EDUCATION FELLOWSHIP EVALUATION

Kauffman
EDUCATION Fellowship
Strengthening engagement in education

Prepared by:
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May 2020
EXECUTIVE SUMMARY

Now in its second year, the Kauffman Education Fellowship is successfully graduating Fellows who are knowledgeable about education, equity, and advocacy. The Fellowship is developing a network of community leaders prepared to advance quality education in Kansas City.

The following evaluation focuses on three main goals of the Fellowship:

1) **Personal transformation**: How have Fellows changed as a result of the Fellowship? What new skills and knowledge have they gained?

2) **Advocacy**: Are Fellows more likely and ready to advocate for quality education?

3) **Relationships**: Have Fellows developed valuable and lasting bonds?

**Successes**

Due to the Fellowship, Fellows have:

- Increased their understanding of equity and the educational issues facing Kansas City.
- Developed valuable relationships they plan to continue after the Fellowship ends.
- Improved community organizing skills and are more likely to advocate.

**HIGHLIGHTS: FELLOWSHIP SURVEY RESULTS**

<table>
<thead>
<tr>
<th>Personal Transformation</th>
<th>Relationships</th>
<th>Advocacy</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better understand educational issues in KC</td>
<td>97%</td>
<td>86%</td>
<td>93%</td>
</tr>
<tr>
<td>Better understand race, equity, and education</td>
<td>93%</td>
<td>93%</td>
<td>80%</td>
</tr>
<tr>
<td>Created valuable relationships</td>
<td>93%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Want to stay connected</td>
<td>93%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Increased community organizing skills</td>
<td>93%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>More likely to advocate for quality education</td>
<td>93%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Agree or strongly agree project was worthwhile</td>
<td>93%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Will implement project after Fellowship</td>
<td>93%</td>
<td>80%</td>
<td>100%</td>
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</table>

Evaluation notes

This evaluation seeks to determine the outcomes of the Education Fellowship and make recommendations for future programming accordingly.

**DATA**

The analysis is based on responses to a survey given to Fellows (85% response rate), focus groups with Fellows, Great Schools Visits feedback, and a survey given to Fellowship leadership. Unless otherwise noted, this evaluation is of this year’s Fellowship Class (2019-2020).

**CONTACT**

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Areas for improvement

Fellows worked in groups to create an advocacy project on an educational topic of their choice. While the majority agreed or strongly agreed the project was worthwhile, it was the component of the Fellowship that showed the most room for improvement.

Other suggestions for improving the Fellowship included a longer program, more exposure to the Kauffman Foundation, engagement with local and state leaders, and integrated homework.

Recommendations

The Fellowship is an unparalleled learning and relationship-building opportunity. To build upon this strong foundation and further enhance programming, I recommend:

• Refine the first year of the Fellowship, focused on learning.

• **Add a second optional year of the Fellowship**, focused on action.

• Replace the first-year group advocacy project with an in-depth individual research project on a school or district of Fellows’ choosing.

• Implement a second-year individual or group action project of Fellows’ choosing.

PRAISE FOR THE FELLOWSHIP

“ I have a voice to speak for our students and parents in our communities, [with] more knowledge and experience to become a change agent in the spaces I’m planted.”
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**PRAISE FOR THE FELLOWSHIP**

“*The Kauffman Fellowship provided me with more pragmatic tools, relationships, and experience to responsibly and sustainably serve our community.*"
FINDINGS AND INTERPRETATION

Success: Personal Transformation

Fellows have a greater understanding of equity and of education in Kansas City.

The majority of Fellows increased their knowledge of education and equity in Kansas City. 97% stated they have a better understanding of the educational issues facing Kansas City, and more than half of those said this increased dramatically due the Fellowship (see Appendix C for detailed survey results).

INCREASED UNDERSTANDING OF EQUITY AND EDUCATION

97%

Educational issues in KC

86%

Race, equity, and education

CHALLENGES IN EDUCATION

Fellows most identified systemic inequity as the biggest issue facing education in Kansas City. 41% of respondents named this.

“... one of the greatest issues facing education in KC right now is the systemic inequity, which causes a disparity of resources, talent, and more from district to district and even from school to school within a district.”

Other responses identified the greatest challenges as: COVID-19; the fractured nature of districts in the metro area; politics; lack of community collaboration; low teacher pay; and a lack of teachers of color.

In open-ended responses, one-third of Fellows stated they most appreciated the knowledge they gained in the Fellowship, specifically about Kansas City.

“The Fellowship exposed me to the reality and depth of many of the issues within our community and helped give me the language and framework needed in order to do something about it.”
**Success: Advocacy**

Fellows developed community organizing skills and have greater confidence in their ability to influence change in education.

The majority of Fellows increased their community organizing skills, and 93% have more confidence in their ability to bring about change in education.

