



2022 Grantmaking & Impact Report

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92% of parents say their child is at or above grade level in math and reading. But the numbers tell a different story: only **36%** and **33%** of fourth grade students are at or above NAEP Proficient in math and reading, respectively—a sharp decline from pre-pandemic.

Closing this gap requires not only innovation, but the growth of evidence-based models.

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,

I am thrilled to welcome you to Overdeck Family Foundation's 2022 Grantmaking & Impact Report. Here, you will find a comprehensive overview of what our team accomplished this year, including data on our grantmaking and our grantees' impact, as well as Bright Spots highlighting just some of the many exceptional organizations we are lucky to fund.



Anu Malipatil
Vice President, Education

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

As I look back at this past year, I feel both pride and a sense of responsibility. Our team has achieved so much, disbursing \$50.6 million to 97 organizations that collectively reach 57 million children, two million families, and 147,000 educators. We've added 35 new grantees to our portfolio, deepening our investments in the areas of early childhood, informal STEM education, and K-9 programs that include supporting educators and student-centered learning environments. And yet, there's so much more to do to continue making strides against our mission of measurably enhancing education inside and outside the classroom.



Courtesy of PBS SoCal

The education landscape in 2022 was tumultuous and ever-changing, with COVID-19 continuing to weigh heavily on our children’s educational lives and possibilities. Every few weeks, we learn more about the effects of school closures, with the latest [results](#) from the National Assessment of Educational Progress revealing dramatic declines in math and reading scores for our country’s fourth and eighth graders. These scores serve as a painful testament to the extent to which the pandemic impacted our children’s learning, and also an important driving force for policies and solutions that can create measurable change to get our children back on track. Recovery will be slow going, and if research is indicative, it will also

be heavily unequal, with age and income-based achievement gaps, which existed before the pandemic, [widening even further](#). And these dismal results don’t even tell the whole story, because behind the academic learning loss there is also the incredible socioemotional toll that the pandemic has had on students and their families, with [37 percent of high school students](#) reporting poor mental health during the first half of 2021.

In many ways, the challenges faced by children are exacerbated by the adults around them. [Teacher shortages](#), long-predicted to negatively impact our schools, are officially here. Though more localized than national, they too most negatively affect those students who are already furthest behind. Our youngest learners are perhaps even more impacted, with the childcare industry decimated by COVID and too few spots available for the millions of children who need supportive care in the early years. For example, [43 percent of parents](#) say it has been much harder to find child care over the past year, which is not surprising given childcare employment is still [eight percent below pre-pandemic levels](#). Caring adults are a core component of how children learn, and we see the effects of too few adults not just during the “school day,” but outside of it. The out-of-school industry continues to be deeply impacted by the pandemic, with [67 percent of principals](#) and [61 percent of afterschool providers](#) pointing to recruitment and retention of qualified employees as a major challenge.

The Bright Side

Yet amidst the challenges, there were rays of hope—evidence-based solutions with the potential to help children catch up and regain their footing. For example, states and districts nationwide have invested in high-impact tutoring, one of the few evidence-based interventions shown to accelerate learning. Organizations like our grantee [Accelerate](#) are leading the charge to integrate tutoring into U.S. public schools, while building the evidence base to understand impact. And [Saga Education](#), a leader in high-impact tutoring, has been doing the important work of not only scaling its model, but providing technical assistance to others who want to replicate it.

Innovative solutions for [addressing teacher shortages](#) have also emerged, including differentiated staffing models that provide educators the opportunity to specialize in content, train other teachers, and distribute workload amidst teams. Grantees doing this work, such as [Next Education Workforce](#) at Arizona State University's Mary Lou Fulton Teachers College and [Public Impact's Opportunity Culture](#), have seen emerging signs of success for both teacher engagement and student outcomes: 75 percent of Next team-based teachers report being satisfied or very satisfied with their jobs, compared to 66 percent of teachers in non-team-based models, and students in Opportunity Culture schools gain an additional 0.8 years of ELA learning in one year.

In the early childhood space, the field has embraced the importance of [family engagement](#) and high-quality early learning opportunities as a way to improve both academic and socioemotional outcomes. Grantees in this space, including [Springboard Collaborative](#), [TalkingPoints](#), and [Tools of the Mind](#), have all seen immense growth over the past year, increasing their student reach by 57, 47, and 33 percent respectively. And out-of-school programs, such as grantees [Learn Fresh](#), [EiE](#), and [DiscoverE's Future City](#), continue to re-engage children in learning by making it not only rigorous, but experiential, relevant, and most importantly, fun.

Internally, this has been a year of growth and adjustment. We strengthened our team by [announcing internal leadership elevations](#) for two colleagues; adding three team members to improve internal operations, investments, and support of grantees; and updating our return-to-office policy to ensure adequate in-person time for cross-functional collaboration, learning, and connection. We expanded our capacity-building strategy to provide frequently requested support in key areas aligned to grantee needs. And in response to grantee feedback, we rolled out a new grant management system to streamline and improve the clarity and efficiency of our systems.

Aligned with our funding model, these updates ensure that we have the internal capacity to be responsive to grantee needs while effectively identifying and fueling the scale of cost-effective, sustainable programs and solutions that accelerate improvement in academic and socioemotional outcomes for all children.



Unlocking Innovation, Evidence, and Growth

Our internal improvements played a key role in our ability to help grantees innovate, build evidence, and grow in 2022. Key achievements of our funding included:

- 18 early stage organizations funded and 16 new program models developed, with many of them continuing to combine the “best of” both virtual and in-person interventions;
- 31 research studies and knowledge products generated, with 10 of those influencing either practice or policy on a national or local level;
- Two grantees increasing Every Student Succeeds Act (ESSA) tiers, with 49 grantees total meeting ESSA tier standards;
- 42 grantees increasing reach and 34 increasing earned revenue, often by offering more cost-effective, tech-based, scalable models; and
- 21 grantees strengthening key capacities in communications, impact evaluation, financial planning, and strategic growth/market demand through capacity building.

The grantmaking successes above were only possible because of our team’s commitment to sourcing, funding, and supporting impactful organizations across the education sector. Hard work is never easy, but we’re encouraged to see that what we’re doing and how we’re doing it is making an impact—and resonating with our grantee partners.

Our 2022 Pulse Grantee Perception Report, administered by the Center for Effective Philanthropy (CEP), revealed that our ratings for impact on the field and advancing field knowledge continued to increase since last year, ranking us in the top quartile of funders at the 81st percentile and 92nd percentile, respectively. We’ve also seen a [significant increase in ratings](#) over the last two years for our impact on our grantees’ organizations, with notably high scores for exhibiting trust, respect, and compassion. Grantee ratings for the helpfulness of our selection process also significantly increased compared to last year—a validation of the changes we have made to our grantmaking process.

Biggest Opportunities in 2023

Each year, we reflect on what’s working and what’s not, to help us better understand what to prioritize for the coming year. Below are three areas on which we’re excited to focus our energy in the year ahead, and some ideas for how we’ll do so.

- **Strengthening Grantee Relationships:** The CEP pulse report identified a decrease in grantee comfort with approaching Foundation staff should a problem arise. We know that deep and trusting relationships are imperative to our success, so we take this feedback seriously. Aligned with our organizational values of connecting genuinely; thinking and acting with rigor; and learning better, together, we will seek to understand what has led to this perception and how we can mitigate and improve it. In the year ahead, we will also strengthen our commitment to being collaborative partners to our grantees, working hand-in-hand to help with problem solving, brainstorming, and capacity building.
- **Expanding Capacity Building:** Additional capacity building continues to be a key request from our grantee partners, with areas such as revenue generation, data collection, strategic growth planning, and communications among the top asks, along with opportunities for more connection and collaboration. Next year, we will continue to build out our tiers of support, ensuring our internal team has the time and expertise to guide grantees and that we have the right third-party partners in place to address the most timely needs. There are several plans in place already, including more training webinars for common challenges, exploration of cohort models, and piloting strategic leadership support and partnerships, in addition to deepening our current offerings.
- **Diversifying Pipelines:** Lastly, we continue to see low conversion rates from pipeline to grant across the Foundation, which is especially pronounced for early stage organizations. Last year, we tried to address this by diversifying our pipeline. Yet despite sourcing more organizations, we still struggled to fund as many early stage organizations as we’d hoped to in order to effectively encourage innovation in the field. We’re considering a few other changes for 2023, including alternative sourcing mechanisms and partnerships with capacity-building providers that can help prepare younger nonprofits to be ready for our funding down the road.

The challenges of the past few years have given me even more resolve in the fundamental idea that each child is full of unlimited potential—though not every child has the opportunity to unlock it. This belief will continue to guide our Foundation’s strategic thinking and investments as we push ourselves to be even more thoughtful partners, to ask the tough questions, and to lift up the most useful insights—even when they might not be what we expected.



Courtesy of BEAM

While our commitment to unlocking innovation, evidence, and growth in the education sector is unwavering, our success would not be possible without all the stakeholders who bring this work to life. I would be remiss to not end this note, as always, with gratitude.

Thank you to the educators and families who continue to do the incredibly difficult and important work of shaping our nation's future leaders. Thank you to our grantees for never giving up and for facing each new challenge with resilience and optimism. Thank you to my Overdeck Family Foundation team for bringing your heart and head to everything that you do, and for your commitment to measurably enhancing education inside and outside the classroom. And lastly, thank you to our trustees, John and Laura Overdeck, for your vision and fortitude to make this important work possible.

Sincerely,

Anu Malipatil

“”



Whenever I heard about robotics or anything science-related, I always thought, ‘That’s cool but not for me. I’m not smart enough to do that.’ Being in FIRST, I realized that I am smart enough to do this. It doesn’t matter what background you come from. I always had it in me, I just never believed in myself to try. Through seeing what I created, I was able to say, ‘Wow, I did that.’

FIRST

Habeeba Youssef

Student

2022

By the
Numbers

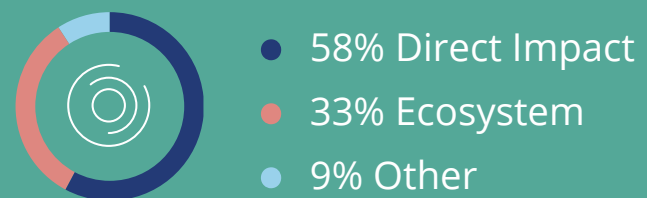
2022 total disbursement
\$50.6 million

Grants by funding type



- ✓ 97 grantees supported
- ✓ 35 new grantees

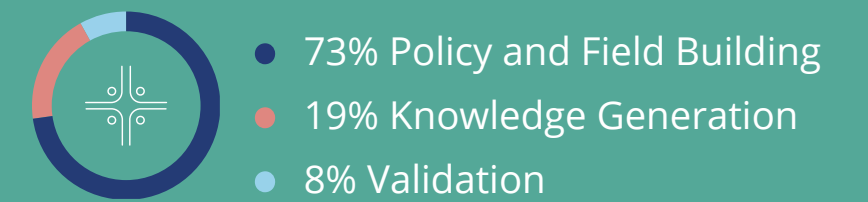
Grants by lever



Organizational stage



Ecosystem grants by type



BY THE NUMBERS
**Grantmaking
Effectiveness**

These findings reflect the results of a pulse survey of Overdeck Family Foundation grantees conducted by the Center for Effective Philanthropy (CEP) in August and September 2022. All percentiles are benchmarked against a CEP dataset of more than 50,000 grantees and 300 funders.

