



# 2024 Grantmaking & Impact Report

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Since the pandemic, at least one out of every four students has been chronically absent from school. And when students are present, a sizeable group are not engaged in grade-level learning: fewer than two in 10 strongly agree that what they're learning feels important, interesting, or challenging.

That's why we're here.

Mission



We seek to open doors for every child in the U.S. by measurably enhancing education both inside and outside the classroom.

## Letter From Our Executive Director



Friends and colleagues,

It's my honor to welcome you to Overdeck Family Foundation's **2024 Grantmaking & Impact Report**, our fourth annual celebration of grantee successes and advancements.



**Anu Malipatil**  
Executive Director

Anu is the Foundation's founding team member, bringing with her more than 20 years of K-12 education and nonprofit sector experience.

In this report, we highlight how our grantmaking and strategic support helped our nonprofit partners develop exciting prototypes and innovative practices, engage in field-building research, and achieve growth in 2024. These stories are complemented by insights from the founders at the forefront of this work and the beneficiaries on the ground whose lives and learning experiences have been transformed as a result.



Courtesy of Modern Classrooms

Looking back on this past year, I'm struck by the resilience we witnessed across the Pre-K-12 education sector as we collectively navigated how to best meet the increasingly complex needs of students, educators, and families. I'm extremely proud of my team's ability to flexibly navigate and adapt to a constantly shifting landscape—a theme you'll also see later on—and am endlessly inspired by our grantee partners who persevered to accelerate improvement in key academic and socioemotional outcomes for children despite obstacles in their way.

Through the ups and downs, there were pockets of brilliance, entrepreneurship, and impact that continued to give me hope and reaffirmed the importance of this work at a time when it's needed more than ever. It stands to reason that 2024 was our largest grantmaking year since the Foundation's inception: we disbursed \$63.5 million to 106 grantee partners, collectively reaching approximately 75 million children nationwide, many of whom received support from more than one grantee. Here's a glimpse at what our funding accomplished:

- 39 prototypes and 20 early stage organizations funded;
- 21 validation and research studies completed;
- Three grantees increased Every Student Succeeds Act (ESSA) tiers, with 13 meeting Tier 1 and Tier 2 evidence standards;
- 29 grantees increased reach and 21 increased earned revenue year-over-year;
- 41 grantee organizational skills strengthened with capacity-building support provided by the Foundation, such as impact evaluation, financial stability, and strategic growth; and
- \$67.8 million in public and private funding attracted by grantees with support from the Foundation.

### Where We Made Progress

There's no denying that 2024 was a time of continued turbulence in the education sector. **Student disengagement** remains high, with one in four, or even more, students considered chronically absent during SY 2022-23, and inconsistent progress in **SY 2023-24**. **Teachers feel undervalued**, leading to decreased job satisfaction and the potential for greater attrition in the profession. High costs coupled with ongoing staffing challenges continue to plague the out-of-school time and early childhood sectors, increasing **programming** and **childcare** costs, without always improving quality. And nationwide, despite **millions of dollars** invested in learning recovery, students are still struggling to catch up academically: the National Center for Education Statistics School Pulse survey revealed that **40 percent of public school K-12 students** were behind grade level at the start of SY 2024-25 in at least one academic subject and ongoing challenges with implementation and meeting recommended dosage thresholds continue to limit the potential for student impact. With the deadline to allocate ESSER dollars behind us, closing this gap may be even more difficult.

Yet there were many exciting milestones this past year, both for our grantee partners and our Foundation, which have laid the groundwork for our plans in the months ahead. As you'll see in our [video highlights](#), our team's agility allowed us to spearhead timely efforts to address some of these critical challenges, ranging from providing [capacity-building supports](#) to help grantees navigate a tightening fiscal climate to becoming a leading funder and voice on ways to address chronic absenteeism through [research, interventions, and resources](#). We also [explored](#) the potential of generative artificial intelligence (genAI) to improve education, making over \$13 million in commitments to organizations building, scaling, or researching AI-powered interventions and programs.

As promised in our last report, our team doubled down on our commitment to unlocking evidence, with 10 validation studies and 11 research studies launched in 2024—a substantial increase from two studies launched in 2023. In July, we announced [\\$900,000 to support research](#) focused on identifying which features of genAI tools show the potential to improve teacher quality and student learning. And, recognizing the growing threat chronic absenteeism presented to learning outcomes, in August we invested [\\$1 million to support five studies](#) designed to produce research that informs the work of policymakers and practitioners with the aim of increasing student attendance.

### Opportunities Ahead

Progress is rarely linear, and while we've accomplished a significant amount this past year, there is much work to be done. As we look ahead to 2025, we will continue pushing forward on the course we've charted while prioritizing the following:

1. Fostering innovation and organizational sustainability in a post-ESSER era, maximizing grantees' ability to support students, families, and educators;
2. Examining, and ultimately aiming to improve, implementation and dosage across grantees in an effort to ensure all children receive the full benefits of evidence-based programs;
3. Continuing to invest in AI-powered interventions and research on those interventions, specifically in the areas of improving non-student-facing workflows, formative assessments, content personalization, and accessibility;





Courtesy of Johns Hopkins University Center for Talented Youth

4. Supporting solutions to address chronic absenteeism, while committing to uplifting bright spots of schools, districts, and states from across the country that are making meaningful progress to increase student attendance; and
5. Whenever possible, celebrate progress made toward improved student engagement and learning, while recognizing there's also much to learn from efforts that do not have the intended success.

Accomplishing all of this will take continued agility and responsiveness, something I have realized over the past 11 years is not only essential to impactful philanthropy, but is also what sets us apart from less flexible entities. I am confident in one thing: the education landscape will remain dynamic and foundations like ours have a responsibility and opportunity to take risks, fund innovation, develop evidence, and seek out opportunities for catalytic impact to improve the lives of millions of children nationwide.

I'll close as I always do with a note on the power of gratitude, which I've found myself reflecting on in recent weeks. As I shared in an all-staff memo a few weeks ago, "The science of gratitude isn't just feel-good rhetoric. It's a proven pathway to increased resilience, deeper satisfaction, and sustained hope—qualities that have never been more critical in our work." I will forever be grateful to the Foundation's leadership for their profound and unwavering belief in our mission, my team for their genuine commitment to this work and another incredible year, and our grantees for measurably enhancing education both inside and outside the classroom.

Sincerely,

Anu Malipatil

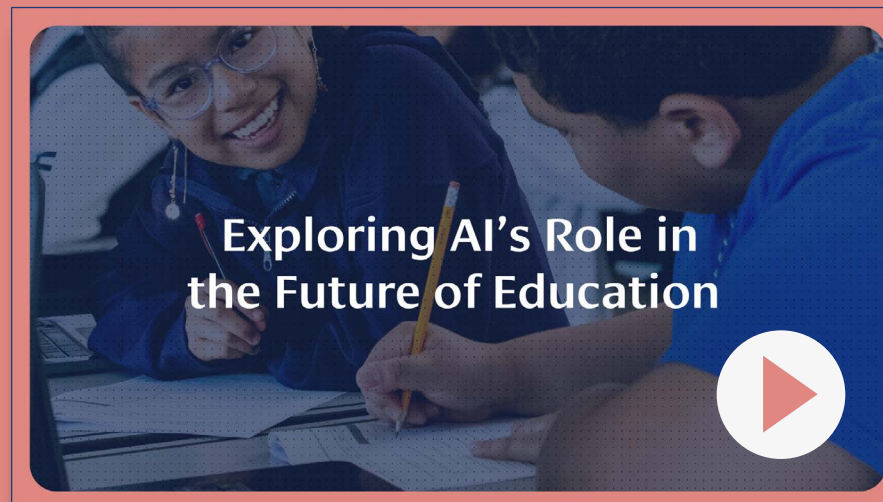
2024

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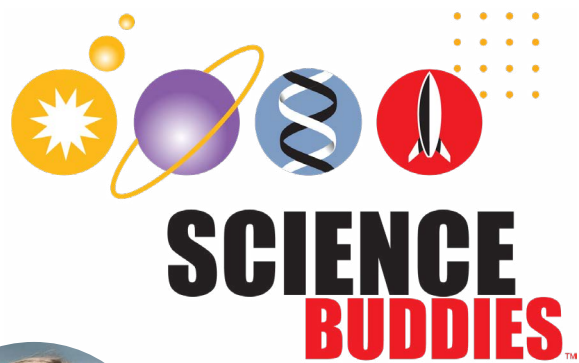
# Highlights From Our Year

## Highlights From Our Year

In 2024, we dedicated grantmaking dollars and strategic support to addressing some of the most urgent challenges facing our grantees and the education sector. Explore key moments from the year below.



