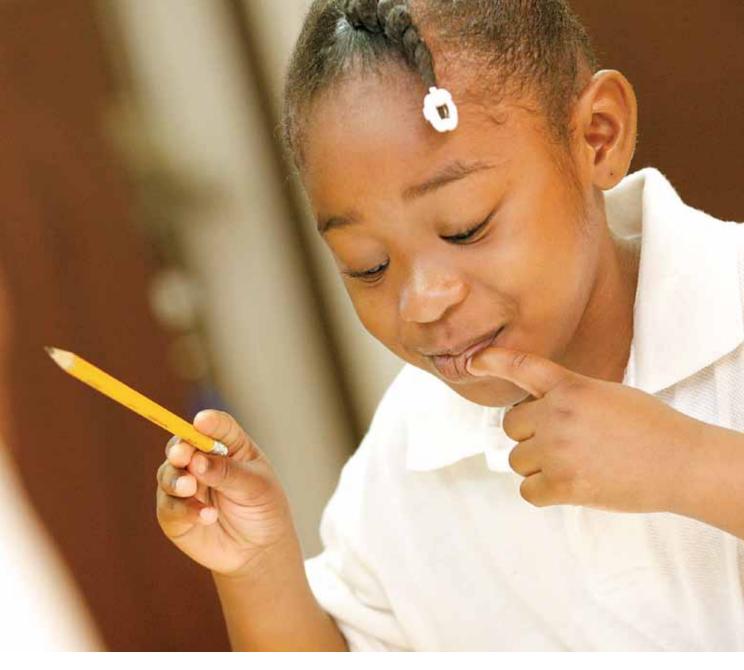
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National Writing Project

2009 annual report

writing



in its many forms is the signature means of communication in the 21st century. The NWP envisions a future where

MISSION

The National Writing Project focuses the knowledge, expertise, and leadership of our nation's educators on sustained efforts to improve writing and learning for all learners.

every person is an accomplished writer, engaged learner, and active participant in a digital, interconnected world.



FROM THE CHAIR OF THE BOARD AND THE EXECUTIVE DIRECTOR

Writing as a tool for thinking, learning, and communicating is crucial to academic and career success as well as to active citizenship in a democracy.

In this annual report you will meet teachers of math, chemistry, art, history, and business who develop their students as writers. You will meet a director of pre-kindergarten programs who models the writing she hopes her young students will practice. These educators employ writing to engage their students more deeply and move them to higher levels of thinking. These and other teacher-leaders are the heart of the National Writing Project—effective, accomplished educators who are pivotal to positive changes in teaching and in student achievement.

Our ongoing research supports the development of innovative approaches that are vital to teaching and learning in this digital age. For example, at our Summer Institutes, teachers learn about new digital tools for writing and how to integrate technologies into classroom lessons. They share ways to help students use writing to improve Web-based or multimedia productions—from blogs to digital stories, across subject areas.

We invite you to learn more about the NWP network of more than 200 university-based sites and about the remarkable educators who find inventive ways to share the power of writing with their students.

Donald McQuade Chair of the Board Sharon J. Washington Executive Director

The Writing Project is getting into our classrooms, it's being passed on, and it's radically

improving



Tom Murray, Robert F. Wagner Jr. Secondary School for Arts & Technology, Long Island City, NY, New York City Writing Project, Subject: Math

instruction.



Some students in Tom Murray's middle school classes naturally love math, straight out of the book. More students do best when they integrate math into larger projects: a display with geometric shapes in colors and patterns they love, or the budget for an imagined business. Whatever his approach, Murray puts writing in the mix. "If you can express it in writing, then you know it," he says. "That's the hardest thing for our kids,

even the brightest kids—to write down their understanding so that someone else can understand it." A classroom veteran, Murray found renewal in on-site professional development provided by the New York City Writing Project. "I like being connected, and we all need professional development that doesn't start and stop," he says. "It's making a difference for our teachers and our students."



