



fostering success



for every learner

20
annual report
03



WestEd

excellence in research, development, & service



From the CEO

WestEd grew increasingly more robust throughout 2003, deepening our capacity to foster success for children, schools, and communities.

Our programs evolved as we strengthened our research and knowledge-sharing, with an even greater emphasis on results.

In 2003, WestEd employed over 440 full-time staff, added a new office site (bringing our total to 17 locations — in Arizona, California, Massachusetts, Vermont, and Washington, DC), was supported by nearly 400 different funding sources, managed several hundred grants and contracts, and added 28 new titles to our collection of over 235 products and publications.

But it is the importance of the issues we address and the quality of our solutions that make me particularly proud of WestEd's success in 2003:

- A commitment to making a difference in low-performing schools permeated our portfolio of program work.
- Our capacity to support and assist clients as they respond to the No Child Left Behind Act (NCLB) built upon but also grew beyond WestEd's longstanding strength in assessment and accountability.
- The agency's efforts in **early childhood** and other areas of **human and community development** continued to grow in scope and impact.
- WestEd's **teacher quality work** gained significant momentum through the efforts of many staff members across a multitude of programs.
- Our expertise in the area of educating English learners continued to grow.

To learn more about our work and how WestEd can support your efforts in education and human development, I encourage you to contact us in person or visit WestEd.org.



Glen H. Harvey
Chief Executive Officer
WestEd

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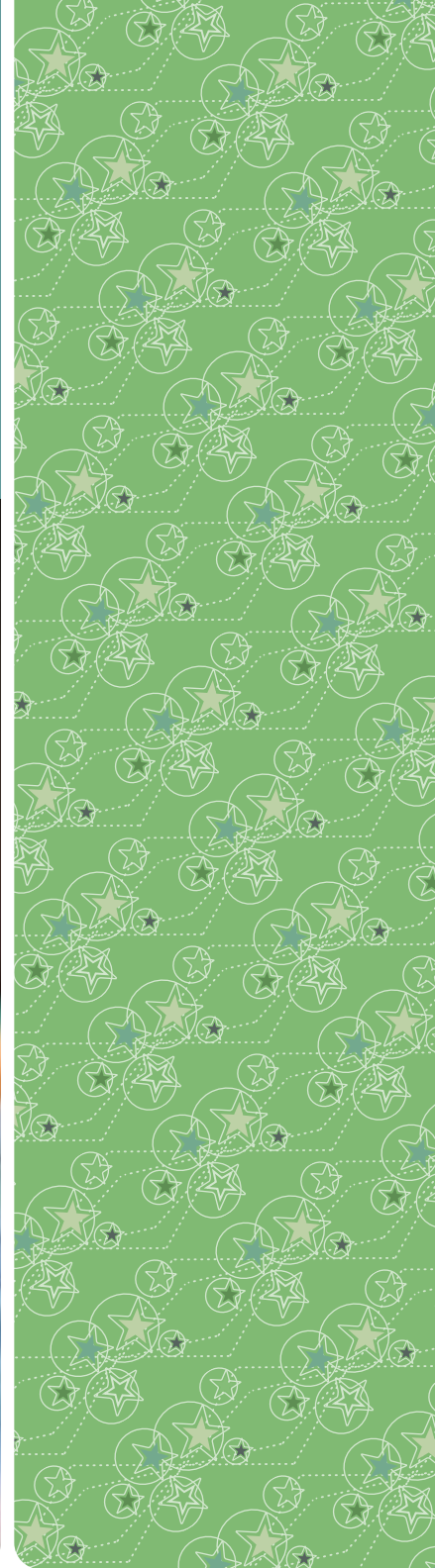
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estEd has a commitment to fostering success for children and schools by helping resolve the most critical problems confronting education and human development. In our work fulfilling this commitment, we draw on our staff's deep experience in research, development, and service across an array of related fields.



Agency Overview

As a nonprofit agency focused on learning and healthy development from infancy onward, WestEd offers wide-ranging expertise and a comprehensive portfolio of research, development, and service. We integrate research and practice, applying the best of both to improve the education and well-being of children and their families.

WestEd programs focus on a variety of topics, including early childhood care, adolescent health, K-12 assessment, professional development, policy, math and science curriculum, literacy, after-school programming, special education, teacher and leadership training, and more. Across all of these areas, our programs attend to cultural diversity and equity concerns. We work with clients and partners ranging from individual schools and community groups to state agencies and national associations.

With roots in the Congressionally mandated network of Regional Educational Laboratories (RELs) first created in 1966, WestEd continues to serve the states of Arizona, California, Nevada, and Utah as one of the nation's ten RELs. Our current work extends far beyond this region to locations as varied as Hattiesburg (Mississippi), New York City, and the state of Vermont. In addition, our work abroad grew to include Italy and Australia in 2003.



WestEd often pursues work that is more demanding than comfortable. Such work is where our strong mission orientation serves us best — we are committed to creating successful, lasting solutions to the toughest challenges of education and human development. By keeping our eyes on the needs of children and on the principles of non-partisan, high-quality research, development, and service, we function effectively in highly charged arenas. The depth of knowledge, creativity, versatility, and commitment of WestEd's staff makes achieving this mission possible.

Recently, because of the sweeping nature of the No Child Left Behind Act (NCLB), many of our programs have been helping clients understand and effectively implement the law. Few organizations can match the breadth or depth of WestEd's expertise in assessment and accountability. Our Western Regional Educational Laboratory (WREL) has been designated the national specialist in assessment of education achievement. And WestEd's Assessment and Standards Development Services advises numerous states — from Oregon to West Virginia — in various capacities, including developing statewide tests and helping implement valid and reliable assessment and accountability plans.

This expertise, along with our capabilities in teacher professional development, youth resilience, and turning around low-performing schools, have allowed us to support clients in meeting both the letter and the spirit of NCLB.

Recognizing that children need far more than academic achievement to thrive and that factors outside school affect what

happens within school, WestEd has extensively pursued work beyond the classroom. We focus in particular on effective support for infants and toddlers, the healthy development of children and youth, and strengthening community-based service agencies.

The following program descriptions provide more detail on the strength and scope of WestEd's work, as does our Web site: WestEd.org.



Assessment & Standards Development Services

DIRECTOR: STANLEY RABINOWITZ

At all levels of education decision-making, Assessment and Standards Development Services (ASDS) has continued to be involved in planning, developing, implementing, and evaluating standards and assessment tools, methods, and systems. ASDS has been instrumental in helping states implement NCLB's provisions. The program provides technical assistance, creates publications focused on key implementation issues, works with several states to develop assessment systems consistent with the law's requirements, and participates as a key member in the National Assessment and Accountability Workgroup, which has studied barriers to successful NCLB implementation and developed products and strategies to help states overcome these barriers.

Center for Child & Family Studies

DIRECTORS: J. RONALD LALLY, PETER L. MANGIONE

To enhance the well-being of young children (from infancy to age 8) and their families, the Center for Child and Family Studies (CCFS) contributes to policy discussions on family issues and creates strategies, programs, and products to improve early child care and education services. Recent Center initiatives include developing statewide guidelines for infant/toddler care, creating resources for practitioners working with preschool English learners, and helping establish family partnerships in early childhood programs. CCFS also provides resources and technical assistance for programs serving children and families living in poverty and is developing Spanish versions of the Center's Program for Infant/Toddler Caregivers training materials. In 2003, representatives from 28 states and several other countries attended CCFS's training institutes on early child care.

