

Translating Research Into Action, Action Into Impact



Letter From the CEO

As we conclude our 2025 fiscal year, I am proud to reflect on a period defined by both remarkable achievements and steadfast resilience. Despite dramatic policy changes and great funding uncertainty, the dedicated professionals at WestEd remained committed to our vision of thriving learners and empowered communities.

A young researcher working for an education service center once approached me at a conference with the question: “How do I get people to pay attention to research?” My answer was simple: Highlight the real-world impact that comes when research is translated into meaningful practice. This is where WestEd truly excels—we stand apart as an organization for effectively translating research into action and action into impact.

The landscape and support for public education and research writ large continues to shift rapidly, challenging us all to adapt and innovate. Despite uncertain federal policies and funding changes, WestEd remained true to our mission, vision, and values.

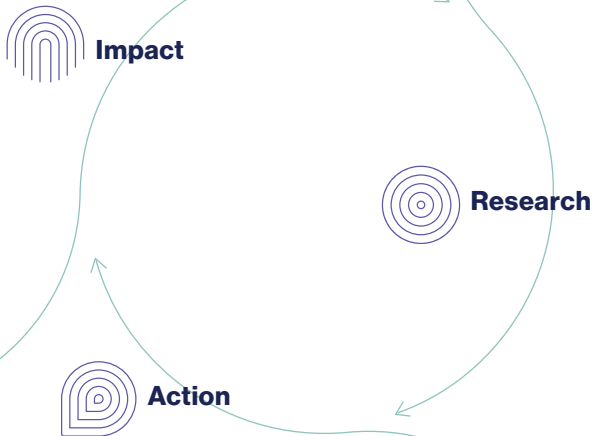
Our unwavering commitment not only anchored us also but empowered our teams to respond with creativity, agility, and compassion.

This year, we successfully advanced more than 1,000 projects, each designed to move beyond research findings and generate lasting outcomes for learners, educators, and communities. Whether updating Hawai‘i’s Early Childhood State Plan, shaping California’s Master Plan for Career Education, launching the State Strategy Laboratory in partnership with Utah and New York to support state education agencies as they navigated the new federal landscape, or building the capacity of education leaders through our evidence-based Leadership Playbook, our work exemplified how rigorous inquiry can drive meaningful change.

We entered 2025 with new strategic priorities—**Unlock Opportunity, Connect and Optimize, Generate Insights From Research and Data, and Shape the Future of Learning.** These priorities helped us navigate challenges, guided our investments, and clarified our direction for the years ahead. Importantly, they transformed barriers from walls into mere bumps on the path forward.

Looking to the future, we are building the next era for WestEd. We are entering new partnerships, expanding our reach, and introducing innovations in research, measurement, and practice.

We have also restructured our organization to bring greater coherence and impact to our work. We start our new year with four centers that



capture our work and expectations for impact—Teaching and Learning, Education Systems, Early Childhood, and Mobility and Measurement.

We strive to be a trusted partner to those we work with, including education leaders, foundations, and community organizations. We recognize and value the trust placed in us to bring forward information, ideas, and support that allows for improvements in learning and life outcomes for children, youth, and adults.

The grit, grace, and empathy of our entire community are the foundation of our resilience. Together, we are shaping not only the future of WestEd but also the future of education for generations to come.

Thank you for your partnership and trust as we continue this important journey. The opportunities ahead are great, and I am honored to move forward with you all.

With gratitude and optimism,

Janelle Kubinec

Chief Executive Officer, WestEd



Turning Reflection Into Impact: A Principal's Take on the Leadership Playbook

WestEd's Leadership Playbook combines in-person leadership training sessions with a guide to effective educational leadership. Since its launch in June 2021, nearly 600 education leaders across 28 local education agencies have participated in Leadership Playbook Networks. Dr. Anakonia Matsumoto, the principal at Hawthorne Math and Science Academy, reflects on her experience with the Leadership Playbook.



As a relatively new principal of a small school serving 570 students with a staff of over 40, stepping into this role has been both exciting and challenging. I try to bring my YAY game every day, and participating in the Leadership Playbook has been incredibly impactful as I navigate this new chapter of leadership.

I've read countless leadership books, articles, and blogs, but the Playbook feels different. The sessions are personal and meaningful because they focus on real, intentional leadership. They push you to start with yourself. Time is given to examine who you are as a person, because who we are shapes how we lead.

