



RESET Annual Report
2014

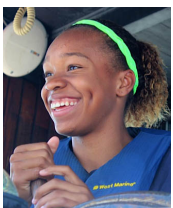
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**Interested in supporting RESET?
See page 13.**



Designated by the Catalogue of Philanthropy as "One of the best small charities in the Greater Washington region."



Cover photo: A student from Amidon Elementary School (DC) on a RESET science cruise field trip on the Anacostia River.

The Year in Highlight

A Message from RESET's Executive Director

RESET had a notable record of achievement in 2014, enhanced by a large number of new volunteers who joined our veteran scientists, engineers and technologists to provide hands-on learning experiences for Washington, DC area children. Many of the 31 new volunteers became members of RESET volunteer teams, including those from the National Institutes of Health, the US Patent and Trademark Office, and the Environmental Protection Agency. With additional members, RESET teams are able to introduce a wider variety of STEM topics in the classroom and provide students with more examples of academic and career pathways to consider.

RESET also established new school partnerships with Camelot, Crestwood, Loch Lomond, Pine Springs, and St. Ann in Virginia; Clopper Mills in Maryland; and Bancroft, Shaw Center City, St. Anthony, and Whittier Education Campus in DC. We also established our third CORE School Partnership with DC's John W. Ross Elementary, providing programs to students multiple times as they progress from grade to grade and introducing them to a variety of STEM topics and role models.

In 2014, RESET's website was revamped and a new logo was created to communicate a more contemporary and robust organizational identity. We also completed RESET's second independent financial audit, which expands our eligibility to compete for funding support.

Looking forward, RESET is seeking new opportunities to connect with parents and guardians to engage them in their child's RESET classroom experiences. We will revise RESET Guidelines for Teachers and Volunteers, and will upgrade our volunteer orientation, training, and development programs.

Many thanks to all who contribute their time, expertise, and support to enhance the STEM education of children in local classrooms.

—John Meagher



A Message from RESET's Chief Executive Officer



Chancellor Carmen Fariña and the New York City Department of Education recently opened the Pre-Kindergarten admissions process for the 2014-2015 school year. The Mayor put forward a plan for historic Pre-K expansion that would provide full-day, high-quality Pre-K programs to 73,250 students by the 2015/2016 school year. This is the first part of Mayor de Blasio's plan to have every child in the city in the Pre-K system. I am sure that the Washington, DC school system will not be far behind.

Research has shown that children experience rapid brain development in the first five years of life and that those children who participate in high-quality Pre-K attain higher levels of education, followed by higher levels of income as adults. In short, their future prospects are much improved.

RESET has anticipated and is preparing for this future. We began bringing science to 2-, 3-, and 4-year-olds five years ago, and we still have an active program that is expanding. Volunteer Bob Hauptman has been bringing his active imagination to bear on exciting three- and four-year-olds about science. Volunteer Susan Flashman and I have been mentoring Pre-K teachers in how to conduct hands-on science activities, which includes providing them with age-appropriate science kits.

RESET is eager to support young learners at this crucial stage of their development and to give them the tools and experiences that will forever impact the way they look at science and math.

—Harold Sharlin

New Program Initiatives

RESET Rebranding Effort



In spring 2014, RESET initiated an effort to improve the way it communicates with its stakeholders and the public. RESET’s website was 7 years old, its coding needed upgrading, and other recruitment and training materials were dated and no longer accurately reflected the organization, including its volunteer pool and the number and type of programs offered. “It was important that our volunteer recruitment materials present a more accurate and compelling snapshot of RESET,” explained Lyndi Schrecengost,

RESET’s Communications Director. “The most consistent piece of feedback we received was that people thought the organization was just for retired people and didn’t communicate the diversity of programming RESET offered.”

The rebranding effort began with a marketing survey sent out to volunteers, teachers, staff, the Board, and select funders. The results of the survey were then captured in a creative brief, which presented recommendations for messaging and a new “look and feel.” Shortly after that, the organization decided on a new tagline. “Initially, we thought of changing the RESET name,” says Executive Director John Meagher. “But we struggled to find a name that, first of all, was available to us to use, and secondly wasn’t too limiting. We realized that the RESET acronym had 25 years of brand equity behind it. So, instead, we opted to change the *meaning* of the acronym—from the original “**R**etired **S**cientists, **E**ngineers, and **T**echnicians” to “**R**aising **E**xcitement for **S**cience, **E**ngineering and **T**echnology.”

Once the name was finalized, MillerCox Design was commissioned to help with the rebranding effort. MillerCox was selected in part because they had an extensive portfolio of nonprofit clients. A new logo was the first product in this effort. “We knew we wanted a logo and tagline that highlighted children, education, and different fields of science. But mostly we just wanted it to be positive and fun. MillerCox did an excellent job of listening closely to our needs and delivering a great logo right out of the gate at a reasonable cost,” shares Lyndi. With the new logo in hand, work on revamping the website could begin. The site launched in November 2014. RESET’s rebranding effort will continue the next several years with new event materials, a Volunteer Handbook, recruitment videos, and more.

CORE Partnership School Initiative

In 2014, RESET was pleased to form a third CORE school partnership with John W. Ross Elementary School in Northwest, DC. CORE school partnerships allow RESET to offer programs at multiple grade levels and will enable RESET to have a more systematic way of measuring impact.

