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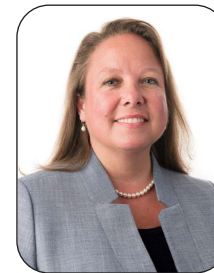
Stern Center
for Language and Learning

Years
Transforming
Lives

ANNUAL REPORT | SEPT 1, 2022 TO AUG 31, 2023



President's Message



Let's pause here together before you page any further in this Annual Report, because 40 years of transforming learners' lives merits a moment of reflection and pride. If you've received this document, dear reader, you have been part of the Stern Center's story, and I know you will share in our joy as our nonprofit reaches this 40th anniversary milestone.

The work remains urgent. The newest data, summarized on the facing page, shows us that Vermont's students, like students across the U.S., need all of us—parents, educators, leaders, and citizens, to focus on their learning as a vital priority. Without reading and math proficiency, they cannot achieve the fullness of their dreams and become part of the story of a successful community, state, and nation. Every child deserves our commitment to that success. On page 21, we are proud to introduce you to our student Stella, a learner at the Stern Center for a decade now, whose family has been helped every year by our income-based scholarship program. Our motivation to be there for students is stronger than ever, but as we turn 40, we've seen that reaching learners, both individually and collectively, through their teachers and schools, is our path to a future that includes every child.

The Stern Center's commitment to teachers and schools applies research to practical classroom reality. We support educators to keep learning about proven ways to reach every learner because we know they'll have a profound impact on students year after year. The Stern Center fueled that positive momentum this year for nearly 2,000 teachers from 34 states and 22 international locations.

Forty years strong. In the decades to come, let's commit to ensuring that all the people whose stories have powered the Stern Center's mission become the forerunners in an expanding narrative. Let us now do our part to write the page-turning story we have long imagined, in which opportunity becomes the birthright of every learner and every classroom door opens to a better world.

For learning,

Laurie Quinn, Ph.D.

In 1983, when Dr. Blanche Podhajski founded the organization that became the Stern Center for Language and Learning, President Ronald Reagan delivered his second State of the Union address; M*A*S*H aired its final television episode; Microsoft Word was first released; and Sally Ride became the first American woman in space. Here in Vermont, children with reading difficulties, and families that knew literacy was essential to the future they hoped to give to those kids, began making strides and finding answers at the Stern Center.

Thinking back across four decades of this storied organization, we celebrate an ever-increasing transformational impact for those we serve. We honor all who have made possible the Stern Center we know today. Bernice and Milton Stern, whose founding gift made our state stronger by fostering everyone's right to learn. The Hoehl Family, especially Cynthia K. Hoehl, who ensured that teachers can become unstoppable positive forces for their students. The members of our Honorary Board and the scores who've volunteered on our Board of Directors have guided us through each decade. All are among the distinguished company who brought us to today and inspire us still.

The commitments of our steadfast supporters ensure that we keep dreaming big and achieving more. Philanthropic foundations and generous individuals are listed by name in this report, reflecting our gratitude for each and every gift in service to learning and equity of opportunity. Please know that we continue to count on and to treasure your support.

READING

34%

OF VERMONT'S 8TH GRADERS ARE PROFICIENT OR ABOVE IN READING

23%

OF VERMONT'S 8TH GRADERS WHO QUALIFY FOR FREE AND REDUCED LUNCH ARE PROFICIENT OR ABOVE IN READING



MATH

26%

OF VERMONT'S 8TH GRADERS ARE PROFICIENT OR ABOVE IN MATH

15%

OF VERMONT'S 8TH GRADERS WHO QUALIFY FOR FREE AND REDUCED LUNCH ARE PROFICIENT OR ABOVE IN MATH

Vermont data from the 2022 National Assessment of Educational Progress, known as the 'Nation's Report Card.'



Then *and* Now

Forty years of milestones.

Thousands of students, teachers, and stories.

1983

A POWERFUL EDUCATIONAL RESOURCE IS BORN

With a \$50,000 grant from the Bernice and Milton Stern Foundation and the remarkable vision of Dr. Blanche Podhajski, the Center for Language and Cerebral Function is founded, bringing scientific knowledge and hope to students, families, and educators in Vermont.



1997

BOOSTING EARLY LITERACY

Building Blocks, a professional learning program for early educators, helps many of our youngest learners become ready to read and supports their teachers' knowledgeable practice. Starting in 2023, our new Reading Readiness Check-Up launches the next generation of this work.



2007

ELEVATING TEACHERS

Cynthia K. Hoehl's generous gift to the Stern Center creates an Institute for educators devoted to helping all children learn. Grants supporting teachers' professional learning become possible.



2008

SUPPORTING SOCIAL LEARNING

The Stern Center builds a team of social learning and autism specialists, speech therapists, and special educators to support students' communication skills and help learners of all ages engage more fully with the world.



2010
2018

SPREADING THE SCIENCE OF READING

The Stern Center's Orton-Gillingham Institute quickly creates a devoted following among teachers eager to put Orton-Gillingham's powerful instructional approach into practice.



2021
2023

CHAMPIONING AND EXPANDING ACCESS & EQUITY

Dr. Laurie Quinn is named the Stern Center's President following a national search.

In 2023, the Stern Center reaches a new height in funding raised for income-based financial assistance.



