

BSCS SCIENCE LEARNING

2025

Annual Report

Transforming science education through research-driven innovation.



Contents

03 Letter from the Executive Director

05 BSCS in 2025: By the Numbers

07 Partnership Story: From Standards to the Classroom

10 The BSCS Access Fund

13 Impact Strategy for Instructional Materials

15 Donors

16 Funders

17 Leadership

18 Financials



Dear friends,

It's a challenging time for science education in America. The release of the *Next Generation Science Standards* in 2013 kicked off a heady decade for science education, but we entered a period of diminished public and private support in the last few years. This is far from the first (or worst) swing of the pendulum that BSCS has experienced. The worst occurred in the early 1980s, when the funding climate changed so quickly that BSCS contracted from 33 employees to 2.5 in less than two years. Fortunately, the last couple of years have not been nearly as hard on BSCS. One reason is that we launched an initiative to diversify our funding in 2024. Based on the success of that initiative we have been more insulated from the recent changes in federal funding than many. In fact, buoyed by several large contracts for instructional materials development, we ended 2025 with a solid and secure funding picture for 2026.

While we need to maintain a focus on financial viability and sustainability, our mission always comes first. From the mission perspective, 2025 was a banner year for BSCS. In 2025, BSCS writing teams wrapped up our work on the OpenSciEd program for grades K–5. This marked the completion of the entire OpenSciEd program, the first to meet all the objectives of the NGSS—both concepts and practices—from K–12. BSCS played central roles in each of the three OpenSciEd programs—K–5, middle school, and high school—and we have been pleased to see that OpenSciEd and its licensed distributors are achieving historic levels of success in the marketplace.

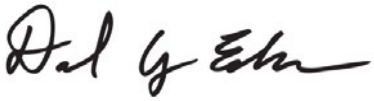
Of course, instructional materials are necessary but not sufficient for deep and sustained change, and we also had the opportunity to provide districts across the country with teacher professional learning programs and leadership development programs. Notably, we entered into partnerships with two large districts in 2025 for the implementation of high-quality science programs: Denver and Philadelphia. In Denver, we provided district-wide professional learning for middle and high school OpenSciEd, and in Philadelphia, we provided district-wide professional learning for *BSCS Biology: Understanding for Life.*

From the business perspective, 2025 showed that BSCS could be flexible and resilient in the face of changes in the funding landscape. In 2025, we received less than $4 million from federal grants, down from $6.7 million two years earlier. On the other hand, driven by the success of our *BSCS Biology* program and our work on the OpenSciEd programs in recent years, we generated more than $4 million in revenue for materials development and professional services contracts in 2025.

You will see the themes of flexibility and resilience throughout this Annual Report. In the following pages, you will read stories of how BSCS is persisting in a changing world in supporting districts as they implement reforms, in bringing our experience and resources to underserved communities, and in creating instructional materials that can carry new visions of teaching and learning into classrooms.

We couldn't do any of this work without our partners in schools and districts, our funders, and our donors. The work we describe in this Report is a testament to you and your support for our mission.

