Like all kids, KID Museum is growing—FAST! This past year, we’ve expanded our programs, our reach, and our impact. We’ve matured into an established leader in maker education, and we’re proud that we’ve accomplished all this growth while staying true to the kids at the heart of everything we do.

Most importantly, the youth we serve are growing in ways that will shape their futures for the better. They’re building skills to become more creative and confident learners, equipped to take on life’s challenges and make a difference, no matter what paths they choose.

We are growing who has access to high-impact maker learning, with a focus on youth from populations typically underrepresented in STEM.

We’re working closely with their teachers too, ensuring that educators have the tools to inspire students’ creativity and passion for learning.

We’ve launched some incredible new programs this year, from our Visiting Artist series to dynamic on-site Community Celebrations, to the inaugural Teach for the Future Fellowship—a major step in amplifying KID Museum’s impact, both in our community and beyond.

We are deeply grateful to our many partners, sponsors, supporters, and friends. Because of you, we will continue to grow—as will the children, educators, and families we serve.
Growing Our Impact

KID Museum is growing in every way. Now in our second year at our flagship site, we’ve been intentionally expanding who we reach and how we reach them, with more on-site and school offerings, weekend family experiences, and professional development for teachers. As part of our growth plan, we’ve increased our efforts to prioritize the students too often left out of STEM learning and careers—Black and Latino youth, children of immigrants, students from families with limited incomes, and girls.

We’re proud of the significant outcomes in our elementary and middle school programs over this past school year, building upon previously established success. Our impact is evident in the measured results. Equally powerful are the voices of the students, teachers, partners, and sponsors that make up the KID Museum community, which appear throughout this report.

—I didn’t think that I could do this stuff before. But now I think that I can do anything that I set my mind to.
—7TH GRADER
Invent the Future program

Que estoy haciendo cosas divertidas (I am making fun things). It makes me happy to make things.
—3RD GRADER
KID Inventors Program
367,051
people served since 2014

30,301
people served this past year

72%
of youth from under-resourced communities are in our school programs

95%
of 2nd-4th graders experienced joy in learning STEM

8 in 10
middle school participants are students of color or multiracial

100%
of teachers reported an increase in their students’ critical thinking skills & confidence in STEM

74%
of 7th graders showed an increase in critical thinking

Even the students that tend to have challenges with reading and math content have been shining with the maker learning opportunities.

—ELEMENTARY SCHOOL TEACHER

The kids who have been through [KID’s invention] program are more open-minded at school. They trust that they can take risks in the classroom, because they took risks at KID. They’re willing to try to solve a problem for a lot longer than the kids who haven’t done the program. They’re persistent, they are good at working with each other and listening to each other’s ideas. They see themselves as problem-solvers.

—MIDDLE SCHOOL STEM TEACHER

Based on data from: The MCPS Office of Shared Accountability; qualitative feedback survey results administered by KID Museum (KID Invention); survey measures; program monitoring forms; program observations at each site; interviews with leadership and staff; and surveys of students, parents/family members, and staff (KID After School); measures from the PEAR Institute Common Instrument Suite (CIS) survey (Invent the Future)
As the damaging effects of the pandemic continued to reverberate in our schools, we expanded and deepened our partnership with Montgomery County Public Schools significantly during the 2022-2023 school year. What began as a pilot program with one middle school in 2014 has grown into a district-wide, comprehensive K-12 learning continuum that helps students build a sense of belonging in STEM and develop skills critical for college and career success.

Growing School Partnerships

We have to start STEM exposure earlier, before middle school. And what they do at KID Museum has to exist in the classroom too.

—DR. MONIFA MCKNIGHT
Superintendent, MCPS

Prioritizing students from populations traditionally underrepresented in STEM (students of color, students from families with limited income, immigrants, and girls), KID’s programs offer embedded in-school curricula, field trips to KID Museum, out-of-school time programs, and teacher professional development.

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I feel like every student should have this opportunity. We didn’t expect it to have such a huge impact on our lives!

—7TH GRADER
Invent the Future Program

KID Museum really changed the way I think about teaching!

—TEACHER
KID Museum professional development program
INVENT THE FUTURE

1,587 6-8th graders from 18 schools

55% of participants received FARMS

KID Museum’s signature program, offered as both a semester-long elective and as an after-school club, engages middle school students in inventing a solution to the question, “What will you make to improve life on this planet?”

