Key to WestEd’s effectiveness and longevity is our staff’s unrelenting dedication to making a difference for children now and in the future. Having maintained this focus throughout our 40-year history, WestEd is well positioned to continue improving practice and policy in education and human development.

I am proud that WestEd has earned a reputation as:

- a provider of research, services, and products that change minds and lives;
- a trusted, impartial convener, facilitating progress on even contentious issues;
- a capacity builder for clients and partners across the nation; and
- a pragmatic problem solver, adept at thinking through difficult real-world issues and creating effective solutions.

We have placed a premium on collaborating across the agency to address clients’ needs. WestEd’s portfolio of cross-disciplinary projects has expanded, holding the promise of making a greater, more fundamental difference in the future. And in recent years, we have strengthened our research base significantly. Our research takes many forms, including policy studies, evaluations of local and national initiatives, and studies using randomized controlled trials (RCTs).

A few examples of our many research initiatives under way in 2006 include: a rigorous evaluation of WestEd’s Quality Teaching for English Learners project, which has provided professional development to over 8,000 New York City educators; a National Science Foundation-funded study to ascertain effective ways that American Indian/Alaska Native students and their teachers use local knowledge and practices in education; an RCT study of the Understanding Science model of professional development, another on an algebra-focused intervention, and one on improving mathematics achievement for English learners.

In addition to strengthening our research and cross-disciplinary efforts in 2006, WestEd achieved new highs in dissemination figures, product sales, and press visibility. Three-quarters of a million documents were downloaded from our award-winning website, which again won national accolades. We redesigned our R&D Alert newsletter — which has won four national awards in the past four years — to a magazine format with longer, more substantive articles. And for the third consecutive year, WestEd was named one of the Best Places to Work in the Bay Area — home to our headquarters and five other WestEd offices.

I end 2006 deeply proud of my WestEd colleagues and what collectively they have accomplished. And I am eager to move forward rapidly, to take what we know and expand it for even greater impact with more people to ensure a brighter future for our children.

Glen H. Harvey, Chief Executive Officer
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agency overview

As a nonpartisan, nonprofit agency, all of WestEd’s work is driven by the agency’s mission: to work with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

WestEd’s roots trace back to 1966, when Congress first funded regional laboratories to find practical ways to improve the education of our nation’s children. Charged with “bridging the gap between research and practice,” a number of the original 20 laboratories grew beyond their initial charge and developed into successful organizations. Two in particular — Southwest Regional Educational Laboratory (SWRL) and Far West Laboratory for Educational Research and Development (FWL) — eventually merged in 1995 to form WestEd.

While continuing proudly to house the Regional Educational Laboratory West, the agency also encompasses hundreds of other contracts and grants that extend across the nation and internationally. WestEd’s more than 470 full-time employees are supported by a robust and diversified resource base from nearly 500 funders.

The agency’s assessment and accountability work continues to grow and have greater impact. WestEd has consolidated its position as a leader in this field, working at the national, state, and local levels, and is extending its expertise to address issues related to students who are typically least well-served — including English learners and students in special education.

WestEd’s Program for Infant/Toddler Care (PITC) celebrated its 20th anniversary in 2006 and has become the most widely used program for training infant and toddler care teachers in the country. WestEd’s K-12 Alliance also reached a 20-year milestone. This initiative has fostered excellence in science and math education by providing 95,000 teachers in more than 4,000 schools with challenging professional development that builds teacher leaders, improves instruction, and increases student understanding.

A Note About the Art

Students involved with two art education programs graciously provided the artwork that illustrates WestEd’s Annual Report this year.

One source for the student artwork was South Hillsborough Elementary School (Hillsborough, California), which works with Art in Action, a nonprofit organization that brings visual art education to classrooms. For over 25 years, Art in Action has enriched the lives of thousands of students through an engaging, hands-on curriculum that focuses on art history, art appreciation, and art techniques. Serving approximately 16,000 K-8 students in over 60 San Francisco Bay Area schools, Art in Action makes visual art an integral part of every student’s classroom experience.

Students of Lafayette public schools (Lafayette, California), through support from the Lafayette Arts and Science Foundation, also provided artwork for this report. Founded in 1980 in response to cutbacks in arts education, the Lafayette Arts and Science Foundation enhances and enriches the education of Lafayette students in art, science, music, humanities, and technology. Its programs include bringing practicing artists into the classroom to teach students how to create personal art using technique, art history, and art appreciation.
Bringing together leading researchers, educators, and policymakers, WestEd recently spearheaded the first update in 15 years of the science assessment framework for the National Assessment of Educational Progress (NAEP). New assessments guided by the framework will be administered nationally beginning in 2009.