Sincerely,



Danny Edelson
Executive Director



OUR MISSION

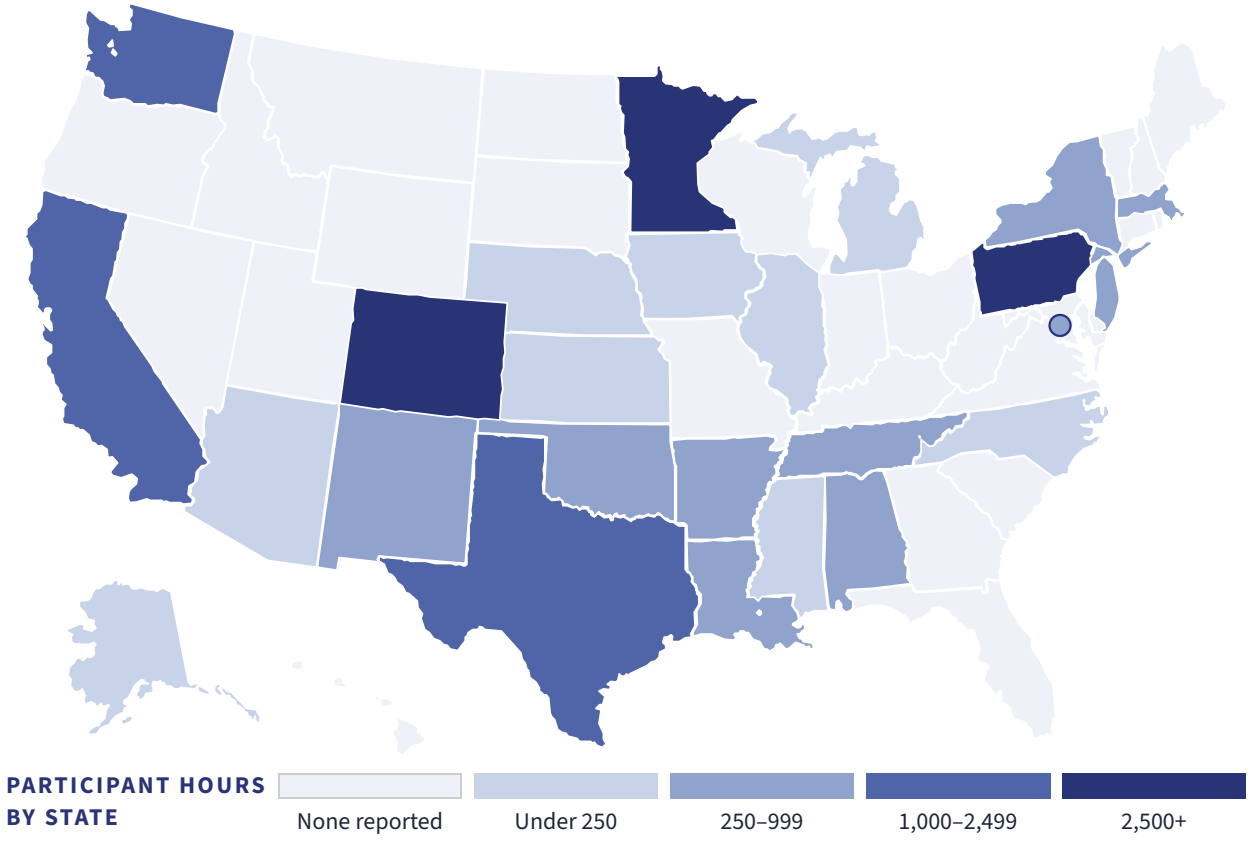
Transforming science education through research-driven innovation.

Professional Learning Reach

96	23	25,833	60
events	of them virtual	participant hours	districts

School year 2024–2025

Professional learning in 24 states and DC



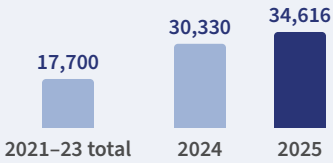
> *"The biggest 'aha' moment usually happens when leaders realize that great professional learning isn't just something you 'deliver' to teachers—it's something they actually have to experience themselves."*
>
> **Jody Bintz, director of leadership, development, and capacity-building**