Katherine Suyeyasu, ASCEND School (K-8), Oakland, CA, Bay Area Writing Project, Subject: Humanities

Critical reading and writing are two sides of a coin in Katherine Suyeyasu's classes. She teaches her eighth-grade students to explore history's "very compelling questions" as they learn to read primary and secondary sources with an analytical eye. Was the abolitionist John Brown a hero or a violent fanatic? Who was the greater leader for the Cherokee nation, the one who urged his people to

stay put or the one who spoke for relocation? Through writing, Suyeyasu helps her students fuse their individual voices with the information they find in documents as they take positions and support them. She is confident that her students will use their new skills throughout their lives. "Writing allows students to move beyond the basics of any subject and understand its relevance and significance."

Our kids have something to say, and writing

honors



their voices

and their thinking.

Children saw me carry my journal around with me; when they scribbled, I wrote. And

when they



LaWanda Ransom, Savannah-Chatham County Public Schools, Savannah, GA, Coastal Georgia Writing Project, Pre-K Project Director

I wrote.

wrote,





In a lifetime of work with young children, LaWanda Ransom knew about the importance of modeling behavior.

Still, she says, the Writing Project put that principle in a whole new light. Her dedication to writing, she recalls, "really helped young children see that this is something that grownups do, and it is important." When she first moved from the classroom to administration, she also used writing to connect with students

by sharing a roving journal with different classes. Now that she is responsible for the direction of pre-K programs serving some 1,200 students, Ransom's goal is to make sure "school staff, administrators, the community, everybody, sees there's a direct relationship between how young students and their parents view school and those students' success along the way."

National Writing Project

SITES

NWP sites are located on more than 200 university and college campuses.

Browse NWP's map at www.nwp.org.



Alabama

Alabama A&M University Writing Project

Jacksonville State University Writing Project

Longleaf Writing Project University of Alabama

Red Mountain Writing Project University of Alabama at Birmingham

Wiregrass Writing Project Troy University

Alaska

Alaska State Writing Consortium University of Alaska Fairbanks

Arizona

Central Arizona Writing Project Arizona State University

Northern Arizona Writing Project Northern Arizona University

Southern Arizona Writing Project University of Arizona

Arkansas

Arkansas Delta Writing Project Arkansas State University

Great Bear Writing Project University of Central Arkansas

Little Rock Writing Project University of Arkansas at Little Rock

Northwest Arkansas Writing Project University of Arkansas, Fayetteville

California

Area 3 Writing Project University of California, Davis

Bay Area Writing Project University of California, Berkeley

Cal State Northridge Writing Project California State University, Northridge

Central California Writing Project University of California, Santa Cruz

Great Valley Writing Project California State University, Stanislaus

Inland Area Writing Project University of California, Riverside

Los Angeles Writing Project at Cal State LA California State University, Los Angeles

Northern California Writing Project California State University, Chico

Redwood Writing Project Humboldt State University

San Diego Area Writing Project University of California, San Diego San Joaquin Valley Writing Project California State University, Fresno

San Jose Area Writing Project San Jose State University

San Marcos Writing Project California State University San Marcos

South Coast Writing Project University of California, Santa Barbara

UC Irvine Writing Project University of California, Irvine

UC Merced Writing Project University of California, Merced

UCLA Writing Project University of California, Los Angeles

Colorado

Colorado State University Writing Project

Denver Writing Project University of Colorado Denver

Southern Colorado Writing Project Colorado State University-Pueblo

Connecticut

Central Connecticut Writing Project Central Connecticut State University

Connecticut Writing Project - Fairfield Fairfield University

Connecticut Writing Project - Storrs University of Connecticut

Delaware

Delaware Writing Project University of Delaware

District of Columbia

District of Columbia Area Writing Project Howard University

Florida

National Writing Project at Florida Gulf Coast University

Tampa Bay Area Writing Project University of South Florida

Georgia

Blackwater Writing Project Valdosta State University

Central Georgia Writing Project Georgia College & State University

Cherokee Rose Writing Project University of West Georgia

Coastal Savannah Writing Project Armstrong Atlantic State University

Georgia Southern Writing Project Georgia Southern University

Kennesaw Mountain Writing Project Kennesaw State University Red Clay Writing Project University of Georgia

