

A Lever for Change

2015 Year in Review



edc.org

From the President



Economists, who rarely see eye to eye on anything, do agree on one point—education is the one lever that can lift people out of poverty.

And at EDC, we concur.

Like Archimedes, who once asserted that with a long enough lever he would be able to move the earth, we apply what we know about education to build the greatest lever we can to move people and communities around the world to a higher standard of living.

Using education to empower people to live healthy, productive lives is at the very core of EDC's work. Taking interventions that research has shown to be successful, developing them into programs, and partnering with governments, schools, and practitioners to implement these programs is a hallmark of our method.

We take what works and make it real.

A great example of this approach is the **Regional Educational Laboratory Northeast and Islands (REL-NEI)** at EDC. REL-NEI conducts rigorous research to evaluate the efficacy of education policies and practices and then provides extensive technical assistance to districts throughout the region to put what's proven into practice.

Likewise, our research into adolescent behaviors has informed state and community practice, helping policymakers better understand and address the causes and consequences of pressing public health problems. Through our leadership of SAMHSA's **Center for the Application of Preventive Technologies (CAPT)**, we provide states, tribes, and jurisdictions with the information and tools they need to make policies that are both effective and compassionate. EDC's work with REL-NEI and the CAPT results in improvements that touch the lives of millions of children and adolescents each year.

“Using education to empower people to live healthy, productive lives is at the very core of EDC’s work.”

We use the same approach to tackle challenges in 22 countries around the world, such as the Philippines, Rwanda, and Honduras. Last year, EDC’s literacy and workforce development projects provided hundreds of thousands of young people with the education and skills necessary to find jobs or run their own microenterprises, allowing them to lead better lives in a rapidly changing world.

These are just a few indicators of the impact EDC has had through our broad and deep portfolio of work. We have much to celebrate from 2015, and even greater opportunities lie ahead as we enter 2016 in a strong financial position.

So while Archimedes’ notion of building a lever big enough to move the world may seem like a flight of fancy to some, here at EDC, we believe education is that lever. Our commitment to strengthening and applying that lever, and our potential to continue to do so, is what drives the people of EDC.

Each year, we embark on a new chapter of our work, building on our history of 58 years. All of us at EDC are proud of this legacy, and as president and CEO, I am both excited and privileged to lead us in applying our skills and knowledge to lift the world to a brighter future.

David G. Offensend

David G. Offensend
President and Chief Executive Officer
Education Development Center, Inc.



Participants in an EDC youth workforce development program in the Philippines give EDC President David Offensend a demonstration of their work.

“We heard over and over again that because of PAJE-Nièta, youth finally felt able to contribute to their families and communities. Unlike some of their peers, they didn’t have to leave home to build a better future.”

*–Adwoa Atta-Krah, Deputy Chief of Party,
Mali Out-of-School Youth*



YOUTH AND WORKFORCE DEVELOPMENT

Investing in Youth, Investing in the Future

In 2015, EDC’s USAID-funded Mali Out-of-School Youth (PAJE-Nièta) project continued to provide essential opportunities for youth in Mali, empowering them to reinvest in themselves and their communities.

More than 6,800 youth in the project’s third (and largest) cohort completed technical trainings in income-generating activities such as agriculture, soap making, carpentry, and poultry raising. Now youth are running their own microenterprises and building lives where they—and others in their communities—can prosper. Since the project began in 2010, 10,951 youth participants have gained the skills, knowledge, and resources needed to build their own microenterprises.

One beneficiary is Goundo Kouyate, who received the materials to launch her own microenterprise after completing training in grain cultivation. Now she grows and sells peanuts, maize, cowpeas, and sesame in the village of Dioumara Koussata.

“All the success I have had on my plots is due to the Mali Out-of-School youth technical trainings,” she says. “Before the project, I knew absolutely nothing about any of this, and today I am a reference for others.”

FY 2015

Key Project Milestones

- » An independent evaluation on countering violence extremism finds that the Mali Out-of-School Youth project significantly boosted economic opportunities for youth, leading to reduced vulnerability to radical narratives and the lure of extremist recruitment.
- » The project’s basic education materials in reading and writing in mother tongue, math, and functional French are officially transferred to the Ministry of National Education, ensuring their continued use.
- » 91 percent of women and 80 percent of men in the third cohort complete technical training, evidence that the project model greatly empowered women.





