

# 2021 Grantmaking & Impact Report

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**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.



# Letter from Our Vice President



Friends and colleagues,

Welcome to the Overdeck Family Foundation's inaugural report of grantmaking impact. As with many things over the past two years, this project has had its share of fits and starts. We originally planned to launch this report in 2020, but made the decision to delay it given that so much of our work, and the work of the organizations we support, was upended by the COVID-19 pandemic. At the time, it still felt like there may be a clear before and after period, and that as long as we waited for the after, we could move forward as planned.

Hindsight, as they say, is 20/20. We now realize that so many of the changes that we experienced in those first few spring months of 2020 will now continue to impact the education sector, our grantees, and the children and families they support for years to come. So rather than delay this report for yet another year, we decided that now was the time to look for the light within the darkness and to lift up the incredible impact our grantees have had despite the disruptions to their lives, their organizations, and our world.

As many of you know, in April 2021 we announced updates to our funding model that aimed to thread the needle between being responsive to grantee needs and ensuring that our grantmaking was effectively identifying and fueling the scale of cost-effective, sustainable programs and solutions that accelerated improvement in key academic and socioemotional outcomes for all children. At that time, we announced that we would continue to make Direct

Impact investments in both early and growth stage organizations, as well as Ecosystem investments that cleared the path to scale for our grantees and the work they do. While none of the categories were new to our work, the way we approached our work changed. Specifically, the updated model pushed us to increase transparency with grantees, provide more funding for early-stage organizations and larger multi-year general operating support grants after pilot years, and offer non-monetary support outside of funding dollars.

The updates to our funding model also put an explicit emphasis on our foundation's role in unlocking grantees' ability to innovate, build evidence, and grow. In a time of so much disruption amid so much need, these evergreen areas of support seemed particularly resonant and better positioned us to measurably improve education and positively impact children's lives.

So where did the changes lead us?

## Anu Malipatil

Vice President, Education

Anu Malipatil is the Foundation's founding team member, bringing with her over 18 years of K-12 education and nonprofit sector experience.



### 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 succes 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.



Image courtesy of BEAM

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.

Anu Malipatil

Sincerely,  
Anu Malipatil

# 2021

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By the  
Numbers

## Grantmaking Composition

Total 2021 disbursement:  
**\$45,923,200**

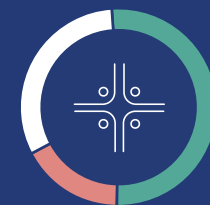
**98**  
Organizations  
supported

### 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



Center for Effective  
Philanthropy survey, 2021

\*Grants can be tagged under multiple categories

BY THE NUMBERS

Grantmaking  
Effectiveness

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



percentile for responsiveness of staff



percentile for understanding grantee strategy and goals

Impact on the  
Field



percentile for understanding the field in which grantees work



percentile for advancing state of knowledge in the field

Selection Process



percentile for funding evaluations that resulted in organization making changes to the work



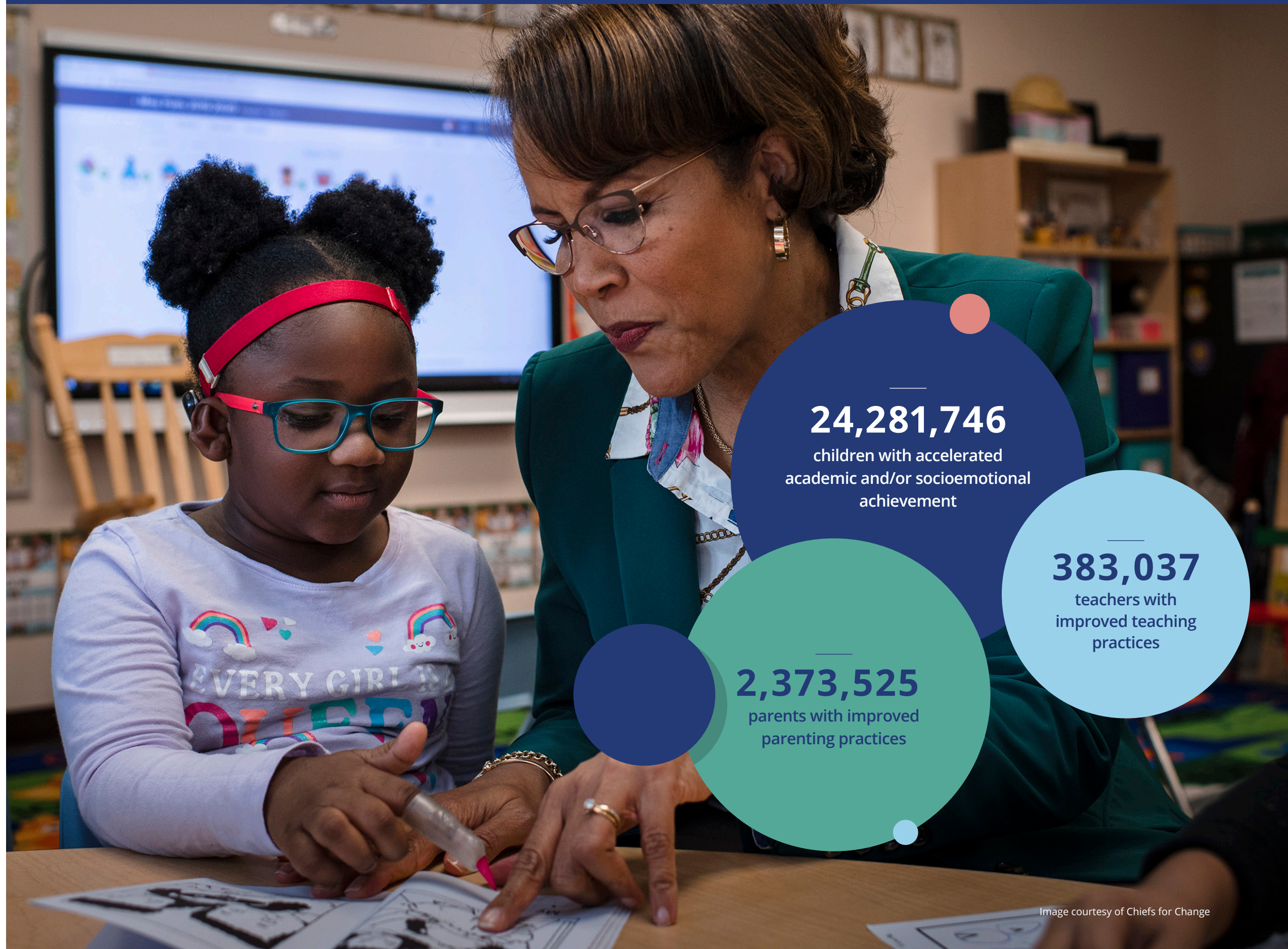
percentile for helpfulness of selection process in strengthening the organization/program funded by the grant