A Legacy of Life-Changing Learning

DR. MELISSA FARRALL'S EXPERTISE IN THE READING BRAIN is grounded in linguistics, the study of language itself, and has fueled a career dedicated to understanding and supporting people who learn and think differently.

After earning her doctorate in Slavic Linguistics, Dr. Farrall received a Master of Education specializing in learning disabilities. She worked as a learning disability specialist in New Hampshire public schools for several years and later became a certified Specialist in the Assessment of Intellectual Functioning, focusing on the link between reading and oral language. For the last eight years, Dr. Farrall has led the Stern Center's team of clinical and school psychologists and speech-language pathologists as Director of Evaluation, performing thousands of diagnostic evaluations. She has taught in the Department of Neurological Sciences at UVM's College of Medicine and published two books: *Reading Assessment* and *All About Tests & Assessments*.

Dr. Farrall's compassion for those with learning differences inspires her to pass on her knowledge to other educators. She will continue to teach courses periodically in her new Stern Center role as Affiliated Distinguished Scholar, offering guidance to the next generation of change-makers.



Dr. Melissa Farrall

Changing Outcomes for Adolescent Readers



Julie Brown

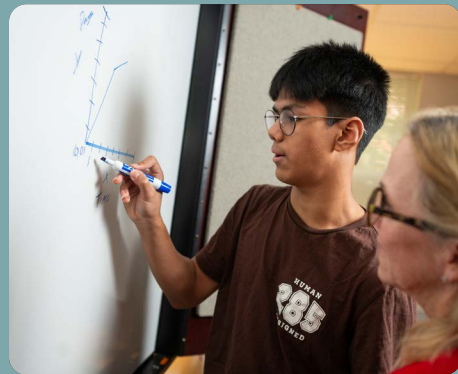
"EVERYONE DESERVES WHAT I LEARNED HERE," says a young man in a Woodstock structured literacy program launched by educator Julie Brown in 2014 with the support of her district's administrators and teachers. This initiative helps high school and middle school students with long histories of struggling in reading. Instead of being pulled out of class for literacy interventions, students elect to take a credit-bearing English class to give them the foundational skills and structured literacy support they missed in earlier grades. In this program, no one gives up on a young adult's literate future.

"We're meeting students' needs in a focused way," says Brown, "ensuring their educational experiences are full of equity and dignity and the power literacy can bring." Stern Center Director of Instruction Michelle Szabo mentored Julie in literacy and coached the team that launched the Woodstock literacy program a decade ago.



40 Years of Learning in Action

Reading, Writing, & Math Instruction That Transforms Lives



STERN CENTER INSTRUCTORS WORK individually in-person and online with students in Vermont and across the country to help them build the habits of success and foster a love of learning. The team consults with schools to support teachers and help students with specific learning disabilities.

Pandemic-related learning loss continues to affect student outcomes. The team is helping more students catch up while also being strongly committed to helping those with dyslexia, ADHD, and other learning differences.

“

From elementary school through to life as a young adult, I could not ask for a better resource than the Stern Center to help my son continue to grow and learn how to be his best self. The Stern Center truly understands him as a unique person and can explain challenges in a way he can understand with strategies within his reach to implement.

—Parent of a Stern Center Student

Social Learning & Speech Therapy Team Continues to Grow



Mary Cotton

THIS EXPANDING TEAM helps to foster communication skills and build students' connections and confidence.

“Speech therapy” is the service most people search for when they need help with communication skills, and it is now part of the department's name.

The team has hired two new speech-language pathologists, including Mary Cotton, who returns to us after spending more than a decade working in public schools. She received her early training at the Stern Center and specializes in neurodiversity-affirming care, social cognition, and self-regulation.

“

I cannot believe that the little third grade boy who sat on the couch crying to me, ‘I don’t get it! What’s wrong with my head?’ is the same child who can now keep up with his peers in reading.

—Parent of a Stern Center Student

How Can We Improve in Math?

Instructor Nancy Daniels Counts the Ways



Nancy (left) with a math student

and introduces new concepts in small chunks, progressing from concrete to visual to abstract problems and calculations.

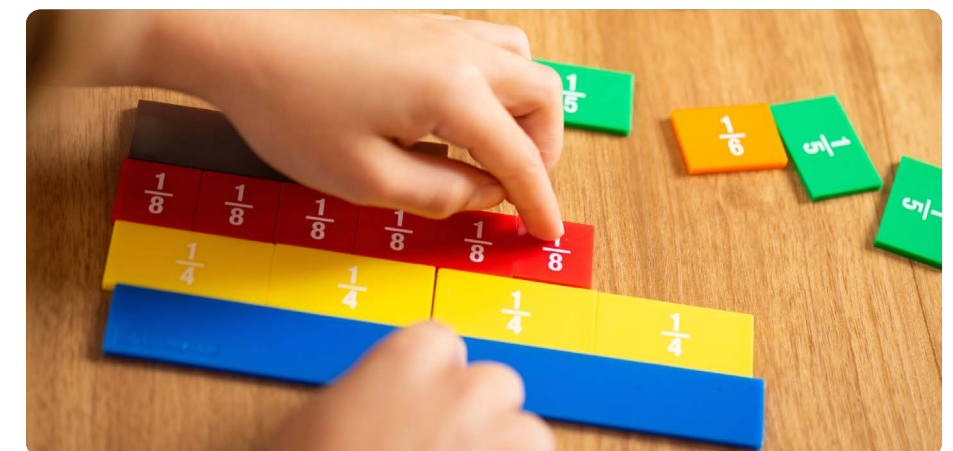
Daniels guides students from foundational skills and numeracy to place value, operations, fractions, and decimals—all the way up to calculus. She uses a multisensory approach and manipulatives—objects students can see and touch (beads, blocks, and even hopscotch squares)—to illustrate concepts. “Sometimes students need that hands-on piece to make a tactile connection with the brain,” she says.

