Today’s students are the engines of tomorrow’s innovations, for our workforce, our democracy, and our globe. Ten of the top 14 fastest-growing industries require significant know-how in science, technology, engineering, and math (STEM). Yet Americans continue to under-perform in those fields, and women and people of color are significantly under-represented.

By offering a superior STEM education to all children, we ensure that our future leaders will have the diverse experience, skills, and knowledge they need to solve our most pressing problems and to keep America competitive in the rapidly changing global marketplace.

100Kin10 is fueling that future.

“With more than 200 Partners, from local government to national organizations to global corporations, 100Kin10 has already pledged to help train and recruit more than 40,000 STEM teachers by 2016 and to encourage more of these talented educators to stay in the classroom longer. But there are still tens of thousands of would-be science and math teachers out there, and we’ve got to keep working together to get them trained and into the classroom to reach 100Kin10. Because our kids, and our future, depend on it.”

PRESIDENT OBAMA IN A VIDEO ADDRESS TO 100KIN10 PARTNERS, MAY 2014

None of the work described in these pages would have been possible without the generous support and unwavering partnership of our core funders: Carnegie Corporation of New York, the S. D. Bechtel, Jr. Foundation, Chevron, the Simons Foundation, and NewSchools Venture Fund.
THE 100Kin10 APPROACH

In late 2010, leaders from across industry, business, academia, and government issued a call to bring 100,000 excellent STEM teachers into American classrooms over the coming decade. That call—echoed in boardrooms and classrooms and in President Obama’s 2011 State of the Union address—was rooted in a growing consensus that America’s young people need a world-class STEM education, the kind of education that can only be provided by world-class STEM teachers.

100Kin10 emerged in 2011 to activate the country to respond to that urgent need and to accelerate and coordinate the resulting efforts.

From its founding in 2011 through the end of 2014, 100Kin10 grew from 28 to more than 200 rigorously vetted and powerful partner organizations, including nonprofits and foundations, museums, school districts, corporations, universities, states, and federal agencies. Organizations interested in stepping up take a fresh look at their resources and assets and how they can be applied to the task of improving STEM teaching and learning. The 200+ diverse organizations partnering in this effort—each contributing its own resources, but coordinated and fueled by 100Kin10—will together do what none could do alone: train and retain 100,000 excellent STEM teachers for American classrooms over ten years.

The teachers who result from the initiative—teachers who are well-trained and strongly supported to provide excellent STEM educations to all students—will play a crucial role in ensuring that all American youth have the STEM knowledge and skills they need to pursue any occupation, regardless of color, gender, or class; to participate actively in democratic life; and to contribute to solving the daunting challenges facing our communities and our nation.

“Working with the network has been amazing. The level of support and enthusiasm among partners is invaluable—I’ve gotten many new ideas and made many important professional connections...and knowing that my organization can support and cheer on others is invigorating too.”

PATTY BORN SELLY, EXECUTIVE DIRECTOR, NATIONAL CENTER FOR STEM ELEMENTARY EDUCATION AT ST. CATHERINE UNIVERSITY

Looking back over 2014, we’ve made leaps toward achieving that goal. Over the course of the year, we:

- Supported partners to improve through:
  - Collaboration — We distributed more than $100,000 in 20 collaboration grants to over 60 partner organizations to learn with and from each other.
  - Learning — We finalized and distributed the first annual R&D surveys, with 175 partners, or 98 percent of eligible organizations, sharing their data with us and the network.
  - Funding — We raised $28 million in pledges from 13 funders to support the STEM-teaching work of our partner organizations in our third collaborative fund.

- Catalyzed partners to tackle bigger problems than they could successfully address on their own, raising $700,000 in co-investment to bring 3 collective-action projects to market: the Blow Minds, Teach STEM campaign and two efforts dedicated to managing the change teachers and parents are experiencing with the shift to new standards.