# 2021

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Impact  
Overview

Beneficiaries Reached



24,281,746

children with accelerated  
academic and/or socioemotional  
achievement

383,037

teachers with  
improved teaching  
practices

2,373,525

parents with improved  
parenting practices



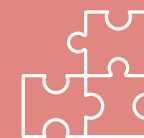
## Early Impact



## Exceptional Educators



## Innovative Schools



## Inspired Minds



# Early Impact

Creating strong foundations  
for early learning.

IMPACT OVERVIEW

Early Impact



89% of children

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



200 organizations

serving 2 million families benefit from child development repository and related technical assistance



33-47% reduced risk

of preterm birth



44% reduction

in rates of child abuse and neglect investigations through children age two



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



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



1.8 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



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



56% of kindergarteners

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



92% of participants

arrive to school kindergarten-ready



# Exceptional Educators

Increasing the retention of  
expert educators in K-9.

IMPACT OVERVIEW

Exceptional Educators



**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



**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



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



**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%




**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



# Innovative Schools

Supporting student-centered  
learning environments.

IMPACT OVERVIEW

Innovative Schools



**232 schools**  
sharing information on and receiving support  
in adopting innovative models



**1+ year**  
of instruction gain in students' understanding  
of fractions



**2x gain**  
on Smarter Balanced Mathematics  
Assessment scale score



**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



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



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



**391,000 students**  
experienced more innovative, equitable  
learning across Transcend's 189 partner  
schools in SY 2020-21



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



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



Inspired Minds  
Inspiring young minds  
through out-of-school STEM  
opportunities.

IMPACT OVERVIEW

Inspired Minds



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



28,000 subscribers

for newsletter promoting math activities within the context of family relationships and everyday life



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



90% of students

strengthened growth mindset



20% increase

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



12% increase

in science and engineering practices

# 2021

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Bright Spots



## 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.



22

prototypes generated





### 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

Portfolio	Inspired Minds
Founded	2003
HQ	Boston, MA
Website	<a href="http://eie.org">eie.org</a>



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.

