RESET was selected as “one of the best small charities in the Greater DC area” by The Catalogue for Philanthropy, 2016/17. Chosen from nearly 200 applicants in a rigorous vetting process, RESET was recognized for its program impact, fiscal soundness, and overall nonprofit management.
The Year in Highlight

A Message from the Executive Director

RESET holds seminars several times each year to help our volunteers improve their classroom skills. Schools today are examining the manner in which classroom time is invested to make certain it meets 21st century education goals. Volunteer training seminars ensure that RESET programs continue to be seen as advancing those goals.

I find seminar presentations by volunteers and teachers to be both informative and inspiring. Volunteers often demonstrate one of their experiments and explain how their students respond to it. These presentations are frequently mentioned as highlights by attendees in their seminar evaluations. Attendees also value the perspectives that school principals and teachers share on RESET programs and how they contribute to their students’ educational development. Each seminar includes a presentation by Professor Sherri Kohr, RESET’s Volunteer Classroom Skills Advisor. The most common feedback from volunteers is that we need to hear from Sherri more frequently and benefit from her insights.

Seminar attendees often share with me that they value the interactions they have with other volunteers, the social gatherings afterwards, and that they wish more volunteers participated. Let’s work to make that a reality in 2017. —John Meagher

2016 Program Accomplishments

• RESET placed 120 volunteers in 30 schools in DC, Maryland and Virginia, providing hands-on science programs to 1,933 students, an increase of 10.9% over the previous year and the most ever in a school year.
  • RESET had partnerships with 17 schools, 10 out-of-school-time learning centers, and 3 PreKindergarten child development centers.
  • RESET established a number of new partnerships in school year 2015/16—3 DC Prep campuses, Martha’s Table, and the DC General Family Shelter in DC; Arcola, Jefferson-Houston, and Liberty schools in Virginia; and Feynman, Princeton, and Sligo Creek schools in Maryland.
  • RESET initiated a program to train Girl Scouts to present hands-on science to younger children (see page 6), which qualifies participants for a newly developed STEM Merit Badge.
  • RESET established a new volunteer partnership for out-of-school-time programs with The Claude Moore Community Builders program in Loudoun County.
  • RESET designated 3 new Lead Volunteers in 2016.
Harold Sharlin

"An Artist of the Life Well Lived"

On January 6, 2017, RESET lost its founder and guiding spirit. Harold Sharlin started RESET in 1988, both as a way to inspire children in the sciences and to provide scientists, engineers and mathematicians with the opportunity to give back by sharing their professional passion with new generations. Harold was RESET’s leader from its inception, serving over the years in the roles of Executive Director, Chief Executive Officer, Chair of the Board of Directors, and volunteer in many, many classrooms.

Born on July 8, 1925, Harold was the youngest of seven boys. He grew up in Trenton, New Jersey, served in the Navy from 1944 to 1946, and graduated from Drexel University with a BS in electrical engineering. He would later earn an MA in history from Columbia University, followed by a PhD in American economic history from the University of Pennsylvania in 1958.

Under a grant from the National Science Foundation, he wrote a biography of the Cambridge University physicist and engineer William Thomson (later Lord Kelvin) entitled Lord Kelvin, the Dynamic Victorian. This would be the first of several books Harold would author, including The Making of the Electrical Age, The Convergent Century, and his memoirs, Commitment and Love, which he wrote in his 80s. Harold was a professor at the University of Iowa and the Brooklyn Polytechnic Institute. He also taught at the Woodrow Wilson International Center for Scholars, and served as a visiting scholar in the historian’s office of the Department of Energy in Washington, DC.

Harold was married to his great love Tiby for 50 years. They had three children (Allan, Joshua, and Shifra), seven grandchildren and 11 great-grandchildren.
Harold lived until he was 91. He once shared that he planned to retire from RESET when he was 85. When that milestone passed, he postponed his departure to age 90. After his 90th birthday, he simply stopped speaking about retirement. He had been scheduled to lead a board meeting the week after his death.

