

Scientists in School 2019 Annual Report



Celebrating
30 years of getting
children and youth
excited about STEM



SCIENTISTS
IN SCHOOL
SCIENTIFIQUES
À L'ÉCOLE



Who We Are

Scientists in School is a leading science, technology, engineering and math (STEM) education charity that annually inspires over 700,000 children and youth in Canada to be confident in STEM, build critical thinking skills, heighten their interest in STEM careers, and dream of a future they perhaps never thought possible – until they had Scientists in School visit.

What We Do

Over the past 30 years, over nine million children in Canada have been transformed into scientists in our hands-on classroom and community workshops. Led by dynamic presenters who are experts in their fields, our curriculum-aligned workshops enhance learning and help STEM come to life. Sparking curiosity and confidence in children so that they all feel empowered to say, “I **can** be a scientist!” is at the core of every Scientists in School workshop.

Our Mission

Scientists in School ignites scientific curiosity in children so that they question intelligently; learn through discovery; connect scientific knowledge to their world; are excited about science, technology, engineering and math; and have their interest in careers in those fields piqued.

Our Vision

Our vision is for all children in Canada to be actively engaged in the seeing, doing and understanding of science. Our next generation deserves the opportunity to view science and technology as fun, relevant and something that every one of us – even the smallest – can participate in here and now. When children appreciate the world scientifically, it turns existence into both a marvel and an opportunity to make something of that marvel.

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“Scientists in School has provided our students with exceptional hands-on and real-world activities to support the understanding of scientific principles through their wide variety of engaging and age-appropriate workshops. We are always excited to have their actual scientists come and present to our classes, not only for the excellent information and learning opportunities they provide, but also because our female students see women in science-based careers. Scientists in School shows all students boundless opportunities.”

~ A Grade 3/4 Simcoe Muskoka Catholic District School Board Teacher after a *Gearing Up: Fun With Pulleys and Gears* workshop

Ultimately our vision turns Canada into a nation where both marvel and opportunity flourish, fueled by an appreciation of STEM.





Cindy Adams,
Executive Director

A Message from our Executive Director and Board Chair

Our charity's 30th year was a record-breaking year for us in many regards. In the same year that we launched our new five year Strategic Plan, we achieved our highest youth impact reach yet, increased our number of community setting workshops by 30 per cent and inspired our 9 millionth young scientist since 1989. But there is one area in particular that made this year truly remarkable for Scientists in School.

In 2019, with the support of our visionary partners in science, technology, engineering and math (STEM), we continued to put a laser focus on increasing equitable access to Scientists in School workshops. Approximately 30 per cent of our total reach was to children attending schools serving low-income communities – that's 190,800 children out of 711,000. This is our highest impact yet for students with fewer opportunities to access Scientists in School workshops, an impact that we are incredibly proud of. But we still have a long way to go.

Research shows that inequality leads to intergenerational cycles of poverty as well as under-representation within skilled, well-paying jobs of the future. This must change. When all children have access to enriching STEM opportunities throughout their early years, we achieve a stronger, more inclusive future workforce where diverse ideas and experiences are championed, and where all participants are entering the workforce on a more level playing field.



We are determined to achieve proportional representation by 2024, so that regardless of where a child lives or the economic status of their family, all children across our service regions will have equal access to Scientists in School. This translates to scaling over the next five years from our current reach of 190,800 students attending schools serving low-income communities, to 315,000 annually.

The progress that we have made so far – and all that is yet to come – is only possible through collaboration with our partners in education, parents, donors, presenters and staff.

On behalf of everyone at Scientists in School – and the nine million young scientists you have helped to inspire since 1989 – thank you for your collaboration over the past 30 years.

We can't wait to see what we will accomplish together over the next 30!

Cindy Adams
Executive Director

Greg Chownyk
Chair, Board of Directors

Historical Highlights: 1989-2019

1989: The Ajax-Pickering branch of the Canadian Federation of University Women (CFUW) launches a community outreach initiative to bring **hands-on science enrichment** into Durham Region elementary classrooms under the guidance of visiting STEM role models in collaboration with teachers. The idea received enthusiastic endorsement from the Durham District School Board. **Over 1,000 students in 40 classrooms participated.**

1995-2000: Word of mouth sparks expansion into Toronto (1997) and Guelph (1999). Scientists in School **becomes a registered charity and grows exponentially to 110,000 students annually** with support from amazing donors, including the Natural Sciences and Engineering Research Council of Canada (NSERC), TD Bank and Toyota Canada. Innovative new programming includes professional development workshops for teachers. The Erin Gladwell Memorial Fund increases opportunities for students attending schools **serving low-income communities.**

2000-2013: **Expansion** includes York (2000), Halton (2002), Kawartha (2003), Peel (2004), Waterloo (2005), Niagara (2007), Ottawa (2009), Hamilton (2010), and Brant-Haldimand (2010). A **French language workshop stream** is developed for Eastern Ontario. Our first branch outside of Ontario **launches in Lethbridge, Alberta (2010)**, again in collaboration with the local branch of the CFUW.