**INCREASED CONFIDENCE IN SKILLS & ABILITIES**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community organizing and leadership skills</td>
<td>80%</td>
</tr>
<tr>
<td>Ability to influence change in education</td>
<td>93%</td>
</tr>
</tbody>
</table>

**Fellows are much more likely and willing to advocate for education.**

All Fellows are more likely to advocate for high-quality education in their community, and nearly all have increased their willingness to engage in the education conversation. The majority said the Fellowship increased this likelihood *dramatically*.

**INCREASED WILLINGNESS TO ADVOCATE FOR EDUCATION**

<table>
<thead>
<tr>
<th>Willingness</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>More willing to join the education conversation</td>
<td>93%</td>
</tr>
<tr>
<td>More likely to advocate for quality education</td>
<td>100%</td>
</tr>
</tbody>
</table>

**COMMUNITY ORGANIZING ESSENTIALS**

Fellows believe *relationships* are the most important part of community organizing. Identifying *self-interest* for all stakeholders was cited next highest.

“Building authentic relationships with and among affected persons, stakeholders, civic and community leaders [is the most important part of community organizing].”

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**PRAISE FOR THE FELLOWSHIP**

“I’ll never be the same.”
Fellows plan to engage in more advocacy activities after the Fellowship than before.

The Fellowship expanded Fellows’ advocacy plans. For example, after the Fellowship, 23% more Fellows will lead community discussions on education than before, and 63% more plan to write an Op-Ed or Letter to the Editor in a local newspaper.

The percentage of Fellows who will use online media to engage the public on education stayed the same before and after the Fellowship at 69%. This could indicate the Fellowship did not change Fellows’ general comfort with social media.

Interestingly, the survey showed a decrease in Fellows’ plans to serve on an education board or committee or attend school or school board meetings. Still, more than half plan to engage in these activities. More exposure to board meetings during the Fellowship could illustrate their role and how Fellows might use them to achieve their goals.

### CHANGES IN FELLOWS’ ADVOCACY PLANS

<table>
<thead>
<tr>
<th></th>
<th>Did before Fellowship</th>
<th>Did during Fellowship</th>
<th>Plan to do after</th>
<th>Percentage change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead community discussions</td>
<td>44%</td>
<td>41%</td>
<td>67%</td>
<td>23%</td>
</tr>
<tr>
<td>Write local Op-Ed or Letter to the Editor</td>
<td>21%</td>
<td>16%</td>
<td>84%</td>
<td>63%</td>
</tr>
<tr>
<td>Inform or engage the public with online media</td>
<td>69%</td>
<td>58%</td>
<td>69%</td>
<td>0%</td>
</tr>
<tr>
<td>Communicate with local and state policymakers</td>
<td>54%</td>
<td>43%</td>
<td>68%</td>
<td>14%</td>
</tr>
<tr>
<td>Serve on an education board or committee</td>
<td>57%</td>
<td>17%</td>
<td>52%</td>
<td>-8%</td>
</tr>
<tr>
<td>Attend school or school board meetings</td>
<td>74%</td>
<td>37%</td>
<td>63%</td>
<td>-11%</td>
</tr>
</tbody>
</table>

**Success: Relationships**

Fellows developed valuable relationships and want to stay connected.

Nearly all Fellows agreed or strongly agreed they developed new and valuable relationships and want to stay connected.

“[I most enjoyed] the opportunity to hear others’ experiences…and to learn about the challenges facing our community with others who are passionate and positioned to take them on.”
In open-ended responses, 78% of Fellows mentioned they most enjoyed the relationships they built with one another. Fellows appreciated the diverse perspectives others brought to the table, and particularly valued bringing faith and education into the same cohort.

### ENGAGING IN THE CONVERSATION: EQUITY BOOK TALKS

In partnership with the Kansas City Public Library, the Kauffman Foundation hosted a series of community conversations about the psychology of racism and the need for critical conversations, as presented in Dr. Beverly Tatum’s book *Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race*. Dr. Tatum gave a presentation in March, which 400 people attended in person and virtually.

The Fellows read Dr. Tatum’s book, participated in one of 12 book conversations hosted around the city, and attended a VIP reception with Dr. Tatum before her presentation in March. In addition, 14 Fellows (38%) led or co-led their own book conversations, raising awareness and working toward solutions in their own communities.
Success: School Visits

Great Schools Visits were valuable and helped solidify relationships.

Another opportunity Fellows appreciated were Great Schools Visits. In open-ended responses, 42% of Fellows mentioned Great Schools Visits as a highlight of their experience.

Great Schools Visits provided an opportunity for Fellows to see high-quality education in other cities and to reflect on what is possible in Kansas City. Traveling together gave Fellows a common, meaningful experience, which in turn helped them deepen their relationships with one another.

