

# 100K<sub>IN</sub>10

ANSWERING THE NATION'S CALL

## EXECUTIVE SUMMARY

---

2012 was a year of growth and momentum for 100Kin10. We continued to pursue our goal of 100,000 new, excellent STEM teachers by 2021 to help ensure all students can be full participants in the 21st century economy and democracy.

From museums to universities, teacher residencies to school districts, non-profits to high-tech corporations, our national network in 2012 comprised 121 passionate, expert partners, each of which made a specific commitment to increase the supply of great teachers, retain and support them, or build the movement.

President Barack Obama, former President Bill Clinton, Secretary of Education Arne Duncan, and other leaders offered praise and support, as cross-sector attention remained focused on this challenge.

100Kin10 surpassed its initial fundraising goal and initiated a second fund, bringing the total funding available through the 100Kin10 online registry to \$29 million from 18 funders – and growing.

## PARTNER CAPACITY

100Kin10 prioritized resources to enhance partner capacity in 2012, developing a growing list of opportunities suggested or otherwise shaped by partners themselves.

**Meet-Up Grants** helped defray the cost of in-person meetings with fellow partners to share best practices, jointly problem-solve, and **learn together** to better fulfill 100Kin10 commitments.

**Joint Planning Grants** supported intensive planning for **novel, collaborative work** between two or more partners.

In February, **150+ partners and allies** attended the inaugural **Partner Summit** in Washington, D.C., to **meet, connect**, and jump-start **collaborations**. Honored guests included Secretary Arne Duncan; White House Office of Science and Technology Policy's John Holdren; former Senator John Sununu; Google's Vint Cerf; Norman Pearlstine, Chief Content Officer of Bloomberg L.P.; and representatives of nearly every partner organization.

A **Communications Training Workshop** offered partners technical assistance in messaging and communications—concluding with a rousing set of remarks by **President Bill Clinton**.

## PARTNER GROWTH

The 100Kin10 network continued to grow intentionally, using annual rounds of partner growth to fill gaps and accelerate progress toward our goal, while ensuring sufficient concentration of resources.

In January 2012, 100Kin10 added its second round of vetted partners, adding **35 diverse organizations** and expanding the network to **121 partners**.

At the close of 2012, the University of Chicago vetting team worked on the third round of partner growth, reviewing **84 nominations** and planning to announce **new partners in early 2013**.

## LEARNING INFRASTRUCTURE

The University of Chicago continues to develop 100Kin10's learning infrastructure to share best practices, innovations, and feedback with partners in real-time.

At three full-day Solution Sessions this fall, **56 partners** collaborated on **shared problems of practice**: increasing STEM teacher content knowledge; recruiting excellent STEM teachers; and overcoming barriers to alignment of STEM efforts at the state level.

With guidance and facilitation from the firm FSG, partners have begun to develop a **Shared Measures system** to gauge **progress** and recommend course-corrections and improvement, for both individual partners and for 100Kin10 as a whole.

# ANNUAL REPORT

---

## INTRODUCTION

---

2012 was a year of growth and momentum for 100Kin10.

Our national network of passionate, expert [partners](#) grew to 121. Our 121 partners include some of the most recognized names in Science, Technology, Engineering, and Mathematics (STEM) achievement and education, as well as some of the most innovative and inspired local initiatives from all corners of the country. Partners represent both organizations with long-standing institutional commitments to STEM education—such as universities and major technology corporations—and newcomers that found in 100Kin10 a movement that clarifies the important role of STEM education to their organizational goals—such as media companies and family foundations. Partners made nearly 200 unique [commitments](#) to recruit and prepare over 30,000 teachers over the first five years and to support and retain tens of thousands more. Organizations' approaches are as varied and creative as the partners themselves.

From museums to universities, teacher residencies to school districts, non-profits to high-tech corporations, partners responded to an urgent national call to action and are working together to try and make large-scale collaboration happen more effectively than ever before. Together, they are renewing America's commitment to excellence in science, technology, engineering, and mathematics. President Barack Obama has heralded the partnership and our mission, including in the State of the Union address; [President Bill Clinton](#) lauded the innovative work of 100Kin10, not just for its progress toward growing the pool of excellent STEM teachers, but also for its pioneering approach to social change. And at our first annual all-partner gathering in February, Secretary of Education Arne Duncan gave the keynote speech, calling 100Kin10 “public/private partnership at its best.”

