

100K_{IN}10

ANSWERING THE NATION'S CALL

ANNUAL REPORT 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.

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

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 the very beginning, 100Kin10 understood that addressing a challenge of the magnitude and complexity of 100,000 excellent STEM teachers required a new approach to problem-solving. It would take leaders from every sector identifying unique solutions that they and their organizations could commit to. And it would take a coordinating body to continue to inspire ever more of the strongest organizations and leaders to commit to the goal and to synchronize and accelerate those efforts so that they were in fact more powerful and effective together than they could be alone. In short, it would require a new model for how coalitions work.

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

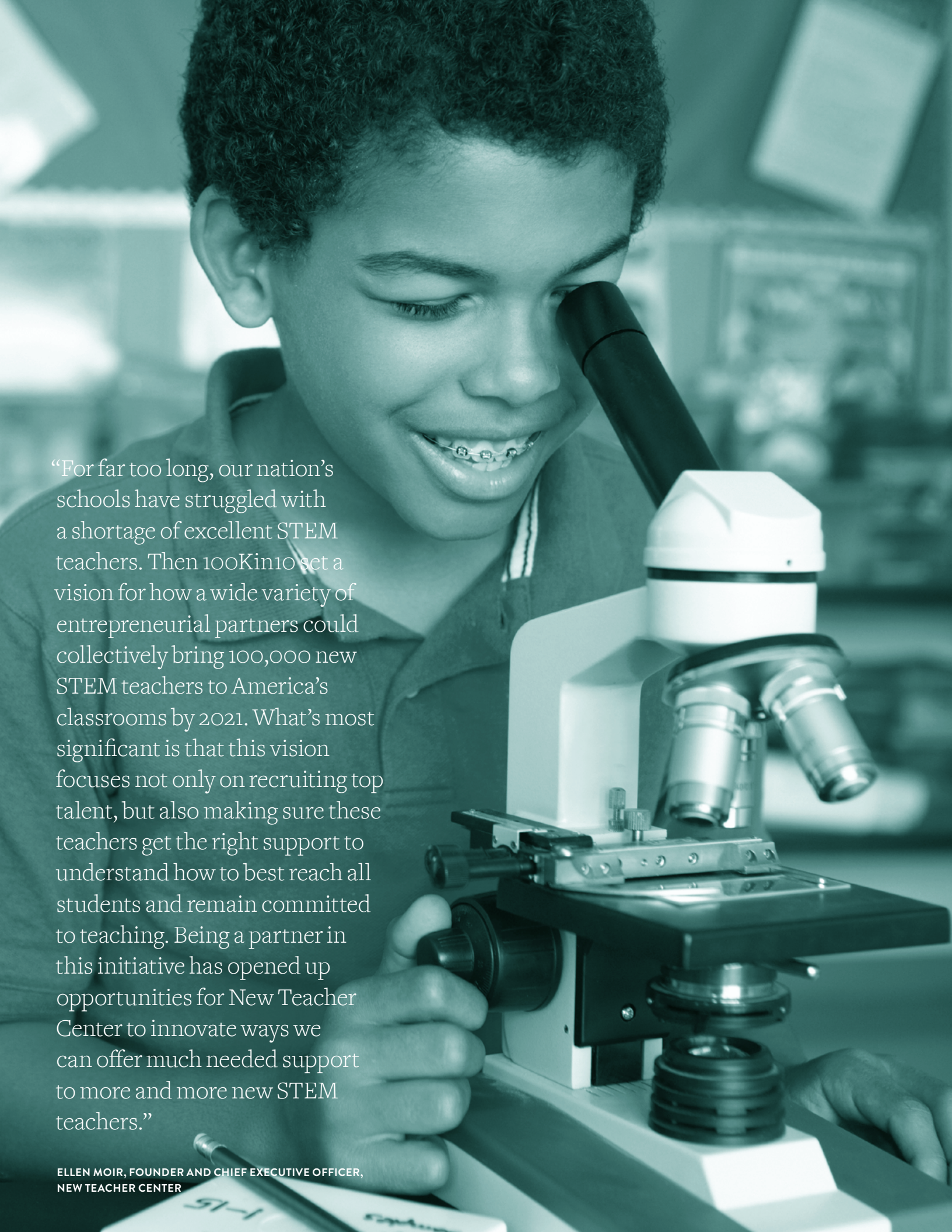
Looking back over 2014, we’ve made leaps toward achieving that goal. Over the course of the year, we:

- Grew the network of partner organizations, onboarding 32 new partner organizations ranging from federal agencies, universities, and a United States Congressperson, to nonprofit organizations, science museums, and school districts.

