TERC | Because math and science build futures

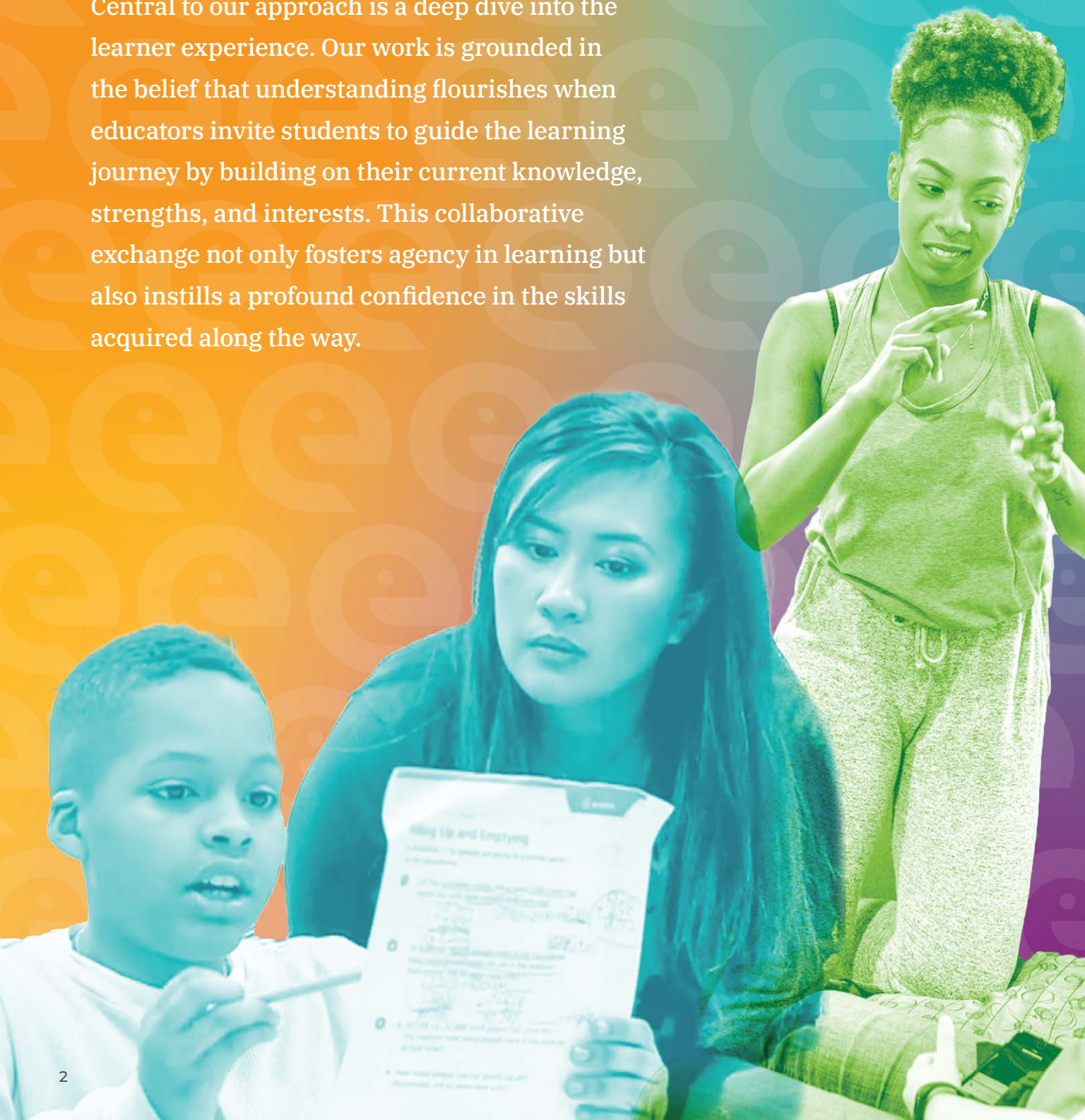
Biennial Impact Report | 2022–2023

TERC's mission is to improve math and science education for all learners.

We believe STEM moves the world forward. And we exist to move STEM learning forward.

At TERC, our commitment to shaping the future of STEM education drives us to continuously push the boundaries of research and development. With a rich history spanning 60 years, our foundation is rooted in the principle of meeting both educators and learners where they are, providing the attention, tools, and resources necessary for success.

Central to our approach is a deep dive into the learner experience. Our work is grounded in the belief that understanding flourishes when educators invite students to guide the learning journey by building on their current knowledge, strengths, and interests. This collaborative exchange not only fosters agency in learning but also instills a profound confidence in the skills acquired along the way.



For the learner, feeling connected to the STEM learning journey is essential, alongside access to high-quality materials and teaching focused on exploration. We recognize that true progress in education hinges on accessibility. That's why we're committed to fostering environments for all learners where they feel valued and empowered in their STEM education.

A Message from TERC's Board Chair

Dear TERC Community,

I am pleased to report that during the last two years, TERC has continued to push the boundaries of research in education. We have influenced every aspect of education, from early learning and K–12 education to out-of-school learning, graduate school programming, adult learning, and so much in between. The researchers at TERC live our mission, we do indeed: work at the frontiers of theory and practice to develop a deeper understanding of learning and teaching; enhance instruction through teacher professional development; develop applications of new technologies in education; create curricula and other products; and support reform in both institutional and informal settings. Our work is done through the lens that every learner is entitled to high quality education.

The work of TERC is not done in isolation. Researchers collaborate with students and teachers in schools, after-school programs, and adult learning centers, conducting research on how people learn best and learn differently from the common models of education. For example, one of my favorite research projects brought middle school students from two urban settings together with scientists and choreographers to explore science through dance and movement. The goal was to discover ways underrepresented youths' understanding of science can be enriched by having them explore the relationship between their own bodies and identities, science, and movement. This research pushes our understanding of how to reach students in ways they relate to the world.

This is only one of the exciting areas in which researchers at TERC are working. Others include climate change, game theory, AI (artificial intelligence), design thinking, and augmented reality, to name a few. Furthermore, TERC researchers work on projects not only in schools, but also in out-of-school settings, such as zoos, aquariums, and national parks. Our researchers understand that important learning takes place not only in the classroom but everywhere around us.

The incredible work that is done at TERC is the reason I serve on the Board of Trustees.

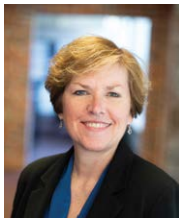
Sincerely,

Nadine Bonda
Board Chair

Dr. Nadine Bonda has worked in education for over 40 years, holding positions of Superintendent, Assistant Superintendent, Principal, Mathematics Department Chair, Mathematics Teacher, head of a school for students with dyslexia and language processing problems, and Assistant Professor.

