

# THE NOYCE FOUNDATION 2011

"Optimism is an essential ingredient for innovation. How else can the individual welcome change over security, adventure over staying in safe places? A significant innovation has effects that reach much further than can be imagined at the time, and creates its own uses. It will not be held back by those who lack the imagination to exploit its use, but will be swept along by the creative members of our society for the good of all. Innovation cannot be mandated any more than a baseball coach can demand that the next batter hit a home run. He can, however, assemble a good team, encourage his players, and play the odds."

Robert N. Noyce

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# Contents

About the Noyce Foundation	1
2011 Year in Review: Letter from Ron Ottinger, Executive Director	2
Highlighted Work: Informal Science	3
Highlighted Work: Human Capital	5
Grants Made in 2011	7
Board of Trustees, Staff	15

## About the Noyce Foundation

The Noyce Foundation aims to help young people become curious, thoughtful, and engaged learners. The Foundation focuses on a few key areas: expanding opportunities for students to experience hands-on science in out-of-school settings; supporting human capital efforts to develop effective teachers and principal leaders; and investing in models and policy for improving the teaching of math and science.

The Noyce Foundation was created by the Noyce family in 1990 to honor the memory and legacy of Dr. Robert N. Noyce, co-founder of Intel and inventor of the integrated circuit which fueled the personal computer revolution and gave Silicon Valley its name. Although he was an individual of daunting talents and intellect who was honored by two presidents as well as his academic and industry peers around the world, Bob Noyce also remained a humble and approachable man who believed fervently in democracy. In everything the Noyce Foundation undertakes, we are committed to promoting the qualities that Bob Noyce embodied: optimism, creativity, risk taking, and determination.

In recognition of Bob's concern about the shrinking pipeline of students interested in and committed to science-related careers, the Noyce Foundation has focused on model and policy efforts for improving math, science, and literacy. Until recently, much of our focus had been on improving instruction in math, science, and early literacy in public school districts. However, as schools focused on math and literacy in response to No Child Left Behind, leaving science behind, we began an emphasis on field-building initiatives for out-of-school science programs that show promise of sustaining and engaging students' interest in science, especially at middle school, a time when students tend to make critical decisions about subjects that interest them. Our informal science initiative includes support for leadership development in science centers. The Foundation's human capital investments have focused on organizations that are leading national thinking and initiatives to increase the quality and effectiveness of the teacher and principal workforce in particular, and to rethink human resource systems within school districts.

## 2011 Year in Review

Dear Friends and Colleagues,

At the Noyce Foundation, we strive to make investments that seed field-building efforts in areas that spark curiosity and engage youth to discover the wonder and importance of science, particularly during the middle school years when young people are making choices about their academic interests and becoming aware of career possibilities. We prefer to partner and collaborate with other funders, identify best-in-class organizations to lead efforts, ensure that impacts and outcomes are measured and evaluated, and take calculated risks on high leverage-high yield strategies. We are a learning organization that wants to help organizational leaders mine lessons learned for us and for the field. We are long on up-front vetting and short on bureaucracy. We don't take unsolicited proposals.

In our 2011 annual report, you will find a concentration of grantmaking in informal science and human capital. Highlights of our work in these two areas can be found in the report. 2011 was the Year of Science in Afterschool, and we partnered with major national out-of-school time (OST) organizations, with the Mott Statewide Afterschool Networks, and the Collaborative for Building After-School Systems to promote and integrate science into existing OST settings and structures across the country, including efforts to develop the instruments to assess impacts on youth interest and engagement in science. We joined with private and corporate funder colleagues to launch a STEM Funders Network that can leverage investments in big bet strategies to improve science, technology, engineering, and math education in and out of school. Our human capital investments helped build out the core strategies of several major national organizations that are leading the national thinking and development of work on teacher, principal, and district leadership effectiveness. Education Resource Strategies, New Leaders for New Schools, and The New Teacher Project are at the vanguard of national efforts to recruit, train, compensate, and evaluate teachers, principals, and central office managers of schools.