“Effective computer science education does more than just teach students how to code. It also challenges them to think about the social implications of connectivity, from protecting privacy to preserving democracy.”

–June Mark, Project Director, Beauty and Joy of Computing

STEM

Increasing Access to Computer Science

Preparing today’s students to address the challenges of the future requires innovations at all levels of education practice and policy. Expanding access to computer science is a critical part of this preparation, and in 2015, EDC took a leading role in doing so for hundreds of thousands of students.

In 22 high schools in New York City, EDC began a pilot test of the *Beauty and Joy of Computing* (BJC) computer science curriculum. BJC, which was developed at EDC and based on the university version from the University of California, Berkeley, is one of the first curricula specifically aligned with the AP Computer Science Principles curriculum framework.

BJC teaches students the skills they need to participate in a high-tech economy, including computational thinking and computer programming.

EDC was also a critical catalyst in supporting the systemic expansion of computer science at the state level. Through the Massachusetts Computing Attainment Network (MassCAN), a public-private partnership based at EDC, EDC brought together leading industry voices, including Google, Microsoft, PTC, and Tech Foundry, with the Massachusetts Department of Education to craft digital literacy and computer science standards for Massachusetts schools.

FY 2015

Key Project Milestones



- » **National Science Foundation (NSF) recognizes MassCAN at a White House event during Computer Science Education Week.**
- » **800 high school students in New York City begin using EDC’s *Beauty and Joy of Computing*.**
- » **MassCAN trains more than 500 Massachusetts teachers, improving computer science learning and teaching in 35 percent of the state’s school districts.**
- » **NSF awards EDC a STEM + Computing Partnership grant to support integration of computational thinking in elementary school.**

Putting Theory into Practice

For a decade, the Regional Educational Laboratory Northeast and Islands at EDC (REL-NEI) has produced high-quality research reports about some of the most pressing issues in U.S. education. This research has been critical to identifying policies and programs that improve student outcomes.

In 2015, REL-NEI research continued to help state education officials make evidence-based decisions. When policymakers in Connecticut wanted to improve outcomes for English learners (ELs), REL-NEI helped the state identify correlations between schools, EL programs, and students' scores on English language proficiency assessments. This research prompted education officials to think about the EL services being offered in the district and led to recommendations for revisions to the state's guidelines.

Likewise, when New Hampshire's Department of Education sought to examine state implementation of teacher evaluation, they turned to REL-NEI, who conducted a 15-school research study and also provided extensive technical assistance to help policymakers and administrators understand the findings. REL-NEI's work was key in the development and rollout of teacher evaluation systems across the state—including in one of New Hampshire's largest school districts.

"The work that the REL did in Manchester completely elevated the thinking in that city about education," says Virginia Barry, NH Commissioner of Education.

FY 2015

Key Project Milestones

- » **Authors 11 research reports published by the Institute of Education Sciences on key issues in education, including competency-based learning, online course use, Common Core, and teacher evaluation**
- » **Publishes a toolkit to help teachers and administrators use education data to support instructional planning at the school level**
- » **Helps the U.S. Virgin Islands and Puerto Rico develop data catalogues, enabling them to lay the groundwork for programmatic improvements based on student outcomes**
- » **Studies the alignment of teacher evaluations to professional development recommendations and participation in one urban district**
- » **Defines challenges faced by the region's math educators in implementing the Common Core and published a report identifying high-quality, online resources to support instruction**
- » **Becomes the only REL to launch an online professional development center, attracting 700 registrants nationwide to certificate-bearing courses on data use and program evaluation**
- » **Hosts more than 30 research alliance events, conducts 28 workshops, and leads 10 research-to-practice sessions that attract 3,124 educators and researchers**

Works to be published in 2016



re·search |'rē
(noun) 1 the syst
study of materi
facts

We have 15
research
reports and
resources
ready fo

"At the REL, we bring the methodological understanding needed to conduct rigorous research, as well as an appreciation for the realities of educational practice. That's how you move education forward."

