ANNUAL REPORT

2020

LEANLAB EDUCATION

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LETTER FROM THE CEO

KATIE BOODY ADORNO

Amid the struggles that 2020 brought to all of us, here's what I realized this year: educators and parents are under leveraged experts.

As we at LEANLAB watched Kansas City families grapple with one hardship after another, we knew we had to stop and retool how we do things. The kinds of tenacity, courage, and resourcefulness I witnessed in our local families, community organizations, schools, and staff was nothing short of remarkable.

The COVID-19 pandemic laid bare the inequities that have long existed in our community—but we've seen people step up to address them in new and powerful ways. One example is the local work around internet connectivity.

The digital divide has always been there but it became a full-blown, urgent crisis when the pandemic hit. Putting an end to this inequitable distribution of resources is at the core of what we do at LEANLAB. We rolled up our sleeves, crunched the numbers, and **figured out how to get nearly 8000 students connected**.

There's still more work to be done. Around 800 students still aren't connected. That means their learning suffers and that's just plain unacceptable. We can and must do better than single hot spots shared among whole families. We need more infrastructure at the local and regional level.

That's the difference between the digital divide and **digital justice—a vision where all students have access to the technology they need to thrive in the 21st century.**

Beyond shifting our focus to deal with new realities on the ground relevant to the pandemic and racial equity, we marched ahead with some of our core programming as well.

We realized that our education sector is shifting and that the time to innovate is now. We re-launched our Pilot Program, which connects promising education technology startups with school communities. Together, they collaboratively design ("co-design") pilot studies to measure the technology's impact on learning. As we move into 2021, our work will focus on this model, in search of community-informed breakthroughs in education technology. We held focus groups at schools and figured out the most pressing problems.

Then we sourced the talent to help local leaders address the challenges. These partnerships are essentially research processes that develop hypotheses and co-design and implement potential solutions. We're growing this program to four companies working in seven schools moving into 2021.

Our Micro-Grant program supported 19 Black and Latinx innovators in education at a critical juncture in the national conversation around racial equity. Sure, we made a statement declaring strongly that Black Lives Matter, then we followed it up with dollars and strategic support for under-represented education leaders. This was a significant pivot for LEANLAB—and it was the right move.

We've learned to adapt this year. We were asked to focus on the essentials. We've found out how truly strong we are—together. For that I'll be forever grateful.

I'm hopeful for a new year in which we'll be better equipped to tackle the deep, structural issues standing between our families and transformative education for their kids.

With gratitude,

Katie Boody Adorno

COVID-19 RESPONSE
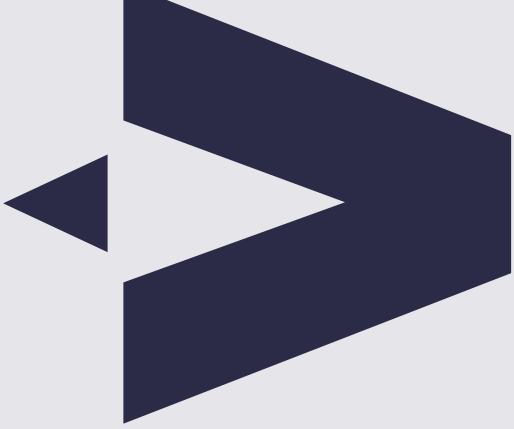
LETTER FROM THE VICE-PRESIDENT OF COMMUNICATIONS & OPERATIONS

When things got crazy in the early days of the pandemic, we started doing daily video calls with school leaders. This was outside of our usual operating procedure, but we knew it had to be done.

The goal?

To help them figure things out and plan.

We pressed pause on our playbook and focused on the core needs of our education community.

Over the last 8 months, we've listened directly to our region's schools and families, and our nation's education innovators. As always, we've held steadfast to the belief that those closest to education—parents, students, teachers—are the experts.

True to our core values of human-centered design and boldness, we leaned in to understand their insights to provide direct support when our communities needed it most.

Even though it was a different direction for us, we prioritized basic needs and then we looked ahead at traditional school matters. While we're not a direct service organization, we knew we had to pivot. We did it the LEANLAB way:

We used research and data.

We served as a convener for our community schools.

We looked to the greatest needs to drive our actions.

Those early calls helped us understand the dynamic needs coming up for schools. Those calls moved us toward the connectivity work, a need we may have not seen otherwise.

We knew our community was counting on us to shift resources and reconfigure priorities so that's what we did. It wasn't perfect. It was messy. We didn't get everything right.

But we listened. We responded. We took in the data and acted on it—arm-in-arm with our partners.

As a result, thousands of Kansas City kids got connected to the internet and were able to access educational services.

I'm someone whose entire career depends on the ability to connect and communicate. I know first-hand how crucial those skills are for our kids' future success. I'm honored we could deliver on that promise this year.

Sincerely,

Stephanie Campbell

STEPHANIE CAMPBELL
Vice-President of Communications & Operations

WHAT IS THE DIGITAL DIVIDE?

To put it simply: too many families haven't had the internet access and technology necessary to thrive at work and school.

This of course became a critical issue when the lockdowns began. As schools went virtual, the inequities that existed prior to the pandemic were laid bare.

Local journalists have been indispensable in illuminating what the digital divide means for families and students across Kansas City. Back in September LEANLAB partnered with The Beacon to tell the story of one of our survey participants, Erma Terry. Erma is a grandmother of six with limited access to the internet. If we could recommend one story to learn more about the digital divide and its impact, it's this one.

■ EDUCATION

With school taking place online, Kansas City families are still struggling to get connected

by **Marlee Baldridge**   September 23, 2020

In Erma's household, one hotspot is shared between the 6 students.

Three grandkids in grades eight, six, and five share the hotspot until 3:30pm. Then the second grader and kindergartener hop on until midnight. Erma's 17-year-old grandson tried to find time on the hotspot throughout the day to word towards his GED.

This is just one family among thousands in the Kansas City area struggling to get connected so their kids can keep on learning.
Read More

It's a struggle. It's slow. And it's frustrating,
What would really help me is true internet, with real bandwidth for the kids.

-ERMA TERRY

BRIDGING THE DIGITAL DIVIDE

At the beginning of the pandemic, while schools established distribution channels for basic resources, LEANLAB prioritized organizing around the next immediate need—internet connectivity for remote learning.
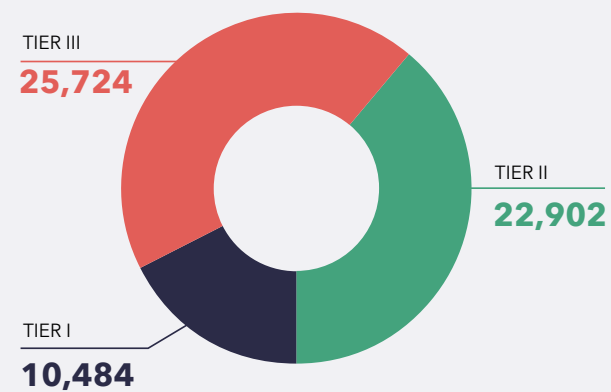
By April, we had organized a bi-state coalition of 22 school districts across the greater Kansas City area and helped them cumulatively assess their technology and connectivity needs.

We worked swiftly to implement connectivity solutions, while also organizing a fundraising initiative and negotiating bulk deals with vendors. We partnered with area organizations to provide geographic insights into the zip codes most affected by the digital divide, so that philanthropists could

provide resources more efficiently.