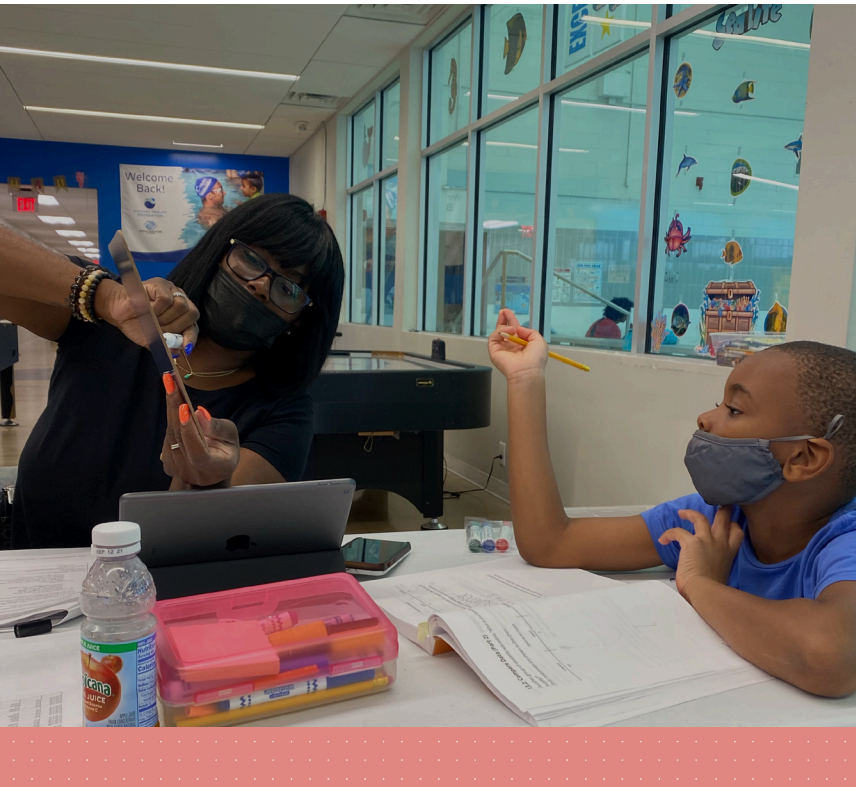
Our Catalytic Role

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

Portfolio	New Jersey
Founded	2021
HQ	New Jersey
Website	<a href="https://education.tcnj.edu/summer-tutoring">education.tcnj.edu/summer-tutoring</a>



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

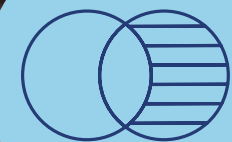


20

research studies  
completed

5

organizations  
increased ESSA tier





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

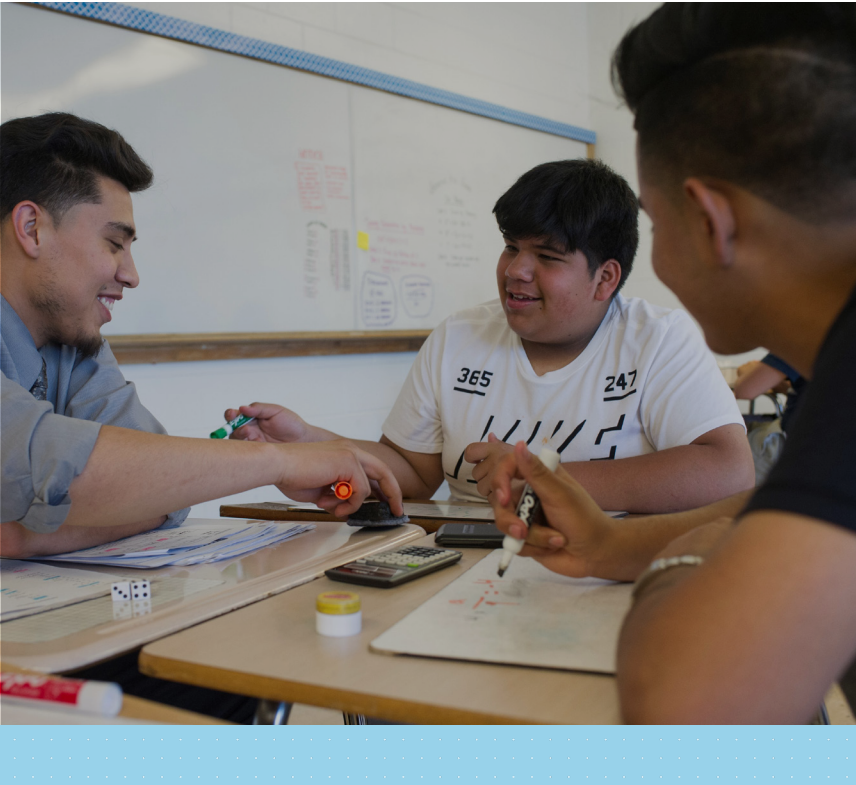
Overdeck Family Foundation played a crucial role in encouraging Saga to think about more cost-effective ways to scale their traditional model, which relied heavily on having enough tutors to meet the demand. This led to the blended approach of combining small-group tutoring with technology, as well as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



Alan Safran  
Co-Founder and CEO

Alan Safran, Co-Founder and CEO of Saga Education, has a 25-year career in public education. He served for nine years as a leading official of the Massachusetts Department of Education before transitioning to Match Education, where he was the Executive Director of the Match Schools in Boston, MA. While at Match, he launched the tutor dissemination work, which became the foundation Saga Education, which he co-founded in 2014 with AJ Gutierrez.



SAGA EDUCATION

Portfolio	Innovative Schools
Founded	2014
HQ	Boston, MA
Website	<a href="https://sagaeducation.org">sagaeducation.org</a>