Nancy's positive impact on Stern Center student's math confidence and capabilities makes them—and us—proud.

“EVERYBODY CAN LEARN MATH,” says math instructor Nancy Daniels, who has taught at the Stern Center for nearly ten years. “Half the battle is building students' confidence,” she says. “We need to help them see and understand that they can do math.”

And these days, kids need a lot of support. According to the National Assessment of Educational Progress, the 2022 decline in math scores was the largest ever recorded.

Daniels has always used evidence-based approaches, teaching math systematically and explicitly, circling back to reinforce prior learning. She gives clear and precise instructions





Literacy For All



“It is our moment to finally make education the great equalizer, the force that can help every student thrive, no matter their background, zip code, circumstance or language they speak at home.”

—Dr. Miguel A. Cardona, U.S. Secretary of Education

New Reading Readiness Check-Up Builds a Strong Literacy Foundation



King Street student

Just as a pediatrician checks on a child's health during a physical, our new Reading Readiness Check-Up assesses a child's foundational literacy skills at a critical time in their learning journey. Early reading skills are essential for all future learning, and catching issues early can have positive long-term effects.

We're piloting the Reading Readiness Check-Up in partnership with King Street Center and Capstone Head Start, two organizations that serve high-socioeconomic need communities. Children at King Street and Head Start are participating in the Check Up with parental consent



Janna Osman with a student

and staff support, to promote timely discussions about student learning in literacy and foster opportunities to strengthen reading readiness.

Janna Osman, Vice President of Advanced Learning, is leading these initiatives, conducting the Check-Ups, and providing literacy training to King Street and Head Start staff.

Evaluations

Providing a Well-Rounded Understanding of Each Learner



Dr. Cat McKelvey with an evaluation student

EVALUATIONS WERE A FOUNDING SERVICE of the Stern Center, and remain an essential part of the Stern Center's support for learners in our community. The Stern Center's Evaluation team draws on its expertise in clinical and school psychology, speech-language pathology, and neuropsychology to evaluate learners of all ages holistically, uncovering strengths and challenges and explaining how a child's or adult's cognitive and social-emotional profile affects school and work. Families can gain a deeper understanding of what their child is experiencing and identify ways to move forward to better meet their child's learning needs. Schools can also hone in on specific student assessment dilemmas with a Stern Center evaluation.

Forty years ago, the Stern Center began garnering a strong reputation for its research and clinical expertise. Medical students and pediatric psychiatry fellows gained insight into different learning profiles through rotations with Stern Center experts. Our commitment to the latest science remains unwavering.

Today, the demand for complex evaluations is increasing. “We're seeing more concerns about mental health, attention, and focus, executive functioning, and trauma-related issues in addition to learning differences,” says Dr. Cat McKelvey, the Stern Center's new Director of Evaluation.

Dr. McKelvey's outstanding contributions on the team in recent years will serve her well as she leads her colleagues in providing a long-standing Stern Center service that continues to prove life-changing.

The Right to Read in Vermont



Thanks to a generous grant from the Pizzagalli Family Foundation, Vermont leaders across sectors gathered to discuss the state of reading in Vermont, with a common interest in reading success for all students. Reading proficiency failures are linked to a host of economic and social problems, including dropout rates, mental health struggles, underemployment and poverty, addiction, family violence, crime, and incarceration.

The briefing featured a sneak peek at clips from the documentary film *The Right to Read* by director Jenny Mackenzie, which identifies literacy as the civil rights issue of our time.



TOP IMAGE: Melissa Farrall, literacy and assessment expert (left), Sheila Soule, Superintendent of Addison Northwest School District (center), and filmmaker Jenny Mackenzie (right).

LEFT IMAGE: Board member Jon Pizzagalli (left) and President Laurie Quinn (right).



The Hoehl Institute

Empowering Educators to Improve Literacy Outcomes for All Students

THE STERN CENTER IS A LEADER in learning and literacy, reaching almost 2,000 educators this year alone across 34 states and several countries. Our courses and workshops, plus custom coaching sessions, empower teachers with practices that foster success for all students.

“The Stern Center has been such a big support for us and a critical component of our transformation,” says Winooski School District Director of Curriculum and Learning Michael Eppolito. “Long-term professional development with a coaching component is the best thing.”

Winooski’s recognition of the link between literacy and equity has powered their commitment. Winooski is one of Vermont’s most diverse districts, with 86% of its students qualifying for free and reduced lunch and 54% English language learners. The district has been training its teachers in structured literacy through the Stern Center’s Lead to Read initiative. A recent Nellie Mae Education Foundation grant will expand the program’s impact by training more teachers and integrating structured literacy into Winooski’s afterschool reading club for struggling readers.



