100KIN10

2018 ANNUAL REPORT

7.5 X 9.75" QUAD RULED

THIS LAB NOTEBOOK IS PROPERTY OF:

METRIC CONVERSION CHART

100Kin10

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

SPEED

1 mile per hour	1.467 feet per second
1 mile per hour	1.61 kilometers per hour
1 knot	1.15 miles per hour
1 foot per second	.68 miles per hour
1 kilometer per hour	.62 miles per pour

LENGTH

1 cm	10 millimeters
1 inch	2.54 centimeters
1 foot	.305 meters
1 foot	12 inches
1 yard	3 feet
1 meter	100 centimeters
1 meter	3.281 feet
1 furlong	660 feet
1 kilometer	1,000 meters
1 kilometer	.62137119 miles
1 mile	5,280 ft
1 mile	1.61 kilometers
1 nautical mile	1.85 kilometers

WEIGHT

1 milligram	.001 grams
1 gram	.001 kilogram
1 gram	.035 ounces
1 ounce	28.3 grams
1 ounce	.0625 pounds
1 pound	16 ounces
1 pound	.45 kilograms
1 kilogram	1,000 grams
1 kilogram	35.27 ounces
1 kilogram	2.2 pounds
1 stone	14 pound
1 short ton	2,000 pounds
1 metric	1,000 kilograms

AREA

1 square foot	144 square inches
1 square foot	929.03 square centimeters
1 square yard	9 square feet
1 square meter	10.76104 square feet
1 acre	43,560 square feet
1 hectare	2.47 acres
1 hectare	10,000 square meters
1 square kilometer	100 hectares
1 square mile	2.59 square kilometers
1 square mile	640 acres

VOLUME

1 US tablespoon	3 US teaspoons
1 US fluid ounce	29.57 milliliters
1 US cup	16 US tablespoons
1 US cup	8 US fluid ounces
1 US pint	2 US cups
1 US pint	16 US fluid ounces
1 liter	33.81 US fluid ounces
1 liter	1,000 milliliters
1 US quart	2 US pints
1 US gallon	4 US quarts
1 US gallon	3.785 liters

RULER

0 in   1   2   3   4   5

0   1   2   3   4   5   6   7   8   9   10   11   12 cm

100KɪN10

2018 ANNUAL REPORT

THIS LAB NOTEBOOK IS PROPERTY OF:

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100KIN10 ANNUAL REPORT	SECTION	PREFACE
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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."**
>
> 100Kin10 PARTNER

