



The Center for Evidence-Based Crime Policy at GMU and WestEd present a

CONGRESSIONAL BRIEFING ON SCHOOL SAFETY AND VIOLENCE PREVENTION

February 10, 2015

Cannon Caucus Room, 345 Cannon House Office Building, Washington DC

AGENDA

- 9:15am** **REGISTRATION**
- 10:00am** **DAVID ESQUITH** (U.S. Department of Education)
Opening Remarks
- 10:10am** **WILLIAM MODZELESKI** (SIGMA Threat Management Associates)
Introduction: School Safety and Violence Prevention
- 10:20am** **SIMONE ROBERS** (American Institutes for Research)
The Problem of School Bullying
- 10:30am** **SAMEER HINDUJA** (Florida Atlantic University)
Preventing Cyber-Bullying through School Climate and Youth Kindness Initiatives
- 10:40am** **MARISA RANDAZZO** (Georgetown University)
Understanding and Preventing School Shootings in the U.S.
- 10:50am** **DAN LOSEN** (UCLA Civil Rights Project)
The School to Prison Pipeline: What Research Says about the Disparate Impact and the Remedies
- 11:00am** **Q & A (Moderated by William Modzeleski)/BREAK**
- 11:10am** **CATHERINE BRADSHAW** (University of Virginia)
School-Based Prevention of Bullying and Related Behavior Problems
- 11:20am** **GREGORY AUSTIN** (WestEd)
Fostering a Climate for Safety and Achievement
- 11:30am** **ERIC MADFIS** (University of Washington, Tacoma)
Preventing School Violence: Evidence from Averted Rampage Attacks
- 11:40am** **MARK WEIST** (University of South Carolina)
Advancing School Mental Health and Positive Behavioral Interventions & Supports (PBIS) Together
- 11:50am** **Q & A (Moderated by William Modzeleski)**
- 12:00am** **ADJOURN**

Presenter Biographies

Gregory Austin (Director, WestEd Health and Human Development Program)

Dr. Austin is director of WestEd's Health and Human Development Program (HHDP). Its mission is to conduct research and provide technical assistance to strengthen the capacity of schools, families, and communities to promote student achievement, college and career readiness, and positive youth development, health, and well-being. Primary areas of current research include school climate and culture, how social-emotional and other "noncognitive" factors are related to educational and career outcomes, and data-driven school improvement. He is the developer and director of the California School Climate, Health, and Learning Surveys (Cal-SCHLS), the oldest and largest state effort in the nation to provide schools with local data on school climate, safety, and the needs of students to guide program decision-making. He is also the director of the Safe and Supportive Schools Technical Assistance Centers for California, Louisiana, and South Carolina, the Army Youth Programs in Your Neighborhood Afterschool Program Quality.

Catherine Bradshaw (Professor and Associate Dean for Research & Faculty Development, Curry School of Education, University of Virginia)

Catherine Bradshaw, Ph.D., M.Ed. is a Professor and the Associate Dean for Research and Faculty Development at the Curry School of Education at the University of Virginia (UVA); prior to her current appointment at UVA, she was an Associate Professor and the Associate Chair of the Department of Mental Health at the Johns Hopkins Bloomberg School of Public Health. She maintains an affiliation with Johns Hopkins as the Deputy Director of the CDC-funded Johns Hopkins Center for the Prevention of Youth Violence and Co-Director of the NIMH-funded Johns Hopkins Center for Prevention and Early Intervention. She holds a doctorate in developmental psychology from Cornell University and a master's of education in counseling and guidance. She collaborates on research projects examining bullying and school climate; the development of aggressive and problem behaviors; effects of exposure to violence, peer victimization, and environmental stress on children; and the design, evaluation, and implementation of evidence-based prevention programs in schools. She received an award from President Obama in 2009 for her research on the use of evidence-based prevention programs in schools. She has coauthored over 150 articles and chapters. She presently collaborates on federally supported randomized trials of school-based prevention programs, including Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning curricula. Dr. Bradshaw works with the Maryland State Department of Education and several school districts to support the development and implementation of programs and policies to prevent bullying and school violence, and to foster safe and supportive learning environments. She collaborates on federally-funded research grants supported by the National Institute of Mental Health, National Institute on Drug Abuse, Centers for Disease Control and Prevention, U.S. Department of Education, and the Institute of Education Sciences. She has also consulted with the National Education Association, Institute of Medicine, United Nations, and World Bank on issues related to bullying, mental health, and school-based prevention. She is an Associate Editor for the *Journal of Research on Adolescence* and the editor of *Prevention Science*, and is a co-editor of the *Handbook of School Mental Health*.