Holly Searl, principal at Ross, shares why she was attracted to Ross becoming a CORE school: “We can touch so many more students this way. I’d like to get it to every grade level. Now with the Common Core and Next Generation Science Standards, it’s really great to have professionals in the classroom who have more content knowledge and access to materials.” RESET currently offers Pre-Kindergarten, first-, third-, fourth-, and fifth-grade classes at Ross, and Ms. Searl hopes to have sessions offered to Kindergarten and 2nd-grade classes in 2015, as well as an after-school program.



Principal Holly Searl of Ross Elementary, flanked by Danish Ghazali and Blake Snyder, RESET volunteers from the National Institutes of Health.

Ms. Searl understands the importance of tracking success in a program like RESET, but she points out that longitudinal analysis can be difficult with today’s transient student populations. She thinks RESET’s approach of measuring student attitudes is a valuable one. “We do a ‘draw a scientist’ exercise with the children each year, and it’s amazing to see how many of them will draw a white male when asked that question. A program like RESET can help to change those perceptions.”

Ross is one of the top-performing schools in the city in math and science. Ms. Searl believes RESET will take their curriculum offerings to the next level: “Having access to both retired and practicing professionals from a wide range of backgrounds is so helpful to teachers and inspiring to students. Science can often seem exotic to students. RESET makes it more real and accessible.”

RESET Volunteer Evaluation Program

In 2014, RESET added a new dimension to its volunteer training program—the opportunity for volunteers to have a professional STEM educator help strengthen their classroom skills.

During two volunteer training sessions offered each term, volunteers gather to hear a panel of teachers, administrators, and veteran volunteers give presentations on topics such as “How to Optimize Your Impact in the Classroom,” followed by a lively question-and-answer session. In the second hour Professor Sherri Kohr of George Mason University gives a presentation on Teaching and Learning in the Sciences.



RESET Volunteer Education Skills Developer, Sherri Kohr

Sherri serves as RESET’s volunteer evaluator. In addition to speaking at training events, throughout the school year Sherri attends classroom sessions to observe volunteers and provide feedback on their presentations and experiments. Following each session that she observes, Sherri prepares a writeup that lets the volunteer know where she thought the program was on target and where improvements might be made. “I try to make helpful suggestions about content, activities, and classroom management, and I often later continue the dialogue with volunteers via email, to chat about their progress or offer advice about a particular problem they may be having,” Sherri shares. “My goal is to be a resource to each presenter on teaching methods, age-appropriate activities, and options for teaching materials.”

Although volunteers are not required to avail themselves of Sherri’s services, they are strongly encouraged to do so. Sherri’s warm personality and positive vibe make the experience an easy and constructive dialogue. So far, she has observed seven volunteers.

“As part of their ongoing training, many volunteers have invited me into their classrooms to observe and give feedback. While I am able to suggest new ways to organize activities or provide strategies for classroom management, I am always impressed by the dedication and commitment of our volunteers. It is my honor to watch each of them share their knowledge and excitement with future generations.”—Sherri Kohr



Volunteer Leanora Hernandez and a Shaw student use their fingers to demonstrate how brain neurons communicate.

Pilot Project with Curiologie

In fall 2013, Leanora Hernandez, a Cancer Training Research Fellow at the National Institutes of Health (NIH), contacted RESET about how to get her STEM outreach program “Curiologie in the Classroom” chartered and recognized by the IRS as a nonprofit organization. “Curiologie had just started up at Shaw Middle School in Northwest DC,” shares Leanora. “And I was intrigued to learn more about a program that had a long and successful history in the DC area.”

As Executive Director John Meagher and Leanora chatted, the conversation turned towards a potential partnership between the two organizations, which RESET’s Board later approved as a one-year pilot project. In 2014, Curiologie provided 12 volunteers to Shaw students for a Saturday program delivered to grades 6–8 at one time.

The partnership between RESET and Curiologie offers benefits to both. RESET is able to expand its reach to middle schools, and can offer a Saturday option to volunteers who are unable to accommodate a weekday schedule, while Curiologie benefits from associating with an established nonprofit that understands the ins and outs of working in DC-area schools. RESET provides financial support for classroom equipment and field trips, and Curiologie volunteers also gain from participating in orientation and training sessions with other volunteers.

The expertise of the Curiologie/RESET volunteers is impressive. Most have research experience in the biomedical sciences, with particular expertise in cancer research, neuroscience, and stem cell research. Subjects they cover with the children give a rich introduction to various science disciplines, including human digestion, DNA extraction, microscopy, squishy circuits, natural selection, plant dissection, and physiology.

RESET’s and Curiologie’s goals are so consonant you would think the two organizations were twins. Shares Leanora: “Like RESET, we want our volunteers to make science accessible and fun, and to give children opportunities to be creative. We want our students to understand that science isn’t just for ‘nerdy’ kids.”

Public Policy Advocate Defies Expectations

Barbara Elkus, Environmental Science

Volunteer Since 2009



Barbara Elkus distributes litmus paper to her class at Shepherd Elementary School during an experiment on ocean acidification.

Kids say the darndest things. This was evident in Barbara Elkus' final RESET session at Shepherd Elementary School. The topic was ocean acidification. After explaining the impact of too much carbon dioxide in our oceans, especially on the food chain, Barbara posed the question: "What will happen to us humans if we lose the pteropods that are at the bottom of the food chain?" Without skipping a beat, one precocious 10-year-old chimed in: "We're going to lose our food and end up becoming cannibals." Barbara and her partner teacher, Tim Leonard, suppressed smiles. Dramatic flair notwithstanding, he'd gotten food web dynamics right.

This is what Barbara Elkus enjoys most about her work as a RESET volunteer—those serendipitous moments and responses that show the children are engaged and thinking, and maybe even enjoying themselves.