“”



*It was only my second year of STEM club. I was still trying to get it organized and find things that keep the kids interested . . . I wasn't getting support for resources and what to do with them. Someone recommended Science Buddies to me, and it has basically everything I had been trying to do on my own. If it wasn't for Science Buddies, we wouldn't have continued STEM club.*

**Tammy Sila**

Teacher, Whiting, IA

2024

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By the  
Numbers

## 2024 total disbursement

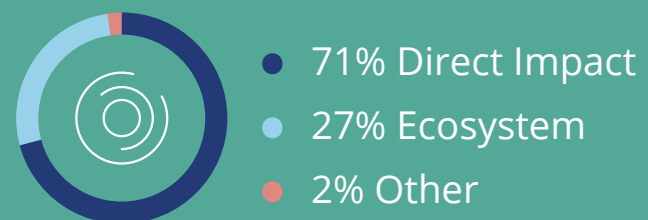
# \$63,490,734 million

### Grant funding by type

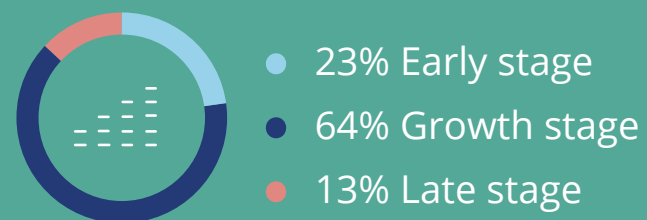


- ✓ 106 grantees supported
- ✓ 45 new grants

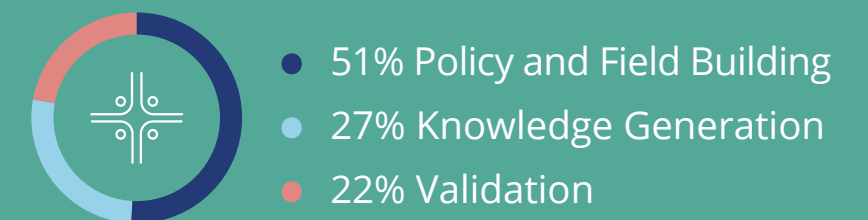
### Grant funding by lever



### Organizational stage

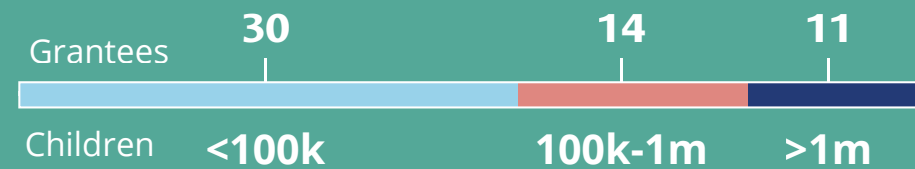


### Ecosystem grants by type

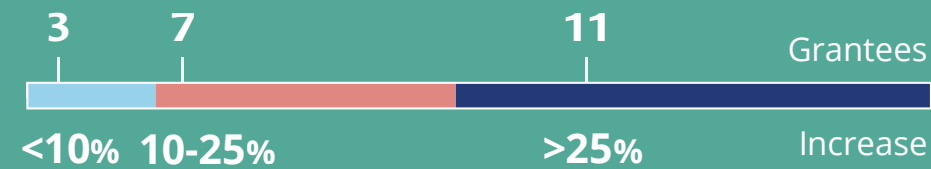


## Growth

**75** million children reached



**21** grantees increased earned revenue



**29** grantees increased reach



Supported grantees to strengthen 41 capacities and attract \$67.8m in public and private funding

## Innovation

**39** prototypes generated

**20** early stage organizations funded

## Evidence

- ✓ 21 validation and research studies completed
- ✓ 3 grantees increased ESSA tier
- ✓ 13 grantees meet top two ESSA tier standards

Tier 2

2

Tier 1

11



*That first home visit over the summer turned out to be a great opportunity for me and the rest of the kids in the household. The visit was awesome. The teachers and I became friends. It was a relationship . . . I learned that hopes and dreams are important for parents to think about. I learned there's so much work to be done to take care of kids' social-emotional needs.*

**Katrina Branch**

Parent, Washington, DC

# 2024

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## Impact Overview

IMPACT OVERVIEW

Beneficiaries  
Reached



**75 million**  
children with opportunity for  
accelerated academic and/or  
social-emotional achievement

**500,000**  
educators with  
opportunity for  
improved teaching  
practices

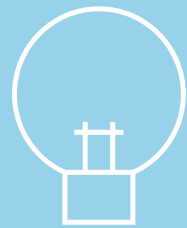
**6 million**  
families with opportunity  
for improved parenting  
practices



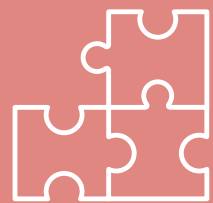
## Early Impact



## Exceptional Educators



## Innovative Schools



## Inspired Minds



## New Jersey



# Early Impact

Creating strong foundations for early learning.

IMPACT OVERVIEW

Portfolio: Early Impact



**14 states and Washington, DC**  
signed on to the challenge of reducing chronic absence by 50% in 5 years



**33% reduced likelihood**  
of participants in the CenteringPregnancy program having babies that are small for gestational age



**2-3.5 months**  
of additional learning in foundational literacy skills for children participating in SEEDS programs



**97% of families**  
surveyed report that they were able to resolve their education-related challenge with EdNavigator's help



**1,400+ early childhood educators**  
received guided learning support to enhance the quality of interactions with young children



**40,000+ visitors**  
to the IMPACT website as of February 2024



**950+ million media impressions**  
from articles referencing I-LABS research in 2024



**21,000+ Pre-K students**  
received supports to strengthen literacy and social-emotional skills



**141,000 children**  
gained access to new playgrounds in 2024



**1.8x higher likelihood**  
of demonstrating kindergarten readiness in language and literacy skills for children in preschool classrooms participating in LENA Grow, compared to demographically similar comparison group children



**94% of administrators and educators**  
who learned about Family Engagement Solutions during a National PTA workshop reported they were more likely to partner with an evidence-based family engagement program



**12 percentile point**  
improvement in language skills for children at 4 years old



**24% lower likelihood**  
of reading below grade level in 2nd grade for children in ParentCorps-enhanced Pre-K relative to children in traditional Pre-K



**6 percentage point**  
improvement in reading proficiency for students attending schools that systematically implemented PTHV, compared to schools that did not



**24,000 children**  
gained access to innovative playspaces shown to be associated with stronger STEM language and engagement in 2023-24



**\$20 million+**  
in funding accelerated to high-impact early childhood organizations in the Promise network through venture coaching and direct funder connections



**18 percentage point**  
improvement in 1st grade Raising a Reader participants' likelihood of reading on grade level, compared to families who do not access the program



**27% increase**  
in odds that caregivers participating in Reach Out and Read look at or read books with their child every day, compared to families that did not receive books from the program



**113,000 families**  
with infants/toddlers served through public-private partnerships supported by FUEL in 2023-24



**1-3 months**  
of additional learning in language and literacy skills for students attending Springboard Summer, compared to those who did not attend



**24% reduction**  
in student absenteeism rates in schools adopting TalkingPoints, versus those not using TalkingPoints



**6,350,345 children**  
impacted by family-friendly executive and administrative actions and legislative bills in 14 states



**63% of children**  
who had Tools in their kindergarten Title 1 classrooms met or exceeded 2nd grade end-of-year literacy expectations, compared to 54% of children who did not have Tools



**Up to 5 months**  
of additional learning in foundational literacy skills associated with kindergarten readiness



# Exceptional Educators

Improving teacher engagement and practice.

IMPACT OVERVIEW

 Portfolio: Exceptional Educators



**1,300+** teachers  
across 150 schools work in Next Education Workforce team-based staffing models to better meet the needs of more than 28,000 P-12 learners



**93%** of educators  
felt prepared to teach students with learning disabilities by the end of 2023, compared to 17% of educators nationally



**124** of the largest 200 districts,  
representing 9.8 million students, report using EdReports to guide curricular decisions



**170** school systems,  
serving over 8,300 schools and 5 million students, supported to transform schooling through strategic resource allocation and use



**2X** faster growth  
in academic achievement for students in schools randomly assigned to receive Leading Educators professional learning supports, compared to students in control group schools



**70+** school and district leaders  
participated in the Family Engagement Learning Institute, helping them elevate family engagement as an instructional strategy that directly impacts student learning and well-being



**89%** of teachers  
reported being able to differentiate instruction effectively, versus 44% of comparison teachers in the same schools



**148** districts  
across the country provided data to inform recommendations on policy opportunities and barriers for strategic staffing at the district and state level



**290** schools  
using real-time data to establish classroom conditions linked to accelerated learning and a higher likelihood of students earning As and Bs



**1.5** years  
of math and ELA learning gains per year, on average, for students taught by Multi-Classroom Leader teams, reaching 200,000 students in 2024-25



**123** entities,  
including 7 member organizations, 83 affiliates, 12 districts, and 21 researchers, working to advance scalable, impactful professional learning



**3X** improvement  
in K-2 literacy in Teaching Lab-supported districts in NYC during SY 2023-24



**100,000+** students  
reached by more than 4,000 teachers receiving high-quality, evidence-based professional learning supports to enhance ELA and math outcomes



**12** state-level policy wins  
that influenced field conditions to increase the adoption of strategic staffing models



# Innovative Schools

Supporting student-centered  
learning environments.

IMPACT OVERVIEW

Portfolio: Innovative Schools



**33 tutoring providers**  
and 5 states received over \$10 million to make high-impact tutoring sustainable and cost-effective for more than 250,000 students across 23 states



**7 percentile point**  
improvement in 4th-8th grade students' math skills, compared to control group students



**6.8 percentage point**  
improvement in math proficiency for students at schools that used ANet assessments alongside a high-quality math curriculum and professional learning, compared to those who did not



**60% improvement**  
in math scores for 7th grade students in classrooms using ASSISTments, compared to students in control group classrooms



**60+ district, state, and federal policymakers;**  
edtech innovators; and education advocates convened to identify and disseminate strategies for leveraging genAI to drive meaningful change in education



**2.1 months**  
of additional learning in reading for middle school students whose teachers used CommonLit360, compared to those who did not



**86% of teachers**  
agreed the Fishtank curricula built their understanding of specific content and made them more excited about the content they were teaching



**30+ briefings and public speaking engagements**  
with Congressional staff; national, regional, and local education policymakers; and nonprofits on the future of high-impact tutoring



**~20% higher-than-expected learning gains**  
after using Khan Academy for 30+ minutes per week, as measured by performance on the nationally normed MAP Growth Assessment



**2X faster growth**  
in foundational literacy skills for struggling readers who used Magpie at or above the recommended dosage, compared to similarly skilled readers who used Magpie at lower than recommended levels



**5,731 participants**  
learned about best practices for high-impact tutoring through webinars and conferences



**Up to 2 months**  
of additional learning in foundational literacy skills for K-2 students receiving 1:1 virtual tutoring, compared to a control group



**73 Net Promoter Score**  
from pilot curriculum-based professional learning workshops in math in 2023 and 2024



**20% more questions solved**  
by students in PLUS Tutoring, compared to other demographically and academically similar students from the same schools



**25% improvement**  
in writing skills for students assigned to use Quill, compared to those who did not use the program



**~100,000 high-poverty NYC students**  
learned to read using blended literacy models seeded by Robin Hood



**1 additional year**  
of math learning for 9th grade students from low-income families participating in Saga's hybrid tutoring model, compared to students who did not receive any Saga tutoring



**\$18.1 million**  
in outcomes-based contracts established, with 40% contingent on achieving outcomes for students



**14 percentile point**  
improvement in math proficiency for 3rd-5th grade students in schools adopting ST Math, compared to students in comparison schools

THE CANOPY PROJECT

**909 schools**  
have been nominated for The Canopy Project by their peers since its inception



**70%+ of community-based educators**  
report interest in pursuing additional educational roles, training, and certification after participating in a Throughline Learning program



**111 communities**  
supported by Transcend to implement blended learning practices and/or edtech products that improve learning experiences for students



**2.5X growth**  
in state assessment scores for Nebraska elementary- and middle-school students who used Zearn Math with fidelity (3+ grade-level digital lessons weekly), compared to demographically and academically similar students who did not use Zearn



# Inspired Minds

Inspiring young minds  
through hands-on STEM  
learning.

