WORLDWIDE VISION
A FOCUS ON EACH CHILD
The future belongs to those who believe in the beauty of their dreams.

—ELEANOR ROOSEVELT
ASCD is an organization of 175,000 members located in 119 countries. Those educators have an impact on millions of students every year. Their reach is enormous. And yet, our mission focuses on the success of each learner. How is it possible to simultaneously be a worldwide organization and sustain a focus on each learner?

*Perspective: the capacity to view things in their true relations or relative importance*


Perhaps it is a matter of perspective. While the zoom lens of a camera permits a close look at a discrete portion of the landscape, a wide-angle lens shows us the larger picture. ASCD uses a shifting lens to ensure that our perspective is both broad and narrow, both global and individual, linked by the constant question: What is best for kids?

Improving classroom practice can make all the difference for each of 25 students in a classroom. Influencing policy that increases access to high-quality early childhood education programs can change the lives of thousands of young people. Each is critical; each is part of the education picture.

ASCD and its members move between the worlds of practice and policy, recognizing that using perspective means using multiple lenses on the world.
An annual report is an opportunity for reflection on the year just concluded, and few can resist the temptation to look back and retrospectively organize and rate the year’s performance. For ASCD, 2007 was a good year.

Our membership continues to grow, with members in dozens of nations around the world. Our global reach was evident in cosponsorship of a conference in Australia, collaboration on a professional development program for South African principals, and an enhanced ASCD presence in the Philippines and Middle East. Created in November, ASCD Middle East will be ASCD’s representative in the region, building membership, working with Ministers of Education, and providing programs, products, and services in English and Arabic.

We initiated new services, such as an online assessment program, and created an enhanced membership category—Institutional Plus—in response to member needs. We emerged as an influential voice for learning and teaching in the U.S. Congress, where our perspective is increasingly sought out and heard by policymakers.
We launched the Whole Child Initiative, designed to reach out and engage educators, businesses, families, and communities in redefining how we collectively prepare our children for their future. Our partners represent not only educators but also health, policy, and community sectors.

None of this happened by chance. ASCD’s Board of Directors, members, and staff are united by their commitment to the success of each child. Our authors, faculty, and consultants share that passion for excellence in learning, teaching, and leadership. The accomplishments of 2007 are their collective legacy for the year.

Perhaps we look back and reflect because the picture looking backward is so much clearer than what we see in an attempt to look forward. We know where we’ve been; that is familiar landscape. What lies ahead is not as clear. Our challenge is to bridge our past and our children’s future. What can we learn from the mirrored reflection of the past year that will help us act wisely in the coming year?

And so, although the picture tends to be clearer looking back than ahead, we anticipate 2008 with confidence. We predict that change will come frequently and rapidly. We will build on the past as we move into the future.
From my vantage point as ASCD President, it hardly seems possible that a year can pass so quickly. It was a year of continued growth and change for the Association, with each element characterized by the consistent intent to move from success to significance. That framework encouraged ASCD members and staff to think boldly, to consider all possibilities and to take action.

I would like to highlight three initiatives from 2007:

**The Whole Child:** The Whole Child initiative, launched just a year ago, has gained broad exposure among educators and the broader public through a new Web site (www.wholechildeducation.org), biweekly electronic newsletters, presentations at conferences, and community conversations around the United States. ASCD and the partner organizations that have signed on to the campaign are engaged in multiple strategies to better align resources to meet the needs of each student. As health, civic, business, and education leaders join together to speak out in support of ensuring that each child is healthy, safe, supported, engaged, and challenged, we will be closer to ensuring that whole child education becomes a reality.

**ASCD as a Worldwide Association:** In 2007, ASCD made significant strides expanding and
strengthening its partnerships and presence outside the United States.

Building on relationships of many years, ASCD cosponsored a conference with the Australian Council of Education Leaders (ACEL) in Sydney, attended by more than 1400 educators from Australia, New Zealand, and other nations in the Pacific Region.

ASCD Middle East, a new entity, will operate in the Gulf Region, offering programs and services to educators in that important area of the world.

ASCD continued to work with Canadian experts to adapt and implement a Canadian version of the Healthy Schools Report Card in several provinces.

Legislative Impact: ASCD’s policy voice was increasingly heard on Capitol Hill, as the Association’s Educator Advocates mobilized in support of adequate funding, support for Head Start and early childhood education, and high school reform. Congressional offices seek our input and perspective on issues affecting learning and teaching.

ASCD members and staff recognize that being a successful organization is only part of the story, and that achieving significance requires persistent focus on goals that benefit a greater, common good. As we enter 2008, a focus on 21st century skills is emerging, further supporting ASCD’s unique commitment to that common good—improving learning, teaching, and leadership for the success of each learner.
“You must be the change you wish to see in the world.”

—MOHANDAS GANDHI
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As ASCD strives to become the leading voice in the learning enterprise, the Association continues to be mission driven:

ASCD,

a community of educators, advocating sound policies and sharing best practices to achieve the success of each learner

Shining a spotlight on this year's highlights, ASCD uses the mission as a lens to review the year.

A Community of Educators

Worldwide interest in the Association and its programs, products, and services continued to grow during this past year. Membership from outside the United States increased by nearly six percent, with significant growth experienced in the Asia-Pacific region and in Canada. Translations of ASCD books and videos grew to encompass 28 languages in 34 countries. ASCD books and videos have
been translated into 28 languages in 34 countries. ASCD’s largest ever product purchase came from the Department of Education in the Philippines, while educators in Australia, Canada, Singapore, and Qatar made increasing use of ASCD programs, contributing to record level worldwide sales in 2007.