### 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.

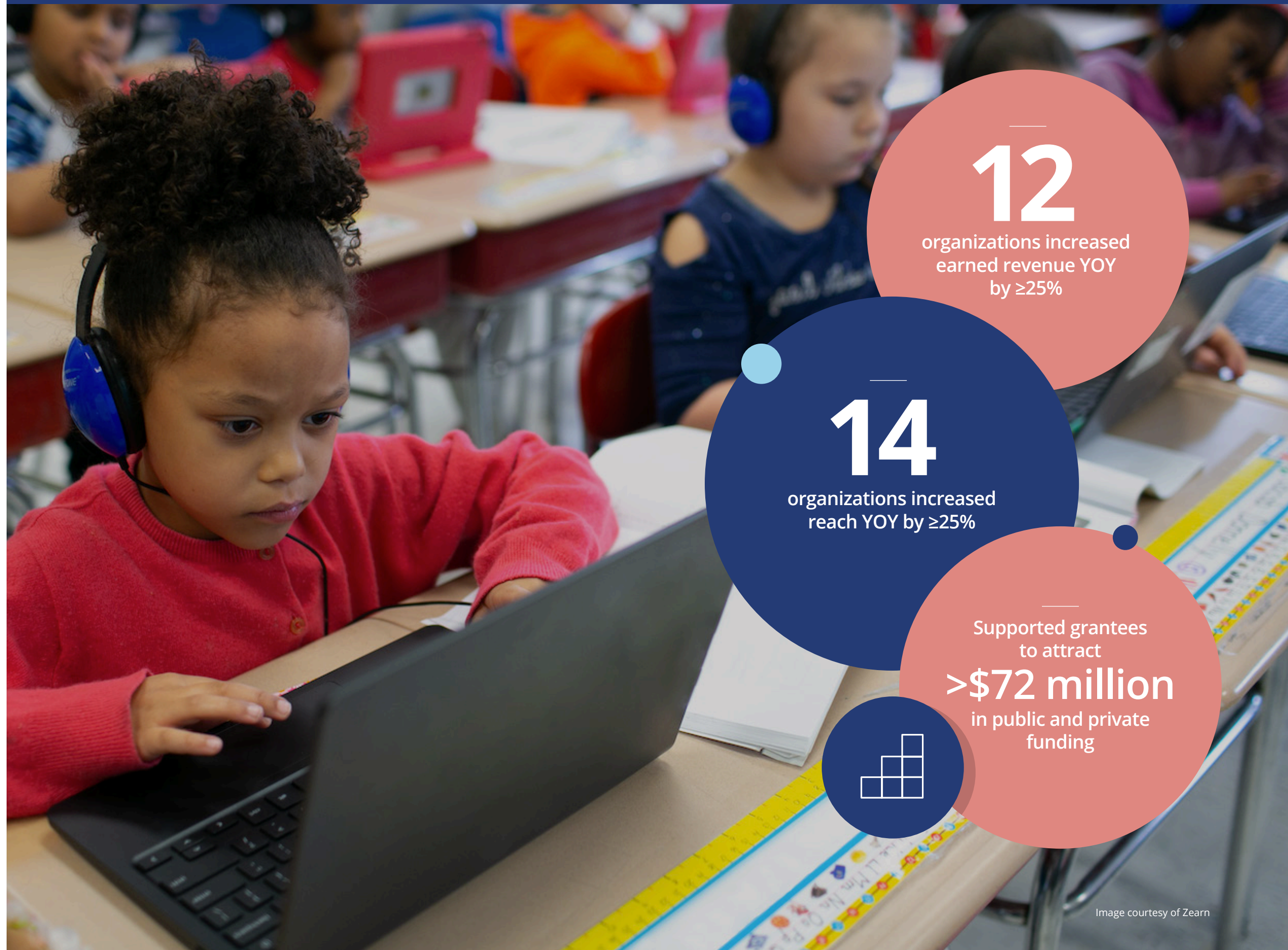


Sarah Johnson  
CEO

*Sarah Johnson, PhD, CEO of Teaching Lab, previously held leadership positions with Overdeck Family Foundation and the New York City Department of Education. Dr. Johnson was also a high school science teacher and founder of a social justice student leadership program in Washington, DC and Oakland, CA.*

#### TEACHING LAB

Portfolio	Exceptional Educators
Founded	2017
HQ	New York, NY
Website	<a href="https://teachinglab.org">teachinglab.org</a>



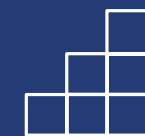
12

organizations increased  
earned revenue YOY  
by  $\geq 25\%$

14

organizations increased  
reach YOY by  $\geq 25\%$

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





### 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**

Portfolio	Inspired Minds
Founded	1992
HQ	Westwood, MA
Website	<a href="https://bellxcel.org">bellxcel.org</a>