Center for Educational Equity

DIRECTOR: LEONARD C. BECKUM

Through its Western Equity Assistance Center and other initiatives, the Center for Educational Equity (CEE) supports equal and equitable access to high-quality education across ethnicity, national origin, and gender. CEE also helps school districts, parents, and communities to address challenges related to bullying, gender equity, and school violence. Its work encompasses NCLB issues such as parent choice, support for English learners, and helping schools better utilize student performance data. One CEE project, the Partnership for the Assessment of Standards-based Science (PASS), promotes equity by developing and researching assessments that provide different types of learners with the best opportunities to demonstrate what they know and understand.



Center for Prevention & Early Intervention

DIRECTOR: VIRGINIA REYNOLDS

To promote positive outcomes for children with — or at risk for — disabilities and other special needs and for their families, the Center for Prevention and Early Intervention (CPEI) offers training and technical assistance and develops and disseminates informative resources. The Center collaborates with many agencies at state and county levels, as well as community-based organizations, colleges, and universities. Working with these partners, CPEI provides or supports coordinated services for young children and youth and their families. CPEI offers training at both the preservice and inservice levels, technical assistance to parents and professionals, resource development and dissemination, facilitation services, and interagency support.

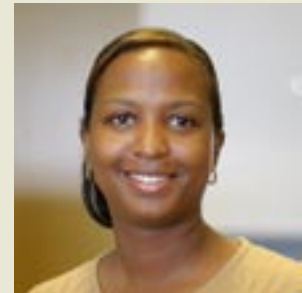
★ Recognition for Excellence ★

The National Center for Children in Poverty (NCCP) selected WestEd's Program for Infant/Toddler Caregivers as a model initiative to support infants, toddlers, and their families — NCCP, a nonpartisan research and policy organization based at Columbia University, presents PITC's work on its Web site: www.nccp.org.

Communications

DIRECTOR: MAX MCCONKEY

Using print, video, and electronic media, WestEd's Communications team develops and disseminates high-quality, practical, and research-based information. Program staff help target WestEd's knowledge and expertise to the needs of educators, early childhood professionals, human service providers, policymakers, the media, and other key audiences. In 2003, the League of American Communications Professionals selected several products developed by WestEd's Communications program for awards. Among the winners: WestEd's Annual Report, its *R&D Alert* newsletter, the newly developed Policy Perspectives series, and a brochure for WestEd's Comprehensive School Reform Facilitator Initiative.



Comprehensive School Assistance Program

DIRECTOR: FRED TEMPES

The Comprehensive School Assistance Program (CSAP) delivers planning tools, materials, and research that help transform low-performing schools into highly effective learning communities. CSAP's work with schools that fail to meet state or federal achievement goals combines active collaborative planning through a site-based leadership team with intensive data analysis designed to identify areas for improvement. CSAP offers direct assistance, capacity building, information dissemination, and policy analysis and development. A core component of CSAP is the Region IX Northern California Comprehensive Assistance Center, which serves 50 of the state's 58 counties, 819 school districts, and 4,135 schools.

★ Distinction in Diversity ★

In 2003, the U.S. Department of Labor formally recognized WestEd's **institutional commitment to supporting diversity** in the workplace. Representatives from the Department presented the recognition to Human Resources Director Walter Blount and Affirmative Action Committee Chair Sri Ananda.

FEATURE

In Providence, Rhode Island, as in many communities, elementary school teachers typically enter the profession with minimal preparation in mathematics.

Students suffer the consequences. Classes spend little time on math, and when they do, teachers rarely deviate from the guides that accompany textbooks, so students don't get much help if they have questions or don't understand.

MAKING SURE

Math MATTERS



Until recently, math scores throughout Providence tended to reflect this shortcoming — except at one school. By working with WestEd's Math Matters program during the past five years, Vartan Gregorian Elementary School doubled its number of students meeting state standards for math skills and achieved a 400-percent gain in the number of students meeting the standards for math problem-solving, surpassing the district's average math gains during the same period.

This school's success prompted Providence to adopt Math Matters for all elementary schools beginning in 2003–04, and already it's making a difference.

"The biggest change has been with the kids," says Joyce Fitzpatrick, Providence's math coordinator for elementary grades. "There's an enthusiasm for math that there never was before. They want to do math more than anything else."

Math Matters is a comprehensive, long-term professional development program that builds teachers' understanding of math and coaches them to deliver standards-based lessons that inspire higher-level thinking. In addition to intensive sessions led

by WestEd staff, there is extensive, classroom-based follow-up throughout the year. Each school has a math coach who demonstrates effective techniques and provides support for teachers as they practice the recommended methods.

"We find that if you just do professional development, even intensive professional development, with no fol-

*The biggest change has been with the kids....
They want to do math more than anything else.*

low-up in the classroom, less than 10 percent is taken back to the classroom," says Tom Lester, WestEd's project director for Math Matters. "But if you have ongoing coaching and monitoring, up to 90 percent is retained."

The project's success depends on a close partnership between WestEd and the participating schools and districts. At Vartan Gregorian, the entire professional staff — from the principal to the librarian — participates in all Math Matters professional development sessions and uses common planning time to conduct lesson studies.

"You have to have everyone on board," says Principal Anthony DeAngelis. "I always say if you want 100 percent from them, you have to give 150 percent yourself."

(The photo shows a 1st grade class at Providence's Kizirian Elementary School.)

Evaluation Research

DIRECTOR: NAIDA TUSHNET

With projects covering almost every area of education and social service, the Evaluation Research group helps clients discover what works and why. Evaluation Research staff carry out national, state-level, and local evaluation studies to help clients improve program design, policy formation, professional development and training. The focus ranges from national school reform to community-based human services, from elementary and secondary education to higher education, and from organizational change to community development. The work of Evaluation Research leads to better understanding of whether the programs under scrutiny are cost-effective, are having the desired impact, and how they can be improved.



Health & Human Development

DIRECTOR: GREGORY AUSTIN

The Health and Human Development Program (HHDP) works with schools, families, and communities to promote healthy youth development through the understanding and prevention of risky behaviors. HHDP is a leading source of information about student risk behaviors and resiliency factors that offset such risks. Its Healthy Kids Survey has led to better understanding of the relationship between students' health behaviors and academic performance. In 2003, the program's analyses of 1998–2002 data from over 1,700 California schools that conducted the survey led to national publicity for HHDP's research-based work, which is particularly applicable to the safe schools provisions of NCLB.



Learning Innovations

DIRECTOR: JAN PHLEGAR

WestEd's Learning Innovations (LI) promotes adult learning and facilitates systemic change aimed at improving education for all children. Serving a range of clients, LI offers professional development, leadership support, technical assistance, and evaluation services and products. Through its Northeast Regional Resource Center, LI provides technical assistance to state departments of education and lead agencies for special education programs. Other LI initiatives focus on teacher quality and support, program evaluation, support for schools in need of improvement, and science and mathematics learning. With offices near Boston (MA) and Burlington (VT), many of LI's efforts promote synergy across state and regional lines throughout the Northeast and Southeast, including Puerto Rico and the Virgin Islands.

