



# RESET

Annual Report • 2015

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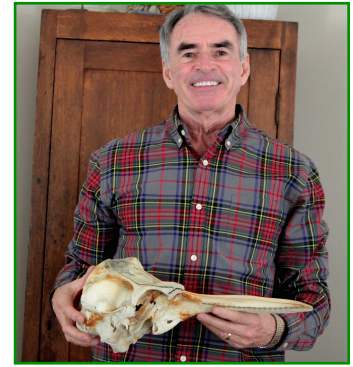


*The 2015 Annual Report is dedicated to 18-year RESET volunteer Eva Jacobs, who passed away in May 2015. See page 19 for more on Eva's amazing life and legacy.*

# The Year in Highlight

## *From Executive Director John Meagher*

A third grade teacher recently requested that I lead a classroom activity in natural selection. I remembered that RESET volunteers Barbara Elkus and Beverly Yett had led such sessions. Using their suggestions I had my students use different-sized spoons representing bird beaks to bring varying amounts of food to their “nests,” which determined the degree of reproductive success. As with biological evolution, organizations like RESET must also adapt and evolve in order to succeed over time.



RESET undertook a number of new initiatives in 2015. These include enlisting RESET’s most seasoned volunteers to improve our classroom effectiveness and addressing RESET’s long-term financial sustainability.

RESET’s Development Director Lyndi Schreengost developed new methods for RESET backers to provide financial support. Now, online shoppers can register to provide monetary contributions to RESET, at no additional cost to the purchaser, through AmazonSmile. The Harold I. Sharlin Planned Giving Program provides a framework for those who choose to include RESET in their wills. RESET has also met the conditions for enrollment in the United Way and Combined Federal Campaigns.

In 2015, RESET established a Lead Volunteer Program, in which our most experienced volunteers improve the orientation program for new volunteers and the training seminars for all volunteers. In May, the first corps of Lead Volunteers participated in a workshop in Annapolis, Maryland, to prepare new training modules.

Included in this report is more information on these initiatives, innovative out-of-school day programs, and a tribute to RESET’s cherished colleague Eva Jacobs, who died in April 2015.



## *From Chief Executive Officer Harold Sharlin*

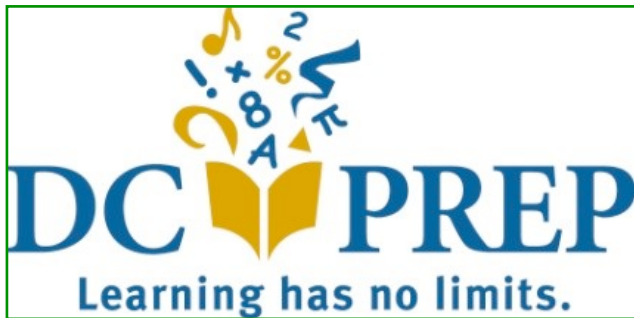
To broaden our cadre of volunteers, I have been in contact with several craft unions in an effort to recruit retired union members. Members of unions have a special perspective on STEM, and I have established connections with the International Brotherhood of Electrical Workers (IBEW) and the Communication Workers of America (CWA).

The STEM skills that union members bring to the classroom serve multiple purposes. First, they establish a foundation for children in the practical application of STEM concepts, for example, in measurement, the use of equipment, and the importance of safety precautions. They also represent career choices that may not require advanced education, which is beyond the reach of many of the economically disadvantaged students RESET serves. RESET volunteers Susan Flashman and Dick Bissell from the IBEW have led programs in several Pre-Kindergarten centers and schools, reflecting the growing recognition in education circles of the importance of early exposure to science learning.

My field is the history of science, and recently I have been designing some simple historical experiments for volunteers to do in the classroom. These experiments were done by 19<sup>th</sup>-century scientists, such as Faraday and Oersted, and illustrate fundamental principles in science. I was reminded of an experiment that I did with third graders several years ago. We replicated Michael Faraday’s 1831 discovery of electromagnetic induction. Although Faraday’s discovery was fundamental to the whole world of electrical generation, his experiment was simplicity itself. Yet the largest electrical generator operates on the Faraday principle. I have duplicated Faraday’s discovery using a galvanometer, a coil of wire, and a bar magnet. We play a fun game trying to find the missing element (rotation). Meanwhile the children learn about 19<sup>th</sup>-century science and about the scientist, Faraday. I am exploring many such examples taken from my book, *Convergent Century: The Unification of Science in the Nineteenth Century* (1966).

# New Program Initiatives

## *First Charter School Partnership Broadens RESET's Reach*



**I**n keeping with its longstanding commitment to reach economically challenged and culturally diverse communities, RESET recently established a partnership with DC Prep, three charter schools in DC geared to providing high-quality education to underserved communities. DC Prep currently has five campuses: Edgewood Elementary and Middle, Benning Elementary and Middle, and Anacostia Elementary, DC Prep's newest school, which opened in fall 2015.

