2021
Grantmaking & Impact Report

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Cover image courtesy of National Museum of Mathematics
59% of fourth graders fail to meet standards for mathematical proficiency, and 65% read below grade level.

The pandemic has only exacerbated the problem, making impactful innovation more critical than ever.

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.
Unlocking Innovation, Evidence, and Growth

In 2021, we disbursed over $45 million to almost 100 grantee partners, collectively reaching over 24 million children. Key achievements of our funding included:

- 22 new program models, including several remote or hybrid interventions that have shown early promise of efficacy and signals of improved cost-effectiveness;
- 20 completed research studies, with eight of those influencing either practice or policy;
- Five grantees increasing in ESSA tier, several with evidence of how technology-enabled solutions can help achieve and accelerate student outcomes;
- 12 grantees increasing earned revenue year-over-year by at least 25 percent, often by pursuing state-level contracts and ESSER funds that fuel faster growth rates and lower the cost of customer acquisition; and
- 14 grantees increasing reach year-over-year by at least 25 percent, often by investing in sales and customer support teams that have boosted customer acquisition and satisfaction.

These grantmaking outcomes would not have been possible without a hardworking and dedicated team that was able to source, fund, and support incredible organizations across the education sector, while at the same time developing strong relationships with grantees and education leaders.

Evidence of these strengths came across in our 2021 Grantee Perception Report (GPR), administered by the Center for Effective Philanthropy (CEP). You can find more detailed information about our scores on our blog, but what came across most clearly was how much improvement our grantees saw us make over the past two years in everything from the strength of our relationships, to field impact and grantee support.
Some highlights:

- Grantees gave us high marks for being transparent, honest, respectful, and candid—and felt more comfortable approaching us with challenges—putting us above the median in nearly all the categories that measured relationship strength.
- Ratings of our impact on the field and our success at advancing field knowledge improved significantly, with grantees ranking us in the top quartile of funders for the latter. This improvement reflects our efforts to more intentionally and consistently communicate about our impact and our work, a strategic priority we undertook in response to grantee feedback from our 2019 grantee survey.
- We saw a significant increase in ratings on the clarity of our goals and strategy, suggesting that communications about our funding model resonated with grantees and helped improve transparency of our decisions.
- Grantee ratings for our selection and reporting processes also improved. Despite our process remaining rigorous, grantees reported it being more helpful and relevant to their work, which is a tribute to our efforts to improve and align our grantmaking process in 2020, also in response to 2019 grantee survey feedback.

Best Mistakes, and How We Plan To Address Them in 2022

But just as in life, perhaps what we didn’t achieve in 2021 is almost as important to reflect on as what we did. To that end, and in the spirit of new beginnings for the new year, here are some of our “best mistakes” and misses, as well as some thoughts on how we plan to do better in the year ahead.

- Despite our best efforts, we struggled to identify and fund early stage organizations, falling far short of our target in this category, which directly impacts our ability to support and unlock innovation. We’re considering several changes for 2022 to allow us to do better here, including more intensive sourcing efforts, partnerships with peer funders who hold open calls, and ecosystem investments designed to incubate new programs.
- We also fell short of our targets on strengthening key capacities for our grantees due to delayed implementation of our non-monetary support strategy. Given this is a core element of our funding model and a consistent request from our grantee partners, we know we have to do better. Some steps we’ve already taken to ensure improvement in 2022 include dedicating personnel to organizing our non-monetary support strategy; partnering with third-party providers who can help organizations improve in key capacity-building areas such as revenue models, impact evaluations, and cost analysis; and engaging in additional training and upskilling opportunities for our internal team so they can be better partners to our grantees.
- Lastly, we struggled to achieve our target of helping grantees validate programs and increase their ESSA tier, ending up with just five grantees who achieved this goal in 2021. We know that rigorous evaluation was incredibly challenging with so much disruption, but we also know that we could have been more strategic. There’s an incredible amount of innovation occurring in the education sector and, as funders, we can and should play a critical role in ensuring that what’s new actually leads to positive outcomes for children and families. Given that “evidence before scale” is a crucial tenet of our work, it’s imperative that we do better. As such, we are recommitting to this goal for 2022 with a renewed focus on validation and dedicated staff to work with grantees to assess validation readiness.

Despite the personal and professional challenges that continue to surround us, as I look forward to this new year, I feel a renewed sense of optimism for the possibilities that lie ahead. In the midst of the turmoil, I see a team that is grounded in purpose, with a deep-rooted commitment to our mission, each other, and our grantees. These past two years have had a profound impact on us all, but guided by our core values to connect genuinely, think and act with rigor, and learn together, our work has become stronger, more impactful, and more important than ever before.