[Together](#), we committed to putting our existing resources to use in new ways—to build the movement, provide innovative teacher training, support our schools' best STEM teachers, foment collaborations that will energize local and national solutions to our nation's STEM education crisis, and more. 100Kin10 has also surpassed our initial [fundraising goal](#) and initiated a second fund, bringing the total financial commitment to \$29 million and growing. We are becoming a stronger network, learning from each other, increasing the capacity of our individual organizations, and innovating to bring to our work a new level of effectiveness.

“And that's why when I took office, I called for an all-hands-on-deck approach to science, math, technology, and engineering. Let's train more teachers. Let's get more kids studying these subjects. Let's make sure these fields get the respect and attention that they deserve.”

PRESIDENT BARACK OBAMA

The [100Kin10 challenge](#) is enormous: reversing the nation’s decades-long weakness in the STEM disciplines and ensuring that today’s students have access to excellent STEM teaching. From the beginning, it was clear that a radical new approach was required to reach 100,000 excellent STEM teachers in classrooms all over the country over 10 years—one that taps into grassroots ingenuity, collective wisdom, and collaborative potential and that creates the space and the platform for participants to refine, expand, scale, and share their successes. With 100,000 excellent STEM teachers coming into classrooms, the mission is to help students acquire the STEM literacy necessary to be full participants in the United States economy and its democracy and to take on the biggest challenges of the 21st century. 100Kin10 is building a movement with the talent, resources, and roadmap equal to one of the country’s most pressing and systemic challenges.

Our name, 100Kin10, may place a clever emphasis on numbers. And yes, our success depends on quantity: 100,000 STEM teachers. But we are also keenly focused on quality. The members of our growing partnership and their commitments to the goal of 100Kin10 are all vetted by a University of Chicago team of experts and represent the very goals our movement is striving to achieve: excellence in STEM teaching and a path of opportunity for our nation’s students.

“[The] mission is why we partnered with the 100Kin10 movement...the movement has brought together dozens of organizations that are concerned about the future of STEM education in the United States. Every organization brings something unique to the table.”

**DR. LEWIS BERNSTEIN** | EXECUTIVE VICE PRESIDENT, EDUCATION, RESEARCH, AND OUTREACH, SESAME WORKSHOP

---

## BUILDING PARTNER CAPACITY

---

Enhancing partner capacity was a major focus of 100Kin10 in 2012. The growing list of opportunities for partners to engage in and benefit from through their partnership in 100Kin10 included in-person gatherings to build capacity and network, virtual connections to find thought partners and share expertise, and more. True to our collaborative nature and networked design, all of these offerings originated and/or benefitted from ideas from existing partners.

“The collaboration and support we have received from 100Kin10 partners has been invaluable. We are honored to be a part of this impressive group.”

**MARK NEAL** | STEM TEACHER RESIDENCIES DIRECTOR, CHATTANOOGA-HAMILTON COUNTY PUBLIC EDUCATION FOUNDATION

## PARTNER SUMMIT

In February, 150+ partners and allies met face-to-face in partner Google's offices in Washington, D.C., for the first time as a network, to experience the diversity and power of the growing network first-hand, strengthen old collaborations, and forge new partnerships. We also celebrated the successes of 100Kin10 to date and welcomed our newest partners.

[Highlights](#) included a keynote address by Secretary Arne Duncan; a welcome by White House Office of Science and Technology Policy's John Holdren and former Senator John Sununu; panel participation by a diverse array of special guests and partners; a lunch conversation between Vint Cerf, Google's Internet evangelist and a father of the Internet, and Norman Pearlstine, Chief Content Officer of Bloomberg L.P.; and small-group discussions led by partners and expert special guests on topics such as designing effective STEM partnerships, building a learning infrastructure for 100Kin10, and fostering innovation. We also experimented with a new form of presentation/idea sparking called PechaKucha, pioneered in the design community in Japan and introduced at the Summit by partner Sesame Workshop's very own Muppets.

## COMMUNICATIONS TRAINING WORKSHOP

A deeper dive into capacity building for partners occurred in April, hosted by Carnegie Corporation of New York's Office of Public Affairs. The Communications Training Workshop offered partners technical assistance in messaging and communications to support both their individual organizations and the 100Kin10 movement. A special [keynote address](#) from President Bill Clinton underscored the importance of the partners' collective work toward ensuring the country's growth and prosperity, but also toward the evolving and powerful role of NGOs.