Publications

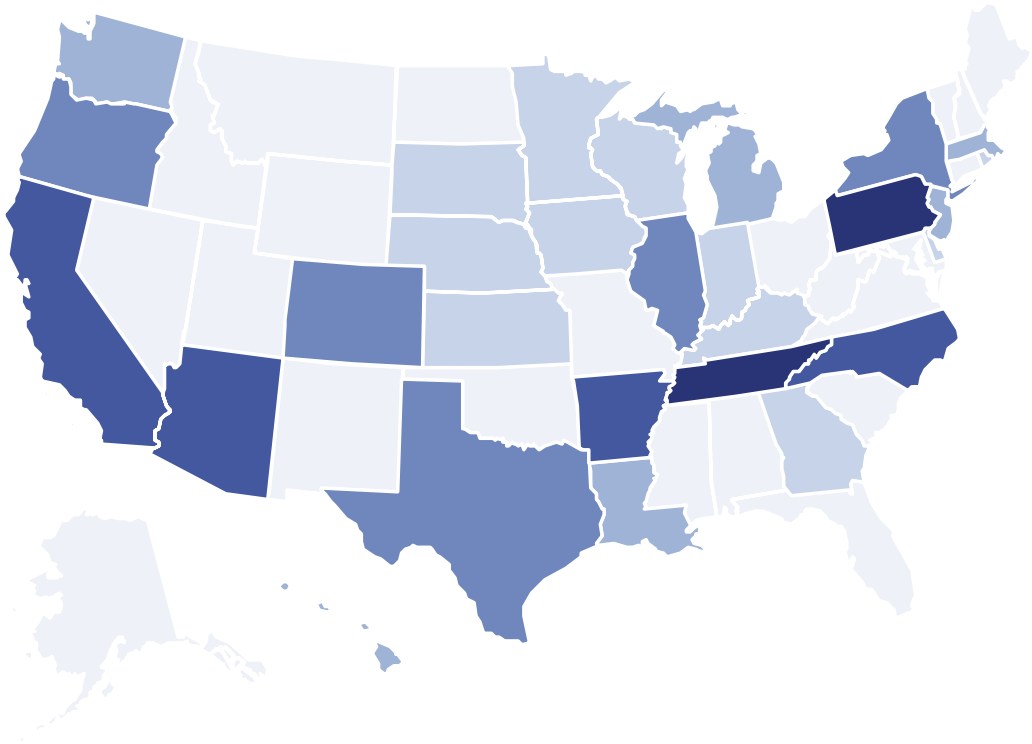
BSCS Biology: Understanding for Life

34,616
student editions sold in 2025

82,646
sold since 2021



Student Editions Sold by State, Since 2021



EDITIONS SOLD

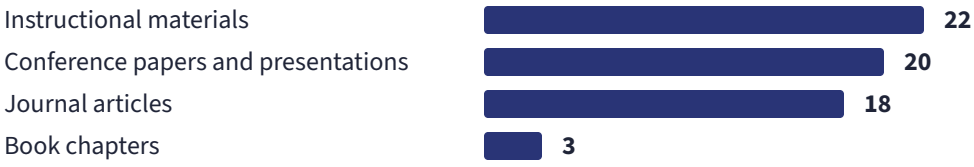
No orders | Under 500 | 500–2,499 | 2,500–4,999 | 5,000–9,999 | 10,000+

Based on orders of more than 12 copies, 2021–2025.

ALL BSCS PROGRAMS

Publications by Type, 2025

63
Publications and Presentations





PARTNERSHIP STORY

“I was a different teacher before than after experiencing OpenSciEd with BSCS.”

Patty Lin-Celeste, Highland Park Middle School, Saint Paul Public Schools

PARTNERSHIP STORY

From Standards to the Classroom

How Saint Paul Public Schools and BSCS adapted OpenSciEd to Minnesota's standards and prepared teachers to teach it

Adapting OpenSciEd for Minnesota State Standards

In 2021–22, Saint Paul Public Schools (SPPS), Minnesota's second-largest school district, adopted OpenSciEd for middle school science and worked with BSCS to adapt it for Minnesota. With a $1 million grant from 3M, SPPS partnered with BSCS and OpenSciEd to customize the OpenSciEd sequence and to modify units to match Minnesota Academic Standards in Science. They also adapted the materials to work with important district initiatives, including language immersion programs, the International Baccalaureate program, and block scheduling.