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WE ARE A NETWORK OF 280

13

SCHOOL DISTRICTS & CHARTER MGMT. ORGANIZATIONS

9

PROFESSIONAL ASSOCIATIONS

9

ALTERNATIVE TEACHER PREPARATION PROGRAMS

6

MEDIA ORGANIZATIONS

ONE PARTNER ORGANIZATION

13
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40
FOUNDATIONS &
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73
INSTITUTIONS OF
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113
NONPROFIT
ORGANIZATIONS
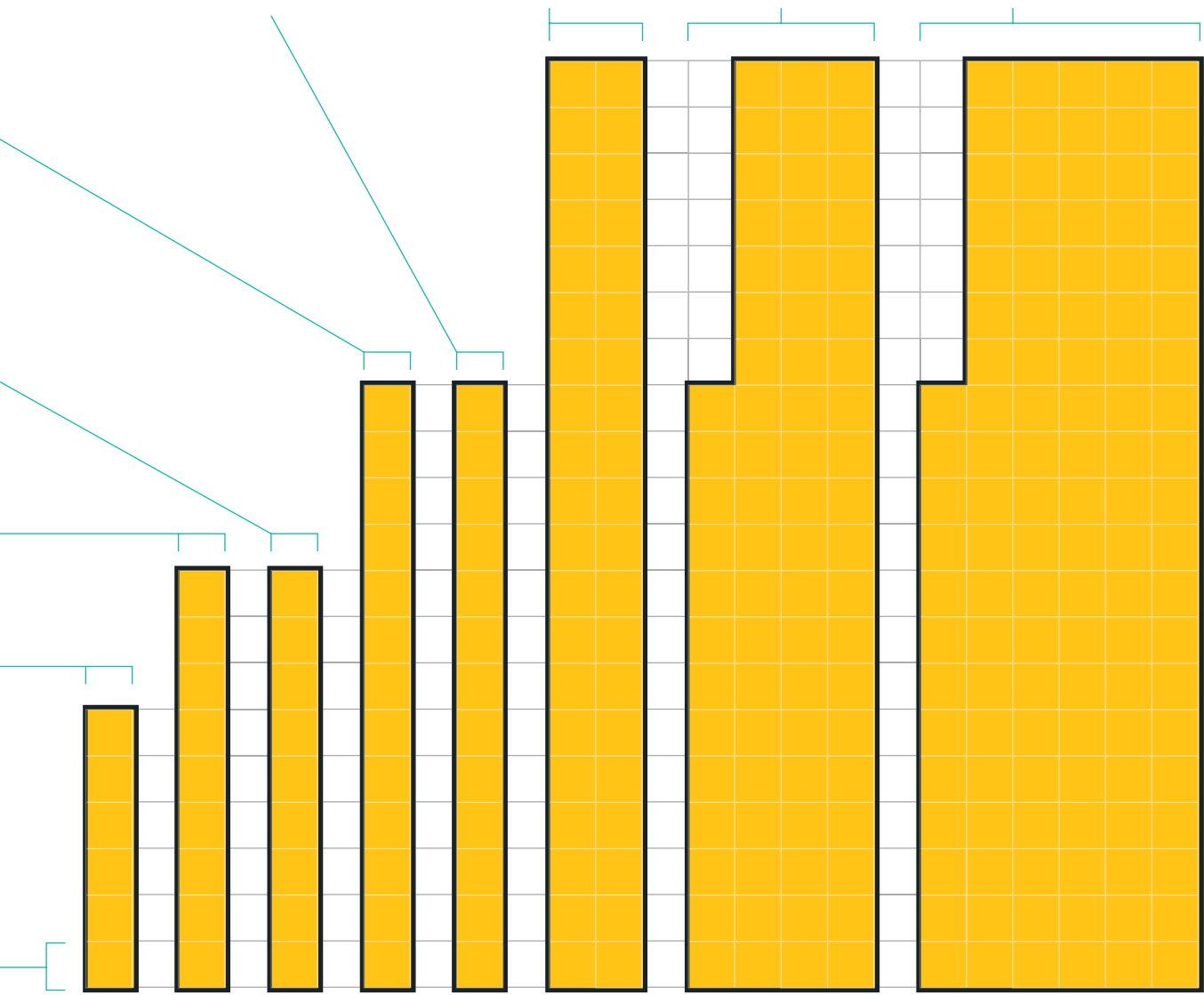
In 2018, 100Kɪɴ10 catalyzed **75 collaborative problem-solving and learning opportunities,** from five-minute weekly emails to six-month project teams.

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

OPPORTUNITIES

for partners to work with each
other to address the STEM
teacher shortage

VALUE

95%

of partners felt the benefits
of 100KIN10 programs were
worth the time invested

CAPACITY

72%

of partners felt more prepared to
advance their STEM teaching work
as a result of 100KIN10 programs

EXPERTISE

92%

of partners felt they accessed
expertise or ideas they wouldn't
have encountered otherwise

IMPROVEMENTS

79%

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

KNOWLEDGE

89%

of partners said they're likely to share
learnings gleaned through 100KIN10
with others in their organization

SOLUTIONS

85%

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

PROGRESS

75%

of partners said they tackled
challenges that they couldn't
have alone

"TRUST IS WHAT MAKES 100Kin10 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.

400+
COMMITMENTS

Our 280 partners have made over 400 commitments to concrete goals that are addressing the national STEM teacher shortage.

