The Noyce Foundation 2007

"The role of the individual as thinker or prophet, as scientist or engineer, as entrepreneur or advocate, is not to be minimized. Yet these roles can thrive only in conducive social and industrial environments. Creative thinking can exist in the African bush as well as in Silicon Valley, but in the bush it will more likely revolve around new methods of trapping game than around artificial intelligence. Economies and societies are the laboratories that define the problems thinkers solve and on which entrepreneurs capitalize."

Robert N. Noyce

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Letter from the Executive Director

Year in Review

Dear Noyce Foundation Colleagues,

The Noyce Foundation signaled several new engaging directions during 2007. We launched the First in Mathematics Consortium with nine school districts from the Silicon Valley Mathematics Initiative. Our focus is on achieving a breakthrough in the percentage of students passing the California algebra proficiency exam and succeeding in the high school college preparatory math sequence. The First in Mathematics Consortium is combining math coaching and assessment strategies from the Silicon Valley Mathematics Initiative with school and district-level leadership approaches in work across whole schools and districts. Student achievement data on the California Standards Test and the MARS assessment will be used to evaluate the initiative's progress.

Our Every Child a Reader and Writer Initiative began the transition from a fully-funded foundation initiative to a robust district support network. The original core school districts have not only continued to grow writing workshop within their districts, but over the past year they have coordinated resources and strategies within the network, including an enhanced focus on critical reading skills. Several partner districts have continued to significantly support writing workshop with no funding from the foundation. As the Every Child a Reader and Writer network evolves, we will capture lessons learned for dissemination to the field.

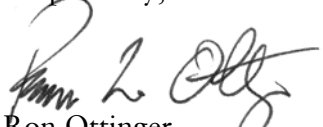
Building on the work of trustees with science centers in California, Massachusetts, and New York, the foundation launched a major new international science center executive leadership initiative with the Association of Science-Technology Centers, the Institute for Museum and Library Services, the Gordon and Betty Moore Foundation, and the David and Lucille Packard Foundation. The Noyce Leadership Institute will work with new chief executives and aspiring leaders to build a leadership pipeline, enhance leadership skills, and better connect science centers, children's centers, and other science non-profits with their communities.

The foundation made a major foray into out-of-school science with new initiatives that address gaps in the development of the informal science field. Major projects focus on creating instruments to measure outcomes of informal science programs, scaling research-based projects, and developing tools and web-based materials to link afterschool programs with rich science activities and programs. The goal is to significantly increase the number of students interested in pursuing science, engineering, and technology careers as well as to expand students' general knowledge of and fun with science.

While the foundation does not accept unsolicited proposals, we both operate initiatives and conduct strategic grantmaking that engage kids in an exciting manner and are high leverage opportunities, entrepreneurial, and cost effective.

We look forward to learning from our initiatives and grantees and disseminating broadly the knowledge that we gain from our work.

Respectfully,



Ron Ottinger
Executive Director

About the Noyce Foundation

Inspired by Robert Noyce's example, the Noyce Foundation embraces a set of core values that guide our work:

- Great accomplishments are realized when *optimism* guides and inspires bold learning.
- *Creativity* and *risk taking* are the bedrock of innovation and essential to forging a healthy democracy.
- *Determination* to reach high levels of achievement is fundamental to attaining excellence.
- Social innovation requires *commitment* to stay the course.
- *Flexibility* and *speed* allow us to respond to new opportunities and changing situations.

Maintaining these values, the Foundation operates under the following beliefs and principles:

We believe in building community. We seek to establish partnerships whenever we make a grant. The more we trust and know each other, the more we can "push" each other, challenge assumptions, and benefit from each other's knowledge. We strive to learn from our partners and to share that learning throughout our community.

We believe in focusing on content. Rather than just working with a broad brush to improve practice, we aim our programs and our grants at improving specific knowledge and skills within the content areas of math, science, and literacy. We prefer professional development to be targeted and specific.