IMPACT OVERVIEW

Portfolio: Inspired Minds



**\$73.5 million**

in new funding for afterschool programs across Illinois, New York, and Pennsylvania



**125,000 youth**

built academic and life skills through the work of 185 out-of-school time partners utilizing Arly, BellXcel's youth development platform



**91% of educators**

said a BioBus visit positively influenced students' attitudes about science through hands-on activities and equipment use



**12,643 K-12 students**

at underserved/Title 1 schools completed five or more Brilliant lessons in SY 2023-24



**76% of students**

participating in a Challenger Center mission reported the experience increased their motivation to participate in STEM, interest and self-efficacy in STEM, and knowledge of STEM careers



**80% of participants**

say Click2Science workshops help them be more effective afterschool professionals



**25% improvement**

in 1st and 2nd grade students' foundational math knowledge after watching multiple Cyberchase episodes



**93% of educators**

say Future City led their students to learn about STEM concepts they are not regularly exposed to



**2X greater likelihood**

of reporting an improvement in STEM interest and attitudes for students participating in FIRST, compared to demographically similar comparison group students



**15.6 hours**

of hands-on, engaging, informal STEM learning that youth in Imagine Science chose—a 27.4% increase since 2021



**91% of district summer program slots filled,**

on average, with 74% filled by students identified as benefiting most from additional enrichment programming



**2X faster learning**

in foundational math skills for 4th-6th grade students playing NBA Math Hoops games, compared to comparison group students who did not play any games



**800,000+ students**

accessed and used engineering and computer science materials produced by the Museum of Science



**72% of students**

participating in 4-H report feeling comfortable using math skills in a work environment, compared to 49% of their non-4-H peers



**15% reduction**

in science and math anxiety for 3rd-6th grade summer Camp Invention participants who reported having at least some anxiety at the start of camp



**13,000 students**

attended field trips online, in person, and in school from January to September 2024



**57% of the 146 participants**

at the National STEM Festival attend Title 1 schools



**70,242 summer programs**

from 6,803 providers in 20,466 locations across the U.S. listed on the NSLA website



**99% of educators**

reported they developed new knowledge and skills from the instructional support provided by Out Teach



**17% increase**

in knowledge and awareness of foundational math skills among parents and caregivers after participating in PBS SoCal's Family Math programming



**7+ million students**

engaged with Science Buddies projects designed to enhance knowledge of science and engineering practices and grow interest in STEM



# New Jersey

Helping children in New Jersey unlock their potential.

IMPACT OVERVIEW

 Portfolio: New Jersey

## DREW

**60 students**

participated in a tuition-free, summer residential program for high-achieving high school juniors who have an interest in STEM

## GreenLight Fund | Greater Newark

**8,200 Newark students and families**

will receive personalized literacy instruction, along with academic tools and resources from Reading Partners, through GreenLight Greater Newark's second investment in the city



**77 students**

received scholarships to participate in virtual and in-person Center for Talented Youth programs, with an average award of \$5,584



**21 teachers**

developed deeper mathematical thinking and refined pedagogical approaches, bringing newfound expertise to 2,200+ students in 15 districts across New Jersey



**22-and 18- percentage-point**

improvement in students achieving grade-level proficiency in math and literacy, respectively, in 12-20 weeks during SY 2023-24



**90,000+ New Jersey learners**

reached through hands-on STEM learning experiences, high-quality math and science instruction, and STEM career awareness programs through NJ STEM Month and the work of 7 regional STEM Learning Ecosystems



**43,935 students**

participated in Students 2 Science programs in 2024



**80 Net Promoter Score**

from families with children in Wildflower Schools in New Jersey, demonstrating positive school performance, culture, and health

“”



ST Math.



*We went through quite a process to select ST Math as the best option for our practitioners, and it has paid dividends. My goal is to think of the future and the present for my young learners. I want to help them build resilience and skills that are highly important for them in a global world—ST Math helps us accomplish this.*

**Diane Martindale**

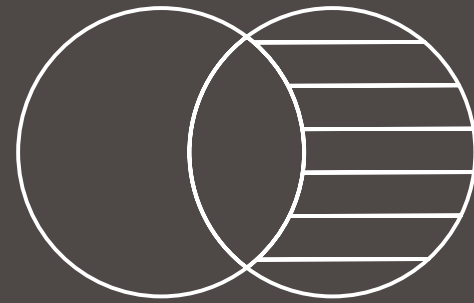
Superintendent, Birch Run, MI

# 2024

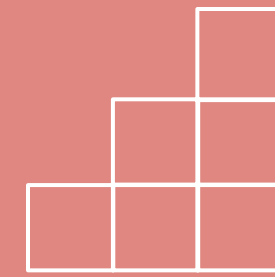
—  
**Bright Spots**



# Unlocking Innovation



# Unlocking Evidence



# Unlocking Growth



## Unlocking Innovation

Funding for organizations to develop and launch a new approach, intervention, or model that addresses an unmet need.

39 prototypes generated

20 early stage organizations funded





### The Problem

The average district spends \$7,700 per teacher on professional learning, yet almost half of teachers, 48 percent, say the professional development they receive or are required to take is irrelevant and not connected to their biggest needs.

### The Innovation

Professional learning for educators has remained largely unchanged for decades. The introduction of generative artificial intelligence (genAI) offers the potential to enhance traditional professional learning by providing consistent, impartial, real-time feedback that improves teacher practice—and doing so in a cost-effective way compared to current practices. A number of grantees in the Foundation's Exceptional Educators portfolio are experimenting with utilizing genAI to help improve instructional coaching and professional learning.

- Leading Educators partners with school systems to provide educators with collaboration structures, curriculum-based professional learning, and targeted support that improve their practice and accelerate learning for students. In 2024, Leading Educators and The Learning Accelerator piloted the School Teams AI Collaborative, a year-long initiative featuring a cohort representing nine cities, 19 schools, and more than 80 participants. Participants are prepared to identify and test genAI-enabled instructional practices that align with schools' instructional priorities; share learnings; and scale practices that most positively impact teaching and learning.
- Teaching Lab focuses on providing educators with professional learning aligned with high-quality instructional materials and developing teacher leadership capacity to improve student outcomes. Since 2023, the organization has curated a collection of high-quality, curriculum-aligned genAI tools on Teaching Lab Studio, an online hub developed within the Teaching Lab Innovation Studio. The free platform lets teachers use genAI to adapt content to individual students' needs, while reducing planning time.



Courtesy of Teaching Matters

- Teaching Matters provides curriculum-based professional learning to schools, delivered through structured coaching relationships and job-embedded support. The nonprofit partnered with TeachFX—an app that utilizes voice AI to assess key indicators of classroom quality—to pilot a new genAI-enabled coaching tool that provides educators with real-time feedback designed to strengthen their instructional practices. During SY 2024-25, the pilot is expected to reach over 35 teachers in five schools.

As AI-enabled professional learning solutions expand to more classrooms, additional evaluation and dissemination of findings are needed to better understand the impact on teaching and, ultimately, student learning.



### Our Catalytic Role

Overdeck Family Foundation is dedicated to exploring the potential of genAI to advance our mission and make differentiated instruction a real possibility for teachers and students. Over the last year, we've invested \$3.85 million with the primary purpose of building, scaling, or learning about AI-powered professional learning.

Preliminary research has shown that genAI-based coaching tools can have small effects on targeted teacher practices. To better understand this impact, we invested \$900,000 in three studies managed by the Research Partnership for Professional Learning to identify the features and traits of genAI tools that show potential to improve teacher quality and student learning, and disseminate those results to the education community at large. This includes further research on the implementation of coaching routines utilizing the app TeachFX, which has previously been shown to increase teachers' use of focusing questions that probe students' thinking by 20 percent. Our hope is that this research can guide future product development decisions across the industry as well as district procurement choices in the years to come.



*Our goal is not to get all teachers to use AI—it's to improve teaching and learning.*

**Dr. Sarah Johnson**  
CEO, Teaching Lab

Portfolio **Exceptional Educators**

Our Funding to Date **\$3.85 million since 2024**





### The Problem

According to the last National Assessment of Writing, 76 percent of eighth graders were not proficient in writing. Without intervention, students with poor writing skills may struggle to read, which can limit economic and social mobility.

### The Innovation

Quill.org's mission is to help all students become critical thinkers through the practice of reading and writing. The organization's free online tools use artificial intelligence (AI) to automatically evaluate students' writing, providing immediate feedback and coaching that helps students revise their work and quickly build writing skills. This personalized and timely feedback, which would be difficult for individual teachers to offer given time constraints, prompts deeper thinking while helping students strengthen their comprehension of complex texts. Over the past year, the organization has also used custom datasets generated from teacher reviews of writing responses to provide more specific feedback to students with increased accuracy and speed.