Fellows stated they plan to apply these lessons to their Fellowship projects and individual advocacy efforts in areas including: diversity, equity, and inclusion; work-based programs and internships; STEAM; early education; and music.

After attending Great Schools Visits, Fellows also stated they were inspired to assemble others and have a conversation about what is possible in education in the Kansas City community.

LOCAL SCHOOL VISITS

Fellows visited a number of local schools and programs, learning about the successes and challenges of education in the Kansas City region.

Pre-K
• Educare Kansas City (Kansas City, KS)
• El Centro’s Academy for Children (Kansas City, KS)
• Central Academy Early Head Start (Kansas City, MO)
• UICS Metro Child and Family Development Center (Kansas City, MO)

K-12
• Lincoln Prep Middle/High School (Kansas City, MO)
• Sumner Academy (Kansas City, KS)

Real World Learning
• Crossroads Academy (Kansas City, MO)
• Cerner Innovation Campus (Kansas City, MO)
• Blue Valley Center for Advanced Professional Studies (Overland Park, KS)
AREA FOR IMPROVEMENT

Area for Improvement: Projects

To apply the community organizing skills they learned, Fellows worked in groups to create an advocacy project that strives toward equity related to an educational issue of their choice. It will be implemented after the Fellowship ends. The majority agreed or strongly agree the project was worthwhile and plan to continue the project after the Fellowship.

VIEWS ON THE PROJECT

| Found the project worthwhile | 61% |
| Will implement after Fellowship | 68% |

The Fellows’ projects have potential to make an impact on the community. For example, a group of six Fellows is spearheading a community survey to analyze the impact of the pandemic on education in Kansas City. The survey will highlight inequities and needs. Fellows have been working closely with Kauffman Foundation staff and district diversity leaders. In the long-run, this work has the potential to grow, helping districts launch more in-depth work on equity. The Kauffman Foundation is exploring funding for this and other evolving projects.

ADVOCACY PROJECTS BY GROUP

<table>
<thead>
<tr>
<th>Fellow Group</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity</td>
<td>Community survey on impact of COVID-19 on educational equity. Next phase to include equity work with districts.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Community survey (in collaboration with Equity group) on impact of COVID-19 on instruction and curriculum. Next phase will be to gather stakeholders to discern further action.</td>
</tr>
<tr>
<td>Discipline</td>
<td>Work with the educational community to create a KCPS district-wide policy that eliminates suspensions K-3.</td>
</tr>
<tr>
<td>Social and Emotional Wellbeing</td>
<td>Research with 60 teen parents, ages 13-18, at Central High School to determine their needs and the needs of other teen parents.</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Design a pre-K volunteer program.</td>
</tr>
<tr>
<td>Career Readiness</td>
<td>Connect students at Summit Ridge Academy in Lee’s Summit with credential opportunities for Advanced Manufacturing.</td>
</tr>
</tbody>
</table>
While Fellows agreed the project was worthwhile, it was most noted as an area for improvement.

In open-ended responses, approximately half of respondents mentioned the project could be improved. Fellows mentioned the projects felt rushed. They also stated there were varying capacities in each group, based on group size and background knowledge of education. Suggestions for improvement included:

- Introducing project requirements and topics early on to allow time for Fellows to focus their studies and school visits.
- Equal number of people in each group.
- Equal distribution of educational knowledge per group.

Some Fellows recommended eliminating the project and replacing it with:

- In-depth research on a district or school of choice.
- One or two topics that the whole group focuses on together.
- Coordinated alumni groups that complete projects together.

Fellowship leadership also stated that long-term collaborative work would perhaps be best as an opt-in experience. One person recommended project work be individual.

**Area for Improvement: Length of Program**

**Fellows want more time to build relationships and master content.**

In the survey and in focus groups, Fellows expressed they would like more time to interact, discuss, and "go deep." Fellowship leadership agreed it would be beneficial to allow more space for Fellows to thoroughly explore topics.

**Fellows want to know each other better.**

In one focus group, Fellows discussed that some Fellows are "Kauffman fluent," while others are "church fluent." They stated they have much to learn from one another, and they would have liked more structured opportunities to share their own knowledge and experiences. One person stated, "Fellows need to know Fellows."

In focus groups, recommendations for program length varied from 12 months to two years. Several Fellows said they would be interested in continuing the Fellowship experience. One person wrote, "Would SO love a continuing aspect – in ALL forms."