2014-2015: Focus on **equity expands with Adopt-a-School**, fully supporting schools serving the most under-resourced communities. With the help of our visionary partners, 33 schools are adopted and provided with free workshops for every class. Our **second Alberta branch opens in Calgary** and quadruples the classroom workshops delivered by the second year, inspiring 10,200 young Calgarians. A **community workshop stream launches** and includes Family Science Nights, helping schools build critical school-home relationships.

2017: **Eight millionth young scientist since 1989!** That year, 660,000 children are engaged in 24,800 classrooms across 344 communities and 52 school boards. An additional **24,000 children and youth participate** in the community workshop stream.

2018-2019: We **launch a companion equity initiative, Lift-a-School**, which like Adopt-a-School supports schools serving low-income communities that are unable to afford our workshop fee. Lift-a-School helps schools in low-income communities that cannot afford to pay for workshops for every class, and provides complimentary workshops on a one-to-one match for every workshop paid for by the school.

"Congratulations to Scientists in School for 30 amazing years of empowering a new generation of scientists and helping build a brighter future for youth through technology. For over 15 years, TELUS, our Team Members and the TELUS Friendly Future Foundation have supported the important work of Scientists in School. Scientists in School prepares thousands of youth across Canada for a future dominated by STEM. The potential of these young people is boundless, and it is our responsibility to nurture them and ensure we build a brighter future for youth through technology."

~ Jill Schnarr, Vice President,
Corporate Citizenship & Communications, TELUS



Greg Chownyk,
Chair, Board of Directors



2019 Year in Review

In our 30th year, Scientists in School continued to push the envelope in how we engage youth in STEM to spark children's interest in pursuing a future in science. These are just a few highlights from a truly exceptional year where thousands of schools, along with hundreds of thousands of youth, community groups and families discovered the wonder of STEM:



Alberta Community Workshops Launch

In Calgary and Lethbridge, 3,208 children became scientists in 142 workshops at libraries, childcare programs and centres, community associations, daycares, family resource centres and more. In Ontario, where our community workshop stream launched five years ago, close to 40,000 young scientists participated in 1,756 workshops.



#DiscoverYourSTEMCareer

We created the #DiscoverYourSTEMCareer video series to help broaden how children perceive careers in STEM and also heighten their interest in an exciting 21st century career. These engaging videos transport viewers on location as they follow a day-in-the-life and career journey of an environmental technician, a bird biologist, a food scientist, an engineer, and more.



122 Family Science Nights Inspired Children and Parents/Guardians

Picture a gymnasium, a community centre or a library room buzzing with excitement as children and their families investigate science, engineering and math together. Take part in any of our Family Science Nights, and that's what you'll discover. In 2019, over 6,000 families participated in Family Science Nights in school and community settings across our service areas.



Putting the "T" in STEM

We embarked on an exciting collaboration with steamlabs, an education innovation non-profit, to add AI, machine learning, and other digital skills-based learning experiences infused with science to our workshop topics. This new workshop stream will help equip young scientists in a modern world where technology is evolving at a fast pace and already prevalent in their everyday lives.



East Coast Outreach

Our visionary partner in STEM education, Superior Glove, recognizes that there is a need to provide schools surrounding their rural Newfoundland plant with critical, life-shaping opportunities like Scientists in School. For the fourth year, with their generous support, our scientists travelled to Newfoundland and engaged over 490 students in four schools.



Taking Action for Sustainability

Our program development teams continued to focus on workshop enhancements that support children in becoming better custodians of our earth and inspire them to take action. Workshops like *Global Climate Change*, *Habitats and Communities*, *Energy: The Power to Change*, *Life's Like That*, and *Young Friends of the Earth* are just some we offer that address the crises of species collapse and climate change.