Mathematics, Science, and Technology

DIRECTOR: STEVE SCHNEIDER

International studies show that U.S. students rank near the bottom in science and mathematics. WestEd's Mathematics, Science, and Technology (MST) Program seeks to ensure our nation's future by helping prepare teachers to meet the learning needs of all students in mathematics and science, as well as technology. MST covers issues from culture and language to earth science and international science education. In addition, program initiatives advance research and increase communication, public awareness, and understanding in these areas. This year saw publication of *Comprehensive Teacher Induction: Systems for Early Career Learning*, the product of a three-year international study carried out by MST's National Center for Improving Science Education and Michigan State University.

Policy

DIRECTOR: PAUL KOEHLER

The Policy program provides national, state, and local policymakers with objective, current reports and analyses on issues such as accountability, class-size reduction, charter schools, early childhood education, and vouchers. Funded in part by the U.S. Department of Education, Institute of Education Sciences, the program develops strategies and products linking policymakers with research and best practices. In addition, the program offers research-based analyses of current trends in education reform and highlights developments that have the potential to provide benefits for children and families. Funded by school board associations in four states, program staff recently completed a second study on education needs and policies in districts serving the U.S.–Mexico border region.



Professional & Organizational Learning

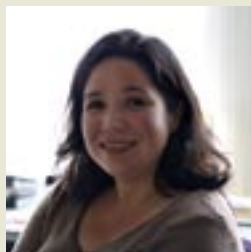
DIRECTOR: KATE JAMENTZ

The Professional and Organizational Learning (POL) group is focused on leadership development for individuals, schools, and school districts. POL creates professional development products and services that support the implementation of effective standards-based instruction and school practice. Professional development efforts take two forms: 1) engaging whole systems — including district leaders, principals, and teacher leaders — in a district-centered leadership and organizational development program; and 2) convening groups of teacher leaders and supporting them in the development and implementation of standards-based assessments and instructional practices. Among POL's recent products is *Collaborating for High Standards: Analyzing Student Work*, a video and facilitator's guide published by WestEd in 2003.

Teacher Professional Development

DIRECTOR: AÍDA WALQUI

Today's educators are expected to help the most diverse student population in U.S. history meet the highest education standards ever set. WestEd's Teacher Professional Development Program (TPD) helps classroom practitioners successfully meet that challenge. Program staff tailor services to address all aspects of teacher development, from preservice through teacher leadership. The program continues to expand its Strategic Literacy Initiative, which is focused on improving adolescent literacy and was recently invited to work in Germany. In 2003, TPD also began long-term research into the impact on low-performing schools of teachers with National Board for Professional Teaching Standards certification. And TPD was asked to play a central role in a comprehensive new instructional policy to improve education for English learners in New York City's public schools.



Western Regional Educational Laboratory

DIRECTOR: GARY ESTES

The Western Regional Educational Laboratory (WREL) supports low-performing schools through work in four major areas: standards-based accountability, leadership, teacher quality, and strong communities. As one of ten federally funded education laboratories, WREL serves the specific needs of Arizona, California, Nevada, and Utah and participates in the national network of laboratories. WREL has been designated by the U.S. Department of Education to provide national leadership in the area of assessment and accountability. WREL's efforts in 2003 included hosting a regional seminar on Critical Topics in Teacher Education; developing and using a rubric to gauge rigor in piloting and field testing products and services with priorities on materials for teaching English learners and systems to support effective leadership; and conducting workshops on scientifically based research via Webcast through WestEd's SchoolsMovingUp site.



visit us online at

WestEd.org

FEATURE

Like many school district administrators, Christine Linder initially approached the challenge of meeting state and federal accountability standards with great resolve but unclear answers.

"We did a lot of things," says Linder, director of curriculum for the Waterford (California) Public Schools. From professional development to buying new curricula to adopting standards-based resources — "we just kept thinking, 'Okay, we'll fix this up, and we'll fix that up.'"



Starting with the process of condensing and re-writing academic standards into "kid-friendly" language and moving to the point where teachers have regular and instantaneous results of each student's progress toward mastering those standards,

After this experience, I no longer think any district can advance without some system in place that's like this.

educators throughout the district discover how to accurately guide and track learning. As a result, for the first time, Waterford educators truly understand what it means to use data to drive instruction, Linder says.

STRENGTHENING ACCOUNTABILITY, Improving SCHOOLS

But not until they began working with WestEd's Local Accountability Professional Development Series (LAPDS) did Linder and other Waterford leaders realize they had not developed a coordinated, systemwide plan to reach higher standards of learning.

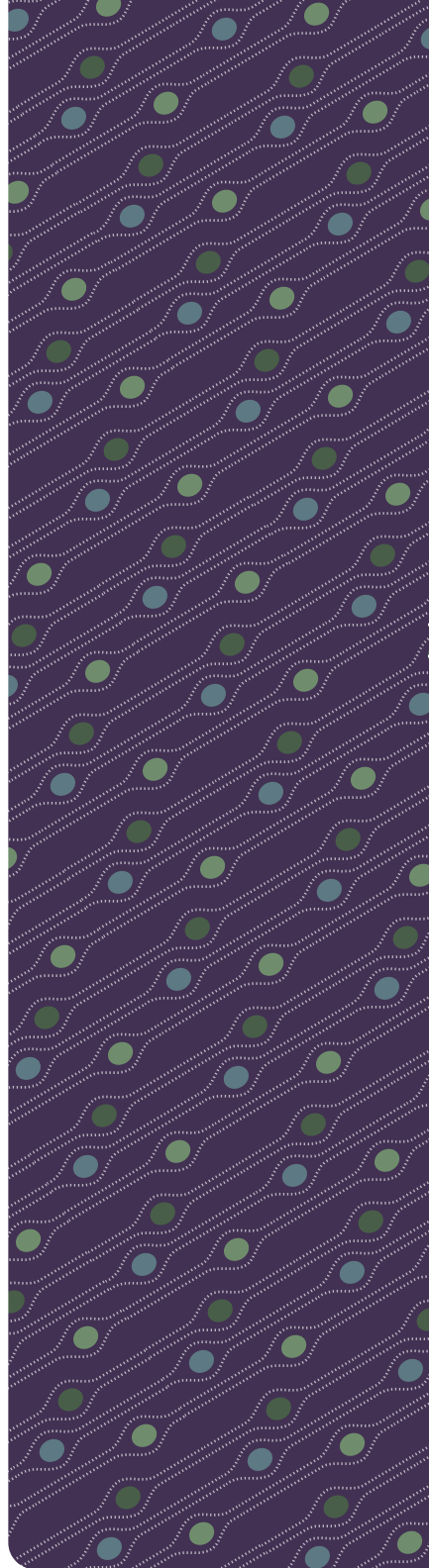
"After this experience, I no longer think any district can advance without some system in place that's like this," says Linder. "What WestEd really helped us do is see that we're all in this together, and I really can't state enough the difference in perspective."

WestEd initiated LAPDS in early 2003 to help districts meet the tough accountability requirements of the federal No Child Left Behind Act. Through LAPDS, WestEd has assisted districts in Arizona, California, and Mississippi, blending research-based instructional support with data-management technology from Edusoft and other providers to create a customized local assessment and accountability system.

