Welcome! Please introduce yourself in the Chat to “All Panelists and Attendees.”
Type your:
• Name
• Organization
## Funding Approach
### Evolutions to Our Work

<table>
<thead>
<tr>
<th></th>
<th>Chapter 1 (2013-20)</th>
<th>Chapter 2 (2021+)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funding Approach</strong></td>
<td>Strategic philanthropy</td>
<td>Venture-inspired philanthropy</td>
</tr>
<tr>
<td><strong>Grant Composition</strong></td>
<td>60%+ ecosystem, 40% direct impact</td>
<td>75% direct impact / 25% ecosystem</td>
</tr>
<tr>
<td><strong>GOS</strong></td>
<td>&lt;30%</td>
<td>&gt;75%; Multi-year GOS funding commitments after pilot grants</td>
</tr>
<tr>
<td><strong>Grant Term</strong></td>
<td>Only one-year grants; fund with mindset of perpetuity</td>
<td>&gt;40% of direct impact are multi-year; fund with mindset of catalytic impact</td>
</tr>
<tr>
<td><strong>Grant Goals</strong></td>
<td>Many goals, limited focus</td>
<td>Dependent on org stage; focused on innovation, evidence, and growth</td>
</tr>
<tr>
<td><strong>Grantee Support</strong></td>
<td>4x / year; limited support / engagement</td>
<td>Deeper, more personalized support outside of funding dollars</td>
</tr>
</tbody>
</table>
**Funding Approach**

**Funding Model Composition**

---

**Goal: Accelerated improvement in academic and socioemotional outcomes for all children**

---

**Direct Impact (75% of total giving)**

*Find, fund, support leaders / teams to build cost effective models*

- **Early Stage**: Encourage innovation by funding early-stage organizations or initiatives that align with portfolio strategies.
- **Growth Stage**: Fund growth of cost-effective programs with measurable impact, helping them reach more beneficiaries.
- **Late Stage**: Support field leaders in sustaining their work and improving their impact.

---

**Ecosystem (25% of total giving)**

*Build favorable conditions to clear the pathway for scale of cost-effective models*

- **Validation**: Fund evaluations that help organizations strengthen their evidence base and unlock growth and funding opportunities.
- **Knowledge Generation**: Support research that generates new knowledge designed to enhance field understanding and the adoption of evidence-based practices.
- **Policy/Field Building**: Support the development of ecosystems that allow cost-effective, evidence-informed, and impactful programs and practices to scale

---

*All % of portfolio charitable dollars in a given year*
Funding Approach
Core Elements of Our Funding Model

Multi-year grants
• Increased transparency for grant size, grant duration, and renewal expectations
• Bigger investments over longer periods of time (2-3 years) after pilot grant
• Built-in decision points with regards to funding size and duration

More early stage orgs
• Increased risk tolerance and updated diligence process to attract more early stage grantees
• Partnerships and/or open calls to expand pipeline to early stage organizations we may not have previously funded

Increased non-monetary support
• Support delivered through combination of team expertise and third-party consultants
• Majority of third-party support focused on evidence, data, and rigor
• Training and upskilling opportunities for program team to better support grantees
$45M disbursed
98 organizations supported
31 new grants
60/32/8% Direct Impact / Ecosystem / Other
10/64/26% Early / Growth / Late Stage
29 grants over >$500K
79% GOS Funding

Headlines
- Fewer, bigger grants
- Increased GOS for direct impact orgs
- More multi-year grants for high confidence partnerships
- Funding at catalytic moments in an organization’s growth trajectory
- Deeper, more targeted support from our team or third-party
Featured Panelists
2022 Strategy Update

Melanie Dukes
Senior Program Officer
Innovative Schools

Gemma Lenowitz
Program Officer
Inspired Minds

Stephanie Sharp
Program Officer
Early Impact

Laurie Sztejnberg
Director of Research and Senior Program Officer, Exceptional Educators
Landscape Analysis
2022 Strategy Update

• Covid learning loss
• Staffing shortages in schools
• Reimagined assessments
• Family engagement
• Widespread effects of the pandemic
• Role of technology
Our Focus Areas for Maximum Impact
2022 Strategy Update

- Spurring innovation by funding the development of program models
- Evaluating virtual or hybrid learning models
- Providing support for evidence-based decision-making in education
- Cross-cutting themes:
  - Expanded role of families in children’s learning
  - Staffing challenges and solutions
Exceptional Educators
Increase retention of effective educators through leader and teacher implementation of high-quality instructional materials (HQIM), innovative data tools, and differentiated roles to increase the likelihood that all students can learn and all teachers can thrive in a changing K-12 environment.
89% of school and district leaders report that staffing shortages are the same or worse now (end of 2021) than at the beginning of the SY 2021-22.

Sources: EdWeek, EdWeek
What We Know: Staffing
Exceptional Educators

**EDUCATOR STRESS**

91%

- educators experience job-related stress sometimes, frequently, or always.