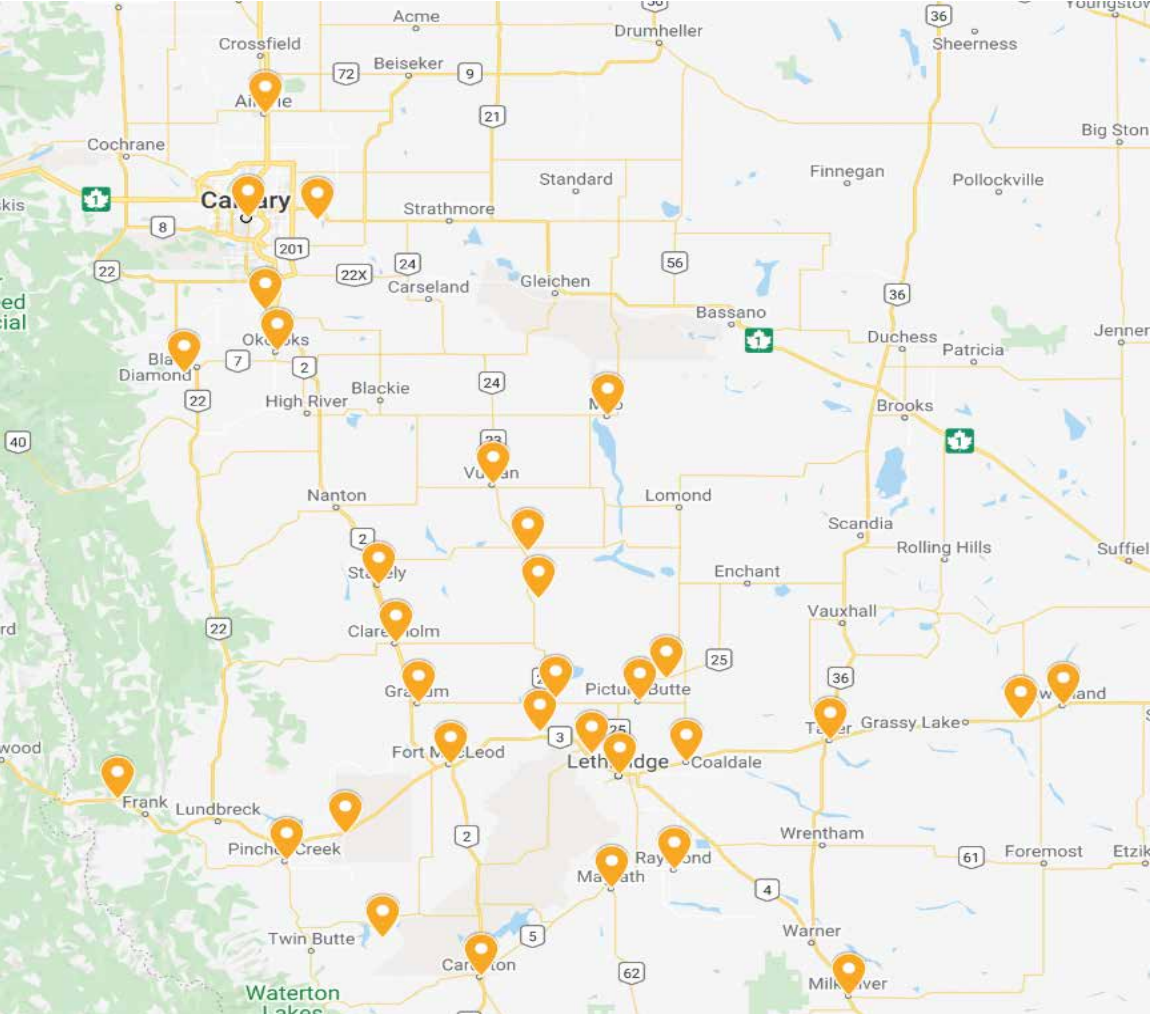
"General Motors Canada has been a proud partner of Scientists in School for the last two years. We want to build the next leaders and innovators in STEM (science, technology, engineering and math) by making sure kids and young adults have access to mentorship and programs to help inspire them to pursue careers in this field. Their Adopt-a-School program reaches all students regardless of background, and invites them to see the world in a way that will inspire them to ask questions, and then to seek out answers. I think the best STEM programs are ones that make science accessible to everyone and help you take a look at the world you live in, as Scientists in School's does."