Harold’s intellectual appetite was enormous. In addition to his teaching career in engineering and the history of science, he avidly pursued the arts, history, technology, current events and politics. In his mid-80s he found a new avocation in the non-military use of nuclear energy.

Everyone who knew Harold was struck by how well he connected with people of all ages. Even as a nonagenarian, he became fast friends with young volunteers who were inspired by him. In his final months, he and recent engineering graduate Oscar Wiygul were together leading RESET sessions for retirees at his residence home.

A compassionate man, Harold was known to help the homeless on the streets and supported many good causes, including RESET. He once said that he had attended a fundraiser for a disease affecting African women and how moved he was by their suffering, including their social isolation.

At his funeral, Harold’s rabbi described him as “an artist of the life well lived.” For those who were present that day, no metaphor could have described Harold’s life more eloquently. His palette was vibrant and colorful—devotion to family, religion, wisdom, commitment, endless curiosity, story-telling, empathy, and humor.

All of those who have gained from our association with RESET—whether learning or teaching—are part of Harold’s legacy.
New Initiatives

RESET’s Out-of-School-Time Program

In 2016, RESET was pleased to be awarded grants from the Hattie M. Strong Foundation and Northrop Grumman in support of its out-of-school-time (afterschool) enrichment programming. Two RESET programs have taken an innovative approach to afterschool—a Girl Scout/PreKindergarten program in Alexandria, Virginia, and the Claude Moore Community Builders program in Loudoun county. Both of these programs build on the idea that one of the best ways for children to learn is through peer modeling and mentoring.

Girl Scout/PreK Program

Initiated and led by three-year RESET volunteer Sandra Hernández, the Girl Scout program introduces 4- and 5-year-olds to science through their older peers—10- and 11-year-old Girl Scouts. These young “teachers in training” broaden their own interest in science subjects while earning a STEM merit badge along the way.

“I was concerned about how it was all going to work with 32 PreK kids at one time, but it was just amazing,” commented Sandra. “The second time I came to work with them, I could already see that the Scouts were really eager to continue the project.” The PreK class sent the troop a stack of thank you letters afterwards, with one 4-year-old exclaiming, “I loved using the microscope to look at ants! Microscopes make things look bigger!”

Claude Moore Community Builders Program

In 2016, RESET began a partnership to train STEM-focused high schoolers to lead hands-on science sessions in extended-day elementary school programs. This new approach was developed in partnership with Loudoun Cares Claude Moore Community Builders (CMCB), which selects 20 high school students in an annual competition. In addition to placing the volunteers in schools, RESET provides adult guidance and training to the students to ensure that the quality of the classroom experience is maintained.

“There are several advantages to having high school students lead younger students in science experiments,” says Executive Director John Meagher. “Preparing to lead the experiments and respond to questions in the classroom deepens high schoolers’ understanding of scientific principles and reinforces their own interest in STEM careers. Younger students, in turn, are more likely to follow similar STEM pathways when they reach high school, due to positive first experiences in hands-on science with teenage students.”

Three volunteers were placed by RESET through the Loudoun County After School Activities (CASA) program; two worked with students at Arcola Elementary School and one at Liberty Elementary School.
RESET Program Data