Additionally, we made targeted investments in math and multiple pathways to postsecondary and careers. In math, a small-scale study on student course taking patterns in middle and high school math yielded shocking results on algebra achievement and math placement, and has led to a replication of the study statewide in California that has potential to inform state and eventually national policy. Our multimedia website, [www.insidemathematics.org](http://www.insidemathematics.org), offers tools for math professional development and coaching, best-in-class videos and MARS tasks aligned to the new Common Core mathematics standards. The site's users have grown to 4,000 teachers and other educators per week.

We invite you to review our initiatives, grants, and resources, and send us your comments, at our website, [www.noycefdn.org](http://www.noycefdn.org).

Sincerely,



Ron Ottinger  
Executive Director

## **Highlighted Work: Informal Science**

The Noyce Foundation has undertaken several major initiatives to support high quality science programming in out-of-school time (OST). These initiatives are impacting millions of youth, including a high percentage from populations underrepresented in technical fields. As these projects mature, we are learning valuable information about how to bring good programs to scale and sustain them over time.

### **Scaling quality science programming outside of school**

The Noyce Foundation is supporting the scaling efforts of large organizations that either have science as a mission or are intermediaries or networks of traditional OST programs integrating science into their offerings. Initial Foundation efforts for scaling have been with the 4-H Science Initiative by the National 4-H Council; Techbridge, a program of the Chabot Space & Science Center scaling within the Girl Scouts national network; Build IT, a program co-developed by SRI and Girls Inc. expanding within the Girls Inc. national network; and The After-School Corporation's expansion of its Frontiers in Urban Science Exploration program within New York City and to other cities nationally through the Collaborative for Building After-School Systems. In addition, the Noyce Foundation is working closely with the Mott Foundation to introduce science programming into the 39 statewide afterschool networks. Major projects are already underway in 7 states -- California, Missouri, Kansas, Michigan, Nebraska, Oklahoma, and New York -- and the plan is to increase to 19 states over 3 years. Leaders of these Noyce-funded projects are passionate about their work, and are among the brightest and most knowledgeable in the field of informal science education.

### **Outcomes and assessment of informal science programs**

Four research projects are funded by the Noyce Foundation to go beyond individual program evaluations and gather data relevant to a broad range of OST programs. The Common Goals, Common Assessments project, co-led by Gil Noam of PEAR and informal science consultant Cary Sneider, has brought our OST grantees together to develop a common assessment tool. PEAR is developing the capacity to quickly analyze data from project evaluators so as to provide useful and timely reports to our grantees. 2012 will provide the first opportunity to harvest data from this effort, and provide cross-project analysis of the extent to which science in OST is having an impact on the interest and engagement of youth during the critical upper elementary and middle school years. The Synergies research project, led by John Falk and Lynn Dierking at Oregon State University, has begun investigating how science interest, engagement, and knowledge are influenced by participation in formal and informal science programs within a community. Robert Tai at the University of Virginia is conducting a large-scale, longitudinal, comparative study of approximately fifty OST science programs to determine impacts on participants' high school course-taking patterns and college and career choices. The fourth project is a case study of four schools that have substantially extended their school day so that all of the students in the school can experience the sort of quality OST science programming that is typically left

to chance. That study by the National Center on Time and Learning, *Strengthening Science Education: The Power of More Time to Deepen Inquiry and Engagement*, was released in 2012.

### **Helping museums and science centers better serve their OST and youth communities**

Museums and science centers are connected with several of the initiatives already described above, such as Techbridge, which was established at Chabot Space and Science Center, Project Exploration, which partners with the Field Museum of Natural History and the Museum of Science and Industry, and Missouri's Project Liftoff which includes the St. Louis Science Center and the Kansas City Science Center at Union Station. And, of course, the international Noyce Leadership Institute for science center professionals supports efforts to broaden the engagement of science centers with their communities. In addition, the Noyce Foundation supports a project by the Exploratorium, Museums Afterschool—Principles, Data, and Design (MAPDD), which brings together educators from ten science centers and children's museums with afterschool organizations to study the underlying design principles driving quality programming. The Noyce Foundation is also supporting the Conversations: Building the Human Infrastructure of Science project, led by the New York Hall of Science, which is a collaboration of seven museums focused on new methods for engaging visitors to engage in engineering design challenges on the museum floor. This effort has deep roots at the New York Hall of Science in the Career Ladder Program that engages youth as museum interpreters and in the new Maker Faire movement that is sweeping the country.

