The National Writing Project is the only national professional development program that focuses on the teaching of writing.

1.4 million students reached annually

3,000 new teacher-leaders each year
100,000 teacher-participants

3,000 school districts served nationwide

193 university-based Writing Project sites
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.
Today, young people carry the world in their pockets. Through an ever-expanding array of digital devices, they have unprecedented access to knowledge, learning opportunities, and audiences. The ones who flourish in this new world will be those who know how to write.

The National Writing Project strives to erase the divide that threatens to separate young people who write well from the ones who don’t. For 38 years, we have helped reluctant writers become good writers, and good writers become better ones. And we do it on a national scale.

The Writing Project works to improve writing instruction for all students, no matter what their skills or literacy level when they begin. We stand as a resource for every school, district, and state that will strive to meet new college- and career-ready standards requiring strong writing across subjects. We share the insistence that all young people must have the support to attain the skills they need for success.

In an era of competitive funding, NWP’s ability to hold its own speaks to the strength of collective work across our nearly 200 university-based sites. The U.S. Department of Education recognized the National Writing Project with two major grants, while our partnership with the Association of Science-Technology Centers earned us funding to integrate science and literacy from the National Science Foundation. These opportunities add to our development in digital literacy and composing, supported by the John D. and Catherine T. MacArthur Foundation, and our work with the Literacy Design Collaborative sponsored by the Bill & Melinda Gates Foundation.

In this annual report you will hear from committed and passionate educators about what they do best: help students achieve, develop strong teacher-leaders, and build communities of teachers.

We thank you for taking the time to learn more about the National Writing Project, for partnering with us to strengthen student achievement and literacy, and for believing in the power of writing.

Warmest regards,

Judith Warren Little       Sharon J. Washington
Chair of the Board         Executive Director
EVERY DAY, IN EVERY STATE, in every kind of community, Writing Project teachers are making a difference in the lives of students—early childhood through university. By teaching students not only how to write well but how to learn through writing in all disciplines, these educators are increasing their students’ chances of academic and career success. Through writing, students learn to convey ideas and solve problems. They learn to understand and engage with the world. Whether they’re creating essays and poems, term papers and lab reports, or blogs and podcasts, students are developing the skills to communicate in today’s digital age and compete in the 21st century.
Kenya Hernandez writes about how things are in society, and how things should be. The eighth-grader at Roosevelt Elementary School in Stockton, CA, uses words to express her feelings and ideas. “Writing, to me, has been something that has allowed me to connect to people,” says Kenya. “Writing is just a part of me.”
“Writing is a powerful tool that helps my students see they have a voice.”

Adversity. Anxiety. Gang violence. BRANDY DE ALBA writes such words on the board for her eighth-graders to explore in their journals each day. De Alba knows students must be engaged before they can begin learning. “Writing is a tool for healing, and becomes a bridge to academics and beyond.” Teaching in Stockton, California, where she grew up, De Alba credits her former softball coach and teacher for inspiring her to attend college.

Thanks to the Great Valley Writing Project, “I learned how to connect my students’ lives with writing for success in school,” says De Alba. Writing helped students like Kenya Hernandez, who started the school year less engaged, grow more confident in their communication skills. Kenya testified at a briefing in Washington, D.C., on her experience as an English language learner. “She became an advocate for her community through her writing,” says De Alba.

Research studies conducted in 7 states showed gains in writing performance among students whose teachers participate in NWP programs.
We develop strong teacher-leaders across the nation.

**Teachers Play a Vital Role** in leading sustained efforts to improve learning in our schools. NWP teacher-leaders study and share effective practices that enhance student writing and learning, work collaboratively with other educators, design resources, and take on new roles in effecting positive change.
As a teacher-leader with the Boston Writing Project and the NWP Urban Sites Network Leadership Team, Chris Tsang notes, “I have significant opportunities to share practices and receive mentorship.” Tsang, who teaches eighth-grade English Language Arts at the Harbor School in Boston, MA, adds, “The Writing Project philosophy is the foundation for ALL MY TEACHING.”
“Teacher-leaders are change agents.”