Impact



percentile for impacting the field



percentile for advancing state of knowledge in the field

Relationships



percentile for impact on organization



percentile for exhibiting trust in organization's staff

Process



percentile for helpfulness of selection process

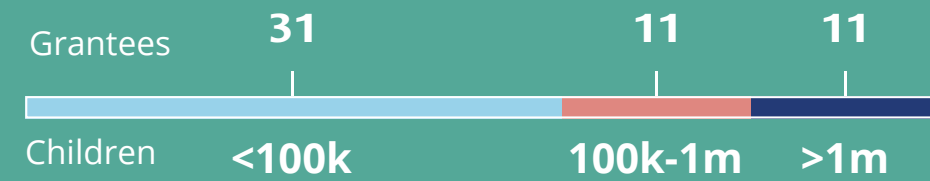


percentile for clearly communicating goals and strategy

BY THE NUMBERS
Grantmaking Outcomes

Growth

57 million children reached



42 grantees increased reach



34 grantees increased earned revenue



Supported grantees to attract >\$65.4m in public and private funding

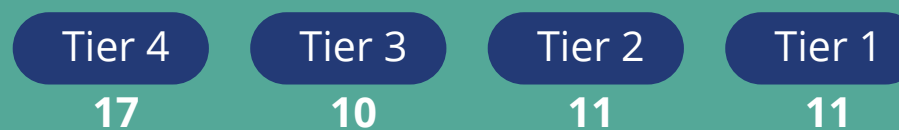
Innovation

16 prototypes generated

18 early stage organizations funded

Evidence

- ✓ 31 knowledge and research studies completed
- ✓ 2 grantees increased ESSA tier
- ✓ 49 grantees meet ESSA tier standards



“”



EiE Family Activities present problems in a real-world context that children can understand and relate to their own lives, which creates relevancy and motivation for learning. Family time is important and it's special when parents and their children can learn together. My son Andrew and I had a lot of fun completing the “Pass the Peppers” activity. I helped him get the supplies he needed and asked questions to clarify his thinking, but I didn't do any of the planning, building, or improving for him. It was interesting to see him make improvements on his own during the Create stage.

EiE

Kaddie Zabors

Parent

2022

Impact Overview

Beneficiaries Reached



57 million

children with opportunity for accelerated academic and/or socioemotional achievement

147,000

educators with opportunity for improved teaching practices

2 million

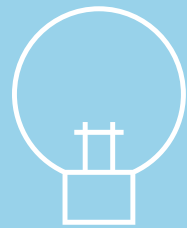
families with opportunity for improved parenting practices



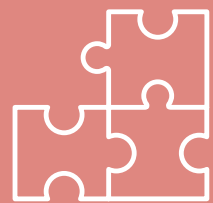
Early Impact



Exceptional Educators



Innovative Schools



Inspired Minds



New Jersey



Early Impact

Creating strong foundations for early learning.

IMPACT OVERVIEW

Portfolios: Early Impact



89% of children

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



33-47% reduced risk

of preterm birth



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



8 months

of additional learning in predictive early literacy skills for children participating in SEEDS programs



\$80 million

proposed child care investment in North Dakota by the state's Governor



133,900 parents

and parent-facing professionals reached through new evidence-based parenting practices



Building brains through early talk

60% of participating children

scored higher than average in a popular language/literacy assessment, compared to 23% of non-participating 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



5 communities

co-creating plans with parents and pediatricians to integrate best practices for socioemotional development and early relational health into pediatric care



80% of "high impact potential" ventures

achieved impact and growth goals



4.2 million children

served through an evidence-based program that supports language, literacy, and early relational health



19,000+ children

across New York City reached by FUEL grantees in 2021-22



2-3-month

reading gain over five weeks for students in Springboard Collaborative programs



15% decrease

in student absenteeism for district schools using TalkingPoints versus those not using TalkingPoints



47% more students

scoring below grade level in literacy at the beginning of kindergarten meet end of the year grade-level expectations in Tools of the Mind classrooms, compared to matched classrooms



91% of participants

arrive to school kindergarten-ready



Exceptional Educators

Increasing the retention of expert educators in K-9.

IMPACT OVERVIEW

Portfolios: Exceptional Educators



95% of graduates
are more effective than their peers during their first year of teaching, according to their principals



75% of team-based teachers
report being satisfied or very satisfied with their jobs, compared to 66% in non-team-based models



184 Catalyst Fellows
trained in innovative strategy, equity, and instructional excellence, up from ~15 in previous years



18% growth
in third grade students reading on grade level when taught by Denver Public School educators who participated in CenterPoint's customized, standards-aligned professional learning



7 million students,
454,000 teachers, and 14,000 schools reached by member chiefs



72% of schools
coached by CLEE had statistically significant learning gains for focal and peer student groups



1,400 districts
representing 15.8 million students use EdReports to make decisions about high-quality curriculum



12 million students
across 130 districts have benefited from ERS's work on improving the teaching profession, a 78% Y/Y increase in district reach



45 partner schools
in Texas saw nearly double the rate of progress in proficiency in math and ELA, compared to the state average



28% increase
in the percentage of students scoring proficient or advanced in schools with educators who've participated in Leading Educators programming



87% of participants
made measurable progress in improving student achievement and other outcomes



160 schools
using real-time data to establish classroom conditions that accelerate learning



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



8,000+ teachers
and 1,500+ school principals surveyed for an evidence base on usage of high-quality instructional materials



2,700+ current and aspiring teachers
and 2,100+ teacher leaders training in 17 cities nationwide



36,000 visitors
have viewed the Professional Learning Partner Guide, a 130% increase Y/Y

IMPACT OVERVIEW

 **Portfolios: Exceptional Educators**



3 sub-studies

in anchor study will explore how educator exposure to a mindset intervention impacts curriculum-based professional learning across four organizations, four states, and nine districts

 **Substantial**

85% of substitute teachers

reported increased confidence in facilitating instruction after taking SubSchool courses



44% of applicants

identify as people of color, 1.5-2x more in comparison to teachers in the same region



98% of corps members

felt the preparation they received through a new hybrid summer training model was valuable in becoming a successful teacher



20 Teach Plus teachers

from across the country had 35 meetings with the U.S. Department of Education and congressional offices to discuss differentiated staffing and the Teachers LEAD Act



46 percentage point increase

in student proficiency rates on grade-level tasks among New Mexico middle school classrooms with Teaching Lab-educated teachers



The Education Trust

24 authored and/or co-signed letters

to Congress or the Biden Administration in support of advancing or funding various Pre-K-12 policy goals



13,000+ downloads

of two learning acceleration reports in 2022



93% of aspiring and early career teachers

contribute to student progress and socioemotional skill growth, according to their principals



Innovative Schools

Supporting student-centered
learning environments.

IMPACT OVERVIEW

Portfolios: Innovative Schools

 Accelerate

\$66.5 million

attracted to scale high-impact tutoring nationwide and conduct RCT to evaluate the impact on 30,000+ students

THE *Canopy*

300+ schools

have shared information and received support in adopting innovative models

 COMMONLIT

2X learning gains

in reading achievement delivered through CommonLit's digital platform

 EdTech Evidence EXCHANGE

1,500+ educators

across 140 school districts shared their experience implementing edtech tools in specific contexts

 ignite!
reading

2.4 weeks

of reading progress on average for every week in the program, with similar achievement across racial and SES groups

 Khan Academy

19% higher growth

on standardized math tests on average, compared to projections, for students who practiced math 30 minutes per week on MAP Accelerator during SY 2020-21

 NATIONAL STUDENT SUPPORT ACCELERATOR
equalizing access to quality tutoring

13 tools and 11 information briefs

launched, including a database for high-impact tutoring programs, which was shared at a first-annual tutoring conference for educators, state, and district leaders

 ON YOUR MARK

72% of students

made above-average to well-above-average growth in literacy skills

 Quill

71% gain

in writing skills over the course of one year for students who complete Quill's intervention

 ROBIN HOOD LEARNING TECHNOLOGY FUND
IN PARTNERSHIP WITH OVERDECK FAMILY FOUNDATION AND SIEGEL FAMILY ENDOWMENT

7 out of 12 partners

with student outcome data showed promising correlational evidence of positive academic impact

 saga
EDUCATION

1 year

of additional math learning for students participating in Saga tutoring, as well as better grades and reduced math and non-math course failures

 Silicon Schools

80 schools

launched and improved, which will serve 35,000+ students across Northern California

 ST Math

82% of teachers

indicate an increase in student engagement after using ST Math

 Transcend
BUILDING BEYOND THE LIMITS OF SCHOOL DESIGN

69 partner schools

servicing 77,000+ students have implemented blended learning practices

 UPchieve

23,000+ hours

of free tutoring and college counseling provided to low-income students

 VALOR

60 leaders

at 15 schools accepted into Valor's competency-based model cohort

 ZEARN

2X learning gains

in math achieved by students who consistently use Zearn, compared to students using core math HQIM alone



Inspired Minds

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

IMPACT OVERVIEW

Portfolios: Inspired Minds



\$27 million

in additional funding across five states in the past year, expanding access to high-quality afterschool STEM programs for 25,000 students



92% of students

report improved math confidence and 83% report improved understanding



110 million people

engaged in science and technology experiences through nearly 500 science centers and museums around the world



6% median student growth

on assessment of math problem-solving skills relative to national comparison



2-month

average gain in math proficiency over BellXcel's summer program



5,000+ underserved students

in SY 2021-22 completed five or more lessons or daily challenges



37 million annual views

and plays for new Cyberchase episodes and games



90% of participants

agreed they learned more about what engineers do



2.2X greater likelihood

than comparison group that participants report a stronger STEM identity eight years later



92% of educators

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



4 new sites

began planning for science program implementation, bringing the total to 15 sites nationwide



\$950,000 of cash prizes

available to interventions that aim to significantly improve middle school student achievement in science



37% gains

in math fluency for students participating in NBA Math Hoops, relative to 16% among comparison group



52% increase

in student enrollment in 2022



30,000 subscribers

to newsletter promoting the power of family math activities in achieving equity and academic success within the context of school, family, and community engagement



89% of students

increased their creative problem-solving skills after participating in Camp Invention



10,000 students

attended field trips online, in person, and in school in 2022



14% increase

in parent confidence about math after participating in Family Math workshops



7% more students

met or exceeded Star Math benchmarks after participating in PowerMyLearning



87% of participants

said being in Science Action Club makes them more excited to learn science in school



92% of educators

said that students further developed critical thinking skills, and 95% said students learned something new about science



New Jersey

Helping children in New Jersey unlock their potential.

IMPACT OVERVIEW

Portfolios: New Jersey



107 students

received scholarships to participate in virtual and in-person Center for Talented Youth programs



60 students

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



78,000+ students and educators

reached through STEM education programs in FY 2022



29 teachers

developed deeper mathematical thinking and refined pedagogical approaches, bringing newfound expertise to students and colleagues in 21 districts across New Jersey



50,000+ students

reached through six STEM Ecosystems and NJ STEM Month, which provide access to hands-on STEM learning experiences and create deeper awareness of STEM careers and opportunities in New Jersey



25% average increase

in math scores for K-5 students participating in the program



2-3 student teachers

receive annual financial support to pursue their teaching certifications and offer quality STEM instruction to 100+ students in their districts



Students 2 Science

38,000 students

reached through Students 2 Science's virtual and in-person STEM lab programs



United Way
of Northern New Jersey

1,800+ hours

of technical assistance provided to home-based family child care providers and childcare center hubs to enhance organizational practices and improve overall quality of care



3 preschools and 1 elementary school

in New Jersey incorporating Montessori practices to increase the quality of early childhood education

“”



Being a multi-classroom leader (MCL) is the best of both worlds. I'm able to take on leadership tasks, but also be in the classroom and see the kids every single day. I get to see the growth and the light bulbs go off, and make those relationship connections. I feel like, as an MCL, you make a bigger impact than what you can on your own. You're not the end-all-be-all of knowing it all. You are learning just as much from your team as they are from you.

