



Stern Center

for Language and Learning

ANNUAL REPORT FY10



★ Clarity

★ Distinction

★ Prominence

**2020
VISION**



Stern Center
for Language and Learning

President's Report Annual Meeting

October 19, 2010

This report will describe the fiscal stability and programmatic strength demonstrated by the Stern Center during FY10. It was a year that did not see the anticipated economic recovery as fully as hoped but nonetheless our solid service and development revenues combined to yield a balanced budget. We were especially pleased that the increase in net assets remaining could be used to repay staff 25% of their 403b match, which had not been budgeted given economic concerns. It was from this position of strength that we took great pleasure in adopting our 2020 Vision. Within the next decade, our goal is to advance the Stern Center's mission with *Clarity, Distinction, and Prominence*.

Summative highlights of FY10 across the organization follow.

EDUCATIONAL SERVICES

Evaluations

The total number of clients seen for evaluation services during FY10 was 333, including 222 comprehensive, 48 neuropsychological, 14 psychological, 9 academic, 3 social thinking, 5 speech/language and 33 consultative. Eighty adults and 253 children received evaluations. Included in these referrals were some from the University of Vermont/Fletcher Allen Health Care Departments of Pediatric Hematology Oncology and Radiology.

We continued to serve clients from throughout the region and around the world, including: 269 students from Vermont, 20 students from New York, 22 students from New Hampshire, 11 students from Massachusetts, and 1 student each from Rhode Island, Maine, Connecticut, Pennsylvania, Maryland, Wisconsin, Illinois, New Mexico, Canada, Malawi, and India.

Instruction

Instruction revenue grew by 5% over FY09 levels during FY10. Because of the growth and interest in the Social Thinking[®] and Communication Skills area, this group was split out into its own department in June of FY10. Our traditional instruction is now referred to as the Academic Instruction Department.

Academic Instruction

Our Academic Instruction program continued to thrive and grow during FY10. This was in part due to both a greater number of students attending our multi-hour program, and to our ongoing status as a state provider for Supplemental Education Services (SES).

SES is a federally mandated program within No Child Left Behind offering supplemental literacy and math intervention to children whose schools did not meet their Adequate Yearly Progress criteria. We had a team of 23 instructors who saw 79 students, both at our center and at their individual schools, over the course of FY10. Students who met the criteria for SES selected the Stern Center from a list of approved providers around the state and online, and came to us from 12 different schools throughout the Champlain Valley, Lamoille North and South Supervisory Unions, and Washington West Supervisory Union.

Our Adult Learning programs were also successful in maintaining their controlled growth throughout our various programs. Through our collaboration with Champlain College, we were able to provide 39 students with Academic Coaching of the highest caliber. Our team of 6 coaches focused on improving study skills, test taking skills, and overall preparation for life as a college student, as well as supporting the courses taught by professors through direct instruction in content specific material. Data collected over the course of FY10 demonstrated that nearly half of the students who received Academic Coaching during the first semester returned for ongoing support during the second semester. Currently, this program does not run through the summer months, therefore the above numbers reflect the school year 2009-2010. In addition to our highly successful Academic Coaching at Champlain, we provided Immediate Assistance to 27 students at the University of Vermont College of Medicine, a service that successfully completed its fifth year.

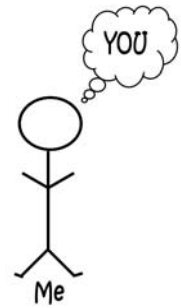
Our Stern Center-based Academic Services during FY10 included 316 students enrolled for direct one-to-one instruction. Of these, 36 were adults (17 in Williston, 10 in the Upper Valley; 9 others were additional hours privately paid for students in IAP or AC) coming to our center for direct instruction in improving their academic skills as they relate to the job market, collegiate success, or their careers. We saw 280 children (200 in Williston, 74 in the Upper Valley, 6 off-site in their school). Our Academic Services continue to provide research-based direct instruction in the areas of reading, math, spelling, written expression, study skills, executive functioning, science, social studies, academic coaching, and homework support.



Our Stern Center multi-hour academic program for students continued successfully again this year. We saw 5 students who came for at least 15 hours per week. As these students attend the Stern Center for the bulk of their academic instruction, we provide teachers for science, social studies, math, writing, spelling, reading, and study skills. Each student has a team of highly qualified teachers who collaborate with the public school system, the families, and the student to organize, prepare, and deliver premier quality instruction.

Social Thinking[®] and Communication Skills

We take great pride in having become a nationally recognized Social Thinking[®] model program, the second largest in the country. This arm of the Stern Center's services has seen tremendous growth in many different ways. Our Social Thinking program offered services to more than 15 groups, providing intentional, systematic, and dynamic instruction to over 60 children, young adults, and adults weekly. We were also pleased to have begun both Social Thinking and Communication programs in the Upper Valley. We hired a new speech/language pathologist to develop Social Thinking groups and provide individual instruction for children and adults, as well as to provide outreach services to several schools in the area.



Individual Speech and Language services also grew, as we now provide communication services for children aged 3 through 12. Our highly trained staff of Certified Speech and Language Pathologists, Autism Specialists, and Clinical Developmental Psychologists are combining their skills with outreach programs to schools across Vermont. Professional learning opportunities continue to expand with 9 professionals having completed the Social Thinking Mentorship, including a Speech-Language Pathologist from Ohio who spent 4 days with us this summer. This resulted in our delivering our Social Thinking program to over 500 individuals in Dayton, Akron, and Cleveland, Ohio. We also shared our expertise in New Orleans at the American Speech-Language-Hearing Association as well as in New Hampshire, Massachusetts, and Vermont.