Professional Learning in Practice

SPPS and BSCS also worked together to design professional learning for Saint Paul teachers. At the beginning of this process, SPPS leadership shared an important goal for the work. They described it as shifting students from their accustomed role of passively receiving information—"student-ing," as one teacher put it—to actively thinking and making sense of phenomena. They recognized that this would require teachers' roles in professional learning to shift from being trained on the mechanics of the curriculum to actively engaging with its approach to teaching and learning.

We launched this professional learning program in summer 2022 with sixth-grade teachers and added a grade each year, reaching grade 8 in summer 2024. All 60 middle school science teachers received 14 days of professional learning over two years. "*It's shifting pedagogy alongside learning what's in the curriculum materials and how to teach with them,*" said Molly Leifeld, SPPS science coordinator.

BSCS facilitators designed sessions to mirror the classroom. In "teacher hat" and "student hat" experiences, teachers worked through lessons as learners, built unit storylines together, and practiced facilitating routines such as scientist circles. Teachers were not always comfortable with the pedagogical approach they were learning. Patty Lin-Celeste, who teaches in the Chinese Immersion Program at Highland Park Middle School, found it frustrating at first. Later, she said, "*Where I'm at now, it's like everything has changed. My philosophy about science education has changed. The way I teach has fundamentally changed. I was a different teacher before than after experiencing OpenSciEd with BSCS.*"

$1 million	14 days	2	33,000
grant from 3M	of PL per teacher	new eighth-grade units	students in 68 schools



"Their yearning to understand the curriculum was something I'd never seen before."

Emma Thomas, middle school science teacher, Saint Paul Public Schools

In the Classroom

Emma Thomas started teaching middle school science in 2021, straight out of college, with no standardized curriculum or storyline connecting her lessons. Emma described the experience as disjointed. "*It felt very choppy as a teacher. I didn't have a lot of resources to pull from. The students loved the hands-on activities, but I could see how difficult it was for everyone to get through each unit without an underlying storyline. . . . I was told that 'next year' would be better,*" she said. Reflecting on the professional learning with BSCS, she said, "*I liked how the facilitators helped us figure out what's most important, what hits the Minnesota standards, and which sections are more 'nice-to-have' sections. When there's a time crunch, we know exactly how and where to prioritize.*"

What kept her invested from the start was the instructional approach. "*I loved the idea of phenomenon-based units. On a day-to-day basis, we weren't just talking about random topics. We were on a path working toward a common goal.*"

Emma also reflected on the shift in student engagement. In the genetics unit, students investigate why certain cattle have more muscle than others. When they learned that neither exercise nor steroids was the cause, kids came up to Emma in the hallway that afternoon, begging for the answer. "*They couldn't even wait for tomorrow's class to continue the discussion,*" she said.

Emma could see the impact in how her students think and engage with science. "*With this curriculum based in stories and relevant topics, we're building critical thinking skills in students so they naturally are curious and want to figure things out. . . . Our kids are becoming much broader thinkers. They learn they might have to go down multiple paths or get deeper on the current path to figure things out. That's what it means to be a scientist.*" Looking back on her first year without a storyline, she said, "*OpenSciEd has introduced an overwhelming and amazing shift since my first year of teaching.*"

Emma wasn't the only teacher to see a change. Another middle school teacher said, "*There is a shift from teachers doing the thinking for the students to students doing the thinking for themselves.*"



ACCESS FUND

“Access Funds can provide opportunities for educators to get the learning they need when they need it.”

Janna Mahfoud, BSCS science educator

The BSCS Access Fund

Bringing BSCS resources and expertise to underserved communities



BSCS Leadership Institute for OpenSciEd Elementary attendees in Colorado Springs

One struggle that BSCS has faced throughout our history is finding ways to bring our resources and expertise to teachers and learners in underserved communities. We created the BSCS Access Fund in 2021 to raise funds we could use to reach those audiences. Since its creation, we have raised more than $90,000 for the Access Fund. We began awarding funds in 2024 and had awarded nearly $35,000 by the end of 2025. As Executive Director Danny Edelson said, "*This is not a lot of money compared to the need, but it's a start, and it's making a difference.*"

In 2025, Access Fund donations were used to bring six leaders from three districts to the BSCS Leadership Institute for OpenSciEd Elementary, held October 14–17 in Colorado Springs: Chicago Public Schools (Illinois), Isaac School District (Arizona), and Montebello Unified School District (California).