WestEd is the lead agency or a partner in a quarter of the nation’s new regional Comprehensive Centers that build capacity at the state level to implement the federal No Child Left Behind Act (NCLB), improve student achievement, and close the achievement gap. And WestEd staff work side-by-side with teachers in hundreds of schools and districts to help improve student learning.

During the last two years, a million students completed the WestEd-developed Healthy Kids Survey, providing insights into student behavior in 85 percent of the school districts in California and helping the districts comply with NCLB requirements.

This is just a small sampling of what WestEd offers in education and human development. Evaluations and research confirm that WestEd’s efforts make a difference, contributing to higher student achievement and improving lives.

Although the organization is structured into 13 program areas — described in more detail in the following pages — much of WestEd’s work is collaborative across programs, taking advantage of the far-reaching expertise within the organization. For more information, please visit WestEd.org.

WestEd’s more are supported by a base from nearly
Assessment & Standards Development Services
DIRECTOR: STANLEY RABINOWITZ

Through an array of research, development, technical support, and services, Assessment and Standards Development Services (ASDS) makes substantial contributions to over 20 state assessment and accountability systems. ASDS staff develop and produce support materials for state and local assessments, provide policy analysis and technical support on school accountability, and perform alignment studies to demonstrate the relationship between content standards and student assessments. ASDS has expanded and deepened its expertise to ensure that assessments designed for underserved student populations — particularly English learners and students with disabilities — are both accessible and valid. ASDS was recently awarded the national Assessment and Accountability Comprehensive Center contract.

Center for Child & Family Studies
DIRECTORS: J. RONALD LALLY & PETER L. MANGIONE

Drawing on a broad research base, the Center for Child and Family Studies (CCFS) helps children get a healthy start in life. CCFS promotes quality child care; improves the effectiveness of services for children and families living in poverty; and influences national and local policies and practices that affect children and their families. In 2006, CCFS continued to help the California Department of Education create a state-of-the-art infant/toddler learning and development system and launched the comprehensive Power of Preschool service model. CCFS also celebrated the 20th anniversary of its acclaimed Program for Infant/Toddler Care (PITC) with an international symposium. PITC is now the most widely used program for training infant and toddler care teachers in the country, and its video and print materials are distributed worldwide.

than 470 full-time employees
robust and diversified resource
500 funders.
Center for Prevention & Early Intervention
DIRECTOR: VIRGINIA REYNOLDS

Through training, technical assistance, and resource development, the Center for Prevention and Early Intervention (CPEI) promotes positive outcomes for the birth-22-year-old population with disabilities and other special needs and for their families. Attendance at CPEI’s competency-based early intervention professional development series exceeded 600 multidisciplinary providers in 2006. CPEI also facilitated trainings for 100 preschool teachers to promote inclusive early care, education, and school readiness. CPEI staff supported state and local implementation of specialized services under the Individuals with Disabilities Education Act. This support included training more than 300 California Department of Education staff and providing national “webinars” to approximately 1,000 participants on key topics such as Response to Intervention (RtI). And as a provider of special education expertise through the California Comprehensive Center regarding implementation of NCLB, CPEI trained School Assistance and Intervention Teams that serve 152 program improvement districts.

Communications
DIRECTOR: MAX MCCONKEY

Communications serves as a centralized agency resource for information needs, with a particular focus on ensuring effective dissemination and use of WestEd knowledge. The program team continued to expand and improve WestEd's portfolio of products and publications by helping develop high-quality, practical, research-based resources in print, video, and electronic media. Among the recognition for Communications-produced resources in 2006 was a Distinguished Achievement Award for WestEd.org from the Association of Educational Publishers in the category for best institutional website. The Communications team also enacted a more sustained, integrated approach for reaching the media, resulting in substantial increases in coverage of WestEd’s work. Outreach and dissemination efforts also contributed to product sales of over half a million dollars in fiscal year 2006.

"You have been a tremendous force for helping to educate practitioners, families, and so many others who care deeply about our infants and toddlers.... There isn’t any more important job that any of us do in our own families or in our societies than to love and nurture and care for the next generation."  