## BRIGHT SPOTS Unlocking Growth

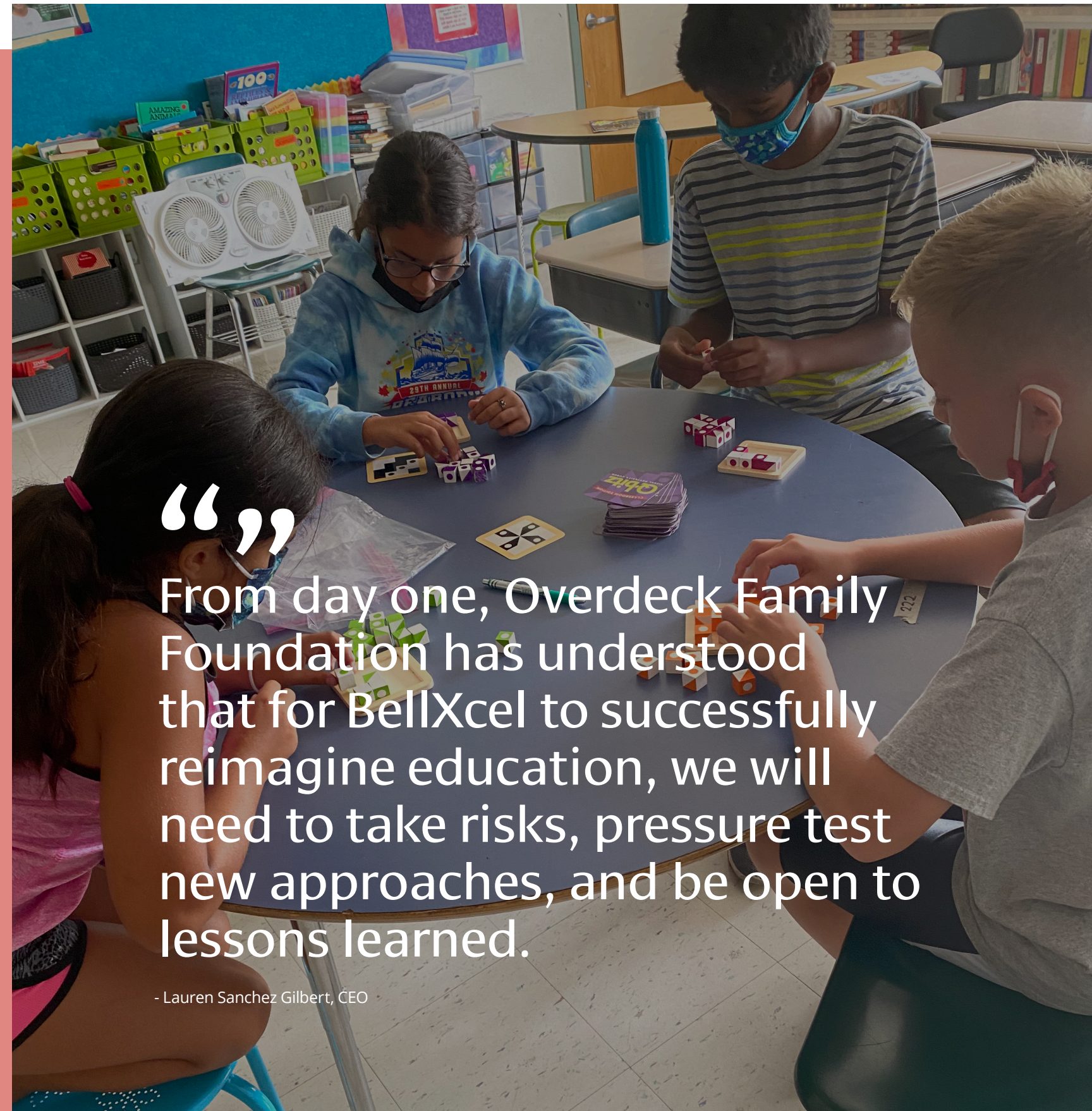
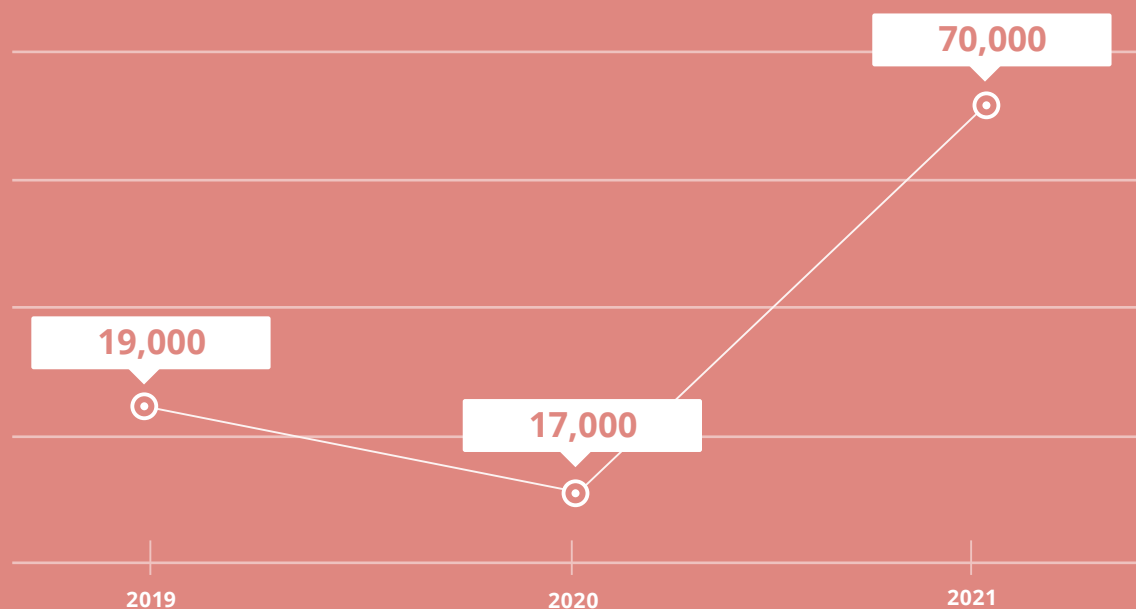


### Our Catalytic Role

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.