LEANLAB published connectivity reports in the spring and the fall in order to assess the need of the Kansas City schools and direct resources to where they where most needed.

TOTAL STUDENTS ASSESSED

TIER III
25,724

TIER II
22,902

TIER I
10,484

22
SCHOOLS ASSESSED

BRIDGING BARRIERS

Assessing the Digital Divide and Remote Learning Across 22 Kansas City School Districts

SPRING 2020

LEANLAB EDUCATION

FALL CONNECTIVITY REPORT

Continuing Assessment of the Digital Divide Across Kansas City Schools

25
SCHOOLS ASSESSED

SPRING CONNECTIVITY REPORT
BRIDGING BARRIERS

GOALS

- Assess the current internet connectivity needs for public school students in the Kansas City area.
- Present findings to key funders and influencers who can create change.

In our spring connectivity report, Briding Barriers, we worked to assess just how many students didn't have access to the internet or the devices necessary to transition to remote learning. We outlined the biggest barriers that prevented schools from providing their students with these resources and we crafted recommendations to close the digital divide with the input of school and community leaders.

. . . .

We found that 1 in 5 local students were without internet access.

COORDINATED DIGITAL INCLUSION EFFORTS
There were many barriers to acquiring technology quickly. With long distribution timelines, students and families needed short-term connectivity solutions. We got to work providing those while also coordinating a fundraising initiative and negotiating bulk deals with vendors.

The Kansas City Coalition for Digital Inclusion stepped in to coordinate the efforts of local organizations, including the public library system, transportation authorities, non-profits, and private industry to provide emergency connectivity and technology to students and families in need. Connecting for Good secured donations of devices and hotspots from local businesses and government agencies, and distributed to families with students attending schools within Tiers 1, 2 and 3, as well as to the general public in need throughout Jackson County. The Kansas City Public Library system made open access WiFi available 24 hours a day in the parking lots of all branch locations.

Kansas City Public Schools and Student Transportation of America, a transportation vendor, placed WiFi-equipped school buses at library locations throughout the city in areas that were identified as "digital deserts," meaning they contained large disconnected populations. Though these short-term efforts were successful in providing some connectivity to vulnerable populations, identifying high-need areas, and leveraging existing resources, these efforts were unable to meet the total need for connectivity in the Kansas City region. Solutions like WiFi-equipped school buses lacked the strength of signal needed to cover larger areas and often were subject to bandwidth throttling and slowed speeds. For the long-term change needed to fully connect the Kansas City region, we need significant infrastructural investment..

. . . .

TIER DESCRIPTION
To organize schools and provide resources where they were most needed, LEANLAB categorized the 22 school districts that voluntarily participated into three separate tiers.

TIER I Kansas City, MO charter schools
TIER II Suburban and rural districts surrounding Kansas City, MO
TIER III Kansas City, Kansas Public Schools

FALL CONNECTIVITY REPORT

GOALS

- Assess the current internet connectivity needs for public school students in the Kansas City area.
- Illuminate progress made toward closing the digital divide since the spring.
- Present findings of the remaining need to key funders and influencers who can create change.

To follow up our connectivity report in the spring, we reached back out to school leaders in the fall to reassess their remaining connectivity needs.

Based on the survey results, there are 808 students in need of internet connectivity solutions. Six-hundred of these students are from rural public schools, while the remaining 208 are from urban charter schools. This number represents a significant decrease from the original need assessed back in June 2020. Schools were able to provide almost 8,000 connectivity solutions, in large part thanks to the School Smart Kansas City grant and other local grants, Connecting For Good, and the 1Million Project.

Urban public schools have been able to provide 4,600 solutions, rural public schools have been able to provide 972, and urban charters have been able to provide 2,460.

However, there is a substantial cost that schools are bearing in order to meet this connectivity need. Urban charter schools are spending an estimated $556,040 collectively, rural public schools are spending an estimated $104,500, and urban public schools are spending an estimated $45,000, creating a total cost of $705,540 across the region. This translated into a median cost of $17,500 per school and an average cost of $32,070 per school system.

HOTSPOTS PURCHASED / DISTRIBUTED BETWEEN SPRING AND FALL

TIER III
4,600

TIER II
972

TIER I
1,698
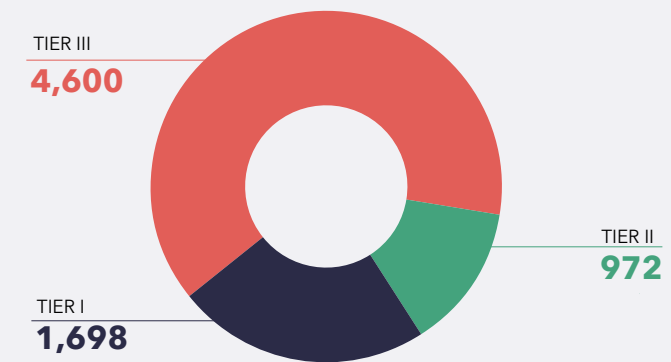
"Yes, we're able to afford to continue to provide internet connectivity,

but at the price of a sizable budget reduction elsewhere and/or going into cash reserves.

-CHARTER SCHOOL ADMINISTRATOR

KANSAS CITY HAS MADE REMARKABLE PROGRESS

in closing the digital divide—but there's still work to be done.

> **I believe basic Internet connectivity should be as basic as electricity and everyone should have access to it.**
>
> **-PUBLIC SCHOOL ADMINISTRATOR**

DECREASE IN PERCENTAGE OF STUDENTS WITHOUT CONNECTIVITY

	TIER I	TIER II	TIER III
SPRING	10%	27%	21%
FALL	2%	2%	No Data
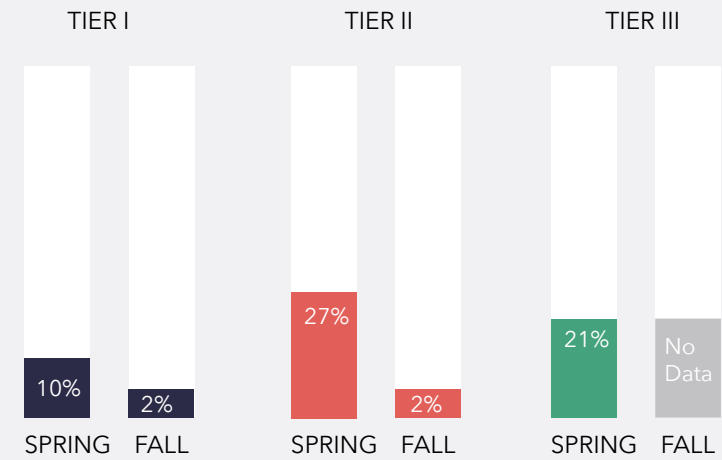
DECREASE IN REPORT NEED OF CONNECTIVITY SOLUTIONS