We believe in focusing on the system. Working exclusively with teachers without considering the systems in which they are situated is insufficient. We believe that the organizational context is critical and our strategies need to target key aspects and role groups in and around the system in order to see promising change. Whether the context is a school, a district, a non-profit organization, or a region, we aim to impact the environment to advance our mission.

We believe in professional development. We think practice changes through professional development, and we utilize multiple strategies coupled with high-quality curriculum, assessments, and standards to engage adults.

We believe in fostering leadership. Strong leadership is at the heart of a strong organization. We focus on the development of leaders in order to promote their ability to leverage change in the system.

We believe in focusing on results. We not only concentrate on improving results for students, but we also concentrate on improved results for all participants in the system. It is essential for us to know how well we are doing relative to our goals.

Program Areas

Strengthening Instruction in High-Leverage Content Areas: Mathematics, Science, and Literacy

The Noyce Foundation focuses on strengthening instructional practice as a means to improve student learning. We work specifically on improving instruction in the areas of mathematics, science and literacy – the content areas that have the greatest potential for impacting a child's future. Our goals in the area of Strengthening Instruction are:

- *Mathematics:* to develop conceptual understanding and high levels of mathematical skill in all students, kindergarten through algebra.
- *Science:* to develop conceptual understanding, curiosity and scientific literacy in all students, mostly through informal science, with an emphasis on elementary and middle school-age students.
- *Literacy:* to develop competent and creative readers and writers in all students, kindergarten through sixth grade.

Teacher and Leadership Development

The purpose of teacher development projects supported by the Noyce Foundation is to improve student achievement. We provide support for continuing professional training as well as intensive support for teachers who are in their first two years of teaching. Additionally, we support the professional development of school and district leaders. We aim to create concrete examples of powerful leadership and improved academic achievement within a system-wide context. Our goal in the area of Teacher and Leadership Development is to raise the quality and quantity of teachers and administrative leaders in order to improve student achievement.

Policy

As a natural outgrowth of our focus on student achievement and systemic improvement of teacher practice and quality, the Noyce Foundation has developed an interest in impacting the policy arena. Noyce Foundation Trustees and staff have served in leadership roles for policy advising groups in both California and Massachusetts. Our work in policy aligns closely with our values and allows us to act quickly when a salient opportunity arises. Our goal in the area of Policy is to forge a centrist and activist voice on a small number of policy issues that directly impact our other goals.

Noyce Programs

First in Mathematics Consortium and Silicon Valley Mathematics Initiative

The Silicon Valley Mathematics Initiative aims to improve teaching and learning of mathematics in grades K-12. Funded jointly by the Noyce Foundation, member districts, and the Santa Clara Valley Mathematics Project, the initiative is led by the Foundation's Program Director of Mathematics, David Foster.

In 2007, the Noyce Foundation launched a new project in partnership with nine high-functioning districts from the Silicon Valley Mathematics Initiative (SVMI) selected to participate in the First in Mathematics Consortium (FiMC). Utilizing many of the tools and strategies developed in SVMI and supported by SVMI staff, consortium member districts are implementing a systemic approach to the improvement of mathematics achievement. Specifically, the project aims to improve the number of students who succeed in algebra and successfully navigate through the pathways of college prep mathematics by building greater capacity to lead, teach, and continually assess students on the big ideas of mathematics at all levels of the school system.

FiMC provides professional development and technical support for key role groups from each of the districts: superintendents, curriculum and instructional leaders, principals, coaches, and math teachers. District teams have come together periodically to report progress, discuss challenges, and plan next steps. Fourteen middle school and K-8 principals participated in seven professional development sessions during the year. The project supported middle school teachers in improving their content knowledge and instructional strategies for teaching algebra. Forty teachers from FiMC districts attended a week-long summer institute on algebraic reasoning. Starting in September, 85 teachers attended monthly professional development sessions on algebra instruction. A major focus of the work at schools was the formation of professional learning communities with middle school math departments. Math coaches also participated in ongoing professional development sessions focused on content, pedagogy, and coaching strategies with teacher teams. In the late spring, student achievement data and other data will be collected and districts will receive feedback on the implementation of their plans as they prepare for the following year. Lessons learned as a result of the FiMC work will provide valuable information for the continuing work of SVMI and the field in general.