My final note is one of gratitude. Thank you to educators and families for all that you do every single day to support our children. Thank you to our grantees for fearlessly embracing this period of disruption to continue to provide much-needed programs and uncover new models and perspectives that will help shape the education landscape for decades to come. Thank you to my team here at the Foundation for your optimism, patience, persistence, and resilience, and your endless commitment to improving education and creating a world that unlocks every child’s potential. And lastly, thank you to our Trustees, John and Laura Overdeck, for making all of this meaningful work possible.

Here’s to forward progress, and a better future for our children.

Sincerely,
Anu Malipatil
Total 2021 disbursement:

$45,923,200

- Grants by lever
  - 60% Direct Impact
  - 32% Ecosystem
  - 8% Other

- Ecosystem grants by type*
  - 52% Policy and Field Building
  - 32% Knowledge Generation
  - 17% Validation

- Direct impact grants by stage
  - 10% Early stage
  - 64% Growth stage
  - 26% Late stage

- Grants that benefit historically disadvantaged groups
  - 80%

*Grants can be tagged under multiple categories
These findings reflect the results of a survey of Overdeck Family Foundation grantees conducted by the Center for Effective Philanthropy (CEP) in May and June of 2021. All percentiles are benchmarked against a CEP dataset of more than 40,000 grantees and 350 funders.

**Relationship Index**
- 90th percentile for responsiveness of staff
- 75th percentile for understanding grantee strategy and goals

**Impact on the Field**
- 87th percentile for understanding the field in which grantees work
- 80th percentile for advancing state of knowledge in the field

**Selection Process**
- 96th percentile for funding evaluations that resulted in organization making changes to the work
- 67th percentile for helpfulness of selection process in strengthening the organization/program funded by the grant
**Beneficiaries Reached**

- 24,281,746 children with accelerated academic and/or socioemotional achievement
- 2,373,525 parents with improved parenting practices
- 383,037 teachers with improved teaching practices

[Image courtesy of Chiefs for Change](overdeck.org)
Early Impact

Exceptional Educators

Innovative Schools

Inspired Minds
Early Impact
Creating strong foundations for early learning.
Early Impact

89% of children whose parents received text messages met or exceeded language development benchmarks relative to 71% in comparison group.

2.9 million video views and 2.6 million site visits in 2021.

650,000 families reached through new evidence-based parenting practices.

56% increase in teacher interactions with low-talk children.

50% reduction in language delays for children at 21 months old.

50% lower likelihood of developing mental health problems by second grade for children in ParentCorps-enhanced Pre-K relative to children in traditional Pre-K.

1.6-2.8 months accelerated literacy growth on a report card index for students whose families do not share a home language with their child’s teacher.

33-47% reduced risk of preterm birth.

44% reduction in rates of child abuse and neglect investigations through children age two.

1.8 million children benefited from advocacy for policies that support social-emotional development.

3-6 months improvement in children’s language development.

39,765 families across New York City reached by FUEL grantees.

56% of kindergarteners in Title I classrooms meet or exceed grade-level expectations for literacy versus 48% in non-Tools Title I classrooms.

4-month reading gain over five to 10 weeks for students in Springboard Collaborative programs.

50% lower likelihood of developing mental health problems by second grade for children in ParentCorps-enhanced Pre-K relative to children in traditional Pre-K.

92% of participants arrive to school kindergarten-ready.

50% increase in teacher interactions with low-talk children.

3-6 months improvement in children’s language development.

4-month reading gain over five to 10 weeks for students in Springboard Collaborative programs.

93% of educators said TalkingPoints improves student engagement, attendance, and well-being.

650,000 families reached through new evidence-based parenting practices.

56% of kindergarteners in Title I classrooms meet or exceed grade-level expectations for literacy versus 48% in non-Tools Title I classrooms.

4-month reading gain over five to 10 weeks for students in Springboard Collaborative programs.

93% of educators said TalkingPoints improves student engagement, attendance, and well-being.
Exceptional Educators

Increasing the retention of expert educators in K-9.
95% of principals say Alder residents are more effective than their peers during first year of teaching.

50 catalyst fellows trained in innovative strategy, equity, and instructional excellence.

7.1 million students and 456,000 teachers in 13,000 schools reached by member chiefs, with a focus on increasing use of high-quality resources and materials.

