FY11 with great fondness and appreciation. As they say, it was a very good year, especially when we consider the times. As the organization matures, it is most rewarding to watch our students attain even greater levels of achievement. Two accomplishments that brought me particular joy this year were the publication of two books by our alumni: *Conversations in Power* by Brian Michael Till resulted from his interviews with former leaders like Jimmy Carter, Bill Clinton, and Mikhail Gorbachev. Sean Plasse, who also was our first alumnus board member, published *The Brothers Plad*, the first in an adventure series for young boys who cannot read at a level commensurate with their interest, offers a sense of adventure and awareness of vocabulary and spelling. We welcome the visits and “meetings in the street” with students and parents of alumni who reflect so positively on the impact the Stern Center had on their lives. That is why we were founded and continue to thrive.

I want to acknowledge with heartfelt thanks the Stern Center staff members who, like every strong foundation, support us all year long--our administrative team: Tess Adone, Molly Andres, Art Bartlett, Ellen Bessette, Greta D’Agostino, Judy Finkle-Charnoff, Barbara Forsyth, Martha Fraser, Nancy LaBounty, Lisa Marcus, and Linnea Oosterman. This year the FY11 President’s Report honors them.

To all of you reading this report, know how much what you do has meant to the successful completion of the fiscal year and how much you are valued. We look forward with great anticipation for the best is yet to be.



Blanche Podhajski

Blanche Podhajski, Ph.D.
President



Stern Center for Language and Learning

Staff

Blanche Podhajski, Ph.D.	President
Tess Adone, M.A.	Executive Assistant to the President
Alex Abakah, M.S.	Instructor
Jesse Abess, C.A.S	Evaluator
Molly Andres, B.A.	Development and Marketing Assistant
Sue Bachand, M.S.	Instructor
Sage Bagnato, M.Ed.	Evaluator
Art Bartlett, M.B.A.	Receptionist / Accountant
Robin Bertrand	Development Coordinator
Ellen Bessette	Accounts Payable/Accounts Receivable Assistant
Laura Bonazinga, M.S.	Instructor
Sandy Boyer, M.Ed.	Instructor
Lauren Bruneau, M.A.	Instructor
Alicia Burris, B.S.	Instructor
Brenda Buzzell, M.Ed.	Building Blocks Coordinator
Tiffany Cassano, M.Ed.	Instructor
Lisa Cassetty, M.Ed.	Instructor
Laurie Caswell-Burke, M.E.	Development Officer
Stephanie Claro, M.S., SLP-CCC	Speech-Language Pathologist
Nancy Clements, M.A., SLP-CCC	Program Manager for Social Thinking® and Communication Services
John Connell, M.B.A.	Chief Operating Officer
Paula Costello, M.Ed.	Instructor
Mary Cotton, M.A., SLP-CCC	Speech-Language Pathologist
Nancy Cotton, Psy.D.	Social Thinking® Instructor
Mandy Couturier, B.A.	Instructor
Deb Crow, M.Ed.	Instructor
Amanda D'Agostino, B.S.	Instructor
Greta D'Agostino, B.A.	Evaluation Intake Scheduler
Mary Dennison, M.A.	Instructor
Lianna Duntan, M.F.A.	Instructor
Jackie Earle-Cruikshanks, M.A.	Sr. Language Specialist
Julie Erdelyi, M.A.	Circulum Coordinator for Social Thinking® and Communication Services
Judy Finkle-Charnoff, A.S.	Instruction Intake Scheduler
Bo Finnegan, M.S.A.SPHR	Human Resources Manager
Barbara Forsyth, A.A.	Accounts Manager
Martha Fraser	Receptionist