More students were enrolled in RESET classroom programs in 2015/16 than in any previous school year. The 1,933 students RESET reached is an 11% increase over the previous school year. The number of volunteers was lower than last year, largely due to fluctuations in the number of volunteers on RESET teams. This did not negatively affect the number of RESET programs; a record high number of programs—108—were presented during school year 2015/16.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of Students Classroom Programs</th>
<th>Number of Volunteers</th>
<th>Number of Schools</th>
<th>Number of Classroom Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>704</td>
<td>15</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td>2007-08</td>
<td>792</td>
<td>15</td>
<td>8</td>
<td>36</td>
</tr>
<tr>
<td>2008-09</td>
<td>748</td>
<td>16</td>
<td>13</td>
<td>34</td>
</tr>
<tr>
<td>2009-10</td>
<td>1320</td>
<td>33</td>
<td>25</td>
<td>68</td>
</tr>
<tr>
<td>2010-11</td>
<td>1,616</td>
<td>61</td>
<td>28</td>
<td>86</td>
</tr>
<tr>
<td>2011-12</td>
<td>1,615</td>
<td>74</td>
<td>30</td>
<td>86</td>
</tr>
<tr>
<td>2012-13</td>
<td>1,546</td>
<td>87</td>
<td>31</td>
<td>85</td>
</tr>
<tr>
<td>2013-14</td>
<td>1,445</td>
<td>118</td>
<td>35</td>
<td>80</td>
</tr>
<tr>
<td>2014-15</td>
<td>1,710</td>
<td>134</td>
<td>24</td>
<td>97</td>
</tr>
<tr>
<td>2015-16</td>
<td>1,933</td>
<td>120</td>
<td>30</td>
<td>108</td>
</tr>
</tbody>
</table>
Volunteer Profiles

**Major Kat Hetland**, Chief of the Enlisted Force Branch at Andrews Air Force Base, along with colleague Chris Price, were instrumental in assembling a team of volunteers to work at Princeton Elementary School in Morningside, MD, last year. Formerly stationed with the US Air Force in Newport News, Kat had been looking for community service opportunities in the area and chanced upon RESET in a *Washington Post* recruitment ad. It was a natural fit for Kat and her co-workers, many of whom have science backgrounds in Ops Research, engineering or math.

Kat was attracted to the team approach because of the flexibility it offered people with different schedules. For convenience they chose a school close to the base, but they are interested in expanding, and already have another school that has expressed interest. “This program lets me give back to the kids in the community and show them science is fun. I always enjoy watching the dynamics of the class. The children are always excited to see what’s coming up next. It’s clear from the comments we’ve been getting that their interest in science has been piqued. It’s always more fun doing experiments than just reading about them in a book, so I’m hoping that through RESET some of these kids will learn to enjoy science or math and see that they can choose to follow a profession geared towards STEM.”

Last year, **Sonya Pandey**, a 17-year-old who attends John Champe High School in Loudoun County, was selected for the Claude Moore Community Builders (CMCB) afterschool program, which encourages area high school students to volunteer with a local nonprofit. Drawn to biology as a child, and influenced by her father who has a background in engineering, Sonya quickly gravitated to science and is considering a future career in business or clean energy. She has actively recruited new volunteers to the Claude Moore/RESET program and hopes to approach the National Honor Society as a source of new volunteers this year.
Sonya shared a recent RESET experience that was meaningful to her: “One of my favorite RESET memories is when an autistic student began attending the program. He had focus issues and a hard time socializing. But he absolutely loved the science experiments we did with him. I could see it was making a real impact on him, and it was awesome to see a young student really getting into it. He especially liked the hands-on activities, like measuring and mixing the ingredients. I could see that he was very fascinated and it was improving his ability to concentrate. That experience was unforgettable for me and very rewarding.”

**Tom Ilich** has had a varied and eclectic career, first putting his background in mechanical engineering to work at Turner Construction for 33 years, then retiring and starting a structural engineering firm. He also taught structural engineering as an adjunct professor at Northern Virginia Community College, and now he’s making documentary films. He missed teaching, though, and when his daughter got tired of him complaining about it, she suggested he try volunteer work.

Volunteering for RESET tapped into Tom’s natural flair for connecting with young people, but he worried that his teaching would go over their heads: “One day I asked the class to tell me what they had learned so far. I was amazed at what these 5th graders had been able to retain. In a recent session, while I was teaching the difference between suspension and arch bridges, I could see that one student understood intuitively a concept that is graduate level elastic theory. He didn’t have the math or vocabulary, but he understood. My college students had difficulty with that concept! Volunteering for RESET is rewarding on many levels. Last year, some of my students sent me thank you notes. My eyes were wet all the way home that day.”