~ Stephanie Thompson, Engineering Team Leader, General Motors Canada

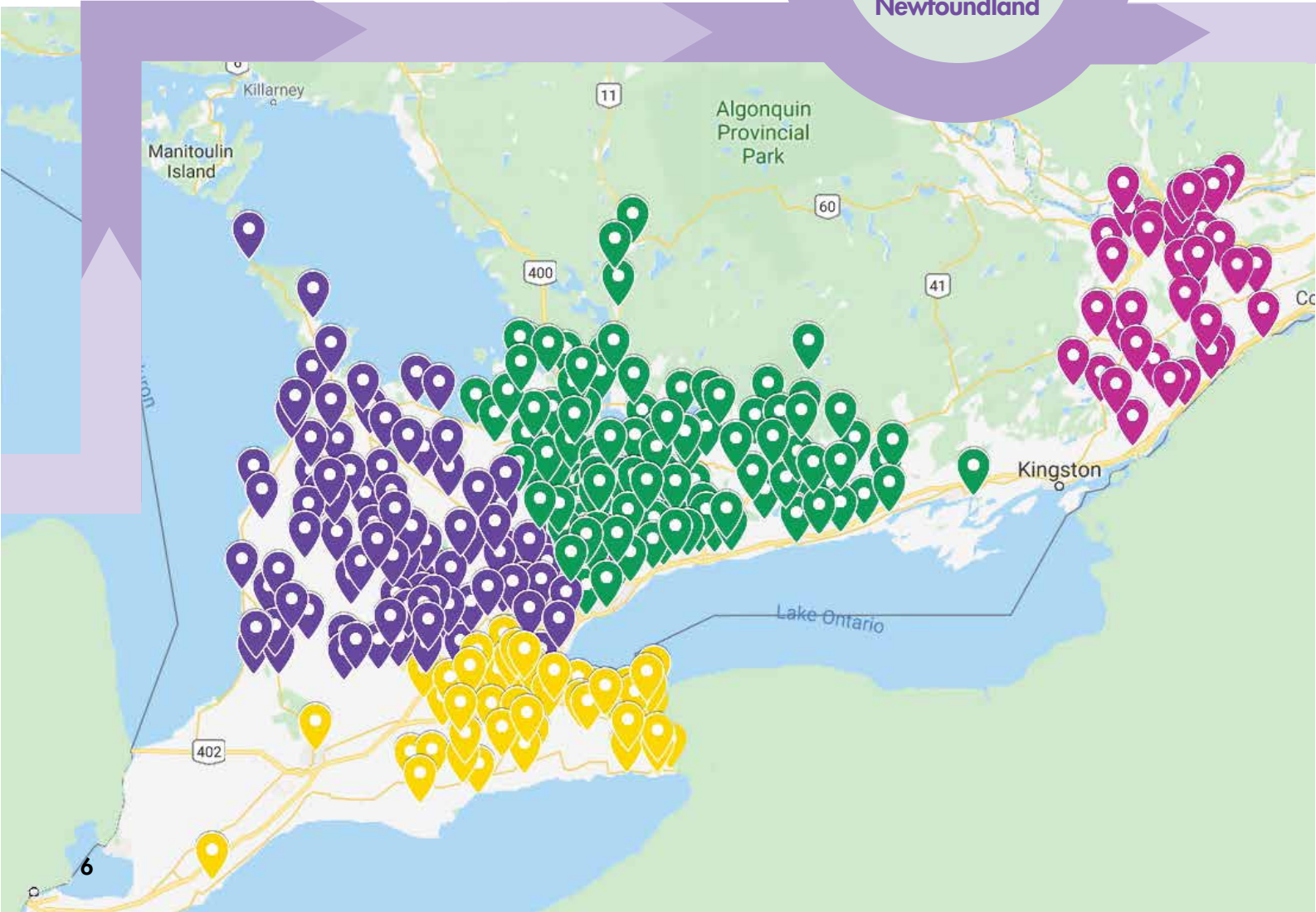
"We are proud to be a long-time supporter of Scientists in School, whose work is helping to create a more sustainable tomorrow. Equipping Canadian youth with the tools they need to drive positive environmental impact in the future is an essential step in protecting the health of our planet."

~ Carolyn Scotchmer, Executive Director, TD Friends of the Environment Foundation

Acton	Binbrook	Caledon	Clinton	Drayton	Etobicoke	Gloucester	Hensall	Maryhill
Addison	Blackstock	Caledonia	Coaldale	Drumbo	Everett	Goderich	Hill Spring	Maxwell
Airdrie	Bolton	Calgary	Coalhurst	Dublin	Exeter	Gores Landing	Holland Centre	Meaford
Ajax	Botwood	Cambridge	Cobourg	Dundalk	Fenelon Falls	Gorrie	Holland Landing	Metcalf
Alliston	Bow Island	Campbellcroft	Colborne	Dundas	Fenwick	Grafton	Holstein	Midhurst
Alma	Bowmanville	Campbellford	Coldwater	East Garafraxa	Fergus	Grand Valley	Huntsville	Midland
Almonte	Bracebridge	Cannington	Coleman	East Gwillimbury	Fisherville	Granum	Huttonville	Mildmay
Ancaster	Bradford	Cardston	Collingwood	East York	Flesherton	Greely	Innisfil	Milk River
Angus	Brampton	Carleton Place	Concord	Egbert	Fonthill	Greenbank	Iron Springs	Millbrook
Apsley	Brantford	Carlisle	Cookstown	Elgin County	Formosa	Greensville	Johnstown	Millgrove
Arthur	Brantwood	Carmangay	Copetown	Elmira	Fort Erie	Greenwood	Jordan	Milo
Atwood	Breslau	Carp	Cottrell's Cove	Elmvale	Fort Macleod	Grimsby	Kanata	Milton
Aurora	Bridgenorth	Castleton	Courtice	Elora	Frankford	Guelph	Kars	Minesing
Ayton	Brighton	Cayuga	Courtland	Enniskillen	Freelton	Gwillimbury	Kawartha Lakes	Mississauga
Baden	Brocket	Champion	Crystal Beach	Ennismore	Georgetown	Hagersville	Keene	Monarch
Baltimore	Brockville	Chatsworth	Cumberland Beach	Erin		Hamilton	Kemptville	Mono
Barrie	Brooklin	Chepstow	Dashwood			Hampton	Kenilworth	Montrose
Beamsville	Buckhorn	Chesley	Delhi			Hannon	Keswick	Moorefield
Beaverton	Burdett	Chestermere	De Winton			Hanover	Kettleby	Morrisburg
Beeton	Burford	Chesterville	Don Mills			Harriston	Kincardine	Mount Albert
Belfountain	Burlington	Claremont	Douro-Dummer			Havelock	King City	Mount Forest
Bethany	Buttonville	Claresholm	Downsview				Kitchener	Mount Hope



