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EDUCATION  
DEVELOPMENT  
CENTER, INC.

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ANNIVERSARY

REPORT

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# EDUCATION DEVELOPMENT CENTER, INC.

## 1987-1988 REPORT

PN-ABK-547

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### *Celebrating Thirty Years of Human Development Through Education*

Education Development Center, Inc. (EDC), is an international, nonprofit, research and development organization based in Newton, Massachusetts. For over three decades, EDC has been recognized as a leading center for curriculum reform, technical assistance and institutional development. Central to the philosophy of EDC is the belief that education is a lifelong process and that people everywhere can become active participants in building a healthy, productive society. Toward this goal, EDC creates innovative partnerships, programs, and products that are pedagogically sound and responsive to human needs. More than 150 projects have been carried out across the U.S. and in 70 other countries.

Over sixty projects are currently in progress in EDC's three divisions. SCHOOL AND SOCIETY PROGRAMS focus nationally on promoting health, strengthening families and children, building work skills and careers, and improving schools and colleges. INTERNATIONAL PROGRAMS work collaboratively with institutions in other countries, many of them in the developing world, to improve education, health, nutrition, and cross-cultural understanding. The CENTER FOR LEARNING TECHNOLOGY designs and develops instructional software and video products, conducts policy analyses and research on learning, and studies applications of present and future technologies.

In addition to its core staff of over 125 professionals, EDC draws on an extensive network of consulting scholars and practitioners. Clients and users of programs are involved in all phases of project development. EDC has received grants and contracts from United States government agencies from the local to the federal level, numerous international agencies, foreign governments, publishers, foundations, universities, and private industry. For additional information about EDC's products, programs, and capabilities, contact the president's office.

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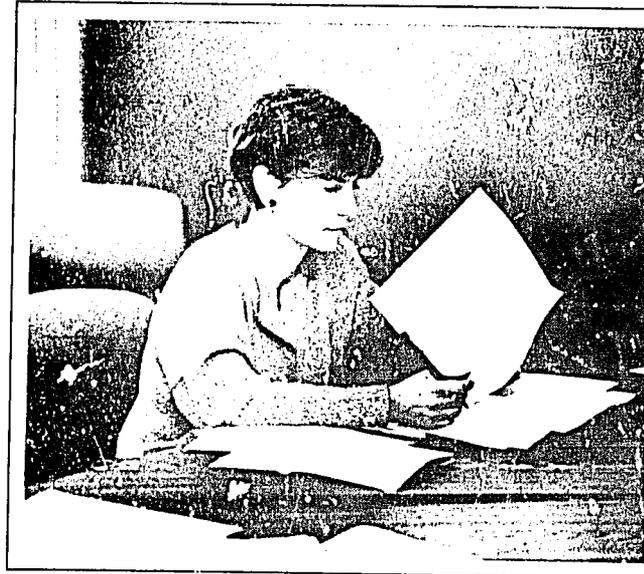
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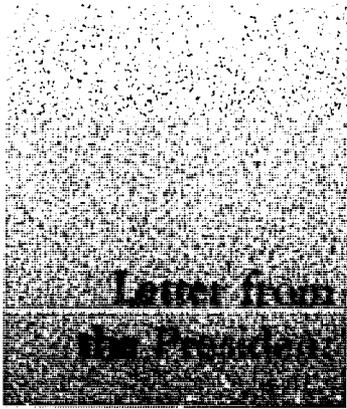
David Tobin



Deborah C. P. Wolfe and Robert J. Albright



Edwin D. Campbell



*One of EDC's real contributions . . . to education stems from the belief that all learning starts with a question. (a school principal)*

What does it mean to start with a question? It seems the most natural of steps to take. Yet in education we seldom find an acknowledgment of this crucial first step toward learning: seeking an answer. It is a child's first response to the wonder of the world. What is that? Why? It is the underlying skill in all problem solving. First we must frame the problem by asking the right question. What is happening? Why did it happen? What does it mean? Question posing is at the heart of scientific inquiry, at the soul of storytelling and poetry making, at the core of leadership of institutions. It is the quintessential expression of human intellect and curiosity--to wonder, to seek to know. Questions are our passport to the future.

The best of EDC's work over the decades has challenged people, young and old, to raise and find answers to questions of importance in their lives. Whether it is parents wondering how best to discipline a child, a child wondering how a battery works, a doctor wondering how to ease the transition for families of terminally ill patients, a teenager asking why mathematics matters in life and career, a mother wondering whether to breastfeed--the challenges of the human condition demand the willingness to confront the question and to seek knowledge.

I have had the good fortune to be a member of EDC for twenty-two years--years filled with excitement and challenge, during which EDC moved from a curriculum development organization to a comprehensive center for a wide array of research, development, training, and technical assistance functions that span many fields of learning, all age groups, and formal and nonformal systems. Despite their diversity, EDC projects do reflect a consistent philosophy--a belief in education as the basis for human development and in learners as active, problem-solving participants in the process.

The organization itself has changed over time while retaining certain continuities. EDC was born out of the science curriculum reform movement of the 1950s. The tradition and history of the organization conjure up images of innovative materials and methods for learning math and sciences, reading and writing, social studies and history, and health-enhancing knowledge and behaviors. We still believe that there can be no significant step forward in thinking skills and knowledge acquisition without the mind-stretching foundation of excellent learning materials. But we have deepened and enriched our understanding of what it takes to improve education. We have learned the limits of curricula per se. As the tools of educators, they are but one piece of a complex and interdependent human system of many stakeholders. In the United States, for example, each community, indeed each school, is a democracy writ small--a version of the larger polity and of the values and needs of our system. Viewed in this way, the requirements for representation, involvement, local skill, and application of energy and talent--all make sense, and indeed in retrospect seem self-evident.

Over the years, we have come to understand better the sociopolitical dimensions of educational improvement, and we have learned to collaborate productively with users, clients, and other institutions and agencies in various stages of our projects. EDC is proud of these synergistic partnerships. Our role is to provide responsive leadership and coordination to these essential coalitions, to meld views and contributions into a realizable vision for change and improvement. Serving as a supportive agent for change, EDC now brings its capabilities to bear on problems jointly defined with clients, jointly addressed, and with accountability expressed in terms significant to the participants on the scene. Thus, our role has evolved toward translating our expertise into frameworks, tools, means of assessment, and resources that can help practitioners around the world become more competent in what they do.

EDC has always sought ambitious and worthy challenges. The staff continues to add new vitality and ideas as emerging problems in society continue to suggest new directions for our work. We are now at the forefront of applied research and development that will contribute to the educational and health agenda for the nation and the world in the coming decade. A few examples of forward-looking activities that help define our agenda for the future include:

- A United Nations Development Programme contract to assess and forecast future Third World needs for technical cooperation in the fields of education and training.
- A Centers for Disease Control-supported effort to produce *Preventing Injuries in America*, a book which I expect to become the standard in its field when published in 1989.

- An Educational Testing Service-sponsored project to create methods and materials for teaching and assessing critical thinking skills in various subjects--the underpinnings of true growth of mind.
- Materials development to prepare America's youth and its teachers and communities with the knowledge to prevent the spread of AIDS, the greatest health scourge of our times.
- Convener and catalyst for the Teacher Networks Group, bringing together funders, teachers, researchers, project directors, and policy makers from across the country to promote vigorous dialogue and provide a forum to capitalize on the movement for professional development of teachers.

We all know the seriousness of the challenges we face as a part of a world community. Most of the world is not yet literate and lies down hungry each night. Here in the United States the story begins (but does not end) with our children. Of those who entered school last fall, one in four lived in poverty, fourteen percent were the children of teenage mothers, and as many as fifteen percent were the children of non-English-speaking parents. With an increasingly poor and undereducated future labor force, and with a growing population of elderly citizens whose social security will depend on them for their survival, we are finally coming to realize that the future of America is inextricably interwoven with the futures of minority and poor children. This is only one example of a challenge that will require courageous, dedicated, and persistent attention.

Looking ahead to the 1990s and beyond, I see EDC making a distinctive contribution to ameliorating these and other world problems by undertaking projects that build on our strong record and developing programs that meet broad requirements of education and society:

- Programs that address human needs and the quality of life, including:
  - promoting health and reducing threats to well-being across the life span;
  - promoting educational equity and opportunity for all people;
  - contributing to higher levels of literacy and numeracy;
  - helping at-risk populations in this country and the developing world: children, families, the elderly.
- Programs to apply learning technologies as tools for creative problem solving.
- Programs that develop human resources through basic and continuing education and technical training.
- Programs to build interdependence and collaboration across groups to solve social, technical, and ethical challenges.

As the organization dedicates itself to these purposes, we are keenly aware that there is no single way of solving these problems. Just as the world is pluralistic, so must be our world-view. As Claude Levi-Strauss, the anthropologist, has said, one needs to abandon the idea of global, massive progress that is valid for all societies (and, I would add, even for all communities). We must instead approach each problem, each challenge, with an openness to different solutions and with a strong and broad knowledge base.

With our substantive agenda clear, we will continue to be vigilant in using resources of the public, philanthropic, and corporate sectors to society's best advantage. These are funds given in public trust, and we are responsible for their monitoring and use and for the rigorous evaluation of the effectiveness of the programs they support. At the same time, we must continue our dedication to mission, our sensitivity to the realities of the lives we touch, and the creative spark and energy to reach into the future. On all these dimensions we must be held accountable. The essayist Leigh Hunt observed, "All of us live in two different worlds. In one world, we measure by line and rule and number. In the other world, we measure by heart and mind and imagination." We ignore either world at our peril.

For me, EDC is an organic entity, with a heartbeat, a voice. It has been and continues to be a place of possibilities, a place where seeds of ideas can be planted and flourish. It is a place of growth for those of us who work here as well as for those reached by our work. It is, in essence, a place of continuing education in a diversity of realms, each project designed to set new horizons in the application of knowledge for the benefit of people. I have also learned at EDC that in reaching accommodation with different voices and different points of view one need not and must not settle for the mediocre and the risk-free. Our best efforts are the least we can give and the only assurance that we can make a difference.