Students learning at Winooski High School and Elementary School



My coaching sessions this year were exactly what I needed as a teacher. Our coach answered all of my questions, probed me to think differently about my instruction, and provided me with additional resources. I am so thankful for this opportunity.”

—*Literacy Coaching Participant*



Leigh Buettler

Providing High-Quality Professional Learning and Coaching to Teachers Nationwide



Like many of the teachers who take our courses, Literacy Coach Leigh Buettler was drawn to structured literacy because she was concerned about the reading comprehension skills of her students—students who had made it to college without being able to comprehend fully what they were reading and write down their thoughts in informed and analytical ways. She joined the Lead to Read team in 2022.

Buettler, who has a deep commitment to the success of students, teachers, and schools, is furthering the Stern Center’s mission through the science of reading, leading the Professional Learning team as its new Director.

Lead to Read built an understanding of the research behind how children learn to read and then gave us practical ways to implement that research.

—*School Administrator*

Our Reach in 2022-2023



1,917
TEACHERS SERVED THIS YEAR

394
SCHOOLS SUPPORTED THIS YEAR

34
STATES & SEVERAL COUNTRIES ENGAGED THIS YEAR



Orton-Gillingham Institute

Increasing literacy through a time-tested flexible instructional approach: breaking down reading and spelling into smaller, more manageable skills students learn one at a time.



Megan Jolly



The kids I work with in the middle school have been trying and failing in reading since they started elementary school. A lot of them hate school. For years, I have been sitting with them, having them cry, shut down, throw chairs—I've seen it all—and it's because they couldn't read. So, this really personal journey has led me here and opened up many doors for me as a teacher. I worked with Stern Center OG Fellow Shirley Bate for a year and she's like a Jedi Knight of reading. Orton-Gillingham is successful because it allows kids to make gains. To see those kids stand a little taller and feel a little bit better about themselves, that's why I do this work.

—Megan Jolly, A/OGA, Special Educator, People's Academy, Morrisville, VT



Sharing Literacy Insights at the Orton-Gillingham Academy Conference

Peggy Price, Amy Ducey, and members of the Stern Center team at the Orton-Gillingham Academy annual conference in Boston.



A student practices blending sounds in words with Special Educator Sarah Warner, C/OGA



Amy Ducey, FIT/OGA, with a student

Achieving Meaningful Impact in Schools and Helping All Students Learn to Read

SINCE 2010, THE STERN CENTER'S ORTON-GILLINGHAM INSTITUTE has been providing comprehensive coursework and practicum opportunities for teachers, as well as transformative reading initiatives for schools and districts. Director Peggy Price, Assistant Director Amy Ducey, and their team of Orton-Gillingham literacy coaches are a force for reading equity, sharing strategies and techniques that even master's-educated teachers often haven't previously learned, to successfully teach literacy to all students.

The Institute trains and coaches educators to use the Orton-Gillingham Approach, a powerful, multisensory approach to literacy instruction grounded in a deep understanding of the English language. This time-tested methodology, dating back to the 1920s and named for two innovators in reading instruction and neuroscience, has helped even the most struggling readers succeed.

Hilary Paquet A/OGA, a Special Educator at East Montpelier Elementary School trained in the Orton-Gillingham Approach through the Stern Center affirms, "One of the reasons why I find teaching reading particularly fulfilling is because literacy is power, and when I teach children to read, I'm giving them the power to choose who they want to be."



Expanding the Power of Learning to Change Lives

Wayne, Megan, and Luca Munson-Warnken

FOR FORTY YEARS, we have empowered learners of all ages to achieve their full potential by providing the support and resources they need to succeed in school and life. Every child deserves an education that prepares them for all that the future has to offer, regardless of their background or circumstances.

The Stern Center is committed to championing equity so that all students receive the critical resources, caring support, and proven strategies they need to become confident lifelong learners. Thanks to you, we are increasing funding for income-based financial assistance and changing more and more lives for the better.



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\$100,000 & Up

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We thank all those who made gifts in support of every learner. If we have inadvertently omitted any names, we apologize and ask you to contact us with the correction. This listing includes donations and pledges received during FY23: September 1, 2022–August 31, 2023. Multi-year pledges are marked * and planned bequests are marked †.



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Blanche Podhajski and Kenneth Kreiling

Fran Rice
Cynthia Gardner-Morse

Baby Lucy Stein
Roberta and Richard Stein

Peter and Margie Stern
Anonymous
Michael and Marjorie Stern

Ed Wilkens
Marissa Strayer-Benton

Adam Wing
Anonymous

Woodworth Family
Stephen Scheu

Legacy for Learning Circle

The *Legacy for Learning Circle* honors those who have planned bequests to the Stern Center. These gifts provide enduring support that allows the Stern Center to help learners for the next 40 years.

Legacy for Learning Circle

Anonymous (2)
Frances Bagwell*
Ted and Joan Braun
Pamela Clark*
Megan and Greg Cluver
Nancy DiVenere
Kenneth Kreiling
Dolores Podhajski LeConche*
Joan and Herbert Martin*
Gordon and Christina Mills*
Blanche Podhajski Kreiling
Charles and Joan Poser*
Mary and Michael Scollins
Ann L. Smallwood*
Peter and Margie Stern
Paul Toomey*
Elizabeth Woods

* Deceased



Please contact Laurie Caswell Burke at lburke@sterncenter.org or call (802) 276-8669 to learn more about planned giving options.

