



RESET

2017 Annual Report

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Inside RESET's 2017 Annual Report . . .



Students are buzzing about brain cells. See page 12.



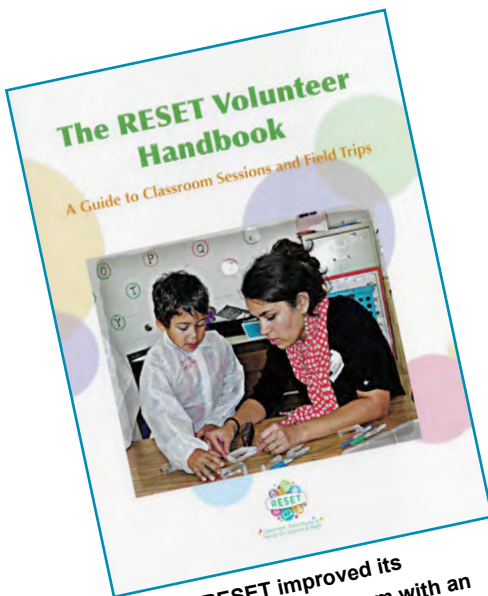
The Year in Highlight

A Message From the Executive Director

Thanks to RESET's volunteers and school partners, RESET reached more than 2,000 students in school year 2016/17—the first time in our 30-year history. Having marked this significant milestone, we turn to new challenges. This year, the Next Generation Science Standards are being fully implemented in most jurisdictions, and educators are struggling to adapt to this fundamental shift in the way science is taught. This has implications for RESET; in some schools RESET programs are on hold as teachers focus on this transition. RESET is responding by developing approaches that will help teachers with the new standards. We are also expanding our out-of-school-time (after-school) programs where the STEM curriculum is more flexible.

With funding designated by several individual donors, RESET is also taking first steps towards expanding to other parts of the United States. Other than California, there are few places that offer programs such as RESET's. This year, we will place STEM professionals in classrooms in Delaware and Vermont. We are excited about this move toward making RESET a national program.

I am grateful to our volunteers, school and community organization partners, funders, Board of Directors, and staff that have brought RESET into its fourth decade of providing hands-on STEM enrichment education for young students.—*John Meagher*



In 2017, RESET improved its volunteer training program with an expanded and updated volunteer handbook.

2017 Program Accomplishments

RESET placed 141 volunteers in 31 schools in DC, Maryland, and Virginia.

RESET had partnerships with 20 schools, 10 after-school learning centers, Martha's Table, and 3 Girl Scout troops.

RESET established several new school partnerships—Harmony and Payne in DC; Princeton in Prince George's County, MD; and Hillside, Horizon, Mill Run, and Sugarland in Loudoun County, VA.

RESET developed a new volunteer partnership (see page 12) with the Janelia Research Group at the Howard Hughes Medical Institute in Loudoun County.

In a jointly funded project with the American Society of Civil Engineers (ASCE), 657 RESET students visited the Udvar-Hazy Center and the National Air and Space Museums for a viewing of the ASCE IMAX film, *Dream Big—Engineering Our World*.

RESET for the first time provided onsite field experiences for after-school programs, which do not have the time to travel to STEM sites.

New Initiative

Computer Science Program Geared to Increase Student Interest in Coding



RESET program specialist Shaheen Khurana conducts a coding lesson using SCRATCH.

not enough girls are choosing to study it. RESET's computer science program is an innovative way to increase girls' interest in coding. The program has been adapted to include additional unplugged activities from the Girl Scout "Think Like a Programmer" badge."

RESET's computer science program is a multilevel activity that includes training students in various aspects of computer science and SCRATCH, a programming language for school-age children, which allows them to program their own interactive stories, games, and animations. "Coding using SCRATCH is a fantastic way to introduce young students to the creative side of computer science and computational thinking," says Shaheen. "They learn through play, and its drag and drop features make programming a lot more accessible and achievable. They absolutely love it!"

The curriculum for this program was developed by Shaheen using resources available through nonprofits Code.org and CSunplugged.org, which are dedicated to spreading computer science education to students in grades K–12. Lessons align to all relevant computer science standards, as well as to the International Society for Technology in Education (ISTE) standards. They also reinforce concepts and skills taught in other subject areas by integrating national math, English language arts and science standards. Computer science principles used in these lessons can be found in the NGSS (Next Generation Science Standards) Science and Engineering Practices, which include developing and using models and using mathematics and computational thinking.

Early feedback from the program has been very positive. Christa Weber, a 5th-grade Advanced Academic Programs (AAP) teacher at Crestwood Elementary, wrote: "I just wanted to let you know that we had a great session today introducing algorithms. The students had a big *aha* moment when they made the connection that computer science can basically be applied to any field of interest, which then totally ignited their desire to learn more. We all look forward to the next and continuing sessions with Ms. Seekhao!"