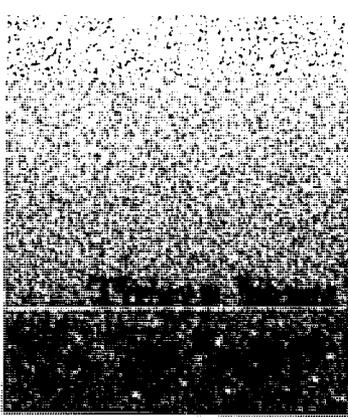
EDC celebrated its thirtieth year in 1988. In December we will conclude the year with a day-long symposium reflecting on our work and looking ahead to the future. In preparing for this occasion, I asked some of the funders and clients who have worked with us over the years to share their views of the organization and its people. To a person, their responses expressed an understanding of EDC's ethic, style, and commitment, and an appreciation of staff members and their values. It seems right to close, as I opened, with one of their remarks:

*. . . What EDC did that was brilliant and memorable was to encourage risktaking . . . focusing energy and resources on something worth dreaming about.*

I am convinced that EDC will continue to do so.



Janet Whitla  
President



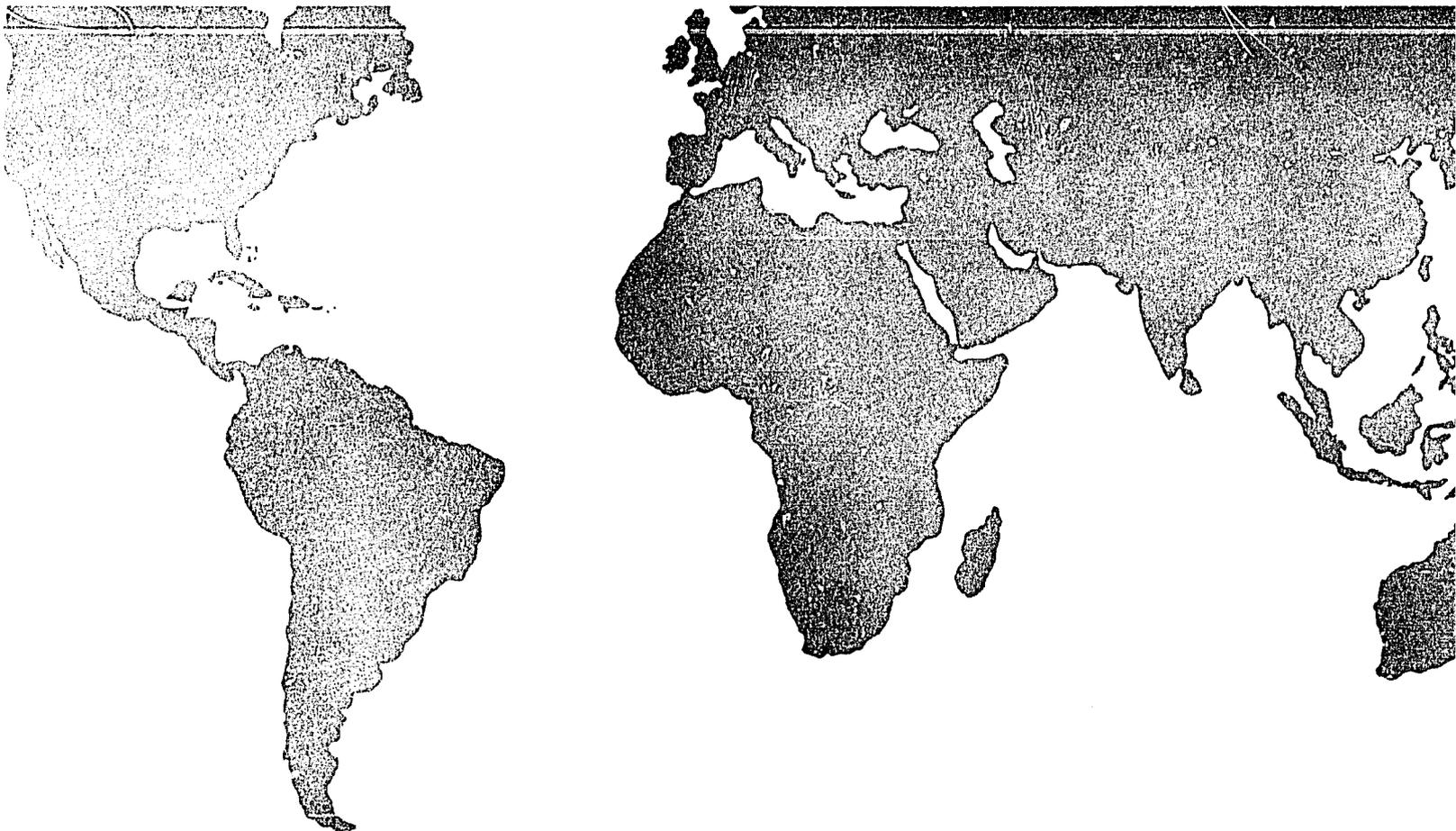
In 1956, just before the launching of Sputnik, the Physical Science Study Committee (PSSC) began to address the nation's growing concern about the quality of science and mathematics education in American schools. This committee of industry leaders and professors from the Massachusetts Institute of Technology created a new physics curriculum that combined experimental activities and theoretical learning to promote students' personal discoveries of scientific knowledge. In 1958, Educational Services Inc. (ESI) was established to administer the new physics program. By the early 1960s, about half of the high school physics students in the U.S. were using the PSSC curriculum and ESI had expanded to include many new projects in other fields.

During its first decade, ESI produced hundreds of educational materials including texts, films, film strips, audiotapes, posters, records, tool kits, tests, and games. The organization won over 150 national and international awards, including many American Film Festival awards and an Emmy. Programs in the international arena ranged from producing curriculum materials to implementing rural health care delivery systems. In 1967, Education Development Center Inc. (EDC) was formed when ESI merged with the Institute for Educational Innovation.

During the 1970s, EDC applied the educational techniques that had proven effective in mathematics, science, and social sciences to new programs in child development, career education, and comprehensive health education. Several projects focused on strengthening educational equity for women, minorities, and the handicapped. International programs in Africa, India, and the Middle East addressed problems such as infant mortality, malnutrition, and the shortage of health care personnel and facilities. Several key international programs reinforced EDC's emerging role as a manager of collaborative projects involving colleges and universities.

Over the past decade, EDC has retained its leadership in curriculum development and teacher training, especially in the areas of mathematics, science, health, reading, and writing. With the formation of the Center for Learning Technology (CLT) in 1982, EDC began producing award-winning software products and developing new ways to use information technologies to improve classroom learning. International efforts have continued to improve health and education in the developing world, adding many new countries to the scope of EDC's work. Domestic programs have expanded far beyond the traditional classroom to reach learners of all ages in a wide variety of settings. Recent projects have addressed such problems as AIDS, child abuse, school violence, juvenile delinquency, discrimination, and care for the elderly. These and many other projects have responded to many of society's most pressing concerns. In preparing for the years ahead, EDC is examining its success in confronting problems and applying lessons learned in the past to the challenges of today.

## Countries in Which EDC Has Worked



AFGHANISTAN  
ALGERIA  
BANGLADESH  
BARBADOS  
BELIZE  
BENIN  
BOLIVIA  
BOTSWANA  
BRAZIL  
BURKINA FASO  
BURMA  
CAMEROON  
CENTRAL AFRICAN REPUBLIC  
CHILE  
COLOMBIA  
CONGO  
COSTA RICA  
DOMINICAN REPUBLIC

ECUADOR  
EGYPT  
EL SALVADOR  
ETHIOPIA  
FIJI  
FRANCE  
THE GAMBIA  
GHANA  
GREAT BRITAIN  
GUATEMALA  
GUYANA  
HAITI  
HONDURAS  
INDIA  
INDONESIA  
IRAN  
IVORY COAST  
JAMAICA

KENYA  
LESOTHO  
LIBERIA  
MADAGASCAR  
MALI  
NEPAL  
THE NETHERLANDS  
NIGERIA  
PAKISTAN  
PANAMA  
PAPUA NEW GUINEA  
PERU  
THE PHILLIPINES  
RWANDA  
SAUDI ARABIA  
SENEGAL  
SIERRA LEONE  
SINGAPORE

SOMALIA  
SPAIN  
SRI LANKA  
SUDAN  
SWAZILAND  
SWITZERLAND  
TANZANIA  
THAILAND  
TUNISIA  
TURKEY  
U.S.A.  
UGANDA  
VENEZUELA  
YEMEN ARAB REPUBLIC  
ZAIRE  
ZAMBIA



## EDC THROUGH THE YEARS: A Sampling of Past Projects and Accomplishments

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*The Elementary Science Study (ESS)* curriculum brought hands-on experiences in science to hundreds of thousands of students from kindergarten through eighth grade in schools nationwide. More than 100 educators contributed to the creation of 80 ESS units and materials. (1960-1973)

*The African Science and Mathematics Programs* worked with mathematicians, scientists, and educators from Africa and the United States to provide teacher training and to create texts, films, and audiotapes for primary schools in eleven African countries. (1961-1976)

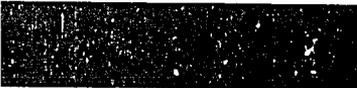
*Man: A Course of Study* produced films, simulations, and booklets for use by elementary and junior high students studying human behavior. This award-winning social studies curriculum was used widely throughout the United States and abroad. (1962-1975)



*The Career Education Project* set up a career resource center, developed information packages, and provided a free telephone career-counseling service that provided information on jobs and training to over 6,000 home-based adults in Providence, Rhode Island. (1971-1975)

*The Exploring Childhood* curriculum produced materials for high school students on the subjects of child development and family interactions, and engaged students in direct care of young children. The program has been used in over 7,000 sites in all 50 states and 9 foreign countries. (1971-1978)

EDC produced *Infinity Factory*, a series of eighty-two half-hour mathematics programs especially designed for children from ethnic and cultural minorities. The programs were broadcast by PBS television stations and made available for classroom use. (1973-1977)



*The Displaced Homemakers Project* provided vocational education to assist women in moving from work at home to paid employment. Television spots to promote the hiring of displaced homemakers were distributed to 780 television stations across the country. (1979-1981)