Each session begins with reflective activities that invite us to look inward as well as outward, and that reflection has directly influenced how I've built and supported my own leadership team.

I've walked away from every session with something valuable. One activity that really stood out involved grouping participants by birth order. As an only child, I found myself with two others, and we were asked how that experience translates into our leadership. It was eye-opening to recognize how being an only child often means taking on a lot of responsibility, struggling with delegation, and being used to handling things independently.

That reflection was powerful for me. I realized that it's okay, and necessary, to delegate. Since then, I've made a conscious effort to give more ownership to my lead on site, and the impact has been immediate. I feel the difference, my leadership team feels more empowered, and I'm feeling and seeing positive results across our school.



Investing for Impact

An organization reveals its priorities, beliefs about what the future holds, and preference of how it wants to be perceived by external and internal interest holders by the areas in which the organization invests. WestEd is proud of our investments, which in 2025 were anchored to our commitment to impact.



In 2025 federal policy changes dramatically changed our funding landscape. Those changes necessitated that we reexamine our priorities, business models, and investments. WestEd took up the challenge with an eye to the future. We sought to position ourselves for a changing marketplace for our services as we determined how and where to invest our resources for impact.

We see tremendous potential for WestEd's present experiences to contribute to a better future for learners that is grounded in evidence and results. We imagine a future in which learning occurs through all life stages, with human connection essential and technology as a resource. Our understanding of learners runs deep and is inclusive of all ages and stages of life, from infants to adults; all subject areas; all unique needs, from language development to accessibility; and all ways that evidence informs policy and practice.

Our mission, the North Star that guides all our work and has remained constant for decades, dictates that we promote excellence, improve learning, and increase opportunity for children, youth, and adults. It guides our attention to learners and to impact. Changes in technology, resources, and the workforce speak to

different possibilities, now and in the future, for how we serve the needs of learners and their communities to make real and lasting impact.

With this mission in mind, WestEd remains focused on evolving and responding to the needs of our child care, schools, states, and foundations as they seek to make positive impacts

We regularly engage networks of state agencies to learn from one another and inform how WestEd can best help them address current and emerging challenges in education. In 2025, we added two networks for a total of nine. In 2025, through the networks, we engaged with more than 800 state leaders from all 50 states, the Bureau of Indian Education, Guam, The Commonwealth of the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands.

We increased our focus on and exploration of artificial intelligence (AI) as a tool to support education leaders, educators, and students.

We launched a new program, the Research-Practice Partnership Network, that connects school and district leaders to WestEd researchers who can help them tackle their most pressing challenges and shape the future of education.

Each partnership is structured to address problems of practice using relevant data and evidence. This approach is supported by a growing body of literature that demonstrates how sustained, collaborative research relationships between practitioners and researchers lead to usable, powerful insights and improved educational outcomes.

And we set the stage for a new structure for the agency—one that is forward-looking and takes advantage of our expertise and strengths across all of WestEd—to encourage greater cross-agency collaboration and support flexibility and nimbleness in responding to opportunities and client needs.

Our new structure provides space for innovation while continuing to keep a focus on our projects and staff. It includes four “centers” of work: Early Childhood, Education Systems, Mobility and Measurement, and Teaching and Learning.

WestEd Centers



The **Center for Early Childhood** strengthens state and local early childhood systems, empowering them to build solid foundations for children from birth through age 5. The Center connects research with practice—supporting leaders, early educators, caregivers, and families through technical assistance, professional learning, research, evaluation, and policy analysis.



The **Center for Education Systems** supports local, Tribal, state, and national partners in understanding what drives their results and in designing and implementing improvements with lasting impact. Through coaching, professional learning, technical assistance, and research, the Center supports innovation, strategic planning, use of evidence-based practices, and policy development to strengthen education systems so that they can advance learning for all students.



The **Center for Mobility and Measurement** strengthens the systems that promote learning, opportunity, and well-being across the lifespan. Through rigorous assessment, evaluation, and data analytics, the Center helps align educational institutions, employers, and communities to support pathways that advance safety, resilience, and economic mobility.



The **Center for Teaching and Learning** advances instructional innovation through research, design, and professional learning. The Center works with educators, curriculum developers, and system leaders to deepen student learning—centering learning sciences and the dynamic relationships among teachers, students, and content.

