a commitment to the whole child

THE 2006 YEAR IN REVIEW

THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
If we can see the whole child . . .

If we can see how our institutions and communities nurture and support that vision, then we will be able to make the vision real for others.

Gene R. Carter, ASCD Executive Director
The things we fear most in organizations—fluctuations, disturbances, imbalances—are the primary sources of creativity.

—Margaret Wheatley

One year ago, I wrote that ASCD faced a challenge in moving from a traditionally successful organization to one marked by significance. As 2006 comes to an end, we know that significance is less a goal than a legacy. The best judges of ASCD’s significance will not be ASCD, but rather the educators and young people whose learning and teaching experiences will benefit from our continuing efforts.

The 2006 Year in Review is a departure from the usual format; rather than provide an overview of accomplishments, we have chosen to share the report and recommendations of ASCD’s Commission on the Whole Child, convened in 2006. The Commission was charged with thinking boldly about how to reframe dialogue about teaching and learning to put the child at the center and to better ensure that schools and communities develop practice and policy that support the academic, physical, emotional, and civic development of each young person.
The report is a call to action to decision makers at local, state, and national levels to make changes that break through old obstacles and enable communities to create better futures for their children.

ASCD faced a year of “firsts” in 2006. Our first-ever Legislative Committee, composed of Association members, developed a Legislative Agenda based on our positions, for focused advocacy with legislators and others. The Legislative Agenda focuses on multiple assessment measures, professional development, high school reform, school readiness, and flexibility for school interventions.

As an outgrowth of that agenda, we embarked on another first and are developing legislation to improve high schools in the United States. Discussions with members of Congress and staff on Capitol Hill during the second annual Leadership for Effective Advocacy and Practice Institute in September introduced our high school work to important policymakers.

Our publications—both print and electronic—continue to set the standard. Our professional development department instituted our first virtual symposium in conjunction with the 2006 Summer Conference. We increased our reach into urban areas and large districts with customized programs for Chicago educators, among others.

We look forward to 2007 with great anticipation as we continue to strive for significance.

Gene R. Carter
Executive Director
ASCD continues to move effectively from success to significance, as this Annual Report clearly shows. At ASCD headquarters, a grandfather clock donated by Iowa ASCD carries a saying that captures the urgency of this movement:

“Children are living messages we send to a time we will not see.”

ASCD is on track to ensure that the messages we send are powerful reminders of what we have accomplished. Our message is reflected in the 2007 Annual Conference theme: “Valuing the Whole Child: Embracing a Global Vision.”

ASCD’s recent initiatives that support the whole child include the establishment of the ASCD Commission on the Whole Child, whose report is being released with this Annual Report. The High School Reform Committee also recently released a proposal that
addresses the need to implement necessary and fundamental changes to learning and assessment. Both groups have significant implications for education worldwide.

The first Whole Child Leadership Awards were presented by ASCD this year to recognize legislators who are committed, by action, to the full development of learners. The award is a model for the kind of recognition that can be replicated by countries, provinces, and states.

ASCD has also moved forward with important initiatives in the arena of influence as a way to help build success for each child. The Educator Advocates program grew out of the ASCD mission and strategies and is supported by the Leadership Council position process and the Legislative Committee. Advocacy for children as learners is a crucial task for all Association members and for all educators worldwide.

To carry on the important work of the Association, we must maintain sound financial footing. Our financial reports show that ASCD continues to succeed, and even flourish, in a difficult economic climate. The 2006 Year in Review is summary evidence of the condition of the Association from a number of perspectives. What it can’t show are the 178,000 ASCD members in 135 countries going about the work of making a difference for children.

I have been honored to serve as ASCD President this year and to be part of this Association, which is truly committed to making learning possible for each child.

Richard Hanzelka, ASCD President, 2006–07
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ASCD STAFF CONTINUED

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Indu Madan  Lisa Post  Michelle Tarr
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Margini Patel  Dina Murray Seamon  Valerie Younkin
Tess Patrick  Judy Seltz  Kathy Zhang
Deborah Perkins-Gough  Bob Shannon

*As of December 2006
ASCD, a community of educators, advocating sound policies and sharing best practices to achieve the success of each learner.
OUR VISION

ASCD is the world’s premier education organization.

We are a vibrant and diverse community working together to ensure the success of each learner.

We are a trusted voice influencing policy and practice.

Our expertise and resources are indispensable for excellence in learning, teaching, and leadership.
accomplishment
# ASCD Audited Financial Statement

## Year Ending August 31, 2006

### Revenue

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<thead>
<tr>
<th>Revenue Source</th>
<th>Amount</th>
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<tr>
<td>Publications &amp; Products</td>
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<tr>
<td>Membership Dues &amp; Subscriptions</td>
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<tr>
<td>Professional Development Institutes</td>
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<td>Annual Conference</td>
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<td>Advertising</td>
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<td>Grant Revenue</td>
<td>210,676</td>
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**Total Revenue** $60,407,055

### Expenses

#### Program Services:

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<th>Service</th>
<th>Amount</th>
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</thead>
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<td>Publications</td>
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<td>Member Services</td>
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<td>Professional Development</td>
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<td>Design &amp; Production</td>
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<td>Grants &amp; Special Contributions</td>
<td>149,371</td>
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**Total Program Services** $27,988,274

#### Support Services:

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<th>Amount</th>
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<td>Marketing</td>
<td>3,230,489</td>
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<tr>
<td>Governance</td>
<td>2,574,248</td>
</tr>
</tbody>
</table>

**Total Support Services** $23,396,307

**Total Operating Expenses** $51,384,581

**Operating Change in Net Assets** $9,022,474
dedication
Occupations of ASCD Members

- Principal/Assistant/Associate: 38%
- Classroom Teacher: 18%
- Director/Supervisor/Other Administrator: 16%
- Superintendent/Assistant: 7%
- Building-Level Specialist: 4%
- Professor/Instructor: 7%
- Independent Consultant: 3%
- School Board Member: 3%
- Other: 3%
- Not Currently Employed: 6%

Grade Levels Worked by ASCD Members

- 4-Year College or University: 39%
- 2-Year College: 43%
- Secondary/Senior High School: 53%
- Middle/Junior High School: 25%
- Elementary: 6%
- Preschool-K: 2%
making the vision real