One suggestion was to have an opening retreat, so Fellows can build trust and connections early on. Some Fellows shared that lengthening the Fellowship would help accomplish the varied goals of the program:

- "Although the academic year period makes sense for program length, I'm not sure it is long enough to accomplish both the educational and advocacy related components of the program (especially if external conditions interfere)."
- "The only thing I would like to see changed is the length of the Fellowship. I would definitely have benefitted from being present for a full year."
- "...making it a two-year cohort so the 'veteran' class can assist the 'newbies' of the cohort. I think this would help create a stronger camaraderie amongst the group, and provide stronger impact within the local education system."
Fellowship leadership agreed that adjusting program length could be beneficial. One person noted that a two-year Fellowship would allow for enhanced community organizing training: “We could add a strong advocacy element if Fellows have a year to implement projects.” However, staff noted that “the optimal time frame for a non-paid fellowship is one year,” and that it is important to “work smarter not harder/longer.” Instead of making two years mandatory, Fellowship leadership suggested providing optional supplemental experiences for participants to go deeper.

**Area for Improvement: Exposure to Kauffman**

Fellows would like greater exposure to the Kauffman Foundation.

In focus groups, Fellows stated they would like to know more about the work of the Foundation, perhaps by going on a tour of Foundation offices, meeting key staff, and learning about the Foundation’s history and giving. Fellows are curious what resources the Foundation may have that Fellows could leverage for their projects and other advocacy activities.

**Area for Improvement: Interaction with Leaders**

Fellows recommend interaction with district and political leaders.

In the survey and focus groups, Fellows recommended meetings with local political influencers. One person stated, “There are several new faces in roles who I know would have appreciated an opportunity to meet the Fellows.” A suggestion was for an “Advocacy Day,” where Fellows practice making an ask to a local official.

Fellowship leadership concurred with the suggestion of engaging with policymakers and practicing advocacy during the Fellowship.

**Area for Improvement: Homework**

Fellows want to integrate their homework into their in-person sessions.

Two weeks before each session, Fellows received homework, which included select readings and videos. In the survey, some Fellows said they would like more time to discuss homework, and one wanted more time to read materials in advance. A suggestion was to have a Zoom call in between for those Fellows who would like to discuss the materials in more depth.

**PRAISE FOR THE FELLOWSHIP**

“Before the Fellowship, my intent was to transfer out of education and go back into corporate America. The Fellowship has reshaped my view to continue to explore avenues of change in our education system as it pertains to diversity, equity, and inclusion.”
Area for Improvement: Participation

Fellowship leadership noted a need to ensure participation.

Attendance and engagement, in general, was very good. However, a few Fellows, due to personal reasons, did not complete the Fellowship. Some Fellows only attended parts of sessions, floating in and out as needed.

Fellows also noticed this variation in commitment. One Fellow stated, “I also wish that there was some kind of attendance requirement, as it was difficult to engage with some people who didn’t make the same commitment others had.”
RECOMMENDATIONS

The Fellowship is a strong program that is successfully meeting its goals of creating a network of knowledgeable community leaders ready to advocate for quality education in Kansas City. As one member of the Fellowship leadership team put it, “Overall, I felt this was a very valuable experience. We have a strong foundation to build on.”

The Fellowship model is comprehensive and unique. A few shifts to its format would make it even stronger.

The main areas to address are the length of the Fellowship and the project. The Fellowship is an unparalleled learning and relationship-building opportunity. However, Fellows state they would like more time to discuss, get to know one another, and apply their learning. To address this, I recommend the Kauffman Foundation:

- Keep the Fellowship at one year, but introduce an optional second year focused on advocacy
- Replace the group advocacy project in the first year with an in-depth individual research project on a school or district of choice
- Implement in year two an individual or group action project of Fellows’ choosing

Recommendation: Create a Two-Year Fellowship

Introducing an optional second year of the Fellowship would keep the best components of the current model, while creating new opportunities for driven Fellows (see Figure 8 for an overview of the two-year program).

YEAR 1: DISCOVERY

The first year of the Fellowship would be focused on learning and would cover education, equity, and community organizing. First-year Fellows discover who they are in relation to the education system in Kansas City and how they want to make an impact.

“Overall, I felt this was a very valuable experience. We have a strong foundation to build on.”
**Format**

- Opening retreat of two full days to jumpstart relationship building and develop a group identity.
- Full-day sessions, monthly for nine months. Debrief homework and learn new concepts.
- Separate monthly local school visits. Fellows are invited to all visits but must attend a minimum number. Fellows give short presentations about their visits to other Fellows who could not attend. Keeping school visits separate from content sessions will ensure there is plenty of time in each session to address the curriculum.
- Great Schools Visit. All Fellows are strongly encouraged to attend.