In the broader SVMI initiative, the Noyce Foundation continued to provide support for professional development in math during the 2007-08 school year but with an emphasis on algebraic reasoning. The initiative operates on the principle that by focusing on the key strategies of professional development, math content coaching, and performance assessments, student achievement as measured against national math standards will improve. The professional development programs involve teachers, math coaches, and site leaders in year-round math content sessions, summer institutes, professional growth workshops, and math network meetings. Principals and key district personnel attend training in instructional leadership, school change, and math pedagogical content knowledge. With intensive in-class coaching, math teachers improve instruction by focusing on important content concepts and by developing techniques to support all students. Coaches vary the roles they play from modeling to team-teaching to critiquing lessons. Importantly, teachers regularly use performance assessment to inform their instruction.

Within the member school districts, SVMI sponsors the annual administration of the MARS exam, a summative math performance assessment. The exam is an instrument to measure students' ability to solve non-routine problems, explain and justify their solutions, and promote high level

Noyce Programs (cont.)

thinking skills. We report the results of the MARS exam to all stakeholders throughout the school system. Beyond that reporting, we also analyze the student papers to examine student thinking and misconceptions. We produce that analysis in an annual document entitled *Tools for Teachers* that describes the student thinking, understandings, errors, and misconceptions derived from the performance assessments. The purpose of the document is to inform teachers and support improved instruction.

Thirty-six districts paid the annual fee to become member districts; they received coaching support, professional development for teachers, and participation in the Mathematics Assessment Collaborative/MARS Exam. A total of 45 math coaches, who serve approximately 530 teachers and approximately 26,200 students, participated in monthly professional development and network meetings. The professional development impacted nearly 625 teachers in 160 schools and approximately 31,000 students. In addition, 58,065 students in grades 2-10 from the 36 member districts of the Mathematics Assessment Collaborative took the MARS exam; these students represented approximately 1,160 teachers' classrooms. Each district focused its professional development work at targeted grade levels, with the largest concentration in grades 3-6. An increased number of students in the targeted grade levels achieved at the highest levels of performance on the MARS exam.

Despite challenging state policy and fiscal factors, the new First in Mathematics Consortium and the overall Silicon Valley Mathematics Initiative are showing healthy progress. We are pleased that the results of the MARS exam continue to show growth in student problem-solving and achievement, the professional development activities have expanded, and we are reaching more teachers and schools than ever before in a focused, strategic effort to improve student learning and algebra proficiency.

Total Silicon Valley Mathematics Initiative: $2,484,580

Please visit our website http://www.noycefdn.org/math for more information.

Noyce Programs (cont.)

Informal Science

The Noyce Foundation is interested in significantly increasing the number of youth in the United States who pursue professions in science, technology, engineering and mathematics (STEM). It is a national imperative to foster ongoing innovation, solve major national and international environmental issues, enhance economic competitiveness, and address other issues. Another prominent interest is in lifting the STEM knowledge of the general population so that we all become more thoughtful participants in an increasingly complex democratic process and global economic system, and more responsible consumers and stewards of resources.

Influencing the STEM pipeline requires engagement in and outside of K-12 settings. Recent research published in *Science* magazine suggests that kids make choices about career direction as early as their middle school grades. Many decide early on against pursuing a rigorous course of study that would lead to science, technology, and engineering majors in college and professions after they graduate from universities.

The Noyce Foundation believes that providing large numbers of young people with out-of-school, engaging, quality, hands-on science, engineering, and technology experiences will stimulate a larger percentage to pursue STEM careers and enhance general STEM knowledge. Some researchers have found that STEM engagement is a critical pillar in the triad of engagement, capacity, and continuity that are required to support a young person on the path to a STEM career. The spark has to come from somewhere, and most often that is kindled in out-of-school or "informal" STEM experiences.