We thank all those who made gifts in support of every learner. If we have inadvertently omitted any names, we apologize and ask you to contact us with the correction. This listing includes donations and pledges received during FY23: September 1, 2022–August 31, 2023. Multi-year pledges are marked * and planned bequests are marked ♡.

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Because Learning Endures

Generous donors establish named scholarships to help students with qualifying family incomes to access Stern Center services. Endowed funds honoring a loved one are awarded annually in perpetuity, while annual named funds are awarded during a single year. Our gratitude to all whose generosity provides equal opportunities for learners.

Michael Allen Scholarship
Charles Bartlett Scholarship*
Eileen Bonner Botjer Memorial Scholarship*
Leslie Watson Botjer Memorial Scholarship*
John Connell Scholarship*
Ursula Crews Memorial Scholarship*
T. Peter Doremus Jr. Memorial Scholarship*
Friends of the Stern Center
Endowed Scholarship*
Pat Greene Memorial Scholarship*
Sarah Gray Gund Memorial Scholarship*
William Cameron Hagedorn
Memorial Scholarship*
Katie Doremus Halsey Scholarship*

Cynthia K. Hoehl Institute Scholarship*
Kusiak Family Scholarship
Joan and Herbert L. Martin, M.D.
Memorial Scholarship*
Podhajski Family Scholarship*
Paul Post Memorial Scholarship
Eleanor "Chris" Pratt
Memorial Scholarship
Humbert L. Riva, M.D.
Memorial Scholarship*
Neil Shapiro Memorial Scholarship*
Smallwood Family Scholarship*
Paul Toomey Memorial Scholarship

* Indicates an endowed scholarship

Generosity That Lives On



Ann Smallwood

Ann Smallwood (1929-2023) was introduced to our organization by her daughter, Sandy Rendall, a longtime Board member and Chair. Ann was the epitome of warmth, grace, and intelligence. Elegant in appearance, she was a staunch supporter, not just through her generosity but also through her participation in all things Stern Center. Hers was a true passion for education and the arts.

In 1997, Ann and Frank Smallwood established the Smallwood Family Scholarship to help all students in need access the Stern Center for Language and Learning.



In Loving Memory

Women Essential to the Stern Center's Growth and Development



Dolores Podhajski LeConche

Dolores Podhajski LeConche (1933-2022), beloved sister of our founder, Blanche Podhajski, attended many of the Stern Center's events over the last 40 years. Dolores was a dedicated supporter, described by Blanche as "beautiful inside and out." Dolores began her career as a teacher and then spent the greatest period of her professional life as a college administrator, often working with future teachers. She deeply valued the importance of learning to read. As Blanche's big sister, Dolores read every imaginable children's book to her little sister and greatly influenced her love of learning. Dolores gave generously to the Stern Center, including a legacy bequest, to ensure that others could benefit from discovering that same joy. Dr. Dolores Podhajski LeConche's memory lives on for the many whose lives were better for having known this remarkable woman.



Sarah Gray Gund

The incredible **Sarah Gray Gund** (1942-2023) was the Stern Center's first Clinical Coordinator. Sarah was the third person President Emerita Podhajski hired when she began the Stern Center. Sarah was a uniquely gifted educator who brought her talents to both evaluations and instruction. She understood learner differences and tailored teaching accordingly. Sarah designed the Instruction program at the Stern Center and was a valuable mentor to innumerable clinicians. She had a keen sense of humor while possessing the kind of wisdom others sought out. In 2021, she served on the search committee that selected Dr. Podhajski's successor, Dr. Quinn. As an educator, a philanthropist, and a friend, Sarah Gray Gund's positive impact on our mission is unforgettable.