### Students Reached

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



“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.

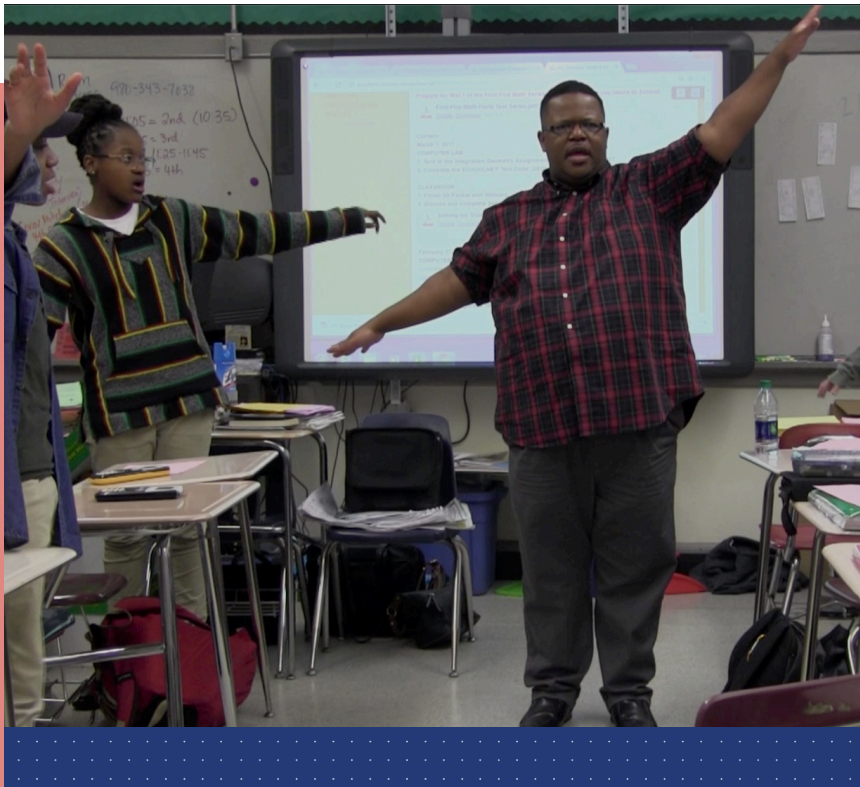
The Growth

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

Portfolio	Exceptional Educators
Launched	2013
HQ	Carrboro, NC
Website	<a href="https://opportunityculture.org">opportunityculture.org</a>

BRIGHT SPOTS  
Unlocking  
Growth

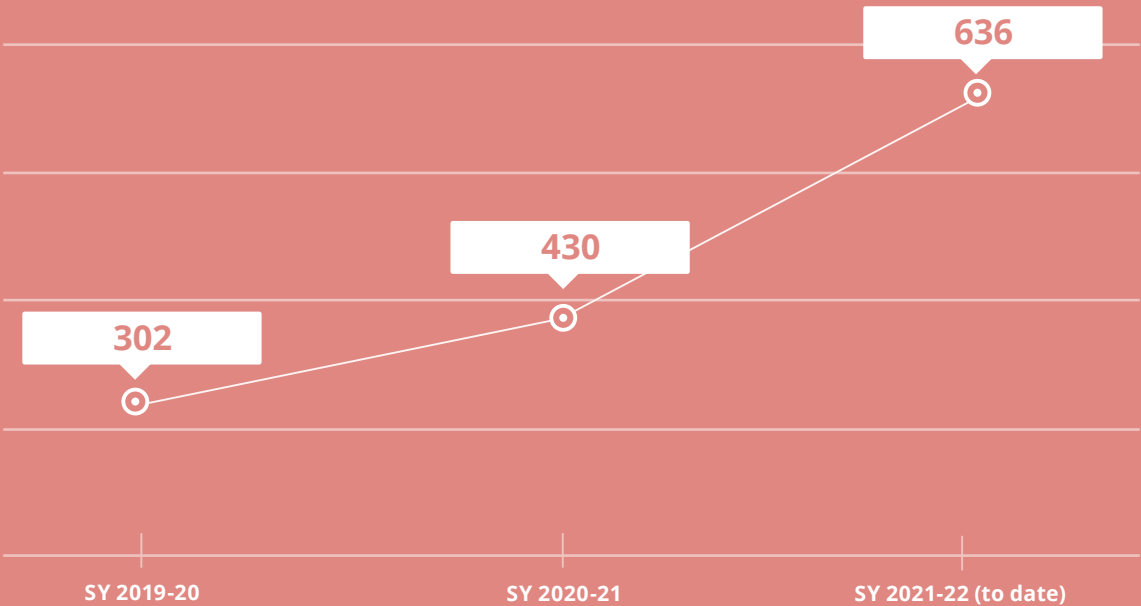


Our Catalytic Role

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.



“”  
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 Hassel, 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.