Susan Gomez Zwiep, BSCS's director of teacher professional learning, explained the importance of bringing district leaders to this institute: "*Young children are natural scientists, and multilingual kids bring ideas that make every classroom richer. The power is in teachers' decisions, but leaders decide whether elementary teachers have the time, support, and permission to make them. That's why we invested the Access Fund in leaders who will make science for multilingual learners a priority in their schools.*"

The institute prepares instructional leaders to help teachers navigate challenging science standards and implement new classroom materials. The districts came with different needs. One had recently lost its dedicated K–8 science specialist amid teacher turnover and tight budgets, and responsibility for K–5 science had fallen to specialists in social studies, math, and English language arts. Another was partway through a two-year move from a district-created curriculum to OpenSciEd, which asked teachers to shift from a literacy-based curriculum to an inquiry-based one. A third served schools in underserved communities and wanted to strengthen equity-focused, NGSS-aligned instruction.

Over four days, leaders experienced OpenSciEd Elementary lessons as learners, then stepped back to look at them as the people who would support teachers. They built the storyline of a unit, working through lesson slides to name what each section did and why. They analyzed classroom video and discussed research to connect the design of professional learning to what happens in classrooms. They also used sessions on systems thinking and circles of influence to plan how to advocate for change in their own districts. By the last day, they were planning professional learning they could implement at home.

All participants left the institute with plans for next steps, including the two from the district making the move to OpenSciEd. One planned to bring the institute's strategies to the district team and strengthen support for its professional learning specialists. The other planned to start a learning community with teachers interested in trying OpenSciEd.

The Access Fund exists for districts like these. Of the $9,771.95 awarded in 2025, $5,457.93 covered the costs for six leaders to attend the institute, and $4,314.02 supported coaching and professional learning for Isaac School District in Arizona. In 2024, the fund supported the purchase of BSCS Biology materials and covered the costs for a classroom teacher in New York City to join the BSCS Biology 5-day institute. To learn more about the Access Fund or contribute, visit bscs.org/donation_opportunity/access-fund.

2024	
Curriculum: BSCS Biology textbooks and online access	$23,624.74
Teacher learning: BSCS Biology 5-day institute, one teacher	$1,504.01
2024 total	**$25,128.75**

2025	
Leader development: OpenSciEd Elementary institute, six leaders	$5,457.93
Teacher learning and coaching: Isaac School District	$4,314.02
2025 total	**$9,771.95**

Total awarded, 2024 and 2025	**$34,900.70**

> *"Access Funds can provide opportunities for educators to get the learning they need when they need it. This is especially important in the case of a leadership program like this one because the leaders can then go back and lead the change they hope to see in their districts."*
>
> **Janna Mahfoud, BSCS science educator**

Adapting to a Changing World

BSCS's instructional materials strategy for the 2020s



BSCS has evolved over our 67-year history, but one constant has been our commitment to creating novel instructional materials as a strategy for supporting changes in teaching and learning.

However, the funding environment for reform-oriented instructional materials has changed dramatically in the 21st century. The National Science Foundation discontinued its funding program for the development of instructional materials in the early 2000s. While BSCS continued to conduct research on instructional materials design, this change in NSF funding resulted in BSCS going 15 years without the opportunity to develop a new comprehensive program for dissemination.