“I cannot thank you enough for enriching our curriculum, bringing excitement to every Thursday...it has been such a pleasure to work with you and such a joy to watch my second grade scientists fully engaged. I can only hope that we are able to continue this partnership and continue to bring the joy, fun, and excitement of science to as many kids as possible.”

—Second grade teacher Kelly Chapman, Stratford Landing Elementary
Program Assessment Results

To measure RESET’s effectiveness in achieving its goal of sparking children’s enthusiasm for STEM, RESET surveys students who have completed one of its hands-on science programs on their attitudes towards science learning. The survey instrument measures attitudes towards science learning, and uses questions developed by the National Center for Education Statistics (NCES) in preparing “The Nation’s Report Card.” With these metrics RESET is able to compare the responses of students in our programs with those of students nationwide who completed the NCES assessment.

RESET received 851 responses to the Student Assessment Questionnaire in school year 2015/16. The data in the table below show the positive impact that RESET volunteers have on students, compared to the responses from students nationwide.

<table>
<thead>
<tr>
<th>How often do you feel science is one of your favorite subjects?</th>
<th>Nationwide Results</th>
<th>RESET Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never or hardly ever</td>
<td>20%</td>
<td>5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>32%</td>
<td>28%</td>
</tr>
<tr>
<td>Often</td>
<td>22%</td>
<td>30%</td>
</tr>
<tr>
<td>Always or almost always</td>
<td>26%</td>
<td>37%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How much do you like studying science?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little</td>
<td>20%</td>
<td>3%</td>
</tr>
<tr>
<td>Some</td>
<td>21%</td>
<td>13%</td>
</tr>
<tr>
<td>Quite a bit</td>
<td>26%</td>
<td>23%</td>
</tr>
<tr>
<td>Very much</td>
<td>33%</td>
<td>61%</td>
</tr>
</tbody>
</table>

RESET asks several additional questions. The results below show that students RESET volunteers have very positive impacts on their students.

How did you like the science classes that you had with your science visitor?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Little</td>
<td>1%</td>
</tr>
<tr>
<td>Some</td>
<td>5%</td>
</tr>
<tr>
<td>Quite a Bit</td>
<td>12%</td>
</tr>
<tr>
<td>Very Much</td>
<td>82%</td>
</tr>
</tbody>
</table>

Did having your science visitor in your classroom change the way you feel about science?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I Like it the Same</td>
<td>23%</td>
</tr>
<tr>
<td>I Like it Less</td>
<td>3%</td>
</tr>
<tr>
<td>I Like it More</td>
<td>75%</td>
</tr>
</tbody>
</table>
# RESET Income and Expense Report

For the Year Ending August 31, 2016

## FY 2016 INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>$161,950</td>
</tr>
<tr>
<td>Corporations</td>
<td>37,550</td>
</tr>
<tr>
<td>Interest and Refund Income</td>
<td>289</td>
</tr>
<tr>
<td>Individual Contributions</td>
<td>11,472</td>
</tr>
<tr>
<td>United Way / Combined Federal Campaign</td>
<td>1,838</td>
</tr>
<tr>
<td><strong>TOTAL INCOME</strong></td>
<td><strong>$213,099</strong>*</td>
</tr>
</tbody>
</table>