Catherine Nwosu, Director of Extended Learning, had been searching for after-school programs specifically with a STEM focus. After scanning the DCPS website on educational partnership opportunities, she discovered RESET, and immediately contacted Executive Director John Meagher to learn more. After meeting and chatting, Catherine made arrangements to go forward with programs at two of DC Prep's three campuses—Benning and Edgewood. Ruth Getachew, a new volunteer, is at Edgewood, DC Prep's 2003 founding campus, while veteran volunteer and board member Anya Jones will start a program at Benning. Most of DC Prep's students are low income, with a high percentage in the Free and Reduced Meals (FARM) program. Catherine spoke enthusiastically about a recent visit to Ruth's class to observe a lesson on light refraction. "The experiment was very cool, and I could tell that both the teacher and students just loved it. We hope to bring RESET to all three of our campuses soon. With the right volunteers, we can make that happen."

## *The Harold I. Sharlin Fund Offers RESET Supporters a Way to Leave a Legacy*

**I**n 2015, RESET's Board of Directors approved a new planned giving program. The "Harold I. Sharlin Fund for Planned Giving" is named in recognition of RESET's founder and CEO Harold Sharlin, whose vision and commitment to local schools has spanned three decades and has left an enduring impact on the local community.



**Leaving a bequest to RESET in your estate plan will help to keep RESET thriving for many years to come.**

RESET is deeply grateful for the support it receives from foundation and corporate funding, as well as from individual donors, but as we continue to grow, and as we consider replicating the program nationally, we must look for new sources of revenue and ways to become more self-sustaining. Planned Giving is a common method of generating revenue by building upon the strong commitment past and current volunteers and contributors have to the program.

Planned Giving—also called bequest giving—is a special gift, usually monetary, that is made to a charity through an individual's will or estate plan. A bequest to RESET is a wonderful symbol of what our volunteers and friends value most. It will help to ensure that RESET's work continues well into the future.

For more information about this fund, please contact RESET Development Director Lyndi Schrecengost at 202-365-5963 ([lyndi@fluentwriters.com](mailto:lyndi@fluentwriters.com)) or Executive Director John Meagher at 703-250-0236 ([RESET@RESETonline.org](mailto:RESET@RESETonline.org)).

## ***RESET's Lead Volunteer Initiative Improves Program Efficacy***

One of RESET's goals is to make our programs so valuable to our schools that principals and teachers welcome our return year after year. This can be accomplished if our volunteers' valuable STEM expertise is enhanced by top-notch classroom practices, with approaches that best connect with our students. To achieve this objective, RESET has established a program to designate "Lead Volunteers."

Lead Volunteers share their insights with other volunteers by serving as presenters and panel members at RESET Volunteer Seminars. When new volunteers and RESET funders are interested in observing classroom sessions, RESET turns to Lead Volunteers to provide such opportunities. We also seek recommendations from Lead Volunteers on ways to improve our volunteer orientation, development, and training programs.

RESET volunteers for this program must have experience leading four or more RESET classroom programs. In addition, Lead Volunteers will have participated in at least one Training Seminar annually for two years, and will have obtained and reviewed Teacher and Student Assessments for at least two of their RESET programs. Lead Volunteers will also have had RESET's Volunteer Classroom Skills Developer—Professor Sherri Kohr of George Mason University—observe one of their classroom sessions to provide feedback on how to improve their work with students. (See Volunteer Listing, pages 12–13, for 2015 Lead Volunteers.)



(left to right) Volunteers Mike Goldstein, Mike Fitzmaurice and Steve Shapiro compare notes at RESET's first Lead Volunteer brainstorming workshop held in Annapolis, MD, in July 2015.



The recently opened Children's Science Center Lab offers interactive, hands-on activities suitable for children 2–12.

## ***New Field Trip Venue Offers Capstone to RESET Programs***

With its emphasis on hands-on, self-directed learning, The Children's Science Center Lab offers volunteers the perfect capstone to RESET's six-week programs. Recently opened, the Children's Science Center Lab is the Center's first operating site, located in the Fair Oaks Mall in Fairfax, Virginia.

RESET volunteers will appreciate the flexibility of the programming offered at the Center. All of the experiments scale up or down depending on the age of the students, creating a very adaptable and layered learning environment. Every month the stations change, so if students visit the center more than once they will always experience something different. Children have the

opportunity to rotate among several different "experience zones"—the Experiment Bar, the Tinker Shop, and the Inspiration Hub, where they can participate in a variety of hands-on activities, from magnetic slime to flying satellites. They can also simply explore on their own in a self-guided discovery room.