In these pages, we take a moment to look back over 2014 and look forward to what 2015 will hold. Knowing that, far beyond the numbers, 100Kin10 is about the leaders, supporters, teachers, and, of course, the students behind this effort, we also share four amazing stories of challenge and achievement, each of which gives life to our programs and illustrates their impact on making this vision a reality.
“For far too long, our nation’s schools have struggled with a shortage of excellent STEM teachers. Then 100Kin10 set a vision for how a wide variety of entrepreneurial partners could collectively bring 100,000 new STEM teachers to America’s classrooms by 2021. What’s most significant is that this vision focuses not only on recruiting top talent, but also making sure these teachers get the right support to understand how to best reach all students and remain committed to teaching. Being a partner in this initiative has opened up opportunities for New Teacher Center to innovate ways we can offer much needed support to more and more new STEM teachers.”

ELLEN MOIR, FOUNDER AND CHIEF EXECUTIVE OFFICER, NEW TEACHER CENTER

100Kin10 is not your grandfather’s coalition: networked, coordinated, nimble, and responsive, 100Kin10 does three things to keep the country moving toward the goal of bringing 100,000 new excellent STEM teachers into America’s classrooms in 10 years:

- **Enlists** a diverse mix of powerful organizations and leaders to make strong commitments;
- **Amplifies** their capacity and impact through collaboration, learning, and funding; and
- **Catalyzes** solutions to large-scale problems by leveraging the strength of the network and its resources.

Over the course of the last year, this approach has guided every aspect of our work. The following section offers an overview of 100Kin10 efforts that contributed to enlisting the right mix of leaders, organizations, and commitments, amplifying the capacity and impact of the organizations in our network, and catalyzing cooperative solutions to large-scaled problems.

There is no ready roadmap for reaching the goal of 100Kin10. Succeeding at this challenge requires sustained and coordinated effort over the course of a decade from hundreds of diverse actors, against the backdrop of short attention spans and competing demands. It requires putting aside old divisions and creating communities of trust, shared learning, and accelerated progress. And it requires identifying, adapting, and scaling efforts that are working while spurring innovations where there are no existing solutions so that our partners can transform STEM teaching in schools across the nation.
ENLIST A DIVERSE MIX OF POWERFUL ORGANIZATIONS AND LEADERS TO MAKE STRONG COMMITMENTS

In 2014, we added 32 new partners to expand and fill gaps in our network; together, these organizations are preparing 40,000 new STEM teachers by 2016.

100Kin10 demands that any organization interested in partnering make an ambitious and measurable commitment to contribute to the goal of 100,000 excellent STEM teachers by 2021. Once a year, 100Kin10 welcomes a select group of best-in-class organizations to join their expertise, leadership, and commitment to the growing 100Kin10 network. Organizations make commitments to action in at least one of the following areas:

1) Growing the number of excellent STEM teachers by recruiting and better preparing them for the classroom
2) Retaining excellent STEM teachers by transforming how they’re hired, supported, and retained so that they continue to improve, and they inspire more students
3) Strengthening the STEM movement by influencing policy and perceptions, raising awareness, and funding mission-oriented efforts

Organizations are reviewed by partners who contribute their time to evaluate applications based on the strength of organization’s commitments, organizational track-record of success, the specific leadership devoted to the work of 100Kin10 (what we call “intrapreneurship”), and interest in learning from and collaborating with fellow partners. In January 2014, our fourth nomination and application cycle culminated in the acceptance of 32 new organizations, helping 100Kin10 break the 200-organization barrier. These 32 organizations were culled from a pool of organizations three times that size nominated by existing partners.

In fall 2014, as we kicked off our fifth nomination and application cycle, we experimented with self-nomination so that strong organizations, even if unknown to our existing partners, could be considered for partnership.