Membership in ASCD, its affiliates, and connected communities grew, with the addition of connected communities in Southern Nevada and Saskatchewan, Canada.

The growth of the ASCD Express category of membership reflected ASCD’s expanding online community. ASCD members increasingly participated in online experiences through the Virtual Symposium on Differentiated Instruction and Understanding by Design—which encourages that community to connect, collaborate, and share their educational expertise—and online voting for Association leaders.
Advocating Sound Policies

Educator Advocates, ASCD’s grassroots advocacy group, grew to more than 6,000 members in 2007. ASCD enlisted these legislative advocates in three endeavors—promoting innovative high school redesign, closing the achievement gap, and fostering school readiness and early development of the whole child.

ASCD shared its recommendations for the reauthorization of the No Child Left Behind Act (NCLB) with members of the U.S. Congress and other interested parties. The recommendations include adjusting the adequate yearly progress (AYP) model to incorporate multiple measures of assessment; offering the full complement of sanctions and intervention strategies immediately; and returning to the states the ability to determine which teachers are “highly qualified.”

ASCD will continue working with our members and Congress to advance sound educational policy.

As part of its legislative agenda, ASCD supported the GRADUATES Act in the U.S. Senate and House of Representatives; the act calls for a dedicated fund to support and encourage innovative measures for redesigning high schools.

Outside the United States, ASCD was active in support of education policy aligned with ASCD positions in Australia, Curaçao, and South Africa, where ASCD and its members are active in education improvement.
Make no little plans. They have no magic to stir men’s blood.

—Daniel Burnham
“As for the future, your task is not to foresee it, but to enable it.”

—ANTOINE DE SAINT-EXUPERY
SHARING BEST PRACTICES

Finding and sharing high-quality initiatives that improve how the educators engage with each other and their students is a constant goal at ASCD. The following indicate how varied these practices are and how comprehensive those practices can be.

In 2007, ASCD distributed more than half a million books to members in the Comprehensive, Premium, and Regular membership categories, and sold close to 1.5 million copies.

*Educational Leadership* features interviews with leading thinkers; stories of best practices from classrooms and schools around the world; and columns on research, policy, and practice.

The Outstanding Young Educator Award (OYEA) salutes a new generation’s passion for excellence by recognizing a young educator for influencing students’ lives.

A focus on capacity building at the individual, school, district, state or provincial, and national levels links ASCD’s programs and products to school improvement.

Pilot sites in the Healthy Schools Communities program share challenges and successes through conferences and online; conference participants extend their experience through Web-based conversations.
SUCCESS OF EACH LEARNER

In 2007, ASCD called for a new compact to educate the whole child. Since the spring launch of the whole child initiative, more than 10,000 individuals have signed up at www.wholechildeducation.org to take action and receive newsletters every two weeks.

An array of resources—community conversation guides, brochures, videos, and trained facilitators—are available to support the Whole Child Initiative. In partnership with more than 25 organizations, ASCD is collaborating to redefine education for the 21st century.

In addition, ASCD formed a partnership with Northrop Grumman to create the ASPIRE Assessment System, which supports teachers in both the formative assessment of students and the honing of their own craft in teaching those students.

The first school system to purchase ASPIRE was the Deer Valley Unified School District in Phoenix, Arizona. Phase one of implementation in the district’s high schools is going on during the current 2007–08 school year.
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.
Education is not a preparation for life; education is life itself.

—JOHN DEWEY
ASCD AUDITED FINANCIAL STATEMENT
YEAR ENDING AUGUST 31, 2007

REVENUE
Publications & Products ................................ $31,953,527
Membership Dues & Subscriptions ......................... 13,915,342
Professional Development Institutes and Conferences .... 7,389,421
Investment ...................................................... 3,778,023
Annual Conference ............................................ 3,255,920
Advertising ...................................................... 1,524,174
Other .............................................................. 1,461,554

TOTAL REVENUE .................................................... $63,277,961

EXPENSES
Program Services:
Publications .................................................... $14,663,018
Member Services ................................................ 5,442,612
Professional Development ................................... 4,787,057
Constituent Partnerships ...................................... 2,572,733
Design and Production ........................................ 1,223,061
Annual Conference ............................................ 1,113,987
Public Policy ..................................................... 297,167
Grants & Special Contributions .............................. 29,972

TOTAL PROGRAM SERVICES ................................. $30,129,607

Support Services:
Administrative .................................................. $15,102,797
Marketing ......................................................... 3,505,207
Customer Service Center .................................... 3,316,301
Governance ....................................................... 1,989,546
Total Support Services ....................................... $23,913,851

TOTAL OPERATING EXPENSES ............................. $54,043,458

OPERATING CHANGE IN NET ASSETS ....................... $9,234,503

MEMBER STATISTICS

Occupations of ASCD Members
- Principal/Assistant/Associate
- Classroom Teacher
- Director/Supervisor/Other Administrator
- Superintendent/Assistant
- Professor/Instructor
- Building-Level Specialist
- Independent Consultant
- School Board Member
- Other
- Not Currently Employed

Grade Levels Worked by ASCD Members*
- 4-Year College or University
- 2-Year College
- Secondary/Senior High School
- Elementary
- Preschool-K

*multiple answers