95% program completion rate with 92% of principal residency graduates hired into school or district leadership positions.

13.7 million students attend schools in districts that have used EdReports to make decisions about high-quality curriculum.

96% of leaders improved knowledge of leadership practices and indicated readiness to apply what they learned to their work.

0.8 years of additional ELA learning gain in one year for students in Opportunity Culture schools.

25,000 teachers, 7,500 principals, and 850 district leaders surveyed for an evidence base on usage of high-quality instructional materials.

3,400 current & aspiring teachers, with 70% identifying as people of color.

3,400 new applicants to teacher prep programs.

5,450 new teachers trained over two years, reaching 368,400 students.

62% of students demonstrated mastery on grade-level math assignments in classrooms with Teaching Lab-educated teachers, versus national benchmark of 17%.

3,400 new applicants to teacher prep programs.

15,000 subscribers who are state and national education equity advocates.

35,000 downloads of the “Accelerate, Don’t Remediate” report, created in partnership with Zearn.

71% of first-year teachers returned for third year of teaching.

78% of partners achieved their goals for improving teacher practice and student learning.

71 districts reached with content on how to leverage ESSER to improve the teaching job.

16.5% improvement in math teacher practice in one year.

NewLeaders

0.8 years of additional ELA learning gain in one year for students in Opportunity Culture schools.

RELAY/GSE

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TEACH FOR AMERICA

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Innovative Schools
Supporting student-centered learning environments.
75%+ of teachers measurably improved learning conditions in their classrooms—significantly increasing the likelihood 40,000+ students will engage, learn, and succeed.

45% reduction in math course failures and 20% reduction in non-math core course failures on standardized test score state averages on Math and ELA in California.

99th percentile in growth and 98th percentile in achievement displayed by scholars on the TNReady state test.

1+ year of instruction gain in students’ understanding of fractions.

76 schools launched, which will serve over 35,000 students across Northern California.

1.5-2x growth in students reaching mastery on Louisiana state tests relative to non-2Learn students.

83% of teachers indicate increase in student engagement after using ST Math.

451,000 students experienced more innovative, equitable learning across Transcend’s 189 partner schools in SY 2020-21.
Inspired Minds
Inspiring young minds through out-of-school STEM opportunities.
2,000 parents will be reached through augmented reality math app pilot

$2+ billion of set-asides in federal funding for summer enrichment and afterschool programs secured by advocates with Afterschool Alliance support

600+ museum members engaging 110+ million people annually in science and technology experiences

8% median student growth increase on assessment of math problem-solving skills relative to national comparison

95% of families and 94% of staff said students were engaged in learning

4,625 students from Title I schools reached through the Brilliant Open Access Project

72% of children said the series helped them improve math and problem solving skills

90% of participants agreed they learned more about what engineers do

86% of participants in the STEM Educator Academy increased confidence in teaching STEM

10% increase in STEM career interest for participants, relative to comparison group

89% of educators said students improved problem-solving skills and application of math and science to real-world problems

70% of students increased STEM engagement, interest, and identity across 11 cities

2,500+ school partners using science resources

10% increase in STEM career interest for participants, relative to comparison group

42% of students with significantly below-average math GPA improved to range of mean for math achievement

3,700 student visitors online and in person

35% gains in math fluency, relative to 24% among comparison group

100% of parents reported that activities inspired them to think of creative ways to teach their child math at home

20% increase in participants who reported confidence in science skills and agreed they are good at science

12% increase in science and engineering practices

90% of students strengthened growth mindset
BRIGHT SPOTS
Overview

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

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

Unlocking Growth
Funding to help organizations scale, as measured by increased earned revenue and reach, improved cost-effectiveness, and follow-on funding.
Unlocking Innovation

prototypes generated

Image courtesy of EiE

overdeck.org
The Problem
Despite new standards and programs, overall student STEM interest has not meaningfully increased in the past 20 years.

The Innovation
EiE®, the curricula division of the Museum of Science, develops evidence-based, classroom-tested programs that empower children to become lifelong STEM learners and passionate problem solvers. Their Pre-K-8 curriculum encourages all children to see themselves as engineers and aims to grow children’s engineering practices and mindsets through flexible print, online, and blended hands-on programs.

From 2019-21, EiE added onto their classroom and afterschool curricula by creating family STEM engagement resources that encouraged STEM learning to occur at home. The team created five at-home engineering activities, nine “on-the-go” engineering games, an engineering-focused family STEM event, and three videos to support learning, allowing resources to be accessed both online and off.

