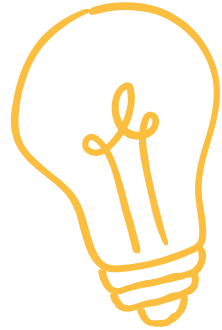


2022-2023

# ANNUAL REPORT

A Year of Growth

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From Our Founder:

# A Year of Growth



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.

*Cara*





# 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

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

—ELEMENTARY SCHOOL TEACHER

## 72%

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

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

## 95%

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

## 8 in 10

middle school  
participants are  
students of color  
or multiracial

## 74%

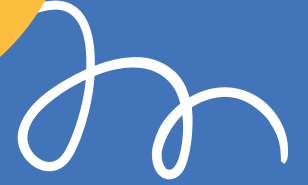
of 7th graders  
showed an increase  
in critical thinking


## 100%

of teachers reported an increase  
in their students' critical thinking  
skills & confidence in STEM



Based on data from: The MCPS Office of Shared Accountability; qualitative feedback survey results administered by KID Museum (KID Inventors); 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 Afterschool); measures from the PEAR Institute Common Instrument Suite (CIS) survey (Invent the Future)





KID Museum really  
changed the way I  
think about teaching!

—TEACHER

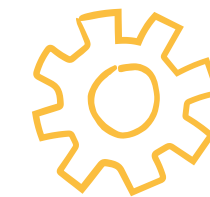
KID Museum professional  
development program

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

# 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

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.

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.



# 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?”**

Students build technical skills in computer science, engineering, and 3D design while making gains in creative problem-solving, perseverance, confidence, and collaboration.



**[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.

→ **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





# Growing & Empowering Teachers



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.





# LATINX MAKER LAB

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.



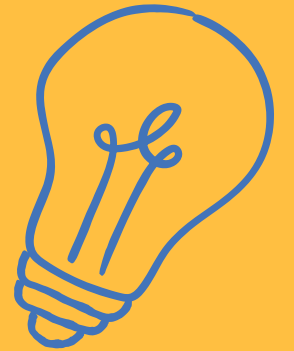
This was the best training I have ever attended. The staff created a wonderful collaborative environment and I learned a lot from everyone. I am excited to take back what I learned to my school and help further our students' understanding of computer science.

**—TEACHER**  
Los Angeles Latinx Maker Lab



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.