A Message from TERC's President

Dear TERC Community,



I am thrilled to present the *TERC 2022–2023 Biennial Impact Report.* A common goal in all TERC's work is fostering a sense of belonging and inclusion in the STEM education journey for every learner. Each project finds its unique way to accomplish this, through co-design, family engagement, cutting-edge research, or other innovative techniques. For example:

- Creating content and experiences that benefit from the insight and guidance of users via co-design. In UniVRsal Access, the team co-designs a Virtual Reality (VR) STEM mystery game with learners with autism, embedding supports for sensory, attention, and social issues, and researching how VR can be used to increase access and broaden participation in STEM learning.
- Conducting an ongoing series of research studies to develop and test the Head Start on Engineering Program with Spanish- and English-speaking families in Oregon. This family-focused program engages Head Start staff, parents, and young children in an integrated set of experiences to foster family interest in engineering and its design process.
- Developing signing glossaries to support critical access to science and math content for learners who are deaf and hard of hearing, ongoing for over a decade. In STEM Signing for Undergraduate Interpreters, we are developing a signing bioscience dictionary and researching its effectiveness as a tool to increase the ability of students in interpreter training programs to sign STEM content.

During this period, nine new Principal Investigators (PIs) were awarded their first grant. As several TERC senior leaders move toward retirement this decade, we have placed a purposeful focus on transferring knowledge to the next generation of leaders. Examples include:

- Introducing the new leaders and their bodies of work at our annual board/staff retreat;
- Launching a New PI Group for all interested staff where they initially identified the areas where they would benefit from the wisdom of more experienced PIs. Panel discussions and presentations led by senior leaders and peers address each topic;
- Piloting a TERC-wide mentoring program, where all staff are eligible to partner with a mentor to focus on an area that they identify as important to their continued growth and success.

I have been fortunate to spend 31 years in various roles at TERC, culminating as President for the past 10 years. Reflecting on my time at TERC and my upcoming retirement, this experience has been one of the most fulfilling and rewarding of my life. I have my incredibly talented and dedicated colleagues to thank.

Sincerely,

Laurie Brennan
President

Laurie Brennan has served as TERC's president since 2016 and has been with the organization since 1994.

Research and Development Projects that Shape the STEM Education Field

TERC is a nonprofit organization that conducts cutting-edge research that:

- Develops innovative curricula
- Enhances instruction through professional development
- Designs education applications of new technologies
- Creates rigorous evaluation plans to support reform

TERC by the Numbers

In the U.S. and the globe

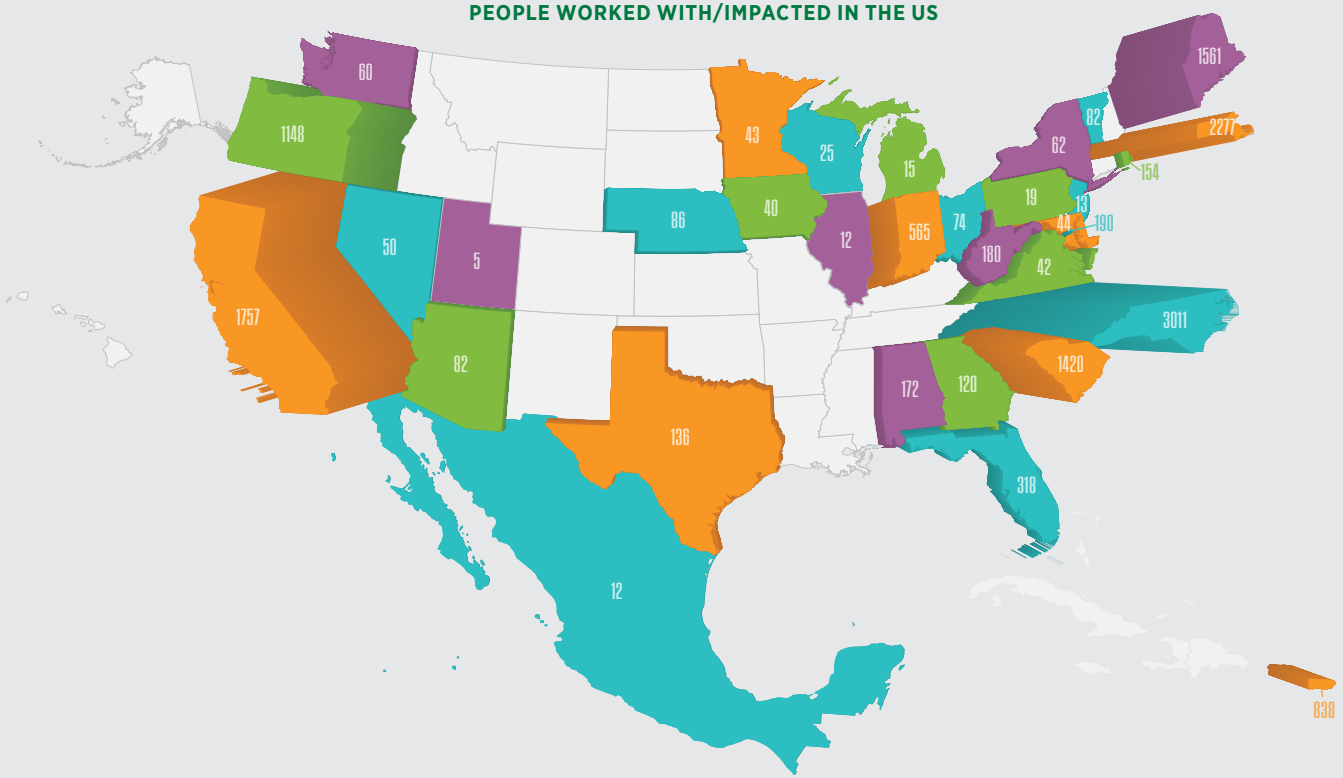
During 2022–2023, more than 76 innovative TERC-led projects engaged 16,577 learners worldwide.

A total of 1,964 participant locations were undetermined for various reasons including virtual data collection, webinars, and online professional development sessions where individual locations were not recorded. These data are not reflected in this map.