Nene Spivy, who has been the Center's Executive Director and President for five years, was thrilled to form a partnership with RESET. DC's Whittier Education Campus and Montgomery County's Clopper Mill Elementary were the first RESET schools to participate in field trips there this school year. "Our hope is that children will come here year after year and literally grow up with the Center, so that at each developmental stage they continue to evolve along with us," says Spivy. "We don't consider our programming solely about STEM. It's about curiosity and developing a passion for lifelong learning. We believe this will put our students on a really strong trajectory."



Following an exercise on building circuits, Harold Smith signs autographs.

# Former Patent Examiner Enjoys Fame as RESET Volunteer

## Harold Smith, Mechanical Engineering

Volunteer since 2013

At the age of seven, when his father was in the service and stationed in Japan, Harold Smith got turned on to all things aeronautical while touring air bases, watching the Blue Angels Flight team, and sitting in a jet cockpit. His passion for flight would endure, and he would go on to obtain a private pilot license.

In high school, Harold discovered that he had a natural aptitude for science, a predilection that led him to earn a B.S. degree in Mechanical Engineering from the University of South Carolina. After serving in the U.S. Navy Reserve from 1967–1972, he went on to carve out a career at the U.S. Patent and Trademark Office (USPTO), where he worked in various jobs from 1972–2007, and then later as a consultant.

Harold discovered RESET through an ad in *The Washington Post*. “I had been looking for a way to make a meaningful contribution, and RESET seemed like a good fit for me. I found I really enjoyed helping young students develop an appreciation for science and scientific methods.”

Now in his third year at Barrett and Camelot elementary schools, Harold conducts sessions on air pressure, floating and sinking, magnetism, and electrical circuits, sometimes twice a week, to avid third and fourth graders. Although he has a daughter who recently graduated from college, Harold had not been accustomed to working with young children. “I had only taught adults before joining RESET,” shares Harold, “so I was concerned about pacing and teaching in ways they could understand. It’s easy to get carried away and talk over their heads.”

***“My students make me feel like a celebrity. When I arrive to class they scream my name. Students at Camelot hugged me after my final session there—a rather emotional moment. It isn’t something I expected, but it is heartwarming.”***

Prior to his first session, Harold searched for experiments online and shadowed veteran volunteer George Pick to get some practical classroom tips.

“The excitement and enthusiasm of my students are priceless. And they say very funny things sometimes. My introductory class each term covers fun activities that require scientific knowledge, as well as patents and trademarks. I mention famous inventors like Walt Disney. At the end of my very first class a student came up to me and asked, ‘Why aren’t YOU famous, Mr. Smith?’ I laughed and told him that I helped make *other* people famous. I got a big kick out of that.”

He may not be as famous as Walt Disney, but Harold’s renown has spread in other ways. Robert W. Baird & Company, an investment banking firm, had been looking for an organization to support in their annual “Wise Investor” fundraiser. They recognized Harold’s photo on RESET’s website, as he is a client of theirs. They immediately contacted Harold to learn more about his volunteer work, selecting RESET as their 2016 charity.

Harold teaches financial literacy classes, enjoys home improvement projects, and keeps up his STEM interests through sailing with friends. In December, he sailed to the Bahamas, exercising his science acumen in radar and meteorology.

### Harold Smith on the Greatest STEM Discovery

**Powered Flight:**  
**“It has enabled the average person to experience many different regions and cultures of the world.”**



# Nurse Practitioner Uses Past Experiences with Science as a Springboard to Better Learning

## Jamie Slagle, Medicine

Volunteer since 2013

Last year, pregnant with her first child, RESET volunteer Jamie Slagle conducted what would prove to be a memorable session on cardiac function. She brought stethoscopes and a Doppler ultrasound machine to class and had the students listen to their heartbeats at rest and then again after running and playing. Then she had them listen to her heartbeat and compare it to the much faster heartbeat of her developing fetus, lending new meaning to the phrase “hands-on science.” This year, she sometimes brings newborn William to her classes—RESET’s first *in utero* and *ex utero* classroom participant.

Although she has a B.A. in Anthropology from the University of Tennessee in Knoxville, Jamie eventually pursued a career in the healthcare field, obtaining an M.S. in nursing in 2007. She has worked for several years as a nurse practitioner at the Virginia Hospital Center in Arlington, specializing in Obstetrics/Gynecology. Jamie had been interested in finding a volunteer activity that she could do with her husband, who is in the military, when she came across an ad for RESET in the Fairfax County newspaper. “When John Meagher described the program to me, I got so excited, I almost wished I could go back and be a kid again. When I was in school, I often thought the way science was presented was drudgery. This sounded like so much fun.”



Jamie and students at Laurel Ridge Elementary create “brain hats,” which allow them to correlate different areas of the brain with their functionality.