Stern Center for Language and Learning

Staff continued

Amy Golodetz, M.Ed.	Instructor
Pat Greene, B.A.	Instructor
Barbara Greenwald, M.Ed.	Instructor
Mary Guarino, B.A.	Instructor
Ann Harrington, M.Ed.	Instructor
Janna Harris, B.A.	Instructor
Scott Harris, B.A.	Instructor
Janet Harwood, M.A.	Instructor
Vicki Hayes, M.S.	Coordinator of SES/Instructor
Sarah Hildebrand, B.A.	Instructor
Fran Ingram, M.A.	Evaluator
Juliet King, M.Ed.	Professional Learning Provider
Nancy LaBounty	Receptionist
Sharon Leach, Ph.D.	Neuropsychologist
Lisa Marcus, B.S.	Social Thinking® and Communication Services Intake Scheduler
Tasha Marvinney, B.A.	America Vista
Kate McMullan, M.A.	Instructor
Lauren Merwin, M.Ed.	Instructor
Diane Meyer, Ph.D.	Grant Writer
Julia Molson, Psy.D.	Clinical Psychologist
Barbara Moore, B.S.	Research Associate
Holly Morse, Ed.M.	Instructor
Lauren Morse B.S.	Instructor
Sandy Murphy, B.A.	Instructor
Jane Nathan, Ph.D.	Research Director
Kylie Nehrbaauer, M.Ed.	Instructor
Allison Novak, M.Ed.	Instructor
Linnea Oosterman, B.A.	Professional Learning Assistant
Janna Osman, M.Ed.	Director of Professional Learning
Kevin Paskiet, M.S.	IT Coordinator
Liz Pasquini, Ph.D.	Evaluator
Janella Pennington, M.A., SLP-CCC	Speech-Language Pathologist
Jenn Proulx, B.S.	Marketing Coordinator
Miguel Pires, B.S.	Instructor
Joe Powers, B.A.	Instructor
Dave Prudente, M.Ed.	Instructor
Sandy Rendall, M.B.A.	Marketing and Communications Manager