The final slate was reviewed by our first-ever national committee of education and STEM experts, including:

- Andres Alonso — Harvard University, Professor of Practice
- Blair Blackwell — Chevron, Manager, Education and Corporate Programs
- Michele Cahill — National Center for Civic Innovation, Distinguished Fellow in Education and Youth Development
- Phillip Griffiths — Institute for Advanced Study, Professor Emeritus and Former Director
- Susan Moore Johnson — Harvard University, Jerome T. Murphy Research Professor in Education

“Participating in the 100Kin10 movement has enabled the Dana Center to work with organizations that share our mission to tackle one of the grand challenges of our generation: improving STEM learning outcomes for our nation’s youth. 100Kin10 has been a source of inspiration and a wealth of great ideas for improving our work.”

URI TREISMAN, FOUNDER AND DIRECTOR, CHARLES A. DANA CENTER

“For me, the strength of the 100Kin10 nomination and application process is that it galvanizes local and national partners to contribute to the collective goal. I am encouraged by the breadth and range of organizations that have applied to join our network.”

TIM KNOWLES — University of Chicago, John Dewey Director of the Urban Education Institute & John Dewey Clinical Professor of the Committee on Education

“The 2015 class of 32 new partners included 4 districts/CMOs; 3 commitments focused on engineering or computer science; and 11 commitments to grow the supply of excellent STEM teachers.

As a reviewer for the past year’s nominees, I continue to be encouraged by the interest in 100Kin10 and by the quality of the resulting new members of the initiative.”

PHIL SCHMIDT, DEAN OF THE TEACHERS COLLEGE, WESTERN GOVERNORS UNIVERSITY

“The first five years of the effort: STEM teachers trained by 100Kin10 partners (cumulative)”

100,000 EXCELLENT STEM TEACHERS BY 2021
PARTNER STORY
RIDER UNIVERSITY FINDS STRONG MENTORS IN RESIDENCY PARTNERS

With campuses in both Lawrenceville and Princeton, NJ, Rider University prides itself on offering small classes taught by renowned faculty and providing students with a truly individualized educational experience that prepares them for professional life. About 500 of the University’s 5,000 students take advantage of this personalized education by enrolling in the University’s teacher preparation programs.

In the winter of 2013, Rider received a $50,000 grant through a 100Kin10-facilitated funding competition hosted by Carnegie Corporation of New York and the S.D. Bechtel, Jr. Foundation seeking innovations in STEM teacher preparation. Rider proposed to implement a new nine-month residency program to attract students with strong STEM backgrounds to teaching while bridging theory and practice through the integration of coursework and student teaching experiences (giving teacher candidates the opportunity to benefit from the professors at Rider while also gaining essential and significant hands-on training in the classroom).

As Rider prepared to launch this new program, Associate Professor Judith Fraivillig attended the Summit, where she was matched by 100Kin10 with two other partners with strong existing residency programs: Mary Lou Fulton Teachers College at Arizona State University and Denver Teacher Residency. These three leaders hit it off and applied for a collaboration grant to share strategies and pain points related to every element of designing, launching, and improving a strong STEM teacher residency.

The two-day Meet-Up took place in the summer of 2014 at ASU and included site visits to the TeachAZ program’s host teachers and schools. Partners discussed and returned home with key programmatic and structural ideas to improve residency models, including new ways to measure program impact and forge partnerships with districts. Because of this Meet-Up, Rider welcomed its first cohort to the redesigned TEACH First Class program in fall 2014.

RIDER UNIVERSITY FINDS STRONG MENTORS IN RESIDENCY PARTNERS

PARTNER STORY

“Rider believes that teaching is more than a profession; it is a calling. We want our students to be not just well-prepared, but well-inspired, to become teachers who change the lives of the students they teach.”

TINA DURANTE, ASSOCIATE DEAN, RIDER UNIVERSITY

When California State University, WestEd, and the S. D. Bechtel, Jr. Foundation kicked off a conversation with APLU’s Mathematics Teacher Education Partnership at the 2014 Summit, a collaboration grant from 100Kin10 gave the non-profits a chance to cooperate on the challenge of defining what it means for secondary math teachers to be well-prepared for the classroom and how to measure progress for teachers on that path.