76
INNOVATIVE TERC-LED PROJECTS

16,577
PARTICIPANTS ENGAGED

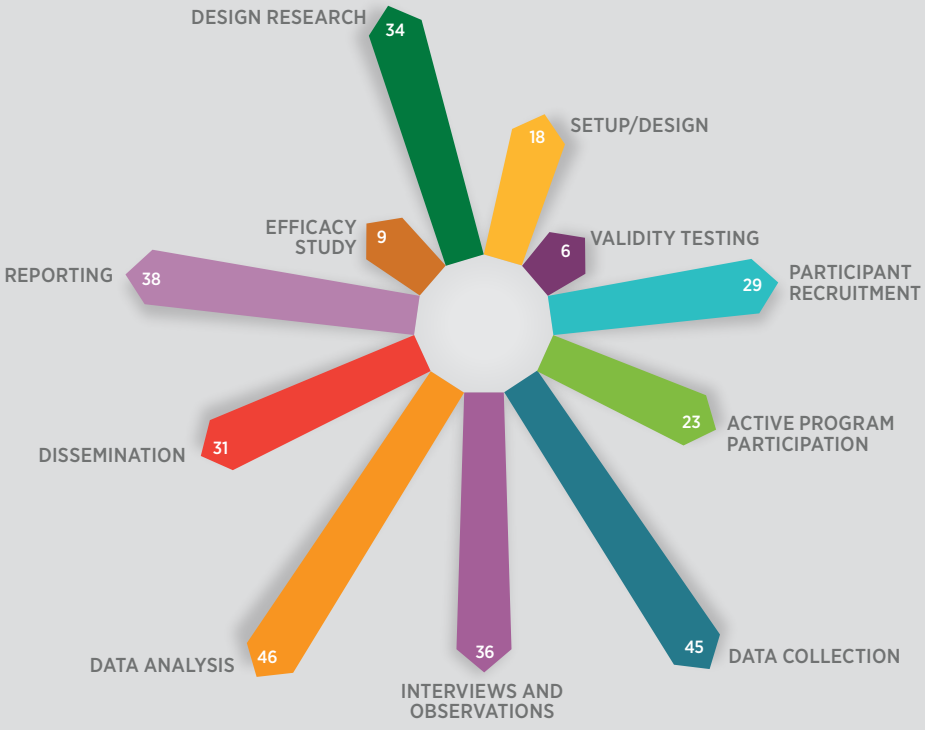
PEOPLE WORKED WITH/IMPACTED IN THE US



Phases of Work

76 TERC projects completed the following types of work to help shape STEM education.

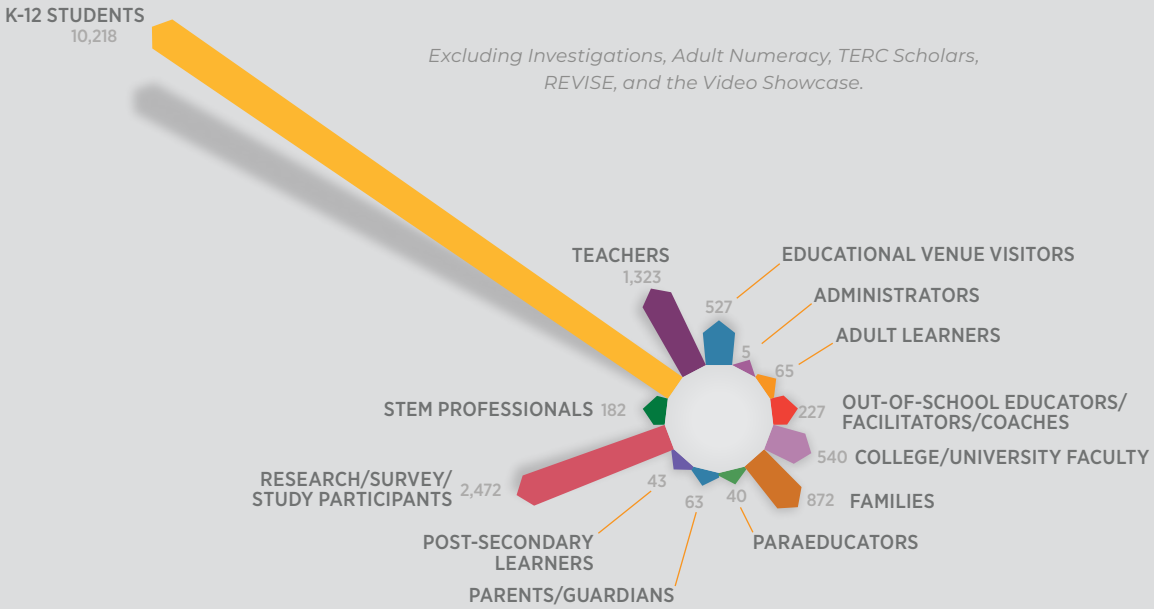
An individual project may be categorized in multiple areas.



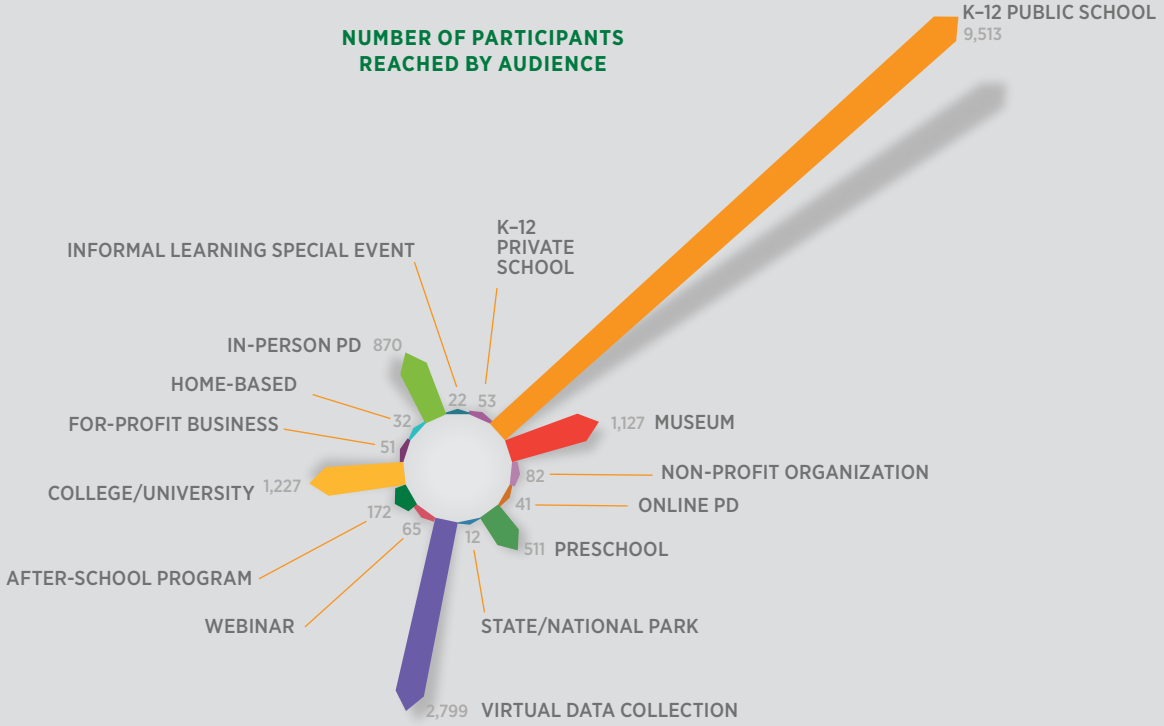
TYPES OF WORK

Participants & Learning Environments

Excluding Investigations, Adult Numeracy, TERC Scholars, REVISE, and the Video Showcase.