*The International Nutrition Communication Service (INCS)* assisted developing countries in increasing their ability to plan, implement, and evaluate nutrition programs. In over thirty countries, this project has helped to promote breastfeeding and other health-related behavior. (1979-1981)

*The Toward Work* project began a process for building school-industry-community cooperation to prepare handicapped students for a successful transition from high school to the workplace. EDC prepared a slide tape and handbook to aid school districts in creating their own similar programs. (1981-1983)

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The *Pilot Communities Program* sent teams of specialists to four East Coast communities to conduct pilot programs designed to stimulate educational flexibility and encourage school improvement. A series of publications for teachers and administrators offered suggestions on methods to implement change in schools. (1961-1971)

*Kampur Indo-American Program.* Working with a consortium of nine American educational institutions, EDC administered a program to establish the Indian Institute of Technology. The Institute has facilities for over 2,000 students and a faculty of more than 250 Indian nationals. (1962-1972)

The *Open Education/Follow Through Project* extended the benefits of Head Start into elementary schools, provided teacher training, and set up teacher resource centers in nine urban and rural sites across the country. (1968-1981)

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The *National Institute of Electricity and Electronics/Algeria.* With a consortium of American universities, EDC assisted in the development of an institute to provide professional education and training for electrical engineers and electronic technicians in Algeria. (1976-1979)

The *Family and Community Health Through Caregiving Project* developed health education materials for teenagers and conducted seminars on adolescent sexuality for PTA leaders and parents. The series has reached over 50,000 families in 42 states. (1976-1983)

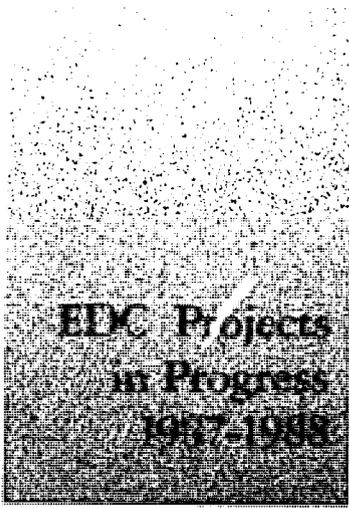
The *Undergraduate Mathematics and Its Applications Project (UMAP)* established and maintained a national network of more than 4,000 mathematics teachers and professors, drawing on them to develop 350 instructional modules for high school and college students. (1976-1983)

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A project to control *Sexually Transmitted Diseases* produced a series of soap-operated style videotapes to encourage male gonorrhea patients to return to their clinics for a test of cure. The program proved highly effective in improving patient knowledge and attitudes and dramatically increased compliance with treatment regimens. (1983-1986)

The *EDC Parent Aide Project* created a manual designed to help train parent aides to work more effectively with families at high risk for child abuse. The materials are used in more than seventy parent aide programs around New England and have reached parent aides throughout the country. (1984-1985)

The *Case Method Project*, working with the Harvard Business School and the League for Innovation in the Community College, developed a videotape and faculty development manual to promote the benefits of this student-centered method. Through workshops held around the country, EDC reached several hundred community college faculty from about fifty colleges, teaching in over forty departments. (1985-1987)



The following section presents an index to current projects. EDC projects are organized into three administrative clusters and one cross-cluster grouping. All of the projects share the common goal of promoting human development through education but each has its own focus and areas of expertise. Individual projects carry out a wide variety of activities designed to accomplish specific goals. For example, one project might offer short-term services to a single community, and another might be part of a multiyear effort to provide long-range planning for a whole nation. Some projects are managed exclusively by EDC, and others are part of collaborative efforts with other groups and institutions. In the wide diversity of projects presented, there are many similarities in activities, capabilities, and services. These services can generally be categorized as follows:

**PROJECT MANAGEMENT:** EDC manages projects from development to dissemination, providing comprehensive administrative and program services to a wide variety of clients.

**RESEARCH AND EVALUATION:** Based on research, EDC is able to demonstrate outcomes and effects, gain new insights into practice and policy, recommend preferred teaching methods, and suggest new ways to make use of learning materials and educational technology.

**EDUCATIONAL MATERIALS:** In addition to developing traditional materials such as books, tests, posters, and films, many EDC products now integrate print, video, audio, and computer software components.

**EDUCATIONAL TECHNOLOGY:** EDC is engaged in numerous efforts to expand the educational potential of computer and telecommunications technologies.

**TRAINING AND TECHNICAL ASSISTANCE:** EDC offers training for teachers, parents, community leaders, health care providers, technicians, engineers, corporate managers, health educators and other specific populations.

**SOCIAL MARKETING:** EDC uses communications and marketing techniques to conduct public education campaigns and promote positive behavior change.

**PUBLICATION AND DISTRIBUTION:** EDC conducts market research, publishes materials, carries out direct marketing campaigns, presents materials at conferences, and maintains a computerized customer service department.

**INSTITUTIONAL DEVELOPMENT:** EDC's planning and institution-building expertise is used to meet the educational and administrative demands of school systems, universities, social service agencies, and private industry.

**POLICY DEVELOPMENT:** EDC contributes to the development of public policy and the creation of a national agenda in education, learning technology, health promotion, injury prevention, and other areas of public concern.

# Center for Learning Technology

DIRECTOR: MYLES GORDON

ASSOCIATE DIRECTOR: WAYNE HARVEY

The Center for Learning Technology (CLT) was established in 1982 to study and develop applications for information technologies such as microcomputers, videodiscs, and videotape. Grounded in the philosophy that information technologies are tools, the staff and projects of CLT represent a range of skills and activities including curriculum development, teacher training, classroom research, policy research, and dissemination. CLT projects provide students, teachers, schools, and communities with information and resources to promote effective learning and teaching and to meet a variety of educational challenges.

The Center for Learning Technology gained national recognition in 1984 when its first product, the *Semantic Calculator*, won the *Classroom Computer Learning* "Software of the Year Award." The *Geometric Supposer* software series went on to win the same award in 1986 and 1987. The Center currently has more than twenty-five software, video, and print products on the market and is actively engaged in more than a dozen product, curriculum, research, service, and policy projects.

## Curriculum Development

### RECKONING WITH MATHEMATICS: TOOLS AND CHALLENGES FOR THE INFORMATION AGE

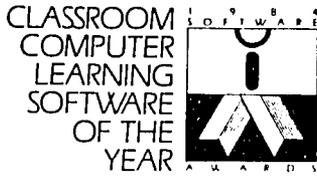
Directors: Elizabeth Bjork, Mark Driscoll,  
Glenn M. Kleiman

Funder: National Science Foundation

The goal of this project is to define, demonstrate, and test a new approach to the elementary mathematics curriculum. To do so, EDC is developing and testing a series of learning modules that will comprise a complete mathematics curriculum for the fourth grade and is addressing the teacher training and assessment issues raised by the new curriculum. The approach provides contexts and challenges for building mathematical understanding, involves students in writing and discussing mathematics, encourages inquiry-based and cooperative learning, and integrates the use of manipulatives, calculators, and computers.

*It is clear that some of the most exciting mathematics and science curriculum and software development efforts in the country are going on at EDC. EDC has established a consistent record of asking the right questions and the hard questions, and then delivering to teachers and students classroom-tested and effective answers to these questions.*

Steven Leinwand  
Mathematics Consultant,  
National Science Foundation



## Software Development

### MATHEMATICS SOFTWARE

**Directors:** Myles Gordon, Wayne Harvey  
**Funders:** Education Development Center, Inc.,  
Sunburst Communications, Inc.

Mathematics software projects address particularly troublesome areas of the elementary, middle, and high school mathematics curricula. Building on feedback from teachers, students, and content specialists, EDC creates software, videotapes, teachers' manuals, and student workbooks that open new avenues for learning difficult concepts. Current projects include:

#### *Geometric Supposer Series: preSupposer, Triangles, Quadrilaterals, Circles*

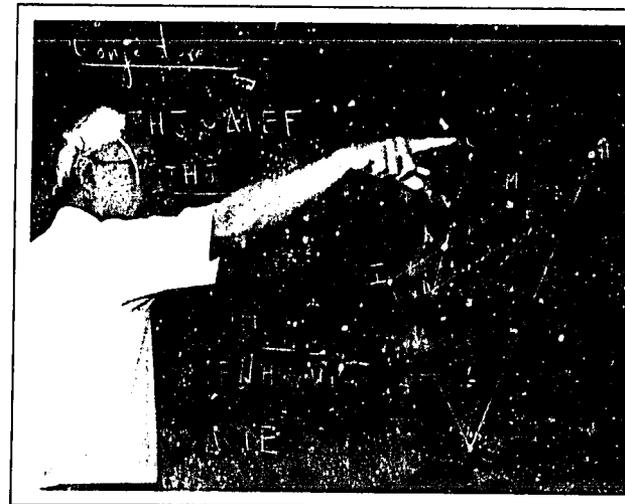
These award-winning software tools enable students to generate all types of shapes and to draw constructions--all with speed, accuracy, and ease. With these features, students can engage in the making and testing of conjectures in geometry and can experience mathematics as a creative and accessible enterprise. The resources developed by EDC include software, collections of exercises, and videotapes.

#### *Elastic Lines: The Electronic Geoboard*

This electronic version of the popular manipulative geoboard provides students with an environment in which they can create geometric shapes and patterns and study concepts such as area and perimeter. The program consists of a Geoboard, on which "electronic" bands can be stretched over pegs, and a Drawing Board to use in manipulating these shapes.

#### *Visualizing Algebra*

This set of innovative tools enables students to explore functions through their symbolic representations, graphs, and tables of values. Students can manipulate any representation and see the effects of this action on other representations. This flexibility and power underline the centrality of functions and graphs in the study and understanding of algebra. Each program is accompanied by a guide for teachers and a collection of problems and projects.



### LANGUAGE ARTS SOFTWARE

**Director:** Ilene Kantrov  
**Funders:** Education Development Center, Inc.,  
Prentice Hall, Inc.,  
Sunburst Communications, Inc.