The nation is in a period of research and development about what works in informal science. The Noyce Foundation's goal is to support the informal science community in developmental initiatives that address gaps that exist in outcomes measurement, research and evaluation, program scale up, leadership development, policy issues, and pathways or pipeline design. We use the following criteria as a guide in pursuing and developing our work:

- Is the work meeting an important need that has been expressed by the field?
- Is the approach a "model" that when developed is likely to be adopted by the field?
- Are the players involved credible and respected by the field so that the work will be taken seriously when developed?
- Is the "model" scalable, including being financially sustainable?
- Is there evidence of effectiveness from research or evaluation?
- Is there a role model and other components that inform kids about the career possibilities?
- Is the "model" addressing all kids, including underserved kids?
- Are there foundation partners who will lend resources and credibility to the development effort with us?

Our current and proposed grants fall under the categories of research and outcomes measurement, field building, leadership development, and pathway design. Although we fund most projects one year at a time, many will play out over 2-3 years.

In addition to our grants to support quality informal science experiences for youth, we are pleased to announce the launch of the Noyce Leadership Institute – initiated by the Noyce Foundation in collaboration with the Association of Science-Technology Centers – to immerse science center

Noyce Programs (cont.)

executives in cutting edge knowledge and tools, promising practices, and professional networks, all designed to increase their capacity to lead effectively and have greater public impact in their communities in the 21st century. The Institute's first program, the Noyce Leadership Fellows, begins in June 2008, and 17 chief executives from science centers globally have been selected to participate. These inaugural Fellows, all relatively new in their CEO positions, were selected by a cadre of senior professionals from the fields of science museums and executive education. The program provides a mix of face-to-face sessions, coaching, peer learning, video conferencing, and other learning strategies over nine months, followed by ongoing Fellow alumni activities. Primary funding for the Institute comes from the Noyce Foundation, with additional support to date from the David and Lucile Packard Foundation, the Institute of Museum and Library Services, and the Gordon and Betty Moore Foundation.

Total Informal Science: $4,428,490

Please visit our website http://www.noycefdn.org/sciencegrants.html for more information.

Noyce Programs (cont.)

Every Child a Reader and Writer Initiative

The Noyce Foundation's Every Child a Reader and Writer Initiative (ECRW) seeks to improve achievement in literacy for students in grades K-5. The initiative is led by the Foundation's Literacy Program Director, Audrey Poppers, working in partnership with leadership teams from each of the districts. Since the inception of the Every Child a Reader and Writer Initiative in 2000, the Noyce Foundation has worked to support nearly 80 schools in 15 Silicon Valley school districts with grants and direct professional development. Over 25,000 students have benefited from the initiative through participation in a writing workshop program.

Beginning in the fall of 2006, the foundation and the districts have been collaborating to transfer program responsibility to each of the districts. During this time of transition, the foundation is focused on learning more about sustainability as the districts confront the challenge of going to scale with gradually decreasing support from an outside provider. In an attempt to learn what kind of support is most helpful the foundation has continued to provide professional development for leaders, to offer technical support, and to bring participants together as a network to share challenges and solutions and to learn from one another.

System-wide Professional Development: Over the past eight years, the initiative has delivered a wide range of in-depth professional development in literacy for teachers, district coaches, teacher leaders, principals, and central office administrators. The primary focus of the work has been the implementation of effective writing workshop practices in all classrooms. Over time, districts have assumed responsibility for teacher professional development. Noyce has continued to provide networking opportunities and professional development for principals, coaches, and teacher leaders in order to further build and maintain the leadership capacity necessary to sustain momentum and commitment within the districts.