Public Impact's Opportunity Culture

Sydney Garcia

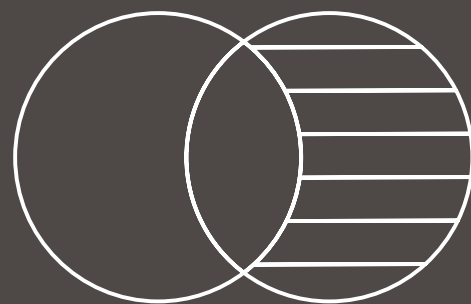
Teacher in Ector County, TX

2022

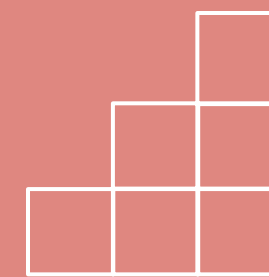
—
Bright Spots



Unlocking Innovation



Unlocking Evidence



Unlocking Growth



Unlocking Innovation

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

18

early stage organizations funded

16

prototypes generated





The Problem

Eighty percent of students from low-income households are unable to read proficiently, yet 74 percent of class time is spent on busy work not aligned to grade-level expectations.

The Innovation

CommonLit is a nonprofit education technology organization dedicated to ensuring that all students, especially students in Title I schools, graduate with the reading, writing, communication, and problem-solving skills they need to be successful in college and beyond. The organization offers teachers free access to over 2,000 high-quality reading passages for students in grades three through 12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development. Over the past year, the organization has grown its earned revenue by 66 percent, increasing its scale and sustainability.

In July 2022, CommonLit launched “Target Lessons,” which are easy-to-use, complete lessons that build off CommonLit’s comprehensive 360 curriculum and support reading, writing, and classroom discussion. These lessons focus on a particular skill, like identifying the main idea, that students use to deeply understand a text and include scaffolded Pre-Reading, During Reading, and Post-Reading questions that give students multiple opportunities to practice the skill and build comprehension.

While effectiveness data for the Target Lessons are forthcoming, use of CommonLit has been shown to improve reading and writing for students. An internal evaluation found that 63 percent of students using CommonLit achieved gains in ELA from pretest to post test, with an average +0.30 effect size improvement in reading and +0.25 in writing. The organization expects that Target Lessons will only strengthen the impact of its work going forward.



Courtesy of CommonLit



Our Catalytic Role

Overdeck Family Foundation provided funding to support CommonLit in developing and launching CommonLit 360, a full English Language Arts Curriculum that fills a unique gap in the market as the first-ever digital open education resources ELA Curriculum with an interactive student platform. CommonLit developed Target Lessons as part of this launch, providing even more wraparound offerings for educators and students.



Teachers love Target Lessons, which are designed to remediate skill gaps in reading and writing through a short, engaging lesson featuring direct instruction, a video, an engaging text, and writing exercises. This improvement wouldn't have been possible without funding from Overdeck Family Foundation.

Michelle Brown
Founder and CEO

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



Courtesy of CommonLit

COMMONLIT

Portfolio	Innovative Schools
Our Funding to Date	\$300k
Founded	2014
HQ	Washington, DC
Website	commonlit.org



The Problem

High-quality science education is not equitably or sufficiently available for all students, and only 35 percent of eighth graders performed at or above NAEP Proficient in science prior to the pandemic.

The Innovation

Khan Academy offers a free online platform with a comprehensive library of standards-aligned content from preschool through the early years of college. In addition to offering practice exercises, instructional videos, and a personalized learning dashboard for students, Khan Academy also provides teachers and administrators with data-driven insights on student performance coupled with targeted instructional content, freeing up teachers' time so they can focus on quality interactions with their students.

While Khan Academy is the most popular math resource used in classrooms across grade levels, the organization lacked any science content for the middle school years. In 2022, Khan Academy launched its first middle school science content, which included Biology, Earth & Space Sciences, and Physics. This is in addition to the set of five high school science courses launched during the summer of 2021. To enhance this science content across grades, Khan Academy increased the diversity of its content creation team both "on-screen" (doing the voiceover for the videos) and behind the scenes (developing the content for videos, articles, and exercises).

Khan Academy science content provides access to science education for nearly 40 million users worldwide who spent more than 663 million total learning minutes over SY 2021-22, building content knowledge, critical thinking, and problem-solving skills.



Courtesy of Khan Academy



Our Catalytic Role

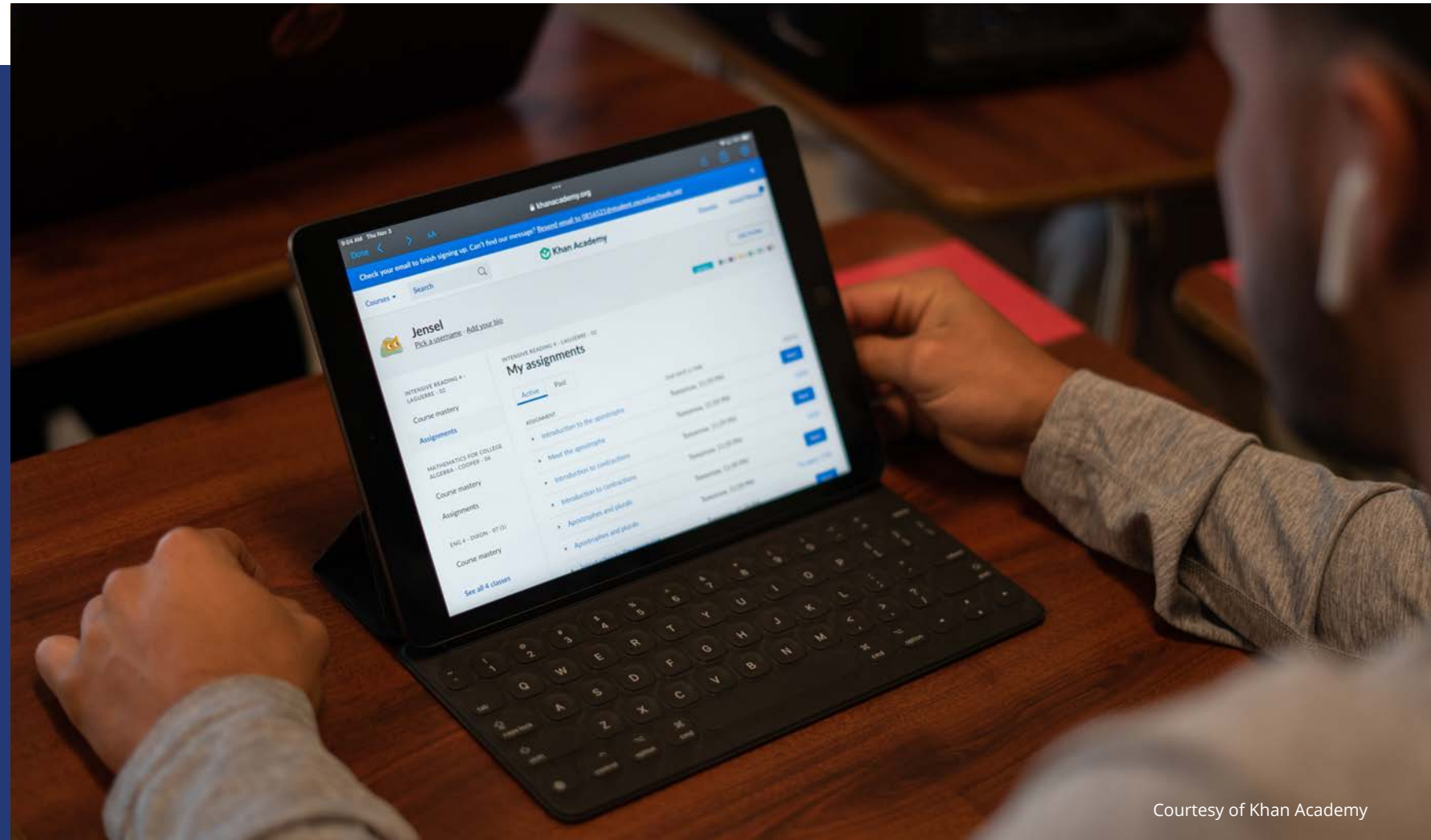
Overdeck Family Foundation's general operating support to Khan Academy has supported the organization in continuing to innovate and develop its product, which includes the creation of the middle school science content. In addition, Khan Academy has used grant funding to invest in validation and capacity building, positioning the organization for greater scale within school districts as a supplemental product that helps students experience personalized practice and mastery-based learning.



Overdeck Family Foundation was one of the first funders to believe in Khan Academy, and their support over the years has provided vital educational resources to help millions of children learn.

Sal Khan
Founder and CEO

Sal Khan is the Founder and CEO of Khan Academy. He is also the founder of Schoolhouse.world, Khan Lab School, and Khan World School, all nonprofits focused on making personalized mastery education accessible. Sal's interest in education began while he was an undergraduate at MIT where he developed math software for children with ADHD and tutored fourth- and seventh-grade public school students in Boston, MA.



Courtesy of Khan Academy

KHAN ACADEMY

Portfolio	Innovative Schools
Our Funding to Date	\$8.3m
Founded	2008
HQ	Mountain View, CA
Website	khanacademy.org



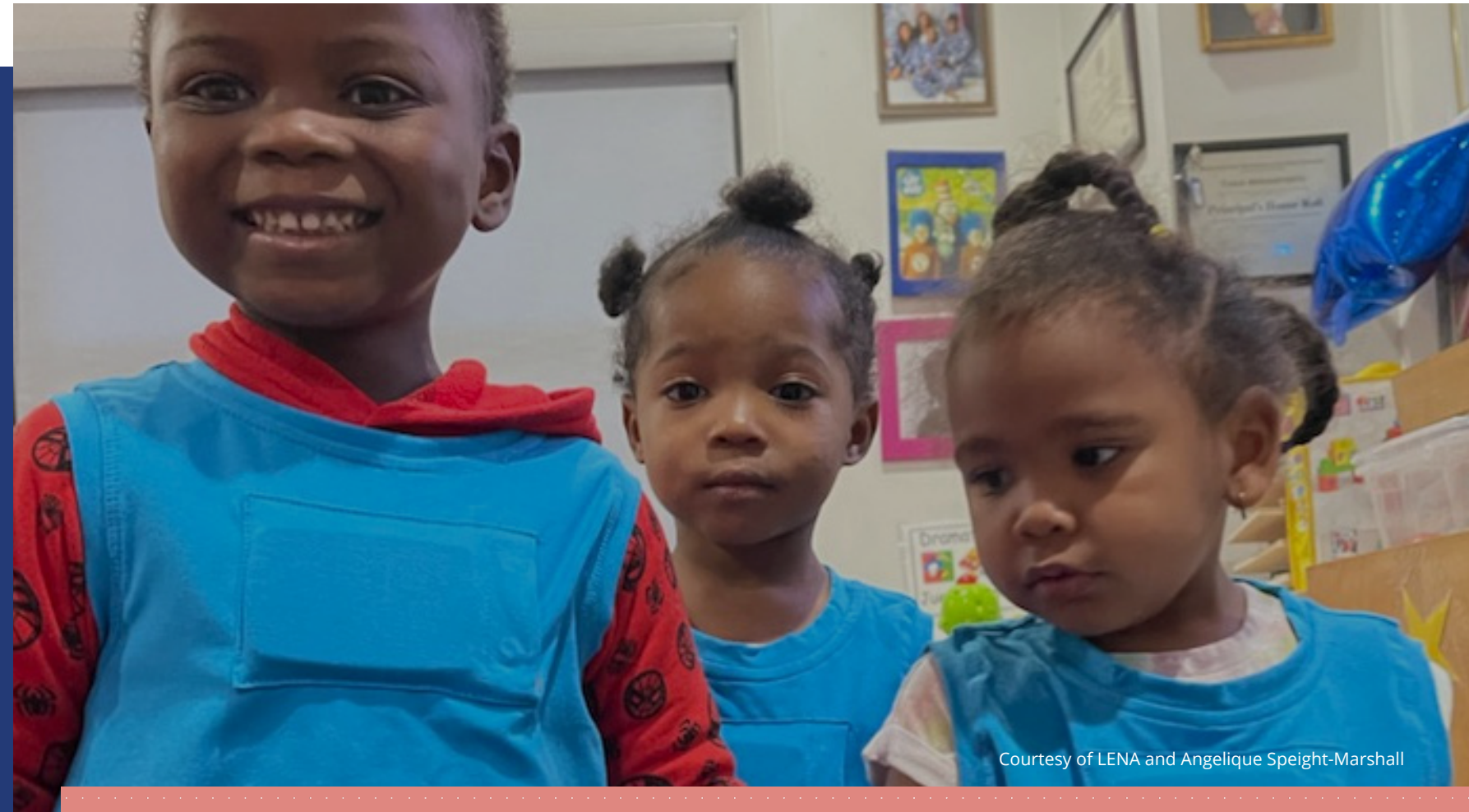
The Problem

Stable and nurturing relationships that promote a consistent serve and return between caregivers and young children are foundational to human development, but recent data show that the COVID-19 pandemic decreased vocalizations and increased levels of language isolation for babies and toddlers this past year.