336
Communities
Reached in Ontario,
Alberta and
Newfoundland



Kleinburg	Mount Pleasant	Orléans	Port Elgin	Shelburne	Sunderland	Warminster
Lakefield	Mulmur	Oro Station	Port Hope	Simcoe	Sutton West	Warsaw
Lanark	Nepean	Oro-Medonte	Port Perry	Smiths Falls	Taber	Wasaga Beach
Lansdowne	New Dundee	Orono	Prescott	Smithville	Tara	Washago
Langton	New Hamburg	Osgoode	Queensville	Southampton	Teeswater	Waterdown
Lethbridge	Newcastle	Oshawa	Ramara	Spencerville	Thornbury	Waterford
Limehouse	Newmarket	Ottawa	Raymond	Springdale	Thornhill	Waterloo
Lindsay	Niagara Falls	Owen Sound	Richmond	St. Anns	Trenton	Welland
Linwood	Niagara-on-the-Lake	Oxford Mills	Richmond Hill	St. Catharines	Troy	Wellesley
Lion's Head	Nobleford	Paisley	Ridgeway	St. Clements	Turner Valley	Westport
Listowel	Nobleton	Palmerston	Ripley	St. David's	Unionville	Whitby
Little Britain	North Gower	Paris	Rockwood	St. George	Utterson	Warton
Lombardy	North York	Pefferlaw	Roseneath	St. Jacobs	Uxbridge	Winchester
Londesborough	Norwood	Penetanguishene	Sandford	St. Pauls Station	Vanier	Wingham
London	Oakville	Perth	Sauble Beach	Stavely	Vaughan	Woodbridge
Lyn	Oakwood	Peterborough	Scarborough	Stayner	Verulam	Woodlawn
Lyndhurst	Ohsweken	Pickering	Schomberg	Stevensville	Victoria Harbour	Woodville
Magrath	Okotoks	Picture Butte	Seaforth	Stirling	Vineland	Wyevale
Manotick	Omemee	Pincher Creek	Shakespeare	Stittsville	Virgil	York
Maple	Orangeville	Point Leamington	Shanty Bay	Stoney Creek	Vulcan	Zurich
Markdale	Orillia	Port Colborne	Sharon	Stouffville	Walkerton	
Markham		Port Dover	Sheffield	Stratford	Warkworth	

Collaborators in Education

We use an evidence-based approach to provide curriculum enhancing workshops that provide real-world experiences for students. A 2019 post-workshop survey of 5,000 Kindergarten to Grade 8 teachers in Ontario and Alberta showed:



97% of teachers said Scientists in School was very to extremely effective in encouraging students to make discoveries

92% of teachers said Scientists in School was very to extremely effective in enhancing students' understanding of scientific principles

92% of teachers said Scientists in School was very to extremely effective in enhancing students' interest in STEM

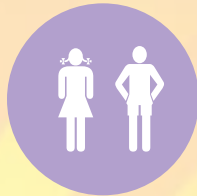
2019
Impact by the
Numbers



711,000
Children and youth inspired through inquiry-based workshops



350
STEM role models sparked curiosity in workshops with 62,000+ parent volunteers assisting



190,800
students attending schools serving low-income communities inspired



82
Classroom and community workshop topics



24,870
Half-day classroom workshops delivered



336
Communities across Ontario and Alberta



19,530
Teachers gained new ideas



1,890
Community workshops delivered



2,450
Schools full of eager young scientists



16,000
Francophone students inspired in French-language workshops

Young scientists reached in Alberta



31,354
Airdrie, Calgary, Chestermere, Cochrane, De Winton



14,472
Lethbridge, Magrath, Pincher Creek, Taber, Vulcan

Young scientists reached in Ontario



394,268
Durham, Peterborough and the Kawarthas, Simcoe County, York, Toronto



63,272
Eastern Ontario and Ottawa



163,948
The Bruce Huron Peninsula, Guelph, Halton, Peel, Waterloo, Wellington



43,679
Brant, Haldimand, Hamilton-Wentworth, Niagara Region, Norfolk Counties

Measuring Lasting Impact: Results From Our 6-Year Longitudinal Study

A longitudinal research study by Western University, conducted from 2013 to 2019, followed a cohort of 2,000 students. The study confirmed that experiencing our workshops in elementary school has an impact that lasts through high school. In open-ended survey questions and interviews, 289 Grade 10 to 12 students recalled the activities in various workshop topics experienced in their Grades 6, 7 and 8 years. This study, focused on students from high-needs communities, demonstrated the lasting difference that our innovative workshops have for youth STEM success. Students in schools with no prior participation experienced two, four or six workshops before entering high school.

87% of Grade 11 and 12 students strongly agreed or agreed with the statement: “Scientists in School workshops in elementary school were an important part of learning about STEM.” The consistent reasons they gave were that workshops were an interesting and/or fun hands-on experience that increased their interest in STEM, understanding of STEM concepts, and awareness of careers.

90% of Grade 11 students who had six workshops in elementary school and **55%** of Grade 12 students who had four workshops in elementary school responded that the workshops taught them skills that they were able to use in high school.