Coaching: In the past, literacy coaches and teacher leaders from the participating districts have received monthly professional development on writing, writing pedagogy, coaching, and professional development strategies. As a result of this preparation, these coaches and teacher leaders now provide support for teachers at their respective school sites and lead professional development for teachers within their districts. The foundation continues to provide a reduced number of professional development sessions for coaches and teacher leaders as a means of adding to their current knowledge and skills. In addition, coaches receive technical support as they plan professional development for their districts. *Inside Writing Workshop,* http://www.insidewritingworkshop.org, is a new multi-media tool that was developed in partnership with the Carnegie Foundation for the Advancement of Teaching to assist coaches and teacher teams in improving writing practice.

Instructional Leadership: Each year, principals from participating schools have attended workshops and structured visitations to classrooms to enhance their skills as instructional leaders, as well as their literacy content knowledge. They have participated in collaborative, facilitated group work to support development of an improved literacy program within their schools. There has been great turnover in the membership of this group, due to retirements and changes of assignment. The foundation is continuing to offer some professional development for principals as a means of maintaining and strengthening the leadership capacity at each of the ECRW schools.

Network Meetings: District leadership teams – comprised of the district curriculum and instruction leader, a principal, and a coach – attended quarterly meetings. Noyce facilitates these

meetings, which are organized as opportunities for districts to share challenges and solutions, and to plan collaboratively for shared events. The overarching purpose of these meetings is to learn from one another as each district refines strategies for maintaining the work.

Assessment: All students at participating schools are expected to develop a portfolio of their work to demonstrate what they have learned as writers. For students – and for their parents – the portfolios are a record of accomplishment and pride; a tangible history of learning to write. Teachers use the process of choosing work for the portfolio as a strategy to help students learn to self-assess. Administrators learn much about the strengths of their writing programs by reviewing a sample of student portfolios. An extensive system of scoring rubrics and anchor papers for four genres – narrative, informational, response to literature, and procedural writing – has been developed. Teachers use these tools to inform instructional planning and professional development needs.

Although there is still much work to do during and after the transition, the districts are committed to expanding the writing workshop model into additional schools and classrooms. The work is difficult – districts have a major challenge in maintaining the effort as financial resources from Noyce and the state decrease; however, district commitment is motivated by the benefits they see for their students and teachers.

This transitional phase of the initiative affords Noyce an important opportunity to learn and make a contribution to the field in general. Through our continued partnership with the districts, we hope to learn how to assist a network of grantees to transition and sustain a program that was initially well-funded by a foundation once foundation funding has ended. We salute the persistence and dedication of all those involved.

Total Every Child a Reader and Writer Initiative: $994,320

Please visit our website http://www.noycefdn.org/literacy for more information.

Noyce Grants: 2007

Association of Science-Technology Centers (Washington, D.C.) $606,000
Support for an international initiative to establish an executive leadership program for new and aspiring chief executives of science centers and science museums. Pilot classes will be conducted and evaluated during 2008 and 2009.

Biological Sciences Curriculum Study (Colorado Springs, CO) $160,000
Support for collaboration between Biological Sciences Curriculum Study and Agile Mind to develop on-line resources for teachers and students in high school biology courses. The new on-line tools and professional development are being piloted in California and Texas school districts.

Boston Public Schools (Boston, MA) $22,000
Support for Thinking Science, a program to promote better thinking for pupils between the ages of eleven and fourteen in order to become more effective learners of science and other fields.

California Summer School for Mathematics and Science (COSMOS) (Oakland, CA) $50,000
Support for recruitment of African American, Latino, and other underserved students for potential participation in the summer 2008 COSMOS program, and assistance with evaluation efforts to provide more detailed information about how participation in COSMOS affects the longer term educational decisions of participants.

Center for Collaborative Education (Boston, MA) $10,000
Support for organizational restructuring to shift resources into pilot school replication.

Center for Enhancement of Science and Mathematics Education (CESAME) (Boston, MA) $10,000
Support for the Young Scholars Program, a six-week summer program aimed at introducing high school juniors and seniors to careers in engineering.

Center to Advance Research & Teaching in the Social Sciences (Boulder, CO) $20,000
Support for the writing of a research-grounded book on undergraduate research in science by Elaine Seymour and Heather Thiry.