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100Kin10 PARTNER SUMMIT

In May 2014, 200+ people joined at our third annual Summit, hosted in San Francisco’s Exploratorium. Bringing together leadership from every 100Kin10 partner organization, our Summit provides a chance to meet, reconnect, and create the foundation for deeper and more effective partnerships. Every detail of the day is designed to help partners make lasting connections and leverage the collective power of the network to tackle the big, difficult challenges no single organization can take on alone.

COLLABORATION GRANTS

In 2014, over 60 partners benefited from more than $100,000 in Collaboration Grants. Collaboration grants are small, quick-turnaround grants that provide funding to explore an idea, tackle a problem, or sketch out a project. Typically less than $4,000, these grants eliminate the friction and transaction costs of collaboration and encourage high-ROI work that would otherwise be too costly or difficult to pursue. Partners use them to fund face-to-face meetings as well as opportunities to learn and plan together that can be crucial for transforming an idea into a new approach, a borrowed tool, or a joint pilot.

“The California State University’s partnership with 100Kin10 has been instrumental to our success in preparing new teachers for excellence with the Common Core and Next Generation Science Standards. Collaboration with other network members has been a significant asset in our planning, evaluating, and disseminating effective strategies addressing the new standards.”

TIMOTHY P. WHITE, CHANCELLOR, CALIFORNIA STATE UNIVERSITY

The day kicked off with a surprise video from President Obama. Special guests included Time Magazine’s First Person of the Planet/National Geographic Society Explorer-in-Residence Sylvia Earle, Black Girls Code founder Kimberly Bryant, and Tom Kalil, Deputy Director of the White House Office on Science and Technology Policy. Partners determined the content of the day, creating and leading all breakout sessions and setting the topics for design workshops on the biggest barriers in STEM teaching.

AMPLIFY CAPACITY AND IMPACT THROUGH COLLABORATION, LEARNING, AND FUNDING

We helped partner organizations find new collaborators.
OPEN LABS
Structured visits to partner organizations’ offices, schools, and labs are a great chance for partners to directly observe the kind of work their peers are doing. Usually scheduled as a part of other national or regional events, Open Labs are high-impact, low-cost opportunities for partner interaction.

“We100Kin10 aims to harness the unique strengths of its member organizations to collectively seek solutions and deliver on a shared mission. Through partnership with the 100Kin10 network, Sesame Workshop is bolstering our efforts to support early STEM education nationwide, and furthering our mission to help all kids grow smarter, stronger and kinder.”
—LEWIS BERNSTEIN, EXECUTIVE VICE PRESIDENT, EDUCATION, RESEARCH AND OUTREACH, SESAME WORKSHOP

To round out our visit to San Francisco for the 2014 Summit, two partners organized Open Labs for the following day. Breakthrough Collaborative shared the gameplan for how they put under-served students on the path to college, and San Francisco Teacher Residency gave partners on-the-ground insights into the learning process and needs of teaching residents at Mission High School.

R&D SHARED MEASURES SURVEY
In the spring of 2014, we launched the 100Kin10 R&D Shared Measures Surveys, a signature piece of our research and innovation platform. Co-designed by more than 40 partners and workshopped by more than 100, the surveys follow the six stages of a teacher’s professional life: Recruitment, Preparation, Hiring, Induction, Development, and Advancement. The surveys represent a completely new vehicle for gathering deep, comparative information from across organizations and probing their collective wisdom and experience to identify leading practices, spur collaborations, and stimulate learning and improvement.

By the time the surveys closed, a whopping 98% of partners had completed at least one survey, with more than 20 organizations completing four or more, far outpacing industry averages in the 20-30 percent range. We moved quickly to analyze the data, sharing preliminary findings with partners as early as the Summit and continuing to share insights throughout the fall. Meanwhile, each partner organization had the opportunity to review its own data for accuracy, and every single partner gave permission to share their data with the entire network (some even augmented their information). To maximize the value of the survey, we began to design and build an online community platform to house the data and, more importantly, to position partners to take action based on what they learn.