***“Working in a healthcare field, I see that many people have a poor idea of how our body’s systems work. I wanted to introduce children to everyday things, like why it is important to wash our hands and cover our mouths when we cough. And I wanted to show students that science can be exciting.”***



**Jamie Slagle on  
the Greatest STEM  
Discovery**

**Microbes—“How  
diseases are spread,  
how to prevent infec-  
tion, antibiotics, and the  
difference between  
good and bad bacteria.”**

Jamie’s first experience as a RESET volunteer was at Laurel Ridge Elementary (Fairfax, VA) in 2013. Fifth-grade teacher Laura Spage was so pleased with Jamie’s sessions she specifically requested that Jamie return to her class again in 2015. Now on maternity leave, Jamie agreed, but asked if she might bring her baby to class on occasion. “Jamie is wonderful,” praised Ms. Spage. “She is enthusiastic and always plans engaging hands-on lessons. I know my students are benefiting from having her in our class.”

Jamie had not worked in a classroom setting before, but had previous experience teaching ballet and had also participated in “Girls on the Run,” a confidence and esteem-building program for girls, which she helped bring to Albuquerque, New Mexico. She also prepared for the classroom by sitting in on one of veteran volunteer Beverly Yett’s classes to observe an experiment on facial reconstruction, one that she now uses with her own classes at Laurel Ridge. In addition to a unit on the heart, Jamie covers sessions on germs, the parts of a human cell, the brain, and diet.

Although being a new mother keeps her busy, Jamie also enjoys Vinyasa yoga, sketching and watercolor painting, reading, and various outdoor activities with her husband.

# RESET Program Data

In school year 2014/15, RESET had a record high number of active volunteers and classroom programs. While the number of students reached in the classroom was also higher than ever before, this was offset by a decline in the number of students reached indirectly by RESET volunteers who trained teachers to lead the hands-on sessions in the classroom. The teacher-training program was initiated to respond to schools and volunteers with a preference for that approach. It has also been used in the PreKindergarten program. Most volunteers prefer to work directly with students, which RESET encourages because it exposes students to real-life scientists, technologists, engineers, and mathematicians who serve as role models and represent career pathway choices that students may emulate.

School Year	Number of Students Classroom Programs	Number of Students Teacher Training	Total Number of Students	Number of Volunteers	Number of Schools	Number of Classroom Programs
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	1,616	60	676	61	28	86
2011-12	1,615	198	13	74	30	86
2012-13	1,546	273	19	87	31	85
2013-14	1,445	379	1,824	118	35	80
2014-15	1,710	36	1,746	134	24	97



***“I thought this program was AWESOME!  
All of the volunteers were wonderful.  
They were very friendly, engaging and  
patient with students.”***

**—Ms. Dimka, Annapolis Elementary, MD**



# RESET Income and Expense Report

FOR THE YEAR ENDED AUGUST 31, 2015

## FY 2015 INCOME

Foundations	\$107,200
Corporations	33,187
Interest and Refund Income	42
Individual Contributions	6,662
United Way/ Combined Federal Campaign	1,720
<b><u>TOTAL INCOME</u></b>	<b>\$148,811</b>

## FY 2015 EXPENSES

Salaries	\$89,124
Payroll Taxes	8,843
Fringe Benefits	0
Consultants and Professional Fees	19,615
Training	8,192
Travel	287
Classroom Equipment	5,927
Office Equipment and Supplies	1,945
Printing and Copying	1,361
Telephone and Fax	0
Postage and Delivery	829
Rent and Utilities	0
Maintenance	0
Technology	3,163
Buses for field trips	18,659
Professional Liability Insurance	745
Advertising	500
Depreciation	3,803
Other	188
<b><u>TOTAL EXPENSES</u></b>	<b>\$163,181</b>

**CHANGE IN NET ASSETS** **-\$14,370**

# Pharmacist Ends RESET Sessions with a Blast . . . Not a Whimper



Oye and second graders at Ross learn about density and miscibility by making their own lava lamps using water, oil, dishwashing soap, food coloring and Alka-Seltzer tablets.

## Oye Owolewa, General Science

Volunteer since 2014

Oye Owolewa is a good example of how the path to a STEM career doesn't always follow a straight line. Oye's parents, who are originally from Nigeria, emigrated to the States in the 1970s. Oye grew up in the Boston area and moved to Washington in 2014. "In high school I thought I wanted to be an engineer," shares Oye. "But then I had an early identity crisis and realized it just wasn't for me. My Mom really helped me to work through that tough period, and eventually I went on to obtain a doctorate in pharmacy from Northeastern University."

Science had always interested Oye and it was clearly where his academic strengths lay. He also had an aunt who was a pharmacist and sometimes he would watch her at work. He was drawn to the social aspect of being a

pharmacist. "I discovered that one of the things I really enjoy is chatting with people and being a kind of go-between for patients and their doctors." Today, Oye works as a pharmacist at a Rite Aid pharmacy in DC.