The top skills they consistently highlighted as being strengthened were:

- 1. Collaboration and group work
- 2. Preparation for the high school STEM curriculum
- 3. Communication, critical thinking and creativity

What Students Said, Now That They Are In High School

“I found the owl workshop most interesting. I still have bones from the owl pellet prey we dissected. I found it so cool. I felt like I was a scientist and was looking for these bones.”
~ Grade 10 Female Student, Interview, 2018

“To be honest, without these workshops, I don’t know where I would be in science. In middle school, I wasn’t really doing good in science and I didn’t like it, until I did the workshops. Then I understood that science is actually easy. The workshops gave me a guide ... doing them was interesting.”
~ Grade 10 Male Student, Interview, 2018

“Scientists in School got me interested and ... gave me a chance to see things for myself and how science relates to the real world. It’s important to make this connection. The hands-on aspect for me was really beneficial.”
~ Grade 11 Female Student, Interview Response

“I’m bad at science, but I do really like it and think a lot of that is because I found it so interesting to learn about it from Scientists in School workshops.”
~ Grade 11 Male Student, Interview, 2018

“Scientists in School gave us opportunities to engage and experiment with materials, compared to the classroom where we learn from a textbook. When you see something with your own eyes, it increases your interest.”
~ Grade 12 Female Student, Interview, 2019

“Scientists in School demonstrated that science extends beyond the textbook and theory, and helped familiarize us with realistic real-world applications of scientific knowledge, which was important for those considering a career in science.”
~ Grade 12 Female Student, Interview, 2018

“In class, you don’t get to see the things you see in a Scientists in School workshop. In our classroom, you didn’t get the physical experience where you get to play with it, or build it. With Scientists in School, you physically do it, and mentally learn it well, so it’s stuck in your brain.”
~ Grade 12 Male Student, Interview, 2019



“It was the workshop *Close Encounters of a Chemical Kind*. It instilled in me this love of chemistry and I do feel this is the reason that I like chemistry so much today. The fact that I was exposed to it in Grade 7 made me more enthusiastic in Grade 9 when we started encountering it.”
~ Grade 11 Female Student, Interview, 2019

“Before Scientists in School, I didn’t know what STEM was. After, I got interested in robotics. In Grade 8, I started a robotics league with my classmates ... and then I went straight into First Robotics in high school.”
~ Grade 12 Male Student, Interview, 2019

“It was the fact that the workshop was more likely to teach you that you didn’t have to be ‘right’ all the time. With Scientists in School it was more important that we got interested in learning, and being engaged. It wasn’t a lot of pressure.”
~ Grade 12 Female Student, Interview, 2019

“My favourite workshop was *Air and Flight* in Grade 6 because I’m into aviation and I’ve been trying to become a pilot. After that workshop, I started doing research on how I could become a pilot, which is how I found out about Air Cadets.”
~ Grade 12 Male Student, Interview, 2019



Equitable Access to Our Workshops

A prosperous and innovative Canada is one where every voice is represented in our workforce, research and scientific discoveries. In order to achieve this vision of a better, more inclusive STEM workforce in Canada, we must inspire confidence and heighten critical thinking skills in our youngest citizens at an early age, regardless of their socioeconomic status. We recognize that our user fee presents a barrier for schools serving low-income communities to access our curriculum-enriching workshops. Together with our donors, we are working hard to change that so that no child is left behind.

2,137

free workshops
donated to schools
serving low-income
communities

190,800

students attending schools
serving low-income communities
inspired through
life-shaping opportunities

47,500

children inspired
through
Adopt-a-School

Adopt-a-School and Lift-a-School

Our Adopt-a-School and Lift-a-School programs provide complimentary workshops funded by donors to schools serving low-income communities. Adopt-a-School provides free workshops to every classroom in a school, and Lift-a-School provides free workshops to half the classrooms, with the school covering the cost for the rest. The ultimate goal is to provide every student in schools that participate with a complimentary Scientists in School experience every year throughout their elementary school journey.

"We are a high-priority school in a low-income area. This type of workshop gives our students an opportunity to be exposed to materials, information and activities directly in the classroom which we would not typically have access to if this workshop were located somewhere that required a bus trip. Scientists in School allows our students to have similar learning opportunities that other students have all the time. They support our

initiatives to ensure all students have equal opportunities to expand their knowledge, understanding and experience. We are most grateful to be able to have had Scientists in School bring the world of science to us! Thank you so much, Scientists in School!"

~ A Kindergarten Durham
District School Board Teacher
after a *There's No Place
Like Home* workshop



#SiImpact in Action

Do you remember a role model who inspired you during childhood? Someone who sparked a sense of curiosity in you – or encouraged you to feel more confident? That's what the #SiImpact is all about: Helping children to develop critical thinking skills and confidence that will inspire them to ask insightful questions about their world, discover the relevance of science in everyday life and dream of a future in STEM they perhaps never thought possible – until they became a scientist in school. Over the past 30 years, our workshop presenters have inspired over nine million children and youth in Canada. Many of our program alumni – like the ones featured here – have pursued post-secondary pathways in STEM, continuing to inspire others through their work and research in their fields.