Students without connectivity

TIER I
TIER II
TIER III

SPRING: 6857, 4800, 1100
FALL: 600, 208

LISTENING TO OUR COMMUNITY

We've always championed community voice in public education. But this year forced all of us to quiet ourselves, listen more closely to families, and deliver for them.
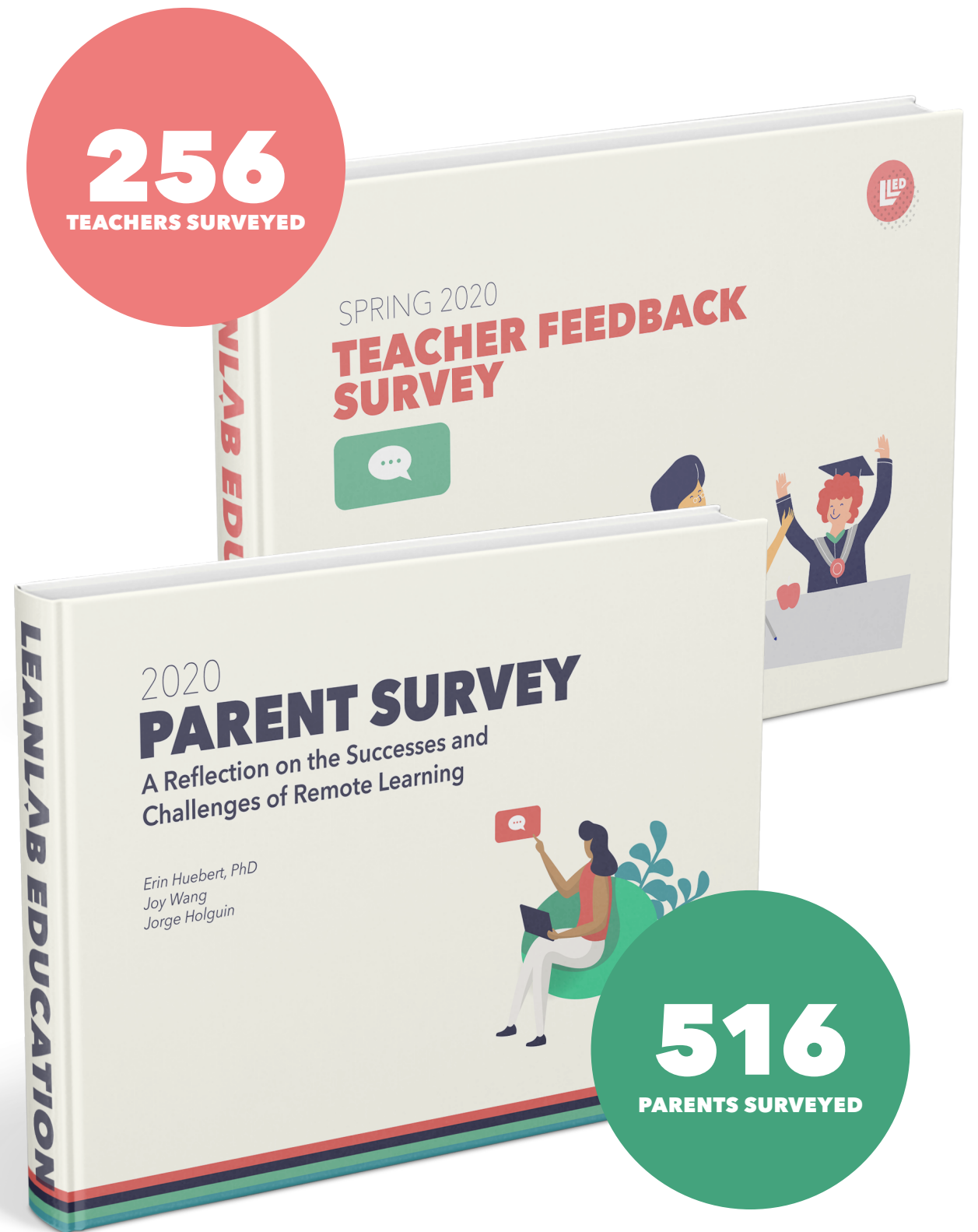
We heard parents tell us that they were deeply worried about their children falling behind while also harboring tremendous concern for their physical health in the middle of a global pandemic.

Families told us that they were struggling to maintain normalcy during such turbulent times.

We parsed the data and found telling differences in how parents in varying communities prioritized concerns ranging from access to food and childcare to mental health services. This helped us focus our efforts and work with our partners to direct resources to the right people and places.

Even amidst challenges, we were heartened to see the perseverance and inventiveness of families. From communicating well with teachers to personalizing learning for individual students, families and schools still found new ways to teach and learn.

256
TEACHERS SURVEYED

SPRING 2020
TEACHER FEEDBACK SURVEY

2020
PARENT SURVEY
A Reflection on the Successes and Challenges of Remote Learning

Erin Huebert, PhD
Joy Wang
Jorge Holguin

LEANLAB EDUCATION

516
PARENTS SURVEYED

TEACHER SURVEY

As the transition to remote learning illuminated the digital divide and the technology needs of Kansas City public school students, it also changed the way educators taught and engaged with students and families.

For students that did not have connectivity or access to technological devices, the instructional options for teachers were extremely limited. For students without connectivity or devices, schools resorted to sending paper packets of instructional materials For families without internet access or devices, schools resorted to sending paper packets of instructional materials through food distribution channels, while continuing online remote learning for students with access.

GOALS

- To understand the challenges educators were experiencing and the creative solutions they were developing in response to this remote learning context and, in particular, in contexts with limited access to technology.

- To illuminate both gaps and "bright spots" of our teacher's remote instructional practices, and use this data to inform future instructional supports and interventions.

As teachers transitioned to remote learning, the main barriers they faced were a lack of connectivity and low student engagement.

We asked teachers what their biggest challenges were as they transitioned to remote learning.

Low Student Engagement — 24%

Connectivity Barrier — 33%
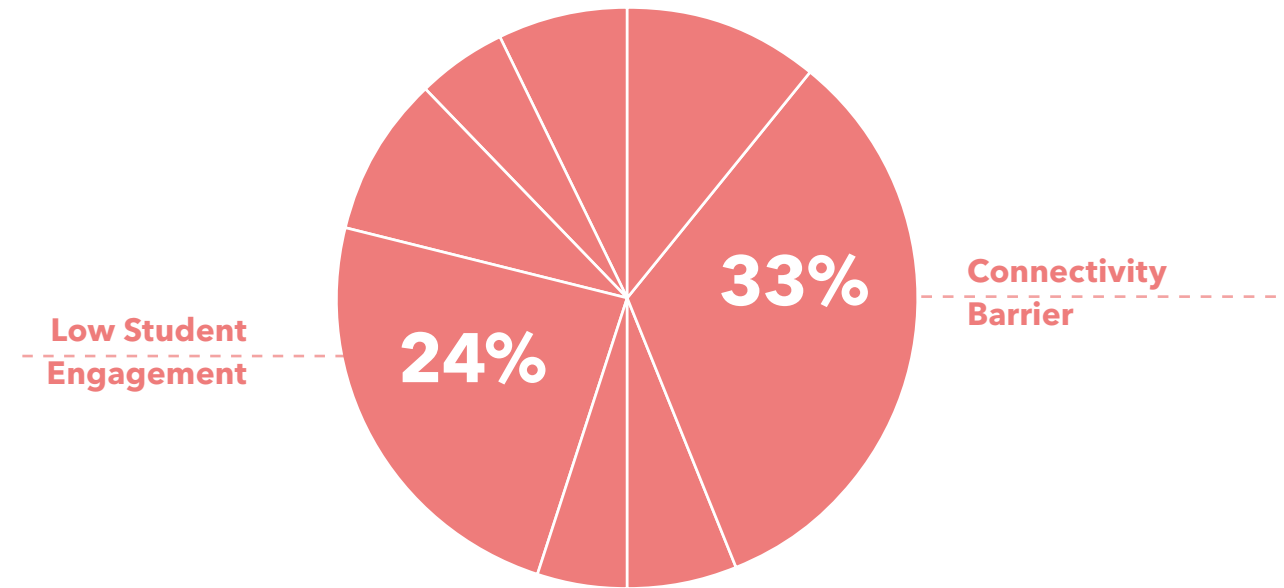
We asked teachers about their biggest challenges related to social-emotional learning.

