

# 2022 4.0 Graduate Survey: Final Report

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Funding Agency:

4.0

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### **Suggested Citation**

Shewchuk, S., Van Horne, S., Halverson, M., & Karpyn, A. (March 2023). *2022 4.0 Graduate Survey: Final Report* (T23-006). Newark, DE: Center for Research in Education and Social Policy.

## EXECUTIVE SUMMARY

- Overall, fellows were satisfied with their 4.0 experience and felt that it helped them to develop their venture; Most fellows stated that they would recommend the program to a friend or colleague.
- The top three reasons for enrolling in 4.0 were: 1) Wanting to be a part of the 4.0 community, 2) Needing support and feedback to advance their ideas, and 3) Wanting to develop, pilot, and/or test their ideas.
- Fellows tended to be satisfied with their stipends and many spent most or all of it.
  - Both Tiny and Essentials participants indicated that a common use of the stipend was for supplies. Additionally, many Tiny participants spent their money on paying staff who worked on their project.
- Fellows had positive perceptions of their coaches and felt that they were a good fit. Additionally, many fellows reported that their coach was the most valuable resource within the program.
- Most fellows participated in at least one community event and reported that these events helped them feel more connected with the 4.0 community.
  - Specifically, several participants reported that working with the community increased their knowledge of their target population and/or broader community that will inform the refinement of their venture. These community connections also confirmed the need for their venture and showed fellows the importance of listening to and working with community members.
- In summarizing the project details:
  - Projects were primarily defined as programs and services and were located across 28 states and the District of Columbia.
  - Fellow's projects focused on a diverse range of topics including social justice, youth development, and social-emotional learning.
  - These projects served a variety of clients including students and youth, and individuals from BIPOC, Black, low SES, and Latinx communities.
- Fellows' pop-up/pilot experiences were characterized as:
  - Largely in-person events.
  - Teachers, families, and students were the most likely attendees
  - Although almost all fellows reported that attendees at their event were representative of the intended target population, many fellows reported that their pop-up attendance was sub-optimal.
  - Despite these low attendance rates, fellows reported that they intend to use the experience of their pop-up/pilot to scale up their idea and connect with future partners or funders.
- Following participation in 4.0, participants reported increased capacity related to equity, growth, joy, self-determination, and application of design practices. Additionally, participants reported increasing their knowledge of measurement and evaluation as a result of participating in the 4.0 program.
- The fellows indicated an interest in professional development in the areas of "basic finance and operations" and "branding and storytelling." These may be areas of training or development that could be increased for future 4.0 fellows.
- The top three next steps reported by fellows included 1) refining, further developing, altering, or pivoting their venture, 2) continuing and scaling their approach, and 3) developing partnerships with community organizations.

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# 2022 4.0 GRADUATE SURVEY: FINAL REPORT

## INTRODUCTION

4.0 is a philanthropic organization with a mission to invest in diverse education innovators to meet the equity challenges of families in their own communities. To accomplish this mission, 4.0 nurtures the talents and venture ideas of education leaders through different fellowship programs. The Essentials Fellowship is for individuals with early-stage ideas. Fellows involved in this program develop their ideas from a concept to a small-scale pop-up experience, where they will gather critical feedback from community stakeholders and their target population. The Tiny Fellowship is for individuals who already have early traction with their idea. Fellows involved in this program learn how to plan, run, and evaluate a recurring pilot.

4.0 has partnered with the Center for Research in Education and Social Policy (CRESP) at the University of Delaware to analyze data from the Essentials and Tiny fellowship programs. CRESP is an independent research center that is committed to conducting rigorous research, program evaluation, and policy analysis on education, health, and community issues. In this brief, CRESP details the analysis of the 2022 4.0 Graduate Survey.

In the following sections of this brief, we describe the method used for data collection and detail the findings of the analysis. The 14 appendices provide additional detail to the results. Appendix A includes suggested items for removal from the graduate survey. Appendices B to N include qualitative data from open-ended survey questions.

## METHOD

*Sample:* All (n = 136) fellows who participated in the Tiny or Essentials Fellowship during the 2021-2022 fiscal year were included in the survey sample. One-hundred and thirty six (136) fellows completed the survey, resulting in a 100% response rate.

*Procedure:* The survey asked about: (1) assessment of the 4.0 Fellowship Programs, (2) self-assessment of knowledge gained, (3) the characteristics of their projects, and (4) the evaluation of their projects. Fellows were invited to complete the online survey via email link. The survey concluded on December 9, 2022, but five participants requested an extension and six responded using a different method. The median time that it took survey respondents to complete the survey was 3.16 hours.

*Analyses:* Survey responses from 136 fellows were analyzed for this report. Of the 136 survey completions, 101 (74.8%) were from Tiny Fellows, while 34 (25.2%) were from Essential Fellows. Summary and descriptive statistics were used to describe the survey data. In addition, open-ended survey responses were qualitatively coded using open coding to identify themes.

## FINDINGS

We present findings in relation to the four components of the 2022 Graduate Survey: (1) assessment of the 4.0 fellowship programs, (2) the characteristics of their projects, (3) the evaluation of their projects, and (4) self-assessment of fellows' capacity before and after participation in 4.0 programming.

## ASSESSMENT OF 4.0 FELLOWSHIP PROGRAMS

A large section of the 2022 Graduate survey was focused on the assessment of different aspects of the 4.0 programs. Almost all items were identical for Tiny and Essentials participants. Participants in the Tiny program were asked two additional questions about their perceptions of Founder Professional Development Sessions and the Monitoring and Evaluation Consultants.

## FELLOWS REPORTED SEVERAL DIFFERENT REASONS WHY THEY APPLIED FOR A FELLOWSHIP

Fellows were asked to describe why they decided to enroll in a 4.0 fellowship. One-hundred and thirty-six (136) respondents completed the open-ended item. After qualitatively coding the open-ended items, 9 overarching themes were identified (Table 1). The most described reasons for joining the fellowship were to join the 4.0 community (n=53) and to receive support and feedback to advance fellows' ideas (n=38). To read all the comments for this section of the survey, see Appendix B.

**Table 1. Fellows' perceptions of why they decided to enroll in 4.0**

Themes	n
Fellows wanted to be a part of the 4.0 community	53
Fellows needed support and feedback to advance their ideas	38
Fellows wanted to develop, pilot, and/or test their ideas	28
Fellows wanted to be coached	16
Fellows needed the financial / other resources offered by 4.0	14
Fellows wanted to increase their knowledge/capacity	14
Fellows appreciated 4.0's focus on diversity, equity, and inclusion	12
Fellows had a previous positive experience with 4.0	10
Someone recommended 4.0	6

Note: Fellows could describe more than one reason for wanting to join 4.0. As such, the total number of quotes may add up to more than n=136.

## MOST FELLOWS PERCEIVED THAT 4.0 WAS USEFUL TO THEIR VENTURE

Almost all (95%, n=129) fellows reported that the fellowship was 'very' or 'extremely' useful to their venture. Only 5% (n=7) fellows reported being 'Slightly' satisfied with the fellowship.

Fellows were also asked to describe how their experience during their 4.0 fellowship helped them grow their idea and/or leadership. One-hundred and thirty-six (136) respondents completed the open-ended item. Six (6) overarching themes were identified (Table 2). Most fellows highlighted the fact that participating in 4.0 helped fellows to launch, test, and refine their ideas (n=79). To read all the comments for this section of the survey, see Appendix C.

**Table 2. Fellows' perceptions of how 4.0 helped them grow their idea and/or leadership**

Theme	n
4.0 helped fellows to launch, test, and refine their ideas	79
4.0 coaches, facilitators, and/or staff provided support and accountability	39
Participating in 4.0 gave fellows confidence, purpose, and a sense of direction	34
The 4.0 community supported fellows' professional learning	20
The 4.0 curriculum strengthened fellows' knowledge and skills	11
The financial support provided by 4.0 served as a catalyst for the growth of fellows' ideas	3

Note: Fellows could describe more than one reason for how 4.0 helped them grow their idea and/or leadership. As such, the total number of quotes may add up to more than n=136.

## FELLOWS THOUGHT THE PROGRAM WAS A GOOD USE OF THEIR TIME

Fellows agreed that the fellowship was a good balance of value received for the time commitment, with 75% (n= 101) of fellows 'Strongly agreeing' and 16% (n=21) of fellows 'Somewhat agreeing' with the sentiment. Participants who "Somewhat disagreed" (n=10, 7%) or "Strongly disagreed" (n=3, 2%) with the survey item about the 4.0 program providing benefit for the time commitment were shown an item with reasons about why they made their answer (Table 3). The responses to the "Other" category tended to refer to an imbalance between the funding amount and the time commitment of different activities. One respondent said. "The funding and requirements felt disproportionate."

**Table 3: Reasons for not agreeing that fellowship was a good use of time**

Response	n	%
Fellowship was too big of a time commitment	2	14.3
Fellowship did not provide enough funds	2	14.3
Did not receive enough non-financial value	4	28.6
Other (Please Specify)	6	42.9

## FELLOWS WOULD RECOMMEND THE PROGRAM TO A FRIEND

Fellows were also asked to rate (on a scale from 0 to 10) the likelihood that they would recommend 4.0 to a friend or colleague. This is a standard item for generating "Net Promoter Score," which has a possible value between 0-10. Respondents who answer 9 or 10 are classified as "Promoters", those who select 7 or 8 are "Passives", and those who select values less than 7 are classified as "Detractors." The Net Promoter Score (NPS) is calculated as the percentage of respondents who are "Promoters" minus the percentage who are "Detractors"; the purpose is to determine how much a group was satisfied with a product or service since recommending it to others is a proxy for a higher level of satisfaction. Of the total respondents that completed the survey, 89.6% were promoters, 8.2% were passives, and 2.2% were detractors, and the NPS for 4.0 was 87.4%.

Fellows were asked 'what would you tell someone interested in applying for a 4.0 fellowship?' One-hundred and thirty-six (136) respondents completed the open-ended item. Eight (8) overarching themes were identified (Table 4). Most fellows reported that others should participate in 4.0 if they want to develop and test their idea (n=51). To read all the comments for this section of the survey, see Appendix D.

**Table 4. Fellows' responses to 'what would you tell someone interested in applying for a 4.0 fellowship?'**

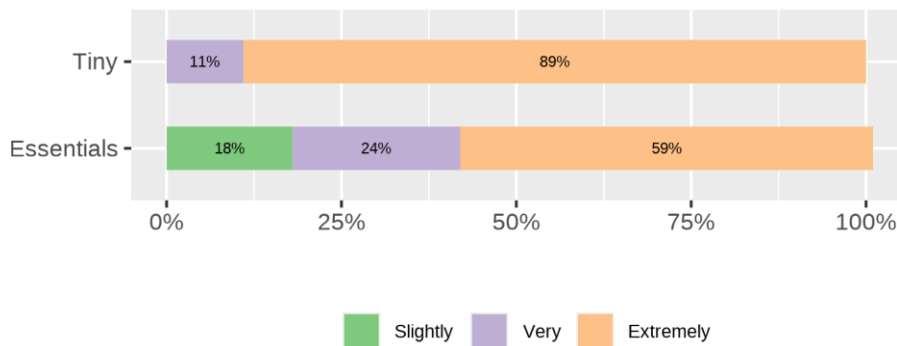
Theme	n
Do it to develop and test your idea	51
Do it to gain the support of the 4.0 community	37
Do it for the resources and support	26
Do it for professional learning and to enhance your leadership skills	20
Do it / apply!	17
Do it, but you need to take it seriously, it's hard work!	10
Advice on steps to take during application / when considering applying	3
Do it because it's a transformative experience	2

Note: Fellows could tell prospective applicants more than one thing in their response. As such, the total number of quotes may add up to more than n=136.

## FELLOWS WERE SATISFIED WITH THE STIPEND RECEIVED AND TYPICALLY SPENT THE FULL STIPEND

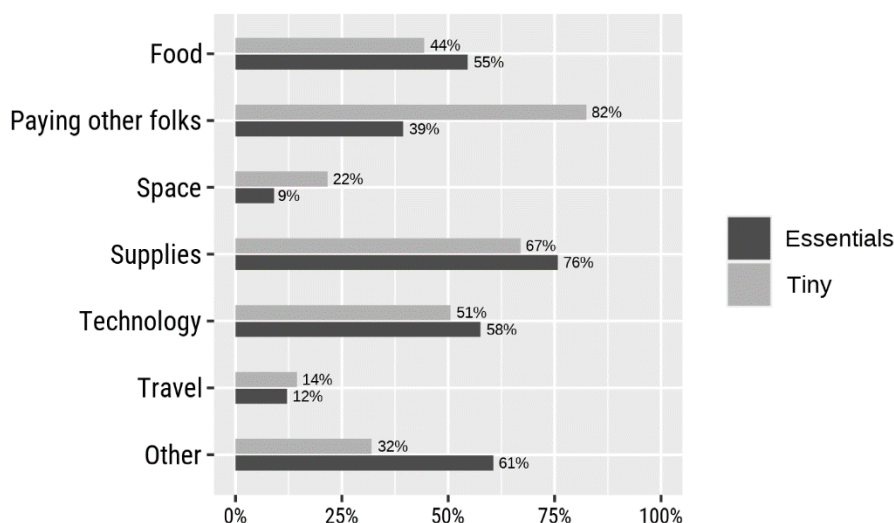
Figure 1 shows the distribution of the responses to the question about the usefulness of the stipend. Both groups tended to be satisfied with their stipends, but participants in the Tiny fellowship had a greater level of satisfaction.

Figure 1. Perceptions of usefulness of stipend (by program type)



The respondents in the Essentials fellowship reported spending the entirety of their stipend (\$300), while the median amount of the stipend spent by those in the Tiny fellowship was \$6,863 (total Tiny stipend: \$7,000). Figure 2 shows the percentage of respondents (by program) who indicated that the expense was their primary, secondary, or third-greatest expense. For both groups, "Supplies" and "Technology" were common expenses, whereas expenses for "Space" and "Travel" were not incurred as often. "Paying other folks" was only common among Tiny participants. Essentials fellows were most likely to spend their stipends on supplies, while Tiny Fellows were most likely to spend their stipends on paying other folks. The responses to the "Other" category tended to refer to issues related to legal and insurance matters, participant incentives, program supplies, payment of staff/self, and marketing and advertising materials.

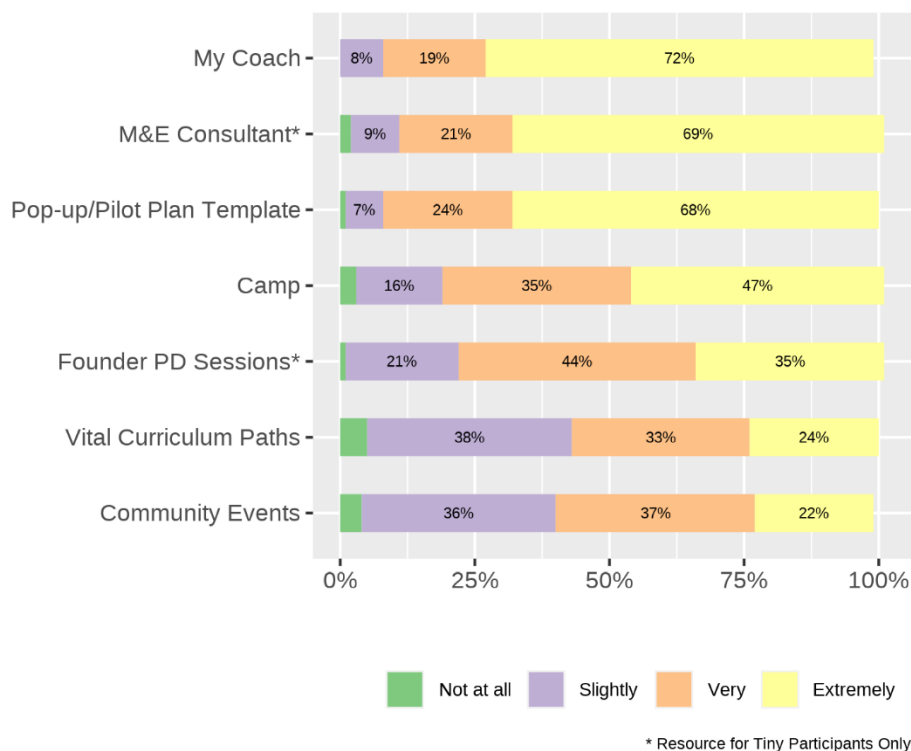
Figure 2. Expenses of 4.0 fellows



**FELLOWS' PERCEPTIONS OF THE USEFULNESS OF DIFFERENT TOOLS AND RESOURCES WERE WIDE RANGING, WITH MOST FELLOWS REPORTING THAT THEIR COACH WAS THE MOST VALUABLE RESOURCE**

Fellows were asked to assess the extent to which different tools and resources were valuable for their venture. Figure 3 shows the distribution of the responses to these items. The proportion of positive perceptions (i.e., Fellows who found tools/resources 'Very' or 'Extremely' valuable) ranged from 57% (Vital Curriculum Paths) to 91% (Coach). For the two questions just for Tiny Camp participants, the respondents were positive about both resources—especially so for the “M&E Consultant” as 90% of respondents believed it was at least “Very” valuable to their venture.

**Figure 3. Perception of how valuable tools/resources were for their venture**

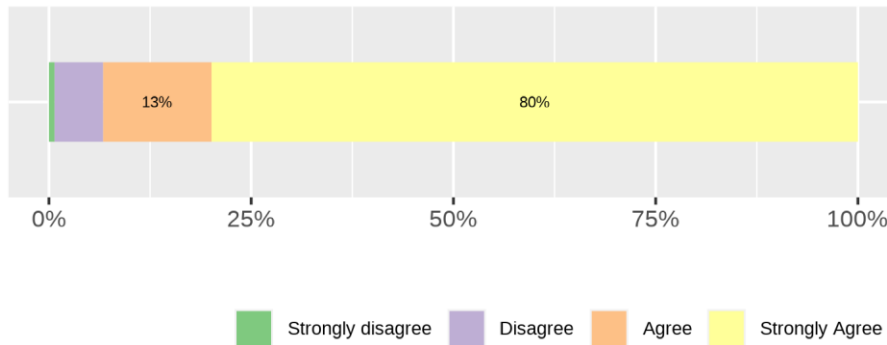


**FELLOWS HAD POSITIVE PERCEPTIONS OF THEIR COACHES**

Fellows were asked to evaluate the fit of their coach pairing, and the distribution of the responses is included in Figure 4. Almost all fellows ‘Agreed’ or ‘Strongly agreed’ that their coach was a good fit.



**Figure 4. Fit of the fellow-coach pairing**



Fellows were also asked to provide a written response to describe why they agreed or disagreed that their coach pairing was a good fit. One-hundred and thirty-four (134) respondents completed the open-ended item. Eight (8) overarching themes were identified (Table 5). Fellows who thought their coach was a good fit were most likely to report that their coach asked thoughtful questions and provided feedback and advice (n=38). Those individuals who felt their coach was not a good fit reported that their coach did not meet their needs (n=11). To read all the comments for this section of the survey, see Appendix E.

**Table 5. Fellows’ perceptions of their coach pairing**

Theme	n
<i>Positive comments about coaches</i>	
Coach asked thoughtful questions and provided feedback and advice	38
Coaches’ background and/or coaching style aligned to the fellows’ needs	38
Coach was supportive, motivational, kind, and understanding	27
Coach provided resources to support fellows’ projects	11
Coach was a good listener	10
Coaches quickly responded, were attentive, or flexible to fellows’ needs	10
Coach has strong communication skills	5
<i>Negative comments about coaches</i>	
Coaches didn’t meet fellows’ needs	11

Note: Fellows’ descriptions of their coach pairing could fit more than one theme. As such, the total number of quotes may add up to more than n=134.

Fellows were also asked a series of questions about their perception of their coaches. Findings presented in Table 6 suggest that fellows rated their coaches very highly across all items, with average scores ranging from 9.22 to 9.66 out of 10.

**Table 6. Fellows' perceptions of their coaches (items on 0-10 scale)**

<b>Item (possible responses were 0-10)</b>	<b>n</b>	<b>Mean</b>	<b>SD</b>
When interacting with my Coach, I feel like what I say matters.	134	9.66	1.00
My coach communicates with me in a clear way.	134	9.63	0.90
I easily understand feedback from my coach.	134	9.64	1.03
My coach is present (not distracted) during our conversations.	133	9.51	1.36
I feel comfortable asking my coach questions.	133	9.56	1.41
My coach was a helpful thought partner during our conversations.	134	9.50	1.20
I feel comfortable sharing my coaching needs with my coach.	134	9.51	1.42
My coach helped me pace the Fellowship experience (i.e. curriculum, experiences, ideas, etc.).	134	9.35	1.47
How likely are you to recommend your experience with your coach to a friend or colleague?	135	9.39	1.54
My coach challenges me to think about how my idea supports a more equitable future.	133	9.22	1.76

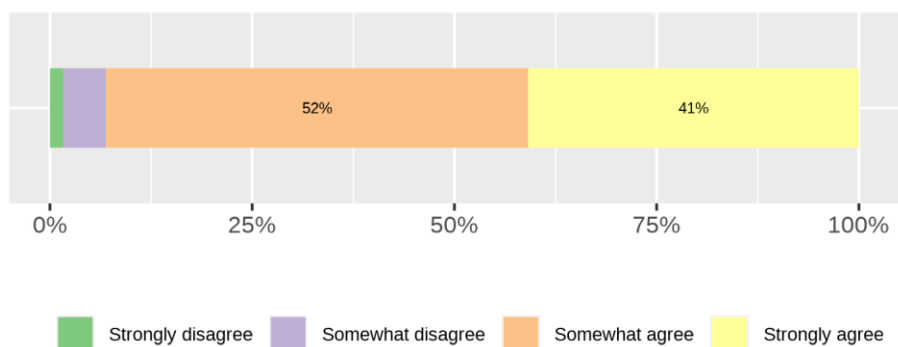
**MOST FELLOWS PARTICIPATED IN AT LEAST ONE COMMUNITY-FOCUSED EVENT AND REPORTED THAT THESE EVENTS HELPED THEM FEEL MORE CONNECTED TO THE 4.0 COMMUNITY**

Within the survey, fellows were asked to report their experiences participating in community-focused events hosted by 4.0. Table 7 and Figure 5 provide summary and descriptive statistics on these items. Table 7 shows that most participants participated in at least one community-focused event, while Figure 5 shows that most of the respondents at least "Somewhat" agreed that community programming events made them feel more engaged or connected with the 4.0 community.

**Table 7. Participation in community programming**

<b>Response</b>	<b>Freq</b>	<b>Pct</b>
None	20	14.7
1 event	24	17.6
2 – 3 events	63	46.3
4+ events	29	21.3

Figure 5. Community programming and engagement with 4.0 community

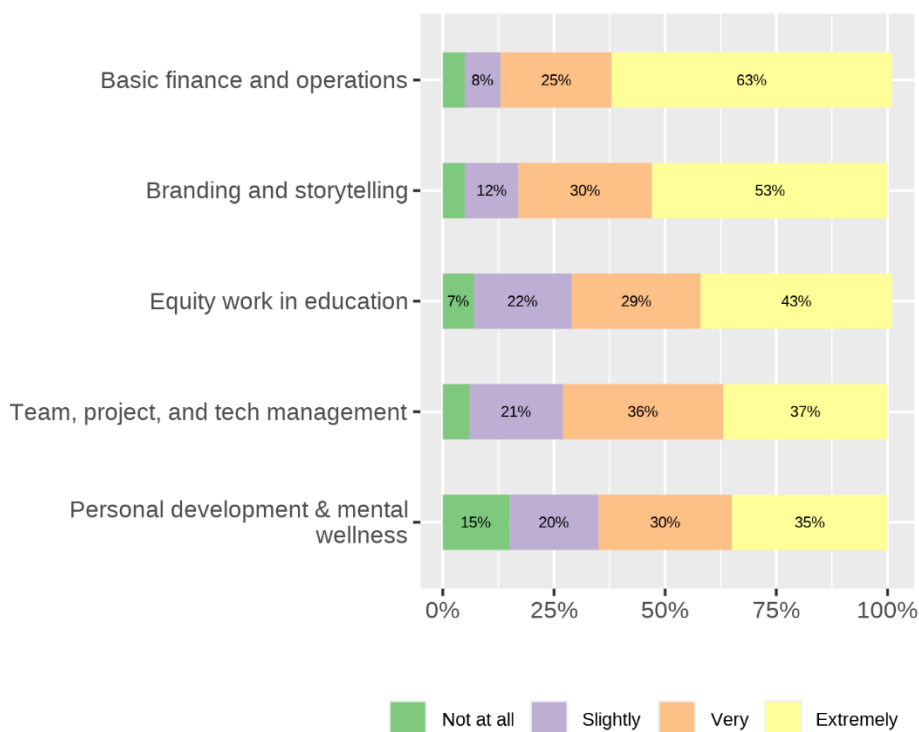


### FELLOWS PROVIDED THOUGHTFUL FEEDBACK ON WHAT THEY LIKED MOST AND WHAT COULD BE IMPROVED ABOUT 4.0 PROGRAMMING

*Fellows are interested in several different professional development opportunities, with many fellows requesting additional learning in 'Branding and storytelling' and 'Basic finance and operations.'*

Fellows were asked to indicate their level of interest regarding possible future 'founder professional development.' Figure 5 provides summary and descriptive statistics on these items. The proportion of positive perceptions (i.e., Fellows who were 'Very' or 'Extremely' interested) on these items was high, ranging from 64% to 87%. The results suggest that fellows are most interested in professional development in the areas of 'Branding and storytelling' and 'Basic finance and operations.'

Figure 6. Interest in different kinds of "founder professional development"



Fellows were also asked an open-ended question that asked them to describe what "topic[s] related to education, equity work, community building, or early-stage venture development" they would have liked to learn more about during their fellowship experience. Ninety-one (91) respondents completed the open-ended

item. As a result of qualitatively coding the open-ended items, 11 overarching themes were identified (Table 8). Fellow’s most desired topic was additional professional learning on business operations and venture development. To read all the comments for this section of the survey, see Appendix F.

**Table 8. Additional professional learning topics related to education, equity work, community building, or early-stage venture development**

<b>Theme</b>	<b>n</b>
Topics on business operations and venture development	20
Topics on equity and restorative justice	19
Topics on fundraising and/or funding ventures	19
Topics on the education system	12
Topics on legal documentation and processes	9
Topics on opening a bank account	8
Topics on applying for grants and grant writing	6
Topics on collaborating and/or engaging with stakeholders	6
Topics on marketing and sales	6
Topics on data collection and analysis	2
Topics on telling your venture’s story	2

Note: Fellows could describe more than one professional learning topic. As such, the total number of quotes may add up to more than n=91.

*While fellows thought 4.0 was valuable, fellows also provided comments on how 4.0 could improve.*

Fellows were asked two open-ended questions to gather feedback on what worked well and how 4.0 could be improved. First, fellows were asked to share about ‘what was or wasn’t valuable’ about the 4.0 program. Fifty-two (52) respondents completed this open-ended item. Second, fellows were asked “is there anything else you want to share.” Ninety (90) respondents completed the second item. The open-ended responses from these two items were combined for analysis due to the similarity of the responses provided. Ten (10) overarching themes were identified (Table 9), which were grouped into two categories: ‘positive comments’ and ‘comments on how 4.0 could be improved.’ Fellows most reported general positive comments about the value/usefulness of the 4.0 program. When describing how 4.0 could be improved, fellows most often reported that they desired changes regarding the resources and/or training provided by the 4.0 program. To read all the comments for this section of the survey, see Appendix G.

**Table 9. Fellows’ perceptions about ‘what was or wasn’t valuable’**

<b>Theme</b>	<b>n</b>
<i>Positive comments</i>	
General positive comments about the value/usefulness of the 4.0 program	44
The coaches / 4.0 team were valuable	19
The training fellows received was valuable because it increased their capacity	16
4.0 was valuable because it allowed fellows to improve and grow their venture	15
The community / network was valuable	13
Specific programming elements or resources were valuable	9

<i>Comments on how 4.0 could be improved</i>	
Desired changes regarding resources and/or training	10
Desired changes to community/networking activities	8
Desired changes to timing, length, and/or scheduling of the program	7
Issues with coaches / 4.0 team	4
Desired changes regarding equity	3
Desire for in-person learning	3

Note: Fellows could describe more than one way the program was valuable and could share more than one thought when asked If there was anything else they would like to share. As such, the total number of quotes may add up to more than n=90.

### *Identities not served by the 4.0 community*

Approximately 18% of respondents indicated that there were identities that could potentially be better served by the 4.0 program. Twenty-five (25) respondents provided qualitative feedback on which identities could be better served by the 4.0 community. Six (6) overarching themes were identified (Table 10). Fellows most often described desires for additional affinity groups targeted towards founder capacity development, accessibility/disability, and religious identities. To read all the comments for this section of the survey, see Appendix H.

**Table 10. Fellows’ perceptions of what additional identities could potentially be served**

<b>Theme</b>	<b>n</b>
Founder focused / founder capacity development	5
Accessibility / disability	5
Religious identity	5
Racial identity	4
Parents and caregivers	2
Other identities	10

Note: Fellows could describe more than one identity. As such, the total number of quotes may add up to more than n=25.

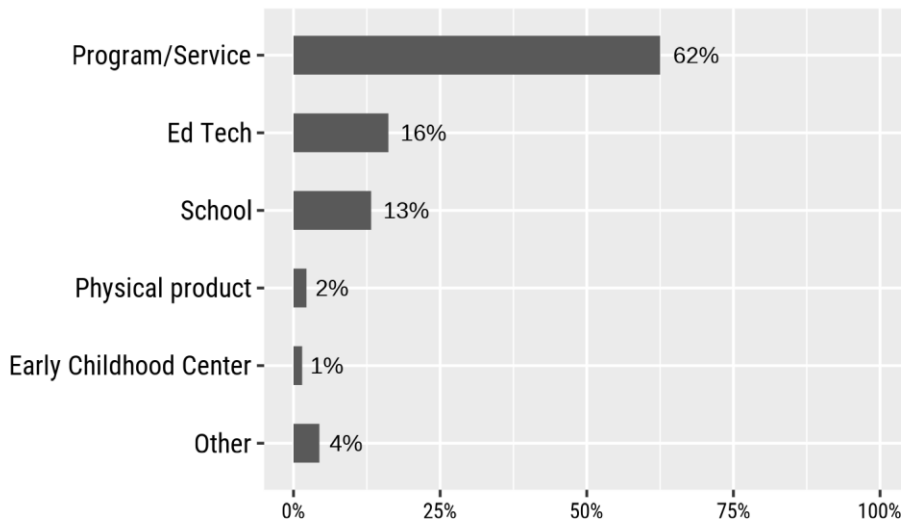
## **CHARACTERISTICS OF 4.0 PARTICIPANTS’ PROJECTS**

The second section of the 2022 Graduate Survey asked fellows to provide detailed information regarding their projects.

### **FELLOWS TYPICALLY DEFINED THEIR PROJECTS AS PROGRAMS/SERVICES.**

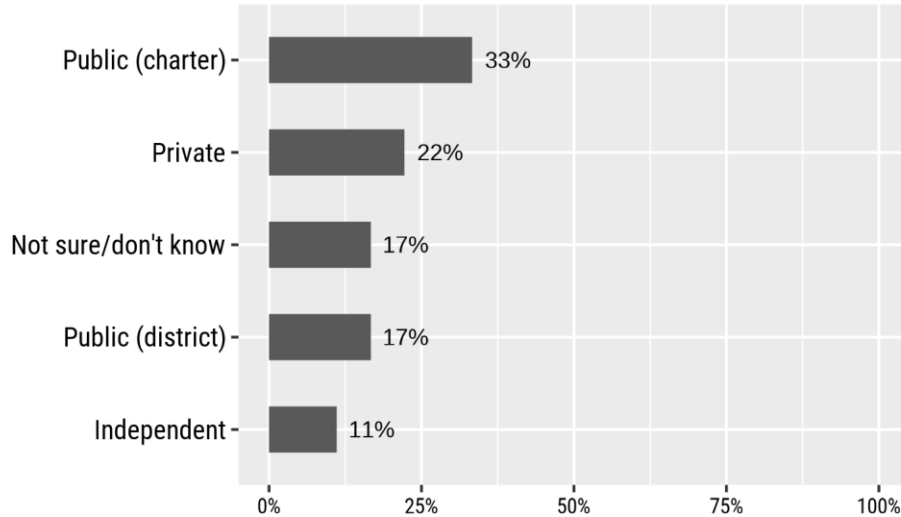
Fellows were asked to describe the structure of their idea. Fellows were most likely to report that their project was a ‘program/service’ (Figure 2).

Figure 7. Structure of ideas



Respondents who indicated that the structure of their idea was a school were asked to identify what kind of school they had intended to work with. Of the participants (n=17) who indicated their project was focused on a school, public charter schools (35%) were the most reported type of school served by 4.0 projects (Figure 8).

Figure 8. Types of schools served by 4.0 projects



### FELLOWS' PROJECTS ADDRESSED A WIDE RANGE OF DIFFERENT COMMUNITY NEEDS

Fellows were also asked to describe what need in their community that their idea addresses. One-hundred and thirty-six (136) respondents completed the open-ended item. Eighteen (18) overarching themes were identified (Table 11). Across the respondents, the most identified needs were in relation to mental health and social-emotional learning (n=19). To read all the comments for this section of the survey, see Appendix I.

**Table 11. Community needs, as identified by fellows**

<b>Theme</b>	<b>n</b>
Needs related to mental health and social-emotional learning	19
Needs related to post-secondary education and careers	18
Needs related to STEM	14
Need for culturally relevant learning / resources	12
Needs related to school access / choice	10
Needs related to finances / low SES communities	6
Needs related to disparities in learning outcomes for youth	6
Needs for special needs and/or disabled community	6
Needs related to civic engagement, entrepreneurship, and financial literacy	6
Needs around the music and arts	6
Need for leadership opportunities and training	6
Needs related to the teacher workforce	6
Need for community / network of like-minded individuals	5
Need for asset-based learning, trauma-informed care, and changes to discipline systems	5
Needs about green spaces / sustainability / climate	3
Need for child-led and/or whole-child learning	3
Need for tools or curriculum resources	3
Needs related to parenting issues	3

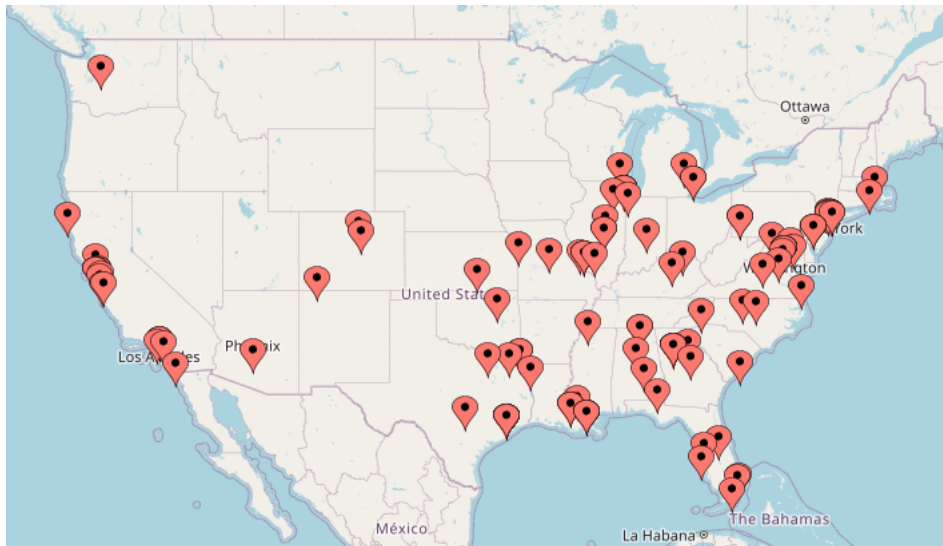
Note: Fellows could describe more than one community need. As such, the total number of quotes may add up to more than n=136.

### **FELLOWS' PROJECTS WERE LOCATED ACROSS 28 STATES AND THE DISTRICT OF COLUMBIA**

Fellows were asked to provide the city in which their projects were based in. Fellows' projects were located across 28 states and the District of Columbia. Figure 9 is a map that shows the geographic location of fellows' projects. To visit the interactive map, visit:

<https://www.mapcustomizer.com/map/2022%204.0%20Graduation%20Survey>

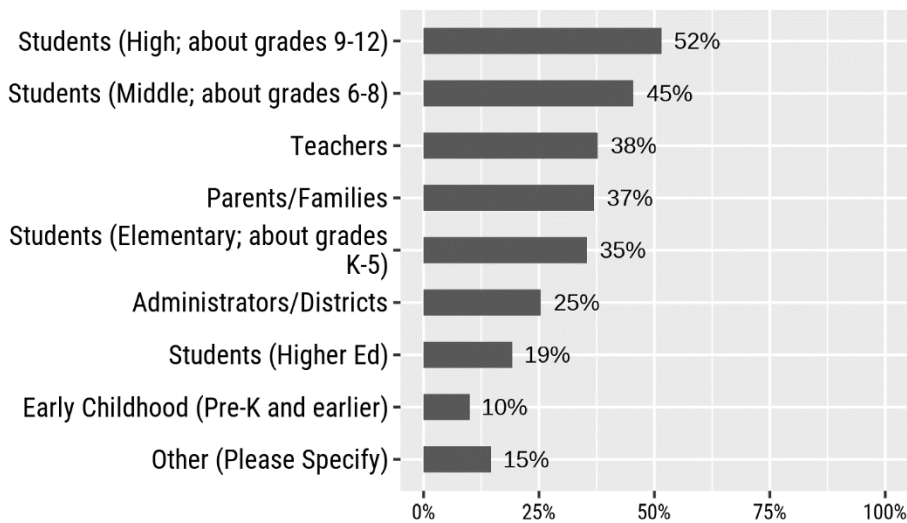
Figure 9. Geographic location of fellows' projects



**FELLOWS' PROJECTS SERVED MANY DIFFERENT CLIENTS, WITH A PARTICULAR FOCUS ON STUDENTS, YOUTHS, AND INDIVIDUALS FROM BIPOC, BLACK, LOW SES, AND LATINX COMMUNITIES.**

Fellows were asked to identify the different clients that were served by the project. Even though most respondents were not working directly with schools (see Figure 7, above), the 4.0 participants were still focused on creating programs for students, especially those in middle and high school (Figure 10).

Figure 10. Target population of fellows' projects

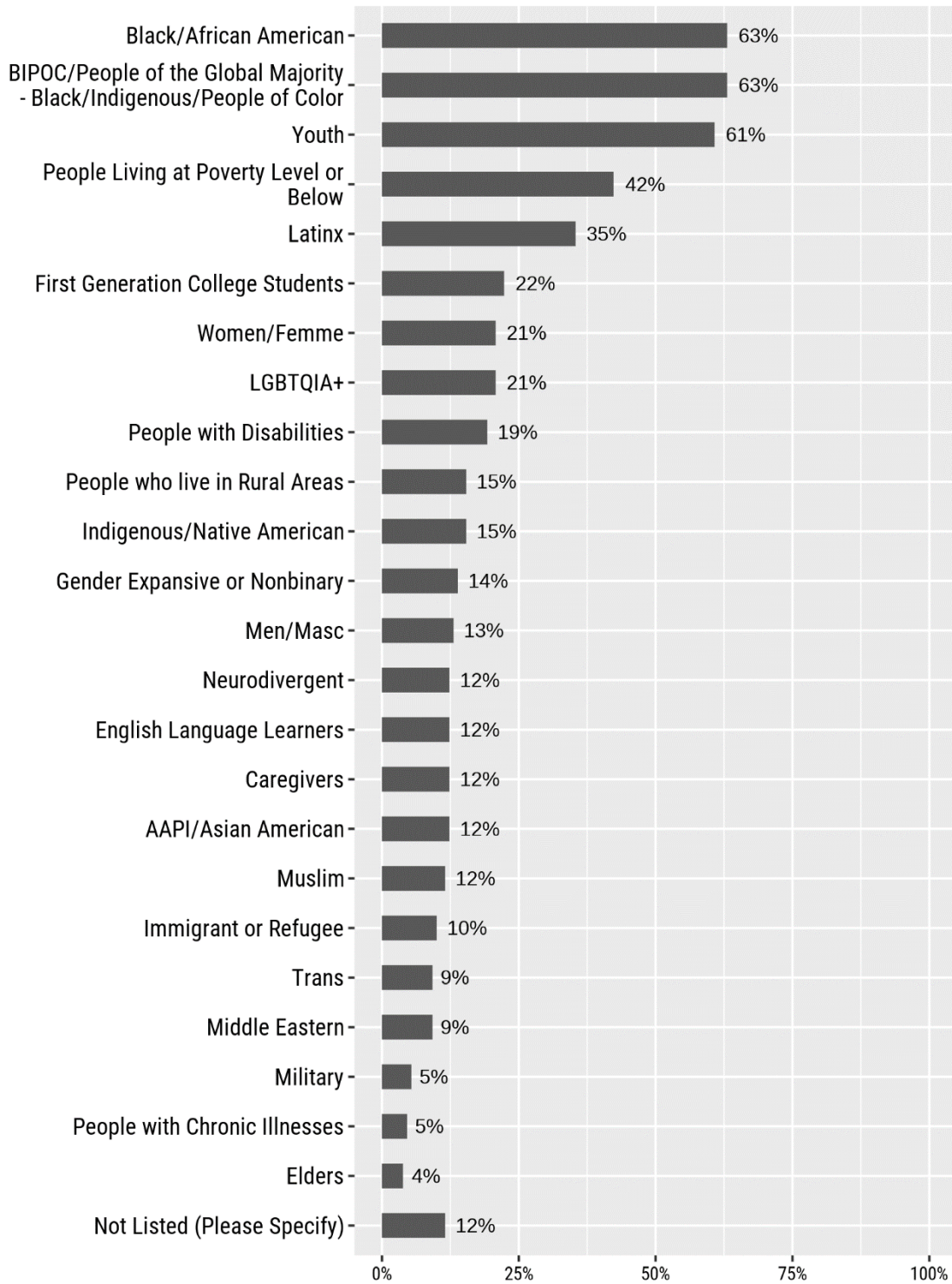


Note: Percentages sum to greater than 100% because respondents could select more than one role.

Fellows were also asked to describe their clients' social identities (e.g., race/ethnicity, socioeconomic status, sexual orientation, (dis)ability identity, gender identity, geographic identity, age) (Figure 11). Fellows were most likely to report that their target population belonged to the BIPOC, Black, and youth communities.



Figure 11. Social identities served by project

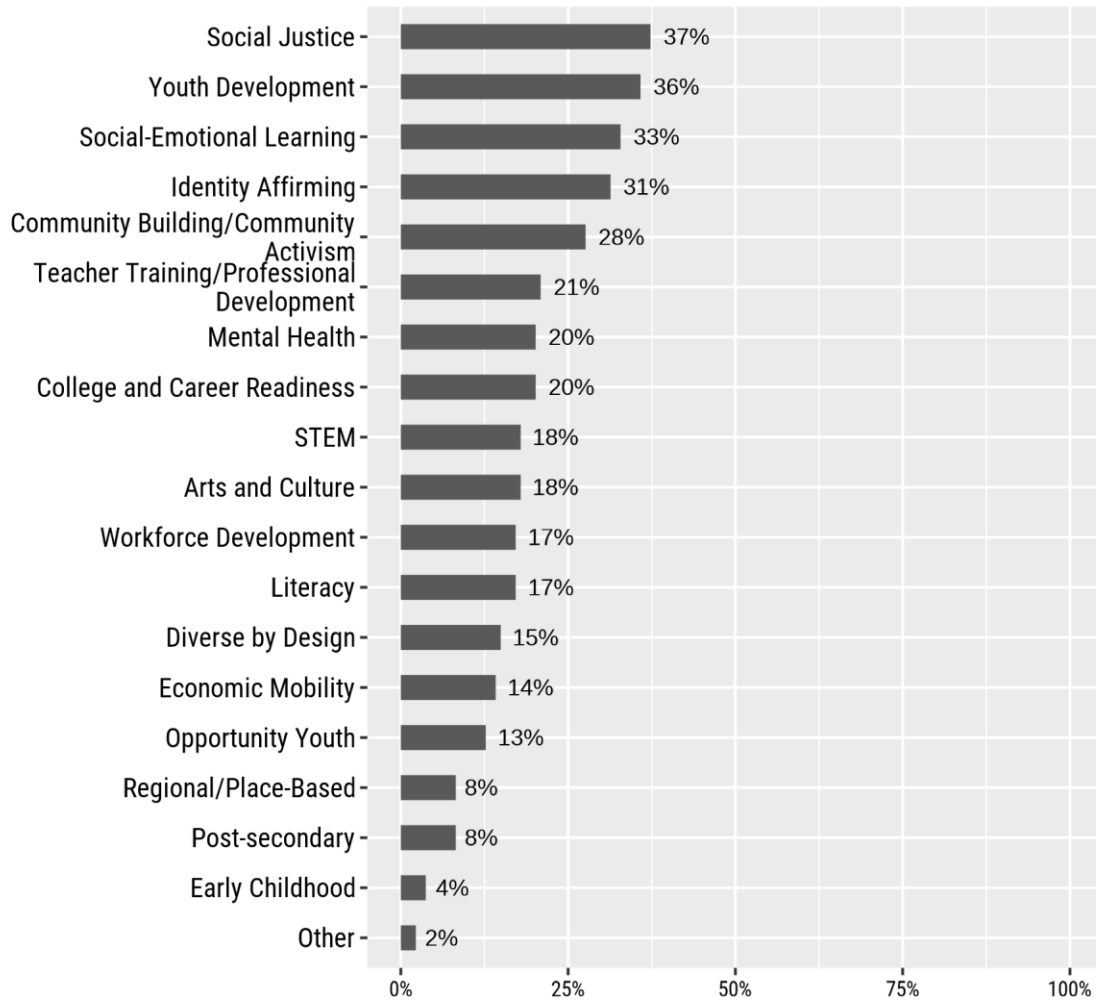


Note: Percentages sum to greater than 100% because respondents could select more than one identity.

## FELLOWS' PROJECTS FOCUSED ON A DIVERSE RANGE OF TOPICS, INCLUDING SOCIAL JUSTICE, YOUTH DEVELOPMENT, AND SOCIAL-EMOTIONAL LEARNING.

Fellows were asked to indicate the topic area their project is focused on. The five most common topic areas were social justice, youth development, social-emotional learning, identity affirming, and community building/activism (Figure 12).

Figure 12. Percentage of respondents who selected each idea category for their project



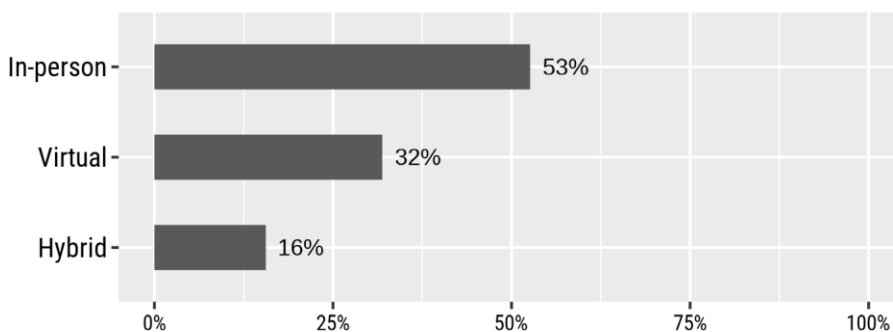
Note: Percentages sum to greater than 100% because respondents could select more than one idea.

## EVALUATION OF FELLOWS' POP-UPS/PILOTS

### FELLOWS' POP-UPS/PILOTS WERE MORE LIKELY TO BE IN-PERSON EVENTS.

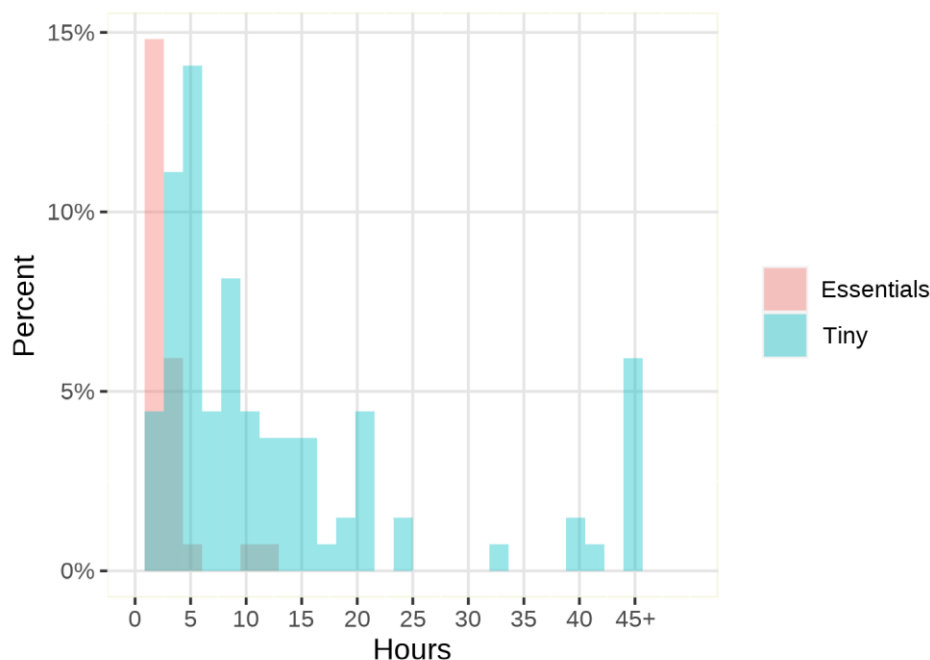
A little more than half of the participants indicated that their pop-up was an in-person activity (see Figure 13).

**Figure 13. Format of pop-up/pilot**



As for the duration of the activities of the pop-up/pilot projects, the length of the time was associated with the type of 4.0 program. The median time of the pop-up/pilot project activities was two (2) hours for Essentials participants and four (8) hours for Tiny program participants (Figure 14).

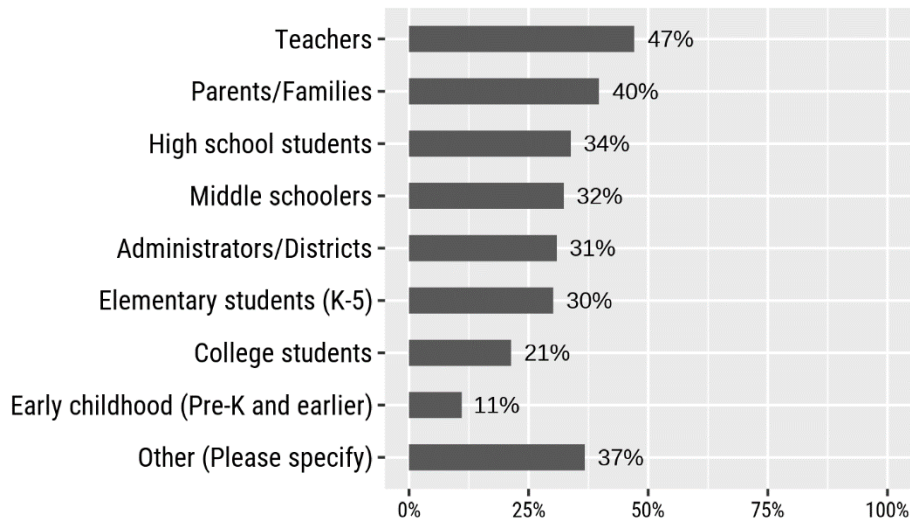
**Figure 14. Histogram of duration of pop-up/pilot activities (in hours)**



**FELLOWS REPORTED THAT TEACHERS, FAMILIES, AND STUDENTS WERE THE MOST LIKELY TO BE PRESENT FOR THEIR POP-UP/PILOT. ALMOST ALL FELLOWS REPORTED THAT ATTENDEES AT THEIR EVENT WERE REPRESENTATIVE OF THE INTENDED TARGET POPULATION(S).**

Fellows were asked to describe the types of attendees that were present for their pop-up/pilot (Figure 15). The five most common attendees were teachers, parents/families, high school students, middle schoolers, and elementary students. Notably, 37% of the respondents selected “Other,” for there were a variety of different types of people who attended from the community, including those who work in education, community stakeholders, and government officials.

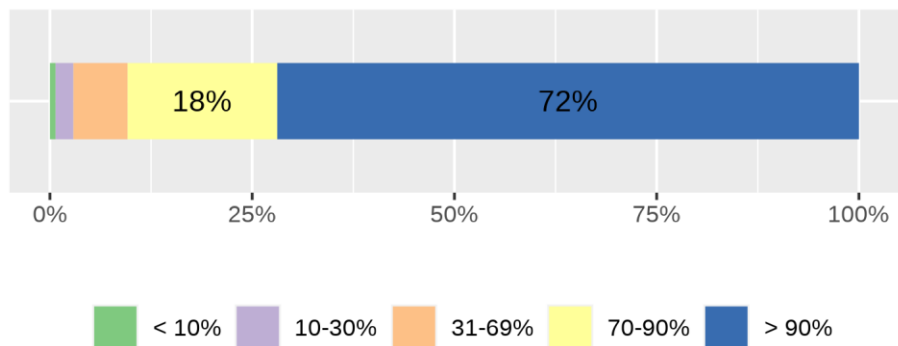
**Figure 15. Types of attendees at pop-up/pilots**



Percentages sum to more than 100% because respondents could select more than one group.

Fellows were also asked to indicate how much the pop-up/pilot participants resembled the identities that the 4.0 Fellows wanted to work with. Figure 16 shows that 72% of the survey respondents reported that more than 90% of the participants were representative of the community they intended to work with.

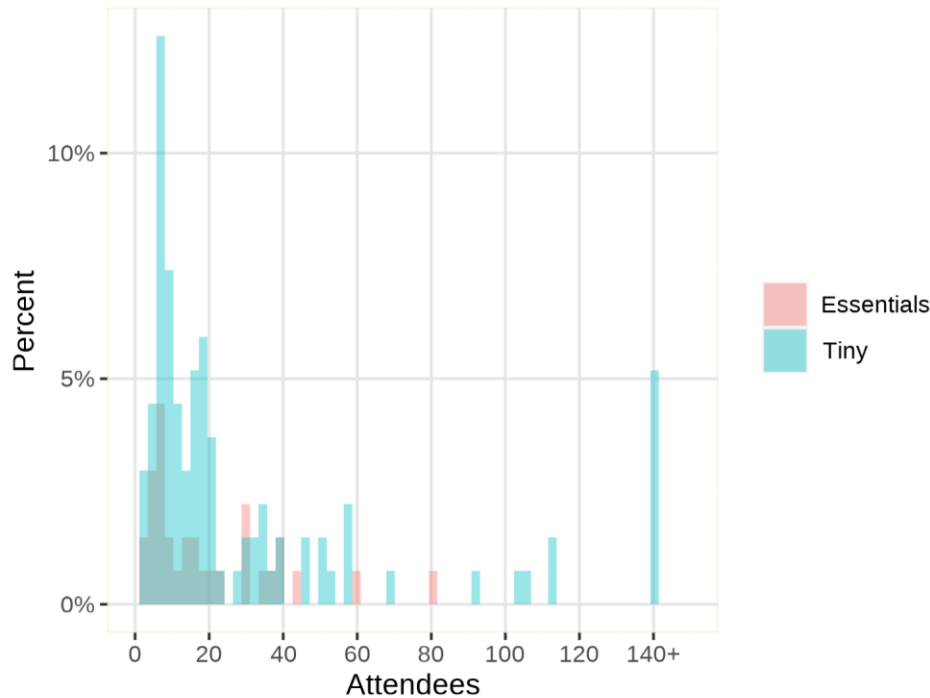
**Figure 16. Percentage of pilot attendees that were representative of the group the fellows intend to work with**



**TINY POP-UPS TENDED TO HAVE GREATER ATTENDANCE, BUT THE MAJORITY OF FELLOWS REPORTED THAT THEIR EVENT ATTENDANCE WAS SUB-OPTIMAL.**

A median of 15 participants were involved in the pop-up/pilot projects for the Tiny program, and a median of 13 participants were involved in the pop-up/pilot for the Essentials program. Even though many respondents reported a modest attendance of 20 or less, there were some respondents who indicated that their programs engaged many more participants. A histogram of the distribution shows that a little more than 5% of respondents reported engaging 140 or more attendees.

Figure 17. Histogram of number of attendees at pop-up/pilots

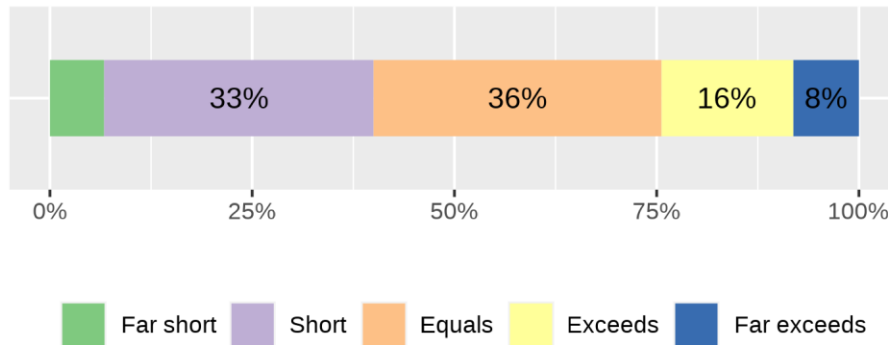


Survey respondents were asked to provide the number of people they had hoped would attend their pilot and the number that attended. The differences between the "Hoped for" and "Actual attendance" revealed that 59% of respondents reported that their attendance was less than what they had hoped for. However, the median difference was 2 two participants less than what was hoped for, so the differences tended to be smaller.

However, Fellows were also asked about how much they thought that the attendance at their Pop-up/Pilot met their expectations. Figure 18 shows that a sizeable percentage of respondents (60%) reported that the attendance at their pop-up/pilot equaled or exceeded their expectations. (This response may seem to contradict the finding in which most respondents had fewer participants than what they had hoped for, which might be explained by how the differences tended to be small.)

However, 74% of respondents reported that at least most of the participants returned consistently when the Pop-up/Pilot consisted of multiple sessions.

**Figure 18. Expectations of attendance at pop-up/pilot**



Fellows were invited to provide further information on why they thought they did or did not have the number of participants they hoped for. One-hundred and thirty-six (136) respondents completed the item. The open-ended responses from these two items were combined for analysis due to the similarity of the responses provided. Nineteen (19) overarching themes were identified, which were grouped into two categories: ‘why the demand was verified’ (Table 12) and ‘why the demand was not verified’ (Table 13). When describing why the demand was verified, the most common response from fellows was that there was community interest and demand for the venture (n=22). When describing why the demand was not verified, fellows most often reported that participants’ availability, given timing and other commitments, limited the success of the event (n=34). To read all the comments for this section of the survey, see Appendix J.

**Table 12. Why demand was verified**

Theme	n
The event was successful because of community interest / demand for the venture	22
The number of participants met (or almost met) expectations	14
Marketing efforts were effective	12
Participant incentives helped to promote attendance at the event	9
Leveraging pre-existing community organizations/networks was effective	7
Rescheduling / holding additional events resulted in increased attendance	4
Pivoting from a previous venture idea resulted in greater success	4
Planning allowed for the event to be successful	3
Offering hybrid options increased the demand for the event	3

Note: Fellows could describe more than one reason why their demand was or was not verified. As such, the total number of quotes may add up to more than n=136 across Tables 12 and 13.

**Table 13. Why demand was not verified**

Theme	n
Participants availability, given timing and other commitments, limited the success of the event	34
Marketing efforts could be improved	22
Environmental / external factors limited the success of the event	10

Project wasn't at a point where a pilot/pop-up would be successful	6
Participant attrition	6
Leveraging pre-existing community organizations/networks could be improved	5
Participant issues with program content	4
Transportation issues limited the success of the event	4
Issues with registration	3
Demographics of participants varied from the ideal	3

Note: Fellows could describe more than one reason why their demand was or was not verified. As such, the total number of quotes may add up to more than n=136 across Tables 12 and 13.

### MOST POP-UP/PILOT PARTICIPANTS WOULD PARTICIPATE IN ANOTHER EVENT AND WOULD RECOMMEND THE FELLOWS' PROJECT TO A FRIEND

Respondents were asked to administer a survey item about whether the participants in the pop-up/pilot would attend again. The average (standard deviation) percentage that agreed with that statement was 93%. So, even though some respondents reported lackluster attendance, it was typical for respondents to perceive that the attendees received value from attending the pop-up/pilot.

The survey respondents were also asked to administer an item (with a response scale of 0-10) about how likely the participants were to recommend their Pop-up/Pilot to a friend. According to survey respondents, an average (standard deviation) of 79% of their Pop-up/Pilot participants selected 9 or 10 on that scale, suggesting that a large portion of participants were satisfied enough to want to recommend the project to a friend.

Table 14 includes the self-reported results of several items that the 4.0 fellows administered to their Pop-up/Pilot participants. The results suggest that the participants were engaged and satisfied with the Pop-up/Pilot.

**Table 14. Average percentage of pop-up/pilot participants who "agreed" or "strongly agreed" with each statement**

	n	Mean	SD
At Pop-Up/Pilot I am treated with respect and have built trust within the community	134	94.5	16.9
Founder really listens to what I have to say	134	95.8	15.4
At Pop-Up/Pilot what I say matters to the facilitator	134	94.7	16.0
When at Pop-Up/Pilot, I feel like I belong	133	94.1	16.2
I feel like I learned something new that helped me	134	92.0	18.6
I enjoy being at Pop-Up/Pilot	134	94.7	15.9

Fellows were also asked to give a summary of the metrics they collected during their pop-up/pilot. One-hundred and thirty-six (136) respondents completed the open-ended item. Five (5) overarching themes were identified (Table 15), including metrics about the: process of the pop-up/pilot event, participants, reactions to

the event, participants' learning, and participants' application of learning. Fellows were most likely to elicit participants' reactions to the pop-up/pilot event. Fellows also frequently obtained data on participants' learning. Due to the large number of responses within the 'reactions' and 'learning' categories, these themes were disaggregated into sub-themes. To read all the comments for this section of the survey, see Appendix K.

**Table 15. Metrics used by fellows to evaluate their events**

<b>Theme</b>	<b>n</b>
Process of the pop-up/pilot event	12
Participants (including demographics)	39
<b>Participants' reactions to the event</b>	<b>161</b>
<i>Willing to return for future events / continue working with the venture</i>	38
<i>Reactions to need for / usefulness of resource</i>	25
<i>Satisfaction / enjoyment with event</i>	24
<i>Reactions to atmosphere / facilities / community</i>	18
<i>Would recommend the program to others</i>	17
<i>Reactions to specific programmatic components</i>	13
<i>Participants' feelings</i>	12
<i>Participant engagement</i>	6
<i>Reactions to facilitators/fellows/founders</i>	5
<i>Participants would pay for program/ service</i>	3
<b>Participants' learning</b>	<b>135</b>
<i>Knowledge and skills</i>	79
<i>Confidence</i>	27
<i>Attitude</i>	21
<i>Commitment</i>	8
Participants' application of learning (behaviors)	20

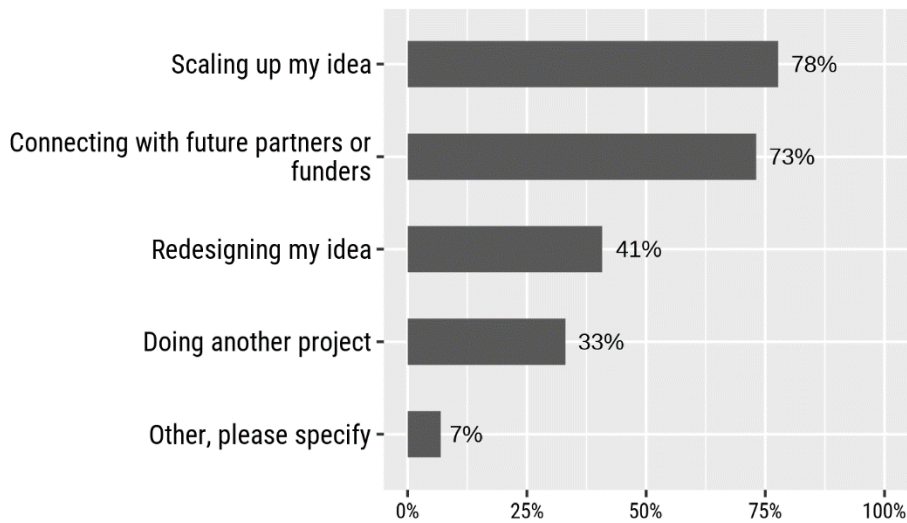
Note: Fellows could include more than one type of indicator. As such, the total number of quotes may add up to more than n=136.

### **FELLOWS INTEND TO USE THE EXPERIENCE OF THEIR POP-UP/PILOT PROJECT TO SCALE UP THEIR IDEA AND CONNECT WITH FUTURE PARTNERS OR FUNDERS.**

Fellows were asked to report how they would use the experience of the Pop-up/Pilot project (Figure 19). Respondents were more likely to indicate that they would scale up their idea (75% of respondents).



**Figure 19. Ways of using the pop-up/pilot experience**



Fellows were invited to write in 100 words or less what they planned to do next with regards to their idea (Table 16). One-hundred and thirty-one (136) respondents completed the item. Eleven (11) overarching themes were identified. Most fellows reported that they would continue to refine, develop, alter, or pivot their venture based on the data they collected during their pop-up/pilot (n=61). To read all the comments for this section of the survey, see Appendix L.

**Table 16. Participants’ responses regarding what they plan to do next regarding their data**

Theme	n
Refine, further develop, alter, or pivot venture	61
Continue or scale approach	35
Develop partnerships with community organizations	29
Apply for funding	25
Conduct further research / pilots	25
Revise and/or expand marketing and recruitment strategies	10
Develop a website	9
Hire staff	7
Create or increase network or membership	6
Apply to become a non-profit or charitable organization	5
Write or publish a report that highlights the outcomes of the pilot/pop-up	2

**Note:** Fellows could respond that they were going to do more than one thing. As such, the total number of quotes may add up to more than n=136.

Fellows were also invited to write in 100 words or less what they learned about their community during their pop-up/pilot event. One-hundred and thirty-one (136) respondents completed the item. Fellows most reported that working with the community increased their knowledge of their target population, which would inform the refinement of their venture (n= 73; Table 17). To read all the comments for this section of the survey, see Appendix M.

**Table 17. Participants' responses regarding what they learned about their community**

<b>Theme</b>	<b>n</b>
Working with the community increased fellows' knowledge of their target population and/or broader community that will inform the refinement of their venture	73
Working with the community has confirmed that there is a need for the venture	33
Working with the community has shown fellows the importance of listening to and working with community members	18
Marketing, advertising, and participant incentives are important for recruiting community members	14
Working with the community has improved fellows' skill sets	9
Working with the community has shown that developing strategic partnerships with other organizations is important	9
Working with the community taught fellows that developing their venture will take time	6
Community members are affected by transportation and scheduling issues	3
Working with the community highlighted the importance of having policies and processes in place to support the venture	2

Note: Fellows could learn more than one thing about their community. As such, the total number of quotes may add up to more than n=136.