**Secondary Principals' Top Sources of Job-Related Stress**

<table>
<thead>
<tr>
<th>Source of Stress</th>
<th>Percentage of Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting teachers' mental health and well-being</td>
<td>86%</td>
</tr>
<tr>
<td>Supporting students' social and emotional learning</td>
<td>72%</td>
</tr>
<tr>
<td>Changes in my school's instructional model this school year (e.g., switching from remote to in-person)</td>
<td>72%</td>
</tr>
<tr>
<td>Implementing COVID-19 mitigation strategies (e.g., mask wearing, cleaning)</td>
<td>71%</td>
</tr>
<tr>
<td>Staffing my school (e.g., finding substitutes, hiring teachers or staff)</td>
<td>66%</td>
</tr>
<tr>
<td>Tracking student attendance</td>
<td>60%</td>
</tr>
<tr>
<td>Determining class schedules for remote or in-person learning</td>
<td>60%</td>
</tr>
<tr>
<td>persisted during the pandemic</td>
<td>50%</td>
</tr>
<tr>
<td>Persistence of COVID-19 regulations (e.g., mask wearing, cleaning)</td>
<td>42%</td>
</tr>
</tbody>
</table>

**Percentage of Principals**:
- Selected as a source of stress
- Ranked as 1st, 2nd, or 3rd source of stress

**SOURCE:** RAND Corporation

Sources: EdWeek, EdWeek
More than 80% of teachers report that they will need to continue to use different technologies in their work.

**What We Know: Technology**

**Exceptional Educators**

Teachers envision a continuing role for many online learning and education technology tools going forward:

- Majorities of teachers expect learning management systems, monitoring software, and secure messaging platforms will play as much of a role or more so than during the pandemic.
- Fewer teachers expect videoconferencing to be used at the same level it was used during the pandemic.

### Continued Use of Online Learning Platforms and Applications Going Forward

<table>
<thead>
<tr>
<th>Platform/Sub-Category</th>
<th>Larger role than before pandemic</th>
<th>Continue at same level as during pandemic</th>
<th>Less than during pandemic, but bigger than before</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Management Systems (LMS)</td>
<td>16%</td>
<td>39%</td>
<td>31%</td>
</tr>
<tr>
<td>Software used to monitor student activity online</td>
<td>18%</td>
<td>40%</td>
<td>24%</td>
</tr>
<tr>
<td>Secure messaging platforms for teachers and students</td>
<td>15%</td>
<td>39%</td>
<td>28%</td>
</tr>
<tr>
<td>Self-paced learning applications and apps</td>
<td>16%</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td>Online learning assessments and quizzes</td>
<td>14%</td>
<td>34%</td>
<td>31%</td>
</tr>
<tr>
<td>Videoconferencing</td>
<td>12%</td>
<td>23%</td>
<td>43%</td>
</tr>
</tbody>
</table>

**Source:** CDT

Teachers: Q14G: From your perspective, at what level do you anticipate each of the following are likely to continue at your school in the 2021-2022 school year?
Experts say that schools’ relationships with families was critical to student academic recovery during the pandemic...

But 47% of teachers said insufficient support from parents this year was making it much more difficult than usual to help their students reach grade level.

Sources: EdWeek, Center for Public Research and Leadership
Strategy 1: Professional Learning + HQIM
Ensure all students have high-quality instructional materials (HQIM) and teachers who are trained in their use.
- Leaders for HQIM
- High Quality Teacher Professional Learning
- Ecosystem Supports

Strategy 2: Data Tools
Develop and scale data tools that allow leaders and teachers to use real-time information and early-warning indicators to differentiate their time, practices, and efforts.
- Leader Data Tools
- Teacher Data Tools
- Ecosystem Supports

Strategy 3: Differentiated Staffing Models
Identify and scale models of school-based staffing that retains most effective teachers, promotes diversity, and differentiates teacher roles.
- Leader Support for Innovative Staffing
- Teacher Role Differentiation & Supports
- Ecosystem Supports
Innovative Schools
Expand access for K-9 children to tech-enabled, student-centered learning environments, intentionally designed for any student to thrive.

More specifically, these environments will allow children to master core academic content, develop skills and dispositions that promote lifelong learning and success, and participate in engaging learning experiences.

Six signs of a student-centered classroom

- Social-Emotional Learning
- Student Voice
- Technology Integration
- Active Learning
- Collaborative Learning
- Differentiation
Pre-pandemic, a classroom likely contained students who achieved at **7 different grade levels**; post-pandemic, the range was predicted to span up to **9 grade levels**.

Source: McKinsey
$122 billion in ESSER federal funds allocated to support and address the impact of COVID-19 shows nearly a third plan to spend their funds on tutoring, technology, and assessments.
Schools doubled their use of edtech tools over the past 2 academic years; using an average of 1,449 edtech tools during SY 2020-21, compared to 703 edtech tools during SY 2018-19.

Edtech investment and spending is at record levels and only expected to increase.