By spreading the same practices throughout the district, LAPDS builds consistency into the process of school change. Teachers develop local assessments that are embedded into the curriculum and tied to the same standards. Online grading tools enable teachers to quickly design, score, and generate reports about each student's progress and plan specific and immediate interventions.

"When districts just use pieces of an accountability system, there are no immediate improvements," explains Ruth McKenna, WestEd's LAPDS project director. "All the parts have to work together. And when they do, it really makes a difference."

WestEd's Board of Directors comprises leaders from public and private education, business, and human services communities. The board takes an active role in agency leadership and strategic planning.



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Riverton High School

Deanna D. Winn
Associate Commissioner for Academic Affairs
Utah System of Higher Education



IN MEMORIAL — Edmund J. Cain

WestEd lost one of the longest-serving and most beloved members of its governing Board in 2003. Edmund J. Cain joined the Far West Laboratory for Educational Research and Development (FWL) Board of Directors when it first formed in 1966. He was elected its chair three times and served continuously for over three decades — through FWL's and SWRL's transition to WestEd. The Board elected him as a Member Emeritus in 1999, and he continued to serve in that position until his death, January 17, 2003. Cain was Dean Emeritus of the College of Education at the University of Nevada, Reno. WestEd and the clients we serve have benefited immeasurably from Professor Cain's wisdom and lifelong commitment to improving education.

FEATURE

John Brel noticed a student, Micah, in his class who seemed perpetually tired. He wore the same threadbare clothes day after day and seldom ate at lunch. Micah was homeless, one of the nation's 750,000 such students. Seeking ideas for helping Micah, Brel found WestEd.org. There he obtained a step-by-step guide as well as a list of services and resources specifically designed to assist teachers and principals with homeless students.

The WestEd Web site that Brel found so useful is one result of several major, agencywide initiatives to create more effective tools for our clients.

RETOOLING WESTED.ORG

Featuring everything from Policy Briefs to services, course descriptions to helpful products, the fully redesigned WestEd.org offers a wealth of tools for those seeking to improve education and human development. The new site provides ready access to thousands of pages of free, downloadable course materials, research data, product information, and descriptions of best practices. Brel is one of over 100,000 educators, policymakers, parents, and others who have come to the site for help.



NEW & IMPROVED Tools FOR ACCESSING WESTED'S EXPERTISE

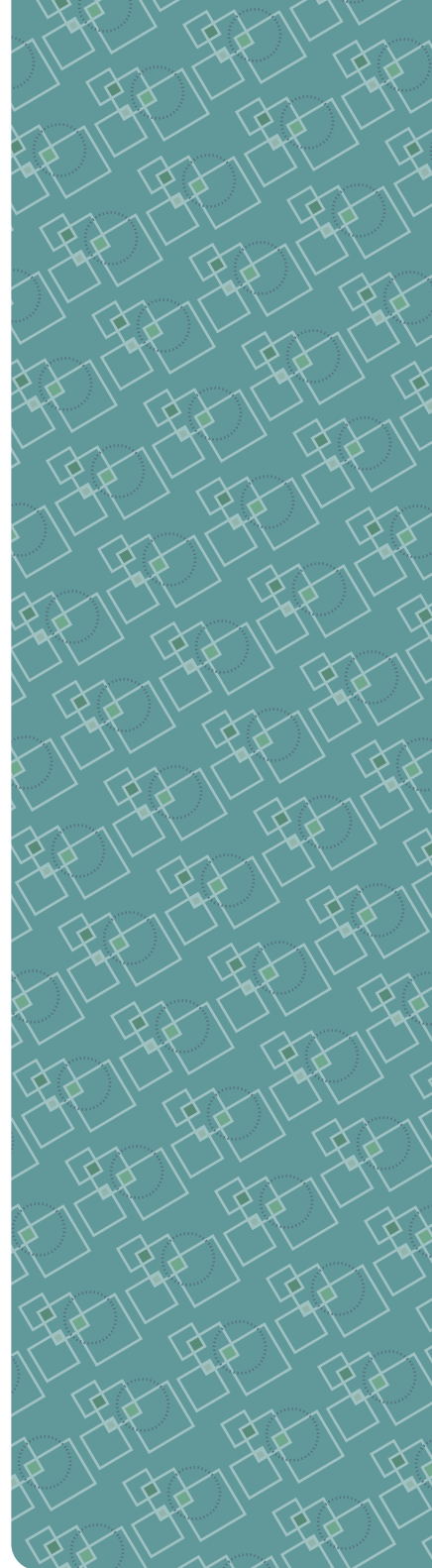
**SCHOOLS MOVING UP**

The broad education reforms of the past two years have turned up pressure on students, teachers, and administrators in low-performing schools. In 2003, WestEd created SchoolsMovingUp (SMU) to help. An interactive Web site using seamless technology, SMU (WestEd.SchoolsMovingUp.net) offers high-quality resources, services, and strategies specifically designed to help low-performing schools succeed. The site serves as a hub where education professionals communicate, share, and learn from one another's expertise.

PRODUCTS & SERVICES THAT MAKE A DIFFERENCE

People working in education and human development are always searching for comprehensive solutions, but finding the right help can be a very time-consuming job in and of itself. In 2003, WestEd took a major step toward simplifying that job by creating a new Products & Services Catalog. The catalog features detailed descriptions of over 50 of our service offerings along with all of our current publications and products. It includes an index and charts that organize contents by grade level, intended audience, and relevance to compliance with major federal laws. Covering topics ranging from accountability to youth development, the catalog provides easy access to the right information — instantly — in order to help clients make a deeper, more lasting difference in all of the areas of education and human growth that WestEd addresses.

From targeted briefs to rich multimedia collections, WestEd offers a variety of resources that address the needs of children, families, caregivers, schools, policymakers, and communities. All of our products, including 28 added to our collection in 2003, can be ordered online: WestEd.org/catalog.



Resources from 2003

Battered Agencies: Supporting Those Who Serve Low-Income Communities

Diane F. Reed, J. Ronald Lally, & Douglas Quiett



Building Academic Literacy: An Anthology for Reading Apprenticeship

Audrey Fielding & Ruth Schoenbach (eds.)



Building Academic Literacy: Lessons from Reading Apprenticeship Classrooms, Grades 6-12

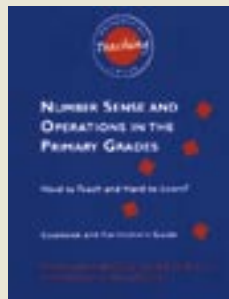
Audrey Fielding, Ruth Schoenbach, & Marean Jordan (eds.)



Collaborating for High Standards: Analyzing Student Work

Trudy Schoneman

Moving Leadership Standards Into Everyday Work: Descriptions of Practice

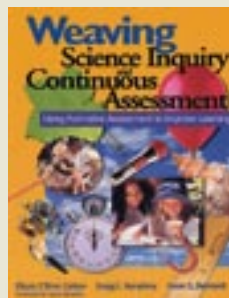


Nine Lessons of Successful School Leadership Teams

Bill McKeever & California School Leadership Academy

Number Sense and Operations in the Primary Grades: Hard to Teach and Hard to Learn?

Carne Barnett-Clarke, Alma Ramirez, Debra Coggins, & Susie Alldredge (eds.)