98 Increasing the supply of excellent STEM teachers

168 Helping more STEM teachers stay and improve

171 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."
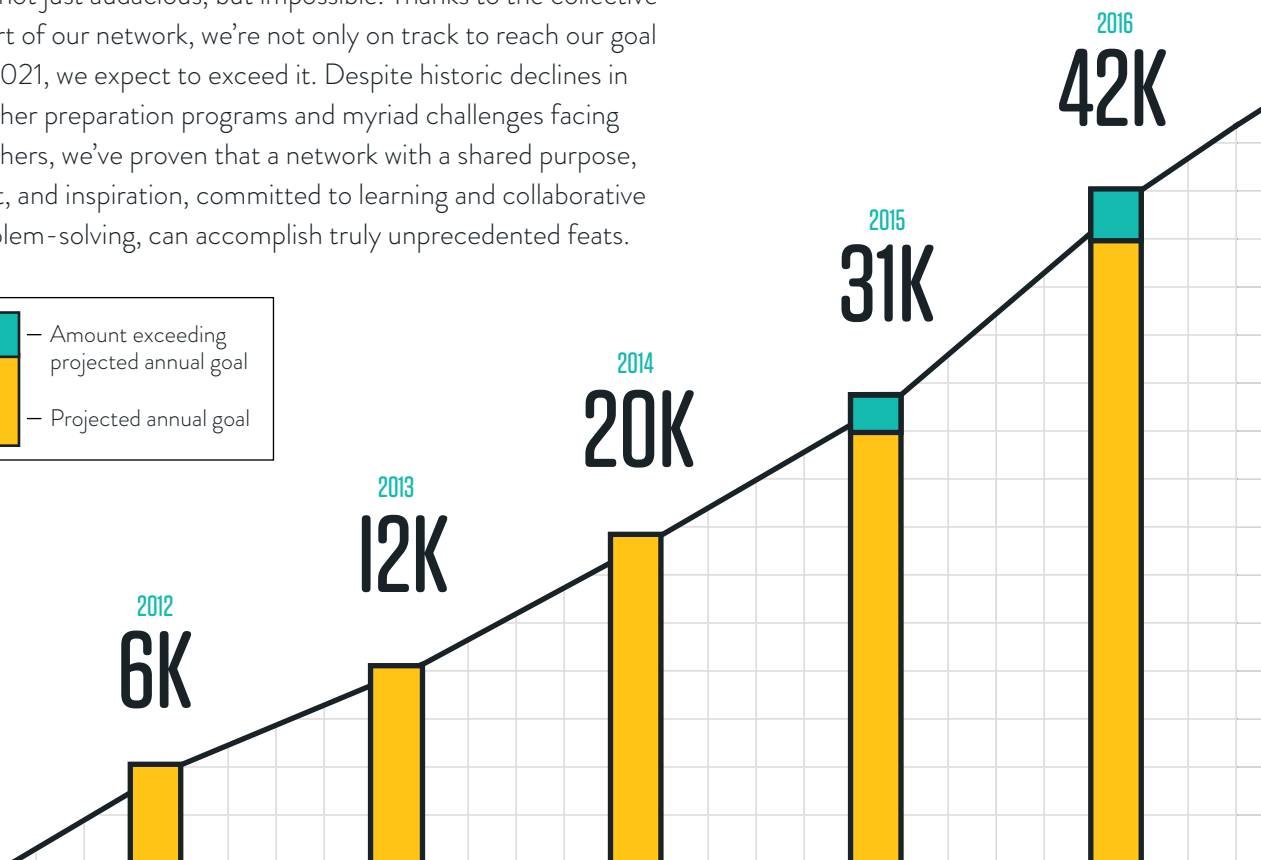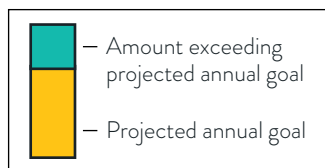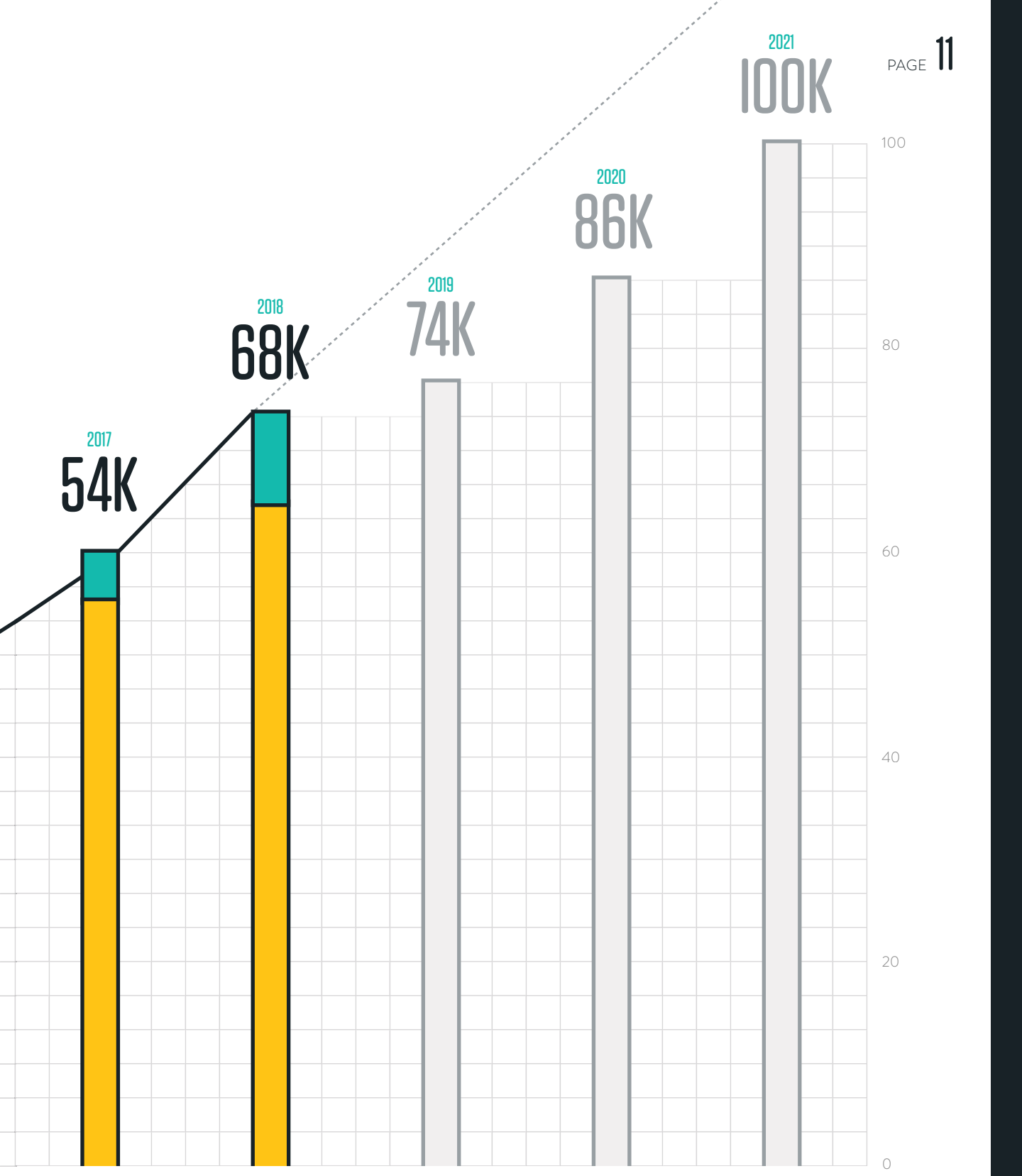
4.76
MILLION STUDENTS