Fortunately, the release of the *Next Generation Science Standards* in 2013 led to new opportunities for BSCS to develop instructional materials to support reform. In the years immediately following the release of the NGSS, schools struggled to shift to the three-dimensional, phenomenon-based approach to science learning called for by the standards. Seeing that, philanthropic funders, led by the Andrew Carnegie Foundation, recognized the need to create new instructional programs designed specifically for the NGSS. In 2018, BSCS was selected by Carnegie and its consortium of funders to lead the development of a comprehensive middle school program for NGSS, which came to be called OpenSciEd.

The funding and dissemination model for this work was different from anything BSCS had done before, however. Historically, BSCS's development of courses and comprehensive programs had been funded by grants that gave BSCS ownership of the materials and responsibility for their dissemination, which we have always fulfilled by publishing them under the BSCS name. In the case of the OpenSciEd Middle School program, the funders engaged BSCS and our consortium of developers on a work-for-hire basis, and they gave ownership of the materials to a new organization—OpenSciEd—to disseminate the materials as open educational resources under their branding.

This new business model has been an adjustment for BSCS, but we have embraced it under a strategy for impact that we refer to informally as the *BSCS Inside* strategy, after the *Intel Inside* marketing campaign that was so effective in the 1990s. The idea behind the strategy is that it doesn't matter how we are credited for an instructional program as long as it supports our mission of transforming science education through research-driven innovation. So, while BSCS had only one program in the marketplace that bears our name in 2025, our flagship high school biology program, *BSCS Biology: Understanding for Life*, we played lead roles in the development of numerous other programs in the marketplace. Collectively, these programs span K–12, and they have all been recognized as meeting the highest standards for NGSS materials. Most importantly, they are bringing highly motivating, student-centered learning experiences to tens of thousands of classrooms across the United States.

PARTNER	PROGRAM	BSCS'S ROLE
OpenSciEd	OpenSciEd Middle School Science Program	Lead developer, with Northwestern University, Boston College, University of Texas, University of Colorado
OpenSciEd	OpenSciEd High School Science Program	Member, developer consortium; developer, Physics + Earth Space Science course
OpenSciEd	OpenSciEd K–5 Science Program	Member, developer consortium; developer, professional learning materials
Jefferson County Public Schools, Kentucky	Adaptation of OpenSciEd Middle School Program for Kentucky	Lead developer, with JCPS
Saint Paul Public Schools, Minnesota	Adaptation of OpenSciEd Middle and High School Programs for Minnesota	Lead developer, with SPPS, OpenSciEd, New Visions for Public Schools

The *BSCS Inside* strategy is continuing, with four more programs in development:

PARTNER	PROGRAM	BSCS'S ROLE
Class CrunchLabs	Class CrunchLabs Middle School Science Curriculum	Collaborator (partially released)
OpenSciEd	OpenSciEd Middle School Program 2.0	Lead developer, with OpenSciEd (release date: February 2027)
Harmony Public Schools, Texas	Adaptation of OpenSciEd Middle School Program for Texas	Lead developer, with HPS (release date: Summer 2027)
SSP International	SSPI High School Chemistry	Lead developer, with SSPI (release date: Summer 2028)

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** Major donor, $5,000 and above*

Our Funders

Organizations that funded this work in 2025

FEDERAL AGENCIES

National Science Foundation
US Department of Education

FOUNDATIONS

Gordon and Betty Moore Foundation

NONPROFIT ORGANIZATIONS

Botanical Society of America
Great Rivers Education Service Cooperative
Maine Mathematics and Science Alliance
North American Association for Environmental Education
OpenSciEd
Ripple Effect
Student Achievement Partners
Texas Science Education Leadership Association

CORPORATIONS

Bio-Rad
CrunchLabs LLC
ExploreLearning LLC
Kendall Hunt Publishing Company
TCI

SCHOOLS, DISTRICTS, AND STATE AGENCIES

Colorado Springs School District 11
Denver Public Schools
Fort Sam Houston Independent School District
Harmony Public Schools
High Point Academy
Jefferson County Public Schools, Kentucky
Lincoln Public Schools
Long Beach Unified School District
Mesa County Valley School District
Riverdale Country School
Saint Paul Public Schools
San Marcos Unified School District
State of Washington