Focused on Impact: WestEd's Strategic Priorities

In 2024, WestEd identified four strategic priorities that collectively guide all our work.

WestEd Strategic Priorities



Unlock opportunity through effective, inclusive, and engaging learning experiences



Connect and optimize educational systems



Generate insights from research and data to inform and improve practice



Shape the future of learning

Our strategic priorities describe the impact we strive for, the approaches we take with our partners to support education and human development, and our overall goal for the work we do every day across the country. They are the everyday guides for our work of translating rigorous research into action and action into lasting impact.

A Partnership to Improve Math Learning and Skills for High School and Community College Students

With funding from the Institute of Education Sciences and in partnership with Dallas College, WestEd conducted a multiyear study that found that students who enrolled in a statistics corequisite course that provided real-world applications and opportunities to collaborate had greater success than their peers in a similar course without those elements. That work led to a new project with Dallas College to adapt a quantitative reasoning dual enrollment course for high school students.

A number of community college degrees require that students complete mathematics courses, but many students struggle in those courses. In response, many colleges offer corequisite courses, which provide students with extra time and learning supports *within* the credit-bearing courses so that they can complete the required course for credit rather than taking a remedial, noncredit course.

While the overall evidence for corequisites is strong, the field is still learning whether outcomes vary by mathematics course pathway or by design features of corequisite courses. With funding from the Institute of Education Sciences, WestEd researchers conducted a study to help fill this gap.

This study examined outcomes for 1,861 students at Dallas College in Texas who were randomly assigned

to take either a statistics corequisite developed by WestEd (the Carnegie Math Pathways' Statway Corequisite) or the existing corequisite developed by the college. Both courses address the same foundational concepts, but Statway anchors the content in real-world applications, includes opportunities for students to collaborate in small groups, and involves activities that help build a growth mindset and persistence in pursuing long-term goals.

The study found that Statway students were almost 50 percent less likely to earn a low grade or withdraw from the course compared to students enrolled in the preexisting course. Statway instructors also generally taught the course as intended and reported high levels of satisfaction with the instructional materials. These findings show that community colleges and policymakers should consider course design as they create corequisite course pathways.

WestEd is now working with Dallas College to adapt Carnegie Math Pathways' Quantway College course (focused on quantitative reasoning) for dual enrollment. This course would allow high school students to earn college credit in mathematics. Like Statway, Quantway uses both a collaborative learning approach that emphasizes student interaction to explore ideas and learn together and support for learning mindsets. The new Quantway course will also focus on developing students' college readiness and college-going identity.

Translating Research Into Action, Action Into Impact

At WestEd, we believe in making significant changes that will have lasting impacts. We strive to be the game changer. We measure our success in more than raw data. We look to see how we have influenced policy. We examine whether there are changes to how teachers are teaching. We look for changes in the ways systems operate and the ways that leaders approach challenges. We look for increased knowledge and the spread of knowledge. We know that it is not enough to change a single factor or to improve learning for a single student. We aim to make change that is meaningful, lasting, and systemic.

We are proud of the reach and depth of our impacts in 2025. What follows are examples that show how WestEd makes a tangible and lasting difference in support of our vision of "thriving learners, empowered communities" through the lens of our strategic priorities.





Unlocking Opportunity Through Engaging Learning Experiences

Partnering With a Rural School to Put It on a Path to Renewal

Selma Middle School in rural North Carolina partnered with WestEd on a comprehensive school improvement initiative. Early results include nearly doubling the number of students with proficient scores on math and literacy tests, improving school climate and culture, and increasing family engagement.

Schools in rural areas face several common challenges. They often struggle with high principal and staff turnover, difficulty recruiting and retaining teachers, and large proportions of students from economically disadvantaged families. The conditions for learning present challenges in achieving positive student outcomes.

Selma Middle School in North Carolina, a rural public school with 350 students, nearly all

classified as economically disadvantaged, was once identified as one of the lowest performing schools in the state. A partnership with WestEd has helped put Selma on a path to renewal and student success.

Using an Innovative Partnership Grant from the state, the school engaged WestEd to support its school improvement efforts. The partnership involved implementing a structured series of proven strategies developed by WestEd and grounded in research to support educators' professional growth, leadership development, and comprehensive school improvement planning. That work involved needs assessment, development of a coherent approach for improvement, professional learning, and family engagement.