Not Having Contact with Students — 40%

Authenticity — 28%
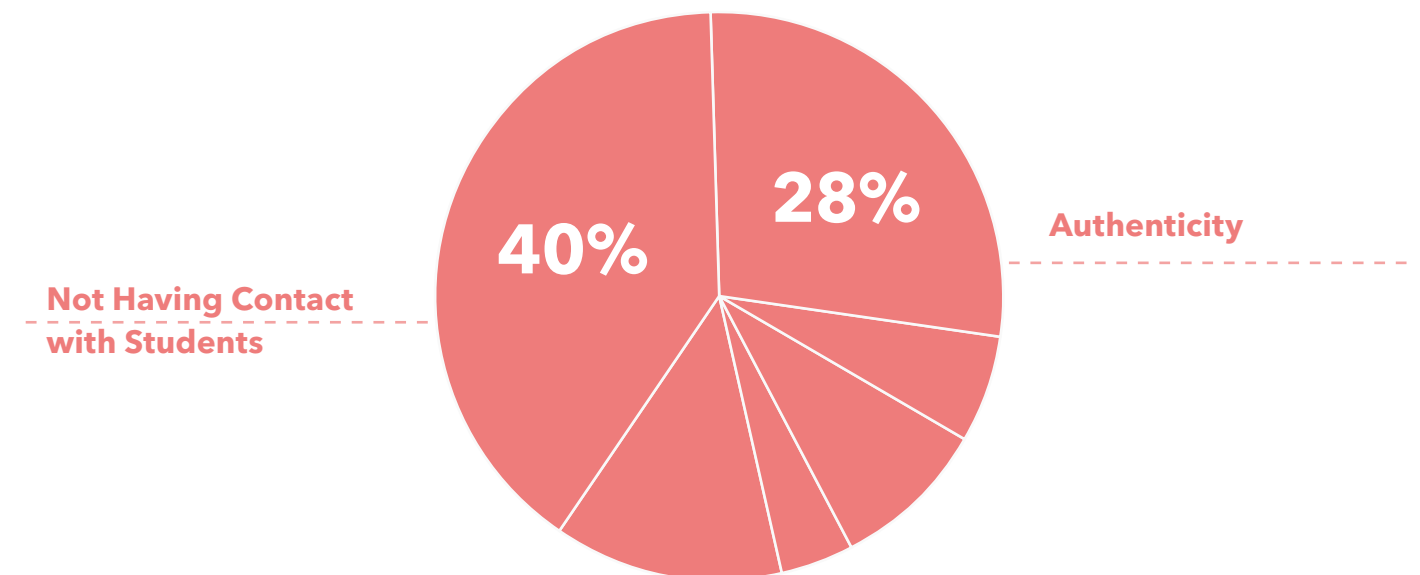
PARENT SURVEY

The COVID-19 pandemic forced schools to close and rapidly shift to remote learning in the spring of 2020. As a result, parents across the nation found themselves taking on additional responsibilities to support their children's education at home. At LEANLAB we got to work, partnered with the Urban League of Greater Kansas City and surveyed more than 500 parents and caregivers across the Kansas City metro so we could better understand their successes, challenges, and how we could help.

LEANLAB found that parents were generally satisfied with virtual instruction. Parents found success when there was good communication from the school and they were able to set a schedule with their children. However, parents struggled to balance work and supporting their child's education.

Full Parent Survey Report

GOAL

- Understand parent and caregiver experiences with remote learning.

- Identify any racial and/or socioeconomic disparities that may have emerged with remote learning.

- Inform school districts on how to support parents and students with remote learning.

Overall, there were very few differences among parents in terms of race, economic class, and county. It appears that parents' education level was the strongest factor in differentiating parent experience.

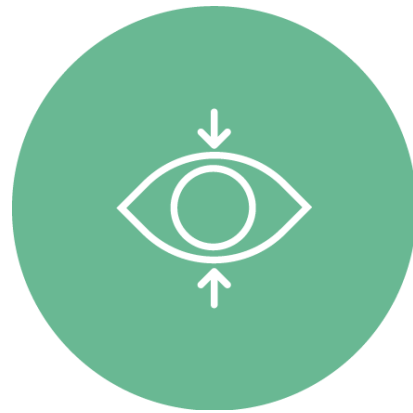# TOP THREE CONCERNS FOR PARENTS

My child's educational progress

Physical health of myself or my family

Maintaining a sense of normalcy

THESE TWO OBSTACLES WERE THE MOST COMMON AMONG ALL PARENTS

BUT DESPITE THESE OBSTACLES, PARENTS FOUND SOME SUCCESSES

A lack of motivation and focus from the child

A lack of time from the parents

Communication from teachers

Setting a study plan / schedule

Individualized learning

BASED ON OUR RESEARCH AND INPUT FROM TEACHERS, ADMINISTRATORS, PARENTS, COMMUNITY LEADERS—THESE ARE OUR RECOMMENDATIONS.

FOR DIGITAL EQUITY

INTERNET PROVIDERS should give free internet for households w/ school-aged kids, institute more flexible contracts for families, remove barriers for non-English-speaking and undocumented families

LOCAL AND MUNICIPAL GOVERNMENT should adopt resolutions embracing digital equity

SCHOOL DISTRICTS should commit to a 100% digital equity pledge including full access to quality internet for all students

PHILANTHROPISTS should release unrestricted funds for short-term tech needs.

STATE DEPARTMENTS OF EDUCATION should provide grant programs for customized professional development in technology, give stipends for exemplar instructional leaders, and use national best practices to create enhanced distance learning standards.

FOR REMOTE LEARNING SCHOOLS SHOULD

1. Co-create personalized instructional goals for students

2. Foster communication between educators and caregivers

3. Set a learning schedule that allows for flexibility

4. Coach parents on edtech tools

5. Collaborate with parents and give them agency

RACIAL EQUITY

A YEAR TO RECOMMIT TO RACIAL EQUITY

A LETTER FROM THE MANAGER OF COMMUNITY ORGANIZING

After George Floyd's murder, we took a step back as an organization.

Our first move was to bear witness. There was so much frustration. People were tired. They kept seeing the same things happen and no real change occurred.

The broken record kept on spinning.

We started to see more unity among different community organizations. Latinx Education Collaborative and Brothers Liberating Our Communities created a space for men of color to process what was happening and make plans for how to move forward together.

These were new, and necessary, touchpoints with the community. A space to have real talk about what's going on. Folks from all over came together. It was something to see and be a part of.

But most of all, people were channeling their frustrations in healthy ways and educating themselves.

As an organization, I'm proud that LEANLAB stepped up the plate. We leaned into the idea that everyone has power. We deepened our practice of echoing the voices of different individuals to ensure real issues were brought to the various tables and addressed.