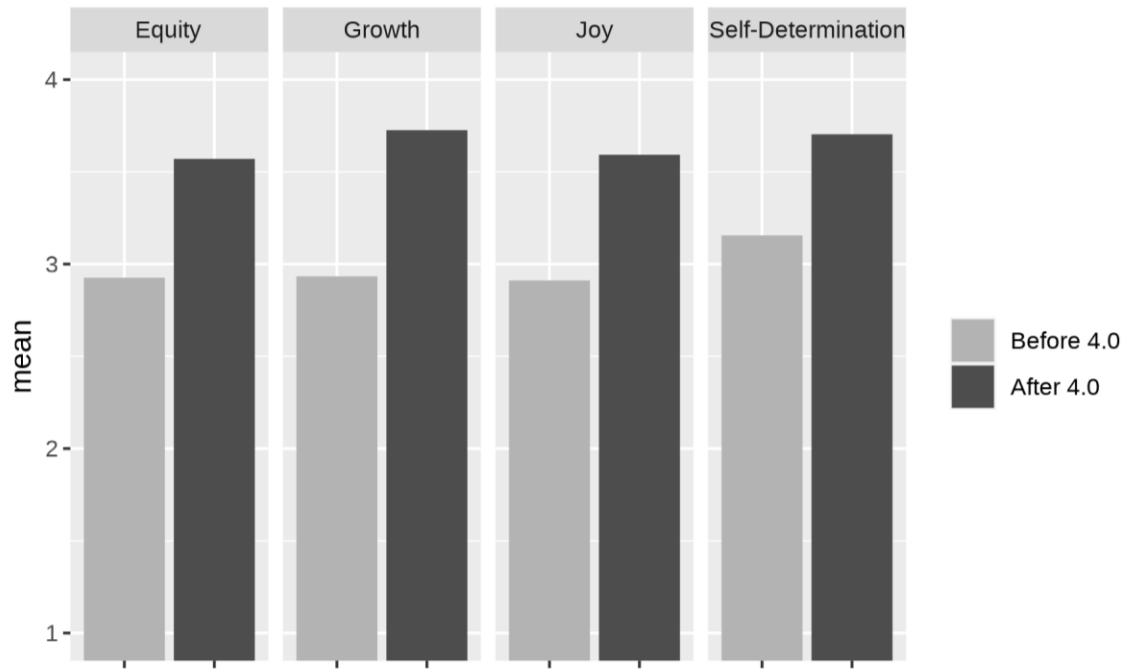
## **SELF-ASSESSMENT OF FELLOWS' CAPACITY BEFORE AND AFTER PARTICIPATION IN 4.0**

### **PARTICIPANTS REPORTED INCREASED CAPACITY RELATED TO EQUITY, GROWTH, JOY, AND SELF-DETERMINATION.**

Participants were asked to self-assess their level of knowledge and application of four key values: Equity, Growth, Joy, and Self-Determination (Figure 20). For all the key values, participants tended to perceive have a greater level of knowledge and ability to apply these values after 4.0 than they did before 4.0. It is important to note that both the "Before" and "After" items were included in the Grad Survey, so some answers could be affected by recall bias. For the self-assessment items in which Fellows assessed their capabilities prior and after 4.0, the survey items were on a 4-point scale. The response labels for these items were:

- 1 = I don't fully understand how to apply this.
- 2 = I am aware of this but do not know how to fully apply it.
- 3 = I understand this and am able to apply it with some concentration and effort.
- 4 = I understand this so well I do it automatically. It has become second nature.

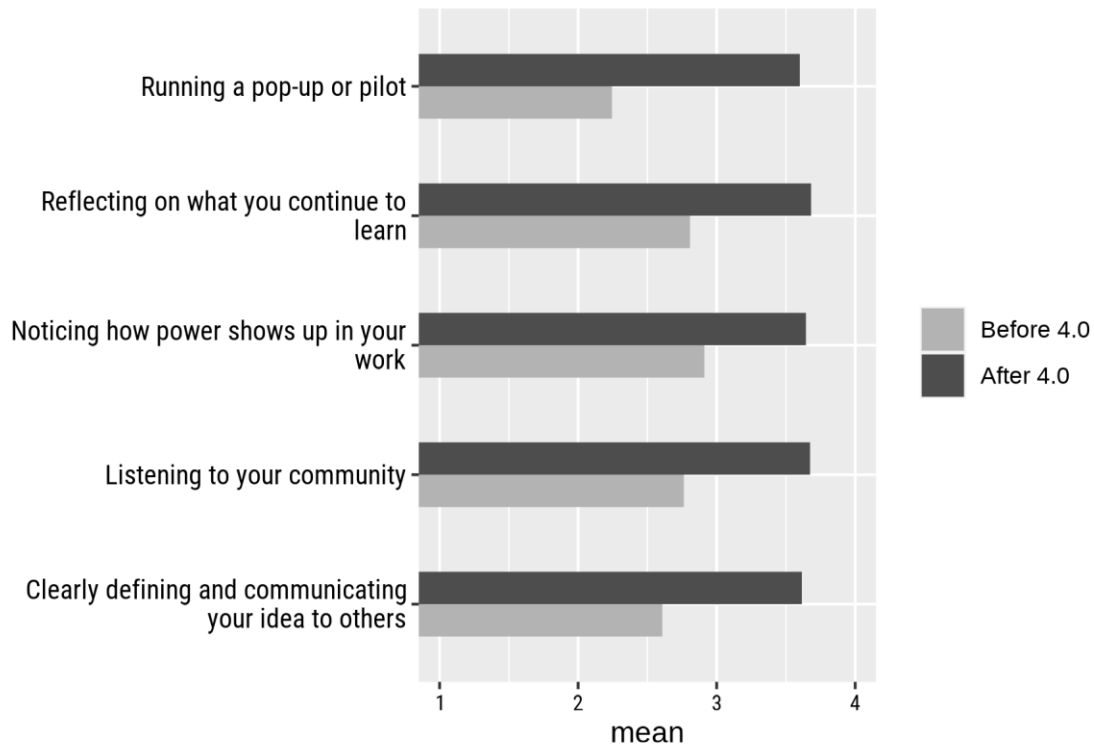
Figure 20. Self-assessment of knowledge (before and after 4.0)



**FELLOWS PERCEIVED THAT THEY HAD, ON AVERAGE, IMPROVED THEIR ABILITIES TO APPLY DESIGN PRACTICES.**

In addition to being asked about their perceptions of their knowledge and ability to apply different key values, respondents were asked to reflect on what they had learned about design practices. Figure 21 shows the mean response for before and after 4.0. Respondents perceived that they had, on average, improved their abilities to apply these design practices, especially how to run a pop-up pilot.

Figure 21. Self-assessment of knowledge of design practices



**FELLOWS PERCEIVED THAT THEIR KNOWLEDGE OF MEASUREMENT AND EVALUATION HAD INCREASED AFTER COMPLETING 4.0 PROGRAMMING**

Respondents were also asked to reflect on what they had learned about measurement and evaluation. Figure 22 shows the mean response for before and after 4.0. Respondents perceived that they had, on average, improved their abilities to monitor and evaluate their ventures.

Figure 22. Self-assessment of knowledge of measurement and evaluation (Tiny Participants)

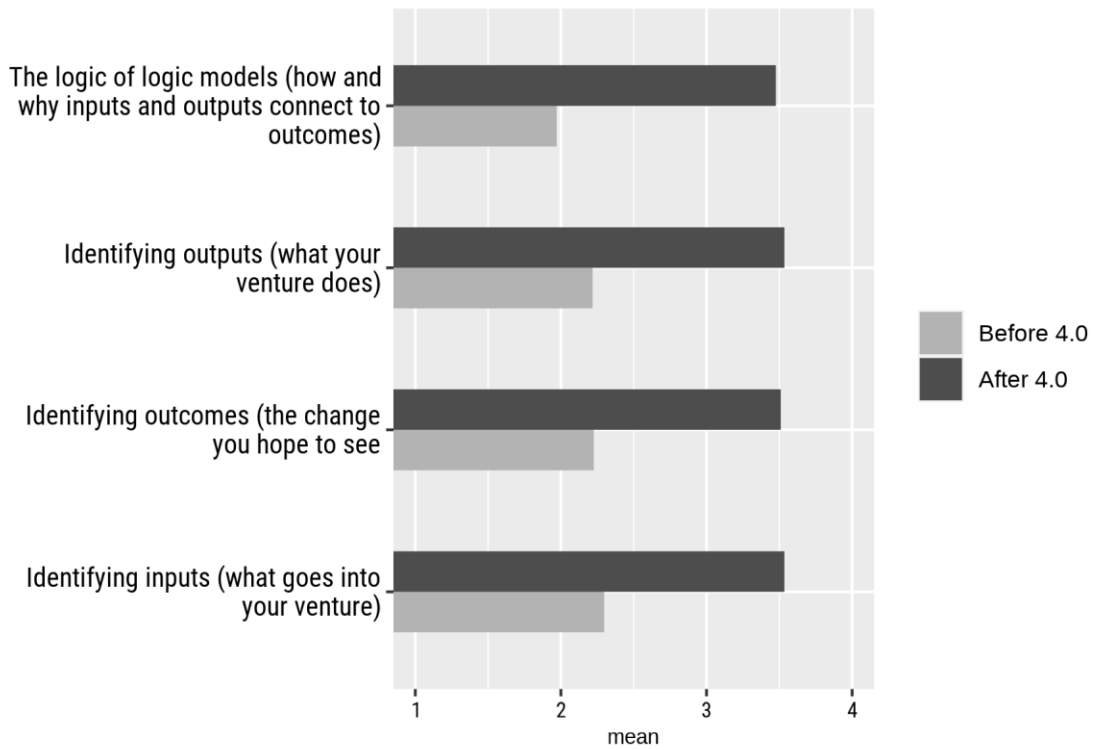
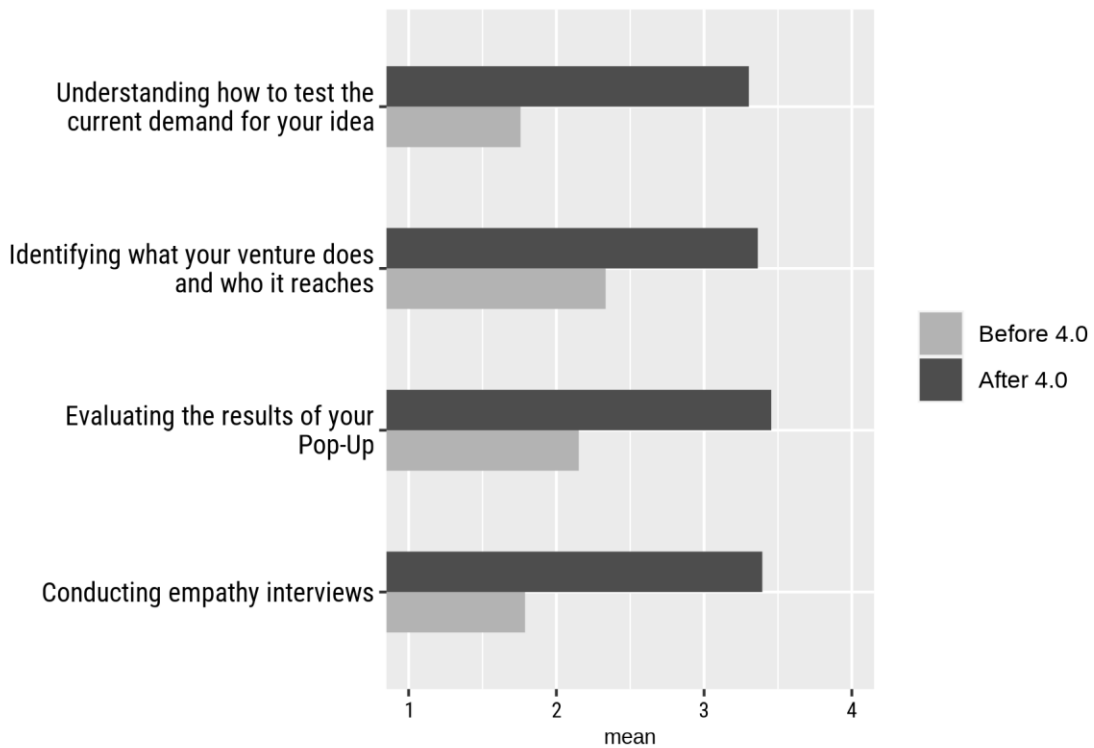


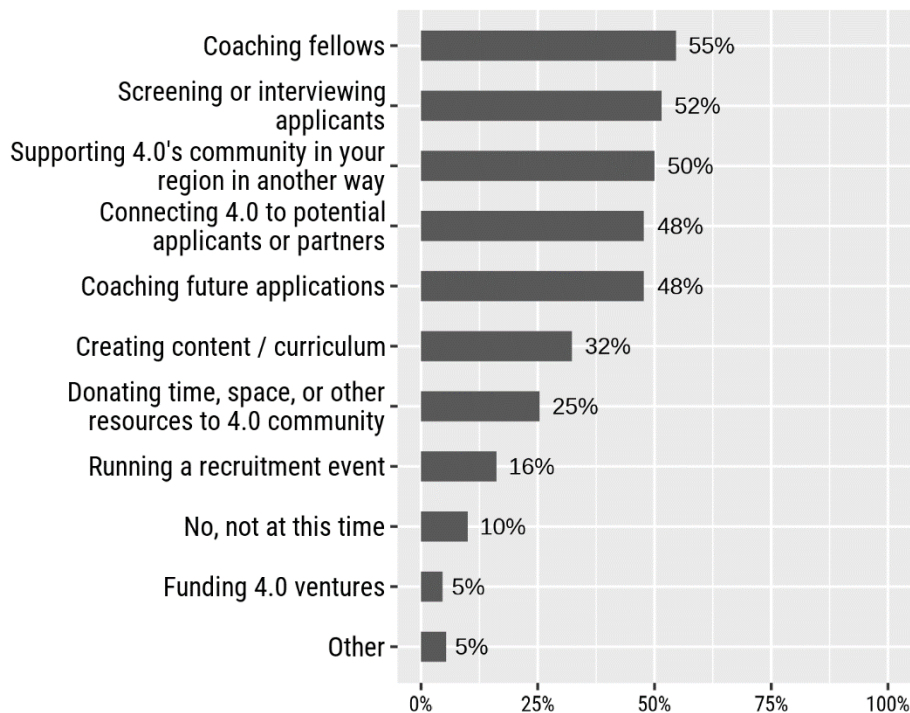
Figure 23. Self-assessment of knowledge of measurement and evaluation (Essentials Participants)



## Giving Back to the 4.0 Community

There is a strong interest in giving back to the 4.0 community.

Figure 24. Interest in Giving Back to 4.0



## DISCUSSION AND RECOMMENDATIONS

Overall, fellows were satisfied with their 4.0 experience and felt that it was useful to their venture. Most of the survey respondents (74.8%) were participants in the "Tiny" program, whereas 25.2% of respondents had participated in the "Essentials" program. The top three reasons participants enrolled in 4.0 were wanting to be a part of the 4.0 community, needing supporting and feedback to advance their ideas, and wanting to develop, pilot, and/or test their ideas.

Most respondents indicated that they would recommend participating in 4.0 to their friends and colleagues in order to develop and test their ideas.

Regarding the stipend, participants tended to be satisfied, and many spend almost all if not all of it. Both Tiny and Essentials participants indicated that a common use of the stipend was for supplies. Additionally, many of the Tiny participants spent their money on paying staff who worked on their project.

There were three 4.0 resources that participants most often perceived as valuable for their venture: their coach, the M&E consultant (a resource for Tiny participants only), and the Pop-up/Pilot template. Respondents were less likely to perceive community events or vital curriculum paths as being valuable for their venture. Respondents tended to perceive that they had a good relationship with their coach.

Most fellows participated in at least one community event and reported that these events helped them feel more connected with the 4.0 community. Specifically, several participants reported that working with the community increased their knowledge of their target population and/or broader community that will inform the refinement of their venture. These community connections also confirmed the need for their venture and showed fellows the importance of listening to and working with community members.

Fellow's projects were primarily defined as programs and services and were located across 28 states and the District of Columbia. These projects focused on a diverse range of topics including social justice, youth development, and social-emotional learning. Additionally, they served a variety of clients including students, youths, and individuals from BIPOC, Black, low SES, and Latinx communities.

The survey participants were asked to report the results of their own evaluations of their pop-up or pilot projects, and they tended to report that their attendees were satisfied with the programming. Most pop-up/pilot experiences were in-person events, and teachers, families, and students were the most likely to be present. Although almost all fellows reported that attendees at their event were representative of the intended target population, many fellows reported that their pop-up attendance was sub-optimal. Despite these low attendance rates, fellows reported that they intend to use the experience of their pop-up/pilot to scale up their idea and connect with future partners or funders.

The top three areas of recommended 4.0 improvement were desired changes in resources or training, community/networking activities, and timing, length, and/or scheduling of the program. Additionally, respondents indicated an interest in professional development in the areas of "basic finance and operations" and "branding and storytelling." These may be areas of training or development that could be increased for future 4.0 fellows. Further, approximately 18% of respondents indicated that there were identities that could potentially be better served by the 4.0 program. Fellows most often described desires for additional affinity groups targeted towards founder capacity development, accessibility/disability, and religious identities. Thus, additional attention could be paid to these identity groups in future 4.0 programming.

Following participation in 4.0, participants reported increased capacity related to equity, growth, joy, self-determination, and application of design practices. Additionally, participants reported increasing their knowledge of measurement and evaluation as a result of participating in the 4.0 program.

The top three next steps respondents plan to engage in include refining, further developing, altering, or pivoting their venture, continuing and scaling their approach, and developing partnerships with community organizations.

Together, the results of this evaluation were largely positive and demonstrate that most fellows benefitted from their 4.0 experience.

## APPENDIX A: SUGGESTED ITEMS FOR REMOVAL FROM THE GRADUATION SURVEY

Based on CRESPP's analysis of the 2022 Graduate Survey, we have developed recommendations regarding the removal or revision of survey items for future iterations of the survey.

Item	Cut?	Revise?	Revision suggestion
I enjoy being at Pop-Up/Pilot (Q35_1_6)	X		Recommend limiting questions about the goals of the pop-up/pilot. Enjoyment by itself may not necessarily mean that the goals were achieved.
There are currently three items about whether the number of attendees was more or less than what was expected.		X	Ask one item (such as Q31) because Q27 and Q28 both are extraneous unless 4.0 actually wants to know the attendance figures.
Q27. How many people did you hope would attend your Pop-up/Pilot?			
Q28. How many people actually attended your Pop-Up/Pilot in total? (For Tiny Founders, if you hosted multiple sessions/events, please add up the total number of unique participants)			
Q31. Did you end up getting the number of participants that you had hoped would attend?			



## APPENDIX B: FELLOWS' PERCEPTIONS OF WHY THEY DECIDED TO ENROLL IN 4.0

### THEME 1: FELLOWS WANTED TO BE A PART OF THE 4.0 COMMUNITY

Quote	Survey Respondent
1. I wanted to continue working on my venture within a community of passionate people who align with my values.	R_6tGiDOWjJ6rj917
2. I wanted to continue the journey of giving Math Speaks to my community. I was already familiar with the 4.0 community, and I knew of the invaluable resources and networks that came along. I knew I would be surrounded by like-minded individuals.	R_2qfmq5A8oCN0SBC
3. I was looking for a community of education innovators to learn and grow ideas with.	R_3MsZ23vuQJkWx5B
4. I believe that 4.0 schools would help me accelerate my idea and make it a reality (which it did!). However, the biggest reason I joined is because of the community. I have friends who went through 4.0 that have stayed in touch with alumni for years.	R_1FyP4c96ptqzSq0
5. I enrolled in this fellowship because I wanted to be part of a relevant and supportive community that could help me test my idea. I could not have done it without them!	R_2ZODtUvE4UJCem7
6. I wanted to connect with my community to verify if they were struggling with the college admissions process	R_3DvSTjjOiQDXCZA
7. I wanted a supportive community to help me test out my venture.	R_1kOHQSTxX9wdI9p
8. I needed a community to learn and grow from so that I could more effectively serve my community. I believe this was a good experience.	R_C21FzG9jQTmwrS1
9. I enrolled in this fellowship because I wanted to connect with other change-makers in education who could help me bring Edily's innovation directly to teachers and students.	R_3ktAVdlRjfuYnX4
10. I wanted guidance from a network of thoughtful, ambitious educators.	R_27rgod1aqLufgKG
11. the 4.0 community is made-up of mission-aligned entrepreneurs whose insight and advice will be critical at my venture's early-stage.	R_3HU1o9OyrOD6ee0
12. I enrolled in this fellowship because I wanted to be part of a community that would support my education programming.	R_rkaA9RVW0rk6WNB
13. I saw an opportunity to learn from the expertise of a community knowledgeable in nonconforming modes of education.	R_3F99kHVvDt1xjvb
14. I deeply value being a part of a community committed to weaving equity and inclusivity into the fabric of new social ventures.	R_1j8IvPMv6jbTDML
15. I wanted to be part of a community of other innovators exploring solutions to community challenges. I was seeking support, feedback,	R_3fJlR5FhXQrJ8A9

Quote	Survey Respondent
and community to bring my venture to the next level and think more expansively about what is possible.	
16. I wanted to be a part of a community of innovative entrepreneurs who want to change the way we do education.	R_A65p2Pj1cUieM2l
17. I wanted to be in community with like-minded others who would help me grow my idea and myself.	R_1jTZTQqkZbTL4wM
18. as well as network with other colleagues who may be involved in similar work.	R_1oilFRgeEGiXwe5
19. while also networking with likeminded individuals in the quest to improve education for BIPOC with the Tiny Fellowship.	R_eF1sVoMYvWlpbSV
20. The 4.0 community is filled with talented, passionate, and audacious leaders who I trust to support me on my journey to co-create liberatory learning spaces with young people and educators.	R_3mlWkrFkbGSKJdi
21. I want to create a sustainable organization that will create an impact on my community for years to come. As I looked through the extensive list of founders, I saw a large majority of them that still had current ventures. What I gathered from this, was that the 4.0 community is composed of people who want to not only dream up ideas but execute and sustain them so that lasting change is happening in communities. I want to be in community with individuals with that passion because I have it as well. I want to be in an ecosystem where collaboration is high to help one another. I want to join this community because I also like to help people and from my experience with cohorts, I would also be able to add value to others as they strive within their journey. The 4.0 community has this unique combination of people with big ideas to make impact and coaches/experts that help bring those ideas to life. I believe to be successful in creating an innovative and sustainable organization, being in community with both groups is vital.	R_VQo74q7CfG0gDRf
22. I enrolled in this fellowship because I wanted to partner with people who have a similar mission to improve education for all students.	R_yn1MlhJMRWAdG01
23. I wanted to... network with other founders.	R_1IgGMy5NjCzY2DT
24. I wanted to contribute to and learn from the network of fellows and alumni and gather best practices from others who are far more experienced in youth education than we are.	R_3Pz8PFnMBUvz8D
25. and I wanted the support of the 4.0 community.	R_3Hkq2VaojYF1unU
26. Because 4.0 Fellowship is a great platform to start to put out a project and share with other people with common ideas and goals.	R_24NSKkdCUuyvjEW
27. I enrolled in this fellowship because I wanted to be a part of a community that strives to help leaders provide an equitable education. As a TFA alum, I strive to have a classroom, school, even community that can be great, despite the circumstances. Everyone deserves a	R_1OC8RMoBE87YuWI

Quote	Survey Respondent
<p>quality education, quality educational program and quality resources. 4.0 gave me that opportunity to be the powerhouse my community needed. The 4.0 community's vision truly aligns with my personal vision of the program. We simply want the best for our community and for all.</p>	
<p>28. it allowed me access to tell my story with like-minded people who are trying to change the world and gave me access to networking with people from around the world.</p>	R_1238ZspkunFdDCU
<p>29. I wanted to build my business and workshop the educational elements with other educators and entrepreneurs who are going through the same process.</p>	R_C3yP6v3b931q5s5
<p>30. I enrolled in this fellowship because I was eager to connect with innovative problem solvers resolved to healing the education system.</p>	R_1240AQA3NeOBLB O
<p>31. I also wanted to join a community of people who are doing amazing work in education.</p>	R_3GBocHosXjW1S54
<p>32. 4.0 provides a platform that centers on community, networking, and conductive feedback. This is rare in a typical small business setting. It can get quite lonely when you are running a small business without a partner or a team. 4.0 gave me an opportunity to engage with others, including individuals with similar ventures. I Learned about their experiences. Conversations with other 4.0 founders taught me the importance of having patience and confidence. I felt supported by people who cared about my venture. Engagements with 4.0 staff members and founders felt genuine. I felt like they really cared about what I was doing to help the community.</p>	R_3KI0OK6ag0whd0I
<p>33. we wanted to become better Founders, educate ourselves to grow within, expand the programming and find community.</p>	R_8hPZHjoFikBeA2l
<p>34. I wanted to connect with other folks committed to more equitable education.</p>	R_1LLuYNMILEulXTL
<p>35. I enrolled in this fellowship because of the program's emphasis on community at all levels. I value deeply the care 4.0 displays for the communities we serve, their specific identities and needs. I was drawn to this fellowship because of their commitment to creating a pipeline for alumni to come back and offer support to new fellows. The most profound aspect of community that draws me to 4.0 is the vulnerability we must embrace to share something they have cultivated with deep love and intention to be reviewed and constructively critiqued. This fellowship is one in which a strong foundation has been laid out by previous fellows to commit to enriching their community through their honest feedback and coaching. My vision for my idea means so much to me and the Tiny Fellowship was the perfect opportunity to excavate and improve it by working with people who whole-heartedly share similar values for a more equitable future of education.</p>	R_RkopHa2y2ORBrb3

Quote	Survey Respondent
36. I wanted to join a Network of persons who could not only share ideas and encourage my thinking but who could serve as thought partners that will allow me to build my capacity as a leader.	R_zezv56LUCj7jsBz
37. I wanted an opportunity to iterate on my endeavor and thought partner with other education players. I wanted to expand and strengthen my network by engaging in deeper community dialogue (both internal with other 4.0 Fellows and within the bounds of my endeavor).	R_p0fWS7zjnauP9gR
38. We enrolled in this fellowship because we are ready to launch the IKEMBA EdXplatform to the world and the Tiny fellowship provided us with a strong networking community,	R_xF2hLxASuRVpazT
39. I wanted to... expand my network within the entrepreneurship sector.	R_9GLpy9hBx6RnzKV
40. I wanted to grow my... network in launching a program to support my community of women in education achieve their professional goals.	R_bvf5p6FpXiy2twZ
41. I wanted to be a part of a community that shred similar approaches to working with and learning from community as me. I wanted a space to grow and be challenged.	R_BzS54eij72x0JA5
42. I wanted community and connection with others who are on a similar journey.	R_yDOj6yggLzsYtIB
43. I enrolled in this fellowship because after attending the 4.0 information session and connecting with a few members of the community, I realized that members were out-of-the-box thinkers with entrepreneurial spirits. I often feel misunderstood in other settings because my ideas seemed to be beyond the current reality of education. While attending the information session, it was evident to me that the 4.0 community was full of visionaries and big thinkers ready to execute powerful ideas to transform education.	R_2SkQyzBH0pcp58
44. I wanted to be part of a community of changemakers that were committed to creating educational equity through innovation. I wanted to learn from my peers and support endeavors that are anti racist and empowering for underestimated learners.	R_1IWOZqCkIlw0noi
45. I learned just how important the relationships between founders, and especially mom founders, are to my persistence as a founder. I found the 4.0 Essentials Fellowship at a time when I was coming out of a 5-year hiatus in which I had stepped away from my profession as head of school for twice exceptional students, after giving birth to my second child who received an autism diagnosis at age 2. I spent those 5 years learning how she learns and designing collaborative and community-based learning experiences during covid school closures for her 2 typically developing siblings and watched them thrive inclusively. I emerged from that experience ready to work, but I knew I had also developed unique skill sets that would not allow me to return to principalship in a traditional setting. I wanted more. Our	R_2xQ2XN1ZZ4oTi9

Quote	Survey Respondent
<p>school systems in Texas are desperately failing students who need specially designed instruction. Knowledge gaps in teacher and principal certification programs trickle down to become expectation gaps in schools. I needed to help fill the knowledge gaps in schools, including those serving my own children. One Sunday morning 2 years ago, after several weeks in prayer about where to find this kind of opportunity, I pulled out my cell phone before rolling out of bed, opened the LinkedIn app for the first time in several years, and saw the profile of an old colleague stamped with the 4.0 logo and a caption that she had recently started a school. I clicked on that logo to explore. The rest is history. I've continued to support the community and to be fueled by the community every year since then. I found my tribe.</p>	
<p>46. First and foremost, being surrounded by fellow founders and coaches who get it and share unique types of passion for education in this country, was huge. I felt more confident about my ideas for Public Design Agency as well as about my specific types of leadership. 4.0 helped me trust that the questions I want to explore, can be explored, and I have all the capacity in me to do so.</p>	R_qKszLZjY6OsO1RT
<p>47. I was excited to find support that would allow connection with other innovators and people of varied backgrounds, experiences, and expertise.</p>	R_3HAKRjzgJxlzCTX
<p>48. I enrolled in this fellowship because I wanted the motivational push, funds, and community needed to turn our idea into an actual product and pilot.</p>	R_XCaXRNnzEo9hpLP
<p>49. We enrolled in this fellowship because we were excited to be a part of this supportive community dedicated to both education innovation and liberative pedagogy during a critical part of our organization's formation.</p>	R_2WPuKYbGYfL8Cp N
<p>50. because it offers me the community, professional development, training and consistent positive coaching necessary to tackle tough problems I am working to solve through my startup at an early stage.</p>	R_V24ZsOo65R6EfiF
<p>51. I'm developing an idea that is unconventional in my community. The community, curriculum and coaching from 4.0 motivates me to keep going and continues to reinforce the importance of my experience and passion.</p>	R_3Eh7nEeQo9O92Gu
<p>52. I was inspired by the 4.0 community of social good alumni and was seeking I to: Develop strategic partnerships/alliances with 4.0fellows.</p>	R_8DnKBngOa4QiLW9
<p>53. The 4.0 family is REAL! I can't wait to continue this path of doing the work in addition to growing with the 4.0 community.</p>	R_1DpW77FWpX8Tp3v

## THEME 2: FELLOWS NEEDED SUPPORT AND FEEDBACK TO ADVANCE THEIR IDEAS

Quote	Survey Respondent
1. The ability to test an idea while receiving constant support and feedback is invaluable.	R_8fcMdDJzzCW8cuJ
2. I wanted to see my business from a different lens.	R_3dXiDRkpxQyOk3M
3. I wanted to learn more about how to expand an educational model into a sustainable venture.	R_33BTjW2do4eeqxb
4. I needed support in bringing my idea to life using the appropriate steps.	R_sUaX5JnrwutY17r
5. I enrolled in 4.0 fellowship because I had a minimum viable product and wanted to run a pilot program to test and evaluate my idea. 4.0 Tiny fellowship provided me the resources I needed to take my venture to the next level.	R_1pXoK7rbmAFFFuR
6. I had big ideas, but I needed help to bring my vision to reality. 4.0 pushed me to get my ideas off the page and into the world.	R_sZHyaxBcDRQ5goV
7. I had an idea but was not certain that my idea would be considered an interest or need by members of my community. Additionally, I knew that I would benefit from time devoted to flushing out the idea and the input of others who have spent their careers in education.	R_11XaEYLUN1ZOxTu
8. I enrolled in this fellowship because I wanted to have a team that can guide me in developing my ideas.	R_3n1nnwaHwAqpgLR
9. I had a lot of ideas but could never solidify a plan to turn my dreams into a reality.	R_2QYAeKt4tF7TD9l
10. I had an idea to transform the impact of unconscious bias on students of color in education. With the support of 4.0, I was able to solidify my idea.	R_3j2IbHNNQ47vYYX
11. it supports visionary educators who wants to implement their visions.	R_xa3bmBxAtj4lGCJ
12. 4.0 allowed me to learn how to transform an idea into an actual product.	R_1pzc7PqrhZZ6FiV
13. I enrolled in this fellowship because I wanted to challenge myself and explore the potential for a business idea that I have been developing for years.	R_3ltrZhKa2SDSd

Quote	Survey Respondent
14. I enrolled in this fellowship because I was looking for professional and community support to help bring my unique idea to the world.	R_117JfVTk2224sPF
15. I wanted to be in a supportive, creative, progressive space to workshop my ideas.	R_296Q7HtrNIHO9sE
16. I desired accountability partners and feedback from others who work in the education and nonprofit space.	R_1cSPezYI8948cJZ
17. I enrolled in this fellowship because I wanted to grow the vision of my business and I needed guidance. 4.0 provided me with the guidance and support I needed to make this happen.	R_xAzPEpEWROhkKT 7
18. I am committed to building on what I have started. Based on my experience, the community would give me the feedback needed and allow me to create the initial proof point to show that it works, and that people want what we are building (and use data to pivot when necessary).	R_2qeDiVqHmCyy6Qq
19. it felt like the perfect way to test the product we're building and get real feedback from our target demographic.	R_2ePFCe0iGWE7oht
20. I also wanted to find a community I could trust to help me bring my vision to life and let me know what areas I needed to reconsider.	R_3kHc0VvYFSmSdAU
21. Hearing from a community of founders helps the thought process, adds to resources, and builds community. The fact that another community finds value in one's idea is also a catalyst for action.	R_8fcMdDjzzCW8cuJ
22. I knew 4.0 would offer excellent support for exploring this model.	R_3pmrLKXCfMFcf7I
23. I had an idea, but I didn't know how to start making it real.	R_1gooqkTc8EOwzNk
24. I enrolled in this fellowship because I needed tangible, applicable, targeted guidance around our concept and product. Life as an entrepreneur is lonely, difficult, and underfunded and 4.0 offered a solution to all those obstacles at once.	R_ZeiDZwrp0KIaCQx
25. Buddy Books needed support with moving from conception to an actively running business or organization that addresses the urgent need for affordable research-based reading programs and tools tailored to the needs of children with language development delays who are drowning in their schools' current reading curricula. Parents need immediate recourse in the form of affordable tools to support their emerging readers at home instead of waiting for school district policies to eventually change.	R_2Esm4c6jYISuien

Quote	Survey Respondent
26. I enrolled in this fellowship because I wanted to receive guidance and direction in building a community of educators immersed in the practice of culturally responsiveness for students from diverse backgrounds.	R_1eJHe3guHj7iaKY
27. Also, I wanted to learn and understand the process of how to take my thoughts about a school from an idea to a vetted concept to a launched organization.	R_yn1MlhJMRWAdG01
28. I wanted to get guidance and feedback on my project	R_1IgGMy5NjCzY2DT
29. I enrolled in this fellowship because I knew that I would be provided with the necessary feedback, guidance, and support to continue my work towards equity, inclusion, and the continuous improvement of student achievement among underrepresented populations.	R_3eyoo2TKS2XHtGJ
30. More importantly, I was craving environments that would expose me to different problems/solutions in the education industry as well as information on how to scale both for-profit and non-profit educational organizations.	R_1gTHItwY9YsUCBU
31. The experience was very enlightening because it allowed me to refine my idea based on community feedback and input.	R_1itelTJECsSOp8w
32. I enrolled in this fellowship because I felt it would be a great opportunity to truly focus intently on my idea and 4.0 that would provide me with the infrastructure to do that well.	R_8k02IGhtf5dJFAt
33. I needed help and felt like this was the space where I could get it. My idea kept growing yet my resources were limited. I also came for motivation and to feel validated. To feel there was a space for what I was creating.	R_yDOj6yggLzsYtIB
34. I wanted to observe a social impact accelerator from within, and grow from new perspectives, coaching, and structured experiments around how to deploy capital.	R_1IWOZqCkIlw0noi
35. I enrolled in this fellowship for multiple reasons. 4.0 offered a supported platform to work the global classroom vision into a model to trial through pilot planning, budget modeling and metrics coaching. Having not created a project like this before, 4.0 offered an opportunity to engage as a novice. It was a great opportunity to grow the idea with the staff, alumni, and other fellows, would help to identify the strengths and weaknesses in the model and receive feedback and instruction from people outside of our small community for greater meaning and impact.	R_3HAKRjzgJxlzCTX



Quote	Survey Respondent
36. I needed to be seen, heard, nurtured, and challenged to a level that would lead to inevitable preeminence.	R_3rOKjguyErWT1c1
37. We enrolled in this fellowship because we strongly believe in 4.0's vision of a future where our education system meets the needs of every family. As mothers and seasoned educators now serving families that reside in similar under-resourced communities that we were raised in, we are compelled to incorporate similar core values in our activities to empower young adults' agency over their futures. INNERVERSE INC's purpose is to guide young adults through an inner discovery of self-awareness and realize their preparation for post-secondary success depends on their ability to lead with their values to create consciously aligned future pathways. 4.0 speaks the language of community service that we understand. 4.0's determination to impact disadvantaged communities compelled us to step forward with our solution that drives radical change in education. Equipping ourselves with the organization and business development resources provided by 4.0 was the foundational springboard we needed to properly build our INNERVERSE airplane while maintaining its course for success.	R_3R8YkPKzINQgC13
38. I enrolled in this fellowship because I wanted to join this fellowship to obtain more knowledge and to get more help with my plan. I also wanted to build relationships with my people. I know I needed more guidance in my plan and this fellowship truly gave me that opportunity.	R_2pVH3fekOdM1Edl

### THEME 3: FELLOWS WANTED TO DEVELOP/PILOT/TEST THEIR IDEAS

Quote	Survey Respondent
1. I enrolled in this fellowship because I wanted to understand what it was like to run a pilot to better support my community.	R_3kHc0VvYFSmSdAU
2. I wanted to pilot additional curriculum for the training program that I developed during the Essentials Fellowship.	R_10qq6uyLdAqhYi3
3. I had a desire to learn how to effectively run a pop-up, test/experiment with my instructional model, learn how to better connect with my community,	R_1oilFRgeEGiXwe5
4. I wanted to test out my idea and determine if it solves a problem for parents.	R_1duFJ5KLjllSn9f
5. I enrolled in this fellowship because I wanted to test out a pilot program. Seeing how our Life on Purpose Graduates can become Life on Purpose Coaches to scale the company.	R_D6I4Gyvsq2DlzJ7

Quote	Survey Respondent
6. I wanted to test a new offering of partnering at the school level and serving multiple schools simultaneously as opposed to working with individual teachers like we did during the last pilot.	R_3pmrLKXCfMFcf7I
7. I want to innovate to provide my students the best program I can	R_28OMg1VZsJV9fY5
8. I enrolled in this fellowship because I desired for high school students to learning financial literacy, career, and college readiness before graduating from high school. This pilot allowed me to do just that in my community.	R_2cdxd9cpgAE7PIs
9. I wanted to level up my pop-up into a full-scale pilot!	R_3ho5NbmG5wDD4qB
10. I have been getting feedback on my idea from my community and I was looking to build an initial proof point for my idea to show that it works.	R_bwKFf9Iiu5K5XRD
11. I wanted an opportunity to test my idea	R_3Hkq2VaojYF1unU
12. I could also see by the feedback from former fellows that the Tiny Fellowship would be incredibly helpful in creating a meaningful pilot for our program with excellent guidance and support. And I was right!	R_8undFY1B5aja1gZ
13. I enrolled in this fellowship because the students in my community need more education around financial literacy and I enrolled in 4.0 schools because they would give me the opportunity to show my community and stakeholders what that education would look like.	R_1Gv70A67yDjUZBc
14. I enrolled in this fellowship because I wanted to develop my idea with an organization that starts from a place that honors equity, diversity, inclusion, belonging, and the sharing of power and resources. Their worldview, coupled with a focus on the education sector made 4.0 the best fit for my venture and for my values system.	R_3KIn2b9AiiWy8pB
15. I enrolled in this fellowship because we had a vision for our dream school with equity at the center and we knew we needed support to execute this work of science fiction. Modeling anti-racism education in a national political climate that is inhospitable to critical race theory is a risky and yet extremely necessary endeavor. We are so grateful that we got the opportunity to link arms with 4.0 schools in demonstrating Embracing Equity's high-leverage practices in action! 4.0 Schools consistently put their money where their mouth is and support radical projects that seek to inspire and motivate educators to see the possibilities and be change agents for racial justice.	R_1rf7z1nejJTBHH8

Quote	Survey Respondent
16. I wanted to further develop my EdTech venture. Specifically, I was looking to learn more about gathering data to measure the effectiveness of my venture.	R_3GBocHosXjW1S54
17. I enrolled in this fellowship because I believed that this fellowship would enhance my existing commitments and responsibilities to my community. It will not only improve my service and product offerings, but it would also help me to identify and/or solidify my business model and curriculum design	R_RfvfQUvhiTgK8I9
18. we wanted to become better Founders, educate ourselves to grow, expand the programming, and find community.	R_8hPZHjoFikBeA2l
19. 4.0 propels change! New Voices New Orleans (NVNO) is at a critical stage of development, and the Tiny Fellowship promised a framework that would bolster and clarify our work in response to the needs of our target community. 4.0 delivered on that promise one-thousand-fold.	R_1MQWSBuZ91WOT4 2
20. we wanted to teach veterans how to create combat robots for use in competitions.	R_2OVgwxKjzr3lQpD
21. I wanted to develop my organization's brand	R_9GLpy9hBx6RnzKV
22. I enrolled in this fellowship because I wanted to create a community for non-traditional families to feel supported, and see themselves as confident, valuable life-long learners while building, investing, and participating in a safe space that reflects our pillars, so all feel the possibility to inspire, believe, dream, release, heal and rebel.	R_WjRsU6G8BbsLF73
23. I wanted to move from the education world to the business world of Edtech.	R_3lQwnQaBvuMzDTb
24. I want communities to have the agency they deserve in empowering equitable education for K-12 students. My dream was and is to design an equitable pilot that examined the power of project-based learning, culturally responsive pedagogy, racial justice, and intergenerational collaboration to create local change while supporting community learning outcomes.	R_22zUp2GzvqKRDMP
25. I enrolled in this fellowship because I wanted... to turn our idea into an actual product and pilot. During the 2021-22 school year, we have worked with a working group of 20 individuals representing K-12, higher education, non-profit and community-based organizations, all dedicated to building inclusive leadership within education spaces who have helped us think about what inclusive leadership means for educators and administrators and build a bank of resources and	R_XCaXRnNzEo9hpLP

Quote	Survey Respondent
activities and felt ready to design an inclusive leadership Fellowship that we can pilot in coming years.	
26. The application on its own forced us to formulate our vision and think through both mission and future growth. The support from 4.0 has followed through and helped us incorporate and build a foundation of future success.	R_2WPuKYbGYfL8CpN
27. I enrolled in this fellowship because I believe knowledge is power. I was looking to build an initial proof point for my idea, Amplify Education Equity to Accelerate Learning, to show that it works and there is a need for what I'm building.	R_8DnKBngOa4QiLW9
28. This experience allowed me to plot my venture and connect with educators and business developers in a way that would not have been possible. Furthermore, it prepared me for the next phase in my company and landed me a contract for 2023 in a school.	R_3rTD8tutr78dalT

#### THEME 4: FELLOWS WANTED TO BE COACHED

Quote	Survey Respondent
1. I wanted to be coached through launching a impactful pop up of the school concept we are launching next fall.	R_AmHzLrd2Ry7vgjL
2. I believed my project would benefit from a coach and group of collaborators that would point me to gaps that needed closing, questions that needed answering, and a wholesome solution to the identified problem.	R_7UPwYIKUKGOXYt3
3. Not only has our pilot been funded, but I've also been able to receive individualized coaching from folks who have been there, done that. I especially appreciated the way my coach provided the exact resources I needed for things like collecting survey data and even applying for a 501c3. She was so generous with her time and her lived experiences.	R_10OElsr5eda5HpK
4. The one-on-one coaching is another aspect that helps substantiate ideas or cause one to pivot.	R_8fcMdDjzzCW8cuJ
5. I needed a safe space with Mentors and likeminded entrepreneurs to motivate me.	R_1jrmDsNUONzsXjT
6. I desired coaching & mentorship toward building an efficient revenue model.	R_dbVlkH37B0c2mA1
7. Also, I needed the insight the coaches provided.	R_1pzc7PqrhZZ6FiV

Quote	Survey Respondent
8. Beyond this, I was most excited to receive additional coaching around my venture.	R_10qq6uyLdAqhYi3
9. the (amazing) coaching that I have received to refine my idea verbally that conveys my work authentically.	R_334lo1WLxV82p0X
10. I wanted to observe a social impact accelerator from within, and grow from new perspectives, coaching, and structured experiments around how to deploy capital.	R_1IWOZqCkIlw0noi
11. Having spoken with past alumni, we were excited to grow with the support of the coaches and entire 4.0 team.	R_2WPuKYbGYfL8CpN
12. I also appreciate coaching and curriculum that would help me crystallize my ideas and bring them to life.	R_1LLuYNMILEulXTL
13. because it offers me the community, professional development, training and consistent positive coaching necessary to tackle tough problems I am working to solve through my startup at an early stage.	R_V24ZsOo65R6EfiF
14. I'm developing an idea that is unconventional in my community. The community, curriculum and coaching from 4.0 motivates me to keep going and continues to reinforce the importance of my experience and passion.	R_3Eh7nEeQo9O92Gu
15. I was inspired by the 4.0 community of social good alumni and was seeking I to: leverage knowledge base of experts and fellows on scaling, marketing, and capturing data to tell our story better; coaching and guidance to scale our social good business in a healthy and balanced way (personally and professionally); advice on deepening our impact locally in low child-well-being.	R_8DnKBngOa4QiLW9
16. I believe in the power of coaching, leadership and working with others who served in 4.0 and continue to show success. In addition, I truly believe in the principals, mission, and vision of 4.0 through building on people's ideas and witnessing their ventures turn into business, programs and impacting society. Finally, I am thankful for having the experience of working with such amazing peers and coaching who not only believe in me but believe in themselves and their future aspirations	R_3rTD8tutr78daIT

## **THEME 5: FELLOWS NEEDED THE FINANCIAL / OTHER RESOURCES OFFERED BY 4.0**

Quote	Survey Respondent
1. The financial resources 4.0 provides also helps advance ideas from those who may not otherwise have the ability.	R_8fcMdDJzzCW8cuJ

Quote	Survey Respondent
2. I wanted startup funds for my venture.	R_xzlFNZhHHDfxGeJ
3. I enrolled in this fellowship because I wanted to receive funding to test my project on a large scale and support my work.	R_2vY4SWyZ302KetT
4. I needed funding to turn my idea into a reality, and that reality is a better world for my people and my community.	R_20Zfd7td37cJGQH
5. The 4.0 Fellowship not only allowed me to focus on “my why” but the community embraced my venture and supported me every step of the way.	R_2QYAeKt4tF7TD9l
6. We enrolled in this fellowship because of the invaluable resources being offered and the deposits we wanted to receive for us to take our idea to the next level.	R_1DBCusS85Q70p4Q
7. I knew that 4.0 gave sound resources to founders’€™ need to successfully scale their ventures.	R_2rCTMVVT6vBrXlh
8. I’m determined to build my business as a transformational engine, I think that requires the type of resources 4.0 offers.	R_3F2nVWP9MwwKoT6
9. I enrolled in this fellowship because I wanted to continue to develop the Toolkit, I wrote in order to launch it as a viable business. I needed the funds to build a website, procure legal advice and consultation. To secure a Trademark, make sure my copyright registration was legit, and build a sleek, beautiful website, I knew that I would need coaching and funding to make it all happen 4.0 Tiny Fellowship was a way for me to have access to funds that are conspicuously absent for a lot of BIPOC LGBTQ start-ups.	R_1f969bQL5kLMZRR
10. I wanted to be a part of a program that could support me to bring urban theater to life. 4.0 provides its members with the support and resources to impact the lives of its participants on a greater level.	R_1LuhXKfb8HBUfrN
11. I wanted to gain the customer product market fit with experts in the field of education, social emotional learning, and youth therapy. I knew that I needed the resources, connections, and credibility that this organization offers to be able to not only gain that knowledge	R_334lo1WLxV82p0X
12. I enrolled in this fellowship because I wanted the motivational push, funds, and community needed to turn our idea into an actual product and pilot.	R_XCaXRnNzEo9hpLP
13. The four-pronged approach to cash, curriculum, community, and coaching felt very holistic to me.	R_1LLuYNMILEulXTL
14. I desired a better structure for my idea and a community that willingly grants you funds that actually support whatever you desire to impact.	R_2pVH3fekOdM1Edl

## THEME 6: FELLOWS WANTED TO INCREASE THEIR KNOWLEDGE/CAPACITY

Quote	Survey Respondent
1. I enrolled in this fellowship because I wanted to gain the knowledge and network needed to become an educational entrepreneur. There is a lot of opportunity within the educational space for social justice-oriented innovation. The Pop-Up experience was informative, and the survey results showed that individuals enjoyed the experience.	R_1itelTJECsSOP8w
2. I enrolled in this fellowship because I loved what I learned about the content, approach, and delivery. I believed it could be a major investment to my personal and professional growth.	R_b44FKdQfY3MS2o V
3. I enrolled in this fellowship because I wanted to have more research and knowledge on specific topics related to college and career.	R_2dh9Qo7uaMDYNO 9
4. I knew that I had a good idea that could help a lot of people, but I didn't have all of the knowledge needed to actually start my endeavor on a professional level. When I was introduced to 4.0, I appreciated their heavy emphasis on the communities they wanted to help and the community they were creating of educational leaders. I could tell that joining this group would be both beneficial for me and the people that I wanted to help.	R_BEPK2LPk7Gty7lf
5. I wanted to grow my capacity as a nonprofit leader in community with educators focused on creating equitable learning environments.	R_2YbRtbDQBosUZB 6
6. Psacoya enrolled in the 4.0 fellowship because she wanted to gain knowledge to make her idea for providing equitable education for students experiencing homelessness in New York City a reality.	R_1fa23DCzWV0dZ61
7. Candis and Miah enrolled in this fellowship because being a part of a community like 4.0 Schools created a space for them to be themselves and added more to their repertoire of learning. Simply put, they wanted to grow and develop more, and by them being a part of this fellowship, it has undoubtedly made them better teachers, businesswomen and ultimately, better humans. Throughout their friendship and their business partnership, they discovered that they both are lifelong learners and thrive in educational environments. The 4.0 community supports them, teaches them, and holds both women accountable for daily commitments in order to see their goals come to fruition.	R_3QDysVhMtyABXB X
8. we wanted to become better Founders, educate ourselves to grow within, expand the programming and find community.	R_8hPZHjoFikBeA2l
9. Additionally, I wanted an opportunity to learn from experienced leaders.	R_zezv56LUCj7jsBz
10. I wanted to grow my knowledge	R_bvf5p6FpXiy2twZ
11. because it offers me the community, professional development, training and consistent positive coaching necessary to tackle tough problems I am working to solve through my startup at an early stage.	R_V24ZsOo65R6EfiF

Quote	Survey Respondent
12. I'm developing an idea that is unconventional in my community. The community, curriculum and coaching from 4.0 motivates me to keep going and continues to reinforce the importance of my experience and passion.	R_3Eh7nEeQo9O92Gu
13. It was time to put in the WORK! I was battling myself mentally prior to finding the 4.0 family. Being, a part of this fellowship program empowered me, educated me, and showed me it could be done. Over the past 7 months I've learned so much about myself as well as community service	R_1DpW77FWpX8Tp3v
14. I enrolled in this fellowship because I wanted the opportunity to develop myself as a supportive and capable leader in a community that shares much of my story as a first-generation, low-income alum, BIPOC Latinx from the Bronx.	R_9999999999

### **THEME 7: FELLOWS APPRECIATED 4.0'S FOCUS ON DIVERSITY, EQUITY, AND INCLUSION**

Quote	Survey Respondent
1. I deeply value being a part of a community committed to weaving equity and inclusivity into the fabric of new social ventures.	R_1j8IvPMv6jbTDML
2. I enrolled in this fellowship because I knew that I would be provided with the necessary feedback, guidance, and support to continue my work towards equity, inclusion, and the continuous improvement of student achievement among underrepresented populations.	R_3eyoo2TKS2XHtGJ
3. I was instantly smitten by the positive and inclusive messaging of all 4.0's communications.	R_8undFY1B5aja1gZ
4. I enrolled in this fellowship because I wanted to develop my idea with an organization that starts from a place that honors equity, diversity, inclusion, belonging, and the sharing of power and resources. Their worldview, coupled with a focus on the education sector made 4.0 the best fit for my venture and for my values system.	R_3KIn2b9AiiWY8pB
5. I knew that 4.0 would be a welcoming, inclusive, and incredibly relevant place to grow Public Design Agency.	R_qKszLZjY6OsO1RT
6. I am a privileged white female and I lead an organization whose mission is to serve high school students furthest from power. 4.0 is a unique, and profoundly wonderful experience for me where I'm not in the majority.	R_3hnZx5nmxohW9Wg
7. I want my venture to be guided by the same principles as 4.0.	R_11F1BjBd48eYOes
8. I enrolled in this fellowship because it aligned perfectly with my needs as a minority entrepreneur who's founding a school that serves a hugely underserved community -refugees	R_2474kIeHZUbjcFs



Quote	Survey Respondent
9. I knew 4.0 would propel my vision forward with authenticity, compassion, and joy while centering equity, community, and my leadership growth.	R_RWB9Ejn4CmPOGyZ
10. We enrolled in this fellowship because [it offered] ... training and support from like-minded entrepreneurs focused on equity.	R_xF2hLxASuRVpazT
11. I wanted to be part of a community of changemakers that were committed to creating educational equity through innovation. I wanted to learn from my peers and support endeavors that are anti racist and empowering for underestimated learners.	R_1IWOZqCkIlw0noi
12. I wanted to connect with other folks committed to more equitable education.	

### THEME 8: FELLOWS HAD A PREVIOUS POSITIVE EXPERIENCE WITH 4.0

Quote	Survey Respondent
1. As a graduate of 4.0's Essentials Fellowship, I already knew the many benefits I'd reap for participating in the Tiny Fellowship this year.	R_10OElsr5eda5HpK
2. I enrolled in the 4.0 Fellowship because of my previous experience as a Tiny Fellow.	R_8fcMdDjzzCW8cuJ
3. I enjoyed my experience as a Essentials fellow and wanted to further help my community in a real and tangible way.	R_1EcDTnZ1taCjHND
4. I participated in the Essentials Fellow and enjoyed the experience. It improved my understanding of measurement and analytics, and I enjoyed having a coach.	R_XigHCmpknuJmuAN
5. I loved participating in the Essentials fellowship and felt the Tiny fellowship would broaden my reach & amplify the workshops I started doing during my Essentials fellowship. Being accepted into the Tiny fellowship gave me the confidence to move in the new direction I am passionate about.	R_1CeT9X3wTw1bLZV
6. I was also looking for support and guidance on how to grow my venture.	R_A65p2Pj1cUieM2l
7. I enrolled in this Fellowship because I had a great experience developing and testing out my Learning Through Play curriculum with educators through the preceding Essentials Fellowship and wanted to further develop the curriculum and test it out with young learners and their parents. The Tiny Fellowship allowed for that opportunity with guidance, so I decided to apply.	R_20SscQI8zZ0EMFW
8. I enrolled in this fellowship because I learned so much in the Essentials Fellowship that I wanted to continue to expand my knowledge	R_eF1sVoMYvWlpbSV
9. I had a very impactful experience in the Essentials fellowship. I was able to take an idea and a dream I've had since 2017, and with the	R_2QiEinISjb4nALM

Quote	Survey Respondent
<p>support of Essentials, make it a reality-or at least, take the first steps to doing so. Most importantly, I was supported in doing that with the community, not for the community. After experiencing incredible learning and support in the Essentials program, particularly from my coach and my measurement and evaluation consultant, I was able to officially launch a program for young BIPOC femme leaders with success beyond what I had hoped for. Being a part of the 4.0 community allowed me to truly see if the program I designed met the identified and articulated needs of my community. I enrolled in the Tiny fellowship to build on that momentum, continue growing the program and my own capacity as a founder, and to receive financial support that would allow me and my team to give the work the time it truly needed.</p>	
<p>10. My experience in the Essentials Fellowship was transformational, and it helped me to become clear on my problem statement, define my target audience and grow in my leadership skills as a founder/CEO. I was held so intently and intentionally during the 4.0 fellowship. I am continually grateful for the opportunity to be part of this community.</p>	R_RWB9Ejn4CmPOGyZ

**THEME 9: SOMEONE RECOMMENDED 4.0**

Quote	Survey Respondent
<p>1. A founder that I trust recommended enrolling.</p>	R_yO4J0bb3JT4oM1z
<p>2. I learned from a friend how powerful her experience was with 4.0. I decided to look and do my own research. I learned and loved the unique approach to support people who wanted to invest in change in their communities. I wanted a network of people and a set of tools I could use to help me learn grow and execute my idea about supporting youth in my community.</p>	R_xEgSZYTtEnMXiil
<p>3. I was able to witness firsthand the impact that the 4.0 programming had on individuals that I personally know. I know two individuals who went through 4.0 Essentials and Tiny, and to see how they've grown their ventures since doing so was not only admirable but inspiring.</p>	R_1g'THItwY9YsUCBU
<p>4. Sade Stigger was introduced to 4.0 Fellowship by a dear friend, Nneka Gigi, after learning about the endless opportunities of networking, as well as potential funding opportunities. Intrigued by the conversation, Sade researched the educational program and applied to our newsletter. Moreover, the program's emphasis on coaching, community, and capital lit a spark to pursue applying to the next round of funding at that time. Stigger says, it can be quite challenging to raise funding as a for-profit organization. And raising capital can be a rollercoaster ride when starting out on your own without a blueprint. 4.0 Fellowship's curriculum provides all the navigation tools needed to be successful. It's truly a blessing to be a part of the FELLOWSHIP process.Q4: I enrolled in this fellowship</p>	R_3MzhVf4ITDUgj9j

Quote	Survey Respondent
because I wanted to network, experience piloting an idea with proper coaching and support, and learn about funding opportunities.	
5. My business partner and some clients are alum. Giving me confidence.	R_3F2nVWP9MwwKoT6
6. I have been part of previous fellowships and incubators, but friends and other 4.0 alumni had made it clear to me that completing a 4.0 fellowship would support me and my ideas in a completely new and fulfilling way.	R_qKszLZjY6OsO1RT

## APPENDIX C: FELLOWS' PERCEPTIONS OF HOW THEIR EXPERIENCE DURING THE 4.0 FELLOWSHIP HELPED GROW THEIR IDEA AND/OR LEADERSHIP

### THEME 1: 4.0 HELPED FELLOWS TO LAUNCH, TEST, AND REFINE THEIR IDEAS

Quote	Survey Respondent
1. It helped me to think about my ideas and refine them. It helped me to make them more powerful and more effective. For example, I already had a strong slide deck, but after 4.0 I had a slide deck with a powerful story attached.	R_20Zfd7td37cJGQH
2. The Tiny fellowship was great at helping me launch my venture	R_xzIFNZhHHDfxGeJ
3. I have a viable idea with proof that it is needed and would solve a racial disparity problem in the education industry in a way that is not cumbersome to classroom and school leaders.	R_7UPwYIKUKGOXYt3
4. My experience during my 4.0 Fellowship has helped me grow my idea and my leadership in many ways including making bold decisions and collecting data and analytics.	R_1EcDTnZ1taCjHND
5. My experience during the 4.0 Fellowship has helped us understand the product we are offering. At first, we thought we needed a fully developed learning management system to be marketable to schools. After the program, we realized schools would pay big bucks for curriculum writing, which is MUCH easier.	R_dbVlkH37B0c2mA1
6. My experience during my 4.0 Fellowship has helped me grow my idea and my leadership in many ways including making bold decisions and collecting data and analytics.	R_1EcDTnZ1taCjHND
7. One of my weaknesses as a leader is metrics. I've always struggled with gathering the empirical data needed to show our community the value of our venture for the community. My metrics coach really helped to shape my strategy for getting feedback about our school in its earliest stages, and that positive survey data has now translated to tangible support for our program!	R_10OElsr5eda5HpK
8. the 4.0 tiny fellowship has enabled me to understand how to ask the right questions to design, plan, and evaluate a venture	R_33BTjW2do4eeqxb
9. I believe I did get the feedback I was seeking through the empathy interviews. I thought I was missing something, but I was not able to see it clearly. I thought race had a different impact on how I was designing the solution through my own perspective. What I learned was that the impact I was trying to make was a human impact, so when I was asking the questions in the interviews, the people spoke from a human perspective, not a racial perspective. I will keep a lookout for how	R_3dXiDRkpxQyOk3M

Quote	Survey Respondent
different races may be impacted by my design and solution, but overall, my customers are those that see people as human.	
10. By using the testing methods that 4.0 guided us through, we learned that teens are so much more capable of connection and vulnerability than we were expecting. They are also thirsty for the social-emotional connection and learning that we provide and want to be part of the solution to the problem of social isolation and disconnection. With the thorough metrics and testing that 4.0 initiated for us, we've been able to launch some initial testing for youth programming that give us solid ground to flourish into something solid and sustainable.	R_8undFY1B5aja1gZ
11. The interviews and the pop-up itself were very helpful to me. I am looking forward to graduation and continuing to grow with 4.0.	R_sUaX5JnrwutY17r
12. The 4.0 Fellowship experience helped me develop a process to further substantiate my idea by conducting a series of interviews with a diverse community from those most impacted. Rather than launching my idea, I did a pivot to hear from the community and pique interest.	R_8fcMdDJzzCW8cuJ
13. I feel that having someone walk me through developing and sticking to metrics helps me better understand how I should gauge success. Success is not just about numbers, it's about impact that is tailored to our mission and goals. I learned that here.	R_2vY4SWyZ302KetT
14. 4.0 encouraged the cultivation of actively listening to the community and how to pivot when necessary.	R_1DBCusS85Q70p4Q
15. My experience has helped me grow my idea by helping me to see an additional step needed to address the problem that my organization was trying to solve. This realization came through synthesizing the data collected from my empathy interviews. I now think that my idea is more powerful with this new additional concept.	R_1itelTJECsSOp8w
16. It has given me the opportunity to make my idea a reality with the funding it provided.	R_1FyP4c96ptqzSq0
17. It has helped me immensely. The feedback that I received in Essentials laid the foundation for me to expand my program. I believe this contributed to how easy it was to flesh out the curriculum and helped me to stay clear about how to facilitate the training. This year in Tiny, having to be more engaged with the metrics afforded me more space to think about how I communicate my work to the public and what I am seeking to measure/discover. Essentials helped me to get clear. Tiny helped me to get focused.	R_10qq6uyLdAqhYi3
18. My experience in the 4.0 Fellowship strengthened my idea. My idea initially focused on having teachers, parents and guidance counselors improve students career readiness. By the time I finished camp, I had received feedback from teachers letting me know that my idea wasn't going to fit/work for them because of they had to prioritize other areas	R_XigHCmpknuJmuAN

Quote	Survey Respondent
<p>of the job. Additionally, when I reached out to guidance counselors it was evident, they had limited time and that their priority is sending students to college. The 4.0 experienced focused my idea on the right audience and the feedback confirmed that.</p> <p>There are still areas of my idea that I need to improve, but the result is information and a book that I can take to market.</p>	
<p>19. It's truly helped us with thinking about and expanding what our program is and can look like in the future. It helps us think outside the box and be creative with what we want to do next.</p>	R_1Gv70A67yDjUZBc
<p>20. This fellowship really helped me put protocols and a standard of metrics behind my efforts, which led to greater intentions across the board for myself and my learning community. I also had to level up on delegating operations to my support team, which is huge. Giving me a greater ability to do more.</p>	R_b44FKdQfY3MS2oV
<p>21. My 4.0 fellowship experience has helped me to modify my ventures. Coaches encouraged me to go into my community and speak to leaders, business owners, and potential clients in-person. I gained a better understanding of what business needs regarding the hiring of individuals with disabilities. Many of the businesses I spoke to talked about job coaches. Businesses asked about ways in which they can get support with helping disabled staff members with required paperwork; This paperwork includes tax forms and employment leave documentation, and health insurance.</p>	R_3KI0OK6ag0whd0I
<p>22. 4.0 pushed me to make an executable plan towards fulfilling my vision and ensuring that my goals aligned with the needs of the community I intend to serve.</p>	R_1cSPezYI8948cJZ
<p>23. With the support of the 4.0 Tiny Fellowship, I was able to pilot my idea, SciQuiry, an eLearning platform that increases interest in science. More than 100 middle school students and science teachers participated in our pilot and provided feedback. We are going to iterate and add extra features based on their feedback and have another pilot in a couple of months.</p>	R_1pXoK7rbmAFFfuR
<p>24. This fellowship has fundamentally changed how I think about product development. I was able to quickly hack together a non-scalable solution and learned a lot from that prototype. Among many learnings, I learned that wellness coaches are eager and affordable, and that students are incredibly engaged and derive a lot of value from the program, but they're difficult to recruit with my current channels.</p>	R_2ZODtUvE4UJCem7
<p>25. This fellowship has been amazing for my venture. This fellowship helped me realize there was an immediate gap between students who had a desire to attend college and what resources they were being provided through their current school. I was able to gather enough data</p>	R_3DvSTjjOiQDXCZA

Quote	Survey Respondent
to submit my pitch to the National science foundation and they have approved me move forward in phase I funding and apply for up to \$275,000. This fellowship helped me realized my idea was valid and that students desperately need a solution.	
26. My experience during the 4.0 Fellowship has helped me grow my idea by solidifying my B2B market with K-12 schools and educational organizations.	R_334lo1WLxV82p0X
27. The experiences gained through the 4.0 Fellowship process has prepared me to develop action plans, identify resources, plan for and measure impact and successfully launch my idea.	R_bvf5p6FpXiy2twZ
28. Through the 4.0 fellowship, I was provided with thought-provoking questions and guidance that allowed me to grow my idea and leadership. The fellowship provided me with the tools and guidance needed to learn more about my community.	R_3eyoo2TKS2XHtGJ
29. The experience you have during your 4.0 fellowship will help streamline your idea. You will be able to identify what is needed in each stage of development. Also, you will gather the data you need to present o stakeholders and develop partnerships.	R_3j2IbHNNQ47vYYX
30. 4.0 Has helped me develop structure around the ideas and projects that we had for our program. It was able to provide me with the structure on how to develop and organize the development of my program.	R_1LuhXKfb8HBUfrN
31. 4.0 has helped me grow my venture by pushing me to think about what happens when things don't go according to plan. In tandem, it has helped grow my leadership skills by providing me the space to process how I make pivots and how I deal with the emotional fallout of those pivots.	R_BzS54eij72x0JA5
32. The 4.0 Fellowship has helped me grow my idea and leadership by showing me the value in pilot and trying your ideas, even if in a lower stake, smaller pilot. Without the Fellowship, this idea would have lived in my head, and I would have worked on it for ages until I thought I had all the little details perfect. Instead of just trying it and getting feedback from my stakeholders to iterate. This includes positive feedback that really lets us know a space like this is important and needed!	R_XCaXRNnzEo9hpLP
33. The experience has helped me grow my idea into an actual working model.	R_yDOj6yggLzsYtIB
34. Now, I understand a product is not a whole product but grows and develops as it goes through the steps and phases. Each step taught me the importance of thinking and discussing how the product can improve for the customer. I learn the importance of the logic model. It	R_1pzc7PqrhZZ6FiV