We continue to cultivate and nurture our professional collaborations and celebrate our talented staff. Our Social Thinking, Communication, and Language Curriculum Coordinator for our program has been appointed to the State of Vermont Autism Task Force. Her role will include policy implementation and developing standardized service delivery models for adult learners across the Autism Spectrum. We are working closely with the Colchester School District to develop Social Thinking as an embedded curriculum across all three tiers of learning, with the eventual goal of incorporating key Social Thinking concepts into all classrooms. We strengthened our ties to Michelle Winner's Social Thinking program in California and our Program Manager is 1 of 9 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

Scholarship awards in FY10 totaled \$136,332.88 (\$33,976.75 for adults and \$102,356.13 for children). Of the total awards, \$65,607.06 were for evaluations and \$70,725.82 for instruction.

	Adults	Children	Total
Evaluations	43	20	63
Instruction	51	149	200
Total	94	169	263



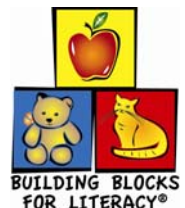
PROFESSIONAL LEARNING



FY10 has provided the Stern Center with the opportunity to work with many schools on the cutting edge of change, as “Partners in Excellence,” and to improve outcomes for all learners. Our partnerships with schools have grown exponentially over the year in response to changing trends in professional learning. For example, in addition to over 14 Wilson Language System® workshops in Foundations® and Wilson Introductory, we are now working directly in 8 schools providing mentoring for those taking the Practicum for Wilson Level 1 certification. We provided Foundations coaching in 4 schools.

We partnered with schools in 4 local educational agencies to provide embedded professional learning. Instruction ranged from T·I·M·E for Teachers™ with coaching to an entire systems change model. Sixty-two teachers completed T·I·M·E for Teachers (MAP) live and online, receiving foundation knowledge in early literacy concepts.

We provided 162 early care and education providers with training in BUILDING BLOCKS FOR LITERACY® thanks to continued support of the A.D. Henderson Foundation. Early childcare regional consortiums, which range from school districts to provider networks to the state home school network have also incorporated BUILDING BLOCKS into their professional training. Five mentors continued to do exceptional work with providers and families. Our 3-credit pilot course was a great success with over 30 participants. Our on-line website evolved with funding from the Emily Hall Tremaine Foundation to bring it to scale in a refined, more accessible form to appeal to national and international audiences. We worked on building a robust national platform for BUILDING BLOCKS and presented at the National Association for Family Child Care conference in Nashville and at the National Association for the Education of Young Children Professional Development conference in Phoenix. In addition, we developed a Train the Trainers offering to build capacity on a national level.



The Vermont Lab School, started in 2001, provided instruction for adolescents with learning disabilities in 7 schools. Our course in structured language, Making Your Way Through the Maze, provided instructional principles and training. We mentored lab instructors in 4 schools over the year.

Given our commitment to help educators understand core cognitive processes that impact students with learning disabilities, we developed Assessment: Identifying Students with Severe Learning Disabilities in Literacy. Twenty-three professionals took this robust course as did an entire supervisory union, including special educators, psychologists, and speech-language pathologists. This model was presented at the 2010 New York Branch of the International Dyslexia Association in March. The companion course, Instruction of Students with Severe Learning Disabilities in Literacy, had an enrollment of 50 professionals. We continued to offer trainings in executive functioning, reading fluency, reading comprehension, written expression, and oral language.

The Cynthia K. Hoehl Institute for Excellence hosted a successful inaugural session of the Orton-Gillingham Associate Level Course with 22 teachers attending. Fifteen of these teachers have continued to become Associate Level certified and are being mentored in their schools throughout the state. The Cynthia K. Hoehl Institute 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 FY10, three professional learning symposia/lectures were presented at different venues. Michèle Mazzocco, Ph.D., of John Hopkins University presented Parts and “Holes” in Students’ Mathematical Learning at our Fall Symposium in Montpelier. Barbara A. Wilson, co-founder of the Wilson Learning Center, presented Getting Literacy Results for Your Schools and Students at our Spring Symposium in South Burlington. William Barbaresi, M.D., of Children’s Hospital Boston presented our 8th Annual Charles M. Poser, M.D., Lecture in Burlington. His lecture for Grand Rounds for the University of Vermont College of Medicine was titled The Autism Epidemic: Fact or Fiction? His lecture for the General Session, attended by educators throughout the state, was titled Improving Life Outcomes for Children with ADHD: *Lessons Learned from 15 Years of Population-Based Research*. Dr. Barbaresi was very impressed with the work of the Stern Center and spoke of continuing our partnership through research.

Professional Learning Summary for the Year

Number of Workshops	Number of Attendees	Number of School Contracts
94	2,579	47

RESEARCH

Major research highlights for FY10 include:

BUILDING BLOCKS: (1) Significant teacher knowledge gains of approximately 35 percentage points on post testing from 10 different sites (including the new 6-hour training and a 3-credit college course); (2) 99% of participants would recommend the training to colleagues.

T·I·M·E for Teachers (Guided): (1) Significant teacher knowledge gains of approximately 32 percentage points from 5 different training sites; (2) 100% would recommend the training to others.

Social Cognition Groups: (1) Parents reported particular growth in terms of how each child felt about himself/herself as a friend, and acknowledged improved relationships with other children, self confidence, and behavior at home and school; (2) 98% would recommend the program to other parents.

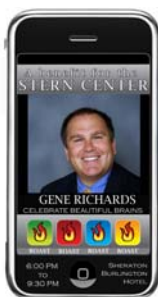
Immediate Assistance Programs: (UVM Medical College & Champlain College): Excellent student gains, particularly on understanding what is most important to learn, scanning/previewing information, organizing/time management, and studying and test taking skills.

Academic Instruction: Students demonstrated significant growth in the following areas: word identification, sound/symbol knowledge, fundamental literacy ability, reading, spelling, phonological awareness, and single word fluency.