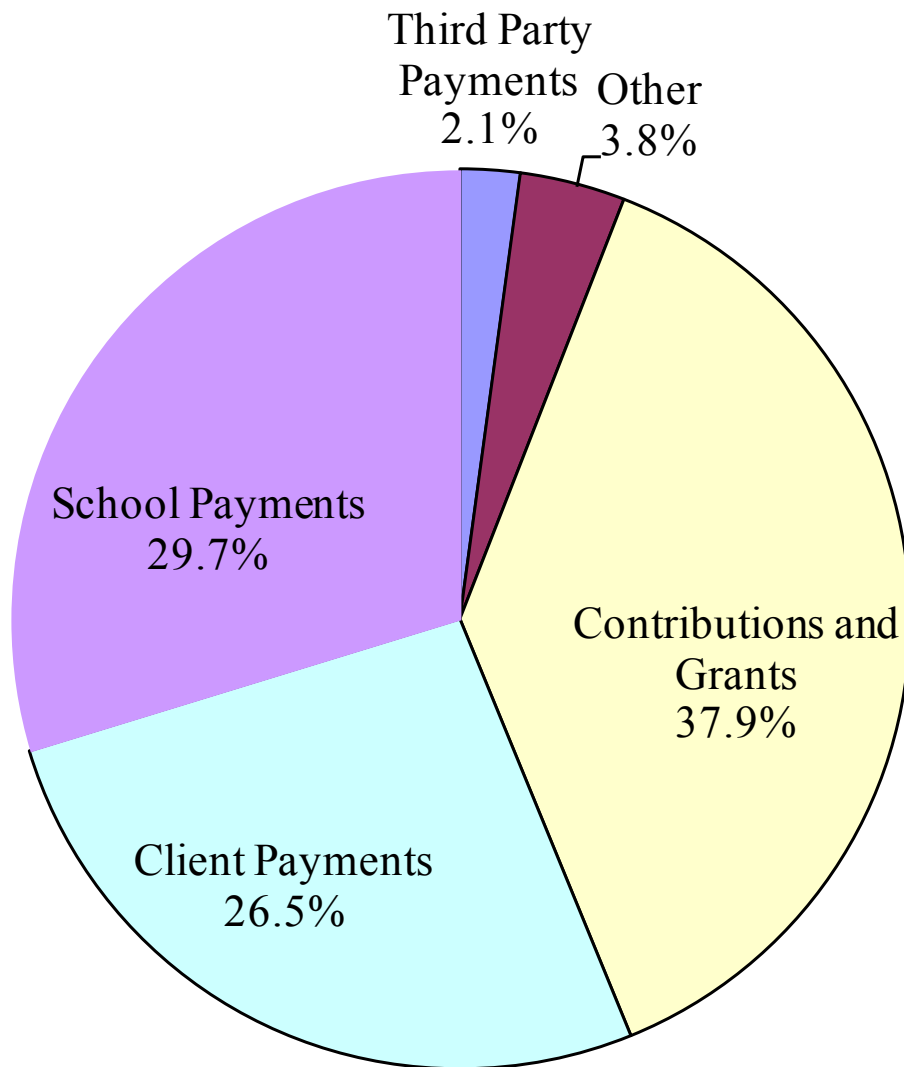


Stern Center for Language and Learning

Staff continued

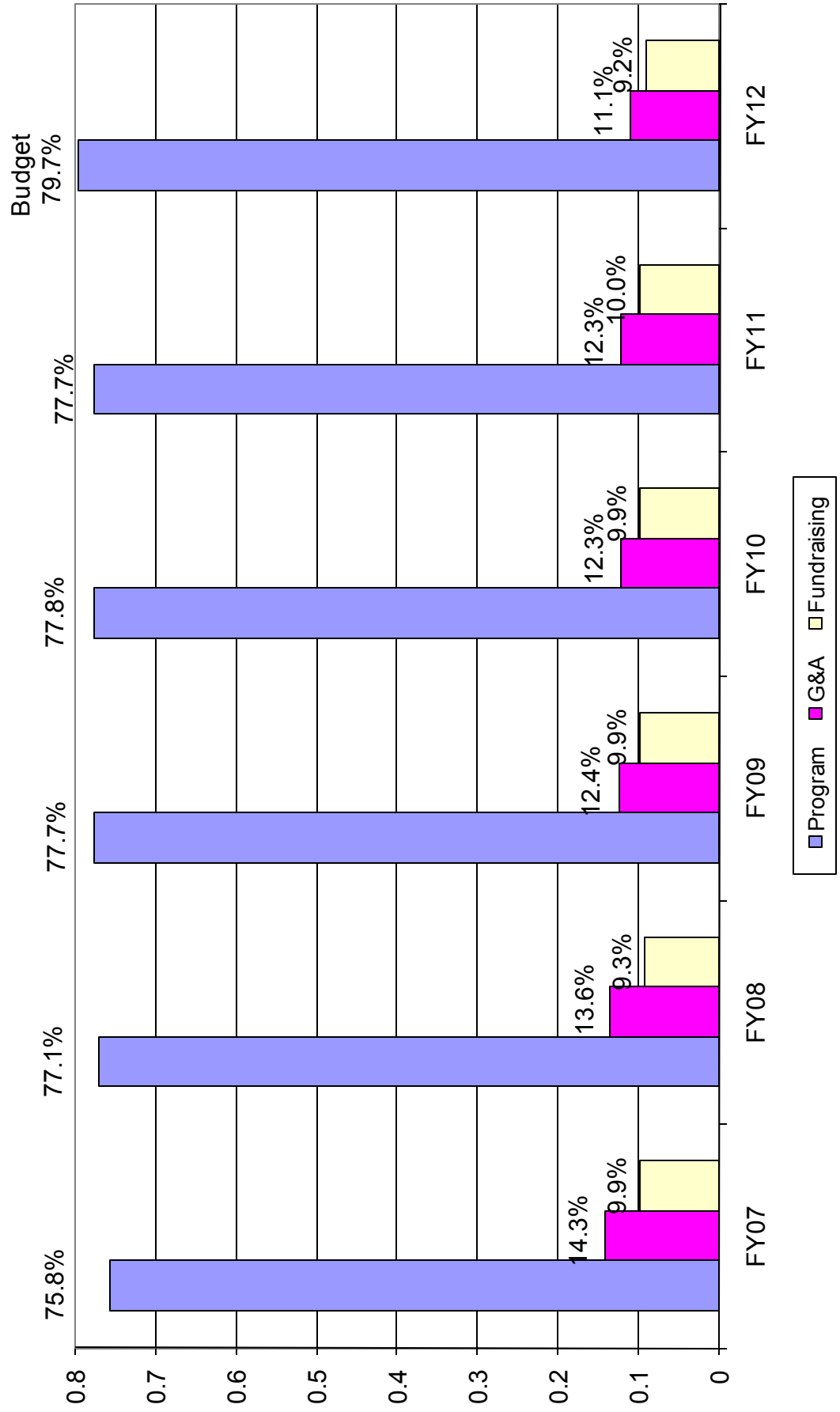
Ellen Rogers, M.Ed.	Professional Learning Provider and Office Coordinator
Faith Rushford, M.S.	Instructor
Colleen Schuster, M.Ed.	Instructor
Ann Sharfstein, M.A.	Instructor
Chris Shaw, M.Ed.	Instructor
Jeanne Smith, M.S.	Instructor
Kelly Stafford, M.Ed.	Instructor
Jenn Stevens, M.S.	Instructor
Mary Stifler, M.A.T.	Instructor
Michelle Szabo, M.S. Ed.	Program Manager for Instruction
Becky Tobey, M.Ed.	Instructor
Andrea Todd, M.A.	Coordinator of Adult Learning
Elizabeth Towle, M.Div.	Instructor
Ron Turner, B.A.	Instructor
Lori Van Allen, M.S.	Evaluator
Vanessa Vincent, M.Ed.	Instructor
Stefanie Waite, M.Ed.	Evaluator
Ed Wilkens, Ed.D.	Development Director
Katie Willard, M.S., SLP-CCC	Instructor
Coreen Woodbury, M.S., SLP-CCC	Speech-Language Pathologist
Matt Youkowitz, B.A.	Instructor