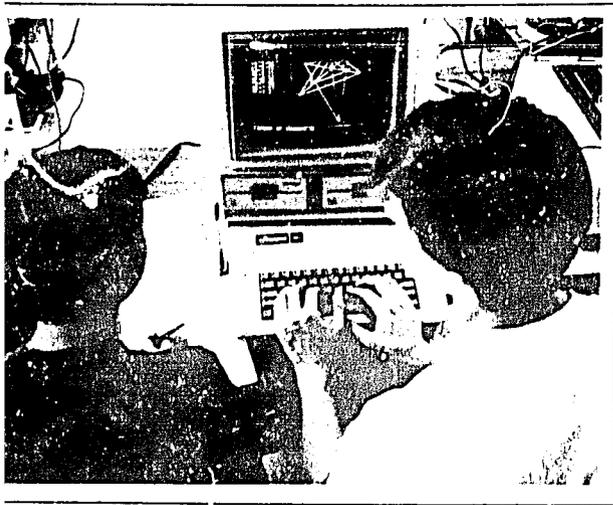
Language arts software projects help students build their skills in reading, writing, and spelling. Current projects include:

#### *Prentice Hall College Writer*

This integrated set of software tools complements a process-oriented approach to teaching writing at the college and high school levels. It includes a word processor that is versatile and easy to learn and to use, a notes function that allows writers to experiment with and organize ideas, a comments function that lets instructors and others respond to the writer's work, and an on-line handbook for quick reference on matters of grammar, mechanics, and punctuation.

#### *Switchboard*

*Switchboard* is a language arts activity designed to help children explore and understand a variety of sentence structures. It gives students practice in constructing sentences and making judgments about sentence acceptability at three levels of difficulty. The program promotes the development of skills applicable to writing correctly, editing one's own writing, and reading with understanding.



## LOGO LEARNING: A COLLABORATIVE RESEARCH PROJECT WITH TEACHERS

Directors: Daniel H. Watt, Molly Watt  
Funder: National Science Foundation

EDC has worked with teachers both in their classrooms and in a biweekly research seminar to identify how to use Logo more effectively as a learning tool for students. The project is creating methods for observing and assessing Logo learning and documenting how this collaborative research process can contribute to the professional development of teachers.

## Research, Training and Dissemination

### URBAN MATHEMATICS COLLABORATIVES: TECHNICAL ASSISTANCE AND OUTREACH COMPONENTS

Directors: Mark Driscoll, Brian Lord  
Funder: The Ford Foundation

EDC provides support to the Urban Mathematics Collaboratives (UMC), eleven projects that seek to strengthen mathematics education and to promote teachers' professional development in urban high schools. The Technical Assistance Project provides resources and support around key issues such as teacher renewal, mathematics education, governance, and equity. The Outreach Project provides support services in policy and communications and facilitates replication of the UMC model.

### TEACHER NETWORKS GROUP

Directors: Myles Gordon, Brian Lord  
Funders: National Science Foundation, Carnegie Corporation of New York, The Ford Foundation, Hitachi Foundation, Sherman Fairchild Foundation, Inc., Collaboratives for Humanities and Arts Teaching, The College Board, and others

The Teacher Networks Group is itself a network initiated by a small group of government, foundation, and corporate program officers. It is a diverse collection of projects that reflects a variety of funding sources, different project strategies, and a range of size and geographic scope. The common thread is a commitment to promoting the professional growth and development of teachers. EDC is serving as staff for the Teacher Networks Group and working with the group to plan and conduct a series of technical workshops and policy seminars.

*The hallmark of EDC is its good taste and integrity. Over the years, EDC has developed reliable processes of change and development for educators and their institutions. This work takes sensitivity, imagination, street smarts and humor — all of which the EDC staff has.*

**Barbara Scott Nelson  
Program Officer,  
The Ford Foundation**

## EDUCATIONAL TECHNOLOGY CENTER

Subcontract Directors: Myles Gordon,  
Philip Zodhiates  
Funder: U. S. Department of Education (through a  
subcontract from Harvard University)

EDC conducted research on the use of computers in schools to determine ways in which computers could help students and teachers deal with subject matter topics and concepts that traditionally have been difficult to teach and learn, so called "targets of difficulty." Focusing on areas such as word problems in arithmetic, using graphs in algebra, and inquiry in geometry, EDC investigated student misconceptions, strategies for using technology, and implementation issues in the classroom and the school setting. In addition to research reports, EDC produced a number of videotapes that address the educational applications of computers from a variety of perspectives: the range of potential computer uses in instruction, teaching strategies to support mathematics instruction, and obstacles and opportunities from the teacher's point of view.

*I have been working closely with EDC for almost two decades now. I cherish my relationship with this organization that has been in the forefront of education reform for more than thirty years. Many of the tens of thousands of people who have been involved in EDC's various programs over the years continue to spearhead thoughtful, progressive reform in education both here and abroad.*

Judah L. Schwartz, Professor,  
Massachusetts Institute of Technology,  
and Harvard Graduate School of Education

## International Programs

**DIRECTOR: RONALD C. ISRAEL**  
**CONTRACTS MANAGER: KARL CLAUSET**

EDC works collaboratively with institutions in the developing world to improve the efficiency of educational systems, to strengthen outreach efforts in nutrition, health, and agriculture, to facilitate technology transfer, and provide leadership training. EDC's approach to international development has been characterized by a spirit of partnership and a commitment to building support systems that foster self-reliance over the long term. For example, Education Development Center has helped to develop institutions of higher education in India, Algeria, Saudi Arabia, and Nigeria. All of these institutions are now being effectively run by local administrators and faculty. In the Dominican Republic a manpower study undertaken in the 1970s by EDC provided projections which remain accurate today and serve as a basis for that country's educational planning in the 1980s. In Africa, a continental organization, the Science Education Programme for Africa, continues the science education program developed in the 1960s and 1970s by EDC and eleven English-speaking African countries. These are only a few of the EDC seeds that have grown into thriving, self-supporting programs.

Current international projects employ a wide variety of innovative educational techniques. Social marketing strategies are improving the health-related behavior of at-risk populations. Interactive radio-based instruction is being used in developing countries to help overcome shortages of textbooks and qualified teachers. Leadership training programs are being implemented to help meet the human relations and management challenges of health and social service organizations. These and other methodologies are being used to help meet the escalating needs of the international community.



### Educational Planning and Curriculum Design

#### UNITED NATIONS DEVELOPMENT PROGRAMME STUDY OF EDUCATION AND TRAINING NEEDS IN DEVELOPING COUNTRIES

**Directors: Karl Clauset, Anthony Dawson**  
**Funder: United Nations Development Programme (UNDP)**

EDC is carrying out a global study of education and training needs in developing countries from now until the end of the century. The study focuses on needs in primary through postsecondary education and on challenges in technical and vocational training. Special attention will be given to the role that educational technology can play in addressing priority problems. The study will recommend an agenda for international technical assistance and make suggestions for appropriate UNDP activities.

## SCHOOL HEALTH PROJECT

Director: Ronald C. Israel  
Funder: Carnegie Corporation of New York

EDC is completing a project to analyze the extent to which nutrition and health factors affect learning outcomes in developing countries. The project will make recommendations to Unesco on ways in which Third World school health programs can be strengthened. Unesco will use the videotape that has been produced to sensitize policymakers to these issues.

*Over the last five years, EDC has carried out outstanding technical work with Unesco. Three major publications prepared by EDC Vice President Ronald Israel and his staff have been circulated to every country in the world. The last Unesco/EDC publication on social marketing for public health and nutrition projects has been acclaimed from every corner of the world as a truly pioneering contribution to international public health promotion.*

Susan Van der Vynckt  
Program Specialist, Unesco

## EDUCATION, TRAINING, AND HUMAN RESOURCES DEVELOPMENT INDEFINITE QUANTITY CONTRACT (IQC)

Project Manager: Mary Lou Johnson  
Funder: U. S. Agency for International Development (USAID)

EDC provides USAID missions, regional bureaus, and host country institutions around the world with technical assistance in matters relating to educational policy, planning, evaluation, human resources, development, management, and teacher training. Recent assignments have included advising the Ministry of Education in Indonesia on ways in which their "open university" system can be strengthened, designing educational programs for Afghan refugee communities in Pakistan, and providing an assessment of vocational and technical education programs in Jamaica. Assignments completed in 1987-1988 include:

*Textbook Production in Egypt*  
(Director: Peter H. Neumann)

An EDC team recently advised the Ministry of Education in Egypt on ways to improve their textbook design and production capacity. The team examined existing production facilities, reviewed data on textbook needs, conducted key informant interviews, and developed a comprehensive list of recommendations for the Ministry.



## Social Marketing and Public Health

### SOCIAL MARKETING IN HEALTH: CURRICULUM DESIGN AND TRAINING PROJECT

Director: Ronald C. Israel  
Funder: United Nations Educational, Scientific, and  
Cultural Organization (Unesco)

EDC has produced a set of curriculum guidelines for teaching a social marketing approach to health education, focusing on case examples from family planning, nutrition, and high blood pressure education campaigns. These materials will be used at a series of workshops in Asia (for faculty at schools of public health) and in Africa (for health education practitioners).



### WEANING PROJECT

Subcontract Director: Christine Hollis  
Funder: U. S. Agency for International Development  
(through a subcontract from Manoff  
International, Inc.)

The Weaning Project uses a social marketing approach to improve infant feeding practices in Northern Cameroon. The strategy focuses on the use of growth monitoring sessions for counseling of mothers on individualized steps they can take to improve their babies' diets.

### GUYANA FOOD MARKETING AND NUTRITION EDUCATION

Director: Christine Hollis  
Funder: United Nations Educational, Scientific, and  
Cultural Organization (Unesco)

EDC is assisting Unesco and the government of Guyana in promoting the development of a local market for indigenous foods. Five market research studies will be carried out to help the government identify solutions to deal with economic, technological, and distribution bottlenecks that constrain Guyana's local food production system. In addition, EDC will help the Ministry of Health mount a National Nutrition Education Campaign to promote breastfeeding and appropriate weaning practices.

### RESOURCES FOR CHILD HEALTH (REACH)

Subcontract Director: Ronald C. Israel  
Funder: U. S. Agency for International Development  
(through a subcontract from John Snow, Inc.)