### **National policy and awareness efforts to broaden and support science in OST**

The Noyce Foundation is working to marry the fields of informal science and OST youth development through policy, research, organizational and geographic scaling initiatives, tools for assessing impact and outcomes, and awareness efforts. Policy—which includes sharing the evidence for informal and OST science, expanding funding streams, and inclusion in state science education programs—is a key arena to promote and build the field of informal and OST science. Several grants are stimulating policy development and awareness, including support for The Afterschool Alliance's STEM Policy Director position; the collaboration by the three major OST organizations – the Afterschool Alliance, the National AfterSchool Association, and the National Summer Learning Association – to create the Year of Science in Afterschool through coordinated joint publications, conference speakers, and special conference strands; and a Summit on Assessing Informal Science Learning and Programming, being organized by the National Research Council and PEAR that will take place in 2012. The NRC Summit will convene a working group to review existing conceptual frameworks for assessing informal science learning and analyze existing strengths and assessment gaps, ultimately to recommend the use of existing instruments and the development of additional ones. PEAR will produce and disseminate a synthesis report of Summit findings.

## Highlighted Work: Human Capital

The Noyce Foundation's human capital efforts in 2011 focused in several areas led by new and existing investments in four organizations that are redefining human capital management systems: Education Resource Strategies, the Harvard Graduate School of Education's Doctorate in Education Leadership (Ed.L.D.) program, New Leaders for New Schools, and The New Teacher Project. The Foundation is supporting major research and development initiatives to create new models for the recruitment, compensation, development, evaluation, and accountability of school principals and teachers. Additionally, the Foundation supports Education Resource Strategies' efforts to help large urban districts identify and address resource decisions that don't support improving student performance.

Our discussions with and learning from our human capital grantees are ongoing. Recent conversations have been on opportunities to effect wide-scale change of human capital systems in public schools. Key points from that ongoing conversation include:

***Seizing the moment when changes in education policy can create great schools and systems at scale.***

Over the last few decades, policy change in education has often come incrementally—despite growing evidence that much of the nation's education policy infrastructure and funding streams fail to improve student achievement or educational equality. Yet in the months leading up to the \$4.3 billion Race to the Top competition, 12 states passed legislation to overhaul their teacher evaluation systems, and they and other states are including student academic growth in teacher evaluation and compensation decisions. Our grantees report they could not have anticipated the welcome pressure to transform the entire system that has resulted from the combination of increasing evidence that schools can achieve dramatic improvements in performance with high poverty children, the focus on teaching effectiveness and the nearly universal adoption of Common Core State Standards. The changes in education policy over the last 18 months resulted from a confluence of ideas, leadership, and funding. It is critical that education innovators be ready at a moment's notice to respond to the opportunities afforded by a new landscape.

***There is a clear link between effective talent management and student achievement.***

In Washington, DC, The New Teacher Project (TNTP) has had an opportunity to assess the real impact of effective talent management through a three-year study of human capital practices across the city's charter school sector, involving hundreds of teachers at 37 charter schools. Using the results of an initial survey, TNTP created an Instructional Culture Index (ICI), which reflects three leading indicators of strong talent management, including the extent to which teachers agree that (1) they share a common vision of what effective teaching looks like at their school; (2) expectations for effective teaching at their school are clearly defined; and (3) their school is committed to improving their instructional practice. The ICI has allowed TNTP to pinpoint specific attitudes and behaviors that distinguish top-indexed schools from bottom-indexed schools in every major area of talent development. TNTP's preliminary

analysis shows a correlation between schools with higher ICI scores and greater student achievement as measured by average proficiency in DC reading and math tests.