DEVELOPMENT

Despite the continuing economic uncertainties and challenges, once again we exceeded the budget target for the fiscal year. Our total revenue for the year was \$917,728. The categorical breakdown for that total is \$563,081 for operations, \$231,965 for programs, \$96,524 for scholarships, and \$26,158 for endowments.

Thanks in large part to the gift and challenge pledge from The Jack & Dorothy Byrne Foundation, we raised \$47,945 in new money from Upper Valley affiliated sources. While our goal for the year had been \$75,000, we are pleased with this effort since it represents nearly 25% of the total raised through Upper Valley connections over the previous 10 years. Our goal for the coming year has us picking up the remaining \$25,000 from the FY10 goal and adding another \$20,000 as we continue to build our presence and impact in the region.



The Gene Richards Roast set a new standard for Stern Center special events in terms of total raised (\$45K) and net percent of gross (75%). In addition to this major event, we inaugurated the Beautiful Brains series in the Upper Valley at the AVA Gallery in Lebanon, New Hampshire. We also celebrated our first Evening with the Poser Lecturer at the Coach Barn at Shelburne Farms. Our Learning at Lunch series in partnership with the Three Tomatoes Trattoria restaurants featured Stern Center staff speaking on topics of community interest in Williston and Lebanon.

In a continuing trend, the economy's impact was most felt in the area of grants where we succeeded to the level of \$492,112, but were denied a total of \$671,020. We continue to receive feedback from foundations that they were limiting their contributions both in terms of causes and in terms of amounts. Individual major donors have managed essentially to maintain a collective level of support despite the economic downturn. We are deeply grateful for the continued faith demonstrated by these investments. We still have 3 active FY10 proposals totaling \$256,681 that have not yet been acted upon by their foundations' boards. We remain optimistic about 1 of those and hopeful for the 2 others.

Learning at Lunch
THREE TOMATOES TRATTORIA
12:00 - 1:30
TOPIC
Executive Functioning:
Planning, Organizing, and Managing Tasks

July 14
Lebanon, NH

July 20
Williston, VT



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 FY10.

There were over 100 paid placements representing roughly \$16,000. New placements included the Burlington Free Press First Night Program, the Thanksgiving & New Year editions of the Burlington Free Press, and an ad on the 4 LCDs located in the University Mall.

We also secured 65 non-paid placements. Topics in the news included our Coach Barn event for the Poser Lecture, our Beautiful Brains presentation at the AVA Gallery, Summer Instruction, Volunteer of the Week Katie Halsey, former student Amy Farnham, a *My Turn* in the Burlington Free Press, and a radio interview by Ginny McGhee, which aired on Kool 105 (105.1), the Buzz (99.9), and WIZN (106.7), WJOY (AM1230), and WOKO (98.9).



We participated in the following conferences: Vermont Early Childhood Day at State Legislature, Vermont Association for the Education of Young Children, Kids on the Block - Autism, Vermont Family Network, Lebanon Chamber of Commerce, CCTV (Center for Media and Democracy) - Non Profit Legislature Day, Vermont Council on Reading, and National Association for the Education of Young Children.

The following data reflect traffic on our website in FY10. A total of 26,954 visits resulted in 131,419 page views with 4.88 pages/visit, and 119 countries/territories represented. People found our site by using search engines (53.97%), directly typing in our address (20.65%), and being referred by other sites (25.39%). We had 39.8% visitors using our website multiple times.

FY10 ended the first decade of the 21st century at the Stern Center with a wide array of accomplishments that extended our mission to help all kinds of learners reach their full potential. It also generated our 2020 Vision to take us into the next decade as a model for the world.

It is with great pride and gratitude that I would like to dedicate this Annual Report to the entire Stern Center Staff. It is their dedication, talent, resilience, loyalty, and teamwork that resonate throughout these pages. Supported by our Board and a continued community of believers in learning for all, we celebrate FY10 with fond respect for our past and eager enthusiasm for the year ahead.

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
Sage Bagnato, M.Ed.	Evaluator
Robin Bertrand	Development Coordinator
Ellen Bessette	AP/AR Assistant & Receptionist
Sandy Boyer, M.Ed.	Instructor
Laurie Caswell Burke, M.E.	Development Officer
Alicia Burris, B.S.	Instructor
Brenda Buzzell, M.Ed.	BUILDING BLOCKS Coordinator
Nancy Clements, M.A.	Program Manager for Social Communication and Early Literacy
John Connell, M.B.A.	Chief Financial Officer
Mary Cotton, M.S.	Speech-Language Pathologist
Greta D'Agostino, B.A.	Evaluations Intake Scheduler
Jackie Earle-Cruickshanks, M.A.	Sr. Language Specialist
Julie Erdelyi, M.A.	Curriculum Coordinator for Social Communication and Early Literacy
Judy Finkle, A.S.	Instruction Intake Scheduler
Bo Finnegan, M.S.A.	Human Resources Manager
Barbara Forsyth, A.A.	Accounts Manager
Martha Fraser	Receptionist
Pat Greene, B.A.	Instructor
Mary Guarino, B.A.	Instructor
Vicki Hayes, M.S.	Coordinator of SES/Instructor
Fran Ingram, M.A.	Evaluator
Juliet King, M.Ed.	Professional Learning Provider
Nancy LaBounty	Receptionist
Sharon Leach, Ph.D.	Neuropsychologist
Diane Meyer, Ph.D.	Grant Writer
Julia Molson, Psy.D.	Clinical Psychologist
Barbara Moore, B.S.	Research Associate
Sandy Murphy, B.A.	Instructor
Jane Nathan, Ph.D.	Research Coordinator/Psychologist
Linnea Oosterman, B.A.	Professional Learning Assistant
Janna Osman, M.Ed.	Program Director for Professional Learning
Kevin Paskiet, M.S.	IT Coordinator
Liz Pasquini, Ph.D.	Evaluator