“Inventing) can help you mature and learn certain things about yourself that you never thought possible.”
—6TH GRADER
Invent the Future

KID INVENTORS

KID Inventors was designed to expose students to maker learning in the formative elementary years. Students develop creative problem-solving skills and a maker mindset while designing solutions to problems that are personally meaningful to them. They explore circuits, coding, and robotics through a mix of in-class curriculum and field trips to KID Museum.

We get to work together and have fun and be creative.
—3RD GRADER
KID Inventors

2,186 2nd-4th graders from 10 schools

72% of participants received FARMS

100% of participating teachers would recommend KID Inventors to other teachers

100% of teachers want to participate again next year

We get to work together and have fun and be creative.
—3RD GRADER
KID Inventors
KID AFTERSCHOOL

In response to growing pandemic-related disparities in education for youth of color and youth from families with limited income, KID Museum developed an afterschool program for the youngest learners. Teachers are trained and supported by KID Museum to provide innovative, maker-centered math and literacy enrichment.

420 K-3rd graders from 10 schools

68% of participants received FARMS

There were a couple of 2nd grade girls who struggled to engage and interact due to fear of failure. By the end of the program, each were engaging more within our setting and risked success more frequently.

—TEACHER
KID Afterschool

EXPANDED PROGRAMMING FOR TEENS

Building on our established Apprenticeship Program, we’ve deepened our programming for teens to support them in building their maker learning skills, leadership skills, and industry and career connections. Made up of a cohort of current KID Museum apprentices, the expanded teen programming emphasizes real-world problem solving and career readiness, and firmly extends our learning continuum into the high school years.

1,000+ teen apprentices since 2014

To be a part of KID Museum means to be someone who creates, teaches, and also learns.

—HIGH SCHOOLER
Teen Program
Well-trained teachers are key to increasing access to maker learning. That’s why we’ve made teacher professional development a core strategic priority. Simply put, if more teachers are delivering maker learning, more students will have access to these transformative learning experiences.

This year, we launched two cutting-edge initiatives for educators: a national program to increase STEM interest among Latino youth, and a first-of-its-kind maker teacher fellowship. In addition, we’ve ramped up our existing professional development intensive workshops, and continue to embed professional development into all of our school programs.
As part of an exciting national initiative to increase access to and interest in computer science among Latino youth, KID Museum partnered with the Hispanic Heritage Foundation and InfoSys Foundation USA to bring professional development workshops to 64 teachers in four cities (Dallas, Phoenix, LA, and the DC-metro region). The program focused on how to integrate culturally responsive, hands-on learning that can open pathways to a more inclusive future in computer science.

My brain is overloaded. I have so many ideas of things that I can do with my students next year. This has been so helpful.

—TEACH FOR THE FUTURE FELLOW

This was the best training I have ever attended. The staff created a wonderful collaborative environment and I learned a lot from everyone. I am excited to take back what I learned to my school and help further our students’ understanding of computer science.

—TEACHER
Los Angeles Latinx Maker Lab

The inaugural Teach for the Future Fellowship launched this summer with 60 elementary and middle school teachers. This innovative professional development opportunity dramatically increases capacity for delivering maker learning curriculum to students across our region. Fellows will spend the year acquiring and refining the skills to incorporate maker education into their curriculum and advance student creativity, agency, and empathy.
This year, we strengthened our approach to community engagement, building on our existing relationships, and establishing new ones. Our outreach focused on our key priority populations—Black and Latino youth, girls, first and second generation immigrants, and families with limited incomes—with the goal of providing meaningful connections for our learners and their families, and instilling a sense of belonging.
COMMUNITY CELEBRATIONS

Community Celebrations energized the museum this year. These dedicated days brought together people of all backgrounds with interactive cultural experiences, maker workshops, and the chance to meet and learn from makers who have made an impact in the world. Our Community Celebrations this year included programs tied to the month-long celebrations of Hispanic Heritage, Black History, Women’s History, Asian American & Pacific Islander, and Pride.

VISITING ARTISTS

Throughout the year, kids and families had the unique opportunity to get inspired by Visiting Artists who created original artwork displayed in the museum and showed visitors how their art is made. Art is a way to strengthen STEM skills, form cultural and community connections, create new pathways for identity exploration, and elevate creative expression.