Eighty-eight percent of families that used the resources agreed that the STEM activities made them feel like they were engineering together as a family. Eighty-four percent were inspired to look for more engineering activities to do at home, and 83 percent were inspired to find more community/school sponsored STEM opportunities for the future.

Our Catalytic Role
Overdeck Family Foundation funding supported the prototyping and testing of EiE’s family STEM resources and the scaling of the product to 106,335 children ages four to 11. The funding also supported a Harvard Strategic Data Project fellow, increasing EiE’s ability to conduct in-house formative and summative assessments and to publish results of their research, making learning more actionable for both the internal curricula and professional development teams and external collaborators.

Heather Gunsallus
Vice President, STEM Education

Heather Gunsallus is a STEM champion, leader, and creator of programs that impact the lives of children and educators and encourage lifelong learning. As Vice President, STEM Education at the Museum of Science, Boston, she brings more than 20 years of experience building teams, developing partnerships, and designing and implementing e-learning and multimedia education solutions for diverse classrooms. Heather started her career as a high school math teacher and has since led product management and curriculum development, professional development, and sales teams.

EiE: ENGINEERING IS ELEMENTARY

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<tr>
<th>Portfolio</th>
<th>Inspired Minds</th>
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<tbody>
<tr>
<td>Founded</td>
<td>2003</td>
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<td>HQ</td>
<td>Boston, MA</td>
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<tr>
<td>Website</td>
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The Problem
Due to Covid-related shutdowns, New Jersey students lost ~30 percent of expected learning in ELA and ~36 percent in math in SY 2020-21.

The Innovation
The New Jersey Tutoring Corps is a high-dosage, small-group, tutoring program launched by Overdeck Family Foundation in partnership with the New Jersey Pandemic Relief Fund, The College of New Jersey, the Boys & Girls Clubs of New Jersey, and the Y Alliance of New Jersey.

The Corps, which incorporated best practices from research and other statewide tutoring initiatives, was designed to accelerate learning recovery for students impacted by pandemic-related learning losses. The program effectively increased math proficiency and excitement for math among participants, as well as grew knowledge and understanding of math instruction and teaching practice amongst tutors. It also provided leadership opportunities for practicing teachers as Site Coordinators.

Originally piloted during the summer of 2021 with math tutoring at 23 sites, the program plans to scale in SY 2021-22, serving 42 sites with math and literacy tutoring.

Our Catalytic Role
Overdeck Family Foundation worked closely with the New Jersey Pandemic Relief Fund to launch the Tutoring Corps, providing additional funding to ensure that all interested students could be served. Additionally, we played a critical role in bringing all the partners to the table to design and implement the statewide program in just four short weeks.

Katherine Bassett
Executive Director
Katherine Bassett, Executive Director 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 and CEO of the National Network of State Teachers of the Year. Bassett spent 26 years in the classroom as a middle school librarian and was named New Jersey's 2000 State Teacher of the Year.

NEW JERSEY TUTORING CORPS
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<td>New Jersey</td>
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<tr>
<td>Website</td>
<td>education.tcnj.edu/summer-tutoring</td>
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The Problem
Only 35 percent of fourth-grade students performed at or above the NAEP Proficient level on the reading assessment in 2019. Despite billions invested in classroom intervention, fourth-grade literacy rates in America have hardly budged in 25 years.

The Innovation
Springboard Collaborative helps teachers and family members become reading coaches to support students to reach their reading goals. Springboard’s methodology, called Family-Educator Learning Accelerators (FELAs), is a five to 10 week cycle during which families and educators team up to help students make up to a four-month reading gain. In 2021, Springboard reached 16,000 students nationwide.

With in-person programming paused during Covid, Springboard created a train-the-trainer solution, called Springboard Learning Accelerator (SLA), which they implemented virtually as a way to give schools a more flexible, lower-cost solution to effective family engagement.

To ensure SLA still led to impact, Springboard commissioned an external study. The study, which was national in scope, showed statistically significant reading growth across both program types. Participants in the traditional program averaged 3.1 months of reading growth in summer 2021, while participants in the SLA program achieved a comparably impressive 2.3-month reading gain during the same five-week period, essentially achieving 74 percent of the impact at 30 percent of the cost.

Our Catalytic Role
When the pandemic first closed schools, Overdeck Family Foundation provided Springboard flexible and fast capital that allowed them to create the SLA model and add virtual offerings to their flagship model. Our funding also supported Springboard in building internal data and research capacity, enabling them to better understand and communicate the impact of both in-person and virtual models and attract more funding to scale.