FY11 Revenue Sources

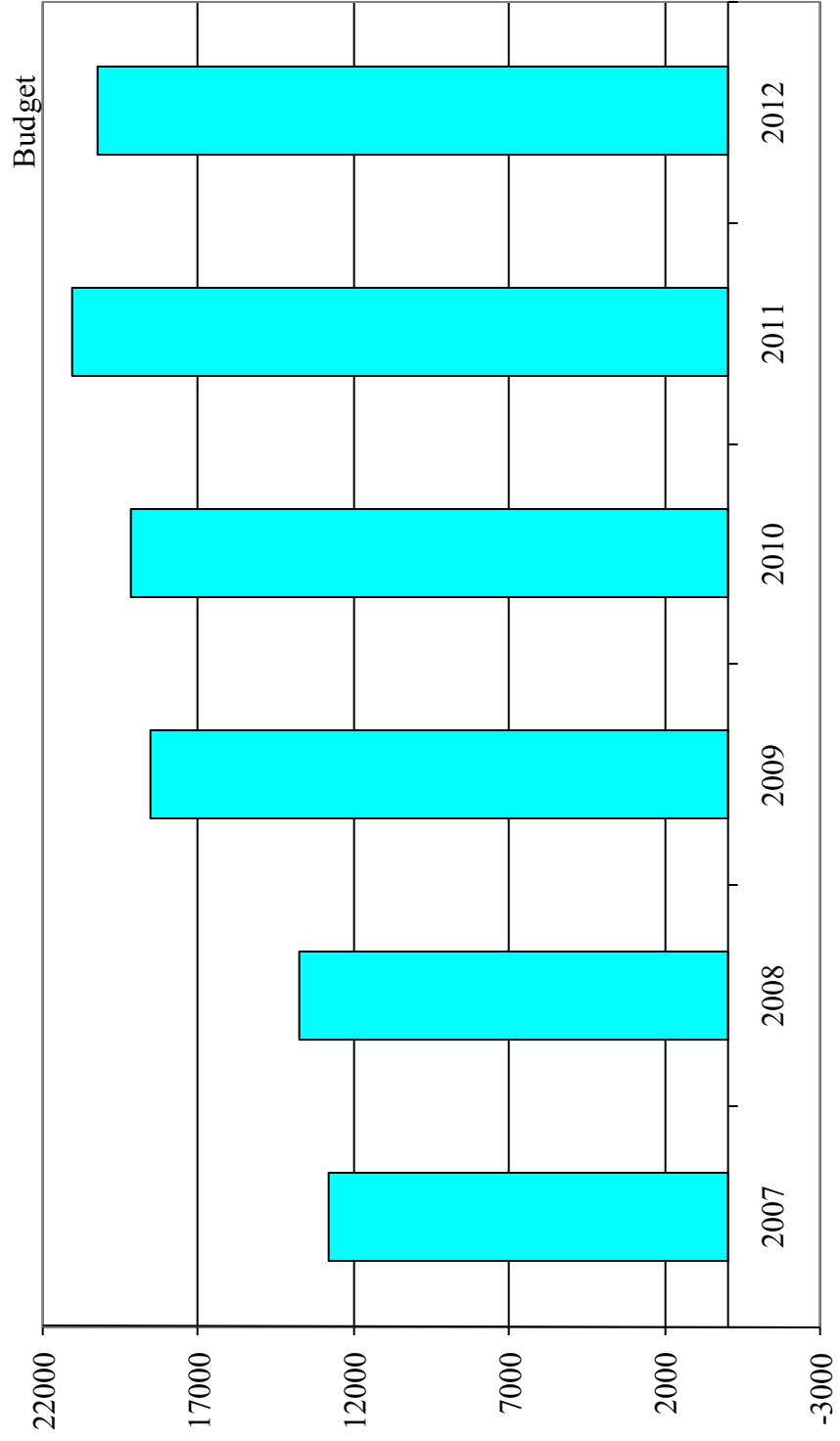


Expense Breakdown

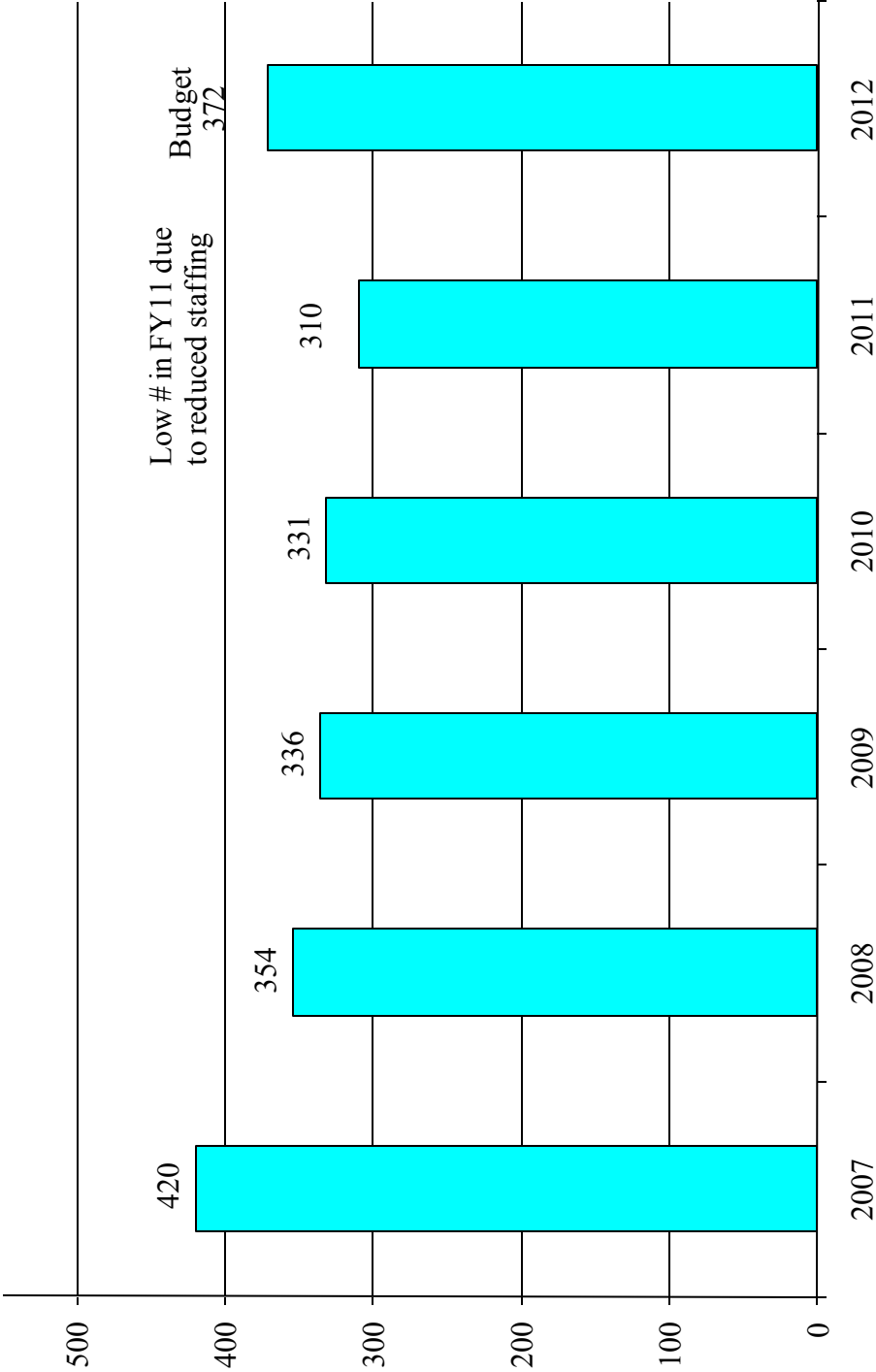
