While not all students will grow up to be rocket scientists or civil engineers, we do hope today’s students will become tomorrow’s scientifically literate citizens who make decisions based on reasoning and evidence, and who are good stewards of our environment. Meaningful science learning experiences provide young students with important opportunities to develop critical thinking and problem solving skills while exploring the world around them. The mission of Community Resources for Science is to foster the connections between teachers and scientists in order to make high quality science learning experiences a reality for thousands of 5 to 12 year old children each year.

For CRS, 2014 was a year of significant milestones. We reached a record number of teachers, schools and students; achieved a record level of individual donor support; received a comprehensive external program evaluation which rated our work as highly effective; and built new organizational and programmatic partnerships which will sustain our work over the coming years.

Through our Bay Area Scientists in Schools (BASIS) program, Community Resources for Science brought over 500 diverse, enthusiastic scientists and engineers into hundreds of local Kindergarten through middle school classrooms. Together, these STEM professionals engaged in exciting learning experiences with over 11,000 students. In addition, CRS extended more professional development workshops, individual planning support, and customized reports to over 1,400 educators, impacting learning for more than 25,000 students.

We are particularly appreciative of the thoughtful, action-oriented participation of our Advisory Council members in helping to identify and effectively address K-6 science education issues.

Sparked by the inspirational major gift from Robert and Wendy Bergman, generous individual donors provided a record-setting level of support for CRS in 2014. We are pleased and honored to have a strong and growing network of foundation, corporate, and individual donors who share their belief in the importance of the work we do.

We look forward to another year of connecting, informing, inspiring, and celebrating science learning!

Phoebe White, President

Teresa Barnett, Executive Director
2014 CRS Program Highlights

By the Numbers: CRS Program Accomplishments over the course of 2014

- 1,488 teachers served
- 127 schools reached
- 30,000+ students’ science learning impacted
- 553 diverse, enthusiastic scientist volunteers placed in classrooms
- 453 exciting, standards-based, hands-on lessons presented
- 12,500+ students experienced hands-on science activities with visiting scientists

- CRS provided over 1,400 teachers with timely information, resource guides, online resources, and on-call support, resulting in more science for thousands of students.
- We introduced teachers to regional science support programs at Field Trip for Teachers events, held at The Exploratorium and the Lawrence Hall of Science.
- CRS recognized, rewarded, and celebrated Science Super Stars – over 100 teachers and several whole schools who successfully met our Challenge to incorporate more science learning throughout the year and across the curriculum.
- Advisory Council members helped us develop new professional development and resources addressing new education standards involving the practices of science and engineering.
- CRS worked with environmental education programs to align programs and curriculum with new standards.
- Private industry volunteers from Clorox and Bayer, and other firms, continued to volunteer in classrooms and at outreach events such as the Bay Area Science Festival – sharing the joy of science discoveries with enthusiastic students.
- CRS connected hundreds of talented, diverse, dynamic scientists to elementary and middle schools, afterschool programs, science fairs, Family Science nights, and more.
- As a partner in the 4th Annual Bay Area Science Festival, we joined with many partners to bring fun experiences to the festival and to unexpected places like farmers markets.
- CRS continued professional development support for Berkeley Unified School District science specialist teachers, as well as for teachers in Oakland and West Contra Costa school districts.
- Through the Gateways partnership, CRS presented workshops for teachers in afterschool programs.
- CRS shared best practices in workshops at national, state, and local science education conventions and conferences.

“This morning was absolutely wonderful!! The scientists were amazing!!! When are they coming back...please tell me they’re coming back!!!

Every single one of my kids were completely engaged in every activity...!

I would love to know if there are any resources that will give me center ideas so that I can implement this form of science inquiry on a regular basis!

THANK YOU SOOOOOO MUCH...”