Stern Center
for Language and Learning

Staff continued

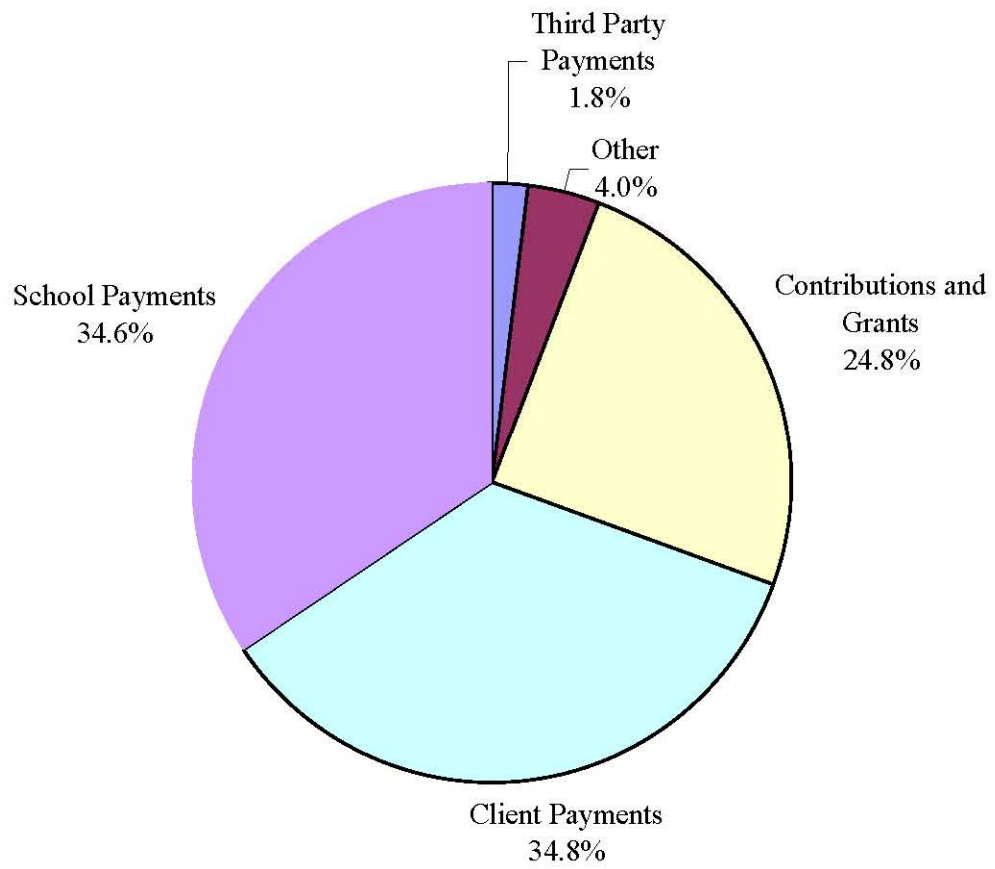
Janella Pennington, M.A.
Jenn Piette, B.S.

Marianne Richards, B.S.
Ellen Rogers, M.Ed.
Colleen Schuster, M.Ed.
Ann Sharfstein, M.Ed.
Chris Shaw, M.Ed.
Jeanne Smith, M.S.
Kate Stein, B.Mu.Ed.
Jenn Stevens, M.S.

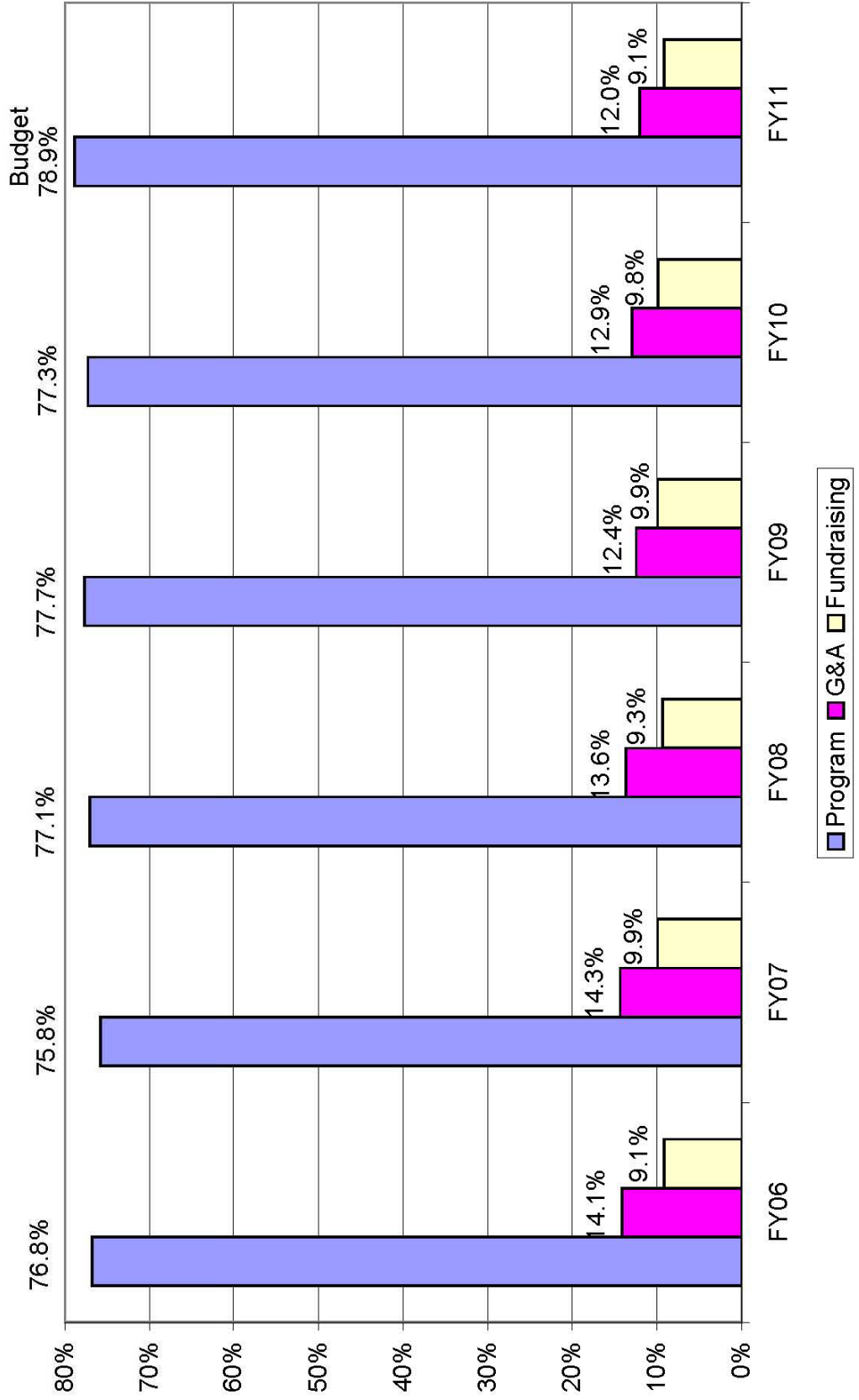
Andrea Todd, M.A.
Elizabeth Towle, M.Div.
Michelle Szabo, M.S.Ed.
Lori Van Allen, M.S.
Stefanie Waite, M.Ed.
Edward R. Wilkens, Ed.D.
Katie Willard, M.S.
Coreen Woodbury, M.S.
Angela Yartz, M.A.