Resiliency: What We Have Learned

Bonnie Benard

Weaving Science Inquiry and Continuous Assessment: Using Formative Assessment to Improve Learning

Maura O'Brien Carlson, Gregg E. Humphrey, & Karen S. Reinhardt

ADDITIONAL RESOURCES FROM 2003

**Bridging Cultures:
Teacher Education Module**

Carrie Rothstein-Fisch

**Comprehensive Teacher
Induction: Systems for
Early Career Learning**

Ted Britton, Lynn Paine, David Pimm, & Senta A. Raizen

**Designing Professional
Development for Teachers
of Science and Mathemat-
ics (2nd edition)**

Susan Loucks-Horsley, Nancy Love, Katherine E. Stiles, Susan Mundry, & Peter W. Hewson

**District Implementation
of No Child Left Behind
(policy notes)**

**Education Policy and Prac-
tice: Bridging the Divide**

(contributing authors: Cynthia L. Greenleaf & Ruth Schoenbach)

**The Future Federal Role:
Observations and Ideas
(policy perspectives)**

Christopher T. Cross

**Leading in Difficult Times:
Are Urban School Boards
Up to the Task?
(policy trends)**

**Making Sure Exit Exams
Get a Passing Grade
(policy brief)**

**The Map of Standards for
English Learners: Inte-
grating Instruction and
Assessment of English
Language Development
and English Language Arts
Standards (4th edition)**

John Carr & Rachel Lagunoff

**Net Choices, Net Gains:
Supplementing the High
School Curriculum with
Online Courses
(knowledge brief)**

Julie Z. Aronson & Mike J. Timms

**Readings for Bridging
Cultures: Teacher
Education Module**

Carrie Rothstein-Fisch

**Rethinking Issues of Align-
ment Under No Child Left
Behind (knowledge brief)**

Sri Ananda

**SchoolsMovingUp
(Web site)**

**Teacher Supply and Qual-
ity: The Changing Role of
Community Colleges
(policy brief)**

**Transfer of Knowledge
Symposium on Child Care
for Children with Dis-
abilities and Other Special
Needs: Summary of
Proceedings**

**Trends and Best Practices
for Education Manage-
ment Organizations
(policy perspectives)**

Guilbert C. Hentschke, Scot Oschman, & Lisa Snell

**What Research Says
About Unequal Funding
for Schools in America
(policy perspectives)**

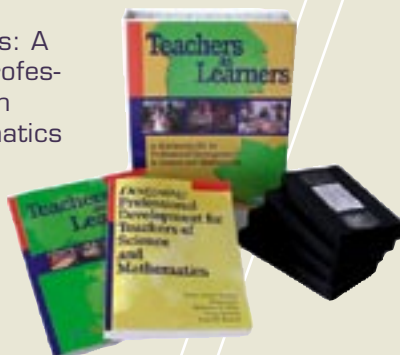
Bruce J. Biddle & David C. Berliner

**What You Can Do To Im-
prove Your School
(policy perspectives)**

William G. Ouchi

**Teachers as Learners: A
Multimedia Kit for Profes-
sional Development in
Science and Mathematics**

WestEd &
WGBH Boston



FEATURE

I wanted education to be a centerpiece of my administration and I am not an educator, so finding an education policy advisor became a high priority for me after being elected Governor in November 2002. Wherever I went, I heard Paul Koehler's name.

I learned that Paul was a respected, knowledgeable educator who worked for WestEd — a place I didn't know much about at the time.

ELEVATING THE EDUCATION
POLICY DEBATE IN

Arizona

BY JANET NAPOLITANO, GOVERNOR

I met him, offered him the assignment, and we developed a shared arrangement with WestEd, where Paul remained as Policy Director. It was a great, two-for-one deal: we got Paul backed by WestEd's resources.

Public education issues in a state like Arizona are monumental. We immediately confronted complex problems related to the implementation of No Child Left Behind, statewide testing, and much more. To assist me, Paul brought personal expertise plus invaluable research analysis from WestEd.

WestEd gave us access to helpful, comparative information from other states, plus entrée to the education context on the national level. We traveled to Washington, D.C., and met with personnel

at the U.S. Department of Education and other federal officials about NCLB and other important issues. Making these contacts through WestEd was critical.

In 2003 I decided to make funding full-day kindergarten a statewide priority. I met with legislators and with community and business leaders to convince them that education is an investment in Arizona's future. And the conversation began to change.

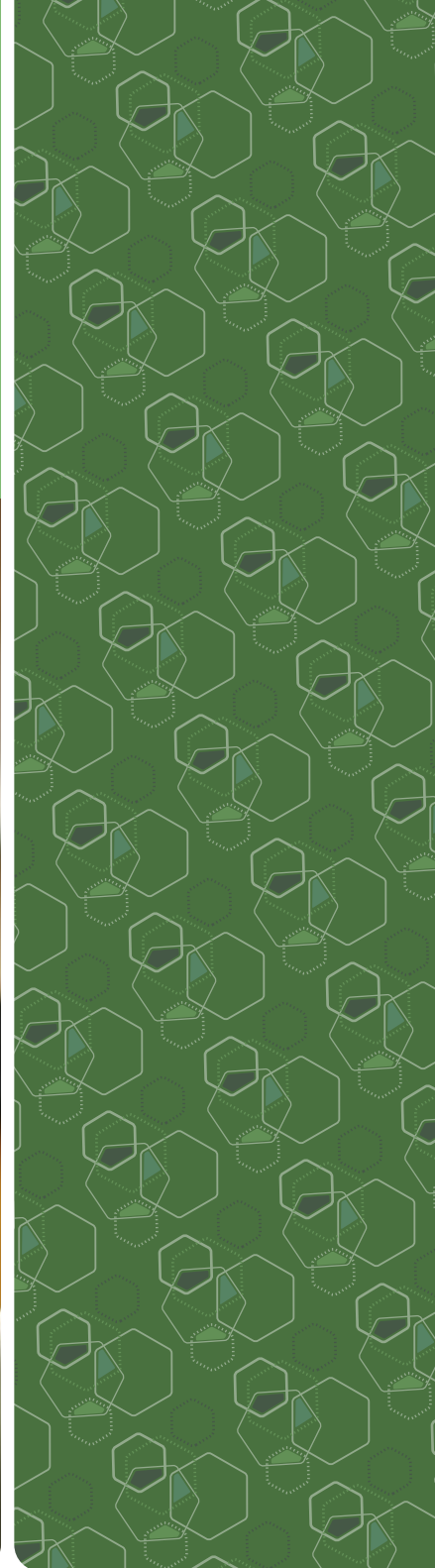
Our state legislature never talked about kindergarten; now legislators discuss it every day. And since we were very substantive about recommendations — laying out research studies and findings from WestEd — the level of the education policy debate was raised. Today discussions about funding all-day kindergarten focus on what we know from research.

I am confident that we will fund full-day kindergarten and make other education reforms in Arizona, and Paul and WestEd must share the credit for helping to make it happen.