across the country were impacted by teachers prepared by 100KIN10's network of partners in 2018 alone.

ON TRACK TO EXCEED 100K

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.

Legend:
- Amount exceeding projected annual goal
- Projected annual goal

2012 6K
2013 12K
2014 20K
2015 31K
2016 42K

2021
100K

2020
86K

2019
74K

2018
68K

2017
54K

100

80

60

40

20

0

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> " **MANY TIMES ORGANIZATIONS IDENTIFY PROBLEMS AND BRAINSTORM SOLUTIONS, BUT RARELY HAVE I SEEN AN ORGANIZATION WORK WITH SUCH GREAT FEROCITY TO SOLVE THOSE PROBLEMS.** "
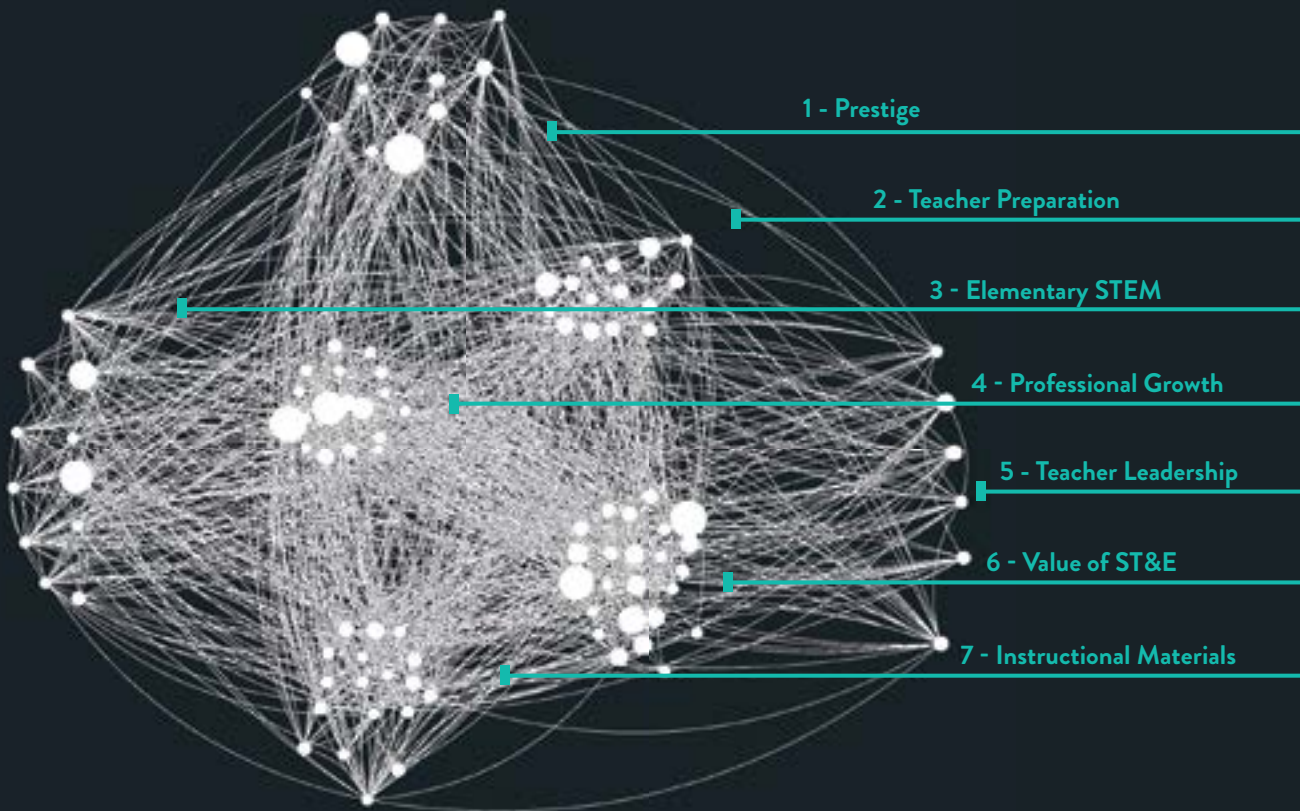
100KIN10 PARTNER

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...

Open here to learn more about the catalysts

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.