Quote	Survey Respondent
improved my thinking towards understanding a product and how to improve it.	
35. My experience during the 4.0 Fellowship has helped me clarify my idea and learn what the community I want to serve most desires.	R_3F99kHVvDt1xjvb
36. I did not realize how many assumptions and biases I personally had. The empathy interviews and research showed me that my ideas are not bad but not all of them are truly best practices for all children.	R_yn1MlhJMRWAdG01
37. The 4.0 Fellowship has been incredibly helpful for the IKEMBA partners to hone in on one aspect of our marketplace, a digital marketplace of culturally responsive products. We shifted our thinking and approach to our idea through feedback and exposure to strategies on how to effectively evaluate our product. We are ecstatic about the community of like-minded sellers we were able to recruit and commit to our mission.	R_xF2hLxASuRVpazT
38. My experience with 4.0 has helped me to collect data to hone in on the impact of my project and areas for growth.	R_1kOHQSTxX9wdI9p
39. The 4.0 Fellowship has given me the dedicated space and framework to flush out the details for my venture. It has certainly forced me to connect with my community about their needs and challenged some assumptions that I've held about what those needs are.	R_11XaEYLUN1ZOxTu
40. Creating this pilot helped me to further fine-tune my venture where it can be most beneficial for the community and children to which it serves.	R_eF1sVoMYvWlpbSV
41. Candis and Miah learned how to get effective feedback from the community events for the purpose of expanding their research and development of their project. These businesswomen also increased the number of partnerships and collaborations with other local nonprofit organizations who also serve their collective target market.	R_3QDysVhMtyABXbX
42. My experience at 4.0 has helped me grow the idea by teaching me how to develop a logic model with short, intermediate, and long-term measurable goals. This logic model allowed me to identify the various aspects of the Global Classroom initiative: my resources, the activities Global Classroom takes on and the participants the initiative is intended to reach. Outlining the inputs, outputs and outcomes has helped me see, understand, and begin implementation of step-by-step action plans on multiple parts of the full design model. It has also helped me re-design as I am working with each of these fronts. When challenges come up, I have a model to look back on, and work from, to redefine how I can get to the long-term vision of the Global Classroom in its full implementation. The full implementation of this design has taken on a metaphor of a tree for me- a tree representing connected parts of a whole community and habitat, interdependent and unique, growing and	R_3HAKRjzgJxlzCTX



Quote	Survey Respondent
changing with seen and unseen communication happening to support itself, the forest and the larger environment through time and seasons.	
43. We've been able to grow our idea especially because of the pop-up with the knowledge of how to capture real-life data.	R_8hPZHjoFikBeA2l
44. Immediately following the Essentials Fellowship, I made considerable progress in iterating and improving my idea. For example, I published a book entitled Beyond College Access to be used as a self-study or as a curriculum with group seminars. I met with Business Consultants with the Florida Small Business Diversity Council to optimize my website and develop a formal capability statement. I engaged with stakeholders via blog posts, emails, social media, and speaking engagements. I also engaged in research projects to stay current and gain additional findings on improving student access, equitable support, and achievement. The Tiny Fellowship now supports me in building on what I have started. I piloted additional seminars in various formats, virtually on-demand and live, utilizing the other research findings. I learned a lot from the pilot. I made some revisions and changes due to data from the pilot and used financial resources to update the website and pilot and, as a result, test the data.	R_2qeDiVqHmCyy6Qq
45. In just a few months, I went from having an idea to creating a prototype and testing it out. I am now preparing for making a full-scale version of my website that could be used to acquire seed funding.	R_1gooqkTc8EOwzNk
46. This experience brought our founding team together around a structured program and stress-tested us to run a pilot.	R_bwKF9Iiu5K5XRD
47. The 4.0 Fellowship helped me focus and clarify my venture's vision and mission and provided tools and coaching to identify the relationships, strategies, and resources I need to achieve my intended outcomes. I'm leaving the fellowship prepared to expand my pilot to an ongoing program at my partner school site.	R_3mlWkrFkbGSKJdi
48. The fellowship helped me narrow my idea and focus solely on financial education. The advice I received guided me to incorporate parental engagement versus trying to get inside of schools to roll out my program. I also connected with more youth organizations who keep requesting my workshops.	R_1CeT9X3wTw1bLZV
49. I love the fact that 4.0 is investing in people who have been systematically excluded from having the opportunity to try bold, creative, and transformative ideas for the betterment of our world. I have worked in the public/private school setting for the past 16 years and have become disenchanted with the education system. Every day I see the dire need for transformation in our schools; I see apathy, stress, depression, disconnection, and dehumanization as we go through the same motions as machines, expecting different results by performing the same actions. Mindfulness has revolutionized my life and I want as	R_24NSKkdCUuyvjEW

Quote	Survey Respondent
many children as possible to benefit from this awareness and practice. I want to be part of the change I want to see in our education system and in our world. 4.0 opened doors for me to put my dream to the test.	
50. My experience with 4.0 gave me a broader look at the idea I had and how I would need to approach the problem I wanted to solve. Before, I just thought I would provide the resources and that would be the solution. 4.0 helped me fully realize how I should structure my project so that the effect on the community is specific and meaningful.	R_BEPK2LPk7Gty7lf
51. The fellowship gave me permission to share my ideas while providing a space for support. 4.0's empathetic and joyful position granted the opportunity for my ideas to be recognized, actualized, and elevated.	R_1240AQa3NeOBLBO
52. It has helped me narrow down my organizational niche and provided clarity on what the purpose of my organization is (and is not).	R_9GLpy9hBx6RnzKV
53. Through 4.0, Psacoya was able to get critical feedback and test her idea through a popup experience. Through the pop-up experience, Psacoya gained a better understanding of the market she aims to serve, which gave her insight into how she should pivot.	R_1fa23DCzWV0dZ61
54. My experience with 4.0 has allowed me to gain a lot of clarity around my idea and the direction it should go in. The structure that was offered really allowed me to hone in on the purpose of my program so that I could streamline our offerings to meet very specific goals. The support with data really gave me great insight on how to evaluate efficacy and learn the strengths of my program but also the areas for growth.	R_RkopHa2y2ORBrb3
55. The 4.0 Fellowship pushed our team to run our first in-person pilot, which was a 3-day camp experience for a cohort of 5th Grade students.	R_A65p2Pj1cUieM2l
56. It has helped me grow my idea because it allowed me the chance to test out some content and determine the areas of support needed for students.	R_2dh9Qo7uaMDYNO9
57. My experience in this program has helped me to think more strategically, understanding how each decision and task item affects people at different stages of life. It has forced me to write each step down and then revisit the task after completion to analyze and evaluate the activity.	R_RfvfQUvhiTgK8I9
58. I have been able to focus our idea in a more concise and clear way than we previously were not able to do.	R_ZeiDZwrp0KIaCQx
59. The 4.0 Fellowship experience has helped me to simplify data collection by testing one component at a time to make improvements to that one service.	R_3pmrLKXCfMFcf7I
60. 4.0 Fellowship helped me in growing my idea first, by showing me what others have done [and by] knowing that I had to create a pop-up that	R_3n1nnwaHwAqpgLR

Quote	Survey Respondent
could validate and provide instant feedback.	
All these three components helped me in evaluating my idea and tailor it to my community.	
61. I have gotten clarity on the direction and focus of the content. I have been able to narrow in on the exact subject matter and create the next phase of the prototype.	R_C3yP6v3b931q5s5
62. Being part of the 4.0 fellowship allowed me to grow as a leader because I learned to reach out to existing organizations to work in a collaborative effort instead of working alone which limited my ability to engage my ideal student for my endeavor. Regarding my idea, I learned how to lean big ideas into smaller pop-up events to reach both audiences for my idea.	R_rkaA9RVW0rk6WNB
63. The 4.0 experience helped grow my idea because I was able to get the qualitative and quantitative data, I needed to better support the story of what my venture is about. The guidance regarding testing a certain aspect of my idea was beneficial.	R_3GBocHosXjW1S54
64. I will have a legitimate website, a registered copyright, and Trademark for my Toolkit. I will be able to roll my idea out without worrying about my intellectual property rights and protections. I also had to face the music about social media and understand that although I have no intention of ever having personal social media accounts, they can and will be very valuable with respect to broadening my outreach. This is important because I was pretty inflexible with respect to social media and believe that I will hire a professional to develop my social media footprint.	R_1f969bQL5kLMZRR
65. As a 4.0 Essentials Fellow, I had the opportunity to experience the 4.0 Fellowship and have been inspired and energized throughout my journey. Being around other innovative educators and advocates that desire to continually increase their effectiveness and share was a breath of fresh air. In fact, meeting new professionals was perhaps one of my favorite aspects of the fellowship, because I enjoyed learning about their experiences, success stories, challenges, and was able to contribute my own ideas. My experience during my 4.0 Fellowship helped me to grow my idea and/or my leadership by affording me the opportunity to rethink and reimagine my idea of initially founding a charter school to currently working to found a micro school, in an effort to change to meet the needs of families/students, as it relates to school choice and providing a personalized learning experience. In addition, exploring the topic of Joy Spotting has been such a vital game-changer for me as a growing leader. I gained a lot from my experience and feel more prepared to continue my work, having gained more insights about the field.	R_1oilFRgeEGiXwe5

Quote	Survey Respondent
66. My experience during 4.0 has helped me grow both my idea and my leadership. Prior to 4.0, I was missing some key components to help achieve and measure impact on the community STREAMS works in. Running my pilot allowed me to continue the growth of my idea. The challenge of carrying out a pilot coupled with great coaching allowed for my idea to iterate quickly and for our team to learn just as quickly. We learned more about our community and the students we work with, which ultimately makes our organization stronger.	R_VQo74q7CfG0gDRf
67. As a result of this fellowship, NVNO has tested two program models in target communities and drafted its first strategic plan.	R_1MQWSBuZ91WOT42
68. My experience during the fellowship was quite rewarding. Burks Management Firm   FUNDCENT\$ was able to impact ten high school students with life skills training and financial literacy education. My idea has expanded since the fellowship with the likeness of more workforce opportunities for high school students with disabilities.	R_2cdxd9cpgAE7PIs
69. 4.0 forced me to think of my why in how it relates to my own personal experience, community and the type of impact I want to make for the future of learning.	R_V24ZsOo65R6EfiF
70. The Fellowship helped me to begin to inquire about some things I was not already, but that were crucial to building towards solving a problem. All these new questions shaped a more complete vision for how I would address the community I wanted to serve: Who else in the community is doing similar work? What work can I do to increase learning and change habits to eventually solve a problem? What resources do I possess that can be leveraged for progress?	R_27rgod1aqLufgKG
71. The suggestions and feedback gained through this experience allowed me to create a community event that greatly benefited my venture. The Fellowship allowed me to share ideas and strategies with my mentor and colleagues. As a result of the pop-up, I learned of other interested groups that had yet to be incorporated into my recruitment strategy. My recruitment strategy was to expand to different communities due to the pop-up venture.	R_zezv56LUCj7jsBz
72. Getting into 4.0 was our first external validation of our vision, and their continued investment in us as leaders affirmed that we were on the right path. Since being a part of this community, we've been able to articulate the impact more clearly, define how we will center the experience of our students, and mobilize others in support.	R_2WPuKYbGYfL8CpN
73. Our pilot program allowed us to gain insights and feedback on our initial designs, which was incredibly valuable to iterating our current minimum viable product (MVP). Because we began designing around our own experience and not actual current user experiences, we needed to know if we were indeed on the right track. We heard stories that both validated and invalidated certain interaction flows that we were	R_2ePFCE0iGWE7oht

Quote	Survey Respondent
<p>proposing. Furthermore, we were able to clearly distinguish the different experiences between our two stakeholders in our product (guidance counselors vs. rising high school seniors). This was a major step forward for the Road to Uni team in regard to understanding what and who we need to prioritize building for in the near future.</p> <p>As for my personal leadership, planning and leading focus groups helped me to connect with people, which I had put to the side a bit since beginning to create our platform. It reminded me why we're building Road to Uni in the first place, and it brought my focus back to subjective things we should consider when designing, like high anxiety in students and the importance of creating safe spaces.</p>	
<p>74. The experience has been enlightening for me. The most significant growth that I received through this fellowship is how to design with, not for my community. I believe that embracing this mentality helped me to connect more authentically with families, students, and the community. Being able to exchange ideas with the community was key to my Pilot's success.</p>	R_2SkQyzBHz0pcp58
<p>75. 4.0 has been a catalyst in my ventures growth and has helped me to accomplish so many firsts-like completing my organizational logic model, stakeholder mapping, defining, and refining my measurement and evaluations to better understand what I hope to be true for my pilot participants, and most excitingly, launching my pilot venture. Without this guidance, and additional funding capital I would not be able to see my vision to fruition. Additionally, the fellowship experience has helped me determine my personal and organizational core values that have translated into a more clear and purposeful mission, values, and practices that carry the mission forward.</p>	R_RWB9Ejn4CmPOGyZ
<p>76. It helped me be more proactive within my communal side of my idea and it helped structure my target on who I'd like to impact the most.</p>	R_2pVH3fekOdM1Edl
<p>77. This experience has helped enhance my plan and expand my plan. Next steps for me will be for me to come up with more ideas to get the community involved.</p>	R_3emY430HkFnMnRg
<p>78. The 4.0 Fellowship was a great fit to meet my stretch goals that best positioned my organization and myself to be an authentic community leader in which others want support and collaborate with by centering and embodying liberatory design. The 4.0 Fellowship helped me get back to my formal science knowledge and use of inquiry and investigation. Through the 4.0 Fellowship pilot implementation, it helped me to step back and not take data personally but leverage it as essential information to drive our idea's next steps.</p>	R_8DnKBngOa4QiLW9
<p>79. My experiences during 4.0 Fellowship helped me grow by the following but not limited too; a. Connecting with amazing coaches and business</p>	R_3rTD8tutr78dalT

Quote	Survey Respondent
<p>partners b. Collaborating with plot ventures who has similar and different ideas that are amazing c. Learn from those business leaders who to structure my business model d. Learn and experiences the differences audiences of your venture e. Connect with stakeholders through my venture that could not be possible without the experience with 4.0 f. Build life-long friendship with others Ex. Coaches &amp; Fellows g. Use data, observations and experiences to find tune my plot and business model h. Learn how to be very specific with development, implementation, revisions and adding measurement for better results (based on data, observation and needs)</p>	

## **THEME 2: 4.0 COACHES, FACILITATORS, AND/OR STAFF PROVIDED SUPPORT AND ACCOUNTABILITY**

Quote	Survey Respondent
1. The facilitators shared expertise in ways to engage with the community to refine my plan, provided coaching tailored to my unique project, and even resources to test my first prototype.	R_sZH yaxBcDRQ5goV
2. Having a coach like Efe was the most influential thing that's happened to me during this process. Her knowledge and feedback have been paramount to us being able to launch next fall.	R_AmHzLrd2Ry7vgjL
3. The tiny fellowship... pair[ed] me with an amazing coach who I hope can be an ongoing resource to me.	R_xzlFNZhHHDfxGeJ
4. My experience was overall well. I really loved both Destiny and Robert, they allowed me to be myself and helped me bring my dreams to life with this pilot. They taught me how to see the bigger picture but from different angles. They taught me how to reflect as a leader and not be so afraid to reach for the stars.	R_3kHc0VvYFSmSdAU
5. My experience in the fellowship was the perfect balance of support and accountability. My coach was my ultimate validator who also asked the right questions to make sure that I was thinking of every angle for my solution. The whole group coaching and events provided me with the sense of possibility and community that I needed to keep going in the face of doubt because there was space to be vulnerable and seek advice. Because of 4.0, I was able to dig deeper and take on multiple perspectives that ultimately made my idea and my leadership stronger.	R_3KIn2b9AiiWy8pB
6. Elizabeth and Danielle helped me focus on super specific action items that I could accomplish during my pilot project. In turn, the pilot was incredibly successful!	R_1IF1BjBd48eYOes
7. 4.0 Schools offers a wraparound coaching support that is iterative and innovative. When we hit walls in our pilot, we were able to collaborate with our coaches to figure out new possibilities and examine the same set of facts and circumstances from all different angles. This kind of	R_1rf7z1nejjTBHH8

Quote	Survey Respondent
flexibility and support helped us to grow our ideas and our own leadership, even in the face of both anticipated and unexpected obstacles.	
8. I really value the advice I got from my coach. Ryan not only understood my mission and purpose, but he also helped me orient around the most important work I needed to do to launch a company. He helped me better understand the business case of my venture, while staying mission aligned.	R_3HU1o9OyrOD6ee0
9. I had a very supportive coach who led with positivity and asked thoughtful questions to support my growth. Throughout our conversations, my thinking around my idea shifted and I'm very happy with the direction my idea is going in.	R_296Q7HtrNIHO9sE
10. First and foremost, being surrounded by fellow founders and coaches who "get it" and share unique types of passion for education in this country, was huge.	R_qKszLZjY6OsO1RT
11. It has allowed me to feel I can go to someone who has already done it for advice. My coaches, Alex and Justin allowed me to feel empowered. They celebrated my milestones with me and that I am grateful. It has allowed me to think greater of the program I am building, finding the right spaces to align with and people.	R_yDOj6yggLzsYtIB
12. I have several ideas, services, and products I'd like for my venture to offer. The coaching was invaluable in helping me to focus on one area at a time, starting with the interview to enter the fellowship. While it is significant to have a long-term vision and plan, the ability to build a sustainable venture starts with growing and solidifying one program prior to approaching the next ones.	R_22zUp2GzvqKRDMP
13. Another way that 4.0 has helped to grow the global classroom idea is through the metrics coaching model. Access to this coach has been very helpful in learning, implementing, and evaluating metrics that reflect the type of environment we want to offer in our setting and the level of learning our participants and future co-collaborators are experiencing through our pilot. Being that the hope is to design for belonging, collaboration, and connection, I did not initially understand how to create measurable outcomes for these subjective experiences. My metrics coach was able to work with me to develop questions and practices which demonstrate learning and belonging and thus a measure of success in offering this culture. Regarding leadership, 4.0 has given me a space to work on this design model with two great coaches and many community resources. Through this work I have felt seen and understood. This format has re-minded (spelled this way on purpose) me of just how important TEAM leadership is to me. I am reminded of how I work best, which is with other team members of varied understanding, perspectives, ideas, and expertise, supporting each other	R_3HAKRjzgJxlzCTX

Quote	Survey Respondent
<p>with a common vision. This is particularly important with this model as it has as part of its core design collaborative building of classroom, project, and belonging community spaces. The infancy stages of this development have felt challenging to me because we have not yet had a full team together and I have appreciated the support of 4.0. As an emerging leader, I value acknowledging and feeling challenges as they are very relatable, connecting, human experiences. The difficult or uncomfortable situations are some of the important places where growth and change can arise and can inform a greater level of connection with myself/my values, ourselves/our values, and future collaborators/their values as we grow this community. My leadership ability is strengthened by the experience of lack of team, being a novice, again, and asking for help. I aim to offer support to others with whom I share this work. I was also reminded through 4.0 of my ability to hold space and to uphold this focus of the design.</p>	
<p>14. My experience with the fellowship was phenomenal. I received valuable feedback and guidance on my ideas as well as my areas of growth. My coach really created a space where I was able to ask questions and lean on a community of other passionate fellows that I am highly appreciative of.</p>	R_1eJHe3guHj7iaKY
<p>15. I really appreciated being able to hear from other founders during Camp especially when it came to brainstorming ideas to challenges. I also appreciated Justin and Shana’s coaching around metrics to help me think about not only doing the work but being able to have the data to tell the story of the work to funders and others.</p>	R_1LLuYnMILEulXTL
<p>16. Being able to test out this pilot with the support of my Coach and Metrics Coach is invaluable. Also, our Director Taurean Thomas gained invaluable insight on the development of new Coaches and how to better manage our responsibilities while training. We had to adapt from the mentality that our coaches are still students but at a higher capacity.</p>	R_D6I4Gyvsq2DlzJ7
<p>17. Her initial call with one of the Fellowship’s former recipient’s/coaches about her initial proposed idea- transforming a school bus into a tutoring headquarters for the community- was eye opening. The conversation led her to reassess the needs of the community to better address how to make an impact.</p>	R_3MzhVf4ITDUgj9j
<p>18. The opportunity to connect with a coach for 1:1 guidance opened the door to an expansion of our initial workshop idea that was intended to target middle school students only. After listening to our dilemma in determining how to get the parents/caretakers involved, our coach suggested incorporating them as “gatekeepers”, understanding they hold the greatest influence in how their children see themselves. We then created breakout sessions and activities for parents that allowed them to realize how their past and present traumas contribute to their child’s experience in school. It was a wonderful “aha” moment that re-</p>	R_3R8YkPKzINQgC13



Quote	Survey Respondent
calibrated our strategy but returned wonderful outcomes that validated our efforts.	
19. The experience during the Fellowship was absolutely motivation that helped me grow my idea and leadership! Specifically, being thought partners with my coach and consultant was helpful.	R_1IgGMy5NjCzY2DT
20. My experience during the 4.0 Fellowship helped to grow my idea through the mentoring and advice from my coach and Qualtrics advisor.	R_20SscQI8zZ0EMFW
21. Personally, the program has expanded my perspective of what is possible with my venture and what I am capable of through the opportunity of being paired with such amazing and dedicated coaches and peers.	R_RkopHa2y2ORBrb3
22. Also, the coaches have helped me to learn new skills to show the impact of my work so far.	R_2dh9Qo7uaMDYNO9
23. During “Camp” for the Tiny Fellowship, I had an incredible experience talking to Lydia, one of the facilitators from the Unlearning Space. My conversation with her helped me to realize how I needed to align my own actions in my life and leadership with the values and principles I was teaching in the fellowship program I had launched. That was a huge turning point for me and helped me to realign myself as a leader in a way that I am so, so grateful for. Speaking with her gave me the confidence and insight into what steps I really needed to take. I’ll always be grateful for that.	R_2QiEinISjb4nALM
24. Meeting with Candice and Lisa offered ideas for how to strengthen my pilot. Meeting in the larger group offered inspiration to continue the work regardless of external circumstances and challenges, thereby rendering me a stronger leader.	R_C21FzG9jQTmwrS1
25. 4.0 Fellowship helped me... by assigning a mentor that met with me several times.	R_3n1nnwaHwAqpgLR
26. My experience with 4.0 was great. My coach was flexible and supportive. I was able to listen to my team/group members and they ultimately helped to challenge me and stretch myself while growing my idea.	R_xEgszYTtEnMXiil
27. The coaches were encouraging and responsive.	R_3GBocHosXjW1S54
28. My experience in the 4.0 Fellowship started rough, thinking that no one understood the industry that my work is in, nor the understanding of how agriculture and animal-assisted therapy is such an un-walked path within mental health. However, the more I connected with my team and coaches, the more they helped me with my vision and leadership with my staff and participants.	R_1238ZspkunFdDCU

Quote	Survey Respondent
29. My coach and data consultant pushed me to really understand what results I wanted to achieve and how to measure them effectively. This guidance was impactful on my growth as the leader of my organization.	R_VQo74q7CfG0gDRf
30. 4.0's team of expert coaches helped New Voices New Orleans (NVNO) shape its programming, collect, and share meaningful data, and look toward our future growth. Sessions were both philosophical and tactical NVNO staff left coaching appointments and group experiences feeling energized and motivated.	R_1MQWSBuZ91WOT42
31. My experience in 4.0 allows me the space to work with and learn from other thoughts leaders.	R_28OMg1VZsJV9fY5
32. My coach facilitated the most growth as she always humanized the process while pushing and guiding me.	R_1jTZTQqkZbTL4wM
33. I often feel isolated. It is because my organization is still in the start-up phase but has grown tremendously, I am often in spaces where I am being the teacher and never really being taught. My coaches at 4.0 have granted me a form of nurturing that has challenged me to think deeper, grow more and develop existentially and professionally. My experience has satisfied my desire to be taught Like the Negro Spiritual, I aim to press on and see what the end shall be . . .	R_3rOKjguyErWT1c1
34. This fellowship truly allowed me to imagine what's possible and live it as well. From coaching, consulting to networking and fellowship with other founders, the experience caused me to imagine in real time while doing the work.	R_8k02IGhtf5dJfAt
35. Our coach and evaluation consultant both pushed us to have a crisper definition of success, and the community of our cohort reminded us to bring joy and our whole selves into our venture.	R_2WPuKYbGYfL8CpN
36. Initially I wanted the program's culminating project to be a game creation, but after calls with my coach and mentors, we decided to focus on one skill at a time: critical thinking. Learning how to focus on a short-term goal increased my understanding of how the program should flow. Once we create critically thinking students, we can then motivate them to think outside of the box and create anything they put their minds to.	R_1OC8RMoBE87YuWI
37. My experience was simply amazing. My assigned mentor was there every step of the way. My peers also helped me a lot with feedback and reflection. Also, the pace was very convenient for me given how busy my work, school and life schedule has been.	R_2474kIeHZUbjcFs
38. It provided the structure for mentorship, peer-to-peer learning, and practice, all with an unwavering commitment to equity and sustainable change. Finally, as much as I believe in our vision, external validation that other people believe in us and our idea *matters*.	R_2YbRtbDQBoSUZB6

Quote	Survey Respondent
39. I've received more support and kindness from 4.0 than I've been able to give myself	R_9999999999

### THEME 3: PARTICIPATING IN 4.0 GAVE FELLOWS CONFIDENCE, PURPOSE, AND A SENSE OF DIRECTION

Quote	Survey Respondent
1. This experience has helped me realize another aspect of my programming. It allowed me to build with my community instead of for it. My leadership has grown in that I am more confident that giving this organization to the community is needed, wanted, and appreciated. With that confidence, I can lead my team during our growth period.	R_2qfmq5A8oCN0SBC
2. The 4.0 Fellowship gave me the confidence and support that I need to push my venture to the next level.	R_2QYAeKt4tF7TD9l
3. I have much more confidence in my idea. I really enjoyed collaborating with others and completing the important milestones required by 4.0 to "move the needle" in the progress of my idea.	R_sUaX5JnrwutY17r
4. My experience during my 4.0 Fellowship helped me reflect on my values and combine my business and education backgrounds to impact students in a different way than I had as a teacher. This experience helped me find the resolve to continue working and learning even if there wasn't a clear path.	R_3ktAVdlRjfuYnX4
5. It has helped me forgive my past ventures and redirect, align and focus on my present business ventures.	R_1jrmDsNUONzsXjT
6. In addition to that it has given me an increasing sense of confidence, purpose, and ability not only thanks to the funds that I received but also the buy-in of my coach and the 4.0 team to my idea. The confidence not only in my idea but in the way that I portray both it and me has given me a much-needed sense of direction and momentum moving forward towards scalability.	R_334lo1WLxV82p0X
7. Enrollment in the 4.0 Fellowship has given me purpose, drive, and confidence to explore my ideas. I am better equipped to access my community need and to provide what is needed to better my community instead of what I think is needed.	R_3ltrZhtaKa2SDSd
8. Being part of the 4.0 Fellowship gave me the confidence, insights, and structure to launch a new initiative that had previously only been an idea.	R_3fjIR5FhXQrJ8A9
9. I felt more confident about my ideas for Public Design Agency as well as about my specific types of leadership. 4.0 helped me trust that the questions I want to explore, can be explored, and I have all the capacity in me to do so.	R_qKszLZjY6OsO1RT

10. It really took me from being afraid to feeling confident that I can put out a program meant to do good in my community. I feel my leadership skills have grown. I'm even proud I learned to navigate online learning, zoom camps everything. Thank you to all the team at 4PT - without you guys many of us would be still figuring out if we have what it takes. Gracias!
- R\_yDOj6yggqLzsYtIB
11. In terms of leadership, the program has helped me to realize I can run and leading a quality school program.
- R\_yn1MlhJMRWAdG01
12. Prior to the fellowship, I hadn't really talked to anyone about my idea, but since joining the fellowship, I've talked to so many people about Children Pay! I'm no longer as insecure as I was starting out and the fellowship has forced me, in a good way, to perfect my pitch so it's easy to understand.
- R\_1duFJ5KLjIISn9f
13. I have become more intentional in the way I approach life. I am attempting to seize my time during the day instead of letting the time seize me. I am also more conscientious of the quality of my interactions with others. I try to make a point of lifting people up with positive affirmations.
- R\_xAzPEpEWROhkKT7
14. Most importantly, however, it's given me the enthusiasm to continue and confidence that The Beacon School is a viable venture.
- R\_11XaEYLUN1ZOxTu
15. This Fellowship forced me to constantly be aware that I am a change agent and within that, I must be my best self through self-care and never let the process of bringing my venture steal my joy.
- R\_eF1sVoMYvWlpbSV
16. Our leadership has grown because of the confidence we received from the knowledge of beginning to really understanding the logistics of capturing data. The language helps you feel like you belong and really embrace the journey in a more understanding way.
- R\_8hPZHjoFikBeA2l
17. It's helped me feel more confident in how to develop and bring my product to market. Through all the various aspects of 4.0, I have more confidence and clarity that my endeavor is useful to educators, parents, and children and is a viable business to continue to grow.
- R\_117JfVTk2224sPF
18. My faith and trust in the entrepreneurship process has grown tremendously. A major a-ha during this fellowship has been acknowledging patience as a part of ensuring that I'm building an inclusive, community-centered organization.
- R\_1j8IvPMv6jbTDML
19. I come from a community of oppression, compliance, and power-over leadership. I spent years with a suppressed belief about my voice and undesirable coping strategies to displeasurable moments throughout my educational experience. My value of personal growth has led me to spaces and discoveries of reimagining the educational experience of students and educators. 4.0 Fellowship was the experience I needed to aid in empowerment as I developed my venture. 4.0 introduced me to unpacking my biases and condition beliefs in a safe space, learning the
- R\_3Eh7nEeQo9O92Gu

language to clearly communicate my purpose, and deepening my experience as an active and reflective listener. I'm excited to move forward with a deep commitment of curiosity, reflection practices, and a community that aligns with my values.

20. 4.0 has allowed me to truly dive deeply into my strengths and weaknesses as both an individual and a leader. I was given the time and the strategies to get to know myself, my community and develop a seedling into a thriving plant. I have become more focused, clear, knowledgeable, and determined because of this fellowship. R\_WjRsU6G8BbsLF73
21. I was pleasantly surprised by the amount of social-emotional learning that was instilled in the programming of 4.0 since day one. I've never been in an environment where they cared about your feelings so much that in every session, there was time to get a little touchy-feely to truly be in tune with your goals and why you started the venture. This allowed me to implement those techniques into my own sessions when dealing with the youth and will forever change how I go about leading with a more empathetic delivery. R\_1gTHItwY9YsUCBU
22. I have learned a lot from the people and the interactions throughout the 4.0 fellowship and feel more confident that my idea will continue to meet the needs of our families / youth / educators / farmers and be successful. R\_3Pz8PFnMBUvjz8D
23. Personally, the program has expanded my perspective of what is possible with my venture and what I am capable of through the opportunity of being paired with such amazing and dedicated coaches and peers. R\_RkopHa2y2ORBrb3
24. It helped me to gain confidence in myself as a leader and rekindled my love of working with young people and designing meaningful learning experiences for them. R\_A65p2Pj1cUieM2l
25. During "Camp" for the Tiny Fellowship, I had an incredible experience talking to Lydia, one of the facilitators from the Unlearning Space. My conversation with her helped me to realize how I needed to align my own actions in my life and leadership with the values and principles I was teaching in the fellowship program I had launched. That was a huge turning point for me and helped me to realign myself as a leader in a way that I am so, so grateful for. Speaking with her gave me the confidence and insight into what steps I really needed to take. I'll always be grateful for that. R\_2QiEinISjb4nALM
26. I got more confident about the work I am doing and felt like I gained a community to rely on when it becomes difficult. R\_xEgszYTtEnMXiil
27. This fellowship has been a test of persistence, pivoting, and continually drilling down to remind myself what is important and why I'm here. I have completed my pilot, but it was not a roaring "success". In our final coaching call my fellow fellows (ha, that's funny) were sharing their

highlights. Incredible things have happened improvements on efficacy surveys, unprecedented numbers of participants, heart filling testimonials, positive media coverage. The story of my pilot is different. I lost a critical partner school at the beginning of the pilot, due to a decision made at the district level and well out of the control of me and my partners on the ground. A counselor with whom I have worked closely for over a year and have built trust and rapport ghosted me. (Pardon the casual language). I know he is deeply invested in our work, he was one of our earliest advocates and has been a big cheerleader, but he was promoted to head of the department this year, has trained an entirely new team, is working in an under resourced school and our work together, which is optional and moving the system forward, rather than keep the current system afloat, became overwhelming and too much for his already saturated bandwidth. It would be a shortcoming here to not mention my personal life as it certainly impacted what I have learned. The fall is always a busy time in my family as my husband coach's college soccer and is in-season. He works 80-hour weeks, away on nights and weekends. It can be a thrilling time of year for us, but it also means that my share of the home workload expands enormously. In addition to this, I took on a new part-time job in October. It is a good job, and it helps stabilize my family's income while I continue to pursue building TMA. This is all to say, the fellowship coincided with things in my personal life that demanded my time and attention. Finally, since we did pivot in the approach to the pilot, due to the challenges, I opted to test the demand for our idea through a survey shared widely across social media platforms. I believe since this survey was completely anonymous it produced very honest, critical feedback, which is ultimately great, but it stings. The mark of success for TMA's pilot is not a litany of positive experiences or responses but rather the willingness to embrace challenge, stay nimble, and approach critical feedback for the blessing, and learning opportunity, that it is. What I believe this means for my idea and my leadership is that I'm not in the honeymoon phase anymore. This isn't all excitement and energy. It is stress and heartache. I proudly report that during this, I wish to continue.

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|---|-------------------|
| 28. With feedback from coaches and fellow participants, we feel confident about our next six months and beyond.   | R_1MQWSBuZ91WOT42 |
| 29. Tiny camp really allowed me to work through mental and physical hurdles, as well as giving me a solid idea of where to go from here.  | R_28OMg1VZsJV9fY5 |
| 30. I was challenged in deep ways as I confronted some of the barriers to my growth that I wasn't even aware of. Initially, I felt insecure in my concept; however, after completion, I was empowered and positive. | R_1jTZTQqkZbTL4wM |
| 31. Yes, not only did my idea grow but I've been selected for various leadership roles in my community.   | R_3Hkq2VaojYF1unU |

32. My experience during the 4.0 Fellowship gave me access to... [a] healing space to grow as a leader and person. I was more thoughtful about the experiences of the community in developing a program model. R\_p0fWS7zjnuP9gR
33. My experience during the 4.0 Fellowship has helped me to realize my calling and my purpose. The passion and joy I have from meeting my learners where they are in mathematics and seeing the joy on their faces when they understand is such a great feeling. This fellowship helped me to understand the depth of this program, and how it is truly needed in at-risk communities. I can establish a program of this caliber in many schools, in similar neighborhoods, from participating in the fellowship this semester. I believe that I am stronger in my idea, and what I want the outcome of my program to be. R\_1OC8RMoBE87YuWI
34. I learned to collaborate with my co-founder and became clear with expectations over each of our roles. Moving forward, I'm confident in my ability to run more events. R\_3ho5NbmG5wDD4qB

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#### **THEME 4: THE 4.0 COMMUNITY SUPPORTED FELLOWS' PROFESSIONAL LEARNING**

<b>Quote</b>	<b>Survey Respondent</b>
1. I believe the Fellowship program has supported me by providing a welcoming community of people to connect and share ideas. Especially during times of challenges, it's helpful to know that you're not alone in feeling the difficulties of launching a new venture.	R_3MsZ23vuQJkWx5B
2. The experience gave me a sense of direction and community.	R_xa3bmBxAtj4lGCJ
3. I truly enjoyed meeting new people and my team was amazing, open, friendly, and kind.	R_3lQwnQaBvuMzDTb
4. I also plan to stay in touch with the few people I did meet through the program.	R_1FyP4c96ptqzSq0
5. 4.0 Schools continually allow me to meet other ventures from the 4.0 network that have the resources that help me consider different partnerships and possibilities that will scale my venture and ideas.	R_2rCTMVVT6vBrXlh
6. I met others launching amazing services and have teamed up with them. I love that feeling.	R_yDOj6yggqLzsYtIB
7. My experience in 4.0 came during a time when I had learned a close family member was slain. I found that this fellowship allows me to stretch as a leader, who can delegate and share a vision with folks. I'm learning to minimize noise, and my 4.0 community has helped me find project resources, given affirmation, and thought leader.	R_3F2nVWP9MwwKoT6
8. The 4.0 community motivated and inspired me to be the best leader for my community.	R_1kOHQSTxX9wdI9p

Quote	Survey Respondent
9. Collaborating with other professionals in the Tiny Camp and in workshops/webinars allowed them to share and receive resources and build lasting relationships.	R_3QDysVhMtyABXbX
10. It was also amazing that I had a handful of fellows who we checked in with each other during the pilot program.	R_D6I4Gyvsq2DlzJ7
11. The experience with the 4.0 Fellowship has connected us with other visionaries all at different points of developing ventures aimed at changing our educational system who have offered great practical advice for pushing Buddy Books forward.	R_2Esm4c6jYISuien
12. I have made amazing connections that I know will last long beyond the fellowship.	R_ZeiDZwrp0KIaCQx
13. I enjoyed speaking with individuals from various professional disciplines and look forward to the synergy that is sure to come from some of those conversations!	R_1oilFRgeEGiXwe5
14. Our community provided me with constant motivation throughout each step of this journey - ranging from the way the courses were, to the inspiring ideas shared amongst all in this fellowship.	R_1jTZTQqkZbTL4wM
15. Working in a cohort community like this gives founders a chance to answer those questions with peers and coaches! And this is the real sauce. We must continue to have global, collaborative, and well-resourced spaces to imagine radical possibilities for education.	R_27rgod1aqLufgKG
16. It was great! Fantastic connections, and more importantly, amazing people, combined to create quality cohorts. I also appreciated that the general vibe was extremely supportive, but also very open to and giving of quality feedback.	R_yO4J0bb3JT4oM1z
17. My experience during the 4.0 Fellowship gave me access to diverse thought partners	R_p0fWS7zjnuP9gR
18. And most importantly, the Founder Professional Development and Community Events offered in the 4.0 Fellowship gave me strategies and a support system to better balance my venture and personal life.	R_8DnKBngOa4QiLW9
19. My experiences during 4.0 Fellowship helped me grow by the following but not limited too; a. Connecting with amazing coaches and business partners b. Collaborating with plot ventures who has similar and different ideas that are amazing c. Learn from those business leaders who to structure my business model d. Learn and experiences the differences audiences of your venture e. Connect with stakeholders through my venture that could not be possible without the experience with 4.0 f. Build life-long friendship with others Ex. Coaches & Fellows g. Use data, observations and experiences to find tune my plot and business model h. Learn how to be very specific with development,	R_3rTD8tutr78dalT



Quote	Survey Respondent
implementation, revisions and adding measurement for better results (based on data, observation and needs)	
20. My experiences during 4.0 Fellowship helped me grow by the following but not limited too; a. Connecting with amazing coaches and business partners b. Collaborating with plot ventures who has similar and different ideas that are amazing c. Learn from those business leaders who to structure my business model d. Learn and experiences the differences audiences of your venture e. Connect with stakeholders through my venture that could not be possible without the experience with 4.0 f. Build life-long friendship with others Ex. Coaches & Fellows g. Use data, observations and experiences to find tune my plot and business model h. Learn how to be very specific with development, implementation, revisions and adding measurement for better results (based on data, observation and needs)	R_3rTD8tutr78dalT

### **THEME 5: THE 4.0 CURRICULUM STRENGTHENED FELLOWS' KNOWLEDGE AND SKILLS**

Quote	Survey Respondent
1. I cannot say ENOUGH about asynchronous programming! I think that is my favorite part. As an educator, I LOVE TO LEARN (surprise!), and the style and content of 4.0's learning modules ALWAYS motivate me to stay up late into the night (yes, even as a mom of 3) to connect with uniquely curated thought work about equity. As a disability inclusion strategist, I indulge in research on the topic. I also love how the modules are linked to 4.0s core values and take fellows through meaningful discussions of each of those values through a community engagement lens. Within each module is a rich blend of articles, music videos, ted talks and interactive presentations that I would be able to coordinate into these learning experiences on my own and in a way that really engages the heart and mind of a founder. For me, the modules are truly a safe place to explore my ideas, test my assumptions, and refine my aspirations as a community leader.	R_2xQ2XN1lZZ4oTi9
2. 4.0 provided a clear process with curriculum, interactive activities, and inspiration.	R_sZH yaxBcDRQ5goV
3. I learned how to break down my venture into a logic model that will help me test each part of my idea and evaluate along the way. This will help me be a more informed leader in my community and focus my work.	R_6tGiDOWjJ6rj917
4. I've also learned liberatory design, which I've never seen named before. It helped me not only to explicitly design this venture around community voice, but to follow through in ensuring community voice was central to the planning, data collection, and determining next steps for the venture.	R_22zUp2GzvvqKRDMP

Quote	Survey Respondent
5. My leadership has grown because of the training modules offered that taught me about leveraging help from the community and about self-care as I navigate through this process.	R_20SscQI8zZ0EMFW
6. The idea has been validated and now we are planning how to scale and look for funding for the next workshop! The 4 weeks the workshop covered really showed our cracks and allowed us to grow quickly from community feedback.	R_2OVgxwKjzr3lQpD
7. Additionally, the practical experience of putting the 4.0 curriculum into practice was helpful.	R_yO4J0bb3JT4oM1z
8. This 4.0 Fellowship helped reinforce the liberatory design practices that I want to uphold as a leader and reminded me to constantly include community members and validate my assumptions through genuine feedback. It felt confronting at times, but ultimately, I grew throughout this experience by constantly asking why my organization was doing the work, for whom it was for, and if our end users and beneficiaries were truly empowered to co-create and shape our educational services alongside us. This experience has helped me improve the way that I communicate our organizational objectives to my team and to the world and has strengthened my resolve to create an organization that is unapologetically centered around empowering underserved BIPOC communities.	R_1IWOZqCkllw0noi
9. 4.0 has been a catalyst in my ventures growth and has helped me to accomplish so many firsts-like completing my organizational logic model, stakeholder mapping, defining, and refining my measurement and evaluations to better understand what I hope to be true for my pilot participants, and most excitingly, launching my pilot venture. Without this guidance, and additional funding capital I would not be able to see my vision to fruition. Additionally, the fellowship experience has helped me determine my personal and organizational core values that have translated into a more clear and purposeful mission, values, and practices that carry the mission forward.	R_RWB9Ejn4CmPOGyZ
10. My experience in the 4.0 fellowship program helped me better understand different methods when it comes to leadership roles. Taking time to process feelings as well. The different focus groups held by 4.0 gave me a better understanding on how my idea could improve in different areas. Overall, I'll give my experience a 10 out of 10.	R_1DpW77FWpX8Tp3v
11. My experiences during 4.0 Fellowship helped me grow by the following but not limited too; a. Connecting with amazing coaches and business partners b. Collaborating with plot ventures who has similar and different ideas that are amazing c. Learn from those business leaders who to structure my business model d. Learn and experiences the differences audiences of your venture e. Connect with stakeholders through my venture that could not be possible without the experience	R_3rTD8tutr78dalT

Quote	Survey Respondent
<p>with 4.0 f. Build life-long friendship with others Ex. Coaches &amp; Fellows  g. Use data, observations and experiences to find tune my plot and business model  h. Learn how to be very specific with development, implementation, revisions and adding measurement for better results (based on data, observation and needs)</p>	

**THEME 6: THE FINANCIAL SUPPORT PROVIDED BY 4.0 SERVED AS A CATALYST FOR GROWTH OF FELLOWS' IDEAS**

Quote	Survey Respondent
<p>1. The financial support has allowed us to bring our concept to a scalable point so that we can start to see traction while combining it with the knowledge obtained from the fellowship. I finally feel we have a fighting chance, and I honestly couldn't say that before.</p>	R_ZeiDZwrp0KIaCQx
<p>2. The 4.0 fellowship offered me the biggest funding source. For the first time, I could think and be bold in my reach. I revamped the company website and was able to pay fellow community members for their contributions.</p>	R_3ho5NbmG5wDD4qB
<p>3. 4.0 has been a catalyst in my ventures growth and has helped me to accomplish so many firsts-like completing my organizational logic model, stakeholder mapping, defining, and refining my measurement and evaluations to better understand what I hope to be true for my pilot participants, and most excitingly, launching my pilot venture. Without this guidance, and additional funding capital I would not be able to see my vision to fruition. Additionally, the fellowship experience has helped me determine my personal and organizational core values that have translated into a more clear and purposeful mission, values, and practices that carry the mission forward.</p>	R_RWB9Ejn4CmPOGyZ

## APPENDIX D: FELLOWS RESPONSES TO ‘WHAT WOULD YOU TELL SOMEONE INTERESTED IN APPLYING FOR A 4.0 FELLOWSHIP?’

### THEME 1: DO IT TO DEVELOP AND TEST YOUR IDEA

Quote	Survey Respondent
1. I would tell someone that 4.0 is a valuable experience to help founders test their concepts and join a supportive community of brilliant visionaries.	R_xzlFNZhHHDfxGeJ
2. 4.0 has been critical to helping me grow my idea and think about the community I work in	R_6tGiDOWjJ6rj917
3. This is the best first step you can take towards idea validation.	R_sUaX5JnrwutY17r
4. Go for it. You will have an amazing experience and push your concept to fruition.	R_1f969bQL5kLMZRR
5. If you have an idea and you are ready to test it, get feedback from the potential users, iterate the process, and grow, 4.0 fellowship is the right place for you.	R_1pXoK7rbmAFFfuR
6. Apply for the 4.0 Fellowship if you are ready to have your idea validating, enhanced, and accelerated.	R_3KIn2b9AiiWy8pB
7. 4.0 provides insight into how to take a raw idea and transform it into a successful product.	R_1pzc7PqrhZZ6FiV
8. It will prove to be one of the most rewarding experiences to help launch your innovative ideas.	R_bvf5p6FpXiy2twZ
9. 4.0 helps you test and validate your education venture idea.	R_1CeT9X3wTw1bLZV
10. 4.0 will take you with your idea and nurture it into existence.	R_2xQ2XN1lZZ4oTi9
11. The 4.0 fellowship gave me a place to fine tune the Global Classroom model in order to more clearly define the issues we are interested in solving, identify the methods we intend to use, including setting realistic goals for short and long term timeframes, develop the metrics to measure our successes and challenges and initiate the steps to move into the full implementation of the Global Classroom in a community that is inclusive, supportive and incredibly inspiring.	R_3HAKRjzgJxlzCTX
12. If you truly want to learn and grow your idea, then joining 4.0 Fellowship.	R_yn1MlhJMRWAdG01
13. If you are a new non-profit leader and find yourself teetering on jumping out there with your radical idea, do it with 4.0! they are your parachute of support and will make sure your idea lands on fertile ground.	R_3R8YkPKzINQgC13

Quote	Survey Respondent
14. I would tell someone that is interested in applying for a 4.0 fellowship to not miss out on this invaluable experience that creates space for community leaders to grow and expand their ideas.	R_1eJHe3guHj7iaKY
15. Applying to a 4.0 Fellowship is a must if you are thinking about testing and growing an idea!	R_3Hkq2VaojYF1unU
16. I would tell someone applying for a 4.0 Fellowship that it is a great experience, and it will help move your idea forward so they should certainly apply.	R_3GBocHosXjW1S54
17. 4.0 is an opportunity to take an idea you have for improving education and intentionally pilot it with a dedicated team to measure and evaluate the efficacy and demand of your idea.	R_2YbRtbDQBoSUZB6
18. If you want to know whether your idea will work, the 4.0 fellowship is for you.	R_2ePFCE0iGWE7oht
19. If you want to develop your vision for change in your community, apply for the 4.0 Fellowship.	R_20SscQI8zZ0EMFW
20. I would tell someone interested is go for it! Do not discourage yourself from applying because you think your vision is too small or too big. This is a safe place for your vision to be planted in good soil and for you to watch is slowly grow!	R_3kHc0VvYFSmSdAU
21. Yes absolutely, 4.0 is great for business owners who want to reach their community and receive viable feedback.	R_3DvSTjjOiQDXCZA
22. The 4.0 Fellowship provides leaders with the guidance, support, and feedback needed to grow their idea and improve leadership skills.	R_3eyoo2TKS2XHtGJ
23. 4.0 is a community of founders who support creators with enhancing their ventures.	R_3KI0OK6ag0whd0I
24. The 4.0 Tiny Fellowship is an incredible community of entrepreneurs whose insight and expertise are perfect for an early-stage venture with a social impact mission.	R_3HU1o9OyrOD6ee0
25. If you want to really do a holistic deep-dive and get real-life data for your idea, program or organization apply to the 4.0 Fellowship.	R_8hPZHjoFikBeA2I
26. Apply, and you will grow your idea and your leadership skills with the assistance of the 4.0 staff!	R_3j2IbHNNQ47vYYX
27. That 4.0 will really hone your idea into a pop-up or pilot type event to get you proofed out. Fail FAST is a good way to describe 4.0, they really have allowed us to level up!	R_2OVgxwKjzr3lQpD
28. The fellowship will help you do the work of building a strong ideological foundation for your venture, and that will make everything else go so much more smoothly!	R_10OElsr5eda5HpK
29. Act on your idea by joining the Essentials or Tiny Fellowship.	R_xa3bmBxAtj4lGCJ

Quote	Survey Respondent
30. I would tell them that this is an invaluable opportunity to build community and test an idea for market validation. I'd tell them that they would be able to connect education and entrepreneurship in a meaningful and easy to understand way.	R_XigHCmpknuJmuAN
31. I would tell someone interested in applying for a 4.0 fellowship that they should take advantage of the opportunity because it will allow them to refine their idea and expand their entrepreneurial leadership.	R_1itelTJECsSOp8w
32. I recommend the 4.0 Fellowship if you have a great idea and need to get out of your head and just try it and have a community of folks also navigating the fear and challenges of putting their ideas into practice!	R_XCaXRNnzEo9hpLP
33. If you have an education idea or prototype that you would like to test and figure out how to grow a 4.0 Fellowship is an excellent choice.	R_V24ZsOo65R6EfiF
34. If you want to take the first step towards educational innovation but you don't know how, 4.0 can bridge that gap.	R_sZHyaxBcDRQ5goV
35. If you're looking to further develop your idea, join a community of like-minded and passionate individuals and work with coaches dedicated to your success, then 4.0 is for you!	R_xF2hLxASuRVpazT
36. The 4.0 Fellowship helped me to think more expansively about my idea, as well as crystallize my goals and how I could go about achieving them.	R_1LLuYNMILEulXTL
37. Go for it, do it, don't delay, you will get an experience that will help take your idea to the next level or transform your idea in a way that is meaningful and purposeful.	R_8k02IGhtf5dJfAt
38. 4.0 Fellowship can really help you take your idea to the next level and give you great support to do so!	R_117JfVTk2224sPF
39. 4.0 is amazing for Founders looking to build community, collect data, and need funding to get their venture off the ground.	
40. If you have a good idea for education, this is a great community to develop it with.	R_27rgod1aqLufgKG
41. Apply now! If you want to test a bold idea or co-design a program or service for a new venture, 4.0 provides access to the community and resources needed to move you from ideation to action.	R_3mlWkrFkbGSKJdi
42. This is a great opportunity to expand on your current idea with a great community of likeminded leaders.	R_1OC8RMoBE87YuWI
43. 4.0 will build your capacity to lead, design and follow-through with an equitable venture that leads to lasting change!	R_22zUp2GzvqKRDMP
44. 4.0 is a must for anyone interested in becoming an agent of change in the educational space for BIPOC by helping you to better strategize and formulate your ideas into tangible ventures.	R_eF1sVoMYvWlpbSV

Quote	Survey Respondent
45. Try in 4.0 and have your own experience, it is a good opportunity to start to grow up your project in a place where everyone is willing to share its own experience and each of us is learning from each other.	R_24NSKkdCUuyvjEW
46. If you are interested in growing your business as well as yourself, 4.0 in the incubator in which this change can occur.	R_xAzPEpEWROhkKT7
47. If you are a leader with early-stage ideas, reimagining education, look to join the 4.0 Fellowship!	R_2qeDiVqHmCyy6Qq
48. I highly recommend the program to anyone interested in understanding the community that they plan to impact and are open to learning about what it takes to start a program from scratch.	R_BEPK2LPk7Gty7lf
49. If I could tell someone interested in applying for the 4.0 Fellowship anything it would be; if you think your idea is worth taking a bet on, take a bet on yourself and pursue this opportunity because it will be the best thing you can do for your business and the future of children you will help.	R_334lo1WLxV82p0X
50. If you are committed to your community, 4.0 will challenge and support you to take that commitment to the next level.	R_RkopHa2y2ORBrb3
51. That they wouldn't regret it, it's a great asset to gearing your great idea to something impactful.	R_2pVH3fekOdm1Edl

## THEME 2: DO IT TO GAIN THE SUPPORT OF THE 4.0 COMMUNITY

Quote	Survey Respondent
1. I would tell someone that 4.0 is a valuable experience to help founders test their concepts and join a supportive community of brilliant visionaries.	R_xzlFNZhHHDfxGeJ
2. Go for it! You'll meet AMAZING people and feel like you are not ALONE!	R_2qfmq5A8oCN0SBC
3. 4.0 Fellowship is a welcoming community where you can be supported in your education innovation journey.	R_3MsZ23vuQJkWx5B
4. You are the company you keep - the 4.0 company is invaluable company.	R_3ktAVdlRjfuYnX4
5. Please apply - the 4.0 community is inimitable.	R_11XaEYLUN1ZOxTu
6. 4.0 community inspires you to build an inclusive world.	R_3n1nnwaHwAqpgLR
7. Dive in! Dive in as deeply as you can. The community of support that you have here will be hard to find elsewhere, so jump into the deep end and enjoy.	R_qKszLZjY6OsO1RT
8. There are no bad pilots if you believe you have a community you want to serve or a barrier you're hoping to break. Come with the idea that	R_3F2nVWP9MwwKoT6

Quote	Survey Respondent
this group of people are here to help you grow holistically, they're not your competition.	
9. Apply now because you're already missing out on a great community that's dying to give back and help you become better.	R_2474kIeHZUbjcFs
10. Try to attend community events and meet as many other founders as you can.	R_C3yP6v3b931q5s5
11. Do it. :) You'll meet some cool people.	R_yO4J0bb3JT4oM1z
12. You'll be in a creative space with like-minded individuals and strong support who really care about seeing you do well.	R_296Q7HtrNIHO9sE
13. Joining this 4.0 community will develop you with immense authenticity, compassion, and community while holding you with joy and grace.	R_RWB9Ejn4CmPOGyZ
14. 4.0 Fellowship provides the community that you need to launch your idea to the community you want to serve.	R_rkaA9RVW0rk6WNb
15. The 4.0 Fellowship offers an outstanding opportunity to meet and learn from community leaders nationwide that inspire and encourage!	R_C21FzG9jQTmwrS1
16. Apply! You will not regret it one bit. The application process itself was beneficial but if you are lucky enough to be called a 4.0 Fellow, the knowledge, support, and community will fuel you to the next level.	R_2QYAeKt4tF7TD9l
17. I would tell them that this is an invaluable opportunity to build community and test an idea for market validation. I'd tell them that they would be able to connect education and entrepreneurship in a meaningful and easy to understand way.	R_XigHCmpknuJmuAN
18. The 4.0 Fellowship experience provides necessary resources and community by which a founder can substantiate, develop, and realize an idea that advances disenfranchised populations.	R_8fcMdDJzzCW8cuJ
19. I recommend the 4.0 Fellowship if you have a great idea and need to get out of your head and just try it and have a community of folks also navigating the fear and challenges of putting their ideas into practice!	R_XCaXRNnzEo9hpLP
20. I would tell them they would learn a lot of skills to support their work and they would be a part of a strong alumni pool that allows them to share their ideas, lessons learned and a chance to possibly get their ideas funded.	
21. If you're looking to further develop your idea, join a community of like-minded and passionate individuals and work with coaches dedicated to your success, then 4.0 is for you!	R_xF2hLxASuRVpazT
22. Early on, we were excited by the lasting impact alumni felt from the program and we can wholeheartedly add our praise; it has been a joy to spend time with our fellowship cohort.	R_2WPuKYbGYfL8CpN
23. 4.0 Schools is a great village to be a part of. The information and resources received from this organization is second to none and the family you become a part of through the journey is priceless.	R_2rCTMVVT6vBrXlh



Quote	Survey Respondent
24. This Fellowship has tremendous value for any social entrepreneur or change maker, and if you are still looking for your tribe of inspirational and ethical people - this is it! All the 4.0 Fellows are doing incredible work that you can learn much from.	R_1IWOZqCkIlw0noi
25. 4.0 is amazing for Founders looking to build community, collect data, and need funding to get their venture off the ground.	R_1kOHQSTxX9wdI9p
26. By applying to 4.0 you will gain access to mentors and a network that will provide you with knowledge needed to develop and enhance your venture.	R_1fa23DCzWV0dZ61
27. If you are truly passionate about the venture that you want to bring to this world and want to be a part of a community full of extraordinary impactful leaders, don't hesitate to apply for a 4.0 Fellowship.	R_1gTHItwY9YsUCBU
28. Apply now! If you want to test a bold idea or co-design a program or service for a new venture, 4.0 provides access to the community and resources needed to move you from ideation to action.	R_3mlWkrFkbGSKJdi
29. Apply- there is nothing to lose and everything to gain from an expansive network, to resources, to clarity.	R_9GLpy9hBx6RnzKV
30. 4.0 is a great fellowship because it will push you to challenge yourself and set hard goals, while also giving you space to do that in a supportive and nurturing community.	R_BzS54eij72x0JA5
31. Do it! It was helpful being surrounded by an amazing coach and a really great group of fellows.	R_1gooqkTc8EOwzNk
32. Apply to be a fellow if you want to build with a community of educators, mentored by talented coaches, and get exposure to experienced evaluators.	R_bwKF9Iiu5K5XRD
33. This is a great opportunity to expand on your current idea with a great community of likeminded leaders.	R_1OC8RMoBE87YuWI
34. If being a part of a rich, diverse community of founders dedicated to equity and inclusion in schools and being pushed to put this front and center in the building of your own organization, being a part of a 4.0 Fellowship is ideal.	R_1j8IvPMv6jbTDML
35. Being able to exchange ideas with the community was key to my Pilot's success.	R_2SkQyzBHz0pcp58
36. The 4.0 Fellowship empowers individuals to raise the bar in educational creativity and innovation- critical elements lacking in our educational system today. The Fellowship has created a culture of inclusivity and empathy through a community of support and beneficial to better the collective, rather than the individual.	R_3MzhVf4ITDUgj9j
37. Even if you're not sure about applying, allow yourself to take that leap and immerse yourself in a different way of thinking and being in a space and community that wants you to succeed, no matter how tricky or insurmountable the issue you want to tackle may seem.	R_9999999999

### THEME 3: DO IT FOR THE RESOURCES AND SUPPORT!

Quote	Survey Respondent
1. Apply! You will not regret it one bit. The application process itself was beneficial but if you are lucky enough to be called a 4.0 Fellow, the knowledge, support, and community will fuel you to the next level.	R_2QYAeKt4tF7TD9l
2. The 4.0 Fellowship experience provides necessary resources and community by which a founder can substantiate, develop, and realize an idea that advances disenfranchised populations.	R_8fcMdDJzzCW8cuJ
3. If you need financial and social support to test an idea for an education-related solution... then you should absolutely apply for a 4.0 Fellowship!	R_2ZODtUvE4UJCem7
4. The 4.0 Fellowship not only provides funds, but they align you with the best-fit mentor to run your pilot!	R_dbVlkH37B0c2mA1
5. You should totally apply! From mentoring to funding, 4.0 has all the tools you need to grow your education organization or project and create waves of impact in your community.	R_2vY4SWyZ302KetT
6. If you're looking to further develop your idea, join a community of like-minded and passionate individuals and work with coaches dedicated to your success, then 4.0 is for you!	R_xF2hLxASuRVpazT
7. 4.0 Fellows are given the trust and the support to go for big ideas that others may deem impossible. As a 4.0 Fellow you are encouraged to make the impossible possible and learn from the entire experience, both the wins and losses.	R_1rf7z1nejjTBHH8
8. APPLY TODAY!!! Being a 4.0 Fellow has overall been an AMAZING experience! It is an exciting, enriching, supportive, challenging, yet rewarding and worthwhile educational journey that will indeed propel you forward to success in your ventures.	R_1oilFRgeEGiXwe5
9. Do it. The people are dope, understanding, knowledgeable and helpful. It is not too taxing on your other responsibilities either.	R_20Zfd7td37cJGQH
10. The 4.0 fellowship provides a holistic approach by creating a meaningful curriculum that connects to you on a personal and emotional level to achieve the goals you set for your project/idea.	R_3QDysVhMtyABXbX
11. If you have a plan or vision for making transformative change in the education sector and need a platform or resources to transform your vision to reality, do it!	R_1cSPezYI8948cJZ
12. If you are someone like me who has tons of practical ideas for making the world a better place, but need help with putting those ideas into practice, then the 4.0 Fellowship is a viable springboard for helping you set your ideas in motion through a team of advisors who act as thought partners, through planning guides for creating events to build community connections, and through financial support for growing your venture.	R_2Esm4c6jYISuien
13. It's a dope experience and they support you in various ways! The retreat in the beginning of the fellowship is so liberating and guided me on	R_1IgGMy5NjCzY2DT

Quote	Survey Respondent
combing through my ideas given the alignment and values that 4.0 schools share with me.	
14. 4.0 Schools is a great village to be a part of. The information and resources received from this organization is second to none and the family you become a part of through the journey is priceless.	R_2rCTMVVT6vBrXlh
15. Do not hesitate to apply; this experience offers a variety of supports to help you test and adjust your dream in support of increasing educational opportunities!	R_3pmrLKXCfMFcf7I
16. Embrace the process. Be brave in questioning your assumptions about your venture and the community you serve. Embrace the uncertainty and vulnerability of the iterative entrepreneurial process. And fret not, you will be equipped with the tools and support that you need to succeed.	R_1IWOZqCkIlw0noi
17. 4.0 Fellowship can really help you take your idea to the next level and give you great support to do so!	R_117JfVTk2224sPF
18. 4.0 is amazing for Founders looking to build community, collect data, and need funding to get their venture off the ground.	R_1kOHQSTxX9wdI9p
19. By applying to 4.0 you will gain access to mentors and a network that will provide you with knowledge needed to develop and enhance your venture.	R_1fa23DCzWV0dZ61
20. Apply now! If you want to test a bold idea or co-design a program or service for a new venture, 4.0 provides access to the community and resources needed to move you from ideation to action.	R_3mlWkrFkbGSKJdi
21. Apply- there is nothing to lose and everything to gain from an expansive network, to resources, to clarity.	R_9GLpy9hBx6RnzKV
22. Do it! It was helpful being surrounded by an amazing coach and a really great group of fellows.	R_1gooqkTc8EOwzNk
23. Apply to be a fellow if you want to build with a community of educators, mentored by talented coaches, and get exposure to experienced evaluators.	R_bwKF9Iiu5K5XRD
24. I would tell them to apply! There are so many great learning opportunities and wonderful support from like-minded individuals. The program also provides the accountability needed to get an idea going.	R_A65p2Pj1cUieM2l
25. The Coach was very hands on and very helpful through this process.	R_3emY430HkFnMnRg
26. 4.0 is a leading national network filled with skilled, passionate and dedicated people willing to guide you to success with your plot or business venture. - Just trust the process!	R_3rTD8tutr78dalT

## THEME 4: DO IT TO FOR PROFESSIONAL LEARNING AND TO ENHANCE YOUR LEADERSHIP SKILLS

Quote	Survey Respondent
1. The 4.0 Fellowship provides leaders with the guidance, support, and feedback needed to grow their idea and improve leadership skills.	R_3eyoo2TKS2XHtGJ
2. Don't miss out on an opportunity to be seen and supported as an entrepreneurial change agent!	R_10qq6uyLdAqhYi3
3. Apply for the fellowship if you're truly in a season to grow professionally & personally.	R_b44FKdQfY3MS2oV
4. The 4.0 Fellowship has been one of the best professional learning experiences of my entire 20+ year career!	R_3fjIR5FhXQrJ8A9
5. Apply, and you will grow your idea and your leadership skills with the assistance of the 4.0 staff!	R_3j2IbHNNQ47vYYX
6. Learn to love the space outside your comfort zone, become a never-ending learner, and a leading-edge teacher.	R_1240AQA3NeOBLBO
7. I would tell anyone interested to apply because their life will be changed or enriched.	R_RfvfQUvhiTgK8I9
8. 4.0 will see you, listen to you and develop you - APPLY!	R_3rOKjguyErWT1c1
9. I would tell someone interested in applying for a 4.0 fellowship that they should take advantage of the opportunity because it will allow them to refine their idea and expand their entrepreneurial leadership.	R_1itelTJECsSOp8w
10. I would tell them they would learn a lot of skills to support their work and they would be a part of a strong alumni pool that allows them to share their ideas, lessons learned and a chance to possibly get their ideas funded.	R_2dh9Qo7uaMDYNO9
11. I would tell them to keep an open mind and put effort into reflecting on each experience so that they can grow in their perspective of their business.	R_3dXiDRkpxQyOk3M
12. 4.0 is an amazing organization that centers mind, body, and spirit in all the work they do. They will level you up if you are ready and open!	R_1MQWSBuZ91WOT42
13. Applying for a 4.0 Fellowship will open doors to knowledge and opportunities that you may not know exist.	R_3F99kHIVvDt1xjvb
14. 4.0 is a great fellowship because it will push you to challenge yourself and set hard goals, while also giving you space to do that in a supportive and nurturing community.	R_BzS54ej72x0JA5
15. If you are ready to change the trajectory of your life and those in your community through education, this fellowship is instrumental in not only getting on the path to achieving this, but also to finding the leader within.	R_WjRsU6G8BbsLF73
16. 4.0 will build your capacity to lead, design and follow-through with an equitable venture that leads to lasting change!	R_22zUp2GzvqKRDMP

Quote	Survey Respondent
17. If you are interested in growing your business as well as yourself, 4.0 in the incubator in which this change can occur.	R_xAzPEpEWR0hkKT7
18. You can't fail. When learning is the goal, failure is impossible.	R_3hnZx5nmxohW9Wg
19. I would tell them to apply! There are so many great learning opportunities and wonderful support from like-minded individuals. The program also provides the accountability needed to get an idea going.	R_A65p2Pj1cUieM2l
20. The experience has been enlightening for me. The most significant growth that I received through this fellowship is how to design with, not for" my community. I believe that embracing this mentality helped me to connect more authentically with families, students, and the community.	R_2SkQyzBH0pcp58

### THEME 5: DO IT / APPLY!

Quote	Survey Respondent
1. Apply!!! It's worth your time!	R_AmHzLrd2Ry7vgjL
2. Do it!	R_7UPwYIKUKGOXYt3
3. Apply for it - you won't regret it!	R_1FyP4c96ptqzSq0
4. DO IT, YOU WILL NOT REGRET IT!	R_1Gv70A67yDjUZBc
5. DO IT!	R_D6I4Gyvsq2DlzJ7
6. Apply!	R_VQo74q7CfG0gDRf
7. Do it!	R_3Pz8PFnMBUvjz8D
8. Go for it!	R_3ho5NbmG5wDD4qB
9. Do it now!!	R_3ltrZhtaKa2SDSd
10. Do it even if you're scared.	R_xEgszYTtEnMXiil
11. Apply! I have nothing but good things to say about 4.0. It's been an incredible experience.	R_1EcDTnZ1taCjHND

Quote	Survey Respondent
12. It's an experience you won't forget.	R_1LuhXKfb8HBUfrN
13. You will never regret giving yourself this opportunity whether you are selected or not.	R_ZeiDZwrp0KIaCQx
14. Everyone should participate in a 4.0 Fellowship before starting a venture!	R_1IF1BJbD48eYOes
15. You won't find any other opportunity more honest and grounding.	R_p0fWS7zjnuP9gR
16. If you're thinking about applying for a 4.0 Fellowship, pull the trigger and apply!	R_8DnKBngOa4QiLW9
17. GO WITH YOUR MOVE!	R_1DpW77FWpX8Tp3v

#### **THEME 6: DO IT, BUT YOU NEED TO TAKE IT SERIOUSLY, IT'S HARD WORK!**

Quote	Survey Respondent
1. What you put in is what you get out	R_33BTjW2do4eeqxb
2. This program is only for dedicated people who are serious about running a solid pilot program with in-depth guidance.	R_8undFY1B5aja1gZ
3. I would tell someone it's a major time commitment but helpful.	R_1duFJ5KLjIISn9f
4. I would say, think carefully about whether you can give the time and energy needed to the fellowship-the more time you can give to your venture, the better!	R_2QiEinISjb4nALM
5. I would tell them that it is an incredible program, but they need to take it seriously.	R_28OMg1VZsJV9fY5
6. I would not suggest that someone apply for 4.0 unless in specific circumstances. It is helpful for people who have not processed their privilege and the way that will impact their vision. If you have done this work the process is redundant.	R_3lQwnQaBvuMzDTb
7. If you're able to put in a lot of hard work	R_2ZODtUvE4UJCem7
8. I would tell potential applicants that they need to be prepared for the substantial number of hours necessary to be involved in the program to be able to take full advantage of the fellowship.	R_1DBCusS85Q70p4Q
9. I would tell them to be open-minded and willing to accept that you can always improve on your vision.	R_1238ZspkunFdDCU
10. Be willing to engage in conversations and be pushed to think beyond what you may feel is your final product. Be open and willing to learn and explore. Devote and commit the time to the modules and the	R_zezv56LUCj7jsBz

Quote	Survey Respondent
coaching conversations. You will create a support Network and gain valuable insights and strategies. It is well worth the commitment.	