Speech-Language Pathologist
Development & Marketing Assistant and Social
Thinking Intake Scheduler
Receptionist
Upper Valley Liaison /Professional Learning Provider
Instructor
Instructor
Instructor
Instructor
Marketing Coordinator
Instructor
Coordinator of Adult Learning/Instructor
Instructor
Program Manager for Instruction
Evaluator
Evaluator
Development Director
Speech-Language Pathologist
Instructor
Coordinator of Evaluations

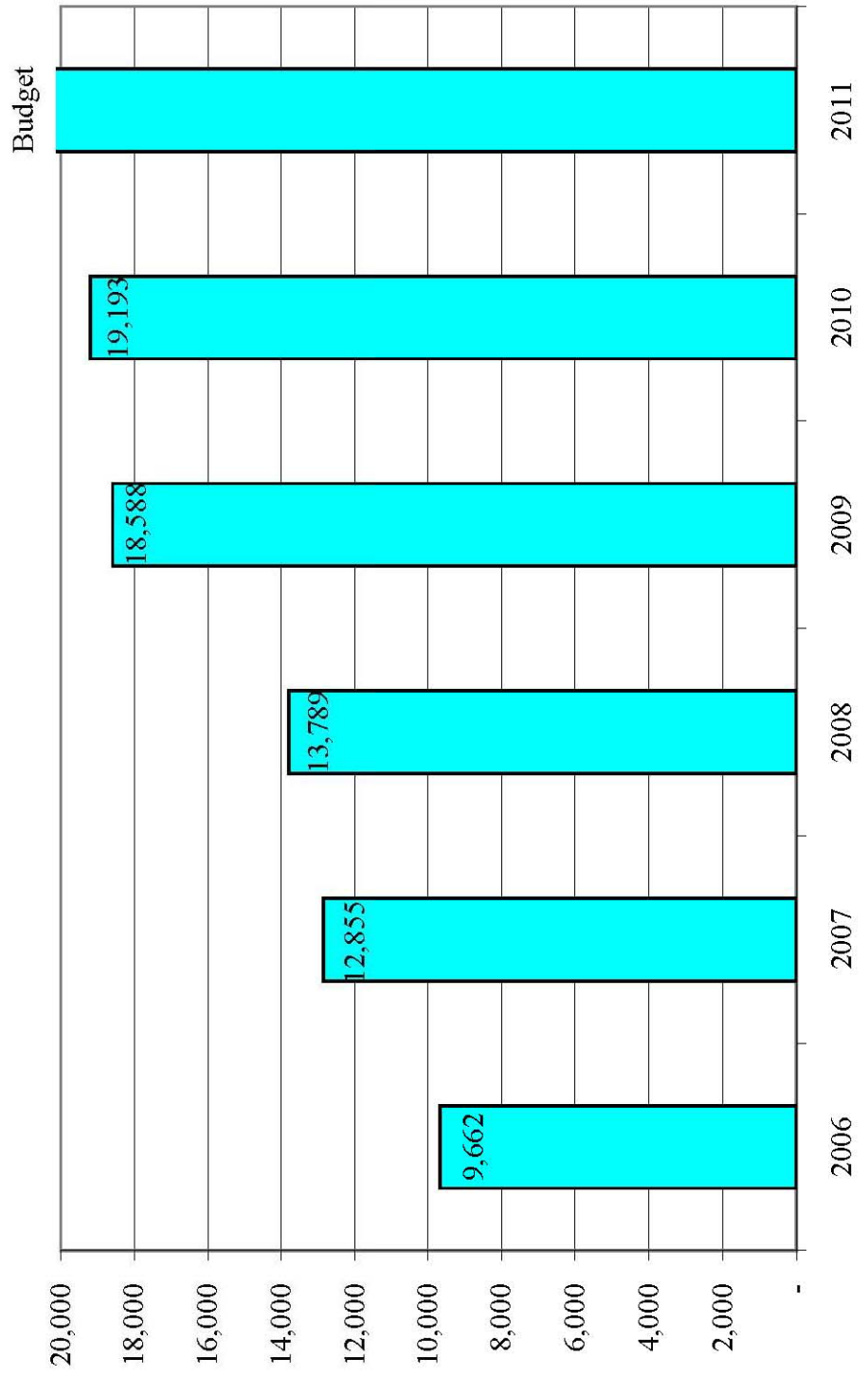
FY10 Revenue Sources



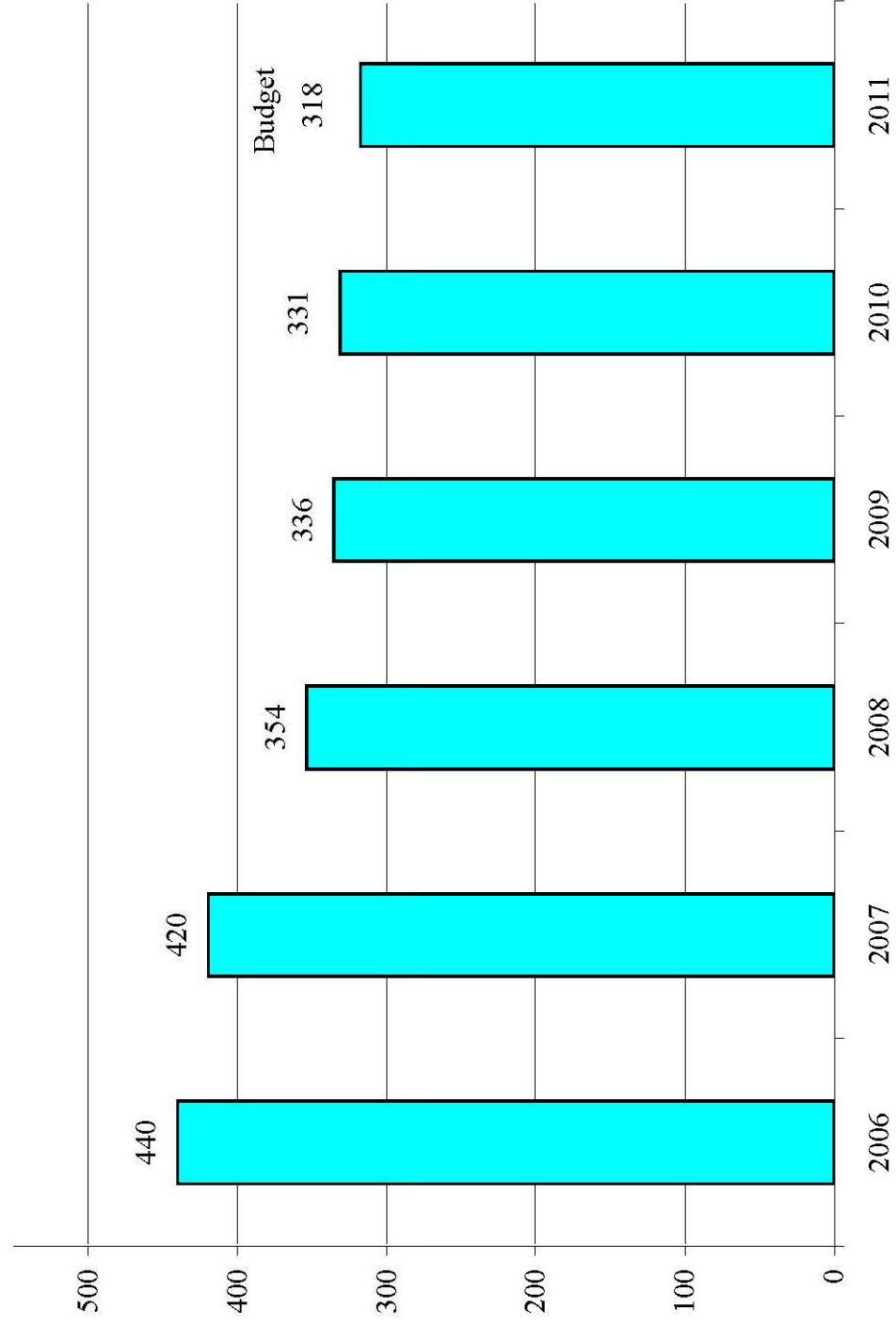
**Expense Breakdown:
Program/G&A/Fundraising**