**Long-term Individual Research Project**

- Fellows select a community for deeper analysis, completing a year-long, individual research project on a district or school of their choosing.
- Monthly project homework and check-ins to integrate Fellowship curriculum. Potential examples include:
  - Create a “power map” for their school or district
  - Meet one-on-one with a teacher or school administrator
  - Attend and report on a school board meeting

**Shorter Monthly Group Assignments**

- Fellows are assigned to groups for one-off monthly assignments. Assignments are smaller and designed to explore curriculum and foster working relationships across the Fellowship. Potential examples include:
  - Explore National Alliance for Partnerships in Equity data
  - Analyze the budget of a large school district in another city

**Personal Leadership Development**

- Fellows complete a leadership development session during the opening retreat to better understand their own strengths.
- Fellows self-evaluate at the beginning, middle, and end of the Fellowship. They report their knowledge of education, equity, and community organizing, and identify how they want to grow.
YEAR 2: ACTION

The second year of the Fellowship would be focused on acting and would help Fellows implement skills related to advocacy and community organizing. Fellows opt-in to the second year. They would build upon what they learned in the first year, take intentional steps to address issues of equity in education in Kansas City, and mentor first-year Fellows. Alumni from previous Fellowships would be invited to join.

Format

• Half-day sessions, quarterly for nine months.
• Project check-ins as needed.

Focused Advocacy Curriculum

• Outside experts discuss more advanced advocacy topics. Potential examples include:
  - Board service and board governance
  - Diverse coalition building
  - Drafting and influencing policy

Individual or Group Long-term Action Project

• Create and implement an advocacy project to influence education.
• Choose to work individually or in self-selected teams.
• Ensure action projects support the goals of the Education Fellowship and the Kauffman Foundation.

Leadership and Service

• Serve on a board at a district, charter, or other organization that impacts education.
• Mentor first-year Fellows.
• Market the Fellowship.
• Receive individual coaching as needed.
Recommendation: Maximize Existing Programming

Expanding the Fellowship to an optional second year would ensure Fellows have the opportunity to more fully explore curriculum, build strong relationships, and take supported action in education advocacy. To further enhance existing programming, I recommend the following additional, smaller adjustments.

Connect Fellows with Alumni

- Coordinate additional and optional gatherings, such as happy hours.
- Create a Facebook group for all Fellows to share resources and collaborate.

Go Virtual

- Adjust to restrictions imposed by the COVID-19 pandemic and plan for virtual programming through 2020.
- Arrange virtual school visits in collaboration with other organizations, such as Show Me KC Schools, Latinx Education Collaborative, and Getting Smart. Getting Smart is already doing virtual visits with Superintendents, using tools like a school’s website and pictures to provide a sense of the school.
Expand First-year Curriculum

• Incorporate sessions on how philanthropy and the faith community influence education. These discussions would allow for exploration of innovative ways the Kauffman Foundation and other organizations work to improve education from outside of the formal system. Also, a number of Fellows are clergy and are uniquely qualified to address how the faith community has and continues to impact education.

• Read a book on community organizing: How to Resist: Turn Protest to Power by Matthew Bolton.

• Integrate race, equity, diversity, and inclusion training.

• Read a book focused on equity, such as Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race by Beverly Tatum; or So You Want to Talk about Race by Ijeoma Oluo. Fellows would create their own book club. Invite alumni to join.

• Meet with local and state political leaders. Practice a policy ask.

Establish Minimums and Maximums

• Require minimum attendance. Ask Fellows to commit to attending 80% of sessions.

• Enroll a maximum of 30 first-year Fellows.

Recommendation: Strategize for the Future

Beyond the upcoming year, there are essential steps the Kauffman Foundation should take to ensure the best programming in the future.

Continue Evaluating and Refining Programming

As the Kauffman Foundation grows the Education Fellowship, it will be vital to collect data on program outcomes and track success. Continuous evaluation of the Fellowship year-on-year ensures programming is responsive. Tying curriculum to Fellow, alumni, and community needs is essential to the continued success of the Fellowship.

Learn from Other Models

The Fellowship leadership team has already begun to discuss best practices from local and national models. Examples include the Equity Lab in Washington, DC, The Broad Center in Los Angeles (and soon to be at the Yale School of Management), and Leadership ISD in Texas. Conversations with these organizations and others will continue to generate valuable insight on programming and evaluation. These explorations will also provide a vision of what could be possible for the Education Fellowship in the long term.

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PILOT YEAR EDUCATION FELLOWS: WHERE ARE THEY NOW?

