## Metric Conversion Chart

### 100K in 10
- 68,000 teachers
- 484 engagements
- 75 in-person and virtual opps to engage
- 4.8M students in 2018
- Average NPS of 60
- 451 total participants

### Length

<table>
<thead>
<tr>
<th>Unit</th>
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<tbody>
<tr>
<td>1 cm</td>
<td>10 millimeters</td>
</tr>
<tr>
<td>1 inch</td>
<td>2.54 centimeters</td>
</tr>
<tr>
<td>1 foot</td>
<td>0.305 meters</td>
</tr>
<tr>
<td>1 foot</td>
<td>12 inches</td>
</tr>
<tr>
<td>1 yard</td>
<td>3 feet</td>
</tr>
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<td>1 meter</td>
<td>100 centimeters</td>
</tr>
<tr>
<td>1 meter</td>
<td>3.281 feet</td>
</tr>
<tr>
<td>1 furlong</td>
<td>660 feet</td>
</tr>
<tr>
<td>1 kilometer</td>
<td>1,000 meters</td>
</tr>
<tr>
<td>1 kilometer</td>
<td>0.62137119 miles</td>
</tr>
<tr>
<td>1 mile</td>
<td>1.61 kilometers</td>
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<tr>
<td>1 nautical mile</td>
<td>1.85 kilometers</td>
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### Weight

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<tbody>
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<tr>
<td>1 gram</td>
<td>.001 kilogram</td>
</tr>
<tr>
<td>1 gram</td>
<td>.035 ounces</td>
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<tr>
<td>1 ounce</td>
<td>28.3 grams</td>
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<tr>
<td>1 ounce</td>
<td>.0625 pounds</td>
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<tr>
<td>1 pound</td>
<td>16 ounces</td>
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<tr>
<td>1 pound</td>
<td>.45 kilograms</td>
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<tr>
<td>1 kilogram</td>
<td>1,000 grams</td>
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<tr>
<td>1 kilogram</td>
<td>35.27 ounces</td>
</tr>
<tr>
<td>1 stone</td>
<td>14 pound</td>
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<tr>
<td>1 short ton</td>
<td>2,000 pounds</td>
</tr>
<tr>
<td>1 metric</td>
<td>1,000 kilograms</td>
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### Area

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<tbody>
<tr>
<td>1 square foot</td>
<td>144 square inches</td>
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<tr>
<td>1 square foot</td>
<td>929.03 square centimeters</td>
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<tr>
<td>1 square yard</td>
<td>9 square feet</td>
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<tr>
<td>1 square meter</td>
<td>10.76104 square feet</td>
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<tr>
<td>1 acre</td>
<td>43,560 square feet</td>
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<tr>
<td>1 hectare</td>
<td>2.47 acres</td>
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<td>1 hectare</td>
<td>10,000 square meters</td>
</tr>
<tr>
<td>1 square kilometer</td>
<td>100 hectares</td>
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<tr>
<td>1 square mile</td>
<td>2.59 square kilometers</td>
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<tr>
<td>1 square mile</td>
<td>640 acres</td>
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### Volume

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<tbody>
<tr>
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<td>3 US teaspoons</td>
</tr>
<tr>
<td>1 US fluid ounce</td>
<td>29.57 milliliters</td>
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<tr>
<td>1 US cup</td>
<td>16 US tablespoons</td>
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<td>1 US cup</td>
<td>8 US fluid ounces</td>
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<td>1 US pint</td>
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<td>33.81 US fluid ounces</td>
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<td>1 liter</td>
<td>1,000 milliliters</td>
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<td>4 US quarts</td>
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<td>1 US gallon</td>
<td>3.785 liters</td>
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### Speed

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<tbody>
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<td>1 mile per hour</td>
<td>1.467 feet per second</td>
</tr>
<tr>
<td>1 mile per hour</td>
<td>1.61 kilometers per hour</td>
</tr>
<tr>
<td>1 knot</td>
<td>1.15 miles per hour</td>
</tr>
<tr>
<td>1 foot per second</td>
<td>.68 miles per hour</td>
</tr>
<tr>
<td>1 kilometer per hour</td>
<td>.62 miles per hour</td>
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### Ruler

![Ruler Image]
<table>
<thead>
<tr>
<th>NETWORK</th>
<th>MAP</th>
<th>TOOLS</th>
<th>LEARNING</th>
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**100K in 10 Annual Report**