In 2024, Quill launched several new features to expand its offerings and meet diverse student needs:

- Content for social studies educators, aligned to the OER Project's 1200 to the Present high school world history course, which engages students in literacy instruction while covering core course content;



- Its first STEM offering, Building AI Knowledge (in partnership with aiEDU), which features activities that introduce students to how AI will impact society over the next decade; and
- A new Spanish language functionality, which supports students to write prompts in English while they receive instruction and feedback in Spanish.

Since its founding in 2014, 10 million students have written two billion sentences on the Quill platform. The organization continues to grow year-over-year, particularly with low-income students. An external evaluation conducted by the College Board in 2023 found that Quill improved high school students' writing skills by 25 percent.



## Our Catalytic Role

Overdeck Family Foundation's multi-year general operating support has enabled Quill to develop new partnerships with curriculum providers and launch additional prototypes designed to increase writing skills and improve comprehension. Internal advisory and external capacity-building support have also helped the team develop a go-to-market strategy and build revenue capacity.



*With Overdeck Family Foundation's support, we developed a strategic plan that helps Quill pivot from predictive AI to generative AI, enabling us to build better learning experiences that accelerate the development of reading, writing, and critical thinking skills. Over the next five years, we expect to reach millions of additional low-income students and attain operational sustainability.*

### Peter Gault

Co-Founder and Executive Director

Peter Gault is the Co-Founder and Executive Director of Quill.org, a nonprofit building free online learning tools that use AI to provide students with immediate feedback and coaching on their writing. Fast Company recognized Quill as one of the Top 10 Most Innovative Education Companies of 2018.



## Quill.org

**Portfolio** Innovative Schools

**Our Funding to Date** \$2,546,000 since 2022

**Founded** 2014

**HQ** New York, NY

**Website** [quill.org](https://quill.org)



## The Problem

Research shows that family engagement matters for student success—students of all ages whose families are engaged have stronger social-emotional development, higher school attendance, and better academic outcomes. However, while all families want to help their children succeed, they often face barriers. These include language—22 percent of students speak a language other than English at home—in addition to lack of time, trusting relationships with teachers and schools, and awareness of how to help.

## The Innovation

TalkingPoints is a tech-enabled family engagement solution that empowers educators to build effective family-school partnerships through two-way communication in 150+ languages, coaching for schools and families to improve student outcomes, and actionable data on student progress. TalkingPoints also provides educators with best-practice guidance and time-saving tools to make communication and supporting student learning more effective and efficient. Over the past year, the organization grew its reach by 25 percent and now serves over four million students.

With the advancement of technology and the addition of generative artificial intelligence (genAI), TalkingPoints has expanded its original product and is experimenting with in-the-moment suggestions and guidance for both teachers and families that can help improve family engagement and student learning. These include:

- A real-time “message mentor” that simplifies communication by helping teachers instantly



transform messages to parents and caregivers, utilizing the best practices of family engagement to make them more positive, asset-based, and accessible;

- A personalized activities generator aligned with grade-level work and curriculum standards, making it simpler for teachers to guide families in engaging their children in activities aligned with what they are learning at school; and
- An attendance toolkit that allows for tracking and family reporting, making it easy to send schoolwide messages to educate families about the role consistent attendance plays in student outcomes and provide actionable steps for families to take.

These innovations, many of which TalkingPoints founder and CEO Heejae Lim discussed in a “Spotlight On Growth” interview earlier this year, are expected to deepen TalkingPoints’ impact and ensure the product remains relevant and responsive to schools and districts. For example, TalkingPoints was inspired to create the attendance toolkit based on district needs, as well as previous research demonstrating its impact on attendance. A 2024 study done in Tulsa Public Schools, a large, urban school district, found that schools using TalkingPoints saw an average 24 percent decrease in student absenteeism rates. This research builds on a previous study finding that adoption of TalkingPoints was associated with a 15 percent decrease in absenteeism in another large urban district.



## Our Catalytic Role

Since Overdeck Family Foundation began funding TalkingPoints in 2020, the organization has grown its reach tenfold while continuing to innovate, strengthen its evidence base, and improve its data and organizational infrastructure. Ongoing coaching from the Foundation team and external capacity-building support have helped TalkingPoints build its advisory board, develop organizational structures and supporting processes for growth, and expand its research and data capacity through partnership with Strategic Data Project fellows.



*TalkingPoints wouldn't be where it is today without Overdeck Family Foundation. Through their early and ongoing support, we've been able to innovate and build our evidence base, and meaningfully move the needle on areas like chronic absenteeism, leading to improved outcomes for millions of students.*

**Heejae Lim**  
Founder and CEO

Heejae Lim, Founder and CEO of TalkingPoints, previously advised the Gates Foundation and Teach First U.K. at McKinsey & Company; worked on education reform to drive data-driven decision-making for public schools in the Middle East; and served as Chief of Staff to a special advisor to the Secretary of Education in the U.K. She also worked on the development of Aspire Public Schools' teacher training program, now known as Alder Education. Heejae has been recognized as a TED Fellow, Stanford Social Innovation Fellow, Roddenberry Fellow, Ashoka Changemaker, Elevate Prize winner, and Forbes 30 Under 30 for education recipient.



## TalkingPoints

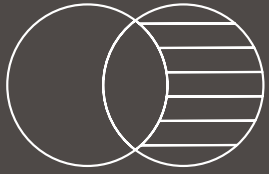
**Portfolio** Early Impact

**Our Funding to Date** \$3,903,000 since 2020

**Founded** 2015

**HQ** San Francisco, CA

**Website** [talkingpts.org](https://talkingpts.org)



## Unlocking Evidence

Funding to advance field knowledge or validate program models through comprehensive studies and research.

21

validation and research studies completed

3

grantees increased ESSA tier





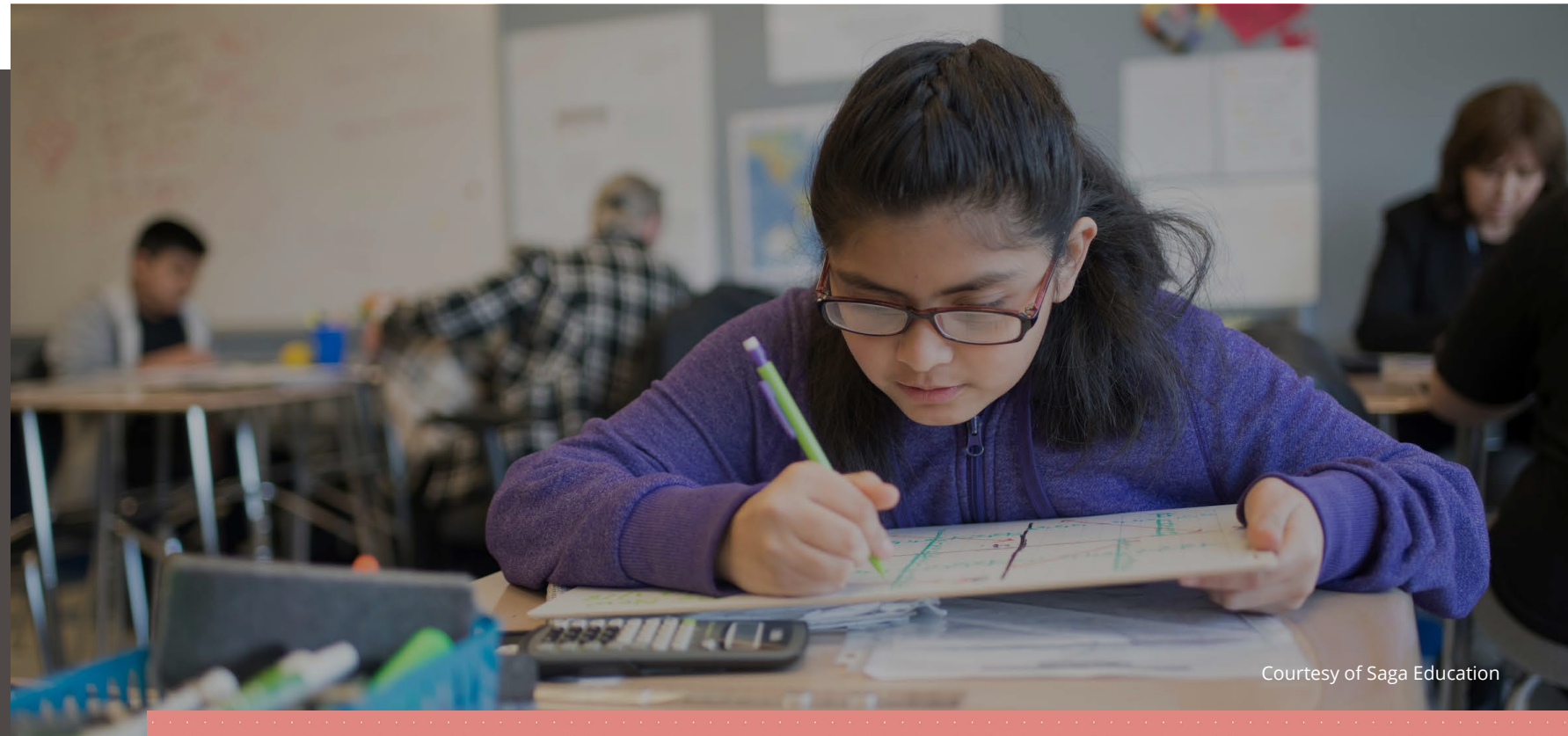
### The Problem

Despite massive federal, state, and local investments to address pandemic-induced learning loss in U.S. schools, as of January 2024 researchers estimated that students still needed to recoup about two-thirds of their learning in math and three-quarters of their learning in reading to return to pre-pandemic levels.