In Boston Oye had done a lot of volunteering, so when he moved to Washington he wanted to find something that would allow him to engage more with the community. After searching online, he found RESET. At the end of 2014, he joined the Board of Directors, and this past year he began to help out with some of RESET's social media sites and to volunteer at Ross Elementary in Northwest DC, working with second graders both terms. "I usually meet with my classes at the end of the day," says Oye, "so I make sure to always leave a lasting impression." Oye's experiments include chemical reactions, force and gravity, step rockets, and volcanic eruptions, among others.

***"Children love colors and explosions and to see things move. They don't want to just sit still and watch. They want to do it themselves."***

As a novice volunteer, Oye has found his first year a learning experience. "There are some very smart, precocious students at Ross. Some of them have parents who are aerospace scientists. It can be quite off-putting to have a second grader talk to you authoritatively about 'drag and torque.' I had to learn that I can't know everything."

Oye has also been impressed by the impact peers can have on a student's self-confidence and willingness to try new things. "We did an experiment on chemical reactions, in which we dropped a Mentos mint into a Coke can to cause an eruption. There was a girl in the class who was very apprehensive. She didn't like explosions and she didn't want to participate. Her friends kept urging her on and when she finally gave it a try, they cheered and clapped for her. When she had finished, she looked happier than anyone else in the class. Usually it's the teacher who will intervene, but I think it was much more effective that her peers motivated her to take on the challenge. She may not remember it in the future, but I'll never forget it."

In addition to jogging and working out, Oye enjoys reading, especially autobiographies, as he likes to discover the personal sacrifices famous people made to succeed. He also loves sports, especially his beloved Boston Red Sox.

Oye Owolewa on the Greatest STEM Discovery

The Internet: "It reduces the learning curve dramatically. The Internet brought me to RESET.

You need to know how to use it effectively, but it can have a huge impact on young people."



# Electrician is Role Model to Girls Considering STEM Trades

## Susan Flashman, Electricity

Volunteer since 2013

**W**e can't all be rocket scientists, which is just fine by electrician Susan Flashman, who wants to expose children to the wide variety of career options available to them in STEM, not just the most celebrated ones.

Susan came to her science profession through a number of personal interests rather than academia. She earned a B.A. in political science and sociology from The George Washington University, and worked in several different jobs, including in a hospital emergency room, before becoming an electrician. Her first husband introduced her to the possibilities in the profession and she eventually did an apprenticeship with the International Brotherhood of Electrical Workers (IBEW) for four years. She met her current spouse, Dick Bissell, also a RESET volunteer, when they were both part-time instructors with the Union. But her love of science goes much further back. "I had an early propensity for math, and then later calculus," shares Susan. "I also had three older brothers, and I kind of fed off what they were doing. The brother closest to me in age was very interested in science. He liked to play with a magnifying glass and the sun, burning holes in leaves. He was very interested in star formations. I later bought a telescope through the mail to continue looking at the stars. It was through him that I was given some insight into the diversity of things people can do in STEM."

***"PreK students are very open, like sponges. It's a great age. They are excited about new things and listen well. I love working with these fresh minds."***

Susan discovered RESET through a presentation CEO Harold Sharlin made to IBEW. At that time Harold was working at a preschool in DC, training teachers in hands-on science. Susan observed him in the classroom and was hooked. This year, she is working with preschoolers (ages 3 and 4) at an elementary school in Northwest DC. She works with them once a month, teaching six modules of introductory science. "Younger kids really love noise and lights, so I make sure to vary the sessions with lots of visual and audio. Bells and buzzers work very well. During a unit on sound I brought in a bunch of noisemakers—tambourines, drumsticks, and bells—and we talked about how sound travels."

Although Susan had more experience working with young adults, she has two step-children, two grandchildren, and nine nieces and nephews. Laughs Susan, "My grandsons come to me first with all of their 'fix-its.' 'Grandma can you fix this?' they'll ask me."

Susan feels a big part of her responsibility as a volunteer is to be a role model, especially for girls, to help them gain an understanding of STEM opportunities and trades. "Very few women have been through IBEW and are now retired. There were no women in the organization until the 1970s. That's why I like to be visible and active in the schools so that girls can see that a person's size (I'm only five foot one) or gender or physical strength are not issues. To be an electrician today, you don't have to be big and strong. It's a trade, and you will learn how to leverage your abilities and adapt to the job."

Susan is the press secretary for IBEW's retired members club. She has been involved in animal rescue for 20 years, and enjoys knitting and creating her own unique designs.



Susan discusses magnetism with her PreK students. The class was also studying migration, so Susan pasted images of birds on the magnets so they could appear to fly south across the sky.