-Jill Weber, Director, Regional Educational Laboratory Northeast and Islands at EDC

“Our research shows that raising the minimum sales age can prevent access to cigarettes, youth smoking, and ultimately nicotine addiction.”

*–Shari Kessel Schneider, Project Director,
MetroWest Adolescent Health Survey*



BEHAVIORAL, PHYSICAL, AND MENTAL HEALTH

Advancing Teen Health

Ten years after Needham, Massachusetts, became the first town in the United States to raise the minimum sales age for tobacco from 18 to 21, an EDC study demonstrated the significant impact this change can have on public health.

EDC's study was the first in the nation to show direct evidence that increasing the tobacco sales age is associated with a decrease in smoking rates among youth. The results applied seven years of research as part of EDC's administration of the MetroWest Adolescent Health Survey, one of the largest regional health surveys in the United States.

The study was published when a growing number of states and communities were taking a hard look at curbing teen smoking rates. Its results have been a critical piece of evidence in the fight to cut youth tobacco use and prevent addiction, and they have garnered coverage in the *New York Times*, the *Boston Globe*, the *Chicago Tribune*, and others.

Policymakers, too, have widely used EDC's findings to promote legislation that limits young people's access to tobacco. In Massachusetts alone, nearly 100 cities and towns have increased the tobacco sales age to 21. EDC's research has informed conversations about similar legislation across the country.

FY 2015

Key Project Milestones

- » EDC completes fifth series of data collection on tobacco usage from 16,387 middle school and 24,355 high school students from 26 districts across Massachusetts.
- » EDC leads community and regional meetings on survey results, helping practitioners make sense of the data.
- » EDC publishes research on the impact of raising the minimum sales age for tobacco in the journal *Tobacco Control*.





“CSN synthesizes and shares critical research and innovative examples of evidence-based practices for injury and violence prevention, enabling states to implement effective programs and policies that protect children’s safety.”

–Jennifer Allison, Director, Children’s Safety Network

INJURY, VIOLENCE, AND SUICIDE PREVENTION

Leading the Way on Child Safety

Child safety is no accident. So when the Health Resources and Services Administration wanted to reduce injuries among children and adolescents in 2015, they turned to EDC’s Children’s Safety Network (CSN).

This year, 18 states, the District of Columbia, and two territories joined CSN’s Child Safety Collaborative Innovation and Improvement Network (CoIIN), a groundbreaking effort launched to reduce incidents of fatal and serious injury to children by 100,000 over the next three years.

Additionally, through two communities of practice—groups of states working together to learn and solve common problems—CSN helped 10 states, including Maryland, Tennessee, and Vermont, refine programs to reduce distracted and

impaired driving. CSN also supported the development of innovative efforts in 15 states, including Minnesota, Nebraska, and Connecticut, to improve the prevention of traumatic brain injury.

CSN delivered public health information about bullying, prescription drug misuse and abuse, and e-cigarette poisoning to practitioners through online and in-person activities, helping them build evidence-informed programs. A leading voice in the field, CSN continues to bring visibility, action, and capacity building to some of the most challenging and important issues in childhood injury prevention.

FY 2015

Key Project Milestones



- » **More than 10,000 public health professionals receive injury prevention news and information through CSN.**
- » **CSN recruits 21 states and territories to participate in the Child Safety CoIIN.**
- » **CSN releases the *Bullying Prevention Resource Guide*.**
- » **CSN establishes a steering committee of national stakeholders in child safety and launches the National Coordinated Child Safety Initiative.**

Expanding Access to High-Quality Education

Early high-quality educational opportunities are the building blocks of a better life. But where classrooms, qualified teachers, and learning materials are scarce, can children still receive the education they deserve?

In 2015, EDC responded with a resounding “yes.”

In Rwanda, EDC supported a countrywide educational reform effort (using EDC’s *Read Right Now!* early literacy framework) through the USAID-funded Literacy, Language, and Learning (L3) project. The project includes the development of teaching and learning materials in Kinyarwanda and English, improvements to teacher training, the creation of community libraries, and civic events that celebrate reading and writing.