Volunteers for this new program have been recruited from sites such as Code.org and the DC STEM Network.

As an understanding of computers and programming is an increasingly important aspect of science literacy today, RESET initiated a program in 2017 designed to teach elementary school students computer science through a series of unplugged activities and hands-on coding. The goal is to introduce students to computational thinking—the fundamental principles on which computers and networks operate.

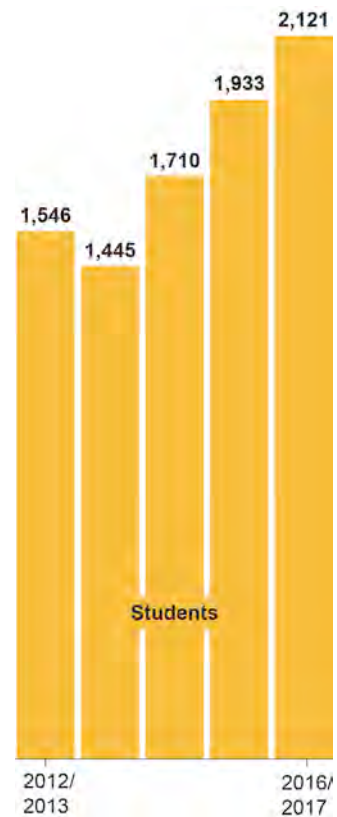
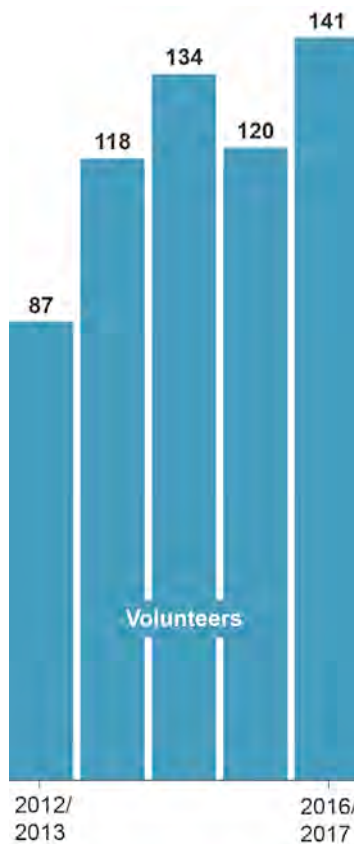
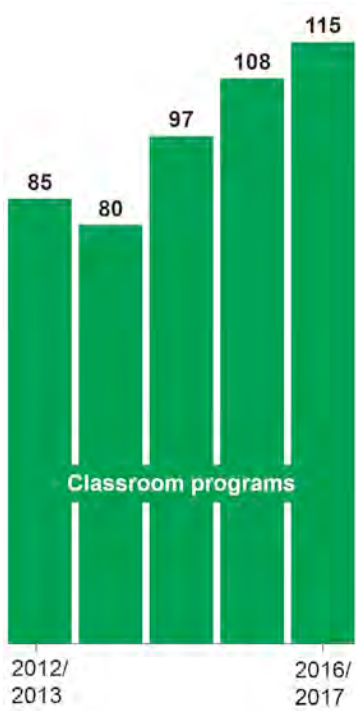
Programs have been delivered to Girl Scout troops in the DC area, as well as to a number of elementary schools in DC, Virginia, and Vermont. Shaheen Khurana, a Program Specialist for RESET, explains: "Computer science is foundational to many fields, but



RESET volunteer Nuttiya Seekhao teaches Girl Scouts to build paper airplanes using algorithms.

RESET Program Data

The 2,070 students enrolled in RESET classroom programs in 2016/17 were a 7.1% increase over the previous year, and more than in any previous school year. Since 2012, RESET has experienced significant growth in programs delivered, students served, and volunteers recruited. The graphs below show this growth over a five-year period.



Volunteer Profiles

NIH Fellow Gets Creative Designing RESET Experiments

"I love the students' excitement. We're not just presenting them with facts in a textbook. We get to show how full and interesting our world is and how they can solve the problems that confront us."



RESET volunteer Nathanie Trisnadi chats with students during a session on computer programming.

Nathanie Trisnadi, now in her second year as a RESET volunteer, first became interested in science in 4th grade after reading a book about Jane Goodall. "I was fascinated at the thought of spending all day in the forest studying animals. This prompted me to begin considering a science career." She laughs, adding: "Eventually, I shifted from chimpanzees to much smaller organisms."

