The Noyce Foundation 2008

"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 intensified its work in several priority areas during 2008. We deepened and refined our systems-based approach in 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 are used to evaluate the initiative's progress. The foundation's trustees made the decision to begin the transition in 2009 from direct work with schools and districts to the broad dissemination of the formative assessment, instructional, professional development, and coaching assets,

Our Every Child a Reader and Writer Initiative continued the transition from a fully-funded foundation initiative to a robust district support network. The original core school districts, along with several partner 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 and English Language Learner students. A suite of tools, instruments, videos, multimedia website developed in collaboration with the Carnegie Foundation, and other assets are available on the foundation's website. The foundation will wrap up its work with the network and the initiative in spring 2009.

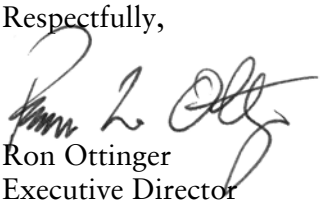
Building on the work of trustees with science centers in California, Massachusetts, and New York, the foundation launched a major new international science center executive leadership initiative with the Association of Science-Technology Centers, the Institute for Museum and Library Services, the Gordon and Betty Moore Foundation, and the David and Lucille Packard Foundation. The Noyce Leadership Institute worked with a select group of 17 chief executives from science and children's centers who are early in their CEO tenure to transform their institutions from nice places to visit to necessary science leaders in their communities. A second international cohort of 17 new chief executives has been selected and will start the program in mid-June, 2009.

The foundation continued its 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 (cont.)

Every Child a Reader and Writer Initiative

The Noyce Foundation's Every Child a Reader & Writer Initiative (ECRW) was launched in 2000 to improve achievement in literacy for students in grades K-5. Working in partnership with leadership teams from each of the participating districts, 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. The initiative employed system-wide professional development, literacy coaching, instructional leadership and standards-based formative assessment to support improved classroom instruction and student achievement in literacy.

Since the fall of 2006, the foundation and the districts have been collaborating to transfer program responsibility to each of the districts. During this transition, the foundation has continued to offer technical support and to bring participants together as a network to share and to learn from one another. In the summer of 2008, districts collaborated to host both a reading and a writing institute attended by teachers, administrators and coaches from their districts, and plans are underway for similar district-sponsored institutes in the summer of 2009. Formal Noyce Foundation support for the program will sunset in the spring of 2009.

Total Every Child a Reader and Writer Initiative: $249,740

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

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 W. Foster.

In 2008, the Noyce Foundation continued to support a partnership with eight high functioning districts in the First in Math Consortium (FiMC). Utilizing many of the tools and strategies developed in SVMI and supported by SVMI staff, consortium member districts implemented 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 and curriculum and instructional leaders, principals, coaches and math teachers. District teams have come together periodically to report progress, discuss challenges, and to plan next steps. Fourteen middle school and K-8 principals participated in five professional development sessions during the year. The project supported elementary and middle school teachers in improving their content knowledge and instructional strategies for teaching algebra. Eighty-two teachers from FiMC districts attended a week-long summer institute on algebraic reasoning. Starting in September, 184 teachers attended monthly professional development sessions on mathematics instruction. Math coaches also participated in ongoing professional development sessions focused on content, pedagogy, and coaching strategies. 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 2008-09 school year. 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 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.

Noyce Programs (cont.)

Thirty-five 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, 63,586 students in grades 2-10 from the 36 member districts of the Mathematics Assessment Collaborative took the MARS exam; these students represented approximately 1,272 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 Silicon Valley Mathematics Initiative is 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.

Total Silicon Valley Mathematics Initiative: $1,518,686

Please visit our website http://www.noycefdn.org/math.php 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.

Noyce Programs (cont.)

In addition to our grants to support quality informal science experiences for youth, we are pleased to announce the second cohort of Noyce Leadership Fellows. The Noyce Leadership Institute – initiated by the Noyce Foundation in 2007 in collaboration with the Association of Science-Technology Centers –immerses science center 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 second cohort of Fellows includes 17 chief executives from science centers around the world, all 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: $4,878,541

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

Noyce Grants – 2008

Major Grants

Association of Science-Technology Centers (ASTC) (Washington, DC) $248,981
Support for the continued development of an international initiative to establish an executive leadership program for new and aspiring chief executives of science centers. The Fellows program Cohort 1 pilot will continue to its conclusion in early 2009 and Cohort 2 will be carried out in 2009 and 2010.

Bay Area Science Education (BASE) Consortium (San Francisco, CA) $50,000
Support for the development of a regional alliance to advance high-quality science education for elementary-age children in the nine-county Bay Area region. Support provided resources to refine a strategic business plan, develop collaborative projects, and to engage and build broader community stakeholder involvement and support for increasing opportunities for Bay Area children to learn science in and out of the school setting.

BaySci (San Francisco, CA) $75,000
Support to promote the creation of a sustained elementary science education program in Bay Area schools through a collaboration among the Exploratorium, the Lawrence Hall of Science and the California Science Project, and Bay Area school districts.