## FY 2016 EXPENSES

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$90,877</td>
</tr>
<tr>
<td>Payroll Taxes</td>
<td>7,050</td>
</tr>
<tr>
<td>Bank Fees</td>
<td>85</td>
</tr>
<tr>
<td>Consultants and Professional Fees</td>
<td>19,229</td>
</tr>
<tr>
<td>Volunteer Training</td>
<td>5,786</td>
</tr>
<tr>
<td>Travel</td>
<td>116</td>
</tr>
<tr>
<td>Classroom Materials</td>
<td>7,267</td>
</tr>
<tr>
<td>Office Equipment and Misc.</td>
<td>2,355</td>
</tr>
<tr>
<td>Printing and Copying</td>
<td>1,533</td>
</tr>
<tr>
<td>Telephone and Fax</td>
<td>0</td>
</tr>
<tr>
<td>Postage and Delivery</td>
<td>1,245</td>
</tr>
<tr>
<td>Rent and Utilities</td>
<td>0</td>
</tr>
<tr>
<td>Maintenance</td>
<td>0</td>
</tr>
<tr>
<td>Technology</td>
<td>960</td>
</tr>
<tr>
<td>Buses for Field Trips</td>
<td>23,783</td>
</tr>
<tr>
<td>Liability Insurance</td>
<td>1,706</td>
</tr>
<tr>
<td>Advertising</td>
<td>0</td>
</tr>
<tr>
<td>Depreciation</td>
<td>3,655</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>$166,127</strong></td>
</tr>
</tbody>
</table>

## CHANGE IN NET ASSETS

$+46,972

*$50,000 of income is committed, but not yet received; it will be provided over the next two years.
RESET Volunteers

Lee Abramson
Ronit Abramson
Gokul Achayaraj
Hassan Aleem
James Henry Alstrum-Acevedo
Gabriella Alvarez
Thomas Artman*
Oleg Asanbayev
Savannah Barkdull
Greg Barranco
Levan Bokeria
Emma Boslet
Jaclyn Brennan
Ken Brown
Philip Carlucci
Summer Rozzi Cathol
Matt Carnavos
Joseph Carver
Asha Cheruvu
Charles Cisneros
Aletha Cook
Erik Crawford
Valerie Darcy
Camille Davis
Sarah DiNapoli
Emma Dolan
Christopher Dolce
Richard Efthim
John Ehrhart
Barbara Elkus*
Kathleen Elliott
Anne Erickson
Calvin Fang
Michael Fitzmaurice*
Susan Flashman
Dan Flores
Laura Free
Emily Freeman
Gabriela Galeano
Angel Garces-Rivera
Rubi Garcia
Ruth Getachew*
Nick Giangreco
William Gill
Susan Girgis

Michael Goldstein*
Elizabeth Gonye
Roberta Goren*
Arthur Hall
Teisha Hall
Sarah Helman
Sandra Hernandez*
Cora Hersh
Kat Hetland
Kyle Hinson
Emi Hitomi
Allison Ho*
I-Pin Ho
Paige Hobaugh
Joey Hoecherl
Patricia Holecek
Rebecca Hong
Colette Fletcher Hoppe
Joyce Hudson
Tom Ilich*
Sarah Inwood
Deborah Jack
Anthony Jang
Anya Jones
Werner Kaelin
John Kahler
Joshua Kaufman
Michael Keller
Elizabeth Kennedy
Riley Kessler
Shaheen Khurana
Joshua Koffman
Dinesh Lai
Bill Lake
Nghi Lam
Kim LeBlanc
Jerome LeBoeuf
John Lee
Regina Lee
Nicole Lehmer
Elena Leon
Frances Loeb
Julia Licholai
Mac MacFarlane
Caroline Maloney
Grace Maloney
Curtis Mayes
Sonya Mazumdar
Mohammad Mayy
Melissa McCartney
David McInnis
John Meagher
Chris Monk
Shannon Moyer
Richard Moerschell
Pranav Nagendra
Anisha Narain
Wanda Negron
Leonard Nettey
Hailey Ngo
Sophia Nguyen
Raymond Nimox
Ursan Nijke
Leti Nunez
Belix Ortiz
Erin O’Grady
Adeoye Owolewa
Sonya Pandey
Lenin Paulino
Cynthia Peng
Pamela Perkins
Lana Pham
Minh Phan
Tuana Philips
George Pick
Alexander Pirolo
Drew Pizzala
Diane Post
Brad Power
Alka Prasad
Danielle Pratt
Chris Price
Rajesh Rangathan
Abhi Rao
Catherine Rastovski
Greg Renner
Rich Repplier
Sean Ritter
Allison Robinson
Terrell Robinson
RESET’s Lead Volunteers are those who have achieved a high level of training and classroom experience. They serve as models and mentors to new volunteers and assist in improving RESET’s volunteer training program.