### The Evidence

Multiple rigorous studies have found that high-impact tutoring—defined as students spending substantial time each week receiving targeted curriculum-aligned instruction while building strong tutor-student relationships—has sizable, positive impacts on student achievement. Guided by this evidence, districts and states have invested heavily in scaling tutoring programs to support student learning, with \$700 million in federal American Rescue Plan (ARP) funds spent on tutoring over the last three years. As districts spend their final ARP dollars and the education sector enters a tightened fiscal climate, our Foundation has invested in rigorous research to identify the best strategies to make tutoring programs less costly and more scalable—while maintaining impact.

Since 2018, we've invested in rigorous research to help scale proven tutoring models, while evaluating opportunities to make those models more cost-effective. Alongside Arnold Ventures, we funded a randomized controlled trial (RCT) of Saga Education's hybrid tutoring approach to better understand whether hybrid tutoring can be impactful while lowering costs. The study, led by the University of Chicago, examined Saga's newer hybrid model in which two students received in-person tutoring while two other students worked on aligned independent computer-assisted learning, alternating every other day. Researchers compared math



Courtesy of Saga Education

achievement for students randomly assigned to hybrid tutoring versus those who continued with business-as-usual instruction, with reported impacts of approximately 0.23 SDs, or about a year of learning, on math achievement for participating ninth graders. At around \$2,250 per student (in 2018-19 dollars), this less expensive model highlighted the potential of hybrid tutoring to maintain impacts while lowering costs, more cost-effectively supporting learning recovery and acceleration for districts.

We've also funded studies to answer questions about the efficacy of virtual tutoring and effective dosage recommendations through our support of Accelerate, which aims to identify proven, affordable, and scalable tutoring providers and invest in program implementation and rigorous evaluation. Since the organization was founded in 2022, it has launched more than 25 evaluations of high-quality tutoring programs, such as an RCT led by researchers from Johns Hopkins University, which demonstrated substantive positive impacts of the virtual tutoring model Air Reading on first through sixth grade students' reading skills. A separate RCT focused on dosage, conducted by a researcher from the University of Chicago, revealed that fewer sessions of tutoring using a 1:2 tutor-student ratio had larger impacts on student



reading skills than the same model that engaged students in more sessions with a 1:3 tutor-student ratio. Accelerate has also used its role as an intermediary funder of research to objectively analyze and disseminate research findings, helping inform school and district implementation trade-offs, such as [the balance](#) between expected tutoring impact and program cost or whether [tutoring outperforms](#) alternative academic recovery interventions like digital learning or out-of-school instruction.

Although there is robust evidence underlying tutoring interventions and multiple efforts in place to evaluate the impacts of those approaches, school districts continue to grapple with how to provide the optimal amount, type, and format of tutoring to students with differing needs, while also weighing the costs of tutoring, which currently range from \$1,200 to \$2,500 for high-impact models. To support decision-making on what type of tutoring works, for whom, under what conditions, and at what cost, we made a grant to the [University of Chicago Education Lab](#) and [MDRC](#) in 2024 to support the completion of the Personalized Learning Initiative study, featuring RCTs of tutoring programs in eight school districts across seven states. The research team is using machine learning to estimate personalized treatment effects of tutoring supports across diverse learners and, although the study won't be completed until spring 2026, the initiative has already provided meaningful results for the field.

Preliminary [results](#) from Fulton County, GA and Chicago, IL find that high-impact tutoring boosted math skills by as much as two-thirds of a year of learning. Other early work focused on implementation found that [out-of-school tutoring](#)—particularly in a fairly rural context like New Mexico—is challenging to implement and likely not nearly as impactful as in-school programming. A separate implementation study [offered helpful guidance](#) for districts on successful implementation related to scheduling and whole-school buy-in. To maximize the impact of tutoring programs once they're adopted, we've funded the [National Student Support Accelerator](#) and the [Center for Outcomes Based Contracting](#) to translate academic research into easy-to-implement practice.





### Our Catalytic Role

Overdeck Family Foundation is dedicated to scaling high-impact tutoring programs and approaches proven to boost student achievement, while also evaluating opportunities to increase the cost-effectiveness of those programs. Since 2017, we've invested \$19.2 million to scale and research high-impact tutoring, with a key goal of identifying the specific models that work, for whom, under what conditions, and at what cost. Collectively, our investments, including a cohort of Strategic Data Project fellows at Accelerate and five of their state partners, are helping the field develop strong regulatory frameworks that support the adoption of effective in-school tutoring and enable the cost-effective scale of high-impact tutoring, a proven practice that can counteract COVID-19 pandemic-related learning loss while supporting all students to reach their full potential.



*As a former district leader, I know how important it is to have rigorous evidence on the impact of interventions like high-impact tutoring. We must also understand how to lower costs and make tutoring scalable so more students can benefit. The Personalized Learning Initiative focuses on understanding not just whether tutoring works, but whether different types of lower-cost tutoring can still be impactful in certain contexts.*

**Dr. Sadie Stockdale Jefferson**  
Executive Director, The University of Chicago Education Lab

Portfolio **Innovative Schools**

Our Funding to Date **\$19.2 million since 2017**





### The Problem

Despite compelling evidence that standards-aligned, academically rigorous curricula boost student achievement, only 35 percent of English language arts teachers and 51 percent of math teachers report using at least one of these curricula weekly. Additionally, 23 percent of educators report receiving zero training on implementing rigorous curricula.

### The Evidence

Overdeck Family Foundation is committed to helping the field understand the benefits of high-quality instructional materials and improve the fidelity of implementation through curriculum-based professional learning (CBPL). In addition to funding organizations that provide programs and training to district leaders and educators, we've also funded research to better understand and communicate the impact of CBPL on teacher practice and, ultimately, student outcomes.

For example, a recent study of Teaching Lab, which partners with school districts to provide professional learning for teachers that is explicitly focused on improving the use of rigorous curricula, found that its curriculum-based professional learning is linked to improved teacher practices. Coaches, school leaders, and administrators reported that teachers who participated in Teaching Lab professional learning used substantially stronger teacher practices—with differences ranging from 38-50 percentage points—than comparison group teachers. Sixty-seven percent of these observers said that teachers participating in professional learning asked questions and assigned tasks that addressed the analytical thinking required by grade-level standards, compared to only 17 percent of those reporting on comparison group teachers. Eighty-eight percent of observers



Courtesy of Leading Educators

indicated that lessons taught by educators receiving Teaching Lab supports were focused on a high-quality text or task, compared to 42 percent of comparison group teachers. Additionally, a rigorous study (unpublished as of December 2024) on its math PL in New Mexico found teachers randomly assigned to Teaching Lab outperformed their peers on outside observers' assessment of classroom discourse, including prompting student thinking. The Foundation is now supporting Teaching Lab in a range of more rigorous evidence-building activities including multiple large-scale randomized controlled trials to more rigorously quantify its impact on student achievement and related outcomes.

We've also funded research to better understand the impact of training instructional leaders to provide professional learning, versus training teachers directly. Recent evidence suggests training school leaders can boost student achievement while being less time- and cost-intensive compared to providing professional learning directly to teachers. For instance,



a quasi-experimental study of [Leading Educators](#), a CBPL organization with a fellowship model that provides instructional leaders ongoing, job-embedded professional learning, found that a school's participation in the program increased student proficiency rates both during and after the program: by 5.7 percentage points in English language arts and 3.9 percentage points in math, on average. Using a difference-in-differences approach to estimate the impact of school-level participation on students' academic achievement in third through eighth grade, researchers found that achievement effects were larger when instructional leaders participated in the fellowship for two years and when district and school leaders participated in the program alongside one another. Taken together, findings from this work corroborate earlier [experimental evidence](#) showing positive impacts of [Leading Educators'](#) professional learning on student achievement and demonstrate the potential power of training instructional leaders to expand and deepen the reach of CBPL.

We also understand the importance of creating conditions in education systems that support research and evidence-building to improve the implementation of rigorous curricula and professional learning. Since 2022, we've invested in the [Research Partnership for Professional Learning](#), a nonprofit that connects professional learning organizations and school/district leaders to researchers to identify high-impact practices and help policymakers implement them. [Twenty-three studies](#) are currently underway to build stronger evidence to increase teacher engagement, accelerate teachers' skill development, support sustained adoption of high-quality instructional practices, improve the conditions for adult learning, and build a stronger research and development infrastructure for professional learning.





### Our Catalytic Role

Overdeck Family Foundation is committed to scaling evidence-based approaches that show potential to improve teacher practice and student outcomes. Since 2016, the Foundation has invested more than \$19 million in efforts to improve and expand CBPL with an explicit focus on evaluating innovative approaches to make professional learning more impactful and cost-effective. This work is helping the field better understand the most effective ways to leverage professional learning to improve teaching and learning for all students.