David Esquith (Director, Office of Safe and Healthy Students, U.S. Department of Education)

David Esquith is the Director of the U.S. Department of Education's Office of Safe and Healthy Students located within the Office of Elementary and Secondary Education. Mr. Esquith is a former Peace Corps volunteer, special education teacher, lobbyist for the Association for Retarded Citizens, and Congressional aide.

Sameer Hinduja (Professor, Criminology and Criminal Justice; Co-Director, Cyberbullying Research Center, Florida Atlantic University)

Dr. Sameer Hinduja is a Professor in the School of Criminology and Criminal Justice at Florida Atlantic University (FAU) and Co-Director of the Cyberbullying Research Center (www.cyberbullying.us). He is recognized internationally for his groundbreaking work on the subjects of cyberbullying and safe social networking, concerns that have paralleled the exponential growth in online communication by young people. He has written six books, and his interdisciplinary research is widely published and extensively cited in a number of peer-reviewed academic journals. Dr. Hinduja also provides training to schools, youth organizations, parents, and teens on how to avoid online victimization and its real-world consequences. In addition, he is frequently asked to provide expert commentary by news organizations, and his research has been featured in venues that include CNN's Anderson Cooper 360, NPR's All Things Considered, the BBC, and The New York Times. Recent honors include Michigan State University's Distinguished Young Alumni Award (2014), Office Depot Foundation's Listen Learn Care Award (2014), and Wireless Foundation's Children's Wireless Safety Achievement Award (2014). At FAU, he has won both Researcher of the Year and Teacher of the Year.

Dan Losen (Director of the Center for Civil Rights Remedies, UCLA Civil Rights Project)

Daniel J. Losen, J.D., M.Ed., is director of the Center for Civil Rights Remedies, an initiative at the Civil Rights Project/*Proyecto Derechos Civiles* (CRP). He has worked at the Civil Rights Project since 1999, when it was affiliated with Harvard Law School, where he was a lecturer on law. Losen's work concerns the impact of law and policy on children of color and language minority students including: the reauthorization of the Elementary and Secondary Education Act with a focus on promoting diversity, access to effective teachers, and improving graduation rate accountability; the IDEA and racial inequity in special education; school discipline and revealing and redressing the "School-to-Prison Pipeline;" and protecting the rights of English learners to equal educational opportunity. On these and related topics he conducts law and policy research; publishes books, reports, and articles and works closely with federal and state legislators to inform legislative initiatives. Both for The Civil Rights Project, and independently, he provides guidance to policymakers, educators and advocates at the state and district level. Before becoming a lawyer, Mr. Losen taught in public schools for ten years, including work as a school founder of an alternative public school.

Eric Madfis (Assistant Professor of Criminal Justice, University of Washington, Tacoma)

Dr. Eric Madfis is an Assistant Professor of Criminal Justice at the University of Washington, Tacoma, where his research focuses on homicide, criminological theory, inequities in school punishment, and the causes and prevention of school violence. His work has been published in *American Behavioral Scientist*, *Critical Criminology*, *Homicide Studies*, *Men and Masculinities*, *The Social Science Journal*,

Youth Violence and Juvenile Justice, and in numerous edited volumes. He recently completed a book entitled *The Risk of School Rampage* that explores how threats of multiple-victim rampage shootings are assessed and prevented in American public schools.

William Modzeleski (SIGMA Threat Assessment Associates and Former Director of the Office of Safe and Drug-Free Schools, U.S. Department of Education)

William “Bill” Modzeleski, a nationally recognized leader in the area of school safety and emergency management, currently holds several positions. He is a Senior Consultant with SIGMA Threat Management Associates; a Distinguished Visiting Fellow with the Homeland Security Institute; and a consultant to the National Institute of Justice (on School Safety). Mr. Modzeleski is a former Associate Assistant Deputy Secretary of the U.S. Department of Education’s Office of Safe and Drug Free Schools. During his tenure at the Department of Education Mr. Modzeleski was instrumental in the development and implementation of several programs related to emergency management and violence prevention, including the Safe Schools/Healthy Students Program; School Emergency Response to Violence; the REMS program; and, Project SERV, an effort designed to help schools after a traumatic event. Mr. Modzeleski served as co-author with staff from U.S. Secret Service on the Safe School Initiative, and co-author with staff from Secret Service and FBI on study on Targeted Attacks at Institutions of Higher Education. He also has written numerous articles on school safety and threat assessment and was instrumental in the design and implementation of the School Associated Violent Death Survey.