“What do you think are the most effective aspects of your organization’s work with STEM teachers?”
2014 R&D Shared Measures Survey / n=63

“100Kin10 is a powerful venue to convene and create the kinds of collaborative partnerships essential for success.”
—BLAIR BLACKWELL, SENIOR SPECIALIST, GLOBAL PARTNERSHIPS AND PROGRAMS, CHEVRON

We created opportunities to learn, improve practice, and reduce inefficiencies.

REGIONAL GATHERINGS
Regional gatherings bring partners working in the same part of the country together for casual conversation in an informal setting over breakfast or cocktails. These local get-togethers build community, spur collaborations, and keep partners focused on the 100Kin10 goal. Over 2014, hundreds of partners gathered for informal networking in Austin, Boston, Denver, Los Angeles, New York, Phoenix, San Francisco, and Washington, DC. The winter “Welcome Parties” were perfect occasions for greeting new partners and reconnecting with old friends, and fall “Back-To-School Parties” provided opportune backdrops for people to deepen connections and devise collaborations.

SPOILER ALERT
In early 2015, we experimented with a new gathering, bringing together all new partners in what we called “The Unconference” to jumpstart their work, deepen their attachment to the network, each other, and the shared goal, and plant the seeds of collaboration.

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We secured the financial resources to help partners turn aspiration into reality.

SMART, TARGETED FUNDING
Funders are an essential part of 100Kin10, bringing their diverse expertise and perspectives to the network while “heating up the market,” keeping our non-profit partners focused on STEM teaching, and providing the financial resources to help partners do the hard work of reaching the goal of 100,000 excellent STEM teachers. To join the network, a funding partner pledges a minimum of $500,000 to be disbursed over no more than three years to support the work of one or more 100Kin10 partner organizations. Thirty-one funders, including corporations, national private foundations, regional foundations, and others, have made pledges since 2011 totaling more than $80 million to support the STEM teaching work of partner organizations. In 2014, four new funders joined the network, with an additional eight re-upping their commitments by making new pledges to the 100Kin10 collaborative fund. The third fund, our largest yet, totaled more than $28 million and closed in November at a White House ceremony with President Obama honoring recipients of the National Medal of Science and the National Medal of Technology and Innovation. Over the course of 2014, our funders made 32 grants, totaling over $12.5M dollars, to 25 partner organizations.

“100Kin10 is a great professional learning community, making our individual and collective grant making more impactful as we work together to solve problems.”
KRISTIN KEARNS-JORDAN, EXECUTIVE DIRECTOR, THE TORTORA-SILCOX FAMILY FOUNDATION
As the stories and testimonials from partners reflect, these efforts collectively have supported our partners to make meaningful progress on their commitments. Our audit of the network in fall 2014 revealed that more than 65% were exceeding, had completed, or were on-track to complete their commitments. Yet for both the 35% of partners that are not yet on-track, as well as those that could be doing more, this constellation of offerings must be improved upon so that we better amplify the capacity and impact of the organizations in our network. We are taking up that challenge as we design Partner Offerings 2.0, which we hope to launch, after extensive partner feedback and piloting, in 2015.

SPECIALIZED FUNDING OPPORTUNITIES

100Kin10 facilitates specialized funding opportunities to incentivize partners to take on new work to address particular areas of need, informed by 100Kin10’s bird’s-eye-view of the field. 100Kin10 has managed six such competitions, each in partnership with 100Kin10 funders, resulting in more than $1 million awarded to partners. These opportunities represent a quick and direct financing source that lies outside typical funding cycles and is often free of burdensome reporting requirements.

SELECT 2014 FUNDING PARTNERSHIPS

Helmsley Charitable Trust provided $550,000 to TeachingWorks at the University of Michigan to support the work of transforming math teacher licensure. Specifically, these resources will enable the development of a new performance-based entry exam for prospective math teachers.

The Leonetti O’Connell Foundation awarded a $50,000 grant to Aspire Teacher Residency in 2014 to support the work of Aspire’s innovative STEM teacher coaching program in Los Angeles County.