Southwest Georgia Writing Project Georgia Southwestern State University

Hawai`i

Hawai`i Writing Project University of Hawai`i at Mānoa

Lehua Writing Project University of Hawai`i at Hilo

Idaho

Boise State University Writing Project

Northwest Inland Writing Project University of Idaho

Illinois

Chicago Area Writing Project University of Illinois at Chicago

Eastern Illinois Writing Project Eastern Illinois University

Illinois State Writing Project Illinois State University

Illinois Writing Project National-Louis University

Piasa Bluffs Writing Project Southern Illinois University Edwardsville

University of Illinois Writing Project University of Illinois at Urbana-Champaign

Indiana

Appleseed Writing Project Indiana University – Purdue University Fort Wayne

Hoosier Writing Project Indiana University– Purdue University Indianapolis

Indiana Writing Project Ball State University

IUS Writing Project Indiana University Southeast

Northwest Indiana Writing Project Purdue University Calumet

River Bend Writing Project University of Southern Indiana

Iowa

Eastern Iowa Writing Project St. Ambrose University

Iowa Writing Project University of Northern Iowa

Kansas

Flint Hills Writing Project Kansas State University

South Central Kansas Writing Project Wichita State University

Kentucky

Eastern Kentucky University Writing Project

Louisville Writing Project University of Louisville

Morehead Writing Project Morehead State University

Mountain Writing Project
Hazard Community & Technical College

Northern Kentucky Writing Project Northern Kentucky University

Purchase Area Writing Project Murray State University

Western Kentucky University Writing Project

Louisiana

Greater New Orleans Writing Project University of New Orleans

Louisiana State University Writing Project

McNeese Writing Project McNeese State University

National Writing Project of Acadiana University of Louisiana at Lafayette

Northwestern State University Writing Project

Southeastern Louisiana Writing Project Southeastern Louisiana University

Maine

Southern Maine Writing Project University of Southern Maine

University of Maine Writing Project

Maryland

Eastern Shore Writing Project Salisbury University

Maryland Writing Project Towson University

University of Maryland Writing Project

Massachusetts

Boston Writing Project University of Massachusetts Boston

Buzzards Bay Writing Project University of Massachusetts Dartmouth

Western Massachusetts Writing Project University of Massachusetts Amherst

Michigan

Chippewa River Writing Project Central Michigan University

Crossroads Writing Project Ferris State University

Eastern Michigan Writing Project Eastern Michigan University

Lake Michigan Writing Project Grand Valley State University

Meadow Brook Writing Project Oakland University

Oakland (MI) Writing Project University of Michigan

Red Cedar Writing Project Michigan State University

Saginaw Bay Writing Project Saginaw Valley State University

Third Coast Writing Project Western Michigan University

Upper Peninsula Writing Project Northern Michigan University

Wayne State Writing Project Wayne State University

Minnesota

Minnesota Writing Project University of Minnesota

Mississippi

Alcorn Writing Project Alcorn State University

Delta Area Writing Project Delta State University

Live Oak Writing Project University of Southern Mississippi Gulf Coast

Mississippi Valley State University Writing Project

MSU Writing/Thinking Project Mississippi State University

South Mississippi Writing Project University of Southern Mississippi

University of Mississippi Writing Project

Missouri

Gateway Writing Project University of Missouri-St. Louis

Greater Kansas City Writing Project University of Missouri-Kansas City

Missouri Writing Project University of Missouri-Columbia

Ozarks Writing Project Missouri State University

Prairie Lands Writing Project Missouri Western State University

Montana

Montana Writing Project University of Montana

Yellowstone Writing Project Montana State University

Nebraska

Nebraska Writing Project University of Nebraska-Lincoln

Oxbow Writing Project University of Nebraska at Omaha