## COLLABORATION GRANTS

This year, partners also connected face-to-face through new vehicles made available by 100Kin10. Meet-Up Grants provide applicants with funds to defray the cost of meeting with fellow partners in person to share best practices, jointly problem-solve, and learn together to better fulfill 100Kin10 commitments. Several partners applied for and received Meet-Up Grants, including the Academy of Urban School Leadership with the University of Washington, and EnCorps with Loyola Marymount University. Joint Planning Grants support intensive planning for two or more partners to work together in novel, collaborative ways that build on each other's strengths. Partners apply for funds to explore, discover, and plan for new and better ways to collaborate, deliver on their commitments, and ultimately help prepare our nation's teachers to provide students with the skills they need to address the most pressing national and global challenges of tomorrow.

"I'm coming away [from this Solution Session event] very hopeful about the possibility of real positive change in STEM teaching."

ALAN KNOERR | THE ALGEBRA PROJECT PROFESSIONAL DEVELOPMENT SPECIALIST

Joint Planning Grants were awarded this year to organizations including the Association of Public and Land Grant Universities, Arizona State University, Florida International University, and the University of Colorado Boulder to conduct a “gap analysis” of teacher preparation needs to meet the upcoming Next Generation Science Standards, and to California State University, California STEM Learning Network, Google, and the National Academy of Sciences to study how an online professional learning community can support STEM teachers.

#### ONLINE PORTAL

In addition to in-person events, partners connected with the network through a recently launched online platform, PartnerConnect—a space for partners to share resources, discuss shared challenges, and get ideas from fellow partners. PartnerConnect is part of a larger, partner-only interface that serves as partners’ “home base” for all 100Kin10 activity, including new partner nominations and partner news and resources. This includes transcripts and archives of 100Kin10’s bi-monthly partner webinars and newsletters.

---

#### PARTNER GROWTH

---

In January, 100Kin10 completed its second round of [partner growth](#), adding 35 organizations to the network. These new [partners](#) reflected the diversity of the existing partners—universities, state leadership, teacher residencies, non-profit organizations— while also expanding the breadth and diversity of the partnership by including, for example, media providers like The Texas Tribune and WNET.

“Our participation in 100Kin10 is a reflection of our commitment to ensuring that Maine students are well prepared for college, careers, and active citizenship in a rapidly changing world.”

ALAN LISHNESS | CHIEF INNOVATION OFFICER, GULF OF MAINE RESEARCH INSTITUTE

A third round of nominations and applications was underway at the close of 2012. Partners submitted 84 nominations, cultivating relationships with a broad array of organizations uniquely positioned to contribute to the goal of 100Kin10. Based on the strength of the applications as recommended by the vetting team at the University of Chicago, a cadre of new partners will be selected and announced in early 2013.

“We look forward to working with like-minded and committed organizations and partners in raising the bar in our shared pursuit for excellence and impact in this important area.”

MARK RICHARDS | EXECUTIVE DEAN, COLLEGE OF LETTERS & SCIENCE AND DEAN, PHYSICAL AND MATHEMATICAL SCIENCES, UNIVERSITY OF CALIFORNIA BERKELEY



This round of nominations included several improvements, including a new, online nomination and application system; partner input into the vetting process; and three competitive priority areas:

- **Coordinated approaches** for achieving coherent, high-quality STEM practice and policy in particular geographies, **as represented by partnerships** between at least two of the following entities: local education agencies (LEAs), institutes of higher education (IHE) or other teacher preparation programs, local/regional STEM-focused businesses, state or local policymaking entities, or local non-profit and museum partners;
- **Training/support of mathematics teachers**, in alignment with the Common Core State Standards in Mathematics; and
- **High-need** (e.g., traditionally underrepresented or underserved) **students and/or communities**.

Going forward, the network will continue to grow through an annual application process to strategically expand based on gap-analyses of our existing partners and their work, adding as many partners as the network can support to achieve our ambitious goal of 100Kin10 while maintaining a focus on deepening the capacity of current partners to fulfill their commitments with excellence.