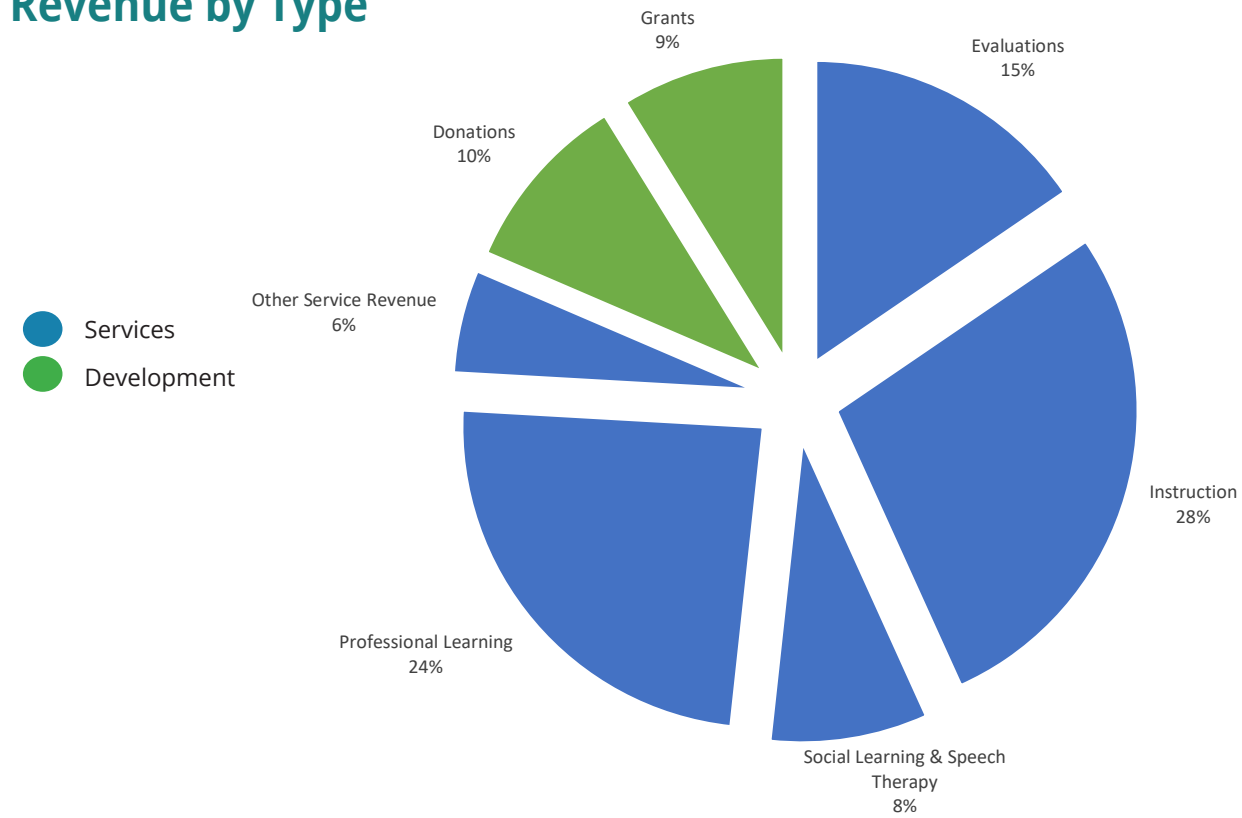
To honor Sarah's life as an educator, President Emerita Podhajski is establishing the **Sarah Gray Gund Memorial Scholarship**. The learners who will benefit from the endowed fund as it grows over the years will have critical access to Stern Center services that change their lives for the better.