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<td>CREATING AN UNPRECEDENTED MAP</td>
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<td>CATALOGUE OF TOOLS</td>
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<td>PROJECT TEAMS &amp; LEARNING COMMUNITIES</td>
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<td>COLLABORATION GRANTS &amp; TEACHER FORUM</td>
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<td>WEEKLY EMAIL ROUNDUP &amp; WEBINARS</td>
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<td>STRATEGIC ADVISORY</td>
<td>39</td>
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<td>VOICES OF PARTNERS</td>
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“THIS NETWORK REPRESENTS A SAFE HAVEN, INTELLECTUAL TRUST, AND A COMMUNITY OF ADVOCATES FOR STEM EDUCATION THAT IS UNLIKE ANY OTHER NETWORK OR ORGANIZATION I HAVE BEEN A PART OF.”

100K in 10 PARTNER
WE ARE A NETWORK OF 280

13
SCHOOL DISTRICTS & CHARTER MGMT. ORGANIZATIONS

9
PROFESSIONAL ASSOCIATIONS

9
ALTERNATIVE TEACHER PREPARATION PROGRAMS

6
MEDIA ORGANIZATIONS

WE ARE A NETWORK OF 280

ONE PARTNER ORGANIZATION

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13
GOVT AGENCIES & ELECTED OFFICIALS

40
FOUNDATIONS & CORPORATIONS

73
INSTITUTIONS OF HIGHER EDUCATION

113
NONPROFIT ORGANIZATIONS

100K in 10 ANNUAL REPORT SECTION
SIGNATURE

NETWORK
DATE
In 2018, 100K in 10 catalyzed 75 collaborative problem-solving and learning opportunities, from five-minute weekly emails to six-month project teams.

Our programs and gatherings provided value by enabling partners to share innovative ideas and expertise, which helped them build their capacity to advance STEM education and improve their work.

As a result, partners are spreading knowledge in their own organizations, tackling challenges they couldn’t have alone, and solving systemic problems at the root of the STEM teacher shortage.
75% of partners felt they accessed expertise or ideas they wouldn’t have encountered otherwise.

92% of partners felt more prepared to advance their STEM teaching work as a result of 100K in 10 programs.

95% of partners felt the benefits of 100K in 10 programs were worth the time invested.

89% of partners said they’re likely to share learnings gleaned through 100K in 10 with others in their organization.

79% of partners said they would apply concepts or skills to their work based on what they learned.

75% of partners said they tackled challenges that they couldn’t have alone.

85% of partners felt inspired to use the network to solve problems facing the field.

72% of partners felt more prepared to advance their STEM teaching work as a result of 100K in 10 programs.

100K in 10 ANNUAL REPORT

SECTION

NETWORK

SIGNATURE

DATE
“TRUST IS WHAT MAKES 100K IN 10 MORE THAN GREAT—IT’S WHAT MAKES THE NETWORK ENDURING, SOLUTIONS-ORIENTED, AND ALWAYS IMPROVING.”

451 INDIVIDUALS ENGAGED IN THE NETWORK

These individuals represent 266 organizations, or 95% of our entire network, all actively engaged in working collectively to address the STEM teacher shortage.

TRUST WAS AT AN ALL-TIME HIGH

Across all our programs, 91% of partners reported feeling free to share insights and vulnerabilities without holding back.

GRAND CHALLENGES

Our unprecedented research is transforming the work of our partners and beyond.

93% OF PARTNERS rank addressing the Grand Challenges as part of their organization’s priorities.

37,178 PAGEVIEWS of our Grand Challenges website and actionable resources in 2018 alone.
Our 280 partners have made over 400 commitments to concrete goals that are addressing the national STEM teacher shortage.

Increasing the supply of excellent STEM teachers

Helping more STEM teachers stay and improve

Building the movement to advance STEM teaching and learning

“EVERY EXPERIENCE WITH 100KIN10 HAS ENERGIZED ME AND PROVIDED ME WITH RENEWED FOCUS... 100KIN10 BRINGS TOGETHER THE RIGHT BALANCE OF PEOPLE TO CONTRIBUTE AND CHALLENGE ONE ANOTHER.”