We celebrated International Day of the Girl with a coding and robotics event co-hosted with the Robotics Education & Competition Foundation (REC Foundation) and Google.
COMMUNITY ACCESS

Thanks to our partnerships with MCPS, Montgomery County, and others, we’ve been able to offer KID Museum experiences to children and families with limited income, free of charge. This past year, we grew the number of people we’ve been able to reach, removing barriers to participation and moving us much closer to our goal of providing all kids—regardless of ability to pay—access to high-quality, hands-on learning.

FAMILY DAYS

Free Family Days drew more than 8,000 people this year, encouraging intergenerational making and supporting learning. Originally created to complement our MCPS invention programming, Family Days grew bigger thanks to the support of the A. James and Alice B. Clark Foundation, MCPS, and others. Family Days offered free admission for every MCPS student in the district, and any student with financial need from any district.

8,000+ attended free Family Days at KID

SCHOOL DAY OUT

During school days off, we partnered with the Montgomery County Recreation Department and MCPS to provide free hands-on camps for students, extending learning into out-of-school time. KID Museum secured funding to provide buses from county rec centers to eliminate any transportation barriers to participation.

SCHOLARSHIPS

Fifty percent of kids who participate in summer camps and school day out programs attend for free, part of our commitment to increasing access to maker learning experiences. We partner with local organizations to publicize our highly sought-after scholarship opportunities.
Growing Community

KID Museum’s network of partners are vital to our community, ensuring that all kids have the skills they need for school and workforce success. These dedicated partners, who span from large corporations to local nonprofits, make it possible for us to design new programs, grow existing programs, and expand access and reach for all our programming.
BOEING

Boeing's multi-year investment has enabled KID Museum to develop curriculum for 2nd, 3rd, and 4th graders—considered critical years for the building of foundational skills in STEM. This investment means that KID Museum can now offer a K-12 continuum of learning, and bring high-impact programming to more elementary students in under-resourced schools within the DC/MD/VA area. Boeing also stresses the importance of family engagement, and supports out-of-school time and family STEM experiences to deepen learning and increase awareness of STEM careers.

Boeing is committed to preparing and inspiring the next generation of innovators and explorers here locally and around the world. We strive to provide access to high-quality STEM education, mentorship and career development opportunities to students from all backgrounds, and are proud to partner with the KID Museum to build stronger, more vibrant communities.

—SARAH KYROUAC
Sr. Manager, Mid-Atlantic Region, Boeing Global Engagement

IDENTITY

KID Museum's partnership with Identity—a local organization that serves Latino youth from high poverty areas of the county—has spanned nearly 8 years. Together, we've delivered out-of-school time STEM enrichment to underserved youth, with the goal of increasing STEM interest, improving learning outcomes, and building family engagement.

GEORGETOWN UNIVERSITY

We teamed up with Georgetown University's Lombardi Comprehensive Cancer Center to provide third graders from Van Ness Elementary in southeast Washington, D.C. with a day-long field trip full of robotics, biology, and engineering design. KID Museum designed the program, and KID educators and Georgetown professionals collaborated to engage kids in cancer prevention and bio tinkering, with the goal of encouraging students to think about careers in science while solving big problems together.
THE UNIVERSITIES AT SHADY GROVE

With a focus on underserved populations, our partnership with The Universities at Shady Grove (USG) builds exposure to college and career pathways. Middle schoolers who are part of our Invent the Future and summer school programming have workshops on-campus in USG’s state-of-the-art facilities, and families are invited there to celebrate student achievements, creating a sense of belonging on a college campus. This year, our collaboration with USG grew deeper, with the launch of the Teach for the Future Fellowship.

Maker education, the maker mindset, these are encouraging the kinds of skills that are so essential right now in our society.

—ANNE KHADEMIAN
Executive Director, The Universities at Shady Grove
Every year, we honor people who push the boundaries of what it means to be a maker. At KID, we define a maker as someone who approaches the world with curiosity and creativity, and bravely applies their talents as an innovator and changemaker. This year, we honored four such people at our annual Fête for the Future event.