**THEME 7: ADVICE ON STEPS TO TAKE DURING APPLICATION / CONSIDERING APPLYING**

Quote	Survey Respondent
1. Take the time to fill out the application and truthfully share the vision and program you are building and why it's needed in your community.	R_yDOj6yggqLzsYtIB
2. I would tell someone interested in applying for a 4.0 fellowship to attend the informational sessions. That really helped me navigate if this fellowship was the right fit for my organization. Also, to be flexible in your idea.	R_2cdxd9cpgAE7PIs
3. You will grow and learn so much about your idea and yourself especially during the application process.	R_3Eh7nEeQo9O92Gu

**THEME 8: DO IT BECAUSE IT'S A TRANSFORMATIVE EXPERIENCE**

Quote	Survey Respondent
1. Go for it! It can be life altering!	R_1jrmDsNUONzsXjT
2. I encourage anyone interested in applying for the 4.0 Fellowship that it is a transformative experience that will bring you closer to your dreams.	R_1jTZTQqkZbTL4wM

## APPENDIX E: FELLOWS' PERCEPTIONS OF WHY OR WHY NOT THEIR COACHES WERE A GOOD FIT

### POSITIVE COMMENTS ABOUT COACHES

#### THEME 1: COACHES ASKED THOUGHTFUL QUESTIONS, PROVIDED FEEDBACK, AND ADVICE

Quote	Survey Respondent
1. Jim is a strong listener, is highly empathetic, and very positive while thinking critically and asking questions that push me to think about my venture in new ways.	R_296Q7HtrNIHO9sE
2. I appreciated Blake's transparency, easy-going spirit, and intention in every conversation/on each coaching call. He's like a therapist- he allows his mentee to share their thought processes then he asks questions to provide support if/where needed. He is resourceful and encouraging throughout the process, especially when I felt a bit overwhelmed.	R_3MzhVf4ITDUgj9j
3. Dr Cass is awesome! She really exemplified what a coach should be. She didn't try to force anything on me or give me answers - instead she asked thought-provoking questions that guided me to my own answers. I also appreciate the insight she gave and that she did it in a way that met me where I'm at.	R_1FyP4c96ptqzSq0
4. Robert understood what I am trying to do and was very thoughtful to provide resources, advice, thoughtful questions, and suggestions pertaining to my pilot. In addition, he's detailed, structured, organized, and professional. Top Coach!!	R_V24ZsOo65R6EfiF
5. She asked the right questions while offering suggestions to get me going in the right direction	R_2qeDiVqHmCyy6Qq
6. My Coach, Dr. Candice Wilson-McCain was the BOMB DOT COM. She is thoughtful and considerate. She serves as a sounding board and as a thought partner. She speaks from experience and leads with that.	R_2qfmq5A8oCN0SBC
7. She is a great advocate for me and helped me think through my project in a new light.	R_6tGiDOWjJ6rj917
8. Ryan didn't just listen, he sought to deeply understand what I was trying to do and helped guide me to the most important work I could do in this pilot. I came in with one idea and he helped me understand that I had skipped a key step - centering around who my user was. Without his help, I would have absolutely wasted a ton of money and had less impact.	R_3HU1o9OyrOD6ee0
9. Just not enough words. Confidence. Feedback. Commitment. Engaged. Practical. Compassionate. Great listener. Goes above and beyond. Makes me want to be a coach but...I'm not confident enough just yet.	R_10qq6uyLdAqhYi3
10. She understood my venture and provided valuable feedback.	R_7UPwYIKUKGOXYt3
11. Ryan is in the career space as a part of overgrad, and he offered	R_XigHCmpknuJmuAN



Quote	Survey Respondent
competitor insights and candid feedback and how to approach receiving feedback in the space. He kept me focused on what the main thing is 'which is serving the customer.' He also was an encouraging and thoughtful coach.	
12. Alexandra Roosenburg is a fantastic coach. She is very knowledgeable, patient, and easy to communicate with. She always made herself available whenever I needed guidance. Her feedback and advice were always very valuable.	R_1pXoK7rbmAFFfuR
13. Jill's advice was centered from business experiences. She was able to support me based on prior knowledge. Jill had me come up with solution when I struggled with ideas for my feedback forms and ways in which I could reach out to my community, The feedback she provided for my Pilot Plan was invaluable and I intend on using her Suggestions in the future.	R_3KI0OK6ag0whd0I
14. David provided valuable feedback and different funding opportunities.	R_xF2hLxASuRVpazT
15. Nneka not only focused on coaching me for the fellowship but human being. She was always ready to provide feedback and to challenge me in thinking about my community. She is an excellent coach.	R_3n1nnwaHwAqpgLR
16. Victoria is simply astounding. She was able to give feedback on a wide variety of things that came up for me during the fellowship, including the shaping of NVNO's strategic plan. Her feedback both encourages you and impels you forward with clarity of mind. She is a powerhouse and I feel so lucky to have worked with her!	R_1MQWSBuZ91WOT42
17. He had very sound advice and was able to guide me to be able to answer all my questions.	R_sUaX5JnrwutY17r
18. My coach was easy to talk to, relate to, gave sound advice, challenges my assumptions, a great listener, empathetic, and flexible re scheduling.	R_1cSPezYI8948cJZ
19. Jacob provided effective advice and was able to relate his experiences with starting STEM to the Future with the steps that I was taking developing RoboRecovery. One small critique is that I wish he would give more depth in his answers to my questions. But otherwise, Jacob was beast.	R_33BTjW2do4eeqxb
20. John's professional experience had so many parallels to my own project. I felt like we were perfectly paired. He gave me practical advice and insights from his own experience that helped guide my thinking. I really appreciated John and his flexibility throughout the process!	R_11WOZqCkIlw0noi
21. Jim combined a warm, empathetic demeanor with lots of practical advice!	R_1gooqkTc8EOwzNk
22. My coach had so much positivity, encouragement, knowledge, and advice that she turned this scary and vulnerable process into one of empowerment and community.	R_3F99kHVvDt1xjvb

Quote	Survey Respondent
23. She gave actionable advice and was aware of our time constraints, while being fair and insightful.	R_3ho5NbmG5wDD4qB
24. David was available and helpful throughout the entire process. He answered all questions thoroughly and clearly.	R_1LuhXKfb8HBUfrN
25. My coach intentionally listened to my concerns throughout this process. I felt heard, seen, and affirmed throughout the fellowship. When I had a question, she was quick to respond or help me find the answer. In addition, she provided me with additional resources to help with my project beyond the fellowship.	R_1eJHe3guHj7iaKY
26. Dr. J was very helpful in answering my questions and flexible with scheduling our meetings.	R_20SscQI8zZ0EMFW
27. She was present, understanding of my questions/challenges, and able to help me through them.	R_117JfVTk2224sPF
28. Elizabeth has been a teacher and started and exited an education org, so she has the experience to answer all my questions!	R_3ktAVdlRjfuYnX4
29. Efe was very helpful in helping strategize and prepare for launching a school her expertise cannot be bought.	R_AmHzLrd2Ry7vgjL
30. Dr. J really challenged me to make sure my event and Pilot Plan were on point. I really had to listen and embrace the things she was telling me. I sincerely Appreciated her approach and she was extremely helpful in getting things done.	R_1f969bQL5kLMZRR
31. Derrick kept us motivated, provided new ideas, and helped us solve problems as they came up.	R_yn1MlhJMRWAdG01
32. She had a lot of strong recommendations and was always available.	R_20Zfd7td37cJGQH
33. skilled in my venture and aided in helping to create questions and survey guidance.	R_RWB9Ejn4CmPOGyZ
34. was very transparent about his own learnings as a founder when we were trying to figure out financial planning.	R_2WPuKYbGYfL8CpN
35. She created a fabulous environment for participants to share and provide feedback.	R_1240AQA3NeOBLBO
36. she was able to manage 3 of us in the session with our questions and different intakes on the pathways our pilot could've taken. One thing that stayed with us was that she applied 4.0 ideals to our coaching. Right at the beginning when we were trying to decide what to do for our pilot, she said something along the lines of "do what feels most liberatory". This we will carry with us into curricula, parenting and beyond.	R_3R8YkPKzINQgC13
37. To me "support is a verb", and Alex embodied that. She was my first choice as a coach and didn't disappoint. I chose her because of her	R_8DnKBngOa4QilW9

Quote	Survey Respondent
experience as a school administrator, her willingness to connect fellows with resources, and serve as a thought partner. We hit it off during our very first coaching call. She was consistent in reminding me to center in on my initial purpose for the social venture when I was inspired to collect tons of different data points ⇒). Alex's feedback was helpful and helped to stretch my thinking. I always felt like she made time for me and was responsive when needed. Lastly, it was nice being able to meet her in person on a short trip I had to DC. It was great to see her and her social venture in the physical form.	
38. They were open to sharing the information and knowledge obtained through being an alum of the program. Listened well to what I had to share far as my pilot and gave excellent feedback with uplifting as well.	R_1DpW77FWpX8Tp3v

## THEME 2: COACHES' BACKGROUND AND/OR COACHING STYLE ALIGNED WITH THE FELLOWS' NEEDS

Quote	Survey Respondent
1. Alex's current role aligns very well with my goals, so I was able to learn a lot of valuable information from her during our one-on-one meetings. She is also close in proximity to me which is nice because I can always go visit!	R_2QYAeKt4tF7TD9l
2. My coach has a similar venture in the professional development/ leadership/ BIPOC space and could relate and problem solve together. Here energy was also positive and infectious!	R_XCaXRNnzEo9hpLP
3. She was a fellow homeschooler!!! I absolutely loved working with Dr. Adams!	R_2vY4SWyZ302KetT
4. I feel that as a teacher herself my coach understood my time constraints.	R_3ltrZhtaKa2SDSd
5. My coach had similar experiences as myself and understood my venture in such a way that helped me to improve as a leader and to meet the needs of my community.	R_3eyoo2TKS2XHtGJ
6. Dr. Stitt's education background was a complement to my Buddy Book venture that centers literacy in the underserved community of neurodiverse children. She was able to serve as an invaluable thought partner because of her career experience, offering new ways to expand my venture to serve more demographics that I had not considered.	R_2Esm4c6jYISuien
7. Liam's approach to founding an organization aligns with my values. Liam was very encouraging yet direct.	R_1j8IvPMv6jbTDmI
8. Liam understood my personal and professional needs well. Our styles were well matched. I think he had good experience to guide me through some of the struggles I was facing.	R_3hnZx5nmxohW9Wg
9. My coach was INCREDIBLE. Her experience matches my professional background and venture needs perfectly.	R_22zUp2GzvqKRDMP
10. David is a Black man who gets the struggle associated with being Black, male and a creative - his sensitivity, compassion and grace helped me in	R_3rOKjguyErWT1c1

Quote	Survey Respondent
expressing my vulnerability which facilitated the moments when I was too tired to keep going and too angry (at the system) to not 'go off.' He is indeed a great coach and a good brother.	
11. Derrick was a great fit, personable and knowledgeable in social impact ventures.	R_1fa23DCzWV0dZ61
12. John understood what my venture was trying to address as well as the demographic. There were certain areas that I may have had a blind spot to that he could point out.	R_eF1sVoMYvWlpbSV
13. Shana and I had similar backgrounds and aligned interests and I felt like she really got me and the work I was trying to do.	R_1LLuYnMILEulXTL
14. Her experience in starting a school was a good fit.	R_3GBocHosXjW1S54
15. Robert is currently at a place that I am trying to get to. So, he knows the journey. In addition, he has encountered some of the resources I researched for my venture.	R_xAzPEpEWROhkKT7
16. I felt like her work strongly aligned with my own, we are geographically close, and her coaching style was the perfect match for me	R_RkopHa2y2ORBrb3
17. It was nice to receive mentoring from another black female. Additionally, one in my area that somewhat understands my local landscape. Also her strength is my greatest challenge "pitching".	R_b44FKdQfY3MS2oV
She forced me out of my comfort zone in a way that felt doable, b/c I could relate to her.	
18. She is an amazing entrepreneur, and she is very afro-centric. As an organization, we pride ourselves in being Pan-Africanist, so it was a great fit.	R_2rCTMVVT6vBrXlh
19. Jim was a great fit with me for several reasons. The most important is that he has a background in startup/startup-adjacent organizations, which really helped me pragmatically, and helped me feel understood and be motivated.	R_yO4J0bb3JT4oM1z
Additionally, as a fellow white dude, he helped me be able to ground myself in a program that is largely centered around minority identities. This was a navigation process for me, but probably a healthy one, and one that helps me empathize more with people who are marginalized in society at large. :)	
20. My coach was also an educator and coached in a way I really received well.	R_1jTZTQqkZbTL4wM
21. Blake was awesome! I can honestly say, he was more excited about my venture, than I was, and I was excited. Blake encouraged me and helped me look at certain aspects of my pilot through lenses I wouldn't have on	R_1OC8RMoBE87YuWI

Quote	Survey Respondent
my own. Blake had knowledge of what it's like to be in the classroom and that really helped.	
22. Jacob and I both had STEM projects.	R_28OMg1VZsJV9fY5
23. La'Shondra was my cheerleader and listened to me big time. She worked with me on my situation and understood my need for the Pilot and for my growth. She could relate to me being a female business owner, and she even celebrated me the entire time when I needed it. She is amazing!	
24. He was clear and direct; coaching style was exactly what I needed.	R_1CeT9X3wTw1bLZV
25. Destiny is in the process of starting her own school. She was transparent without bias; she was positive and approachable. I am grateful to have been paired with her!	R_11XaEYLUN1ZOxTu
26. He was smart, looked like me, and was successful in his venture!	R_bwKF9Iiu5K5XRD
27. Victoria was a wonderful support and asset to us. Her venture helps students find alternative pathways after secondary school, while ours is focused on alternatives to the traditional classroom.	R_A65p2Pj1cUieM2l
28. Dr. Cass is amazing. But what she did that made her so amazing was that she was able to meet me where I am as a founder, where I am as woman, and where I am as a woman in the workplace.	R_qKszLZjY6OsO1RT
29. Candice's experience with her girl's math club venture equipped her with real life examples that challenged my thinking and served as great guidance for what I wanted/want to do.	R_VQo74q7CfG0gDRf
30. She had a lot of similarity to the work that I am doing. We related on a lot of topics	R_2dh9Qo7uaMDYNO9
31. John's coaching matched my needs. He was there when I needed him and gave me space when I needed it.	R_bvf5p6FpXiy2twZ
32. As a school founder, Efe pushed me to think of new ideas and strategies related to the needs of a new start-up. She has been a strategic partner in not only the design of my pop-up but my venture of opening a Charter School. Her experiences and being a sounding board have been valuable.	R_zezv56LUCj7jsBz
33. John did a great job at understanding my industry and was more of a balanced voice in my idea fast-paced, driven mind. He made things easy, but also pushed me to think outside the box.	R_1238ZspkunFdDCU
34. Jill's personality strongly reflects mine - she's a go-getter and is very clear about what she wants to say. She never beat around the bush, which made her come off as transparent and honest. I personally appreciate people who are like this, so I really loved working with her!	R_2ePFCE0iGWE7oht
35. skilled in my venture and aided in helping to create questions and survey guidance.	R_RWB9Ejn4CmPOGyZ

Quote	Survey Respondent
36. Dr. Adams was very insightful because she facilitates spaces for parent engagement.	R_rkaA9RVW0rk6WNB
37. To me “support is a verb”, and Alex embodied that. She was my first choice as a coach and didn’t disappoint. I chose her because of her experience as a school administrator, her willingness to connect fellows with resources, and serve as a thought partner. We hit it off during our very first coaching call. She was consistent in reminding me to center in on my initial purpose for the social venture when I was inspired to collect tons of different data points =). Alex’s feedback was helpful and helped to stretch my thinking. I always felt like she made time for me and was responsive when needed. Lastly, it was nice being able to meet her in person on a short trip I had to DC. It was great to see her and her social venture in the physical form.	R_8DnKBngOa4QiLW9
38. Jill and Lisa both provided amazing support from the start. I thoroughly enjoyed connecting with them both individually and collectively. Their insight was aligned with my goals, vision, and future aspirations. I look forward to connecting with them soon and feel like I've made friends forever.	R_3rTD8tutr78daIT

### THEME 3: COACH WAS SUPPORTIVE, MOTIVATIONAL, KIND, AND UNDERSTANDING

Quote	Survey Respondent
1. Sara was kind and supportive but our background and passion for education were not on the same path. The gap limited the support she was able to provide when it comes to working through challenges and difficulties in launching the venture.	R_3MsZ23vuQJkWX5B
2. My coach was supportive, encouraging, and kept me accountable.	R_1oilFRgeEGiXwe5
3. Desiree was dedicated, committed, an excellent communicator, positive, and supportive.	R_8undFY1B5aja1gZ
4. She is very helpful and supportive	R_1itelTJECsSOp8w
5. Nneka was so incredibly helpful. Not only are we on the same wavelength in terms of world view, but she was also incredibly supportive when I got a multiple sclerosis diagnosis in the middle of the fellowship commitment. She rode every single wave with me as I went through the stages of grief. She helped me modify my pop-up plan and run a virtual event instead of an in-person event since my treatment made me immunocompromised. She did it with patience, grace, and empathy. I am so grateful she helped me finish the fellowship in a way that worked for my condition and in a way that still made me proud of my work.	R_3KIn2b9AiiWy8pB
6. Desiree was a positive, supportive force who pushed me to be my best!	R_1kOHQSTxX9wdI9p
7. As a creative with a space to bring many of my ideas to life, I was paired with an amazing Coach. Destiny was so patient and supportive of my experience. I really appreciated the opportunity to call, text, or send voice	R_3Eh7nEeQo9O92Gu

Quote	Survey Respondent
notes during the process of planning my pop up to hosting. I was met with attunement and respect during my process and guidance when necessary.	
8. Blake was extremely supportive and encouraging and went out of his way to thought partner and connect us to other resources.	R_3pmrLKXCfMFcf7I
9. She was passionate, supportive, and most importantly transparent and flexible.	R_xEgszYTtEnMXiil
10. Doc was just who I needed given the stage where I am and given the nature of my target audience. She truly "gets it" and was supportive to me as a whole person.	R_3Pz8PFnMBUvz8D
11. Blake was present and extremely supportive during our time together. He took extra time to attend to help me answer questions about securing an MOU with SFUSD.	R_2YbRtbDQBoSUZB6
12. Jaime has a good understanding of project-based learning. Also, she is calm, patient, and supportive.	R_3HAKRjzgJxlzCTX
13. Alex was great, she provided support and motivation along the way. Really took out the time to explain and share resources. She talked about her experiences and that proved to be so helpful. She always emailed back and was kind. Very flexible and open to share tips.	R_yDOj6yggLzsYtIB
14. She was very kind and understanding.	R_1duFJ5KLjIISn9f
15. His support and encouragement have been invaluable.	R_yn1MlhJMRWAdG01
16. Jaiye was patient, intuitive, and encouraging especially in times when I had doubts and anxiety about the program and pilot.	R_ZeiDZwrp0KIaCQx
17. Sari is a kindhearted person that likes to look at situations from all angles before speaking or giving advice. She is very intentional about creating a positive space, respecting my time and listening.	R_RfvfQUvhiTgK8I9
18. Dr. Stitt poured into me holistically. She provided a safe space for me, and she developed my confidence in a way that exceeded any expectation I had for a Coach. I will forever be grateful to Dr. Stitt for her coaching and mentorship in the 4.0 Fellowship.	R_1jrmDsNUONzsXjT
19. Shana was very patient, but she was very good at telling me exactly what I needed to make my pilot successful.	R_3j2IbHNNQ47vYYX
20. Candice was so very helpful and resourceful. I am very glad that I worked with her!	R_C21FzG9jQTmwrS1
21. Jaiye is direct but nurturing and is always open and willing to help.	R_WjRsU6G8BbsLF73
22. My coach gave me exactly what I needed. I got the flexibility I needed to participate in this fellowship at my own pace while also maintaining the numerous responsibilities I have outside of this. I also got the opportunity	R_BzS54ej72x0JA5

Quote	Survey Respondent
to just receive a lot of reassurance and validation that what I was doing and how I was feeling wasn't specific to me or my venture but was specific to this journey.	
23. Candice kept it real. I was/am grieving from a family murder. She helped me to trust my process of caring for myself and family & running a pilot, even if it had to look different than the way I originally envisioned.	R_3F2nVWP9MwwKoT6
24. My coach truly saw me and gave me everything I needed. He also shifted his support as I needed it.	R_3Hkq2VaojYF1unU
25. She was simply awesome and if it weren't for her, I probably won't have been able to stay on top of things	R_2474kIeHZUbjcFs
26. Coach: Dr. LaShaune Stitt. Doc is very caring, patient, and motivational. Keeping this connection in my journey.	R_2pVH3fekOdm1Edl
27. I will say Christine was amazing and both understood the goals of the tool within the context of higher education (not *just* college access, also for non-degree and older non-traditional students + current/formerly incarcerated students given the restoration of the Pell Grant to that community), why certain information and sequencing was done, and the bigger goals of civic/bureaucratic literacy so she was really essential in helping me feel technically supported as well as personally supported. Blake was incredibly personally supportive, and his words and kindness have meant so much, but there was a lot we were missing each other on technically which I think kept the relationship from being the most useful it could have been.	R_2pVH3fekOdm1Edl

#### THEME 4: COACH PROVIDED RESOURCES TO SUPPORT FELLOWS' PROJECTS

Quote	Survey Respondent
1. Ryan was awesome. He is ed tech in an enrichment space. He was extremely helpful in helping me develop a pilot that was helpful and gave lots of technical support to make sure my project was informative, not salesy (which I was leaning towards).	R_xzIFNZhHHDfxGej
2. She had relevant resources to guide me along in developing my adventure and helped to push my thinking.	R_1240AQA3NeOBLBO
3. Ryan was the PERFECT fit. He completely restructured our pilot plan to be EXACTLY what we needed to do. He also sent an example of his company's summary report to help guide the creation of our own.	R_dbVlkH37B0c2mA1
4. Alex was more than generous with her time and with specific resources that helped me take important next steps with my venture.	R_10OElsr5eda5HpK
5. Marvin was a great pairing for me as a fellow. He understood my pilot idea and helped me to advance my educational reach with other Edtech	R_2cdxd9cpgAE7PIs



Quote	Survey Respondent
resources. He held me accountable to not be so rigid to the idea to be open to the idea shifting as I work my pilot.	
6. Jim's expertise is balanced by his deep empathy - he helped us see beyond the moment to what might come next, and he provided connections, suggested resources, and offered so much encouragement.	R_sZH yaxBcDRQ5goV
7. Alex was great, she provided support and motivation along the way. Really took out the time to explain and share resources. She talked about her experiences and that proved to be so helpful. She always emailed back and was kind. Very flexible and open to share tips.	R_yDOj6yggLzsYtIB
8. Blake was extremely supportive and encouraging and went out of his way to thought partner and connect us to other resources.	R_3pmrLkXCfMFcf7I
9. My coach intentionally listened to my concerns throughout this process. I felt heard, seen, and affirmed throughout the fellowship. When I had a question, she was quick to respond or help me find the answer. In addition, she provided me with additional resources to help with my project beyond the fellowship.	R_1eJHe3guHj7iaKY
10. Elizabeth understood where I was in my development process and was able to offer specific action items to help me stay on track.	R_1IF1BJbD48eYOes
11. Jacob regularly went out of his way to send us opportunities as he discovered them	R_2WPuKYbGYfL8CpN

### THEME 5: COACH WAS A GOOD LISTENER

Quote	Survey Respondent
1. I think she was a good listener.	R_3dXiDRkpxQyOk3M
2. I absolutely love Robert! He was a great listener who shared a similar passion to mine. He did not give me all the answers but challenged my perspective and made me prioritize my vision. He was inspiring and uplifting when I wanted to give up!	R_3kHc0VvYFSmSdAU
3. Just not enough words. Confidence. Feedback. Commitment. Engaged. Practical. Compassionate. Great listener. Goes above and beyond. Makes me want to be a coach but...I'm not confident enough just yet.	R_10qq6uyLdAqhYi3
4. Jim is a strong listener, is highly empathetic, and very positive while thinking critically and asking questions that push me to think about my venture in new ways.	R_296Q7HtrNIHO9sE
5. Robert deeply understands the space I am working in (teacher pipeline development/diversity). He is also a great listener and champion and had great insights along the way that really helped push my thinking and build my confidence.	R_3fJlR5FhXQrJ8A9

Quote	Survey Respondent
6. My coach was easy to talk to, relate to, gave sound advice, challenges my assumptions, a great listener, empathetic, and flexible re scheduling.	R_1cSPezYI8948cJZ
7. David is calm, patient and a great listener. He is focused on seeing your venture become a success.	R_8k02IGhtf5dJFAt
8. Efe has raised prior funding and provided valuable information regarding pitching.	R_3DvSTjjOiQDXCZA
9. I felt like she listened to me but challenged me in a way that guided me towards thinking past my own ability. Her guidance gave me the confidence and the verbiage to expand my idea in a way that moves away from discount dialect/added value to my work. Also, she was down to earth and helped me manage my desire to succeed but taking care of myself as a person first, which is something that I have always struggled with.	R_334lo1WLxV82p0X
10. La'Shondra was my cheerleader and listened to me big time. She worked with me on my situation and understood my need for the Pilot and for my growth. She could relate to me being a female business owner, and she even celebrated me the entire time when I needed it. She is amazing!	R_D6I4Gyvsq2DlZj7

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#### THEME 6: COACHES QUICKLY RESPONDED, WERE ATTENTIVE, OR FLEXIBLE TO FELLOWS' NEEDS

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Quote	Survey Respondent
1. My coach was able to quickly identify what would bring the most value to my pilot. Ryan not only made suggestions, but he also shared from his experience. When I had difficulty getting email responses, he offered to help. He was available and responded quickly to emails.	R_8fcMdDjzzCW8cuJ
2. because she was always helpful, responding fast my answers and concerns	R_24NSKkdCUuyvjEW
3. Our coach was very encouraging and informative. She was also very responsive with text messages, emails, and phone calls.	R_8hPZHjoFikBeA2l
4. Desiree was incredibly attentive, responsive, and knowledgeable about the 4.0 process as well as business in general.	R_3QDysVhMtyABXbX
5. Alex was great, she provided support and motivation along the way. Really took out the time to explain and share resources. She talked about her experiences and that proved to be so helpful. She always emailed back and was kind. Very flexible and open to share tips.	R_yDOj6yggqLzsYtIB
6. She had a lot of strong recommendations and was always available.	R_20Zfd7td37cJGQH
7. Very responsive and timely in his approach.	R_bvf5p6FpXiy2twZ
8. Efe was great! She and Bree (consultant) were very warm and flexible with my program	R_1IgGM5NjCzY2DT

Quote	Survey Respondent
9. We strongly appreciated his flexibility to our needs and outcomes. Jacob regularly went out of his way to send us opportunities as he discovered them and was very transparent about his own learnings as a founder when we were trying to figure out financial planning.	R_2WPuKYbGYfL8CpN
10. Dr. Candace was very responsive and organized.	R_1240AQA3NeOBLBO

## THEME 7: COACH HAD STRONG COMMUNICATION SKILLS

Quote	Survey Respondent
1. Alexandra Roosenburg is a fantastic coach. She is very knowledgeable, patient, and easy to communicate with. She always made herself available whenever I needed guidance. Her feedback and advice were always very valuable.	R_1pXoK7rbmAFFfuR
2. Strong communication skills.	R_1EcDTnZ1taCjHND
3. We were able to communicate well, and he understood my local target market.	R_BEPK2LPk7Gty7lf
4. Jacob and I communicate very fluidly. Because we have similar visions for how education can work, it was easy to shape his feedback into what I was trying to do with FarmLab.	R_27rgod1aqLufgKG
5. He was clear, concise, and to the point.	R_9GLpy9hBx6RnzKV

## NEGATIVE COMMENTS ABOUT COACHES

### THEME 8: COACHES DIDN'T MEET FELLOWS' NEEDS

Quote	Survey Respondent
1. I feel I needed someone with experience building software, post-secondary sales, startup legal topics, and access to a funding network.	R_2ZODtUvE4UJCem7
2. Allow us to clarify our answer. First, it was difficult for us to choose between the four possible answers to the previous question. We originally were given options to choose our coach. None of our three choices were provided. By the time a coach was selected for us, we were already participating in the camp. This placed us at a disadvantage, and we felt as a result we were on the low end of the learning curve.	R_1DBCusS85Q70p4Q
3. We did not have much similar interests around my project.	R_2OVgxwKjzr3lQpD
4. As mentioned in the previous response, I was very grateful that in camp, I was able to identify a particular set of needs I had to move forward effectively as a founder. I think Dr. Cass is an excellent leader and a good coach, but I think we weren't a match in terms of my needs and her style. I also had such a compatible and supportive pairing in the Essentials fellowship, so perhaps my expectations affected how I experienced the coaching.	R_2QiEinISjb4nALM

Quote	Survey Respondent
<p>5. Sometimes people just don't resonate or match. This was not a good match for me. I was looking for someone that might either be there as an emotional support or someone with knowledge in the startup space with tools for ideation or growth. I felt that our time together was just to make sure that I had everything checked off the list for the pilot/graduation. This was something I can do on my own.</p>	R_C3yP6v3b931q5s5
<p>6. My coach did not seem to have much enthusiasm for coaching</p>	R_2xQ2XN1lZZ4oTi9
<p>7. My coach was extremely professional and kind, as well as, well organized. She, however, does not have the business background success nor longevity to coach. I learned very little from her.</p>	R_3lQwnQaBvuMzDTb
<p>The coaching model and component combination doesn't seem to fit the needs of the fellows. Overall, everything felt disjointed.</p>	
<p>8. I am an independent thinker and learner, so I don't require much oversight in my work. My coach told me that she was available if I needed anything, but I received little communication and feedback between calls. My coach is kind and positive. If a founder needs ongoing and consistent support, my coach would not be a good fit.</p>	R_2SkQyzBHz0pcp58
<p>9. She is very helpful but follows the 4.0 script to the letter and not fully herself.</p>	R_xa3bmBxAtj4lGCJ
<p>10. I generally don't need frequent interactions; however, the one time I reached out in dire need of advice, I did not receive a response after being told to call her. I called and texted and got a response two days later when she followed up via the original email and had now involved Destiny and LeShea, which I thought was uncalled for. Overall, I would have preferred someone like Destiny as my coach because she is more data focused.</p>	R_1gTHItwY9YsUCBU
<p>11. Blake is an extremely caring and empathetic coach; however, I think we were missing each other on the substance of what the goal of FinAid Muse is from the beginning which was hard to recover from. For instance, the suggestion in the first meeting to make a 40-page booklet drawn up available as an e-book directly to consumers missed the point of accessibility since the communities I want to focus on (BIPOC, FGLI, and immigrant) often don't know where to get this information from in the start, so reaching them is really incumbent on reaching the institutions and organizations already working with them to increase their capacities. Trying to go direct to the consumer missed the point of capacity building for existing organizations/schools. Additionally, the suggestion to add federal student debt cancellation assistance (since this was in the news) was also well-meaning but missed the fact that there wasn't/isn't current capacity, so it felt like a distraction from the main goal of the pilot which was supposed to be around getting FAFSAs completed and maximizing non-loan aid. Sometimes it seemed that my coach wasn't entirely aware of my background and the fact that I'd already participated in Essentials</p>	R_9999999999

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**Quote****Survey Respondent**

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which came up one-on-one and in meetings with the M+E coach. The context was cheerleading when things were not going well, so I took that away, but it did kind of hurt to be treated like I was completely new when I'd done Essentials and, had similar challenges but much deeper support from my coaches (Elizabeth Black + Rosa Acevedo - the GOATs in every way!!!) and was able to run a small but meaningful pilot and had really thoughtful and detailed surveys. I also kept not having access to certain google docs and folders which didn't help and added stress to the process.

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## APPENDIX F: SPECIFIC TOPICS RELATED TO EDUCATION, EQUITY WORK, COMMUNITY BUILDING, OR EARLY-STAGE VENTURE DEVELOPMENT DESIRED BY FELLOWS

### THEME 1: TOPICS ON BUSINESS OPERATIONS AND VENTURE DEVELOPMENT

Quote	Survey Respondent
1. Anything in regard to early-stage venture development next steps.	R_sUaX5JnrwutY17r
2. How to systematize and scale our ideas (particularly for product companies and Edtech)	R_334lo1WLxV82p0X
3. Early-Stage Development of an Education Venture	R_11XaEYLUN1ZOxTu
4. More support on how to get our program to market (Schools, etc.).	R_117JfVTk2224sPF
5. Building an Organizational Strategy	R_1j8IvPMv6jbTDmI
6. Anything connecting to early-stage venture development	R_3lQwnQaBvuMzDTb
7. Steps on how to open a micro school, independent school, charter school	R_3n1nnwaHwAqpgLR
8. Program development	R_3pmrLKXCfMFcf7I
9. starting a non-profit	R_1cSPezYI8948cJZ
10. How to earn a living from your venture	R_A65p2Pj1cUieM2l
11. I think more tangible, action-oriented, conversations about being a founder while working full time or being a parent and making the transition to running your venture full time. I still have a lot of work to do in this area and would have liked to hear more about how others have and are making that transition, like how to set periodic or annual goals to working for yourself.	R_qKszLZjY6OsO1RT
12. business operations	R_3pmrLKXCfMFcf7I
13. Filing Taxes and Good Accounting Practices	R_2SkQyzBHz0pcp58
14. How to hire people	R_1IF1Bjbd48eYOes
15. More of Educational Tools that benefit my company (Software, Technology, LMS Learning Management Systems, and CRMs for Education (Virtual)	R_D6I4Gyvsq2DlzJ7
16. accounts, etc.	R_1cSPezYI8948cJZ
17. Establishing lines of credit for your business	R_1238ZspkunFdDCU
18. Financial payout structure for new nonprofits with multiple co-founders, Cost infrastructure sheet, taking business loans vs avoiding business loans	R_3R8YkPKzINQgC13
19. Governance/Board of Director	R_3R8YkPKzINQgC13

Quote	Survey Respondent
20. How to Build a Strong Advisory Board	R_2Esm4c6jYISuien

## THEME 2: TOPICS ON EQUITY AND RESTORATIVE JUSTICE

Quote	Survey Respondent
1. The Intersection of Equity and Design Thinking	R_yn1MlhJMRWAdG01
2. The Intersection of Equity and Design Thinking	R_1eJHe3guHj7iaKY
3. The Intersection of Equity and Design Thinking	R_9GLpy9hBx6RnzKV
4. The Intersection of Equity and Design Thinking	R_b44FKdQfY3MS2oV
5. The Intersection of Equity and Design Thinking	R_dbVlkH37B0c2mA1
6. The Intersection of Equity and Design Thinking	R_7UPwYIKUKGOXYt3
7. The Intersection of Equity and Design Thinking	R_p0fWS7zjnuP9gR
8. Equity	R_1LuhXKfb8HBUfrN
9. Educational Equity	R_WjRsU6G8BbsLF73
10. The Intersection of Equity and Design Thinking	R_1IgGMy5NjCzY2DT
11. The intersection of Equity and Design thinking.	R_1DBCusS85Q70p4Q
12. Design thinking	R_AmHzLrd2Ry7vgjL
13. liberatory design	R_3mlWkrFkbGSKJdi
14. White Supremacy Culture Embedded in Startup Culture	R_6tGiDOWjJ6rj917
15. Restorative Justice in Local Community Work	R_XCaXRNnzEo9hpLP
16. Restorative Justice in Local Community Work	R_1rf7z1nejJTBHH8
17. Restorative Justice in Local Community Work	R_zezv56LUCj7jsBz
18. Restorative justice	R_1LuhXKfb8HBUfrN
19. Transformative Justice in Local Community Work	R_1IgGMy5NjCzY2DT

## THEME 3: TOPICS ON FUNDRAISING / FUNDING VENTURES

Quote	Survey Respondent
1. Finance and fundraising.	R_BzS54eij72x0JA5
2. Funding to start a school for minority or BIPOC students in poverty areas	R_RfvfQUvhiTgK8I9
3. Securing funding for ideas in progress	R_296Q7HtrNIHO9sE
4. Finding Funding	R_xAzPEpEWROhkKT7

<b>Quote</b>	<b>Survey Respondent</b>
5. Funding opportunities	R_1jrmDsNUONzsXjT
6. Nonprofit Funding Models	R_2YbRtbDQBosSUZB6
7. How to raise seed funding/take a pilot and turn it into a business	R_1gooqkTc8EOwzNk
8. Funding (Securing BAGS to enhance and facilitate the great work)	R_3rOKjguyErWT1c1
9. Fundraising	R_3fjLR5FhXQrJ8A9
10. Funding	R_3MsZ23vuQJkWx5B
11. Securing funding for your venture would have been helpful	R_20SscQI8zZ0EMFW
12. How to find funders	R_1itelTJECsSOp8w
13. strategies for early-stage fundraising	R_3Pz8PFnMBUvjz8D
14. Pitching to social impact funders	R_3hnZx5nmxohW9Wg
15. funder searches	R_2dh9Qo7uaMDYNO9
16. Fundraising and structuring finances for your venture	R_2QiEinISjb4nALM
17. innovative fundraising strategies	R_3mlWkrFkbGSKJdi
18. Understanding Venture Capital Fund Development	R_2cdxd9cpgAE7PIs
19. Business Grants, Business Bank account, etc.	R_1DpW77FWpX8Tp3v

#### **THEME 4: TOPICS ON THE EDUCATION SYSTEM**

<b>Quote</b>	<b>Survey Respondent</b>
1. History of US Education Policy	R_ZeiDZwrrp0KIaCQx
2. History of US Education Policy, especially data centered.	R_2ePFCe0iGWE7oht
3. History of US Education Policy	R_XigHCmpknuJmuAN
4. Intersection of education policy and how it affects my venture	R_22zUp2GzvvqKRDMP
5. Homeschooling and modern educational policy	R_2vY4SWyZ302KetT
6. The History of US Education Policy: I do think that topic would be useful information as we pursue our various ventures.	R_8k02IGhtf5dJfAt
7. History of US Education Policy	R_1IF1BjBd48eYOes
8. History of US education policy	R_3Eh7nEeQo9O92Gu
9. History of US Education policy (geared at non-educational background folks) would have really helped me.	R_yO4J0bb3JT4oM1z
10. Afterschool vs. In-school Curriculum (How to do both and how to gage which avenue to pursue)	R_VQo74q7CfG0gDRf



Quote	Survey Respondent
11. Special education	R_2xQ2XN1lZZ4oTi9
12. Education for Futurist	R_1240AQA3NeOBLBO

### THEME 5: TOPICS ON LEGAL DOCUMENTATION AND PROCESSES

Quote	Survey Respondent
1. Legal documentation to continue with your venture	R_3kHc0VvYFSmSdAU
2. Legal protection	R_3MsZ23vuQJkWx5B
3. Rules and regulations to open a nonprofit	R_sZH yaxBcDRQ5goV
4. Step-by-step on how to obtain 501(c)(3) status	R_1gTHItwY9YsUCBU
5. The process of creating 501c3	R_1fa23DCzWV0dZ61
6. More in depth about setting up nonprofit/LLC/etc.	R_117JfVTk2224sPF
7. A to Z of Paperwork for Non-Profit Ventures (How to file for legal status, apply for EIN, etc.)	R_1MQWSBuZ91WOT42
8. by laws	R_1cSPezYI8948cJZ
9. legal & copyrights	R_3R8YkPKzINQgC13

### THEME 6: TOPICS ON OPENING A BANK ACCOUNT

Quote	Survey Respondent
1. Opening a Bank Account for Your Venture	R_ZeiDZwrp0KIaCQx
2. Opening a Bank Account!	R_1rf7z1nejjTBHH8
3. Opening a Bank Account for Your Venture	R_yDOj6yggqLzsYtIB
4. Opening a Bank Account for Your Venture	R_3ltrZhtaKa2SDSd
5. Opening a Bank Account for Your Venture	R_3ho5NbmG5wDD4qB
6. Opening a Bank Account for Your Venture	R_1OC8RMOBE87YuWI
7. Opening a Bank Account for Your Venture	R_3rTD8tutr78dalT
8. Business Grants, Business Bank account, etc.	R_1DpW77FWpX8Tp3v

### THEME 7: TOPICS ON APPLYING FOR GRANTS AND GRANT WRITING

Quote	Survey Respondent
1. More Grant Writing Support	R_2qfmq5A8oCN0SBC
2. more grant info	R_3kHc0VvYFSmSdAU
3. Grant Writing	R_10qq6uyLdAqhYi3

Quote	Survey Respondent
4. Failing Forward: Regrouping and Effective Grant Writing	R_8fcMddJzzCW8cuJ
5. How to write grants	R_1iteITJECsSOp8w
6. Resources for identifying and responding to RFPs	R_2qeDiVqHmCyy6Qq

## THEME 8: TOPICS ON COLLABORATING AND/OR ENGAGING WITH KEY STAKEHOLDERS

Quote	Survey Respondent
1. Developing outreach plans to collaborators (for venture as well as for logistics) that are not yet known. How to approach multiple mailings/emails and f/u	R_3HAKRjzgjxlzCTX
2. Effective Outreach to Teachers/Students outside of your network	R_3ktAVdlRjfuYnX4
3. ideas or a template centered on communicating with leaders in the community (mayor, etc.)	R_3KI0OK6ag0whd0I
4. How to create collaborative connections with organizations	R_rkaA9RVW0rk6WNB
5. How to connect with education “players” in my ecosystem outside my immediate network.	R_3F2nVWP9MwwKoT6
6. Using one fellowship to help you access others.	R_28OMg1VZsJV9fY5

## THEME 9: TOPICS ON MARKETING AND SALES

Quote	Survey Respondent
1. Marketing - finding customers	R_3dXiDRkpxQyOk3M
2. Education sales contract writing	R_2ZODtUvE4UJCem7
3. The sales cycle for colleges and universities	R_bwKFf9Iiu5K5XRD
4. How to approach a school district for contract work.	R_2OVgxwKjzr3lQpD
5. Marketing My Pilot to the Community	R_C21FzG9jQTmwrS1
6. Selling/ marketing/ Scaling	R_V24ZsOo65R6EfiF

## THEME 10: TOPICS ON DATA COLLECTION AND ANALYSIS

Quote	Survey Respondent
1. How to create focus groups and other data collection to calculate the success of your overall mission and vision of the organization.	R_2rCTMVVT6vBrXlh
2. creating stories from data	R_3mlWkrFkbGSKJdi

## THEME 11: TOPICS ON TELLING YOUR VENTURE'S STORY

Quote	Survey Respondent
1. Storytelling (more practice)	R_V24ZsOo65R6EfiF
2. Telling Your Venture's Story	R_10qq6uyLdAqhYi3

## APPENDIX G: FELLOWS' PERCEPTIONS ON WHAT WAS AND WAS NOT VALUABLE

### POSITIVE COMMENTS

#### THEME 1: GENERAL POSITIVE COMMENTS OF THE VALUE/USEFULNESS OF THE 4.0 PROGRAM

Quote	Survey Respondent
1. Everything was fantastic and a great learning experience.	R_6tGiDOWjJ6rj917
2. Just want to say thank you. I'm grateful for this opportunity.	R_3hnZx5nmxohW9Wg
3. Everything about the fellowship has been beyond valuable.	R_2rCTMVVT6vBrXlh
4. It all fit together so perfectly to set us on our path. Every part was so well thought-out and so supportive. This was a transformational experience.	R_sZHyaxBcDRQ5goV
5. Great experience!	R_AmHzLrd2Ry7vgjL
6. Thank you for everyone's hard work with making this a valuable learning experience!	R_3dXiDRkpxQyOk3M
7. I am grateful for 4.0! I am so thankful for Robert and Destiny they are amazing people I pray I can stay connected to forever.	R_1EcDTnZ1taCjHND
8. Thank you, 4.0 team, for this unique opportunity to learn from the community.	R_3MsZ23vuQjKwX5B
9. This was a great experience. I appreciate everyone's hard work and dedication. I am very grateful.	R_1f969bQL5kLMZRR
10. I am very grateful for the work you all are doing. When you are impacting so many people, it may be difficult to satisfy everyone with the logistics	R_10qq6uyLdAqhYi3
11. This experience was invaluable. Truly.	R_XigHCmpknuJmuAN
12. As usual, the experience was great. Thank you!	R_8fcMdDJzzCW8cuJ

Quote	Survey Respondent
13. Thank you so much for the opportunity. I truly appreciate all your help and support.	R_1pXoK7rbmAFFfuR
14. THANK YOU!	R_dbVlkH37B0c2mA1
15. Thank you 4.0! Phenomenal experience!	R_1jrmDsNUONzsXjT
16. Great experience!	R_3QDysVhMtyABXbX
17. Thank you!!!!	R_1IF1BJbD48eYOes
18. The 4.0 Fellowship was an experience that I will never forget!	R_3eyoo2TKS2XHtGJ
19. I'm forever grateful for the opportunities entrusted to me by 4.0 Schools. Thank you. With a full heart, Sara Toulson	R_3hnZx5nmxohW9Wg
20. This was an amazing opportunity and we're so grateful that 4.0 Fellowship is now a part of our journey. Thank you.	R_8hPZHjoFikBeA2l
21. THANK YOU!!!	R_A65p2Pj1cUieM2l
22. This experience was beautiful.	R_xEgszYTtEnMXiil
23. Y'ALL ARE THE BEST!!!!	R_qKszLZjY6OsO1RT
24. No, thank you for the opportunity.	R_2rCTMVVT6vBrXlh
25. I'm so grateful for this organization!	R_RWB9Ejn4CmPOGyZ
26. Thank you so much for the opportunity!	R_1IgGMy5NjCzY2D'T
27. This was a great opportunity.	R_1238ZspkunFdDCU
28. This has been an incredible experience and opportunity. Thank you!	R_1IWOZqCkIlw0noi
29. I loved this opportunity and am so grateful for it!	R_1jT'ZTQqkZbTL4wM
30. Beyond GRATEFUL	R_b44FKdQfY3MS2oV

Quote	Survey Respondent
31. It was an incredibly program and I am forever changed/grateful for the chance to have gotten to be a part of it. Thank you all again!	R_334lo1WLxV82p0X
32. This opportunity has been a major eye opener. I have so much respect for the dedication of the coaching staff, administrators, and staff that worked to support our team during the fellowship. I am grateful for each of you, thank you.	R_sZHyaxBcDRQ5goV
33. Thank you!!!	R_2vY4SWyZ302KetT
34. Thank you! Participating in this program is a true blessing!	R_C21FzG9jQTmwrS1
35. Keep up the work! I hope to be a part of this re-imagining of our educational system together for a long time to come!	R_2OVgxwKjzr3lQpD
36. I thought this was a great experience and I look forward to graduating!	R_bwKFn9Iiu5K5XRD
37. Thank you so much for this opportunity. It has been transformative for us.	R_ZeiDZwrp0KIaCQx
38. Yes, I enjoyed this fellowship and thankful to the 4.0 team for all their hard work.	R_3GBocHosXjW1S54
39. thank you!!	R_2xQ2XN1lZZ4oTi9
40. Thank you for supporting and inspiring positive change!	R_1240AQA3NeOBLBO
41. This experience was invaluable.	R_1eJHe3guHj7iaKY
42. This has been an invaluable experience for myself and my design students.	R_8k02IGhtf5dJfAt
43. Thank you for the opportunity provided to engage start-up enterprises in this capacity- it is appreciated.	R_9GLpy9hBx6RnzKV
44. I can't thank you, 4.0 program for this amazing opportunity! i look forward to building our relationship and family connection in the near future.	R_1DpW77FWpX8Tp3v

## THEME 2: THE COACHES/4.0 TEAM WERE VALUABLE

Quote	Survey Respondent
1. I loved my coach	R_1FyP4c96ptqzSq0
2. Destiny is great!	R_bwKFn9Iiu5K5XRD
3. Jim was amazing!	R_1gooqkTc8EOwzNk
4. Both my coach (Ryan H.) and Measurement and Evaluation consultant (Danielle V.) were invaluable to honing in on what makes this project competitive for the market.	R_XigHCmpknuJmuAN
5. My coach and M&E Consultant provide the best supports	R_3KI0OK6ag0whd0I
6. Coach/Consultant help are extremely helpful in providing feedback and thought partnership	R_2qeDiVqHmCyy6Qq
7. My coach, Jill Glassbrook, was amazing!	R_2ePFCE0iGWE7oht
8. I loved my coach Alex and Justin. It was scary at times to think I was floating with a lifesaver - now it's different I truly feel I can come to 4pt community and say hi - I need help. They will point me in the right direction.	R_yDOj6yggqLzsYtIB
9. I really enjoyed this experience with my coach	R_3Eh7nEeQo9O92Gu
10. For me, the most valuable parts of the fellowship were the sessions with my coach and M&E Consultant. These really helped push my thinking and get clarity on how to move forward.	R_3fjIR5FhXQrJ8A9
11. Having someone to brainstorm and bounce ideas off was extremely valuable in analyzing how the venture could be better.	R_3F99kHVvDt1xjvb
12. We loved the opportunities to engage with other founders and our coaches, for very personalized feedback and idea generation.	R_2WPuKYbGYfL8CpN
13. I appreciated the coaching calls	R_3MzhVf4ITDUgj9j
14. My coach was very compassionate and made it clear that her role was to support me	R_2QiEinISjb4nALM

Quote	Survey Respondent
15. It was valuable to have due dates and a coach to meet individually and in group.	R_3n1nnwaHwAqpgLR
16. I didn't have as much bandwidth to attend community events and the virtual curriculum path, rather focused on getting small group and individual feedback from my coach.	R_3ho5NbmG5wDD4qB
17. The connection between my coaches is powerful (life-changing). The coaching I was provided was warm, inviting and rewarding. The connection with other fellows was also amazing. To meet and listen to so many highly motivated individuals share their dreams and aspirations would be one of my fondest memories with 4.0 thus far. In fact, I will mention this program when I release my special edition of my autobiography.	R_3rTD8tutr78daIT
18. 4.0 - Thank you for your commitment to helping dreams come true. In addition, teaching the developing, implementation, business and how to maximize your audience you serve. I look forward to helping others through my experiences with 4.0 and possibly one day serve as a coach to help the next generation of venture/ plot candidates. - Knowledge is power but experiences with powerful coaches' impact society! Blessings to each of you from the CEO to Coaches!	R_3rTD8tutr78daIT
19. Christine was amazing as M+E coach and as a human, so want to give a quick shout out there! Overall, Tiny did not go the way I expected, and I'm personally crushed that after all the time, outreach, and funding put into New Mexico we weren't able to have anyone show up at the pilot. The pivot back to NYC was too late to make a difference so I slipped into a crisis of confidence + burnout and basically gave up. Yet, 4.0 humans constantly reached out and didn't give up on me even when I'd given up on myself. I've had so many emotions and have been working through a lot of my own trauma and self-beliefs in this process since everything came to a head and so many of the community events helped in that, but the biggest thing has really been the care with which I have been met at a time when I personally feel like I've failed to be not just at my best but at my average. It hurts but Blake, Christine, and Keaton have been lights in this emotional side of the journey which I frankly didn't want to have to work on, but if I'm not in a good place to do the work, then the work won't be good and won't help. So, a heartfelt (and admittedly a little heartbroken) thank you to everyone for not giving up on me. I'm in sore need of time and healing (there's a lot of trauma in my past to work through which doesn't help) but while I feel like I'm on the floor, I fully intend to get back up!	R_9999999999



### THEME 3: THE TRAINING FELLOWS RECEIVED WAS VALUABLE BECAUSE IT INCREASED THEIR CAPACITY

Quote	Survey Respondent
1. I appreciate how much I've had to get out of my own head and just grow.	R_1f969bQL5kLMZRR
2. my biggest takeaway from 4.0 continues to be increased confidence.	R_10qq6uyLdAqhYi3
3. This was a very powerful experience for me. It made me feel more competent and values-driven in my work and it forced me to center empathy, which brought me so much closer to my community. Thank you for this opportunity.	R_3KIn2b9AiiWy8pB
4. It was a wonderful experience. I learned a lot about myself and my venture. I was totally out of my comfort zone at times, but I feel that this discomfort grew me personally and spiritually.	R_xAzPEpEWROhkK17
5. Thank you for this opportunity! It has been an impactful period of growth for me as a person and as an educator.	R_11XaEYLUN1ZOxTu
6. This was a fantastic experience. I learned a lot about deliberate co-authoring of programs in ways that serve the needs of community. I learned a few solid mental frameworks, like the idea that designing for the most marginalized provides a better experience for everyone. And, I made some invaluable friends and mentors along the way! 10/10, would recommend. I hope to come back for the Tiny program and grow even more with this community.	R_yO4J0bb3JT4oM1z
7. I'm so thankful for this experience with the 4.0 fellowship. In the graduation survey, I mentioned how teachers described stress differently after the workshop because of the language of triggers and emotions. I received that same experience through the fellowship. I had an idea to reimagine education and received language and knowledge to better support a venture that is equitable and inclusive for students and teachers. I'm looking forward to learning more about my community and testing pop ups for the future of education.	R_3Eh7nEeQo9O92Gu
8. I appreciate this opportunity because I do not have any formal training in the education industry. From the conversations with my peers to interactions with my coaches, every interaction resulted in an enhanced understanding and love for what I'm building. I also enjoyed the emphasis on self-awareness in every session, which enabled us to take a moment to reflect on where we are, what we're doing, and, most importantly, where we're going.	R_1gTHItwY9YsUCBU

Quote	Survey Respondent
9. In four sessions, my understanding of data exponentially grew, and I feel so much more equipped to utilize that understanding in future endeavors.	R_1MQWSBuZ91WOT42
10. In my advocacy work for my son, I have often felt despair about the state of the current educational system--particularly our public school system's approach to teaching nonverbal children. I have felt powerless against a system that is bigger and financially wealthier than me. Participating in the 4.0 Fellowship has emboldened me as a change agent by showing me that Buddy Books is not a lofty concept--in fact, with the right support, it is very much a possible and viable venture. I can do my part to shift the current lack of investment in literacy education for nonverbal learners! Thank you for this opportunity.	R_2Esm4c6jYISuien
11. I am extremely grateful for this experience to learn how to efficiently map out an idea, using intentional methods for success. The Logic Module was beneficial in assisting me in narrowing the focus of my venture and specifying potential pathways of impact in my community.	R_3MzhVf4ITDUg9j
12. The Logic Model was very helpful to me in navigating to my project and clearly understanding the project that I'd like to complete.	R_20SscQI8zZ0EMFW
13. The 4.0 Tiny Fellowship has been an amazing experience! There were parts that got me out of my comfort zone, and I'm so happy that they did because I truly feel that I've grown so much from it. I appreciate the structure of everything as well as the guidance I received. Thank you for making this possible!	R_2ePFCe0iGWE7oht
14. I thoroughly enjoyed this fellowship and have grown beyond my wildest dreams! I know that I am 11 minutes late, but I had an insane last two weeks with oral reconstructive surgery and a full-time job.	R_WjRsU6G8BbsLF73
15. Gratitude. I am so thankful for this opportunity, for the learning I have been afforded. Grace. I thank you for the model you have afforded me to offer myself and others Grace with all that we are doing on the planet in our crazy human form! Thank you for helping me to build courage, structure, language, insight, foresight, hindsight, and commitment to building a better world together.	R_3HAKRjzgjxlzCTX
16. 4.0 - Thank you for your commitment to helping dreams come true. In addition, teaching the developing, implementation, business and how to maximize your audience you serve. I look forward to helping others through my experiences with 4.0 and possibly one day serve as	R_3rTD8tutr78dalT

Quote	Survey Respondent
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a coach to help the next generation of venture/ plot candidates. - Knowledge is power but experiences with powerful coaches' impact society! Blessings to each of you from the CEO to Coaches!