Among the structures and procedures the school has implemented as a result of working with WestEd are enhancing educators' professional

learning communities (PLCs) to promote professional development and improve classroom management and instruction (WestEd trained instructional coaches to use [WestEd's VITAL Collaboration](#) framework in those PLCs) and facilitating student choice and voice through clubs and student government.

When Selma first began working with WestEd, 17 percent of students were meeting math proficiency benchmarks and 19 percent were meeting reading proficiency benchmarks. Only 2 years later, 39 percent of students demonstrated proficiency in math and 34 percent demonstrated proficiency in reading. Moreover, the school has seen increased collaboration between educators, students' families, and educators and families.

In the past 2 school years, Selma has met or exceeded its academic growth targets and has been identified as a "[School to Watch](#)" by the North Carolina Association for Middle Level Education.

Building Educators’ Capacity to Capitalize on the Promise of AI

In the summer, WestEd offered a [free professional learning experience](#) for K-12 and postsecondary STEM educators to deepen their understanding of how to use AI tools to enhance classroom instruction. Participants built chatbots with [Playlab.ai](#), collaborated, learned from colleagues, and exchanged ideas. The sessions provided them with greater AI expertise, new AI assistants, and a community of other educators who could provide support and ideas even after the sessions concluded.

Generative Artificial Intelligence (GenAI) has rapidly gone from a new term to a resource for everyday life. In 2025, educators were faced with a vast array of offerings that promised to harness the power of AI to transform teaching and learning but received little guidance in navigating those offerings. WestEd recognized the need to help educators select and use the tools that would be most effective in supporting teaching and learning. There was a lack of cohesive, content-focused, and research-supported professional learning about GenAI for math and science teachers.

In early 2025, WestEd staff asked math and science teachers what they really needed and wanted to learn about GenAI as an instructional technology. The answer was that they wanted ongoing, hands-on, collaborative professional learning about AI that was grounded both in practice and in math and science content. Thus was born the AI Summer Sandbox for STEM Educators, a free virtual professional learning experience for educators who teach science, math, and engineering to students in kindergarten through postsecondary school.

Roughly 35 educators from across the country, with varying levels of GenAI experience, participated in the sessions. They were divided into teams based on the subjects and grade levels they taught so that they could learn from each other, problem-solve together, and talk about their instructional practice.

During the sessions, participants discussed their experience with and feelings about GenAI, learned about the potential and the limitations of GenAI and the importance of seeing it as a creative partner, and built AI assistants to help them address problems of practice they identified, such as making math problems relevant and interesting to students or creating discussion questions that would better engage students and encourage more classroom participation.

Participants worked on their own to develop their assistants and saved them in a shared workspace so that they could see, try out, provide feedback on, and even copy and expand on each other’s assistants.

Surveys conducted following the “sandbox” sessions were overwhelmingly positive. Participants reported that they found the sessions to be “the most fruitful and well-focused” they had ever attended on AI and that they felt more confident in their ability to use AI to support student learning. One participant called it a “game changer,” saying that it had helped them change traditional elementary math lessons (teacher leading, students mimicking) to lessons based on rich mathematical tasks.

The success of these sessions has created demand for additional sessions to be held in 2026 that will include the option for graduate-level credit.





Connecting and Optimizing Educational Systems

Reducing the Administrative Burden Associated With Reporting Requirements

WestEd worked with the [Nevada Department of Education](#) and the [Commission on School Funding](#) to bring efficiency to the collection and use of data to inform policy and ensure accountability, allowing for greater focus on the needs of students.

Data are crucial to good decision-making, but many schools and districts find themselves providing the same data in multiple ways and providing some information that is no longer used. The result is hours of staff time devoted to work that is redundant and possibly unnecessary, taking time away from focusing on students.

The Nevada Department of Education (NDE) and the Commission on School Funding requested WestEd's help in collecting and using data more effectively and efficiently. NDE staff strongly

suspected that the Department was collecting more data than necessary to provide oversight and support to local education agencies.

They were right. With our partners at Augenblick, Palaich and Associates (APA), WestEd found that Nevada's public school districts and charter schools submitted more than 200 individual data reports to the NDE each year to comply with state and federal requirements.