To help lower infant, child, and maternal morbidity rates, EDC is working in developing countries to improve the delivery of key disease control technologies. Current participation involves the design and implementation of competency-based training for health professionals and the use of social marketing and mass media strategies to promote immunization coverage of vulnerable populations. An EDC resident advisor will be stationed in Bangladesh to assist the Ministry of Health in developing a social marketing campaign to increase immunization coverage of vulnerable populations.

## Leadership Training

### WHO PRIMARY HEALTH CARE LEADERSHIP TRAINING PROJECT

Director: Ronald C. Israel  
Funder: World Health Organization (WHO)

EDC is designing training materials for the World Health Organization to improve leadership capabilities of community health workers in developing countries. The curriculum emphasizes a service-oriented approach to community health care and draws on private sector training techniques often employed as a means for improving client relations. A pilot effort has been completed in Sierra Leone, and global dissemination plans are currently being developed.

### COSTA RICA PRIVATE SECTOR TRAINING PROJECT

Director: Sylvia Cowan  
Funder: U. S. Agency for International Development

This project seeks to strengthen the capacity of Costa Rica's nontraditional export sector by offering short-term training programs for private sector participants from the export industry, banking, and academic institutions. An EDC team designs courses that provide Costa Rican professionals with skills in management and marketing and offer exposure to state-of-the-art technologies.

### KING FAISAL UNIVERSITY ASSISTANCE PROJECT

Subcontract Director: Janet Whitla  
Funder: U. S. Department of Treasury (through a subcontract from the Academy for Educational Development)

EDC worked with a consortium of universities to help develop schools of medicine and architecture at King Faisal University in Saudi Arabia. The broad-based goals of the project were to provide technical and advisory assistance in higher education processes and operations, organize training and exchange of university personnel, and promote cooperation in research.

## Educational Technology



### RADIO LEARNING



Director: Thomas Tilson  
Funder: U. S. Agency for International Development

The Radio Learning Project aims to improve the learning of basic primary school skills through the use of interactive radio instruction. This project builds upon more than a decade of research and development resulting in effective, low-cost, radio-based curricula for developing nations. Curricula are now available for primary school mathematics, reading and writing in Spanish, and English as a Second Language. EDC is currently using radio programs to teach mathematics and language arts to primary school children in Costa Rica, Ecuador, Honduras, and Bolivia.

## Agriculture and Nutrition

### RADIO SCIENCE

Director: Frank Watson  
Funder: U. S. Agency for International Development

The Radio Science Project has developed an interactive radio-based instructional system to teach primary school science in Papua New Guinea. Lessons are designed to overcome textbook shortages and inadequacies in teacher training and focus on topics in agriculture, health, and community life.

### TRAINING IN INFORMATION STRATEGY DESIGN AND IMPLEMENTATION

Subcontract Director: Janice Brodman  
Funder: U. S. Agency for International Development  
(through a subcontract from Executive Resource Associates, Inc.)

EDC is developing a manual to help Third World decision makers address their information needs. For example, what kinds of information does a planning ministry need to know in order to make development decisions? What kind of data should it collect? How should it process and analyze information once it has been collected? The manual will draw on information strategy techniques from the private sector and apply them to solve public sector issues. EDC staff and associates will use the manual in training courses in Indonesia and Costa Rica.

### TECHNICAL SUPPORT FOR INTEGRATING NUTRITION INTO AGRICULTURE INDEFINITE QUANTITY CONTRACT (IQC)

Project Manager: Christine Hollis  
Funder: U. S. Agency for International Development

USAID contracts with EDC for short-term advisory services related to nutrition in the agricultural sector. Services include identification of goals, assessment of problems, evaluation of ongoing programs, and recommendations for improvement. A recent EDC study looked at ways in which food science and technology activities could be used to strengthen USAID programs in health and nutrition, food aid, trade and development, agriculture, and private sector development. Other EDC assignments include a workshop on the determinants of food consumption patterns in the Dominican Republic and an evaluation of USAID's Global Project dealing with nutrition planning and food consumption. Assignments completed in 1987-1988 include:

*Priorities For Food Sciences and Technology*  
(Director: Anthony Dawson)

EDC recently completed a comprehensive study of food science and technology needs in developing countries. The study identified a critical shortage of technical experts in this field and looked at ways in which food science and technology activities could be used to strengthen USAID programs in health and nutrition, food aid, trade and development, agriculture, and private sector development.

*Developing collaborative activities with EDC has been a very pleasant and encouraging experience. The combination of realism and academic insights with which the professionals in EDC function in developing health and development projects is commendable.*

H. S. Dhillon  
Director, Division of Health  
Education and Health Promotion  
World Health Organization



# School and Society Programs

DIRECTOR: CHERYL J. VINCE  
ASSOCIATE DIRECTORS: NANCY AMES,  
VIVIAN GUILFOY, CYNTHIA LANG

School and Society Programs (SSP) apply educational strategies to solve problems in health, education, human services, and criminal justice. SSP projects reach out to teachers, children and parents in early childhood programs; to faculty and students in formal school systems from kindergarten through postgraduate levels; to physicians, nurses and administrators in health care delivery settings; to faculty and students in schools of medicine and nursing; to judges and lawyers in the court systems; to employees and managers in corporations; to youth and their parents; and to citizens in community and voluntary organizations.

For over a decade, SSP has been helping to mainstream handicapped children into the Head Start program and to build the management and teaching capacity of directors and staff. In the nation's inner-city schools, prevention initiatives aim to reduce interpersonal violence and disruptive behaviors. New curriculum development projects address such challenges as how to teach problem-solving skills in science, how to use computers to improve writing skills, and how to teach AIDS prevention in the context of a comprehensive school health program. Projects in medical education help providers assume new leadership and advocacy roles to prevent death and disability from injury, to improve ethical decision making about life-sustaining treatments, and to improve discharge planning of elderly patients. SSP work with the courts is currently focused on research into ways to prosecute perpetrators of child abuse and still minimize trauma to the child as a witness. The unifying theme of SSP's work is dedication to effecting change in institutions and improving the quality of life for individuals at all stages of the human life cycle.

## Improving Schools and Colleges

### THE SAFE SCHOOLS PROJECT

Director: William Jennings  
Funder: U.S. Department of Justice, Office of  
Juvenile Justice and Delinquency Prevention

Many urban school systems are struggling with the problems of crime, violence, and disruptive behavior. By bringing together school action teams of administrators, teachers, students, parents, and community representatives, EDC has facilitated progress toward reducing these problems through locally generated and innovative changes in discipline policy and overall school environment. A pilot project in Providence, Rhode Island, has produced significant improvements in school spirit, discipline, and attendance.

### NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS

Director: Avron Spiro  
Funder: National Science Foundation

Teachers from Urban Math Collaboratives from across the country have participated in two-week training workshops at the North Carolina School of Science and Mathematics (NCSSM). EDC has been contracted by NCSSM to evaluate these "National Workshops for Introduction to College Mathematics" and conduct site visits to observe classroom implementation.

*Education Development Center is an outstanding organization capable of solving highly technical, social, and/or scientific problems and providing leadership in all three areas.*

**Duane Ragan**  
Former Project Officer with the U. S.  
Children's Bureau, U. S. Department  
of Health and Human Services

## **MICROPROCESS IN THE MAINSTREAM CLASSROOM**

**Director:** Catherine Cobb Morocco  
**Funder:** U. S. Department of Education, Office of  
Special Education Programs

The EDC Writing Project is studying how word processing can be used to help learning-disabled students improve their writing. EDC staff members work collaboratively with teams of teachers, computer specialists, and resource room teachers to learn how to set up a computer-supported writing environment, how to teach machine skills, how to integrate the computer into genre such as fables, fairy tales, and autobiographies, and what impact a computer-supported writing program can have on teachers' approaches to writing instruction and on learning-disabled students' writing processes and products.

## **PROBLEM-SOLVING IN SCIENCE: A FIELD-BASED STUDY OF SCIENCE PROBLEM-SOLVING BY LEARNING- DISABLED STUDENTS**

**Director:** Catherine Cobb Morocco  
**Funder:** U. S. Department of Education, Office of  
Special Education Programs

Learning in mainstream classes is an enormous struggle for many learning-disabled (LD) students because they lack the problem-solving strategies that other students tend to use spontaneously. Over the next three years, EDC will identify the problem-solving needs of LD students in fifth grade, activity-based science. Working closely with exemplary teachers, EDC will identify and test teaching approaches, particularly those involving writing strategies, to help students reflect on science activities, organize an investigation, and integrate new and old information. The project will result in new knowledge and materials to guide practitioners in using writing strategies to enhance science learning in the mainstream classroom.



## **INTEGRATING TECHNOLOGY**

**Director:** Judith Zorfass  
**Funder:** U.S. Department of Education, Office of  
Special Education Programs

EDC is working in collaboration with the Technical Education Research Center (TERC) to study how teachers and administrators integrate technology into language arts and mathematics instruction to benefit mildly handicapped learners in mainstream settings. EDC/TERC will construct models of the technology integration process and then test and disseminate the models.

## **IMPROVING TEXTBOOK PROGRAMS FOR MAINSTREAMED DIVERSE LEARNERS**

**Director:** Jean Ciborowski  
**Funder:** U.S. Department of Education, Office of  
Special Education Programs

The Improving Textbooks project has analyzed the twelve most commonly used social studies and science textbooks (K-12) to determine the extent to which textbook features and instructional design facilitate learning for handicapped students. Based on the findings, EDC staff conducted a Washington, D.C., conference for publishers, textbook selectors, teachers, and other concerned individuals with the goal of improving textbooks for all students.



## COMMUNITY-BASED SCHOOL PLANNING

Director: Kathleen Lynch  
Funder: The Ford Foundation

Using methods developed and field tested by Dr. Marcia Marker Feld, principal investigator of this project, the Community Based School Planning project seeks to bring schools and community agencies closer together through the process of participatory school planning. By analyzing population, housing and transportation projections and economic trends, school and community representatives can project future enrollment patterns and improve student services. EDC staff members will develop a practitioner's guide to the participatory school planning process and explore options for related products and services.