The Innovation

LENA provides technology-based programs to accelerate the language development of children birth to three. Its programs improve child outcomes by encouraging essential, early adult-child interactions and relationships. LENA's evidence-based "talk pedometer" technology measures the quantity and quality of adult-child interactions in any environment and is the backbone of adaptable programs for the adults who care for infants and toddlers.

Amidst significant pandemic disruptions to the childcare and early education sector, LENA received feedback that its in-service professional development program was a valued but time-intensive offering for educators who were already stretched thin. In response to this feedback, LENA adapted its 10-week program into two stackable five-week sessions, increasing its support for implementing partners and making it easier to both run and participate in the program. LENA's real-time monitoring of results showed that these modifications didn't sacrifice outcomes: teachers who participated in just one five-week session made 85 percent of the gains seen in the full program.



Courtesy of LENA and Angelique Speight-Marshall

Research clearly links LENA's target outcome, conversational turns, to language development, reading, IQ, socioemotional development, and executive function, and studies consistently demonstrate the trajectory-changing impact of LENA programs, even during tumultuous times. Preliminary analysis conducted by LENA's research team showed that children participating in LENA Grow during the COVID-19 pandemic gained nearly 1.5 months' worth of language skills in just one month's time (1.8 months for children starting with below-average language skills), achieving developmental milestones at an accelerated rate compared to a sample of children who did not participate in the program.

By creating a more flexible model, LENA served more than 19,000 children in 2022, a 56 percent increase over the previous year. LENA also expects the cost-per-child of its model to decrease when partners are able to serve more children and find economies of scale.



Our Catalytic Role

Overdeck Family Foundation has played a significant role in helping LENA scale its impact, including supporting the organization to more than triple its reach since we began funding in 2018. In addition to grant funding, we have invested in building out LENA’s innovation and research capacities and expanded the data analysis function through a Harvard Strategic Data Project Fellow who joined the team after his two-year fellowship ended in 2022. Additionally, Carly Roberts, Associate Program Director of Out-of-School Learning, has served on LENA’s Board of Directors since 2020, advising the organization on growth strategy, organizational evolution, and fundraising.



Overdeck Family Foundation is an especially thoughtful, data-driven, and collaborative funder. They’ve taken the time to understand LENA, anticipated our needs as a grantee, and pushed us to examine and activate our larger impact within early childhood.

Dr. Steve Hannon
President and CEO

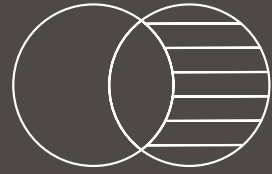
Stephen M. Hannon, Ph.D., is President and CEO of LENA. Dr. Hannon has steered LENA through its ambitious growth, leveraging technical and leadership skills honed over a 25-year career spanning multiple industries. His experience has provided the foundation for LENA’s unique technology to be paired with programmatic impact felt across early childhood.



Courtesy of LENA

LENA

Portfolio	Early Impact
Our Funding to Date	\$4.7m
Founded	2004
HQ	Louisville, CO
Website	lena.org



Unlocking Evidence

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

31

knowledge and research studies completed

2

grantees increased ESSA tier





The Problem

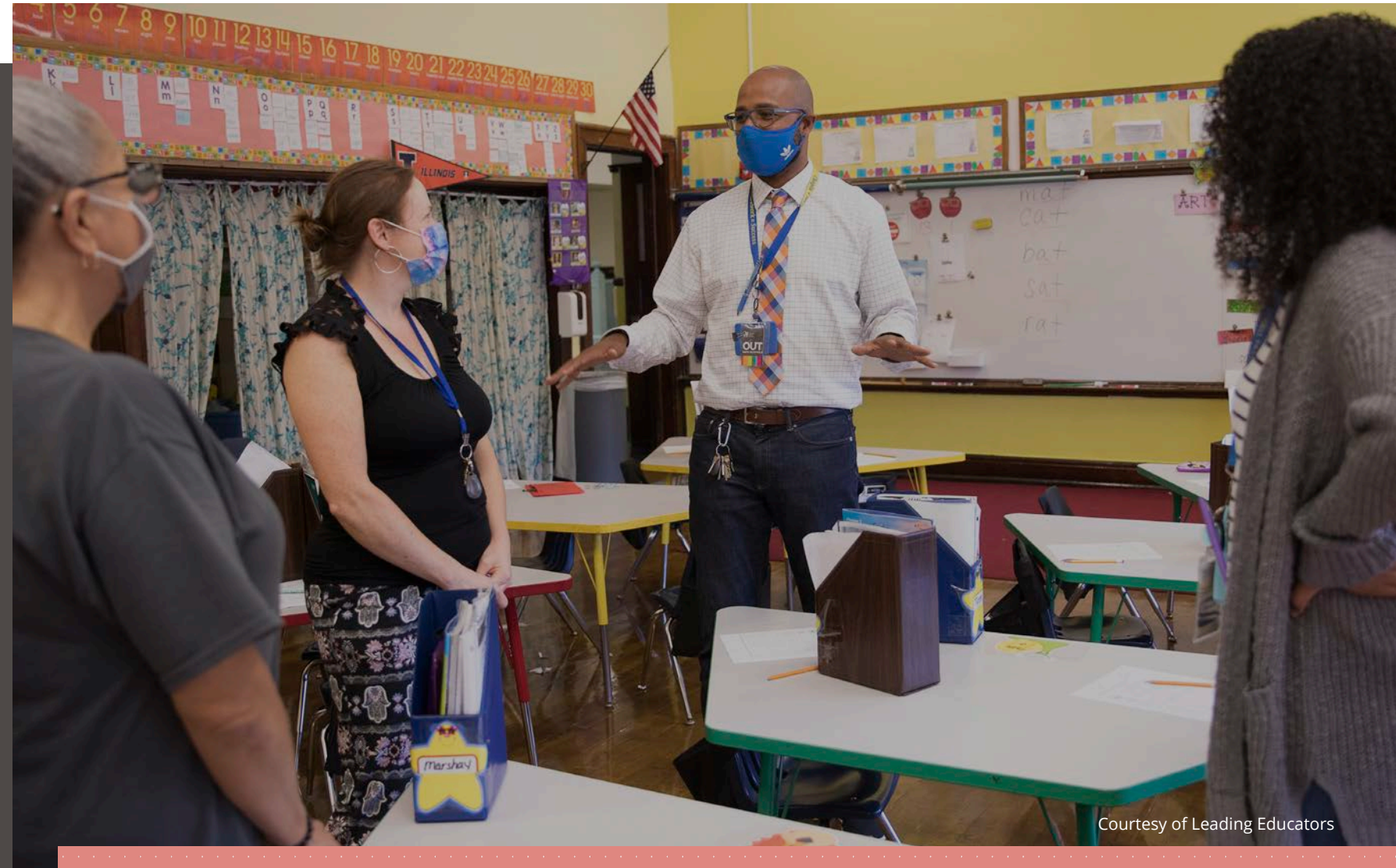
Few educators receive adequate professional learning on grade-level standards and the curricular materials they use with students, hindering students' access to lessons that meet their full potential. The evidence is evolving on which types of professional development models show improvements in teacher practice and student learning, with more work to be done to identify effective models.

The Evidence

Leading Educators works with school systems to design research-based cycles of professional learning that build teachers' knowledge, skill, and confidence in using their curriculum effectively and equitably over the school year.

Leading Educators has participated in a series of studies that examine the model's impact on both teachers and students, in an important contribution to learning about what works in teacher professional development. A quasi-experimental study conducted in 2022 produced emerging evidence that Leading Educators' support for teachers and school leaders may increase the likelihood that students achieve proficiency or above on state math and ELA exams.

Also in 2022, Leading Educators conducted a randomized controlled trial focused on its Chicago, IL-based professional development program, Chicago Collaborative, to study the impact of teacher learning and coaching on student achievement. The rigorous RCT



Courtesy of Leading Educators

study design, which allows Leading Educators' model to meet "Tier 1" evidence standards established by the federal Every Student Succeeds Act (ESSA), assessed the program's impact on student achievement, and produced suggestive evidence of impact on students' math scores after one year.

The commitment by Leading Educators to learn about its impact on key outcomes has also supported Leading Educators' growth in service delivery. Over the past year, the organization has increased its educator reach by 568 percent, bringing impactful professional learning to more than 7,000 teachers and teacher leaders/coaches across the country.



Our Catalytic Role

Overdeck Family Foundation has funded Leading Educators’ work since 2016. Our general operating support has allowed Leading Educators to build its research and data capacity and unlocked opportunities for more scale and funding. Through our capacity-building strategy, we are also assisting Leading Educators in conducting a market assessment to identify which aspects of its model are best positioned to further scale impact.



Overdeck Family Foundation knows that to realize opportunity, accelerate learning, and ensure the success of the class of 2030, Leading Educators must innovate new solutions while continuing to equip educators to deliver excellent and equitable teaching, ensuring the success of all students.

Chong-Hao Fu
CEO

Chong-Hao Fu has served as the CEO of Leading Educators since 2018. He is a national thought leader on education equity, teacher leadership, and professional learning and has presented to the Council of Chief State School Officers, the American Federation of Teachers, the Aspen Institute, and the U.S. Department of Education. Before his time at Leading Educators, Chong-Hao was the founding principal at KIPP Sharpstown in Houston, TX and a middle and high school math teacher in Houston and Greenville, MS.



Courtesy of Leading Educators

LEADING EDUCATORS

Portfolio	Exceptional Educators
Our Funding to Date	\$3.1m
Founded	2011
HQ	New Orleans, LA
Website	leadingeducators.org



The Problem

While we know that school-family engagement contributes to better academic and socioemotional outcomes for students, research shows that minority immigrant parents are less likely to engage with schools and report more barriers to participation when compared to native-born parents.



The Evidence

TalkingPoints is a two-way messaging platform that helps schools and teachers communicate with families in their home languages, enabling stronger partnership to support student growth. In 2022, TalkingPoints conducted a quasi-experimental design study that sought to answer two questions:

- Did the use of TalkingPoints impact student academic outcomes and attendance?
- Did impact on student outcomes vary for different student groups, including groups disaggregated by race and ethnicity, special education status, and English language learner status?

The study, which allows TalkingPoints to meet ESSA “Tier 2” evidence standards, compared student achievement at schools that were early adopters of the TalkingPoints platform

to students at schools that adopted the program model later. It reported that students at TalkingPoints schools whose families engaged with the platform had higher test scores, better grades, and lower absenteeism rates than those at schools that had not implemented TalkingPoints. This pattern was even more pronounced for traditionally underserved students, including Black students, Latino students, students with disabilities, and English language learners.