With input from NDE offices and local education leaders, WestEd and APA identified 26 reports that could potentially be eliminated and 22 that could be streamlined or consolidated. With the list in hand, NDE leaders are working with the state policymakers to make changes to statutes and regulations that will ensure each required data report is needed and relevant so that more time and attention can be given to addressing the needs of students.



Piloting a Model for Increasing Access to Early Intervention Services

With funding from the U.S. Department of Education’s Office of Special Education Programs (OSEP), WestEd developed and is supporting the implementation of a [model demonstration project](#) that is strengthening the systems that identify infants and toddlers with developmental delays or disabilities and connecting them to early intervention services under the Individuals with Disabilities Education Act (IDEA) Part C.

Young children’s access to early intervention services improves their education, health, and learning outcomes over their lifetimes, but too often too many children are not able to access the services for which they are eligible. The gap between eligibility and service delivery is widely known. During the 2023 fiscal year, only 53 percent of children under the age of 3 who were referred for early intervention services were actually enrolled in those services. And in 2021, EdTrust reported that fewer than one in four children received services for which they were eligible.

To find ways to address this gap, OSEP partnered with WestEd to create the Collective Impact Model for IDEA Part C Child Find, (CIM-C), a 5-year model demonstration project designed to ensure that more children receive the early intervention services they need by connecting community partners, expanding screening and referral training, and enhancing family engagement. (“Child Find” refers to the identification and referral of children to needed services.)

Working with state agencies and local early childhood programs in Alabama (including U.S. military families), Guam, Montana (including the Flathead Reservation, representing the Salish and Kootenai Tribes), and New Mexico, the CIM-C connects medical providers, early childhood programs, home visiting services, and early intervention agencies to improve developmental screening, referral, and family engagement practices to in turn expand access to crucial services for young children.

At each site, teams interviewed and surveyed local families to learn what was going well, what processes needed to be improved, and how

resources and information for families could be improved with respect to both the format and the delivery. They coordinated with early childhood leaders at the state and community levels to determine the best screening practices and tailored resources and processes to best meet the needs of the local population.

To ensure that new practices are sustained, the CIM-C is providing professional development, learning communities, and communities of practice for early childhood providers in the programs.

Through the CIM-C, WestEd is helping ensure that families are aware of and able to access the resources, services, and support available for their children.





Using Research and Data to Inform and Improve Practice

Helping California Domestic Workers Achieve Economic Mobility

Through a partnership with WestEd, the California Community Colleges Chancellor's Office and the United Domestic Workers Union created [pathways for domestic workers](#) to earn the credentials necessary for attaining stable jobs in careers with better pay.

Domestic workers are some of the least economically mobile workers, meaning there are no obvious pathways from their low-wage jobs providing healthcare services for children, people who are elderly, and people with disabilities into better paying, steadier positions.

A community college credential can be the path to a better career, but navigating the wide variety of programs and identifying which to select can be

overwhelming and serve as a barrier to pursuing a credential. To help workers overcome this barrier, educators need to better understand what kinds of careers domestic workers want to pursue and which programs would best provide them with the knowledge and skills they need for those careers.

WestEd supported an initiative to increase economic mobility for domestic workers in California by helping a group of community colleges develop course pathways into careers, leverage workforce boards and regional partnerships to connect with employers, and adopt metrics for tracking adult learners' success.

Based on surveys about domestic workers' interests, skills, and career goals, they helped colleges identify the courses, supports, and guidance necessary to help workers on pathways to jobs that are more stable and support economic mobility.

They also provided colleges with information such as wages and benefits associated with various jobs and helped those colleges partner with area employers that would hire workers into those jobs.

WestEd also created a virtual community of practice to help colleges adapt their course offerings to the needs of the domestic workers and learn from each other as they went through the process. Twenty colleges participated in the project, and by December 2025, approximately 1,000 union members had enrolled in community college programs that will prepare them for careers that offer economic mobility.

Supporting a Statewide Initiative to Improve Public Safety

WestEd partnered with the Pennsylvania Commission on Crime and Delinquency (PCCD) and Local Initiatives Support Corporation (LISC) to establish a [statewide initiative](#) that is equipping community-based and governmental organizations and violence prevention professionals with the research-based resources, training, and support needed to build safer, thriving communities.

Research shows that effective violence prevention requires a comprehensive approach—one that involves not just the criminal justice system but also community-based organizations and leaders and a range of violence prevention and intervention professionals from frontline workers to program administrators.

