



IMPACT REPORT

SNAPSHOT 2021

WHO WE ARE

Kids In Need Foundation (KINF) is committed to bringing together people who are passionate about equity in education to discuss and provide actionable inspiration to create positive change nationwide. The long-standing desired outcome of education is to be a critical equalizer, regardless of the circumstances into which a student is born. Well-established systemic issues of racism and inequity in our society have had a domino effect on education and widened the Opportunity Gap.

\$23B

School districts that serve mostly students of color get \$23 billion less in funding annually.**

45%

Nearly half of all Hispanic and Black students attend schools that have a very high percentage of participation in NSLP (75%+)*

ONLY 8.5% of white students attend the same schools*

*According to [National Center for Education Statistics \(NCES\), 2017](#)
**According to [EdBuild, 2019](#)

We believe every child in America deserves equal opportunity and access to a quality education. As the only national nonprofit that focuses on schools with a student enrollment of 70 percent or more participating in the National School Lunch Program (NSLP), we work alongside our National Network of Resource Centers to distribute much-needed supplies.

BY THE NUMBERS

Pre-pandemic
29.6 million children participating in the National School Lunch Program*
12.6 million American children live in poverty**

98% Kids In Need Foundation Program Efficiency Ratio
An estimated **316,900** teachers served by KINF Network & programs

An estimated **7.8 MILLION** students served by KINF Network & programs

Over **\$162M** distributed in FREE supplies and resources nationwide
42 members of KINF's National Network of Resource Centers

GOALS
TEACHERS SUPPORTED **500K**
STUDENTS SERVED IN UNDER RESOURCED SCHOOLS **10M**
BY THE YEAR **2025**

*According to [US Department of Agriculture 2019](#)
**According to [Center on Poverty and Social Policy at Columbia University, 2022](#)

ASK THE EXPERTS

Each year, Kids In Need Foundation works with its National Network of Resource Centers to survey the teachers we serve in our country's most under-resourced schools and communities. This year, more than 11,500 teachers gave us a lens into their classrooms.

NEARLY 2 OUT OF 3 STUDENTS ARRIVE



WITHOUT THE SUPPLIES THEY NEED

Our teachers shared with us that the majority of their students—more than 63 percent—arrive on the first day of school without all the requested and necessary school supplies.

TEACHERS REPORTED THAT SUPPLIES POSITIVELY IMPACTED THEIR ABILITY TO

- 1 Create a more equitable learning environment.
- 2 Meet students' educational needs through daily activities.
- 3 Focus on other areas of need in the classroom – not what supplies they or their students were lacking.
- 4 Increase the variety and breadth of projects they could offer students.

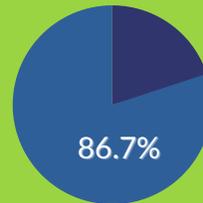
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The support is immeasurable. I have a class of 25 students most of whom show up without any school supplies and also need supplies at home to do homework. I couldn't afford to personally provide the supplies that the resource center has provided for my students.

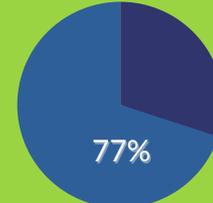
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Supplies Lead to Improved Student Outcomes

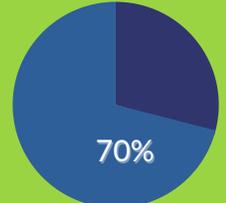
In under-resourced schools, students who are prepared for class perform better. Teachers report student improvements in the following categories:



PREPAREDNESS



CLASS PARTICIPATION



SELF-ESTEEM

WHEN SUPPLIES RUN OUT

The fall is synonymous with the back-to-school season, and the need for supplies is top of mind. But what happens when teachers and students in underserved schools head back in January for the second semester?

Indicated that students run out of supplies by the start of the second semester and can't replace them 74%

Said when "halftime" arrives, they need new supplies for their classroom. 91%

PERCENTAGE OF TEACHERS

THE COST FOR TEACHERS

In this year's teacher survey, 1 out of 3 teachers shared that they spend more than \$500. Not only are teachers in under-resourced schools spending personal funds on materials for their students, they're also making less than teachers in schools with a low rate of students living in poverty. According to an Economic Policy Institute study, teachers working in communities of high poverty are making 10 percent less - about a \$5,600 gap. Additionally, 57.5 percent of teachers in under-resourced schools reported that they are moonlighting to earn extra money.

THE TAKEAWAY:

With your partnership, a collective vision of equality in education can be realized. **By providing teachers and students with resources for learning, we can work to solve the Opportunity Gap for future generations.**