Simone A. Robers (Research Analyst/Project Director, Education Research & Statistics, American Institutes for Research)

Simone Robers is a Research Analyst and Project Director with the American Institutes for Research. She is certified in project management, an expert on school crime and safety issues, and has authored the annual publication *Indicators of School Crime and Safety*, a joint publication of NCES and BJS, since 2009. Mrs. Robers manages all aspects of the publication cycle including research, data analysis, writing, quality control reviews, design, and management of the production schedule and project staff. Mrs. Robers is also the project director for *America’s Children: Key National Indicators of Well-Being*, an annual publication of the Federal Interagency Forum on Child and Family Statistics and the project director for the biannual publication of the Federal Interagency Forum on Aging Statistics, *Older Americans: Key Indicators of Well-Being*. She manages all aspects of the production cycles including data file management, data checks, quality control reviews, data file exchange and information flow among 22 statistical agencies, desk topping and dissemination of the reports. Mrs. Robers has co-authored the congressionally mandated annual report *Condition of Education* for several years. Being bilingual, Mrs. Robers performs translations and survey item assessments in the German language. Prior to joining AIR, she worked as a contractor in the area of Statistical Standards and as a certified Educator in Pre-K and Kindergarten classrooms. Mrs. Robers earned her Master’s degree in Sociology from the University of Maryland Baltimore County and her Master’s Certification in Project Management from the George Washington School of Business. In Germany, she earned her Master’s degree in Early Childhood Education. Mrs. Robers is a published author and has presented at national conferences on various topics.

Marisa Randazzo (Director of Threat Assessment, Georgetown University)

Dr. Marisa R. Randazzo is a national expert on threat assessment and targeted violence. Before joining the private sector, Dr. Randazzo served for ten years with the U.S. Secret Service as the agency's Chief Research Psychologist. She directed all Secret Service research on school shootings, insider threats, stalking, and other types of targeted violence, including the landmark federal study of school shootings that was conducted jointly by the U.S. Secret Service and U.S. Department of Education. Dr. Randazzo is an accomplished presenter and instructor on threat assessment investigations, having trained over 10,000 law enforcement, intelligence, and security professionals throughout the United States, Canada, and the European Union. Her research is used in the federal, state, and local law enforcement communities and has been credited in the media with preventing planned attacks. Dr. Randazzo served as a Senior Expert with Business Intelligence Advisors, Inc., where she provided high-net worth families, corporations, and schools with investigative consultation on individual threat cases and training on threat assessment, bomb threat assessment, and the detection of deception. She also provided training on abduction prevention and escape tactics for children of high-net worth families, their caregivers, and protective details. Dr. Randazzo has testified before Congress and has been interviewed by major television, radio, and print news outlets, including 60 Minutes, the Today Show, 48 Hours, Dateline NBC, MSNBC, the New York Times, and National Public Radio. She has published numerous articles on threat assessment and violence prevention and currently serves on the editorial board of the Journal of Threat Assessment. She has also published under her maiden name, Marisa Reddy. Dr. Randazzo received a Ph.D. and Master's degree from Princeton University in Social Psychology, and a B.A. in Psychology and Religion from Williams College. In 2005, Dr. Randazzo was named by Williams College as a Bicentennial Medalist for her work in preventing violence.

Mark D. Weist (Professor, Director, Clinical-Community Program; Department of Psychology; University of South Carolina)

Mark D. Weist received a Ph.D. in clinical psychology from Virginia Tech in 1991 and is currently a Professor in Clinical-Community and School Psychology in the Department of Psychology at the University of South Carolina (USC). He was on the faculty of the University of Maryland (UM) for 19 years where he helped to found and direct the Center for School Mental Health (csmh.umaryland.edu), one of two national centers providing leadership to the advancement of school mental health (SMH) policies and programs in the United States. He has edited nine books and has published and presented widely in SMH and in the areas of Positive Behavioral Interventions & Supports (PBIS), interconnecting SMH and PBIS, trauma, violence and youth, evidence-based practice, and cognitive behavioral therapy. With the Clifford Beers Foundation (CBF) and the UM he started the journal *Advances in School Mental Health Promotion* (now published by Routledge of Taylor & Francis and edited by Sharon Stephan). He chairs the Advisory Board for CBF, helped to found the School Mental Health International Leadership Exchange (SMHILE), and is helping to lead the 9th World Congress on the Promotion of Mental Health and Prevention of Emotional and Behavioral Disorders, to be held in Columbia, SC (and sponsored by USC and CBF), September 8–11, 2015 (mhworldcongress2015.org).