**Susan Flashman (far left) on the Greatest STEM Discovery**

**Computers: "Today you can learn many things at your computer, even if you are limited by mobility."**



## RESET Volunteers

Lee Abramson  
Robert Adams  
Sarah Al-Hashimi  
Greg Allen  
Iyabo Alli  
James Henry Alstrum-Aceved  
Thomas Artman\*  
Greg Barranco  
LaSone Barber  
Robert Bennett  
Carin Bisland  
Dick Bissell  
Ibrahim Bori  
Edelmira Bosques  
Jaelyn Brennan  
Ken Brown  
Reuben Brown  
Angela Brown-Pettigrew  
Sarah Brzezinski  
Guillaume Bucher  
Anna Stuart Burnett  
Adyssa Cardona  
Matt Carnavos  
Joseph Carver  
Diana Cheng  
Jennifer Choi  
Charles Cisneros  
Danielle Clerkley  
Corina Cooling  
Lindsay D'Ambrosia  
Israel Daramola  
Valerie D'Arcy  
Sarah DiNapoli  
Elizabeth Dougherty  
John Ehrhart  
Kathleen Elliott  
Barbara Elkus\*  
Margaret Enloe  
Anne Erickson  
Katherine Faley  
Abra Fein  
Z. Fiedman  
Michael Fitzmaurice\*  
Susan Flashman  
Emilie Franke  
Gabriela Galeano  
Angel Garces-Rivera  
Rubi Garcia  
Ruth Getachew

Danish Ghazali  
Emma Giese  
William Gill  
Keegen Gillette  
Susan Girgis\*  
Michael Goldstein\*  
Lindsey Gordon  
Roberta Goren  
Loreal Graham  
Amelia Greer  
Arthur Hall  
Teisha Hall  
Kurtis Haro  
Jeremy Hanson  
Bob Hauptman  
Caleb Henry  
Leanora Hernandez  
Sandra Hernandez  
Kat Hetland  
Victoria Hicks  
Kyle Hinson  
Allison Ho\*  
I-Pin Ho  
Joey Hoecherl  
Patricia Holecek  
Rebecca Hong  
Kang Hu  
Ryan Huang  
Ogohomwen Igiesuoroboro  
Tom Illich  
Maimi Istinfal  
Leslie Jimison  
Matt Johnston  
Anya Jones  
Werner Kaelin  
Joshua Kaufman  
Michael Keller  
April Killikelly  
Soo Kim  
Dinish Lai  
Bill Lake  
Kim LeBlanc  
Jennifer Lee  
Elena Leon  
Matt Lettrich  
Sophia Leung  
John Lindlof  
Dimary Lopez  
Caroline Maloney

*Volunteer list, cont.*

Hannah Martin  
Colleen Matthews  
Sonya Mazumdar  
Mohammad Mayy  
Melissa McCartney  
David McInnis\*  
John Meagher  
Nibha Meena  
Peter Mehravari  
Ramon Mercado  
Chris Monk  
Richard Moerschell  
Sophi Nguyen  
Raymond Nimox  
Belix Ortiz  
Carlos Ortiz-Rodriguez  
Titilayo Oubichon  
Adeoye Owolewa  
Sari Jayne Paikoff  
Sonya Pandey  
Will Parson  
William Partridge  
Shivang Patel  
Lenin Paulino  
Yaritza Perez-Bermudez  
Rocio Del Mar Perez-Velez  
Lana Pham  
Minh Phan  
Tuana Phillips  
George Pick\*  
Alexander Pirollo  
Nigel Plumb  
Diane Post  
Alka Prasad  
Danielle Pratt  
Chris Price  
Amanda Pruzinsky  
Christyann Pulliam  
Abhi Rao  
Catherine Rastovski  
Greg Renner  
Rich Replier\*  
Blake Riddick  
Patricia Rivera  
Terrell Robinson  
Joshua Rosefelt  
Carlos Ortiz Rodriguez  
Matthew Rohn  
Joshua Rosefelt  
Lea Rubin  
Kyle Runion  
Franco Salvoza  
Marivelisse Santiago-Cordero  
Melanie Satterwhite  
Shaun Sensenig  
Steve Shapiro\*

Harold Sharlin  
Ted Shiveley  
Harold Smith\*  
Jordan Smith  
Owen Smith  
Blake Snyder  
Peter Sowa  
Kevin Sprenger  
Tori Strong  
Jeff Sweeney  
Arvind Talukdar  
Lauren Taneyhill  
Sakinah White Taylor  
Mark Teets  
Brooke Terry  
Devang Thakor  
Meghan Thompson  
Rachel Thornton  
Amy Ton  
Fatima Toumo  
Ouy (Ken) Tran  
Anna Trier  
John Troung  
Jenny Tsao  
Cheng-YuanTseng  
Jenna Valente  
Juan Valentin\*  
June Walker  
John Walsh  
Xi Wang  
Julie Ann Watko  
Kelly Watson  
Samantha Watterson  
Jocephus Weeks  
Siren Wei  
Sadie White  
Sakinaw White-Taylor  
Oscar Wiygul  
Ann Williams  
Candace Williams  
Charisse Winston  
David Wood  
Julie Wu  
Beverly Yett\*  
Hanoori Yoo  
Bing Zhao