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**THEME 4: 4.0 WAS VALUABLE BECAUSE IT ALLOWS FELLOWS TO IMPROVE AND GROW THEIR VENTURE**

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Quote	Survey Respondent
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- |  |                   |
|--|-------------------|
| 1. I believe this Fellowship will help the Toolkit continue to grow and expand its reach.  | R_1f969bQL5kLMZRR |
| 2. It has supported me in launching a new, focused venture that will change the college and career readiness landscape for the better - because students will receive tailored guidance to a next step after high school based on their specific career goals. This was an idea I worked on first in Essentials and now it has come full circle in Tiny. VERY GRATEFUL!  | R_XigHCmpknuJmuAN |
| 3. Thank You for the opportunity to grow my venture. There are very few programs like 4.0 Schools offers coaching and funding for startup ideas. In the past I have used personal funds which are costly and keep creators/developers/ educators from bringing their ideas to reality.   | R_3KI0OK6ag0whd0I |
| 4. Thank you for the opportunity! So grateful to get out of my head and finally put my idea to practice even if in a smaller way than initially envisioned!  | R_XCaXRNnzEo9hpLP |
| 5. I love you guys! This was necessary in the growth of Life on Purpose Detroit, LLC! I cannot say Thank you enough. We are ready to SCALE!!   | R_D6I4Gyvsq2Dlzl7 |
| 6. 4PT - team, coaches, and staff. I want to say thank you. Thank you for believing in my idea, for having set up an application coach to help me out with my application. For allowing us to join in on a webinar - pasta for parents where I was encouraged meeting other applicants. That session did it for me. I said I am going to apply. The application was one of the toughest things I had to do. I was vulnerable and transparent. I was saying things out loud that I never shared at work for x reasons. You made it possible for my idea to blossom and you gave me the tools. Programs like these are so valuable and so needed. Imposter syndrome lingers around but when you are in a community like 4PT it - doesn't stick around long because you have a group of people remind you - that you can make it and there are tools out there to help. Thanks! Gracias! I can't wait to tell my son (he's 4 now) about you guys. | R_yDOj6yggLzsYtIB |
| 7. This experience has been invaluable. I am so much more prepared to launch this venture. The coaching, capital and community was   | R_22zUp2GzvqKRDMp |

Quote	Survey Respondent
everything I needed to ensure a solid foundation for moving forward. I cannot thank you all enough!	
8. I truly feel I'm ready to open my venture, hire staff and give the community what they have articulated they want and need for their children.	R_eF1sVoMYvWlpbSV
9. This experience has been monumental in the growth of my venture and in the lives of students and families. I am grateful for this opportunity from 4.0 Fellowship.	R_2SkQyzBHz0pcp58
10. Thank you so much for this wonderful opportunity to get my idea out of my head onto paper and moving towards realization!	R_yn1MlhJMRWAdG01
11. This was a wonderful and refreshing experience! It really helped me clarify my idea, and I got way more from it than I was expecting. Thanks, y'all!	R_1gooqkTc8EOwzNk
12. Thank you for the opportunity to serve my community! Thanks for believing in me and my idea! It has motivated me more than you know!	R_1OC8RMoBE87YuWI
13. This experience has been very valuable to my personal growth and venture. I am confident I submitted a much stronger Charter application due to this endeavor.	R_zezv56LUCj7jsBz
14. This opportunity was great. I learned so much from my coach and grew in the ways I was hoping to, especially being able to tell my story with data.	R_VQo74q7CfG0gDRf
15. Thank you for selecting my social good venture for the schools 4.0 Tiny Fellowship! Not only did we get to pilot the idea in our local community, but we had huge support from Schools 4.0 fellows and alum. It brings me joy to know others see the possibilities Amplify Education Equity to Accelerate Learning must empower educators and provide liberation from historical systems of oppression in the education system. If teachers have the conditions to thrive, students will thrive!	R_8DnKBngOa4QiLW9

#### THEME 5: THE COMMUNITY/NETWORK WAS VALUABLE

Quote	Survey Respondent
1. In general, I benefited the most from the cohort because we were able to form a support group to help each other.	R_3MsZ23vuQJkwx5B
2. The sharing and networking from every aspect were invaluable. The information helped not only the venture but me personally as a leader and founder.	R_eF1sVoMYvWlpbSV
3. All the community events were extremely valuable	R_28OMg1VZsJV9fY5
4. The ability to talk to like-minded people to learn from them was extremely valuable	R_sUaX5JnrwutY17r

Quote	Survey Respondent
5. The complete program was very helpful, I enjoyed the community events. Meeting other fellows and today collaborating with them was amazing.	R_yDOj6yggqLzsYtIB
6. I really enjoyed... the community events. The community events opened spaces to get additional feedback about my venture and solutions.	R_3Eh7nEeQo9O92Gu
7. I greatly appreciated the community. The other founders and mentors in the program provided 80% of the value, at least, and were amazing.	R_yO4J0bb3JT4oM1z
8. The most valuable part of this experience was meeting 3 other women in the cohort. In my coaching group and in the accountability squads, I was able to meet 3 women who met with me weekly and we supported each other through the pilots.	R_C3yP6v3b931q5s5
9. I appreciated the... connections that I was able to make with other fellows during camp. 4.0 Fellows provided me with so much-knowledge, resources, networking opportunities. Towards the end of the fellowship, I felt I may not have chosen the best time to participate in the fellowship due to my schedule, but I am beyond grateful for the opportunity, experience, and information.	R_3MzhVf4ITDUgj9j
10. Irrefutably, serving as a school founder is difficult. I have cried alone yet have never given up. To be a part of a community that understands the fight is key. The 4.0 community is the family I need and desire to continue the fight.	R_3rOKjguyErWT1c1
11. The things I put for slightly valuable are super important and this fellowship would be lacking without them, but they just don't give me enough time to really build relationships and connect with people in a manner that allows for genuine long-term connection.	R_BzS54ej72x0JA5
12. I am so grateful to 4.0 for the opportunity to be a part of the fellowship! I felt really stuck and along before, and the fellowship provided the community, support, and structure to help me break through that "stuck" ness and really move my idea forward.	R_3fJlR5FhXQrJ8A9
13. The connection between my coaches is powerful (life-changing). The coaching I was provided was warm, inviting and rewarding. The connection with other fellows was also amazing. To meet and listen to so many highly motivated individuals share their dreams and aspirations would be one of my fondest memories with 4.0 thus far. In fact, I will mention this program when I release my special edition of my autobiography.	R_3rTD8tutr78dalT

#### THEME 6: SPECIFIC PROGRAMMING ELEMENTS OR RESOURCES WERE VALUABLE

Quote	Survey Respondent
1. I thought the empathy interviews were valuable.	R_3dXiDRkpxQyOk3M
2. the core pieces of 4.0 which included surveying people, the pop-up event, and the feedback [were extremely valuable]. There are pieces of	R_sUaX5JnrwutY17r

Quote	Survey Respondent
the online module that are helpful, but at this point, I do not feel like doing the Joy Module because of the excitement after the pop-up. I want to talk to people again to tell them about it and snowball more ideas.	
3. Pop Up / Pilot Plan Template helps with designing a logic model that is cohesive and in alignment with a feasible project	R_2qeDiVqHmCyy6Qq
4. The template served as a guide to support you to think deeper about your venture and to really create a meaningful experience for you stakeholders.	R_8k02IGhtf5dJfAt
5. The virtual curriculum paths were engaging and directly related to the work that we were doing for our Pilots. The Pilot Plan template helped me to get a clear vision of how to run my pilot.	R_2SkQyzBHz0pcp58
6. The plan template was a lot of work, but it was 100% worth struggling through it.	R_2ePFCE0iGWE7oht
7. I appreciated the guided work sessions provided during camp and the always person-first nature of 4.0 programming. You know how to make people feel loved and valued. Thank you!	R_3pmrLKXCfMFcf7I
8. Although I do recognize the importance of developing community, I wish camp had more opportunity to get into the nitty gritty of the fellowship. Also, I always find in real life events/activities the most impactful and productive.	R_1240AQA3NeOBLBO
9. The Intersection of Equity and Design Thinking	R_8DnKBngOa4QiLW9

## COMMENTS ON HOW 4.0 COULD BE IMPROVED

### THEME 7: DESIRED CHANGES REGARDING RESOURCES AND/OR TRAINING

Quote	Survey Respondent
1. A lot of the exercises and survey questions felt extremely redundant. I do appreciate that sometimes there is value in this, but I felt that it erred too far on the side of repetition.	R_yO4J0bb3JT4oM1z
2. It'd have been more valuable to receive tangible help such as common startup challenges, legal, useful tools for operations, etc.	R_3MsZ23vuQJkWx5B
3. Some of the virtual curriculum paths felt like busy work. Even the ones that felt very helpful-- like the Logic Model had helpful and directly applicable information-- but then felt repetitive to the Camp session on Logic Models.	R_XCaXRNnzEo9hpLP
4. I think the virtual curriculum could have been better in terms of providing more information on creating surveys.	R_yn1MlhJMRWAdG01
5. 4. I would like the learning outcomes to be clearer and concrete for the pop up. 5. Please spend MUCH more time on early-stage venture development	R_3lQwnQaBvuMzDTb

Quote	Survey Respondent
than you are right now. We, the global majority, have little to no access to these conversations!	
6. During my experience at camp, I identified a different set of needs than what I think Tiny is designed to respond to. Because of that, I didn't find the coaching and the program as valuable as when I was in the Essentials program. The needs I had as a founder required resources that were not a part of the Tiny fellowship, or that were outside of what 4.0 offers.	R_2QiEinISjb4nALM
7. Redundant information the camp Review during the camp instead of working on the material/forms during the camp times	R_2OVgxwKjzr3lQpD
8. My 4.0 experience was great, and I am looking forward to staying connected as an alum. My only concern throughout this great experience is, while very helpful, I found myself still a bit further along than my peers. I've been a social entrepreneur for 5 years now and the growth has led to some major increase and impact. As a result, I found myself often being a resource or a 'teacher' rather than being 'taught' or being the 'student.' I desired to be a part of a comprehensive program that can help me advance as a school founder/social entrepreneur. I yearned to be a part of 4.0 for an uplift that is unparalleled - advancing me to a level that takes JBECB to an unmatched dimension... I want to ensure that our classrooms are endless libraries, whereby JBECB is liberty, breathing life into so many via the beauty of comprehensive education. And undeniably, I know 4.0 can help me make this desire a reality IF the program becomes more diverse in approach and opportunity for founders who are a bit more advance than the typical entrepreneur.	R_3rOKjguyErWT1c1
9. Camp didn't seem valuable to me because there was not much focus on the venture.	R_1fa23DCzWV0dZ61
10. I have so many ideas on how 4.0 can grow to better support the mission and vision. I honestly wish there was a part 2 to the tiny fellowship to support us after graduation so that we do not lose sight of our vision and purpose.	R_1EcD'TnZ1taCjHND

#### THEME 8: DESIRED CHANGES TO COMMUNITY/NETWORKING ACTIVITIES

Quote	Survey Respondent
1. I wish we could have had pop-ups with fellow Fellowship participants. They are in the education space and could have provided valuable feedback.	R_3dXiDRkpxQyOk3M
2. The community events I attended didn't provided what I expected for community of collective resources, due to not much attendance.	R_2cdxd9cpgAE7PIs
3. I was shocked and disappointed to get the email that we would not get access to the rest of the community until after graduation. I was hoping there would be time to learn/hear about everyone in the cohorts' ideas	R_C3yP6v3b931q5s5



Quote	Survey Respondent
and to workshop problem areas with each other. In my experience as learning designer, having access to a supportive community is the #1 indicator of success. Before I applied, I thought that this program was offering access to the community through the process of our pilots.	
4. Community events were too heavy on affinity groups and not on business discussions and needs. As an educator, I get much of the DEI things at school and needed much more guidance and expertise on the business side of venture building.	
5. The community event that was scheduled after the camp, I did not find interesting, it was geared more towards subjects that did not tend to my needs	R_1238ZspkunFdDCU
6. The accountability community event I attended was poorly managed.	R_1fa23DCzWV0dZ61
7. I also, highly recommend that there is a way to connect us more with other fellows I would have loved it if a master schedule was produced of pilot dates for my class so that I could have supported and possibly learned something new.	R_3DvSTjjOiQDXCZA
8. Main suggestion is just that there was no way for us to easily communicate with each other during our fellowship! I know that there is an alumni Slack, but I think it would be transferable to be able to have a channel with our class to discuss, post questions, and be able to message each other privately.	R_334lo1WLxV82p0X

### THEME 9: DESIRED CHANGES TO TIMING, LENGTH, AND/OR SCHEDULING OF THE PROGRAM

Quote	Survey Respondent
1. I think that the tiny fellowship is too short and does not allow a lot of time to flush out ideas and be mentored by your coach. I loved my coach and M & E consultant, but I wish we had more time to build a relationship and effectively flush out my venture. The program seems to be rushed with a fast turnaround.	R_3kHc0VvYF5mSdAU
2. Times were inconvenient, especially on Shabbat (Friday eve, start of religious day of rest)	R_2vY4SWyZ302KetT
3. I wish there was more time! I have yet to complete all the virtual modules and so am not able to share my feedback on those fully.	R_3Pz8PFnMBUvjj8D
4. I found it hard to access the PD and founder events. The schedule changed multiple times during the fellowship and many of the events were only offered once. Also, I found it hard to go back and find links as there weren't reminders with access sent after initially signing up. I think these could be used more broadly with a little tweak on the accessibility. TY	R_3HAKRjzgJxlzCTX
5. I would change the time, duration for Camp online, 5 hours was too much information in a short time.	R_24NSKkdCUuyvjEW



Quote	Survey Respondent
6. My schedule, unfortunately, makes it very difficult to attend multiple events.	R_10qq6uyLdAqhYi3
7. This is a total human error on my part, but somehow after Camp I completely missed that Community Events and Founders Professional Development Events were separate documents. So, all fall I was referencing the Community Events sign up document only meaning I never got to attend any Founder Professional Development Sessions & Signups. I was sent the 4.0 Resource Library, and plan to watch many recordings this month, but would like to advocate for there being a single document for Community Events and Founders Professional Development Events so that founders have one less document to track.	R_qKszLZjY6OsO1RT

### THEME 10: ISSUES WITH COACHES/4.0 TEAM

Quote	Survey Respondent
1. I struggled working with my M&E consultant. In the group facilitation sessions, she had 1:1 conversation at length because she was the “expert” with people instead of including everyone into the conversation. I disagree with her approach because part of the reason I joined 4.0 was to learn from other people in the program, who I believe add just as much value even if they aren’t a “M&E Consultant.” I was also frustrated with how rigid my M&E Consultant was with the content. For example, for Logic Model, she was insistent on me including physical space as an input. I believe that as a teacher, the purpose of teaching is to guide people not to force them to follow certain rules - especially when I don’t believe there are strict rules for building a Logic Model. It should be what works for you to communicate your Logic Model clearly to stakeholders, not a set of arbitrary rules that someone who believes they’re an expert created. I wish there was more flexibility - I think it would benefit all the M&E consultants to go through “how to coach” sessions.	R_1FyP4c96ptqzSq0
2. My coach was a wonderful person. She had little to offer in the ways of building a business, she is still building her own. There was a glaring lack of the business expertise that I needed. Additionally, we started with like 6 people and ended with 2! It was impossible for my coach to build a thriving coach community with people dropping out at that rate.	
3. It was not valuable not receiving support when I asked if 4.0 team could share my pop-up to their community.	R_3n1nnwaHwAqpgLR
4. I wish there was more expert specific knowledge and the ability to workshop problem areas. Specifically, I need help in marketing/sales to reach potential customers.	R_C3yP6v3b931q5s5

### THEME 11: DESIRED CHANGES REGARDING EQUITY

Quote	Survey Respondent
1. Sadly, the camp and curriculum paths still feel as if they are catered to privileged identities that need self-awareness training, and it feels that	R_10qq6uyLdAqhYi3

Quote	Survey Respondent
<p>oppressed identities are expendable to this process. It would be nice to have more modules giving language to the experiences of oppressed identities FROM the lens of oppressed identities (i.e., Michelle Alexander, etc.) Overall, they still don't acknowledge that people are at different stages regarding their ventures, self-awareness, time commitment, etc.</p>	
<p>2. We would like to recommend that 4.0 take into consideration learning styles and how individuals learn even as adults, proficiency with various technology like Google Docs, adapting to physical disabilities, and time commitment including this survey which 4,0 estimated would take 45-60 minutes. For example, over a three-day period, it took us 6 1/2 hours and counting. Additionally, we recommend that wellness workshops be held more than once. Sandra would be more than happy to guide those sessions.</p>	R_1DBCusS85Q70p4Q
<p>3. The virtual curriculum paths were formulated for DEI (white growth needs were centered) conscious raising. The percentage of that was too high esp. for people who are farther along on their journey or people of the global majority. My white group mates too away much. I took away little. Camp was the same way.</p>	R_3lQwnQaBvuMzDTb

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#### THEME 12: DESIRE FOR IN-PERSON LEARNING

Quote	Survey Respondent
<p>1. Please include in person camp. After this nightmare pandemic, I am OVER virtual convenings. Staring at a screen for an entire weekend is just too much.</p>	R_xzlFNZhHHDfxGeJ
<p>2. This type of program would be best run-in person. It was a lot of information to process in a virtual environment and much of it felt like busy work instead of actual guidance on completing the Pilot.</p>	R_1duFJ5KLjllSn9f
<p>3. I hope that the weekend camp is done in-person next year. I don't truly feel like I know my whole cohort and I think that is because of the jam-packed, virtual nature of the camp weekend.</p>	R_VQo74q7CfG0gDRf

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## APPENDIX H: IDENTITIES THAT COULD BE SERVED BY 4.0

### FOUNDER FOCUSED / FOUNDER CAPACITY DEVELOPMENT

Quote	Survey Respondent
1. Founder focus: those whose venture was within their already existing org/ nonprofit. Engaging school leaders in such a hard time. Problem solving around how to get people to engage in post covid world? i.e. People ask to be in person, but then don't do it.	R_XCaXRNnzEo9hpLP
2. I also would have really appreciated an EdTech, or startup founder space. A lot of the people I interacted with were doing very different things.	R_yO4J0bb3JT4oM1z
3. The focus area I would have like space for would have been training classes on equipping the founders on how to raise venture capital.	R_2cdxd9cpgAE7PIs
4. Founder focus, education stakeholder, financial equity, and financial accessibility (scaling and balancing growth)	R_3rOKjguyErWT1c1
5. founders with similar venture types/key words	R_3Pz8PFnMBUvjz8D

### ACCESSIBILITY / DISABILITY

Quote	Survey Respondent
1. Accessibility and Age. We are elders and there was no focus on that identity. Likewise with accessibility. While 4.0 tried to accommodate visually impaired individuals, it was an afterthought and not planned for prior to the camp, etc.	R_1DBCusS85Q70p4Q
2. Being a founder while trying to manage a chronic illness/disability	R_1j8IvPMv6jbTDMI
3. Disabled artists	R_8hPZHjoFikBeA2l
4. Disability/those with mental health diagnoses	R_2QiEinISjb4nALM
5. disability	R_2xQ2XN1IZZ4oTi9

### RELIGIOUS IDENTITY

Quote	Survey Respondent
1. A Christian-based focus area may be nice.	R_10qq6uyLdAqhYi3
2. Jewish identities, Black Jewish identities	R_2vY4SWyZ302KetT
3. Although my goal is to reach a wide audience, a lot of my work appeals to those that might be called pagan/spiritual/alternative in their spiritual beliefs. I feel this community has been discriminated against and often marginalized. I'd like to empower them.	R_117JfVTk2224sPF
4. Agnostic/non-religious or Stoicism would be an interesting affinity space, that I would have appreciated and participated in.	R_yO4J0bb3JT4oM1z

Quote	Survey Respondent
5. I would have liked to see a Christian or Futurist space.	R_1240AQA3NeOBLBO

## RACIAL IDENTITY

Quote	Survey Respondent
1. Black men in education	R_eF1sVoMYvWlpbSV
2. Mixed Race	R_2YbRtbDQBoSUZB6
3. Afro Latina Women	R_WjRsU6G8BbsLF73
4. Black Women Community Group	R_8DnKBngOa4QiLW9

## PARENTS AND CAREGIVERS

Quote	Survey Respondent
1. There should be more parent focused events. Outside of how people identify, parents and caregivers have specific needs and concerns that should be centered and addressed.	R_1duFJ5KLjIISn9f
2. Caretaker	R_8hPZHjoFikBeA2l

## OTHER IDENTITIES

Quote	Survey Respondent
1. Homeschooler demographics	R_2vY4SWyZ302KetT
2. Millennial spaces	R_2rCTMVVT6vBrXlh
3. Fatherlessness	R_3kHc0VvYFSmSdAU
4. veterans	R_2OVgxwKjzr3lQpD
5. Sports (Coaches Corner)	R_bwKFfn9Iiu5K5XRD
6. I found myself missing a Gay space in the fellowship. I felt out of place taking space in a room centered on gender nonconforming identities, but I wanted to be there so badly - those are my people!	R_1MQWSBuZ91WOT42
7. would have liked to see other spaces like: <ul style="list-style-type: none"> <li>- nonprofit founders</li> <li>- non-educators</li> <li>- regional (e.g., Mid-Atlantic)</li> </ul>	R_3Pz8PFnMBUvJz8D
8. I hold the identities of being black and first-generation college and masters graduate in my family. And that rolled into being a first-generation founder/entrepreneur as well. I think talking more about the first gen experience and how that lead us to our unique ventures would have been special.	R_qKszLZjY6OsO1RT
9. Also, although I do really appreciate how far 4.0 goes to include people of all backgrounds, I felt slightly marginalized by how few affinity groups I was able to be included in (which is fine). Although I do	R_yO4J0bb3JT4oM1z

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Quote	Survey Respondent
weakly identify as White and recognize that being able to have that as a weak part of my identity is a privilege, it is nonetheless a very small part of my identity. My coach (Jim Kline) helped a lot with this, and really helped make me feel welcome despite that. :)	R_8DnKBngOa4QiLW9

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10. Educator Community Group

## APPENDIX I: FELLOWS' PERCEPTIONS OF THEIR COMMUNITY'S NEEDS

### THEME 1: NEEDS RELATED TO MENTAL HEALTH AND SEL

Quote	Survey Respondent
1. Youth under 18 who are navigating isolation, addiction, and other mental wellness challenges are vastly underrepresented and under resourced. We aim to fill this gap by providing spaces of authentic connection where teens can feel truly seen, heard, and supported by their peers, as well as gain tools for emotional resilience.	R_8undFY1B5aja1gZ
2. Many of the students in my community don't have outlets that create a safe space for them to discuss, life issues, problems, concerns, or just inquiries. We provide writing classes, expression courses, coaches, and individual/group sessions on creating, maintaining, and sustaining your voice. With this support, students can develop their id	R_1LuhXKfb8HBUfrN
3. KindRGarden encourages the mental and emotional health of students, their families, and educators. Mindset training, sound healing, reiki, and creative therapy heighten participants' awareness, empowering them to transcend unjust paradigms and realize their unique potential.	R_1240AQA3NeOBLBO
4. The global pandemic, COVID-19, highlighted the need for mental health awareness- self-awareness, empathy connection. As social media continues to challenge and influence the perception of reality, which widens impacts the communication gap between teens and their parents/guardians.	R_3MzhVf4ITDUgj9j
5. In our schools and communities, toxic stress and a lack of healing-centered support systems lead to psychologically unsafe environments for mental and social wellness. Additionally, there is a disconnect between family and school. The lack of partnership between the two affects students' academic and social-emotional development.	R_RWB9Ejn4CmPOGyZ
6. Historically, mental health has been stigmatized resulting in avoidance and mistrust of seeking help. We create topic-specific mental, emotional, and social health curriculum kits that can be implemented in schools, communities, and homeschooling environments that give cost-efficient, equitable, and central points of access.	R_ZeiDZwrp0KIaCQx
7. A recent study showed that 67% of college students had mental or emotional issues within the last 12 months and underrepresented students were even higher. Sadly, suicide is the second leading cause of death among students. Wellness-related organizations are understaffed and schools can't meet the needs of their students. We're here to help.	R_2ZODtUvE4UJCem7

Quote	Survey Respondent
8. Unfortunately, many middle school students are battling to cope with problems. Whether social, academic, or emotional, students do not have the tools to persevere. Since they lack the tools to persevere, Resilient Mentors was created to assist students and provide them with narratives of people who learned resilience is needed for success. The n	R_1pzc7PqrhZZ6FiV
9. Mindfulness has revolutionized my life and I want as many children as possible to benefit from this awareness and practice. I want to be part of the change I wish to see in our education system and in our world! There is a huge need and interest in implementing this kind of programs because they have a high rate of students with anxiety, depression	R_24NSKkdCUuyvjEW
10. Students, parents & teachers served by our campaign often experience a clear lack of academic support outside the classroom & equally so, their mental health is overlooked, dismissed & not taken seriously. Our Campaign brings these groups together to deliver mental health services, academic support & resources, aiding in paths to self-sufficiency.	R_3QDysVhMtyABXbX
11. Positive mental health and creative self-expression are crucial attributes of happy, healthy, and liberated adults. PDA develops joyful and thought-provoking ways for kids and adults to expand their imaginations, solve problems, express themselves, and find belonging in the places that we all live, work, and play.	R_qKszLZjY6OsO1RT
12. A lack of EF skills can have a negative impact on both the emotional well-being and academic performance of students. Students with disabilities and students of color are even more likely to grapple with executive dysfunction. Developing these skills is critical for student success as students matriculate throughout their school careers.	R_2SkQyzBHz0pcp58
13. Consistent social emotional well-being and mental health education, practice and support are needed in schools. Even more so it is important that the education is responsive to the relevant needs of the culture and climate of the school community.	R_V24ZsOo65R6EfiF
14. Post-pandemic, many students are dealing with mental health issues such as anxiety and depression, diagnoses that are more common as they approach middle school. Many studies have shown that practicing mindfulness can help to reduce anxiety, while experiential learning allows students to develop social and emotional skills outside of the classroom.	R_A65p2Pj1cUieM2l
15. In a youth survey report published by Mental Health America, 41% said support from peers would help most in their recovery. The peer mental health support specialist training available to youth is limited. This	R_1j8IvPMv6jbTDML

Quote	Survey Respondent
pathway provides youth with mental illness, who are 3-7 times more likely to be unemployed than the general population, career options.	
16. In the last few years, there has been a huge growth in mental health challenges in adults and children. Meditation has been shown to help with a wide range of mental health challenges, however, many meditation techniques are not engaging, which often leads to people not using it. We've gamified meditation making it easy and fun for a wide audience.	R_117JfVTk2224sPF
17. In the homeschool and traveling communities, I was given the feedback that it is difficult to find consistent community for children to socialize and gain emotional skills. firefly is the answer to bring children together virtually, wherever they may be located, and offer an experience to develop their social and emotional skills through a game.	R_C3yP6v3b931q5s5
18. As a result of unconscious bias, students of color are not engaging in the learning environment. They are not connecting with educators The academic learning gap continues to widen, and these students continue to develop depression and other mental health issues.	R_3j2IbHNNQ47vYYX
19. R.E.A.C.H. Program stands for Respecting Educating Accepting Changing Hearts. The youth lead the next generation and here at R.E.A.C.H. Program we're highlighting and bringing awareness to children's mental health in addition to children's overall recovery.	R_1DpW77FWpX8Tp3v

## THEME 2: NEEDS RELATED TO POST-SECONDARY EDUCATION AND CAREERS

Quote	Survey Respondent
1. There are far too many students with disabilities who leave school without higher ed or employment opportunities in place. As a result, many parents are forced to quit their jobs and stay home and babysit their adult children. Our goal is to connect students and families to post-high school resources so they can live fulfilling, productive lives.	R_xzIFNZhHHDFxGeJ
2. As a first-generation college graduate, I navigated the college application process in isolation. While my parents were supportive, I simply lacked the wisdom and support that other peers had. I want to instill hope and confidence in letting other first gens know that college is possible despite your childhood or family dynamics.	R_2QYAeKt4tF7TD9l
3. Black and Latino students are also the least likely to secure a stable or future proof job after graduation. A 2021 study from Dynamos for Diversity found that, "Black and Latino workers are "less likely to be in	R_XigHCmpknuJmuAN



Quote	Survey Respondent
stable jobs with growing employment prospects, strong compensation, and upward career mobility.”	
4. Students show lack of interest in their classes & parents are hopeless about their child’s future continuing on the current path of public education. Our Pilot allows teens & parents to define who they are & align their values with career opportunities through self-awareness practice, parent support & professional interaction.	R_3R8YkPKzINQgC13
5. First-generation, low-income students need digestible, comprehensive content that guides them through how to apply to college and quality tools to manage their entire application process. Road to Uni aims at being a full-stack solution to this stressful and time-consuming process.	R_2ePFCe0iGWE7oht
6. The need is for youth to have guidance, advice, and clear pathways that align with their post-high-school pathway needs. The Legacy Lead Network provides mentorship, coaching, and advising for youth to support their pathways to a college and/or career of their choice, for as little to no debt as possible.	R_9GLpy9hBx6RnzKV
7. Traditional college prep neglects the social experience of first gen students and its impact on persistence. KOS creates a supportive space to help young people affirm themselves while addressing the experiences that cause withdrawal from college to help them build skills and confidence that will serve them in college and beyond.	R_RkopHa2y2ORBrb3
8. Transitioning to college, on its own, is a great challenge. From a new area to new social norms, the move can be quite jarring. For some students, it may feel as if they must choose between their college community and home community or that they are losing the support of their home community once they leave for college.	R_296Q7HtrNIHO9sE
9. It’s clear that 67% of diverse students have the highest college dropout rates in the nation. Evidence has shown that they are less prepared to attend a college and retain their interest in a desire choice of major. The purpose of our venture was to prove that students are more likely to participate and maintain interest with interactive learning	R_3DvSTjjOiQDXCZA
10. If a student has a barrier, a fear, or a circumstance, it is hard to obtain employment or higher education. We work with individuals to identify employment industries suited for them and work through the barriers that hold them back. Access to opportunity, opportunity exists everywhere, but access to opportunities are limited to those we serve.	R_D6I4Gyvsq2DlzJ7
11. Disabled teenagers and adults aged sixteen and older, living in the metropolitan area of Atlanta, need vocational supports to help them seek and retain employment.	R_3KI0OK6ag0whd0I
12. K-12 and higher education professionals and faculty need research-informed strategies and resources to address the college enrollment/enrollment continuation needs of the nation's increasingly diverse student population. We provide innovative and flexible professional development solutions, resources, and support services.	R_2qeDiVqHmCyy6Qq

Quote	Survey Respondent
13. People early in their careers have a hard time getting jobs because they don't have a professional network, which accounts for 85% of job placements. We connect young professionals with shared interests in anime and coach them to grow their network, share career resources, and build meaningful careers.	R_3ho5NbmG5wDD4qB
14. Our U.S. school system is struggling to teach competencies and employability skills like problem-solving, communication, teamwork, and adaptability. Our programs prepare students for a 21st century world and workforce, and create access to social capital, entrepreneurial knowledge, and employment opportunities for underestimated BIPOC communities.	R_1IWOZqCkIlw0noi
15. The need in many economically disadvantaged communities is education and access to the tools to build wealth. Academic excellence is one tool, but students who do not excel academically should not be barred from achieving financial stability by taking a different path. We provide support for students on multiple pathways to different careers.	R_3F99kHVvDt1xjvb
16. The education problem that I will be addressing is the lack of financial literacy courses offered to high school students. I have provided financial literacy education sessions to high school students along with career and college readiness sessions. The insights I have gained from former students and parents.	R_2cdxd9cpgAE7PIs
17. As a former refugee who managed to pursue his academic career, I feel very privileged and the only way I can justify that privilege is by giving back to my community that supported me so that my success story becomes the norm and not the exception to the rule	R_2474kIeHZUbjcFs
18. High school guidance counselors are overstretched in the pandemic and there are more resources for college access for BIPOC and first-generation, low-income students than ever before, but many focus on elusive scholarship funding rather than maximizing existing federal and state financial aid resources for students, especially within the most marginalized communities.	R_9999999999

### THEME 3: NEEDS RELATED TO STEM

Quote	Survey Respondent
1. In the STEM workforce, Blacks only make up 9%. Women are underrepresented in STEM, but minority women represent the most significant minority in STEM fields. In a recent study, 4th and 8th graders in Washington, D.C., performed below the national average in Math proficiency. We want to change the narrative for students in Washington, D.C.	R_2qfmq5A8oCN0SBC
2. Students in New Orleans's charter schools are not exposed enough to STEM activities and thus develop interests in STEM fields at low rates. Given that the future job growth will be shifting towards STEM fields,	R_33BTjW2do4eeqxb

Quote	Survey Respondent
by failing to provide students with STEM enrichment, New Orleans fails to prepare its students for success in their futures.	
3. A relatively small percentage of students in the U.S. are entering and completing STEM degrees in postsecondary education, while STEM jobs are projected to increase 1.7 times faster than other fields. The SciQuiry's content will be open and free to all students regardless of location, and economic background to build their interest in science.	R_1pXoK7rbmAFFfuR
4. To solve the world's most pressing issues, we need to empower those closest to inequity to be drivers of responsible innovation. However, Black and Latinx populations remain under resourced in STEM. Youth deserve identity-driven conscious education that tackles the technical deficit while meeting the rising societal demand for social responsibility.	R_2WPuKYbGYfL8CpN
5. There is a severe underrepresentation of minority groups in STEM curriculum. CRsci provides video lessons with animated characters of color, lesson activities that include hidden figures like Henrietta Lacks and Rosalind Franklin, and labs priced under \$10 from Wal-Mart. As a result, our resources allow more students to SEE themselves in STEM.	R_dbVlkH37B0c2mA1
6. There are significant inequities in the materials that students have access to. As an education researcher focused on hands-on STEM experiences and a science teacher who for many years worked without a budget, we recognize the impact that is possible when every Milwaukee student has access to high-quality STEM materials and experiences.	R_3pmrLKXCfMFcf7I
7. There are not many programs in the community that provide programming that directly relates to STEM, Healthcare, and Trades . We provide hands-on support, programming and curriculum focused on these areas. Students will learn in depth knowledge on specific career paths in these areas and skills to navigate post-secondary plans towards success.	R_2dh9Qo7uaMDYNO9
8. Black youth are often underrepresented in STEM competitions at local, national, and international levels. In addition, they are underrepresented in STEM workplaces. Our community wants more STEM opportunities for Black youth to prepare them for the future workplace.	R_C21FzG9jQTmwrS1
9. Less than 5% of New Orleans schools offer a specific STEM class, and most of those schools are private. This lack of access only furthers future wealth disparities. By providing high quality enrichment opportunities that are rooted in meeting students where they are, black and brown students are being given opportunities to learn STEM.	R_28OMg1VZsJV9fY5
10. Currently there are not established organizations in the metro Detroit area that run combat robot events, workshops, or hang outs. With these events and the education that comes along with the hobby we believe Tinker Labs has a place in the secondary school system to assist talented individuals to get skills beyond what was accessible before.	R_2OVgxwKjzr3lQpD
11. When we started hosting live classes for free for homeschoolers in need, we saw repeatedly how many families lacked funding for science kits	R_2vY4SWyZ302KetT

Quote	Survey Respondent
and at-home lab materials. All expenses came out of pocket, and some families were struggling just to afford the basics. Thus, we launched the project!	
12. The marine science space and coastal experiences have been rare to none for black and brown students. We provide communities of color access to science discovery, aquatic experiences, and the creative arts. Learners develop as activists, cultivate environmental stewardship to become positive change-makers through integrated social-emotional learning.	R_yDOj6yggqLzsYtIB
13. 47% of all US High Schools have no computer science program. In an era where code literacy is the new literacy, that's unacceptable. It's a serious problem trying to find a qualified educator to teach computer science. We make it easier through challenge-based software that can be leveraged by any teacher to teach CS.	R_yO4J0bb3JT4oM1z
14. Students in African American communities are under-resourced when it comes to being exposed to skills that can lead to high paying professional opportunities in their futures. I use coding to teach and promote these skills as tools that can be used for the betterment of the students personally as well as for the communities that they are a part of.	R_BEPK2LPk7Gty7lf

#### **THEME 4: NEED FOR CULTURALLY RELEVANT LEARNING / RESOURCES**

Quote	Survey Respondent
1. The need my organization addresses is the lack of Culturally Relevant and Sustaining Education competencies in educator preparation programs and teacher induction. This is being addressed because many teachers are unprepared to address the needs of diverse students in disenfranchised communities. Additionally, the lack of cultural relevance in education.	R_1iteITJECsSOp8w
2. Culturally responsive education means different things to different people. If we establish a digital marketplace where educators can buy and sell high-quality products united under a shared definition of culturally sustaining pedagogy, then we equip our partners to engage students as empowered advocates.	R_xF2hLxASuRVpazT
3. Studies affirm students' need to see themselves to increase engagement. African Americans rarely experience the mirroring effect. Disengagement abounds. Achievement languishes. Boanerges provides online & interactive access to African American history. Students see their rich history & themselves in a manner that levers engagement and brilliance.	R_8fcMdDJzzCW8cuJ
4. Dripping Springs Montessori School is about honoring the dignity of the child and creating a culturally sustaining environment. This pilot offers a new narrative on critical race theory for early childhood	R_1rf7z1nejJTBHH8

Quote	Survey Respondent
<p>education that is asset-based, accessible, and demonstrates the principles of teaching for equity in practice.</p>	
<p>5. Many teachers cannot find supplemental content that is high-quality and culturally relevant is a challenge. Teachers who prioritize culturally relevant instruction are often unsatisfied with the materials provided by their school or district. As a result, they spend too much time searching for supplemental content and pay for low-quality materials.</p>	R_3HU1o9OyrOD6ee0
<p>6. In the US, there is a long history of immigrant families feeling pressure to assimilate to the dominant culture. One of the outcomes of that pressure is families gradually losing proficiency in their heritage languages and practices. Charla aims to reverse this and nurture a generation of children whose identities are affirmed and celebrated.</p>	R_3KIn2b9AiiWy8pB
<p>7. With a growing diverse student population, educators want to know how to better reach and teach students from various backgrounds. Teachers' lack of cultural awareness, understanding of multicultural education, and knowledge of equity pedagogy are factors preventing them from recognizing biases that may hinder their support for all students.</p>	R_1eJHe3guHj7iaKY
<p>8. Parents want a good childcare center that does more than just "babysit" their children. In addition, parents need their children to be taught in a way they can understand it. I can relate because I was once this parent. Educators would like a culturally responsive curriculum to teach to young learners and current childcare center.</p>	R_20SscQI8zZ0EMFW
<p>9. Consistent social emotional well-being and mental health education, practice and support are needed in schools. Even more so it is important that the education is responsive to the relevant needs of the culture and climate of the school community.</p>	R_V24ZsOo65R6EfiF
<p>10. Our education system has not evolved to meet the challenges of our times. Journeys provides our children of the Black Diaspora with the culturally rooted skills, knowledge, and insights needed to thrive in a rapidly changing world defined by climate change, increasing inequality, war, and persistent exploitation of melanated people.</p>	R_3Pz8PFnMBUvjz8D
<p>11. White-centric dominant perspectives have largely shaped curriculum and pedagogy. Black girls have brilliant ideas about what their educational experiences should look like but often aren't asked. We provide arts-based research trainings for them to study history, as well as their own experiences, to help them organize around changing curriculum.</p>	R_1LLuYNMILEulXTL
<p>12. Often, approaches to designing school environments are top down, inequitable, and fail to center the voices and lived experiences of students. We help schools establish liberatory, anti-racist environments by training educators to co-design school culture with students and engaging students in identity affirming enrichment programs.</p>	R_3mlWkrFkbGSKJdi

## THEME 5: NEEDS RELATED TO SCHOOL ACCESS / CHOICE

Quote	Survey Respondent
1. Joy Village fills a critical gap in educational options here in Athens-Clarke County. Instead of choosing between the poor academic outcomes of our local public schools and the cultural alienation of private school, Black families now have a school option where their children can be both intellectually engaged and culturally affirmed.	R_10OElsr5eda5HpK
2. Traditional education systems do not provide learners the opportunity to explore and lead their learning paths. We're addressing the challenge by creating a co-learning space focused on self-directed learning and nurturing an inventive mindset. It's a place for learners to explore their genius and purpose to realize their potential as changemakers.	R_3MsZ23vuQJkWx5B
3. The community has voiced a challenge with the limited number of the public, innovative school models and options within underrepresented communities in the South. Dream Preparatory Academy aims to address this challenge by launching a K-5 school that focuses on equity and providing a project-based learning experience.	R_1oilFRgeEGiXwe5
4. Newtown, Sarasota is a historic black community that was disproportionately affected by the Covid pandemic. We want to bring meaningful school choice to families with fewer resources so they can provide their children with the world-class education they deserve. We embrace the opportunity to work towards equitable access.	R_sZHyaxBcDRQ5goV
5. My idea provides low-income and marginalized groups of students with equitable and inclusive learning opportunities that are not offered at surrounding schools or schools within the community. In other words, my venture dismantles oppressive barriers that are in place at many traditional schools in the community.	R_3eyoo2TKS2XHtGJ
6. West Virginia has the highest percentage of teens who identify as transgender and has been the least diverse of the 50 states. However, the Eastern Panhandle of WV is the 6th fastest growing region in the country. My school would provide students of all identities with a safe place to learn and will intentionally nurture their mental wellness.	R_11XaEYLUN1ZOxTu
7. We alleviate the disparaging gap of paying expensive tuition for fashion school or having access to a top arts school by teaching creative entrepreneurship, the skills of sewing & making clothes, products and learning the business of fashion to young creatives within their normal school day.	R_8k02IGhtf5dJFAt
8. My community needs an all-girls school that utilizes space-based learning and promotes imagination, creativity, and innovation. Educators, parents, and the community will be active participants in the evolution of the curriculum bringing current and meaningful information to our students and providing tools and skills for all girls to thrive.	R_3n1nnwaHwAqpgLR
9. Young boys of color are often criminalized due to their race, gender, and class thus - creating a need for revolutionary single-sex institutions that focus on the foundational years to ensure greater gains	R_3rOKjgyErWT1c1

Quote	Survey Respondent
academically, existentially, and communally - hence The James Baldwin Early College for Boys	
10. Our larger story is the story of tiny rural schools being forced to close and fighting for the ability to educate children in areas with low student populations. To make this happen volunteers in our town are developing a new model for rural public education. One aspect of this design is developing a collaborative, experiential model for learning	R_3HAKRjzgJxlzCTX

## THEME 6: NEEDS RELATED TO FINANCES / LOW SES COMMUNITIES

Quote	Survey Respondent
1. For marginalized students, private school is an important driver in school equity efforts. DEI efforts are, rightfully, focused on internal programming structures. Conversely, Families are often affected primarily by the financial burden of the cost for private school. We provide an independent funding structure for families to self-fund tuition.	R_3lQwnQaBvuMzDTb
2. STREAMS addresses the racial wealth gap in America. There is a five-figure gap between the median wealth of young Black and White families. In my community, roughly 24% of African Americans live below the poverty line compared to the 9% of White families in the same county. This is related to systemic inequalities, not individual achievement.	R_VQo74q7CfG0gDRf
3. When we started hosting live classes for free for homeschoolers in need, we saw repeatedly how many families lacked funding for science kits and at-home lab materials. All expenses came out of pocket, and some families were struggling just to afford the basics. Thus, we launched the project!	R_2vY4SWyZ302KetT
4. Holistically speaking, knowledge is power and Essentials 2022, was designed to provide knowledge to youth and their families while simultaneously providing resources to meet the current needs of underserved communities. There is a need for access to capital and resources to assist with the struggles of poverty. We teach communities the essentials.	R_1jrmDsNUONzsXjT
5. The need in many economically disadvantaged communities is education and access to the tools to build wealth. Academic excellence is one tool, but students who do not excel academically should not be barred from achieving financial stability by taking a different path. We provide support for students on multiple pathways to different careers.	R_3F99kHVvDt1xjvb
6. As first-time renters with no/limited experience + no/limited support, 70% of students trying to secure off-campus housing struggle to secure it, because of things like credit score, rental insurance, pricing, rental supply, and tenant screenings. For landlords' other platforms are expensive and they spend lots of time screening unqualified tenants.	R_bwKFf9Liu5K5XRD

## THEME 7: NEEDS RELATED TO DISPARITIES IN LEARNING OUTCOMES FOR YOUTH

Quote	Survey Respondent
1. Black people in St. Louis continue to suffer from historical and present racism through a system of education that at best fails to serve the needs of our communities and at worst intentionally sets up our youth and communities for poverty, jail, and death.	R_20Zfd7td37cJGQH
2. Pittsburgh has a wealth of educational providers contributing to academics and wellness. However, disparities for learning outcomes still exist for black and brown students. This venture aims to unite existing resources, increase leadership and agency for minority families, and utilize local community needs to empower learners.	R_22zUp2GzvvqKRDMP
3. I do it because my people deserve more. People of color in urban areas have been statistically disadvantaged when it comes to education and the resources and programming that goes along with it. Isolated figures bring the modern style of teaching, with the up-to-date resources, and experienced teachers to the communities that need it the most.	R_1OC8RMoBE87YuWI
4. Students in my community do not have equitable access to high-quality education once they enter Middle and High School. Performance data for traditional Middle Schools fall below 15% in reading and math forcing families to move from their city, enroll in private schools or accept the grim reality of their child's education expectation.	R_zezv56LUCj7jsBz
5. Prince George's, Maryland is comprised of 61% African American families and 29% of Spanish heritage families. The National Center for Education Statistics, Maryland has a literacy rate of 88%. However, two out of three students are unable to read proficiently by the end of the 4th grade have a 78% chance of never catching up to their peers.	R_RfvfQUvhiTgK8I9
6. There are over 100,000 students in NYC experiencing homelessness. Due to the challenges of homelessness, students living in shelters have significantly more difficulty accessing education than their permanently housed peers. These factors often result in chronic absenteeism, lack of continuity in their learning, and poor social emotional development	R_1fa23DCzWV0dZ61

## THEME 8: NEEDS FOR SPECIAL NEEDS AND/OR DISABLED COMMUNITY

Quote	Survey Respondent
1. We are co-designing the mobile app to expand the capacity for public and private organizations to become disability inclusive using crowdsourced feedback from disabled customers. Long term it will be a database for teachers to locate community partners to support disability inclusive learning experiences in their schools.	R_2xQ2XN1lZZ4oTi9
2. Largely speaking, Black parents with special needs children expect the school system to ensure their child is prepared to be successful in high school and graduate with a diploma. Parents are unsure of how to support their special needs child in school and how to partner with the school to ensure their children's success.	R_rkaA9RVW0rk6WNB



Quote	Survey Respondent
3. Despite increased intention around diversity, equity, and inclusion, students with disabilities exist at the margins of educational vision, design, and investments. These organizations are siloed from larger education initiatives and fiscal resources. They need structured opportunities to strategize, partner, and build collective voice.	R_p0fWS7zjnauP9gR
4. Publishers of multimodal texts do not provide accessible and equitable versions of their materials for blind and low-vision readers. Vizling seeks to remedy this situation by bringing attention to the problem while offering an intuitive platform to increase access to multimodal materials.	R_1IF1BjBd48eYOes
5. Disabled teenagers and adults aged sixteen and older, living in the metropolitan area of Atlanta, need vocational supports to help them seek and retain employment.	R_3KI0OK6ag0whd0I
6. Reading programs often tailor their instruction to children with typical social and language development. Parents are left to their own devices when seeking support for their nonverbal children who are struggling to learn to read under such programs. Unfortunately, the exorbitant cost of private support is prohibitive for many of these families.	R_2Esm4c6jYISuien

## THEME 9: NEEDS RELATED TO CIVIC ENGAGEMENT, ENTREPRENEURSHIP, AND FINANCIAL LITERACY

Quote	Survey Respondent
1. Society operates on a system of money. Lack of financial IQ often leads to making poor financial decisions and getting into huge debt. We teach youth the game of money with our workshops. They learn financial terms, learn the CashFlow board game, give their reflections on sticky notes and take a free CashFlow board game home.	R_1CeT9X3wTw1bLZV
2. The education problem that I will be addressing is the lack of financial literacy courses offered to high school students. I have provided financial literacy education sessions to high school students along with career and college readiness sessions. The insights I have gained from former students and parents.	R_2cdxd9cpgAE7PIs
3. Many students lack access to civics curricula that are rigorous but that also get students excited about learning--in part because these kinds of activities require a lot of time to coordinate. Article 1 makes civics fun and engaging by making it easy for teachers to facilitate a mock Congress in their classroom.	R_1gooqkTc8EOwzNk
4. Learners will be exposed to various lessons that relate to civic engagement, education, entrepreneurship, financial literacy, and health. These five factors contribute to the production of generational wealth. By providing personalized education, Learners will engage with interactive micro lessons to help them on this learning journey.	R_1gTHItwY9YsUCBU

Quote	Survey Respondent
5. The community that I want to serve are often excluded from entrepreneurial conversations. The underrepresented brown and black children in grades 2-5 though may not all come from low-income or financially struggling families; they are not exposed to many choices for what they are able to achieve.	R_3ltrZhtaKa2SDSd
6. We will intentionally design learning spaces where LLA students can follow their entrepreneurial spirit. They will be able to do it in a safe, secure, and positive way instead of in the middle of the streets of Atlanta. We will also give students the proper education about entrepreneurship and what it truly takes to be an entrepreneur.	R_1Gv70A67yDjUZBc

### THEME 10: NEEDS AROUND THE MUSIC AND ARTS

Quote	Survey Respondent
1. The works starts from many BIPOC adults saying they have never had books let alone coloring books that look like them. Through our coloring books we can educate, represent, affirm, encourage, engage, and build community in a way that is not done in any other format right now. Our intentionality & design is how we can create impact.	R_334lo1WLxV82p0X
2. We know music brings a level of vulnerability to scholars in our space; but outside of our unschooled experience we have seen inconsistent teacher understanding of scholar experience. We have seen the most well-meaning educators make assumptions that harm scholars' experience of learning and school.	R_8hPZHjoFikBeA2l
3. Celebrated for its role in the development of Jazz and American popular music, it is surprising that only 60% of New Orleans' public schools host music programs. 100% of our parents agree that singing is important to New Orleans' identity. NVNO empowers the city's BIPOC youth by engaging them in progressive vocal music education at public schools.	R_1MQWSBuZ91WOT42
4. We know the arts help to develop creativity in children. We also know how music education helps to develop the brain and many other cognitive and physical aspects of the human body. We want to provide that for all children whether their parents can afford it or not.	R_yn1MlhJMRWAdG01
5. The need in my community that my idea addresses is the need of space to talk about the influence of systemic oppressions. Our community wants to be engaged and given the opportunity to explore the art forms they usually don't have the time to explore.	R_1IgGM5NjCzY2DT
6. There are many resources in our education system and enough support through our youthful years in creativity. Giving these incentives to these black/brown children will contribute to a fruitful development of their creative skill and within themselves. They discover an identity but also improve their creative desires.	R_2pVH3fekOdM1Edl

## THEME 11: NEED FOR LEADERSHIP OPPORTUNITIES AND TRAINING

Quote	Survey Respondent
1. Young men in urban neighborhoods need specific resources and attention geared toward helping them become the leaders they are destined to be. They need a safe place to learn and thrive! We provide that.	R_AmHzLrd2Ry7vgjL
2. We believe that social change happens when led by leaders with lived experience. The problem is that these are the leaders, who are disproportionately BIPOC, are gatekept out of resources and conversations. They do not have access to the necessary training, network, and funds - we're here to change that.	R_1FyP4c96ptqzSq0
3. Black, Brown, Indigenous folx, and people of color (BIPOC) do not have access to the space, time, and opportunity necessary to show up for political & social change in a meaningful manner. We are working to address this through a multi-prong approach which includes identity, leadership, and advocacy development.	R_BzS54ej72x0JA5
4. Young BIPOC femme leaders are facing feelings of burnout, isolation, and lack of care. These are manifestations of systemic oppression and take a real toll on their lives. In WARMTH, participants develop explicit leadership skills and practice community care, leading to increased leadership capacity, confidence, and sense of well-being.	R_2QiEinISjb4nALM
5. To preserve our history, we need to cultivate in our youth strategic thinking leaders who are moving in a progressive direction to safeguard the island and its natural resources while supplementing their education, enhancing a sense of wanting to belong, and creating an economy with limitless economic opportunities.	R_1DBCusS85Q70p4Q
6. Generations of Leaders (GOL) exists to afford every youngster the opportunity to change their life trajectory for the better through the support of role playing, examples, experiences, conversations, and exposure to our programming. By working with scholars in their school communities, and providing mentorship, leadership development, and counseling	R_3rTD8tutr78daIT

## THEME 12: NEEDS RELATED TO THE TEACHER WORKFORCE

Quote	Survey Respondent
1. Public schools have increasingly become more diverse. However, that degree of diversity has yet to transcend into the representation of teachers or leaders. We provide guidance, mentoring, and advocacy to ensure Black and Brown women are represented in leadership positions within the education field.	R_bvf5p6FpXiy2twZ
2. Education is in dire straits. Teachers are leaving the profession in droves. One of the top reasons given is the lack of support from school leaders. Mentoring Minds Matters seeks to address this issue by providing best practices in mentoring and coaching to school admin.	R_xAzPEpEWROhkKT7

Quote	Survey Respondent
3. Students need and deserve diverse, effective teachers. Yet teacher shortages are at historic highs, particularly in schools serving students of color and low-income students. We work to dramatically expand and diversify the educator workforce, reduce barriers to entry and ensure teachers at all levels have the support they need to grow and thrive.	R_3fJlR5FhXQrJ8A9
4. Teachers feel undervalued, overwhelmed, and stifled so they are thinking of leaving the classroom. Many have already left. Yet instead of helping teachers, many businessmen and politicians pile unhelpful solutions to teachers. Why? Because there is no one-size-fits-all solution for each classroom. The solution should also come from the teacher.	R_xa3bmBxAtj4lGCJ
5. Leaders feel equity and inclusion work at schools can feel lonely, paralyzing, and insurmountable, so urgent there's no space to reflect. We want to create a space where learning can happen in community, where you can talk through challenges, and turn your inclusive leadership ideas/ theories into action.	
6. PK-12 educators historically experience school funding gaps resulting in out-of-pocket spending to address student needs. We address these systemic inequities by providing teacher-friendly coaching, tools, and community to learn the art of grant writing to fully stock classrooms to accelerate learning.	R_8DnKBngOa4QiLW9

### **THEME 13: NEED FOR COMMUNITY / NETWORK OF LIKE-MINDED INDIVIDUALS**

Quote	Survey Respondent
1. Georgia Educators for Equity and Justice Inc. Melanated N' Educated programming addresses the need for an affinity space that celebrates Black educators while also providing opportunities for Black educators to forge relationships and partnerships with other Black educators across Metro Atlanta.	R_2rCTMVVT6vBrXlh
2. Homeschooling, Working or Single parent, LGBTQ and Military families are all longing for connection. Whether it be between their children's education and school, or bringing others with similar situations/lifestyles together, Rebel Tutoring will provide space for the non-traditional community to build a village founded in empowerment and growth.	R_WjRsU6G8BbsLF73
3. People early in their careers have a hard time getting jobs because they don't have a professional network, which accounts for 85% of job placements. We connect young professionals with shared interests in anime and coach them to grow their network, share career resources, and build meaningful careers.	R_3ho5NbmG5wDD4qB
4. I have heard from both parents, educators, and students, that young women need and desire more opportunities to be exposed to opportunities outside of their current realities. Young women need	R_1cSPezYI8948cJZ

Quote	Survey Respondent
positive role models, reinforcements, and to be a part of a community of likeminded individuals who want to succeed.	
5. Leaders feel equity and inclusion work at schools can feel lonely, paralyzing, and insurmountable, so urgent there's no space to reflect. We want to create a space where learning can happen in community, where you can talk through challenges, and turn your inclusive leadership ideas/ theories into action.	R_XCaXRNnzEo9hpLP

#### **THEME 14: NEED FOR ASSET-BASED LEARNING, TRAUMA INFORMED CARE, AND CHANGES TO DISCIPLINE SYSTEMS**

Quote	Survey Respondent
1. Too often, education is something "done to" students. We believe in asset-based approaches for youth to learn through their interests and passions. We trust youth as authentic and critical stakeholders of their own education. And we want to help facilitate structures to make young people's dreams of a better education system reality.	R_6tGiDOWjJ6rj917
2. The need in the community is to transform the discipline system in schools to a healing-based one, so that it is not internalized by students where they believe something is wrong with them and they are to blame. Teachers need to understand what student behavior is communicating and how to help students better manage their behavior.	R_3dXiDRkpxQyOk3M
3. The need addresses trauma-enforced care, with positive coping skills for the child and the family to co-exist and establish boundaries that help enable a balanced family rejuvenation model.	R_1238ZspkunFdDCU
4. Black students with histories of trauma are frequently/often working directly with educators and mental health professionals who lack awareness about Black trauma and respond punitively to symptoms of trauma in the classroom. The training seeks to counter and decrease the number of negative responses to Black students in school settings.	R_10qq6uyLdAqhYi3
5. Racial disparities in discipline are still prevalent. Educators are encouraged to use alternative forms like PBIS and restorative justice strategies. Yet, these practices are still enforced with biases, limited beliefs, and childhood trauma. This idea is the healing experience to gain awareness of triggers, calming tools, and emotional intelligence	R_3Eh7nEeQo9O92Gu

#### **THEME 15: NEEDS ABOUT GREEN SPACES / SUSTAINABILITY / CLIMATE**

Quote	Survey Respondent
1. My community wants inclusive and accessible programming that supports their efforts towards more sustainable living and learning. I've learned there's a great need for basic cooking, buying, and home management skills relevant to today's pace of life.	R_b44FKdQFY3MS2oV
2. In South LA there is only 0.6 acres of green space for every 1000 people and the community is experiencing a food apartheid. We build	R_1kOHQSTxX9wdI9p

Quote	Survey Respondent
community gardens and run after-school programs for students to connect with nature, learn to grow their own food, and become socially minded leaders within their communities.,	
3. The health of our planet and communities is at stake. Major studies report we are nearing irreversible changes in climate, and 75% of youth believe, "the future is frightening." Wild Awake's immersive outdoor programs invite youth to ignite a sense of awe, which is linked to prosocial behaviors that benefit others and the planet.	R_2YbRtbDQB0sUzB6

### THEME 16: NEED FOR CHILD-LED AND/OR WHOLE-CHILD LEARNING

Quote	Survey Respondent
1. Creating a learning sanctuary that provides an immersive educational experience to develop the whole child to reach their highest level of success based on their talents and passions whether it is academics, arts, athletics, or vocations.	R_eF1sVoMYvWlpbSV
2. Students see themselves as the labels, such as numbers and grades that we tell them they are. They don't know themselves, nor do their teachers. Our self-discovery curriculum guides students in developing their identity and sense of purpose and creates a portfolio of personal information about them that improves how teachers know and see them.	R_3hnZx5nmxohW9Wg
3. My idea tackles the essential balance between young people feeling empowered to decide what is most beneficial for them, and adults providing effective environments and cultivating transformational relationships with youth that permit space for self-determination. Adults learn how to get out of the way while the youth learn to advocate for self.	R_1jTZTQqkZbTL4wM

### THEME 17: NEED FOR TOOLS OR CURRICULUM RESOURCES

Quote	Survey Respondent
1. Learners are not taught to interrogate what we are taught, how we are taught what we are taught and why. What and whose agenda are being addressed? The role of Toolkit was to bring this conversation to the forefront and challenge both learners and educators to dive deeper into our educational process and engage with it critically and creatively.	R_1f969bQL5kLMZRR
2. Many students feel completing assignments from a workbook or doing worksheets with a paper and pen are boring. Video Pro Learning provides a platform where teachers can take the mundane content they teach and find engaging lessons. These lessons are geared towards video assignments and develop 21st century skills for students.	R_3GBocHosXjW1S54

Quote	Survey Respondent
3. Teachers want a structured way to share online video content in a format that Gen-Z appreciates/understands (i.e., TikTok), but TikTok and YouTube don't have the learning focus of edtech applications.	R_3ktAVdlRjfuYnX4

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### THEME 18: NEEDS RELATED TO PARENTING ISSUES

Quote	Survey Respondent
1. Around the world the conversation about the impact absent fathers have on women is rarely discussed but the damage is widely seen. We provide a safe place for women to share their experience, learn how to process and cope with emotions, overcome the fatherless daughter syndrome, and connect with others who are on their path to healing.	R_3kHc0VvYFSmSdAU
2. Raising children is expensive and time consuming. The time lost managing expenses, communications, and searching service providers for families is immeasurable. ChildrenPay aims to solve this problem and streamline these critical aspects on parenting in one place.	R_1duFJ5KLjIlSn9f
3. Parents, who are often dehumanized, will be advocates of purpose, hosting tools that highlight the beauty of a community school, displaying the art of parenting and education, whereby parents just aren't involved within the building, but the education space goes outside the building, into our personal homes. Educators will be nurtured yet challenged	R_3emY430HkFnMnRg



## APPENDIX J: PARTICIPANTS' HUNCHES AS TO WHY THEIR ASSUMPTION OF DEMAND WAS OR WAS NOT VALIDATED

### PARTICIPANTS' HUNCHES AS TO WHY THEIR ASSUMPTION OF DEMAND WAS VALIDATED

#### THEME 1: THE EVENT WAS SUCCESSFUL BECAUSE OF COMMUNITY INTEREST / DEMAND FOR VENTURE

Quote	Survey Respondent
1. I think my assumption about the demand for my idea was validated primarily because of the students' interest in discussing the topic of "Life Skills."	R_1oilFRgeEGiXwe5
2. Great community interest, no other similar models, or options	R_1rf7z1nejjTBHH8
3. It was an engaging topic	R_20Zfd7td37eJGQH
4. There is a strong desire for a different kind of education model in my city and parents as well as community stakeholders are interested to learn about alternative ideas. I knew that BIPOC would attend but was shocked at the number of white parents that attended.	R_eF1sVoMYvWlpbSV
5. Students desire spaces in school where they feel affirmed, and adults listen and act. There is a demand for more spaces that center student voice and provide opportunities for collaborative problem solving.	R_3mlWkrFkbGSKJdi
6. Families...feel welcome and excited because we are offering opportunities no one else would like to do or feels they need to do.	R_2vY4SWyZ302KetT
7. I think my demand was validated because of the need for an organization of this type to assist women of color in achieving their career aspirations.	R_bvf5p6FpXiy2twZ
8. There is a demand for YOUToolBx which was validated by the 21 who finished the intake form. My goal was to attract only 20 people.	R_xa3bmBxAtj4lGCJ
9. My numbers were pretty accurate, which is consistent with what I'm experiencing community wide. Food affects everyone daily. It's easy to see its relevance within the classroom and everyday life.	R_b44FKdQfY3MS2oV
10. The children participating loved the idea of the program and the lesson being taught. It's clear to me students will thrive in the school model I am designing. I had the number of participants by making connections with community members who are teachers who encouraged their students to participate.	R_yn1MlhJMRWAdG01
11. I believe we had the participants we hoped for given the topic and incentive.	R_1IgGMy5NjCzY2DT
12. The demand for the idea was validated because there are so many people with lived experiences who have stepped up as a leader to serve their communities. We received 25+ applicants, but only had space for	R_1FyP4c96ptqzSq0



Quote	Survey Respondent
10. Even after the program start date, we were getting referrals. During the program, our participants vocalized that there are so many grassroots leaders in Philadelphia who could benefit from our programming.	
13. The students got an opportunity to choose my program, I think I have the numbers because fashion design is an art where young people can express themselves through a way that is relatable to them and it's a skill, they can carry with them.	R_8k02IGhtf5dJfAt
14. We believe that beyond that formal support, the content was appealing enough to engage students even on a Sunday evening.	R_2WPuKYbGYfL8CpN
15. I think everyone who participated genuinely related to our mission statement and purpose.	R_2ePFCe0iGWE7oht
16. I believe that I exceeded the number of participants because caregivers were eager to find ways to connect about common challenges that they had as students return to learning. Participants also shared that the organizing toy box and being able to have their child work alongside them as they learned was motivating.	R_2SkQyzBH0pcp58
17. Teachers had previously checked out kits of materials, so some of the units that were checked out naturally followed the scope and sequence of their yearlong plans. Other materials were more flexible to allow for projects (Maker Cart and micro:bit) and math support materials (GeoKit, Fraction Fortress, Graphing Tarps).	R_3pmrLKXCFmFcf7I
18. We met a need for our community. Our partnership with 100 Black Men was invaluable for getting the attendance we did.	R_yO4J0bb3JT4oM1z
19. People want The Village Well Fellowship and I believe my pilot will help them by equipping participants with healing-centered practices for their homes and classrooms and facilitate trust-based relationship building amongst caregivers and educators. My relationships with educators and their desire to build relationships and support their students' parents also led participants in attending.	R_RWB9Ejn4CmPOGyZ
20. Many of my participants were impressed with the idea. Some of the people could not believe that we will not fully have our plan up and running until next year. Many people felt like the city of New Orleans needed this project before now.	R_3emY430HkFnMnRg
21. My assumption was valid based on conversation, survey data, scholars' responses during group sessions, direct follow with both (Lead/ Associate Mentors) and response from teachers, school administration and parents. Based on my plot my numbers directly were aligned with the school needs and team ability to support a small mentor/ scholar's ratio.	R_3rTD8tutr78dalT

Quote	Survey Respondent
22. Going into the pilot event I was thankful for just having the opportunity of making a difference in the community. So, having one supporter would have made my day. But to see the response from the community and the youth justified a lot in my eyes and showed that having a youth center is key in the community for our future leaders.	R_1DpW77FWpX8Tp3v

## THEME 2: NUMBER OF PARTICIPANTS MET (OR ALMOST MET) EXPECTATIONS

Quote	Survey Respondent
1. I was very happy with the number of participants for the first time conducting this event. It was very manageable.	R_sUaX5JnrwutY17r
2. The number of participants exceeded our expectations because we had already interviewed 100 parents, teachers, and students in an ICAP program in VA before designing our MVP and they were interested in testing our product when it is ready. An invitation email was sent to all of them and most of them participated in our pilot.	R_1pXoK7rbmAFFfuR
3. I was told “on a good day, 25 students. It was valid! The population exceeded.	R_1pzc7PqrhZZ6FiV
4. I had the number of participants that I was seeking	R_RfvfQUvhiTgK8I9
5. My actual turnout was a little less expected, but not by much, so I think it was a close assumption of demand.	R_3F99kHVvDt1xjvb
6. My assumption of demand was that my target population (first gen college bound high school seniors) wanted support building skills to succeed in college as well as a space to talk about their experiences and feelings about the transition from high school to college. My assumptions were validated by many parts of the data including 100% attendance for the three workshops and 93% 9-10 recommendation rate.	R_RkopHa2y2ORBrb3
7. The demand for the idea was validated because there are so many people with lived experiences who have stepped up as a leader to serve their communities. We received 25+ applicants, but only had space for 10. Even after the program start date, we were getting referrals. During the program, our participants vocalized that there are so many grassroots leaders in Philadelphia who could benefit from our programming.	R_1FyP4c96ptqzSq0
8. My hunch is that participation is always low among underserved communities thus, it is my hunch that 30/50 attendees was a pretty good turnout.	R_1jrmDsNUONzsXjT
9. I think that we got a pretty good turnout as far as focus groups go (75%). Twenty students showed up out of thirty and 14 counselors out of 15 (the 15th counselor had the wrong link, so she was unable to join for that reason).	R_2ePFCE0iGWE7oht

Quote	Survey Respondent
10. I aimed for 40 families but ended up getting 12 families and 26 kids which equaled almost 40 participants. I was pleasantly surprised by the accidental goal that I almost reached and the quality of feedback from working with a smaller group. I marketed to a large group expecting large group participation but received a smaller subset of what I aimed for which turned out to be incredibly helpful for me. I would not change my goal because it leaves room for adjustment and growth.	R_ZeiDZwrp0KIaCQx
11. I expected 5 participants and had 6 participants. I exceeded demand.	R_xzlFNZhHHDfxGeJ
12. I had more folks present due to younger school-aged children participating with their families. They enjoyed the workshops and participated in the activities as well, because they were structured to be completed as an intergenerational team.	R_22zUp2GzvqKRDMP
13. Taking all this into consideration, I would have come within five participants of reaching my goal resulting in an 83% achievement rate.	R_8fcMdDJzzCW8cuJ
14. I had the number in mind of what we needed for our planning our framework.	R_V24ZsOo65R6EfiF

### THEME 3: MARKETING EFFORTS WERE EFFECTIVE

Quote	Survey Respondent
1. We promoted directly to our existing channels for people passionate about education innovation and had a strong sense of how many would apply and be a good fit.	R_6tGiDOWjJ6rj917
2. posting physical flyers at two colleges was highly effective.	R_2ZODtUvE4UJCem7
3. I believe the packaging of the gnome kit with a personalized, handwritten thank you card as well as the steady stream of emails and resources sent via email in preparation for the event kept my attendance at 100%	R_3KIn2b9AiiWy8pB
4. I think that I had the number of participants that I hoped for because we did advertise the event in the community.	R_3eyoo2TKS2XHtGJ
5. I under-estimated the power of word-of-mouth advertising and the ability of the event to draw passersby and additional attendees on the day of the event	R_3Pz8PFnMBUvjz8D
6. The main participants were from direct introductions or were from people that I have developed relationships with over the past year from marketing the books to them. If anything, this has just affirmed that meeting people directly is better than cold emailing and calling.	R_334lo1WLxV82p0X
7. I believe my relationship with the school, flyers, and even rescheduling the event to increase attendance helped to ensure the demand was validated.	R_1240AQa3NeOBLBO

Quote	Survey Respondent
8. We promoted directly to our existing channels for people passionate about education innovation and had a strong sense of how many would apply and be a good fit.	R_6tGiDOWjJ6rj917
9. I invited members of the community that we are in contact with, so it was easier to anticipate attendance and fill the spots that we needed to learn from the experience.	R_3MsZ23vuQJkWx5B
10. My hunch was validated because I have a slight following from my previous programming. However, this fellowship empowered me, and has now increased my ability to reach more students due to the great feedback from the community, staff, learners and their parents.	R_1OC8RMoBE87YuWI
11. People want The Village Well Fellowship and I believe my pilot will help them by equipping participants with healing-centered practices for their homes and classrooms and facilitate trust-based relationship building amongst caregivers and educators. My relationships with educators and their desire to build relationships and support their students' parents also led participants in attending.	R_RWB9Ejn4CmPOGyZ
12. The daily marketing effort and being consistent is the reason participants showed up. Every day I would try to connect with different cultures in the community	R_1DpW77FWpX8Tp3v

#### **THEME 4: PARTICIPANT INCENTIVES HELPED TO PROMOTE ATTENDANCE AT THE EVENT**

Quote	Survey Respondent
1. Families love free stuff	R_2vY4SWyZ302KetT
2. Students who spent at least 10 hours volunteering with Chicas Verdes earned a gift-card to a healthy restaurant. We had a large demand for produce bags and flowers because students were excited to receive flowers and the LA Sparks mascot encouraged students to take produce bags.	R_1kOHQSTxX9wdI9p
3. Having incentives for families to join was a significant factor for families joining	R_1fa23DCzWV0dZ61
4. We compensated teachers with a \$20 gift card for their time during the interviews. This had a wide-ranging appeal to teachers who had time during the school day to talk with us.	R_3HU1o9OyrOD6ee0
5. I believe we had the participants we hoped for given the topic and incentive.	R_1IgGMy5NjCzY2DT
6. I think had I given away an incentive or free giveaway, attendance could have improved.	R_1jrmDsNUONzsXjT
7. Offering incentives is good when advertising an event.	R_2cdxd9cpgAE7PIs

Quote	Survey Respondent
8. Cash incentives may not have been that attractive.	R_3R8YkPKzINQgC13
9. One of the core challenges these organizations face is access to resources - especially fiscal resources that can provide them time to engage in their own growth and co-design/strategy with others. If the Collective experiences was an expense paid opportunity, it would be more viable for these organizations to engage.	R_p0fWS7zjnuP9gR

### THEME 5: LEVERAGING PRE-EXISTING COMMUNITY ORGANIZATIONS/NETWORKS WAS EFFECTIVE

Quote	Survey Respondent
1. I partnered with another organization with consistent enrollment and participation in their after-school program.	R_2qfmq5A8oCN0SBC
2. Our pilot focused on a captive audience - the students at our school. :)	R_10OElsr5eda5HpK
3. I believe having reached out to the VELA Grantee members allowed me to bring in the numbers of participants I had planned.	R_yDOj6yggLzsYtIB
4. We teamed up with Envision Research Institute and they have an excellent network.	R_1IF1BJbD48eYOes
5. ultimately our numbers came from a partnership with Tulane University and their outreach programs.	R_33BTjW2do4eeqxb
6. I believe my relationship with the school, flyers, and even rescheduling the event to increase attendance helped to ensure the demand was validated.	R_1240AQA3NeOBLBO
7. For our workshop, we were fortunate to partner with the Office of Engineering Outreach Programs at MIT to help us find a large participating group of students.	R_2WPuKYbGYfL8CpN

### THEME 6: RESCHEDULING / HOLDING ADDITIONAL EVENTS RESULTED IN INCREASED ATTENDANCE

Quote	Survey Respondent
1. I believe my relationship with the school, flyers, and even rescheduling the event to increase attendance helped to ensure the demand was validated.	R_1240AQA3NeOBLBO
2. We were able to hold a second event when a school administrator offered to host families for a trial project.	R_3HAKRjzgJxlzCTX
3. Due to Zoom technology issues, I had to reschedule the event which ended up being a couple days before Thanksgiving. Therefore, my event date conflicted with Thanksgiving festivities; people were unavailable to attend the second (re-scheduled) pop-up session for various reasons.	R_2Esm4c6jYISuien

Quote	Survey Respondent
4. My assumption was validated because I let parents know it was happening and so students who may have missed after school one of those days attended so they could participate.	R_28OMg1VZsJV9fY5

## THEME 7: PIVOTING FROM A PREVIOUS VENTURE IDEA RESULTED IN GREATER SUCCESS

Quote	Survey Respondent
1. At Oakhurst, Westchester, and New Glennwood Elementary Schools, the Decatur District's top three institutions, the total number of Black and Hispanic students at each institution is less than 20% of the student population combined, while the Diversity ratio is less than 1% at each institution. State data shows that Black students are punished severely more often than other races; the outcomes, comprehensively, for Black and Latino boys in Decatur are alarmingly lower than all other races and young girls. This is criminal. In response, I piloted James Baldwin Early College for Boys (JBECB) in 2020. During the pandemic, noticing that most of my neighborhood's kids were out roaming the streets and getting into trouble, I hosted weekly neighborhood, social distancing pizza parties - where we would eat pizza outside and discuss the goals and ambitions of the students, whilst engaging their parents/guardians. In this pursuit, I noticed many of the students were high school students, who had no parental or little parental support, whilst having little to any desire to do 'more.' I knew, via this experience, that we needed a greater choice for middle and high school students that honored the whole child. Consequently, while still hosting the neighborhood pizza parties, I took my pilot from meeting with families on my SW Atlanta block to meeting with over 200 families throughout the Southwest Atlanta area. In February 2022, I connected with key people from GCSA and redefinED Atlanta and was strongly encouraged to revamp my model, while granting focus to the Decatur area. After adhering to such advice, I revamped the model, piloted it twice in Decatur - so this pop-up was an inevitable success - which leads to our Toy Drive next week, 17 December 2022.	R_3rOKjguyErWT1c1
2. As I mentioned in one of the opening questions, I lost a critical partner school this year due to district level decision making that ultimately replaced our program with something else. This decision happened outside of my control, or the control of my direct partner contacts. This loss deeply impacted what we accomplished. I have two hunches about how this reflects on demand. First, there is a positive glimmer here. The charter network implemented a program that is very similar to ours (albeit bigger and more established) across all schools, effectively replacing us. This indicates that there is a desire within this charter network for what we do. As my partner contacts and I pivoted after this news, we had planned to continue working together. The program that the network was implementing didn't have curriculum for sub-separate classrooms (that is the horrible term in the state of Massachusetts for classes for neurodivergent students). I modified our curriculum for this purpose, and we were going to implement	R_3hnZx5nmxohW9Wg