## IMPROVING URBAN ELEMENTARY SCIENCE (IUES)

Director: Judith Opert Sandler  
Funder: National Science Foundation

The IUES project is developing an activity-based elementary curriculum, using manipulative materials, for schools nationwide. The focus is on urban systems which are challenged by large numbers of low-income, minority, and special needs children, and is aimed at teachers who have limited science background and who are not trained in the inquiry approach to teaching. The curriculum is being developed in collaboration with six urban school districts and will be published and distributed by Sunburst Communications, Inc.

*The EDC community exhibits a sense of caring that is clearly communicated to others and this, more than anything else, enables EDC to build collaborative efforts and really make a difference.*

**Peter L. Buttenwieser**  
Consultant



## Promoting Health

### VIOLENCE PREVENTION CURRICULUM

Subcontract Director: Renee Wilson

Funder: Florence V. Burden Foundation, with additional support from the Robert Wood Johnson Foundation and the American College of Physicians (through a subcontract from the Department of Health and Hospitals, City of Boston).

This project has developed a school-based violence prevention curriculum that makes adolescents aware of the risks of harm from violence among acquaintances and teaches them to cope with their anger in non-violent ways. The program is based on the work of Dr. Deborah Prothrow-Stith, M.D., Commissioner of the Massachusetts Department of Public Health. The curriculum guide has been field tested and revised and is now being disseminated nationally along with a teacher training videotape.

### FIELD TEST AND EVALUATION OF THE VIOLENCE PREVENTION CURRICULUM

Director: Avron Spiro

Funder: U.S. Department of Justice, National Institute of Justice

This project is evaluating the effectiveness of the violence prevention curriculum in five national field test sites. Using experimental and control groups, the evaluation will develop instruments and assess the impact of this learning experience on students' knowledge, attitudes, and self-reported behaviors related to conflict avoidance and nonviolent conflict resolution.

*I had developed a curriculum on violence prevention for tenth graders, but as a physician I did not have the expertise to develop a formal curriculum packet. Cheryl Vince and the other wonderful people at EDC helped me convert my notes into a teacher's guide for widespread distribution. Their patience, sense of humor, perseverance, and most of all professionalism allowed us to overcome numerous obstacles.*

**Deborah Prothrow-Stith, M.D.  
Commissioner, Massachusetts  
Department of Public Health**

### VIOLENCE PREVENTION IN HEALTH SETTINGS AND THE COMMUNITY

Subcontract Director: Vivian Guilfooy

Funder: U. S. Department of Health and Human Services, Bureau of Health Care Delivery and Assistance (through a subcontract from Boston City Hospital)

EDC is developing a screening and training protocol for physicians working with urban youth to use in their treatment of young people at high risk for violent behavior. EDC is also creating print materials to accompany "trigger" films designed to promote discussion about violence prevention in community settings.

### EDUCATING PROFESSIONALS IN INJURY CONTROL (THE EPIC PROJECT)

Director: Rebecca Jackson

Funder: The Pew Charitable Trusts

EDC staff is working with faculty at Johns Hopkins School of Hygiene and Public Health to develop teaching materials on the science of injury prevention for schools of medicine, nursing, and public health. The materials will be field tested and evaluated at the University of Pennsylvania's School of Nursing, the Medical School at Oregon Health Sciences University, and the University of California at Berkeley's School of Public Health. Faculty at these institutions have made a commitment to incorporate relevant modules on the science of injury prevention into their courses.



## NEW ENGLAND NETWORK TO PREVENT CHILDHOOD INJURIES

Director: Patricia Molloy  
Funder: U. S. Department of Health and Human  
Services, Bureau of Maternal and Child  
Health Resources Development

The New England Network operates as a partnership among the directors of maternal and child health, state injury prevention program directors, and professional staff from EDC. Together they form the first regional injury prevention and control effort in the nation, working to identify the major injury risks to children and ways to reduce those risks through prevention projects. The Network has produced and is currently disseminating a variety of products on injury prevention: slide shows on child and teenage safety for lay and professional audiences, a directory of injury prevention professionals, and conference proceedings on injury issues.



## NEW ENGLAND NETWORK INCENTIVE GRANT

Director: Patricia Molloy  
Funder: U. S. Department of Health and Human  
Services, Bureau of Maternal and Child  
Health and Resources Development

This project, an adjunct to the Network's activities, helps each state gain ongoing financial support for a permanent childhood injury prevention program within the state health department. Targeted educational activities aim to make health department personnel, legislators, professional and community groups, the media, and general public more aware of the injury problem and the need for a prevention capacity.

## INJURY PREVENTION: MEETING THE CHALLENGE

Director: Patricia Molloy  
Funder: U. S. Department of Health and Human  
Services, Bureau of Maternal and Child  
Health and Resources Development

With input from a national committee of thirty-one experts from many disciplines contributing to injury prevention and control, this project is preparing a sequel to *Injury in America*. To be published in early 1989, *Injury Prevention: Meeting the Challenge*, will be a guide for state and local health practitioners that discusses the process of planning, implementing, and evaluating programs. It also reviews the current thought on injury intervention and identifies promising measures for preventing traffic, home, recreational, and occupational injuries as well as injuries resulting from interpersonal violence and suicide.

## ACTIVITIES WITH NEW ENGLAND INJURY PREVENTION RESEARCH CENTER

Subcontract Director: Cheryl J. Vince  
Funder: Centers for Disease Control (through a subcontract from Harvard School of Public Health)

The Harvard School of Public Health is one of five academic centers across the country funded to conduct research on the problem of injuries. EDC, along with several other institutions in the Boston area (Boston University Schools of Medicine and Public Health, Tufts University College of Engineering and School of Medicine, and the Massachusetts Department of Public Health) plays a role in the Center. Serving on the core faculty of the center, one of EDC's major tasks is to convene several conferences on preventing motor vehicle injuries and publicize the conference results to professionals and the public.

## INTEGRATING AIDS AND SMOKELESS TOBACCO INFORMATION INTO COMPREHENSIVE SCHOOL HEALTH EDUCATION

Director: Doryn Davis Chervin  
Funder: Centers for Disease Control, Office of School Health and Special Programs

EDC is working with the Centers for Disease Control on comprehensive school health curricula for grades K-12. Currently information about the prevention of AIDS and use of smokeless tobacco is being integrated into "Growing Healthy"(K-6) and "Teenage Health Teaching Modules"(7-12). Accompanying student and teacher materials provide guidelines for school and community leaders to develop policies and programs concerning AIDS. A national network of certified trainers is being formed to manage dissemination and implementation.

## DRUG ABUSE RESISTANCE EDUCATION (Project DARE)

Director: Eva Marx  
Funder: U. S. Department of Justice, Bureau of Justice Assistance, and the Committee on Criminal Justice, Commonwealth of Massachusetts



DARE is a substance abuse prevention education program for grades five and six in which a uniformed, trained police officer is the teacher. The structured curriculum features peer resistance skills, development of self-esteem, decision-making skills, stress management, and alternatives to drug use. EDC has published widely to promote interest in DARE, developed a manual which describes how to replicate DARE, and helped to establish the program in seventeen Massachusetts communities.

## ADOLESCENT HEALTH IN PUERTO RICO

Subcontract Director: Sara Garcia  
Funder: Robert Wood Johnson Foundation (through a subcontract from the Puerto Rico Community Foundation)

EDC is working with the Puerto Rico Community Foundation to identify the major adolescent health problems on the island and design new ways, both delivery of care and preventive services, to improve the health and the quality of life for Puerto Rican adolescents.

*EDC is able to develop the kind of interactive courseware that appeals to worksite populations—upbeat, skill oriented, and learner focused. The staff contains some of the very best health educators I have ever encountered.*

**Terry Mason  
Product Director,  
Johnson & Johnson Health  
Management, Inc.**

## HEARTWORKS

Director: Marianne Larned  
Funder: Johnson & Johnson Health Management, Inc.

For employees concerned with cholesterol reduction, EDC developed "Heartworks," a curriculum for use in corporate health promotion programs. A Leader's Guide and a Participant Manual teach facts and strategies about diet and exercise. The program emphasizes upbeat group interaction and activities that respect the privacy of participants.

## ELDERCARE SEMINARS

Subcontract Director: Anne Glickman  
Funder: IBM (through a subcontract from Work/  
Family Directions)

For employees faced with decisions about the care of an elderly family member, EDC developed "ElderCare," a series of seminars for use in corporate and community settings. These seminars teach caregiving skills, discuss options for care, and explore the financial, legal, and emotional issues that arise in planning for care.



## WOMEN AT HIGH RISK FOR AIDS

Subcontract Director: Sara Garcia  
Funder: National Institute of Drug Abuse (through a subcontract from Abt Associates)

Prostitutes and female partners of intravenous drug users are at very high risk of contracting AIDS. EDC is working with Abt Associates to produce training materials in English and Spanish to help outreach workers recruit women into prevention programs and to reinforce prevention messages. Programs are currently underway in Mexico, Puerto Rico, and Connecticut.

## ALCOHOL EDUCATION FOR PARENTS

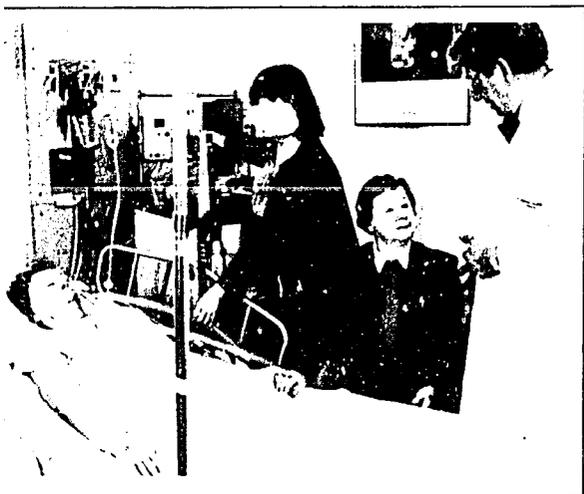
Director: Charles Deutsch  
Funder: Joseph E. Seagram & Sons, Inc.