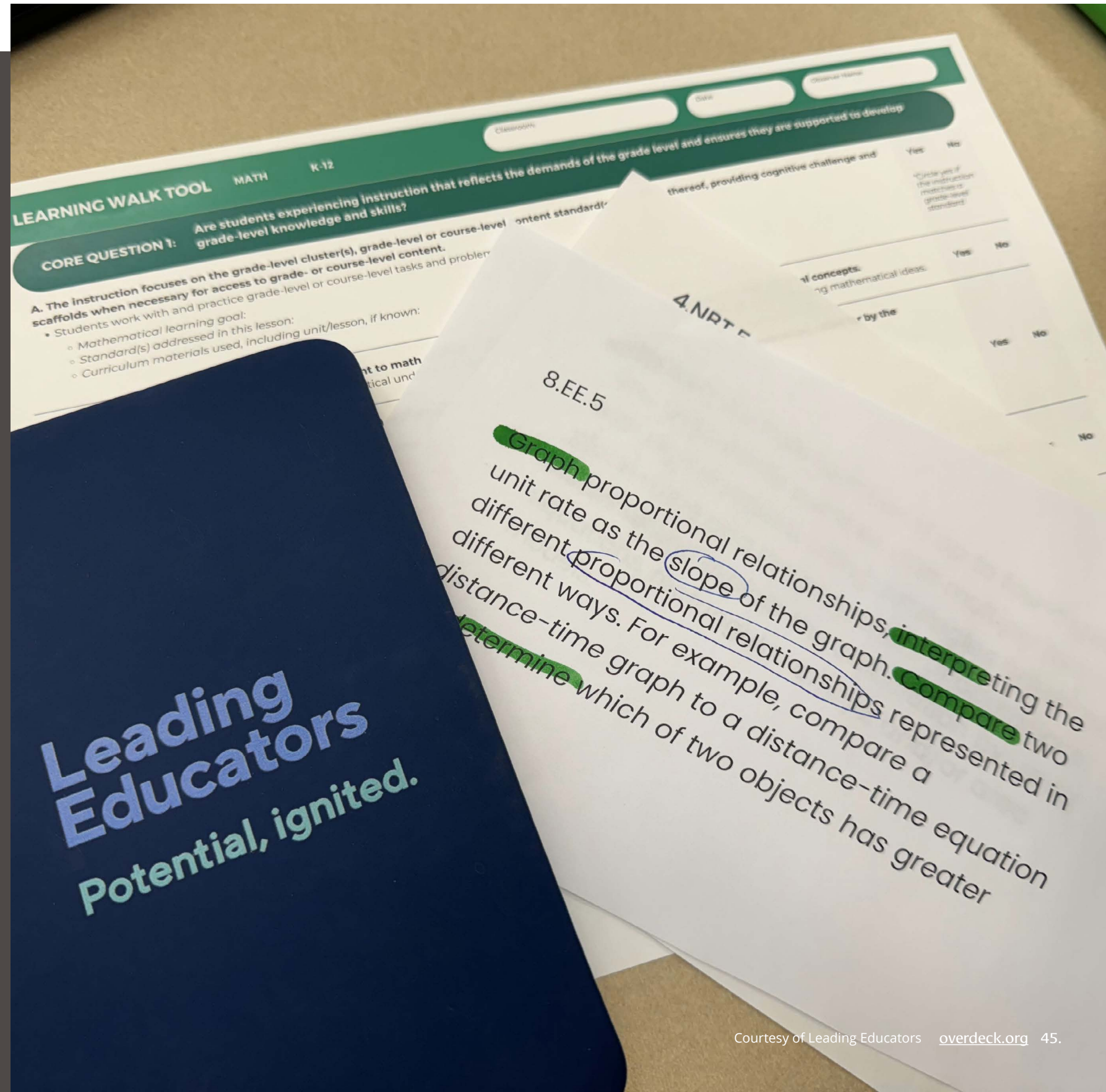
*Our collective work aims to build more rigorous and useful practitioner-centered evidence that not only strengthens teacher professional learning but also transforms educational practices—empowering teachers and improving outcomes for students.*

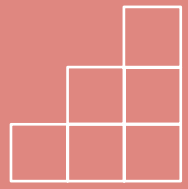
**Dr. Stacey Alicea**

Executive Director, Research Partnership for Professional Learning

Portfolio **Exceptional Educators**

Our Funding to Date **\$19 million since 2016**





## Unlocking Growth

Funding for organizations to scale, as measured by increased earned revenue and reach, improved capacities, and follow-on funding.

29 grantees increased reach

21 grantees increased earned revenue





### The Problem

The pandemic erased two decades of progress in reading, causing severe learning loss, particularly among students who were already behind grade level. Exacerbating these challenges, only 35 percent of teachers report using standards-aligned English language arts (ELA) materials at least once a week.

### The Growth

CommonLit offers students and educators a text library and CommonLit 360, a full-year ELA curriculum that connects the dots between curriculum, assessments, and professional learning in an all-in-one platform, which has been shown to improve student learning. Students have access to thousands of high-quality reading lessons where they can make real-world connections and receive personalized instruction through guided comprehension questions, text-to-speech, translation, and digital annotation tools. And educators have support through professional development that's designed to reduce cognitive load, increase teachers' self-efficacy, and routinize key instructional moves, addressing key reasons educators provide for not using grade-level materials.

Since it launched in 2014, CommonLit has experienced steady year-over-year growth in reach and revenue. CommonLit grew from serving 1,779 schools in 2022 to 2,410 schools in 2023 and, across all of its offerings, CommonLit is now the number one most cited new instructional program in the core market. In a recent "Spotlight On Growth" interview with founder and CEO Michelle Brown, she reflected on how the organization navigated an influx of demand sparked by the COVID-19 pandemic, and how it has sustained this growth in the years since through key hires and product development.



CommonLit's investment in strengthening its evidence base has also supported its growth. A study of 113,825 sixth through tenth grade students in 313 schools across 40 states during SY 2021-22 found that students with teachers highly utilizing CommonLit 360 saw faster growth in reading—equivalent to about three to four months of learning—than students in comparison group classrooms. CommonLit has also recently been awarded an EdReports "all-green" rating, indicating it meets all quality and usability expectations, including alignment to standards. To date, the organization has helped over five million students become proficient readers.



### Our Catalytic Role

Over the past three years, Overdeck Family Foundation’s general operating and capacity-building support have enabled CommonLit to enhance its product suite, build internal data capacity through a partnership with a Strategic Data Project fellow, conduct a market analysis, and develop a growth plan. In 2024, we also provided CommonLit funding to conduct an external validation on the impact of CommonLit 360’s program on ELA achievement, with findings anticipated in 2027.



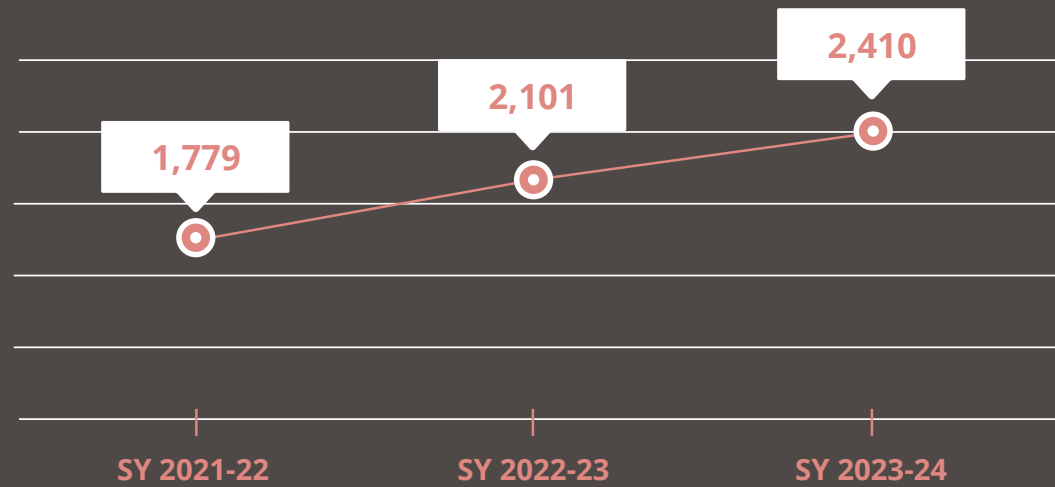
*Overdeck Family Foundation was one of CommonLit’s first partners who deeply believed in our vision and potential. The team has been instrumental in helping us reach millions of students, study and demonstrate our impact, and develop our comprehensive instructional program for ELA, CommonLit360.*

**Michelle Brown**  
Founder and CEO

Michelle Brown is the Founder and CEO of CommonLit.org. She is a native Spanish speaker and an experienced English teacher who has taught in urban and rural environments, and at the university level as a professor of Spanish. In 2019, Michelle was the Ernst and Young Entrepreneur of the Year (Mid Atlantic). She is dedicated to coaching early-stage entrepreneurs and writes for Women@Forbes.

### Number of Schools Paying for CommonLit’s Full Program

The number of schools paying for CommonLit’s full program has grown 35 percent since SY 2021-22.



#### CommonLit

Portfolio	Innovative Schools
Our Funding to Date	\$4,761,500 since 2022
Founded	2014
HQ	Washington, DC
Website	<a href="https://commonlit.org">commonlit.org</a>



### The Problem

Despite the growing emphasis on engineering embodied in the Next Generation Science Standards, K-12 educators are not well supported to teach engineering skills, practices, and content to their students.

### The Growth

The work of the PK-12 Education team at the Museum of Science in Boston, MA focuses on developing science, technology, engineering, and math (STEM) curricula for Pre-K through eighth grade students, preparing and empowering educators to teach STEM, and conducting rigorous research to inform K-12 engineering education. Best known for its Engineering is Elementary® (EiE) curricula, the team also offers educators its new Youth Engineering Solutions (YES) curricula and provides families with a suite of resources to lead engineering and computer science activities at home.

In SY 2023-24, over one million students accessed YES and EiE's engineering and computer science units, a 115 percent year-over-year increase. This increase in reach was primarily fueled by educator demand for high-quality and engaging engineering curricular materials for in-school and out-of-school time programs. At the same time, the Pre-K-12 Education team continued to respond to growing demand from families. With grant support from the Foundation, the team developed and released a set of three new computer science multimodal experiences designed to provide families with fun and interactive opportunities to build familiarity and comfort with the engineering design process and introductory computer science concepts.



While YES and EiE curricula have been adopted nationwide, the Museum of Science continues to play an important role in creating access to high-quality STEM learning experiences in its home city as well. It has embarked on a major renovation project to create a new Public Science Common convening space at the Museum in Boston, helping the institution become a community resource and demonstrating its continued commitment to serving children wherever they learn: at school, after school, at home, or at the museum.