New Leaders for New Schools (NLNS) has developed an Urban Excellence Framework that includes guidance to principals on how to build positive school cultures to promote and lead to significant student achievement gains. Analysis of the data from principal interviews and visits to NLNS' highest performing schools revealed the following components of a coherent culture model:

- Having a clear vision, mission, and values is essential but not sufficient. Schools with positive and healthy cultures have translated values into specific behaviors that all adults and students are expected to embody at all times.
- Once those behaviors are identified, all adults in the school must develop common language and tools to teach students what the behavioral expectations are and how to successfully live them. Ongoing lessons about behavioral expectations must be explicitly connected to the school's mission and values so that students and adults understand why these specific behaviors are essential to student success.

***Individual schools are achieving dramatic results—but we still need effective systems. The public is focusing on teacher evaluation and restructuring benefits, but we need to build on this to focus on continuous improvement of teaching teams and restructuring compensation to attract and keep the best.***

Too many students get left behind if we take improvement school by school without changing the system around it. Systems of schools, including charter consortia, have opportunities to leverage human capital, share knowledge, create economies of scale, and engage with communities that individual schools just don't. Education Resource Strategies (ERS) now has online tools that help district and school leaders explore trade-offs of difficult resource options and build consensus on tough choices that could support transformation. In addition, the state and national focus on *individual* teacher effectiveness measured mostly by test scores, emphasis on hiring and firing, and reducing benefits spending has downsides that impact urban schools the most. We know that students soar when teams of teachers combine their expertise and energy to know students well, monitor their progress, and intervene to keep them on track or urge them higher every step of the way. In high-performing schools, students don't belong to a single teacher, but to the team of adults who work with them in that moment and over their career in the school. ERS is learning from teachers and principals that a simplistic focus on individual teacher scores and effectiveness can conflict with emphasis on building teacher teams.

The Harvard Graduate School of Education has launched a practice-based Doctorate in Education Leadership (Ed.L.D.) program to develop education sector leaders who can help lead the transformations needed at the district, state, and federal levels. The program integrates the fields of education, business, and public policy in visionary ways and is designed to prepare graduates for a variety of system-level leadership responsibilities in organizations such as school systems, state departments of education, U.S. Department of Education, national policy organizations, national nonprofits or mission-based for-profits, and foundations/funders.

# Grants Made in 2011

## Major Grants

<b>Achieve</b> (Science Pathways and Examples) <i>Washington, DC</i> Develop pathways and examples for middle and high school science tied to the Next-Generation Science Standards.	\$200,000
<b>Afterschool Alliance</b> (Mapping the Field of Afterschool STEM Education) <i>Washington, DC</i> Prepare a map of the field, including major work being done and prioritized needs of the field. Report on redundancies, gaps, and opportunities to reallocate direct resources. Prepare a brief report to aid funders and others in identifying strategies to move the field forward.	\$35,000
<b>Association of Science-Technology Centers (ASTC)</b> (Noyce Leadership Institute, 2011-2012 Fellows program) <i>Washington, DC</i> Continued development of the Noyce Leadership Institute to provide executive leadership programs for new chief executives and senior managers, primarily in the science center field.	\$650,000
<b>California After School Network</b> (California STEM in OST Initiative) <i>Davis, CA</i> Create and implement a robust, statewide system that can deliver high-quality STEM experiences during out-of-school time to over a million students in California and support the 40,000 OST professionals who serve them.	\$400,040
<b>Center for the Future of Teaching and Learning</b> (California Statewide Math Pathways Project) <i>Santa Cruz, CA</i> Conduct a statewide analysis of middle and high school course-taking patterns in math and science. Conduct case studies of course-taking patterns in 2-3 districts. Publish the findings and recommendations, and brief policymakers and education leaders.	\$150,000
<b>Cornell Lab of Ornithology</b> (Citizen Science Evaluation Instruments) <i>Ithaca, NY</i> Develop customizable evaluation instruments including those for culturally sensitive informal science programs. The evaluation instruments will be freely available on PEAR's website, "Assessment Tools in Informal Science," which was created with Noyce Foundation support.	\$105,110