Methuna, Educator and Masters in Education student at Ontario Tech University

"My favourite presentation was when I was in Grade 7 and we had a scientist come in to do a workshop about optics. At the time I was interested in learning about colour blindness and the scientist was able to do an activity with us to explain the vision problem well. Now as a teacher, I also had Scientists in School come in to present a workshop about fluids and density with my Grade 8 class. It was great to see students interact and learn with their peers. Having students who do not normally participate engage in these hands-on activities was a win for us educators!"



Nicholas, Engineering Science student at the University of Toronto

"In all of these investigations, I felt a sense of wonder instilled in me by the program. I was always excited going into Scientists in School, as I knew I would learn so much more about what I had observed on my own in the outside world. From analyzing the construction of insects to the physics of simple machines, my curiosity was always reinforced by the omnipresent sense of wonder I felt while completing that day's experiments and activities."



Natalie, Mechanical Engineering student at Ontario Tech University

"Scientists in School helped me greatly when finding my passion for engineering. The initial introduction to all of the cool things that you can do in science helped me find a passion for it at a young age...Seeing that most of the scientists were also female helped me as well, as it made me realize that it is a completely normal thing for a woman to be in STEM."



Kate, Manager of Koffler Scientific Reserve at Jokers Hill, an affiliate of the University of Toronto and Department of Ecology and Evolutionary Biology

"More than anything, Scientists in School showed me that science can be fun. For example, learning about the human body by using medical instruments (including stethoscopes) in Grade 5, and then seeing the presenter's metal brace after she broke her wrist, brought science to life for me. I was otherwise uninterested in human anatomy, but the lessons I learned from Scientists in School made it more tangible for me to understand the processes that I was learning in the classroom."



Our 5-Year Strategic Plan

This was the springboard year of Scientists in School's ambitious 2019-2024 Strategic Plan. Our five-year transformation focuses on long-term growth and continuing to develop our high-impact role in preparing children in Canada for their future.

Our short-term strategy focuses on maximizing growth and impact in our current service areas and developing the efficiencies, infrastructure and programming to meet current and future needs while keeping equity and inclusion at the forefront.

Long term, this Strategic Plan will position us to scale our impact nationally, demonstrate youth impact, and play an expanded role in piquing children's interest in STEM, strengthening their STEM skills and confidence, and preparing even more youth in Canada both for STEM pursuits, and to be a generation of good citizens who will think critically, question intelligently, be open-minded, respect facts, data and evidence, and use all of the above to act responsibly.

Our 2019-2024 Strategic Plan focuses on a number of mission-impact accelerating initiatives under three key areas:

Set our organization apart through our high quality programming, engaged and caring culture, and focus on optimizing our key outcomes for youth and teacher impact.

- Achieve proportional representation of youth growing up in low-income communities with those in higher income communities for their frequency of Scientists in School experiences across their elementary school grades. Focus on expanding Adopt-a-School and other equitable access strategies.
- All children in our service areas enter Grade 9 having had multiple years of Scientists in School workshops. This draws from our research data findings whereby multiple years of workshops acted as a lever to increase youth outcomes further, especially for girls.
- Evolve our inquiry-based programming in tandem with STEM evolution, curriculum change, and our research study findings. Ensure rich learning opportunities with long-term impact.
- Continue studies and research, enhancing our ability to maximize our key youth outcomes.

Strengthen foundation for a scalable operational model to optimize existing opportunities for growth in current service areas and to position us to enter new ones.

- Develop new products, optimize mission impact, and strengthen and diversify revenue streams.
- Enhance capacity and infrastructure to align with strategic intent.
- Optimize workshop presenter capabilities to capture and hold student's interest and heighten youth STEM confidence, concept understanding, and perception of STEM relevance in the world.
- Embrace growth into new service areas through partnerships.

Growth of strategic donors and partnerships to support our growth vision and our mandate to heighten the confidence, interest and participation in STEM disciplines of children across Canada.

Implementing Strategic Initiatives to Achieve Goals

Close proportional representation gap for low-income schools:

Expand Adopt-a-School and identify other strategies to close gap for participation of schools serving low-income communities.

Achieve multiple experiences for all elementary students:

Maximize multiple experiences over a child's elementary school years. Our Gold Standard is at least one workshop for every class in every school, every year.

Evolve programming in tandem with STEM evolution & curriculum change:

Ensure alignment of classroom experiences with evolving provincial curriculum frameworks, and ensure classroom and community learning experiences are inquiry-based, leading-edge and top of mind for customers.

Develop Family Science Night and Community Channel to multiply impact

Region by region in alignment with business plan for Growth and Optimization.