Quote	Survey Respondent
<p>programming there. In the end, this didn't happen and the counselor, my direct partner, ghosted me.</p> <p>I think that this happened because he has an incredibly demanding job, and a few hardships fell on his plate in addition to the day-to-day hustle he must keep up. I am discouraged because I've been trying to craft our program so that it isn't "extra", a nice-to-have when the time is right, because I believe pedagogically it is a necessity, but being dropped in this way makes me feel like we were non-essential to keeping the operation running. And that is always where SEL lands, and where I don't want to be!</p>	
<p>3. While we were within two of our set goal of sixty singers (proud of that!), there were multiple roadblocks in our recruitment efforts. At KIPP Central City Primary, the main roadblock was our ability to pull students from academic content. We were prepared to offer spots to 56 students there, but the principal could not approve 15 of them because of their reading level and anticipated learning loss. At KIPP East Community Primary, our club was one of five being offered after school at the same time, including sports and a musical theatre club. Because of low enrollment, musical theatre and New Voices New Orleans joined forces. In this program model, we will need to be engaged in more in-school marketing to recruit participants, working more closely with school staff to ensure students are interested in and attend the program.</p>	R_1MQWSBuZ91WOT 42
<p>4. My originally proposed pilot program was open to the entire community, and only one person signed up. Most of the interactions I encountered were with parents of teenagers who expressed excitement but did not sign their children up. After making some adjustments to the structure of the pilot program and pitching it to a local school, I had 12 people register, which filled up all the seats. This wasn't surprising since the incentives now included a free laptop, but also because the school's pillars include service and entrepreneurship.</p>	R_1gTHItwY9YsUCBU

**THEME 8: PLANNING ALLOWED FOR THE EVENT TO BE SUCCESSFUL**

Quote	Survey Respondent
<p>1. Because I planned it in advance, and I talked with the right organizers, and I was sure that the attendance would be optimum.</p>	R_24NSKkdCUuyvjEW
<p>2. Planning was executed properly.</p>	R_1EcDTnZ1taCjHND
<p>3. I was able to host the number of participants I hoped and expected because I knew what preparations I would need to be able to see so many students in such a short time. I was organized and resourced; thanks to my Fellowship funding, I had what I needed and didn't have to take any shortcuts.</p>	R_27rgod1aqLufgKG



## THEME 9: OFFERING HYBRID OPTIONS INCREASED THE DEMAND FOR THE EVENT

Quote	Survey Respondent
1. The in-person event was a lot less than I had expected but the virtual event allowed me to work with more students and meet my goal.	R_BEPK2LPk7Gty7lf
2. The first hunch is related to my empathy interview. I was able to gain additional insights on my idea but could have requested more information on the desired platform and duration for the workshop. The second hunch is related to possibly providing a hybrid option for those interested but not able to attend in person.	R_3Eh7nEeQo9O92Gu
3. I ended up with more on Instagram Live, rather than as much as I wanted in the in-person event.	R_2pVH3fekOdM1Edl

## PARTICIPANTS' HUNCHES AS TO WHY THEIR ASSUMPTION OF DEMAND WAS NOT VALIDATED

### THEME 1: PARTICIPANTS' AVAILABILITY, GIVEN TIMING AND OTHER COMMITMENTS LIMITED THE SUCCESS OF THE EVENT

Quote	Survey Respondent
1. Holiday season.	R_1Gv70A67yDjUZBc
2. Miah and Candis are over achievers and have high expectations for themselves so when they did their first webinar and only 2 people showed up, they decided that maybe the time of day needed to be adjusted. Additionally, they added another day and another time to include more participants. It went from one time only to twice a week.	R_3QDysVhMtyABXbX
3. Since I am scheduling college students for this Pop-Up, this time of year can be challenging as they are working, taking classes, and preparing for finals. Ideally, future pop-ups will be scheduled during off-peak times for college students, like the summer or during the beginning of a semester.	R_296Q7HtrNIHO9sE
4. Other obligations	R_7UPwYIKUKGOXYt3
5. For students, there is no 'urgency' to focus on next steps because they aren't in the months close to graduation. Also, for professionals who support students, fall months are spent focused on sending students to college.	R_XigHCmpknuJmuAN
6. Teachers have so much on their plate already. My venture was just one more task on an already overloaded plate.	R_xAzPEpEWROhkKT7
7. Sundays during the fall aren't the typical days for a "camp" so I think the nature of competing with school and existing extra-curriculars was real. I think forming a formal partnership with a school to host a semester-long program during school hours might be another viable option, as well as hosting the camp during the summer.	R_qKszLZjY6OsO1RT



Quote	Survey Respondent
8. Most students could not attend both days of training and commit to all the requirements. (This training also occurred during mid-term exams for the students invited to participate).	R_10qq6uyLdAqhYi3
9. The lack of proper advertising, school, transportation, and extracurricular activities impacted the turnout of participants.	R_3MzhVf4ITDUgj9j
10. I did have close to the number of participants I expected because it was during the school day, so participants were required to attend if they were at school.	R_3GBocHosXjW1S54
11. Many more were interested, but the schedule was challenging. Our regular program is more flexible, so putting in specific timing for the pilot was a little challenging.	R_117JfVTk2224sPF
12. There were several events happening within the community that day and upon sending out the last notice to attend several said they forgot and overbooked themselves with other events. Others had gone out of town with family.	R_8hPZHjoFikBeA2l
13. I think a lot of it was timing. The first session was held during the Monday of Thanksgiving week and some students were traveling. The second session was right before finals and many students were busy.	R_3fJlR5FhXQrJ8A9
14. I chose to do my popup on Veterans Day and forgot to take into consideration kids would be out of school and affect their coming to the YMCA. Also, I chose to do my pop-up same day Black Panther released. That also affected turnout.	R_xEgszYTtEnMXiil
15. The timing of event could conflict with fans' availability (e.g., weekday and Monday after thanksgiving event has low attendance)	R_3ho5NbmG5wDD4qB
16. One challenge is that students are involved in many things and many of them work, so as much as they wanted to attend, some of them had to miss some sessions because they had multiple, competing interests.	R_1LLuYNMILEulXTL
17. Originally, we had eleven fellows signed up for programming. Ironically, two of the fellows dropped out upon acceptance to the program because they were overwhelmed by their other commitments and stress. During the fellowship, two fellows dropped before the first session, one because of illness and the other because of similar feelings of being overcommitted and stressed-the exact feelings our program is designed to alleviate.	R_2QiEinISjb4nALM
18. Holidays, Football, and Fall Break.	R_1CeT9X3wTw1bLZV
19. we had a lot of registrations sharing the work but found out we scheduled the event on the same day as ACT testing for a lot of students and they decided not to come because their testing ran over.	R_3DvSTjjOiQDXCZA
20. The demand for the product seems to be there, given the initial level of enthusiasm we received from our initial round of outreach. The issue	R_xF2hLxASuRVpazT

Quote	Survey Respondent
was the follow-through, which suggests that the time commitment and sustained level of participation may have been a barrier for busy educators.	
21. The program happened during the school day and students' schedules changed during our session times which affected the number of students that could participate in the program. We could have had more than 40 if their schedule allowed them the opportunity.	R_2dh9Qo7uaMDYNO9
22. We scheduled the event during the week school was out. We anticipated that families were seeking activities for their students to participate in while school was out. We believed this encouraged participation.	R_zezv56LUCj7jsBz
23. The event took place on a Saturday and was not in a neutral location which could have hindered applicants from attending, especially with I95 weekend traffic.	R_2QYAeKt4tF7TD9l
24. Despite us hosting multiple informational sessions, in collaboration with program partners like Good Shepherd Services and the RETI Center, our informational sessions were not well attended. This may have been because they were conducted over zoom, and around 4PM at a time that may not have been super convenient. Other factors may have included: a misunderstanding of the program content and benefits, and a lack of in person marketing events and informational sessions.	R_1IWOZqCkIlw0noi
25. Over 30 school leaders were emailed. However, it was hard to get them to respond if they did not know us. And if they did respond, it was hard to find time to schedule the interview that worked in their busy schedules.	R_dbVlkH37B0c2mA1
26. Our workshops occurred close to the Thanksgiving Holiday.	R_3R8YkPKzINQgC13
27. We had about the number of students we expected, but limited factors were that students had never heard of our club before! It was also running on an early dismissal day.	R_2YbRtbDQB0SUZB6
28. With the type of care within most GROs and RTCs, it is very difficult with therapy sessions, doctors' appointments and behavioral challenges within the programs that makes participating in events challenging.	R_1238ZspkunFdDCU
29. 2-Due to Zoom technology issues, I had to reschedule the event which ended up being a couple days before Thanksgiving. Therefore, my event date conflicted with Thanksgiving festivities; people were unavailable to attend the second (re-scheduled) pop-up session for various reasons.	R_2Esm4c6jYISuien
30. Timing. I initiated the interviews with schools at one of the busiest times of the year. Several schools asked that I set up the interview after the Thanksgiving holiday.	R_8fcMdDjzzCW8cuJ
31. My initial goal was to recruit 20 participants for the focus group. When I hosted the information sessions, I had a total of 38 educators attend	R_1eJHe3guHj7iaKY

Quote	Survey Respondent
and expressed interest in wanting to join the focus groups, however, there were some that reported the time of the work was not feasible with their schedule. For example, one interested participant told me that he really wanted to join us, but he was so overwhelmed as a first-year teacher with all the demands of an educator that he just could not do it at this time. Others expressed interest in the focus groups in the Springtime after testing season so that they could fully focus on the implementation of CRT. Once I had a total of 14 participants sign the consent forms, some of the participants located in Florida let me know that there was a natural disaster there that closed schools and they were afraid that it would hinder their practice within the two-week time constraint. Overall, I believe timing played a big role in the participation of the focus group.	
32. While hosting our pilot project during school break posed certain difficulties, it also generated new possibilities - those that did turn up for scheduled activities were pleased with having something constructive to do with their time.	R_1jTZTQqkZbTL4wM
33. Timing was extremely difficult for folks.	R_p0fWS7zjnuP9gR
34. A heightened challenge with serving school systems is competing for their valuable time. So, an assumption as to why we did not see the demand we anticipated is because school administrators and educators are overwhelmed with work demands, may lack of time to learn new skill, and some administrators/teachers do not see an issue with teachers spending out of pocket because they are used to it being a cultural practice in education.	R_8DnKBngOa4QiLW9

## THEME 2: MARKETING EFFORTS COULD BE IMPROVED

Quote	Survey Respondent
1. We have not yet identified a successful way to promote and advertise our program. This is an area of exploration for us.	R_sZHyaxBcDRQ5goV
2. I think that I needed to be more vigilant about advertising and reminding- I also think it would have been a better event to hold in-person and I should have advertised an incentive for attendance.	R_1iteITJECsSOp8w
3. I think I needed more time to market the pilot to local school districts.	R_C21FzG9jQTmwrS1
4. Poor marketing on my part.	R_3Hkq2VaojYF1unU
5. I think I needed to do more advertising, especially outreach to departments (where most of the participants came from).	R_1gooqkTc8EOwzNk
6. We believe that the time before announcing the workshop (~3 wks) was not enough to gather full participation. Also, we will allocate more resources to marketing in the future.	R_2OVgxwKjzr3lQpD

Quote	Survey Respondent
7. I think we could have done better reaching out to schools to promote our programming	R_33BTjW2do4eeqxb
8. I think that I did not get the number due to marketing. I did not get my stipend in time to effectively pay for marketing support. I also believe that I needed more time to market the timeline provided to do a pilot is short. I wish that this program was a yearlong to effectively plan and have successful outcomes for all participants.	R_3kHc0VvYFSmSdAU
9. The lack of proper advertising, school, transportation, and extracurricular activities impacted the turnout of participants.	R_3MzhVf4ITDUgj9j
10. I did not have the resources to reach new participants and did not know where to look for participants. The community I was involved with in the past had aged out of my current offerings.	R_C3yP6v3b931q5s5
11. Over 15 people RSVP'd for the event. I think I need more help with advertising and getting the word out. I have no social media accounts at all. I think that was the part that hurt me the most. I believe that I need to have a professional help me create some social media accounts that are connected to the Toolkit and my business ventures. I do not desire to have any personal accounts, but I am beginning to see that it is imperative to have a social media presence to get the attention and participation I am seeking. I also think this was an extremely busy time of year.	R_1f969bQL5kLMZRR
12. The places/platform advertised was low in anime fan members. The time of the event advertised was too short notice	R_3ho5NbmG5wDD4qB
13. I feel like the marketing was not consistent	R_3DvSTjjOiQDXCZA
14. In the end, I think most students were not very excited by the idea of spending their fall break at a “mindfulness camp,” without knowing anything else about it. We also started advertising and recruiting about one month out, which didn't leave us a lot of time to try and get to know families.	R_A65p2Pj1cUieM2l
15. We could have marketed the program to engage the participants attention and the parents.	R_2cdxd9cpgAE7PIs
16. These informational sessions could have been better marketed as well. As a result of poorly attended informational sessions, we did not attract as many participants for the program as he had hoped for.	R_1IWOZqCkIlw0noi
17. This pilot was a lesson in many of the areas of logistics that we must design around. Recruitment is one of those things. We need to figure out the time and strategy for how we approach students and school partners to recruit them for a pilot.	R_BzS54eij72x0JA5

Quote	Survey Respondent
18. We had about the number of students we expected, but limited factors were that students had never heard of our club before! It was also running on an early dismissal day.	R_2YbRtbDQB0SUZB6
19. Outside of teaching (work) and family obligations, I did not have a lot of time to promote the event.	R_2Esm4c6jYISuien
20. In addition, all my recruitment took place through social media outreach which may have been limiting. Varying our outreach methods through flyers, in-person meet and greets may have worked well with retaining participants throughout the process.	R_1eJHe3guHj7iaKY
21. I believe that I do have to get out into the community more and truly dive in. I realized, too late that the biggest area of growth for me was being comfortable in my skin to talk to people, in person, about my venture and engage them. The more involved I am with the community, the more comfortable they will be attending events. Additionally, using spaces that are known and common will allow people to feel at ease when attending a pop up versus a more private or less known venue.	R_WjRsU6G8BbsLF73
22. Another assumption is related to our marketing practices. We assume our recruitment efforts may have reached our targeted audience on short notice or not at all due to school email firewalls, etc. In the future, we will market through text messaging and sending fliers to the district partnership office and school secretaries, including daycares and Head Start programs.	R_8DnKBngOa4QiLW9

### THEME 3: ENVIRONMENTAL FACTORS LIMITED THE SUCCESS OF THE EVENT

Quote	Survey Respondent
1. Covid spiking in our area caused some parents to keep their students at home.	R_AmHzLrd2Ry7vgjL
2. It rained on the day of the event.	R_1DBCusS85Q70p4Q
3. I had to move my pop-up due to a family medical emergency and lost some potential participants and my students.	R_11XaEYLUN1ZOxTu
4. Our event fell on a cold rainy night. We also had to change locations due to the election.	R_3ltrZhtaKa2SDSd
5. There was also a campus strike going on which created a lot of stress/distraction for students.	R_3fjIR5FhXQrJ8A9
6. 3-4 years old are not mandated to attend classes	R_3n1nnwaHwAqpgLR
7. The other factor that many people that I expected to come mentioned was the weather. It was extremely cold outside and rainy that day. Unfortunately, that deterred many people from coming to the event.	R_20SscQI8zZ0EMFW
8. Much of this was out of my control. The district set up expectations about who could attend which reduced the overall pool of eligible	R_1j8IvPMv6jbTDML

Quote	Survey Respondent
students. About half as many were eligible as I had first anticipated. For example, the school is an alternative school and serves students from six different districts. However, the district only allowed students who were in the school's home district to be a part of the program. In the future, I will work more closely with the district administration in the planning stages so that expectations are clearer.	
9. We thought we could help students with housing, by partnering with the college. We have helped students before with housing, but it was very hard to do without the college partnership. We ended up getting stuck in the contract phase with various colleges, but we validated our value proposition to students, colleges, and landlords through our pilot activities. We suspect our platform will be very successful in 2023!	R_bwKFfn9Iiu5K5XRD
10. Unforeseen circumstances. A couple of interviews were scheduled with Green Apple/Odyssey Charter in Florida which was hit twice by hurricanes. Unfortunately, both myself and another participant became ill on the interview date.	R_8fcMdDJzzCW8cuJ

#### THEME 4: PROJECT WASN'T AT A POINT WHERE A PILOT/POP-UP WOULD BE SUCCESSFUL

Quote	Survey Respondent
1. I think there were several reasons. My pop up counted on the solution being ready and it was not. The legal policy was not ready in time. Second, I had to choose between this and having our research study taken. Since the research study was being conducted by a graduate student, I had to prioritize that. I did not know it would coincide with this research. Third, I don't have a strong enough relationship with the 400 subscribers to our newsletter. I have not figured out how to provide value to them, nor our Facebook subscribers. Fourth, it could have been the day, time of night or time of the year.	R_3dXiDRkpxQyOk3M
2. While students/teachers had a positive response, we didn't get the viral growth or stickiness we wanted because once users were done with chemistry, there was no other content to explore. To see more organic student learning, we must continue to build the product and include subjects where students are more intrinsically motivated to learn: entrepreneurship, financial literacy, psychology.	R_3ktAVdlRjfuYnX4
3. Since I don't have a physical product that parents can use today, I think that hindered what I was able to demo and share with the participants. I'm working on building the early MVP based on the feedback I got from the parents that did participate, but I think if I had an actual product, I could have had the participation I was looking for.	R_1duFJ5KLjllSn9f
4. I did not have the number of funders that I wanted because I am still working on the concrete business structures needed to attract funders.	R_3lQwnQaBvuMzDTb

Quote	Survey Respondent
5. We had a sad announcement to our students that our tax exemption application was denied due to a clerical error, and we must postpone the school year, and which drove down engagement	R_2474kIeHZUbjcFs
6. Initially, I had eight students enrolled in the program. Unfortunately, after requesting consent from their parents, numbers decreased drastically; one student withdrew last minute due to a sudden family vacation.	R_1jTZTQqkZbTL4wM

#### THEME 5: PARTICIPANT ATTRITION LIMITED THE SUCCESS OF THE EVENT

Quote	Survey Respondent
1. We had 8 students register which was the expectation, six of them showed up. One student had the flu. The other student never showed and how no communication with STREAMS after signing up. This was also the only student we didn't have contact with their parent(s), which was a lever that we were not able to pull to get additional communication with.	R_VQo74q7CfG0gDRf
2. I was initially hoping for 25 participants. After applications, only 14 qualified. Of the 14 that were extended invitations, only 7 attended.	R_2QYAeKt4tF7TD9l
3. At least 5 of the children who were registered were ill.	R_1DBCusS85Q70p4Q
4. Approximately ten students did not attend class on that day.	R_3j2IbHNNQ47vYYX
5. many got sick as we started and couldn't commit.	R_117JfVTk2224sPF
6. Covid spiking in our area caused some parents to keep their students at home.	R_AmHzLrd2Ry7vgjL

#### THEME 6: LEVERAGING PRE-EXISTING COMMUNITY ORGANIZATIONS/NETWORKS COULD BE IMPROVED

Quote	Survey Respondent
1. Trying to recruit students via student organizations was mostly ineffective	R_2ZODtUvE4UJCem7
2. And perhaps also more outreach to other organizations that might be able to help recruit in-service teachers.	R_1gooqkTc8EOwzNk
3. Initially, I tried connecting more with parents individually versus connecting with them through the youth organizations they already had a relationship with.	R_1CeT9X3wTw1bLZV
4. I marketed to schools via email instead of direct contact with parents via the groups where they are active participants. Even though I contacted organizations that had the ideal participant I should have contacted the	R_rkaA9RVW0rk6WNb

Quote	Survey Respondent
school and set up a personal meeting and offered to host the pop-up for their parents within their organization.	
5. This pilot was a lesson in many of the areas of logistics that we must design around. Recruitment is one of those things. We need to figure out the time and strategy for how we approach students and school partners to recruit them for a pilot.	R_BzS54ej72x0JA5

#### THEME 7: PARTICIPANT ISSUES WITH PROGRAM CONTENT

Quote	Survey Respondent
1. Post surveys and debrief interviews revealed that participants thought they would have to perform theatre as a participant. This lack of clarity could have deterred sign-ups.	R_10qq6uyLdAqhYi3
2. Other factors may have included: a misunderstanding of the program content and benefits, and a lack of in person marketing events and informational sessions.	R_1IWOZqCkIlw0noi
3. One assumption that I held that I should have accounted for was the readiness of the possible students. Many of the students were able to do the work but they weren't at the place to share their stories with the audience which was fine. The number of students that were willing to share was less than I had originally believed. I think the reality of expressing themselves in public caused so much apprehension that effected the number of participants.	R_1LuhXKfb8HBUfrN
4. Workshop topics & content may have been intimidating.	R_3R8YkPKzINQgC13

#### THEME 8: TRANSPORTATION ISSUES LIMITED THE SUCCESS OF THE EVENT

Quote	Survey Respondent
1. Since the event was held on a Sunday, school buses to transport to the event were not available.	R_1DBCusS85Q70p4Q
2. The lack of proper advertising, school, transportation, and extracurricular activities impacted the turnout of participants.	R_3MzhVf4ITDUgj9j
3. Prospective mentees needed reliable transportation or work on Saturdays, so weekday meetings may be more accessible.	R_1cSPezYI8948cJZ
4. The event took place on a Saturday and was not in a neutral location which could have hindered applicants from attending, especially with I95 weekend traffic.	R_2QYAeKt4tF7TD9l

#### THEME 9: ISSUES WITH REGISTRATION LIMITED THE SUCCESS OF THE EVENT

Quote	Survey Respondent
1. We would have been able to have the max number of participants, except that we had trouble with our registration and communication	R_8undFY1B5aja1gZ



Quote	Survey Respondent
system. We learned and expected to have better systems in place next time.	
2. We had significantly more signups (173) however I found out that the majority were bots.	R_334lo1WLxV82p0X
3. The school principal identified 25 students whom he thought would benefit from our program and reached out to families personally. Of those 25 families, 3 came to our parent meeting, and 6 families signed up. We lost one family that signed up when the parent said that they couldn't afford to pay the \$45 dollar fee that we requested and felt uncomfortable accepting a scholarship. We recruited two fourth graders whom we know personally.	R_A65p2Pj1cUieM2l

### THEME 10: DEMOGRAPHICS OF PARTICIPANTS VARIED FROM IDEAL

Quote	Survey Respondent
1. While we had the number of participants we hoped would attend, the demographics were a little different. It was difficult to recruit Principals and District Leaders mostly due to scheduling conflicts and being unable to commit to the sessions or time: one Principal expressed the timing was difficult because this is when they are commuting or taking care of home responsibilities, and from a District leader, we heard: "I'm looking at my calendar and I'm fully booked at least four nights a week for the next several months. I just don't have the kind of balance in my calendar to be able to commit to this." However, we were able to recruit many Assistant Principals, especially new ones who were eager to make connections. Additionally, we were able to rely on our network of our Eskolta Teacher Fellows alumni, many who have since been promoted to AP, Dean, or Director of Curriculum. They know from experience the benefits of Eskolta Fellowships and the community it creates.	R_XCaXRNnzEo9hp LP
2. The pilot validated the demand in terms of the number of participants. However, I started with a pre-recorded seminar (high-quality/professionally edited video using someone from Upwork and virtually accessible via our upgraded website). Although most self-identified as my target audience, there was no way to validate this. Furthermore, based on survey data, only 33% of pre-recorded seminar participants indicated that more than half of their student population are from traditionally underrepresented backgrounds (i.e., racial/ethnic minorities, low-income, first-generation). With all things being considered, I suspect some people were not in my target audience, which led me to add more to my pilot and do a virtual LIVE version to a targeted audience of university faculty members.	R_2qeDiVqHmCyy6 Qq
3. As an organization, we did receive the number of participants that we were expecting. We would have liked to have more novice educators since they were the target market. One of the reasons, I think we did not have as many educators is due to the lack of knowledge, we initially had with recruiting them to attend the event. We will continue to rely on	R_2rCTMVVT6vBrXl h

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**Quote****Survey Respondent**

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social media marketing and testimonials from educators attending the event to spread information about the organization.

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## APPENDIX K: METRICS USED BY FELLOWS

### THEME 1: PROCESS

Quote	Survey Respondent
1. 100% of participants attended all sessions, completed all graduation requirements, and graduated from the program	R_6tGiDOWjJ6rj917
2. We had over 300 new unique downloads from students and teachers. At the height of the pilots before the holidays, we had 64 weekly active users.	R_3ktAVdlRjfuYnX4
3. 9 out of 9 students that started finished the program.	R_1Gv70A67yDjUZBc
4. 100% of families that RSVPed attended the event	R_3KIn2b9AiiWy8pB
5. 50 parents/donors attended the actual pilot while another 8 students took part in an informal focus group	R_eF1sVoMYvWlpbSV
6. 3 of 4 students who started our program reported. 1 of 4 students did not return after their initial introduction to the program	R_3MzhVf4ITDUgj9j
7. 100% participation from the participants during sessions	R_1238ZspkunFdDCU
8. 100% of students were successfully onboarded onto virtual platform. - 80% of students successfully completed the program.	R_1IWOZqCkIlw0noi
9. 100% of participants met targeted eligibility criteria for participation	R_1eJHe3guHj7iaKY
10. Since our housing MVP launch in 2022, we have raised \$35,000 in grant money, gained over 250+ listings, grown over 400+ student accounts, gained 8 college partnerships from October to November, generated \$350 from landlords - ranging from \$5-\$50 each, and \$105 from student renter insurance referrals.	R_bwKFfn9Iiu5K5XRD
11. 100% of the participating peer apprentices stuck with the program throughout.	R_1j8IvPMv6jbTDMI
12. 34 out of 34 scholars who started at my program reported that they didn't have a male mentor in this capacity who focused on mentorship, leadership, and counseling. By the end of the program 34 out 34 had developed some of form bond with male mentors (Lead/ Associate)	R_3rTD8tutr78dalT

### THEME 2: ABOUT THE PARTICIPANTS/DEMOGRAPHICS

Quote	Survey Respondent
1. 87.3% of participating students were African American. 98.2% of participating students were on free and reduced lunch	R_33BTjW2do4eeqxb
2. 60% of families identify as military families. 1/3 of families that responded are homeschoolers. 78% of homeschooling respondents had children 5 or under. 90% identified academic courses as their primary	R_WjRsU6G8BbsLF73

Quote	Survey Respondent
interest in the company. 94% identified MOM/DAD n Me as their primary interest for social interaction.	
3. 40% of students do not sing or play an instrument. 44% of those students do not play an instrument because of lack of time. 65% of the students were not familiar with the IB program model or diploma. 41% of the students were not learning a foreign language. 62% of students are not participating in any STEM programs	R_yn1MlhJMRWAdG01
4. 50% of participants identified that critical and independent thinking skills were not taught throughout their education at all. 50% of participants identified that they had cursory exposure to critical and independent thinking skills. 100% Respondents also reported that they received little to no support around cultivating skills to think critically and independently. 100% of the participants reported that critical, creative, and independent thinking skills are important to them. 100% of participants reported that the Pilot validated their opinions that critical and independent thinking skills are important.	R_1f969bQL5kLMZRR
5. 100% of students reported they would like to have more financial literacy conversations in their school.	R_1Gv70A67yDjUZBc
6. 5 nationalities were represented: Colombia, Cuba, Mexico, Puerto Rico and the Dominican Republic	R_3KIn2b9AiiWy8pB
7. Pilot Participants - 21 which is 6% of Post Engagement. 62% of the participants were in the classroom for 21 years or more. 42.9% had 25+ years of teaching experience. 38% of the teachers want to leave teaching more than they want to stay. 38% think they have less freedom to choose what to use (teaching tools) in their own classroom.	R_xa3bmBxAjt4lGCJ
8. 80% of students did not view themselves as person who uses resilience when faced with a problem. Students were asked, "If you were in a group and the conversation became very negative, do you have an SEL strategy to choose so that you can react positively? 80% said no	R_1pzc7PqrhZZ6FiV
9. 6 out of 6 young women said they wanted to find their purpose. 6 out of 6 young women said they wanted someone to talk to or go to for advice. 4 out of 6 young women were looking for career exposure.	R_1cSPezYI8948cJZ
10. 37 out of 37 participants had never written code before	R_BEPK2LPk7Gty7lf
11. 25% of students were in high school. 75% of students were in middle school	R_3MzhVf4ITDUgj9j
12. 100% of students showed a decrease in their average heart rate after completing a mindful practice, measured over the course of the camp using heart monitors on smart watches	R_A65p2Pj1cUieM2l
13. 8 out of 15 participants knew what animal assisted therapy was and had experienced it firsthand within themselves.	R_1238ZspkunFdDCU

Quote	Survey Respondent
<p>14. 11 out of 21 (or 52%) of students reported that they planned to attend college and of those students, 6 out of 11 (or 55%) had a preferred major and/or school.</p> <p>6 out of 21 (or 29% of) students reported that they did not plan to attend college and of those students, 2 out of 6 (or 33%) had a preferred career.</p> <p>4 out of 21 (or 19%) of students reported that they were undecided on whether to attend college or not.</p> <p>4 out of 21 (or 19% of) students reported that they or their parents had a financial plan for post high-school graduation plans.</p>	R_3F99kHVvDt1xjvb
<p>15. 6 out of the 10 high school students shared they had bank accounts already.</p>	R_2cdxd9cpgAE7PIs
<p>16. - 84% of teachers spent time looking for culturally relevant content.</p> <p>- 52% of teachers paid money for supplemental content to enhance the existing curriculum.</p> <p>- ELA, social studies, special education, and elective teachers most often sought out culturally relevant content.</p> <p>- Culturally relevant content was particularly important if it helped students connect with their local community.</p> <p>- Younger teachers were much more likely to pay for supplemental content.</p> <p>- Teachers source content from other teachers, social media, and search engines.</p>	R_3HU1o9OyrOD6ee0
<p>17. When presented with structured categories of strengths vs. a free-response question, 4 out of 4 students identified more strengths within themselves, suggesting first-generation college students have more strengths than they recognize.</p> <p>3 out of 4 students shared how leaving family when going to college can be a stressful experience, especially when the family may not understand their commitments in college.</p> <p>4 out of 4 students shared that their connections to friends within their home community decreased as they persisted in college.</p>	R_296Q7HtrNIHO9sE
<p>18. 100percent of students did not have a resume to apply to college</p> <p>30-35 didn't know how to complete the financial ai documents</p> <p>30-35 didn't know the acceptable scores to pass ACT</p>	R_3DvSTjjOiQDXCZA
<p>19. 86% of participants reported that they are interested in exploring careers in teaching; 53% of participants reported that they are aware of different pathways into teaching; 93% of participants reported that they are interested or very interested in learning more about the college educator fellowship program; 53% stated that they are interested in continuing to be involved in designing and launching the fellowship, and 33% indicated that they may be interested.</p>	R_3fJlR5FhXQrJ8A9

Quote	Survey Respondent
<p>20. -50% of the education stakeholders expressed that their learners are interested in Science and Nature books and activities. -50% of the education stakeholders expressed that their learners are interested in Arts and Culture books and activities. -21% of the education stakeholders were unsure about the reading skill domain in which their learner(s) need instructional support.</p>	R_2Esm4c6jYISuien
<p>21. 75 % of participants are interested in data skills for storytelling and visualization. 5 out of 6 participants believe 3 years from now data skills will improve their lives by making them more money and doing less work. 91% of participants believe that the most exciting thing about data analysis is the supporting their colleagues develop new data skills.</p>	R_3F2nVWP9MwwKoT6
<p>22. -100% of participants were somewhat or very aware of culturally responsive teaching strategies and implementation of the practice before beginning the focus groups</p>	R_1eJHe3guHj7iaKY
<p>23. 3 out of the 3 teachers reported that they need to know more about how trauma affects students. 2 of the 3 teachers could recall a specific incident where being trauma-informed would have changed their interaction with a student. 100% reported being unaware of the statistics regarding the Great Teacher Resignation. 100% reported not being aware that West Virginia has the highest number of teens who identify as trans per capita</p>	R_11XaEYLUN1ZOxTu
<p>24. 70% of students looking for off-campus said it was very difficult to find and obtain off-campus housing. 75% of students want to improve their financial situation. 70% of tenants are more likely to pay rent on time during a lease if they are enrolled in a program that builds credit by reporting rent payments. Landlords in general like renting to students especially if they have a property close to a college. Landlords have a hard time finding quality renters because on average they don't have a way to target quality renters. When they use the big platforms, they are bogged down, by unqualified leads, even if they pay for the platform. Landlords think college students are great tenants and many try to target students. College students make up about 35% of the whole renting population in America.</p>	R_bwKFn9Iiu5K5XRD
<p>25. 30 out of 30 students didn't understand sneaker storytelling 24 out of 30 students wanted to contribute to changing their neighborhoods 12 students shared that they want to feel heard.</p>	R_xEgszYTtEnMXiil
<p>26. 100% of the participants indicated they believed what they said matters to the advancement of African American student engagement by ensuring teaching of an inclusive American history. 100% of the participants indicated the current manner in which American history is taught perpetuates a deficit mindset about disenfranchised populations.</p>	R_8fcMdDJzzCW8cuJ

Quote	Survey Respondent
<p>93% of the participants indicated the current manner in which American history is taught perpetuates a deficit mindset among disenfranchised populations.</p> <p>86% of the participants indicated they would utilize an online platform that uses African American history to engage and empower students?</p> <p>80% of the participants indicated they would recommend an online platform that utilizes African American history to engage empower students.</p>	
<p>27. 80% of participants believed that students are not exposed to science from early age; therefore, they are losing interest in science when they get to middle and high school.</p> <p>90% of students were interested in taking a biology class in high school, 60% in chemistry, and 30% in physics class.</p> <p>All 60 students believed that science is important in high school graduation and college admissions.</p> <p>80% of students used Google search, YouTube videos, Khan Academy, and online resources for extra support. (Mainly free products)</p>	R_1pXoK7rbmAFFfuR
<p>28. 70% of parents are not using any type of method to track spending for their child related activities.</p> <p>67% of parents want a tool to consolidate payment, budget, and communications for their child related activities and expenses, all-in-one-place.</p> <p>50% of parents said it is moderate to difficult to discover new activities for their children.</p> <p>Here are a few quotes:</p> <p>"I find it difficult to find child related programs in a community I'm unfamiliar with. Being new to an area makes it hard to find available reviews or speak to people about what our there. I feel limited."</p> <p>"It's not easy finding a good activity or place you trust it so many options you won't really know how it is until you spend money and try service."</p>	R_1duFJ5KLjIISn9f
<p>29. *75% of my elders had not had a wellness check in over a year.</p>	R_1jrmDsNUONzsXjT
<p>30. Over 80% of teachers surveyed report that they want more time and space for food education</p>	R_27rgod1aqLufgKG
<p>31. - 80% of Learners were interested in getting help with preparing for a career (getting certifications, identifying internships/apprenticeships, creating a resume, interviewing, etc.)</p> <p>- 60% of Learners were interested in getting help with college</p>	R_1gTHItwY9YsUCBU

Quote	Survey Respondent
<p>preparation (SAT/ACT, improving GPA, selecting schools, writing essays, completing FAFSA, etc.)</p>	
<p>- 60% of Learners were interested in participating in entrepreneurial programs to aid this journey (creating business plans, managing an LLC, applying for grants, creating a pitch deck, presenting your idea to funders, etc.)</p>	
<p>- 100% of Learners were interested in learning how to start planning for their financial freedom now (creating financial goals, identifying ways to generate active and passive income, raising their credit score before turning 18, learning about the stock market, etc.)</p>	
<p>- 100% of Learners said they enjoyed doing community service</p>	
<p>32. Summary of Metrics: Regarding demand from students for our self-discovery curriculum, we learned that 68% of students disagreed with the statement “Adults at school really know who I am.” Regarding, the extent to which writing recommendation letters is a pain point, we learned that on average, counselors spend 45 hours writing letters each year. That is equivalent to a full work week ++ extra work on the weekend.</p>	R_3hnZx5nmxohW9Wg
<p>33. 100% of all participants strongly agreed they have a positive outlook on their future. 75 % of participants strongly agreed they have a vision for themselves and their futures and feel important, have value, and worth. 75 % of participants strongly agreed that they believe they have the support and resources to be successful in life. 100% of all participants strongly agreed they are confident they can manage their responsibilities in and out of school.</p>	R_1jT'ZTQqkZbTL4wM
<p>34. 15 out of 20 who attended the program did not know of the existence of Morning Glory Farms. By the end of the project, 20 out of 20 knew about the farm.  20 out of 20 had never interacted with some of the larger farm animals like goats.</p>	R_1DBCusS85Q70p4Q
<p>35. Student Population- Based on survey data, only 33% of pre-recorded seminar participants indicate that more than half of their student population are from traditionally underrepresented backgrounds (i.e., racial/ethnic minorities, low-income, first-generation). Based on demographic data, more than 80% of virtual LIVE participants serve an institution with more than half of their student population from traditionally underrepresented backgrounds (i.e., racial/ethnic minorities, low-income, first-generation).</p>	R_2qeDiVqHmCyy6Qq



Quote	Survey Respondent
36. Before our workshop: - 17% of students said they knew what HTML was. - 7% said they knew what CSS was.	R_yO4j0bb3jT4oM1z
37. 100% of families were on government assistance 72% of guardians or parents were GED recipients or high school dropouts. 91% of guardians or parents never took a financial literacy course and 100% of the parents and guardians owned major assets. 100% of the students have experienced some form of disappointment or neglect from their current school/institution.	R_3rOKjguyErWT1c1
38. 75% of peer apprentices identify as people of color.  50% of peer apprentices identify as LGBTQIA+	R_1j8IvPMv6jbTDML
39. First time at a cooking class: 50% First time at a farm-to-table event: 71.7% Prepare own meals 3-4x/day or daily: 76% Frequency of purchasing from farmers market / directly from a farm: Never/almost never: 15.2% Few times / year: 69.6% Few times / month: 4.3% Weekly / almost weekly: 10.9%	R_3Pz8PFnMBUvjz8D
40. Increase in grades (each grade level)	R_3rTD8tutr78dalT

### THEME 3: REACTION: SATISFACTION, ENGAGEMENT, RELEVANT

Quote	Survey Respondent
<i>Satisfaction / enjoyment with event</i>	
1. 100 percent of participants enjoyed the program	R_1EcDTnZ1taCjHND
2. - 100% of the participants enjoyed the workshop	R_3MsZ23vuQJkWx5B
3. - How satisfied were you with the workshop? 4.3	R_2OVgxwKjzr3lQpD
4. 98% enjoyed being at the Dreamer's Life Skills Classroom	R_1oilFRgeEGiXwe5
5. - 80% of students reported at least 8/10 satisfactory level with virtual platform and hybrid learning experience	R_1IWOZqCkIlw0noi
6. 10 out of 10 coaches felt that The Good Coach Project helped them establish a strong path to being a transformational coach for their athletes	R_3Hkq2VaojYF1unU
7. 7 out of 8 teachers found the app useful to supplement one part of the class. 100% of users found a video that they enjoyed on the app.	R_3ktAVdlRjfuYnX4

Quote	Survey Respondent
8. I enjoy being at Pop-Up/Pilot. 70.8% agreed or strongly agreed	R_2474kIeHZUbjcFs
9. 21 out of 21 (or 100% of) students reported that they... enjoyed being at the pop-up.	R_3F99kHVvDt1xjvb
10. 70% said they find SciQuiry helpful in learning science.	R_1pXoK7rbmAFFfuR
11. Regarding the efficacy of our Purpose Portfolio MVP, we learned that it was “super helpful” and “I wouldn’t have known my students in that way.	R_3hnZx5nmxohW9Wg
12. '12 out of 12 families enjoyed learning and engaging with their children and preferred to work with them instead of letting them participate separately. 11 out of 12 parents reported that their children enjoyed journaling and the calm-down activities because they helped them unwind after a long day. -90% of family units enjoyed singing along to the self-care songs while utilizing the lyric cards	R_ZeiDZwrp0KIaCQx
13. 58 % of students agreed or strongly agreed they had fun	R_3GBocHosXjW1S54
14. 90% of students reported enjoying multiple projects	R_28OMg1VZsJV9fY5
15. 96.4% of students agree or strongly agree that they enjoy working with robots	R_33BTjW2do4eeqxb
16. *7 out of 8 student participants shared they enjoyed completing the take-home activity with a parent or guardian.	R_1240AQA3NeOBLBO
17. 8 out of 8 students enjoyed the student lab activity	R_V24ZsOo65R6EfiF
18. I enjoy participating with Project Flourish programming.	R_b44FKdQfY3MS2oV
19. '1 - 100% enjoyed it	R_2ZODtUvE4UJCem7
20. -100% of participants strongly agreed or agreed that they enjoyed participating with the Pittsburgh Village Project.	R_22zUp2GzvqKRDMP
21. 94% of students surveyed report that they enjoyed their time in the FarmLab	R_27rgod1aqLufgKG
22. 100% of participants enjoy being at New Voices New Orleans 100% of parents enjoyed watching their child participate in New Voices New Orleans	R_1MQWSBuZ91WOT42
23. Summary of metrics: Child Survey	R_20SscQI8zZ0EMFW
10 out of 10 children enjoyed playing and learning in the STEM room. 10 out of 10 children enjoyed playing games in the LtP room 6 out of 10 children enjoyed doing yoga today!	
24. 100% of parents enjoyed the workshop.	R_2pVH3fekOdM1Edl

*Willing to return for future events / continue working with venture*

Quote	Survey Respondent
1. 100% of the participants ... would return to a future event.	R_3MsZ23vuQjKwX5B
2. 90% of participants reported a desire to continue working with us	R_6tGiDOWjJ6rj917
3. Each student attended reported they had never participated in an overnight learning experience. 100% of the students stayed they would attend a future event.	R_AmHzLrd2Ry7vgjL
4. 100% of our participants said they wanted to come back / do more.	R_sZHyaxBcDRQ5goV
5. 8 out of 8 students said they would return to another Radical Moves workshop.	R_BzS54ej72x0JA5
6 of 8 students asked for other ways to participate in Radical Moves programming in the future.	
6. 100% of students who participated are interested in future opportunities	R_C3yP6v3b931q5s5
7. 4 of 4 expressed interest in follow up events	R_2OVgXwKjzr3lQpD
8. 45 of the attendees would attend again	R_eF1sVoMYvWlPbSV
9. 2 out of 2 teachers reported that they would like to repeat session	R_24NSKkdCUuyvJEW
10. 3 of 4 students said they would come back for another series	R_3MzhVf4ITDUgj9j
11. 10 out of 10 students reported they will enroll in the next life skills series February 2023	R_2cdxd9cpgAE7PIs
12. 61% of students agreed or strongly agreed they would want to do video assignments again	R_3GBocHosXjW1S54
13. 20 out of 21 fashion design students would like to participate in another M Academy of Fashion Design Program.	R_8k02IGhtf5dJfAt
14. 87.3% of students would be interested in future robotics activities 85.4% of students agree or strongly agree that they are interested in participating in further robotics activities	R_33BTjW2do4eeqxb
15. 100% of participants would attend another event	R_3KIn2b9AiiWy8pB
16. 100% of caregivers reported that they would be interested in future opportunities to participate in activities like the Calm the Chaos Caregiver Clinic again.	R_2SkQyzBHz0pcp58
17. 19 out of 20 respondents expressed being interested in future opportunities like the Melanated N' Educated Brunch	R_2rCTMVVT6vBrXlh
18. 11 out of 14 respondents that represented experienced educators expressed interest in becoming a mentor to novice educators, 0-5 years' experience	R_2rCTMVVT6vBrXlh

Quote	Survey Respondent
19. 100% of the women reported that they would be interested in future opportunities to participate in events and activities with the TAP'D Women Leadership Network	R_bvf5p6FpXiy2twZ
20. 6 out of 6 girls stated that they would be interested in future opportunities to be a part of the program.	R_1LLuYNMILEulXTL
21. All participants expressed a strong desire to be a member of the Anti-AbleistED Collective.	R_p0fWS7zjnuP9gR
22. -5 of 14 participants expressed interest in volunteering to test and review a Buddy Book box.	R_2Esm4c6jYISuien
23. 83% of participants overall said that they would like to be involved in future opportunities. 17% were unsure.	R_3HAKRjzgjxlzCTX
24. 100% of college housing/student affairs directors were interested in partnering with EDUrain	R_bwKF9Iiu5K5XRD
25. 24 out of 30 students wanted to be a part of the program	R_xEgszYTtEnMXiil
26. 100% respondents would be interested in future farm-to-table events	R_3Pz8PFnMBUvjz8D
27. 100% of students reported a desire to continue collaborating with their peers and teacher to co-design and implement school culture interventions.	R_3mlWkrFkbGSKJdi
100% of students reported a desire to participate in more Liberation Journeys programming.	
28. 100% would like to be part of the school codesign program	R_V24ZsOo65R6EfiF
29. 100% of participants expressed interest in continuing to engage.	R_XCaXRNnzEo9hpLP
30. '- 100% would participate again!	R_2ZODtUvE4UJCem7
31. 100% responded "strongly agree" their intent to continue participating in peer supporter training.	R_1j8IvPMv6jbTDmI
32. -100% of participants would engage with another cohort.	R_22zUp2GzvqKRDMP
33. Over 90% of students report they are looking forward to the next FarmLab workshop	R_27rgod1aqLufgKG
34. '- 100% of Learners said they would be interested in participating in activities like this program again	R_1gTHItwY9YsUCBU
35. 100% of students reported they would attend another session.	R_3ltrZhtaKa2SDSd
36. Summary of metrics: Child Survey	R_20SscQI8zZ0EMFW
10 out 10 children would like to participate in another Purposeful Play date.	

Quote	Survey Respondent
Summary of metrics: Parent Survey	
100% of parents agreed with the statement: “I would bring my young learner(s) to participate in another Purposeful Playdate.	
37. 100% of administrators reported that they would participate in the Administrator Roundtable again	R_8DnKBngOa4QiLW9
38. 90% of parents would like this program to continue	R_3rTD8tutr78dalT
<i>Would recommend the program to others</i>	
1. 100% of survey respondents reported that they would recommend the program to a friend	R_1FyP4c96ptqzSq0
2. 90% of Joy Village students would recommend attending Joy Village to other students	R_10OElsr5eda5HpK
3. 4/5 said they would recommend Article 1 to a colleague	R_1gooqkTc8EOwzNk
4. 3 out 4 students would recommend firefly to a friend or colleague	R_C3yP6v3b931q5s5
5. 9 out of 10 students would recommend Edily to supplement their learning/studying.	R_3ktAVdlRjfuYnX4
6. 80% would recommend the pilot to a friend	R_eF1sVoMYvWlpbSV
7. 15/16 stated that they would highly recommend our coloring books to be integrated into school systems, mental health, and educational spaces for use.	R_334lo1WLxV82p0X
8. -12 out of 12 parents would recommend the curriculum to others and can see a positive application within schools.	R_ZeiDZwrp0KIaCQx
9. 100% of participants reported they were “extremely likely” to recommend a Charla event to friends and family	R_3KIn2b9AiiWy8pB
10. 83% of caregivers reported that they would recommend the Calm the Chaos Caregiver Clinic to a friend or colleague.	R_2SkQyzBHz0pcp58
11. -83% of parents reported that they would recommend Gran Via programming to other families	R_A65p2Pj1cUieM2l
12. 95% of student participants said that if Road to Uni’s platform was running right now, they would “very likely” recommend it to a friend.	R_2ePFCe0iGWE7oht
13. 83% of the women were “extremely likely (10)” on a scale of one to ten to recommend the TAP’D Women Leadership Network to fellow colleague	R_bvf5p6FpXiy2twZ
14. 8 out of 9 participants selected 9 or 10 when asked “how likely are you to recommend the Pilot to a friend on a scale of 0-10?”	R_XCaXRNnzEo9hpLP

Quote	Survey Respondent
15. -100% of participants selected “very likely” or “extremely likely” to recommend a cohort to a friend.	R_22zUp2GzvqKRDMP
16. 100% of educators would recommend the grant writing professional learning to other educators. 100% of administrators would recommend the Administrator Roundtable to their colleagues	R_8DnKBngOa4QiLW9
17. 5 out of 5 teachers reported that they fully support R.E.A.C.H. Program, LLC and will share with their colleagues, students, and families.	R_1DpW77FWpX8Tp3v
<i>Reactions to specific programmatic components</i>	
1. 33% of teachers’ favorite station was motivational videos. 17% of teachers’ favorite station was the guided strategy collaboration with a partner. 12% of teachers’ favorite station was learning more about their content area. 16% of teachers’ favorite station was team-building activities. 20% liked all the stations equally.	R_sUaX5JnrwutY17r
2. Participants reported appreciation for the rubric and the sequencing of workshop objectives.	R_xF2hLxASuRVpazT
3. 67% of students agreed or strongly agreed video assignments are helpful to their learning experience	R_3GBocHosXjW1S54
4. Four out of four teachers who attended professional development and completed a post-survey indicated that they are happy with the number of hands-on activities their students experience in the classroom and are happy with the quality of hands-on activities their students experience after checking out their classroom kits.	R_3pnrLKXCfMFcf7I
5. 2 out of 3 student coaches reported meeting their students/clients online via zoom was less stressful 1 out 3 student coaches reported having an easier time meeting their students/clients in person 3 out of the students coaches recognized the need for both in-person software and virtual software combinations	R_D6I4Gyvsq2DlzJ7
6. 100% of participants said that they want to learn more about product design and the design process behind everyday objects like clothing, books, stickers, etc. For most participants, about “...”, their favorite activities during camp included: sketching (both in their sketchbooks on iPads), meeting and having conversations with Black professional creatives, discussing quotes, and writing that inspires and resonates with them.	R_qKszLZjY6OsO1RT
7. When asked what their favorite part about the program was, students said: The conversations	R_1LLuYNMILEulXTL

Quote	Survey Respondent
<ul style="list-style-type: none"> <li>- My favorite part of Black Girls SOAR was meeting new people and getting to hear about other people experience and takes on life. I felt very connected with the other girls there and I would love to do something like this again.</li> <li>- The exercises in which we got to draw and express aspects of ourselves. Drawing different parts of DC was fun as well.</li> <li>- Talking and learning more about my peers</li> <li>- The change in perspective on research and how open everyone was to learn from each other.</li> <li>- My favorite part of Black girl SOAR was sitting in a small group of girls who all had interesting opinions that I got to take in my own way. I also enjoyed writing poetry for the activities and drawing creatively. I love to listen to everyone's voices.</li> </ul>	
<p>8. Participants rated the possibility of implementing the design in their home communities at 4-5/5.</p>	R_3HAKRjzgJxlzCTX
<p>I received feedback re: “Can you describe barriers to implementing Global Classroom in your setting/community?” Technology, misunderstanding of the title language of Global Classroom- misleading. Finding more research on what exists as “Global Classroom” to help others define this initiative and a desire to hear about how this looks in different schools.</p>	
<p>9. * 20 out of 42 workshop students who shared feedback reported that they found the breakouts and group discussions to be the most valuable part of the workshop; they appreciated the community of hearing others’ experiences and drawing parallels * 7 out of 42 identified learning about liberation, one of the topics we dove into, as their favorite part of the workshop</p>	R_2WPuKYbGYfL8CpN
<p>10. When asked if there was something that could be improved about the program, 18 out of 18 students reported that they wish it could have lasted longer in days, and or time per day.</p>	R_1OC8RMoBE87YuWI
<p>11. 12 out of 12 families found the following “Very Relevant”:</p>	R_b44FKdQfY3MS2oV
<p>Sustainability Practices &amp; Awareness Plant-Forward Eating Food Justice &amp; Literacy Life-skill Building</p>	
<p>100% of students were satisfied with the communication, content, and event logistics leading up to this event.</p>	
<p>12. Overall Agenda- Most pre-recorded seminar participants found the student voice (more than 90%) and practical strategies (more than 87%) segments most relevant (inspiring, informative, and empowering).</p>	R_2qeDiVqHmCyy6Qq

Quote	Survey Respondent
<p>Most virtual LIVE seminar participants found all segments (i.e., intro, research briefing/student voice/findings, implications for practice and further research) relevant (inspiring, informative, and empowering).</p>	
<p>13. 30 out of 34 reported that they feel more connected with similar issues due to role-playing, interactive discussion and having a mentor</p>	R_3rTD8tutr78daIT
<i>Participant engagement</i>	
<p>1. 81% of staff members reported being engaged.</p>	R_sUaX5JnrwutY17r
<p>2. How did the content keep you engaged? 4.4</p>	R_2OVgxwKjzr3lQpD
<p>3. Future Engagement -            About 57% of the pre-recorded seminar participants indicated that the virtual seminar inspires them to engage in opportunities to CREATE vision and strategy for future work to improve college success.            About 88% of the virtual LIVE participants indicated that the virtual seminar inspires them to engage in opportunities to CREATE vision and strategy for future work to improve college success.</p>	R_2qeDiVqHmCyy6Qq
<p>4. 100% of parents agreed with the statement: “I think that my child was engaged in the Learning through Play activities in the ABC room.</p>	R_20SscQI8zZ0EMFW
<p>5. Facebook Ad Target - users who identified as teachers who live in the USA.            Post Impression (number of times the Ad was on screen) - 3,719            Post Reach (estimated number of people who saw it) - 3,173            Post Engagement (interaction like views, clicks, etc.) - 351 which is more than 10% of post reach</p>	R_xa3bmBxAtj4lGCJ
<p>6. High levels of engagement among participants, student leaders and mentors (Lead/ Associate)</p>	R_3rTD8tutr78daIT
<i>Participants' feelings</i>	
<p>1. 9 out of 10 women reported feeling anxious about discussing their trauma            100% of women reported they felt safe during the conference and were able to connect with other women            100% of women report feeling like they belonged.</p>	R_3kHc0VvYFSmSdAU
<p>2. 100% of students reported feeling calmer, focus and happy</p>	R_24NSKkdCUuyvjEW
<p>3. 95% of Participants reported less stress than usual after one session with Inner Realms Journey.</p>	R_117JfVTk2224sPF
<p>84% of Participants reported feeling less anxious than usual after one session with Inner Realms Journey.</p>	
<p>17/19 participants reported after session 1, positive feedback on the meditations such a powerful, stunning, relaxing, mind-blowing, great, wonderful, and fun!</p>	



Quote	Survey Respondent
19 out of 19 participants reported lower-than-usual negative emotions after their first session with Inner Realms Journey.	
4. 100% of participants reported that being a WARMTH fellow positively impacted their personal well-being.	R_2QiEinISjb4nALM
100% of participants agree or strongly agree that being a WARMTH fellow positively impacted their well-being in their leadership and/or professional roles.	
5. -100% of students reported that the program helped them develop attention and focus -6 out of 7 reported that the program helped them strengthen awareness of their body	R_A65p2Pj1cUieM2l
6. *100% of participants said the sound bath inspired feelings of relaxation and/or peace after a busy day.	R_1240AQA3NeOBLBO
7. After camp, 50% of participants said they would “Definitely” feel comfortable talking about their mental health with a trusted adult; compared to before camp when 100% of participants said they would only “Sort of” feel comfortable talking to a trusted adult. After camp, 100% of participants said they “Definitely would!” journal, make art, or make music in order to express, explore, or release their feelings, compared to only 75% who said they “Definitely would!” before camp.	R_qKszLZjY6OsO1RT
8. 100% of parents, community members, and students wished that the school was opening sooner.	R_3eyoo2TKS2XHtGJ
100% reported that they are confident in the leadership team because of their expertise within the field of education.	
100% of participants reported that they are more confident with their children attending the school.	
9. - Overall wellness increased by 20% - 21% increased feeling of support by their school; (non-first-gen = +12%; first-gen = +33%) - 28% increase in capability of making life decisions; (non-first-gen = +17%; first-gen = +50%) - 12% reduction of stress; (non-first-gen = -9%; first-gen = -17%) - 18% reduction of anxiety; (non-first-gen = +/- 0%; first-gen = -50%) - 19% increase of satisfaction with classes; (non-first-gen = +/- 0%; first-gen = +60%)	R_2ZODtUvE4UJCem7
10. 100% felt more connected to their child’s school because of New Voices New Orleans	R_1MQWSBuZ91WOT42

Quote	Survey Respondent
11. 100% that they noticed that they felt better after our group session and working directly with mentors	R_3rTD8tutr78dalT
12. 100% of parents reported that they support R.E.A.C.H. Program and feel safe with their children in the program.	R_1DpW77FWpX8Tp3v
<i>Would pay for program/ service</i>	
1. 100% of attendees would pay for this type of school venture	R_eF1sVoMYvWlpbSV
2. 1 Funder responded that my venture is viable and scalable.	R_3lQwnQaBvuMzDTb
3. 60 % of parents reported they would pay extra to have this option as an educational resource to an existing camp structure. 10% of parents reported they would pay for this program as a standalone camp program.	R_3ltrZhtaKa2SDSd
<i>Reactions to need for / usefulness of resource</i>	
1. 100% of participants agreed that it could be used in classrooms and that it provided a solid resource that is not readily available now.	R_334lo1WLxV82p0X
2. All attendees reported they believed the evolved project is needed at all schools.	R_7UPwYIKUKGOXYt3
3. - 28.6% of participants who started at my program reported feeling that theatre is as effective in teaching about trauma as traditional training methods, and by the end, 71.4% of participants reported feeling that theatre is as effective in teaching about trauma as traditional training methods.	R_10qq6uyLdAqhYi3
4. 100% of elementary school leaders want an elementary-level culturally relevant STEM curriculum.  100% of school leaders want daily implementation of a culturally relevant STEM curriculum.	R_dbVlkH37B0c2mA1
5. %100 percent of participants said they felt the information was valuable	R_xAzPEpEWROhkKT7
6. 100% of parents reported that they would be interested in this programming coming to their student's school	R_BEPK2LPk7Gty7lf
7. 70% of the students reported that... this should be taught in secondary education.	R_2cdxd9cpgAE7PIs
8. 80% wish they knew this information before entering their junior year in high school	R_3DvSTjjOiQDXCZA
9. 100% of parents found the information useful yet missing from educational settings.	R_ZeiDZwrp0KIaCQx
10. 6 out of 6 participants reported that they will explore the resources that we provided	R_28OMg1VZsJV9fY5

Quote	Survey Respondent
11. 100% of participants agreed that the implementation of culturally relevant teaching competencies in teacher preparation programs will result in more effective teachers in schools that serve historically marginalized populations. 100% of participants agreed that the implementation of culturally relevant teaching competencies in schools will create more equitable educational experiences for historically marginalized student populations.	R_1itelTJECsSOp8w
12. 100% of the businesses that attended the Exceptional Excellence Job Fare documented their need for job coaches that could support current employee with disabilities, as while as continuous vocational events that would help them with employing disabled individuals in the future.	R_3KI0OK6ag0whd0I
13. 3 out of 4 caregivers reported they would like intergenerational workshops with their kids.	R_1fa23DCzWV0dZ61
14. 100% of parents reported that the program has benefited their child	R_3MzhVf4ITDUg9j
15. 75% of student participants said that they believed the Road to Uni platform is extremely needed today to help first-generation, low-income students navigate the college application process.	R_2ePFCe0iGWE7oht
100% of student participants reported that they do not know of another online platform that offers everything the Road to Uni platform will offer.	
16. *1 of 1 teacher reported a demand for scholars to engage in additional activities and programs that build a positive self-concept.	R_1240AQA3NeOBLBO
17. All participants identified that the Anti-AbleistED Collective is missing and needed to advance equity across the educational landscape.	R_p0fWS7zjnuP9gR
18. '14 out of 14 participants expressed interest in the Buddy Books social story add-ons to support their learners. (35% were especially interested in social stories about expressing feelings in a safe and healthy way).	R_2Esm4c6jYISuien
19. 100% of the participants indicated the pilot confirmed the importance of teaching all student an inclusive American history.	R_8fcMdDJzzCW8cuJ
20. 100% of parents desired/endorsed the development of The James Baldwin Early College for Boys.	R_3rOKjguyErWT1c1
21. 100% of students reported that they believe other students would be interested in participating in conversation about co-designing solutions to school culture.	R_3mlWkrFkbGSKJdi
22. 3 out of 3 adults liked the pilot and believe Mindfulness Labs is a beneficial tool for their school.	R_V24ZsOo65R6EfiF
23. 100% of peer apprentices indicated that what they are learning is applicable to their work with their peers.	R_1j8IvPMv6jbTDMI

Quote	Survey Respondent
<p>24. 92% of participants reported that they have friends who like to sing, dance, and perform 100% of parents said that singing is an important part of a New Orleans identity</p>	R_1MQWSBuZ91WOT42
<p>25. Summary of metrics: Parent Survey</p> <p>100% of parents agreed with the statement: “After today, I can see the benefits of my young learner(s) participating in activities that develop their knowledge of STEM while they are in pre-school.</p> <p>100% of parents agreed with the statement: “After today, I am interested in my young learner(s) participating in social-emotional activities that help to develop their mindfulness while they are in pre-school.”(Yoga)</p> <p>90% of parents agreed with the statement: “After today, I think monthly parent/guardian groups that educate me about age-appropriate educational activities, discipline techniques, and other concerns would be helpful.</p>	R_20SscQI8zZ0EMFW
<i>Reactions to facilitators/fellows/founders</i>	
<p>1. 85% of Joy Village students said that teachers really understand their needs 75% of students feel supported even when their behavior is corrected</p>	R_10OElsr5eda5HpK
<p>2. 100% of participants reported that they “strongly agreed” that the facilitator encouraged them to engage</p>	R_3KIn2b9AiiWy8pB
<p>3. Founder really listens to what I have to say. 95.8% agreed or strongly agreed</p>	R_2474kIeHZUbjcFs
<p>4. My guide Alicia Garcia really listens to what I have to say. What I say matters to my guide.</p>	R_b44FKdQfY3MS2oV
<p>5. -100% of participants strongly agreed that facilitators listened to what they had to say. -100% of participants strongly agreed that what they said mattered to the facilitator.</p>	R_22zUp2GzvqKRDMP
<i>Reactions to atmosphere / facilities / community</i>	
<p>1. 6 out of 6 participants who shared pilot feedback reported that they were comfortable in the provided liberating space</p>	R_1IgGM5NjCzY2DT
<p>2. 21 out of 21 fashion design students who started at my program reported that they are treated with respect and their thoughts and opinions matter., 99% of fashion students feel like they belong in the design studio environment.</p>	R_8k02IGhtf5dJFAt

Quote	Survey Respondent
3. 100% of students reported feeling it was a more relaxed learning atmosphere.	R_1oilFRgeEGiXwe5
4. Over 40% of students said they felt they had more of a space to increase their professional and academic growth	R_2vY4SWyZ302KetT
5. 100% of participants reported that they “strongly agreed” that they felt they were treated with respect in the event 100% of participants reported that they “strongly agreed” that they felt a sense of belonging at the event	R_3KIn2b9AiiWy8pB
6. 100% reported that they felt like they were "seen" during the event 3 out of 15 participants stated that they did not feel belonged due various reasons.	R_1238ZspkunFdDCU
7. At Pop-Up/Pilot, I feel like I belong. 100% agreed or strongly agreed	R_2474kIeHZUbjcFs
8. -Students reported a 33% increase in access to a safe green space	R_1kOHQSTxX9wdI9p
9. 100% of participating anime fans felt treated with respect and have built trust within the community 83% of participating anime fans felt treated with respect and have built trust within the community	R_3ho5NbmG5wDD4qB
10. At Pop-Up/Pilot I am treated with respect and have built trust within the community. 100% agreed or strongly agreed	R_2474kIeHZUbjcFs
11. 100% of teens said they felt more connected to the other participants at the end of the program	R_8undFY1B5aja1gZ
12. Students reported a 36% increase in having a supportive community	R_1kOHQSTxX9wdI9p
13. 100% of fellows reported that in the WARMTH community, they feel supported by the other fellows in the program and supported by the facilitators as well.	R_2QiEinISjb4nALM
14. 19 out of 20 respondents expressed being interested in future opportunities like the Melanated N' Educated Brunch 19 out of 20 respondents stated that they connected with at least one other Black educational stakeholder 8 out of 20 respondents stated that they connected with at least five or more other Black educational stakeholders 14 out of 20 respondents expressed interest in becoming a member of GAEEJ Inc.	R_2rCTMVVT6vBrXlh
15. 100% of participants of the project piece of the pilot both felt they had an opportunity to connect with students and families they had not met before All participants felt they were treated with respect, were listened to, they felt like they belonged, and enjoyed participating	R_3HAKRjzgJxlzCTX

Quote	Survey Respondent
16. 95% of students strongly agree with the following statements:  During this series, I felt treated with respect and had an opportunity to build trust within the community.  During this series, I feel like I belong.	R_b44FKdQfY3MS2oV
17. -100% of participants strongly agreed that they were treated with respect and built trust with the community.	R_22zUp2GzvvqKRDMP
18. Professional Community- About 92% of the pre-recorded seminar participants were interested in the professional community. About 75% of the virtual LIVE version seminar participants were interested in the professional community.	R_2qeDiVqHmCyy6Qq

#### **THEME 4: LEARNING: KNOWLEDGE, SKILLS, ATTITUDE, CONFIDENCE, AND COMMITMENT**

Quote	Survey Respondent
<i>Knowledge and Skills</i>	
1. 100% of participants reported an increase in knowledge about education innovation	R_6tGiDOWjJ6rj917
2. Only one student had prior knowledge of then content areas but by the conclusion of the program 100% of the students we proficient and able to demonstrate proficiency to instructors.	R_AmHzLrd2Ry7vgjL
3. 90% of students reported they learned something new about a STEM career/field.	R_2qfmq5A8oCN0SBC
4. 100% of women reported that they learned something new about fatherlessness and their experience.	R_3kHc0VvYFSmSdAU
5. 86% of the participants expressed they'd learned something new.	R_3MsZ23vuQjKWx5B
6. 100% of student participants reported that they learned something new.	R_2QYAeKt4tF7TD9l
7. 100% of survey respondents reported that they have learned something new to help them build their capacity as a grassroots leader	R_1FyP4c96ptqzSq0
8. 100% reported learning a new listening skill. 100% said that they gained at least one new skill for emotional resilience.	R_8undFY1B5aja1gZ
9. All attendees (1) reported that this workshop improved their understanding of non-college options.	R_XigHCmpknuJmuAN
10. 80% of staff members reported they learned something new.	R_sUaX5JnrwutY17r
11. - 100% of participants reported feeling like they learned something new that helped them better understand how to identify trauma symptoms in the behaviors of Black youth.	R_10qq6uyLdAqhYi3