Growing the Meaning of “Maker”

YEHIMI CAMBRÓN
Artist, activist, and storyteller

SETH GOLDMAN & JULIE FARKAS
Social entrepreneurs & activists

DR. KARRIEM WATSON
Chief Engagement Officer, NIH All of Us Research Program
Dr. Karriem Watson was also one of our keynote speakers at the Invent the Future Celebration, along with Dasia Taylor. Dasia, who invented an infection-detecting suture while still in high school and now, at age 19, is founder and CEO of VariegateHealth, was a fitting role model for the middle school inventors. Dr. Watson, from the All of Us Research Program at the National Institutes of Health, was equally inspiring, challenging students to reframe the question, "What do I want to be when I grow up?" as "What problems do I want to solve when I grow up?"

Our Team is Growing Too!

We’ve doubled our staff this year, growing into a robust 48-person team. We’re excited to welcome talented professionals in pivotal new roles including our Chief Impact Officer, Senior Director for Programs and Learning Innovation, and Community Outreach & Engagement Director. We grew our exhibit and experience teams, as well as our fabulous maker educator team, making it possible for us to expertly deliver our ever-growing programs.

KID Museum has done a phenomenal job of putting its foot on the gas pedal and pushing this innovative spirit forward.

—DASIA TAYLOR
teenage inventor of infection-detecting sutures

Working at KID is so important to me because I can see the difference we make every day with our communities. Kids walk away with new confidence as they learn new skills and become proud of their accomplishments. Adults are equally proud and impressed by the creativity and capabilities of our young learners. They all realize being a maker looks different for everyone.

—KATHLEEN CHUNG
KID Museum Maker Educator
School Partners

Arcola Elementary School
Argyle Middle School
Barnsaker Middle School
Bel Pre Elementary School
Briggs Chaney Middle School
Brookhaven Elementary School
Brown Station Elementary School
Burnt Mills Elementary School
Capt. James Daly Elementary School
Center City Public Schools
Clemente Middle School
Clopper Mill Elementary School
Concord Hill
Cresthaven Elementary School
Farland Elementary School
Farquhar Middle School
Fields Road Elementary School
Francis Scott Key Middle School
Gaithersburg Elementary School
Gaithersburg Middle School
Galway Elementary School
Georgetown Visitation Preparatory School
Georgian Forest Elementary School
Glen Haven Elementary School
Greencastle Elementary School
Harmony Hills Elementary School
Highland Elementary School
Highland Elementary School
Jackson Road Elementary School
JoAnn Leleck Elementary School at Broad Acres
Kemp Mill Elementary School
Key Middle School
Lake Seneca Elementary School
Martin Luther King, Jr. Middle School
Montgomery Village Middle School
National Cathedral School
Neelsville Middle School
New Hampshire Estates Elementary School
Oak View Elementary School
Odessa Shannon Middle School
Parkland Middle School
Pyle Middle School
Redland Middle School
Rolling Terrace Elementary School
Rosa Parks Middle School
Roscoe Nix Elementary School
Sally K. Ride Elementary School
Sargent Shriver Elementary School
Shady Grove Middle School
Silver Spring International Middle School
Sligo Middle School
South Lake Elementary School
Stedwick Elementary School
Strathmore Elementary School
Strawberry Knoll Elementary School
Summit Hall Elementary School
The Harbor School
The River School
Twinbrook Elementary School
Viers Mill Elementary School
Washington Grove Elementary School
Watkins Mill Elementary School
Weller Road Elementary School
Wheaton Woods Elementary School
Whetstone Elementary School
White Oak Middle School
Financials

**Net Assets**
- **Beginning of Year**: $1,317,734
- **Change in Net Assets**: $398,598
- **End of Year**: $1,716,332

**Cash & Cash Equivalents**
- **End of Year**: $413,464

**Income**
- **Total Contributed Income**: $2,681,513 (50%)
  - Corporate Contributions: $282,000
  - Foundations: $238,138
  - Government Grants: $1,732,232
  - Individual Contributions: $429,143
- **Total Earned Income**: $2,287,420
  - In-Kind Income: $358,354
  - Interest Income: $457
- **Total Income**: $5,327,745

**Expenses**
- **Program**: $3,388,241 (69%)
- **Management**: $804,293 (16%)
- **Fundraising**: $736,611 (15%)
- **Total Expenses**: $4,929,145

**Change in Net Assets**
- **Net Assets Beginning of Year**: $1,317,734
- **Change in Net Assets**: $398,598
- **Net Assets End of Year**: $1,716,332
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