HOME TO



"The work of George Mason's Center for Evidence-Based Crime Policy...has led the way in practitioner-researcher cooperation."

Howard Silver, Consortium of Social Science Associations
in testimony to the U.S. House of Representatives

The Center for Evidence-Based Crime Policy

at George Mason University

FOUR RESEARCH PROGRAMS

Crime and Place
Evidence-Based Policing
Systematic Reviews
Criminal Justice Policy

ACHIEVEMENT THROUGH TEAMWORK

10 affiliated CLS faculty
2 visiting Fulbright scholars
12 research assistants
14 advisory board members
2 special working groups
Numerous affiliated faculty, center and groups

VISIT US

The CEBCP@GMU

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Director:

Cynthia Lum

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The **Center for Evidence-Based Crime Policy (CEBCP)**, housed within the Department of Criminology, Law and Society at George Mason University, seeks to make scientific research a key component in decisions about crime and justice policies by advancing rigorous studies in criminal justice and criminology through research-practice collaborations, and by proactively serving as an informational link to practitioners and the policy community.

Our goals...

- Rigorous evaluation of interventions
- Agency partnerships and learning communities
- Mentoring future criminologists
- Awarding excellence
- Facilitating scholarly collaboration
- Impacting public policy
- Serving our communities
- Creating research-to-practice translation tools
- Making evaluation resources available
- Encouraging innovation
- Advancing the field of criminal justice
- Disseminating information about evidence-based practices

...how we accomplish them.

- Support from George Mason University
- Funded & unfunded projects
- Distinguished advisory board
- Congressional Briefings
- Yearly symposia and special events
- *Translational Criminology* Magazine
- Systematic reviews of interventions
- The Evidence-Based Policing Matrix
- Our Video Library
- Workshops and technical assistance
- Research "one-pagers"
- The University e-Consortium
- Home to the Evidence-Based Policing Hall of Fame and the Distinguished Achievement Award
- Faculty-student co-authorships



DOCTORAL AND MASTER'S PROGRAMS

Areas of Concentration: Crime and Crime Policy; Justice and Law; Justice Organizations, Administration, and Leadership

Department of Criminology, Law and Society

THE PROGRAM

Award-winning Faculty
Rigorous Training
Policy Relevant

HIGHLIGHTS

- Significant Graduate Student Funding
- Faculty Mentorship of Graduate Students
- Opportunities for Student Research and Publishing
- Collaborations with Justice Agencies
- Outreach to Policymakers and Practitioners

AFFILIATED CENTERS

CENTER FOR ADVANCING
CORRECTIONAL EXCELLENCE

CENTER FOR EVIDENCE-BASED
CRIME POLICY

CENTER FOR JUSTICE LEADERSHIP
AND MANAGEMENT

COCHRANE COLLABORATION
COLLEGE FOR POLICY

VISIT US

cls.gmu.edu

Faculty

CATHERINE A. GALLAGHER (University of Maryland) — *Associate Professor*. Health care and justice agencies, health and safety of justice-involved persons, juvenile justice, federal data collections

CHARLOTTE GILL (University of Pennsylvania) — *Assistant Professor*. Community-based crime prevention, place-based criminology, juvenile justice, reentry, program evaluation, quantitative methods, research synthesis

DEVON JOHNSON (University of California, Los Angeles) — *Director of Graduate Programs and Associate Professor*. Public opinion on criminal justice issues, race and criminal justice, politics of crime and justice policy, survey methods

CHRISTOPHER S. KOPER (University of Maryland) — *Associate Professor*. Firearms, violence, and public policy, police and crime control, organizational change in policing, policy and program evaluation, assessment of crime trends

CYNTHIA LUM (University of Maryland) — *Associate Professor*. Policing, security, criminal justice evaluation research, translational criminology

STEPHEN MASTROFSKI (University of North Carolina, Chapel Hill) — *University Professor*. Police discretion, police organizations and their reform, systematic field observation methods in criminology

LINDA M. MEROLA (George Washington University Law School & Georgetown University) — *Associate Professor*. Civil liberties, privacy and technology, counterterrorism, the judiciary, survey and experimental methods

ANGELA K. REITLER (Ohio Northern University College of Law & University of Cincinnati) — *Assistant Professor*. Criminal law and procedure, decision making in criminal case processing, causal inference in observational studies