---

## LEARNING INFRASTRUCTURE

---

Partners need the space and time to engage at a deep level over shared challenges and potential solutions. And the field needs an infusion of knowledge about what is and isn't working. Building an infrastructure to support opportunities for partners to learn and share expertise while delivering new knowledge to the field is critical to the effort, and in 2012 100Kin10 began to roll out [opportunities for learning](#) throughout the network.

### SOLUTION SESSIONS

In September, the University of Chicago held three Solution Sessions, full-day events that brought partners together (along with experts and researchers) to apply their experience to shared problems of practice and develop individual or collective action plans. The Solution Sessions were held at the Museum of Science in Boston, at the University of Chicago's Gleacher Center, and at the University of Southern California in Los Angeles. They explored ways to effectively increase STEM teacher content knowledge, analyzed the variety of strategies to identify and recruit the next generation of excellent STEM teachers, and investigated strategies to break down barriers to meaningful state-level education reform.

"It is an honor to combine the full impact of our programs with those of the other partners in this initiative."

BETH A. CUNNINGHAM | EXECUTIVE OFFICER, THE AMERICAN ASSOCIATION OF PHYSICS TEACHERS

In total, 56 partner organizations and 127 individuals attended at least one Solution Session; some attended all three. Partners who weren't able to attend benefitted from Solution Session Digests, which synthesized the discussions, learnings, and outcomes from each event.

### CASE STUDIES

As part of the learning infrastructure for 100Kin10, the University of Chicago is developing *Notables*, a series of case studies showcasing specific components of 100Kin10 partner programs that have been implemented to address particular obstacles or barriers many partners face. As of the close of 2012, seven *Notables* are in production, each spotlighting a practice from a different partner. These case studies will be distributed beginning in early 2013 among partners and the wider field.

“The more we learn from each other’s successes and failures, the faster we will get to the impact we all seek.”

KATHERINA ROSQUETA | EXECUTIVE DIRECTOR, CENTER FOR HIGH IMPACT PHILANTHROPY

### RESEARCH & DEVELOPMENT

The University of Chicago is also leading the development of the 100Kin10 research and development platform, an ambitious effort that, over the course of the coming years, will share real-time learning and feedback with partners. All partners will have access to emerging best practices and groundbreaking innovations to enable continuous improvement. The University will also collect and share overall data on the initiative. One key component of this work is an effort that launched in the last days of 2012 to create and come to consensus on a set of shared measures that will define and guide the work of 100Kin10. Under the leadership of the University of Chicago and in conjunction with the non-profit consulting firm FSG, which has garnered significant expertise in this area, all partners are giving input and will adopt the measures that we collectively generate. Those measures will be the yardstick by which we gauge progress and recommend course-corrections and improvement.

“The S. D. Bechtel, Jr. Foundation is pleased to be a partner in 100Kin10. By enabling effective collaboration and driving toward shared solutions, 100Kin10 is improving STEM teacher preparation in California and across the country.”

JULIE KIDD | PROGRAM OFFICER, S.D. BECHTEL, JR. FOUNDATION

---

**FUNDER COLLABORATIVE**


---

Through its [funder collaborative](#), 100Kin10 has focused on both the procurement of funds and innovative methods for distributing them. In early 2012, the first fund closed with 15 funders and \$24 million, surpassing the original goal of \$20 million announced on-stage at the Clinton Global Initiative America conference in June 2011; at the same time, an online registry, designed pro bono by a team from the Bill & Melinda Gates Foundation, was introduced. The registry, modeled on the Invest in Innovation registry, provides a space for partners to complete a single application that can be viewed by all funders. For funders, the registry allows access to a range of proposals and enables confidential communication among funders.

“The Amgen Foundation is proud to be part of this growing network - an initiative that continues to raise the bar.”

**SCOTT HEIMLICH** | SENIOR PROGRAM OFFICER, AMGEN FOUNDATION

By the end of 2012, no fewer than 22 partners had received funding through the collaborative in the form of 32 separate grants coming from 11 funding partners.

Partners are also parlaying their participation in 100Kin10 to access additional support. For example, the Stanford University School of Education recently received funding from an outside funder after it became aware of the school's commitment to 100Kin10.

A second fund was announced in the fall and has \$5 million committed (\$1M from the Amgen Foundation, \$3M from the Samueli Foundation, and \$1M from the John D. and Catherine T. MacArthur Foundation). Active conversations with other potential funders, led by Carnegie Corporation of New York, are ongoing.