Overdeck Family Foundation awarded $374,000 to the Woodrow Wilson National Fellowship Foundation to support the launch of the STEM Teacher Training Fellowship in New Jersey.

SPOILER ALERT

In 2015, funding partners got off to a strong start with support for two major projects that will reach thousands of STEM teachers over the next few years. Chevron’s $1,000,000 grant will enable California State University to launch a partnership across CSU’s 23 campuses to prepare K-12 teachers to implement the Next Generation Science Standards (NGSS). The Dow Chemical Company made a $1,000,000 grant to the American Chemical Society to support its work with the American Association of Chemistry Teachers. Activities will include a series of teacher summits and the development of more than 750 classroom resources.

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CATALYZE SOLUTIONS TO LARGE-SCALE PROBLEMS
We leveraged the strength of the network and its resources to support partners to actively tackle challenges together.

SOLUTION LABS
Solution Labs are opportunities for partners to gather for stimulating, collaborative problem-solving around specific challenges. Designed and staffed by 100Kin10, Solution Labs focus on a single significant impediment to reaching the 100Kin10 goal. We bring world-class experts and leaders in analogous fields together with affected partners to interrogate the problem and explore possible solutions. From there, 100Kin10 crafts and distributes an RFP; partners then select a proposal in which to co-invest. As co-investors bringing innovative solutions to market, partners access expertise and resources that would otherwise be beyond their reach. The resulting tools, funded by partners, for partners, are used by a critical mass of organizations, greatly increasing their effect and maximizing opportunities for learning and improvement.

The March 2014 Solution Lab, our second, zeroed in on the need for change-management strategies to help organizations address the transition to the new standards. Two projects emerged—one by Emory professor and neuroscientist Drew Westen on effective messaging, one by the New Teacher Center on teacher professional development—which together attracted over $550,000 from three 100Kin10 funding partners and over 20 partner co-investors.

Meanwhile, in September 2014 we launched the results of our first Solution Lab, which focused on how we inspire STEM undergraduates to consider teaching. The prior January, 30 partners had come together to commission an original, edgy campaign, raising more than $125,000 to pay for the work. Designed by Cultivated Wit, a team of former Onion editors, “Blow Minds, Teach STEM” struck a different tone than anything we—or many of our partners—had done before. Funky and irreverent, it was also extremely pro-teacher, positioning teaching as mind blowing and STEM teaching as the “mind-blowing-est” of them all. The campaign included a theme song, an animated music video, an interactive and tongue-in-cheek “career quiz,” and a website bursting with “mind-blowing” facts and curated links. The social-media effort was fast-paced, and the reach was extensive:

- 16 million people on Twitter, mainly through a successful Thunderclap campaign leveraging supporters’ social media contacts
- Close to 55,000 video plays
- Pick-up by TED, Upworthy, DoSomething, and YouTube Nation
- Tweets by the White House, NASA, John Legend, Michael Ian Black, Secretary of Education Arne Duncan, celebrities, technology leaders, education experts, and hundreds of other supporters
- Hundreds of new STEM teacher undergraduates, and even STEM PhDs, sourced for partner organizations

Alongside its success, the campaign, requiring “all hands on deck,” revealed the limitations of our small staff and lack of dedicated communications support, something we began to remedy shortly after the campaign ended.

“Blow Minds, Teach STEM” campaign was a great example of partners coming together to accomplish something that none of us could have managed on our own.”

KIMBERLY HUGHES, DIRECTOR, THE UTEACH INSTITUTE
Chattanooga-Hamilton County Public Education Foundation works closely with Hamilton County, a diverse district serving about 43,000 students in urban, suburban, and rural schools in Tennessee, and helped found Project Inspire, an urban teacher residency that recruits, trains, and retains secondary math and science teachers to teach in high-need schools. The local residency trains teachers who are the equivalent of the school district’s Navy SEALs, ready to take on the hardest challenges of the system. Twelve new residents are trained each year. But Project Inspire was struggling to attract the right caliber of candidate.