NUMBER OF PARTICIPANTS REACHED BY AUDIENCE

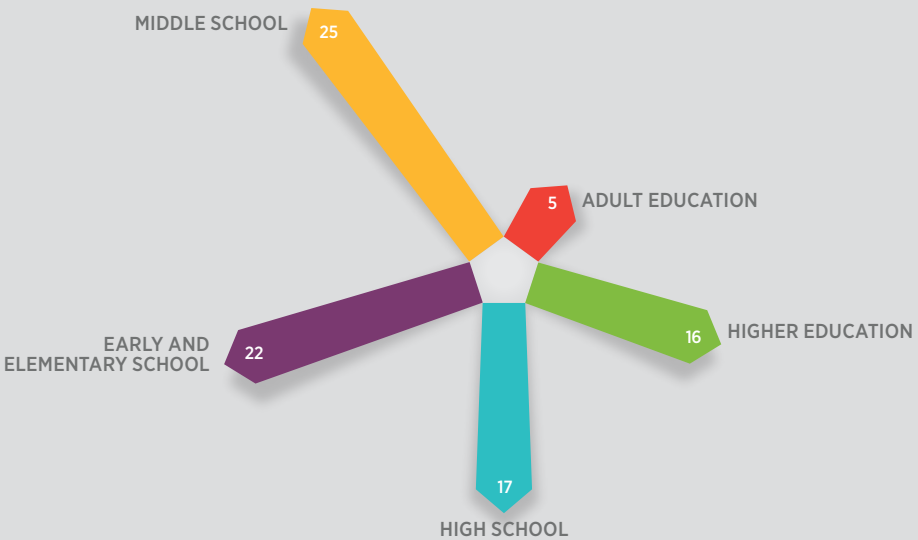


NUMBER OF PARTICIPANTS REACHED BY LEARNING ENVIRONMENT

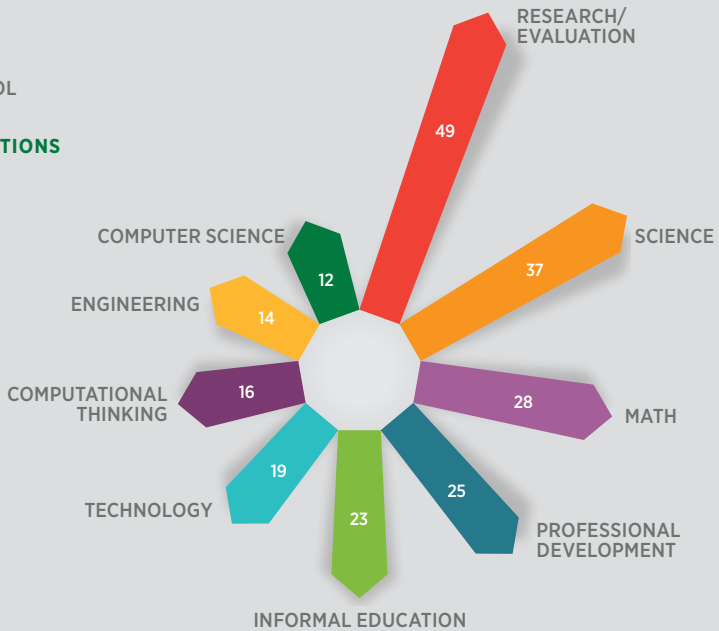
Areas of Focus

76 TERC projects engaged learners across various STEM subjects and focus areas, as shown below.

20 projects included a multi-lingual component. Examples of work included but weren't limited to working with populations whose primary language wasn't English and translating resources into languages other than English. An individual project may be categorized in multiple areas.



FOCUS POPULATIONS



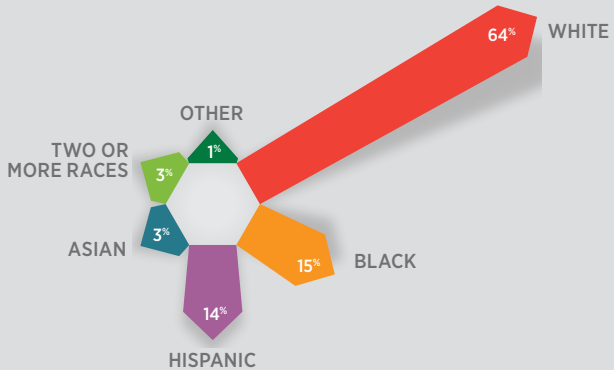
CONTENT AREAS

In the Classroom

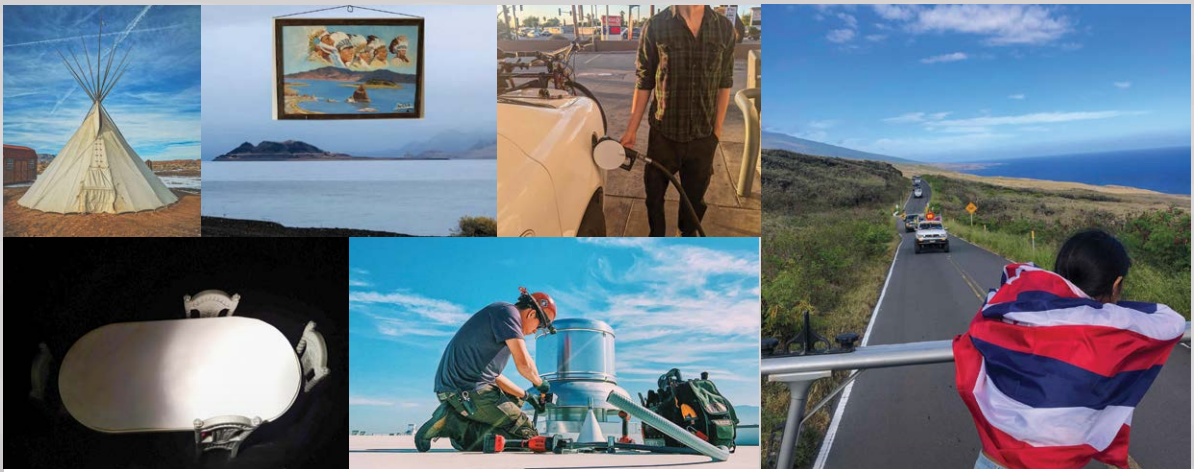
TERC's collaboration with educators drives our commitment to leading research and development in public schools, where our expert teams prioritize a learner-centered approach to enhancing STEM education. We rigorously test content in classrooms, refining it based on real-world feedback to ensure its effectiveness and relevance.