*Designates Lead Volunteer*
The Schools RESET Serves

RESET is proud of the schools, education centers, and community service organizations with which we partner:

- Annapolis Elementary, Anne Arundel, MD
- Arcola Elementary, Loudoun, VA
- Barrett Elementary, Arlington, VA
- Brunswick Elementary, Brunswick, VA
- Buckland Mills Elementary, Gainesville, VA
- Camelot Elementary School, Fairfax, VA
- Clopper Mill Elementary, Gaithersburg, MD
- Cora Kelly Elementary, Alexandria, VA
- Crestwood Elementary, Springfield, VA
- DC General Family Shelter
- DC Prep, Anacostia Campus, DC
- DC Prep, Benning Campus, DC
- DC Prep, Edgewood Campus, DC
- Eaton Elementary, NW DC
- Harmony Public Charter School, DC
- High Bridge Elementary, Prince George’s, MD
- Hillside Elementary, Ashburn, VA
- Horizon Elementary, Sterling, VA
- Jefferson-Houston Elementary, Alexandria, VA
- Laurel Ridge Elementary, Fairfax, VA
- Liberty Elementary, Loudoun, VA
- Martha’s Table, DC
- Mill Run Elementary, Broadlands, VA
- Moorefield Station, Loudoun, Virginia
- Payne Elementary, DC
- John W. Ross Elementary, NW DC
- Shaw Center City Public Charter School, NW DC
- Sligo Creek Elementary, DC
- Shepherd Elementary, NW DC
- Stratford Landing Elementary, Alexandria, VA
- Sugarland Elementary, Alexandria, VA
- Waugh Chapel Elementary, Gambrills, MD
- Whittier Educational Campus, DC

*RESET Core Partnership School—Under the Core Partnership program RESET presents programs to students at multiple grade levels—from Kindergarten through 5th grade—as they advance through school. This is a powerful way of guiding children in STEM learning throughout their elementary school years, and it will ultimately allow RESET to compare students’ science standardized test scores with those of students who have not experienced RESET programs, demonstrating program impact and efficacy over time.
RESET Staff and Board

Part-Time Staff & Contractors

- John W. Meagher  
  Executive Director  
  reset@resetonline.org

- Roberta S. Goren  
  Volunteer Coordinator  
  rsgoren@verizon.net

- Lyndi Schrecengost  
  Development & Communications Director  
  lyndi@fluentwriters.com

Board of Directors

- David Adler, Treasurer  
  Washington, DC  
  PhD in Physics

- Claudia Austin  
  Gaithersburg, MD  
  Teacher, Montgomery County Schools

- Camille Davis  
  Bethesda, MD  
  Postbac Fellow, National Institutes of Health

- Susan Hesser  
  Annandale, VA  
  Consultant

New Board Members in 2016

- Sherryl Kohr  
  Volunteer Classroom Skills Advisor  
  sherri.kohr@gmail.com

- Helen Nelson  
  Certified Public Accountant  
  hnelsoncpa@gmail.com

- John W. Meagher  
  Fairfax Station, VA  
  Executive Director, RESET

- Lewis J. Mendelson  
  Bethesda, MD  
  International Capital Market Consultant

- Adeoye Owolewa  
  Washington, DC  
  RPh, Pharmacist

- Oscar Wiygul  
  Fairfax, VA  
  Nuclear Reactor Operator

Claudia Austin  
Camille Davis  
Susan Hesser  
Oscar Wiygul
**RESET Financial Support**