A postdoctoral fellow at the National Institutes of Health, Nathanie studies the immune system of live mosquitoes as it relates to malaria. "The imaging I do at NIH has never been done with live mosquitoes before. We use microscopes and fluorescent markers to study the malaria parasite. Technologies have evolved so that we can observe live animals in real time. We are no longer confined to dead animals. This allows us to capture what's never been seen before."

"When I explained to my first class what I did for a living, I told them I was studying the parasites inside mosquitoes, because when mosquitoes sting us the parasites can make us sick. In the back of the room I heard one student say, 'Well, that's not very nice.' This remark was quite amusing to my colleagues at the NIH."

Although Nathanie spends a lot of time peering at insects under a microscope, her view of the world is far from myopic. A few years ago, she began searching online for volunteer work in the sciences. "I really wanted to work in the classroom during the school day," she shares. "I felt that a lot of enrichment programming was out of reach for many low-income students. Those who might benefit the most may not be able to pursue afterschool." For two years now, she has been volunteering at Clopper Mill Elementary, in Germantown, MD, working with two combined 5th-grade classes taught by Jessica Henwood and Marilyn Carter.

Nathanie has collaborated closely with her teachers to design experiments that correspond to the topics the students are currently covering in the classroom and will later be tested on. "It allows them to connect the dots in multiple areas, which gives them a much more meaningful experience," says Nathanie.

During their first planning meeting, Mrs. Henwood asked that Nathanie focus one of her six sessions on engineering. Being a biologist, Nathanie was a bit stymied. But with a little digging she discovered an 8th-grade science activity pertaining to the circulatory system, and then designed an experiment around how blood flows in one direction. "I brought in some cardboard to show the three chambers of the heart and used marbles to demonstrate blood flow. I then asked the students to design something where all the marbles could go in one direction. I was a bit worried about how it was all going to turn out, but it ended up being one of my favorite experiments because it really encouraged teamwork and problem solving, and the students actually got to design and build something."

Nathanie's experiments have ranged from studying the life cycle of the fruit fly to determining the DNA of a strawberry. "I like to use easy-to-find household materials because it encourages self exploration. After a session on DNA, one of my students asked me if the experiment would work with other fruits and vegetables. I wasn't sure, but when I came in for my next class he told me he had tried it at home and it had worked! I was pleased that he had engaged enough in the experiment to want to try it again at home."

These types of real-world connections are important to Nathanie's teachers as well. Ms. Carter is thrilled to see how involved her students are: "After our first lesson the students were very excited and wanted to have a copy of the lesson to extend the experiment further. They are now asking testable questions that show good critical thinking."

For Nathanie, it's this excitement that makes it all worth it. "During one of my early classes, the students were rearranging all the tables for the experiment and one student was aggravated by the noise and disruption of his routine. He said, 'Are we going to have to do this EVERY time?' By the end of the experiment, he was running around the room looking at what everyone else was doing and volunteering to be my assistant even when I didn't need help anymore. His resistance gave way because he had enjoyed the activity so much."



Jessica Henwood, Nathanie Trisnadi and Marilyn Carter after a RESET program planning session.



Volunteer Brad Power assists students at Shaw Charter School during an experiment on heredity and genetic traits.

that I became interested in molecular biology. Mr. Foertsch, a really fantastic teacher I had at Calvert Hall in Towson, Maryland, made his own models that showed how things work on a cellular level, and this really fascinated me."

Molecular Biologist Knows the Power of a Great Teacher

"If it hadn't been for my high school teacher, I wouldn't have pursued a STEM career. I want our volunteers to be that same kind of inspiration for our students."

Molecular biologist Brad Power knows the impact a teacher can have on a child's future. His own STEM path evolved from an inspiring teacher he had in high school. "As a kid I was very interested in wildlife biology, but it wasn't until high school



Brad and his partner teacher Nina Barcelli chat before a RESET session.

Brad went on to do his undergraduate work at St. Mary's College, and is now a genetics research assistant. He has been volunteering with the RESET/Curiologie program at the Shaw Campus of Center City Public Charter Schools in Washington, DC, for two years.

The Curiologie team has 25 active members, most of whom are biologists or bioengineers involved in the domains of neurology, cardiology, and genetics. In Brad's area of study he examines the different functions of proteins involved in albinism and how mutations in the genes affect pigmentation.

At Shaw, the team works with 6th through 8th graders, usually bringing 7 to 8 volunteers to each class, a 1 to 3 volunteer/student ratio that gives each child plenty of individual attention. There they explore subjects such as Newton's law, DNA extraction, microscopy, density and buoyancy, and dogfish dissection. The team conducts approximately 9 different experiments with the students per term, culminating in a field trip to Echo Hill Camp in Worton, Maryland.

"My favorite moments are about halfway through each experiment when something begins to click and come together for the students. They get very excited. That 'eureka' moment is great."