In the summer of 2013, 100Kin10 hosted its first Solution Lab, with 30+ Partners coming together to discuss the challenges in recruiting strong STEM candidates to become teachers. Project Inspire director Mark Neal travelled to NYC for the Lab, taking part in collaborative brainstorming, learning about other Partners’ recruitment strategies, and gaining valuable allies. “Blow Minds, Teach STEM,” an online recruitment campaign designed in partnership with a team of former Onion editors and paid for by 30+ partner co-investors, resulted from this Lab, and Chattanooga-Hamilton PEF co-invested in it on behalf of Project Inspire.

The whole experience—from participating in the Lab to implementing the campaign—“fundamentally shifted” Project Inspire’s approach to marketing. The residency expanded its approach to elevate the teaching profession and find individuals who want to create change—a shift from the “who” or the “what” to the “why.”

The chance to engage with organizations and Partners from other sectors and with different expertise, such as GOODcorps, ElevatEd, and Cultivated Wit, helped Project Inspire tailor messages to their target audience, better leverage social media, and draw attention to the hope and opportunity of STEM teaching.

Already, they have updated printed materials with these messaging strategies, and an aligned website refresh is also currently underway. We’re all keenly awaiting to see what comes of next year’s recruitment process.

Over the course of 2014, 100Kin10 has motivated dozens of new organizations to join the hundreds that have already pledged to take action to improve and increase STEM teaching; has supported those organizations to do more and better work in pursuit of excellence in STEM education; and has helped the field to confront the major obstacles that impede our success.

We have built a community of trust and shared mission among our partners that, we hope, will be the foundation for yet more focused, ambitious, and impactful work in 2015 and beyond. In creating this community, we have added a significant new voice that continues to emphasize the importance of STEM teaching at every level of government and across sectors.

There are more approaches to be designed, innovations to be sourced, solutions to be identified and adapted, barriers to be overcome, and roadblocks to be cleared. 100Kin10—230+ partners strong, with a track record of innovation and success—is poised to catalyze its network and the country to take up this challenge and boldly move us toward the goal of 100,000 excellent STEM educators by 2021.
PARTNERS AS OF JANUARY 2015

Center for Science Teaching and Learning, University of Maryland, College Park

When Ready

Center for the Future of Arizona–Move On

Center for High Impact Philanthropy

Education Development Center, Inc.

Capital Teaching Residency

California STEM Learning Network

CA Technologies (F)

Study)

Breakthrough Collaborative

Mass Insight Education State University

Mary Lou Fulton Teachers College at Arizona Foundation (F)

John D. and Catherine T. MacArthur Education

Clintondale Schools

The Greater Texas Foundation (F)

GlassLab

Girl Scouts

Education

George Washington University Secondary Education

Georgia Tech

George Washington University

Georgia Tech

Georgia Institute of Technology

Gulf of Maine Research Institute

Harkness Simmons Foundation (F)

The Laura M. and Harry B. Helfenstien Charitable Trust (F)

The William and Flora Hewlett Foundation (F)

High Tech High

Hillsborough County Public Schools

I-STEM Resource Network

US/Park City Math Institute

IDEA Public Schools

Illustrative Mathematics

Indiana Department of Education

Industry Initiatives for Science and Math Education

Inrial Corporation

International Technology and Engineering Educators Association (ITEEA)

Internationals Network for Public Schools

Jacksonville Teacher Residency

JPMorgan Chase (F)

Kapor Center for Social Impact

Kapor Ventures

Kimbell Art Foundation (F)

KIPP Houston

Lawrence Hall of Science

Learning Research and Development Center at the University of Pittsburgh

Lehman College (Research Foundation of City University of New York)

Leonard O’Connel Family Foundation (F)

LessonSketch/University of Michigan

Joy and Tommy Levine Foundation (F)

Lockheed Martin (F)

The Long Beach Educational Partnership

Los Angeles Unified School District

Loyola-Marymount University School of Education

John D. and Catherine T. MacArthur Foundation (F)

Maricopa County Education Service Agency (MCESA)

Mary Lou Fulton Teachers College at Arizona State University

Maryland Business Roundtable for Education

Mass Insight Education

Massachusetts Executive Office of Education

Match Teachers Residency

Math for America

Mathematical Practice Initiative (F)

Education Development Center, Inc.