Senator Hillary Clinton (New York) addressing PITC’s 20th Anniversary Gala celebration via videoconference
Science experts at WestEd are helping guide the future of science education by developing an updated framework for the National Assessment of Educational Progress (NAEP), “The Nation’s Report Card.”

Senta Raizen, director of WestEd’s National Center for Improving Science Education, and Richard J. Shavelson of Stanford University chaired the national planning committee and spearheaded development of the new framework that reflects the most current thinking in the fields of physical, life, and earth and space sciences.

As the only nationally representative, continuing assessment of what America’s students know and can do in various subjects, NAEP is a powerful lever for school change. Implementation of the No Child Left Behind Act has resulted in NAEP serving as an external check on state-level assessments. With NAEP becoming more widely used, more stakeholders have taken an interest in how it is designed and constructed.

Working under tight time constraints and balancing diverse views, NAEP framework designers achieved a remarkable level of consensus about what students should know about various topics. The project’s success stemmed largely from ongoing involvement of major stakeholders at federal, state, and local levels.

The National Assessment Governing Board, which oversees NAEP, and outside reviewers commended the framework as being innovative and rigorous. It breaks new ground by:

- linking science concepts to real scientific practices and to detailed performance expectations,
- explaining the thinking and reasoning processes that students must engage in to complete various assessment tasks, and
- expanding the range of items that test developers can use to probe students’ understanding of science.

WestEd’s contributions continue through overseeing the development of the assessment itself, including interactive computer tasks, one of the most innovative features introduced in the new framework. The resulting new science assessments will be administered nationally in grades 4, 8, and 12 beginning in 2009.
Comprehensive School Assistance Program  
DIRECTOR: FRED TEMPE

The Comprehensive School Assistance Program (CSAP) provides research-based professional development and technical assistance that helps transform low-performing schools and districts into highly effective learning organizations. CSAP’s work with schools and districts that fail to meet achievement goals combines active, collaborative planning with intensive data analysis to specify areas for improvement. In districts serving 30,000 students in Arizona’s Yuma County, for example, CSAP worked with local educators to standardize instructional practices and create classroom environments that contributed to student achievement gains and increased academic engagement. CSAP is one of the most frequently selected support providers for schools and districts in California, Arizona, Nevada, and Hawaii. CSAP also is home to the California Comprehensive Center, a federally funded effort to build the state’s capacity to implement the provisions of NCLB and raise the achievement of low-performing schools and districts.

Evaluation Research  
DIRECTOR: NAIDA TUSHNET

The Evaluation Research group helps clients — from the U.S. Department of Education to local education and social service agencies — discover what works and why. The program’s focus ranges from improving program design to informing policymaking to professional development and training. With funding from the California State University Chancellor’s Office, Evaluation Research staff continue to evaluate the California Academic Partnership Program. Funded by the U.S. Department of Education (ED), the Evaluation Research group also continues to evaluate comprehensive approaches to school reform nationally. Recently, ED leaders asked the Evaluation Research program to identify promising practices undertaken in “turnaround” schools — those that have moved from low-performing to acceptable performance. Evaluation Research’s reports have helped ED develop regulatory guidance and assistance programs.
Health & Human Development  
DIRECTOR: GREGORY AUSTIN

The Health and Human Development Program (HHDP) promotes positive youth development, school success, and well-being. HHDP staff—including Bonnie Benard, author of best-selling Resiliency: What We Have Learned—are recognized nationwide as experts on youth risk behaviors and resiliency factors that offset such risks. HHDP developed and maintains the nation’s most comprehensive non-Federal school-based health and behavior data collection system: the Healthy Kids Survey for students and its companion School Climate Survey for staff. The surveys have been completed by over one million students and 68,000 staff in the past two years. Local districts use the results to identify health and learning needs of students, establish program goals to address those needs, and monitor progress in achieving the goals. Other HHDP initiatives include researching alternative and career education to identify and foster multiple pathways to success for youth.

Innovation Studies  
DIRECTOR: NIKOLA FILBY

The Innovation Studies Program creates and disseminates user-friendly information on innovative school improvement policies and practices. Program staff study these practices in action, compare them to typical practice, relate them to relevant research, and analyze key features that appear to contribute to successful outcomes. Staff also develop tools that help educators adapt and implement new practices in their local contexts. Recent projects have included a series of Innovation Guides produced for the Office of Innovation and Improvement of the U.S. Department of Education on charter schools, parent involvement strategies, and distance learning; a “Rethinking High School” series funded by the Gates Foundation, along with other analyses of high school reforms in action; and a web-based resource compendium, BuildingChoice.org, that helps public school districts expand and manage parental choice options.