Barbara, who has a Ph.D. in chemistry, never actually worked in the chemistry field. For 25 years, she worked at the Environmental Protection Agency (EPA) in a variety of positions, primarily in the water protection and hazardous waste areas. Before officially retiring in 2012, she had worked another 10 years as a consultant for a variety of public policy nonprofits, including the League of Conservation Voters and Clean Air-Cool Planet. Barbara found out about RESET through her former colleague, John Meagher, when she ran into him at an EPA alumni meeting.

“RESET is most rewarding when the class is engaged and the teacher is participating. The children ask the greatest questions. They're always thinking, and they're not yet jaded. They are masters of free association.”

Barbara has worked with a number of grades, but she prefers fourth grade, as she thinks the children are more open at that age. In her RESET sessions she covers topics such as climate change, the watershed, and adaptation. "With my own children I used to play math games and we did activities that got them interested in the environment. We wanted them to know that this is all a part of being a good citizen. And now I like my students to know that getting your hands dirty—or at least wet—can be fun."



Barbara's Biggest Influence

"I was very influenced by Rachel Carson's book, *Silent Spring*. That had a huge impact on my decision to work in environmental science."

Barbara was always interested in science, even as a young child. Initially, she wanted to be a math major, but in high school she discovered chemistry and the periodic table. "I discovered how the different elements react. I thought it was marvelous." But Barbara stresses that women of her generation rarely entered the sciences: "At the time I went to school, no one encouraged me to enter a science profession because I was a woman. But I didn't care. I did it anyway!"

Although Barbara occasionally volunteered in her children's classes and also in a reading program called 'Everybody Wins!,' RESET has been a new and sometimes challenging experience for her. "I'm not a teacher by nature or by training. It takes me several hours to get ready. It's important work and I like to do it, but I often worry that the children won't understand me or pay attention. RESET makes it so much easier for me to do what I do. They help me find the resources I need and provide a great support network."

Barbara is a good citizen in her own right. In addition to RESET, she was instrumental in getting Rock Creek Conservancy up and running, and helps to maintain a trail through the Potomac Appalachian Trail Club.

RESET Transforms an Avocation into a New Career Path

Juan Valentin, Mechanical Engineering

Volunteer Since 2009

Juan Valentin could never have imagined five years ago the impact RESET would have on his life and career. Juan, who has a B.S. degree in Mechanical Engineering from Clarkson University, has worked at the US Patent and Trademark Office (USPTO) as a Patent Examiner for 12 years. As Juan will tell you, he had a vague interest in volunteerism, but it wasn't as if a light bulb went off. "I learned about RESET through a colleague at the Society of Hispanic Professional Engineers (SHPE)," says Juan. "It sounded cool to me, and it was a change of pace from what I generally did all day. But it ended up being an amazing experience . . . I loved the looks on the children's faces—their curiosity and energy were awesome. I was hooked."

Juan's first RESET sessions were at Langdon Elementary School in northeast DC, but for the last three years he has been at Cora Kelly Elementary, RESET's first Core Partner School, in Alexandria, VA. Juan's parents are of Puerto Rican descent, and he has enjoyed working at Cora Kelly, a school with a large Hispanic population.



Juan Valentin chats with students from Cora Kelly Elementary during an experiment on biomimicry.



“RESET has transformed my life. I feel I’ve finally found my element and a wonderful new job. I can’t thank RESET enough.”

Although like most RESET volunteers Juan had no teaching experience, he says “ignorance was bliss.” He shares: “I didn’t have any real apprehensions until the second year when I had to develop my own lessons and had to manage the class on my own. I wanted to make sure I was delivering real educational value. But you learn as you go—how to manage the class, your time, and how to be more impactful in your delivery. Plus, I always had a great team to back me up.”

Before RESET came along, Juan had not been much involved in outreach. RESET motivated him to also volunteer in a USPTO tutoring program, and helped him to realize education outreach was a passion. Over time, these activities and others began to add up to something substantive on his resume, and Juan wondered if he might be able to leverage this experience into a different career path. “Through RESET I was working with students, developing lessons, and infusing them with information about intellectual property, and working with teachers in professional development. In the end, when I applied for the Education Program Specialist job at USPTO, I could show two or three years of educational experience. I was able to transition from an engineer to an educator. It just happened seamlessly. I was learning all of this through lots of volunteer hours. If anyone had told me at the time that five years later I’d be doing what I’m doing, I wouldn’t have believed it.”