TONYA PERRY was already an Alabama Teacher of the Year when she attended the Writing Project’s Summer Institute in 2004. A seasoned educator, she was pleased with how much she grew professionally. After the Institute, she connected with her fellow participants and formed a lasting community. “I found it fascinating that NWP’s model changed our thinking about ourselves from participants in a workshop to a family of professionals who really wanted to impact writing and literacy instruction across content areas.”

Today, as site director of the Red Mountain Writing Project in Birmingham, Alabama, she nurtures a new generation of leaders every day. These teacher-leaders are sharing effective practices with their fellow educators, who, in turn, impact their students’ academic success. “I believe in the power of the teacher,” she says.
NWP sites are located on nearly 200 university and college campuses. Browse NWP's map at www.nwp.org.
> ALABAMA
Jacksonville State University Writing Project
Red Mountain Writing Project
University of Alabama at Birmingham
Wiregrass Writing Project
Troy University

> ALASKA
Alaska State Writing Consortium
University of Alaska Anchorage

> 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

> 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
Daytona Beach National Writing Project
Bethune-Cookman University
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
Georgia Southern Writing Project
Georgia Southern University
Kennesaw Mountain Writing Project
Kennesaw State University
Red Clay Writing Project
University of Georgia

> HAWAI`I
Hawai`i Writing Project
University of Hawai`i at Manoa

> 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
Iowa Writing Project
University of Northern Iowa
Quad City Area Writing Project
St. Ambrose 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
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 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
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
National Writing Project in New Hampshire
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
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
We build communities of teachers who share their innovations and expertise.

**ONLINE AND FACE TO FACE**, Writing Project teachers build knowledge—together. Cadres of educators across subjects, geographic boundaries, and grade levels coalesce to demonstrate and discuss practice.

Teachers gather to study new standards and current literature on academic writing through NWP Connect, a platform for online communities of practice. They develop and share resources on Digital Is, NWP’s online community for digital teaching and learning. Writing Project teachers understand the value of critical thinking and collaboration with their colleagues.
70,000
NWP teacher-leaders have taught 1.2 million additional educators since 1974.

100,000
teacher-participants annually

Tapping into NWP's national network, Jennifer Woollven and Alina Adonyi, teachers at a tech-focused high school in Austin, TX, use Writing Project practices to “teach skills that students will need in their futures, such as collaboration, problem solving, and effective communication,” Woollven says. Student projects include digital stories that combine writing, sound, and animation.
“There is this sense that you’re part of something much larger than you ever imagined.”

KEVIN HODGSON, or “dogtrax,” as he is known to his thousand-plus Twitter followers, leverages the power of Writing Project networks to help his students achieve.

“I’m interested in all the digital tools out there, in the possibilities for me as a writer and for my students as learners,” says Hodgson, the educational technology guru, sixth-grade teacher, and technology liaison with the Western Massachusetts Writing Project. “And I don’t want to go it alone.”

Projects he’s created with other Writing Project teachers include an ABC book of 26 digital stories and the iAnthology, supported by an NWP mini-grant to help teachers share writings and feedback. Says Hodgson, “The online networks connect like-minded people who are willing to put their toes in the water and give things a try.”

> We build communities of teachers who share their innovations and expertise. <

50,000 teachers participate in NWP’s digital learning programs annually.
Research studies consistently demonstrate gains in writing performance among students whose teachers participate in NWP programs.

The 16 studies included 141 schools, 7 states, 409 teachers, and 5,408 students.

This graphic illustrates the amount of change in writing performance exhibited by program and comparison students in each of the 16 studies, measured holistically. In each case, program students’ writing demonstrated growth, while comparison students’ writing often showed little or no growth.