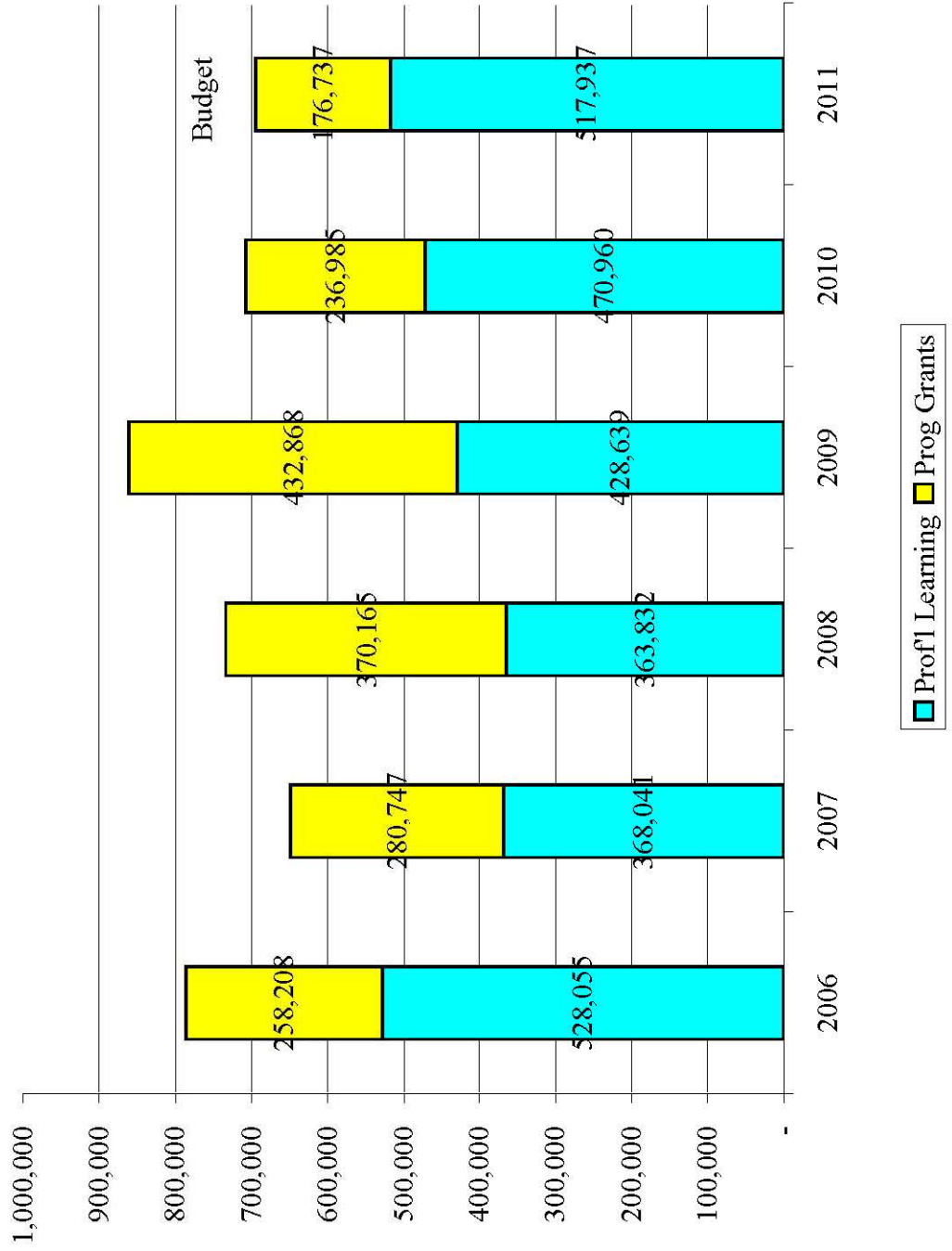
Instruction Hours: 2006 - 2011



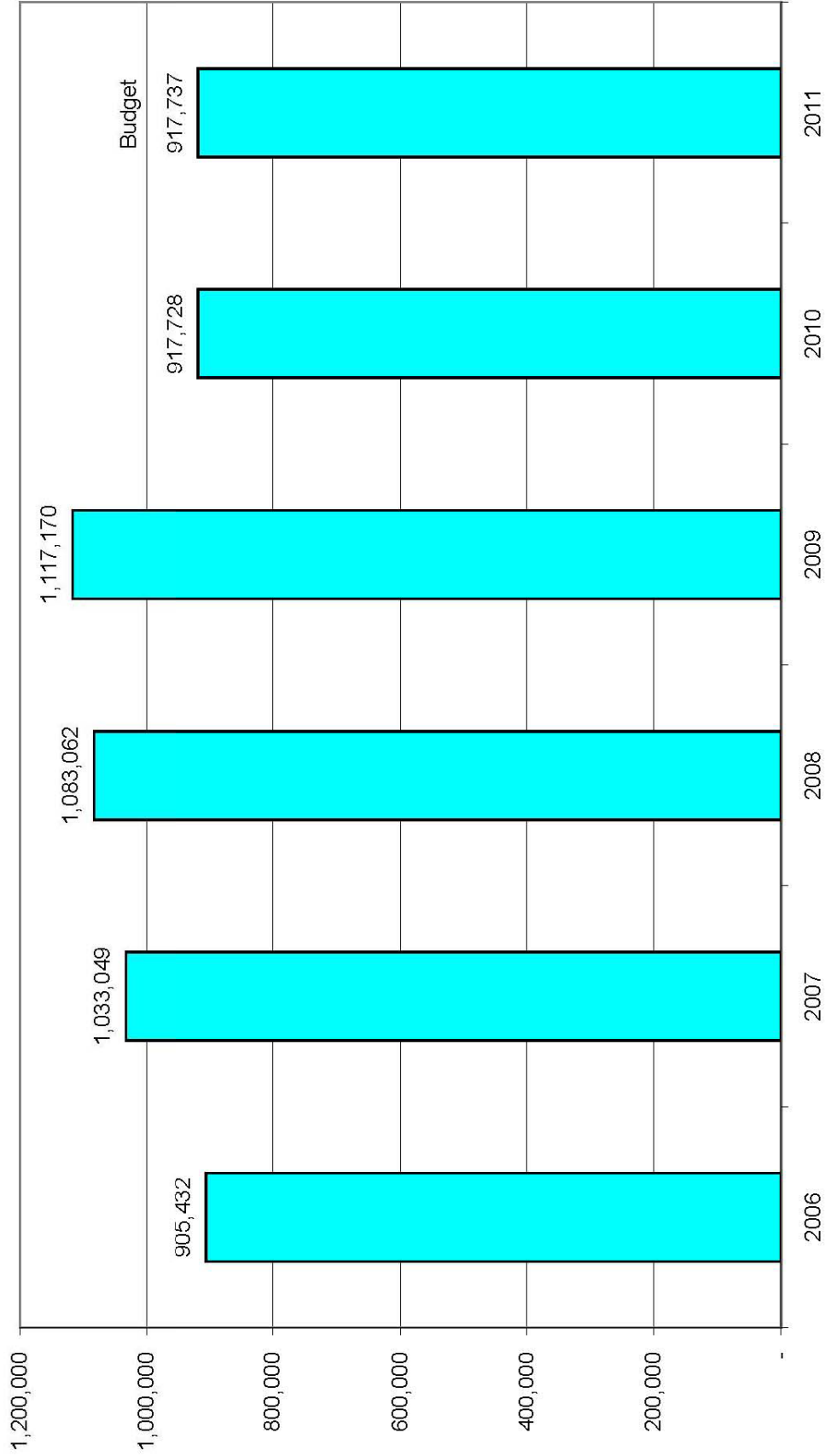
Evaluation Units: 2006-2011



**Professional Learning/Individual Professional Development
& Program Grant Dollars: 2006-2011**



Contributions and Grants: 2006-2011
All Non-Endowment Funds



Statement of Financial Position

All Funds as of August 31, 2010

	Unrestricted Funds	Temporarily Restricted Funds	Permanently Restricted Funds	Total Prior Year	
<u>Assets</u>					
Cash/Cash Equivalents	334,360	0	0	334,360	459,321
Accounts Receivable (net of allowance for bad debts)	83,428	0	0	83,428	111,720
Pledges Receivable	30,800	3,000	2,000	35,800	51,695
Grants Receivable	0	250,000	0	250,000	725,000
Prepays	34,834	1,235	0	36,069	28,682
Fixed Assets net of Acc. Dep.	563,254	0	0	563,254	637,858
Discounts on Pledges	0	0	0	0	-12,000
Due To/From Other Funds	-254,669	147,692	106,976	-1	0
Endowment Trust Accounts	0	0	1,587,965	1,587,965	1,116,878
Unrealized Gain/Loss on Trusts	140	99,358	0	99,498	48,655
Total Assets	792,147	501,285	1,696,941	2,990,373	3,167,809
<u>Liabilities & Net Assets</u>					
<u>Liabilities</u>					
Accounts Payable	32,761	0	0	32,761	37,032
Payroll Withholdings	2,334	0	0	2,334	2,358
Accruals	76,050	7,298	0	83,348	46,882
Deferred Revenues	-3,350	436,551	0	433,201	617,991
Line of Credit	0	0	0	0	100,000
Def. Rev.: Friends of SCLL	0	2,876	0	2,876	3,748
VNB Building Loan	20,896	0	0	20,896	32,108
Total Liabilities	128,691	446,725	0	575,416	840,119
<u>Net Assets</u>					
Fund Balances	663,456	54,560	1,696,941	2,414,957	2,327,690
Total Net Assets	663,456	54,560	1,696,941	2,414,957	2,327,690
Total Liabilities & Net Assets	792,147	501,285	1,696,941	2,990,373	3,167,809

Statement of Revenue and Expenditures

All Funds as of August 31, 2010

	Unrestricted Funds	Temporarily Restricted Funds	Permanently Restricted Funds	Total	Prior Year
<u>Revenue</u>					
All Services	2,638,955	(281,819)	(0)	2,357,136	2,195,522
Contributions & Grants	553,081	338,489	26,158	917,728	1,006,833
Other Income	26,355	(0)	(0)	26,355	17,251
Interest Income	827	54,851	(0)	55,678	37,992
Unrealized Invest't Gain/Loss	140	50,703	(0)	50,843	(76,178)
Gain/Loss on Invest't Sales	3,042	11,040	(0)	14,082	(75,740)
Total Revenue	3,222,400	173,264	26,158	3,421,822	3,105,680
<u>Expenses</u>					
Salaries/Wages	2,249,952	38,101	0	2,288,053	2,152,004
