

## Lemelson-MIT Program

### Goals, Objectives, Priorities, and Accomplishments

The Lemelson-MIT Program (LMIT) is a national leader in efforts to prepare the next generation of inventors and entrepreneurs. Our work focuses on the expansion of opportunities for young people to learn ways that inventors find and solve problems that matter. We are devoted to bringing invention education opportunities to all students, while prioritizing work with young women as well as Black, Latinx, and other people of color. Our commitment to diversity, equity, and inclusion aims to remedy historic inequities among those who develop inventions, protect their intellectual property, and commercialize their creations. Our goals are to:

- Expand inclusive opportunities for *all people* to learn to invent, protect their intellectual property, and bring creations to intended beneficiaries
- Advance invention education as a field of study through scholarly research that informs policies and practices
- Expand support for inventors and invention educators within local communities through new policies, programs, collaborative efforts, and celebratory events

The Lemelson-MIT Program advanced these goals in AY2021 through its national collegiate student prize awards program, an expanded portfolio of invention education offerings, culminating events to celebrate students' success and cement their inventor identities, and through research and publications.

### Noteworthy Outcomes

- Release of a study conducted in collaboration with RAND Corporation that quantified the social and economic benefits of the 26 inventors who received the Lemelson-MIT Prize, including case studies of six Lemelson-MIT Prize winners
- Award of seven cash prizes to graduate and undergraduate winners of the national Lemelson-MIT Student Prize competition, including MIT graduate winner Hilary Johnson in the Eat it! category
- Ongoing invention education research and policy pieces with six additional publications added to the Lemelson-MIT Program's website
- Engagement of more than 500 high school students from underrepresented minority groups from around the globe through the Biogen-MIT Biotech in Action program—a virtual STEM (science, technology, engineering, and mathematics) learning lab offering opportunities to explore the intersections between biotechnology and invention and related college and career pathways
- Provision of support to 13 teams of high school students across the United States and their teachers as each team identified a local problem and developed a working prototype of a solution; one InvenTeam from a prior year earned a patent, increasing the total number of patents awarded to high school InvenTeams to 12

- Development of Stepping into Coding, Stepping into App Design, and Inventing through Toy Design curriculum, and the online Inventing through Toy Design and Inventing Smart Solutions courses offer resources to teachers in grades six through 12 who incorporate invention education as part of the school day
- Provision of support to 100 K-8 students during afterschool through our new Invention Adventures program, and professional development to more than 500 educators across the United States
- Launch of a new Invention and Inclusive Innovation effort in California in tandem with the California Community College Chancellor’s Office and four community colleges seeking to launch invention and entrepreneurship programs
- Engagement of more than 300 students via culminating events that allowed students to showcase their work as inventors, including a successful three-day virtual EurekaFest and Invention Conventions in California and Massachusetts

### Prize Programs

Academic year 2021 represents a transition year for LMIT as we conclude prize programs that recognize outstanding inventors and double down on invention education programs for K-14 students and their teachers.

### Publication of the Lemelson-MIT Prize Retrospective

Throughout 2020, the Lemelson-MIT Program and the Lemelson Foundation worked with RAND Corporation and History Associates Incorporated to study, document, and communicate the impact of prolific inventors who were awarded the Lemelson-MIT Prize. On February 11, 2021 (National Inventors’ Day), RAND made public its report, *Measuring the Value of Invention*, which analyzed the social and economic impacts of the 26 Lemelson-MIT Prize winners. On May 4, 2021, RAND published “The Power of Invention—and the Value of Diversity and Inclusion” in the *RAND Review*, its online magazine. The article emphasized the significant social and economic impact created by Lemelson-MIT Prize winners, while also noting that greater societal benefits are not being realized due to the lack of support and encouragement for young inventors from diverse backgrounds. Authored by LMIT’s faculty director, Michael J. Cima, David H. Koch (1962) Professor of Engineering at MIT, and Fiona Murray, William Porter (1967) Professor of Entrepreneurship at MIT, “Behold the Power of Invention” (a related op-ed), was published in *CommonWealth* on May 18, 2021. Citing the report, the piece emphasized the importance of promoting progress in science and technology—as evidenced by the global response to the Covid-19 pandemic.