Program/G&A/Fundraising



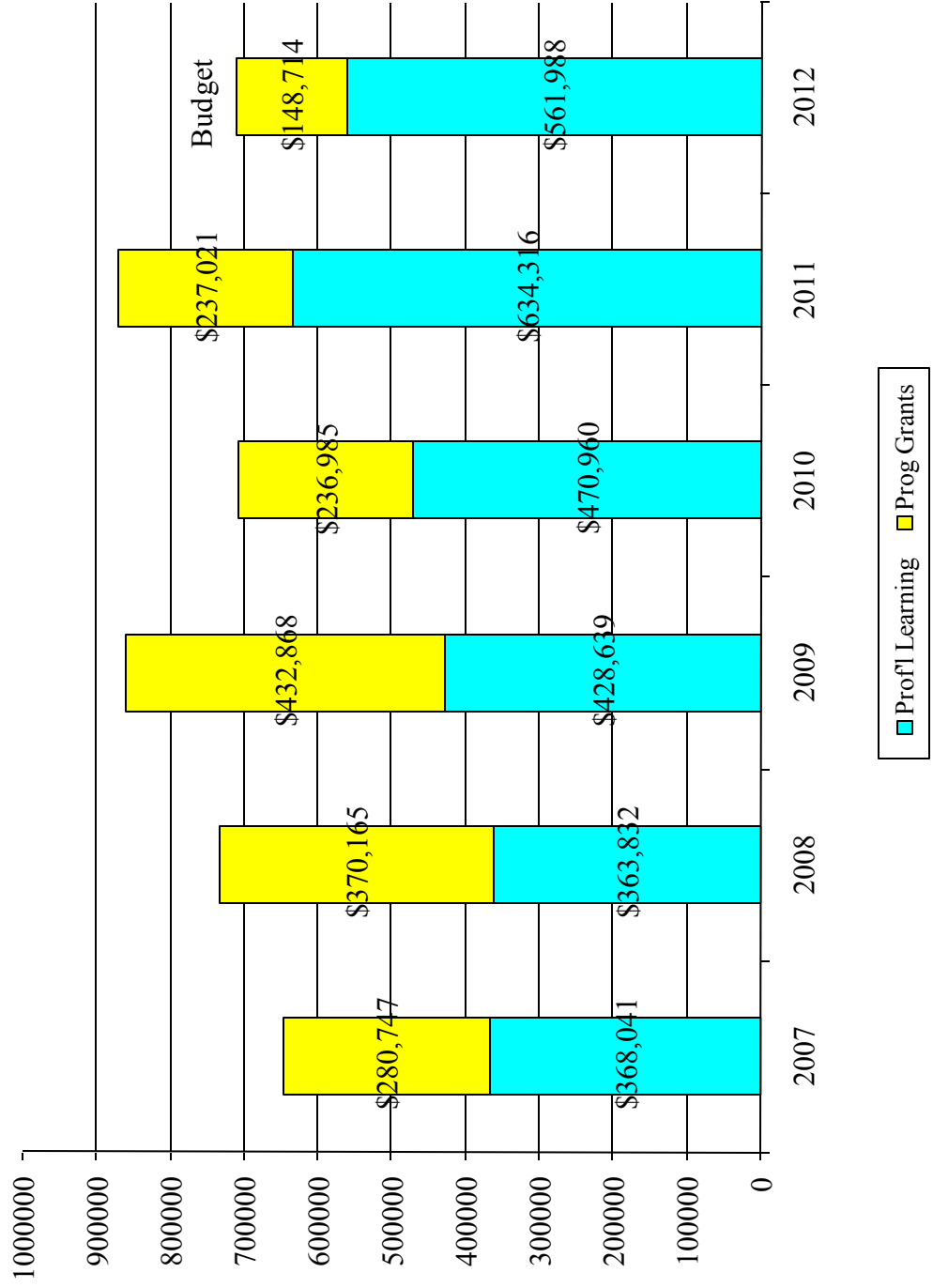
Instruction Hours 2007-2012



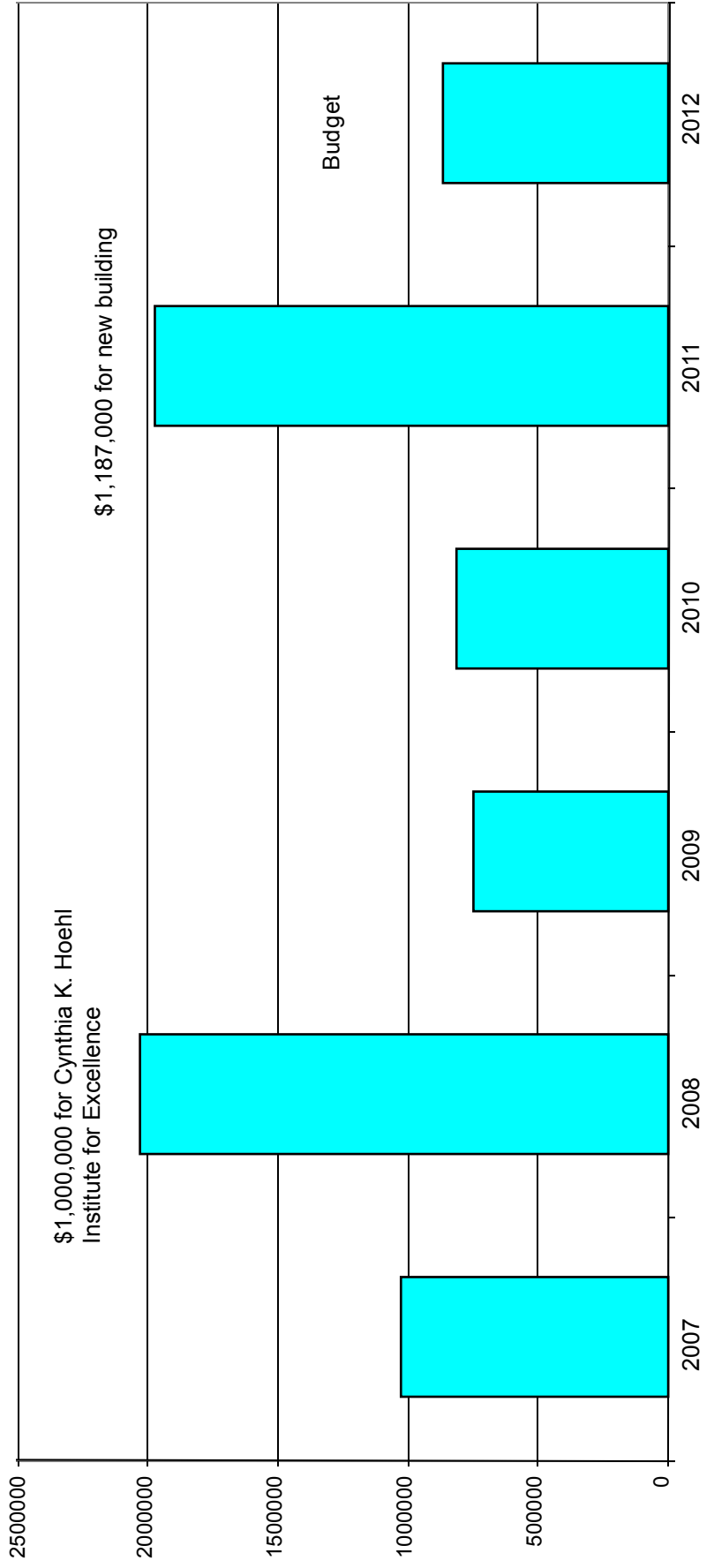
Evaluation Units 2007-2012



Professional Learning/Individual Professional Development & Program Grant Dollars 2007-2012