COMAP (Bedford, MA) $90,022
Support for the Math is Everywhere video project that will show examples of math used in real life by people from various professions, along with accompanying web-based material specifically designed for high school students and their parents.

Cush Family Foundation (San Diego, CA) $7,500
Support for school-to-career education projects, mostly in the fields of science, engineering and technology.

Dana Center for Mathematics Education, University of Texas at Austin (Austin, TX) $50,000
(Total grant: $80,000)
Support for the project *Clarifying the Mathematical Underpinnings of Secondary School Mathematics in the United States* by Dick Stanley. The initiative will include the writing, publication, and distribution of seminal essays inspired by Dr. Stanley's work on key topics critical to the mathematics education of middle and high school students in the U.S.

EdSource (Mountain View, CA) $59,036
Support for the publication of a report on the status of K-12 math and science education in California.

Noyce Grants: 2007 (cont.)

The Exploratorium (San Francisco, CA) $256,418
Support for **the Bay Area Elementary Science Consortium**, including Curriculum Forums to help move districts toward a more inquiry-based approach to science education and a more kit-based, programmatic approach to elementary science teaching. ($20,000)

Support for the **Informal Learning Collaborative Leadership Program**. The ILC will provide training for science museum educators who lead afterschool STEM programs, including the creation of a set of design principles for high quality informal STEM activities in afterschool, program standards, and assessments and outcome evidence for what such programming can achieve in the afterschool context, all to be shared with the field. ($236,418)

Harvard Graduate School of Education (Cambridge, MA) $223,483
Support for a collaboration between the Harvard Graduate School of Education, Business School, and Kennedy School of Government to prepare candidates for the highest levels of responsibility in the education field. This support will help develop modules for the first year of this innovative three-year program.

Lawrence Hall of Science (Berkeley, CA) $353,118
Support for the **Coalition for Science After School**, including development of effective approaches and models for providing professional development for science in afterschool, establishment of regional networks for afterschool science, website development, and presentations and workshops at major afterschool conferences. ($50,000)

Support for **Seeds of Science/Roots of Reading**, a series of integrated literacy and science instruction units for elementary grades. Lawrence Hall of Science will develop additional accommodations and supports for ELL students, an experimental evaluation with ELL students, and materials for parents of ELL students to promote home practices for student success in literacy and science. ($153,118; total grant: $305,509)

Support to expand the **Consumers Guide to Afterschool Science Resources**, an online resource guide to science materials in afterschool settings aimed at practitioners. Lawrence Hall of Science will add interactive components to the website, get user reviews from staff at afterschool programs, and collect information on materials with which users are working. ($130,000)

Support for a $10,000 **Annual Prize for Excellence** in the design of tools for teaching and learning to be awarded to a designer or designers as selected by the International Society for Design and Development in Education (ISDDE). ($20,000)

Mass Insight Education (Boston, MA) $50,000
Support for professional development for teachers of mathematics and science as part of the Advanced Placement Initiative in Massachusetts.

Massachusetts State Science and Engineering Fair (Cambridge, MA) $100,000
Support for the Curious Minds Initiative, which aims to engage more teachers and students in inquiry-based learning and science fair projects.

MATCH Charter Public High School (Boston, MA) $10,000
Support for MATCH Corps, a program that recruits recent college graduates across the nation and deploys them as full-time tutors serving high-poverty students at the MATCH School.

Noyce Grants: 2007 (cont.)

Mathematical Sciences Research Institute (MSRI) (Berkeley. CA) $25,000 (Total grant: $50,000)
Support for conferences on critical issues in mathematics education, including equity and social justice in mathematics education and international comparisons in mathematics education. MSRI will disseminate proceedings and materials of the conferences.