18
PROJECTS

8,288
PUBLIC SCHOOL STUDENTS ENGAGED



PUBLIC SCHOOL DEMOGRAPHICS



The **Native STEM Portraits Photo Exhibition** was displayed at the American Indian Science and Engineering Society (AISES) in October 2022. Based on a study by TERC, AISES, and University of Georgia researchers, this collection of photographs and quotes by Native students and professionals highlighted the supports and barriers they experienced in STEM education.

MPACT

Math and Computational Thinking Through 3D Making

On August 10, 2023 **MPACT** hosted a virtual party to celebrate the release of the **open-access MPACT curriculum**, a joyful way to explore math, making, computational thinking, and spatial reasoning in the classroom.

Increasing Access and Belonging

At TERC, we are unwavering in our work to create environments where everyone can thrive, embedding this commitment in both our research initiatives and organizational practices. We believe every student is entitled to a high-quality, rigorous STEM education.

All students must have access to an education that celebrates their unique assets, supports multifaceted needs for equal engagement in STEM, and affirms and cultivates learners' STEM identities—preparing them to shape a fair and just society. This commitment ensures that our research not only advances STEM education but also promotes excellent outcomes for all learners.

"HAVING STARTED MY AWARD DURING COVID, I FELT VERY ISOLATED WITH MY PROJECT. THIS MEETING MADE ME FEEL CONNECTED TO THE LARGER AISL COMMUNITY. IT WAS INSPIRING. I CANNOT SAY ENOUGH GOOD THINGS ABOUT REVISE. THEY DID AN INCREDIBLE JOB MAKING US FEEL LIKE A COMMUNITY. THANK YOU."

—PI/Co-PI

Our approach to creating opportunities in STEM education spans various perspectives and methods. We conduct research and evaluation that help learners build stronger identities as people who practice and engage in mathematical and scientific inquiry, promote genuine family involvement, increase representation in teacher training programs, and perform sensitive assessments of STEM education. Our efforts also include broadening informal STEM learning environments—such as makerspaces, museums, and after-school programs.

Projects Highlights

Summer TERC Scholars Program

The National Science Foundation Research Experience for Undergraduates (REU) summer internship program, known as the **TERC Scholars Program,** onboarded seven students to conduct mentored STEM education research and receive professional development training. Because of their REU experiences, students from the cohort reported feeling more prepared for graduate coursework (>60%) and more likely to pursue master's and Ph.D. level degrees (>67%) as well as research careers. Participation has expanded students' potential fields of graduate study and professional career paths, while providing opportunities for students to present at national STEM/STEM education conferences, publish, and contribute to TERC products.

REVISE Center

In August 2022, TERC was selected to host and lead the **REVISE Center**, a new resource center supported through a cooperative agreement with the **National Science Foundation's Advancement of Informal STEM Learning** (NSF-AISL) program. The REVISE Center supports the informal STEM learning field through networking, supporting and extending infrastructures, technical assistance, and communications.

In December 2023, the REVISE Center hosted the biennial **AISL Awardee Meeting** in Arlington, Virginia. The three-day event welcomed more

than 250 principal investigators and community partners from NSF-AISL funded projects, facilitating critical conversations, presentations, and workshops. More than 70 percent of attendees reported the highest level of satisfaction with the meeting.

The Center also collaborated with the informal STEM education (ISE) community to craft project resources, host webinars and in-person convenings, and co-create and co-facilitate communities of practice to improve informal STEM education research and evaluation and broaden research to practice partnerships. It expanded the research and evaluation library on its website, informalscience.org, adding AISL project and other ISE community products, while increasing field access to academic journals. Finally, it deepened the expertise on its team by hiring a Center Manager, Content & Communications Coordinator, and a Community Engagement Coordinator.

A Workplace Where Everyone Belongs

In 2022-2023, TERC remained dedicated to fostering an internal culture where everyone has access to growth, collaboration, and meaningful contributions, ensuring that opportunities are available to all through our initiatives, policies, and daily interactions. TERC also prioritized increasing staff representation and expanding recruitment networks, resulting in increased perspectives at both research and leadership levels. Throughout the year, TERC facilitated learning discussions and conducted training sessions to enhance employee knowledge and skills.

All these efforts were integral to promoting a supportive and respectful workplace environment. Looking forward, TERC will continue to evaluate its efforts through surveys and other measurements to ensure accountability and progress toward a thriving organizational culture.

TERC SCHOLARS REPORT ON THEIR REU EXPERIENCE

60%

FELT MORE PREPARED FOR GRADUATE COURSEWORK

67%

WERE MORE LIKELY TO PURSUE MASTERS' AND PH.D. LEVEL DEGREES

"IT AFFIRMED MY EXPERIENCE AS A SCIENTIST."

—REU Student

Investigations Center for Curriculum & Professional Development

The *Investigations* Center for Curriculum and Professional Development is dedicated to advancing the teaching and learning of mathematics for all students and teachers. Home to the elementary mathematics curriculum, *Investigations in Number, Data, and Space*™, the Center offers information, resources, and an array of professional development offerings related to the curriculum. In 2023, the Center launched the *Forum for Equity in Elementary Mathematics*, a place for educators to reflect on and discuss equity, access, identity, and agency in the elementary mathematics classroom.

Investigations 3

Investigations 3 is a focused and rigorous K–5 mathematics curriculum initially funded by the National Science Foundation. Now in its third edition, *Investigations in Number, Data, and Space* is based on more than 35 years of research and development, including extensive collaboration with teachers in urban, rural, and suburban communities. As of 2023, *Investigations* has been used in schools and districts in 50 states as well as internationally.

With more than 25 years of experience developing and providing an array of professional learning experiences, *Investigations* Professional Development currently offers online and in-person workshops, courses, and customized PD opportunities that promote in-depth mathematics teaching and learning for teachers, coaches, and administrators. The team blogs regularly via the *Investigations* website and further broadens its impact by presenting at local and national conferences.

The Forum for Equity in Elementary Mathematics

The *Forum for Equity in Elementary Mathematics* provides resources, publications, and professional learning opportunities to broaden and deepen perspectives on equity and to open up discussions among educators who want to seriously and passionately pursue equity in mathematics learning for elementary students. While the work of the *Forum* is informed by decades of work on the *Investigations* curriculum and professional development, it is not curriculum-specific because equitable teaching and learning applies to every classroom in every school, regardless of the adopted curriculum materials.