Perhaps Brad's memories of the teacher that inspired him help to explain why he feels his collaboration with Shaw teacher Nina Barcelli is so important. When asked what the key was to a good volunteer/teacher partnership, Brad didn't hesitate: *"Communication. I am in constant contact with Nina and we often bounce ideas off each other. Nina provides feedback on all the experiments we plan to do. She clearly cares a lot about her students."*

Until recently, the RESET/Curiologie team had worked exclusively at Shaw. But in 2017 Brad helped to bring a new program to a residential homeless shelter in Montgomery County. "Zaw Phyo, a friend of mine, had been working at the shelter," explains Brad. "And he decided to start a program in STEM. Eventually, he wanted something more established and thought partnering with Curiologie would help do that."

Volunteers—now approximately 4—meet with the children at the shelter, who range in age from 6 to 12, twice a month.

In addition to volunteering for RESET, Brad is also a RESET board member. He is currently serving on a subcommittee designed to get students interested in programs outside of RESET and to recognize their STEM achievements. "We want to find ways to motivate the students in their own explorations and self-directed learning projects," says Brad. "We hope to encourage students to write essays about their independent STEM experiences, which will allow RESET to gather examples of positive student engagements with science."

Student 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. 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 656 responses to the Student Assessment Questionnaire in school year 2016/17. The data below show the positive impact that RESET has on students, compared to the responses from students nationwide.

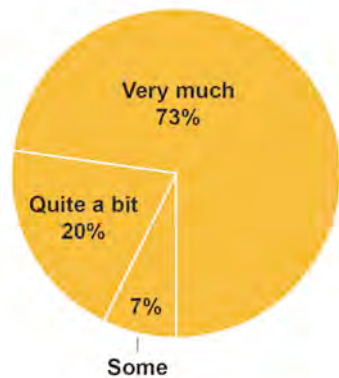
How often do you feel science is one of your favorite subjects?		
	Nationwide	RESET
Never or hardly ever	20%	4%
Sometimes	32%	35%
Often	22%	30%
Always or almost always	26%	31%

How much do you like studying science?		
	Nationwide	RESET
Very little	20%	3%
Some	21%	17%
Quite a bit	26%	31%
Very much	33%	50%

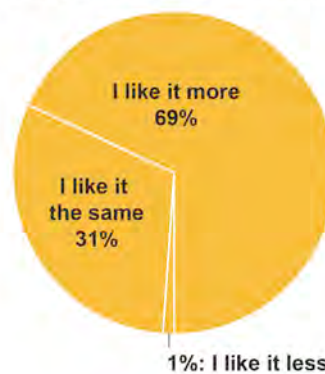
RESET asks several additional questions.

The results below show the positive impact RESET volunteers have on student attitudes toward STEM.

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



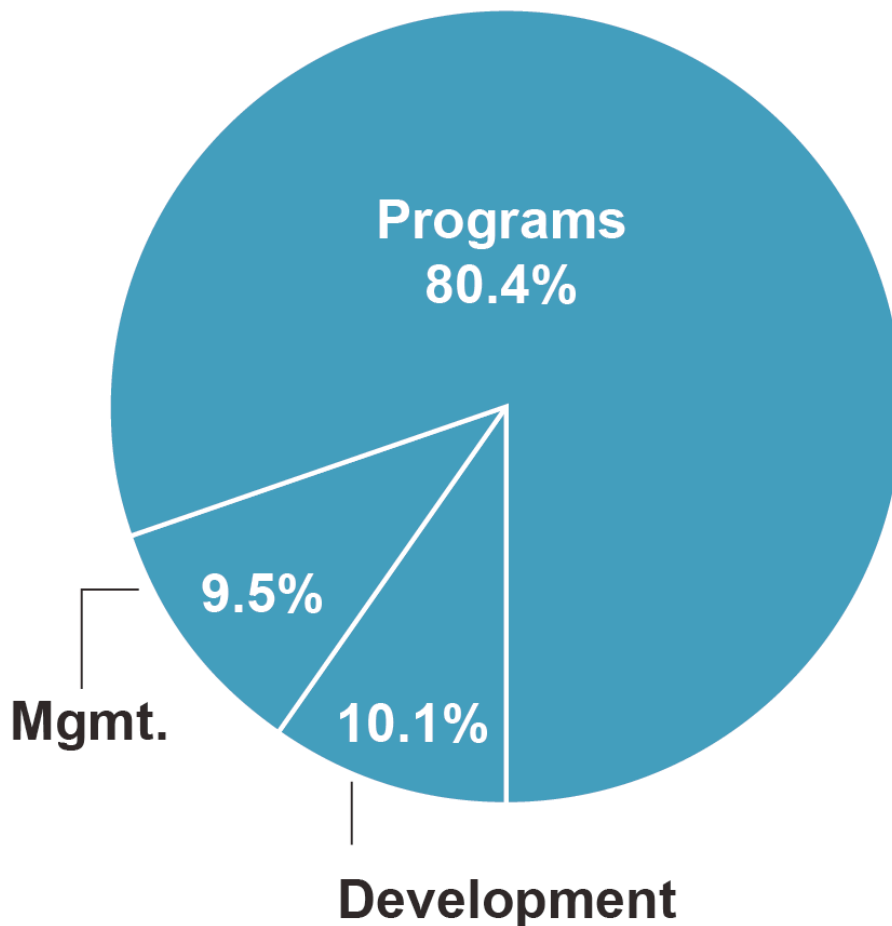
Did having your science visitor in your classroom change the way you feel about science?