Learning Innovations  
DIRECTOR: JAN PHLEGAR

Learning Innovations at WestEd (LI) improves education for children by strengthening adult learning and promoting systemic improvement at the state, district, and school levels. LI provides professional development, research, and evaluation that bolster teacher quality and leadership, address needs of English learners and students with disabilities, and improve learning in science, math, and other subjects. As the only organization in the northeast that provides technical and research assistance through two Comprehensive Centers (providing NCLB assistance to states), the Northeast Regional Resource Center (focused on special education), and a Regional Educational Laboratory, LI’s expertise informs policy and implementation throughout seven northeastern states. As a partner in the New England Comprehensive Center, for example, LI worked with over 50 stakeholders in Massachusetts to develop a preK-12 literacy plan in 2006 that will shape policy, standards, and assessments for literacy teaching throughout the state.
The Mathematics, Science, & Technology Program (MST) helps educators meet the learning needs of all students with timely research, professional development, and informative resources. In 2006, MST celebrated the 20th anniversary of its K-12 Alliance, which has provided challenging professional development for more than 95,000 teachers and has been shown to increase student understanding in science. MST’s Center for Assessment and Evaluation of Student Learning continued to disseminate a student assessment model and tools to improve learning in science and conducted research on the influence of assessment practices on student learning. MST’s Leadership Curriculum for Mathematics Professional Development project has been enhancing the capacity of teachers and teacher leaders to improve mathematics programs nationally. And the program’s research staff have been investigating the effects of instructional programs in algebra.

Policy Center
DIRECTOR: PAUL KOEHLER

The Policy Center at WestEd links national, state, and local policymakers with research and best practices. Policy staff provide objective, current information and analyses on accountability, class-size reduction, charter schools, early childhood, vouchers, and other issues. The Policy Center develops strategies for improvement, highlighting developments that can benefit children and families. This year, the Policy Center issued a second-year analysis of the Utah K-3 Literacy Improvement program; worked on a national task force looking at “time and learning”; and responded to numerous inquiries from legislators, state board of education members, and education policy leaders in the western states. Center director Koehler also provides education policy advice to Arizona’s Governor under a unique contractual agreement.

> WestEd led the development of the NAEP 2009 Science Framework, which was completed and announced to the nation in 2006.

The significance of the NAEP [National Assessment of Educational Progress] framework cannot be overstated.... This is the vehicle that drives much of our nation’s conversation about science education.

Gerald Wheeler, Executive Director, National Science Teachers Association
Regional Educational Laboratory West
DIRECTOR: GARY ESTES

Regional Educational Laboratory West (REL West) initiated a new contract with the U.S. Department of Education’s Institute of Education Sciences in 2006 to continue serving the needs of Arizona, California, Nevada, and Utah. As one of the nation’s ten federally funded education laboratories, REL West conducts fast-response R&D projects and provides technical assistance, as well as rigorous multi-year experimental studies of promising interventions. Fast-response projects begun in 2006 include examining data on closing the achievement gap for elementary school English learners, nonacademic barriers to learning in school, and course-taking patterns among minority youth as preparation for postsecondary education. REL West also initiated randomized studies of professional development in science, instruction for middle school English learners, problem-based instruction for high school students, character education, infant/toddler care, and assessment accommodations for English learners.

Teacher Professional Development Program
DIRECTOR: AIDA WALQUI

Supporting teachers from preservice through teacher leadership, the Teacher Professional Development Program (TPD) develops teachers’ capacity for using instructional supports to teach rigorous academic content to all students, especially those students typically underserved in schools. 2006 was the third year of successful implementation of the program’s Quality Teaching for English Learners (QTEL) in the nation’s largest school district, New York City. Focused on the development of teacher expertise to support adolescent second language learners as they participate in powerful disciplinary engagements, QTEL also has a professional development component for education leaders. And TPD’s Strategic Literacy Initiative continued its participation in three federally funded randomized controlled studies of its Reading Apprenticeship approach to developing the literacy skills of adolescents who are struggling readers.
Arlene Ackerman
Former Superintendent of Schools, San Francisco Unified School District; and Professor, Teachers College, Columbia University