Contributions and Grants All Funds 2007-2012



Statement of Financial Position

All Funds as of August 31, 2011

	Unrestricted Funds	Temporarily Restricted Funds	Permanently Restricted Funds	Total	Prior Year
<u>Assets</u>					
Cash/Cash Equivalents	1,155,324	0	0	1,155,324	334,226
Accounts Receivable	(8,089)	0	0	(8,089)	83,379
Pledges Receiveable	12,562	698,995	1,750	713,307	31,000
Grants Receiveable	0	250,000	0	250,000	336,250
Prepays	51,233	0	0	51,233	34,834
Fixed Assets net of Acc.Dep.	540,956	0	0	540,956	560,874
Due To/From Other Funds	(845,426)	747,007	98,419	0	0
Building - 183 Talcott Rd.	3,260	0	0	3,260	0
Endowment Trust Accounts	0	0	1,605,737	1,605,737	1,587,965
Unrealized Gain/Loss on Trusts	0	152,782	0	152,782	99,498
Total Assets	909,820	1,848,784	1,705,906	4,464,510	3,068,026
<u>Liabilities & Net Assets</u>					
<u>Liabilities</u>					
Accounts Payable	32,014	(0)	(0)	32,014	36,601
Payroll Withholdings	153	(0)	(0)	153	682
Accruals	45,469	7,298	(0)	52,767	82,820
Deferred Revenues	15,020	21,145	(0)	36,165	(3,350)
Def. Rev.: Friends of SCLL	(0)	2,179	(0)	2,179	2,876
VNB Building Loan	8,886	(0)	(0)	8,886	20,896
Total Liabilities	101,542	30,622	(0)	132,164	140,525
<u>Net Assets</u>					
Fund Balances	808,278	1,818,162	1,705,906	4,332,346	2,927,501
Total Net Assets	808,278	1,818,162	1,705,906	4,332,346	2,927,501
Total Liabilities & Net Assets	909,820	1,848,784	1,705,906	4,464,510	3,068,026



Statement of Revenue and Expenditures

All Funds as of August 31, 2011

	Unrestricted Funds	Temporarily Restricted Funds	Permanently Restricted Funds	Total
<u>Revenue</u>				
All Services	2,999,536	(249,730)	-	2,749,806
Contributions & Grants	214,899	1,775,800	8,914	1,999,613
Other Income	13,447	-	-	13,447
Interest Income	826	73,134	-	73,960
Unrealized Invest't Gain/Loss	(140)	53,424	-	53,284
Gain/Loss on Invest't Sales	(2,296)	27,161	-	24,865
Reallocations for Program	262,472	(262,472)	-	-
Reallocations for Capital	3,260	(3,260)	-	-
Total Revenue	3,492,004	1,414,057	8,914	4,914,975
<u>Expenses</u>				
Salaries/Wages	2,341,532	45,862	-	2,387,394
Benefits	444,098	6,294	-	450,392
Supplies/Postage/Copying	110,212	13,244	-	123,456
Facilities	232,002	33,775	-	265,777
Marketing	38,654	297	-	38,951
Spcl Events/Prsntatns/Mtgs	32,651	8,576	-	41,227
Staff Development/Training	12,133	-	-	12,133
Travel	46,079	3,936	-	50,015
Misc - Program Dependent	58,848	-	-	58,848
Miscellaneous	44,478	72	-	44,550
Transfers	(16,200)	16,200	-	-
Interest/Bank Fees	16,783	20,605	-	37,388
Overhead Recovered/Charged	(9,069)	9,069	-	-
Total Expenses	3,352,201	157,930	-	3,510,131
Increase/(Decrease) in Net Assets	139,803	1,256,127	8,914	1,404,844
Increase (Decrease) in Net Assets	1,404,844			
Net Assets at Beginning of Period	2,927,503			
Net Adjustments to Net Assets	(0)			
Net Assets at End of Period	4,332,347			





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