History Associates focused on creating in-depth case studies of six Lemelson-MIT Prize winners: Angela Belcher, Sangeeta Bhatia, Cody Friesen, Leroy Hood, Robert Langer, and Luis von Ahn. These six were selected because of their diversity—in backgrounds, gender, and sectors of invention. Each inventor now has a multipage case study that explores their origins as inventors, their inventive process and experiences, and their impact. History Associates also commissioned animated videos for each of the six inventors, using audio and some video recording from their interviews. The videos were created by a group affiliated with Lesley University, and provide visually compelling

connections to the work of these six people. Efforts to garner additional media are ongoing and will support the message of the article “Power of Invention.” LMIT is considering strategic events in Washington, DC, for fall 2021 or early 2022 to help promote policies and practices that advance diversity and inclusion in invention, with the findings from the report and other publications as supporting evidence.

### **Lemelson-MIT Student Prize Competition**

Graduate students and undergraduate teams across the United States were recruited to participate in our national Lemelson-MIT Student Prize competition. Winners of cash prizes (\$10,000 for undergraduate teams or \$15,000 for graduate students) were selected based on their inventive work and its significance to the US economy. Non-monetary student prize incentives included prestige; communication and media training; networking opportunities with other inventive students, judges, past winners, and the LMIT network overall; and a push for significant media coverage to bolster the winners’ trajectory. The four prize categories remained the same for 2021: Cure it! (health care), Eat it! (food/water and agriculture), Move it! (transportation and mobility), and Use it! (consumer devices and products).

The 2021 Lemelson-MIT Student Prize recruiting efforts through email marketing resulted in 192 applications, similar in number to last year’s 188 applications. The application goal is 200 applicants per year. There was a broader national representation among the 2021 Lemelson-MIT Student Prize applicants, with applications coming from 99 colleges and universities across 34 states. As with past years, the quality of applications remained high. The Cure it! category in particular had a sharp increase in applications compared to last year. The increase may be associated with the pandemic, as a large number of inventions submitted related to fighting Covid-19. Applicants from under-represented minority groups as a percent of total applicants increased for both graduates (up from 12% to 14%) and undergraduate team members (up from 10% to 15%) compared to the previous year. Representation of female student applicants decreased for both graduates (down to 19% from 26%) and undergraduate team members (down to 22% from 26%) compared to the previous year. As representation of the percentage of 2021 applicants with low socioeconomic status, 13% of graduate students and 10% of undergraduate team members indicated that they have a federal student loan, which is a slight increase for graduates but a decrease for undergraduates from last year. Data from women, people from underrepresented minority groups, and federal student loan recipients is self-reported, with only a selection of applicants providing it.

Screening committees were formed to select graduate student and undergraduate team finalists in the competition’s four categories. These committees included experienced screeners from the Lemelson-MIT Prize, past Lemelson-MIT Student Prize winners, and experts in health technology, consumer products, transportation, and food and agriculture. A pool of 19 finalists submitted videos of their inventive work and additional letters of support. A national jury then reviewed the finalists and selected the winners of the \$15,000 graduate prizes and \$10,000 undergraduate team prizes. Seven prizes were awarded in April 2021, going to four graduate students and three undergraduate student teams. The screening committee did not advance any Use it! undergraduate team applicants as finalists, and the jury did not select a Move it!

graduate winner from the finalists, as they felt that the applicants/finalists in those subcategories were not quite at the level of Lemelson-MIT Student Prize winner standards and past winners. Two prizes, however, were awarded in the Cure it! graduate student subcategory, as the jury felt that the finalist pool was so outstanding that they were unable to select only one. Of particular note is that for the first time in the history of the Lemelson-MIT Student Prize, all graduate winners were women. One of the seven winners the jury selected is from MIT.

The seven winners of the 2021 Lemelson-MIT Student Prize are:

- Nicole Black, Cure it! graduate winner from Harvard University, invented the PhonoGraft, a new material and procedure to repair eardrums after damage due to infection, or trauma, such as a blast injury
- Mira Moufarrej, Cure it! graduate winner from Stanford University, invented early screening tests that may change the standard of practice for prenatal care by predicting preeclampsia, preterm birth, and due date earlier and more accurately
- Innerva: Bruce Enzmann, Michael Lan, and Anson Zhou, Cure it! undergraduate team winner from Johns Hopkins University, invented a way for those with peripheral nerve injuries to have functional nerve recovery while preventing the formation of painful neuromas
- Hilary Johnson, Eat it! graduate winner from MIT, invented an adaptive centrifugal pump that expands or contracts the volute in response to variable flow rates for better energy efficiency
- Grain Weevil: Benjamin Johnson and Zane Zents, Eat it! undergraduate team winner from University of Nebraska at Omaha, created a grain bin safety and management robot to help farmers
- Adventus Robotics: Seung Hwan An and Maya Burhanpurkar, Move it! undergraduate team winner from Harvard University, invented an add-on technology that enables power wheelchairs to become fully autonomous
- Paige Balcom, Use it! graduate winner from University of California at Berkeley, invented locally-made, manually-powered recycling machines to transform PET plastic waste into desirable household products in Uganda