EDC also remained committed to interactive audio instruction (IAI) as an essential tool for delivering education and teacher training. Based on our extensive IAI work in Africa, Asia, and Latin America, we published *Expanding Access to Early Childhood Development Using Interactive Audio Instruction*. This toolkit helps practitioners around the world learn how to build sustainable, high-quality programs even in challenging contexts.

FY 2015

Key Project Milestones



- » **More than 9 million L3 materials are distributed to all 2,467 public primary schools in Rwanda, reaching more than 1 million students.**
- » **Evaluations of EDC’s *Read Right Now!* program show that the RRN! approach has helped early-grade students in resource-lean contexts make significant progress in acquiring reading skills.**
- » **A post-project evaluation of EDC’s early childhood interactive radio instruction programs in Zanzibar finds lasting gains and that program models have been institutionalized within Zanzibar’s Ministry of Education.**



“We must not settle for low-quality education in low-resource settings. Indeed, where resources are least, education can have its greatest impact.”

–Rachel Christina, Director, International Basic Education and Literacy



FY 2015

Funders

Adobe Foundation
Afterschool Alliance
Agenda Retail Group AB
American Foundation for Suicide Prevention Greater Northeast Pennsylvania
Amgen Foundation
Amplify Education, Inc.
Arkansas Department of Education
Arlington (Massachusetts) Public Schools
Asian Americans for Community Involvement
Association of Oregon Community Mental Health Programs
Atlanta Independent School District
Bank Street College of Education
Bill & Melinda Gates Foundation
Bristol-Myers Squibb Foundation
BUILD Initiative
Cahokia (Illinois) Unit School District #187
Cambridge (Massachusetts) Public Schools
Caring for Colorado Foundation
Center for Mental Health (Colorado)
Charles County (Maryland) Department of Health Core Service Agency
Charles Stewart Mott Foundation
Chevron Corporation
Chicago Park District
Clearfield Jefferson Suicide Prevention Team, Inc.
Cohen Hillel Academy
CORE, Inc.
County of Summit (Ohio) Alcohol, Drug Addiction, and Mental Health Services Board
Crystal Bridges Museum of American Art
Cumberland River Behavioral Health, Inc.
DC Public Education Fund
Deaconess Cross Pointe
DeKalb (Illinois) Community Unit School District 428
Department for International Development (United Kingdom)
EdLab Group Foundation
The Education Cooperative
Elwyn
EQWIP (Youth Challenge International and Canada World Youth)
Fall River (Massachusetts) Public Schools
Florida Memorial University
Ford Motor Company Fund
Forefront, University of Washington
The Fund for Public Schools
Girls Who Code
Google Inc.
Hartford Foundation for Public Giving
Haskell Fund
Heinemann Publishing
Heising-Simons Foundation

Henry Ford Learning Institute
HP Development Company, L.P.
i2 Learning
IBM Corporation
Illinois State Board of Education
Institute for Advanced Study
Institute of Museum and Library Services
Intel Corporation
JPMorgan Chase & Co.
JSI Research & Training Institute, Inc.
Kentucky Counseling Association
Kids Under Twenty One
Lake Washington (Washington) School District
The Luzerne Foundation
Maine Department of Education
Maine International Center for Digital Learning
Massachusetts Department of Elementary and Secondary Education
Massachusetts Department of Public Health
Massachusetts State Science & Engineering Fair, Inc.
Massachusetts Technology Collaborative
The MasterCard Foundation
Mathematical Sciences Research Institute
Mental Health America of Wisconsin
Mental Health Association of Nassau County (New York)
MetroWest Health Foundation
Michigan Public Health Institute
Millennium Challenge Corporation
Ministry of Education, Dominican Republic
Ministry of National Education, Colombia
Moreno/Lyons Productions, LLC
NASA
National Academy of Sciences
National Alliance for the Mentally Ill
New Hampshire
National Board for Professional Teaching Standards
National Center for Teacher Residencies
Middle Park Medical Center
National Institute on Out-of-School Time at Wellesley College
National Science Foundation
Nellie Mae Education Foundation
New Visions for Public Schools
New York City Department of Education
New York Philharmonic
New York State Education Department
Northeast Suicide Prevention Initiative
Northern Rhode Island Collaborative
Open Society Foundations
Oxford (Maine) Elementary School
PBS
Pearson Education

