



# 2021 Annual Report



**NCSE**  
National Center for  
Science Education

**40**  
YEARS



**2021 was a year of refocus** for NCSE as we ramped up and prioritized our Supporting Teachers program, formally acknowledged our commitment to research, and sunsetted our community outreach efforts, all while continuing to defend and support honest and accurate science education.

We have always believed that providing opportunities for communities to engage with evolution and climate change science outside the classroom would make it easier for teachers to cover those topics in the classroom. Over time, we piloted several informal science outreach programs. But, although we facilitated a lot of terrific, positive, mind-changing interactions, we reluctantly came to the conclusion in 2021 that we don't have the capacity to seed community science throughout the nation. We therefore decided to wind

down our community outreach program and redouble our efforts on supporting teachers directly.

To that end, we hired new staff to focus on curriculum development and launched a two-year curriculum field study, recruiting 30 teachers from across the country to test our new nature of science, evolution, and climate change lessons in their classrooms. True to the spirit of respect for science that permeates all of NCSE's work, we are diligently gathering evidence about how well the lessons work, both in reducing students' misconceptions and improving teachers' confidence and skill in teaching sometimes fractious topics. We will use what we learn to revise and improve the lessons through another year of classroom testing. All of the lessons will be freely available to the public.

Also in 2021, we formally acknowledged the critical importance of the research that we engage in that helps us, and the general public, better understand the landscape of climate change and evolution education, by launching a new program, Investigating Science Education.

And, as always, we continued to monitor and mobilize against legislation and policy developments that threaten the accurate teaching of climate science and evolution through our Catalyzing Action program.

Sincerely,

A handwritten signature in blue ink that reads "Ann Reid". The signature is fluid and cursive.

Ann Reid

*Executive Director*

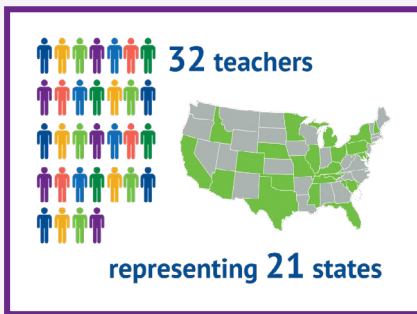
## OUR MISSION

**NCSE promotes and defends accurate and effective science education, because everyone deserves to engage with the evidence.**

# NCSE at work in 2021

## Supporting Teachers

We give science teachers tools and skills to help students overcome misconceptions and misinformation about climate change, evolution, and the nature of science.



### NCSE launches curriculum study to investigate efficacy of lessons

[NCSE.NGO](https://www.ncse.ngo)

Middle and high school science teachers from across the country began the first of a two-year effort—a curriculum field test—to teach our misconception-based lessons and report back results. NCSE staff will use that feedback to improve the lessons.



### Scientific Consensus: A Tsunami of Evidence

[NCSE.NGO](https://www.ncse.ngo)

NCSE developed and launched the first of our five climate change lesson sets. “Scientific Consensus: A Tsunami of Evidence” provides teachers with a powerful tool kit to help students understand that climate change is settled science, helping them to overcome a pervasive misconception.



### NCSE at the National Association of Biology Teachers conference

[NCSE.NGO](https://www.ncse.ngo)

We co-sponsored the National Association of Biology Teachers Evolution Education Award and organized and led a marquee evolution symposium at NABT’s annual conference.



*The curriculum study is the first step in proving that our lessons are truly able to change teaching practices and learning outcomes.*

# Catalyzing Action

We help individuals and communities resist threats to accurate and effective science education.

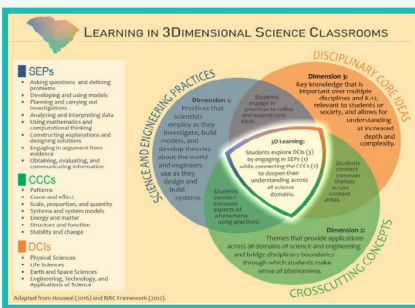


## Good news from Texas

NCSE.ORG



NCSE worked with allies to call for the improved treatment of climate change in a revised set of Texas's science standards for high school elective science courses.



## New state science standards in South Carolina

NCSE.ORG



NCSE rallied scientists, parents, and teachers to support climate change and evolution in a new set of state science standards in South Carolina.



## Creationism bill narrowly defeated in Arkansas

NCSE.ORG



NCSE coordinated opposition to a bill that would have allowed Arkansas teachers in the state's public and open-enrollment charter schools to "teach creationism as a theory of how the earth came to exist."

*The passage of House Bill 1701 would have not only put the scientific literacy of Arkansas's students in jeopardy but also subjected the state to national derision.*

# Investigating Science Education

Investigating Science Education conducts high-quality research to better understand science education.



## Many states get poor grades on their climate education standards



[YALECLIMATECONNECTIONS.ORG](https://www.yaleclimateconnections.org)

“Making the Grade?” (a 2020 report card on climate change science standards in all 50 states) continued to receive press attention in 2021, as in this Yale Climate Connections interview with NCSE Deputy Director Glenn Branch.



## Teaching evolution in U.S. public middle schools: results of the first national survey



[EVOLUTION-OUTREACH.BIOMEDCENTRAL.COM](https://www.evolution-outreach.biomedcentral.com)

Researchers at NCSE and Penn State University conducted and published the results of the first systematic attempt to investigate middle school evolution education through a representative survey of science teachers.

Photo by Brett Eloff. Courtesy [Profberger](#) and [Wits University](#), licensed under [CC BY-SA 4.0](#)



## News at a glance



[SCIENCE.ORG](https://www.science.org)

Researchers at NCSE, the University of Michigan, and the University of Oviedo in Spain found that a majority of Americans now accept evolution, as reported by *Science*.

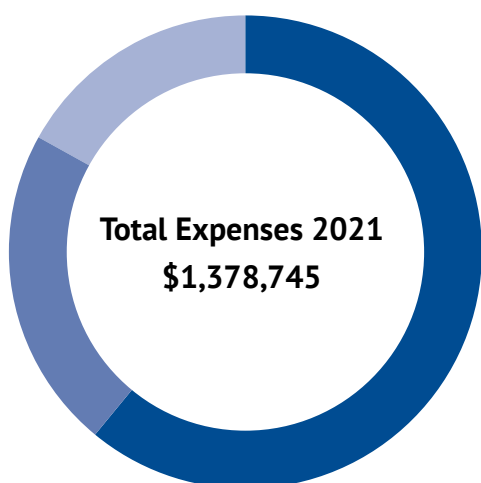
*In partnership with the Texas Freedom Network Education Fund, we evaluated each state’s science standards to see how clearly and accurately they cover the causes and consequences of climate change.*

## Financial Report

We are grateful for the ongoing support and dedication of the individual supporters and foundations who make our work possible.



- Individuals: \$1,539,788 (76%)
- Foundations: \$340,000 (17%)
- Earned income: \$142,777 (7%)



- Program: \$803,661 (61%)
- General and Administration: \$301,129 (22%)
- Fundraising: \$229,541 (17%)

## Board of Directors

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*Postdoctoral Researcher*



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