Winners were announced through a press release on the LMIT website and in coordination with their respective schools on April 26, 2021, to coincide with World Intellectual Property Day. The winners have been featured across 42 media outlets, ranging from school news and local coverage to far-reaching international coverage such as BBC Click News, Yahoo News, and Reddit. The current total earned media impressions are 328,306,793, with an earned media value of \$25,903,406. The total social media impressions are 7,930,301, with a social media value of \$23,774. Additional news stories are still in progress. We also celebrated the winners during LMIT's virtual EurekaFest event, held in June 2021.

## Expanded Portfolio of Invention Education Offerings

LMIT's invention education activity consists of collaborations with organizations to promote creative problem solving, invention, and entrepreneurship. This is also the arena in which LMIT pursues new research and opportunities, and engages with the MIT K-12 STEM community. New collaborations and opportunities for the expansion of invention education are described below.

## New Research and Publications

Lemelson-MIT continues to lead ongoing development of invention education research with six additional research pieces posted on our website this year. These include: "Measuring the Value of Invention; Biogen-MIT BioTech in Action—Summary 2020"; a peer-reviewed practitioner article in *The Science Teacher: Let's Invent!*; "Where's the Computer Science in Invention?"; comments submitted by LMIT leadership to the United States Patent and Trademark Office regarding A National Strategy for Expanding American Innovation; and Enhancing Inventiveness for Quality of Life, Competitiveness, and Sustainability.

## Biogen-MIT Biotech in Action: Virtual Summer Lab

LMIT is collaborating with Biogen for the second year in a row, to provide a free virtual lab program with global offerings for high school students and educators in fall 2020, spring 2021, and summer 2021. The program teaches students about biotechnology and the unique ways that scientists and inventors use STEM knowledge to solve problems. The 2021 program content centers around topics and methods regularly used by scientists to develop new therapies to treat Alzheimer's disease. Students learn about viable treatment and research for neurodegenerative diseases. Roughly 100 students were served in the fall and spring. Biotech in Action is welcoming 100 students each week in its weeklong summer program, with four sessions running throughout late June, July, and August 2021, reaching a total of 400 students from underrepresented minority groups. Utilizing a wealth of technologies, the students engage in problem-solving exercises, interactive group projects, and lab simulations. Biogen also provides (free of charge), laptops and Wi-Fi hotspots to any students that may not otherwise have the resources or technology needed to participate.

## InvenTeams

InvenTeams, LMIT's premier hands-on invention experience for teams of high school students, educators, and mentors, continued as a national program. LMIT announced the selection of 13 AY2021 InvenTeams, representing 10 US states, on October 27, 2020. InvenTeams' projects were under way in November with teams working remotely (due to the ongoing Covid-19 pandemic) to complete research and outreach to beneficiaries/customers. Prototypes were built and iterated from December through early June.

Recruitment for AY2021 InvenTeams resulted in 65% female student representation and 35% of schools with free or reduced-price lunch. In total, 160 InvenTeam students and 17 educator supervisors participated in InvenTeams.

A number of programmatic changes were made to enhance the experience of InvenTeams working remotely, including creating a Canvas course to support interteam communication during the grant year and a second course to support the training of InvenTeam finalists. Midgrant technical reviews were conducted virtually by teams in mid-March 2021 with support from LMIT and events contractor BuzzEngine, in order to provide the teams with a platform to engage locally elected officials and the public at large. InvenTeams used social media to communicate with their local elected officials and STEM community.

Beginning with the AY2021 grant cycle, Excite Award and InvenTeam applications were made separate. The 2021 Excite Award is now a stand-alone award for K-12 educators nationwide. Recipients are slated to attend a 12-hour virtual professional development workshop from July 12–14, 2021. The InvenTeam application is still a two-stage application and finalists are supported with synchronous and asynchronous webinars in the spring and summer to support the development of competitive final applications. LMIT received Excite Award applications from 41 individuals for 2021, all of whom were selected. There is great diversity among grade spans, geography, school poverty level, school race/ethnicity demographics, and educator gender.