INVESTIGATIONS PROFESSIONAL DEVELOPMENT

In 2022-2023

INVESTIGATIONS PD OFFERED

6

SEVEN-WEEK ONLINE COURSES

5

TWO-DAY WORKSHOPS SERVING MORE THAN

300

EDUCATORS, AND MORE THAN

70

CUSTOMIZED PD SESSIONS REACHING MORE THAN

1,000

EDUCATORS

The first resource developed by the *Forum* is the *Framework for Reflecting about Equity in the Elementary Mathematic Classroom*, a publication that identifies four categories to guide work towards equitable mathematics classrooms. In addition, the *Forum* offers the following resources:

- Teacher Reflection tools to analyze participation in whole-class discussions and in partner/small-group work;
- A Student Reflection tool to learn about students' experiences with and beliefs about math;
- A Professional Learning Network designed to connect educators;
- A Speaker Series that brings together people to share work, ideas, and perspectives;
- A Blog to support educators in extending and deepening their work.

Insights from Karen Economopoulos, Director of the *Investigations* Center for Curriculum and Professional Development

What unique experiences does the Forum offer educators?

We are excited about connecting with K–5 educators via the professional learning opportunities the *Forum* offers, and the classroom resources it develops. For example, the Professional Learning Network (PLN) brings together educators from around the country who are interested in exploring the Student and Teacher Reflection tools developed by the *Forum*. We will continue to explore these and other resources via the PLN in the upcoming years.

Adult Numeracy

The Adult Numeracy Center (ANC) at TERC helps adults and young adults recognize the relevance of math in everyday life and engage with math more meaningfully. Collaborating with state and local partners, the ANC provides numerous professional development and adult learning opportunities in high-quality math instruction.

EMPower™

EMPower is a series of seven titles that addresses the tremendous need adults have for a more solid math foundation upon which higher level math can then be built. *EMPower* helps adults develop mathematical proficiency to more effectively engage with the world, whether that be at work, at home, in the community, or as they seek high school credentials and further education and training.

Systems for Adult Basic Education Support (SABES) Mathematics and Adult Numeracy Curriculum and Instruction Professional Development Center

In April 2022, the ANC was awarded a five-year contract from the Massachusetts Department of Elementary and Secondary Education for the SABES Instructional Support PD Center in the area of math. This contract extends the ANC's free PD and curriculum development for math instruction and resources, available to all Massachusetts adult education programs since 2014. This is the largest award and longest contract term the ANC has received to date. In the 2022–2023 period, SABES PD offerings attracted 388 attendees.

BeCALM (Beginning Curriculum for Adults Learning Math)

The BeCALM curriculum design provides both teachers and students with the tools and resources they need to access math in a contextualized way, bringing the real world into the learning environment, while minimizing barriers that may inhibit their success. The series supports adult learners who need instruction on math content covered in levels equivalent to Grades 2–4. Students at these levels may need additional support because of language barriers, learning differences/difficulties, or lack of prior access to educational opportunities.

CALM (Curriculum for Adults Learning Math)

CALM features units that focus on building students' conceptual understanding of core math concepts before delving deeper. Each unit includes complete lesson plans, formative lesson assessments, and a performance-based assessment. CALM also offers many PD options, including online self-paced courses, live online workshops, and face-to-face, full-day orientations. In 2022–2023, 239 people attended face-to-face orientations at educational settings such as technical and community colleges and programs hosted by the Hartford CT Job Corps.

CURRICULUM FOR ADULTS LEARNING MATH

239

PEOPLE ATTENDED FACE TO FACE ORIENTATIONS AT EDUCATIONAL SETTINGS SUCH AS TECHNICAL AND COMMUNITY COLLEGES AND PROGRAMS HOSTED BY THE HARTFORD JOBS CORPS.

Active Fee-for-Service Contracts

Excluding CALM PD, in 2022–2023, the ANC team delivered in-person and online professional development services in 12 states to an additional 560 teachers and administrators.

Insights from Heidi Schuler, Director of ANC

How have you seen ANC positively impact the communities it serves?

When ANC staff are invited to work with adult educators around the country and give them opportunities to explore math in a way that they have never experienced before, teachers and directors respond with comments like, "*I wish I had learned math like this when I was in school*" or "*Why am I just now learning this after having taught math for all these years?*" Those conversations usually lead to deeper discussions about how they plan to change the way they do math with their students.

One educator, who had more than two decades of math teaching experience in public schools in Texas and Alabama, was determined to do many things differently after a two-day, in-person training. She convinced her director to let her pilot TERC's CALM with managed enrollment for two of her classes for the upcoming year. Her students' attitudes towards math improved, along with their post-test scores. She even had students who had completed their GED (high school equivalency certificate) ask to remain in class to continue learning so they could do even better in college. "*They loved the way they experienced math in those classes and knew it would pay off if they stayed a few months longer.*"

STEM Education Evaluation Center (SEEC) at TERC

SEEC offers consultation, external evaluation, and research support for existing STEM education grants and programs and collaborates with proposal writing teams to design studies. SEEC staff respond to clients at various points in the process, focusing on needs assessments, formative development and feedback, summative outcomes, sustainability, and dissemination. The projects range in scale from close observations of individual training events to implementation of multi-year, multi-site evaluations on local, state, and national levels.

As critical friends to clients, SEEC staff provide thoughtful and relevant feedback grounded in their expertise, while maintaining enough distance to identify assumptions and perspectives that might interfere with a rigorous evaluation. By listening carefully and helping clients think creatively, staff offer alternative views that foster a generative and collaborative relationship.


Paraeducators group

One 2023 project allowed SEEC to collaborate with the Lawrence Hall of Science (LHS) in Berkeley, CA, for the beta testing of its new offering, "AI Behind Virtual Humans: The Virtually Human Exhibit." LHS attracts visitors from across the region, country, and the world. During evaluation studies in April and December 2023, the team observed and tracked the behavior of 364 visitors over 14 hours across 6 days and interviewed 24 people about their experiences.

SEEC staff also develop lines of research, focusing on critical innovations in STEM education such as artificial intelligence, climate change/environmental education, robotics, and data science; professional development for teachers, para-educators, and university faculty; as well as formal, informal, and out-of-school learning for K-12, higher ed, and across the lifespan.

Insights from Mike Cassidy, SEEC Senior Researcher

In what ways has Project ExIST made a difference for teachers and students?