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Financial Overview

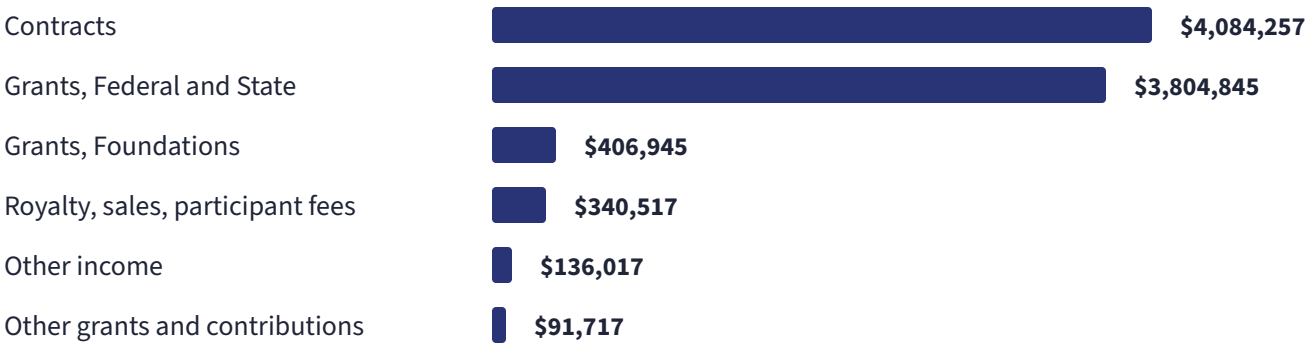
Fiscal year ended December 31, 2025

$8,864,298
total revenue

$10,099,748
total expenses

63%
of expenses went to program services

REVENUE BREAKDOWN



WHERE EXPENSES WENT



$6,349,750
Program services

$3,687,618
General and administrative

$62,380
Fundraising and development

Financial Statement

Fiscal years ended December 31, 2025 and 2024

	FY 2025			FY 2024
	UNRESTRICTED	DONOR RESTRICTED	TOTAL	TOTAL
REVENUE				
Contributions				
Federal and State	$3,804,845		$3,804,845	$5,352,571
Foundation	$406,945		$406,945	$3,388,394
Other Grants and Contributions	$87,116	$4,601	$91,717	$964,857
Total Released from Restrictions	$1,358,710	($1,358,710)		
Revenues from Contracts				
Contract Services	$4,084,257		$4,084,257	$1,902,095
Other Income	$136,017		$136,017	$14,640
Royalty/Sales/Participant Fees	$340,517		$340,517	$372,251
Total	**$10,218,407**	**($1,354,109)**	**$8,864,298**	**$11,994,808**
EXPENSES				
Program Services	$6,349,750		$6,349,750	$7,079,861
General and Administrative	$3,687,618		$3,687,618	$3,811,910
Fundraising and Development	$62,380		$62,380	$188,804
Total	**$10,099,748**		**$10,099,748**	**$11,080,575**
Revenue Less Expenses	**$118,659**	**($1,354,109)**	**($1,235,450)**	**$914,233**
OTHER INCOME				
Realized Gain (Loss) on Investments	$89,370		$89,370	$34,446
Interest Income	$56,015		$56,015	$62,088
Other Income				$142
Interest Expense	($2,535)		($2,535)	($10,746)
Unrealized Gain (Loss) on Investments	$29,081		$29,081	$44,780
Total	**$171,931**		**$171,931**	**$130,710**
Net Revenue Less Expenses	**$290,590**	**($1,354,109)**	**($1,063,519)**	**$1,044,943**



Thank you to our educators, partners, funders, and donors who contributed to this work.

Photos by Chris Moraine, BSCS multimedia graphic designer

AI tools were used to help design this report and suggest copy edits.