This work is personal for me. I grew up here—in the Northeast area of Kansas City. A place with lots of stigma unfortunately attached to it, but lots of bright spots too.

I think about my daughter. I want her to have positive learning experiences. I want her to feel welcomed in the community. I do not want her to feel like she needs to move to have opportunities to grow.
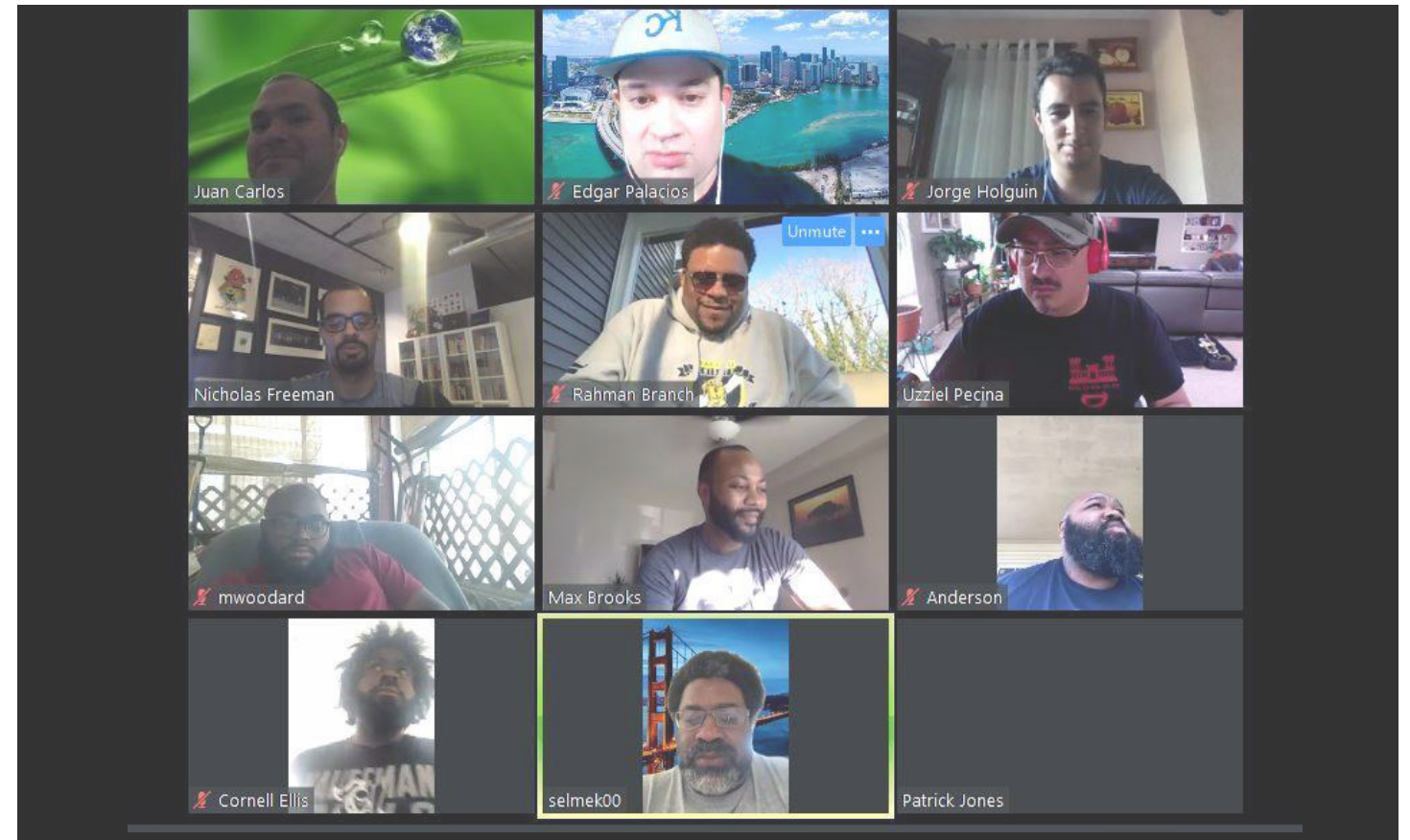
That puts me shoulder-to-shoulder with the families we serve through LEANLAB.

I'm hopeful that we'll use this moment of resistance to injustice to start reframing weaknesses as strengths, especially the powerful stories of resilience in our communities. But I also worry that we'll romanticize those stories and reach for tokenistic representation.

I know we can do better than that. I've seen the best of us during this summer's racial reckoning. And I'll keep pushing along with my colleagues and community members to make it happen.

In Solidarity,

J Holguin

JORGE HOLGUIN
Manager of Community Organizing

BLACK LIVES MATTER.

We pulled the team together in the midst of the nationwide protests.
We paused our work.
We refocused our efforts.

We had to reckon with what was happening around us. Our neighbors were crying out in pain at the sight of another senseless murder of a Black man.

So we launched a multi-lingual listening tour to improve our understanding of challenges facing our families and to deepen our practice of co-designing solutions with communities. We homed in on the digital divide and launched a new connectivity initiative focused on Black and Brown communities. We strengthened our partnerships with schools, expanding access to unrestricted grants to support new innovations.

And finally, we directed community and institutional support to our Black alumni on the frontlines of a movement that has already begun to change the landscape of this nation.

DECISIVE ACTION IN SUPPORT OF RACIAL EQUITY

LISTENING TOUR

We're elevating the voice of parents and students impacted by distance learning and school closures, by initiating a large scale, multi-lingual listening tour.

K12 FELLOWSHIP

We're partnering with schools, granting them unrestricted grants and supporting school communities to self organize, co-design and pilot emerging innovations with potential for breakthroughs.

DIRECT SUPPORT FOR LOCAL COMMUNITY LEADER—MICRO GRANTS

We took a weeklong step back after George Floyd's murder.

We hit pause and then talked about what we want to do as an organization. We asked ourselves: How do we get back to our initial roots in community organizing?

In answering this question, we looked at the impact of the pandemic on Black and Latinx entrepreneurs. While our programs have tended to support later-stage entrepreneurs, we were eager to find ways to support folks in Kansas City who were earlier in their careers.

We knew we had an obligation to our partner schools to help them find solutions that are effective and easy to implement.

Enter **micro-grants.**

Micro-grant recipients were selected based on their commitment to increasing access to quality learning opportunities.

They had to be aligned with LEANLAB's core values—boldness, human-centered design and equity.

Elements of Education KC
Inspired Aesthetics
Base Academy of Music
BLOC
Sankofa Leadership Institute
Teachers Like Me
Latinx Education Collaborative
Urban TEC
Jathen Corporation
Diversity Talks, Generation Prodigy
DBA: PlaBook
Pennez
Healthy Hip Hop
Words Liive
Memorial Scholarship
WeCode KC
Hold Em Up 4 Care
aSTEAM Village

CORNELL ELLIS BLOC

"BLOC was able to engage with Black educators from across the Kansas city area with high quality, relevant development. with the micro grant funds we were also able to purchase swag and thank you gifts for those who participated in our developments."

CLINT VELAZQUEZ Base Academy of Music

"Because of our grant from LEANLAB and partnership with Academy for the Integrated Arts we will be able to reconnect with 10 of those students to provide them the benefits of music, including much needed social and emotional support. This is a small and critical step to closing a big access gap, further exacerbated by COVID-19, that is central to our mission."