<p><b>Dana Center</b> (Academic Youth Development Phase II , year 1)  <i>Austin, TX</i>  Support the AYD program to become a national model for introducing teachers and students—particularly students in underserved areas—to powerful ideas from the psychological and learning sciences to enhance engagement in learning, achievement, and productive persistence.</p>	<p>\$348,844</p>
<p><b>Education Resource Strategies</b>  <i>Watertown, MA</i></p>	
<p><b>Expanding Knowledge and Research to Leverage District Learnings and Increase Impact</b> (year 3)  Develop and scale ERS’s Knowledge and Research infrastructure and practice, and position the organization for future growth.</p>	<p>\$620,000</p>
<p><b>Key District Partnerships</b>  Targeted support of partnerships with leading-edge districts to develop innovative examples of transformational changes, increase the quality of benchmark data in its national database, and provide a cohort of district and other partners for collaboration.</p>	<p>\$450,000</p>
<p><b>Tough Times Plan</b>  Develop a communications plan to determine the most leveraged and effective way to build on ERS’ current communications work.</p>	<p>\$100,000</p>
<p><b>Experience Corps</b> (DC Learning Lab, year 1)  <i>Washington, DC</i>  Implementation of the DC Learning Lab Project, which will test innovations in literacy interventions to improve student outcomes among students in high-need Washington, DC elementary schools.</p>	<p>\$150,000</p>
<p><b>Grantmakers for Education</b>, fiscal agent for STEM Funders Network  <i>Portland, OR</i>  Background work to form a STEM grantmakers network that would include formal and informal STEM funders, including a landscape piece delineating the opportunities for high-leverage collaborative funding.</p>	<p>\$10,000</p>
<p><b>Gulf of Maine Research Institute</b> (Vital Signs program)  <i>Portland, ME</i>  Adapt the Vital Signs citizen science program for out-of-school settings and pilot it with afterschool programs. Develop partnerships and a network to spread the program throughout Maine once it is developed, and create a plan for scaling and exporting the out-of-school model nationally.</p>	<p>\$128,576</p>

**Harvard Graduate School of Education**  
*Cambridge, MA*

<b>Harvard Graduate School of Education Partners Network</b> (year 2) The Harvard Graduate School of Education has launched a practice-based Doctorate in Education Leadership (Ed.L.D.) program to develop leaders who will transform American education. As part of the program, Ed.L.D. students in their third year complete a year-long residency leading a significant improvement effort for their capstone project. The Noyce Foundation is supporting the development of a partner network of exceptional organizations that host Ed.L.D. students, which will coordinate the placement and supervision of Ed.L.D. students in residency sites, maintain close relationships with senior leaders in the partner organizations, and build a knowledge base that supports transformational work at the system level.	\$250,000
<b>Pathways to Prosperity</b> (Phase II) Develop a major national demonstration project in a handful of committed states which will equip a significantly larger fraction of their young people with the skills and training to be successful in this increasingly demanding labor market.	\$200,000
<b>Mingoville</b> (Online Mathematics Program) <i>Copenhagen, Denmark</i> Translate the current version of the “Skolemat” math program for grades 1-3 into English and pilot it in Washington, DC public schools in partnership with Experience Corps.	\$300,000
<b>Missouri State Afterschool Network</b> (Project LIFTOFF, year 2) <i>Columbia, MO</i> Develop a strategic model for a statewide system of informal STEM education in Missouri that reaches 20,000 students with quality informal science programming over three years, and create a model for replication in other states.	\$482,990
Project Liftoff planning grants to develop statewide partnerships for informal science education: Indiana Afterschool Network Iowa Afterschool Alliance Kansas Enrichment Network Kentucky Out-of-School Alliance Michigan After-School Partnership Nebraska Community Learning Center Network Ohio Afterschool Network Oklahoma Afterschool Network	\$40,000