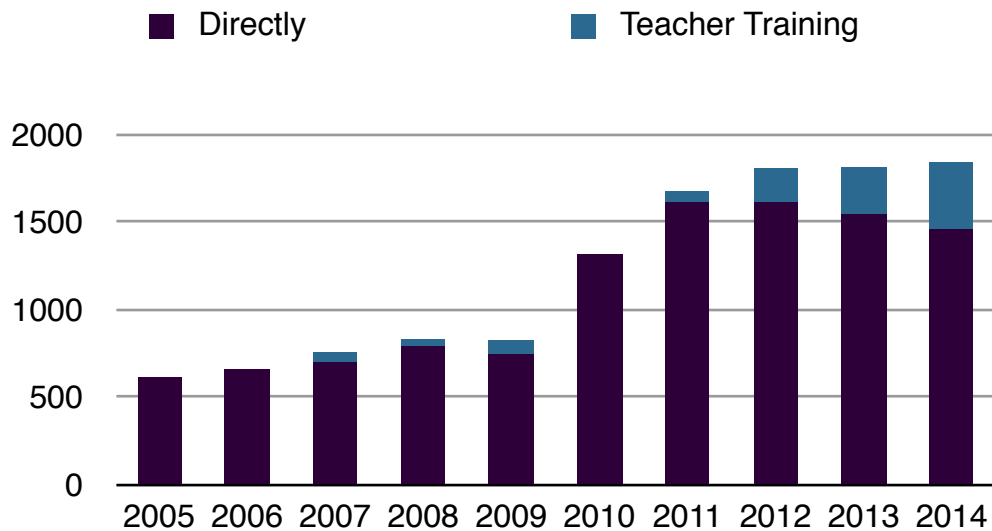
Juan began his new job at USPTO in August 2014, and he couldn't be happier. Among his many responsibilities, he provides programs on intellectual property and STEM to the public, and conducts workshops around the country for educators and students. What does he enjoy most about volunteering for RESET? “I love the smiles and the energy. Dealing with 50 kids at one time isn't draining to me. It's ENERGIZING!”

Juan's Biggest Influence

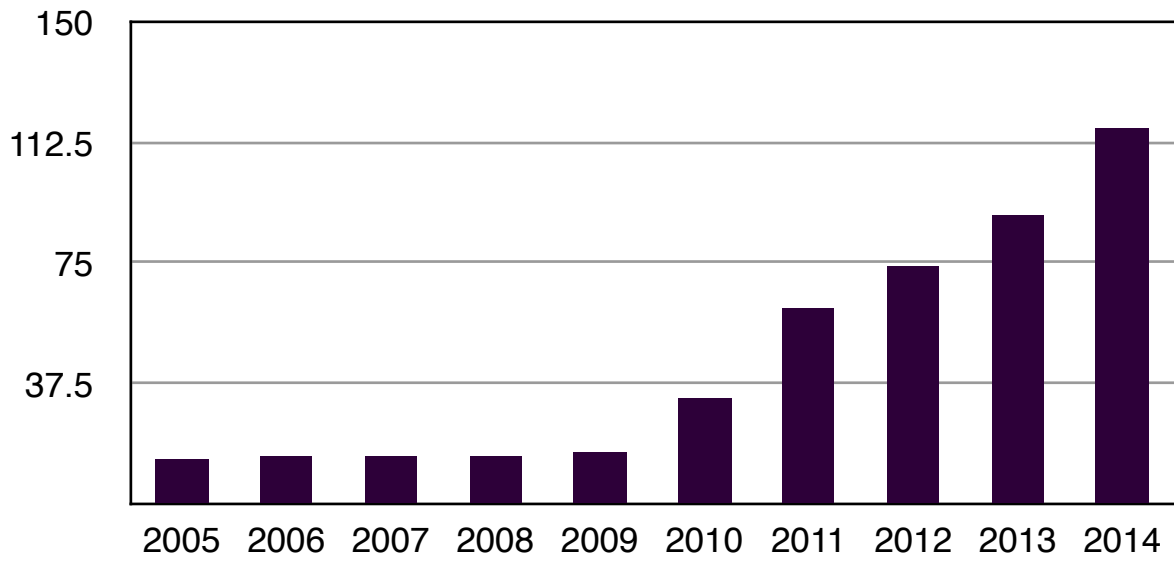
“I never had a mentor per se, but my Mom was a huge influence. Although not a scientist herself, she made college an achievable goal for me. She taught me how to focus and not cut corners. I excelled in math and science, and mechanical engineering just rose naturally to the top. Building, fixing and inventing things really attracted me.”

RESET Data Trends

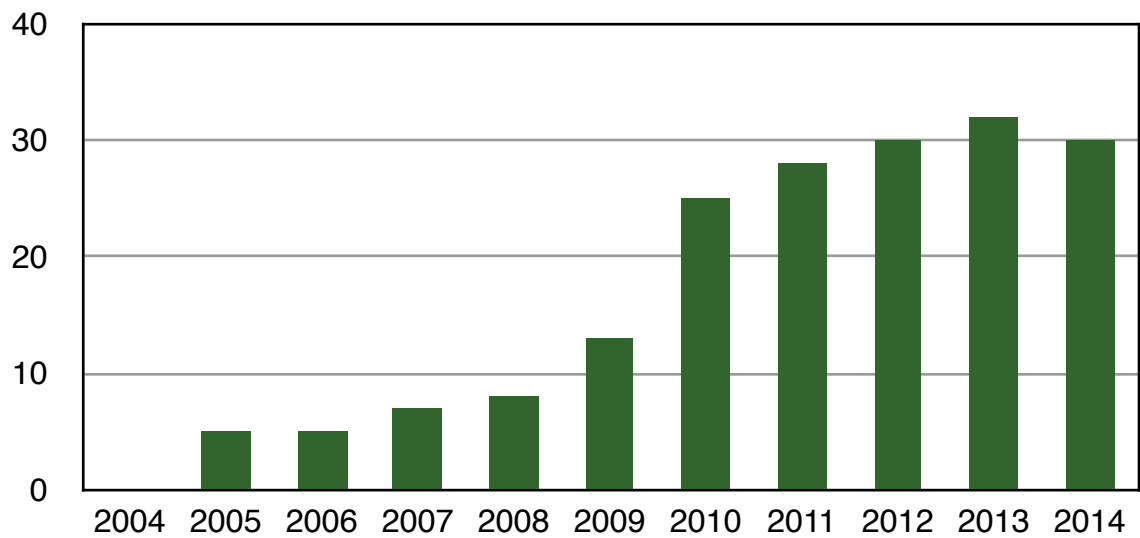
School Year	Number of Students	Percentage Through Teacher Training	Number of Volunteers	Number of Schools	Number of Classroom Programs
2004-05	616		14	5	28
2005-06	660		15	5	30
2006-07	704		15	7	32
2007-08	792		15	8	36
2008-09	748		16	13	34
2009-10	1320		33	25	68
2010-11	1676	3.6%	61	28	86
2011-12	1813	10.9%	74	30	86
2012-13	1819	15.0%	87	31	85
2013-14	1844	20.8%	117	30	80