Nevada

Great Basin Writing Project Great Basin College

Northern Nevada Writing Project University of Nevada, Reno

Southern Nevada Writing Project University of Nevada, Las Vegas

New Hampshire

Plymouth Writing Project Plymouth State University

New Jersey

Kean University National Writing Project

National Writing Project at Rider University

National Writing Project at Rutgers University

New Mexico

Bisti Writing Project San Juan College

Borderlands Writing Project New Mexico State University

High Desert Writing Project University of New Mexico

High Plains Writing Project Eastern New Mexico University

New York

Capital District Writing Project University at Albany, State University of New York

Genesee Valley Writing Project University of Rochester

Hudson Valley Writing Project State University of New York at New Paltz

Long Island Writing Project Nassau Community College

Mohawk Valley Writing Project Utica College

New York City Writing Project Lehman College, City University of New York

Seven Valleys Writing Project State University of New York at Cortland

Western New York Writing Project Canisius College

North Carolina

Capital Area Writing Project at NCSU North Carolina State University

Tar River Writing Project East Carolina University UNC Charlotte Writing Project University of North Carolina at Charlotte

North Dakota

Northern Plains Writing Project Minot State University

Red River Valley Writing Project University of North Dakota

Ohio

Columbus Area Writing Project The Ohio State University

Mid Ohio Writing Project
The Ohio State University at Mansfield

National Writing Project at Kent State University

Ohio University Appalachian Writing Project

Ohio Writing Project Miami University

Oklahoma

Oklahoma State University Writing Project

Oklahoma Writing Project University of Oklahoma

Oregon

Oregon Writing Project at Eastern Oregon University

Oregon Writing Project at Lewis and Clark College

Oregon Writing Project at Southern Oregon University

Oregon Writing Project at University of Oregon

Oregon Writing Project at Willamette University

Pennsylvania

Capital Area Writing Project - PA Penn State Harrisburg

Endless Mountains Writing Project Mansfield University of Pennsylvania

Northeastern Pennsylvania Writing Project East Stroudsburg University

Penn State Lehigh Valley Writing Project

PennLake National Writing Project Edinboro University of Pennsylvania

Pennsylvania Writing and Literature Project West Chester University

Philadelphia Writing Project University of Pennsylvania

Western Pennsylvania Writing Project University of Pittsburgh

Puerto Rico

Borinquen Writing Project University of the Sacred Heart MayaWest Writing Project University of Puerto Rico at Mayagüez

Rhode Island

Rhode Island Writing Project Rhode Island College

South Carolina

Aiken Writing Project University of South Carolina Aiken

Lowcountry Writing Project The Citadel

Midlands Writing Project University of South Carolina

Santee-Wateree Writing Project University of South Carolina

Spartanburg Writing Project University of South Carolina Upstate

Swamp Fox Writing Project Francis Marion University

Upstate Writing Project Clemson University

Winthrop Writing Project Winthrop University

South Dakota

Dakota Writing Project University of South Dakota

Tennessee

Middle Tennessee Writing Project Middle Tennessee State University

Upper Cumberland Writing Project Tennessee Technological University

West Tennessee Writing Project University of Tennessee at Martin

Texas

Central Texas Writing Project Texas State University

Coastal Bend Writing Project Texas A&M University-Corpus Christi

East Texas Writing Project Texas A&M University-Texarkana

Heart of Texas Writing Project University of Texas at Austin

North Star of Texas Writing Project University of North Texas

Pearl of the Concho Writing Project Angelo State University

Sabal Palms Writing Project University of Texas at Brownsville

Sam Houston Writing Project Sam Houston State University

San Antonio Writing Project University of Texas at San Antonio South Texas Writing Project Texas A&M International University