LAURIE O. ROBINSON (Brown University) - *Clarence J. Robinson Professor of Criminology, Law and Society*. Crime and public policy, federal role in supporting translational criminology and criminal justice innovation, public management and strategic leadership in criminal justice

DANIELLE S. RUDES (University of California, Irvine) — *Associate Professor*. Organizational change, community corrections, prisons, law and society, prisoner reentry, qualitative methods

FAYE S. TAXMAN (Rutgers University) — *University Professor*. Health services and correctional research, innovations in courts, probation, and corrections, program design and interventions, experimentation and evaluation

DAVID WEISBURD (Yale University) — *Distinguished Professor*. Police innovation, geography of crime, experimental criminology, statistics and research methods, white collar crime

JAMES WILLIS (Yale University) — *Associate Professor*. Police organizations, police reform, police decision making, punishment in an historical context

DAVID B. WILSON (Claremont Graduate University) — *Department Chair and Professor*. Crime prevention and correctional treatment programs, meta-analysis, quantitative research methods

SUE-MING YANG (University of Maryland) — *Assistant Professor*. Neighborhoods and crime, urban disorder and racial stereotypes, innovative research methods, international terrorism

Criminology, Law and Society

GRADUATE PROGRAMS

- MA Thesis
- MA Policy & Practice
- PhD

HIGHLIGHTS

- Multidisciplinary faculty
- Significant doctoral funding available
- Opportunities for student research and publishing
- Collaborations with justice agencies
- Outreach to policymakers and practitioners

RESEARCH CENTERS

- Center for Advancing Correctional Excellence
- Center for Evidence-Based Crime Policy
- Center for Justice Leadership and Management
- Cochrane Collaboration College for Policy



Rigorous. Innovative. Policy-Oriented.

The graduate programs in Criminology, Law and Society at Mason prepare students for careers in research, academia, criminal justice leadership and policy-making, local and federal agencies, non-profit organizations and public affairs.

Master's students develop specialized knowledge with an emphasis on applying that knowledge to criminal justice practice. Doctoral students gain expertise across three areas: crime and crime policy, justice organizations and leadership, and justice and law. The multidisciplinary faculty have a wide range of expertise and offer students a wealth of opportunities to interact with key agency and justice leaders and to experience criminal justice policy first hand.

To arrange an appointment to meet one of our award-winning faculty or to speak to current graduate students, please contact clsgrad@gmu.edu or call 703-993-9417.

Criminology, Law and Society

MA and PhD Programs

APPLICATION REQUIREMENTS

- An earned baccalaureate degree from an accredited institution, verified by official transcripts from all institutions attended
- Completed online *Application for Graduate Study*
- Nonrefundable application fee
- Three letters of recommendation from individuals with first-hand knowledge of academic or professional capabilities
- A statement of your academic goals
- Official GRE scores taken within 5 years of application submission
- Writing sample of a recent sole-authored work of at least 2,500 words
- Résumé or C.V.



APPLICATION DEADLINES FOR FALL ADMISSION

December 1: All PhD applicants, including those seeking research or teaching assistantships

February 1: All MA applicants.

For more information, please contact clsgrad@gmu.edu



HEADQUARTERS

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toll-free (877) 4-WestEd
fax: 415.565.3012

AGENCY AT A GLANCE

- Offices** 15 Nationwide
- CEO** Glen Harvey
- Staff** Over 600
- Annual Revenue** Approximately \$130 million
- Funding Sources** More than 400
- Projects** 450–700 at any given time

Our mission: WestEd, a research, development, and service agency, works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

WestEd is committed to the belief that all students should succeed in our schools and that all learners—from infants to adults—should thrive in our communities, despite the circumstances they were born into.

—Glen Harvey, WestEd CEO

Success for every learner is WestEd’s prime focus and has been for more than four decades. The depth, diversity, and history of our work, coupled with our on-the-ground experience and research-based knowledge, give WestEd staff unique expertise in helping all learners—infants to adults—succeed in school and career.

Across the nation, WestEd staff meet the needs of our clients and customers through consulting & technical assistance, evaluation, policy analysis, professional development, and research.

Since its inception in 1966, WestEd has been tackling real-world challenges, often in partnerships with others, to make a positive difference in the lives of millions of children and adults. Our work is far from over as we continue to identify and develop ways to ensure success for every learner.