DR. LATONYA STEPHENS Generation Prodigy

"The micro-grant from LEANLAB could not have come at a better time! We reached a stalemate, needing to simplify how we managed our programs. We needed support to obtain software to continue the pace and growth of activities with our students. The number of students we support are growing and this grant will allow us to change the direction of another life."

PILOT RESEARCH PROGRAM

A YEAR TO DRIVE CHANGE ALONGSIDE OUR ENTREPRENEURS

At the beginning of 2020, we wrapped up the sixth cohort of our Pilot Research Program. In 2019, we expanded our program to 10 ventures and 9 school systems, with some of the best ventures the education entrepreneurship world has to offer.

These entrepreneurs and educators truly embodied the co-design research process, working together to research education tools inside real classrooms. We're humbled and grateful for all their hard work, bringing innovative ideas to students across Kansas City.

COMPANIES

EMOTE
Julian Golder, CEO

FLOOP
Melanie Kong, CEO

FLYER CONNECT
Zuben Bastani,
Founder and President

INDIGO
Sueann Casey,
Chief Customer Experience Officer

INTERVENE
Mehul Shah, Chief Learning Officer
Aaron McCloud, CEO

MAKERS EMPIRE
Jon Soong, CEO & Co-Founder
Mandi Dimitriadis, Director of Learning

SPEAK AGENT
Dan LaFountain,
Chief Education Officer & Co-Founder

Ben Grimley, CEO & Co-founder

SCHOOL DEETS
Heather Wilson, CEO & Co-Founder

CTE GIG
Brian Kearns, Founder

LATINX ED COLLABORATIVE
Edgar Palacios, President & CEO

SCHOOLS

BENJAMIN BANNEKER ELEMENTARY
Ashten Link, Kindergarten Teacher

KANSAS CITY PUBLIC SCHOOLS
Cristina Marquez, Trauma Sensitive Case Worker

GUADALUPE CENTERS HIGH SCHOOL
Sarah Hellhake, HS Teacher

VAN HORN HIGH SCHOOL
Adam Surrey, High School English Teacher

SAN JUAN BOCES & CEI
Paul Beck, Director of Implementation and Partnership

Steve Otter, Director of Innovation and Collaboration

KIPP ENDEAVOR ACADEMY
Skylar Hurst, Literacy Teacher

Justin Alt, Math Coach

ACADEMY FOR INTEGRATED ARTS
Andrea Davis, Pk/K Grade Teacher

OPERATION BREAKTHROUGH
Jadwin Rowles, STEM Teacher

EXCELSIOR SPRINGS HIGH SCHOOL
Tony Harman, Innovation Design Teacher

BLUE VALLEY CAPS
Dr. Tammy Fry, Education Programs Teacher

COHORT 6
EXECUTIVE SUMMARIES

From 2019-2020, LEANLAB conducted eight research studies on educational tools. Cohort 6 research studies focused on finding interventions that helped schools deal with:

social-emotional learning, real-world learning, and academic achievement.

1100
STUDENTS

8
RESEARCH STUDIES

FLOOP &
VAN HORN HIGH SCHOOL

PROBLEM

• Teachers need a time-efficient way to provide meaningful, accurate, and timely feedback that is both engaging and turns students into active (rather than passive) learners.
• Nature of assessment and instruction doesn't allow for or encourage iteration or growth.

RESEARCH GOALS

1. Assess impact on students' writing performance.
2. Assess impact of Floop on students' perceptions of agency.
3. Gather teacher and student feedback on product usability in order to adapt the product to be more user-friendly for the teacher and student.

COMPANY

Floop
Floop is a web and mobile platform that helps teachers give meaningful feedback faster and teaches students to use feedback to learn.

Fellow: Melanie Kong

SCHOOL

Van Horn High School
Independence, MO
Public suburban high school

N=171

School Demographics
55% White
26% Latinx
12% Black
8% Two or More Races/Other

74% Free & Reduced Lunch Eligible

Pilot School Partner
Adam Surrey, English Teacher

MAKERS EMPIRE
ACADEMY FOR INTEGRATED ARTS & OPERATION BREAKTHROUGH

PROBLEM
- Many students in pre-K to 3rd grade do not have the opportunity to learn problem-solving and spatial-reasoning skills in their classrooms.
- Teachers need more support in being intentional about creating these opportunities.

RESEARCH GOALS
1. Assess the impact of Makers Empire on students' spatial reasoning skills.
2. Assess the impact of Makers Empire on students' oral language development related to projects they create.
3. Gather teacher feedback on product usability in order to adapt Makers Empire into an app suitable for young children.

COMPANY

Makers Empire
Makers Empire helps K-8 educators teach design thinking, STEM and 21st-century learning skills with 3D printing and 3D design so they develop the critical thinking, design thinking, creative, collaborative and problem-solving skills and growth mindset they'll need to thrive in the future.

Fellows: Jon Soong & Mandi Dimitriadis

SCHOOL

Operation Breakthrough
After-School Program
1st and 2nd graders
N=10

Pilot School Partner
Jadwin Rowles

SCHOOL

Academy for Integrated Arts
Urban elementary charter
Pre-K and Kindergarten

Pilot School Partner
Andrea Davis, Pre-K/K teacher

Pilot Demographics
N=24
92% Black
8% White
100% Free & Reduced Lunch

IMPACT

We've supported **61 entrepreneurs**, representing **37 companies**, through our pilot research program in the past **7 years**. Their education innovations have reached over **4 million students** world-wide!

7 YEARS

37 VENTURES

61 ENTREPRENEURS

4M+ STUDENTS

CONNECTIVITY

## We worked with schools across the metro to help get students connected.

7892
Kansas City students were connected to the internet

~800
Students still need to be connected (and we're working on it)

25
SCHOOLS

- Academy for Integrated Arts (AFIA)
- Allen Village
- Belton School District #124
- Brookside Charter School
- Center School District
- Citizens of the World
- Clinton County R III School District
- Crossroads Academies
- DeLaSalle Charter School
- Ewing Marion Kauffman School
- Fort Osage R-I School District
- Frontier Charter Schools
- Genesis Charter School
- Gordon Parks Elementary
- Guadalupe Centers Education System
- Hogan Preparatory Academy
- Hope Leadership Academy
- Independence School District
- KC Girls Preparatory Academy
- Kansas City International Academy
- Kansas City Kansas Public Schools
- KIPP:KC
- Lee A Tolbert
- Scuola Vita Nuova
- University Academy

59K+
STUDENTS
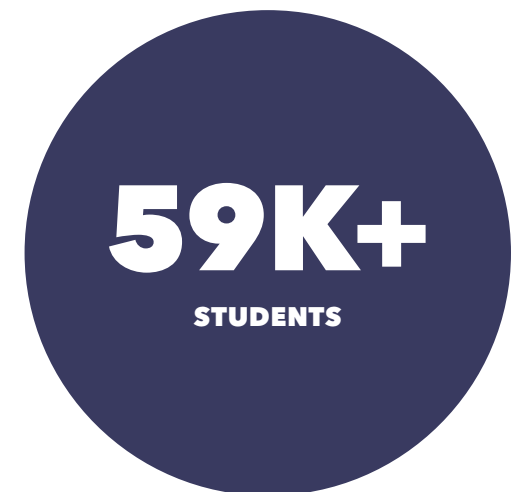
ALUMNI

The alumni of our program have gone on to achieve some amazing things!