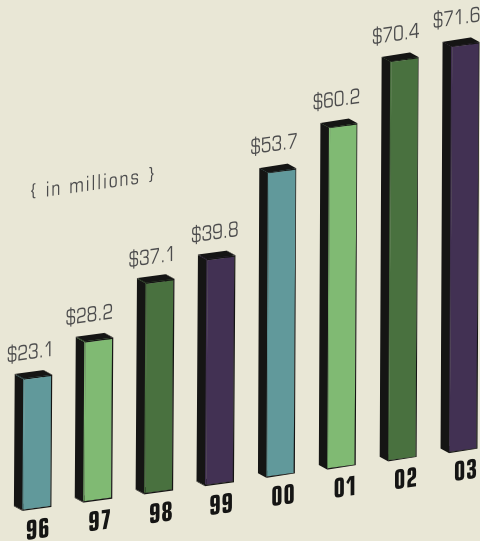
W

ith both a new Chief Development Officer and a new Chief Financial Officer in 2003, WestEd continued to build a solid and diverse foundation of revenue. With support from nearly 400 funding sources, WestEd is able to pursue our commitment to resolving the most critical problems confronting education and human development.



Financial Information

WestEd Revenues¹
FISCAL YEARS 1996-2003²



Funding Sources

Foundations

- Annenberg Foundation
- Arnold and Mabel Beckman Foundation
- Broad Foundation
- California Community Forests Foundation
- California State University, Long Beach Foundation
- California State University, Sacramento Foundation
- Carnegie Corporation of New York
- Charles and Helen Schwab Foundation
- Community Foundation for Southern Arizona
- East Bay Community Foundation
- Every Child Can Learn Foundation
- ExxonMobil Foundation
- JASON Foundation
- Mailman Foundation

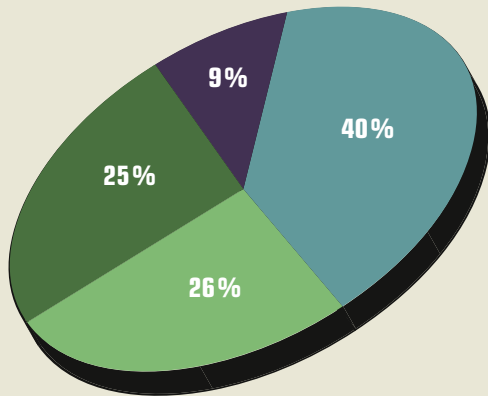
- Mandel Foundation (Israel)
- Pisces Foundation
- Public Education Fund
- San Diego State University Foundation
- San Jose State University Foundation
- Spencer Foundation
- Stuart Foundation
- Stupski Foundation
- W. Clement and Jessie V. Stone Foundation
- Walter and Elise Haas Fund
- Walter S. Johnson Foundation
- William and Flora Hewlett Foundation

Businesses & Nonprofits

- Abt Associates, Inc.
- Acorn Group, Inc.
- All Kinds of Minds
- American Institutes for Research (AIR)
- Biological Sciences Curriculum Study (BSCS)
- Black Child Development Institute
- Boston Museum of Science
- Capitol Region Education Council (CREC)
- Center for Civic Education
- Center for Ecoliteracy
- Center for Educational Partnerships
- Center for Image Processing in Education (CIPE)
- Center for the Future of Teaching and Learning
- CenterSource Systems
- Central Valley Regional Center, Inc.

¹ Excluding fiscal contracts.

² From audited financial statements.



FY 2003 Contracts/Grant Revenue by Source

- Other Agencies (e.g., foundations, private firms)
- U.S. Department of Education
- State Funders
- Other Federal

Child Action, Inc.
 Children's Bureau
 Children's Council of San Francisco
 Coalition of Essential Schools, Inc. (CES)
 CTB McGraw Hill
 Data Recognition Corporation (DRC)
 Delhi Center
 Early Childhood Leadership Institute
 Education Development Center, Inc. (EDC)
 Edusoft
 EMT Group
 Expanding Your Horizons, San Diego
 Family League of Baltimore City, Inc.
 Galef Institute
 Harcourt Educational Measurement
 Homey's Youth Foundation
 Howard Center for Human Services
 Institute for Global Environmental Strategies
 Institute for Student Achievement

Intercultural Development Research Association
 Iowa Child Care and Early Education Network
 John Wiley and Sons, Inc.
 Kidango, Inc.
 KIPP National
 Korean Youth and Community Center
 Lawrence Erlbaum Associates, Inc.
 Libraries for the Future
 Los Angeles Educational Partnership (LAEP)
 Maine Mathematics and Science Alliance
 Mass Insight Education
 Massachusetts Computer Using Educators, Inc.
 Merck Institute for Science Education
 Mexican American Legal Defense and Education Fund (MALDEF)
 Miami Equity Associates
 Mid-Atlantic Equity Consortium
 Mosaica Education, Inc.
 MPR Associates, Inc.
 National Writing Project (NWP)

New Leaders for New Schools
 New York State Historical Association, Farmer's Museum
 Northwest Regional Educational Laboratory (NWREL)
 Pacific Resources for Education and Learning (PREL)
 Parent to Parent
 Project Tomorrow
 Public Broadcasting Service (PBS)
 Research Triangle Institute International (RTI)
 Salus Media, Inc.
 School Redesign Network
 SETI Institute
 Southeast Regional Resource Center (SERRC)
 SouthEastern Regional Vision for Education, Inc. (SERVE)
 SRI International
 Streetside Stories
 The Study Group
 Teachers Academy for Mathematics and Science (TAMS)
 Teachers College Press
 Technical Education Research Centers, Inc. (TERC)

Colleges & Universities

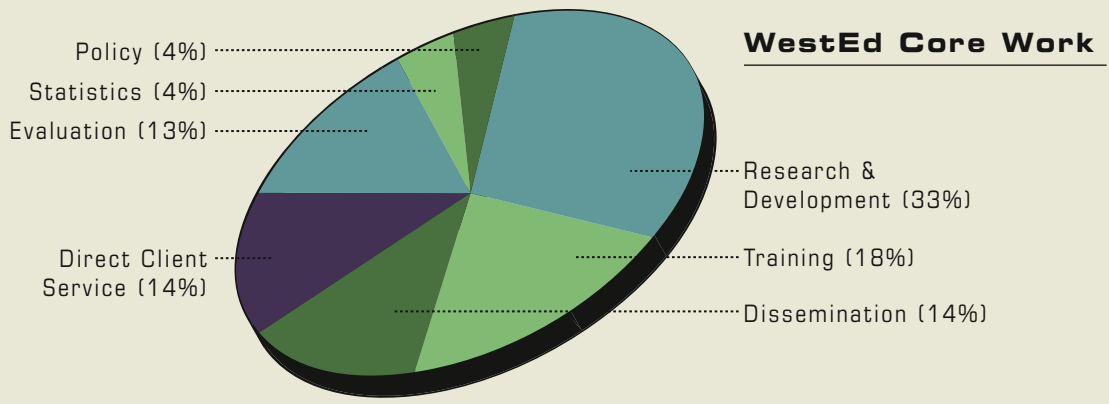
Arizona State University
 Berkeley Lawrence Hall of Science
 California State University, Dominguez Hills
 California State University, Long Beach
 California State University, Office of the Chancellor
 California State University, Sacramento
 Chapman University
 Clark University
 Contra Costa Community College District
 Desert Community College District
 Fordham University
 Kansas State University
 Michigan State University
 Monroe Community College
 New Mexico Highlands University
 Northern Arizona University
 Ohio State University
 Regents of the University of California
 Rutgers University
 San Francisco Community College District
 Sonoma State University
 University of Alaska
 University of California
 University of California, Berkeley
 University of California, Los Angeles
 University of California, Office of the President (UCOP)
 University of California, Riverside