## Our Catalytic Role

An *Inspired Minds* grantee since 2018, the Museum of Science has used grant funding to scale EiE curricula and adapt its foundational principles (creative problem-solving; collaboration; and authentic, real-world challenges) to create engaging learning activities for children and their families to do at home. To support this work, Overdeck Family Foundation has provided capacity building to inform growth planning in addition to a Strategic Data Project fellow to supplement the Museum’s research and evaluation capacity, enabling it to conduct additional formative and summative evaluation activities to inform product development.



*Overdeck Family Foundation has been critical to expanding the offerings and reach of the Museum of Science’s engineering and computer science activities and curricula. With their support, we’ve been able to further promote children’s creativity and problem solving through free, high-quality resources for educators and families.*

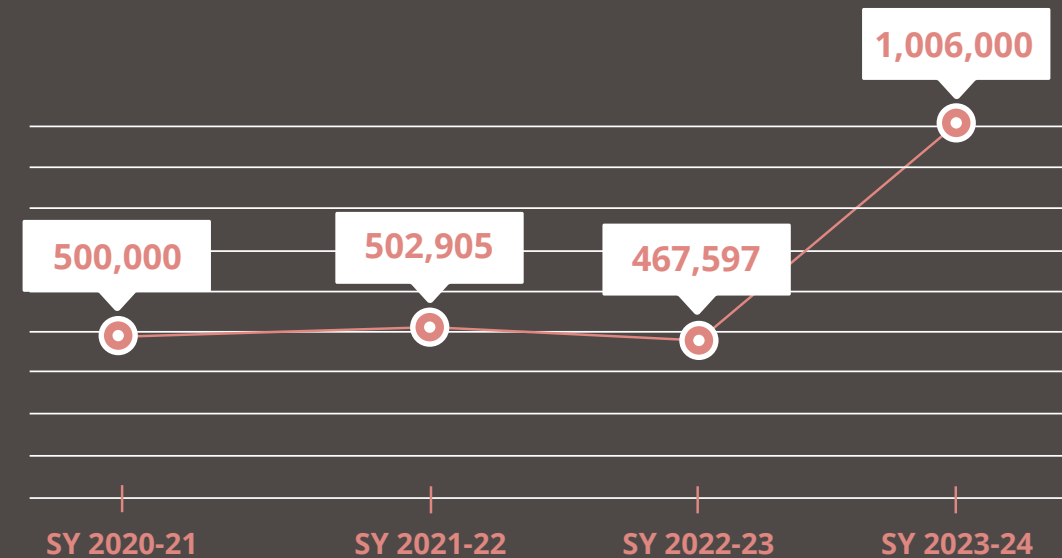
### Dr. Christine Cunningham

Senior Vice President, STEM Learning

Christine Cunningham, Ph.D., is the Senior Vice President of STEM Learning at the Museum of Science in Boston. She is the founding director of Youth Engineering Solutions and Engineering is Elementary, which develop equity-oriented, research-based, field-tested STEM curricula and professional learning resources for Pre-K through eighth grade youth and their educators. Previously, Christine was a Professor of Practice in Education and Engineering at the Pennsylvania State University.

## Number of Students Using Museum of Science Engineering and Computer Science Units

The number of students accessing Museum of Science engineering and computer science units has more than doubled since SY 2020-21.



## Museum of Science (EiE)

Portfolio	Inspired Minds
Our Funding to Date	\$2,196,775 since 2018
Founded	2003
HQ	Boston, MA
Website	<a href="https://yes.mos.org">yes.mos.org</a>



### The Problem

The U.S. faces a growing math proficiency crisis, ranking 26th out of 81 countries in the latest Program for International Student Assessment (PISA), and showing the largest decline in math proficiency since 1990 on the 2022 National Assessment of Educational Progress (NAEP).

### The Growth

Learn Fresh transforms students' passion for sports and entertainment into a powerful tool for inspiring science, technology, engineering, and math (STEM) skills and social-emotional learning. In collaboration with premier sports organizations such as the NBA, MLB Players Trust, and MLS, Learn Fresh has developed programs like NBA Math Hoops, MLB Players STEM League, and MLS STEM Goals, which foster students' resilience, confidence, and sportsmanship, in addition to academic growth with a focus on algebra readiness. Since 2012, Learn Fresh has engaged over one million students globally, with research finding evidence that participants have made marked improvements in math proficiency and social-emotional skills like leadership and grit.

In its 2023-24 season, Learn Fresh saw 18 percent year-over-year growth across all its programs, reaching over 370,000 youth nationwide. This expansion was bolstered by steady demand for NBA Math Hoops—the organization's founding program designed to help students learn fundamental math and social-emotional skills through the game of basketball. In the same period, Learn Fresh also saw substantial growth of its newest offerings: MLB Players STEM League (95 percent year-over-year growth) in addition to EcoTour and MLS STEM Goals (tenfold participation growth for both, since inception).



As Learn Fresh's footprint has grown, so has visibility and support for its programs. In 2024, the organization maintained partnerships with 21 premier sports teams, supporting local program implementation and expansion. And in June, the NBA Headquarters in New York City hosted the 2024 NBA Math Hoops Global Championship, demonstrating deep partnership and commitment from the league. In a recent "Spotlight On Innovation" interview, co-founder and CEO Nick Monzi spoke with us about the organization's partnership strategy and its unique approach to igniting students' STEM interest in and out of the classroom.

In the months ahead, with strategic and financial support from the Foundation, Learn Fresh will expand its evidence base, building on initial positive findings related to math fluency and social-emotional competencies by working with WestEd to conduct a randomized controlled trial that aims to better understand the impact of NBA Math Hoops on students' math learning, social-emotional development, and self-efficacy and enjoyment of math.



### Our Catalytic Role

An Overdeck Family Foundation grantee since 2020, Learn Fresh has capitalized on our capacity-building support to strengthen its evidence-building, communications, and revenue model. Through coaching and thought partnership from Foundation staff and engagements with external capacity-building supports and a Strategic Data Project fellow, Learn Fresh has improved its theory of change and measurement and evaluation framework, strengthened its organizational culture around evaluation and data, and improved its data systems.



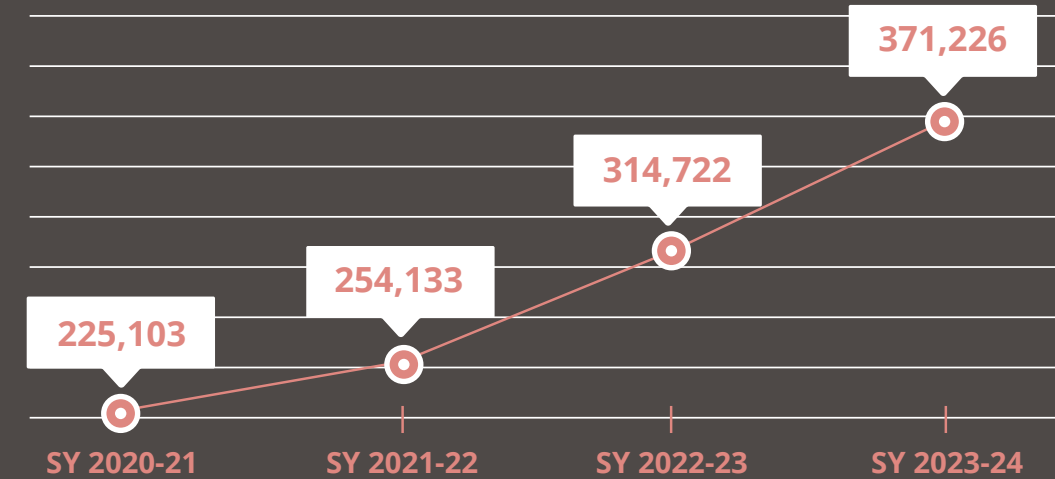
*Overdeck Family Foundation’s support has led to transformative change for our organization over the last five years, facilitating our evolution from a regional to an international nonprofit. As we explore our next phase of growth, the Foundation’s support for our research goals, fiscal development, and operational strategy will be critical for the success of our global vision.*

**Nick Monzi**  
Co-Founder and CEO

Nick Monzi is Co-Founder and CEO of Learn Fresh. Since the organization’s founding, he has worked with global corporations, leading school districts, and national and regional after-school providers to develop the Learn Fresh community program model. Nick has presented at national conferences including SXSW EDU, ISTE, Beyond School Hours, and the NSLA National Conference.

### Number of Students Participating Across All Learn Fresh Programs

The number of fourth through eighth grade students participating in Learn Fresh programming has increased by 65 percent in the past four years.



### Learn Fresh

Portfolio	Inspired Minds
Our Funding to Date	\$4,171,200 since 2020
Founded	2013
HQ	Philadelphia, PA
Website	<a href="http://learnfresh.org">learnfresh.org</a>



### The Problem

The rate of innovation in the U.S. has declined since the 1970s, due in part to unequal access to social networks, role models, and generational wealth that make innovation more possible. Researchers estimate that children from the wealthiest families are 10 times more likely to become inventors than children from below the median income.

### The Growth

The National Inventors Hall of Fame® recognizes world-changing inventors by inducting them into the Hall of Fame and infusing their stories, insights, and passion for science, technology, engineering, and math (STEM) into education camps, clubs, and school-day programs. These offerings, which include Camp Invention®, Club Invention®, and Invention Project®, promote confidence-boosting, hands-on innovation and entrepreneurship for elementary through college-aged students across the country.

Since it was founded in 1973, the National Inventors Hall of Fame has continued to evolve to meet the needs of students, families, and educators. During the COVID-19 pandemic, the team capitalized on the influx of federal stimulus dollars in the education sector, successfully spearheading partnerships with new school districts to bring Invention Project programs to their students. At the same time, the organization saw notable growth in its out-of-school time programs, with Camp Invention averaging approximately 83 campers per camp, the largest in the organization's history. In 2023, the most recent complete year with available data, the National Inventors Hall of Fame grew students served by 37 percent while continuing to prioritize reaching underserved students through its philanthropic partnerships. This year, approximately 71 percent of students who participated in National Inventors Hall of Fame programs came from underserved backgrounds.