Operating Expense Report

Although RESET's expenses exceeded its income by approximately \$12,000 in 2017, RESET ended the year with net assets of nearly \$100,000. RESET continues to keep its administrative and management costs at a modest level, investing a high percentage of its operating budget in the delivery of programs that support its mission. In 2017, RESET hired a Program Specialist to develop new programming modules (see page 4), and also successfully completed an updated Volunteer Handbook to support volunteers in their preparation for the classroom. In 2018, RESET anticipates moving critical applications to a cloud database, which will help streamline operations in the areas of volunteer recruitment, finances, and donor management.

Operating Expenses



The Schools RESET Serves

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

District of Columbia

Amidon-Bowen Elementary—Ward 6
DC Prep Anacostia Campus—Ward 8
DC Prep Benning Campus—Ward 7
DC Prep Edgewood Campus—Ward 5
Eaton Elementary—Ward 3
Harmony Public Charter School—Ward 5
Martha's Table
John W. Ross Elementary*
Shaw Center City Public Charter School—Ward 6
Shepherd Elementary—Ward 4
Whittier Educational Campus—Ward 4

Maryland

Annapolis Elementary
Clopper Mill Elementary
High Bridge Elementary
Montgomery County Coalition for the Homeless
Montgomery County Girl Scouts of America
Princeton Elementary
Sligo Creek Elementary
Waugh Chapel Elementary

Vermont

J. J. Flynn Elementary

Virginia

Arcola Elementary*
Barrett Elementary*
Bren Mar Elementary
Buckland Mills Elementary
Camelot Elementary
Churchill Road Elementary
Cora Kelly Elementary*
Crestwood Elementary
Drew Model School
Hillside Elementary
Horizon Elementary
Jefferson-Houston Elementary
Laurel Ridge Elementary
Liberty Elementary
Mill Run Elementary
Moorefield Station Elementary
Rosa Lee Carter Elementary
Stratford Landing Elementary
Sugarland Elementary



Laurel Ridge Elementary School in Fairfax County, VA.

* RESET Core Partnership School

New Volunteer Partnership

RESET Partners with Janelia Research Campus at the Prestigious Howard Hughes Medical Institute



Alice Robie with the Janelia Research Campus talks about neurons during a RESET session on cell types.

I think one of the most powerful things we do is show up as a group—women and men of different ages, races, and many from different countries—and say: ‘we’re scientists.’ I hope this helps the children picture themselves as scientists too.

What distinguishes RESET from other STEM enrichment programs is the caliber and diversity of its volunteers. Take Alice Robie, for example. A research scientist at the Janelia Research Campus of the Howard Hughes Medical Institute, Alice has a degree in biology from Brandeis and a Ph.D. from Caltech, specializing in systems neuroscience.

Janelia Research Campus focuses on ‘how do things work?’ research questions rather than how to solve a particular health problem. Currently, their work is focused on neural circuits and inventing new types of microscopes. A neuroscientist who has worked at Janelia for seven years, Alice studies how the cells of the brain generate behavior. “I work with the fruit fly, *Drosophila melanogaster*, where we can turn neurons on and off with light or temperature using special genetically encoded proteins. We use these tools to create brain-wide maps of the parts of the fruit fly brain that are involved in different behaviors, which had never been done before.”

Alice contacted Executive Director John Meagher in February of 2017 after seeing an ad in the Loudoun Local Living section of *The Washington Post*. She took the lead in assembling the Janelia team, a diverse group of 18 volunteers who are at various places in their

STEM careers—some are technicians with undergraduate degrees; many are postdoctoral scholars who are getting additional training in different labs; and a few are group leaders who direct their own research groups. At a recent classroom visit the five-person team included scientists from Germany, Canada, France, China, and the United States.