Alejandro Gibes de Gac
Founder and CEO
Alejandro Gibes de Gac founded Springboard Collaborative in 2012 to close the literacy gap by closing the gap between home and school. He has been honored as an Echoing Green Fellow in 2012; one of Forbes’ 30 Under 30 in 2014; one of two national recipients of the Claneil Emerging Leaders distinction in 2015; one of the Chronicle of Philanthropy’s 40 Under 40 in 2016; a recipient of the People of Promise award from America’s Promise in 2017; and a BHSI Fellow in 2018.

Springboard Collaborative
Portfolio  Early Impact
Founded  2012
HQ  Philadelphia, PA
Website  springboardcollaborative.org
Unlocking Evidence

BRIGHT SPOTS

20 research studies completed

5 organizations increased ESSA tier

organizations increased ESSA tier

overdeck.org

Image courtesy of Springboard Collaborative
The Problem
Due to Covid-related school closures, an estimated 77 percent of eighth graders began fall 2021 below grade level in math, with 62 percent below grade level in reading.

The Evidence
Saga Education is an evidence-based, personalized tutoring model that embeds tutors within the school day to support students struggling with math. Tutors work with small groups of students for a minimum of two hours per week, focusing attention on the areas in which students need the most support.

In 2018, Overdeck Family Foundation and Arnold Ventures co-funded a five-year randomized controlled trial study in partnership with the University of Chicago to measure the impact of Saga tutoring, specifically looking at Saga’s blended-learning or hybrid models, which incorporates an adaptive technology platform into a small-group tutoring platform.

Interim data from the study show statistically significant evidence of equivalent efficacy between the blended and traditional models, with a 2.5x growth in math skills during one school year, regardless of the type of model used. The completion of this study in 2023 is anticipated to move Saga’s program from ESSA Tier 2 to Tier 1.

Our Catalytic Role
Overdeck Family Foundation played a crucial role in encouraging Saga to think about more cost-effective ways to scale their traditional model, which relied heavily on having enough tutors to meet the demand. This led to the blended approach of combining small-group tutoring with technology, as well as funding for the study on the “half-dosage” hybrid model.

The early evidence from the study is promising, suggesting that a blended tutoring model could be as impactful as traditional small-group tutoring, while saving districts on cost and allowing them to provide support for more students. In addition to validating the model, the study has also helped build momentum for in-school tutoring as a way for districts to address learning loss during the school day.
The Problem
School systems spend on average $6,000 a teacher on professional learning each year, amounting to $18-20 billion per year. Yet only 29 percent of teachers are satisfied with their professional development.

The Evidence
Teaching Lab offers a low cost (<$1,000/teacher/year), high-impact teacher professional learning program that integrates curriculum implementation, professional learning, and teacher leadership skills, empowering teacher leaders to lead professional learning on their own in three to five years.

When Teaching Lab introduced their virtual learning management system in 2020, they believed it would allow them to deliver professional learning more cost-effectively and scalably. To test their hypothesis, they engaged Dr. David Blazar of the University of Maryland to conduct an external evaluation of a six-week virtual professional learning program, which was provided to 50+ math educators across New Mexico in spring 2021.

The study found that the Teaching Lab virtual learning management system significantly decreased the cost of delivering professional learning without sacrificing impact. Specifically, teachers showed significantly meaningful improvement in knowledge of math pedagogy, self-efficacy at delivering high-quality instruction, and self-reported practices related to high expectations for student learning, with changes equal to or larger than the differences between novice and veteran teachers. This suggests that, after six weeks, teachers advanced as much as a novice educator would after years of teaching.

Teaching Lab now reaches over 5,000 educators serving over 400,000 students per year with their virtual professional learning model.

Our Catalytic Role
Overdeck Family Foundation supported the launch of Teaching Lab's virtual learning management system with a Covid relief grant, allowing Teaching Lab to meet the immediate need for virtual professional learning. Our funding also allowed Teaching Lab to evaluate and further innovate on their virtual program, increasing reach and cost-effectiveness.
Unlocking Growth

14 organizations increased reach YOY by ≥25%

12 organizations increased earned revenue YOY by ≥25%

Supported grantees to attract >$72 million in public and private funding

organizations increased
reach YOY by ≥25%
The Problem

Three out of four low-income children in the U.S. fail to meet standards for mathematical proficiency in the fourth grade, as compared with only 41 percent of middle-income children.