The pilot class of the Education Fellowship, held 2018-2019, has been engaged in education since the completion of the Fellowship. Their current roles include:

• Laura Alvarez – Education Marketing Project Specialist, Kauffman Foundation

• Noah Devine – Director of Educational Investments, SchoolSmartKC

• Amy Gale – Senior Program Officer, Kauffman Foundation

• Sophia Garcia – Post-Secondary Coach, Kauffman Scholars

• Jessica Hembree – Policy Consultant & Shawnee Mission District Board Member

• Lia McIntosh – Program Officer, Kauffman Foundation, & Education Fellowship Lead

• Rodney Smith – Equity Consultant, Sophic Solutions & Adjunct Professor, UMKC

• Kanyetta W. Wansley – Clinical Trial Liaison, PRA Health Sciences

• Precious Washington – Executive Administrative Assistant, Kauffman Foundation

• Lisa Weaver – Legislative Analyst, Missouri House of Representatives

• Gene Willis – Chief Engagement Officer, United Inner City Services

Pilot Fellows will be included in future evaluations and invited to alumni events.
Create a Theory of Change

The Kauffman Education Fellowship seeks to improve student outcomes by creating leaders who are empowered to advocate for a high-quality education for all. The Kauffman team must be explicit about its end goal: How does the Fellowship help lead to equity and higher student outcomes? In a recent conversation with the Broad Center, the Fellowship team learned that directly connecting programming to student outcomes is near impossible. It is, however, possible and necessary to clearly define the core competencies Fellows need; how those skills translate to action; and how those actions, in turn, impact education. The Broad Center has a model of theory of change worthy of continued examination.
CONCLUSION

The Kauffman Education Fellowship is a leadership training ground for community members who want to make a difference in education. Fellows gain the knowledge, skills, and connections they need to turn their passion into real change for Kansas City. Introducing a second, optional year of the Fellowship is a direct response to current Fellows’ desire to do more. It would provide a structured and guided opportunity for Fellows to advocate for quality education for all Kansas City area students. The Kauffman Education Fellowship is filling a critical need in Kansas City by empowering common people to do uncommon things.

ACKNOWLEDGEMENTS

I would like to thank the Education Fellowship leadership team for their guidance, insights, and support throughout the development of this report:

• Sherman Whites, Director of Education, Kauffman Foundation
• Lia McIntosh, Program Officer, Kauffman Foundation
• Seft Hunter, Consultant

It is a pleasure to work with this thoughtful, talented, and motivated team. In all evaluations, Fellows shared gratitude and respect for their excellent leadership.

I also thank Brett Hembree, Senior Analyst, Evaluation at the Kauffman Foundation, for his support with the Fellow survey.
Appendix A: Methods

This evaluation was conducted over the months of April and May. Methods include:

- Survey sent to all Fellows in April; completion rate of 85%. See Appendix B for a copy of the survey. See Appendix C for survey results.
- Two focus groups with Fellows on April 23. See Appendix D for focus group questions.
- Survey completed by all Fellowship leadership. See Appendix E for survey questions. The leadership team includes:
  - Sherman Whites, Director of Education, Kauffman Foundation
  - Lia McIntosh, Program Officer, Kauffman Foundation
  - Seft Hunter, Consultant
- Review of feedback from Fellows who attended Great Schools Visits.
- Review of feedback collected from Fellows after each Fellowship session.
Appendix B: Fellow Survey

Thank you for taking part in the Kauffman Education Fellowship! To review the success and impact of this program, we appreciate you taking a moment to complete this survey. Your honest feedback will provide essential guidance as the Foundation plans for future Fellowship classes. Your responses will be kept confidential and, unless you provide your name at the end of this survey, anonymous.

SECTION 1: LEARNING

Please indicate the extent to which your knowledge, understanding, and skills increased as a result of the Fellowship.

1. My understanding of the educational issues facing Kansas City.
2. My understanding of the connections between race, discrimination, and education.
3. My understanding of what makes up a high-quality school or educational program.
4. My ability to assess the quality of a school or educational program.
5. My understanding of the skills that make up community organizing.
6. My confidence in my ability to influence change in education.
7. My skills in community organizing and leadership.
8. The greatest issue facing education in Kansas City right now is:
9. The most important part of community organizing is:

SECTION 2: ENGAGING/ACTIONING

Please indicate the extent to which your engagement increased as a result of the Fellowship.

10. My willingness to engage in the education conversation in my community.
11. The likelihood that I will actively advocate for high quality education in my community.
Please indicate which of the following you have done or plan to do:

<table>
<thead>
<tr>
<th>Advocacy Activity</th>
<th>I did this before the Fellowship</th>
<th>I did this during the Fellowship</th>
<th>I plan to do this after the Fellowship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead community discussions around education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write an Op-Ed or Letter to the Editor in a local newspaper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use online media (social media and/or blogs) to inform and engage the public about education issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate with state and local policymakers (e.g. school board, city council, state representatives)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serve on an education board or committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend school or school board meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION 3: FELLOWSHIP CONTENT**

Please indicate the extent to which you agree or disagree with the following statements:

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. The breadth and depth of material covered during the Fellowship was appropriate for my needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The level of involvement and participation required of Fellows was appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The instructors were prepared and presented content well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I felt respected and heard by instructors and other Fellows.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I developed new and valuable relationships with other Fellows.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. I would like to stay connected to Fellows – current, past, and future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. After the Fellowship ends, I would like to attend Fellows gatherings and learning events.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Completing the project was worth the time invested.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. The guidance and support provided for the project has been sufficient.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. I will implement the project after the Fellowship ends.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. What I most enjoyed about the Fellowship:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. What I would change or improve about the Fellowship:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Anything else you’d like to share about the Fellowship?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 4: NET PROMOTER SCORE

How likely is it that you would recommend completing this Fellowship to a friend or colleague?