4.76 MILLION STUDENTS

across the country were impacted by teachers prepared by 100KIN10’s network of partners in 2018 alone.
Some thought our goal of 100,000 STEM teachers in 10 years was not just audacious, but impossible. Thanks to the collective effort of our network, we’re not only on track to reach our goal by 2021, we expect to exceed it. Despite historic declines in teacher preparation programs and myriad challenges facing teachers, we’ve proven that a network with a shared purpose, trust, and inspiration, committed to learning and collaborative problem-solving, can accomplish truly unprecedented feats.
“MANY TIMES ORGANIZATIONS IDENTIFY PROBLEMS AND BRAINSTORM SOLUTIONS, BUT RARELY HAVE I SEEN AN ORGANIZATION WORK WITH SUCH GREAT FEROCITY TO SOLVE THOSE PROBLEMS.”

100K in 10 PARTNER
WE COMPLETED AN UNPRECEDENTED MAP

1 - Prestige
2 - Teacher Preparation
3 - Elementary STEM
4 - Professional Growth
5 - Teacher Leadership
6 - Value of ST&E
7 - Instructional Materials

35,000 DATA POINTS
750 EXPERTS
1,000 SIMULATIONS
100+ CHALLENGES
We started with a simple question: “Why is it so hard to get and keep great teachers, especially in STEM?” We asked thousands of STEM teachers and experts “why” and “why” and “why” again, until we hit bedrock. Then we distilled everything we learned into 109 challenges and grouped them into seven major themes.

1. Prestige
2. Teacher Preparation
3. Elementary STEM
4. Professional Growth
5. Teacher Leadership
6. Value of Science, Tech, and Engineering
7. Instructional Materials

As we explored further, we found that, while the 109 challenges in all seven themes are important, not all are equally powerful. We learned that a small number of challenges have the potential to be catalysts for impacting the entire system...
In the spring of 2018, we collected 35,000 perspectives on the STEM teacher shortage. Using big data, we pinpointed about 10 highest-impact catalysts, drawn from across all seven themes. We shared them with and began to mobilize the network, beginning by selecting those catalysts that the network would tackle first.

### THE CATALYSTS

- Opportunities for relevant professional growth and collaboration for teachers during the school day
- Consideration of graduates’ job performance in state approval of teacher prep programs
- Bonuses, scholarships, or loan forgiveness for STEM teachers
- State tracking of STEM teacher supply and demand
- State course requirements for STEM in high school
- School leaders’ responsibility for creating positive work environments, and accountability systems that promote teacher creativity
- Teaching faculty who model instructional strategies
- Teaching faculty with elementary STEM education expertise
- State standards that include technology and engineering
- Districts’ identification of high-quality engineering curriculum

### CATALYST SELECTION CRITERIA

Each of the catalysts has outsized leverage to help improve the system, but our network and the current climate made some more timely and actionable than others. We used five criteria to choose which to focus on first: degree of influence on the rest of the challenges, level of current activity, capacity and interest of the field, capacity and expertise of 100Kin10 partners, and external context.

Opportunities for relevant professional growth and collaboration for teachers during the school day and school leaders’ responsibility for creating positive work environments hit all of our criteria. Each was connected to the quality and experience of the environment in which teachers work. We began to mobilize the network to address these Teacher Work-Environment catalysts.

We gathered 35,000 data points about causal connections between the challenges and identified the catalysts.

We selected catalysts related to teachers’ work environment to focus on first, based on our criteria for which ones the network had the capacity and interest to solve.
Why are we so focused on system change?

Some problems are so complex that they feel impossible to solve. But at their core, systemic challenges are about connections: Who depends on whom? And what causes what? Structural network analysis teaches us that the secret to simplifying complex systems is to recognize that while everything is connected, those connections are not random. If we can understand the basic structure and patterns of a system’s connections, then we can begin to understand how to solve its most persistent problems.

100Kin10 launched this exploration in 2015, when we realized that our once-audacious goal of infusing 100,000 STEM teachers into America’s classrooms was no longer a pipe dream. We also understood that the real challenge wasn’t preparing 100,000 STEM teachers; it was the STEM teacher shortage itself. Why is it so hard to get and keep great teachers, especially in STEM?

We knew that we couldn’t solve a problem we didn’t fully understand, so we began to map the underlying reasons for the STEM teacher shortage, hoping that seeing all the components of the STEM teacher shortage would guide us to understand how we could end it. As we explored further, we borrowed insights from ecologists, who look for the highest-leverage nodes or “keystone species”—the lynchpin to everything working right.