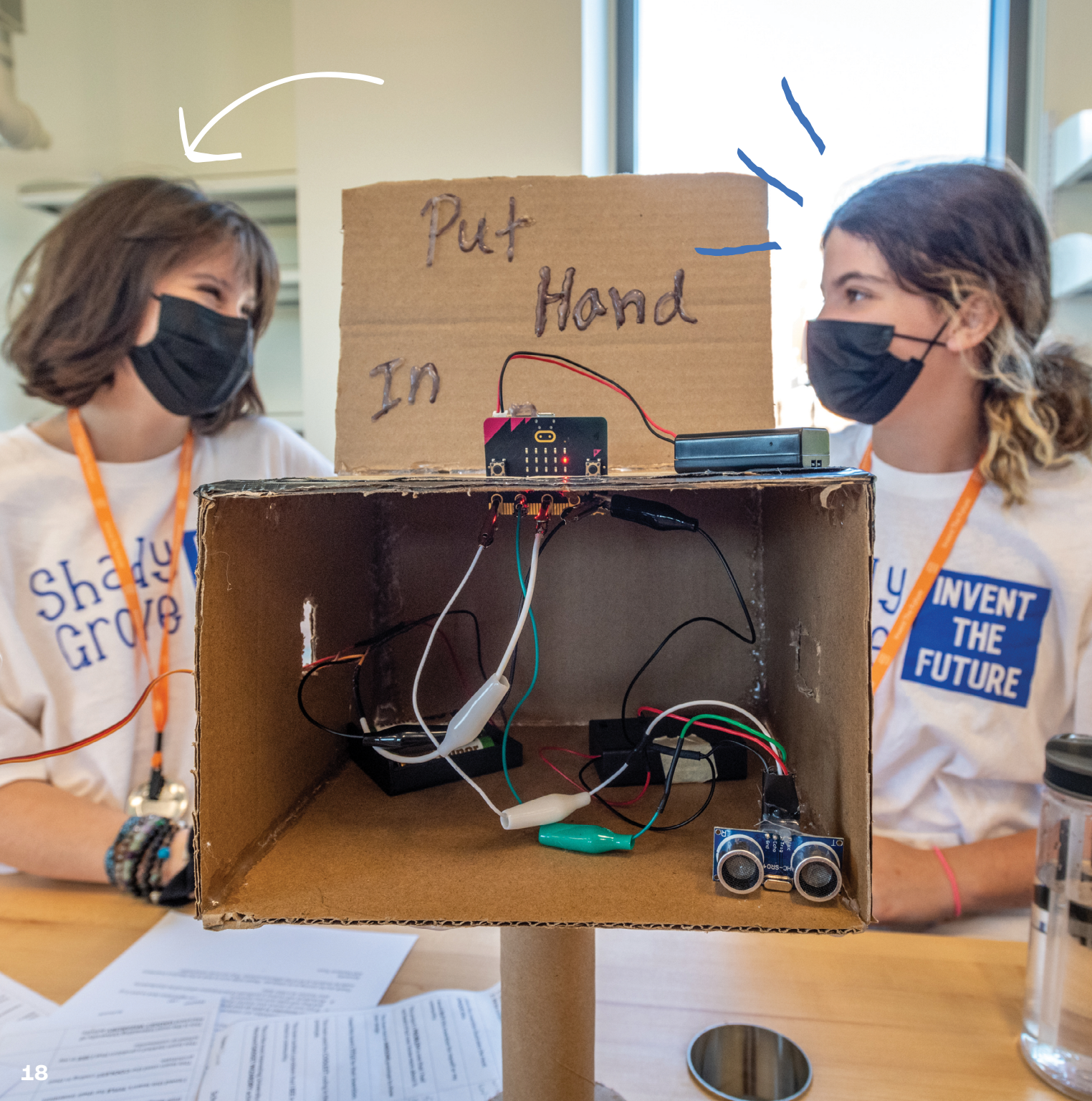
**—TEACH FOR THE FUTURE FELLOW**



## TEACH FOR THE FUTURE FELLOWSHIP

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.





# Growing Access & Engagement

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.





Ellen Xu's popstick art created a dreamlike environment at the museum.



## 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+**

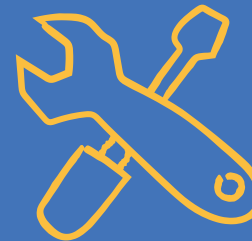
**attended free  
Family Days at KID**

# 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.

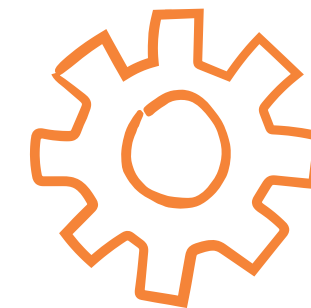
## SCHOLARSHIPS

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.

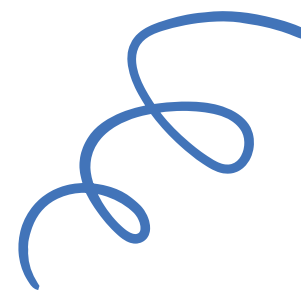




# Growing Community



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





# Growing the Meaning of “Maker”

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.



**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?”

**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



# 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.

**48 KID MUSEUM  
STAFF MEMBERS  
IN 2023**

**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



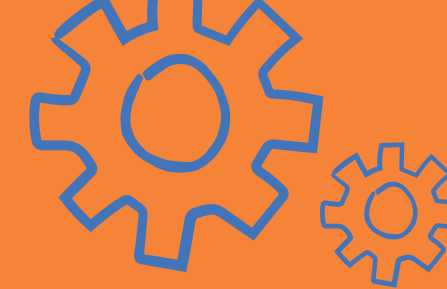
Arcola Elementary School  
Argyle Middle School  
Banneker Middle School  
Bel Pre Elementary School  
Briggs Chaney Middle School  
Brookhaven Elementary School  
Brown Station Elementary School  
Burnt Mills Elementary School  
Capt. James Daly Elementary School  
Center City Public Schools  
Clemente Middle School  
Clopper Mill Elementary School  
Concord Hill  
Cresthaven Elementary School  
Fairland 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



## INCOME

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

## EXPENSES

<b>Program</b>	<b>\$3,388,241</b>	<b>69%</b>
<b>Management</b>	<b>\$804,293</b>	<b>16%</b>
<b>Fundraising</b>	<b>\$736,611</b>	<b>15%</b>
<b>Total Expenses</b>	<b>\$4,929,145</b>	