JAN 2018   FEB   MARCH   APRIL

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.
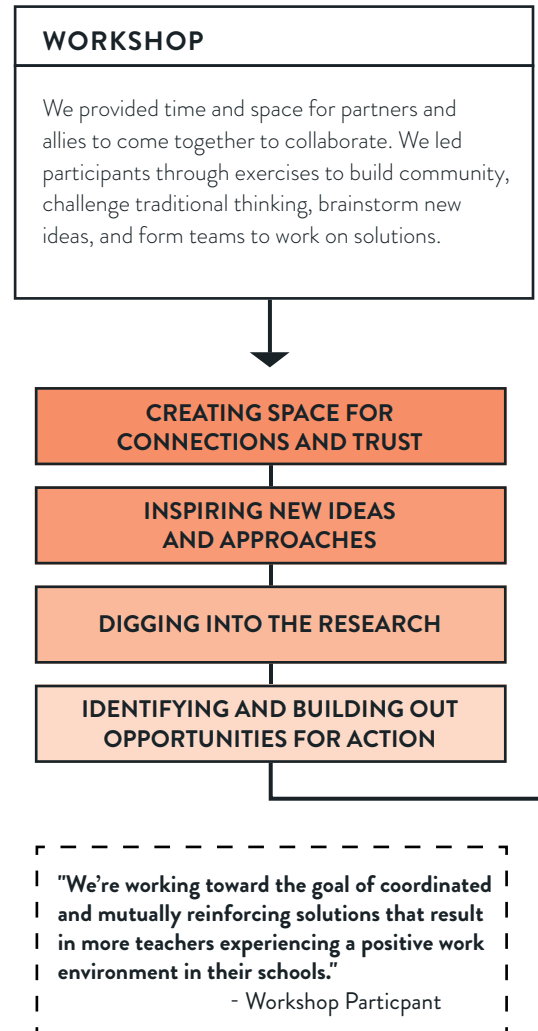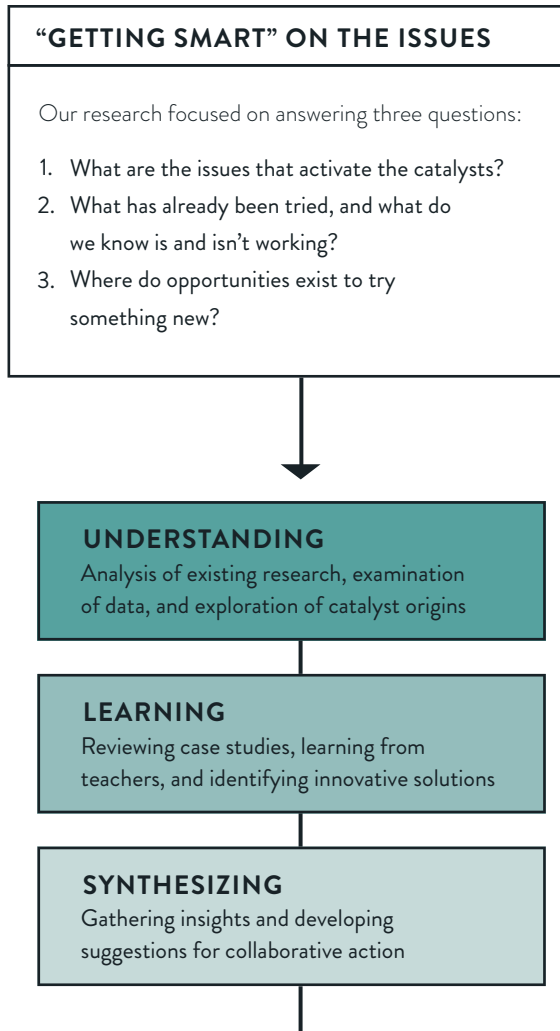
WHY FOCUS ON CATALYSTS?

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.
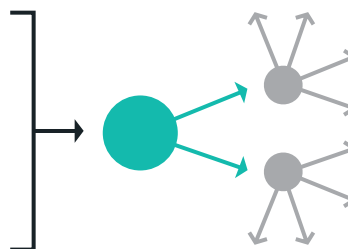
In the summer, we dug into the learning, examining existing research, academic literature, and current practices, all guided by a Brain Trust of 21 partners, teachers, and STEM experts.

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

"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?

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.

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

CREATING SPACE FOR CONNECTIONS AND TRUST

INSPIRING NEW IDEAS AND APPROACHES

DIGGING INTO THE RESEARCH

IDENTIFYING AND BUILDING OUT OPPORTUNITIES FOR ACTION

"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 Particpant

MAY	JUNE	JULY	AUGUST
We built a Brain Trust of 21 teachers and other experts to guide and inform our process.	We dove deep into research on the work-environment catalysts, learning as much as we possibly could.	We crafted a strategy to mobilize and support the 100KIN10 network to take action on the catalysts.	