The Growth

To support students struggling with math, it takes highly skilled educators and coordinated programs, particularly in remote environments. BellXcel provides an evidence-based software platform designed to help schools and community-based organizations design, manage, and deliver high-quality summer and afterschool programs for youth, including programs focused on improving math skills and engagement.

During the pandemic, BellXcel’s software platform proved to be a scalable way to provide partners the support they needed for addressing instructional and operational challenges and confidently implementing high-quality programs in virtual, in-person, and hybrid environments.

In summer 2021, BellXcel grew their reach from 17,000 students to over 70,000 students, ensuring engaging and holistic learning experiences were available to students, families, and teachers. In addition to growing reach, the organization maintained a high level of impact: 81-84 percent of participating families reported their child’s growth in key socioemotional domains, including confidence, problem-solving, and communication skills. And students who pre-tested below 40th and 10th percentiles gained two and 2.5 months of math skills, respectively.

Lauren Sanchez Gilbert
CEO

Lauren Sanchez Gilbert, EdD, has spent over 10 years at BellXcel, serving in several leadership roles prior to being named CEO in 2017 to lead the organization’s ambitious strategic growth plans. Dr. Sanchez Gilbert began her career as a special education teacher in her native New Mexico and later served as an assistant superintendent in Massachusetts. She holds a doctorate in education from Boston College, a bachelor’s degree from the University of New Mexico in special education, and is a Results for America Nonprofit Fellow.

BellXcel

<table>
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<tr>
<th>Portfolio</th>
<th>Inspired Minds</th>
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<tr>
<td>Founded</td>
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<tr>
<td>HQ</td>
<td>Westwood, MA</td>
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<tr>
<td>Website</td>
<td>bellxcel.org</td>
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Unlocking Growth

BRIGHT SPOTS

Overdeck Family Foundation provided unrestricted funding and strategic support to help BellXcel take a remote summer model from an idea to a reality in just a few months, which was crucial to meeting community demand during the pandemic. With our investment, the BellXcel team was able to build out and launch their innovative platform, achieve high growth numbers, and adapt to support students, families, teachers, and the out-of-school-time field throughout the pandemic.

BellXcel rapidly grew their reach by 53,000 students during summer 2021.

Our Catalytic Role

From day one, Overdeck Family Foundation has understood that for BellXcel to successfully reimagine education, we will need to take risks, pressure test new approaches, and be open to lessons learned.

- Lauren Sanchez Gilbert, CEO
The Problem
The pandemic has left students on average five months behind in math and four months behind in reading. And while teacher quality is the most important in-school factor influencing student achievement, excellent teachers are limited in how many students they traditionally reach.

The Growth
Public Impact’s Opportunity Culture uses a teacher-leadership model in which a teacher with a strong track record of student growth becomes a “multi-classroom leader” and supports teams of three to eight educators in designing instruction, co-teaching, coaching, and analyzing and responding to data on student learning. The model extends the reach of excellent teachers, improves teacher practices, provides paid career advancement, and achieves higher-growth student learning and greater teacher satisfaction within schools’ regular budgets.

Two studies show that, on average, teachers who are part of multi-classroom leader teams shift their students’ learning growth from an average of the 50th percentile to the 77th percentile in reading and math.

During Covid, Public Impact made all aspects of its support remote while adding paid, within-budget residencies and design options to boost teacher pay. This allowed them to increase their historic 50 percent year-over-year growth rate to approximately 60 percent. The organization expects to reach >100,000 students in SY 2021-22 and has begun planning to automate some technical support to decrease cost at scale.

Public Impact believes their current rate of expansion will allow them to bring the Opportunity Culture staffing model to 75 percent of U.S. schools by 2034, expanding the reach of excellent teachers to tens of millions of students and resulting in an extra 0.2 to 0.8 years of learning in reading and an extra 0.3 to 0.7 years of learning in math annually.

Bryan Hassel & Emily Ayscue Hassel
Co-Presidents
Bryan Hassel, PhD, Co-President of Public Impact, consults nationally with leading public agencies, nonprofit organizations, and foundations working for improvements in K–12 education. Emily Ayscue Hassel, Co-President of Public Impact and chief designer of its Opportunity Culture Initiative, provides thought leadership and oversight to Public Impact’s work on teacher and leader policy and emerging opportunities. She was also a consultant and manager for the Hay Group.