Benefits	410,409	6,154	0	416,563	419,901
Supplies/Postage/Copying	113,423	16,351	0	129,774	121,625
Facilities	206,315	32,904	0	239,219	209,474
Marketing	38,245	0	0	38,245	79,826
Spcl Events/Prsntatns/Mtgs	49,423	6,634	0	56,057	71,167
Staff Development/Training	20,684	0	0	20,684	9,409
Travel	40,989	2,270	0	43,259	29,130
Miscellaneous	78,453	0	0	78,453	103,324
Transfers	(17,000)	17,000	0	0	0
Interest/Bank Fees	14,895	9,340	0	24,235	24,978
Overhead (Recovered)/Charged	(8,734)	8,734	0	0	-
Total Expenses	3,197,054	137,488	0	3,334,542	3,220,838
Increase/(Decrease) in Net Assets	25,346	35,776	26,158	87,280	(115,158)



Stern Center
for Language and Learning

Board of Directors

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Charlotte, Vermont

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Shelburne, Vermont

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Essex, Vermont

Milton Frye, Ph.D.

Retired Principal and Educator
Norwich, Vermont

Katie D. Halsey

Certified Personal Trainer
Shelburne, Vermont

Eve Pratt Hoar

Program Manager, Physician Advisory Boards
ALLSCRIPTS
South Burlington, Vermont

Cynthia K. Hoehl

Stern Center Friend
Ferrisburgh, Vermont

John M. Hoehl

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Main Street Property Services, Inc.
South Burlington, Vermont

Elaine M. Ittleman, B.S.N.

Nurse
Charlotte, Vermont

G. Reid Lyon, Ph.D.

President and CEO
Synergistic Education Solutions
Dallas, Texas

George F. Neiley III

President
LPA Design
Charlotte, Vermont

Sean Plasse

Owner
Plasse Contracting
Burlington, Vermont

Blanche Podhajski, Ph.D.

President
Stern Center for Language and Learning
Waterbury, Vermont

Deborah S. Schapiro

Publisher
Edible Green Mountains
South Burlington, Vermont

Kate Robinson Schubart

Public Radio Producer
Hinesburg, Vermont

Judith S. Shaw, R.N., M.P.H., Ed.D.

Director of VCHIP
Research Associate Professor of Pediatrics
University of Vermont
South Burlington, Vermont

Dolores T. Smith

Stern Center Friend
Williston, Vermont

Mary Allen Stifler

Past Vice President for Administration
Stern Center for Language and Learning
Essex Junction, Vermont

Carol Stone

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Steve Waltien, Chair

Vice President and Resident Manager
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Peter Stern, M.D.

David Stifler, M.D.

Barry Stone

Elizabeth Wallman