This multi-year process allowed us to synthesize thousands of diverse, expert perspectives into a coherent and actionable whole—a map of all the challenges that we must address to solve the STEM teacher shortage. The map points to a new model for social change: Rather than address symptoms, we can use the network’s insights to diagnose and treat the root causes directly. And rather than hundreds of separate projects working independently, we can mobilize the network to work in coordination on the highest-leverage problems.

_Why focus on catalysts?_

Working with complexity-mapping scientists, we learned that while all of the challenges are important, the catalyst challenges are the most strategic and efficient levers for impacting the system. If solved, each catalyst will have an outsized, domino-like effect across the entire system.
In the summer, we dug into the learning, examining existing research, academic literature, and current practices, all guided by a Brain Trust of 21 partners, teachers, and STEM experts.

***“GETTING SMART” ON THE ISSUES***

Our research focused on answering three questions:

1. What are the issues that activate the catalysts?
2. What has already been tried, and what do we know is and isn’t working?
3. Where do opportunities exist to try something new?

***UNDERSTANDING***

Analysis of existing research, examination of data, and exploration of catalyst origins

***LEARNING***

Reviewing case studies, learning from teachers, and identifying innovative solutions

***SYNTHESIZING***

Gathering insights and developing suggestions for collaborative action

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In the Fall, we gathered partners and key allies, leveraging everything we learned to develop early-stage plans for collaborative action.

***WORKSHOP***

We provided time and space for partners and allies to come together to collaborate. We led participants through exercises to build community, challenge traditional thinking, brainstorm new ideas, and form teams to work on solutions.

- **CREATING SPACE FOR CONNECTIONS AND TRUST**
- **INSPIRING NEW IDEAS AND APPROACHES**
- **DIGGING INTO THE RESEARCH**
- **IDENTIFYING AND BUILDING OUT OPPORTUNITIES FOR ACTION**

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“We’re working toward the goal of coordinated and mutually reinforcing solutions that result in more teachers experiencing a positive work environment in their schools.”

- Workshop Participant

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**MAY**

We built a Brain Trust of 21 teachers and other experts to guide and inform our process.

**JUNE**

We dove deep into research on the work-environment catalysts, learning as much as we possibly could.

**JULY**

We crafted a strategy to mobilize and support the 100KIN10 network to take action on the catalysts.

**AUGUST**

...
In the Winter, 100K10 encouraged partners to lead project teams focused on the work-environment catalysts and helped mobilize and recruit team members to join.

**PROJECT TEAMS**

In late 2018, 100K10 partners launched four project teams focused on collaboratively developing solutions to specific facets of teacher work environments.

*For more on project teams, see page 24

**Outcomes**

21 THOUGHT LEADERS

- including partners, teachers, and other experts collectively contributed over 100 hours to help understand and frame the issues.

43 PARTICIPANTS

- attended an action-oriented workshop.

- 97% said they would share learnings with their organization

- 91% said they would increase, or advocate for their organization to increase, its focus on the work environment catalysts

- 100% said the workshop was worth the time invested

- 100% said they would apply concepts or skills they learned from the event in their work

28 PARTNERS AND GUESTS

- signed up for tackling one of the teacher work-environment catalysts through four project teams.

**ACTIONABLE RESEARCH REPORT SHARED**

- 900+ pageviews in the first three months for “Teachers at Work: Designing Schools Where Teachers and Students Thrive”

**Covered by:** Education Dive, Ed Week, Politico New York, and eSchool News

**Podcast Coverage by:** TeachThought, and Teaching, Learning, Leading

We published our actionable research report “Teachers at Work”, which was disseminated widely.

We led a large-scale workshop for partners to collaboratively address the catalysts.

Four project teams formed.

Team leaders stepped up, team members joined, plans were fleshed out.

“THE WHOLE STRUCTURE FOR WORK DONE WITH AND BY 100K in 10 IS TO BUILD CONNECTIONS BETWEEN ORGANIZATIONS DRIVING TOWARDS THE SAME OUTCOME, YET WITH DIFFERENT STRENGTHS. SUCH A CULTURE IS RARE, REFRESHING, AND A GOOD MODEL FOR WHAT’S POSSIBLE.”