PUBLIC IMPACT

<table>
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<tr>
<th>Portfolio</th>
<th>Exceptional Educators</th>
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Unlocking Growth

BRIGHT SPOTS
Overdeck Family Foundation’s funding helped Public Impact build capacity, analyze data, and innovate to improve the impact and efficiency of Opportunity Culture. Our strategic support also guided the leadership team in the change management necessary for this type of rapid growth and innovation.

Our Catalytic Role
Overdeck Family Foundation’s funding helped Public Impact build capacity, analyze data, and innovate to improve the impact and efficiency of Opportunity Culture. Our strategic support also guided the leadership team in the change management necessary for this type of rapid growth and innovation.

Schools Using Opportunity Culture
Public Impact’s Opportunity Culture has more than doubled its reach since the start of SY 2019-20.

<table>
<thead>
<tr>
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<th>SY 2019-20</th>
<th>SY 2020-21</th>
<th>SY 2021-22 (to date)</th>
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<tbody>
<tr>
<td>Students</td>
<td>302</td>
<td>430</td>
<td>636</td>
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The Foundation’s financial and strategic support has helped students in Opportunity Culture schools achieve far more than a year’s worth of learning each year, in primarily Title I schools.

- Emily Ayscue Hansel, Co-President
The Problem

Family-school engagement, a critical factor for educational outcomes, occurs less frequently in low-income and minority communities.

The Growth

TalkingPoints is a multilingual technology platform that connects families and teachers by using personalized content in addition to human and AI-powered, two-way translated communication in more than 100 home languages. This approach helps eliminate barriers to home-school communication, which traditionally include language, time, and capacity.

Over the past three years, TalkingPoints has scaled exponentially, growing from 850,000 educators and families annually in SY 2019-20, to 1.5 million in SY 2020-21, and more than 3 million in SY 2021-22.

This catalytic growth has enabled TalkingPoints to host over 100 million conversations between teachers and families since inception in 2015. Ninety-six percent of TalkingPoints families and 90 percent of TalkingPoints teachers reported increases in their knowledge, capacity, and confidence to support student learning.

Heejae Lim
Founder and CEO

Heejae Lim, Founder and CEO of TalkingPoints, previously advised the Gates Foundation and Teach First UK 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 UK. She also worked on the development of Aspire Public Schools’ teacher training program, now known as Alder Education. Heejae has been recognized as an Echoing Green Fellow, Stanford Social Innovation Fellow, Roddenberry Fellow, Ashoka Changemaker, Elevate Prize winner, and was a Forbes 30 Under 30 for education recipient.

<table>
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<tr>
<th>TALKINGPOINTS</th>
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Unlocking Growth

Overdeck Family Foundation provided TalkingPoints with flexible capital when the organization was early in its development and encouraged the leadership team to build internal research and data capacities to better understand the platform’s impact. Our funding also gave TalkingPoints the ability to invest in systems and processes to support its scale ambitions, such as sales and partnerships, while building out the functions that have allowed it to successfully pursue growth opportunities, such as research and data.

Despite the organization nearly doubling its budget since we began funding in 2020, earned revenue continues to cover 45 percent of the total budget, driven largely by TalkingPoints’ impressive partner renewal rate of 95 percent.

Educators and Families Using TalkingPoints

In the past three years, TalkingPoints has grown its user base by more than 2.2 million educators and families.

Together, we removed systemic barriers to family-school partnership for hundreds of thousands of early learners.

- Heejae Lim, Founder and CEO
The Problem
Each year, 2.2 million four-year-old children in the United States do not have access to publicly-funded early education. More than half are from low-income families and face barriers including program availability, quality, and cost.

The Growth
Waterford Upstart helps young children develop cognitive and social-emotional skills in the home by empowering families to become their child’s first and most influential teachers. Waterford Upstart’s instructional program, which features interactive, multicultural content, is used by children who lack access to traditional high-quality Pre-K for 15 minutes per day, five days a week. The program guides children along a personalized path to learn the fundamentals of literacy. Waterford Upstart provides computers and Internet access at no charge to families in need, ensuring the program is truly accessible to everyone who needs it.

Waterford Upstart leverages philanthropic funding to pilot its program in select states, collect data on evidence of impact, and then advocate for public funding to sustain and expand its work. In 2020, Waterford Upstart piloted its offering in 13 states (Georgia, Idaho, Illinois, Kentucky, Maryland, Mississippi, Missouri, Nevada, New Hampshire, North Carolina, North Dakota, South Dakota, and Wyoming), and obtained public funding of almost $19 million in eight more (Indiana, Mississippi, New Hampshire, New Mexico, Ohio, South Carolina, Utah, and Wisconsin), up from three just two years ago.