West Texas Writing Project University of Texas at El Paso

Utah

Central Utah Writing Project Brigham Young University

Wasatch Range Writing Project Weber State University

Vermont

National Writing Project in Vermont University of Vermont

Virgin Islands

Virgin Islands Writing Project University of the Virgin Islands

Virginia

Appalachian Writing Project University of Virginia's College at Wise

Blue Ridge Writing Project Virginia Polytechnic Institute and State University

Central Virginia Writing Project University of Virginia

Eastern Virginia Writing Project College of William and Mary

Northern Virginia Writing Project George Mason University

Tidewater Writing Project Old Dominion University

Washington

Central Washington Writing Project Central Washington University

Puget Sound Writing Project University of Washington

West Virginia

Central West Virginia Writing Project Marshall University Graduate College

Marshall University Writing Project

National Writing Project at West Virginia University

Wisconsin

Fox Valley Writing Project University of Wisconsin Oshkosh

Milwaukee Writing Project Carroll University

University of Wisconsin-Milwaukee Writing Project

Wyoming

Wyoming Writing Project University of Wyoming



Kara Pezzi, Appleton East High School, Appleton, WI, Fox Valley Writing Project, Subject: Chemistry

"I want to make sure my students get the best chemistry education possible," says Kara Pezzi. Asking her students to write is one way Pezzi meets that high standard. She explains that writing helps students understand their knowledge, and the writing process helps them organize their thoughts. Former students report that their college courses are easier because she taught them to write lab reports. Back in high school, she had helped those same students revise their drafts several times before they received a final grade. "I want them to see that writing and learning are not one-shot deals," says Pezzi, who has exemplified this belief throughout her 17-year career. "Everything I do for professional development, I do because I want to be a better teacher."

Writing gets students to

higher-level



thinking skills.

When my students analyze and write about the

meaning



Mel Otero, Pueblo County High School, Pueblo, CO, Southern Colorado Writing Project, Subject: Business

of a chart

or a graph, they're developing a skill they can transfer into other content areas.



When Mel Otero's accounting students research a company, he pushes them to go beyond sales figures and inventory by putting those numbers in context and writing a business case. Similarly, his computer students not only create a newsletter template but also write the content on a favorite topic. Otero has read student newsletters on dancing, showing steers, and riding skateboards. "I use writing assignments to convey

the utility of the technology at their disposal," he says. "But I also want them to find their own voices. At their age, many students still go for the parrot effect." Otero credits the Writing Project with helping him maintain his enthusiasm for supporting learners. "The Summer Institute allows you to collaborate with other teachers on ideas you can bring back to any classroom to improve student writing and thinking."



Clark Frayser, Eisenhower International Elementary School, Tulsa, OK, Oklahoma State University Writing Project, Subject: Art

Clark Frayser takes his students on a journey into their own creativity, not only through visual arts but also by pushing his students to express themselves through writing and sharing what they create with the community. "The process of writing and expressing yourself is really important," says Frayser, who has been teaching for more than 30 years. "I infuse writing into their projects because we always try to get to a higher level of

thinking." His students at multilingual Eisenhower International Elementary School complement their art education with writing, whether it's crafting successful speeches for the Tulsa citywide Speech Arts Contest or the Martin Luther King Speech Contest, writing haikus about their paintings, or studying perspective through writing and drawing. "It's fun to explore different areas where I can use writing in my art classroom."

Writing helps my students handle very

complicated



ideas.