■ Number of Volunteers

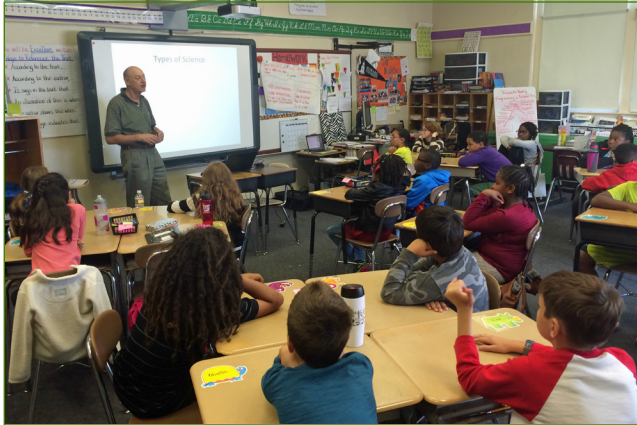


Number of RESET Schools



Retired Electrical Engineer Wants RESET to Reach More Students as Early as Possible

Mike Goldstein, Electrical Engineering
Volunteer Since 2011



Mike Goldstein introduces a class at John Eaton Elementary School to science and engineering.

Mike Goldstein understands the huge importance of improving STEM education in the United States. He observes it firsthand every term in his work as a RESET volunteer. He sees it in the way the schools eagerly welcome RESET into their classrooms. He sees it in the avid interest teachers show in learning more about the topics he introduces. And he sees it on the faces of the children he works with when they come up to thank him afterwards and tell him how much fun they had.

A volunteer since 2011, Mike has worked at John Eaton Elementary, Tacoma Education Campus, Georgian Forest Elementary and Bancroft Elementary, mostly with 10–11 year olds. An electrical engineer by calling and training, Mike has a Ph.D in Electrical Engineering and Computer Science from the University of California, Berkeley. He worked for 42 years in the federal government and in private companies working on telecommunications planning, architecture, design, management and opera-

tions. His most exciting project was managing a group of engineers who were designing one of the major networks that make up the Internet. This entailed coordinating the efforts of staff in several locations in the US, as well as in Great Britain, Italy, France, Germany, Japan, and Australia. Mike shares, “It required me to work with people who had diverse talents such as sales, marketing, and operations, and included customers and competitors, as well as our own employees.”

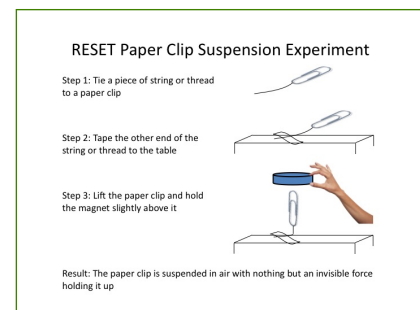
“Students today don’t have a grasp of logical, critical thinking. This leaves them at a deficit in life. In my field, in particular, there is a shortage of scientists, especially women. RESET gets to students before the fear of science sets in.”

Mike discovered RESET after exploring a number of websites that promoted volunteer opportunities for retirees, including Senior Citizens Resources and USA.gov. Throughout his life Mike has been involved in many community activities, and he has had an ongoing concern about STEM education in public schools. He was impressed with RESET’s approach and the reach the program had into local elementary schools. “I like the fact that I’m given latitude in the subject matter I present to the students and that RESET gives me the resources I need, but doesn’t micromanage me.”

Mike’s Biggest Influence

“First, I’d say my father, who earned an electrical engineering degree in 1921, but I also had some excellent high school math and science teachers. One life science teacher took us to nearby streams on Saturday and showed us other sources of plant life, and then gave us the chance to perform our own research. And in the summers I held science-related jobs, including working at the test laboratory for a local power company and trying to find effective methods for interstellar telecommunications.”

Studies have shown that the odds of a child pursuing a science career are greatly improved if one or both parents already work in a science field. This is certainly the case for Mike, and now for his family, too. His wife is a microbiologist, one son is a pathologist, another son is a urologist, and his daughter is a wildlife biologist. Clearly his influence was felt at home, and he hopes to carry that enthusiasm into his RESET work, as well. “The most rewarding thing for me is working with inquiring young minds. I enjoy their creativity and the wrong, but very logical, answers they often come up with.”



Mike’s ‘Paperclip Suspension Experiment,’ a favorite with his students.

Engineer at Navy Medicine Stresses the Importance of STEM Outreach Activities

Jenny Tsao, Industrial Engineering

Volunteer Since 2011

You might say RESET allows Jenny Tsao to stay in touch with her inner child. “I’m really just a big little kid,” laughs Jenny. “I love children, and I’m usually the one who avoids the adult table and prefers to hang out and play with the kids.”

