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

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

Hawaii`
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
Southern Illinois University
Illinois State Writing Project
Illinois State University
Illinois Writing Project
National-Louis University
Plasa 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
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 at Buffalo
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

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
"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 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 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 city-wide 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.
### Statement of Activities

*for years ended September 30, 2009 and 2008*

<table>
<thead>
<tr>
<th></th>
<th>2009 Unrestricted</th>
<th></th>
<th>2008 Unrestricted</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUES AND OTHER SUPPORT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal grant</td>
<td>23,565,681</td>
<td></td>
<td>21,469,237</td>
<td></td>
</tr>
<tr>
<td>Other grant revenue &amp; contributions</td>
<td>310,151</td>
<td></td>
<td>388,089</td>
<td></td>
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<tr>
<td>Publications and professional service revenue</td>
<td>63,965</td>
<td></td>
<td>40,374</td>
<td></td>
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<tr>
<td>Net investment and other interest income</td>
<td>34,588</td>
<td></td>
<td>60,853</td>
<td></td>
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<tr>
<td>Net assets released from restrictions</td>
<td>570,002 (570,002)</td>
<td></td>
<td>320,800 (320,800)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues and Other Support</strong></td>
<td>$24,544,387</td>
<td></td>
<td>$22,799,353</td>
<td></td>
</tr>
</tbody>
</table>

| **EXPENSES:** | | | | |
|----------------|---|---|---|
| Program services | 22,184,279 |   | 19,650,992 |   |
| Supporting services | 2,451,417 |   | 2,474,327 |   |
| **Total Expenses** | $24,635,696 | $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, 2009 and 2008*

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$1,211,217</td>
<td>$952,837</td>
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<tr>
<td>Investments, short term</td>
<td>1,060,337</td>
<td>834,986</td>
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<tr>
<td>Accounts and interest receivable</td>
<td>27,090</td>
<td>11,641</td>
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<tr>
<td>Grant receivable</td>
<td>1,000,000</td>
<td>1,420,000</td>
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<tr>
<td>Pledges receivable, net</td>
<td>99,700</td>
<td>381,128</td>
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<tr>
<td>Prepaid expenses</td>
<td>108,952</td>
<td>183,722</td>
</tr>
<tr>
<td>Furniture and equipment, net</td>
<td>220,067</td>
<td>232,809</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>$3,727,363</td>
<td>$4,017,123</td>
</tr>
</tbody>
</table>

| **LIABILITIES** | | | |
| Grants and accounts payable | $1,374,126 | $1,385,752 |
| Accrued expenses | 278,862 | 209,437 |
| **Total Liabilities** | $1,652,988 | $1,595,009 |

| **NET ASSETS** | | | |
| Unrestricted | $1,991,786 | $1,991,786 |
| Temporarily restricted | $173,898 | 173,898 |
| **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).
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.