This strong growth trajectory has ensured more children have access to highly engaging STEM programming that can foster STEM interest and skills, and ultimately an innovation mindset. Findings from a study conducted with researchers from Georgia Institute of Technology showed an increase in science and math interest; an increase in problem-solving and inventing skills; and a lowering of science and math anxiety after just four days of Camp Invention programming for students who reported at least some room for improvement at the program's start.

The organization's recent success, fueled by ESSER spending, also sparked strong revenue growth, with 2023 out-of-school program revenue greatly exceeding pre-pandemic levels. In a recent "Spotlight on Growth" interview, Chief Strategic Officer Hannah Paulin detailed how her team navigated this explosive growth period, and how the organization is preparing for a tighter fiscal climate in the years ahead by pursuing lower-cost program models, cost sharing, and alternative funding streams.



### Our Catalytic Role

Since 2020, Overdeck Family Foundation’s grantmaking and strategic support have helped the National Inventors Hall of Fame expand access to its STEM enrichment programs for thousands of students each year. During this time, the organization has capitalized on capacity-building support to diversify its revenue streams, better understand programmatic cost drivers, build data and evidence capacity through its Strategic Data Project fellow, and develop a dynamic forecasting tool to identify fiscal implications in a post-ESSER environment that would allow it to remain sustainable in the future.



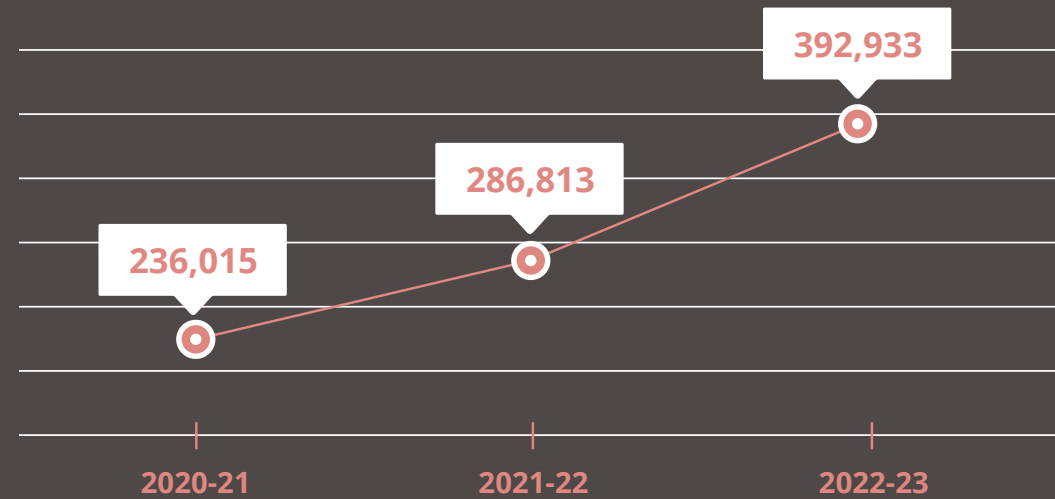
*For more than 50 years, the National Inventors Hall of Fame has been at the forefront of illuminating the legacies of world-changing inventors and providing opportunities for the next generation to learn directly from these innovative role models. With the involvement of our Inductees and the generous support of partners such as Overdeck Family Foundation, the Hall of Fame will carry this mission into the future.*

**Michael J. Oister**  
CEO

Since joining the National Inventors Hall of Fame in 2004, Michael J. Oister has worked to expand its mission of recognizing and inspiring innovation in America. Michael, who holds more than 20 U.S. patents, first joined the National Inventors Hall of Fame as President of the Invent Now Kids subsidiary before he accepted the role of CEO in 2013. Prior to joining the National Inventors Hall of Fame, Michael built Classic Sport Companies from a startup to a \$20 million-plus manufacturer of sporting goods, supplying team dealers throughout the country while building partnerships with prominent retailers.

### Number of Students Participating in Camp Invention, Club Invention, and Invention Project

The number of students participating in National Inventors Hall of Fame programming increased by 66 percent since 2021.



#### National Inventors Hall of Fame

Portfolio	Inspired Minds
Our Funding to Date	\$3,039,000 since 2020
Founded	1973
HQ	North Canton, OH
Website	<a href="http://invent.org">invent.org</a>



### The Problem

New Jersey state assessment scores from 2023 reveal that 48.7 percent of students across the state are below grade level in English language arts and 62.4 percent are below grade level in math. While scores show an average of two percentage point improvement over the prior year, they remain lower than 2019.

### The Growth

The New Jersey Tutoring Corps, Inc. was launched as a statewide tutoring program during the summer of 2021 to help close widening academic gaps, increase students' confidence and love of learning, and establish a statewide pathway of skilled educators. The program's research-based, evidence-rich high-impact tutoring model provided direct support in math and literacy to Pre-K through eighth grade students both after school and through integration with summer and afterschool programs. In SY 2022-23, the Tutoring Corps piloted an embedded school-day program designed to provide its high-impact tutoring year-round as part of the school day.

Today, as an independent nonprofit, the New Jersey Tutoring Corps co-designs programming with school districts, hiring and training tutors to offer in-person high-impact tutoring to small groups of one to four students meeting for 30- to 60-minute sessions two to three times per week with the same tutor for 15-25 weeks, following the Annenberg Institute's recommendations. By prioritizing close district partnerships, the Tutoring Corps increased its



year-over-year reach by 64 percent in 2024, serving almost 4,000 total kindergarten through eighth grade students in 80 school sites across 25 districts. During this time, the organization also saw significant earned revenue growth, demonstrating strong demand for high-impact tutoring across New Jersey.

As the New Jersey Tutoring Corps' in-school program expands and evolves, it continues to show potential positive impact for students. During SY 2023-24, grade-level-proficiency in math increased from four percent at the start of the school year to 26 percent following participation in the program, and from 12 to 30 percent in literacy, across grade levels. To more rigorously understand the impact of its tutoring support, the Tutoring Corps has partnered with Mathematica to conduct an ESSA Tier 2-aligned quasi-experimental design (QED) impact study estimating the effects of the program on student achievement, with findings anticipated in 2026.



### Our Catalytic Role

Overdeck Family Foundation helped conceptualize and design the Tutoring Corps in 2021 as a response to state-wide learning loss exacerbated by the COVID-19 pandemic. Since then, we have provided extensive consultative support and general operating grants, helping the organization launch its program, unlock new sources of funding, establish its 501(c)(3) status, build a long-term strategy to improve sustainability and increase reach, and gather and understand beneficiary feedback. The Foundation has also offered New Jersey Tutoring Corps ongoing research support through connections to external evaluation teams and iterative research design feedback as the organization embarks on its QED.



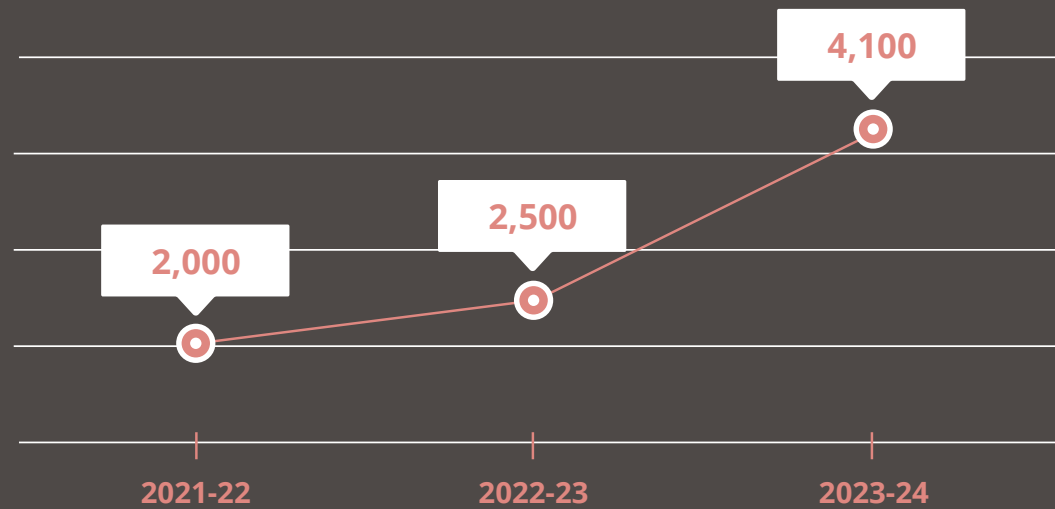
*I'm so proud of the work of the New Jersey Tutoring Corps. We've worked with district partners in 19 of 21 New Jersey counties, created more than 700 jobs, grown to impact over 12,000 scholars, and, most importantly, have increased scholars' academic knowledge and love of learning. None of this would have been possible without the support of Overdeck Family Foundation.*

**Katherine Bassett**  
CEO

Katherine Bassett, CEO of the New Jersey Tutoring Corps, previously served as Director of Policy and Partnerships for the Center for Educator Effectiveness at Pearson, as well as the Director of the Educator Relations Group at Educational Testing Service, CEO of the National Network of State Teachers of the Year, and Co-Founder and CEO of RAD Science Solutions. Katherine spent 26 years in the classroom as a middle school librarian and was named New Jersey's 2000 State Teacher of the Year.

### Number of Students Participating in New Jersey Tutoring Corps

The number of kindergarten through eighth grade students participating in the New Jersey Tutoring Corps more than doubled from 2021 to 2024.



#### New Jersey Tutoring Corps, Inc.

Portfolio	New Jersey
Our Funding to Date	\$1,641,350 since 2021
Founded	2021
HQ	New Jersey
Website	<a href="http://njtutoringcorps.org">njtutoringcorps.org</a>

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Providing all children  
the opportunity to unlock  
their potential.