## CHANGE IN NET ASSETS

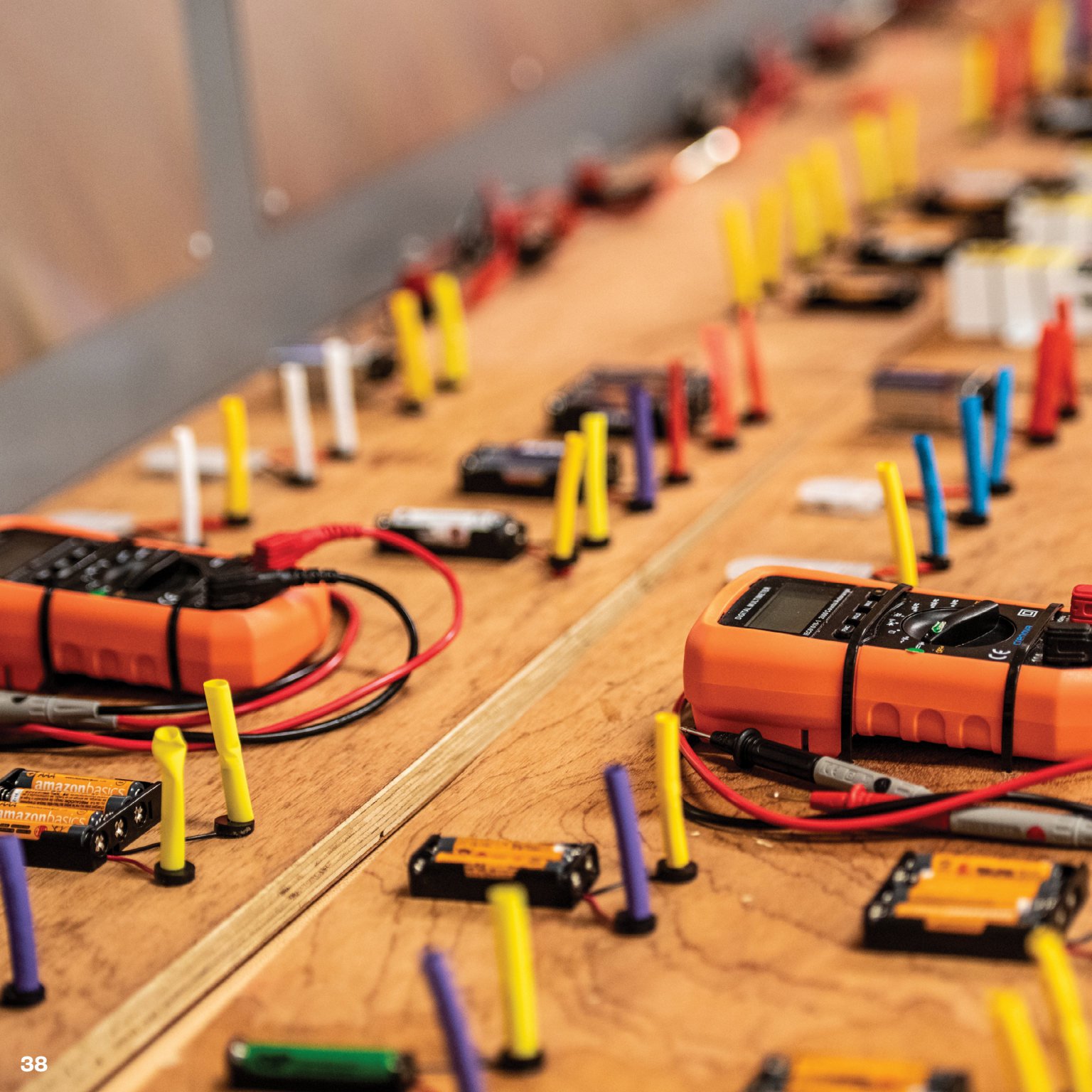
Net Assets  
Beginning of Year  
**\$1,317,734**

Change in Net Assets  
**\$398,598**

Net Assets  
End of Year  
**\$1,716,332**

## CASH & CASH EQUIVALENTS

End of Year  
**\$413,464**



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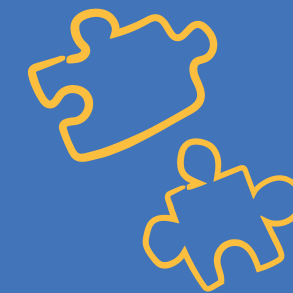
## **JOSE ANTONIO TIJERINO**

Hispanic Heritage Foundation



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Thank you to our multiple anonymous donors.

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The Walt Whitman Robotics Team  
Hispanic Heritage Foundation  
Bethesda Rotary Club  
Georgetown University Lombardi Comprehensive Cancer Center

## GOVERNMENT

Arts & Humanities Council of Montgomery County  
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The Universities at Shady Grove  
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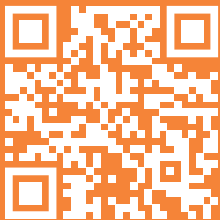
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