EDC and a group of experts in alcohol education are advising on the development of an educational campaign aimed at parents of preteen children. The goal is to teach parents how their own drinking behaviors can affect their children's use of alcohol and to give parents the skills to talk with their children about the abuse of alcohol.

## DISCHARGE PLANNING FOR NURSES

Director: Lydia O'Donnell  
Funder: U. S. Department of Health and Human Resources, Health Services Administration

EDC, in conjunction with Boston's Beth Israel Hospital, is developing a continuing education program on discharge planning for acute care nurses. Didactic and clinical components will cover such topics as obstacles to discharge planning, evaluation of community resources, assessment and documentation of patient functioning, and issues of patients' rights and advocacy. The materials will be disseminated to health care settings and schools of nursing across the nation.



## Strengthening Families and Children

### CHILD VICTIM AS A WITNESS

**Director:** Debra Whitcomb  
**Funder:** U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention

This project addresses the question: How can prosecutors most effectively prosecute child sexual abuse cases without imposing additional trauma on the children? An EDC research team is working to identify and implement promising strategies for alleviating the child's trauma in the criminal justice system.

### DECISIONS NEAR THE END OF LIFE

**Director:** Vivian Guilfooy  
**Funder:** W.K. Kellogg Foundation

EDC is collaborating with The Hastings Center to launch a new continuing education program for health professionals. The program will aid health professionals with ethical decision making concerning the termination of life-sustaining medical treatment for adults. This program will take place in acute-care and long-term care settings. A national evaluation is planned.

### PARENT AIDE EVALUATION

**Subcontract Director:** Eva Marx  
**Funder:** The Boston Foundation (through a subcontract from the Women's Educational and Industrial Union)

EDC is working with the Women's Educational and Industrial Union to evaluate a parent aide program serving teenage mothers in the Greater Boston area. The evaluation will examine the impact of services on the teenage mothers' education, career plans, and parenting behaviors.

### LEADERSHIP AND MANAGEMENT TRAINING FOR PHYSICIANS

**Subcontract Director:** Cynthia Lang  
**Funder:** U. S. Department of Health and Human Services, Public Health Service (through a subcontract from Mt. Sinai School of Medicine)

EDC is creating case-based materials for physicians in community medicine residencies and international fellows. The materials are designed to teach about organizational structure, informal systems, and theories of behavior in a wide variety of health care delivery settings. Where possible, the cases draw analogies between science and the human body and systems/structures within organizations.





### **RESOURCE ACCESS PROJECT (RAP)**

**Director:** Joanne P. Brady

**Funder:** U. S. Department of Health and Human Services, Office of Human Development Services, Administration for Children, Youth, and Families

The New England RAP assists Head Start programs in the region with any problems they may encounter in serving handicapped children and their families. RAP makes education and training materials available to Head Start staff through its resource library and provides training and technical assistance on issues such as specific disabilities, mainstreaming, collaboration with state and local agencies, and management of the Head Start Handicap Effort.

### **NEW ENGLAND RESOURCE CENTER**

**Director:** Joanne P. Brady

**Funder:** U. S. Department of Health and Human Services, Office of Human Development Services, Administration for Children, Youth, and Families

The Resource Center is part of a national network to provide Head Start grantees with a range of services. Activities include training conferences, technical assistance, establishing linkages with public and private agencies, and publicizing and disseminating print and audiovisual resources. The Resource Center has also conducted a national study to examine the relationship between Head Start and state and local education agencies. The results suggest ways in which Head Start can influence future state legislation and serve economically disadvantaged or at-risk children.

## **Building Work Skills and Careers**

### **WOMEN'S EDUCATIONAL EQUITY ACT (WEEA) PUBLISHING CENTER**

**Director:** Katherine Hanson

**Funder:** U. S. Department of Education, Office of Educational Research and Improvement

In the past eleven years, the WEEA Publishing Center has produced and distributed over 300 products with the common purpose of enhancing equal educational opportunities for girls and women. Materials are offered in four categories: curriculum (K-12, post-secondary, and women's studies courses); career development; staff development; and specialized (bilingual/multi-cultural, gifted and talented, minority and rural). Provided under grants from the Women's Education Equity Act, the products are available at low cost and include a wide range of print and audiovisual materials.

### **THE BOSTON DROPOUT PROJECT (WHOLE SCHOOL COMPACT)**

**Subcontract Director:** Katherine Hanson

**Funder:** U. S. Department of Education (through a subcontract from Boston Public Schools)

EDC, with the Boston Public Schools, helped develop and implement this innovative national model for collaboration among schools, business, and community organizations that are attempting to deal with at-risk students and the escalating dropout rate. The Whole School Compact is a K-12 comprehensive program that focuses on reducing the dropout rate of Hispanic students in inner-city schools. EDC provides resources and training in multicultural awareness, cooperative learning, research findings on at-risk students by grade level, and negotiation and mediation. In addition, it will work to develop a system-wide vision of education and a comprehensive K-12 plan for dealing with the needs of at-risk students.

## Cross-Cluster Projects

### MIDDLE GRADES IMPROVEMENT PROJECT

**Directors:** Nancy Ames, Peter Buttenwieser  
**Funder:** The Lilly Endowment, Inc.

The Lilly Endowment is attempting fundamental change in Indiana's educational system by offering planning and implementation grants to eleven school districts in the state. In each school system, teams of administrators, teachers, and community representatives have identified innovative approaches to school governance, staff development, and curriculum. EDC is providing technical assistance to these school systems and will work closely with the endowment staff to achieve a related objective: connecting the school and community so that both inside and outside forces can join in serving the needs of young adolescents.

### EDUCATIONAL TESTING SERVICE CRITICAL THINKING PROJECT

**Directors:** Catherine Cobb Morocco,  
Ilene Kantrov  
**Funder:** Educational Testing Service, Inc.

In collaboration with Educational Testing Service and the Brookline, Massachusetts, public schools, EDC is developing prototype classroom materials to help middle school students strengthen their critical thinking abilities. Focusing initially on integrating critical thinking skills into language arts, the project is developing demonstration software, student activities, and teacher guide materials that promote skills such as forming an interpretation and supporting it with evidence.

### POVERTY IMPACT PROGRAM EVALUATION

**Director:** Janet Whitla  
**Funder:** The Boston Foundation

The Boston Foundation's Poverty Impact Program is focusing on four areas where bold efforts might begin to break cycles of poverty: maternal and infant health care, teenage pregnancy, employment and training, and urban parks and public places. Perhaps the most innovative promise of the program is its determination to move beyond formal and institutional services for the poor by supporting nontraditional initiatives and alliances. EDC shares in this forward-looking approach as it helps the foundation determine if the program is making a difference to individuals and offering a sense of hope and change in the community.



#### CREDITS

Photographs on pages 2, 3, 14, 15, 21, 23, 24, 26, 28, 29, 30, 31,  
by Marlene Millican.

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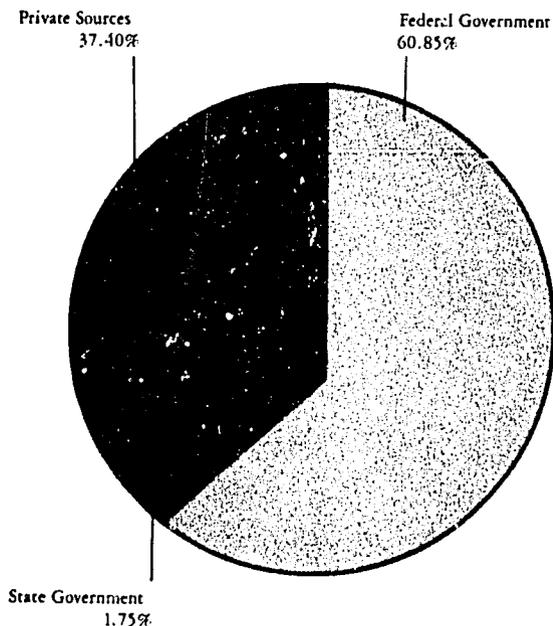
Layout Artist: Suzi Wojdyslawski

Publication Director: Sharon Pickett

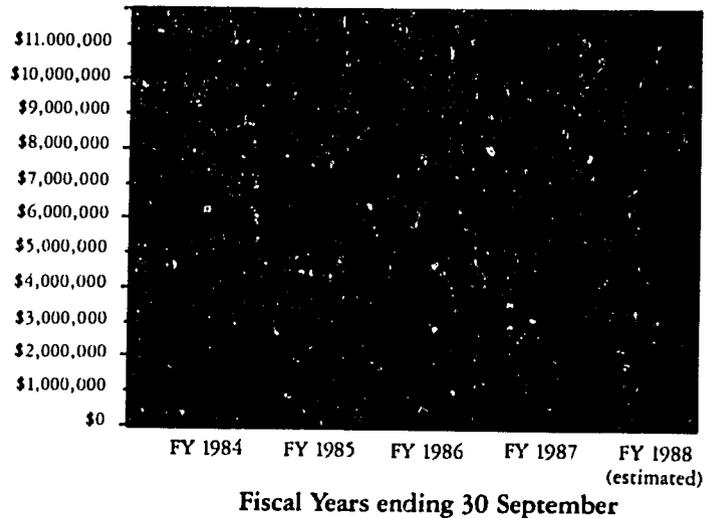
# Summary of Grants and Contracts Awarded

U.S. Department of Education, Health & Human Services, and Justice	\$ 42,154,479	21	\$ 2,262,568	27	\$ 2,992,435	58
National Science Foundation	40,458,835	20	1,228,805	15	697,960	14
Agency for International Development	46,525,700	23	126,011	2	470,676	9
Foreign Governments	31,481,321	16	0	0	0	0
All Others	40,294,554	20	4,661,608	56	973,377	19
<b>Total</b>	<b>\$200,914,889</b>	<b>100</b>	<b>\$8,258,992</b>	<b>100</b>	<b>\$5,134,448</b>	<b>100</b>
Unexpended Backlog of Grants and Contracts at End of Year			\$17,041,031		\$16,416,321	

## REVENUES BY SOURCE Fiscal Year 1987



## EDC REVENUES



# Financial Statements

YEARS ENDED SEPTEMBER 30, 1987 AND 1986  
WITH REPORT OF CERTIFIED PUBLIC ACCOUNTANTS



A MEMBER OF ARTHUR YOUNG INTERNATIONAL

## Arthur Young

One Boston Place  
Boston, Massachusetts 02102  
Telephone (617) 725-1100

The Board of Trustees  
Education Development Center, Inc.