100K in 10 PARTNER
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**100K in 10 ANNUAL REPORT**
Each year, we continue to develop and refine tools for our partners to build trust, advance learning, and support collaborative problem solving.

Each tool is powerful on its own and, just like our network, when combined can propel system-level change.
**Project Teams**

Small groups of organizations that collaborate on time-bound projects to address specific field-wide challenges that they can’t solve alone.

**Learning Communities**

Groups of organizations working on similar challenges that meet and connect regularly to exchange ideas and resources and help each other problem-solve.

**Collaboration Grants**

Quick-turnaround grants that provide funding for organizations to meet in person to learn from one another and brainstorm together.

**Teacher Forum**

STEM teacher leaders who gather diverse teacher perspectives and share them with 100Kin10 to guide our and the network’s priorities.

**Annual Summit**

An inspirational large-scale gathering to motivate and engage organizations through knowledge sharing and collaborative problem-solving.

**Back-to-School Gatherings**

Regional convenings that provide time and space for organizations working in the same locale to network and learn from one another.

**Weekly Email Roundup**

Weekly outreach to communicate progress made by partner organizations and share opportunities for engagement.

**Webinars**

Online opportunities for partners to share strategies, best practices, and insights from their work.
Project Teams are small groups of partners that collaborate on time-bound projects to address specific challenges. Partners identify a problem they can’t solve alone and invite others to work on it with them. 100Kin10 provides support by designing purposeful ways to meet and work together, corralling diverse expertise, and handling all logistics.

2018 Project Team Leaders:
Wendy Adams, Katy Cleminson, Jesse Gilliam, Jennifer Hicks, Kate Hiester, Barbara Hug, Lauren Jones-Kaplan, Samantha Lindgren, Darcy Moody, Melissa Moritz, Beth Nickel, Patrick Riccards, Kimberly Staples, Rebecca Theobald, Jeff Thomas, Cornell Thomas, Rebecca Vieyra, Gideon Weinstein, Ariel Zych

96% of project team members said they learned something new, built relationships, or changed something about their work

87% of project team members said they accessed expertise or ideas they would not have encountered otherwise

92% of project team members said they felt free to share insights and vulnerabilities without holding back
Learning Communities are made up of partners working on similar challenges. Partners connect regularly to exchange ideas, resources, and help each other problem-solve. Learning Communities provide the opportunity for organizations across the country (or around the corner) with aligned interests and goals to build shared knowledge and collectively support and advance each other’s work. Our first learning communities were made up of cohorts of grantees focused on specific challenges.

15 GRANTEES SUPPORTED

$2,548 MILLION TO EARLY CHILDHOOD ACTIVE STEM LEARNING

$966,847 TO STEM TEACHER EXPERIMENTATION

88% of participants said they met new potential partners or allies with whom they intend to follow up

96% of participants accessed best practices that will help advance their STEM teaching work

100% of Grantees reported feeling more connected to the network as a result of the Grantee Learning Community
Collaboration grants are quick-turnaround grants that provide funding and support for organizations to meet in person to learn from one another. Organizations apply as a group for $3,000 grants for travel and basic supplies, creating opportunities to build relationships face-to-face and see each other’s work firsthand.

- **12 Grants**
- **19 Organizations**
- **103 Participants**
- **$32,439 Granted in 2018**

“We were able to get a collaboration grant and got to go to each other’s schools and see best practices in person... it was a big breakthrough for us when we got to work hand-in-hand with another team that was doing innovative work around the country, and that was all made possible by 100Kin10.”
In the Teacher Forum, STEM teacher leaders gather diverse teacher perspectives and share them with 100Kin10 to guide our and the network’s priorities. This unique approach helps 100Kin10 keep our eyes and ears on what’s happening in classrooms and schools around the country. At the same time, it offers STEM teacher leaders a meaningful way to increase their leadership and contribute to our mission to get and keep great STEM teachers in all our nation’s schools.

“It has been an amazing opportunity over the past two years. I feel like my ideas and outlooks are taken more seriously and respected from members of this group compared to the people I work with on a daily basis. This forum promotes leadership without leaving your classroom, gives teachers a voice, and helps teachers to advocate for meaningful 21st-century education.”