Alongside TalkingPoints’ commitment to building the evidence about its impact on family engagement and student achievement, the organization has continued to scale to meet school demand for its platform and reach more families. Between SY 2020-21 and SY 2021-22, TalkingPoints increased student reach by 47 percent, reaching over two million students. Halfway through SY 2022-23, TalkingPoints is already reaching almost three million students.



Our Catalytic Role

Overdeck Family Foundation began funding TalkingPoints in 2020, when its impact was measured by teacher/family survey data and a modified feasibility study by WestEd conducted in 2018. Over the last two years, we have worked with the organization to build research and data capacity by growing the team and adding a Strategic Data Project Fellow, which positioned it to launch and complete this quasi-experimental study, showing emerging impacts from a low-cost, light-touch, and easily-scaled intervention.



Overdeck Family Foundation's multi-year commitment has been instrumental to growing TalkingPoints' research capabilities, helping us build evidence around the promise of TalkingPoints to address education gaps by eliminating barriers to effective family-school partnerships.

Heejae Lim
Founder and CEO

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



Courtesy of TalkingPoints

TALKINGPOINTS

Portfolio	Early Impact
Our Funding to Date	\$1.6m
Founded	2015
HQ	San Francisco, CA
Website	talkingpts.org



The Problem

Schools often delay access to grade-level work until all missing learning is remediated, but emerging lessons from technology-assisted learning platforms suggest that remediation may widen academic gaps.

The Evidence

Zearn Math, created by the nonprofit Zearn, is a top-rated math platform used by one in four elementary school students and more than one million middle school students nationwide.

To identify strategies that most effectively catch up students each time they struggle in math, Zearn conducted a quasi-experimental study that examined the differences in student performance when directed to a learning “acceleration” versus remedial approach to math learning. Using internal data, Zearn examined how 600,000 individual elementary and middle school students across all 50 states responded to five million instances of learning acceleration and remediation in SY 2020-21 and 2021-22.

Zearn researchers found that when students were directed to an accelerated learning approach, they successfully completed twice the amount of grade-level lessons and struggled less in their overall math learning, compared to instances in which students were directed to a remedial approach.



Courtesy of Zearn

As educators nationwide work collectively to help students address COVID learning loss, this research provides emerging evidence that learning acceleration may be a more effective approach than remediation—not just in educational technology platforms but perhaps in other applications, as well.

Zearn’s commitment to ongoing assessment of its Zearn Math platform, and its mission of increasing student achievement, has contributed to the organization’s growth momentum. Students have completed over 12 billion math problems on the platform to date and a recent statewide assessment of students with access to Zearn Math in Nebraska reported that students who were frequent, consistent users of Zearn had math scores 2.5 times higher than those of demographically-similar students who rarely or never used Zearn.



Our Catalytic Role

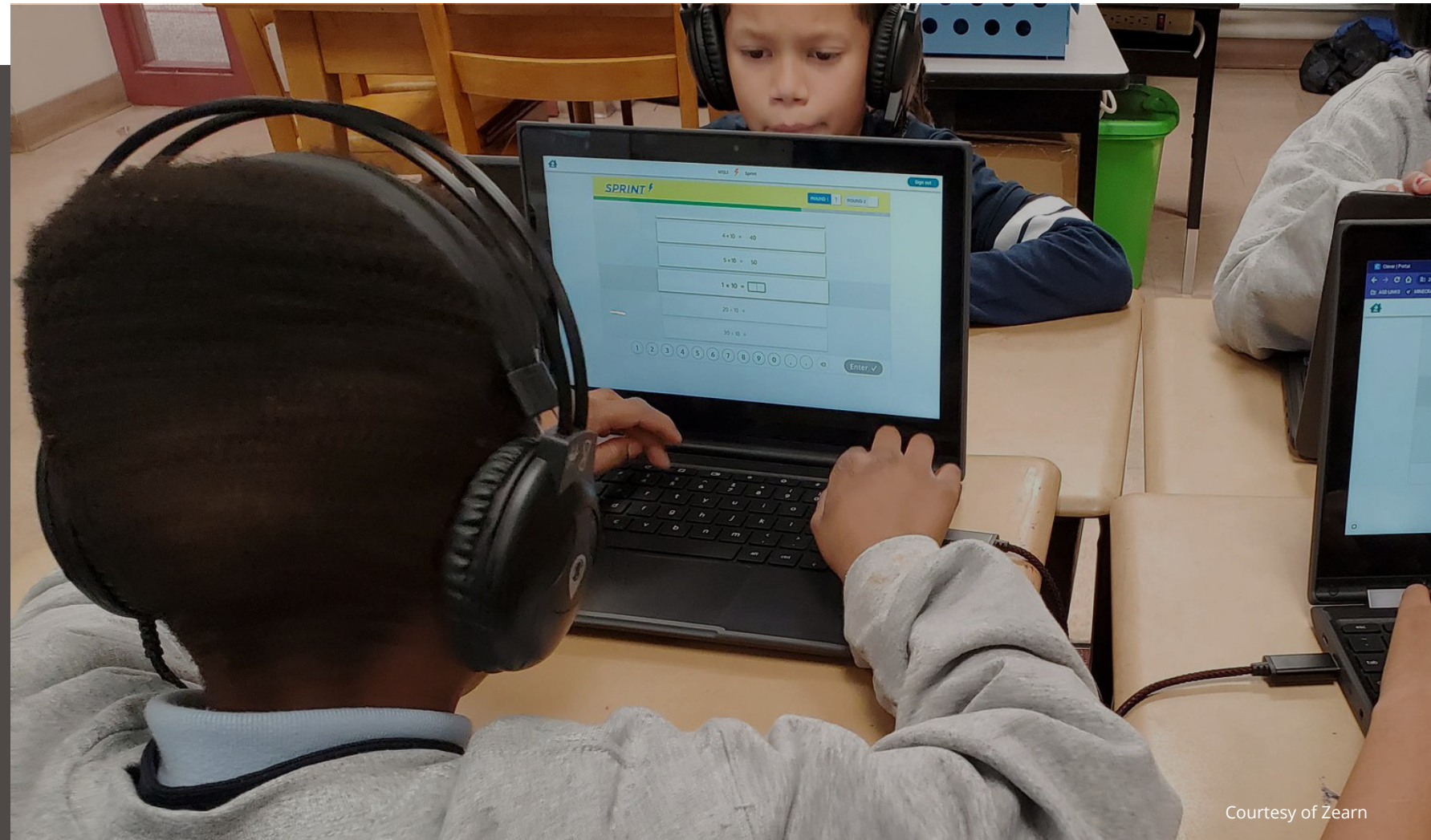
Overdeck Family Foundation has funded Zearn’s work since 2018. Our support for the organization has allowed it to strengthen the quality, implementation, and innovation of its digital K-8 curriculum, while increasing its ability to measure its impact at scale. Our capacity-building support has also assisted Zearn in conducting a market landscape assessment to inform its expansion goals as well as supported its engagement with Harvard’s Strategic Data Project, which will improve the organization’s capacity for data and analytics management.



With millions of students completing billions of problems, Zearn uses real-time data insights to continuously improve. Support from Overdeck Family Foundation ensures this type of innovation in math teaching and learning can thrive.

Shalinee Sharma
Co-Founder and CEO

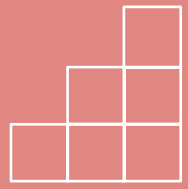
Shalinee Sharma is Co-Founder and CEO of Zearn. In addition to her role at Zearn, Shalinee serves on the Braven Board of Directors, is a Pahara-Aspen Fellow, and serves as co-chair of the Brown University Advisory Council for the College. Before founding Zearn in 2012, Shalinee spent more than a decade at Bain & Co. leading work for clients in various sectors including technology and education. A child of refugees, Shalinee is passionate about universal access to an excellent education.



Courtesy of Zearn

ZEARN

Portfolio	Innovative Schools
Our Funding to Date	\$4.8m
Founded	2012
HQ	New York, NY
Website	about.zearn.org