In 2020, Waterford Upstart enrolled 41,332 students across its school year and summer programs, at an average cost of $1,250 per family, resulting in several thousand additional children starting school kindergarten-ready.

Claudia Miner
Executive Director
For more than a decade, Claudia Miner, PhD, has helped families prepare their children for kindergarten as the Executive Director of Waterford Upstart. Dr. Miner worked closely with the Utah Legislature to secure initial and ongoing support for the program before expanding to states across the nation. Since 2009, more than 100,000 children from across the country have prepared for kindergarten through Waterford Upstart. In 2018, Imaginable Futures named Miner one of their “Women Entrepreneurs Changing Education.”

WATERFORD UPSTART

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<th>Early Impact</th>
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Unlocking Growth

BRIGHT SPOTS

Overdeck Family Foundation provided Covid response funding to Waterford Upstart, allowing it to create and launch its summer offering, called Summer Learning Path (SLP), which served 8,650 children in its first year. Eighty-six percent of children were kindergarten-ready at the end of the program.

While the summer program was initially created for Covid learning recovery and meant only for implementation in 2020, its success led Waterford Upstart to continue to support advocacy for SLP expansion in states with the largest declines in Pre-K enrollment, where there is no philanthropic funding for pilots or where pilot work has already been completed but more data is needed to convince legislators. To date, the program has served over 13,000 children.

Our Catalytic Role

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Public Funding Accessed

Since 2017, Waterford Upstart has increased its public funding by more than $19 million.

Overdeck Family Foundation’s commitment to data-driven innovation helped us validate results and expand to reach more children.

- Claudia Miner, Executive Director

“”

\[\text{overdeck.org overdeck.org}\]
The Problem

Only 34 percent of U.S. eighth graders can do eighth-grade math—the prerequisite to algebra, which is predictive of high school graduation and post-secondary success. The numbers are exacerbated for traditionally underserved students: only 14 percent and 20 percent of Black and Hispanic eighth graders are proficient in math, respectively.

The Growth

Zearn is a top-rated online math learning platform used by one in four elementary school students nationwide. Altogether, Zearn serves 6.8 million students, across free individual classroom accounts and paid school and district accounts. Over 9 billion math problems have been completed on the platform to date.

By combining curriculum and digital math lessons, Zearn has demonstrated effectiveness in accelerating learning across a variety of school and district settings. A recent multi-year, quasi-experimental design study statewide across Louisiana shows schools that programmatically used Zearn demonstrated achievement gains equivalent to an additional 1.5 months of instruction—and positive effects compound over time. In a separate analysis, students in schools with high Zearn usage in Louisiana showed 1.5 to 2.5 times higher growth than students in non-Zearn schools—and the gains were even larger for students in low-income schools and schools predominantly serving Black and Latino students.

Zearn’s earned income growth came from several channels including the retention of existing school accounts, new sales into states (including Delaware, Massachusetts, Nebraska, Rhode Island, Tennessee, Texas, and Washington, DC), scale of its middle school pilot, and growth of its teacher community on social media.

Shalinee Sharma is Co-Founder and CEO of Zearn. Prior to Zearn, Shalinee spent more than a decade at Bain & Co. leading work for clients in tech, education, and other sectors. She currently serves on the Braven Board and is an Aspen-Pahara Fellow. The child of refugees, Shalinee has always been passionate about universal access to an excellent education.

<table>
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Unlocking Growth

Our Catalytic Role
Overdeck Family Foundation’s flexible and multi-year funding has helped Zearn position itself as one of the most widely used, impactful math learning platforms through three key activities: building a larger national sales pipeline, engaging in rigorous external evaluation, and building new capacities such as in-platform tutoring, a K-5 Spanish curriculum, and the release of new middle school and algebra curricula.

We also supported the expansion of Zearn’s research team to help drive Zearn’s new research and learning agenda, which focuses on a multi-year efficacy study to evaluate Zearn’s impact on student outcomes, engagement, and mindsets, as well as sharing Zearn’s current data with the field to improve math pedagogy.

Students on Zearn
Zearn has continued to scale rapidly, adding more than 1.5 million students since SY 2019-20.

Overdeck Family Foundation’s multiyear commitment has been critical to maturing our data, analytics, and research capability, helping make breakthroughs in instruction that make every kid a math kid.

- Shalinee Sharma, Co-Founder and CEO
“Providing all children the opportunity to unlock their potential.”