TALKINGPOINTS

Portfolio	Early Impact
Founded	2015
HQ	San Francisco, CA
Website	<a href="https://talkingpts.org">talkingpts.org</a>



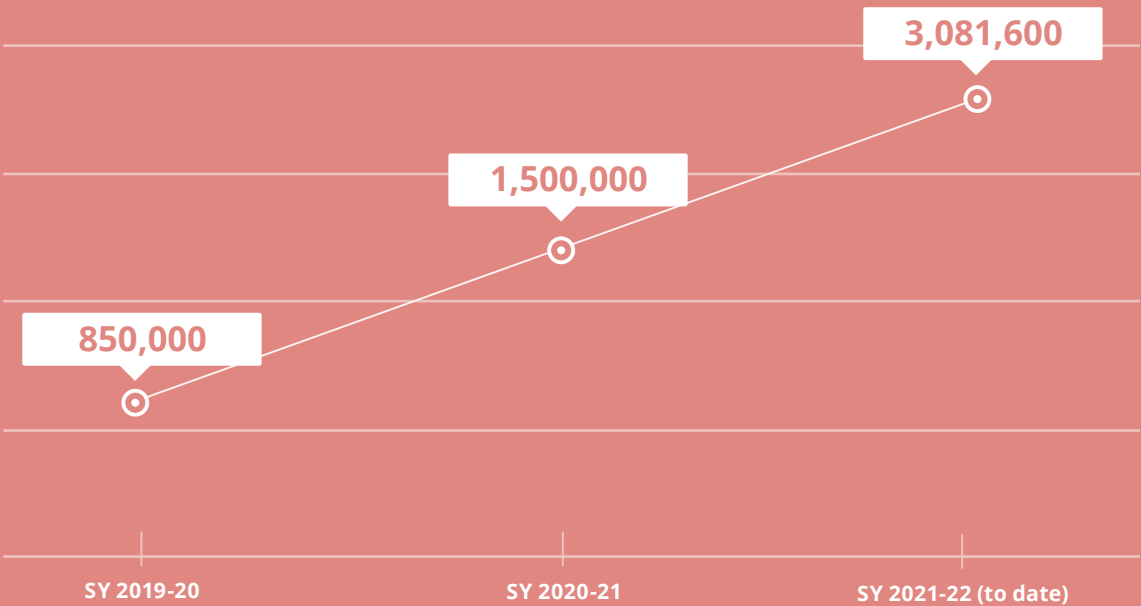
### Our Catalytic Role

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.

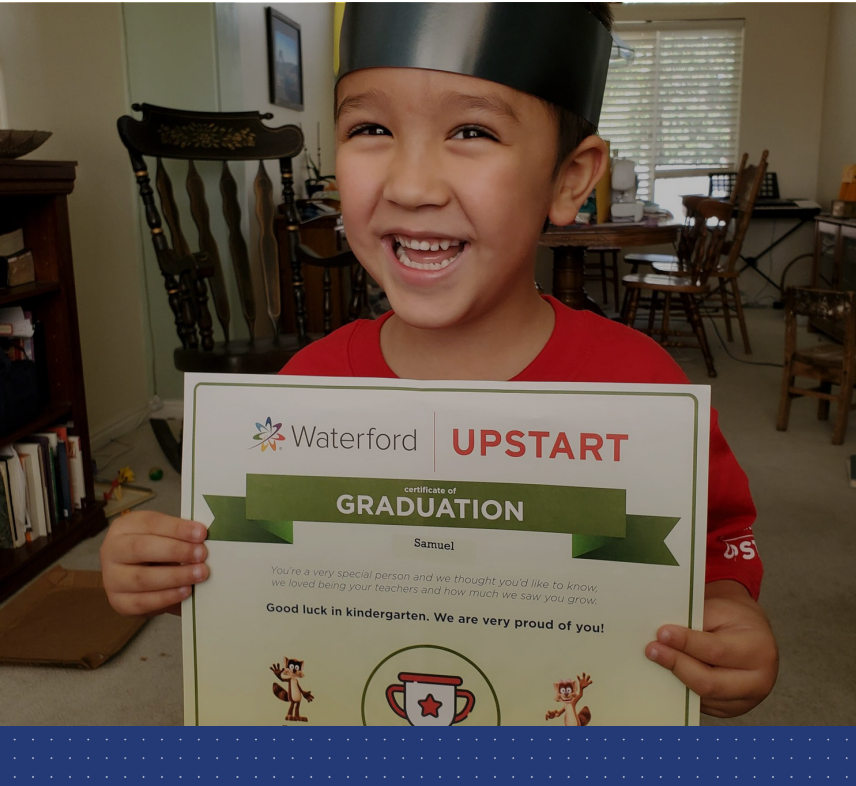
Waterford Upstart leverages philanthropic funding to pilot its program in select states, collect data on evidence of impact, and then advocate for public funding to sustain and expand its work. In 2020, Waterford Upstart piloted its offering in 13 states (Georgia, Idaho, Illinois, Kentucky, Maryland, 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

Portfolio	Early Impact
Founded	2008
HQ	Taylorsville, UT
Website	<a href="https://waterford.org/upstart">waterford.org/upstart</a>