*\* Designated Lead Volunteers in 2015*

# The Schools RESET Serves

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

- Annapolis Elementary, Anne Arundel, MD
- Arcola Elementary, Loudon, VA
- Barrett Elementary, Arlington, VA\*
- Bren Marr SACC, Alexandria, VA
- Camelot Elementary School, Fairfax, VA
- Clopper Mill Elementary, Gaithersburg, MD
- Cora Kelly Elementary, Alexandria, VA\*
- Cora Kelly After-School Program, Alexandria, VA
- DC General Homeless Shelter
- DC Prep, DC
- DC Prep, Edgewood Campus, DC
- Drew Elementary, Arlington, VA
- Eaton Elementary, NW DC
- Feynman School, Montgomery, MD
- High Bridge Elementary, Prince George's, MD
- Jefferson-Houston Elementary, Alexandria, VA
- Laurel Ridge Elementary, Fairfax, VA
- Liberty Elementary, Loudon, VA
- Martha's Table, DC
- Moorefield Station, Loudon, Virginia
- Pine Springs Elementary, Falls Church, VA
- John W. Ross Elementary, NW DC\*
- Shaw Center City Public Charter School, NW DC
- Shepherd Elementary, NW DC
- Stratford Landing Elementary, Alexandria, VA
- Waugh Chapel Elementary, Gambrills, MD
- Whittier Educational Campus, NW DC



Camelot Elementary School, VA

\* **RESET Core schools**

# Program at DC General Family Shelter Supports RESET's Vision

RESET serves a wide diversity of students and schools in the DC area, but it has always been its vision to deliver programming to underserved students—those from low-income households or from culturally- or linguistically-diverse backgrounds. To achieve this goal, RESET constantly explores less conventional ways of reaching students—through after-school enrichment programs, Girl Scout merit badge programs, community service providers such as Martha's Table, and recently the DC General Family Shelter.

Blake Frey, a research fellow at the National Institutes of Health (NIH), helped initiate the new partnership with DC General. He had been volunteering on Thursday nights with the shelter's Homeless Children's Playtime Project (HCPP). When a microscope was donated to the shelter, Blake noticed how much the teens enjoyed it. "They'd put everything they could find under it," says Blake. "I could see that the teens really had an interest in science, and I wanted to bring RESET in to engage them in a fun activity, while teaching them some science and building their confidence."

Blake contacted RESET board member Anna Trier, who was instrumental in forming the partnership between RESET and Curiologie in the Classroom (CiC), a Saturday program currently delivered at Shaw Center City Public Charter School. Anna had seen the structure and impact of the RESET program firsthand, so she eagerly welcomed the opportunity to expand RESET/CiC's outreach to the DC General Family Shelter.

RESET programs are typically conducted during classroom hours or after school. HCPP's Teen Night is less structured. No teacher is present, and participants vary from one week to the next. Some teens arrive in the middle of a session or prefer to do an independent activity rather than the planned activity. As Anna points out, "Teen Night is a place for teens to decompress and have fun with free-flowing games and activities. We are entering into *their* space and it may not be exactly what they desire for that evening."

The shelter, which houses approximately 600 families, is located in a former hospital in southwest DC, but may be relocated in the near future. Once a month, typically four RESET/CiC team members teach STEM at Teen Night, working with groups of 2 and 3 students, so that each teen can have more individual attention. Experiments have included magnetism, pH, electricity, chemical reactions, and the digestive process.



Because space is a high commodity and many of the facilities are shared, the environment at the shelter can seem chaotic at times. Blake shares, "This student population is unique, and we usually have no idea what experience they've had with science. But most of them focus very well. You have to remember that many of these teens deal with a lot of instability in their lives. It takes a toll on them and can affect their openness and attitudes. They might not be in the mood to do anything. If a teen has had a bad day, we don't force him to participate. We try to be flexible. The emphasis is on fun."

Although working with these students poses some unique challenges, it also brings great satisfaction. "As we navigate this new environment," shares Anna, "what I've found is that in the end it is simply about doing what RESET and CiC do best—getting young people to explore science through hands-on learning. Through this, and the trust being developed through the unwavering support and enthusiasm of the HCPP volunteers, we are able to draw the teens in and to spark their excitement and curiosity about science, which is really what it is all about."



Teens and volunteers at the DC General Family Shelter don lab coats for an experiment on thermochemical reactions, a big hit.

# 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. The survey instrument 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 504 responses to the Student Assessment Questionnaire in school year 2014/15. The data in the table below show the positive impact that RESET volunteers have on students, compared to the responses from students nationwide.