Tacy C. Ashby
Superintendent, Cave Creek Unified School District

Jorge O. Ayala
Superintendent of Schools, Yolo County Office of Education

John M. Baracy
Superintendent, Scottsdale Unified School District

Nadine Mathis Basha
Past President, Arizona State Board of Education

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President, Scripps College

David C. Berliner
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Cliff Ferry
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Joan Fleming
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Rex Fortune
Founder, Project Pipeline

Patricia Gandara
Professor, Division of Education, University of California, Davis

David Gordon
Superintendent of Schools, Sacramento County Office of Education

James L. Hager
Professor, College of Education, University of Nevada, Las Vegas

Gene E. Hall
Professor, College of Education, University of Nevada, Las Vegas

Patti Harrington
Superintendent of Public Instruction, Utah State Office of Education

Edmond Heatley
Superintendent of Schools, Chino Valley Unified School District

Guilbert C. Hentschke
Professor, Rossier School of Education, University of Southern California

JoAnne Hilde
President, Arizona State Board of Education
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Institution</th>
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<tr>
<td>Marsha Hirano-Nakanishi</td>
<td>Assistant Vice Chancellor, Academic Research, California State University</td>
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<td>Tom Horne</td>
<td>Superintendent of Public Instruction, Arizona Department of Education</td>
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<td>Paul D. Houston</td>
<td>Executive Director, American Association of School Administrators</td>
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<td>Myong Leigh</td>
<td>Senior Chief Policy and Operations, San Francisco Unified School District</td>
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<td>Michael Lewis</td>
<td>Professor and Dean Emeritus, California State University, Sacramento</td>
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<td>Francine Mayfield</td>
<td>Director of Education, Nevada State College</td>
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<td>Jane McCarthy</td>
<td>Interim Dean, College of Education, University of Nevada, Las Vegas</td>
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<tr>
<td>Robert S. McCord</td>
<td>Associate Professor, Department of Educational Leadership, University of Nevada, Las Vegas</td>
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<tr>
<td>Beverly Hurley</td>
<td>Superintendent, Buckeye Union High School District</td>
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<tr>
<td>Richard T. Jennings, II</td>
<td>CEO, Center for Fathers and Families</td>
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<tr>
<td>Carol Simon Kamin</td>
<td>Executive Director, Arizona Children’s Action Alliance</td>
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<tr>
<td>Juan Francisco Lara</td>
<td>Assistant Vice Chancellor, Enrollment Services, University of California, Irvine</td>
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<tr>
<td>Wade McLean</td>
<td>Past President, Arizona State Board of Education</td>
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<td>Michael J. Moreno</td>
<td>Community Relations/Public Affairs Officer, Regional Transportation Commission</td>
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<tr>
<td>Barry L. Newbold</td>
<td>Superintendent, Jordan School District</td>
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<td>Agustin Orci</td>
<td>Former Deputy Superintendent, Clark County School District</td>
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<tr>
<td>Gavin Payne</td>
<td>Chief Deputy Superintendent of Public Instruction, California Department of Education</td>
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<tr>
<td>Keith W. Rheault</td>
<td>Superintendent of Public Instruction, Nevada Department of Education</td>
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In October, WestEd Board Chair Deanna Winn welcomed guests to the Program for Infant/Toddler Care (PITC) 20th Anniversary Gala, a remarkable celebration of the accomplishments — both new and longstanding — of this WestEd initiative.

PITC provides meaningful and effective training for family child care and center-based infant care teachers, trainers, and other infant/toddler professionals. It builds on a 20-year partnership with the California Department of Education, which has provided the stability and flexibility to engage in long-term research, development, evaluation, and program improvement, along with a range of other education and social service agencies across the country and the world.

The National Center for Children in Poverty selected PITC as a model initiative to support infants, toddlers, and their families in 2002, and today PITC is the most widely used program for training infant and toddler care teachers in the country. Its video and print materials, available in English and Spanish, are distributed worldwide. PITC team members have worked in El Salvador, Nicaragua, Romania, Australia, and Italy.

PITC and related WestEd efforts in early childhood care and education represent critical work that has successfully expanded to reach an ever-wider audience while maintaining the high quality needed to truly improve lives.