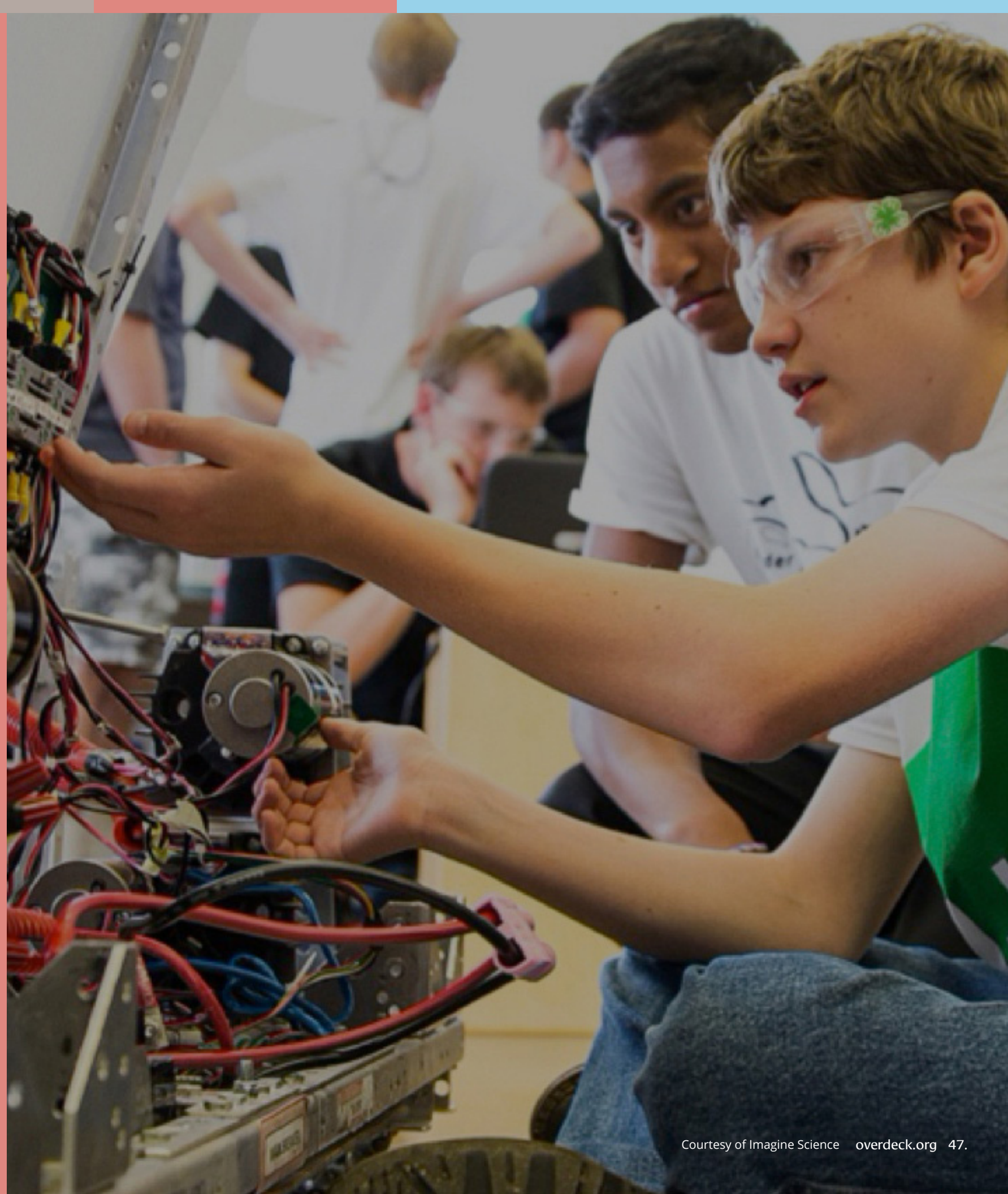


Unlocking Growth

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

42 grantees increased reach

34 grantees increased earned revenue





The Problem

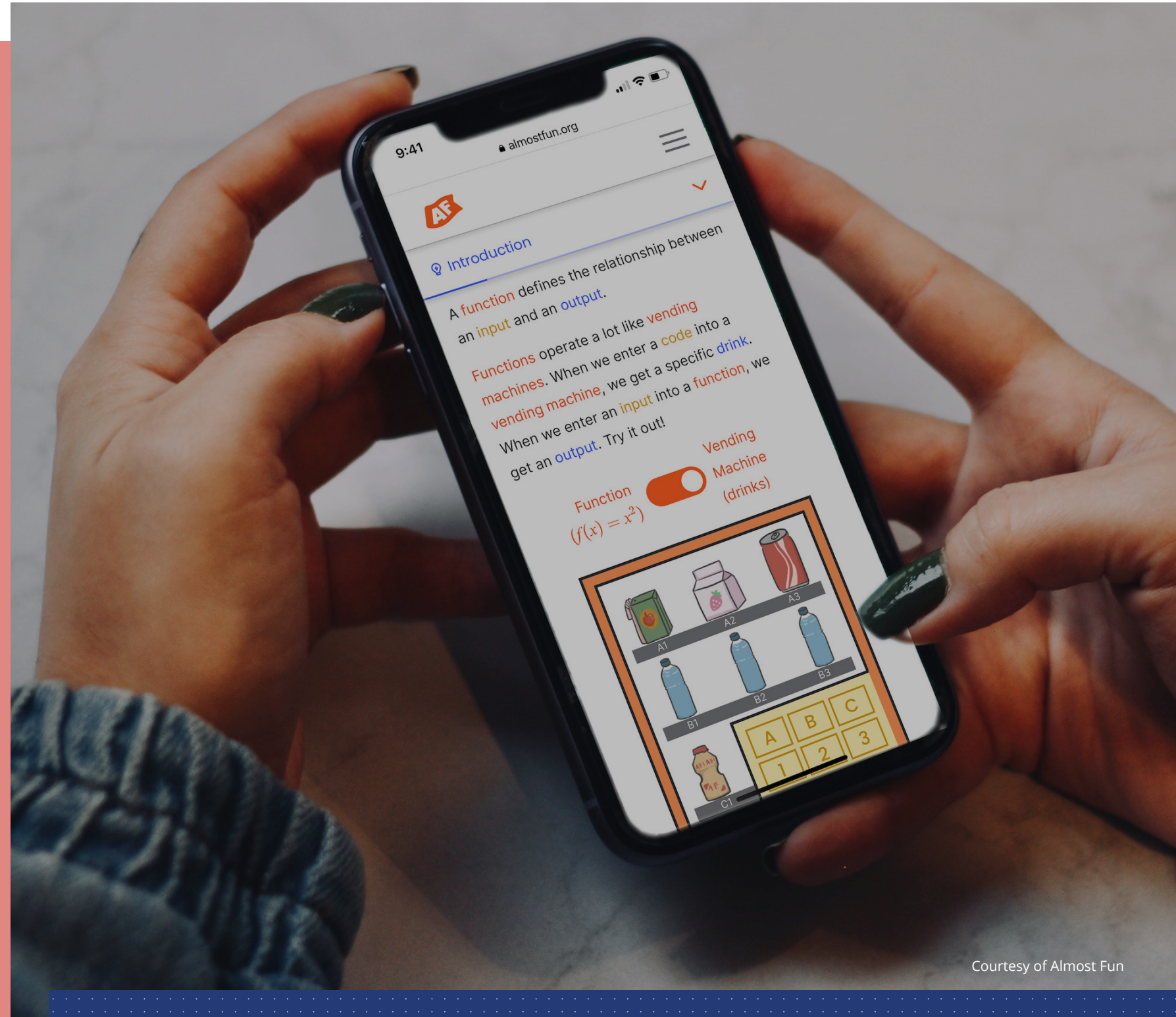
The National Assessment of Educational Progress showed that only 26 percent of eighth graders were proficient in math, with the results even lower for low-income, Black, and Hispanic students.

The Growth

Almost Fun aims to help students unlock joy and confidence in their math learning through online math lessons that include animations, memes, and references to pop culture. By offering a mobile-responsive website and an app, Almost Fun ensures its content is available to students through a range of desktop and mobile devices, improving accessibility and reach.

Since launching in 2019, Almost Fun has increased its student reach by 100x, scaling organically through word of mouth and strong search engine optimization from 8,000 to 803,000 students in just two years; 521,950 of students on the platform identify as low-income and 562,100 identify as Black, Indigenous, or people of color. The organization has also increased engagement on its platform, with students on average completing 10 percent more practice problems this year compared to last.

Almost Fun's unique focus on math enrichment that is both fun and culturally-relevant is resonating with its users. Eighty-three percent of students report an improved understanding after using Almost Fun, and 92 percent report improved math confidence and reduced anxiety.



Courtesy of Almost Fun



Our Catalytic Role

Overdeck Family Foundation’s funding has allowed Almost Fun to continue its growth while also engaging in capacity-building support in budget forecasting that will help the organization better understand the key factors that drive program costs in order to increase cost-effectiveness and plan for long-term sustainability.



Overdeck Family Foundation’s support and guidance have been instrumental in helping us significantly improve our measurement and understanding of math confidence and learning for the many students on our platform.

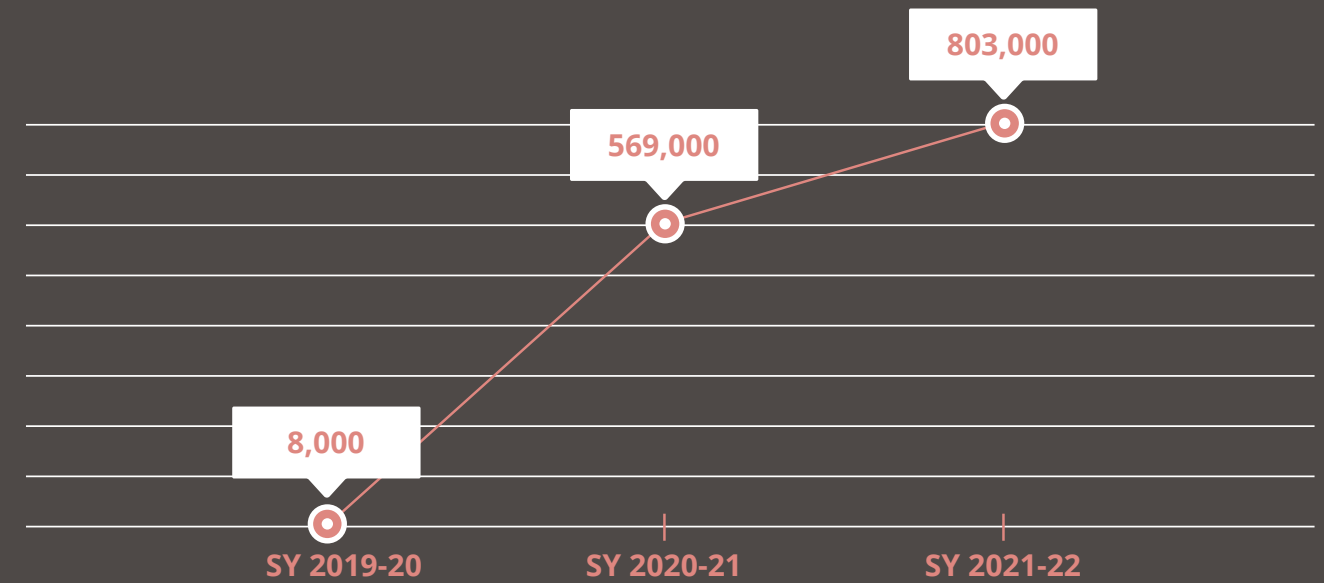
Lisa Wang
Founder and CEO

Lisa Wang, CEO of Almost Fun, founded the organization to ensure low-income students and BIPOC students have educational resources that empower their learning. Prior to leading Almost Fun, Lisa was a product manager at Google, leading development of features on Google Classroom and Google Maps.



Students reached through Almost Fun

Almost Fun grew their reach by 795,000 students in three years. Overdeck Family Foundation began funding Almost Fun in 2022 to help the organization establish district partnerships for continued growth.



ALMOST FUN

Portfolio	Inspired Minds
Our Funding to Date	\$133.8k
Founded	2019
HQ	New York, NY
Website	almostfun.org



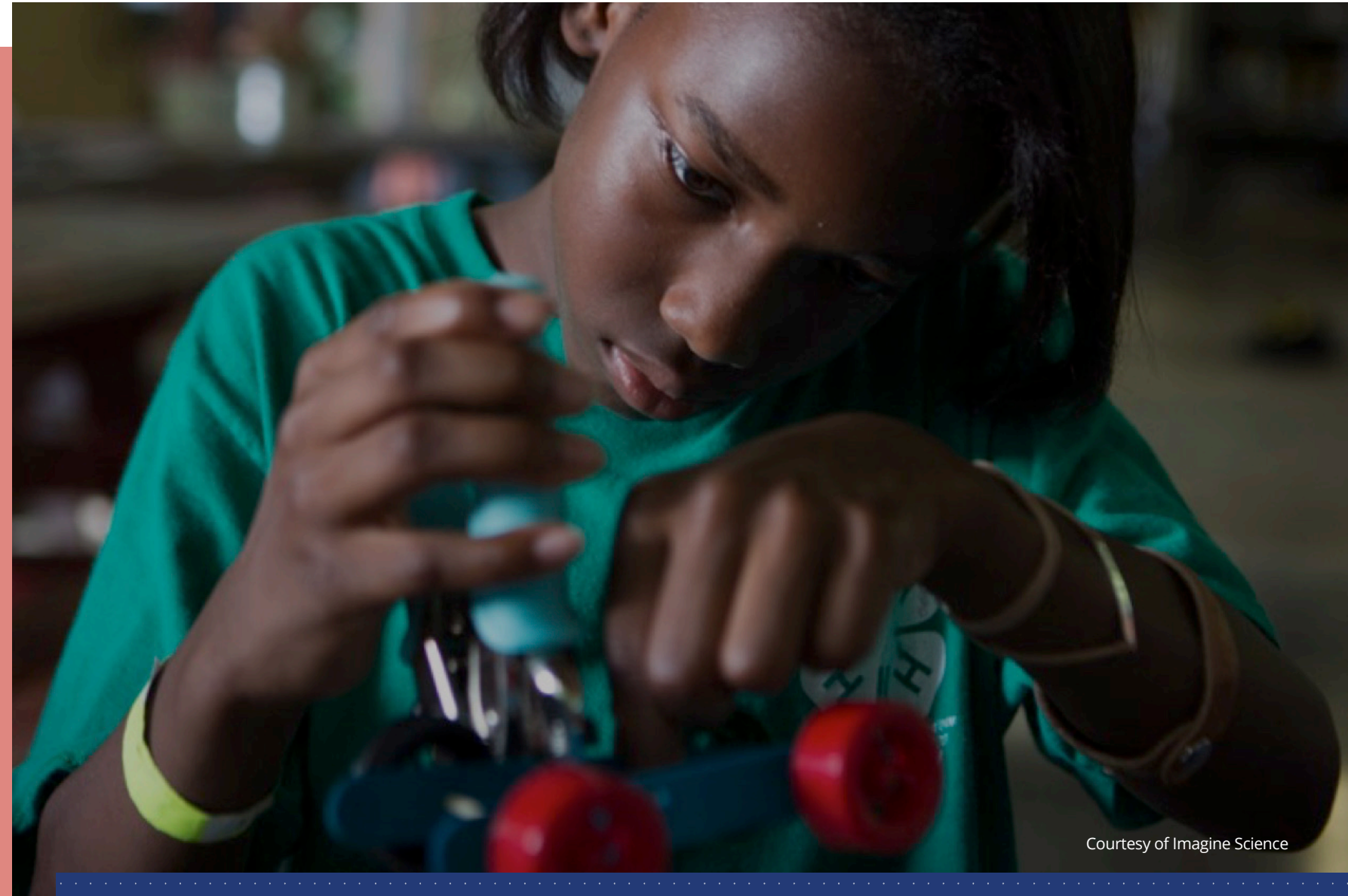
The Problem

Despite STEM being taught in and out of schools, only about 10 percent of children ages five to 17 have access to consistent and robust STEM programming, which is imperative to creating science enthusiasts and increasing interest in STEM careers.