Jenny, who has a B.S. degree in General Engineering from the University of Illinois, at Urbana-Champaign (UIUC), currently works as an industrial engineer at the Navy Bureau of Medicine and Surgery, where she manages projects that improve processes and efficiencies in Navy medical treatment facilities. She discovered RESET through her involvement with the Society of Women Engineers (SWE), when she served as the K–12 Outreach Committee Chair. Since high school, she has been actively involved in outreach activities with children, including Girl Scout science badge activities, FIRST LEGO League, and the Special Programs Office at UIUC, organizing K–12 outreach.

Jenny is one of RESET’s younger working volunteers. This term she is with third graders on Fridays from 4:30 to 5:30 at Barrett Elementary School’s extended day program. She is teaching an eight-week session on various types of engineering, including chemical, civil, environmental, electrical, fire protection, materials science, aerospace, and mechanical. Given her demanding work commitments during the day, this is the only way Jenny would be able to volunteer for RESET.

“My favorite part is when I ask them questions about things I’ve taught them and they remember. We recently did a unit on Civil Engineering and when I returned the following week I asked them if they remembered what a Civil Engineer was. With no coaxing from me they told me that it was someone who works on roads, bridges, and buildings. I was so pleased that they had remembered, because I’m not always sure how much they are retaining, and I don’t think I even knew what a Civil Engineer was until I was in high school.”



Jenny Tsao helps students at Barrett Elementary learn about building circuits and how current flows.



Although Jenny has been associated with RESET since 2011 and had previously volunteered at Bren Mar Park Elementary School in Alexandria, VA, this is the first year that she is volunteering both terms.

Jenny’s Biggest Influence

One of the reasons I feel so strongly about outreach programs, is because that’s how I got excited about science. Although I had always enjoyed math, I really

had no particular leaning towards science. Then, when I was in the 8th grade, I applied to the Illinois Institute of Technology, which was offering a summer program called the Discovery Approach to Science enHancement (DASH). We got to do so many fun things, from testing water in local streams to building a space station to creating our own rockets and calculating the formulas for how high they could fly. That program made me realize I wanted to grow up to create things that solve problems. By high school I knew I wanted to be an engineer.”

After her sessions conclude at Barrett in February, she will do a special project at Pine Spring Elementary School in Falls Church, VA, working with 5th graders to design a solar-powered car. At the end of the eight-week session, the class’s car will compete in a race.

Through the SWE, Jenny also serves as a “specialty judge” at science fairs. She doesn’t just evaluate the technical merit of the projects. Very much in keeping with the spirit of RESET, she also looks at student attitudes. How creative and original was the entry? How enthusiastic was the student about her project? “We want to encourage students who are naturally excited about science,” says Jenny, “even if their projects are not always technically accurate.”

RESET 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 on their attitudes towards science learning. Two questions are intended to provide feedback on the RESET program they have experienced. The first is "How did you like the science classes that you had with your science visitor?" The response percentages are:

Very Little	2.0%
Some	5.9%
Quite a Bit	17.4%
Very Much	74.7%

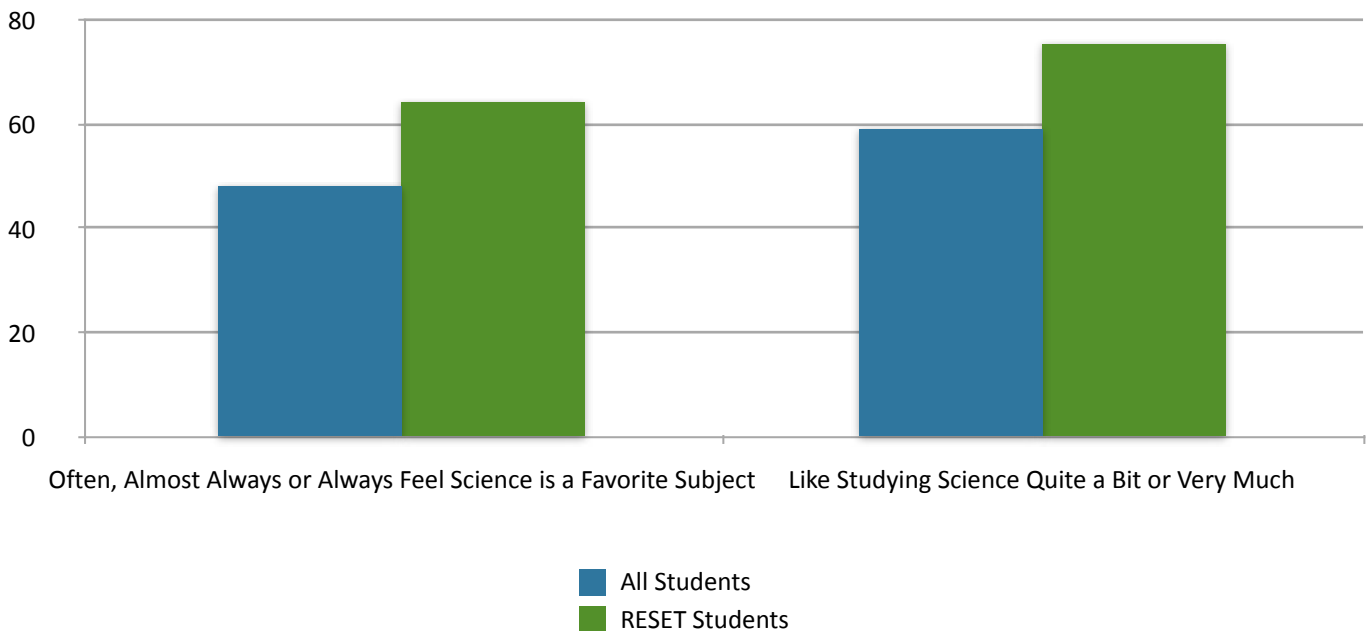
The second question is "Do you like science more now than before your science visitor came to your classroom?" The response percentages are:

More	77.1%
The Same	21.7%
Less	1.1%

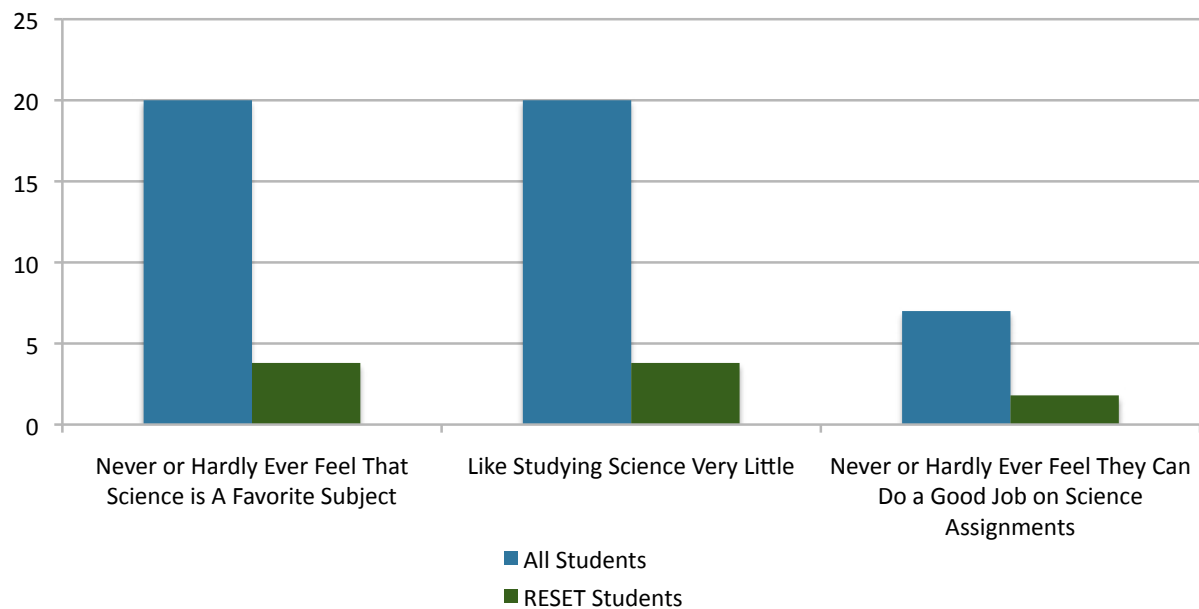
The survey instrument also measures attitudes towards science learning, and uses questions developed by the National Center for Education Statistics (NCES) in preparing "The Nation's Report Card." With these metrics RESET is able to compare the responses of students in our programs with those of students nationwide who completed the NCES assessment.

Because NCES has changed the questions it asks students, RESET modified its student questionnaire starting in the 2013-14 school year to align with the NCES assessment tool. This year RESET also placed a higher priority on obtaining completed questionnaires from schools and volunteers. RESET received 559 responses to the Student Assessment Questionnaire in school year 2013-14, nearly three times the number received the year before. Responses to two questions that most directly correlate with RESET's goal showed the positive impact that RESET volunteers have on students. Nationally, 48% of students Often, Almost Always or Always Feel that Science is one of their favorite subject; 64% of RESET students feel that way. In the Nation's Report Card, 59% of students like studying science Quite a Bit or Very Much, while 75% of RESET students respond in that manner. RESET also reduces negative attitudes towards science. The following charts illustrate these results:

RESET Programs Improve Attitudes Toward Science



RESET Programs Reduce Negative Attitudes Towards Science



Help us reach more DC-area students in 2015!

Interested in Supporting RESET?

Make your donation online at:
www.resetonline.org

Classroom experiment supplies for one school year—\$100
Museum or lab field trip for 50 students—\$1,000
New partnership with school or learning center—\$2,500

Or Mail Your Donation to:

RESET
P.O. Box 9400
Washington, DC 20016-9400

Income and Expense Report

FOR THE YEAR ENDED AUGUST 31, 2014

FY 2014 INCOME

Foundations	\$117,600
Corporations	20,487
Interest and Refund Income	72
Individual Contributions	4,480
United Way/ Combined Federal Campaign	1,495
<u>TOTAL INCOME</u>	\$144,134

FY 2014 EXPENSES

Salaries	\$86,225
Payroll Taxes	6,649
Fringe Benefits	0.00
Consultants and Professional Fees	19,474
Training	2,559
Travel	594
Classroom Equipment	5,328
Office Equipment	0
Supplies	1,518
Printing and Copying	1,439
Telephone and Fax	0.00
Postage and Delivery	1,148
Rent and Utilities	0.00
Maintenance	0.00
Technology	257
Evaluation	0.00
Outreach Events	589
Buses for field trips	11,876
Professional Liability Insurance	665
Advertising	2,416
Depreciation	552
Other	620
<u>TOTAL EXPENSES</u>	\$141,909