20 Years of Improving Lives
Daniel, Grade 3
ASSETs Interim Evaluation Report: California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program — Interim Evaluation
Jerome Hipps, Marycruz Diaz, & Greg Wingren

Bridging Cultures in Early Care and Education: A Training Module
Marlene Zepeda, Janet Gonzalez-Mena, Carrie Rothstein-Fisch, & Elise Trumbull

Reforms That Could Help Narrow the Achievement Gap (policy perspectives)
Richard Rothstein

Central Office Inquiry: Assessing Organization, Roles, and Functions to Support School Improvement
Kim Agullard & Dolores Goughnour

Improving Literacy Outcomes for English Language Learners in High School

Concepts for Care: 20 Essays on Infant/Toddler Development and Learning
J. Ronald Lally, Peter L. Mangione, & Deborah Greenwald (eds.)

Developing an Effective School Plan: An Activity-Based Guide to Understanding Your School and Improving Student Outcomes
Lori Van Houten, Jeanne Miyasaka, Kim Agullard, & Joy Zimmerman

Dr. Art Does Science [DVD]
Art Sussman

Dr. Art’s Guide to Science: Connecting Atoms, Galaxies, and Everything in Between
Art Sussman

Thomas B. Parrish, Maria Perez, Amy Merickel, & Robert Linquanti
How Are English Learners Faring Under Proposition 227
Thomas B. Parrish, Amy Merickel, Maria Perez, Robert Linquanti, Miguel Socías, & Angeline Spain

Considerations for States and Districts in Developing a Coherent Policy Framework
Nanette Koelsch

New Perspectives on Infant/Toddler Learning, Development, and Care [DVD]
(developed collaboratively by the California Department of Education and WestEd)

Learning to Read the World: Language and Literacy in the First Three Years
Joanne Knapp-Philo & Sharon E. Rosenkoetter (eds.)

Making Science Accessible to English Learners: A Guidebook for Teachers
John Carr, Rachel Lagunoff, & Ursula Sexton

The Map of Standards for English Learners, Grades K-5: Integrating Instruction and Assessment of English Language Development and English Language Arts Standards in California, Fifth Edition
John Carr & Rachel Lagunoff

The Map of Standards for English Learners, Grades 6-12: Integrating Instruction and Assessment of English Language Development and English Language Arts Standards in California, Fifth Edition
John Carr & Rachel Lagunoff
Mentoring Teachers Toward Excellence: Supporting and Developing Highly Qualified Teachers
Judith H. Shulman & Mistilina Sato

Infant/Toddler Learning and Development Program Guidelines
(developed by WestEd for the California Department of Education)

Building a Knowledge Base in Reading, Second Edition
Jane Braunger & Jan Patricia Lewis

What We Must Do to Create a System That Prepares Students for College Success (policy perspectives)
David T. Conley

El cuidado del niño de cero a tres años en grupo
(a series of seven guides on various aspects of infant/toddler caregiving, translated from the English guides, developed collaboratively by the California Department of Education and WestEd)

In 2006, we redesigned WestEd’s newsletter, R&D Alert®, with a fresh new look, more article content, full color photos, additional visual elements, and a new logo.
FUNDING SOURCES FROM FISCAL YEAR 2006

FOUNDATIONS

Annenberg Foundation
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Bill and Melinda Gates Foundation
Broad Foundation
California Community Forests Foundation
California State University, Dominguez Hills Foundation
California State University, Fresno Foundation
California State University, San Bernardino Foundation
Carnegie Foundation for the Advancement of Teaching
Flora Family Foundation
Foundation for a College Education
George Kaiser Family Foundation
James Irvine Foundation
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Regional Access Project Foundation
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Stuart Foundation
Stupski Foundation
W. Clement and Jessie V. Stone Foundation
Walter and Elise Haas Fund
Walter S. Johnson Foundation
William and Flora Hewlett Foundation

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Advanced Academics
Alaska Educational Innovations Network (AEIN)
All Kinds of Minds
American Institutes for Research (AIR)
Association for Supervision and Curriculum Development (ASCD)
Baltimore Mental Health Systems, Inc.
Biological Sciences Curriculum Study (BSCS)
Boston Museum of Science
California Partnership for Achieving Student Success (Cal-PASS)
Carrier Educational Center
Center for Applied Research Solutions, Inc. (CARS)

WestEd Revenues¹
Fiscal Years 1996-2006²

¹ Excluding fiscal contracts, in millions.
² Audited totals, except FY2006.