The Growth

Imagine Science is a collaboration of four leading national youth organizations—the Boys & Girls Clubs of America, Girls Inc., National 4-H Council, and the YMCA of the USA—and the STEM Next Opportunity Fund. Collectively, these organizations aim to implement high-quality, out-of-school STEM programming in communities around the nation. The goal of Imagine Science is to provide prolonged, informal exposure to STEM, increasing a child's interest and building a foundation for proficiency through high school and beyond. Fifty-eight percent of students served by Imagine Science are girls, 90 percent are children of color, and 83 percent come from low-income households.

Over the past year, Imagine Science has attracted four new sites to begin planning, increasing the total number of Imagine Science sites implementing programs across the country to 15 in 2023, and up to 21 in 2024. Imagine Science sites are selected based on a number of factors, including the number of under-represented youth that lack access to high-quality STEM programming in the area. Imagine Science is also working on a new strategy to amplify its impact by developing resources on collaborative best practices in out-of-school STEM to offer youth organizations outside of its immediate network.



Courtesy of Imagine Science

In Imagine Science communities, STEM programming is high-quality and enriching, often connecting young students to science and STEM in engaging and relevant ways they would have been unlikely to otherwise experience. Post-program surveys conducted by PEAR Institute show that 71 percent of students demonstrate an increase in STEM engagement following participation in an Imagine Science program.



Our Catalytic Role

Overdeck Family Foundation’s funding and capacity-building support have catalyzed the growth of Imagine Science, helping the organization expand its ability to provide summer and afterschool STEM opportunities to new communities and support existing communities to self-sustain by deepening their understanding of best practices in collaborative fund development. Additionally, the Foundation has supported Imagine Science to continue its research on STEM engagement outcomes, which will help position it to better scale evidence-based STEM practices through established youth development organizations.



Imagine Science’s growth shifted from incremental to exponential because of Overdeck Family Foundation’s strategic investments in our geographic market expansion and network of out-of-school practitioners committed to engaging under-represented youth in STEM.

Jim Chesire
Consulting National Director

Jim Chesire is Co-Founder of Bolster Mission Consulting, Inc. (Bolster Mission) and Consulting National Director of the Imagine Science collaboration since its inception in 2015. Before founding Bolster Mission, Jim was Project and Executive Director of the Chicago Out-of-School Time Project and Chicago Allies for Youth Success.

Imagine Science sites nationwide

Since Overdeck Family Foundation began funding in April 2021, Imagine Science has attracted four new sites, with plans to continue expansion in 2024 (starred locations are approximate).



IMAGINE SCIENCE

Portfolio	Inspired Minds
Our Funding to Date	\$800k
Founded	2016
HQ	San Diego, CA
Website	imaginesci.org



The Problem

The one-teacher, one-classroom model means we need to staff 3.5 million classrooms every day. With the U.S. facing shortages of 300,000 teachers and staff at the start of SY 2022-23, this is less sustainable—and impactful—than ever.

The Growth

Next Education Workforce reimagines the teaching profession and classroom design through teaching models that bring together teams of educators with distributed expertise to deepen and personalize learning for students, while supporting educators with better opportunities to enter, specialize, and advance in the profession.

Next Education Workforce launched in 2019. Within the first year of its work, the organization was able to grow its reach from 33 to 269 teachers—a 715 percent increase—ultimately reaching 6,660 students through classrooms led by teacher teams with distributed expertise. In its second year of operation, Next Education Workforce has increased teacher reach by 97 percent and student reach by more than 1,000 percent, greatly expanding the number of schools and districts that have access to innovative staffing models at a time of unique challenges for the teaching profession.



Courtesy of Next Education Workforce

A 2022 [evaluation](#) in partnership with Johns Hopkins University found qualitative and quantitative evidence that supports the hypothesis that team-based staffing models increase satisfaction for educators. Teachers in Next Education Workforce models were statistically significantly more satisfied with their jobs, collaborated more, and had better teacher-student interactions. For example, 75 percent of teachers in Next Education Workforce said they were somewhat or extremely satisfied with their job, compared to 66 percent of traditional classroom teachers in the same district. They also collaborated at double the frequency of traditional classroom models.



Our Catalytic Role

Overdeck Family Foundation’s funding has allowed Next Education Workforce to grow its reach, evaluate its impact, and improve its understanding of the cost of delivering programs, which helps position the organization to replicate and scale its model.



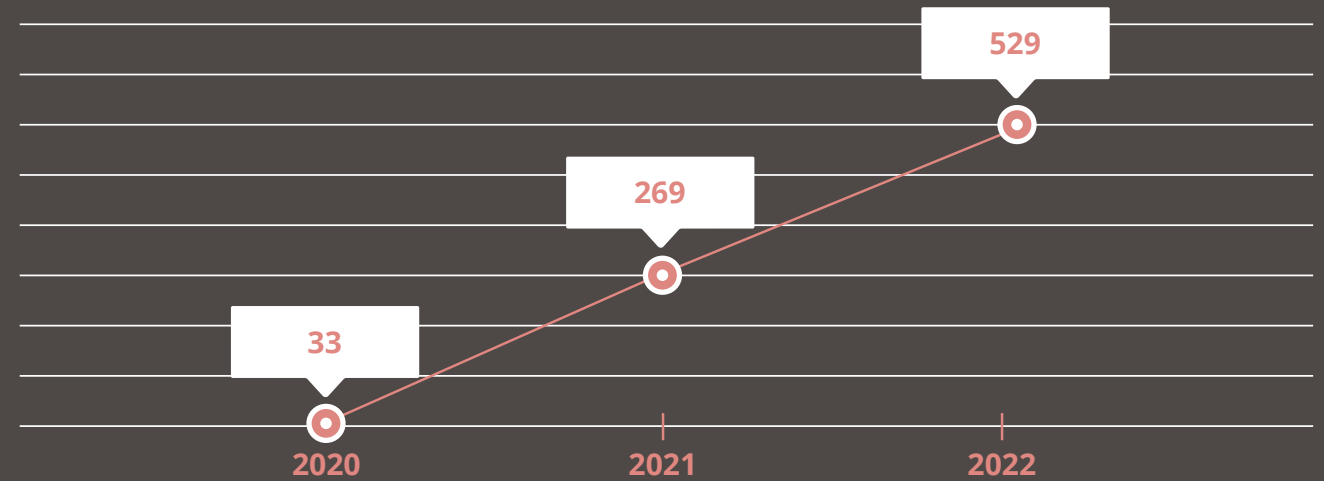
Overdeck Family Foundation has played a critical role in helping the Next Education Workforce team meet the demand of school systems across the country who want to design innovative team-based staffing models.

Dr. Brent Maddin
Executive Director

Brent Maddin, Ed.D., is a professor of practice and the Executive Director of the Next Education Workforce initiative at Arizona State University’s Mary Lou Fulton Teachers College. Prior to joining ASU, Brent was a Co-Founder and Provost at the Relay Graduate School of Education where he set the curricular vision for the institution and managed teams focused on curriculum design, institutional research, and programmatic innovation.

Educators in Next Education Workforce

Over the past three years, Next Education Workforce’s educator reach has seen 14x growth. Since our funding in May 2022, the organization has increased reach by 97 percent.



NEXT EDUCATION WORKFORCE

Portfolio	Exceptional Educators
Our Funding to Date	\$300k
Founded	2019
HQ	Tempe, AZ
Website	workforce.education.asu.edu



The Problem

Students living in poverty who read proficiently in third grade are 13x more likely to graduate high school on time. But less than one-third of New York City's third-graders living in poverty passed state reading tests in SY 2020-21.

The Growth

The Robin Hood Learning + Technology Fund aims to unlock the potential of technology to transform learning and advance achievement for low-income students in New York City. The Fund focuses on blended literacy and computational thinking models, investing in curriculum, professional development, and organizational providers that collaborate with high-poverty New York City schools and families to leverage technology to provide teachers tools and resources that can improve student reading and writing and prepare children to be computational thinkers.

Since its inception, the Learning + Technology Fund has invested \$29.4 million in 22 blended literacy and computational thinking models, directly reaching 32 community partners, 189 schools, 3,000 educators, and 149,900 students. The fund indirectly reaches every student in New York City and 8.3 million students nationwide; its direct reach has grown 57 percent since 2017.



Courtesy of Robin Hood Learning + Technology Fund

Internal evaluations have shown the potential for impact. Students in blended literacy classrooms demonstrated early indicators of greater academic growth compared to their peers (up to a 10 percentage point increase). And despite interruptions to instruction caused by the COVID-19 pandemic, 81 percent of early elementary students in blended literacy classrooms achieved typical growth in reading, with 55 percent of students showing above-average growth.



Our Catalytic Role

Robin Hood, Overdeck Family Foundation, and Siegel Family Endowment established the Learning + Technology Fund in 2015 to ensure that all students are prepared to succeed in a rapidly changing world. Overdeck Family Foundation’s continued support has allowed the Fund to scale promising blended literacy solutions across New York City and nationwide. The Fund has used funding to seed more innovation, conduct research and evaluation on the models it has supported, and scale models with evidence of impact. By increasing visibility to the Fund and its work, Overdeck Family Foundation has helped the Fund attract \$58 million in follow-on funding to its grantees.



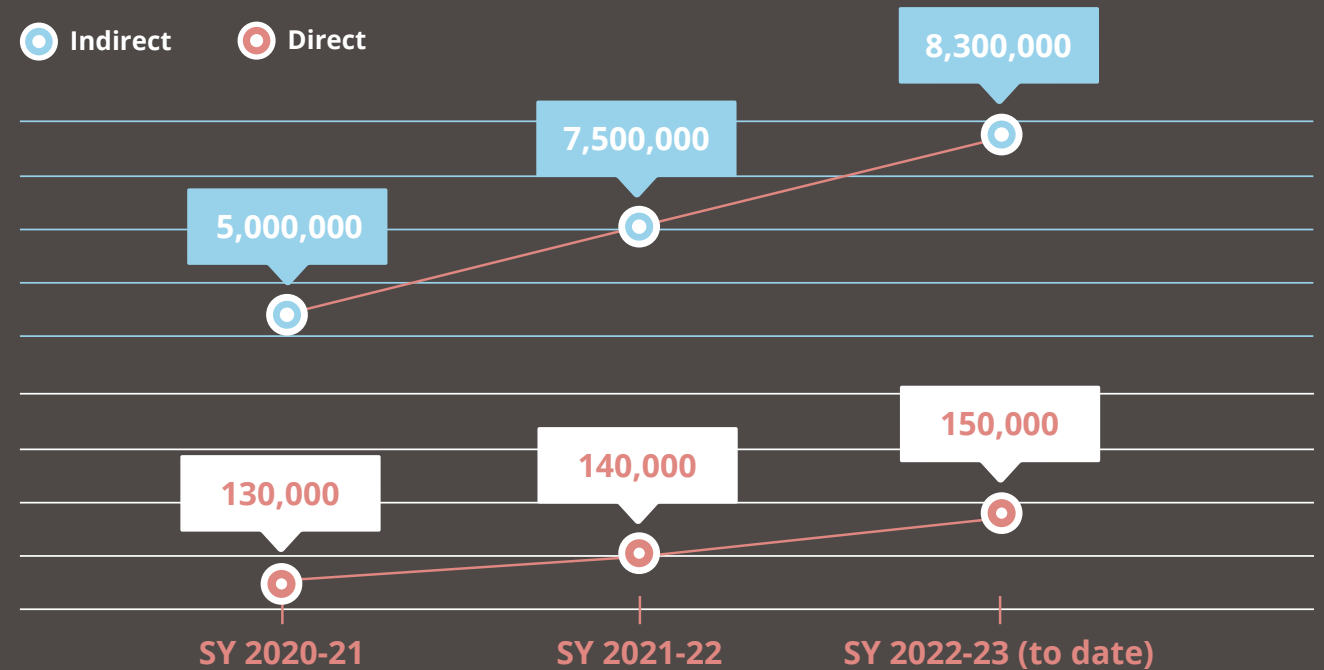
Overdeck Family Foundation’s commitment to deep partnership—on strategy, operations, communications, and evaluation—is unique and their financial support is a critical signal to the field that the work of Robin Hood Learning + Technology Fund is high impact.