Statement of Activities for years ended September 30

<table>
<thead>
<tr>
<th>REVENUES AND OTHER SUPPORT</th>
<th>2011 Unrestricted</th>
<th>2011 Temporarily Restricted</th>
<th>Total</th>
<th>2010 Unrestricted</th>
<th>2010 Temporarily Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial grants</td>
<td>$19,859,647</td>
<td>$19,859,647</td>
<td>$24,291,000</td>
<td>$19,859,647</td>
<td>$19,859,647</td>
<td>$24,291,000</td>
</tr>
<tr>
<td>Other grants and contributions</td>
<td>412,137</td>
<td>2,079,393</td>
<td>2,491,530</td>
<td>255,684</td>
<td>1,424,490</td>
<td>1,680,174</td>
</tr>
<tr>
<td>Professional service revenue</td>
<td>55,496</td>
<td>55,496</td>
<td>34,438</td>
<td>34,438</td>
<td>12,538</td>
<td>12,538</td>
</tr>
<tr>
<td>Net investment and other income</td>
<td>7,539</td>
<td>7,539</td>
<td>15,078</td>
<td>15,078</td>
<td>12,538</td>
<td>12,538</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>1,175,313</td>
<td>(1,175,313)</td>
<td>800,000</td>
<td>800,000</td>
<td>800,000</td>
<td>800,000</td>
</tr>
</tbody>
</table>

**Total Revenues and Other Support**

<table>
<thead>
<tr>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>$21,510,132</td>
<td>$24,987,717</td>
</tr>
<tr>
<td>$904,080</td>
<td>$1,030,433</td>
</tr>
<tr>
<td>$22,414,212</td>
<td>$26,018,150</td>
</tr>
</tbody>
</table>

EXPENSES

<table>
<thead>
<tr>
<th>PROGRAM SERVICES</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Project</td>
<td>18,643,086</td>
<td>18,643,086</td>
</tr>
<tr>
<td>Supporting services</td>
<td>2,558,171</td>
<td>2,558,171</td>
</tr>
<tr>
<td>Management and general</td>
<td>93,213</td>
<td>93,213</td>
</tr>
</tbody>
</table>

**Total Expenses**

<table>
<thead>
<tr>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>$21,294,470</td>
<td>$21,074,011</td>
</tr>
<tr>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>$21,294,470</td>
<td>$21,074,011</td>
</tr>
</tbody>
</table>

CHANGE IN NET ASSETS

<table>
<thead>
<tr>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>215,662</td>
<td>1,119,742</td>
</tr>
<tr>
<td>904,080</td>
<td>1,030,433</td>
</tr>
<tr>
<td>1,119,742</td>
<td>944,139</td>
</tr>
</tbody>
</table>

**NET ASSETS AT END OF YEAR**

<table>
<thead>
<tr>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,029,845</td>
<td>$1,814,183</td>
</tr>
<tr>
<td>$2,108,411</td>
<td>$1,204,331</td>
</tr>
<tr>
<td>$4,138,256</td>
<td>$3,018,514</td>
</tr>
</tbody>
</table>

Statement of Financial Position for years ended September 30

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$2,191,908</td>
<td>$1,735,381</td>
</tr>
<tr>
<td>Investments, short term</td>
<td>682,704</td>
<td>687,042</td>
</tr>
<tr>
<td>Accounts and interest receivable</td>
<td>18,155</td>
<td>10,424</td>
</tr>
<tr>
<td>Grants receivable</td>
<td>499,647</td>
<td>800,000</td>
</tr>
<tr>
<td>Pledges receivable, net</td>
<td>1,011,183</td>
<td>500,000</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>166,855</td>
<td>134,445</td>
</tr>
<tr>
<td>Furniture and equipment, net</td>
<td>198,063</td>
<td>249,575</td>
</tr>
</tbody>
</table>

**Total Assets**

<table>
<thead>
<tr>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,768,515</td>
<td>$4,116,867</td>
</tr>
</tbody>
</table>

**LIABILITIES**

<table>
<thead>
<tr>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants and accounts payable</td>
<td>$439,326</td>
</tr>
<tr>
<td>Accrued expenses</td>
<td>190,933</td>
</tr>
</tbody>
</table>

**Total Liabilities**

<table>
<thead>
<tr>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>$630,259</td>
<td>$1,098,353</td>
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</tbody>
</table>

**NET ASSETS**

<table>
<thead>
<tr>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>$2,029,845</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>2,108,411</td>
</tr>
</tbody>
</table>

**Total Net Assets**

<table>
<thead>
<tr>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,138,256</td>
<td>$3,018,514</td>
</tr>
</tbody>
</table>

**Total Liabilities and Net Assets**

<table>
<thead>
<tr>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,768,515</td>
<td>$4,116,867</td>
</tr>
</tbody>
</table>

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 2010–2011 totals $19.9 million. Local support for NWP sites and programs totals an additional $23.2 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.
Support for the National Writing Project is provided by the U.S. Department of Education, universities, and K–12 schools. In addition, we are grateful for the support of the following foundations, corporations, partners, and individuals.