In the Winter, 100KIN10 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, 100KIN10 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

INTEGRATING PROFESSIONAL GROWTH INTO THE SCHOOL DAY

MEASURING POSITIVE WORK ENVIRONMENT AND CULTURE IN SCHOOLS

PARTNERING WITH SCHOOLS TO NURTURE POSITIVE WORK ENVIRONMENTS

SUPPORTING HOLISTIC FRAMEWORKS FOR MENTORING TEACHER LEADERS

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 environ-ment 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**

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
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.	Poject teams prepared for January 2019 Kick-Off.

> "THE WHOLE STRUCTURE FOR WORK DONE WITH AND BY 100KIN10 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."

100KIN10 PARTNER

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TOOLS

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.

105 Pt	103 Cg	252 As
Project Teams	Collaboration Grants	Annual Summit

15 Lc	46 Tf	162 Bg
Learning Communities	Teacher Forum	Back-to-School Gatherings

997 Wr
Weekly Email Roundup

101 Ws
Webinars

Pt PROJECT TEAMS

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

Lc 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.

Cg COLLABORATION GRANTS

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

Tf TEACHER FORUM

STEM teacher leaders who gather diverse teacher perspectives and share them with 100KIN10 to guide our and the network's priorities.

As ANNUAL SUMMIT

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

Bg 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.

Wr WEEKLY EMAIL ROUNDUP

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

Ws WEBINARS

Online opportunities for partners to share strategies, best practices, and insights from their work.

PROJECT TEAMS

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

13 PROJECT TEAMS

105 INDIVIDUALS

68 ORGANIZATIONS

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

15
Lc
Learning
Communities

LEARNING COMMUNITIES

Learning Communities are made up 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

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."

46
Tf
Teacher Forum

TEACHER FORUM

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

111 TEACHERS APPLIED

46 TEACHERS SELECTED

In 2019 the Teacher Forum will be expanded to **72**

50+ LISTENING SESSIONS HELD ACROSS THE COUNTRY

470+ TEACHERS REACHED

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ANNUAL SUMMIT

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

15
FEEDBACK SESSIONS

145
PARTNER ORGANIZATIONS

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

162
Bg
Back-to-School
Gatherings

BACK-TO-SCHOOL GATHERINGS

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

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

95%

OF PARTNER ORGANIZATIONS OPENED AT LEAST ONE EMAIL

PUBLICATIONS & PODCASTS

27

stories published across **22 different publications and media outlets**

Including: Stanford Social Innovation Review, Forbes, Harvard Business Review, Inc. Magazine, Politico New York, and CNBC

5,396

downloads of podcast episodes that featured 100Kin10

101
Ws
Webinars

WEBINARS

100KɪN10 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.

12 **WEBINARS HOSTED**

101 **INDIVIDUALS ATTENDED**

75% **OF PROJECT TEAMS HOSTED A WEBINAR TO SHARE OUTPUTS OF THEIR WORK**

273 total views of all webinars and webinar recordings

SOCIAL MEDIA & SHARE-OUTS

4,976 social media interactions with 100KɪN10 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.**

100Kin10 PARTNER

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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 GROUNDED IN LEARNING

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.

STUMBLES & LEARNINGS

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.

SUMMIT

INTENTION

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.

LEARNINGS

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.

PROGRESS

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.

CATALYST WORKSHOP

INTENTION

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.

LEARNINGS

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.

PROGRESS

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.

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STRATEGIC ADVISORY GROUP

Each year, we bring together a diverse group of leaders from across sectors to guide 100Kɪɴ10's growth and development. Together, they help us think through some of the toughest challenges we face as an organization.

47 Thought leaders served on the advisory board

9 Sessions

128 Collective hours

5 New strategies

THANK YOU TO OUR 2018 ADVISORS:

Veenu Aulakh
Brandon Barnett
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Sam Seidel
Jim Short
LaVerne Srinivasan
Marla Ucelli-Kashyap
Joey Wilson
Bob Wise
Josh Wright
Connie Yowell

VOICES OF PARNTERS

> ❝
>
> 100KIN10 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

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>
> We each come to the 100KIN10 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

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>
> 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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100Kᵢₙ10 2018 Annual Report