Alexandra, Grade 3
Center for Civic Education
Center for Image Processing in Education (CIPE)
Center on Education Policy
Center Theatre Group
Central Valley Children's Services Network
Champlain Valley Education Services
Charter School Leadership Council
Child Action, Inc.
Child Development Training Consortium
Children's Bureau
Children's Council of San Francisco
Children's Institute, Inc. (CII)
Coalition of Essential Schools, Inc. (CES)
Coffey Communications, LLC
Community Child Care Council of Santa Clara County (4C's)
Community Collaborative of Tahoe Truckee
Computer-Using Educators (CUE)
CTB McGraw-Hill
Dairy Council of California
Data Recognition Corporation (DRC)
EdSource
Education Development Center, Inc. (EDC)
Education Service Center
Edvance Research, Inc.
Envision Schools
Episcopal Community Services
Finance Project
Glencoe/McGraw-Hill
Google
Guilford Child Development
Harcourt Assessment, Inc.
Harder + Company Community Research, Inc.
Harlem Children's Zone/Promise Academy
Head Start Child Development Council, Inc.
Horizon Research, Inc.
Jewish Family and Children's Services
Jobs for the Future
KCET
KIPP National
KQED
Lawrence Erlbaum Associates, Inc.
Lawrence Moore and Associates
Learning Point Associates (LPA)
Level Playing Field Institute
Liberty Science Center
Life Lab Science Program
Lift the Children
Macmillan McGraw-Hill
Maine Mathematics and Science Alliance
Making Waves Education Program
Manila Corporation
Mass Insight Education
Mathematica Policy Research, Inc. (MPR)
Measured Progress
Mid-Continent Comprehensive Center
National Alliance for Public Charter Schools
National Center for the Improvement of Educational Assessment, Inc. (NCIEA)
National School Development Educational Council (NSDEC)
New Hampshire Parent Information Center
New York State Historical Association, Farmer's Museum
Northwest Regional Educational Laboratory (NWREL)
Optimal Solutions Group LLC
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Project Tomorrow
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RMC Research Corporation
Rockman et al
Sacramento Cottage Housing, Inc.
San Diego Science Alliance (SDSA)
School Services of California, Inc.
Scottsdale Prevention Institute (SPI)
Seacoast Professional Development Center
Southeast Vermont Learning Collaborative
Southwestern New Hampshire Educational Support Center
Streetside Stories
Sunbeam Family Services, Inc.
Technical Education Research Centers, Inc. (TERC)
United Way of the Bay Area
Venice Family Clinic
Voyager Expanded Learning
Wayne County Mathematics and Science Center
Westat, Inc.
Whole Child International, Inc.
Work/Family Directions, Inc.
Young Audiences, Inc.
Youth Services Provider Network

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Berkeley Lawrence Hall of Science
Boston College
California State University, Bakersfield
California State University, Office of the Chancellor
California State University, Sacramento
City College of San Francisco
Claremont Graduate University
De Anza College
Hebrew Union College
Johnson State College
Kansas State University
Lock Haven University of Pennsylvania
Merced Community College
MGH Institute of Health Professions
Michigan State University
Monroe Community College
New York University
Northern Arizona University
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University of California, Riverside
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LOCAL FUNDERS
Academia Semillas del Pueblo
ACCEPT Education Collaborative
ACCLAIM Charter School
Adelanto School District
Alina Haina Elementary School
Albany Unified School District
Allentown School District
Alum Rock Union Elementary School District
Antelope Union High School District
Antioch Unified School District
Ashburnham Westminster Regional School District
Bakersfield City School District
Banning Unified School District
Barrington School District
Bath Public Schools
Bellevue Union Elementary School District
Boston Public Schools
Bow School District
Bret Hart Elementary School
Burton School District
Caledonia North Supervisory Union
Calexico Unified School District
Candia School District
Carmel Unified School District
Carson City School District
Casa Blanca Middle School
Casa Grande Union High School District
Central Susquehanna Intermediate Unit
Chandler Unified School District
Chelsea Public Schools
Chico Unified School District
Chino Valley Unified School District
Chittenden Central Supervisory Union
Chittenden East Supervisory Union
Chula Vista Elementary School District
Cincinnati Public Schools
City of Lowell
City of Santa Rosa
City of Santa Rosa, Recreation and Parks
Coachella Valley Unified School District
Colton Joint Unified School District
Consortium College Preparatory High School
Costa-Rohnert Park Unified School District
Crane Elementary District
Cupertino Union School District
Delano Union School District
District of Columbia Public Schools
Dover School District
Dublin Unified School District
East Side Unified School District
El Centro Elementary School District
El Segundo Unified School District
Elk Creek School District
Elk Grove Unified School District
Elvera Joint Elementary School District
Evergreen Elementary School District
Fitchburg Public Schools
Flagstaff Unified School District
Fowler Middle School
Franklin Central Supervisory Union
Franklin West Supervisory Union
Fred L. Wilson Elementary School
Fremont Unified School District
Fresno Unified School District
Galt Joint Union High School District
Galveston Elementary School
Garden Grove Unified School District
Garfield Charter School
Garvey Unified School District
Gilroy Unified School District
Gosler Park School
Greenfield Union Elementary School District
Gridley Unified School District
H. A. Hyde Elementary School
Hanford Elementary School District
Hayward Unified School District
Hudson Public Schools
Hyder Elementary School District
Irvine Unified School District
Isaac School District
Jacob E. Manch Elementary School
Keene School District
Kern High School District
KIPP Bayview Academy
Lamoille South Supervisory Union School District
Lancaster Lebanon Intermediate Unit 13
Lassen Union High School District
Leadership Public Schools
Lennox School District
Leominster Public Schools
Liberty Elementary School District #25
Liberty Union High School District
Lindsay Unified School District
Lodi Unified School District
Long Beach Unified School District
Los Angeles Unified School District
Macomb Intermediate School District
Manchester School District
Marysville Unified School District
Merrimack School District
Milford School District
Modesto City School District
Mohawk Valley Elementary School District
Montebello Unified School District
Mount Diablo Unified School District
Nashua School District #42
New Bedford High School
New Haven Unified School District
New Kensington-Arnold School District
New York City Board of Education
Newark Unified School District
North Sacramento School District
WestEd’s Teach for Success (T4S) program together with leaders in Arizona’s Yuma County school districts have improved students’ prospects for a brighter future.