*RESET is very grateful for the financial support it receives from corporations, community and family foundations, and individual donors that make it possible to reach and inspire so many underserved students.*

**Individual Donors—2016 Annual Fund Campaign**

**RESET Founder’s Circle—$1,000 and above**
- David Adler*  
- Susan Girgis  
- Steve Mufson  
- Barbara Bainum  
- Matthew Korn and Cynthia Miller  
- Pershing/Park Avenue Securities, LLC

**Platinum Level—$500–999**
- Kristina Gilbertson and Munro Meyersburg  
- Susan Hesser*

**Gold Level—$250–499**
- Craig Lilly  
- Nancy Randa  
- Kevin Rohan  
- Alexandre Monnard

**Silver Level—$50–249**
- Willow Lung Amam  
- Claudia Austin*  
- Camille Davis*  
- Barbara Elkus  
- Benjamin Gastfriend  
- Morton and Roberta Goren  
- Jack and Judith Hadley  
- Marie McCarty  
- Florence K. and Lawrence H. Meyer  
- Harold Sharlin*  
- Jose Mauricho Torres and Julie Schecter Torres  
- Robert Wolff  
- Anonymous  
- Michael Cooperman and Maria Schiff  
- Yasmine Doumi  
- Melissa Garvey  
- Michael Goldmi  
- Merna and Joseph Guttentag  
- John Meagher*  
- Lew Mendelson*  
- Adeoye Owolewa*  
- Benjamin Symons  
- Oscar Wiygul*

**Bronze Level—Up to $49**
- David Masci  
- Tom & Kay Schrecengost  
- Tessa Solomon-Lane  
- Lyndi Schrecengost  
- Rachel Sharlin  
- Anna Trier

*RESET Board member. All Board members made donations to RESET’s annual giving campaign in 2016.*
Won’t You Help Support RESET?

RESET’s Areas of Giving:

- General operating support
- Afterschool (Out-of-School-Time) program
- Reusable science equipment and materials for classroom experiments
  - Partnership with a new school
  - Field trips
- Volunteer training program

To Make a Donation, Go to:
http://resetonline.org/support-reset/how-you-can-help

It’s all in the gear! To help students to think and behave like scientists, RESET provides lab coats, rubber gloves and goggles free of charge. Here students show a variety of responses during an experiment on the density of liquids.
Community and Family Foundations

- The Baird Foundation
- The Morris and Gwendolyn Cafritz Foundation
- The Clark-Winchcole Foundation
- The Community Foundation for the National Capital Region
- The Community Foundation for Northern Virginia (Chris Chester Fund)
- The Dimick Foundation
- The Max and Victoria Dreyfus Foundation
- The Foley Hoag Foundation
- The Bella S. and Benjamin H. Garb Foundation
- The Matthew Korn and Cynthia Miller Family Foundation
- The Richard E. and Nancy P. Marriott Foundation
- The Morrison & Foerster Foundation
- The Mufson Family Foundation
- The National Philanthropic Trust/Boothe Family Foundation
- The Luther I. Replogle Foundation
- The Hattie M. Strong Foundation

Corporations

- American Airlines
- The Hitachi Foundation
- Northrop Grumman

In-Kind Support

- Living Classrooms (Cost sharing for science cruise field trips)

Fundraisers and Campaigns

- Amazon Smile
- The Baird Wise Investor Campaign
- Barnes & Noble Book Fair
- Combined Federal Campaign
- Giving Tuesday National Giving Campaign
- United Way ‘Do More 24’ Campaign
Some of science’s greatest discoveries have been made by accident using common household objects. Building on this idea, RESET volunteers often utilize easy-to-find, everyday items in their experiments. This makes the experiments more accessible and encourages students to repeat them at home. Here, Lead Volunteer Harold Smith and a student create a working battery from a potato sliced in half.