LMIT continued programmatic InvenTeams activities. These included:

- Conducting all 13 InvenTeam site visits prior to the end of 2020 (conducted virtually for this grant year); site visits early in the grant cycle offer guidance to teams for successful start up of the invention process
- Conducting InvenTeam informational webinars for the public during the recruiting season to raise educators' awareness of LMIT's InvenTeam grant opportunity and to answer any questions
- Holding trainings in communications/public relations and "finance 101" via Zoom with the teams
- Supporting InvenTeam Master Teachers to attend site visits/midgrant technical reviews for InvenTeams (attended virtually for this grant year)
- Requiring teams to hold midgrant technical progress reviews open to their respective communities and to engage elected officials (held virtually for this grant year)
- Recruiting, marketing, and selecting the 2021 Excite Award recipients that will receive free summer professional development training

Lemelson-MIT started a community engagement campaign in 2011 with the goal of creating awareness among political and community leaders about the InvenTeam projects happening in their community and the support needed to sustain these projects throughout the school year and beyond. Online community engagement presence resulted in 37 posts to social media by InvenTeams. News sources at the local level wrote 41 articles about the InvenTeams, their invention ideas, and EurekaFest. As of June 30, 2021, the InvenTeams' community engagement presence resulted in 210 likes and 13

shares and retweets on social media channels (Twitter, Facebook, and Instagram). The Archer School for Girls and LMIT were championed by the legendary Oprah Winfrey.

Cultivating a culture of invention in the community is imperative to building an ecosystem of invention. For example:

- The 2018 Northeast High School InvenTeam from Oakland Park, FL, led by teacher L. Clara Mabour, received their patent on January 19, 2021. [US patent #10,893,668 B2](#) was awarded to the team for their invention of a mosquito agitation device. The team received pro bono support from the Microsoft #MakeWhatsNext Patent Program—the third InvenTeam to have a patent granted through this program. The patent brings the total awarded to 12 InvenTeams with 138 students named on US patents (40% female).
- The 2021 Ridgewood High School InvenTeam from Ridgewood, NJ, created a system to sanitize water in a reusable water bottle that generates hydrogen peroxide. In May, community-wide enthusiasm for the Ridgewood High School InvenTeam contributed to a substantial donation of \$635 thousand from the Dave and Cheryl Duffield Foundation to fund science, technology, engineering, arts, and mathematics (STEAM) education at the high school. Dave Duffield is a 1958 Ridgewood High School graduate who is heavily interested in STEAM initiatives.
- In February, InvenTeam teacher Luke Becker was given an award by the Minnesota Technology and Engineering Educators Association in recognition of his distinguished and dedicated service in the field of technology and engineering education in the state. He also received a Teacher Excellence Award from the International Technology and Engineering Educators Association, as well as an ACTE Excellence Award from the Minnesota Association for Career and Technical Education.
- The 2020 Greenon Local Schools InvenTeam from Enon, OH, have filed a US patent after receiving pro bono support from Microsoft's #MakeWhatsNext Patent Program. The InvenTeam created a system to prevent human-made debris in sewer systems from entering local waterways. They are still awaiting feedback from their patent application.
- Former InvenTeam teacher Phil Arnold from Frederick, MD, was named Teacher of the Year by the *Washington Post* in April 2021.
- The 2020 InvenTeam from Colfax, CA, successfully commercialized their InvenTeam project and raised \$14,450 from 116 backers on Kickstarter who purchased their invention, EcoBurn, designed to eliminate excess biomass in wooded environments.
- LMIT Master Teacher Ed Hernandez of Tustin High School was inducted into [University of California at Irvine's 2021 hall of fame](#).
- InvenTeam Teacher Rachael Thibault was featured in a new book, *Redefining Student Success*, by Ken Kay and Suzie Boss. The book will be released in summer 2021.

## **Activity Guides and Online Courses**

We continue to develop activity guides and online courses and use them as the foundation for invention education for both youth and educators. These include the following.