44%
of our Alumni identify as BIPOC

56%
identify as female
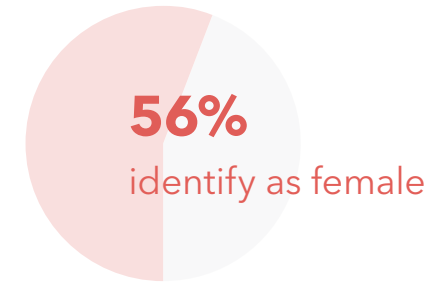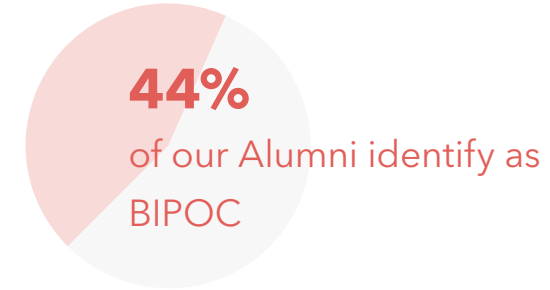
$9M+
Raised more in capital

62
Jobs created across the country and abroad
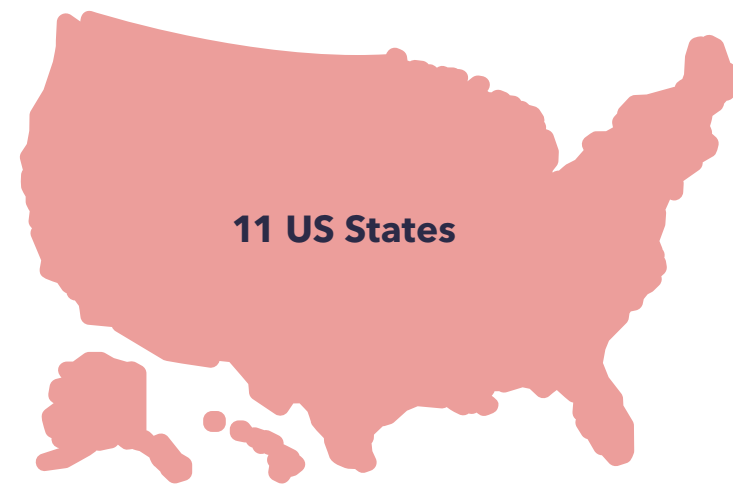
15
Jobs created in Kansas City in 2020

ALUMNI HAVE REACHED A TOTAL 4,425,580 STUDENTS

ALUMNI ARE IN 128 DIFFERENT SCHOOL DISTRICTS

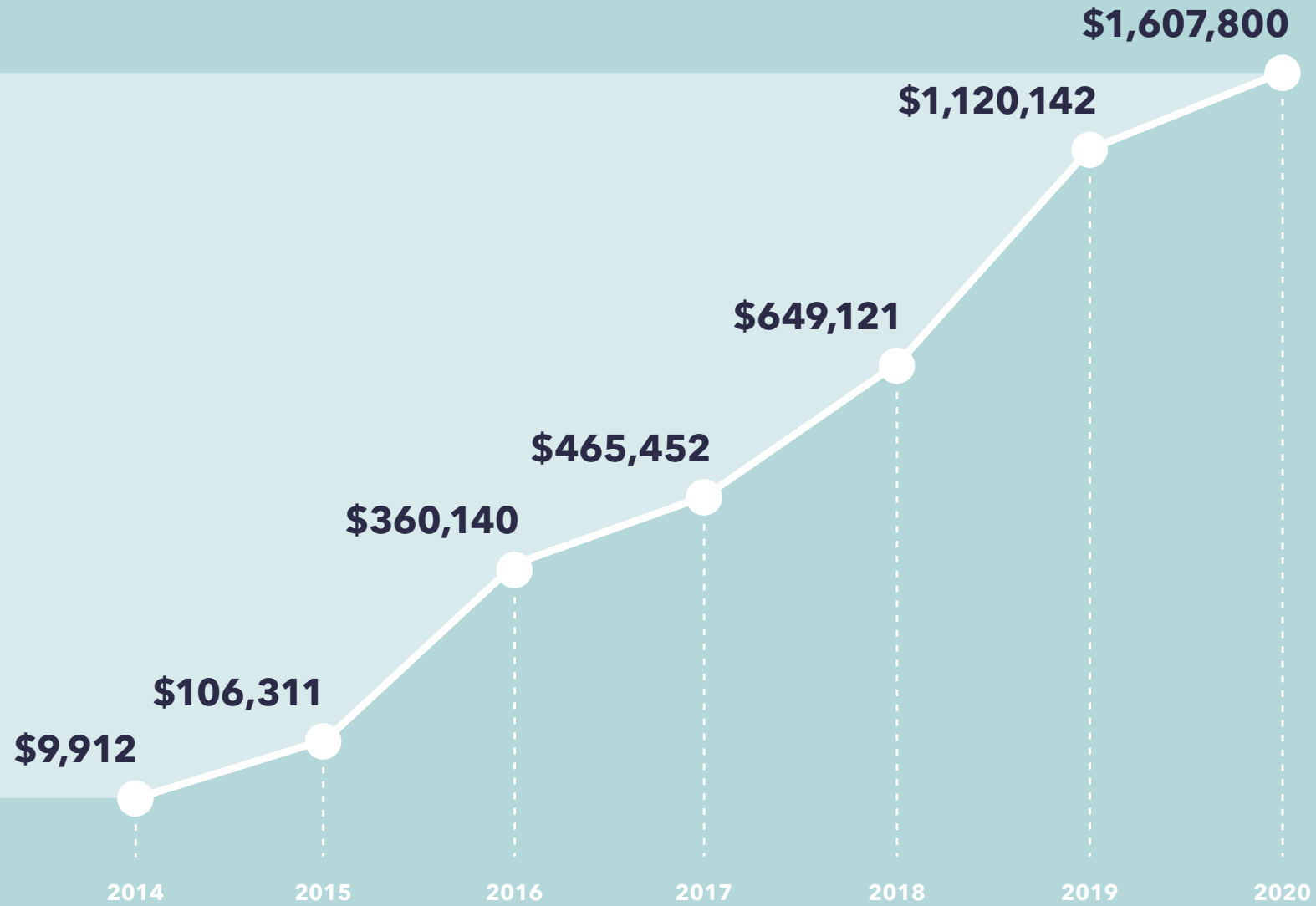## GEOGRAPHICALLY, OUR ALUMNI COME FROM ACROSS THE COUNTRY AND THE WORLD.