Project ExIST helps middle school biology teachers make learning more engaging by integrating game design into their curriculum. Through professional development, teachers collaborate with students to create games using Scratch—students take the lead as experts in coding and design while teachers provide content expertise. Students feel empowered to support one another, and teachers become more comfortable sharing the role of expert. This approach not only strengthens systems thinking in biology but also builds students' confidence as creators and problem-solvers.

One participant remarked about a student. "*... he's a student that, you know, doesn't often speak to a lot of people...to be able to provide an opportunity for someone to shine and use their strengths in a way that otherwise they would not have, is really heartwarming.*"

Building Networks to Strengthen STEM Education

The Video Showcase was a groundbreaking initiative that allowed researchers worldwide to share their federally-funded STEM projects through three-minute videos. Each video highlighted the challenges addressed, the innovations and interventions implemented, the research conducted, and the measures of impact. This approach made the projects widely accessible and fostered rich collegial exchanges through facilitated discourse.

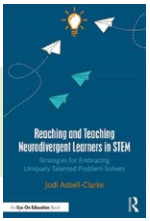
The eighth and final showcase took place in May 2022, and, with funding concluding in December, the TERC team spent the year converting their various project sites—including the Video Showcase, the Multiplex, and the STEM Teacher Leadership Network (STEMTLnet)—into static sites for long-term public access.

Drawing on an archive of 1,620 past **Video Showcase** presentations, the **Multiplex** provided ongoing opportunities for presenters, resource centers, organizations, and institutions to further disseminate their work. The site also hosted monthly thematic events that included an introductory blog, curated video playlist, moderated webinar, resources, discussion, and recommendations to the field. As of June 2023, the site had over 6,000 members.

STEMTLnet provided an interactive learning community and collegial network that allowed teacher leaders and aspiring teacher leaders to share their paths, challenges, strategies, lessons learned, and resources. Until December 2023, the site hosted monthly webinar panels, open discussions, resources, and blog posts about a topic of interest to network members. The site culminated with 2,913 members.

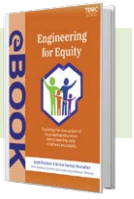
In 2023, TERC continued this work by hosting an eight-day interactive event featuring 39 short videos showcasing the work of TERC staff and projects. The event was highly successful, engaging over 540 unique users, many of whom visited multiple times. The showcase achieved 871 video plays and garnered over 3,700 page views, with 312 discussion comments. All videos from this TERC Showcase were integrated into the TERC Video Library, ensuring they remain publicly accessible.

A Sample of Notable TERC Publications 2022–2023



Reaching and Teaching Neurodivergent Learners in STEM (Routledge) by Jodi Asbell-Clarke provides salient stories and practical strategies, empowering educators to embrace the unique talents of neurodivergent learners in STEM.

The Double Bind in Physics Education: Intersectionality, Equity, and Belonging for Women of Color (Harvard Education Press) by Maria Ong, an incisive study of the mechanisms reinforcing the underrepresentation of women of color in STEM fields, calls for systemic change to address the imbalance.



Engineering for Equity (eBook) by Scott Pattison and Smirla Ramos-Montañez reflects on assumptions and explores new ways their research can uncover and dismantle inequities in the STEM education system.

Storytelling Math, a collaboration between TERC and Charlesbridge Publishing, won multiple awards at the 2023 Mathical Book Prize. The Mathical Book Prize is an annual award recognizing fiction and nonfiction books that inspire children of all ages to see math in the world around them.

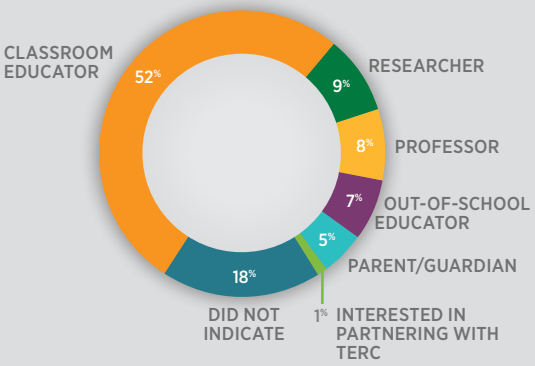
A Journal of the Learning Sciences (JLS) article by TERC staff, ***"Embodied Physics: Utilizing Dance Resources for Learning and Engagement in STEM,"*** received the 2022 JLS Outstanding Paper of the Year Award. The Embodied Physics project develops resources for science learning environments where Black and Latino students can cultivate identities as individuals who practice and engage in scientific inquiry.

Scan the QR code to read more about these and other TERC publications.

Increasing Impact

TERC's products—research papers, curricula, educational games, books, and white papers—are the culmination of many years of dedicated research and development. Our website has become a vital platform, enabling more learners and educators to access and benefit from these valuable materials. Visitors from around the globe have explored and utilized our STEM education resources, extending our impact worldwide.