It was important to the team that they work with an under-resourced school. “When we started researching schools in Loudoun County we were surprised to find that a wealthy county like Loudoun had a number of Title I elementary schools (schools with a high percentage of low-income students),” shares Alice. “RESET already had a relationship established with Sugarland, a Title I school within 15 minutes of Janelia, so it was a great fit. We met with the 5th-grade STEAM (Science Technology Engineering Arts Mathematics) lab teacher, Darielle Timothy, and the rest of Sugarland’s 5th-grade teachers, and they were very enthusiastic about our ideas. Darielle has been a fantastic support and resource for us in the classroom.”



Aurelie de Rus Jacquet, a French scientist from Janelia Research Campus, assists 5th-grade students with the microscope.

RESET volunteer Charles Cisneros—the first to volunteer at Sugarland in the fall of 2016—was also excited about working with low-income students. He paved the way for the Janelia team, which recently established a more formal partnership with RESET.

“This partnership hits all the right notes,” says RESET Executive Director John Meagher. “It has strong support from the Howard Hughes Medical Institute, a great school partnership led by Sugarland’s Darielle Timothy, and a volunteer team with both a passion for their work and a commitment to helping children—regardless of their economic background—experience the wonders of hands-on science learning.”

“I think my favorite classroom moment was when I asked the children whether they thought their brains or our (adult) brains were better at learning. The kids were blown away to learn that their brains are much better at learning than adults’. I think it is very empowering to students to know that their brains are great at learning.”

Alice said the Janelia team worked hard to adapt their sessions to what the 5th-grade students were covering at Sugarland. “We wanted to focus on neuroscience and the brain, and after looking at the Standards of Learning (SOL) information that RESET provided, 5th grade seemed to be the best fit for us because that’s when students learn about cells.”

The team’s first experiment was comparing different cells under the microscope, letting the children figure out which slides were plant cells, cheek cells, or neurons. During their second visit they covered sensory perception, where the children tested the accuracy of their sense of touch on their fingertips compared to their forearms. During this visit, the team brought some preserved brains for the children to see and hold, including a fly, rat, sheep, and human brain. For their final classroom activity, they brought flies that the children could shine a bright red light on, causing the neurons to fire and demonstrating how different neurons activate specific behaviors like walking backwards or jumping.

***From Sugarland Elementary Science Teacher
Darielle Timothy—***

“Creating a partnership with RESET has provided our students with great hands-on experiences with science concepts. Through these experiences, our students have demonstrated strong science proficiency on both classroom assessments and on our state’s standardized assessments. In January 2017, students were averaging a 54% pass rate on science concepts that would be tested on Virginia’s Standards of Learning (SOL) test. In April 2017, when students were formatively retested, they averaged a 65% pass rate. Our school’s final science results from the state’s science SOL were an 88% pass rate. I firmly believe that RESET played a part in helping our students learn and understand science concepts, with an appropriate level of rigor, that prepared them to be successful in demonstrating their knowledge.”



RESET Volunteers

Lee Abramson
Gokul Achayaraj
Hassan Aleem
James Henry Alstrum-Acevedo
Gabiella Alvarez
Thomas Artman*
Oleg Asanbayev
Savannah Barkdull
Greg Barranco
Ezekiel Bello
Levan Bokeria
Emma Boslet
Alexandra Brady
Kristin Branson
Jaclyn Brennan
Ken Brown
Philip Carlucci
Summer Rozzi Cathol
Matt Carnavos
Joseph Carver
Asha Cheruvu
Charles Cisneros
Brandon Cole
Loretta Collins
Aletha Cook
Reilly Curtin
Valerie Darcy
Maru David
Brad Davidson
Camille Davis
Maria Cambraia Guimaro Diniz
Rachel Dixon
Emma Dolan
Christopher Dolce
Brad Davidson
Mike Economo
Mark Eddison
Roian Egnor
Barbara Elkus*
Larissa Erben
Anne Erickson
Claire Eschbach
Chelsea Fearce
Erin Fingleton
Michael Fitzmaurice*
Susan Flashman
Collette Fletcher
Wambura Fobbs

LaShawn Fortune
Laura Free
Emily Freeman
Gabriela Galeano
Rubi Garcia
Ruth Getachew
William Gill
Ashley Glowacki
Michael Goldstein*
Elizabeth Gonye
Roberta Goren*
Carina Graham
Eyai Gruntman
Maria Guimaro
Arthur Hall
Teisha Hall
Sarah Helman
Trace Henry
Sandra Hernandez*
Cora Hersh
Scott Hester
Kat Hetland
Kyle Hinson
Emi Hitomi
Allison Ho*
I-Pin Ho
Paige Hobaugh
Joey Hoecherl
Patricia Holecek
Rebecca Hong
Kathryn Hoppe
Colette Fletcher Hoppe
Joyce Hudson
Tom Ilich*
Sarah Inwood
Anthony Jang
Tihana Jovanic
Ravi Koshi
Werner Kaelin
Riley Kessler
Shaheen Khurana
Joshua Koffman
Dinesh Lai
Bill Lake
Nghi Lam
Maddie Larkin
Jasmine Le
Ben Leiby