“Dow is honored to partner with so many others from various sectors who share our passion for educating tomorrow's workforce and for providing America's youth the absolute best teachers, mentors, and role models.”

**BO MILLER** | GLOBAL DIRECTOR OF CORPORATE CITIZENSHIP, DOW CHEMICAL COMPANY, AND PRESIDENT, THE DOW CHEMICAL COMPANY FOUNDATION

---

## PUBLIC RECOGNITION

---

In 2012, 100Kin10 did not explicitly focus on public engagement, choosing instead to allocate time and resources to deepening partner capacity and building the network and 100Kin10 itself. Nonetheless, the efforts of 100Kin10 and its partners were recognized on a variety of [public stages](#).

“This work is vital and it would not be happening in as coordinated or effective a way without 100Kin10.”

100KIN10 PARTNER

At the [White House Science Fair](#) in early February, President Obama lauded 100Kin10 in his comments, announcing the White House’s plan to invest heavily in STEM education to complement the work of 100Kin10. In the summer, the White House announced a plan to create a [national STEM Master Teacher Corps](#) that will recognize and reward top STEM teachers around the country. Two 100Kin10 partners—Google and the Broad Institute of Harvard & MIT—developed this plan at the first 100Kin10 meeting and continue to be key players in its development. 100Kin10 was also discussed in a [Washington Post article](#) in September following the Democratic National Convention, where President Obama reiterated the 100Kin10 goal during his acceptance speech for the nomination. Following the announcement of the second fund in late October, [Education Week](#) published a piece on 100Kin10 that highlighted the new round of funding pledges. Throughout 2012, 100Kin10 received considerable media attention through partner press releases and blog postings, sharing the collective goal with a wide group of interested audiences.

“President Obama and I believe that recruiting and preparing 100,000 excellent new teachers in the STEM fields is essential for our students’ success in the 21st century knowledge economy. We need an all-hands-on-deck strategy to make this happen. I applaud the work of Carnegie Corporation and the Opportunity Equation and the 80 organizations including corporations, universities, non-profits, states, and districts that are coming together under the banner of ‘100Kin10’ to provide our students with a world-class education in the STEM subjects.”

SECRETARY ARNE DUNCAN | UNITED STATES SECRETARY OF EDUCATION

---

## LOOKING AHEAD

---

As we kick off 2013, we are focused on the successful launch of the shared measures work and on eliciting deep and broad engagement from partners. The network is redoubling its emphasis on providing partners with meaningful ways both to learn with and from each other and to collaborate to better address lingering challenges and create new opportunities. We are continuing to experiment and build on efforts to infuse research, learning, and new ideas into the work of the network through our partnership with the University of Chicago. We are building the second funder collaborative and are strengthening the first one, with a move to quarterly calls and greater opportunities for funders to elicit ideas and shape proposals. We are planning the second annual Partner Summit, to be held in Chicago at partner The Museum of Science and Industry on April 15, 2013, and we are exploring new and creative ways to engender partnerships and learning in an atmosphere of innovation and fun. We are also considering how to strengthen the network aspect of the movement in terms of the design of its governance and operations.

The growth of 100Kin10 has been rapid, and the support from partners, interested applicants, funders, public leaders, and allies has been substantial. As we look ahead, we are renewed in our conviction that 100Kin10's strength and potential lie in the networked and coordinated approach that this national effort represents—a network in which any organization or individual can play a meaningful role towards the goal of 100Kin10, in which an ambitious learning and R&D platform captures and disseminates data, best practices, and groundbreaking innovations to inform and strengthen the work of 100Kin10 partners, and in which the whole has a fair shot at being greater than the sum of the parts.

Thank you for all that you have done to bring 100Kin10 to this point. Here's to an even stronger, more productive, and more successful year to come.