FINANCIAL SUMMARY

Stat	ement	٥f	Activities

for years ended September 30,	2009 Temporarily			2008 Temporarily		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES AND OTHER SUPPORT						
Federal grant	23,565,681		23,565,681	21,469,237		21,469,237
Other grant revenue & contributions	310,151	313,572	623,723	388,089	751,128	1,139,217
Publications and professional service revenue	63,965		63,965	40,374		40,374
Net investment and other interest income	34,588		34,588	60,853		60,853
Net assets released from restrictions	570,002	(570,002)	-	320,800	(320,800)	
Total Revenues and Other Support	\$24,544,387	\$(256,430)	\$24,287,957	\$22,279,353	\$430,328	\$22,709,681
EXPENSES:						
Program services						
Writing project developments	22,184,279		22,184,279	19,650,992		19,650,992
Supporting services						
Management and general	2,451,417		2,451,417	2,474,327		2,474,327
Total Expenses	\$24,635,696	\$ -	\$24,635,696	\$22,125,319	\$ -	\$22,125,319
CHANGE IN NET ASSETS	(91,309)	(256,430)	(347,739)	154,034	430,328	584,362
NET ASSETS AT BEGINNING OF YEAR	1,991,786	430,328	2,422,114	1,837,752		1,837,752
NET ASSETS AT END OF YEAR	\$1,900,477	\$173,898	\$2,074,375	\$1,991,786	\$430,328	\$2,422,114

Statement of Financial Position

for years ended September 30,

ASSETS	2009	2008	LIABILITIES	2009	2008
Cash and cash equivalents	\$1,211,217	\$952,837	Grants and accounts payable	\$1,374,126	\$1,385,572
Investments, short term	1,060,337	834,986	Accrued expenses	278,862	209,437
Accounts and interest receivable	27,090	11,641			
Grant receivable	1,000,000	1,420,000	Total Liabilities	\$1,652,988	\$1,595,009
Pledges receivable, net	99,700	381,128			
Prepaid expenses	108,952	183,722	NET ASSETS		
Furniture and equipment, net	220,067	232,809	Unrestricted	\$1,900,477	\$1,991,786
			Temporarily restricted	173,898	430,328
Total Assets	\$3,727,363	\$4,017,123			
			Total Net Assets	\$2,074,375	\$2,422,114
			Total Liabilities and Net Assets	\$3.727.363	\$4.017.123

FUNDING

Support for the National Writing Project is provided by the U.S. Department of Education, foundations, corporations, universities, and K–12 schools.

NWP federal funding for fiscal year 2008–2009 totals \$23.6 million. Local support for NWP sites and programs totals an additional \$23.1 million.

A complete copy of the organization's financial statements, audited by Armanino McKenna LLP, is available upon request from National Writing Project, 2105 Bancroft Way, #1042, Berkeley, CA 94720-1042.

reach & impact

The National Writing Project (NWP) is a nationwide network of educators working together to improve the teaching of writing in the nation's schools and in other settings. Founded in 1974 at the University of California, Berkeley, NWP today is a network of more than 200 university-based sites, working in partnership with surrounding school districts to:

provide high-quality professional development to teachers to improve writing and learning at all grade levels and across disciplines;

serve 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands;

leverage the federal investment, dollar for dollar;

engage 130,000 educator-participants annually; and through those educators...

reach 1.4 million students every year.

NWP has a positive impact on students. Sixteen research studies conducted in seven states from 2006 through 2009 consistently show gains in writing performance among students whose teachers participate in NWP programs. Independent national scorings show that NWP students' improvement outpaces that of students in comparison groups (NWP Research Brief, No. 2, 2010).





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Statement from Inverness Research

Many projects aimed at educational improvement have limited success because they are funded as short-term expenditures for direct services. In contrast, the National Writing Project functions as an infrastructure for improvement, providing direct services and generating educational capital—for example, usable knowledge, professional leadership, institutional partnerships—that accumulates over time, fuels innovation, and can be used for future production of services. Operating at sufficient scale to make an impact across the nation, NWP serves as a model of an educational improvement infrastructure designed for sustainable growth. Effective investments of federal education dollars are those that, like NWP, support immediate services, promote the long-term growth of infrastructure for educational improvement, and achieve national impact.

Mark St. John, Ph.D., President, Inverness Research, Inc.