- 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

TRANSLATING THEORY INTO ACTION

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.

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.



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



SPOILER ALERT

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.

“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

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-or-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:

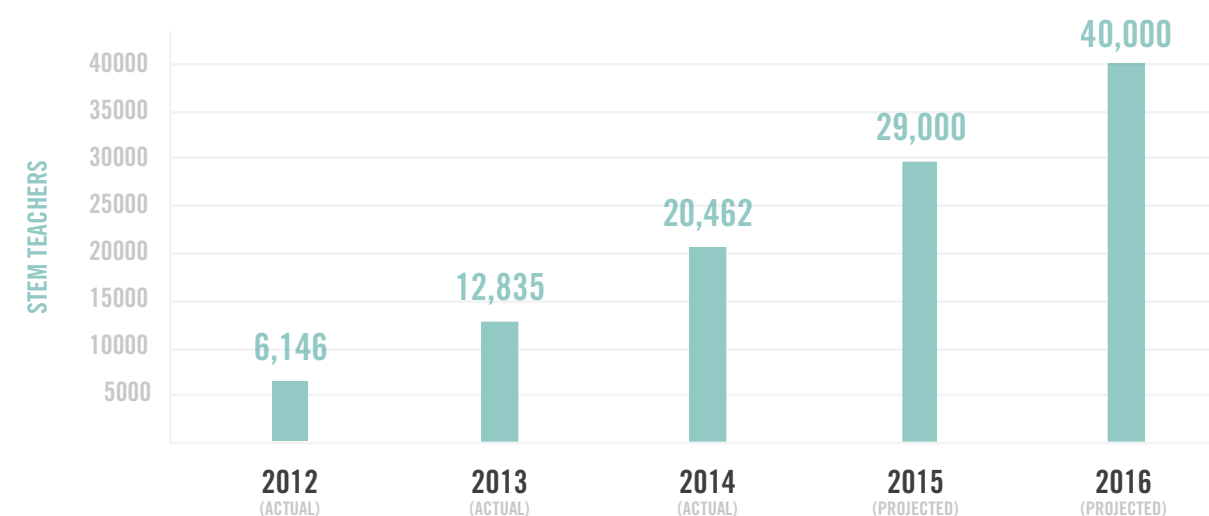
- **Andres Alonso** — Harvard University, Professor of Practice
- **Blair Blackwell** — Chevron, Manager, Education and Corporate Programs
- **Michele Cahill** — National Center for Civic Innovation, Distinguished Fellow in Education and Youth Development
- **Phillip Griffiths** — Institute for Advanced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

“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

- **Tim Knowles** — University of Chicago, John Dewey Director of the Urban Education Institute & John Dewey Clinical Professor of the Committee on Education
- **Javier Velazquez** — Howe School of Excellence, 6th Grade Math Teacher & Fishman Prize Winner for Superlative Classroom Practice

THE FIRST FIVE YEARS OF THE EFFORT: STEM TEACHERS TRAINED BY 100KIN10 PARTNERS (CUMULATIVE)



100,000 EXCELLENT STEM TEACHERS BY 2021



AMPLIFY CAPACITY AND IMPACT THROUGH COLLABORATION, LEARNING, AND FUNDING

We helped partner organizations find new collaborators.

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.

“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.

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.

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.

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 iTeachAZ 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.

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.

“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

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.

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.