**Missouri State Afterschool Network (cont'd)**

Project Liftoff SySTEM grants to develop and implement statewide systems for informal science education (year 1): Kansas Enrichment Network Michigan After-School Partnership Nebraska Community Learning Center Network Oklahoma Afterschool Network	\$300,000
<b>Motion Math</b> (Mathematics Learning Games on Mobile Technologies) <i>Oakland, CA</i> Complete the first suite of Motion Math projects, including real-time experimentation of game elements, optimizing efficacy and engagement metrics, and a formal efficacy study.	\$50,000
<b>National 4-H Council</b> (4-H Science Initiative, year 2) <i>Washington, DC</i> Implement the evaluation plan for the 4-H Science Initiative and build capacity of 4-H state leaders, local leaders, and national infrastructure to reach 1 million new youth with STEM programming by December 2013.	\$1,599,885
<b>National Center on Time &amp; Learning</b> (Dissemination of ELT Report) <i>Boston, MA</i> Dissemination of the report "Strengthening Science Education: The Power of More Time to Deepen Inquiry and Engagement."	\$35,000
<b>National Council of Supervisors of Mathematics (NSCM)</b> (Using the Noyce Foundation's Inside Mathematics Website to Support Math Education Leaders) <i>Denver, CO</i> Create and disseminate professional development sessions using Inside Mathematics resources to illustrate the Common Core math practice standards. Develop a coaches and specialists webpage featuring Inside Mathematics resources.	\$175,890
<b>National Governors Association Center for Best Practices</b> (STEM Agenda for Governors and States, year 2) <i>Washington, DC</i> Assist states to include informal science education within comprehensive, equity-based and accountability-driving STEM education policy agendas. Identify best practices in informal science education and work to ensure integration of informal science within state education policy agendas.	\$100,000
<b>New Leaders for New Schools</b> (Core Operating Support, year 1) <i>New York, NY</i> Develop the capacity, tools, and knowledge to help districts change their approach to recruiting, training, and supporting principals. Years 2 and 3 of the grant include a matching fund requirement.	\$500,000
<b>New York Hall of Science</b> (Building the Human Infrastructure of Informal Science) <i>Queens, NY</i> Identify, reflect upon, and disseminate the best practices for facilitating design-based museum activities across the country and internationally.	\$75,000

<p><b>Noyce Foundation Online Professional Development for Science in Afterschool</b>  Research and development of an online/blended model of professional development in science for afterschool program staff. Phase 1 of the project focuses on securing a home and technology partner for the website</p>	<p>\$71,669</p>
<p><b>Oregon State University</b> (Synergies Research Project, year 1)  <i>Corvallis, OR</i>  John Falk and Lynn Dierking’s study of STEM interest development ecologically in everyday life and across multiple formal and informal education settings while also actively involving members of the community in a collective effort to enhance children’s STEM interest and engagement.</p>	<p>\$292,476</p>
<p><b>PEAR (Program in Education, Afterschool and Resiliency) at McLean Hospital/Harvard</b>  <i>Belmont, MA</i>  Grants to support assessment tools in informal science:</p>	
<p><b>Enhancing the Impact, Reach, and Sustainability of the “ATIS” website:  Assessment Tools in Informal Science</b>  Website programming related to the Science and Math Informal Learning Educators (SMILE) and Informal Commons collaboration by the Center for Advancement of Informal Science Education, through which ATIS resources will be linked to and shared with SMILE and other key informal science websites under one shared login. Add more tools, content, and resources to the ATIS website.</p>	<p>\$86,203</p>
<p><b>Common Assessment Tool</b>  Data analysis and validation of the STEM Interest and Engagement assessment tool for afterschool and out-of-school programs, which measures youth engagement, interest, and excitement in science.</p>	<p>\$38,850</p>
<p><b>National Research Council/PEAR collaboration</b> (Strategies and Tools for Assessing Informal Science Learning and Programming: A Leadership Summit and Planning Meeting)  The NRC will convene a working group to review existing conceptual frameworks, materials and reports for assessing informal science learning. , analyze existing strengths and assessment gaps in the field, and make recommendations for the use of existing valid and reliable instruments and for the development needs of additional instruments. PEAR will provide support for the meeting and will produce and disseminate a synthesis report of summit findings.</p>	<p>\$121,029</p>
<p><b>Project Exploration</b> (Exploring Chicago’s Science Out-of-School Opportunity Landscape and Implications for a City-Wide System for Science Pathways)  <i>Chicago, IL</i>  Create the first detailed snapshot of OST science program services and availability for Chicago Public School students. Develop and disseminate a report assessing the landscape and outlining an action plan for a city-wide systemic approach to creating and sustaining transparent youth-oriented pathways into science and engineering.</p>	<p>\$89,000</p>