Notable achievement gains and increased engagement in academic learning have improved opportunities for more students to graduate and progress to college or meaningful employment. District faculty largely credit the improvements to T4S, which helped them standardize instructional practices and create classroom environments that foster adolescent learning.

Eight Yuma County school districts are participating in T4S through Yuma Professional Learning and Networking (PLAN), which started in 2003 when several districts teamed to create a common, cohesive focus on teaching and learning for K-12 students in the region. The Yuma PLAN consortium implemented WestEd’s T4S, which now guides over 1,500 teachers serving nearly 30,000 students across all districts.

Test score gains in mathematics and reading are among the signs of improvement. On Arizona’s Instrument to Measure Standards (AIMS), the percentage of students meeting or exceeding standards in these two areas has risen dramatically.
STATE FUNDEES
Alaska Department of Education and Early Development
Arizona Department of Education
Arizona Office of the Governor
Arkansas Department of Education
Association of California School Administrators
California Alliance for Arts Education
California Department of Alcohol and Drug Programs
California Department of Developmental Services
California Department of Education
California Department of General Services
California Department of Health Services
California Department of Justice, Attorney General’s Office
California Teachers Association
Commonwealth of Pennsylvania
Government of American Samoa
Government of the Districts of Columbia
Hawaii Department of Education
Idaho Office of the State Board of Education
Kansas State Department of Education
Legislative Council Bureau of Nevada
Maine Department of Education
Massachusetts Department of Education
Minnesota Department of Education
Nevada Department of Education
New Hampshire Association of Special Education Administrators, Inc.
New Jersey Association for Supervision and Curriculum Development
New Jersey Department of Education
Ohio Child Care Resource and Referral Association
Oregon Department of Education
State of Nevada Office of the Controller
State of New Hampshire
Utah Education Association
Utah State Office of Education
Vermont Department of Education
Virgin Islands Department of Education
West Virginia Department of Education

NATIONAL & INTERNATIONAL ASSOCIATIONS & FEDERAL AGENCIES
American Association of School Administrators (AASA)
The College Board
Council of Chief State School Officers (CCSSO)
International Joint Commission (IJC)
National Aeronautics and Space Administration (NASA)
National Assessment Governing Board (NAGB)
National Association of State Directors of Special Education (NASDSE)
National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs
National Science Foundation (NSF)
Service Employees International Union
U.S. Department of Agriculture
U.S. Department of Education (includes several offices within the Department, including the Institute of Education Sciences)
U.S. Department of Health and Human Services (includes several offices within the Department, including the National Institutes of Health)
U.S. Department of Justice: National Institute of Justice (USDOJ/NIJ)
U.S. General Services Administration (GSA)
The World Bank
agency leadership

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Using research for a brighter future