**U.S. EdTech Funding (Supply)**
Includes spending beyond K-12 digital instruction and assessment

**Global EdTech Spending (Demand)**
U.S. is ~ 40% of global market.

---

Source: Reach Capital

Source: HolonIQ, October 2021
2022 Strategies
Innovative Schools

Strategy 1: Scale Personalized Interventions
Develop and scale tech-enabled interventions to accelerate students’ mastery of foundational academic and socioemotional skills in math and literacy
- Curricula (core & supplemental)
- Tutoring

Strategy 2: Increase Active Learning Experiences
Develop tech-enabled active learning experiences that enhance student engagement, and allow students to apply their learning to improve mastery of academic and socioemotional outcomes
- PBL / experiential / small-group learning
- Formative assessments (voice tech, AI/ML)

Strategy 3: Improve Evidence-Based Decision Making
Increase evidence-based decision making in edtech purchasing and innovation through ongoing validation, field building, and knowledge generation
Early Impact
2022 Portfolio Goal
Early Impact

Measurably increase the likelihood that all children enter kindergarten “ready to learn” and experience early school success.
Babies born during the pandemic have lost 22 points in IQ, or the equivalent of 70 years of IQ gains. The impact is more pronounced for boys and children of lower socioeconomic background. (Early Learning Nation)
68% of kindergarteners in Mississippi were not kindergarten ready in fall of 2021, compared to 63% in fall of 2019.

73% of kindergarteners in South Carolina were not kindergarten ready in fall of 2020.

Parents report a significant increase in child behavior problems compared to pre-pandemic.
Measures of parental distress (stress, loneliness, anxiety, and depression) have all significantly increased since pre-COVID.

Figure 1. Percentage of children ages 3-5 and not yet in kindergarten whose parents reported participating in home activities with child three or more times in the past week (N=934)

Parents are engaging less in behaviors that support school readiness.
$12.24 per hour
Average wage of a center-based child care professional as of May 2020

565K → 494K
According to the Bureau of Labor Statistics (BLS), the number of child care professionals in centers dropped from 564,630 to 494,360.21
What We Know: Preschool
Early Impact

New Census data show preschool enrollment crashed during the 2020-21 school year.
If **BBB does not pass**, we will...

- temporarily focus direct impact funding on kids 0-5, narrowing in on **healthy birth outcomes** and **K-readiness**, and significantly increase ecosystem funding for care and **school supports** to build capacity at the state level for evidence-based decision making.

If **BBB passes** (or new bill with Pre-K and child care access) we will...

- resume funding for kids 0-8, targeting **healthy birth outcomes**, **K-readiness**, and **early school success**, and significantly increase direct impact funding for care and **school supports** to ensure the feds are opening access to **quality** seats.
What We are Funding Without BBB
Early Impact

**Strategy 1: Parent Supports**
Develop and scale sustainable parent supports that improve family readiness to increase healthy birth outcomes and kindergarten readiness
- Home visiting
- Group-based prenatal and pediatric care
- Parenting programs
- Evidence-based decision making

**Strategy 2: Care and School Supports**
Develop and scale sustainable child care and school supports that improve early learning environment quality to increase kindergarten readiness
- HQ curricula + PD
- Family engagement (teacher - family communication)
- Business and licensing supports
- Evidence-based decision making
Inspired Minds
Build the next generation of creative problem-solvers by expanding access to engaging and challenging STEM learning experiences that deepen family engagement, build STEM mindsets, and inspire students with joyful and rigorous learning.

Priority outcomes:
- Science and math achievement
- Academic engagement
- STEM identity and self-efficacy
2022 is a year to rebuild, reopen, and recover
America After 3PM STEM
Inspired Minds

Decline in after school enrollment but boost in STEM activities offered

10.2 million
kids in afterschool

69%
get STEM
2014

7.8 million
kids in afterschool

73%
get STEM
2020

Unequal access

Low income
Higher income

Afterschool opportunities in ...

43%
Science learning
57%

33%
Computer science
48%

27%
Technology and engineering
44%

Source: Afterschool Alliance representative survey over >30K families
2022 Strategies
Inspired Minds

**Strategy 1: OST STEM access**
Increase the quality, supply, and positive perception of joyful and rigorous out of school STEM programs

- Afterschool STEM programs
- Summer camps and acceleration
- Museum STEM exploration programs
- Ecosystem-wide efforts to shift mindsets and increase funding

**Strategy 2: Family STEM**
Elevate the role of families in supporting children's learning

- At-home and community learning
- Resources linked to school-based instruction
- National Center for Family Math to build capacity

**Strategy 3: Student self-directed STEM learning**
Give students agency to explore on their own and with peers

- Supplemental curriculum and games
- Project platforms
Featured Panelists
Portfolio Contact Information

**Innovative Schools and Exceptional Educators**
Melanie Dukes, Senior Program Officer
Laurie Sztejnberg, Director of Research and Senior Program Officer
k9@overdeck.org

**Inspired Minds**
Gemma Lenowitz, Program Officer
inspiredminds@overdeck.org

**Early Impact**
Stephanie Sharp, Program Officer
earlyimpact@overdeck.org
Thank you!

Visit us at: www.overdeck.org

A link to a recording of this webinar will be sent to everyone who registered.