The Pennsylvania Commission on Crime and Delinquency partnered with WestEd on the Pennsylvania Peace Alliance, an initiative that uses research-based strategies to prevent and reduce violence. Through it, WestEd provides training and technical assistance to more than 250 organizations across the state that deliver

violence prevention and intervention programs and services that include identifying the root causes of violence, identifying and implementing strategies to prevent and reduce violence, using and analyzing data, and conducting evaluations.

WestEd developed a [website](#) that provides individuals and organizations that work to prevent and reduce violence with opportunities to connect with and learn from peers and subject matter experts and to access training opportunities. It includes a robust digital resource library with webinars, toolkits, podcasts, videos, and other resources on a range of violence prevention topics and tactics, from appropriately collecting, using, and analyzing data to working with youth to mapping community assets.

Through the Pennsylvania Peace Alliance, WestEd has conducted more than 800 technical assistance sessions for organizations and agencies across the state, helping them improve their ability to implement successful violence prevention programming. The technical assistance delivered also helped improve coordination across prevention, intervention, and reentry efforts. Together, these advances have helped reduce violence and laid the groundwork for lasting safety efforts statewide.





Shaping the Future of Learning

Identifying the Skills Necessary for Using GenAI Effectively

In collaboration with Google, WestEd [conducted a study](#) that identified “problem finding” (identifying meaningful problems for AI to solve) as one of the key skills people need to maximize the utility of GenAI and provided recommendations for future research and curriculum development to ensure that students build this crucial skill.

Even as GenAI becomes increasingly more effective at producing accurate and sophisticated text, images, multimedia experiences, and software, humans still need to determine what AI should produce and evaluate the final product to ascertain whether it meets an identified need. While most of the recent focus related to working with GenAI has been on articulating requests to generate the most helpful results, a literature review by WestEd identified “problem finding” as a necessary skill.

Organizations worldwide have developed guidelines for teaching students what AI is and how to work with it responsibly, critically, and effectively. These frameworks are helpful for improving students’ ability to problem-solve with AI but do not address the question of how to identify meaningful problems to solve.

Having identified problem finding as the first, and arguably most important, step in a creative problem-solving process, the WestEd research team conducted a systematic literature review on problem finding to develop recommendations for instruction and assessment.

The team’s recommendations for curriculum developers and educators include supporting students’ problem-finding skills by focusing on problem finding in the context of specific subjects to increase students’ mastery of this skill and help them gain deeper understanding of the

subject by recognizing and defining problems for each core subject area.

According to the literature review, problem-finding lessons provide students with an opportunity to think critically about their individual needs and those of their communities and the broader society, encouraging them to reflect on their lived experiences and supporting their agency. Students also need to apply subject matter knowledge to identify, define, and construct problems that they can prompt GenAI to solve.

In a world where GenAI can produce sophisticated text and media (“answers”), students still need to have the knowledge and ability to identify useful and important problems for AI to solve. Educators need to be able to teach problem finding to students and measure their mastery of this skill, which will only become more critical in the years to come.

Supporting a Statewide Effort to Improve Literacy Instruction

WestEd partnered with the [Oregon Department of Education](#) (ODE) to develop and provide support for implementing literacy frameworks intended to increase student literacy. The agency developed websites and resources to help leaders and educators understand the evidence base for high-quality literacy instruction and worked with individual districts to help them implement the frameworks.

In 2023, only 39 percent of Oregon students demonstrated grade-level proficiency on the 3rd grade English language arts assessment. The COVID-19 pandemic had widened the achievement gap, making it clear that the state needed a systemic and sustainable approach to literacy.

In response, Governor Tina Kotek and the Oregon Legislature launched the Early Literacy Success Initiative. Oregon's Early Literacy Framework served as the foundation for the initiative and also for WestEd's work in the state.

Over the past 2 years, the ODE worked closely with districts and WestEd to identify local needs, align resources, and ensure accountability for meeting the state's literacy goals.

That work has included (a) developing and disseminating a [robust series of resources](#) to help education leaders and educators implement the framework successfully, (b) providing professional learning and coaching on the early literacy framework, (c) developing the state's [Adolescent Literacy Framework](#) (for which Oregon's Early Literacy Framework served as the foundation), and (d) building a website that provides teachers and leaders with a range of resources and learning opportunities aligned with the literacy frameworks.