		Nationwide Results	RESET Results
<b>How often do you feel science is one of your favorite subjects?</b>			
	Never or hardly ever	20%	4%
	Sometimes	32%	23%
	Often	22%	38%
	Always or almost always	26%	35%
<b>How much do you like studying science?</b>			
	Very little	20%	2%
	Some	21%	12%
	Quite a bit	26%	29%
	Very much	33%	57%

RESET asks several additional questions. The results below show that RESET volunteers have a very positive impact on their students’ attitudes about STEM subjects.

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

Very Little	1%
Some	3%
Quite a Bit	11%
Very Much	85%

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

I Like it the Same	18%
I Like it Less	3%
I Like it More	79%



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“My passion for STEM education led me to join RESET as a classroom volunteer. After my first session with my 2nd-grade class at Whittier Education Campus in DC, I was hooked. It is so rewarding to see the students engaged and curious. There is no doubt

that our time in the classroom serves to keep children interested in STEM subjects. I went on to join RESET’s Board so that I might help with volunteer recruitment, to shape the vision, strategy and execution of future programs, and to further close the STEM gap, especially with low-income children.”—**Susan Girgis**



“I became involved with RESET when it partnered with a Saturday STEM outreach program I helped to form and now direct, called Curilogie in the Classroom (CiC). This was a critical turning point for our program because, through RESET’s support, we were able to truly establish CiC and transform our vision into a reality. I’m excited to join RESET’s Board—to strengthen the partnership between CiC and RESET, to increase knowledge sharing between the two organizations through lesson plans and instructional videos, and to expand RESET’s outreach to many more underserved DC-area students.”—**Anna Trier**

# RESET Financial Support

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

- American Airlines
- The Morris and Gwendolyn Cafritz Foundation
- The Clark-Winchcole Foundation
- The Community Foundation for Northern Virginia (Chris Chester Charitable Fund)
- The Dimick Foundation
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- Northrop Grumman

- The Luther I. Replogle Foundation
- The Sidgmore Family Foundation
- The Hattie M. Strong Foundation
- The Webber Family Foundation
- Zeta Associates

## OTHER

- Individual Contributions: \$5,291
- Eva Jacobs Memorial Contributions: \$1,600
- The Association of Global Automakers Annual Giving Fundraiser: \$2,500

## RESET's Corporate Sponsors:



## In Memoriam—Eva Jacobs

— from remarks delivered by John Meagher at Eva Jacobs' Memorial Service



For nearly two decades Eva Jacobs volunteered in DC elementary schools, leading children in hands-on activities to learn about statistics in ways that were interesting and fun. In her sessions, Eva would have the children use raisins, dice, weather charts, weights of puppies, census data and M&Ms to learn statistics. Eva told us about the time she was shopping at a local mall and a boy ran up to her and asked if he could introduce her to his mother. He did, saying “Mom, this is the lady who taught me math with M&Ms.”

During her time in the schools Eva reached hundreds and hundreds of children—I estimate a total of about 750 students. If she were here today, Eva would ask me to explain the mathematical rationale for my estimate of 750 . . . and the range of error.

Eva served on RESET's Board of Directors from its first meeting in 2000 until our most recent meeting two weeks ago today. In that role she exhibited her passion-

ate belief that young people understand not just how to use numbers and data, but how they were connected to their lives. A former board member sent me this message:

*“What a terrible loss—she had a great spark and undying curiosity. She will undoubtedly be missed by many.”*

In 2010, I was contacted by a reporter from *Science* magazine who wanted to mention RESET in an article he was writing about an event called “National Lab Day.” He asked me what RESET volunteers do, and I suggested that he speak with one of our most experienced and effective volunteers—Eva Jacobs. He did. And like so many of us, he found her enthralling. He visited one of her classroom sessions and decided to change the topic of his article from National Lab Day to Volunteer Eva Jacobs. It was a big boost to RESET having Eva profiled in an eminent national science magazine.

Last year RESET volunteer Marty Stein told me he would like to observe how another RESET volunteer connected with students. So I suggested Eva. Yesterday, that volunteer wrote me the following:

*“Eva was always prepared for each class with handouts and general information about how statistics were used in everyday life. In spite of her size she had a commanding presence and always held their attention. She complained about her computer not working and she was proud that she had just purchased an iPad. I was unfamiliar driving in this part of Washington but she knew all the shortcuts. She may have been advanced in age but there was never a sign of age in her work with children or in her interactions with me. She will be missed.”*

I would like to end with a message a teacher sent me this week:

*“I am so sorry for the loss of your friend and colleague. I remember Eva so well. She came to my 5th-grade classroom about four years ago and the students simply loved her. She really inspired them with a love of statistics and showed them so many fun ways to look at the use of numbers and data. She was one of the most delightful people I have ever met.”*

That teacher's thoughts are shared by all of us in RESET who knew Eva.



# Classroom Adventures in Hands-On Science & Math

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