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

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

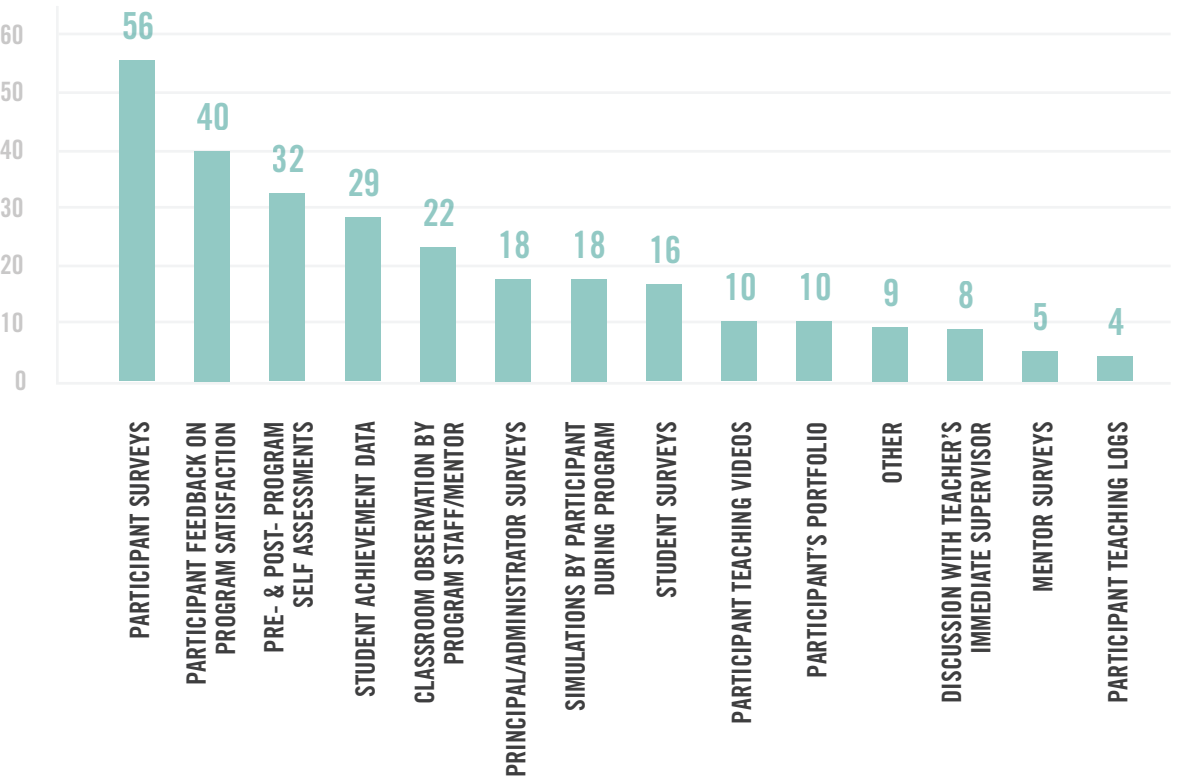
percent range. We moved quickly to analyze the data, sharing preliminary findings with partners as early as the Summit and continuing to share insights throughout the fall. Meanwhile, each partner organization had the opportunity to review its own data for accuracy, and every single partner gave permission 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.

“100Kin10 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

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



PARTNER STORY

TWO NEW FUNDERS SCORE EARLY WINS

In October 2014, 100Kin10 welcomed two new partners—AT&T and Lockheed Martin—to the Funders’ Collaborative. Lockheed Martin pledged \$500,000 over three years to fund 100Kin10 partner organizations that prepare, develop, and support excellent STEM teachers; AT&T committed to \$1,000,000 over three years to support STEM education initiatives across the country.

AT&T and Lockheed both jumped headfirst into the life of the network, reviewing LOIs as a part of 100Kin10’s thrice-annual process for partners to share early-stage ideas with funders. One LOI in particular caught their attention. The EnCorps STEM Teachers Program had submitted an LOI in hopes of beginning conversations with funders about a new program that combined their core interest in STEM with re-engaging veterans returning from deployment in the workforce. The EnCorps STEM Teachers Program knew that these veterans could make great teachers and wanted to create a program to make that happen.

Both AT&T and Lockheed Martin have deep and lasting investments both in STEM and veteran support, and this program presented an interesting opportunity for both organizations to align their separate strategic interests into a single project. They independently requested conversations with EnCorps and are continuing to explore different opportunities to work together in 2015.

Alongside getting to know EnCorps, these discussions came with an extra perk: AT&T and Lockheed Martin began collaborating with each other and exploring other shared funding interests.

RANDOMIZED CONTROL TRIALS

Our Research Design Competitions give partners a chance to carry out investigative projects using randomized control trials to generate rigorous, practical evidence of the efficacy of their work. Partners propose research designs for evaluating specific components or practices and for pinpointing the conditions that enable success. Winners get to work with leading social-science researchers at the University of Chicago Urban Education Lab to design and analyze an intervention and receive a \$100,000 prize in general operating support. The analysis is shared with the organization itself to spur ongoing learning and improvement and with the field at large for broad applicability and adaptation. The Charles A. Dana

Center at the University of Texas-Austin won the 2014 competition. Working with Agile Mind, another 100Kin10 partner, the Dana Center will begin testing the effectiveness of teacher-training techniques that affect student psychology and success in math in summer 2015. They will randomly assign teachers in Florida schools to the Summer-Start Academic Youth Development training program and monitor the results (for both teachers and their students) through the 2015-16 academic year.