-TK teacher, Oakland
Assessment and accountability are watchwords in education. Even when we “know in our hearts” that our approach to connecting scientists with young students and their teachers makes a real difference, it’s important to back that claim with evidence. Throughout the year we gather narrative and survey data, documenting the impact of our programs. And, with generous funding from the RGK Foundation, CRS was fortunate to engage Rockman et. al. to conduct an external research evaluation of our impact during the 2013-14 school year.

According to Rockman study author Scott Burg:

- Our study findings strongly indicate that CRS has filled critical gaps in, and has had an appreciable impact on, the quality and quantity of science instruction amongst participating CRS member teachers and their schools.
- Teachers in our study overwhelmingly confirmed that participation in CRS has positively impacted their comfort and confidence levels in teaching science.
- By observing BASIS instructors, teachers developed a better understanding of how scientists work in the real world and became more motivated to involve their students in scientific practices such as questioning and hands-on activities.
- CRS support has translated into a level of enthusiasm amongst teachers for continuing to promote and ‘push’ the amount of science instruction in both lower and upper elementary grades.
- Teachers credited CRS staff and volunteers with keeping them informed and up-to-date on the most current science information, materials and teaching methods.
- Teachers and administrators believed that participation in CRS’ Science Superstars program helped to promote their schools’ commitment to science with students, parents and other members of their school’s broader community.
- Teachers and school administrators remarked that through BASIS lessons, professional development workshops, and other resource support, CRS has provided clarity and invaluable assistance to their schools with Common Core and NGSS training and implementation.
- As a result of exposure to (BASIS) scientists and introduction of hands-on activities to support science content in these classrooms, participating students demonstrated behaviors and skills important to science and other content learning such as critical thinking, problem solving, application of research strategies, collaboration, and visual and written interpretation of data.

To see the full Executive Summary, and other CRS program and annual reports, please visit: www.crscience.org/about/annualreports
Celebrating Science SuperStars!

Learning, and a job well done, may indeed be their own rewards. Yet, a little recognition (and perhaps a prize) are nice sweeteners! That’s the idea behind the CRS Science Super Star Challenge, a set of best practices developed to encourage, recognize, and reward excellence in elementary science teaching. From a dozen teachers in 2012, the program in 2014 recognized 112 teachers for completing the “best practices” challenge, documenting their efforts to incorporate hands on science lessons, reading and writing projects connected with science, professional development, and more. These teachers earned Science Super Star recognition for their Excellence in Science Teaching.

Over 3,000 students received prizes including science-related books for each student to take home and have for their very own!
In addition, one dozen whole schools were honored for their commitment to bringing science learning experiences to their students throughout the year.

The full list of Science Super Star Whole Schools and Classroom Honorees is listed on the CRS website:
http://www.crscience.org/educator/SSS2014

Students were delighted to get their very own science books!

Thank you to our publisher and prize donors:

Publisher Donations for SSS
Arbordale Publishing
Flowerpot Press
Nomad Communications/Nomad Press
National Geographic Learning
Fulcrum Publishing
Bearport Publishing
Macmillan Children’s Publishing Group
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The Clorox Company
UC Botanical Gardens
Marine Science Institute
Cal Academy
The Marine Mammal Center
The Exploratorium
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Education Manager
Chabot Space and Science Center

**Joanna Totino**
FOSS Professional Development, Bay Area Science Project, Co-Director, Lawrence Hall of Science
Statement of Financial Position, December 31, 2014

**ASSETS**

Current Assets
- Checking/Savings $183,902
- Accounts Receivable $0
- Other current assets $2,289

TOTAL ASSETS $186,191

**LIABILITIES & EQUITY**

Current Liabilities
- Accounts Payable $4,528
- Other Current Liabilities $5,548

Total Equity $174,975

TOTAL LIABILITIES & EQUITY $186,191

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**CRS 2014 Income by Source**

- Foundations & Corporations $255,938
- Individual Donors $51,118
- Program Service Revenue $38,625
- Government Grants $11,167

**CRS 2014 Expenses**

Total: $295,455

- Program $288,744
- Management & Admin. $16,004
- Fundraising $5,674