10 9 8 7 6 5 4 3 2 1 0
Extremely likely Neutral Not at all likely

Please provide the name(s) of people you would recommend for the Fellowship:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Your name (optional):
________________________________________________________________________
Appendix C: Fellow Survey Results

[Excludes open-ended responses, which are available upon request.]

Q1 Please indicate the extent to which your knowledge, understanding, and skills increased as a result of the Fellowship.

Answered: 29   Skipped: 0

![Bar chart showing the results of the survey questions.]

### Table of Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Increased Dramatically</th>
<th>Increased a Little</th>
<th>Stayed About the Same</th>
<th>Decreased Due to the Fellowship</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>My understanding of the educational issues facing Kansas City.</td>
<td>59%</td>
<td>38%</td>
<td>3%</td>
<td>0%</td>
<td>29</td>
<td>1.45</td>
</tr>
<tr>
<td>My understanding of the connections between race, equity, and education.</td>
<td>48%</td>
<td>39%</td>
<td>14%</td>
<td>0%</td>
<td>29</td>
<td>1.66</td>
</tr>
<tr>
<td>My ability to assess the quality of a school or educational program.</td>
<td>45%</td>
<td>41%</td>
<td>14%</td>
<td>0%</td>
<td>29</td>
<td>1.69</td>
</tr>
<tr>
<td>My skills in community organizing and leadership.</td>
<td>28%</td>
<td>52%</td>
<td>21%</td>
<td>0%</td>
<td>29</td>
<td>1.93</td>
</tr>
<tr>
<td>My confidence in my ability to influence change in education.</td>
<td>36%</td>
<td>57%</td>
<td>7%</td>
<td>0%</td>
<td>28</td>
<td>1.71</td>
</tr>
</tbody>
</table>
Q4 Please indicate the extent to which your engagement increased as a result of the Fellowship.

Answered: 29  Skipped: 0

My willingness to engage in the education conversation in my community.

- Increased dramatically due the Fellowship: 62% (18)
- Increased a little due to the Fellowship: 31% (9)
- Stayed about the same: 7% (2)
- Decreased due the Fellowship: 0% (0)

Total: 29
Weighted Average: 1.45

The likelihood that I will actively advocate for high quality education in my community.

- Increased dramatically due the Fellowship: 66% (19)
- Increased a little due to the Fellowship: 34% (10)
- Stayed about the same: 0% (0)
- Decreased due the Fellowship: 0% (0)

Total: 29
Weighted Average: 1.34
Q5 Please indicate which of the following advocacy activities you have done or plan to do (select all that apply):

![Bar chart showing the percentage of respondents who did or plan to do various advocacy activities before, during, and after the fellowship.]

Answered: 29    Skipped: 0

<table>
<thead>
<tr>
<th>Activity</th>
<th>I Did This Before the Fellowship</th>
<th>I Did This During the Fellowship</th>
<th>I Plan to Do This After the Fellowship</th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead community discussions around education</td>
<td>44%</td>
<td>41%</td>
<td>67%</td>
<td>27</td>
</tr>
<tr>
<td>Write an Op-Ed or Letter to the Editor in a local newspaper</td>
<td>21%</td>
<td>16%</td>
<td>84%</td>
<td>19</td>
</tr>
<tr>
<td>Use online media (social media and/or blogs) to inform and engage the public about education issues</td>
<td>69%</td>
<td>58%</td>
<td>69%</td>
<td>26</td>
</tr>
<tr>
<td>Communicate with local and state policymakers (e.g. attend meetings and hearings, send e-mails, make calls and visits)</td>
<td>54%</td>
<td>43%</td>
<td>68%</td>
<td>28</td>
</tr>
<tr>
<td>Serve on an education board or committee</td>
<td>57%</td>
<td>17%</td>
<td>52%</td>
<td>23</td>
</tr>
<tr>
<td>Attend school or school board meetings</td>
<td>74%</td>
<td>37%</td>
<td>63%</td>
<td>27</td>
</tr>
</tbody>
</table>
Q6 Please indicate the extent to which you agree or disagree with the following statements:

Answered: 29  Skipped: 0

- The breadth and depth of... 59% 81% 7% 3%
- The level of involvement... 50% 36% 7% 7%
- The instructors... 69% 21% 7% 3%
- I felt respected and... 79% 16% 10%
- I developed new and... 79% 14% 3%
- I would like to stay... 86% 7% 7%
- I would like to attend... 83% 16% 3%
- Working on my group project... 36% 25% 25% 7% 7%
- The guidance and support... 46% 16% 21% 4% 11%
- I will... 43% 25% 18% 11% 4%

Legend:
- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree
- Strongly disagree
<table>
<thead>
<tr>
<th></th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>SOMEWHAT AGREE</th>
<th>SOMEWHAT DISAGREE</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>TOTAL</th>
<th>WEIGHTED AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The breadth and depth of material covered during the Fellowship was appropriate for my needs.</td>
<td>59%</td>
<td>31%</td>
<td>7%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>29</td>
<td>1.55</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The level of involvement and participation required of Fellows was appropriate.</td>
<td>50%</td>
<td>36%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>28</td>
<td>1.71</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructors were prepared and presented content well.</td>
<td>69%</td>
<td>21%</td>
<td>7%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>29</td>
<td>1.45</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I felt respected and heard by instructors and other Fellows.</td>
<td>79%</td>
<td>10%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>29</td>
<td>1.31</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I developed new and valuable relationships with other Fellows.</td>
<td>79%</td>
<td>14%</td>
<td>3%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>29</td>
<td>1.31</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like to stay connected to Fellows – current, past, and future.</td>
<td>86%</td>
<td>7%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>29</td>
<td>1.21</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like to attend future Fellow gatherings and learning events.</td>
<td>83%</td>
<td>10%</td>
<td>3%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>29</td>
<td>1.28</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working on my group project was worth the time invested.</td>
<td>36%</td>
<td>25%</td>
<td>25%</td>
<td>7%</td>
<td>7%</td>
<td>0%</td>
<td>28</td>
<td>2.25</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The guidance and support provided for the project has been sufficient.</td>
<td>46%</td>
<td>18%</td>
<td>21%</td>
<td>4%</td>
<td>11%</td>
<td>0%</td>
<td>28</td>
<td>2.14</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will implement the project after the Fellowship ends.</td>
<td>43%</td>
<td>25%</td>
<td>18%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>28</td>
<td>2.07</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q10 How likely is it that you would recommend the Kauffman Education Fellowship to a friend or colleague?

Answered: 29   Skipped: 0

<table>
<thead>
<tr>
<th>DETRACTORS (0-6)</th>
<th>PASSIVES (7-8)</th>
<th>PROMOTERS (9-10)</th>
<th>NET PROMOTER® SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7% 2</td>
<td>14% 4</td>
<td>79% 23</td>
<td>72</td>
</tr>
</tbody>
</table>
Appendix D: Focus Group Questions

PROJECT
1. One of the main goals of the project is to provide an opportunity for you to put into action the community organizing skills you’ve been learning. Does the project accomplish this goal? If not, how could it be modified?

2. How has the process of creating projects been for you and your group?
   a. What do you anticipate it will be like to implement your projects?
   b. What are your hopes for the project? What concerns you?

FELLOWSHIP FORMAT
3. The current Fellowship format is a full-day session, once a month for nine months. Fellows can choose from one of two Great Schools Visits. Did this format work for you? Would you modify this model? Why?
   
   For example, some other options include:
   a. Length of Fellowship: 6-month program; 9-month program (keep as is); 12-month program; 2-year program
   b. Meeting Frequency: Meet for a full day (keep as is); meet for two days (or more) at a time; meet once a month; meet once a quarter
   c. Beginning and/or closing retreat

4. Overall, Fellowship participation was good. Do you think making certain activities mandatory would help increase participation? Some examples are an attendance requirement, or checking homework.

ALUMNI
5. We are exploring how to keep you and other Fellow Alumni connected. What would be most useful for you?
   a. For example, how would you like to continue to learn together?
   b. Would you like further support in implementing projects and other advocacy activities?
   c. Would you like to provide support and leadership for future Fellows?
   d. What time commitment would be ideal?
Appendix E: Fellowship Leadership Survey

GENERAL REFLECTIONS

1. What went well in the Fellowship? What were strengths?
2. What could use improvement? What were challenges?
3. What opportunities could be explored?

SPECIFIC REFLECTIONS

1. **Project.** The project was most cited by Fellows as needing improvement. What are your reflections on the project? Should it be done again in future Fellowships? Why or why not? What changes would you make?
2. **Format.** Some Fellows have suggested a longer program, up to two years. As a team, we have also discussed having an opening retreat and adjusting how long we meet each time (one full day vs two days or more). What is the optimal format for this program?
3. **Alumni.** What would success look like in terms of alumni engagement? What suggestions would you make for alumni programming?
4. **Curriculum.** What went well? What would you change or add?

Any other thoughts you’d like to share about the Fellowship?