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

“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

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.

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.

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.



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.

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.

PARTNER STORY
NYC DOE AND NYAS LAUNCH NEW PARTNERSHIP

The New York City Department of Education (NYC DoE) is the nation’s largest school district, serving over 1.1 million students in over 1,800 schools. The New York Academy of Sciences (NYAS) is one of the worlds most prestigious scientific societies, with over 20,000 members in 100 countries. On the surface, the NYC DoE and NYAS may seem like very different organizations, but under the umbrella of 100Kin10, they share a common purpose.

Former classmates Sasha Ban of NYC DoE and Meghan Groome of NYAS reconnected after many years at a 100Kin10 NYC-based gathering in 2012. The casual catch-up led to more substantive conversations about how the District and the Academy could work together to advance the needs of both organizations; those conversations—which dovetailed with a similar idea from the DoE’s Office of School Partnerships and Programs—grew into a plan for an innovative new program, and, in the spring of 2013, the Scientist-in-Residence program received seed funding through a 100Kin10 Funding Competition hosted by three funders working together: the Samberg Family Foundation, the Tammy and Jay Levine Foundation, and the Jeffrey H. and Shari L. Aronson Family Foundation. The three funders jointly awarded risk capital for the development of high-leverage, innovative ideas that pushed greater collaboration between partner organizations.

Launched in the 2013-14 school year, the Scientist-in-Residence program pairs scientists from New York City premier research institutions with New York City public school teachers to develop and lead a long-term science investigation with classes of students. It uniquely leverages each organization’s strengths to provide student exposure to authentic, hands-on science while simultaneously expanding teachers’ scientific knowledge and scientists’ pedagogical skills and giving scientists who are considering a teaching career authentic exposure to a public-school classroom setting.

In the first two years of the program, 25 teachers and over 500 students from 19 different elementary, middle, and high schools have been paired with 19 scientists from 13 different research institutions.

Based on the success of the two-year pilot, the Scientist-in-Residence program aims to continue into 2015-16, enabling it to impact more schools, students, teachers, and scientists.



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

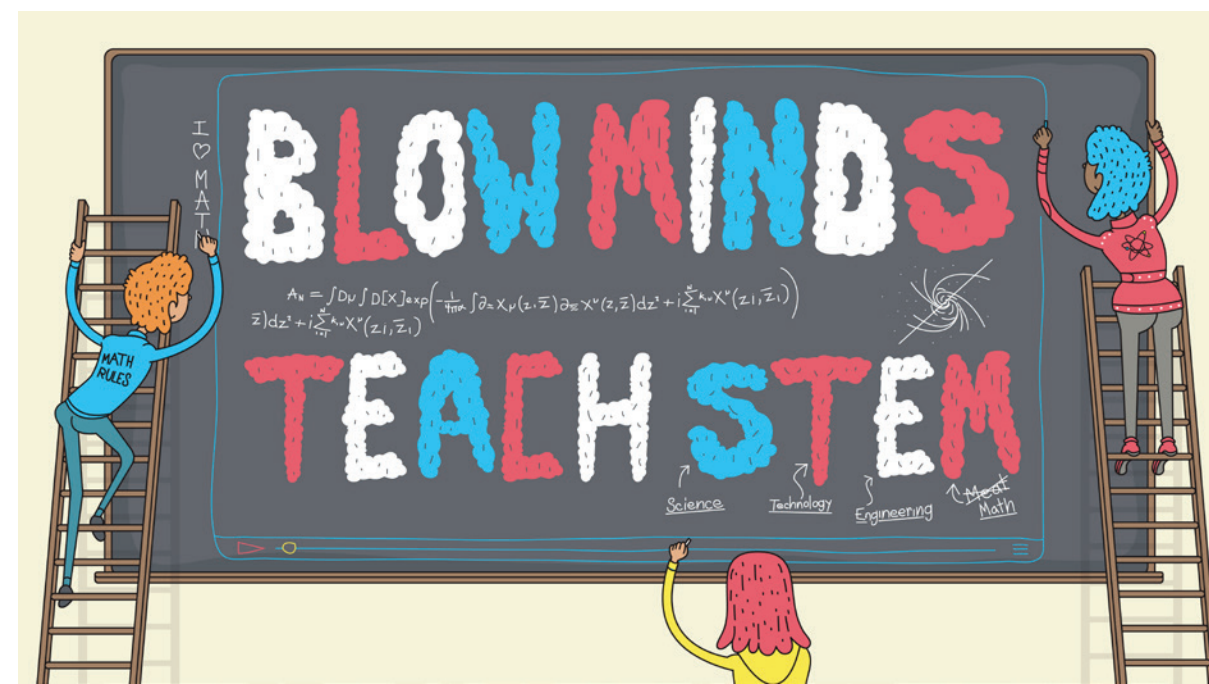
“It can be a challenge to find opportunities that engage and inspire different ways of thinking about teaching and learning, and that also take an active role in implementation. Being a part of 100Kin10 has allowed me and my organization to do just that. We are excited to be involved with such a unique and forward thinking group that is dedicated to helping both students and teachers succeed.”