### ***Stepping into Coding/Stepping into Mobile Apps***

Two curriculum guides were completed in the first six months of 2021 to support the integration of computer science and invention education. Stepping into Coding has been in development since 2019 and was introduced during the July 2020 professional development workshop. Iterative improvements were made to the content in the last six months and a designed guide was produced. Its deployment will be through new initiatives and will not be a free download. Stepping into Mobile Apps is a companion to this guide and was fully developed in spring 2021. Its content was introduced to educators during a webinar sponsored by the Abdul Latif Jameel World Education Lab. It is fully designed with video content and serves as an introductory platform for another new initiative, the high school capstone class that is under development.

### ***Inventing Through Toy Design***

Our new Inventing Through Toy Design activity guide and related online course began development and piloting in 2020. Following the initial pilot, modifications were made to the content. Five additional educators from Massachusetts, California, and West Virginia were then provided with materials and access to the updated Canvas course to implement Toy Design in their schools in spring 2021. The course was implemented with 309 students from grades 5–12, including in-person, remote, and hybrid learning, and was embedded in several disciplines with existing courses, including engineering, design, science, computer science, and STEAM. In addition, two teachers implemented Toy Design with gifted and talented populations in English as a second language, structured English immersion, and special education. The educators provided feedback in May 2021 regarding their implementation of Toy Design, and a meeting with Toy Design facilitators is being planned to discuss further modifications prior to a final piloting during the fall 2021 semester.

### ***Inventing Smart Solutions High School Capstone Class***

LMIT consultant Clare Bhakta has been assisting with the development of a capstone class for high schools that integrates invention education with computer science. The course is part of continued efforts to get invention education embedded into the school day to reach a broader set of students. Initial efforts have focused on California since it is the most diverse state with 1.95 million students enrolled in public high schools. Our approach has included developing a course that is eligible for credit, which necessitated that the Lemelson-MIT Program be accepted as an approved program provider; this was achieved in March 2021. We then embarked on A–G course approval from the University of California Office of the President. D (science course) was approved in May. This approval was especially important since the lab science course counts for the University of California’s required third year of science. D approval was followed by G (elective) approval in June. This was important so that career and technical education schools can offer this capstone class to be taught by nonscience teachers. We will also seek F (visual and performing arts) approval. Curriculum is now being developed for D and G courses.



“Inventing Smart Solutions: Connecting Computer Science to Human Centered and Sustainable Design” will be a year-long, four-quarter class that is project-based.

Students will:

- Explore the challenge space and select a challenge in their community to invent for
- Explore the solution space and create a research proposal
- Design and build a prototype of their invention
- Test and iterate their invention
- Explore patent protection

### ***InventionAdventures***

We are continuing our fall 2020 pilot program in partnership with the largest afterschool program in California, Think Together, in which we designed training sessions for their program leaders so that they could coach their students through the invention skill-building activities and inventing their own product. Think Together leadership was then coached on hosting their first virtual Invention Convention, which led to 40 inventors signing up to present their inventions to judges. Of that group, 14 were invited to the 2021 California Invention Convention (CAIC), three of whom won awards at CAIC. One inventor was selected to advance to the Raytheon Technologies Invention Convention US Nationals. Interested Think Together sites are hosting a modified InventionAdventures program this summer during which invention skill building activities will be taught, and some sites will coach students through the invention process and building their own inventions. This summer, over 1,000 staff members will have participated in 10 trainings.

### ***Invention and Inclusive Innovation***

Invention and Inclusive Innovation (i3) is a collaboration between the Lemelson-MIT Program and the California Community College Chancellor’s Office (Workforce Development). Teams of faculty and administrators from four community colleges are prototyping a new invention and entrepreneurship program. Participating colleges include Sierra College (Rocklin), Modesto Junior College (Modesto), Chaffey College (Rancho Cucamonga), and College of the Desert (Palm Desert). Discipline areas of the faculty are math, English, science (physics and chemistry), journalism, welding, and business. Faculty engaged in i3 training from January to May 2021 while also wrestling with how to merge i3 into their college and community’s unique innovation ecosystem. Content and faculty development offerings were co-developed by LMIT and consultants from Yuken, a global design and innovation capability-building impact research lab. Both the content and process of facilitation of invention education is new to the faculty. The education program prototyping team extends beyond the faculty. As of June 2021, there were almost 70 team members. Weekly meetings have taken place with faculty throughout the year with twice-monthly meetings between the full group of team members, which includes people from the Lemelson-MIT Program, California Community College Chancellor’s Office, college administrators, college faculty, and the National Association for Community College Entrepreneurship.