> FOUNDATION SUPPORT
The Robert Bowne Foundation
Carnegie Corporation of New York
Bill & Melinda Gates Foundation
The Isabel Allende Foundation
The John D. and Catherine T. MacArthur Foundation
The National Science Foundation
The New York Community Trust
The Samuels Foundation

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Linda Kawano
Richard Kent
Margaret Kettermen
Commemorative Contributions
The contributions listed here represent gifts made to NWP in honor or memory of individuals and groups. Honorees are indicated in bold type, with the donor’s name below.

> IN HONOR OF
Jennifer Adams
   Deborah Shepherd
All EMWP TCs
   Karen Chichester
Vici Bice
   Marsha Rinetti
Faye Brady
   Donna Perry
Katie Czaszar
   Caroline Griswold
The contributions reflected here were made between September 1, 2011 and December 31, 2012. We sincerely regret any errors or omissions on this list of contributors. To make corrections, please contact NWP at 510.643.1742.

> 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, and 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.

Mark St. John, Ph.D., President, Inverness Research, Inc. Inverness Research, Inc., a research and evaluation group, has been independently evaluating the National Writing Project since 1994.
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OIL SPILL

BP’s Big mistake

Another blow to BP’s coffers—and reputation: The oil company has been fined $20 million for two civil fines that settle charges arising from both theDeepwater Horizon and BP’s non-compliance with court orders to properly maintain the pipelines. It’s the largest fine ever imposed for a spill, and could be a sign that fines and penalties of more than $20 billion will be levied against the company when the investigation into its much larger Gulf of Mexico spill is completed.

The company was quoted as saying that the fine is “an extraordinary amount” and that it will appeal the decision. BP has already paid more than $3 billion in fines for the Deepwater Horizon spill, and is also facing criminal charges in connection with the disaster.

The fine is expected to be a significant blow to BP’s bottom line, with the company already facing financial challenges as a result of the oil spill.

BREAKING NEWS

UPDATE ON THE OIL

LOONS FOUND AFTER THE BIG SPILL

Animals from the gulf

Thousands of birds, mammals, and sea turtles were slaughtered and burned in the Gulf of Mexico oil spill. Both were particularly vulnerable to the effects, many being burned alive. Burns oil is toxic to birds, and they can be killed by the heat from the oil Demonstrating the devastating effects of the spill, the National Wildlife Federation announced that more than 1,000 birds have died as a result of the spill, including over 500 birds that were killed in a single day.

The spill has also had an impact on sea turtles, with over 100 turtles being rescued from the spill. The turtles are being treated at various wildlife rehabilitation centers across the Gulf of Mexico, and are expected to make a full recovery.

Deeper water horizon Oil spill

The Deepwater Horizon oil spill was the largest spill in US history, with over 4 million barrels of oil released into the Gulf of Mexico. The spill had a devastating impact on the local ecosystem, with thousands of birds, mammals, and sea turtles being killed or injured. The spill also had a significant economic impact, with the oil industry estimated to have suffered losses of over $100 billion.

Another oil spill

The oil industry has faced a series of disasters in recent years, with the Deepwater Horizon spill being the latest in a string of major spills. The industry has been criticized for its lax safety standards and lack of preparedness for these types of disasters.

Despite the challenges, the industry has been quick to respond to the spill, with companies working to contain the spill and clean up the affected areas. While the spill is still ongoing, the industry has shown its capacity for responding to such disasters, and is working to minimize the impact on the environment and the local community.
VISION

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