CHANGE IN NET ASSETS

\$2,225

RESET Volunteers

- Lee Abramson
- Robert Adams
- Sarah Al-Hashimi
- Iyabo Alli
- James Henry Alstrum-Aceved
- Thomas Artman
- LaSone Barber
- Greg Barranco
- Robert Bennett
- Carin Bisland
- Ibrahim Bori
- Ken Brown
- Reuben Brown
- Angela Brown-Pettigrew
- Sarah Brzezinski
- Guillaume Bucher
- Anna Stuart Burnett
- Adyssa Cardona
- Matt Carnavos
- Andres Castillo
- Joseph Carver
- Danielle Clerkley
- Ray Collins
- Lindsay D'Ambrosia
- Israel Daramola
- Valerie Darcey
- Barbara Elkus
- Margaret Enloe
- Abra Fein
- Michael W. Fitzmaurice
- Susan Flashman
- Emily Franke
- Angel Garces-Rivera
- Rubi Garcia
- Danish Ghazali
- Emma Giese
- William L. Gill
- Keegen Gillette
- Michael Goldstein
- Roberta Goren
- Loreal Graham
- Yara J. Green
- Amelia Greer
- Arthur Hall
- Kurtis Haro
- Jeremy Hanson
- Bob Hauptman
- Caleb Henry
- Leanora Hernandez
- Allison Ho
- Patricia Holecek
- Kang Hu
- Ogohomwen Igiesuoroboro
- Maimi Istiful
- Eva Jacobs
- Leslie Jimson
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RESET is proud of the schools and child development centers with which we partner:

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- Annapolis Elementary, Anne Arundel County, MD
- Bancroft Elementary, NW DC
- Barrett Elementary, Arlington, VA
- Barrett Elementary After-School Program, Arlington, VA
- Bren Marr SACC After-School Program, Alexandria, VA
- Camelot Elementary, Fairfax, VA
- Centro Nia Pre-K Center, NW DC
- Clopper Mill Elementary, Montgomery, MD
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- Eaton Elementary, NW DC
- E.L. Haynes Public Charter School, NW DC
- Georgian Forest Pre-K Program, Silver Spring, MD
- Greenbrier Learning Center, Arlington, VA
- Haycock Elementary, Falls Church, VA
- High Bridge Elementary, Prince George's County, MD
- The Lab School at the University of DC, NW DC
- Langdon Educational Campus, NE DC
- Laurel Ridge Elementary, Fairfax, VA
- Loch Lomond Elementary, Prince William County, VA
- Ludlow-Taylor Elementary, NE DC
- Malcolm X Elementary, SE DC
- Pine Springs, Elementary, Falls Church, VA
- John W. Ross Elementary, NW DC
- Shaw Center City Public Charter School, NW DC
- Shepherd Elementary, NW DC
- Saint Ann School, Arlington, VA
- Saint Anthony School, NE DC
- Sunshine Pre-K Early Learning Center, SE DC
- University of District of Columbia Pre-K Lab School, NW DC
- Wakefield Forest Elementary, Fairfax, VA
- Waugh Chapel Elementary, Gambrills, MD
- Whittier Educational Campus, NW DC
- Whittier Pre-K Program, NW DC



Ludlow-Taylor Elementary School, NE DC

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"I joined the Board because I believe that bringing the fascination of science to prospective scientists and engineers will not only shape the future, but, equally important, enhance the lives of the students whom RESET serves. Though much of my professional life was in finance, I have a lifelong interest in science. I have a PhD in physics and have taught physics at the college level. I hope that as a board member I can help RESET achieve its goal of stimulating students' excitement about science."

—David Adler



"Having obtained a doctorate of pharmacy by the age of 24, I know what young people can accomplish with strength, determination and direction. Through RESET, I plan to bring energy and vision to everyone I have the privilege of interacting with. I am incredibly excited about the upcoming opportunities for RESET in 2015."

—Adeoye Owolewa, RPh

RESET Funders

RESET is very grateful for the financial support from corporations, foundations, and individual donors that makes it possible to reach and inspire so many young and eager students:

- The Morris and Gwendolyn Cafritz Foundation
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The Community Foundation for Northern Virginia Supports RESET In a Big Way

The Community Foundation for Northern Virginia (CFNV) has given funding support to RESET for the last three years through two funds—its Community Investment Fund and its Innovation Fund, which is supported by corporations such as Cox Communications that have an education and technology focus. Last year, the Community Foundation’s Innovation Fund awarded \$45,000 to seven nonprofits. RESET was proud and grateful to be chosen as one of those seven.

“The Community Foundation is especially interested in programs that support children and youth who don’t have opportunities that other children have. We try to match them up with donors and advisors in science and engineering education. We like RESET’s STEM focus and that it offers role modeling and mentorship and that it also assists children in thinking about their long-term career decisions.”



—Sari Raskin and Lesley MacDonald, Community Foundation for Northern Virginia



Classroom Adventures in Hands-On Science and Math

*“Dear Scientists,
You all were truly wonderful for giving time and resources to encourage our
students. They were filled with wonder with your experiments.”*

**—Ms. Beth Kreunen, 2nd grade teacher,
Annapolis Elementary School**

“Hello,

Every year, the staff at The Union of Concerned Scientists (UCS) decides on a charity to collect contributions for during the holiday season. This year, we have chosen RESET as the organization we would like to donate to. We really like the fact that this organization engages children, promotes education, and gets students involved and excited about science. We are really enthused by your organization and are excited that this is the cause that was selected this year.”

—Sammi Gaines, UCS



The Union of Concerned Scientists' Christmas Giving Campaign generated \$1,150 for RESET as its 2014 designated charity. From left to right, John Meagher, Sammi Gaines, Stephen Young, and Kanoko Maeda.



Classroom Adventures in
Hands-On Science & Math

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