Deliverables from the spring work produced four learning modules consisting of 19 mini-modules, suggested learning outcomes for each mini-module, possible student deliverables and artifacts, types of assessments, and competencies aligned with New World of Work competencies. The four learning modules are:

- Introduction to Invention and Inclusive Innovation
- Discovering the Problem/Challenge Space
- Exploring the Solution Space
- Modeling Your Business and Entrepreneurship

Outcomes of the work include three summer workshops for Chaffey College, Modesto Junior College, and College of the Desert students. Chaffey College's three faculty are conducting an eight-week STEM workshop with 10 paid student interns ranging in age from 16 to 44 during June and July. The STEM internships are supported by six journalism interns who will report on the i3 experiences. Modesto Junior College will hold a 10-day, 50-plus hour workshop led by two faculty members in late June with 24 students. College of the Desert will hold an intensive five-day, 50-hour workshop during the last week of July with up to 12 students; LMIT consultants will facilitate the College of the Desert workshop.

### **Culminating Events to Celebrate Young Inventors and Cement Inventor Identities**

#### ***EurekaFest 2021***

LMIT held its 15th annual EurekaFest event virtually for the second year in a row (due to the Covid-19 pandemic) from June 15–17, 2021. EurekaFest continued along the same theme to recognize and celebrate InvenTeams and the Lemelson-MIT Student Prize winners. Given that we had more time to plan for this to be a virtual event than the previous year, we were able to have three days of events that virtually replicated many of the same activities that we used to host in person on the MIT campus prior to the pandemic.

The virtual event had two days of public sessions, including invention presentations and showcases from the InvenTeams and Student Prize winners, recognition of the grantees and award winners, and guest speakers such as Asegun Henry, associate professor in the Department of Mechanical Engineering, and Carol Dahl, the executive director of the Lemelson Foundation. Smaller, invitation-only sessions were held on the third day for the InvenTeams and Student Prize winners. LMIT had more than 600 attendees at EurekaFest events over the three days of the event.

#### ***Invention Conventions in Massachusetts and California***

In 2020, a virtual curriculum was created for the California Invention Convention for grades K-8. Curriculum were created in three bands (K-2, 3-5, and 6-8) and in early October training began to help teachers learn how to use the curriculum with their students. In total, 406 teachers attended these sessions from mid-October 2020 through March 2021. The 2021 CAIC was held virtually on April 17. Approximately 6,000 students throughout the state of California participated in the CAIC program during AY2021. Of those, 180 students advanced to the statewide competition on April 17. Of the 180 students, 63% self-reported as Black, Indigenous, and People of Color (BIPOC),

and 54% as female. From the state competition, 64 students advanced to the Raytheon Technologies Invention Convention US Nationals.

Multiple professional development sessions were held for groups of educators in Massachusetts for the 2021 Invention Convention, including all teachers at the New Covenant School in Arlington, MA, which agreed to be a pilot school for the Massachusetts Invention Convention (MAIC) in order to train educators on how to bring invention education into the classroom. On April 21, 2021, MAIC was held with 83 students registered, of whom 55.5% were female and 38.8% identified as BIPOC. Twenty-six of the MAIC students advanced to US Nationals.

### **Administration**

The four-year grant period with the Lemelson Foundation started January 1, 2018.

### **Finances and Funding**

Funding to LMIT from the Lemelson Foundation runs on a calendar year cycle. The 2021 funding level is \$3,699,117.

### **Personnel Changes**

In February 2021, Stephanie Martinovich, LMIT's communications manager, left to start another position at MIT. Carolyn Blais, the communications coordinator, has also accepted another position at MIT. In addition, Tony Perry, invention education coordinator, will be taking a new position at MIT at the end of summer 2021. We have launched efforts to fill these positions.

### **Future Plans**

The Lemelson-MIT Program is working to secure a new four-year grant from the Lemelson Foundation that will support our goals and commitment to diversifying the field of inventors who earn patents for their work. The grant will provide resources to:

- Create an Invention Education Lab that will write grants and support research, development, and evaluation efforts pertaining to the development of inventors and invention educators; stipends will be available to support MIT student fellows
- Continue the high school InvenTeam grant program
- Support the take up of LMIT's invention education offerings
- Support schools belonging to a new membership offering known as Partners in Invention Education through additional LMIT staff support for their efforts to embed invention education into the school day
- Support communities, with an emphasis in Massachusetts and California, with invention education programming spanning grades K-12

**Stephanie Couch**  
Executive Director