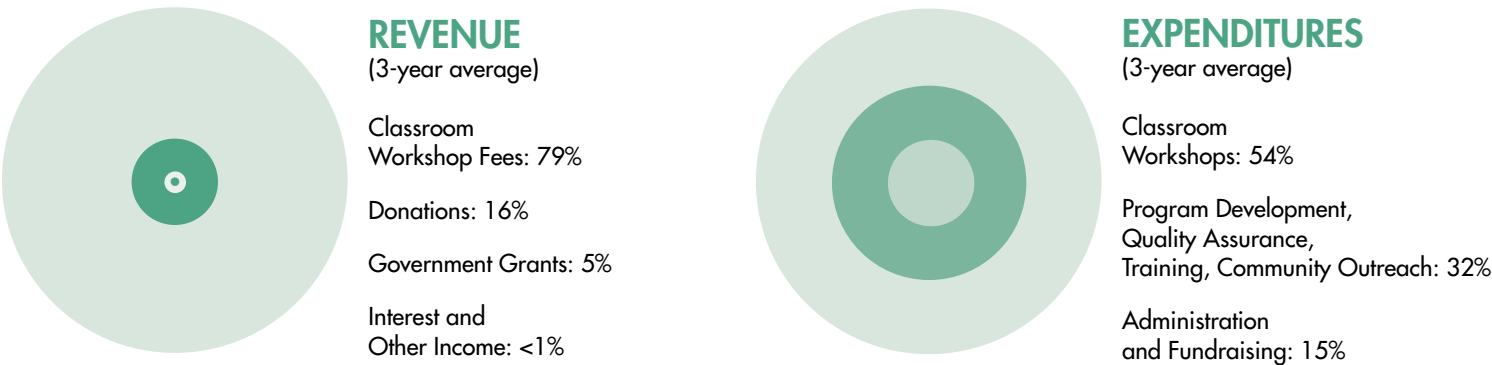
Summarized Financial Statements

To the Board of Directors of Scientists in School,

We have audited the accompanying summary financial statements of Scientists in School, which comprise the balance sheet as at August 31, 2019, the statement of earnings and accumulated surplus, changes in net assets and cash flow for the year then ended and a summary of significant accounting policies and other explanatory information.

Management’s Responsibility for the Financial Statements: Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal controls as management determines is necessary to enable the preparation of financial statements that are free from material misstatement whether due to fraud or error.

Auditor’s Responsibility: Our responsibility is to express an opinion on these financial statements based on our audit. We conduct our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.



An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor’s judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal controls relevant to the entity’s preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion: In our opinion, the financial statements present fairly, in all material respects the financial position of Scientists in School as at August 31, 2019 and the results of its operations and cash flow for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Dawn Flett & Associates

Dawn Flett & Associates
Chartered Professional Accountant
January 10, 2020 | Ajax, Ontario

Approved by the Board of Directors:

Greg Chownyk, Chair

Michael Wosnick, Vice Chair & Treasurer

Summarized Statement of Financial Position

Assets - Current	2019	2018
Cash and Short Term Investments	\$1,064,584	\$691,969
Accounts Receivable	94,432	177,565
GST/HST Rebate Receivable	94,512	93,649
Prepaid Expenses	65,437	38,370
Workshop Supplies	81,751	118,976
	1,400,716	1,120,529
Capital Assets	114,060	132,613
Total	\$1,514,776	\$1,253,142
Liabilities - Current	2019	2018
Accounts Payable and Accrued Charges	\$141,821	\$122,369
Deferred Revenue	570,029	431,842
Deferred Donations	11,738	11,561
	\$723,588	\$565,772
Net Assets	2019	2018
Investment in Capital Assets	\$112,394	\$130,446
Internally Restricted Reserve for Contingencies	525,721	440,412
Internally Restricted Reserve for Strategic Investments	153,073	116,512
Accumulated Surplus	\$791,188	\$687,370
Total Liabilities and Net Assets	\$1,514,776	\$1,253,142

For a copy of Scientists in School’s audited financial statements, visit www.scientistsinschool.ca

Summarized Statement of Operations

Revenue	2019	2018
Classroom Workshops	\$4,719,741	\$4,606,527
Donations	933,807	960,898
Government Grants	302,988	227,410
Other Income	19,345	19,844
Interest Income	2,609	2,353
Total Revenue	\$5,978,490	\$5,817,032
Expenditures	2019	2018
Direct Classroom Workshop Costs	\$3,156,036	\$3,123,089
Program Development, Implementation, Quality Assurance and Community Outreach	1,896,111	1,757,831
Administration and Fundraising	822,525	867,664
Total Expenses	\$5,874,672	\$5,748,584
Net Revenue over Expenses	\$103,818	\$68,448



Collaborators in STEM

At Scientists in School, we actively cultivate and foster key partnerships and relationships with stakeholders who share our mission, vision and values, ensuring that they are mutually beneficial and built on trust. Because of this support, Scientists in School has grown and flourished, and for that we are truly thankful.

Catalyst Level



**TD Friends of the
Environment
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Innovation Level



**John and Deborah Harris
Family Foundation**



Imagination Level



**GENERAL MOTORS
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Discovery Level

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* A special thank you to our multi-year partners

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Waterloo Region District School Board
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Outreach to Newfoundland

Newfoundland & Labrador English School District Schools
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"Systematix is proud to partner with Scientists in School. Providing these interactive, accessible, and engaging learning opportunities to young students encourages a life-long interest in science and technology. With this program every child is given a window into subjects that may have otherwise seemed intimidating or inaccessible. It's amazing to see how Scientists in School fosters a love of investigation, inquisitiveness and problem-solving, as well as highlighting the exciting side of science and technology. Congratulations for providing inspiration to so many future scientists over the years!"

~ Systematix



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