Merrimack College

Michigan State University

Mills College, School of Education

MIND Research Institute

Monticello State University

Museum of Science and Industry

Myronosky

National Academy of Medicine

National Academy of Sciences

National Aeronautics and Space Administration (NASA)

National Association for Research in Science Teaching

National Center for STEM Elementary Education at St. Catherine University

National Center for Technological Literacy at the Museum of Science, Boston

National Commission on Teaching and America’s Future

National Council of Teachers of Mathematics

National Geographic Education Program

National Math and Science Initiative

National Oceanic and Atmospheric Administration

National Science Foundation

National Science Teachers Association

National Writing Project

New Jersey Center for Teaching and Learning

New Leaders, Inc.

New Teacher Center

New Victory for Public Schools

New York Academy of Sciences

New York City Department of Education

New York Hall of Science

NewSchools Venture Fund (F)

Nnoop Community Education Collaboration

North Carolina New Schools Project

Noyce Foundation (F)

NYU Polytechnic School of Engineering

NYU Steinhardt School of Culture, Education, and Human Development

Office of Colorado State Senator Mike Johnston

Overdeck Family Foundation (F)

PNET Interactive Simulations at the University of Colorado Boulder

Philadelphia Education Fund

PhysTEC (led by APS, in partnership with AAPT)

Project Inspire

Project Lead the Way

Project Tomorrow

Public Impact

Relay Graduate School of Education

Rider University

ReadingNation.org

Redfield Foundation

The Sanberg Family Foundation (F)

San Francisco Teacher Residency

The Charles and Lynn Schusterman Family Foundation (F)

Science and Mathematics Teacher Imprivata of the Association of Public and Land-grant Universities

Science Foundation–Arizona – AZ STEM Network

Science Friday Initiative

Sesame Workshop

SIR International

Stanford Teacher Education Program

State of Arizona

State of Colorado

State of Maryland

TEACH

Teach For America

Teacher Education Program at the University of Pennsylvania, Graduate School of Education

Teacher Quality Retention Program at Tuskegge Marshall College Fund

The Teaching Channel

Teaching Institute for Excellence in STEM, TeachingWorks

Technology Access Foundation

TED-Ed

Tennesssee Department of Education

Texas Regional Collaborative for Excellence in Science and Mathematics Teaching (UT Austin)

The Texas Tribune

Tiger Woods Learning Center

TNTP

Today’s Students Tomorrow’s Teachers

Torrance Unified School District

The Future Schools Family Foundation

Tula Center for Educating Enrichment and Outreach

Twin Cities Teacher Collaborative

U.S. Department of Education

U.S. Department of Energy

Uncommon Schools

University of Arizona STEM Learning Center

University of California, Berkeley

University of California, Irvine, Cal Teach

Science and Mathematics Program

University of California Los Angeles, California Teach

University of California, Merced

University of California, San Diego

University of Chicago Urban Education Institute and Center for Elementary Mathematics and Science Education

University of Colorado Boulder

University of Indianapolis

University of New Hampshire

University of Washington College of Education

University System of Maryland

Urban Teacher Center

Urban Teacher Residence United

USC Rossier School of Education

USDNY Regents Research Fund

UTeach–The University of Texas Pan American

The UTeach Institute

Virginia Commonwealth University – Richmond Teacher Residency

Washington STEM

WestEd

Western Governors University

WGBH Educational Foundation

WNED

The Woodrow Wilson National Fellowship Foundation

Xavier University of Louisiana

The Young People’s Project

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+ PARTNER AS OF JANUARY 2015