Amber Oliver
Managing Director

Amber Oliver, Managing Director of the Robin Hood Learning + Technology Fund, is a nonprofit leader focused on scaling programs that leverage innovations for social impact. Previously, as Chief Operating Officer of GripTape, Amber helped build a strategy to put one million youth in the driver’s seat of their own learning. Amber also served as the Vice President of Globaloria, now part of Carnegie Learning, which helped thousands of students become knowledge-producers as they learned to design and code their own educational games. Amber also managed UNICEF’s global interactive youth portal, Voices of Youth, which she grew to three million members in four languages.

Students reached by Robin Hood Learning + Technology partners and models

The Fund’s direct and indirect reach have increased by 15 and 66 percent, respectively, since SY 2020-21.



ROBIN HOOD LEARNING + TECHNOLOGY FUND

Portfolio	Innovative Schools
Our Funding to Date	\$3.8m
Founded	2015
HQ	New York, NY
Website	robinhood.org/programs/special-initiatives/learning-and-technology



The Problem

Approximately 38 percent of eighth-grade students performed below NAEP Basic in math in 2022—an increase from already-low performance in 2019.

The Growth

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. Saga also helps districts develop and implement high-quality tutoring models by offering technical assistance and quality assurance along with learning technology resources.

This past year, Saga increased the number of students it serves with its Direct model by 50 percent, and the organization's technical assistance and consultative projects led to an increase in overall reach by 85 percent. Further supporting this continued growth, Saga received a grant of six million dollars over three years from AmeriCorps to expand their Direct model and help offset the costs to districts looking to partner with Saga for high-impact tutoring support.

Saga's rapid growth helps students accelerate their math learning. Research suggests that students who participate in Saga gain roughly one additional year of math learning per year in the program, putting them on the path to proficiency.



Courtesy of Saga Education



Our Catalytic Role

Overdeck Family Foundation has played a crucial role in helping Saga scale its impact, encouraging the organization to develop a more cost-effective approach that combines small-group tutoring with technology. The Foundation also co-funded a five-year randomized controlled trial to measure the impact of Saga and was an early backer of Saga’s decision to help districts and states develop their own high-quality tutoring programs. In 2022, Melanie Dukes, Associate Program Director of K-9 Education at Overdeck Family Foundation, became a member of Saga’s Board of Directors, advising the organization on strategic growth.



Overdeck Family Foundation’s multi-year support and thought partnership catalyzed our ambitious goals for scaling our impact through the proven power of high-impact, in-school tutoring.

Alan Safran

Co-Founder and CEO

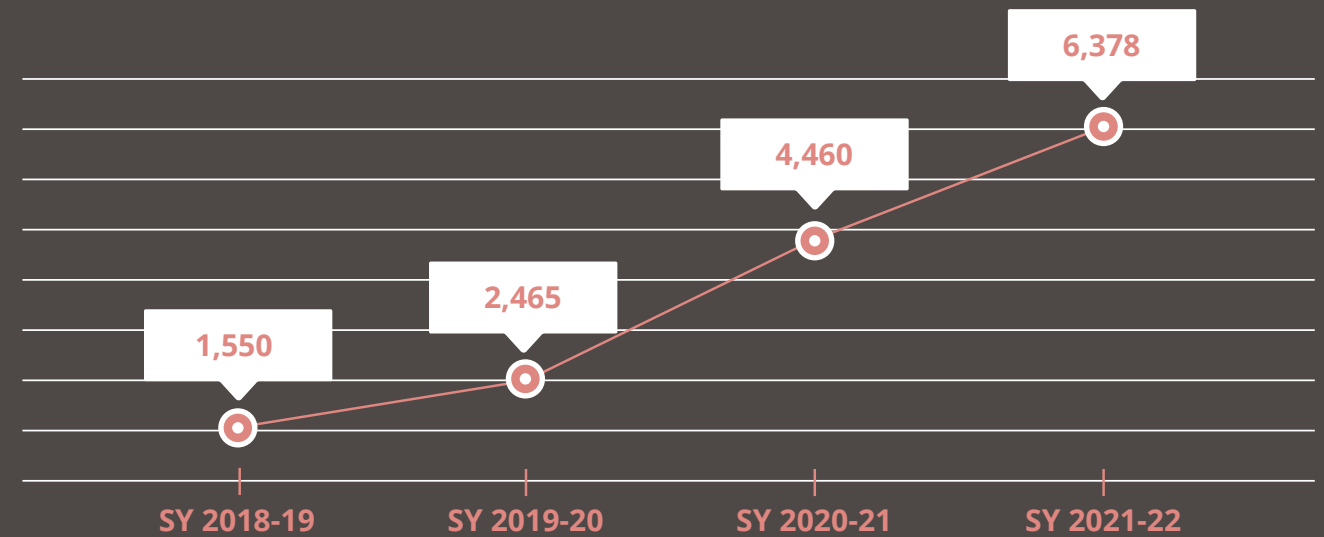
AJ Gutierrez

Co-Founder and Chief of Marketing and Communications

Alan Safran, Co-Founder and CEO of Saga Education, has a 30-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 a tutor dissemination project which became the foundation for Saga Education, co-founded with AJ Gutierrez who is now Chief of Marketing and Communications. Prior to co-founding Saga Education, AJ led program development and partnerships at Match Education and served as a City Year Corps Member.

Students reached through Saga Direct

Overdeck Family Foundation has funded Saga Education since June 2017. The organization has increased the reach of its Direct model by 311 percent since SY 2018-19.



SAGA EDUCATION

Portfolio	Innovative Schools
Our Funding to Date	\$6.4m
Founded	2014
HQ	Boston, MA
Website	sagaeducation.org



The Problem

Regardless of race, income, and early childhood academic abilities, kindergartners who struggle with executive function are more likely to fall behind academically in subsequent years.

The Growth

Numerous neuroscience research studies demonstrate that executive function is a strong predictor of kindergarten readiness and later school success, but few interventions exist to support executive functions development in children. Tools of the Mind is a research-based early childhood classroom model that uses high-quality teacher professional development, coaching, and a developmentally appropriate curriculum to help Pre-K and kindergarten children build executive function skills. Programmatic data show that 93 percent of children attending schools staffed by Tools of the Mind educators improved their executive function skills, and a 2019 randomized controlled trial found that children in Tools of the Mind classrooms had stronger early literacy and writing skills compared to the control group. Another randomized controlled study in 2014 found that gains in literacy, math, and executive functions continued into first grade, changing children's trajectory of learning.

At the beginning of the pandemic, Tools of the Mind redesigned its Pre-K and kindergarten programs and teacher professional development for virtual delivery, extending the model to include more family engagement and teacher-family communication, and adapting the staffing model and approach to enable virtual delivery of services that were previously provided in



Courtesy of Tools of the Mind and Jessica Cheltenham

person. This transition to virtual delivery allowed the organization to expand geographic reach at reduced cost, while also giving coaches the ability to frequently engage with every classroom and provide individualized teacher professional development and support through video coaching.

The revised model has helped Tools of the Mind increase its reach by 62 percent since 2020, reaching 41,480 children in SY 2022-23 alone and bringing high-quality early learning environments to both early childhood educators and children in Pre-K and kindergarten.



Our Catalytic Role

Overdeck Family Foundation’s grantmaking and strategic support has helped Tools of the Mind both innovate and scale since 2021. Our grantmaking supported the organization to build a solution for virtual technical assistance that allows for remote onboarding and progress tracking of early childhood educators, as well as to develop virtual modules for professional development, which have created more opportunity for growth. In addition, our funding supported Tools of the Mind to increase its sales and marketing capabilities, enabling the team to better identify and reach target customers.



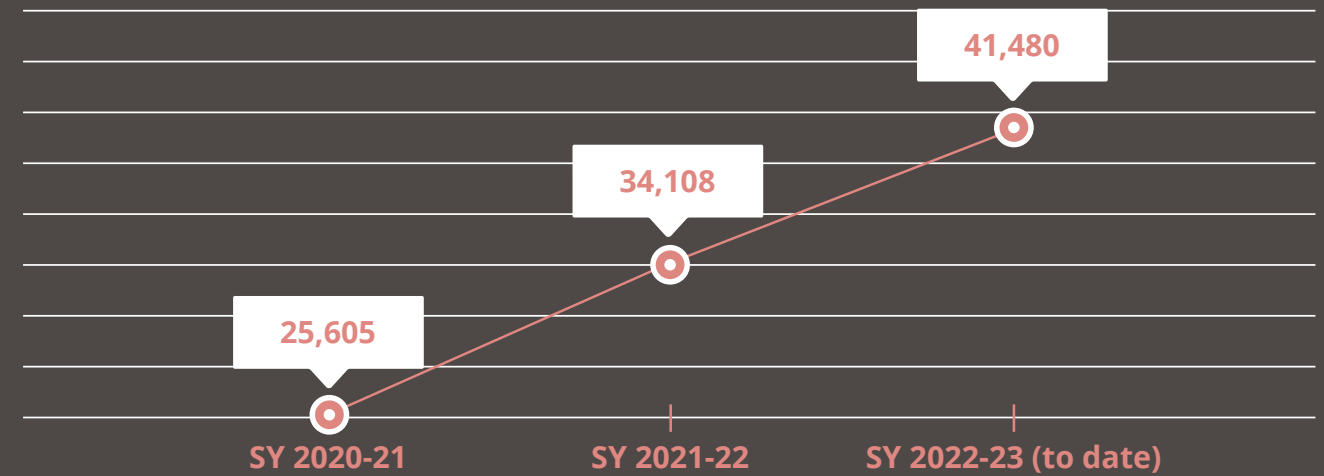
Overdeck Family Foundation has been instrumental in supporting the redesign of our professional development program to create an individualized virtual format for Tools teachers, enabling us to make significant progress in meeting our mission of serving more schools, teachers, and children.

Dr. Deborah Leong
Co-Founder and President

Deborah J. Leong, Ph.D., is the Co-Founder and President of Tools of the Mind and Professor Emerita of Cognitive and Developmental Psychology at Metropolitan State University of Denver, where she taught for 36 years in the Psychology and Education Departments. Dr. Leong developed the Tools of the Mind approach with Dr. Bodrova, with whom she has written numerous books, articles, and educational videos on the Vygotskian Approach to Psychology and the development of play.

Students reached through Tools of the Mind

Tools of the Mind has averaged 28 percent YOY growth since Overdeck Family Foundation began funding in February 2021.



TOOLS OF THE MIND

Portfolio	Early Impact
Our Funding to Date	\$895.5k
Founded	2019
HQ	Denver, CO
Website	toolsofthemind.org

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Providing all children
the opportunity to unlock
their potential.