HEIDI GLIDDEN, MANAGER FOR RESOURCES AND DISSEMINATION IN THE EDUCATIONAL ISSUES DEPARTMENT, AMERICAN FEDERATION OF TEACHERS

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. Funny 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.

“What I value most about 100Kin10 is the opportunity to collaborate with partners to share best practices and attack common challenges. The 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

PARTNER STORY

PROJECT INSPIRE GETS MARKETING MAKE-OVER WITH “BLOW MINDS, TEACH STEM”

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.

100KIN10
PARTNERS
AS OF JANUARY 2015

Academy for Urban School Leadership	Chabot Space and Science Center	Gulf of Maine Research Institute	Math for America	Overdeck Family Foundation (F)	TNTP
The Achievement Network	Change the Equation	Heising-Simons Foundation (F)	Mathalicious	PhET Interactive Simulations at the University of Colorado Boulder	Today's Students Tomorrow's Teachers
Agile Mind	Charles A. Dana Center	The Leona M. and Harry B. Helmsley Charitable Trust (F)	Mathematical Practice Institute @ Education Development Center, Inc.	Philadelphia Education Fund	Torrance Unified School District
The Algebra Project, Inc.	Charlotte-Mecklenburg Schools	The William and Flora Hewlett Foundation (F)	Merrimack College	PhysTEC (led by APS, in partnership with AAPT)	The Tortora-Sillcox Family Foundation
American Association of Physics Teachers	Chevron (F)	High Tech High	Michigan State University	Project Inspire	Tufts Center for Engineering Education and Outreach
American Chemical Society	Citizen Schools	Hillsborough County Public Schools	Mills College, School of Education	Project Lead the Way	Twin Cities Teacher Collaborative
American Federation of Teachers	Clinton Global Initiative	I-STEM Resource Network	MIND Research Institute	Project Tomorrow	U.S. Department of Education
American Modeling Teachers Association	Colorado Education Initiative	IAS/Park City Mathematics Institute	Montclair State University	Public Impact	U.S. Department of Energy
American Museum of Natural History	Colorado School of Mines/Uni. of Northern Colorado STEM Teacher Preparation Program	IDEA Public Schools	Museum of Science and Industry	Relay Graduate School of Education	Uncommon Schools
Amgen Biotech Experience Program Office @ Education Development Center, Inc.	Community Resources for Science	Illustrative Mathematics	Mytonomy	Rider University	University of Arizona STEM Learning Center
Amgen Foundation (F)	DC Public Schools	Indiana Department of Education	National Academy Foundation	RoadtripNation.org	University of California, Berkeley
Arizona Science Center	Michael & Susan Dell Foundation (F)	Industry Initiatives for Science and Math Education	National Academy of Sciences	Rodel Foundation of Arizona	University of California, Irvine, Cal Teach Science and Mathematics Program
Arizona Science Teachers Association	Denver Teacher Residency	Intel Corporation	National Aeronautics and Space Administration (NASA)	The Samberg Family Foundation (F)	University of California Los Angeles California Teach
Jeffrey H and Shari L Aronson Family Foundation (F)	Digital Promise	International Technology and Engineering Educators Association (ITEEA)	National Association for Research in Science Teaching	Samueli Foundation (F)	University of California, Merced
Ashoka Changemakers*	Discovery Cube Orange County	Internationals Network for Public Schools	National Center for STEM Elementary Education at St. Catherine University	San Francisco Teacher Residency	University of California, San Diego
Aspire Teacher Residency	DonorsChoose.org	Jacksonville Teacher Residency	National Center for Technological Literacy at the Museum of Science, Boston	The Charles and Lynn Schusterman Family Foundation (F)	University of Chicago Urban Education Institute and Center for Elementary Mathematics and Science Education
AT&T (F)	The Dow Chemical Company (F)	Jhumki Basu Foundation	National Commission on Teaching and America's Future	Science and Mathematics Teacher Imperative of the Association of Public and Land-grant Universities	University of Colorado Boulder
Baltimore City Public Schools	Drexel University School of Education	JPMorgan Chase (F)	National Council of Teachers of Mathematics	Science Foundation Arizona - AZ STEM Network	University of Indianapolis