Quote	Survey Respondent
<p>- 42.8% of participants who started at my program disagreed that they knew how to identify adverse childhood experiences, known as ACEs, among Black students/clients, and by the end, 71.4% of participants strongly agreed that they knew how to identify adverse childhood experiences.</p>	
<p>12. On a scale of 1-5, 8 out of 9 student co-designers rated their knowledge of disability rights at 4 or less at the start of the program. At the end, Half of students did not understand the term disability inclusion before the co-design experience; 87% of students understand the term now.</p>	R_2xQ2XN1lZZ4oTi9
<p>13. 88.2 of the students learned something new.</p>	R_yn1MlhJMRWAdG01
<p>14. 11 out of the 11 youth participants reported that they felt like they learned something new about their profession(s) of choice because of their engagement with the professionals on the panel.</p>	R_9GLpy9hBx6RnzKV
<p>15. 5/5 said they learned a lot about how Congress works.</p>	R_1gooqkTc8EOwzNk
<p>16. '4 out 5 parents/caregivers who started the workshop reported that they didn't know how to build a team around their child, and at the end 5 out of -5 reported they knew one way to build a team around their child. -100% reported they learned something new.</p>	R_rkaA9RVW0rk6WNB
<p>17. 70% of students agreed or strongly agreed that they improved their technology skills</p>	R_3GBocHosXjW1S54
<p>18. 2 out of 2 students who started at my program did not know how to read 10 high frequency words, but 1 out of 2 was able to read more than 50% of the words at the end of the pop-up shop. 100% of students reported that they learned something new</p>	R_RfvfQUvhiTgK8I9
<p>19. 100% of students reported that they learned something new</p>	R_C3yP6v3b931q5s5
<p>20. 100% of students reported that they learned something new about fashion design and social justice.</p>	R_8k02IGhtf5dJFAt
<p>21. All the participants expressed that they have learned something new.</p>	R_2OVgwxKjzr3lQpD
<p>22. 100% of students reported that they learned something new</p>	R_C3yP6v3b931q5s5
<p>23. 18 out of 20 students who started at Urban theater reported that they weren't familiar with creating autobiographical plays 90% of students reported that they learned something new about self-expression.</p>	R_1LuhXKfb8HBUfrN
<p>24. 96% reported feeling they learned something new that helped them develop new practical and life skills.</p>	R_1oilFRgeEGiXwe5

Quote	Survey Respondent
25. 100% of participants reported that they know more about the effects of toxic stress and Adverse Child Experiences (ACEs)	R_RWB9Ejn4CmPOGyZ
26. 80% of students reported that they learned something new.  Students moved in growth along all outcome areas, over the course of our 4-week pilot, with a notable 1.0 bump in the Likert Scale for feeling connected and knowing how to take care of their community.	R_2YbRtbDQBoSUZB6
27. Over 50% of students felt they had more awareness and understanding of STEAM topics and careers than before the pilot.	R_2vY4SWyZ302KetT
28. 5 of 6 felt that they learned something new that helped their child feel supported.	R_1rf7z1nejTBHH8
29. 93.6% of pre-service teachers learned something about unconscious bias that they did not know.  93.6% of preservice teachers identified at least one way to disrupt unconscious bias.	R_3j2IbHNNQ47vYYX
30. All participants reported that the workshops expanded their skills and abilities.	R_xF2hLxASuRVpazT
31. 80% of parents reported that they learned something new 100% of parents learned that can use music as an interactive approach to deal with feelings of discomfort through music.	R_8hPZHjoFikBeA2l
32. 4 out of 6 participants reported in the pre survey not sure what role the nervous system plays in the classroom. 6 out of 6 reported in the post survey “regulation” or “self-awareness” to the role of the nervous system in the classroom.  100% of students reported they learned something new.  In the pre survey, 83% of the participants reported “no” to statements about knowing when their body was in fight or flight, immobilized, or social engagement. In the post survey, 100% of the participants reported “yes” to statements about knowing when their body was in fight or flight, immobilized, or social engagement.	R_3Eh7nEeQo9O92Gu
33. -Students reported a 25% increase in gardening knowledge -Students reported a 38% increase in knowledge of running an event	R_1kOHQSTxX9wdI9p
34. * 90% of students reported that they learned something new.	R_1CeT9X3wTw1bLZV
35. 100% of attendees learned something new that would help them and enjoyed the pilot	R_eF1sVoMYvWlpbSV
36. 100% of participants reported that in the WARMTH fellowship, they learned skills that can apply to their own life and leadership.	R_2QiEinISjb4nALM



Quote	Survey Respondent
37. 100% of students reported that they learned something new	R_BEPK2LPk7Gty7lf
38. 9 out of 14 students reported learning how to set reasonable goals for themselves 10 out of 14 students reported learning how to practice self-care and self-compassion to feel their best 100% of students reported learning new skills that they will use in college	R_RkopHa2y2ORBrb3
39. 50% reported they learned something new	R_3MzhVf4ITDUgj9j
40. -6 out of 7 of students reported that they learned something new -57% of students reported an increase in their ability to be in the present moment after the camp	R_A65p2Pj1cUieM2l
41. 60% of participating anime fans reported that they learned something new.	R_3ho5NbmG5wDD4qB
42. 8 out of 8 students agreed they learned new ways to share their ideas and feelings with their peers.	R_1240AQA3NeOBLBO
43. 3 out of 3 student coaches realized that self-mastery is not just for being a student but a coach	R_D6I4Gyvsq2DlzJ7
44. 47%-point growth in the number of students who could determine the main idea of a 3rd grade reading passage.	R_20Zfd7td37cjGQH
88%-point growth in the number of students who could describe two or more jobs in IT	
94% point growth in the number of students who could describe two or more jobs in real estate	
100% point growth in the number of students who could describe how they could use IT and real estate to improve their community	
45. 100% learned something new that helped them understand college and careers	R_2dh9Qo7uaMDYNO9
46. 21 out of 21 (or 100% of) students reported that they learned something new	R_3F99kHVvDt1xjvb
47. 100% of caregivers said they felt like they learned something new that helped them to create organized and productive habits so that young learners are successful at home and school.	R_2SkQyzBHz0pcc58
48. 96% of participants experienced an increased knowledge of the importance of mental health practices and activities that support academic growth. 90% of participants understand what resilience, mindfulness and mediation is and how to practice it in their daily lives	R_3QDysVhMtyABXbX

Quote	Survey Respondent
49. 100% felt that they learned something new that helped them to understand the need for providing a diverse community of students with collegiate preparatory arts and academic programs/courses throughout their secondary school years.	R_3eyoo2TKS2XHtGJ
50. When asked to share what they learned at Black Girls SOAR, the students said: - I learned how to decipher research. - I learned that anyone could be a researcher if they wanted to. At first I though only scientist who conduct test and collect date were researchers but now I know anyone and everything is research/researcher. - I learned how language can be interpreted from different perspectives, both verbally and non-verbally. - I feel like I learned more than what research is and how it not just about looking things up. - I learned about the different ways of doing research and what others found important in their lives and how that counts toward research. - I learned how to decipher regular data and apply my own.	R_1LLuYNMILEulXTL
51. 100% of participating students improved STEM and communication skills during the STEM project process.	R_C21FzG9jQTmwrS1
52. 100% of participants in the teacher admin portion of pilot reported that they learned about a model that helps to understand a way to enrich children’s experiences of multiculturalism/inclusive practice in rural towns and schools  100% of participants of the project piece of the pilot both felt they learned something new	R_3HAKRjzgJxlzCTX
53. -There was a 25% increase in pre-post survey results reporting that participants were more familiar with culturally responsive teaching and practice -There was a 12.5% increase in pre-post survey results reporting that participants were more aware of how to implement culturally responsive teaching strategies	R_1eJHe3guHj7iaKY
54. 67% of participants reported that they learned more about the design process for making emojis, stationery and postcards. 83% of participants agreed that after camp they knew what tools or activities to use to support their mental health and wellness, compared to only 33% who knew what tools or activities to use before camp.	R_qKszLZjY6OsO1RT
55. 100% of students said they learned something new	R_xEgszYTtEnMXiil
56. 8 out of 8 students... learned something.	R_V24ZsOo65R6EfiF
57. 100% agreed or strongly agreed. I feel like I learned something new that helped me.	R_XCaXRNnzEo9hpLP

Quote	Survey Respondent
<p>58. 35 out of 45 students who started at my program reported that they didn't know about the different ocean zones, what ghost nets were and the different types of marine sea snails. Yet by the end, these same 35 out of 45 students presented different art projects that demonstrated ocean literacy, components of marine debris and shared their personal connection with the ocean. 80% of students reported that they learned something new</p>	R_yDOj6yggqLzsYtIB
<p>59. *80% reported that they learned new strategies.</p>	R_1jrmDsNUONzsXjT
<p>60. -100% of participants strongly agreed or agreed that they learned something new. -7 of 7 students responded "moderate gain" or "a lot of gain" to the following questions as a result of participation in the cohort: "I respect what I am good at", "I understand what it takes to be a leader", "I recognize the worth of others' ideas", "I can use information to solve problems" -There was a relatively even spread of students who responded in each category to the question "I believe I can make an impact on my community and world (1 response of "no gain", 2 responses of "slight gain", 2 responses of "moderate gain", and 2 responses of "a lot of gain") - 100% of students selected "moderate gain" or "a lot of gain" to the question "I understand what it takes to be a leader", "I can use information to solve problems", "I respect what I am good at", and "I recognize the worth of others' ideas".</p>	R_22zUp2GzvqKRDMP
<p>61. On a scale of 0-10, 60% of Learners selected a 9 or 10 when asked if they had a better understanding of the components of Social-Emotional Learning</p>	R_1gTHItwY9YsUCBU
<p>62. 92% of participants highly rated* their skill as a singer</p>	R_1MQWSBuZ91WOT42
<p>63. 100% of the students attending the class were never exposed to Space education. At the end of the class, all of them showed basic knowledge of the content presented. After two weeks, the main teacher asked the students: where is the sun? And all the students responded: on space The main teacher reported that students are still asking about space and astronauts.</p>	R_3n1nnwaHwAqpgLR
<p>64. 20 out of 20 learned that George Washington Carver was more than just "Peanut Man."</p>	R_1DBCusS85Q70p4Q
<p>65. 100% of volunteers reported they learned something new.</p>	R_3rOKjguyErWT1c1
<p>66. 8 out of 12 students reported they did not know what an entrepreneur was at the beginning of the program. 3 out of 12 students reported they did not know how entrepreneurs impact their communities. 12 out of 12 students reported they understood what an entrepreneur</p>	R_3ltrZhtaKa2SDSd

Quote	Survey Respondent
<p>was at the end of my session.            10 out of 12 students reported they understood how entrepreneurs impact their communities at the end of my session.            100% of students reported they learned something new.            75% of parents reported they learned something new.</p>	
<p>67. 100% of peer apprentices indicated that what they are learning is applicable to their work with their peers. In interviews with mentees, several mentioned that working with their peer mentor has made them more aware of their emotions and improved their impulse control. One indicated that he wants to become a mentor to help his friends. All indicated that they intend to continue working with their mentors.</p>	R_1j8IvPMv6jbTDmI
<p>68. 80% of students increased their knowledge and understanding of personal finance topics (Ex: saving, budgeting, credit, etc.)            33% of students who started at my program were not aware of the entrepreneurial term, total addressable market, and by the end, 100% of the students defined and communicated their total addressable market in a business pitch competition</p>	R_VQo74q7CfG0gDRf
<p>69. 51 of the 51 students indicated that they were not aware of career fields related to aviation, and at the end of the program, they spoke with minority pilots and mechanics and learned about career training and opportunities within their city 100% of the students reported that they learned something new</p>	R_zezv56LUCj7jsBz
<p>70. 100% parents/caregiver respondents agreed or strongly agreed to the following: "I feel like I learned something new that will help me guide my child(ren) to further explorations in the areas of farming, food, cooking, and/or health"            100% older youth respondents agreed or strongly agreed to the following: "I feel like I learned skills that will be useful for my future."</p>	R_3Pz8PFnMBUvjz8D
<p>71. 86% (6/7) of the students said they enhanced their vocabulary with positive value words to specifically define who they are in preparation for career planning.            57% (4/7) of the students can describe who they are with 5 words or more after the program.            71% (5/7) of the students reported they can describe their skills and interest using 5 or more words.            100% of the parents enhanced their vocabulary to specifically define who they are in preparation for career planning.</p>	R_3R8YkPKzINQgC13
<p>72. Participants spoke about how the program has better prepared them as grassroots leaders because they now know how to think strategically about their work, especially these three areas: Mission / Vision, Theory of Change, and Public Narrative. However, the pre-/post- surveys indicated a none-mid level jump in these three areas. We believe that's the case because their pre-program standards / understanding around</p>	R_1FyP4c96ptqzSq0

Quote	Survey Respondent
these three areas were very low and going through the program made them realize what a higher standard could look like, and that it involves much greater work.	
73. 86% of the participants indicated they learned something new that helped them think about solutions to African American student engagement.	R_8fcMdDJzzCW8cuJ
74. I feel like I learned something new that helped me learn about my role in living sustainably.	R_b44FKdQfY3MS2oV
75. '- 100% learned something - 33% increase in understanding of current personal wellness and personal goals; (non-first gen = +25%; first-gen = +50%)	R_2ZODtUvE4UJCem7
76. 90% of students reported them learning something new. 70% of students said they've learned something about themselves in the process of learning.	R_2pVH3fekOdM1Edl
77. 100% of educators reported increased knowledge in grant writing. 100% of educators reported that they learned something new to help them in their role as an educator. 100% of administrators reported that they learned something new to help them in their role as an administrator	R_8DnKBngOa4QiLW9
78. Over 90% of scholars reported that they learned something new	R_1DpW77FWpX8Tp3v
79. 29 out of 50 (58%) youth members who attended R.E.A.C.H. Program Youth Day reported that they could not identify 5 different social skills, and by the end, 50 out of 50 (100%) youth members were able to identify social skills. 100% of youth members reported that they learned a new life skill.	

*Attitude*

1. 15 out of 15 indicated high interest in learning about STEM careers. 80% of students reported that they could have a STEM career in the future.	R_2qfmq5A8oCN0SBC
2. 2 of 2 students said they would now consider a career in technology	R_1EcD'TnZ1taCjHND
3. 90% of students want to participate in school activities 85% of students are excited to learn	R_10OElsr5eda5HpK
4. 100% of participants reported recognizing the importance of their role as families and educators to strengthen family-school partnerships.	R_RWB9Ejn4CmPOGyZ
5. 91.7% of preservice teachers would like to continue learning about unconscious bias.	R_3j2IbHNNQ47vYYX
6. 100% of parents reported that they now look at empathy in a more holistic way.	R_8hPZHjoFikBeA2l
7. %100 of participants said they feel more empowered	R_xAzPEpEWROhkKT7

Quote	Survey Respondent
8. * 88% of parents felt inspired to support their child’s financial goals. * 25 out of 28 students reported that they wanted to learn more about money	R_1CeT9X3wT1w1bLZV
9. 9 out of 14 students reported feeling they had something valuable to contribute to my college campus	R_RkopHa2y2ORBrb3
10. 85% felt it was important to explore different careers before they graduate high school	R_2dh9Qo7uaMDYNO9
11. 81% felt the Exploration Project has influenced their college/career interests	R_2dh9Qo7uaMDYNO9
12. 90% stated that they agree that meditation can help build resiliency and a better understanding of mindfulness in a learning environment	R_3QDysVhMtyABXbX
13. 50% of leaders who started at our pilot agree or strongly agree that “I feel connected to the other school leaders, and by the end of the pilot, 88% agree or strongly agree. 50% of leaders who started at our pilot agree or strongly agree that “I feel a sense of belonging with the other school leaders, and by the end of the pilot, 88% agree or strongly agree. 50% of leaders who started at our pilot agree or strongly agree that “I feel comfortable reflecting on my own social identity, and how it informs my beliefs, behaviors, and biases, and by the end of the pilot, 88% agree or strongly agree.	R_XCaXRnNzEo9hpLP
14. Multiple students expressed interest in CS careers. 25% of students expressed interest in diving deeper into computer science.	R_yO4J0bb3JT4oM1z
15. 20 out of 20 are starting to develop an appreciation of the island.	R_1DBCusS85Q70p4Q
16. 100% of the parents reported a significant positive difference in their child's attitude toward math.	R_1OC8RMoBE87YuWI
17. 100% of students who participated in the workshop believe that it is very important or essential to know what kind of spender you are. 50% of students who started at my program reported that they were very likely to save a portion of their income in the future, and by the end, over 80% of the students were very likely to do so. 100% of students participating in the STREAMS workshop left “definitely interested” in learning more about how to build wealth	R_VQo74q7CfG0gDRf
18. * 25 out of 42 indicated that they experienced a shift in perspective or desired career path * 7 out of 10 interviewed alumni have continued to study technology with a specific focus on cultural responsiveness and embedded justice * 7 out of 10 interviewed alumni indicated that they shifted focus or	R_2WPuKYbGYfL8CpN

Quote	Survey Respondent
intended path of study towards cultural responsiveness and embedded justice due to their experience with Mapping Justice	
19. At the start of the Liberation Journeys lunch and learn series, only 57% of students reported feeling like their identity was affirmed at school, and by the end, 100% reported feeling a sense of identity affirmation at school.	R_3mlWkrFkbGSKJdi
100% of students reported a desire to continue collaborating with their peers and teacher to co-design and implement school culture interventions.	
100% of students reported that they believe they can use their insight to help co-design solutions for their school.	
20. 100% of the students said they will make choices for life after high school, including career and/or college, based on who they are, their interests, skills, virtues, and values. 100% of the parents said they re-calibrated their role as parent/guardian in relationship to education.	R_3R8YkPKzINQgC13
21. 8 out of 10 students reported that they will pay more attention in science now. 100% of students reported that they were proud of themselves for the work they did	R_28OMg1VZsJV9fY5
<i>Commitment</i>	
1. 90% of women reported being ready to continue uprooting the impact their father has had on them starting after the conference.	R_3kHc0VvYFSmSdAU
2. 100 percent of participants said they would use the information during one of their coaching/mentoring sessions.	R_xAzPEpEWROhkKT7
3. * 15 out of 17 parents stated they will play the CashFlow game with their children.	R_1CeT9X3wTw1bLZV
4. 70% of students reported that they would seek more STEM opportunities.	R_2qfmq5A8oCN0SBC
5. 30% student reported they would be intentional about saving for the future and encourage family and friends to do the same.	R_2cdxd9cpgAE7PIs
6. 75% of participating students expressed increased preparedness to compete in STEM competitions.	R_C21FzG9jQTmwrS1
7. 10/10 of parents confirmed they will use the tools they received to improve communication and the relationship with my child.	R_3R8YkPKzINQgC13
8. 20 out of 26 administrators reported that they want to increase teacher and student supports via Amplify Education Equity to Accelerate Learning	R_8DnKBngOa4QiLW9
<i>Confidence</i>	

Quote	Survey Respondent
1. 6 of 7 participants felt empowered to apply for entry-level work in the tech sector	R_1EcD'TnZ1taCjHND
2. 95% of Joy Village students report having confidence in their academic ability	R_10OElsr5eda5HpK
3. 1 of 7 students who attended the conference reported that they didn't feel confident in applying to college, but at the end, 7 of the 7 students built up confidence to begin the college application process.	R_2QYAeKt4tF7TD9l
4. 57.1% of participants who started my program reported feeling unconfident that they could facilitate creative therapeutic methods while doing mental health work with Black students/clients, and by the end, 85.7% of participants reported feeling confident.	R_10qq6uyLdAqhYi3
5. 16 out of 20 students reported that they are more confident in their ability to express themselves. 18 out of 20 students reported that they are more confident in communication with their peers	R_1LuhXKfb8HBUfrN
6. 4/5 said that felt like they could run a model Congress in their own classrooms after the event.	R_1gooqkTc8EOwzNk
7. 100% reported feeling more confident that they can tell if their child is making progress in school. 90% of parent attendees reported that they are more confident that they know more about their child's mindset.	R_rkaA9RVW0rk6WNB
8. 100% of parents reported feeling more confident supporting their child with math. 2 out of 2 students reported that they are more confident in their ability to read.	R_RfvfQUvhiTgK8I9
9. Nearly 70% of parents said they felt more confident in teaching STEAM at home after our pilot.	R_2vY4SWyZ302KetT
10. 100% of students feel more comfortable talking about financial literacy.	R_1Gv70A67yDjUZBc
11. All participants reported that they would feel confident selling their materials on the Ikemba marketplace.	R_xF2hLxASuRVpazT
12. 9 out of 14 students reported that they are more confident about going to college 93% of students reported they are more confident naming their strengths	R_RkopHa2y2ORBrb3
13. 92% felt confident in understanding the steps necessary for them to reach their college/career goals	R_2dh9Qo7uaMDYNO9
14. 100% of students felt confident about using the tools and strategies at home and at school	R_2SkQyzBH0p58



Quote	Survey Respondent
15. 100% of the women who participated in the TAP'D Women Leadership Network event indicated that they feel more prepared to capitalize on opportunities for leadership positions in their school or district	R_bvf5p6FpXiy2twZ
16. 100 agreed they were more confident after attending	R_3DvSTjjOiQDXCZA
17. 100% of participating students noted increased self-efficacy.  100% of participating students expressed increased self-esteem.	R_C21FzG9jQTmwrS1
18. There was 62% increase in pre-post survey results reporting that participants felt more comfortable with implementing culturally responsive teaching strategies for all students, including those with diverse backgrounds and identities	R_1eJHe3guHj7iaKY
19. 80% of parents felt more confident supporting their students with science assignments.	R_1pXoK7rbmAFFfuR
20. 10 out of 10 students reported that they are more confident in their ability to read.	R_yDOj6yggLzsYtIB
21. 9 out of 10 of the Higher Education attendees reported they are now better versed with financial aid protocols and feel confident moving forth with their higher education.	R_1jrmDsNUONzsXjT
22. 92% of participants highly rated* confidence singing, dancing, and acting	R_1MQWSBuZ91WOT42
23. 14 out of 18 students reported that they did not know or understand how to think critically about mathematics at the start of the program. However, by the end of the program 18 out of 18 were able to self-report that they have a better confidence in math due to the critical thinking techniques learned.	R_1OC8RMoBE87YuWI
24. 100% of the parents who participated in the discussion session said they learned about careers and felt confident that their children could pursue some of the fields they saw during the pop-up 100% of the students reported that they learned something new 80% of the students reported an interest in attending a school that focused on the career pathways discussed during the pop-up	R_zezv56LUCj7jsBz
25. 129% increase in comfort level in telling a story with data (from avg 3.7 to 8.5) ** 96% increase in comfort level in finding new data sources and preparing analysis (from avg 4.3 to 8.5) ** 116% increase in comfort level identifying key areas of injustice for different populations (from avg 3.9 to 8.5)	R_2WPuKYbGYfL8CpN

Quote	Survey Respondent
** 124% increase in comfort level to act to counter systems of inequality in my community (from avg 3.5 to 7.9)	
26. At the start of the Liberation Journeys lunch and learn series, only 71% of students reported feeling confident that they, in collaboration with their peers and teacher, could co-design a classroom culture intervention to increase a sense of belonging at school. By the end of the learning series, 100% reported that they believe the intervention they co-designed with their teacher and peers will result in an increased sense of belonging across their grade level.	R_3mlWkrFkbGSKJdi
27. 10/10 youth members reported that they are more mindful towards others and confident in their skills to display in a community setting.	R_1DpW77FWpX8Tp3v

### THEME 5: BEHAVIOR: APPLICATION OF LEARNING

Quote	Survey Respondent
1. All 12 participants successfully completed a ReinventED project to support our work	R_6tGiDOWjJ6rj917
2. Every agency reimaged a centralized place with up-to-date information on how to access college, career, and government benefits resources. It will help teachers and school staff support, enrich, and extend learning to students and parents/guardians searching for jobs, higher education, life skills and government benefits packages. It will empower students with disabilities and their families to take control of their destiny.	R_xzlFNZhHHDfxGeJ
3. One out of one teacher reported that she now reflects on the types of strategies she uses and tries more of a variety.	R_3dXiDRkpxQyOk3M
4. 7 out of 7 participants worked independently or as a team to develop a design solution for the challenge.	R_3MsZ23vuQJkWx5B
5. 75% of parents reported having more open communication with their children.	R_1LuhXKfb8HBUfrN
6. 100% of school leaders have a budget for the professional development of their teachers.	R_dbVlkH37B0c2mA1
7. I feel like I learned something new that helped me. 62.5% agreed or strongly agreed	R_2474kIeHZUbjcFs
8. 1 of 4 joined our discord to keep in constant communication	R_2OVgxwKjzr3lQpD
9. 30 students spent at least 10 hours a month volunteering with Chicas Verdes -Students reported a 36% increase in volunteering in their community	R_1kOHQSTxX9wdI9p
10. 100% of participants agree or strongly agree that they have actively practiced, or tried out, the skills they learned in WARMTH.	R_2QiEinISjb4nALM

Quote	Survey Respondent
11. 100% assignment completion by students	R_3MzhVf4ITDUgj9j
12. 2/2 participating anime fans who attended the event reported that didn't know which elements of the personality to highlight on their resume, and by the end, 2/2 had writing their resume opening!	R_3ho5NbmG5wDD4qB
13. ' - 100% of students completed entrepreneurial pitches - 80 % of students successfully obtained workforce related certifications - 50% of students secured paid internships within 1 month of program completion -70% of graduating students joined the Cambio Labs alumni channel on Discord -30% of graduating students have commented or engaged somehow on the Discord community 1 month after program completion	R_1IWOZqCkIlw0noi
14. 89% of participants who started the focus groups followed through with the practice and implementation of CRT	R_1eJHe3guHj7iaKY
15. In 6 classroom groups, 100% of students were caring for their first plant	R_27rgod1aqLufgKG
16. 16/18 teams submitted valid HTML and CSS.	R_yO4J0bb3JT4oM1z
17. School staff report that peer apprentices support peers outside the program time, and that all participating students manage their emotions more effectively.	R_1j8IvPMv6jbTDMl
<p>In interviews with peer apprentices, all indicated that they are more comfortable speaking openly about issues of mental health and speaking up when they notice students who potentially are having a mental health crisis. They also indicated that they all have more patience and empathy and can better identify emotions they or their peer mentees may be experiencing. Half of the peer apprentices expressed an intention to pursue a career in social work and/or mental health.</p>	
18. 30 of the 51 students who started in my program reported that they didn't know how to code or program a robot, and by the end, 51 out of 51 had either designed a code for a game, a 3D printer, or a robot on their own.	R_zezv56LUCj7jsBz
19. 100% of the parents said they opened themselves to their child(ren)'s experience in school through intentional connection activities. 78% of the parents removed distractions/disconnections and set our values as the North Star.	R_3R8YkPKzINQgC13
20. 80% of teacher's notices changes in boys' attitudes immediately. 4 out 5 teachers noticed a change in attendance, focus and decline in aggressive behaviors	R_3rTD8tutr78daIT

## APPENDIX L: PARTICIPANTS' RESPONSES ON NEXT STEPS WITH REGARD TO THE DATA THEY GENERATED DURING THEIR POP-UP OR PILOT

### THEME 1: REFINE, FURTHER DEVELOP, ALTER, OR PIVOT VENTURE

Quote	Survey Respondent
1. The next phase of Math Speaks will increase partnerships with schools, community centers, and other organizations that serve underserved communities. We will also expand our impact to work with students now only but provide parent education on supporting their children with learning mathematics.	R_2qfmq5A8oCN0SBC
2. I will continue with my idea by adding extra features to our platform and iterating based on the participants' feedback. We will solve the issues that learners were facing and work on the things that bother them while engaging with the platform. We are planning to conduct another pilot with middle school students in March.	R_1pXoK7rbmAFFfuR
3. I plan to pivot from a school to a nonprofit	R_1fa23DCzWV0dZ61
4. I would like to host a virtual job fair. I think a virtual job fair will provide a space that is accessible and provides a sense of privacy for those who shy away from public events due to their disability. I would also like to have job coaches at the virtual event that could provide insight about their services, and ways in which businesses can apply for funding so that they can use job coaches at the place of business.	R_3KI0OK6ag0whd0I
5. Based on the conversations and feedback from the participants, the goal is to host a second series, or cohort, after the Christmas break. Only this time we would like to incorporate the parents and guardians in the conversations (a lot more). There's consideration in adding another team member to simultaneously host the parent and discuss the same topic. Then, at the end of each session- considerably the last 15-20 minutes- everyone comes together to share what was learned and share their perspective. This was a suggestion from a parent to help both groups see each other's perspective.	R_3MzhVf4ITDUgj9j
6. The pop-up allowed me to see that a need for information about finances is pivotal to these students' making decisions about college and careers. Thus, my next step is to incorporate more financial education into the program. Also, I plan on reaching out to 10th grade students (by lowering the target grade level), so that discussions about these big decisions can start earlier.	R_3F99kHVvDt1xjvb
7. I also would like to include an elderly wellness program which provides weekly seminars and wellness checks to the elderly within the underserved communities.	R_1jrmDsNUONzsXjT
8. During semester two of the current school year, we plan to expand programming to include a professional development cohort of teachers.	R_3mlWkrFkbGSKJdi

Quote	Survey Respondent
The cohort will receive a learning stipend to engage in a professional development workshop series focused on designing classroom culture solutions that center student voice.	
9. The Growth Cipher project will continue as a free online workshop and a more in-depth online course will be created with mini courses based on demand.	R_rkaA9RVW0rk6WNB
10. I plan to host another in-person conference and a virtual conference for the same target audience. I have also considered hosting a conference for seniors because I received a lot more interest from seniors than I did from sophomores and juniors.	R_2QYAeKt4tF7TD9I
11. Entering the pilot, I thought the first feature to be built for the MVP was the payment management part, but parents weren't as excited about that part. They were more interested in an activity discovery component to Children Pay.	R_1duFJ5KLjIISn9f
12. I intend to revamp my venture. I see I need to include video to aid in my venture. I also need to create a website and pivot my venture from a for profit to a non-profit. There are other connections I need to make for my venture to come to fruition.	R_xAzPEpEWROhkKT7
13. I plan on extending the fellowship from a month to six months	R_3Hkq2VaojYF1unU
14. I will run more events covering various career topics: Strengths, Values, Skills, Personality, Cover Letter, and Interview Prep, and have Participants take the YouMap assessments prior to attending.	R_3ho5NbmG5wDD4qB
15. I plan to continue offering group tutoring. However, I will be more selective or more strategic in grouping the students with similar abilities. I plan on continuing providing one-on-one instruction to close the achievement gap but would love to explore how I can create an environment where group tutoring can be successful for students who are performing below or severely below grade level.	R_RfvfQUvhiTgK8I9
16. We will continue to refine our programming for youth so that developing a relationship and connection to self, community, and land feels relevant and accessible for their developmental stage.	R_2YbRtbDQBosUZB6
17. My community member's strengths and interests vary more than I expected. Last year when I started working with a group of youth at this school, the group was very interested in role play, acting, and video production - the performing arts - to heal and share. This year's group is much less interested in those activities, but LOVES playing games. As such, the way I have the programs structured probably needs to reflect more flexibility in the ways in which youth engage with it.	R_1j8IvPMv6jbTDMI
18. I plan to redesign the WARMTH fellowship so that it follows a different rhythm-a summer fellowship program that is in-person, supported by virtual follow-up sessions. Members of the current	R_2QiEinISjb4nALM

Quote	Survey Respondent
<p>WARMTH cohort will participate in the re-design and take on leadership roles with the next cohort. The current cohort will continue to meet for ongoing community building, support, leadership coaching, and skill refresher sessions.</p>	
<p>19. I will build off what was learned in this pilot and iterate. During the pilot, we did condensed versions of each of our “pillars”. I will take the learnings, feedback, and new input from community members so that we can further build out individual workshops for each of the pillars. Now that we have data and media, we will begin to tell our story and entice more volunteers, donors, and students &amp; families. We will take opportunities to build community with students, volunteers, and families and prepare to carry out the new and improved STREAMS workshops in late Spring 2023.</p>	R_VQo74q7CfG0gDRf
<p>20. I will host more CashFlow Meetups &amp; Money Talks; will combine them instead of making them separate workshops. In addition, I will cultivate parent ambassadors &amp; youth peer facilitators and lower the age of participants.</p>	R_1CeT9X3wTw1bLZV
<p>21. I plan to continue the program. I learned a lot both about content and logistics. For logistics, I would host a much longer program because we were only able to scratch the surface. I also learned that having sessions in-person is much more effective. The students also gave me a lot of ideas about what they want to see in the future of the program, so I'd like to apply that.</p>	R_1LLuYNMILEulXTL
<p>22. We intend to take our data results and incorporate them into our package of services to qualify for grants and other opportunities that will fund our community services expansion. We plan to launch a virtual online workshop program using the success of the workshop as promotion. We learned there is a need and our community responded better than we predicted they would in our workshops. We want to incorporate their feedback, expand &amp; go into partnerships with other like- minded organizations, and expand the workshops to a summer camp retreat for children &amp; their parents.</p>	R_3R8YkPKzINQgC13
<p>23. Based upon the event and further research into my community, I plan on offering the sound bath and guided meditation services to middle schoolers. I will focus on offering the creative and emotional awareness curriculum to elementary students. Having had the chance to offer a sound bath to middle schoolers, demonstrated that this audience was both much more receptive to and positively impacted by this offering. January-March I will provide a weekly lunch bunch for middle school girls and fine-tune my sound bath plan. I will also focus on completing my children’s book series and SEL curriculum for K-2 learners.</p>	R_1240AQA3NeOBLBO
<p>24. Resilient Mentors plans to update the student’s model and create a parent version of Resilient Mentors. Since students are not the only</p>	R_1pzc7PqrhZZ6FiV

Quote	Survey Respondent
<p>people dealing with adversity, we are looking to design a newer model to assist parents in dealing with life issues. The “parent edition” will consist of The CASAL Wheel and various narratives from individuals from different points of history who use resilience to become successful. We desire to equip parents with tools to maintain healthy emotions, so they will also overcome life obstacles with resilience.</p>	
<p>25. We plan to expand Project STEAM LEAP even further with larger scale science kit distributions, more career and technical education opportunities, and further engagement opportunities for parents and students alike. Our community asked for more coding camps, so that would be the focus of future programming.</p>	R_2vY4SWyZ302KetT
<p>26. YOUToolBx will adjust its messaging and processes to serve more veteran teachers. One of its core messages is to separate content versus process in the classroom. YOUToolBx will apply this to itself by separating its content (WHAT it is offering) to its processes (HOW it will be offered) in its planning. It learned that its online process should be simplified and not let the would-be participants click 3x to join the program. We assumed participants will be motivated to go through the whole program. They weren't. The messaging process will be improved.</p>	R_xa3bmBxAtj4IGCJ
<p>27. Our plan is to keep running pilots of the program, and the next pilot is already scheduled for April 2023. Based on our learnings from the first pilot, we will be making changes to the design and usability of our virtual platform, as well as incorporating more hands-on and project-based learning throughout the curriculum, as this is what students self-reported on engaging with the most. We will also make sure to outreach to more employer partners in the following months in preparation for the next cohort, as guaranteed internship opportunities for all participants will be crucial for the success of this program.</p>	R_1IWOZqCkIlw0noi
<p>28. We plan to organize around improving content quality and engagement: For chemistry, we will target AP Chemistry teachers. We will also build out subjects which have broader student appeal: entrepreneurship, financial literacy, psychology.</p>	R_3ktAVdlRjfuYnX4
<p>29. I have already designed an MVP-version of what the pilot might look like at scale with software. I will continue to refine higher fidelity mockups to communicate the idea and am in the process of finding an engineering contractor to build the MVP. I plan on refining a sales process with my coaches and selling our service to one school by April 2023. Based on my experience with the pilot, I plan to work with this future customer on improving the student recruitment strategy and the incentive strategy.</p>	R_2ZODtUvE4UJCem7
<p>30. Going forward I plan to share a one pager with the school I worked with as they have requested me to facilitate the program again in</p>	R_RkopHa2y2ORBrb3

Quote	Survey Respondent
<p>February. I plan to facilitate another lengthier iteration of the program to fully implement the things I have learned from this pilot. Using the data gathered I plan to adjust some of my activities and their duration to really give students time to engage to achieve the intended outcomes.</p>	
<p>31. We are currently raising a seed round to mature our product, and to expand the reach that we can secure for it.</p>	R_yO4J0bb3JT4oM1z
<p>Based on what we learned from our community, we'll move farther towards having someone be capable of learning computer science fully within our platform, even if they have no access to a teacher. We'll also have higher levels of mentor training.</p>	
<p>32. I plan to create an online model where aspiring youth designers can learn for free. Additionally, I will continue to work on the pilot model for my next cohort in Spring 2023 and network with the community to continue to provide my designers with a quality experience. I am also in conversations to expand the program to another school 20233-2024.</p>	R_8k02IGhtf5dJFAAt
<p>33. ELA and social studies teachers are the best match to Relevant Learner's content. Younger teachers were more likely to pay for supplemental content. Teachers revealed that Instagram and TikTok were the most common digital platforms that teachers found new instructional ideas and content on. Schools that place a high emphasis on fidelity to a scripted curriculum also create the least friendly conditions for supplemental content. This was a theme we heard from ELA teachers at a middle school who were very serious about the implementation of the EL Education curriculum.</p>	R_3HU1o9OyrOD6ee0
<p>34. Our community is eager for learning that engages and supports their children. Our participants gravitated not just towards easy tasks, but towards double-digit multiplication, science experiments, and literacy work.</p>	R_sZHyaxBcDRQ5goV
<p>35. We are planning to host several more workshops in the next 6 months, the nearest being in March. While some of the specific content may be different, we will take the learnings from the pacing and style of our pilot workshop to ensure high engagement. With the positive longer-term feedback from our prior alumni, we are also launching at least one iteration of Mapping Justice at a different site over the summer and are excited to find ways to connect our alumni to current students.</p>	R_2WPuKYbGYfL8CpN
<p>36. I am currently working with my newly crystallized brain trust on how to bring Cypher and our Equity Labs to a select public. We're developing our strategic vision and determining what version of our products we'll focus on and how we want to build. I'm looking for more partnerships for mentorship, operational support, and funding. We intend to keep focusing on supporting women run businesses (schools, nonprofits,</p>	



Quote	Survey Respondent
startups) and basing ourselves in the black community, which for now means DC.	
37. We plan to continue this program in the next year after using the results from our pilot to apply for a local place-based grant in our community. We will also be continuing to work with participants as team leaders and volunteers in our organization. Lastly, we will use the product of our discussions during the internship to inform our curriculum development for all our programs.	R_6tGiDOWjJ6rj917
38. We are getting ready to research and pay for project-based learning focus curriculum that will be used during next school year.	R_AmHzLrd2Ry7vgjL
39. The Growth Cipher project will continue as a free online workshop and a more in-depth online course will be created with mini courses based on demand.	R_rkaA9RVW0rk6WNB
40. After an interview, a potential partnership with Atlanta Public Schools is in the works. District personnel came to visit my classroom to see the curriculum in action. She asked for two lesson samples, which were sent. We will meet again within the next week to discuss things further. Therefore, our next step in general is to write more day-to-day curriculum and show them to school districts.	R_dbVlkH37B0c2mA1
41. We are planning on scaling back production of the show to focus on building out the self-care workbooks first. We have three new workbooks in production centered around ADHD, grief, and slow processing disorder. Once the new workbooks are completed, we will create episodes of the Don't Worry Willy show to correspond with the workbooks to provide virtual "self-care" circles, animated read-a-longs, more original songs, and guidance around locating resources.	R_ZeiDZwrp0KIaCQx
42. In the future, I will work to continue developing my web-based course. I will then present the beta to my alma mater. Finally, I want to license my course and partner with several universities. Pre-service teaching is an excellent stage to define, identify, and disrupt unconscious bias.	R_3j2IbHNNQ47vYYX
43. I intend to revamp my venture. I see I need to include video to aid in my venture. I also need to create a website and pivot my venture from a for profit to a non-profit. There are other connections I need to make for my venture to come to fruition.	R_xAzPEpEWROhkKT7
44. I plan to develop an online course for pre-service teachers to explore discipline cases based on childhood experiences and beliefs. In addition, they will learn about regulating and emotional intelligence. As I build the curriculum and/or online course, I will continue empathy interviews with pre-service and first year teachers. I'm targeting pre-service teachers as they complete their student teaching to provide an experience of learning and applying without the responsibility of their own classroom.	R_3Eh7nEeQo9O92Gu

Quote	Survey Respondent
45. My goal is to launch the fellowship program next school year. As next steps, I plan to bring together a design team of UC Berkeley students, faculty, and staff to help me build out the program and garner support. I also plan to develop a formal proposal and pitch deck I can pitch to funders so that I can spend more time working on this.	R_3fjlr5FhXQrj8A9
46. The next step is to build an MVP. It was important for me to test my concept manually with students doing videos connected to what they are learning in the classroom. Now I feel confident about building some initial software using a no code tool. I saw firsthand some of the challenges of trying to implement technology during the school day in a 50-minute class period.	R_3GBocHosXjW1S54
47. create more content for readers.	R_1IF1BJbD48eYOes
48. Based on what we have learned from our community, we will curate specific parent/caregiver education opportunities to dive into anti-racism education for themselves first, long before we broach the topic with their children, so that we can do it in partnership and with excitement rather than fear.	R_1rf7z1nejjTBHH8
49. I plan to purchase/provide videos for the website to continue to scale it. I am also creating a network of individuals who have the same passion to create lesson plans for students. Locally, I will be using the 4.0 Fellowship funds to sponsor Black History contests and bring storytellers to some of the most impacted schools. I will also collaborate with local teachers, families, and students to vet and make improvements to the website. Nationally, it is my goal to conduct a soft launch during February 2023.	R_8fcMdDjzzCW8cuJ
50. I am interested in imbuing school curricula with concepts of positive mental health, self-awareness, & self-expression. In the Summer of 2023, I'd like to partner with an organization or school that already serves high schoolers, e.g., integrating into their existing structure to support the possibility of a longer camp with more students. I will explore product development and design. I need a stronger brand for PDA Post so that I can extend that entrepreneurial insight to participants. Lastly, I am interested in researching and advocating for mental health curricula within the US education system at the policy level.	R_qKszLZjY6OsO1RT
51. Based on teacher responses on the most important supports they would like to see, we will design unit materials, including teacher slides, example projects with anchor charts and vocabulary lists, and student graphic organizers to accompany two new classroom kits of materials.	R_3pmrLkXcFMFcf7I
52. I have accepted two opportunities to tutor students in Swift app development. This will give me a chance to practice building/writing my curriculum that will be pitched to schools in the future.	R_BEpk2LPk7Gty7lf

Quote	Survey Respondent
53. Next, the youth participants will contribute to the design and crafting of a train-the-trainer module that can then be used for training additional students. As new learners are guided through Self as Expert curriculum, the youth participants will have the privilege of helping them cultivate self-determination and autonomy.	R_1jTZTQqkZbTL4wM
54. We will do more farm-to-table events during different times of year and on different farms to feature other seasonal vegetables/herbs/fruits. We will also try out other approaches to the on-farm educational activities to complement the cooking lessons. Other activities would be seasonal and involve hands-on earth work and work related to food preparation, e.g., planting, transplanting, weeding, harvesting, processing/drying/preserving, etc. We will also integrate some modules from an agricultural enrichment curriculum we are currently developing under a larger grant. Of course, we will continue to build connections with farmers, chefs, and educators to see what Journeys can do!	R_3Pz8PFnMBUvjz8D
55. We plan on redesigning certain features on our platform based on the feedback we received from students to meet their needs and make it as user-friendly as possible.	R_2ePFCe0iGWE7oht
56. I learned that the homeschool community may not be the right fit. I am now building out a series of mysteries for after school enrichment classes and for teachers to use in the classroom.	R_C3yP6v3b931q5s5
57. I will also release the book, "A Guide for Black and Latino Parents and Caregivers Who Students and Loved Ones Don't Want to Go To A Four Year College" in February.	R_XigHCmpknuJmuAN
58. Continue to be open with the youth and their ideas to further innovative and creative workshops with them in the future.	R_2pVH3fekOdM1Edl
59. Based on my plot outcomes and coaching feedback from (Jill & Lisa) I plan to do the following: 1. Continue to use data from plot, observation and outcomes and expand this to meet the needs of elementary and middle school across the NYC/NJ metropolitan areas. 2. Look for contracts for 8 weeks, 8 months and yearly to support school needs from an academic, social/ emotional, career, mental health, and behavioral need. My next step is to reflect on this experience, adjust and fine tun based on encounters (positive and negative). Continue to network and use this plot as a turning point to open my doors with the following but not limited too; a. Elementary School (public, private, charter, catholic, independent) b. Middle School (public, private, charter, catholic, independent) c. Alternative Schools d. Detention Centers e. Group Homes	R_3rTD8tutr78daIT
60. I plan on continuing to grow the brand. With the information obtained from the 4.0 fellowship program & seeing the impact that the R.E.A.C.H. Program, LLC can make the community I'm heavily excited about the future. My hope is that I will be able to work in a place that I	R_1DpW77FWpX8Tp3v

Quote	Survey Respondent
love and make a living, enough to be considered generational for my family when I'm long gone. In my life, I hope to accomplish something memorable. I want to be able to look back on my life and feel that I contributed something, however small, to this world for future generations.	
61. I will be taking a break for 4-6 weeks to regroup and work on developing the core of a LMS with the assistance of Cori Uray and Romina Moyano. 'Financial aid assistance' is too amorphous for students/families and institutions so having a concrete sample will help. However, as the subject matter expert, all the technical aspects + leadership have fallen on me and it's unsustainable. I need to take a step back, stop trying to do everything, and focus on the essentials and do them well. I'm lucky to have a supportive team that understands this and has my back.	R_9999999999

## THEME 2: CONTINUE OR SCALE APPROACH

Quote	Survey Respondent
1. We plan to continue this program in the next year after using the results from our pilot to apply for a local place-based grant in our community. We will also be continuing to work with participants as team leaders and volunteers in our organization. Lastly, we will use the product of our discussions during the internship to inform our curriculum development for all our programs.	R_6tGiDOWjJ6rj917
2. I plan to continue the programming for another seven months, because the pilot demonstrated that the need for this content is so great and that there is much more to learn to be a successful leader. After that, I plan to run the program again next year.	R_1FyP4c96ptqzSq0
3. I plan to further assist participants who feel empowered and are ready to take that next step and apply for tech jobs. I also plan to run another program.	R_1EcDTnZ1taCjHND
4. I plan on doing more seminars for daddyless daughters and possibly doing weekly/ monthly creative arts workshops to teach women how to create a safe coping skill to let out their feelings regarding being fatherless. I would also like to connect with other organizations to help reach more women and start to have more conversations with men on the importance of fatherhood and how to repair their relationships with their daughters.	R_3kHc0VvYFSmSdAU
5. I plan to use my pop-up to further expand out INTRO as well as to market RoboRecovery to teachers across the Greater New Orleans area. I believe from this pilot that students in this area are curious and happy to learn, but that oftentimes they run into educational or financial or other barriers to reach their potential. I hope to find more ways that	R_33BTjW2do4eeqxb

Quote	Survey Respondent
<p>RoboRecovery can help students be inspired about intellectual pursuits like STEM and to collaborate with other nonprofits and teachers to help them do so as well.</p>	
<p>6. I plan to host another in-person conference and a virtual conference for the same target audience.</p>	R_2QYAeKt4tF7TD9l
<p>7. We plan to hold a two-day immersion training for teens in January of 2023 based on the enthusiastic response that we received. We are also pursuing partnerships with other organizations that can help deliver these trainings to teens, such as Big Brother, Big Sister.</p>	R_8undFY1B5aja1gZ
<p>8. Based on what I have learned, I plan to scale up my business and open a full-scale Family Centered One Stop Center, equipped with developmental, social emotional counseling, college readiness and career source training.</p>	R_1jrmDsNUONzsXjT
<p>9. i plan to run the tournament again for middle schoolers and student athletes we realized there was a big information gap for students when it came to financial aid and requirements for scholarships. Diverse students own 75% of the 1.7 trillion-dollar student loan debt and there is not enough education about funding education.</p>	R_3DvSTjjOiQDXCZA
<p>10. We hope to scale this idea by taking the feedback we received to continue planning a year-long version of the Fellowship that we hope to launch in the 2023-24 school year. We are looking towards other incentives to provide school leaders; for example, partnering with a university to provide certificate or credits, or partnering with the DOE for CTLE credits. I think we will also expand the offering to assistant principals and target outreach to new Principals as they were the most engaged and really could really benefit from building community with other leaders.</p>	R_XCaXRNnzEo9hpLP
<p>11. I plan on hosting several events from now until summer and then holding summer camps leading into the 2023-2024 school year.</p>	R_WjRsU6G8BbsLF73
<p>12. We plan to run another series of workshops with a new, expanded cohort of fellows. The initial traction we gained through word-of-mouth seems to be positive, and we also want to circle back to connect with a few potential educators who were unable to make the first cycle. Our hope is to capitalize on the momentum we built.</p>	R_xF2hLxASuRVpazT
<p>13. I intend to continue to repeat the programming implemented for my Pop-up.</p>	R_bvf5p6FpXiy2twZ
<p>14. We plan to scale up by increasing the number of partners, the frequency of pilots, and the number of participating students.</p>	R_20Zfd7td37cJGQH
<p>15. I plan to continue serving the youth that I work with through my organization in this capacity, with the plan to scale it in a way that allows for expansive, positive impact. I will continue to promote my</p>	R_9GLpy9hBx6RnzKV

Quote	Survey Respondent
organization and work with youth in a mentorship and advising capacity.	
16. Scale up the idea	R_1IF1BJbD48eYOes
17. I am founding my mentorship program to make it a registered nonprofit in the state of Alabama and working on building a website. I have started speaking with young women at nearby city schools and planned events for the upcoming months.	R_1cSPezYI8948cJZ
18. I plan to purchase/provide videos for the website to continue to scale it. I am also creating a network of individuals who have the same passion to create lesson plans for students. Locally, I will be using the 4.0 Fellowship funds to sponsor Black History contests and bring storytellers to some of the most impacted schools. I will also collaborate with local teachers, families, and students to vet and make improvements to the website. Nationally, it is my goal to conduct a soft launch during February 2023.	R_8fcMdDJzzCW8cuJ
19. I plan to take the data and responses that I received from students and take this program to the next level. I will take this data to more community partners, schools, and employers to expand this work and reach more students in the community.	R_2dh9Qo7uaMDYNO9
20. I plan on continuing to run STEM workshops and look for opportunities to work with schools, as well as running PD for teachers to empower them to incorporate STEM in their classroom.	R_28OMg1VZsJV9fY5
21. We are working to launch ongoing codesign programming with 2 to 5 schools in DC. We are also looking at Making Mindfulness Labs a nonprofit program.	R_V24ZsOo65R6EfiF
22. Next, I'll visit each school site to conduct a plant-based workshop each season for the rest of the school year! In winter, classes will explore how worms help to decompose leaves for rich soil. In early spring, we will make garden plans and sow seeds based on our favorite foods. The series culminates with a Farm Field Day in the summer! Then, we'll do it all again next year with new plants and questions to explore.	R_27rgod1aqLufgKG
23. Burks Management Firm has scheduled with Southeastern Louisiana University Livingston Center our second Life Skills Series for Teens in February 2023.	R_2cdxd9cpgAE7PIs
24. I am expanding the Collective and talking to funders to secure resources to convene in person and begin the deeper strategy work.	R_p0fWS7zjnauP9gR
25. We are going to expand and build upon the Arts in Different Spaces theme to uncover more treasures in the community. We plan to open it up to a wider swath of the community's youth and families. We will continue to build relationships with other community stakeholders.	R_1DBCusS85Q70p4Q

Quote	Survey Respondent
<p>26. I plan to continue to present the program to parents, professionals in the education field, &amp; others that work to empower children. I think the pilot results showed a positive outcome, and I believe we can continue to refine and polish our offerings and implementation. We have just begun discussions with a non-profit Nawash Health Centre in Canada that works with the local indigenous community. We are also talking with the local, regional Boys &amp; Girls Club of America to implement our program.</p>	R_117JfVTk2224sPF
<p>27. We will do more farm-to-table events during different times of year and on different farms to feature other seasonal vegetables/herbs/fruits. We will also try out other approaches to the on-farm educational activities to complement the cooking lessons. Other activities would be seasonal and involve hands-on earth work and work related to food preparation, e.g., planting, transplanting, weeding, harvesting, processing/drying/preserving, etc. We will also integrate some modules from an agricultural enrichment curriculum we are currently developing under a larger grant. Of course, we will continue to build connections with farmers, chefs, and educators to see what Journeys can do!</p>	R_3Pz8PFnMBUvjz8D
<p>28. I plan to continue with this initiative. Growth points at this time include:  Organize outreach to larger audience specified between administration, teachers, families/communities  Build more effective technology platform/ contract with new technology consultant- interview next week  Research standards in global education/vocabulary  Establish next 3 school connections  Develop next timeline/steps for full project implementation in fall  In depth meeting and planning with founding admin team and teachers  Re-write presentation with new info and make this into reusable plan for collaborative design going forward  Finish logo and web page design and post/add to marketing info</p>	R_3HAKRjzgJxlzCTX
<p>29. We will do another round of coaching training by February of 2023. With a goal of 3 new coaches that are Life on Purpose graduates.</p>	R_D6I4Gyvvsq2DlzJ7
<p>30. Regarding my idea, I plan to start a summer arts program. In this manner, we will provide students with the opportunity to engage in our key programming before the opening of the school.</p>	R_3eyoo2TKS2XHtGJ
<p>31. Next, I hope to work with the youth to realize the following outcomes:  Compete in at least one STEM competition (local or national).  Increase in Black participation in STEM competitions.  Participation in STEM and/or other internship opportunities.  In the future, I hope that this work yields:  Increased eligibility for future scholarships and internships.  -Increased representation in STEM fields.</p>	R_C21FzG9jQTmwrS1

Quote	Survey Respondent
32. JBECB will submit our petition to open in Aug 2024. JBECB is connected to BES LENS, Georgia Charter School Association and is currently applying for the BES Fellowship, whilst making it to the second round. Our next event will be a Toy Drive, 17 December. JBECB will revolutionize the essence of community engagement, academic achievement, and teacher/parent development in Decatur.	R_3rOKjguyErWT1c1
33. Children in New Orleans want to be able to sing and perform at school and their parents want programs like New Voices New Orleans (NVNO) to occur at the school site instead of other places like community centers and churches. In the next six months, I will implement additional programs at KIPP Central City Primary and one other school site. I will recruit a board of directors and complete the necessary paperwork for NVNO to become a 501(c)3. I will secure three school contracts for the 2023-2024 school year and begin to decrease hours at my current position.	R_1MQWSBuZ91WOT42
34. I believe the next step for Urban theater is to try to have the participants produce some sort of written or visual piece that can be published/ shown on a broad scale. I think that our next step is to host some sort of traveling show throughout the five boroughs. Based on the warm welcome we received from this community as well as from the educational partnerships we were able to create I believe that we can.	R_1LuhXKfb8HBUfrN

### THEME 3: DEVELOP PARTNERSHIPS WITH COMMUNITY ORGANIZATIONS

Quote	Survey Respondent
1. We are going to expand and build upon the Arts in Different Spaces theme to uncover more treasures in the community. We plan to open it up to a wider swath of the community's youth and families. We will continue to build relationships with other community stakeholders.	R_1DBCusS85Q70p4Q
2. We plan to hold a two-day immersion training for teens in January of 2023 based on the enthusiastic response that we received. We are also pursuing partnerships with other organizations that can help deliver these trainings to teens, such as Big Brother, Big Sister.	R_8undFY1B5aja1gZ
3. I plan on doing more seminars for daddyless daughters and possibly doing weekly/ monthly creative arts workshops to teach women how to create a safe coping skill to let out their feelings regarding being fatherless. I would also like to connect with other organizations to help reach more women and start to have more conversations with men on the importance of fatherhood and how to repair their relationships with their daughters.	R_3kHc0VvYFSmSdAU
4. The next phase of Math Speaks will increase partnerships with schools, community centers, and other organizations that serve underserved communities. We will also expand our impact to work with students	R_2qfmq5A8oCN0SBC



Quote	Survey Respondent
<p>now only but provide parent education on supporting their children with learning mathematics.</p>	
<p>5. After an interview, a potential partnership with Atlanta Public Schools is in the works. District personnel came to visit my classroom to see the curriculum in action. She asked for two lesson samples, which were sent. We will meet again within the next week to discuss things further. Therefore, our next step in general is to write more day-to-day curriculum and show them to school districts.</p>	R_dbVlkH37B0c2mA1
<p>6. I have a meeting with the local community center that runs summer camp activities. He is interested in Millions Explorations coming in a running educational sessions as part of his camp program. This may require me to scale back the field trip component of my idea.</p>	R_3ltrZhtaKa2SDSd
<p>7. We hope to scale this idea by taking the feedback we received to continue planning a year-long version of the Fellowship that we hope to launch in the 2023-24 school year. We are looking towards other incentives to provide school leaders; for example, partnering with a university to provide certificate or credits, or partnering with the DOE for CTLE credits. I think we will also expand the offering to assistant principals and target outreach to new Principals as they were the most engaged and really could really benefit from building community with other leaders.</p>	R_XCaXRNnzEo9hpLP
<p>8. In the interim, I intend to host another pop-up with students only. Their feedback and input are vital to the design of the school. Through my pop-up, I have secured a partnership with a local farm for educational activities. Finally, I will apply for the Tiny Fellowship to continue the sharpening of my idea and to bring the concept to fruition.</p>	R_11XaEYLUN1ZOxTu
<p>9. Where will you go from here based on what you learned from your community? I intend to revamp my venture. I see I need to include video to aid in my venture. I also need to create a website and pivot my venture from a for profit to a non-profit. There are other connections I need to make for my venture to come to fruition.</p>	R_xAzPEpEWROhkKT7
<p>10. I am excited that through this process I have received overwhelming feedback that this idea is scalable, and the community needs it. Going forward, with a name change, I will focus on incorporating, website development and partnering with identified schools.</p>	R_3lQwnQaBvuMzDTb
<p>11. I learned that your high school environment is even more influential to your success, not just regarding you starting a career or going to college, but also your morals, your values, and your overall view of the world. I partnered with a local high school that was already focused on community service and entrepreneurship, so 90% of the participants came from that school. Most of the school identifies as Muslim, which</p>	R_1gTHItwY9YsUCBU

Quote	Survey Respondent
<p>exposed me to a different culture, but also how their religion influences how they view others and themselves.</p>	
<p>12. We will continue to refine our programming for youth so that developing a relationship and connection to self, community, and land feels relevant and accessible for their developmental stage. We are in the works of securing an MOU with SFUSD so that we can offer this programming to more schools. We are also exploring opportunities to collaborate with our local Boys &amp; Girls branch.</p>	R_2YbRtbDQBoSUZB6
<p>13. THE W.I.T.C.H. Training received another grant and five pilots have been scheduled to run between January - April 2023. The School of Education at one Michigan-based university proposed turning the pilot into a semester-long course for their students. We are also exploring how the training can be of use to the staff of community-based organizations.</p>	R_10qq6uyLdAqhYi3
<p>14. I plan to use the data I collected to pitch my program to more schools. I also plan to use the data to pitch the program to community partners and corporate sponsors. Partnerships and more sites will allow me to hire a team full time so that we can help more students connect with nature and develop leadership skills that bring more resources into their communities.</p>	R_1kOHQSTxX9wdI9p
<p>15. I plan to continue to present the program to parents, professionals in the education field, &amp; others that work to empower children. I think the pilot results showed a positive outcome, and I believe we can continue to refine and polish our offerings and implementation. We have just begun discussions with a non-profit Nawash Health Centre in Canada that works with the local indigenous community. We are also talking with the local, regional Boys &amp; Girls Club of America to implement our program.</p>	R_117JfVTk2224sPF
<p>16. My goal is to launch the fellowship program next school year. As next steps, I plan to bring together a design team of UC Berkeley students, faculty, and staff to help me build out the program and garner support. I also plan to develop a formal proposal and pitch deck I can pitch to funders so that I can spend more time working on this.</p>	R_3fJlR5FhXQrJ8A9
<p>17. A major request from caregivers is that we continue to find ways to connect and support each other. I am committed to helping students and families practice and build organized and productive habits so that they are more successful at home, work, and school. I have started a Facebook group for caregivers to share ideas, and I will write grants and connect with organizations that may be able to donate so that we can continue to serve students, families, and educators. I will also contact local school systems, mental health practitioners, and pediatricians for creative ways to support families.</p>	R_2SkQyzBHz0pcp58

Quote	Survey Respondent
18. I plan to take the data and responses that I received from students and take this program to the next level. I will take this data to more community partners, schools, and employers to expand this work and reach more students in the community.	R_2dh9Qo7uaMDYNO9
19. I am interested in imbuing school curricula with concepts of positive mental health, self-awareness, & self-expression. In the Summer of 2023, I'd like to partner with an organization or school that already serves high schoolers, e.g., integrating into their existing structure to support the possibility of a longer camp with more students. I will explore product development and design. I need a stronger brand for PDA Post so that I can extend that entrepreneurial insight to participants. Lastly, I am interested in researching and advocating for mental health curricula within the US education system at the policy level.	R_qKszLZjY6OsO1RT
20. Our plan is to keep running pilots of the program, and the next pilot is already scheduled for April 2023. Based on our learnings from the first pilot, we will be making changes to the design and usability of our virtual platform, as well as incorporating more hands-on and project-based learning throughout the curriculum, as this is what students self-reported on engaging with the most. We will also make sure to outreach to more employer partners in the following months in preparation for the next cohort, as guaranteed internship opportunities for all participants will be crucial for the success of this program.	R_1IWOZqCkIlw0noi
21. The next plan for the pilot is to partner with local college/university psychology department and collaborate on a dissertation for research dealing with animal assisted behavior and the effects it has on adolescent and teenager participants	R_1238ZspkunFdDCU
22. I plan on continuing to run STEM workshops and look for opportunities to work with schools, as well as running PD for teachers to empower them to incorporate STEM in their classroom.	R_28OMg1VZsJV9fY5
23. I plan to reach out to industries to build partnerships that will better place students in an environment that provides authentic learning experiences and mentoring. Students responded to the professionals and commented that the guests were people of color or women. I plan to work to ensure that students have more opportunities to see themselves represented in career fields.	R_zezv56LUCj7jsBz
24. We will continue to connect with the community to establish more events in and around the Detroit area. Also, finding a shop to establish a space for our workshops in the future.	R_2OVgwxKjzr3lQpD
25. We will do more farm-to-table events during different times of year and on different farms to feature other seasonal vegetables/herbs/fruits. We will also try out other approaches to the on-farm educational activities to complement the cooking lessons. Other activities would be seasonal	R_3Pz8PFnMBUvjz8D

Quote	Survey Respondent
<p>and involve hands-on earth work and work related to food preparation, e.g., planting, transplanting, weeding, harvesting, processing/drying/preserving, etc. We will also integrate some modules from an agricultural enrichment curriculum we are currently developing under a larger grant. Of course, we will continue to build connections with farmers, chefs, and educators to see what Journeys can do!</p>	
<p>26. I plan to create an online model where aspiring youth designers can learn for free. Additionally, I will continue to work on the pilot model for my next cohort in Spring 2023 and network with the community to continue to provide my designers with a quality experience. I am also in conversations to expand the program to another school 2023-2024.</p>	R_8k02IGhtf5dJFAt
<p>27. I am currently working with my newly crystallized brain trust on how to bring Cypher and our Equity Labs to a select public. We're developing our strategic vision and determining what version of our products we'll focus on and how we want to build. I'm looking for more partnerships for mentorship, operational support, and funding. We intend to keep focusing on supporting women run businesses (schools, nonprofits, startups) and basing ourselves in the black community, which for now means DC.</p>	R_3F2nVWP9MwwKoT6
<p>28. I plan to continue with this initiative. Growth points at this time include:  Organize outreach to larger audience specified between administration, teachers, families/communities  Build more effective technology platform/ contract with new technology consultant- interview next week  Research standards in global education/vocabulary  Establish next 3 school connections  Develop next timeline/steps for full project implementation in fall  In depth meeting and planning with founding admin team and teachers  Re-write presentation with new info and make this into reusable plan for collaborative design going forward  Finish logo and web page design and post/add to marketing info</p>	R_3HAKRjzgJxlzCTX
<p>29. Work on the following college deployments, recruiting paying landlords for them, and continue to grow our college partnerships:   Webster University will be live in January 2023  Goldfarb School of Nursing will be live in March 2023  The University of Chicago will be live in the fall of 2023   Continue our mentor/mentee relationship with the Head of Rentals of realtor.com. Start a relationship with the National Association of Realtors in their reach program, which will give us support in recruiting landlords to our customizable official college off-campus housing marketplaces (<a href="https://nar-reach.com/">https://nar-reach.com/</a>).</p>	R_bwKFfn9Iiu5K5XRD

## THEME 4: APPLY FOR FUNDING

Quote	Survey Respondent
1. We plan to continue this program in the next year after using the results from our pilot to apply for a local place-based grant in our community. We will also be continuing to work with participants as team leaders and volunteers in our organization. Lastly, we will use the product of our discussions during the internship to inform our curriculum development for all our programs.	R_6tGiDOWjJ6rj917
2. We are looking to create another pop but this time with sponsors so that we can take it to different parts of the city.	R_1Gv70A67yDjUZBc
3. I would like to do a formal pilot of my idea and continue to conduct research around my idea. I would also like to apply for additional fellowships to support the evolution and scaling of this idea.	R_1iteITJECsSOp8w
4. I am already creating a marketing campaign through PostCardMania and will be launching it in January 2023. I am sending out 1000 postcards to schools in New York and my focus is principals at K-12 private, charter, and religious schools. If you know any investors, I am also in the process of preparing a pitch.	R_sUaX5JnrwutY17r
5. The next step is setting up meetings with potential donors and investors to do a presentation for a brick-and-mortar site.	R_eF1sVoMYvWlpbSV
6. I would like to extend my project and apply for the Tiny grant, so I can continue working on it and considering its extension to a bigger target.	R_24NSKkdCUuyvjEW
7. I plan to take the wireframe that I built for the pop up and turn it into a functional website. I then hope to start recruiting beta users and pitch for funding.	R_1gooqkTc8EOwzNk
8. In the interim, I intend to host another pop-up with students only. Their feedback and input are vital to the design of the school. Through my pop-up, I have secured a partnership with a local farm for educational activities. Finally, I will apply for the Tiny Fellowship to continue the sharpening of my idea and to bring the concept to fruition.	R_11XaEYLUN1ZOxTu
9. I'm pitching in the coming months at events to scale up our work since we have more data now that supports this solution is the right one for the community and it has the potential to solve this issue	R_2474kIeHZUbjcFs
10. THE W.I.T.C.H. Training received another grant and five pilots have been scheduled to run between January - April 2023. The School of Education at one Michigan-based university proposed turning the pilot into a semester-long course for their students. We are also exploring how the training can be of use to the staff of community-based organizations.	R_10qq6uyLdAqhYi3

Quote	Survey Respondent
11. Continue talking to various stakeholders within the first-gen community, including more students, teachers, counselors, and family members; seek grant/funding to support the development of this work.	R_296Q7HtrNIHO9sE
12. We would like to pursue becoming a hybrid non-profit and LLC. We are going to apply for a few grants and plan to run another minicamp during Spring Break at Mission Viejo Elementary, with the possibility of expanding to longer camps in the summer.	R_A65p2Pj1cUieM2l
13. My goal is to launch the fellowship program next school year. As next steps, I plan to bring together a design team of UC Berkeley students, faculty, and staff to help me build out the program and garner support. I also plan to develop a formal proposal and pitch deck I can pitch to funders so that I can spend more time working on this.	R_3fJlR5FhXQrJ8A9
14. I plan to continue my pilot through growth and expansion by seeking funding to conduct additional focus group cohorts and eventually develop a fellowship program to create lasting change and improve the schooling experience of minoritized students. Because educators reported creating a more comfortable environment in discussing bias within the classroom from student to student and student to teacher due to the intentionality the teacher set forth in practicing CRT, I have learned that when presented with explicit mindsets, behaviors, and actionable steps to achieve CRT, educators were more willing to implement the practice within their classrooms.	R_1eJHe3guHj7iaKY
15. A major request from caregivers is that we continue to find ways to connect and support each other. I am committed to helping students and families practice and build organized and productive habits so that they are more successful at home, work, and school. I have started a Facebook group for caregivers to share ideas, and I will write grants and connect with organizations that may be able to donate so that we can continue to serve students, families, and educators. I will also contact local school systems, mental health practitioners, and pediatricians for creative ways to support families.	R_2SkQyzBHz0pcp58
16. I've teamed up with two educators and created: Sea the Reef a program increasing ocean literacy via the power of art and farming. Our vision is to bring coral reef conservation education via arts-based environmental education and farming activities that benefit the community and promote local food, waste reduction, and environmental stewardship. We are a small team with a wide network of educators, creatives & collaborators. We provide a 7-month program free of charge to all participants. Fostering social-emotional learning skills, pro-ecological behaviors, and environmental awareness. I was awarded a grant and I'm very excited for the future!	R_yDOj6yggqLzsYtIB

Quote	Survey Respondent
17. I'm planning on applying for the tiny fellowship. I am also looking for information about how to open a micro school. I would like to start offering camps for this summer and eventually open my school.	R_3n1nnwaHwAqpgLR
18. We are currently raising a seed round to mature our product, and to expand the reach that we can secure for it.	R_yO4J0bb3JT4oM1z
Based on what we learned from our community, we'll move farther towards having someone be capable of learning computer science fully within our platform, even if they have no access to a teacher. We'll also have higher levels of mentor training.	
19. The next step for Isolated Figures is to create and complete a fundraiser that will allow for the program to reach new levels of quality and impact more students. Now that the pilot program is completed, the data from the program can be used to highlight the advantages of the program to different schools and their districts. The goal from the collected data, is for the school districts to implement the program into their curriculum. Isolated Figures can change dynamics within schools.	R_1OC8RMoBE87YuWI
20. I am expanding the Collective and talking to funders to secure resources to convene in person and begin the deeper strategy work.	R_p0fWS7zjnuP9gR
21. My next steps are to build a team to help with the development of Buddy Books into a full-fledged product and service; establish an advisory panel of experts in areas including product design and manufacturing, grants, and website and app development; and, to apply for literacy grants to fund our efforts. I also plan to continue to write short stories to build up a collection of book ideas based on the responses received in my pre-Pop-Up surveys for Buddy Books.	R_2Esm4c6jYISuien
22. We will look for funding for another at no cost to veteran's event. Open the capacity to 10 individuals making it a 5:1 student/instructor ratio. Also adding another 240 minutes by adding another Saturday to the schedule.	R_2OVgwxKjzr3lQpD
23. I am currently working with my newly crystallized brain trust on how to bring Cypher and our Equity Labs to a select public. We're developing our strategic vision and determining what version of our products we'll focus on and how we want to build. I'm looking for more partnerships for mentorship, operational support, and funding. We intend to keep focusing on supporting women run businesses (schools, nonprofits, startups) and basing ourselves in the black community, which for now means DC.	R_3F2nVWP9MwwKoT6
24. Apply to Techstars.	R_bwKF9Iiu5K5XRD
25. JBECB will submit our petition to open in Aug 2024. JBECB is connected to BES LENS, Georgia Charter School Association and is currently applying for the BES Fellowship, whilst making it to the	R_3rOKjguyErWT1c1

Quote	Survey Respondent
second round. Our next event will be a Toy Drive, 17 December. JBECB will revolutionize the essence of community engagement, academic achievement, and teacher/parent development in Decatur.	