University of California, San Francisco
 University of Kansas
 University of Maryland
 University of Minnesota
 University of Nebraska, Omaha
 University of North Carolina
 University of Pennsylvania
 University of Pittsburgh
 University of Rochester
 University of South Carolina
 University of Tennessee
 University of Texas, Austin
 University of Washington
 University of Wisconsin
 Weber State University
 Western Illinois University

Local Funders

Alameda City Unified School District
 Alamo Navajo School Board, Inc.
 Albuquerque Public Schools
 Alvord Unified School District
 Antioch Unified School District
 Belmont-Redwood Shores School District
 Berkeley County School District
 Briggs Elementary School District
 Briscoe School
 Calxico Unified School District
 Calistoga Unified School District
 Cambridge Public Schools

Campbell County Board of Education
 Carbon-Lehigh Intermediate Unit
 Carson City School District
 Casa Grande Elementary School District
 Casa Grande Union High School District
 Central Union High School District
 Chaffey Joint Union High School District
 Chandler Unified School District #80
 Chicago Public Schools
 Chico Unified School District
 Chula Vista High School
 City of Salem
 City of San Jose
 Clark County School District
 Clarksdale-Jerome District School
 Clay Elementary School District
 Coachella Valley Unified School District
 Community Crime Prevention Association
 Corinth School District
 Crane Elementary District
 Deer Valley Unified School District
 Delano Joint Union High School District
 Dixon Unified School District
 Douglas County School District
 Dover Sherborn Middle School
 Durham Public Schools Administrative Unit
 East Greenwich School Department
 East Ridge High School



Elk Grove Unified School District
 Eloy School District
 Essex Junction School District
 Evergreen Unified School District
 Exeter SAU #16
 Farmersville Unified School District
 Franklin Central Supervisory Union
 Franklin-McKinley School District
 Fresno Unified School District
 Garden Grove Unified School District
 Gilroy Unified School District
 Glendale Elementary School District
 Grossmont Union High School District
 Hanford Joint Union High School District
 Hattiesburg Public Schools
 Hayward Unified School District
 Hopkinton Public Schools
 Howard County Public Schools
 Howard School of Academics and Technology

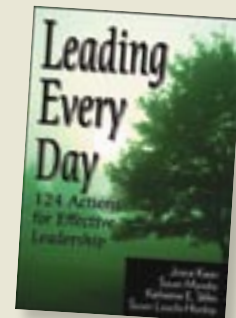
Hudson Public Schools
 Illinois Math and Science Academy
 Irvine Unified School District
 Isaac School District
 Jackson Public Schools
 Jefferson Elementary School District
 Jefferson Union High School District
 Jurupa Unified School District
 Kings Canyon Unified School District
 Konocti Unified School District
 Kyrene School District
 La Honda-Pescadero Unified School District
 Laconia Schools SAU #30
 Lanton Joint Unified School District
 Lemon Grove School District
 Lincoln Unified School District
 Lincoln-Woodstock Cooperative School District
 Lindsay Unified School District
 Little Singer Community Junior High School
 Livingston Educational Service Agency

Los Angeles Unified School District
 Lunenburg High School
 Luther Burbank Unified School District
 Marana Unified School District
 Memphis City Schools
 Merrimack School District
 Montebello Unified School District
 Monterey Unified School District
 Montgomery County Public Schools
 Mount Diablo Unified School District
 Mount Mansfield Union School District #17
 Mount Pleasant Elementary School District
 Napa Valley Unified School District
 Nashua School District #42
 New Hampshire SAU #38
 New York City Department of Education
 Newark Unified School District
 Newman-Crows Landing Unified School District

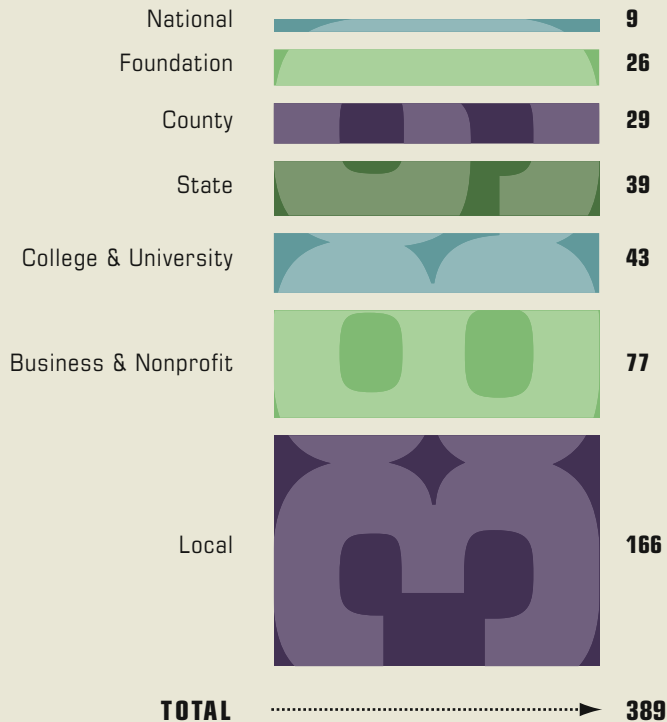
North Sacramento School District	Puget Sound Educational Service District	San Mateo Union High School District
Northampton Area School District	Ravenswood City Unified School District	San Pascual Unified School District
Northwest Tri-County Intermediate Unit	Redwood City School District	San Rafael City Schools
Oakdale Joint Unified School District	Riverside Unified School District	San Rafael Elementary School District
Oakland Unified School District	Robla Elementary School District	Santa Ana Unified School District
Ontario-Montclair School District	Roosevelt School District	Santa Clara Unified School District
Page Unified School District	Sacramento City Unified School District	Santa Cruz Valley Union High School District
Pendergast School District	Salem School District	Santa Monica-Malibu Unified School District
Pennsylvania Colonial Intermediate Unit 20	Salinas City Elementary	Santa Rosa City Schools
Phoenix Union High School District	Salinas Unified High School District	Saucon Valley School District
Pinon Unified School District	San Carlos Unified School District	Seattle School District #1
Pittsburg Unified School District	San Diego Unified School District	Sequoia Union High School District
Pittsburgh Public Schools	San Francisco Unified School District	Soledad Unified School District
Pleasant View Elementary School	San Jose Unified School District	Somerton Elementary School District
Pomona Unified School District	San Juan Unified School District	Stewartstown Community School
Poway Unified School District	San Lorenzo Unified School District	Stockton Unified School District
Providence Public School District		Tempe School District #3
		Tucson Unified School District

WestEd authors win Book of the Year award

In 2003, the National Staff Development Council selected *Leading Every Day: 124 Actions for Effective Leadership* (authored by WestEd's Joyce Kaser, Susan Mundry, Katherine Stiles, and the late Susan Loucks-Horsley) as its **Outstanding Staff Development Book of the Year**. The award is for making a significant and lasting contribution to the field of staff development by presenting research and/or recommendations that are viewed by practicing staff developers as both substantive and useful.