Boston Museum of Science (Boston, MA)
Support for development and piloting of three middle school engineering curriculum units including collaboration with the program "Design Squad", on Public Broadcast Station WGBH in Boston, to create accompanying video components. ($200,000)

Support for evaluation of youth programs that will inform future program modifications and planning. ($30,000)

Build IT (Menlo Park, CA) $215,680
Support for a pilot to scale the Build IT program within the Girls Inc. network. Build IT is a technology design program by SRI International for middle school girls originally supported by the National Science Foundation. (Second year of a two-year grant totaling $437,613.)

California Summer School for Mathematics and Science (COSMOS) (Oakland, CA) $50,000
Support for recruitment of African American, Latino, and other underserved students for participation in the summer 2009 University of California COSMOS program. Funding also supports application support and counseling for students, scholarships, and program evaluation.

Center for Afterschool Education at Foundations, Inc. (Moorestown, NJ) $178,700
Support to expand the integration of STEM content into 21st Century and Mott state network afterschool programs. With Education Development Center, the project is developing and piloting an affordable, scalable model of STEM professional development for directors and leaders that will enable them to explore a range of options and approaches for integrating STEM content into traditional afterschool programs.

Chabot Space & Science Center (Oakland, CA) $200,000
Support for development and implementation of the Climate Change Outreach website which is a companion to the exhibit *Bill Nye the Science Guy's Climate Laboratory*, targeting Bay Area youth, especially those who are at-risk, and their teachers. The exhibit and the website will encourage and promote student interest in environmental, climate and other sciences.

Major Noyce Grants – 2008 (cont.)

Community College CalTeach Initiative (Oakland, CA) $30,000
Support for outreach to science, math, and engineering students attending community college in Silicon Valley to complete their course of study at the University of California or California State University to become classroom teachers by 2010-11.

Dana Center for Mathematics Education, University of Texas at Austin (Austin, TX)
Support to enhance and update components of the Academic Youth Development curriculum, study the academic-year component and develop a strategic plan and enhancement prototype for the program. ($421,052)

Support for the project "Clarifying the Mathematical Underpinnings of Secondary School Mathematics in the United States" led by Dr. Dick Stanley, a prominent mathematician at the University of California Berkeley. The initiative includes the writing, publication, and distribution of seminal essays inspired by Dr. Stanley's work on key topics critical to mathematics education of middle and high school students in the U.S. ($30,000)

EdSource (Mountain View, CA) $47,000
Support for the report "California's New 8th Grade Algebra Policy: Pros, Cons, Serious Implications" which reviews the current situation regarding Algebra I in California and the state's capacity to respond to the State Board's new policy.

Lawrence Hall of Science (Berkeley, CA)
Support for Seeds of Science/Roots of Reading, a series of integrated literacy and science instruction units for elementary grades. The grant supports 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. ($192,391. Second year of two-year grant totaling $345,509.)

Support for Advancing Science After School to create and publish a series of after-school science units to be posted on YouTube. Additional funds for the project were provided by the David and Lucile Packard Foundation. ($80,000. First year of a two-year grant totaling $160,000.)

Massachusetts State Science and Engineering Fair (Cambridge, MA) $65,000
Support for the Curious Minds Initiative, which aims to engage more teachers and students in inquiry-based learning in the classroom and science fair projects.

Mathematical Sciences Research Institute (MSRI) (Berkeley. CA) $25,000
Support for a conference and subsequent report on teaching and learning algebra from elementary school to undergraduate studies.

National 4-H Council (Washington, D.C.) $514,500
Support for the Science, Engineering and Technology (SET) Initiative's efforts to develop programming in urban communities and build organization capacity to expand partnership development. (First year of a three-year grant totaling $787,500.)

National Public Radio (Washington, D.C.) $250,000
Support for Science Friday's core programming and its accompanying educational resources such as videos (disseminated online and in museums), presence on social networking web sites (Facebook, MySpace) and virtual communities (SecondLife), and podcasts. (First year of a two-year grant totaling $500,000.)

Major Noyce Grants – 2008 (cont.)

New Leaders for New Schools (New York, NY) $400,000 (Total grant: $800,000)
Support for the Research and Evaluation plan to inform New Leader's principals and others of what is required to significantly raise student achievement in urban schools.

New York Hall of Science (Queens, NY)
Support for Science Career Ladder Dissemination through continuation and refinement of technical assistance to sites, in-depth analysis of six sites that are actively and successfully building a Career Ladder program, an external evaluation. ($300,000)

Support for a Science Career Ladder Dissemination conference with senior leadership of participating science centers, including dissemination of a conference report. The conference focused on overcoming challenges to creating a successful science career ladder program in science centers. ($20,000. Second year of two-year grant totaling $40,000.)

On The Move - Reach Institute for School Leadership (Napa, CA) $60,000
Support for the design, implementation and expansion of On The Move's Reach Institute for School Leadership which endeavors to reshape the delivery of teacher training and certification and offer innovative professional development in school leadership in the South (San Francisco) Bay Area and across Northern California.