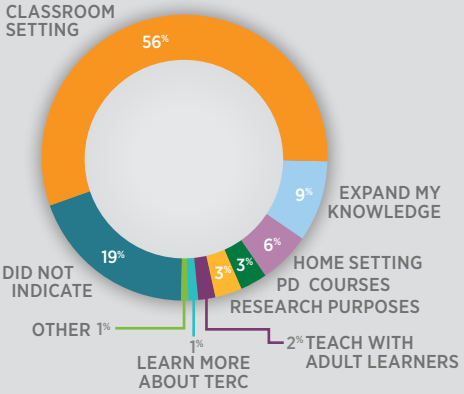
Who TERC's Website Reached



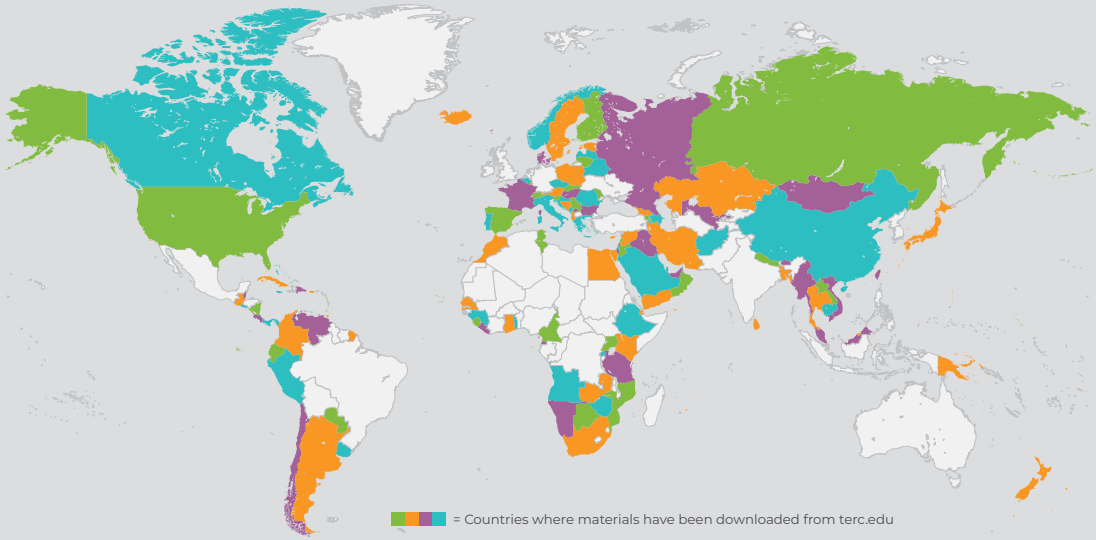
PERCENTAGE OF WEBSITE VISITORS BY POPULATION TYPE

3,966

DOWNLOADS ON TERC.EDU IN 2022–2023



PERCENTAGE OF WEBSITE VISITORS BY DOWNLOAD PURPOSE



WEBSITE VISITORS BY LOCATION

Transforming STEM Education through Collaboration

A special thank you to the following 2022-2023 partners for their collaboration.

Adler Planetarium
American Indian Science and Engineering Society
Arizona State University
Associated Universities, Inc.
Auburn University
The Blueprint Foundation
Boston University
Boys & Girls Club of Lynn
Bridge Multimedia Corporation
Cesar Chavez Foundation
Charlesbridge Publishing
City College of New York – CUNY
CodeVA
Concord Consortium
COSI's (Center of Science and Industry's) Center for Research and Evaluation
Eastern Kentucky University
Education Development Center
Fablevision
Forward Learning
GLAS (Geneva Lake Astrophysics and STEAM) Education
Gulf of Maine Research Institute
IRCO (Immigrant and Refugee Community Organization) Greater Middle East Center
Knology Ltd.
Lamar University
Landmark College
Lastinger Center for Learning, University of Florida
The Lawrence Hall of Science
The Learning Partnership
Manomet, Inc.
Merrimack College
Metropolitan Family Services
Milwaukee Public Schools
Mt. Hood Community College
Mt. Hood Community College Head Start and Early Head Start Programs
Museum of Science, Boston
MXTreality
Myriad Sensors, Inc.
New York Hall of Science
New York University Steinhardt School of Culture, Education, and Human Development
NORC at the University of Chicago
Northeastern University
Oregon Museum of Science and Industry
Oregon State University
Oregon State University STEM Research Center
PBS NewsHour
Purdue University in Indianapolis
Rockman et al Cooperative
Spencer Foundation
SRI International
The Story Collider
Student Conservation Association
The Tech Interactive
Temple University
Texas A&M University
Tufts University
Tumblehome, Inc.
Twin Cities PBS: TPT
Universidad de Chile
Universidad Diego Portales
Universidad Santiago de Cali
University of California, Berkeley
University of Colorado Boulder
University of Georgia
University of Maryland
University of Massachusetts Boston
University of Miami
University of Wisconsin Milwaukee
University of Nevada, Las Vegas
University of North Carolina at Chapel Hill
University of Notre Dame
University of South Florida
University of Southern California
University of Texas at Austin
University of Wisconsin–Madison
U.S. Fish and Wildlife Service

Transformative Support from Our Dedicated Funders

These visionary organizations have been instrumental in driving our mission to elevate STEM education for all learners. We extend our deepest gratitude to the following 2022–2023 funders:

American Indian Science and Engineering Society

Greater Washington Educational Telecommunications Association (WETA)

Heising-Simons Foundation

Howard Hughes Medical Institute

MacArthur Foundation

Massachusetts Department of Elementary & Secondary Education

National Institutes of Health

National Oceanic and Atmospheric Administration

National Science Foundation

Net App

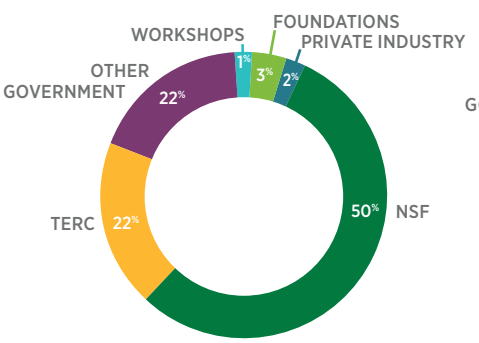
University of Utah

U.S. Department of Education

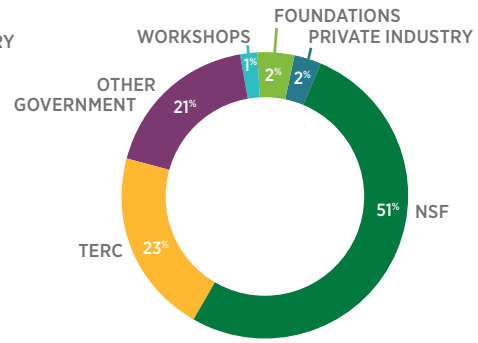
Financials

The general fund provides a solid foundation of financial security, an important asset for a nonprofit organization. TERC has an average of two years of grant/ contract commitments at the end of each year.

Revenue by Funding Source 2022



Revenue by Funding Source 2023



Financial Overview

TERC's Revenue totaled $15.7 million in fiscal year 2023. A loss of $658,430 brings our net assets to $17.7 million as of December 31, 2023. TERC continually invests in its net assets to support our projects and research.

Financial Statements

Fiscal years ended December 31, 2022 and 2023.

INCOME STATEMENT		2023	2022
Revenue			
	Contract Revenue	$ 10,979,837	$ 9,941,802
	Other Revenue	4,728,162	3,442,543
Total Revenue		$ 15,707,999	$ 13,384,345
Expenses			
	Education Research	$ 12,631,607	$ 10,593,949
	Management and General	3,702,383	3,438,484
	Fundraising	32,439	39,921
Total Expenses		$ 16,366,429	$ 14,072,354
Change in Net Assets from Operations		$ (658,430)	$ (688,009)
BALANCE SHEET			
Assets			
	Current Assets	$ 3,049,570	$ 6,025,632
	Investments	17,629,223	14,692,540
	Property and Equipment	191,926	273,307
	Other Assets	2,572,880	3,394,974
Total Assets		$ 23,443,599	$ 24,386,453
Liabilities and Net Assets			
	Current Liabilities	$ 3,678,287	$ 3,071,889
	Long-Term Liabilities	1,983,781	2,874,603
Total Liabilities		$ 5,662,068	$ 5,946,492
Net Assets		$ 17,781,531	$ 18,439,961
Total Liabilities and Net Assets		$ 23,443,599	$ 24,386,453

TERC | Because math and science build futures

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