>> Services

At the heart of our work are the services we provide that bring learning opportunities, consulting, and technical assistance to our clients. We provide services to policymakers and educators and other direct service providers — professional developers and technical assistance providers; school, district, and state administrators; and community agencies. [< Search services on WestEd.org under a selected Program >](#)

>> Types of Work

- Consulting & Technical Assistance
- Evaluation
- Policy
- Professional Development
- Research & Development

>> Research & Evaluation Studies

Through rigorous, high-quality research, WestEd contributes to practitioners’ and policymakers’ understanding of what works in education and human development. Our research takes many forms, including policy studies, evaluations of local and national initiatives, and “gold standard” research using randomized controlled trials. [<Search research & evaluation studies on WestEd.org under a selected Program >](#)

>> Areas of Work

- College & Career
- Early Childhood Development & Learning
- English Language Learners
- Health, Safety, & Well-Being
- Literacy
- Schools, Districts, & State Education Systems
- Science, Technology, Engineering, & Mathematics (STEM)
- Special Education
- Standards, Assessment, & Accountability
- Teachers & Leaders

>> Resources

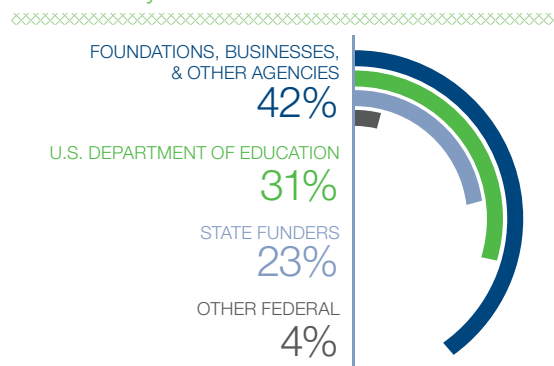
Capturing the knowledge and expertise from our research and service work, WestEd resources range from books, reports, newsletters, and research and policy briefs to videos, DVDs, and online tools. Our resources translate WestEd staff findings into the language of both practitioners and policymakers. [< WestEd.org/resources >](#)

Recent Highlights

- » **College & Career.** Rolled out the online Career Technical Education (CTE) Launchboard to enable community colleges to capture and use CTE outcome data. Launched the Arizona Mayors Education Roundtable with 10 mayors to improve college and career readiness in their cities.
- » **Early Childhood Development & Learning.** Developed and implemented the Early Education Effectiveness Exchange (E4) Academy to improve early childhood care throughout California. Developed major new resources on preschool curriculum, culturally sensitive child care, and best practices for young dual-language learners.
- » **English Language Learners.** Launched a Gates Foundation-funded project to improve education outcomes for English language learners in Boston schools. Developed resources to help educators implement the Common Core State Standards with English language learners.
- » **Health, Safety, & Well-Being.** Published a study demonstrating that school climate is a crucial factor in the success of schools that “beat the odds,” obtaining higher test scores than predicted. Contributed several articles to the *Encyclopedia of Criminology and Criminal Justice*.
- » **Literacy.** Offered a massive open online course (MOOC) on content-area literacy, with educators from several countries around the world participating. Developed tools to increase teacher and student engagement with evidence-based argumentation in middle and high school core content courses.
- » **Schools, Districts, & State Education Systems.** Supported state education agencies through the National Center on School Turnaround, including establishing a nationwide network of state turnaround and improvement leaders. Supported academic progress in School Improvement Grant schools throughout the country.

Contracts & Grants

Revenue by Source



- » **Science, Technology, Engineering, & Mathematics (STEM).** Won an Investing in Innovation (i3) grant from the U.S. Department of Education to scale up an early childhood mathematics intervention. Awarded a multimillion dollar contract to evaluate implementation of the Common Core in mathematics in 10 districts.
- » **Special Education.** Awarded a contract to develop and conduct training for special educators on aligning individualized education programs to the Common Core. Evaluated several districts' special education programs and provided follow-up assistance to implement recommendations.
- » **Standards, Assessment, & Accountability.** Provided resources to states and districts through the National Center for Standards and Assessment Implementation. Supported Maryland and Ohio in the development of an early childhood comprehensive assessment system.
- » **Teachers & Leaders.** Began a multiyear evaluation of a new administrator credentialing program in Los Angeles. Developed several online teacher-training courses in literacy and mathematics, aligned to the Common Core.

New WestEd.org!

In 2013, we revamped our agency website, WestEd.org, making it faster and easier to access resources and information. New features include

- » **User-centered navigation built around topics of interest to educators and practitioners**
- » **Improved Bookstore with hundreds of free resources**
- » **New Services We Provide section showing how we help clients solve their problems**
- » **Tablet and smart phone accessibility**

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