## THEME 5: CONDUCT FURTHER RESEARCH /PILOTS

Quote	Survey Respondent
1. I would like to do a formal pilot of my idea and continue to conduct research around my idea. I would also like to apply for additional fellowships to support the evolution and scaling of this idea.	R_1iteITJECsSOp8w
2. In the future, I intend to conduct additional pop-up and pilot workshops that explore and address the specific Life Skills topics that students voiced that they were most interested in. These Life Skills topics include Financial Literacy, Cooking, Social-Emotional Management, and Fitness.	R_1oilFRgeEGiXwe5
3. We are getting ready to research and pay for project-based learning focus curriculum that will be used during next school year.	R_AmHzLrd2Ry7vgjL
4. I will use the data from the co-design experience to pilot a co-design experience in a public elementary school.	R_2xQ2XN1lZZ4oTi9
5. I have continued my pilot and have extended the program until the end of December. In 2023, I plan to host another pilot group with educators and families and my hope is to launch separate workshops outside of the fellowship to further assess each workshop and get more clarity on ways to further improve with continuous feedback from my community's needs.	R_RWB9Ejn4CmPOGyZ
6. I've launched a concept space to continue to test the idea for the next 3 months.	R_3MsZ23vuQJkWx5B
7. In the interim, I intend to host another pop-up with students only. Their feedback and input are vital to the design of the school. Through my pop-up, I have secured a partnership with a local farm for educational activities. Finally, I will apply for the Tiny Fellowship to continue the sharpening of my idea and to bring the concept to fruition.	R_11XaEYLUN1ZOxTu
8. THE W.I.T.C.H. Training received another grant and five pilots have been scheduled to run between January - April 2023. The School of Education at one Michigan-based university proposed turning the pilot into a semester-long course for their students. We are also exploring how the training can be of use to the staff of community-based organizations.	R_10qq6uyLdAqhYi3
9. Continue talking to various stakeholders within the first-gen community, including more students, teachers, counselors, and family members; seek grant/funding to support the development of this work.	R_296Q7HtrNIHO9sE



Quote	Survey Respondent
<p>10. Next, we will set up a series of collaborative “think tanks” on how to move forward and address with this topic (food insecurity) with our cohort, and how to design a project-based learning experience with future cohorts that sparks community creativity and problem-solving and brings academic content to life for students. We will incorporate educators and mentors to come alongside us in designing a curriculum that incorporates what we learned that can be validated through case studies and storytelling, then shared with schools and local organizations to utilize.</p>	R_22zUp2GzvqKRDMP
<p>11. This pilot prompted my interest to see if data from the virtual pre-recorded seminar (accessible by the public) would fare the same as those in a virtual LIVE seminar (presented to a targeted group of university faculty members). Post 4.0 Fellowship time: We will also see how data compares to in-person and virtual LIVE seminar formats at a national conference (presented to a targeted group of higher education professionals and leaders) in February 2023 @ The 42nd Annual Conference on the First-Year Experience.</p>	R_2qeDiVqHmCyy6Qq
<p>12. I plan to develop an online course for pre-service teachers to explore discipline cases based on childhood experiences and beliefs. In addition, they will learn about regulating and emotional intelligence. As I build the curriculum and/or online course, I will continue empathy interviews with pre-service and first year teachers. I’m targeting pre-service teachers as they complete their student teaching to provide an experience of learning and applying without the responsibility of their own classroom.</p>	R_3Eh7nEeQo9O92Gu
<p>13. Our next plan is to implement what we’ve learned from 4.0 and we will be implementing empathy interviews and coaching into our programming. We will continue to host more pop-ups.</p>	R_8hPZHjoFikBeA2l
<p>14. The next part for me is understanding how to create an Arts Magnet program for non-tag students. I need to understand what the aspects of essentially a community type of school are that I can include to help create a solid foundation for struggling students.</p>	R_yn1MlhJMRWAdG01
<p>15. I plan to continue my pilot through growth and expansion by seeking funding to conduct additional focus group cohorts and eventually develop a fellowship program to create lasting change and improve the schooling experience of minoritized students. Because educators reported creating a more comfortable environment in discussing bias within the classroom from student to student and student to teacher due to the intentionality the teacher set forth in practicing CRT, I have learned that when presented with explicit mindsets, behaviors, and actionable steps to achieve CRT, educators were more willing to implement the practice within their classrooms.</p>	R_1eJHe3guHj7iaKY

Quote	Survey Respondent
<p>16. I am interested in imbuing school curricula with concepts of positive mental health, self-awareness, &amp; self-expression. In the Summer of 2023, I'd like to partner with an organization or school that already serves high schoolers, e.g. integrating into their existing structure to support the possibility of a longer camp with more students. I will explore product development and design. I need a stronger brand for PDA Post so that I can extend that entrepreneurial insight to participants. Lastly, I am interested in researching and advocating for mental health curricula within the US education system at the policy level.</p>	R_qKszLZjY6OsO1RT
<p>17. Our plan is to keep running pilots of the program, and the next pilot is already scheduled for April 2023. Based on our learnings from the first pilot, we will be making changes to the design and usability of our virtual platform, as well as incorporating more hands-on and project-based learning throughout the curriculum, as this is what students self-reported on engaging with the most. We will also make sure to outreach to more employer partners in the following months in preparation for the next cohort, as guaranteed internship opportunities for all participants will be crucial for the success of this program.</p>	R_1IWOZqCkIlw0noi
<p>18. Next, we plan to integrate the feedback from the modules to the main program pilot and then pilot the program. Based on what we learned, we will continue with the current modules and approaches we currently have.</p>	R_1IgGM5NjCzY2DT
<p>19. Run more pop-up events in collaboration with others in my community, both virtual and in-person</p>	R_3KIn2b9AiiWy8pB
<p>20. Pilot the program this summer with a cohort of 10 students.</p>	R_xEgszYTtEnMXiil
<p>21. I'm planning on applying for the tiny fellowship. I am also looking for information about how to open a micro school. I would like to start offering camps for this summer and eventually open my school.</p>	R_3n1nnwaHwAqpgLR
<p>22. My next step with my idea is to conduct more pop-ups in my current community and other underserved communities in the Greater Houston Area. I have collaborated with colleagues that teach in other areas of town, and they will locate a space to host the events. One of the parents suggested that I come to her neighborhood and conduct a pop-up for the parents in her community monthly.</p>	R_20SscQI8zZ0EMFW
<p>23. I plan to continue with this initiative. Growth points at this time include:  Organize outreach to larger audience specified between administration, teachers, families/communities  Build more effective technology platform/ contract with new technology consultant- interview next week  Research standards in global education/vocabulary  Establish next 3 school connections</p>	R_3HAKRjzgJxlzCTX

Quote	Survey Respondent
<p>Develop next timeline/steps for full project implementation in fall            In depth meeting and planning with founding admin team and teachers            Re-write presentation with new info and make this into reusable plan for collaborative design going forward            Finish logo and web page design and post/add to marketing info</p>	
<p>24. We're actively recruiting for our six-month pilot program. Once registered, students begin with an assessment in Math &amp; Reading as well as an evaluation of other pertinent non-academic areas of their lives. Students are then matched with an Academic Coach who will facilitate frequent and scheduled individualized sessions via our virtual learning platform, pflconline.org. Our trained Academic Coaches provide individualized academic support to fill in learning gaps not mastered. Pairing the student with the right educator and/or mental health professional and monitoring them throughout their time in our programs is crucial to seeing long-term success.</p>	R_3QDysVhMtyABXbX
<p>25. Collect additional data across states with large student populations re: how can venture be covered in school budget and ideal school client -</p>	R_8DnKBngOa4QiLW9

**THEME 6: REVISE AND/OR EXPAND ON MARKETING AND RECRUITMENT STRATEGY**

Quote	Survey Respondent
<p>1. First is build a stronger relationship with my potential customers. I analyzed each of my social media platforms and determined that Facebook is the likeliest place where teachers would look for information of value that I could provide them. Second, once the legal policy is in place, I am going to offer 4 \$25 gift cards to 4 teachers who will give us feedback on our solution. Just because no one attended the pop up doesn't mean that there are not teachers out there who are interested. I just need to find them.</p>	R_3dXiDRkpxQyOk3M
<p>2. I am already creating a marketing campaign through PostCardMania and will be launching it in January 2023. I am sending out 1000 postcards to schools in New York and my focus is principals at K-12 private, charter, and religious schools. If you know any investors, I am also in the process of preparing a pitch.</p>	R_sUaX5JnrwutY17r
<p>3. Based on what I learned from the administrators and teacher I plan on instilling a specific marketing strategy for schools which will include catalogs, look books, and instructions for implementation that would better integrate our work into their already required curriculum. In addition to that with the confirmed product market fit we plan to do mass outreaches to schools and partners based both on a top-down and bottom-up strategy.</p>	R_334lo1WLxV82p0X
<p>4. We hope to scale this idea by taking the feedback we received to continue planning a year-long version of the Fellowship that we hope to</p>	R_XCaXRNnzEo9hpLP

launch in the 2023-24 school year. We are looking towards other incentives to provide school leaders; for example, partnering with a university to provide certificate or credits, or partnering with the DOE for CTLE credits. I think we will also expand the offering to assistant principals and target outreach to new Principals as they were the most engaged and really could really benefit from building community with other leaders.

5. I plan to continue serving the youth that I work with through my organization in this capacity, with the plan to scale it in a way that allows for expansive, positive impact. I will continue to promote my organization and work with youth in a mentorship and advising capacity. R\_9GLpy9hBx6RnzKV

6. I am going to finish the website and have a launch of the Toolkit in the Spring once the Trademark has been issued. I intend to hire someone to do a photoshoot for headshots and action shots of me teaching the toolkit. I am also planning on hiring someone to help me launch a social media campaign. R\_1f969bQL5kLMZRR

I am going to continue to grow and make some instruction sessions available on the website. Hopefully, it will lead to more engagement and notoriety for the Toolkit.

7. I will build off what was learned in this pilot and iterate. During the pilot, we did condensed versions of each of our “pillars”. I will take the learnings, feedback, and new input from community members so that we can further build out individual workshops for each of the pillars. Now that we have data and media, we will begin to tell our story and entice more volunteers, donors, and students & families. We will take opportunities to build community with students, volunteers, and families and prepare to carry out the new and improved STREAMS workshops in late Spring 2023. R\_VQo74q7CfG0gDRf

8. I plan to continue with this initiative. Growth points at this time include: R\_3HAKRjzgJxlzCTX
- Organize outreach to larger audience specified between administration, teachers, families/communities
  - Build more effective technology platform/ contract with new technology consultant- interview next week
  - Research standards in global education/vocabulary
  - Establish next 3 school connections
  - Develop next timeline/steps for full project implementation in fall
  - In depth meeting and planning with founding admin team and teachers
  - Re-write presentation with new info and make this into reusable plan for collaborative design going forward
  - Finish logo and web page design and post/add to marketing info

- |   |                   |
|---|-------------------|
| 9. Getting more involved within Marketing and outreach. Really using my resources to connect with my target to the highest potential  | R_2pVH3fekOdm1Edl |
| 10. Identify additional ways to market to daycare and early learning centers; Consider including copy-editing services in social venture; Create primary, secondary, and tertiary ideal client persona (e.g. School, District, Teacher colleges, PTAs); Create a comprehensive marketing plan well in advance of training for recruitment (including optimal marketing formats, dates, times, frequency for recruitment); Avoid posting on social media that you are offering free lunch, prizes (bots, hackers may register) | R_8DnKBngOa4QiLW9 |

## THEME 7: DEVELOP A WEBSITE

Quote	Survey Respondent
1. Next up, I'm launching the website <a href="http://www.idontwanttogotocollege.com">www.idontwanttogotocollege.com</a> so that students can connect their career interests to jobs that don't require a four-year college degree.	R_XigHCmpknuJmuAN
2. I plan to take the wireframe that I built for the pop up and turn it into a functional website. I then hope to start recruiting beta users and pitch for funding.	R_1gooqkTc8EOwzNk
3. Where will you go from here based on what you learned from your community? I intend to revamp my venture. I see I need to include video to aid in my venture. I also need to create a website and pivot my venture from a for profit to a non-profit. There are other connections I need to make for my venture to come to fruition.	R_xAzPEpEWROhkKT7
4. I am excited that through this process I have received overwhelming feedback that this idea is scalable, and the community needs it. Going forward, with a name change, I will focus on incorporating, website development and partnering with identified schools.	R_3lQwnQaBvuMzDTb
5. I am going to finish the website and have a launch of the Toolkit in the Spring once the Trademark has been issued. I intend to hire someone to do a photoshoot for headshots and action shots of me teaching the toolkit. I am also planning on hiring someone to help me launch a social media campaign. I am going to continue to grow and make some instruction sessions available on the website. Hopefully, it will lead to more engagement and notoriety for the Toolkit.	R_1f969bQL5kLMZRR
6. I am founding my mentorship program to make it a registered nonprofit in the state of Alabama and working on building a website. I have started speaking with young women at nearby city schools and planned events for the upcoming months.	R_1cSPezYI8948cJZ
7. My next steps are to build a team to help with the development of Buddy Books into a full-fledged product and service; establish an advisory panel of experts in areas including product design and manufacturing, grants, and website and app development; and, to apply	R_2Esm4c6jYISuien

Quote	Survey Respondent
<p>for literacy grants to fund our efforts. I also plan to continue to write short stories to build up a collection of book ideas based on the responses received in my pre-Pop-Up surveys for Buddy Books.</p>	
<p>8. I plan to continue with this initiative. Growth points at this time include:  Organize outreach to larger audience specified between administration, teachers, families/communities  Build more effective technology platform/ contract with new technology consultant- interview next week  Research standards in global education/vocabulary  Establish next 3 school connections  Develop next timeline/steps for full project implementation in fall  In depth meeting and planning with founding admin team and teachers  Re-write presentation with new info and make this into reusable plan for collaborative design going forward  Finish logo and web page design and post/add to marketing info</p>	R_3HAKRjzgJxlzCTX
<p>9. We have discovered that Self-Mastery and Empathy are two very important components to being a Life on Purpose Detroit Coach. Being a coach is much easier said than done. We also learned that an effective coach is precise and assertive. For some, this is a bit more challenging. We are going to purchase LMS software to support the coaches and staff. We will do another round of coaching training by February of 2023. With a goal of 3 new coaches that are Life on Purpose graduates.</p>	R_D6I4Gyvsq2DlzJ7

## THEME 8: HIRE STAFF

Quote	Survey Respondent
<p>1. I will absolutely continue with my programming; however, I plan to strategize better ways to scale up and bring in the support staff needed to facilitate the growth of my programming. I can't expand as a one woman show; however, I need systems in place for educators/support staff that lack foodservice trainer.</p>	R_b44FKdQfY3MS2oV
<p>2. I am going to finish the website and have a launch of the Toolkit in the Spring once the Trademark has been issued. I intend to hire someone to do a photoshoot for headshots and action shots of me teaching the toolkit. I am also planning on hiring someone to help me launch a social media campaign.</p>	R_1f969bQL5kLMZRR
<p>3. I've teamed up with two educators and created: Sea the Reef a program increasing ocean literacy via the power of art and farming. Our vision is to bring coral reef conservation education via arts-based environmental education and farming activities that benefit the community and promote local food, waste reduction, and environmental stewardship. We are a small team with a wide network of educators, creatives &amp; collaborators. We provide a 7-month program free of charge to all participants. Fostering social-emotional learning skills, pro-ecological</p>	R_yDOj6yggqLzsYtIB

Quote	Survey Respondent
behaviors, and environmental awareness. I was awarded a grant and I'm very excited for the future!	
4. My next steps are to build a team to help with the development of Buddy Books into a full-fledged product and service; establish an advisory panel of experts in areas including product design and manufacturing, grants, and website and app development; and, to apply for literacy grants to fund our efforts.	R_2Esm4c6jYISuien
I also plan to continue to write short stories to build up a collection of book ideas based on the responses received in my pre-Pop-Up surveys for Buddy Books.	
5. A priority for our idea is to reframe how we talk about impact. I'd like to use the remainder of my stipend to hire a communications expert to analyze our messaging. This would pave the way for a year focused on marketing and sales.	R_3hnZx5nmxohW9Wg
6. I am currently working with my newly crystallized brain trust on how to bring Cypher and our Equity Labs to a select public.	
We're developing our strategic vision and determining what version of our products we'll focus on and how we want to build.	
I'm looking for more partnerships for mentorship, operational support, and funding. We intend to keep focusing on supporting women run businesses (schools, nonprofits, startups) and basing ourselves in the black community, which for now means DC.	
7. Children in New Orleans want to be able to sing and perform at school and their parents want programs like New Voices New Orleans (NVNO) to occur at the school site instead of other places like community centers and churches. In the next six months, I will implement additional programs at KIPP Central City Primary and one other school site. I will recruit a board of directors and complete the necessary paperwork for NVNO to become a 501(c)3. I will secure three school contracts for the 2023-2024 school year and begin to decrease hours at my current position.	R_1MQWSBuZ91WOT42

## THEME 9: CREATE OR INCREASE NETWORK/MEMBERSHIP

Quote	Survey Respondent
1. I hope to grow the number of women connected to the TAP'D Women Leadership Network.	R_bvf5p6FpXiy2twZ
2. As an organization, GAEEJ Inc. will continue to use this programming as a major recruitment tool for membership purposes. We believe that before Black educators can commit to becoming active civically engaged educators that must fight white supremacy and inequities ridden	R_2rCTMVVT6vBrXlh

Quote	Survey Respondent
through the US education system, they must first feel like they belong. According to Maslow's Hierarchy of Needs, individuals must feel safe and loved before self-actualization. GAEEJ Inc. has created an unique opportunity for an affinity space where Black educators can seek Black joy, liberation, and belonging while interchangeably seeking healing from trauma caused by systemic and structural inequities.	
3. We will also launch the Professional Community on LinkedIn and invite/onboard seminar participants.	R_2qeDiVqHmCyy6Qq
4. A major request from caregivers is that we continue to find ways to connect and support each other. I am committed to helping students and families practice and build organized and productive habits so that they are more successful at home, work, and school. I have started a Facebook group for caregivers to share ideas, and I will write grants and connect with organizations that may be able to donate so that we can continue to serve students, families, and educators. I will also contact local school systems, mental health practitioners, and pediatricians for creative ways to support families.	R_2SkQyzBHz0pcc58
5. I plan to purchase/provide videos for the website to continue to scale it. I am also creating a network of individuals who have the same passion to create lesson plans for students. Locally, I will be using the 4.0 Fellowship funds to sponsor Black History contests and bring storytellers to some of the most impacted schools. I will also collaborate with local teachers, families, and students to vet and make improvements to the website. Nationally, it is my goal to conduct a soft launch during February 2023.	R_8fcMdDJzzCW8cuJ
6. Launch an online community through Mighty Networks to have a regular calendar of events (e.g., courageous conversations for adults, book clubs, make and takes, Spanish story time)	R_3KIn2b9AiiWy8pB

## THEME 10: APPLY TO BECOME A NON-PROFIT OR CHARITABLE ORGANIZATION

Quote	Survey Respondent
1. We would like to pursue becoming a hybrid non-profit and LLC. We are going to apply for a few grants and plan to run another minicamp during Spring Break at Mission Viejo Elementary, with the possibility of expanding to longer camps in the summer.	R_A65p2Pj1cUieM2l
2. I intend to revamp my venture. I see I need to include video to aid in my venture. I also need to create a website and pivot my venture from a for profit to a non-profit. There are other connections I need to make for my venture to come to fruition.	R_xAzPEpEWROhkKT7
3. I am founding my mentorship program to make it a registered nonprofit in the state of Alabama and working on building a website. I have	R_1cSPezYI8948cJZ



Quote	Survey Respondent
started speaking with young women at nearby city schools and planned events for the upcoming months.	
4. We are working to launch ongoing codesign programming with 2 to 5 schools in DC. We are also looking at Making Mindfulness Labs a nonprofit program.	R_V24ZsOo65R6EfiF
5. Children in New Orleans want to be able to sing and perform at school and their parents want programs like New Voices New Orleans (NVNO) to occur at the school site instead of other places like community centers and churches. In the next six months, I will implement additional programs at KIPP Central City Primary and one other school site. I will recruit a board of directors and complete the necessary paperwork for NVNO to become a 501(c)3. I will secure three school contracts for the 2023-2024 school year and begin to decrease hours at my current position.	R_1MQWSBuZ91WOT42

**THEME 11: WRITE OR PUBLISH A REPORT THAT HIGHLIGHTS THE OUTCOMES OF THE PILOT/POP-UP**

Quote	Survey Respondent
1. I plan to publish my outcomes in a white paper, publish it on our website and use it as a tool to establish us as thought partners and build an email list.	R_xzIFNZhHHDFxGeJ
2. Now that the pilot program is completed, the data from the program can be used to highlight the advantages of the program to different schools and their districts.	R_1OC8RMoBE87YuWI

## APPENDIX M: FELLOWS' DESCRIPTIONS OF WHAT THEY LEARNED ABOUT THEIR COMMUNITY DURING THEIR POP-UP/PILOT

### THEME 1: WORKING WITH THE COMMUNITY INCREASED FELLOWS' KNOWLEDGE OF THEIR TARGET POPULATION AND/OR BROADER COMMUNITY THAT WILL INFORM THE REFINEMENT OF THEIR VENTURE

Quote	Survey Respondent
1. I learned 90 percent of the participants who had no technology background had strong transferable skills.	R_1EcDTnZ1taCjHND
2. I learned that there is more hurt than I thought for some women about fatherlessness because they feel unheard by their father or men. I learned that I need to create a safe place to work with absent fathers and provide them tools on how to reflect on the power they have and their ability to acknowledge unintentional and intentional pain their absence has caused. Women truly desire to repair their relationship but feel the work is one sided.	R_3kHc0VvYFSmSdAU
3. I learned that New Orleans students are curious, energetic, and often excited to learn, but that they need the support from educators, ventures like RoboRecovery, and other organizations to fully explore opportunities open to them.	R_33BTjW2do4eeqxb
4. What I learned was that some of the participants needed some scaffolding with respect to the Toolkit. The public-school teacher who participated stated that some of the questions in the Toolkit had never been asked in over 20 years of experience. The teacher felt the need to have access to more materials to engage in the process with respect to the Toolkit.	R_1f969bQL5kLMZRR
5. I learned who my target audience is and the best way to reach them. Specifically, I'm learning that workshops are not the best way to target students but individual session with students has been helpful. Also, I learned that students who went to college and didn't finish need support as well.	R_XigHCmpknuJmuAN
6. I learned that culturally responsive teaching competencies are essential but there is a lot of fear around the politics that can be associated with their implementation and that there is more adaptive work needed to operationalize the competencies.	R_1itelTJECsSOp8w
7. Students and Families would be highly interested in learning in a Micro School with an instructional model that focuses on both foundational academic and non-academic curricular.	R_1oilFRgeEGiXwe5
8. After my pilot's customer discovery conversations, I realized that schools want a product entirely different from what we thought they wanted. We thought they wanted this fancy, complex curriculum app to login to. Instead, however, they are seeking curriculum mapping and	R_dbVlkH37B0c2mA1

Quote	Survey Respondent
day-to-day lesson plans for the entire school year. This different product is much more attainable for my team to create right now!	
9. I've learned that less is more. Fancy cooking classes are wonderful; however, students and families need information and resources for everyday eating and living that are cost effective and accessible.	R_b44FKdQfY3MS2oV
10. I have learned that even families who claim to be for critical race theory and anti-racism education often do not know what this means or how to practice it for themselves. This leads to a lot of assumptions and possibilities of miscommunication. We are now designing our pilot to encompass a foundational parent education component.	R_1rf7z1nejjTBHH8
11. I learned that the program needs to be hands-on for the students. While they were good at listening to the small lectures; I lost them a few times while I demonstrated writing actual code. They'll need their own means of coding to really stay focused.	R_BEPK2LPk7Gty7lf
12. The amount of wisdom, intelligence, and self-awareness, and awareness about the world seemed even more present than with adults. Their access to leadership and knowing what the world needs to become better is obvious to them. Their desire to find a way to make the world a better place seemed like their main motivation for being there.	R_8undFY1B5aja1gZ
13. Through my popup, I learned that you can't make everybody happy. I also learned that the event I also learned my community is very open to this format, but as to what happens in each station may be different depending on the school and the population.	R_sUaX5JnrwutY17r
14. I've learned that many home-schooling families are comfortable in their own networks. The independent learners aren't going to be a big audience for now and I need to focus my efforts on building afterschool programs and a creative network that can help support the space.	R_3MsZ23vuQjKWx5B
15. Our overall takeaway is that students feel understood and cared for at our school. We have successfully created a warm and affirming learning environment. Our area for growth is to ensure that all students are clear on what the school rules are going forward by finding more opportunities to communicate the rules.	R_10OElsr5eda5HpK
16. I learned educators and parents alike understand the impact history has on shaping young lives and future outcomes. However, broadly educating the public is an absolute must. Bringing understanding is vital. One participant explained the "fatigue factor" that exists among the community I am attempting to serve. Therefore, I must not only educate to create need awareness, but I must also make access simple for my community. As one judge stated when referring to those empowered, "If you have been educated in America, you are a racist."	R_8fcMDDJzzCW8cuJ
17. I learned that my community enjoys anime clips being integrated into the job search process. Participating anime fans could benefit from	R_3ho5NbmG5wDD4qB

Quote	Survey Respondent
knowing their favorite heroes' personality traits assessment was based on the YouMap profile.	
18. I learned that the homeschool community may not be the right fit. I am now building a series of mystery adventures for after school enrichment classes and for teachers to use in the classroom.	R_C3yP6v3b931q5s5
19. Students desire more space to collectively make sense of their personal and school related challenges. Increased opportunities to address mental health needs is a top priority for students. This school community is struggling to consistently create safe, identity affirming learning spaces post-pandemic.	R_3mlWkrFkbGSKJdi
20. I've learned that my community needs support; however, they struggle to make payment for services three hours a week or more for an extended time. In addition, I have learned that the lessons should be chunked for students with varying abilities and kept to a minimum within an hour when providing group tutoring.	R_RfvfQUvhiTgK8I9
21. Video assignments are a great option for students. Some students felt these types of assignments were exciting. Like anything, too much can be overkill. Students want creative freedom with videos and the opportunity to pursue passion projects on some days not only be restricted to making videos about core curriculum. Also, this is not a silver bullet. Every student won't like doing them.	R_3GBocHosXjW1S54
22. From this Pilot, I learned that new edtech tools need to have a much more immediate reward/return for teachers and students. I have also learned that the stigma around using phones for learning can impact users' perception of the tool despite all the features and functions.	R_3ktAVdlRjfuYnX4
23. I also realized the immediate needs students had from running our various sessions.	R_2vY4SWyZ302KetT
24. I learned that there is a great need for job coaches at businesses that already employment people with disabilities. I learned that community businesses are willing to hire disabled teens and adults but struggle with finding the right resources that can assist them with keeping them employed or employing them in the future.	R_3KI0OK6ag0whd0I
25. I've learned that underserved communities need a safe space that is consistent, and which offers real time tangible assistance in the face of poverty. In conjunction, I've also learned that holistically assisting underserved families guarantees a better probability of successful outcomes.	R_1jrmDsNUONzsXjT
26. We were surprised to find that more teachers valued anchor charts and vocabulary lists as supports as compared to prepared lesson plans and video tutorials, which we thought would be the supports with the most	R_3pmrLKXCfMFcf7I

Quote	Survey Respondent
demand. We learned that the teacher support component is highly valuable in whether teachers will want to check out kits of materials.	
27. Parents of preteens are more interested in my workshops. Collaborating with other organizations exposed the youth participants to more experiences to set them up for success and exposed my workshops to more parents in the demographic I want to serve.	R_1CeT9X3wTw1bLZV
28. I learned how much they value doing arts-based activities and being in conversation. As per the survey results, they shared how much they enjoyed talking to one another and having their perspectives heard. I want to be able to continue to center their stories and experiences in the program.	R_1LLuYnMILEulXTL
29. From my pilot, I learned that the participants really valued the time spent in community and the active community building we did together. Creating that space seemed just as, if not more valuable, than the explicit leadership and organizing skills. I learned that the members of the WARMTH community have incredible leadership potential and are willing to take on more responsibility within WARMTH. They appreciate the feeling of not being alone in the challenges they face in their work.	R_2QiEinISjb4nALM
30. I have learned that there is a need for an affinity space for heritage and native Spanish speakers to lean on one another to collectively keep our cultures alive and thriving. I've also learned that there is no skill gap in my community, just a gap in connection and community that needs to be organized and curated to accommodate the busy lives and schedules of so many of parents who are working adults. In the future, I imagine that Charla will provide a service more than a product.	R_3KIn2b9AiiWy8pB
31. I learned that the students are ambitious in their dreams for attending college, but they feel hopeless because of the confusion about what college will accept what documents and there is no real personalized guide. Every student has their own journey to college, and I am super excited about launching the college thriver app.	R_3DvSTjjOiQDXCZA
32. I have learned that working with youth will require flexibility and a lot of support given accessibility limitations. I also have discovered that administrators are hungry for help with meeting the social and emotional needs of young girls in their schools and willing to assist where they can.	R_1cSPezYT8948cJZ
33. My thoughts about working with teachers before they enter the school system was confirmed. Current teachers have so much on their plate and find it difficult to add more. However, my community of pre-service teachers expressed an interest and desired to learn more about unconscious bias in education.	R_3j2IbHNNQ47vYYX

Quote	Survey Respondent
34. We learned the importance of providing work time for individuals during our sessions, to ensure effective coaching cycles as well as timely submission of deliverables. The quality of the materials we received, however, was outstanding, and in fact exceeded our expectations. Participants were excited to exchange ideas and collaborate.	R_xF2hLxAuRVpazT
35. The biggest takeaway is the how difficult it is for parents to find quality, vetted activities for their children. It's very time consuming and there are not many ways to do this outside of Google, which for parents expressed in the Pilot, they found unreliable. Some parents, specifically Black parents, have the biggest issue in this area.	R_1duFJ5KLjIISn9f
36. Some of my assumptions were confirmed, like students' connections to friends within their home community decreasing over time and there being a barrier amongst friends who persist in college versus those who did not persist or never attended, as well as students not initially identifying their multitude of strengths. I also learned that family stress/lack of understanding is greater than I anticipated.	R_296Q7HtrNIHO9sE
37. THE W.I.T.C.H. Training is already divided into two different tracks (mental health professionals vs. educators). The main difference between the tracks is in the content. However, we learned that it may also be advantageous to adjust the formatting of the trainings. Mental health professionals may benefit from a more discussion-based format. While educators (learning the information for the first time) may benefit from a more information-based format. We will learn more from the additional pilots.	R_10qq6uyLdAqhYi3
38. I have learned from my community that the struggle is real. There are many new educators who are not receiving the support they need to be successful I guess that is one way in which my venture has changed a bit. The need for more support probably needs to be targeted toward educators who are new to the profession. I am still interested in providing support for administrators, but I clearly see the need for new educators to be coached and mentored.	R_xAzPEpEWROhkKT7
39. I learned that our community was truly passionate about food justice, and that it affected each of them directly. Our cohort also very much enjoyed our "community building time", which included an inspirational speech and sound healing meditation. In future sessions, we need to take more time to build community and discuss problem solving techniques for intergenerational collaboration. Because this isn't a traditional approach in schools, some teams experienced challenges with working together as a family.	R_22zUp2GzvqKRDMP
40. I learned that students really valued the community building aspect as well as having vulnerable conversations and wanted more of it. I also learned that they learn so much from one another and that I would like	R_RkopHa2y2ORBrb3

Quote	Survey Respondent
to offer more opportunities for them to serve as experts and teachers throughout the KOS process.	
41. My pop-up was developed to provide a training that was different from strategy based or will power discipline techniques. I learned how exposing educators to the language of triggers and emotions, provided a different narrative of what causes stress in the classroom. They were able to recall experiences that made them feel agitated and, in some cases, numb. I learned that this experience opened dialogue to what students are experiencing in contrast to referring to labels or biases about their behavior.	R_3Eh7nEeQo9O92Gu
42. Furthermore, I learned the importance of the need to feel heard by all learners. This data most prominently came from kindergarten students. Embedding authentic opportunities for primary learners to express themselves was a major takeaway from the pop-up.	R_1240AQA3NeOBLBO
43. Young adults are eager to talk about mental health, how they experience the world, and develop their own toolkits for mental wellness. But school and home don't often provide the time and safety to do so. We successfully spent a lot of time building trust, sharing conversation, breaking bread, and slowing down. But this meant that developing solid digital illustration skills felt rushed. We needed more design skills-focused sessions. I felt like I was at the edge of being relatable to young adults. It is important to have a spectrum of ages involved in this work.	R_qKszLZjY6OsO1RT
44. We learned that for our workshop to be impactful, we must be sure to intentionally cultivate an environment that is warm, safe, and transparent for adults to engage openly. We also learned that once guardians experience their child actively working together with other peers to create a project in a simulated learning environment, their worries were replaced with excitement and positivity for their child's future.	R_3R8YkPKzINQgC13
45. I learned that having an event that speaks to the diverse needs of all in attendance (parents/teachers, youth of various ages, farmers) is quite challenging, and that I tend to be much more critical of my own work than others. I (re)learned also that delicious food is a huge draw for our community, as is hands-on activities, and a strong and positive "vibe" / energy.	R_3Pz8PFnMBUvz8D
46. I learned that this work is important! School leaders crave community and time for reflection. We heard that many leaders feel like they do this work in isolation, so a space to talk to other people, reach out to others, and get ideas about what's working in other transfer schools. Participants also appreciated the time to reflect and dig into new ideas because it's hard to do so in the busy school day, and it allows them to articulate their feelings and thinking. However, the community is diverse	R_XCaXRNnzEo9hpLP

Quote	Survey Respondent
<p>in how they want to do this. Some prefer the connection in person, while others appreciate the flexibility of meeting virtually.</p>	
<p>47. My original pop-up was planned at a public school, but I did not receive authorization to hold it. So, I held the event at a private school. My expectation was that students in private school had more knowledge about finances because their parents were paying for school, but I found that was not necessarily the case. The pop-up showed me that more knowledge is needed about finances so that these students can make more informed and better choices for themselves. That could be applying for more scholarships or choosing to attend college part-time while working.</p>	R_3F99kHVvDt1xjvb
<p>48. I learned that parents want results for their children however they feel as though the school does not provide the information that they need.</p>	R_rkaA9RVW0rk6WNB
<p>49. We discovered during the focus group that educators are aware of culturally responsiveness through either the political climate or discussions about the theory, however they are unsure of how to go about the practice and implementation of CRT. Many educators, Black and White report not feeling fully comfortable with implementing CRT because they are hesitant of the backlash and responses they would get from their students. I have learned that educators want a community where they could unpack their bias, share their experiences, and essentially become culturally responsive leaders that change the face of education.</p>	R_1eJHe3guHj7iaKY
<p>50. I learned that the students have unmet needs due to their parents having unmet needs</p>	R_1fa23DCzWV0dZ61
<p>51. I learned that everyone has different learning styles and experiences, and that we must be responsive to student feedback and meet them where they are at. Young adults that have already had negative educational experiences will not respond well to content that is not activated by project and challenge-based learning. This pilot also confirmed to me that young people in underserved communities can be brilliant, resourceful, and creative if they are granted the opportunity to learn with purpose and co-create the learning environments that are best suited for them. Mentorship and building personal rapport with students go a long way, and to do this work, you must tirelessly show up and be there for underestimated students because they have been disappointed too much throughout their lives.</p>	R_1IWOZqCkIlw0noi
<p>52. I learned that parents and educators desire opportunities to communicate and support each other outside of the traditional learning space. Both educators and parents knew little about executive function skills and the neuroscience linked to their students' behaviors. to inspire students to strategically use EF and study skills in their classrooms, guide parents to support EF and study skills at home, and</p>	R_2SkQyzBH0pcp58



Quote	Survey Respondent
coach students in using EF and study skills. The pilot armed them with the strategies and tools needed to increase academic success, decrease stress of students and parents, and gain more time for meaningful family experiences.	
53. We learned about the large variety of situations that students deal with as they're applying to college, which we will ensure to design for moving forward. Students deal with different kinds and levels of stressors, which we couldn't have imagined without doing this pilot. Another huge piece that we learned is that we need to focus on meeting the needs of students first before moving on to our second stakeholders, which are counselors. We learned that students' and counselors' needs are very different, which we wouldn't have known without the opportunity to really listen to their pain points.	R_2ePFCe0iGWE7oht
54. My pilot tested the efficacy and staffing of two models: in school and after school. While both programs signaled the efficacy of our pedagogical framework, the in-school model surpassed the other in student attendance and in ease of working and communication with staff. Students and parents alike want to sing to happen at the school site. With added founder capacity and a reconfigured part time staff experience, New Voices New Orleans is poised to make that happen at schools throughout the city.	R_1MQWSBuZ91WOT42
55. Our biggest "WOW" moment was observing how students grew comfortable in sharing their personal experiences and engaged in discussion. We started with questions like "What is identity? What is technology?" and through breakout sessions, students drove the conversation, bringing their own prompts like "Does technology connect or disconnect us? This powerful community and connective questioning were mirrored in some of the alumni interviews, with one alum sharing "It was a great experience. The people were phenomenal, and I made great friends through the course- just saw some former MJ classmates the other weekend.	R_2WPuKYbGYfL8CpN
56. I learned that families and students from all backgrounds are interested in authentic and career-awareness experiences in schools. Approximately 15% of the students and families who shared feedback were enrolled at private or high-performing magnet schools. I learned they were just as interested in the STEM opportunities and school environment we shared during the pop-up.	R_zezv56LUCj7jsBz
57. The Pilot helped me answer the question: Will young people of all ages have fun with plants in the classroom? I knew from my previous experience with school gardens that outdoor learning was incredibly engaging, but I wasn't sure if it would be as powerful in the classroom. Bringing the outdoors inside helps, but I learned that children and adults are eager to engage with nature however its presented.	R_27rgod1aqLufgKG

Quote	Survey Respondent
58. We've learned that there within our community parents are truly frustrated not only with the school system but are becoming more interested in unconventional and innovative ways to educate their children. We've learned that intergenerational relationships are pivotal for growth and success in all settings.	R_8hPZHjoFikBeA2l
59. That we must keep an open mind to the level of the students coming into the program and that they will be learning at their own rate. That many individuals are not familiar with this hobby/sport, and it is an exciting platform for STEAM based education. Lastly, getting veterans to commit to participation is harder than getting participation from the public.	R_2OVgxwKjzr3lQpD
60. I learned that business needs must expand far beyond your own perceptions of the needs of others. I learned that the financial burden of private school is high but rarely talked about from a parent perspective. The field is dominated and structured by the enrollment management and funding needs of the school. Low- and middle-income families, seeking a better life for their children through education, are willing to sacrifice much and as such we, educators, need to meet their needs in more equitable ways.	R_3lQwnQaBvuMzDTb
61. "My son doesn't fit in at his school . . . Don't no teacher look like him." This single mother exclaimed these statements during my conversation with Decatur and East Atlanta parents. "Students quickly receive the message that they can only be smart when they are not who they are. This, in many ways, is classroom colonialism; and it can only be addressed through a very different approach to teaching and learning." Emdin's brilliance in this statement highlights the importance of cultural pedagogy and elucidates whilst granting greater perspective to the parent's proclamations and the countless lessons learned from the Pop-Up.	R_3rOKjguyErWT1c1
62. I learned that when collecting data with youth, it is best to diversity data collection methods. I realized the youth preferred not to share data by journaling/writing but much preferred discussion. Incorporating discussion within data collection at the beginning using tools I learned about during the last group call will be something I do in the future.	R_C21FzG9jQTmwrS1
63. I learned that students are very interested in learning more about these career paths and that it will take longer than 6 weeks to make this an impactful program. I have learned that there are a lot of members in the community who want to share information with the students. We must continue to get their buy-in and updated feedback on how to reach them and make an impact on their post-secondary plans.	R_2dh9Qo7uaMDYNO9
64. I also learned that there is a pain point for K-12 schools regarding interactive resources like this however they are struggling to find resources that are focused on this specific need. Probably most of all I	R_334lo1WLxV82p0X

Quote	Survey Respondent
learned that I was thinking too small and that there are other programs that need the work that I am doing including homeschool organizations.	
65. Developmentally, these students needed more hands-on, constructive activities than planned and less esoteric, philosophical concepts. Students didn't really know what it meant to connect with themselves or take care of themselves; they needed more direct dialogue about identifying and taking care of their needs.	R_2YbRtbDQBoSUZB6
66. I learned that (1) college students are interested in exploring careers in teaching, but struggle to navigate the complexities of credentialing, and paying for their degrees; (2) first generation students feel pressure from their families to pursue higher paying professions, and that teaching has a negative stigma; (3) students are eager for support and community to help them navigate pathways into teaching; (4) UC Berkeley does not provide students with much support to understand different pathways or how to finance them	R_3fJlR5FhXQrJ8A9
67. I've pivoted following this pilot. Learning that data engagement and knowledge management is the space I can do the most good right now with Cypher and the Equity Labs. It's scales and it's more about people that the tech. My mission has always been about building an org that centers people, my people, through tech, data, and collaboration.	R_3F2nVWP9MwwKoT6
68. In a wonderful way, I have learned that when given the opportunity (which is genuinely hard to create), even the most obnoxious high school students will pleasantly surprise you with their heart, their depth of emotion, and their desires for goodness.	R_3hnZx5nmxohW9Wg
69. I will continue to build out this program by creating a more extended curriculum comprised of multiple sessions for different topics for each pillar. Instead of making all sessions required, Learners will reserve their seats for the sessions they are interested in. Instead of using Google Workspace, Learners will be able to utilize the MVP platform to schedule their sessions, access the artifacts for the sessions, and submit their classwork and assessments.	R_1gTHItwY9YsUCBU
70. There is a lot of room for improvement, but the app is effective.	R_1IF1BJbD48eYOes
71. I started with a pre-recorded seminar. Because I offered it online and to the public, I saw some people outside my target audience, which led me to add more to my pilot and do a live virtual version to a targeted audience. Ultimately, I learned that the seminars are generally in demand, which justifies moving forward with supplying varying professional development, resources, and support models (however, packaged/promoted differently depending on the general or targeted audience).	R_2qeDiVqHmCyy6Qq

Quote	Survey Respondent
72. I learned that when it comes to technology (e.g., zoom) we need to all be on the same page regarding logins and ensuring facilitator's have access for their modules.	R_1IgGMy5NjCzY2DT
73. The pilot helped me to see that we need flexibility within the initiation of the school codesign process framework. That it is important to allow the school to evaluate where they want to focus and to essentially confirm commitment. Having guides for them to use as they access our tools and give feedback is critical.	R_V24ZsOo65R6EfiF

## **THEME 2: WORKING WITH THE COMMUNITY HAS CONFIRMED THAT THERE IS A NEED FOR THE VENTURE**

Quote	Survey Respondent
1. The pilot confirmed that collaboration is needed to streamline processes to benefit students as well as simplify workload for agencies.	R_xzIFNZhHHDfxGeJ
2. I learned that project-based learning is an engaging way to educate young men.	R_AmHzLrd2Ry7vgjL
3. I have learned that the need for capacity building for grassroots leaders is large. There is also a huge need for sustained support, especially through a network of people they can rely on.	R_1FyP4c96ptqzSq0
4. I have learned that this is a much-needed program within my community. Black and Latina women need and want the opportunity to grow and learn within a safe space designed especially for us.	R_bvf5p6FpXiy2twZ
5. What I learnt from my Pop- up/ pilot is that teachers and students are more opened/ receptive than I thought, the teacher wants me to come back for next sessions, so this encourages me to continue working on it, and makes me feel that there is a huge demand for this Mindfulness and Yoga techniques in the public-school field.	R_24NSKkdCUuyvjEW
6. The biggest take away is that there need to be more opportunities for these types of pop-ups. Their needs to be a place where students can learn finically literacy daily.	R_1Gv70A67yDjUZBc
7. Students are even more enthusiastic about this type of learning than we originally thought.	R_20Zfd7td37cJGQH
8. Through this pop-up, I learned that parents and community members long for a school that provides underrepresented groups of students with the opportunity to achieve in ways unimaginable.	R_3eyoo2TKS2XHtGJ
9. I also learned how meaningful these students have found this project.	R_2xQ2XN1IZZ4oTi9
10. I learned that people are excited about my idea! I think for a long time, I had doubted whether anyone else would think this idea was interesting.	R_1gooqkTc8EOwzNk

Quote	Survey Respondent
11. I learned that not only is there a need for my idea but there are also coaches that want the knowledge we're offering.	R_3Hkq2VaojYF1unU
12. We feel even more urgency to start our school for the children and families of our neighborhood. Prior to the pop-up it seemed daunting - the logistics seemed overwhelming. However, running the pop-up changed everything. Once we saw the excitement and engagement of the students and families, we realized that the energy won't just be coming from us. It will be generated also by the incredible children, by our board members, and by our community - our job will be to channel this energy effectively, but we will have so much more support than we realized.	R_sZHyaxBcDRQ5goV
13. I was aware, but not to this degree, that my community is distressed. Parents are desperate for resources that are in short supply. Teachers are leaving for better paying states or lower stress jobs, and our kids are suffering with a host of issues. The process has brought an urgency for me to work to create an ideal learning environment. And while I also knew this, I am continuously surprised by the confidence and support I have received from my community regarding the venture.	R_11XaEYLUN1ZOxTu
14. The pilot taught me while my venture will play a significant role in the community it can be franchised to other urban areas as well as the metaverse. The pilot feedback energized me, even more, to bring to the community a venture that will support and develop the children for success.	R_eF1sVoMYvWlpbSV
15. I learned that there is a need for a different type of education and that parents are ready to get involved in a meaningful way in their children's education. I also learned that I'm not the only one who is frustrated with our educational system.	R_3n1nnwaHwAqpgLR
16. our hypothesis about the demand for CRSE-aligned materials seemed to be accurate	R_xF2hLxASuRVpazT
17. The MHIE Campaign not only connects students with educators, but it also builds supportive relationships with families and gives them tools to be successful. As educational leaders who have a passion for student success, Candis and Miah recognize that they must take the initiative in forming strong partnerships with their stakeholders, both internal and external, and give all meaningful roles and opportunities to get onboard. There are many people who care about the academic success of students and are willing to indirectly support our vision by making important, impactful, and ongoing contributions and collaborations.	R_3QDysVhMtyABXbX
18. Due to there being a lack of math enrichment programs within the community, Isolated Figures (I.F.) was highly favored by students, parents, and their respective communities. I.F. unconsciously was able to highlight skills that can be used in everyday life; while also showing myself that a math enrichment program can successfully be	R_1OC8RMoBE87YuWI

Quote	Survey Respondent
implemented into communities when there is a will fostered by guidance.	
19. to continue to do the work because there is added value in what my organization does.	R_9GLpy9hBx6RnzKV
20. I learned the curriculum is needed because many children do not have the tools to manage their emotions. It was intriguing to learn many students could not name three emotions. Also, many students thought emotions and feelings were the same.	R_1pzc7PqrhZZ6FiV
21. The event highlighted that learners of all ages could benefit from KindRGarden's services. I learned that there is a pressing need for middle school students (particularly females) to receive deliberate social and emotional intervention and support.	R_1240AQA3NeOBLBO
22. I've been so excited to learn from my community. My community has shown me that this is needed, and I'm working to ensure that it is possible. A word that is constantly used to describe The Village Well Fellowship through Leading A(head) Collaborative is life changing. My community has confirmed for me my assumptions. If we cultivate strong relationships that help educators and families cultivate healing-centered practices, then they will have the tools needed to pour into the children they love and serve.	R_RWB9Ejn4CmPOGyZ
23. The deep need for this kind of programming was re-affirmed. We also received several donations alongside ticket sales, which was extremely affirming.	R_3Pz8PFnMBUvjz8D
24. I learned that my community struggles with accepting mental health as a real issue. The pilot helped many see the positive effects of how youth interacted with animals and assisted with coping skills.	R_1238ZspkunFdDCU
25. The pilot confirmed my suspicion that the need is there. The application also proved that there are a lot of seniors seeking college assistance despite the quick turn-around.	R_2QYAeKt4tF7TD9I
26. The pilot showed me that there is a strong demand for this service. Students were surprisingly engaged and enthusiastic about the program and their experience. I also learned that the student outcomes were perhaps more comprehensive and impactful than I had imagined. I hoped for 15% improvement in a couple of categories but instead received ~20% across the board.	R_2ZODtUvE4UJCem7
27. Learners need a new way to talk about the planet, engage in climate conversation and become modern-day explorers. Building an ethnically and economically diverse environmental program is needed in my community.	R_yDOj6yggLzsYtIB

Quote	Survey Respondent
28. I've learned that my community is one that recognized value even if the service feels unfamiliar.	R_3F2nVWP9MwwKoT6
29. SciQuiry conducted a pilot study to investigate the usability of the online platform. At the end of the pilot, 90% of teachers filled out a survey and mentioned they will use SciQuiry with their students. 80% of parents felt more confident supporting their students with their science assignments. We learned that there is a demand for this product.	R_1pXoK7rbmAFFfuR
30. I learned that Buddy Books can be an educational tool for both language-delayed learners as well as fluent readers who are either unmotivated readers or challenged by a developmental delay in social skills.	R_2Esm4c6jYISuien
31. I learned you must be a driving force and it's fun to get engaged with others. It's even more fun when you see people gravitate to your impact and support. I've learned how much of a need and how foreign this is to our community, which is a huge motivator.	R_2pVH3fekOdM1Edl
32. Both Title 1 and non-Title 1 schools have financial needs not covered by school budgets. Private school leaders are more likely to write grants for schools as compared to public school leaders. Teacher and administrator funding needs are diverse but fall into general buckets: personnel and consultants, environment and incentives, furniture, and equipment, and learning experiences. Venture adoption issues include length of training, cost, and availability to commit while juggling other school-related demands. Both school leaders and teachers find value in Amplify Education Equity to Accelerate Learning and report it addresses a historical issue...school budgets.	R_8DnKBngOa4QiLW9
33. There is a need for mentorship, counseling, and leadership at this school. The community as whole seems to value our services and commitment to the boys, school, and community- at large.	R_3rTD8tutr78dalT

**THEME 3: WORKING WITH THE COMMUNITY HAS SHOWN FELLOWS THE IMPORTANCE OF LISTENING TO AND WORKING WITH COMMUNITY MEMBERS**

Quote	Survey Respondent
1. We learned how impactful listening to young people and elders can be. As recent college graduates, my team and I were very excited to learn from high school students, current college students, and our elder friend. Specifically, we heard an increased need for mental wellness in education from our high school participants, learned about equity conversations taking place with our college students, and found out about more community events and activism opportunities from our community member.	R_6tGiDOWjJ6rj917

Quote	Survey Respondent
2. I learned to allow the community says what they want. We went in with one plan and had to quickly pivot to find an area of interest for our audience.	R_2qfmq5A8oCN0SBC
3. I found that the community would be great assets in helping to deliver specific areas of the curriculum as well.	R_AmHzLrd2Ry7vgjL
4. In the pop-up I really had to practice flexibility and trusting the community that I built.	R_28OMg1VZsJV9fY5
5. My biggest takeaway was that “the kids are alright.” The youth that participated provided so much wisdom and I learned so much from them. The assumptions I made of their potential to be changemakers and that they were the experts on themselves were shown true in ways that I had not even imagined.	R_1jT'ZT'QqkZbTL4wM
6. I learned that my community wants the best for the community. It's not always easy for everyone to get involved but those who can, will do and those who can't, will support you 100%	R_8k02IGhtf5dJfAt
7. My biggest lesson I believe is that connection and true understanding is made in the simplest of places and usually over a beverage.	R_WjRsU6G8BbsLF73
8. I also learned just how important is to connect with people on a personal level through personal anecdotes about the work I am doing,	R_2xQ2XN1lZZ4oTi9
9. I had a hard time connecting with parents when I first began building the community, but after running a pilot of a parent engagement program within Project STEAM LEAP, I saw the gaps in where I had lacked engaging parents and where I could do better.	R_2vY4SWyZ302KetT
10. I learned how dedicated my community is. There were tens of young and old Black men who showed up on a Saturday morning, as volunteers, to pour into the lives of others.	R_yO4J0bb3JT4oM1z
11. Also, I learned that a well-designed model alone does not ensure academic success for students who come from disadvantaged homes. The community support piece must be in place.	R_yn1MlhJMRWAdG01
12. Connecting students from various areas to understand each other and our environment matters to the communities involved	R_3HAKRjzgJxlzCTX
Communities are interested in promoting rural students as advanced learners/ being on the cutting edge of learning and problem solvers in today's world, encourage them to see themselves this way	
13. One thing I learned from this experience is that the children/participants that I worked with are capable of anything. During this time, we've had holidays, sickness, family obligations, and a host of other things that could've derailed our work. However, the participants and this community consistently came out to work and produce	R_1LuhXKfb8HBUfrN



Quote	Survey Respondent
greatness. The resiliency within our community is outstanding and encouraging. At every point, we received support and encouragement from our parents, community, and participants.	
14. I learned that there is a lot of difference in vision and operations which makes connectedness more valuable.	R_p0fWS7zjnuP9gR
15. We've learned that it doesn't take a large crowd to get valuable input and small crowds can be extremely impactful.	R_8hPZHjoFikBeA2l
16. We met so many wonderful people in our community through this process. We learned that our community is very diverse, yet most participants in our pilot (5 out of 7) identified as white. Clearly, we still have some work to do to determine whether our program is something that the larger community needs and wants.	R_A65p2Pj1cUieM2l
17. Community connection needed to be directly facilitated.	R_2YbRtbDQBosUZB6
18. Taking time to listen to what the youth needs is key. Having patience plus being relatable makes things easier to share. I learned that the children are the future leaders, and we must give the knowledge and support towards their dreams and goals.	R_1DpW77FWpX8Tp3v

#### **THEME 4: MARKETING, ADVERTISING, AND PARTICIPANT INCENTIVES ARE IMPORTANT FOR RECRUITING COMMUNITY MEMBERS**

Quote	Survey Respondent
1. The customer persona we developed in this pilot does require additional exploration to confirm. That said, the information from the customer discovery work provides a reliable enough data set to inform the upcoming marketing campaign. We will focus on younger teachers, with less than five years of teaching experience. Most marketing resources should go to social media campaigns, and we will approach charter and public schools equally, to further refine the customer persona.	R_3HU1o9OyrOD6ee0
2. I learned that parents are very interested in ensuring that their children get a quality early childhood education, but they need access to it. I also learned that the children thoroughly enjoy being engaged with hands-on activities. To get more people out, I realized that I need to start advertising more often and target specific places like early childhood centers, pediatrician offices, and churches.	R_20SscQI8zZ0EMFW
3. One significant takeaway from this experience is to always allow space to pivot to avoid disappointment. There was slight disappointment in the turnout of participants because I relied on my connections with colleagues, current clients, and schools opposed to advertising the program as its own distinction.	R_3MzhVf4ITDUgj9j
4. From the Melanated N' Educated Brunch, we have learned that we need to create an intentional market strategy to recruit Black educators	R_2rCTMVVT6vBrXlh

Quote	Survey Respondent
<p>throughout the State of Georgia. We also might consider extending our membership to all Black equity-centric educational stakeholders in a different capacity. We are in the process of restructuring what membership looks like and entails and the data received by this pilot is going to inform a lot of the overall membership process.</p>	
<p>5. I learned that I need to build awareness of my solution and building relationships takes time. I specifically did not choose teachers that I knew to attend because I wanted to challenge myself to find teachers I did not know. The group of teachers I know have been helping me for years and I did not want to overuse their time.</p>	R_3dXiDRkpxQyOk3M
<p>6. We also learned how to explain and promote our product in a clearer, more concise manner than we did before.</p>	R_ZeiDZwrp0KIaCQx
<p>7. I learned from my pilot that I must engage both the parents and students to get full participation. Offer incentives such as gas cards to parents and food cards to students.</p>	R_2cdxd9cpgAE7PIs
<p>8. I learned that students appreciate having a consistent safe space to spend time in nature and feel good about contributing to their community. Gift cards to a healthy restaurant across the street from our school encouraged kids to get involved and maintain attendance.</p>	R_1kOHQSTxX9wdI9p
<p>9. There are veteran teachers who resonates with the need YOUToolBx want to fill. A good conversion rate for Facebook ads is 10% where they get to click the link. The pilot Weekend Challenge Ad got more than 10% engagement yet only 105 clicked the link. That verified the need. The ad and posting got 21 participants but only two continued to the enrollment and course process. That means the rest were lost in between. Thus, there is a need to improve and streamline in the online process and messaging.</p>	R_xa3bmBxAtj4IGCJ
<p>10. I learned parents have a hard time explaining what they want in a school for their child, so I really must be prepared to educate them as well on why the program is great for their students.</p>	R_yn1MlhJMRWAdG01
<p>11. I did not reach as many students as I wanted to, so I am still trying to gauge just how much need there is and if people are willing to learn.</p>	R_2QYAeKt4tF7TD9l
<p>12. students were very responsive to flyers I posted on campus. However, I need to find a better method to recruit students in the future.</p>	R_2ZODtUvE4UJCem7
<p>13. The name Global Classroom can be misleading- people think it is about global learning, so I need to include Welcoming Connections right in the title</p>	R_3HAKRjzgJxlzCTX
<p>14. Changing the name to make more since to the youth its targeted at.</p>	R_xEgszYTtEnMXiil

## **THEME 5: WORKING WITH THE COMMUNITY HAS IMPROVED FELLOWS' SKILL SETS**

<b>Quote</b>	<b>Survey Respondent</b>
1. I also learned the importance of practicing what you preach, as a leader and founder, which was an invaluable lesson.	R_2QiEinISjb4nALM
2. I also really learned a lot about the ways that I can rest in my own power as a founder, and how to approach community partners in such a way of to invite them to join me on my mission from a place of power not scarcity.	R_28OMg1VZsJV9fY5
3. Additionally, despite the obstacles I faced, I learned to be adaptive yet still dedicated to my original vision.	R_1jTZTQqkZbTL4wM
4. I learned to ground my work in my "why," to create systems that minimize heavy individual "lifts"	R_9GLpy9hBx6RnzKV
5. I learned that achieving an out of the box idea is one thing but maintaining and growing that idea is an entirely different thing. It takes patience and tenacity; it takes staying true to the reason why you started while simultaneously being open to how the universe is organically crafting your idea. It takes surrendering.	R_8k02IGhtf5dJFAt
6. I also learned a lot about how to engage students and mentors effectively.	R_yO4J0bb3JT4oM1z
7. I learned I want to serve my community and start with working with youth. When I ended my pilot program at the fruitful field garden, an urban learning farm for high school students I realized that is the space I wanted to impact.	R_yDOj6yggqLzsYtIB
8. The importance of mentorship and guidance.	R_xEgszYTtEnMXiil
9. I'm closer to the next phase of that vision and my path for why is much clearer. I'm grateful for growth & joy.	R_3F2nVWP9MwwKoT6

## **THEME 6: WORKING WITH THE COMMUNITY HAS SHOWN THAT DEVELOPING STRATEGIC PARTNERSHIPS WITH OTHER ORGANIZATIONS IS IMPORTANT**

<b>Quote</b>	<b>Survey Respondent</b>
1. the importance of collaborating with partners.	R_3Pz8PFnMBUvjz8D
2. We learned that we must have a better plan around the strategic operational pieces of our organization. Students and school partners are wildly happy with the content of the workshops, but we often have issues with forming partnerships, identifying the logistics that need to be in place with our partners, and efficiently executing a contract with familiarity for the process.	R_BzS54ej72x0JA5

Quote	Survey Respondent
3. Connecting with student organizations without being promoted directly from their internal governing boards was largely unsuccessful	R_2ZODtUvE4UJCem7
4. Relationship/team building takes time and steps before moving into implementation.	R_3HAKRjzgJxlzCTX
5. Finding community partners that specialize in the work we want to support.	R_xEgszYTtEnMXiil
6. I intend to grow the program to at least two more schools in the upcoming 2023-24 school year and have begun discussions with potential partners. I am exploring a formal partnership with the state-certifying body for peer support specialists and school and community-based programs. In addition, I am seeking youth interested in video production to build out a video library for asynchronous training. I will continue to work with the school district currently participating. Finally, I received some funding that will allow me to hire an individual who better represents the youth with whom I work in terms of identity.	R_1j8IvPMv6jbTDMI
7. I learned how to pivot and that, in my community, I am going to have to find the involved parent and community groups to find students until the program's popularity grows. I learned that my community is full of parents that want to see their kids excel in life, especially dealing with finances and wealth.	R_VQo74q7CfG0gDRf
8. The most important metric is the college's partnership with us. After the college partnership, the second most important metric is the number of landlords that already rent to college students and who are willing to pay for services to obtain them. Additionally, we want to know how long they spend screening tenants and do they compete against other landlords for student tenants in their own words.	R_bwKF9Iiu5K5XRD
9. We learned that we need to work on getting more community buy-in for this project given the fact that recruiting assistance was ostensibly provided by institutions in Santa Fe and NYC (CUNY) yet students were not compelled by the help or cash incentive. This could reflect issues of trust or in students/families not seeing the immediate value (a common issue and why much financial aid is left on the table) of the service. Moving forward more formalized agreements will be needed to run effective pilots/assistance.	R_9999999999

## **THEME 7: WORKING WITH THE COMMUNITY TAUGHT FELLOWS THAT DEVELOPING THEIR VENTURE WILL TAKE TIME**

Quote	Survey Respondent
1. I learned how slow and iterative process is.	R_2xQ2XN1lZZ4oTi9
2. Time is a limited commodity.	R_7UPwYIKUKGOXYt3

Quote	Survey Respondent
3. This is a marathon, not a race. Taking your time to build a quality product based on the feedback of the community you serve is invaluable. We found that our workbook would have been enough if we weren't so busy trying to scale faster than our capacity could sustain.	R_ZeiDZwrp0KIaCQx
4. That taking so much time to get things done frustrates people and they lose interest. It's best to come back with new and actual progress rather than promises or excuses.	R_2474kIeHZUbjcFs
5. I continue to learn just how much struggle comes from being far from power. How a system that is full of well-intentioned people still falls short of serving those that suffer most. I continue to learn that doing something that is good and right doesn't mean that it will happen easily, smoothly, or be wanted and appreciated by all.	R_3hnZx5nmxohW9Wg
6. I learned that growing a business requires setting short- and long-term goals. Often the short-term goals are the steps necessary to achieve the longer-term goals.	R_1DpW77FWpX8Tp3v

## **THEME 8: COMMUNITY MEMBERS ARE AFFECTED BY TRANSPORTATION AND SCHEDULING ISSUES**

Quote	Survey Respondent
1. We learned that the community is slow to respond. Transportation is a bigger barrier than originally thought. We need to reconsider the day of the week for activities and figure out a viable solution to getting youth and families to and from the activities.	R_1DBCusS85Q70p4Q
2. Overall, the reactions were positive. I felt the challenge was time/commitment for some people to get the full effects. Everyone has different capacities to commit to it, so I'd like to continue to refine the flexibility of the program, but also give users a better-defined schedule to make the most of it.	R_117JfVTk2224sPF
3. I learned that having a location that is public and accessible is a huge benefit for families. Scheduling things during the day for homeschool parents and coordinating with before and after care for working/single parents allows for all constituents to find common ground.	R_WjRsU6G8BbsLF73

## **THEME 9: WORKING WITH THE COMMUNITY HIGHLIGHTED THE IMPORTANCE OF HAVING POLICIES AND PROCESSES IN PLACE TO SUPPORT THE VENTURE**

Quote	Survey Respondent
1. There just needs to be structures and policies in place to make a program consistent and efficient to support students.	R_2dh9Qo7uaMDYNO9

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<b>Quote</b>	<b>Survey Respondent</b>
2. I learned that they love the work that we are doing and the only thing that we are missing is the simplification of implementation processes that would allow this to scale and grow within the school system.	R_334lo1WLxV82p0X

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