11 US States

1 Foreign Country

Missouri	Connecticut	Maryland	Colorado
Illinois	Texas	New York	California
Kansas	Rhode Island	Missouri	Australia

FINANCIALS

We're grateful for the opportunity to continue to grow our impact in 2020

$1,607,800

$1,120,142

$649,121

$465,452

$360,140

$106,311

$9,912

2014   2015   2016   2017   2018   2019   2020

FUNDERS

EWING MARION
KAUFFMAN
FOUNDATION

William T.
Kemper
Foundation

BILL & MELINDA
GATES foundation

SHERMAN FAMILY
FOUNDATION

GREATER KANSAS CITY
COMMUNITY FOUNDATION℠

Chan
Zuckerberg
Initiative

MISSOURI
TECHNOLOGY
CORPORATION

TEAM

We found out how strong we truly are in 2020

2020 has driven so many of us to self-reflect in ways we didn't anticipate. We all learned to get a lot more comfortable with ourselves absent those touchpoints of human interaction that shaped our previous lives.
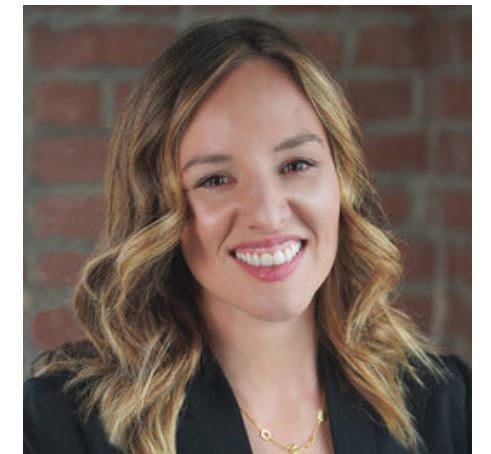
As an organization, we were fortunate enough to be able to nearly double our team this year. When a team doubles in size, it's no longer the same team. So this year's task was figuring out who we were as a new team while finding ways to deliver for a community under duress.

KATIE BOODY ADORNO
FOUNDER & CEO

ERIN HUEBERT, PHD
VICE-PRESIDENT OF RESEARCH & PROGRAMS

STEPHANIE CAMPBELL
VICE-PRESIDENT OF COMMUNICATIONS & OPERATIONS

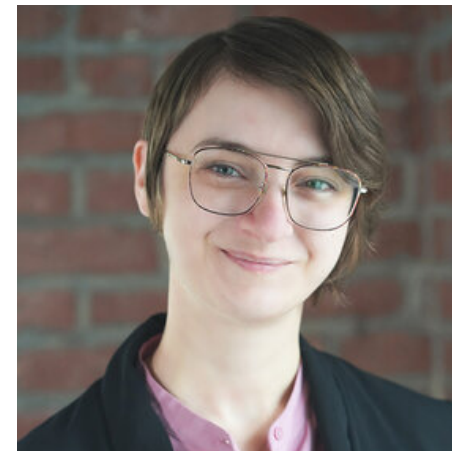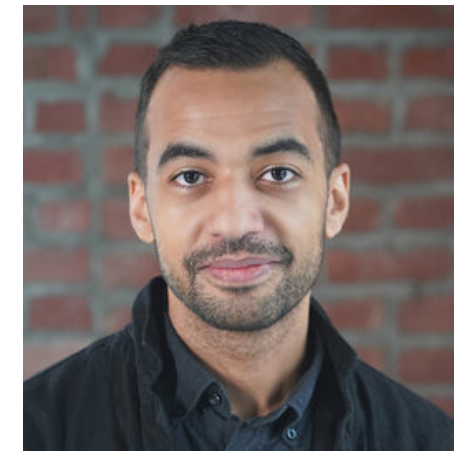**AARTI BAJAJ JUDD, PHD**
DIRECTOR OF RESEARCH & IMPACT

JORGE HOLGUIN
MANAGER OF COMMUNITY ORGANIZING

ROHAN PIDAPARTI
MANAGER OF INNOVATION PROGRAMS

NAOMI O'DONNELL
OPERATIONS & COMMUNICATIONS COORDINATOR

ALEXANDER SHEPPARD
MANAGER OF COMMUNICATIONS AND DEVELOPMENT

KARNISSA CALDWELL
EXECUTIVE ASSISTANT & SPECIAL PROJECTS COORDINATOR

SECTION VI: LEANLAB BOARD OF DIRECTORS

DR. TERRY WARD
Board Chair

DR. MICHAEL MCSHANE
Vice President

CARLOS ANTEQUERA

KIRSTEN BROWN

ROBERTO QUINTANILLA
Treasurer

BRANDI SPATES

RESEARCH ADVISORY COMMITTEE

We recruited 16 top-tier education research professionals to form our first Research Advisory Committee. These prestigious leaders will advise LEANLAB as we build out our programs and expand our offerings.

This new research arm helps us expand our national presence by giving us a foothold in broader education research conversations happening around the country.

Andrea Cook
KANSAS CITY PUBLIC SCHOOLS

John Harnisher
KAPLAN

Andrew McEchin
RAND CORPORATION

John Rury
UNIVERSITY OF KANSAS

Billie-Jo Grant
GRANT CONSULTING/CAL POLY

Kimberly Smith
DIGITAL PROMISE

Edith Gummer
ARIZONA STATE UNIVERSITY

Leigh Anne Taylor Knight
DEBRUCE FOUNDATION

Franci Erdmann
STORYBOARDS COLLEGE ADMISSIONS PORTFOLIOS

Katerina Schenke
KATALYST METHODS

Hadiza Saadu
KANSAS CITY PUBLIC LIBRARY

Selina Rios
CITYYEAR

Jessica De La Cruz
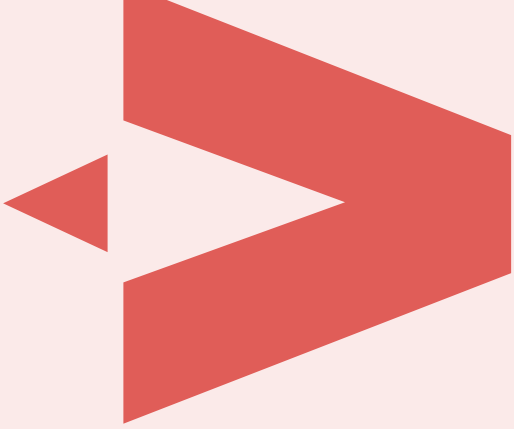SERVICE MANAGEMENT GROUP

Trinity Davis
TEACHERS LIKE ME

Jilliam Joe
LEAP INNOVATIONS

Trisha Callella
DIGITAL PROMISE

This year was full of uncertainty. Schools face monumental challenges.

Regardless, they kept innovating.

They tackled huge obstacles head on. They even found space amidst the noise to innovate. Don't get me wrong, they shouldn't have had to be this gritty and inventive, but they sure delivered.

This year, we looked for schools that are committed to working together at every level to try emerging technologies in order to better understand what works in their communities.

We found 7 incredible schools and added them to our pilot program.

On top of that, we conducted 27 focus groups with **parents, students, admin, and teachers** at these schools to better understand the nuances of their problems. We found **three core areas of challenge:**

- Social-Emotional Learning
- Family Engagement
- Academic Achievement

Unfortunately, none of these problems are new. What is new is the severity and urgency of these problems. These complex challenges manifest in nuanced ways, presenting differently across stakeholders and school systems.

We reached for solutions born out of community voice. Parents, students, teachers, and administrators representing our partner schools selected three companies with emerging solutions aligned to their self-assessed challenges:

- Class Craft
- Sown to Grow
- LeverED Learning

These companies have created some promising programs that respond directly to community needs. Over the next year, we will continue studying the **effect** of these efforts.

Next year, we're embarking on our most ambitious research studies yet. We're **extending the research timeline, adding more training for schools, and increasing the N size of each study.**

This is important because we believe that our school communities deserve access to high-quality, research-based interventions that ensure equitable opportunities for all students.

We hope you'll stick with us as this critical work moves forward.

With gratitude,

Katie Boody Adorno

KATIE BOODY ADORNO
Founder & CEO