Pennsylvania Department of Education
Philadelphia Academies, Inc.
Philadelphia Youth Network, Inc.
Planned Parenthood League of Massachusetts
PNC Foundation
Prevention Management Organization of Wyoming
Pro Mathematica Arte Inc.
Purdue University
Ready At Five
Robert R. McCormick Foundation
S.D. Bechtel, Jr. Foundation
SAE International
Scope Global
Seniorlink, Inc.
Sesame Workshop
Shady Hill School (Massachusetts)
Solano County and North Bay Suicide Prevention Program
Southern Regional Education Board
Southwestern Behavioral Healthcare, Inc.
State of Delaware
State Street Foundation
Suicide Task Force of Indiana County
Support Services International, Inc.
Tech Goes Home (OpenAirBoston)
TERC
THIRTEEN/WNET New York
Tides
UHS of Delaware, Inc.
Union Pacific Corporation
Union Pacific Foundation
University of Georgia
University of Nebraska-Lincoln
University of Rochester
University of Wisconsin-Milwaukee
U.S. Agency for International Development
U.S. Army Medical Research and Materiel Command
U.S. Department of Education
U.S. Department of Health and Human Services
U.S. Department of Justice
U.S. Department of Labor
U.S. Department of Veterans Affairs
Verizon Foundation
Vermont Department for Children and Families
Virginia G. Piper Charitable Trust
Vulcan Productions, Inc.
The Wallace Foundation
Western Region Recovery and Wellness Consortium (Wisconsin)
William Caspar Graustein Memorial Fund
The World Bank Group
World Health Organization
World Vision, Inc.



FY 2015

Financials

EDC's revenue totaled \$144.8 million in fiscal year 2015. A surplus of \$374,928 brings our net assets to \$19.9 million as of September 30, 2015. EDC continually invests its net assets to support our projects, programs, and research.

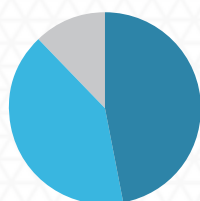
FINANCIAL STATEMENTS

Fiscal years ended September 30, 2015 and 2014.

\$, in thousands

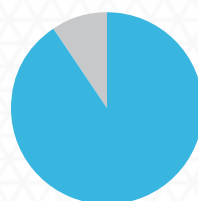
	2015	2014
INCOME STATEMENT		
Revenue (including change in temporarily restricted assets)	\$144,839	\$162,066
Expenses		
Salaries and Benefits	71,453	76,324
Materials, Supplies, and Other Costs	43,781	55,852
Subcontract Costs	29,980	29,590
Total Expenses	145,214	161,766
Change in Net Assets	(\$375)	\$300
BALANCE SHEET		
Assets		
Current Assets	\$37,339	\$42,128
Property and Equipment, Net	12,426	13,660
Other Assets	371	351
Total Assets	\$50,136	\$56,139
Liabilities and Net Assets		
Current Liabilities	\$20,474	\$25,493
Long-Term Liabilities	9,754	10,363
Total Liabilities	30,228	35,856
Net Assets	19,908	20,283
Total Liabilities and Net Assets	\$50,136	\$56,139

SOURCES OF FUNDING



■ U.S. Government: International	(41%)
■ U.S. Government: Domestic	(47%)
■ Private and Other Public*	(12%)

EXPENSES



■ Program Services	(90.6%)
■ Administrative	(9.4%)

* Includes development banks, foundations, corporations, state and local agencies, and other nonprofits



FY 2015

Trustees and Leadership

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† Deceased April 2015

LEADERSHIP

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FIELD OFFICES

EDC has field offices across the United States and in the following countries: Bosnia and Herzegovina, the Democratic Republic of Congo, Ethiopia, Guyana, Honduras, Indonesia, Jordan, Kenya, Liberia, Macedonia, Mali, Nigeria, Philippines, Rwanda, South Africa, Thailand, and Zambia.

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