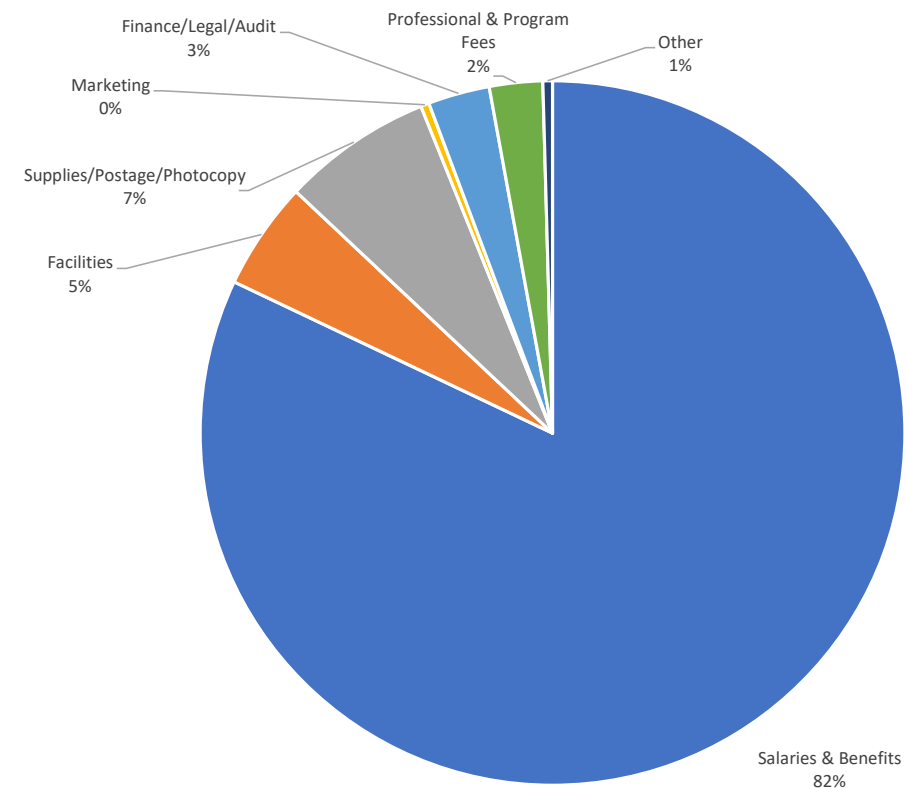


Financials

Revenue by Type



Expenses by Type



Statement of Revenue and Expenditures *

All funds for the 12 months ended August 31, 2023

	Unrestricted & Scholarship Funds	Temporarily Restricted Funds	Permanently Restricted Funds	Total
Revenue				
Evaluations	651,321	-	-	651,321
Instruction	1,168,232	-	-	1,168,232
Social Learning & Speech Therapy	356,619	-	-	356,619
Professional Learning	1,017,045	-	-	1,017,045
Other Service Revenue	234,183	-	-	234,183
Subtotal Services	\$3,427,400	\$0	\$0	\$3,427,400
Scholarships	(170,064)	-	-	(170,064)
Contributions and Grants	332,106	370,926	77,172	780,204
Other Income	42,882	388,973	-	431,855
Discounts	(29,412)	-	-	(29,412)
Reallocations for Operations	662,828	(662,828)	-	0
Services Funded by Grants	-	(164,807)	-	(164,807)
Total Revenue	\$4,265,740	(\$67,736)	\$77,172	\$4,275,175
Expenses				
Salaries & Wages	3,009,063	-	-	3,009,063
Benefits	562,527	-	-	562,527
Supplies/Postage/Photocopy	292,750	7,085	-	299,835
Facilities	215,921	-	-	215,921
Marketing	16,786	-	-	16,786
Special Events/Present/Mtgs	1,980	-	-	1,980
Staff Development & Training	2,655	-	-	2,655
Professional Fees	43,896	-	-	43,896
Travel	10,728	-	-	10,728
Finance/Legal/Audit	84,079	39,370	-	123,449
Other Program Expense	62,010	-	-	62,010
Miscellaneous - Admin	3,871	-	-	3,871
Transfers between Funds	(81,995)	81,995	-	0
Overhead Recovered/Charged	-	-	-	-
Total Expenses	\$4,224,271	\$128,450	\$0	\$4,352,721
Increase/(Decrease) in Net Assets before Reallocation	41,469	(196,186)	77,172	(77,546)
Reallocation for Capital	0	0	0	0
Increase/(Decrease) in Net Assets	\$41,469	(\$196,186)	\$77,172	(\$77,546)

*All figures represent unaudited financial results.



Champions for Change: Our Board

We are grateful for the service and dedication of our board members, who help us achieve our mission and grow our impact.

Bud Meyers, Ph.D.

Dr. Bud Meyers, a tireless advocate for all learners, is completing his service on our Board after serving for a decade. He has been a powerful ally during that time, promoting high-quality, evidence-based education in Vermont and beyond. Dr. Meyers is the former Deputy Commissioner of Education in Vermont and a founding director of the University of Vermont's James M. Jeffords Center for Policy Research, which conducts interdisciplinary research in education, health care, the environment, and government. We are grateful for Bud's exceptional contribution to our mission in his Board roles, and as a treasured friend to our organization.



Bud Meyers

Jon Pizzagalli

"People care. People want to do the right thing," says Stern Center board member Jon Pizzagalli about the reading crisis in Vermont. Jon has been instrumental in helping us expand our reach and impact, especially regarding literacy. A managing Partner of LMJ, LLC, Pizzagalli has extensive experience in the construction and real estate industries. His Board service ran the gamut from providing expert advice on our facilities to leading the national search for our second President as incoming Board Chair. Jon's clarity of vision and dedication to making a lasting difference has strengthened the Stern Center for its next 40 years.



Jon Pizzagalli

Welcome, New Board Members!