Bank Street College of Education	DSST Public Schools	Kenan Fellows Program for Curriculum and Leadership Development	National Geographic Education Program	Science Friday Initiative	University of New Hampshire
Bay Area Discovery Museum	E3 Alliance	KIPP Houston	National Math and Science Initiative	Sesame Workshop	University of Washington College of Education
S. D. Bechtel, Jr. Foundation (F)	Educate Texas	Lawrence Hall of Science	National Oceanic and Atmospheric Administration	SRI International	University System of Maryland
BetterLesson	Education Pioneers	Learning Research and Development Center at the University of Pittsburgh	National Science Foundation	Stanford Teacher Education Program	Urban Teacher Center
Boettcher Teacher Residency (PEBC)	ElevatED	Lehman College (Research Foundation of The City University of New York)	National Science Teachers Association	State of Arkansas	Urban Teacher Residency United
The Boston Foundation (F)	EnCorps STEM Teachers Program	Leonetti O'Connell Family Foundation (F)	National Writing Project	State of Colorado	USC Rossier School of Education
Boston Teacher Residency	Erikson Institute	LessonSketch/University of Michigan	New Jersey Center for Teaching and Learning	State of Maryland	USNY Regents Research Fund
Boston University, College of Engineering	Exploratorium	Jay and Tammy Levine Foundation (F)	New Leaders, Inc.	TEACH	UTeach-The University of Texas Pan American
Breakthrough Collaborative	Florida International University	Lockheed Martin (F)	New Teacher Center	Teach For America	The UTeach Institute
The Broad Institute of Harvard & MIT	Freeport-McMoRan Copper & Gold Foundation (F)	The Long Beach Educational Partnership	New Visions for Public Schools	Teacher Education Program at the University of Pennsylvania, Graduate School of Education	Virginia Commonwealth University – Richmond Teacher Residency
BSCS (Biological Sciences Curriculum Study)	Fresno Unified School District	Los Angeles Unified School District	New York Academy of Sciences	Teacher Quality Retention Program at Thurgood Marshall College Fund	Washington STEM
Business Innovation Factory	The Bill & Melinda Gates Foundation (F)	Loyola Marymount University School of Education	New York City Department of Education	The Teaching Channel	WestEd
CA Technologies (F)	Gay & Lesbian Fund for Colorado, a program of the Gill Foundation (F)	John D. and Catherine T. MacArthur Foundation (F)	New York Hall of Science	Teaching Institute for Excellence in STEM	Western Governors University
California Science Teachers Association	Generation Teach	Maricopa County Education Service Agency (MCESA)	New Schools Venture Fund (F)	TeachingWorks	WGBH Educational Foundation
California State University	George Washington University Secondary Education	Mary Lou Fulton Teachers College at Arizona State University	Noble Network of Charter Schools	Technology Access Foundation	WNET
California STEM Learning Network	Girl Scouts	Maryland Business Roundtable for Education	North Carolina New Schools Project	TED-Ed	The Woodrow Wilson National Fellowship Foundation
Capital Teaching Residency	GlassLab	Mass Insight Education	Noyce Foundation (F)	Tennessee Department of Education	Xavier University of Louisiana
Carnegie Corporation of New York (F)	GOOD	Massachusetts Executive Office of Education	NYU Polytechnic School of Engineering	Texas Regional Collaborative for Excellence in Science and Mathematics Teaching (UT Austin)	The Young People's Project
Center for Children and Technology @ Education Development Center, Inc.	GOODcorps	Match Teacher Residency	NYU Steinhardt School of Culture, Education, and Human Development		
Center for High Impact Philanthropy	Gooru		Office of Colorado State Senator Mike Johnston		
Center for the Future of Arizona–Move On When Ready	Google (F)		Office of U.S. Representative Mike Honda		
Center for Mathematics Education at the University of Maryland, College Park	Graduate Programs in Science and Mathematics, Morgan State University				
Center for Science Teaching and Learning, NAU	The Greater Texas Foundation (F)				
	Guilford County Schools				

(F) FUNDING PARTNER
* COMMITMENT COMPLETED
° PARTNER AS OF JANUARY 2015

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ANSWERING THE NATION'S CALL