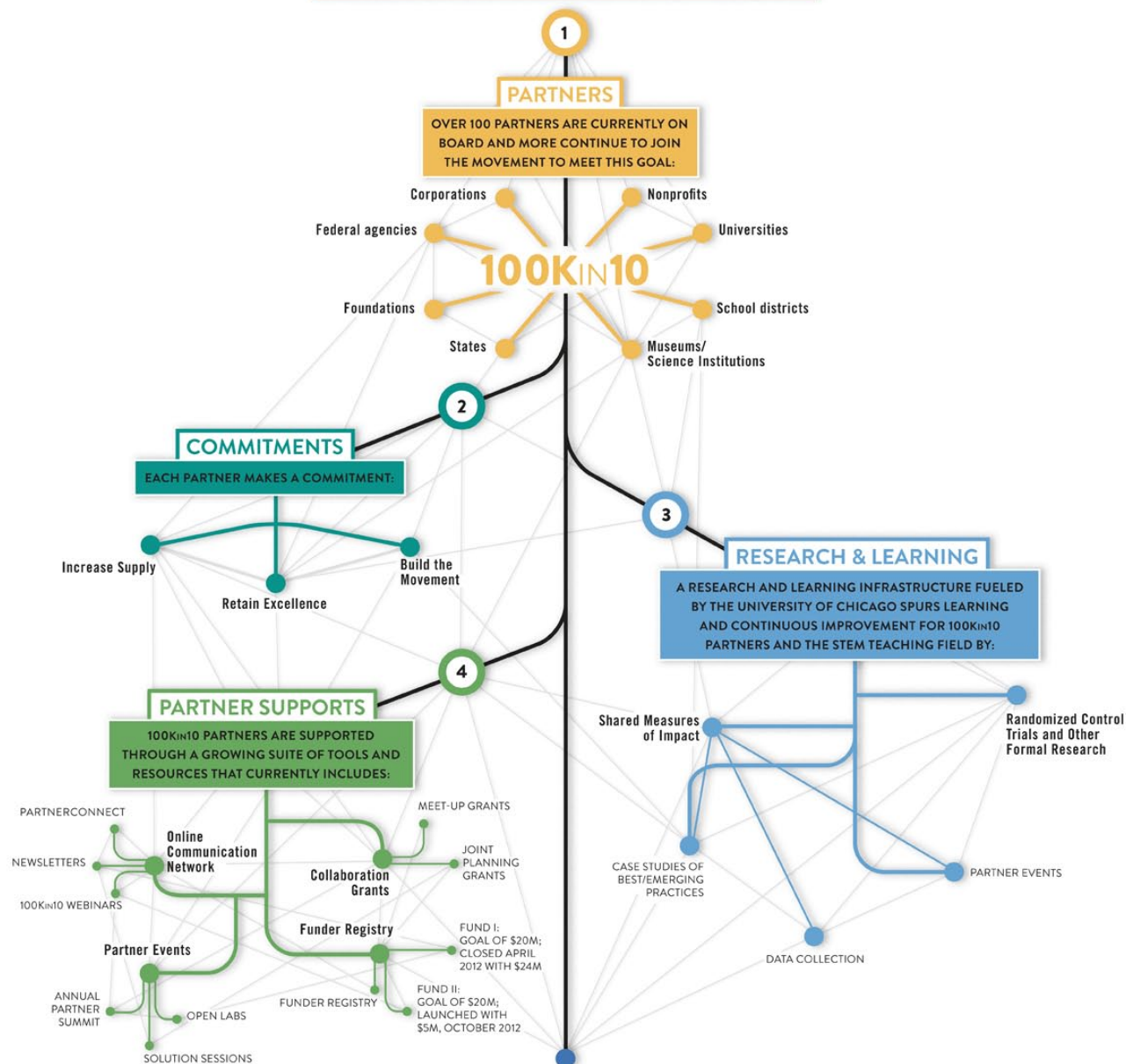
“I have a strong sense that [100Kin10] is on to something – perhaps even historic change in the nation's education. We have to make this work. Count me in.”

HOWARD GOBSTEIN | CO-DIRECTOR, SCIENCE AND MATHEMATICS TEACHER IMPERATIVE; EXECUTIVE VICE PRESIDENT, ASSOCIATION OF PUBLIC AND LAND-GRANT UNIVERSITIES

# APPENDIX

## INFOGRAPHIC

THE 100Kin10 NETWORK WAS FORMED IN 2011 TO RESPOND TO AN URGENT NATIONAL NEED: TRAIN 100,000 EXCELLENT STEM TEACHERS OVER THE NEXT 10 YEARS THROUGH COLLABORATION AND INNOVATIVE PROBLEM SOLVING.