Kim LeBlanc
John Lee
Regina Lee
Nikki Legro
Nicole Lehmer
Ben Leiby
Julia Licholai
Mac MacFarlane
Nicole MacIlvane
Caroline Maloney
Grace Maloney
Bridget Marcinkowski
Anna Maximova
Curtis Mayes
Mohammad Mayy
Sonya Mazumdar
Brooke Meader
Lindsey Mehi
Manuel Mohr
Chris Monk
Shannon Moyer
Richard Moerschell
Pranav Nagendra
Anisha Narain
Leonard Nettey
Hailey Ngo
Sophia Nguyen
Raymond Nimox
Ursan Njike
Erica Normandin
Erin O'Grady
Adeoye Owolewa*
Gaby Paez
Sonya Pandey
Lenin Paulino
Emily Peluso
Cynthia Peng
Lana Pham
Minh Phan
Tuana Philips
Zaw Phyoo
Corrie Picararo
Alexander Pirolo
Drew Pizzala
Marta Pallotto
Kaspar Podgorski
Diane Post
Brad Power

Volunteer list, cont.

Alka Prasad
Danielle Pratt
Nadine Randel
Rajesh Rangathan
Abhi Rao
Catherine Rastovski
Kyle Reichard
Greg Renner
Sean Ritter
Alice Robie
Allison Robinson
Terrell Robinson
Christina Rodriguez
Joshua Rosefelt
Kyle Runion
Bobby Rushing
Marya Sabir
Ajmeeta Sangtani
Pedro Santos
Leisha Schiess
Alex Schiavoni
Shaun Sensenig
Nickie Seto
Steve Shapiro*
Charles Shedrick
James Shepherdson
Emma Sherling
Kristen Shirley
Ted Shiveley
Kara Skipper
Joan Smedinghoff
Harold Smith*

Stephanie Smith
Peter Sowa
Kevin Sprenger
Darius Stanton
Daniel Streeter
Pallavi Surana
Melissa Swain
Caitlin Tailor
Iris Talebi
Rahilla Tarfa
Mark Teets
Fatima Toumo
Jenny Tsao
Sharayu Tulpule
Jason Turner
Maria Turner
Dan Turner-Evans
Methma Udawatta
Juan Valentin*
John Walsh
Rachel Walsh
Kelly Watson
Katherine Wares
Kelly Watson
Samantha Watterson
Monique Watts
Jessica Wess
Ellen White
Sakinah White Taylor
Ann Williams
Michelle Williams
Oscar Wiygulv

Charisse Winston
David Wood
Keisuke Yamamoto
Simon Yang
David Yarnell
Beverly Yett*
Christine Youn
Dah-Wei Yuan
Stephanie Zalesak
Stefan Zavislan
Man Hua Zhu

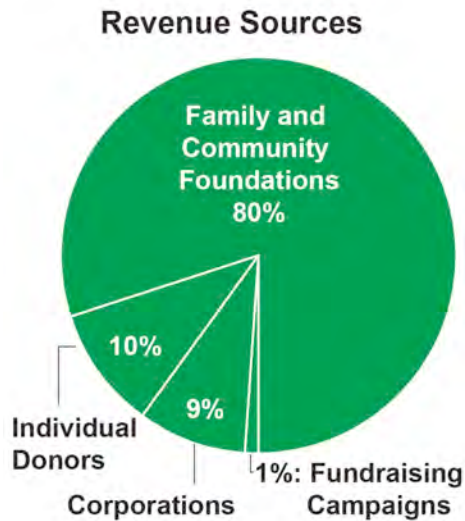
*** Lead Volunteer**
(RESET Lead Volunteers have achieved a high level of training and classroom experience. They serve as mentors to new volunteers, and assist in improving RESET's volunteer training program.)

RESET partners with several agencies, professional societies, and STEM organizations that provide teams of volunteers to deliver RESET programs. These include:

- Andrews Air Force Base
- Curiologie in the Classroom
- The Environmental Protection Agency
- The Howard Hughes Medical Institute
- The National Oceanic Atmospheric Administration
- The Patent & Trademark Office



RESET Program Support



In 2017, RESET saw an uptick in unsolicited grants and employee crowdfunding campaigns. RESET's individual giving program continued to grow, and the year marked its first Planned Giving participant (see page 19).

RESET is grateful for the generous financial support it receives from corporations, community & family foundations, associations, and individual donors.

