



CRS

COMMUNITY RESOURCES FOR SCIENCE
practical support for great science teaching

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Community Resources for Science End of Year Report: 2010

2010 CRS Program Highlights

- Over the course of 2010, CRS accomplished the following program work:
 - Over 580 teachers** served
 - 88 schools** reached
 - 14,500 students'** science learning impacted
 - 325 scientist volunteers**
 - 236 hands on lessons** presented
 - 6,200 students experienced hands-on science activities** and engaged with scientists
 - Over 500 teacher requests** responded to
 - 200 customized reports** prepared
- CRS provided teachers with monthly email "newsblast" updates; quarterly comprehensive science resource guides; and two newsletters.
- CRS held two Teacher Science Social Events: In Spring 2010 at Lawrence Hall of Science in partnership with the Bay Area Science Project; in Fall 2010 at the UC Berkeley Botanic Gardens.
- CRS was awarded a UC Chancellor's Grant in partnership with CalTeach, and recruited and contracted with two on-campus grad student volunteer recruiters to extend the reach of CIC.
- Following up on a 2009 exploratory project to bring our successful scientist volunteer model to the "corporate" science workplace, CRS launched a pilot initiative with Bayer. The corporate scientist volunteer program launched in Fall 2010 and by year end we have already exceeded our targets for number of scientists participating, with additional recruitment and training scheduled for early in 2011; our hope is to develop a model we can bring to other Bay Area science workplaces to bring more scientist volunteers into our local schools. Our work in the spring will include exploring middle school science support needs with Berkeley middle school teachers and administrators.
- CRS completed year 3 of PMS pilot middle school project and worked with PMS to develop plan for carrying work forward in year 4, with CRS again serving as program coordinator.
- On the year-end survey, 97% of teachers reported that students respond positively to science experiences, yet almost 50% of teachers acknowledged that they spend "too little" time teaching science.
- As a direct result of CRS support services, 87% of teachers indicated they "feel more informed about science resources" and about three quarters of the teachers indicated they "increased the amount of science I teach," "learned where to find (science) information" and "know where to ask for help with resources and planning". The majority of teachers also indicated that CRS services helped them "see how effectively science activities engage all kinds of students" and spurred them to add a new science lesson to their classroom curriculum. Almost half of the teachers indicated CRS helped to increase their confidence about teaching science.
- CRS continued professional development support for Berkeley Unified School District science specialist teachers who provide science instruction for all 4th and 5th grade students. CRS facilitated planning, meetings, and follow up tasks. Resource support has included bringing in a scientist to lead a training regarding the use of Vernier probe instruments that all teachers have

access to but that teachers had not been using. Training included sample lessons, and some in class demonstrations.

What the teachers and volunteers say:

We believe this late fall message from an Oakland schoolteacher to a new team of scientist volunteers (making their first classroom presentation) sums up the impact of our program well. The first note is from the volunteer team leader to our project coordinator, Jeyling. The second note is to the scientist team from the classroom teacher following the visit.

Hi Jeyling,

Thursday morning we visited our first school to teach a classroom of 4th graders a lesson on static electricity. Such an amazing experience! A jam-packed morning and so incredibly rewarding. The students that we taught have disabilities with receptive and expressive language so we tried to adapt the lesson to cater to their needs using the teacher's recommendations.

The teacher of the classroom shared this heartwarming feedback with us which I wanted to pass on. Thank you for providing us with such a great lesson to teach and for setting this up for us. I think your organization is so important so please keep doing what you do!

Sincerely,

Laura

*Manufacturing Sciences Fermentation
Bayer HealthCare Specialty Medicine*

Dear Laura, Hugh, Russell, and Trishna,

WOW! Words cannot express my gratitude for the science lessons today. The students were very excited, and they had lots to say afterwards. Jack (who sometimes doesn't appear engaged) really talked about and understood the lesson overall. That is HUGE! Several other students have difficulty focusing or processing the information, and yet, they were enthralled with your experiments.

After you left, we finished the worksheet. Most students were able to verbalize attract and repel. In fact, when I used different words, they corrected me with academic science vocabulary. The high five with Hugh was a great tool to teach the concept.

When I passed out a balloon to every student at the end of the day, several students started sticking the balloons throughout the room. "Look, Mrs. C. Look. It attracts!" They acted like I had never seen that before.

A few facts about our school, Marshall Elementary:

About 85% of our students qualify for free or reduced lunch.

30% of our students are in language-enriched special day classes (difficulty with receptive and expressive language, but some very bright minds.)

There are only 11 classrooms in total (c. 210 students.)

Most of our students come from the "flatlands" of Oakland.

We have a very dedicated staff of teachers and assistants!

With that said, I would like to thank you from the bottom of my heart for your generosity and your gift of time. It really takes a community to support our children. Although I do not live in Oakland, I feel blessed to work in this community. It is by choice! I truly believe that our children deserve a quality education. Your community program helps support that by giving our students opportunities such as an appreciation for science!

While I realize that you all do not have a teaching background, please understand that the time you gave will be remembered and treasured by these young minds! And, today, you were teachers!

Lastly, I personally thank you for providing a great science lesson. I try my best to provide some science. However, with all the emphasis on standardized testing, I am instructed to provide a lot of math and English language arts. Any spare time I have is spent with educational plans and data analysis. It is difficult to find extra time to prepare and set-up for more hands-on experiments.

Enjoy the Thanksgiving holiday!

Diana

CRS 2010 Organization Accomplishments

- CRS conducted a thorough strategic plan which reaffirmed our mission and established a 'strategy screen' for considering future options. We established ambitious but achievable goals for the 2010-11 program year, and set up dashboards to track our progress.
- We completed full implementation of Salesforce.com platform across the organization, for efficiency in communication and workflow, resource management, and dashboarding our goals.
- We completed 2009-10 program year with strong accomplishments despite leadership transition and economic challenges. Conducted program evaluation and made needed adjustments over Summer 2010 in preparation for new program year.
- CRS implemented an intern program, bringing talented students and volunteers in for development, administrative, and program support. Hired part-time program assistant in November for program and development support.

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