Sarah Healy
SVP of Marketing
at Cabot Creamery



April O'Dell
AVP of Finance
at Champlain College



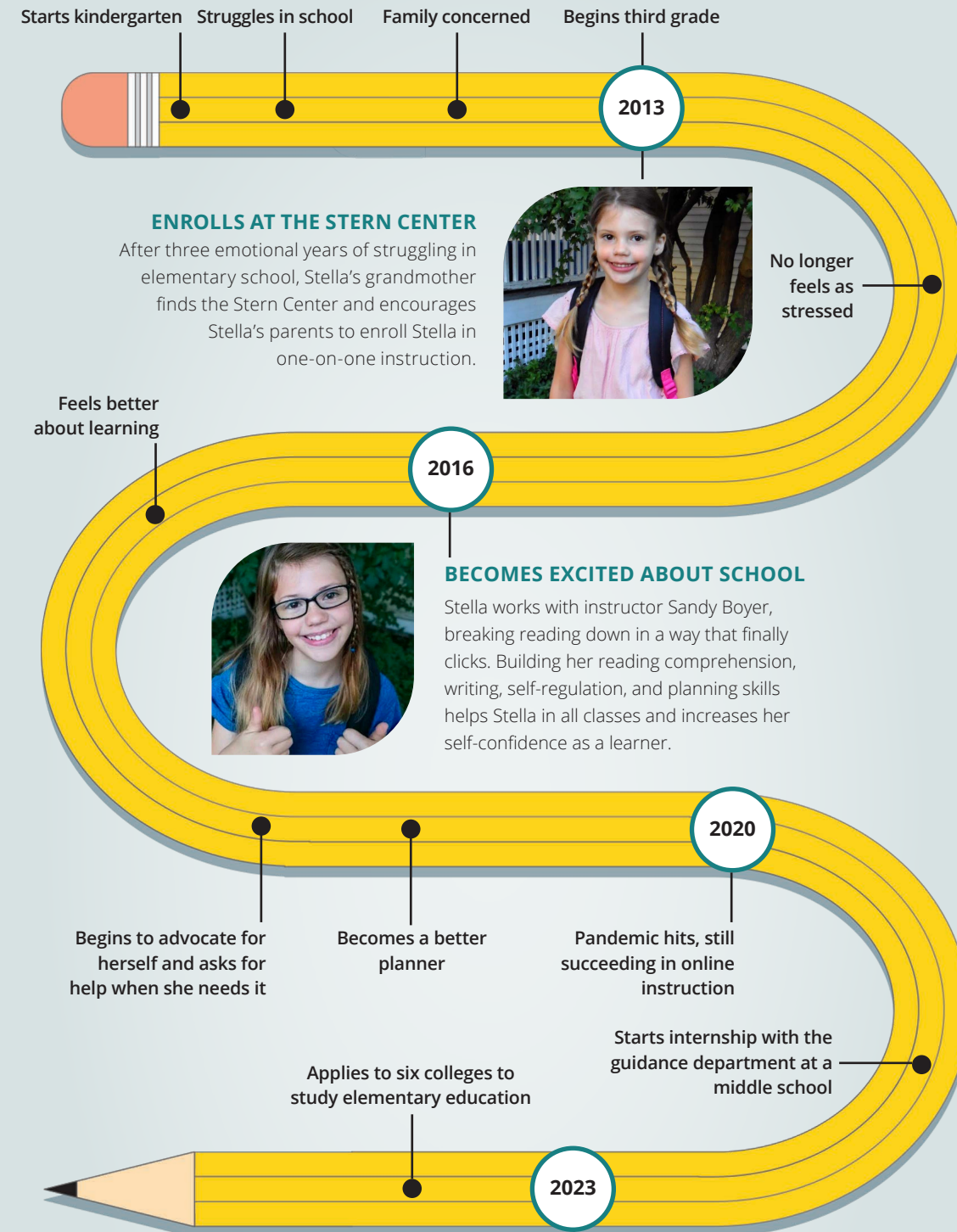
Sharon Wood
CEO of Happy
People Games

Board Members (FY23)

Elaine Pinckney, Chair
Carrie Alexander
Alexandra Connell
Graeme Connell
Bronwyn Dunne
Michael Healy
Sarah Healy
Bud Meyers, Ph.D.
Carol Ode
April O'Dell
Jon Pizzagalli
Adam Wing
Sharon Wood
Matthew Zahn
Laurie Quinn, Ph.D.
President

Honorary Board

Peter Stern, M.D.
Eugene Cenci
Governor James H. Douglas
Lewis R. First, M.D.
John M. Hoehl
Governor Madeleine Kunin
Senator Patrick Leahy
G. Reid Lyon, Ph.D.
Blanche Podhajski, Ph.D.
Eugene E. Richards III
Deborah Schapiro
David Stifler, M.D.
Barry Stone
Brian Till, M.D.



Meet Stella

"I didn't want people to know that it took me longer to learn because of my dyslexia," says Essex High School senior Stella Mosley, a student at the Stern Center since the third grade. "And because of that, I didn't ask for help or take advantage of resources at school."

Stella has been working with Stern Center instructor Sandy Boyer for ten years, improving her academic skills and learning to advocate for herself in school and life. Sandy is part of Stella's circle of champions. This loving team includes her father, her grandmother, and her mother and mentor, Sarah Mosley, a devoted early childhood teacher who passed away this year. "My mom was warm and kind and had the perfect job for her personality—she inspired me with her love of teaching," says Stella.

"I want other kids who struggle to know it gets better and to use their resources and find what interests them," says Stella. She plans to study education in college and wants to teach students the way she learned at the Stern Center by building confidence and helping students realize their extraordinary potential to learn and grow.



"I'm proud of making it this far, and it's a little bittersweet because I didn't think I was going to graduate," says Stella. "I thought school would always be something I hated, but now that I'm more comfortable with my learning style, it's made me love to learn."

We are grateful to have been a part of Stella's remarkable learning journey, and we wish her joy and success in the next chapter of her life!

This student, age 11, with a history of oral language delays and learning difficulties has academic challenges. She received individualized instruction to strengthen her **language skills** and her reading fluency has **improved two full grade levels**. 🌱 The student, age 9, struggles with learning challenges that made participation in school anxiety-provoking. In addition to **academic instruction**, he also attended our social learning group once per week. He demonstrated significant growth in his reading fluency, comprehension, and writing. He has shown a **132% improvement in speed** on grade-level assessments! His spelling also **improved by 75%** on standardized measures. He has completed several chapter books and become an engaged reader. 🌱 Given both the complexity of the student's learning profile and the challenges of an algebra curriculum, his parents decided to pursue additional **mathematic instruction** to supplement their home school program. The student showed a **64% gain in math concepts** and applications and a **92% gain in math computation**. 🌱 This student is a sophomore in college who has been given a preliminary diagnosis of ADHD and is receiving some accommodations, but for continued support and medication he is seeking a Stern Center **evaluation** for a clear diagnosis and recommendations. 🌱 This student is very sensitive to sound, light, and taste. She is very perceptive, emotional, temperamental as well. She has some dyslexia and parents suspect some level of ADD. This child is a returning student with autism attending **social thinking group**. She is the type of student who works 10 times harder than other students, but her grades and scores do not reflect her efforts yet. With support, she will be able to pursue her future dream of becoming a working artist. 🌱 This child has been a student at the Stern Center for about a year. In this short period of time, **he has made great progress**. He has come from not being able to read to reading a little stronger each time he is here. Parents love seeing this and want it to continue. They have applied for income-based financial assistance and have a strong commitment to helping their son. 🌱 The student has been home schooled for many years and attends our **speech and language instruction**, meeting twice a week. 🌱 The student is a 40-year-old adult who is attending **instruction sessions** each week for reading support. With a diagnosis of Autism Spectrum Disorder, he never likes to read. Since...



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