We have examined the accompanying balance sheets of Education Development Center, Inc. at September 30, 1987 and 1986, and the related statements of activity and changes in financial position for the years then ended. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the statements mentioned above present fairly the financial position of Education Development Center, Inc. at September 30, 1987 and 1986, and the results of operations and changes in financial position for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis during the period except for the change, with which we concur, in the method of accounting for software development costs discussed in Note 1 to the financial statements.

*Arthur Young & Company*

November 19, 1987

Education Development Center, Inc. Balance Sheet		
September 30, 1987 and 1986		
Assets	1987	1986
Current Assets:		
Cash and cash equivalents	\$1,033,063	\$ 759,776
Marketable securities (market value of \$524,531 in 1987 and \$558,594 in 1986)	514,090	522,750
Accounts receivable	711,342	461,801
Unbilled costs on grants and contracts	705,395	590,887
Inventories	11,451	17,909
Prepaid expenses and advances	119,891	104,187
<b>Total current assets</b>	<b>3,095,232</b>	<b>2,457,290</b>
Fixed assets:		
Equipment and furniture	538,703	301,351
Leasehold improvements	359,603	335,142
	898,306	636,493
Less accumulated depre- ciation and amortization	537,094	427,787
	361,212	208,706
Software development costs, net of amortization	213,644	-
	<u>3,670,088</u>	<u>2,665,996</u>
Liabilities and Fund Balance	1987	1986
Current Liabilities:		
Advances on grants and contracts, principally from private sources	\$1,190,924	\$ 544,597
Accounts payable	445,564	257,712
Accrued expenses	169,299	129,840
<b>Total current liabilities</b>	<b>1,805,787</b>	<b>932,149</b>
Fund Balance	1,864,301	1,733,847
	<u>3,670,088</u>	<u>2,665,996</u>
See accompanying notes.		

Education Development Center, Inc. Statement of Activity		
Years ended September 30, 1987 and 1986		
	1987	1986
Revenues:		
Grants and contracts (Note 2)	\$8,298,688	\$5,363,875
Royalties (Note 3)	139,337	167,553
<b>Total revenues</b>	<b>8,438,025</b>	<b>5,531,428</b>
Expenses:		
Direct Costs:		
Salaries and employee benefits (Note 5)	2,595,791	1,651,891
Materials and services	1,474,265	1,171,174
Travel	440,686	345,689
Consultants	715,441	389,838
Subcontracts	1,372,029	875,591
	6,598,212	4,434,183
Administrative and indirect costs:		
Salaries and employee benefits (Note 5)	955,346	758,171
Materials and services	627,126	404,631
Travel	66,199	67,818
Consultants	152,372	110,163
	1,801,043	1,340,783
<b>Total expenses</b>	<b>8,399,255</b>	<b>5,774,966</b>
	38,770	(243,538)
Interest income	91,684	105,517
Excess (deficiency) of revenues over expenses	130,454	(138,021)
Fund balance at beginning of year	1,733,847	1,871,868
<b>Fund balance at end of year</b>	<b>1,864,301</b>	<b>1,733,847</b>
See accompanying notes.		

**Education Development Center, Inc.**  
**Statement of Changes in Financial Position**

Years ended September 30, 1987 and 1986

	1987	1986
Cash provided (used) by operating activities:		
Excess (deficiency) of revenues over expenses	\$ 130,454	\$ (138,021)
Expenses not involving cash:		
Depreciation and amortization	<u>298,302</u>	<u>74,764</u>
	428,756	(63,257)
Decrease (increase) in noncash working capital:		
Marketable securities	8,640	8,640
Accounts receivable	(249,541)	69,504
Unbilled costs on grants and contracts	(114,508)	(308,888)
Inventories	6,458	26,531
Prepaid expenses and advances	(15,704)	(33,055)
Advances on grants and contracts, principally from private services	646,327	437,507
Accounts payable	187,852	76,461
Accrued expenses	<u>39,459</u>	<u>16,758</u>
	508,983	293,458
Cash provided by operating activities	937,739	230,201
Purchases of fixed assets	(261,813)	(63,089)
Software development costs	<u>(402,639)</u>	<u>-</u>
Total increase in cash	273,287	167,112
Cash and cash equivalents at beginning of year	<u>759,776</u>	<u>592,664</u>
Cash and cash equivalents at end of year	<u>\$1,033,063</u>	<u>\$ 759,776</u>
See accompanying notes.		

**Education Development Center, Inc.**  
**Notes to Financial Statements**

**1. Organization and significant accounting policies**

Education Development Center, Inc. (EDC) is a publicly supported, tax exempt organization engaged in educational development.

*Revenue recognition*

EDC conducts its activities primarily under grants or cost reimbursement contracts. Revenues on all grants and contracts are recorded as costs are incurred. Overhead has been allocated to grants and contracts using contractual rates in relation to direct costs.

*Inventories*

Inventories of educational materials are stated at the lower of cost (first-in, first-out) or market.

*Depreciation*

Equipment and furniture and fixtures are depreciated over their estimated useful lives (2 to 9 years) using the straight-line method. Leasehold improvements are amortized over the lesser of useful lives or the remaining term of the lease.

*Marketable securities*

Marketable securities are U.S. Treasury Notes and are carried at the lower of cost or market.

*Software development costs*

During 1987, EDC began capitalizing software development costs at the lower of cost or net realizable value in accordance with Statement of Financial Accounting Standards No. 86. These costs had previously been charged to operations as incurred. Capitalized computer software costs are amortized over the remaining estimated economic life of the product (5 years) using the straight-line method. \$188,995 of software development costs were amortized in 1987.

**2. Operations**

EDC's revenues for the years ended September 30, 1987 and 1986 were provided from the following funding sources:

	1987	1986
Federal government	\$5,050,000	\$3,229,000
State government	145,000	158,000
Private sources	<u>3,104,000</u>	<u>1,977,000</u>
	<u>\$8,299,000</u>	<u>\$5,364,000</u>

Revenues from private sources include approximately \$563,000 in 1987 and \$909,000 in 1986 relating to a subcontract with the Academy for Education Development which in turn is under contract with the United States Treasury.

**3. Royalty revenues**

Under the terms of various grants received from the National Science Foundation (the Foundation), EDC is entitled to collect royalties and payments on products developed as a result of Foundation supported programs. These funds may be kept by EDC provided they are used first for royalty administration and the balance for science or science education projects. EDC received \$62,339 (\$58,325 in 1986) in such royalties of which \$37,328 (\$57,530 in 1986) was used for royalty administration and \$25,011 (\$795 in 1986) for science education development. Other royalty income, received without usage restrictions, amounted to \$76,998 in 1987 and \$109,228 in 1986.

**4. Lease commitments**

EDC occupies a facility which is leased through October 31, 1991. The lease provides for escalation of the minimum rent tied to the consumer price index and escalation of executory costs tied to actual increases.

The following is a schedule of future minimum rental payments under this lease:

1988	\$354,000
1989	354,000
1990	354,000
1991	354,000
1992	29,500

The total minimum rentals to be received in the future under noncancelable subleases expiring through October 31, 1991 is \$355,400.

The total composition of rental expense is presented below:

	1987	1986
Rental expense	\$454,790	\$455,160
Less - sublease rentals (included in grant and contract revenue)	<u>168,252</u>	<u>224,770</u>
	<u>\$286,538</u>	<u>\$230,390</u>

**5. Retirement plan**

All regular employees participate in a retirement income plan which requires EDC to contribute 10% of each participant's regular compensation to purchase retirement annuity contracts. Total retirement expense amounted to \$277,500 in 1987 and \$189,000 in 1986.

**NOTE:** Financial information for 1988 will be available from the Treasurer's Office after January 1, 1988.

Academy for Educational Development  
Bechtel Corporation  
The Boston Foundation  
Florence Burden Foundation  
Bush Foundation  
Cabot Corporation  
Carnegie Corporation of New York  
Child Welfare League of America  
Collaboratives for Humanities and Arts Teaching  
The College Board  
Control Data Corporation  
Danforth Foundation  
Educational Testing Service  
Exxon Education Foundation  
Ford Foundation  
Franklin Books  
General Motors Corporation  
Harvard Institute for International Development  
Hitachi Foundation  
Houghton Mifflin Company  
Johnson & Johnson Health Management, Inc.  
John Snow, Inc.  
W. K. Kellogg Foundation  
The Lilly Endowment, Inc.  
John D. and Catherine T. MacArthur Foundation  
Manoff International, Inc.  
March of Dimes/Birth Defects Foundation  
Massachusetts General Hospital  
Metropolitan Life Foundation  
Pan-American Health Organization  
The Pew Charitable Trusts  
Prentice Hall, Inc.  
Rockefeller Brothers Fund  
Joseph E. Seagram & Sons, Inc.  
Alfred P. Sloan Foundation  
Sherman Fairchild Foundation, Inc.  
State and local health and education agencies  
Sunburst Communications, Inc.  
Unesco  
UNICEF  
World Health Organization  
United Nations Development Programme  
United States Government:  
Agency for International Development  
Administration for Children, Youth, and Families  
Centers for Disease Control  
Division of Injury Epidemiology and Control  
Center for Health Promotion and Education  
Department of Education  
Office of Special Education and Rehabilitative Services  
Special Education Programs  
Women's Educational Equity Act Program  
Department of Health, Education, and Welfare  
Bureau of Education for the Handicapped  
Bureau of Occupational and Adult Education  
Office of Child Development  
Department of Health and Human Services  
Bureau of Maternal and Child Health and Health Services  
Office of Human Development Services  
Department of Justice  
National Institute of Justice  
Office of Justice Programs  
Office of Juvenile Justice and Delinquency Prevention  
Federal Emergency Management Agency  
National Endowment for the Humanities  
National Institutes of Health  
National Science Foundation  
Public Health Service, Bureau of Health Professions  
U.S. Information Agency