Total Funders by Type



Ukiah Unified School District
 Vail School District
 Vallejo City Unified School District
 Vancouver School District #37
 Washington Superintendent of Public Instruction
 Washoe County School District
 Waterford School District
 Waugh School District
 West Contra Costa Unified School District
 Westfield Public Schools
 Westminster School District
 Westmoreland Intermediate Unit
 Westwind Children's Service
 Whiteriver Unified School District

Winchester School District
 Winnisquam Regional School District SAU #59
 Yuma School District One
 Yuma Union High School District

County Funders

Butte County Department of Behavioral Health
 Center Valley Children's Services Network
 Contra Costa County Office of Education
 County of San Mateo, Human Services Agency, Alcohol and Drug Services
 First 5 Santa Clara County
 Fresno County Office of Education

Kern County Superintendent of Schools
 Los Angeles County Alliance for Student Achievement
 Los Angeles County Office of Education
 Madera County Office of Education
 Mendocino County Office of Education
 Orange County Office of Education
 Orange County Social Services Agency
 Riverside County Office of Education
 Sacramento County Children and Families Commission
 Sacramento County Office of Education
 San Bernardino County Office of Education
 San Bernardino County Superintendent of Schools
 San Diego County Office of Education
 San Joaquin County Office of Education
 San Mateo County Office of Education
 San Mateo County Superintendent of Schools
 Santa Barbara County Office of Education
 Santa Clara County Office of Education
 Santa Clara Department of Public Health
 School Board of Lee County, Florida
 Sonoma County Office of Education
 Superior Court of California, County of Riverside
 Tehama County Office of Education

State Funders

Alabama Department of Education
 Arizona Department of Education
 Arizona School Board Association
 Association of California School Administrators
 California Arts Council
 California Charter Schools Association
 California Department of Boating and Waterways
 California Department of Developmental Services
 California Department of Education
 California Department of Health Services
 California Department of Justice, Attorney General's Office
 California Department of Mental Health
 California Department of Social Services
 California Education Master Plan Alliance
 California Science Teachers Association
 California Teachers Association
 Commonwealth of Pennsylvania
 Dairy Council of California
 Education Commission of the States
 Georgia Department of Education
 Hawaii Department of Education
 Indiana Department of Education
 Kansas State Department of Education
 Legislative Council Bureau of Nevada

Maine Department of Education
 Nevada Department of Education
 New Hampshire Department of Education
 New Hampshire School Administrators Association
 New York State Department of Education
 Oregon Department of Education
 Rhode Island Department of Education
 State of Arizona, Governor's Office
 State of New Hampshire
 State of Rhode Island and Providence Plantations
 Title I Dissemination Project
 Utah State Office of Education
 Vermont Department of Education
 Virgin Islands Department of Education
 Wyoming Department of Family Services

National Associations & Federal Agencies

Council of Chief State School Officers (CCSSO)
 National Board for Professional Teaching Standards (NBPTS)
 National Education Association (NEA)
 National Education Association Health Information Network
 National Science Foundation (NSF)
 National Science Teachers Association (NSTA)
 U.S. Department of Education (includes several offices within the Department, including the Institute for 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 the Interior

WestEd research gaining national recognition

In 2003, WestEd's evaluation of Opening Minds through the Arts (OMA) was cited in the Education Innovator newsletter of the U.S. Department of Education for demonstrating that after two years of participation in OMA, second-grade students scored significantly higher than their counterparts in comparison schools on Stanford-9 tests, and the achievement gap narrowed for Hispanic students.

"We at the OMA Project appreciate our affiliation with WestEd," wrote the project coordinator in an email to Sandy Sobolew-Shubin, director of WestEd's study. "Your commitment to helping us understand and utilize the research that WestEd has done for us has been invaluable."

EXECUTIVE

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Glen Harvey
Chief Executive Officer

Max McConkey
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Ed Myers
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Director, Professional & Organizational Learning

Catherine Jovicich
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Paul Koehler
Director, Policy Program

J. Ronald Lally
Co-Director, Center for Child & Family Studies

Peter L. Mangione
Co-Director, Center for Child & Family Studies

Jan Phlegar
Director, Learning Innovations

Stanley Rabinowitz
Director, Assessment & Standards Development Services

Virginia Reynolds
Director, Center for Prevention & Early Intervention

Steve Schneider
Director, Mathematics, Science, & Technology

Fred Tempes
Director, Comprehensive School Assistance

Naida Tushnet
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*Rob Christensen retired as CFO in 2003 after more than 35 distinguished years with WestEd and its predecessor, Southwest Regional Educational Laboratory.

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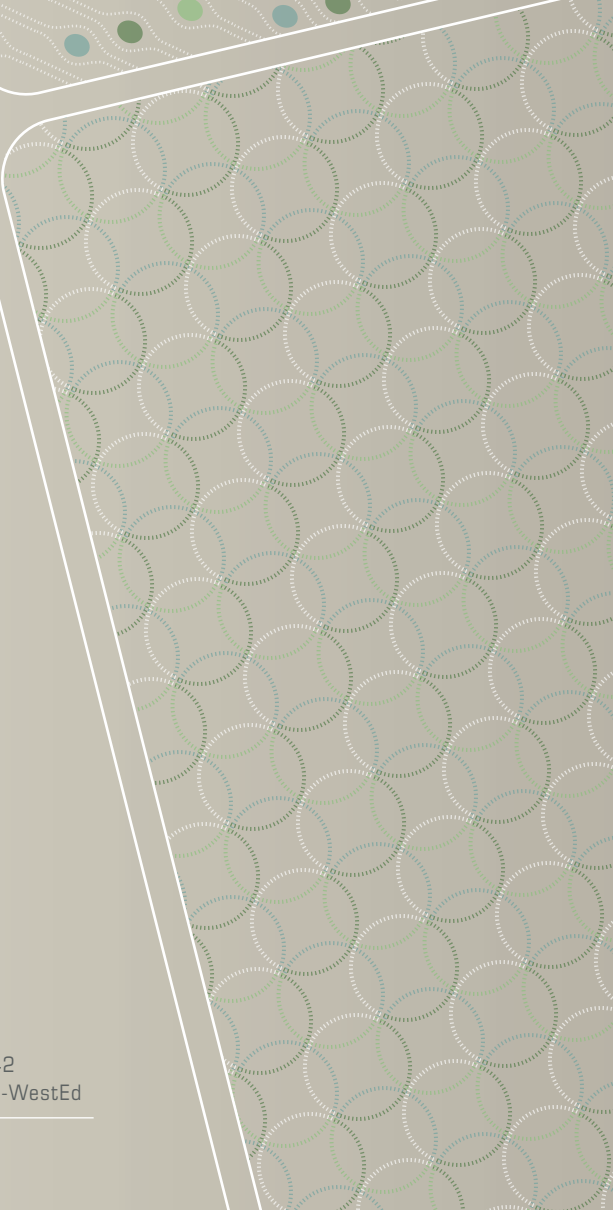
WestEd, a public, nonprofit, tax-exempt organization created under a Joint Powers Agreement, pursuant to California government code section 6507, has nonprofit status under Section 115(a) of the Internal Revenue Code (IRC). Contributions are deductible under Section 170(c) of the IRC. Building on over 35 years of research, development, and service work, WestEd's commitment in the 21st century is to foster success for children and schools by helping resolve the most critical problems confronting education and related areas of human development.



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annual report

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WestEd[®]
excellence in research, development, & service

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