<p><b>Rennie Center for Education Research &amp; Policy</b> (Sustain and Deepen the Rennie Center’s Work in Massachusetts and Nationally, year 2)  <i>Cambridge, MA</i>  Diversify sources of funding, including marketing contract research; become the “go-to” resource for national organizations interested in lessons from education reform in Massachusetts; and establish a national network of other state-based organizations that are focused on using research to engage with and inform the decisions of policymakers. Of the total amount, \$200,000 is matching funds.</p>	\$300,000
<p><b>Schmahl Science Workshop</b> (Field Testing a Coaching Model for Expanding Afterschool Science, year 1)  <i>San Jose, CA</i>  Adapt Schmahl’s existing successful and engaging in-school lessons for afterschool settings. Field-test the lessons and coaching model for afterschool staff at five sites.</p>	\$100,000
<p><b>Science Friday Initiative</b> (Matching Grant Support to Ensure Financial Sustainability)  <i>New York, NY</i>  Matching grant for Science Friday to continue to expand its donor base and examine revenue-generating possibilities, including podcast subscriptions, mobile apps, and partnerships with iTunes, Amazon, and other commercial media distributors. The Noyce Foundation matched funds at a 1.5 to 1 ratio.</p>	\$250,000
<p><b>Smithsonian/National Science Resource Center</b> (Expanding the LASER Program to High Poverty Urban and Rural Schools, year 2)  <i>Washington, DC</i>  Expand and validate the LASER program in high-poverty urban and rural schools in Texas, North Carolina, and Indiana over five years to reach 75,000 students and 3,000 teachers, and to test its impact with a rigorous, randomized control study.</p>	\$30,000
<p><b>SRI International</b> (Scaling up Build It in the Girls Inc. Network, year 2)  <i>Menlo Park, CA</i>  Scale the Build IT program, a technology design program for middle school girls, within the Girls Inc. network and evaluate its impact. The program will be implemented at 26 Girls Inc. affiliates through 2012 ultimately reaching 20,000 girls and will include the integration of the program materials into Girls Inc.’s intranet, professional development by SRI and by Girls Inc., and evaluation.</p>	\$270,803
<p><b>Techbridge</b> (Girls Go Techbridge Scale Up: Encouraging Girl Scouts in Science and Engineering, year 2)  <i>Oakland, CA</i>  Support to scale up Girls Go Techbridge to provide science, engineering, and career exploration resources for 12,000 Girl Scouts in 15 Girl Scout councils across the U.S.</p>	\$738,580

## **The After-School Corporation (TASC)**

*New York, NY*

Grants to expand the Frontiers in Urban Science Exploration initiative:

<b>Afterschool Science Programming Nationally</b> (year 2)	\$490,136
In partnership with the Collaborative for Building After-School Systems, expand the Frontiers in Urban Science Exploration initiative to build nationwide momentum and capacity for high-quality informal science learning in afterschool hours. Sites during year one included Providence, RI and the San Francisco Bay Area, CA; in year two, additional sites included Boston, Palm Beach County, and Baltimore.	
<b>Collaboration with New York State Afterschool Network</b> (Afterschool Science Programming in New York State)	\$230,000
Spread TASC's Frontiers in Urban Science Exploration program statewide in New York through the Mott-funded New York State Afterschool Network, reaching 1,000 kids with high quality afterschool science programming in 18 months and the potential to reach 32,000 kids over three years.	
<b>WNET</b> (International Summit on the Teaching Profession)	\$30,000
<i>New York, NY</i> Convening of the Ministers of Education, heads of teachers unions, and other high-level delegates from 25 countries to discuss the recruitment, preparation, development, retention, evaluation, and compensation policies for teachers, including primarily STEM teachers, that will lead to the creation of a world-class teaching force.	

## **Other grants**

<b>Ashoka</b> (Changemakers Partnership for Excellence Competition)	\$10,000
<i>Arlington, VA</i> Sponsorship of a People's Choice award in the <i>Partnering for Excellence: Innovations in Science + Technology + Engineering + Math Education</i> competition. The competition, led by the Carnegie Corporation, rewarded creative approaches to solving the country's STEM challenge by bringing STEM experts to advance STEM learning in public schools. Other funders of the competition included ExxonMobil, Google, the Jhumki Basu Foundation, Alcoa, the Mind Trust, AFT Innovation Fund, Amgen, and the Howard Hughes Medical Institute.	
<b>City Year</b> (Save Service in America Campaign)	\$25,000
<i>Washington, DC</i> Amplify and sustain a public awareness campaign that explains the critical role of national service and community volunteering.	

<p><b>Concord Consortium</b> (Deeply Digital Materials)  <i>Concord, MA</i>  Collaborate with Schools for the Future to adapt its Deeply Digital STEM materials to support the accelerated learning of high school students who are performing two or more years below average in language skills.</p>	\$24,900
<p><b>DIGITS</b> (Evaluation of Career Awareness Program)  <i>Boston, MA</i>  Evaluate the DIGITS program, a STEM career awareness program that brings STEM professionals into 6<sup>th</sup> grade classrooms.</p>	\$35,000
<p><b>Johns Hopkins University Center for Talented Youth</b> (Summer Internship Program Research &amp; Design)  <i>Baltimore, MD</i>  Research best practices for an expanded STEM internship program.</p>	\$7,500
<p><b>Massachusetts State Science &amp; Engineering Fair</b> (Curious Minds Initiative)  <i>Cambridge, MA</i>  Provide professional development courses for teachers on inquiry-based science.</p>	\$38,000
<p><b>Mathematical Sciences Research Institute</b> (2011 Critical Issues in Math Education Conference)  <i>Berkeley, CA</i>  Support for MSRI's 2011 conference on the mathematical education of teachers, which emphasized the Common Core State Standards and mathematics education research.</p>	\$25,000
<p><b>National Center for Science and Civic Engagement</b> (SENCER-ISE and Noyce Leadership Institute collaboration)  <i>Washington, DC</i>  Support to bring together the SENCER (Science Education for New Civic Engagements and Responsibilities) community and leaders of the informal science education community to discuss mutual aid and possible joint projects around the theme of learning science through engagement with local civic issues.</p>	\$11,500
<p><b>Schools for the Future</b> (Learning Recovery and Accelerator High School Model for At-Risk Youth)  <i>Boston, MA</i>  Pilot a model to help educationally at-risk youth achieve an average of 2 years of academic gain for every 1 year in the Schools for the Future program and graduate in 5 years or less with no need for remediation.</p>	\$75,650
<p><b>Silicon Valley Education Foundation</b> (Investing in High School Math Reform in East Side Union High School District)  <i>San Jose, CA</i>  Examine Algebra 1 and Geometry placement practices in the East Side Union High School District and a feeder middle school. Develop a blueprint for reform for superintendents and stakeholders.</p>	\$50,000

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