## BRIGHT SPOTS Unlocking Growth



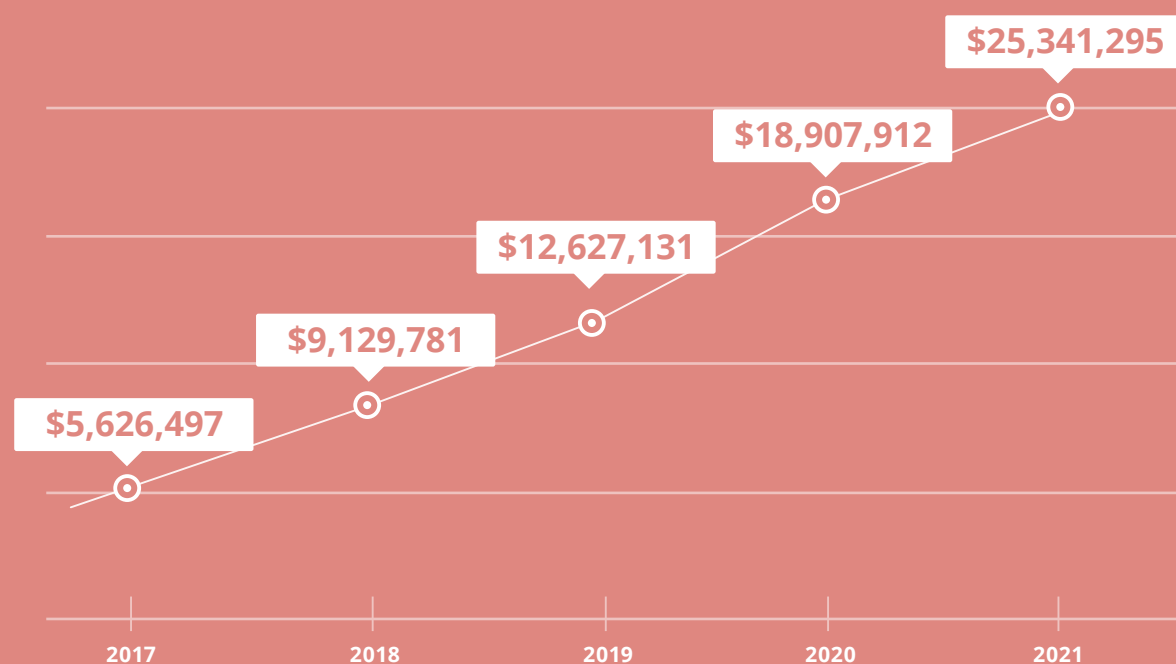
### Our Catalytic Role

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.

### Public Funding Accessed

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



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

- Claudia Miner, Executive Director



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**  
Co-Founder and CEO

*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.*

ZEARN

Portfolio	Innovative Schools
Founded	2012
HQ	New York, NY
Website	<a href="https://about.zearn.org">about.zearn.org</a>

BRIGHT SPOTS  
Unlocking  
Growth



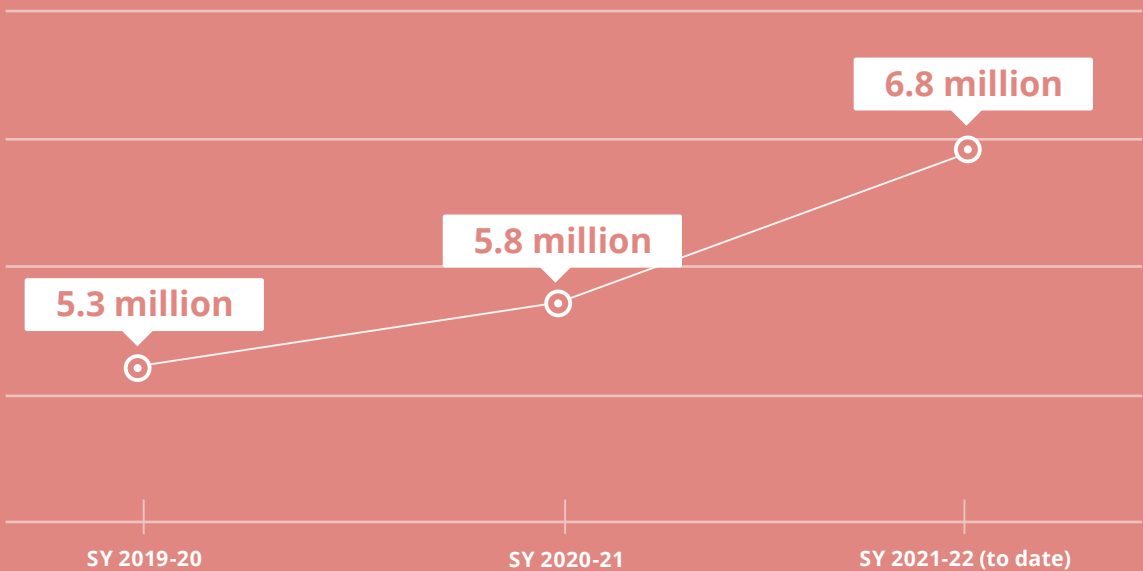
Our Catalytic Role

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

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Providing all children  
the opportunity to unlock  
their potential.