National 4-H Council (Washington, D.C.) $650,000 (Total grant: $1,050,000)
Support for the pilot of the Science, Engineering and Technology Initiative, including professional development, curriculum development, program implementation, evaluation, and development of a marketing and publicity plan. The pilot initiative aims to provide professional development to 10,000 after-school providers in order to improve science, engineering, and technology achievement and competencies for 150,000 young people in the next three years.

National Public Radio (Washington, D.C.) $300,000 (Total grant: $600,000)
Support for Science Friday radio programming and outreach to science teachers through the website Kids' Connection.

New Leaders for New Schools (New York, NY) $300,000 (Total grant: $600,000)
Support for an evaluation of the New Leaders program with particular emphasis on formative data that can be used for program improvement.

New York Hall of Science (Queens, NY)
Support for the dissemination of the **Science Career Ladder Program** to 6-8 other museums. The Science Career Ladder program is an innovative education, employment and mentoring program that provides work experiences to high school and college students as museum floor staff, exhibit explainers, and interns at the New York Hall of Science. ($225,000; total grant: $420,000)

Support for a **Science Career Ladder Dissemination conference** with senior leadership of participating science museums in the Science Career Ladder Dissemination program, focusing on the different impediments to creating a successful youth employment program in science museums. The New York Hall of Science will document, summarize, and distribute the conference proceedings. ($20,000; total grant: $40,000)

Program in Education, Afterschool & Resiliency at McLean Hospital/Harvard University (PEAR) (Belmont, MA) $130,000 (Total grant: $146,000)
Support for the research and creation of evaluation tools and instruments to help enhance the delivery of quality informal science programs across the U.S., develop youth interest in science and STEM careers, and build organizational capacity and effectiveness.

Rennie Center for Education Research & Policy (Cambridge, MA) $262,500 (Total grant: $665,000)
Support for education policy work in the areas of research, convening, journalism, public education, and constructive activism.

Resource Area for Teachers (RAFT) (San Jose, CA) $5,000
Support to help teachers use donated materials to teach "hands-on" math, science, and technology to pre-K through grade 12 students.

Noyce Grants: 2007 (cont.)

A Schmahl Science Workshop (San Jose, CA) $43,355
Support for Schmahl Science programs, including the Advanced Student Research Program, a mentoring program for middle and high school students to develop research projects for science fairs and other science programs; ongoing staff development for instructors and managers; reduced-fee science workshops for schools with under-represented student populations; and linking Schmahl Science Workshops lessons to the Open Court language arts curriculum in grades 3-5.

ScienceWorks Hands-On Museum (Ashland, OR) $15,000 (Total grant: $50,000)
Support for the Education Program Capacity Project, including the hiring of a full-time Director of Education.

SRI International (Menlo Park, CA) $221,933 (Total grant: $354,520)
Support for the pilot to scale the Build IT program, a technology design program for middle school girls developed by SRI International, within the Girls Inc. network.

Talking Science (Stamford, CT) $372,000
Support for Science Friday outreach via xRadio, blog, YouTube, Second Life, Hispanic media, and podcasts.

Teach for America (New York, NY) $100,000
Support for the 2008 Math, Science and Engineering Recruitment Campaign.

The Tech Museum of Innovation (San Jose, CA) $130,000
Support for Fall 2007 school field trips to the museum.

The After School Corporation (TASC) (New York, NY) $100,000
Support for the pilot of a national model for delivering STEM activities in 40 publicly-funded afterschool programs in New York City. Noyce funds will support trainings for afterschool program directors and school leaders to gain support for STEM curricula in afterschool, as well as trainings for afterschool program site coordinators, line staff, and school staff on research-based STEM curricula.

University of Massachusetts, Lowell (Lowell, MA) $115,000
Support for **DESIGNCAMP**, a summer science and engineering camp serving students grades 5 – 11. ($10,000)

Support for the expansion of **DESIGNLAB**, an afterschool engineering program run by middle school science teachers at school sites throughout Massachusetts. ($105,000; total grant: $130,000)

WGBH Educational Foundation (Boston, MA) $75,000
Support for the educational outreach and web components of "Design Squad," an educational television program for children.

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