100Kin10 'S INNOVATIVE, NETWORKED APPROACH TO ADDRESSING COMPLEX SOCIAL PROBLEMS BUILDS PARTNERS' CAPACITY AND ENABLES COLLABORATION AMONG DIVERSE PROBLEM-SOLVERS. TOGETHER WE'LL SOLVE IT.

**100Kin10**  
ANSWERING THE NATION'S CALL

## PARTNER LIST

Academy for Urban School Leadership	IDEA Public Schools	Office of Colorado State Senator Mike Johnston
The Achievement Network	Indiana Department of Education	Opportunity Equation
The Algebra Project, Inc.	Industry Initiatives for Science and Math Education	Philadelphia Education Fund
American Association of Physics Teachers	Intel Corporation	PhysTEC (led by APS, in partnership with AAPT)
American Modeling Teachers Association	JP Morgan Chase Foundation (F)	Polytechnic Institute of New York University
American Museum of Natural History	Kenan Fellows Program for Curriculum and Leadership Development	Public Impact
Amgen Foundation (F)	KIPP Houston	Relay School of Education
Ashoka Changemakers*	Lawrence Hall of Science	Samueli Foundation (F)
Aspire Teacher Residency	Learning Research and Development Center at the University of Pittsburgh	The Charles and Lynn Schusterman Family Foundation (F)
Baltimore City Public Schools	Los Angeles Unified School District	Science and Mathematics Teacher Imperative of the Association of Public and Land-grant Universities
S.D. Bechtel, Jr. Foundation (F)	Loyola Marymount University School of Education	Sesame Workshop
Boston College	John D. and Catherine T. MacArthur Foundation (F)	Stanford Teacher Education Program
The Boston Foundation (F)	Mary Lou Fulton Teachers College at Arizona State University	State of Arkansas
Boston Teacher Residency	Maryland Business Roundtable for Education	State of Colorado
The Broad Institute of Harvard & MIT	Mass Insight Education & Research Institute	State of Maryland
CA Technologies (F)	MATCH Teacher Residency	Teach For America
California State University	Memphis Teacher Residency	Teaching Institute for Excellence in STEM
California STEM Learning Network	Merrimack College	Tennessee Department of Education
Capital Teaching Residency	Michigan State University	The Texas Tribune
Carnegie Corporation of New York (F)	Montclair State University	The New Teacher Project
Center For High Impact Philanthropy	Museum of Science and Industry	Twin Cities Teacher Collaborative
Change the Equation	National Academy of Sciences	Uncommon Schools
Chattanooga-Hamilton County Public Education Foundation	National Aeronautics and Space Administration (NASA)	University of Arizona STEM Learning Center
Citizen Schools	National Association for Research in Science Teaching	University of California, Berkeley
Clinton Global Initiative	National Center for STEM Elementary Education at St. Catherine University	University of California, San Diego
DC Public Schools	National Center for Technological Literacy at the Museum of Science, Boston	University of Chicago Urban Education Institute and Center for Elementary Mathematics and Science Education
Michael & Susan Dell Foundation (F)	National Commission on Teaching and America's Future	University of Colorado Boulder
Denver School of Science and Technology	National Council of Teachers of Mathematics	University of Indianapolis
Denver Teacher Residency	National Math and Science Initiative	University of Washington College of Education
DonorsChoose.org	National Oceanic and Atmospheric Administration	University System of Maryland
The Dow Chemical Company (F)	National Science Foundation	Urban Teacher Center
Educate Texas	National Science Teachers Association	Urban Teacher Residency United
EnCorps	NewSchools Venture Fund (F)	USC Rossier School of Education
Exploratorium Institute for Inquiry	New Teacher Center	USNY Regents Research Fund
Florida International University	New Visions for Public Schools	The UTeach Institute
Freeport-McMoRan Copper & Gold Foundation (F)	New York City Department of Education	WNET
The Bill & Melinda Gates Foundation (F)	New York Hall of Science	The Woodrow Wilson National Fellowship Foundation
GOOD	North Carolina New Schools Project	
GOOD/Corps	NYU Steinhardt School of Culture, Education, and Human Development	
Google (F)		
The Greater Texas Foundation (F)		
Gulf of Maine Research Institute		
Heising-Simons Foundation (F)		
The William and Flora Hewlett Foundation (F)		
High Tech High		

(F) - FUNDING PARTNER

\* - THIS ORGANIZATION'S COMMITMENT IS COMPLETED