93% of members said that the Teacher Forum was worth the time invested

96% of members said they were able to contribute their ideas

In 2019 the Teacher Forum will be expanded to

111 TEACHERS APPLIED

46 TEACHERS SELECTED

50+ LISTENING SESSIONS HELD ACROSS THE COUNTRY

470+ TEACHERS REACHED
The 100Kin10 Annual Summit is a truly invigorating experience where partners lead the way, engaging in intentionally designed peer-to-peer learning sessions focused on leveraging the knowledge and experiences of 100Kin10’s diverse, cross-sector network. Partners and thought leaders from organizations across the country come together to collaborate, brainstorm, learn from one another, and make the alliances necessary to succeed at the complex work that these field-level challenges demand.

252 PARTICIPANTS
145 PARTNER ORGANIZATIONS
15 FEEDBACK SESSIONS
72 NET PROMOTER SCORE

“The Annual Summit continues to create opportunities for learning, connection, and impact at the highest levels.”

23 “Steal This” Sessions
84% of participants said sessions enabled a productive Summit experience

97% of attendees learned something new that has the potential to positively impact their work
92% have already shared those learnings within their organization
Back-To-School Gatherings provide time and space for organizations working in the same geography to network and learn from one another. These short convenings are opportunities for partners to learn about inspirational work going on in their own backyard and build relationships with organizations that can become local allies.

162 PARTICIPANTS
6 GATHERINGS
68 NET PROMOTER SCORE

88% felt inspired by their experience
87% met someone that they plan to follow up with
98% said the benefits of attending were worth the time invested
Weekly email roundup communicates progress made by partner organizations and the field and share relevant opportunities for engagement. Each week, 100Kin10 sends out an email that provides valuable information about STEM education and shares partner updates and progress. The emails build momentum and shared purpose and nourish learning across organizations that otherwise might never connect.

- **51** emails sent to
- **997** individuals opened at least one email
- **95%** of partner organizations

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**Publications & Podcasts**

- **27** stories published across 22 different publications and media outlets
- **5,396** downloads of podcast episodes that featured 100Kin10
100Kin10 facilitates webinars for partners to share strategies, best practices, and insights from their work. Webinars enable targeted knowledge exchange, connecting partners to innovative projects and concepts that are directly related to their work.

**Webinars**

- **12 Webinars Hosted**
- **101 Individuals Attended**
- **273 total views of all webinars and webinar recordings**

**75% of project teams hosted a webinar to share outputs of their work**

**Social Media & Share-Outs**

- **4,976 social media interactions with 100Kin10 articles and digital content**
- **858 pageviews of the 2018 Trends Report, our annual research share-out**
THE CONNECTIONS, OUTREACH, AND
OVERALL EXPERIENCE... HAVE ALLOWED
ME TO FURTHER DEVELOP AS AN EDUCATOR.
I FEEL VALUED AND HAVE LOVED EACH
INTERACTION, TASK, WEBINAR, DOCUMENT,
AND CONNECTION.”

100K in 10 Partner

SIGNATURE

DATE
WE BELIEVE
WE CAN SOLVE PROBLEMS

that seem intractable when we
work in community, embrace
experimentation grounded in
learning, and act with open
hearts and audacity.

This year we honed in on the
four values that drive every
aspect of our organization.
## Community

Our tagline is “Together we’ll solve it”, because we know that the problems worth solving can’t be solved by any one organization or individual alone. We believe our work is stronger because of the diverse strengths, talents, and experiences of our team and the broader network. We listen to all perspectives because we know that it takes everyone’s viewpoint to see the whole picture. We build each other up, empower each other, and give each other what we need to grow and thrive.

## Open-hearted

We build authentic relationships, because trust and empathy are the lifeblood of any shared endeavor. We speak and listen honestly and with generosity, assuming good intentions. We bring our whole selves to work. We celebrate and bring beauty, fun, and joy into our work.

## Experimentation

We ground our work in research and build on others’ insights. We explore, test new ideas, and push the envelope to improve and bring fresh thinking to bear on old problems. We celebrate failures and share our vulnerabilities with courage.

## Audacious

We ask our partners to go above and beyond and do the same in turn. We are hopeful about the possibility of change, even when the challenges confronting us seem overwhelming. We believe big goals inspire and mobilize likely and unlikely allies to link arms. We ask each other regularly, “What would we do if we were really going to do it?” And then we bring our creativity, dedication, and passion to delivering on those audacious goals.
We’re constantly pushing ourselves to learn and improve in pursuit of our goals. Sometimes we learn from successes, and sometimes we learn from failures. Yet we so rarely as a field share the failures. In this section, we describe three efforts that didn’t pan out as planned yet taught us something new, helped us improve what we do, and ultimately moved us closer to enabling the field to close the STEM teacher shortage.