Associations

- The American Society of Civil Engineers (National Capital Section)
- The Association of Global Automakers

Community and Family Foundations

- The Boothe Family Fund
- The Morris and Gwendolyn Cafritz Foundation
- The Dimick Foundation
- The Elkes Foundation
- The John Edward Fowler Memorial Foundation
- The Foley Hoag 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 Luther I. Replogle Foundation
- The Hattie M. Strong Foundation

Corporations

- American Airlines
- The Arconic Foundation
- Northrop Grumman

In-Kind Support

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



Individual Donors—2017 Annual Fund Campaign

RESET's Annual Fund Campaign is supported by individual donations generated through fundraising appeals, employee crowdfunding, online giving venues, and local and national annual giving campaigns, including:

- Amazon Smile
- The Combined Federal Campaign
- Do More 24
- Giving Tuesday



RESET Founder's Circle—\$1,000 and above

David Adler*
Sterne, Kessler, Goldstein and Fox**

Dr. Michael and Mrs. Jeanne Fitzmaurice***

Platinum Level—\$500–999

Susan Girgis

Oye Owolewa* (via The Cardinal Health Foundation)

Gold Level—\$250–499

John Meagher*

Silver Level—\$50–249

Claudia Austin*
Stephan Cameron
Bowman Cox (Informa)**
Michael Goldstein
Susan Hesser*
Rachel Kaufman
Informa**
Matthew Liberati
Marget and Eric Maurer
David McInnis
Brad Power*
Mayur Saxeny
Jim and Katie Sebastian
Oscar Wiygul*

Victoria Bor and David DuGoff
Michael Cooperman and Maria Schiff
Derrick Gingery
Morton and Roberta Goren
Brittany Jacobs
Shaheen Khurana
Tanya LaForce
Karen Matragano
Lew Mendelson*
Michael Osterhout
Tobi Printz-Platnick
Julie Schecter-Torres
Randy and Pamela Spicer (Informa)**

Bronze Level—Up to \$49

Erika Caraci (Informa)**
Jenny Costello
Katharine MacPherson (Informa)**
Rachel Sharlin
Margaret Sinden (Informa)**

Joe Chambliss
Carolee Harlin (Informa)**
Lyndi Schrecengost
Enzo Simoni (Informa)**

* RESET board member. All board members made donations to RESET's annual giving campaign in 2017.

** Employee Crowdfunding Campaign

*** The Harold I. Sharlin Fund for Planned Giving

RESET Board and Staff

Board of Directors

- **David Adler, Financial Analyst**
Washington, DC
- **Claudia Austin, First Grade Teacher, Montgomery County Schools**
Gaithersburg, MD
- **Susan Hesser, Consultant, Commercial Real Estate Agent**
Annandale, VA
- **John W. Meagher, Executive Director, RESET**
Fairfax Station, VA
- **Lewis J. Mendelson, Board Chair, International Capital Market Consultant**
Bethesda, MD
- **Adeoye Owolewa, RPh, Pharmacist**
Washington, DC
- **Brad Power, NIH Researcher**
North Bethesda, MD
- **Oscar Wiygul, Nuclear Reactor Operator**
Fairfax, VA



New board member Brad Power and students during the Catalogue for Philanthropy's *Inspiration to Action* event in December 2017. See page 7 for a profile on Brad.

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
- **Shaheen Khurana**
Program Specialist
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- **Sherryl Kohr**
Volunteer Classroom Skills Advisor
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- **Helen Nelson**
Certified Public Accountant
hnelsoncpa@gmail.com

The Harold I. Sharlin Fund for Planned Giving

The Harold I. Sharlin Fund for Planned Giving was created to give RESET friends and volunteers a way to support RESET well into the future by making a bequest in their wills or estate plans. If you have any questions about how to participate in this fund, please email reset@resetonline. Our Development Director would be pleased to provide you with information that will assist you in this decision.

Mike and Jeanne Fitzmaurice believe it is important to help further RESET's mission in this way. Here is their 2017 giving story:

Recently my wife Jeanne and I were updating our wills, and it made us realize how fortunate we have been in so many ways. I have been blessed with a long and fascinating career in engineering and science, interesting and challenging work, with so many dedicated and talented people. Crucial for me was the exposure to science at an early age. This motivated me several years ago to join the RESET volunteer team, with a goal to simply introduce young girls and boys to some science aspects of the fascinating world we inhabit, and hopefully motivate them to consider paths that lead into science and engineering fields. Recognizing that getting funding for RESET will always be a challenge, my wife and I are delighted to include in our wills a gift to RESET that will help the organization continue the work that it does.

—Dr. Michael and Mrs. Jeanne Fitzmaurice



"The advancement of science should be the chief concern of a nation that would conserve and increase the welfare of its people."

—James McKeen Cattell



Classroom Adventures in
Hands-On Science & Math