Oregon State University (Corvallis, OR) $101,870
Support for Phase 3 of a survey by nationally recognized researcher John Falk to examine the influence and impact of the California Science Center on the Los Angeles community.

Policy Analysis for California Education (PACE) (Berkeley, CA) $200,000
Support for a project aimed at improving the quality of teaching in California's schools with a focus on alternative teacher compensation as a lever for change. The work includes the development and dissemination of a policy brief on alternative compensation, symposia in Northern and Southern California with district and labor leaders from CA school districts, ongoing seminars with selected school districts, and in-depth work with San Francisco Unified School District on the implementation and evaluation of a local measure on alternative compensation.

Program in Education, Afterschool & Resiliency at McLean Hospital/Harvard University (PEAR) (Belmont, MA) $141,353
Support for the research of evaluation tools and instruments to assess the delivery of quality informal science programs. This research and a set of recommendation are included in the report "Toward a Systematic Evidence-Base for Science in Afterschool: The Role of Assessment" In addition the grant supports the creation of a searchable website of assessment tools and instruments and a project in collaboration with the National Science Foundation to develop new instruments and survey items for impact evaluation.

Rennie Center for Education Research & Policy (Cambridge, MA)
Support for education policy work in the areas of research, convening, journalism, public education, and constructive activism on school reform issues in Massachusetts. ($84,000. Third year of a three-year grant totaling $665,000.)

Support for strategic research and policy advocacy focused on issues including instructional challenges, dropout rates and opportunities to learn math and science. ($300,000. First year of a two-year grant totaling $600,000.)

Major Noyce Grants – 2008 (cont.)

Rennie Center for Education Research & Policy (Cambridge, MA) cont'd
Support for a study to determine elementary student opportunities to learn science and technology in Massachusetts based on varying factors including course offerings, teacher qualifications, lab facilities and enrichment opportunities. The study also reviewed best practices in high achieving schools. ($30,000)

A Schmahl Science Workshop (San Jose, CA) $40,000
Support for development of assessment measures and evaluation of hands-on science lessons delivered primarily in Silicon Valley, including linked language arts and science workshops.

Science Buddies (Carmel, CA) $50,000
Support to add information on science-related careers to Science Buddies' online science fair resources for kids and teachers.

SERP Institute (Strategic Education Research Partnership) (Washington, DC) $112,000
Support for the development of multimedia web destinations for math and science working groups of university experts and teacher practitioners who are designing instructional solutions to help all students access math and science content.

Teach for America (New York, NY) $100,000
Support for the 2009 Math, Science and Engineering Recruitment Campaign, including outreach and marketing.

The Tech Museum of Innovation (San Jose, CA) $300,000
Support for school field trips to the Year-Round Second Classroom program. ($200,000)

Support to extend the Year-Round Second Classroom beyond the formal sector's K-12 school sites into the out-of-school sector with a particular focus on afterschool programs serving underserved, low-income, and Title 1 student populations. ($100,000)

Techbridge (Oakland, CA) $202,125
Support for a pilot to scale the Girls Go Techbridge curriculum within the Girl Scouts network in the Bay Area and Austin, Texas. Techbridge, a program of the Chabot Space & Science Center, is a science and engineering program for middle school girls. (Year one of a two-year grant totaling $463,470.)

The After School Corporation (TASC) (New York, NY) $194,500
Support for the pilot of the Frontiers in Urban Science Education Initiative that delivered STEM activities in 76 publicly-funded afterschool programs in New York City. Noyce funds supported trainings for program leaders, and line staff on research-based STEM curricula, online videos and other web-based support, and a program evaluation.

WGBH Educational Foundation (Boston, MA)
Support for the educational outreach and web components of "Design Squad," an educational engineering television program for children. ($150,000)

Support for outreach activities for Engineer Your Life, a program to encourage high school girls to consider post-secondary education and careers in engineering. ($50,000)

Other Noyce Grants – 2008 (cont.)

Other Grants

Carroll Center for the Blind (Newton, MA) $15,000
Support to design, fabricate and install a three dimensional interactive talking touch campus model of the Carroll Center for the Blind that will be piloted at the Carroll Center with potential application to science centers and museums.

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

Galileo Educational Services (Oakland, CA) $25,000
Support for scholarships for Galileo's 2008 summer science programs at The Tech Museum of Innovation.

Lawrence Hall of Science (Berkeley, CA) $22,000
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).

Project Exploration (Chicago, IL) $10,000
Support for development and dissemination of a publication on the National Conference on Science and Technology in Out-of-School Time in Chicago.

ScienceWorks Hands-On Museum (Ashland, OR) $10,000
Support for the Education Program Capacity Project, including the hiring of a full-time Director of Education. (Third year of a three-year grant totaling $50,000.)

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

Visitor Studies Association (Columbus, OH) $5,000
Support for upgrading the Visitor Studies Association website to add guidelines for professional development for visitor studies evaluators and related references.

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