WEBINARS

INTENTION
To give Project Teams a sense of completion and provide an opportunity to document and share their final products with others who might learn from it, while simultaneously building collective knowledge.

LEARNINGS
Our efforts to spark conversation fell flat and took away valuable time from knowledge exchange. We learned that attendees were primarily interested in inspiration and information about new content, rather than conversation.

PROGRESS
We shifted the webinar format so presenters have more time to share insights and useful information, rather than try to build group conversation. As a result, webinars received many more positive responses and feedback.
In an effort to engage partners in system-change mindsets, 100Kin10 synthesized “change elements” that result in effective problem solving and shared them at Summit.

People seemed to appreciate this learning but rated the sessions at which it occurred lower than the rest of the Summit. We learned that partners are more focused on addressing challenges and that there was too much content being shared all at once for partners to easily digest.

We are still experimenting with how to support our partners to effect change in more systemic ways. We are giving partners opportunities to behave their way into systemic change, by authentically integrating the change elements into their work in their own organizations and through the network.

At the workshop on the work-environment catalysts, we wanted to prime the partners to take up the most impactful opportunities for action that arose through the research.

We learned that leading with solutions was limiting, keeping participants from actively using the research to identify where they could come together with allies to most effectively address their lived needs.

As we begin focusing on the next set of catalysts (spoiler alert: foundational math), we are refocusing our research on examples to learn from the “solution set” and identify gaps — and will share this with workshop participants instead.
Each year, we bring together a diverse group of leaders from across sectors to guide 100K in 10’s growth and development. Together, they help us think through some of the toughest challenges we face as an organization.
Thought leaders served on the advisory board

Sessions

Collective hours

New strategies

THANK YOU TO OUR 2018 ADVISORS:

Veenu Aulakh
Brandon Barnett
Eric Berlow
Maureen Bisognano
Blair Blackwell
Meghan Browne
Jake Bryant
Becky Crowe
Richard Culatta
Nadya Dabby
John Deasy
Jean Desravines
Susan Ditkoff
Bob Floden
Mo Fong
Lance Fors
Larry Friedman
Kumar Garg
Grant Garrison
Karen Hawley-Miles
Scott Heimlich
Grace Kim
Sue Lehmann
Jim Liebman
Tonya Matthews
Susan McPherson
Carmen Medina
Nilofer Merchant
Jeff Milbourne
Ellen Moir
Sonya Pryor-Jones
Alex Reeves
Laura Samberg
Shruti Sehra
Sam Seidel
Jim Short
LaVerne Srinivasan
Marla Ucelli-Kashyap
Joey Wilson
Bob Wise
Josh Wright
Connie Yowell
VOICES OF PARTNERS

“100K in 10 has made it possible for me to really think big picture... hearing from colleagues who are doing similar work reminds me of that big picture and also pushed me to think about the work I’m doing in a different way.

Rex Barbiera
Museum of Science and Industry

“Because of this network, we’ve been able to meet so many amazing organizations that face the same challenges and issues that we do... we’ve been able to participate in collaborations that we’ve never been able to do on our own, and it’s really impacted our work.

Amanda Smith
Pennsylvania State University

“We each come to the 100K in 10 experience with our own deficiencies and strengths, and because we can acknowledge those deficiencies in a safe space, we’re able to take the expertise and concern and caring we have for each other to help us move forward.

Jeff Thomas
University of Southern Indiana
The greatest impact that I have experienced in being with 100Kin10 is the vast opportunities for networking. We were able to connect with different organizations and people who have the same needs and issues. We were able to discuss and find ways to work across the system and across the nation.

Fred Uy  
California State University

This network provides an opportunity for all different kinds of stakeholders to come together to develop better solutions than any of us could develop alone.

Kim Brenneman  
Heising-Simons Foundation

100Kin10 is a great place to meet people with a shared interest but different background and different perspectives. What I’ve learned has helped me exponentially... it opened my eyes to what I could be doing on a daily basis.

Cherry Thompson  
Teaching Channel
I WILL TAKE ACTION TO START ADDRESSING ONE OF THE CATALYSTS BY...

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