The partnership has helped educators and education leaders across the state gain a deeper understanding of evidence-based practices, and it has guided investments into new sustainable strategies for improving literacy. Many districts have applied for and received grants to support their literacy efforts, which have included new tutoring and summer programming opportunities. Almost all those districts also invested in professional development and coaching, which are crucial components in changing practice to align with the frameworks.

The Linn Benton Lincoln Education Service District (ESD) in Albany, Oregon, partnered with WestEd to strengthen literacy instruction in 12 schools across nine districts.

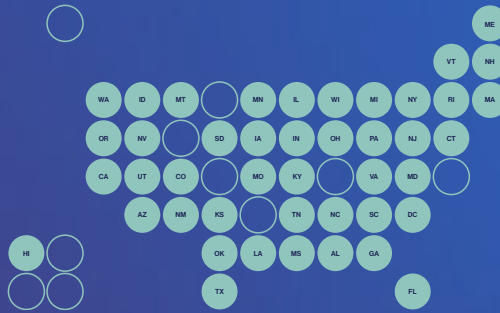
Together, they worked with instructional leadership teams, school leaders, and teachers to build their understanding of evidence-based literacy. WestEd and the ESD also brought together instructional leadership teams to develop their own literacy purpose statement based on their site data. Through professional learning and coaching sessions, educators developed instructional plans to guide their work and continuous improvement plans to build on their success.

A key aspect of the coaching involved connecting theory to practice and having educators make decisions about how to design their instructional and continuous improvement plans based on what the research shows constitutes effective literacy instruction.

As a result of these efforts, school leaders and educators have instituted and are implementing evidence-based practices for literacy instruction. Teachers now have a clearer vision and plan for that instruction and are coordinating and aligning their practices to achieve agreed upon goals.

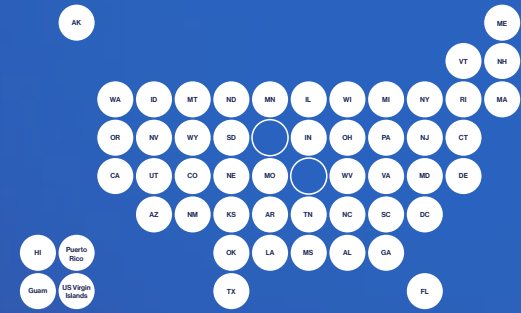


WestEd by the Numbers

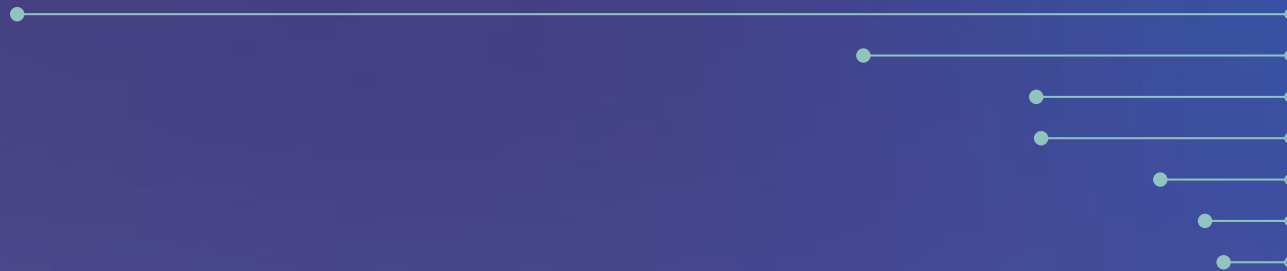


1,116 full- and part-time staff in 44 states and territories

11 offices nationwide



1,352 contracts in 48 states, DC, Guam, Puerto Rico, the U.S. Virgin Islands, and around the world



\$231,218,313 Total Revenue for FY25

\$78,998,618 (34%) State Agencies

\$47,905,556 (21%) Local Education Agencies

\$47,021,224 (20%) Federal Agencies

\$25,586,736 (11%) Other

\$17,535,597 (8%) Institutions of Higher Education

\$14,170,582 (6%) Foundations

Mission Statement

WestEd, a nonpartisan research, development, and service agency, works to promote excellence, improve learning, and increase opportunity for children, youth, and adults.

Vision

Thriving Learners, Empowered Communities